



PMC Sahyogi Dal Project

Impact Analysis Report - 2015-16

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Table of Contents

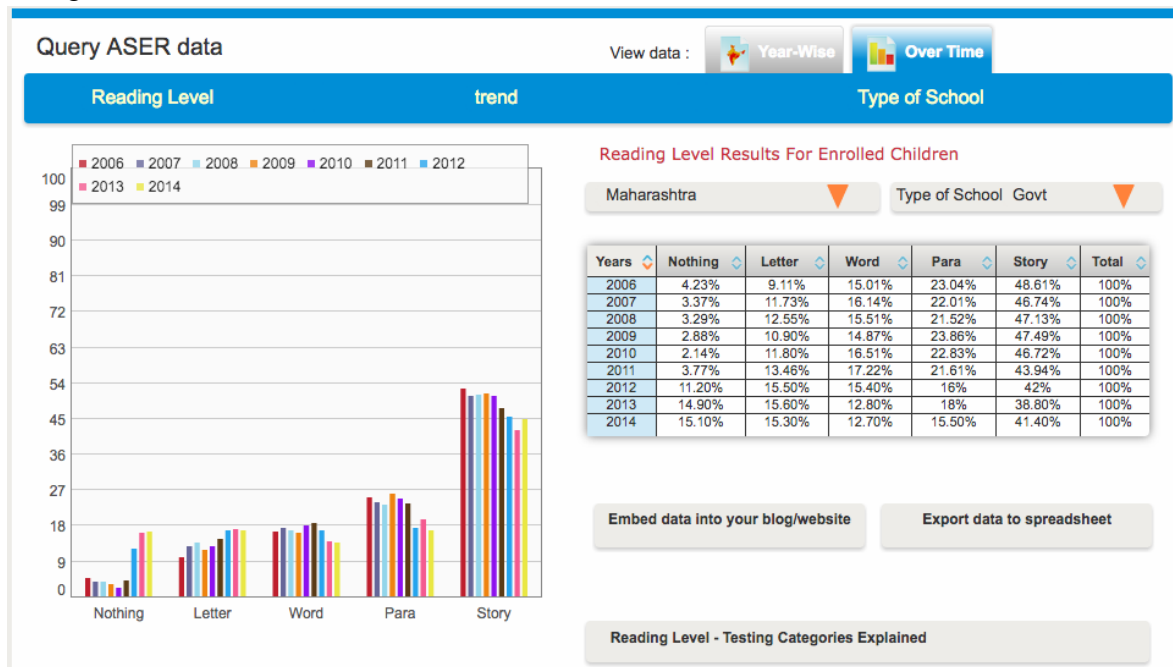
<u>1. The Education Gap</u>	3
<u>1.1 The Education Gap in Pune Municipal Corporation Schools</u>	4
<u>2. Project Idea: The Hypothesis</u>	5
<u>2.1 Hypothesis 1</u>	5
<u>2.2 Hypothesis 2</u>	5
<u>3. About Pune City Connect (PCC)</u>	6
<u>4. Shikshak Sahyogi Dal</u>	6
<u>5. Methodology of the study:</u>	7
<u>6. Training Support</u>	7
<u>6.1 Training Inputs: Actions by Sahyogis in 2015-16</u>	7
<u>6.2 Training Support: PCC to Sahyogi Dal</u>	8
<u>6.3 Sahyogi to Teacher Training</u>	9
<u>7. Relationships and Feedback</u>	11
<u>7.1 Teacher-Sahyogi relationship & teacher performance from Sahyogi perspective</u>	12
<u>7.2 Teacher-Sahyogi relationship & Sahyogi performance from teacher perspective</u>	14
<u>7.3 Feedback from Supervisors</u>	15
<u>7.4 Team Feedback</u>	16
	16
<u>8. Stakeholder Investment</u>	
<u>8.1 Sahyogis opinion on other stakeholders and the program as a whole</u>	16
<u>8.2 Teachers' opinion on other stakeholders and the program as a whole</u>	17
<u>8.3 Supervisors-Sahyogis-Sikshak Sahyogi Dal</u>	18
<u>9. Recommendations</u>	19
<u>9.1 Recommendations from Sahyogis for PCC</u>	19

<u>9.2 Recommendations from Teachers for Sahyogis</u>	20
<u>9.3 Additional expectations of teachers from Sahyogis</u>	20
<u>9.4 Recommendations from PCC Team</u>	21
<u>9.5 Recommendations for the PCC team</u>	21
<u>10. Culture</u>	21
<u>10.1 Culture data from Sahyogis and Teachers</u>	21
<u>10.2 Team Culture</u>	22
<u>11. Case studies of teachers from PMC schools</u>	22
<u>11.1 Case 1:</u>	22
<u>11.2 Case 2</u>	28

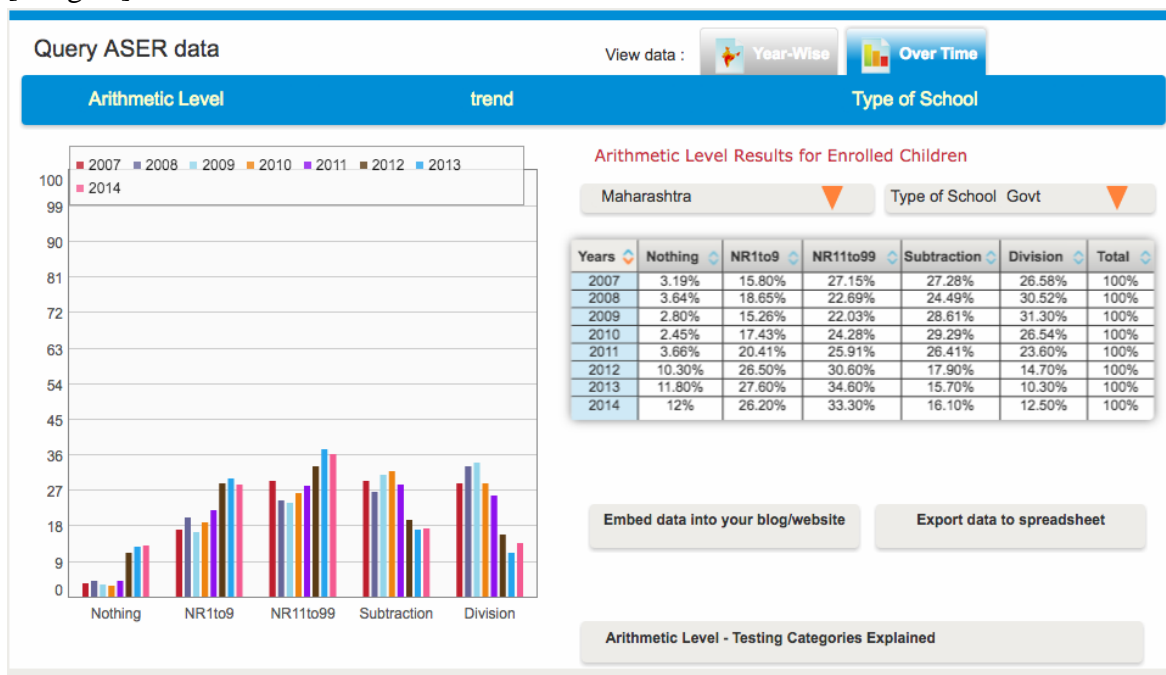
1. The Education Gap

The Education Gap in Maharashtra can easily be understood by the following statistics:

[Image1]



[Image 2]



The following Data points can be interpreted from Images 1 & 2:

- 1) **Reading levels deteriorating over time:** As we can see from image 1, kids who know nothing in terms of reading has gone up. As also except for 'letters' the % of kids who can read a 'word', 'paragraph' or even a 'story' has gone down
- 2) **Math levels deteriorating over time:** As we can see from Image 2, kids who know nothing has gone up. As also, except for number recognition kids who know subtraction and division has fallen considerably

The situation in Pune is not very different from that of Maharashtra. An Educational Initiatives study of 35,000 Class 2, 4 and 6 students in 300 municipal schools in 30 towns of 5 states, indicated that more than two thirds of Class 4 children were unable to divide the number 20 by 5. More than half of Class 2 students could not match an alphabet letter with its sound - a skill mastered by most children attending an average private pre-primary school

Secondary analysis:

The only skills which seem to have improved in kids over a 7 year period are skills of learning by rote:- 'letters' and 'number recognition'. Other skills that require a competent teacher in the classroom such as reading 'words', 'paragraphs', 'subtraction' and 'division' have gone down. This can be then attributed to a lack of teachers/teacher skillsets.

