DIKSHA Content and Outreach

End of Year Report 2019-20

June 2020 | Pune

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List of Abbreviations

Acronym	Expansion
AY	Academic Year
Balbharati	Maharashtra State Bureau of Textbook Production and Curriculum Research
BoS	Board of Studies
BRP	Block Resource People
COVID-19	COronaVIrus disease of 2019
dept	Department
DIET	District Institute of Education and Training
DIKSHA	Digital Infrastructure for Knowledge Sharing
EVS	Environmental Studies
GR	Government Resolution
ITSA	Information Technology Subject Assistants
JP	Jnana Prabodhini
LFE	Leadership For Equity
LO	Learning Objectives
LOBE	Learning Object Evaluation Instrument
MHRD	Ministry of Human Resource Development
MoU	Memorandum of Understanding
MSCERT	Maharashtra State Council of Education Research and Training
NCERT	National Council of Education Research And Training
SA	Subject Assistants
SMC	School Management Committee
SSC	Secondary School Certificate
WFH	Work From Home

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Executive Summary

DIKSHA - one nation, one platform. MITRA, an idea in 2017 of supporting the teachers in Maharashtra with teaching learning resources has now paved the way to become DIKSHA a national learning tool for students and teachers. The academic year of 2019- 20 has validated that this e- learning platform is not just for teachers but more for students. A platform that provides access to learning beyond the set structures of a classroom. Today, we are concluding the AY 2019- 20 with Maharashtra's public education standing poised to become a technology enhanced teaching learning ecosystem.

We worked on DIKSHA on two fronts- one, improving content quantity and quality of the platform and the second, building investment and capacity in the system to adopt the platform. At the start of the year, the platform had 3,000 content pieces and a weekly content play of 3.5 lakhs. By the end of the year we have 13,500 content pieces on the platform and a weekly content play of 25 lakhs.

Our success is rooted in the collective effort of bringing stakeholders inside the system and outside the system to come together. On the content front, we have partnered with 18 organisations like Digital Sakshar, TicTac Learn (TTL), Pratham Education Foundation, Sundaram E- class, Xynteo, to name a few who have contributed their content on the platform. Along with the partners, around 650 teachers from across Maharashtra have contributed their content to the platform. The officers from the 36 DIETs in Maharashtra under the guidance and expertise of MSCERT experts have played a key role in reviewing the content pieces and for pushing the bar of the quality of the platform higher.

While on one hand we worked on content creation and aggregation for the platform, the other work front was to improve the adoption of technology in the districts. For adoption of technology, we have initiated two processes of onboarding more users on the platform and creating use cases for models of consumption for the users. In order to this we used two mechanisms - one of using the processes and functionalities of the system and second the network of partnering organisations. A strong component of our conversation with stakeholders has been to push for a change in the mindset of looking at technology as an aid to the education system rather than a replacement of teachers in the system. Along with the shift in the conversation, we conducted DIKSHA Yatras in 9 districts to understand the challenges and successes in the individual districts and created campaigns around preparation for Scholarship exam, revision for exams and Digital summer camp- Abhyasmala which have collectively led to 22 lakh uniques users logging on to the DIKSHA platform in the month of May.

Although the year has been riddled with challenges that have tested our teams, our adaptability, agility and ability to convert challenges into opportunities have led to increased buy in from the

system to adopt and invest in DIKSHA to shape the platform as a one stop teaching learning solution in the future.

Introduction

This year has been an exciting roller coaster ride for the DIKSHA team at Leadership for Equity (LFE). We will soon complete two years of DIKSHA in Maharashtra and this journey has been incredible, specifically the last one year has been full of content initiatives, outreach initiatives and stakeholder management. In this document we are excited to present the overall background of the project, its progression over the last year, challenges that we faced and learnings that we picked up on the way.

This section contains the background of the project, its evolution in the last two years, milestones that we have achieved and our strategy in COVID-19 crisis.

Background

In January 2017, Jalad Pragat Shaikshanik Maharashtra 56.06 Government Resolution (GR) was issued. As per the GR Maharashtra started its journey towards digital schools and technology-enabled schools. Currently in Maharashtra 56.6% schools have functional computer[1] which are supposed to be used in the teaching-learning practices. We understand that this is not enough for making the schools digital and integrate technology in learning practices, however we believe this is just the beginning. In the coming years, the use of technology is going to become inevitable. Maharashtra is also preparing its schools for this by providing CSR fundings and encouraging financial contribution raised through SMCs. For the successful integration of technology in teaching and learning, availability of the digital devices is must but not enough. With an increase in the number of digital devices, demand for high-quality digital content in vernacular language is also rising.

To work towards this rising demand state created its own platform called 'MITRA' app in April 2017, and in the academic year (AY) 2018-19 the app was integrated in MHRD's DIKSHA app.

DIKSHA is a platform for school education is an initiative by the National Council of Education Research And Training (MHRD, Government of India). Currently, DIKSHA is integrated into 34 states of India. Maharashtra was one of the early adopters of DIKSHA and was also a champion state for the first year of its implementation along with Tamil Nadu and Andhra Pradesh.

Under DIKSHA implementation, QR codes are printed for each chapter in all the Balbharati textbooks. The QR codes are linked to the digital content on DIKSHA app. This is how 7 lakh teachers and 2.2 crore students can easily access customized content in Marathi, Urdu, English and Hindi. Balbharati has been adding the QR codes in the textbooks which are revised as per the updated syllabus every year.

For the last 2 years, Maharashtra SCERT's Information Technology (IT) department is responsible for providing content on DIKSHA and also for the outreach of the product. The IT department does this humongous task from the support of all the subject departments. LFE has been part of this project since the inception of MITRA i.e. 2017. LFE has been supporting the IT department, other subject departments and District Institute of Education and Training (DIETs) in all possible ways to sustain the amount of content on DIKSHA and also use of DIKSHA amongst students and teachers. This year, LFE worked with the IT department to co-create and co-execute a plan for DIKSHA to become a most valuable and reliable source of digital content for teachers and students of Maharashtra.

In 2019, the world encountered one of the most difficult challenges in the last few years, COronaVIrus Disease of 2019 (COVID-19). This problem became very real in Maharashtra in March 2020. Because of the outbreak of the virus, schools and offices have been closed for more than 2 months now, and the future remains uncertain. This situation can have very dire implications on student learning. However, to reduce the effects of lockdown on student learning, MSCERT along with LFE is promoting education through digital mediums. DIKSHA is one major component of the state's 'Learn from Home' initiatives. In the last one month, an initiative called *'Abhyasmala' has been running* to provide direction to students. For the initiative LFE's team has been engaged with the SCERT to strategize the initiative, build capacity of the Information Technology Subject Assistants (IT SAs), maintain backend of DIKSHA content & plan-implement outreach campaigns in Maharashtra.

