District Transformation Project: Nashik

End of Year Report 2019-20

June 2020 | Nashik

TABLE OF CONTENTS

lfe **LEADERSHIP FOR EQUITY**

List of Abbreviations

Acronym	Expansion
EO	Education Officer
BEO	Block Education Officer
CRG	Cluster Resource Group
GR	Government Resolution
DIET	District Institute of Education Training
DSES	Department of School Education & Sports, Govt. of Maharashtra
DTP	District Transformation Project
FGD	Focused Group Discussion
KSM	Knowledge Skills and Mindset
KP	Kendra Pramukh
LFE	Leadership For Equity
NGO	Non-Governmental Organisation
TPD	Teacher Professional Development
TNA	Teacher Need Analysis
ZP	Zilla Parishad
DEO	District Education Officer

Executive Summary

Leadership for Equity (LFE) is a systems change and research organization that supports governments with structural and implementational reforms to improve the quality of education at scale. Starting in 2015, the work at the Maharashtra State and Pune city level has evolved into large-scale programs, and a need was felt to intervene at the district level to build a sustainable model for change. Districts are uniquely positioned to be able to play a central role in improving governance systems and schools.

Nashik District Transformation Project, an initiative by Leadership for Equity is a natural progression of the work that LFE has been doing at the state and the city level. In Nashik, the team focuses on it's core work areas which are Officer Professional Development, Teacher Professional Development, Student Learning Development and Advisory and Advocacy for policy level changes. In the year zero, the aim was to study the ground level realities in the district which would further feed into the designing and planning of the various programmes in the district. This year, the team aimed towards co-creating programs with Zilla Parishad and District Institute of Education and Training, enabling decision makers and field officers to manage and monitor programs effectively and scale validated models for teacher and student development.

The DTP team believes strongly in the role teachers play in improvement of student learning outcomes. Its work towards teacher professional development has focused intensively on strengthening the approach taken towards Shikshan Parishads, a monthly peer learning platform for teachers. There has been substantial emphasis on co-planning and co-creation with the officers of District Institute of Educational Training on all aspects of Shikshan Parishad. The team organised 7 Shikshan Parishads in each of the 244 clusters of Nashik district. At student level, the team implemented a tech-based student learning program catering to around 400 children in 5 blocks of Nashik district. The program aimed at improving Math learning outcomes by giving tablets to students and developing teachers' capacity to ensure the utilisation of tablets is effective. To ensure that the officials implement the programs effectively, the team also started building their capacity through Professional Development Forums. These forums supported around 30 block level officers and 22 DIET personnels throughout the year.

In order for these programs and structures to operate congruously, it was essential to ensure that the team's functioning with different government departments is harmonious and coherent. Consequently, the team also worked on advising government officials on the effective implementation and monitoring of programs on the basis of learnings coming from the ground. The team worked closely with the Chief Executive Officer, Zilla Parishad, Nashik and the Education Officer to ensure that the officers at district, block and cluster level and the larger ecosystem of CSRs and NGOs are working coherently to support teachers to build safe and productive learning environments for the students. These initiatives are directed towards building effective and sustainable student, teacher and officer development models in the subsequent years of the project which would potentially cater to achieving the long term outcome of increasing NAS scores in the district.

Introduction

Leadership for Equity (LFE) has envisioned an educational arena where the whole education system converges towards providing the best possible learning environment to the students by strengthening policies, building capacity of the middle management to implement those policies and developing teacher's skills and mindsets.

The District Transformation Project (DTP) in Nashik is essentially striving towards building such models which would fulfill this vision and through its successes and learnings, support the state in taking informed decisions while designing educational initiatives.

In the AY 2019-20, Nashik DTP project was in its second year of implementation and the need to implement and structure programs to meet our goals was necessary. With our experience of year 1, LFE was equipped with ground realities, trust of stakeholders and clear goals. LFE team worked under 4 broader verticals namely: Teacher Professional Development, Student Learning Development, Officer Professional Development and Advocacy & Advisory. The goals under each work area is described as under.

Goals

1. **Advisory and Advocacy:** Strengthening the governance systems in the district in the areas of learning governance, technology adoption, and overall administration clarity and mobilizing prominent NGO partners to drive collective agenda of improvement in Nashik schools across the tribal and rural pockets of the district.

2. **Teacher Professional Development:** Improving teaching-learning practices of 11,000+ teachers through strengthening teachers' continuous professional development structure- Shikshan Parishads.

3. **Teaching with technology:** Driving adoption of technology-integrated learning (through Nalanda project) in about 200+ schools across the district, impacting more than 12000+ students.

4. **Officer Professional Development:** Strengthening the officer development structures impacting 220+ field officers either by building skills in officers by professional development forums or by developing courses on decided topics and conducting peer learning spaces.

In the AY 2019-20, all the activities implemented, outputs and outcomes achieved is elaborated by dividing the report into the broad four sections.

Response to COVID-19

Creating COVID-19 Vision[1] document for Nashik district

In COVID-19 situation the team created a yearly plan for the academic year 2020-2021 which has immediate goals for the period of lockdown and short term goals for the next academic year. The document also clearly defines the roles and responsibilities of officers. Creating a basic structure of students level initiative, Teacher level initiative, and officer level initiative and monitoring. Also working on How to increase student enrollment in Zilla Parishad (ZP) schools and how officers conduct virtual BQC meetings in monthly review of block level also we work on creating basic structure of DQC & BQC meetings. We are working on 100% teachers equipped with life skills and pedagogical skills and knowledge. Preparing yearly calendar of activities for post-covid period

During the time of COVID-19 crisis, millions of students in the public school system were also negatively impacted due to the loss of learning. To make matters even more difficult, the situation was rapidly evolving. The district also had corona hotspots in Malegaon block.

there was by considering the impact which this situation will not have on school children LFE along with District Officials and DIET officials executed the planning for academic year 2020-21. The planning was categorically divided into Immediate Goals, Short Term Goals and Long Term Goals by fully focusing on the situation of COVID. Things considered under planning are providing learning to children with the help of technology, involvement of the local community, local teachers, classroom buddy and subject buddy.

---

[1] Draft of the document submitted by LFE: https://rb.gy/xqnfbt

Highlights

Launch of the Nalanda Project by Prime Minister Shri. Narendra Modi

LFE's Teaching with Technology project that aims to identify a model of integrating technology effectively in day to day teaching to provide students with differentiated support for improving learning was launched in Nashik in partnership with the Nalanda Project and Nashik Zilla Parishad. We have been working with 10 Semi English medium schools across Nashik. Each school has received 40 tablets, a charging cabinet, 40 headsets and a laptop as a donation from MFE. In order to officially kick start the project, the Advisory and Advocacy team organized a grand launch event in which the President of Nashik Zilla Parishad Smt. Sheetal Sangle along with the District Education Officer Dr. Vaishali Zankar handed over the tablets to HMs and teachers of each of these selected schools along with an orientation for teachers selected for the project. This project is one of the top two technology interventions undertaken by Nashik Zilla Parishad and was appreciated by Hon'ble Prime Minister of India, Shri. Narendra Modi during his conversation with the Zilla Parishad President.


(Zilla Parishad President Smt. Sheetal Sangle, Chairman of Education Shri. Yatindra Patil, Education Officer Dr. Vaishali Veer along with LFE's Siddesh Sarma and Block Education Officers of concerned Blocks during the launch event of Nalanda Project in Nashik)

(Nashik Zilla Parishad President Smt. Sheetal Sangle along with Hon. Prime Minister of India Shri. Narendra Modi shared the report drafted by team LFE on technology projects in Nashik. You can access the complete report here.)

Implementation of Nashik District level Training Need Analysis[2] of teacher needs
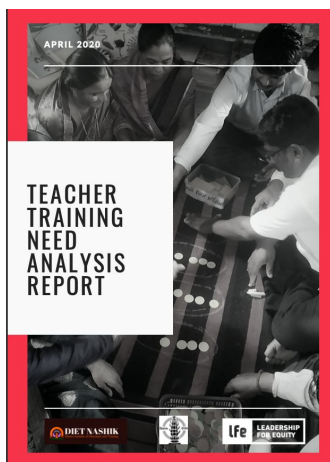
LFE team came up with a process to capture teacher training needs. This Training Need Analysis (TNA) Process was aimed at capturing the needs of training as felt by the teachers themselves so that future training could be rooted in them making the training more relevant, engaging and effective. Hence, the TNA process became a district-wide research project that would be carried out across all the 15 blocks of Nashik.
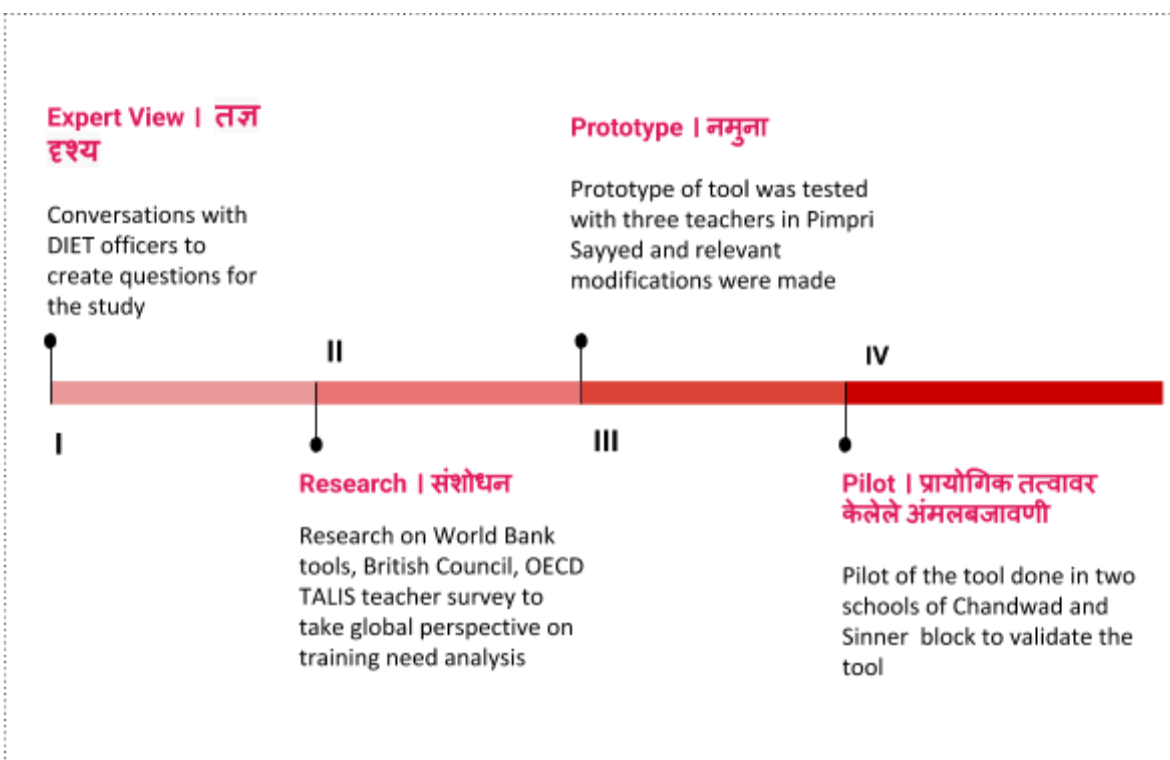
Objective behind conducting district-wide TNA:
- Conducting a needs assessment to identify the relevant skills and content for in-service teacher development
- Conducting a landscape analysis on identifying suitable delivery models for in-service teacher training programs
- Analyse the current state of training follow-ups and in-classroom support, and studying the expectations of teachers on training follow-up

