Enabling Micro Improvements in States
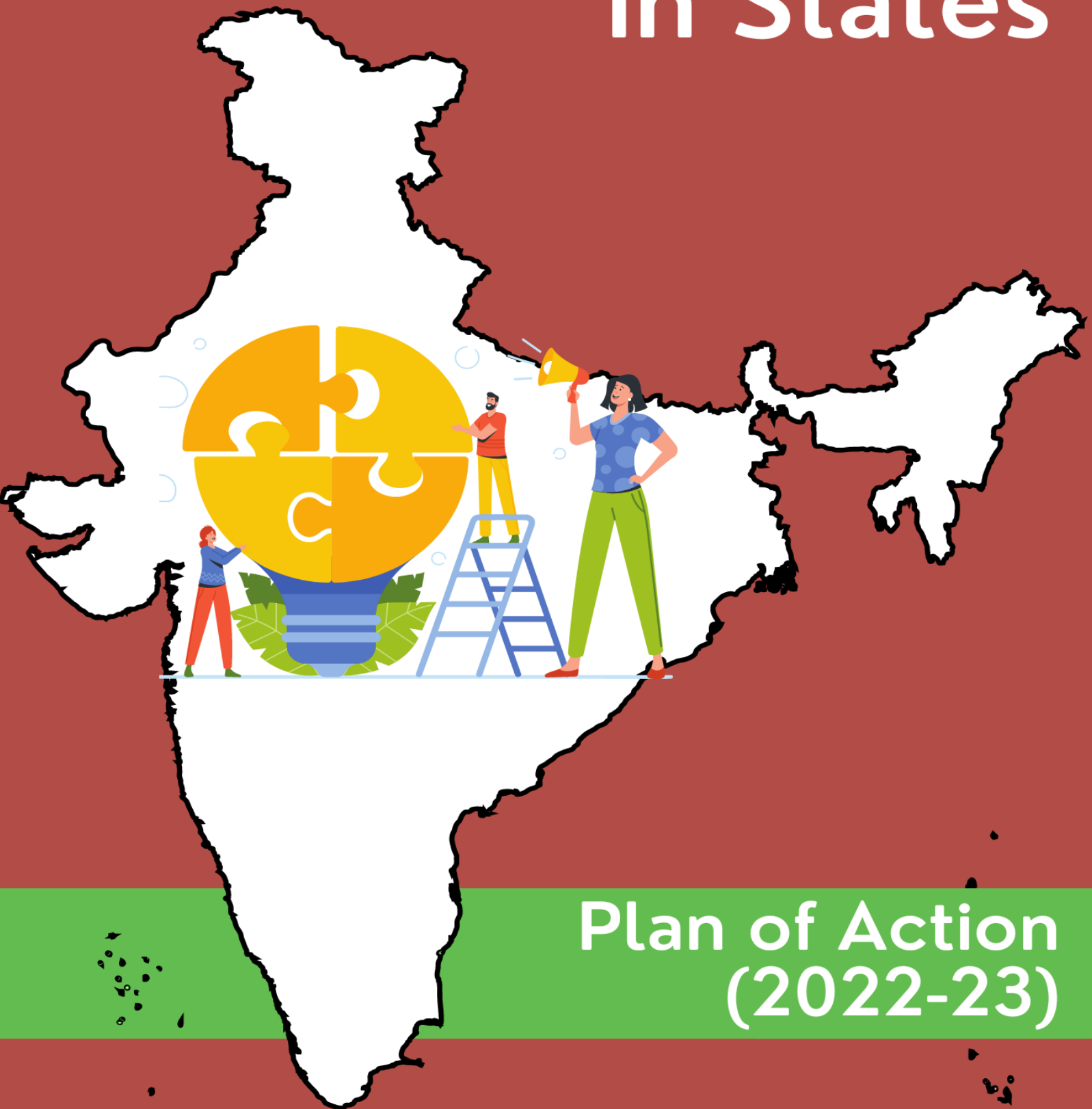
1. What is the Micro-Improvement Approach?

