

Mid-Year Report 2019-20

Nashik District Shikshan Parishad

Teacher Professional Development

November 2019 | Nashik



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Creating stronger in-service development and support ecosystem for all teachers.

List of abbreviations

Acronym	Expansion
EO	Education Officer
BEO	Block Education Officer
CRG	Cluster Resource Group
GR	Government Resolution
DIET	District Institute of Education Training
DSES	Department of School Education & Sports, Govt. of Maharashtra
DTP	District Transformation Project
FGD	Focused Group Discussion
KSM	Knowledge Skills and Mindset
KP	Kendra Pramukh
LFE	Leadership For Equity
NGO	Non-Governmental Organisation
TPD	Teacher Professional Development
TNA	Teacher Need Analysis
ZP	Zilla Parishad
DEO	District Education Officer

Executive Summary

This year, the Nashik district has been pivotal in strengthening the approach taken towards Shikshan Parishads. There has been extensive emphasis on **co-creation** with the officers of District Institute of Educational Training on all aspects of Shikshan Parishad. The team has driven a culture of involving all the officers across ranks in their respective departments every month. The involvement of officers from primary planning stages to the delivery of the Parishads has been a major boon for LFE as well as DIET.

This process of co-creation has been towards providing teachers with continuous professional development rooting it in four major pillars:

- **Quality Content**
- **Delivery** of Content
- Post-training **follow-up**
- **Monitoring** of the training process

A keen eye on all the details coupled with multiple points of involvement of Sr. Lecturers and Lecturers of DIET has resulted in a tighter evaluation of the content created every month which ensured the improving quality of the content provided to the teachers.

It was felt that the improving quality of the Parishads cannot be effective unless there is an equal push towards managing their delivery to the teachers. This resulted in the pilot of CRG training in Deola. Truly activating a cadre of CRGs to strengthen the delivery of the Parishads in Deola has been an effort to understand the viability of the solution hypothesized by the team. Not only delivery, but an effort to encourage these CRGs to be the last mile support structure for our teachers have also been made. This early stages of the pilot have brought a more refined understanding of the problems in the team as well.

The problem of lack of accountability still remained. There came the idea of standardizing some basic parameters that should be monitored. The team attempted a solution by creating a tool that has standardized evaluation parameters and resulted in the gathering of a large amount of data for the administration to use and act on.

Throughout these processes, the team felt a lack of teacher's voice in decisions regarding their continuous professional development which gave birth to the idea of conducting a district-wide study of the training needs of teachers. The process of empowering them by giving them a chance to shape programs designed for their benefit has been an extremely gratifying and rewarding experience for the team. This gave the team a detailed understanding of the complexity of the problems and variety of needs of our teachers. Our only hope will ensure that we are able to create solutions that can solve this wicked problem of education by interventions that refuse to let our teachers, and in turn our children, down.

Introduction

Nashik District Transformation team at LFE primarily works on a combination of initiatives together aimed at improving the effectiveness of the Shikshan Parishad, a monthly teacher professional development platform for all 11800 teachers in Nashik, by supporting the Nashik Zilla Parishad and the District Institute of Education Training Nashik.

Through 2018-19, the team re-designed the previously ailing Shikshan Parishad model. This redesigned model was centred around improving the frequency and quality of the Shikshan Parishad. The process involved standardizing the content and structure of these training programs and implementing this training across all the 270 Clusters of Nashik district on one day for better compliance. This restructuring helped build a common narrative around Shikshan Parishad being a thorough academic development platform which over time had become a platform to get administrative tasks done.

After multiple iterations throughout 2018, a standard process of conducting the Shikshan Parishads was established in 2018-19. This year the task was to improve the effectivity of this platform to drive change in classroom teaching-learning complemented by providing advisory support to officers in the administration.

The team has identified four axes through which teacher development platforms can be made effective and have been working on these axes since June 2019.

