

PMC Education Transformation Initiative

End-of-Year Report

May 2019 | Pune



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List of Abbreviations

AAO: Assistant administrative officer
AO: Administrative officer
ARP: Action Research Project
DAO: Deputy administrative officer
DCPCR: Delhi Commission for Protection of Child Rights
ECE: Early Childhood Education
FGD: Focus group discussion
HM: Headmaster
ISLI: India School Leadership Institute
LFE: Leadership for Equity
MFE: Motivation for Excellence
MIEB: Maharashtra International Education Board
ODC: Observation and Debrief Cycle
PCC: Pune City Connect
PLC: Peer learning circle
PMC: Pune Municipal Corporation
PTM: Parent Teacher meeting
QUEST: Quality Education Support Trust
SCERT: State council for education research and training
SIDP: School improvement development plan
SLO: Student learning outcomes
SMC: School Management Outcome
TPD: Teacher professional development
UNESCO: United Nations Educational, Scientific and Cultural Organisation

Executive Summary

Academic Year 2018-19 was huge for both Sahyogi Dal and Model School projects. It was a test to create learning spaces for all stakeholders to share the best practices amongst themselves. Over the last 2 years, the Model School Project was focused at providing on-ground support to all school staff as well as creating structures and processes to ensure sustainability of best practices in schools. In 2018-19, LFE team shifted the focus from supporting every teacher in Model schools to supporting the Head-Masters(HM) to independently implement the structures/ process. Similarly with Sahyogi Dal project, the last 3 years have been focused on building the capacity of the Sahyogi group to become effective mentors. This year was instead focused on bringing change at a Cluster level. Taking the learnings from the past 4 years working with Pune Municipal Corporation (PMC) education system, the officers at cluster level were not effectively tapped into the work done. The objective to combine both the project teams was to create synergies in the work and leverage the cluster officers i.e. Assistant Administrative Officer (AAO) and Supervisors to lead the projects. This year the project plan was rooted in system indicators like Teacher Training, Technology in Education, Remedial Education, Monitoring in Education and School Leadership. These indicators were based on existing researches available in order to support the project team take the apt decisions. These indicators are explained in the following sections.

Along with the above focus areas, this year saw the closure of the Model schools project for the Pune City Connect (LFE only being the implementation partner) and the handover of this to PMC officials. Model School closure conference was co-organised with PMC where all the pivot successes/events from past 3 years were celebrated with the entire Model school staff. The conference concluded with PMC officers taking the ownership to take the lead in continuing the work done by partner organisations.

Overall this year saw an increase in sustained engagement with PMC Administrative officers (Education Dept.) with **52** cluster review meetings organised by LFE team discussing the work done by Sahyogis and Model schools in their clusters. **76.3%** of teachers found the observation-debrief cycles by Sahyogis useful for their development. LFE team organised workshops (Beginning of year, Mid-year, End of year conferences, Get-together meetings) with Sahyogis and HMs from Model schools to build the culture of the team and imbibe the habit of reflection amongst them.

INTRODUCTION

With the intention of building a strong theoretical backing and understanding of the work LFE does on-ground, at the end of academic year 2018-19 LFE team decided to actively engage with international literature on foundational axes of the education system. Through extensive research the organisation identified a set of 13 ‘system indicators’ which are crucial to focus on while working towards systems transformation. Once these indicators were identified, all the activities of the organisation were rooted in at least one of them to ensure that there is clarity of purpose and a strong research base across all the projects of the organisation.

Thus, at the beginning of the academic year 2018-19, the PMC Ed transformation initiative team at LFE identified 5 system indicators that were to be a focus of the project and they are as follows:

1. Teacher training and support
2. Remedial education
3. Technology in education
4. School leadership
5. Monitoring and evaluation

To enable impact across the 5 system indicators mentioned above, two projects previously independently implemented in PMC were merged to function as one overarching project for the transformation of PMC regional medium schools. These two projects were Sahyoi Dal Project (SDP) and Model School project. The best practices observed in the Model schools were scaled at the city level through the Sahyogi Dal. The long term goal of the project was to ***‘demonstrate a city level sustainable model of improving foundational literacy and numeracy skills among students and effective classroom pedagogy impacting regional medium PMC school network’***.

This report attempts to compile the inputs provided by the LFE team according to each system indicator along with the outcome backed by data for the academic year 2018-19. Sections 1 to 5 are dedicated to a single indicator each and give an introduction to the research from which the indicator has been identified and goes on to explain how the year’s activities aligned to the learnings from the research. The learning and challenges faced while working towards system transformation have also been described. The section on People share stories about the people involved in the work on ground i.e the stakeholders of the project and the LFE team which worked on the initiative this year. The section on Partnerships gives a brief snapshot of the Partner organisations that LFE collaborated with and their activities while the final section explains the future plan for the initiative.

HIGHLIGHTS

A major highlight for this academic year was the merger of two projects (Model School project and Sahyogi Dal project) along with the project teams to scale the learnings from the Model school project to all of the PMC marathi medium schools. The increase in the on-ground team members from 2 to 4 enabled more frequent touch points with the stakeholders and stronger relationships. The beginning of the year and mid year conference for the Sahyogis and the Model School HMs together to bring out collaboration between them and sharing of ideas. The merger brought together the whole of the education department together under the collective aim of 'पुणे परिवर्तन' (Pune transformation). The following paragraphs describe the ground level highlights of academic year 2019-20.

- **Model School project closure**

The PMC Model school project evolved from the Maharashtra Government resolution on 'Schools under innovation'. It started in 2016-17 and was designed as a three year project with the goal of '*demonstrating a replicable and sustainable model of schools with better teaching-learning practices, higher student learning outcomes and increased student engagement by driving system capacity building and collective action*'. The aim was also to gradually release the responsibilities of the project over to PMC. This was achieved in this academic year with the handing over of the project at the end of the year. During these three years, the year on year enrollment in the Model schools saw a growth of 23% which was a major achievement of the project. By the end of which 40% of the grade 3 students had achieved grade appropriate student learning outcomes, another major accomplishment of the project.

- **LRTT fellowship- international collaboration in 5 Model Schools**

Limited Resource Teacher Training (LRTT) is a UK based organisation working on teacher mentors and teacher development. This academic year 5 Model schools were chosen to be part of the LRTT fellowship as host schools. Fellows from LRTT coached and supported the teachers (from 1-8 grade) on the use of different effective teaching-learning techniques in the classroom. The fellows intensively worked with teachers in the schools for 2 weeks. This brought a new wave of excitement amongst the teachers and children. It was a learning process for the fellows as well as the teachers. The teachers received participation certificates at the end of the intervention.

- **Central reviews of Sahyogi Dal increased accountability**

This year, at the end of each month, the project head of Sahyogi Dal AAO, Randheve Madam, would call for a central review meeting. The objective of these meetings organised in coordination with the LFE team was to get an update on the work happening in schools, provide a space for sharing of learning and challenges, and analysis of city and cluster level data. This structure was successfully followed consistently, with 7 reviews taking place in the academic year. As per the Sahyogi Dal end of year survey, all the respondents found the review meetings to be useful and necessary. The city and Sahyogi level observation data reports shown during reviews helped the project officer (AAO- Shilpakala Randhave) to hold the Sahyogis accountable.

- **ARP presentation by Model school teachers**

During the second year of fellowship with India School Leadership Institute (ISLI), the Model school HMs were introduced to the concept of teachers' Action Research Project(ARP) and were coached on how to support the teachers for the same. This academic year this idea was further encouraged by PMC. The Model school project head from PMC, AAO Manorama Aware madam took the initiative to motivate teachers from 13 Marathi medium Model schools to independently (with the support of LFE team members) work on an ARP from December 2018 to March 2019. 24 teachers completed their ARP in the stipulated time. The presentation of their research was held in collaboration with the Maharashtra SCERT. Officers from the MSCERT and experts from leading colleges and NGOs constituted the panel. It was very encouraging to see teachers presenting their work and learning from each other. The teachers were given participation certificates from PMC during the End-of-Year conference.

- **Sharing school best practices at PMC Shikshan Utsav**

PMC organised a platform for teacher best practices sharing inspired by the state government's Shikshanachi Wari. LFE supported PMC in designing and executing the two-day event called 'Shikshan Utsav'. At the event teachers put up stalls displaying their work and parallelly workshops and lecture series were organised for the visiting audience. Model school teachers were selected to showcase their work in the Shikshan Utsav in both the years. They displayed the classroom teaching-learning material that was created by the teachers, showcased the activities undertaken in the class, displayed the material used in their Balwadi classroom and also presented the overall school structures and activities. During the end of year FGD teachers shared that such sharing sessions were useful because they got to know about the activities from all over the city and learn different and new ideas for their class.

