# Mid-Year Report

Sahyogi Dal Project

November 2017 | Pune

**lfe LEADERSHIP FOR EQUITY**

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To create and institutionalise a sustainable, replicable model of in-service teacher development to improve the quality of student learning in urban public schools.

# Summary

The Sahyogi Dal Project (SDP) is in year 2 of its operations. The project has evolved in the last two years and now has the following three interventions: **Saksham (level based programme for Marathi medium), HM capacity development and SMC strengthening (for all schools), Learning to Read & write Urdu (LRWU) (level based programme for Urdu medium schools).**

In the month of June 2017, the Sahyogis were split into three different groups to work on the three interventions (37 Sahyogis to support teachers in implementing the Saksham Programme, 10 Sahyogis to support the HMs in strengthening the SMC in their assigned schools and 2 Sahyogis to support the teachers in implementing the LRWU programme).
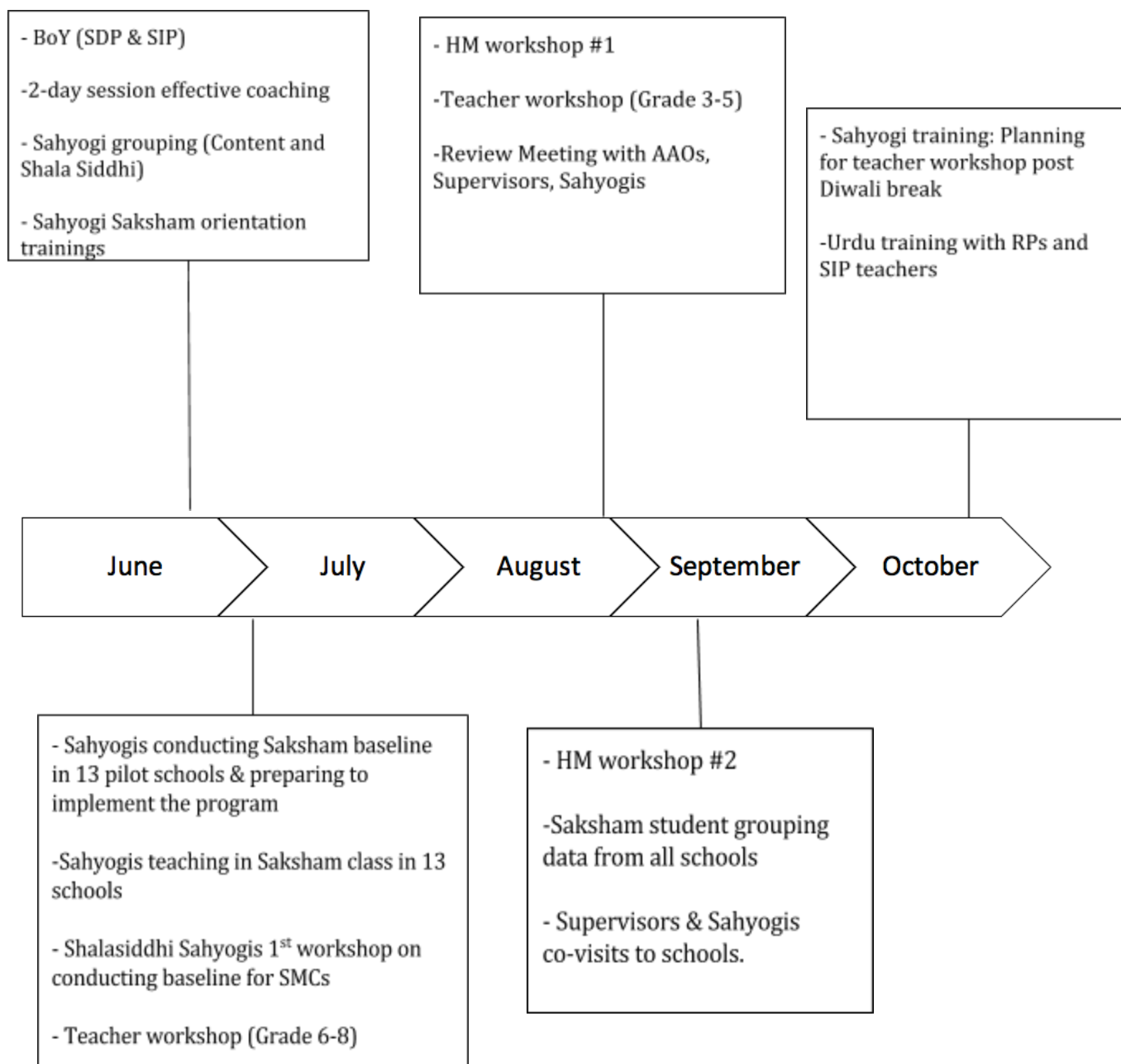
Apart from this, 8 members from Yardi and 3 members from Door Step School are collaborating with the SMC Sahyogis to increase the reach of the HM & SMC support programme. An 8 member Urdu resource team has been formed to support the 2 Urdu medium Sahyogis to support the implementation of the Urdu programme.