Four axes of improving teacher professional development-

- **Quality Content**
- **Delivery** of Content
- **Monitoring** of the training process
- Post-training **follow-up**

The approach taken by the team, in alignment with the LFE's organisational strategy, is to work across modalities of Co-create, Enable & Scale. A brief description of how the various aspects of the team's work align to these is as follows-

Co-create

The team members work closely with the officers at the DIET and the Nashik Zilla Parishad to chalk out the progression and plan for the Shikshan Parishad training for each month. They then spend time in identifying the best teaching practices being used by teachers in the Zilla Parishad network that align with the objective of every month's training which can be shared with the larger audience. LFE currently gives hands-on support to the DIET where the team shoots, edits and renders the video content aligning to the objective of each month's Shikshan Parishad.

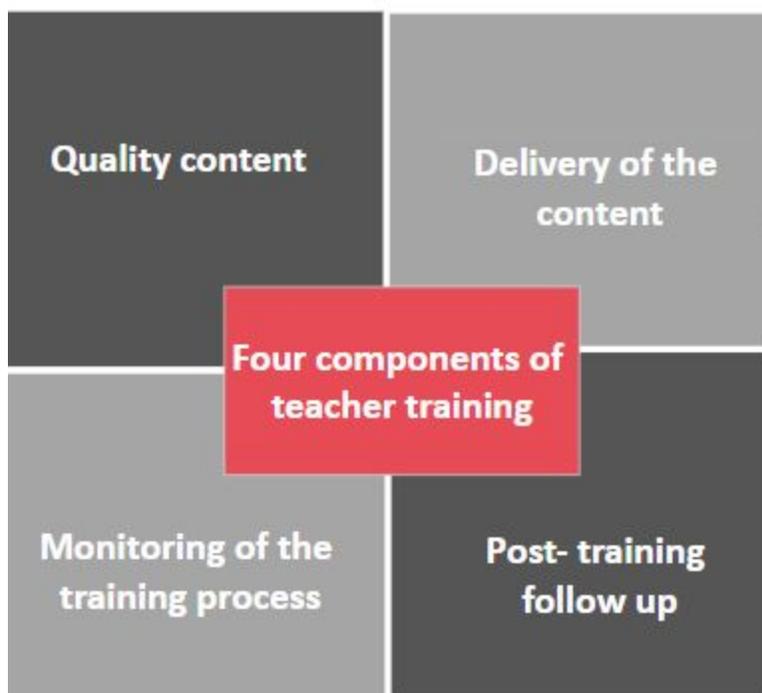
The team has also developed monitoring mechanisms for the administrative officers to be able to track the on-ground implementation of the program.

Enable

In addition to co-creating with DIET for the entire district, in this academic cycle, we have begun enabling members of the Cluster Resource Group (CRG) in Devla block of the Nashik Zilla Parishad to deliver training and support their peers after the training with follow-up. These members of the Cluster Resource Group are coached on facilitation, and post-training follow-up to enable the process of creating change in classrooms through training. The enabling of CRG members happens in the form of monthly development workshops and through doing classroom visit along with them.

Scale

The idea is to be able to identify validated innovations, through CRG members and build the delivery muscle of the government to be able to scale the best practices through the system. Presently the district team is not consciously scaling any innovation. The efforts have been made to ensure that all the elements of the pilot have been designed such that they do not breakdown while scaling up.



Focus Areas and Goals

As an extension of this goal, the TPD vertical under the Nashik District Transformation is working on developing a model of a need-driven, low-cost, large-scale, technology-enabled teacher training program that results in an impact on classroom teaching-learning. To attain this goal, the work in Nashik in the last six months was broken down in four axes that served as anchor focus areas which have further been broken down into smaller goals for this year.

FOCUS AREAS	GOALS
CONTENT	- Identify effective teaching practices and create video content for monthly Shikshan Parishads
	- Conduct needs assessment to identify the relevant skills and content for in-service teacher development
	- Co-creating outline of the training content module and yearly progression for Shikshan Parishad
	- Co-create protocols for selection and creation of quality content/resources for Shikshan Parishad
	- Create a platform and guidelines to build an online resource repository of content created by members of Nashik district
	- Coach DIECPD members on content/resource creation as per the quality-protocol
	- Co-create a robust, continuous and detailed feedback tool to measure the relevance of training content
DELIVERY	- Conduct a landscape analysis on identifying suitable delivery models for in-service teacher training programs
	- Implement a Shikshan Parishad model in 1 Block to ascertain delivery of relevant content to shift classroom practices based on best practices adopted from other districts, and innovative solutions suitable for the local needs
	- Create a draft SOP for Shikshan Parishad based on the new model
	- Coach members of the CRG on delivering the Shikshan Parishad model effectively
	- Create structures to involve BRG and CRG members to deliver in-service teacher training programs
	- Build capacity of BRGs and CRGs through DIECPD to deliver in-service teacher training programs

