

# Sahyogi Dal Project

## EoY Report

2017-2018

June 2018 | Pune



# TABLE OF CONTENTS

<b>EXECUTIVE SUMMARY</b>	<b>3</b>
<b>INTRODUCTION</b>	<b>4</b>
Setting the Stage	4
Year 0	5
Year 1	5
Year 2	5
<b>HIGHLIGHTS 2017-18</b>	<b>7</b>
Important Activities	7
Important Outcomes/Changes Witnessed	7
Major Pivots for the Project	8
<b>GOAL 1: Increase in better teaching learning practices by teachers</b>	<b>9</b>
Associated Activities	9
Activity 1: Sahyogi training	9
Activity 2: Co-observations	10
Activity 3: Teacher training	10
Activity 4: Classroom observation	11
Key Learnings	12
<b>GOAL 2: Increase in SLO as affected by the structured remedial program in language and math</b>	<b>13</b>
Associated Activities	13
Activity 1: Sahyogi teaching in Saksham classrooms	13
Activity 2: Books printing	13
Activity 3: Student groupings	14
Key Learning	16
<b>GOAL 3: Increase in enrollment, attendance of students</b>	<b>17</b>
Associated Activities	17
Activity 1 : Headmaster training	17
Activity 2 : School SMC Strengthening	18
Activity 3 : SMC Conference	19
Key Learnings	21
<b>GOAL 4: Established structures for alignment between Teachers, Head-masters and officers for student learning</b>	<b>22</b>

Associated Activities	22
Activity 1: Cluster Review Meetings	22
Activity 2: Officers Workshop	22
Key Learnings	23
<b>PEOPLE</b>	<b>25</b>
Key Stakeholders	25
Sahyogis: Sunita Pingat	25
Jayesh Shendkar - Asst. Administrative Officer, Katraj-Kondwa Cluster, PMC	28
School Management Committee (SMC)	29
Team	30
<b>PARTNERSHIPS</b>	<b>31</b>
<b>LOOKING AHEAD</b>	<b>32</b>
Plans for Next Year	32
<b>APPENDIX</b>	<b>33</b>
LFA	33
Partner Reports	33

# EXECUTIVE SUMMARY

The Sahyogi Dal Project started in the AY 2015-16. In the last two academic years, the focus was to give teachers training on how to teach using constructivist approach, building the knowledge of the Sahyogis in Maths and Language, understanding the needs of the teachers and building the capacity of officers in administrative work.

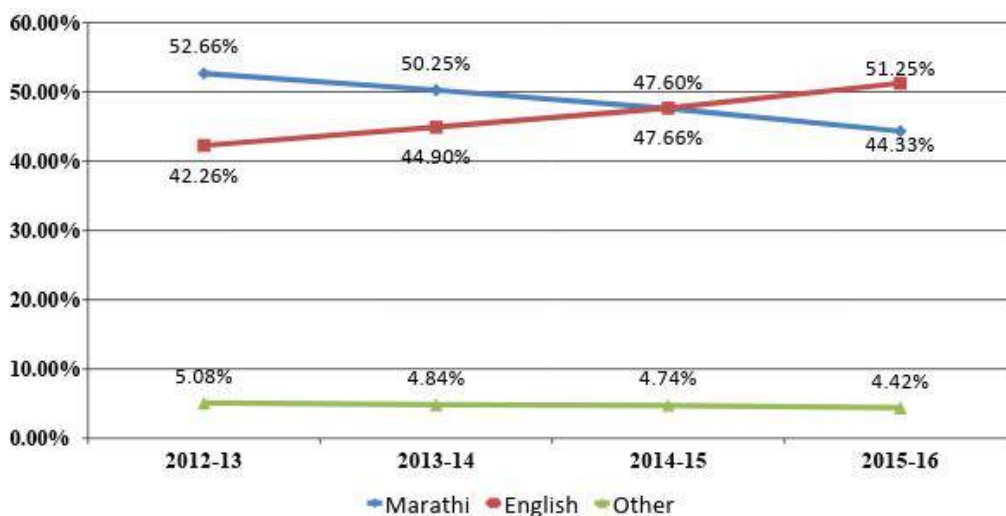
The focus in the current year was on bridging the gap in student learning outcomes through a level based program called Saksham for students in grades 3-8 and on strengthening the School Management Committees (SMCs) in schools to increase the enrolment. With additional two team members joining the LFE team, it enabled the team to drive the rigour in building the Sahyogis as mentors and coaches by providing them on-field support. The strategy adopted in the current year was different and special. Sahyogis were divided into two groups- Content Sahyogis & SMC Sahyogis. This was intended to build the sahyogis based on the expertise they have and to cater to needs of the system. The content sahyogis worked with the teachers to implement the level based program & the SMC sahyogis along with other partner organisations supported the HMs in mentored schools to strengthen the SMCs at school level.

Overall, the work this year has resulted into a significant learnings for the coming year. The project has witnessed many changes from the policy level at PMC to classrooms practices all resulting into growth in student learning outcomes. LFE team has worked closely with the sahyogis and officers at school and cluster level respectively, to implement cluster review meetings, organise workshops for officers and sahyogis & support sahyogis in conducting effective Observation and debrief cycles (ODCs). LFE team organised workshops (Beginning of year, Mid-year, End of year conferences, Get-together meetings) to build the culture of the team and imbibe the habit of reflection amongst the sahyogis.