> "…it's the hundreds, thousands, or millions of little things - micro improvements made consistently - that separate the ordinary from the extraordinary. Small daily improvements are the key to staggering long-term results."
>
> - The Compound Effect, Darren Hardy

Generally, improvements are considered to be time-consuming, long-term processes, which often become overwhelming for an individual to drive. But, if we can convert the same processes into short-term achievable goals, these series of small improvements can lead to a larger and more sustainable change. With the ambiguity and changing nature of the world, it is smart to plan and act on short-term goals consistently.

Micro-improvement approach[1] uses the **'learning by doing' concept.** Hands-on practice is required to solve any problem. While micro-actions are involved in solving the problem, it ensures leaders are constantly engaged in the learning process. They are motivated to apply new knowledge in real-life situations. Hence micro-improvement approach can ensure learning is connected with some action that is relevant to the Education leaders with their day-to-day hustle.

Recently, the Micro-improvement approach was leveraged to run a **100 days reading campaign**[2], an initiative of Samagra Shiksha in a total of **5** states and **10** low-performing districts. The Head Masters in these geographies facilitated the reading campaign in their schools using the micro-improvement capability of DIKSHA.

A **total of 26,171 schools** attempted and completed the micro-improvement project on DIKSHA. Out of these, **87% of the schools also uploaded evidence**(proof points of successful campaigns done in their school) on the platform. The data of which was made available to the state department respectively.

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[1] Refer to annexure 1 for the Micro-improvement Guidebook
[2] Refer to annexure 2 for the detailed report

The Micro Improvements capability is also being launched as one of the flagship NDEAR initiatives by the Prime Minister on July 29th, 2022.
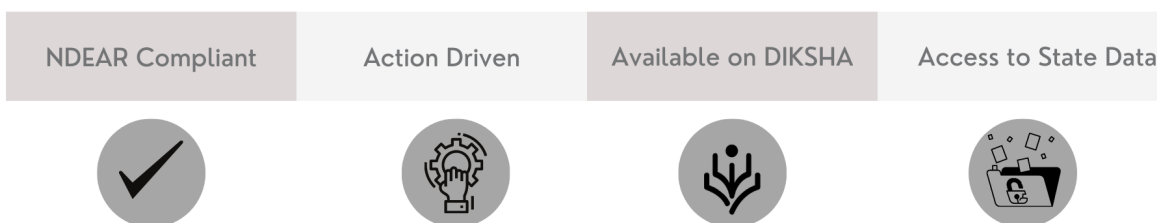
2. Why use this approach in your context?

Using the micro-improvement approach, **the processes can be broken down into simple, relevant, doable, and visible tasks** that individuals in the system can easily carry out. It allows the practitioner at every step to be able to sense, make sense and take action quickly. This approach also **increases the visibility** of the improvements being carried out by school leaders in their respective school contexts.

There is a need for these **'early wins'** in the system wherein within the first couple of months, there appear to be **'tangible'** pieces of evidence to **inspire the confidence** within the school leaders. (Jodi Spiro, 2015).

This will empower the leaders to drive the micro-improvements on the ground and make them feel -

I can make a difference	*I can see the change*	*We are in it together*	*I aspire to do more*
Restores the belief that leaders can bring about the change through small actions	Makes improvement visible. Leaders can track & celebrate improvement that has happened over period of time	Inspires collective effort through collaboration in making things successful	Once improvements are visible, it inspires leaders to take up more such kinds of improvements

