

2017

EdelGive Coalition for transforming Education Annual Report



Financial support by:



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महाराष्ट्र शासन

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Introduction

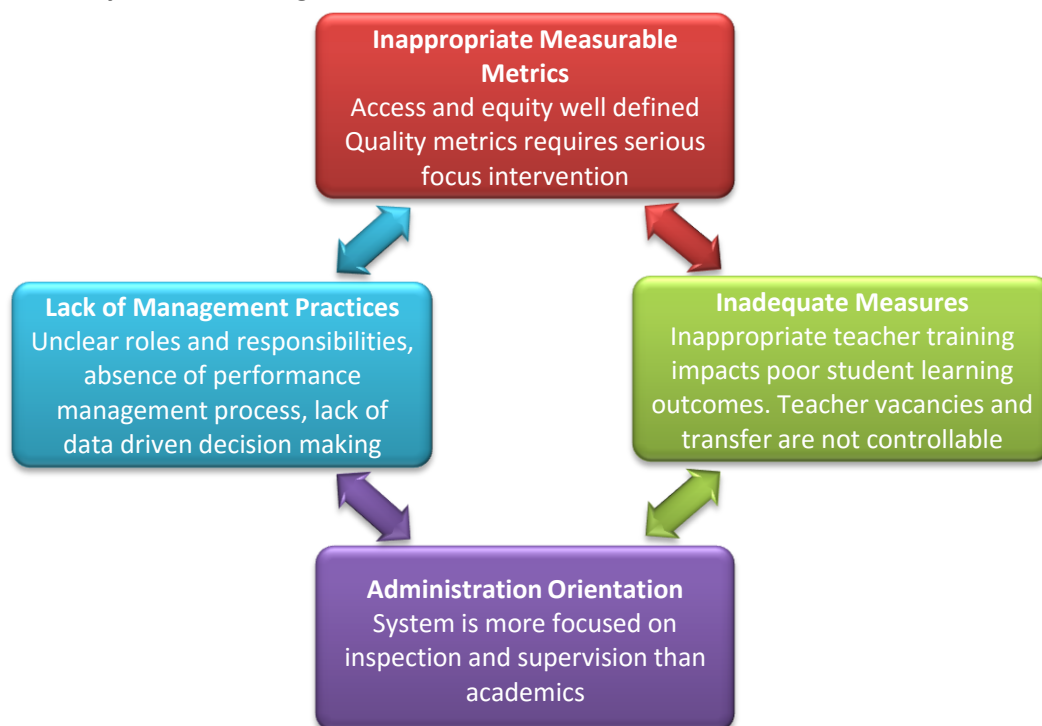
The state of Maharashtra has over 65,000 government schools, 55 lakh students and 2.4 lakh teachers. Over the past decade, the government of Maharashtra has successfully implemented different kinds of initiatives to improve access and equity of government schools in the state. Having achieved satisfactory level of quantitative expansion along with consolidation with qualitative inputs for the improvement in educational standards, the focus is now on learning-level achievements.

With the objective in mind in July 2016, the government of Maharashtra, Department of School and Sports Education entered into partnership with EdelGive Foundation to develop robust process for transforming local body schools through enhancing learning level outcomes of children. Over the last one year EdelGive and implementing partners have together built a long term sustainable plan for achieving the objective to bring about total transformation in school education for the holistic development of the children.

The gaps have been identified in the entire spectrum, from administration units in the system to classroom intervention particularly in the context of various provision of Right to Education Act (RTE), State Learning Achievement Survey (SLAS), data driven decision making, admission of out of school children to age appropriate classes and School Management Committees.

Given that the program is planned to be scaled up to the entire state, the project was initiated in 5 blocks of 4 Special Focus Districts (SFDs) Chikaldara (Dist. Amravati), Gadchiroli & Bhamragad (Dist. Gadchiroli), Nandurbar (Dist. Nandurbar) and Manvat (Dist. Parbhani). This program caters to the urgent need to reengineer academic, supervision and management organizational structures for achieving the state goals of providing quality education to all the children enrolled in the schools.

Diagram-1: Systemic Challenges



Different challenges have been identified in the system, for instance, inappropriate measureable metrics, inadequate measures, administration orientation and lack of management practices which individually and collectively slow down the improvement in student's learning outcomes.