MONITORING	- Design structure and tools to monitor all in-service teacher training programs
	- Create structures to build the capacity of Extension Officers, KPs, BRPs and CRGs on effective monitoring of in-service teacher training program
	- Design review processes by improving the effectiveness of existing platforms to ensure consistency of monitoring
FOLLOW-UP	- Analyse the current state of training follow-ups and in-classroom support, and studying the expectations of teachers on training follow-up
	- Co-create and design a follow-up tool and structure for all field officer cadres to provide relevant in-classroom support to teachers in 1 Block
	- Creating a review team (with ZP and DIET officials) and structure for ensuring follow-up processes are being implemented consistently

Timelines

		July	Aug	Sept	Oct	Nov	Dec
FOCUS AREAS	GOALS	7	8	9	10	11	12
CONTENT	- Identify effective teaching practices and create video content for monthly Shikshan Parishads						
	- Conduct needs assessment to identify the relevant skills and content for in-service teacher development						
	- Co-creating outline of the training content module and yearly progression for Shikshan Parishad						
	- Co-create protocols for selection and creation of quality content/resources for Shikshan Parishad						
	- Create a platform and guidelines to build an online resource repository of content created by members of Nashik district						
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	- Coach members of the CRG on delivering the Shikshan Parishad model effectively						
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Key Activities

Quality Content

Having reformed and driven the new Shikshan Parishad structure in the academic year 2018-19, the focus was now on improving the effectiveness of the platform. The first area of focus was how could the quality of the content that was delivered during the Shikshan Parishad be improved by making it more relevant and rooted in the real needs of the teachers.

A mixed-method research-based approach was selected to identify the content needs of the teachers to make the videos shared during the Parishad more relevant and effective. From a previously content-heavy approach, the approach was moulded to highlight pedagogy in the videos by making use of government-issued resources that were available to all teachers in their classrooms.

The team's priority in the year zero of the project was on ensuring compliance to the new Shikshan Parishad format, hence in order to streamline the process the team co-created content with only a select few members of the DIET. In this academic year, the team planned to work with all DIET subject faculties. The priority on Content for this year was identified as -

- Co-creation of outline for the content of the training and yearly progression for Shikshan Parishad
- Co-creation of protocols for selection and creation of quality content/resources for Shikshan Parishad
- Creating a platform and guidelines to build an online resource repository of content created by members of Nashik district
- Coaching DIET members on content/resource creation as per the quality-protocol
- Co-creating a robust, continuous and detailed feedback tool to measure the relevance of training content

Co-creating annual progression plan with DIET Nashik

At the beginning of the current academic year, the subject-based theme for each Shikshan Parishad was created with all the DIET officials. This exercise was done by identifying areas of development on the basis of data from previous standardized examinations conducted in the district.

Coaching DIET members on content/resource creation

As a progression of last years' Shikshan Parishad where the training content and delivery were mostly created by the LFE team, this year the idea was to drive ownership in DIET members by co-creating the content with them. In the pursuit of the same goal, four Shikshan Parishads have already been co-created with DIET. Sr. lecturers, Lecturers and Subject Assistants of DIET are introduced to the process of designing objectives of the video content, creating a storyboard for the video content, identifying strong teacher practices being used in the district, onboarding the teacher to record the classroom and designing all the sessions of the Shikshan Parishad.



Member of LFE team, Akash co-working with officers of DIET, Nashik for Shikshan Parishad

By co-creating content with DIET one of the major output has been the increase in ownership of Shikshan Parishad's implementation and designing their own timelines by DIET members. Stakeholders have started owning the content creation process and have assigned PoCs to manage the process smoothly. Officers from across hierarchy of DIET have been involved through the design, creation and approval process which has created a sense of Shikshan Parishad as a platform driven by the DIET.