1.1 The Education Gap in Pune Municipal Corporation Schools

The situation in Pune is not very different from the one playing out in the state of Maharashtra as evident from the following data, which gives a snapshot of enrolment in the last 2 years.

Classes 1-5	2014-15	2015-16	Change between (2014-2016)
Marathi	66,546	57,509	- 9,037
English	16,186	18,245	+2059
Urdu	8,263	7,414	- 849
Kannada	618	618	0
TOTAL1-5	91,613	83,786	- 7,827

9.33% Enrolment reduced as during last year in local in Primary classes and 6.74% Enrolment reduced in the same period in Upper Primary classes.

Further, an Educational Initiatives study of 35,000 Class 2, 4 and 6 students in 300 municipal schools in 30 towns of 5 states, indicated that more than two thirds of Class 4 children were unable to divide the number 20 by 5. More than half of Class 2 students could not match an alphabet letter with its sound - a skill mastered by most children attending an average private pre-primary school.

As evident from all the available data the need of the hour is to tackle the crisis facing municipal schools in the country, namely **low quality education** leading to decreasing student enrolments and closure of schools

2. Project Idea: The Hypothesis

Hypothesis 1: Teachers in government classrooms need in-service training, on-going development and a strong feedback support system to be able to improve the daily teaching learning practices

Hypothesis 2: A group of committed teachers and support resources (BRP's) from the government, if developed with right mindsets and skills, can form an effective support system to coach and develop the other teachers in the system

2.1 Hypothesis 1

In the past couple of years, there have been many training sessions focusing on improving the content knowledge available to teachers. Most of the trainings are focused on developing content knowledge of the teachers, than the skills of the teacher's itself. Getting better at content is entirely different from getting better at teaching. While content knowledge is essential, but the understanding of how to deliver it effectively to kids is far more critical to the success of a teacher.

The teachers in the present PMC schools do not have any on-going technical support through the academic year. Most PMC teachers finish their D.Ed. and enter into the Schooling system without continuous support that will help them improve their instructional skills. In fact, research shows that an inspiring and informed teacher is the most important school-related factor influencing student achievement, so it is critical to pay close attention to how we train and support both new and experienced educators.

2.2 Hypothesis 2

In order to provide the right technical inputs in a sustainable manner it is important to have a full time dedicated cadre of teacher trainers in PMC that supports teachers in instruction and pedagogy. The supervisory cadre in the government takes care of all the administrative aspect of the school/teacher support. Often time, the supervisors do not have the bandwidth to support each and every teacher in the classrooms and also do not have the expertise to do so. The supervisors are also promoted to their positions in the final phases of their career and hence possess less than a year to work with the teachers - thus making it a less sustainable model for sustained long-term support.

This led to the hypothesis that a separate cadre of teachers is required. The other aspect of getting teachers from the system is to break down barriers. Teachers would be more comfortable taking inputs from trainers who have worked in the same model, and therefore understand the context of the system and can customize support.

3. About Pune City Connect (PCC)

In the spirit of promoting collective work, more than 10 prominent companies in Pune joined forces along with the local government to support solving some of the pressing social issues of the city. Two of the leading corporates - Thermax Foundation and Forbes Marshall - have taken the ownership of improving the quality of learning in public schools – one of the five social issues taken up. This collective action model showcases the benefits to be gained by collaborating at a deeper and meaningful level. The collective funding pool, both in terms of treasure and talent, is much larger than individual contributions and this as a result has a multiplier effect on the impact and scale of operations. The Pune City Connect (PCC) was thus formed as the backbone organization to facilitate the project and bring all stakeholders together. PCC's role was critical as the backbone organization to drive the collective agenda for improving public education outcomes. They were also responsible for driving the execution of this collective impact project.

4. Shikshak Sahyogi Dal

As part of its objective to provide quality education PCC decided to build a sustainable and collaborative government education system that is deeply committed to improve the quality of student learning in Pune Municipal Schools by creating a cadre of Teacher Development Officers (Shikshak Sahyogi Dal) who will be committed to improve the instructional skills and to develop the right mind-sets of the teachers to improve teaching learning process in Pune Municipal Schools.

This report highlights the impact the Shikshak Sahyogi Dal has created in its first year i.e. the academic year of 2015-2016. Time given to this assessment study was limited to one month (May 2016). The study tried to capture the essence of the project within the given period. This report is the outcome of the study.

The objective of this exercise was to draw lessons from the project to enable both PCC and the PMC to analyze the impact of the Shikshak Sahyogi Dal in the classrooms of Pune which would further enable the planning and development of the project in its second year and to identify areas in which improvements would be necessary to enhance its impact.

5. Methodology of the study:

The study included two types of assessments. One being Qualitative assessment and the other being Quantitative assessment.

5.1. **Qualitative assessment:** This included personal interviews with the following stakeholders:

- a. Sahyogis
- b. Teachers
- c. Supervisors

Separate comprehensive questionnaires were designed for interviewing each of the stakeholders. The questionnaire included questions on training given during the course of the year, relationship and investment of various stakeholders, feedbacks and suggestions. The questions drew both quantitative and qualitative responses that went into making this report.

Due to time constraints we chose a sample size to interview. A total of 15 Sahyogis were interviewed among whom 8 were teacher turned Sahyogis and 7 were DIET Sahyogis. Two teachers recommended by each Sahyogi were chosen to carry out the study. A total of 30 teachers were interviewed. A total of 4 supervisors were interviewed. All ratings in the study are on a scale of 1 to 5.

5.2. **Quantitative assessment:** This included quantitative data from the annual Sahyogi report submitted by **39 Sahyogis** to the PCC at the end of the academic year.

6. Training Support

6.1 Training Inputs: Actions by Sahyogis in 2015-16

ACTIONS	NUMBERS
Total Observations	5269
Total number of schools impacted	179
Total number of teachers impacted	1276

AVERAGES	NUMBERS
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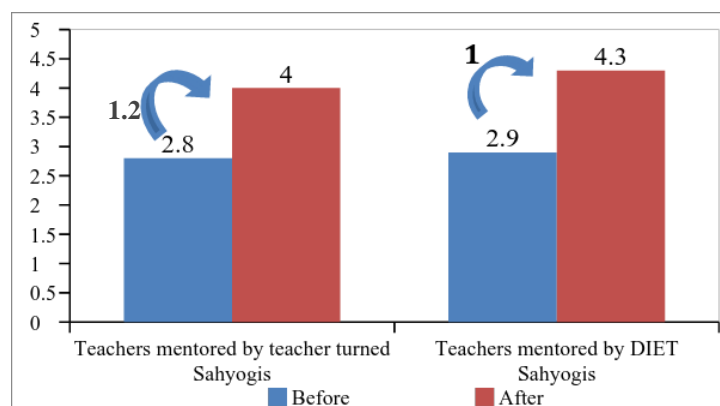
Schools per Sahyogis	5
Teachers per Sahyogis	35
Observations per Sahyogis	139
Observations per Sahyogi per month	15

Training conducted in the last year can be categorized as follows:

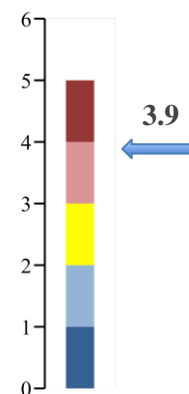
- 1) PCC to Sahyogi training
- 2) Sahyogi to Teacher training

6.2 Training Support: PCC to Sahyogi Dal

Sahyogis agreed that the training they received helped them develop skills required to be a Sahyogi as evident from the ratings they gave on their productivity before and after the training on job tasks that required the skills and knowledge to be a Sahyogi.



Self-rating on performance before and after the program



Rating on the training

- While the teacher Sahyogis self-rated an average of **2.8** and **4** before and after the program with a growth of **1.2** points, the DIET Sahyogis on the other hand self-rated on an average of **3.2** and **4.2** before and after the program with growth of **1** point.
- Both the teacher turned Sahyogis and the DIET Sahyogis were equally happy with the technical training received giving it an average rating of **3.9** with everyone agreeing that there is scope of improvement in the quality of the training they received.

Duration of the Sahyogi training sessions

- **63%** of the teacher Sahyogis felt that the number of hours of training was sufficient while **37%** felt more number of hours should be put into training.
- The DIET Sahyogis were equally divided if they felt additional number of training hours were required.
 - However most of the Sahyogis felt that the training sessions should be more interactive and include more group discussions.
 - Few expressed the need to communicate clear objectives to each Sahyogi in the beginning of the year, track the progress throughout the year and verify if they have achieved it at the end of the year. For the same, they felt the sessions should be longer in the beginning and the end of the year.
 - Also the majority of the Sahyogis who requested for additional training hours reasoned that they were not getting the best of the training as too many sessions were being crammed in a single day.

