

Draft Rapid Assessment Report of "Teacher Training Programme"



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DISCLAIMER

- This report has been prepared solely for the purpose set out in the Memorandum of Understanding (MoU) signed between Renalysis Consultants Pvt Ltd. (CSRBOX) and Pehlay Akshar Foundation, dated August 2023 to undertake the “Rapid Assessment of their “Teacher Training Programme”.
- This report shall be disclosed to those authorised in its entirety only without removing the disclaimers.
- CSRBOX has not performed an audit and does not express an opinion or any other form of assurance.
- Further, comments in our report are not intended, nor should they be interpreted to be legal advice or opinion.
- This report contains an analysis by CSRBOX considering the publications available from secondary sources and inputs gathered through interactions with the leadership team of Pehlay Akshar Foundation, programme beneficiaries, and various knowledge partners. While the information obtained from the public domain has not been varied for authenticity, CSRBOX has taken due care to obtain information from sources generally considered to be reliable.
- Specific to the Impact Assessment of the programme, funded through the Pehlay Akshar Foundation, CSRBOX has relied on data shared by the Pehlay Akshar Foundation’s team.

With Specific to Rapid Assessment of “Teacher’s Training Programme”:

- CSRBOX has neither conducted an audit nor due diligence nor validated the financial statements and projections provided by the Pehlay Akshar Foundation.
- Wherever information was not available in the public domain, suitable assumptions were made to extrapolate values for the same.
- CSRBOX must emphasise that the realisation of the benefits/improvisations accruing out of the recommendations set out within this report (based on secondary sources) is dependent on the continuing validity of the assumptions on which it is based. The assumptions will need to be reviewed and revised to reflect such changes in business trends, regulatory requirements, or the direction of the business as further clarity emerges. CSRBOX accepts no responsibility for the realisation of the projected benefits.
- The premise of an impact assessment is ‘the objectives’ of the project along with output and outcome indicators pre-set by the programme design and implementation team. CSRBOX’s impact assessment framework was designed and executed in alignment with those objectives and indicators.

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Chapter 1: Project Background & Overview

1. PROJECT BACKGROUND & OVERVIEW

This section provides an overview of the organisation, the programme cardinals, and the detailed interventions.

ABOUT PEHLAY AKSHAR FOUNDATION

In the year 2008, the journey of the Pehlay Akshar Foundation began with a fundamental conviction – the belief that every student deserves access to top-notch education, equipped with the skills essential for a successful future. The foundation embarked on a mission guided by the principle of empowering children through English literacy and fostering the development of a Learning Mindset.

Committed to addressing the challenges posed by the 21st century and expanding career opportunities for students, the foundation is devoted to the implementation of 'Functional English'. Through close collaboration with State Governments, the Pehlay Akshar Foundation diligently executes meticulously planned and thoroughly researched programmes. This initiative fundamentally alters the dynamics of learning for students and teaching for educators across schools in India.

PEHLAY AKSHAR FOUNDATION'S INITIATIVES

In order to ensure and implement their ideologies, the Pehlay Akshar Foundation executes two distinct types of programmes across its interventions.

In-School Programme

- The foundation works directly with students from Government schools to address the need to communicate in English.
- Via the creation of the right learning environment to teach Functional English and thereby equip them with 21st-century skills, their approach incorporates diverse learning philosophies and promotes creative thinking and socio-emotional skills, all in alignment with the National Education Policy

Teacher Training

- Working with the Government school teachers and equipping them with skills, knowledge and tools to create the right learning environment in their classrooms
- The Pehlay Akshar Teacher Training Programme aims to enhance the professional capacity of government school teachers by focusing on the development of their English language skills and classroom management techniques. The primary goal is to improve students' English learning outcomes in BMC schools.

Through their programmes, the Pehlay Akshar Foundation has reached out to students and teachers across multiple states, as showcased below.



5 Lakh+ Students



14,000+ Teachers



4 States

ABOUT THE PROGRAMME

Students enrolled in schools have been struggling to learn. Teachers, despite their efforts and dedication, often struggle to engage students in fostering curiosity and critical thinking due to limited access to quality training and subject matter knowledge. The National Curriculum Framework, 2005 sets up a framework to accommodate such practices.

To facilitate and address the challenges, Pehlay Akshar Foundation's Training Programme helps Government School teachers build themselves, improving their teaching practices and strengthening their subject matter knowledge.

The **Teacher's** Training Programme is bifurcated into 5 different **models** namely:

Teacher Training Workshhops

- Tools & Techniques to build safe space & translate ideas into action by overcoming mental barriers
- Immersive, experimental & interactive sessions for teachers

Peer Learning Sessions (Saathi Sessions)

- Safe space for peer group members to grow
- Weekly interactions for real time problem solving to drive habitual change
- Revision of concepts covered during training to be implemented

Pehlay Akshar App

- Digital Tool to support training and provide continous learning opportunities
- Resource bank for content, videos and lesson plans

Whatsapp interventions

- Distribute resources and pertinent study materials via WhatsApp, as well as to provide ongoing support and follow-up with teachers

Classroom Demonstration & Spport

- Provide comprehensive demonstrations of framed teaching methodologies to teachers within the classroom setting along with assisting teachers during ongoing classes

The teacher's training programme is oriented towards achieving the following outcomes:

1. Enhancing confidence in teachers.
2. Cultivating a heightened desire among teachers to engage in continuous learning.
3. Augmenting subject matter knowledge.
4. Reinforcing effective in-classroom practices.



3900+ Training Sessions Conducted



19000+ Saathi Sessions



5782 Active teachers on App


ALIGNMENT WITH SCHEDULE VII ACTIVITIES

The Schedule VII (Section 135) of the Companies Act, 2013 specifies the list of activities that can be included by the company in its CSR policy. The table shows the alignments of the intervention with the approved activities by the Ministry of Corporate Affairs.

| Sub Section | Activity as per Schedule VII | Alignment |
|-------------|---|------------|
| (ii) | Promoting education, including special education and employment enhancing vocation skills especially among children, women, elderly and differently abled and livelihood enhancement projects | Completely |

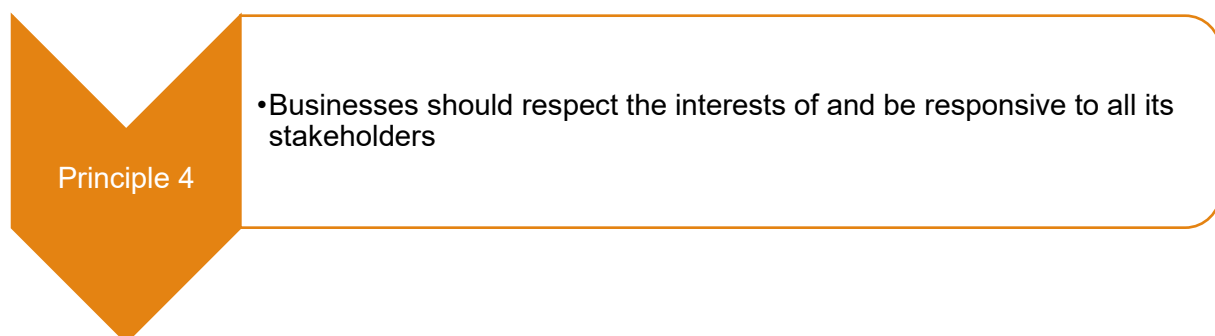
ALIGNMENT WITH SUSTAINABLE DEVELOPMENT GOALS

The Sustainable Development Goals, were adopted by the United Nation in 2016 as a universal call to action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity.

| SDG Goals | SDG Targets | Alignment |
|---|---|--|
| SDG 4: Quality Education  | Target 4: Ensure Inclusive and equitable quality education and promote lifelong learning opportunities for all | The interventions are related to ensuring equitable quality education for all, via equipping teachers to provide quality education |

ALIGNMENT WITH ESG PRINCIPLES

The programme's intervention also aligns with the ESG Sustainability Report of the corporate.



ALIGNMENT WITH NATIONAL PRIORITIES

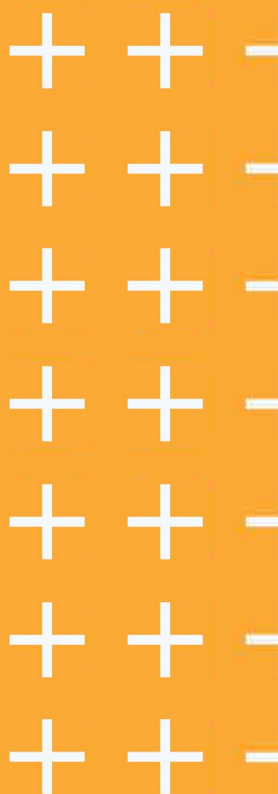
The programme is in alignment with National Priorities and Policies as have been defined by the Indian Government.

| Government Policy | Alignment with the Programme |
|---------------------------|--|
| National Education Policy | The Teacher's training programme incorporates learnings from 21st Century skills, and inculcation of activity-based learnings for teachers to be cascaded to students |





Chapter 2: Design and Approach for Rapid Assessment



2. DESIGN AND APPROACH FOR RAPID ASSESSMENT

This section provides an overview of the objectives of the study, the adopted research methodology, and other details revolving around the study approach.

OBJECTIVES OF THE STUDY

01

Assess the programme on relevance, effectiveness, and their impact

02

Capture the project process employed, best practices and perspectives of beneficiaries

03

Document human impact stories from the beneficiaries of the project

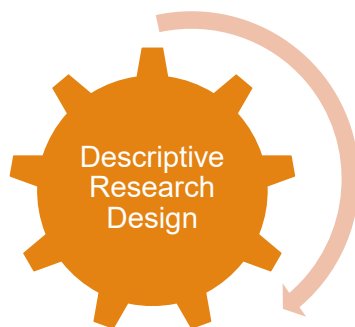
04

Provide recommendations & suggestions based on study findings

APPROACH & METHODOLOGY

To assess the effectiveness of the programme, a mixed-method approach was employed, involving the collection and review of data. This encompassed primary beneficiaries as well as other stakeholders within the ecosystem. The data was acquired through both qualitative and quantitative interactions.