LFE team followed a robust process while creating the tools to be used for the TNA process. As shown in the figure below, the team worked through 4 phases before the implementation of this exercise. It was important to ensure effectiveness of data collection tools/ methods.

---

[2] TNA report for Nashik Zilla Parishad teachers:
https://drive.google.com/file/d/1RLn46_yoyMVL-DUPYfQEXGTbCL4sc2pd/view?usp=sharing

Expert View | तज्ञ दृश्य

Conversations with DIET officers to create questions for the study

Research | संशोधन

Research on World Bank tools, British Council, OECD TALIS teacher survey to take global perspective on training need analysis

Prototype | नमुना

Prototype of tool was tested with three teachers in Pimpri Sayyed and relevant modifications were made

Pilot | प्रायोगिक तत्वावर केलेले अंमलबजावणी

Pilot of the tool done in two schools of Chandwad and Sinner block to validate the tool

After analyzing the data, LFE team suggested the following recommendations to all DIET members and use them while designing teacher development programs.

1. Teacher representation while planning and designing teacher development workshops is a must to improve applicability and relevance to the teachers.

2. The content of the training needs to be more focused on proven pedagogical skills like Activity-based Learning and Use of Teaching Learning Materials (non- technological and technological) in teaching.

3. Data-led discussions about classroom level issues should be incorporated in the design of training.

4. Teachers preferred an in-person or blended model of training delivery over completely online format. A blended model should be used to reach highest teacher satisfaction.

5. Changing the delivery mechanisms of teacher development programs to make it more peer-led and targeted at specific segments will result in better acceptability for teachers

6. Facilitators need to be skilled in creating an interactive environment and ensuring that teachers' takeaways are strong.

7. All the training should be scheduled and communicated to the teachers in the beginning of the year in the form of an academic training calendar with minimal overlapping.

8. It is recommended that training be conducted in the beginning and the middle of the year.

9. Create a robust follow up mechanism and ongoing support structure to complement Shikshan Parishad and other training programs.

10. Teacher skill baseline through credible evaluations, collecting standardized feedback data and reduced administrative workload for KPs are important enabling factors for success of Shikshan Parishads


Picture : Akash Burlawar from LFE conducting FGD with teachers on their training needs with their Kendra Pramukh and Extension Officer

Launching of Nashik Teacher Handbook[3] in partnership with Nashik DIET

LFE team supports DIET Nashik in order to create and implement effective Shikshan Parishads across all clusters with an aim to improve the teaching learning practices of teachers and improve student learning outcomes.

LFE co-planned and organised a two - day **District Level Annual Planning Conference**. The conference saw participation of teachers and officers from across cadres. The conference provided a platform for the planning and designing of Nashik district's road map for upcoming flagship initiatives and academic programs which will be implemented in the next academic year.

Along with the year plan, a special district teacher handbook containing detailed program information was also published and distributed to support all the teachers of the district.
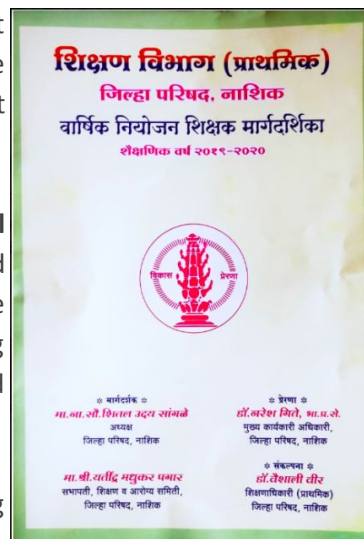
Nashik District Teacher Handbook along with Annual Academic Program Calendar was launched by Dr Vandana Krishna, Additional Chief Secretary, School Education and Sports Department, Dr Vaishali Zankar-Veer, Education Officer, Shri. Yogesh Sonawane, Sr Lecturer, DIET and Madhukar Banuri, CEO, LFE. The handbook was co-designed & compiled by LFE, Nashik Zilla Parishad and DIET, Nashik.

---

[3] AY 2019-20: Nashik ZP Teachers' Handbook : https://bit.ly/3jJVUKA

Bringing the spirit of collective action into focus through the Nashik Collective

LFE launched the Nashik Collective in September'19, a forum for facilitating collective action between CSRs, NGOs and the District Government and discuss possibilities of collaborations among organizations in the social - development sector in Nashik. Ms. Buvaneshwari, IAS - CEO of Nashik Zilla Parishad along with the ZP elected representatives present at the event.

The objective behind this initiative was to foster collaborative spirit across different CSRs and NGOs partnering with Nashik Zilla Parishad. The event was focused on keeping the needs of the district in the center and aligning different initiatives to support the education department.

The glimpse below captures the high participation and LFE team members holding discussions across different partners during the event.

(Picture: L- Different NGO and CSR representatives attending the event | R - LFE team members holding discussions with one group)

Advocacy
&
Advisory

Advisory and Advocacy

The Advocacy and Advisory vertical (AA) of LFE has multiple functions. The first one is to ensure smooth functioning of the current verticals and the second is to establish LFE as one of the central and important knowledge partners in the education sector. In Nashik district we work closely with the Education officer, Block education officer, Extension officers to support them in effective implementation and review of educational programs across the district. Larger goal of the Advocacy and Advisory is supporting the leadership in streamlining communication, data-based decision making and policy support across all blocks.

Inputs and activities

1. Regularised Block Quality Cell (BQC) meetings

As a part of the Nashik District Transformation project, LFE is helping the Education department, Nashik Zilla Parishad to conduct Monthly Block Quality Cell meetings for every block. This is a meeting where Block Education officers, Extension officers and Kendra Pramukh come together for discussion. This is a monthly sharing and learning platform that activities and discussions about challenges along with plans for the next course of action.

At the beginning of the academic year 2019-20 LFE team decided to conduct a small study to understand the expectations from BEO's and other officers about the BQC platform. The objective was to get to know their expectations and then plan accordingly. LFE had conducted this study in two ways - online survey and interview. Total 66 officers filled out forms (53 KP and 13 BEO) and we had interviews with 4 BEO's. There are interesting and well-needed demands came from a study like -
- DIET representative of that particular block need to be present for every BQC meeting
- There is a need to set the structure set BQC meeting where the minimum agenda for all Blocks pre-decided. (Local officers can include more agenda as per need)
- Senior leadership need to be present and review the BQC platform in a timely

LFE presented this report[4] to Dr. Vaishali Veer (Education officer) and is currently in process for getting all the above pointers in GR format for Nashik district. Meanwhile, LFE supported block education officers to organize and manage BQC meetings.

In the AY 2019-20, two blocks had three BQC meetings whereas six blocks had two BQC meetings while seven blocks had one BQC meeting each. During the outbreak of COVID-19 and nationwide lockdown, LFE team supported and conducted 6 virtual BQCs across all 15 blocks. This was the first set of BQCs being implemented virtually in Maharashtra. The early success of establishing this structure and the support of BEOs was made possible under the leadership and guidance of Ms. Leena Bansod, CEO, Nashik Zilla Parishad, and Dr. Vaishali Veer, Education Officer, Nashik Zilla Parishad.

Please find below the number of BQCs held (block-wise data)

---

[4] Block Quality Cell Need-analysis report created by LFE team members: https://bit.ly/3ju0RqS

#	Block	Number of meetings (AY 2019-20)	#	Block	Number of meetings (AY 2019-20)
1	Baglan	2	8	Nandgaon	2
2	Chandwad	1	9	Nashik	1
3	Deola	1	10	Niphad	2
4	Dindori	1	11	Peint	3
5	Igatpuri	3	12	Sinnar	1
6	Kalwan	2	13	Surgana	2
7	Malegaon	1	14	Tribakeshwar	1
			15	Yevla	2

Broad topics that were covered in BQCs are as under:
1. Ideas around learning from home for Students during the Covid-19 lockdown.
2. Discussion on planning of work during the COVID situation.
3. Possible challenges which COVID brought in front of the education system.
4. Sharing of teacher best practices
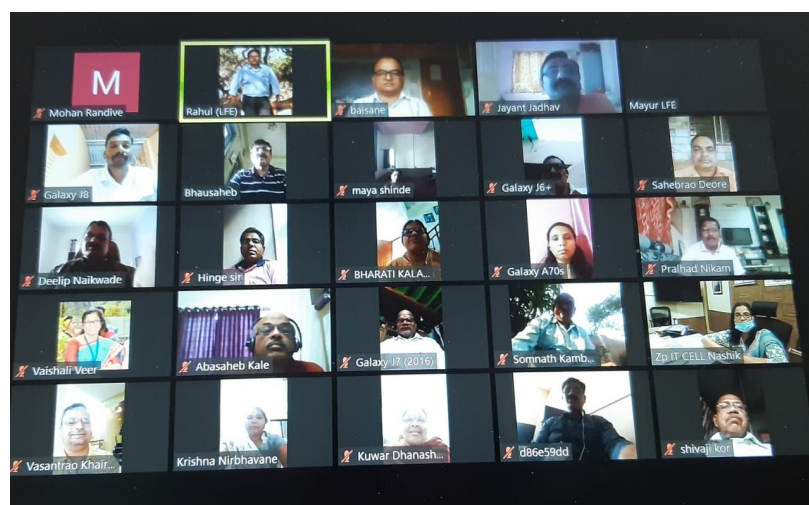
(Ms. Leena Bansod, CEO, Nashik presented for one of BQC meeting)

2. Quarterly Reviews by Education Officer Dr. Vaishali Veer

In 2019-20, Dr Vaishali Veer, Education Officer, Nashik Zilla Parishad, conducted 4 quarterly reviews of our team's work, giving the team a chance to share the work being done in Nashik and also to understand the areas on which we can complement her vision for Nashik. Each member shared what priorities they have been working on and the work they plan on doing in the coming months. Dr. Veer shared videos, articles, and ideas she wants us to work on and share with teachers through Shikshan

Parishad. The team also showed her glimpses of the OPD content, the Nalanda Project newsletter, Transformation Model with Shikshan Parishad, and our new office. The Advisory and Advocacy team has been supporting her by aligning the team's work to complement her vision for Nashik.


