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TEACHER TRAINING NEED ANALYSIS REPORT

DIET NASHIK
District institute of Education and Training

विकास प्रेरणा

lfe LEADERSHIP FOR EQUITY

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ACKNOWLEDGEMENT

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This report is the result of all the needs and suggestions gathered from the teachers. Our heartfelt thanks for everyone who directly or indirectly supported us in successful completion of the study. It was heartwarming and immensely educative to engage with all the stakeholders

LIST OF ABBREVIATIONS

ZP	Zilla Parishad
CPD	Continuous Professional Development
DIET	District Institute of Education and Training
KP	Kendra Pramukh
VA	Vistaar Adhikaari
BEO	Block Education Officer
SP	Shikshan Parishad
VS	Vishay Sahayak
EO	Education Officer
TLM	Teaching Learning Material
CSR	Corporate Social Responsibility
NGO	Non-government Organization
LFE	Leadership for Equity

EXECUTIVE SUMMARY

This study is aimed at identifying the needs of teachers as per teachers' perspectives. Considering the various trainings that keep taking place in the the district through DIET or different NGOs, understanding teachers' opinions on these training and their preferences in various aspects of these trainings would help designing such future programs.
The study was based on a four major focus areas. As per the study, following are the major findings on four areas of training- content, delivery, facilitation and classroom level support.

CONTENT

More than 60% of the teacher responses indicated need in the usage of, both technological and non-technological, Learning Aids in classroom teaching. In the area of technological aids, nearly 60 % teachers preferred using technology to aid the process of teaching. On the other hand, in area of non-technological learning aids, highest preference was given to using teaching-learning materials (TLMs). An emphasis on the requirement of teaching learning material for teaching Science and Social Science was indicated as well. They conveyed that a focus should also be given on engaging with children with special needs (CWSN) by supporting teachers in areas of identifying, teaching, assessing and techniques of teaching them in tandem with other students effectively.

Apart from aforementioned areas, teachers indicated that they would prefer support on using the Activity based learning approach with nearly 30% of the teachers asking for it. Majority of the teachers preferred having subject-based and pedagogy based training specially focusing on "differentiation" or teaching students of different learning levels together.

DELIVERY

Nearly all the teachers, unequivocally, stated that they would prefer in-person training rather than online. 61% teachers showed inclination towards in-person form of training delivery and around 30% preferred blended format of training. They emphasized on the importance of a guide/facilitator during training which is absent in an online format. They also stated that training should be delivered in the beginning and middle of the academic year instead of programs running all year long.

FACILITATION

Nearly 44% of the teachers stated that activity or games based training have been the best training so far. They would like to receive training in the same fashion. Apart from being fun and engaging, these training also help them take back those activities to their classroom. Many teachers stressed on the fact that ability of facilitator to hold the space affects the outcomes of any training. Teachers emphasized on practice sessions and work time during training.

SUPPORT

Around 52% teachers agreed that providing classroom level support after training is very significant in actually implementing the learning from the training and seeing impact inside the classroom. Quantitatively, teachers indicated preference for support from co-teachers but many teachers were happy to be supported by other cadres as long the nature of support and mindset of the supporter were constructive. In classroom support, most of the teachers stipulated that they need constructive feedback on their teaching practices and demo-lessons.

LIST OF RECOMMENDATIONS

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

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

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

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

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

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

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

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

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

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

INTRODUCTION

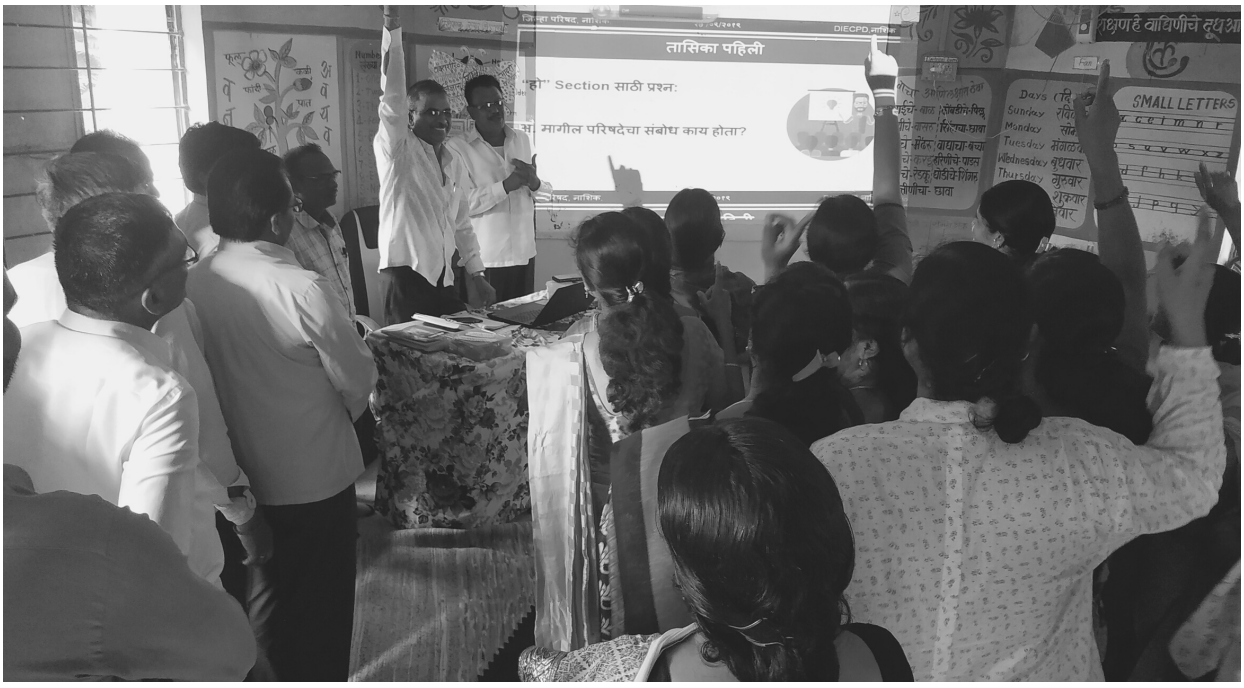
Teachers are the biggest cornerstones in our public education system. The amount of direct interaction and proximity to children makes them a vital part of our system. The wide array of duties that they perform also puts them in a position of highest impact. As such, the educational outcomes of any region strongly depend on the teachers and their professional skill levels.

The two major educational bodies of the district, Zilla Parishad Education Department and DIET, Nashik have centered all continuous professional development programs towards ensuring the best utilization of teacher's time outside the classroom. All the trainings that taken place have constituted towards the time spent in their professional development during their active service in ZIlla Parishad schools.

The trainings include programs conceptualized at the state level which are implemented by DIET at the district level and programs conceptualized by DIET, Nashik as an apex body of professional development in the district. Along with these, there are trainings organised by other organisations including initiatives by CSRs and NGOs etc.

A realisation has been that the there is a lack of understanding of teacher needs. A program design can become rigorous only when teacher needs are objectively analysed. This understanding of teacher needs need to be done in a precise manner so as to be able to pull out trends of their exact needs. This exercise also needs to ensure that a strong foundation of data is used to make these trends. It is imperative to keep our biases aside and focus solely on quantitative and qualitative data to draw clear and concrete inferences. This will bring a strong base for the training design itself. It will also enable higher teacher voice in the decisions. To increase teacher voice and bring concise understanding of needs of teachers' of Nashik, an exercise of capturing teacher need was conceptualized. This exercise was conducted with the hope that it would help create effective programs for teachers. To ensure that this exercise is impartial and objective, LFE was used as a third party to carry out the need analysis on behalf of these bodies.

This exercise is intended to create a detailed understanding of the needs of the teachers on the district of Nashik and serve as guiding tool for future program designs for all the new interventions that might be carried out towards teacher's professional development by DIET or other institutions.



CONTEXT

Nashik is a district with teachers belonging to a wide range of experiences owing to varied geographical landscapes, teaching experience, professional qualifications, dialects of the community, learning levels of students, diverse contexts etc. The district comprises of 8 tribal blocks and 7 rural blocks. These differences create a diverse set of challenges for them. This creates a difference in the training needs of the teachers.

In 2015, through PSM GR, the state agreed that identifying teachers' training needs should be integral to the planning of any training. Certain NGOs and district level training have used some form of training need collection but no large scale formal need analysis has ever been done before.

In the district of Nashik, the top leadership has always been keen on providing effective training and support to the teachers and one of the major examples is the effective implementation of Shikshan Parishads, which happens in a standard format every month in every cluster.To make the teacher development platforms, like Shikshan Parishad and others, more effective and impact-oriented, the decision of doing this large scale teacher needs study was taken. DIET, chief body for teachers' professional development, is also focused on ensuring that all the training in the district should be based on the actual needs on the ground.

Leadership for Equity, being a third party, was given this challenge of identifying teachers needs in all the 15 blocks of Nashik with a holistic approach.

PROCESS OF THE STUDY

OBJECTIVE AND APPROACH

Nashik district comprises of 11,800 Zilla Parishad school teachers teaching in 3500 schools. For continuous professional development of the teachers, various state run and NGO run training programs are conducted every year with the help of DIET. Most of these programs are based on the assessment data by NAS and ASER. But the database of training needs as perceived by the teachers was not there in these trainings. Also, as per the PSM GR dated 22 June 2015, teacher training are to be based on the teacher demands. In order to ensure that all the training are based on what teachers want, a training needs study of teachers was carried out in Nashik district.

Objective of the study

The purpose of the study is to identify the training needs of the teachers from government schools of Nashik.

Approach of the study

The study involves understanding the teachers' views on different facets of teacher training in the district and therefore all the 15 blocks of the district were covered under the study. The study was approached with three major focus areas of teacher trainings, specifically, content of the training, training delivery and support provided after the training.

Content of the training comprises of the knowledge and skills that teachers learn and these are the learning which teachers are eventually expected to utilise in their classrooms to ensure that students are taught effectively. Content is also one of the major aspect of any training design and teachers spend most of the time in the training in consuming the content. Therefore, identifying the kind of content teachers want was considered significant in the study.

Delivery of the training is the mechanism of dissemination of training content. Even if the content of the training is highly effective, ineffective dissemination of the content will defeat the purpose. Effective training delivery ensures the atmosphere is conducive for teachers' learning. Just like it is important to know how students learn, it is also important to focus on how teachers learn the content. Delivery also involves the effectiveness of facilitators who train or coach the teachers. Teacher satisfaction and impact from the training depends a lot on how teachers have received it and hence, the study covers teachers' views on what kind of delivery process they prefer.