In the current academic year, 83.9% of teachers shared that they found in-classroom support (observation-debrief cycle) by Sahyogis useful in improving their teaching-learning practices. Sahyogis conducted 9 teacher training sessions in 9 centres for teachers with average attendance of 87% across all centres and sessions. Another big win was the impact of HM workshops (executed by LFE team members and partner organisations) on the frequency of SMC meetings held in mentored schools. 322 SMC meetings were organised in 78 mentored schools with more than 80% members having clarity about their role in SMC.

# INTRODUCTION

## Setting the Stage



*Year-on-year data of enrollment in government schools in Pune City*

Pune Municipal Corporation schools have witnessed a steady decline in the elementary school enrollment numbers over the past 5 years. This decline is especially stark in the regional medium schools ,as seen from the graph above, where the enrollment levels have dropped by 5% each year between 2011-12 and 2015-16. This sharp and continuous decline is often attributed to the poor teaching learning practices in those schools resulting in low student learning levels. According to the ASER data for the year 2014, 15% of the students enrolled in the government schools of Maharashtra could not read letters in their first language while only 33% of the students could recognise numbers upto 99.

With the aim of addressing these issues the Sahyogi Dal project was started in partnership with Pune City Connect (PCC) and Pune Municipal Corporation (PMC) in 2015 with 23 teachers and 29 DIECPD resource persons. The project hypothesis was that an ongoing training, development and support system for teachers would lead to improved teaching learning practices in the government schools eventually leading to increased student learning outcomes. Thus the Sahyogi Dal started as an exclusive cadre of teacher coaches to provide inservice support to all teachers of Marathi and Urdu medium schools in PMC.

## Year 0

In its first year the focus was on building relationship of trust with the teachers so that they are open to receiving feedback. Parallely the team focused on building the knowledge and skill set of the Sahyogis with regards to teacher mentoring and exposing them to the best practices in the system. At the end of the first year, 96% of the teachers said that they felt motivated due to the intervention. A need for

content and grade specific inputs for classrooms was highlighted. What was also recommended was to focus on creating a buy-in from the government and set up a review mechanism.

## Year 1

In its second year of operation the Sahyogi Dal aimed to impact multiple layers of the system, from students to administration. The Sahyogis were provided with rigorous content and skills training in partnership with several organisations. Update meetings with the officers and Supervisors were started to share the best practices of and challenges faced by the teachers. All these actions received a largely positive feedback from the system with 89% of the teachers reporting that they benefited from the classroom observation and debrief cycles and the Sahyogis becoming a reliable link between the school staff and the administration.

## Year 2

While there was positive effect observed in the overall teacher-Sahyogi relationship and increased usefulness of the classroom observation and debrief model, the effect on the student learning outcomes was difficult to determine. One of the main learnings regarding the same was that addressing the multiple learning levels in classroom was complex and time consuming. Thus the third year of the Sahyogi Dal project began with the understanding of the need to build foundational literacy skills through level based teaching. It was also realised that there is a need to design and strengthen structured processes where there is alignment in the school ecosystem to enable smooth functioning of the targeted interventions. For this a new intervention focusing on the strengthening of the SMCs was started. There was a change made in the structure of the Sahyogi Dal team for the same; A Content Sahyogi team (for implementing a level based programme) and a Shala Siddhi team (for implementation of the SMC strengthening programme) was created. The working of these two teams is further explained in the following sections of the report

The overall goal for the Sahyogi Dal Project has been *to create and institutionalise a replicable and sustainable model of in-service teacher development to improve the quality of student learning in urban public schools*. Following axis of intervention were decided by the team for the 2017-18 academic year:

- Provide intervention specific technical training to Content Sahyogi team via partners
- Professional development of Sahyogis through workshops and on-field support
- Provide SMC specific support to school leaders in collaboration with partners
- Create and follow processes for monitoring and tracking the progress of intervention programmes
- Conduct professional development workshops for officers

With increased flux and variability in the system the need arose to build a strong sense of togetherness among the Sahyogis and increase investment from the officers and supervisor. Informal get-togethers along with mid-year and end of year conferences were organised for the Sahyogi team which served the dual purpose of creating open sharing spaces and also learning environments. One day workshops were organised for the officers and supervisors which included a range of session; from motivation to technology. The details of the activities of the past academic year are presented in this report.

# HIGHLIGHTS 2017-18

## Important Activities

1. **Sahyogi teaching Saksham in classrooms** - As part of the training of the Saksham programme, all the Sahyogis taught Saksham Marathi in grades 6-8 in 13 schools for 3 weeks. This experience enabled the Sahyogis to get a grounding of the structure of the programme, identify the possible challenges and concretize the programme's ideology. Having gone through the entire process of testing, grouping of students and teaching a Saksham class themselves first, Sahyogis became confident in explaining the nuances of the programme and were able to gain trust from the teachers.
2. **SMC conference** - Sarva Shiksha Abhiyan (SSA) was instructed by the Maharashtra State government to organise conferences for School Management Committee members. LFE aided SSA in making the conference in Pune city, a platform for sharing and peer learning. Through the organisation of 5 such Urban Resource Centre (URC) level conferences, members of few of the best working SMCs in the city got a chance to share their learnings and experiences and also be appreciated for their work. Their stories inspired and motivated other schools and SMC members present .
3. **Cluster review meetings:** 'Cluster Review Meetings' was introduced by LFE team members to bring AAOs and Supervisors to focus and review the work done by Sahyogis in their cluster. LFE team members managed to organise **13** cluster review meetings from December to March. These meetings were organised to seek support from the Officers and drive the interventions with the Sahyogis.