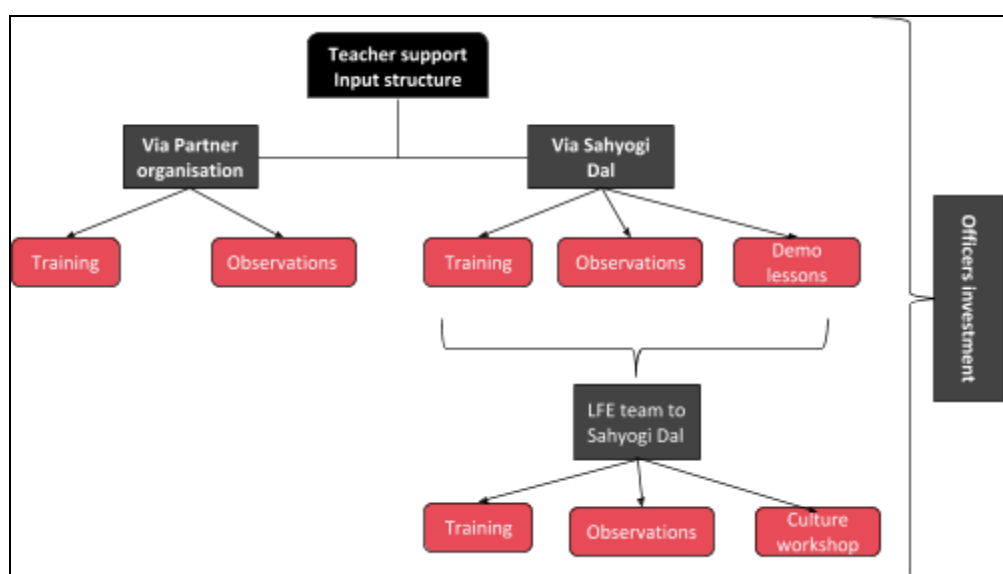
- **Exposure visit to Department of Education, Delhi Government**

To learn from the experience of the Delhi government schools 16 PMC officers (AO, 2 DAO and 13 AAOs) spent two days in Delhi with LFE & PCC team members on 20th & 21st of December 2018. The group visited 2 schools, interacted with Deputy CM, Principal Advisory, Principal - SCERT, HMs, SMC members, NGO partners and DCPCR members. Few of the best practices of the schools that the group observed were leveraging the SMC members to increase community's involvement in school, regular staff meetings and high focus on building holistic development of the students. This visit left the officers highly motivated and they returned with several ideas to implement in the city. It also helped increase the investment of the officers in the projects running in Pune.

SYSTEM INDICATOR #1 : TEACHER TRAINING & SUPPORT

At the beginning of the project, the LFE team had identified inefficiencies in the ongoing academic support system for training, motivation and instructional development of teachers of regional medium PMC schools to be an important challenge for achieving growth in the student learning outcomes. Thus the project aimed at creating a model of providing effective in service teacher training for the development of teachers in the marathi medium PMC schools. According to the 'Effective teacher professional development'¹ report by Learning Policy Institute teacher development is '*structured professional learning that results in changes in teacher practices and improvements in student learning outcomes*'. As per the report, a teacher professional development (TPD) program is effective if it is content focused, incorporates active learning, supports collaboration, provides coaching and feedback, uses models of effective practice and is of sustained duration. Additionally, the report states that the 'conditions for teaching and learning both within schools and a broader system level' can play a decisive role in the effectiveness of the TPD. Based on the learning from the report, this academic year teacher training and support remained at the center of the work. The team worked towards including the features of effectiveness shared above into the TPD plan it designed. The aim was also to involve the school leaders (HMs) and the system leaders to ensure that the environment is conducive for effective TPD. This section will describe the activities undertaken this year specifically for the training and support of the teachers as well as the efforts put in for building a conducive environment for the same.

Diagram 1: Structure used for Training and on-ground support (classroom observation and feedback) for all teachers in PMC



¹ Effective Teacher Professional Development

<https://drive.google.com/file/d/1jvRFVQn04KsooghUu-xhUF7cNVTnztJC/view>

Table 1: Summary of the teacher support explained through Activities and their Outputs (2018-19)

ACTIVITIES	INPUT	OUTPUT	OUTCOME
Sahyogi to teachers	<ul style="list-style-type: none"> ● 13 planning meetings and check ins with QUEST² ● 10 planning meetings by LFE team for culture workshops 	<ul style="list-style-type: none"> ● 24 content training session (average satisfaction rating of 2.6 on 4) ● 9 culture building sessions (average satisfaction rating of 3.6 on 4) ● 102 co-visits by LFE team (90% of Sahyogi found LFE support effective for their development*) 	<ul style="list-style-type: none"> ● 5 days of training per teacher (78% of teachers found the training to be effective across all clusters*) ● 2457 total classroom observations (76.3% of teachers found the observation-debrief cycles by Sahyogis useful for their development*) ● 155 demo lessons
Partners to teachers (13 Model Schools)	<ul style="list-style-type: none"> ● LFE and QUEST planned together for technical training ● Plan for Balwadi training ● 10 days of meetings by LFE team for culture workshops 	<ul style="list-style-type: none"> ● 13 training sessions for Balwadi teachers ● 162 co-visits in Balwadi classrooms by Balwadi Sahyogis (average 3.7 and 3.3 on 4 - teacher satisfaction rating by Balwadi teachers for training and observation respectively**) ● 6 training sessions for teachers of grades 1-5 ● 84 co-visits in Grades 1-5 (on average 3.4 and 3 on 4 - teacher satisfaction rating by Grades 1-5 teachers for training and observation respectively**) 	<ul style="list-style-type: none"> ● 2.5 times increase in the % of teachers how scoring 75% and above*** ● 3.3 times increase in the number of students scoring >75% in grade 3 Language competency test (See annexure for full report of student outcome data)
PMC Sharing Platforms	<ul style="list-style-type: none"> ● Planning meetings with AO and DAO for Shikshan Utsav ● 6 planning meetings for Shikshan Parishad ● Teacher conversations for ARP support 	<ul style="list-style-type: none"> ● 2 day Shikshan Utsav organised (1500 teachers in attendance) ● 6 days of Shikshan Parishad organised ● ARP presentation for teachers of Model Schools organised (24 teachers receive certificates from PMC) 	

***On a 100 marks observation checklist developed by QUEST

**Data acquired from focus group discussion. Teacher rated the quality of support on a 4 point ascending scale.

*Data acquired from year end survey form in the month of April

² QUEST is a Partner organisation since 2016

Professional development of Sahyogis

- To build a strong team culture within the Sahyogi Dal, the PCC-LFE team planned and executed 9 culture building workshops periodically throughout the year. Each of the workshops included one team activity, one session on the use of technology and a session on domain specific knowledge . Few external speakers also came to these culture workshops and provided guidance to the Sahyogis.
- LFE team along with PMC organised a one day exposure visit to Avasara Academy. This visit proved to be extremely motivating and inspiring for the Sahyogis since a majority of the students there are from the PMC english medium schools. They were able to observe a strong curriculum, various teacher observation structures, student leadership in action and an overall vision of a school. The academy also organised a session on observation feedback methods for the Sahyogis. To ensure that the learning from this visit are put into action, the team is currently in conversation with the Avasara academy for a potential long term collaboration.

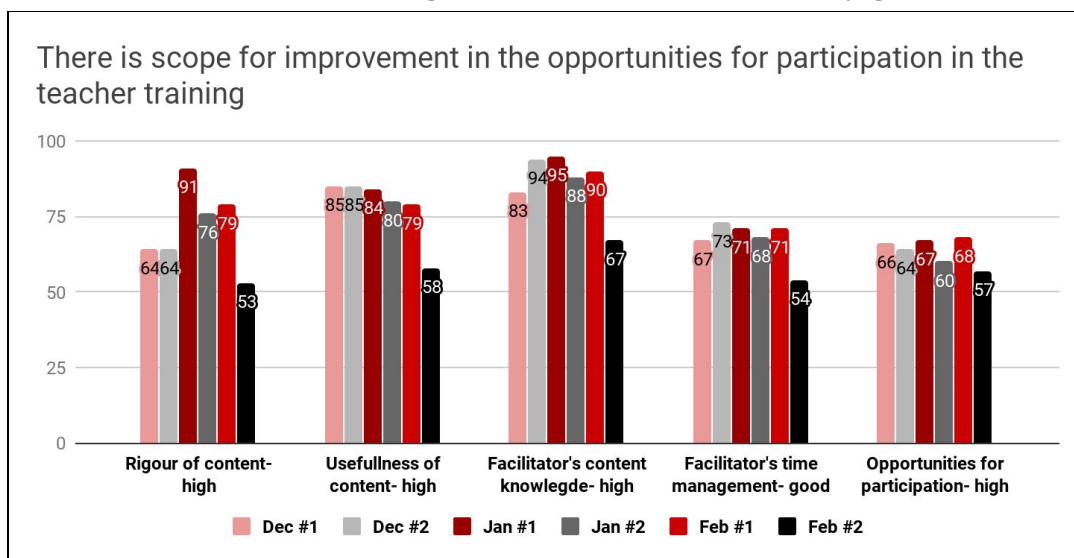


(Left: Group work by Sahyogis at Math Saksham training. Right: Sahyogi Dal at Avasara Academy)

Teacher training and support

- Monthly planning meetings (6 overall) to prepare for the teacher training sessions both at the central level and cluster level were held with the sahiyogis. These meetings were organised before every Shikshan Parishad. Along with preparing for the training the Sahyogis also discussed the best practices from the previous trainings, shared challenges and analysed the data from the feedback forms filled by the teachers. The planning meetings were attended by QUEST, LFE team and AAO and project head Randheve Ma'am.
- From the second semester of this academic year, monthly Shikshan Parishad (astate government mandated teacher training and sharing platform) were organised where the content training was provided by sahyogi dal. These Parishads, organised in collaboration with the DIECPD, covered all teachers every month. Each teacher received one day of training each month maintaining consistency and continuity. The Parishad also posed as a platform for sharing of best practices, which was appreciated by the teachers at the end of year FGDs. Sahyogis too

were able to develop their planning and facilitation skills (an average growth of 35% and 25% respectively based on the Sahyogi development Rubric). The following chart shows the data from the feedback collected during the Shikshan Parishad for the Sahyogis.