Support after the training is essentially about assisting the teachers in implementing the learning from the training and supporting them if they face any classroom specific challenges. It ensures that teachers are able to use teaching-learning practices effectively for positive impact on the students. Even after successful implementation of training, teachers might face challenges in classroom due to which they might not be able implement the learning. If classroom support is provided regularly, teachers concerns might be resolved and impact on students can be higher. Accounting these reasons the study covers what type of classroom support teachers need and in what manner.

Along with these three major areas, study also gathered perspectives of teachers on previous trainings that they have attended in 2018-2019.

The three areas of the study, namely, content of the training, training delivery and support after the training are further divided into smaller components on which the data collection tools are based. These components are chosen after a rigorous study of globally accepted standards* of training for continuous professional development of teachers. Suggestions from the Sr. Lecturers, Lecturers and Subject Assistants of District Institute of Education and Training were also incorporated while breaking down these focus areas. Pilot of the study was also done in two blocks to include the suggestions from teachers. The views from teachers of different blocks were included to ensure the components of focus areas are relevant and contextual as well.

The components of focus areas were finalised after incorporating different recommendations. They are defined below:

CONTENT OF THE TRAINING

Content covers the type of skills and knowledge teachers want to gain for their continuous professional development. This includes pedagogy, using TLM, using technology for teaching, subject knowledge, classroom management techniques and self-development and other skills which will enhance their teaching practices.

DELIVERY OF THE TRAINING

Delivery strand focuses on the way in which teachers would want to access and engage in the trainings. This includes the frequency of training, format of training delivery namely, blended, online and in-person, resources used for training, type of sessions, facilitation styles and techniques.

SUPPORT AFTER THE TRAINING

Support after the training refers to the kind of proximate support or classroom level support that teachers require to implement the learning from the trainings effectively like demos, observation, feedback etc. This strand also covers the people by whom the teachers would prefer receiving support and it's frequency.

These broken down components of the focus areas were then used in creating the tools for data collection.

The data was primarily collected from teachers who were the target stakeholders because teachers' needs and challenges can be more accurately specified by teachers themselves. The study intended to capture teachers' needs as conveyed by teachers only without any adulteration caused by others' perspectives. The approach of the study was both quantitative and qualitative to bring the required objectivity along with understanding teachers' motivations, beliefs and concerns in-depth.

METHODOLOGY

Both qualitative and quantitative methods were used to collect the data for the study. Three major focus areas of the study were defined and these areas were explored using a combination of survey, FGD, interviews and classroom observations. These multiple methods were used to address four broad research questions:

- What are the current training provided to or attended by the teachers?
- What kind of content would teachers like to get training on?
- What form of training delivery would help teacher to improve their skills and knowledge?
- What kind of classroom support do teachers need?

These questions were explored using quantitative method which is survey and qualitative methods which are FGDs and interviews. These methods addressed the preferences of the teachers but to understand the needs and validate all the other data, classroom observations were also done. These methods were combine to give more legitimacy to the findings and to understand teachers' reasoning behind their choices.

SURVEY

The survey involved asking objective questions to the teachers with different geographical background, grades and teaching experience. the motive behind conducting the survey was to gather multiple unbiased perspectives as the names of the teachers were not collected. This anonymity increases the authenticity of the data along with making it simpler to analyse.

Tool for conducting survey: An online questionnaire was created on the basis of the various components of training content, training delivery and support after the training. A google link of questionnaire was sent to all the teachers in Marathi and the data was captured within a duration of two weeks. The link was also sent through Shikshan Parishad which is monthly teacher conference happening across all 244 clusters where all the teachers of are present on the same day. This was done to ensure maximum number of responses are received.
Scope: The link was sent across all the 15 blocks. Expected responses in the survey was around 30% of the 11800 teachers in the district.

FGD

Focused Group Discussions was used to understand the reasons behind teachers' preferences on training content, delivery and support. Group dynamics often bring out the aspects which were not anticipated previously. FGD also helps in understanding the shared beliefs, motivations and concerns of the teachers. It offers a chance to observe the teachers entering into conversations with their fellows and identifying their agreements, disagreement, similarities and differences on various aspects of the training. It also aids in validating the data captured by the survey.

Tool for the FGD: A detailed questionnaire for FGD along with a note-taking structure was given to the participants conducting the study to collect FGD data. An online version of the same questionnaire was made to store the collected data for analysis. The questions of the FGD was based on the four broad research questions. Every FGD was planned to be conducted by two participants. While one participant asks the questions, the other could take the running notes. This ensured that none of the data is lost. FGD was conducted in a span two weeks.

Scope of FGD: 15 FGDs were intended to be conducted with teachers coming from one beat of each of the 15 blocks of Nashik district. 2 FGDs were conducted in the blocks which had higher number of teachers. This covered around 220 teachers.

INTERVIEWS

The interviews were conducted to have face to face interaction with the teachers in order to gain in-depth understanding teacher training needs. It gives the space for asking and providing clarifications on each aspect of the teacher training.Interviews also give an opportunity to observe non-verbal cues which helps getting clearer picture of what teachers actually want.

Tools for interview: An offline interview schedule was created similar to the FGD questionnaire but with more probing questions on focus areas and an online version of the same was created to store the data.
Scope: 2 interviews, one of primary teacher and one of upper-primary teacher were conducted in each of the 15 blocks in a span of two weeks.

CLASSROOM OBSERVATION

Three methods explained above were used to identify what teachers want, while classroom observations was done to identify what teachers need. Direct observation of teaching practices used by the teachers helps in understanding the gaps in teaching-learning process inside the classroom. The data from classroom observation will also help in validating the responses of teachers collected in survey, FGDs and interviews.

Tool for classroom observation: For assessing teachers' needs through classroom observation, a checklist was created based on three elements of classroom teaching-
Pedagogy: It covers clarity of instruction, usage of Teaching Learning Material (TLM), Check for Understandings (CFU), appreciation of student actions, content clarity, opportunities for student practice and real life connections.
Classroom management: It entails group activities, behaviour management of students, use of physical space, differentiated instructions and level of student engagement.
Student learning: It covers number of correct responses by students, learning through peer interaction and ability to articulate thoughts or doubts.
These three elements were chosen after the study of TEACH tools by World Bank*. These elements were also considered significant as they have major impact on student learning outcomes.
Scope of classroom observation was same as that of interview.

SAMPLING METHOD

For conducting the survey, random sampling method was used. This ensured that sample is distributed across the population and all the teachers had equal opportunities to state their preferences about teacher training. For FGD, interviews and classroom observation, stratified sampling method was used wherein a particular number of teachers with varying educational background, teaching experience, grade etc. were chosen from 15 different blocks. Considering each block as one different stratum, teacher representative of each such stratum took part in the study. The teachers in each stratum were chosen randomly with the coordination of the Block Education Officers, Extension Officers and Cluster Heads.

Survey questionnaire was sent in the form of google link to all the teachers of the district. For FGD, it was requested that the group should have 10-15 teachers with equal representation of teachers of different gender, teaching experience and grades. For classroom observation and interview, it was requested that one teacher from primary and one teacher from upper-primary class should be involved in the study.

The expected turn around of teachers was not according to the required specifications because of clash with instructional time, different training happening in the district and other administrative work in which teachers were involved.

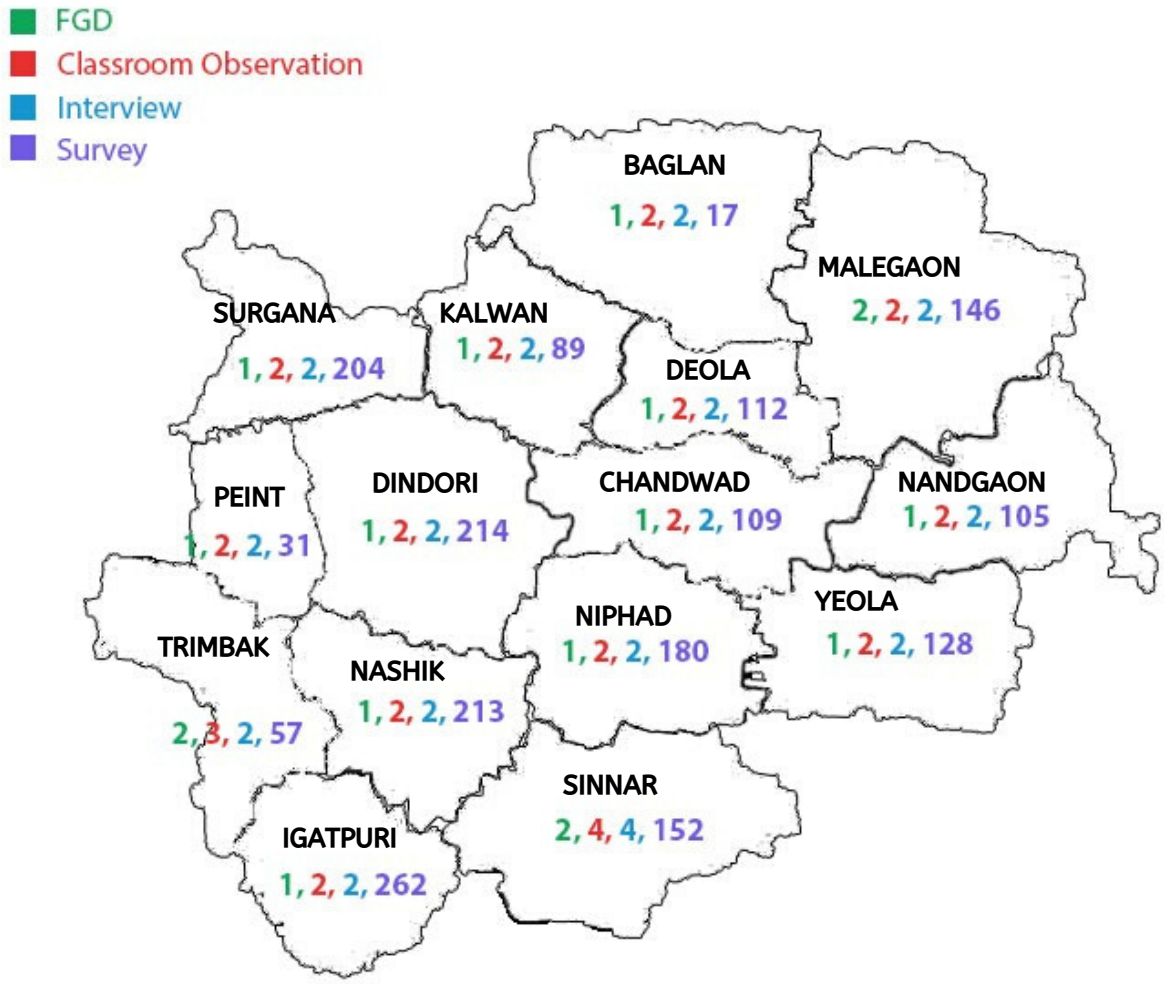
Number of survey responses- 2250 teachers
64% of the expected teacher responses