To Summarize, this approach is -

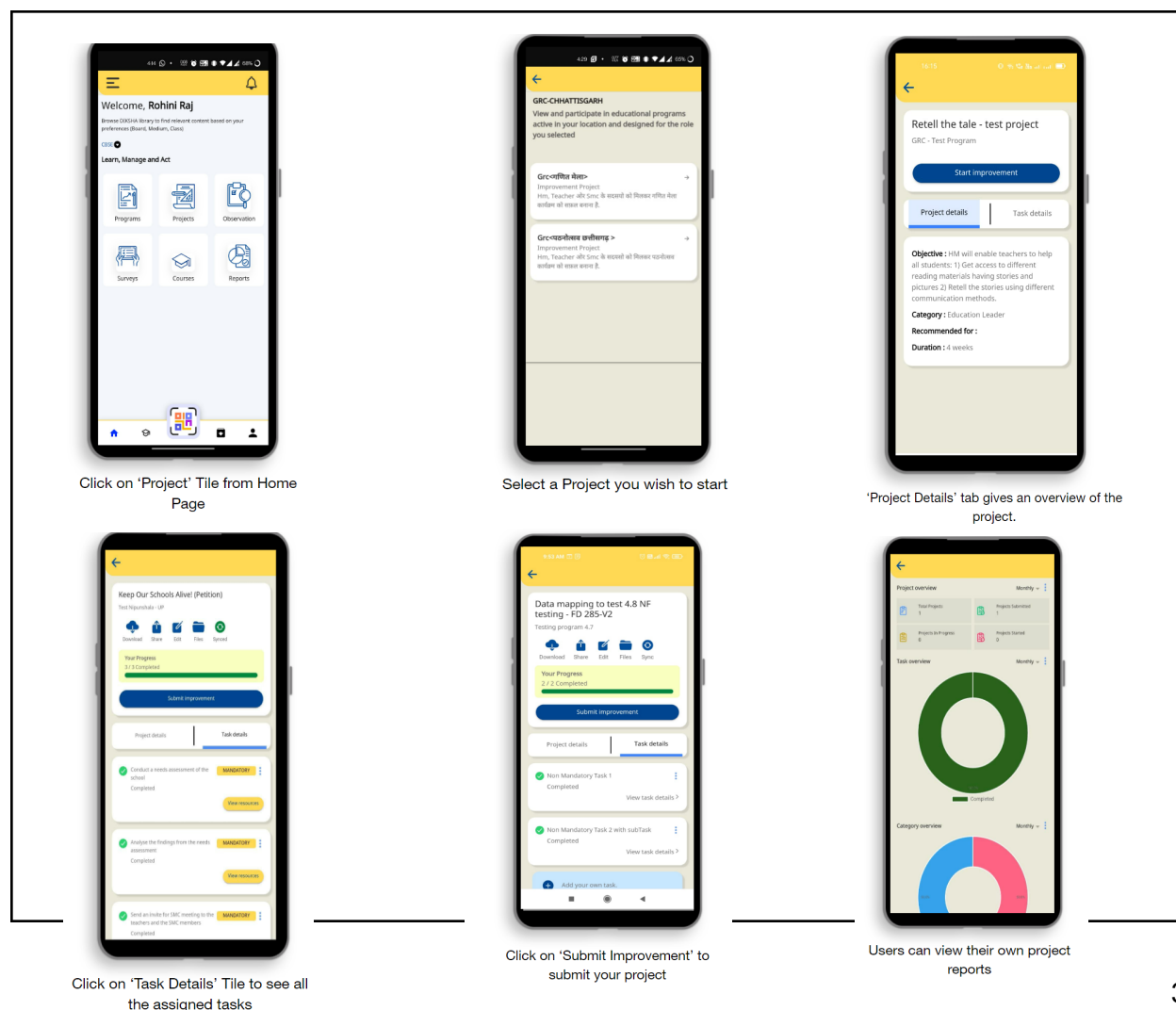| NDEAR Compliant	Action Driven	Available on DIKSHA	Access to State Data

3. How can you apply this approach in your context?

DIKSHA-enabled Micro-improvement approach

This micro-improvement approach can be brought into action using the improvement projects capability of **DIKSHA**. DIKSHA enables leaders at all levels to **contextualize** improvement projects as per their needs, **track** them, and **collaborate** with others to implement the improvements effectively.

