

Nashik District Transformation Project

District Team | Mid-Year Report 2018-19

November 2018 | Nashik



TABLE OF CONTENTS

List of abbreviations	2
Introduction	3
Project Goals and Workstreams	4
Past Six months	5
Highlights over the past six months	5
Key Activities	5
Key Learnings	14
Impact/Reach	17
Teacher Development	17
Employee Engagement and Accountability	17
Pilot Interventions	18
Education Technology	19
Ecosystem of nonprofits	19
People	20
Key stakeholders	20
Mr. Valmiki Chavhan, Vishay Sahayak, DIECPD, Nashik.	20
Mrs.Saroj Jagtap, BEO, Panchayat Samiti, Niphad	21
Mrs. Rohini Bagul, Teacher, Devla	22
Mr. BS Pawar, Extension Officer, Dindori.	23
Partnerships	24
Partner name	24
CoImpact Fibre (SevaSutra)	24
Looking Ahead	27
Plans for the next 6 months.	27
Build a Log-Frame based on current grounding in Nashik	27
Increase engagement of employees based on engagement baseline	27
Measure outputs for Pilot Interventions	27
Launch the NGO CSR cell	27
Drive technology usage to reduce administrative work	28

List of abbreviations

Acronym	Expansion
BEO	Block Education Officer
CRG	Cluster Resource Group
DIECPD	District Institute of Educational Continues Professional Development
DSES	Department of School Education & Sports, Govt. of Maharashtra
DTP	District Transformation Project
FGD	Focus Group Discussion
GoM	Government of Maharashtra
IT	Information Technology
IT SA	Information Technology Subject Assistant
KSM	Knowledge Skills and Mindset
KP	Kendra Pramukh
LFE	Leadership For Equity
MSCERT	Maharashtra State Council of Education Research and Training
MDM	Mid Day Meal Scheme
NCERT	National Council of Education Research and Training
NGO	Non-Governmental Organisation
OD	Organizational Development
PD	Professional Development
ZP	Zila Parishad

Introduction

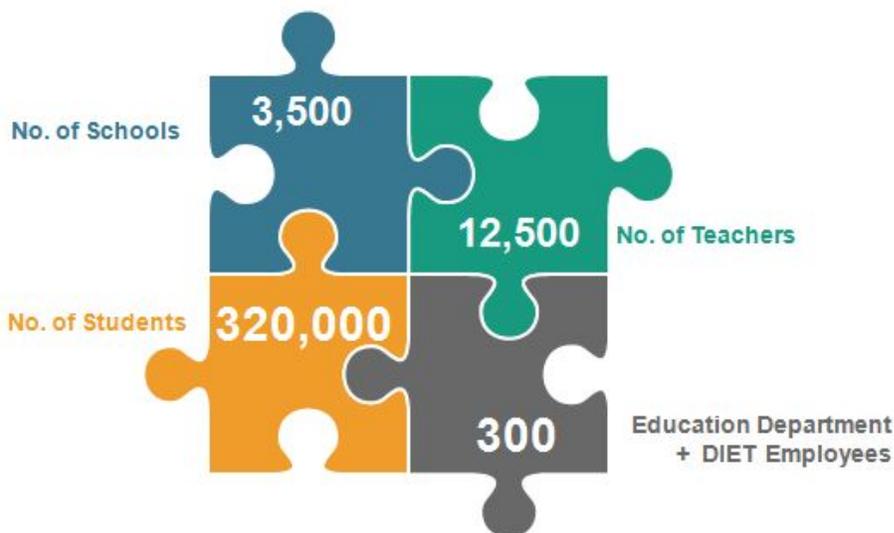
LFE’s District transformation work was a natural progression of the work that LFE has been doing at the State and the City level. Starting in 2015, the work at the Maharashtra State and Pune city level has evolved into large-scale programs, and a need was felt to intervene at the District level to build a sustainable model for change.

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.

The second aspect of the research process was to learn from other organizations working on district model in the state of Maharashtra, namely, Kaivalya and Gyanprakash foundation (Nandurbar and Gadchiroli respectively). Learning gained from the operations of these pre-eminent organizations formed an important aspect of the design of the project.

Last but not least, in accordance with larger organization prerogatives, the team deep dove into research from across the world (from the OECD, World Bank, and Oxford University Press), to include aspects of the research done by these organizations on large-scale interventions from across the world.

This document built 6 months into our operations in the District of Nashik details our priority areas, work done so far and learning from the intervention.



Project Goals and Workstreams

The project aims to push Nashik to the top quartile of performance in the state of Maharashtra (from its current bottom quartile status).

Monitorable data points	Current Performance	Proposed 5 Year Outcomes	Data Reference
Learning outcomes			
3.1 Mathematics performance in Class 3	62.63	74%	NAS 2017
3.2 Language performance in Class 3	65.68	80%	NAS 2017
3.3 Mathematics performance in Class 5	49.42	69%	NAS 2017
3.4 Language performance in Class 5	58.37	78%	NAS 2017
3.5 Mathematics performance in Class 8	26.67	40%	NAS 2017
3.6 Language performance in Class 8	57.83	72%	NAS 2017

Prioritized focus areas over the last six months have been:

- Create platforms to drive learning and increase engagement for all 500 functionaries in the district
- Drive collaboration and up-skilling for all 12,500 teachers in the district
- Drive collaboration between the government, Non-profits, and CSRs in Nashik
- Pilot interventions to drive the integration of technology into classroom pedagogy
- Drive structures in increase parent and student engagement in Schools
- Drive customization in policy implementation for tribal and rural areas to increase the effectiveness