Government has made education accessible to the children and has achieved almost universal enrolment goal. As mandated in the Right To Education (RTE) Act, the government has built schools at every a distance of 1 kilometre from each other. Nevertheless, quality of education is still a concern. Children are coming to schools but they are not getting sufficient guidance and training to improve their reading writing and numeracy skills. A big shift is required to define the qualitative metrics of education which will reflect improvement of student's learning outcomes.

Huge amount of investment has gone into teachers' pre-service and in-service training. District Institute of Education and Training (DIET) has been restructured in the state and now it is considered as the institute for continuous professional development of teachers and is called the District Institute for Education and Continuous Professional Development (DIECPD). In pre-service training various norms and standards for various teacher education courses are well defined. Minimum qualification for teachers is also recommended by the government. Financial support is provided to government and government aided teachers. Teacher curriculum framework has been developed keeping in view National Curriculum Framework (NCF), 2005. For in-service teacher's training, comprehensive guidelines have been developed by professionals. External and internal resource persons are identified based on their subject expertise and experience. Teacher attendance is also mandated for the training programs. In spite of so many measures being put in place the student learning outcomes are still struggling.

On-field observations and suggestions reveal need for restructuring and re-engineering in the government system. The roles of government officials are not clear and they are burdened by administrative work rather than academic goals. They act more as inspector and supervisor rather than academic mentors. Technical inputs are not provided to teachers during classroom observations. Use of data in decision making is absent. The system needs to develop a practice of evidenced based planning and it should reflect from top to bottom.

To overcome these challenges, EdelGive Coalition for transforming Education (ECE) is a public private partnership with the Department of School Education and Sports (DSES) under the premise of Pragat Shaikshanik Maharashtra (PSM); initially proposed for 5 years in four Special Focus Districts (SFDs). The proposed intervention focuses on capacity building of teachers for enabling healthy classroom environment by employing the constructivism¹ approach. ECE is set to work with village level community and School Management Committees (SMCs) for strengthening school-home linkages to achieve the desired impact and ensure sustainability. As an integral part of the model, ECE also includes capacity building of functionaries at various levels in the education system for facilitation and systemic ownership. To address the lack of evidence-based planning, capacity building efforts are aimed at building the capacity of the stakeholders of education at school, cluster and block level,

¹ Constructivism is a philosophy applied in the learning process, to define the nature of learning as an active process where the learner is the constructor of knowledge. The right environment plays a vital role in the process.

for access to and utilization of data related to the specific indicators of the state of education for decision making.

Intervention Approach

ECE aims to improve the learning outcomes for elementary school children in 4 SFDs by focusing on improving competencies in language and mathematics, which will lead to strengthening of the foundation for future learning, and equipping them with quality education. According to the Annual Status of Education Report (ASER), reading levels of Class-V children slipped from 94% to 74%, between the years 2010-15. The State Level Assessment Tests by Maharashtra Academic Authority (MAA) formerly Maharashtra State Council for Education Research and Training (MSCERT) shows that Class-V children have an average language skill level of 53% and numeracy skills of 51%.

Government of Maharashtra's PSM initiative aims to create a supportive environment for early childhood education and provide an appropriate direction to child learning and teacher-facilitation. The example of the Kumthe² block has proven that willingness and motivation of teachers can improve the student learning outcomes even in difficult circumstances. Under PSM, ECE has developed an intervention which will focus on cluster and district level transformation through capacity building of government officials-

- On-field support at every level of government system to strengthen the process of implementation of early childhood education
 - Change the whole concept of supervisor into academic facilitator
- This approach will improve the classroom processes through the application of constructivism in learning. The methodology will equip teachers in early childhood education and will provide substantial measurable results.

The following measures have been designed to meet the ground needs:

- **Demand based teacher training**
Teacher training will be designed based on the ground needs. The focus area of the training includes structured reading instruction for children, utilizing age and grade appropriate material for reading and numerical skill enhancement, and establishing connection with the local context and need. As the intervention is focused on tribal communities, with differences in mother tongue and the language of official medium of instruction in schools, training will help teachers impart reading skills to students, utilizing appropriate language for reading instruction and ensuring adequate supply of age and language appropriate reading material.
- **Improving classroom intervention**
On-field support to teachers ensures active engagement of a child in which sensory inputs are utilized to construct meaningful outcomes. Encouraging teachers to use Teaching and Learning Material (TLM) through demonstration, and supporting them to create child-wise action plans based on assessment data, are integral components of intervention. Teacher

² Kumthe is a beat in Satara district Maharashtra. A Block Education officer (Ms. Pratibha Bharade) has transformed the learning outcomes in the entire beat through her zeal and willingness and the application of constructivism while working within the system.

mentoring is provided to make learning closely connected with the environment from where the learner is coming from such as peers, family, teachers and the boarder community.

