

PMC Sahyogi Dal Project

End of Year Report 2019-20

May 2020 | Pune



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List of Abbreviations

Abbreviation	Expansion
AAO	Assistant Administrative Officer
AO	Administrative Officer
COVID-19	CoronaVirus Disease 2019
AY	Academic Year
DAO	Deputy Administrative Officer
DIET	District Institute for Education and Training
FGD	Focus Group Discussion
HOD	Head of Department
HM	Headmaster
LFE	Leadership for Equity
ODC	Observation and debrief cycle
PCC	Pune City Connect
PMC	Pune Municipal Corporation
PCMC	Pimpri Chinchwad Municipal Corporation
RAA	Regional Academic Authority
SMC	School Management Committee

Executive Summary

The PMC Sahyogi Dal, now in its fifth year of operation, has reached the phase of releasing the responsibilities of the project entirely to the system. LFE shot a celebratory video at the end of this academic year to commemorate the experience of these past years. The video showcases the on field work of the Sahyogis and includes personal experiences of the Sahyogis and project head. This short video providing a glimpse of the successes and achievements of the project can be accessed in this report's annexure.

This academic year saw several instances of ownership and initiative on part of the Sahyogis as well as the officers. However at the same time, it was also marked with a delay of almost a semester due to systemic issues of teacher vacancies, leadership changes etc. In all of these shifts the main objective of providing proximate support to the teachers of the Marathi medium schools of PMC remained at the centre. To enable the Sahyogis (teacher mentors) to fulfill this objective the LFE team focused their inputs on building their capacity in a sustainable manner and also strengthening relations with the officers to continue with supportive structures.

This report explains the inputs of the project from the point of view of both the LFE team and Sahyogis and uses data to describe the resulting outcomes in the project goals and workstreams section. The input activities have been categorised into three focus areas namely capacity building, monitoring and evaluation, and advocacy and advisory. The outputs/outcomes sub-section delves into understanding how these inputs have affected the overall sustainability and replicability aspect of the project. A highlight of this academic year has been the independent design and implementation of a teacher training program by the Sahyogis which also resulted in an increase of 4% in the training effectiveness from the previous year. 83% Sahyogis reported as being satisfied with the support they received from the LFE team this year. Their training was planned based on the results of a skills and knowledge assessment and saw a growth of 8% in their satisfaction.

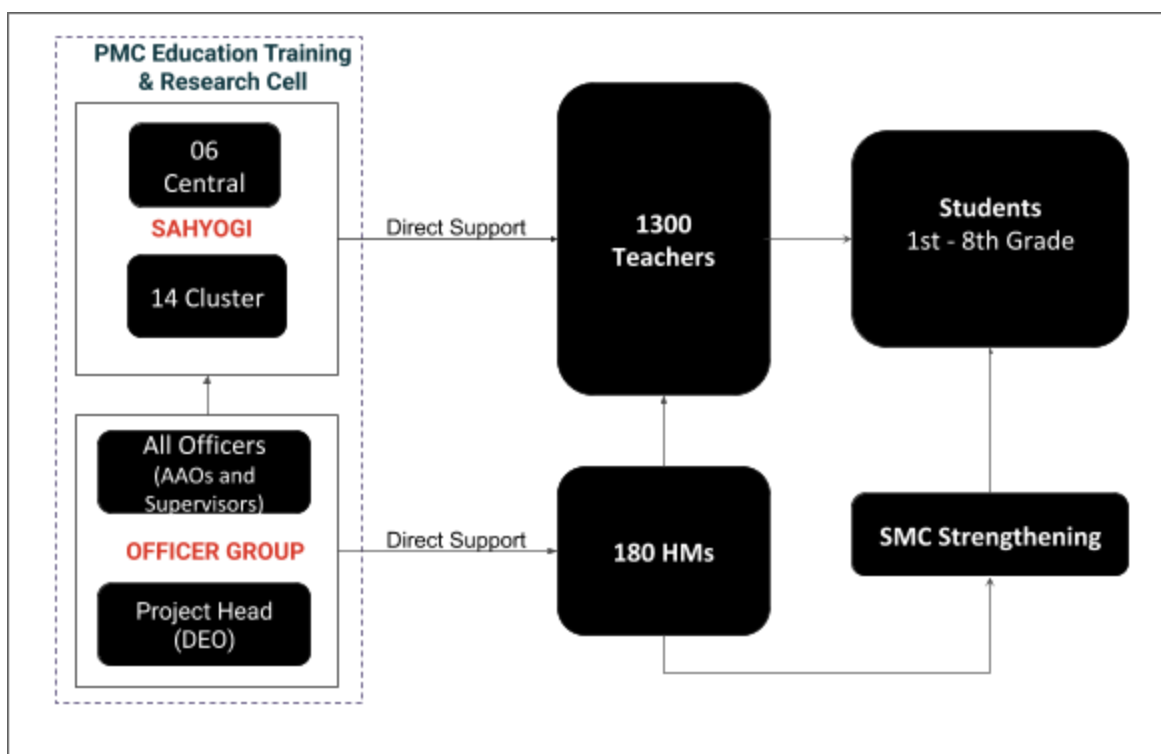
A highly motivating far reaching impact of the overall project is captured in the highlight section. It describes how different geographies in the system are adopting the mentor model, promoted by the Sahyogi Dal project, for their teachers. LFE team extended its support to PCMC for the implementation of a similar project this academic year. Being the oldest project of LFE it has developed several learnings for the organisation, a major learning being our evolving understanding of the system and the various factors at play. This understanding is explained in depth in the Program learning section of this report.

