

# Mid-Year Report 2019-20

## Blended Teacher Professional Development

2019-20 | Pune



महाराष्ट्र राज्य शैक्षणिक संशोधन व  
प्रशिक्षण परिषद, पुणे.



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# List of Abbreviations

Acronym	Expansion
<b>BEO</b>	Block Education Officer
<b>CoP</b>	Community of practice (refers to discussion forum)
<b>CRG</b>	Cluster Resource Group
<b>EO</b>	Education Officer
<b>ESA</b>	English Subject Assistant
<b>FGD</b>	Focus Group Discussion
<b>IT</b>	Information and Technology
<b>LFE</b>	Leadership For Equity
<b>LMS</b>	Learning Management System
<b>LO</b>	Learning Outcomes
<b>M&amp;E</b>	Monitoring and Evaluation
<b>MCQ</b>	Multiple Choice Questions
<b>MH</b>	Maharashtra
<b>MOOC</b>	Massive Open Online Course
<b>MOOC C</b>	MOOC Coordinator (or Mentor)
<b>PD</b>	Professional Development
<b>RAA</b>	Regional Academic Authority
<b>SA</b>	Subject Assistant
<b>SARP</b>	State Academic Resource Person
<b>SCERT</b>	State Council of Educational Research and Training
<b>SE</b>	Spoken English
<b>TAGC</b>	Teacher Activity Group Coordinators (Coordinators for TEJAS program- British Council)
<b>TBD</b>	To be decided
<b>TOT</b>	Training of Trainers
<b>TPD</b>	Teacher Professional Development (in this context, using a blended approach)

# Executive Summary

This document presents an overview of the Blended TPD project and the work done within the project with SCERT, Maharashtra, in the period, July'19 - Jan'20. This project is working in alignment with LFE's mission which is ***'to create low cost, effective and replicable models for teacher development'***.

**Long term goal of the project is:** *All selected department officers (with whom LFE is coworking) will be able to run effective blended teacher training and support programs independently that will enable teachers to develop requisite knowledge and skills to achieve higher student learning outcomes on national and State tests.*

The approach used by the project team towards the goal has three focus areas:

- **Advocacy:** building awareness and acceptance of the concept of blended learning for teachers
- **Capacity Building of Officers:** 'On the job', i.e. by co-creating and coworking with them ' and Professional Development workshops.
- **Designing and evaluating contextual Blended Models for teacher support**

Currently, the team is working with three subject departments, Math and Social Science with SCERT and English with RAA, Aurangabad.

The following table summarises our work over the past 6 months:

	English (RAA - A)	Maths (SCERT)	Social Studies (SCERT)
<b>Goals</b>	<ul style="list-style-type: none"> <li>- Scale up<sup>1</sup> - 40000 teachers</li> <li>- Cowork/co-create with 3 officers working on project</li> </ul>	<ul style="list-style-type: none"> <li>- Prototype-40 teachers</li> <li>- Planning for Mini-Pilot</li> <li>- Cowork/co-create with 2 officers working on project</li> </ul>	<ul style="list-style-type: none"> <li>- Prototype-40 teachers</li> <li>- Planning for Mini-Pilot</li> <li>- Cowork/co-create with 2 officers working on project</li> </ul>
<b>No. of teachers reached</b>	18300 enrolled as of Jan'20	0	0
<b>Key Outputs</b>	<ul style="list-style-type: none"> <li>- 420 Mentors trained from Aug'19-Jan'20</li> <li>- 29% of enrolled <sup>2</sup> teachers completed course</li> <li>- No. of Officers</li> </ul>	<ul style="list-style-type: none"> <li>- Blended Process for training designed</li> <li>- 3 / 4 Modules created on division</li> <li>- No. of Officers co-worked with: 2</li> </ul>	<ul style="list-style-type: none"> <li>- Blended Process for training designed</li> <li>- Scripting completed</li> <li>- Classroom Videos shot</li> <li>- No. of Officers co-worked with: 2</li> </ul>

<sup>1</sup> This scale-up plan has incorporated the learning and on-ground feedback from the prototype and mini-pilot done last year. Last year reports can be accessed in the annexure section at the end of this document.

<sup>2</sup> Teachers enrolled-9528; This data of enrollment and course completion was provided as of 10th Dec'19 by Platform team.

	co-worked with: 3		
<b>Key Activities</b>	<ul style="list-style-type: none"> <li>- 2/3 Review meetings conducted</li> <li>- 1 PD workshop conducted</li> <li>- Co-planned 1 Master trainer and 5 TOT workshops</li> <li>- M&amp;E: 22 Field Visits/8 Virtual Observations; Baseline (Teachers and Students) in 26 Districts; FGDs(in progress) in 4 clusters</li> </ul>	<ul style="list-style-type: none"> <li>- 4 content creation workshops</li> <li>- Scripting, Storyboarding, Video Editing and Shooting</li> <li>- M&amp;E: Assessment creation</li> </ul>	<ul style="list-style-type: none"> <li>- 4 content creation workshops</li> <li>- Scripting, Storyboarding, Video Editing and Shooting</li> <li>- M&amp;E: Assessment creation</li> </ul>
<b>Plan Ahead</b>	<ul style="list-style-type: none"> <li>- Content Revamp based on on ground feedback and Platform data</li> <li>- Continue Upscale with additional 100 mentors in Feb'20</li> <li>- Impact analysis and report creation</li> <li>- Initiate planning for Advanced Spoken English</li> </ul>	<ul style="list-style-type: none"> <li>- Content completion and upload on Platform</li> <li>- Prototype Implementation with 40 teachers and 2 mentors</li> <li>- Impact analysis and report creation</li> <li>- Planning for Mini-Pilot</li> </ul>	<ul style="list-style-type: none"> <li>- Content completion and upload on Platform</li> <li>- Prototype Implementation 40 teachers and 2 mentors</li> <li>- Impact analysis and report creation</li> <li>- Planning for Mini-Pilot</li> </ul>

In these last few months, the Blended TPD team has had successes as well as learnings which have enabled understanding the government systems more deeply and empathetically, which can be found at **Successes:**

- The LFE's Blended TPD team's advocacy level actions for proposing Blended as a potential alternative for trainings is witnessing an increase in curiosity and readiness at SCERT among multiple departments to at least explore the idea of blended trainings for their respective subjects.
- Despite budget cuts, the content creation for both Math and Social Science is in progress as a non budgeted activity
- Structures such as Debriefing post trainings and dry-runs before training have been adopted and used by our stakeholders consistently at Aurangabad

The Blended team is now looking forward and gearing up to accomplishing the next set of milestones.

# Introduction

The Blended TPD Project Team is working on building Innovative '*Teacher professional development and support models*' using technology for the teachers of public schools in Maharashtra. The focus is on exploring the impact and effectiveness of blended models whereas simultaneously coming up with models, suitable for teachers, contextual to Maharashtra.

The approach used by our team revolves around providing proximate support to the officials by co-creating goals and coworking with them so that during the course of work their capacities can be built in an ongoing manner. This also helps the team members build relationships and understand the everyday realities and challenges of the people whose capacities we need to build in the long term. Additionally, there are formal structures for enabling them as well i.e. Professional Development Days. With 'Sustainability' being the idea behind the approach, the team is making an effort in enabling these officers to be able to independently lead in designing, implementing, monitoring and evaluating, effective Blended Teacher Training Programs for the state.

This project is in alignment with LFE's mission which is to create low cost, effective and replicable models for teacher performance'. A brief description of the alignment with LFE's mission and Project goals/approach relating to training models being designed and worked upon is as follows:

## Low Cost

The traditional teacher training is conducted face to face in a cascade model. There is continuous focus and effort taken by Blended TPD project team to ensure that the models designed, tested and implemented are lower in costs when compared with the traditional models of teacher training.

## Effective

The traditional model i.e face to face comes with a lot of challenges that impact the learning of both teachers and students. A few of these challenges are mentioned below.