School leaders and teachers already drive many improvements in their everyday school life and by leveraging India's National Digital Infrastructure Diksha, they will be able to make such grassroots improvements visible to stakeholders of the larger education ecosystem as well as initiate improvements more systematically in a data-driven way.

Fig 1. Process of taking improvement project on DIKSHA

Click on 'Project' Tile from Home Page

Select a Project you wish to start

'Project Details' tab gives an overview of the project.

Click on 'Task Details' Tile to see all the assigned tasks

Click on 'Submit Improvement' to submit your project

Users can view their own project reports

3

4. How do micro-improvement projects help leaders at all levels of the education sector?

State Education Department	Schools Leaders, Teachers
• Program details reach all last-mile users (HMs and HTs) without any loss of information.	• The clarity of how a program should be carried out with clear and simply defined action steps
• Any relevant learning resources required to carry out the initiative can be shared directly with stakeholders as part of the micro improvement project.	• Readily available learning resources relevant to executing and managing tasks and projects.
• Set up two-way communication with last-mile users (HMs and HTs) with integrated reflections and feedback forms	• The agency to modify projects as per the school's context
• Ability to sense and understand the improvements taking place in the schools across the state	• The ability to track their own progress and share it with evidence with other schools, other educational leaders, etc.
• Visibility of on-ground implementation without any dependency. • Ready access to data that could be	• The visibility of micro-improvements carried out over a period of time that leads to larger improvements and a sense of accomplishment

State Education Department	Schools Leaders, Teachers
used for recognition of users and to encourage innovation and improvement across the state	

5. How to make it happen?

The micro-improvement approach can be launched in the states in **two phases** -

Firstly, the state should put efforts into energizing all its stakeholders to take part in this action-driven approach. This can be done in a campaign mode. The aim would be to inform every stakeholder in the state about the micro-improvement approach and build a case of how we are already applying this approach in our work by appreciating and recognizing the school leaders. **Secondly,** once everybody is informed, the state can now inculcate the habit of doing cyclic micro-improvements by launching a program that enables the school leaders to practice the micro-improvement approach in their work by quarterly doing school-level improvements.
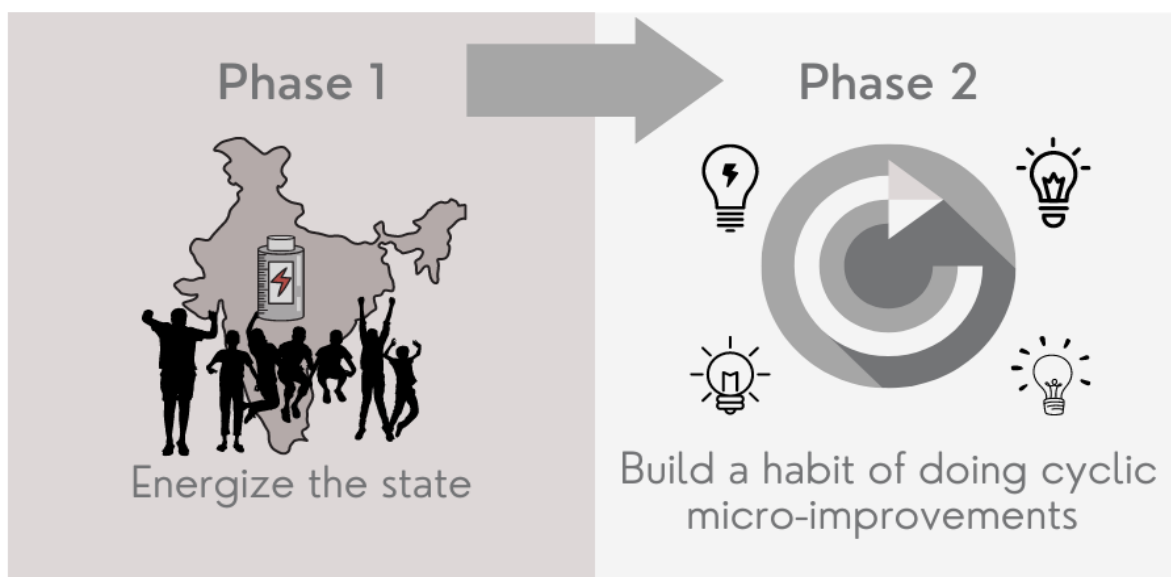
Phase 1: Energize the State through Micro-Innovations Festival

1. What is the Micro-innovations festival?

An event to celebrate and recognize the unique stories of improvements of school leaders (HM, HT & Principals). The campaign is conceptualized by leveraging the micro-improvement approach.