Co-creating a detailed feedback tool

Based on the changes in the structure and the content, a robust feedback tool has been developed to capture the inputs from teachers on the structure and content of the Shikshan Parishad. Feedback received here is incorporated in the subsequent Shikshan Parishads.

A total of ~11000 teacher feedback responses have been collected till now in the year 2019-20 and changes made in the video length have been appreciated.

Delivery of Content

Quality content can only be complemented by strong and effective delivery of that content, hence the team has prioritised and focused on 1 block to create models of reforming the delivery of Shikshan Parishads to make it a more impactful experience for teachers.

Implement Shikshan Parishad delivery model in 1 Block

In addition to the delivery of Shikshan Parishad content to all the 280 clusters, the entire iterative process of Shikshan Parishad is being piloted in Deola block. The purpose is to create a proof point of transformation. Deola was selected on the basis of the investment of the Block Education Officer Smt. Sunita Dhangar, the blocks geographic proximity to Nashik, and size that can be manageable for a small team of 3 members.



Pratik, a member of LFE team, participating in the Shikshan Parishad along with teachers of Meshi Cluster in Deola Block.



Teachers doing group activity during Shikshan Parishad, in Vakhari, Devla Block.

Coach members of the CRG on delivering the Shikshan Parishad model effectively

The role of a facilitator is pivotal in making any training successful. Even if the content is really rich, its delivery is completely dependent on facilitators. Along with delivery of training, follow-up and support inside the classroom are equally important to see the impact on the ground. Hence, to make Shikshan Parishads effective as an end to end solution towards teacher support, coaching is provided to CRGs, who are immediate support pillars for the teachers, to become influential teacher mentors. Subject CRGs of one block, namely, Deola, are being coached on doing effective facilitation of the training and providing in-classroom support to the teachers of their cluster. LFE team has been conducting Development Workshops for CRGs in Deola Block



CRG members doing a “four corners” activity while attending the session for capacity building while LFE team member Shilpa leads the session.



CRG members deliberating on an Ideal Shikshan Parishads during one of their Development Workshops in Deola's Digital Block Resource Centre facilitated by LFE.

Monitoring of Training Process

With Shikshan Parishads happening in over 240 places simultaneously, it becomes difficult to monitor the quality and the process that gets followed at each cluster. To create a more accountable system of teacher professional development emphasis has been given to the monitoring of the training process by field level officers. The team aims to create and drive the adoption of tools and structures for ensuring that all training is monitored effectively.

Design structure and tools to monitor all in-service teacher training programs

Co-visiting Shikshan Parishad with DIECPD officials: To ensure effective monitoring of Shikshan Parishads and identifying any possible areas of improvements, visits have been made to multiple Shikshan Parishads in the past 4 months by both, the members of DIECPD and LFE team. Some Shikshan Parishads were co-visited by LFE team members along with DIECPD members.

After outlining the different aspects of an effective Shikshan Parishad, a monitoring tool was designed for observers to note their observation details to improve the subsequent Shikshan Parishads. Several officers go beyond the expected observations and participate along with the teachers in the learning process.



Shri. Jagtap, Extension Officer, Nashik Block, engaging with the participating teachers during a session on PGI Indicators in the July Shikshan Parishad

Create structures to ensure effective monitoring of in-service teacher training program

244 Shikshan Parishads are conducted simultaneously every month across blocks that are geographically widespread and monitoring these training is crucial to the success of the teacher professional development platform. Since the scale of training is so huge, all the academic and administrative officials need to maintain accountability of training in their blocks. For the effective monitoring of Shikshan Parishad, a simple online tool is created to collect Shikshan Parishad data. This tool is used by Cluster Heads, Extension Officers, Block Education Officers, officers of the DIET, and other field officers under the Education Department.



Teachers participating in Shikshan Parishads despite lack of suitable resources and engaging with the content.