- **Capacity building of government functionaries**

Transformation of government functionaries into academic facilitators and mentors will lead to good governance, healthy institutions (such as DIECPD, MAA) and effective management of these initiatives. A huge amount of data is being collected by government through the process of base-line and end-line assessments. This data needs to be used to design classroom strategies that will aid in increasing the learning outcome of the students. Data driven decision making will be implemented from the State to the classroom. Soft skills training will be provided to KPs, HMs and teachers so that the government education system can grow institutionally.

- **Strengthening School Management Committee (SMC) and community**

Community and parent engagement with schools are vital factors for imparting quality education to children. Some important activities with the community such as establishing school management committees and orienting them to their roles and responsibilities, mobilizing and engaging SMC members for observing day to day school processes like monitoring quality of mid day meal, observing teaching process, identifying infrastructure gaps, and providing suggestions to the Head Master regarding school development plans will bring greater transparency and accountability. Effective engagement of parents in parent-teacher meeting and open communication with them about student learning needs will smoothen the learning process.

Implementing Partners

Gyan Prakash Foundation (GPF)

Gyan Prakash Foundation (GPF), established in August 2011, is a registered non-profit organization which focuses on quality education for children in rural India. GPF's vision is to empower communities to build the foundation of children in their early years of schooling and bring the joy of learning to underprivileged children. The aim is to enable children to realize their full potential to become independent and socially responsible citizens who can hold their own on the global stage, without losing touch with their community roots.

GPF initiated work in 2012 in 4 villages of the Khed Shivapur cluster of Pune district in Maharashtra, namely – Shriramnagar, Shivapur, Arvi and Gauddara. The results of the work done by GPF in these 4 villages are encouraging and were appreciated by the ZP schools and the local community. GPF spread its activities to 4 more villages from the same cluster – Kalyan, Awasarenagar, Kondhanpur, and Rahatwade- Dudhanwasti. Currently, these eight villages serve as GPF's incubation centre where the interventions are continuously tested and improvised to master reliability.

Quality Education Project in Velhe

In 2015, Gyan Prakash Foundation (GPF) initiated a quality improvement effort in 6 clusters in Velhe Block, Pune district as part of piloting innovations under Quality Education Cell of Government of Maharashtra. A total of 55 schools have been included as part of this effort whereby field support is

provided to teachers and Kendra Pramukhs (cluster resource officers) by Resource Cluster Heads (RCHs) selected by GPF. One of the key focus areas in the Velhe program is to orient teachers on approaches to learning that build their overall competency with a special emphasis on the principles of constructivism. For this purpose, some of the aspects practiced by teachers in Kumathe have also been built into the program approach in Velhe. The approach in the 6 clusters include activating teacher learning circles at the cluster and block level, developing a level based teacher competency matrix and enabling an environment for Continuous and Comprehensive Evaluation (CCE) in a robust manner. The program revolves around capacity building of all cluster and block level functionaries.

Kaivalya Education Foundation

KEF was established in 2008 and commenced operation in the districts of Churu and Jhunjhunu in Rajasthan with 75 schools. In 2015, KEF impacted more than 1,600 schools. KEF is executing a School Transformation Program in 3 states – Rajasthan, Gujarat and Maharashtra. By enhancing the capacities of school heads, teachers and communities, it has demonstrated significant learning outcomes/gains across 1,000 public schools.

KEF runs two programs to improve the public education system in India.

- School transformation Program
- District transformation Program

School transformation program

The program is designed to develop leadership qualities of the headmasters, which they can use to better administer and transform the schools. The program is focused on personal leadership, instructional leadership, institutional leadership and social leadership which will improve the school processes and student learning outcomes.

District transformation program

To scale up the impact, KEF is executing District Transformation Program (DTP) in Rajasthan and Gujarat impacting more than 600 schools by directly working with the education officers (cluster resource coordinators, resource person & master trainers). The District Transformation Program has evolved from KEF's 7 years' experience of School Transformation and bridging learning gaps. It has also trained 650 government officials across 14 states in partnership with National University for Education Planning and Administration. The program have a twofold approach, first is to demonstrate school change through school transformation programs, and then to enable the government officials to transform the government schools across the districts.

