



IMPACT ASSESSMENT OF RIVERSIDE LEARNING CENTRE'S I CAN FOUNDATION PROGRAMME

2025

Table of Contents

<u>Executive Summary</u>	3
<u>Introduction</u>	7
<u>Methodology</u>	13
Case studies:	
<u>Alma Mater, Jodhpur</u>	18
<u>Aagamya Foundation, Ahmedabad</u>	42
<u>Delhi Public School, Lava Nagpur</u>	61
<u>Naika Kumar Shala, Kheda</u>	82
<u>Chettinad Sarvalokaa, Chennai</u>	99
<u>Process level Insights</u>	118
<u>Conclusion</u>	140
<u>Annexure</u>	142

Executive Summary

This report examines the **implementation of the I CAN Foundational Approach designed by Riverside Learning Centre across five schools**, analysing its **impact on classroom culture, teaching practices, student agency, and student ownership**.

The approach consists of **three foundational processes— Conglom, Agenda Setting & Closing The Loop (CTL), and Board Protocol—** implemented in these five schools. Their case studies highlight the positive impact of these processes on creating **student-centred, reflective, and collaborative learning environments**. The I CAN Foundation programme has contributed to greater student participation, increased ownership of learning, and a shift from passive to active engagement in classrooms across these five schools.

Key Findings

Classroom Culture: From Compliance to Connection

- Across all schools, Conglom has provided a structured space for student expression, **fostering stronger peer relationships and emotional awareness**. Students have become more open to diverse perspectives, contributing to a more **inclusive and empathetic classroom environment**.
- Teachers report a shift in classroom interactions, with students demonstrating greater respect, collaboration, and self-regulation. In some schools, this has reduced the need for disciplinary measures as **students have become more mindful** of their actions and behaviour.
- The schools observed a **decline in social conflicts as students developed better interpersonal skills**, though the effectiveness of this shift depends on how consistently Conglom sessions are facilitated by teachers.

A Shift in Teaching Practices: From Rigid Instruction to Dynamic Facilitation

- Board Protocol has **improved the facilitation of learning sessions** by making learning objectives, key concepts, and student participation more visible. Schools have integrated a standardized board format, ensuring greater organization and clarity in classrooms.
- Agenda Setting and Closing The Loop (CTL) have helped **teachers and students plan, track, and reflect on learning**, leading to more intentional facilitation. These processes have contributed to a more structured yet flexible approach, **enabling teachers to adapt lessons to student needs**.
- **Teachers have become more reflective in their practice, incorporating student feedback to refine instructional strategies.** However, schools noted that teachers need continuous support in making the shifting to a facilitative role.

Student Agency: Learning is No Longer Passive

- Students are actively involved in structuring their learning experience through Agenda Setting, particularly in higher grades. Some schools reported that **students co-create parts of their schedules, prioritize tasks, and manage their time more effectively**.
- Board Protocol has given students greater autonomy, allowing them to track lesson progress, refer to key learning points, and **connect classroom learning to real-world applications**.
- **Reflection has become embedded in daily learning**, with students regularly assessing their understanding, identifying challenges, and articulating the next steps through Closing The Loop.

Long-Term Institutional Impact: Systemic Change, Not Just a programme

- Schools have **formalized the I CAN Foundation programme within their professional development programmes**, ensuring that teachers receive ongoing training and peer support for effective implementation.
- Student leadership has become more distributed, with students taking on facilitative roles in Conglom sessions and contributing to classroom management, reinforcing **collaborative decision-making**.
- The focus on relevance in Board Protocol has encouraged deeper engagement with learning content, leading to **greater student motivation and participation**.

Challenges & Areas for Growth

While the I CAN Foundation programme has significantly enhanced student engagement and teaching practices, schools identified key areas that require continued focus:

- **Ensuring consistent implementation:** Some teachers integrate these processes effectively, while others require additional support to reflect on their understanding and expectations from learners.
- **Supporting teachers in shifting their instructional approach:** Some educators found the transition from directive teaching to facilitation challenging, indicating the need for continued professional development and mentoring.

Overall, The I CAN Foundation programme has contributed to greater student ownership, stronger classroom relationships, and collaborative learning environments across all five schools.

The **commitment of the School Leaders** to transform their educational vision into concrete practices was **vital** in ensuring that all processes were implemented with meticulous attention to detail and rigour. This level of dedication not only fostered a culture of excellence but also set a clear standard for accountability and success throughout the institution.



Introduction

About Riverside Learning Centre

Riverside Learning Center (RLC) is a pedagogical research and training organization, based in Ahmedabad, India, with a global reach spanning over eleven countries. Established to share and scale the pioneering practices of The Riverside School—recognized globally for innovation, including the prestigious *World's Best School for Innovation* award in 2023—RLC is dedicated to transforming education through a unique blend of **design thinking and student agency**.

Riverside was founded on the belief that education must nurture children with values, skills, and competencies that unleash their agency and enable them to thrive. Over the past two decades, it has demonstrated that **academic excellence and character-building can be intentionally designed to coexist**. At its core, Riverside applies the **lens of a designer**—centring the child's needs within an **iterative, human-centred design process**—to create curriculum, routines, and practices that cultivate passion, empathy, and a deep sense of agency.



Scaling Impact: The Role of RLC

Recognizing the potential to **transform education at scale**, Riverside Learning Center was established to **codify and share** these proven practices with educators and schools globally. As a **pedagogical research and training organization**, RLC provides a **comprehensive blueprint** for schools to contextualize and implement Riverside's design-led approach in their own settings.

Through **customized training programmes, digital platforms, and school-wide transformation initiatives**, RLC supports school leaders and educators in shifting from **standardized, instruction-heavy models** to learning environments that **foster agency, co-creation, and character development**. With over **963 school leaders and 465 teachers trained, impacting more than 450,000 students**, RLC is driving a fundamental shift in school culture—ensuring that **every child experiences an education that is not left to chance, but designed with intention**.

The Riverside I CAN Approach

The **Riverside I CAN Approach** was developed to address this critical need. Built on the principles of **design thinking**, the programme focuses on **increasing student agency and empowerment** through a **"both/and" approach** instead of an **"either/or" approach**. In other words, Riverside's approach ensures that students graduate with **content and character, passion and compassion, doing well and doing good**.

The Riverside School's **24-year journey** has led to a **codified set of processes, frameworks, and pedagogical practices** under **six pillars**, ensuring that students develop an **I CAN mindset**—where they are aware of the world around them, enabled with skills and knowledge, and empowered to **design a more just and equitable future**.

Empowering Every Child with the I CAN Mindset

It is becoming increasingly clear that the needs of the twenty-first-century **learner** demand **new approaches to learning**. The **lack of student voice and agency** in their education has meant that schools around the world still take a largely **standardized, one-size-fits-all approach**, valuing **compliance over creativity, and content over character**. This **narrow approach does not equip children** with the skills they need to thrive.

Today, **student success** requires skills for **collaboration, creativity, compassion, and problem-solving**. There is an **urgent need** to prepare young people to both navigate an **unknown and complex future** and to instil in them the **belief that they can shape a more desirable, sustainable future**. To meet this need, it is even more imperative that **teachers and school leaders** tap into their own **creativity** and build the **same belief in their capacity to develop and drive change within education**.

Design Thinking at the Core

FIDS (Feel-Imagine-Do-Share)

At the foundation of the **I CAN Approach** is **Design Thinking**. Riverside has developed and refined a **simplified, child-friendly framework** known as **FIDS—Feel, Imagine, Do, Share**. This **four-step process** ensures that learning is not passive but **deeply immersive**:

- **Feel** deeply about issues that matter to them
- **Imagine** innovative solutions
- **Do** with conviction
- **Share** their learning to inspire others

By embedding **Design Thinking** across all aspects of learning, Riverside nurtures a **culture where students and educators alike become designers of change**.

The **FIDS framework** has enabled Riverside to **deeply understand the needs of the schooling ecosystem** by involving stakeholders in envisioning **best-case scenarios**, prototyping, implementing, and iterating them. Decisions, behaviours, protocols, practices, and processes at Riverside have been **co-created with students** rather than being dictated to them. This approach has led to

remarkable increases in student engagement, ownership of their learning journey, and the development of higher-order skills like creativity, innovation, and problem-solving.

Not by chance. By Design.

I CAN Foundation programme

At the core of any shift in mindset, is the culture of empowerment that starts in a classroom. It is what happens daily and consistently that plants the seeds of the I CAN mindset. The I CAN Foundation goes beyond traditional professional development.

The I CAN Foundation programme equips educators with the tools to foster a dynamic and empowering classroom environment. This transformative programme delves into pedagogy, providing educators with the practical tools they need to cultivate student engagement and success. It is built on co-creation, intentionally cultivating a culture defined by four enablers:

- **Relevance:** Ensuring learning connects to students' lives and interests, fostering deep engagement and intrinsic motivation.
- **Rigour:** Setting high expectations while providing the necessary support to ensure all students achieve mastery.
- **Relationships:** Cultivating strong connections with and between students, creating a safe and supportive environment where they feel empowered to take risks and explore new ideas.
- **Reflection:** Fostering a culture of self-reflection, encouraging students to be active participants in their learning journey and set personal goals.



I CAN Foundation programme lays the foundation for change by introducing 3 critical processes (Conglom, Agenda Setting and Closing The Loop, and Board Protocol), which can be easily integrated into existing timetables of schools.

Conglom

Every day begins with a 30-minute non-academic activity designed to strengthen the bond between teachers and students. This valuable time is intentionally scheduled to cultivate meaningful relationships and ensure a positive start to the day. It invites students and teachers to come together each morning, fostering an environment where feelings, opinions, and ideas can be shared openly. During this enriching session, the teacher and students collaboratively explore discussions focused on a specific topic or activity within one of the five vital areas of investment: spiritual, social, emotional, physical, and cognitive. This initiative not only enhances the classroom experience but also empowers students to engage fully in their learning journey.

Agenda Setting and Closing The Loop

After the Conglom, the teacher spends a few minutes in each classroom in each grade doing an activity called 'Agenda setting'. Here the teacher sets the tone for the day based on the behaviour of the class/recent activities and co-creates the daily schedule with students. At the end of the day, the teacher in each class 'Closes the loop'. During this activity, she gets the class to summarise learnings from each of the classes that took place during the day, ensures that each child knows what homework they have and also takes the time to close the loop with the tone that they had set for the day. She gets the students to reflect on whether the class was able to follow the tone.

Board Protocol

Each lesson is divided into 4 parts (called enablers): Relevance, Rigour, Relationships and Reflection. This means that each class starts with the teacher explaining the relevance of the topic, then the teacher moves on to explaining the topic (rigour), she builds relationships through the session, and reserves the last 5-10 minutes to summarise the lesson (reflection). Each classroom board is divided into these sections in order to ensure that the class board holds the teacher accountable to doing these 4 enablers in each class.

Objective of this Study

RLC partnered with Sattva Consulting for conducting an Impact Assessment Study for the three key processes of Conglom, Agenda Setting and Closing The Loop and Board Protocol under the I CAN Foundation programme.

The study selected five schools which have implemented the I CAN Foundation programme

The focus of the impact assessment in the five schools was to understand:

- How have these processes strengthened student-teacher relationships?
- What are the skills and knowledge that teachers have developed to facilitate these processes?
- What are the skills that students have developed through these processes?
- What is the mindset shift amongst teachers through the facilitation of these processes?
- What has been the shift in teacher pedagogy through these processes?

Methodology

Research Methodology

This study employed a **qualitative research methodology** to understand and examine the implementation of the I CAN Foundation programme across the five schools. Given the study's focus on understanding the experiences and perceptions of stakeholders involved in adopting this approach, a qualitative method was chosen to capture rich, in-depth insights from the stakeholders.

Key stakeholders- Teachers, Students, and the School Leader (HMs)—were purposely selected to reflect diverse perspectives on the integration of Conglom, Agenda Setting (AS) and Closing The Loop (CTL), and Board Protocol (BP). This approach provided a comprehensive understanding of how these processes were implemented in diverse contexts and offered valuable insights into understanding the impact of the I CAN Foundation programme.

Sampling Methodology

A convenient sampling method was employed for this study, with the selection of schools determined by the Riverside Learning Centre (RLC) team. A total of five schools were chosen, each representing different economic brackets and different stages of implementation of the I CAN Foundation programme. The selected schools include:

Name of the school	Location	Management of the School	Duration of the Engagement with RLC
Delhi Public School, Lava Nagpur	Nagpur	Private	2 years
Chettinad Sarvalokaa Education	Chennai	Private	3 months
Aagamya Foundation School	Ahmedabad	Private Affordable	8 months
Naika Kumar Shala	Kheda	Government	1 year
Alma Mater School	Jodhpur	Private	>10 years

These schools were selected to **reflect a range of experiences with the I CAN Foundation programme**, capturing insights from institutions at different stages of implementation. This diverse sample allowed the study to examine the consistency and contextual adaptation of the three processes across diverse educational settings.

The sampling of the schools to be selected for the study was determined by the Riverside Learning Centre (RLC) team, considering the different stages of implementation of the I CAN Foundation programme across the selected institutions. Members of the Sattva team visited all school locations to ensure a comprehensive understanding of the context and conducted qualitative interviews with all the stakeholders. Given the qualitative nature of the study, the sample size for each school was carefully chosen by Sattva to include diverse stakeholder perspectives. This included selecting participants from key groups such as Teachers, Students, and School Leaders (HMs).

Sampling Strategy

The sampling numbers for the schools (grade wise, stakeholder wise) were determined in collaboration with the Riverside Learning Centre (RLC) team to reflect the diverse range of stakeholders involved in the implementation of the I CAN Foundation programme.

The Sattva team conducted visits to each school to collect data through classroom observations and stakeholder interviews. Before the visits, each school shared a list containing the names of all teachers and students. On the day of the school visit, **participants from both groups were randomly selected by the Sattva team** from these lists to ensure anonymity and reduce selection bias.

The sampling in all schools was done from the perspective of ensuring a robust and representative set of qualitative data.

The following stakeholders were interviewed for the study:

Students

For the Study, students from either Grade 5 or Grade 7 (depending on the school's structure) and Grade 8 were chosen. The sample included:

- 1 student each for Conglom and Agenda Setting (AS) and Closing The Loop (CTL) from both grades.
- 2 students from each grade for Board Protocol (BP).

This brought the total number of student interviews to 8 per school (4 from each grade) to ensure a balanced representation across the processes.

Teachers

Teachers from middle schools teaching different subjects were interviewed from each school:

- 3 teachers each from the selected grades (either Grade 5/7 and Grade 8).
- Each teacher represented one of the core processes: Conglom, Agenda Setting (AS) and Closing The Loop (CTL), or Board Protocol (BP).

A total of **6 teachers were interviewed from each school**. This ensured a comprehensive understanding of how each process was implemented.

Heads of Schools (HM) and Support Staff

- 1 Head of School interview was conducted per school to gather insights into leadership perspectives on the implementation process and impact.
- 1 support staff interview was conducted to understand the implementation and impact of the process.

Consent forms were shared with all participating schools and distributed to the parents of students to ensure ethical compliance and voluntary participation. Only students whose parents provided informed consent were included in the study, ensuring that participation was both informed and voluntary.

Classroom Observations

In addition to interviews, classroom observations were conducted for each of the three core processes—Conglom, Agenda Setting (AS) and Closing The Loop (CTL), and Board Protocol (BP)—to assess how these strategies were integrated into daily classroom practices and how students and teachers engaged with them in real-time.

This **structured sampling approach ensured a balanced and comprehensive representation of voices, capturing the depth and breadth of the I CAN Foundational Approach’s implementation and impact across all five schools.**

Data Collection And analysis

Data Collection Process

Qualitative interviews were conducted with key stakeholders across the five schools through field visits, including Teachers, Students, and the School Leaders. The interviews were designed to capture in-depth insights into the implementation and impact of the I CAN Foundation programme across different contexts.

- Students participated in in-depth interviews, allowing for focused discussions on their experiences with Conglom, Agenda Setting (AS) and Closing The Loop (CTL), and Board Protocol (BP).
- Teachers and School Leaders were engaged in more detailed interviews to gain a deeper understanding of instructional practices, leadership strategies, and process implementation.

All interviews were audio-recorded (with consent) for accuracy and in-depth analysis, enabling a nuanced understanding of effectiveness, challenges, and impact across stakeholders and school contexts.

The following table highlights the number of interviews conducted across the five schools, providing a clear overview of the data collected from each stakeholder group.

Name of the school	Teacher Interviews	Student Interview	School Leader Interview	Support Staff Interview	Classroom Observations
Delhi Public School	6	8	1	1	3
Chettinad Sarvalokaa Education	6	6	1	1	3
Aagamya Foundation School	6	8	1	1	3
Naika Kumar Shala	6	6	1	1	3
Alma Mater School	6	8	1	1	3
Total	30	36	5	5	15

Analysis

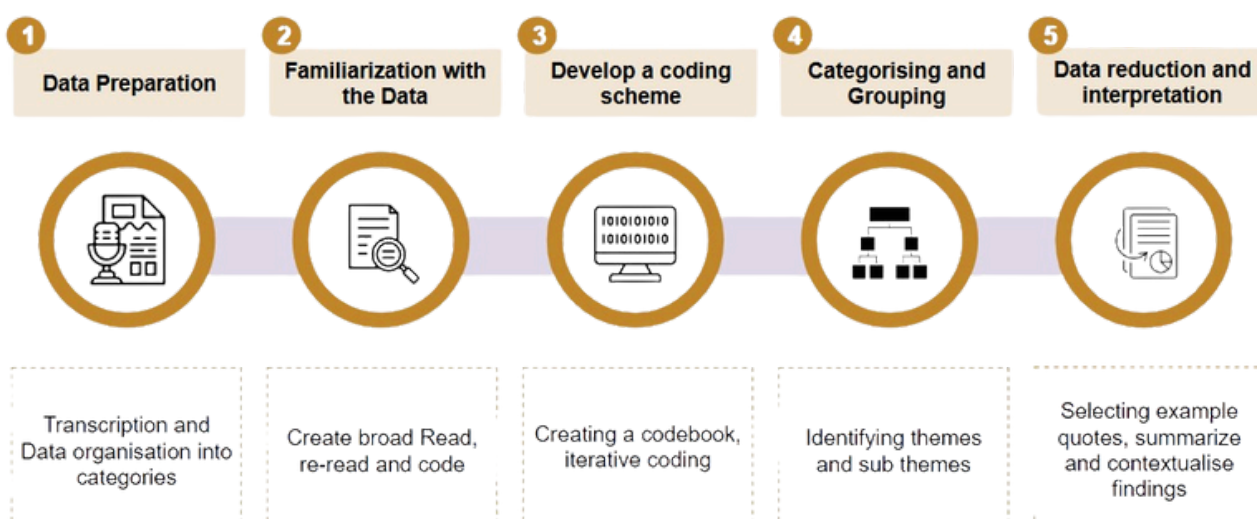
The analysis of the study was conducted at two levels:

- Process Level Analysis – focusing on the three core processes: Conglom, Agenda Setting (AS) and Closing The Loop(CTL) and Board Protocol (BP) across all five schools.
- School-Level Analysis – developing individual case studies for each school to highlight their unique implementation experiences and outcomes.

To achieve this, all stakeholder interview transcripts were systematically coded using a qualitative analysis software called Delve. The codes were then analysed, grouped, and synthesised to identify patterns and insights.

This dual-level analysis allowed for a comprehensive understanding of both the overall effectiveness of each process across schools and the specific implementation context for each institution. The findings were then used to develop detailed school-level case studies and process-level insights across the five participating schools.

Steps followed in qualitative analysis is highlighted below:





SCHOOL CASE STUDY 1:

ALMA MATER SCHOOL, JODHPUR

School context

Founded on July 1, 1999, Alma Mater School is located in Jodhpur, Rajasthan, and is **committed to a holistic education that promotes academic excellence, personal growth, and inclusivity**. The school fosters a learning community that encourages students to connect classroom knowledge with **real-world experiences, developing confidence, independence, and critical thinking skills**.

With a student-teacher ratio of 35:1, the school serves 550 students from diverse socio-economic backgrounds. Its fee structure for the 2024–2025 academic year ranges from ₹1,06,748 for Nursery to Prep, to ₹1,40,192 for grades 1 to 9, and ₹1,47,019 for grades 10 to 12, with flexible monthly, quarterly, half-yearly, or annual payment options.

The campus is well-equipped with modern classrooms, science laboratories, a library, and sports facilities, supporting both academic learning and extracurricular activities.



Engagement with RLC

The engagement with the I CAN Foundation programme began when the school leader, after an initial career in engineering, shifted to education following a pivotal experience facilitating activities for children during a corporate event. This turning point led to a deep association with Riverside School and mentorship under Ms Kiran Sethi, where immersive learning experiences over two years solidified the foundation of the approach. Upon returning to Jodhpur, the focus was on integrating core processes like Agenda Setting, Closing The Loop, and Board Protocol over the first three years to build consistency and understanding across the school community.

The **training and implementation process** for the I CAN Foundational Approach involved continuous professional development through **compulsory sessions every Saturday for all staff members**. New teachers underwent a **structured induction programme** lasting seven days, covering processes, curriculum, and social-emotional well-being, followed by ongoing observation and feedback. This ensured that the mindset shift essential for effective implementation was nurtured patiently through consistent mentoring and reflection-based activities. The I CAN Foundation programme has been implemented in Alma Mater for over a decade now.

The integration of the three processes—Conglom, Agenda Setting (AS) and Closing The Loop (CTL), and Board Protocol (BP)—has been **seamlessly woven into the school's daily schedule**. These processes are embedded into the timetable, with specific **sessions dedicated to reflective practices and collaborative learning**. This integration has **fostered a culture where students take ownership of their learning**, become more organised, and develop clarity in their academic journey, supported by **teachers who continuously adapt their practices through reflection and feedback**.

The I CAN Foundational Approach is adaptable to any school, irrespective of infrastructure.
-School Leader on the adaptability of the programme

Overall Impact

The overall implementation of Conglom, Agenda Setting and Closing The Loop, and Board Protocol (BP) has fostered a **collaborative, reflective, and student-centred learning environment in Alma Mater**. Conglom has enhanced collaboration and critical thinking by encouraging student interaction, fostering a sense of community. Agenda Setting has brought transparency in the learning process and strengthened lesson planning, providing teachers with a clear framework for organising and adding relevance to learning content. Closing The Loop has embedded reflection as a core part of all learning processes. Board Protocol has contributed to consistency and clarity, setting clear expectations and promoting student responsibility in managing their learning process. Together, these processes have **improved classroom culture, increased student engagement**, and supported **teachers in facilitating more meaningful and effective learning sessions**.

Impact on Classroom Culture

The implementation of Conglom, Agenda Setting (AS) and Closing The Loop (CTL), and Board Protocol (BP) has collectively transformed classroom culture by **fostering student ownership and encouraging reflective teaching practices**.

Conglom has played a key role in creating a **safe and collaborative environment** where **teachers and students can engage, reflect, and debate upon** important issues related to their lived experiences, which **deepens their connection and understanding of one another**. A teacher highlighted this by noting, *"My sessions emphasise the importance of working together. Even if it's only a small impact, I try to foster social bonding during Conglom"* reflecting increased ownership and **peer-learning**. This approach has also created a culture of open dialogue and encouraged students to participate more actively in class activities.

Agenda Setting has provided clear structures that guide both teachers and students in managing classroom time and content effectively. Teachers shared that *"when students know what to expect, they take ownership of their time and actions. It's all about clarity, when the agenda is set, they understand the expectations. It also allows us to be dynamic when unexpected situations arise."* Moreover, Agenda Setting has **strengthened teacher-student relationships** by ensuring shared clarity around lesson objectives. As a teacher mentioned, *"When you get to know what was highlighted and what needs focus, it helps in refining classroom interactions."*

Board Protocol has contributed to creating a more predictable and organised classroom environment, promoting clarity and focus. A student explained *"From the aim, we understand the objective of the session. From the new vocabulary, we learn new words that we can use in daily language. Expectations teach us discipline. From appreciation, we get a happy feeling. The agenda of the day tells us what we will do. The value of the homework section tells us what to do at home."* This has led to **increased student engagement** as the structure brings clarity to their understanding.

Together these processes have cultivated a **classroom culture grounded in student ownership, collaboration, and reflection**. From the **school leader's perspective, the collective influence of all three processes has been profound**: *"These processes may not always be tangible, but they create a sense of consistency and focus for everyone involved."*

Shift in Teaching Practices

The implementation of Conglom, Agenda Setting and Closing The Loop, and Board Protocol has led to a noticeable shift in teaching practices, with a **focus on reflection, structure, and collaborative learning amongst teachers**. Teachers have increasingly adopted reflective practices that allow them to reflect and refine their instructional strategies incorporating student feedback. A teacher highlighted this shift by noting, " children act as mirrors, reflecting what works and what doesn't. Their feedback helps us improve and be more mindful in the future."

Through Conglom, teachers have **shifted toward student-centred approaches**, encouraging open discussions and peer learning. They **consider students as co-creators in the learning process and value their unique perspectives**. A teacher highlighted this by sharing, *"We also learn from them (children). It is amazing how much they already know. If they are shown an informative video and they already understand the topic, it makes teaching even more enjoyable."*

Before, we used to teach in a very straightforward manner. Now, we have to learn something new. Before teaching anything new we consider what are the children learning from this? What is the relation of the concept to their life? How will they use it in their life? We think of all of this.
-Teacher on impact of I CAN on teacher pedagogy

With Agenda Setting, teachers have become more **deliberate in lesson planning and time management**, ensuring that both instruction and content delivery are structured and aligned with learning objectives. A teacher reflected on this change, saying, *"With a clear agenda, I can manage my schedule better and ensure that every topic is addressed effectively,"* demonstrating how the process enhances **instructional clarity and focus**.

Meanwhile, Board Protocol has brought greater consistency and structure to classroom routines. Teachers now set clear expectations and use visual cues to help students stay engaged. A teacher explained, *"We have started putting these things in our schedule to make the lessons more structured,"* highlighting how Board Protocol helps maintain focus during lessons. This structure not only **improves lesson flow** but also **encourages students to remain attentive and proactive** throughout the learning process.

Capacity building, facilitated by the school leader, has played a crucial role in driving these shifts. **Teachers are supported through structured feedback loops and collaborative discussions**, enabling them to reflect on their teaching methods and adapt accordingly. A teacher mentioned, *"The best part is that teachers' emotions are respected. If someone makes a mistake, it is accepted. I can admit, I was wrong, I am so sorry, and I never feel like I have to struggle to make myself understood."* highlighting how **leadership support ensures that teachers have a safe space to reflect and evolve in their practices**.

The practice of Closing The Loop (CTL) has also allowed teachers to **revisit lesson objectives and adjust their strategies based on student feedback**. As one teacher noted, *"When you get to know what was highlighted and what did not go well during the session, it gives some kind of understanding about that child that in the session. I observed this but when it came out from the child, it's a different perspective. You get to understand the child better. So that is always the bond that is created"* suggesting **a shift toward student-centred and responsive teaching**. This ongoing support, combined with peer collaboration and leadership-driven capacity-building efforts, has fostered a more reflective, structured, and student-centred teaching environment, **enabling teachers to continuously evolve their practices and make learning more meaningful for their students**.

Impact on Students

Notable changes have been observed by the school leader and teachers in student behaviour and their ownership of learning. The three processes have contributed to students becoming more reflective and taking more agency for their learning.

In Conglom, students have demonstrated **increased ownership of their learning and willingness to engage more deeply**. A teacher reflected, *"These sessions keep them engaged beyond traditional academics, whenever they get time, they will search on these topics and send them (to me)"* highlighting how the process encourages deeper engagement with the learning material. This openness has encouraged students to share their thoughts freely and take a more active role in their learning. Teachers also observed that students are becoming more responsible for their contributions in group discussions.

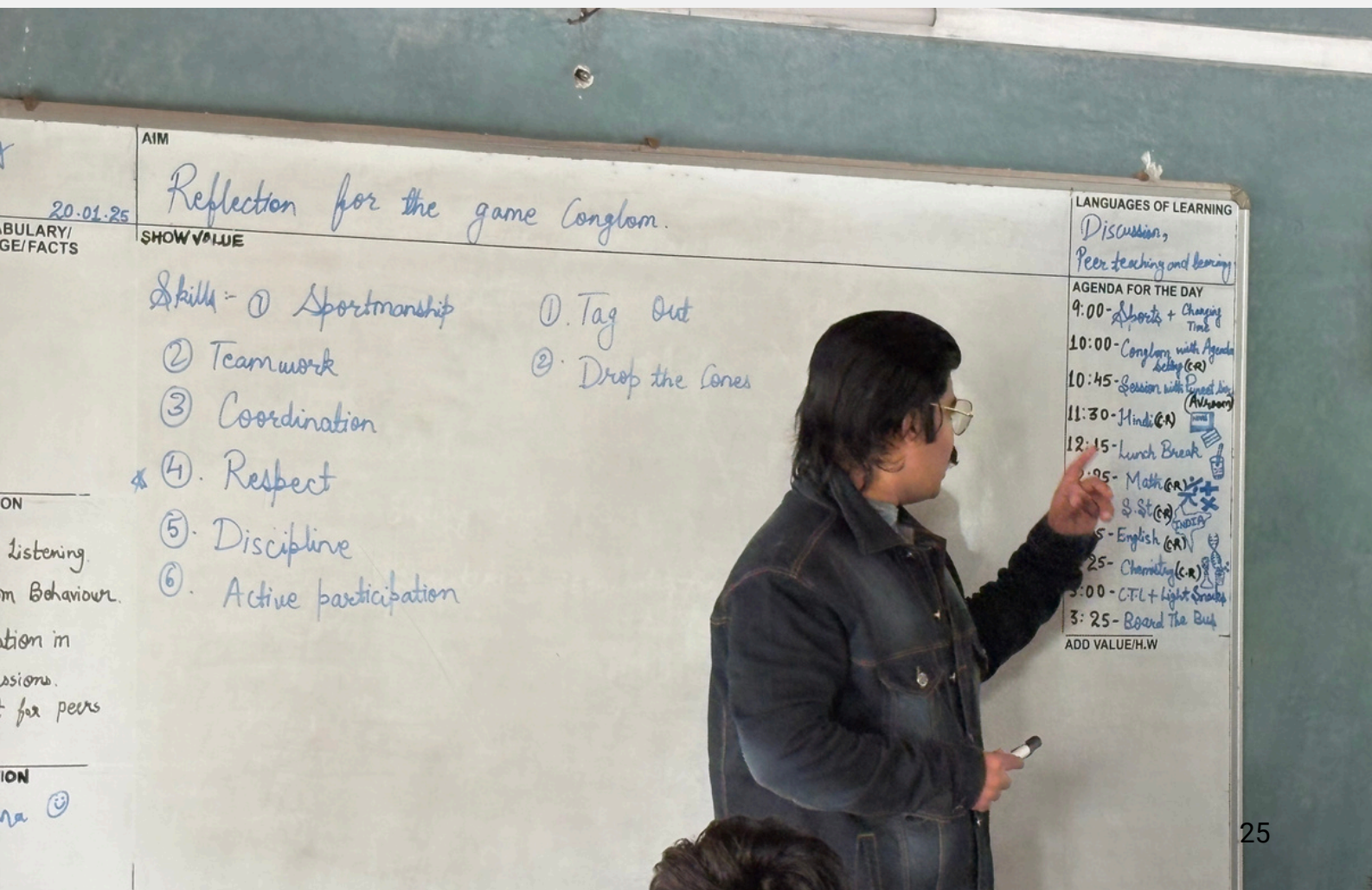
Agenda Setting has **improved clarity and organisation for students**, helping them manage their time and tasks effectively. As one student mentioned, *"When the whole day we have studied only and there's no agenda, it becomes confusing,"* underscoring the importance of structure in maintaining focus. Teachers observed a similar impact, with one stating, *"When students know what to expect, they take ownership of their learning,"* showing how a clear agenda helps students become more **self-regulated and accountable** for their progress.