(Dr. Vaishali Veer interacting with the team on the work being done by different verticals during the November 2019 review)

Support Government Officials as per need/demand –
Along with co-working with officers, we are also in a position to help officers whenever required. Mainly demand for this came from the officers' side and as a part of the advisory will help officers either through a consultant or helping to draft policies or Government Resolutions (GR). This year we glad to help officers in the following -

1. Co planning BQC meetings with BEOs.
2. Co Working with BEOs to plan for effective increase in enrollment.
3. Co working with BEOs to reach children with remote learning methods.
4. Planning for safely reopening schools with BEOs.
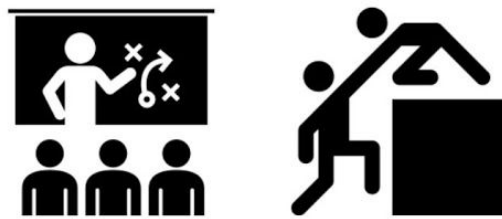
Teacher Professional Development

Teacher Professional Development

Introduction

Teachers hold tremendous value in successful positive changes in our children. This raises the importance of the capacity of our teachers. The structures and platforms that have been created in our systems to improve teacher capacity in various forms become the pivotal factor in the picture. These platforms and structures help teachers in their professional development which enables them to create a positive change in the life outcomes of their students.

This rationale serves as a core philosophy behind LFE's choice of intervening at the teacher level. These teacher professional development initiatives became a focus area for the team in Nashik. The team started looking at initiatives that can be supported and strengthened in the district. The exploration showed that there are plenty of teacher trainings that our teachers attend. LFE looked for platforms that provide teachers with capacity development regularly. The answer was Shikshan Parishads' (SP).

Shikshan Parishad is a monthly cluster-level teacher development platform that is mandated by the system across all blocks of Nashik. These platforms see all the teachers from a single cluster come together to engage in capacity development. At the start of the AY 2019, LFE visited many Shikshan Parishads in various districts of the state to understand the structure, its potential, and its weaknesses to get insights into the functioning of this platform.

Throughout the academic year 2018-19, the team made efforts to improve frequency and quality of Shikshan Parishads and successfully standardized the date of Shikshan Parishads across the district to ensure easier trackability and uniformity across the 244 clusters of the district. The team also developed a clear agenda based structure in Shikshan Parishads that provided a certain direction that could be followed. The team spent the academic year 2019-2020 in improving the effectiveness of the delivery of the Shikshan Parishads. The team has identified four axes through which teacher development platforms can be made effective and have been working on these axes since June 2019.

Four axes of improving teacher professional development:
- **Quality Content**
- **Delivery of Content**
- **Monitoring of the training process**
- **Post-training follow-up**
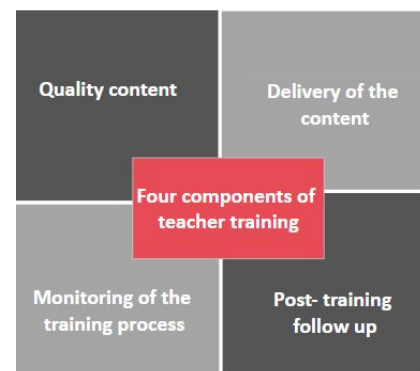
Focus Areas and Goals

As an extension of this goal, the TPD vertical under the Nashik District Transformation is working on developing a model of a need-driven, low-cost, large-scale teacher training program that results in an impact on classroom teaching-learning. To attain this goal, the work in Nashik in the last six months was broken down in four axes that served as anchor focus areas which have further been broken down into smaller goals for the current year.

FOCUS AREAS	GOALS
CONTENT	- Identify effective teaching practices and create video content for monthly Shikshan Parishads
	- Conduct needs assessment to identify the relevant skills and content for in-service teacher development
	- Co-creating outline of the training content module and yearly progression for Shikshan Parishad
	- Co-create protocols for selection and creation of quality content/resources for Shikshan Parishad
	- Create a platform and guidelines to build an online resource repository of content created by members of Nashik district
	- Coach DIECPD members on content/resource creation as per the quality-protocol
	- Co-create a robust, continuous and detailed feedback tool to measure the relevance of training content
DELIVERY	- Conduct a landscape analysis on identifying suitable delivery models for in-service teacher training programs
	- Implement a Shikshan Parishad model in 1 Block to ascertain delivery of relevant content to shift classroom practices based on best practices adopted from other districts, and innovative solutions suitable for the local needs
	- Create a draft SOP for Shikshan Parishad based on the new model
	- Coach members of the CRG on delivering the Shikshan Parishad model effectively
	- Create structures to involve BRG and CRG members to deliver in-service teacher training programs
	- Build capacity of BRGs and CRGs through DIECPD to deliver in-service teacher training programs
MONITORING	- Design structure and tools to monitor all in-service teacher training programs
	- Create structures to build the capacity of Extension Officers, KPs, BRPs and CRGs on effective monitoring of in-service teacher training program
	- Design review processes by improving the effectiveness of existing platforms to ensure consistency of monitoring

FOLLOW-UP	- Analyse the current state of training follow-ups and in-classroom support, and studying the expectations of teachers on training follow-up
	- Co-create and design a follow-up tool and structure for all field officer cadres to provide relevant in-classroom support to teachers in 1 Block
	- Creating a review team (with ZP and DIET officials) and structure for ensuring follow-up processes are being implemented consistently

Inputs and Activities

Ensuring effective delivery of Shikshan Parishads to teachers

TPD team's biggest goal was to support DIET in effective implementation of the monthly Shikshan Parishad structure. This involved working closely with the DIET officials and also strengthening the mechanism of delivery within the district. Team largely worked on three broad categories under this goal:

a. *Co-work with DIETs in creation effective content for teachers for Shikshan Parishads*
b. *Strengthen the structures and people who are responsible for facilitation of Shikshan Parishad at cluster level.*
c. *Strengthen the monitoring process for teacher training programs to be undertaken*

Please find below the details for the same.

a. Hgh quality content creation

Nearly 11911 teachers spend almost 36 hours a year in Shikshan Parishads. It is of utmost importance that these hours be useful and relevant for the teachers and hence, creating and disseminating quality content in Shikshan Parishads was a big priority. Different geographical backgrounds of schools, different grades, dialects etc. also played a huge role in deciding what kind of content should be created which can cater to the teachers of all the blocks. The focus this year was also on skill based content and not just subject knowledge based in order to reach a wider audience and be relevant for teachers coming from different backgrounds.

Another important aspect of content creation was involvement of DIET officers, as DIET is the main academic body of the district. The team's priority in the year zero of the project was on ensuring compliance to the new Shikshan Parishad format, hence in order to streamline the process the team co-created content with only a select few members of the DIET. In this academic year, the team worked with all DIET officers. The priority on content for this year was identified as -

- **Co-creating annual progression plan with DIET Nashik**

The yearly plan and progression of Shikshan Parishad content was decided with DIET in the beginning of the year. This plan involved the inputs from all the members of the DIET body and was followed throughout the year. The monthly subject based progression was defined on the basis of NAS report. The lowest performing learning outcomes of each subject were kept in focus while designing the progression.

● **Coaching DIET members on content/resource creation**

As a progression of last years' Shikshan Parishad where the training content and delivery were mostly created by the LFE team, this year the idea was to drive ownership in DIET members by co-creating the content with them. Also, DIET is the major body for teacher professional development in the district and hence, it's involvement in content creation was imperative. The TPD team co-created the content for each month with DIET. Major steps were designing all the sessions of the Shikshan Parishad, planning for the video content and creating a storyboard while visualising a classroom. DIET members were also involved in coaching teachers whose video is being shot and debriefing the whole process after the delivery of Shikshan Parishad.

Picture: DIET Officers developing content for a Shikshan Parishad with Akash Burlawar from LFE

● **Co-creating a detailed feedback tool**

Collecting teacher feedback is a crucial aspect of getting feedback on the content and delivery of Shikshan Parishad from the ground. This, in turn, helps in improving the quality of the content as per the needs of the teachers. This also helps teachers to engage actively in planning their training. With the change in structure of the content, feedback form was also changed accordingly by taking inputs from the DIET officers.

b. Delivery mechanisms of Shikshan Parishad

One of the major areas of improvement to make Shikshan Parishads effective was, delivery of the content that is created for teachers. This content is delivered at cluster level on one day across all the 244 clusters by the Cluster Heads with the help of Cluster Resource Groups or CRGs. CRGs are a group of 12 teachers in each cluster who have been given an additional responsibility of supporting teachers in their clusters. CRGs are also subject experts so it was planned in the beginning of the year that delivery of Shikshan Parishads can become better if CRGs are trained to be better facilitators. So, the priority was to pilot the new delivery model in one block of the district, Deola.

● **Implement Shikshan Parishad delivery model in one block**

Delivery of Shikshan Parishad content was piloted in one block of Nashik district, Deola. Deola is a semi-tribal block and has 8 clusters, 5 cluster heads and 96 CRGs. The purpose of piloting the new

delivery model was to create a proof point of transformation. Deola was selected on the basis of the investment of the Block Education Officer Smt. Sunita Dhangar, the blocks geographic proximity to Nashik, and size that can be manageable for a small team of 3 members.