In alignment with the study's objective, a descriptive research design was utilised to conduct the study.



- Focussed on capturing the impact & outcomes from past years
- Capturing the concurrent on-ground condition
- Describing the present experiences of beneficiaries

Tools used:

- IDIs and Semi-structured interviews
- Classroom Observations

The assessment entailed a dual-pronged approach to data collection. The initial step involved the review of content and project documents provided by the Pehlay Akshar Foundation's team. This process aided in the development of tools to comprehend the content being taught to the teachers. Subsequently, primary data was gathered through a combination of quantitative and qualitative interactions with the teachers, trainers, facilitators from the programme, and the Pehlay Akshar team.

Secondary Study



- Documents shared by Pehlay Askhar Foundation's team including course content from past 3 years
- Course content for current year

Primary Study



- Quantitative Interactions with teachers
- In Depth Interviews with Trainers & Facilitators
- Key Informant Interviews with school principals

The study also involved adopting *classroom observations*, wherein, the teacher-student interaction was captured in classrooms to map whether the best practices preached by Pehlay Akshar Foundation were adopted.

SAMPLING STRATEGY

A stratified random sampling methodology was used to identify the sample population covered under the study. The study sample was spread across all 24 Wards of BrihanMumbai Municipal Corporation (BMC).

QUANTITATIVE SAMPLING

| Beneficiaries | Mode of Data Collection | Universe | Sample | Rationale |
|------------------------|----------------------------|----------|------------|---------------------|
| Teachers – BMC Schools | Semi-structured interviews | 5060 | 506 | 10% of the Universe |
| | | | 114 | 20% Buffer |
| Total | | | 620 | |

GEOGRAPHIC SAMPLING

The representation of teachers is evenly distributed across all 24 Wards of BMC, determined by the proportionate representation of teachers from each ward. The survey covered interacting with teachers from across **65 schools**, ensuring **no more than 15 teachers** were representative of the sample survey from each school.

| Sl. No | Ward | Representation of Teachers |
|--------------|-----------|----------------------------|
| 1. | A+B+C | 33 |
| 2. | D | 14 |
| 3. | E | 18 |
| 4. | FN+FS | 51 |
| 5. | GN | 37 |
| 6. | GS | 47 |
| 7. | HE | 35 |
| 8. | HW | 11 |
| 9. | KE | 16 |
| 10. | KW | 16 |
| 11. | L | 48 |
| 12. | ME | 85 |
| 13. | MW | 47 |
| 14. | PN + PS | 40 |
| 15. | RC | 35 |
| 16. | RN | 49 |
| 17. | RS | 11 |
| 18. | S + T + N | 27 |
| Total | | 620 |

SILENT OBSERVATIONS

With consent from teachers and the school principal, the team ensured silent observations to assess the performance of students and teachers in the classroom.

| Observation Checklist | Stakeholders |
|--|--------------|
| Oral Language Development | Teachers |
| Reading & Pronunciation | |
| Supportive Learning Environment for Students | |
| Extent of Participation from Students & Student Engagement | |

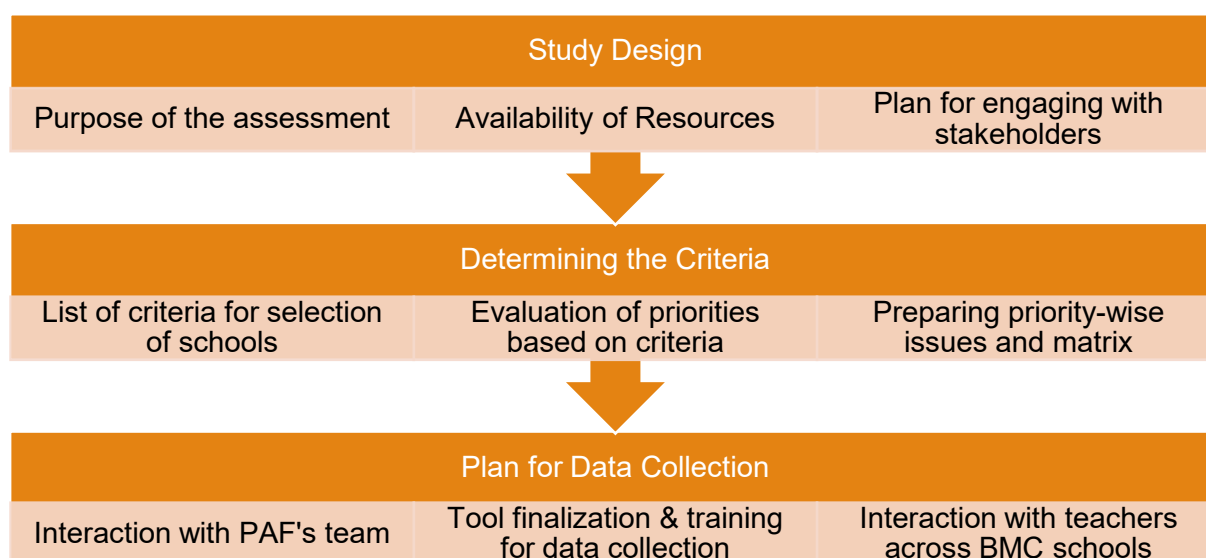
QUALITATIVE SAMPLING

To get a holistic overview of the training programme, the team interacted with the trainers, facilitators, principals from schools, and Pehlay Akshar Foundation's team for their perspective on the programme.

| Stakeholders | No. of interactions | Mode of Interaction ¹ |
|---------------------------------|---------------------|----------------------------------|
| School Principals | 60 | IDIs |
| Trainers | 2 | KIIs |
| Facilitators | 12 | KIIs |
| Pehlay Akshar Foundation's team | 5 | IDIs |

ASSESSMENT APPROACH

The diagram explains the various stages of the assessment process.



ETHICAL CONSIDERATIONS AND LIMITATIONS

- During the assessment study, the team diligently adhered to ethical considerations, aligning with school guidelines and the best practices established at CSRBOX. Before initiating interactions with teachers, they were informed about the confidentiality of any shared information. The survey commenced only after obtaining explicit consent from the teachers.
- Given that the questionnaire delved into personal information and challenges faced by teachers, instances of conformity bias were noted.
- The interaction with teachers prioritised establishing a secure space for them to freely share relevant information.
- Although the study faced minimal challenges, a few teachers involved in the programme opted not to provide consent for participating in the survey

¹ IDI – In Depth Interview; KII – Key Informant Inre



Chapter 3: Findings of the Assessment



3. FINDINGS OF THE ASSESSMENT

The presented outcomes emanate from the assessment of the Teacher Training Programme, demonstrating alignment with the stated objectives. Insights were derived through a comprehensive 360-degree data collection approach, engaging various stakeholders.

INCLUSIVITY OF THE PROGRAMME

The inclusiveness of the programme measures the extent to which the beneficiaries of the programme could equitably be a part of the training programme, irrespective of their age, gender, medium of instruction followed at school, etc.

- As a crucial element of the survey, the team conducted one-on-one interactions with teachers from BMC schools who had been or were participants in the Teacher's Training Programme facilitated by the Pehlay Akshar Foundation. Notably, the programme showcased inclusivity by reaching out to teachers in BMC schools, regardless of their gender. This inclusivity was evident in the team's interactions, involving 60% female and 40% male teachers, conducted throughout the study.

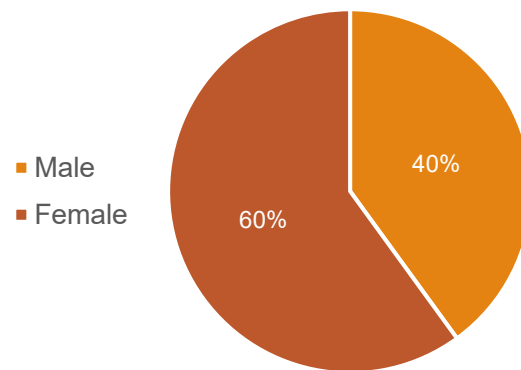


Figure 1: Gender representation of teachers in the survey

- As per the directives of the Education Department from the Municipal Corporation of Greater Mumbai, students study in eight different mediums of instruction across BMC schools to meet the diverse needs of students.² The conducted survey showcases the participation of teachers from all eight mediums of instruction in the programme.

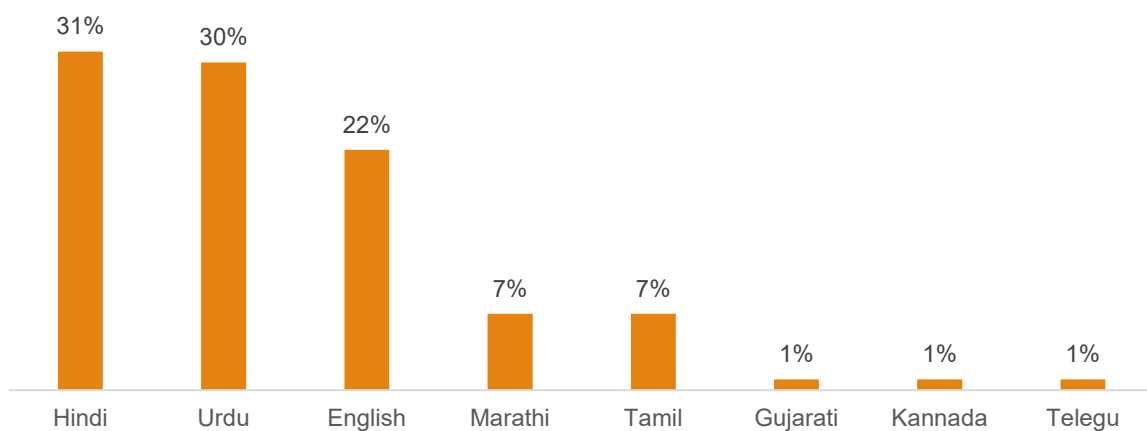


Figure 2: Representation of teachers from different mediums of instruction at school

²https://portal.mcg.gov.in/irj/go/km/docs/documents/MCGM%20Department%20List/Education%20Officer/RTI%20Manuals/Education_Officer_RT1_E02.pdf

- The survey findings indicate that teachers belonging to different age groups and teaching experiences are a part of the training programme. The **representation of a wide range of age groups ensures continuity in the learning experience** while conducting the training sessions. Since the training workshops organised by Pehlay Akshar Foundation emphasise interaction and sharing of experiences, the **involvement of teachers with varying years of teaching experiences** facilitates the sharing of diverse perspectives, experiences, and mutual learning among all participants.