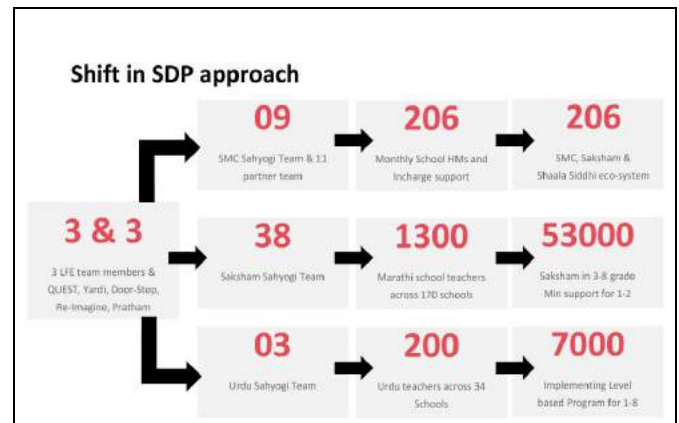
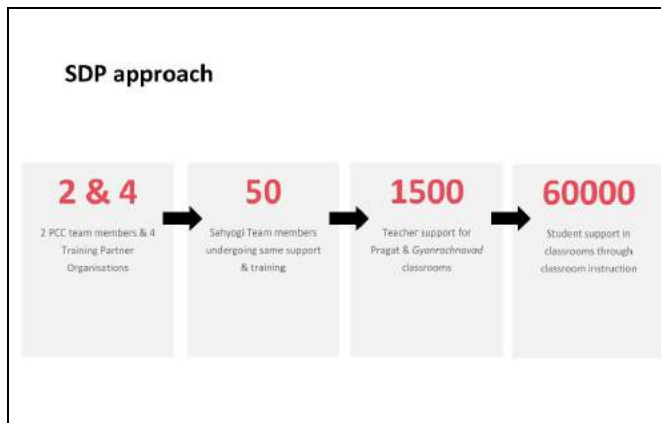
## Important Outcomes/Changes Witnessed

1. **Regularization of SMC meetings:** The increased support and exposure(on-field as well as through workshops) provided to the HMs and school staff on conducting SMC meetings resulted in regular meetings being organised in the mentored schools. What used to be mostly an on-paper activity became an important event for all the members involved.
2. **Integrating level-based learning time during school hours:** There was a policy level change to include 45 mins of level based teaching in the existing school time table. The implementation of the same support received from the officers throughout the academic year. This enabled teachers to cater to remedial teaching within the school hours.



## Major Pivots for the Project

### 1. Shift in SDP approach



*(SDP plan till 2016-17 V/s Shift in AY 2017-18)*

As shown in the above two pictures, Sahyogi Dal Project shifted from one intervention at more teacher level to 2 interventions (Content and SMC). Teacher capacity building was focused through a structured level based program for students named Saksham. The other change was the strengthening of HMs to build SMCs in the city. The idea of collective action was showcased here when different organisations working on SMCs at school level came together with Sahyogis to plan and implement one common agenda in SMCs across the city. The impact of the work has been elaborated in the report.

# GOAL 1: Increase in better teaching learning practices by teachers

To increase teacher performance through an on-going academic support system for their training, motivation and instructional development.

## Associated Activities

### Activity 1: Sahyogi training

- Sahyogis received a total of **22** days of content training from our partner organisation QUEST. The training objective was to familiarise the Sahyogis with the concept of the Saksham programme, the method of grouping students according to learning levels, testing, nature of the books and structure and format of a Saksham lesson. As part of the training, all the Sahyogis taught Saksham Marathi in 13 schools for 3 weeks prior to training of the teachers.
- Apart from the academic training, skills and knowledge based workshops were organised for the Sahyogis by the LFE team. These workshops included sessions on constructive feedback, systems thinking and team building activities. At the beginning of the AY 2017-18, a two day workshop on Art of Reflection by Reimagine India was organised for the Sahyogis.



## Activity 2: Co-observations

- The LFE team co-observed Saksham class with the Sahyogis. The co-observations were followed by debriefs and discussions. The main objective of the co-observation and debrief cycle was coaching and developing the observation and debrief skills of the Sahyogis themselves. The debriefs focused on the Sahyogi's method of identifying the strengths and areas of development for the teacher and giving feedback.
- To guide the Sahyogis about the content of Saksham programme on-field, two members from QUEST co-observed Saksham classes with the Sahyogis and the LFE team. They provided inputs with respect to method of teaching, activities for the teachers and helped solved any doubts of the teachers regarding Saksham.

## Activity 3: Teacher training

- A total of 9 training sessions were conducted by the Sahyogis for all the teachers of grades 3 to 8. The objective was to introduce the Saksham programme; the books and the grouping methodology. Separate training was also conducted for teachers of grades 6 to 8 to orient them to the testing format and paper correction to enable them to group the students into their respective learning levels. Teachers were given a step by step demo of conducting a Saksham Marathi class. Several activities were conducted based on the grades and units and the doubts of the teachers were addressed.



#### Activity 4: Classroom observation

- A total of 1849 observation forms filled (for every 3 observations) by the Sahyogis including non-Saksham (grades 1 and 2) classes. The objective of the classroom observation is to provide on field support to the teachers with respect to content, teaching methods and teaching aids. The observations are followed by one-on-one or group debriefs with the teachers where they are provided with feedback on the lessons observed. During the observations, the Sahyogis also provide need based demo lessons.