Past Six months

Highlights over the past six months

1. **Shikshan Parishad:** Shikshan Parishads are monthly cluster meetings facilitated by KP/CRG aimed towards building skill and knowledge of teachers. It is conducted in 270 clusters supporting all the 12,500 teachers across the district. Standardized content is made by the LFE team with the help of the DIECPD to ensure quality of delivery
2. **CSR NGO cell:** A review committee of 4 members has been appointed where proposals of 15 NGOs have been reviewed, each within a turn around time of three days enabling them to scale their interventions in the district.
3. **Monthly upskilling of all officers:** A structure has been set up to ensure upskilling 180 KPs and 90 Extension officers. Officers come together at the block level to learn from each other and build solutions for local issues.
4. **Ed-Tech Pilot:** To drive the usage of technology in upskilling teachers, the team is running a pilot for 30 schools in Niphad (Block). This pilot is working with 115 teachers across 2 clusters and aims to provide skills to teachers to provide better learning in classrooms.
5. **Fixing MDM:** In order to fix the Mid Day Meal scheme a monitoring system has been put in place for the Superintendents who are supposed to visit schools and keep a check on the program. 42 schools have been monitored over the last two months and all 3500 schools will be monitored at least once by the end of the year

Key Activities

1. Increase in Engagement of DIECPD Employees

DIECPD is a central govt body, tasked with in-service and pre-service training. DIECPD Nashik is responsible to provide on-ground support to all teachers of Nashik. For this, the collaboration within DIECPD officers and DIECPD's Subject Assistants is vital. Our goal has been to increase the engagement within this body to drive better work culture and collaboration

- Designed, implemented and validated the engagement surveys to gauge the current engagement levels in the DIECPD office.
- Supporting the principal of DIECPD to infer the trends in the office and build the work culture based on the report of the engagement survey.
- Regular check-ins/meetings with all the officials of DIECPD to drive district level learning programs and initiatives like enabling CRG's across 273 clusters of Nashik.

2. Increasing Engagement in Education Office

The Education Office has several departments comprising of 45 administrative work streams to ensure teacher and student needs are met. For this, the collaboration within the departments'

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

- Designed, implemented and validated the engagement surveys to gauge the current engagement levels in the Education office.
- Supporting the Education Officer to infer the trends in the office and build the work culture based on the report of the engagement survey.

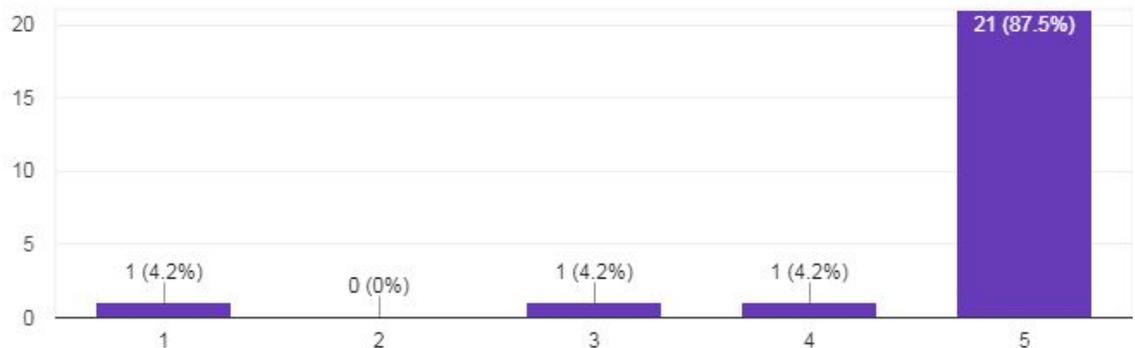


Fig.- Employees who know what is expected of them at work

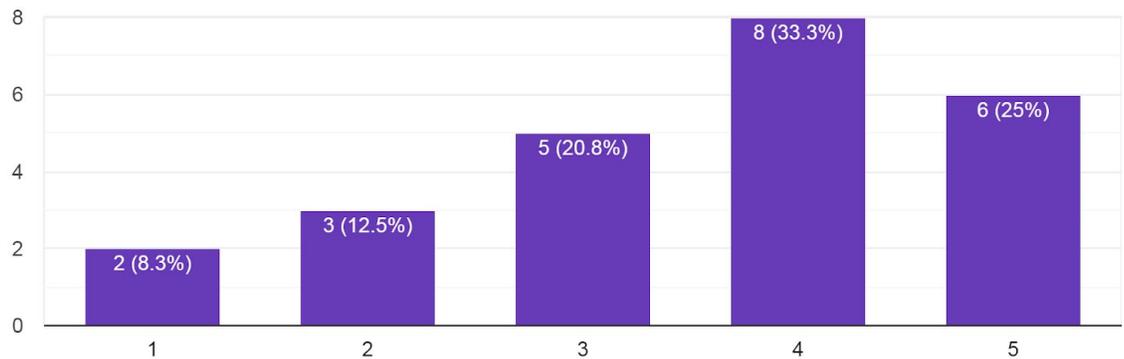


Fig.- At work, my opinion seems to count

3. Creating and sustaining platforms for collaborative learning at the DIECPD

Platforms for collaborating learning will enable the officers to learn from each other and creates a healthy atmosphere within the organization. In DIECPD Nashik, this platform has enabled officers and subject assistants to come together to share their experiences and best practices once in a month. Regular sessions on planning, facilitation, and feedback are also conducted by LFE team to upskill the officials

- Designed and conducted sessions on planning, facilitation, and feedback with senior lectures.

- Created/Enabled a space for all officers to come and share their best practices and stories from the ground.



4. Creating and sustaining platforms for collaborative learning at the BEO level.

Block education officer and the Education officer 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. Major activities undertaken monthly for sustaining the platform are:

- The forum takes place in different block each time where the stakeholders do a field visit to understand the several issues which affect the daily working of the block's education department.
- Skill and mindset based sessions and delivery mechanisms are designed and are conducted every month for all the 15 Block Education Officers

