District Transformation Project

End of Year Report 2018-19

Nashik
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Key Learnings

**Goal 5: Strengthening of School Management Committees**

Associated Activities:

- Outputs
- Inputs
- Key Learnings

**Goal 6: Advisory support**

Associated Activities

- Cluster Resource Person (CRG) Orientation and Support
  - Outcomes
  - Outputs
  - Inputs
- 2. Designing standard structure for school visits by DIET personnel
- 3. Selection Conference for Vishay Sahayaks and Quarterly review for MSCERT and RAA
  - September-October 2018
- 4. Performance Review of Subject Assistants

**Goal 7: The platform for collaborative learning space for Zilla Parishad Education Department and DIET officers**

Associated activities

- Outcomes
- Outputs
- Inputs

**Goal 8: Designing plan to support 150 bottom performing schools**

- Outcomes
- Outputs
- Input
- Key Learnings:

**Goal 9: Increasing Employee engagement in EO’s Office**

Associated Activities

- Engagement survey
- Outcomes
- Output
- Inputs
- Key Learnings:

**Goal 10: Platforms for collaborative learning at the BEO level**

Associated Activities

- Outcomes
Goal 12: School and Classroom Observation- Deola Pilot
  Associated Activities
  Outcomes
  Outputs
  Inputs
  Key Learnings

Goal 13: Setting up processes in EO Office
  Mid Day Meal Scheme Monitoring Tool
  Associated Activities
  Outcomes
  Output
  Input
  Key Learnings

People
  Feedback and experiences of key stakeholders
    Mr. Valmik Chavhan, Vishay Sahayak, DIECPD, Nashik.
    Mrs. Saroj Jagtap, BEO, Panchayat Samiti, Niphad
    Mrs. Rohini Bagul, Teacher, Devla
    Mr. B.S. Pawar, Extension Officer, Dindori.
  Team
    Akshat Sandh
    Pratik Bhandarkar
    Priya Joshi
    Sagar Kathrisal
    Shilpa Sharma

Partners
  Sarvsutra
    Description
    Work done in 2018-2019
    Objective of Sarvsutra School App for 2019-20

Looking Ahead
  Plans for Year 2019-2020
# List of Abbreviations

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<tr>
<th>Acronym</th>
<th>Expansion</th>
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<tr>
<td>EO</td>
<td>Education Officer</td>
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<td>BEO</td>
<td>Block Education Officer</td>
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<td>CRG</td>
<td>Cluster Resource Group</td>
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<td>DIECPD</td>
<td>District Institute of Educational Continuous Professional Development</td>
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<td>DSES</td>
<td>Department of School Education &amp; Sports, Govt. of Maharashtra</td>
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<td>DTP</td>
<td>District Transformation Project</td>
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<tr>
<td>FGD</td>
<td>Focus Group Discussion</td>
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<td>GoM</td>
<td>Government of Maharashtra</td>
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<tr>
<td>IT</td>
<td>Information Technology</td>
</tr>
<tr>
<td>IT SA</td>
<td>Information Technology Subject Assistant</td>
</tr>
<tr>
<td>KSM</td>
<td>Knowledge, Skills and Mindset</td>
</tr>
<tr>
<td>KP</td>
<td>Kendra Pramukh</td>
</tr>
<tr>
<td>LFE</td>
<td>Leadership For Equity</td>
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<tr>
<td>MSCERT</td>
<td>Maharashtra State Council of Education Research and Training</td>
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<tr>
<td>MDM</td>
<td>Mid Day Meal Scheme</td>
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<tr>
<td>NCERT</td>
<td>National Council of Education Research and Training</td>
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<tr>
<td>NGO</td>
<td>Non-Governmental Organisation</td>
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<tr>
<td>OD</td>
<td>Organizational Development</td>
</tr>
<tr>
<td>PD</td>
<td>Professional Development</td>
</tr>
<tr>
<td>HM</td>
<td>Head Master</td>
</tr>
<tr>
<td>CSR</td>
<td>Corporate Social Responsibility</td>
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<tr>
<td>SP</td>
<td>Shikshan Parishad</td>
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<td>ZP</td>
<td>Zila Parishad</td>
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Executive Summary

Nashik District Transformation Project, an initiative by Leadership for Equity is a natural progression of the work that LFE has been doing at the state and the city level. Starting in 2015, the work at the Maharashtra State and Pune city level has evolved into large-scale programs, and a need was felt to intervene at the District level to build a sustainable model for change. Districts are uniquely positioned to be able to play a central role in dramatically improving schools and the teaching and learning that takes place in schools. In India, the idea of district transformation has been picking up over the last 10 years and initiatives have been started both by the Government and Non-governmental organisations for the same. As part of the research process, the team did a study to understand the problems at the ground level as well as pain points felt by stakeholders across 7 districts in Maharashtra. Apart from deep-diving into the aforementioned areas with district leadership, the team also visited over 35 schools and conducted FGDs with over 200 teachers and 45 other functionaries.

In Nashik, LFE has explicitly focused on teacher development and officer professional development of the two main educational bodies in the district i.e. ZP and DIET, for the year 2018-19. According to the research, above - mentioned areas were the core areas needed to be worked upon for increasing student learning outcomes and empowering the education landscape in the district.
Since it was year zero, the aim was to study the ground level realities in the district which would further feed into the designing and planning of the various programmes in the district. In the teacher development front, LFE has successfully redesigned the latent monthly teacher training platform - Shikshan Parishad. Earlier, the platform which had become a mere means of collecting administrative data is now a fully structured platform with a yearly progression plan and pre-decided dates where teachers are trained monthly through videos created by DIET Vishay Sahayaks and conducted by Kendra Pramukhs in 273 odd clusters.

In order for this structure to operate congruously, it was essential for the pipeline of middle management to function in a way that it ensures Shikshan Parishad is running according to the plan and also become an efficient body of educators who function in sync for implementing all the crucial policies and programmes in the district. Taking this into consideration, professional development platforms and structures have been developed by LFE DTP team for each layer of management - Education Officer, Block Education Officers, Extension Officers, Cluster Heads and DIET personnels.

Apart from designing people focused professional development structures and platforms, LFE DTP also established a CSR NGO Cell in the education department, ZP, in order for government, CSRs and NGOs to build synergistic efforts towards uplifting educational infrastructure and promoting better learning environment and outcomes. These initiatives are intended towards building a strong foundation for creating efficient and sustainable student, teacher and officer development models in the subsequent years of the project which would potentially cater to achieving the long term outcome of increasing NAS scores in the district.
Introduction

Setting the Stage

Leadership for Equity has envisioned an educational arena where the whole education system converges towards providing the best possible learning environment to the students by strengthening policies, building capacity of the middle management to implement those policies and developing teacher’s skills and mindsets.

District Transformation Project is essentially striving towards building such models which would fulfill this vision and through its successes and learnings, support the state in taking informed decisions while designing educational initiatives.

Focus areas of DTP are based on the needs of the district as defined by the intensive research done in various districts of Maharashtra and also studying the work of other organizations working on similar areas. As for teacher development, traditionally cascade model of trainings were arranged by the state but there was a strong need for creating contextual teacher development models such as blended learning, peer learning communities or other such research backed models. But the leadership which has to hold all these policies and programmes together and ensure its effective implementation don’t have any professional development or support structure in place.

These needs became the basis for creating and sustaining platforms like Shikshan Parishads for teachers, District Gunvatta Kaksh for senior leadership of ZP and DIET and Block Gunvatta Kaksh for cluster heads and extension officers.
Project Goals

- Create and sustain peer learning platforms for collaborative learning at the teacher level in order to DELIVER effective Teacher Training and Development.
- Deliver training to teachers using technology and proximate support.
- To create a collaborative learning platform for Kendra Pramukh and Vistaar Adhikaari to provide direct academic support to teachers.
- Design and operate structures to enable the Education Department to assist CSR and NGOs in effectively implementing, monitoring and scaling their activities in Nashik district.
- Strengthening of School Management Committees in the district.
- Providing advisory support to DIET personnel to implement academic programmes.
- Create a platform for collaborative learning of the officers in Zilla Parishad Education Department and DIET.
- Creating structures to increase employee engagement in the Education Office.
- Create platforms for collaborative learning at the BEO level.
- Pilot school and classroom observation structure in one block of the district.

Highlights 2018-19

Important Activities

1. **Shikshan Parishads in 273 clusters on the last Friday of every month:** Shikshan Parishads have been conducted in 273 clusters of the district in a standardised format where 12500 teachers engaged and were trained on pedagogy and classroom practices.
2. **Block level HM trainings on strengthening SMCs:** Five block level HM meetings were conducted where 1200 HMs were involved in discussion on implementing the new structure of monthly SMC meetings and making Nashik a model district for the state.
3. **District Gunvatta Kaksh for building collaboration between ZP and DIET:** Though the goals of both ZP and DIET are the same i.e. assisting teachers in increasing student learning outcomes, yet they planned their interventions individually. Through District Gunvatta kaksh, a common platform was built for them to sit together and plan collaboratively for the district.
4. **Designing Annual Academic Plan with 75 personnel from ZP and DIET in a two day confluence:** To design and plan all the academic and administrative work for the coming academic year it was imperative that officials from all the levels should come together. Over the two day workshop, groups were created based on experience and responsibilities they manage for planning and designing different programs.
Important Outputs and Changes Witnessed

1. **Enhanced structure of teacher training in the district:** Shikshan Parishads are now being organized by Kendra Pramukhs according to a standard content across all 273 clusters on the same day.