Picture: CRG, Naina Wagh, guiding the teachers involved in group activity during Shikshan Parishad on English Peti.

- **Coach members of the CRG on delivering the Shikshan Parishad model effectively**

Delivery of content and how teachers perceive it, is completely dependent on the facilitators. The hypotheses made by the team was that even if the content is relevant and useful, unless it is communicated skillfully, it will not have any impact. So, in order to improve the delivery of content, CRGs of Deola were given coaching. Two CRGs per cluster were selected on the basis of their previous experience in facilitation and recommendation by respective Cluster Heads. CRGs were given monthly coaching on developing their Shikshan Parishad planning and facilitation skills. They were also given work time where they planned the upcoming Shikshan Parishads along with their Cluster Heads.

Picture: LFE team members Shilpa and Shivani, conducting CRG workshop in Block Resource Centre of Deola.

Picture: CRGs sharing their plans for upcoming Shikshan Parishad created during the work time.

- **Monthly Shikshan Parishad observations in all the clusters of Deola**

CRGs were trained in Deola on their planning and facilitation and skills two days prior to the actual Shikshan Parishad date, every month. After this training, the LFE team visited Shikshan Parishads of all 8 clusters of Deola block to observe the facilitation and overall delivery. The team created a Shikshan Parishad observation format to assess the progress in facilitation skills of CRGs and content delivery of the 8 Shikshan Parishads on standard parameters.

Picture: Shri Devidas Shewale, CRG in Deola cluster, explaining the content to teachers during group work.

c. Monitoring of Training Process

The scale and decentralisation of Shikshan Parishad's implementation makes it adds complexity to tracking and data collection from the field. With Shikshan Parishads happening in over 240 places simultaneously, it becomes difficult to monitor the quality and the process that gets followed at each cluster. To create a more accountable system of teacher professional development emphasis has been given to the monitoring of the training process by field level officers. The field officers have tremendous reach and coverage across blocks that can resolve this issue. The team aims to create and drive the adoption of tools and structures for ensuring that all training is monitored effectively.

- **Design structure and tools to monitor all in-service teacher training programs**

Co-visiting Shikshan Parishad with DIECPD officials: To ensure effective monitoring of Shikshan Parishads and identifying any possible areas of improvements, visits have been made to multiple Shikshan Parishads in the previous year by both, the members of DIECPD and LFE team. Some Shikshan Parishads were co-visited by LFE team members along with DIECPD members.

After outlining the different aspects of an effective Shikshan Parishad, a monitoring tool was designed for observers to note their observation details to improve the subsequent Shikshan Parishads. Several officers go beyond the expected observations and participate along with the teachers in the learning process.

- **Create structures to ensure effective monitoring of in-service teacher training program**

244 Shikshan Parishads are conducted simultaneously every month across blocks that are geographically widespread and monitoring these training is crucial to the success of the teacher professional development platform. Since the scale of training is so huge, all the academic and administrative

officials need to maintain accountability of training in their blocks. For the effective monitoring of Shikshan Parishad, a simple online tool is created to collect Shikshan Parishad data. This tool is used by Cluster Heads, Extension Officers, Block Education Officers, officers of the DIET, and other field officers under the Education Department.

Output

- **Understanding Training Needs of Teachers**

The team was focussed on making the processes and systems as contextual and relevant to the teachers of the district of Nashik. As such understanding the needs of these teachers was invaluable. It became imperative to research about training needs and current realities of teacher development in the district. Thus, the conceptualization of teacher need analysis occurred. The year saw LFE engage with DIET officers to begin the preliminary development of the idea. The team successfully designed the Teacher Need Analysis Process and deployed it across the district. The exercise covered thousands of teacher responses and hundreds of teacher interactions providing a wealth of information about the various aspects covered. The exercise aimed to reach all types of population through its sample. Teachers from rural, tribal and urban regions contributed into the study extensively. The analysis and reports from that exercise has provided tremendous insights and validations to the work that has happened and needs to be done in the sphere of teacher professional development in the district of Nashik.

- **Creating High Quality Content**

There was a drive to create high quality content that could serve maximum teachers in the district to gain new knowledge, skills and mindsets. The current model emphasises on the content quality in our Shikshan Parishads to ensure that the teachers feel valued and gain this capacity increase. With the approach of comprehensive co-creation across cadres, the team was able to create many content pieces for teachers in the district of Nashik. The content pieces were relevant and contextual for the district due to a conscious effort for striving towards those at the project level itself. The team created content based on the current needs of the teachers as seen through the district level studies and performance of the district in various evaluations. There was a focus on the teaching techniques to improve the performance on the lowest ranked Learning Outcomes in the district to effective ways of using the variety of teaching-learning materials provided by the government in Sahitya Petis of mathematics, marathi and english. The team created.

INDICATOR	OUTPUT
Number of hours worked with Government stakeholders	**~425**
Number of Officers worked with	**134**

Number of hours of CRG support in 4 Development Workshops	**20**
Number of CRGs supported through 2 Development Workshop	**48**
Average % satisfaction of CRGs on 2 Development Workshop	**98.5**
Number of Shikshan Parishads Conducted	**7**
Number of teachers reached	**~11911**
Average % of satisfaction on the Shikshan Parishads	**99%**
Number of responses on the Shikshan Parishad Monitoring tool	**400+**
Number of Shikshan Parishads observed by LFE team	**32**

Outcomes

- **Co-creation across Cadres**

A major development in the Shikshan Parishad strategy this year was involvement of DIET officers of all the cadre, i.e. Sr. Lecturers, Lecturers and Subject Assistants in all the processes of content creation. The content creation process of each month begins at the very beginning with ideating about the focus areas to onboarding teachers onto the process to final reviews of the video. A focus area was to involve all the officers of the institution from the respective departments. The idea was to co-plan and co-create the content with them. The perspectives brought to the table by Sr. Lecturer, Lecturer and Subject Assistants are very diverse and bring rigour to the content design in SPs. This process also creates familiarity about the process with maximum officers of DIET which eases out the process of a gradual release of responsibility in upcoming years. All the DIET officials fully participated in these activities and even took ownership of timely delivery as well.

Picture: DIET Sr. Lecturer, Lecturer and Vishay Sahayak coaching a teacher during content creation of Shikshan Parishad of December 2019.

> *"Team members discuss with lecturers, the teacher in the development of content in video. This is a good thing for the content creation process."*
>
> *Mr. Sunil Bawiskar*
> *Lecturer, DIET - Nashik*

- **70% of CRGs showing improvement in 60% of the planning and facilitation skills**

In Deola block, CRGs were given coaching on a multitude of skills to improve the last mile delivery of Shikshan Parishads to the teachers. The skilling was primarily on the facilitation strengthening and planning skills. The workshops included two types of skills for the CRGs: Big Skills and Small Skills.

Big Skills included skills of time management, resource management and providing subject expertise. These help in planning and executing the Parishads effectively. Workshops also had Small Skills of group division techniques, attention grabbing etc. which act as tools for holding the space and the audience together. During the Shikshan Parishad observations, it was visible that most of the CRGs implemented

those techniques while delivering Shikshan Parishad content and, according to the Shikshan Parishad observation checklist, 70% of the CRGs showed improvement in 60% of the skills they got coaching on. This result proves the hypothesis that if facilitators are trained well, delivery of content to teachers would be comparatively better.

Responding to COVID - 19

As the lockdown began, gatherings of people were prohibited. This meant that the teachers couldn't congregate for any face to face meetings. This resulted in multiple rescheduling and, finally, cancellation of the last Shikshan Parishad and CRG Development Workshops. The task of adopting technology to sustain these efforts is a massive shift for a scale of such high magnitude. This move is going to redefine the meaning of this teacher development platform in the upcoming year, if the lockdown maintains current level of restrictions.

To gain experience, the team started conducting some of the sessions with DIET and teachers online to identify their comfort level with use of online meeting platforms and ensure that the stakeholders are connected with the team even when schools are shut. During the first few sessions, they were given specific pictorial instructions on using platforms like ZOOM and Google Hangouts. The transition from face to face to online meetings was not very difficult, considering there were many tech savvy officers and early adopters who made the passage really smooth. The team conducted year end reflection sessions with DIET officers and feedback sessions with CRGs and some teachers online. The internal team also started planning for next year's Shikshan Parishads online. The quick switch from offline to online mode of planning proved to be a big leap in the working styles resulting in improved effectiveness and efficiency.
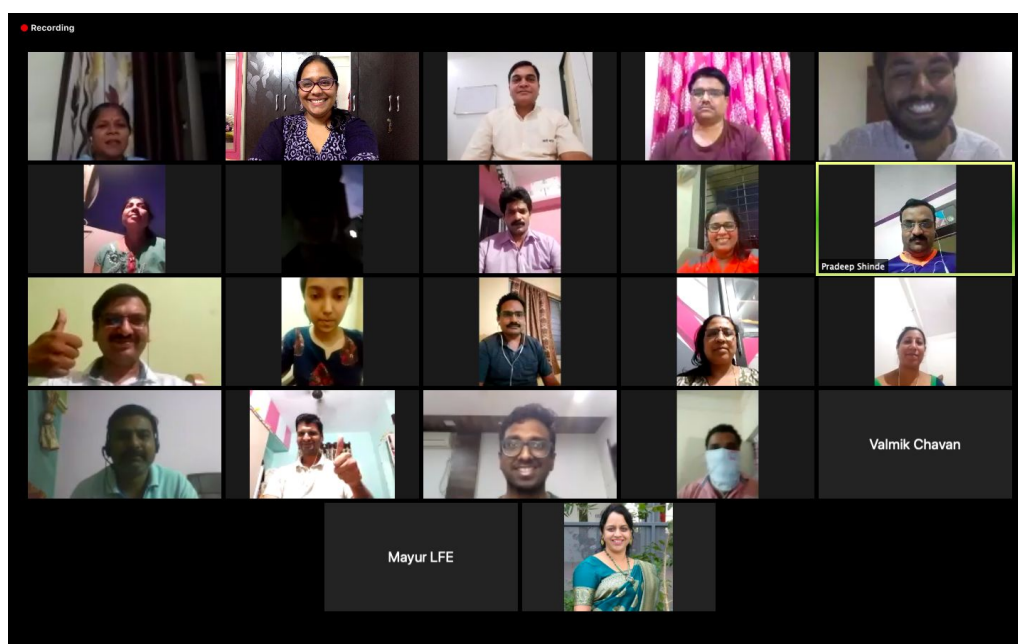
LFE team organising end-of-year reflection session with DIET Nashik team conducted in April'20

Teaching with Technology

Teaching with Technology

Introduction

The Nalanda project in Nashik kickstarted in August 2019 with a 3 year goal of leveraging technology to improve student learning outcomes in Mathematics. In order to make this possible, we believe teachers should be empowered to integrate technology effectively in their day to day teaching. Hence, in partnership with Nashik Zilla Parishad our team worked closely with 20 teachers from 10 Semi English Medium schools catering to 846 students in the first year of Nalanda project implementation in Nashik.