Post-Training Follow-up

Identification of the follow-up cadre was done in the first half of the year, pro-active CRGs have been identified for this. CRGs with the potential of becoming influential facilitators are chosen from one block and will be trained on session planning, facilitation techniques and analyzing teacher feedback

Creation and implementation of Teacher Training Need Analysis

Background

As per GR dated 21st June 2015, teacher training conducted in the state needs to be based on the areas that teachers view as important aspects of their continuous professional development. But in the past four years, there were no such efforts made to provide that voice to teachers and understand their needs from their own perspective.

Keeping in mind the significance of teachers' voice, the TPD team in Nashik came up with a process to capture their needs. This Training Need Analysis (TNA) Process was aimed at capturing the needs of training as felt by the teachers themselves so that future training could be rooted in them making the training more relevant, engaging and effective. Hence, the TNA process became a district-wide research project that would be carried out across all the 15 blocks of Nashik.

Objectives

- Conducting a needs assessment to identify the relevant skills and content for in-service teacher development
- Conducting a landscape analysis on identifying suitable delivery models for in-service teacher training programs
- Analyse the current state of training follow-ups and in-classroom support, and studying the expectations of teachers on training follow-up

Focus areas of TNA

Area	Content	Delivery	Facilitation	Follow-up
Description	The questions on the content of the training are based on what kind of pedagogical, theoretical and personal skills and knowledge would the teachers want to learn.	Delivery strand focuses on the mode of delivery that teachers would prefer, such as blended, online, in-person, courses, videos, etc.	Questions on facilitation are based on the different styles and techniques of facilitation the teachers would want.	Responses will be taken from the teachers on what kind of post-training support do they need and from whom and if at all its needed.



Focus areas for the Teacher Need Analysis

Process

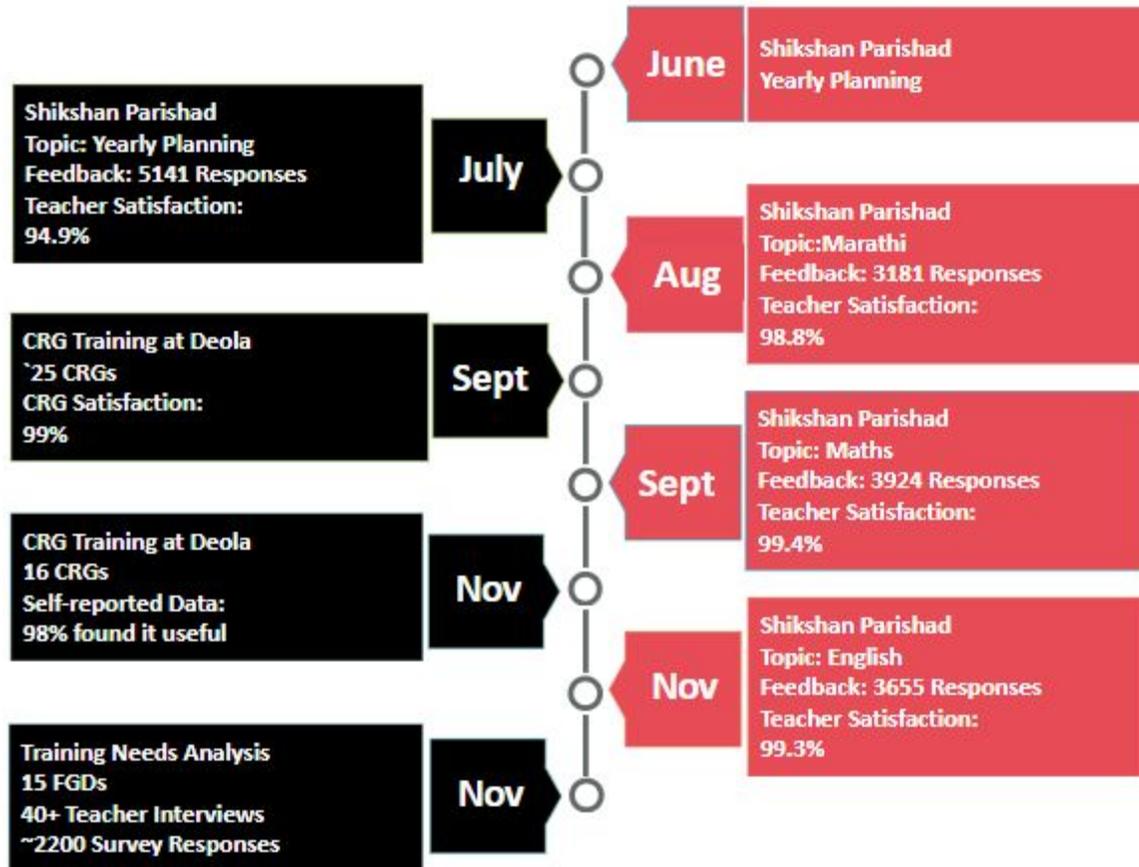
In order to identify the needs of the teachers belonging to such a vastly contrasting milieu, a number of different data collection methods were employed. The tools were centred around four major aspects of teacher training-