Absence of peer learning opportunities



High Cost



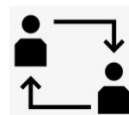
Increased time for teachers outside classroom



Cascade loss



Absence of provision to take the training again



Absence of personalized support for teachers in case of doubts

The models/processes designed in the blended format are all aimed at leveraging technology in resolving these challenges while maintaining the benefits of traditional training.

## **Replicable**

The project team is yet to work on defining the parameters or metrics for measuring replicability. The core idea behind this being that the blended model of teacher professional development should be built with a long term vision of it being a scalable either in Maharashtra with other subject departments or in other geographies with little tweaking based on the context.

The Mid Year Report 2019-20 is focused on presenting the key priorities, goals, activities, successes and learnings for the period July - Jan 2019-20.

# Past Six months

## Focus Areas and Goals

The Project<sup>3</sup> aims at enabling the government to adopt, design and run effective Blended Teacher support programs and as a result, establish validated, replicable and low-cost Teacher Support models. With that in mind, the team has been working with the officers of three Subject Departments, i.e. English, Math and Social Science (all three at different stages in their program cycle<sup>4</sup>) consistently advocating the idea of exploring '*Blended models of learning*' for adults.

### Advocacy

**Context: The idea of leveraging technology in conducting teacher training and support programs is largely still novel across Maharashtra**

The programs for teacher training and support have always been delivered in a traditional face to face model for many years. The introduction of technology in aiding these teacher training programs is still in its initial stage, where, in small pockets, Online teaching/learning content is being created and shared with teachers either in Shikshan Parishads<sup>5</sup> or in pen drives to be personally accessed by them for their own learning and awareness. Additionally, in some pockets, videos are being created and put on youtube to reach a larger number of teachers for imparting knowledge and skills, additionally acting as additional reference material.

### The Need

The awareness and understanding of both Online and Blended Models of learning are largely either absent or vague among the Middle Managers as well as the teachers themselves. The actual experience taken by these stakeholders too is limited to a few courses that were delivered Online. Therefore, the Blended team has been taking consistent actions to invest the decision making authorities in the concept along with the testing and adoption of blended models of teacher support in their context. The project is using a *Blended Learning Adoption Framework*<sup>6</sup> with the aim of institutionalising the blended models of teacher support in the system. This framework has also been helpful in strategically planning, executing and measuring the progress on adoption of the idea of 'Blended Trainings'.

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<sup>3</sup> Project LFA can be accessed in the annexure.

<sup>4</sup> Program Cycle here refers to the phases of Design and Planning, Implementation, Monitoring and Evaluation

<sup>5</sup> This is a state mandated monthly platform created for peer learning among teachers of both primary and secondary grades.

<sup>6</sup>[https://www.researchgate.net/publication/242071777\\_A\\_framework\\_for\\_institutional\\_adoption\\_and\\_implementation\\_of\\_blended\\_learning\\_in\\_higher\\_education](https://www.researchgate.net/publication/242071777_A_framework_for_institutional_adoption_and_implementation_of_blended_learning_in_higher_education)

Currently all three of our departments lie majorly on Level 1 on the parameters mentioned in the framework below.

**Table 2**

Matrix representing the categories and stages in the BL adoption framework used to organize the findings of this study.

Category	Stage 1—Awareness/Exploration	Stage 2—Adoption/Early implementation	Stage 3—Mature implementation/growth
<b>Strategy</b>			
Purpose	Individual faculty/administrators informally identify specific BL benefits	Administrators identify purposes to motivate institutional adoption of BL	Administrative refinement of purposes for continued promotion and funding of BL
Advocacy	Individual faculty and administrators informally advocate	BL formally approved and advocated by university administrators	Formal BL advocacy by university administrators and departments/colleges
Implementation	Individual faculty members implementing BL	Administrators target implementation in high impact areas and among willing faculty	Departments/colleges strategically facilitate wide-spread faculty implementation
Definition	No uniform definition of BL proposed	Initial definition of BL formally proposed	Refined definition of BL formally adopted
Policy	No uniform BL policy in place	Tentative policies adopted and communicated to stakeholders, policies revised as needed	Robust policies in place with little need for revision, high level of community awareness
<b>Structure</b>			
Governance	No official approval or implementation system	Emerging structures primarily to regulate and approve BL courses	Robust structures involving academic unit leaders for strategic decision making
Models	No institutional models established	Identifying and exploring BL Models	General BL models encouraged not enforced
Scheduling	No designation of BL courses as such in course registration/catalog system	Efforts to designate BL courses in registration/catalog system	BL designations or modality metadata available in registration/catalog system
Evaluation	No formal evaluations in place addressing BL learning outcomes	Limited institutional evaluations addressing BL learning outcomes	Evaluation data addressing BL learning outcomes systematically reviewed
<b>Support</b>			
Technical	Primary focus on traditional classroom technological support	Increased focus on BL/online technological support for faculty and students	Well established technological support to address BL/online needs of all stakeholders
Pedagogical	No course development process in place	Experimentation and building of a formal course development process	Robust course development process established and systematically promoted
Incentives	No identified faculty incentive structure for implementation	Exploration of faculty incentive structure for faculty training and course development	Well-established faculty incentive structure for systematic training and implementation

*A framework for institutional adoption and implementation of blended learning in higher education.*

## Resource Allocation

The focus of the project has been to work with officers of selected subject departments to design and test a blended process suitable for the context and needs of the teachers of Maharashtra. In order to enable officers to successfully run the project, at least one officer per department excluding the Department HOD needs to be allocated, who can dedicate minimum 60 to 70% of their time on the program that will follow the Blended process design, simultaneously, managing other state level priorities. Additionally, the project team has made efforts to ensure financial resources are allocated for these programs by the state.

## Capacity Building of Officers at SCERT and RAA Aurangabad

There are two major ways in which capacity building of officers at SCERT and RAA, Aurangabad is being done by the project team. Our approach is rooted in the best practices followed globally which is a mix of two approaches - organising Professional Development (PD) workshops and providing on the job support to officers while working with our stakeholders. (as explained in the graph below)



## PD Workshops

LFE team in the Blended project has also been focusing on formally conducting periodic Professional Development Workshops with the officers of the selected departments on skills, knowledge and culture aspects that are required for them to be successful and motivated in their roles.

## On the Job

The strategy of proximate support or co-working with officers while enabling them on the job is represented below.

**LFE's approach in the Blended TPD has been to co-work with officers with a gradual release of responsibility, resulting in, 'on the job Capacity Building'.**



## Designing and evaluating contextual Blended Models for teacher support

The traditional face to face models pose multiple challenges as mentioned above in the report. In order to overcome them, there was a need to leverage technology. Since purely self-driven online learning has

proven shortcomings<sup>7</sup>, therefore LFE's Blended Team initiated a collaboration with RAA to explore new innovative methods of training and support for teachers by incorporating technology as well as retaining the benefits of human element that comes with face to face trainings. Additionally, proximate support by a mentor and existence of peer learning communities that were missing, too were incorporated in the design.

### **RAA Aurangabad- English Department**

In 2017-18, a program to impart pedagogical skills to teachers to teach students spoken english in the classroom was created. Training was delivered to 6500 teachers in the traditional format i.e. Face to face. In 2018-19 LFE collaborated with RAA, Aurangabad to convert the content online and modify the process to Blended.

### **Prototype and Mini-Pilot**

A process for Blended training was designed initially by three organisations (RAA, Aurangabad, LFE and Ekstep), which was prototyped<sup>8</sup> at Hingoli with 40 teachers and one mentor in the months of Sept-Oct, 2019. Post process and content validation, a mini-pilot<sup>9</sup> was planned and implemented with 553 teachers across 6 districts, 24 mentors (TAGCs) + 6 ESAs in 24 clusters during the period Dec - April 19.