(Above: graph of teacher feedback collected across the city during Shikshan Parishad)



(Left: Shikshan Parishad underway at Vishrambaugwada cluster. Right: Sahyogi Smita Dharurkar taking notes during class observation)

- An important aspect of the classroom visits was conducting demo lessons, both planned and on the spot. Sahyogis were encouraged to provide direct guidance to the teachers by modelling out in the classroom structures, processes and content pieces. To enable them to deliver quality demo lessons their training sessions too involved demo lesson practice, where the Sahyogis received feedback on their execution and also got to observe exemplar demo lessons.



(Left: Sahyogi Vijaya Mahadik practicing a demo lesson at Sahyogi training. Right: Sahyogi Sandhya Shinde giving a demo lesson to teachers)

- In January 2019, a two day best practices sharing platform called Shikshan Utsav, modeled on the State level *Shikshanachi Wari*, was organised. The event was inaugurated by the Mayor of Pune city. At the event selected teachers put up stalls displaying their work while parallely workshops and lecture series were organised for the visiting audience. The guest lectures were conducted by Mr Nandkumar, Principal Secretary, GAD, Maharashtra, Mr Vishal Solanki, Education Commissioner, Maharashtra, Mr. Nilesh Nimkar, Director at QUEST and Ms Anjali Gokhale, Consultant - ECE.
- The Model school project head from PMC, AAO Manorama Aware madam took the initiative to encourage teachers from 13 Model schools to independently (with the help of LFE team) work on an ARP from December 2018 to March 2019. 24 teachers completed their ARP in the stipulated time. The presentation of their research was held in collaboration with the Maharashtra SCERT. Officers from the MSCERT and experts from leading colleges and NGOs constituted the panel. It was very encouraging to see teachers presenting their work and learning from each other. The teachers were given participation certificates from PMC during the End-of-year conference



(Left: Certificate distribution to all the participants of ARP. Right: Balwadi teachers' stall at Shikshan Utsav)

“ वर्गावर आम्ही नियमित पणे शिक्षकांना भेटतो. मागच्या वेळी आढळलेल्या चांगल्या गोष्टींची जाणीव ठेवतो त्याच बरोबर त्यांना development areas सांगतो व ते पुढच्या पाठाला पाहतो. संपूर्ण पाठाचा विचार करताना त्या शिक्षकाला आपली गरज कुठे आहे, नेमकी ती गरज ओळखणं आणि त्या प्रकारे मदत पुरवणं हे मला वाटतं सहयोगी च महत्वाचं काम आहे.”

(We meet the teachers regularly in class. Keeping their best practices as observed previously we share their development areas. Looking at the overall lesson we identify the needs of the teachers and providing them support accordingly in my opinion is the most important job of a Sahyogi)

- PMC Sahyogi Dal member

Officers investment plan

To create an enabling environment for effective teacher professional development it was imperative to invest the officer cadre in the project. Thus, the team focused on investing the officers through exposure visits to high performing schools and the education department to see their best practices and understand the reasons for success.

- **Visit to MIEB international school Wablewadi:** LFE and PCC team organised a one-day visit to a Zilla Parishad school of Wablewadi. This school is amongst one of the 13 schools selected for the Maharashtra International Education Board. The school HM-Ware Sir, has played an instrumental role in changing the way school functions. He was a great inspiration for all the officers of PMC. DAO, 13 AAOs and 8 supervisors were present during the visit. The interactions with students and the Ware Sir served as a great opportunity to understand different perspectives, see the impact of collective action and gather learnings to influence the work in Pune.
- **Visit to the Department of Education, Delhi Government schools-** 16 PMC officers (AO, 2 DAO and 13 AAOs) spent two days in Delhi with LFE & PCC team members on 20th & 21st of December' 2018. The group visited two schools, interacted with Deputy CM, Principal Advisory, Principal - SCERT, HMs, SMC members, NGO partners and DCPCR members. A few of the best practices of the schools like leveraging the SMC members to increase the community's involvement in school, regular staff meetings, teacher mentor program and high focus on building holistic development of the students were appreciated by the group. The objective of this visit was to motivate the officers to become invested in the projects by seeing the success of schools in Delhi.



(Left: PMC officers team in conversation with DCPCR member Anurag Kundu. Right: PMC officers team at Wablewadi Z.P school)

Key learning from this academic year

- **Planning meetings for teacher training pushed the rigour of the subsequent training**

The regular planning sessions resulted in concrete next steps for the Sahyogis to work on for the following training sessions. It also opened up a space for peer learning as Sahyogis had the opportunity to share ideas within the group. Sahyogis were given immediate feedback analysis which pushed them to plan keeping in mind their areas for improvement and their strengths.

- **Consistent culture workshops provided an open and encouraging space for Sahyogis**

This year the Sahyogis got ample opportunities to come together as a group and engage in team activities. These activities helped them understand each other better, participate in strategic thinking and explore their personal values. These spaces were appreciated by the Sahyogis. LFE team organised 3 culture workshops for Sahyogis.

- **Teachers appreciate sharing platforms as a form of professional development**

Due to the Shikshan Parishad and the Shikshan Utsav organised this year, teachers participated in several avenues for sharing their best practices and listening to the classroom practices of other teachers. This was appreciated by the teachers as revealed in the end of year focus group discussions.

Major challenges faced

- **Roadblocks in completing the planned number of Sahyogi and teacher training**

This academic year the LFE team could not meet the targeted number of training for the Sahyogi as well as the teachers. Due to the unavailability of the Sahyogis because of additional responsibilities put on them their content training could not be completed. For the teachers, two rounds of training were missed out on because of various reasons such as teacher union backlash and school level competitions. Planned number of teacher trainings were 7 sessions per teacher; only 5 trainings per teacher were executed.

- **Infrequent classroom observation and co-visits due to opposition from Teacher Unions**

Towards the end of the first semester, the LFE team faced some opposition by the teacher unions for their presence in the classroom during co-visits. This had an adverse effect even on the observations

done by the Sahyogis. The frequency of support provided by the LFE team to the Sahyogis was affected as well as the overall quality of inputs and pace of implementation

- **Low participation and engagement levels (especially in large group , more than 60 teachers) in teacher training**

A recurring challenge faced by the Sahyogis from large clusters was maintaining the engagement levels of the teachers and ensuring enough opportunities for their participation. The feedback received from the teachers from the Shikshan Parishad also indicated low participation levels consistently. Lack of appropriate skills to manage large group training, ineffective planning, insufficient support from the administrative machinery were some of the reasons for the same. This resulted in poor implementation of the content in classrooms and lack of clarity about the content.

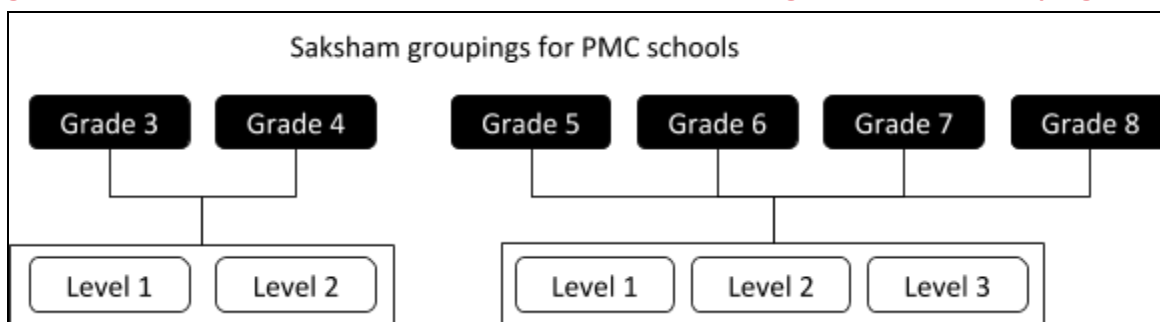
SYSTEM INDICATOR #2 : REMEDIAL EDUCATION

Remedial education programs as defined in the paper³ written by Analice C. Schwartz for the Global Partnership for Education (GPE), are specific educational interventions aimed at addressing learning needs of a targeted group of children who are lagging behind academically or not mastering specific competencies in the early grades. The paper further says training teachers to be able to identify low performing students and providing the tools to address low achievement can yield important learning gains particularly on low income countries. Based on these learnings and the context of the PMC schools LFE team planned a remedial education intervention with the Sahyogis.

One of the focal points of the intervention was to try and bridge the learning gap of the students from grades 3 to 8. Quality Education Support Trust (QUEST) (an organization working on improving quality in education in Maharashtra) was identified as a key partner to support in this. They have created a program called Saksham which is specifically designed to accelerate the Language and Maths learning. With the help of QUEST, the implementation of Saksham began in PMC in the academic year 2018-19. In the last year, the sahyogis implemented the programme themselves directly in the classroom and conducted 9 days of training for Marathi saksham for all the teachers. From last year to this year on an average 10% students across PMC moved a level up in Marathi (Math assessment will take place in the upcoming academic year)

In this year the implementation of both Marathi and Math Saksham began in all the schools in PMC. The inputs given by PMC, PCC & Sahyogis are mentioned below. In terms of the implementation, this year was full of ups and downs. The overall challenges and learnings from the year are also mentioned below.