The way forward for this project will be influenced in a great manner by the current shifts in priorities brought on by the COVID-19 pandemic. Keeping the mentor model and system capacity building at the core of all activities LFE will support the PMC education department in navigating through these changing times.

Introduction

The PMC Sahyogi Dal initiative has evolved with the plan to create a programme for the transformation of PMC schools. Over the course of five years, it has seen the development of a strong cadre of teacher mentors called the Sahyogi Dal which provide in-service support to the teachers of the Marathi medium PMC schools. The previous academic year saw the establishment of strong relationships between the Sahyogis and their cluster officers, strengthening of monitoring and evaluation structures and regular teacher training sessions.

The academic year 2019-20 commenced the last phase i.e. institutionalisation of the Sahyogi Dal Project in Pune Municipal Corporation (PMC). The PCC and LFE team with the PMC Education Department leadership has been co-deciding the way forward. A first draft of the institute structures and processes has been created. Given below is the structure of the institute that has been finalised so far.



(Proposed structure of PMC Education Training and Research Cell where Sahyogi Dal would be integrated in the cell)

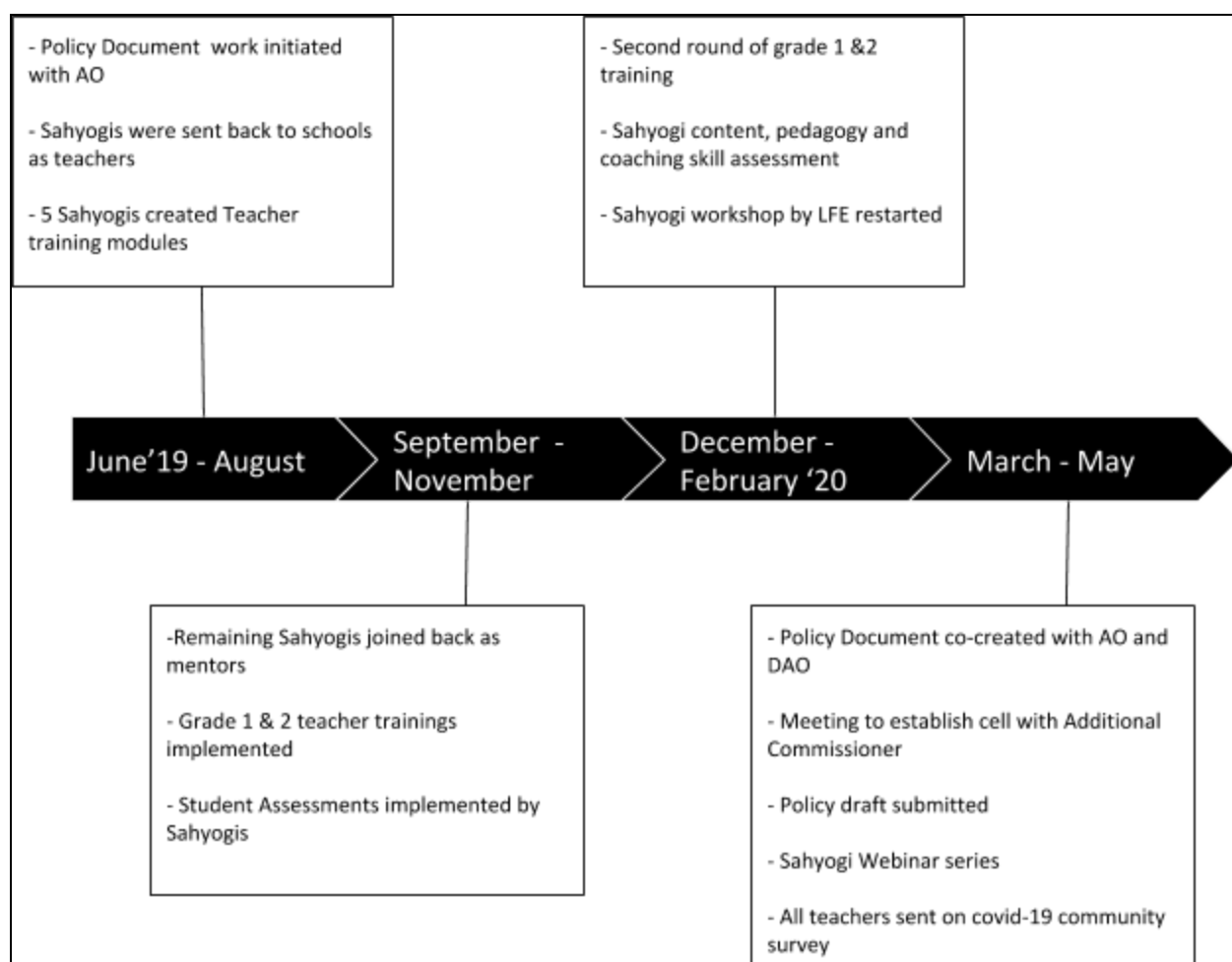
What happened in the AY 2019-20?

New academic year brought a lot of changes in PMC Leadership and shifts in the functioning of the Education Department. Teacher vacancy being a big challenge in the existing system, 14 out of 20 Sahyogis were sent back to schools and allocated classrooms in July. This saw a big dip in the functioning and also the role of Sahyogis in teacher professional development in PMC. Till October 2019 not much of

the operations were carried out due to lack of resources and shifting priorities. 5 Sahyogis who were not assigned a classroom were involved in conducting assessments in schools and also took the initiative to create a program for grades 1 & 2 teachers. After Diwali break, the work picked up. With most of the Sahyogis re-joining the focus was on re-establishing the role of teacher mentors and making this cadre sustainable over the next few years. The team re-initiated capacity building workshops and on-ground support to the sahyogis. The co-working with project head also picked up pace with a high focus on continuous learning, implementation of teacher support structures and feedback structures.