Number of interview conducted- 30
75% of the expected number

Number of FGDs conducted- 18
100% of expected number

Class observation Sample Size - 30
100% of expected number

BLOCK WISE SAMPLE SPREAD



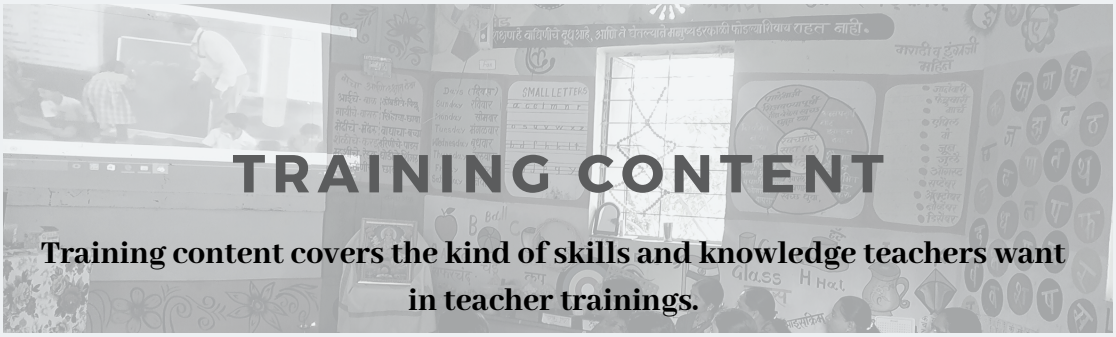
Map of Nashik displaying the number of FGDs, classroom observations, interviews and survey responses

It can be seen in the representation above that some of the blocks had higher number of FGDs, interviews and classroom observations. For instance, 2 FGDs were conducted in Malegaon. A rationale that we tried to operate with was ensuring fair representation of the teachers. This meant including larger size of participants from a few blocks considering the high number of schools and teachers present in them. These blocks include Surgana, Malegaon and Trimbak.

FINDINGS

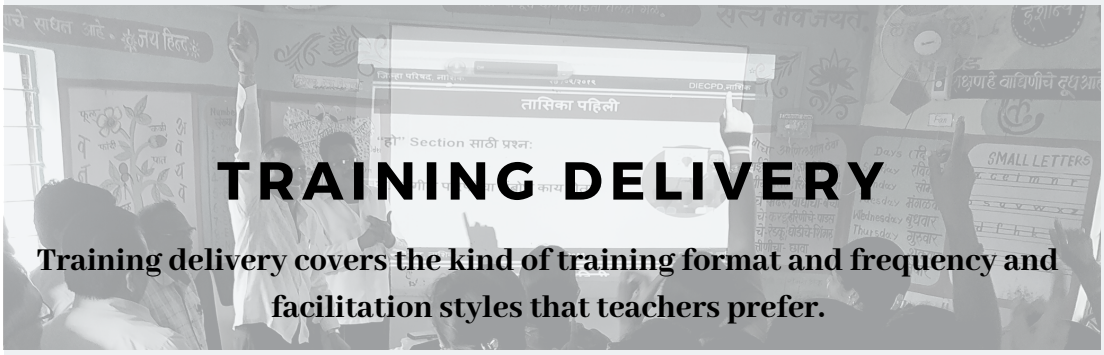
PREVIOUS TRAINING

Previous training covers the kind of trainings attended by teachers in the past and discusses briefly their preferences towards certain elements



TRAINING CONTENT

Training content covers the kind of skills and knowledge teachers want in teacher trainings.



TRAINING DELIVERY

Training delivery covers the kind of training format and frequency and facilitation styles that teachers prefer.

SUPPORT

Support covers teachers' perspectives on the kind of proximate or classroom support they want to implement the learning effectively in classroom.

PREVIOUS TRAINING

Continuous Professional Development is an essential element of any professional's life. As such, it is a significant aspect of our teachers' career as well. According to our findings, teachers are actively pending a significant amount of their time in attending various upskilling and self-improvement platforms as a means of seeking continuous professional development.

This section aims to shed light on this area by exploring the following data

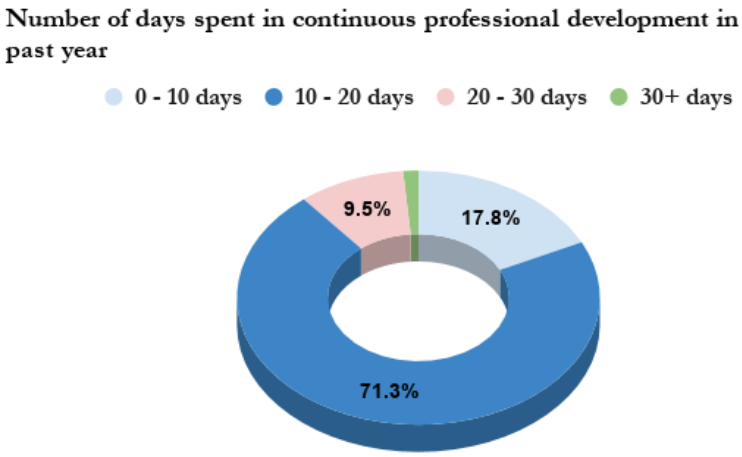
- ***Number of days spent in training***
- ***Motivations behind attendance***
- ***Training formats***
- ***Preferred aspects of previous training***

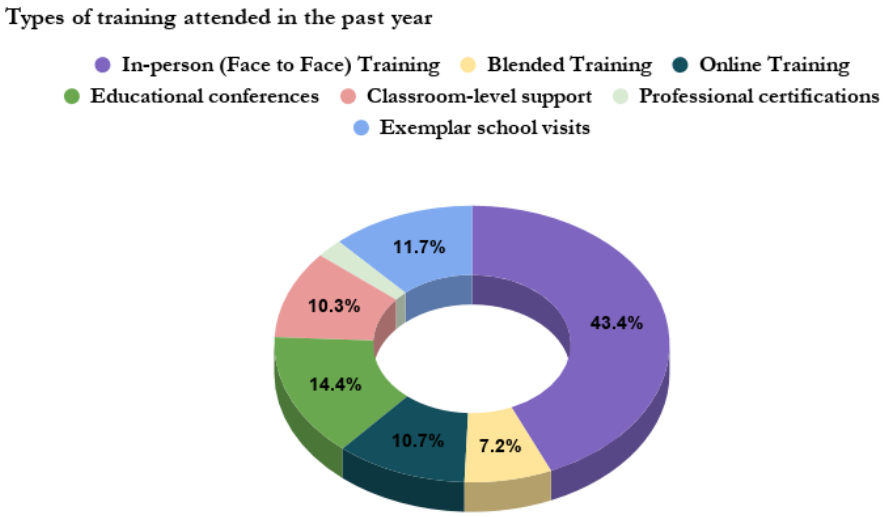
TEACHERS STATED THEY SPENT 10-20 DAYS ON AVERAGE ON CPD IN 2018-2019 ATTENDING, MOSTLY, IN-PERSON TRAININGS

Our findings show that teachers spent an average of ~15 days in training in the previous year for their professional development. Almost three quarters of the teachers stated that they spent anywhere between 10 to 20 days in training 2018-2019. This practically is a loss of half a month of classroom instructional time which significantly increases the stakes of these initiatives. Some evidences even put this number is close to around 25 days in last year. This period is much higher for teachers selected as Resource Persons to carry out various trainings.

This time is spent attending training with different formats. In the year 2018-2019, 40% of the trainings attended by the teachers of the district were of In-Person or Face-to-Face format. These findings align to the *data received from DIET office on trainings that carried out in the district in 2018-19.

Apart from attending In-person trainings, teachers have also spent some of their time in attending educational conferences and visiting exemplar schools to learn from perspectives and possibilities. It can, also, be seen that Blended and Online Formats of trainings form a combined total of 18% showing that a significant chunk of trainings are embracing newer tech-based aids to conduct trainings as well.





"Most of the time we attend training only because it is compulsory. There are so many training in an year ans so much overlapping and most of them are neither interesting or nor useful."

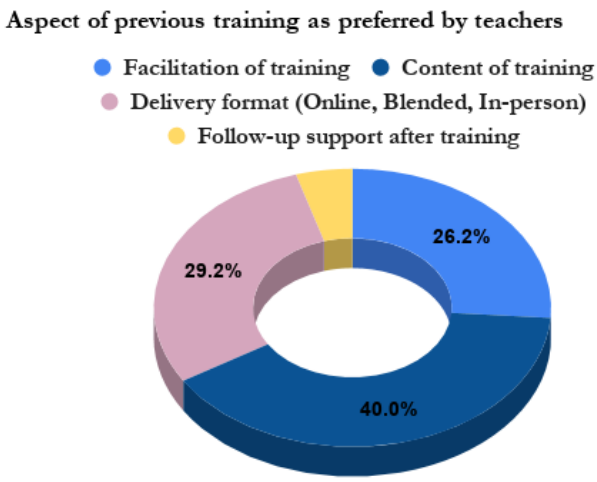
It is important to realise that the time our teachers spent in attending these trainings and other professional developmental activities is at the cost of their instructional time in classrooms.
One teacher attending one day of training implies that the he/she lost out on one day of instructional time in his classroom.

This implicaation should help us understand the stakes of undertaking such initiatives and drive us to strengthen these initiatives such that teachers drive maximum benefit from it.

TEACHERS STATED THAT CONTENT IS THEIR PREFERRED ASPECT OF TRAINING

As the most preferred aspect, Content been the most popular choice of teachers across the qualitative and quantitative data sets. Content aspect of training has stood at 40% preference but it is important to acknowledge that delivery formats and facilitation of the training are not far behind with 29.2% and 26.2% preferences respectively.

The qualitative interactions, though, reveal that the great content and follow-up support have been cited as the reasons when they were asked to choose their favorite training. This reinforces the importance of great content in ensuring the audience satisfaction of such programs and brings the importance of follow-up support structures to focus.



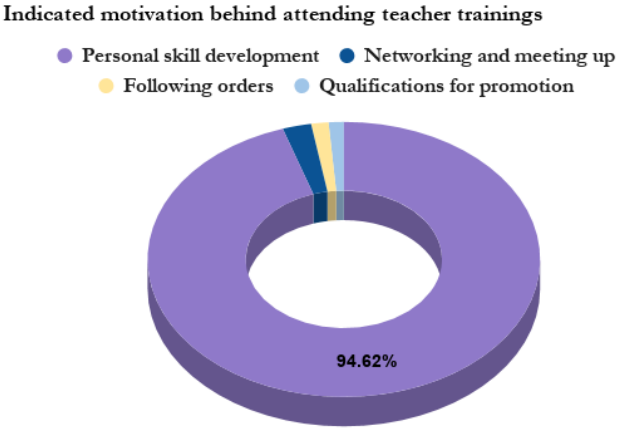
While rating the effectively of trainings, total percentage of teachers who have rated their trainings at a 'very effective' and an 'effective' are at a 98.3% but only a handful of them could articulate any instance of their implementation of the learnings from the trainings and only a fraction of those could articulate any impact of their practices.