Quality Education & Support Trust (QUEST) is supporting the Saksham Sahyogis to enhance their understanding of the programme and to effectively support the 1200 odd grade 3 to 8 teachers teaching in all the PMC medium schools. Pratham, the NGO who has developed the Learning to read & write programme is supporting the Urdu Sahyogis & the resource team. LFE in collaboration with Yardi, Door Step and DIECDP is supporting the SMC Sahyogis.

In the first semester, PMC printed the student material for the Saksham programme (Approx 50,000 books). The Saksham Sahyogis piloted the programme in 13 schools and then conducted the baseline orientation for grade 3 to 8 teachers. PMC teachers have conducted the baseline test. SMC Sahyogis have conducted 2 rounds of HM training and each PMC school has organized 2 rounds of SMC meetings. Over all the first semester has been extremely productive and strategic for the Sahyogi Dal project. There has been a strong focus on collective action and joint ownership by the PMC Education department.

# Project priorities

## Milestones

- BoY (SDP & SIP)

-2-day session effective coaching

- Sahyogi grouping (Content and Shala Siddhi)

- Sahyogi Saksham orientation trainings

- HM workshop #1

-Teacher workshop (Grade 3-5)

-Review Meeting with AAOs, Supervisors, Sahyogis

- Sahyogi training: Planning for teacher workshop post Diwali break

-Urdu training with RPs and SIP teachers

| June | July | August | September | October |

- Sahyogis conducting Saksham baseline in 13 pilot schools & preparing to implement the program

-Sahyogis teaching in Saksham class in 13 schools

- Shalasiddhi Sahyogis 1st workshop on conducting baseline for SMCs

- Teacher workshop (Grade 6-8)

- HM workshop #2

-Saksham student grouping data from all schools

- Supervisors & Sahyogis co-visits to schools.

# Sahyogi Development

**Goal:** Improving Sahyogi performance to support respective stakeholders to ensure smooth functioning of interventions.

## Highlights

- All Sahyogis were divided in two groups at the beginning of this academic year as follows -
  1. Content (Marathi and Urdu) - 39 Sahyogis
  2. HM development Sahyogi - 10 Sahyogis

- There are three intervention programs which are a part of Sahyogi Dal project. The details of these are-

  1. Saksham Program: Saksham Program by QUEST is a level based program where students are grouped as per their learning levels across grades. This program is being implemented for grade 3 to 8 in all Marathi medium schools in PMC. Students from grades 3 and 4 and grades 5 to 8 are grouped together based on their learning levels.

  2. Learning to read & write Program: Pratham's level based program for Urdu medium schools is also based on the same concept of grouping students according to their learning levels. This program is being implemented in all Urdu medium schools in PMC from grades 1 to 8.

  3. HM development & SMC strengthening:  School Management Committee is one of the focus areas of the Shala Siddhi program. 10 Sahyogis will focus on strengthening the SMCs by building the capacity  of HMs.

## Sahyogi Workshops

The details of Sahyogi trainings are as follows:

| Month | Sahyogi Group | Training days | Partner organisation | Sahyogi Attendance |
|---|---|---|---|---|
| June | All Sahyogis | 2 | Re:Imagine India | 87% |
| | Saksham Sahyogis | 4 | QUEST | 90% |
| | SMC Sahyogis | 1 | LFE | 88% |
| July | Saksham Sahyogis | 4.5 | QUEST | 78% |
| | SMC Sahyogis | 2 | LFE | 63% |
| August | Saksham Sahyogis | 1.5 | QUEST | 90% |
| | SMC Sahyogis | 2 | LFE | 33% |
| | Urdu Sahyogis & RP | 1 | LFE | 67% |
| September | Saksham Sahyogis | 1 | QUEST & LFE | 72% |
| | SMC Sahyogis | 1 | LFE | 34% |
| | Urdu Sahyogis & RP | 1 | Pratham | 66% |