Project Goals and Workstreams

Inputs and Activities

This section contains key activities that we undertook in order to make DIKSHA one stop solution for digital content for teachers and students of Maharashtra.

Last year when we started working on DIKSHA, we could see that there is availability of content on the app. There was at least one content piece for each QR code (i.e., for each chapter) for approximately 90% QR codes in Marathi, English and Hindi Medium. However, we understood that if we want to promote DIKSHA as a learning platform having one content per chapter is not enough. There is a need for more content pieces which are covering most of the concepts of a chapter. Also, we were fully aware of the fact that there is a huge scope to improve quality of the content. Based on this understanding of the app, most of our initiatives were contributed towards ensuring maximum content coverage and improving quality of the content. Apart from this we also worked to improve the user interface (UI) of the DIKHA app so that teachers, parents and students who are not techno savvy can use the app with ease.

Content coverage

To ensure that we have maximum content coverage on DIKSHA, we accepted a content aggregation strategy. Digital content creation is resource intensive and a time consuming process. Hence there is a need to collaborate with organizations who contribute good quality content on DIKSHA. Maharashtra has decided to provide content for all grades and subjects in 8 mediums, the huge scope itself emphasizes on the need for collaboration. By understanding the constraints and needs SCERT and LFE have aggregated content from the external organizations, Balbharati as well as through teachers in districts of Maharashtra state.

External partners

We also observed that there are various organizations which are creating content for Maharashtra board and if provided with good incentive , they will be willing to share their content on DIKSHA. With this prior knowledge we reached out to multiple partners to initiate the conversation around possibilities of uploading their content on DIKSHA.

The process that we followed to onboard an organization on DIKSHA is as follows -
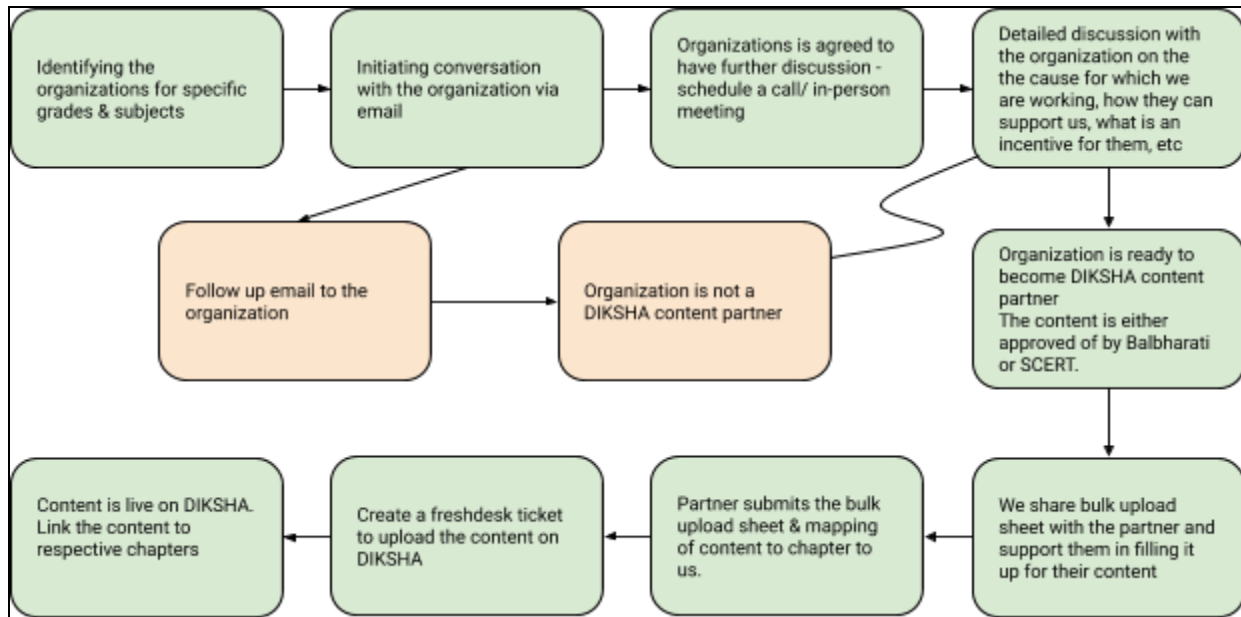
We have followed this process to onboard around 18 organizations on DIKSHA. The list of partners and the details of content that they have contributed is given in the chart below. Through this we have aggregated 9163 content pieces. The detailed information can be seen in the chart below.
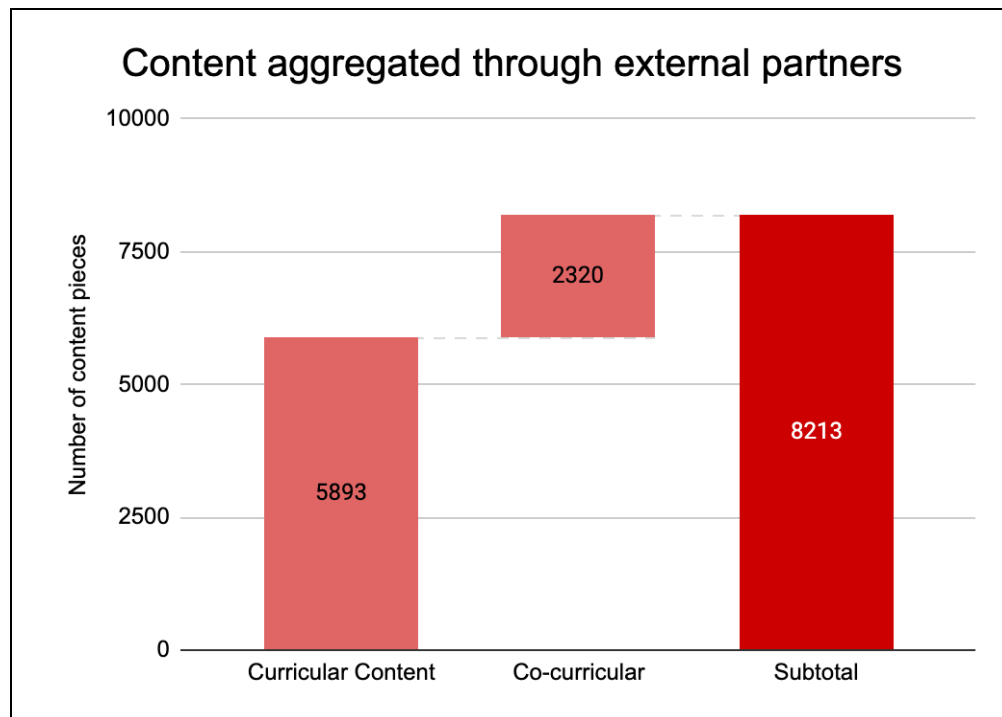
Chart : Total number of content pieces aggregated through external partners in curricular and co-curricular activities