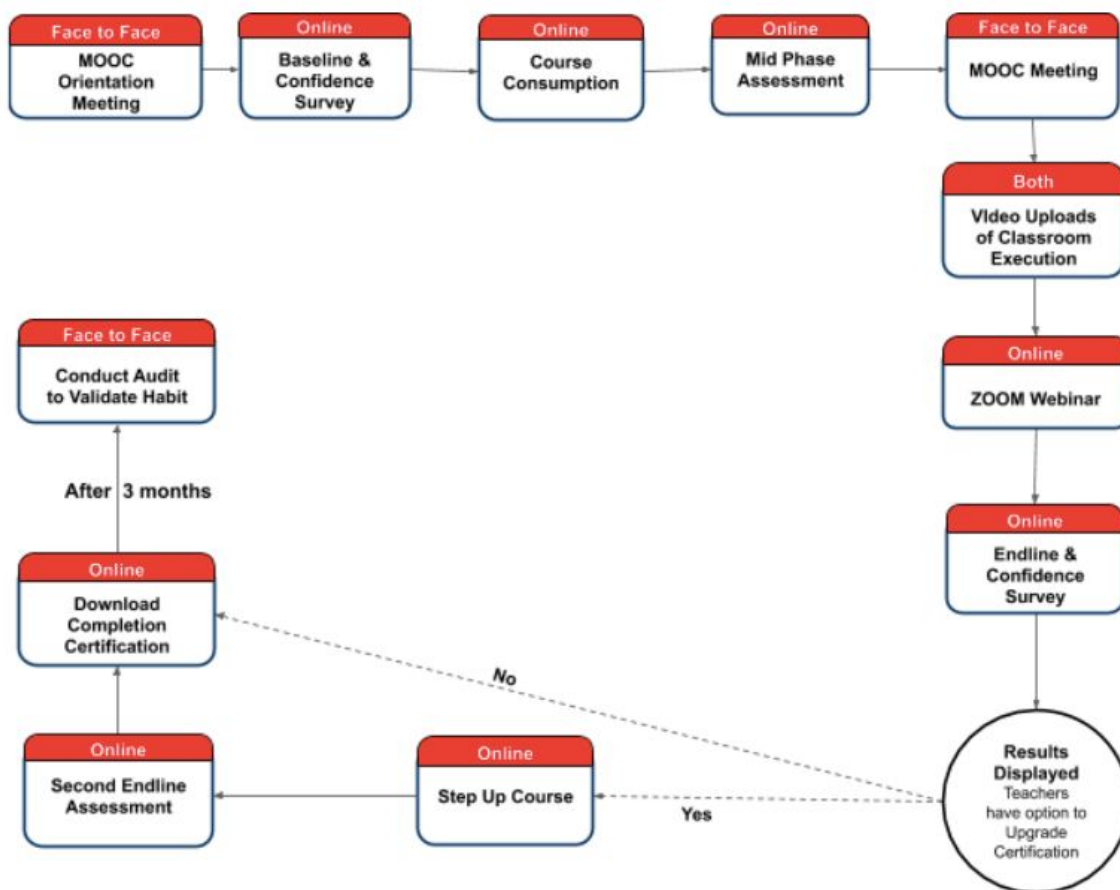
*Overall ~64% of teachers completed the course (15 modules). Out of the 35 Learning outcomes, in around 26 of them '% of teachers' who achieved mastery from baseline to endline had increased. Additionally, the process of blended training was highly appreciated by teachers along with the content for being 'relevant', 'easy' and 'engaging'.*

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<sup>7</sup> The global average for course completion( Online Courses) lies between 7 % to 15 %.

<sup>8</sup> Report can be accessed in the annexure.

<sup>9</sup> Report can be accessed in the annexure.



*The Blended Process co-created with RAA, Aurangabad, currently being used for scale up of Spoken English MOOC*

### Upscale of the Spoken English Programme

After the successful implementation and completion of the Mini-Pilot, the learnings and recommendations were used to further strengthen the blended model and prepare for the scale up. The goal set by RAA Authorities for 2019-2020 was to scale up the blended model in all 36 districts of the state and reach 40,000 teachers. LFE's Blended team's role has been to ensure that the scale up is executed smoothly and is high in quality and rigour with minimal process breakdowns.

### SCERT Departments- Maths and Social Science

After having started work with English department headed by RAA, Aurangabad, there was a need that arose from other departments at SCERT too. The project team had discussions with them and finally based on the availability of resources and their willingness to explore this approach, Math and Social Science were shortlisted to whom the project team committed to provide proximate support.

### Prototype Planning and Implementation

While designing and planning for the prototype, three key aspects have been the focus- Process, Platform and Content. In the validation phase, all three key aspects are the focus of testing in order to derive whether the intended results are being achieved.

## Mini-Pilot Planning and Implementation

The learnings from the prototype will inform modifications in the Content, Platform and Process Design. In this phase a unit testing of scale is done across the state ensuring representative geographies and teacher groups have been taken as participants. On Monitoring and Evaluation, if the results and impact is as intended, then the program will get upscaled in batches.

## Timeline

Month, Date	Activity
July, 2019	Training of Master Trainers for Spoken English Blended Process Design meetings with Math and Social Science Departments
Aug, 2019	English- Mentor Training (Batch 1 & 2) for Spoken English Programme Social Science- Content Creation workshop #1 Math- Content Creation workshop #1
Sept, 2019	English- Mentor Training (Batch 3) Teacher Confidence Baselines Conducted in 6 districts Social Science- Content Creation workshop #2 Math- Content Creation workshop #2
Oct, 2019	English- Teacher Baselines Conducted in 11 districts PD conducted at RAA, Aurangabad Project Review #1 Social Science- Content Creation workshop #3 Math- Content Creation workshop #3
Nov, 2019	English- Teacher Baselines Conducted in 12 districts for Spoken English Programme Social Science- Content Creation workshop #4 Math- Content Creation workshop #4
Dec, 2019	English- Mentor Training (Batch 4 & 5 ) for Spoken English Programme Project Review #2 Math- Video Shooting and Editing
Jan, 2020	English- Focus Group Discussions for Spoken English Programme Math- Video Shooting and Editing/Content Upload on Platform Monitoring and Evaluation tool creation Social Science- Video Shooting and Editing

## Key Highlights

### Advocacy

Update meetings with Director, SCERT along with the subject department heads on the concept and progress of the prototype planning was organised on 12th December 2019. During this meeting officers shared the model of Blended Teacher Professional Development that LFE is co-developing with SCERT. As next steps, Mr. Patil requested the department heads to follow-up with independently meeting him and share the progress on their work. Math Department did a short presentation and shared the content created along with the timelines for the prototype.

### Capacity Building of Officers

Over the last six months, the LFE Team has worked consistently with officers keeping in mind our long term goal of institutionalisation of the Blended Model of teacher training in the public system.

### 'On the Job' Capacity Building

The blended team has been co-working with the officers on various aspects of Program Design, Implementation, Monitoring and Evaluation.

#### Key activities completed:

- **Time spent co-working and co-creating** from the month of July, 2019 to January, 2020 has been mentioned below

Subject Department	No. of Officers worked with	Areas co-worked on	~ No. of hours spent Coworking
English- RAA, Aurangabad	3	<u>Training of Master Trainers</u> <ul style="list-style-type: none"><li>- Debrief and Dry-Run structures</li><li>- Planning and Implementing</li><li>- Designing M&amp;E Tools</li></ul> <u>Training of Mentors</u> <ul style="list-style-type: none"><li>- Debrief and dry-Run structures</li><li>- Planning and Implementing</li><li>- Designing M&amp;E Tools</li></ul> <u>Process related deliverables</u> <ul style="list-style-type: none"><li>- Creating Assessment Questions</li><li>- Tools to support Mentor</li><li>- Video Rubrics for platform</li><li>- Stakeholder certification criteria</li><li>- Planning of Step Up course</li><li>- Creating Confidence Evaluation Plan and Tools for learners</li></ul>	400

		- Planning FGDs for stakeholders	
Math- SCERT, Pune	2	<ul style="list-style-type: none"> <li>- Designing Blended training process</li> <li>- Online content creation principles and process</li> <li>- Subject Pedagogy</li> <li>- Assessment creation</li> </ul>	180
Social Science- SCERT, Pune	2		120

- **Impact**

- There is anecdotal evidence that showcase an increase in knowledge and improvement in skills of the officers with respect to the areas that the team co-worked on.
- Best practices such as debriefs post trainings and dry-runs prior to trainings have been adopted by officers at RAA, even in the LFE's absence
- Additionally, impact in terms of capacity built as a result of proximate support will be measured by Officer Development Rubric- creation of which is in progress.



