End of Year Report 2019-20

Blended Teacher Professional Development

July'20 | Pune

महाराष्ट्र राज्य शैक्षणिक संशोधन व
प्रशिक्षण परिषद, पुणे.

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List of Abbreviations

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

Executive Summary

This document presents an overview of the Blended Teacher Professional Development project and the work done within the project with SCERT, Maharashtra, in the period, July'19 - June'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 that *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 requisitive 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' capacity building of the officers, i.e. by co-creating and coworking with them and professional development workshops
- **Designing and evaluating contextual blended models for teacher support**

The team was primarily 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 one year:

	English (RAA - A)	Maths (SCERT)	Social Science (SCERT)
Goals	- Scale up[1] - 40000 teachers - Cowork/co-create with 3 officers working on project	- Prototype-40 teachers - Planning for Mini-Pilot - Cowork/co-create with 2 officers working on project	- Prototype-40 teachers - Planning for Mini-Pilot - Cowork/co-create with 2 officers working on project
No. of teachers	20970	50	0
Key Outputs	- 496 mentors trained - 62% of enrolled teachers completed course - No. of officers co-worked with: 4	- Prototype implemented - Blended Process for training designed - **80** minutes content with 5 classroom videos and 4	- Blended Process for training designed - **120** minutes of content with 2 videos - No. of Officers

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[1] 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.

		animation videos - No. of Officers co-worked with: 3	co-worked with: 2
Key outcomes	**Mentors**: From baseline to endline, a growth of upto 59% has been observed **Teachers**: From baseline to endline, a growth of upto 30% has been observed - Average score of teachers was 85% on classroom videos rated by mentors	- Avg growth of 14% across 2 batches of teacher in knowledge (from baseline to endline)	N/A (prototype not implemented due to external factors)
Plan Ahead	**English (RAA - A)** - Integration of SEL for teachers and students into English Content **Pre Service/Research Dept.** - Induction of new joinee teachers on SEWB, 21st century skills, mental health, etc - Training program for teachers on doing Action Research projects **DIETs** - District level programs using radio, TV and offline mechanisms for students and parents via teachers		

In the last one year, the Blended TPD team has had some key learnings**:**

- Co-working with government officers results in effective capacity building and increased ownership
- Data based reviews help in increasing ownership and stakeholder engagement on the ground
- Support structures facilitated by mentors have a direct impact on the course completion rate of teachers
- A stable and and efficient LMS is non-negotiable to run blended trainings effectively at scale
- Content that involves classroom videos with contextual setting, and created by involving local representatives is highly appreciated and considered relevant by teachers
- The academic calendar for trainings must be planned keeping cognizance of conflict with other state/national priorities for teachers

The team in the new academic year is looking forward to working with the government on relevant initiatives that act as COVID responses for teachers, students and community.

Introduction

The Blended Teacher Professional Development (TPD) Project Team is working with government officers of Maharashtra, on building Innovative *'Teacher professional development and support models'* using technology, for benefitting the students in government schools of Maharashtra.

While doing so, the focus of the team has been

- to enhance government's ability to run subject specific teacher training programs in blended mode
- to explore the impact and effectiveness of blended approach
- to identify successful models or components for large scale training programs

Background

The teacher support and training programs in the government have been largely designed and implemented in a face-to-face manner. However, in the last few years, the government has started to acknowledge the challenges and limitations a face to face training has when aiming to provide quality inputs at scale. The challenges identified in the face to face trainings programs are:

Absence of peer learning opportunities

High Cost

Increased time spent by teachers outside classroom
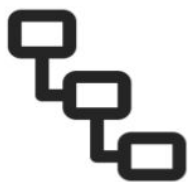
Cascade loss

Absence of provision to take the training again

Absence of personalised support for teachers

In 2018-19, RAA, Aurangabad also known as SIEM, was striving to think of ways in which technology can be leveraged in their training programs for teachers, since for one of their programs i.e. Spoken English, the demand rose to about 1 lakh teachers. Previously, in 2017-18, the training had been imparted to 25000 primary school teachers of English. This program was designed to impart pedagogical skills to teachers to enable their students to speak in English. In order to meet the rising demand of teachers, RAA wanted to scale effectively as well as mitigate the above challenges. Since purely self-driven online learning has

proven shortcomings[2], therefore in 2018-19, LFE initiated a collaboration with the government to explore new innovative methods of training and support for teachers that leverage technology at the same time retain the benefits of the human element that comes with face to face training. In the initial design phase, *Ekstep*, an organisation based out of Bangalore also contributed in the ideation. A prototype was tested with 40 teachers and 2 mentors followed with a mini-pilot with 600 teachers and 24 mentors where each and every lever at scale was activated to capture and iron out operational challenges. The results indicated that the blended model was able to address the challenges of face to face training and even received recommendations from teachers and mentors for future training. Thereafter, in 2019-20, LFE collaborated with two more departments i.e. Math and Social Science at SCERT for designing, testing new blended training models.

Approach

The strategy of Co-working and Co-creation is used to enable systemic change and increased ownership in the Government

The approach used by LFE's blended team revolves around providing proximate support to the officers by *co-creating* goals, designs, strategy and *coworking* with them at every step so that during the course of work and through various experiences gained, their capacities in terms of knowledge, skill and mindset are built.

Co-working and Co-Creation

1	2	3
LFE Models out processes, sharing requisite knowledge and skill.	**LFE shares equal responsibilities while co-planning, execution and evaluation**	**Officers independently work on designing, implementing, evaluating the processes with acquired skill.**
80 : 20	**50 : 50**	**20 : 80**

Ratio -> LFE's Support : Independent working

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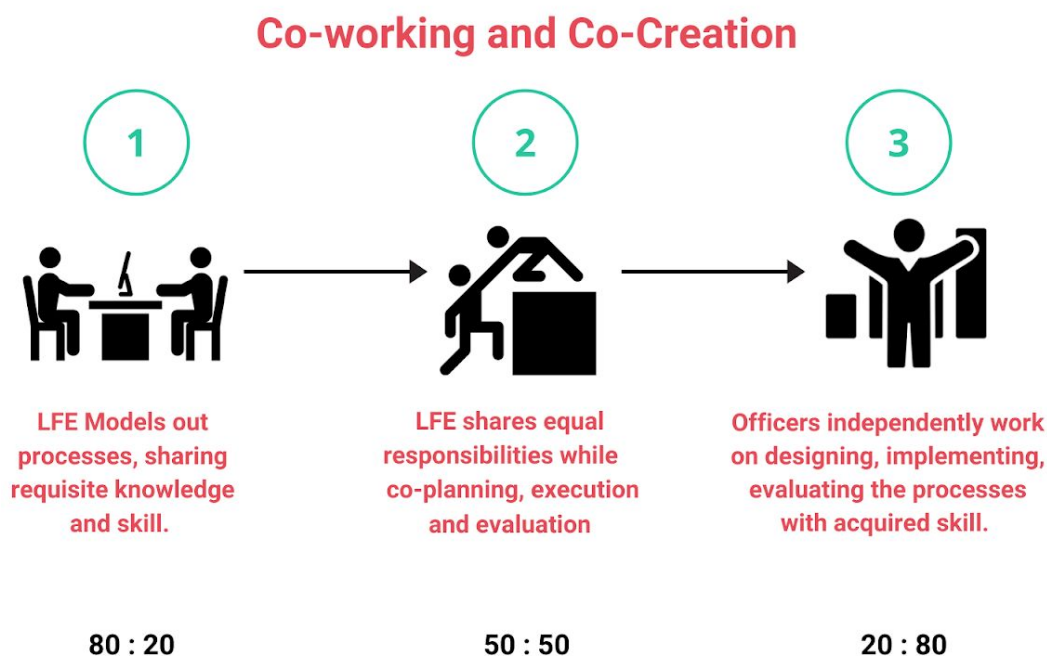
[2] The global average for course completion (Online Courses) lies between 7 % to 15 %.

This particular approach has been very promising as it has enabled Government Stakeholders to operate with high ownership and confidence leading to effective implementation of large scale programs. This also helps the team members build relationships and understand the everyday realities and challenges of the stakeholders whose capacities we need to build in the long term. Apart from co-working as an approach, there are formal structures too for capacity building known as Professional Development days.

Organisational Alignment

The project is in alignment with LFE's mission, i.e. to create low cost, effective and replicable models for teacher performance to improve student learning.

A brief description of the project alignment with LFE's mission and approach relating to support models for government stakeholders is as follows:

Low Cost

Blended models of training and support are consciously focussing in being lower in costs when compared with the traditional models of teacher training.

Effective

The traditional teacher training model comes with various challenges such as cascade loss, loss of instruction time, lack of flexibility, etc. Blended models aim to overcome all these challenges and additionally bring in benefits like peer learning.

Replicable

The project team is yet to work on defining the parameters or metrics for measuring replicability. However, consistent focus has been to create models that are scalable, both in Maharashtra and other states.

Response to COVID 19

By leveraging technology, the team has shifted the elements of in person engagement to virtual mode now. Whether it is having meetings with government officers or implementing workshops or conducting evaluation activities, everything has been adapted to suit virtual platforms. The current effort of the team has also been towards encouraging government officers in initiating new programs or plans relevant to COVID context and supporting teachers and students during lockdown.
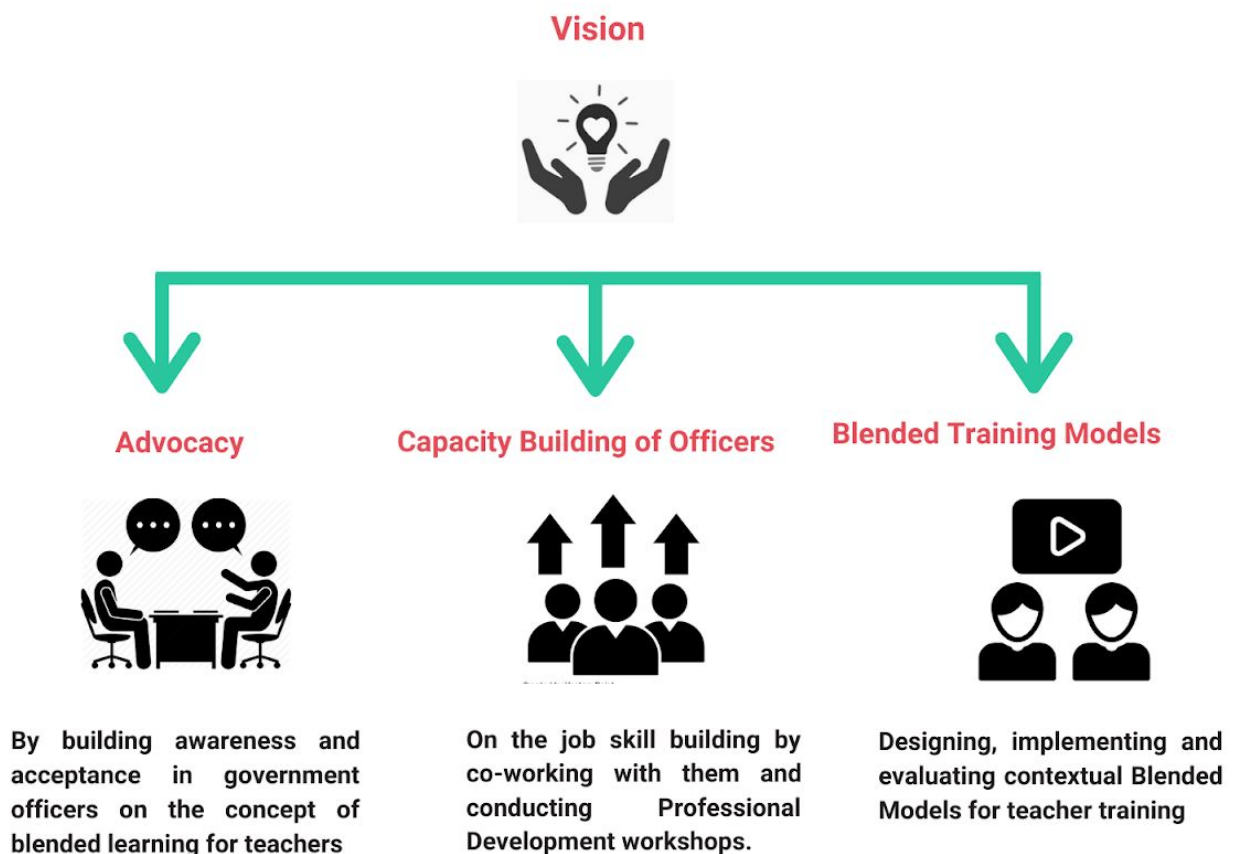
Project Goals and Workstreams

This section highlights the broad goals that the project team is working towards along with the approach that is required to achieve outcomes on these goals. The section also provides details on the workstreams, which highlight the purpose behind the approach and some background on the choices and decisions made for working on selected initiatives.

The Blended teacher professional development project envisions,

> 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 requisitive knowledge and skills to achieve higher student learning outcomes on national and State tests.

To reach this vision, a 3 pronged approach has been chosen which consists of the following workstreams

Vision

Advocacy

By building awareness and acceptance in government officers on the concept of blended learning for teachers

Capacity Building of Officers

On the job skill building by co-working with them and conducting Professional Development workshops.

Blended Training Models

Designing, implementing and evaluating contextual Blended Models for teacher training

Advocacy

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

The introduction of technology in aiding the face to face government teacher training programs is still in nascent stage in Maharashtra. Online teaching/learning content is being created and shared with teachers either in *Shikshan Parishads*[3] or in pen drives to be personally accessed by them for their own learning and awareness. Additionally, in some pockets of state, videos are being created and put on youtube to reach a larger number of teachers for imparting knowledge and skills, acting as reference material.

Since the awareness and understanding of both Online and Blended Models of learning are largely either absent or vague among both Middle Managers and teachers, with their actual experience limited to a few online courses delivered by central government or third party organizations. Therefore, the project has been taking consistent actions to invest in the decision making authorities through dialogues and discussions on the benefits that a blended approach holds. The project is using a *Blended Learning Adoption Framework*[4] with the aim of institutionalising the blended models of teacher support in the system. This framework has also been helpful in strategically planning our actions and measuring the progress on adoption by the government.

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
Strategy			
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
Structure			
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
Support			
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.

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[3] This is a state mandated monthly platform created for peer learning among teachers of both primary and secondary grades.

[4] https://www.researchgate.net/publication/242071777_A_framework_for_institutional_adoption_and_implementation_of_blended_learning_in_higher_education

Capacity building

The approach used by LFE's blended team in enabling capacity building of officers at SCERT and RAA, Aurangabad, is rooted in the best practices followed globally, which is a mix of organising Professional Development (PD) workshops and providing on the job support to officers while co-working with them on their programs (blended mode programs). The figure below highlights the same.

A. **PD Workshops**

LFE team in the Blended project has been focusing on formally conducting periodic Professional Development Workshops with the officers of the selected departments on skills, knowledge and culture aspects that are demanded by them or is the need of the programs run by them. This enables them to feel successful and motivated in their roles with the relevant exposure to new knowledge and skills.