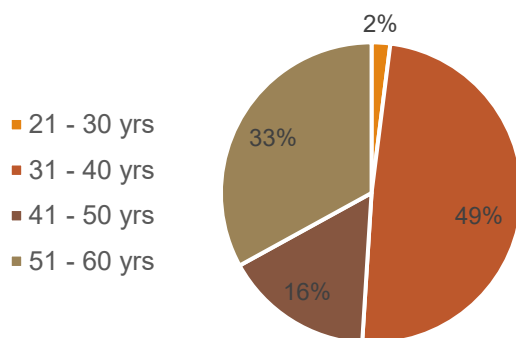


Figure 3: Age group of teachers

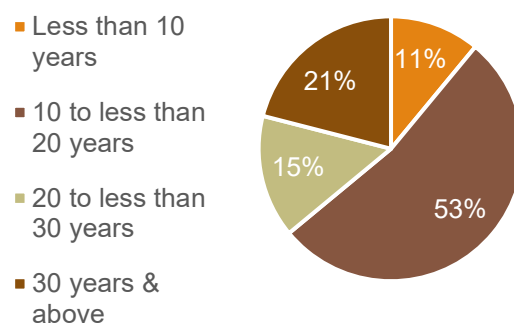


Figure 4: Teaching experience of teachers

RELEVANCE OF THE PROGRAMME

This section of the report delves into the relevance of the programme, exploring challenges faced by teachers and their perspectives on the programme's necessity.

The programme focuses on improving the capacities of teachers to speak and teach in English, along with the incorporation of best teaching practices to enhance student-teacher interactions and better learning outcomes among students.

- Considering their current skill levels, more than 96% of the teachers expressed a desire to enhance their proficiency in English speaking, reading, and writing. The majority of teachers acknowledging the potential for continuous learning and improvement reinforces the programme's alignment with its intended objectives.
- As a part of the assessment, the teachers were asked to share their perceptions of their own English speaking and reading skills.

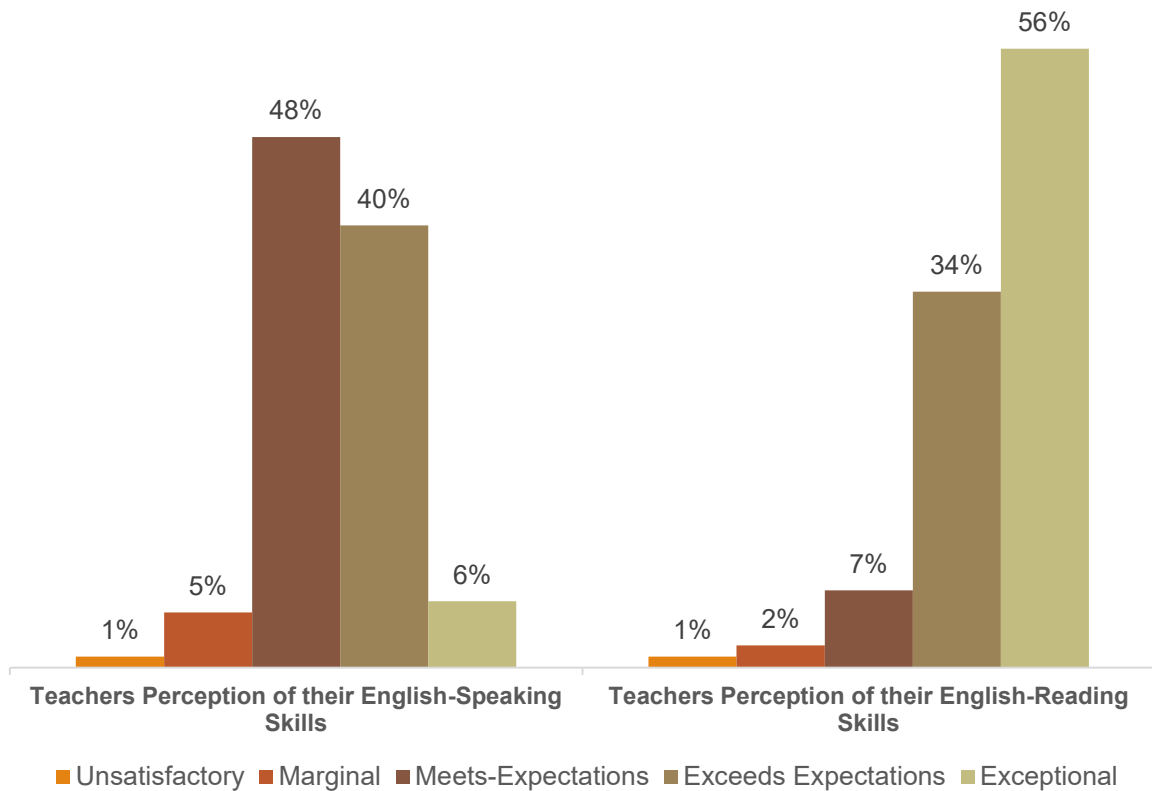


Figure 5: Teacher's perception on their English speaking/reading skills

While over 90% of teachers perceive their English-reading skills to Exceed Expectations, over 54% of teachers perceive their English-speaking skills do not meet the expectations.

- The survey findings indicate that teachers often face challenges while using English in the classroom while teaching students. Since the programme emphasises the learnings of the teachers, which further cascades down to students, identification of the challenges for further mitigation measures is of paramount importance.

Primary challenges faced by teachers in using English in the classroom include:

Lack of Vocabulary

Limited Students' learning capacity

Grammatical Mistakes

Lack of Confidence

Difficulty in Pronunciation

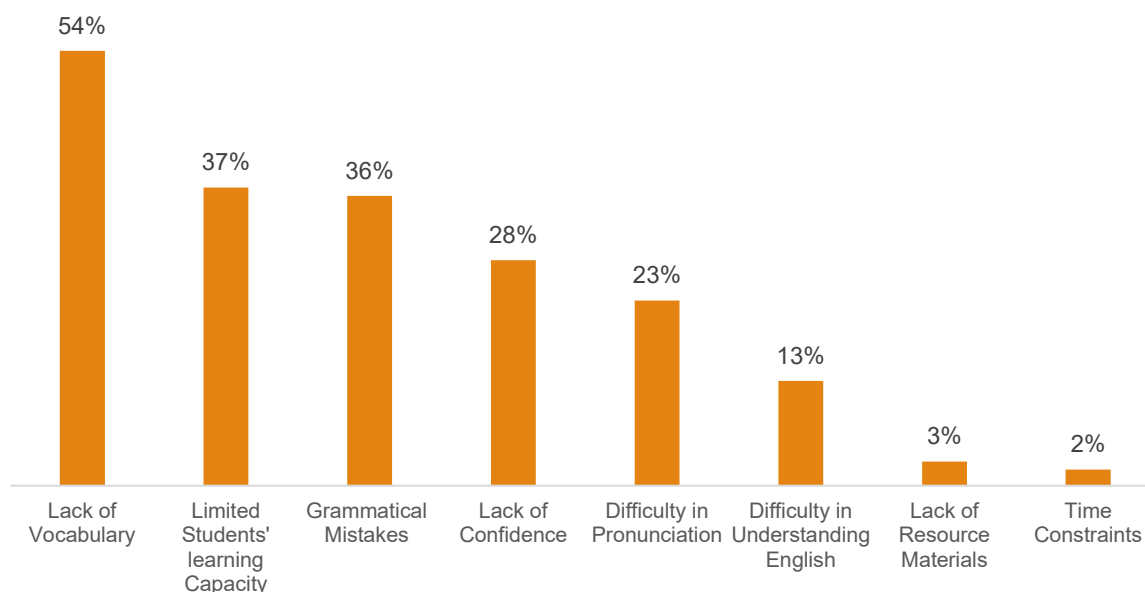


Figure 6: Challenges faced by Teachers while using English in the Classroom

Among other challenges, the teachers conveyed that since most students belong to underprivileged sections of society, they do not get an enabling environment at home to learn and practice what is being taught at school.

“In our school, the majority of children come from slums, often being raised by single parents or having both parents employed. Despite facing hardships, they diligently attend school. Introducing another language, apart from their mother tongue, poses an additional challenge. With time, I am hopeful that students will experience growth in their learning journey.”

- Surekha Gorade, Teacher at BMC School



IMPACT OUTCOMES FROM ATTENDING THE TRAINING SESSIONS

This section emphasises the perceived impact outcomes of Pehlay Akshar's teacher training programme. The program has been operational in BMC schools since 2018, organising training sessions through ward-wise workshops that include teachers from various schools across the wards.

- According to survey findings, **96% of teachers** believe that being a part of the training sessions conducted by the Pehlay Akshar Foundation has **significantly enhanced their proficiency in speaking and teaching English**.