Timeline

The timeline below shows highlights across the academic year 2019-20.



Project Goals and Workstreams

Inputs and Activities

With the project in its fifth year of operation importance was given to building the ownership from and releasing responsibility of the set structures to the stakeholders. Keeping this broad objective in mind the inputs during the AY2019-20 were divided into three focus areas: Capacity Building, Advocacy and Advisory, and Monitoring and Evaluation. The following paragraphs explain the activities under each of these three areas in detail.

1. Capacity Building of stakeholders: building ownership and skills

Due to the reasons explained in the introduction of this report the inputs dedicated to the professional development of the Sahyogis as well as the teachers were delayed by an entire academic semester. However once the Sahyogis were released from classrooms the PCC team along with Project head DEO Chavan Ma'am planned the Sahyogis work and training calendar. This included tentative dates of teacher training, Sahyogi development workshops, review meetings, benchmarks for classroom observations and student assessment. The time was divided between personal-professional development of the Sahyogis and support provided to their teachers. The following paragraphs describe the activities undertaken under each bucket over the course of this academic year.

- **Need based skills and knowledge workshops for Sahyogis:** Based on the results of an assessment (conducted in December 2019) of the knowledge and skills of Sahyogis and the suggestions from the Project Head the workshops for this academic year were planned around Coaching skills and best practices of assessment creation. One workshop per month was conducted each month starting December 2019, each with a component of reflective practice and one of knowledge building. Topics covered through these workshops include stages of assessment creation, Monitoring & Evaluation and qualities of leadership. All of the sessions were attended by the Project Head DEO Shubhangi Chavan who also actively participated in the discussions and activities. In all of the 4 workshops conducted the average attendance stood around 80%.



(Left: Sahyogi workshop underway. Right: DEO Shubhangi Chavan (extreme left) participating in reflection session)

- Complementing training with co-observations:** In addition to the workshops, the team went on co-visits and classroom observations with the Sahyogis to provide support on the field. During these visits the focus area of the observations was the Sahyogis' manner of observing teachers and providing feedback to the teachers. The observations were followed by debrief conversations. These conversations were centered around the focus areas as defined in the Sahyogi development Rubric (explained in the section on Monitoring and evaluation). Scheduling regular visits with the Sahyogis has been challenging this academic year due to several on field obstacles. One visit per Sahyogi was completed with over 30 hours of classroom observation.
- Focused training modules for teachers of Grades 1 & 2:** The training for the teachers of Grades 1 & 2 continued in the second academic semester. The four Sahyogis who had initially designed the nature of these training sessions continued to be the principal facilitators with the other Sahyogis involved as group facilitators. The training progression was pre-determined by the principal facilitators in consultation with Chavan Ma'am. These sessions focused on learning and practicing classroom activities to complement the syllabus given in the textbooks. Each concept and corresponding activity was modelled out for the teachers. The teachers were provided with next steps and a broach plan of action for the following months. This was reviewed at the beginning of each training by Chavan Ma'am.



(Teachers practicing with Learning aids during a training)

- **Classroom observations to provide immediate support to teachers:** Providing on-ground support to the teachers has been an important input provided by the Sahyogis since the beginning of the project. This input has become so crucial that even in the absence of training sessions Sahyogis continued with their daily observation and debrief cycles (ODCs). While teacher training was conducted only for grades 1 and 2, Sahyogis followed the ODCs for teachers of all grades (1 to 7). This was done with the help of a set structure of observation (Checklist and rubric) for grades 1 and 2 which was designed by the principal facilitators themselves. For the other grades, the Sahyogis used a general classroom observation form continued from the previous academic year. The visits to the classrooms also included demo lessons as and when required. The objective of these visits was to assist in mitigating the challenges that teachers face while implementing the content from training in their classroom, supporting them for classroom management and motivating the teachers. Between December 2019 and March 2020 a total of 923 school visits were done by the Sahyogis of which 85 were demo lessons. Some of these visits included the hours spent in conducting student assessments.



(Sahyogi Savita Mahajan observing a class)

2. Monitoring and Evaluation: driving decisions through data

The focus of this academic year's monitoring and evaluation plan was to collect impact data of the project and to support the stakeholders in designing and using M&E tools themselves. The following paragraphs detail out the activities undertaken to achieve both these objectives.

- **Determining the mastery levels of Sahyogis:** The Sahyogis have received training from several content partners as well as the LFE-PCC team over the past 4 years. They have been part of rigorous subject knowledge programs especially for Math and Marathi. They have also gained a

lot of experience in coaching teachers and developing their skills for the same. Thus at this stage of the Sahyogi Dal project the project head from PMC thought it important to assess the knowledge and skills acquired by the Sahyogis. This was with the intention of understanding the potential areas for further training and coaching of the Sahyogis. The objectives of the workshops conducted for the Sahyogis this academic year were derived from the results of this assessment. The assessment's content was aligned to the Maharashtra State Board's Marathi medium grade 1 to 5 syllabus of Math, Marathi and English. 93 % of the Sahyogis wrote the assessment.



(Sahyogis giving the assessment)

- **Co-creation of Monitoring tools:** Until the previous academic year all the monitoring and evaluation tools were created by the team and then reviewed by the Project Head. However beginning the process of gradual release of responsibility this year, the team **co-created** the classroom level monitoring tools with the Sahyogis. A major part of this was supporting the Sahyogis, who were designing the program for Grades 1 & 2, in developing a teacher observation rubric aligned to the objectives of the program. The team introduced a **classroom observation rubric** developed by the World Bank called the **TEACH rubric** to the Sahyogis. They were also explained about the basics of designing any rubric. Using this information the Sahyogis created one observation tool each for Math and Marathi. Other Sahyogis were then oriented in the use of the tools who then used it for all the subsequent classroom observations of teachers from Grade 1 & 2.