Balbharati

In the AY 2019-20 Balbharati updated textbooks of grade 2nd and 11th as per the new syllabus. We wanted to make respective changes on the DIKSHA portal as well which included deletion of previous year's textbooks from the portal, creation of new textbooks on the platform, creation of digital content as per the updated textbook, mapping of the previously created content for grade 2 and linking of the content to the respective textbooks. This work was initiated by Balbharati by setting up a team of 2 people for the back end DIKSHA work as well as forming a team of digital content vendors and BoS members for content creation.
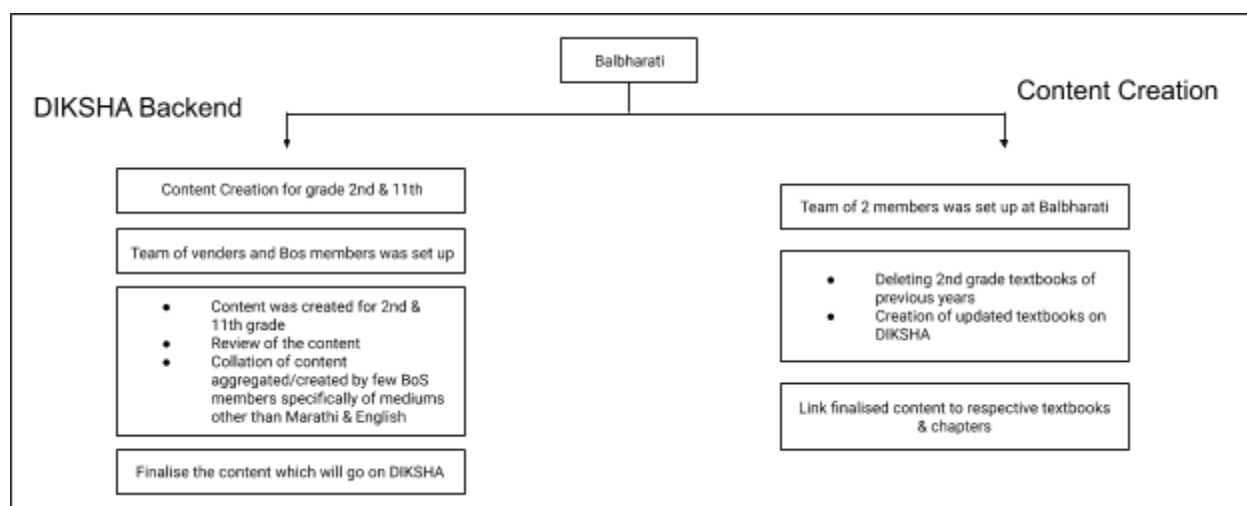
Because of Balbharati's efforts, 175 content pieces for grade 2nd and 70 content pieces for 11th grade were created and linked to respective textbooks. Creation for 11th grade textbooks is in progress, given the resource constraints. Details of the contents and textbooks are as follows:

Grade	Medium	Number of contents	Grade	Subject	Number of contents
2nd	Marathi medium	142	11th	Sanskrit	49
	English medium	29		Mathematics	18
	Gujarati medium	4		Gujarati	3
*Total **175** content pieces*			*Total **70** content pieces*		

Note: AY 2019-20 was the first year of Balbharati to create 11th grade textbooks.

Districts

Districts have a huge network of teachers who are excellent teachers as well as techno savvy, because of these skills many teachers have initiated digital content creation for their own classroom and for their peers. As these teachers are well connected to their DIETs, DIETs collected the content created by teachers and submitted it to SCERT. The content was reviewed by district Subject Assistants (SA) before sending it to SCERT. Some districts initiated a process where, as per the needs of DIKSHA platform, content was created by the teachers.

Through this initiative we received around 50 content pieces from the districts.

Contribution of individual teachers

This year we started providing scholarship content to students on DIKSHA app. This content was created by teachers for their students and contributed to DIKHSA.

Explanation Content for scholarship exam	121
Question sets for scholarship exam	870
*Total **991** content pieces*	

Table : Content pieces contributed by teachers for competitive exams

Output of content aggregation activities

The content aggregated through external partners, content created by Balbharati, content aggregated by DIETs & individual contribution of teachers led to a stronger DIKSHA platform. In the last one year we have aggregated 9499 content pieces. This is a significant increase in the number of content pieces on DIKSHA for Maharashtra board. The content was also aggregated with objectives such as supporting students for 5th and 8th grade for scholarship exams, providing explanation content to higher grade students, providing assessments or game based content for lower grade students and engaging students in co-curricular activities like craft, singing and theater during their vacations.

The table below shows the contribution of each of the activities on DIKSHA, making it a more reliable and stronger platform for students and teachers.

Increase in the content numbers in A.Y 2019-20

991

8213

External Partners · DIETs · Balbharati · Individual teacher contribution
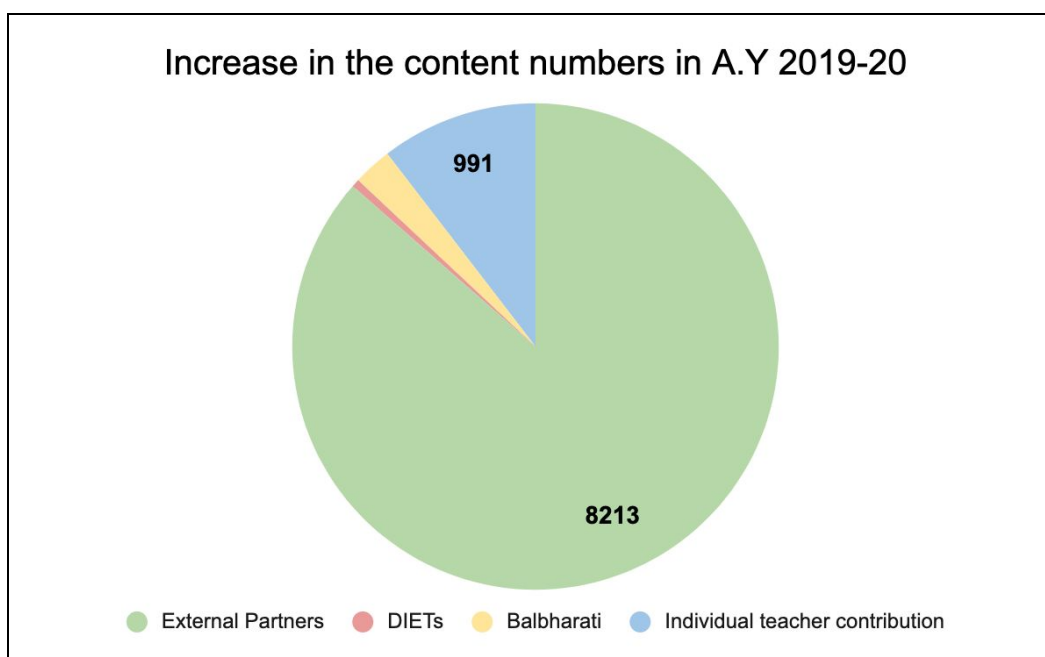
Chart : Total number of content pieces uploaded in the A.Y 2019-20

Content quality

As we discussed earlier, this year along with content coverage, our major focus was also on improving content quality. We ensured that content quality is excellent by making sure newly uploaded content is of high quality and also by identifying and removing existing low quality content.