It could imply that the trainings need to be improved or that there is stronger support system required to create classroom level impact.

TEACHERS STATED THAT PERSONAL SKILL DEVELOPMENT IS THEIR MOTIVATION FOR ATTENDING TRAINING

This TNA also tried to gauge what motivates the teachers to attend any kind of training. Survey stipulates that most of the teachers attend training for their personal skill development whereas FGDs and interviews indicated that most of the teachers attended a few relevant trainings for personal development while others were attended as complying with the compulsion felt from their supervisers.

"My biggest motivation is learning new techniques of teaching especially like that in TAG training. I am able to learn spoken English and also learn new activities through which I teach rhymes, conversations etc. It is very practical."



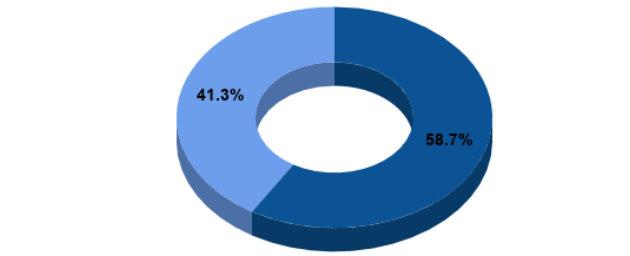
TEACHERS' PERSPECTIVE ON TRAINING CONTENT

This section covers the findings on type of training content that teachers need. Content is a significant aspect of training design and teachers spend maximum time in consuming this content and this section provides the teachers' view on the same. Following are the specific pointers:

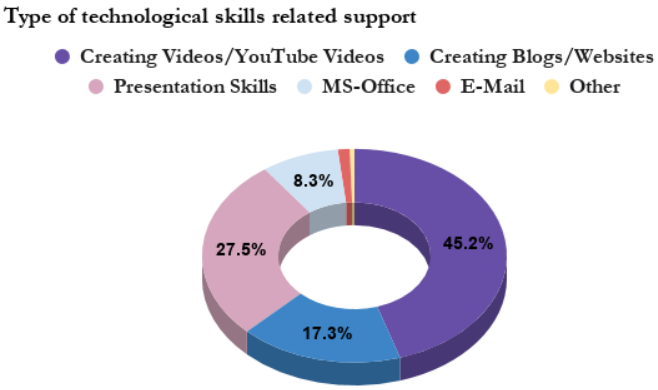
-Kind of content teachers want in training
-Kind of pedagogical skill teachers want to learn
-Kind of technological support teachers need
-Type of technological skill teachers want to learn
-Kind of support teachers need for children with special needs
-Kind of Tlm related support teachers want

Teachers were asked more in-depth questions on utilisation of technological tools and what specific technological skill do they want to learn . 58.7% teachers shared that they want to learn more on usage of technology inside classroom while 41.3% stated that they want support with using technology to prepare for classroom. In last few years, Maharashtra has witnessed humongous increase in the numbers of tech-savvy teachers. Nashik also has tech-savvy teachers who seem to have a significant influence on the other teachers. In the survey as well as in interviews, most of the teachers, belonging to varied age groups, actively stated that they want to gain different technological skills for their academic and administrative work.

Teachers conveyed that they have digital tools in their schools but they do not exactly know how to use it except for showing educational videos. Most of the teachers download these videos and bring in pen drives. It can be understood that teachers have not been provided with proper training on using "one to many" digital equipment like TV, projectors or computers where multiple students can be taught using one single equipment. Some teachers also mentioned that they do not have computers or TV in their classrooms so they show videos or photos in mobile phones which is not that effective. On a different note, it should also be considered that most of the schools in tribal blocks face serious electricity loss issue and even if electricity is continuous, teachers are not able to use the digital tools because of inabiility to pay high electricity bills. In conditions like this, thought should be given on what exactly these tools are catering to



Graph 3: The graph indicates the preferred support areas for technological skils



Graph 4: The graph indicates the technological skills teacher want

In terms of specific technological skill, around 45.2% teachers showed inclination towards learning skills to create educational videos and publish on YouTube. This turned out to be a major demand in FGDs and interview as well. Teachers want to showcase their best teaching-learning practices and share it with a larger audience. Most of teachers have used the digital tools present in their schools to show educational videos, perhaps that is also one of the reasons why teachers want to learn about creating videos. Creating PPTs also turned out to be an important skill that teachers want to learn. Many teachers go to other districts or at state level to present their best practices or other administrative data and hence, they were very eager to gain these skills in trainings.

Similar inputs were received, in FGDs and interviews, about the usage of TLM of different subjects where many of the teachers conveyed that they want to learn more about using the resources that have been given to them by government. In survey data above, 46% teachers chose TLM creation and utilisation as one of the content areas for training. During classroom observations as well, it was observed that more than 60% did not use any kind of resources.

Teachers felt that they have been provided with different "Peti" containing TLM of Math, English and Marathi, but they still need focused support on utilisation of these tools to deliver the subject content effectively and increase classroom engagement. In TLM, teachers stated they need more support with utilising resources of English. Teaching English effectively using different aids was one of the biggest concerns of teachers. With continuous increase in the number of Semi-English classrooms, it become all the more necessary to have the skills of utilising tools that can help in teaching effectively.

TEACHERS STATED THAT THEY WANT MORE SUPPORT ON CORE SUBJECT KNOWLEDGE AND UTILISING TECHNOLOGY AND OTHER AIDS IN CLASSROOM

In the study, teachers were asked to indicate their training preference on 12 types of teacher training content. Out of these 12, teachers had the choice of choosing at least 5 of their most preferred content areas.

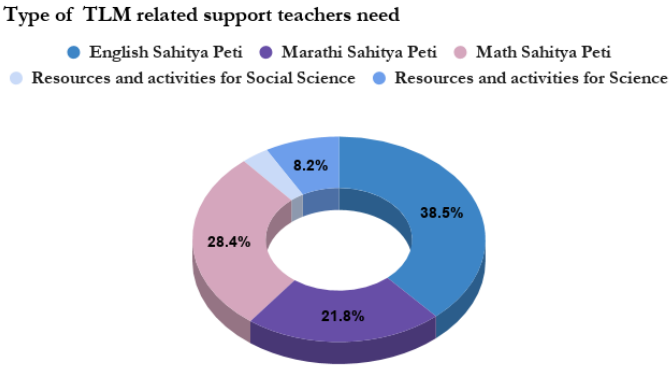
It can be seen in the table 1, given below that teachers stated that technology and subject knowledge (Math, English, Science, etc.) are two major content on which they want training. Subject knowledge is preferred by a whopping 75% of the teachers and technology usage was chosen by 76% of the teachers. Classroom management was another major content area in which they want training. Responses for preferred content areas were quite mixed and no single option gathered majority votes.

Understanding of changing syllabus, learning outcomes and break-down of those learning outcomes into logical components were the specific needs that teachers conveyed in FGDs and interviews as well. Syllabus changes every two years, so it is quite predictable that teachers feel the need for getting more support with teaching the new content. Some teachers teach with the help of video content available through pen drives. Even this content becomes obsolete because of changing syllabus. Many teachers, with more than 15 years of teaching experience stated in interviews that the content they were trained on in pre-service makes negligible sense to them now and therefore, regular trainings are required for them to keep pace with new curriculum and learning outcomes.

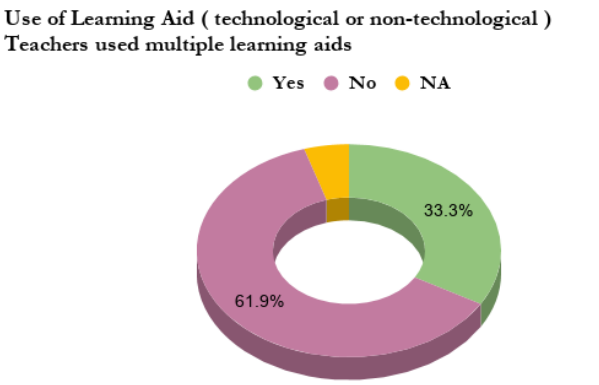
Content Area	Total number of teachers in the district preferring the given content (Out of 2250)	Percentage
Subject knowledge	1697	76%
Classroom management	1266	56%
TLM creation and utility	1035	46%
Technology usage	1686	75%
Teaching CWSN students	481	21%
Assessments	792	35%
Instructional skills	399	18%
Sports and arts	1037	46%
Life skills	1305	58%
Self-development	977	43%
Admin work	64	3%
Parent engagement/SMC	474	21%

Table 1: The table indicates the percentage of teachers preferring certain type of training content

Utilising technology was another big area on which teachers want training, according to the survey. Though more than 90% of schools in Nashik are "Digital Shaalas", yet teachers feeling the need of more support with using technology raises the question that what are those digital tools currently used for and whether they are used or not. Interviews with teachers revealed that LED TV, computers or smart projector which have been provided to them are used very rarely. It became evident during classroom observations as well that teachers lack the skill and knowledge of instructional practice needed for utilising these technological aids.



Survey Data: The graph indicates the type of TLM teachers need support with



Observation Data: The graph indicates the percentage of teachers who used any learning aid while teaching

It is clearly evident from the observation data that teachers need more knowledge and skills for utilising any kind of learning aids, be it technology related or other TLMs that they provided with.

Difference in responses from tribal and rural blocks

If we look at table 2, the responses separately from tribal and rural blocks we can see that responses for subject knowledge and usage of technology is similar in both. Need for training on assessment creation is an area that comes out strongly in tribal block as compared to rural blocks while instructional skills is an area which is preferred more by teachers in rural blocks. Need for training in assessment creation is attributed to the fact that students are more adept in local language and it would be beneficial is assessments for foundational learning can also be created in their language.

Content Area	Total number of teachers from the tribal block preferring the given content (Out of 1221)	Percentage	Total number of teachers out of rural block preferring the given content (Out of 1029)	Percentage
Subject knowledge	926	76%	771	75%
Classroom management	688	56%	578	56%
TLM creation and utility	540	44%	495	48%
Technology usage	936	77%	750	73%
Teaching CWSN students	258	21%	223	22%
Assessments	423	35%	399	18%
Instructional skills	209	17%	190	18%
Sports and arts	573	47%	464	45%
Life skills	721	59%	584	43%
Self-development	489	40%	488	47%
Admin work	35	3%	29	3%
Parent engagement/SMC	294	24%	180	17%

Table 2: The table indicates the difference in the preferences of teachers in training content from tribal blocks and rural blocks

It can also be observed from the table that tribal blocks have showed the need for getting support in engaging parents and strengthening SMCs. In FGDs and interviews as well teachers have conveyed that they face a lot of difficulties in bringing parents to school to involve in various activities. It can be inferred that in tribal blocks, there is a gap between school culture and family culture resulting in lack of responsiveness. Also, teachers are hardly ever trained on how to invest parents coming from different backgrounds. These can be certain reasons behind more inclination towards training on increasing parent engagement in tribal blocks as compared to rural blocks.

