MH State Education Transformation Project

lfe | **LEADERSHIP FOR EQUITY**

TABLE OF CONTENTS

List of abbreviations

Acronym	Expansion
AWP & B	Annual Work Plan and Budget
CPD	Continuous Professional Development
CRG	Cluster Resource Group
Dept.	Department
DIECPD	District Institute of Educational Continuous Professional Development
DSES	Department of School Education & Sports, Govt. of Maharashtra
EVS	Environmental Studies
FGD	Focus Group Discussion
GR	Government Resolution
GoM	Government of Maharashtra
IT	Information Technology
IQC	International Quality Cell
IT SA	Information Technology Subject Assistant
KSM	Knowledge, Skills and Mindset
LFE	Leadership For Equity
MIEB	Maharashtra International Education Board
MITRA	Maharashtra In-Service Teacher Resource Application
MSCERT	Maharashtra State Council of Education Research and Training
NCERT	National Council of Education Research and Training
NGO	Non-Government Organisation
OD	Organizational Development
OSD	Officer on Special Duty
PCC	Pune City Connect
PD	Professional Development
PMC	Pune Municipal Corporation
PMU	Program Management Unit
QR	Matrix barcode

RAA	Regional Academic Authority
SMC	School Management Committee
TPD	Teacher Professional Development (in this context, using a blended approach)
ZP	Zilla Parishad

Executive Summary

Leadership For Equity (LFE) is a systems change and research organization that aims to help strengthen the effectiveness of public education systems. At LFE, the fundamental belief is that Public Education Systems are by definition 'gatekeepers' of equity; and effective and sensitive public education systems will ensure that quality education is provided to every child. We work closely with Pune Municipal Corporation, Nashik Zilla Parishad and the Maharashtra Education Department through Maharashtra State Council of Educational Research and Training (MSCERT) and Balbharati.

The approach taken by the team, in alignment with the LFE's organizational strategy is to work across modalities of **Consult, Enable & Scale**.

In the last year, the State Education Transformation team at LFE primarily worked on a combination of initiatives targeted at understanding and improving the following system indicators:

- Officer/Administrative Leadership
- Educational Technology
- Teacher Training

This report focuses on presenting key priorities, successes and major learnings for the period **June 2018 - May 2019.** During this time, many of our innovative initiatives across state and district level saw significant success. Some highlights from our work include -

LFE worked on organization development and officer's development programs last year across MSCERT, RAA and DIECPD's with the **introduction of new selection processes for officer level selection and addition of bi-annual review process for increased accountability.** Our team also designed new age work skill training through OD workshops and PD days for 120+ officers across the state, district, and zonal academic bodies. Based on the feedback that was received, it was found that **more than 90% of the officers benefited from this training.**

While co-designing an effective teacher training model for Regional Academic Authority, Aurangabad, LFE realized the lack of an overarching monitoring and evaluation framework for teacher support programs. With our team's input, **RAA Aurangabad has been able to collect concrete and valid data points on teacher training and engagement programs for 553 teachers across the district for the first time**. Additionally, the use of technology in the blended model approach designed by the LFE team has led to strong implementation of this training and 63 **% of teachers have reported being highly benefited from the same**.

One of the major successes for us has been **an equal investment and belief of the Government stakeholders** in our work. This has been also evident through their financial contributions to the programs that were lead by our team across Nashik district, PMC, and the State level. This year, the

contribution from the State has been about 58% and from LFE's end has been about 42%. The following table indicates the activities related to the contribution:

Projects	State	TPD	MIEB
Amount	Government - 15,00,000 LFE - 10,93,058	Government - 15,26,000 LFE - 5,79,204	Government - 5,80,000 LFE - 7,30,743
% of contribution	Government - 57.85% LFE - 42.15%	Government - 72.84% LFE - 27.51%	Government - 44.24% LFE - 55.75%

While implementing several programs, there have been common trends across projects that we have consolidated as strong learning and inputs for the next year:

a) **Acceptance to Technology among Government officials and Teachers** has shown more openness and readiness for learning new things and being adaptable in their working style. It shows in the process initiatives for selection and review and blended model training introduced as a new way of teacher training.

b) **Co-designing programs lead to increased engagement** - LFE believes in co-designing all its programs with respective government stakeholders to incorporate their inputs. We have observed an increase in engagement and participation from the officials when their feedback is incorporated at the design stage.

c) **Rigorous selection criteria impact ownership towards work responsibilities among Master Trainers -** In our district teacher training project, an important observation has been the increased ownership among Master Trainers (Coaches) towards the program and towards the process of when they were selected by using some predefined selection criteria as opposed to selection based on recommendations.

Scope of our work

Leadership for Equity works as a partner for implementation and advisory support with the School Education Department of Maharashtra. Our work can be classified into three broad categories as below:

System indicator	Activities	CONSULT	ENABLE	SCALE
Officer Leadership	Selection Conference for MSCERT and RAA	■		
	Performance Review for MSCERT and RAA Officers and Subject Assistants	■		
	Performance Review for DIECPD Subject Assistants	■	■	
	Organization Development of MSCERT and RAA	■		
	Professional Development Days at MSCERT (PD Day)	■	■	
Teacher Training	Teacher Professional Development using Technology	■	■	
	Urdu Department - Training Quality Improvement	■	■	
General Advisory and Support	MIEB - Schools and Teachers selection	■		
	Job description for Academic and Admin officers	■		
	SMC Guidelines for State	■		
	E-Governance Cell Government Resolution Drafted	■		
	Selection Conference Government Resolution drafted	■		
	12/24 training State policy for Officers and Teachers	■		
	Departmental Supports for AWP &	■		

	B			

Main Activities

Focus Areas and Goals

At Leadership For Equity, we envision public education systems that refuse to let children down and in order to help us realize this vision we have identified a set of indicators that are crucial for system transformation. Of these system indicators we, the State Team, have identified 3 indicators that our work currently closely aligns with and for this year our interventions across will be centered around these indicators.

Officer/Administrative Leadership

For the academic year 2018-19, there are four main buckets where Development of officers are the focus - this is Job clarity, Organisational cultural, Communication, and Leadership. This was done through Organizational Development Workshop (OD), Professional Development Forum (PD Day) and on-site support to department and officers.

Educational Technology

Under this domain, our work has been focused on creating a model of successful adoption of energized textbooks directly impacting teachers and students of the state and a model for high-quality content creation at scale through teacher communities. A large part of the efforts have been towards onboarding 250,000 teachers on the DIKSHA National Teachers Platform through sustained and targeted outreach initiatives. Through a combination of our efforts, we intend to institutionalize a cadre of high performing mid-level leaders with KSM on teaching with technology. Separately, with Balbharati, we are working towards creating an apex body responsible for educational technology in the state (E-Balbharati). The first E-Balbharati project explores digital content creation through two pilots: (1) an in-house team at Balbharati (2) vendors who are skilled in creating content. Our goal is to identify a viable way for Balbharati to create and monetize high-quality digital content.

Teacher Training

Within this indicator, we intend to shift the way in which large scale teacher training programs have been traditionally conducted and use a blended approach for large scale teacher training. Along with this, we have been working on innovating the way in which training has been conducted in the state by attempting to design a model of effective teacher professional development using technology. In this process, our conscious effort has been focused on developing the job capacity of officers in the program design, implementation, and evaluation subject departments. Further, we intend to conduct primary research on designing a framework for the state to create a 'training report card' on the effectiveness of training. In an indirect way, this year, we have already started to push the needle on this indicator by

enabling specific MSCERT departments in improving their internal processes while running large scale teacher training.
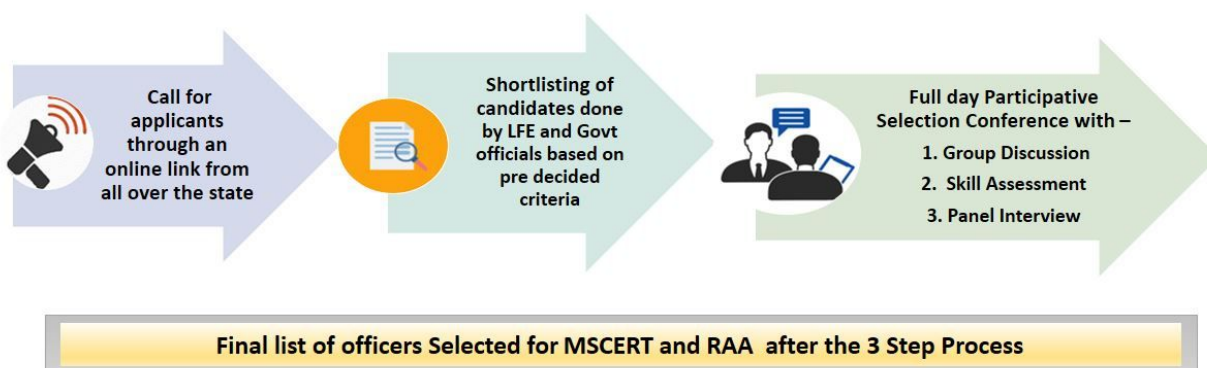
Timeline

Month	Activity
June 2018	MSCERT Selection Conference, MSCERT Vishayasahayak Review
July 2018	DIECPD Vishayasahayak Review, PD Day at MSCERT DIKSHA Launch by Hon Education Minister
August 2018	OD Workshop, PD Day at MSCERT Spoken English Blended Training- Process design DIKSHA sessions in Shikshan Parishads
September 2018	PD Day at MSCERT
October 2018	MSCERT Selection Conference, PD Day at MSCERT Spoken English Blended Training- Prototype
November 2018	PD Day at MSCERT Started YouTube channel for Balbharati
December 2018	DIECPD Selection Conference, MSCERT and RAA Officers Professional Review Spoken English Blended Training- Content Creation Workshop
January 2019	OD Workshop BRPs school visits - Pune DIKSHA stall in Shikshan Utsav 10th standard model question papers linked to QR codes Open Tender released for Vendors creating digital content for Balbharati Grade 10 pilot
February 2019	AWP P and B Support, Selection Conference GR draft submitted BRPs School visits - Kolhapur Statewide research on QR code usage Spoken English Blended Training- Mini Pilot Implementation Started Selection Process for Vendors creating digital content for Balbharati Grade 10 pilot
March 2019	AWP P and B Support, MIEB Schools Selection, SMC Guidelines Submitted to Government, E-Governance GR draft Submitted BRPs School Visits - Kolhapur and Satara DIKSHA Yatra Spoken English Blended Training-Mini Pilot-

	Monitoring Visits MoU signed with Balbharati for LFE to serve as PMU Content linking workshop with Gujarati, Hindi, Telugu and Sindhi medium

April 2019	AWP P and B Support, MIEB Schools and Teachers selection, a Job description for Academic and Administrative officers draft submitted to Government
	
	Spoken English Blended Training-
	    1. Mini-Pilot Completion
	    2. Program evaluation

May 2019	MIEB Teachers Selection Beta versions of the first two chapters of content for all subjects for Grade 10 pilot

Officer/ Administrative Leadership

New Selection Conference Model for Officers Introduced at State and Regional levels

In a policy decision dated October 17, 2016, School Education Department in Maharashtra resolved to restructure the Maharashtra State Council for Education Research and Training thus creating five Regional Academic Authorities located at Mumbai, Aurangabad, Nashik, Nagpur, and Amravati. The restructuring lead to a comprehensive overhauling of staff structure and the nature of roles at the apex education body. This restructuring has also lead to the creation of additional posts that did not previously exist at the erstwhile MSCERT. This required the selection of new members for these posts as well as filling existing posts that were lying vacant because of either retirement or transfers. Leadership For Equity was tasked with conducting a transparent selection process. We designed a rigorous and skill-based one-day selection conference model (shown below) that has been followed since 2017.

Call for applicants through an online link from all over the state

Shortlisting of candidates done by LFE and Govt officials based on pre decided criteria

Full day Participative Selection Conference with –
1. Group Discussion
2. Skill Assessment
3. Panel Interview

Final list of officers Selected for MSCERT and RAA after the 3 Step Process

In the year 2018-19, two separate selection conferences were conducted for filling the vacant positions at MSCERT and RAAs. The first selection conference was conducted in the month of June 2018, while the second conference was conducted in October 2018.

Impact

May-June 2018 (MSCERT)

Post applied	Total applicants	Shortlisted	Present for selection conference	Final Recommendation
Class 1 and Class 2 officers	50	41	23 Class 1- 7 Class 2- 16	11 Class 1- 4 Class 2- 7
Vishay Sahayak	449	107	45	15

September-October 2018

Post Applied for	Total applicants	Shortlisted	Present for selection conference	Final Recommendation
Class 1 and Class 2 officers	150	32 Class 1- 10 Class 2- 22	14 Class 1- 3 Class 2- 11	9 Class 1- 1 Class 2- 8
Vishay Sahayak	1086	104	41	12

Like the MSCERT, the restructuring process for the District Institute for Training (DIET) also began in 2016. DIET was renamed to the District Institute of Educational Continuous Professional Development (DIECPD) and new posts were created by realizing the need to fill the then existing vacant posts. The process of selection was designed by LFE with the help of the Establishment department while the implementation was completely undertaken by respective DIECPD's. Following are the details for same -

No of DIECPD which carried out the Selection process	Total Applications received across all respective DIECPD's	Total Shortlisted across all respective DIECPD's	Total selected candidates across all respective DIECPD's
30 DIECPD	1349	514	67

Note - Out of a total of 33 DIECPD's, three did not conduct any selection conferences either due to the non-availability of vacant posts in that region or because there were no applicants for the open posts.

(Selection Conference, MSCERT, October 2018)

" Story of Change

When I was on the way to Selection conference of MSCERT, I was very stressed because of the previous experience of being interviewed by a government panel for selection. But the selection conference that I attended was one of the best examples of transparency and a healthy atmosphere in the process. The platform was not only for selecting candidates but it also gave a very diverse exposure for all the members who attended it. Even though I was rejected, I took back a rich learning and joyful experience throughout the day and I am happy about that."
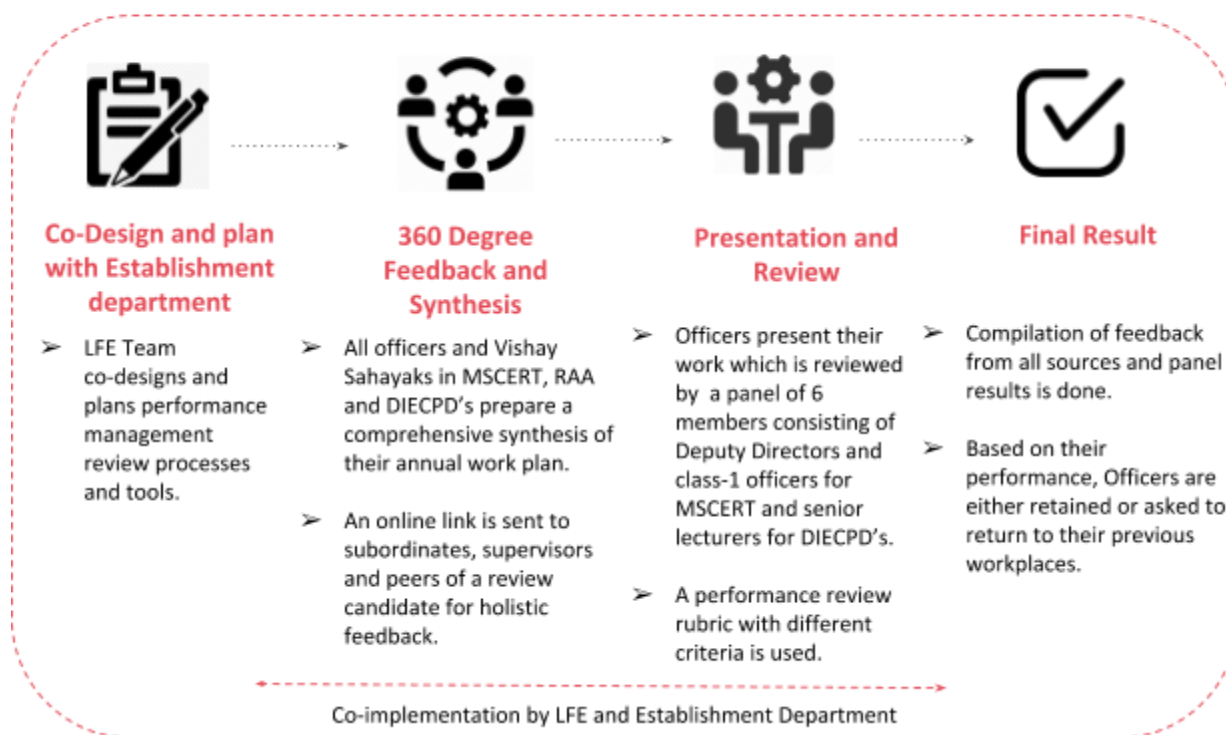
Mr. Baba Kale, Subject Assistant, Pune DIECPD

Unique Performance Review of Officers and Subject Assistants Introduced for the Education Department

The Government Resolution dated October 18, 2017 on the restructuring of MSCERT, identifies the need for strengthening MSCERT, RAAs, and DIECPD's and building their capacities to support the changing nature of leadership and assistance expected from them. It also establishes the grounds for conducting performance reviews as a pivotal component of ensuring staff accountability at the apex body for policymaking in school education and its district-level outfits.