Figure 7: Ongoing Training Sessions

The workshops, initiated in 2018, cover a diverse range of topics aimed at enhancing teaching methodologies. By incorporating these ideologies and subjects into their daily teaching practices, educators have successfully refined their methods, leading to positive outcomes in student learning experiences.

| | |
|--|---------------------------------|
| Learnings from Previous Workshops | Growth Mindset |
| | Safe Space |
| | Observation feedback |
| | Blended Learning |
| | Magic Classroom |
| | Visual/Auditory Learning Styles |
| | Classroom Management Strategies |

- Based on our survey results, **approximately 65% of teachers are committed to enabling Magic Classrooms** for student education within the school setting.
- Additionally, **59% of teachers embrace the ideology of fostering a growth mindset in students**, emphasising the importance of expanding thinking capacities beyond conventional textbook knowledge.
- Also, over **59% teachers ensure to maintain a safe space now while teaching in classrooms**. Creating a safe space in classrooms involves fostering an environment where students feel physically and emotionally secure to express themselves, engage in learning activities, and interact with their peers and teachers without fear of judgment or harm

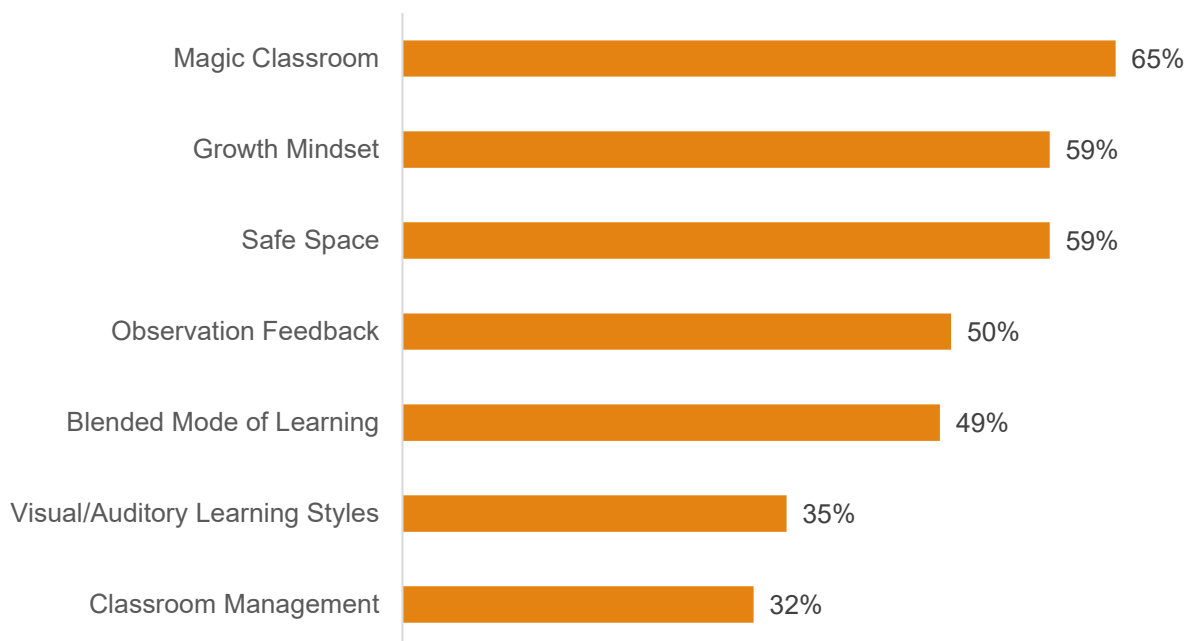
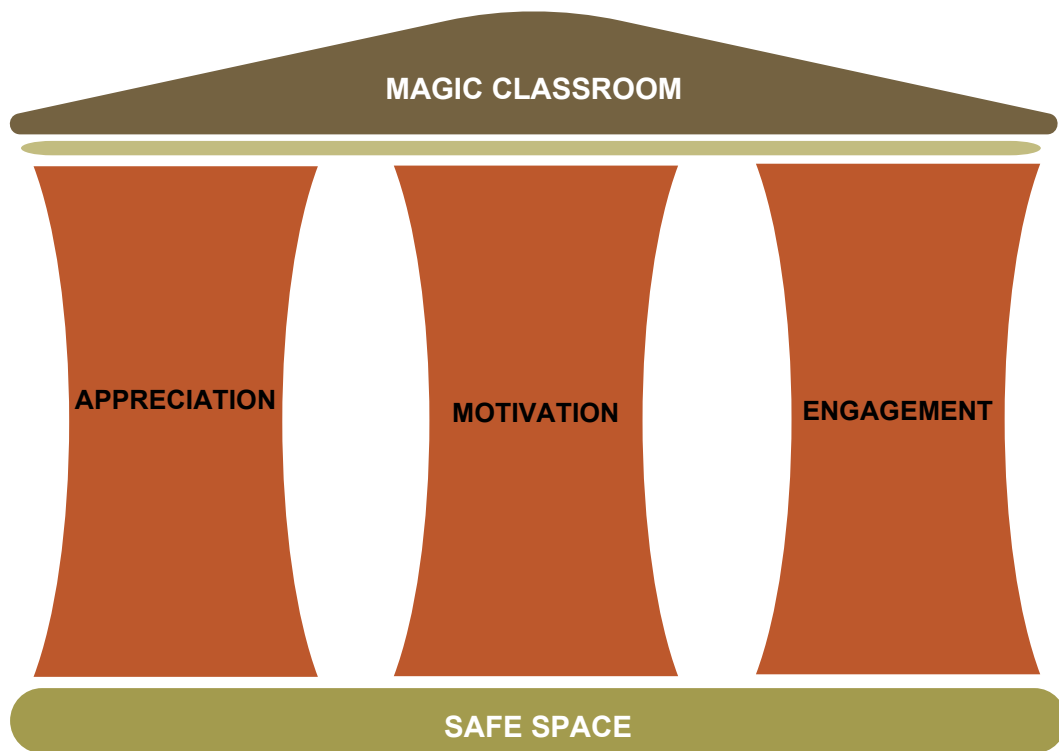


Figure 8: Impactful Topics for Teachers

TRANSFORMED TEACHER-STUDENT DYNAMICS

The concept of **Magic Classroom** is based on the inculcation of 3 pillars while teaching in the classroom, which include **appreciation, motivation, and engagement**. **Appreciation** recognizes students' efforts and strengths, **motivation** inspires them to pursue goals, and **engagement** involves active participation in learning activities. Together, these elements create a supportive and empowering atmosphere where students thrive. The pillars of a magic classroom are reinforced by establishing a safe space for all beneficiaries.

Expressing appreciative gestures can foster motivation, excellence, and a sense of gratitude in students. Teachers adopt various means to appreciate students when they speak out in English in classrooms, which include **Patting the back of students, using appreciative words, distributing gifts**, etc. Appreciation leads to motivation



- Among the teachers, 54% mentioned that they appreciate verbally, while others mentioned distributing stars to students, patting on the back, distributing gifts, and applauding in classrooms to motivate students.

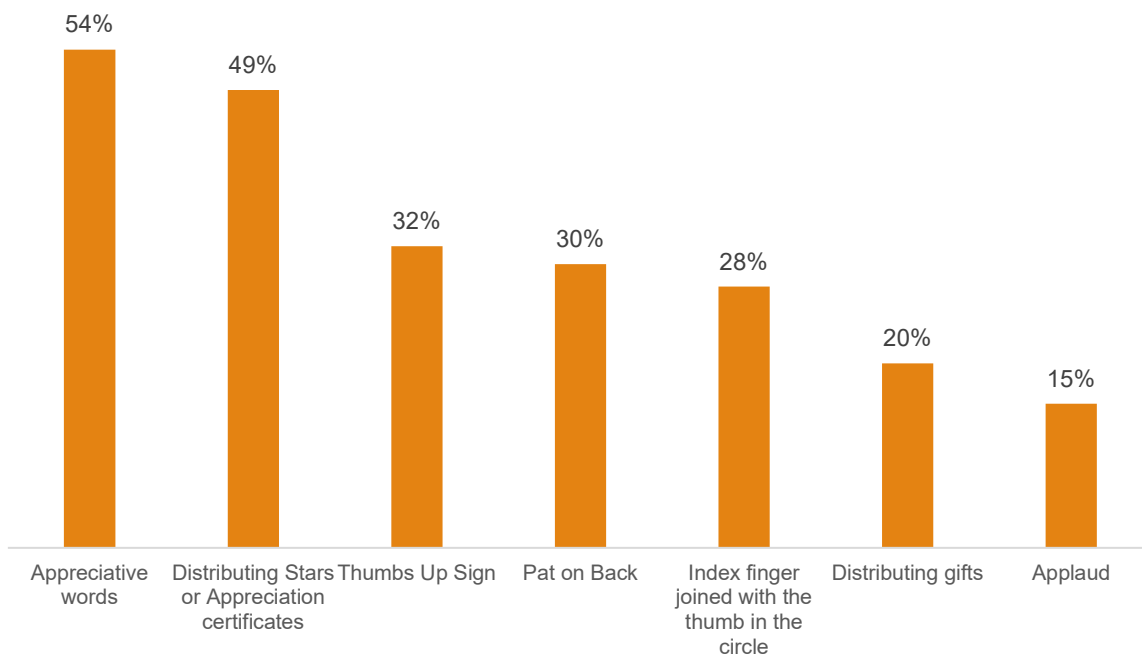


Figure 9: Appreciative Gestures Used by Teachers



Figure 10: Teachers Interacting with Students in Classroom

While the teachers appreciate students when they use English in conversing with peers or answering questions in class, the teachers also ensure to motivate students to speak in English both in the classroom as well as their homes.