5. Creating and sustaining platforms for collaborative learning at KP level:

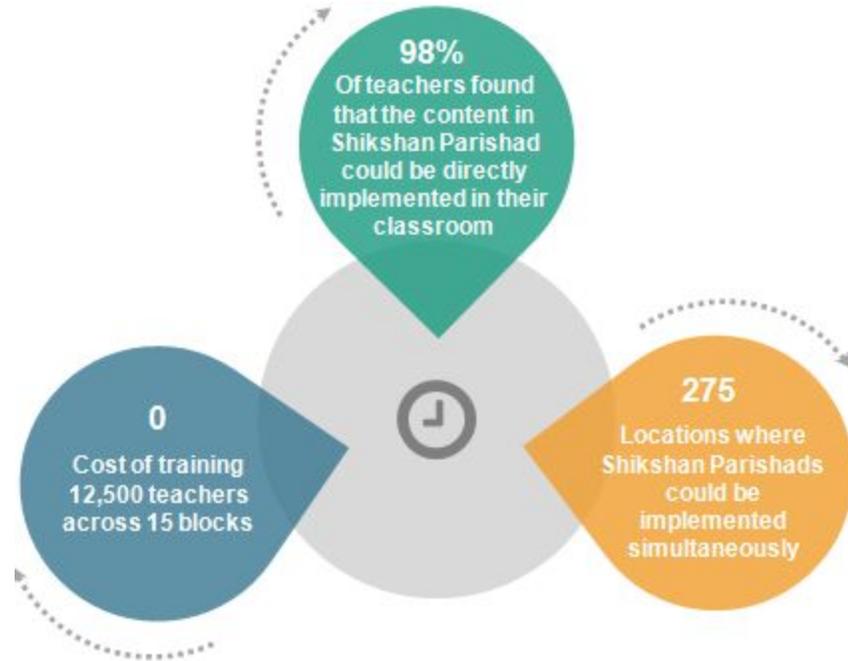
Block Gunvatta Kaksh is a monthly platform where KPs, who are responsible for providing direct academic support to the teachers, meet every month and discuss on pertinent academic issues of the month, prepare for the monthly teacher training platform, engage in skill-building sessions and also share their best practices. Major activities undertaken monthly for sustaining the platform are:

- Skill and mindset based sessions and delivery mechanisms are designed and are conducted every month for all 198 KPs in 15 blocks of the district.
- Shikshan Parishad video and presentation is shared during the meeting and discussion is done on how it should be facilitated.
- Observations and follow-ups are done during Shikshan Parishad, which is the teacher training platform facilitated by the KP.

6. Created platforms to drive learning, collaboration and upskilling for all 12500 teachers in the district:

Shikshan Parishads are monthly cluster level meetings, facilitated by KP/CRG aimed towards building skill and knowledge of teachers from the clusters. KPs are responsible for providing direct academic support to the teachers, meet every month and discuss on academic issues every month, Shikshan Parishad's serve as a platform to bring out the best practices of teachers and other classroom-related discussions.

- Structure, date, and content of Shikshan Parishad's for 273 clusters of Nashik for the year has been standardized.
- Designed content for monthly Shikshan Parishad in the form of presentations.
- Videos for Shikshan Parishad to showcase the best practices of teachers has been shot.
- Shikshan Parishads are observed and feedback is collected Immediately through surveys, Focussed Group Discussions(FGDs), and officer level interactions.
- Iterating and testing new structure/parts of the Shikshan Parishad structure in some selected clusters.



7. Pilot interventions to build a teacher upskilling model using technology to drive learning in classrooms

Ganit peti program is being prototyped in 2 clusters of Niphad block of Nashik district. 30 schools and 115 teachers are part of the program, where they are remotely utilizing technology platform to use math toolkits regularly in their classrooms to promote problem-solving and critical thinking skills in students while developing their acumen for basic mathematics. The program is a blended model of Technology trainings and on-ground classroom support from the CRG and Math resource person of the district.

- To impart Confidence in teachers to use math toolkits regularly and effectively
- To test/deliver training to teachers using technology and proximate support
- Content support in form of scaffolded worksheets to teachers



8. Designed and implemented a monitoring structure that drives accountability across the system

The district comprises fifteen blocks, headed by block education officer under whom Extension officers and KP operate to provide support to the teachers in order to help improve learning outcome of the district. A review structure builds accountability and transparency in the system. Moreover, it helps the stakeholder to reflect on a regular basis, take feedback and update their action plans from time to time.

- Designed monthly hierarchical review structure to drive accountability across the education department.
- Supporting the EO and BEO to facilitate the review process
- Documenting the results and learnings to facilitate the next steps to improve the accountability within the education department.



9. Designed and operated structures to enable the Edu. dept. to assist CSR and NGOs in effectively implementing, monitoring and scaling their activities in Nashik district:

CSR NGO Cell has been set up with the purpose of ensuring that a conducive environment is maintained for efficiently and equitably implementing CSR and NGO activities in the district.

- Review Committee, comprising of one Deputy Education Officer, one Extension Officer, one Block Education Officer and one person from LFE, has been established under the cell to review the proposals from NGOs and CSRs to work in the district and provide recommendations. Also, share best practices of CSR and NGO projects with different stakeholders at diverse platforms in order to scale the efforts and impact.
- Proposals of 15 NGOs have been reviewed, each within a turn around time of three days.



10. Continuous teachers professional development through technology-enabled solutions

Regional Academic Authority (RAA), Aurangabad wanted to developed a online course on Spoken English to: equip teachers with minimum essential principles and techniques to facilitate all students to speak English confidently, help teachers practice spoken English activities to break the vicious circle of reluctance, phobia, and shyness, help them acquire the language essential for classroom instructions. The prototype for the program was tested in Niphad block of Nashik

- 2 modules of the spoken English program were redesigned and shot for online consumption.
- 20 teachers from Niphad were oriented on using DIKSHA and Kaizaala and trained on spoken English course through MOOC DIKSHA program.

11. Pilot customized interventions for tribal and rural schools to increase parent engagement:

Parent engagement is one of the key aspects in order to increase student attendance and enrolment rate. A major platform at school level where all the stakeholders gather and take important decisions about school development is the School Management Committee which is ideally supposed to meet every month. After visiting nearly 200 schools in 15 blocks of Nashik and having conversations with the officers, it was observed that on the ground functioning of SMCs is not effective enough. An initiative of strengthening SMCs is taken up under which following activities have been undertaken:

- Yearly plan for SMC and meeting structures are designed for all 3500 schools.
- A monthly cascading system of training is in place which ensures that SMC sessions and objective for the next month reach the HM.
- Feedback link is created to be filled by HM after SMC meeting every month.

- The table below represents the educational status of both tribal and rural areas in Nashik district. The data has been collected from the 2011 census. The table shows the literacy rate of the blocks considering the percentage of ST population in each block of Nashik.