The implementation of Board Protocol has further reinforced **consistency and clarity in the classroom**. Students now have a clearer understanding of daily tasks and expectations, with one student sharing, *"We won't be able to focus without knowing what we have to do next,"* reflecting how structured routines help maintain focus. Teachers have noted that students are not just passive participants but **actively contribute to the learning process**. For example, *"Sometimes if the teacher has forgotten all the expectations, the students remind her,"* highlighting the **sense of shared responsibility** fostered by Board Protocol.

Additionally, these processes have made students **more reflective and open**. During Conglom sessions, students are encouraged to express their emotions and thoughts freely, as one teacher shared, *"Students appreciate that their emotions are being acknowledged,"* fostering a supportive environment for self-expression. This openness extends to **student-teacher relationships, allowing for more honest communication and mutual respect**.

Overall, Conglom, Agenda Setting and Closing The Loop, and Board Protocol have collectively fostered a more caring, reflective, and student-centred learning environment, **enhancing student engagement, clarity, and ownership of the learning process**.



Process Insights

Conglom

Understanding the purpose

Conglom is understood by teachers, students, and the school leader as an integral part of the school experience, shaping both learning and classroom culture. It is perceived as a process that **influences classroom culture, shapes relationships, and builds skills across cognitive, socio-emotional, spiritual and physical domains.**

Teachers view Conglom as a process that breaks the routine of academics and **helps students and teachers re-engage effectively with the teaching-learning process**, as explained by a teacher: *"These activities reduce stress and help bring students back on track. If I keep doing the same thing continuously, even my productivity will decrease. I want to teach, but I also want to use different methods. The same applies to students."* Beyond engagement, they also see Conglom serving the **broader purpose of education – preparing students for the real world** – with one teacher sharing, *"Education should enable them to converse confidently on meaningful topics. My goal is to develop their scientific temperament through Congloms"*. The School Leader, too, sees Conglom as a way to integrate learning with real-world relevance. He shared, *"I introduce the topic, and then we explore what the students already know and build on that knowledge. The beauty of the Conglom approach is that it **incorporates everyone's personal interests.**"*

Importantly, Alma Mater teachers recognise Conglom as **more than just an activity—it has become a core part of their teaching approach**. The school leader highlighted its significance, stating, *"When I meet the teachers and ask about their plans, it often revolves around Conglom—it has become an integral part of how they approach their sessions."*

For students, Conglom is associated with **participation and connection**. A student shared, *"Conglom is all about bonding—using various tools to create connections among students beyond academics."* Another student highlighted its unique nature, stating, *"Conglom is something we look forward to because it's different from regular classes. It helps us collaborate in ways we don't usually get to."* These perspectives indicate that **students understand Conglom as an interactive and relationship-building experience.**

Overall, Conglom is perceived as **a space that facilitates diverse learning experiences, deepens peer-to-peer and student-teacher relationships, and fosters student agency.** Teachers view it as a **process for enhancing engagement and critical thinking, students see it as a time for connection and collaboration, and the school leader recognises its potential to bridge learning with the lived experiences and real world context.**

Implementation

Conglom is integrated into the school schedule for every grade, ensuring regularity and consistency. A teacher explained, *"Conglom helps set the tone for the day. It is structured to make students feel connected before they dive into academic work."* This suggests that Conglom serves as an **intentional transition into learning.**

Conglom typically consists of **structured activities that foster reflection, collaboration, and interaction.** Different types of Conglom are conducted, including informative sessions, game-based activities, and story or documentary screenings. Additionally, Conglom incorporates classroom management practices to maintain organisation. Designated areas are set for bags, bottles, and stationery, and responsibilities—such as bottle monitor or class monitor—are assigned by the teacher, with students rotating through these roles."

Teacher preparedness in the implementation of Conglom involves **anticipating student needs, planning for differentiated instruction, and making real-time adjustments.** One teacher highlighted a proactive approach by stating, *"I check the academic calendar, survey the syllabus, and tailor sessions to link them to their current or prior knowledge"*, reflecting how Conglom planning is **aligned with academic goals** as well. Adding to how teachers carefully select activities based on student levels and desired learning outcomes, another teacher shared, *"If it's a story session, the first step is to define: Why am I telling this story? What should students gain from it?"*

It should either connect to the chapter or have a clear learning outcome. We then consider the setting—whether to take students outside or have them sit in a circle.”

Teachers also adapt their methods based on the **developmental levels** of students, as another teacher explained, “Younger students do not have a rigid identity yet. They naturally see themselves as part of a big group. But grade 8 onwards, students have formed solid identities. —boys and girls often separate. To engage them, I need to use energisers, humour, or relatable stories”. They also **adjust their methods in real time** to respond to the evolving classroom environment, with one teaching sharing, “Instant improvisation is needed because they know these sessions are not part of the curriculum. They question the relevance, saying – We already learned this in Grade 5. Why do we need to learn it again? – at such moments, I share interesting scientific stories or real-world examples to draw their attention.”

Preparation also entails **coordination among teachers**—consulting subject teachers to ensure students have the necessary background knowledge, involving teachers with expertise in relevant themes, and adjusting Conglom based on availability.

Over time and with practice, teachers have **developed the ability to facilitate engaging Conglom, while also being flexible** in their approach. As one teacher shared, “Initially, we just followed a pre-made template, but over time, we gained the skill to adapt sessions as needed – if a story doesn’t fit the mood of the day, we quickly find another one.” Another teacher reflected on this shift, saying, “at first, I relied on animated videos, but now I encourage students to visualise and act, which enhances both their engagement and learning.” Through experience, teachers have **moved beyond templates to more dynamic and responsive approaches to facilitation**.

Student participation is a key aspect of Conglom. A teacher noted, “Conglom allows students to take charge—**sometimes they even lead sessions, and that makes them more confident.**” This suggests that on occasions, **Conglom is student-led**; students have opportunities to facilitate discussions, plan activities, and take ownership of the process. This **student-led approach fosters leadership skills and promotes a sense of responsibility**.

Reflection is a key element of Conglom, moving beyond routine conversations to encourage **self-awareness and deeper thinking**. As one teacher shared, “It’s not just about routine conversations; Conglom helps students reflect on things that matter to them. It fosters **open discussions that engage the entire class**, with one teacher noting, ‘Even some students who usually don’t talk much end up debating each other.’”

By providing guided prompts and establishing guidelines for respectful exchanges, teachers facilitate a space for meaningful dialogue. While student engagement in Conglom might be lower, especially when they are unwell or focused on upcoming assessments, teachers actively encourage participation. As one teacher noted, *"They might feel like—Why do we always need to be part of this session when we have exams to study for? But we try to make them comfortable and encourage them to enjoy even a short 10–15 minute session. When they are with their friends, they naturally engage, laugh, and participate."* This underscores the **effort to make Conglom a core part of the learning process.**

Impact on Students and Teachers

The impact of Conglom extends beyond structured sessions, shaping the way students and teachers interact and engage with learning. Conglom has influenced teacher practices, making **learning more student-centred and interactive.** A teacher noted, *"Conglom is scheduled, but its effects go beyond that time. It influences how students interact throughout the day."* This suggests that the **values and interactions established during Conglom sessions extend into daily classroom dynamics,** fostering a more collaborative and open learning environment.

Learning all these things in our life (through Congloms) is really important to move ahead in life. We have to have the management strategies to deal with whatever situation arises.

–Student on the purpose of Conglom

For students, **Conglom has a strong social and emotional impact.** A student shared, *"Conglom is something we look forward to because it's different from regular classes. It helps us collaborate in ways we don't usually get to."* Another student emphasised its role in fostering relationships, stating, *"Conglom is all about bonding—using various tools to create connections among students."* These perspectives indicate that students associate Conglom with opportunities to interact with peers in a structured but informal way.

Beyond engagement, Conglom has also contributed to classroom culture and student confidence. A teacher observed, *"Conglom gives students a space where they can express their thoughts and opinions without feeling judged."* This suggests that Conglom plays a role in **developing students' confidence** in sharing their ideas. Another teacher highlighted its role in **improving student confidence:** *"We have noticed that students who actively participate in Conglom tend to be more open to collaboration and discussion in other subjects as well."*

Additionally, Conglom is recognised for **fostering connections between learning and real-world experiences**. A teacher shared, *"Conglom allows us to bring in current events and student interests, which keeps the discussions meaningful and relevant."* This indicates that Conglom serves as a bridge between academic learning and real-life topics, making education more dynamic and relatable for students.

Overall, Conglom is implemented as a **critical process, embedded in the school schedule to create space for meaningful engagement**. It is conducted through various approaches, including discussions, group challenges, and student-led activities. Its impact is seen in multiple areas: teachers integrate it into their planning and teaching approaches, **students benefit from increased social connection and leadership opportunities**, and the school as a whole experiences a shift toward a more engaging and student-centred learning culture.

Agenda Setting and Closing The Loop

Understanding the purpose

At Alma Mater, Agenda Setting refers to implementing a base timetable that is determined by what the curriculum prescribes (i.e. a certain no. of hours to be allocated to each subject). Teachers perceive Agenda Setting as a **guiding structure that ensures each day has a clear direction and purpose** – with a teacher sharing, *"we should have a roadmap for what to do next. If we don't have that, we won't be clear on what to do or may not get a lot done."* By having a schedule in place for each day, teachers can manage and prioritise teaching and non-teaching duties: *"If I have a free slot, I can use that time to organise things, complete checking work, or provide one-on-one support, if the curriculum is lagging behind we know which session to give priority before starting our day."*

For students, this practice **prepares them for the day ahead and helps them transition smoothly between sessions**. It provides clarity on the order of classes and class locations, which in turn lets students know what classroom arrangement is expected and what materials are required for each class.

Agenda Setting is not just about structuring academic sessions but also about **setting an energetic tone for the day**. A teacher noted, *"Every student knows that the first thing they will do is go for sports – they get excited about it because they are playing what they like. They know that this tone is set for every day."*

Closing The Loop is understood as a reflective practice that helps students and teachers process learning experiences. A teacher shared, *"Without reflection, it's easy to move from one lesson to the next without really knowing if students understood or connected with the material."* This suggests that Closing The Loop is **not just about reviewing content but also about ensuring comprehension and learning of students**.

Teachers and students also see it as an **opportunity to discuss everyday classroom experiences, peer interactions and individual reflections**. A teacher explained, *"Social-emotional bonding is very important...if we find that something is not going on right in the class, we have the liberty to pause the curriculum, sit and talk with the children....they can approach whosoever they are comfortable with."*

Another teacher stressed on the role of CTL as a way of **receiving student feedback that shapes their teaching-learning approach**, adding, *"If something has not gone right or if something exceptional has happened... the message is conveyed to the concerned teacher that the students found X concept challenging or that they were appreciated for this thing.. so in a broader view we are prepared for the next day.."*

This highlights that Closing The Loop is not solely about learning outcomes but also about **refining teaching-learning processes, improving student-teacher interactions, and fostering self-awareness among students**.



Implementation

Agenda Setting is **thoughtfully planned by the Key Stage Coordinator, designed to cater to student needs while maintaining overall consistency and structure**. The school leader explained, *"We use a fixed timetable, but we also adapt based on the needs of the day."* This reflects that teachers and leaders view Agenda Setting as an evolving framework rather than a rigid schedule.

Students are **informed about the agenda at the beginning of the day**. However, when the need arises, it is modified. For instance, teachers realise some sessions have to be re-ordered or an additional session is required to complete the syllabus.

The **collective decision-making process becomes evident when students request changes to the schedule** by communicating it to the Key Stage Coordinator or sharing it during CTL sessions. A student explained, *"Sometimes, if we haven't had a free period in a while, we request it, and the teacher adjusts the schedule if possible."* Another student elaborated, *"We sometimes ask for chemistry after two English classes to relax our minds, and the teacher accommodates it."* These instances point to an environment that prioritises well-being, too. Students also request special sessions to clear doubts if an assignment/exam is coming up. Thus, the **school takes into consideration students' voices, and teachers make adjustments to the sessions based on such feedback**.

Notably, **grade 9 and 10 students are particularly invested in the agenda-setting process as they plan and conduct Conglom**. As a teacher notes, *"I am the Coordinator for the higher grades. So they are quite keen about Agenda Setting and often ask me – Ma'am, where are you slotting our Conglom? On which day are we to conduct it? Can we do it on this day?"*

After two English classes, our minds feel overloaded, so we request Chemistry as a break. Chemistry is a bit enjoyable because we get to hear stories about scientists. This helps us relax before moving on to SST, allowing us to study both subjects more effectively.

–Student on the process of Agenda Setting

As for Closing The Loop, the **school conducts two types of reflection sessions** – one that is facilitated at the end of every session and the other that takes place at the end of the day.

In the session-specific CTLs, the teacher nudges the class to **reflect on the concepts introduced**, which provides them with valuable insight that shapes the next day's lesson planning. Explaining the importance of these CTLs, a teacher noted, *"It evaluates the teacher's planning there and then...that okay I had planned this but this has not gone right.. the way I planned."*

During the CTL at the end of the day, teachers facilitate a discussion among students on their overall experience for the day – **addressing academic learning, classroom experience and personal challenges**. The class is encouraged to reflect on the 'OHO' and 'AHA' moments of the day – and collectively qualify their experience with each session with a sad, happy or neutral emoji. The teacher prompts students with questions such as – what went well/did not go well and why? what is a new thing you learnt? what about it was exciting? etc. A student, appointed as scribe, makes note of these on the board, and every student at the end documents their reflections in their diary.

A teacher elaborated on how she facilitates CTL, sharing, *"I might ask students about their experiences in different sessions, such as sports or an experiment – What excited you about today's practical? – Their responses often reflect genuine curiosity and excitement— Ma'am, I've never seen this before! or Mixing these two created an amazing reaction! As a math teacher, I also learn from these discussions, gaining insights into other subjects."* These conversations create **meaningful exchanges between students and teachers**.

However, older students, especially, may not always address certain challenges immediately – depending upon their mood. However, when the time is right, it is addressed. A teacher shared, *"Sometimes, you know there is a problem that the child won't know or would not want to share. So then we let go, and eventually what happens is some of the peers might know what has happened. So someone or the other will tell you and request you to keep that in mind."* This reflects the deep understanding that teachers have of students' emotional needs and the manner in which it is incorporated into their actions.

“

*If there was no CTL, then I would have forgotten
that what I learned today...or what values I
inculcated in myself.*

-Student on the importance of reflection sessions

”

Impact on Students and Teachers

Agenda Setting has significantly improved organisational efficiency for teachers, enabling **better time management and smoother lesson flow**. Teachers regularly reflect on what worked and what didn't during the week, allowing them to **adjust their teaching strategies based on student needs**. A teacher explained, *"Reflection sessions help us identify concepts that didn't land with students, allowing us to adjust for future lessons."* This collaborative practice enhances the depth of teaching, encouraging teachers to refine their methods continually.

For students, having a clear agenda creates a **sense of direction and ownership** over their learning. When students actively participate in shaping the agenda—such as requesting free play or swapping sessions—they develop a stronger sense of responsibility. A student shared, *"When we request changes, the teacher listens and adjusts the plan."* This not only **empowers students but also promotes collective decision-making**, fostering a more engaging classroom atmosphere.

Closing The Loop further **deepens student engagement** by encouraging them to reflect on what they have learned. Teachers incorporate creative activities, such as art, music, or multimedia content, to break the monotony and sustain focus. One teacher reflected, *"We try different activities to keep the learning environment dynamic and engaging."* Additionally, the coordination among teachers—covering for each other when unavailable—ensures consistency in teaching and nurtures a supportive teaching culture, positively influencing the overall learning environment.



Board Protocol

Understanding the purpose

The interpretation of the objective, aim, and purpose of Board Protocol, as reflected in the perspectives of teachers, students, and school leadership, reveals a shared understanding of its structural and organisational role. Teachers interpret the Board Protocol as **a tool that brings clarity to their instructional processes**. One teacher mentioned that *"it helps us to understand what needs to be achieved,"* suggesting that the Board Protocol **acts as a guide to maintain focus on teaching goals**. Another teacher highlighted its function in organising learning sequences by stating, *"It allows us to plan lessons in a way that connects to what students already know,"* which **underlines the importance of incorporating students' prior knowledge as part of the learning process**.

Students, on the other hand, interpret the Board Protocol as **an organisation tool that enhances learning**. One student noted, *"The division helps because there is no confusion about where things go,"* indicating a clear recognition of the board's role in structuring their daily learning. Another student pointed out, *"It shows us what to focus on for each subject,"* reflecting their understanding of how the **Board Protocol sets clear expectations for different areas of study**.

From the school leader's perspective, the Board Protocol is seen as a foundational **framework for consistency** that supports the school's overall functioning. They remarked, *"It takes time, but having clear protocols helps everyone stay aligned."*

Overall, across these perspectives, the Board Protocol is consistently interpreted as a tool aimed at fostering clarity and ensuring that teaching-learning processes are facilitated effectively.

When students listen carefully and reflect on what they've heard, it helps them understand the chapter. Following the "Board Protocol" also helps structure these sessions, making it easier to transition into reading and writing exercises.

-Teacher on significance of Board Protocol

Implementation

The implementation of Board Protocol reflects a structured and deliberate process aimed at enhancing clarity, setting expectations, and fostering consistency across teaching and learning practices.

From the perspective of planning, teachers described preparing for Board Protocol as an integral part of lesson design. One teacher noted, *"So yes, it takes a week or so to prepare for everything we want to put on the board,"* highlighting the meticulous effort required for thoughtful execution. This preparation often involves **aligning content with learning objectives** and ensuring that the **material connects with prior knowledge**.

Teachers and students observed that **certain parts of the Board Protocol (BP) are written before the class begins**, such as 'Topic,' 'Objective,' 'Expectations,' and 'Languages of Learning.' While teachers may pre-decide elements like the 'Objective' or 'Relevance,' at times, they seek student input before displaying it on the board. As one teacher shared, *"I give students a clue or hint so they can guess the session's objective. Sometimes, they get it right; other times, I guide them. After that, I write the aim."* **Other sections like 'Vocabulary' and 'Show value' are developed in real-time, where teachers document student input emerging from class discussions.** A student shared, *"I didn't know what perpendicular meant, so I asked ma'am, and she explained it and wrote it under the new vocabulary section, which helped me remember it."* Such student engagement with Board Protocol is consistently encouraged across classrooms.

Key elements such as smileys, key partitions, and skills/keywords are embedded into Board Protocol to enhance clarity and focus. **Smileys serve as visual cues for recognition and motivation**, encouraging positive reinforcement in the classroom. A student explained, *"Appreciation for the children who answer nicely is shown through smileys,"* demonstrating how this visual tool boosts participation and engagement. Another student added, *"In exams, also, if someone has topped or someone has improved, teachers mark it with smileys,"* showing how these cues **acknowledge both achievement and progress**. From the teacher's perspective, *"Appreciation is a crucial part. I ensure that positive behaviour and contributions are marked with smileys,"* reinforcing the **motivational aspect of Board Protocol**.

Key partitions divide the board into distinct sections, organizing different elements of the lesson to ensure that information is presented logically. Additionally, including skills/keywords helps students stay aligned with learning objectives, drawing attention to the essential concepts for each lesson. One teacher noted, *"We highlight the main skills for the lesson to help students stay on track,"* emphasising how these cues support learning focus.

Expectation setting remains a central aspect of Board Protocol implementation, with teachers involving students directly in the process. A teacher explained, *"In expectations, we are writing everything students need to remember for the lesson,"* helping clarify responsibilities and foster accountability. A student reinforced this by stating, *"Expectations are the rules and regulations that help us stay focused,"* highlighting the clear role of objectives in maintaining discipline and engagement.

The **regular usage and rigour of Board Protocol** are integral to its effectiveness. One teacher shared, *"I follow it every time, even during revision sessions,"* reflecting the commitment to consistent application. The School leader, however, pointed out that the school doesn't emphasise the implementation of BP for Grades 10, 11, and 12 as their curriculum is more in-depth at that level. Recognising that high school teachers need a different approach, the protocol is adapted by them as per their suitability.

For the other grades, teachers ensure rigour in Board Protocol by ensuring they **adhere to the 4R framework**. A teacher stated, *"Relevance and Rigour are always verbalised, while reflections and relationships happen more organically,"* underlining how Board Protocol supports content mastery and intellectual engagement.



Impact on Students and Teachers

The implementation of Board Protocol (BP) has **fostered a structured learning environment**. A student noted, *"The teacher also writes a timetable for the subjects, so we know what's coming next,"* highlighting how BP sets clear expectations for classroom activities. Another student reflected, *"We won't be able to focus without knowing what we have to do next,"* emphasising that **clarity in the classroom structure directly supports their ability to concentrate**. Teachers observed similar outcomes: *"Students now expect structure. If I forget to follow the protocol, they remind me,"* suggesting that students have **internalised the Board Protocol framework as part of their learning routine**. This consistency has also encouraged student autonomy: *"Students are encouraged to take ownership of the Board Protocol."*

Students **look forward to knowing** about the 'Objective' and 'Languages of Learning (LoL)' as they find it valuable to understand *"what is the purpose and what we'll be doing in that session and how we will be doing it."* A teacher noted that the LoL section **builds curiosity among students**, especially the younger ones, who are keen to know *"whether they will learn by using some materials or through experiments."* Sections like 'New Vocabulary' explicitly **draw student attention towards specific concepts** and **reinforce retention**. As a student puts it, *"We learned a new word in English class, which was the very first session of the day. If the teacher had not written that word on the board, we would not have remembered it."*

For teachers, Board Protocol has provided a clear framework for lesson organisation. A teacher emphasised, *"It helps structure the learning process,"* demonstrating how Board Protocol serves as a **guide to ensure all necessary content is covered**. This structure has led to **better focus** in the classroom, with another teacher noting, *"With the Board Protocol, children now have more clarity on what to expect in class."* BP also fosters a culture of **participation and engagement**. A teacher remarked, *"Students now look forward to the structure because it helps them stay engaged with the lesson."*

From the aim, we understand the session's objective. The new vocabulary introduces words we can use in daily conversations. Expectations instill discipline—for example, in a math session, the teacher may require us to bring a geometry notebook and a reader. Appreciation gives us a sense of happiness. The agenda outlines our activities for the day, while the homework section clarifies our tasks at home.

-Student on how different parts of the Board helps them

Design for Change

At Alma Mater School, Design Thinking extends beyond the classroom, recognising **students as key stakeholders in shaping school culture**.

In a novel step, the leadership **incorporated student voices to ensure the school's physical environment caters to their needs**. Through a participatory process, student provided their inputs to the architects to demand spaces that encourage rest, play, peer engagement and student-teacher interaction. More recently, when new rooms were built for sports (table tennis, carrom) and learning (computer lab), students named them based on classroom concepts that fascinated them, such as Lubdub (heartbeat) and Aquarius (constellation).

Students are encouraged to take on real-world challenges that foster problem-solving, creativity, teamwork, and critical thinking. Each year, every grade is assigned a challenge to tackle as a cohort. For instance, grade 8 students were tasked with **building a windrow grill with existing material**. The exercise taught them to think creatively about recycling and sustainability while ensuring the design served its purpose. On the other hand, students from grade 5 took on the assignment of **designing Conglom for support staff**. Through this, the school aimed to **break down class/caste divisions** and **instil a sense of responsibility** among students, encouraging them to actively think about and engage with the support staff. To implement this, the class was divided into groups that take on different roles on a rotational basis: planning, documentation, and production (a group that arranges for materials). Once a Conglom was conducted, there was a reflection session to understand what went well, what didn't go well, and what could be improved. The students considered these inputs while planning for the subsequent Congloms.

Over time, the school has fostered a culture where students have internalised the I CAN mindset—both within and beyond the classroom—**shaping them into individuals with agency and ownership in engaging with the world around them**.

We have to train them mentally and physically to be ready for the future, to be self sufficient..to not be fully reliant on someone. It is okay to seek support, but not be dependent.

-Teacher on skills gained via the I CAN Foundation programme

Outcomes

The implementation of the I CAN Foundation programme at Alma Mater School has led to several significant outcomes across teaching practices, classroom culture, and student engagement:

Holistic Development of Student Ownership and Responsibility: The integration of Conglom, Agenda Setting and Closing The Loop, and Board Protocol has collectively fostered a sense of ownership and responsibility among students. By participating in structured discussions, setting daily agendas, and adhering to clear classroom expectations, students have become more proactive in managing their learning journey. These processes have empowered students to take charge, contribute to classroom management, and engage more actively in shaping their academic experiences.

Improved Clarity, Structure, and Organisation Across Learning Activities: The consistent application of all three processes has provided a clear and organised framework for both students and teachers. While Agenda Setting defines learning objectives and timelines, Board Protocol structures classroom routines and expectations, and Conglom encourages reflective practices and peer collaboration. This holistic structure ensures that learning goals are transparent, fostering better focus, time management, and task completion for students while helping teachers deliver more targeted and flexible instruction.

Enhanced Classroom Engagement and Collaborative Culture: The combined implementation of Conglom, Agenda Setting and Closing The Loop, and Board Protocol has transformed classroom culture into one that encourages active participation, peer collaboration, and mutual respect. Students are more engaged in discussions, take leadership roles in group activities, and feel a stronger connection to their peers and teachers. Teachers, in turn, facilitate learning environments that are both structured and adaptable, promoting student agency while maintaining consistency in instructional delivery.

Shift Toward Reflective Teaching Practices: Teachers have undergone a mindset shift toward more reflective and student-centred practices. Regular reflection sessions and collaborative feedback mechanisms have encouraged teachers to refine their instructional methods. This has resulted in a more adaptable and personalized approach to teaching, tailored to individual student needs.

Stronger Student-Teacher Bonds: The Conglom sessions have fostered meaningful relationships between students and teachers. These sessions allow for open discussions on non-academic topics, creating an environment where students feel heard and supported. This focus on social-emotional bonding has led to stronger teacher-student relationships and improved classroom dynamics.

Consistency and Structure in Learning Processes: The consistent application of Agenda Setting and Closing The Loop, Conglom, and Board Protocol has brought structure and predictability to the learning environment. Students have developed better organisational skills, with teachers reporting noticeable improvements in student focus, clarity of learning objectives, and overall academic performance.

Over the past decade, the implementation of the I CAN Foundation programme at Alma Mater School has transformed it into a student-centred and reflective learning environment. By integrating Conglom, Agenda Setting and Closing The Loop, and Board Protocol, the school has fostered student ownership, responsibility, and collaboration. This sustained effort has **strengthened academic performance, deepened teacher-student relationships, and cultivated a culture of continuous growth and engagement.**



CASE STUDY 2:

**AAGAMYA FOUNDATION,
AHMEDABAD**

School context

The Aagamya Foundation is a non-profit organisation focused on transforming education for children from low-income communities in Ahmedabad's Kuberanagar area. The school's mission is to equip students with 21st-century skills through hands-on, project-based, and experiential learning, fostering curiosity, confidence, and compassion.

The school serves students from Nursery to Grade 8, primarily children of daily wage workers from Gujarat, Uttar Pradesh, Bihar, and Nepal, with annual family incomes ranging from ₹2–3 lakh.

To enhance learning opportunities, the school has recently constructed a library and installed digital learning tools, such as TV-based resources, to support interactive education.



Engagement with RLC

The Aagamya Foundation began working with Riverside Learning Centre (RLC) around 8 months ago in April 2024. The engagement was initiated by Arhan Shah, the founder of Aagamya, who had prior exposure to Riverside's I CAN Foundation programme through his fellowship in Teach for India (TFI). He found similarities with Riverside's vision, particularly in their goal of nurturing students into problem-solvers. This partnership aimed to replace traditional, rigid teaching methods with interactive, student-centred learning practices that foster critical thinking and emotional intelligence.

Aagamya Foundation introduced the I CAN Foundation programme through a structured training and implementation model, ensuring a gradual shift in teaching and learning practices. Teacher training began with an intensive one-month summer programme (May-June), followed by ongoing training sessions throughout the year to ensure continuous professional development of teachers.

Teachers were also given first-hand exposure to Riverside School, where they observed student-led learning in action. This helped them understand how interactive and engaging classroom experiences can be structured, enabling them to visualise the application of these techniques in their own classrooms.

Aagamya has now developed a **strong teacher support system** to ensure that educators receive continuous guidance and mentorship. A buddy system was introduced, pairing new teachers with experienced mentors who guided them through observation, co-teaching, and eventually leading lessons independently. This gradual approach helped new teachers adopt the school's student-centred methodologies. For teachers who struggled with the transition, hands-on support was provided. For example, when an experienced teacher initially found it difficult to adapt to the processes, he received one-on-one mentorship, including explanations in his native language by a fellow teacher, which helped him finally grasp the new methods.

To further support teachers, the **Lead Teacher and the School Leader** conduct **regular classroom observations and feedback sessions** to **support teacher growth and refine instructional strategies**.

With all three processes now being implemented across grades, the school has seen a transformative shift in classroom culture, teaching methodologies, and student behaviour. To further strengthen these processes and meet the needs of teachers, the school aims to: (1) support teachers in transitioning from instructors to facilitators, and (2) integrate Board Protocols into the lesson planning framework, providing a structure to lesson plans that will help teachers refine execution.