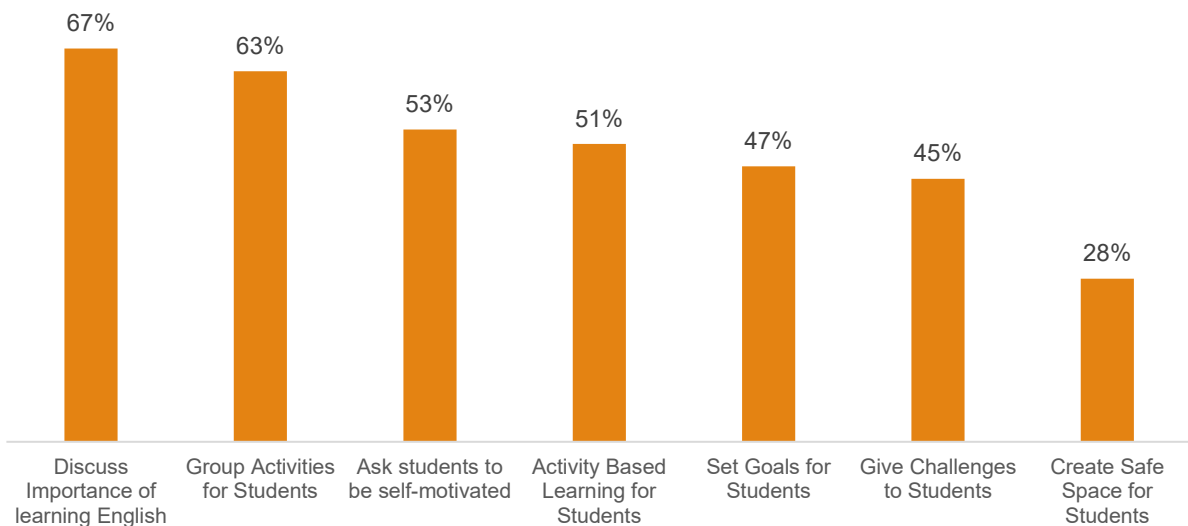


Figure 11: Motivating & Engaging activities Adopted by Teachers

- Approximately 67% of teachers engage in conversations with students, addressing the significance of English. They discuss how English can be beneficial in daily life and contribute to the development of effective communication skills.

Organising Group Activities for students and engaging them in playing skits and role plays are also adopted by teachers for students to learn and practice English using short phrases.



Figure 12: Students Participating in English Skits in Classroom

Additionally, teachers involve students in activities such as games, quizzes, projects, and art-based exercises. Maintaining student engagement in this manner further promotes enhanced learning by stimulating their minds.

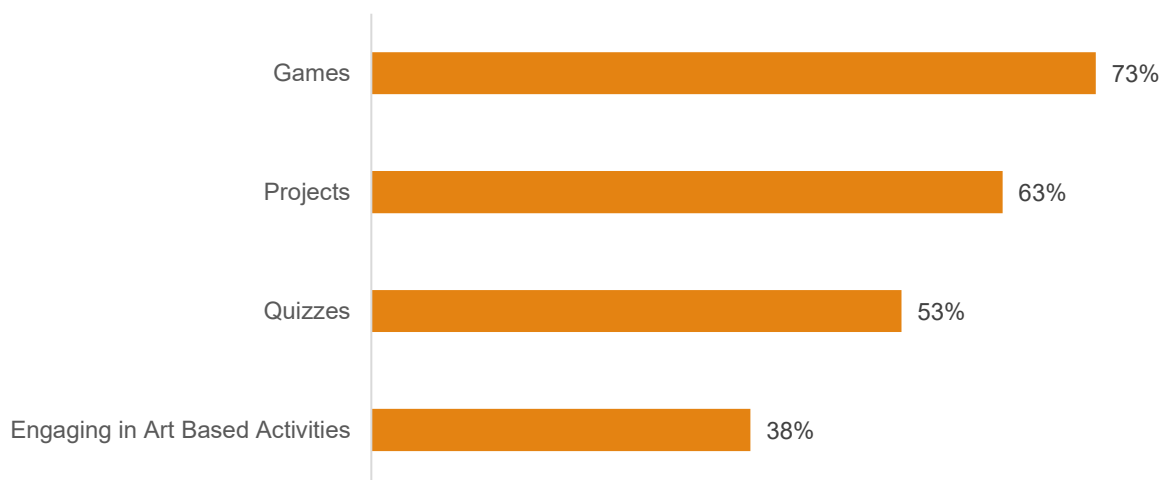


Figure 13: Student-Engaging Activities Followed by Teachers

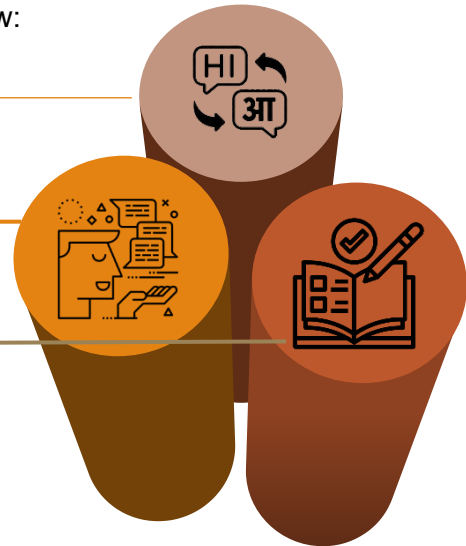
- Around 73% of the teachers mentioned keeping students engaged via **organising games**, while **63% of the teachers** mentioned keeping students engaged via **assigning projects**.

Among other methodologies, a few teachers also have created innovative practices to keep students engaged in classes. These are mentioned below:

1. **Translating vernacular sentences to English and vice-versa**

2. **Story-telling sessions**

3. **Allocating tasks for students to learn every day**



In an ongoing commitment to assist students in **enhancing their English skills**, teachers spare no effort to **ensure consistent practice and active involvement**.

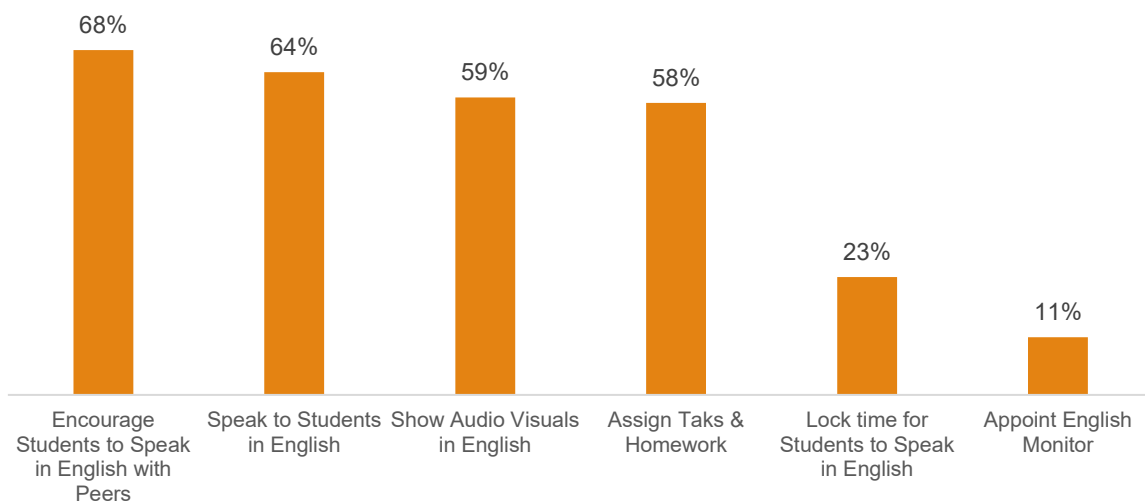


Figure 14: Teachers' Endeavours to Promote Ongoing English Learning

- Across all methodologies adopted, **68% of teachers** expressed that **encouraging students to speak in English with their peers** has been most beneficial.
- Additionally, approximately 64% of teachers mentioned that when they communicated with students in English, the students reciprocated in English. Other Endeavours include **showing audiovisuals in English** and **Assigning tasks as homework** for students to practice English.

Teachers also emphasised the recommendation of **utilising the Read2Me app** as an effective method for students to practice and enhance their English skills at home.

LEARNINGS FROM WORKSHOPS

For the current academic year 2023-2024, the teachers attended two workshops on **Functional English** and **Level Based Learning**.

In the pursuit of elevating education, teachers immerse themselves in diverse learning methods infused with elements of **Functional English**.

- The overarching objective is to empower educators with tools that refine their Functional English, ultimately enhancing students' language proficiency.
- Recognised as indispensable for effective communication, **Functional English** imparts students with **essential skills crucial for success in various contexts**. Throughout this educational journey, teachers adeptly guide students in mastering language intricacies and applying them practically in everyday life, fostering a dynamic and enriching learning experience.

FUNCTIONAL ENGLISH

- Picture Talk
- Debate
- Advertisements
- Crosswords & Puzzles

LEVEL-BASED ENGLISH

- Flexible Pace of Learning
- Cubing Exercise
- Collaborative Learning
- Digital Resources

The **Level-Based Learning** session focused on equipping teachers with effective strategies for managing students at different learning levels and grades within a single classroom.

- BMC schools face **staffing constraints** that challenge teachers. Managing multiple grades within a single class underscores the need for **level-based learning** to effectively cater to diverse student needs across various grades.
- Furthermore, the session underscored the importance of managing students with varying learning levels within the same classroom. The objective is to empower teachers to equally attend to students, regardless of their learning levels.

OUTCOMES OF FUNCTIONAL ENGLISH WORKSHOPS

The application of **Functional English** aims to elevate critical thinking, collaboration, communication, and decision-making skills. The **incorporation of crossword puzzles, picture talks, debates, and advertisements in classrooms** serves as a means to cultivate these essential skills in students.