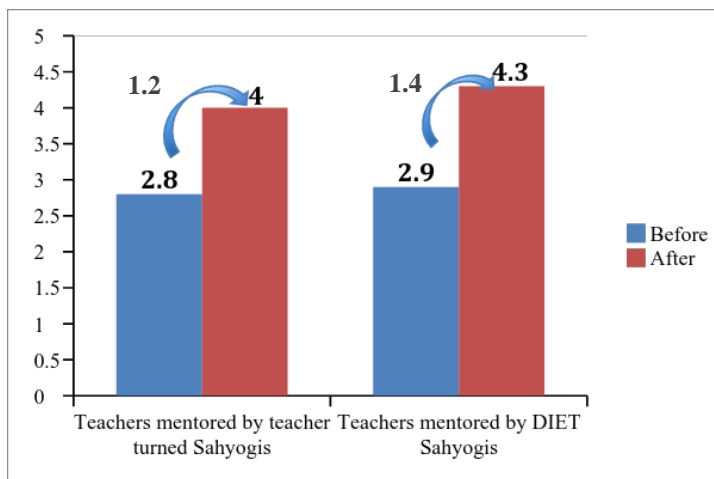
Both the teacher Sahyogis and the DIET Sahyogis were very comfortable reaching out to the training team in case any assistance was required giving it a rating of **4.1** and **4** respectively.

Learning from each other

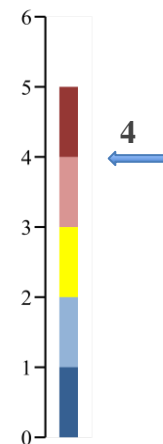
- There was a unanimous positive response when asked if the Sahyogis felt the need to learn, interact and support each other.
- They felt a platform for sharing the best practices and observation of the best teachers in their classrooms not only from within the cluster but from other clusters was very necessary.
- Since the Sahyogis from across the city share common challenges the space and time to interact and discuss with other Sahyogis was essential they felt.
- They also felt that a space like that could be used to become aware of the success stories and learning from other Sahyogis as each one of them had their own strengths and weaknesses.

6.3 Sahyogi to Teacher Training

Every teacher coached by teacher turned Sahyogi strongly agreed that the training (content) received from the Sahyogis was aligned with what was required for their and the students' growth by giving it an average rating of **4.1** on how well it was aligned. However, only **93%** of teachers under DIET Sahyogis agreed to the same and gave it a rating of **3.8**.



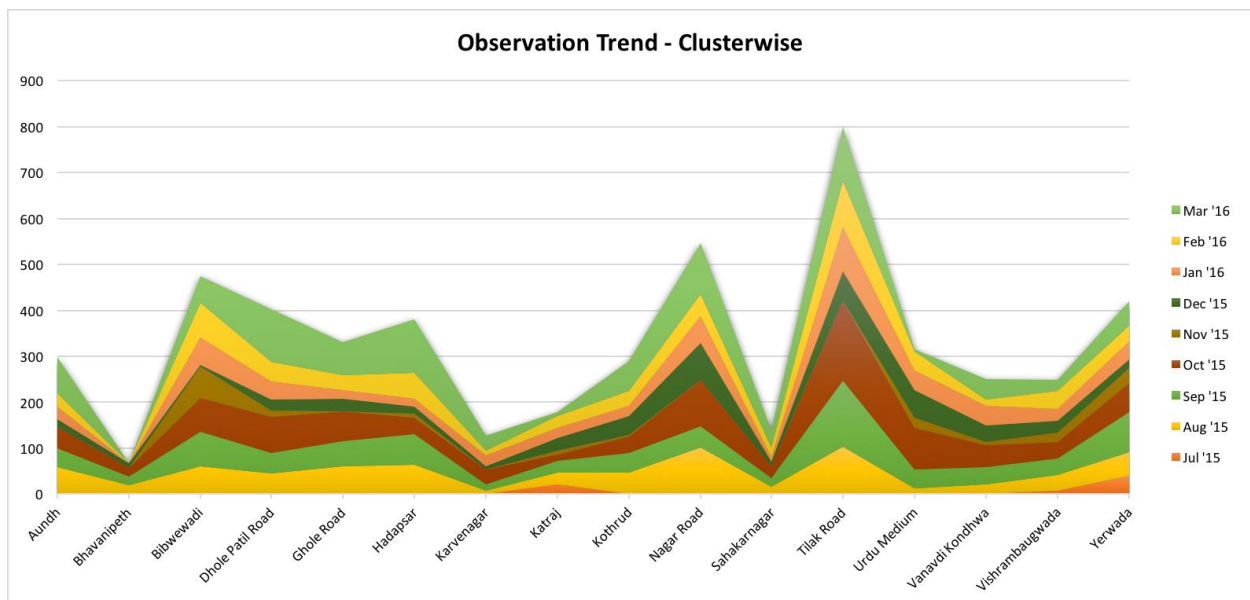
Self-rating before and after the program



Quality of the program

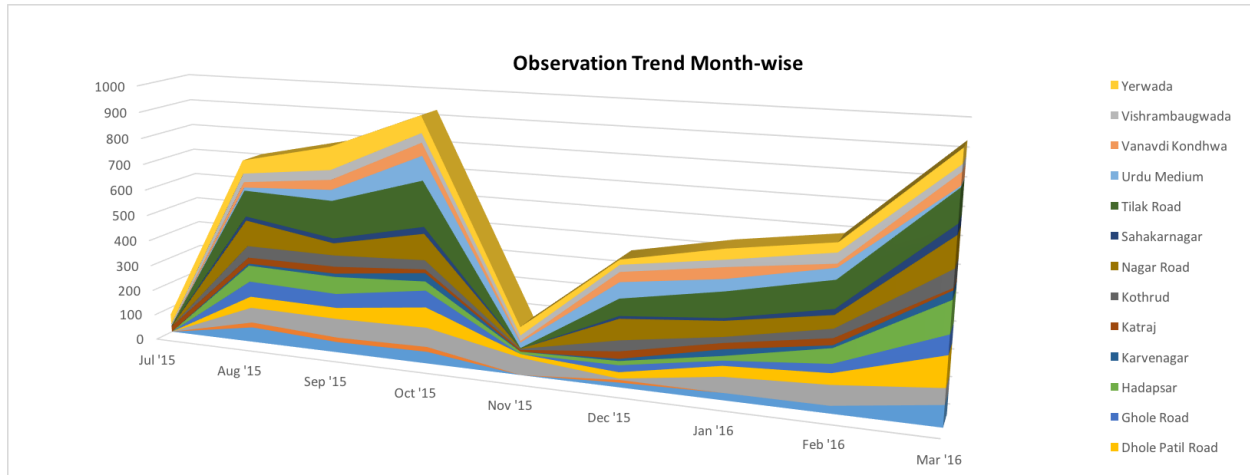
Teachers agreed that the training they received did develop their skills and made them a better teacher in their classrooms as evident from the ratings they gave on their performance as a teacher before and after the training. While the teachers under teacher turned Sahyogis self-rated an average of **2.8** and **4** before and after the program with a growth of **1.2** points, the teachers under DIET Sahyogis on the other hand self-rated on an average of **2.9** and **4.3** before and after the program with growth of **1.4** points. All the teachers were happy with the quality of the training giving it an average rating of **4**.

While **92%** of the teachers agreed that the number of hours of training currently being received was good enough, they also felt that much time was being wasted during the sessions due to the lack of punctuality of the teachers, lack of good logistics at the place of training and sometimes due to lack of seriousness among a few teachers.



The above graph gives a glimpse of the number of classroom observations made by the Sahyogis in each cluster last year

The below graph gives a month wise split of the classroom observations made by the Sahyogis in each cluster throughout the year



7. Relationships and Feedback

The interviews drew a lot of feedback and suggestions from the Sahyogis and teachers. This primarily included candid feedback on how teachers responded to the Sahyogi program and what they thought could have been done better to get them more invested in the program. On the other

hand it was also interesting to listen to how teachers felt being mentored for the first time and what they thought could have been done better to improve their performance in the classrooms. The idea was to listen to both sides and come to an informed conclusion about what initiatives should be taken to strengthen the program as a whole.