*RAA Officers conducting an execution rehearsal before the Training of Master Trainers to begin*



*Master Trainers and RAA officers doing a debrief of the Mentor training and going through the feedback*

## Professional Development Workshops

These formal spaces for enabling officers to develop knowledge, skills and required mindset have been conducted only for RAA Aurangabad which included the entire team (Officers working on other projects, in which LFE is not involved). The officers at the Math and Social Science department were majorly supported 'On the Job', due to them being a small number.

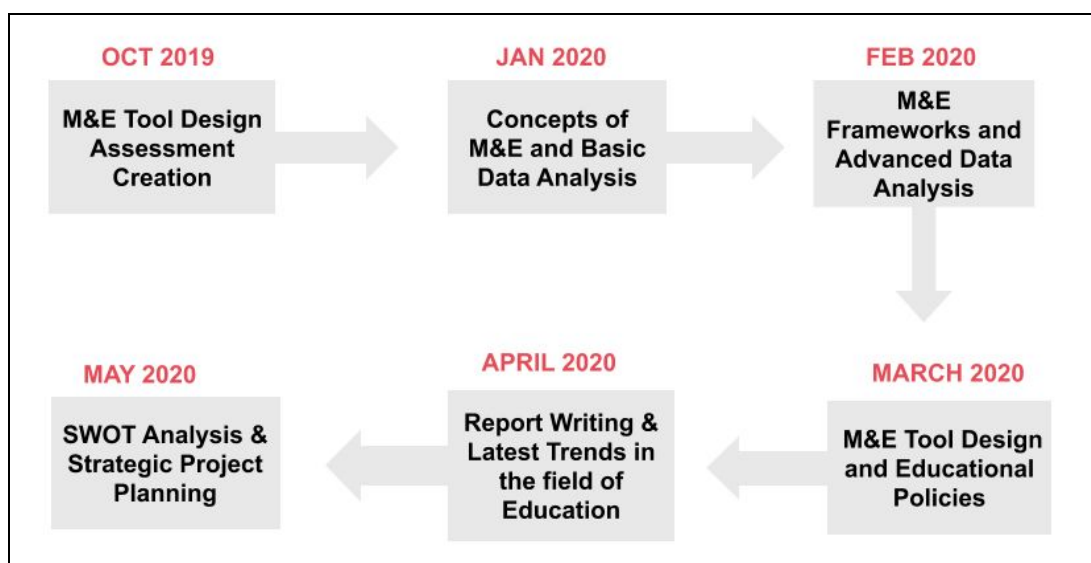
### Key activities accomplished:

#### **Progression Plan for the Professional Development (PD) of Officers-**

The Progression Plan of Workshops to be conducted for the 18 officers of RAA, Aurangabad was co-created by the LFE Team and the senior leadership of RAA based on the needs that stemmed from the needs analysis conducted by the Officer Professional Development Project at LFE.

**Objective** of the PD progression is that by the end of the year 2019-20, officers will be able to:

- a. Identify different M & E frameworks, articulate what and why of M&E, design and validate tools
- b. Apply excel functions in their projects, capture relevant data and conduct data analysis to measure impact and create project report
- c. Be more empathetic towards their work, collaborate with colleagues and reflect more often



*Professional Development Workshops Progression Plan for the officers of RAA, Aurangabad*

- **PD Workshop #1:** was conducted on 3rd October 2019 on Assessment Creation. Officers who attended this workshop were :

Officers	Total participants	Workshop Quality
<ul style="list-style-type: none"> <li>- Director, RAA Aurangabad</li> <li>- HOD, English</li> <li>- Sr. Lecturers and Lecturers</li> <li>- SARPs</li> <li>- Subject Assistants</li> </ul>	19	95% of the participants rated it 4 and above on 5 with respect to the quality of discussions in the workshop

- **PD Workshop #2:** As per the progression plan , PD Workshop 2 has been planned in such a way that officer will develop a basic understanding of M&E Frameworks and get an opportunity to not only learn about basic MS Excel functions such as Sum, Average and CountUnique but also practice them during Work Time.

The schedule of the workshop has been disturbed and there has been a delay in conduction due to Elections (October'19) and Nishta Training (Dec'19-Feb'20) by MHRD.

## Designing and evaluating contextual Blended Models for teacher support

### RAA, Aurangabad- English Department

#### Key activities accomplished:

- **Spoken English Program Implementation**

- **TOT** - A five day training workshop of 9 Master trainers<sup>10</sup> was held from 5th to 9th August 2019. This was co-planned by LFE Team and conducted by the then State Coordinator of the project, Ms. Amruta Bhalerao and the HOD of English, Dr. Ujjwal Karawande. This workshop was fundamental in laying the foundation for the scale up by ensuring that the Master Trainers are well equipped with the knowledge and skills required to prepare and guide the Mentors for the MOOC Blended Spoken English Journey.



*Training of Master Trainers by Project State Coordinator and English HOD of RAA, Aurangabad*

- **Mentor Training** : A total of 420 Mentors underwent 5 days of training at Aurangabad. They were trained by Master Trainers and Officers working on the project supported by LFE. Throughout the five days of training, the mentors were introduced to
  - the blended process
  - the online platform
  - the course content and its hands on application

This training was crucial in order to enable mentors to support teachers effectively, implement the process and use technology as expected (via platform or while conducting Webinars).

<sup>10</sup> Master Trainers are responsible to train the mentors on the MOOC Blended Process & Content



*Mentor Training in progress in Aurangabad, in the month of Aug'19*

The five-day training of 420 mentors was conducted in five separate batches between the months of August 2019 and December 2019



- **Monitoring and Evaluation**

The project uses the Kirkpatrick model of evaluation to measure the training quality.

- **Monitoring:** LFE Team and Government Officers from RAA and DIETS in selected districts did Observation Visits from July to December 2019 to understand and measure the rigour of process implementation as per expectations. These visits were extremely beneficial in addressing factors causing process breakdown.

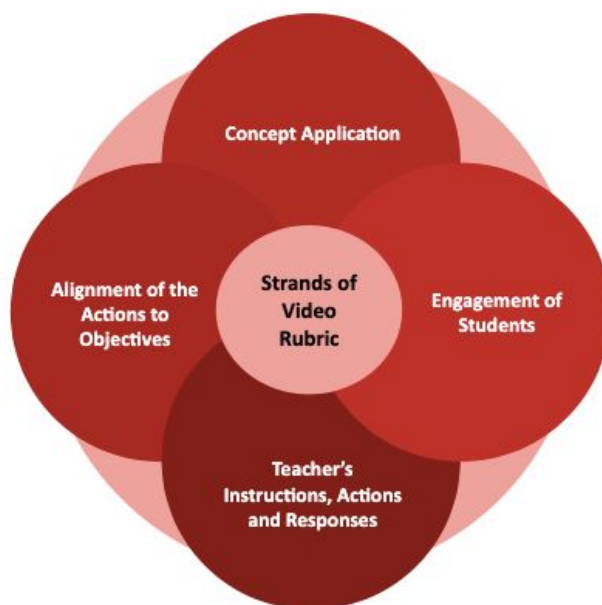
A total of 22 Field Visits and 8 Virtual Observations were done. Below is the breakdown of visits shared.