Back and forth of the content from review state to editing stage is also one of the major reasons why digital content is expensive and a time taking process. In last one and half year team realized that having an efficient process of reviewing digital content is difficult considering that most of the reviewers will be able to do the review from home where internet availability can be an issue, reviewer might not be techno savvy or reviewers are not trained on providing concise constructive feedback.

Considering this situation the team realized that rather than working towards making the review system efficient we can get the content which already is of high quality and will require minimum feedback/correction or no correction.

Good quality newly uploaded content

To ensure that newly content is of good quality we checked for following things in the content:
1. The content is already reviewed by Balbharati BoS members and is approved by Balbharti
2. Partner organization has an MoU with SCERT
3. It is highly recommended by teachers and IT SAs

4. Any other highlight of the content such as mentions in reliable newspapers, funded by trusted organizations etc.

Apart from the above, as per the subject department's opinion, the team either supported the subject department's to review 10% randomly selected content or, in some cases, review each content piece.

Remove exiting low quality content

To make sure we have good quality content on DIKSHA, it was important to remove low quality content. This is one enormous task considering it involves finding out the low quality content and then deleting the content from DIKSHA. LFE supported MSCERT to put this process in place. Finding out low quality content and also providing an alternate content for the same was done by a group of IT SAs.

Output of content quality activities

Above activities such as aggregating content from partners & removing low quality content have led to better quality content on DIKSHA. Recently we started getting ratings for each content on DIKSHA. Here is an overview of the ratings for each grade on DIKSHA.
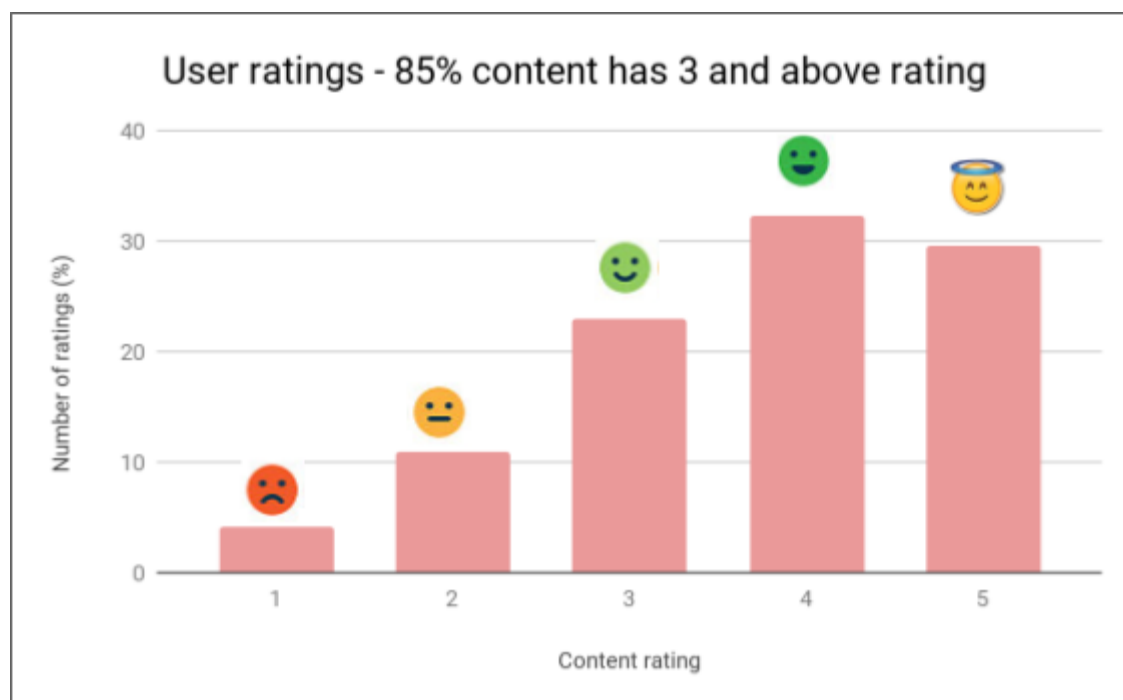
Here are a couple of testimonials from teachers.

"DIKSHA has undergone a makeover. Currently almost all the chapters and QR codes have content. Quality of content is similar to what we see in professional videos. The full chapter has been broken down into smaller parts while making a video, they have taken care of the student's attention span. "
- Dnyaneshwar Jangemwad (Teacher)

"Structure of the DIKSHA app has improved a lot. Content with minor mistakes has been replaced by better quality content. Earlier there was only one video linked to most of the chapter but now for each chapter many more videos are linked which cover various concepts. Thank you DIKSHA app, it is so helpful to use during COVID-19 crisis.
- Satish Hundekari (Kendra Pramukh)

Adoption of DIKSHA

Validate models for outreach

Our aim for adoption of DIKSHA in Maharashtra was to try out multiple outreach mechanisms. This would help validate initiatives that can be utilised for adoption of DIKSHA at scale. We used a two pronged approach; one of going through the public system (government.) and the other by utilizing the ecosystem of NGOs. We will go through the models of implementation and our learning from the approaches as below.

Initiatives through the Public System

The public system ensures that they reach the last mile in the society. In order to do that the system has multiple stakeholders designated to work at individual administrative levels. We have tried to validate the methods of outreach by laying down multiple processes. The methods of outreach that we tried are:

1. Training of IT Vishay Sahayaks (ITSA)
2. BRP school visits
3. DIKSHA in Shikshan Parishads
4. DIKSHA Yatra
5. WhatsApp communications

Training of IT Vishay Sahayaks (Subject Assistants)

Objective

To champion the work at ground, there need to be local champions who propagate the work. In order to make sure we have one such champion in every district, we chose the IT Vishay Sahayak/ Subject Experts to be the face and voice for DIKSHA adoption in their individual districts.