Table a. Literacy rate of blocks considering % of tribal population

Name of the Block	Literacy rate	% of ST population
Nashik	78.32	10.42
Nandgaon	69.53	15.27
Surgana	57.24	96.51
Trimbak	57.99	80.2
Chandwad	71.26	19.99
Deola	70.97	20.84
Dindori	66.83	55.57
Peint	60.2	96.44
Igatpuri	66.91	40.47
Kalwan	58.33	68.95
Niphad	72.95	19.42
Malegaon	70.54	10.15
Baglan	66.62	40.02
Sinnar	71.84	13.35
Yevla	71.61	10.72

Table shows that the blocks which has more than 40% of ST population has lesser literacy rate as compared to the other blocks.

- After visits to the selected rural and tribal schools it was observed that students in tribal schools are more prone to absenteeism. There are several reasons for that, the most significant being seasonal migration of the parents in search of jobs. Other reasons for absenteeism are heavy rains, low parent engagement, health issues because of a lack of access to medical help etc. This leads to kids not going to school for the longer duration of time (although sakhar shala is there but there is no statistics of how many kids go to other schools and even there is no data of kids not going to school for rest of the year.
- Students of tribal areas need some specific attention and before planning any intervention these differences has to be critically considered. Also, it can be safely articulated that in both tribal and rural areas, the state of ST/NT category students is much grim as compared to Open/OBC students owing to strenuous livelihood and geographical circumstances as mentioned above. There is a need for strengthening educational opportunities and provisions for tribal students, not just in terms of physical infrastructure or financial allocation but sensitively and more holistically.

Key Learnings

1. **There is an urgent need for upskilling and culture building amongst the officer cadre:** The middle management of education department is supposed to spend 70-90% of their work time in academic work, but multiple conversations with them have revealed that there is a lot of administrative work that they receive from various government departments, and not just from the education department. *Research in other states and countries has also proven that the burden of administrative work leads to a lesser inclination towards academic improvement which results in an unfavorable impact on students' performance. In order to identify the actual time split between administrative and academic work of the middle layer of the education department in the district of Nashik, a large-scale survey was conducted in 13 of its blocks. The study was done with Cluster Heads, who are in charge of 15-20 schools and Extension Officers who are in charge of one beat, which is a group of 2-3 clusters.

It can be synthesized from the study that the proportion of time spent by the middle management in academic work is not as much as their job demands. A time that is spent in administrative work, if reduced, might give the officers in middle management more time to pursue academic goals of their beats or clusters. It can be also be seen that many Cluster Heads are in charge of more than one cluster, which means many of these positions are vacant. On top of that, if extra roles and responsibilities are added to these limited number of officers, then, expected academic progress in government schools might decelerate.

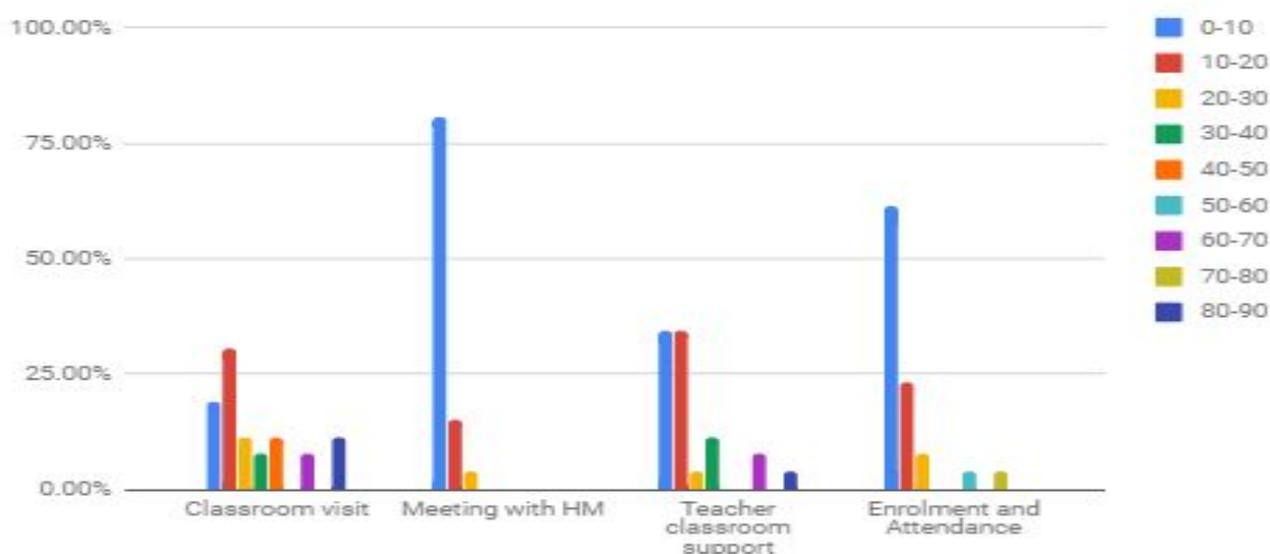


Fig. Shows the number of hours spent monthly in different official work

2. **Large data sets need to be visualized:** A huge amount of data is collected on a regular basis by various stakeholders for different reasons. However, most of the stakeholders are unable to analyze and use the data at their level of work. According to the graph below, there is a decrease

in enrollment by 2.7% every year. This analysis can be used to discover trends and patterns which lead to the decreasing enrollment and help plan on ways to increase the same.