Session Observed	By LFE Team	By Government Officials
Orientation Meeting (In-person)	1	11
MOOC Meeting (In-person)	3	7

Webinar (Virtual)	8	0
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○ **Evaluation**

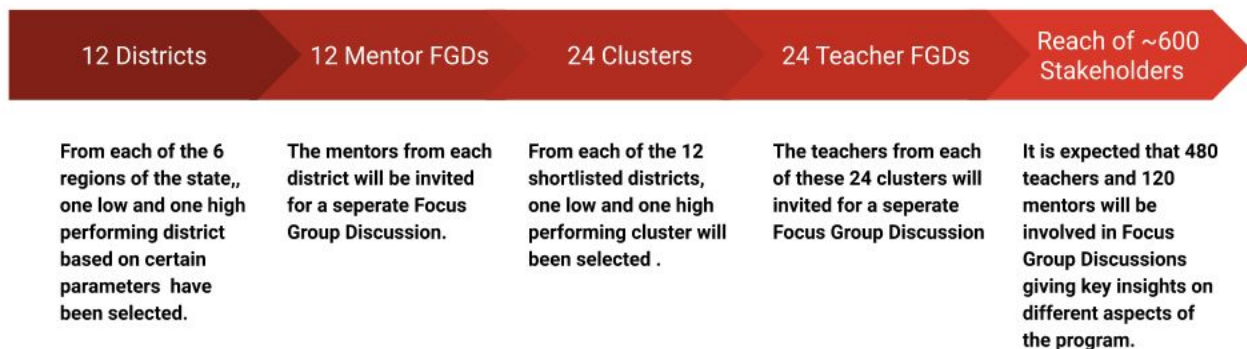
- **Video Rubric:** is used to evaluate the application knowledge of teachers by their mentors in respective clusters. After conducting extensive research on existing methods and parameters for evaluating confidence of spoken english from videos, a 4 by 4 rubric was co-created and sent on the platform by the LFE and RAA Team .



- **Baseline -Teachers and Students** confidence in Spoken English was planned and conducted in the months of September, October and November. The baseline confidence rubric, tools and plan was co-created by LFE and RAA Teams and conducted by SARPS and ESAs in 26 Districts of Maharashtra.

MOOC Teachers of	Districts Covered	Teachers Evaluated	Average Score on Confidence Scale
Batch 1 & 2	17	314	58%
Batch 3	9	197	70%
Batch 4 & 5	Scheduled, but delayed due to Nishta Training		

- **Focus Group Discussions:** of mentors and teachers from 6 high and 6 low performing districts across the regions have been scheduled and are in the process of being conducted in the months of January and February.



*Focus Group Discussions held with 17 teachers of Umali Cluster in Buldana District*

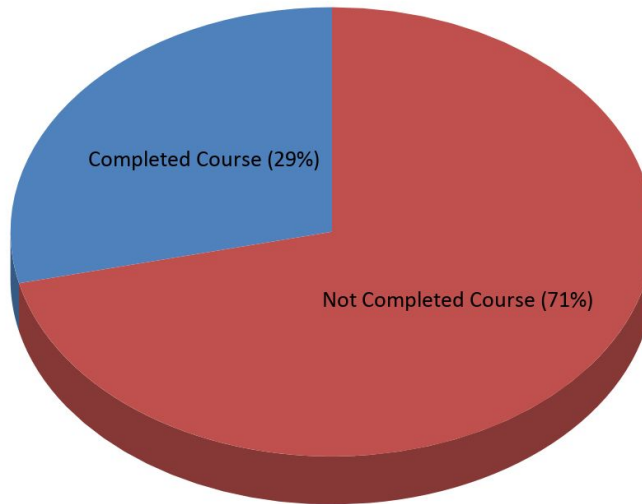
- **Data findings<sup>11</sup> from the platform -**

Some of the most important metrics that indicate program progress are being captured on the platform itself. The key data pointers (captured until Dec 2019) showcase status of program as below:

- **Course Completion :** The content of the course consists of 15 Modules which are divided into 3 phases. A teacher is said to have completed the course when he or she completes the consumption of all 15 modules and successfully appears for the Endline Assessment which takes place in the third phase.

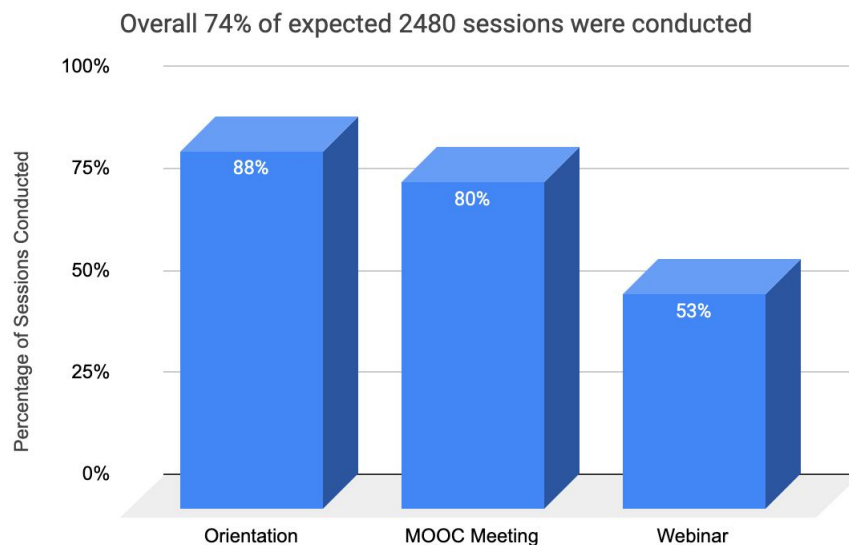
<sup>11</sup> Since the Platform is in its development stage, therefore, multiple discrepancies have been found by the project team and reported to the platform team and RAA, during data analysis. The results presented on report are shared based on the data received from the Platform partner of RAA Aurangabad- Alpha Developers.

29% of the 9582 enrolled teachers completed the course



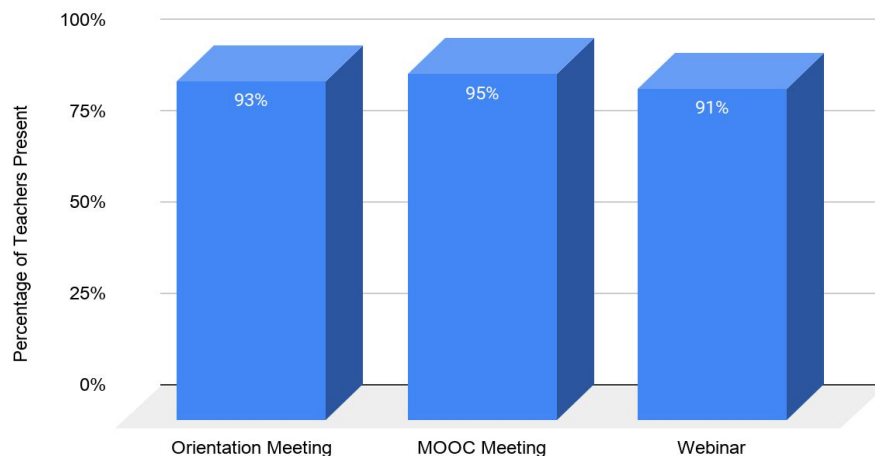
- **Sessions Conducted:** As per the blended process;
  - 1 orientation meeting, 1 MOOC meeting and 1 webinar are to be conducted in each cluster in Phase 1
  - 1 MOOC meeting and 1 webinar are to be conducted in each cluster in Phase 2
  - Sessions in Phase 3 are optional

Since there are 496 clusters, the total number of sessions to be conducted are 2480.