Flow of work

In order to achieve the outcome of the Vishay Sahayaks championing the technology movement through DIKSHA, it was essential to have a common vision and plan. A one day orientation of all ITSAs was scheduled by MSCERT to discuss the plan for outreach of DIKSHA for the entire year. 59 ITSAs were present for the day long orientation, during which, we discussed the universal plan to be adopted by all the districts - BRP school visits and DIKSHA session in Shikshan parishads.

We also brainstormed on other initiatives that could be undertaken at district level to drive adoption of DIKSHA. Two notable initiatives were "*Palak Katta*" (Parents meeting) and celebrating "DIKSHA day" in schools. *Palak Katta* was an initiative targeted towards coaching parents on how to use DIKSHA for revising their kid's learning from school. It was suggested, and later implemented by Nandurbar district. DIKSHA day initiative was undertaken by Gondia district where every Tuesday iDIKSHA day was observed in all Zilla Parishad schools . On this day, teachers and students used DIKSHA during school hours for any one subject to learn/revise/practice a topic from their textbook.

HoD of IT department, MSCERT and LFE team member orienting ITSAs about DIKSHA outreach plan

The discussions through the day helped us come together as a team and plan to shape the strategy for adoption of DIKSHA in Maharashtra for the year 2019- 20. Over the course of the year we had two collective touch points over virtual conferences during which we discussed the progress in individual districts, innovative initiatives taken by the districts, and solving issues that might have been faced. A regular touch point with all the ITSAs was maintained through regular calls where other initiatives that could be undertaken to drive DIKSHA adoption were brainstormed.

BRP school visits

Objective

1. To help teachers increase their awareness and capacity to use DIKSHA for teaching in classrooms
2. Help dedicated teachers run initiatives in school to increase use of DIKSHA by the teachers and the students
3. Understand the opinion of the students about their experience of learning and using DIKSHA

Flow of work
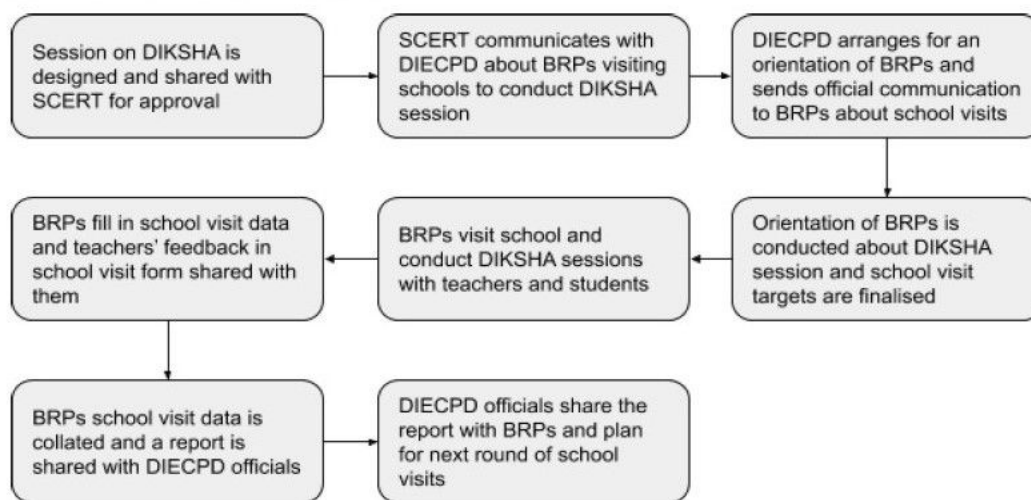
Training of BRPs

In order to ensure that BRPs are successful in training the teachers, an hour long session was designed by our team for their orientation. This was shared with all districts to conduct trainings of BRPs. 16 districts conducted the training of their BRPs based on the session plan shared by our team. 3 districts improvised on the session plan shared with them and conducted day long orientation of their BRPs. LFE team conducted orientation of BRPs in Nashik and Pune.
The session designed for the orientation of BRPs had following key components:
- A brief background of DIKSHA
- Updates in DIKSHA from last year
- Demo and practice of using DIKSHA
- Rationale behind doing school visits and coaching teachers on using DIKSHA
- Steps for orientation of teachers
- School visit form to be filled out after every visit

Training of 80 BRPs conducted by LFE team member in Nashik

School visits by BRPs

In the school visit plan, each BRP was given a target of visiting at least 3 schools per week to conduct orientation of DIKSHA. During the school visit the BRPs would also nominate a "DIKSHA Champion", a teacher from each school, who would be the point of contact between the school and the DIETs, and also run DIKSHA based initiatives in the school. We monitored the school visits conducted by BRPs through a school visit form shared with them during orientation.

Sr. No	District Name	Number teachers trained	Number of students trained
1	Latur	586	3894
2	Nashik	529	4076
3	Bhandara	153	565
4	Chandrapur	145	1194

5	Wardha	131	1301
5	Palghar	128	652
6	Hingoli	87	783
7	Buldhana	84	387
8	Nagpur	30	274
9	Jalna	9	40
10	Ahmednagar	6	39
11	Dhule	4	0
12	Nanded	4	46
13	Pune	2	10
TOTAL		**1,898**	**13,261**

Shikshan Parishads

Objective

Shikshan Parishads are monthly teacher meetings that are conducted by the DIETs in every cluster. This being an already available platform to reach out to all the teachers periodically was the reason for us to keep DIKSHA sessions in the *Shikshan Parishads*. In these sessions, we shared the use cases of the app, the use case of the platform in the classroom and best practices with other teachers. We planned a progression of sessions for the teachers to be incorporated in the sessions which will eventually lead to teaching with technology in the classrooms on a regular basis.