*Sahyogis showcasing handbook created during Beginning of Year Conference (Workshop by Re:imagine)*

## Learnings

- While the Sahyogis received technical inputs in their respective groups by various partners, there is a need to bring the entire Sahyogi Dal together, focussing on building the team bonding.
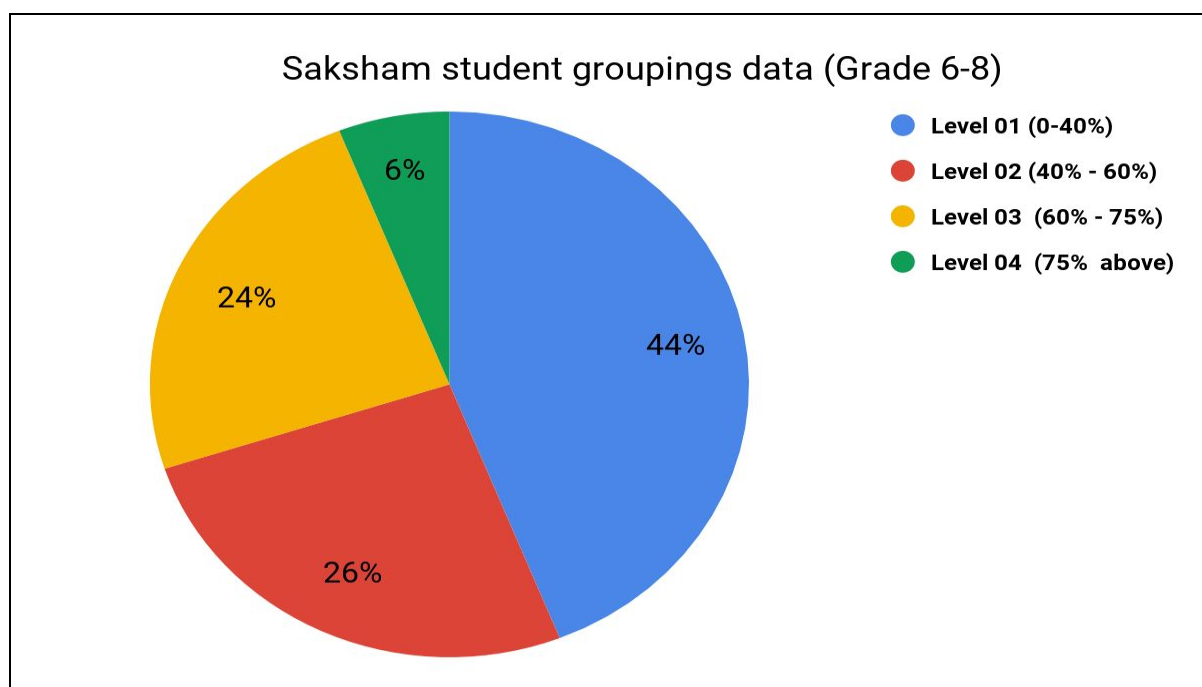
## Next Steps

- Making a structured plan for building team culture
- Implementing 'Coaching for deep learning' programme designed by Re-imagine India