Both the implementing partners have experience of working on similar interventions to enhance learning in early childhood education. Further, the intervention is very closely aligned to the work in Kumathe bit, Satara, Maharashtra and is working towards achieving the targets set under PSM.

Brief about first year intervention

Understanding the finer nuances of the activities conducted by both implementing partners shows that both implementing partners have worked at multiple levels and followed a scaffolding approach. However, the nature of activities conducted is slightly different. EdelGive Foundation not

only acknowledges the differences but has also given flexibility to both organisations to implement intervention.

Following table shows various activities taken up by the implementing partners in their respective districts.

Table-1: Details of activities taken-up with functionaries at difference levels

Details	Focus in Nandurbar and Parbhani	Focus in Gadchiroli and Amravati
Block & District-level intervention	Established strong relationship with 207 state govt. functionaries across levels	Oriented 45 Govt. officials on best practices <ul style="list-style-type: none"> - Visited district collectors - Visited ICDS Dy. Commissioner
Kendra Pramukhs (KPs)	Continuous support to 9 KPs to <ul style="list-style-type: none"> - Strengthen Shikshan Parishad - Data based planning 	Organized capacity building workshops for developing 28 KPs' coaching skills
Head Masters (HMs)	Facilitated workshops for 58 HMs on coaching skills and data analysis	Organized capacity building workshops for developing 46 HMs' coaching skills
Teachers	Visited 511 teachers on <ul style="list-style-type: none"> - Child-wise/class-wise analysis - Improving classroom practices 	Organized capacity building workshops for developing 280 teachers' pedagogy skills
Schools	Worked with 120 schools on school process improvement	Provided 1544 days of field support to 116 schools; strengthened school processes
Communities	Improved community participation by empowering SMCs, focus on Child enrollment and retention	Built community participation; strengthened SMC functioning

Through the year the intervention focused on building strong relationships at the district and block levels, by continuous program and review mechanism. Kendra Pramukhs (KPs) have been identified as a key force of development as they are the bridge between system and schools.

Shikshan Parishad (SP) is a process mandated by the government. Earlier SPs were conducted once or twice in a year and were focused more on administration work. But now with the joint effort of KPs and implementing partners, SPs are more agenda based and academic inputs oriented. Teachers come together and shared best practices and methodology of creating innovative teaching learning material. It has now been converted into peer learning and sharing platform for teachers.

Head Masters are school leaders, their prior experience was teaching, but now they are school heads. Different kinds of coaching and capacity building workshops are facilitated by both the partners focusing more on developing coaching skills, classroom observations, providing constructive feedback to teachers and supporting them for improving classroom processes.

Capacity building sessions are facilitated by both the implementing partners, where teachers are encouraged to create child wise and class wise action plans.

Gyan Prakash Base line and End line analysis have acted as a catalyst. The analysis is easy and simple to understand. It comprehensively explains child wise and class wise competency gaps in the children. The analysis also reflects school wise and cluster wise progress. Some key finds are explained below with respect to Language and Maths.

Key findings on competencies

As mentioned earlier the objective of the ECE is to enhance learning outcomes of children. Under PSM, government aims to enhance learning outcomes of children by 10% every year. Due to unavailability of time to conduct any third party assessment and considering the ownership issues that may come up with external assessment data, EdelGive decided to make use of the data from existing baseline and endline assessment conducted by DSES all across the state.

The baseline data was analysed in much detail to identify competency gaps at child level, school level and cluster level as well. The school level competency gap analysis helped teachers to prepare and execute child-wise action plans to bridge the competency gaps. Endline assessment offered opportunity to check and understand the learning levels again. Data for intervention schools in two districts, Nandurbar and Parbhani has been very well analysed by GPF team and the results show a big enhancement in learning levels in Nandurbar, However, owing to earlier high learning levels in Parbhani the shift is comparatively lower. Data also makes observations on competencies. Following section shows major achievements in language and mathematics competencies.