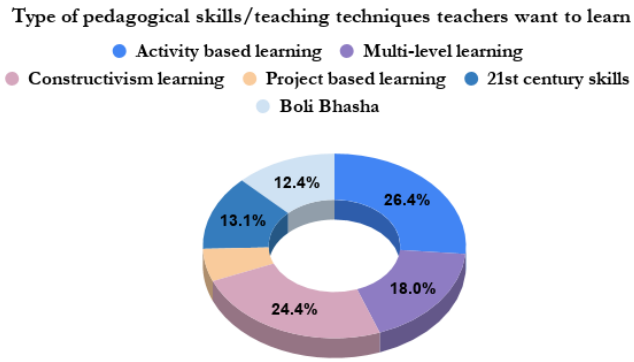
Apart from differences in needs for training in assessment creation and increasing parent engagement, need for rest other content areas were similar for both rural and tribal blocks.

TEACHERS STATED THAT THEY WANT SUPPORT ON ACTIVITY BASED LEARNING

In terms of instructional skills or pedagogy, teachers want to learn, about "activity based learning" (ABL) and "constructivism". In FGDs and interviews, more than 80% of the teachers conveyed that they want to learn about teaching techniques to cater to students of different learning outcomes together.

In pedagogical skills, teachers inclination towards learning activity- based teaching is clearly evident from both quantitative and qualitative data. Inclination towards ABL implies that teachers want to create more engaging classrooms and teach content in joyful manner. Teachers agree that, currently, they lack the required skills and knowledge of tying the learning outcomes with relevant activities. Teachers specified in the section of training content that they want to learn more about utilising TLM or other resources. This also proves their inclination towards making more activity based learning classrooms.

Constructivism also turned out to be a need for 24% of the teachers in the survey. Maharashtra has seen a surge in conversations about usage of constructivism as an important teaching practice in last few years after its' successful implementation in one beat. This fact can also be a reason behind teachers' curiosity towards understanding what exactly usage of constructivism in classroom looks like. During FGDs and interviews, teachers demand for getting trained on differentiation or multi-level learning was way more than the demand for learning constructivism. In some FGDs, teachers did show the eagerness to know more about constructivism but very less number of teachers were able to articulate what did they mean by constructivism.



Differentiation or multi-level teaching comes out as a big need for teachers which became evident during classroom observations as well. It can be inferred that teachers agree it is difficult to teach all the students together and different strategies need to be employed for students of different learning levels and learning styles. Since, the textbook or other additional resources are common for all the students it becomes all the more important to have the knowledge of techniques and tools which can be used to teach students who learn at different paces.

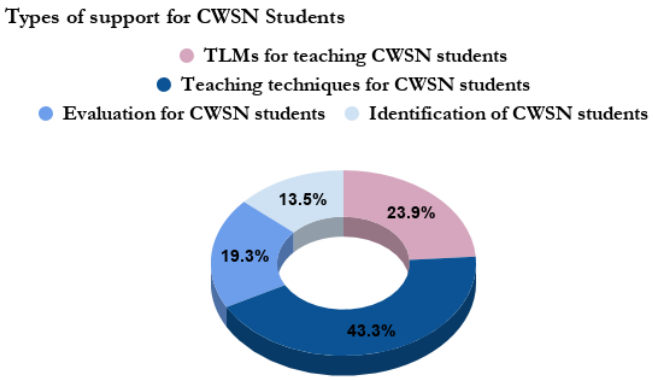
Teaching by incorporating boli-bhasha or local language of students was preferred by 12.4% of the teachers but if the data is compared according to the type of blocks then 32% of the tribal block teachers preferred learning the incorporation of boli-bhasha in daily teaching in comparison to 21% of the teachers from rural blocks.

Teaching with integrating boli-bhasha was a major need that came out in Focused Group Discussions and interviews as well, especially in tribal blocks. For most of the students in tribal blocks, Marathi is a second language and therefore teachers stated that they want more grasp on teaching practices that incorporates usage of local language and context. During observations in tribal blocks, it was noticeable that student responses were more when teachers related the content with their real life surroundings and situations. Similarly, if teachers have resources like handouts or text books for teaching in boli-bhasha, the foundational skills of students can be expected to increase at a faster pace.

This difference between the need coming from tribal blocks and rural blocks establishes the fact the demand for training vary according to geographical placing of the schools and hence, it should be a significant consideration while designing training.

Teachers' opinion on teaching Children with Special Needs (CWSN)

It was seen in the findings above that teachers need specific skill sets for developing their instructional practices. Section for CWSN was particularly included in the study because the skills for teaching CWSN and difficulties that teachers face looks very different from that of teaching other students.43.3% teachers who have CWSN in their class also conveyed that they need specialised skills for teaching them effectively.



Teachers unequivocally agreed in FGDs and interviews as well, that they need more training and on-site support on identifying, teaching, and evaluating CWSN.

In most of the ZP schools no additional TLM is provided for teaching CWSN. Also needs of CWSN differs according to the type of disability as well. Mobile teachers or resource persons are provided at block level but their numbers are too less to cater to all the children. Teachers conveyed in interviews that either they should be provided with strong instructional skills for teaching CWSN or the frequency of visit by mobile teachers should be increased.

TRAINING DELIVERY

Inititiatives aimed at continuous rofessional development of teachers prioritize training content as it is the primary value addition for its audience. The design stage is unnaturally skewed towards the content design. As a result, the content could end up being creative and highly useful but the impact of this content in teachers' skillset improvement could still be minimal. For a comprehensive program design, it is essential to consider aspects of delivery elements in the to mitigate probability of failures.

in this section, we take a look at the following delivery elements

- ***Frequency of training***
- ***Format of delivery of training***
- ***Expected facilitation styles***
- ***Core focus area of training***

TEACHERS STATED THAT THEY PREFER IN-PERSON TRAINING CENTERED AROUND TEACHING TECHNIQUES

Teachers in Nashik attend different training conducted by various institutions DIET, NGOs, CSRs etc. throughout a year. In this section, teachers perspectives on the delivery of teacher training programs is presented. These perspectives include their views on the number of hours of training in a month, format of delivery that they are comfortable with, facilitation styles they expect and basis of content suitable to them.

The primary question, then, becomes the amount of time that they wish to spend in activities related to their professional development. A slightly difference in the collected data was seen. While in the survey, teachers indicated the need to be trained for an average of ~4 hours per month, taking the total to 48 hours of training per year. Whereas discussions and interviews had teachers stating that they want around 10 days of training in entire year, taking the total to 60 hours, assuming 6 hours of training in a day.

"We have had a lot of training in the last year, some of which we don't even remember. Most of the training are similar in content and hence, are of very less use. We attend because of compulsion and not out of interest."

Our interactions showed that most teachers are fed up of the high number of trainings that they receive. As a result of this , many teachers have lost interest and the feel highly exerted as well as mentally fatigued.

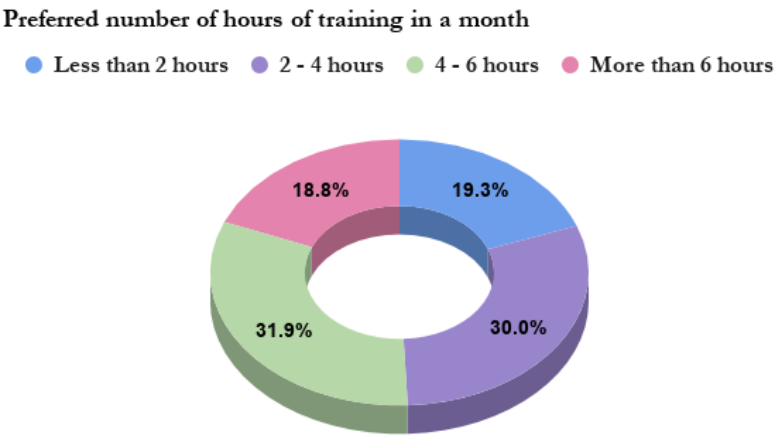
We believe that there should be streamlining of all the trainings across the district for the teachers. This reduced number of trainings will reduce the burden on teachers to attend various trainings. The training programs mandated by the government for the upcoming year should be pre-decided. Along with these, any training to be conducted by any other organisation should be shortlisted before the academic year begins. Wherever possible, trainings should be combined to form one strong program. All these consolidated trainings should be spread out across the year to reduce fatigue due to continuous influx of information, These initiatives should be published in the form of an academic calendar so that teachers are aware about them substantially prior to their dates. This helps in preparing themselves and planning their other professional and personal activities smoothly.

It is equally important to decide the format of these trainings. The training delivery formats that teachers have experienced are largely in-person. Unsurprisingly, our findings also indicate teachers preference for In-person formats of delivery. A gigantic 61% teachers have chosen In-person training format over Online and Blended Trainings. The benefits of such a format are plenty. They give space for the teachers to interact with their peers while upskilling is ongoing. This enables them to derive learning through these peers as much as through the session itself. The sharing of perspectives helps in comprehensive understanding of the topic and resolution of queries as well.

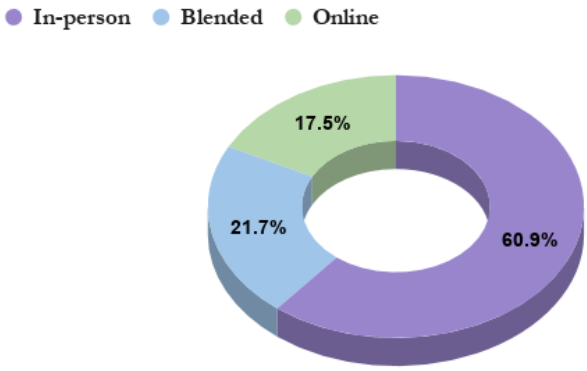
Most of the training that we have attended are in-person and those are the kind of training we prefer because the guide is right in front of us and any problems can be solved then and there"

A point of contention is the core focus area of the training initiative as well. Currently, programs are popularly centered on a grade basis or a subject basis. On the face of it, there doesn't seem to any problem to this basis but the abundance of such initiatives is bogging teachers down. This creates a non-functional basis of division. Basing programs on any of the two parameters create the need to run a variety of initiatives to cover the entire audience. When choosing subject as the core focus area, 5-6 training initiatives need to be designed and executed. A single ZIlla Parishad teacher will have to attend all of these to be able to perform his/her duty as class teacher. It also creates an accountability problem of managing the few subject teachers in sevice. A more functional division would be when the core focus area is teaching techniques. This solves the problem of creating multiple initiatives and gives us the opportunity to merge our subjects towards teacher practices. The teachers will also get the opportunity to see how the multiple subjects that they teach converge.