III.1 - Total Number of Students

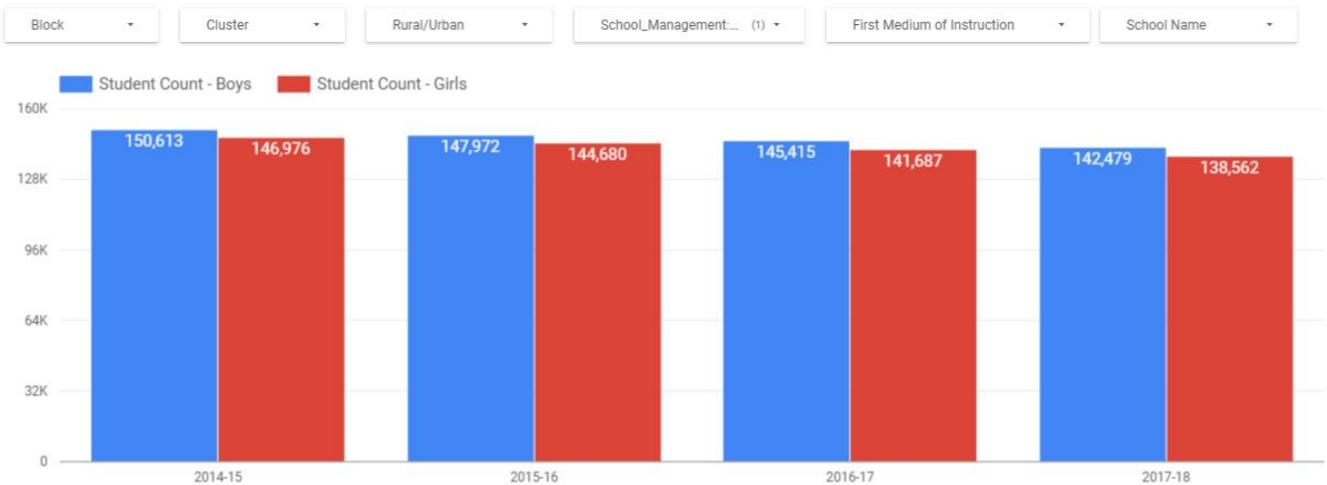
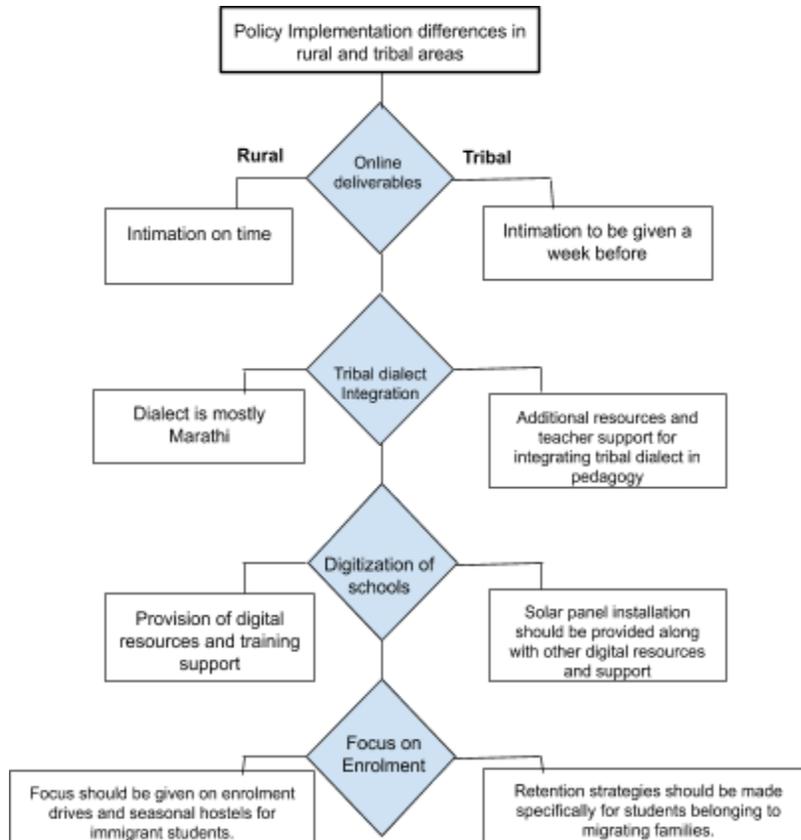


Fig. Shows the number of students enrolled in ZP Schools from 2014-2018. (Source: DISE. See detailed dashboard on [SevaSutra](#))

- 3. Customized operations for tribal and rural blocks:** The diverse and complex structures of communities pose some serious challenges to Nashik’s education system. Adivasis, known officially as Scheduled Tribes (STs), are one of the officially recognized ‘educationally backward’ population groups. Nashik District has 15 Talukas, 1,922 villages, and 26 towns. The literacy rate of Nashik district is 71.15% out of which 75.94% males are literate and 66.03% females are literate. There are 9.08% Scheduled Caste (SC) and 25.62% Scheduled Tribe (ST) of the total population in Nashik district.



4. **Policy can be built at a local level:** Section 21 of Right to Education Act states that a school shall constitute a School Management Committee consisting of the elected representatives of the local authority, parents or guardians of children admitted in such school and teachers. The SMC was envisioned to synergize the efforts made by teachers and parents in order to achieve better results in the areas of enrolment, attendance, nutrition and other priorities of the school. But, after visiting about 150 schools in Nashik, it was noticed that SMCs are constituted in all the schools but they are not functioning very effectively in the areas. Therefore, an SMC strengthening plan is being proposed for the district in order to make the structure and functioning of SMCs more outcome

oriented. The strengthening plan includes monthly actions that should be taken by the SMC, guiding questions and monitoring mechanism.

5. **Building a top-down culture:** Review systems were revisited, best performing KPs and Extension Officers were recognized and rewarded whereas, low performing individuals were questioned and supported. The new way of conducting reviews builds accountability, helps to create a transparent work environment, motivates middle management to showcase their work as well as builds better communication and collaboration between the officials. Hence allowing to build a better work culture in the Education Department.
6. **Innovative ways of collecting teacher feedback:** Collecting feedback directly from teachers has always been a struggle for the education department. Therefore, for the first time a technology solution was piloted to collect feedback. 4700 of the 12,500 teachers in Nashik gave feedback using this platform, a first in large scale feedback collection in Maharashtra.

Impact/Reach

Teacher Development

12,500 teachers get professional development every month across 275 different physical locations in Nashik. It is conducted by KPs, Extension Officers, CRG members and sometimes HMs at either cluster or beat level



Employee Engagement and Accountability

Set-up monthly review and upskilling structure for **260** administrative leadership that happens across 15 locations to drive rigor in state and local initiatives.



Pilot Interventions

Run pilot interventions to find solutions on local issues: migrating population and out of school children.



Education Technology

A pilot program was designed and implemented to provide better english language skills to students by training 60 teachers on a cutting edge module designed by RAA aurangabad.