	Inputs	Outputs	Outcomes
<b>Sahyogis</b>	<ul style="list-style-type: none"> <li>● 22 Saksham content training sessions</li> <li>● 110 co-observations</li> </ul>	<ul style="list-style-type: none"> <li>● 73% Average attendance</li> <li>● Sahyogis rate training 3.2 / 4 on average.</li> </ul>	<ul style="list-style-type: none"> <li>● Pilot in 13 schools</li> <li>● 3 weeks of classroom teaching</li> <li>● Sahyogi development scale average: 2.9* (N=17)</li> </ul>
<b>Teachers</b>	<ul style="list-style-type: none"> <li>● 9 training sessions</li> <li>● 1849 classroom observations</li> </ul>	<ul style="list-style-type: none"> <li>● 87% average attendance</li> <li>● Testing in grades 6-8</li> <li>● Level wise grouping of students in grades 3-8</li> </ul>	<ul style="list-style-type: none"> <li>● 83.9%** teachers found the observation-debrief cycles useful. While 16.1% felt that there is need for improvement. (N=385)</li> </ul>

\* The Sahyogi development scale is a 4 point scale with rates the content knowledge, facilitation skills and observation and debrief methods.

\*\* Data acquired from teacher feedback survey. Teacher rated the performance of Sahyogis on a 4 point ascending scale.

## Key Learnings

- **Maintain regularity in teacher trainings:** This year due to overlapping dates with the State directed training among other issues, the frequency of touch point with the teachers was extremely low. There was a large gap between the introductory training session and the follow up update sessions. This affected the quantity and quality of inputs provided to the teachers. Moreover, due to infrequent classroom visits from the DIECPD Sahyogis, the teachers from their schools received little guidance for implementing the programme.
- **Sahyogi development:** The focus of this year's training sessions was on the implementation of the Saksham programme. The Sahyogis received intensive intervention-specific content training. The get togethers this year, where team culture and professional knowledge building activities were conducted, received positive feedback from the group but such meetings of the Sahyogi Dal as a whole team were few and far between. A lack of a permanent sharing space impacted their work satisfaction and motivation. Along with content training the Sahyogis need to hone the skills required of a teacher mentor and coach for example giving feedback, classroom observations etc, as also being up-to-date with the developments in the field. They also need a sharing space which would enable peer learning and lead to a robust team culture.



## GOAL 2: Increase in SLO as affected by the structured remedial program in language and math

To increase SLO through the implementation of the Saksham Program in language & math in grades 3 to 8.

### Associated Activities

#### Activity 1: Sahyogi teaching in Saksham classrooms

- Sahyogis taught in 13 marathi schools for 3 weeks in grades 6-8 on pilot basis. This was a part of the training and exposure they received from QUEST. The objective of this activity was to get Sahyogis experience the process of student grouping and the structure of Saksham classrooms. This experience also helped the Sahyogis & LFE team to estimate the possible challenges and strategize for the roll out of Saksham Program in all PMC schools.
- 



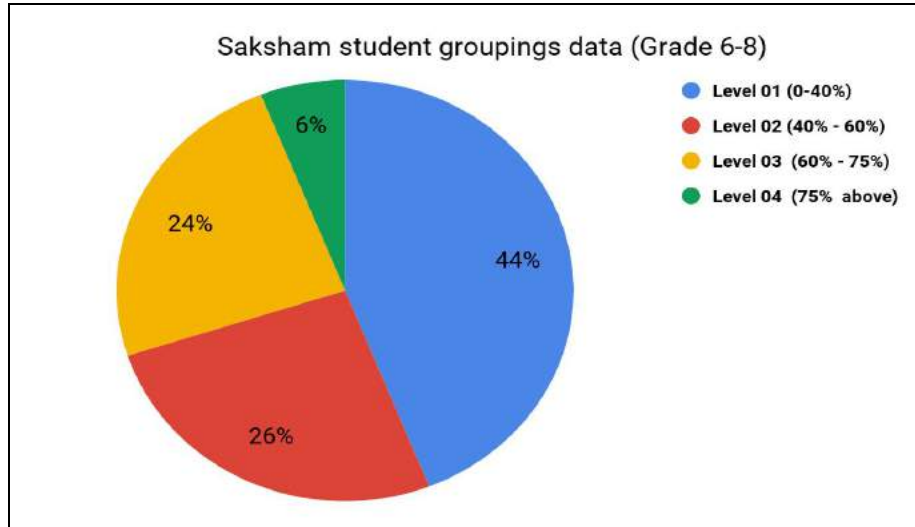
*Sahyogis teaching in the pilot 13 schools of Saksham program*

#### Activity 2: Books printing

- Saksham program involved a huge investment from Pune Municipal Corporation of providing Saksham books to all students from grade 3- 8. PMC press printed **50,000** Saksham Marathi books & **20,000** test papers in the academic year 2017-18.