Each school received a Nalanda hardware kit consisting of 40 tablets, 1 laptop, 1 charging cabinet, 1 dongle for LAN connection. The Kolibri platform was preinstalled in each of the tablets and laptops for students, teachers to access level based, curriculum aligned quizzes. Nalanda tab classes were conducted by our 20 teachers with the support of our team through training workshops and classroom observations conducted throughout the year .

The District Education Officer of Nashik, as well as the Block Education Officers, have supported us immensely to successfully work with our selected teachers and students over the last one year. Due to their support and strong determination of our Tantrasaarthis, the Nalanda project started off with a focus on structures and procedures to use technology and ended the year with differentiated learning of students using technology.

In this section we are outlining the journey of our project for the last one year with details about the key components of the project, milestones achieved and learnings.

Overview of the project

10 Semi English medium schools were selected from a pool of 30+ schools with a focus on improving Math learning outcomes of students from grade 3, 4, 5 & 6. Image below helps to see the spread of 10 schools across 5 different blocks of Nashik district.
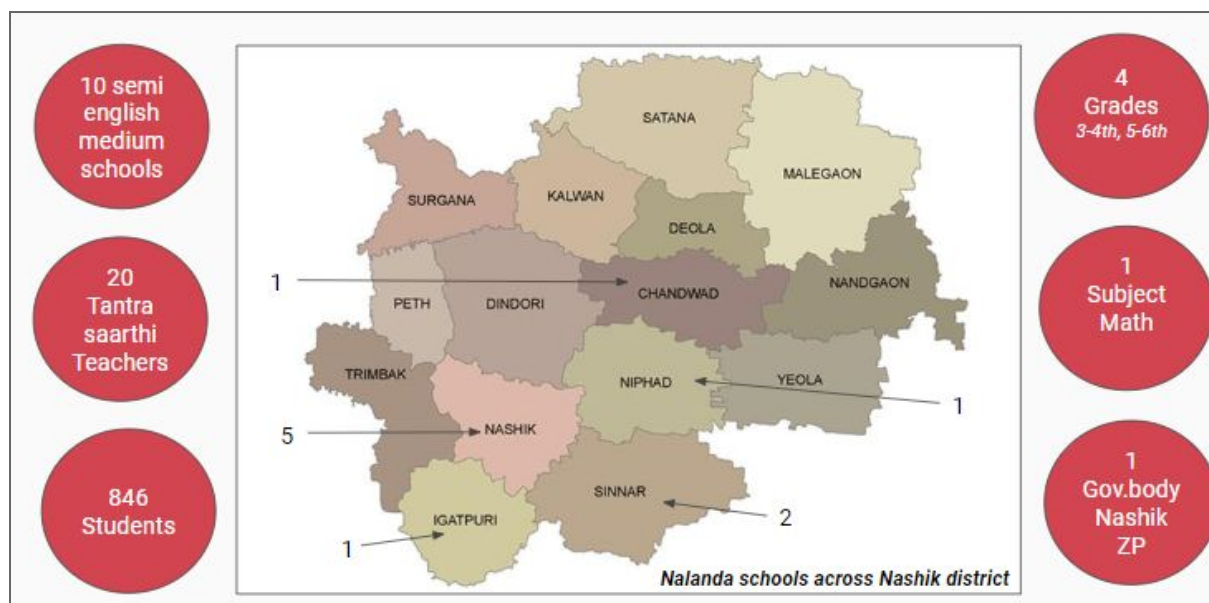

Image 1: Nalanda project overview

After the school selection process, key components of the project implementation were defined along with timeline and broken down objectives for each component.
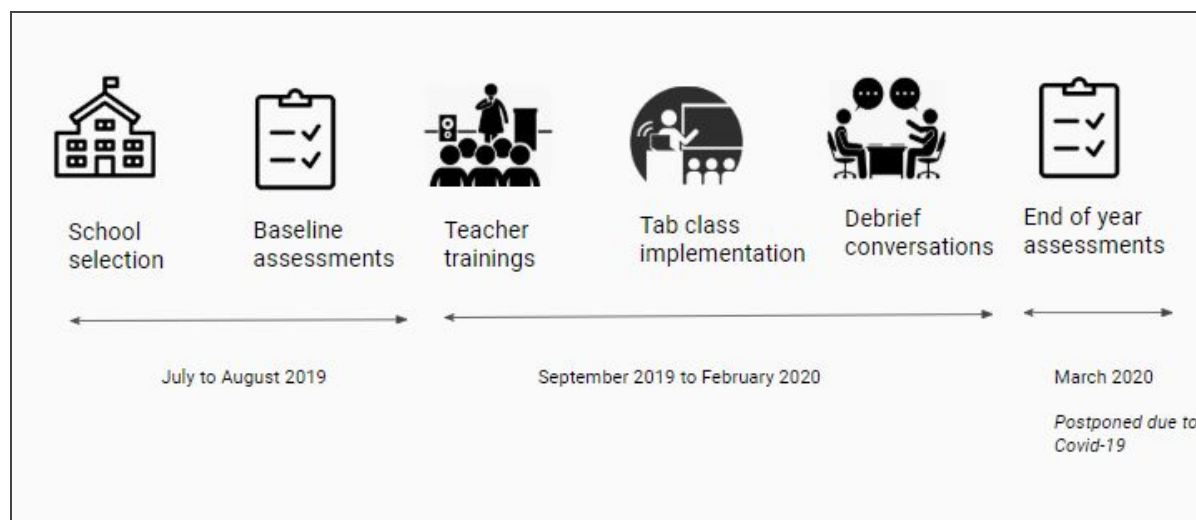
Image2: Nalanda project implementation key components

Inputs and Activities

A. School selection

A three step school selection process was carried out to finalise the 10 intervention schools for the project. A school selection rubric was also developed in order to rate schools on parameters which are essential for successful implementation of the project. The three steps of school selection are as follows:

1) Orientation and interviews of HMs to create first shortlist of schools
2) School visits to interact with teachers and rate the school as per selection rubric
3) Final shortlist of schools as per the ratings and communication with schools

The HM orientation was conducted with 28 schools out of which 25 schools were shortlisted for second round of school visits. The team visited these schools, conducted teacher interviews and scored the schools as per the school selection rubric. The school selection rubric can be accessed here. Based on the scores, 10 schools were finalised for project implementation. The 10 finalised schools are as follows

Sr. No	School Name	Block
1	ZP School, Lakhalgaon	Nashik
2	ZP School,Sansari	Nashik
3	ZP School,Vilholi	Nashik
4	ZP School,Dugaon	Nashik
5	ZP School,Pimpri-Sayyad	Nashik
6	ZP School, Gonde	Sinnar
7	ZP School,Musalgaon	Sinnar
8	ZP School,Kherwadi	Niphad
9	ZP School,Wadiware	Igatpuri
10	ZP School, Mangrul	Chandwad

B. Baseline tests: process, raw data, data analysis

Process: Baseline tests were conducted at the beginning of the year in the months of July - August to assess the math learning level of the students. The question paper consisted of grade level competency based questions, which gave a clear understanding of the baseline of the student in terms of competencies mastered.

Raw Data and Data Analysis: The student answer sheets were further corrected and the data was analysed classroom wise to get an understanding of student learning levels in each classroom.

Sr. No	School Name	Class Average A	Class Average B	School : Average
1	ZP School, Lakhalgaon, Nashik	38	43	40.5
2	ZP School,Mangrul, Chandwad	40	53	46.5
3	ZP School,Sansari, Nashik	16	18	17
4	ZP School,Wadiware, Igatpuri	36	43	39.5
5	ZP School,Vilholi, Nashik	29	34	31.5
6	ZP School,Dugaon, Nashik	37	43	40
7	ZP School,Kherwadi, Niphad	39	39	39
8	ZP School,Pimpri-Sayyad, Nashik	59	55	57
9	ZP School, Gonde, Sinnar	56	60	58
10	ZP School,Musalgaon,Sinnar	53	55	54

C. Teacher trainings

Teacher training was one of the core areas of the Nalanda Project. The trainings were focused on making teachers comfortable to use technology, gaining knowledge/skills for effective classroom management, establishing structures, procedures using data for refining teaching practices, using tech devices in a blended way for teaching/learning. Each training session also focused on building sense of team culture.

Teacher training session conducted by LFE team members in unit meeting

In the past year, 3 teacher training workshops spanning over 6 days have been conducted focused on building skills and culture amongst the teachers.

Key topics that were covered in the trainings were around:

Topic	What was covered in the training
1. Pedagogy and classroom management	- Conducting a tab class in a structured way, "I do, We do, You do" - Using a) attention grabber b) rules c) make listening visible countdown etc.
2. Navigating through Kolibri, handling laptops and tablets	- How to use tablets, laptops, Kolibri confidently & independently - Maintaining the hardware with tips for resolving simple day to day queries encountered - Structures, procedures to ensure safety & safe usage of devices
3. Data interpretation - Using baseline data to form groups	- Simple data interpretation techniques - How to make sense of the baseline data to understand learning levels of students

	- Dos and don'ts of forming level based groups in class
4. Concept of differentiation and practices around it	**-** What is differentiation - Importance of differentiated teaching in classroom to cater to different learning levels of students - Differentiation techniques and managing groups in classroom

D. Tab class implementation

Students from Lakhalgaon school engaged in blended learning during a tab class

Classroom Observation is one of the most important support structures for Tantrasaarthis. During Classroom observations, LFE team members observe a tab classroom conducted by Tantrasaarthis, specifically the use of technology, the adaptability of the teachers, the comfort of the students and the pedagogical skills displayed during the class. Over 300+ tablet classes have been implemented by Tantrasaarthis across the 20 classrooms. The team has observed and has conducted 170 classroom Observations with Tantrasaarthis.