Ecosystem of non-profits

Launch a CSR NGO cell to reduce red tape for CSRs and non-profits and drive innovation



Dr. Vaishali Zankar
Education Officer

Mr. Chinchole
Extension Officer

Mr. Koli
Extension Officer

Members of the
Review Committee.

People

Key stakeholders

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

“शैक्षणिक वर्ष 2018 19 मध्ये पथदर्शी प्रकल्पांतर्गत जिल्हा परिषद नाशिक मध्ये LFE टीमचे आगमन झाले. जिल्हा परिषद शाळेतील प्रत्येक मुलास गुणवत्तापूर्ण शिक्षण मिळावे यासाठी सकारात्मक दृष्टिकोनाचा स्वीकार करून मागील सहा महिन्यांपासून उल्लेखनीय काम LFE करत आहे. शाळेतील प्रत्येक मुला पर्यंत पोहोचण्यासाठी केंद्र स्तरावर शैक्षणिक/शिक्षण परिषदांची रचना जिल्हा शैक्षणिक व सातत्यपूर्ण व्यावसायिक विकास संस्था नाशिक व जिल्हा परिषद नाशिक यांच्या संयुक्त विद्यमाने LFE टीमने केले.

जुलै 2018 त्याबरोबर 2018 या 4 परिषदांमध्ये विषय निहाय व्हिडिओ तांत्रिक सत्र, प्रश्नावली व शिक्षकांशी अप्रत्यक्ष संवाद करण्यात चांगले यश मिळवले. प्रत्येक शिक्षकापर्यंत पोचता यावं म्हणून पी एस एम शासन निर्णयाप्रमाणे CRG स्थापन करण्यात आली. त्या CRG सक्षमीकरण करण्यासाठी DIECPD ,LFE च्या मदतीने सक्षमीकरण कार्यशाळा नियोजन करण्यात आले. यशस्वीपणे कार्यशाळा घेण्यात आल्या.

पुढील सत्रासाठी LFE टीमने अध्ययन निष्पत्ती विषय निहाय व्हिडिओ निर्मिती करून गणित व भाषा अध्ययन समृद्धी पेटीतील साहित्य वापर करावा यासाठी रचनात्मक काम करत आहेत.” - Valmik Chavhan, Vishay sahayak, DEICPD, Nashik



“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 getting a quality education for every child in the Zilla Parishad School. 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.

With this in July 2018, videos were made on better classroom practices for helping teachers, conversations with teachers, KPs and BEO's for understanding issues and needs were done, C.R.G. Empowerment workshops were organized with the help of DIECPD, LFE for empowering the CRGs.

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.

Mrs.Saroj Jagtap, BEO, Panchayat Samiti, Niphad



“दाखला देण्यात येतो कि, LFE टीम तर्फे निफाड गटात चांगले शैक्षणिक कामकाज सुरु आहे. या टीम शैक्षणिक गुणवत्ता कक्ष बैठकीचा वेळी विस्तार अधिकारी, केंद्र प्रमुख व गटातील काही निवडक शिक्षक यांना शिक्षण परिषद प्रभावीपणे घेण्याबाबत उत्तम असे मार्गदर्शन केले. या टीम मधील सर्व सदस्य उत्साही असून सर्वांशी नम्रपणे वागतात. विचारलेल्या शंकांचे व्यवस्थित निरक्षण करतात. तंत्रज्ञानाचा

प्रभावी वापर करून सादरीकरण करतात. शिक्षकांशी सुसंवाद साधल्यामुळे त्यांच्यात व आमच्यात मंत्रीपुर्ण वातावरण निर्माण झाले आहे”-Saroj Jagtap, BEO, Panchayat Samiti, Niphad

“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 education council.

All the members of this team are enthusiasts who are humble and polite. 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

“मागील वर्षा पर्यंत अधिकारी केंद्रीत, प्रशासकीय माहितीची देवाण घेवाण आणि क्वचित शैक्षणिक विषयाचा समावेश



असणारी , शिक्षकांच्या समस्या , त्यांचे उपक्रम यांना पोषक शैक्षणिक वातावरण नसणारी केवळ प्रशासकीय कामाकाजाला प्राधान्य असणारी केंद्रसंमेलने अनुभवत असतानाच यावर्षीपासून संपूर्ण जिल्ह्यात नियोजन कार्यवाही यात एकसुत्रता असणाऱ्या शिक्षणपरिषदांना सुरुवात झाली. त्यामुळे शैक्षणिक वातावरणात, शिक्षकांमध्ये सकारात्मक बदल दिसून येऊ लागले ..शैक्षणिक उपक्रम,गुणवत्ता विकास, शिक्षकांमधील विचार व अनुभवांची देवाण घेवाण ,समस्या निवारण ,यशोगाथा यावर शिक्षकांचा सक्रिय सहभाग घेऊ लागले.पूर्णतः शिक्षक केंद्रीत, वरीष्ठ अधिकारी मार्गदर्शकाच्या भूमिकेत त्यामुळे शाळातील गुणवत्तावाढीचे उपक्रमाचे

सादरीकरण,नाविन्यपूर्ण कल्पना मांडण्यास संधी ,समस्या निवारणासाठी चर्चा यामुळे शिक्षणपरिषदा शिक्षकां साठी एक प्रेरणादात ठरल्या आहेत.

मला या परिषदेच्या माध्यमातून इंग्रजी विषयाचा पाठ घेण्याची संधी मिळाली.त्यातून मला माझ्या अध्ययन अध्यापनातील उत्कृष्ट बाबी ,उणीवा याविषयी सकारात्मक प्रतिसाद मिळाले.

तांत्रिक सत्र, video पाठावर चर्चा, कृतीची पद्धती व स्वतः कृती कशी करणार याचे सादरीकरण ,माझी यशोगाथा प्रतिबिंब हे अंतर्भूत घटक अतिशय उपयुक्त आहे. या शैक्षणिक वर्षापासून सुरु झालेल्या शिक्षण परिषदा शिक्षकांना दिशादर्शक प्रेरणादायी व गुणवत्ता विकासात सहाय्यक ठरत आहे”- Rohini Bagul, Teacher, Devla

“last year, cluster meets were Officer centric where priority was given to administrative Instructions and information, occasional or very less discussion on academic issues in the KENDRA SANMELAN, 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 have not only unity in the planning process for the entire district but also has succeeded in bringing positive change in the educational environment.