इयत्ता पहिली – वर्गनिरीक्षण तक्ता

1) वर्गसंस्कृती

अनु.	विषय	Level 1	Level 2	Level 3	Level 4
१	वर्गरचना	संपूर्ण तास पारंपारिक पद्धतीने झाला. विद्यार्थी आपापल्या जागेवर बसले आहेत.	वि.चा गट केलेला नाही. काही वि.ना पुढे घेवून कृती करतात. ठराविक वि.नी साहीत्य हाताळले.	वि.संख्येनुसार गटाची संख्या कमी-जास्त. जास्त संख्येच्या वि.चा गट. गटनिहाय साहित्याचा वापर नाही.	वि.संख्येस अनुरूप गट. गटातील वि.संख्या ४/५. गटनिहाय साहित्याचा वापर. गटासाठी एक गटप्रमुख नियुक्त केला आहे.
२	शिक्षक विद्यार्थी नाते	शिक्षक सूचना देतात. वि.बोलण्याची संधी कमी मिळते. न बोलणाऱ्या मुलांकडे दुर्लक्ष होते.	शिक्षक विद्यार्थ्यांचे म्हणणे ऐकून घेतात. सर्वच वि.प्रतिसाद देत नाहीत.	शिक्षक वर्गातील ठराविक वि.प्रतिसाद देतात. शि.-वि.नाते जिद्दाळ्याचे, सकारात्मक	शिक्षक सर्वच वि.ना त्यांच्या गरजेनुसार प्रतिसाद देतात. आदरयुक्त वागणुक देतात. सकारात्मक भुमिका

(Section on Classroom management from the Teacher observation too)

- **Designing a Teacher Mentor Professional Development Rubric for the system:** The team started the process of developing a Rubric to evaluate the professional development of teacher trainers/mentors (TMPD) this year. The objective was to design a tool which could be used across programs and cover the basic factors involved in teacher mentor's professional development. The team followed a research approach to design the tool, first surveying the sectors' educationists both from government and non governmental organisations. At the same time literature review was conducted to understand the global trends and findings in TMPD. After analysing the results of the survey and literature review they were combined with the learning from the team's experience with the Sahyogi Dal to come up with 4 focus areas. The first draft of the tool is a 4 level rubric focusing on Planning & evaluation skills, Teacher professional development, Building meaningful relationships and Own professional development. The rubric is currently in the pilot stage of development. It has been employed during co-visits, co-observations and training conducted by the Sahyogis.

3. Advocacy and Advisory : a step towards institutionalisation

In the first half of this academic year the policy recommendation document for the establishment of a Training and Research Institute (institutionalising the Sahyogi cadre) was introduced to PMC and opened up for feedback. The main objective of institutionalisation is to establish the Sahyogis as an official cadre responsible for the professional development of teachers. This would enable the system to support its teachers through their own departmental expertise in a sustainable manner. The details of the proposed

institute, its structures and processes have been explained in the introduction of this report (refer annexure for the policy document).

After a couple of meetings with the Additional Commissioner as well as the Education officer a go-ahead was received to review each recommendation and put up a formal file at the PMC education department. Regular meetings with Chavan Ma'am, each structure recommended in the document was carefully reviewed and revised according to her recommendations. Parallely the Education officer Minakshi Raut Ma'am was kept informed of the progress. The PMC Education Department created their own recommendations and attached them with the policy document. They also prepared a tentative budget for the proposed training institute. The work on this was prematurely halted due to the nationwide lockdown and shift in priorities. The team will resume conversations with the PMC education department and follow up on the progress of the policy document in the upcoming academic year.

Outputs and Outcomes

As seen in the previous section, the inputs this year have been centered around building the ownership of the system and our stakeholders while gradually releasing the responsibility of the project to their hands. Another major objective has been creating sustainable solutions for their challenges. The process of institutionalisation targets this objective.