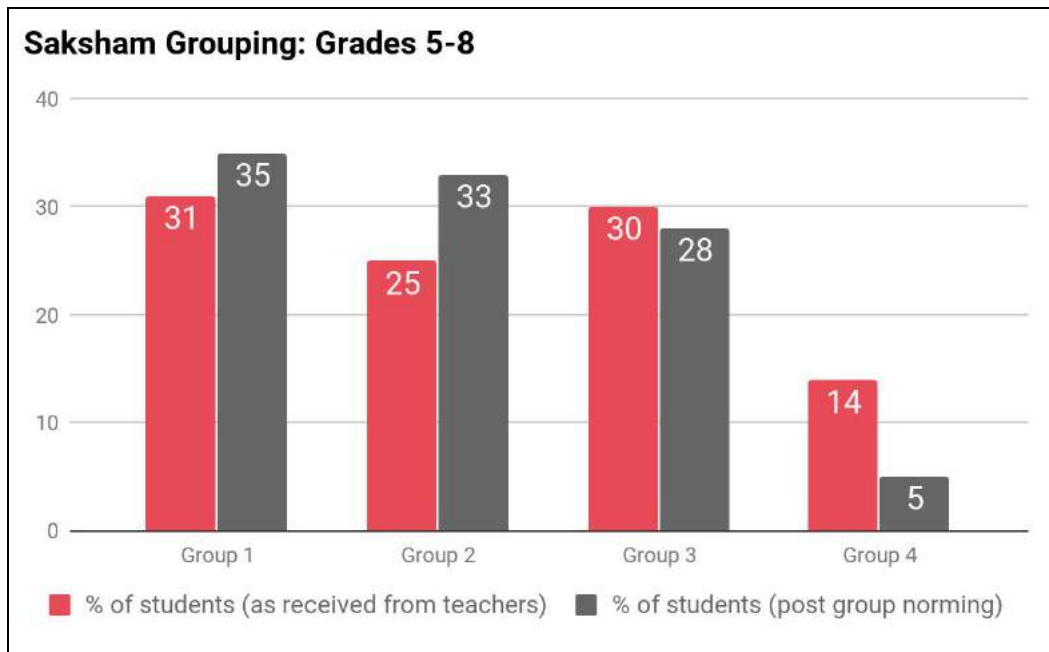
### Activity 3: Student groupings

- Saksham program was piloted in 13 Marathi medium schools by Sahyogis in August. Sahyogis conducted Saksham diagnostic tests for grades 6-8, formed student groups post data analysis and taught Saksham content for 3 weeks

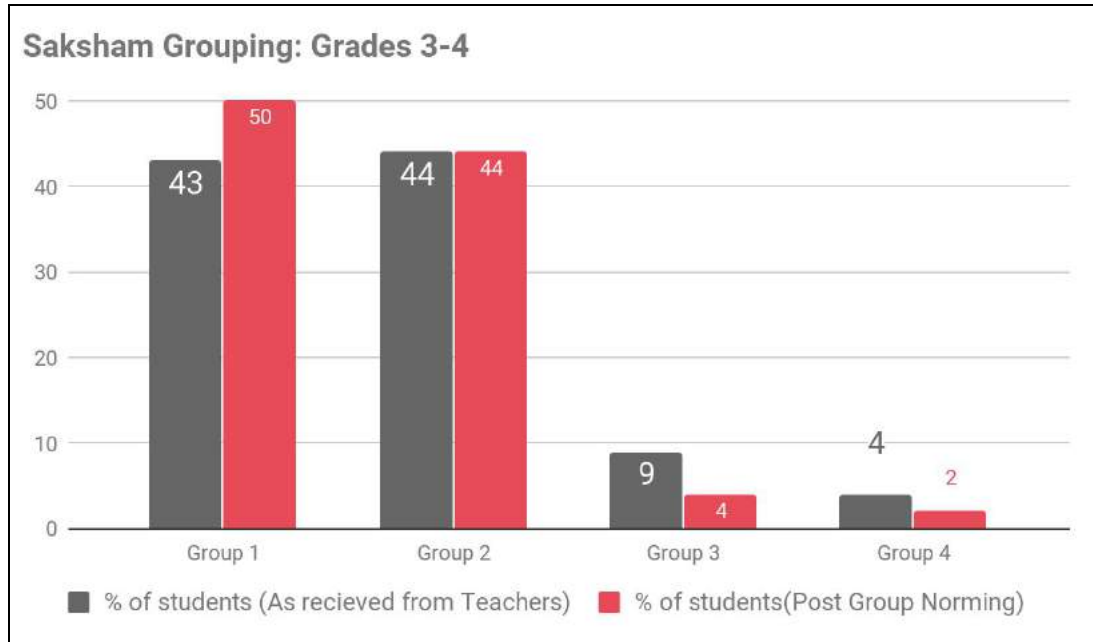


- Saksham diagnostic test was administered by teachers for grades 6 to 8 in all Marathi medium schools. Teacher meetings were organised and conducted by Sahyogis and Supervisors to rectify the equal distribution of students in the levels as observed from the data.

Data of the student groupings is as under:



*Student groupings for Saksham (grade 5-8)*



*Student groupings for Saksham (grade 3-4)*



	Inputs	Outputs
<b>Students</b>	<ul style="list-style-type: none"> <li>• 50,000 Saksham Marathi books printed</li> <li>• 20,000 Saksham papers printed</li> </ul>	<ul style="list-style-type: none"> <li>• Student groupings across all PMC marathi medium schools</li> </ul>

## Key Learning

- **Structure of the Saksham classroom:** QUEST gave a definite structure of 45 minutes of Saksham class. This structure was very successful since it gave teachers the clarity and framework to work and plan. These 45 minutes were broken down as 5 minutes for songs, 15 minutes for read aloud, 15 minutes for dictation & 10 minutes for games/activities or introduction of the concepts. The reasons behind breaking the 45 minutes were explained to teachers and Sahyogis. Sahyogis' experienced the enthusiasm and observed the changes in students during the three weeks of their teaching. This structure enables and gives students the freedom to express and enjoy with equal emphasis on learning. With teachers, this structure will help them develop in time management and planning for their class.

## GOAL 3: Increase in enrollment, attendance of students

To mobilise parents and community members through School Management Committees (SMC) towards increased enrollment and student attendance in the PMC regional medium schools.

