To demonstrate a replicable & sustainable model of in-service teacher development to increase the quality of student learning in urban public schools, through collective actions & system capacity building.
Project Idea .............................................................................................................................. 4
    Introduction .......................................................................................................................... 4

Project Design .......................................................................................................................... 6
    LFA & Year 01 Plan .................................................................................................................. 6
    Monitoring and Evaluation Strategy ...................................................................................... 8
    Project Impact Metrics ........................................................................................................... 9
    Data Gathering : Structures and Processes ......................................................................... 12

Inputs ....................................................................................................................................... 14
    Partner Introduction .............................................................................................................. 14
    Tools : Designing Process and Usage ................................................................................. 19
    Sahyogi Field Trip: Aine (Gram Mangal School) ............................................................... 23

Outputs ..................................................................................................................................... 24
    Sahyogi Performance ............................................................................................................ 24
    Teacher Performance ............................................................................................................ 29
    Student Performance ........................................................................................................... 31
    City Level Initiatives: Shikshan Utsav ............................................................................... 32

Learnings .................................................................................................................................. 34

Finances .................................................................................................................................... 37

Appendix .................................................................................................................................. 38
    Tools Developed & Used by Sahyogis ................................................................................. 38
    Reports from Linkstreet App ............................................................................................... 44
    Partner Reports .................................................................................................................... 44
Project Idea

Shikshak Sahyogi Dal

Introduction

In Pune, the Municipal schools have been facing multiple issues of which the major ones are low learning levels in Language and Math and lack of concrete learning in English. This has led to a significant exodus from regional medium schools such that the number of kids are reducing at more than 5% a year.

Shikshak Sahyogi Dal project is an effort by PCC & Pune Municipal Corporation to address the core of these issues. Through this project, we have been able to provide in-service support to teachers by creating an exclusive cadre of teacher coaches known as Shikshak Sahyogis.

The Shikshak Sahyogi Dal group comprises of 21 PMC teachers and 29 DIET Subject experts appointed by the SCERT. Shikshak Sahyogis support ~1600 teachers from the Marathi & Urdu medium PMC schools by classroom observations, organising month-end teacher workshops and providing one-to-one personal coaching. This project has also created a platform where the best practices of the teachers are appreciated and are shared with the larger community.

The Shikshak Sahyogi Dal project is based on the below hypotheses:

Hypotheses 1:

Teachers in government classrooms need inservice training, ongoing development and a strong feedback support system to be able to improve the daily teaching learning practices that will eventually lead to increase in student learning outcomes.

Hypotheses 2:

A group of committed teachers and support resources (BRP’s) from the government, if developed with right mindsets and skills, can form an effective support system to coach and develop the other teachers in the system.
In the long run, the project aims at institutionalising the Shikshak Sahyogi Dal as an independent cell within PMC Education department with a focus on improving the skills, knowledge and mindsets of the teachers.

In the year zero of the project we started, based on our understanding of the system and its requirements. By the end of the year, in order to draw lessons from the project to enable both PCC and the PMC to analyze the impact of the Shikshak Sahyogi Dal in the classrooms of Pune which would further enable the planning and development of the project we analysed the need of the system so as to understand what teachers really needed.

The overall feedback received was positive along with really meaningful suggestions and scope for improvement. Some of the major learnings we had in the process were:

• The need for content specific and grade specific inputs for classrooms.

• The project could have focused much more on involving and investing the officers and Head Masters who are the two of major stakeholders in the system.

• Since Sahyogis act as a link between the teachers and officers therefore we realized that it was crucial to develop Sahyogis as good stakeholder managers, who not only work on building knowledge &skills, but more importantly on building right mindsets for student development.
2 Project Design

LFA & Year 01 Plan

Introduction

The core of any successful intervention is a strong project design. During the project design stage, it is important to establish clear project outcomes and at the same time highlight all the risks and assumptions that have been made. PCC Ed Track has been following the logical framework approach (LFA) to help strengthen the project design, planning, implementation, monitoring & evaluation of both the Sahyogi Dal & School Improvement Project. LFA tool has helped in bringing all the key components of the project in a systematic, concise and coherent manner and has helped to demonstrate the logic of how the project is expected to work. The design of the Sahyogi Dal project has the following key components:

Details of the above mentioned parameters of the LFA is explained in the next section.
# Shikshak Sahyogi Dal Project

**GOAL**

To demonstrate a replicable & sustainable model of in-service teacher development to increase the quality of education in urban public schools, through collective action and system capacity development.