The teachers began 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.

Mr. BS Pawar, Extension Officer, Dindori.



“गुणवत्ता कक्षाची बैठक शिक्षण परिषदेच्या आधी दरमहा गटस्तरावर गटसाधन केंद्र दिंडोरी येथे मा ग शि अ यांच्या उपस्थितीत सर्व विस्तार अधिकारी सर्व केंद्र प्रमुख सर्व विषय तज्ञ सर्व विशेष शिक्षक निवडक उपक्रम शिल शिक्षक यांच्या सह घेण्यात येते बैठकीत केवळ गुणवत्तेवरच सर्व सहभागी घटक चर्चा करण्यात येते व त्यामुळे शिक्षण परिषदेसाठी सकारात्मक प्रेरणा मिळते।

SMC बैठक नविन पध्दतीने घेतली जाते त्यामधे शाळेच्या भौतिक सुविधा व शैक्षणिक गुणवत्तेवरच चर्चा होवून गुणवत्ता वाढीसाठी मदत मिळते। आपले बहुमोल मार्गदर्शनातून गुणवत्ता विकास कार्यक्रमास गती मिळाली आहे”-Mr. BS 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 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’”.-Mr. BS Pawar, Extension Officer, Dindori.

Also, we have set a new structure for SMC, where a group of parents, teachers, students, and HM come together and discuss only on the quality of education and necessary facilities required for the school. LFE’s continuous support and direction have helped us to speed up these work.

Mr. Harish Vaidya, Project Officer (Education), Save the Children, Maharashtra

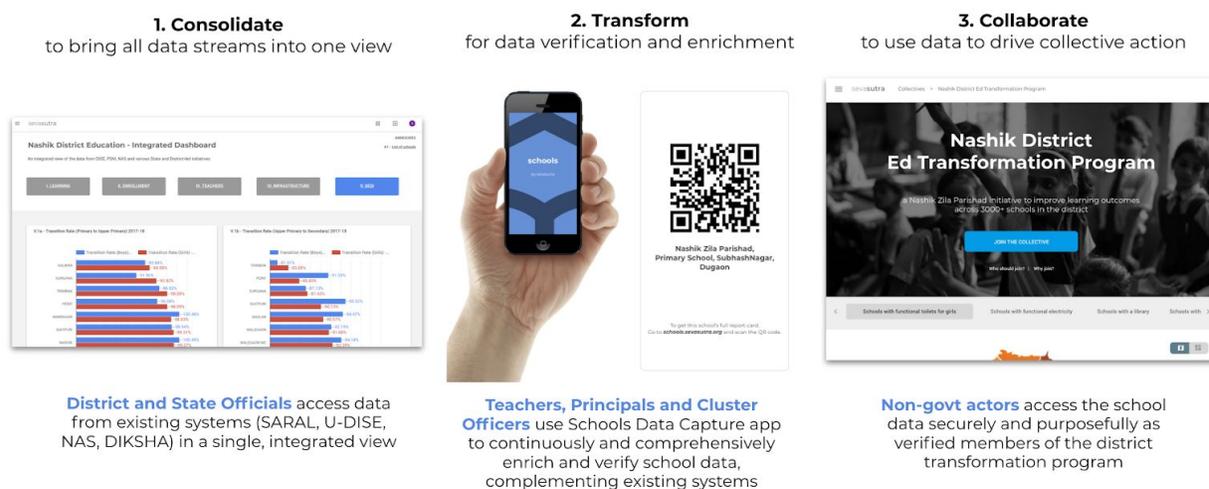
“In my experience with LFE staff in Nashik Zila Parishad, the team is very punctual, cooperative and devoted. They always supported us while taking the permission for the project launching in the Nashik District. Also they invited us as resource person for the SMC training. We appreciate their efforts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

Partnerships

Partner name

ColImpact Fibre (SevaSutra)

CIF is a civil-technology startup formed by Anand Sharma, a Teach For India fellowship alumni and former head of technology, now working on a mission to leverage technology for catalysing and sustaining district-wide collaboratives of Govt, NGOs, Funders and Community Leaders. Their three pronged approach of Transform, Consolidate and Collaborate was a strong fit to our program as is depicted in the following schematic:-



sevasutra

In the first phase of this partnership, we 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 CIF team visited Nashik district multiple times starting June 2018 where they performed following activities:-

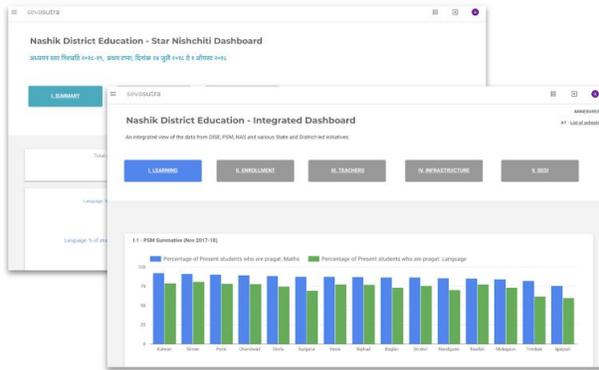
1. Interviewing officers at District and Block level to understand immediate pain-points related to data access
2. Shadow IT officials to understand the existing data management systems and practices
3. Collate DISE, ASN and PSM data from offline spreadsheets, PDFs or other formats
4. Brainstorm with 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.