Method	Survey	Classroom Observations	Interviews	Focus Group Discussion
Details	<ul style="list-style-type: none"> - To understand the needs and expectations from training from a larger sample of teachers - Questions are drawn from OECD TALIS survey, Book- <i>Skillful Teacher</i>, etc. 	<ul style="list-style-type: none"> - Observing classrooms to develop a first-hand perspective on the in-class teaching-learning process - Classroom observation tool is based on the World Bank's <i>Teach</i> tool for class observation 	<ul style="list-style-type: none"> - In-depth interviews with strongest teachers, vocal members of the teacher unions as well as teachers with unique views to understand the extent of variation in teacher needs 	<ul style="list-style-type: none"> - Provide qualitative data to aid in developing a more comprehensive understanding of teacher perspectives on content, delivery, monitoring and follow-up
Expected Sample Size	3000-5000 teachers	~30 classrooms in all 15 Blocks across Nashik district	~30 selected teachers across the district	10-12 teachers in each block- Total ~150



Akash from LFE conducting FGD with teachers on their training needs with their Kendra Pramukh and Extension Officer

Milestones



TPD Nashik's journey in 2019-20 so far

Key highlights

From “creating for” to “creating with” DIET

The working nature has evolved from creating to creating together by co-working and enabling the members of DIET making them an integral part of the program. Co-creation of content has also helped in ensuring the high-quality technically correct content is being delivered to the teachers. As a result, the time in making the videos has gone up, but so has the investment of DIET members in the process of Shikshan Parishad.

Not just concepts, but concepts with skills

The content used for training in Shikshan Parishads has evolved from being concept heavy to becoming more centred around driving skills that are required for teaching those concepts in class.

Ensuring effective delivery in addition to improving the content

From establishing the Shikshan Parishad structure in the first year to now ensuring its effectiveness we have moved from just supporting on the creation of content to also providing support and enabling CRG members on that delivering content. 2 CRG Development Workshops were conducted in the months of September and November where over 40 CRG members were coached on facilitation and how to plan the Shikshan Parishad.

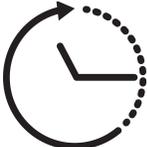
Monitoring Shikshan Parishad

To improve the experience of the Shikshan Parishad and to improve its effectiveness a vital step of monitoring the Shikshan Parishad by field officers on a standard tool was recommended. The field officers’ feedback is extremely helpful in getting a holistic view of the functioning of Shikshan Parishads and informing the changes required in the structure of the Parishad and with every passing Shikshan Parishad more and more officers are ensuring they make their observations counted on the tool. As of now, the tool has been used to observe over 300 Shikshan Parishads.

Rooting changes in facts

To make the Shikshan Parishad a platform for teachers a strong need was felt to include teacher expectations in the design process. Hence, a robust Teacher Need Analysis is underway in all the 15 blocks of Nashik district. This exercise required coordination with dozens of people from block-level officials to the official at the Zilla Parishad and the faculty members of the DIET. Members of DIET contributed by adding clarity and cohesion to the TNA tools which were essential for ensuring the robustness of the TNA and its smooth execution. As a part of this exercise, over 300 teachers are being spoken within groups, and around 50 teachers are being interacted with individually, more than 30 classrooms being observed for teaching practices and understanding impressions from a larger population of teachers through the survey are being solicited.