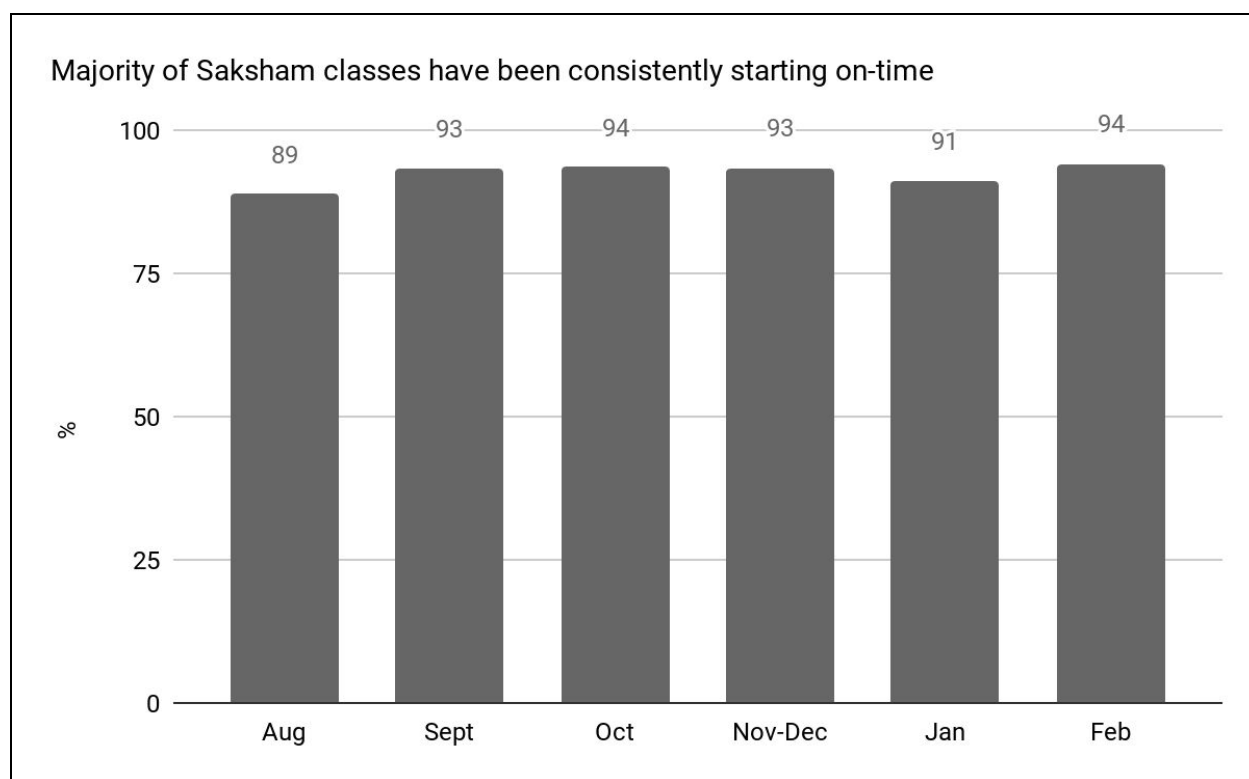
Diagram 2: Students were divided into levels based on their learning levels for Saksham programme



³Remedial Education Programs to Accelerate Learning for All by Analice C. Schwartz
https://drive.google.com/file/d/1p7Xh7MBzz_7OE7p0uNYOkWwQE37gQIG/view

Table 2: Summary of the Remedial programme explained through Activities and their Outputs

INPUTS	OUTPUTS	OUTCOMES
Planning and procuring books with PMC	Books printed and distributed to all schools (50,000 Math books and 36,000 Marathi books distributed to schools)	Sahyogis implemented 2457 classroom observations & demo lessons.
LFE plans effective saksham technical trainings with partners for Sahyogis	Partners & LFE team implement effective trainings for Sahyogis. <i>(7 days of training executed. Sahyogi rated the QUEST support 2.6 out of 4)</i>	Sahyogis conducted 5 days of training per teacher
	Partners & team LFE also conduct effective ODCs with Sahyogis	Teachers start saksham class on time



Graph: Based on the observations by Sahyogis, data shows % of teachers that start Saksham class on-time

Implementation of Saksham programme

Taking forward the learning from last year, the saksham implementation planning for this year was done along with QUEST and PMC. This year along with saksham Marathi, Math was also planned. PCC along with PMC planned for the printing and distribution of new books. This included getting the student data

for each level of Saksham. PMC printed approximately 50,000 Saksham Math books and 36,000 Saksham Marathi books to cover all students in the Marathi medium schools.

Sahyogi technical trainings

Since last academic year LFE and QUEST partnership has been focused at developing Sahyogi capacity for better implementation and support of Saksham. Key contribution of QUEST is to develop Saksham content expertise of Sahyogis, support them on planning and implementation of saksham training for teachers and in-classroom support to teachers. LFE and QUEST has been closely working to plan and execute these activities.

Key learnings from this academic year

- **Structured programs take time to be accepted and incorporated by the system:**

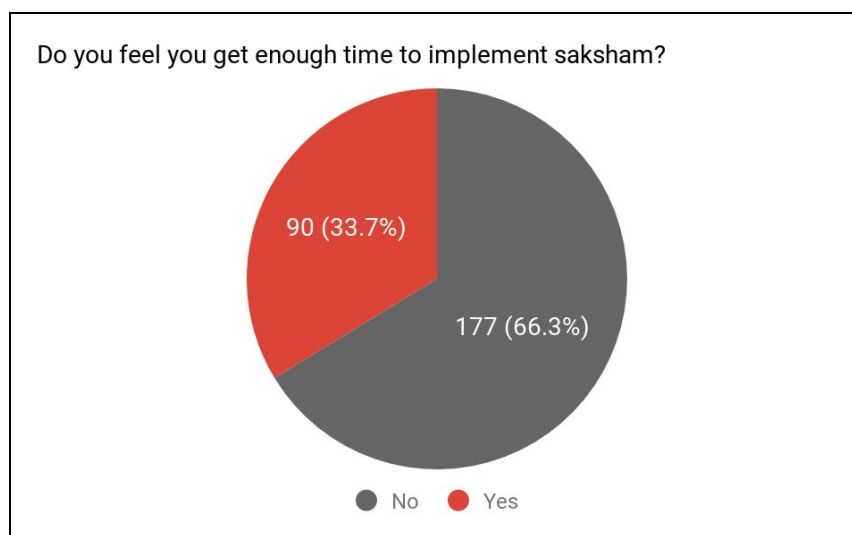
With the increase in school visits by sahyogis, LFE and QUEST team the on-ground understanding of the nature of implementation of Saksham programme also grew. Following were some of the learnings from classroom implementation:

- Conducting saksham classes in the absence of any one group teacher in school
- Managing time efficiently in the day to cover teaching other subjects, especially for higher grades
- The structure of saksham demands consistency to yield results.

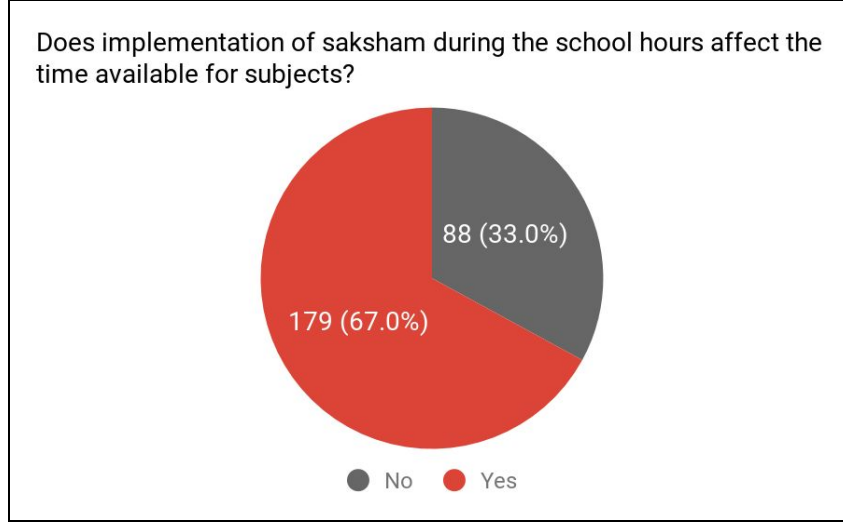
Major challenges faced

- **Inadequate time for Saksham implementation:**

As the teachers continue to implement saksham, it was observed that the consistency of conducting Saksham classes was not maintained. The teachers shared that they are not able to manage time to implement saksham alongside teaching the other subjects. They shared that because of saksham other subjects do not get enough time. This has been one of the biggest challenges in saksham implementation.



(Graph showing results from end of year Teacher Survey on Saksham program)



(Graph showing results from end of year Teacher Survey on Saksham program)

“उपक्रमाचे आत्ताचे नियोजन खूप चांगले आहे. पण मला वाटते मागे असणाऱ्या मुलांना सक्षम बनवायचे असेल तर २री ते ४थी, व ५वी ते ७ वी वर्गातील फक्त मागे (अप्रगत) मुलांसाठी (गट १) वेगळा वर्ग तयार करून प्रत्येक दिवशी १ तासिके चे नियोजन करावे. प्रत्येक दिवशी शिक्षकांमध्ये तासिका वाटून द्याव्यात. त्याचवेळी गट २, ३ वर्ग शिक्षकांनी आपल्या वर्गातच त्यांना पुस्तकाप्रमाणे गटकार्य द्यावे. त्याने गट १वर लक्ष्य जास्त केंद्रित होईल”

(The structure of the program is very good. But I feel that to improve the learning levels of the students from 2nd to 4th and 5th to 7th grade, a separate class for only those who are below grade level should be created for 1 hour everyday. Every teacher should take turns to teach these students while the rest of the students are taught in their respective classes. Give group work based on the book. This way there will be more focus given to the level 1 students.)