B. **On the Job**

This is one of the most effective and promising methods of enabling capacity development in stakeholders. The core focus here is to co-work with an intention to enable the Government officers on specific programs they are heading, in this case- programs in blended mode, to run them efficiently. As an outcome, they gain valuable knowledge, skills and develop relevant insights for running effective teacher training and support programs which is one of the most important parts of their job descriptions.

# Blended Training Models (Designing, Implementing, Evaluating)

After working with English department headed by RAA, Aurangabad, till last academic year i.e. 2018-19, 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 departments were finalised to whom the project team committed to provide proximate support throughout the program. Overall, 3 departments received support in designing , implementation

and evaluation of contextual blended models for teacher support, as outlined below.

1 — **Upscale & Implementation of Blended Spoken English Program**

2 — **Design & Implementation of Nirantar Program Prototype**

3 — **Co-planned and Co-created Blended Learning in Social Science**

1. Upscale and Implementation of Blended Spoken English Program

After the successful implementation and completion of the Mini-Pilot(in AY 2019-20), the learnings were used to further strengthen the design of the blended model and prepare for the scale up. The goal set by RAA Authorities for 2019-2020 at the beginning of the year was to scale up in all 36 districts of the state and reach 45,000 teachers. The blended training model used for the Spoken English program is showcased below.
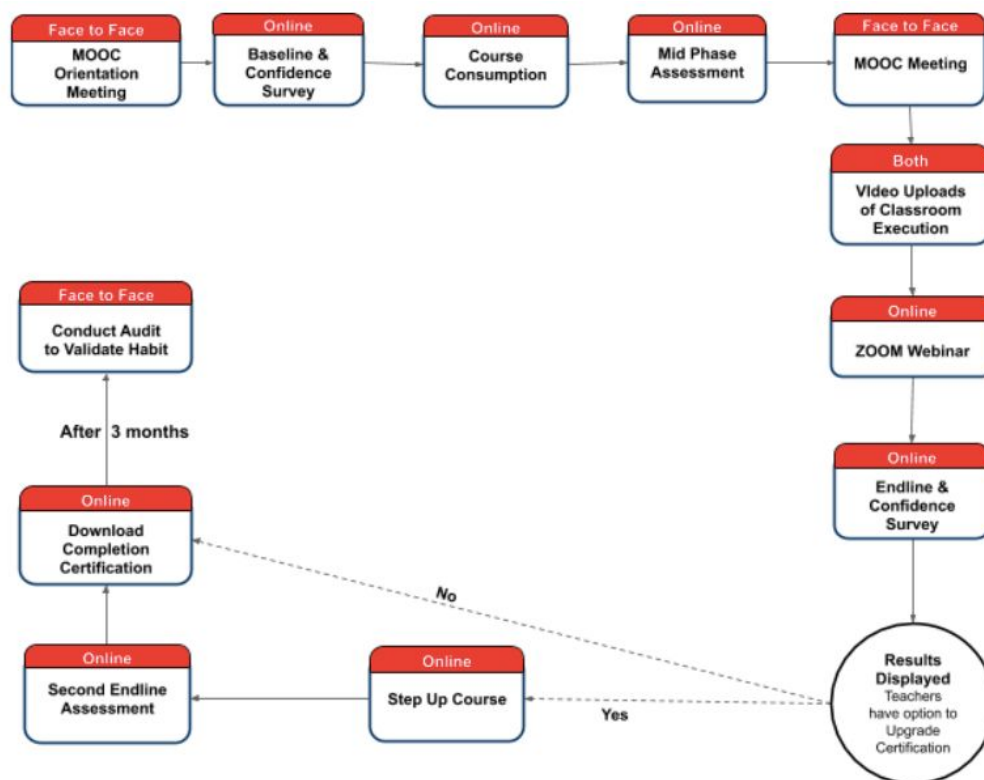
The Blended Process co-created with RAA, Aurangabad, used for scale up of Spoken English Program

## 2. Design and implementation of Math prototype - *'Nirantar'*

In the year 2018-19, a face to face training called *Ganit Sambodh* was conducted for the teachers of grade 3 to 5 in every school in all the districts of Maharashtra on basic math concepts which included concepts such as addition, subtraction, division, multiplication, etc. However, post training, there was neither any support structure or process established for teachers nor additional resources given for reference. Therefore, a need was felt , for providing some supporting material or program. The purpose behind the program was to help teachers revise their learnings and refer to content as and when they needed.

In order to accomplish the need, the department agreed to explore the blended mode of teacher training and support. The need to leverage technology was also felt due to budget cuts in the last two years, which made it crucial to design a cost effective method to do so.

Prototype: While designing and planning for the prototype, three key aspects have been the focus- Process, Platform and Content. The scope of the prototype was limited to 40 teachers and 2 Cluster mentors in a District. 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: At the beginning of the year, the plan was to do a Mini-Pilot too but due to administrative priorities, and resource constraints that had to be postponed to potential next year.

The blended model designs for Math have been shared below.
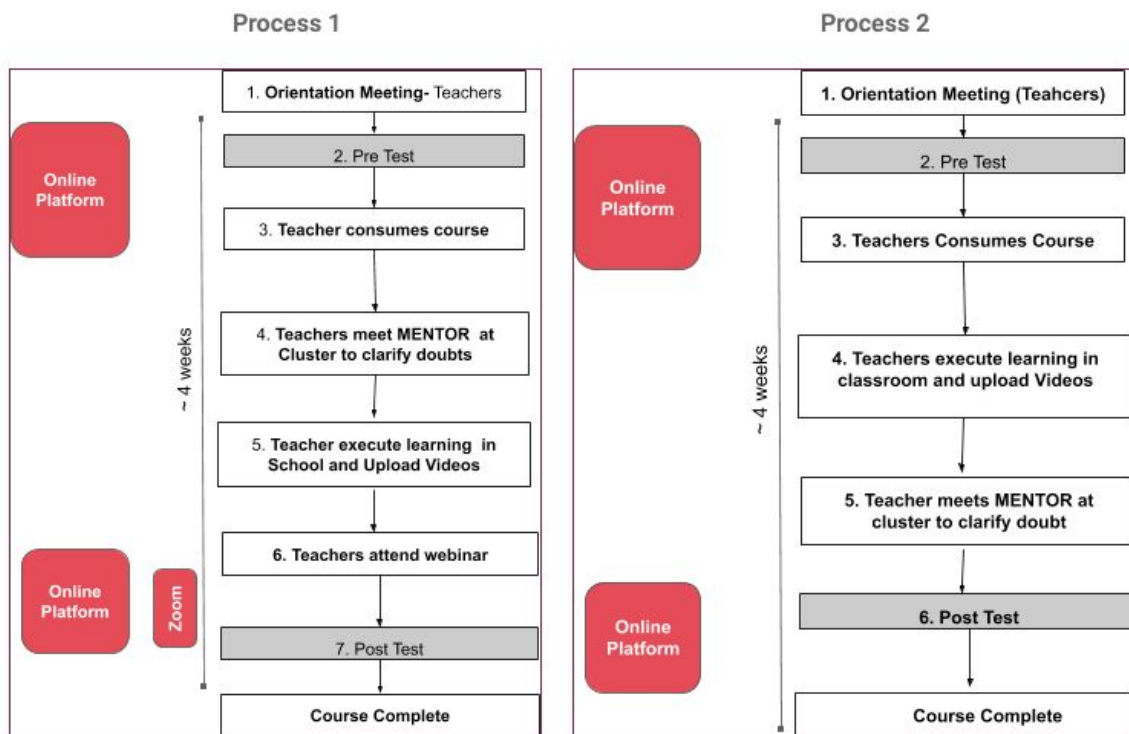
Blended training process Design co-created with Math Department for Prototype

3. Co-planned and co-created the initiative- Blended learning in Social Science

The reasons behind exploring blended models were the same as Math. The purpose was to overcome the challenge of high budget and sustaining quality at scale. Additionally, the focus of the training was to move away from content driven purely by textbook to that based on 21st century skills. The process to plan for the prototype was similar to math, except the fact that, due to major administrative and pandemic constraints, the initiative had to pause post content creation. Therefore, prototype and mini-pilot both could not be implemented.
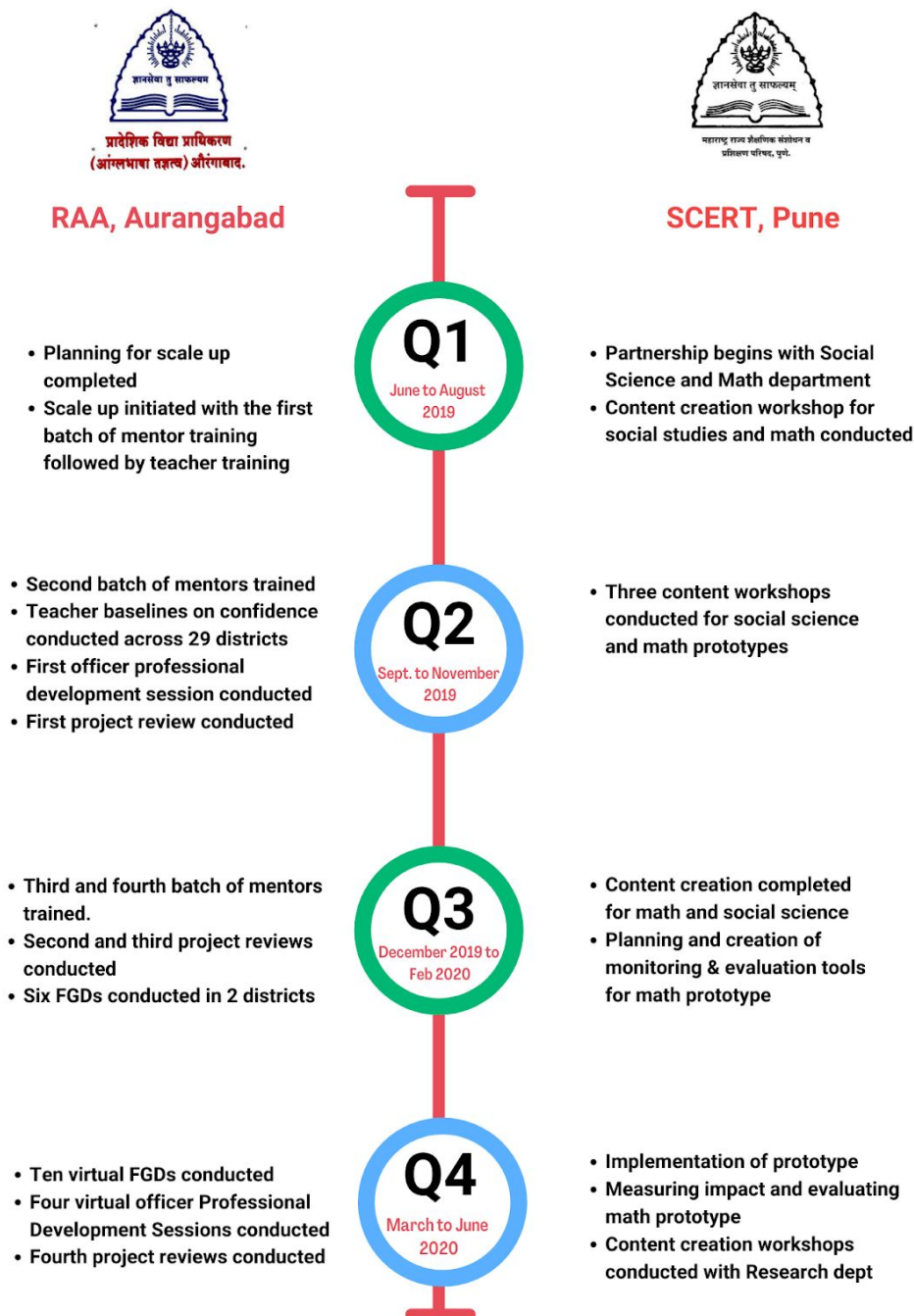
The blended process design co-created with the Social Science department is shown below.
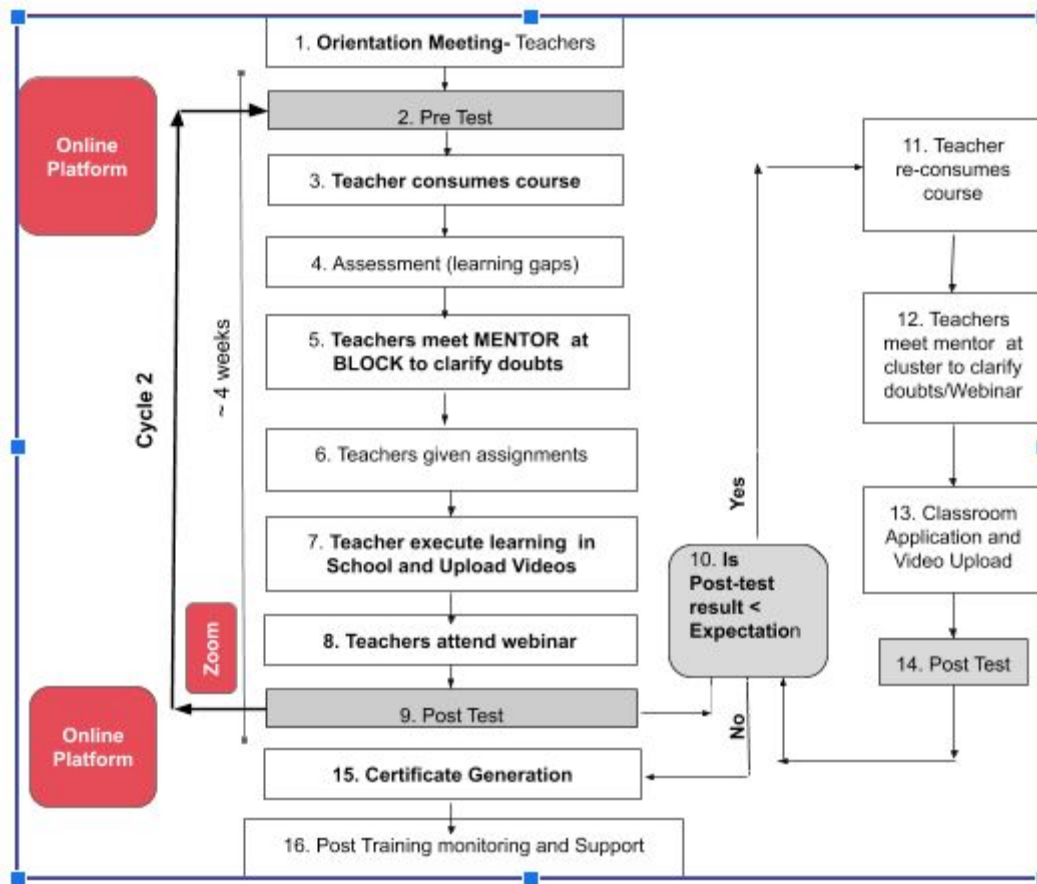
Blended training process Design co-created with Social Science Department