CIF 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

ColImpact Fibre - Phase 1 Outcomes



1	Cleansed and Aggregated 4 years of U-DISE datasets, 2 cycles of SARAL dataset and 1 cycle of ASN dataset in a cloud-hosted, machine-learning enabled data warehouse (~1 Million unique records)
2	Created 18 interactive dashboards - 2 at district-level and 16 at block-level (for each block). All dashboards are multi-lingual (English, Hindi and Marathi) and are accessible via web-browser.
3	Built capacity for meeting on-demand data and dashboarding needs (dashboards can be built and delivered on a notice as short as 48 hours; data system capable of conducting correlation studies and building machine learning enabled decision models)

Delivered a **petabyte scale, secure and future-ready** data warehousing and reporting system in 12 Weeks

sevasutra

We also performed a series of after-action reviews to identify ways of supporting and improving the work done in phase 1, while also documenting some of the short-falls. A summary of the AARs conducted is given below:-

What worked?
<p>From a strategic standpoint - clear separation of concerns, and establishing the complementary nature of our work helped us avoid some of the common pitfalls of cross-org collaboration.</p> <p>Operationally, regular check-ins and visits enabled our partner to get a first-hand view of their role. This gave them a lot of autonomy and enabled them to operate at their best. Also, pursuing a direct MoU path with district built strong trust, and paved the way for sustaining partner's program. The MoU and funding (possibly via CSR) is likely to be put into effect by mid December.</p>
What could be improved?
<p>The direct access of SevaSutra platform by BEOs and regular access by DEO has not been actively pursued yet. We believe this could be because of the lack of an objective-linked MnE mechanism as the same will compel officers to check progress on a regular basis. We've taken steps in this direction and are currently drafting a set of data-driven objectives that'll help us:-</p> <ol style="list-style-type: none"> 1. Break down the 5 year plan into clear actionables - from district to school level, and 2. Give the proposed DTP network (Govt, NGO, Funder, Community) a strong direction <p>With real-time tracking and un-amabiguous links to top district priorities we are confident of the frequency and depth of SevaSutra usage going up.</p>

Start	Stop	Reduce	Enhance
<p>(A) An empirically sound, yet easy to implement MnE framework for DTP. To do this CIF team has proposed OKR (objectives and key-results - a research-based, proven MnE methodology championed worldwide by organizations such as Intel, Google and Bill and Melinda Gates Foundation). Nashik OKRs will be implemented via a real-time tracking mechanism on SevaSutra platform.</p> <p>(B) Schools Mobile App as a mechanism for real-time data collection (Phase 2) This is WIP. Expected date of first release that'll be tested at block level is 15th Dec. See an interactive prototype here.</p> <p>(C) Workflows for managing CSR and NGO applications, and tool for NGO/CSR specific project management This is WIP. Expected date of first release is 15th December. As a starting point LFE team will set-up their own projects on the SevaSutra portal, and gradually migrating all the existing NGO/CSR-led initiatives.</p> <p>(D) CSR-NGO Summit CIF team proposed to conduct a district-wide event to formally launch the Nashik DTP collective. While this event will be a strong aggregator of existing financial, material and knowledge resources available in Nashik district, it will also serve as a platform to start involving potential partners. As a precursor to this event - CIF team has proposed to aggressively lobby the cause of Nashik DTP with potential funders and NGOs in order to create the necessary interest to make this event a success. Logistics and funding for this event is yet to be figured out.</p> <p>(E) Cluster level aggregation In order to learn the practicality and efficacy of CIF's approach of preparing last-mile stakeholders - teachers, principles and community-leaders - as one of the leading action groups (apart from NGOs and CSRs) - CIF team has</p>	<p>(A) Further aggregation and visualization of offline data till an MnE framework is in place Exceptionality of unavoidable needs in this regard must be established through a detailed conversation first</p>	<p>(A) Offline or Google Forms based data collection (Subject to the launch of Schools App)</p>	<p>(A) Usage of the SevaSutra platform by BEOs (sending regular email/whatsapp blasts could be a way to drive adoption)</p> <p>(B) Inaccuracies in the aggregated data There are a few inaccuracies remaining - such as non-standard block names, incorrect GPS locations that ought to be resolved in order to maintain the integrity of the delivered dashboards</p> <p>(C) Check-ins and in-person work-time between LFE and CIF members (esp. In light of the proposed MnE framework design and implementation and preparations for the summit)</p> <p>(D)</p>

<p>proposed to form a cluster-level action research group. This group will be taken through a process of forming a common agenda for a set of schools and will be trained on leveraging the SevaSutra platform for channelizing NGO and CSR resources into their schools in an effective and efficient way.</p>			<p>Communication with NGO and CSR partners as part of the Phase 3</p>
---	--	--	--

Looking Ahead

Plans for the next 6 months.

Build a Log-Frame based on current grounding in Nashik

Having spent 6 months on the ground, the team will now undertake a rigorous process of planning for the next 4 years using the Log-Frame methodology. The reason for doing this now is two fold: grounding was required in the context before going through this process to ensure that the solutions built for systemic problems were contextual as also the team plans to include the district leadership in this process to ensure buy in from stakeholders.

Increase engagement of employees based on engagement baseline

Changing the culture of government bodies is an integral part of the work that we do. The aim is to build a culture of learning and collaboration that drives better results. As the engagement baseline has already been conducted (using the Gallup framework), the team will now go ahead and implement activities to remake the culture of the Education Office and DIECPD. This will involve changing review structures, conducting monthly meetings with the officials at all levels as well as building and driving structures that encourage collaboration.

Measure outputs for Pilot Interventions

A lot of the work that the team has been doing has been focused on Pilots, with the aim of showing proof of concepts in the geography of Nashik before scaling. The next 6 months will be focused on driving these pilots to completing and conducting monitoring and evaluation activities to measure the outputs of these pilots, so that the leadership of the district can make well informed choices on which programs to scale.

Launch the NGO CSR cell

To drive the ecosystem of nonprofits, the team has been running the NGO-CSR cell on a pilot basis. With the relative success of this pilot (with the decrease in turn around time and the setting up of the technology

platform- Sevasutra), the leadership of the district has decided to officially launch the cell to invite nonprofits and CSRs to contribute to the district meeting its goals. This will involve an intensive process of setting district goals and driving collaboration amongst non-profits to ensure success.

Drive technology usage to reduce administrative work

Based on our 6 months in the district and the years the LFE's team has spent at the Pune City and Maharashtra state level, we have recognized an urgent need to reduce the administrative workload across levels to ensure that teachers spent time teaching in classrooms and administrators spend time focusing on academic duties. With this goal, LFE will be focusing on using pre-existing technology systems as well as building new ones (if required), to drive reduction in administrative work.