Language

- Children have shown significant improvement in listening, comprehension and writing words and sentences
- Ability to describe pictures, write stories and engage in self expression have improved in comparison to baseline
- Remarkable progress shown in competencies like 'name a picture', 'solve word puzzles' and 'create new words'
- Analysis indicates progress in competencies of reading with understanding and the ability to write answers based on a given paragraph
- Data on competency status related to understanding of punctuations, tense, phases and idioms etc. helped teachers prepare classroom action plan

Mathematics

- The results of the analysis indicate that the basic numeracy concepts and number sense of the children is remarkably good
- In the higher grades, more focus is required on basic operations as the complexities of problems increase

- Children have to practice more complex word problems and equations to improve on these competencies
- Across the grade teachers have to put greater effort into Measures, Shapes and Space
- Analysis also reflects that the children have the ability to read and understand charts or graphs, and answers questions based on them

School Management Committees are a key component for school development. According to RTE Act, the SMC will support HMs to create and implement school development plans. They will also observe class and provide appropriate inputs to the teachers and HMs for improving learning outcomes. Both the implementing partners have identified number of SMCs reconstructed according to RTE compliance. They have also identified that SMC members are not clear about their roles and responsibilities. Serious intervention is required for creating awareness in their roles and responsibilities. In the truest sense, SMCs, will be seen as evolved and empowered when they begin to question the process, the goals, and the system.

Individual activities updates of the implementing partners.

Kaivalya Education Foundation intervention

KEF is working in the Chikaldara block in Amravati, and Gadchiroli and Bhamragad blocks of Gadchiroli, with the objective of enhancing learning outcomes in children. They are working with school heads, teachers, government officials and community members to ensure quality education for the children in 166 government schools. Through their intervention strategy and on-field support, they are developing and strengthening capacities of 16 Block Education Officers, 25 Kendra Pramukhs, 40 Head Masters and 529 teachers in both the districts.

The sole purpose of this intervention is to convert the government functionaries into academic facilitators. Given the difficult terrain and other challenges, the intensity of activities were kept low, as the need to understand the geographies and communities better was strongly felt. It was decided that the first year will be considered as 'Year-0' where the major thrust would be given to understand the intervention areas, the need assessment, and preparation and planning for the 'Year-1' of intervention.

Improving Class Room Processes

Understanding classroom processes and providing inputs based on experience leads to improvement in student learning outcomes. Application of constructivism is an important component of PSM. According to GR 2015-16, all teachers are supposed to use constructivism as a practice in the classroom.

To understand the impact of application of constructivism and teacher capacity, KEF team practices classroom training (CRT) processes, wherein twice a year, KEF team focuses on classroom teaching and designing of innovative ideas. This year KEF created subject corners, where kids could easily access teaching aids as per their convenience. This process enhances self-learning, which is an integrated part of constructivism.

Making School libraries more accessible

In government schools, libraries are either dysfunctional or age appropriate books are missing. KEF has taken an initiative in collaborating with the headmaster and teachers, and has established 18 libraries in Chikaldara (Amravati) and 19 libraries in Gadchiroli. These libraries are functional, operational and accessible to all children. Easy accessibility of age-appropriate books to children will encourage children to develop a reading habit in children.

Innovative restructuring of assembly hall

The Assembly Hall is an important part of every school. It has the potential to nurture and maintain a positive school culture amongst students. School assembly drives the engagement and participation of the whole school as a community. With this thought, innovative assembly practices have been introduced in 18 schools of Gadchiroli, and 25 schools assembly halls have been reconstructed in Chikaldara. They have introduced activities like storytelling, vocabulary building activities, confidence building activity, Bal Geet, Chetna Geet and news reading activity.

Bal Sabha

The State government has directed that Bal Sabhas should be organized in all the government schools. KEF team has assisted teachers in introducing and practicing Bal Sabha in 8 schools of Chikaldara (Amravati) and 25 schools of Gadchiroli. In Bal Sabha, students discuss topics, issues and debate on important matters. This process helps children in expressing their opinion with confidence.

Community engagement and working with SMCs

Community is an integral part of every school. Children learn from the community and the sustainability of the school will be ensured if community takes complete ownership of it. School Management Committee (SMC) group is formed by the representatives from school and community, facilitated by the Headmaster. The committee is responsible for monitoring and evaluating the performance of the school. The Government has created guidelines for the formation of SMCs and has defined the roles and responsibilities of SMC members. KEF field staff acted as a catalyst and identified gaps in functioning of the SMC. In both the districts, they have formalised the process of reconstructing the SMC according to the government guidelines and have tried to regularise the SMC meeting. Agenda based SMC meetings are now being conducted. Currently, the focus is more on creating awareness regarding the roles and responsibilities of SMC members and the Headmaster, as a facilitator of the process.