E. Debrief conversations with teachers

Debrief conversations are conducted post the classroom observation where the team member who observed the class has a conversation about the class with the teacher. The debrief conversations serve as a space for the teachers to reflect on their class.The observation team refers to the Tantra Saarthi checklist to see if Before, During & After actions were done. The LFE team members then share the glows, grows and next steps with the teachers which can be implemented in their next tab class. The team has conducted over **170** classroom observations with Tantrasaarthis.

Pic: Checklist and the template for classroom observation used by the team.

School-wise observation numbers captured as under:

School Name	Total no of classroom observations
ZP School Lakhalgaon	20
ZP School Pimpri Sayyed	15
ZP School Vilholi	19
ZP School Dugaon	14
ZP Sansari	25
ZP School Mangrul	15
ZP School Wadivarhe	20
ZP School Muslagaon	16
ZP School Gonde	14
ZP School Kherwadi	12
Total	**170**

Table: Snapshot of classroom observations in the year 2019-2020

lfe LEADERSHIP FOR EQUITY

We have been able to identify some common strengths, areas of development across all the observations conducted by LFE team members.

Please find below the list:

Areas	Description
Strengths	**Strong Pedagogical Knowledge** - One of the common strengths observed in the teachers of the project was the grip on the pedagogy. They exhibited a strong understanding of teaching methodologies and practises. **Strong will to integrate technology -** Teachers had a nuanced understanding of technology playing a pivotal role in improving learning and engagement in class. **Driving effective classroom structures -** Teachers effectively drove structures inside their class like class rules, passing procedures, Gradual release of responsibility, Data reflection etc which enabled seamless integration of technology and classroom instruction.
Areas of Development	**Handling devices -** based on our one year of implementing the project on ground, We have noticed teachers facing difficulty in handling and using the devices with ease. **Differentiation -** While in most of the classes, we saw teachers differentiating their instructions based on the student levels, Catering to all the student levels with ease and consistency was not observed in all classrooms
Contextual Support provided	Based on our last year's implementation, through our classroom observations and debrief conversations, we recognised that the teachers, who needed support, fell under the 2 large buckets. a) **Teachers who were technologically savvy but struggled with pedagogy** - Accordingly, the support provided to this group were Modelling out lessons in classrooms, Specific support conversations and sharing best pedagogy practices during debrief conversations etc. b) **Teachers who were sound with pedagogy but struggled with technology -** This group were proximately supported by assisting them to navigate devices inside classrooms, one on one proximate demonstration till their comfortness with technology increased.

● **Support and Investment of government stakeholders**

A monthly update meeting was held with the District Education Officer every month, These monthly meetings contained the project updates and milestones that were shared with the Education officer regularly.

6 update meetings have been conducted with the Education Officer, updating her on the progress of the project.

(Pic: Dr. Vaishali Veer, District Education Officer visiting a Nalanda classroom for observation)

F. Communications

Monthly newsletter: The monthly newsletter was released every month beginning from December. The newsletter captured snapshots of the highlights of the month's activities, data on the no of school observations, project metrics etc and teacher experiences. In total 4 newsletters have been released till now. The newsletters were shared with the Motivation for excellence team, the CEO Zilla Parishad, Education Officer and Block Education Officers of the Intervened blocks.
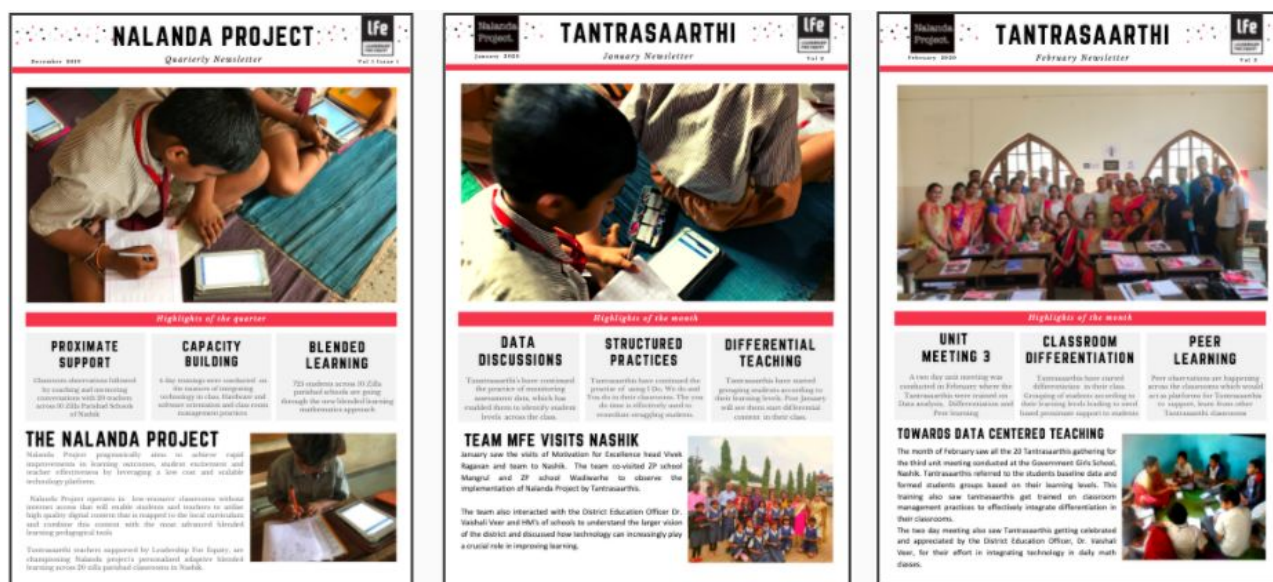
Pic: Monthly newsletters capturing the updates, best practises and stakeholder testimonials

Social media presence : It was decided to share the best practises of our Tantrasaarthi's inside the classroom, highlights, updates and learnings of the project with the external stakeholders. Over 14 Instagram posts and more than 50 stories capturing practises of classrooms have been posted on the Instagram Handle. Handle also has 132 followers and receives an average of 200 impressions per post.
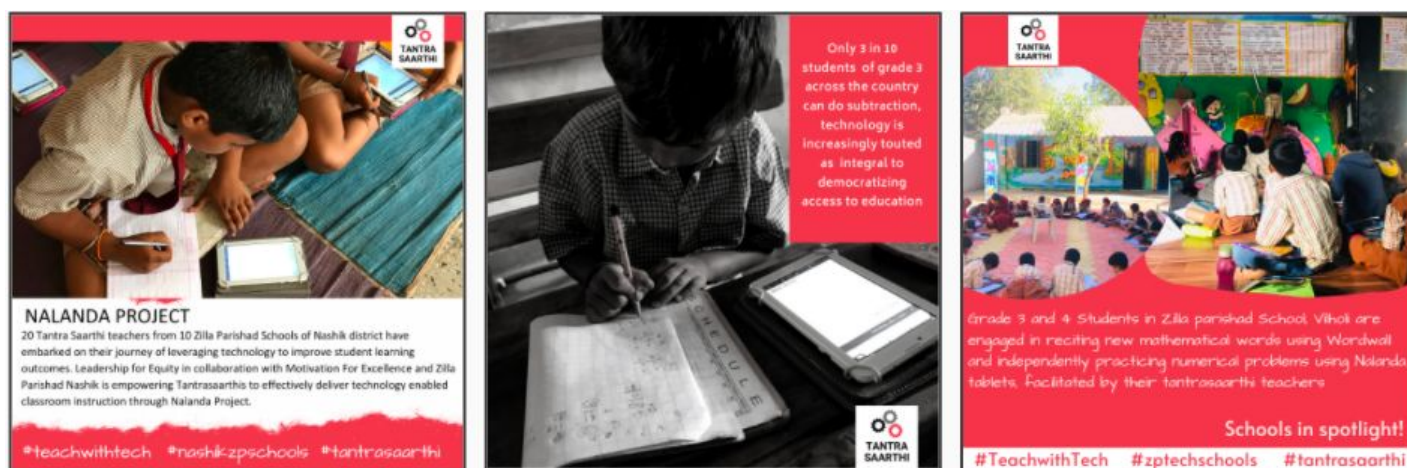
Pic: Three different types of posts published on the tantrasaarthishikshak instagram handle

Learnings

Project Design Learnings
- Involving classroom pedagogical practices from the beginning helped the teachers manage the classroom better
- Dedicating first few tab classes where students are just engaging with tablets on their own would have led them being comfortable with hardware sooner
- Giving teachers a set of actionables (I do, We do, You do) instead of pushing for lesson plans resulted into effective classrooms
- Planning each training session keeping in mind teachers' context helped to boost their confidence to independently implement tab classes
- Student friendly content along with quizzes would have accelerated student learning

Project implementation learnings
- Modelling out classes for teachers and providing proximate support whenever they are stuck helps in better execution and stronger relations
- More investment from HMs could have led to smooth execution in some schools. Need to think of investing HMs from start of the year with clear expectations
- Training teachers on-the-go to resolve basic hardware and software issues could have led to quicker turnaround time for basic queries
- Should have taken a stock of Nashik school holidays and teacher training calendar in advance. It would have helped to avoid rescheduling of trainings

Monitoring and evaluation learnings
- Selection of control schools along with intervention schools would have helped to conduct baseline across both sets of schools

- Rubrics to be used for teacher skill evaluation and classroom observation needs to be finalised at the start of the year
- Data across three levels: Block level, school level, classroom level will be super helpful to present progress in the project objectively to all stakeholders
- For each student, presenting cumulative percentage score for every chapter could have helped them see their areas of improvement clearly
- Engaging with M&E team to streamline data collection and recording would have saved time spent in cleaning/streamlining data
- Provide a brief description of Key inputs/ activities/ workstreams during the year. You can show this with the help of a timeline from the previous year that shows your progress and phases. You can use pictures here to show what it looked like. Definitely add some data points to let your reader know not just 'what you did' but also 'how much'.