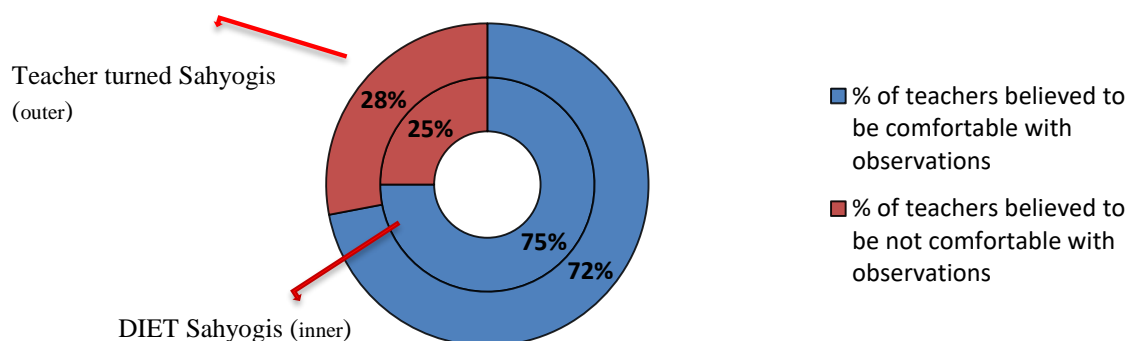
Feedback collected is categorized as follows:

- 1) Teacher-Sahyogi relationship and teacher performance from Sahyogi perspective
- 2) Teacher-Sahyogi relationship and Sahyogis performance from teacher perspective
- 3) Team Feedback

7.1 Teacher-Sahyogi relationship & teacher performance from Sahyogi perspective

The following are some of the key observations:

Classroom observations



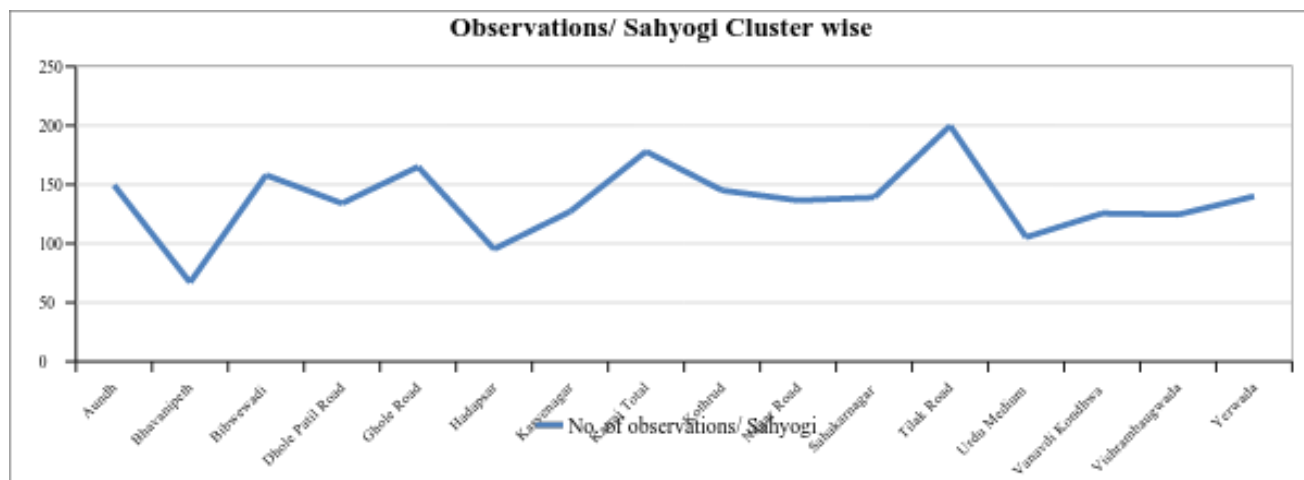
- Teacher turned Sahyogis believed that on an average **75%** of the teachers were comfortable to have someone observe their classrooms and **25%** were not.
- On the other hand DIET Sahyogis felt that on an average **72%** of the teachers were comfortable and **28%** were not.

However, every Sahyogi was happy with the progress they have made in the Sahyogi-teacher relationship and everyone agreed that as the year progressed, teachers felt more comfortable to have them being observed in their classroom.

The following table shows the no. of Sahyogis, teachers, schools and the no. of observations made in each cluster.

Cluster	No. of Schools	No of Sahyogis	No. of teachers	No. of Observations
Aundh	11	2	92	299
Bhavanipeth	9	1	29	67
Bibwewadi	3	3	30	475
Dhole Patil Road	10	3	60	402
Ghole Road	15	2	78	330
Hadapsar	17	4	143	381
Karvenagar	3	1	31	127
Katraj Total	4	1	45	178
Kothrud	8	2	54	290
Nagar Road	17	4	154	546
Sahakarnagar	6	1	35	139
Tilak Road	15	4	129	799
Urdu Medium	25	3	144	316
Vanavdi Kondhwa	10	2	76	251
Vishrambaugwada	8	2	44	249
Yerwada	18	3	132	420

The following graph shows the cluster wise split of no. of observations/ Sahyogi



Feedback

- Response to critical feedback

- Sahyogis' opinion about the teacher's' response to their critical feedback varied between the teachers turned Sahyogis and DIET Sahyogis. On an average **87%** teachers were comfortable with receiving negative feedback according to teacher turned Sahyogis.
- The number was slightly less at **79%** in case of DIET Sahyogis.
- Incorporating feedback
 - According to the teacher turned Sahyogis on an average only **63.75%** of all teachers incorporate the feedback given by them in the classrooms.
 - This number was at a **75%** with DIET Sahyogis.
- Experience and Gender
 - The responses of Sahyogis when asked about how they felt mentoring teachers who were relatively more experience than them was interesting. While on an average only **12%** of teacher turned Sahyogis felt uncomfortable mentoring who were relatively more experienced than them, a whopping **50%** of the DIET Sahyogis were uncomfortable doing the same.
 - DIET Sahyogis felt they were extremely comfortable with teachers in the age group of **30-40** and believed they were the most enthusiastic in the program as a whole.
 - However none of the Sahyogis had any problems mentoring teachers of the opposite gender.

All the Sahyogis believed that majority of the teachers were between **3** and **4** when asked about the general sentiment of the teachers towards the program. However there was close to **20%** of the teachers who they believed were still disinvested in the program.

Teacher turned Sahyogis said that on an average the performance of **65%** of the teachers improved over the course of the year. DIET Sahyogis however felt that **78%** of their teachers showed positive growth over the course the year. Rest, they felt showed no growth at all.

While teacher turned Sahyogis felt that on an average **75%** of the teachers were motivated through the program, DIET Sahyogis felt that **90%** of their teachers were motivated through the program. All the Sahyogis felt that teacher participation during the training sessions on an average was at a **4**. Conducting the sessions in the morning and during a holiday would increase the participation levels of the teachers they felt.

7.2 Teacher-Sahyogi relationship & Sahyogi performance from teacher perspective

- Classroom observations

- All the teachers surveyed agreed that the observation/feedback cycle helped in their classroom performance as a teacher.
- Both the teachers mentored by teacher turned Sahyogis and DIET Sahyogis were extremely comfortable to have Sahyogis observe their classroom as evident from the average rating of **4.7**

➤ Feedback

- Everyone felt the Sahyogi-teacher relationship improved over the course of the year.
- Sahyogis started incorporating critical points in their feedback only post December before which it consisted of only positive feedback.
- This helped in making the teachers feel comfortable which was evident from the rating they have provided.
- It was better at an average of **4.8** in case of teachers mentored by teacher turned Sahyogis and was slightly lower at an average of **4.5** in case teachers mentored by DIET Sahyogis.

All the teachers were extremely comfortable to reach out to their Sahyogis in case of any grievances/problems giving it an average rating of **4.9**.

However this was not the case when the teachers were asked if the Sahyogis cared and appreciated their performance. While the teachers mentored by Sahyogi turned teachers gave it an average rating of **4.8**, the teachers under the DIET Sahyogis gave it an average rating of **4.3**.

7.3 Feedback from Supervisors

The Supervisors were quite critical of the program. Some of the key points they put forward:

- Supervisors felt that there was no communication between the Sikshak Sahyog Dal and the supervisors whatsoever.
 - Supervisors were not aware of the Sahyogis schedule and what their day to day activities were.
 - There was a lack of open communication between the Supervisors and the Sahyogis.
 - They felt there should be weekly meetings where they would be updated on the progress of the entire program through the Sahyogis
- They wanted the problem of absentees among students and teachers to be addressed and made part of the program from next year.
- While there had been positive growth among the teachers, they noticed it to be only among the already better performing **70%** teachers and the other **30%** teachers were still the same with no growth.

- There hadn't been much growth in the lower order kids.
- One major issue they felt was accountability.
 - Many felt that the Sahyogis never reported to the supervisors and just reported to the PCC team and hence the supervisors were not aware of the day to day happenings.
 - They also called for bringing stronger Sahyogis in place and observed that growth in teachers was mostly places where the Sahyogis performed better.