Impact on Classroom Culture

The implementation of the three processes has significantly transformed the classroom culture. Teachers and students now engage in a more **structured, inclusive, and participatory environment**, fostering a sense of belonging and mutual respect.

A key shift observed is in the way students express and manage their emotions. Previously, younger students struggled with anger, often reacting impulsively. Now, **structured conversations during Closing The Loop allow them to channel their emotions constructively**, engaging in discussions and teamwork. The school leader noted, *“Before, there were students who held a lot of anger, especially the younger ones—they would lash out without thinking. Now, these spaces are helping them positively channel their energy.”* This shift highlights **how classroom processes have created a more emotionally supportive environment for children.**

The integration of group-based activities during Conglom has also led to a **breakdown of social barriers, particularly between boys and girls.** Initially, students tended to form separate groups based on gender. But now, teachers actively create mixed groups of students to foster interaction and collaboration. A teacher shared, *“In the beginning, girls and boys were separate. Now, we make sure they work together in class.”* This has **encouraged students to develop relationships based on teamwork rather than social divisions.**

Most learning activities are team-based, so students naturally start helping each other. Instead of coming straight to me for answers, they now turn to their teammates first. This collaboration extends beyond academics during meal breaks, we all sit together in a large circle, strengthening their peer bonds.

-Teacher on impact of Conglom on peer relationships

Furthermore, **collaboration and peer support** have become defining aspects of classroom culture. Students actively help each other, ensuring that no one is left behind in their learning journey. One teacher shared, *"Students help each other more now. If a student is struggling, others step in to offer assistance. This teamwork has become a regular part of our classroom culture."* Such a **shift demonstrates how classrooms have evolved into spaces of mutual encouragement and collective growth.**

Attendance and punctuality have also improved due to a greater sense of accountability. **Students now feel a stronger motivation to attend school regularly** because of engaging activities and structured routines. A teacher noted, *"Earlier, children used to be absent. Now, they tell their parents, 'I have to go to school.' They know that we will do an activity and they want to do it too. Even if they wake up late, they still come."* Additionally, reward systems such as stars and attendance recognition lists have reinforced positive behaviour. **Teachers have observed that students now take pride in being regular and punctual, encouraging others to do the same.**

Another notable change is in student participation. Previously, only academically strong students would answer questions, while weaker students remained passive. Now, **teachers intentionally engage all students**, ensuring that everyone contributes, regardless of their academic standing. One teacher explained, *"Earlier, we only asked questions to students who were good at giving answers. We paid less attention to weaker students. Now, we make sure the whole class participates, even if they give wrong answers."* This shift has **increased student confidence** and created a **more inclusive learning environment.**

The reinforcement of classroom norms via Board Protocol has further **strengthened discipline and decorum.** Previously, teachers struggled with classroom management. However, the introduction of visible norms on the board has **reduced the need for verbal discipline.** One teacher stated, *"Before, we had to shout a lot. Now, we just point to the norms, and students follow them."* Similarly, a student shared, *"If the teacher writes the rules on the board, students follow them, and there is no disturbance in class."* This structured approach has **created a calmer and more focused learning atmosphere.**

Ultimately, these transformations in classroom culture have **fostered a stronger sense of community within the school.** The result is **a classroom culture that both prioritises academic growth and nurtures social and emotional well-being, ensuring that every student thrives in a supportive and well-organised learning space.** The mixed-group interactions during Congloms and classroom discussions have fostered peer relationships based on teamwork rather than gender-based differences.

Shift in Teaching Practices

The three processes implemented in the school have significantly transformed teaching practices. A key shift has been the **move from rote learning to interactive and application-based learning**. The school leader shared, *“Earlier teachers would just look at their textbooks or notes and write everything down verbatim. Students would then copy it. That was the extent of board usage—nothing interactive or engaging.”* However, after engaging in training on Board Protocol, teachers began to see board usage as a tool to facilitate learning rather than just display information. This exposure **prompted a major pedagogical shift, encouraging teachers to focus on structured lesson planning, interactive discussions, and real-world application of knowledge**.

Teachers have also developed a **deeper understanding of making learning relevant for students**. The school leader noted, *“It’s not just about asking questions or showing a video and expecting students to respond. It’s about how teachers connect with the topic and help students make that connection.”* As a result, **relevance has become a more student-driven process**, with teachers encouraging students to reflect on how their learning is connected with their lived experiences.

The role of **feedback and peer learning** have also played a crucial role in this pedagogical shift. The school has created **informal spaces for teachers to collaborate, discuss teaching methods, and support each other**. The School Leader shared, *“We’ve built a culture where teachers don’t need a mediator—they support each other naturally.”* Some teachers naturally integrate new methods, while others require more structured guidance. One teacher shared, *“Once when I wrote the objective for a class and facilitated the session accordingly, a fellow teacher observed that what I was covering was not enough for the 45 minutes duration. She suggested that I could engage children in more activities to reinforce the objective”*

Now when we teach, we think of how in 5 years the world will be different. Our kids need to be prepared. We have to train them mentally and physically to be ready for the future, to be self sufficient; to not be fully dependent on someone.

-Teacher on importance of making learning relevant

Furthermore, Conglom and Agenda Setting & Closing The Loop have played a pivotal role in **shifting teacher mindsets from rigid, hierarchical teaching to a more facilitative, student-centred approach**. One teacher shared, *“Teaching has become less about hierarchy and more about facilitating conversations where students feel heard and valued.”* This shift has led **teachers to be more empathetic, ensuring that students feel comfortable expressing themselves in the classroom**. Teachers now make a conscious effort to ask questions that encourage student participation, particularly for students who are more reserved in the classroom. The school leader noted, *“Teachers are learning to ask the right questions—ones that are approachable for quieter students.”*

Another notable transformation has been in classroom management and student engagement. Teachers have **moved away from punitive discipline methods** towards fostering a more inclusive and supportive environment. **Previously, strict discipline was the norm, but teachers have now adopted more reflective approaches**. The school leader shared, *“There were a lot of discipline issues, and students were often punished for speaking out of turn. Now, teachers understand the importance of helping students express themselves rather than just stopping them. This shift has led to a more trusting classroom environment where students feel comfortable sharing their thoughts.*

Most significantly, teachers have begun to take **ownership of their teaching practices** and see themselves as **continuous learners**. The school leader shared, *“Previously, teachers followed rigid structures and didn’t see themselves as learners. But now, that’s breaking down. Teachers are engaging with training, enjoying it, and applying it in meaningful ways.”* Additionally, teachers have started naturally **reflecting on their practices through student interactions**.

Overall, teachers are now **more intentional in their lesson facilitation**, continuously refining their methods to create **meaningful learning experiences** for students.



Impact on Students

The implementation of the three processes has **impacted students' emotional intelligence, communication, engagement, and behaviour**.

One of the most significant impacts has been that the students are slowly but steadily **starting to trust their teachers** and open up to them. Previously, many struggled to acknowledge their feelings, often resorting to silence or aggression in a school culture where corporal punishment was the norm. The school leader noted, *"For them, it was always like they weren't allowed to express themselves, whether they were scared or ashamed. Now, students are comfortable showing their emotions."* This shift has encouraged more meaningful conversations, not just between students and teachers but also among peers. By **creating a space where emotions are acknowledged and validated, the school has strengthened relationships, fostering a more open, supportive, and inclusive learning environment**.

Additionally, the changes in student-teacher interactions have led to **increased mutual respect and self-awareness among students**. Teachers noted that students who once responded to their parents with frustration are now learning to **communicate with more respect**. This reflects an overall **improvement in students' interpersonal skills and their ability to navigate relationships constructively**.

Furthermore, the development of emotional intelligence has become evident as students now **manage their emotions more effectively**. Teachers and school leaders have observed that students, particularly those who were once aggressive, are now able to verbalize their frustrations rather than acting out. The school leader shared, *"Instead of lashing out, they can now express, 'I am angry because of this, and I don't want you to trouble me right now.' They are communicating this not just to teachers, but to their friends."* This **ability to express and process emotions at a young age lays a strong foundation for long-term social and emotional growth**.

Previously, students—especially older ones—were described as mischievous and difficult to manage. However, **support staff noted that with changes in infrastructure, improved teaching practices, and better teacher-student relationships, student behaviour has improved considerably**. One staff member shared, *"Earlier the older kids were a lot more mischievous. Now, things have changed. Slowly, behaviour is improving."* Similarly, a teacher observed that students who once left the classroom frequently now remain inside, indicating **an increase in engagement and a sense of belonging**.

Students have also developed **better organisational skills and focus**. With structured board usage, they are learning to arrange information systematically, **aiding in retention and comprehension**. One student shared, *"If a word doesn't fit, we write it on the side so we remember to go back and say it again."* **Teachers have also observed an improvement in student participation, as more students now actively take notes and engage in classroom discussions.**

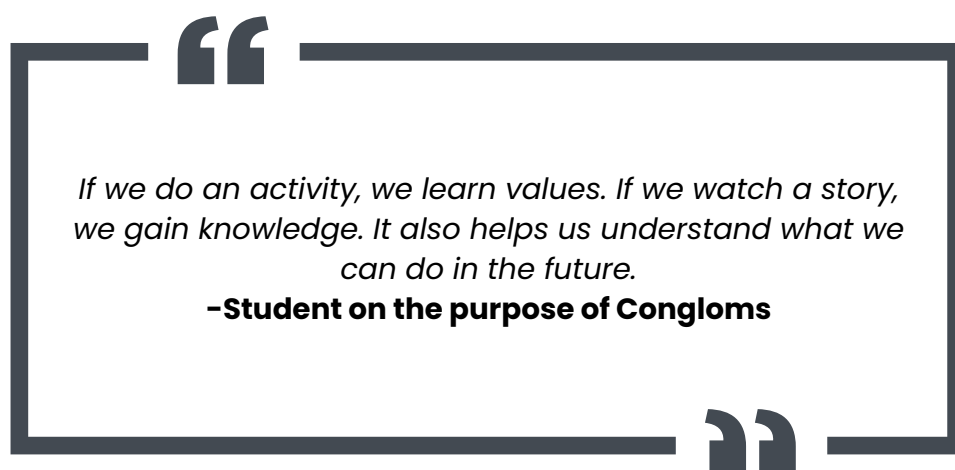
Therefore it can be concluded that these processes have **holistically shaped students' emotional growth, behaviour, academic engagement, and communication**. A structured environment has supported students in fostering **expression, respect, and active learning, preparing them to apply knowledge beyond the classroom.**

Process Insights

Conglom

Understanding the purpose

Students and teachers recognize Conglom as a space where **meaningful interactions** take place. A student from Grade 8 shared, *"During the game period, we practice Kho Kho, but in Conglom, we do activities that challenge us mentally."* Another student from Grade 5 added that Conglom *"refreshes our minds, and we learn new things. Without it, we wouldn't learn as much."* This suggests that students see Conglom as an **opportunity for intellectual and emotional growth** beyond academic subjects.



Beyond learning, Conglom has also been understood as a **key tool for relationship-building**. A Grade 5 student shared, *"Conglom helps build peer relationships as well as student-teacher relationships"*. This perspective was reinforced by a teacher who noted, *"The main mission is to create a safe and supportive learning environment, and Congloms play a big role in that. Students feel safe to express themselves and are more open to sharing their thoughts."* These sessions create moments where teachers and students can interact outside of academic pressure, **making the classroom feel more like a community**.

Teachers also emphasised that Conglom plays a critical role in the **holistic development** of students. One teacher explained, *"We want students to grow physically, socially, emotionally, and cognitively."* Furthermore, **Conglom has been seen as a tool for addressing classroom dynamics and strengthening empathy**. The school leader noted, *"If a classroom has a lot of conflicts and we want to build empathy, we select a relevant video, hold discussions, and encourage reflections. This structured approach makes it easier for teachers to foster meaningful interactions."*

Therefore, Conglom has been widely understood as a process that **promotes connection, reflection, and holistic development**. It is valued for its role in fostering a sense of community, **strengthening teacher-student relationships, and encouraging both personal and collective growth**.

Implementation

Initially, Conglom was scheduled into the timetable, boosting participation. However, parents began keeping students home on Conglom days, viewing it as a games period. To address this, teachers removed it from the timetable, making it a flexible practice occurring four to five times a week based on classroom needs. This adaptation shows how **school processes are evolving** to align better with community expectations while maintaining their core objectives.

During a Conglom, students **engage in a variety of activities**, from physical games to discussions and storytelling. The school leader emphasised the need for intentional planning, stating, *"Teachers need to clarify whether the focus is cognitive or emotional."* Teachers also use **Conglom to address classroom challenges**, as one explained, *"If there's frequent fighting in class—kids hitting each other, using bad words—I focus on emotional, social, and physical aspects."*

Sometimes Conglom is integrated into academic learning using stories and activities to reinforce subject concepts. A Grade 5 student shared, *"In Math class, they explain concepts through stories."* The school leader highlighted the **importance of age-appropriate planning**, stating, *"Class 8 students aren't going to meet their cognitive needs by playing musical chairs."*

Students also take ownership of the process. A teacher shared, *"Once or twice, they have conducted the morning meeting."* Thus, **Conglom fosters shared learning, reflection, and relationship-building.**

Impact on Students and Teachers

Conglom has **strengthened student-teacher relationships** by fostering a sense of trust and open communication. A teacher shared, *"The students now see me as a safe person to talk to. They often say that I'm like a second mother to them."* Another teacher noted, *"Conglom makes interactions more organic. Students feel comfortable expressing their emotions, even outside of sessions."* A Grade 8 student added, *"It allows us to interact with teachers more."* **These interactions have contributed to a more connected and supportive classroom environment.**

Teachers have observed that students are more **eager to participate**, with one stating, *"They are better at expressing their emotions and communicating their thoughts clearly."*

Beyond academics, Conglom has helped students **develop key life skills.** A Grade 8 student shared, *"It improves confidence and general knowledge."* Another explained, *"If we do an activity, we learn values. If we watch a story, we gain knowledge."* Teachers also highlighted the impact on **student agency**, with one stating, *"They often share suggestions. They are very curious and want to try different activities."* Students value Conglom as an **essential part of their school experience**, with one stating, *"It brings variety and keeps the mind engaged."*

Overall, **Conglom has created a space where students feel heard, engaged, and empowered, contributing to both their academic and social-emotional growth.**

Agenda Setting and Closing The Loop

Understanding the purpose

Agenda Setting helps students understand **what to expect throughout the day and in each session**, creating a sense of direction. A teacher shared, *"The agenda helps outline the day's plan, ensuring clarity for both students and teachers."* The school leader emphasised its role in maintaining focus, stating, *"Students who understand quickly stay on task and look forward to the agenda. They know what to expect and what will happen next."*

Beyond scheduling, agenda-setting also reinforces a **multidisciplinary approach**, encouraging students to make links across subjects. The school leader explained, *"Our goal is a multidisciplinary approach, where students see the connection between subjects. Agenda Setting supports this by helping students integrate their learning throughout the day."*

Additionally, **the tone of the day is introduced through Agenda Setting to set behavioural and emotional expectations**. A teacher shared, *"The tone of the day helps set expectations, and students respond well to it."*



Closing The Loop (CTL) provides students with an opportunity to **reflect on their day, share experiences, and build self-awareness**. A teacher shared, *“During the closing circle, I ask them to talk about any problems they faced and how they solved them. This reflection helps reinforce the day’s learning.”* Students also recognize its value, with one sharing, *“We discuss who spoke nicely to elders, who was mischievous in class, and so on. CTL offers teachers a **chance to understand their students** beyond the formal teaching-learning space, a perspective they find valuable. As one teacher noted, “We get to know their preferences, what they are good at, and what they are not good at, it is important knowledge”.*

Reflection in CTL extends beyond academics, helping students **process emotions and classroom interactions**. The school leader noted, *“Through these conversations, teachers gain a deeper understanding of what is missing. If a student isn’t doing their work, we can trace it back to their home life.”*

Together, Agenda Setting and Closing The Loop create a **structured and reflective learning environment where students feel prepared for the day, practice self-discipline, and engage in meaningful discussions**.

Implementation

Agenda Setting and Closing The Loop (CTL) have been **integrated into daily classroom routines**, ensuring students remain engaged and reflective throughout the day.

There are two types of agendas. The **agenda of the day** provides clarity on the overall schedule, with teachers writing subject periods and planned activities on the board. A student shared, *“We write today’s agenda—whatever we have for the whole day.”*

Additionally, students have an **agenda for the session**, which breaks down activities within a specific period, such as 10 minutes for writing, 15 minutes for storytelling, and 5 minutes for reflection. This structure helps students stay focused, with the school leader noting, *“If you’re teaching grade 1 and the agenda is on the board, students stay focused, knowing what comes next. Without it, they easily get distracted.”*

The school has also adopted a **tone-of-the-week** approach, allowing students to engage with a concept more deeply over time. A teacher explained, *"We write it on the top of the board, like 'voice level should be zero today.' Students see what's written and remind each other to follow it."* Teachers also integrate the tone into their sessions, encouraging students to carry its essence into their learning. **Some extend this practice beyond the classroom**, as shared by the school leader: *"Anmol's class carried the theme of the day throughout the school day and even encouraged students to reflect on it at home."* The tone remains unchanged until students have internalised and acted upon it, ensuring **meaningful reinforcement rather than frequent shifts**.

Students are **eager to engage with the process** and often take ownership. A teacher shared, *"Sometimes one or two volunteers themselves go ahead and write the agenda. Some students also tell us what they want to do in the morning meeting."* However, some students expressed a desire for more participation in modifying the agenda, with one stating, *"I wish we were able to suggest changes to the agenda."*

Closing The Loop (CTL) takes place at the end of the day or session, allowing students to reflect on their learning. Teachers ask students what they learned, what they liked, and if they faced any challenges. A student shared, *"In the closing circle, the teacher asks what we read today and what we learned."* This helps **reinforce learning and address any gaps**.

CTL also **creates space for self-reflection and emotional expression, strengthening student-teacher relationships**. A teacher shared, *"Students also talk about their personal issues one-on-one."* Another teacher explained how CTL supports conflict resolution, stating, *"If students fight, we ask them to resolve it before going home, so they don't take grudges with them."*

Through these conversations, teachers are gaining a deeper understanding of what is missing. For instance, if a student isn't doing their work, we can trace it back to their home life.

Conversations like these bring up those connections.

-School Leader on the importance of reflections

Teachers emphasise the importance of making CTL engaging and student-led. A teacher shared, *"We say that the child who behaves well all day will get to lead the closing circle. It excites them."* Additionally, **students are encouraged to provide feedback** on classroom activities, including Conglom sessions, with a teacher stating, *"During the closing circle, we ask students for their preferences. Their input helps us plan future sessions."*

Overall, the implementation of Agenda Setting and Closing The Loop has helped create a **predictable, and reflective learning environment. Students are more engaged, take ownership of their learning, and develop deeper connections with their teachers and peers.**

Impact on Students and Teachers

For students, **Agenda Setting provides clarity and structure**, helping them stay focused and prepared.

Closing The Loop (CTL) has helped students develop **reflection skills**, reinforcing learning and personal growth. It also helps give students a **recap of what they have learnt** in each of their sessions and clears their doubts. A Grade 8 student shared, *"Whatever we read, it gets recalled,"* while another added, *"If we don't understand something, our teacher explains it to us again."* This **process has enabled students to express themselves and feel more supported**, with one sharing, *"If there was no closing circle, I would feel bad because I wouldn't be able to share what I feel in class."*

Teachers now feel **more accountable for making lessons meaningful**, with one stating, *"Now, we don't waste time in class—there is constant engagement."* CTL has also played a role in disciplinary approaches, shifting the focus from **punishment to conversation-based accountability**. Instead of reprimanding students outright, teachers ask, *"Do you think what you did was right or wrong?"* This method has **encouraged empathy and self-awareness, helping students take responsibility for their actions**. It also **encourages teachers to pause and reflect on their own reactions**. A teacher shared, *"When we get angry, the child gets angry. For 2 minutes I reflect – What am I doing? Why am I getting angry? Then, I explain to them with love. Then, they understand that they shouldn't have done that."*

Overall, the integration of Agenda Setting and CTL has led to a more structured, reflective, and student-centred learning environment. **Students feel more engaged and supported, while teachers are more intentional in their planning and approach to student well-being.**

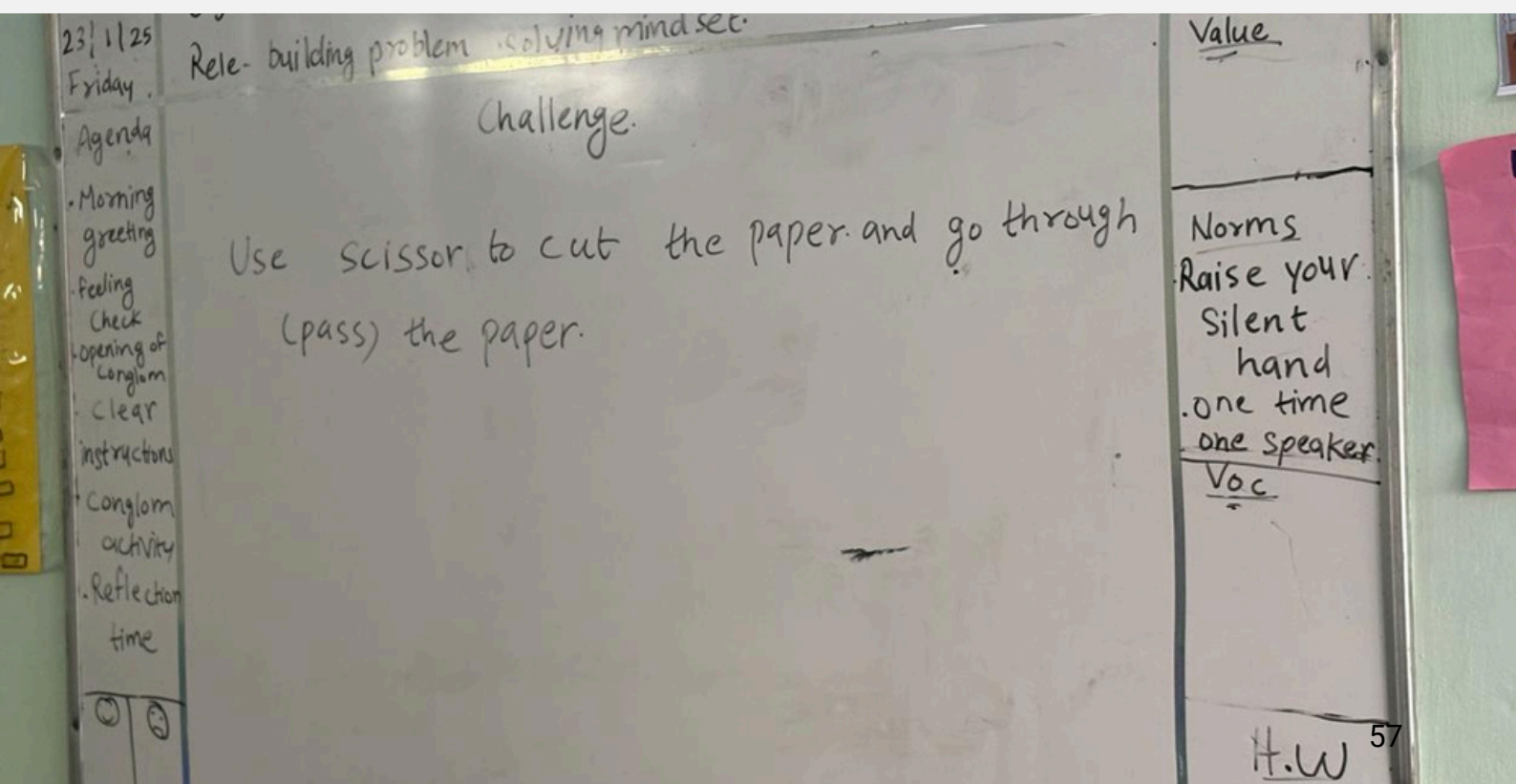
Board Protocol

Understanding the purpose

The Board Protocol was introduced to shift traditional board usage from a passive tool—where teachers simply copied text from textbooks for students to replicate—to an **interactive and structured framework that enhances classroom engagement.**

Teachers perceive the Board Protocol as a **tool that encourages deeper reflection on lesson planning.** It **prompts them to think critically about how to teach their students in a meaningful way.** Explaining the purpose of Board Protocol, a teacher shared, *"I have to think - why are we teaching this? why should the children learn about it? what do I want them to take away from class and how should we teach it? It wasn't so earlier."*

The Board Protocol framework **emphasises relevance in learning** and has **clarified lesson objectives for students.** The school leader shared, *"Before, they were only focused on basic tasks. Now, they understand the purpose of the lessons and why they're doing them."* It has also **allowed for the board to be used as an organising tool.** The school leader noted, *"Teachers understand the importance of having this structure, but when they don't follow it, it causes problems."* This structure **supports teachers in planning lessons effectively and ensures students stay engaged and efficient.**



Implementation

The implementation of the Board Protocol involved a structured rollout, beginning with teacher training and classroom observations. The school introduced dedicated board sections to ensure that lesson delivery has greater clarity and is therefore more impactful. These sections include:

- Objective – Clearly outlining what students will learn.
- Relevance – Connecting learning to real-life applications.
- Vocabulary – Highlighting key terms and definitions.
- Agenda – Detailing the breakdown of the lesson and the day's timetable
- Homework – Setting clear expectations for follow-up learning
- Norms – Expected decorum from the students

By ensuring that all instructions are visibly structured on the board, students are better prepared for their lessons and assignments.

Impact on Students and Teachers

The Board Protocol has had a transformative impact on both students and teachers by enhancing engagement, structuring lessons, and improving conceptual understanding.

For teachers, Board Protocol **has enhanced lesson planning and classroom facilitation.** A teacher summarised, *"The protocol has made teaching easier as it helps us plan and be prepared. Earlier, I used to teach directly from the book, now, I can do it my way. While teaching, if we miss anything, we can refer to the Board Protocol to cover all the elements, mentioning the objective helps keep me on track"* **Board protocol has provided teachers with a structured framework, offering them necessary support while allowing them autonomy and flexibility in their teaching.**

It ensures that learning objectives, key takeaways, and expectations are consistently communicated, leading to a more focused learning environment. One of the teachers noted, *"Now there is a dedicated space (on board) for this (Objective and Relevance), and we also call it out separately while teaching. so it stands out to the students and does not get lost in the teaching."* Therefore for students, Board Protocol has made **learning more structured and goal-oriented.**

Teachers have observed that Board Protocol has **improved student participation** by making lessons more interactive. Instead of passively copying notes, **students now engage in discussions and real-life applications of concepts**. The school leader noted, *"Many students still see learning as coming to school and receiving information, but Board Protocol has helped them understand what to do with the knowledge they're gaining."* She further emphasised that **when students understand the relevance of a topic, their academic performance improves**.

Furthermore, Board Protocol has helped in **behaviour management and classroom culture**. Teachers and students actively follow expectation-setting practices, **ensuring that students take responsibility for their actions**. A Grade 5 student shared, *"Earlier, no one used to follow values—everyone used to be mischievous. But now, because it is written on the board, we follow it."*

Outcomes

Shift from Passive to Active Learning: Students are no longer passive recipients of knowledge but are actively engaging in their learning process. Board Protocol has structured their approach to lessons, while Agenda Setting and Closing The Loop (CTL) have helped them anticipate, organise, and reflect on their learning. Teachers are also now more reflective about their practices, frequently discussing and refining their approaches. Peer collaboration has increased, creating a culture of shared learning and continuous improvement.

Increased Student Agency: Students are taking greater responsibility for their learning, with some independently updating Board Protocol sections, suggesting modifications to class agendas, and leading discussions during Conglom. This demonstrates a growing sense of ownership and self-directed learning.

Earlier, no one used to follow the rules and everyone be mischievous. But now, because they are written on the board, we follow it. If there is a fight, the teacher points to the norms and values on the board and reminds us that we did not follow it.

-Student on importance of Norms and Values section of Board Protocol

Strengthened Teacher-Student Relationships: Conglom and CTL have created spaces for open dialogue, fostering trust and emotional safety. Students now feel comfortable approaching teachers with personal and academic concerns, leading to a more supportive learning environment.

Improved Emotional Regulation and Conflict Resolution: Students, particularly younger ones, who previously struggled with anger and impulsivity, are now able to articulate their emotions and resolve conflicts through discussions rather than aggression.

Transformation in Teaching Practices: Teachers have transitioned from rote-based instruction to interactive, application-driven pedagogy. Exposure to Riverside's methodologies has encouraged them to embed real-world relevance in their lessons, making learning more meaningful.

Stronger Classroom Culture and Behaviour Management: Visible classroom norms and structured processes have reduced disciplinary issues. Students now follow expectations without the need for punitive measures, leading to a calmer, more respectful learning atmosphere.

Higher Student Engagement and Participation: Classroom discussions have become more dynamic, with students making real-life connections to their learning. Even previously disengaged students are now contributing more actively in lessons.

Academic Rigour and Conceptual Understanding: The focus on relevance and reflection has strengthened critical thinking, helping students move beyond memorisation. Assessments now emphasise application and reasoning rather than rote memorisation, encouraging deeper comprehension.

Improved Attendance and Motivation: Students now see school as a place of engagement and interaction rather than mere instruction. Many who previously skipped classes are now motivated to attend regularly, recognising the value of participation.

The I CAN Foundation programme has fundamentally transformed learning at Aagamya Foundation, creating **a school culture that prioritises student agency, emotional well-being, and deep, meaningful learning.**



CASE STUDY 3:

DELHI PUBLIC SCHOOL, LAVA NAGPUR

School context

Located on the outskirts of Nagpur, Delhi Public School (DPS), Lava provides a balanced learning environment that integrates academic rigour with extracurricular opportunities. The school follows the 4C framework (Communication, Critical Thinking, Creativity, and Collaboration) and incorporates the 4R framework from the Riverside Learning Centre.

DPS Lava Nagpur serves students from Kindergarten to Grade 12, with annual fees ranging from ₹1–1.5 lakh. The student body primarily comprises middle-class families.

The campus consists of two buildings—one for primary and elementary students and another for higher grades. The school offers a spacious playground, a multipurpose hall, well-equipped science laboratories, a library, and dedicated rooms for music and dance, ensuring comprehensive academic and co-curricular development.