## Outcome vs Output

<table>
<thead>
<tr>
<th>A</th>
<th>Outcome</th>
<th>Output</th>
</tr>
</thead>
</table>
| A.1 In-service teacher development | Teacher development 1. Teachers will consistently use Gyanarchanwad techniques in their classrooms and will ensure that all the students are learning as per their grade level. 2. Teachers will use differentiated teaching strategies. 3. Teachers will speak English confidently and use ESL techniques in their classrooms. | Teachers will make lesson plans based on Gyanarchanwad techniques and will link them to the State curriculum. Teachers will make lesson plans based on differentiated teaching strategies. Teachers will speak English confidently.

## Indicators of success

### More than 50% of teachers will use Gyanarchanwad, differentiated teaching and ESL techniques in the classroom.

<table>
<thead>
<tr>
<th>B</th>
<th>System capacity building</th>
<th>Indicators of success</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.1</td>
<td>PMC Officers will take the ownership of the Sahyogi Dal project and lead the quality educational initiatives in PMC schools. MEIOs and supervisors will be involved more closely in setting of the quality processes in Sahyogi Dal project.</td>
<td>1. Atleast 50% of teachers will use Gyanarchanwad, differentiated teaching and ESL techniques in the classroom.</td>
</tr>
</tbody>
</table>

## Replicability

### Documentation

<table>
<thead>
<tr>
<th>C.1</th>
<th>Best practices sharing forum</th>
<th>Indicators of success</th>
</tr>
</thead>
<tbody>
<tr>
<td>C.1.1 Creation of a white paper</td>
<td>a. Articles, case studies published in educational journals and newspapers. b. Newsletters, annual reports, Process documents created.</td>
<td>1. Atleast 50% of teachers will use Gyanarchanwad, differentiated teaching and ESL techniques in the classroom.</td>
</tr>
</tbody>
</table>

## Sustainability

### Institutionalization

<table>
<thead>
<tr>
<th>D</th>
<th>Sahyogi development</th>
</tr>
</thead>
<tbody>
<tr>
<td>D.1</td>
<td>Institutionalization of Sahyogi Dal as part of the PMC teacher Training Department.</td>
</tr>
</tbody>
</table>

## Collective actions

### Collective actions

<table>
<thead>
<tr>
<th>E</th>
<th>Indicators of success</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.1</td>
<td>The collective (50 partners from diverse sectors) develop a common agenda for improvement of public education system in Pune, and the role each partner plays in the education system.</td>
</tr>
</tbody>
</table>

## Indicators of success

1. Planning Conference where Govt, officials, Corporations, NGOs come together to discuss and find solutions to improve the education system in Pune.

| E.2 | | |
|---|---|
| | 1. Identifying various NGO partners. |

---

7
Monitoring and Evaluation Strategy

Monitoring and evaluation of the project uses Qualitative as well as quantitative benchmarks.

**Quantitative Benchmarks:**

These are purely number based benchmarks that have been used to evaluate inputs as well as outputs for year one. The process of defining these benchmarks was as follows:

1. Build the Logframe: The logframe was built before the implementation of the project and subjected to review by the PCC technical committee and government stakeholders

2. Output Metrics: The output metrics as defined by the logframe were then broken down into easily measurable pieces

3. Input Metrics: Based on the output metrics the inputs were designed and then were defined into input metrics

All of the following have been detailed out in the next section.

**Qualitative Benchmarks:**

Apart from the aforementioned Quantitative benchmarks, Qualitative benchmarks were also designed. These are as follows:

1. Teacher Survey: This has been collected in the online google form and FGDs (focus group discussions) to understand areas of support and needs of the teachers to guide us in planning the intervention for next year.

2. Feedback from Government Functionaries: This was done at the Shikshan Mandal step-back 2017 and has clear short and long term actionables for the project.

All of the following have been detailed out in the next section.
Project Impact Metrics

The Sahyogi Dal, in its second year of operations, has impacted multiple layers in the systems. It has been a constant endeavour of the PCC team to capture data at multiple levels to bring in objectivity around the decisions made and use data to plan for the next year. In this report we will be presenting few indicators that we have captured around Sahyogi capacity development based on the data received from PCC partners, teacher capacity development based on the data received through the classroom observation app and Pragat Shaikshanik Maharashtra programme indicators.

Goal of this project:

‘To demonstrate a replicable & sustainable model of in-service teacher development to increase the quality of student learning education in urban public schools, through collective actions and system capacity building.’
1. Sahyogi Level:

a. Inputs to the Sahyogi:

Sahyogi are the first hand information receivers and are the most important link to pass the knowledge to approx. 1600 teachers. Sahyogis will receive inputs on coaching & mentoring, language & math content knowledge, different classroom practices, use of technology in the classroom, etc. throughout the year from various partner organization and team PCC as well.

b. Outputs:

Sahyogi performance will be tracked by using the Sahyogi Rubric and Co-observations done by team PCC with each Sahyogi.