Flow of work

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┌─────────────────────┐     ┌─────────────────────┐     ┌─────────────────────┐
│ Session on DIKSHA is│     │ SCERT communicates  │     │ DIECPD communicates │
│ designed and shared │ ──▶ │ with DIECPD about   │ ──▶ │ to ITSA and KPs about│
│ with SCERT for      │     │ DIKSHA in Shikshan  │     │ DIKSHA session      │
│ approval            │     │ Parishads along with│     │                     │
│                     │     │ sesion to be        │     │                     │
│                     │     │ condcuted           │     │                     │
└─────────────────────┘     └─────────────────────┘     └─────────────────────┘
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                                                                    ▼
┌─────────────────────┐     ┌─────────────────────┐     ┌─────────────────────┐
│ ITSAs conduct       │     │ Orientation of ITSA │     │ ITSA along with KPs │
│ orientation of      │ ◀── │ is conducted by IT  │ ◀── │ identify cluster    │
│ cluster resource    │     │ dept of SCERT on    │     │ resource persons to │
│ persons on how to   │     │ how to conduct the  │     │ facilitate DIKSHA   │
│ conduct the session │     │ session             │     │ session             │
└─────────────────────┘     └─────────────────────┘     └─────────────────────┘
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┌─────────────────────┐     ┌─────────────────────┐
│ Each cluster        │     │ Cluster resource    │
│ resource person     │ ──▶ │ persons submit      │
│ facilitates DISKHA  │     │ session feedback to │
│ session in their    │     │ ITSAs who submit it │
│ respective Shikshan │     │ to SCERT            │
│ Parishads           │     │                     │
└─────────────────────┘     └─────────────────────┘
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A trainer conducting a DIKSHA session in Shikshan Parishad in Loni Kalbhor Cluster, Pune

These Shikshan Parshads were conducted in 17 districts across Maharashtra. The Shikshan Parishads had a progression that would lead to better adoption of DIKSHA. The progression started from understanding the features of DIKSHA, progressed to addressing myths around teaching with technology and concluded with eventually understanding the use cases of teaching with technology, with DIKSHA as a tech tool.
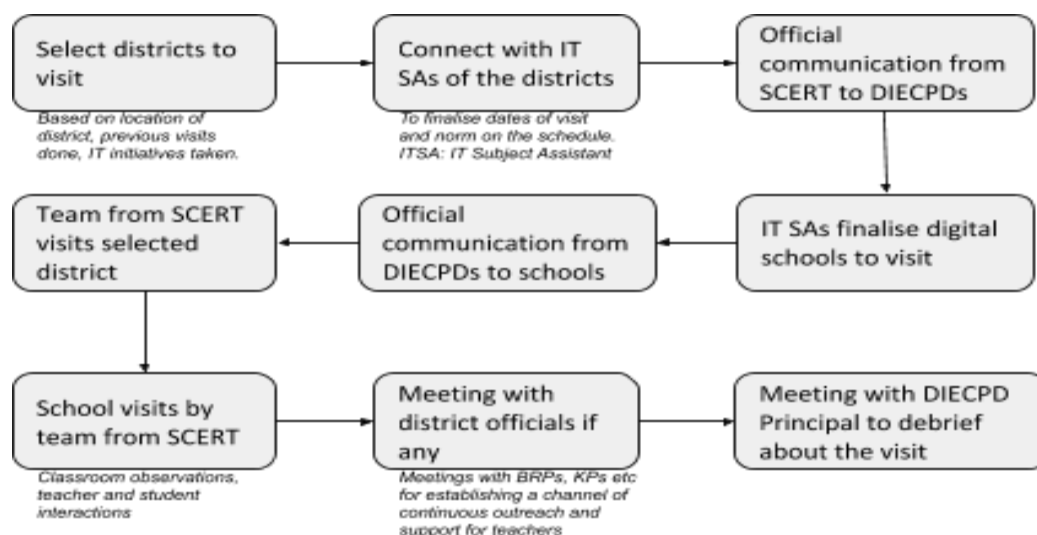
DIKSHA Yatras

DIKSHA Yatra is an outreach initiative aimed at understanding the needs and realities in the district and to drive usage and adoption of DIKSHA across Maharashtra. Through *DIKSHA Yatra*, a team of government officials along with members of LFE visit selected districts to interact directly with teachers and government officials of that district. These interactions are mainly targeted towards creating awareness, conducting orientation sessions with teachers about DIKSHA and collecting feedback. Interaction with officials are aimed towards discussing initiatives that could be taken up in the district to reach out to more teachers.

Objective

- To drive adoption of DIKSHA by visiting schools and conducting orientation of teachers/students.
- To get feedback from teachers, regarding the usefulness of DIKSHA, improvements required ,difficulties faced while using the app
- To interact with DIECPD Principal, Education officers, Block education officers, Kendra Pramukhs, and discuss the following topics
  - Initiatives that can be started in their district for DIKSHA
  - Ground realities of Digital Schools
  - What are the difficulties faced while making digital content available to teachers. How to resolve these problems and establish a sustainable structure in place.

Flow of work for the yatra

LFE member engages with the teachers during a school visit in Beed DIKSHA Yatra

LFE member conducting an orientation meeting for the BRPs in Hingoli District

Over the period of the last academic year we have visited 9 districts in Maharashtra. Our learnings from the districts have helped us with content strategy (like scholarship content, identifying key gaps in content coverage) for the platform and also to plan and implement outreach initiatives (like DIKSHA stalls in Malegaon fair, DQC meetings, webinars for teachers and KPs) with individual districts.

S.No.	Districts	Number of school visits	Collected feedback and DIKSHA orientation with	
			Officers	Teachers
1.	Satara	13	15	100
2.	Akola	9	34	60
3.	Beed	9	66	185
4.	Hingoli	6	50	110
5.	Nagpur	6	27	42
6.	Nanded	6	67	34
7.	Nashik	4	45	16
8.	Osmanabad	4	15	32
9.	Washim	3	24	21
Total		60	343	600

WhatsApp campaign

Objective

WhatsApp is a quick and effective means of increasing the outreach of any program. We wanted to utilise the network of communication from SCERT to the teachers and hence the students to reach out to the users of the platform.

The plan was a threefold strategy.
1. Stage 1: Key features and their usability was shared with the students and teachers (December to mid January)
2. Stage 2: Scholarship content for grade 5th and 8th to be shared for preparation of Scholarship exams (Mid January to mid February)
3. Stage 3: Content for all grades for preparation for the final exams (March to April)

Outcome

The WhatsApp campaign helped us lay the foundation of circulating information from the SCERT to individual teachers and students. This process helped us in capitalizing on push that technology adoption got in Maharashtra during the Covid- 19 crisis. In the period from December to mid March, 21 messages and posters were shared by SCERT.

Flow of work

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┌─────────────────────┐     ┌─────────────────────┐     ┌─────────────────────┐
│ Communication poster│     │ Communication poster│     │ Poster is shared by │
│ to be created       │ ──► │ is shared with IT   │ ──► │ SCERT with ITSAs    │
│ consisting of       │     │ department at SCERT │     │ and DIET WhatsApp   │
│ information and a   │     │ for review          │     │ groups              │
│ call for action     │     │                     │     │                     │
└─────────────────────┘     └─────────────────────┘     └─────────────────────┘
                                                                    │
                                                                    ▼
┌─────────────────────┐     ┌─────────────────────┐     ┌─────────────────────┐
│ Poster is shared by │     │ Poster are shared by│     │ Posters are shared  │
│ teachers with       │ ◄── │ KPs, BRPs, and tech │ ◄── │ in WhatsApp groups  │
│ students and parents│     │ savvy teachers in   │     │ of BRPs, KPs and    │
│ in class WhatsApp   │     │ school WhatsApp     │     │ tech savvy teachers │
│ groups              │     │ groups              │     │                     │
└─────────────────────┘     └─────────────────────┘     └─────────────────────┘
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A poster message shared through the WhatsApp campaign

Initiatives with NGOs

Along with working with the public system, we also wanted to understand how partnerships with NGOs can help in developing and understanding the use of the platform. We looked out for NGOs working in the education sector like Jnana Prabodhini, Save The Children, Kaivalya Education Foundation, Door Step, Masoom and in community development like Yardi.