Engagement with RLC

The school began working with Riverside Learning Centre (RLC) in 2022 and has been implementing the I CAN Foundation programme for two academic sessions. The engagement process was initiated by the school's Director. The school leader stated that observing the implementation of the processes within Riverside School and discussions with their teachers and students were important in their decision to initiate this engagement. She mentioned that "Seeing is Believing" and **being in Riverside School enabled her to visualise changes that she could bring to her own school.**

The School Leader, Anupama Sagdeo, began the engagement with Riverside Learning Centre with a core group of mentor teachers. She and the mentor teachers undertook training at RLC. They then designed processes for training and supporting teachers across all grades to understand and implement the three processes of Conglom, Agenda Setting, Closing The Loop, and Board Protocol. They have also **integrated training on these processes into their Annual Professional Development programme for teachers during summer.** Furthermore, Mentor Teachers, who are also called Coordinators, support teachers in classroom implementation through continuous feedback and observations. Each teacher is also assigned a buddy teacher at the beginning of the academic year, who supports them in their learning and growth as a teacher.

Overall Impact

The school has **time-tabled the three processes** of Conglom, Agenda Setting and Closing The Loop. The **school boards have been redesigned** keeping in mind the different columns needed for Board Protocol. Therefore, all the three processes are being implemented on a continuous basis across all classrooms. And the three processes collectively have enabled a shift in the classroom culture, teaching and learning practices and behaviour of students.

Impact on Classroom Culture

The three processes have directly **strengthened relationships** by creating **more opportunities for engagement and developing an understanding of the diverse needs and perspectives of students**. The emphasis on "Relevance" through Board Protocol and the diverse range of topics covered by Conglom has strengthened relationships. By connecting classroom learning with real-world applications, it has enabled both students and teachers to engage more deeply. As a result, both teachers and students can now bring their "whole selves" into the classroom, fostering **stronger connections between students and teachers** and **building a community within the classroom**.

Stakeholders consistently shared that the relationships within the school community were significantly strengthened as a result of the I CAN Foundation programme. This has had a positive impact on both **students and teachers**, who reported **feeling more comfortable and at ease in their interactions with each other**. As a consequence of this, there is a better understanding between students and teachers. Teachers shared that their **need to shout/discipline students has decreased** due to the increased understanding between them. Furthermore, the tone of the day, which is set by students after the Conglom and is written for the entire day on the board, has become a tool for classroom management, as teachers can remind students of the tone and ask them to reflect on their behaviour.

This has led to a **"safe circle in the classrooms"** where students feel free to share their thoughts and feelings without the fear of being judged by either their peers or teachers. The students shared that they are more open to "accepting different perspectives", of their classmates. As a result of this, **student collaboration has increased** and they support each other more often. One of the teachers shared, *"Students are connecting more, helping each other in things"*, another shared that *"students have become more kind and caring towards each other."* The reason for this can be found in student responses wherein they shared that, *"we get to talk to our friends and understand them better"* during Conglom discussions and Closing The Loop (CTL) reflections.

This has also led to a **more inclusive classroom culture**. Teachers shared that they have been able to **notice and reflect on the diversity of learners within their classrooms through the implementation of three processes** where they get to hear more student voices. Teachers also shared that **students have become more observant of their classmates who might be feeling excluded**. The teachers and School Leader have noticed a **reduction in the cases of bullying in their school** in the last two years as students have come closer to each other through these processes.

Most critically, the three processes have also been able to bring a shift in the teaching-learning process by **increasing opportunities for student engagement in the learning process**. During Conglom, teachers carefully select a relevant theme for discussion and then students reflect and then share their feelings and perspectives. It is concluded with students collectively deciding on the tone of the day, which is then written on the board as part of Board Protocol. During their regular subject sessions, the use of Board Protocol on one hand nudges teachers to ask students to contribute to key words from the topic and reflect on the relevance of the topic being learnt and on the other side also creates motivation for students to participate to see their names in the smiley (relationship) corner. **As one teacher reflected “teaching-learning has become a two-way process”** for her now. And a student shared, *“It’s not just the teacher coming and teaching us, **students are also contributing and helping teachers.**”*

The school leader emphasised that the school's culture highly values student agency and this emphasis was reflected in the adoption of Conglom, Agenda Setting and Closing The Loop, and Board Protocol as part of the timetable. **A testament to student ownership was the fact that students were not only participating in but actively facilitating Conglom and CTL sessions within their classrooms.** This student-led facilitation extended to instances where the class teacher was absent or unable to lead these processes, ensuring their consistent and continued practice. This **active role and initiative demonstrated the high level of ownership students feel towards all three processes, solidifying their place as integral aspects of the classroom routine.**

“

Conglom has helped me a lot in building relationships with my classmates and teachers. I am new in this school and didn't know anyone. Through Conglom, we get opportunities to have discussions, our teacher asks us questions and then we have to answer them. This helps us connect with each other.

-Student on the impact of Conglom on peer relationships

”

Shift in Teaching Practices

The three processes in a subtle manner have enabled teachers to **reflect on their teaching practices**. This has led to **teachers implementing self-directed changes in their teaching-learning practices**. Teachers shared that during the first year of implementation, they faced initial challenges and were hesitant to implement the processes. However, with time and reflection on their existing practices, they have **embedded these processes in their teaching in a manner which adds value from their perspective**. Moreover, the feedback that students share during CTL allows teachers to understand student needs and accordingly tweak their lesson plans.

A common reflection shared by all the teachers was that the **“Relevance” column in Board Protocol** made them **understand the need to connect real-world applications to the teaching of content knowledge**. As their practice has evolved with time, they have made this more student-driven by asking them to reflect on the connections between the subject theme and its application in the real-world context. The school has also supported the teachers in their journey by creating a centralised pool of lesson plans for every subject which detail out the relevance of every topic. And teachers have now started to add to it on their own with contributions from their students.

Board Protocol has also affected the lesson planning of teachers. The structures of the Board Protocol have helped them both **organise their lesson plan and implement it more effectively**. The school has mandated that after every session, the teacher posts a picture of the board in the Google Classroom Notes. This ensures that teachers are mindful of the usage of the board and how students will make use of the board for their learning process. Furthermore, the **Board Protocol's columns facilitate teachers' to create opportunities for student contributions, thus promoting effective student engagement in the learning process**.

There has been an overall shift in teacher practices as **lesson plans have become more organised, better planned and inclusive of real-world context**. The School Leader concluded that *“pedagogy is improved because you are better planned. And there is a structure and things are going in a proper order in the class, and they are writing the relevance of what they are teaching.”* Students also concurred with this and shared that, *“I have seen important changes, earlier teachers only used to teach a particular topic. But now they are teaching it in a very special way. They are now elaborating it well because of the Board Protocol.”*

The teachers shared that these processes have enabled them to **notice the diversity of learners in their classrooms**, one of them shared that, *"Conglom has helped to understand and address the diverse needs of my students. There are some students who are quiet, some who know something but wait for me to ask them."* Another teacher shared that Conglom, ***"has helped us to reach that particular child, who's not speaking, this gives us the time and space to do this."*** Teachers have begun to appreciate the unique and diverse viewpoints of students.

Teachers shared that these processes have made them **more reflective and more empathetic**. This point is illustrated by a teacher who shared, *"I have become more empathetic because when we plan Conglom, there are some questions that I have to keep on asking myself that I am going to take into my class."*



Impact on Students

The **students have demonstrated high ownership of the three processes** through their willingness to plan and facilitate Congloms and CTL, their participation in “Setting the Tone” for the day and reflecting on the “Relevance” of their academic sessions.

Through Board Protocol, **students have become more aware and appreciative of the need for structure and organisation in their learning process.** They shared that the different columns used in the Board Protocol help them **understand the session better and give them more clarity.** One student remarked that through the use of Board Protocol, she has developed *“a habit of writing keywords and thinking of relevance by herself.”* One of the teachers shared that because of Board Protocol, *“our students have started taking notes and they are writing answers.”*

The students and teachers shared that during a lot of academic sessions, both attempt to **connect the tone of the day with the learning session.** Similarly, **students focus on connecting their classroom learning with the real-world context** by reflecting on the relevance of every topic. Students shared that this **process of building connections is very helpful** for them as *“even if we don’t know, we try to understand what is the meaning and why it has been asked”* and this helps in strengthening their *“critical thinking”* skills.

The **shift in students has been visible to both their teachers as well as other stakeholders** who interact with the students. The support staff shared that *“earlier children would not wish us good morning, but now, they acknowledge us, wish us and ask about our well-being. And they are more comfortable sharing their problems with us.”* The School Leader narrated an incident of the students from higher grades travelling on a school tour to Hyderabad. She recounted that passengers on their train remarked that the children are **“mindful and responsible.”** A student shared that her parents have seen that *“her communication skills and confidence have improved.”*

Process Insights

Conglom

Understanding the purpose

There is a **shared understanding** between the School Leader, teachers and students about the **purpose of Conglom, towards strengthening relationships and reflection**. The school has renamed Conglom as **Samurja**, which in Hindi means synergy. The School Leader shared that through the Conglom process, a synergy is created within the classrooms and school. Teachers and students both expressed how they have **connected Conglom themes to their academic learning sessions, current affairs and daily life concerns**.

One of the students from Grade 7 shared that he facilitated a Conglom in his class on the value of different sports. He shared, “ *I am a badminton player and I felt that only cricket is given importance in our country and I wanted my classmates to reflect and discuss this.*” A teacher shared that being a biology teacher, she designed a Conglom to bring out the “*interconnections between all beings- plants, animals and humans*” and even discussed “*the effect of hormones with her adolescent students.*” Another teacher shared that while planning Congloms for higher grades, she chooses topics from current affairs to sensitise her students about themes such as gender-based violence, transgender rights, inclusion of the disabled etc. Therefore, both students and teachers have understood **Conglom as a session where they can discuss and reflect on topics from different domains to understand each other’s perspectives and strengthen empathy for each other and their communities**.

Samurja is a process whereby one can understand diverse learning needs of students, particularly spl learners. There are some students who are energetic, some who know the answer, but need a nudge from me .

-Teacher on the role of Conglom in addressing diverse student needs

Implementation

Conglom has been **integrated into the school's timetable**, with the first 20 minutes of each day allocated to it. A central pool of lesson plans for Conglom, to which teachers keep adding more, supports teachers in designing Conglom sessions. The school has also **incorporated the Conglom process into their teacher professional development programme and all interactions with the parent community**. For example, when parents visit the school, the programme commences with a Conglom session to foster relationship building.

The theme selection for the Conglom is largely decided by the teachers who carefully choose the topic based on their understanding of student needs. However, one of the teachers shared that when *"I ask a certain question, then I get to know that this particular thing has happened in my class. This particular child is silent or angry. So I quickly tweak my plan and then I change it."* Another teacher from Grade 4 shared that she *"prepared a session on understanding emotions for her class, however, a student came forward that day and told her that he had planned the Conglom and would like to facilitate it."* The teacher supported her student in facilitating the activity on teamwork that he had planned for his classmates. This reflects that **teachers responsively facilitate Conglom sessions by adapting to student needs**.

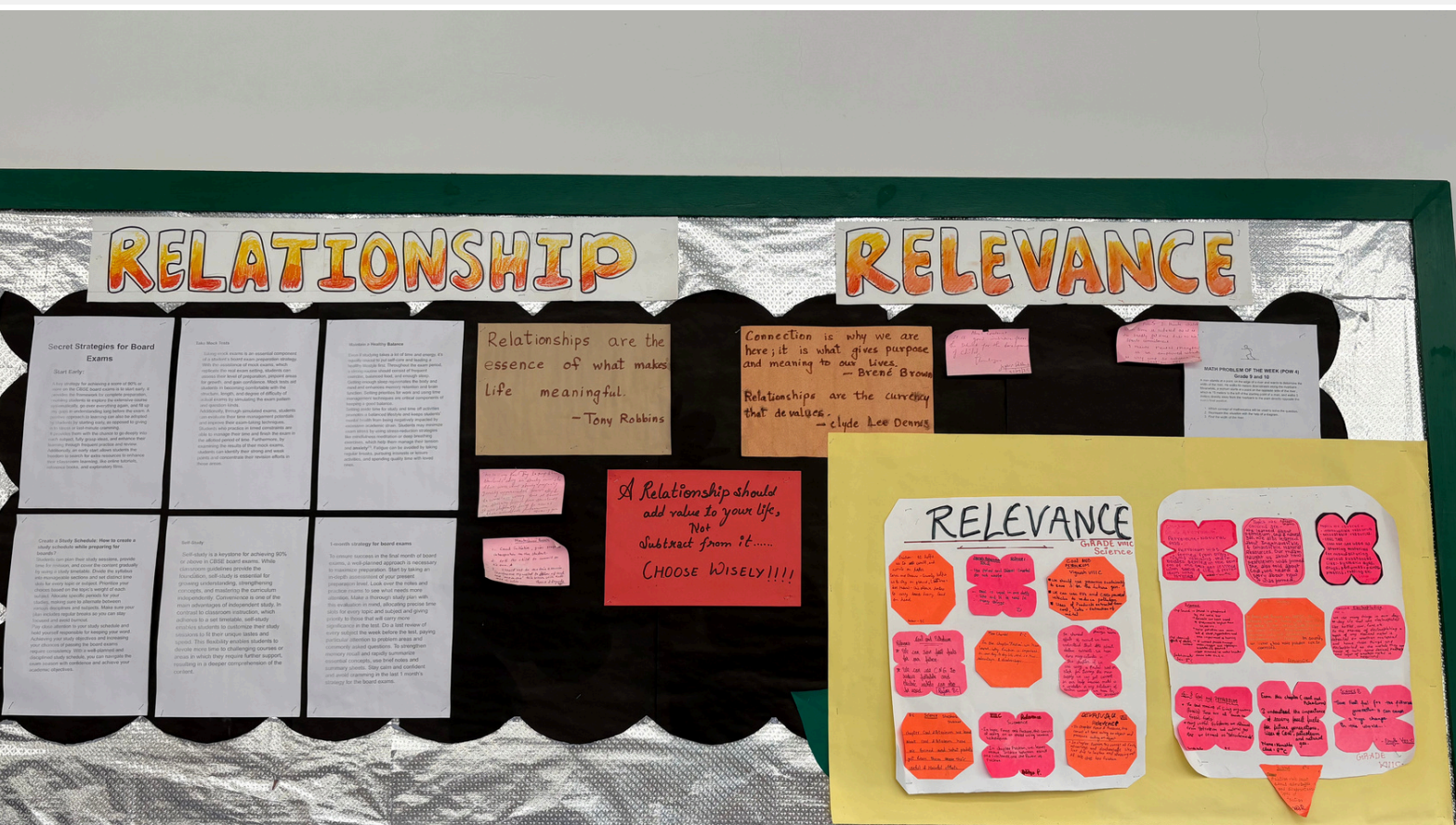
The teachers shared that in the first year of implementation, they would usually choose an activity or a video to share with the children and ask them to reflect on it. However, with time, **their understanding and planning skills have evolved**. One of the teachers shared that *"during the initial days, we didn't know how we have to carry on this idea, but slowly then we started understanding it. We have to take it in this way, that way. We have to give them some time to think, to reflect."*

Students have expressed ownership of the process through efforts to design and facilitate Conglom in their classrooms and in ensuring the process happens regularly in their classrooms. This indicates that **Conglom has been sustainably adopted in the school**.

Impact on Students and Teachers

The daily Conglom process has **fostered closer relationships between students and teachers**, who now feel more at ease with each other. Students shared that they *"understand the perspective"* of their teachers better. And this has made them *"feel free to come and talk with their teachers."* Another student shared that, *"It (Conglom) is more like a slow process. Last year, we had a new teacher, and we got to know her perspective over time."*

A teacher shared an incident about a Conglom session on emotions, "When we were talking about emotions, the one child I still remember, she asked me that, ma'am, I get angry. What should I do? Shall I express it? Then, other children, they were saying yes, you should express it. You have to express that you are angry. You should tell the people around you that I am angry. I am not happy at this point. Then we discussed how we can control anger. I should talk about that also, how a child should be able to control anger. We had a great session on this." Another teacher shared that *"if a child is emotionally strong, that child grows strong. I feel if we had these things when we were young, we would also be more emotionally stable. But now I think that **students are becoming more confident, emotionally stable.**"* Therefore these experiences reflect that **through Conglom, students are becoming more emotionally aware and confident in expressing themselves.**



Teachers and students expressed that through Conglom, they have been able to create a space which is *“free of judgement”* and therefore both feel free to share and express their opinions and needs. The open sharing of students has enabled **teachers to understand the needs of diverse learners** in their classrooms. They can know each student more deeply and consequently build on this understanding while facilitating their learning sessions.

The **students have come closer to each other**. One of them shared that, *“we have **learnt to respect each other’s perspectives**.”* A teacher shared, *“They (students) realise what somebody is going through, somebody just sitting in a corner quietly and eating the tiffin, why is it so?”* Further, this teacher also shared about how **adolescents get to discuss the issues they face**. She shared, *“They(adolescent students) face a lot of problems. So, there's this beautiful safe circle that we have created wherein they come in, they talk, **they share their stories and their experiences and there are other children who empathise with them**.”* Another teacher shared that she got to know from students about a conflict within the class during Conglom. She shared that students later came to her and shared, *“ Through this samurja (Conglom), we learnt that there are some tasks that we have to do with teamwork. We have to understand each other's perspective. We have to wait for our turn.”*

This suggests that **Conglom has fostered greater kindness and empathy among students, not only towards their peers but also towards their teachers and the broader community**.

Agenda Setting and Closing The Loop

Understanding the purpose

Agenda Setting has been interpreted by both students and teachers as a process which supports them to become more **goal-oriented**. It carries forward the Conglom by incorporating the ‘Tone of the day’ as a critical component of the Agenda Setting process.

A student quipped “We set it (agenda) because it helps us organise the day.” Similarly, a teacher shared that, “when we are setting the agenda in the morning hours, we discuss the timetable with students, then they are mentally prepared that throughout the day what is going to happen.” Therefore Agenda Setting has been understood as a process which **enables students and teachers to understand how their day would look and accordingly plan for it.**

Closing The Loop (CTL) has been understood as a **reflective process** which nudges the students to reflect on their day. As a teacher shared, “Students and teachers together revise the whole day, what happened throughout the day, they revise the whole day to see what all they did.” The School Leader shared that “Closing The Loop is a way of reflecting on what we did. So once children start reflecting, then they start reflecting about their behaviour, about their performances, about their academics.” From the students’ perspective, CTL is a critical process for them as it helps them to recall their entire day. One of the students shared, “CTL recaps everything. It’s like journaling, but you don’t have to write it. You **analyse how productive your day was.**” Teachers also shared that **CTL is the session where they nudge students to share their challenges and doubts about different subject sessions.**

Implementation

Agenda Setting is implemented differently in different grades in the school. The School Leader shared that in the lower grades where there is a common teacher for all subjects, it is the “children (who) decide that in their first period, they want to learn math or they don’t want to learn math and want to learn Hindi instead.” Classroom observation in Grade 2 revealed a **democratic process where students voted on their preferred subject for the day, thus collectively deciding their daily schedule.** The excitement of the young students was palpable in this session.

Similarly, a teacher working with senior grades shared that, “In higher grades, we are more flexible. They (students) have the freedom to choose their own agenda. For instance, if they have chemistry tests coming up or some other tests coming up, they tell us that for two periods we would like to sit for chemistry and then we coordinate amongst ourselves and they set the agenda. So we do not set the agenda, they have a rough timetable that we follow, but then we mutually exchange as well. So they inform us well in advance and we (teachers) exchange mutually.” This **process of co-creation of the agenda between students and teachers, nurtures students’ agency to influence their daily schedule, building their ownership of the learning process.**

While in Grades 3–7, the process of Agenda Setting is largely teacher led and focuses on **collective sharing of time-table during the first session** of the day. Yet, there are opportunities for children to make decisions about how they would like to spend their time during the “zero period” or when one of their teachers is absent and they have a proxy instead.

In Closing The Loop sessions, the class teacher co-facilitates the reflection session with her students at the end of the day wherein they recap all their lessons. Moreover, a teacher shared that “Our **period time has been extended from 35 mins to 45 mins to include reflection**. Sometimes, if we have not finished a topic, we would not get time for reflection, but now we have been given extra time for reflection and assessment strategy.”

Therefore it can be seen that the **school is committed to implementing these processes rigorously** and is making efforts to support its teachers to implement CTL as part of every lesson. **Teachers have been equipped with various strategies that enable them to conduct reflection sessions.** A Grade 8 teacher shared, “ I’m learning how to implement all these things, different strategies are taken for reflection. For example – 1,2,3 strategy is there. What did you like most? What confused you? What did you not understand? Then we also share reflection sheets which have some questions, and students write their reflections on it.”

A teacher described the process for the end-of-day CTL session, “we create a safe and supportive space where each student is allowed to speak up. We actively encourage them to share their thoughts, experiences, and even any challenges they may have encountered. By facilitating open and collaborative discussions, we ensure that **every child feels involved**.” Another teacher shared that, “Closing The Loop as a class teacher is very helpful. I get to know each and everything about the student, about the (subject) teachers also, what went on and that helps (me) to communicate with their parents. My **communication with their parents is also strengthened** as I am aware of every student.”

“
Students ask each other about what happened well,
what could have been better, what is the takeaway
from a particular class...then they write about it in their
Almanac everyday..Parents appreciate it too.

–Teacher explains how CTL is facilitated
”

Impact on Students and Teachers

Both teachers and students have found Agenda Setting and CTL processes to be beneficial. They value the **collective sharing process** of the timetable in the morning wherein **both get a picture of what their day would look like**. One of the Grade 7 students shared that *"setting the agenda is fun, writing it out, writing your agenda"* Another Grade 8 student shared that *"we do Agenda Setting so that everyone in the class will know"*. The **students feel a sense of agency in deciding some parts of their day**, as a student quipped, *"If any teacher is absent, we'll be having a proxy. So what are we doing in that?"* The teachers shared that earlier when students would get to know they have a proxy period in the middle of the day, they would often ask for sports or free periods but now since they know in the morning itself and decide what they will do, they have stopped asking for free periods.

According to the teachers, *"Agenda Setting keeps every student on the same page. It makes the flow of the day more smooth. They also know which teacher is not present and they decide what they will do in that session."* The teachers shared their understanding that the process of Agenda Setting is **helping students strengthen their planning skills** and feel **students are more organised and need less external discipline**.

Moreover, for high school students, their English teacher shared *"I feel that this is a better way because instead of just enforcing things on them, subjects or periods just for the sake of it. And if that hampers learning, then ultimately our main idea is to achieve that learning. Instead, **we are giving them the full authority to schedule their learning at their own space and timeline**. So I feel that the children also feel empowered."* The teachers have **recognised the value of student agency** and how it impacts both the well-being and learning for their students.

Agenda setting helps me know what I am doing and then I can do those things quite fast and efficiently. It helps me get organised.

-Student on the benefit of Agenda Setting

Through Closing The Loop, teachers shared their observations that **students have improved their relationships, and communication and become more empathetic towards each other. This has been due to the sharing process at the end of each day, where every student gets an opportunity to share their learning and challenges.** A student shared that through CTL, *"we get to know each other's experiences throughout the day."* Another quipped *"We get to know what problems had been there for each other."* And a Grade 8 student shared, *"We learn through others in this process."*

Additionally, **student feedback allows teachers to enhance their lesson plans by incorporating student suggestions.** On the other side, teachers also shared that, *"It has impacted students. When we are discussing everything and we are involving every student, then he knows what is his or her duty. They have become more responsible. They know that at the end of the day, they will be asked what they did and will be answerable, this makes them responsible."*

These processes have **increased the accountability of teachers and students towards the learning process, leading to more rigour in their engagement.** Furthermore, **student agency is being nurtured** in the classrooms. And this is demonstrated in the ownership that students have taken in the implementation of these processes in their classrooms.

Board Protocol

Understanding the purpose

Both students and teachers have recognised that **organising the board into columns, as outlined in the Board Protocol, is essential for structuring learning sessions effectively.** A student described the process as *"there are different sections in our blackboard now. These are kept so that we can easily identify and find what we are looking for."* Another student said, *"It (Board Protocol) helps us connect, it helps us organise everything so that not everything is scattered."*

Teachers shared that they understand Board Protocol as a "tool", which gives them a "road map" for their lesson plans. The teacher said, *"We take a mental picture in our mind when we enter our class and we have the planning, then we know where to write what and how. And it stays for a longer time with students."*

Therefore, it can be interpreted that **teachers have understood Board Protocol as a process which enables them to organise and structure their teaching-learning process**, they also **recognise its value in supporting the students to revise the learning session**. And students use the structures on the board as a means to identify what they are looking at and as an organising tool.

Implementation

The school initiated the process of painting different columns across all boards in the school. The school leader shared, *"immediately after coming back (from Riverside) in 2023 we got our boards painted with all the columns. So it becomes so organised for the teacher as well."*

They have divided the board into the following boxes -

- **Tone of the day,**
- **Agenda for the day (time-table) and Agenda for the session,**
- **Keywords (vocabulary),**
- **Relevance,**
- **Smiley corner (relationships),**
- **Strategies for the lesson,**
- **Rules for the classroom (Expectations)**
- **Homework.**

A Grade 7 student explained the manner in which teachers use the Board Protocol process, *"The top consists of the tone and relevance that we set during the Samurja (Conglom), then date, topic, resources mam will use, then agenda and a separate section for keywords and one for the rules of the class. And then the main section is for the concept that ma'am writes and explains. And one for when a student gives answers, so teachers give remarks on the box (smiley corner)."*

The teachers shared that since they have been using the Board Protocol for two years now, they have *"become pro at it and it doesn't take much time to plan, but we do need to be thorough with our content."*

Both students and teachers shared that **every session uses the process of Board Protocol**. The school has started an initiative where teachers, after their lessons, take a photo of the board and post it in Google Classroom notes. This allows both students and parents to **recap or understand the lesson at home**, especially if a student has been absent.

Impact on Students and Teachers

The Board Protocol, which outlines a structured approach to organizing the board into columns, has been widely recognized by both students and teachers as a key factor in **creating effective and well-structured learning sessions**.

The teachers see value in organising their lessons through Board Protocol as it has led to an increase in student engagement in the learning process. **Board protocol provides teachers with structured ways to involve students in the learning process** by asking them to contribute to the “keywords section” and reflect on the “relevance” of the topic. One of the teachers shared, *“We used to write it and rub it off. So those things were already there. But now everything has a specific place and it is staying there till the end of the class. So obviously, they(students) are responding well. They are positive about it.”* Another teacher shared that, *“Relationship column/smiley corner is making more and more students respond and give answers so that their name is there on the board and parents can also see it through Google classroom notes.”* **Student participation fosters student ownership by allowing students to actively contribute to the learning process.**

The **organisation of the board has acted as an inspiration for students to take notes** and one of the teachers remarked that “ *students are learning to organise their writing, do things in a more planned way.*” It can be interpreted that students have found the structure and organisation of content on the board helpful in **understanding the concept better** because they know where to find different aspects – like keywords and homework. This has enhanced their note-taking skills. Further, when students have to study on their own, the photo of the board in their Google Classroom notes helps them **easily recall the learning session**. The use of Board Protocol has provided more “**clarity**” to **students** in terms of what is being taught and they find it “*easier to recall the learning session*”.

I'm a visual learner, so a structured board presentation really helps. Imagine a messy cupboard at home—finding what you need is difficult. But when it's organised, everything is easier to access. Similarly, a well-structured board enhances learning by making information clearer

–Student on the benefits of well-structured board presentation

A grade 7 student expressed that, “ *Board Protocol will help him or her to understand the chapter in one picture because it’s so organised that we can understand what is taught to us, what was the relevance, what is the reason behind we are learning it, and we can understand simple concepts if this board is entirely organised.*” It can be interpreted that all stakeholders feel that **Board Protocol not only enhances the visual presentation of the material but also facilitates better comprehension and retention among students.**

The Board Protocol’s relevance column has **shifted teacher and student focus towards real-world applications of learning.** Students expressed **understanding relevance** “*helps in subjects like Science, SST and Maths a lot because they are kind of difficult. It helps to know how the topic will be helpful for us in the future and how we can connect it with real-life situations.*” Another student reinforced this, “*relevance is a really important section because it is very much connected to our real life.* The school leader concurred on this point as well by sharing that when students understand the relevance of a topic, they “*get more interested and then you will see the **improvement in the academic performance.***” Therefore, the implementation of the **Board Protocol has led to a positive impact on the learning experience, fostering a more organised, focused, and productive classroom environment.**



Outcomes

All the stakeholders in the school agreed on the following outcomes from adopting the I CAN Foundation programme

Structured Approach and Direction in realising the school's vision: The I CAN Foundation programme provided the school with a clear structure for achieving its educational goals. The three processes: Conglom, Agenda Setting, Closing The Loop (CTL), and Board Protocol have become integral to daily classroom activities, bringing consistency and depth to learning.

Shift in Teaching Practices: Teachers have improved lesson planning by incorporating more structure and real-world relevance into their teaching. The Board Protocol has helped teachers organise their sessions, making it easier for students to engage and retain information. Teachers now focus more on student reflections and feedback, making lessons more interactive and student-centred.

Strengthened Social-Emotional Well-Being: Students have become more empathetic, reflective, collaborative, and responsible. The classroom has evolved into a safe space where students feel comfortable expressing themselves. There is an increase in kindness and peer support among students, as they actively engage in understanding each other's perspectives.

Deepened Learning Experiences for both students and teachers: A stronger focus on relevance and reflection has enhanced students' critical thinking and engagement. The Board Protocol's relevance section encourages students to connect their learning to real-world applications. Students now take an active role in their education, often leading learning discussions.

Stronger Student Ownership and Leadership: Students are taking greater ownership of learning processes. They are actively facilitating Congloms and CTL discussions, especially in the absence of teachers. The Agenda Setting process has encouraged students to become more goal-oriented and plan their learning proactively.

Improved Relationships Across the School Community: Student-teacher relationships have improved and teachers now discipline students less and engage more in understanding their emotions. Peer relationships amongst students have been strengthened as students collaborate more and are more inclusive towards their classmates. There are positive interactions with support staff as students have become more respectful and mindful in their interactions with non-teaching staff. And a decline in bullying incidents has been observed, as students develop stronger bonds with each other.

Increased Student Engagement and Participation: The I CAN Foundation programme has led to a more interactive and participatory classroom culture. The Board Protocol has encouraged students to contribute actively to lessons. Teachers report higher student involvement, with students taking the initiative to ask questions, write notes, and engage in discussions.

The I CAN Foundation programme has brought structural, pedagogical, and emotional transformations to DPS Lava Nagpur. It has **empowered students, enhanced teaching methodologies, and improved relationships, making the school a more inclusive and engaging learning environment.** The approach has fostered a culture of collaboration, empathy, and responsibility among all stakeholders.