### Associated Activities

#### Activity 1 : Headmaster training

- Two training sessions for the Headmasters of all the schools were held where discussions on Right to Education Act, Effective way of School Walk, Shala Siddhi tool for school development created by central government took place. The plan was to conduct such meetings every month, however due to other trainings and meetings scheduled by State government this became difficult to organise.. Experts on the subjects were invited to enable the Headmaster's to implement the ideas in their schools. This platform was also used for discussing the SMC strengthening program. A total of 185 school Headmasters attended these training sessions.



## Activity 2 : School SMC Strengthening

- To strengthen the School Management Committees an intervention programme was started this year in partnership with Yardi foundation and Doorstep. All three NGO's came together to plan and implement the program across all the schools of the city. A total of 8 planning meetings were conducted. This was pre planning meetings were discussion held on meeting topics, ho to conduct, on which part need to push in meeting etc. For the intervention, the schools were divided into mentored and non-mentored. 78 schools where Yardi and Doorstep gave on ground support were categorised as mentored schools while the remaining 185 schools received inputs only from the Headmaster training and were hence categorised as non-mentored.
- LFE team member co-observed 9 SMC meetings with the Yardi and Doorstep team which were followed by debriefs focused on improving their mentoring skills.
- Maharashtra government in consultation with LFE created an SMC guideline booklet for all government schools in maharashtra.



### Activity 3 : SMC Conference

- This year the State government instructed Sarva Shiksha Abhiyan (SSA), to conduct conference for SMC members from schools at the Urban Resource Center (URC) level. 6 SMC members from different schools of a URC were provided a platform for sharing their best practices. LFE aided SSA in organising these conferences across all the 5 URCs in Pune city.



	Inputs	Outputs	Outcomes
<b>HM Meeting</b>	<ul style="list-style-type: none"> <li>• 3 training sessions for Shala Siddhi Resource team (Sahyogi, Yardi and Door step)</li> </ul>	<ul style="list-style-type: none"> <li>• 2 HM meetings (in batches of 50 HMs each) conducted for 200 HMs</li> <li>• Attendance at HM Meeting -               <ul style="list-style-type: none"> <li>a) Aug - 92%</li> <li>b) Sept - 94%</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 64% of HMs gave top rating (scale of 4) for training. (N=156)</li> </ul>
<b>SMC Strengthening</b>	<ul style="list-style-type: none"> <li>• 8 training sessions for Shala Siddhi Resource team</li> <li>• 9 Co - observations of SMC meetings</li> </ul>	<ul style="list-style-type: none"> <li>• 322 SMC meetings in 78 mentored schools</li> <li>• SMC members attendance &gt;65%.</li> <li>• 72 mentored schools: regular mid-day meal kitchen visits by SMC members</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of the Officers surveyed gave top rating (scale of 4) to the intervention. (N=14)</li> <li>• 95% of respondents said they have seen positive difference in the SMC meetings from last year. (N=44).</li> <li>• 91% of respondents said the coordination between members and HM is good. (N=44)</li> <li>• &gt;80% members have clarity about their role in SMC. ((N=44)</li> <li>• 95% of mentored schools from mentoring stand, follows Mid day meal Kitchen visit activity regularly</li> </ul>
<b>SMC Conferences</b>	<ul style="list-style-type: none"> <li>• Co-planning with SSA for 5 URC level conferences.</li> </ul>	<ul style="list-style-type: none"> <li>• Organisation of 5 URC level conferences.</li> <li>• 1250 SMC members attended and shared 12 case studies across city</li> </ul>	<ul style="list-style-type: none"> <li>• LFE demonstrated SMC conference at Jalna district as requested by Equity cell, SCERT</li> </ul>

## Key Learnings

- **Need for a common sharing platform for school Headmasters and SMC members :** School Headmasters need a common platform where they are able to share their thoughts and benefit from their peers. These platforms would serve as a sharing platform for their learnings from their schools so that other headmasters are exposed to different ways to tackle the issues in their schools or the procedures one has to follow as a Headmaster. Similarly the SMC members need a common platform where they can demonstrate best practices to each other. This will be most effective at the school level.

## **GOAL 4: Established structures for alignment between Teachers, Head-masters and officers for student learning**

To create structures and processes to focus on increasing student learnings outcomes. The objective of introducing new structures was to build a communication channel between the stakeholders keeping student learning as a focus.

### **Associated Activities**

#### **Activity 1: Cluster Review Meetings**

- 'Cluster Review Meetings' was a new process introduced by LFE team members to bring AAOs and Supervisors to focus and review the work done by Sahyogis in their cluster. LFE team members managed to organise **13** cluster review meetings from December to March in 15 clusters. These meetings were organised to seek support from the Officers and drive the interventions with the Sahyogis.

#### **Activity 2: Officers Workshop**

- AAOs & Supervisors are one of the crucial stakeholders in the system. It was important not just to meet them in person but also to support them in their role as administrative officers in PMC. During the first workshop, officers shared the areas where they seek professional development like use of Google Forms, Google drive, making PPTs, working on Word / Excel, discussions around important policies impacting education, etc. from our team or from experts in respective field. LFE team organised 2 rounds of workshops with officers.