# Level based teaching programmes

**Goal**: To improve student learning outcomes of the first language through structured level based remedial programs in Marathi and Urdu medium schools.
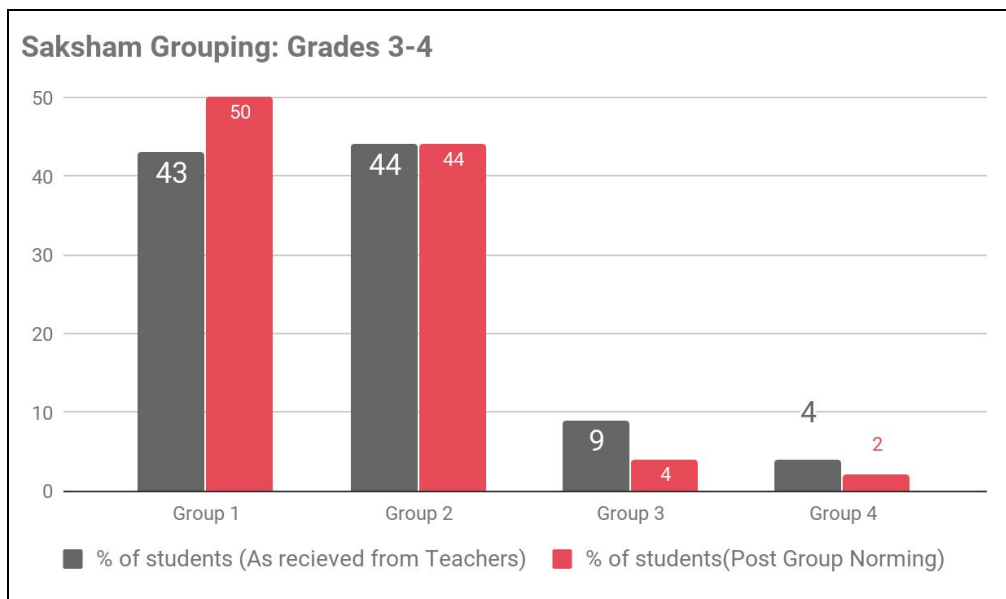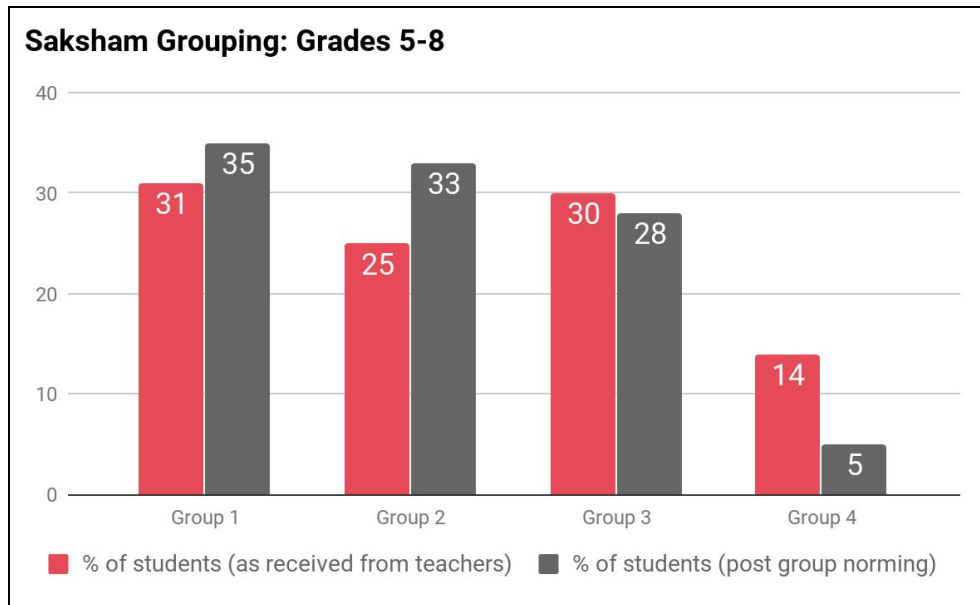
## Highlights

- Two level based programs introduced in PMC schools. QUEST's 'Saksham' program in Marathi medium and Pratham's 'Learning to read and write' program in Urdu medium schools for grades 3 to 8 to be implemented by teachers with on ground support from the content Sahyogis
- Capacity building of the content Sahyogis to conduct effective monthly teacher training and field experience
- 'Saksham Banuya' Marathi books were printed. The process of printing Urdu teacher and student material is currently underway
- Saksham program was piloted in 13 Marathi medium schools by Sahyogis in August. Sahyogis conducted Saksham diagnostic tests for grades 6-8, formed student groups post data analysis and taught Saksham content for 3 weeks

### Saksham student groupings data (Grade 6-8)



Legend:
- Level 01 (0-40%)
- Level 02 (40% - 60%)
- Level 03 (60% - 75%)
- Level 04 (75% above)

Pie chart values: 44%, 26%, 24%, 6%

*Data from Sahyogi conducted Saksham baseline in 13 pilot schools*

- Saksham diagnostic test was administered by teachers for grades 6 to 8 in all Marathi medium schools.
- Teacher meetings were organised and conducted by Sahyogis and Supervisors to rectify the equal distribution of students in the levels as observed from the data.