Timeline

The first quarter of the year began with planning, on scaling up of the previous programs and initiation of new partnerships to run blended training. In the second and third quarter, the effort was focussed on content creation for prototypes and implementation of specific programs at scale with consistent monitoring. Finally in the last quarter, a lot of effort was put into completing prototypes and program evaluations with the officers.
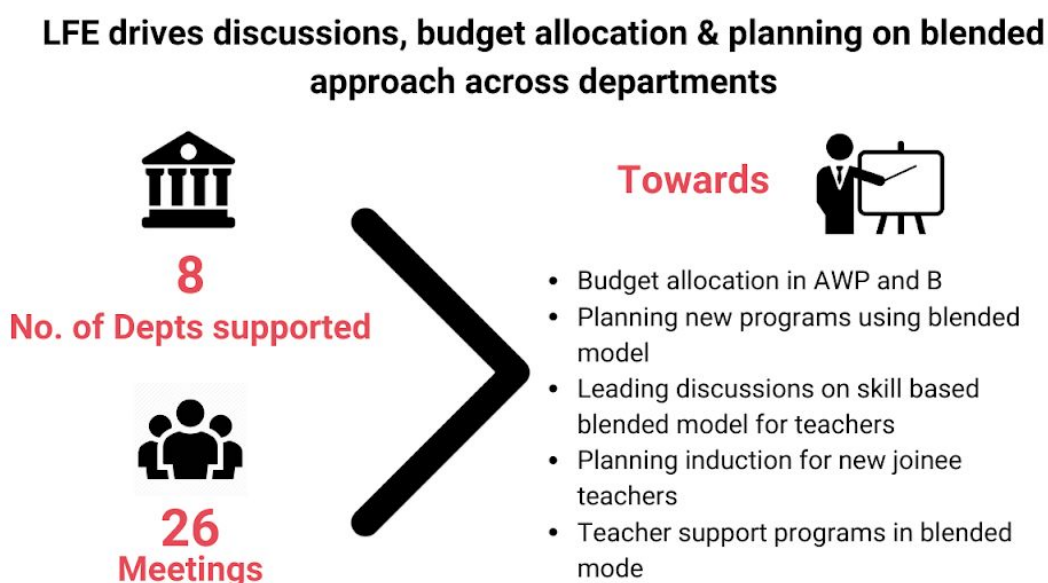
RAA, Aurangabad | SCERT, Pune

Q1 — June to August 2019

RAA, Aurangabad
- Planning for scale up completed
- Scale up initiated with the first batch of mentor training followed by teacher training

SCERT, Pune
- Partnership begins with Social Science and Math department
- Content creation workshop for social studies and math conducted

Q2 — Sept. to November 2019

RAA, Aurangabad
- Second batch of mentors trained
- Teacher baselines on confidence conducted across 29 districts
- First officer professional development session conducted
- First project review conducted

SCERT, Pune
- Three content workshops conducted for social science and math prototypes

Q3 — December 2019 to Feb 2020

RAA, Aurangabad
- Third and fourth batch of mentors trained.
- Second and third project reviews conducted
- Six FGDs conducted in 2 districts

SCERT, Pune
- Content creation completed for math and social science
- Planning and creation of monitoring & evaluation tools for math prototype

Q4 — March to June 2020

RAA, Aurangabad
- Ten virtual FGDs conducted
- Four virtual officer Professional Development Sessions conducted
- Fourth project reviews conducted

SCERT, Pune
- Implementation of prototype
- Measuring impact and evaluating math prototype
- Content creation workshops conducted with Research dept

Focus Area 1:
Advocacy

Advocacy: Inputs and Activities

The team has worked with the officers of three subject departments, i.e. English, Math and Social Science (all three at different stages in their program cycle[5]) by keeping the project[6] goal at the center, while simultaneously advocating the idea of exploring '*Blended models of learning*' for adults with other departments' heads at SCERT as well.

A few of the key efforts taken to invest the government and encourage them to prototype and innovate on the blended learning concept have been mentioned below.

LFE drives discussions, budget allocation & planning on blended approach across departments

8
No. of Depts supported

26
Meetings

Towards

- Budget allocation in AWP and B
- Planning new programs using blended model
- Leading discussions on skill based blended model for teachers
- Planning induction for new joinee teachers
- Teacher support programs in blended mode

Advocacy: Outputs and outcomes

As a result of the advocacy efforts taken by LFE at various levels of the government, there has been a significant momentum towards exploring and prototyping a blended approach which has resulted in LFE partnering with more than three organisations in testing, validating and scaling Blended models of teachers support. The summary is shared below.

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[5] Program Cycle here refers to the phases of Design and Planning, Implementation, Monitoring and Evaluation
[6] Project LFA can be accessed in the annexure.

Blended approach gains momentum among government stakeholders

Work orders
- RAA Aurangabad, Maths and Social Science dept. (SCERT Pune) issued a clear work order to LFE co-owning responsibilities

Budgets
- Budget allocation for a state wide blended program has been completed indicating an interest by the state in blended model training

Content & Training
- One video content piece shot with Science dept
- 120 minutes of content created for prototype with Social Science dept
- Induction training strategy document created with Pre service dept.
- 2 technical workshops conducted with Equity dept
- 90 minutes content created for prototype with Math dept

Design Programs
- Created blended process for action research project with Research dept and partnership finalized for Academic Year 20-21
- Created a blended process of training with Marathi dept

This momentum for blended adoption was tracked as per the blended adoption framework. Based on the beginning of the year (BOY) conversations and investment towards blended approach and end of the year (EOY) discussions and collaborations, **SCERT as an organisation shows a transition from an awareness/exploration stage at the beginning of the year to an adoption and early implementation stage by the end of the year, on all parameters, except for strategy**. The details of BOY and EOY status has been shown in the table below.

	Category	Stage 1 (BOY)	Stage 2 (EOY)
Strategy	Implementation	Individual officers/govt bodies implementing BL	Authorities implement BL with willing officers/govt bodies
	Definition and Policy	No uniform definition and BL policy proposed	Initial definition of BL proposed with tentative policy
Structure	Governance	No official approval or implementation system	Emerging structures primarily to approve BL courses
	Model	No institutional models established	Identifying and exploring BL models
	Scheduling	No designation of BL courses as such in official category	Efforts to designate BL courses under official category
	Evaluation	No formal evaluations of BL outcomes	Limited institutional evaluations of BL Outcomes
Support	Technical	Focus only on traditional classroom technological support	Increased focus on BL / online technological support for mentors and teachers
	Pedagogical	No course development process in place	Experimentation and building of a formal course development process

Progress made from Stage 1 to Stage 2 on the framework[7] for institutional adoption and implementation of blended learning

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[7]Complete framework can be found on page 15 of this report

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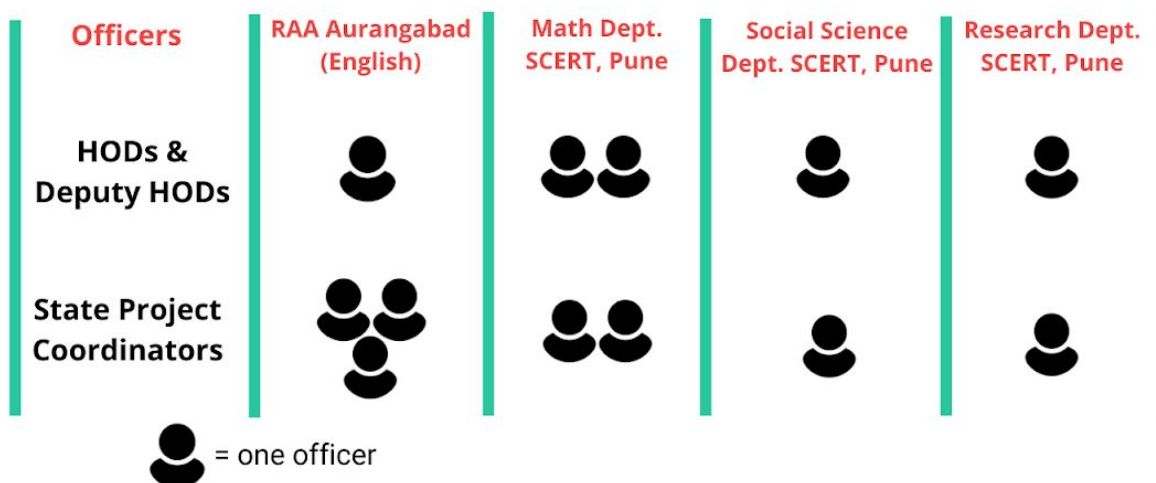
Focus Area 2: Capacity Building of Officers

Capacity Building: Inputs and Activities

The key actions taken by the team throughout the year to enable capacity building in officers has been shared below along with the scope and reach. These key actions are both in terms of Professional development workshops and 'On the job' capacity building activities.

1348

hours LFE Team co-worked with 12 officers throughout the year

Officers	RAA Aurangabad (English)	Math Dept. SCERT, Pune	Social Science Dept. SCERT, Pune	Research Dept. SCERT, Pune
HODs & Deputy HODs	1	2	1	1
State Project Coordinators	3	2	1	1

= one officer

RAA Aurangabad (English)

PD's	Officers	Overall Rating
5	19	4.4/5

*To view, these PD workshops, click **here** or scan the QR code*

Capacity Building: Outputs and Outcomes

9

Project specific M&E
frameworks created

2

Formal online content
creation processes initiated

10

Virtual focus group
discussions conducted

The above outputs are officer actions seen as a result of PD workshops and co-working meetings.
In terms of outcomes, the below data showcases the shift in behaviour observed throughout the year.

1. Confidence of project officers to run a blended program independently
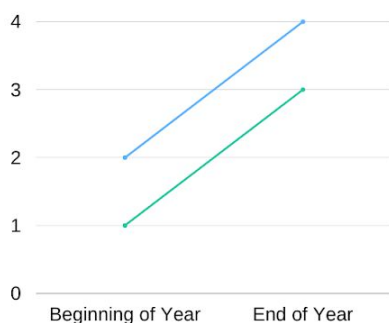
Mr Nisar Sheikh
State Project Coordinator

Dr Ujjwal Karawande
HOD of English - RAA Aurangabad

1- not confident at all 4 - extremely confident

To hear Dr. Ujjwal Karawande share his experience of M&E in the Spoken English program, click **here** or scan the above QR

2. Practices adopted by Government Officers as a result of co-working

50+
Monitoring & Evaluation Visits
across the state of Maharashtra

30+
Dry runs
conducted

20+
Debriefs after
training

10+
Data Based Reviews
conducted

	RATNAGIRI	Spoken English MOOC		Total Teache
Block	**Cluster**	**MOOC Coordinator Name**		
Chiplun	Mirawane	Swapnil Pajai		13
Chiplun	Marg Tamhane	Swapnil Pajai		19
Chiplun	Tanali	Swapnil Pajai		11
				43
Guhagar	Sakhari Bk.	Annasaheb Shinde		8
Guhagar	Anjanvel	Annasaheb Shinde		10
Guhagar	Guhagar	Annasaheb Shinde		7	7

*To see the videos related to practices adopted, scan the QR code beside the picture or click on **dry run, debrief** and **data based review.***
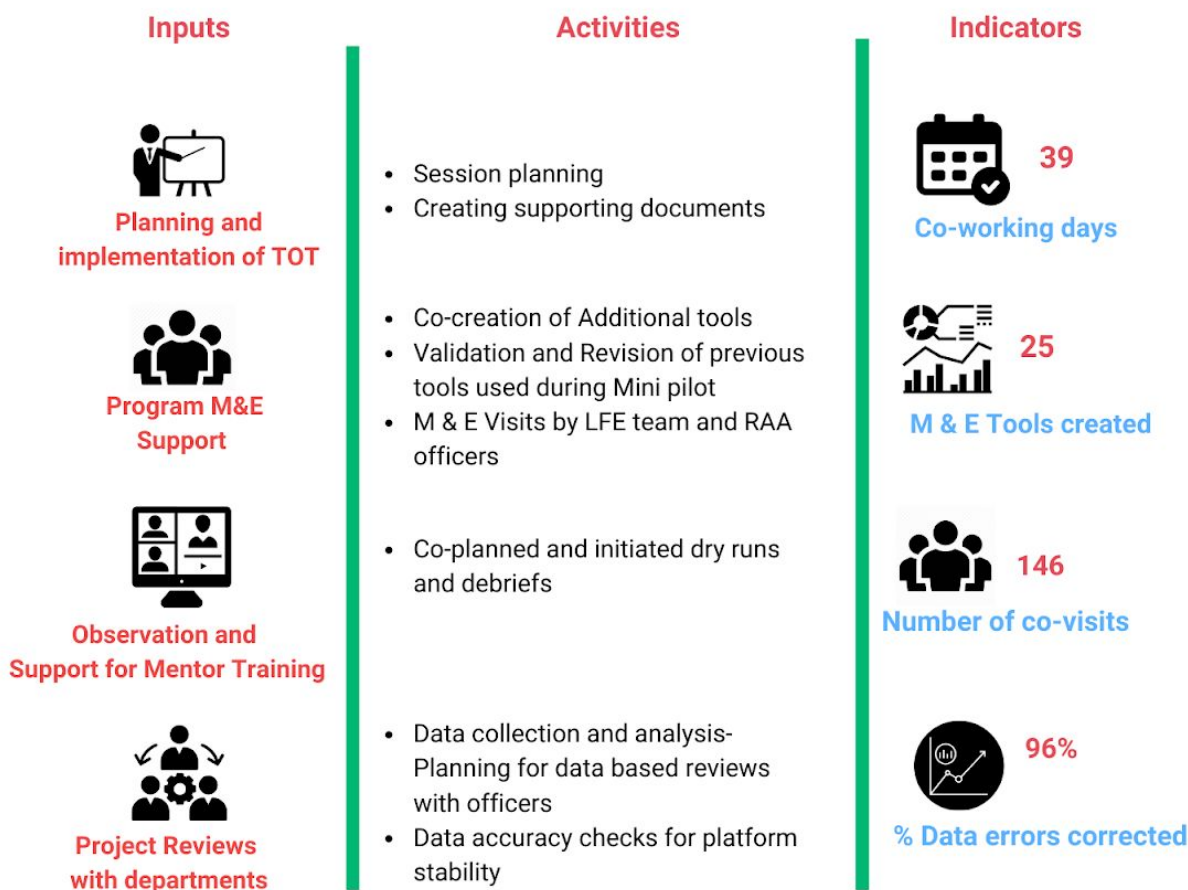
Focus Area 3: Designing contextual blended models

Blended Training Model (RAA, Aurangabad): Inputs and Activities

(1) **Upscale & Implementation of Blended Spoken English Program**

Following were the activities undertaken throughout the year while supporting RAA, Auragnabad in upscaling the Spoken English Program across 36 districts.