CASE STUDY 4:

NAIKA KUMAR SHALA, KHEDA

School context

Naika Kumar Shala is a government-run boys' school located in Naika village, Kheda district, Gujarat. Established in 1868, it operates under the district panchayat, providing free education for students from Grades 1 to 8, with Gujarati as the medium of instruction.

Most students come from agrarian families dependent on farming, and many face challenges such as long travel distances and economic constraints. Despite these difficulties, the school is committed to high academic standards and innovative teaching methodologies.

The principal, Avinash Parmar, plays an active role in teacher training and instructional development. The school has integrated smart boards to enhance learning and is regularly inspected by district officials, who recognise its structured and effective teaching methods.



Engagement with RLC

The school began its engagement with **Riverside Learning Centre (RLC)** in **August 2023** and has been implementing the **I CAN Foundation programme** for the **past year**. The engagement was initiated as part of the **GCERT training programme**, where 30 school leaders were invited to **RLC for a five-day training**. The school leader shared that this was unlike previous training experiences, they were required to **actively implement** the practices they learned. He stated that the **structured approach and hands-on training provided by RLC** made it easier to **envision how these processes could be adapted** in their school.

Following the training, the school leader took two days to study the processes in depth, referring to RLC's website and training materials. He also maintained direct communication with RLC mentors for additional guidance. The implementation process was carried out in a phased manner:

- **Teacher Training:** All teachers were introduced to Conglom, Agenda Setting and Closing The Loop, and Board Protocol. Senior teachers required more time to adapt, but continuous mentoring and support enabled them to become comfortable with these processes. To ensure long-term sustainability, the Assistant Principal has developed expertise in these processes. Training is designed so that every educator specialises in different processes, creating a team of **master trainers**. This approach strengthens the system, allowing new teachers to integrate smoothly while maintaining consistency across all classes. Ongoing support is being provided to all teachers.
- **Month-End Celebrations:** Structured 2-3 hour meetings were conducted every month to assess the implementation of the three processes, review **teaching materials, classroom photos, and teacher feedback**.
- **Classroom Observations:** The school leader **visited two classrooms daily** to provide **real-time feedback** on the implementation of the processes.

Integration of the Three Processes in School

The school has **fully integrated** the three processes into its timetable:

- **Conglom** is conducted **every Monday for 20 minutes**
- **Agenda Setting** takes place at the **start of each class**, where teachers outline learning objectives in a structured manner. **Closing The Loop (CTL)** happens at the **end of every class**, allowing students to **reflect, ask questions, and clarify doubts**.
- **Board Protocol** is implemented across **all classrooms**, ensuring **structured lesson delivery, documentation, and continuity**. Each board is divided into **sections for learning objectives, key vocabulary, and student participation (smiley/sad face corner), homework ("Gharethi shu"), topic ("Kem"), and explanation of the topic ("Kevin rite")**, making it easier for both students and teachers to track progress.

Integrating these processes into daily teaching-learning processes has improved student engagement and created a more positive classroom culture. The structured approach of the processes supports teachers in being more organised, ensuring consistency and effectiveness.

Impact on Classroom Culture

The classroom culture has been influenced by the three processes, resulting in stronger student-to-student and student-to-teacher relationships, greater student engagement, and a more inclusive environment.

“

Previously, many students would arrive late, even after the morning prayer had begun. However, with the changes we implemented, there has been steady progress. Now, students are more punctual and engaged, reflecting a positive shift in the school's culture.

- School Leader on the impact of I CAN Foundation programme on classroom culture

”

Conglom has played a **key role in breaking social divisions and fostering stronger relationships among students**. The school leader shared how deep-seated community divisions in the village were reflected in the classroom. However, by **strategically integrating students from different groups through activities**, these barriers began to break down. *“By grouping them together, they started to trust and work with each other. Engaging in activities and playing games together made a noticeable difference.”*

Improved peer relationships and student confidence have been observed by the school leaders and teachers. The school leader explained that **students who were hesitant to participate earlier are now stepping forward**, stating, *“At first, many children lacked confidence. They were hesitant about participating in activities. However, through initiatives like these, students have found different ways to express themselves and build confidence.”* A teacher also shared that **students have become more observant of each other’s needs and have started helping their peers more actively**, saying, *“Before, some students used to quarrel often. Now, they interact more positively. When we form teams, students who previously had conflicts help each other to win.”*

The **relationship between students and teachers has also grown stronger. Teachers are now more understanding of their students’ challenges**, allowing them to offer better support. A teacher reflected on a specific incident, stating, *“One teacher mentioned that a child was arriving late every day due to problems at home. Through these conversations, the child finally opened up, and we could address the situation.”* This highlights how these processes have **created a safe space for students to share their challenges**.

Most importantly, the school leader highlighted that **students have started suggesting changes to their routines to stay engaged**, sharing, *“Now, whenever students feel disengaged, they themselves suggest taking a break for 10–15 minutes to refresh.”* This **shift in student agency** demonstrates how the processes have **empowered students to actively shape their classroom culture**.

Overall, the school has successfully cultivated **a space where students feel valued, confident, and motivated to learn**, making the learning experience more meaningful for both students and teachers.

Shift in Teaching Practices

The introduction of the I CAN Foundation programme has encouraged **teachers to reflect on their teaching practices**, leading to self-directed changes in how they plan and facilitate lessons.

The introduction of the Board Protocol has significantly changed the way lessons are planned by teachers. The structured format has helped teachers **organise their lessons more effectively** and focus on **key concepts**. A teacher noted, *"Earlier, we used to just write the subject and lesson name on the board. Now, students can see and focus on difficult words multiple times, which helps in better understanding. We also assess their comprehension through questioning."* This has led to a **greater emphasis on student participation**, with teachers actively encouraging students to **contribute keywords and reflect on the relevance of their learning**.

Additionally, teachers now **collaborate more**, with one teacher sharing, *"If one teacher has an idea, they share it with others to refine or improve it."* The school leader shared, *"At the end of each month, we document detailed lesson plans for the upcoming weeks. This planning process has significantly increased awareness among teachers."*

The school leader emphasised that **pedagogy has improved significantly**, stating, *"Now, there is structure, things are going in a proper order in the class, and teachers are writing the relevance of what they are teaching."* **With Board Protocol efficiency has improved** with a teacher stating, *"It becomes easier to understand. It is not about putting in extra effort; compared to our previous sessions, this approach requires less effort because we now have a complete visual display. We no longer need to rely on notes or track what needs to be covered. Even the students have a clear understanding of what the teacher will explain, how much they have learned, and what they are expected to grasp"*. Another teacher mentioned, *"I now focus more on explaining words before having students take notes."* Another added, *"I design activities that make learning more engaging, like writing exercises and games."*

Additionally, the processes have **made teachers more reflective and empathetic**, helping them notice and address the **diverse needs of students** in their classrooms. A teacher shared, *"We approach the student and ask what's wrong. If they open up, we listen and support them."*

Impact on Students

The implementation of the **I CAN Foundation programme** has led to a **notable shift in student engagement, agency, and confidence**. The three processes have encouraged students to take greater ownership of their learning and actively participate in classroom activities.

Students have demonstrated a greater sense of responsibility through their participation in Agenda Setting and Closing The Loop (CTL). They now anticipate reflection sessions, knowing they will be asked about their learning. The school leader shared, *"Students have become more engaged. They now raise their hands more often and look forward to reflection discussions."* This sense of involvement has increased their **attentiveness and classroom participation**. A teacher observed, *"Even mischievous children are now making efforts to participate."*

Through Board Protocol, students have become **more structured in their learning**. They are now in the habit of noting down difficult words and key concepts, which helps with retention. A teacher shared, *"Students now see and focus on difficult words multiple times, which strengthens their understanding."* This has also **enhanced their vocabulary and comprehension skills**, as one teacher reflected, *"When students repeatedly see words on the board, they remember them better."*

Additionally, students have become more involved in **classroom management**. Class monitors and group representatives (GRs) now help track schedules and manage free periods productively. The school leader stated, *"We have trained students from grades six to eight in time management. If a teacher is unavailable, they ensure the class remains productive."*

“

We had noticed attendance dropped on Mondays as post the weekend, students often didn't feel like coming to school.. So, we suggested scheduling Congloms on Mondays. We organise something fun or interactive, which makes students look forward to coming to school.

-Teacher on using Conglom to address critical challenges

”

Process Insights

Conglom

Understanding the purpose

There is a shared understanding between the school leader, teachers, and students about the purpose of Conglom as a space for **building relationships, fostering inclusivity, and encouraging self-expression**. Teachers and students have used Conglom to connect beyond academic settings, creating an environment where every student feels seen and heard.

The School Leader reflected on student participation, sharing, *“There were some children who remained distant, sitting at the back, unable to participate. I want to focus more on them—encouraging them to join activities so that others recognise their talents as well. When that happens, all the children will begin to understand and trust each other better.”* This highlights **the role of Conglom in ensuring that even the quieter students find a place in discussions and activities, making the space more inclusive and participatory**.

A teacher further emphasised this, stating, *“The purpose is to bring children and teachers close to each other. Both are a little different, so it is necessary to bring them closer.”* This reinforces how **Conglom serves as a bridge between students and teachers, breaking hierarchical barriers and fostering open dialogue**.

Implementation

Conglom follows a structured format, **ensuring engagement, reflection, and skill-building**. Teachers begin by explaining the activity and setting clear guidelines within the first three to four minutes, followed by a short pre-planning phase where students prepare in groups and conduct the activity. After the activity, students spend two to three minutes reflecting on their experiences, making this an essential part of the session. A teacher described the process, stating, *“Yes, in the first three minutes, we make them understand that this is how it should be done. And after that, in the next twelve minutes, we make them do it. And after that, in the next ten minutes, we get them together and ask them, what did they get out of this activity? We help and guide them to answer their reflections.”*

A range of activities, including games, storytelling, discussions, and even outdoor learning experiences, are incorporated into Conglom. Teachers adapt sessions based on student needs, integrating physical movement for younger children and discussion-based activities for older students. The School Leader shared, *“Younger children tend to gravitate more toward games. That’s why I said that if they enjoy the games, they naturally engage with them—sometimes playing three or four different games. In addition to games, we also introduce them to spiritual videos and photos. Many times, these visuals help convey important lessons. We even take them to farms whenever time allows.”*

Students have also begun taking ownership of Conglom, actively participating in planning and facilitation. The School Leader observed that *“after about six months, I noticed that some children do take the initiative. Even now, if you ask them in any class from grades six to eight, they are ready. If you tell them, ‘Let’s do it now,’ they will organise the activity immediately. In just five to ten minutes, they will be ready and manage it smoothly.”* This reflects how **Conglom has evolved into a student-driven process.**



Impact on Students and Teachers

Conglom has had a **transformative impact on both students and teachers, fostering emotional intelligence, collaboration, and student ownership**. The School Leader highlighted that **the values instilled through Conglom extend beyond academics** to emotional, social, cognitive, and even spiritual growth. He shared, *"Students are not just learning subjects; they are developing a deeper understanding of what it means to be self-aware and empathetic."*

The introduction of Conglom has **positively influenced student attendance**. Previously, Mondays saw low attendance due to the weekend break, particularly among younger students. However, after introducing engaging activities, **student enthusiasm for school increased**. The school leader noted, *"Now, students go home and tell their parents about school activities. As a result, Monday attendance has significantly improved."*

For teachers, Conglom has enhanced **their understanding of students' well-being and individual needs**. The school leader noted that participation in Conglom has helped **teachers recognise students struggling with health challenges** that may otherwise go unnoticed. *"Some children faced physical difficulties—perhaps due to conditions like pneumonia or other health issues. Some would get tired quickly and avoid participating. In such cases, teachers could identify these issues and inform me."* This process has allowed teachers to offer **better support to students** who may need additional care.

Additionally, students have begun to engage more deeply in **self-reflection**. A student from Grade 7 shared how Conglom helps them **internalise lessons through hands-on experiences**, stating, *"From the game, we learned how to be careful so the cap doesn't fall, maintain speed at the same time, and do it with alertness."* Another student shared, *"The teachers ask questions like, 'What did you learn from this game?' and we tell them everything that we have learned."* This approach ensures that Conglom remains relevant, engaging, and impactful for both students and teachers.

A teacher shared, *"Students see us differently now. Before, they might have been hesitant, but now they know that we'll also participate in activities with them."* This **shift in student-teacher relationships has fostered a more open and collaborative classroom environment**, where students feel safe to express themselves.

Overall, **Conglom has created a learning environment where students feel supported, responsible, and eager to participate**.

Agenda Setting and Closing The Loop

Understanding the purpose

Agenda Setting has been recognized by both teachers and students as **a structured approach to organising the learning process more effectively**. The school leader emphasised, *“Agenda setting ensures that students are mentally prepared for the entire lesson. It also helps in closing the learning loop.”*

Students have also acknowledged the role of Agenda Setting in helping them **manage their time and stay engaged**. The school leader explained, *“When students know the agenda, they anticipate what’s coming next. They wait eagerly for their turn, stay prepared, and participate actively.”*

Closing The Loop (CTL) has been understood **as a reflective process that allows students to consolidate their learning**. The school leader explained, *“At the end of the class, we reflect on what we covered from start to finish—what challenges we faced, what concepts were easy to grasp, and what needs more work.”* This structured **reflection enables students to self-assess their understanding and identify areas for improvement**.

Beyond academics, CTL has been instrumental in **strengthening student participation and engagement**. Teachers shared that the anticipation of reflection time keeps students attentive throughout the lesson. The school leader noted, *“When students know that a reflection session is coming up, they stay more focused in class. Even those who don’t usually participate start paying attention, knowing that they might be called on to answer a question.”*

Overall, **Agenda Setting and CTL have been understood as essential processes that structures learning, enhances student ownership, and builds reflective habits, making the learning environment more goal-oriented**.

Implementation

Agenda Setting and Closing The Loop (CTL) are integrated into every class to provide **structure, clarity, and reflection**. Instead of a single end-of-day reflection, each teacher implements CTL at the end of their session. The school leader explained, *“We have Agenda Setting and CTL in every class instead of one single time of the day and with CTL at the end of the day, as every teacher does not know what happened in other classes or what the tone set by the class teacher was.”*

Teachers outline the **lesson plan at the start of each session**, ensuring students know what to expect, followed by a recap of everything that was taught in the class in the last couple of minutes. Teachers prepare the **agenda a day in advance**, ensuring structured lessons. The school leader noted, *“We have daily notes that outline the schedule. The night before, we review what needs to be covered.”* This planning fosters **predictability and organization** for both teachers and students.

CTL is used to reinforce learning through reflection. At the end of each session, teachers facilitate discussions on **what students understood, found challenging, or need clarity on**. The school leader explained, *“At the end of class, we reflect on what we covered—what was easy, what was difficult, and what needs more work.”* This process keeps students **engaged and focused**, as they know they will be asked to reflect.

“

You might have noticed how smoothly things run, even during morning prayers. Students now understand how to manage their time and handle class schedules efficiently. They know exactly when each class begins, when prayers happen, and how to transition between activities.

–School Leader on importance of Agenda Setting

”

Impact on Students and Teachers

The implementation of **Agenda Setting and Closing The Loop (CTL)** has brought noticeable shifts in both student engagement and teacher practices.

For students, Agenda Setting has helped them **manage their time better**, as students proactively remind teachers when it's time to reflect: *"Sir, let's reset" or "We have five minutes left for reflection."*

CTL has strengthened **reflection and participation**. Students actively engage in **end-of-class reflections**, making learning **more interactive**. The School Leader noted, *"During reflection sessions, they are more eager to participate—they raise their hands more often. They also know that at the end of each lesson, the teacher will ask them questions about what they learned."* This practice tends to keep **students attentive** throughout the lesson, reinforcing key concepts and fostering deeper understanding.

Overall, **Agenda Setting and CTL have influenced classroom culture**, making learning more **structured, participatory, and reflective** for both students and teachers.

Board Protocol

Understanding the purpose

Both teachers and students perceive the **Board Protocol** as a system that brings **clarity, structure, and engagement** to the classroom. The school leader explained its significance through an analogy: *"At RLC, there were two cupboards—one messy like the ones we see at hostels and one neatly organised. The Board Protocol is like the organised cupboard, where everything has a place, making it easier to access and understand."*

For students, the segmented layout **has improved comprehension**. A teacher shared, *"They now know what to write and how to organise their notes better."* It also **allows teachers to gauge the depth of students' understanding of academic concepts**. The School Leader shared, *"It allowed us to identify which subject or concept a child struggled with, so we could improve their understanding."*

Additionally, the Board Protocol has supported **teachers in organising lessons more effectively**. One teacher reflected, “We find it very effective. It doesn’t require extra effort—if anything, it reduces the effort since the board provides a complete visual reference. Both teachers and students clearly understand what needs to be covered.”

Overall, the Board Protocol has **enhanced student engagement and learning retention**, creating a **visually organised and motivating environment** for both teachers and students.

Implementation

The structured layout of the Board Protocol ensures that **teachers and students can easily follow the lesson flow**, making it a **key reference point for both learning and inspections**.



A distinctive feature of the Board Protocol is the **recognition system, designed to encourage student participation**. Initially, some students were uncomfortable seeing their names under the sad face, with a few even skipping school. However, the school adapted, and students made efforts to improve, ensuring their names weren't listed under the sad face. A teacher shared, *"If they are inattentive and their name is placed under the sad face, they become more aware the next day and make an effort to improve. This system has motivated students to stay focused, as they take pride in seeing their names in the smiley face section."* Another teacher reiterated, *"Students are naturally drawn to the smiley face, as they associate it with positive reinforcement. They actively participate to ensure their names appear under the smiley face."*

To ensure **lesson continuity**, teachers document board content by taking **photos and converting them into PDFs**. These are uploaded to a **smart board**, allowing substitute instructors to seamlessly pick up from where the class left off. Students also benefit, as they can revisit lessons when needed. The students also get pictures of the board on Whatsapp as a reference.

Impact on Students and Teachers

The Board Protocol has been **particularly effective for students from grades three to eight**, helping them engage with structured learning. The school leader noted, *"Younger children in kindergarten and early grades struggle with it, but older students follow the structured approach well and actively participate."*

Teachers have found the protocol beneficial in lesson planning and facilitation of learning. One teacher shared, *"It has made teaching easier. Students already know what to expect, so they are prepared."* The inclusion of **key points, synonyms, and antonyms on the board has enhanced comprehension**, with another teacher adding, *"Students now gain prior knowledge of keywords and concepts, which helps them understand lessons better."*

The protocol ensures that students follow the lesson structure, take organised notes, and focus on difficult words, making learning more effective.

Outcomes

All the stakeholders in the school agreed on the following outcomes from the I CAN Foundation programme:

Improved Classroom Structure and Learning Processes: The I CAN Foundation programme has introduced a structured learning framework, integrating Conglom, Agenda Setting, Closing The Loop (CTL), and Board Protocol into daily routines. The Board Protocol has created a clear lesson structure, making it easier for students to follow and for teachers to plan effectively. Teachers now prepare and document lessons in advance, ensuring consistency and smooth learning transitions. The use of smart boards and board documentation helps students revisit lessons, particularly beneficial for those who were absent.

Shift in Teaching Practices: Teachers now collaborate more and share ideas to improve classroom activities. Lesson delivery is more structured and efficient, reducing confusion and improving student engagement. A monthly Month End Celebration (MEC) Meeting allows teachers to review classroom photos, discuss feedback, and refine teaching methods.

Strengthened Peer Relationships and Inclusivity: Conglom activities have helped break deep-seated social divisions within the students, fostering unity and collaboration. Students who were previously hesitant to participate are now actively engaging in classroom discussions and teamwork. Peer support has increased, with students helping each other in learning activities and resolving conflicts more positively.

Greater Student Ownership and Leadership: Class monitors and group representatives (GRs) track class schedules and ensure productive use of free periods. Students take responsibility for learning continuity—if a teacher is absent, they still engage in structured learning activities. Older students have developed time management and leadership skills, as they organise and facilitate activities independently.

Higher Student Engagement and Participation: The structured lesson format keeps students engaged throughout the class. The Closing The Loop reflection process encourages students to recap and consolidate their learning, improving retention. Attendance on Mondays has significantly improved, as students now look forward to engaging activities and interactive learning sessions.

Positive Student-Teacher Relationships: Teachers understand students' challenges better, allowing for timely interventions and support. Students feel more comfortable sharing their concerns, reducing stress and increasing focus on learning.

Development of Emotional Intelligence and Responsibility: Students are now more mindful of their behaviour, actively engaging in self-reflection and self-improvement. The recognition system in Board Protocol (smiley/sad face tracking) has motivated students to remain focused and contribute positively. Instead of immediately seeking teacher intervention, students now handle minor issues independently, showing increased problem-solving skills.

Impact on School Culture and Community: The school culture has shifted towards more inclusivity, collaboration, and structured learning. The School Leader's daily classroom observations help maintain consistency in implementing these processes. The structured learning model has led to increased academic motivation, with students looking forward to participating in activities.

The I CAN Foundation programme has brought changes in the learning environment of Naika Kumar Shala by creating a more **structured, student-centred, and engaging learning environment**. It has **improved peer relationships, increased teacher effectiveness, and strengthened student ownership of learning**.



CASE STUDY 5 :

**CHETTINAD SARVALOKAA,
CHENNAI**

School context

Established in 2017, Chettinad Sarvalokaa Education International School is located within the 108-acre Chettinad Health City campus in Kelambakkam, Chennai. The school follows the Cambridge Assessment International Education (IGCSE) curriculum and maintains a 25:1 student-teacher ratio.

It serves students from Lower Kindergarten (LKG) to Class 10, with boarding facilities available for students in Classes 3 to 7. Rooted in global awareness and interconnectedness, the school encourages students to shift their focus from individual success to collective well-being, preparing them to address environmental and social challenges.

The school offers a rigorous academic programme that maximises students' intellectual and personal potential while instilling a deep understanding of the world. The annual fee is approximately ₹4,50,000, reflecting the school's commitment to high-quality education and holistic development.



Engagement with RLC

The Director of Chettinad School initiated this engagement with Riverside Learning Centre (RLC). The school initially followed updates from RLC and explored its methodologies, leading to a discovery visit. The School Leader, who has been with the school since its inception eight years ago, explained that the alignment between the I CAN Foundation programme and the school's philosophy became apparent during their first exposure visit. Recognising its potential, the school decided to move forward by sending its first batch of teachers for training in September 2024 (38 teachers). This was followed by two more batches, formalised through a contract ensuring three batches of teachers undergo training annually.

The School Leader noted that while there is visible progress, with more time, these practices will be effectively integrated. Teachers are adapting the I CAN Foundation programme to their context and taking it forward.

Overall impact

While all three processes are integrated into the timetable, **Conglom** has seen a particularly strong uptake, with noticeable engagement despite being introduced only three months ago. Its impact on student expression and interaction is evident across grade levels. **Board Protocol (BP) and Agenda Setting (AS)** have also been systematically implemented from Kindergarten to Grade 11, ensuring consistency in structuring lessons and enhancing student autonomy. The overall impact on students has been a shift toward **greater participation, responsibility, and self-directed learning**, as they increasingly use these processes to organise their academic routines and engage more meaningfully in classroom discussions.

Impact on Classroom Culture

A clear impact of the I CAN Foundation programme has been **shifting the dynamics in the classroom by strengthening student-teacher relationships**. This was described well by the School Leader in these words, “ *With these processes, the trust level towards the teacher increased. So, even if she is not there in the class, I can see the class is quite calm. Earlier, they used to run around, you know, create a lot of mess and everything was like in chaos*”

The school leader further highlighted that Conglom sessions have become **a key component of classroom culture**, strengthening student-teacher relationships and fostering open communication. “*Everybody looks forward to it, and students feel comfortable sharing their thoughts,*” she noted. These sessions **provide a space where students can discuss insights and reflections, contributing to a deeper sense of community**. “*If they have something to share, they know they will be heard,*” she added, reinforcing the **role of Conglom in creating a culture of trust and collaboration**. Alongside Agenda Setting and CTL, and Board Protocol, Conglom has helped establish a **more student-centred environment** where interactions are intentional, and learning is more personalised.

Teachers noted that the introduction of Board Protocol and Agenda Setting has made classroom interactions more structured and student-driven. “*Now, there is more information on the board, and students know what to expect throughout the day,*” a teacher shared, highlighting how **increased transparency in daily learning fosters better student engagement**. The I CAN Foundation programme has also **encouraged collaborative learning**, with one teacher emphasising that “*teamwork has become essential,*” as students actively engage in group discussions and collective problem-solving. The combination of these approaches is **gradually shaping a learning environment where students take ownership of their learning**, supported by teachers who facilitate learning experiences. While still in its early stages, this shift is contributing to a more participatory and reflective classroom culture.

“
One very common trait among learners is their curiosity and eagerness to see how a particular facilitator will establish relevance to their learning. This aspect remains unknown to them until we, as educators, introduce it in the session
”

-Teacher on curiosity among learners

Closing The Loop (CTL) has reinforced this evolving classroom culture by embedding structured reflection into daily learning. Teachers and students have highlighted the **importance of reflection in deepening understanding and identifying gaps**. *"If we don't reflect, we might think we understood something when we need more clarity,"* a student shared. Another teacher noted, *"End-of-class reflections have helped students become more aware of their learning progress and take responsibility for their improvements."* By incorporating CTL, **students are actively engaging in self-assessment** and discussions enabling them to **connect concepts across different lessons, further enhancing ownership of their learning journey**.

The School Leader captured the critical shift in students wherein they now believe that *"I can go construct my learning and there will be a time when she will listen to me and then we are going to proceed with the lesson."* And this has been **transformative in creating a harmonious classroom learning environment**.

Shift in Teaching Practices

Teaching practices at Chettinad School have shifted significantly with the integration of Agenda Setting and CTL, Board Protocol, and Conglom. Teachers have **transitioned from a rigid instructional model to a more interactive and responsive approach**. They noted that Agenda Setting has helped create more structured lesson pacing, allowing students to engage meaningfully with the material. One teacher shared, *"Students are now more aware of their learning journey. They understand what is expected and are developing a habit of preparing in advance for lessons."* Another teacher noted that the Board Protocol has helped streamline classroom discussions, stating, *"The board is no longer just a space for writing—it has become a tool for student ownership. They refer to it throughout the day, reinforcing accountability for their learning."*

Teachers observed that **students are more comfortable voicing their thoughts and insights**. One teacher explained, *"Conglom sessions have created a habit of expression. Students now share their perspectives more readily, and this has made class discussions richer."* Another teacher noted that through Closing The Loop (CTL), *"Students are becoming more self-aware learners. They reflect on what they have learned, recognise their challenges, and articulate their next steps."* These shifts indicate a **transformation in the teaching-learning process**, where **students are becoming more proactive, reflective, and engaged in their learning journey**.

One of the teachers shared that implementing the three processes has made her understand and practice the Feel, Imagine, Do, Share (FIDS) approach. While planning her Conglom session, she tries to understand the need for the Conglom for her students and then to imagine it. **She shared that FIDS has helped her understand the why of each process.** She shared, *"But coming to the feel, imagine and all I've just learned from there. And then I also got into the practice and then, you know, getting deeper and deeper every day. So, yeah, it's working with the subject also."*

Impact on Students

The impact of these processes on students has been evident in their evolving approach to learning. **Agenda Setting has helped students develop better time management skills,** as they now have a clearer *understanding of what is expected throughout the day.* One student mentioned, *"Knowing the agenda helps me plan my time better and not feel lost in class."* Teachers also observed that **students are showing increased responsibility** for their learning, as one shared, *"They now come to class prepared with questions because they know what is coming up in the lesson."*

Board Protocol has encouraged students to **engage more actively with their lessons.** A teacher noted, *"Students have started checking the board on their own and using it to track what they have completed and what's left, reducing their dependence on constant teacher instructions."* This **shift has allowed students to take greater initiative in their studies, making learning more self-directed.**

I am envisioning a day when a student goes to a parent and says, this is what we do at school and this is how we set our agenda. So, the ownership becomes the students and they are the ones who talk about the school

– School Leader on student ownership

The introduction of Conglom has given students a structured space to express themselves and connect with their peers beyond academic discussions. One student shared, "*Conglom is where I can talk about things I wouldn't normally discuss in class, and it helps me feel more connected to my friends and teachers.*" This has **contributed to a more cohesive classroom environment, with students displaying a greater sense of belonging and mutual respect.**

The integration of Closing The Loop (CTL) has further deepened student engagement by fostering a culture of reflection. A teacher highlighted that "*students are beginning to articulate their challenges better. They are not just saying 'I didn't understand,' but explaining what exactly was confusing for them, which helps in targeted support.*" This **reflective approach has made students more intentional about their learning and more confident in seeking help when needed.** Another teacher noted, "*CTL has helped students think critically about what they've learned and how they can apply it, rather than just memorising information.*"

Overall, the combination of these processes has led to **increased student participation, greater ownership of learning,** and a more engaged classroom atmosphere. As these practices continue to be refined, their impact on student learning and interactions is expected to deepen further.