The academic year 2017-18 has been a crucial stepping stone with regards to performance management initiatives that have begun at the MSCERT-RAA level and also across DIECPDs. The LFE team co-designed a comprehensive review management system as shown by the process below:

FIRST EVER PERFORMANCE REVIEW PROCESS FOR OFFICERS DESIGNED BY LFE

Co-Design and plan with Establishment department

➢ LFE Team co-designs and plans performance management review processes and tools.

360 Degree Feedback and Synthesis

➢ All officers and Vishay Sahayaks in MSCERT, RAA and DIECPD's prepare a comprehensive synthesis of their annual work plan.

➢ An online link is sent to subordinates, supervisors and peers of a review candidate for holistic feedback.

Presentation and Review

➢ Officers present their work which is reviewed by a panel of 6 members consisting of Deputy Directors and class-1 officers for MSCERT and senior lecturers for DIECPD's.

➢ A performance review rubric with different criteria is used.

Final Result

➢ Compilation of feedback from all sources and panel results is done.

➢ Based on their performance, Officers are either retained or asked to return to their previous workplaces.

Co-implementation by LFE and Establishment Department

We also focused on the sustainability of the process by ensuring that the government stakeholders are equipped with the necessary skills and knowledge to conduct the process independently.

The second performance review for the academic year 2018-19 was conducted for all staff working at the *Vishay Sahayaks* (Subject Assistants) level in MSCERT, RAAs and DIECPDs in collaboration with Establishment Department of MSCERT, Pune on 19th June 2018 for MSCERT and on 4th and 5th of July 2018 for RAA and DIECPDs at their respective regional centers.

Continuous Improvement and learning were incorporated into the original process on the basis of the feedback and analysis of the previous review meetings. The following scoring strands and weights were used to come up with a rubric for overall evaluation scores:

Scoring strand	Weight
Self-evaluation	5%
Senior 1 evaluation- Immediate supervisor	25%

Senior 2 evaluation- Supervisor's senior *This aspect was introduced this year to reduce the chances of a supervisor's personal bias leading to a skewed rating*	20%
Review Presentation	40%
Alignment of self and senior evaluation	10%

The review presentation was graded on a rubric designed to assess the work of a *Vishay Sahayaks* in the duration of November 2017- June 2018 and a data-based presentation about the success and challenges of their work.

Performance Review for MSCERT and RAA Subject Assistants

Particulars	Nos.
Vishay Sahayaks reviewed	50
Vishay Sahayaks recommended for extension	40
Vishay Sahayaks recommended for performance improvement	9
Vishay Sahayaks opted out of the deputation	1
The cut-off score for extension	70% of the scaled total scores

Performance Review for DIECPD Subject Assistants

Particulars	Nos.
Vishay Sahayaks reviewed	290
Vishay Sahayaks recommended for extension	264
Vishay Sahayaks recommended for performance improvement	16
Vishay Sahayaks opted out of the deputation	10
The cut-off score for extension	70% of the scaled total scores

The first Officers Professional Development Review for class 1 and 2 officers at MSCERT and RAA was conducted in December 2018, where the same process of scoring was followed as used for Vishay Sahayaks. The main objective was to build a healthy work culture at the office level by implementing the same performance expectations through the review process. It was a new and exciting experience for LFE as well as for all officers.

Particulars	Nos.
Class 1 and Class 2 Officers reviewed	52
Officers recommended for extension	52
Officers opted out of the deputation	00
The cut-off score for extension	70% of the scaled total scores

STORY OF CHANGE

"For Officers Review Process, I will rate the process at 6 out of 7. This process has created enough space for reflecting on our work, understanding individual strengths and giving clear insights on areas of development for us. A very unique highlight for this process is the holistic approach of self-review, review from teammates as well as seniors. Presenting work in front of diverse panel members also gives space to openly share work that is done over the year and any concerns."

Mr. Dattatray Thite, Head of Department, Social Science, MSCERT

Continuous Professional and Organizational Development training about new age work skills held for all officers of State and 5 Regional Academic Authorities by LFE

In the light of GR on the restructuring of SCERT and the *Pragat Shaikshanik Maharashtra,* concerted efforts are being taken to ensure the overall capacity development of the state academic leadership bodies, the MSCERT and RAA. As an effort towards the professional development of the staff, a series of 3 workshops had been planned for the year 2018-19 in collaboration with the Continuous Professional Development Department, MSCERT.

The first of these workshops was conducted between 23rd to 25th August 2018 at Malpani Health Club and Resort in Ahmednagar district and second was conducted between 21st January to 23rd January 2019 at PRATHAM Training Center, Aurangabad. Both these workshops saw overall participation of about 90 members currently working in various capacities ranging from Directors/Principals to Subject Assistants at MSCERT and 5 other RAAs. The first workshop took place across the span of 3 days with the first day focusing on communication, the second focusing on role clarity and the third themed around using data for assessing impact. The Second workshop focused on the ideation of the Departmental Annual Work Plan and Budget (AWP & B) in alignment with the Annual Status of Education Report (ASER), Performance Grading Index (PGI) and core objectives/problems of every department. The discussion also leads to how different departments can work with each other as one unit with an integrated approach.

Both workshops also included various games and team building activities that lead to organizational cultural development.

Keeping impact measurement as an important part of the whole design process, all the participants were asked to participate in an anonymous 40-question baseline survey modelled after the McKinsey Organizational Capacity Assessment Tool before the workshops in August 2018, to help us identify the current reality and establish a baseline to track the impact of this intervention followed by End Line conducted in May 2019. As an overall outcome for the two workshops, participants had the chance to reconnect with each other in an informal setting, develop structures for stronger communication within offices and create a shared understanding of their expected job roles through collaboration. We at LFE are happy to report that the workshop witnessed strong attendance and enthusiastic participation from staff members from across offices.
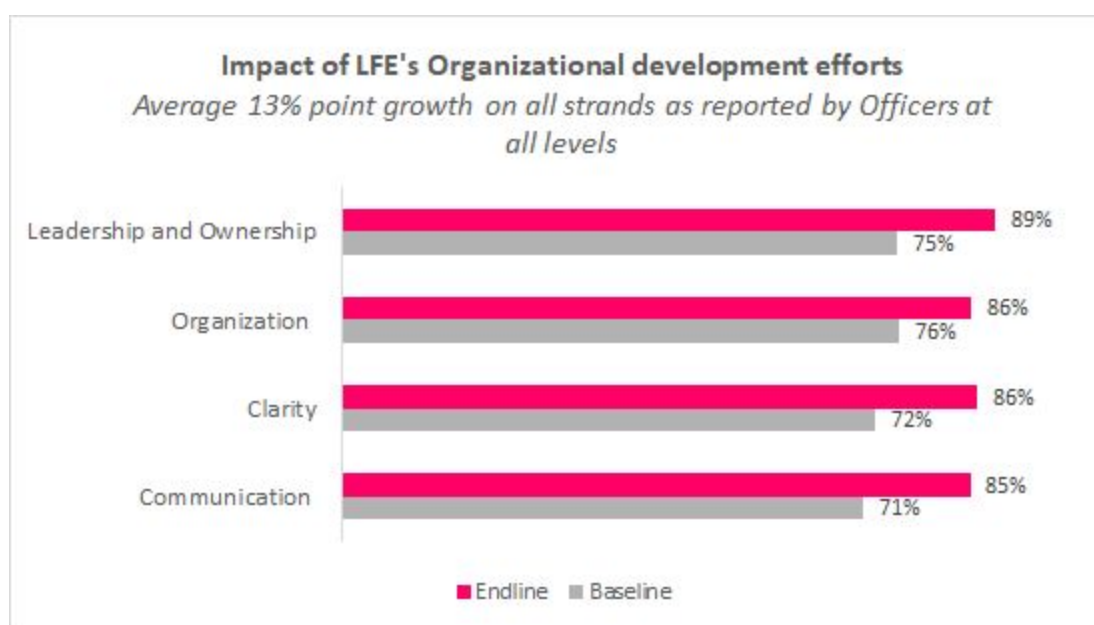
Based on the baseline and end line surveys conducted during the months of August 2018 and January 2019 respectively, it was found that a significant number of officials and employees of SCERT and RAA now communicate better and have more clarity on their work. They also mentioned that they are more aligned with the organization's goals and vision.

S No	Officials and employees of SCERT and RAA	Baseline %	End line %
1	who are fully aware of the expected work on the basis of the information provided	41.17	73.11

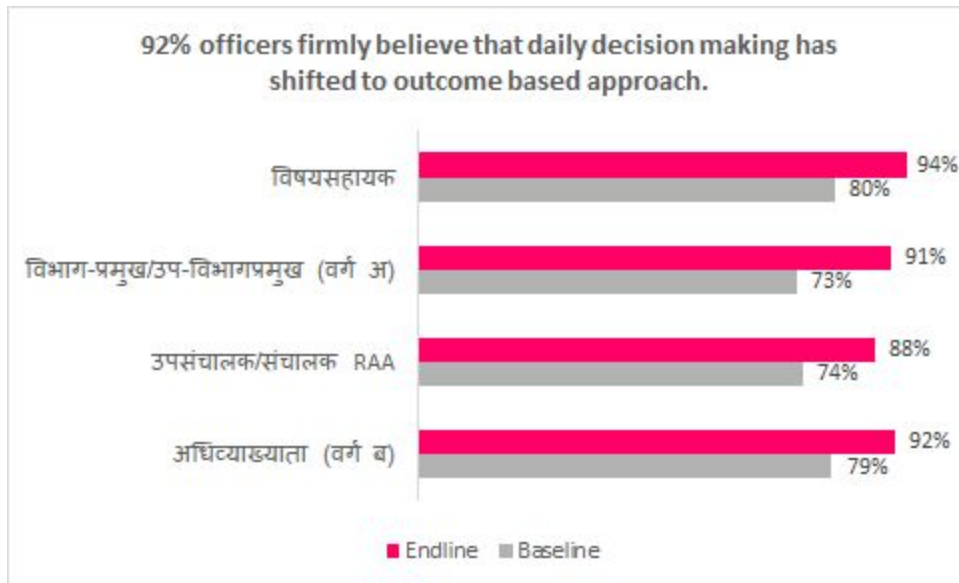| 2	who love their daily work, and speak enthusiastically about their organization (SCERT/RAA)	65.88	77.42
3	who are clearly aware of their organization's goals and objectives	72.94	82.79
4	who believe that the Leadership team officers (all deputy directors and directors) help other employees and officials to show the way to achieve the goal of SCERT	60	84.95

Note: Data comprises of officers who, on a scale of 1 to 7, gave a 6 or 7 to various strands across Communication, Leadership and ownership, Clarity, and Organization

The OD sessions were bucketed amongst Organizational Development skills, Technological skills, Content, and Culture building. The sessions which received high praise included Presentation, Planning, Personal development, Data Analysis, and Time Management.
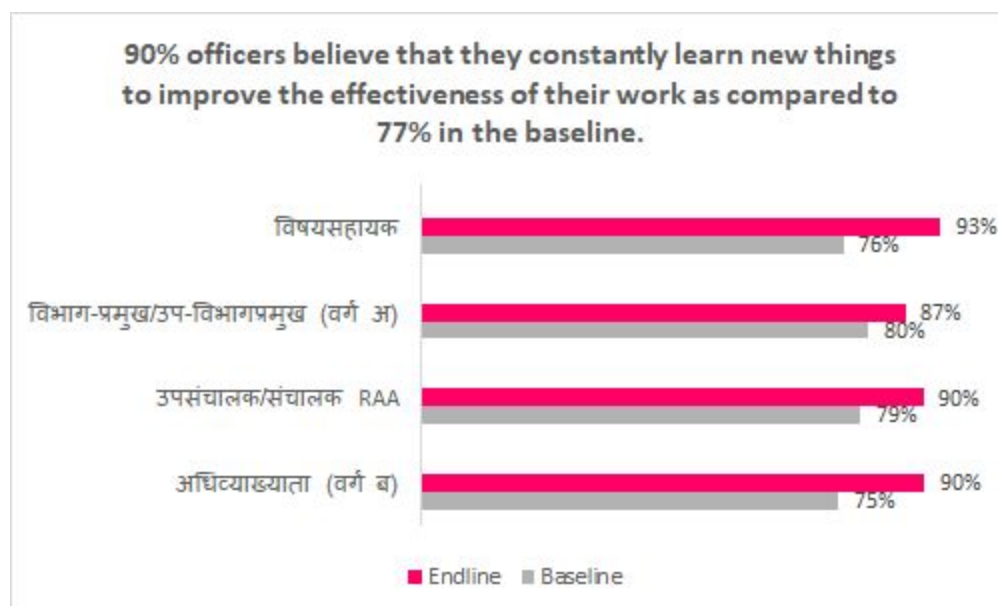

120 OFFICERS ACROSS MSCERT, RAA AND DIECPD'S TRAINED ON NEW AGE WORK SKILLS BY LFE

A Snapshot of Feedback from officers after the cycle of training and OD workshops

92% officers firmly believe that daily decision making has shifted to outcome based approach.

- विषयसहायक — Endline 94%, Baseline 80%
- विभाग-प्रमुख/उप-विभागप्रमुख (वर्ग अ) — Endline 91%, Baseline 73%
- उपसंचालक/संचालक RAA — Endline 88%, Baseline 74%
- अधिव्याख्याता (वर्ग ब) — Endline 92%, Baseline 79%

■ Endline ■ Baseline

● Based on the feedback received, it was found that **more than 90% of the officers benefitted from the OD exercise.**

● **More than 88% of officers** found sessions around calendaring, effective use of google drive and email management to improve their productivity on a day to day basis.

90% officers believe that they constantly learn new things to improve the effectiveness of their work as compared to 77% in the baseline.

- विषयसहायक — Endline 93%, Baseline 76%
- विभाग-प्रमुख/उप-विभागप्रमुख (वर्ग अ) — Endline 87%, Baseline 80%
- उपसंचालक/संचालक RAA — Endline 90%, Baseline 79%
- अधिव्याख्याता (वर्ग ब) — Endline 90%, Baseline 75%

■ Endline ■ Baseline

● The sessions conducted on PGI indicators and ASER report teamed up with case studies and relevant national resources proved to be helpful for them to understand their place in the larger ecosystem and see Maharashtra from a national lens. This further **helped them build clarity on their work** and reflect upon the highs and lows of the state's education machinery.

- A majority of officers felt that the sessions on team building, people management, and leadership gave them numerous practices that they could directly implement in their departments. This helped them build a participative and healthy work culture.
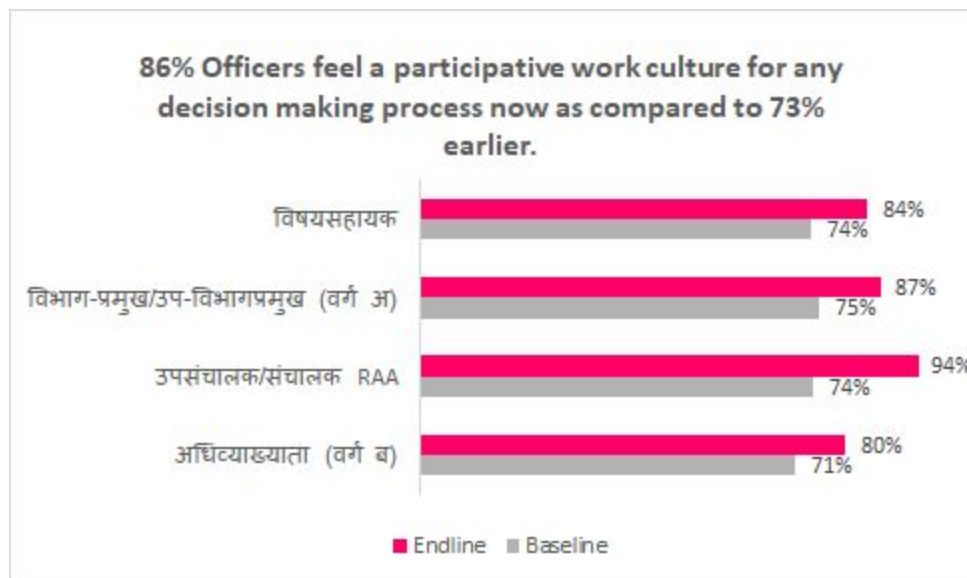

- **About 87.5% of officers have given more than 75% rating for LFE's support** to several departments over the last year. The feedback also states that officers feel that the LFE team is very accessible and responsive to any problem solving or brainstorming requirements.