Outputs and Outcomes

Goal for the year : 2019-20	Input	Progress made
100% of the teachers are at at least level 3 of the teacher skill rubric	As per teacher skill rubric shared at the start of the year	100% teachers on level 3
70% of the classrooms have mastered at least 60% of the set structures to be followed for smooth functioning of a tab class	Structures: Word wall Class rules, Tab passing procedure, Make listening visible, Attention grabbers	90% of the classrooms (9/10) have mastered 100% of the structures
All relevant stakeholders of the project get timely updates on the best practices captured during project execution	Sharing project updates via newsletters with Nashik DEO, Nalanda team	4 Newsletters shared so far 100 stories and 16 posts shared on dedicated instagram handle
100% compliance is achieved for all project related documentation (process documents, learning documents, Quarterly, MY and EoY reports)	Reports are created and shared on time with all relevant stakeholders	Mid year report shared with Nalanda team Learning document is in progress
30% Chapter time on Nalanda Tablets is achieved as per the defined measurement tool	N/A	Unsure of how to measure 30% chapter time, M&E shifted to tracking number of tab classes conducted

Responding to COVID-19

Setbacks on the Nalanda program due to the nation-wide lockdown since March 2020.

- ○ School and classroom observation was affected.
- ○ Endline analysis was affected due to Covid 19
- ○ Closing of the year with Tantrasaarthis' (teacher mentors) was affected.

Change in our approach

- ○ **Running PLCs (peer learning circles) online and building the ownership among teachers to lead sessions with peers.**

Out Tantrasaarthis have been at the forefront in embracing technology - in a way that we haven't seen before! **Tantramanch** is a peer-led platform specifically hosted by Tantrasaarthis to upskill the tech skills of their peers.

5 Tantramanchs - Virtual **Peer Learning circles** were facilitated by Tantrasaarthis of the Nalanda Project. With the support of Tantrasaarthis, we have managed to shift 100% of our capacity building interventions, Peer Learning structures, online.

7/20 teachers went out of their comfort zone to join our virtual spaces. We have hosted 5 Tantramanch in total spanning over more than 450+ minutes of learning and reflections.

Pictures: Posters created for TantraManch led by teachers

Officer Professional Development

Officer Professional Development (OPD)

Introduction

We are a systems change and research organization that supports governments with structural and implementational reforms to improve the quality of education at scale. LFE's fundamental belief is that Public Education Systems are by definition 'gatekeepers' of equity, and effective and sensitive public systems will ensure that quality education is provided to every child. One of the core focuses of LFE is to strengthen the academic and administrative cadre of officers in the state with improved knowledge, skills and mindset to design and lead effective academic & administrative programs and drive effective people management structures.

From our understanding of education departments across the state, district and local bodies in Maharashtra, the 3 broad issues for officer performance seems to be the following:
- Lack of knowledge & skills to design and drive effective people management structures and support their team members to achieve departmental objectives
- Lack of the knowledge & skills to operate standardized processes for designing, implementing and monitoring programmes - both administrative and academic
- Lack of conducive and safe platforms for officers to collaborate, share and learn with other peers (officers) on a continuous basis

LFE through its OPD Vertical wants to co-create programmes with the government department to ensure that:
- the officers feel motivated, engaged and aligned with policies and processes and take ownership and drive effective academic improvement programs
- the support structures for teachers are effective, leading to improved classroom practices
- the education programs are effective, thus leading to improved student learning outcomes

This is achieved through the following two programs:
1) **Professional Development Forums:** A periodic structure where officers regularly meet to build a sense of community working towards a common goal through sharing their successes and struggles, reflecting on them and problem solving together through knowledge and skill development sessions.
2) **Blended Officer Development Programs:** Certification programs where officers take online courses, attend in-person professional learning circles and attend virtual webinars.

Project Goals and Workstreams

The OPD vertical envisions to strengthen the cadre of officers to lead effective education programs while co-creating such programs with the education department itself. To reach this vision, a 3 way approach has been chosen which consists of the following workstreams.

To achieve high quality governance in the district, an ecosystem of empowered officers with the requisite knowledge skills and mindsets to create an environment of effective support for all teachers is crucial. LFE conducted a detailed need analysis process from July - August 2019 to understand key areas where officers needed support in their daily work. As part of creating more learning spaces for development of officers, following spaces/activities were undertaken in collaboration with Zilla Parishad Nashik and District Institute of Education and Training, Nashik.

Timeline

July and August	September	October	November & December	January & February	March	April and May
Offices Training Needs Survey(Planning, FGDs, Interview etc.) Needs Analysis and report creation	Prototype planning and launch	- Professional development forums at SCERT and RAA's - Prototype course and PLC execution and feedbacks	- Course stages planning and, - Courses outline design and Research - Course creation: Modules first draft ready	- Course creation: Course review and Course 2nd draft - Course creation: Video scripting, shoots and Animation	- Course creation - All Modules Final draft - Online professional development forums at RAAs and DIETs	- Online professional development forums at RAAs and DIETs - Virtual open sessions for officers - Reflecting on all year Success and Challenges.

Inputs and Activities

1. Professional development forums:

PDFs are a periodic structure where officers regularly meet to build a sense of community working towards a common goal through sharing their successes and struggles, reflecting on them and problem solving together through knowledge and skill development sessions. It is a space for officers to work towards their professional development by sharing their learnings and challenges, brainstorming on them with their peers. The platform focuses on peer learning and leveraging the expertise and skills that lie within their group which enables better team coordination and culture as well

LFE team conducted 4 PDFs in the AY 2019-20. A total of 50 officers attended the PDF from across DIET Nashik, Nashik ZP office and all Block Education officers. Topics covered included discussions on National Education Policy (NEP) 2019, Performance Grading Index (PGI), Monitoring and Evaluation, At COVID times - dealing with the pandemic situation, developing a positive team culture, etc. All the PDFs have received an average rating of 4.45 out of 5 on the usefulness of this structure.

Picture: Team member explaining the idea behind the platform and opening up the space
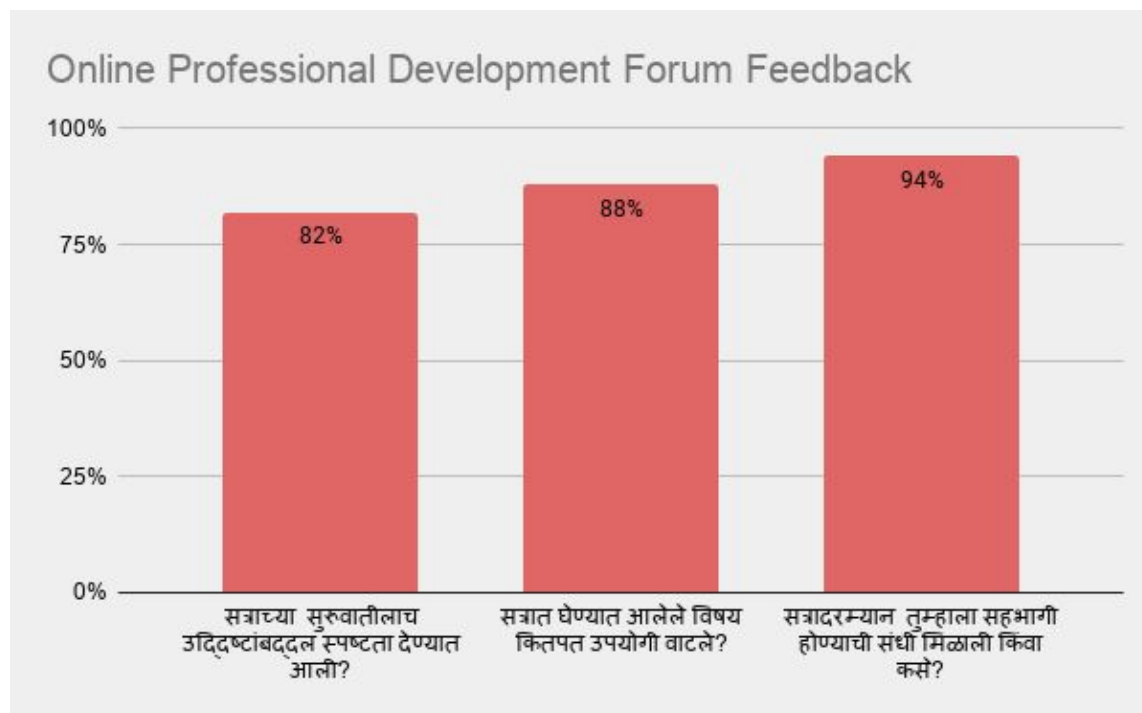

Picture: First professional development session at DIET, Nashik

Outcome

Conducting PDFs lead to engagement of officers on well being of officers, focusing on minutes of Monitoring and Evaluation, also consistent implementation of PDFs and consistency in seeking feedback for them led to officers providing honest feedback for sessions.

More than 86% officers felt the PDF structure to be useful

Online Professional Development Forum Feedback

| | 82% | 88% | 94% |

Bars: सत्राच्या सुरुवातीलाच उद्दिष्टांबद्दल स्पष्टता देण्यात आली? (82%), सत्रात घेण्यात आलेले विषय कितपत उपयोगी वाटले? (88%), सत्रादरम्यान तुम्हाला सहभागी होण्याची संधी मिळाली किंवा कसे? (94%)

Graph: Feedback of officers on online professional development platforms on relevance usefulness of the sessions.

2. District Gunvatta Kaksh Meetings (District Quality Cell):

Nashik, being a huge district with around 15 blocks, is home to many departments and a workforce of around 400 officers. To ensure that all the decisions reaching on-ground are aligned with all these stakeholders, a quarterly structure called 'District Gunvatta Kaksh' has been established. It brings all heads and few other officers of all the departments to make the collective decisions of the educational activities for the entire quarter.

This year LFE supported DIET and ZP to implement these important meetings. Working with the officers to decide the agenda of these meetings, collecting and analysing required data to facilitate the decision making process and maintaining proper communication before and after the meetings are some of the activities which the LFE team has been working on.
This year 4 such meetings have been conducted with an average of 39 officers attending the meetings from across 5 departments.