Inputs	Activities	Indicators
Planning and implementation of TOT	• Session planning • Creating supporting documents	**39** Co-working days
Program M&E Support	• Co-creation of Additional tools • Validation and Revision of previous tools used during Mini pilot • M & E Visits by LFE team and RAA officers	**25** M & E Tools created
Observation and Support for Mentor Training	• Co-planned and initiated dry runs and debriefs	**146** Number of co-visits
Project Reviews with departments	• Data collection and analysis- Planning for data based reviews with officers • Data accuracy checks for platform stability	**96%** % Data errors corrected

Snapshots of LFE's collaboration with RAA, Aurangabad on the Spoken English Program

Planning discussion in progress for TOT in the presence of Dr. Subhash Kamble, Director of RAA, Aurangabad
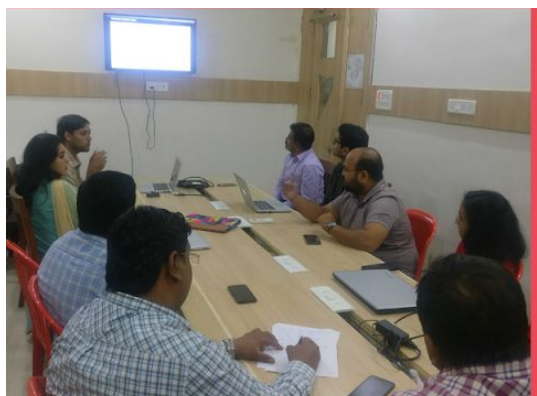

Content Session being conducted in TOT by Dr Ujjwal Karawande, HOD English, RAA, Aurangabad

Focus Group Discussions being conducted with teachers from Pune District as part of the evaluation process
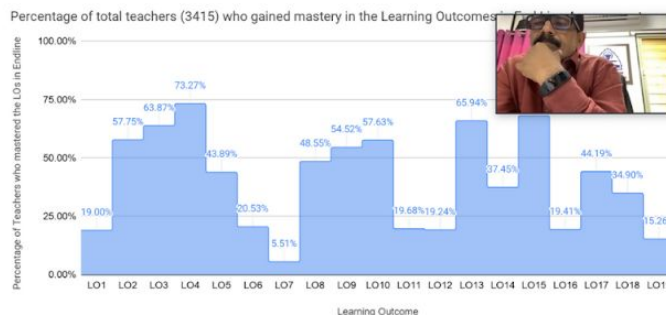

Data Based Reviews in progress with mentors by RAA Officers as part of the monitoring tasks

Inaccurate data and it impact being understood by RAA Officers and the external technical team

Director of RAA Aurangabad discussing the learning outcome performance of teachers in a virtual data based reviews by LFE

Blended Training Model (RAA, Aurangabad): Outputs and outcomes

The summary of key program goals for Spoken English program and the outcomes achieved is as follows:

62% enrolled teachers completed the course

Reduce hesitation and fear experienced by teachers while speaking English and increase their confidence

21% increase in teachers who reported feeling highly confident in speaking English

Enable teachers to gain requisite knowledge on concepts

In **42%** of the Learning Outcomes the percentage of teachers who achieved mastery was more than **40**

Enable teachers to acquire pedagogy skills to teach Spoken English in classroom

25% increase in teachers who reported they possess knowledge and skills to teach spoken English

85% average score achieved by teachers on 12074 classroom videos rated by mentors

The elaborate description of the outcomes on key program goals is shared below-

1. **Teacher's opinion of their own confidence in Spoken English, pedagogical knowledge and skill[8]**
- There has been a 21% increase in the number of teachers whose hesitation and fear has reduced significantly and have reported to now feeling highly confident while speaking in english
- There has been a 25% increase in the number of teachers who reported that they possess all the knowledge and skills and are aware of the activities to be conducted to teach Spoken English

2. **Teachers mastery in learning as per assessments has been modest on the content learning outcomes**
- Out of 20970 teachers who enrolled for the training, 12946 completed the course and appeared for the endline. There has been an increase in the number of teachers who mastered[9] 18 out of 19 (95%) Learning Outcomes from the start of the course to the end of the course

Below is the endline mastery[10] of teachers across the 19 learning outcomes and the shift in the mastery from the baseline to endline can be seen.

LO Number	Percentage of Teachers who Mastered LO at the end of training (EL)	Growth in Teachers who Mastered LO from BL to EL
1	13%	6% ▲
2	41%	3% ▲
3	43%	4% ▲
4	54%	2% ▲
5	33%	4% ▲
6	22%	1% ▲
7	6%	-17% ▼
8	40%	29% ▲
9	44%	5% ▲
10	40%	18% ▲
11	14%	11% ▲
12	24%	13% ▲
13	50%	15% ▲
14	26%	5% ▲
15	48%	7% ▲

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[8] The questionnaire used for measuring this can be found in the annexure.
[9] A teacher is said to have mastered a LO when he/she correctly answers all questions associated with that LO
[10] **Mastery** indicates the % of teachers who answered all questions of a particular learning outcome correctly.

16	15%	2% ▲
17	38%	19% ▲
18	26%	7% ▲
19	14%	0.3% ▲

- It can be seen that the 'number of teachers' who have mastered the Learning Outcomes has increased from baseline to endline in all learning outcomes except for Learning Outcome 7
- In Learning Outcome 7, a sharp decline of 17% teachers mastery can be seen. This indicates that the number of teachers who mastered Learning Outcome 7 dropped from the baseline to the endline by 2252 teachers(i.e. 17% of 12946 teachers)
  This could be attributed to the structure of the questions associated with this learning outcome. A detailed analysis of the same would be required.

In 42% of the Learning Outcomes, '% of teachers' who achieved mastery was <= 40 with the highest being 54%

- From the graph above it can be seen that, in 8 out of 19 Learning Outcomes, '% of teachers who achieved mastery' was <= 40 whereas on 6 out of 19 Learning Outcomes '% of teachers who achieved mastery' was between 20 -40%

3. **Most of the teachers performed really well in gaining the facilitation skill and concept clarity during classroom execution, as per mentor ratings of their classroom videos**
   The strands on which the classroom videos were rated had a total of 4 each and can be seen below.
   1. *Teacher's instruction, actions and responses*
   2. *Alignment of actions to objectives*
   3. *Engagement of students*
   4. *Concept application*
   - On the skill of Classroom application of the concepts, the average mastery of teachers who uploaded their videos was found to be 85% i.e. 13.6 on 16 as seen in the graph below

Overall Average Score of 12074 Videos rated by mentors is 13.6 on 16
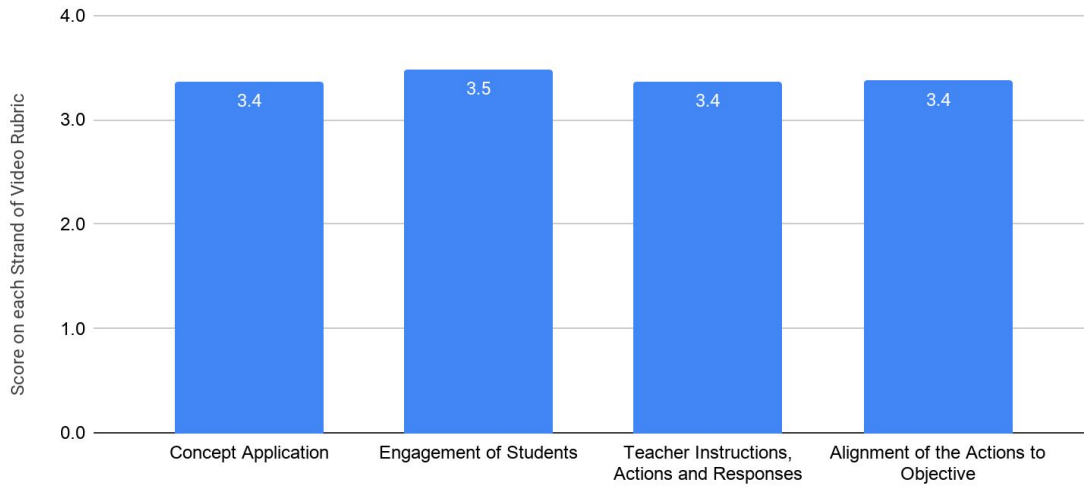
4. Teacher's Certification data highlights that more than 50% teachers completed the training, by engaging in the training throughout and satisfying minimal expectations.

- Of the total enrolled teachers i.e. 20970, 62% teachers have completed the course and received completion certification with the largest number of teachers being in the Silver Band i.e 33%

38% of teachers did not receive any certification as they did not complete the course

● Gold　● Silver　● Bronze　● Course Not Completed
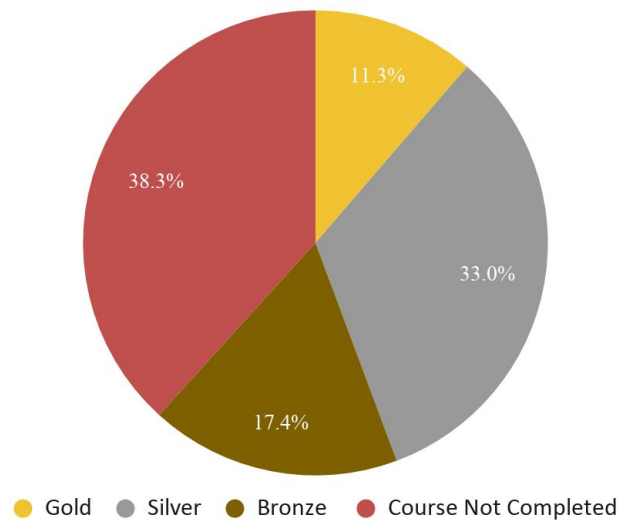
Blended Training Model (Math, SCERT): Inputs and activities

2 Design & Implementation of Nirantar Program Prototype

The summary of the key activities done during the prototyping phase is mentioned below.

Inputs	Activities	Indicators
Blended Process Design	• Planning and brainstorming meetings	
Content Creation	• Co-planning and co-implementation meetings for Content workshops (for prototype) • Scripting, Story-boarding, Video shooting, Audio Recording and editing • Co-planning and co-implementation workshops for Mini-pilot content	**9** E-Content created
Mentor Capacity Building	• Session planning • Implementing mentor training	
Monitoring & Evaluation Support	• Co-creation of Additional tools • Validation of previous tools • Monitoring and Evaluation Visits	**8** Tools created
Project Reviews	• Data Analysis and discussion	**5** Co-visits
Platform Selection	• Scheduling meetings with multiple platform partners and departments	
Data Analysis	• Ensuring data accuracy checks • Checking for platform stability	**Throughout the year**

Total number of days co-worked with officers — 67

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Snapshots of LFE's collaboration with SCERT, Pune on the Nirantar Math Prototype
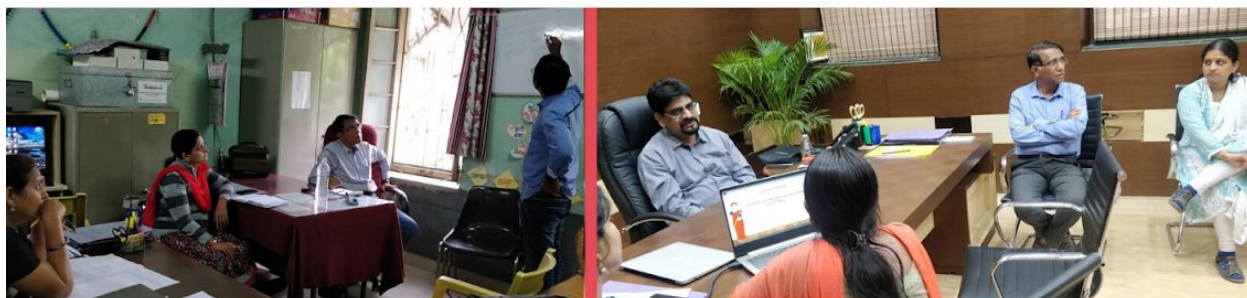
Content Ideation and Planning for prototype   *Presentation of created online content to SCERT Director*

Orientation meeting conducted by mentors in Tukai Bhamburwadi cluster (left) and Kaman cluster (right)
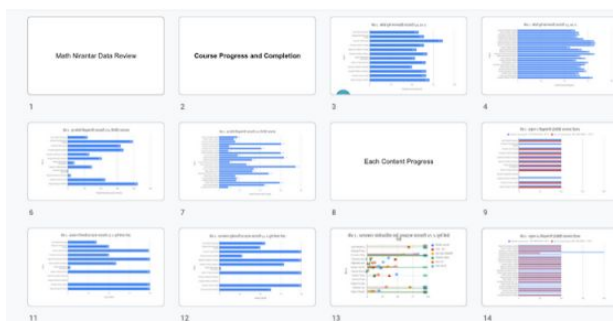
Snapshot of Data Review Deck as   *Virtual FGD conducted in Tukai Bhamburwadi cluster*
part of project monitoring activities   *as part of the project evaluation tasks*

*To see the video of orientation meetings, conducted by officers, click **here** or scan the QR code.*

Blended Training Model (Math, SCERT): Outputs and Outcomes- Math

The summary of outputs and outcomes achieved by Math Prototype - 'Nirantar', a Training and Support program on division, is mentioned below.

100% teachers recommended the blended model for future trainings

58% teachers who appeared for the baseline and endline have shown a growth in content knowledge

35% who appeared for the endline achieved mastery on the learning outcomes

Enable teachers to gain requisite knowledge on concepts

Content must be high in quality and relevance for the teachers

91% teachers who gave feedback rated the content high in term of relevance, effectiveness and ease of understanding

Mentor Quality

95% teachers rated the mentor high on session planning, content knowledge and confidence level during facilitation

Time spent online

55 minutes spent on an average by each teacher

The section below elaborates the results achieved on the key program goals-

1. **Teachers who participated in the prototype of both batches[11] highly appreciated the blended mode of training.**

Process Component	Quantitative feedback via Surveys	Qualitative feedback via FGDs
Orientation meeting	- **90% of teachers** reported that they **found this meeting to be a very valuable use of their time.** - **90% teachers** reported that they **walked away with clarity on the information provided** in the meeting	Teachers reinforced their feedback on **finding Orientation meeting very valuable** due to relevant and important information received about the course, process, technology and expectations
Virtual Cluster Meeting [12] (a replacement of face to face for doubt clarification due to COVID 19)	- **90% teachers** shared that almost **all their doubts were clarified** in the meeting by the mentor - 1**00% of the teachers who** gave feedback reported that this **meeting was a valuable use of their time**	Teachers also reported to have **become comfortable with technology and as a result of the training became more tech savvy.** One of the examples shared by teachers was their journey of feeling discomfort while creating email Id for this training and now towards the end of the training they feel confident in engaging with technology.

- Additionally, teachers appreciated the opportunity provided by blended model of training for self learning without leaving the classroom and also specifically mentioned they do not want to leave the classroom for trainings

2. **The alignment between data from platform and teacher opinion is missing in terms of engagement and Course completion**
- According to the data received from the platform for both batches, none of the teachers were able to reach 100% course completion, however, many teachers have verbally reported to have completed the course. The below graph showcases course completion for both batches combined as reported by platform.

[11] Batch 1 teachers gave feedback for only orientation meetings and overall blended process ideas.
[12] The meeting could not be planned for batch 1 i.e. Kamaan due to some challenges between teachers and mentor and lack of support from administrative officers.