Impact

INDICATOR	IMPACT
 <p data-bbox="212 596 729 659">Number of hours worked with Government stakeholders</p>	<p data-bbox="1040 499 1138 541">~225</p>
 <p data-bbox="277 884 659 909">Number of Officers worked with</p>	<p data-bbox="1065 764 1114 806">14</p>
 <p data-bbox="250 1136 691 1199">Number of hours of CRG support in 2 Development Workshops</p>	<p data-bbox="1076 1016 1097 1058">5</p>
 <p data-bbox="245 1430 696 1493">Number of CRGs supported through 2 Development Workshop</p>	<p data-bbox="1065 1310 1114 1352">42</p>
 <p data-bbox="256 1703 685 1766">Average % satisfaction of CRGs on 2 Development Workshop</p>	<p data-bbox="1049 1604 1130 1646">98.5</p>

 <p>Number of Shikshan Parishads Conducted</p>	<p>4</p>
 <p>Number of teachers reached</p>	<p>~11890</p>
 <p>Average % of satisfaction on the Shikshan Parishads</p>	<p>98</p>
 <p>Number of responses on the Shikshan Parishad Monitoring tool</p>	<p>301</p>
 <p>Number of Shikshan Parishads observed by LFE team</p>	<p>20</p>
 <p>Amount invested by the Government in the training</p>	<p>Nil</p>

Key Learnings

- **Stakeholder Management**

It is important to be aware of the professional dynamics among different stakeholders while co-creating or co-designing programs. Stakeholder management should be given the highest significance while working in collaboration with multiple government departments simultaneously.

- **Relevance of teacher training content**

Particular attention needs to be paid to the relevance of the content of the training. Since it is reaching a wide audience of 11890 teachers, it should be relevant and useful to all the teachers.

- **Significance of early adopters**

Early adopters who can become our champions of change in transforming the TPD landscape in the district should be identified at the earliest. This would help in motivating other stakeholders to engage actively in our mutual goals.

- **Creating proof points of transformation**

A major pivot in our operations occurred by shifting focus from mere adoption at scale to create an impact in geography then scaling that impact. This strategy has led us to work in Deola where we are actively working with the CRG members.

People



Leadership for Equity has helped in the empowerment of teachers with the help of projects like Shikshan Parishad. It is working on raising the professional and personal development of teachers by creating opportunities for sharing ideas and solving problems.

Shikshan Parishad is one of the great platforms for teachers. LFE certainly helped in spreading innovative and pedagogical ways of the teaching-learning processes, introducing teachers with new technology and techniques of teaching. It is also changing the ways of the administration.

Rohini Bagul
CRG, Block-Devla
Zilla Parishad Nashik



Working with LFE Team is really a wonderful experience. They are true facilitators. Work for a 100 per cent result. Always positive and supportive.

One thing which is completely true about the Team is that they are objective-oriented. That's why their work goes in the proper direction. While working in RAA, Nashik I got an opportunity to work with them.

I'm really overwhelmed with their perseverance, discipline and healthy support in the work.

Bharath Shirsath
Subject Assistant
DIET Nashik



LFE टीम मेंबर्स गेल्या ०२ वर्षांपासून DIET नाशिक, जिल्हा परिषद नाशिक तसेच जिल्ह्यातील शिक्षकांना शाळाभेटी, शिक्षण परिषद कार्यशाळामार्फत गुणवत्ता संवर्धनात मोलाचा वाटा उचललेला आहे. शिक्षकांच्या अध्ययन निष्पत्तींच्या विकास होण्यासाठी शाळाभेटी व शिक्षण परिषदांमार्फत गुणवत्ता संवर्धन करण्याचा प्रयत्न केलेला आहे. सर्व टीम होतकरू, कर्तव्यदक्ष, प्रामाणिक व वक्तशीर आहे. साहित्य विकसन, ICT विषयाची हाताळणी, संप्रेषण व व्यक्ती - व्यक्तींमधील अंतरसंबंध खूप चांगल्याप्रकारे जपणारे आहेत.