Sahyogi Baseline & Endline: All the partners will conduct a small focus group discussion to capture the knowledge possessed by Sahyogis at start and end of year 01.
2. Teacher Level:

Sahyogis observe and capture the various classroom practices of teachers every month. Every teacher is observed at least twice every month. During every observation, Sahyogis, with teachers, identify their development areas and suggest few next steps for improvement. The classroom observation app will capture multiple data points associated with teacher support, for e.g % of teachers who have implemented the next steps suggested by Sahyogis. Along with this, the Sahyogis also captures the growth of every teacher as per the Teacher Development Rubric.

Teachers also attend the Teacher month-end Workshop and given their feedback. This is another indicator to measure the effectiveness of the Sahyogi work.

3. System Level:

At the beginning of every month, Sahyogis along with Supervisors give an update to the Assistant Administration Officer (AAO) on the number of observations done by each Sahyogi, the best practices of teachers and the challenges faced by Sahyogis.

4. Student Level:

The ultimate goal of this project is to improve the student learning levels in PMC Marathi and Urdu schools. We will compare the PSM baseline and endline data for at-least 25% sample data.
Data Gathering: Structures and Processes

The AY 2016-17 has been a critical year for the Sahyogi Dal project as the learnings in this year will be crucial in defining the institutionalization strategy for the project. Hence, a large emphasis was put on collecting data, analysing it and using it in formalizing the plans for AY 2017-18.

Data was collected for the following levels:

Student Data:

1. Data from the Pragat Shaikshanik Maharashtra programme tests was collected by the Sahyogis to understand the achievement levels of the students like student performance gaps and achievement, trends, etc. and to help the teachers plan their instruction as per the levels of the students.

Teacher data:

1. Classroom observation data: Sahyogis have been using the classroom observation tool since the previous academic year to capture their observations while teachers taught in the classroom and to use the same to debrief with the teachers. In the AY 2016-17, the same observation tool was converted in a mobile application. Data from the tool was recorded at the backend and it helped in improving the turnaround time in using the data and analysing trends. The reports generated by the mobile application were at the following levels:

   a. Teacher level: For teachers and Sahyogis
   b. Sahyogi level: For Sahyogis and Assistant administrative officers
   c. Cluster level: For Assistant administrative officers and deputy administrative officers
   d. City level: For Administrative officer and PCC team
2. Teacher Attendance during Sahyogi training: Teacher attendance Data was captured during each of the month end trainings conducted by the Sahyogis.

3. Teacher Survey: An online survey was conducted for the teachers to get their feedback about the trainings and support received from the Sahyogis.

4. PSM Nikash Data: An online form was rolled out for the teachers to self-report the status of their classroom based on the 25 Nikash parameters as suggested through the Pragat Shaikshanik Maharashtra programme.

Sahyogi Data:

1. Sahyogi performance evaluation: An online form was rolled for the Sahyogis to self-evaluate their performance based on the Sahyogi development rubric created by the PCC team. PCC team too gave its rating for each of the Sahyogis.

2. Partner evaluation: An online form was rolled out for the Sahyogis to rate the effectiveness of the trainings received from the partners and to understand the development needs of the Sahyogis.
Partner Introduction

<table>
<thead>
<tr>
<th>Partners</th>
<th>Scope of work</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIFT, Thermax Foundation</td>
<td>To enable 49 Sahyogis (in-service teacher trainers) on effective coaching and mentoring skills for their teachers for continuous teacher professional development.</td>
</tr>
<tr>
<td>Gram Mangal</td>
<td>To train the Shikshak Sahayogis which will enable them to strengthen the teacher for effectively implementing learning processes in the classrooms.</td>
</tr>
<tr>
<td>QUEST</td>
<td>20 Sahyogis were a part of the QUEST online Mathematics course and the objective was to create reflective teachers who are aware about their own theoretical and pedagogic understanding and will be motivated to take an effort to update this knowledge on an ongoing basis</td>
</tr>
<tr>
<td>Mukul Ahmad</td>
<td>To enable Sahyogis to develop confidence and learn basics components of Spoken English.</td>
</tr>
<tr>
<td>Central Square Foundation</td>
<td>To support Sahyogi Dal project to effectively capture the teaching learning practices, generate reports, analyse trends and bring in transparency in the system</td>
</tr>
</tbody>
</table>

Partnerships at a glance
Background:

QUEST (Quality Education support Trust) has reached out to around 20000 children through its various interventions pertaining to quality of education. These children are in the age group of 3 to 14 years and come from marginalized communities. QUEST has also reached around 1000 teachers through workshops and its online forum (in Marathi). QUEST’s interventions have mainly happened through capacity building of teachers to ensure long term sustainability.

Scale:

20,000 students and 10,000 teachers across projects in rural Maharashtra.