30% teachers have completed more than 80% of the course with the highest at 93% course components completed.
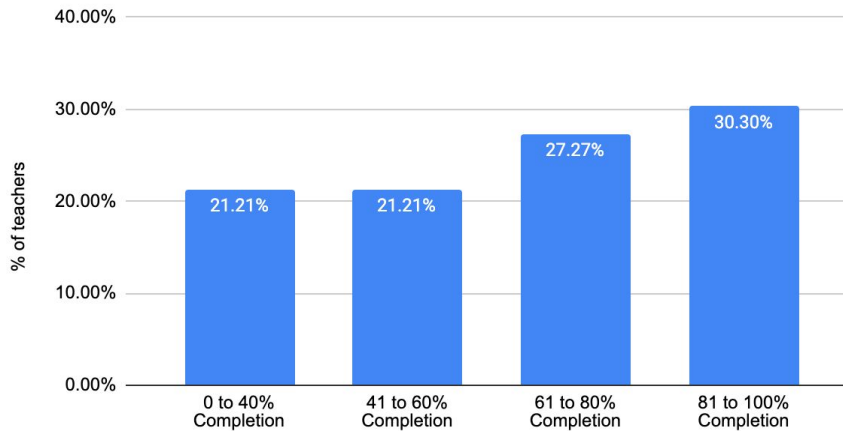
- The batchwise average course completion of teachers can be seen in the graph below.

**On an average, teachers of batch 2 consumed 14% more than the teachers of batch 1**
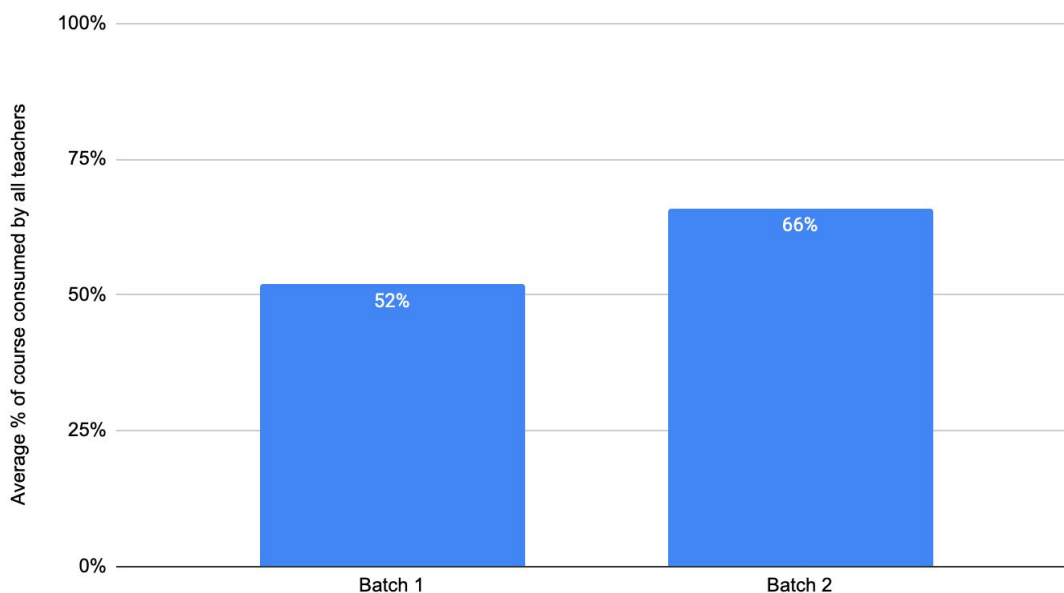
Based on an understanding gained through FGDs, one of the major **contributing factors of this challenge was platform design as there isn't any guided flow available for teachers on the platform.** Additionally, teachers also shared that it was confusing for them sometimes to remember where they had left the course previously and also were not able to determine if the platform had captured their progress. This led to the teacher repeating many parts of the course multiple times.

- According to the data received from the platform t**he average time spent on the course for both batches falls between 50 to 60 min** which is lesser than the expected time i.e. 80 min to complete

the course. This again as per FGD could be attributed to platform design challenges mentioned in the previous point.

The average time spent by both batches is lesser than the expected time (course duration) i.e. 80 min.
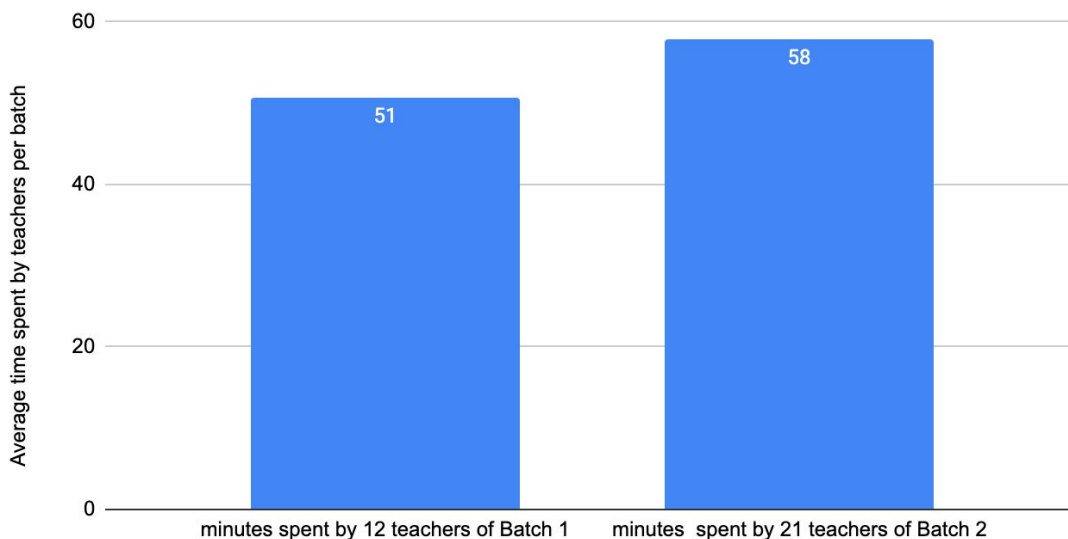

- The engagement of Batch 1 was very low post course consumption phase and thereafter they did not participate were largely absent till the end. The mentor and administrative support was also quite low with almost negligible efforts to invest in teachers

3. **Teachers of both batches have showcased a growth in their knowledge from baseline to endline**
- 66% and 86% teachers who participated for prototype from Batch 1 and Batch 2 respectively, gave both baseline and endline. In batch 1, the assessment score improved from 46% in baseline to 58% in endline, whereas, in Batch 2, the assessment score improved from 57% in baseline to 72% in endline.
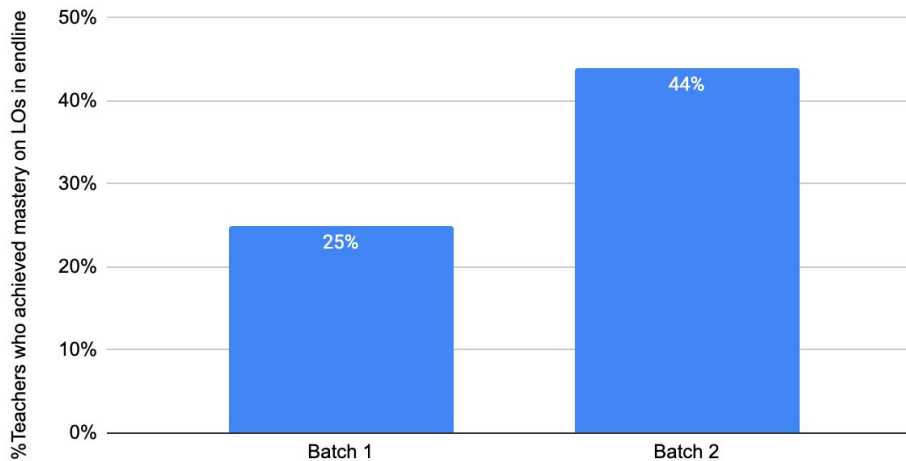
Batch 2 teachers have performed better than batch 1 by 14% in endline.
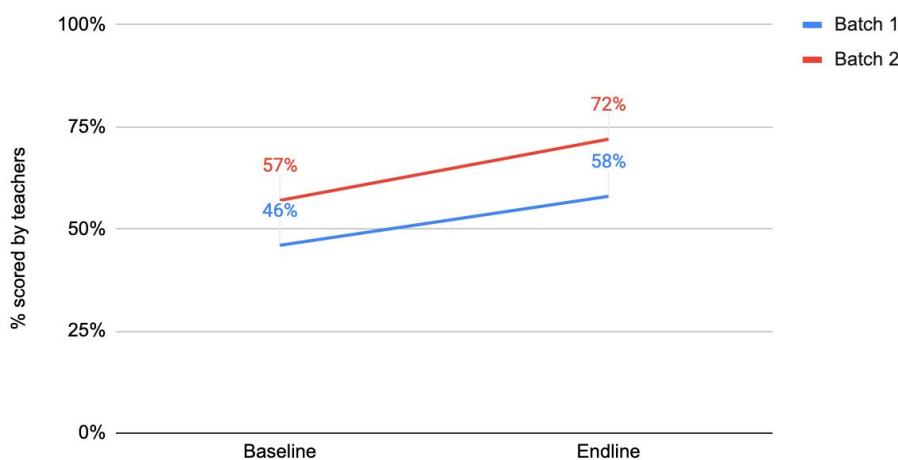
- The mastery of learning outcomes was achieved by 25% and 44% of Batch 1 and Batch 2 teachers respectively in the endline assessment.

A higher number of teachers in Batch 2, achieved mastery on learning outcomes in endline assessment.


The factors mentioned in the previous points above, in the case of Batch 1 on low engagement and mentor/administrative support, contributed to teachers performance in learning too.

4. **The teachers in both batches find the mentor role very important and relevant & explicitly appreciated and shared preference for those chosen from within their context.**
● During the in person and virtual meetings, more than 95% teachers of the batch 2 rated the mentor support high in terms of Session planning, content of session, facilitation and teachers participation in session
● 92% of teachers of Batch 2 reported that all their doubts had been resolved by the mentor in the virtual meeting. However, Batch 1 teachers did not feel satisfied with their mentor's support during the course of the training
● At the same time, the teachers also said that since the mentor is one of them, they are comfortable to ask any kind of doubt

5. **Most of teachers have rated the content high in relevance, ease of understanding and effectiveness**
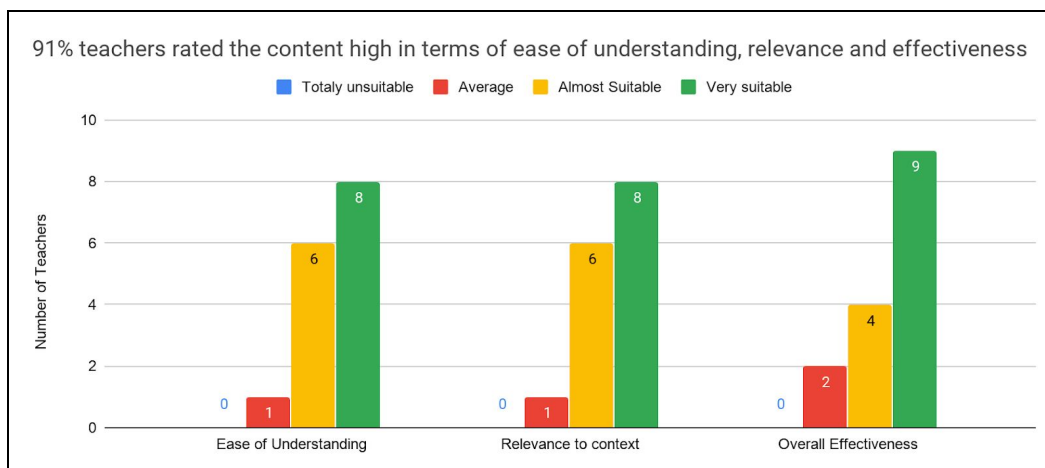
● The 80 minute content created had 5 classroom videos
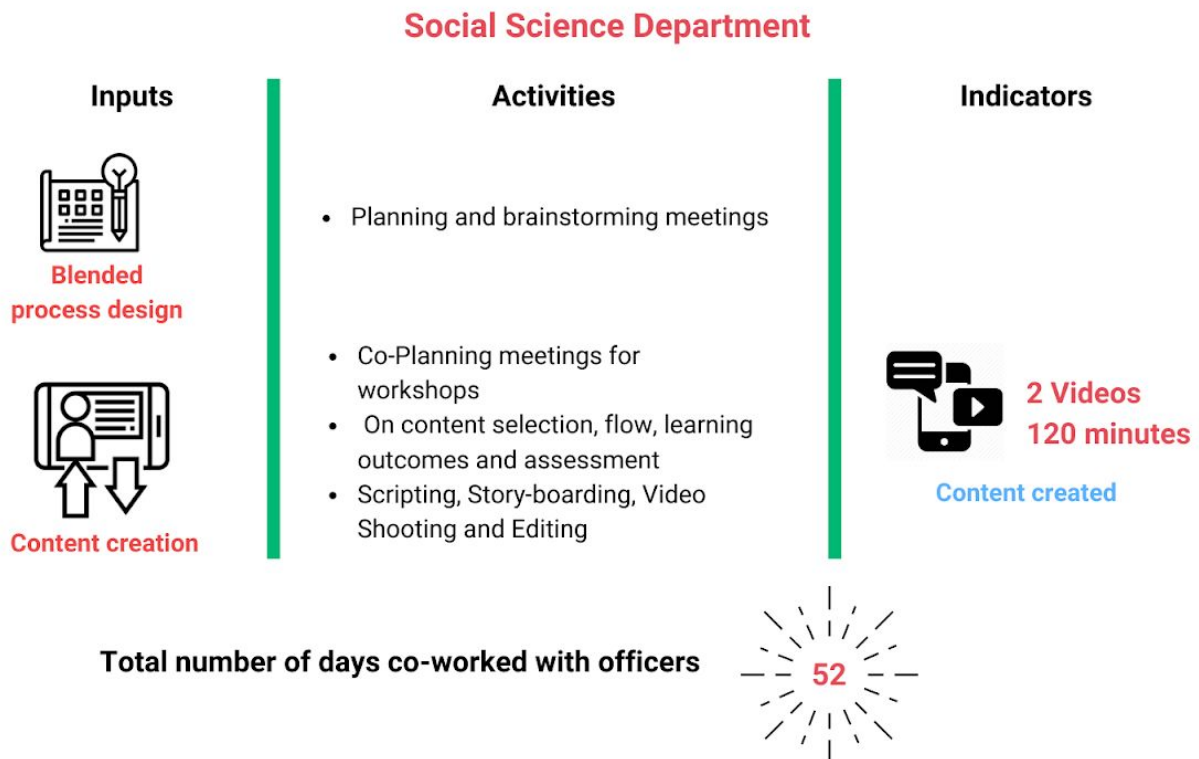
Key highlights from the FGD:

- The **classroom videos were highly appreciated by teachers and were found highly relevant** by them as they gave a**pplication level clarity given the contextual setting of the video**
- The concept chosen i.e. division, and the pedagogy suggested in the content, was also found very relevant and useful by all teachers since they reported many of their students already struggled with division
- Some of the areas of development highlighted and suggestions given were -
    - Teachers prefer short and crisp classroom videos, not beyond 5 minutes
    - Further breaking down the content in smaller chunks
    - The rigour of the assessment questions needs to be increased in future

Blended Training Model(Social Science, SCERT): Inputs and activities

3 | Co-planned and Co-created Blended Learning in Social Science

A summary of the key activities done during the planning for the prototype is mentioned below.