Outcome:

LFE held 4 such meetings, more than 85% officers found this space and discussions relevant and meaningful.
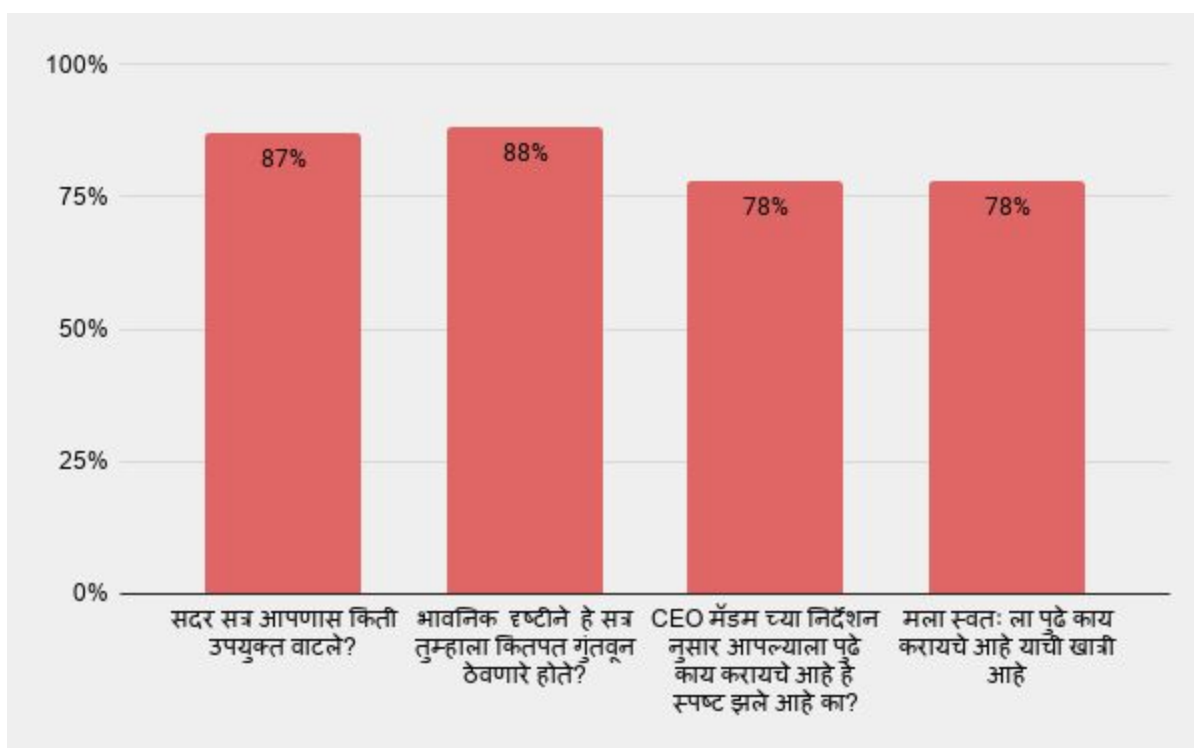
Fig. Average feedback by officers on relevance and usefulness of the District quality cell.

Annual Work Planning Meetings:
Every year, the district has to re-define its priorities and goals. The AWP meeting is a place where all the important stakeholders from different offices come together to have constructive discussions. Key decisions on yearly activities and all programs of the district are taken and a clear implementation pathway is established.

This year LFE supported DIET and Zilla Parishad Nashik to hold the space and drive the conversation towards Nashik's response to the leading COVID situation. The focus was to prevent loss of learning for all the students and encourage teachers to transition into digital learning and find innovative ways for students to learn from home. The challenges in the post Covid scenario were also highlighted. A brief list of discussion items is shared below -
1. Student enrollment
2. Learning from Home
3. Supporting teachers
4. Reducing out of school children numbers
5. Whether to access students based on Adhyayan Sthar Nishchiti, and many more topics.

Image: Nashik education officer's tweet on a successful Annual work planning meeting

3. M&E handbook to support and guide Teachers and Officers about all the programs run by District:

Image: Honb. ACS Education launching District work plan Handbook

Image: Education Sabhapati along with Z.P., CEO inaugurating Handbook at Nashik zilla parishad.

Nashik being one of the large districts with more than 1200 teachers, and 250 officers, it becomes difficult to Monitor and inform about all the programs and activities, to make sure that all the teachers are aware of all the programs run by Nashik district, who is there for support, how officers will monitor

each of the program and role of students and teachers in each of the program there was a need of a tool to guide and support.

This Handbook comprises timelines of implementation of each of the programs, Implementation process, support structure, and Monitoring structure for each of the programs. This single handbook also helps Block Education officers and District Education officers to review the progress of each of the blocks and also of the programs.

Outputs and Outcomes

- Published more than 13000 copies for all the teachers and officers.
- District Education officer using the handbook to review the progress of the block
- Teachers find the guidelines for all the programs given the handbook helpful.

Responding to COVID-19:

- **Professional development forums:** Targeted Professional Development Forums were used as a platform to develop a particular skill or knowledge in-depth with a smaller group of officers. In the first half of the year, In-person sessions were conducted with different regional academic authorities as well as SCERT and later due to COVID crisis, virtual sessions were conducted.

  This was to facilitate detailed discussions with officers on topics ranging from best practices in education during COVID 19, monitoring and evaluation, and building metrics for measurement during program design.

- **DQC:** With the rise of the situation and Lockdown, it was difficult to gather different departments for a meeting. On the other side it was necessary to have discussions and make decisions for schools admission process, how does district start schools and many more important points.LFE supported Zilla Parishad Nashik to hold an online space for such constructive discussions and also in creating future steps documents which will help administration while making decisions.

- **AWP meets:** Annual work planning meeting comprises officers from all the offices, blocks, and few active teachers. At COVID times it became difficult to communicate and bring all these officers together and conduct planning meetings, Conducting 2 ZOOM meetings of total 8 hrs to plan for the entire next year, creating the list of activities and programs for next year has been few of the successes.

Learnings

Overall it has been a big journey for us while working with our stakeholders in different capacities. Across different verticals and the initiatives we have had a few learnings that will help shape the next year and also has given a different perspective to the work we do. These are listed as under:

1. **Significance of dynamics between stakeholders that exists in the system.**
It is important to be aware of the professional dynamics among different stakeholders while co-creating or co-designing programs. Stakeholder management should be given the highest significance while working in collaboration with multiple government departments simultaneously. Stakeholders have clearly appreciated proximate interactions and support for activities in multiple cases. This proximate support results in higher acceptance and effectiveness of support in the work that they do. Building strategic relationships also help in management of stakeholders effectively.

2. **Relevance of content is high for all stakeholders.**
Particular attention needs to be paid to the relevance of the content of the training. While interacting with a variety of target groups, both in type of stakeholders and number of stakeholders, we found that relevance of content plays a crucial role in engaging them effectively. Stakeholders have also showcased higher acceptance when they can see the purpose and actionables of ideas and processes are clear to them. This also gives them the opportunity to tweak certain aspects to increase effectiveness of such aspects.

3. **Identifying early adopters amongst our pool of stakeholders will help in creating the wave of practice adoption**
Early adopters who can become our champions of change in transforming the landscape in the district should be identified at the earliest. This would help in motivating other stakeholders to engage actively in our mutual goals. Another notable factor is planning for ensuring that our stakeholders spend time in understanding and familiarise themselves with various aspects of our interventions. The time taken by the stakeholders ensures that they create a comfort level with the intervention as well. Considering that early adopters are from their own peer group, they can significantly help in this process as well.

4. **Creating proof points of transformation**
A major pivot in our operations occurred by shifting focus from mere adoption at scale to create an impact in geography then scaling that impact. This strategy has led us to begin newer pilots and changes in existing projects to identify best ways to create impact before scaling up these interventions. These proof points need to be substantiated by a thorough collection and examination of data in crucial aspects of the interventions. It also adds the benefit of communicating elements clearly and objectively.

Looking Ahead

Given the Nashik District Transformation project is in its 3rd year of implementation, the expectations and importance of showcasing impact of our work is very high. District leadership and LFE team's work in the next academic year will be heavily focused on effectively monitoring and evaluating the programs.

With the current crisis that has grappled our system, there have been different initiatives that has been undertaken to ensure we reach maximum students and support teachers with best possible ways to reach their goals.

LFE team has taken up the following broad goals:

1. **Ensure maximum reach of students through multiple online and offline learning platforms**
2. **Integrating Social-Emotional learning into teaching-learning practices**
3. **Streamlining communication and policy support**

To meet the above goals LFE team will work on the following areas:

- **Nashik parents helpline: Response to COVID-19-** Sarvsutra chat helpline telegram App is built specifically to meet the large scale school monitoring and evaluation needs of district education offices. The app is planned to be launched in the beginning of the new academic session.

- **Teacher Professional development:** After structuring and strengthening Shikshan Parishad this year, it is planned that Shikshan Parishads would be moulded as a platform where teachers can build peer led learning communities grade or subject wise. LFE team will be working on the following aspects in-order to create an effective teacher development model for Nashik district.
  - Co-creating content for SP with DIET officers and integrating SEL, offline and online learning tools for teachers before school reopens.
  - Supporting CRGs in 2 blocks in effective delivery of Shikshan Parishads
  - Creating a robust monitoring and evaluation framework with DIET officers

- **Teaching with Technology:** In order to impart contextually relevant and demand based training, different technology based training models such as blended learning, MOOC etc. would be piloted in the next academic session. With the current crisis and lockdown that has been implemented, LFE team will roll out a Learning from Home program till the schools reopen and expand the scope of this project with 10 more schools across the district. Team will build a cadre of mentors from the existing batch of teachers. Supporting these mentors to train teachers will be another priority in the coming year.

- **Support the administration in various advocacy work:** LFE team has supported the administration in advocating, designing and implementing various initiatives to bring about a

smooth coordination across different stakeholders. LFE team will focus on the following structures/ process/initiatives in the coming year:

- ○ Regular implementation of District and Block Quality Cell Meetings
- ○ Supporting the outreach & implementation *Device Donation Drive* (DDD) and Radio program across all blocks to ensure maximum reach of students
- ○ Co-designing School Reopening document and its implementation.

Our funders

APPENDIX

Project Theory of Change:

https://rb.gy/l7rrmt

Nashik: Teacher Training Needs Analysis Report

https://rb.gy/9lltux