7.4 Team Feedback

AEOs and superisors investment had maximum effect on Sahyogi effectiveness. This has caused a lot of variation across clusters. Exposure visits helped in investing different stakeholders involved in the project.

Some of these were: Visit to MCGM and Muktangan in Mumbai, Quest schools in Sonale, Akshar Nanda school, visit to APU for the 'Intervention Led Education Change' workshop and the visit to Kumte Beat. A lot depends on the initiative that Sahyogis take during these sessions; therefore it may be important to invest them before these visits.

The Quest online course was a game changer for some Sahyogis. Involving the PMC commissioner worked wonders, as there was a push from the top.

Performance of DIET members was low as they had many other responsibilities. All Sahyogis need to come from the teacher cadre or roles and responsibilities of Some DIET members need to be changed.

8. Stakeholder Investment

8.1 Sahyogis opinion on other stakeholders and the program as a whole

- **Head Masters (HMs)**
 - Although all the Sahyogis agreed that they received support from the Head Masters (HMs) for the program, they felt the support was merely on a surface level.
 - The program could be strengthened by involving HMs in hands on activities like making classroom observations along with the Sahyogis, reviewing the teachers' and students' performance. This they felt would also increase the accountability of the teachers.
- **Deputy Education Officer (DEO)**

- Everyone agreed that there has been an overwhelming support from the current Deputy Education Officer (DEO) Chavan madam.
- **Assistant Education Officers (AEO) and Supervisors**
 - Majority felt there was a lack of support from the AEOs and Supervisors especially from the AEOs.
 - Lack of school visits and involvement by the Supervisors on a day to day basis also resulted in lack of accountability among the teachers they felt.
 - Some also felt that PCC didn't put in efforts to motivate other stakeholders – AEOs and Supervisors as much as it did with Sahyogis and teachers.

Every Sahyogi agreed that the program would go a long way in solving the education crisis in Pune. Everyone felt that in the last one year the program registered a medium impact on the education landscape of Pune. All the Sahyogis were extremely satisfied with their new job giving it an average rating of **4.4**.

Additional work on DIET Sahyogis

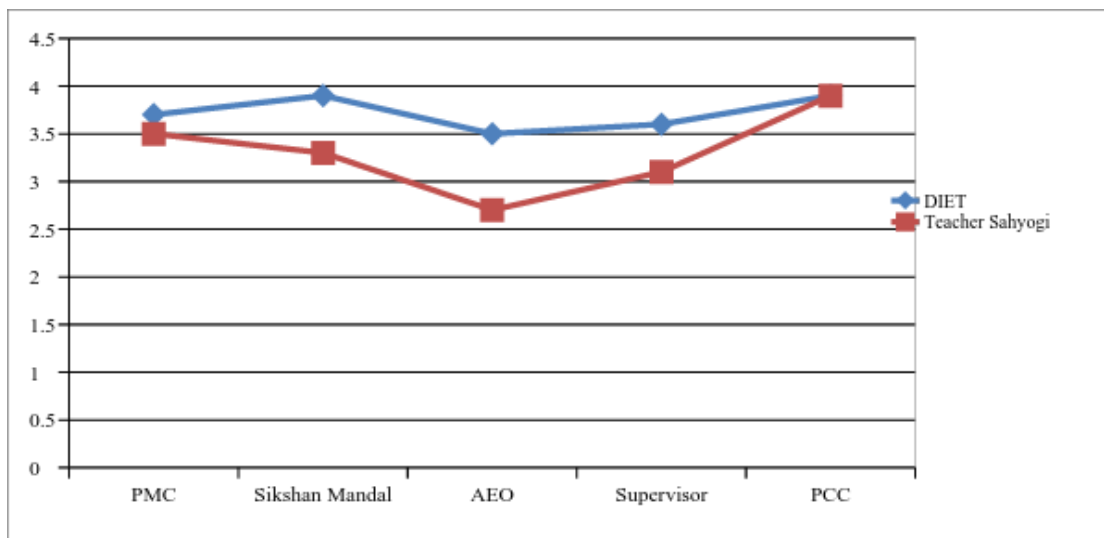
85% of the Sahyogis felt they were being overburdened with both DIET and Sahyogi work not enabling them to give their **100%** as a Sahyogi. They felt better communication between the DIET and PCC would be the best option to avoid this. Some felt that not being involved with DIET and becoming a full time Sahyogi was also an option. Interestingly everyone felt that the extra work was necessary and they don't have complaints doing it.

8.2 Teachers' opinion on other stakeholders and the program as a whole

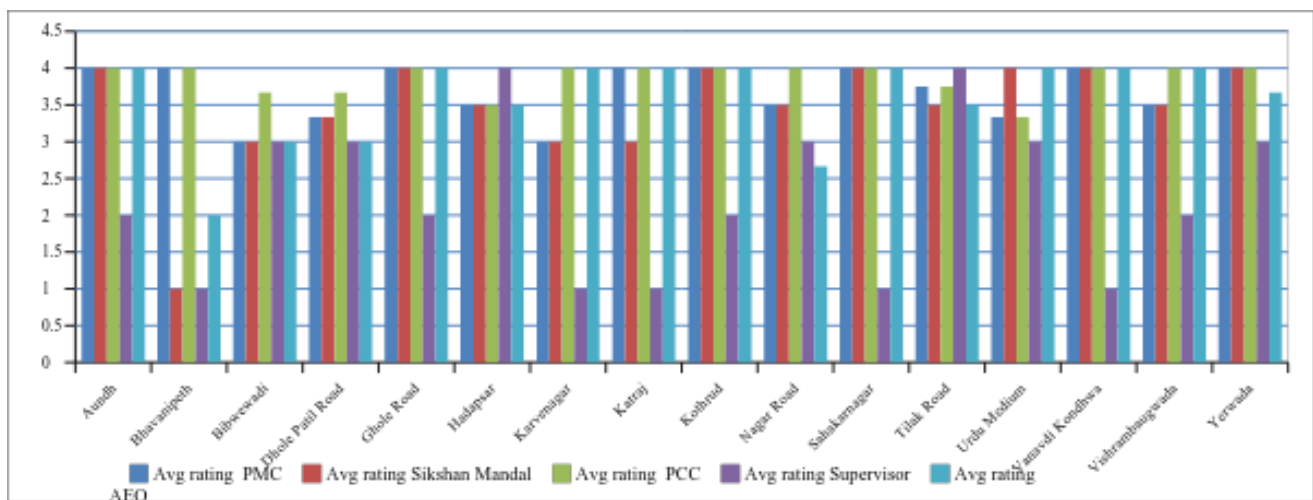
80% of the teachers felt that their day to day work had increased after the Shikshak Sahyog Dal came into place. However everyone was happy doing this additional work as they felt it was necessary. It wasn't a burden for them.

Everyone felt they were constantly appreciated for the work that they were doing. Everyone unanimously agreed that they saw a positive growth in the students through the Sahyogi program.

While every teacher monitored by teacher turned Sahyogi felt that they were being motivated constantly after the intervention of the Sahyogis, on an average only **93%** of the teachers monitored by DIET Sahyogis felt the same.



The above graph shows the feedback given by the teachers on a scale of 1-5 to various stakeholders involved in the program.



The above graph shows the cluster wise split of average rating given by the teachers to various stakeholders as taken from the end of the year reports submitted by the Sahyogis

8.3 Supervisors-Sahyogis-Sikshak Sahyogi Dal

On an average the supervisors gave a rating of **2.7** when asked about the overall impact of the Sikshak Sahyogi Dal program. They believed it had a medium impact on the overall education system of Pune and felt it was one of the right answers to solve persisting problems in Pune's classrooms.

Supervisors believed that the program was only moderately successful in achieving the objectives it set out to achieve in the beginning of the year. They gave it an average rating of **3.1**.

Every supervisor believed that the structure of the Sikshak Sahyogi Dal was working and heading in a positive direction.

Supervisors noticed a positive change in the teachers' mindsets, which they felt was one of the major positive outcomes of the program. They believed the teachers were encouraged and motivated to perform better through the program, which in turn had led to a positive growth in the students as well. Making of teaching aids, lesson planning and classroom culture had also become strong in the classrooms they felt.

Every supervisor said that the DIET Sahyogis were overburdened and hence not able to contribute **100%** for the Sahyog Sikshak Dal. Better communication between DIET and the Sikshak Sahyog Dal or converting the DIET Sahyogis to full time Sahyogis is the way forward they suggested.