2. **Setting up monthly platform for capacity building of Kendra Pramukhs:** Block Gunvatta Kaksh has been set up as a platform for Kendra Pramukhs where they share best practices and participate in capacity building sessions every month in each of the 15 blocks.

3. **Blended teacher training pilot with 115 teachers:** A teacher training pilot using technology and proximate support has been successfully implemented with 115 teachers of 30 schools.
Goal 1: Transforming Shikshan Parishad

Objective: Create and sustain peer learning platforms for collaborative learning at the teacher level in order to DELIVER effective Teacher Training and Development.

Professional learning communities offer a powerful platform where teachers can engage in constructive dialogue, reflect on and improve instruction, and learn how to become more effective in the classroom to improve student learning.

Shikshan Parishad is one such professional learning community platform, facilitated by KP/CRG aimed towards building skills and knowledge of teachers in the clusters. KPs are responsible for providing direct academic support to the teachers, for meeting them every month and discussing academic issues Shikshan Parishad's serve as a platform to bring out the best practices of teachers and other classroom-related discussions. Initially, Shikshan Parishads focused on administrative issues rather than academic topics related to classroom instruction, pedagogy etc.

For effective implementation of Shikshan Parishad across 273 clusters, it was decided to design a format that would:

1. Provide a clear structure and purpose for Shikshan Parishad meetings
2. Address the most important instructional challenges and focuses on learning outcomes
3. Provide support from all levels of the school system
4. Foster an atmosphere of trust and learning
5. Monitor the work of SPs and obtain continuous feedback

LFE has planned on tackling this issue by standardizing the Shikshan Parishad structure across the district with more focus on academic topics.

Inputs

- **Design monthly skill and knowledge-based sessions:** Structure for the monthly sessions was designed at the beginning of the year and accordingly, monthly sessions were designed at the beginning of each month. The sessions were around three major areas:
  - A technical session where videos of best classroom practices and pedagogy are shown and then the discussions in the small groups of teachers are initiated as to how it can be implemented effectively in classrooms.
  - A Yashogatha session where cluster resource members and other teachers share the best practices from their clusters.
• A skill-based session where activities are conducted on goal setting, observation feedback techniques and data analysis etc. were designed for every month from July 2018 till April 2019.

• **Conducting Block Gunavatta Kaksh in all the 15 blocks**: Between 1st and 10th of each month, Block Gunvatta sessions were conducted by LFE team members in all the 15 blocks. Cluster Heads and cluster resource group members were trained on Shikshan Parishad's and on other skill-based sessions like goal setting, observation, feedback techniques and data analysis etc.

• **Observation and feedback**: Shikshan Parishad's were observed and feedback for the same was collected Immediately through surveys, Focussed Group Discussions and officer level interactions.

• **Visits to Shikshan Parishads**: 35 Shikshan Parishad's were visited by the team in the academic year and the team modelled ideal Shikshan Parishad facilitation and mentored cluster heads on importance of peer-led discussions and meetings.

• **Iteration to the Shikshan Parishad structure**: Certain changes to the structure of the Shikshan Parishad were prototyped in some selected clusters and based on the response the overall district structure was tweaked.

**End line discussion**: This was done in order to understand the effectiveness of the platform, what can be improved in the platform experience for the stakeholders, as well as to ensure that through the feedback we are able to make it more productive and beneficial for them.
1. **Professional Development Training**: Zilla Parishad Teachers from Nashik District were given a Total of 40 hours of direct professional development training across 9 months. Teachers were trained on subject-specific and Learning Outcome-based content from expert teachers of the district, under the supervision of Subject Experts and Officers from DIECPD, Nashik.
2. **Platform For Best Practices Training**: Shikshan Parishads has served as a platform for sharing of Best Practices. Total of 18 hours of best practices sharing by teachers across 278 clusters over 9 months.

- In the last 9 months, in the District of Nashik, around **1658** of Shikshan Parishad's across 273 clusters have been conducted.
- Total of **18000** feedbacks have been collected.
- Total no of content pieces - **10 videos and 120 minutes** on classroom instructional training.
- **35** visits to Shikshan Parishad by the team across **15** blocks in the past **9** months
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<tr>
<th>Sr. No</th>
<th>Data Points</th>
<th>Baseline</th>
<th>Endline</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Average number of feedbacks (over the past year/each shikshan parishad ?)</td>
<td>Feedback was not collected at Shikshan Parishads</td>
<td>18000</td>
<td>Increase by 18000</td>
</tr>
<tr>
<td>2</td>
<td>Number of Shikshan Parishads conducted in a year</td>
<td>Avg 5 per year</td>
<td>9</td>
<td>Increase by 4</td>
</tr>
<tr>
<td>3</td>
<td>Number of hours of training provided to teachers through Shikshan Parishad in a year</td>
<td>5 hrs</td>
<td>40 hrs</td>
<td>Increase by 35 hours</td>
</tr>
<tr>
<td>4</td>
<td>Number of hours of instruction around Data Filling (in hours)</td>
<td>Avg 2-3 hours</td>
<td>Avg 1 hour</td>
<td>Decrease by avg 2 hours</td>
</tr>
<tr>
<td>5</td>
<td>Number of hours of instruction around classroom practices and pedagogy</td>
<td>-</td>
<td>Avg 2 hours</td>
<td>Increase by 2 hours</td>
</tr>
<tr>
<td>6</td>
<td>Number of SP's at District Level</td>
<td>No data</td>
<td>About 1650</td>
<td>-</td>
</tr>
<tr>
<td>7</td>
<td>Number of content pieces created (PPT/Videos)</td>
<td>0</td>
<td>10</td>
<td>Increase by 10</td>
</tr>
<tr>
<td>8</td>
<td>Shikshan Parishad per block per month</td>
<td>2-3</td>
<td>14- 16</td>
<td>-</td>
</tr>
<tr>
<td>9</td>
<td>Number Training of KP'S on SP facilitation</td>
<td>0</td>
<td>Avg of 3 per block</td>
<td>Increase by 3 per block</td>
</tr>
</tbody>
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**Key Learnings**

1. **Content**

   Technical sessions i.e one hour slot in Shikshan parishads were used to train teachers on best practices of teaching a subject. A video of an expert teacher was shot exclusively for this session by the team and delivered across 275 clusters. The entire videos were shot with the oversight of DIECPD Nashik, who provided valuable inputs during the content creation process.

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<tr>
<th>Sr. No</th>
<th>Assumption</th>
<th>Status</th>
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<tbody>
<tr>
<td>1</td>
<td>Video-based training will help the DIECPD to deliver teacher support at scale</td>
<td>True</td>
</tr>
<tr>
<td>2</td>
<td>SP’s technical session will help teachers to implement best practises in the classroom</td>
<td>Partially True</td>
</tr>
<tr>
<td>3</td>
<td>Video as a training mode is preferred by teachers</td>
<td>True</td>
</tr>
</tbody>
</table>
What worked -

- Video-based training was found to be effective
- Cluster heads favoured videos and were of the opinion that it will help them to guide teachers effectively
- Using teacher videos for the training helped in getting wider acceptance from other teachers

What did not work -

- Videos of DIECPD subject experts were not well-received by teachers

What were the surprises -

- Cluster heads and teachers wanted more than 1 video for the technical session and felt that the technical session was the most productive session in the entire SP

Learnings -

- Subject-specific pedagogy and classroom practices based videos can be tested out in the next academic year’s Shikshan Parishads
- Videos based on learning outcomes were received well by teachers.

2. Structure

A standardized 4.5 hours structure has been pre-decided and implemented across 273 clusters of the District. Content, guidelines and presentations are sent through District communication channels to all 273 cluster heads and in charge cluster heads.

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<thead>
<tr>
<th>Sr.No</th>
<th>Assumption</th>
<th>Status</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>SP structure will serve as a platform for building teacher community</td>
<td>True</td>
</tr>
<tr>
<td>2</td>
<td>SP structure will lead to a decrease in time for admin data collection</td>
<td>True</td>
</tr>
<tr>
<td>3</td>
<td>SP structure will help cluster heads by providing guidelines for the conduction of Shikshan Parishad</td>
<td>True</td>
</tr>
<tr>
<td>4</td>
<td>SP structure will help cluster heads disseminate information regarding govt resolutions and other admin work</td>
<td>Partially true</td>
</tr>
</tbody>
</table>

What worked -

- Standardized structures and dates have ensured that the Shikshan Parishad’s across the districts are conducted.
- They have helped in providing large scale training through content delivery standardization
Guided Structures have helped in improving peer-led discussions by focusing on key areas
Structures have helped cluster heads to plan, facilitate and deliver training effectively

What did not work-
Standardizing a day across the district was not effective. Cluster head vacancies in the district are very high and therefore, most of the cluster heads have charges of two or three clusters. So, conducting Shikshan Parishad in each cluster on the same day becomes difficult.