Community immersion

Community immersion is a process which KEF conducts twice in every year. This process helps them in understanding the community dynamics, identifying local resources and power centres in the community that will benefit the school in the long run. Community immersion helps the field staff in establishing better connection between the school and the community. It also helps in understanding the underlying cause for poor learning outcomes in students.

School Development Plan

School Development Plan (SDP) is created by the headmaster and teachers. Ideally, it is supposed to be created jointly by the headmaster, teachers and SMC members. KEF team has facilitated the process of creating SDPs jointly with the school and SMC members. In Chikaldara (Amravati), 11 schools have created SDPs with the help of SMC and in Gadchiroli, they have just initiated the process of creating one.

Digital Schools

Through PSM, Government wants to convert schools to 100% digital schools. Digital Classrooms have been created with the support of community (in terms of cash). The entire community has come together and contributed to create digital classrooms in both the districts. 22 digital classrooms in Chikaldara (Amravati) 22, and 10 in Gadchiroli have been created till now.

Working with Block and District level Officials

An exposure visit for Block & District level officials of Amravati on a large scale was organized by KEF at Piramal School of Leadership (PSL) in Rajasthan for 3 days. This gave the Amravati officials an opportunity to understand Rajasthan's education policies. Government departments from both locations jointly worked on educational issues and issues related to the academic growth of children and school development. This was a fabulous platform for cross-learning and an opportunity for the representatives of both locations, to share their successes and challenges.

In both the locations, capacity building workshops were conducted for headmasters, teachers and KPs for 9 days. The teacher's workshop which was conducted for 4 days, was focused on Multi Grade Multi Level teaching practices through application of constructivism, orientation about TIPPS – teacher assessment tool and innovative method of language and math teaching practice. The workshop for headmasters was focussed more on leadership and principles related to the whole school transformation. They have also oriented headmasters on TIPPS – the teacher assessment tool. The workshop for Kendra Pramukhs was conducted for a period of 2 days and it focused on Leadership development, on extending academic support program to Headmasters and teachers, and orientation on the TIPPS- the teacher assessment tool.

Kaivalya Education Foundation has significant experience in full school transformation; their experience in other states can leverage Pragat Shaikshanik Maharashtra to ultimately lead to improvement in learning outcomes for the students in the areas of intervention.

Gyan Prakash Foundation intervention

GPF is working in Manvat block of Parbhani district and Nandurbar block of Nandurbar district with 120 schools. GPF has established strong relationship at the cluster, block and district level. Their focus is more on participatory learning between district and block officials and KPs. The improvement of leadership will play an active part in improving student learning outcomes. Through their scaffolding approach they have regularised Shikshan Parishad, block forum meetings, TLM workshop and creating of child wise action plan based on assessment data analysis.

To achieve the outcome of PSM, GPF have taken following measures in collaboration with government.

Use of Baseline and End-line assessment

Baseline assessment was conducted by government in all the schools. GPF has created a data analysis tool based on baseline assessment tool. Analysis of the recorded data has yielded child wise and school wise performance. They have conducted baseline facilitation workshop for teachers, KPs and HMs. All the teachers have participated in the baseline facilitation workshop. The member of GPF team briefed about the application of data analysis tool and understanding of the competency gaps and its importance of developing child wise class wise and school wise plan. As a result teachers are now preparing child wise and class wise action plans for the children. The process was well appreciated by government and it has been adopted by National University of Education Planning and Administration (NEUPA) to incorporate in the state.

Developing Cluster Resource Group (CRG)

Gyan Prakash Foundation has created and strengthened Cluster Resource Group (CRG) on subject expertise and facilitation skills. This CRG is a group of liked minded motivated teachers who are willing to take initiative in school and cluster transformation. These teachers are capable to share their practice and guide others in the cluster. They are strong in facilitation skills and created a collaborative culture of sharing and learning.

The first workshop for teachers of CRG was organized on 21-22nd March 2017 on Innovative Teaching Practices. All 40 selected teachers, representing all clusters from Parbhani participated in the workshop. During this workshop, innovative teaching practices implemented by teachers in Velhe and Kumathe block were shared with this CRG. The teachers actively participated in discussion and activities in this two-day workshop and also shared their practices. This CRG would further enable other teachers from their schools and cluster to implement innovative teaching practices in the classroom for students learning.