Implementation Specific to the SSD Project:

22 Sahyogis were a part of the QUEST online blended Mathematics course spanned across 15 months. The course were designed to address the critical pedagogic issues focused from grades 1-5. Sahyogis understood the significance of the teaching-learning process and the fundamental needs of practicing actual classroom teaching on a regular basis to become an efficient mentor which helped them to be more sensitive about teachers’ situation and address the issues through precise instructions.
Grammangal

Background:

Grammangal was founded in 1982 by renowned educationists Anutai Wagh and Ramesh Panse to provide holistic education to the rural and tribal children of Palghar and Dahanu Talukas of Palghar (then a part of Thane District). Beginning with a small school in Dabhon village of Dahanu Taluka, Grammangal implemented programs and methodologies that have positively impacted the learning of thousands of school children in Maharashtra and other parts of India.

Grammangal has developed and implemented teaching-learning methodologies that are strongly grounded in the principles and current understanding of Cognitive Science, Child Development and Learning. The methodologies are based on the precepts of constructivism and aimed at providing stress-free, joyful and enriching learning experiences to children.

Scale:

Grammangal has run multiple programmes in different districts in Maharashtra and has over the years reached thousands of teachers and more than a 1,000,000 students via their projects.

Implementation Specific to the SSD Project:

Gram Mangal conducted a baseline survey to assess the Sahyogis’ knowledge of teaching methods and concepts in Marathi, with a focus on constructivist learning, and also obtain their training needs. The focus of this program was on activities of Language for grades 1-4 along with remedial teaching for bringing the students to age appropriate level of understanding. The Sahyogis’ were provided guidance on how to implement the constructivist methods in their teacher-training sessions. This included use of educational Teaching-Learning Materials, implementing constructivist methods in the classroom, how to communicate with teachers, and clarification on roles and responsibilities of Sahyogis.
**Background:**

Thermax Foundation believes and demonstrates that it is possible to get excellent results with children from low-income communities through an excellent teacher. Convinced that great teachers are not always born but made, Thermax Foundation partnered with the local government to set up a year-long professional development programme for teachers in government schools and a select few low-income private schools to share the learning from the success of 'The School Project' and to strengthen the public education system in the city.

**Scale:**

Since 2013, the LIFT team has worked with over 300 teachers across 40 schools impacting close to 8000 children in PMC Schools across Pune.

**Implementation Specific to the SSD Project:**

One of the most important aspects in role of Sahyogi is to coach and mentor teachers. LIFT team from Thermax focused on enabling Sahyogis to effectively coach and mentor their teachers for continuous teacher professional development using their coaching model. This was a 12-hour module over a period of 9 months for training a group of 51 Sahyogis handling approximately 35 teachers each in Pune Municipal Corporation Schools.
Background:

Central Square Foundation (CSF) is a philanthropy venture fund and policy think tank focused on improving K-12 education for children from low-income communities in India. CSF is strictly a philanthropic funding and capacity-building organization that operates by making early and growth stage grants in education-focused NGOs.

Implementation Specific to the SSD Project:

During the year 0, the number of observations done by Sahyogis collectively were ~ 10000. CSF supported Sahyogi Dal project by putting the Classroom observation tool on an app named Linkstreet. From January 2017, Sahyogis began using the Linkstreet app to record the details of classroom observations. With this app, teachers, HMs and all the officers were looped in and this brought transparency in the system.
Tools: Designing Process and Usage

1. Sahyogi Performance

The project impacts Sahyogi growth which then trickles down into the classrooms through teacher support and training. The impact of this project is largely dependent on the performance of the Sahyogis. The performance of teachers in the classroom is one way to measure impact of each Sahyogi but it is equally important to measure the growth and development of Sahyogis.

Quantitative Assessment of Sahyogis:

Baseline by partner organisations: Gram Mangal, QUEST and Mukul Ahmad designed content specific baseline survey that tested awareness of the Sahyogis on aspects ranging from knowledge of Language or Maths skills to application of constructivist concepts.

Qualitative Assessment of Sahyogis:

○ Sahyogi Development Tool: Knowledge and skills were tested through the baseline survey conducted by different partners. It was also important to mark every Sahyogi on other aspects like facilitation skills, coaching and mentoring skills, etc. Hence, we co-designed a Sahyogi Development Rubric with PMC Officers where Sahyogis will reflect would also self-reflect and mark themselves and identify the next steps for their own development.

○ Focus Group Discussions with Teachers: Sahyogis work closely with the teachers and their focus is to mentor and develop teachers in classrooms. As coaches, Sahyogis interact with teachers, motivate them, share best practices from other schools or clusters and develop them as good teachers. Thus, it was important to also capture the feedback from teachers on the softer aspects of the work done by Sahyogi.
2. Classroom observation tool & Teacher Development tool

One of the important tasks of Sahyogis is to observe teachers in classrooms and support teachers to identify their strengths and development areas. PCC created a Classroom Observation tool during year zero. Before the beginning of academic year 2016-17, PCC team along with Sahyogis revised the classroom observation app. During year 0, we also co-created a Teacher Development tool which is a self-evaluation tool for teachers to map their development path.