2. Why the Micro-innovations festival?

Schools are a hub of innovative practices - small ideas that solve many issues within the school. Generally, these innovations that play out in a number of government schools go undocumented, unnoticed, and unrecognized resulting in the lack of ideas being shared or transferred. Secondly, innovations and best practices often end up getting limited to the source school and do not scale across the system due to a lack of a common medium for sharing best practices.

" ...Education has become like a black box, whatever we do inside the classroom is not discussed outside or the knowledge is not shared outside. It is important to document these solutions to test their transferability & adaptability in other contexts...."

-Monisha Datta, Domain Expert

How to conduct a Micro-innovations festival?
- Refer to Annexure 3 to read more about the Micro-innovations festival facilitated by the APSWREIS department in collaboration with Mantra4Change.

- Refer to Annexure 4 and read the story of a leader who was one of the awardees of the micro-innovations festival.
- Refer to Annexure 5 to get your state ready for the festival.

What will it enable?

- Majority of school leaders will start taking up action in form of micro-improvements in the school.

- Creates a repository of best practices & stories of leaders from the ground using the micro-improvement approach

Fig 2. Snapshot of a coffee table book that contains stories of micro-improvements from various schools

- Provides recognition to the amazing school leaders on the ground in form of an award ceremony.

Fig 3. Snapshot of micro-improvement awards conducted by APSWERIS
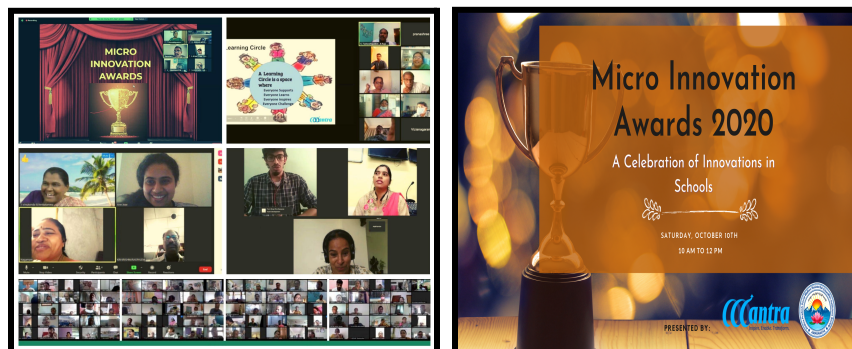
Phase 2: Continuous cycle of micro-improvements- School Leadership Development Program

1. **What is the School Leadership Development Program?**

A year-long capacity-building program for school leaders that aims to empower them with skills and knowledge to drive school improvement toward better foundational learning outcomes.