- The highlight has been the **convergence of 95% of officers** who were interviewed, about the idea that **LFE's support has been quality centric** and it has recommended strong processes within the government system to ensure expected outcomes.

STORY OF CHANGE

"During the OD workshops, we learned about how to make data-driven decisions, manage our time and workload effectively through small technological hacks like using google calendar, emails, zoom meetings, presentations, and basic excel rules. Earlier I did not know how to use technology and did not feel very confident about using them but now I bring my own laptop to the office for using such productivity tools. I also feel very empowered to learn new things that LFE team shares with us for making our work easier."
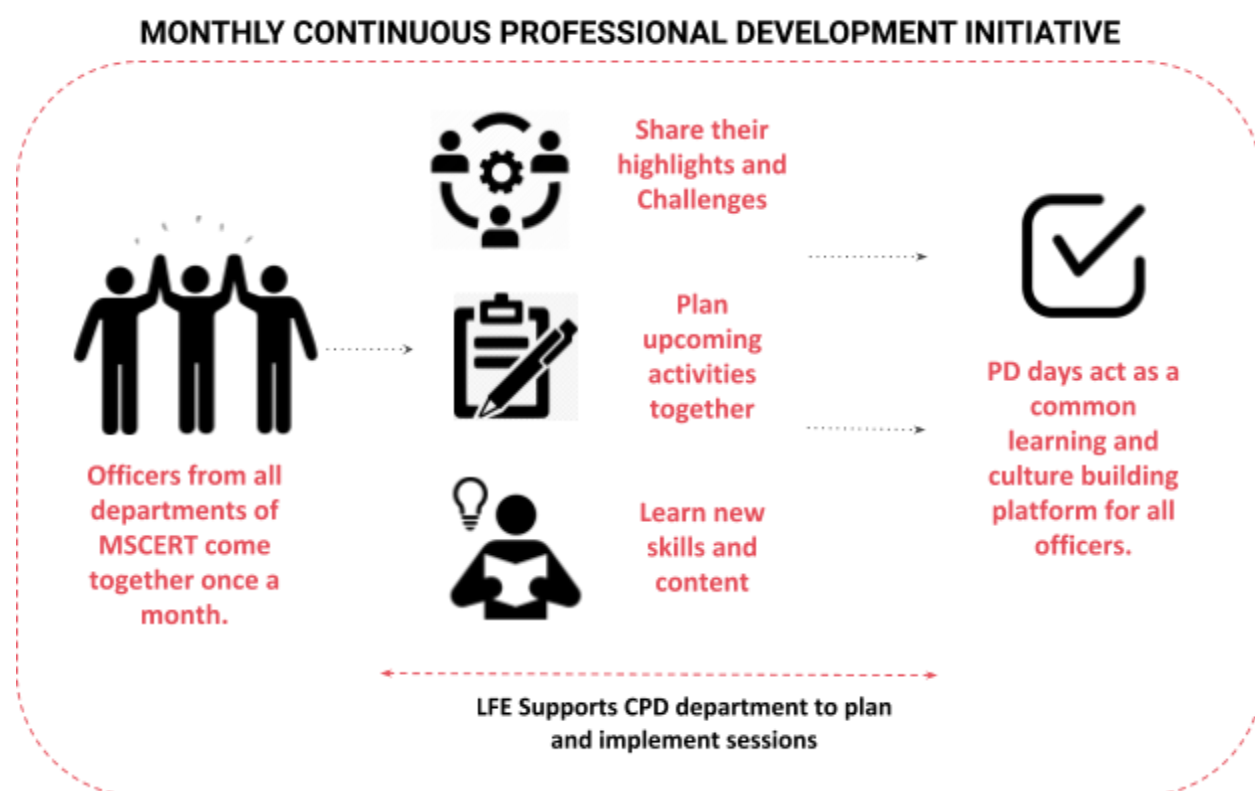
-Mrs. Pratibha Ghone, RAA Nagpur
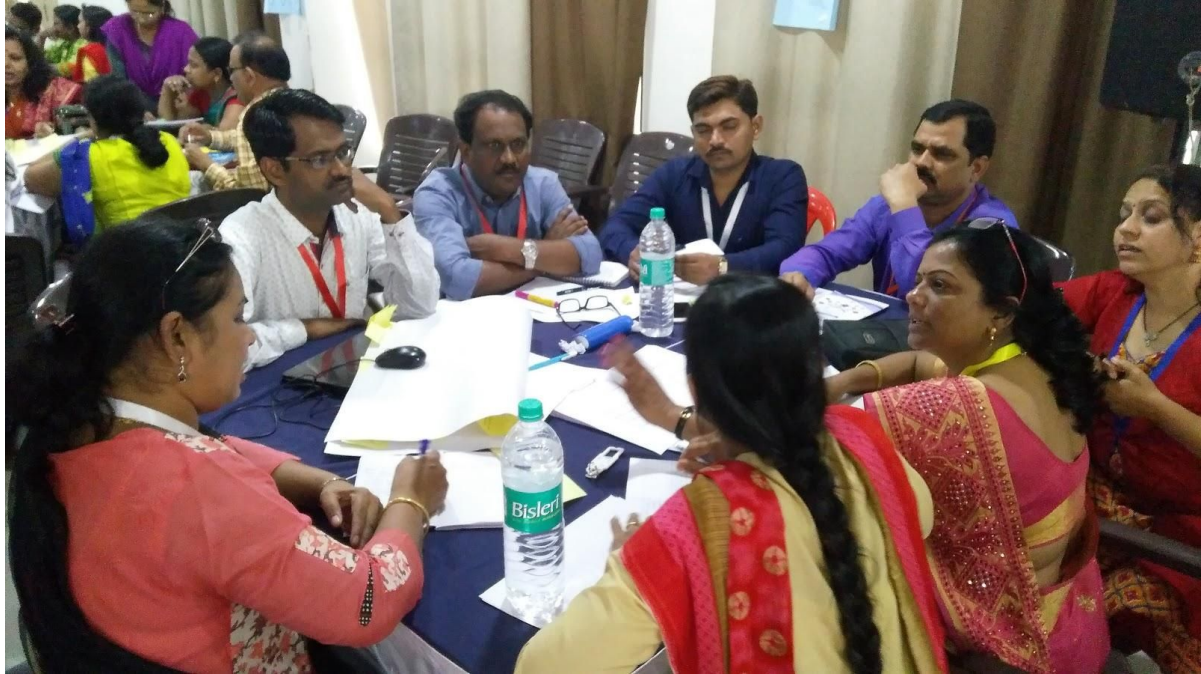
(Group discussion among members from MSCERT and RAA during Organizational Development Workshop, January 2019)

(Members of MSCERT, RAAs and LFE together representing Team Maharashtra at the end of the Second Organizational Development Workshop, January 2019)

LFE enables Officers Professional Development across 21 departments of MSCERT through a PD learning Day

Based on the conversations with various stakeholders and through the analysis of the baseline assessment, it was identified that there is a need for a common platform for effective communication within internal departments at SCERT. The intended purpose of the platform was to encourage inter-departmental learning and to develop a healthy organizational culture. These needs have been addressed through the introduction of the Professional Development Day (PD Day) at SCERT. This is a monthly structure where LFE enables the officers in the CPD department at SCERT to organize and facilitate various sessions relevant to improving work effectiveness.

MONTHLY CONTINUOUS PROFESSIONAL DEVELOPMENT INITIATIVE

Officers from all departments of MSCERT come together once a month.

Share their highlights and Challenges

Plan upcoming activities together

Learn new skills and content

PD days act as a common learning and culture building platform for all officers.

LFE Supports CPD department to plan and implement sessions

Key activities in this platform include sharing main activities of last month, upcoming agendas, highlights and learnings for each department; which is followed by a knowledge session where staff members come together and explore new concepts and ideas. After this, is a skill based session where the staff learns a new skill (technical or soft skills) in a hands-on way. Typically, PD days are closed by an activity around building culture and spirit of teamwork.

In 2018-19, a total of 6 PD days were conducted at MSCERT with **an average attendance of 60% and above were present at all times and 60% sessions were conducted by MSCERT officials only.**

Educational Technology

Exploring Balbharati's digital presence by creating a YouTube channel was an instant hit with almost 2 million views in six months

Over the past year, we've been working with Balbharati to explore digital content creation. Acknowledging that students these days are learning from mediums other than textbooks, Balbharati was eager to venture into the digital content creation space. In order to test the waters, we developed a Youtube channel to engage with students, teachers and parents through short, interesting videos that address specific needs.

In November 2018, Balbharati launched the YouTube channel. In a short span of 6 months, the channel has gathered 45k+ subscribers, 376 videos, and 1,716,226 (almost 2 million) views.

376
videos

45,000
subscribers

1,700,000
views

Most of the content was published to support Grade 10 students with high stakes board exam preparation. The videos include explanations and tips from teachers to help students solve the model question papers available on Balbharati's website. Videos were released from December through January, an optimal time from the perspective of students who were preparing for 10th boards.

STORY OF CHANGE
(These are select comments on the YouTube channel videos)

"Thank you for your guidance, idea and informative videos. I'll try to secure best score in this upcoming ssc board exam. Thank you for creating this YouTube channel. It is a great initiative by the maharashtra state (Balbharti)"

- Shivam Dhanwate

"Very nice presentation. All the queries and questions are best solved. Thanks for your hard work."
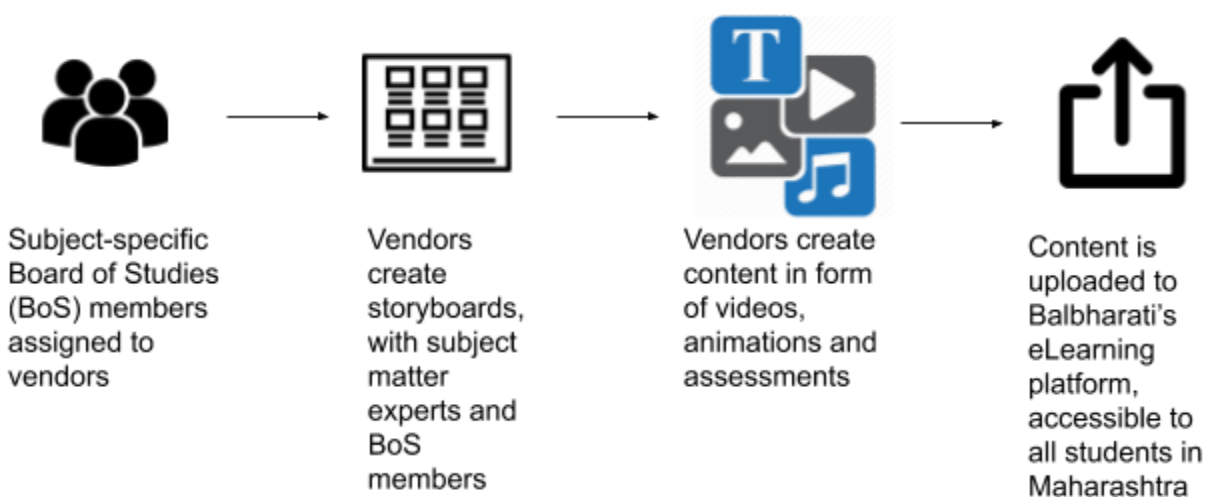
- Vijay Gite

E-Balbharati Vertical and Pilot Projects

Over the past year, we've also been working with the Director of Balbharati to envision an apex body for educational technology in the state of Maharashtra. LFE is supporting the Maharashtra State Bureau of Textbook Production and Curriculum Research (Balbharati) in setting up this body, known as E-Balbharati. In March 2019, LFE was officially appointed as the PMU for setting up E-Balbharati.

Since then, our focus has been on digital content development procurement and implementation strategies. We're currently piloting two approaches:
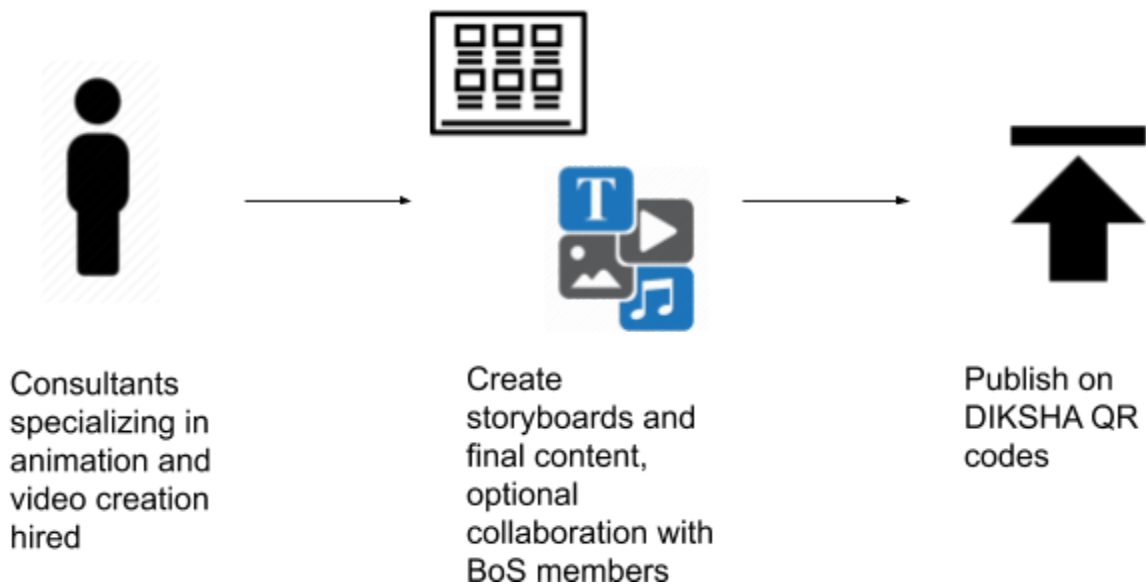
1. Grade 10 pilot project, where Balbharati is working with vendors skilled in digital content creation.
2. Grade 2 and Grade 11 pilot project, where Balbharati is setting up an in-house team to create content.