Learnings -
Last week of the month can be fixed for the Shikshan Parishad and dates can be left to the decision of the Block Education Officer.

Goal 2: Learning Outcomes Improvement Program

Objective: To deliver training to teachers using technology and proximate support

Maths Toolkits
Govt of Maharashtra in 2016, distributed Math and Marathi toolkits across all government Schools in Maharashtra with the aim of building critical thinking and problem-solving skills in students and also had organised a state-wide training for all the teachers. Since the training was in the cascaded model, it was ineffective hence teachers find it hard to use toolkits in classrooms.

Teacher Training
Traditionally, teachers are trained in sessions by a senior teacher who is trained by a trainer who in-turn is trained by a master trainer. This creates four levels of cascading before the content actually reaches the trainee. It is estimated that with each level of training in a cascade model about 20% of knowledge is lost.

Success Factors of the current model of Training for teachers:-
- Facilitator Learning - Self-understanding through listening
- Peer Learning - Learning through group conversation
**Inputs**

1) **Content Creation**: Set of 5 videos covering 5 learning Outcomes of grades 1-4 were created by the District Math Resource Person. The purpose of the content was to familiarize teachers of grade 1-4 on various math tools available in the Math toolkit box (Ganit peti) and on using those toolkits to teach various mathematics concepts aligning to Learning Outcomes of the grades.  
2) **Teacher Selection**: 115 teachers from 30 schools of Devgaon, Khedlezunge, Shivare and Karanjgoan clusters were selected non-randomly. Mandatory selection of the teachers was part of the program, where they were being remotely trained on using math tool kits in the classroom with the help of national teachers platform DIKSHA and Youtube platform. This was done to promote problem-solving and critical thinking skills while developing their acumen for basic mathematics.  
3) **Orientation Workshop**: The orientation on the usage of DIKSHA app was conducted in Devgaon, Khedlezunge, Shivare and Karanjgoan Separately. Total of 112 teachers were orientated in the separate cluster level orientation sessions.  
4) **Support Session**: Sessions at cluster level on using math tool kits in classrooms was conducted by Math Resource person to ensure that teachers have an understanding of utilizing those tools effectively.  
5) **Focus Group Discussion**: FGD was conducted for BEOs in order to verify the need for a platform and understand their perception on the same.  
6) **End line Discussion**: This was done in order to understand the effectiveness of the platform as well as what can be done better to improve the platform experience for the stakeholders. Moreover, making it more productive and beneficial for them.

**Outputs**

1. **Content Design and Creation**: A total of five videos and five scaffolded worksheets covering basic numeracy, addition and subtraction using math toolkit, corresponding to learning outcomes, for grade two and three were created.  
2. **Familiarity**: Total of 112 teachers were orientated in the separate cluster level orientation sessions.  
3. **User Onboarding**: 112 teachers were on-boarded on to DIKSHA batches for the course and onto LOIP WhatsApp groups for the communication and best practice sharing purposes.  
4. **Classroom Visits**: Classroom visits to understand the ground level problems and fixing technical issues.  
5. **EOY Showcase**: Cluster level end of the year showcase and teacher level math tool kit competitions were organised.
Image 2: Training session led by Math resource person of DIECPD, Nashik during Shikshan Parishad in Devgaon

Image 3: Snapshot of Teachers using math tool kits in the classroom to teach basic math numeracy concepts and students using math tool kits in Zilla Parishad Primary School, Devgoan.
Key Learnings

Based on the Focussed Group Discussions with the teachers in Devgaon and Khedlezunge some of the key findings and status of assumptions found post study were:

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<thead>
<tr>
<th>Sr.No</th>
<th>Assumption</th>
<th>Status</th>
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<tbody>
<tr>
<td>1</td>
<td>If technology is used as a training platform, it will lead to the least amount of cascade loss and will lead to the most effective knowledge transfer.</td>
<td>True</td>
</tr>
<tr>
<td>2</td>
<td>If teachers are supported on the ground with ped and tech practices, they will deliver better in class.</td>
<td>True</td>
</tr>
</tbody>
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Learnings: Teachers largely felt that training delivered through technology are more effective than the traditional ones. Teachers felt that videos through mobile phones are convenient.
1. Platform

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Assumption</th>
<th>Status</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>DIKSHA was a user-friendly platform for the entire course consumption</td>
<td>False</td>
</tr>
<tr>
<td>2</td>
<td>Teachers find Youtube platform to be more user-friendly</td>
<td>True</td>
</tr>
</tbody>
</table>

During the entire course of the project, DIKSHA and Consequently Youtube was used as the platform to host the content. The DIKSHA has multiple issues and the teacher found it difficult to consume the content on the DIKSHA platform. Teachers found the Youtube link sent through the WhatsApp groups to be more accessible.

**Learnings-** Platform used to host the content needs to have minimal accessibility barriers and needs to be user-friendly.

2. Content

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Assumption</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Content and course structure is relevant to the classroom execution and helps the teacher to use ganit peti effectively</td>
<td>Partially True</td>
</tr>
<tr>
<td>2</td>
<td>Content quality was appropriate for understanding/consumption</td>
<td>True</td>
</tr>
</tbody>
</table>

**Learnings-**
1) Content needs to be grade specific and not include multiple learning outcomes.
2) More content covering different topics and higher learning outcomes came out as a need.
3) Complete content needs to be ready before the start of the project execution and content needs to adhere to quality benchmarks.

3. Classroom Execution

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Assumption</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teachers will execute the learning in the classroom once they watch the video and understand the concepts</td>
<td>False</td>
</tr>
<tr>
<td>2</td>
<td>Teachers will upload classroom photos once execution</td>
<td>Partially True</td>
</tr>
</tbody>
</table>
Learnings:
1) Providing resources and support alone will not ensure classroom execution. Additional Monitoring structures are necessary for successful execution.
2) Voluntary sign-up of teachers for the online training programs would lead to higher engagement, accountability and course completion.

Goal 3: To create a collaborative learning platform for Kendra Pramukh and Vistaar Adhikaari

Introduction- As per the Gunvatta Kaksh GR dated, 21.11.2014, monthly Block Gunvatta Kaksh was organized by Leadership for Equity team in each block of Nashik district. Block Gunvatta Kaksh should ideally be the platform where Kendra Pramukhs and Vistaar Adhikaaris can meet monthly to discuss pertinent academic issues. In the beginning of the year, interviews with 4 Block Education Officers affirmed that no such platform is being conducted at the block level and, later, a need analysis done with 104 Kendra Pramukhs and Vistaar Adhikaaris helped to plan the structure and design of this monthly platform.

The participants in each block gunvatta Kaksh were all Extension Officers, Kendra Pramukh, CRG members and the BEO of the block. Skill and mindset based sessions were designed and conducted for all 198 KPs in 15 blocks of the district. The basic purpose of training the Kendra Pramukhs and Vistaar Adhikaaris was to build their capacity to conduct effective Shikshan Parishads along with giving them a safe space to share and learn from each other.

Inputs
- **Design monthly skill and knowledge-based sessions**: Structure for the monthly sessions (Block Gunvatta Kaksh) was designed at the beginning of the year and, accordingly, monthly sessions were designed at the beginning of each month. The sessions were around three major areas:
  1. A technical session where videos of Shikshan Parishad are shown and then the discussion is done as to how it can be facilitated effectively.
  2. A Yashogatha session where Kendra Pramukh and Vistaar Adhikari share the best practices from their clusters and beats.
  3. A skill-based session where activities are done on goal setting, observation and feedback techniques, data analysis, etc.
- **Conduct Block Gunvatta Kaksh in all the 15 blocks**: Between 1st and 10th of each month, Block Gunvatta sessions were conducted by LFE team members in all the 15 blocks.
Yearly progression plan outline: The yearly plan for Block Gunvatta Kaksh was chalked out after conversations with stakeholders and need analysis of Kendra Pramukhs. The plan outlined the basic structure of the meeting, type of sessions and duration for each session.

Communicating dates with BEOs: Co-ordination with BEOs for suitable dates was done every month, keeping in mind the availability of team members who will conduct the session along with the BEO.

Letter from the Education Officer: In order to convey the need of monthly academic meeting and build momentum around the same, a letter was passed by the Education Officer for all the BEOs.