Activities	Inputs	Outputs	Outcomes
<b>Officers meeting</b>	<ul style="list-style-type: none"> <li>• <b>1</b> workshop with AAOs</li> <li>• <b>1</b> workshop with Supervisors</li> <li>• <b>1</b> workshop with DAOs, AAOs and Supervisors</li> </ul>	<ul style="list-style-type: none"> <li>• Average Attendance : <b>65%</b></li> </ul>	NA
<b>Cluster Review</b>	<ul style="list-style-type: none"> <li>• Planned <b>24</b> cluster review meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Executed <b>13</b> cluster review with officers and Sahyogis</li> </ul>	<ul style="list-style-type: none"> <li>• Avg. <b>70%</b> next steps implemented (as discussed in cluster review meetings)</li> </ul>

## Key Learnings

- **Proximate support to AAOs and Supervisors:** During the past 2 years of working with the officers, we realised that it was difficult to implement programs without the support of the AAOs and Supervisors in their respective clusters. Organising meetings or workshops with the officers was not sufficient. It was important to build the ownership amongst the officers to drive the interventions and hold the Sahyogis and HMs accountable. LFE team introduced a new structure of 'Cluster Review Meetings' at cluster level. LFE team encouraged the officers to base the review on the data captured during the classroom observations and provide support to Sahyogis. This strategy to meet the officers with challenges specific to their clusters have helped in breaking the ice with them. The workshops that were organised for the officers was a combination the needs of the officers & our asks from them.





*Shirisha Sathe, facilitating a session on 'Motivating teachers' with PMC Supervisors*



*AAO's discussions during the workshop*

# PEOPLE

## Key Stakeholders

- Sahyogis: Sunita Pingat



*Sunita Pingat, facilitating content session during monthly teacher workshops*

As a school teacher with over 14 years of experience Mrs. Pingat had never thought that one day she would graduate from teaching children to training teachers! Joining the Sahyogi Dal was a completely novel experience for her. It wasn't an easy task to be on the other side of the classroom. One of the personal challenges she had to overcome was facilitating training sessions. With determination and the thought that, "The education system is on the brink of a positive change and I should contribute in whatever way I can", she has evolved into one of the most hard working and loved Sahyogis (teachers interviewed gave her the top rating for her overall performance as a Sahyogi). Today she trains and mentors over 49 teachers in Nagar Road cluster and has been a source of inspiration and motivation for them.



*Sunita Pingat observing a classroom*

When Mrs Pingat first began observing the teaching methods being followed in classrooms, the teachers weren't too comfortable. Any feedback given would only be received with a certain amount of hostility as opposed to looking at it as a tool for collective progress and improvement. Mrs. Pingat was ready for this and her efforts remained undeterred. Using techniques like positive feedback, establishing rapport with the teachers Mrs. Pingat was successfully able to transform the mindset of the teachers from resistance to one of cooperation and development.

Mrs Pingat says, *"Change is always for the better but it is never easy"*. To make the teachers understand that the newer methods of teaching were fun and effective and would ensure that the students enjoyed learning even more, she conducted demo classes using different teaching methods in their classrooms. Today, because of her quest for knowledge coupled with her enthusiasm to share it, all the teachers are now comfortable approaching her and experimenting new ideas with her in their class.





*Sunita Pingat conducting demo lessons during classroom observations.*

From the initial months of hesitation and doubt to being a confident and motivated Sahyogi, Mrs. Pingat's journey has truly been an incredible one and has proved that if you have the will and a desire to succeed, anything is achievable. She is extremely passionate about her work and her teachers' positive feedback is a testimony to this.

**Jayesh Shendkar - Asst. Administrative Officer, Katraj-Kondwa Cluster, PMC**



*Mr. Jayesh Shendkar (front center) with teachers from his cluster whom he awarded appreciation certificates*

“सहयोगी दल प्रकल्पाच्या माध्यमातून पुणे मनपाच्या शाळांमध्ये सुरु असलेल्या सक्षम कार्यक्रमाचा भाग म्हणून सरांसोबत भेट झाली. भेटी दरम्यान सरांना सक्षम कार्यक्रमाची रूपरेखा समजावून देणे तसेच त्यांचा सक्षम कार्यक्रमात सहभाग मिळवणे हे गृहीत होते. परंतु अगोदरच सहयोगी दलामार्फत सरांना सक्षम कार्यक्रम चांगल्या प्रकारे माहिती होता. कात्रज वानवडी विभागातील सहयोगीच्या आढावा बैठकीत प्रत्येक सहयोगिकडून शाळानिहाय सक्षमबाबत पडताळणी करून घेणे, ज्या शाळांमध्ये अडचणी आहेत त्या सोडविण्यासाठी प्रयत्न करणे तसेच ज्या शाळांमध्ये सक्षम कार्यक्रम उत्तम चालू आहे त्यांना पत्राद्वारे अभिनंदन करणे अशा विविध पातळीवरील सरांच्या सहभागामुळे सहयोगींच्या कामाला गती मिळाली. सहयोगींना शाळा पातळीवर व कार्यालयाकडून काही मदत लागली तर ती पूर्ण मिळेल या सरांच्या आश्वासनामुळे सहयोगींचा उत्साह वाढला.

सरांच्या सहभागाचे (किर्याशील) एक उदाहरण म्हणजे सरांनी एकदा कात्रज विभागातील सर्व मुख्याध्यापकांची विद्यार्थ्यांची प्रगती आणि गुणवत्ता या विषयावर चर्चा करण्यासाठी सभा बोलावली होती. त्या सभेला मी आणि राहुल दोघेही सक्षमच्या साहित्याबाबत चर्चा करण्यासाठी गेलो होतो. त्या वेळी शेंडकर सरांनी त्यांचा सभेचा विषय बाजूला ठेऊन प्रत्येक मुख्याध्यापकांकडून आपल्या शाळेतील सक्षमच्या स्थिती जाणून घेतली. तसेच ज्या शाळेत सक्षमसाठी लागणारे साहित्य तयार केलेले नव्हते त्यांना लवकर साहित्य बनून घेण्याची ताकीद दिली. ही आणि अशी अनेक उदाहरणे आहे की सरांनी आपल्या विभागात सक्षम कार्यक्रम उत्तम सुरु राहावा म्हणून प्रयत्न केले दिसून येतात.