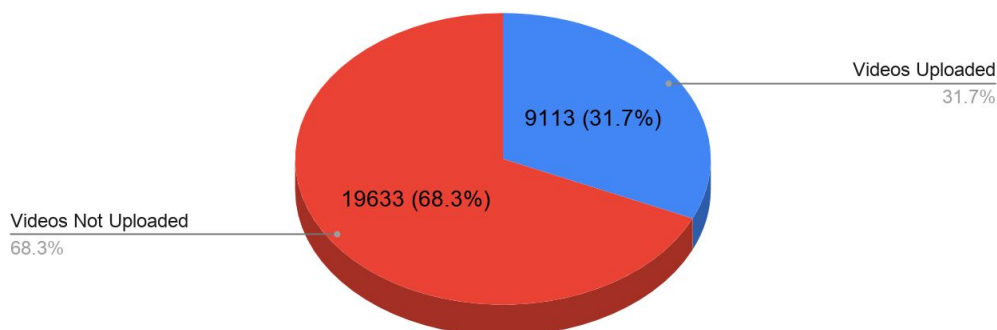
- **Teacher Attendance:** Teachers engagement in process in terms of attendance during Face to face and virtual meetings planned by mentors as per process.

Overall Teacher's Attendance across the 2027 sessions was 93%



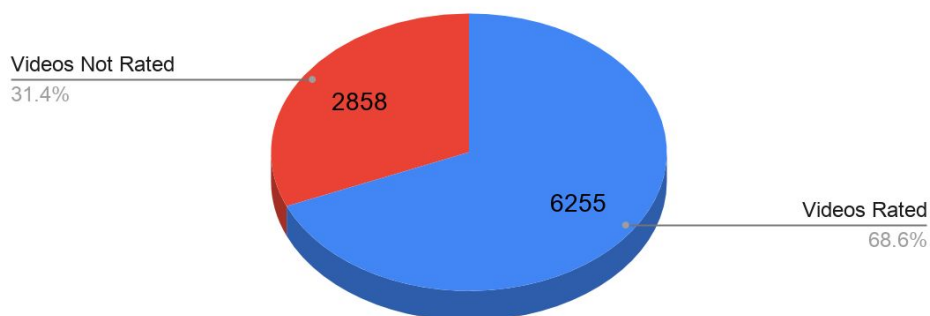
- **Number of Videos Uploaded:** As per the blended process, after consuming each phase all teachers are supposed to upload a video, where in they are seen applying the concepts in the classroom.

Out of the expected 28746, 32% were uploaded by teachers



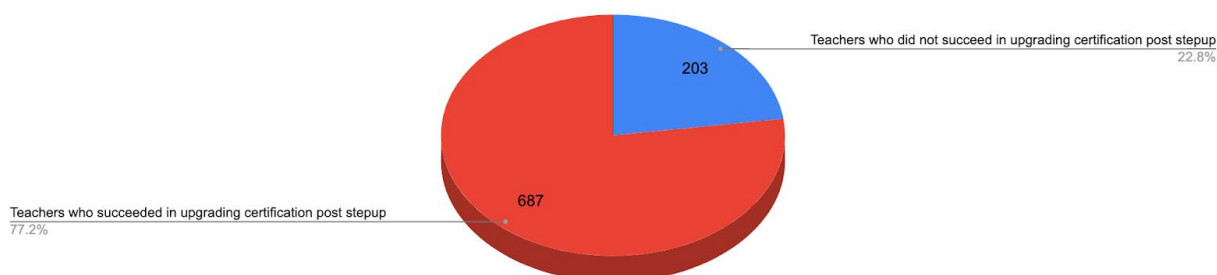
- **Videos Rated by Mentors:** As per the blended process, mentors are responsible for evaluating all the classroom execution videos uploaded by their teachers. The videos are rated on the four parameters as mentioned on Page 17 of this report.

Out of the 32% Videos Uploaded, 69% were rated by the Mentors



- **Impact of Remediation Program on Learners** - Teachers had an option to take remedial course if they wanted to improve their score and consequent certification. This remedial support program is called 'Step Up'.

77% of 890 teachers who opted for step up, were able to upgrade their certification post step up completion



- **Teacher's Certification:** On completion of the course and after appearing for the endline assessment, teachers based on the below criteria<sup>12</sup> are eligible for a certificate.

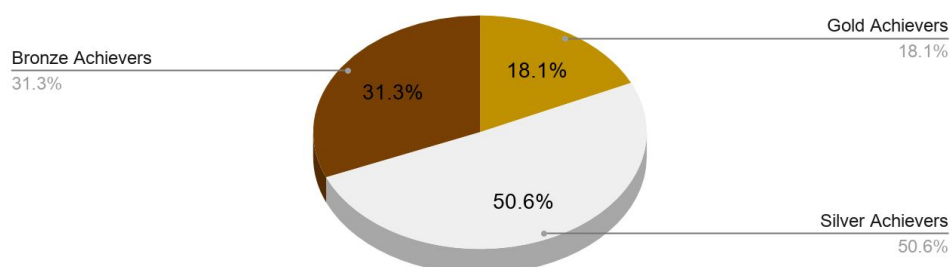
#	Gold	Silver	Bronze
1	More than 80% Mastery in Endline Assessment	Between 50 & 80% Mastery in Endline Assessment	Below 50% Mastery in Endline Assessment
2	Attended 3 out of 3 meetings	Attended 2 out of 3 meetings	Attended 1 out of 3 meetings & webinars
3	3 videos uploaded	At least 2 videos uploaded	At least 1 video uploaded

<sup>12</sup> Please Note : Criteria 1 is mandatory for gold/silver level and of the remaining 3 criteria if any 2 are met by a teacher, than he/she is eligible for that level of certification.

4	Video Average Score must be between 12 and 16.	Video Average Score must be between 8 and 11.	Video Average Score must be between 4 and 8.
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- **Status of Certification:** As per data received from the developer team, the number of teachers who completed the course and appeared for the endline increased from 2748 (November 2019) to 3417 (January 2020).

As per the certification criteria mentioned earlier, out of 3417 teachers who completed the course, 31% are eligible for bronze, 51% for silver, and 18% for gold certificates



*For additional data pointers captured and analysed from platform, please refer to point no. 2 mentioned in the annexure at the end of the report.*

#### ● Review Meetings with Stakeholders

Periodic Data based Review meetings have been planned and held inviting all partners supporting the program- RAA, LFE and Platform Team. These review meetings are intended towards understanding the current status of program on ground, brainstorm- discuss challenges and possible solutions and plan the strategy ahead and simultaneously bring accountability.

- **Review #1:** was held on 4th October 2019. The discussion focussed on project challenges, solutions and an action plan to mitigate the challenges.
- **Review #2:** was held on 30th December 2019. This was based on the analysed data from the platform.

Most suggestions by the LFE Team were accepted and taken into consideration by the RAA Authorities. Out of 21 challenges highlighted, 8 were completely resolved whereas 10 are in the process of being solved.

Reviews Conducted	Challenges Raised	Resolved	In Progress
Review 1 (3rd Oct)	11	6	2
Review 2 (30th Dec)	10	2	8