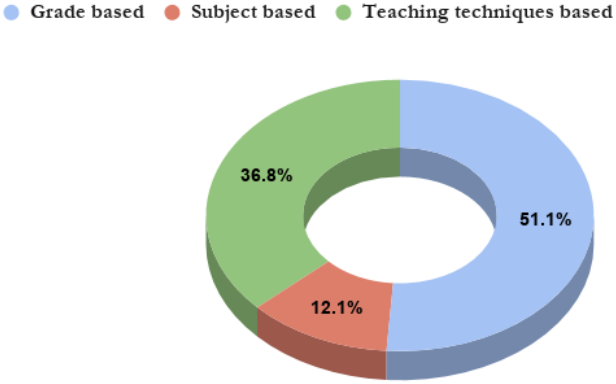
Preferred number of hours of training in a month



Preferred delivery format for training



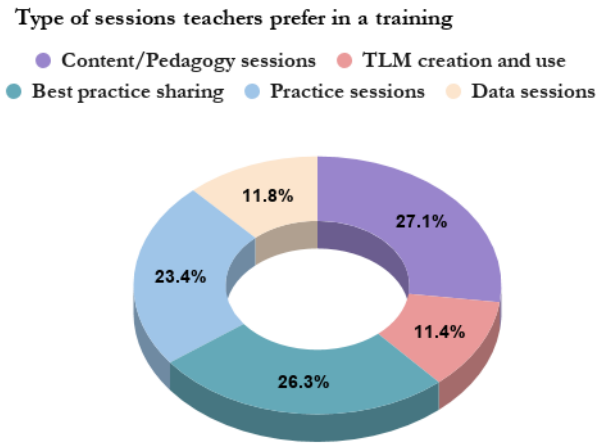
Preferred focus area of training

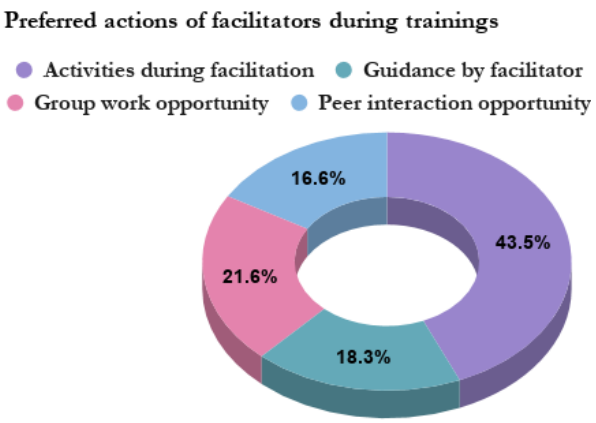


TEACHERS GAVE EQUAL IMPORTANCE TO CONTENT SESSIONS, BEST PRACTICE SHARING SESSIONS AND PRACTICE SESSIONS

These training programs will also have be mindful of the type of sessions the teachers prefer to engage in. The design of such spaces will play a major role in ensuring that the time spent in these trainings is utilised effectively. For this design aspect of the programs, it is imperative to understand the preference of teachers towards the various kinds of sessions. Our findings showed an almost equal number of teachers preferring Content Sessions, Best Practice Sharing Sessions and Practice Sessions. The Content Session was chosen by 27.1% while the Best Practice Sharing Session came a very close second as a choice at 26.3% and Practice Sessions to engage in practicing the taught skills came at 23.4%.

It is obvious for trainings to have Content Sessions but almost an equal ask for Best Practice Sharing Session signifies that teachers understand the value of peer learning and demonstrate the wish for such spaces to exist. At 23.4%, the demand of Practice Sessions cannot be neglected either. Practice Sessions give teachers the time to engage with the skill/knowledge that has been given to them immediately and enables them to see the breakdowns that can occur during classroom implementation of the same. It also gives them time to refine the skill and understand various other ways that it can be used for.





TEACHERS STATED THAT THEY ENJOY ACTIVITIES DURING FACILITATION OF TRAINING

The teachers have spend many hours per year in training programs across the country. They travel to the venues from long distances at odd hours to make it in time for their training. In Nashik along, a teacher from a distant block might have to spend anywhere between 4-6 hours to reach a district level training through non-guarded winding roads that are unpaved for long stretches at a time. On reaching, they spend hours at end listening to experts and learning about various teacher practices. These hours are long and uninterrupted. It is extremely easy to lose focus and/or interest in such circumstances,

Therefore, it is no surprise that teachers prefer fun activities during facilitation to be able to learn without losing focus and staying energetic throughout those hours. So much so that teachers have prioritized this choice over every other facilitation aspect.

"Mulyavardhan training organised by Shantilal Mutha Foundation was one of the best training we ever attended. The training was full of games activities which we were also able to implement in the classroom."

An appropriate delivery structure of upskilling would be conducting biannual training programs. Starting at the beginning of the year with an orientation of teachers towards skills and expectations from them. Followed by, a middle of the year workshop to take corrective action based on the learning from the previous months. This should occur right after schools reopen when there is minimum attendance of students. This will reduce the loss of quality instructional time of classrooms and teachers can learn without any worry. It also helps that this will enable them to quickly implement their acquired skillset as soon as they join school again. This structure will reduce the exertion and fatigue in teachers as well. They will feel relieved and aware about the expectations of teacher practices that they need to employ in their classrooms. A structure of touching base with on regular interval to create constant reinforcement of these teacher practices and provide space to interact with other people. This interaction will help them resolve issues that they are facing by virtue of peer learning or hands-on brainstorming. These interactions will also expose them to novel and innovative teacher practices employed by their fellow teachers,

There has been tremendous inputs towards pure upskilling of teachers in terms of skills and knowledge. These spaces are in abundance from the system's side as well. It might be time for us to start driving peer learning and giving our teachers time to practice the skills that are being taught to them during these training spaces

It is equally important to acknowledge that the future lies in effective utiity of technology to aid us. The cost of conducting online trainings might seem huge owing to the need of digital infrastructure required to carry them out but in the longer run, technology is going to play an important role in teacher training as well. Switching to a completely Online format is going to be extremely difficult for a audience as huge and as diverse as our teachers. Along with infrastructure and size, the inherent benefits of In-person format valued by our teachers will also vanish. So, it makes more sense to start embracing technology in slowly by digitising individual elements of trainings like using video content with powerpoint presentations or conducting online feedback. This will result in easing out the transition of digitising trainings and keep the benefits of peer interactions intact.

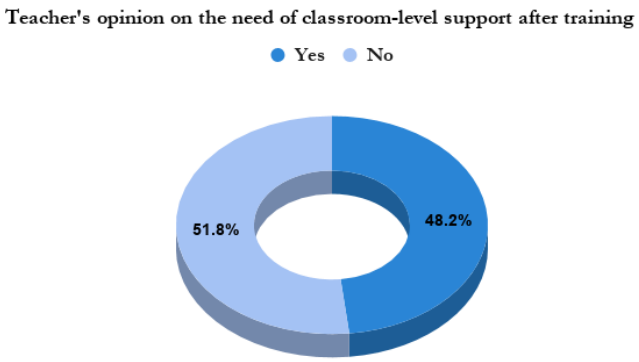
TEACHERS' PERSPECTIVE ON CLASSROOM SUPPORT AFTER TRAINING

This section of the report covers the findings on classroom support that teachers need to implement the learning from the training effectively and use it increase student learning outcomes. This section is included to understand whether teachers' consider classroom support as important aspect of a training. The section deals with the following pointers:

- ***Receiving classroom level support after training***
- ***Frequency of support***
- ***Classroom level support by whom***
- ***Yype of classroom level support***

AROUND HALF OF THE TEACHERS STATED THAT THEY WANT CLASSROOM LEVEL SUPPORT

There is a clear split in the number of teachers who have indicated the need of classroom level support and the number of teachers against it. 51.8% teachers stated that they do not need classroom level support of any kind while 48.2% stated otherwise. Teachers conveyed that classroom level support structures have an equal chance of creating positive change as they have of leaving a negative impact.



When teachers were asked about their interpretation of classroom support, they seemed to mix it with inspection. Teachers didn't display the clarity of what exactly classroom support entails. The reason behind this opinion can also be attributed to the manner in which most of the classroom visits by officers are conducted currently. These visits are more like strict observation or inspection of administrative work without any constructive feedback.

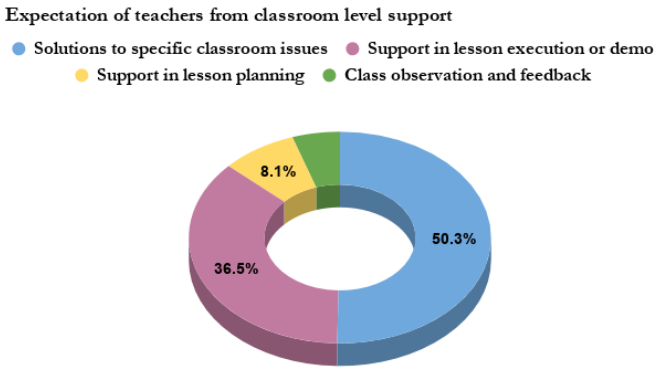
It can also be safely stated that there is no clarity on the definition classroom level support and what all comes under it. However, defining classroom support was attempted in the Government Resolution of Pragat Shaikshanik Maharashtra, dated 22 June 2015, where officers were expected to mentor the teachers to take their students from Apragat to Pragat level. But this does not specify what does mentoring looks like and what actions should teacher mentor perform for effective mentoring. All these reasons culminate into making teachers less aware about what is meant by efective classroom support.

Overall, it can be assumed that teachers think of classroom support on the same lines as monitoring and therefore, they are apprehensive about saying yes to receiving support.

In FGDs and interviews, teachers conveyed that they would want to receive classroom support and very few teachers mentioned that they are better off without it. This discrepancy in survey and qualitative data can be credited to the fact that in FGDs and interviews, teachers were explained clearly what classroom support looks like and therefore, more teachers gave their votes for receiving support.

Type of support teachers want in classroom

Out of the teachers who agreed to receiving classroom support, 50.3% of them wanted support tailored to the specific challenges they face in the class. The results were same for FGDs and interviews as well. For instance, some teachers said that they are out of class for a lot of days because of being a resource person for different training and some teachers raised the issue of being unable to teach by incorporating local language, in these situations the support should be able to solve such challenges.