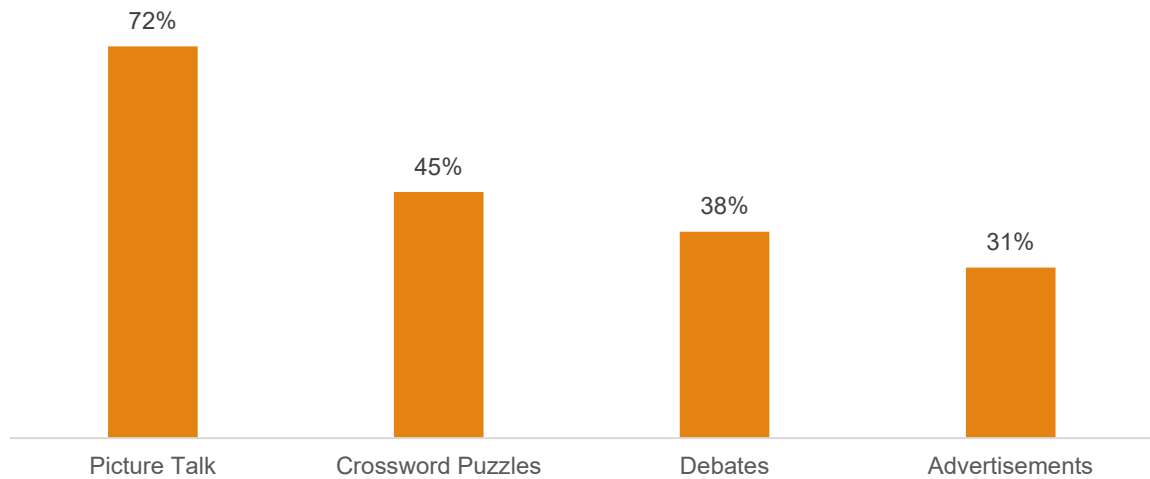


Figure 15: Utilisation of Functional English in Classrooms

- Approximately 72% of teachers have utilised Picture Talks to instil confidence in students and encourage them to express themselves.

Teachers noted that Picture Talks enhance not only students' creative abilities but also contribute to learning sentence formation.

- 31% of teachers indicated that fostering creativity in students, promoting teamwork, and facilitating collaborative learning can be achieved through activities such as creating posters and engaging in role-playing for advertisements.



In classes, 38% of teachers frequently provide students with debate topics, often rooted in current affairs. By engaging in debates, students experience a boost in confidence and develop critical thinking skills, enabling them to articulate arguments and employ effective problem-solving techniques. Exploring contemporary subjects empowers students to think logically, thereby refining their critical thinking skills.

- Teachers noted that participating in peer learning activities elevates collaborative learning among students.
- In addition to fostering collaborative learning, involving students in creating posters for advertisements or expressing their opinions on new debate topics enhances their creativity.

OUTCOMES OF LEVEL BASED LEARNING WORKSHOPS

To mitigate the challenges faced by teachers when teaching students with different levels of learning, around 66% of teachers use flexible-paced learning when covering certain topics in the classroom.

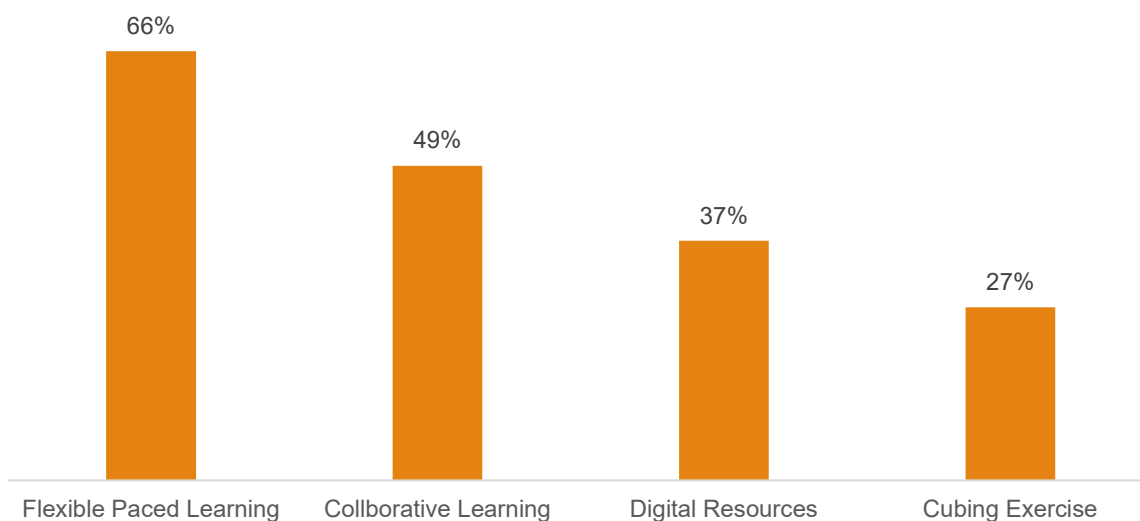


Figure 16: Utilisation of Level-Based Learning in Schools

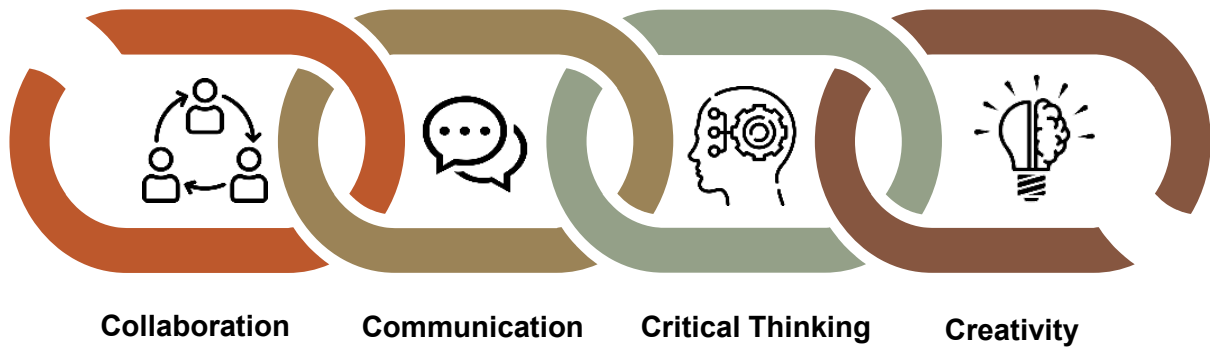
- The teachers follow a pairing system, wherein slow-paced learners are paired up with fast-paced learners for mutual learning processes.
- Also, the teachers mentioned that they take up remedial sessions and extra classes outside school hours for the students to grasp the lessons taught in the classroom.

"I deeply appreciate the efforts made by the Pehlay Akshar Foundation to enhance the quality of teachers in our school. Children rely heavily on teachers for learning, and this program, whether in English speaking or teaching methodologies, has undoubtedly provided invaluable support and assistance."

- Ms. Buela C Nadar, Principal at Goshala Municipal School

Approximately 37% of teachers employ digital resources to maintain student engagement in classrooms. Conversely, some teachers cited a shortage of resources and limited time as the primary reasons for not yet incorporating digital tools into their teaching methods.

Incorporation of learnings in classroom



- The findings are showing that integrating group activities and clubbing students in groups in schools is enhancing **collaboration** among students, fostering teamwork and problem-solving skills.
- Improved oral and written English **communication** practices are contributing to students' language proficiency and effective expression of ideas.
- Encouraging **critical thinking** through logical reasoning and creativity is promoting analytical skills and innovation among students.
- Engaging in tasks like creating advertisements and posters is stimulating **creative thinking** and self-expression.

These diverse teaching methods are empowering students to become active learners, critical thinkers, and creative problem-solvers, shaping their holistic development and preparing them for future challenges.

TEACHER'S PERSPECTIVES ON SAATHI SESSIONS

To enhance the continuity of the training sessions, the Pehlay Akshar Foundation's team conducts Saathi Sessions for teachers. These sessions primarily involve revisiting topics covered in workshops and fostering the integration of innovative learning practices within a closed circle of teachers, all under the guidance of a facilitator.

The survey findings indicate that **94% of the teachers participate in the Saathi Sessions organised across the schools**. The Saathi Sessions have proven to be beneficial for a significant number of teachers, considering the variety of activities and insights gained during these sessions.

- Approximately 69% of teachers found the revisions of learning from training workshops to be beneficial. Additionally, 63% of teachers reported that they were able to discuss their doubts with facilitators during the Saathi Sessions.
- A significant 42% of teachers regarded the Saathi sessions as a secure space for addressing problems that they were unable to discuss during the training workshops. Teachers cited self-consciousness and a lack of self-confidence as major reasons for preferring Saathi sessions to clarify their doubts.

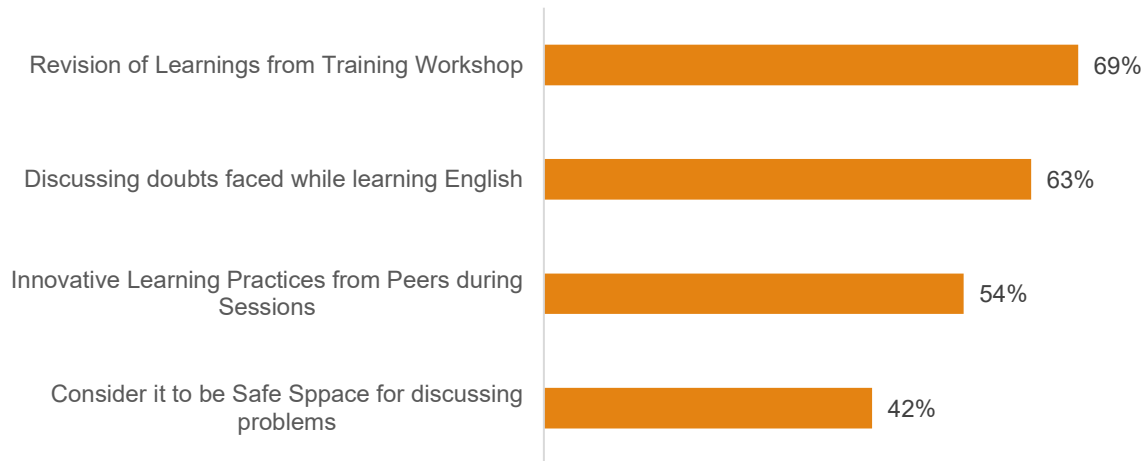


Figure 17: Outcomes of Saathi Sessions with Teachers

Around 79% of the teachers mentioned that they were satisfied with the ongoing Saathi sessions and wanted them to continue as they were going on.