The supervisors confessed they weren't completely involved in the program. They were involved only up to a level of **71%**. Office work, meetings and lack of communication from the Sahyogis side were a few major reasons they couldn't get involved **100%**. The support from their side to the Sahyogis they believed was very necessary. They could bring accountability as an officer by overseeing the work of both Sahyogis and teachers. Also the Sahyogis could get deeper context of the school and the logistics from the supervisors.

Unfortunately, **100%** of the supervisors felt that there was lack of support from the AEOs for the Sikshak Sahyog Dal program.

9. Recommendations

9.1 Recommendations from Sahyogis for PCC

There was an overwhelming request for the sessions in the training to be activity based as teachers expected the same in their trainings as well. Many Sahyogis felt that follow up on the implementation of the learning from the training should improve and this could be incorporated in the planning stage itself. A strong need was felt to have sessions on spoken English proficiency and technical training such as computer/internet usage, basic tools like EXCEL and PowerPoint to name a few. This would help the Sahyogis to transfer the knowledge better to the teachers. Most of the Sahyogis received feedback from the teachers to include sessions on how to deliver grade specific content in the classrooms. They believed better delivery of content would directly affect the student outcome in the classrooms. Overall, the Sahyogis felt that while the sessions were impressive till December, they weren't well aligned with the needs of the classroom in the last 3 months of the academic year. Sahyogis also felt the need to have management training as essentially their primary job involves managing teachers.

9.2 Recommendations from Teachers for Sahyogis

Sessions on teaching aids, classroom culture were some of the sessions most of the teachers found useful. The session on classroom culture helped them understand the importance of a strong classroom culture for the growth of the class. Sessions targeted towards differentiated teaching was also found very useful. However some teachers were still in the dark and required more support on differentiated teaching especially on how to cater to the need of the lower order kids. There was a slight negative feedback about sessions were a lot of talking took place. Teachers favored and showed a lot of enthusiasm in sessions where some kind of activity was involved, so this interactive format should be extended to all sessions. Also, upper primary teachers felt not all the sessions were useful to them and requested for having grade specific training. Subjects like science and social sciences were completely being ignored in the existing scenario, and must be included. Teachers felt the need to have a strong accountability checks in place.

There was a great demand for the Sahyogis to model the lessons in the classrooms for the teachers along with the regular observations. Teachers wanted Internet and computer training, Excel and PowerPoint training in order to make use of the Internet resources for the classroom's growth. Also, there were also requests to have a system in place where the teachers can observe some of the best classrooms in the city and not confine one to his/her own cluster. There was an urge to have sessions to understand child psychology better.

All the teachers preferred Sahyogi training sessions over trainings they received from other sources previously, as the former was more interactive, fun, continuous and more teacher centric and therefore we must continue with the project.

9.3 Additional expectations of teachers from Sahyogis

While the teachers were overall happy with the support from the Sahyogis, they had a few suggestions as well. Teachers wanted Sahyogis to conduct sessions in a more organized and punctual way. Some even expected lesson plans to be provided by the Sahyogis so that they can concentrate on the delivery instead of spending time on planning. They also expected more exposure to motivational and inspirational videos and best classroom videos.

The teachers mentored by DIET Sahyogis requested that the frequency in the observations by the Sahyogis to be increased. Teachers felt there was an overwhelming need for model lessons by the Sahyogis. The teachers also wanted the Sahyogis to communicate the outcomes desired from them much in advance, preferably at the beginning of the year so that the teachers can plan accordingly. Some also felt that instead of Sahyogis, few training sessions especially those related to that of content should be delivered by professionals with subject specific knowledge.

9.4 Recommendations from PCC Team

The Sahyogi project should have probably started with a pilot, to work out kinks in the system. It would've also allowed for faster feedback cycles and more effectiveness from the team. That being said, for year two it is very important to invest the School Board as well as AEOs and Supervisors. It is necessary to create a buy in from all layers of government so that functioning can be smoother. Therefore henceforth all plans will be shared with the government in the form of sessions, or planning will be done with the government team in tow.

The team also believes that PCC needs to have a direct line of communication with teachers in the city so that we can motivate them as also set up faster feedback mechanisms. Therefore a monthly newsletter will go out to teachers with updates as well as best practices from across the city.

It is also important to have more Sahyogis to get optimum workload as well as even distribution across clusters. Uneven distribution is causing variations in Sahyogi performance and making it difficult to measure effectiveness. Sahyogi work also needs to go on the job chart of DIET members as well as other higher level government employees (AEOs, Supervisors).

9.5 Recommendations for the PCC team

Planning has been an issue this last year due to two factors: variability in government mechanisms and not backtracking successfully. It is suggested that the team create a buy in from the government on all plans, as well as spend one day every fortnight reviewing and updating plans. Risk management is also key, plans need to have enough buffer time built in for emergencies.

10. Culture

10.1 Culture data from Sahyogis and Teachers

80% of the teachers felt that their day to day work had increased after the Shikshak Sahyog Dal came into place. However everyone was happy doing this additional work as they felt it was necessary. It wasn't a burden for them. Everyone felt they were constantly appreciated for the work that they were doing. Everyone unanimously agreed that they saw a positive growth in the students through the Sahyogi program. While every teacher monitored by teacher turned Sahyogi felt that they were being motivated constantly after the intervention of the Sahyogis, on an average only **93%** of the teachers monitored by DIET Sahyogis felt the same.

10.2 Team Culture

The team culture was strong. Team members said that they were given enough time to get on board (team members joined on different dates). As the team was small, there was a strong communication and feedback channel.

11. Case studies of teachers from PMC schools

11.1 Case 1:

Sahyogi Name- Mrs. Milan Vasant Gurav; Cluster- Wanowrie-Kondhwa

3. Case Study

शिक्षकाचे नाव - सौ. नेहा दिनेश दळवी

शाळा - महादजी गिंदे प्राथ. विद्यालय वानवडी, पुणे. ४०

शाळा क्र. - म.न.पा ६२ बी (मराठी)

इयत्ता - ९वी

पट - १३+१६ = २९

वर्गात शिक्षक शिकवतानाचे चित्र - -

❖ तुमचा वर्गातील सदर शिक्षकाशी सहसंबंध कसा होता?

❖ व्यावसायिक मैत्रीपूर्ण त्याचबरोबर सुदृढ सहसंबंध झाले. सुरुवातीला फक्त व्यावसायिक भागीनी म्हणून त्यांना ओळखत होते मात्र सहयोगी दलाने जेव्हापुढे सहसंबंध हळू होत गेले.

❖ जुलै २०१५ मधील सदर शिक्षकाचे नोंदवलेले निरिक्षण काय होते?

❖ ९ सप्टेंबर २०१५ रोजी सहयोगी दलामध्ये मी पूर्णवेळ काम करण्यासाठी मुक्त झाल्यानंतर मी ज्यावेळी दळवी मंडळ यांच्या वर्गात जेव्हावर त्यांनी पाठ घेतला मी निरिक्षण करून वर्गाबाहेर आले. त्यांनी पाठ चांगला घेतला होता. सौ. साहित्यिक योग्य वापरही होती. मात्र पुढच्या वेळी त्यांना मला या विद्यार्थ्यांविषी अजून काय करता येईल अस विचारत झाली विद्यार्थ्यांचे गट

करव्यास सांगितले. त्यांनी कपात देवोळे श. साहित्य बाहेर काढायला सांगितले. पुढर त्या निराश चाला होत्या. पुढच नवे माण अस जाणवत की त्या बैराग्याने ग्रामोन्माद होत. त्यांनी स्वतःहून मला वैयक्तिक बाबी सांगितल्या. पुढ सनामिक भिती त्यांना कायम द्यावरत होती हे मोठ्या विश्वासाने मला सांगितले. त्यांची समस्या मी ऐकून घेतली. त्यांचा उत्साह कुठल्या कुठे नाहीसा झाला होता. त्यांना कराव अस वाटत होत पण त्यांच्याकडून होतही नाही अस त्यांना वाटत येत.

● त्यांना त्याविषयी तुम्ही काय सुचित केले!

★ 'मन करारे प्रसन्न
सर्व सिद्धीचे कारण'

मन उत्साही व आनंदी समेल तर हातून कामही चांगले होत असत. त्यांची समस्या फार वेगळी असल्याने माण अत्यंत जबाबदारी व्यक्तीप्रमाणे त्यांना मार्गदर्शन करणे गरजेचे होते. माण अस जाणवत की त्यांनी स्वतःमध्ये बदल करायला हवेत. त्यांनी कोणते बदल करावे हे मी त्यांना सांगितले.