Outputs

- Block Gunvatta Kaksh conducted every month: Along with the support of Block Education Officer, meeting of Block Gunvatta Kaksh were conducted every month in each block.
- Feedback of each meeting collected and analyzed: After every monthly meeting feedback was taken from the participants through google forms and insights from this feedback was considered while designing the plan for next month.
Data Points | Baseline | Endline
---|---|---
Total number of BGKs conducted from September 2018- March 2019 | 0 | 55
Total number of feedback received | - | 320
Total number of hours of academic meetings attended by Kendra Pramukhs and Vistaar Adhikaaris | - | 165 hours
Type of sessions conducted | - | Facilitation style, Instructional practices, Goal setting, Observation and debrief, Success stories, Technological sessions on DIKSHA and Sarvsutra.

Baseline and Endline results on Block Gunvatta Kaksh in Nashik district.

Outcomes

- **The difference in the facilitation of Shikshan Parishads**: Interviews with 12 Kendra Pramukhs and Vistaar Adhikaaris from 4 different blocks confirmed that discussion on Shikshan Parishad’s video beforehand helped them to plan the meeting and arrange for the resources. Discussions on the video gave insights on different pedagogical practices which they can share with the teachers in Shikshan Parishad.

- **Sharing of best practices among Kendra Pramukhs and Vistaar Adhikaaris**: Out of 12 Kendra Pramukhs and Vistaar Adhikaaris who were interviewed, 60% agreed that sharing of best practices from their clusters inspired them to adopt some of those practices in their own clusters. This was also confirmed during visits to Shikshan Parishads.

Feedback of Kendra Pramukhs:
Consolidated data of feedback from Kendra Pramukhs is presented through the below graphs:
1. **Relevance and usefulness of the content of the session:** On a scale of 1 to 4, 62% Kendra Pramukhs agreed that the content of the Block Gunvatta Kaksh session was relevant and useful for their work while nearly 34% Kendra Pramukhs agreed partially.

![Graph 3: Kendra Pramukhs’ rating of the usefulness and relevance of BGK on a scale of 1 to 4.](image)

2. **Type of sessions liked by the Kendra Pramukhs:** Among the different types of sessions conducted:

   - 36.0% Kendra Pramukhs specified that they liked technical sessions based on instructional practices for different learning outcomes
   - 38.2% agreed that they liked skill based sessions
   - 6.7% of them agreed that they liked the session on success stories and
   - 19.3% liked the discussion on SMC
Key Learnings

Fully academic sessions, which had all the main officers of the middle management of the district, was a new endeavor for the district and hence the insights gained were a lot around what was perceived by the participants, the efficacy of the structure and the content of the meeting and facilitation style of the implementers.

1. **A qualitative study of the needs of the middle management**: Though a need analysis was done with 104 Kendra Pramukhs and Vistaar Adhikaaris through a google form questionnaire yet the significance of qualitative research cannot be undermined. In-person conversations, interviews, and co-visits with the stakeholders could have given more inputs on the specific knowledge and skill-based needs as well as ideas on delivering those content.

2. **Communication of the “WHY”**: Since, the format of the academic meeting was new to the stakeholders, communicating the objective and importance of the meeting was one of the major tasks. Even in the first three months of the meeting, some of the Kendra Pramukhs and Vistaar Adhikaaris engaged in finishing their administrative work while being physically present in the meeting. So, effectively communicating the reason behind conducting Block Gunvatta Kaksh and the specific sessions were of utmost importance to ensure that they would effectively engage in the meeting.

3. **Focus on one skill for a longer period of time**: There is no doubt that Kendra Pramukhs and Vistaar Adhikaaris need professional development on different knowledge and skills which
would help them fulfill their academic duties efficiently but number of skills provided should not overpower the depth in which the skill is gained by the participants and follow up of the same is required.

End of the year feedback from the stakeholders:

<table>
<thead>
<tr>
<th>Stakeholders</th>
<th>Structure/Content</th>
<th>Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEOs</td>
<td>• Pedagogy based model lesson videos helped us in generating useful discussions. • PPT and videos of the meeting should be provided beforehand.</td>
<td>• There should be increased time for Kendra Pramukhs and Vistaar Adhikaaris to talk about academic issues and share insights from their experiences.</td>
</tr>
<tr>
<td>Kendra Pramukh</td>
<td>• Norms of the meeting should be set in the beginning through BEOs so that administrative work should be avoided during the meeting. • Discussions in smaller groups lead to better interaction. • Training on technological tools should be provided to decrease admin work time.</td>
<td>• Modeling out sample Shikshan Parishad gave ideas for better facilitation of Shikshan Parishad - small group discussions, increased teacher participation.</td>
</tr>
<tr>
<td>Extension Officer</td>
<td>• BGK helped in prioritizing activities for Shikshan Parishad. • There should be a member of DIET in each BGK. • More content on remedial teaching and CWSN child.</td>
<td>• Useful for planning Shikshan Parishad and spreading best practices of Kendra Pramukhs.</td>
</tr>
</tbody>
</table>
Goal 4: Design and operate structures to enable the Education Department to assist CSR and NGOs in effectively implementing, monitoring and scaling their activities in Nashik district

Objectives of creating CSR NGO Cell:
- To establish a system in place to monitor, evaluate and encourage CSR and NGO activities.
- To build a platform for visualizing needs of the district in order to give direction to NGO and CSRs and spread their work equitably in disadvantaged areas by maintaining a database of need analysis.
- Formalize the structure within the Education Department for the proper functioning of CSR/NGOs. This would ensure proper implementation of CSR/NGO activities on the basis of priority.

Introduction to the CSR NGO Cell: A CSR and NGO Cell was established by the LFE DTP team in the Education Department of Nashik district to ensure that a conducive environment is maintained for efficiently and equitably implementing CSR and NGO activities in the district. A Review Committee, consisting of a Zilla Parishad Extension Officer, a BEO and an LFE team member, headed by the Education Officer was set at the beginning of the year which assisted the corporates/NGOs to make their investments and activities more meaningful and effective manner. All the project proposals are first scrutinized by the committee which gives contextual recommendations and helps the organizations to get approval in minimum possible time.

Need-
- There is no tracking mechanism regarding the areas of working of CSRs and NGOs in the district
- Number of CSR and NGO activities, timelines, impact and amount of money spent by companies and NGOs for their activities in ZP schools is not known to the Education Department
- Execution and duplication of CSR activities are not being monitored because of which a lot of CSR and NGO activities are concentrated in limited areas
- There is an overlap of interventions on the same focus areas in the same geographies leading to confusion
**Inputs**

- **Planning the scope of the CSR NGO Cell:** Before getting the approval of Hon. Chief Executive Officer for establishing the cell, its scope of work was defined for which inputs were taken from the District Education Officer.
- **Designing the structure and functions of the review committee:** Members of the review committee were decided on the basis of their experience with the NGOs and CSRs and their tasks were also defined.
- **Outlining the process of project approval and monitoring:** The basic requirements for any NGO or CSR to work in the district was outlined to ensure that only those with relevant credentials or effective strategies get to support the ZP schools.
- **Reviewing project proposals and providing recommendations:** The review committee meets every two weeks or whenever required to review the proposals of NGOs and CSRs, arrange meeting with the NGO/CSR heads for more clarifications, give practical and contextual recommendation and needed data, and get it approved by the Education Officer with a turn around time of three days or less.

**Outputs**

- **Meeting of the review committee:** The review committee comprising of one Zilla Parishad member, one LFE member and one temporary member (BEO of the respective block) would meet every two weeks to review the proposals of different organizations or to discuss on needful areas where intervention is required.
- **Meetings with more than 20 NGOs/CSRs:** In order to get clarity on different project proposals brought in to Zilla Parishad by different NGOs and CSRs, meetings are set with those organization’s heads.

**Outcomes**

- **Implementation of the projects approved by the review committee:** 15 NGOs and civic organizations have started the implementation of their projects in different blocks and clusters of Nasik. All of them incorporated the recommendations provided by the committee in their project planning.
- **NGOs working on the areas as decided by the review committee:** Nearly 6 NGOs and civic organizations working in the Nasik district are working in blocks and clusters as suggested by the review committee on the basis of the needs of those blocks and clusters.
- **NGOs feedback:** In order to gauge the outlook of different organizations on the effectiveness of the CSR NGO Cell, 6 of the organizations were asked certain questions on areas of working of the cell:
1. **Required data was provided which was needed to implement the projects effectively:**

   100% of the organizations filling the questionnaire agreed that they were provided with useful information and data relevant to their work on the ground.

   ![Graph 5: NGOs feedback on the effectiveness of the review committee of CSR NGO Cell.](image)

2. **Connection with the ground level stakeholders was made easier:** Apart from providing the relevant data, the connection of ground-level stakeholders and organizations is also established by the review committee and 100% of the organizations agreed that their communication with them was made easier before implementation started.

   ![Graph 6: NGOs feedback on the support provided by the review committee to establish a connection with ground level stakeholders.](image)
Key Learnings

- **Collaboration between CSRs and NGOs:** Since the NGO CSR Cell worked for the effective implementation of CSR and NGO activities in the district, a standard platform for communication between the two entities could have helped in synergising their efforts to impact the ZP schools in a better manner. This will also help in increasing collaboration among different NGOs working for similar goals and also ease the process of monitoring for the district leadership.