Grade 10 pilot project

Subject-specific Board of Studies (BoS) members assigned to vendors → Vendors create storyboards, with subject matter experts and BoS members → Vendors create content in form of videos, animations and assessments → Content is uploaded to Balbharati's eLearning platform, accessible to all students in Maharashtra

At the time of publishing this report, the first three chapters of content have been created by vendors and are undergoing review by Balbharati before being published.
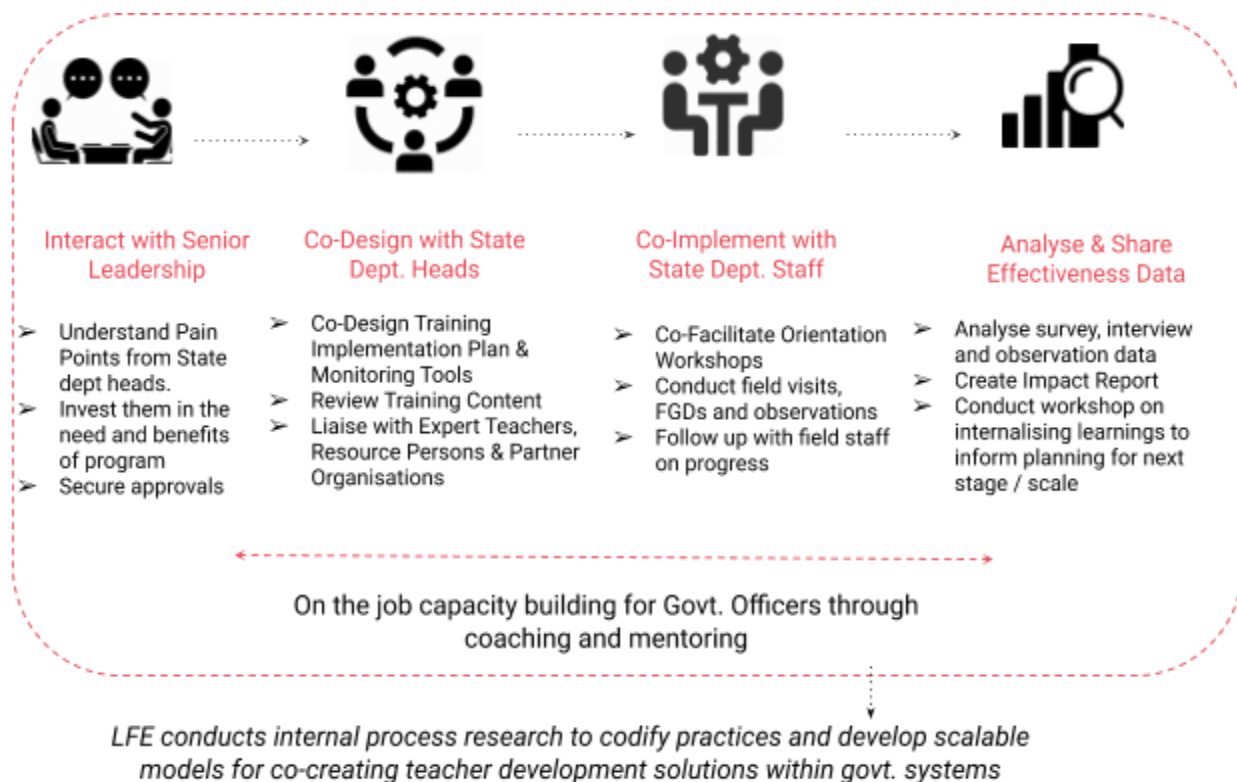
Grade 2 and Grade 11 pilot project

Consultants specializing in animation and video creation hired → Create storyboards and final content, optional collaboration with BoS members → Publish on DIKSHA QR codes

At the time of publishing this report, this pilot is in its nascent stages. A six-member consultant team has been hired and a studio set up at Balbharati to record video and audio content.

Teacher Training

The objective of the initiatives under teacher training is to create teacher training models at the state level contextual to departmental needs and goals. The process flow of the way the work is initiated with State. is shown in the illustration below:

Interact with Senior Leadership

➢ Understand Pain Points from State dept heads.
➢ Invest them in the need and benefits of program
➢ Secure approvals

Co-Design with State Dept. Heads

➢ Co-Design Training Implementation Plan & Monitoring Tools
➢ Review Training Content
➢ Liaise with Expert Teachers, Resource Persons & Partner Organisations

Co-Implement with State Dept. Staff

➢ Co-Facilitate Orientation Workshops
➢ Conduct field visits, FGDs and observations
➢ Follow up with field staff on progress

Analyse & Share Effectiveness Data

➢ Analyse survey, interview and observation data
➢ Create Impact Report
➢ Conduct workshop on internalising learnings to inform planning for next stage / scale

On the job capacity building for Govt. Officers through coaching and mentoring

LFE conducts internal process research to codify practices and develop scalable models for co-creating teacher development solutions within govt. systems

Teacher Professional Development (TPD) using Technology

Due to the reduction in training budgets this year, various state agencies responsible for teacher professional development are under pressure to find alternate solutions to provide teachers the required support through training. RAA Aurangabad reached out to LFE to create a strategy to support them in maximizing the number of teachers trained within the limited budget provided. There has been a demand of over 80,000 teachers in 2018-19 for training in Spoken English by RAA Aurangabad.

In order to overcome these constraints and still be able to reach their training goal, a decision was made to leverage technology to develop a blended training model which is instructor-driven, thus enabling RAA Aurangabad to maximize the number of teachers trained. This approach was prototyped and benchmarked against a popular online program with no instructor interaction.
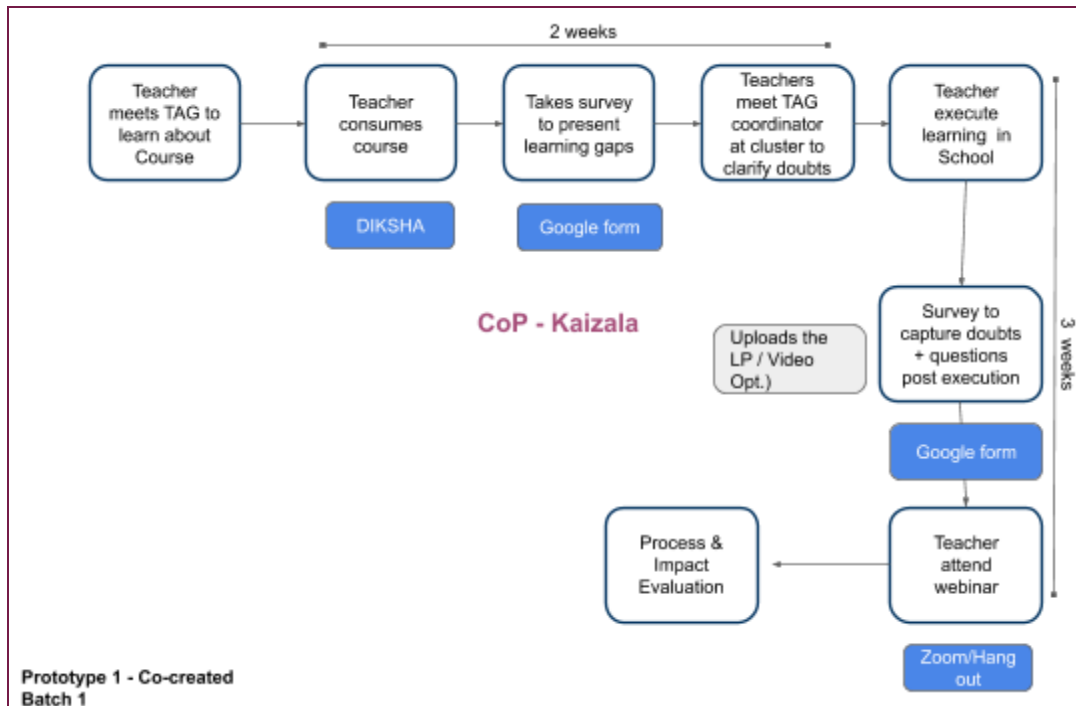
Design of the blended model of training co-created by RAA, Aurangabad, LFE, and Ekstep

These key activities were undertaken while prototyping the design:

- **Content**: Two sample training modules were created using the already existing offline course
- **Teacher selection**: A sample size of 20 teachers were selected for both types of model.
- **Mentor Selection**: For the instructor driven model, mentors selection was done from the district itself by RAA, Aurangabad.
- Guiding tools and documents were created to support the mentors in implementing the prototype.

Timelines: The prototype designs were tested over a span of a month.

Prototype at Hingoli
- The prototype testing at Hingoli for both models was implemented successfully over a span of one month.
- The evaluation of each component of the design for both models was done using surveys, guiding documents, FGDs, and observations

The focused group discussion with teachers for prototype 1 in progress at Hingoli

Key Learnings and decisions are taken post Prototype -

- **Training Model design** of prototype 1 i.e. blended is relevant and must be continued. Any new design must try to include as many successful principles of Prototype 1 as feasible.
- **The teacher Selection process** must ensure that all teachers are informed about the activities they are required to undertake during the course. Teachers who agree to participate they must be signed up.
- **Mentor Orientation** must be given to both TAGC and ESA on the complete process and content
- **Roles and Responsibility** of the RAA Team Members, DIECPD members, TAG C mentors, must be clearly defined and communicated.
- **Content** must be created for specific grades with 100% completion for the next phase
- **Tools and Guiding Documents** must be created before starting the implementation for evaluation.

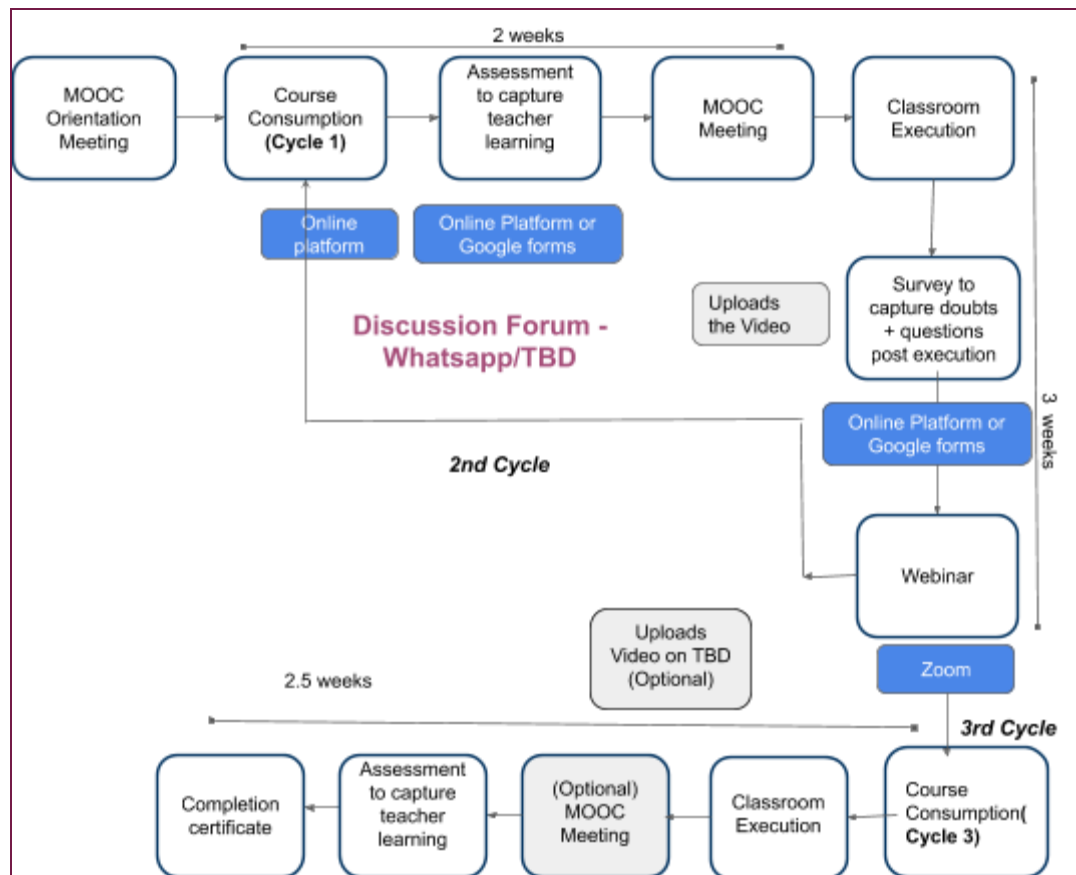## Mini Pilot: Spoken English

Training Design
  a. **Content:**
     Content creation was an important commitment that was undertaken over a period of 2.5 months. The aim was to create 100% content required for the course. The process began with the creation of the quality benchmarks for e-content by LFE which was done referring MHRD guidelines on e-content. This benchmark document was used as a guiding document in the content creation workshop which was held over a period of 5 days at RAA, Aurangabad. English Subject experts and some high performing teachers were called from all over the state to do

storyboarding and scripting. This was followed by shooting and editing and final upload on the platform.
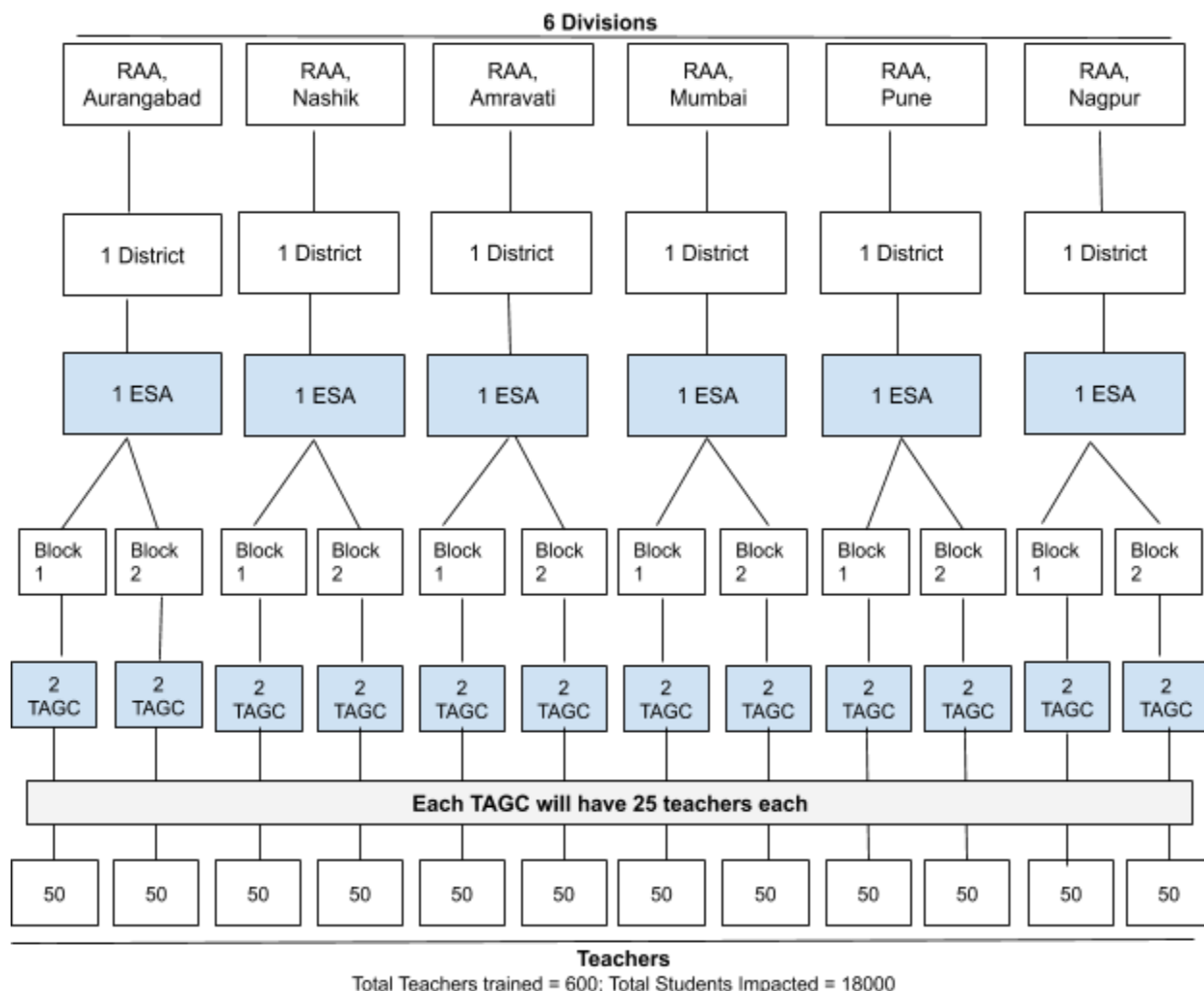
b. **Process**

Centered mainly around the key findings and learnings from Prototype, RAA, Aurangabad, and LFE co-designed a revised version of the blended model which has features from both prototype 1 and 2. The design is given below:

c. **Scope**

The objective of this mini-pilot was to train 600 teachers in Spoken English facilitation in classrooms and consequently impact the Spoken English skills of 18000 students. The most important element of designing a training model is that it must be easily replicable at scale. This revised blended model design was assumed to be replicable at scale. In order to validate this, the following representation was considered as a replicable unit:

6 Divisions

| RAA, Aurangabad | RAA, Nashik | RAA, Amravati | RAA, Mumbai | RAA, Pune | RAA, Nagpur |

1 District (×6)

1 ESA (×6)

Block 1 / Block 2 (for each division)

2 TAGC (under each block)

Each TAGC will have 25 teachers each

50 (×12)

Teachers
Total Teachers trained = 600; Total Students Impacted = 18000

d. **Teacher Selection**

The teacher selection process was planned by RAA, Aurangabad. The English Subject Assistants were responsible to get Teacher registrations from their respective districts selected clusters via TAG coordinators who were chosen as mentors. The process was aimed at enrolling teachers on a self-selective basis, but not many teachers applied due to lack of awareness of the program and its benefits and also due to the timelines of the training (since Feb- April was a very busy month due to exams and election duties). Therefore, the ESA and Mentors (TAGCs) motivated and enrolled teachers who were already a part of the TAG[1] group in their specific selected clusters.

e. **M&E design**

---

[1] Teacher Activity Group is a structure which was introduced by the TEJAS Program supported by British Council where teachers meet once a month to improve on their teaching skills toward the English Language

The Evaluation strategy was based on the Kirkpatrick[2] Model. It takes into account different styles of training, both informal or formal, to determine aptitude based on four levels criteria as mentioned below:

Level 1: Reaction

Measures how participants react to the training (e.g., satisfaction?).