Transforming Shikshan Parishad

In last two-quarters, GPF has successfully promoted and facilitated Shikshan Parishad across all the clusters through active support and participation of KPs in planning and organizing. The focus areas of Shikshan Parishad are mentioned below.

- Alignment with Jalad PSM
- Promoting Child-wise action plan
- Creating TLM and its demonstration by teachers
- Sharing of innovative teaching practices
- Introducing study of curriculum

SMC Reconstitution and Capacity Building

According to RTE Act, SMCs play a significant role in developing school and providing quality education to children. Status of individual SMCs are mapped in all 120 schools in order to understand the gap and design required intervention. Only 26 schools from Manvat and 48 schools from Nandurbar have been structured and constructed as per RTE Act. It raised a significant concern viz. that there was no significant participation of women in SMCs. The HM of every school led the meeting. During participation in these SMC reconstitution meetings, they also ensured that the process of SMC reconstitution as per RTE is followed. It was a challenge for GPF field staff and HMs in most of the meetings where male members dominated the meetings. For the future, importance will be placed on ensuring agenda based SMC meetings and improve the participation of women.

Review and planning meetings

The District Review & Planning Meeting was organized at DIECPD office in Parbhani on 1st February 2017 to review the progress at the district level as per Jalad Pragat Shaikshanik Maharashtra (JPSM). The DEO, DIECPD principal, BEO and KPs from all the blocks were present for this meeting. The DEO and DIET principal presented the progress of Parbhani district as per JPSM. It was a great opportunity for GPF to showcase and highlight their work to all BEOs and KPs from other blocks of Parbhani district. Mr. Onkar Ugale, the District Manager briefed all participated members about the guiding principles and approach of GPF and its present work in Manvat block.

GPF in such a short span of time has contributed significantly in leveraging PSM. They have maximised the government processes and derived appropriate outcome out of it.

Lesson learned from year 1 intervention

- Government functionaries at block and district levels need facilitation and mentoring skills, as well as opportunities to practice them
- Change in mind-set is a must – “from number driven to outcome driven”
- Inputs for strengthening skills necessary to use available data for planning and review, constructive not punitive
- Appreciating efforts of teachers, Head Masters and Kendra Pramukhs helps sustain efforts on the ground
- Joint effort of implementing partners and government has created ownership among teachers and Head Masters for the program. They think it’s their program and that the implementing partners are helping them through collaborative effort.
- Cluster Resource Group (CRG) created to help with peer learning through sharing best practices, TLM development and effective use of TLM
- Participation of mothers need to be encouraged and improved in SMC intervention
- Identifying the role of the children in the SMC requires critical thinking. Children do not have clarity regarding their role in SMC – suitable strategies need to be implemented to improve children’s participation

Road Map for State transformation

Table-2: Activities proposed as part of scale-up plan under various building blocks

Constituencies	Building Blocks	Focus
Block and District-level Intervention	Learning and Development	Induction
		Continuous professional development
		Leadership curriculum and training
Kendra Pramukhs (KPs)	Organization Development	Merit-based selection process
		Clarity in roles and responsibilities
		Defined career progression path
		Setting up performance management systems
Head Masters (HMs)	Processes and Systems	Develop assessment tools
		Improve processes
		Automate systems & administrative work
Teachers	Data Management Information System	Support data-based decisions
		Establish right data systems
		Generate data reports
Schools		
Communities		

In the year the intervention was focus on KPs, HMs, teachers and community level, the entire process lead to school transformation. To transform education in Maharashtra, re-engineering of the education system is the urgent need. For bringing about a systematic change, the state transformation program has been developed where building blocks of systems will be created to support the overall development of the constituencies.

The building blocks of the state transformation are defined below-

Leadership and development

Across the level, induction process is an important factor which will help in expectation setting in future for the role they are playing in the system. There is no in-service training apart from teachers to improve job efficiencies. Continuous professional development, across the level is important to improve efficiency in the job. Most of the government officials are manager or administrators not leaders. Leadership curriculum is required to be developed and contextualised according to the target group. Leadership training is necessary to be the integrated part of the training and development.