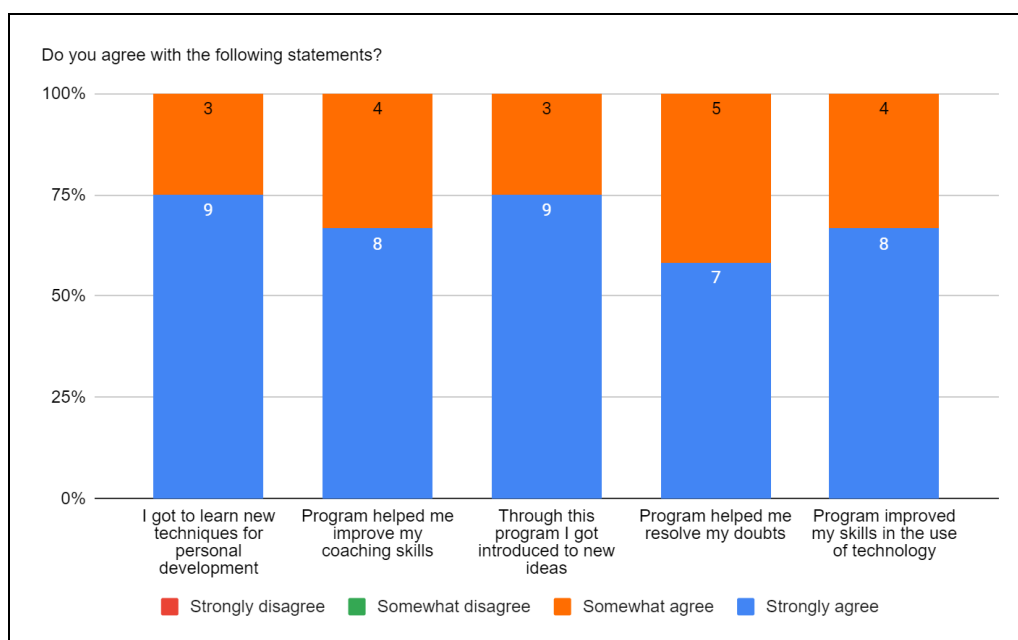
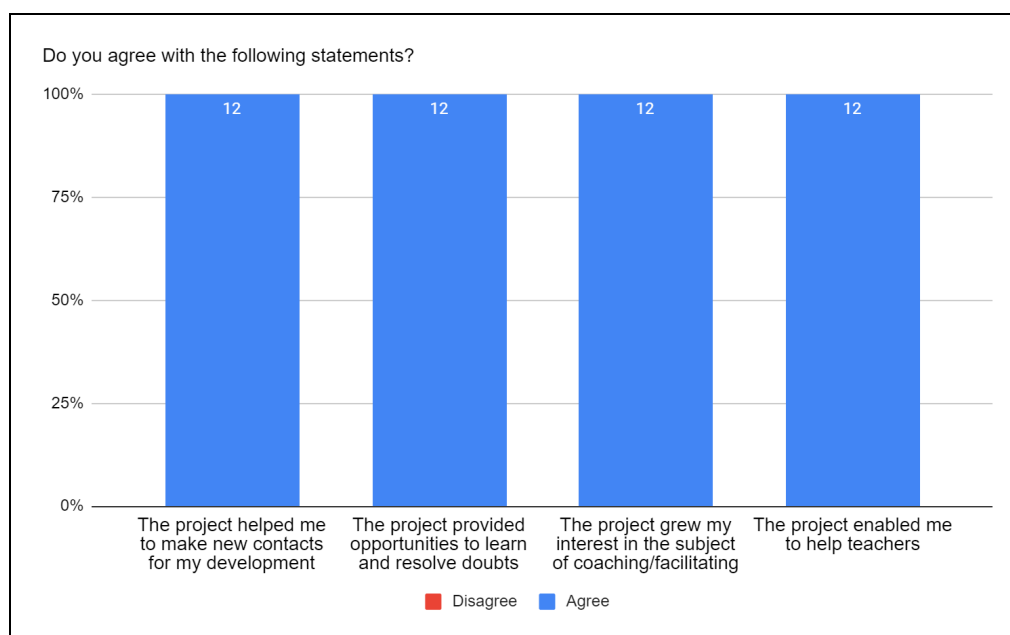
The table below provides a snapshot of data around the input activities and impact seen on ground:

Focus areas	Sub-components	Inputs	Output/ outcome
Capacity development	Workshops for Sahyogis	- 4 face-to-face workshops planned and executed - 3 Online webinars conducted	- 80% attendance on average - 3.9 average rating* for the overall quality of training - 3.7 average rating* for scope of participation - 8% growth in overall rating for training since last year.
	On field support for Sahyogis	- 16 co-observations in total (December'19-March'20) - 37 hours spent on on-field support	- 83% satisfaction with the support received - 100% felt competent in supporting teachers
	Teacher training	- 2 full day training per teacher (grade 1 & 2)	- 91% teachers gave highest positive rating for training - 4% growth in positive rating
	ODC with teachers	- 838 total ODCs - 85 demo lessons provided collectively	
Monitoring and evaluation	Sahyogi Assessment	-15/16 Sahyogis assessed	- 74% average content knowledge mastery - 53% average mastery in pedagogy skills - 62% average mastery in coaching skills
	Teacher observation tool	- 65 forms per Sahyogi filled on average	- 43% growth in number of teachers ranked at level 4 in Math pedagogy** - 1.2 times growth in numbers of teachers ranked at level 4 in Marathi pedagogy**

(*Scale of 1 to 4 with 1 being the lowest and 4 being the highest rating)

(**Based on the 4 level rubric)

As can be seen from the two charts below, a majority of the Sahyogis agree that the project has increased their interest in coaching and also equipped them with the skills of facilitation, classroom observation and providing feedback to support teachers.



The following paragraphs describe the **outputs/outcomes** of the activities undertaken from the point of view of **sustainability, ownership and institutionalisation**.

1. Ownership of Sahyogis in developing teacher training modules

The textbooks for grade 2 were revised at the end of the previous academic year to focus on activity based learning. One of the Sahyogis, Vijaya Mahadik, felt the need to provide guidance to teachers to use updated versions of the textbooks for better implementation in the classroom. She took the initiative to study the revised curriculum of Math & Marathi and go through the suggested guidelines. During the summer break read through the Math and Marathi textbooks carefully, studied the suggestions they made and the guidelines given. After her careful study and employing the knowledge gained from the content sessions from previous years, she designed a progression of modules of learning activities for teachers to use along with the textbooks. With the inputs from three other Sahyogis (Savita Mahajan, Sunita Pingat and Nivedita Barnabas) a complete set of training modules were created which was then reviewed by the project head Chavan Ma'am. This was the module which was used throughout the academic year to support the teachers of Grades 1 & 2 through training and classroom support. This was an important milestone for the project because of the ownership shown by the Sahyogis in creating a teachers support module.