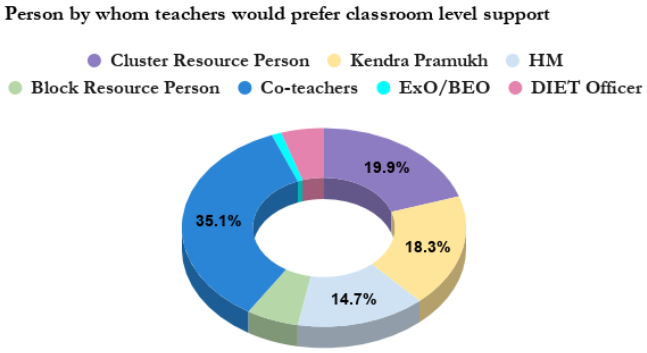
Kind of community, geographical landscape, teachers' background etc. leads to varied kind of classroom level challenges and therefore, one standardised kind of support cannot be prescribed for all type of classrooms. Even in one classroom, needs can vary according to the month of the year and hence, teachers want specific support accordingly. Other teachers conveyed that they want teacher mentors to give demos to deliver difficult learning outcomes. Few teachers mentioned that their cluster heads give demos in class which helps them understand lesson execution and they would want this type of support in future.

For observation and feedback, teachers again emphasised that it should not look like inspection and commands. It would be useful only if it is positive and given in an empathetic manner after understanding, in-depth, the problems that teachers face, It can be assumed that teachers have not experienced how a positive and constructive feedback looks like and that is why they are apprehensive about having observations and feedback as type of classroom support.

There was no significant difference between the kind of support needed by tribal and rural blocks.

TEACHERS WANT CLASSROOM LEVEL SUPPORT BY CO-TEACHERS

35% of the teachers stated in the survey that they would prefer classroom level support from co-teachers and 20% of them stated that they would like CRGs to provide them classroom level support. In interviews, most of the teachers preferred CRGs as they are also the one who facilitate some of the training.



tt can be assumed that since co-teachers teach in same school and share more bonding and trust and are therefore more open to asking doubts and receiving support. Teachers are also aware about the strengths and best practices of their co-teachers and hence, they are more confident that co-teachers will be able to provide effective classroom support. Co- teachers are also aware about all the school level and external challenges that teachers face, hence it was a clear choice.

After co-teachers, CRGs and KPs are teachers' choices of people from whom they want to receive classroom support. Teachers gave the reason that CRGs and KPs are expert teachers and are well-versed with subject knowledge and relevant skills therefore they would want support from them. They clearly stated that they only want support from someone who is experienced and understands the difficulties faced by teachers. It should also be considered that most of the training to the cluster level is facilitated by CRGs and perhaps that is the reason behind teachers agreeing to receiving classroom support from them in order to implement the learning from training effectively.

Out of those teachers who agreed to receiving classroom support, 57.8% of them stipulated in the survey that they want to receive classroom support only once in a month. 27.9% teachers stated that they want to receive twice a month. Teachers decision can be attributed to the fact that implementation of any kind of feedback takes some time in classroom and therefore they do not want frequent classroom visits for support. Requirement of human resources and vacant positions of officers need to be considered before planning the frequency of classroom support.

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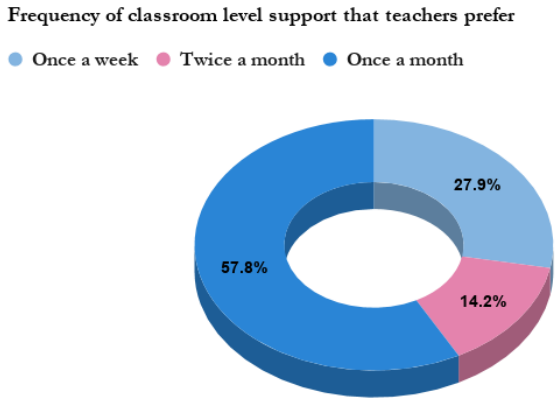

But as stated above, it is clear from the survey, FGDs, interviews and classroom observations as well that teachers need classroom level support for implementing effective teaching-learning practices and for efficiently solving challenges that they face in classroom.

CONCLUSION

1. **There is pervasive dissatisfaction with existing training due to time out of class, and less focus on actionable techniques**

Teachers through all interviews and FGDs have either directly mentioned or subtly hinted at the scope of improvement in the training they receive on a regular basis. Other than a few exceptions which were very hands-on or activity-based, they believe training causes an inconvenience and makes them stay away from their classroom for an unduly long time. Also, the dissatisfaction is linked to not getting anything concrete to implement in their classrooms in terms of activities, and pedagogical techniques. Further, the feedback given on online forms when asked, they say is usually positive, because they fear that this might be re-implemented in case of low ratings, or they might get stuck in further enquiry, so it's better to avoid that.

2. **Shikshan Parishad is not directly equated with 'training'**

Through the survey and our interactions with teachers, it was noticed that teachers see a difference in Shikshan Parishads and other professional development training/workshops. Only 37% of teachers recalled Shikshan Parishads as part of the training they attended last academic year as they consider Shikshan Parishads as a more peer-learning platform than professional development forums. Over the past 1.5 years, Nashik DIET with the support of LFE team have attempted to create video content to have more knowledge

3. **Time spent by teachers on training is well within national and international averages**

Teachers overall reported that they spend between 10-20 days a year for in-service training. Overall international research also suggests that ideally teachers should spend between 10-14 days for professional development. Although it is shared that teacher PD programs that provide consecutive days of teacher training and follow-ups are associated with increase in student learning. Given the teacher reported data of Nashik District, teachers also have shared that consecutive days of training would be more useful than training which are segmented across the year.

4. **Training alone is not enough to impact learning outcomes - practice and follow up are most important**

As presented in the world bank study of teacher development, it is shown that teachers who were part of the decentralised training and inclusion of follow-up visits to review material taught in the initial training had higher program impact on student learning. Currently, in the context of Nashik Zilla Parishad schools, Shikshan Parishads and other training programs are organised for teachers at a cluster level. Our learnings from teacher FGDs and interviews also show that central level training are less impactful. Teachers have prefered training to be implemented and planned with some percentage of contextualization at their level. These findings support the literature that subject-focused teacher PD programs with consecutive days of face-to-face training that include time for teachers to practice with one another are associated with improved student learning outcomes. Almost half of the teachers shared that they would prefer a follow-up visit and they highly rated support from peers in comparison to follow-ups by officers.

CONCLUSION

5. Survey and interview data are helpful but a teacher baseline is required for a complete picture

This data set largely comprises teacher-reported data through surveys and interviews, and to some extent covers some qualitative observations by third party observation. However, to really understand the gaps in teacher skills, a teacher baseline which assesses for teacher mastery on content and pedagogy, on the grounds of TET would be required to correctly target the improvement areas of teachers through subsequent training programs.

6. Co-creating solutions with teachers is necessary for smoother adoption of solutions

Upon discussion through FGDs and interviews, it became clear that a vast majority of teachers have a very strong opinion as to what solution they feel would be beneficial for them, feasible in their contexts. They had many suggestions about the structure and content of Shikshan Parishad, on whom they would like to learn and so on. What is clear is that any solution will require their buy-in, and including a representation of teacher groups in co-creating solutions will be important to ensure they own the solution and hence adopt it smoothly.

7. Value of Shikshan Parishad as a decentralised, peer-led teacher development forum

Shikshan Parishad is the only space where teachers have to exercise their agency and invest in their own professional development, without the content being dictated centrally. Internationally higher teacher autonomy is linked with better classroom learning outcomes and Shikshan Parishad can be re-imagined as a forum where based on contextual needs, teachers can autonomously take ownership of this platform.

RECOMMENDATIONS

The key focus should be on re-imagining the structure of Shikshan Parishad as a peer-collaborative teacher forum, which is aligned to teachers' needs, is led by teachers and increases teacher agency, targeted towards teacher skills and student learning outcomes, and is enabled by officers who are invested in the academic success of their clusters, beat and blocks.

1. Teacher representation while planning and designing teacher development workshops

With the current teacher development workshops and programs, it is found that teachers have not completely aligned to the content shared as they don't see direct applicability. This is true especially with the teachers placed in the tribal blocks where they have different challenges and would need support helping them resolve their challenges. Based on this it would be important to have teacher representation while designing any programs at district or block level. In the current context of Maharashtra, Vishay Sahayaks (subject experts) was a new introduction in the SCERT and DIET cadre which is teacher representation. Currently the content implemented during the Shikshan Parishads is planned with the officers and Vishay Sahayaks.

2. Changing the delivery mechanisms of teacher development programs will result in better acceptability for teachers:

All teacher development programs are conceptualised and planned by a central body like SCERT but the delivery is decentralised which leads to cascade loss. We recommend following ways in changing the delivery of teacher development programs.

a. Through our observations of the Shikshan Parishad we have observed that teachers from primary and upper primary grades have different needs and it is difficult to design training where all the needs are met. Thus having different content sessions for these two groups of teachers is advisable.

b. This is evident from our data and interactions with teachers that teachers find peer-learning and practice time to be very effective in any training. Using the material and pedagogy suggested with their peers leads to more best practice sharing and reinforces the knowledge shared by the facilitators.

c. While it is advised that teachers find training more effective when executed at a local level, facilitator strengthening dictates the effectiveness of the program. Through our observations of the Shikshan Parishads and other programs by the state, we have noticed that clusters with strong facilitators are associated with higher teacher enthusiasm and engagement.

d. Lastly, when asked teachers have preferred in-person training over Blended mode (online + offline) but through our FGDs and Interviews it was noticed that once explained, teachers were tending more towards the Blended mode. Most of the young teachers have higher tendencies to experiment and learn ways of using technology inside their classrooms. This is one of the areas to explore while technology is going to advance and be part of our daily routine.

RECOMMENDATIONS

3. With current advancement of technology teacher trainings can become more effective with digital content focusing on different pedagogy skills addressing the gaps of classrooms

a. Digital content has helped to control the cascade loss in teacher training programs. It has also supported teachers by having a digitised content to keep going back to incase their notes were not completely sufficient. It is important to ensure that using instructional design principles is important while creating digital content. This should be made available to all teachers on an open platform to keep teachers engaging in contextualised content.

b. Teachers have strongly recommended that any teacher program should have a strong focus on pedagogy skills with activities and direct classroom applicability. While the program is designed it would be great if it is based on a validated model with proven results.

c. One of the biggest needs of teachers is the focusing on Children with special needs (CWSN) Data also shows that this is one area where they have demanded support.