- PMC teacher who implemented saksham

SYSTEM INDICATOR #3: TECHNOLOGY IN EDUCATION

A paper on 'Technology-Rich innovative learning environments' by Jennifer Groff⁴ states how technology is an integral part of accessing the higher-order competencies often referred to as 21st Century Skills. She mentions that many learning environments have looked to technology in their efforts to redesign teaching and learning. While technology integration has long been a key area of concern in education, the intersection of technology with our rapidly transforming educational landscape is framing the nature of technology in education in profound, new ways. New and emerging technologies are provoking a re-conceptualisation of teaching and learning, while also serving as catalysts for transformation and innovation.

Taking inspiration from the same, there was a focus on technology in the Model school project in the previous academic year 2017-18. LFE reached out to Motivation for Excellence (MFE) to collaborate and execute the 'Nalanda Tablet Program'. MFE team worked majorly on the content and setting up inventory whereas the on-ground execution was being done by the PMC Education Transformation team.

The Nalanda Project is an in-class technology intervention that empowers students to take charge of their learning and allows teachers to efficiently deliver classroom instruction. As a pilot, the Nalanda Project was started only in 5 Model Schools. When the project kicked off in January 2018, there were only four months left for the academic year to end. These four months mostly went in acquainting students, teachers and HMs to the program, establishing structures and conducting demo lessons in each class. This academic year, given the students, teachers and HMs had known about the program, the objective was to support them in executing it effectively. Although there were some new teachers who entered the program, the fact that the HMs had some idea about it helped the team in getting some structures and processes in place faster than last year.

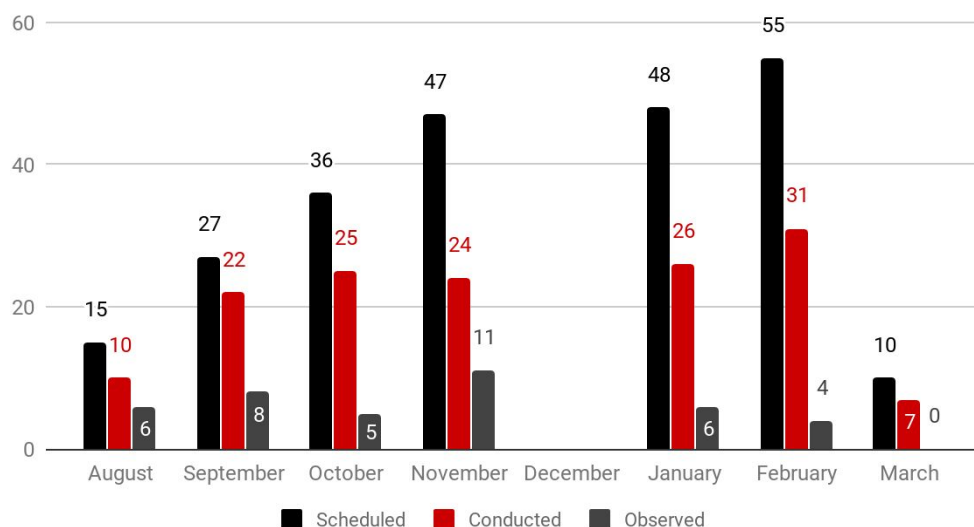
When it was time to handover the project to PMC, the decision of withdrawing support from these 5 schools was taken. As the project started as a pilot, both the teams have realised that in order to work with regional mediums and government system, there needs to be a different approach. To be able to develop expertise in content and adapt to the context, a collective decision of concluding the pilot was taken.

⁴ Technology-Rich Innovative Learning Environment
<https://drive.google.com/open?id=1pQbfSzx5sCenFICuTrZPLkvabX7g8xqm>

Table 3: Summary of the Nalanda project explained through Activities and their impact

Activities	Results
One teacher training workshop planned and conducted by LFE team	<ul style="list-style-type: none"> • Introduction to the platform and the software and its contents • Planning for the semester
Updating the platform in all 5 schools	<ul style="list-style-type: none"> • Resolved bugs present in the previous version of platform
Updating the content in all 5 schools	<ul style="list-style-type: none"> • Content for grade 7 translated by November • Content updated thereby making it available for grade 7 students.
Setting time table with teachers in all schools	<ul style="list-style-type: none"> • Weekly tab classes conducted as per the time table in 3 of 5 schools • Ease of planning visits by LFE and Nalanda team • Ease of monitoring by HM
Planning and executing one unit meeting	<ul style="list-style-type: none"> • Refreshed platform knowledge and resolved technical challenges • Provided a space for teachers to share their successes, best practices and challenges with the group
Conducting demo lessons- 09	<ul style="list-style-type: none"> • Increase in comfort level of the teachers observed. • Teachers obtained clarity about the requisite structures and procedures.
Observing Tablet lessons- 46	<ul style="list-style-type: none"> • Understanding of on-ground implementation and challenges • Support provided to teachers on executing the blended model • Capturing of class level data
LFE - MFE co-visits- 05	<ul style="list-style-type: none"> • Teachers got more inputs and feedback on execution of blended model. • Better understanding of Nalanda Team regarding the on-ground challenges. • Collective brainstorming on the on-ground challenges and finding solutions to them.
Syncing servers in all 5 schools	<ul style="list-style-type: none"> • Retrieving data for the tab classes.
Withdrawing inventory from schools	<ul style="list-style-type: none"> • Concluding the pilot of the Tablet based learning program

Tab Classes mark an increase in January and February



Above: graph showing number of Tab classes scheduled, conducted and observed

The above graph shows the number of tab classes that were scheduled, conducted by teachers and observed by LFE team members. This was an important part of the intervention as teachers were still getting accustomed to using technology as part of their teaching-learning process. As the graph shows, the number of classes independently led by teachers have increased in the month of January and February. Regular follow-ups helped teachers be more confident and independently lead classes.

HMs as major stakeholders

This year as the on-ground team and project structure changed, there was a need felt for someone within the pilot schools to take ownership and push the functioning of the Nalanda Project in schools consistently. Therefore, a decision by both the partners was taken to delegate this responsibility to HMs of the school. This decision was taken keeping in mind two major factors:

1. The authority that HMs have to review the functioning in their schools
2. As HMs had already observed the program in the last academic year in their schools, they knew the expected outcomes.

The on-ground team held meetings separately with each of the HMs to set structures and expectations. They also organised a combined meeting for all the HMs so that the HMs could be well aware of the program and could help and guide the teachers.



(Above: HMs undergoing orientation for the Tab class program)

In-school support to teachers

The in-school support was very rigorous and a lot of hand holding was done at the beginning of this academic year. This was important to guide and coach teachers on how to conduct tab classes as well as set structures in the classroom. Since the project requires working with a blended model, it was very important to give demos to the teachers as well as boost their confidence by co-executing classes with them. One of the most worked upon area was getting teachers habitual to using technology.

The in-classroom support was done through:

1. Demo lessons
2. Co-executing classes
3. Co-planning time table for tab classes
4. Setting structures in classroom to ensure the smooth functioning of tab classes eg. rules, procedures in class
5. Observation and feedback

The above activities really helped the teachers to be comfortable with technology and making consistent efforts to engage students.



(Above: Teacher assisting students during Tab class in grade 6, Indira Gandhi Model school)

Co-visits by partner and LFE team

The Nalanda Team did a few co-visits this year to understand the challenges in the classroom as well as to push the rigour with the on-ground team and teachers. As the Nalanda Team had been running the program in other schools since a few years, both the teams thought it would be better to conduct co-visits so that more in-depth observation debrief is possible with the teachers.

“LFE team member has me become comfortable using technology. Classes were conducted because of their support and follow up.”

– Teacher from one of the Model Schools

–

Key learnings in this academic year

- **Criteria for selection of pilot needs to be defined**

The selection of schools for pilot implementation was done in a randomised manner because of which the team struggled to set some basic expectations and get basic level work done. It is important to have basic criterias set for selecting schools for pilot. For example in this initiative, criteria like comfort of teachers with technology, availability of teachers and HMs in the school could have been relevant and appropriate.

- **Expectation setting and planning at the start of academic year helps in steering the initiative throughout the year**

Owing to challenge 1 in the above section, it is suggested that the minimum expectations should be discussed with the school HM and teachers at the beginning of the year. For eg. The minimum number of Tab classes should be decided keeping in alignment with the school calendar. Quarterly revisions to this plan should be made to accomodate for shift in monthly expectations.

- **There is a need for difference in quality of content depending on medium of instruction**

Owing to challenge 2 in the above section, it is suggested that content should be created in the language of usage (in this case Marathi) instead of a direct translation from English. This will also help contextualise the content to the environment of the Marathi/Regional medium classrooms. Students should have access to content from all grades. Since a large number of students are not at grade level this will enable them to revise the content they have not mastered.

- **Consistency in communication between partners makes it easier to work on challenges**

Throughout the year, one thing that was followed-up and carried out consistently were the LFE-MFE monthly calls. Out of the planned 11 calls, 100% of calls were carried out. The calls led to decisions like conducting co-visits, having a unit meeting. These calls helped both the teams to understand the on-ground situation as well as align the expectations between the two teams.

Major challenges faced

- **Unavailability of teachers and HMs**

In 4 out of the 5 schools, either one of the HMs and teachers of grade 6 & 7 were on a long leave ranging from 15 days to a month at various points throughout the year. This resulted in inconsistency in delivery of tab lessons and filling of the weekly forms. This also made it difficult for the LFE and Nalanda team to follow up and monitor the progress in-classroom. Coupled with back to back school level events and examinations this left few working days to implement the programme.