*Student groupings for Saksham (grade 5-8)*

**Saksham Grouping: Grades 5-8**



- % of students (as received from teachers)
- % of students (post group norming)

**Saksham Grouping: Grades 3-4**



- % of students (As recieved from Teachers)
- % of students(Post Group Norming)

*Student groupings for Saksham (grade 3-4)*

- A team of 10 resource persons for Urdu which involves 2 Sahyogis and 8 school teachers as master trainers was created. The pilot of STEP level based programme in Urdu medium schools was done and baseline for Pratham's level based program was conducted in all Urdu medium schools.
- High teacher-Sahyogi ratio is a challenge in conducting frequent and effective observations.
- Acquiring authentic data from teachers is a priority for creating appropriate level based student groups.
- Delay in printing teacher and student material is affecting timely and effective implementation of the programs.

**Teacher Workshops**

| Month | Objective of the workshop |
|---|---|
| July | <ul><li>Saksham orientation for teachers of Grade 6-8</li><li>Conducting Saksham baseline test (Marathi and Maths)</li><li>Paper correction & data analysis</li></ul> |
| August | <ul><li>Saksham orientation for teachers of Grade 3-5</li><li>Orientation of Saksham books (Marathi)</li><li>Student groupings</li></ul> |



*Glimpses of Sahyogi organised Teacher workshops*

## Learnings

- Classroom teaching experience of Sahyogis proved helpful in building their understanding of the level based programs.
- There is a need to involve officers (especially supervisors) in the management of school level issues related to the programs.

## Next steps

- Printing of teacher and student material for Urdu level based programme and Saksham Banuya Math student books
- Implementation of Saksham and Urdu level based program in the classrooms



*Sahyogi teaching in a  Saksham classroom*
*Urdu RP teaching in class (implementation of Urdu program)*

# Strengthening of SMC

- SMC Sahyogis will focus on strengthening the SMCs by building the capacity of HMs.
- On PMC's advice, Yardi foundation and Doorstep have joined the SMC Sahyogi team to increase the reach of the HM development & SMC strengthening intervention in the PMC schools.
- Baseline survey was conducted in 118 schools to understand the current realities and challenges.
- 2 rounds of monthly orientation workshops are conducted for all HMs/School incharges. Sahyogi team along with the Yardi and Doorstep team provides on-field support to 118 PMC schools.

## HM workshops

| Month | Objective of the workshop |
|---|---|
| August | <ul><li>Importance of SMC's in schools and plan for strengthening them</li><li>Orientation about Shala Siddhi program</li></ul> |
| September | <ul><li>Sharing the plan and push for execution of second SMC meeting at school level and push to share best practices among schools</li><li>Learning walk by HMs to support teachers and support them in academics</li></ul> |

## Highlights

- 80% schools conducted SMC meetings post the first HM orientation workshop in August.
- SMC members were taken on a tour of their respective schools to get acquainted with the teachers, students and the school environment.
- 81 mentored schools executed the 2nd SMC meeting in September- October.
- Diwali celebration were organised in schools with SMC members before Diwali break.

*Diwali celebrations with SMC members*

## Next steps

- Creating a structured plan for HM workshops & SMC engagement for the next semester in consultation with all the stakeholders
- Planning a gathering of parents (Palak Melava) at cluster level with SMC members' participation.

# Government Stakeholder Engagement

## Highlights

- Tri-party agreement between PMC-DIECPD-PCC with the detailed plan for Sahyogi Dal project, roles and responsibilities of officers and job description of Sahyogis was agreed and signed.
- Monthly review process was set with the URC heads to evaluate the work done by Sahyogis.
- Review meeting was held in August with all the officers from PMC, DIECPD, PCC members and Sahyogis.

## Next steps

- Ensuring Sahyogi (cluster level) review meetings with AAOs and Supervisors every month.
- The URC heads along with LFE representatives will organise meeting with all DIECDP Sahyogis to take an update of the work done by them. Review meetings with DIECPD, URC heads & Administrative Officers (PMC)
- Planning for 'Shikshan Utsav' at city level.

# Case studies

## Dattatreya Patil



Since Dattatreya Patil Sir has been a part of Shala Siddhi-SMC strengthening program, we have seen a tremendous growth in his investment and initiative. This is what he speaks about how he contributes to the program-

"One week before the planned SMC meeting, I meet the HMs and discuss the agenda with them. We make the invitations for the SMC members and send them across. Initially, during the meetings, the parents hardly opened up and spoke about the issues. I supported the HMs in having conversations with the parents and SMC members and counseling them regarding the importance of SMC meetings. Now slowly, they have started to open up and contribute in the meetings. PMC School no. 1B had water supply issues. There was hardly any water available in the school for drinking and other usage. We discussed regarding this the SMC meeting. The SMC members met the corporator, spoke about it and got this issue resolved. Now there is regular and sufficient water supply at the school. Instances like these motivate me in working for strengthening the SMCs."