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

a. **Combination of KPs and Peers for follow-up of workshops/Shikshan Parishad**

Teachers reported they are most receptive to feedback from their peers and also from officers closest to them in the hierarchy, who know their context - KPs. Based on this, it would be essential to create a structure of consistent school visits, standardised observation formats and recommended debrief templates to be followed by CRG members and KPs in order to continuously support the teachers to engage with the content of not just Shikshan Parishads, but any other state level training programs.

b. **DIET representatives to visit sample of teachers to be able to understand the needs and challenges of teachers before designing training content**

The DIETs across districts have the primary responsibility to ensure academic quality and teacher support to all schools in the districts. Due to many constraints, this is not feasible on an ongoing basis to 100% teachers. However, Shikshan Parishad is the platform which will enable them to reach all teachers and also follow up with a sample of teachers between 2 Shikshan Parishads to understand the on ground challenges, and tweak the agendas and processes for the forthcoming Shikshan Parishads.

RECOMMENDATIONS

5. Teacher skill baseline, standardised feedback and reduced administrative workload for KPs are important enabling factors for success of Shikshan Parishads:

a. In order to enable a robust follow up and support mechanism for all trainings, including Shikshan Parishad, it would be important to free up some of Kendra Pramukh's time. Presently, a significant chunk goes in gathering data that is of a repeating nature. If we are able to leverage technology platforms to drastically minimise their time on this, they can play an effective role as mentors to support the teachers as required.

b. Repeated feedback form filling through google forms or other online links, is a constant botheration for teachers. If there could be a simple 4 point system of feedback to be taken after every Shikshan Parishad, either in terms of a Net Promoter Score, or a 4 point online check box, it would be good to get a pulse of how useful the teachers find the Shikshan Parishad, to enable continuous improvement of the training content. This feedback should be available to the DIET as a dynamic dashboard to enable their decision making.

c. In addition to knowing about teachers' opinion and feedback, in order to gain true objective indicators of teacher capabilities, it would be essential to conduct a teacher pedagogy and content knowledge baseline either through a test aligned to the syllabus of the TET, or any industry standard teacher accreditation format. This will be invaluable to design CPD programs for teachers, pair high performing teachers with low-performing ones for peer learning, and also evenly distribute teachers according to their current knowledge and skill among schools.

ANNEXURE - I

Given below is the data of classroom observation which was conducted in 30 classrooms, 2 in each of the 15 blocks. The data is based on two major aspects of classroom teaching- pedagogy or instructional practice and classroom management.

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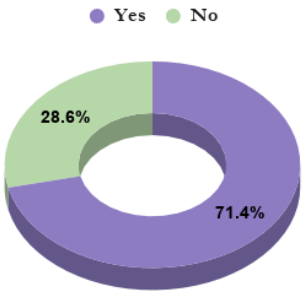
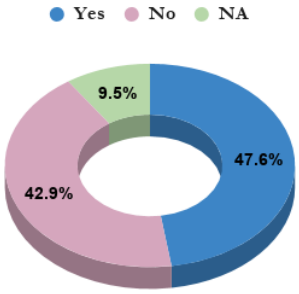
Check for Understanding

Teachers often asked questions to monitor understanding



Check for Understanding

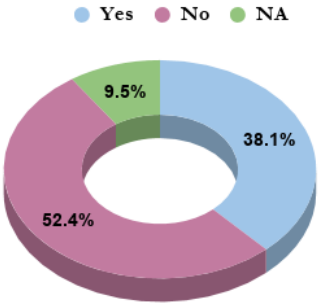
Monitoring questions were asked often to students of different learning levels



Graphs showing teachers' use of monitoring questions to check understanding

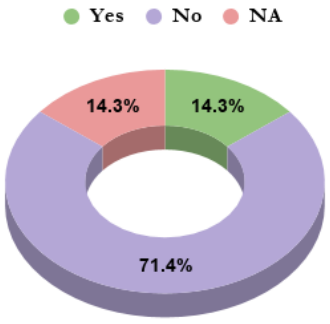
Real life Connections

Contextual examples were given to explain concepts



Real life Connections

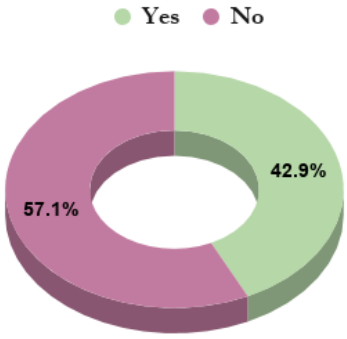
Tasks resembling to the real world were given to acquire/apply learning



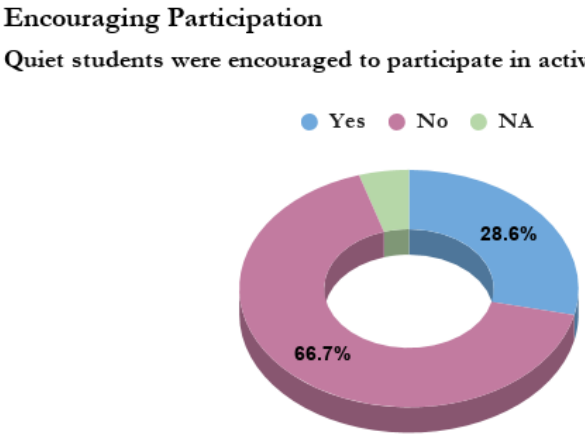
Graphs showing teachers' use of real life based examples and tasks by the teachers

Content Clarity

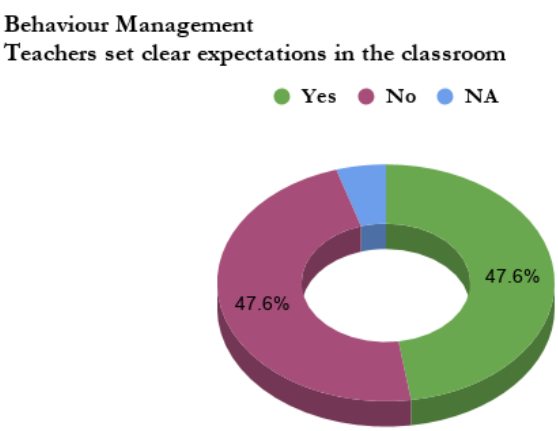
Objective explained clearly in the beginning of the class

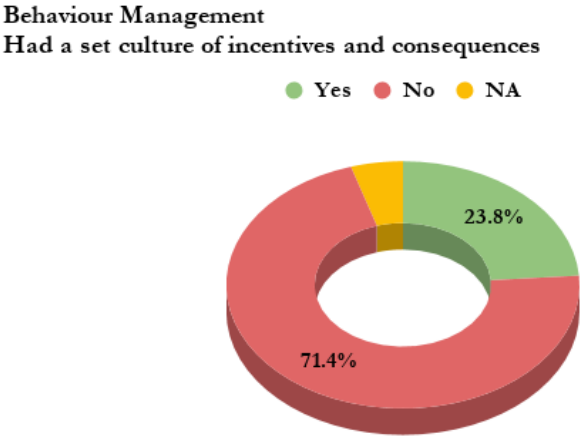


Graphs showing the percentage of classrooms in which objective of the lesson was explained by the teachers

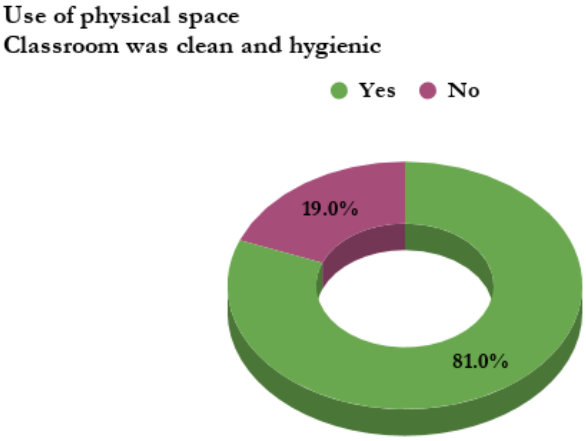


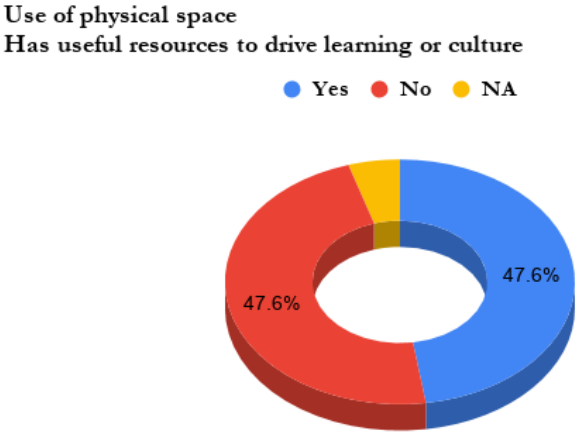
Graphs showing the percentage of classrooms in which quiet students were encouraged to participate





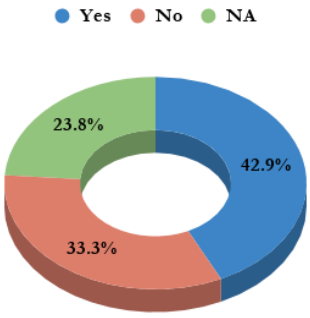
Graphs showing the kind of behaviour management techniques used by the teachers in the classroom



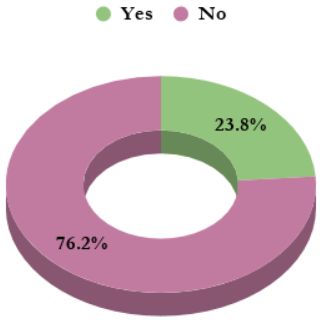


Graphs showing the use pf physical space inside the classrooms which were observed

Student Engagement
Teacher managed disruptions by students

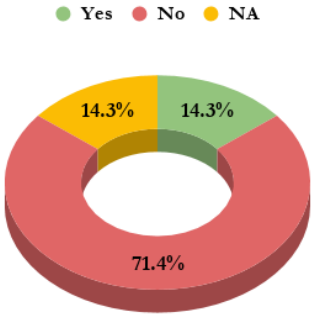


Student Engagement
Interesting activities were used to create and maintain engagement



Graphs shpwing the level of student engagement in the classes observed

Differentiated Instructions
Given in groups to students of similar learning levels



Graphs showing the use of differentiated instructions by the teacher

ANNEXURE - II

Links to data collection tools:

Survey Tool

Interview Tool

FGD Tool

Classroom Observation Tool

ANNEXURE - III

Links to the resources used for creating data collection questions for TNA

Jon Saphier, Mary Ann Haley-Speca, Robert Gower, (2008) , The Skilful Teacher, Research for Better Teaching Inc.

World Bank Group, Teach Observer Manual,

OECD TALIS, Teacher Questionnaire

British Council, 2013, Need Analysis Report, Madhya Pradesh English Language Teacher Training Report