Social Science Department

Inputs	Activities	Indicators
Blended process design	• Planning and brainstorming meetings	
Content creation	• Co-Planning meetings for workshops • On content selection, flow, learning outcomes and assessment • Scripting, Story-boarding, Video Shooting and Editing	**2 Videos 120 minutes** Content created

Total number of days co-worked with officers — **52**

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

The prototype was planned but could not be implemented due to COVID 19. Therefore, there are no outcomes to be showcased for Social Science.

Responding to COVID-19

As the challenge of COVID 19 and resulting lockdown struck in the month of March, without any exception it impacted all areas of project work with varying intensity. However, within these challenges the team saw a great opportunity to come up with creative ways of keeping the momentum of the work activated, stakeholders invested and encouraged. Here are a few of those experiences below that talk about the various challenges we came across and the response we were able to plan and execute with Government's support due certain enablers, mentioned below.

Challenges

1. **Reduction of in-person time with government stakeholders and cut off in field visits**
   The core approach of our working with government stakeholders is by co-working and engaging with them in person. Many of the programs with the Government were either in the implementation stage or were to start implementation, which required our presence on ground. Additionally, the momentum on the potential new and existing blended training programs with multiple departments at SCERT came to a halt due to shift in stakeholders personal and professional priorities occurred for government stakeholders at various levels

2. **Operationally, the prototype of Social Science was deprioritised, and Implementation of Math prototype and Spoken English training for the last few batches was halted**
   Majorly, for training that was in progress, the face to face element and classroom execution feature of blended models suffered due to Lockdown and School closures. The specifics for each program are mentioned below:
   Math department
   - A complete batch of teachers could not complete more than 50% of the blended training process
   Social Science department
   - The prototype was planned to be launched in second week of March, but soon got deprioritized as the news of COVID 19 surfaced
   RAA Aurangabad
   - The spoken English program which was being upscaled this year, had many teachers who had not been able to complete the course since December due to Central and State level priorities. The teachers lost on the opportunity to record videos of their application in classrooms
   - A new batch that had just started the training was disturbed due to the inability to complete the training components that need an in person element for e.g. classroom execution, having in-person meetings with mentors to practice concepts hands-on

Our actions

While planning for a response in order to adapt our programs and work to COVID 19 situation, some of the most important enabling factors were
   - **Technology,** since the training already has an integrated element of engaging virtually as a part of the process design

- **High ownership built in government stakeholders** towards their programs **as a result of LFE's strategy of Co-working and Co-creation**
- **Relationships with stakeholders** enabled suggestions being accepted

Leveraging the enablers, the following were the actions taken to address the challenges mentioned

1. **Virtual capacity building, co-creation and co-working on new program ideas with Officers**
   - The team Initiated multiple virtual conversations and encouraged officers at SCERT to design zero budget programs with a focus on teacher and student needs during and post Covid scenario e.g. the team has been able to initiate work with the below mentioned stakeholders
     - Research Department
       Partnership to run a zero cost Blended model of training and support program for teachers to gain required knowledge and skills and engage in Action Research Projects in their classroom. This will enable teachers to approach teaching learning challenges from a research and innovation perspective
     - Pre Service Department
       An Induction of new joinee teachers across Maharashtra will be planned using a blended model of training where they will trained and supported in SEWB, 21st century skills, etc which is right now some of the most crucial skills needed by our teachers to support students

A virtual coworking meeting with Research dept HOD on creating an Operational Plan for Action Research Blended training 2020-21

   - The team was able to co-plan and execute 4 Virtual PD workshops with RAA, Aurangabad officers on their contextual needs relating to Monitoring and Evaluation
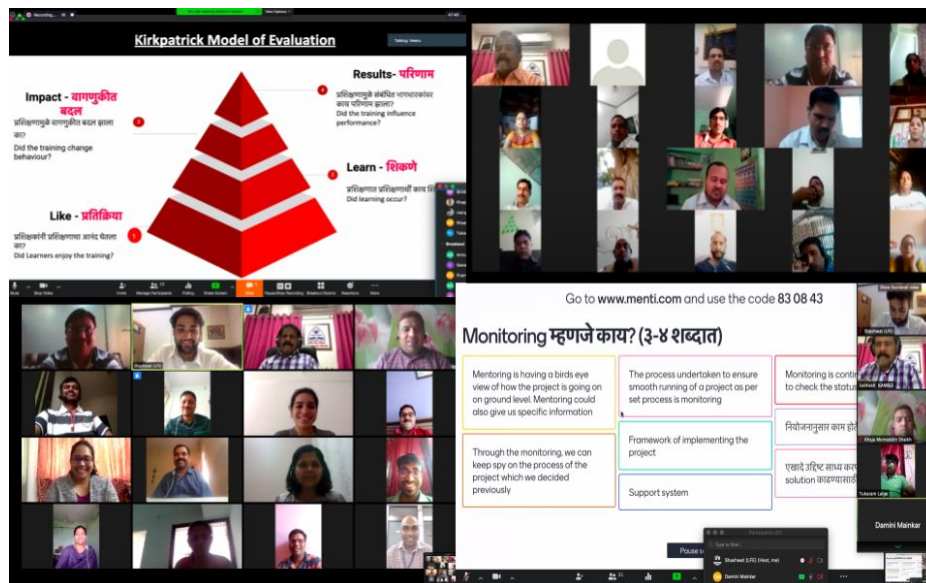
Snapshots of Virtual PDs with RAA, Aurangabad officers

2. **Replacing In person meetings with virtual and adapting Monitoring and Evaluation tools**
   For teachers of these blended programs, it was relatively easy to transition from In person to Virtual meetings as a result of the comfort and experience built over the last few months. The key responses to programs are listed below.
   Math department
   - Re-initiated the implementation and completed the Math prototype for both teachers and mentors. Below were the adjustments done to the training design
     - Face to face replaced by Virtual Meeting on ZOOM to clarify teacher doubts on content
     - Virtual FGDs conducted with both batch teachers and mentors and data captured
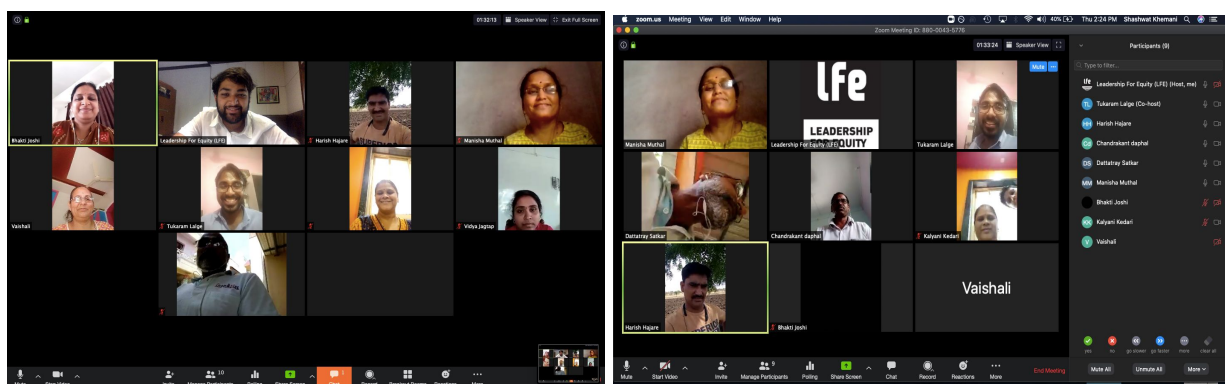
*Virtual FGD with teachers conducted for Tukai Bhamburwadi cluster.*

RAA, Aurangabad
   - The Blended process training design of Spoken English program, headed by RAA Aurangabad was modified to suit the COVID 19 constraints. The details are mentioned below:
     - Teacher course completion Certification criteria adjusted that enabled 40% additional teachers to complete the course successfully and receive certification

- ○ Monitoring and Evaluation continued virtually
- ○ Video uploads replaced by Activity uploads
  Rubric for Video Evaluation: is a 4x4 rubric was co-created and sent on the platform by the LFE and RAA Team. This was replaced by Activity plan rubric due to school closures because of COVID, so that the teachers who were unable to upload classroom videos, could create and upload Contextualised Activity Plans. The total number of these activity plans that were uploaded was 19776.
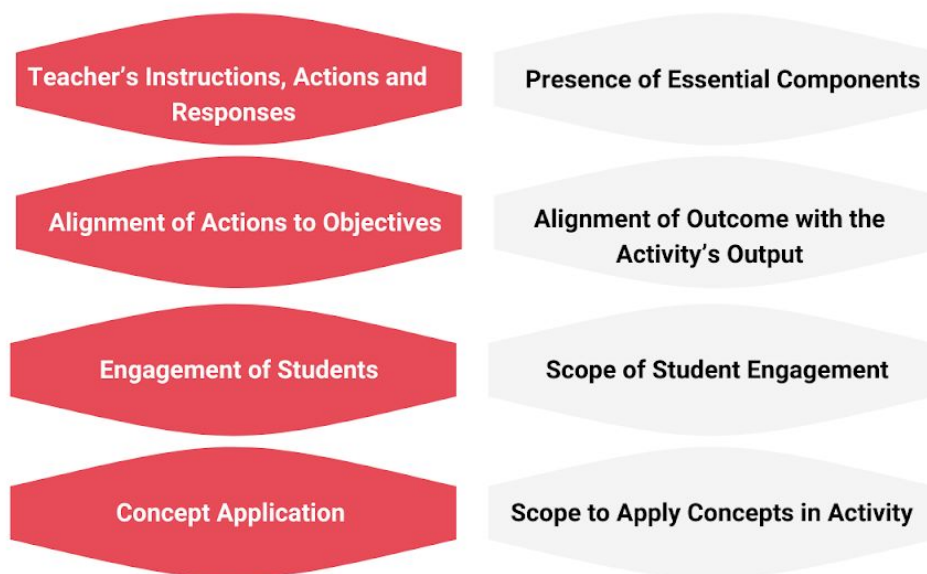
The image (above left) shows Video rubric parameters replaced by activity parameters(above right)
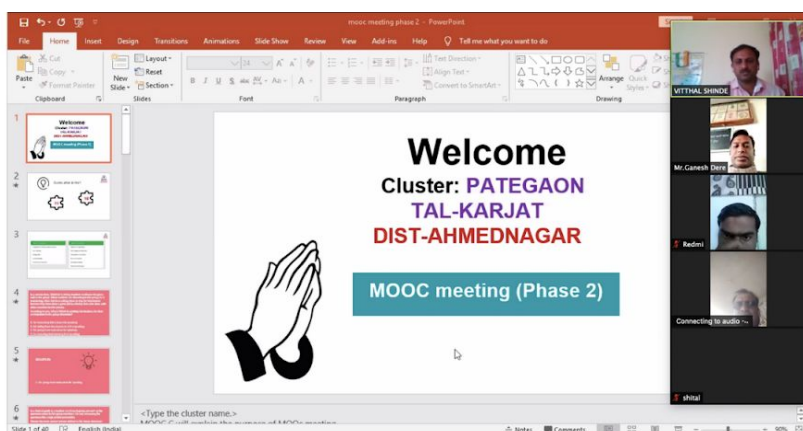
*Click **here** or scan the above QR code to view the Face to Face MOOC Meetings being conducted virtually by mentors due to the Covid Situation*

Key Highlights

1. **Blended training model at scale, reduces teacher's time outside classroom, training cost and increases opportunity for peer learning**

   As mentioned earlier in the Introduction section, the blended model of teacher training was initiated to overcome major challenges that face to face teacher training encounters. Post completion of this year's scale up for Spoken English program by RAA and the prototype by math, the following results highlighted the success of blended models in overcoming those challenges.

   ● **Significant Reduction in training cost/teacher**

	Face to Face	Blended
Spoken English Training	**Rs.1500/Teacher** Rs. 675 lakhs for 45K teachers	**Rs.190/Teacher** Rs. 40 lakhs for 21K teachers
Math prototype	**Rs.500/Teacher** Rs. 315 lakhs for 63K teachers	**Rs.90/Teacher** Rs. 3000 for 33 teachers

   ● **Additional teacher time outside classroom significantly reduced**

   In blended training, two most important factors that enable saving teachers time outside the classroom due to training is leveraging existing platforms and making all learning material online. The existing platforms at cluster level, such as TAG meetings in case of Spoken English program and Shikshan Parishads in case of Math prototype were leveraged to hold 120 minutes, face to face meetings with mentors . All other interactions between teachers and individual learning took place virtually

Loss of Instructional time

	Face to Face	Blended
Spoken English Training	5 days	0 days
Math prototype- 'Nirantar'	3 days	1 day

- **Increased Comfort with technology felt by teachers post training as a result of spending significant time online**
  This time spent online includes engaging with the content and attending Virtual meetings with mentors on ZOOM

## Time spent online by teachers

Spoken English Training	Math prototype
8 hours	4 hours

In the Spoken English training, by the end, there has been a 14% increase in the category of teachers who mentioned that they are always comfortable using technology to teach Spoken English and a decrease of 9% in the teacher category who were sometimes comfortable using technology to teach Spoken English. In the FGDs, even the teacher mentors (more than 70% of them) said that their comfort with technology is increasing because this blended training method gives them more exposure as well as opportunities to learn new technology.

- **Consistent Peer learning throughout the training as reported by teachers and mentors during FGDs in Spoken English training**
  - Teachers across clusters mentioned that before uploading videos onto the platform
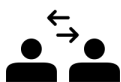
they would share amongst their group to get feedback and make changes if required

○ The in person meeting as a space has encouraged and led to more team spirit in teachers leading to peer network creation primarily on Whatsapp. They found this space to learn from each other's opinions and experiences

○ In cases when, Mentors were not able to clear doubts due to late response, in such instances the teacher would seek support on the whatsapp group and would be helped by another teacher

- **Teachers have reported to have experienced flexibility in learning in the comfort of their homes and have accessed the content multiple times throughout the training**

- **More than 20 unique data pointers collected on training effectiveness due to a strong Monitoring and Evaluation strategy using technology**
  The data pointers collected on training effectiveness builds the government's capacity on running quality training at scale enabling achievement in learning outcomes of both teacher and students. The blended training model running at scale has been able to capture more than 20 data pointers on training effectiveness versus a traditional model that usually captures < 10.