Yogesh Sonawane
Senior Lecturer
DIET Nashik



I got in touch with LFE during the Shikshan Parishad video shoot. At the beginning, I was under pressure but Shilpa Ma'am & Akash Sir encouraged me to face the situation. Loved thing is that, they both gave me the liberty to do what I want. I wondered to see their knowledge toward teaching techniques as well as their foresight about the education system. It was a really nice experience to work with the LFE team. They unknowingly carried me out of my comfort zone. And I am surprised to see the result. Thanks, Shilpa Ma'am & Akash Sir for this tremendous experience.

Sonali Nikam
Teacher, ZPPS Adsare Budruk, Igatpuri
Nashik



(L-R) Smt. Sunita Dhangar, BEO, Devla and Smt. S. Buveneswari, CEO, ZP, Nashik

As our new education officer, Dr Vaishali Zankar Veer has taken charge of our district education lead, many innovative ideas are taking place which is always welcomed and appreciated by us. One of the most appreciated practices which we think is proving very helpful for us is the helping hand of “LFE Team”.

LFE team full of enthusiasm, charged with new ideas and practices is always proving very helpful to us. Team members are talented, enthusiastic, full of positive energy and the most appreciated quality is very humble and down to earth youth. Their communication skills are very remarkable. They talk and communicate with all in a very simple and humble way. In my Deola block, all teachers always wait for their arrival in their schools. Their quality which we all like in them is, they always listen to all of us very attentively. What I always notice is that we officers in administration find way little time to go through the positive work of our teachers but the team always devotes their full time to observe the teachers so teachers feel very satisfied with them. They share all their experiences with the team very closely. So, it's very good for the teachers.

Thanks “LFE Team” for their precious and positive contribution in our district's successful progress and achievement in learning.

Sunita Dhangar

Block Education Officer,
Deola and Nashik

Team



*Members of LFE working on the Nashik Teacher Professional Development Model
(From L to R- Mayur Shinde, Shilpa Sharma, Akash Burlawar, Pratik Rajurkar, Siddesh Sarma, Damini Mainkar)*

Post the organizational shift into verticals new members were on-boarded to the Nashik team with existing team members Shilpa Sharma and Pratik Rajurkar moving into the project, and new members Akash Burlawar and Mayur Shinde joining the team. The TPD work is led by Damini Mainkar under the overall program leadership of Siddesh Sarma.

Partners



TEACHFORINDIA

Looking Ahead

Quality Content

- Publishing the teacher needs analysis that highlight the content and delivery expectations of teachers to establish a strong ground for future content that gets created by the DIET
- Establishing parameters for quality of content based on expectation coming from the TNA and benchmarked practices of the industry
- Creating content that can be relevant for a mixed audience rooted in current needs as supported by the TNA
- Standardizing the content creation process
- Supporting DIET to lead the content creation process with a gradual release of responsibility

Delivery of Content

- Designing yearly coaching progression for the CRGs to develop them as strong facilitators of Shikshan Parishad
- Informing the processes based on the trials in the pilot
- Codifying the process of CRG development for scaling in the future

Monitoring of Training Process

- Increasing the robustness of the monitoring tool to capture learnings for Shikshan Parishad implementation process
- Increasing adoption of tools throughout the different cadres of the administration by supporting them and getting their inputs in the design of the tool design
- Informing planning based on data collected from the tool and alignment to the administration's capabilities
- Strengthening structures such as the DQC, and the BQC to discuss the data at the district and block level respectively and include district priorities in the learning
- Create review mechanisms to drive the usage of monitoring tool to drive usage amongst the officers of ZP and DIET who are visiting the Shikshan Parishads and filling the observation forms, the data of the form is shared in the District Quality Cell meeting where CEO, EO, BEOs and all the DIECPD officials are present.

Post-training follow-up

- Identifying the best course of in-class follow-up support for teachers through CRG members
- Creating an observation tool to see the percolation of SP content in class actions
- Norming all field level officers on class observation skills
- Coaching CRGs on planning, observation, and classroom support to provide in-classroom follow-up support to teachers in Deola Block.

Appendix

- Project Theory of Change and LFA can be found [here](#).