- **Meeting of the review committee:** The ZP members of the review committee had their own set of workload as well so investing them efficiently in the work of the cell would require creating more incentives for them in order for the meeting to happen regularly.

Goal 5: Strengthening of School Management Committees

**Introduction:** The School Management Committee (SMC), constituted under the Right to Education Act 2009 plays an important role in ensuring accountability in India’s education system, especially in government schools. The SMCs consist of representatives of the local authority, parents or guardians of students, and the principal and teachers of the school. Three-fourths of SMC members must be parents or guardians and half must be women and there should be monthly meetings on the issue of attendance, enrollment, learning outcomes, MDM etc.

Though the act is in place since the last 10 years yet most of the schools either do not have well-constituted SMCs or the do not have functional SMCs. Strong and functional SMCs can play very important role in increasing retention and enrollment in schools as it creates a direct interaction platform between the school and the community. So, in order to strengthen the SMCs in the district, various activities were undertaken.

Outputs

- **Monthly trainings of the Kendra Pramukhs:** According to the design document of the structure and monthly agenda of the SMC, sessions were designed and monthly meetings were conducted in each block where Kendra Pramukhs were given training on how to conduct functional SMCs and what topics to be covered in the particular month.
• **Organised five block level training of HMs:** To have on ground interaction with HMs, block level HM meetings were conducted. Challenges and success points in the working of SMCs was discerned directly from the HMs and more in depth information was provided on structure, agenda and monitoring of SMCs.

• **More than 500 HMs filling the SMC data on the given link:** After the block level HM meetings, more than 500 responses were received on the Google link for the collection of SMC minutes. The responses contained detail of what decisions were made in SMCs, number of members attending the meeting and participation level of parents and children.

• **Discussion on SMC in Shikshan Parishads:** Every Shikshan Parishad had a video of one of best SMCs of the district and details on the structure and agenda of the SMC. Discussions are done by the Kendra Pramukhs on how well the SMCs are going and what more has to be done.

### Inputs

• **Designing the structure of SMC meeting and yearly progression plan for monthly SMC meetings:** Before planning on training the stakeholders on conducting better SMCs, a structure of SMC meeting was designed which laid down the amount of time to be given to various pertinent discussions. It included time to discuss school updates, discussion on purpose of SMC to invest the parents and one major discussion each month on issues like MDM, enrollment or learning outcomes. Also, in order to monitor the work of SMCs, a common link was created for all the schools where HMs had to fill the minutes of SMC meetings.

• **Setting a monthly structure to train Kendra Pramukhs on SMCs:** KPs are the immediate support system of the teachers who can closely mentor them on conducting better SMCs, encourage them and also share the learnings from one school to another. That is why a monthly meeting of all Kendra Pramukhs was conducted in order to orient them to monthly SMC agenda and to share best practices of SMCs around the district.

• **Incorporating details of SMC structure and monthly SMC agenda in Shikshan Parishad:** Apart from training KPs, monthly agenda and video of one of the better working SMCs was shared in all the monthly Shikshan Parishads in order for the message to reach the teachers directly.

• **Block level HM meetings:** Direct training to HMs of five blocks was also given by the LFE team in order to deepen the impact of the plan and have direct interaction with the HMs to understand ground level challenges and successes.

<table>
<thead>
<tr>
<th>Data Points</th>
<th>Baseline</th>
<th>Endline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of training of KPs on SMC</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Number of training of HMs on SMC</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Structure for collecting data on the functioning of SMC</td>
<td>No structure</td>
<td>Through google link</td>
</tr>
</tbody>
</table>

Number of responses: 1218
Image 6: Block level HM meeting for discussion on strengthening SMCs.

- **Fixing dates for the SMC through investing Education Officer:** In order to build momentum around compulsorily conducting monthly SMC meeting, a slot of 10 days, i.e. between 1st and 10th of every month to conduct SMCs was fixed and formalised through a circular released by the Education Office.

- **Creating the Google link for filling monthly SMC minutes:** A google form was rolled out in the district which contained questions on number of relevant members attending, discussions conducted, decisions made and the level of participation of parents and children in the SMC. This was done to have a database on functioning of SMCs at the district level, based on which, further changes in the programme design could be made.

- **Visits to exemplar SMCs in different blocks:** Every month, visits were made to exemplar SMCs and video was shot on the work that has been done. The video was meant to be displayed in every Shikshana Parishads.
Key Learnings

- Limitation of cascade system and impact of direct interaction at ground level: Training Kendra Pramukhs in order for them to train teachers in Shikshan Parishads showed impact on a very few number of schools but block level meeting with all HMs yielded much more responses from the HMs and helped in getting in depth clarity on ground level problems ranging from political issues to migration.

Goal 6: Advisory support to DIET body

District Institute of Education and Training (DIET) is an apex body of District Education department for in-service and pre-service training of teachers. The DIET office is accountable for seven main school subjects and several other subjects where many programs or pilots are being conducted throughout the year along with training of teachers trainers and teachers are being conducted. Our goal is to advise and support the senior leadership of the office to reach more and impact more with best quality programs and create a much-needed platform.

Associated Activities

1. Cluster Resource Person (CRG) Orientation and Support

Considering 3500 Z.P. primary schools and less than 30 officers for in-service teacher training and an enormous void in vacancies of on-ground supporting officers, it becomes very crucial for the in-service training body to create a support structure for all 12500 teachers. D.I.E.T. Nashik created a seven day plan to reach all 15 blocks to elect and orient 3456 CRG members of 5 different subjects.
Outcomes

- Each cluster has two subject specific persons i.e. **12 supporting peers** for 12-15 schools and 3456 such CRGs in the District are oriented and now supported.
- The district conducts Shikshan Parishad's every month to train teachers on different topics, now **CRG members** are the force to conduct teacher training **every month** to fill the void in the vacancy of on-ground officers (Kendra pramukhs and Extension officers) and to maintain quality of training.

Outputs

- **3456** CRGs were oriented in just a time span of 7 days
- All the CRGs were **supported subject wise**

Inputs

- **Planning for CRG orientation program:**
  Nashik DIET was supported to design subject wise goals for CRGs based on data of previous year and month wise plan was built. Plan for orientation program and presentation for all subjects in the same template was made so that all the areas to be covered by the subject were made sure.
- **CRG orientation Program**: Over the year to support CRGs, DIET Nashik conducted meetings with CRG members at the block level to orient and second-time to specifically support the subject related aspects and share best practices of the CRGs all over the block.
- DIET officials were provided support in creating a session design, developing presentations for any programs conducted by them, collecting feedback, etc.

*Image 8: Session for DIET officials on designing and planning.*

2. **Designing standard structure for school visits by DIET personnel**

District Institute of Education and Training (D.I.E.T.) along with teacher training officials are also supposed to visit classrooms, considering the human strength of the officials which is very less i.e. 22 officials for 12500 teachers. Practically visiting and supporting all the teachers is not possible for this cadre, which is where to resolve this issue LFE has suggested a Model, which has been approved by the Nashik District Education Department.

Given below is a flow chart of the current situation vs future reach with the same number of officers in the DIET office.
3. Selection Conference for Vishay Sahayaks and Quarterly review for MSCERT and RAA

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 and created five Regional Academic Authorities. The restructuring leads to a comprehensive overhauling of staff structure and the nature of roles at the apex education body. This restructuring also lead to the creation of additional posts that did not exist at the erstwhile MSCERT, new members had to be selected for these posts as well as the existing posts that were lying vacant. Leadership For Equity was tasked with conducting transparent selection processes for these posts for which we have been carrying out selection conferences since 2017. While the selection is done by panel members comprising of experienced members of leading nonprofits, it is the LFE team that designs the tasks that the applicants will have to undergo and the rubrics on which the panel members will be assessing the performance of the applicants.

In the first two quarters of the year 2018-19, two separate selection conferences have been 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 early-October.
4. Performance Review of Subject Assistants

October 18, 2017, Government Resolution about the restructuring of MSCERT identifies the need of strengthening MSCERT, RAAs and DIECPDs and building their capacities to support the changing nature of leadership and assistance expected off of 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.

2017-18 has been a crucial stepping stone with regards to performance management initiatives that have begun at the MSCERT-RAA level and across DIECPDs. LFE team has to lead the designing, and planning of reviews and having executed these reviews along with the senior officers at MSCERT, RAAs and DIECPDs built the understanding of the stakeholders in the process to conduct reviews in a similar fashion.