The rationale behind choosing the NGOs in the Education sector was to push for adoption of the platform through their programs and the rationale in choosing community development partners was to understand the use case of the platform outside the schooling environment.

This year we have majorly been a year of creating an awareness of the platform and its usability with the NGOs. Taking this momentum ahead it will be essential that we prototype use cases of the platform with the stakeholders engaging with these NGOs.

Door Step

Door Step has a program called *Vachan Paris*. In this program individuals volunteer to help students in reading and Maths skills by being a support system to the class teachers in the classrooms. There are around 250 *Vachan Paris* across the different blocks in Pune. We trained the *Vachan Paris* about the features of the platform and the use case of the platform- one where the *Vachan Paris* used DIKSHA to prepare for the class and the second where they would give students homework of using the content on the platform to revise the concepts that were taught to them.

Kaivalya Education Foundation

We trained 21 Kaivalya fellows and staff members about the DIKSHA platform. Since the Kaivalya fellows work on School Management and development, we wanted to see if a focused intervention with the school leadership aids in the adoption of the platform. However, over the course of action it was realised that the platform needed to be more nuanced towards teacher and student interaction on the platform. In the coming year, we have planned to implement a strategy such that we can explore this interaction between the teachers and students.

LFE member in a conversation with the fellows of Kaivalya Education Foundation

Jnana Prabodhini

Jnana Prabodhini, an established NGO works in the domains of education, rural development, woman empowerment, and health to name a few. We have partnered with them to aggregate highly appreciated e-content resources and leverage their network to coach teachers on using technology in enabling classroom teaching. They have shared 50+ content pieces and have trained 120 teachers in Osmanabad district.

Masoom

Masoom NGO runs 82 night schools in Mumbai. Through our conversation we realised that the content in DIKSHA makes information and learning easily accessible to the learners. The students, once out of school are more motivated to complete their education. DIKSHA provides them with an opportunity to continue learning irrespective of the time and availability of resources. We trained 4 program heads of the NGO who have in turn trained 80 school leaders about the platform and its use case. In the coming year, we wish to work with them on making content in Gujarati medium available on the platform.

A program manager interacts directly with the students to share about the DIKSHA platform

Outputs and Outcomes

1. LFE team has worked with approximately 1060 officers from all over Maharashtra. In the process we have reached out to 48,487 potential users (teachers and students)

2. Conversations around DIKSHA shifted from the features of the platform to building a mindset in the officers and the teachers to adopt technology as a tool for teaching and learning.

3. The introduction of DIKSHA Experience Zone in the *DIKSHA Yatras*, *Shikshanachi Vari* stall and in the orientation programs has helped in changing the perspective of the stakeholders towards the platform. This has led to more champions of DIKSHA across districts in Maharashtra

4. Model of review meetings conducted by SCERT on progress of DIKSHA with the IT departments in DIETs were used as a means to communicate, orient and review the work happening in the individual districts

5. The user interface of the app has become simpler and quicker. Any content on the platform can be reached using three simple steps - Open, Scan and Play. This has led to almost 85% of the users rate the ease of app on 4 and above in a scale of 5.

6. Currently, there are around 13500 content pieces on DIKSHA. This has led to completing coverage for around 98% chapters of Marathi and English medium.

7. Around 1802 chapters of Marathi, English, Hindi and Urdu medium have 2-5 content pieces and around 403 chapters have 6-10 content pieces linked of the same mediums.

8. This AY we have aggregated 4813 content pieces from external partners. Mathematics, Science and English were the top three subjects for which we received digital content.

9. Content quality on DIKSHA is improving each year. Currently 5097 content pieces out of 6011 of Marathi and English medium have 3 and above ratings.

Responding to COVID-19

This year in mid March our country encountered a calamity which is affecting our projects as well as our personal life to a great extent. As we all are aware of the current situation, to stop the spread of COVID- 19 we all need to avoid travel and gathering as much as possible. Considering this SCERT, DIETs and LFE have allowed employees to Work From Home (WFH). Although following the practice of WFH is very important for our safety, this has serious implications on execution of DIKSHA project. The planned DIKSHA Yatras were cancelled and the team couldn't get offline content as the content partners could not access the content in their respective offices.

The situation also provided us opportunities, opportunities to connect with our stakeholders using technology, opportunity to push DIKSHA as a 'learn from home' platform, opportunity to have more partnerships with content creation organizations.

Setback

For the months of March to May we had planned to implement a WhatsApp campaign around examination preparation, support subject departments in planning for the Annual Working Plan and Budget and increasing investment of the district leadership to drive DIKSHA in their districts. As a result of the lockdown, all movements, interactions and worklines got affected. With the lockdown, the examinations were terminated and movement within the state was completely restricted.

Response

In the beginning of the month of April we devised an online campaign to help the students revise. In the month of April, given that the students revise for the examinations we created a campaign "*Abhyasmala*" where for each day of the week was dedicated to a particular subject. E-content for all the grades was provided for the subject of the day for all grades. The content pieces were chosen from the chapters in the second term of the academic calendar. This campaign concluded on 27th April.

We also realised that due to the lockdown, the students would not be able to participate in summer camps this year. We wanted the students to engage in the Digital Summer Camp. In order to this we onboarded content from multiple partners such as Pratham, Unilever and also from individual contributors. From the 28th April to 14th June the *Abhyasmala* campaign became the Digital Summer Camp campaign. In this campaign, daily activities in the categories of art, craft, music, theatre, coding, fun experiments with science and comic books were shared. In addition to the activities, we continue sharing content pieces for 10th grade and scholarship exams for 5th and 8th grade. The idea behind adding this was to make sure that the students who wanted to get a head start in their preparation felt supported.

For the smooth functioning of the campaign, a core outreach team with 27 IT subject assistants was set up under the IT department in SCERT. The key role of the team is to review the content pieces that are shared with the students daily, identify gaps in content and suggest strategy to bridge the gaps in content.