प्रथम रागावर नियंत्रण, भावभावनांचे योग्य नियोजन, स्वतःचे मूल्यमापन करून स्वतःच काय चुकत आहे हे शोधणे, दुसऱ्याने आपल्याकड फसे वागावे हे अपेक्षित न ठेवता आपण

आपले वागणे समोस्यानुसार सोम्य स्वरुप बदलावे,
आपल्या अपेक्षेप्रमाणे चधीही होत नसते हे नेहमी
लक्षात ठेवावे, त्रागा-बैराग या गोष्टी करू नयेत.

अशाप्रकारचे बदल सांगितले. त्यानंतर पुढील
त्यांच्या वर्गात जेव्हावर त्या म्हाण्या मी स्वतःमध्ये
बदल करतोय पण मला शाळा सुटून घरी जेव्हावर
त्रागा आणि राग यावर नियंत्रण नाही मिळू शकत.
मी त्यांना मेडीटेशन व ध्यानधारणा करावया
सांगितली आणि कशी करावी हे ही सांगितले.
त्यांचा प्रश्न सुटण्यासाठी त्यांना बदल करावाच
लागेला आला पर्याय नाही अस सांगितले.
त्यांनी का बदलावं हे सकारण स्पष्ट केले.

पुढच्याच आठवड्यात त्यांनी मला
सांगितले की वरचसं वातावरण बदललेले आहे.
त्यांची समस्या बऱ्याचशा प्रमाणात कमी
झालेली पाहिली. त्या माण म्हाण्या की
'पुढच्या वर्षीत मला कुणीच सांगितले नाही की
तू स्वतःमध्ये बदल कर.' आता त्या स्वरुप
उत्साही असतात. राग, त्रागा यावर त्यांनी
कंट्रोल मिळवण्या घरी जेव्हावर त्या शांत
असतात. त्यांनी संघर्षाने ही परिस्थिती हाताळी
आहे.

► तुम्ही दिलेल्या सूचनांची सदर शिदतकाने
वर्गात कशी अंमलबजावणी केली आहे ?

* मी सांगितालेल्या गोष्टी त्या तंतोतंत पाहत होत्या. त्या उत्साहाने 'वाई-निकमवाडी' येथे सै. सहलीला आल्या. त्यांना सांगितले की आपले वर्ग झांगी विद्यार्थी असे झाले पाहिजेत. स्वरतर वाईवरून येताना मोबत प्रेरणास्त्रोतच झाला होता. त्या कामात झालेल्या कोरी पारी, लेमिनेट तक्ते विविध प्रकारचे साहित्य त्यांनी तयार केले. सर्व शैक्षणिक साहित्य त्या दर्शक नात मांडू झाल्या. वाडू, खडे, चित्रचानचन काही विद्यार्थीग हातामध्ये दिले. संख्याच्या स्थानानुसार बेरीज बजावाकी या क्रिया करवासाठी मी-काही बदल त्यांना सांगितले होते ते त्यांनी केले. वाचन-लेखनात अप्रगत मुलांसाठी अजून प्रयत्न करायला हवेत हेही सांगितले काय करावे हेही सांगितले त्याप्रमाणे त्यांनी प्रयत्न केले.

► तुम्हाला विद्यार्थी व शिक्षक यांच्या अध्ययन-अध्यपनात कोणता सकारात्मक बदल जाणवला ?

* कोरी पाठिसारखे सै. साहित्य वापरून विद्यार्थी केवळ ५-६ दिवसात संख्या ओळखू लागले. त्याही ~~सुख~~ आनंदी होण्या कारण

त्यांच्या विद्यार्थ्यांना परकून समजत होते. (२३)
श्री. साहित्याच्या माध्यमातून त्या विविध
प्रयोग करायला लागल्या. विद्यार्थ्यांनी उत्साहाने
सहभागी होऊ लागले.

वैयक्तिक आणि व्यावसायिक
पातळीवर त्यांना समाधान मिळत होत.
त्यांचे मन सकाशत्मक विचारांकडे वळवण्यात
मी यशस्वी झाले याच मला समाधान
मिळाले होते. त्यांचा दुर्लभीने व्यापक करव्यात,
त्यांनी स्वतःमध्ये बदल घडवण्यात, समस्या
मांडण्यात, विश्वास दाखवण्यात आणि त्यांच्यापेक्षा
क्याने लहान असलेल्या व्यक्तीचे विचार घेऊन
परिवर्तन घडवण्यात त्यांनी स्वतःमध्ये जी
अव्यक्तता आणली, धाडस दाखवले, ~~संघर्ष~~ संघर्ष
दाखवला त्यातच त्यांचा यश आहे. आणि
म्हणूनच अशी मागसं समस्यांनी कितीही
आसूड्यात ली नडवि मात करणार आणि
यशस्वी होणार.

11.2 Case 2

Sahyogi Name- Mrs. Smita Ashok Dharurkar

Cluster- Tilak Road

वार्षिक सहयोगी अहवाल

१. सहयोगी माहिती :

शाळाची संख्या	३
एकूण शिक्षक संख्या	३०
एकूण शिक्षक निरिक्षण	३००

महिना	जुलै	आगस्ट	सप्टेंबर	ऑक्टोबर	नोव्हेंबर	डिसेंबर	जानेवारी	फेब्रुवारी	मार्च
निरिक्षणे	-	३१	५८	७०	-	३२	३४	४४	३१

२. सहयोगी अनुभव व अभिप्राय :

A. कार्यक्रम स्तर :

१. शिक्षक सहयोगी दलात काम करण्याचा अनुभव :

मे २०१५ मध्ये सहयोगी दल याविषयीची पहिली मिटींग झाली. त्यावेळी खूप प्रश्न होते. वेळेनुसार त्या प्रश्नांची उत्तरे मिळत गेली. या प्रोजेक्टविषयी नेमके स्वरूप काय असेल अशी उत्पुकता होती, तेही सुरुवातीच्या प्रशिक्षणातून समजले. प्रत्यक्ष वर्गनिरिक्षण सुरु झाले तेव्हाचा अनुभव खूप चांगला होता. वर्गनिरिक्षण आम्ही सहयोगी शिक्षकांनी करू नये असे माझे वैयक्तिक मत होते. पण शिक्षकांसोबतच्या बोलण्यातून वर्गनिरिक्षणाचे फायदे समजले. अर्थात वर्गनिरिक्षण पद्धतीमध्ये थोडा बदल करणे आवश्यक वाटते.

मला असे वाटते की सहयोगी शिक्षक म्हणजे शिक्षक व प्रशासन यांतील दुवा आहे. प्रशासनाच्या शिक्षकांकडून असलेल्या अपेक्षा शिक्षकांपर्यंत सविस्तर पोहोचवणे व प्रशासनाच्या मार्गदर्शनाने व मदतीने शिक्षकांच्या अडचणी सोडवण्याचा प्रयत्न करणे या अर्थानेही बऱ्याच चांगल्या गोष्टी घडल्या. आमच्या विभागाचे सहा.प्र. अधिकारी मा.श्री.सचिन काळे साहेब, तसेच पर्यवेक्षिका सौ. माधुरी वालकोळी यांनी नेहमी मार्गदर्शन केले. एकूण अनुभव चांगला होता. ज्या त्रुटी यावर्षी राहिल्या त्या पुढील वर्षी नक्की पूर्ण करू.

२. चालू शैक्षणिक वर्षात एक सहयोगी म्हणून आपले ठळक चढउतार :

चालू शैक्षणिक वर्षातील सर्वात ठळक उतार म्हणजे शिक्षकांच्या बदल्या. गुणवत्तेच्या बाबतीत आग्रह करत असताना अशा गोष्टीमुळे आपण उपलब्ध मनुष्यबळाची हानी करत आहोत. यामुळे आपण आपल्या ध्येयापासून काही कोस दूर जात आहोत. अशा बाबीचा गांभीर्याने विचार व्हावा. शिक्षकांची गैरसोय न होता हा प्रश्न सोडवता येऊ शकेल असे नक्की वाटते. चालू शैक्षणिक वर्षातील सर्वात ठळक चढ म्हणजे आमच्या विभागातील मॉडेल क्लास. एका शिक्षकाच्या दृष्टीने परिपूर्ण वर्ग कसा असावा याचे उदाहरण म्हणून आम्ही मॉडेल क्लास तयार केला. सदर वर्गासाठी टिळक रोड विभागाचे सहा.प्र. अधिकारी मा.श्री.सचिन काळे साहेब, तसेच पर्यवेक्षिका सौ. माधुरी वालकोळी यांनी प्रेरक मार्गदर्शन केले. म.न.पा.शाळा क्र.५६ बी च्या मुख्याध्यापिका सौ.वाघ, तसेच म.न.पा.शाळा क्र.२०४ बी च्या प्र.मुख्याध्यापिका सौ.पाटील यांचे उल्लेखनीय सहकार्य लाभले. विभागातील सर्वांच्या एकीने व सहकार्याने किती मोठे काम होऊ शकते याचे उत्तम उदाहरण म्हणजे आमच्या विभागातील मॉडेल क्लास.