This year third performance review was conducted for staff working as Subject Assistant at MSCERT, RAAs and DIECPDs in collaboration with Establishment Department of MSCERT, Pune on mid-September 2018 for MSCERT and RAA while the review for DIECPDs was conducted on 4th and 5th of July 2018 at their respective regional centers (RAA). Six panels consisting of Deputy Directors and Class I Officers were formed for this review and Subject assistants for MSCERT and RAA, while Subject wise panels consisting of Senior Lecturers and Lecturers of DIECPDs were formed by the respective Regional Academic Authorities before which the candidates had to present their work. LFE team normed the panelists on the design of the process and usage of the rubrics to evaluate the candidates and their work during the review process. The final scoring formulae and results were kept confidential through the process to avoid any conflict and bias. Improvements and additions that were made to the original process on the basis of the feedback and analysis of the previous edition.
The following scoring strands and weights were used to come up with the overall evaluation scores-

<table>
<thead>
<tr>
<th>Scoring strand</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-evaluation</td>
<td>5%</td>
</tr>
<tr>
<td>Senior 1 evaluation- Immediate supervisor</td>
<td>25%</td>
</tr>
<tr>
<td>Senior 2 evaluation- Supervisor’s senior</td>
<td>20%</td>
</tr>
<tr>
<td><em>This aspect was introduced this year to reduce the chances of a supervisor’s personal bias leading to a skewed rating</em></td>
<td></td>
</tr>
<tr>
<td>Review Presentation</td>
<td>40%</td>
</tr>
<tr>
<td>Alignment of self and senior evaluation</td>
<td>10%</td>
</tr>
</tbody>
</table>
Goal 7: Creation of platform for collaborative learning space for Zilla Parishad Education Department and DIET officers

Introduction: Based on the conversations with various stakeholders and from the results of the baseline assessment conducted at SCERT it was identified that there is a need for a common platform for communication within internal departments at SCERT. The intended purpose of the platform was identified to be for internal cross-learning and developing the organizational culture.

It is a monthly platform which enables the top layer of the District Education department officials (i.e. Z.P., D.I.E.T., and all B.E.O.s) to come together to plan, discuss, and make decisions for the smooth functioning and increase in quality of all the practices and initiatives taken by the Education department of the district.

Inputs

- **Designing the structure of meeting:** The meeting was designed in order to share best practices, learn about the work of both the offices, what do they need from each other, Planning/Designing programs/Pilots, taking decisions, celebrating the success of the district, etc.
- **Conducting the academic year plan workshop:** Planning and conducting an academic year plan workshop to achieve the desired outcome.

*Image 10: Meeting of District Gunvatta Kaksh with ZP and DIET.*
Outcomes

- Five District Gunvatta Kaksha meetings held.
- For 2019-20, five subject-specific programs and six programs to be conducted at the block level, school visit plan, school development plan, SMC strengthening plan, etc. were designed as well as implementation and M&E plan was built.
- Next year’s academic plan has been designed with Zilla Parishad and DIECPD’s agreement.

Outcomes

- It has been confirmed that many DIET officials have found this platform to be very useful for sharing of best practices among both the bodies and getting to know what each of the departments is working on.
- To end the year on a high note and plan for the coming year, the academic year plan 2-day workshop was conducted where Zilla Parishad, DIET officials, 15 Extension officers, Cluster Heads and Teachers (CRGs, Vishay Tadnyas, subject experts) were involved in planning.
- Relations between both the offices have become better which leads to both the offices being open to seeking each other’s help in terms of Academic or Admin support.
Goal 8: Designing a plan to support 150 bottom performing schools

Introduction: Cluster heads (Kendra Pramukhs) are the on-ground teachers supporting officers, from whom teachers expect to learn different pedagogical practices in classrooms, different remedial education practices, school management, etc. But in the current situation due to many reasons, Kendra Pramukhs are involved in various administrative work of BEOs, BDO’s, CEO, etc. which eventually leads to Kendra Pramukhs not being able to find time to visit classrooms and support teachers.

To support bottom performing schools a support drive was conducted and 75 best performing KPs from the entire District were sent to different blocks. This would also serve the purpose of identifying learning trends and patterns in the low performing schools which will eventually help the district leadership to plan accordingly for the next academic year.

To execute this plan, 75 Kendra Pramukhs were chosen and sent to 150 lower performing schools based on the learning outcome data of ASN (Adhyayan Star Nishchiti) III. In order to increase the validity of the survey data, the Kendra Pramukhs were given blocks other than blocks in which they were presently working.

Input

- **Planning:** A planning workshop was created where subject experts, few Extension Officers and other officers of DIET were involved in which content was defined on what students should be assessed on and where teachers should be supported, how data will be collected, on what aspect data will be collected and which schools should the officers be supporting.

- **Workshop for school support drive:** A one day workshop for 75 Kendra Pramukhs was conducted to train them on where to support teachers, what to assess, how to assess etc.

- **Data collection:** Once the visits were done and the data was filled, it was analyzed and the report was created based on the observation including the next steps for the coming year and was submitted to Education officer and C.E.O. Zilla Parishad.
Outputs

- 75 Kendra Pramukhs were trained on defined aspects to be observed and in focused areas to support teachers so that students will be supported in minimum basic skills.
- 150 bottom performing schools from the district were visited and supported by Kendra Pramukhs in just 2 days and filled the data on the google form.
- All the visits were captured via. Google forms, from which the data was analyzed, the report was created with the next steps, which was reported to the EO and the CEO of the District’s Zilla Parishad.
Goal 9: Increasing Employee engagement in EO’s Office

The Education Office has several departments managing 45 administrative work streams to ensure teacher and student needs are met. For this, the collaboration within the department’s officers and all the members is vital. Our goal has been to increase the engagement within this body to drive better work culture and collaboration.

Inputs

- **Designing the survey**: several readings were done on various employee engagement surveys used nationally and internationally, in order to understand the best way to understand the existing engagement situation of the employees and how to address the problems and highlight the best trends.
- **Data analysis**: Supporting the Education Officer to infer the trends in the office and build the work culture based on the report of the engagement survey.
- **Meetings**: Both one on one as well as group meetings were conducted in order to spread awareness about the importance of employee engagement and the purpose of gauging it. The meetings mostly consisted of several FGD sessions and conversations around the same.
- **Reports**: the reports were made considering the present practices and stakeholders in mind. It took care of valid suggestions and subsequent steps which were composed after careful discussions with the stakeholders concerned.
Output

- **Survey**: Employee engagement survey conducted covering Zilla Parishad officer.
- **Data analysis**: Sharing the data analysis with employees in Zilla Parishad.
- **Weekly meetings**: Weekly meeting structure in order to bridge the gap between the authority and the subordinates.
- **Sessions**: Two sessions were conducted focusing on the need for communication and collaboration among employees working in the same office.

Outcomes

- **Impact on file pendency**: It has been confirmed by the Education Officer that the file pendency has gone down after providing essential resources expected by the Office employees.
- **Attendance**: It has been asserted by the office staff that their presence in the office is longer than usual as they find the present surrounding to be empathetic as well as supportive in nature.

*Image 11: Staff birthday celebrations as a way to increase employee engagement.*
**Key Learnings**

From the above study, it was identified that though most of the employees of Primary Education Department, Zila Parishad, Nashik are aware of their roles and responsibilities they do not have access to proper tools in order to do their jobs effectively.

It can also be inferred that there is a lack of effective communication among the employees which also leads to the absence of a collaborative environment. Moreover, there is a shortage of appropriate opportunities for professional growth which hinders motivation in the workplace.

![Graph 8: Employees who feel they are equipped with the tools to do their work. (1- Not equipped, 5- Fully equipped)](image)

However, there has been a dramatic change in the work styles of employees as peer support and peer learning practices have recently been observed in the Education department, Nashik.

It can be concluded from the above that there is a scope to make the work environment more conducive in order to make sure that each employee can perform to the best of their potential and feel that they are supported and recognized for their efforts.
Goal 10: Platforms for collaborative learning at the BEO level

Working with the BEO and the EO on building a platform for collaborative learning of Block Education Officers is one of the major priorities of DTP. BEO open space is a monthly platform where all BEOs from fifteen blocks, who are responsible for providing direct academic and administrative support to KPs, Extension Officers and Teachers come together to discuss and share their works and challenges, engage in skill-building sessions and also share their best practices. Our belief is that bringing in effective ways of communication and collaboration between senior-level leadership will drive learning and accountability across the system.

Inputs

- **Need Analysis:** Team DTP analyzed the need for a platform where all BEOs could come together every month and have an academic discussion, as well as a need for skill development, was identified.
- **Focus Group Discussion:** FGD was conducted for BEOs in order to verify the need for a platform and understand their perception on the same.
- **EO Meet:** In-person meetings were held with the Education Officer, describing to her findings from the FGD and brainstorming on what can be done in order to help BEOs communicate and collaborate better.
- **Session Plans:** Session Plans were made to cater to the need for building collaboration and communication platform as well as a skill-building platform.
- **End line Discussion:** This was done in order to understand the effectiveness of the platform as well as what can be done better to improve the platform experience for the stakeholders. Moreover, making it more productive and beneficial for them.
 Outputs

● **BEO Platform:** BEO platform was conducted twice; in the month of August in Nashik, and December in Baglan. All BEOs were excited about this platform as they affirmed that it was for the first time they had an option to visit each other’s Block and visit schools. This gave them a day to interact with each other focusing completely on Academics.