One of the focus areas of year 1 was to analyse the data captured during observations and analyse the performance of teachers. In year 0 (2015-16), we calculated the number of observations and not the trends in teacher performances since the observations were made on hardcopies. With the support of Central Square Foundation, classroom observation tool was made available to the Officers & Sahyogis on a mobile application named “Linkstreet”. The app was launched in the month of January 2017. At present, all the Sahyogis use Linkstreet app to capture their observations made during their classroom visits. With the help of the app, observations made by Sahyogis were made transparent. The app auto generates the following types of reports

<table>
<thead>
<tr>
<th>Sr No.</th>
<th>Report</th>
<th>Stakeholders</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Individual Teacher Report</td>
<td>Respective Teacher &amp; Sahyogi</td>
<td>After every observation</td>
</tr>
<tr>
<td>2</td>
<td>School Report</td>
<td>School Leader &amp; Sahyogi</td>
<td>Monthly</td>
</tr>
<tr>
<td>3</td>
<td>Sahyogi Report</td>
<td>Sahyogi, PCC Team &amp; Officers</td>
<td>Monthly</td>
</tr>
<tr>
<td>4</td>
<td>Cluster Report</td>
<td>Cluster Officers, PCC Team &amp; EO</td>
<td>Monthly</td>
</tr>
<tr>
<td>5</td>
<td>City Report</td>
<td>EO &amp; PCC Team</td>
<td>Monthly</td>
</tr>
</tbody>
</table>
Some reports from Linkstreet App
Designing process:

The classroom observation tool was co-designed with a group of Sahyogis and PMC officers. Classroom observation tool on the Linkstreet app was first piloted in one PMC cluster, Hadapsar, for one month. During the pilot, Hadapsar cluster Sahyogis were supported and guided by team PCC, later which was launched cross all PMC clusters.
Sahyogi Field Trip: Aine (Gram Mangal School)

Teaching is definitely the best way to learn and grow. As a part of the course with GramManagal, Sahyogis along with few officers had a chance to visit the first attempt by Gram Mangal team in exploring ‘जानकारीवाद’ techniques in education. Sahyogis after undergoing 8 days of training had a chance to see the theory in action through classrooms. The sahyogi team visited GramMangal school in Aine, located in Palghar district. This 3-day visit brought the Sahyogis even closer as a team and served a space for them to learn by doing.
4

Outputs

Sahyogi Performance

Sahyogi Trainings:

For 2016-17, Sahyogis were supported by various partners in the following given areas:

<table>
<thead>
<tr>
<th>Sr No.</th>
<th>Areas of Inputs</th>
<th>Facilitation</th>
<th>No. of Input Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Coaching and Mentoring</td>
<td>LIFT, Thermax Foundation</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>Content: Mathematics</td>
<td>QUEST</td>
<td>11</td>
</tr>
<tr>
<td>3</td>
<td>Content: Marathi</td>
<td>Gram Mangal</td>
<td>18</td>
</tr>
<tr>
<td>4</td>
<td>Data analysis and team culture</td>
<td>Team PCC</td>
<td>18</td>
</tr>
<tr>
<td>5</td>
<td>Spoken English</td>
<td>Mukul Ahmad</td>
<td>11</td>
</tr>
</tbody>
</table>
Average attendance of Sahyogis during trainings
Sahyogi Self-Assessment:

“Reflection – true reflection – leads to action.”
- Paulo Freire, Pedagogy of the Oppressed

The project strongly believes in the idea of creating reflective practitioners. Reflective practice is a process by which you: stop and think about your practice, consciously analyse your decision making and draw on theory and relate it to what you do in practice. One of our long-term goal to develop teachers as ‘reflective practitioners’ to carve their path of self-development. Thus, our focus has been to develop Sahyogis’ as reflective practitioners too. We used the Sahyogi development rubric and invite the Sahyogis’ rate themselves on all the strands. Similarly, the project team assessed each Sahyogi based on the rubric. The difference was pretty high. This clearly shows the need to focus on developing Sahyogis as reflective practitioners, while we aim to build their technical knowledge and skills in language and math.
Classroom Observations

One of the most important role of a Sahyogi is to support teachers in the classroom. Sahyogis observed teachers using the classroom observation tool and the Pragat Shaikshanik Maharashtra recommended 25 Nikash (25 parameters) to declare a school / classroom Pragat. Each classroom to be observed as per PSM Nikash needs minimum 3 hours whereas a regular classroom observation need 35 - 45 minutes by every Sahyogi. Find below the number of observations made by Sahyogis in AY 2016-17.