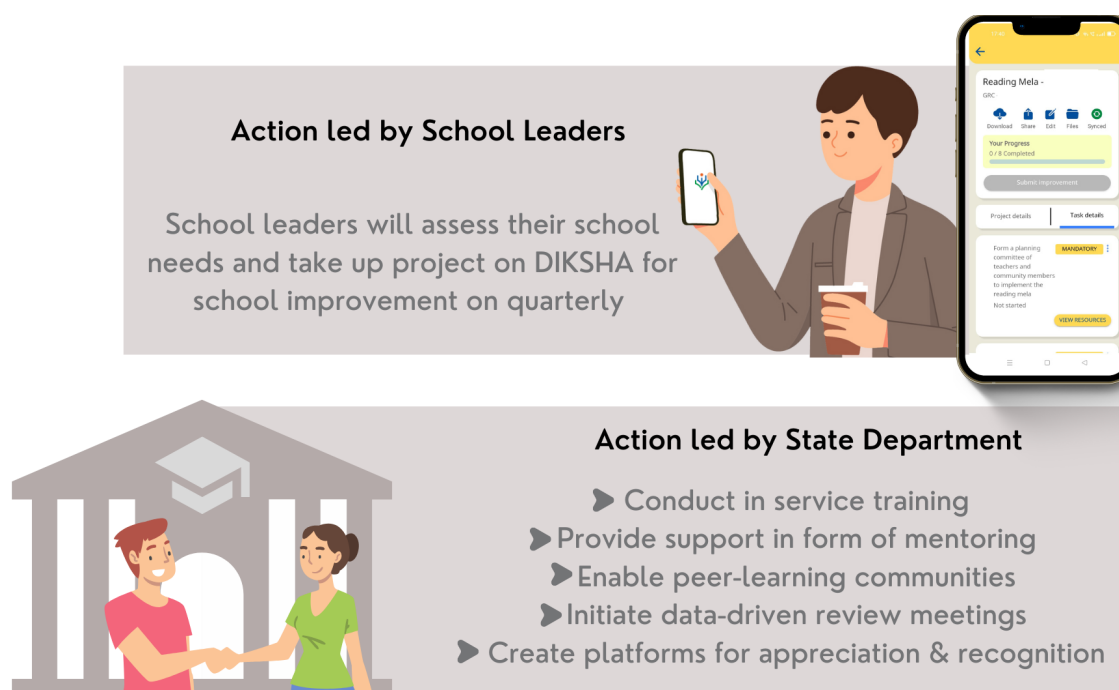**4 Exemplar Domains of School Leadership Development Program**

Domain 1	Domain 2	Domain 3	Domain 4
Setting Direction	**Developing Self**	**Strengthening teaching-learning process**	**Developing communities**
Micro-improvement Title: Building a shared school vision **Objective:** School leader conducts a learning circle for the staff members to create a shared school vision **Micro-improvement Title:** Create SMART goals **Objective:** School leader along with their teachers develops quarterly goals for the students in the areas of physical, intellectual and social development.	**Micro-improvement Title:** Holding a data-driven review meeting **Objective:** Block education officers hold a data-driven review meeting with their cluster level officers to discuss the progress and challenges of various clusters	**Micro-improvement Title:** Learn-o-vate **Objective:** CRP organizes a learning circle for all their teacher to come together and discuss innovative teaching strategies. **Micro-improvement Title:** Super Teacher Project **Objective:** School leaders help teachers become more efficient through the mechanism of classroom observation, mentoring and feedback from other teachers and CRPs.	**Micro-improvement Title:** Bringing OOSC back to school **Objective:** School leader along with SMC members create a plan of action for a campaign to bring out-of-school children to school

2. **What will it enable?**

   a) Get the school leaders in the cyclic habit of doing school improvements.

   b) In an academic year, a school leader will have completed at least 4 improvement projects in the domain of their choice.

   c) Provide visibility to states on the number and type of school improvements happening on the ground.

   d) Generate a repository of best practices through the documentation on the platform which can be shared with everyone across India.

3. **How to conduct an SLDP program?**

School leaders will quarterly conduct one school improvement project in their school using the micro-improvement capability of DIKSHA.

Action led by School Leaders

School leaders will assess their school needs and take up project on DIKSHA for school improvement on quarterly

Action led by State Department

➤ Conduct in service training
➤ Provide support in form of mentoring
➤ Enable peer-learning communities
➤ Initiate data-driven review meetings
➤ Create platforms for appreciation & recognition

Annexure

1. **[Micro-improvement Handbook](#)**
2. **[Guided Reading Campaign - Case Study](#)**
3. **[Micro-innovations- Case Study](#)**
4. **[Story of a Leader](#)**
5. **[SOP document](#)**
6. **[Coffee Table Book](#)**