Level 2: Learning

Analyzes if they truly understood the training (e.g., increase in knowledge, skills or experience?).

Level 3: Behaviour

Looks as if they are utilizing what they learned at work (e.g., change in behaviors?)

Level 4: Results

Determines if the material had a positive impact on the business/organization.

f. **Timelines**

Initially, the timelines planned for the mini-pilot were planned in Nov 2019, post final analysis of prototype. There were multiple assumptions and hence dependencies which later caused the timelines to shift by approximately 1.5 months. For some of the tasks such as content creation and the process of uploading onto the platform, the delay was more than 1.5 months as it was being completed simultaneously with training implementation, as opposed to the initial plan. The delay led to the training being squeezed into a two-month program whereas originally it was supposed to be around 3 months. This led to reduced time given to teachers and mentors towards tasks expected in each phase of the training.

A couple of reasons that caused this change in timeline were:
- Delay in getting the platform functionally ready
- Low attendance of research persons during content creation workshop
- Video editor and cameraman not available on required dates
- Lack of additional resource on the project slowed down the process of task completion
- Teacher unavailability on planned dates due to some State priorities
- Other administrative priorities

The initial(intended) and actual timelines are presented below for comparison.

---

[2] The Kirkpatrick Model is one of the best known model for analyzing and evaluating the results of training and educational programs.
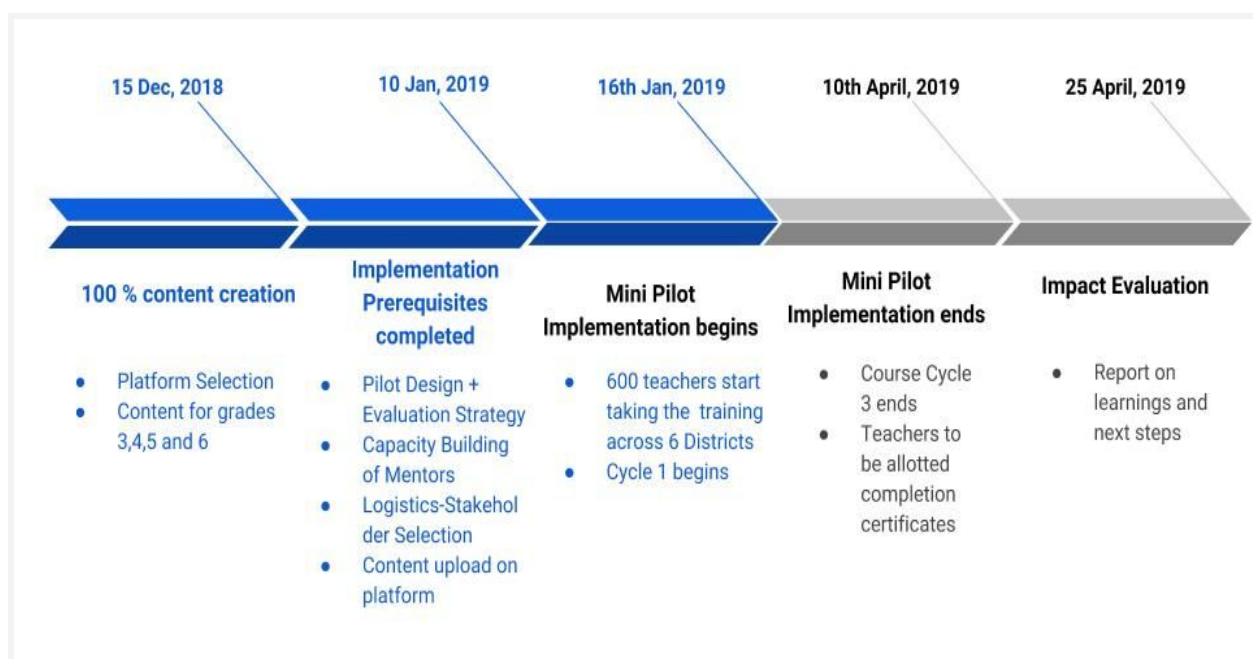
The intended timelines planned in Nov 2018
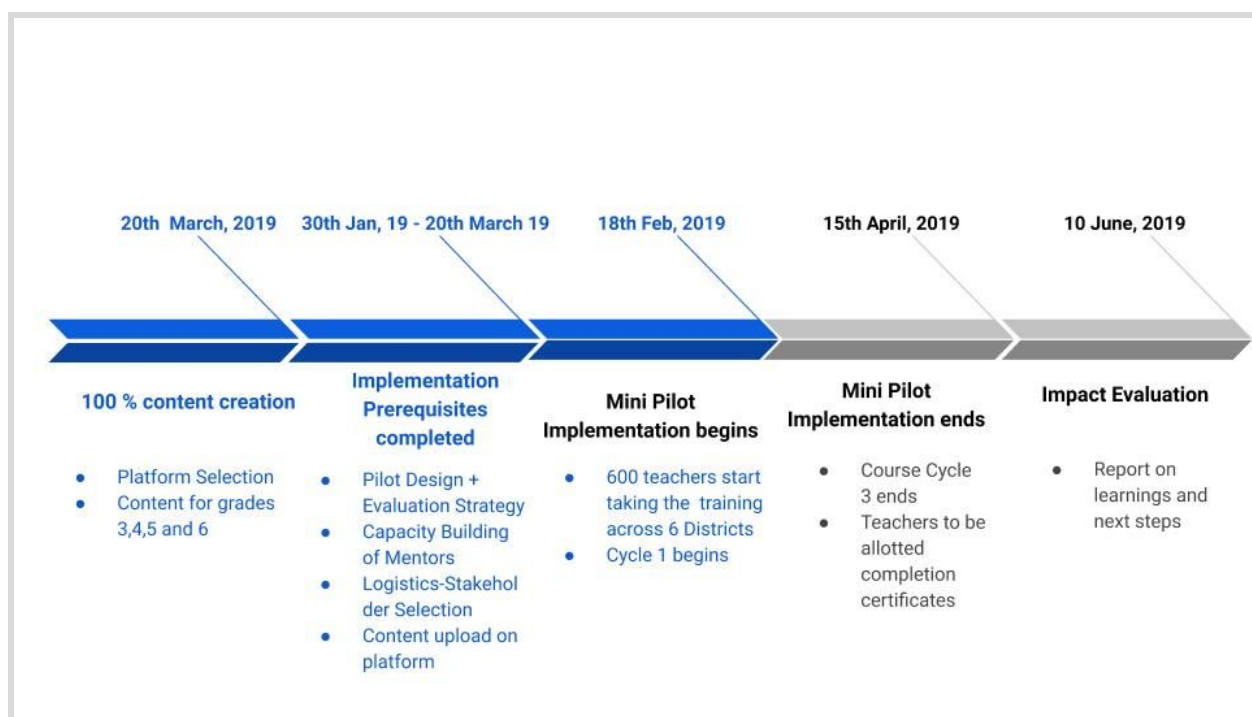
The actual timelines of task accomplishments

g. Implementation

The training Implementation took place from Feb 2019 to April 2019. It consisted of the accomplishment of the below key tasks.

Key tasks	Detail
Mentor orientation and expertise building	A three days workshop was held at RAA Aurangabad in the first week of Feb where 24 MOOC Coordinator (TAGCs) and 36 English Subject Assistants along with a few BEOs and DIECPD principals attended. The workshop was aimed at building process and content understanding in mentors to be able to support their teachers
Teacher Orientation	This was held across all 24 clusters on 18th Feb, facilitated by MOOC Coordinator and supported by English Subject Assistants. The agenda was to orient the teachers about the process and the course and also share expectations.
In person Meetings (MOOC Meetings)	There were two meetings that were held across all 24 clusters. Here teachers got an opportunity to discuss the gaps in their understanding collated from post-test results. They also got opportunities to practice activities hands-on.
Webinars	Webinars were also held twice for teachers in Phase 1 and Phase 2. Here teachers shared their challenges during implementation, and ensures resolved those challenges and also shared feedback on the classroom videos submitted.

Training Impact

a. Scope and Reach

Stakeholder	Reach
Dept.	English
Dept. Officers	2 Vishay Sahayaks, 1 HOD
Mentors	24 Coordinators + 6 English Subject Assistants
Teachers	553
Students	~10880

### b. Key Stakeholder Skills built on working with LFE team

The LFE team consciously worked with the stakeholders to ensure capacity building. Below are the knowledge and skills built for different stakeholders in the process.

Stakeholder	Key Knowledge areas	Key Skills	Method
HOD	- Basic understanding of Blended Training Approach - Guidelines on e-content design - Monitoring and Evaluation Framework	- Designing and facilitating Workshops	- Co-working and regular Update Meetings
Vishay sahayaks	- Basic understanding of Blended Training Approach	- Project Planning using a tracker - E-content design and creation - Managing multiple stakeholders - Designing and facilitating Workshops - Working on specific features of G-Suite and Google Forms - Assessment creation - Conducting FGDs and Observations - Creating Guiding tools - Conducting Webinars	- On the job capacity building through co-working - Providing checklist and guiding tools
Mentors	- Content Knowledge - Process Knowledge	- Planning required meetings - Facilitation - Conducting Webinars - Mentoring	- Orientation workshops - Provision of TOOls and Guiding Documents - Content expertise building support via workshops and webinars

c. **Teacher Improvement on Spoken English: Post training, on average, 57% of teachers reported a 12.6% increase in their comfort and 0.9% reduction in their fear of making mistakes while speaking in English along with a growth of 18.9 % on their awareness of activities/resources and pedagogy required to teach Spoken English in class.**

The objective of the Spoken English Program was to improve the confidence of the teachers in spoken English and enable teachers to build facilitation skills to teach spoken English in the classroom through various activities. All the teachers self-rated themselves on Confidence and

some mindset related questions at the start and end of the course. Below are the results of the assessment.

Baseline/Endline - Teachers Self rating on Confidence and Mindset
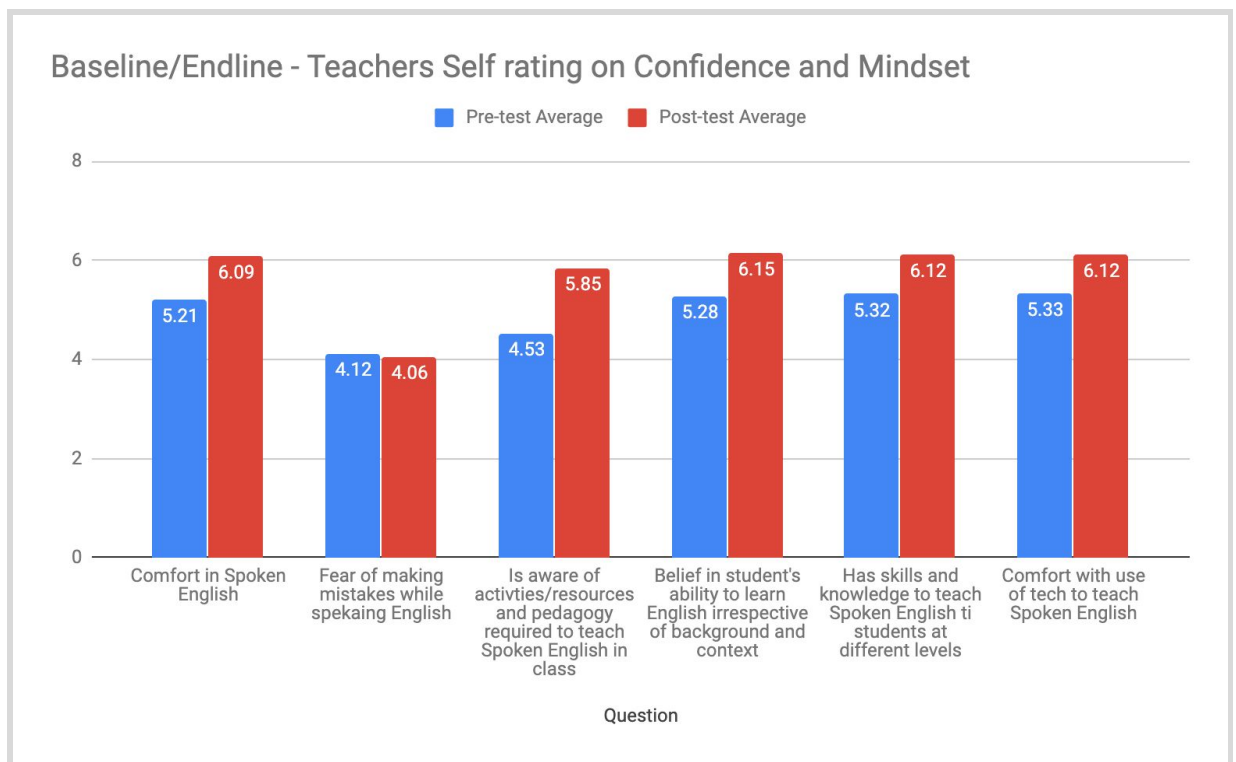
d. **Teacher Mastery on Learning Outcomes:** Out of all the 35 Learning Outcomes, **an average growth from baseline to end line can be observed** in 26 of them with **the highest at 73.9% on Learning Outcome no 3 in Phase 2**, whereas **the lowest at 0.2% on Learning Outcome 2 of Phase 2**.

The Spoken English course has 35 Learning Outcomes that are being covered in the course as a part of 15 modules in three different phases as mentioned below.
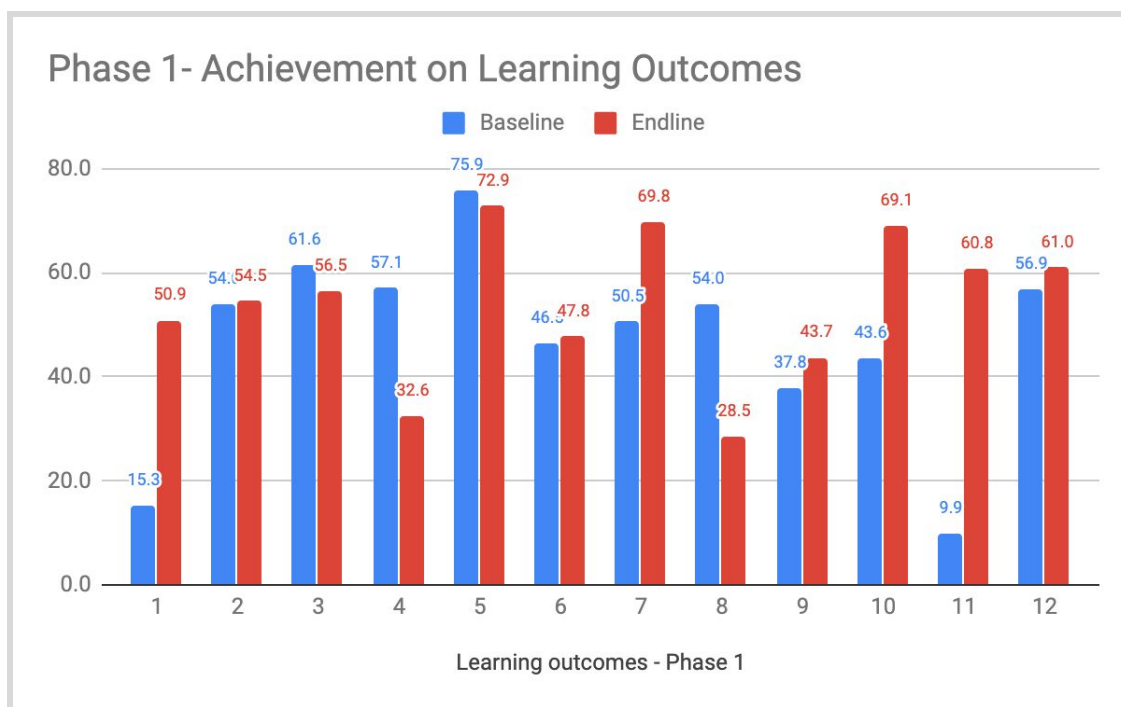
Phase no	LO. No.	Learning Outcome
Phase 1	1	Identify and implement techniques and activities that will build confidence in your students to speak English
	2	Differentiate among the terms - confidence, fluency, and accuracy.
	3	State the dos and don'ts to develop confidence, fluency, and accuracy
	4	Enlist the dos and don'ts while providing listening exposure
	5	State the relation between speaking and listening

|		
	6	Devise language activities for students based on the dos and don'ts
	7	Explain what Adaptation means for your classroom?
	8	Adapt activities suiting the level of your students
	9	Explain the importance of loud reading
	`10	Develop proper loud reading habits among students
	11	State what is a school environment
	12	Create many dialogues with students in various types of the school environment
Phase 2	1	State the need and importance of stimuli for speaking
	2	Identify activities related to stimuli for speaking
	3	Adapt activities and apply in classroom suiting your grade
	4	Enlist various techniques and devices useful for developing speaking skill
	5	Choose and use various techniques and devices useful for developing speaking skill
	6	Plan activities in the classroom for developing student's speaking skills
	7	Enlist various activities that will help students build new vocabulary from their context
	8	Adapt vocabulary acquisition activities based on need and context of students
	9	Identify the difference between correction for fluency and accuracy
	10	Identify your own habits of error correction
	11	Differentiate between Slow learners (SLs), CWSN and Learning disabled(LDs)
	12	Enlist innovations and action-research remedies to overcome problems of SLs and LDs
	13	Identify the home environment situations where children speak English
	14	Create situational dialogues for the learners
	15	Help students practice dialogues suitable for home environment situations
Phase 3	1	Explain what is the social environment