After analysing the data recorded by Sahyogis using the tool, we see that all the teacher performances have been marked high. One of our internal hypothesis is that, this could be because of the influence of teacher unions on the Sahyogis. There is a serious need to norm the sahyogis on the classroom observation tool and conducting classroom observations in a more authentic & impartial way. This is one of the focus areas for next academic year- 2017-18.
Teacher Performance

In the AY 2016-17, Sahyogis organised 7 month-end workshops with the teachers across PMC. One of the feedback received from teachers in the last academic year was that the training was not grade specific and training seemed to be an additional burden on the teachers, especially from the higher-grade classrooms. Trainings were organised on a Saturday after or before their school. This affected the participation and the attendance of the teachers in the workshops.

Teacher workshops were organised on every month-end in two sessions, Grade 1-4 and Grade 5-8, at every cluster level. All the PMC students from Marathi and Urdu schools were given a leave on the same day and the instructional hours missed were compensated by working one hour extra on three Saturdays in a month. With this change, average teacher attendance increased.
Sahyogis conducted workshops for teachers based on their needs raised before the end of year 0. Teachers were satisfied with the workshops conducted by Sahyogis. During the FGDs conducted, teachers agreed that the training they received did develop their skills and made them a better teacher in their classrooms as evident from the ratings they gave on their performance as a teacher before and after the training.

**Teacher Feedback:** In the month of March, we captured the feedback from all the teachers through an online survey. Approximately 1400 teachers participated in this survey. As shown below around 89% teachers shared a positive feedback about Sahyogis support as mentors who developed and mentored them in the classroom. Teachers shared that Sahyogis guided them through Month-end workshops (sessions on Gyanrachanawad), personal coaching and conducting demo lessons in the classrooms, sharing of teacher best practices from across clusters or by helping them creation and use of different TLMs.

**Question:** महोगी दलामुळे तुम्हाला अध्यापन पद्धतीत मार्गदर्शन मिळाले का?

Teacher responses from every cluster
Student Performance

Since June 2016, all the efforts of PMC administration & Sahyogi team have been focused on ‘Pragat Classrooms/ schools’. Maharashtra State has defined a rubric with 25 essential parameters (Nikash) to define a school as Pragat. Teachers in PMC were also focusing all their energies on creating Pragat Classrooms. Through the survey, below is the representation of the number of classrooms declared as Pragat across all PMC schools.

Every classroom scoring more than 100 points on the 25 parameters can be called ‘Pragat’. In this academic year, Sahyogis have supported teachers to ensure all the parameters mentioned in the PSM Nikash, are achieved. Although this is not a clear area to measure the impact of the project on student learning outcomes, the plan for next year is to organise third party assessment measuring qualitative and quantitative data in a more credible & authentic way.

![Pragat Vs Apragat Classrooms](chart.png)
City Level Initiatives: Shikshan Utsav

PMC Shikshan Utsav: पुणे मनपा शिक्षण उत्सव

2017 brought a new wave of energy and enthusiasm in teachers across PMC. Pune Shikshan Utsav served as a platform for teachers to showcase their best practices and space for them to learn from their colleagues inspired by Maharashtra state government’s “Shikshanachi Wari”. PMC organized a 2-day event where top 100 teachers presented and there were workshops organised on Constructivism and ‘Management of Training’ by experts. This event also marked the launch of the Teacher Mentor app supported by Central Square Foundation by the Municipal Commissioner, Kunal Kumar and PMC Shikshan Mandal Chairman, Vasanti Kakade. Pune City Connect team played a critical role in the success of the entire event - right from planning, design and implementing the two-day event, they have won appreciation from everyone across the government machinery. The Sahyogi Dal team was the backbone of the entire event implementation led by Deputy Education Officer Shubhangi Chavan.
Some glimpses of the event
Learnings

As this was the second year of operations for Sahyogi Dal project, a lot of our focus was to build Sahyogis as mentors and tried incorporating the learnings from year 0. At the end of year 1, we had many learning as mentioned below:

Developing Sahyogis’ as Stakeholder Managers:

Sahyogis have developed themselves into a reliable link between the school staff and the administration. They are the most important mediators in the current PMC system. A huge responsibility lies on Sahyogis’ to collaborate and work with all the stakeholders. With In year 0, HMs were not looped in the whole process and thus teachers would receive mixed messages regarding teacher support and development. In year 1, Sahyogis involved HMs during the month-end workshops but it still was a low touch interaction. Sahyogis also started with a new process named Cluster Review Meeting to engage with the Officers at Cluster level. In the coming year, the project is focused towards designing and strengthening structured processes where Sahyogis can update HMs, Supervisors and Officers on a regular basis.