- **Difference in rigor of content and student knowledge**

Delay in updating the content of grade 7 and certain content level issues made it difficult for the teachers to conduct their classes smoothly. Post the content update teachers reported incomplete translation of the sub-topics and although this issue was resolved after bringing it to the notice of the Nalanda team, it did result in loss of instructional time for Grade 7. In addition to issues such as images not loading and question errors the teachers from both the grades felt that the content was misaligned with the level of their students. The questions in the platform were of a higher level than what their students were at times demotivating the students to continue.

- **Two tabs misplaced in school**

Lack of a proper structure and periodic checks led to misplacement of one tab each from School 161B and School 55G. At 161B school this was addressed seriously by the LFE-Nalanda teams. A co-visit of both the teams to the school was also arranged up to set expectations regarding the same with the HM and the teacher which resulted in the design of specific structures to check such incidences in the future. Since the misplacement at 55G school was discovered at the end of the Academic year such measures could not be taken.

SYSTEM INDICATOR #4 : SCHOOL LEADERSHIP

Education for All Global Monitoring Report 2015⁵ talks about the importance of school leadership in the education system. The report is an overview of school leadership from the standpoint of improving the quality of teaching and learning, outlining, in particular, the main trends in the 2000s and subsequent developments. A lot of theories mention that affecting education could be solved by School Leadership.

The report highlights that School Principals are usually overburdened administratively, have no time for more educational tasks and take little part in decision-making. As a School leader, they have an important role to support the teachers in their development and improve teaching-learning practices. They have to take care of administration and also are the middlemen/women between management and teachers. In the 2000s the leadership debate focused on “what” (persons, structures, functions & roles) while interest currently focuses on “how” (practices and functions). The current trend is to stress that the success of school leadership lies in its influence on students’ learning achievements through action was taken by principals and teachers. It is therefore increasingly stated in the literature that principals must act to improve the professional development of primary and secondary school teachers in order to boost pupils’ scores. Good management by the principal is of itself insufficient; the principal must also foster opportunities for good learning achievements by students.

With these insights from the report and the experiences from the Model school project over the last 2 years, LFE team’s focus was on setting the culture of peer learning across 13 model schools and push the HMs to independently lead the process and structures set in the schools. Goal was to develop each of these HMs on the HM development rubric and establish the platform of Peer-learning circles and culture of sharing best practices across Sahyogi group and HMs from Model schools.

Table 4: Summary of the project explained through Inputs, Outputs and Outcomes

ACTIVITIES	INPUTS	OUTPUTS	OUTCOMES
Peer learning circles (PLCs) by ISLI	Annual plan submission by ISLI for PLCs	3 PLCs executed by ISLI <i>(Average ratings 2.1 out of 4 on satisfaction scale*)</i>	84 staff meetings conducted by HMs
Cultural sessions by LFE team	Cultural workshop planning by LFE team	4 culture sessions by LFE team 1 Exposure visit by LFE team <i>(Average ratings 4 out of 4 on satisfaction scale*)</i>	73 school walkthroughs with LFE team 105 school walkthroughs independently by HMs

*FGDs conducted by LFE team

⁵Education for All Global Monitoring Report 2015
<https://drive.google.com/open?id=13kqUUfoKxlaU9arvEnKZWtyGJBFCmB8S>

HM professional development

- **Peer learning circle (PLCs)**

15 HMs from Marathi and Urdu Model schools have been a part of ISLI Fellowship program for the last 2 years. In this year the focus is to get the HMs to continue the practices they have been following for the past 2 years by organising Learning Circles and push the HMs to facilitate these sessions. ISLI organised 3 PLCs throughout the year (one for every quarter). The topics of discussions in the learning circles were brainstorming on effective ways to increase community participation, peer coaching, conflict resolution, child safety and preparing students for 21st century skills. Before every PLC, ISLI team would spend time with selected HMs and help them in co-facilitation of the sessions.



(Above: LFE team opening the first PLC sessions for all Model School HMs in 2018-19)

- **Cultural sessions by LFE team**

Cultural sessions organised by LFE were focused on strengthening the HMs to conduct effective staff meetings using creative ways, create spaces to share the best practices between Sahyogi and HMs, conduct exposure visits and build the knowledge to be effective leaders in the system. HMs were a part of the Beginning of Year conference and Mid-year conference with the Sahyogis. Additionally 2 culture sessions were organised for the HMs by LFE team. During the month of February Model school HMs and few officers visited the Avasara Academy, Lavala, Pune. The idea was to give the HMs an exposure to a high performing school in order to understand the efficient school structures and processes. The exposure visit comprised of understanding Avasara Academy vision, classroom observations, debrief and panel discussion with teachers and parents.

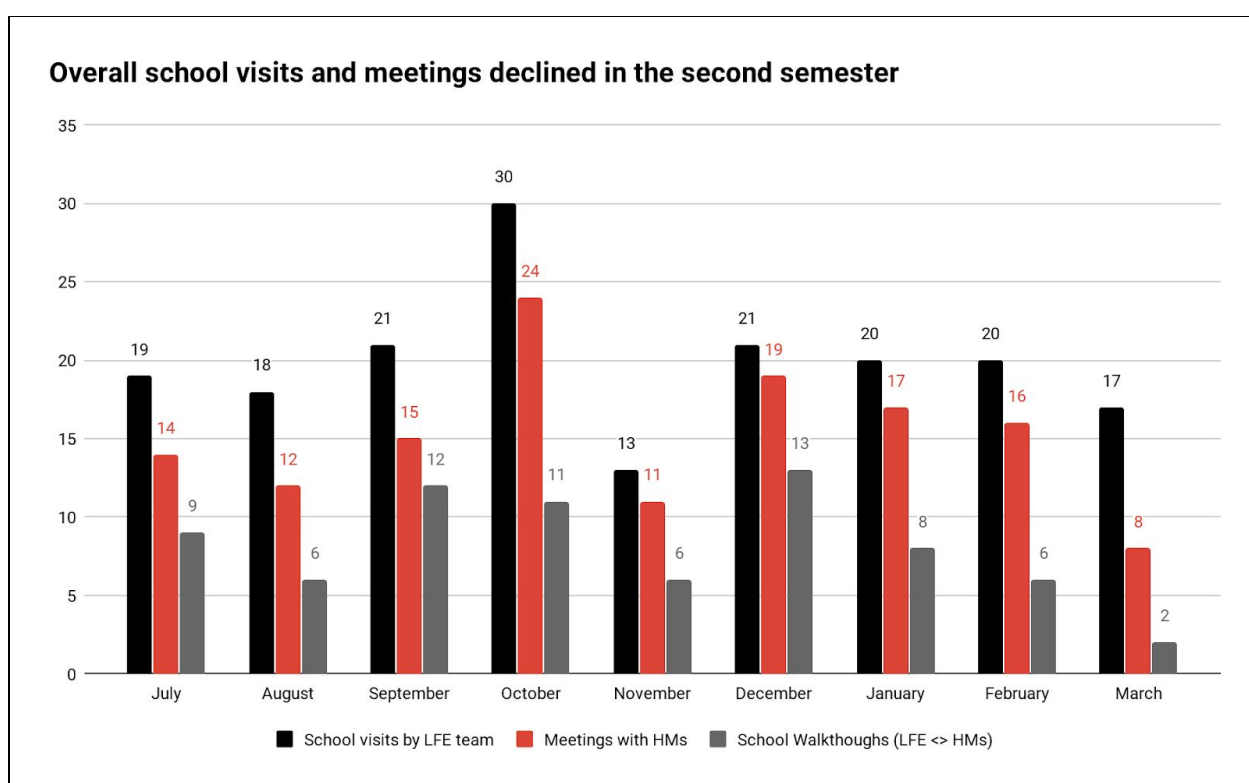


(Left: HMs, PMC officers and LFE coordinators along with Avasara staff members)

- **School level support provided by LFE team**

LFE team members focused on supporting HMs from Model schools on 5 big domains - creating a vision for their school, leading teaching-learning practices, leading people (teachers and support staff), leveraging eco-systems and leading self (being a reflective practitioner). Following charts shows month-wise split of the number of visits done by LFE team, (planning) meetings done with HMs and school walkthroughs done with HM.

Objective of the school visits were to support HMs to plan and organise effective staff meetings, regularise PTMs/SMCs, organising annual student showcases, finalise the SIDP (School Improvement and Development Plan), co-observations with HMs, doing school walkthroughs, debrief conversations with HMs and supporting HMs and school team in any other school priorities.



(Above graph shows the number of school visits by LFE team, meetings conducted with HMs and combined school walkthroughs by LFE team in 13 Model schools in AY 2018-19)

Key learning from this academic year

- **Being focused on specific individuals in a systemic change project has high probability of risks**

One of the high-performing HMs (who was an in-charge till August 2018) received a promotion and was transferred to another non-model school and received a new HM. Whereas more 3 schools received a new HMs and the in-charges were relieved of their dual duty. With the work done in the last 2 years, heavy focus on 13 HMs/in-charges made the school dependent on them. It was observed that the over the past 2 years, project focused on individual capacity building and setting of process and structures were dependent on individuals running rather than getting the entire school team to run.