Organization development

When targeting systemic change, organization development is the necessary condition for the improvement. The selection process must be improved, and it should be completely merit based, the criteria and norms for application should be well defined. Roles and responsibilities are required to be clearly defined avoiding any overlapping. A career progression path has to be created so to infuse aspiration. There is no such performance management system; all the promotion and increments are based on tenure and relationship with superior. Proper performance management system requires to be set up so that deserving candidates gets the right role.

Process and systems

Government has recently introduced student assessment tool. There is no such assessment tool for measuring performance and efficiency of government officials and teachers. Administration work is partly digitalised, and requires lots of technological up-gradation. Most of the work at school level is manual and teachers and HM spend lots of time on it. This process need to improve so that the entire focus is on improving student learning outcomes.

Data management Information System

The system lacks data based decision making and evidence based planning. Appropriate system required to develop which will be simple and easy to use.

Indicator Progress (Year-1)

Table-3: Percent progress against various indicators during year-1

S.No.	Indicators	Progress
1	Universal enrolment of 6-14 years children	91%
2	No. of out of school children enrolled back	23
3	Regular (75% working days) student attendance	87%
4	Increase in learning levels of children in Mathematic and Language [@]	60%
5	Transformation of schools to Pragat schools	68%
6	Percentage of Pragat children	91%
7	No. of Kendra Pramukh trained on data analysis and data management [@]	100%
8	No. of Kendra Pramukhs trained on communication skills and leadership	91%
9	No. of Extension Officers/Block Education Officers trained on various aspects [@]	100%
10	No. of best practices from field documented and shared with the MAA for utilization at the State level	12
11	No. of education functionaries trained for baseline/endline SLAS data analysis and use [@]	100%
12	No. of SMCs reconstituted as per RTE	100%
13	No. of SMC member capacities build for better coordination with schools and engagement for preparation of School Development Plan [@]	100%
14	No. of schools receiving community contribution in cash or kind	33%
15	No. of teachers trained to adopt Constructivism approach [@]	100%
16	No. of teachers supported for development of TLM [@]	100%
17	No. of teachers supported to develop child wise action plan for enhancing learning outcomes [@]	60

[@] Progress for Nandurbar and Parbhani only. The activities are specific to GPF intervention.

Fund Utilisation

Table-4: Budget and Expenditure for year-1 (Jul-2016 to June-2017)

Job Description	Budget	Expenditure	Percent
1.0 Human Resources (HR)	22052000	12526065	56.8%
2.0 Training related costs (TR)	4287800	596020	13.9%
3.0 External Professional services (EPS)	730000	276161	37.8%
4.0 Infrastructure & Equipments (I&E)	4515000	4354098	96.4%
5.0 Communication Material and Publications (CMP)	825000	238734	28.9%
6.0 Programme Administration costs (PA)	6035012	5452537	90.3%
7.0 Monitoring & Evaluation (M&E)	4349200	2225768	51.2%
8.0 Overhead cost (OHC)	4587037	2917752	63.6%
9.0 Nutrition Support (NS)	0	0	
10.0 Special Educational Supplies(SES)	0	0	
11.0 Special Events (SE)	0	130313	
Total	47381049	28717447	60.6%

Note: Budget and expenditure for Nandurbar is included on for Q1 (Jul-Sep 2016). Intervention in Nandurbar is supported by Tata Trusts from Q2 onwards.

Representation of EdelGive Coalition at Different Events

Table-5: Participation of EdelGive Coalition in various events organised by Government

Date	Details	Participation for
14-Jan 2017	Workshop of all CEOs, DEOs, DIECPD organised by Dept. of School Education and Sports in Pune under Pragat Shaikshanik Maharashtra	Presented intervention plan to all districts CEOs/DEOs and DIECPD Principals
29-30 April 2017	Western Regional Workshop organised by MHRD at Pune	Participated to present ECE intervention. Put up a stall at the exhibition

Pictures of various activities in field



DEO participation in one day HM led SMC workshop at GPF office



Mr. Jawadekar, Hon. Minister of Human Resource Development, GOI visited ECE Stall at Western Region Workshop organized by MHRD and interacted with team to understand intervention



Mr. Vinod Tawde, Hon. Minister of Education, GoM visited ECE Stall at Western Region Workshop organized by MHRD and interacted with team to understand intervention



Language Workshop at Bhamragad, Gadchiroli



TLM preparation by teachers in ZP School Gujar, Bhawali,



Mathematics Workshop at
Bhamragad, Gadchiroli



Teaching-learning process for
mathematical concepts in ZP School
Dhamdod