2	Provide opportunities to students to speak in English for social environment in the classroom	
3	Enable students to express their ideas, feelings, thoughts on various social situations	
4	State the importance of questioning in the development of speaking skill	
5	Ask questions related to students' context	
6	Give classroom instructions in English	
7	Communicate in English with all students	
8	Identify the importance of giving clear instructions before starting any activity	

The mastery in learning outcomes mentioned in the table above and the shift from baseline to end line, phase-wise, can be seen in the graphs below.
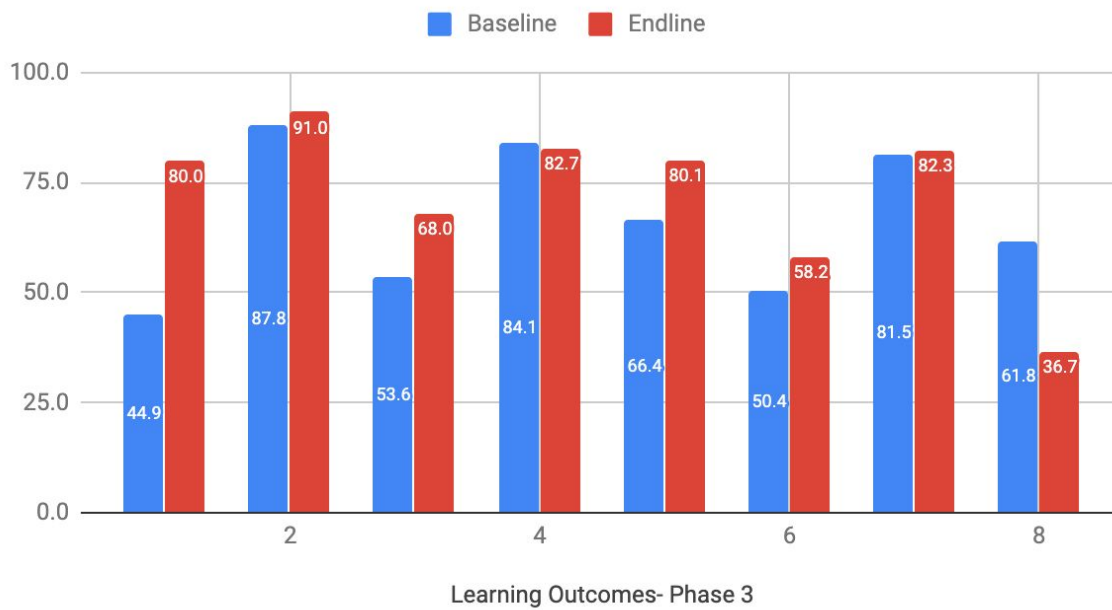
Overall, there can be seen a growth in 26 of 35 learning outcomes, however, 9 learning outcomes show a decrease from baseline to end line which can be attributed to question design and teacher's unfamiliarity with such designs (Source: FGD).

Phase 1- Achievement on Learning Outcomes

Phase 2- Achievement on Learning Outcomes
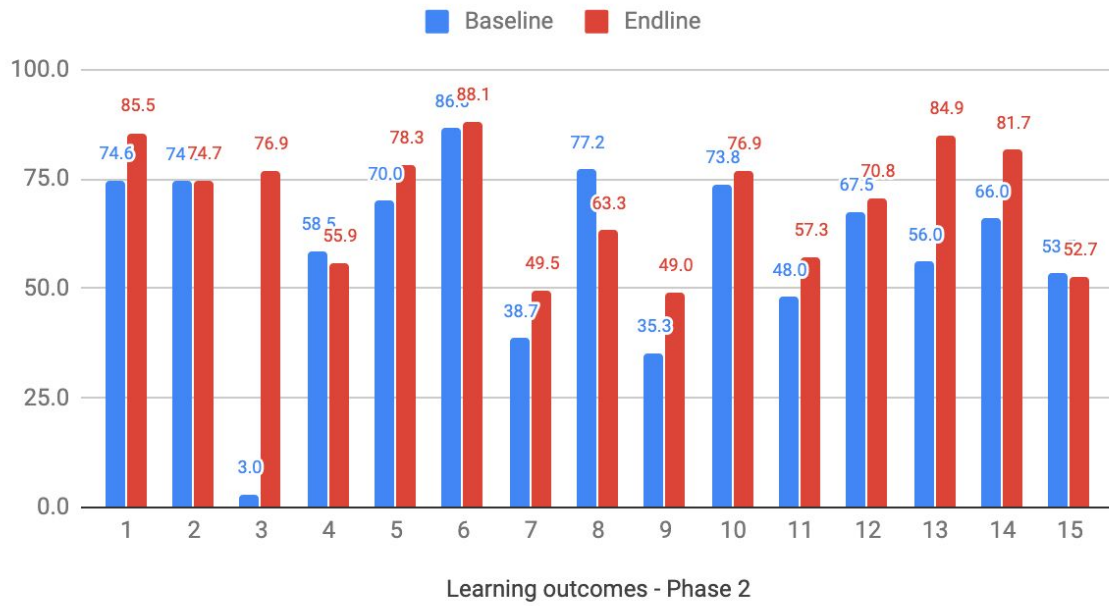
Phase 3- Achievement on Learning Outcomes

e. **Course Completion: Of the 553 enrolled, 63.8%** [3] **of teachers completed the course consisting of 15 modules and 35 Learning Outcomes.**

One of the key features of this training program was to provide teachers flexibility in self-learning within specific time windows. The overall course completion status is given below in the table.

% teachers who completed the course	% of teachers who left the course incomplete	% of teachers who did not start the course
63.8	24.8	11.4

f. **In person meeting engagement: 76.4% of teachers attended in-person meetings while 54.2 % of teachers attended webinars held during different phases of the training. The in-person meetings and webinars have had an increase of 7.8% and 0.3% in teacher attendance respectively from Phase 1 to Phase 2.**

Providing teachers proximate support on building knowledge and skills through mentors during the training has been a major component of the training design. Teachers found these meetings useful as they were able to clarify doubts among their peers with the help of mentors and also practice application.

The graphs below showcase the attendance data for the first two phases. In the third phase, meeting/webinar was optional and hence it has not been shown here.

---

[3] Multiple Researches have found that the completion rate of online courses or MOOCs is between 2 % - 7 % worldwide. Source:
https://www.researchgate.net/publication/306127713_MOOCs_completion_rates_and_possible_methods_to_improve_retention-A_literature_review

% Teacher Attendance in In-Person Meetings

% Teacher Attendance - Webinars
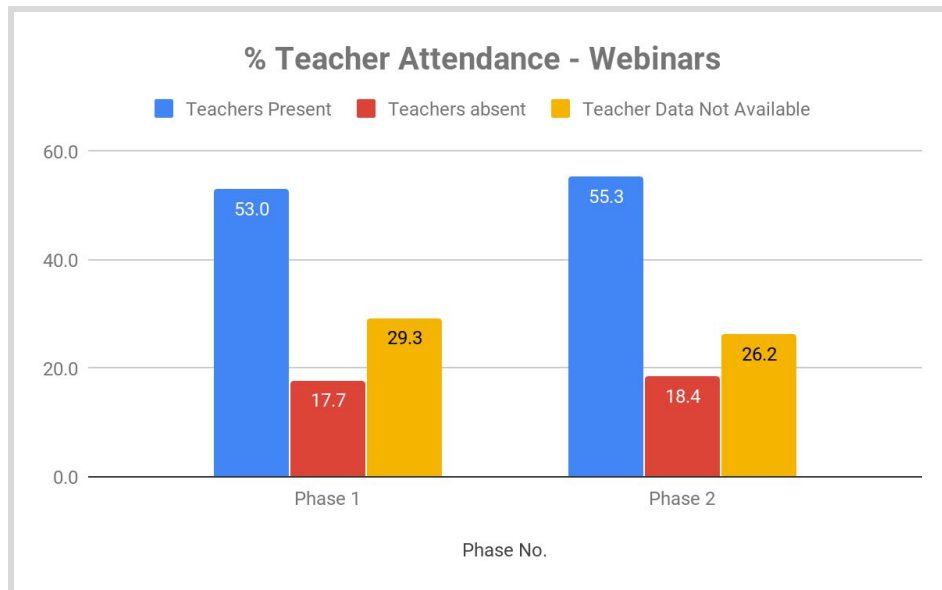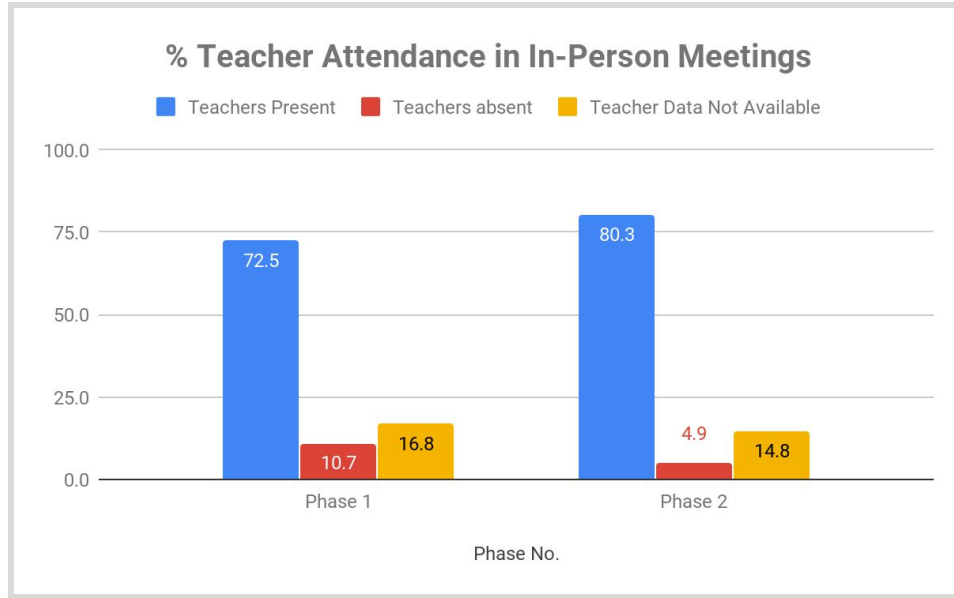
g. **Teacher Engagement on Application: A total of 685 self-recorded videos on the application of concepts in the classroom were uploaded throughout the training by around 56% of the teachers, in which 20% of teachers consistently uploaded at least one video for all the three phases of the training.**

The video upload data can be seen below.

**Course Application in classroom**
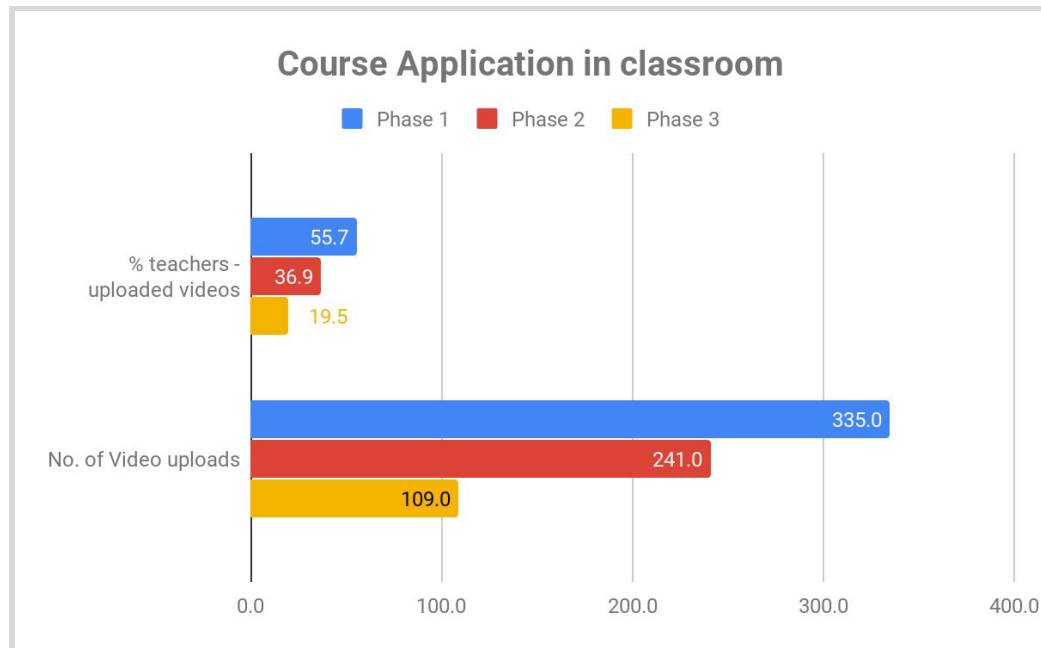
h. **Feedback (Surveys)**
   1. **Content- Out of all the teachers who filled the survey in each phase, more than 85% of them on a scale 1 to 7 (with one being lowest on quality and 7 highest) have rated the content 5 or higher on relevance, ability to engage, ease of understanding.**