Process Insights

Conglom

Understanding the purpose

At Chettinad School, Conglom also referred to as “Morning Circles”, is a structured **daily practice that fosters dialogue, relationship-building, and collective reflection among students and teachers.** The school leader described how **Conglom has become an integral part of both the children's and teachers' school experience,** playing an essential role in encouraging student participation and open expression. *“If they have something to share, they do so without hesitation,”* she noted, underscoring its function as a space where students feel heard. Teachers also recognise its significance in setting the tone for the day and strengthening student-teacher interactions. One teacher highlighted, *“So this is going to be this tone. And we start thinking in that manner, and we bring that into our classes too,”* suggesting that the **reflections from Conglom extend beyond the sessions into the broader learning environment.**



Beyond structured discussions, **Conglom allows students to engage with teachers in a way that differs from the typical classroom setting.** A Grade 5 student remarked, *"Like always, the teacher tells us how we can do better, but in Conglom, they listen to what we want to say too,"* illustrating **a more reciprocal mode of engagement.** Another student expressed that without Conglom, *"it will be like I am just coming to school, sitting in class, and leaving,"* indicating its **role in adding meaning to their daily school experience.** Teachers, too, view Conglom as a space that allows students to articulate their thoughts beyond the curriculum. *"I look at it as an opportunity for me to work with students beyond lessons, to hear what they think, what they want to talk about,"* one teacher noted. With discussions spanning academic themes, ethical dilemmas, and social issues, **Conglom serves as a pedagogical tool that encourages critical thinking, student agency, and deeper interpersonal connections within the school community.**

Implementation

Conglom is conducted every day as a structured morning circle where students and teachers engage in collaborative discussions and activities. However, it does not take place on farming days or PT days, which occur twice a week. On these days, students still participate in setting the tone for the day after returning from their respective activities. A student noted, *"Yeah, it happens every day until we have some farming or PT, then we come back and still set the tone,"* highlighting that the reflective nature of Conglom remains integral even on non-regular days. The school leader emphasised that **Conglom was one of the processes that the school adapted to easily** within just three months of its implementation, largely because a similar practice had already existed before. Both the school leader and teachers also highlighted that **RLC's approach had provided more structure to these morning circles, reinforcing their effectiveness in setting a clear focus for the day.**

The planning and implementation of Conglom involve a structured and participatory approach. Teachers are responsible for organising the activities and ensuring **a balance between guided discussions and open-ended participation.** One teacher explained, *"I plan mostly, but I have a plan for the next day based on how today went,"* indicating an **adaptive and responsive approach to facilitating Conglom.** However, while teachers structure the sessions, students play an active role in working together during activities and contributing to discussions. A student described how the process unfolds, stating, *"She asks, 'Now can you tell me the tone of the day?' and then we decide together,"* **demonstrating that the conclusion of each session is collectively determined.**

Students emphasise that Conglom always concludes by setting the tone of the day, reinforcing its role in **shaping their mindset** before classes begin. One student articulated this clearly, stating, *"It will always end with what the day is going to be like, so we know how to think about everything after that."* This reflection highlights how **Conglom serves as an intentional moment of transition, allowing students to internalise a shared focus for the day.** Another student echoed this sentiment, explaining, *"Even when we don't have it in the morning, we still come back and do it, because the tone has to be set,"* emphasising its significance in structuring their daily experience. The implementation of Conglom is thus marked by its daily integration into the school schedule, and its **emphasis on student participation**, ensuring that the **session remains a collaborative and reflective practice** for the entire school community.

Impact on Students and Teachers

The presence of Conglom at Chettinad School suggests an **evolving dynamic in student-teacher interactions**, where structured dialogue appears to shape the nature of engagement. The recurring practice of Conglom serves as more than just a moment for discussion—it functions as a **foundational structure within the school day, establishing a shared rhythm that actively involves both students and teachers.**

Teachers' observations point to a **perceptible shift in how students engage within and beyond these sessions.** *"I think they feel more empowered,"* one teacher noted, indicating that **Conglom may serve as a mechanism through which students assert themselves in ways that are not necessarily observed in conventional classroom settings.**

Another teacher's assertion that *"the way they take decisions has changed"* suggests an **evolving sense of agency, wherein participation extends beyond passive reception to active formulation of thoughts.** The school leader's recognition that students bring deeper insights to these discussions further implies that **Conglom has created conditions for reflection that are not merely an adjunct to learning but integral to how students articulate and process ideas.** The teacher's recollection, *"Yeah, that I want to mention. Because initially, I was not sure how it would go, but now I see them being more comfortable in conversations,"* signals a shift in relational dynamics over time.

Without the morning circles, I don't think it would be a good way to start the day. Just sitting down and immediately beginning to learn wouldn't feel right.

—Student on impact of Conglom

The uncertainty at the outset, followed by observed ease in student and teacher participation, hints at the possibility that Conglom functions as a site of transformation in the defined roles of students and teachers—where the **boundaries of authority and dialogue are evolving through engagement**. The process does not appear static but rather iterative, with **each session constituting a space where communication norms are both reinforced and redefined**. The consistency of Conglom's implementation, coupled with its focus on discussion, seems to create a space where **connections between students and teachers become an important part of the learning experience**.

Agenda Setting and Closing The Loop

Understanding the purpose

Teachers and students at Chettinad School perceive Agenda Setting as a crucial process that brings structure, clarity, and intentionality to their daily activities. For students, it serves as a guide that sets expectations for the day. One student shared, *"Agenda setting helps me understand why I'm learning something and how I CAN Foundation programme it,"* indicating that it provides a sense of direction and purpose in their learning journey.

From a teacher's perspective, Agenda Setting is not just about scheduling but about framing lessons effectively. One teacher shared, *"Agenda setting is a chance for me to map out how the lesson will unfold, ensuring students see the connections between topics."* Another teacher explained, *"When I set the agenda, I make sure to balance structured teaching with moments for discussion and student-led exploration,"* reinforcing how **Agenda Setting extends beyond simple timetabling**. This perspective aligns with another teacher's view: *"Setting the agenda together allows students to take ownership of their learning, and it also helps me assess how much time I need for each segment."*

Additionally, Closing The Loop (CTL) has emerged as an integral practice linked to Agenda Setting, helping students consolidate their learning through structured reflection. A student emphasised, *"If you don't reflect, you don't remember what you learned,"* underlining **CTL's importance in reinforcing learning. CTL is also perceived as a self-assessment tool, allowing students to gauge their progress**.

Teachers note that while they may feel a lesson is comprehensively covered, reflection often reveals gaps in understanding. The school leader highlighted, *"My teachers might say they are covering everything, but reflections show gaps where students need more clarity."*

Implementation

Agenda setting at Chettinad Sarvalokaa School is a structured yet adaptable process that **integrates subject relevance, lesson structuring, and tone-setting into the daily routine.** Teachers prepare agendas in advance to align lessons with planned objectives, while also allowing flexibility based on student engagement. One teacher described the approach, stating, *"Students play a role in setting the agenda, but I ensure that what I want to teach is included,"* illustrating **a balance between teacher planning and student participation.** Visual cues further reinforce this structure, with teachers writing the daily agenda on the board to provide clarity. A student described this practice, saying, *"When we enter the class, the agenda is shared, and we know what to expect,"* demonstrating how it **fosters preparedness among students.**

A key component of Agenda Setting is the **tone of the day**, which serves as a **guiding theme that shapes classroom discussions and activities.** This thematic focus is often tied to subject relevance, helping students connect with the day's lessons in a meaningful way. **Teachers deliberately align the tone with the subject being introduced or reinforced.** *"I set the tone based on what we are going to discuss. If we are working on problem-solving in math, the tone reflects that—thinking critically, staying patient,"* explained one teacher. This practice **ensures that the day's theme integrates with academic learning and classroom interactions.** A student affirmed, *"We also help set the tone for the day,"* indicating active student participation in shaping this focus.

“

Sometimes, students struggle a bit with focus and attention because they are very active. Allowing them to make decisions about the activities they will engage in for the day helps them settle down more effectively. As a teacher, when you begin the lesson, you have your plan in place, but giving them some choice in their activities can make a difference

– Teacher on impact of Agenda Setting

”

Beyond Agenda Setting, **Closing The Loop (CTL)** plays a crucial role in **reinforcing learning. Reflection is embedded both within sessions and at the end of the class, allowing students to consolidate their understanding.** One teacher remarked, *"Facilitating reflection helps identify gaps in learning that might otherwise go unnoticed."* Students also acknowledge the benefits of CTL, with one sharing, *"Reflection helps me check where I went wrong and what I can do better next time."* Additionally, **reflections on the tone of the day are emerging as a practice, enabling students to assess how their mindsets influence their learning experience.** Another teacher shared, *"At the end of class, we pause to think about how our discussion unfolded—whether the tone we set helped us focus or if we got distracted, and what we can improve next time."*

Impact on Students and Teachers

Evidence from teacher and student interviews highlights the contributions of Agenda Setting and Closing The Loop (CTL) in **structuring classroom routines, fostering engagement, and supporting reflection on learning progress.** This indicates that Agenda Setting contributes to both lesson structure and student preparedness, while CTL plays a role in deepening learning through reflection.

Teachers describe **Agenda Setting as a mechanism for maintaining structure while allowing flexibility based on student needs.** One teacher pointed out how agenda-setting supports instructional flow, saying, *"It helps me ensure that students are clear on what is expected, and they enter the class knowing what they are supposed to focus on."* Another teacher explained, *"Agenda setting allows me to align my lesson segments efficiently while ensuring that students are actively involved in the learning process."* Teachers also note that while Agenda Setting provides structure, deviations sometimes occur when special events or activities take precedence. **"Sometimes, we adjust based on student engagement, but the agenda provides a strong framework to return to,"** mentioned one teacher.

The school leader **emphasised that gaps in student understanding may not always be evident without reflection:** *"My teachers might say that they are covering everything, but there are still gaps in sessions where reflections can make a difference."* Another teacher observed, *"Students sometimes hesitate to ask questions during class, but when they reflect, they often realise they need more clarity on certain concepts."* These **reflections help in adjusting teaching strategies to better align with student comprehension.** This demonstrates that **Agenda Setting structures lessons, and CTL contributes to identifying and addressing gaps in learning.**

Students describe Agenda Setting as an essential part of their school day, helping them **stay organised** and prepared for lessons. One student shared, *"When we enter the class, the first thing we check is the agenda so we know what we will be doing."* Some students also recognize their role in shaping the agenda, with one noting, *"Sometimes we contribute to setting the agenda by deciding which topics we need more time on."* This suggests that Agenda Setting not only structures lessons but also **encourages student participation in decision-making**.

Reflection through CTL is recognised as an important part of learning, with students expressing how it helps them track progress and recognise areas for improvement. One student stated, *"If we don't get time to think back, we may not know what we understood."* A student also highlighted the **role of self-assessment**, stating, *"We think about how the class went and how we participated—it helps us know if we did well or need to improve."* Another student shared, *"When I reflect, I see what I struggled with, and that helps me know what to work on next time."* End-of-class and end-of-day reflections contribute to reinforcing learning, with a student adding, *"At the end of the day, we look back at what we learned and see how it all connects. It makes a big difference in remembering things."* This highlights that **CTL contributes to student self-assessment, reinforcing learning and improving retention through structured reflection**.

Board Protocol

Understanding the purpose

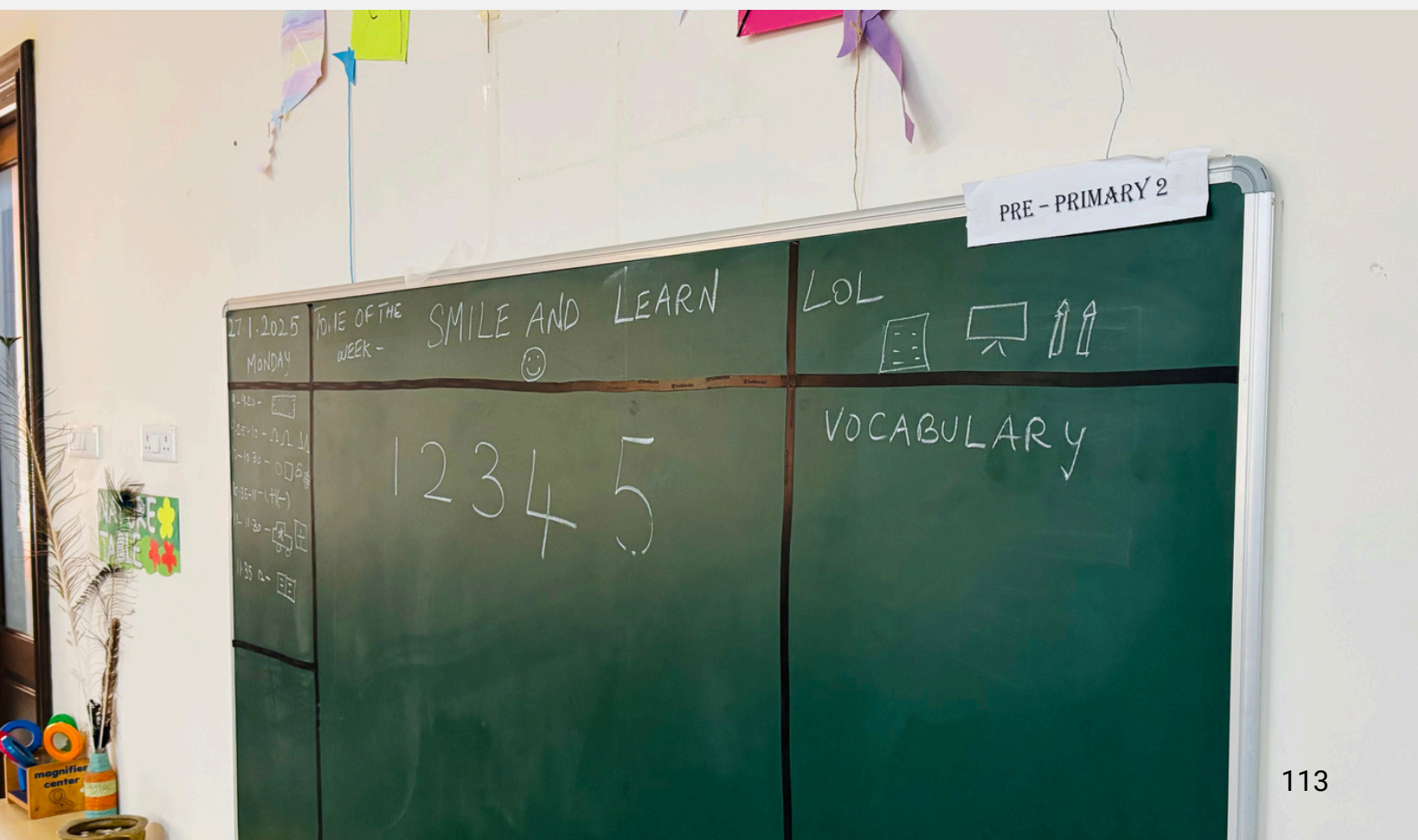
The Board Protocol (BP) at Chettinad School serves as a structured framework that enhances clarity and organisation for both teachers and school leadership. The School Leader highlighted, *"Board Protocol structures student engagement and helps in making expectations clearer"*. **Teachers also emphasised Board Protocol's role in streamlining classroom interactions, ensuring that priorities are well-defined.** *"I think the focus becomes clear. As it tells you what is expected and what is to be achieved"*. Additionally, one teacher noted, *"Board Protocol helps in organising both student participation and classroom flow"*. These insights reflect **Board Protocol's function as a guiding structure that supports instructional efficiency and goal alignment**.

A teacher observed, *"Through smileys and sad faces, students are more aware of their contributions and responsibilities in class"*. This indicates that **students conceptualise Board Protocol as a tool that makes their participation more transparent and measurable**.

Implementation

Board Protocol has become an integral part of classroom routines, ensuring clarity and structure in daily learning. Teachers begin by partitioning the board into designated sections, typically including the day's agenda, key learning objectives, ongoing tasks, and student contributions. This setup provides a clear visual framework, allowing students to independently track their progress and stay informed about lesson expectations. One teacher explained, *"As soon as I enter, I organise the board into sections so that students can immediately understand what will happen in the class."* Another teacher shared, *"Board Protocol helps maintain consistency in how students participate, ensuring they know what is expected of them and how they should contribute."* **By standardising routines and classroom norms, Board Protocol minimises confusion and enables a more predictable and focused learning environment.**

During the lesson, teachers refer to the board frequently, updating sections as students complete tasks, adding instructions, or addressing student queries. A teacher noted, *"I use the board as a reference point throughout the session—it helps students stay on track without me having to repeat instructions."* Students, too, have begun using the board autonomously. One student shared, *"I look at the board to see what's coming next, and it helps me manage my time better."* This **proactive engagement has reduced repeated questions and improved classroom efficiency.**



Students are also actively involved in maintaining the board. Some take responsibility for updating sections, adding reflections, or summarising key takeaways from discussions. A teacher observed, *"Students now take turns recording the main points of a lesson on the board—it helps them process what they've learned and makes information accessible to everyone."* Another teacher noted that **this practice has encouraged accountability**, *"When students see their work reflected on the board, they take it more seriously and feel a greater sense of responsibility in class."*

Impact on Students and Teachers

Board Protocol (BP) at Chettinad School has influenced both students and teachers by providing a structured approach to classroom engagement and discipline. Teachers have noted that **Board Protocol helps set clear expectations and reduces ambiguity in student participation**. One teacher shared, *"Board Protocol provides clarity in how lessons are conducted, ensuring students understand their role in the classroom."* This structure allows teachers to focus more on facilitating learning rather than constantly managing classroom order.

A notable aspect of Board Protocol implementation is the use of visual feedback mechanisms such as the smileys partition. Additionally, **Board Protocol plays a role in shaping classroom culture by promoting teamwork and collaboration among students**. One teacher observed, *"Teamwork has become essential. It's becoming part of how students interact in class."* Another teacher noted, *"Now, there is more information on the board, and students know what is expected of them, which has improved classroom interactions."* These elements help **reinforce a collective responsibility among students and create a more engaged learning environment**.

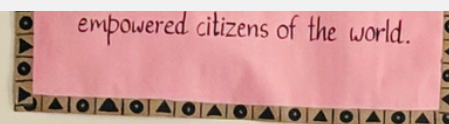
These structured processes ensure that both students and teachers experience a well-organised and supportive learning environment, fostering a culture of responsibility, engagement, and accountability within the school.

The School Leader highlighted the **role of Board Protocol in guiding student self-regulation and participation**, stating, *"Board Protocol structures student engagement and helps in making expectations clearer, ensuring every student understands their role in the classroom."* Teachers also noted that its implementation has streamlined classroom interactions, **helping students develop self-discipline and responsibility**. A student reflected, *"Board Protocol*

has made us more responsible for our actions and how we participate in lessons." This indicates that **Board Protocol is not just a tool for structuring lessons but also a means for students to engage actively, take initiative in managing their learning process, and develop responsibility for tracking their progress and contributions in the classroom.**

These indicators serve as a tool for reinforcing positive behaviours and holding students accountable for their participation. A student explained, "The system lets us track how we behave, and we know when we need to improve without being told explicitly." **This approach helps students develop self-awareness regarding their classroom engagement and conduct.**

Additionally, **the skills/keywords section of Board Protocol, helps students focus on key concepts and areas of improvement.** A student elaborated, "We see what skills we need to work on for each subject, and it helps us focus more in class." This structured approach not only enhances organisation but also aligns student learning with clearly defined goals, reinforcing skill acquisition alongside behavioural expectations.



Board Protocol Template:

- DATE:** Tuesday 29.01.25
- TONE OF THE DAY:** Time is money!!!
- SUBJECT:** Relevance: Manage your time in the class
- TOPIC:** Enlargement
- Learning Objectives:**
 - We are learning about: Transformations - Enlargement
 - We are learning to: Perform and describe enlargements of shapes on a grid.
- Example Question:** Ex1 Work out the scale factor that enlarges rectangle A onto rectangle B.
- Learning Languages:** Text, Discussion, Writing
- Skills/Keywords:**
- Daily Schedule:**
 - 9.00-9.20 - CC
 - 9.25-10.05 - PHY
 - 10.10-10.30 - BREAK
 - 10.35-11.15 - PE
 - 11.20-12.00 - ART
 - 12.05-12.50 - LUNCH
 - 12.55-1.35 - CHEM
 - 1.40-2.25 - PHY
 - 2.30-3.10 - ENG
 - 3.10-3.30 - CC

Digital Screen Content:

Wednesday, 29 January 2025

We are learning about: Transformations - Enlargement

We are learning to: Perform and describe enlargements of shapes on a grid.

Ex1 Work out the scale factor that enlarges rectangle A onto rectangle B.

Solution:

Developing learners will be able to identify the scale factor of an enlargement.
 Secure learners will be able to enlarge a shape by a given scale factor.
 Excelling learners will be able to describe a given enlargement.

Outcomes

While the school is in the early stages of adoption, there have already been notable shifts in classroom culture, student engagement, and teacher practices. These changes have contributed to greater student participation, ownership of learning, and the development of a structured and reflective learning environment.

Strengthened Student-Teacher Relationships: Teachers have noted a positive shift in student-teacher relationships, as students are more willing to share their concerns and ideas. The introduction of Conglom sessions has provided a structured space for expression, with students demonstrating growing comfort in sharing thoughts and reflections. These sessions foster a sense of psychological safety, where students are engaging in more open-ended conversations beyond academic instruction.

More Intentional and Student-Centred Learning: Teachers have moved towards a more structured yet flexible teaching approach, balancing direct instruction with student-led discussions and reflections. Agenda Setting has helped teachers plan lessons more effectively, ensuring better pacing and student engagement. Conglom sessions have provided a space for students to express themselves openly, contributing to stronger student-teacher relationships. Closing The Loop (CTL) has encouraged teachers to integrate student reflections into their teaching, leading to more adaptive and responsive instruction.

Emphasis on Reflection and Self-Assessment: Reflection through Closing The Loop (CTL) has encouraged students to articulate their learning gaps, though self-assessment remains an evolving practice as they familiarise themselves with the process.

From Teacher-Led to Student-Centred Learning: Teachers are moving away from rigid instruction, using Agenda Setting and Board Protocol to allow students to take a more active role in lessons. Lesson pacing has improved, with students more prepared and engaged in discussions. Teachers use Closing The Loop to refine their lessons, adjusting based on student reflections.

Increased Student Engagement and Ownership of Learning: Students are developing a stronger sense of ownership in learning by engaging with Board Protocol more actively. They are not only referencing it independently but also using it as a framework to organise their work, track lesson progress, and contribute to classroom management. Some students have begun initiating updates to board sections, reflecting a growing awareness of their role in maintaining structured learning environments.

Collaborative and Self-Regulated Learning: Students are engaging more actively with their lessons, with some initiating discussions or reminding peers about pending work. The smiley/sad face tracking system has encouraged students to be more mindful of their behaviour and participation. Agenda setting is gradually helping students plan their time more effectively, though consistency in engagement varies across grades. Younger students still rely on teacher guidance, while older students are starting to anticipate lessons and structure their approach to learning accordingly.

While the I CAN Foundation programme is in the early stages of implementation, the school has already seen **positive changes in classroom culture, student agency, and teacher facilitation**. As these practices continue to develop, the school **anticipates greater student autonomy, improved critical thinking skills, and a more student-driven learning experience**.



Process Insights

Conglom

Across all five schools where it has been implemented, **Conglom has become a highly anticipated and valued part of the school day.** The design of the Conglom provides students and teachers with a secure and supportive environment for open discussions and reflection. This **space allows students to express their emotions, share life experiences, and engage with topics that are significant to them.** The enthusiasm with which Conglom sessions are embraced underscores their **effectiveness in fostering emotional well-being, strengthening social connections, and cultivating a more inclusive school culture.**

One of the defining aspects of **Conglom is that it places agency in the hands of students.** By collectively setting the tone for the day, **students take ownership of their learning experience** right from the start. This shared focus not only guides their mindset and interactions but also enables them to form **meaningful connections between academic subjects and broader themes of collaboration, empathy, and perseverance.** The process encourages students to see their studies as part of a larger, interconnected learning journey rather than isolated subjects.

Beyond academics, **Conglom has proven to be a powerful tool for classroom management by promoting self-regulation and accountability.** When students establish the tone for the day, they become more aware of their actions and interactions, aligning their behaviour with the collective vision they have set. Teachers have observed that this approach fosters a sense of responsibility, reduces conflicts, and creates a more positive and harmonious learning environment. Students are not merely following rules; they are actively shaping the culture of their classroom, reinforcing their sense of agency and belonging.

Conglom also plays a critical role in strengthening peer relationships and student-teacher interactions. Through **structured yet open discussions, students develop trust and empathy for one another,** learning to appreciate different perspectives and experiences. The process also **deepens student-teacher relationships** by fostering an environment where **students feel comfortable expressing themselves without fear of judgment.** This, in turn, **provides teachers with greater insight into students' thoughts and emotions,** enabling them to create more responsive and student-centred learning experiences.

As Conglom has taken root in these schools, it has evolved from a structured activity into a **deeply embedded cultural practice, demonstrating its long-term sustainability**. Students have begun to take the initiative in leading sessions, proposing discussion topics, and ensuring continuity, which reinforces a sense of shared ownership over the process.

In some schools, Conglom has been **integrated into teacher professional development and parent engagement initiatives, expanding its impact beyond the classroom**. This institutional adoption highlights its lasting influence on school communities, ensuring that it remains a fundamental part of the educational experience.

Therefore it can be confidently interpreted that Conglom is more than just a session; it is a **transformative practice that nurtures reflection, empathy, and student agency**. By providing a space for open dialogue and collective decision-making, it empowers students to become active participants in shaping their learning environment. **The relationships it fosters—between peers, between students and teachers, and within the broader school community—create a culture of trust and connection that extends far beyond the classroom**. As Conglom continues to grow and evolve, it stands as a testament to the power of student agency, learning integrated with real-world context, and the long-term sustainability of meaningful educational practices.



Stakeholder Perspectives on the Impact of Conglom

School leaders

School leaders across the five schools emphasised that **Conglom's core purpose is to strengthen relationships and friendships among students, as well as between students and teachers.** By creating a structured space for open dialogue and reflection, teachers now have the opportunity to understand and support students more holistically, addressing both their academic and emotional needs. Through these sessions, **teachers can focus on students who might otherwise go unnoticed, gaining deeper insights into their individual needs and challenges.** This understanding allows for more **personalised support, ensuring that every student feels seen, heard, and valued.**

The impact of Conglom is evident in student behaviour. School leaders have observed that **students have become more mindful, responsible, and self-regulated in their actions.** Their awareness extends beyond the classroom—when they go outside, their behaviour is noticed by others, who find them considerate and respectful. In moments of unexpected challenges or emergencies, students first attempt to resolve issues independently before seeking help from teachers, demonstrating increased confidence and problem-solving abilities. Additionally, **student engagement and attendance have improved, creating a calmer and more secure atmosphere** in the classrooms where students trust their teachers more deeply.

The School Leaders noted that the **structured nature of Conglom makes it easier for teachers to facilitate sessions that integrate joy into learning.** These gatherings **allow both students and teachers to share their passions and lived experiences,** fostering an environment of mutual respect and understanding. Initially, almost all five schools supported teachers by providing a structured curriculum and curated lesson plans for Conglom sessions. Over time, teachers have refined their approach, learning to gauge the needs of their students and adapt their plans accordingly. This evolution underscores the importance of teacher openness to the process. **An effective Conglom session is not just about following a set plan; it's about creating a responsive, inclusive, and student-centred space.**

The insights shared by school leaders underscore the profound impact of Conglom in transforming school culture. By fostering stronger relationships between students and between students and teachers, **Conglom has created a more connected and emotionally supportive learning environment.**

School leaders emphasised that the sustainability and effectiveness of Conglom depend on teachers' openness to the process, as it thrives in an environment where both educators and students feel empowered to shape the learning experience together. **Through Conglom, schools are witnessing a shift toward deeper connections, shared responsibility, and a learning community rooted in trust, empathy, and student agency.**

Teachers

Teachers expressed that Conglom is not a standalone activity but is deeply integrated into the rhythm of the school day. The themes for Conglom are thoughtfully chosen based on subject topics, student needs, and current affairs, allowing teachers to use these sessions as opportunities to create meaningful connections with academic lessons. Additionally, **the tone of the day, collectively decided by students, plays a crucial role in shaping classroom culture and reinforcing essential skills such as teamwork, respect, empathy, and reflection.** Over time, Conglom has become an essential and inseparable part of daily learning.

One of the most unique aspects of **Conglom is its co-creative nature, where both teachers and students shape the session in real-time.** While teachers enter the session with a plan, the flow and direction often shift based on student responses. A teacher reflected on this adaptability, stating, *"The behaviour or attitude of particular learners can completely change the situation, leading to a new tone for the day that I hadn't planned. Those surprises happen, and it's very flexible."* Another teacher shared a similar perspective, explaining that students frequently provide unexpected insights during reflection sessions, making each session dynamic and fluid. **Students also play an active role in shaping Conglom** by suggesting activities and games, **reinforcing their sense of ownership and engagement.**

A key impact of Conglom, as observed by teachers, has been the strengthening of trust between students and teachers. **Many students feel safer expressing their thoughts and emotions during these sessions,** creating an atmosphere of open sharing. Teachers have noted that this process has helped them **better understand the emotional and academic needs of their students.** One teacher remarked that it *"makes the classroom feel more like a community."*

Through Conglom, teachers are better able to identify and provide the necessary emotional support for diverse learners, making reflection a more meaningful and integral part of the school day.

One of the most significant outcomes of Conglom has been the **strengthening of peer relationships, particularly among students from different communities, genders, and social groups**. Teachers have observed that students have become more collaborative, working as a team to solve problems and embracing diverse perspectives. This shift has resulted in **fewer conflicts in classrooms** and, in some cases, a noticeable **reduction in bullying and teasing**. The process has **fostered inclusivity and cultivated a culture of mutual support and understanding**.

Emotional growth among students has been another key transformation. Teachers have observed that students are becoming more emotionally aware and are learning to self-regulate their emotions with support from their teachers. As their confidence in expressing feelings and thoughts grows, they are more willing to seek guidance and engage in meaningful conversations about their well-being.

Teachers also reflected on their growth as facilitators, acknowledging that Conglom has made them more empathetic and attuned to student needs. Over time, they have developed the ability to design sessions that are not only structured but also **responsive to the emotions and challenges of their students**. Moreover, **Conglom has allowed teachers to witness the immense potential of their students**. One teacher remarked, *“Even grade one students can reflect deeply,”* while another shared their surprise and admiration when a grade four student independently planned and facilitated a Conglom activity, focusing on engaging his classmates.

Summing up the essence of Conglom, a teacher reflected, “ A Conglom gathering serves as an **opportunity for individuals to come together and truly understand one another**. When we dive straight into structured sessions, we often miss the chance to connect on a deeper level, about who we are, why we are here, and whether our perspectives align or differ entirely. This time allows us to recognise the group we are part of, extend our understanding across different dimensions, and reflect on our strengths and weaknesses. Most importantly, **it helps bridge gaps between individuals, fostering mutual support and collaboration.**”

Students

For students, Conglom is an experience that goes beyond routine sessions—it is a process that fosters inclusivity, builds relationships, and enhances their understanding of both academic subjects and life skills. **They see it as a space where everyone has a voice, and teachers ensure that even the quieter students participate, keeping them engaged and involved.** By encouraging students to add to each other's points, Conglom creates a collaborative learning environment where students feel valued and heard.