(Sahyogi Vijaya Mahadik facilitating a teachers' workshop)

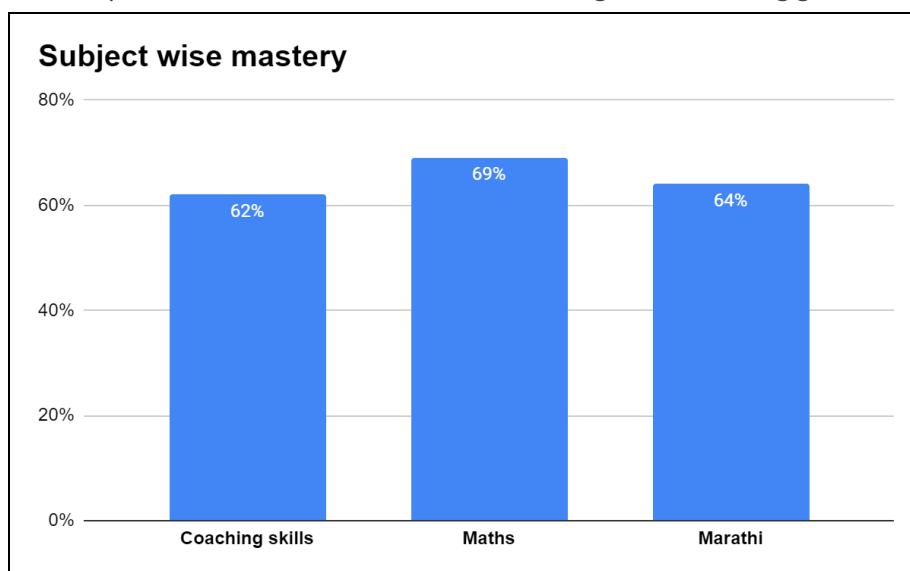
2. System initiative to assess current student learning levels

In the previous academic years the PCC team would collect student level data either from the state administered Baseline and Endline tests or from the program specific assessments such as Saksham level based tests. In the absence of the availability of either or any other reliable source of student level data this year, the Project Head proposed a large scale student assessment monitored by the Sahyogis to determine the current learning levels of the students of Grades 1 to 7 in Marathi medium schools. The

Sahyogis had experience of administering level based assessment from the previous year during the implementation of the Saksham program. Chavan Ma'am assigned each Sahyogi one grade and one subject to create assessment papers, this division was made based on their skills and interests. The assessments were administered by the Sahyogis in selected schools in phases spanning two months. Sahyogis also analysed the data. The PCC team supported Chavan Ma'am in preparing a presentation based on this data to submit to the Education Officer Raut Ma'am and the Additional Commissioner Rubal Agarwal Ma'am. Having authentic student level data will prove crucial for the system when designing and implementing programs in the future. This initiative taken by the system will increase the sustainability of the programs that are implemented for improving student learning outcomes.

3. Scope for improvement in mastery of skills and content

Sahyogis have received specific training for Math and Marathi content in the past 4 years. According to the results of the skills and knowledge assessment Sahyogis currently have a fair understanding of the content of both these subjects 74% average mastery. However, all Sahyogis struggle with Pedagogy of all the tested subjects. They fall far behind the expected mastery level 80% with the average mastery in pedagogy currently at 53%. It was also found that Sahyogis with more than 3 years of experience in the role have scored 94% more in coaching skills than those who have joined in the past one year. It can be said that with more experience on the field the skills of coaching and mentoring get better.



(Average mastery levels of the Sahyogis)

4. Peer learning platform supplements Sahyogi development inputs

While training on developing coaching skills were being planned by the PCC team there was no external support this year for content development for the Sahyogis. Thus, under the leadership of Chavan Ma'am, Sahyogis initiated **peer learning sessions** to teach and practice Math content and pedagogy. In these sessions one Sahyogi every meeting would teach/provide demos on a concept from Math. This provided a space for practice and clarification of doubts. These spaces became very popular among the Sahyogis. 92% of the Sahyogis found these sessions to be highly effective for their development. During

the sessions Sahyogis would provide each other critical feedback on their methods, content and delivery. At the end of each session they would discuss the important points to share with their respective teachers. These spaces were regularly observed by Chavan Ma'am who gave her feedback to the Sahyogis as well.

Such peer learning spaces are promising for sustained professional development of the Sahyogis. They have the potential to become spaces for induction of new Sahogis in the future. The structure of practice, observation and providing critical feedback set by the PCC team since the first year of the project have continued and are being independently employed by the group.



(Sahyogi peer learning session underway)

“कार्यशाळा घेण्यात आल्याने ग्रहण केलेल्या ज्ञानाला उजाळा मिळतो, नव्याने शिकायला मिळते.”

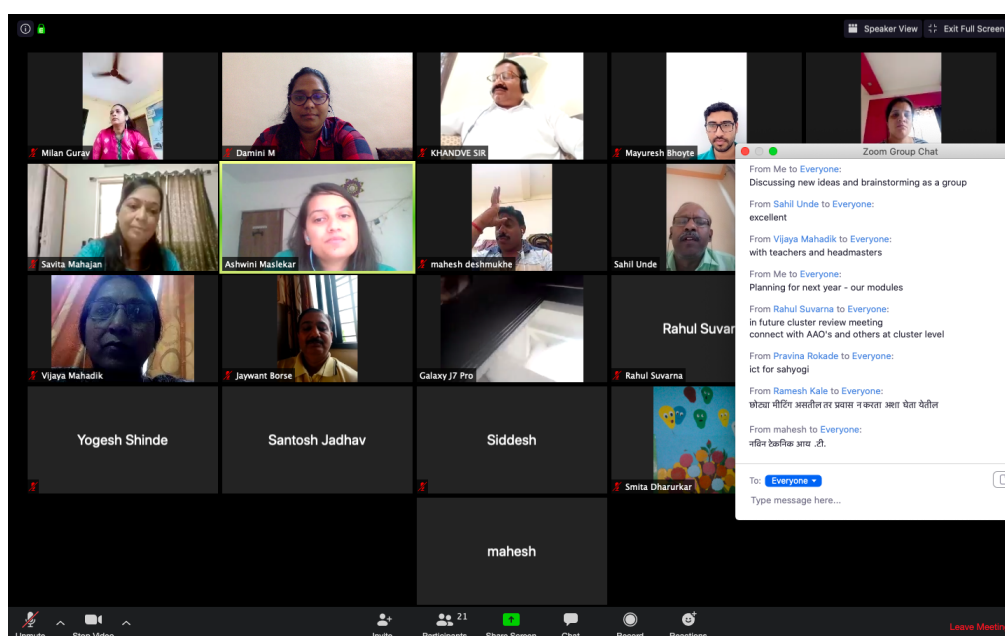
- Sahyogi Dal member

(these workshops help revise our knowledge, we get to learn anew)