   Of the total enrollment, the feedback on content on surveys was given by around 53%, 66% and 33% teachers for Phase 1, Phase 2 and Phase 3 respectively. Feedback results in detail are mentioned below.
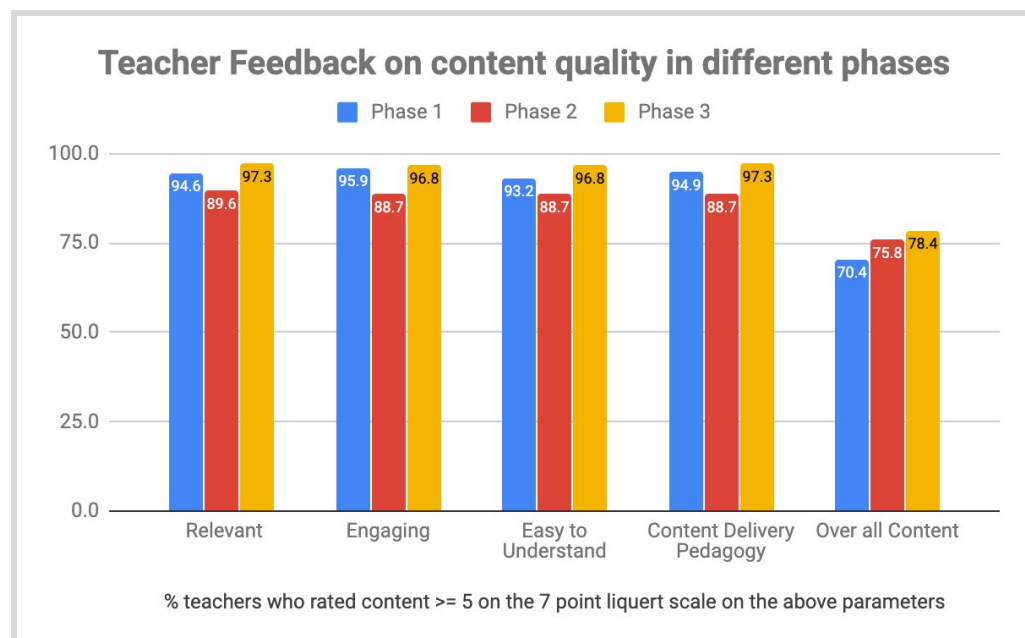
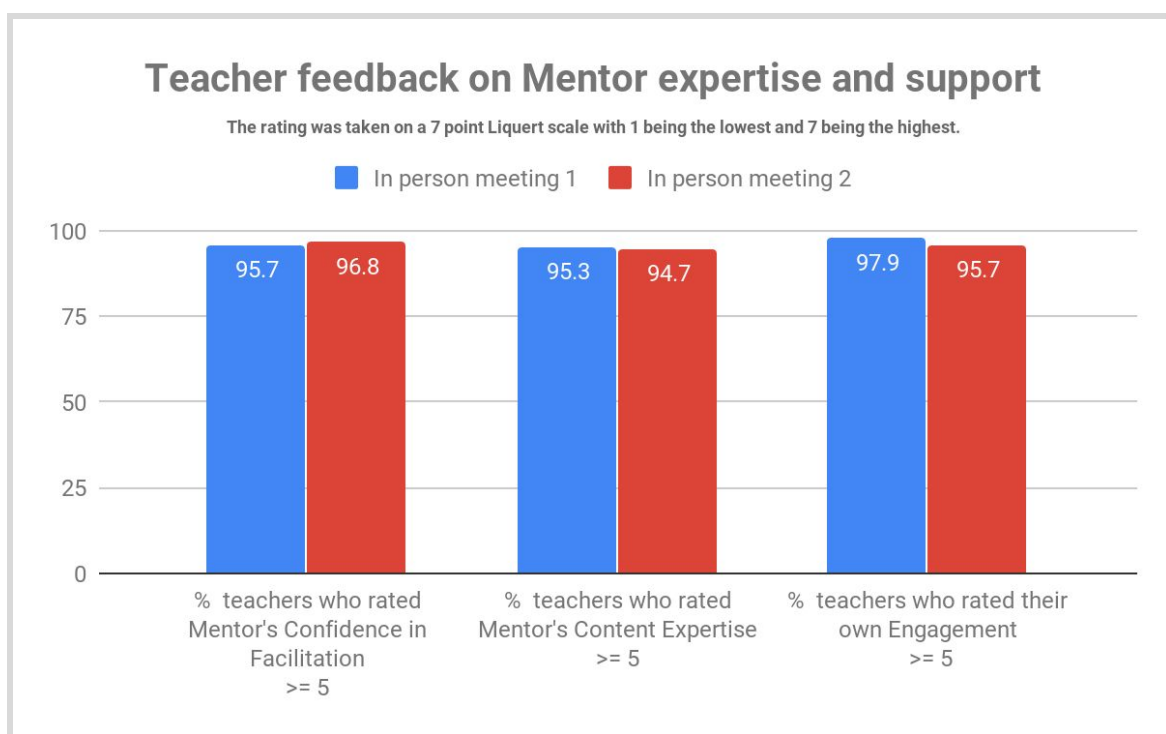**Teacher Feedback on content quality in different phases**

2. **In person meeting effectiveness- 96 % of teachers(of the 30% who filled feedback forms) reported in-person meetings throughout the training as a valuable use of their time and felt highly engaged.**

Around **87% of teachers** reported having a **clear understanding of their doubts and clarity on the next steps** post in-person meetings. The data is represented in the graph below.
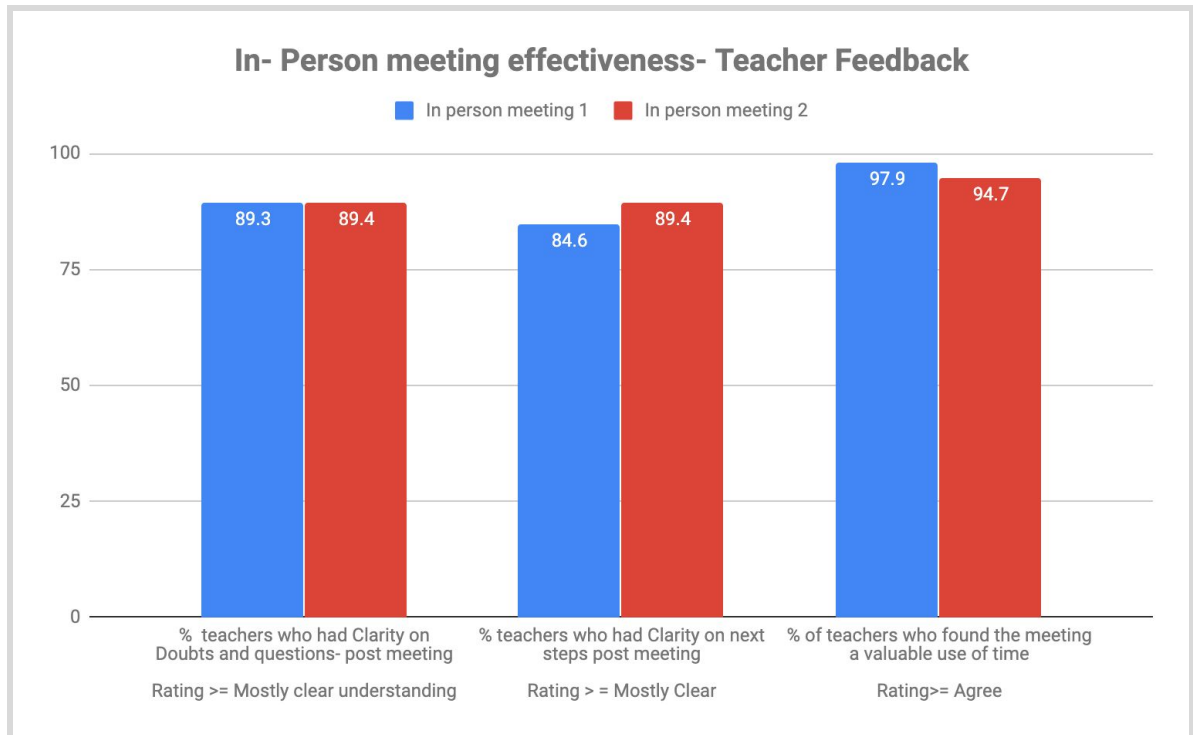
3. **Mentor Expertise- More than 90% of teachers (of the 30% who filled feedback forms) rated mentors high on content expertise and facilitation throughout different phases of training.**

The details can be seen in the graph below.

Teacher feedback on Mentor expertise and support

The rating was taken on a 7 point Liquert scale with 1 being the lowest and 7 being the highest.

■ In person meeting 1   ■ In person meeting 2

	In person meeting 1	In person meeting 2
% teachers who rated Mentor's Confidence in Facilitation >= 5	95.7	96.8
% teachers who rated Mentor's Content Expertise >= 5	95.3	94.7
% teachers who rated their own Engagement >= 5	97.9	95.7

i. Qualitative Impressions

FGDs were conducted by the LFE team and RAA officials for 12 clusters. The broad components of feedback collected on different parameters are shown below:

Training Component	Mentors/Teachers feedback from FGDs
Content	- Found the modules simple, short, easy to understand and relevant. In particular, they enjoyed the demo activities. They would prefer additional step- by - step videos showcasing the process of teaching. - Technically the quality can be improved further - The time given to consume course was sufficient but the timing of the training was not suitable given other priorities
Online Platform	- Teachers were not able to re-consume the course - Teacher data was deleted/mismatched for some teachers - Teachers couldn't upload more than one video - Easy to navigate and understand
Process	- Found the blended process very suitable and interesting due to the flexibility within self-learning - Instead of 2 months, the training must be extended to 2.5-3 months for additional flexibility and time to complete tasks.

	- Other subject training if done in the same way can be more useful to teachers - The training timing was very inconvenient due to other priorities such as exams, election duty, and administrative work. - Teachers enjoyed the task of video uploads. They need more time for video uploads than given during training. - Found the orientation meetings, in-person meetings, and webinars very useful as it helped them resolve their doubts and practice activities - Network issues placed challenges in teachers attendance on webinars. - Questions in assessments need to be shorter and question design needs to improve with minimal ambiguity. Some questions were not read carefully and understood by teachers - Teachers must be incentivized for such training or enrollment must be done for those who volunteer. - The mentor's need a more in-depth content and process expertise building support
Mentors	- Mentor presence was appreciated and there was suggested to continue providing this kind of support to teachers. - Teachers found the mentor support very helpful and the key reason for them to be able to complete the course
Guiding tools and Documents	- Teachers did not use the handbook given to them, because it was not printed (as a pdf). - They also were not aware of the platform tutorial video. - The pdf on 'how to join webinar' was very useful - Mentors found the dashboard extremely useful in their awareness of teacher performance and planning to support - The checklists, guiding documents, ppts, and handbooks were used by mentors consistently as they found it very helpful in their role and would like it to be shared in the future too.

j. Story of change

Some of the testimonials shared by stakeholders on their experience with the Spoken English Blended Training is as mentioned below.

1. **Officers working on Project from RAA Aurangabad**
   a. **Amruta Bhalerao, IT Subject Assistant, RAA Aurangabad**

"I was a primary teacher. Previously I was working with tribal schools. Now I am deputed at Regional Academic Authority, Aurangabad as an IT subject assistant. I was so shy when I started working on this project.
I am leading this project for the last 10 months. I learned many admin skills. for example- how to send official letters, how to do official communications, and also multitasking. At first, I was unable to take any decision but now I am able to take decisions with accepting its responsibilities.
I also learned many ICT and technical skills. Before I never used google drive but now I work a lot on g-drive. In the Spoken English blended training, we are providing videos, so I learned video shooting and editing. I could do it before also but now the approach and perspective are new and different. I can now find situations, spots, and good shots easily.
I am able to do training planning and its implementation. I learned how to work with the timelines. Specially Spoken English blended training developed my thought process. Now, every time I think about how this will be useful for the outcome/ target. It makes me capable to ask questions and work accordingly. Working on the Spoken English blended training, also open window towards the thinking process. "

b. **Ganeshshihare, Subject Assistant, DIECPD, Aurangabad**

"Working in MOOC[4] project as a Coordinator gave me an enriching experience of learning new technology related things. Working with LFE team, I developed my interpersonal communication skills. I developed a scientific approach to designing a test. Also, learned many technology related things such as how to work effectively and efficiently on Google doc, sheet, slides. I learned how keeping timelines are important for making any project successful. In addition, I also learned that

---

[4] The Spoken English Blended training is also refrerred as MOOC by govt. Stakeholders.

Observation should be done specifically. I could get rich inputs regarding various aspects of MOOC course. My broad learnings are:

- *How planning of a training session can be done collaboratively. Objectives play an important role in every aspect of MOOC.*
- *So, before starting any task, objective of that task should be taken into consideration. Objectives keep you on right track"*

2. **Mentors**
   a. **Venisa Sirvel (MOOC Coordinator), Dist. Palghar**

   "After consuming Spoken English MOOC program. I am feeling much more confident to speak in English, also increased my vocabulary. I got many new ideas and techniques to develop speaking skills in my students. I have started using classroom language. I also improved my vocabulary. I am working as a MOOC Coordinators. In my MOOC meetings and webinars, we shared our ideas, activities with each other. So this program gives us a platform to develop ourselves as well as our learners."

   b. **Manjusha Dambhere(MOOC Coordinator), Dist. Chandrpur**

   "Being in the 21st century MOOC was totally new for me but when it was introduced and I work into it I found it as an easy access methodology. It has brought the storage of knowledge-based English language teaching with content and language integrated learning. It was being supported with videos that totally gave demonstrative and practical knowledge of content. Reference materials helped me to gain more knowledge and gather extensive information. My MOOC teachers are adapting many activities in their schools. An innovative thing is that equity and CWSN students factor is included in the MOOC. It is really inclusive and appreciable. MOOC is helping our teaching-learning process to run smoothly without any hurdles, For the betterment of my students and my CPD it should be continued as per my view."

3. Teachers
    a. **Shubhangi Kore**

    "MOOC is a revolution in the education system. MOOC is a very great opportunity for teachers. There are very simple modules. I acquired very fruitful knowledge from this course. I learned so many new spoken English techniques and skills. I gained confidence in my ability to communicate effectively in English, especially in the classroom. Attending a webinar is also a great experience for me. All three phases included in this course are very useful."

    b. **Pradnya Shirodkar**

    "MOOC increases my confidence level. I got the right way to teach English to the students. It is a new way of training. Online learning is the best option."

Urdu department – Training quality improvement

The Urdu department at MSCERT has planned to conduct a training program for developing basic reading competency for students in Urdu-medium primary schools this year. LFE has been working closely with the staff to provide proximate support so that the overall processes and effectiveness of the training can be improved. Members of the LFE team in collaboration with Urdu department officers studied a similar program conducted by the Marathi department last year and identified gaps that were essential to be addressed before launching the same program for Urdu-medium schools. The team also

provided design and on-site support for developing a detailed monitoring and evaluation plan for the same. Following were the crucial aspects which were addressed during the process-

1. Selection of 167 master trainers was done on the basis of pre-designed criteria as opposed to just based on recommendations.
2. Proper structures were put in place to at various levels like the selection of master trainers, organizing training and studying impact, etc to increase the scope of participation of Regional Academic Authorities in the training process.
3. Master trainers were selected to validate the content of the training modules by conducting demo-sessions with teachers who in turn, tested the material with students before the module was finalized.
4. Ensured impact measurement tools were incorporated at every stage and analysis of the feedback was done before progressing to the next phase of the training program.
5. School visits across 23 districts were done with the help of Master trainers and RAA officers to understand the impact of the program at school level and collect teachers' feedback on the same.

General Advisory and Support

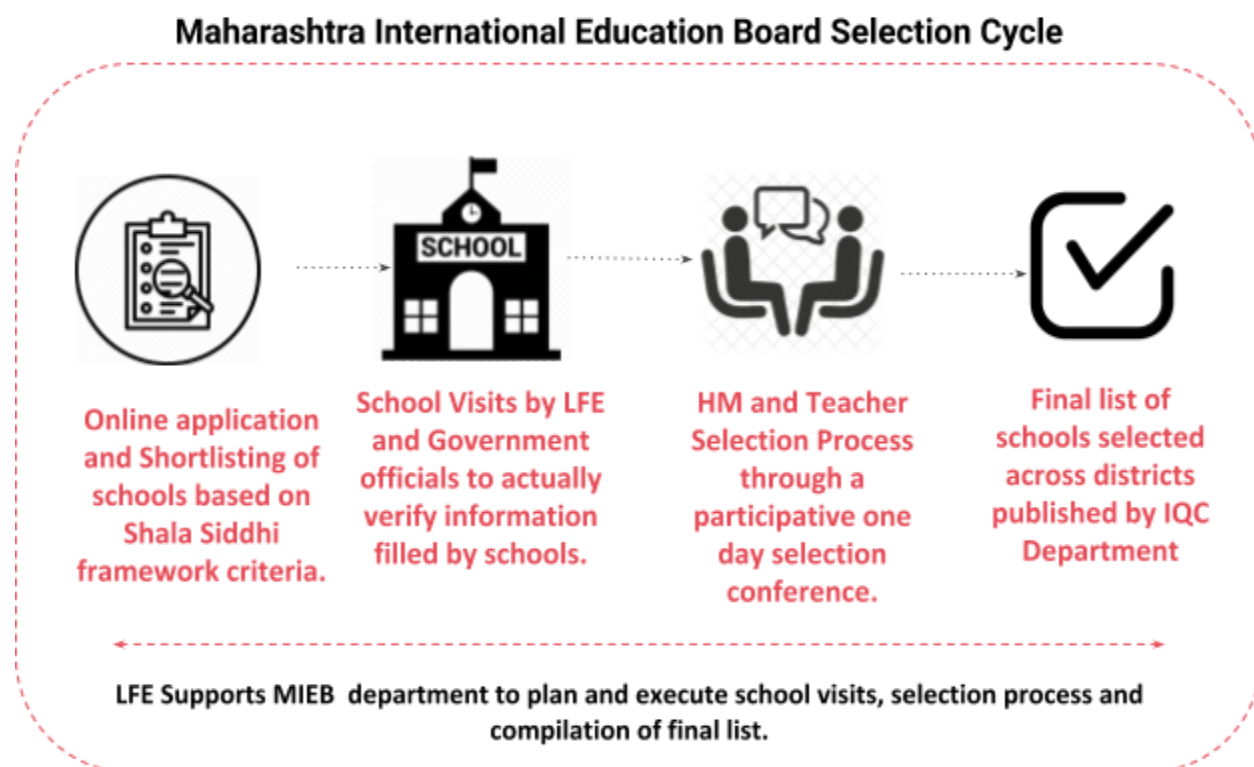**Newly formed MIEB board affiliated 85 schools in Maharashtra by June 2019**

In early 2017, the School Education Department of Maharashtra started toying with the idea of piloting a system of schools that are able to provide an education aligned to the evolving international standards and the changing global priorities in education. In the context of the increasing global focus on 21st-century skills, the department had a mission to build a network of 100 high performing schools providing quality education comparable to international standards. While the focus of schools is going to be at par with the international quality, the school processes will be sensitive to contextual needs to ensure that the focus on international standards should not come at the expense of Indian values and knowledge.