*The Data based Review Meeting held on 30th December 2019 at RAA, Aurangabad*

## SCERT Departments - Math and Social Science

### Key activities accomplished:

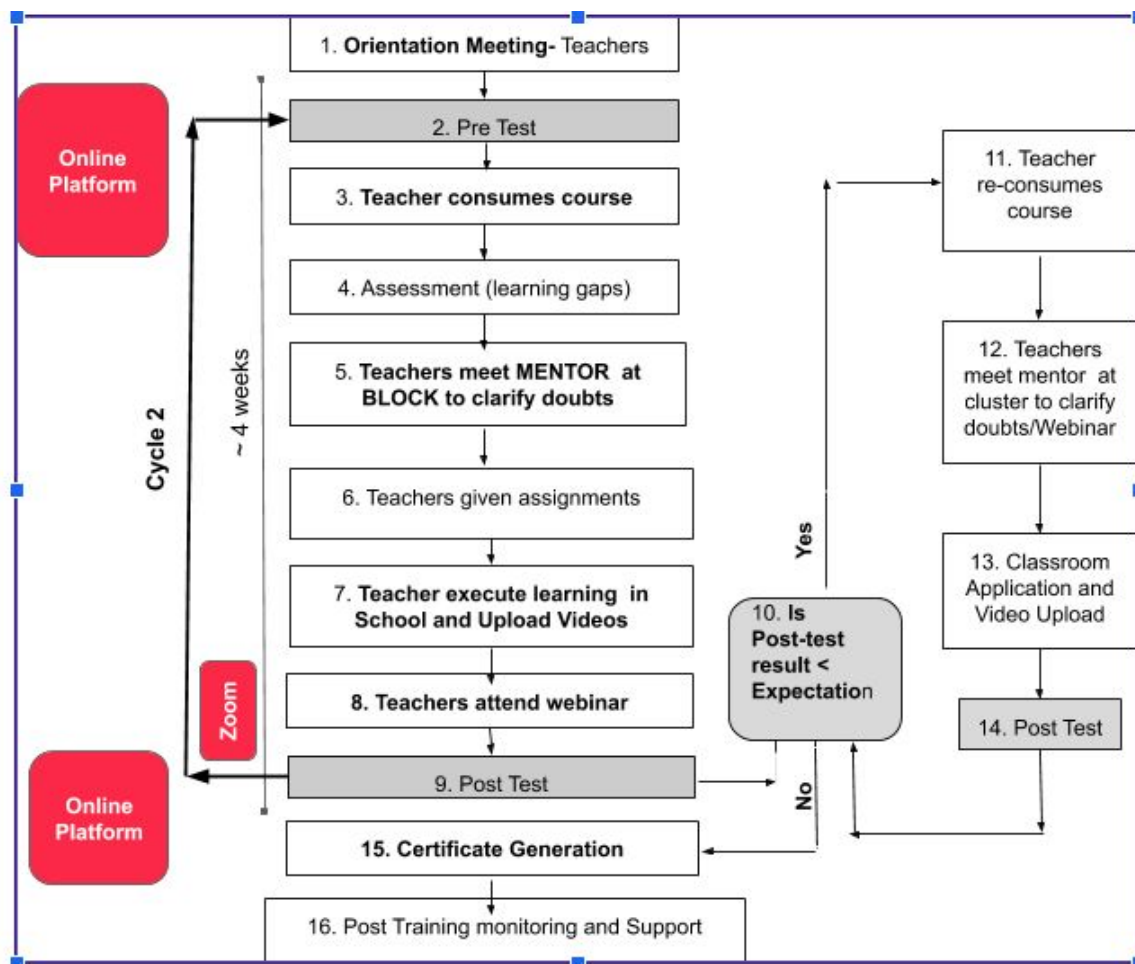
- **Prototype Design**

The key tasks that were done while co-designing and co-planning prototype with both Math and Social Science departments have been mentioned in the table below.

For Process	For Platform	For Content
Designing the Blended process for Teacher Training and Support	Identifying LMS	Finalisation of the Focus Content
Identifying Key stakeholders playing a role in the process	Discussion Meeting with platform team and Department facilitated by LFE team to align on expectations and Potential scope	

### Prototype Validation Plan- Scope

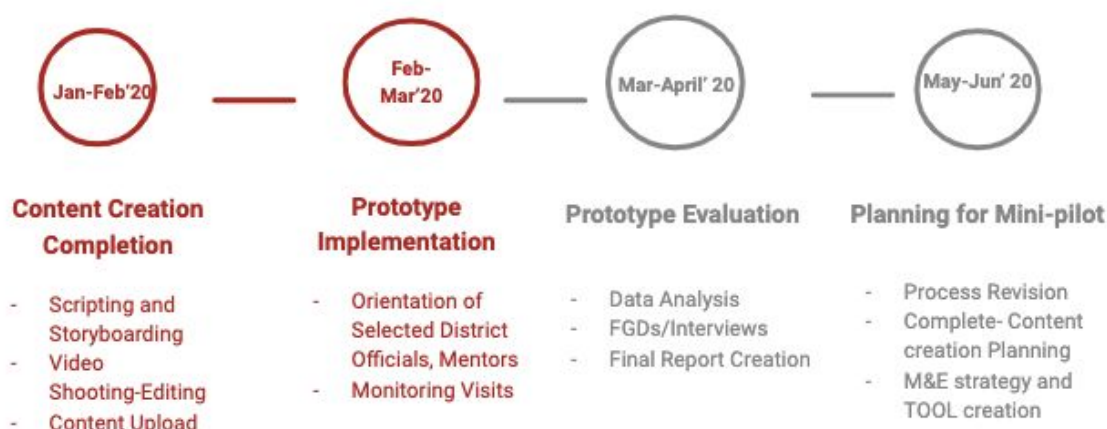
No of districts/Blocks/Clusters	Mentors	Teachers	Students
<ul style="list-style-type: none"> <li>- 1 District</li> <li>- 2 Blocks/clusters</li> </ul>	2	~50	~1000



*Blended training process Design co-created with Social Science Department*

- **Operational Plan**

The operation plan for prototyping for both Math and Social Science department is shown below.



This plan has been revised multiple times due to the following factors that interfered with the initial plans.

- Election duties and training in Maharashtra in Oct-Nov'19
- Delay in budget allocation by Central and State Government
- MHRD mandated Nishta Trainings scheduled from Dec, '19 to Feb'20, required the involvement of Subject Department officers at SCERT and teachers across the state.
- Other ongoing Department specific programs and administrative responsibilities

#### ● **Content Creation**

Both the Math and Social Science department at SCERT identified 3-4 Subject Expert teachers each from all across Maharashtra who participated in all steps of content creation. The Blended project team has co-worked with the officers and subject expert teachers during each of these stages.

- **Ideation:** The Subject expert teachers for both departments met a couple of times to identify the 'content' and 'pedagogy' requirements of the teachers based on the NAS and ASER Reports along with their own classroom and observational experiences.

Subject Department	Content Focus	No. of content pieces for Prototype
Math	Pedagogy on Division for grades 3 to 5	2 Modules: <ul style="list-style-type: none"> <li>- Pre-division Prep</li> <li>- Teaching Division</li> </ul>
Social Science	Pedagogy on Skills stated by NCERT for 9th and 10th grades	2 Modules: <ul style="list-style-type: none"> <li>- Classification, Comparison and Differentiation</li> <li>- Cause and effect</li> </ul>



*Ideation Workshop with Subject Experts Teachers, Social Science led by the HOD*

- **Scripting and Storyboarding:** Multiple iteration of script writing took place. For Social Science, the subject expert teachers worked from remote locations. Feedback and discussion took place over conference calls and ZOOM meetings. For Math, external expert inputs were also taken during the process of Script writing. Additionally, the platform partner, Shikshlokam, also supported in the technical aspects of the storyboard completion.



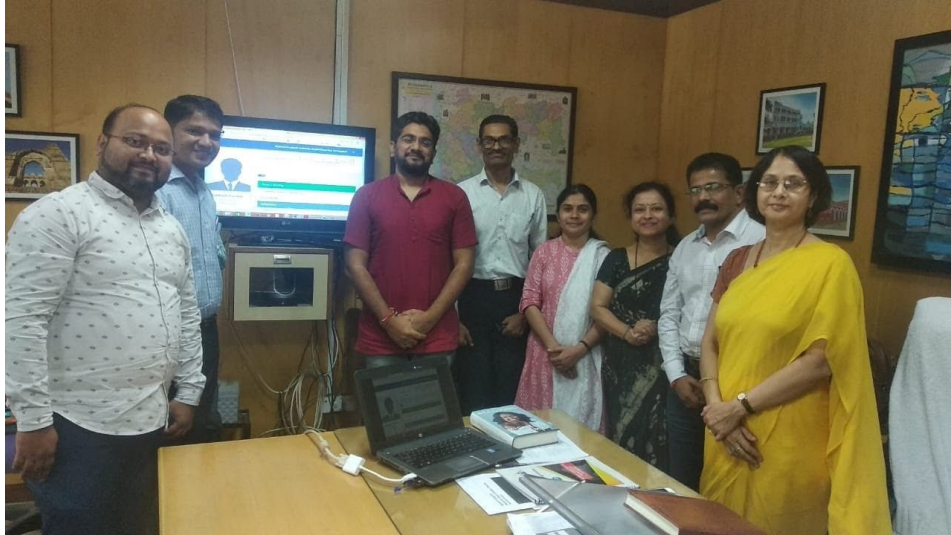
- **Video Shooting and Editing:** Post completion of scripting, classroom videos showcasing pedagogy were shot along with the Department Officers. These videos were shot in a primary(government) and a senior secondary school(private). The editing of the videos is currently in progress .