Responding to COVID-19 crisis

From 16th of March, even before the country went under a complete lockdown, the schools and offices in Pune were ordered to close. This led to a complete halt in the work of the Sahyogi Dal in schools, the training, school visits and the remaining of the student assessments had to be cancelled. When the team's work shifted online it was mostly around data analysis and end of year evaluations. In this too the team faced some challenges as the activities, such as Focus Group Discussions and assessments, to collect feedback from the stakeholders for the year could not be conducted.

The team was in constant touch with the Sahyogis and the Project head, it was during these calls that the idea of online meetings was discussed. Following an enthusiastic response from the stakeholders the first online meeting with the Sahyogis was conducted in the last week of March. The main purpose of this webinar, conducted on Zoom, was to familiarise the group with the online mode and features of the App, to start a conversation around how they were dealing with the situation and to brainstorm ways to stay productive. The response from the Sahyogis was encouraging as 90% of them stated that these sessions were a productive use of their time. It was decided to conduct weekly online meetings. The second webinar resulted in co-creation of a list of online resources for the teachers and students to use which was then circulated with the Sahyogis. Dr. Ujjwal Karawande, HOD English department from RAA Aurangabad joined the group for the third webinar. In his talk sir shared this experience in designing and evaluating large scale programs in a government setting. In the feedback taken for each session, 80% of the responding sahyogis gave the highest rating (on a scale of 1 to 4) for the overall webinars.



(Screenshot of the first Webinar with Sahyogis)

The online webinars were discontinued when most of the teachers in PMC were assigned duties for monitoring COVID-19 spread in the city. All the Sahyogis were eventually involved in these duties. The

team has continued to keep in touch with the group through individual calls and WhatsApp group conversations. In the meanwhile, the team has focused on collating all the available data for the year and analysing the impact of the project.

Supporting teachers to adopt and adapt to technology will become one of the focus areas going forward. There is also a pressing need to introduce Social-Emotional learning in schools, the team will be looking into introducing the same in the training plan for Sahyogis. Anticipating a continued effect on the education sector because of the pandemic the team is in conversation with PMC to develop a plan for the coming months.

“Online मिटिंगमध्ये विविध शैक्षणिक वेबसाईट, यूट्यूब यांच्या संबंधी मार्गदर्शन मिळाले. यांचा वापर मुले व शिक्षकांच्या अध्ययन अध्यापनात कसा करावा तसेच ऑनलाईन मिटिंग कशी घ्यावीयाचे मार्गदर्शन मिळाले. अतिशय उपयुक्त होते.”

- Sahyogi Dal member

(I got information about various learning websites and youtube channels. Got to learn how to make use of these for the teaching-learning process of both students and teachers. It was very useful.)

Highlights

1. Conversation with Nandkumar sir inspiring the PMC officers towards a more rigorous student-centric education

Our team along with the PMC Education Department organised a small interactive session with **Shri Nand Kumar**, Principal Secretary and Chief Protocol Officer, Government of Maharashtra. The session was attended by 40 teachers from 3 PMC schools and several officers from the department. Nand Kumar sir discussed at length classroom best practices across Maharashtra and how teachers can support students to reach their fullest potential.



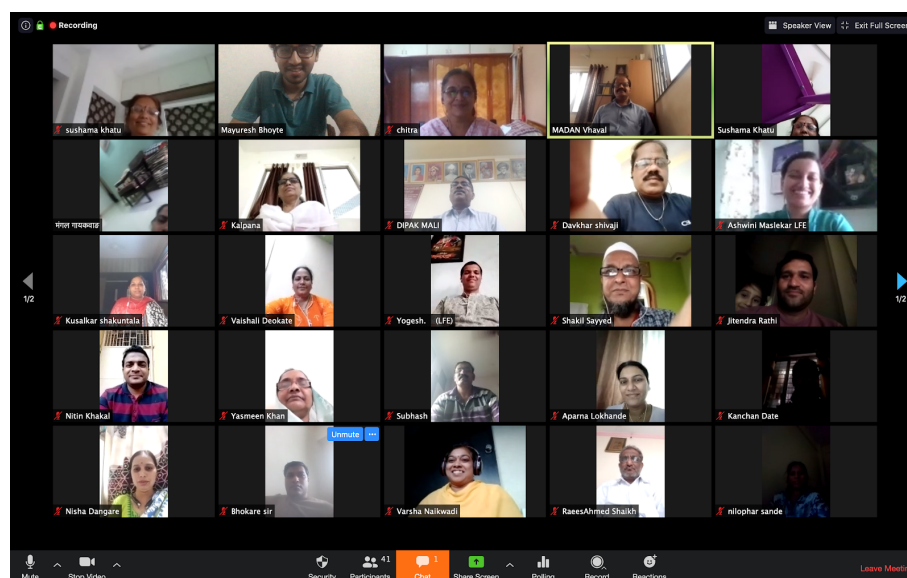
Pictured (L-R): Mr Deepak Mali, PMC Administrative Officer (Secondary), Mr Nandkumar (Principal Secretary, Protocol), Mrs Meenakshi Raut, PMC Administrative Officer (Primary) and Mrs Kamaladevi Awate (Pune DIET Principal)

2. Indicators of replicability: Other departments and geographies beginning to establish their mentor teacher models:

In 2015, when the project was being designed some of the important factors considered were sustainability and replicability. The idea of having a teacher mentor model which should become a sustainable way to support all the teachers in particular geography was at the centre. It was also important that the entire model is such that other education departments or geographies can replicate it. From the beginning of the project all the activities, outcomes and learnings have been well

documented and made available for everyone. As the project picked up momentum and more and more impact was visible the belief in this model was strengthened.