Figure 18: Ongoing Saathi Sessions in Schools

- Among the remaining teachers, **6%** expressed a desire to shorten the duration of the sessions, stating challenges in managing their regular workload alongside attending additional training sessions.
- An additional **7%** of teachers expressed a preference for extending the duration of the Saathi sessions. They believed that these sessions were valuable and that increasing the time allocated would allow for the inclusion of more topics.

Revisiting topics covered in workshops and fostering the integration of innovative learning practices within a closed circle of teachers, under the guidance of a facilitator, has been effective in ensuring the programme’s sustained effects.

ENSURING CONNECTIVITY WITH TEACHERS

Pehlay Akshar Foundation’s team remains connected with the teachers throughout and after the training sessions via different methods.

WhatsApp Interventions:

Around **94%** of the teachers mentioned receiving resources such as videos and PDF documents, which enhance one’s English learning capacity.

Among those receiving resources over WhatsApp, **95%** of them find the resources beneficial for teaching in classes and often forward relevant resources to students.

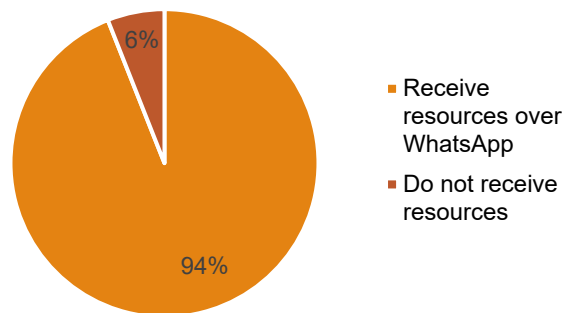


Figure 19: Responses by teachers on WhatsApp interventions by Pehlay Akshar Foundation

Sharing of additional resources via WhatsApp facilitates seamless dissemination of information and enhances collaborative learning among participants.

Pehlay Akshar’s App:

Pehlay Akshar Foundation has its application as well. The application allows teachers to improve their English learning skills through audio/video content, learn about new activities that can be conducted in classes, etc.

Approximately **63%** of teachers mentioned using the Pehlay Akshar Foundation’s app, while **4%** of teachers mentioned that they were not aware of the app.

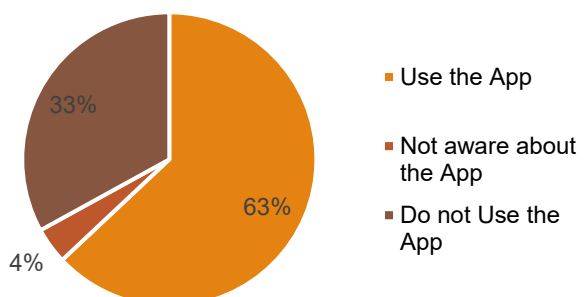


Figure 20: Usage of Pehlay Akshar Foundation App by Teachers

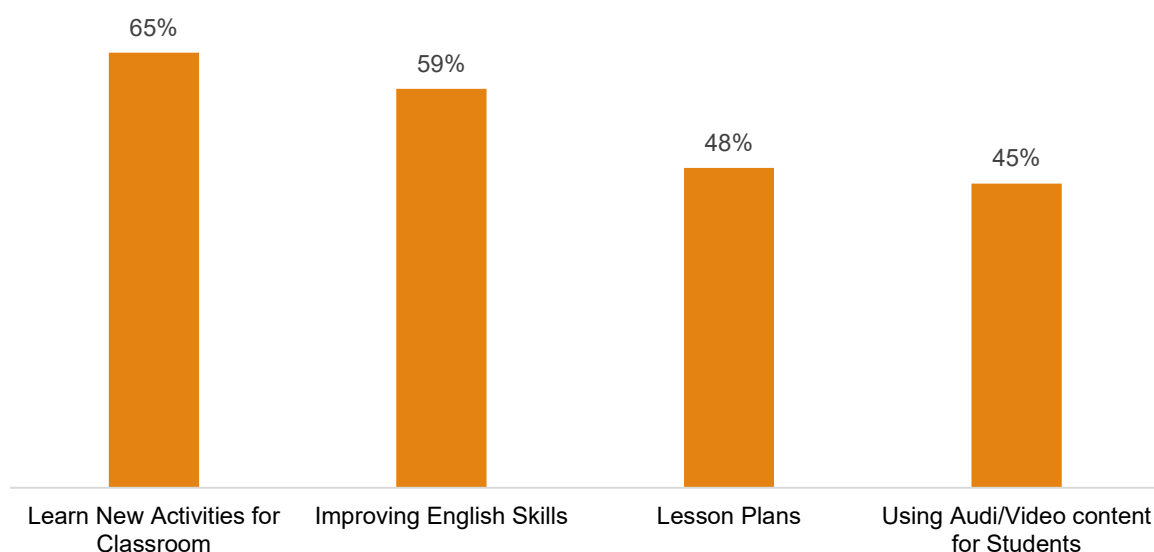


Figure 21: Usage of Pehlay Akshar's App by Teachers

- The predominant majority, **65% of teachers**, actively engage with Pehlay Akshar Foundation's app to learn new activities that **enhance their classroom teaching methodologies**.
- Simultaneously, **59% of teachers** leverage the application to **improve their English skills**.
- For **45% of teachers utilising the app**, the inclusion of **lesson plans emerges** as a particularly advantageous feature.

Teachers expressed that the **ready availability of comprehensive lesson plans significantly alleviates their tasks** throughout the academic year. The app functions as a valuable tool, serving not only for learning new activities and enhancing language skills but also for streamlining the lesson planning processes for an entire academic year.

EFFECTIVENESS OF THE LEARNING ROOMS

The **Learning Rooms** initiative is an interactive space with modern infrastructural facilities, resources, and skilled personnel who align together to build English Literacy and 21st Century Skills through daily sessions and weekly workshops.

Currently, the **Learning Rooms** run across 8 different locations.

- In schools featuring Learning Rooms, **73% of teachers** make **use of the resources available for instructing students**. The easily accessible resources within the Learning Rooms have considerably enriched the educational experience for both teachers and students.

- After Learning Rooms were established, 52% of teachers found the Digital Literacy training useful for operating smart TVs, while only 12% were aware of the "Codeachi" software used in the Smart TVs.



Figure 22: Library at Learning Rooms

- About 25% of teachers said the level-based learning workshops in Learning Rooms were helpful, and 18% learned about Pehlay Akshar Foundation's ideologies. A significant 30% of teachers agreed that classes in the Learning Rooms benefit student engagement.

The impact of Learning Rooms on students' learning experiences has been positive, marked by interactive sessions conducted across all these spaces.

- Teachers in schools equipped with Learning Rooms expressed their appreciation for the dedicated facilitators associated with these rooms. These facilitators not only provide robust support to students but also assume responsibilities, stepping in to assist in classrooms when teachers are absent or when there is a need for engagement across multiple grades in a single classroom.

"As a teacher, I've found the Learning Rooms incredibly beneficial for our students. The smart TVs make sessions interactive and keep them engaged. The English proficiency and Level Based Learning have been particularly advantageous for student engagement."

- Archana Ramchandra Sante, Teacher at MPS ICSE Wooden Mills School

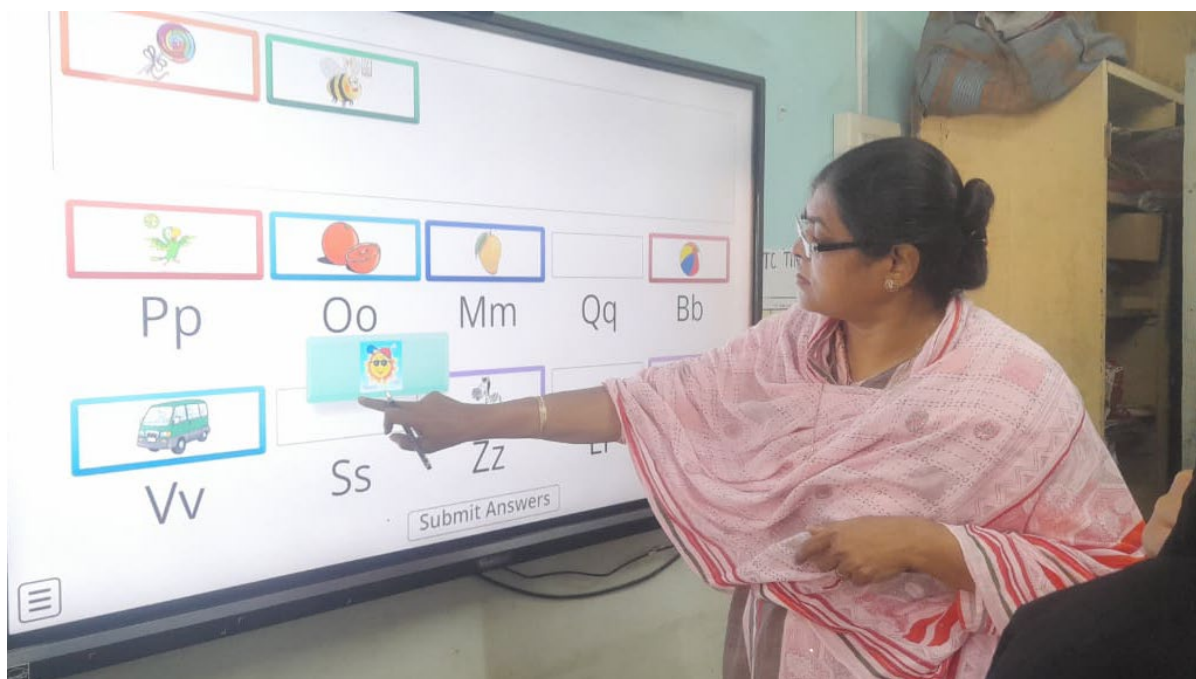


Figure 23: Teachers Using the Smart TVs in Learning Rooms

CLASSROOM OBSERVATIONS

The findings and insights mentioned in this section have been drawn from silent observations made across 10 different classrooms.