One of the most meaningful aspects of Conglom for students is its role in setting the tone for the day. Through Conglom, students collectively decide on a tone, such as empathy or time management, which becomes a guiding principle that stays with them throughout their classes. Seeing the tone written on the board serves as a reminder, helping them connect their academic lessons with the tone. **This process not only shapes their daily mindset but also strengthens their ability to relate different subjects and activities to real-world situations.**

Students also appreciate the balance Conglom brings between structured learning and personal growth. Whether through games, discussions, or reflection activities, they recognise that each session helps them develop skills they can apply in the future. Many describe how Conglom allows them to learn values, build curiosity, and gain knowledge in ways that traditional lessons might not always provide. One student reflected on how leading a session on Nelson Mandela gave him a *"sense of pride and confidence"*, highlighting how Conglom encourages leadership and student agency.



Beyond academics, Conglom has played a crucial role in strengthening peer relationships and student-teacher bonds. Students express a deep sense of unity, explaining how it allows them to *“bond with classmates even if they are not close friends.”* Through shared activities and reflections, they gain a better understanding of each other and develop mutual respect. **They also feel more comfortable with their teachers, describing them as “approachable” and “supportive”.** Over time, this open environment has helped students feel safe to express themselves, even those who initially hesitated to share their thoughts.

The activities within Conglom are diverse, often mixing fun and reflection. Whether it’s discussing current events, playing games that teach important life lessons, or engaging in activities like “Walking in My Shoes” to explore their strengths and weaknesses, students recognise the value of these sessions. They describe how Conglom makes learning enjoyable, encourages self-reflection, and brings positive energy to their day. Some even express that without it, *“the school day would feel incomplete”*—just sitting down to start lessons wouldn’t be the same.

It came across conclusively that students view Conglom as a space that connects them—to each other, to their teachers, and to their learning journey. It is more than just an activity; it is **a relationship-building process that fosters a sense of belonging, confidence, and curiosity.** By allowing students to take ownership of their learning, engage in meaningful discussions, and relate lessons to their everyday lives, **Conglom has become an essential and transformative part of their school experience.**

That is where I believe progress is evident—learners who previously had a certain mindset, even as recently as yesterday, are showing improvement. Just yesterday afternoon, I had a conversation with one such learner about this. On Friday, a teacher approached me privately to express appreciation for this learner’s growth, saying, “I am very proud of how he is doing, and I felt I should share his progress with you.”

- Teacher on mindset shift

Agenda Setting and Closing The Loop

The intentional design embedded in the Agenda Setting process empowers children to have a **'voice and choice'** to actively shape their daily activities while honouring learning principles and the curriculum. Each of the five schools has embraced and contextualised this process to resonate with their unique contexts.

The adaptation of the process has been influenced by two critical factors: teacher beliefs in students taking agency within each school and the distribution of subject teachers across various grade levels. Each institution has embarked on a unique journey to enhance student agency, starting within their particular context. The schools have been unable to practice dynamic learning schedules across all grades, particularly due to the presence of different subject teachers right from the primary levels. Despite this hurdle, **each school has approached the implementation with a steadfast commitment to empowering students, ensuring they have greater agency in shaping their daily experiences.** This intention reflects a shared goal of fostering a more participatory and engaging learning environment for all students.

In schools where engagement with RLC is deeply rooted, like Alma Mater, students have the agency to bring changes in their schedule when they feel the need for it. They are aware of the processes to negotiate for changes with their teachers when needed. In other schools, teachers are leading the effort to create opportunities for students to voice their preferences during the Agenda Setting process. For instance, in DPS Lava Nagpur, students decide what they would like to do in their zero period and this gives them agency over some bit of their time. In Chettinad, teachers shared that, *"We decide together, these are the topics that are over there, which ones are we going to be studying?"* indicating that **student choices have begun to be considered while facilitating learning sessions.**

In all five schools, stakeholders shared that the process of Agenda Setting has made students aware of their daily schedule and understand what would happen in each session. This, in turn, has made **students understand what is expected of them and take ownership of their time and actions in the classroom.** In some instances, it has created opportunities for students to point to their teachers, when the agenda is not being followed or left incomplete. Therefore in many ways, it has made teachers more accountable to their students.

In Naika Shala, a group of children from Grades 6–8 have been assigned the responsibility of managing the school’s timetable. **This is a step forward towards increasing student engagement and, thereby, student ownership of their learning.** Similarly, in Agamy Foundation School, children expressed their excitement about collectively deciding the tone of the day, which is an integral aspect linking all three processes. This indicates that all five schools have found the process of Agenda Setting to be relevant and meaningful in their own context. Each school’s journey in strengthening student agency is both unique and yet similar in many ways as they discover the immense potential of every student.

Stakeholder Perspectives on the Impact of Agenda Setting

School leaders

The School leaders across the five schools agreed that Agenda Setting enables students to be “*prepared*” for the learning session as they are aware of “what is expected of them” and this makes them “*participate more*” in the classroom. This in turn makes “**students take ownership of their time and actions**” in the classroom. They also observed that students remain more “*focused*” and are “*calmer*” as they know what would be coming next. Students can effectively respond to unexpected situations, for instance, if the teacher has to leave the classroom in the middle of the session.

They also shared that teachers feel more “**accountable**” as they share the flow of the session with students, nudging teachers to “reflect on their planning” and be “**better prepared**”

Teachers

Teachers across the five schools shared mixed views about students’ participation in deciding the agenda for the day. Most of them agreed that the Agenda Setting process for them is a negotiation between the needs of the curriculum and the choices expressed by students. **A few teachers shared that when students decide what they would like to study it gives them ownership of their learning.** In three schools out of five, teachers shared that they were creating opportunities for **students to make choices in how they would want the learning sessions to be facilitated.** They have observed that this has **increased student participation in the learning process.**

For the teachers themselves, the Agenda Setting process has provided them with structure to organise their lesson plans. They find the process “useful” and some of them shared that the process has made them “reflect on their teaching process” while others felt they are “better prepared for their sessions.”

All of the teachers shared that the process of Agenda Setting supports students in being prepared for the lesson and **strengthens their participation and focus during the learning session.**

Students

Students across all the schools expressed clearly that they would want agency and flexibility to make changes to their daily schedules. In three of the schools, students did have some choice in deciding their schedule or at least a part of their day and they valued being able to make their choice.

Students also expressed that they preferred to know what will happen in each session and it helps to “*prepare and understand what is expected of them.*” **Student ownership for Agenda Setting was high across all five schools.** Students felt it was important for them to understand “*relevance*” as it helped them study better when they knew why they were learning a particular topic. And as one student put it, “***Because, without agenda, we know the topic, but we don't know what, how to get into that.***”



Closing The Loop

“An opportunity to reflect and learn together with students” is how a teacher described the process of Closing The Loop. All the schools have embedded reflection as part of every session and also have set time aside for a CTL session at the end of the day for every grade. **Stakeholders in each school shared the high student ownership for this process as it has enabled students not only to recap their day but more importantly to understand the diverse perspectives of their classmates.** Additionally, **teachers have been able to understand their students better and identify the needs of diverse learners in their classrooms through this process.** The School Leaders have also nudged their teachers to use the process of CTL to practice formative assessment and understand each student’s challenges and learning experiences.

In a school like Alma Mater, which has been with RLC for ten years, reflection is embedded as part of all their processes. While in other schools, CTL after the end of every session and at the end of each day is developing and strengthening the ability to reflect in both students and teachers.

Since this is a process wherein student feedback is sought by teachers in all learning sessions, its practice is related to the openness among teachers to receive and act upon student feedback. Herein, the social gap between students and teachers, as well as other factors, play an important role in influencing the consistent implementation of the process. Non-judgmental space has been observed to be a precursor for children to be able to share freely as part of CTL. Importantly, **this process has made teachers realise the potential of students, what they already know, and how deeply they think and feel. It has allowed students to share their curiosity and excitement about their learning sessions.**

*CTL contributes to student self-assessment,
reinforcing learning and improving retention
through structured reflection*
- Student on role of CTL in learning

Stakeholder Perspectives on the Impact of Closing The Loop

School leaders

School leaders in all five schools recognised and championed the necessity of reflection for both students and teachers as part of CTL. Even though their reasons for valuing reflection differed, they have mandated reflection to be a core part of every learning experience in their schools. Some of them shared that reflection is critical for children to *“form connections across subjects”*, others highlighted the role of revision at the end of the day as a critical aspect of learning. All of them observed that CTL, at the end of every day, had strengthened student-teacher relationships in their schools.

From the perspective of School Leaders, **CTL is supporting teachers to understand the needs of their students better and accordingly tweak their lesson plans.** They all advocated for the need for teachers to receive student feedback in their schools.

One of them shared that CTL is making their students more “conscious of their actions and choices,” and another concurred saying that “daily reflection is enabling students to be more aware of their behaviour and performance in academics.” Another expressed that through CTL, *“students understand why they are doing something and how well they are performing.”* **They all observed that students' attentiveness and engagement in the classroom increased when they knew they would be asked to share feedback and learning at the end of the session.**

Teachers

There were certain common patterns in how teachers from the five schools perceived the value of CTL in their classrooms. They use CTL at the end of every session as a **formative assessment tool to understand how well have students learnt a concept** using reflective quizzes etc, a teacher compared it to an *“exit slip”* process that she had been implementing. On the other hand, CTL, conducted at the end of each day, primarily focuses on reflecting upon the broader aspects of the day.

Teachers shared the understanding that students need a safe space where they can share *“anything and everything”* with their class teachers at the end of the day. They expressed that they want to understand what are the issues being faced by students, some of the teachers ensure that they nudge the quieter students to share their thoughts and feelings. Class teachers expressed that they have been to build a **holistic understanding of each of their students through this process**, which in turn has strengthened their communication with parents as well.

Understanding **diverse perspectives of their students was deeply valued by some of the teachers as it helped them build better relationships with their students**. A few teachers actively sought student feedback as part of CTL because it helped them prepare better for the next day. Teachers have observed that student **confidence has increased due to this process as students get a daily opportunity to express their thoughts and feelings**.

Furthermore, CTL is implemented through peer discussions amongst students at the end of the day and this **strengthens peer learning opportunities**. Teachers reflected that students have also learnt to respect each other's perspectives through CTL.



Students

In all five schools, students write their reflections in their diary at the end of day and this is developing the ability to reflect in students. Students leading the CTL process are also emerging as a practice in some of the schools.

A student described the CTL process as the time when they write and discuss, “*What went okay, what went wrong? What are the areas we need to improve?*”, another described that they discuss “*their Ohho and Aha moments of the day*” sharing what made them happy, sad, excited during the day.

Students in most of the schools felt free to share their learnings, doubts and questions with teachers during CTL. They said that they give “feedback to teachers” during this process.

The **students value CTL and vehemently shared that if there was no CTL, they would not “remember what they have learnt in the whole day”,** and “*would forget everything that has happened.*” Some shared that it helps them to study at home and share with their parents about their day.

A few students shared how reflection is helping them understand how they have “improved”, “what value they have added,” and “what they could do better.” This indicates that **students are learning to reflect on both their learning and behaviour through CTL. Many of the students also shared that having discussions with their peers at the end of the day helps them “understand their friends better and strengthens their bond with them”.**

The purpose of Closing The Loop is to reflect on what we have done by listing what we liked, what went well, what didn't, what aligned with the plan, and what deviated from it.

- Student on the purpose of CTL

Board Protocol

Board Protocol has been thoughtfully designed to become a tool for supporting teachers to facilitate holistic and engaging learning sessions, and for students to effectively grasp and connect the information shared in the session.

Board Protocol creates a clear and consistent structure for learning fostering a more interactive and meaningful educational experience. Its implementation has led to positive pedagogical shifts, influencing teaching practices and achieving improved student engagement.

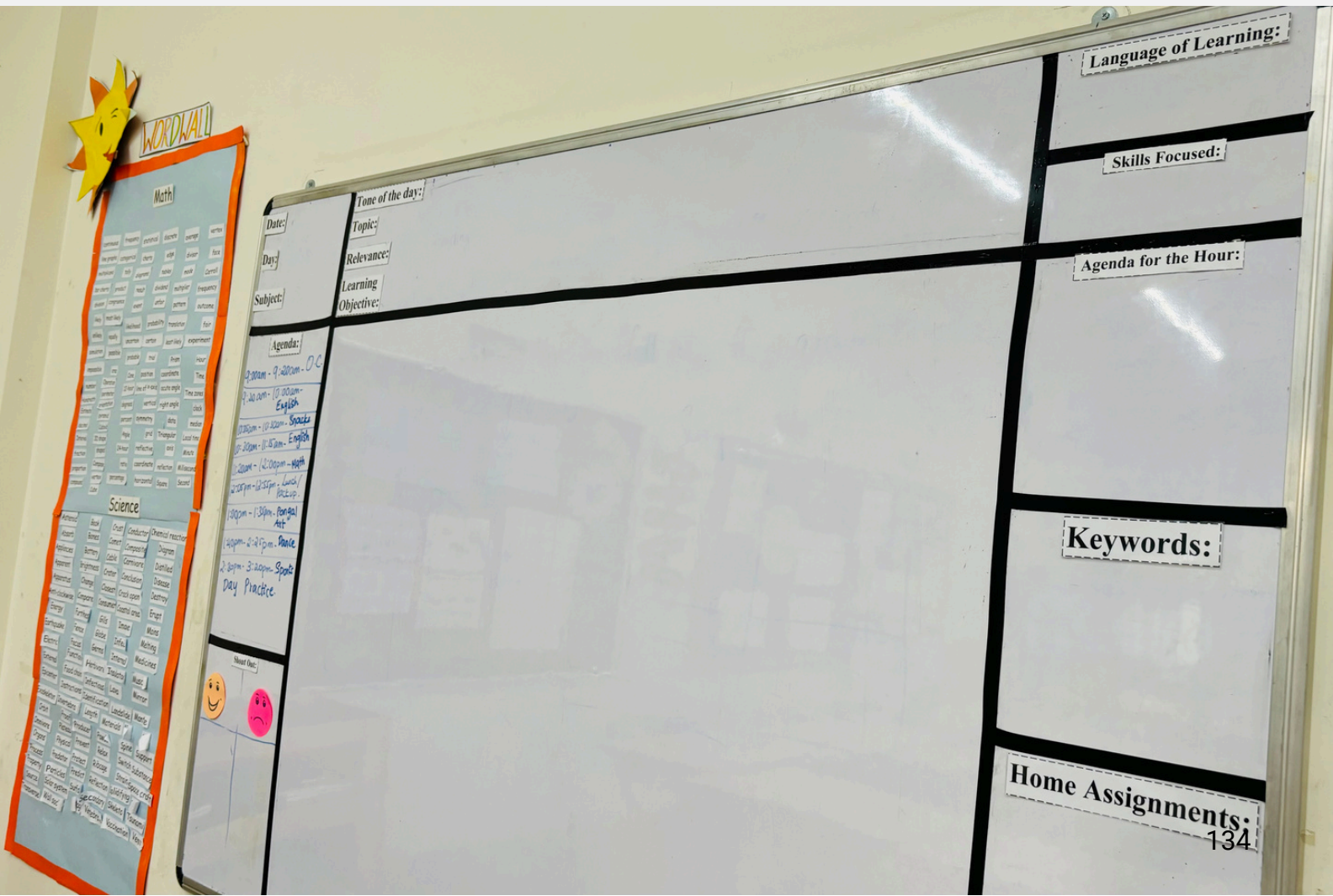
The **design of the Board Protocol effectively promotes transparency in the learning process**, as it **encourages teachers to share their lesson objectives and flow with students** at the beginning of each class. This **practice cultivates opportunities for students to actively engage with the material and take ownership of their learning journey.**

The structured layout of the **Board Protocol enhances lesson clarity, enabling students to process and retain information more efficiently.** With designated sections on the board—such as "Tone of the Day," "Agenda," "Keywords," "Relationship Corner," "Homework", "Topic" and "Explanation of the Topic" — students gain valuable navigational tools to follow and review lessons independently. This approach significantly aids students who miss a class, allowing them to reconstruct what was covered and reducing learning gaps while promoting self-directed learning. Importantly, **teachers have observed that Board Protocol empowers students to become more independent learners**, actively engaging with the content rather than simply copying notes.

Board Protocol also significantly boosts student participation and a sense of ownership in the learning process. Its structured layout invites students to actively contribute by adding keywords, participating in discussions, and reflecting on the relevance of a topic. Furthermore, the "Relationship Corner," where student names are noted, enhances participation and motivation, helping to create an interactive and collaborative learning environment.

Moreover, **Board Protocol has transformed instructional practices by encouraging teachers to adopt a more structured and student-centred approach.** Educators have noted that Board Protocol enhances their lesson planning and instructional delivery, resulting in more coherent and engaging sessions. **The addition of the "Relevance" column has been especially impactful, steering classroom discussions toward real-world applications and deepening student engagement.** Students are now inspired to reflect on how their learning connects to broader societal and practical contexts, fostering critical thinking and encouraging long-term knowledge retention.

The "Tone of the Day," collaboratively decided by students after Conglom and recorded on the board, serves as a **guiding reminder of themes such as kindness, empathy, and time management** throughout the day. This practice has proven **beneficial for classroom management**, as teachers can refer to the tone as a reminder of shared values. As the practice of Board Protocol continues to develop within classrooms, its positive impact reaches beyond individual lessons, shaping both teaching practices and enhancing student engagement in meaningful ways.



Stakeholder Perspectives on the Impact of Board Protocol

School leaders

School leaders have observed that **Board Protocol has significantly improved both teaching practices and student engagement, leading to a more structured and effective learning environment in their schools.** One of the most notable impacts has been the **shift in pedagogy**—teachers now plan lessons with greater structure and clarity, ensuring that learning objectives, key concepts, and real-world relevance are explicitly outlined on the board. This has led to a more intentional and organised approach to instruction, where lessons follow a clear sequence, making it easier for students to grasp and retain information. One of the school leaders shared that, *“Previously, teachers would just look at their textbooks or notes and write everything down verbatim. Students would then copy it. The turning point came when they visited Riverside. Seeing how Riverside structured its boards gave them a new perspective. Before, they were only focused on basic tasks. Now, they understand the purpose of the lessons and why they are doing them.”* Another school leader similarly shared that *“Implementation of the lesson plan is becoming much better now because lesson plans get aligned with the Board Protocol.”* Another school leader explained *“Now teachers are more aware of the exact teaching methods they need to use. They consider which Teaching and Learning Materials (TLMs) are required and integrate them effectively into lessons.”* Another school leader put it emphatically, ***“But right now they’re thinking beyond the book. They’re thinking about what they’re exactly going to teach.”***

The structured format of the Board Protocol has also led to an increase in student participation in classrooms. School leaders highlighted that students are more engaged in lessons because they now understand the relevance and purpose of what they are learning. **The relevance column in Board Protocol has been particularly influential as it encourages students to make connections between classroom content and real-life applications.** School Leaders noted that when students see the practical implications of what they are studying, they demonstrate greater curiosity, improved academic performance, and a stronger sense of ownership over their learning. As one of the school leaders shared an incident from one of the classrooms, *“And then I asked the students in your learning objective, they have told you to learn the scientific vocabulary, but what is the relevance? So I was very happy to hear from the students that, you know, it increases our knowledge. We can use exactly scientific words and we can make our answers precise. So we can be*

more, you know, logical while we talk with somebody and, you know, bring those words up to simplify what we want to say."

Overall, **school leaders view Board Protocol as a transformative approach that has enhanced lesson structure, student engagement, classroom management, and long-term learning outcomes.** They believe that by fostering clarity, organisation, and relevance in learning, Board Protocol has not only improved day-to-day instruction but also strengthened the foundation for deeper, more meaningful education.

Teachers

Teachers have experienced the Board Protocol to be a supportive tool; it has enabled them to manage their classroom with more ease, structure their lesson plans with more clarity, and create opportunities to increase student engagement.

Teachers now begin sessions by writing down "Languages of Learning" / "Flow of the lesson", helping students understand the format of the lesson—whether it will involve a discussion, debate, or writing activity. This structure allows students to anticipate the flow of the session, keeping them more engaged. As one of the teachers shared, *"Earlier we would not write much on the board – we would only write what has to be explained to the children. But since this has started, it is really good. Now we focus so much on what has to be taught and how it has to be taught. Now we know how to properly use the board. Now we write relevance, objective, vocabulary, Languages of Learning, etc. It feels good."* It has not only made teachers feel good but also given them more clarity, as one of them expressed, **"Now we have clarity in our mind – we know how to structure the class and children understand what they will learn."** The use of Board Protocol has strengthened their planning process, as one of them shared, *"Earlier I used to teach directly from the book. Now, I can do it in my way. I have to plan a lot before the class."*

Through CTL, we receive feedback on our day, including what went well for us, what we found good, what we felt positive about, and what we really don't want to happen again. This broader view helps us prepare better for the next day.

- Student on receiving feedback through CTL

Additionally, setting clear expectations at the start of each session has helped students transition between lessons with focus, ensuring that they know "what will be covered and how they are expected to behave." **Teachers have noticed that students now expect this structure—if an aim is forgotten, they actively remind their teachers**, a shift that reflects *"growing curiosity and ownership over learning"*. A teacher explained *"If you look at the Board Protocol, you will see that we find it very effective. It is not about putting in extra effort;; compared to our previous sessions, this approach requires less effort because we now have a complete visual display. We no longer need to rely on notes or track what needs to be covered. Even the students have a clear understanding of what the teacher will explain, how much they have learned, and what they are expected to grasp."*

Board Protocol has influenced pedagogical practices, as one of the teachers shared, *"I've started to reflect more on myself, whether I have organised my lesson plan to key in all those details."* It has encouraged teachers to move beyond textbook-based instruction. "Relevance has become a key focus", prompting educators to think critically about the "real-world connections" of their lessons. Teachers now integrate questions such as: *"What is the objective of this lesson? How does it relate to students' lives? How will they use it in the future?"* This shift has made learning more meaningful and engaging, as students now actively *"connect classroom knowledge to their lived experiences"*. Teachers have observed that students are more "eager to participate", frequently adding their insights on how topics apply to their daily lives.

Board Protocol has significantly improved **classroom management and student behaviour**. Teachers no longer need to *"constantly remind students of norms"*—simply pointing to the board reinforces classroom expectations. This has reduced the effort teachers have to put into managing their students. One of them shared, *"No, earlier when we didn't have norms. We had to shout a lot. Now, we just say norms here. So, they understand by looking at it."* Students *"follow instructions more effectively"*, maintain a cleaner learning environment, and take greater responsibility for their behaviour.

The "smiley corner" has successfully motivated students to participate more in class. They are proud to see their names displayed for their active engagement. Teachers have observed that even **shy students are now more eager to participate due to the positive reinforcement** provided by the system. One teacher commented, *"Board Protocol is beneficial for me as a teacher because it reflects the positive responses I'm receiving from the students. They are now more enthusiastic about participating and responding in class."*

Board Protocol has also *"instilled a sense of responsibility and accountability among students"*. In some classrooms, students take turns writing on the board, setting the day's agenda, and maintaining the board's organisation. This has fostered a sense of ownership, as students understand that they play an active role in the classroom environment.

Students

Students have experienced a noticeable shift in their learning process since the implementation of the Board Protocol. One of the most notable changes has been the **clarity and organisation** it brings to its lessons. They appreciate the structured layout of the board, which helps them easily identify key components such as keywords, relevance, objectives and homework. This structure makes it easier for students to follow along in class, take notes effectively, and review material independently, even if they miss a session.

A key impact of Board Protocol is its role in **enhancing comprehension and retention**. Students find that having different sections on the board prevents information from feeling scattered, allowing them to focus on the most important aspects of the lesson. They shared that the segregation of sections helps them categorise and understand topics better, making studying more efficient. Many students have developed a habit of noting down keywords and thinking of relevance on their own, which enables them to process lessons more deeply and connect new concepts to prior knowledge.

Beyond academic benefits, **students also recognise Board Protocol's influence on critical thinking and real-world application**. The inclusion of a relevance column encourages them to reflect on how their learning applies beyond the classroom. They shared that this has been particularly *"helpful in subjects like science, social studies, and mathematics, where understanding real-world connections makes concepts easier to grasp."* One student expressed that *"even if we don't understand something right away, we try to figure out its meaning and why it's important."* This shift toward self-driven inquiry will strengthen students' problem-solving and analytical skills in the future. The focus on relevance has been an important shift for students as it has answered a lot of questions they had, as one student shared, *"We also wonder why we are studying what we are studying. What is the importance of this? What is the use of this in our real life?"*

Through relevance and tone of the day, students have **more opportunities to build connections between their lessons and lived experiences** and this has made learning more engaging and joyful. One student expressed this well: *“Usually, we tend to think that academics are overwhelming and solely focused on studies. However, here, teachers connect their lessons to the Tone of the Day, making it more engaging. Each teacher relates their subject to the theme and shares something relevant to it.”*

Board Protocol has also contributed to a more **engaging and participatory classroom environment**. Students noted that they feel more encouraged to contribute to discussions, especially since teachers now actively invite them to add keywords or reflect on relevance. A student expressed her joy at this: *“It makes me very happy because I think that the teacher is involving every student of the class in helping other students to learn. So it's not just the teacher coming and teaching us. It's like students are also contributing and helping teachers to understand it more and better.”*

The visual elements of Board Protocol, such as smiley corners, have also provided motivation—many students feel recognized and appreciated when their participation is acknowledged on the board. This sense of validation has increased their confidence in sharing their thoughts and asking questions.

Many students now see the board not just as a space where teachers write notes, but as a learning tool that supports their academic growth by helping them to revise and recap the lesson with more ease and clarity. **From a student's perspective, Board Protocol has transformed classroom learning by making lessons more structured, interactive, and relevant. It has enhanced their understanding, participation, and ability to connect learning to real-world contexts.**

Students now pay more attention to structure. They recognize patterns in the board's layout and know what to expect next.

– Teacher on the role of Board Protocol in communicating expectations to students

Conclusion

The Case Studies from the five schools reflect that the I CAN Foundation programme through the three foundational processes effectively led to a **holistic, student-centred learning environment** in each of these schools, with students taking charge of their learning, teachers facilitating more meaningful learning experiences, and **schools being able to foster a culture of engagement, reflection, and collaboration.**

It is pertinent to note that all these changes focus on shifts in the mindsets and behaviours of both students and teachers. The work of RLC demonstrates that the inclusion of daily processes which create opportunities for learning, emotional bonding and value alignment is effective in bringing sustainable changes as they are built on the ownership of school leaders, students and teachers.

Stakeholder Wise Analysis

Stakeholder	Overall Impact
Students	Develop ownership of learning , become more independent and engaged and improve decision making skills . Strengthen self-awareness, critical thinking , and peer relationships through structured reflection and collaboration. Learn to connect academics to real-world applications , making learning more meaningful. Experience emotional growth – become more empathetic, self-aware, reflective, confident and mindful .
Teachers	Become more reflective facilitators , shift in practices leading to improvement in planning, facilitation and classroom management . Become more accountable and student-centred , using student feedback to refine teaching methods. Foster deeper relationships with students, leading to a more collaborative and engaging learning environment . Develop a more interactive approach to teaching , moving beyond textbook-based instruction
School Leader	Observe a positive shift in pedagogy , with teachers becoming more structured, reflective, and responsive . Experience increased student agency, participation, and engagement across classrooms. Witness a stronger school culture , where students and teachers collaborate in a more inclusive and collaborative learning environment . Recognise the long-term benefits of student-centred education , leading to better learning outcomes and school-wide transformation.

Further, diving into each process, we can conclude that each adds value and creates an impact on student behaviour, teacher practices and classroom culture in each of the five schools.

Process Wise Analysis

Process	Overall Impact
Conglom	<ul style="list-style-type: none"> Creates a safe, inclusive space for emotional expression, social bonding, and collective decision-making. Strengthens peer relationships, empathy, and classroom culture, leading to a more connected and supportive learning environment. Improvement in student communication and creativity skills. Students feel more confident about expressing themselves and voicing concerns/issues that matter to them. Better student-teacher relationships built on understanding and trust.
Agenda Setting and Closing The Loop	<ul style="list-style-type: none"> Fostering student ownership of their learning schedules. Encourages teacher accountability and reflection, ensuring a more structured and participatory learning process in the classrooms. Improves student engagement, focus, and preparedness. Strengthens reflection and feedback culture, allowing students to consolidate their learning. Strengthens peer learning amongst students. Teachers are able to understand the needs of diverse learners and adapt their lessons accordingly. Enhances self-awareness & critical thinking in students. Stronger relationships as both students and teachers get to understand each others' perspectives, building more acceptance and appreciation.
Board Protocol	<ul style="list-style-type: none"> Provides a clear structure for lessons, making learning more transparent, engaging, and student-driven. Enhances comprehension and retention of learning topics in students. Motivates students to actively participate, and supports them to become self-directed learners. It enables both students and teachers to reflect on real-world connections to academic concepts. Supports teachers to improve their lesson planning and facilitation, resulting in more coherent and engaging sessions. Eases classroom management, reducing the need to discipline students.

Annexure

Data Collection Tools

Students Tool – Conglom

S. No.	Question	Probes/Additional Follow-ups
Section – A Demography		
In this section, we'll ask you some questions to understand a bit about who you are. Can you tell me a little about yourself?		
1	What is your name?	
2	Which grade are you in?	
3	Since what grade/year have you been in this school?	
4	What's your favorite part about coming to school?	
5	What are some hobbies or activities you enjoy in your free time?	
Conglom		
Implementation		
6	What according to you is the purpose of Conglom sessions?	
7	What do you usually do during Conglom sessions? [Note to the researcher: Ask the following as a follow-up and record the responses for each of the questions] a. What kind of activities are planned during Conglom? b. What kind of discussions takes places in a Conglom? c. Do they happen everyday? For long do Congloms happen?	Engagement: Active participation in Conglom activities. Structure: Clarity around what happens during Conglom sessions. Routine: Familiarity with the flow of a typical session.
8	How do you participate in a Conglom? What do you share in a Conglom with your teachers and friends?	
Outcomes		
9	How do you feel at the end of the Conglom session?	
10	What do you find interesting or enjoyable about Conglom? Can you share instances of Conglom that were memorable for you?	Enjoyment: Aspects of Conglom that students find fun or meaningful. Curiosity: Activities that spark interest or excitement. Memorable Moments: Specific examples of enjoyable experiences.
11	Do you feel that Congloms have help you build a relationship with your teacher? If so, how? Can you share examples?	- Do the students feel comfortable sharing their concerns and opening up with the teachers - Do the students feel confident about going about their day as a result of feeling comfortable with the teachers - Do the students feel listen and heard from the teachers as a result of this informal bonding time?
12	Could you share a story about something interesting you learned about your classmates during Conglom?	
13	How would your day/school look like without Conglom sessions? [Note to researcher: Here, we are trying to understand if the students are able to articulate the particular value Congloms bring to a school day?	