A great indicator of the project's success and its replicability has been the fact that other departments and geographies are also planning and working on creating a similar model. At the beginning of this academic year, Pimpri Chinchwad Municipal Corporation's education department reached out to LFE to implement a similar mentor teacher model for their teachers. Initial systems understanding and capacity building work has already begun in PCMC in this regard. Secondly, PMC's secondary education department has started identifying teachers who can go on to become mentors. The secondary department has observed the work of sahyogi dal closely and hence they are using a similar approach and learnings while they begin their work towards their own model of mentor teachers.



(Screenshot of a webinar organised for the PMC Secondary department's teachers and officers)

Program Learnings

Mindset shifts prove to be most impactful in the system transformation journey

We started working with the PMC Education Department back in 2015 with one clear objective of creating an effective and sustainable teacher development model at city-level. The long term goal was also to bring a structural shift of policy change to institutionalise a cadre of teacher mentors responsible for all academic interventions across all PMC Marathi medium schools. This kind of a large-scale systemic transformation project required us to make sure we are closely working and understanding all the different stakeholders.

It was our focus right from the beginning to consciously understand the existing mindsets of teachers, officers and our newly joined cadre of teacher mentors. One of the biggest mindset shifts that we had to work on was in establishing the teacher mentors' role with no power or authority (that the officers possess) and also build a culture of peer-learning amongst the teachers and the officers. Our actions to do so included working closely with each sahyogi and officers with differentiated plans, exposing them to the successes in similar models of teacher professional development across different geographies nationally or internationally. We ensured that all the training and other support structures included elements that fostered individual and group reflections, learnings and collective planning.

While we were seeing different successes every year there were a lot of challenges that came in this journey. Even in this academic year, we were challenged when the officer had to send back the Sahyogis into the classrooms. While we were grappled with this and were spending our time undoing it, we were pleasantly surprised with the ownership showcased by Sahyogis and ensuring that the cadre is established again even in the most informal way. It was also observed that many officers at their cluster level recognised Sahyogis as teacher mentors even though they were allocated a classroom. Some of the Sahyogis continued working with teachers and planning academic interventions at their cluster level. The project officer, Mrs Chavan showed equal ownership and investment to the project back into its place. We realised that our idea of institutionalisation of the Sahyogi Project was in some form already present in the system. These shifts observed in the mindsets of our stakeholders motivated us and proved very crucial into getting the project back on track.

Our suggestion to any systemic interventions would be:

1. Focus on mindset shifts is of utmost importance as systems comprises people and working on human transformation is a slow but successful process.
2. Only structural shifts at process or policy level might not be sustainable at the implementation level.

In all these years of working on this project, our belief that “transforming systems is ultimately about transforming the relationships among the people who shaped those systems” has only strengthened.

Looking Ahead

Plans for Next Year

Over the last 4 years, Sahyogi Dal Project intended to create a cadre of teacher mentors at the city level who are responsible for the capacity building of the teachers. And in the last few years, Sahyogis have grown to be those experts, designed a module for teachers and also worked on bringing that positive shift inside the classroom. The acceptance of Sahyogis as teacher mentors from the teachers and officers have been the biggest success of the project. With a lot of challenges this year, the next year would look different as compared to the last few.

With the outbreak of covid-19, in the initial days Sahyogis were enthusiastic and participated in the webinar series. This was a good start for them to come together and also plan for the coming times. From mid-April, all teachers have been occupied in conducting surveys in communities. With the changing times, the needs of the society has shifted and also the approach towards education.

LFE team intends to bring a similar shift in approach while working with PMC over the next academic year. With Sahyogis the focus on building the social-emotional learning, life-skills and supporting PMC to work on an alternative plan to reach out to students in the absence of physical school re-opening. The work in PMC can be categorised into 4 big buckets for next year:

1. Setting up of the PMC Education and Training Cell
2. Remote-learning plan for 3 months
3. Building the capacity of Sahyogis on social-emotional learning / life-skills
4. Training teachers on remote learning and technology integrated classrooms

We are in the last phase of the project being institutionalised in PMC. Initial level of alignment with PMC and drafting of the institute policy has been completed. Next step will be to get approval from the PMC commissioner and PMC standing committee. Once approved the LFE team plans to provide low touch support to the project by way of monitoring its implementation and understanding how Sahyogi Dal operates as an independently functioning group. We look forward to another year with the same optimism alongside PMC Education Department.

APPENDIX

Monitoring and Evaluation tools

1. [Teacher-mentor rubric_Draft1](#)
2. [Sahyogi assessment: paper and report](#)
3. [Classroom Observation tool \(created by Sahyogis\)](#)

PMC Education Training and Research Department

[PMC Education Training and Research Department- Policy recommendation document](#)

Sahyogi Dal Project video

[Sahyogi Dal project](#)

Project Theory of Change

[PMC Sahyogi Dal project TOC & LFA](#)