Casual pathway Metrics vs Measures of Success:

Last year’s LFA uses Measures of success instead of metrics to measure project outcomes through a casual pathway framework. One realization has been that outcomes of systemic projects are inherently difficult to predict; the project has far surpassed some of our MoS but has achieved very little on some others. Therefore, the team will be updating its project design to use a more predictable casual pathway framework for 2017-2020 planning.

Quick Wins:

Another learning has been around managing expectations regarding project outcomes. Some of the changes we want to see as part of the project are long term (Motivated teachers, student data, etc) in such cases, “Quick Wins” are required to keep government as well as project staff motivated. Therefore, these quick wins will be part of PCC project implementation and communication strategy going forward.
Case Study: Savita Mahajan, Sahyogi (Kothrud Cluster)

Savita Mahajan is a Sahyogi from the Kothrud cluster. She has been associated with the Sahyogi Dal since its inception i.e AY 2015-16 onwards. What sets Savita apart from the rest of the cohort is her self-discipline in attending the Sahyogi trainings organized by PCC & its partners: Savita has attended 89% of the trainings in AY 2016-17. She has been present on time on all the training days. Savita also takes a lot of initiative and likes to explore new things to improve her knowledge and skill base. Savita was also one of the 20 Sahyogis who got selected in the QUEST Math course. Her attendance was 91% in the QUEST course as well. As part of the course, the participants were expected to complete assignments based on classroom teaching and upload the assignments online. Savita was one of the few Sahyogis who completed all the assignments and go them reviewed from the QUEST mentors and resubmitted the assignments for final grading, thus clearing the QUEST Math course with merit.

Savita has also taken other initiatives as part of the Sahyogi Dal member which included – being the MOC for PMC events (Shikshan Utsav, etc), organizing the Sahyogi Dal End of the Year conference as a member of the cultural committee, etc.

Savita is extremely rooted in the teacher and classroom realities of PMC schools, which makes her an effective coach and a mentor to her teachers.
Testimonials written for Savita Mahajan:

“Savita Mahajan has taught us new techniques that has helped me to reach out to all the students effectively. She understands our challenges and solves our problems that we face during teaching. Her inputs on Maths lessons are very good and useful. She has been an excellent mentor to all the teachers and we look forward to receiving her support in the next academic year as well."  
- Mrs. Rajshree Hemant Chavan, (Class 7 teacher, PMC School No. 47 B, Chatrapati Sambhaji Maharaj Primary school, Kothrud.)
## Finances

### Expenses

<table>
<thead>
<tr>
<th>Sr No.</th>
<th>Expense Head</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Full-time staff compensation</td>
<td>₹ 17,89,858</td>
</tr>
<tr>
<td>2</td>
<td>Project Costs</td>
<td>₹ 3,72,723</td>
</tr>
<tr>
<td>3</td>
<td>External Travel</td>
<td>₹ 25,908</td>
</tr>
<tr>
<td>4</td>
<td>Staff Re-imbursements</td>
<td>₹ 1,18,443</td>
</tr>
<tr>
<td>5</td>
<td>Staff Professional Development &amp; Step-back</td>
<td>₹ 31,746</td>
</tr>
</tbody>
</table>

**Total Expenditure**  
₹ 23,38,678

### Supported By

[Thermax Foundation logo]

[Forbes Marshall logo]
### Appendix

**Tools Developed & Used by Sahyogis**

#### Teacher Development Rubric

<table>
<thead>
<tr>
<th>Teacher Development Rubric</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tools</strong> &amp; <strong>Developed</strong> by Sahyogis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Developed</strong> &amp; <strong>Used</strong> by Sahyogis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher Development Rubric</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tools</strong> &amp; <strong>Developed</strong> by Sahyogis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Developed</strong> &amp; <strong>Used</strong> by Sahyogis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher Development Rubric</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tools</strong> &amp; <strong>Developed</strong> by Sahyogis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Developed</strong> &amp; <strong>Used</strong> by Sahyogis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher Development Rubric</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tools</strong> &amp; <strong>Developed</strong> by Sahyogis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Developed</strong> &amp; <strong>Used</strong> by Sahyogis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>सहयोगी विकास आसारक</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>aktivati</strong></td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>विकास</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>क्रेडि</strong> (विकास)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. विकास विभागीय क्रेडि प्राप्त कर्मवाले में सम्मानकारी क्षेत्रों में बदलाव कराने का योगदान करें।</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. स्थानीय पशुपालिन सेवा केंद्रों में सहयोग करें।</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. स्थानीय शासन संस्थाओं की सहयोगी गतिविधियों में सहयोग करें।</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. स्थानीय राज्य सरकार द्वारा पेश की गई आवेदन/प्रस्तावों में सहयोग करें।</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>सहयोगी विकास स्केल</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. सहयोगी विकास स्केल के आधार पर सहयोगी विकास के लिए सत्य, सही स्थिति को दर्शाएं।</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. सहयोगी विकास स्केल के आधार पर सहयोगी विकास के लिए सत्य, सही स्थिति को दर्शाएं।</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. सहयोगी विकास स्केल के आधार पर सहयोगी विकास के लिए सत्य, सही स्थिति को दर्शाएं।</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>गृहीता</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. उन्नयन से सम्बंधित परिवारों को सही स्थिति में लाने का प्रयास करें।</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. सहयोगी विकास स्केल के आधार पर सहयोगी विकास के लिए सत्य, सही स्थिति को दर्शाएं।</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. सहयोगी विकास स्केल के आधार पर सहयोगी विकास के लिए सत्य, सही स्थिति को दर्शाएं।</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>सहयोगी विकास स्केल</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. सहयोगी विकास स्केल के आधार पर सहयोगी विकास के लिए सत्य, सही स्थिति को दर्शाएं।</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. सहयोगी विकास स्केल के आधार पर सहयोगी विकास के लिए सत्य, सही स्थिति को दर्शाएं।</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. सहयोगी विकास स्केल के आधार पर सहयोगी विकास के लिए सत्य, सही स्थिति को दर्शाएं।</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Focus Group Discussion Questionnaire: Shikshak Sahyogi Dal