Key events

1.   Formation of the Maharashtra International Education Board (MIEB), as a recognized board.

2.   In its first year (2017-18), 13 International Schools were selected, which now are aimed to potentially increase up to 100 schools across Maharashtra in 2018-19.

For selecting those 100 schools and teachers for these schools, LFE was appointed as a Consultant Partner by MIEB. During the months of March and April 2019, LFE undertook the process of selecting schools. For that, LFE created different rubrics for schools' selection based on Shala Siddhi. This school selection process was conducted over two phases. Firstly, the schools were shortlisted using criteria like student strength, No Objection Certificate (NOC) obtained from SMC, Teachers, Management (if

applicable), readiness for MIEB norming requirements, etc. The schools shortlisted during the first phase are applicable for second phase selection process, where LFE representatives, along with senior officials from Education department visited the schools to observe the infrastructure facilities, establish a dialogue with teachers, HMs, SMC members and Parents to understand their views and the scope of school growth in the future. For this purpose, rubrics based on Shala Siddhi.

Maharashtra International Education Board Selection Cycle

| Online application and Shortlisting of schools based on Shala Siddhi framework criteria. | School Visits by LFE and Government officials to actually verify information filled by schools. | HM and Teacher Selection Process through a participative one day selection conference. | Final list of schools selected across districts published by IQC Department |

LFE Supports MIEB department to plan and execute school visits, selection process and compilation of final list.

A full day selection conference has been conducted for selecting teachers for MIEB schools from across the state. It is divided into three parts - Demo Lesson, Written test and Interview. The shortlisted teachers were divided into 10 to 12 groups and two-panel members were there for scoring all candidates in their group. Generally, the panel members include one LFE representative (LFE Team member or a member from an NGO partner) and one senior official from SCERT. Through the Demo session, the teachers are assessed on their lesson planning skills, lesson implementation, assessment, and student interaction. The written test and interview are conducted to understand teachers' motivation and their strengths, development areas and possible contribution to the International School they intend to join. For scoring on all three stands, LFE has created all the rubrics for evaluation.

15% and 8% selection Rate for selecting Schools and Teachers respectively under MIEB	
MIEB Schools Selection details	**MIEB Teachers Selection Details**
Total Schools Applied for MIEB - 478	Total No of Teachers Applied - 1500
Total No of Schools Shortlisted for First Phase of selection - 236	Total No of Teachers Shortlisted - 604
Total No of schools shortlisted for Second Phase of selection (i.e., visit) - 130	**Total No of Teachers selected - 116**
Total No of schools selected for MIEB - 73 schools	

First time after 35 years, Maharashtra Education department proposes revised Job Charts for all Officers and Teachers

A great example of LFE's credibility within the Government system was when LFE was asked to work on Job Description of administrative and academic body officers from Education officer level, Block development level, DIECPD Principals, senior Lecturers, etc, officers from MSCERT and RAA includingDirector and Deputy Directors.

The objective behind this action was to have a clear and specific job chart for officers across MSCERT, DIECPD, and RAA for getting better outcomes. This was a crucial work for the administrative division as the **job charts had not been revised since 1983.**

The job chart created by LFE was presented to a formal committee which was formed under the guidance of Education Commissioner, Maharashtra State. **It was very encouraging for LFE that 90% of the job descriptions have been accepted by the committee** with a few minor administrative changes. Currently, the draft has been submitted to Government and is in the pipeline to be released very soon.

All SCERT Departments design their Annual plan for 2019-20 based on Design Thinking Approach with a vision for the next 5 years

Every year, all departments across MSCERT are supposed to submit their annual plans along with the proposed budget to central governments for getting funds for their programs. Being a consultant, LFE took the initiative of bringing in a new perspective of building broader vision based plans for each department instead of only an annual plan. LFE has created a standard AWP plan template improved planning approach for many departments. LFE brainstormed with every department on its core mission and purpose, which were occasionally the main objectives for the problems they wanted to tackle. We advised the departments to keep their vision at the center and plan annual activities backward. The AWP plans were designed by almost all 21 departments based on the LFE's standard template and were recognized by Government officials at all levels.

(Officers from MSCERT department underwent an activity named Marshmallow which gives insights for thinking on Long term and Short term goals during the workshop for AWP plan)

Along with this, LFE has also worked **on drafting and submitting the SMC Guidelines for Maharashtra State, Government Resolution for E-Governance Cell at Education Commissioner's office and designed Policy and Training for teachers eligible for increment post 12/24 years of service.** All these documents are now officially submitted to the Government and are in the pipeline to be released.

Successes

Officer/Administrative Leadership

1. Co-Creating and co-organizing **6 Professional Development days** (PD days) over 6 months at MSCERT along with the CPD department. Departments have initiated **leading knowledge and skill sessions** and over 60% of these sessions have been conducted by them.

2. Designing, planning and executing an **Organizational Development Workshop** for the staff members of MSCERT and RAAs; based on the feedback received, it was found that **more than 90% of the officers benefitted from the OD** exercise. **More than 83% of officials feel that LFE has provided inputs that are valuable** to them and has added value in their day to day operations. About **87.5% of officers have given more than 75% rating for LFE's support** to several departments over the last year.

3. More contextual rubrics and processes were developed for the Selection and performance evaluation of staff members at MSCERT, RAAs, and DIECPD. This year LFE has conducted 2 Selection conferences for MSCERT and RAAs were collectively **47 candidates who were**

recommended to fill various vacant posts. The same had done for **the DIECPD level, where 67 candidates** were recommended.

4. Separate performance reviews were conducted for MSCERT and RAA subject assistants and DIECPD subject assistants. Collectively in these reviews, 84-panel members were briefed by the members of the LFE team to conduct **a performance review for 340 subject assistants. 52 Officials** (Class 1 and class2) have also undergone through Professional review process this year.

Teacher Training

1. **Urdu department** – Training quality improvement involved **selection of 167 master trainers on the basis of a selection criteria**, two workshops for Master trainers on finalizing content and doing demo sessions and had **training for more than 4000 teachers** on district level by Master trainers followed by 100 school visits across Maharashtra for doing impact study by Master Trainers.

2. **Prototype for Teacher Professional Development using Technology was conducted at Hingoli in the months of Sept-Oct 2018.** This prototype testing for TPD involved evaluation of each component of the design for both models using surveys, guiding documents, FGDs, and in-person observations.

3. **Post Validation, from December 2018- April 2019, a mini-pilot with around 553 teachers was completed to test the replicability of the process in 6 districts and 24 clusters of Maharashtra.** The mini-pilot included the creation and consistent implementation of an Evaluation strategy based on the Kirk Patrik Model. The data collected as a result has led to the below findings:

   a. Achievement of Program Objective **-** Post training, on an average, **57% teachers self-reported a 12.6% increase in their comfort** and **0.9% reduction in their fear of making mistakes while speaking in English** along with an **increase of 18.9 % on their awareness of activities/resources and pedagogy required to teach Spoken English in class.**

   b. Teacher Mastery on Learning Outcome**-** Out of all the 35 Learning Outcomes in the course, **growth in teacher mastery from baseline to end line** was observed **in 26 of them with the highest at 73.9%** and the **lowest at 0.2%**

   c. Teacher Engagement-
      ● Course Completion- Multiple kinds of research have found the completion rate for MOOCs or online courses worldwide to lie between 2% to 7 % whereas in Spoken English blended training, of the 553 enrolled, **63.8% of teachers completed the course** consisting of 15 modules and 35 Learning Outcomes.
      ● Video Uploads: A **total of 685 self-recorded videos** on the application of concepts in the classroom were uploaded throughout the training by around **56% of the teachers, in which 20% of teachers consistently uploaded at least one video** for all the three phases of the training. This showcases teacher engagement in the application during training.

- Attendance in in-person meetings- **76.4% of teachers attended in-person meetings while 54.2 % of teachers attended webinars** held during different phases of the training. Teachers found the in-person meetings and webinars as a valuable support (Source: FGD).
- In-person Meeting effectiveness- **96 % of teachers** (of the 30% who filled feedback forms) **reported** in-person meetings **as a valuable use of their time and felt highly engaged.** Around **87% of teachers reported** having a **clear understanding of their doubts and clarity on next steps post meeting**

d. Mentor Support and Expertise- **More than 90% of teachers** (of the 30% who filled feedback forms) **rated mentors high on content expertise and facilitation.**

e. Content Quality- Out of all the teachers who filled the survey in each phase**, more than 85% of them have rated the content high on relevance, ability to engage and ease of understanding.**

f. M&E- **Concrete Data points have been captured consistently** throughout all phases of the training **on the quality of content, process, mentor expertise and support and achievement of teacher learning outcomes to enable govt. to analyze and showcase Training Effectiveness concretely.** Currently, subject depts at State level either do not have valid data or do not have data at all to analyze and showcase training effectiveness

General Advisory and Support

1. LFE **submitted the Basic Guideline booklet for SMC** which was reviewed by senior officials from the Education Department and leading nonprofits.
2. LFE has conducted a rigorous **selection process for selecting schools and teachers under MIEB**. Through this process, **73 schools have selected and 116 candidates** selected as teachers under MIEB.
3. LFE has **created and submitted a draft of Job Description for Academic and Admin body** from the Education Department, Maharashtra state. A total of 10 posts Job Description has submitted.
4. **LFE has supported AWP plan and budget for MSCERT departments** which has envision departments next five years goals. **A total of 21 departments** used AWP plan template that LFE created.
5. LFE also submitted **a draft for Government Resolution for E-Governance Cell** at Education Commissioner Office, **Designing Policy and Training for teachers eligible for increment post 12/24 years of service** and **Government Resolution for Selection Conference**.

Learnings

Through our work with different stakeholders and partners across the key indicators, we have had a variety of experiences that have contributed to our collective learning. In some of these are areas,

sustained intervention has exposed us to newer findings, while others are relatively new where we have learned the hard way through bitter-sweet experiences.

Officer/Administrative Leadership

Government Officials have shown more readiness and willingness for new processes imbibed with technology

After working for a while with SCERT, Maharashtra as a consultant, LFE has developed a strong belief based on multiple proof points that government officials have a high level of willingness to adopt new processes and ways of work. For example, one of the main initiatives that LFE lead in the public education system, was through candidate selection done by using strong rubrics instead of traditional methods of having an interview. For accountability, a new review process has been started which has shown positive acceptance almost from all the stakeholders. We have also seen an increase in the use of technology in daily work by officers through using google drives, google forms for the survey, zoom meetings, etc.

State level focus on MSCERT deprioritized regional touch points and eventually diluted impact

As a part of the consultation role with the education department, LFE has to consult, enable and scale the models across MSCERT and RAA officials. Unfortunately, due to more focus on MSCERT level initiatives leads to deprioritization of the LFE team's time to work with RAA. It was highlighted by officers during the end of year focus discussions that we conducted for collecting feedback. The only touch point for LFE with RAA officers was during capacity building and OD workshops. It was also observed that even though the planning and organization of such programs were at par, implementation is diluted at the ground level due to lack of support at regional levels. Considering this feedback and after brainstorming with a lot of different stakeholders, LFE has come up with the idea of having program verticals, where inputs will be same but support will vary at different levels ranging from state to district.

Large Group Workshops vs Personalised Coaching

One of the key questions that we at LFE are contending with is the effectiveness of training in large groups for leadership development in general, as opposed to providing proximate support and coaching on the job. This question has made us reevaluate our approach and moving forward we intend to include planned proximate support towards officer leadership development and also compliment it with large group platforms like the OD workshops.

Teacher Training

Selection of Master trainers by pre criteria has created more ownership towards the program

At MSCERT, conventional methods for selecting the Master trainers was used. This included getting names nominated from respective DIECPD's or officers from the MSCERT department itself selected the names on the basis of their relationship or previous experience with those teachers or officers. This sometimes lead to a lack of motivation among the selected candidates to drive the program implementation.

For the first time in MSCERT history, within the Urdu Department's Basic Literacy Program, LFE has initiated a proper Selection Process for selecting Master trainers. The team had major learnings from the outcomes such as the need for increased ownership in Master trainers towards the program. This has been evident from 100% attendance in all training workshops (had a total of 4 workshops in 2018-19) which were mainly conducted on vacations. Master trainers were so invested that they planned their own school visits and took care of the extra expenses by themselves. A total of 20 schools were visited by Master trainers across the state and they decided to have a Zoom call every fortnight starting in June 2019 to share their learnings.

Blended Model of Teacher training

The key learnings after completion of the Mini-Pilot are:

- **The process of building the capacity of stakeholders on the job by co-working** through different phases of the program **is highly sustainable and impactful.** It leads to an increased retention of knowledge and sharpening of skills due to hands-on practice and experience. Officer testimonials (mentioned above in the report) clearly state the confidence and ownership that has resulted in them as an outcome.
- The **motivation and excitement towards adoption of technology** in work or training i**s high among all stakeholders** if technical challenges and glitches in functionality are made minimal. During the Mini-Pilot of the Spoken English Blended training, every teacher spent at least 20 hours engaging with some form of technology. Mentors and English dept officers spent double the time as a part of their roles and responsibilities.
- **A mentor is one of the most important stakeholders** in the model who must be chosen very carefully by using quality benchmarks/criteria that check for the required mindset and skills. **The clusters and districts with highest course completions, teacher attendance and engagements** were **supported by mentors who had the ability to form and manage positive relationships with their teachers, encouraged teachers through personal examples of accomplishing tasks on time and regular follow-ups.** The teacher learning and experience of the training program is highly dependent on the mentor and his/her mentoring ability.
- In order to achieve the training outcomes, **teacher's will and motivation** towards the training is **very crucial.** Therefore, it becomes essential to invest the teachers in the idea, purpose, and benefits of the training.
- The **assessments and tools created must be tested before rolling** at scale with a diverse group of stakeholders to avoid later invalid data coming in as a result of incorrect/ambiguous assessment questions or tool design.

- **Management of online platforms must be centrally done by RAA**, Aurangabad. A large challenge faced was teacher data being deleted and duplicated during the implementation which resulted in inconvenience, a drop in teacher motivation and setbacks in analyzing progress.
- The **platform used for In-person meetings must continue to be an existing platform** such as TAG to avoid calling the teacher out of the classroom for training during teaching learning hours.
- **Training** must be **planned** at a time **most suitable for optimal learning of teachers with a sufficient window for classroom implementation** unlike the training schedule of the Mini-Pilot. Most teachers could not complete the course and tasks even though they wanted to, due to other priorities such as exams, election duties, etc (source FGD and course completion data).
- The workshop conducted for mentors during Mini-Pilot was not sufficient for mentors to build their content expertise on all modules and process understanding. For the next Phase of the project, **the number of days and structure of the workshop will have to be modified to ensure depth of learning and understanding in** mentors.

Moving Forward

Having established some good progress over the goals in the past year, the team is excited to be continuing some of the work but owing the learnings from the project as well as shifts in the organizational structures and approach, the work of the state team is going to be split across organizational verticals. For more information around organizational verticals, please refer to our website www.leadershipforequity.org

Officer Professional Development

1. Conduct Organizational Development workshops for 120 academic staff across SCERT and RAA
2. Conduct or support in organising office level 'Professional Development Forum' for timely learning, collaboration and discussion among officers
3. Prototype and pilot blended training programs for officers along with Professional Learning Communities

Advisory and Advocacy

Support SCERT & Balbharati in drafting and reviewing policies for teacher training, officer selection & reviews, e-content and education technology.

Teacher Professional Development

Support 4 departments across SCERT and RAA to design and implement blended teacher training and support programs