# Kothrud-Karvenagar cluster team trainings



*(L-R) Savita Mahajan, Sandhya Shinde, Vasudha Shinde & Savita Dudhal*

The Kothrud-Karvenagar cluster trainings are a great culmination of pre-planning, teamwork and flawless execution. This is what the Sahyogis explain about the training process -

"We all meet together before conducting any training for the preplanning, divide the sessions amongst ourselves and discuss. One day prior to the training, we check the training hall and arrange for the logistics. We even check the toilets and make sure that they are clean. We ensure a conducive environment for our participants so that they feel comfortable and can concentrate on the training. Having a circular seating arrangement helps us to improve participation and audience connect. Our trainings are very participatory and the teachers really have a good time while learning. The most striking feature of our trainings is even if we have divided the topics and conducted sessions accordingly, we all back each other up during the question-answer sessions. When one of us is conducting a session, one person is a support for the presenter for operating the logistics and the rest two of us who are free at that point note down our observations for that day's training regarding what went well and what can be improved. Post the training, we all discuss our observations and reflections which helps us improve and deliver better every time."

# Rohini Gaikwad

Rohini Gaikwad Madam has a keen eye for teacher-student interaction during classroom observations and a great way of appreciating the teachers while making them realise about their areas of improvements assertively. Here she explains how she does her observations and debriefs -

"Before going for classroom observations, I ask the teachers about what topics they will be teaching today and generally check if they are prepared. I also remind them about whether they have given a thought about the feedback from the last observation. During the lesson, I never interrupt the teacher, and let them complete the lesson they have planned for. I tailor my ODC inputs as per the needs of the teachers and my understanding of where the teacher needs most support. During debrief, I make sure to appreciate the teachers for the efforts they have put in and respectfully point out the gaps in the lesson. Sometimes, I even model some strategies for the teachers so that they understand it better. I make sure to take into account the age and the experience that the teacher brings along and encourage an open, constructive and respectful conversation during the debrief."

# Vijaya Mahadik



*Vijaya Mahadik teaching during pilot of Saksham program*

Vijaya Mahadik Madam's perfection, enthusiasm and investment stands out in the program. Here she shares her experience of teaching Saksham-

"As a part of planning my Saksham lessons, I thoroughly read the content and took my own notes. Thinking about the topic I wanted to take up in the class, I broke it down into subtopics. I thought about the objectives of my lesson, what I see my students doing in the lesson to achieve those objectives and the requisite material for the lesson. By preparing the material beforehand in sufficient quantity, I ensured that every student and group gets it. During the lesson, I observed that students really like the individual attention they are getting and I continued the practice even though it is a small act like glancing through each student's notebook. Post the lesson, I reflected about what went well today and what I can do better tomorrow. During that time, Sahyogis had the additional responsibilities hence we could not do a whole group reflection, which I feel could have helped us more to understand about everyone's experience. Teaching Saksham has helped me in understanding how this program would actually look like in the classroom, preparation a teacher should do for the lessons and post teaching reflections. This would support me in supporting the teachers in implementing Saksham. "

# Partnerships

## QUEST



**Nature of Partnership:** Content & Training partner - Marathi

**Work done**
- Saksham (level-based) program implemented across all Marathi medium schools.
- Conducted 11 days of Sahyogi workshops till October'17.

## Yardi



**Nature of Partnership:** Implementation partner - SMC intervention

**Work done:**
- Co-designing the plan for SMC engagement
- Facilitated sessions in HM workshops
- 43 mentored schools with 7 member team
- Conducted 2 SMC meetings in each of the 43 schools

# Door Step School



**Nature of Partnership:** Implementation partner - SMC intervention

**Work done:**
- Co-designing the plan for SMC engagement
- Facilitated sessions in HM workshops
- 30 mentored school with 3 member team
- 2 SMC meeting conducted in each of the 30 schools

# Pratham



**Nature of Partnership:** Content & Training - Urdu

**Work done:**
- 3 days of training for Urdu Resource persons team
- Learning to read and write level based programme implemented
- Provided teacher and student material

# Re-imagine India



**Nature of Partnership:** Leadership development for Sahyogis

**Work done:**
- Designed a 2-year programme for the Sahyogi Dal group focusing on 'coaching for deep learning.'
- The first module on experiential-coaching for Sahyogis to effectively facilitate learning in their schools to begin from December'17.