| Medium of Instruction in School | English Speaking | Student Engagement | Medium of Instruction followed | Student Behaviour |
|---------------------------------|--|---|---|---|
| English | 60% of the teachers make grammatical mistakes and make pronunciation errors. | 80% of teachers ensure engagement with students in classrooms through interactive methods. Additionally, teachers employ storytelling and participatory debates to enhance student involvement in classroom learning. Grouping students into a cohort of 5 for them to discuss certain topics during ongoing classes often followed by teachers | In any session across English Medium schools, teachers use English for the explanation of academic topics for around 70% of the content. For the rest 30% of the content, teachers resort to using vernacular medium of instruction for ease of students. | 75% of students positively engage with teachers, responding well to their interactive and engaging teaching approach. |

| | | | | |
|--|---|--|--|---|
| <p>Vernacular (Hindi/Urdu/Marathi)</p> | <p>80% of the teachers make grammatical mistakes and make pronunciation errors.</p> | <p>65% of teachers maintain student engagement in classrooms.</p> <p>Grouping students into a cohort of 5 for them to discuss certain topics during ongoing classes often followed by teachers</p> | <p>Teachers utilise the vernacular medium of instruction, specifically for subjects designated to be taught in English as per available resource materials, accounting for approximately 50% of the content. The remaining 50% of the content is delivered using English as the medium of instruction.</p> | <p>60% of the students positively engage with teachers responding to the engaging and appreciative approach followed by teachers.</p> |
|--|---|--|--|---|



Chapter 4: Impact Stories



4. IMPACT STORIES

This section of the report encompasses testimonials and impact stories detailing how the training program has been beneficial and impactful in the lives of teachers across BMC schools.

Yogini Pandya has over 25 years of teaching experience and is currently engaged at Gilderlane Municipal Public School. Yogini has uncovered an impactful method for handling multi-grade classrooms via enlisting higher-grade students as mentors for their younger peers in the same classroom. This not only aids older students in maintaining focus but also instils a sense of responsibility towards their younger classmates. Beyond academics, it nurtures leadership skills in older students, creating an effective teaching environment for a diverse range of grades within a single class. Pehlay Akshar Foundation has enlightened her on additional strategies for engaging multi-grade classrooms and catering to students with varying levels of understanding.

While resource crunches exist in schools, in terms of the availability of teachers, the adoption of flexible-paced learning and other methodologies taught during Level-based learning workshops has been beneficial for her.

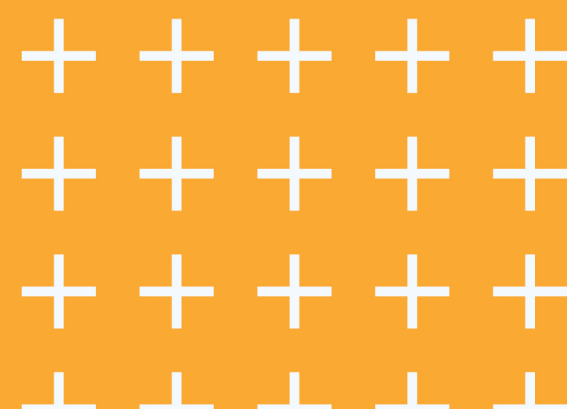
Sunanda Gaikwad teaches at Sardar Nagar Marathi Municipal Public School. In her 34 years of teaching, she has observed the unique learning journeys of every child, with some grasping concepts swiftly while others need more time to comprehend. Her dedication has always been to provide individualised attention, nurturing each child's potential and encouraging them to surpass their expectations. As she retires today, her commitment to guiding these students doesn't end with the school bell.

She has pledged to continue teaching beyond school hours, aiming to support them in excelling in their studies and achieving success in scholarship exams, especially considering their diverse financial backgrounds. Through Pehlay Akshar, she has learned to make her classrooms more engaging. The three pillars of appreciation, motivation, and encouragement have helped her make her classroom more fun and engaging.

With over 32 years of experience in teaching, **Jayprakash Upadhyay** at Poisar Hindi Medium School No. 2 School has witnessed significant shifts in the education system. Currently, he actively participates in meetings discussing the New Education Policy (NEP 2020) and contributes to training sessions aimed at its successful implementation. His involvement with Pehlay Akshar's training programs dates back to 2020. Remarkably, even before the NEP was introduced, Pehlay Akshar was already pioneering efforts towards crafting an enchanting classroom environment and fostering blended learning approaches. The approaches instilled by the Pehlay Akshar Foundation for the engagement of students have proven quite beneficial.



Chapter 5: Recommendations to the Programme



5. RECOMMENDATIONS TO THE PROGRAMME

While the programme has played a crucial role in shaping the teaching-learning experience across BMC schools, this section will offer recommendations to address certain challenges faced by teachers, aiming to enhance the programme outcomes. These recommendations are derived from field observations and interactions with teachers.

| Indicators | Current Scenario | Suggestive Recommendations |
|---|--|---|
| Target Groups (teachers) | <p>Approximately 60% of senior teachers with over 25 years of experience and those nearing retirement expressed dissatisfaction about attending the training sessions.</p> <p>They perceive limited value in the content, feeling it does not offer new insights or learning opportunities for them to be inculcated in classroom teachings.</p> | <ul style="list-style-type: none"> • The emphasis of the training sessions can focus more on teaching practices for teachers who are in the early stages of their careers. • The Pehlay Akshar Foundation's team can bring in collaborative opportunities with the senior teachers to understand and build on their yearlong learnings, and framing the training sessions accordingly. |
| Classroom Implementation | <p>Despite learning activities during training sessions, teachers struggle to implement them effectively in their classrooms due to the substantial number of students they have to manage.</p> <p>The training is not suitable for big class sizes, making it hard for teachers to use what they've learned in their classrooms.</p> | <ul style="list-style-type: none"> • Develop training modules that specifically address the challenges of managing large class sizes. Include strategies and techniques that are feasible and effective in such settings. • Incorporating practical demonstrations during training sessions to illustrate how teaching strategies can be adopted for large classrooms. Provide real-life examples and case studies that resonate with the participants can also be helpful for teaching-learning process. |
| Interval between training sessions | <p>The training sessions are conducted through 4 workshops at intervals of 2 to 3 months throughout the year. Each workshop is dedicated to a specific training topic, thus covering 4 major topics in an academic year.</p> <p>Attending training sessions after a prolonged gap poses challenges for teachers in integrating best</p> | <ul style="list-style-type: none"> • Conducting weekly training sessions rather than after prolonged intervals, can foster enhanced learning, enabling better application of acquired knowledge. • This approach is anticipated to cultivate a deeper comprehension of the material and its practical utilisation. |

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| | practices into their learning and teaching experience | Academic needs of students across different subjects and grade levels, ensuring a comprehensive and targeted approach to education |
| Classroom Support | <p>Due to resource crunches, teachers are overwhelmed with administrative tasks, leaving them with limited time to properly conduct certain student activities or teach effectively.</p> <p>The teachers are often stuck in a dilemma of completing the syllabus and adopting innovative teaching practices.</p> | <ul style="list-style-type: none"> Teacher's Support programme enabled by the facilitators from Pehlay Akshar Foundation's team can help provide basic hand-holding to teachers for the inculcation of the best practices in ongoing classes. |
| Interaction with Parents | <p>Engaging with parents presents a challenge for teachers, as many are primarily occupied with daily wage labour jobs.</p> <p>The lack of parental guidance and involvement poses a significant obstacle to achieving the expected outcomes of the project.</p> | <ul style="list-style-type: none"> To improve students' spoken English skills, it is recommended to introduce activities that promote English communication outside the classroom. Additionally, organizing sessions to enhance teacher-parent engagement and raise awareness among parents about the significance of education, particularly English speaking, can foster a supportive environment for students at home. |
| English Fluency | Teachers frequently encounter challenges in building confidence while communicating with students or fellow teachers. This is often influenced by a lack of fluency in English-speaking skills. | <ul style="list-style-type: none"> Incorporation of sessions focusing on the pronunciation skills of teachers can be initiated. Also, sharing worksheets for teachers to work on and practice can help cultivate the habit of English reading and writing for enhanced outcomes. |
| Sustainability of the intervention | <p>The extent of students' spoken English is confined to classroom settings, lacking exposure to English language usage at home.</p> <p>Owing to the socio-economic background of the students, most of them don't get an enabling environment at home to nurture their skills. Consequently, teachers often find it difficult to engage students to speak in</p> | <ul style="list-style-type: none"> To enhance students' spoken English skills, it is advisable to implement activities that encourage English communication beyond the classroom environment. Engaging teachers to implement similar activities can be beneficial. |

| | | |
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| | English, and students struggle to retain or apply these language skills outside the classroom. | <ul style="list-style-type: none">• Additional worksheets and home assignments tailored to students' learning levels can be customized and shared with teachers for distribution among their students. |
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