Major challenges faced

- **Teacher or HM transfers in the middle of the academic year leads to disturbance in the classroom and at a school level**

With the work done in the last 2 years, heavy focus on 13 HMs/in-charges made the school dependent on them. With new HMs, the dynamics and the work had to begin from the start. Transitions led to multiple trial and errors to ensure the processes set by earlier staff was effective and useful as it was meant to be. New staff members came with their set assumptions and the traditional way of operating in the system. This led to delay in on-boarding of the new HMs/in-charges and additional time spent in their capacity building.

SYSTEM INDICATOR #5: MONITORING IN EDUCATION

Monitoring and Evaluation is one of the key system indicators to understand the health of a system. According to UNESCO, sustained development hinges on the good governance and accountability. In order to achieve this, stakeholders look for evidence based decision making. Moreover, the involvement of all stakeholders in M&E process increases the ownership among stakeholders.⁶

In this program, monitoring and evaluation allowed us for continuous course correction and evaluating if the program is moving towards the intended outcomes. Thus, a structured monitoring and evaluation strategy has helped in keeping the program on course and allows for making changes in line with the changing nature of the environment in which the program operates. This has helped LFE team to be more mindful to design all the tools necessary to show the impact. LFE planned activities with respective government stakeholders to help them see the impact of the work.

Table 5: Summary of the activities undertaken for Monitoring and Evaluation

Activities	Outputs
Sahyogi Central Review	<ul style="list-style-type: none"> 6 central reviews conducted over the last academic year. On-going evaluation of the group's performance Sahyogis share their work with the officers. All sahyogis who responded to the End of Year survey reported central reviews to be useful.
Sahyogi Cluster Review	<ul style="list-style-type: none"> 20 cluster reviews were conducted over the year. 100% attendance by sahyogis attended AAOs attend review meetings 19 out of 20 times. Cluster reports were presented and discussed 90% of the time. Most of the sahyogis stated that more of such reviews must be held.
HM Reviews	<ul style="list-style-type: none"> 3 reviews were conducted by the Project Head and the DAO, PMC. The HMs presented data around enrolment, number of classroom observations and walkthroughs. Provided a space for the HMs to share their concerns with the project head.

⁶ Designing Effective Monitoring And Evaluation Systems For Education 2030: A Global Synthesis Of Policies And Practices (2016), UNESCO
https://drive.google.com/file/d/1d0VDM04AGunbaFwxXLSf7czmv_g_wkrz/view

Rubrics	<ul style="list-style-type: none"> Targeted support to the sahyogis. Half yearly mapping of the sahyogis on the rubric leading to identification of high performing sahyogis
Saksham Survey	<ul style="list-style-type: none"> 267 teachers responded to the survey. Provided critical insights around the areas of development for the project. Gave a better understanding of the reliable components of the intervention.
Sahyogi FGD	<ul style="list-style-type: none"> Collection of 36 data sets from across the city, which were further analysed to gather precise, data backed information about the project. Helped identify essential themes which are to be focused on in the upcoming year.
Teacher Training Feedback	<ul style="list-style-type: none"> 3000 teacher responses were collected over 5 trainings.

Structure of review meetings

- Sahyogi Central Review** - At the end of every month, the project officer conducted a central review meeting where the Sahyogis shared the frequency and quality of the work done in the previous month. The structures allowed Sahyogis to share their work with their peers and for the officer to evaluate the progress of the program regularly.
- Sahyogi Cluster Review** - At the beginning of every month, cluster assistant academic officers (AAOs) conducted a cluster review meeting, where the Sahyogis shared the frequency and quality of the work done in the previous month. The structure allowed Sahyogis to share their work with the officers and for the officers to evaluate the progress of the program in the cluster regularly.
- HM review** - Every month, an HM review was conducted by the project officer where, along with trainings for HM, a formal report was presented by the HMs which outlined the progress of several predefined parameters. These included numbers of walkthroughs, number of classroom observations conducted, enrolment, number of SMC meetings and progress on SIDP goals. The structure allowed the HMs to learn from one another and hold each other accountable for the work.

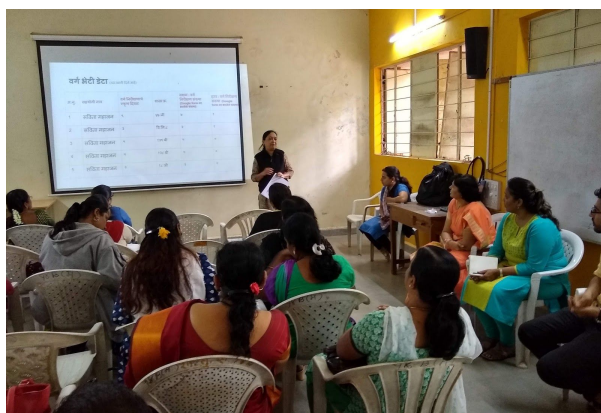
Designing of Rubrics

- To map the skills of Sahyogis and the progress towards a goal, a Sahyogi Development Rubric was created and deployed. At regular intervals, Sahyogis were mapped on the rubric, which allowed for providing targeted inputs based on each Sahyogi's need. Adherence to the rubric also helped monitor the progress of each Sahyogi's skill throughout the program.

- An HM Development Rubric was used to map the skill and progress on the same skills over the course of the program. The rubric allowed for targeted intervention in the schools and monitor the growth of HMs.

Process for collecting feedback

- Saksham Survey- To ascertain the efficacy of the Saksham program in the city, a feedback survey was rolled out to the entire city. This step was taken to evaluate the usefulness of the remedial program and to understand the response and needs of the primary stakeholders. The inputs were collated and used to design changes in the plans for the next year
- Sahyogi FGD - At the end of the year, FGDs were conducted in 36 schools across the city to evaluate the onground work of the Sahyogis. The aim was to get first-hand feedback about the performance of Sahyogis throughout the year. The goal was also to identify the strengths and areas of development for the program.
- Teacher training feedbacks - At the end of each cluster training, a teacher training feedback form was used to understand the response of the participants. The feedback allowed to monitor the quality of training continuously and helped in course correction when necessary. Planning meetings and discussion meetings were held keeping feedback at the centre. The feedback received, helped change the structure of the trainings in constructive ways. For instance, a major area of focus that came out was 'teacher engagement and content relevance'. This was thoroughly worked upon by the Sahyogis and helped make trainings more relevant for the teacher cadre.



(Left: Sahyogi Savita Mahajan presenting her data at central review. Right: Project head, AAO Shilpakala Randheve addressing the Sahyogi Dal at the central review)

Key learning from this academic year

Over the course of the year, based on experience, following key areas were identified as important:

- **Building officer investment** - One of the key learnings over the last year was the necessity to build officer investment at a cluster level. Building strong relationships with the cluster officers (AAOs) aided in strong implementation of the program. A strict reliance on a top down approach makes it difficult to monitor cluster level work and a strong buy-in from the cluster level helps keep the stability of the program on the ground.
- **Regular feedback structures** - A consistent feedback structure, such as central review and cluster review, helps compare and analyse trends over a long period of time and helps understand the areas of development and areas of growth. The areas of development further help formulate goals in real time basis, and areas of growth help provide fodder for celebration, culture building and appreciation.
- **Large scale feedback structures** - Large scale feedback mechanisms such as the Sahyogi teacher training feedback and the Saksham survey, help understand the opinions of the primary beneficiaries of the programs and allows the program to be changed constructively. Large scale opinion polls and surveys help ascertaining the usefulness of programs and allows a representative voice to emerge.
- **Large scale data collection** - Large scale data collection on a monthly basis, allows to make real time performance evaluations and help identify areas of support for each stakeholder. Having such a data set also allows for making evidence based recommendations to decision makers and helps in stronger persuasion.

Major challenges faced

- **Resource constraints:** Given the resource constraints, a mid-year model school FGD was not conducted, thereby reducing the data points that could be used for course correction.
- **Maintaining consistent feedback formats:** Post the push back from the teacher union representatives in October- November 2018, the monthly sahyogi teacher training format had to be changed to match the structure provided by the state. This led to a change in the feedback data that was collected and hence, yearly trends were not identified.
- **Irregular cluster reviews:** Given the lack of investment from some cluster officers and their unavailability, cluster reviews were not conducted in all clusters regularly. This led to challenge around holding Sahyogis in some clusters accountable for the work.

PEOPLE

Key Stakeholders

Shivaji Adhagale (AAO, Ghole Road cluster, PMC)



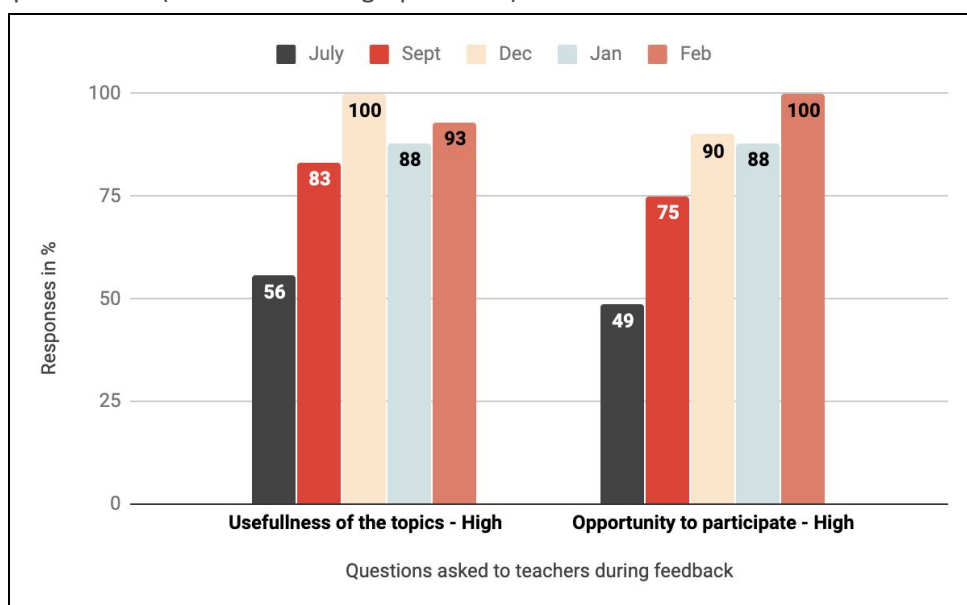
(Above: Adhagale sir (first from right) presiding over a cluster review meeting)