● **Planning sessions:** All the important stakeholders; EO, DIECPD Principal, BEOs, ZP Extension Officers and DIECPD members come together monthly in order to plan and discuss programs and projects for improving quality education for the district.

Outcomes

**Adapting new Programs:** Usually, BEOs would try to run away from new programs considering it as extra work also their focus was majorly devoted towards completely administrative works that keep coming their way. Hence, making their daily job reactive rather than directive. In the last three months, it has been observed that 10 out of the 15 BEOs readily agree to start new and innovative projects for their block.

**Supporting subordinates:** Six out of fifteen BEOs provide better support to their subordinates compared to their support six months back. This comprises of conducting monthly meetings, celebrating best practices and rendering support to subordinates facing challenges, backing peer-learning and peer-support.
Key Learnings

All the BEOs and the EO now admit to the need for this platform, identifying this to be not just a space for communication and collaboration but also a powerful space to build empathy and channelize the resources of the blocks and building a vision for the district.

However, due to the distance of one block from another, it is not easy to bring all the stakeholders at one place every month. A lot of time gets wasted in travel, leaving everyone tired by the end of the day. Also, meeting hours succumb to a minimum as after travel, snacks and lunch ended up taking most of the time. But, it also helps all the stakeholders not just understand the academic problems of a block but also how demographics play a part in the upliftment of that space.

Goal 11: School and Classroom Observation- Deola Pilot

With respect to the current context of Nashik, a lot of focus is given towards in-service teacher pieces of training in the form of mass meetings and Shikshan Parishads held every month at the cluster and beat levels. Albeit being a peer learning space these platforms have failed to show any change in learning outcomes of the students. In order to understand the underlying issue focus group discussions were conducted across the District with more than a hundred members of the Education Department, Nashik, chiefly including teachers, KPs, and Extension Officers.

In the aftermath, it was identified that there is a tremendous need for classroom and school observation in order to provide personalised coaching for teachers. According to the teachers proper classroom observations keeps them motivated, furthermore constructive feedback helps them understand their areas of development. However, KPs report that they have never been exposed to training which could help them focus on objectives of classroom observation. They assert that during a school visit they particularly follow the methods that they have observed their KPs following which mainly involves inspecting several school registers, collecting on-paper information sought by various departments eg. number of working toilets, number of trees planted etc.

Inputs

- **FGDs**: Focused group discussion were conducted across 7 blocks covering more than 150 KPs and teachers in order to understand the need for this tool.
- **Ground Visit**: Immediately after the orientation, the team was divided into two groups and were sent to two different schools, where they were accompanied by one of the facilitators. Here they were supposed to observe any classroom of their choice for a minimum of 35 minutes, without
causing any interruption for the teacher. After the school visit, two separate forms were required supposed to be filled.

a. School observation form: this was to be filled after inspecting several necessary documents and facilities which should be present inside the school compound; eg. Drinking water, clean toilets, fire-extinguisher, Mid-day meal e.t.c.

b. Classroom observation form: this is an objective form which focuses on teaching practices, student engagement, e.t.c.

**Note:** Both the forms were filled after and not during the observation.

![Image 13: KP, Mr Pawar silently observing a classroom](image)

- **BEO Meetings:** In order to start the pilot in a particular block, meetings were scheduled with the BEO in order to acquire her permission.

- **Session Plan:** Sessions were planned keeping the stakeholders in the loop their views were accounted for and included in the plans.

- **Data Analysis during Debrief and Review**
  
  Data from both forms were analysed and shared with all the stakeholders in the first week of April. The analysis is a later part of this report
• **Discussion on the next steps**
  The next steps were discussed upon by the stakeholders involved in this pilot after going through the received data as well as conversations with the KPs and Extension Officers in order to understand their on-ground experiences. It was stated that this pilot has brought in a positive approach towards school visit and the need to continue this pilot as well as the need to make it sustainable was also expressed.

**Outputs**

• **Orientation:** An orientation meeting was held in the month of April, the focus of the meeting was to convey the purpose and the need of this pilot. Furthermore, the process was explained.
● **School visit:** All stakeholders had to do a sample school visit in order to go through the entire observation process, supported by one team member from the DTP team.

● **Data Analysis and Report:** all the visits were captured via Google forms, the data from which was analyzed and reported to both the BEO and the stakeholders.

● **Tech-workshop:** A workshop was conducted to enable all stakeholders to use email and excel sheets.

**Outcomes**

● **School visit:** A total of 30 schools were visited by 6 stakeholders within the period of a week. This visit comprised of gathering information while inspecting the schools at the same time. The data of the same was captured on Google forms and was analyzed later.

**Cluster:**

30 responses

![Cluster wise percentage of schools visited across the block](image)

- KHAMKHEDA
- VAKHARI
- UMRANA
- PIMPALGAON
- DEVLA
- MESH
- LOHANER
- KHARDE

**Graph 9:** Cluster wise percentage of schools visited across the block

● **Classroom observation:** 36 classrooms were observed during the above-mentioned school visits. Each classroom was observed for a minimum of 35 minutes. The objective of the observation was to support the teachers by providing constructive feedback. Moreover, the old practice of giving feedback to the teachers inside the classroom in front of the students was eliminated.
Key Learnings

- The entire process was readily accepted and supported by the Education Team of Deola. The pilot was tested for a time period of thirty days, which included planning, discussions, brainstorming sessions, orientation, school visits, debriefs, data analysis and review.
- All stakeholders wish to continue the pilot for their block.
- They mention the need for an external partner like LFE, in order to bring out the need for these programs as they get stuck with administrative work most of the time. This platform gave them a systematic way to look into the teaching-learning process and impart their expertise to help the teacher perform better in the classroom.

Goal 13: Setting up processes in EO Office

Mid Day Meal Scheme Monitoring Tool

Introduction: On the 24th of September 2018, during the meeting on MDM service, where CEO, EO, and MDM superintendents were present, a local policy was issued which stated a few important points to be monitored during school visits by the superintendents. Also, it mandated the use of google form in order to track the school visits and to understand the gaps surfacing at the execution level of this state-mandated service.

Input

- Need Analysis: The effectiveness of the implementation of the Mid Day Meal Scheme had been in question since long. On-ground visits and discussions with several stakeholders were done in order to understand the need for monitoring.
- Questionnaire Design: It was identified that most of the Superintendents were unable to pay proper visits to the Schools due to the overload of administrative work and additional charges. Furthermore, their visits were limited to register inspection rather than the inspection of the scheme implementation. Therefore, a questionnaire was designed with the help of some officers from the Education Department and two MDM superintendents to measure ...
- Pilot Visits: The above-mentioned form was then piloted in 2 blocks (Peinth and Surgana), where a total of 10 schools were visited and a directed school visit was done. All the data being captured in these forms for further analysis.
- Orientation: After the pilot, the tool was presented to all the employees working for the implementation of MDM scheme and were oriented on using the observation questionnaire tool.
• **Follow-up and Reporting:** Monthly reporting was done directly to the EO, Officers with the highest number of visits were praised whereas the ones with low or no visits were followed up with. Their challenges were noted and further support was provided.

• **Godown visits:** Two godowns in Nashik were visited to observe the process of supply of the food material to the schools.

• **Shadow superintendent:** Some time was spent in shadowing the superintendents to understand the difference between what they intend to do during school visits and what do they end up doing.

• **Form design:** The online form was designed keeping the stakeholders in mind, most of the questions were objective in nature in order to get real-time data analysis.

The above-mentioned form helps us track implementation and measure the effectiveness of the scheme. Data collected can be assessed to identify what is working and what is not, and hence makes it easy to help bring changes in the policy itself.

**Output**

• **Orientation:** Orientation was conducted for all superintendents to make them understand the usage of the online form.

• **Data analysis:** In order to follow-up and provide advisory support, data was analysed and next steps were suggested.

• **Form usage mandate:** The form link was added through a change in local policy it a mandate to use it for all school visits by the superintendents.
Graph 10: Graph showing whether the food is being served according to the menu. 95.7 % say yes, and 4.5 % say no.

Outcomes

- **School visit**: Due to the monitoring of visits, officers did not visit the same school over and over again. As a result, the number of school visits by the superintendents has gone up by 20%.

- **Data Record**: Nashik district consists of 15 blocks, many of which are classified as tribal. The visits done by the superintendents previously were difficult to capture and there was no transparency. At present, there is an online record for each visit, providing access to information from those schools.

- **Technology usage**: The use of paperwork has gone down as all visits are recorded via google forms and easily accessible on phone or desktop.
Feedback and experiences of key stakeholders

Mr. Valmik Chavhan, Vishay Sahayak, DIECPD, Nashik.