Set the context:

1. Focus Group Discussions are informal spaces for sharing thoughts/questions/suggestions

2. SSD is a project by Shikshan Mandal and PCC is partner to manage operations and planning. SSD is intended to support teachers. Decisions may not be made but it is important to understand the feedback of the teachers and HMs to plan way forward.

3. We are here to learn from our mistakes

4. Can be about school staff/project/Education department

5. Total privacy will be maintained. All relational modifiers will be removed

Note: Note the school name & number, AAO and supervisor.

Broad Questions:

1. What kind of support did they receive from the Sahyogis?

2. Rate the support received by Sahyogis (trainings and classroom observations) on the scale of 1-4 (1 is lowest and 4 is the highest)

3. Debrief:

   1. What is your understanding of sahyogi doing classroom observation?

   2. How did the sahyogi engage in a conversation (charcha) or debrief after the observation and shared the details captured during the observation?

   3. How did the conversation help in your development?

   4. What is your feedback about the classroom observation app, did you receive the soft copies of the observation made by sahyogi? Did the sahyogi share the observation before submitting the tool?
5. What did you like and what did you not like in the support given by sahyogi wrt in classroom support?

6. In-classroom: how did the sahyogi support you when you faced the challenges in the classroom?

7. How comfortable are you to reach out to Sahyogi in case of any doubt/grievances/queries (1-5)?

8. How does Sahyogi care and appreciate your performance and growth?

4. Demo lesson:

1. Did the sahyogi conduct any demo lesson to support you?

2. If yes, was it helpful?

3. If not, do you expect sahyogis to conduct demo lessons?

5. Monthly workshops:

1. Do you feel that the training (content) received from Sahyogis is aligned with what you need for your and the students growth in the classroom?

2. Which sessions did you like or found useful? Why?

3. Which sessions did you not like or did not find useful? Why?

4. What kind of trainings/workshops you would like to attend?

5. Comparison between year 01 and year 02: what went well and what are the areas of improvement?

6. PSM Nikash:

1. What is your feedback about this? (did you like sahyogi doing this?)

7. What are your expectations from Sahyogis?
8. For HMs:

   1. What is their feedback about the monthly teacher workshops?

   2. What kind of updates do they seek from the sahyogi?

9. Any other feedback / comments
Classroom Observation Tool

<table>
<thead>
<tr>
<th>Observation No.</th>
<th>Class-1</th>
<th>Class-2</th>
<th>Class-3</th>
<th>Class-4</th>
<th>Class-5</th>
<th>Class-6</th>
<th>Class-7</th>
<th>Class-8</th>
<th>Class-9</th>
<th>Class-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher's Name</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Observation Notes**

- **Observation:** 1. The teacher is effectively engaging students in the lesson.
  - Students are actively participating in discussions.
  - The teacher uses appropriate language and terminology.

**Teacher's Comments**

1. The teacher needs to better manage the classroom dynamics.
2. More interactive activities are required to maintain student interest.

**Suggested Areas for Improvement**

1. Increase the use of visual aids to enhance understanding.
2. Encourage more student participation through group discussions.

**Teacher's Signature**

[Signature]

Date: [Date]

**Notes**

- Students are generally attentive.
- Some students need additional support in understanding the concepts.
Reports from Linkstreet App
Pune City Report
Cluster Report
School Report
Teacher Report

Partner Reports
LIFT, Thermax Foundation
QUEST
Gram Mangal - Sahyogi Baseline Data
Gram Mangal - Annual Report
Mukul Ahmed