मॉडेल क्लास
टिळक रोड विभाग



प्रेरणा व मार्गदर्शन

सहा.प्र.अधिकारी मा. श्री. सचिन काळे

पर्यवेक्षिका सौ. माधुरी वालकोळी

३. मिळालेले आधार :

	१	२	३	४
पुणे महानगरपालिका				✓
शिक्षण मंडळ			✓	
सहा.प्र.अधिकारी				✓
पर्यवेक्षक				✓
पुणे सिटी कनेक्ट				✓

४. सहयोगी दल प्रकल्पाबद्दल सूचना :

सहयोगी दल प्रकल्प एक स्तुत्य प्रकल्प आहे. हे पहिलेच वर्ष होते त्यामुळे काही अडचणी आल्या. पण आता एक पाया तयार झाला आहे. त्यावर अजून थोडी मेहनत घेतली तर प्रगत शैक्षणिक महाराष्ट्रचे उद्दिष्ट आपण नक्कीच गाठू शकतो. पहिली सूचना वर्गनिरिक्षण पद्धतीमध्ये थोडा बदल करणे. तो कसा याबाबतचे विवेचन सविस्तर देणे योग्य ठरेल. दुसरी सूचना प्रशिक्षण विषयाची व्याप्ती, तंत्रज्ञान, ज्ञानरचनावाद, इंग्रजी संभाषण यावर आधारीत व सखोल असावे. तिसरी व शेवटची सूचना अशी की सहयोगी शिक्षकांना गुणवत्तेच्या दृष्टीने काही उपक्रम राबवण्याबाबत काही प्रमाणात स्वातंत्र्य असावे. सध्या स्वातंत्र्य मिळते आहे पण त्याबाबत अधिकृतपणे काही मदत झाली तर मिळणारे यश दुप्पट असेल.

३. मिळालेले आधार :

	१	२	३	४
पुणे महानगरपालिका				✓
शिक्षण मंडळ			✓	
सहा.प्र.अधिकारी				✓
पर्यवेक्षक				✓
पुणे सिटी कनेक्ट				✓

४. सहयोगी दल प्रकल्पाबद्दल सूचना :

सहयोगी दल प्रकल्प एक स्तुत्य प्रकल्प आहे. हे पहिलेच वर्ष होते त्यामुळे काही अडचणी आल्या. पण आता एक पाया तयार झाला आहे. त्यावर अजून थोडी मेहनत घेतली तर प्रगत शैक्षणिक महाराष्ट्रचे उद्दिष्ट आपण नक्कीच गाठू शकतो. पहिली सूचना वर्गनिरिक्षण पद्धतीमध्ये थोडा बदल करणे. तो कसा याबाबतचे विवेचन सविस्तर देणे योग्य ठरेल. दुसरी सूचना प्रशिक्षण विषयाची व्याप्ती, तंत्रज्ञान, ज्ञानरचनावाद, इंग्रजी संभाषण यावर आधारीत व सखोल असावे. तिसरी व शेवटची सूचना अशी की सहयोगी शिक्षकांना गुणवत्तेच्या दृष्टीने काही उपक्रम राबवण्याबाबत काही प्रमाणात स्वातंत्र्य असावे. सध्या स्वातंत्र्य मिळते आहे पण त्याबाबत अधिकृतपणे काही मदत झाली तर मिळणारे यश दुप्पट असेल.

५. पुढील शैक्षणिक वर्षासाठी आवश्यक आधार :

शिक्षण मंडळ

B. ऑपरेशन्स : बीट पातळी :

१. शिक्षक प्रशिक्षणातील चांगली गोष्ट :

प्रशिक्षणाचे स्वरूप वेगळे असल्याने शिक्षकांमध्ये उत्साह होता. त्यामुळे शिक्षकांनी प्रशिक्षणातील कृतींना उत्तम प्रतिसाद दिला. आमच्या विभागात शिक्षकांनी प्रशिक्षणात कथा, कविता लिहिल्या. चित्रसंग्रह करण्याच्या उद्देशाने उत्तम चित्रे काढली. इतकेच नव्हे तर स्वतः उतारा तयार करून त्यावर प्रश्ननिर्मिती केली.

२. प्रशिक्षणदरम्यानची अडचण :

३. शाळा स्तरावरील शिक्षक बैठकीतील चांगली गोष्ट :

शाळा स्तरावरील शिक्षक बैठक अतिशय यशस्वी झाली. जे शिक्षक सहसा बोलत नाहीत ते मोकळेपणाने बोलले. छोट्या मोठ्या सर्व शंका विचारल्या गेल्या. सर्वांच्या प्रश्नांना उत्तरे देता आली.

४. शाळा स्तरावरील शिक्षक बैठकीतील अडचण :

शाळा स्तरावरील शिक्षक बैठकीतील प्रमुख आणि एकच अडचण अशी की या बैठकीचा निरोप वा परिपत्रक शिक्षण मंडळाकडून येत नाही. आम्ही ही अडचण शाळांना प्रत्यक्ष भेटून निरोप देऊन सोडवली. पण परिपत्रकाने फरक पडतो.

५. शिक्षक प्रशिक्षण संबंधित अभिप्राय :

शिक्षक प्रशिक्षण संबंधित अभिप्रायामध्ये प्रशिक्षणाचे स्वरूप वेगळे असल्याचा उल्लेख आहे.

६. शिक्षक प्रशिक्षणामुळे वर्गाच्या शिक्षणपद्धतीमध्ये दिसलेला बदल :
शिक्षकांनी वर्गात कृतियुक्त अध्ययनावर भर दिला. त्यामुळे वर्गात बसायला इच्छुक नसलेला ५६ बी शाळेतील इ.१लीतील शिवा एका जागी बसून कृतीत सहभाग घेऊ लागला.

C. ऑपरेशन्स : वर्ग पातळी :

१. शिक्षक निरीक्षण व अभिप्राय चक्र यातील चांगली गोष्ट :
शिक्षक निरीक्षण व अभिप्राय चक्र दरम्यान चर्चा घडत राहिल्याने शैक्षणिक साहित्याचा प्रभावी वापर वाढला व कृतियुक्त अध्ययनावर भर दिला गेला.
२. शिक्षक निरीक्षण व अभिप्राय चक्र यातील अडचणी :
शिक्षक निरीक्षण व अभिप्राय चक्र दरम्यान ज्या अडचणी आल्या त्यातील काही अडचणी सोडवू शकले.
३. अभिप्रायामुळे शिक्षकांच्या वर्गपद्धतीतील बदल :
शैक्षणिक साहित्याचा प्रभावी वापर वाढला, कृतियुक्त अध्ययनावर भर दिला गेला.

D. वैयक्तिक आणि व्यावसायिक विकास :

१. सहयोगी ढालामध्ये सामील झाल्यानंतरचा वैयक्तिक आणि व्यावसायिक विकास
वैयक्तिक विकास झाला. ज्ञानात भर पडली. तंत्रज्ञानाचा कौशल्यपूर्ण वापर सहज सुलभ करता येऊ लागला. उत्तम व प्रेरणादायी नेतृत्व कसे असावे हे माननीय आयुक्त श्री. कुणाल कुमार साहेब यांच्यामुळे समजले. जिद्द व चिकाटीने गुणवत्तापूर्ण काम करण्याची पद्धत प्रशासकीय अधिकारी माननीय सौ. चव्हाण मॅडम यांच्यामुळे समजली. मधुकर सर, मोईज सर आणि दामिनीमॅडम यांच्याकडून प्रशिक्षण वर्ग घेण्याचे कसब समजले.

२. व्यावसायिक विकासासाठी संधी.. ठळक वैशिष्ट्ये :

या वर्षातील व्यावसायिक विकासाच्या दृष्टीने ठळक वैशिष्ट्य म्हणजे मॉडेल क्लास. तसेच १ली ते ८ वी च्या अभ्यासक्रमाचे संक्षिप्त वाचन करू शकले. आणि माझे विश्व जे फक्त शाळेपुरते मर्यादित होते ते आता विभागापर्यंत मोठे झाले. हे सर्व केवळ सहयोगी दलामुळे.

३. सहयोगी दलामुळे कारकिर्दीत मदत :

जेव्हा वैयक्तिक आणि व्यावसायिक विकास होतो तेव्हा साहजिकच प्रगती होते. नक्कीच मदत होईल.