In the previous academic year, the AAO of Ghole Road cluster Mr. Shivaji Adhagale, was a supporter of the work of the Sahyogis in his cluster since the start of the project but did not take the initiative to engage with their work at a deeper level. This year with increased efforts by both the Sahyogi and the LFE team there was a marked change in the level of involvement by Adhagale sir in the day-to-day work of the Sahyogi on ground. He was always available on call and made sure that he is giving time for in person meetings. Of these 3 were back to back monthly cluster review meetings in the second half of the year which were attended by the Sahyogi, Cluster Supervisor, LFE member and DIECPD resource person. In each of these meetings sir would be prepared with questions based on the monthly cluster data report shared with him and take a keen interest in understanding the ground level challenges faced by the Sahyogis. He would ensure that the group is collectively taking responsibility of finding solutions for the problems and chalk down the next steps from the meetings. He began visiting schools and the training centers as these were the points of focus that came up during the meetings. This shift in his involvement greatly motivated the teachers as well as the Sahyogi.

Santosh Jadhav (PMC Shikshak sahyogi)

Santosh Jadhav has been working as a Sahyogi in Dhole Patil cluster of PMC since the beginning of the project. Throughout the last 4 years he has been very sincere and hardworking. As the LFE team began its work with him this year, his excitement in training and classroom observation implementation was high. However he was a little bit demotivated unable to see any success in his work. At the cluster level, the alignment between all the stakeholders also seemed low. The LFE team decided to work more closely with him to show him the smaller successes of his work.

Shikshan Parishad came in as an excellent opportunity for him to work toward a focused cause and bring in the stakeholders together. With the support of the LFE team he began the planning for the shikshan parishads. Santosh Jadhav sir showed improvement in each of the shikshan parishads. His planning and facilitation skills improved the most. This was evident from the session plans he created; every session plan became more and more detailed (The image below shows his planning). This consistency and ability to reflect has helped him improve. As a result his sessions in the shikshan parishad became more engaging and useful for the teachers. The teachers also shared that they got to learn a lot from the shikshan parishads. Percentage of teachers rating the 'usefulness of topic' as high has increased from 56% to 100% from July onwards. Similarly exponentially increase has been noticed in the 'opportunity to participate' parameter. (as shown in the graph below)



(Above graph shows teacher feedback on two of the questions in feedback form after every teacher training in Dhole Patil cluster)

Feedback for the
13/12/2018 Review meeting
to weekly objectives.

OM
14/12/2018 Planning meeting with Santosh Jadhav Sir.

10:45-11:00 -
11:00-11:30 - वीचन - प्रस्तावना - 10 mins
अनुमोदन - 5 mins
प्रस्तावना - 3 mins
अनुमोदन वीचन - 10 mins

11:30-12:00 कार्यवाही आकरोण

विशेष - 3 mins
अनुमोदन - 8 काठ, वीचन, निगा - उपरोक्त
Print / अतिरिक्त - आकरोण

निगा आकरोण अकरोण - आकरोण / वीचन
विशेष अकरोण - Presentation

अकरोण Discussion - 5 min

Presentation - 5 min each.

Agenda

10 min Opening → agenda (on board), निगा, अकरोण

50 min कार्यवाही आकरोण

10 min L निगा विरोध अकरोण - काठ अकरोण आकरोण अकरोण
10 min L अकरोण अकरोण - काठ अकरोण अकरोण
10 min L निगा विरोध अकरोण अकरोण अकरोण अकरोण
अकरोण अकरोण - अकरोण

10 min L अकरोण - उपरोक्त (10 min - अकरोण, 10 min - अकरोण)

30 min अकरोण

5 min L काठ अकरोण अकरोण अकरोण अकरोण अकरोण
अकरोण अकरोण (5 min)
अकरोण अकरोण अकरोण अकरोण अकरोण (10 min)
10 min L Presentation

(Above: Improvement in the details of the planning done by Santosh Jadhav sir)

Sunanda Hande (PMC Model School HM)



(Above: Hande ma'am (right) conducting a SMC meeting)

Mrs. Sunanda Hande is the HM of Shamrao Barate PMC School No. 161B. When the school was selected for the Model School Project in 2016, she was one of few HMs who was very focused on her goal of improving the enrollment in the school.

She consistently focussed on various structures like regular SMC meetings, holding various competitions for kids in school and inviting the parents and also holding competitions for parents so that they come to school more often. This helped her in engaging with parents and showcasing them the positives of the school which led to parents talking highly about the school in their communities. Her efforts lead to an increase in enrollment as more parents wanted to enroll their children in her school.

While this was one gradual process, she also made sure that any success of the school or any event of the school gets enough publicity so that the school remains consistently in good books of the public at large. She also made sure that the teachers are conducting the yearly surveys and physically going in the communities to create awareness around the school and its successes.

All of this resulted in a **36.5%** increase in enrollment between March 2018 to March 2019. At a time where a lot of regional medium government schools are struggling to maintain minimum enrollment, Mrs. Hande has surely set an example and proved that all it takes is consistently moving towards the goal and trying everything possible to achieve that.

Team



(Above: PMC education transformation initiative team 2018-19)





Team Review meetings	Team Check-ins	Team culture workshops
8	8	9

This academic year the team put a high emphasis on building strong internal team culture and following internal structures and processes consistently and with high rigour. The structure of team reviews and check-ins was designed with input from all the team members and was followed throughout the year. These team meetings were an important space for the team to support each other, keep the team on track and also worked as a learning space. Both the team check-ins and the internal culture building sessions were conducive to the growth of collective knowledge pool of the team. These spaces also provided a platform for the members to practice their planning and facilitation skills. Additionally these meetings enabled the members to work together closely, build strong working relationship and a comfortable space for the members to voice their challenges and seek motivation. The consistency with which all the internal structures were followed were key in enabling consistency with the project structures.

“Working in the PMC Education Transformation Initiative team has been a great experience. Looking back I feel proud about the work we have been able to accomplish as a team. The work on-ground with the Sahyogis, Model School HMs and officers was exciting and full of learning. The team support structures has helped me personally to grow.”

- LFE team member

PARTNERSHIPS

Partners	Nature of Partnership	Partner Since	Work Done
QUEST 	Content & Training partner - Marathi & Mathematics (Model School & Sahyogi Dal)	2016	<ul style="list-style-type: none"> Sahyogi training - Saksham (Maths & Marathi) - 7 days Model school teacher training - Ank & Lipi (Grade 1 to 3) - 6 days Model school teacher training - Saksham (Grade 4 & 5) - 6 days Model school teacher support visits- 82 days* Sahyogi co-observation visits - 82 days
Anjali Gokhale and Vidya Ghugari	ECE content partner	2016	<ul style="list-style-type: none"> Balwadi teacher training - 13 days Coaching & mentoring support to Balwadi Sahyogis - 11 days Field support by sahyogis - 162 days
ISLI 	Technical partner (School Leadership) - Model school Alumni support	2016	<ul style="list-style-type: none"> Organized 3 professional learning circles - a platform for sharing and learning for HMs who have completed the 2 year school leader fellowship of ISLI
Motivation For Excellence 	Grade 6 & 7 educational technology partner (Model school)	2017	<ul style="list-style-type: none"> Conducted an orientation session for the teachers around the platform and the use of the tablets in the classroom Field support - co-visits
Limited Resource Teacher Training 	International teachers voluntary program	2018	<ul style="list-style-type: none"> 12 LRTT fellows (teachers from UK, USA & Mexico) spent three weeks in 5 PMC Model schools providing training and field support to the teachers

*Data available till November 2018

LOOKING AHEAD

Plans for Next Year

Institutionalisation of Sahyogi cadre in PMC

Sahyogi Dal was started with an intention to create teacher development and support structures in PMC. Over the last 4 years, Sahyogi as a position was created but not institutionalised. With the next two years, the project intends to support PMC to create an institute to support and develop teachers via Sahyogi model and HMs via existing officers. Based on the learnings from the exposure visit to Delhi, the importance of capacity building of teachers and HMs in system has been established, as a next step the work has to focus on making the project sustainable even after the exit of implementing organisation. As a part of that following are the key deliverables for next year:

- Passing of Government Resolution (GR) or Policy document in PMC to institutionalised the Sahyogi cadre along with their JD and reporting structures
- Content creation by Sahyogis in Marathi & Mathematics to reduce the dependency on different organisations for programs
- Focused inputs to bring the rigour in scholarship in PMC schools
- Focusing on HM development through officers. Implementing HM development plan through the officers at cluster level to have uniform structures and processes across all schools in PMC

ANNEXURE

QUEST-PCC project report

(<https://drive.google.com/drive/folders/0AKgBXmpSHoddUk9PVA?zx=8b66t1odk2a>)

Report of learnings from FGD

(<https://docs.google.com/document/d/129tNbvzHSZj06UbLtRLIKySQLIBOCUD6G0fRI7BuFjU/edit>)