2. **RAA, Aurangabad in partnership with LFE, successfully upscaled the first blended training program run by the government of Maharashtra**

   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. Even though the budgets came in late and there were roadblocks like floods, elections, clash with National priority NISHTHA ,COVID 19, yet the program was successfully scaled and teachers were benefitted, for which a huge appreciation and credit goes to the senior officials at RAA. It was majorly because of their conviction and dedication that 20k teachers could be given the training.
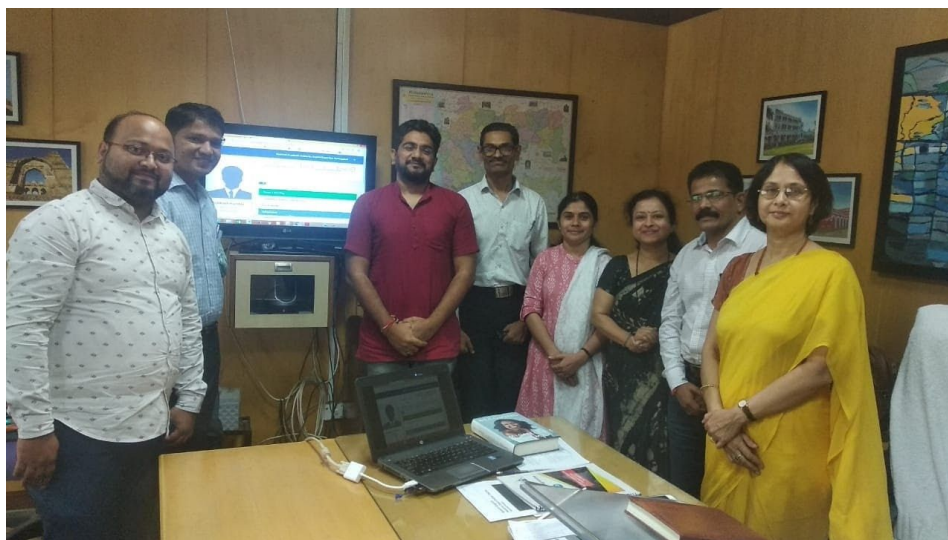
The official launch to upscale Spoken English program by Vandana Krishna, Additional Chief Secretary, School Education and Sports Department, Maharashtra, at Mantralaya in Mumbai

The training has been openly appreciated for its relevant and contextual content and process by teachers and various district officials. The training has now become very popular and has also been covered by the local media in newspapers and magazines.

इंग्रजी विषयाचे शिक्षकांना…

प्रादेशिक विद्या प्राधिकरणतर्फे ऑनलाइन राज्यस्तरीय बैठक

'लॉकडाऊन'च्या पार्श्वभूमीवर डिजिटल माध्यमाचा वापर

गुरुजींनीही गिरविले इंग्रजीचे धडे !

ऑनलाइन प्रशिक्षणात जामनेर तालुका आघाडीवर

चारही केंद्रांतील ४५ शिक्षकांचा सहभाग; शासनाचा पैसा अन् वेळ वाचणार

3. The Officers at SCERT Maharashtra consistently operating with ownership, perseverance and resourcefulness

Research Department

Among the many officers that we work with and who inspire our sense of possibility in the government systems, one of them worth celebrating is Dr. Gitanjali Borude, HOD, Research Department. LFE initiated a partnership with the Research department in March this year for Blended training. After the first few initial workshops, work gained momentum but soon got impacted by lockdown.

- Despite no budgets available, lower administrative support and inability to hold in person workshops any more, Dr. Gitanjali, continued the work by planning with LFE a zero budget strategy for the training
- She leveraged whatsapp groups by continuously following up on progress of the work and scheduling ZOOM calls for discussion
- Even though many other departments have ceased work on their programs post COVID 19 led lockdown, but Dr. Gitanjali has only intensified the planning by consciously managing time and co-working remotely with the LFE team on Operational plan, Monitoring and Evaluation framework, finalising platform partners, to name a few

Such officers have been able to successfully model out what adapting to challenges looks like.

A virtual coworking meeting with Dr. Gitanjali Borude on creating an M & E framework for Action Research Blended training 2020-21

Math and Social Studies Departments

The prototype work in both Math and Social Science departments despite budget cuts and clashing National priorities (nishtha) became possible only due to the ownership and resourcefulness of Officers in these departments throughout.


HOD, Math Department sharing the final prototype content with Director, SCERT , Maharashtra

4. **Peer Advocacy- Enabling stakeholders to become key advocates of the idea is very important for acceptance and instiutalization of blended models**

Since the concept of blended training 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, and replace it 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.
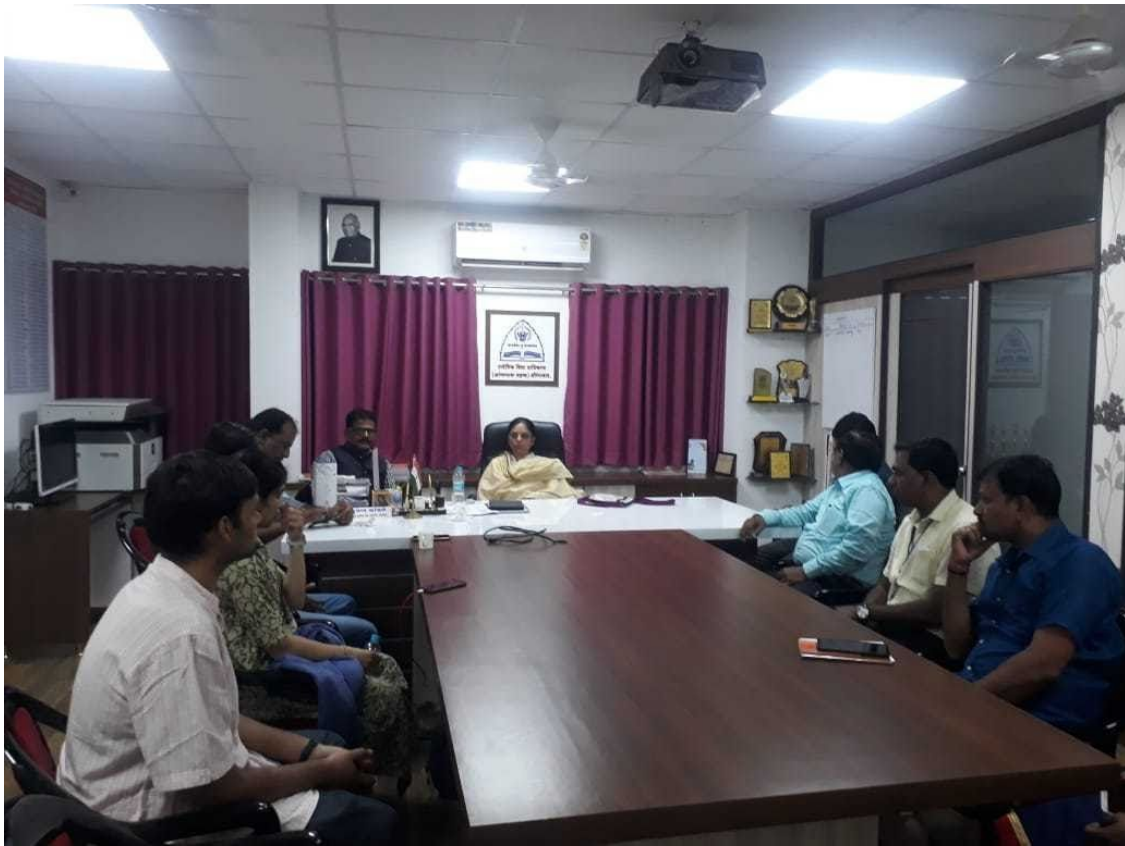
The Director, RAA Aurangabad (left) sharing about the experience of Blended training approach, its benefits and advocating it to his senior (center) from SCERT.

5. **LFE's advocacy efforts for proposing Blended as a potential alternative for training has witnessed an increase in readiness from 3 departments at BOY to 7 departments by EOY**

LFE, at the beginning of the academic year 2019-20, started working with two new departments along with RAA, Aurangabad on Blended training. As a result of multiple discussions and meetings with various departments with an intention to raise awareness and investment at SCERT on the benefits it offers from the experience with RAA, Aurangabad; multiple departments showcased interest to explore this method of training.

6. **Structures such as debriefing post training and dry-runs before training have been adopted and used by our stakeholders consistently at Aurangabad**

Since the beginning of the partnership between LFE and RAA, some of the practices such as debriefs and dry runs were consistently co-planned and executed making the importance of such structures visible. This year, the team was able to witness around 21 debriefs and 31 dry runs conducted throughout the year during mentor training workshops by RAA, Aurangabad officers. Many times, these practices were independently scheduled and carried out even in the absence of LFE project team members.


Master trainers doing a dry run of their sessions with RAA, Aurangabad officers.

To hear the RAA Aurangabad officers debrief the FGD sessions conducted
*for Spoken English click **here** or scan the QR code.*

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.
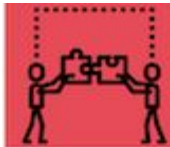
Co-working with government officers results in effective capacity building and increased ownership

The approach of working with officers as an equal partner from designing strategies to creating the smallest M & E tool, allows for dialogues and discussions that enable an initiation of shift in their Mental Models. In the process of co-working, the officers put in personal effort into the work while also learning new knowledge and skill and consistently gain experience of driving programs at a high rigour, leading them to feel high motivation, ownership and accomplishment. The ownership showcased by RAA, Math and Social Science departments to plan and implement was a result of the co-working approach which enabled the continuation of initiatives despite multiple constraints that often.

Data-based reviews help in increasing stakeholder ownership and engagement on the ground.

Data-based reviews have always supported LFE team to enable stakeholders to understand the progress of the program and brianstorm on resolving challenges, so that high quality and rigour in the programs is sustained. LFE's data based review meetings supported RAA team to see field realities and gaps that needed attention. As a result of LFE consistently holding these spaces with RAA, the benefit became evident and it was adopted by RAA officers in the second half of the year to conduct similar data-based virtual reviews with all DIETs across the state. The purpose of these reviews was to
- Sharing the current status and progress
- Celebrating performances, resolving doubts, queries and challenges at State level
- Enabling ownership at District level for the investing and engaging teachers towards successful training completion
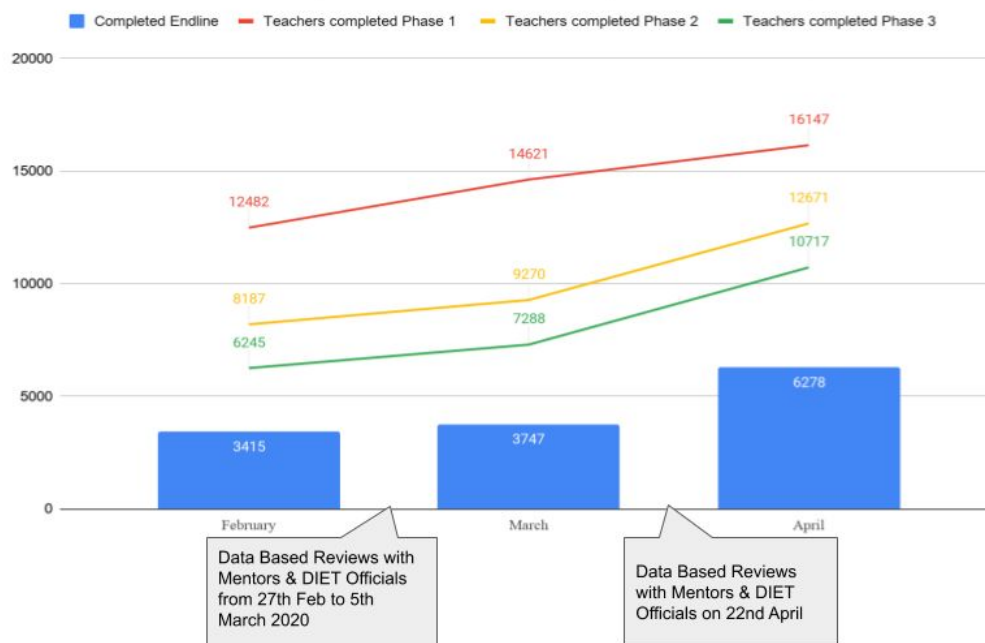
District- Ahmednagar	Block wise progress			
Sr. No.	District Name	Phase 1	Phase 2	Phase 3
1	Akole	31.25 (55/176)	16.48 (29/176)	16.48 (29/176)
2	Shrirampur	54.90 (56/102)	50.00 (51/102)	50.00 (51/102)
3	Sangamner	84.62 (99/117)	50.43 (59/117)	50.43 (59/117)
4	Newasa	93.10 (27/29)	37.93 (11/29)	0 (0/29)
5	Rahuri	87.41 (118/135)	70.37 (95/135)	15.56 (21/135)
6	Pathardi	98.15 (53/54)	92.59 (50/54)	90.74 (49/54)
7	Nagar Gramin	91.67 (44/48)	70.83 (34/48)	52.08 (25/48)
8	Shrigonda	73.73 (188/255)	27.84 (71/255)	11.37 (29/255)
9	Karjat	29.09 (32/110)	0.91 (1/110)	0 (0/110)
10	KOPARGAON	54.29 (57/105)	0 (0/105)	0 (0/105)

Data based review, being conducted by RAA aurangabad with Ahmednagar DIET Officers

As a result of these data based reviews held by RAA, the teachers course completion which was at 16% until February rose to 62% within a few weeks, post review.
The following graph represents the direct correlation between reviews conducted and increase in teacher engagement showcasing the success of the data based reviews conducted by RAA Aurangabad officers.

A big responsibility of the success of the Blended program can be attributed to teacher mentors who play a crucial role of guiding and supporting teachers by facilitating support structures such as Doubt clarification In person Meetings and Webinars. A number of researches have proved the importance of peer-led spaces for teachers (Mentor is a teacher chosen from among them who voluntarily takes up the responsibility to support). The In person meeting facilitated by mentors has enabled deeper learnings and motivation among teachers to teach effectively in the classrooms.

The graph below of the Spoken English training, demonstrates a strong correlation (coefficient of correlation =0.85) between the percentage of support structures conducted by mentors and course completion rate of teachers across the 36 districts of Maharashtra .
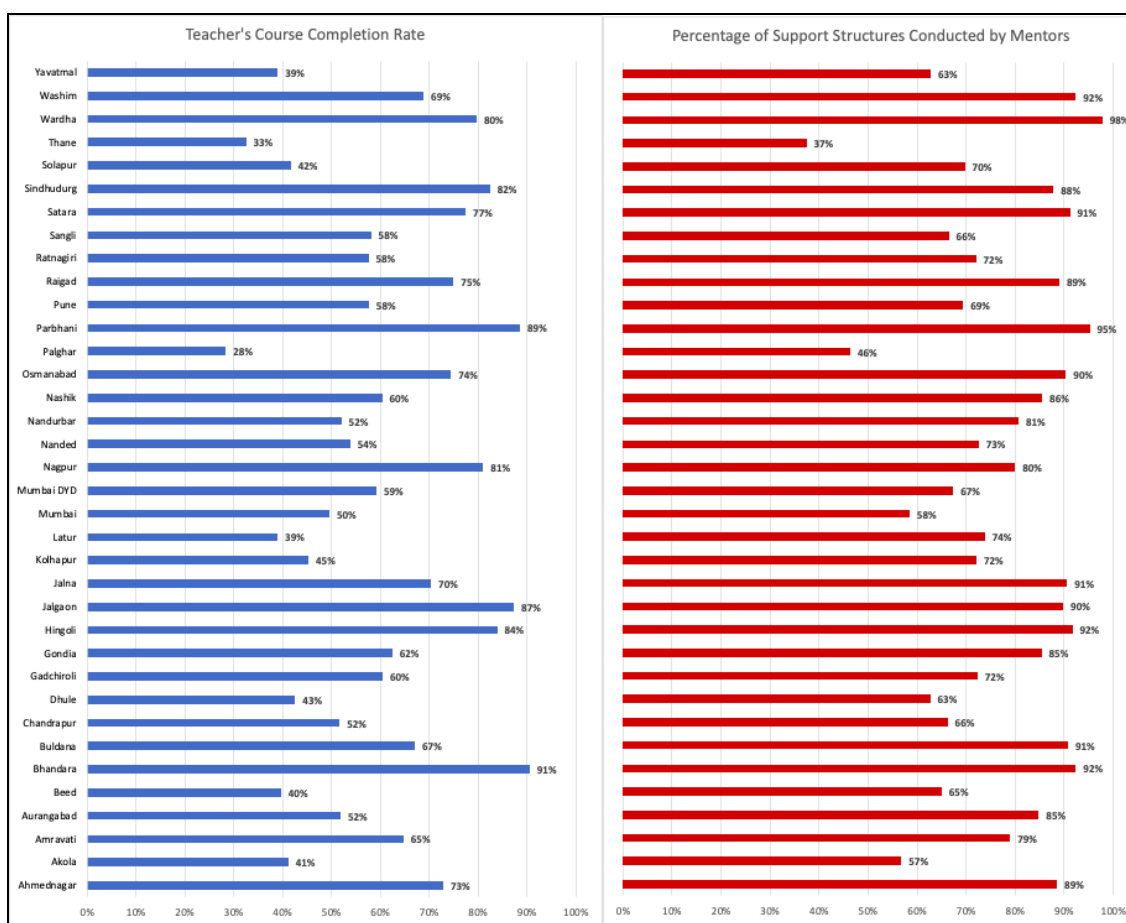
There is also a positive and strong correlation between the number of support structures conducted by mentors and the teachers course completion rate across 1239 clusters which is **0.72**.