Students Tool – Agenda Setting and Closing The Loop

S. No	Question	Probes/Additional Follow-ups
Section – A Demography		
In this section, we'll ask you some questions to understand a bit about who you are. Can you tell me a little about yourself? :		
1	What is your name?	
2	Which grade are you in?	
3	Since what grade/year have you been in this school?	
4	What's your favorite part about coming to school?	
5	What are some hobbies or activities you enjoy in your free time?	
Agenda Setting and CTL		
Implementation		
6	Does your teacher do Agenda Setting and Closing The Loop activities? If yes, do you think it is important ? Why?, why not?	
7	Can you describe what you usually do during agenda-setting and CLT processes? [Note to researcher: ask the following questions that follow this question and record the responses for each of the sub questions]a. How often is Agenda Setting done in the classes?b. Who sets the agenda of every class? and how is that agenda set? Does the teacher consult you on what agenda can be set? c. what role do you have to play in the Agenda Setting process d. how does is the Agenda Setting process integrated in the school timetable for the whole day? e. What kind of reflections happen in the class? could you explain with examples ?	Awareness: New insights about classmates' interests or abilities.Connection: Moments of bonding or understanding peers better.Memorable Experiences: Specific examples of learning about others.
8	How do you reflect in the classroom?a. Does the teacher give you an opportunity to reflect in the classes? if yes, how? b. Do you reflect at the end of every class/period?c. Do you also have general reflections that you share at the end of the day with your class teacher?	
Outcomes		
9	How do you feel about the Agenda Setting process? what help is this process for you?	
10	Are you involved in the agenda-setting process? If yes, how are you involved? [Note to researcher: ask the following questions that follow this question and record the responses for each of the sub questions]a. What about being involved in the process do you enjoy the most b.how do decide on setting the tone for the day and enable reflections?	
11	[Note to the researcher: Ask only if the student answers no to the previous question]. Would you like to be involved in the Agenda Setting process? if yes, how do you think you can contribute?	
12	What part of the Agenda Setting process do you like the most? and why? please share examples and instances	
13	How have the reflections helped you? What do you feel about the process of reflection?	Emotions: Feelings during or after reflecting on learning.Growth: Awareness of progress or achievements.Connection: Linking daily activities to long-term goals.
14	How would you feel if Agenda Setting process was not a part of your regular school day?	

Students Tool – Board Protocol

S. No	Question	Probes/Additional Follow-ups
Section – A Demography		
In this section, we'll ask you some questions to understand a bit about who you are. Can you tell me a little about yourself? :		
1	What is your name?	
2	Which grade are you in?	
3	Since what grade/year have you been in this school?	
4	What's your favorite part about coming to school?	
5	What are some hobbies or activities you enjoy in your free time?	
Board Protocol		
Implementation		
6	Does your teacher divide the board into 4-6 parts during every class? If yes, a. Do all your subject teachers divide the board in 4-6 parts while teaching? if no, which teachers don't do it? b. What are these 4-6 parts? what do they represent? c. What does a typical subject class look like? Can you walk me through it [nudge students to share details on if the teacher introduces the objective first, then the 4Rs] d. Does the teacher use these divisions to teach different aspects like relevance, relationship, reflection [Note to the researcher: ask this only if the student answers positively to a, b and c]	Engagement: How students use the board to follow or contribute to lessons. Focus: Attention given to the board during activities. Involvement: Instances where students actively engage with board content.
7	What does dividing the class and learning into different parts mean to you? Do you think it is important? if so, why?	
Outcomes		
8	Which part of the board did you find helpful and engaging in a class? Is it relevance , relationship , rigour, reflections? or everything?, if so , why? [Note to the researcher: if the student gives one or multiple responses, ask why for each of the response shared. And ask the students to illustrate the same with examples]	Clarity: How the board supports understanding of lessons. Support: Specific ways the board simplifies complex ideas. Impact: Changes in learning outcomes due to Board Protocol.
9	Do you also help your teacher in planning the board for the class? if so how do you do so? and what do you like the most about the planning process?	Agency: Opportunities to share or add ideas to the board. Collaboration: Working with peers or teachers on board content. Involvement: Feelings of ownership in shaping board content.
10	[Note to the researcher: Ask only if the students are not helping the teachers in planning] If no, would you like to help the teacher to plan the board? if yes, how would you like to help the teacher to plan the board?	
11	Do you see any difference in teaching and your learning after the board practices have been implemented in the classroom? If yes, what differences do you observe in yourself [Note to the researcher: Please note the differences in both change in teacher behaviour and student behaviour]	Engagement: Specific elements of board work that stand out. Understanding: How board activities make learning easier. Examples: Memorable instances of engaging with the board.
12	Imagine a class without board and a board divided into these parts. How would it be? How would you feel about it?	Impact: Changes in learning without the board. Engagement: How absence of the board affects focus. Routine: Feelings about a less structured classroom.

Teacher Tool – Conglom

S. No.	Question	Probes/Additional Follow-ups
Section – A Demography		
In this section, we'll ask you some questions to understand a bit about who you are and your household. Can you tell me a little about yourself? :		
1	What is your name?	
2	How long have you been teaching for?	
3	When did you start working in the school?	
4	What grades do you teach?	
5	What subject(s) do you teach?	
6	What additional responsibilities do you take up in the school apart from teaching ?	
Section – B Understanding of the process		
7	What do you perceive as the primary purpose of the Conglom sessions?	Socio-emotional well-being: Emotional management, resilience-building. Peer relationships: Collaboration, peer interactions. Holistic development: Skills beyond academics. Student-teacher relationships: Trust, connection-building. Safe and inclusive environment: Comfort, inclusivity, participation.
8	How do you align the objectives of the Conglom with your daily teaching practices and the broader goals of the school?	Learning goals: Aligning Congloms with academic and personal development. Classroom practices: Adapting Congloms to fit existing teaching methods. Holistic development: Balancing academics with emotional and social growth. School priorities: Aligning Congloms with school goals like empowerment and inclusivity. Flexibility: Adapting Congloms to diverse student needs while meeting school goals.
Section – C Implementation		
9	How often do you conduct Conglom sessions? Is it timetabled in your regular school timetable?	Frequency: Adjusting frequency based on emotional or academic demands.
10	Could you describe what happens during a typical Conglom session at your school? Could you walk me through how students share their thoughts during sessions?	Session structure: Opening, main activities, and closing routines. Student roles: How students participate, lead, or collaborate. Interaction style: Individual vs group work, peer-to-peer engagement. Activity types: Specific tasks or exercises used during sessions. Emotional and social focus: How socio-emotional skills are integrated.
11	What factors do you consider when planning a Conglom session?	Student readiness: Emotional or academic preparedness for the activity. Objectives: Aligning activities with socio-emotional learning or academic goals. Time constraints: Balancing content with available session time. Inclusivity: Ensuring all students are included and engaged. Feedback: Incorporating insights from previous sessions or student input
12	Is there any collaboration that happens between the teachers of the school while planning Conglom activities?, if yes, what kind? [Note to researcher: Ask if there is enough time]	Collaborative planning: Sharing ideas, resources, or strategies. Coordinating goals: Aligning objectives across subjects or grade levels. Diverse perspectives: Integrating input from different teaching styles. Peer learning: Sharing successful activities or strategies. Role division: Defining responsibilities for each teacher in joint activities

13	How does the Conglom approach respond to the diverse and changing emotional needs of students?	Emotional check-ins: Assessing mood or comfort levels before sessions.behavioural indicators: Observing engagement or interest in prior sessions.Student feedback: Directly asking students about their readiness or preferences.Peer interactions: Watching how students work together before initiating activities.Pre-activity discussions: Brief conversations or prompts to gauge understanding.
14	How do students and teachers interact with each other during a Conglom? What kind of conversations do you find yourself having with students during Conglom sessions?	Communication style: Formal vs. informal exchanges during discussions.Emotional connection: Level of trust, empathy, or openness in interactions.Collaboration: How teachers and students work together on activities or problem-solving.Feedback: How teachers guide students or respond to their inputs.Role dynamics: Whether teachers act as facilitators, participants, or observers.Student initiative: Instances where students approach or engage with teachers directly.
15	How do students interact with each other during and after Conglom sessions?	Peer communication: More respectful, active, or supportive.Collaboration: Working together on tasks, sharing ideas.Post-session relationships: Continued conversations or bond-building.Group dynamics: Equal participation, leadership roles.Conflict resolution: Approaches to resolving issues collaboratively.
16	How do you think Conglom impacts other classroom practices?	
Section - D Outcomes		
17	How has your approach of conducting the Congloms evolved through overtime? Have you noticed any changes in how you present information to your class?	Pedagogical shifts: More focus on emotional intelligence, social skills, or experiential learning.Reflective practices: Increased incorporation of student reflections into lessons.Student engagement: Using Conglom principles to foster deeper student involvement.Collaborative learning: Emphasising peer interactions and group work.Holistic development: Greater attention to students' social and emotional needs alongside academics.
18	Which aspects of Board Protocol were the biggest shift or learning for you? and why? Please illustrate with examples	
19	What have you learned about your students through Conglom sessions?	Personal growth: Insights into their emotional resilience or areas needing support.Social dynamics: Understanding peer relationships and group behaviours.Learning preferences: Observing how students engage with different teaching methods.Hidden strengths: Discovering student talents or qualities previously unnoticed.Emotional needs: Identifying students who may require additional support or encouragement
20	What aspects of student development do you find yourself focusing on more now through the Conglom ?	Emotional well-being: Developing emotional resilience, empathy, and self-awareness.Social skills: Fostering communication, collaboration, and conflict resolution.Critical thinking: Encouraging problem-solving and independent thought.Self-expression: Empowering students to share their thoughts, ideas, and emotions.Inclusivity: Creating a more accepting and supportive environment for all students

21	How do students respond when their peers are sharing their thoughts during Conglom sessions? In what ways do students express their thoughts differently now compared to before?	Active listening: Showing interest, asking questions, or giving feedback. Emotional reactions: Empathy, encouragement, or understanding. Respect for others: Valuing diverse opinions, non-interruptive behaviour. Engagement level: Nodding, verbal affirmations, or non-verbal cues. Constructive feedback: Providing thoughtful comments or support.
22	What differences do you notice in student participation on days with and without Conglom sessions?	Engagement: Active participation and attentiveness in activities or discussions. Mood: Positive emotional shifts or increased enthusiasm on Conglom days. Social interactions: Improved peer communication or collaboration on Conglom days. Focus: Increased attention to tasks and activities after Conglom sessions. Class dynamics: Greater involvement or inclusion in group activities.
23	How has student involvement in class discussions changed since implementing Congloms?	Frequency: Increased student contributions during class discussions. Depth: More thoughtful, reflective responses or ideas shared. Peer response: More interaction with peers' ideas, building on others' thoughts. Comfort: Greater openness in sharing personal thoughts or experiences. Inclusivity: A broader range of students participating, including quieter individuals.
24	How do you know if a Conglom session was effective?	Student engagement: Participation levels, attentiveness, or enthusiasm. Achievement of goals: Meeting socio-emotional or academic objectives. Student feedback: Direct or indirect responses, reflections, or surveys. Behavioural changes: Improved collaboration, empathy, or conflict resolution. Teacher observations: Noticing shifts in classroom dynamics or student attitudes.

Teacher Tool – Agenda Setting

S. No	Question	Probes/Additional Follow-ups
Section – A Demography		
In this section, we'll ask you some questions to understand a bit about who you are. Can you tell me a little about yourself? :		
1	What is your name?	
2	How long have you been teaching for?	
3	When did you start working in the school?	
4	What grades do you teach?	
5	What subject(s) do you teach?	
6	What additional responsibilities do you take up in the school apart from teaching ?	
Section – B – Interpretation		
7	What do you perceive as the primary purpose of Agenda Setting and Closing The Loop in your classroom?	Clarity: Helping students understand daily objectives.Focus: Encouraging concentration on specific tasks.Ownership: Involving students in planning and responsibility.Organisation: Structuring the flow of the session effectively.Motivation: Generating excitement and preparedness for learning.Focus on fostering the 4R's in the classroom setting
8	How do these practices contribute to a. your daily teaching goals b. broader vision of the school?	Alignment with curriculum: Integrating agenda-setting and reflection with lesson objectives and learning outcomes.Student empowerment: Encouraging self-regulation, goal-setting, and ownership of learning.Skill-building: Fostering critical thinking, communication, and collaboration.School values: Reflecting priorities like inclusivity, empathy, or holistic development.Community connection: Supporting a cohesive and consistent approach to student well-being and academic progress across classrooms.Classroom environment: Promoting a structured, focused, and reflective learning space.Teacher goals: Supporting effective lesson delivery, time management, and classroom engagement.
Section – C – Implementation		
9	How often does agenda-setting and Closing The Loop get timetabled in your classroom?	Frequency: Daily, weekly, or as needed.
10	How is the process of collaborating with students to decide the agenda of the class facilitated? is it easy or hard to get student participation?	How do students respond? How do you facilitate Closing The Loop at the end of day?
11	Could you walk me through a typical Agenda Setting and Closing The Loop session in your class?	Structure: Key elements included in the session.Teacher role: Level of facilitation or involvement.Student participation: Degree of engagement and input from students.Timing: When and how the agenda is introduced.Tools/Resources: Use of visual aids, prompts, or templates.

12	Is there any collaboration among teachers when designing or implementing agenda-setting and Closing The Loop?	Collaboration forms: Team meetings, sharing best practices, or co-planning sessions.Focus areas: Aligning on objectives, student progress, or activity design.Support: Seeking peer feedback or mentorship for improvement.Consistency: Creating a unified approach across grades or subjects.Resources: Sharing tools, templates, or strategies to enhance sessions.
13	How do you plan agenda-setting and reflection activities to meet the changing academic, emotional, and social needs of your students?	Monitoring: Regularly assessing student progress and challenges.Adaptability: Modifying activities to meet diverse or changing student requirements.Inclusivity: Ensuring all students feel seen, heard, and supported.Feedback loops: Using student input to refine practices.Focus areas: Addressing academic, emotional, or social growth through tailored approaches.
14	How do you enable students to reflect at the end of every class ? How has that evolved over time?	Practice: Adjustments made based on experience or feedback.Student needs: Adapting strategies for different learning styles or maturity levels.Techniques: Incorporating new prompts, tools, or activities.Focus areas: Shifts in emphasis on academic vs. socio-emotional reflection.Collaboration: Engaging students in co-creating reflective practices.
15	Do you think that Agenda Setting has an impact on inculcating time management among students? If, Yes, how do you incorporate this concept as a part of Agenda Setting	Prioritisation: Helping students identify and focus on key tasks.Pacing: Encouraging awareness of time needed for activities.Accountability: Supporting students in meeting deadlines.Structure: Providing a clear timeline for the day's learning.Self-regulation: Guiding students to manage their time independently.Adaptability: Adjusting plans based on unexpected changes.Reflection: Encouraging students to evaluate how time was used.
16	What role do students play in contributing to the sessions?	Ownership: Student input in agenda-setting or closing strategies.Participation: Leading discussions or activities.Reflection: Sharing feedback or summarising learning.Collaboration: Working together to establish session rituals.Creativity: Contributing ideas for unique openings or closures
17	Do students interact with each other during Agenda Setting and Closing The Loop? If yes, how	Collaboration: Instances of teamwork or paired discussions.Peer support: Helping each other understand objectives or reflect.Discussion quality: Depth and focus of student conversations.Initiative: Students contributing ideas or suggestions.Inclusivity: Involvement of quieter students in interactions.
Section - D- Outcomes		
18	How has implementing Agenda Setting and reflections influenced your approach to teaching and learning?	Student feedback: Incorporating insights from student reflections or suggestions.Trial and error: Adapting based on what has worked well or fallen short in past sessions.Class dynamics: Adjusting to the evolving needs, behaviour, or learning styles of students.Activity design: Modifying the structure or content of agenda-setting and reflection activities.Time management: Refining the duration or pacing to fit classroom schedules effectively.Focus areas: Shifting priorities to address specific goals like emotional growth or academic challenges.Resource use: Introducing new tools, strategies, or materials to enhance engagement.Teacher collaboration: Adapting methods based on peer suggestions or shared practices.

19	What has your learning been from implementing the process of Agenda Setting and Closing The Loop ?	<p>Prioritisation: Helping students identify and focus on key tasks.Pacing: Encouraging awareness of time needed for activities.Accountability: Supporting students in meeting deadlines.Structure: Providing a clear timeline for the day's learning.Self-regulation: Guiding students to manage their time independently.Adaptability: Adjusting plans based on unexpected changes.Reflection: Encouraging students to evaluate how time was used.</p>
20	What reflections do you have about the impact of Agenda Setting and student reflections on a. student learning b. students behaviour	<p>Focus: Increased attention to daily objectives.Responsibility: Greater ownership of tasks and outcomes.Interaction: Enhanced collaboration or peer support.Consistency: Development of positive routines and habits.Participation: Broader involvement in class activities.</p>
21	What aspects of Agenda Setting and Closing The Loop seem to resonate most with your students?	<p>Flexibility: Adjusting based on group composition or challenges.Creativity: Introducing new methods or tools.Feedback-driven: Using student input to refine techniques.Goal alignment: Ensuring activities meet learning objectives.Scalability: Modifying for small groups or larger classes.</p>
21	What changes have you observed in how students express their thoughts during reflections ?	<p>Clarity: Improved articulation of ideas or feelings.Depth: More thoughtful or reflective contributions.Creativity: Use of diverse methods to share insights.Confidence: Increased willingness to speak up.Peer influence: Impact of group dynamics on individual expression.</p>
22	What differences do you notice in student participation or behaviour on days when Agenda Setting and Closing The Loop are implemented versus when they are not?	<p>Engagement levels: Comparing attentiveness and enthusiasm during lessons.Preparedness: Noticing if students are more focused and goal-oriented after agenda-setting.Collaboration: Observing shifts in teamwork or peer interactions.Emotional regulation: Evaluating how students manage stress, frustration, or excitement.Reflection habits: Identifying differences in how students process and retain learning.Classroom dynamics: Changes in overall energy, discipline, or cohesiveness.</p>
23	What changes have you noticed in your over all classroom environment since implementing structured Agenda Setting?	<p>Student behaviour: Changes in attention or readiness.Class dynamics: Improved collaboration or interaction.Learning outcomes: Impact on goal-setting or task completion.Emotional tone: Positive shifts in mood or engagement.Consistency: Enhanced routine and predictability.</p>

Teacher Tool – Board Protocol

S. No	Question	Probes/Additional Follow-ups
Section – A Demography		
In this section, we'll ask you some questions to understand a bit about who you are. Can you tell me a little about yourself? :		
1	What is your name?	
2	How long have you been teaching for?	
3	When did you start working in the school?	
4	What grades do you teach?	
5	Do you implement Board Protocol in all the classes that you teach?	
6	What subject(s) do you teach?	
7	What additional responsibilities do you take up in the school apart from teaching ?	
Section – B – Interpretation		
8	What do you perceive as the primary purpose of the Board Protocol process? What do each of the four section mean to you?	Structure and clarity: Helping organise lessons and set clear objectives. Student engagement: Capturing attention and encouraging active participation. Visual learning: Supporting understanding through diagrams, charts, or written steps. Reflection tool: Using the board to recap, summarise, or reflect on learning. Skill development: Encouraging note-taking, focus, or collaborative problem-solving. Stress on the importance of splitting the board into various parts
Section – C – Implementation		
9	Could you walk me through how you typically organise your board and conduct the classes? What role does the board play in your daily teaching?	Lesson structure: Breaking down topics into sections or steps. Visual aids: Using diagrams, charts, or bullet points. Clarity: Maintaining legibility and logical flow. Flexibility: Adapting board content during the lesson. Highlighting: Emphasising key concepts or takeaways. touch upon partitioning the board into various parts – in detail
10	How much of an effort does it take to plan the broad protocol for each of the classes? How do you incorporate Relevance, Rigour, Relationship and Reflections into planning and facilitation?	What strategies do you use to maintain student engagement in the classroom through the four elements of the Board Protocol?
11	How does Board Protocol support students in your classrooms?	Participation: Boosting confidence through active involvement. Visual literacy: Developing skills to interpret diagrams or visuals. Collaboration: Strengthening teamwork through board-based activities. Communication: Enhancing articulation of thoughts linked to board material.
12	Is the Board Protocol designed to encourage student participation and ownership? If yes, how?	In what ways do students influence the design or content of the board? How do teachers ensure that the board reflects students' ideas and input? What opportunities exist for students to independently take the Board Protocol forward?
13	What challenges do you face in the implementation of Board Protocol in the classroom?	

Section - D - Outcomes		
14	Do you implement Board Protocol in all the classes that you teach? If yes, what are your reflections on how students respond to Board Protocol in each of the classes you take? and What factors possibly influences it?	Engagement levels: Comparing enthusiasm or attentiveness across gradesRetention: Noticing differences in how students retain board-presented information.Class preferences: Identifying preferences for certain board formats (text-heavy vs. visual-heavy).Participation dynamics: Examining group vs. individual interactions with the board.Feedback trends: Observing comments or suggestions specific to board use.
15	How has your teaching approach evolved through your Board Protocol learnings? Have you noticed any changes in how you present information to your class?	Clarity: Focusing on concise and structured board layouts.Adaptability: Adjusting board content based on real-time classroom needs.Pacing: Refining how quickly or slowly board updates are made.Student feedback: Incorporating their insights into board practices.Prioritisation: Highlighting only the most critical information for understanding.
16	Which aspects of Board Protocol were the biggest shift or learning for you? and why? Please illustrate with examples	Has Board Protocol brought a shift in your planning process?
17	What parts of the board (Relevance, Rigour, Relationship and Reflections) do students enjoy and why? Please state examples [Note for the researcher: If the teacher is teaching for multiple grades, please get this response for all his/her grades]	
18	Do you see any relationship between implementing Board Protocol and student ownership? If yes, what does this relationship look like? Can you illustrate with some examples?	
19	What according to have been the biggest changes/shift that you have observed in students since the implementation of Board Protocol? [Note for the researcher: If the teacher is teaching for multiple grades, please get this response for all his/her grades]	Academic and Behavioural shiftsConfidence: Improved clarity and confidence in student explanations.Critical thinking: More structured and thoughtful articulation of ideas.Group discussions: Enhanced collaboration and exchange of ideas.Depth: Greater elaboration and analysis in student inputs.
20	What changes have you noticed in the overall classroom culture since implementing the Board Protocol?	Collaboration: Increased teamwork and peer interaction.Participation: Broader engagement across diverse students.Curiosity: Enhanced questioning and deeper exploration of topics.Routine: Establishing a predictable yet flexible classroom rhythm.

School Leader Tool

S. No.	Question	Probes/Additional Follow-ups
Section - A Demography and general questions		
In this section, we'll ask you some questions to understand a bit about who you are. Can you tell me a little about yourself? :		
1	What is your name?	
2	How long have you been with this school? During your tenure in the school, what all roles have you assumed?	
4	How did you get to know about RLC and the I CAN Foundation programme?	
5	What prompted you to attend the orientation on this approach and adopt the same for your school?	
6	Since how long has the school been implementing the I CAN Foundation programme? and in what all grades?	
Section - B - Interpretation		
7	What is your understanding of the purpose of the following processes? 1. Conglom2. Agenda Setting and CLT3. Board protocol [Note to the researcher: Please record the understanding and interpretation of each of the processes separately in your responses. Please seek a detailed response for this one]	
8	How do each of the 3 tenets align with the school's broader goals and culture? [Note to the researcher: Please record the understanding and interpretation of each of the processes separately in your responses]	
Section - C - Implementation		
9	How often are the following tenets incorporated in the classes? 1. Conglom2. Agenda Setting and CTL3. Board protocol [Note to the researcher: Note the responses for each of the three tenets separately and please ask the HM about the active grades and the grades that has not taken to Conglom, Agenda Setting and Board Protocol as actively yet]	
10	How do you monitor the quality and consistency of the following processes in your school-1. Conglom2. Agenda Setting and CTL3. Board Protocol	How are teachers supported and trained to ensure the successful planning and implementation of these processes-1. Conglom
11	What challenges do you face towards implementation of the following processes and how do you tackle them?1. Conglom2. Agenda Setting and CTL3. Board Protocol	
12	What strategies are used to help newly hired teachers integrate these practices into their daily routine? / What measures do you adopt to train new teachers on these processes?	Orientation: Providing structured onboarding sessions.Mentorship: Pairing with experienced teachers.Tools: Equipping new hires with guidelines and templates.
13	What mechanisms are in place to gather feedback from teachers and students on the following processes- 1. Conglom2. Agenda Setting and CTL3. Board Protocol	Nature of feedback can be a follow-up

Section - D - Outcomes		
Overall		
14	Are there specific success stories or examples of transformation that you associate with the these processes-1. Conglom2. Agenda Setting and CTL3. Board Protocol	
15	What long-term impact do you envision for students as a result of these 3 processes?	
16	How do these processes collectively contribute to character building and long-term student development?	Values: Instilling respect, responsibility, and empathy.Skills: Developing critical thinking and collaboration.Growth: Fostering emotional and social maturity.
17	Are there specific teachers and classes that are more actively carrying out these activities? If yes? which classes are these and what factors influences it?	
18	What specific skills are students and teachers are learning as a part of implementation of these processes?	
19	What plans do you have to sustain these practices in a long run in the schools ? Is allowing students to take owership of these a part of the plan? If so, please explain to us on how you plan on executing that	
20	How is RLC programme similar and different from other schools' training programmes?	
Conglom		
21	How have Conglom sessions impacted the overall trust and connection between teachers and students? [Student-teacher relationship]	Are students more likely to approach teachers with their concerns or challenges?Have teachers reported a deeper understanding of individual students' strengths or needs?
22	What changes have you noticed in teachers' ability to understand and respond to students' needs through Conglom?	Have teachers modified their approach to better accommodate individual students' emotional or learning needs? Are teachers using Conglom insights to adapt their classroom strategies?
23	What changes have you observed in student behaviour, peer interaction, or emotional well-being since implementing Conglom?	behaviour: Fostering positive actions.Interaction: Encouraging peer collaboration.Well-being: Supporting emotional resilience.
Agenda Setting and CTL		
24	How has Agenda Setting and CTL been timetabled been into the daily routines of the school? How has it helped structure the school day for students and teachers?	Organisation: Providing a clear roadmap for the day.Efficiency: Streamlining transitions and tasks.Focus: Reducing ambiguity and enhancing goal clarity.
25	What is the impact of Agenda Setting on student ownership of learning? Cite examples based on your observations	Engagement: Designing interactive and relatable tasks.Inclusivity: Ensuring all students contribute.Motivation: Highlighting the value of participation.
26	What impact have Agenda Setting and reflection activities had on students' time management, focus, and ownership of tasks?	Planning: Supporting better task prioritisation.Responsibility: Fostering accountability in learning.Mindset: Encouraging proactive behaviour.
27	Are all the grades/classes implementing Agenda setting and CTL ? if not, what classes/grades are implementing them and why?	

Board Protocol		
28	How has implementing Board Protocol impacted the classroom teaching learning process [Note to researcher: ask this from students and teachers perspective]	Visualisation: Making abstract ideas tangible.Retention: Enhancing memory through structured visuals.Interaction: Promoting student-teacher engagement.
29	What aspects of Board Protocol has been proven most useful for teachers?	
30	How do you think Board Protocol has contributed towards mindset shift among the teachers and students ?	
31	How had Board Protocol impacted teacher pedagogy?	

Support Staff Tool

S. No.	Question	Probes/Additional Follow-ups
Section - A Demography		
In this section, we'll ask you some questions to understand a bit about who you are. Can you tell me a little about yourself? :		
1	What is your name?	
2	How long have you been with this school?	
4	Gender	
Section - B - Interpretation		
5	How do students typically interact with you during the school day?	Are they respectful and polite?Do they initiate conversations with you?
6	How do students treat you when you are working around them?	Are they considerate of your tasks?Do they acknowledge your presence?
7	Do you feel students show empathy towards you? If yes, how?	Do they offer help or support in challenging situations?Have you experienced students checking on your well-being?
8	Do students help you in any way to keep the campus clean or organised?	Do they avoid littering or help pick up trash?Have they voluntarily participated in cleaning or organising activities?
9	Have you observed any specific student behaviours that stand out to you?	Have you seen examples of kindness or teamwork among students?Are there any recurring issues or concerns about behaviour?
10	What changes have you noticed in student behaviour over the past year?	Are students more cooperative or aware of their surroundings?Has there been a shift in how they interact with staff?
11	Is there anything else you would like to share about your experience with students?	Are there memorable moments you'd like to highlight?Do you feel valued by the students and the school community?

Classroom Observation Checklist

General Observations	
1	Did the teacher enable active student engagement by - asking them questions- inviting them to share their thoughts - seeking their feedback - encouraging group interaction
2	Are interactions between teachers and students respectful and engaging?
3	Are all students visibly attentive through Conglom and Agenda Setting?
4	Was the transition from Conglom to Agenda Setting and Board Protocol smooth and well-managed? (the order of activities can be different)
Conglom	
5	Was the Conglom timetabled that day?
6	What was the core focus of the Conglom activity?
7	How was the Conglom activity structured?
8	How did the students engage with their peers where teamwork was required?
9	What was the role of the teacher during the activity?
10	How was the level of student engagement in the activity?
11	What was the nature of communication between the teacher and students? Did students feel comfortable sharing their thoughts and inputs with the teacher and rest of the class?
12	Did the class pay attention when their peer(s)/teacher were sharing during the reflection?
13	Did the activity address students' emotional or social needs? If yes, how?
Agenda Setting and Closing the loop	
14	Was Agenda Setting and Closing The Loop timetabled that day?
15	To what extent were students involved in setting the day's agenda?
16	How did students respond to the agenda that was set?
17	How did the teacher incorporate the day's agenda into the class activities?
18	Did students have an opportunity to reflect on their learning and close the loop?
19	How did the teacher facilitate the reflections?
20	What was the nature of reflections shared by the students?
21	Were the students able to honour the tone of the day?
22	Did students feel comfortable sharing their thoughts and inputs with the teacher and rest of the class?
Board Protocol	
23	How did the teacher put the Board Protocol into practice for each class/subject?
24	What was the format of the content displayed on the board?
25	How did the teacher engage students or have them contribute during Board Protocol?
26	How did the students receive the board-presented information?
27	How did the teacher engage with the students while taking them through the 4 Rs of the Board Protocol?
28	Were students asking questions/providing suggestions by referring to any part of the board-presented information ?
29	Did the board protocol help students with notetaking?
30	At the end of the class, were the students able to retain and recall any aspect of the board-presented information?