शेंडकर सर आणि त्या विभागाच्या पर्यवेक्षिका, श्रीम. काळे मॅडम हे सक्षम कार्यक्रमाकडे सकारात्मक दृष्टीतुन पाहत असल्याने त्यांच्या कात्रज विभागात सक्षम कार्यक्रम जोमाने सुरु आहे.

श्री शेंडकर सर व पर्यवेक्षक काळे मॅडम यांचे त्यांच्या क्रियाशील आणि व्यक्तीशः सहभागाबद्दल मनःपूर्वक आभार.”

- नितिन मराडे, क्वेस्ट संस्था

### School Management Committee (SMC)

Within a year of the implementation programme of School Management Committee empowerment by the Shala Siddhi team comprising of 9 members of the Sahyogi Dal together with the teams from Yardi foundation and Doorstep, positive results were observed in almost all the schools across the city. School Number 43G is an apt example of the positive impact the programme has had so far.



*SMC members of school no. 43G*

While the meetings of the school management committee in all the schools were taking place periodically and according to the plan being followed across the city, the speciality of this school was the initiative taken by the SMC members to tackle the issues right from the beginning. Due to the planning and regular meetings being organised there was a sense of excitement and work energy among the members. They were highly motivated to solve the school level issues. They took actions at various levels, for example following up with the SMC, follow-up with the corporators, online complaints, visiting and following up with the cluster level officers, to solve the problems. Some of the most prominent examples of this are sanitary latrines, school grounds, school building repairs. The SMC members not only took the initiative to improve the school's infrastructure but also participated and took leadership in other activities such as visits

to homes of the continuous absent students, creating awareness in their community about increasing enrollment of students in the school, parent meetings, among others. Thus looking at the achievements of the SMCs across the city, 43G school's SMC stands out as an ideal example of the work being carried out. Our partner organisation Yardi foundation's member Poonam played an important role in the success of the school's SMC.

## Team



*(SDP team L-R : Ashwini M, Moiz S, Damini M, Rahul S & Saki M)*

### **Damini Mainkar**

**Role:** Project lead

With two more team members - Ashwini and Rahul, joining the team brought the Sahyogi coaching and mentoring as a big priority for the team. LFE team focused on coaching & mentoring Sahyogis by organising co-observations and debriefing with the sahyogis. With Sahyogis, cluster officers were a big stakeholders who had to be tapped through personal meetings. It was a big learning experience and accomplishment to organised cluster review meetings driving the implementations more effectively.

### **Ashwini Maslekar**

**Role:** Project Associate




I joined the team at the time when major changes in the project structure as well as the team structure were being initiated. My main focus was on providing on-ground support to the Sahyogis which had to be complemented with efforts towards increasing investment from the officers and supervisors for the project at their cluster level. With diverse expectations and working styles of the officers, this has been the biggest challenge. Despite the delays witnessed this year and the system level issues I feel optimistic about the coming year because of the collective efforts put in from all levels of the system.

### **Rahul Suvarna:**

**Role:** Project Manager

AY 2017-18 was an outstanding year for me. Within this role, I had the opportunity to learn about the functioning of Pune Ed system at all levels: from students, teachers, HMs, officers to Mayor of Pune. The team efforts showed that collective (collaborative) action is one of the biggest pillar to get success.

## PARTNERSHIPS

Name & Logo	Nature of Partnership	Partner Since	Work Done
<b>QUEST</b> 	Content & Training partner - Marathi	January 2016	<ul style="list-style-type: none"> <li>Provided technical training of the Saksham programme to the Content Sahyogis</li> <li>Provided supporting material</li> <li>co- observation with Sahyogis and LFE team</li> </ul>
<b>Yardi</b> 	Implementation partner - SMC intervention	July 2017	<ul style="list-style-type: none"> <li>Implementation of plan through on-ground support to 43 schools</li> </ul>
<b>Doorstep School</b> 	Implementation partner - SMC intervention	July 2017	<ul style="list-style-type: none"> <li>Implementation of plan through on-ground support to 35 schools</li> </ul>



# LOOKING AHEAD

## Plans for Next Year

- **From SDP to City Transformation Project:** As a next step from the year, we plan to look at how the two projects - SIP and SDP integrate to build the process of collaboration and sharing of best practices in the system. With this idea, LFE team will coach and mentor teacher Sahyogis and HMs from SIP schools to lead the change in schools. 20 Sahyogis and 15 HMs from SIP schools will be the core group. One of the major objectives of the coming year is to work closely with the officers at cluster level to set the culture of appreciation and team work.
- **Mentored & Non-mentored Schools:** In the AY 2017-18, DIECPD Sahyogis were pulled into multiple trainings by the state and struggled to give time on the field. It was then decided that the core group will be the teacher sahyogis who will be accountable for their schools. These schools will be called as mentored schools. Teachers from the non-mentored schools will only be a part of the monthly workshop organised by the sahyogis.
- **Structured HM development:** HM workshop was received positively by the HMs. HM survey depicts that there a need of HM development plan in the system. HMs shared that they need inputs on financial management, conflict resolution, etc. We plan to use the HM platform more rationally where the HM development and SMC strengthening will be focused equally.
- **Officers engagement:** Cluster review meetings has proved to be helpful and with new combined team, the focus will be to not just engage but also get the officers involved in the work done by Sahyogis and HMs in their respective clusters. It will be a combination of organising workshops and in-person meetings with the officers.