Crucial enablers

The *Abhyasmala* campaign has been a huge success in Maharashtra. It has led to 22,00,000 unique users accessing the content on the platform just in the month of May. There has been a 10x jump in the weekly content plays on the platform from 37,500 weekly plays to approximately 4,00,000 weekly plays in the month of May. The campaign has been voluntary for the users to participate in. There has been an increase in the consumption and the numbers have sustained over the month of April and May. This has helped us to achieve a habit creation in the users and setting up of processes for communication, teaching and learning between the officers, teachers and students. This makes us hopeful that DIKSHA will not just be looked at as a "Learn From Home" product but a necessary learning tool.

Some of the key enablers during the crisis are:

1. High investment from the State Government and SCERT to provide online learning solutions available for the students.

2. Processes of communication between SCERT and DIETs helped in replicating the network to block and cluster level

3. Tried and tested mechanism of using WhatsApp campaign to reach out to the students for scholarship preparation had helped in quicker adoption of the campaign

4. District wise data of adoption was analysed and shared with the districts.

5. The regular data reports helped the districts to track their progress and make alterations to make sure that maximum number of students were reached out through the campaign

6. Investing and sharing responsibility of reviewing content, identifying gaps in content and managing the backend of the platform with influential officers

Highlights

- The number of content pieces on the platform has increased from 3,000 to 13,500 content pieces over the academic year

- The number of unique users on the platform has increased from approximately 1 lakh to 22 lakhs

- With increase in users the weekly content plays on the platform has increased from 1 lakh in AY 2018-19 to 26.6 lakh in AY 2019- 20.

- The DIETs in 8 districts have adopted e-orientation meetings to onboard their teachers to use the platform.

- Formation of 3 core committees for content management, content creation and content review with a total of approximately 100 officers and teachers

- The DIKSHA platform has seen a transformation from a platform for curricular content to also being a platform for scholarship examination preparation and digital summer camp opportunity in Maharashtra

- Media houses like Sakal, Lokmat and Vidyavaani (radio) promoted the adoption of DIKSHA and helped push for technology adoption in communities and with parents

- An e-learning government resolution (GR) was passed by the state of Maharashtra. The GR states the importance of DIKSHA as a key learning and teaching tool for the students and teachers in Maharashtra.

- With the outbreak of Covid -19, it was an opportunity to push and test e-learning in Maharashtra. The "Learn From Home" initiative taken by the Government of Maharashtra has helped in building a habit and understanding of using e-resources as a teaching learning technique across the state of Maharashtra.

Program Learnings

Shikshadi Project Learnings

In the first half of the AY our team focussed on initiating a new project 'Shikshadi'. Because of various reasons the project couldn't take off. However, the journey gave us a lot of learnings and new experiences. Below are some of the the major learnings

1. One must start a project only when the following conditions are met:
   - funding organization/person is completely invested in idea
   - at least one proof point or champion with authority in the system
   - project formally listed in the budget/plan of the year for all departments one is working with (in other words the department is answerable for that work)
2. For an interdepartmental project at SCERT, following must be kept in mind:
   - Budget should be allocated for this project to all involved departments
   - Responsibilities of all departments is specified and enforced by a higher authority
   - All departments are responsible for presenting this work in their end year report

DIKSHA Project Learnings

1. The lockdown situation occurred due to COVID-19 crisis and has acted as an enabler for the investment of the government in the DIKSHA as it provides the possibility of reaching out to many students through a digital platform.
2. Continued investment in champions at multiple levels in the ecosystem helps in mobilising different cadre of officers.
3. In a vast scope of content coverage, it is important to partner with organisations for content aggregation. At the same time, the content created by the teachers at most times are not of hygiene quality due to lack of expertise and vision
4. Being empathetic towards the system and supporting the team through the tough times eventually leads to converting challenges into opportunities.
5. Continuous check from the ground has helped in keeping the work grounded and work towards addressing the needs and challenges of the ground.
6. For adoption of technology through the state there is a high need to increase accessibility to internet facilities. The system needs to work towards providing infrastructure for the users.
7. The journey for adoption begins with having conversations and creating avenues where the mindset can be shifted in favour of adoption. Also, usefulness precedes adoption.It is important to make a product useful before pushing for adoption.

Partnerships

The detailed list of partners and their contribution is in the below table.

Sr. No	Name of Organization	SUM of Number of content pieces
1	Akshara Foundation	191
2	Digital Sakshar	3905
3	Don't Memorize	40
4	E-class / Sundaram	108
5	Jnana Prabodhini	233
6	Kompkin	71
7	Life Lab	36
8	Nihir Shah	67

9	PraDigi	524
10	Study Cloud App	51
11	TicTac Learn	551
12	Wasim Khan's Academy	86
13	Waste No More	12
14	Pi Jam	**8**
15	Sankram	74
16	Spoken english Guru	10
17	TAP	
18	Arvind Gupta experiments	
19	Vijay Gavali Arts	
20	Slam out loud	

Looking Ahead

Plans for Next Year

This year has helped us to build the strong foundation of tech enabled teaching learning practices in Maharashtra. As a tech platform, DIKSHA has improved a lot over the year to keep students and teachers satisfied and this has helped in motivating the users to download and watch content on DIKSHA. In the coming year the focus will be on retaining the students and teachers on the platform by providing high quality and variety of content on DIKSHA. Ground work for this has started by once again reviewing the content on DIKSHA so that low quality content is removed from the app and specific content can be created/aggregated as per the need. This year the team is excited to change the way of aggregating and uploading content on DIKSHA by adopting the *'Vidyadaan'* tool. We believe that use of *Vidyadaan* can improve the efficiency of getting content on DIKSHA.

This year, as the schools will not reopen for at least the first 2 months of the academic year, SCERT will be creating an academic calendar for students to learn from home. For the academic calendar, the team will try to coordinate with the SCERT departments to make sure DIKSHA platform is leveraged to its fullest. This also gives us the possibility to try out content with specific use cases such as assessment content or classroom teaching videos, etc.

With regard to our work with the system, it will be essential to work towards building the narrative that DIKSHA is not only a solution to "learn from home" but also a teaching-learning tool irrespective of place and time. In order to reach out to the mile, we will need to work with DIET and SCERT to strengthen the infrastructure in these areas. Our team will continue investing in the influencers and the champions in the state to increase the investment and the buy in of the system.

In the coming year, we will be diversifying the type of content available on the platform. This will help us prototype multiple use cases based on the geographical and infrastructural scope. A major metric for us will also be to maintain a high retention rate of the users on the platform.

While doing these initiatives the team will focus on handing over DIKSHA platform to the state. This work will happen through building capacity and streamlining processes with core teams at SCERT and DIET levels.

APPENDIX

Content Quality checklist

Project Theory of Change

LFA

Partner Reports