Subject Department	Date and Location	No. of classroom videos
Math	Dec, 2019- Pune Municipal Corporation School	5
Social Science	Jan, 2020- Zilla Parishad School, Shikrapur	10

- **Assessment creation:** Keeping the learning outcomes of the content in focus, assessments have been created and mapped to them. For both Social Science and Math, the focus has been on designing questions that can check for conceptual understanding of the teachers. The validation of these assessments is still pending and has been delayed, due to the interference of other administrative priorities for both Departments. However, prototype implementation will provide the opportunity to check for the assessment quality.

## Successes

- This year in the month of Aug'19, MOOC Spoken English Program was officially launched for upscaling by Vandana Krishna, Additional Chief Secretary, School Education and Sports Department, Maharashtra, at Mantralaya in Mumbai



- The LFE's Blended TPD team's advocacy level actions for proposing Blended as a potential alternative for trainings is witnessing an increase in curiosity and readiness at SCERT among multiple departments to at least explore the idea of blended trainings for their respective subjects at least at prototype level due to the benefits that Blended mode can potentially offer in comparison to face to face
- Despite budget cuts, the content creation for both Math and Social Science is in progress as a non budgeted activity
- Structures such as Debriefing post trainings and dry-runs before training have been adopted and used by our stakeholders consistently at Aurangabad

## Key Learnings

Through our work with the different stakeholders and partners, we have had a variety of experiences which add to our collective learning. Some of these are areas where sustained intervention has exposed us to newer findings, while some areas have reinforced our existing understanding and some others are relatively new where we have learnt the hard way through bitter-sweet experiences.

### Advocacy

#### Enabling stakeholders to become key advocates of the idea is very important for acceptance and institutionalization

Since the concept of blended trainings is very new in the government systems, therefore, our stakeholders have been finding it very difficult to place trust in its effectiveness. The struggle is also magnified as it requires them to let go of the traditional methods which they are very familiar and comfortable with, with something that still needs to showcase enough credibility to them, given the exploratory stage. We have seen an increase in acceptance and trust in trying out new ideas when a peer talks about it with conviction and understanding. Our stakeholders who are in the advanced stages of implementation have appreciated and recommended the approach to those who are in the initial stages of design. This has benefitted in maintaining the momentum of work and individual motivation.

### Officer Capacity building

#### Enabling the mindset of collaboration and Problem Solving in the government systems

One of the important requirements for the success of the project in the selected department is having adequate resources to manage the project. In the absence of human resources, how do our projects still sustain and how do our government stakeholders too, navigate this challenge? The key lies in enabling them to identify key motivated people from within the systems and be open to sharing credit of success, if required, in the future. We have seen this example of collaboration initiated by one of our stakeholders with another government body, by allowing creative autonomy on specific work aligning with their expertise. This has consequently kept the momentum of the work steady.

### Blended Models of Teacher Support

**The role of Mentors, in the Blended training, is a deciding factor of the quality of teacher engagement and learning, throughout the process.**

The mentor in the blended process of training designed with Subject departments is supposed to

- Schedule and implement support structures (In-Person and Virtual Meetings meetings) as per process
- Provide support to teachers on pedagogy (clarify doubts) and accessing technology
- Monitor teacher progress and follow up when required

- Act as a cluster POC for communication with district or state authorities

The data from the platform along with qualitative data gathered suggests a strong positive correlation between Mentor's performance and motivation on their responsibilities and teacher engagement in the process and learning. Our recommendation to our stakeholders is that the selection and training of Mentor's ,therefore, must be done at a high rigour in order to support teachers more efficiently.

## People

The project and this idea of blended training, would not gain any momentum and success without the brilliant contribution of our Stakeholders from all the selected departments. It is the values, skills, knowledge and enthusiasm they bring in during co-working with Blended team, that makes it possible for the project to set high rigour and goals for supporting our teachers and consequently students of Maharashtra. Therefore, we would like to take this opportunity to celebrate some of the people from among them that have been a constant source of support and reinforcement of our optimism about the work that we do.



**Ms. Vrushali Gaikwad**  
Deputy HOD, Math-SCERT

- Multitasked and managed various priorities despite a hectic work schedule, ensuring continuity in the work of Math Blended project
- Has showcased ownership and actively taken lead in working on content (scripting of the modules)
- Focussed on attention to detail and consistently pushed for quality and excellence



**Mr. Dattatraya Thite**  
HOD, Social Science-SCERT


- Enabled content creation workshops and video shootings for prototype despite budget cuts
- Mobilised selected expert teachers and officers from state to support prototype plan due to resource crunch within Department
- Set a high rigour vision for content i.e. 'Skill based Pedagogy' based on ground realities and data



**Ms. Amruta Bhalerao**  
Former IT SA, RAA Aurangabad

- Led the MOOC Spoken English program as the State project coordinator managing the project end to end meticulously
- Planned TOTs and mentor training for MOOC Spoken English Program
- Created necessary project tools such as checklists, handbooks and templates

## Partnerships

Partner organization	Description of partner
 <b>ShikshaLokam</b> Education Leadership Platform	<b>ShikshaLokam</b> (Platform Partner)  LFE is coordinating with ShikshaLokam for enabling selected Subject departments at SCERT to host their courses on it and utilise it for strong Monitoring and Evaluation of their programs.

# Looking Ahead

For the last six months, the team has been able to create a lot of traction with SCERT departments and advocating the Blended Model for teacher training,. The scale-up of RAA Aurangabad's Spoken English MOOC course was a great learning experience. With the successes seen there were many roadblocks that resulted into delaying of few milestones but we step into the next semester of this academic year to work towards meeting our deliverables.

In this section, we are sharing the work for the next few months.

## RAA Aurangabad - English

- Mentor Training of over 100 additional MOOC Coordinators in the month of Feb'20
- Evaluation processes to be completed for previous batches of teachers
  - 30 FGDs of teachers and mentors of the first two batches
  - Baseline of teachers and students from last two batches
  - Endline of Teachers from last batches
- Holding Quarterly data based Project Review meetings with stakeholders
- Spoken English Content revamp
- Audit of initial batches to check for shift in teacher behaviour in terms of pedagogy and impact on student's confidence in spoken english.
- Planning for Advanced Spoken English program
- Development of Advanced Spoken English Modules

## SCERT Departments- Social Science and Math

- Content completion and Upload on platform- 2 modules
- Prototype Implementation for both departments with 40 teachers and 2 mentors each
- Monitoring and Evaluation of process during prototype
- Planning for Mini-pilot based on the Prototype results and feedback

# Annexure

Sr.	References	Links
1	<a href="#">Blended Logical Framework Approach</a>	tinyurl.com/BlendedTPD-LFA
2	<a href="#">Data from Second Review of Blended MOOC Spoken English</a>	tinyurl.com/SpokenEnglish-Data
3	Content links: <a href="#">English</a> : Teacher User ID : <b>class_three</b> , Password : <b>123</b>	tinyurl.com/SpokenEnglish-Platform
4	<a href="#">Mini Pilot report 2018-19</a>	tinyurl.com/Mini-Pilot-Report
5	<a href="#">Prototype Report 2018-19</a>	tinyurl.com/Prototype-Report