The findings from the Teacher FGDs reinforce the above correlations as almost all of the teachers have appreciated the role that mentors have played for them during the training.

A Stable and an efficient LMS is a non negotiable to run blended trainings effectively at scale

During the course of implementation of the Spoken English training at scale, the challenges related to stability of platform contributed to the drop and delay of course completion among teachers for both English and Math. For instance, in a period of merely 30 days, in April and May, 20, over 400 technical issues and problems were reported by the Mentors ranging from - 'teachers not being able to login' to 'mentors not being able to view or rate videos uploaded by the teachers'. Among the many other challenges, the ones that caused most harm were platform's inability to manage user load on the server, inaccurate data capturing and missing design element of guided course consumption on platform (math prototype).

Since the success at adoption of technology is also contingent on the experience a user has apart from the need, therefore, the minimal non negotiable requirements in a platform, for having smooth operations at scale must definitely be:

● manage a large user load simultaneously
● capture data accurately
● Provide a guided (linear) flow during course consumption
● Allow for design flexibility and customisation
● Low maintenance
● Compatible on mobile phones and can provide data offline

Content that involves classroom videos with contextual setting, short demo activities and is created with local representatives involvement, is highly preferred and found relevant by the teachers.

During FGDs and in survey forms, teachers across Maharashtra in both Spoken English and Math training have appreciated the content for short demo activities conducted in the videos by teachers or stakeholders from within the system. During content creation, since many district officials and expert teachers from across Maharashtra were involved, hence the overall acceptance, excitement and willingness to apply the content in classrooms was seen to be high among teachers during training.

The academic calendar for trainings must be planned keeping cognizance of the potential conflict with other/additional administrative, state or national priorities for teachers

After initiating the upscale of Spoken English training, there were multiple disturbances such as Election duties, floods in Maharashtra, NISHTHA training by MHRD, and lastly COVID 19 that occurred during the year one after the other, impacting the implementation of blended process and consequent teacher engagement at varied intensities. The one that slowed down the course completion rates of the teachers the most was NISHTHA training, which was implemented from the months of Dec'19 to mid Feb'20.

Trends in the implementation of support structures in the training and simultaneous presence of external factors indicate a potential correlation
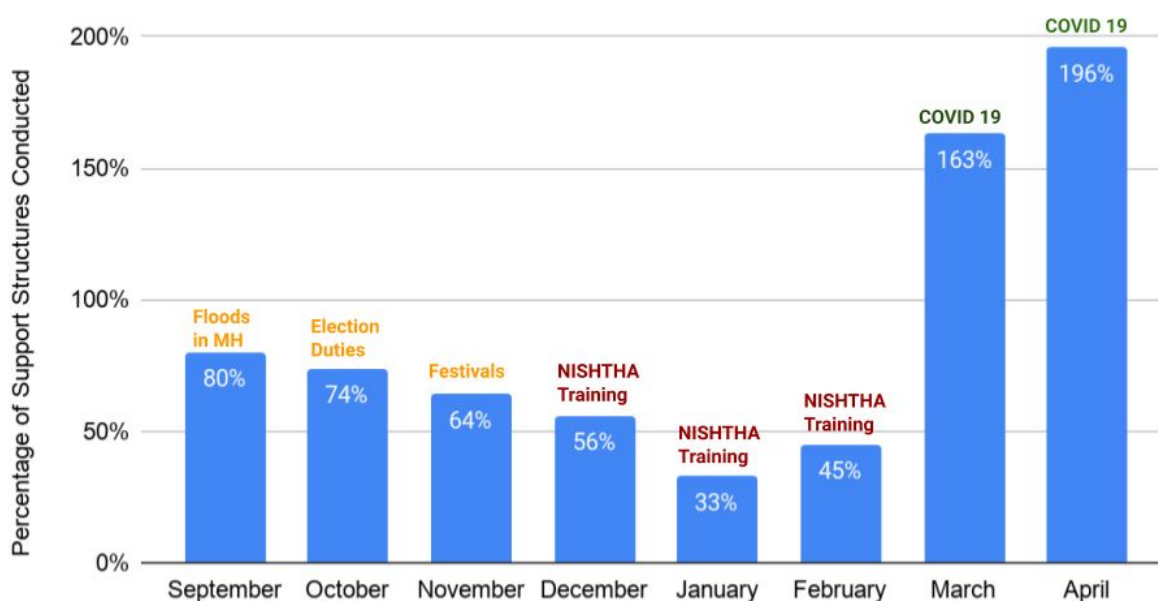
The trends in the implementation of support structures throughout the year and the known external factors that might have potentially influenced it can be seen on the graph above.

● The graph highlights a gradual decrease in implementation of support structures from Sept'19 to Dec'20 followed by a major drop in Jan, Feb in comparison to the process expectations
● However, there was also a sudden increase in support structure implementation by 163% and 196% in March and April respectively i.e. post lockdown. This was due to all the mentors and teachers from previous batches of Dec and before, scheduling and attending support structures shifted in virtual mode

Therefore, it would be beneficial to plan the academic calendar of training at the State level and enlisting all the potential training programs or duties for teachers and ensuring minimal overlaps. This will enable teachers to engage in different training effectively.

Stakeholder Testimonial

Some of the testimonials shared by stakeholders on their experience with the Spoken English Blended Training and working with LFE is as mentioned below.

Dr. Ujjwal Karawande
Head of Department, English
Regional Academic Authority,
English Expertise, Aurangabad

While we enjoyed the status of beginning the first ever MOOC by a Government entity, we had to undergo many difficulties leading to a lifelong learning. In the year 2018-19 the Spoken English MOOC went through shaping via a prototype and mini-pilot. In 2019-20, while scaling up to reach 21000+ teachers, the major challenge was to create MOOC coordinators. About 600 MOOC coordinators were trained through 6 batches. But the enthusiasm of the MOOC coordinators was very high. It was a tough time for them to maintain the enthusiasm of MOOC teachers and encourage them to complete the course. The completion rate which is above 60% is remarkable against a mere 10% completion rate (of online courses) across the globe.

The success of Spoken English MOOC lies with the hard work done by the MOOC coordinators against all technical odds, with the help of field officers and DIET officials. Mr. Nisar Shaikh, State MOOC coordinator and the support by team LFE is praiseworthy in this journey.

I wish all MOOC coordinators and MOOC teachers all the best in their future CPD journey.

Nisar Sheikh
State Project Coordinator
Spoken English MOOC

I'm highly privileged to have an opportunity to work as a State MOOC coordinator for the Spoken English MOOC course designed by RAA Aurangabad and supported by LFE. Firstly I would like to thank Hon'ble Dr.Subhash Kamble sir (Director, Regional Academic Authority (RAA), Aurangabad) and Dr.Ujjwal Karawande sir (HoD,RAA, Aurangabad) for giving me this golden opportunity and showing faith in me.

Spoken English MOOC project is that project that can build the capacity of teachers across Maharashtra in Spoken English through MOOC (Massive Open Online Course).This project has helped English teachers of Maharashtra to get new ideas, techniques and activities for teaching. As a result we can see a great impact of Spoken English over teachers' teaching and students' ability to speak in English.

The big challenge for us was to make a shift among teachers from face to face training to online learning and making them feel more comfortable in synchronous and asynchronous training. I focused more on coordinating with the District team, Alpha Team, LFE team and most importantly with MOOC Coordinators. I am highly satisfied with my role & responsibilities given by RAA Aurangabad such as conducting review meetings, planning state trainings, participating in review meetings, sharing regular progress of MOOC Coordinators, monitoring WhatsApp groups etc. Ultimately, the strategy of conducting review meetings with DIET Authorities & MOOC Coordinators resulted in an increase of course completion ratio and engagement of stakeholders.

This project has really helped me to understand the importance of teamwork & collaboration. Support from DIET authorities such as HoD English, State Academic resource Person (SARP), English Subject Assistant (ESA) & Block Resource Person (BRP) is worth mentioning.

This Blended Spoken English Course to me means the beginning of innovation learning. Speaking English used to be very scary but now it is easy to speak.

Before going to PACE for (Mentor) training, the question was whether it was possible to resolve everyone's doubts by playing the role of a Mentor for the 45 teachers from three clusters But the confidence of the experts who trained us, cleared my doubts, demonstrated the correct way of conducting meetings using technology all helped me in boosting my confidence.

In the past, when we were studying in 10th and 12th standard, there was a type called 'pocket diary'. This online format of training also feels like a 'pocket diary' for the teachers, When you are at home, you have time , when you are traveling, you can take out your mobile and complete this training. Previous training used to cost a lot of time. Being out of class for a long time also caused a lot of academic loss to the students. This educational loss of the students was saved due to this training. It was through this training that I got a beautiful start on how online training should be. I also learned a lot from other colleagues through group activities, discussions, exchange of educational experiences.

The teachers were enthusiastic and they were working happily. The special feature of this course is Golden Band, Silver Band and Brass Band Certificate based on teacher ratings on punctuality, assessment, performance in the classroom. This was very motivational for the teachers.

Mr Sachin Joshi
Mentor- Spoken English
Jalgaon District

The blended process of training has helped me go a long way in my teaching learning process.It has given me a good platform to share my ideas, thoughts with my fellow teachers. It has helped us to come out of the fear that we face while speaking English. It has encouraged us to enhance our vocabulary and make English as a subject more interesting for children by boosting up their confidence level in spoken English. The training sessions taught me and my peers how to make my subject English interesting for my students.

MOOC is an amazing course to learn and develop one's self esteem and boost self confidence level to communicate smartly in English, not only with our students in the classroom but also with people whom we meet. This course has enabled us in enhancing our skills by making us of advance technology in our classrooms, at the same time to analyse my own performance and make use of better teaching learning techniques in my teaching learning process. This course has helped me to grow my interpersonal skills and face all the hurdles and grab opportunities smartly that come across my path. Completing this MOOC course has been a great achievement for me.

As a teacher my experience about this MOOC training course is that every English teacher at the middle school level should undergo this training session in order to make her teaching learning more effective in the classroom.

My heartfelt gratitude to my mentor Dr Francesca Aranha who has so successfully conducted all the training sessions for we teachers. Each training session taught us something new which we could apply in our teachings. As teachers we had a wonderful experience sharing our ideas and were able to find solutions to our problems that we faced while teaching.

Geeta Sunder
Teacher - Spoken English
St Anthony's Girls High School,
Mumbai District

The MOOC being a perfect blend of language skills enhanced my learning and development. Each of the modules were well planned with attainable goals. I saw its positive impact on my MOOC teachers in terms of language development and level of confidence.

The MOOC blended process enabled the teachers to work and do the course according to their convenience without missing school for long hours. This was also appreciated by the school mgmts. MOOC teachers who were apprehensive about using technology, had their fears washed away by the explicit tutorials on how to make a video, use of zoom app and steps of webinar. It was an opportunity to pull up the socks and embrace technology. Peers helped, guided and motivated each other to get the gold band.

The simple blend of language skills conveyed effectively in a lucid manner in Indian English was the unique factor for me. The MOOC teachers could identify with the speaker in the video. The RAA team was always there to mentor and guide us, thus enabling all my MOOC teachers to complete their course successfully.

I am proud to be a part of the MOOC team.

Dr Francesca Aranha
Mentor - Spoken English
Mumbai District

This blended course is a golden opportunity for all teachers to build up confidence in speaking in english. The course helped me enhance my English confidently in a social manner also. The course also helped me to develop my personality by speaking English easily.
MOOC online course is the best opportunity for me to learn English in less time with quality language. In very less time duration I learnt lot of things which helped me to improve my teaching in the class.This course provides a learner friendly environment.It helps me to adjust my school time availability also.
It has helped me practice Spoken English with students in a friendly way by giving activity, conducting group discussion, etc. This has helped me improve my students Spoken English.
I feel more confident in speaking in english in front of my children.
This course provides me golden opportunity to learn from other teachers also.It is a very unique blend because it is online for 24 hour so we all could complete course successfully beside our duty. Students also enjoy learning English. They overcome the hesitation about English.

Our mentor Mr. Sachin Joshi, gave us helpful guidance through mind blowing presentation and has admirable dedication for work. We all teachers are very thankful for his support.. He has solved all our queries.He motivated and gave me the confidence to speak in english and complete the course successfully.
I would like to thank RAA for giving us golden opportunity to update ourselves in this global world.

Pornima Tayade
Teacher - Spoken English
ZPPS Nimkhed Pimpri School,
Jalgaon District

To see teachers conducting spoken english activities
*with students in the classroom scan the QR code or click **here***

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
	ShikshaLokam (Platform Partner) LFE coordinated 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

The focus and effort now moving ahead is on continuing the existing partnerships with the Government and initiating new ones to design and implement programs with officers that are aligned to the needs of students and teachers in COVID 19 scenario. For the existing programs from last year, the discussion with the government stakeholders is on integrating, Social emotional and Life skills component for both the teachers and students. Most of the training and support programs will be either online or blended in approach. Based on prior commitments and current needs, the potential partnerships and work priorities are mentioned below:

Sr. no	Government Stakeholder	Tentative Priorities (in discussion)
1	RAA, Aurangabad	Integration of SEL for teachers and students into current programs
2	DIETs, Maharashtra	District level programs using radio, TV and offline mechanisms for students and parents via teachers
3	Pre Service/ Research Dept.	- Induction of new joinee teachers on SEWB, 21st century skills, mental health, etc - Training program for teachers on doing Action Research projects

Annexure

Sr.	Important Links
1	Blended Logical Framework Approach
2	Math Prototype Content Nirantar Program - Content For Math part 1- - Math Content 2 - Math Content 3 - Math content 4
3	Mini Pilot report 2018-19
4	Prototype Report 2018-19
5	Self Evaluation Questions for Confidence in Spoken English
6	Learning Outcomes of Spoken English Program