(One of the most active Vishay Sahayak involved in Shikshan Parishad and Learning Outcomes Improvement Programme)

“In the academic year 2018-19, team LFE associated with Zilla Parishad Nashik under the pilot project. This team has been doing a remarkable work for the past six months by accepting a positive approach for bringing quality education to every child in the Zilla Parishad Schools. To reach all teachers, of all 273 clusters Shikshan Parishad is being organized at cluster level by the LFE team, jointly organized by District Educational and Continuous Professional Development Institute, Nashik and Zilla Parishad Nashik. For the next session, the LFE team is working constructively to produce material based on the learning outcomes of math and language with the help of ‘subject learning enrichment boxes’.” - Valmik Chavhan, Vishay Sahayak, DEICPD, Nashik.
“It is given that the LFE team is doing good educational work in the Niphad Block. At the academic quality meeting, the team has provided excellent guidance for the extension officer, cluster head and some selected teachers in the group to take effective Shikshan Parishad. All the members of this team are enthusiasts who are humble and polite. They regularly supervise the queries and provide a solution. They show us the effective use of technology. Through interaction with the teachers, there has been a sincere and transparent environment has been created”. - Saroj Jagtap, BEO, Panchayat Samiti, Niphad

Mrs. Rohini Bagul, Teacher, Devla
“Last year, cluster meetings were officer centric where priority was given to administrative instructions and information, occasionally or very less discussion on academic issues in the Shikshan Parishad, this year brings a very positive change for us - the teachers of Zilla Parishad Schools of Nashik now in this academic year, every month we are participating in the Educational Councils i.e. Shikshan Parishad. Shikshan Parishad has succeeded in bringing positive change in the educational environment. The teachers have begun to actively participate in educational activities. Quality development, exchange of ideas and experiences, troubleshooting, success stories of teachers are freely discussed in the Shikshan Parishad. I had an opportunity to present my English lesson video through Shikshan Parishad. This gave me positive reflection and feedback about my strength and areas to be improved. Technical sessions, discussion on video lesson, a method of action and presentation of how to adapt the activity for the classroom, my success Story in class - these are the very useful sessions. The Shikshan Parishad started from this academic year are truly supporting and inspiring teachers for development of quality education”. - Rohini Bagul, Teacher, Devla

Mr. B.S. Pawar, Extension Officer, Dindori.

“Gunvatta kaksha is one of the platforms where all of us (KP, Extension Officer, B.E.O.) come to a place and discuss only about the quality of education that we are serving to our students. From this place, we also receive a positive inspiration for our teacher training platform ‘Shikshan Parishad Also, we have set a new structure for SMC, where a group of parents, teachers, students, and HM come together and
Mr. Harish Vaidya, Project Officer (Education), Save the Children, Maharashtra

“In my experience with LFE staff in Nashik Zilla Parishad, the team is very punctual, cooperative and devoted. They always supported us while taking the permission for the project launching in Nashik District. Also they invited us as a resource person for the SMC training. We appreciate their efforts for the betterment of children.”

**Team**

The team consisted of Akshat Sandh, Pratik Bhandarkar, Priya Joshi, Sagar Kathrisal and Shilpa Sharma who operated on different set of goals with shared ownership and individual accountability. Combined efforts and cooperation put forward by the team has led to the establishment of different platforms and structures in the district. After a year of collaborative work the team structure is expected to expand in the coming year which would provide more expertise in order to deliver successfully for the district.

**Akshat Sandh**

As a person who had to hold the team together, Akshat has played a pivotal role in ensuring that the team works in sync with each other and also remained a key factor in maintaining strong relationships with the senior leadership of the district.

“It has been amazing working with District Education Department and learning from their deep expertise which has helped set a higher bar for student learning, teacher training and officer professional development. For the next year, my hope is that this bar is broken, time and again by us and by others, so that we are able to strengthen the education system inside out.”

**Pratik Bhandarkar**

Working with District Institute of Education and Training has provided Pratik deep insights into how the academic supporters of the district function and deliver their responsibilities to the last teacher. Strengthening of DIET body as well working with the officers of middle management of the education system has helped Pratik to think strategically while designing support and review structures which would cater to the work culture and employee engagement in both the major educational bodies of Zilla Parishad and DIET.
“The opportunity of understanding the academic body of education and working closely with the DIET principal and Vishaya Sahayaks to design and deliver effective academic support for the teachers has strengthened my skills and gave me an interesting perspective on how the system works.”

Priya Joshi

Priya has been instrumental in bringing about a positive change in the work culture of Zilla Parishad and as built strong working relationship with the District Education Officer which has helped the team to initiate different pilots ad programs successfully throughout the district.
Sagar Kathrisal

Reforming the structure of Shikshan Parishad and piloting technology based teacher training platforms are two of the most effective initiatives taken by Sagar wherein he identified the gaps in the training structures and platforms and applied his skills in creating systems which worked at scale.

“Last year has been a tremendous year in terms of learning, collaboration and execution. Nashik project was started from scratch and we have come a long way in terms of relationships that we have built across the spectrum of district education department. It has also given me a realistic picture of the education system in rural and tribal belts and how can implementation be done at the scale.”

Shilpa Sharma

After visiting various blocks and identifying the difference in the educational scenario of tribal and rural schools of Nashik, Shilpa has worked for creating structures to increase parent engagement in schools and has also been instrumental in establishing CSR NGO Cell in the education department of Zilla Parishad.
“Being able to understand the issues of rural and tribal schools and communities has been one of my greatest learnings and various sessions conducted along with BEOs and Kendra Pramukhs has also helped in strengthening the relationships with the officers. This face time also helped in building credibility of our work which in turn would have significant positive influence on our work in the coming year.”
Partners

Sarvsutra

Sarvsutra, an organisation based in Mumbai and LFE team in Nashik partnered to enable a Real-Time Monitoring and Evaluation System for Nashik Zilla Parishad Schools. Nashik Zilla Parishad currently manages vast amounts of education and education related datasets via a 3-point approach-

1) SARAL system (online)
2) U-DISE (offline, paper-based, now moved online to U-DISE Plus), and
3) Ad-hoc monitoring via paper and digital (Google) forms.

However, there is no single digital system that brings all of this data in one place, and helps the district officials at various levels with their day-to-day and long-term data needs.

In order to tackle critical issues such as “out of school children”, a mobile-based system that provides the child data in real-time or near real-time, while also working in areas with no internet connectivity, is going to be more effective than the existing system where data is collected on paper and then digitized in large batches by data entry operators.

Work done in 2018-2019

In the first phase of this partnership, Sarvsutra and LFE DTP team focussed on meeting the most evident technology related pain-points of District officials that could be met in a 8-12 weeks cycle. To put this phase into effect, members of the Sarvsutra team visited Nashik district multiple times starting June 2018 where they performed following activities-

1. Interviewing officers at District and Block level to understand immediate pain-points related to data access
2. Shadow IT officials to understand the existing data management systems and practices
3. Collate UDISE, ASN and PSM data from offline spreadsheets, PDFs or other formats
4. Brainstorm with LFE team on solution design
To give structure to the partnership and build mutual accountability, a SPOC-based communication mechanism was established among LFE and CIF. This structure reduced time required for decision-making and thereby enabled quick turnarounds.

Sarvsutra team delivered phase 1 of the partnership on 1st Aug achieving following notable landmarks:-
1. Cleansed, aggregated and warehoused 4 years of DISE, and one year of PSM and ASN data across 50+ different indicators that covered a majority of SEQI and PGI frameworks
2. Delivered 20 interactive dashboards containing a holistic view of district’s education data, customized for both district as well as block level officers

**Objective of Sarvsutra School App for 2019-20**

1. Roll-out SarvSutra schools app to all ZP schools and government officials.
2. Capture and validate key U-DISE metrics, including school geolocation.
3. 100% digitization and real-time tracking of out of school children data.
4. Real-time capture of ASN/PSM assessments for both cycles.

Due to the flexible and extensible nature of the platform, additional objectives will be pursued on a case-to-case basis. Some of the other known areas that can potentially be digitized using SarvSutra are as follows:-

1. School/Classroom observation (KPs using the tool to collect teacher and student data during a school visit)
2. Teacher and HM Survey (a regular pulse-check of professional and personal development needs)
3. Household Survey (digitize the Kutumb Sarvekshan currently conducted on paper)
Looking Ahead

Plans for Year 2019-2020

- **Pilot of Sarvsutra Schools App**: Sarvsutra Schools App is built specifically to meet the large scale school monitoring and evaluation needs of district education offices. The app is planned to be launched in the beginning of the new academic session.

- **Moulding Shikshan Parishads as peer learning communities platform**: After structuring and strengthening Shikshan Parishad this year, it is planned that Shikshan Parishads would be moulded as a platform where teachers can build peer led learning communities grade or subject wise.

- **Pilot of blended learning teacher development models**: In order to impart contextually relevant and demand based training, different technology based training models such as blended learning, MOOC etc. would be piloted in the next academic session.

- **Creating Peer Learning Community of Block Education Officers**: Block Education Officers are responsible for academic action plans as well as all the administrative work of the block. A need analysis would be done to assess what BEOs require to function smoothly and based on that peer learning circles