



IMPACT ASSESSMENT STUDY: BMC- PEHLAY AKSHAR TEACHER DEVELOPMENT PROGRAM

MAY 2022

PREPARED BY:



COMMISSIONED BY:



ABOUT PEHLAY AKSHAR



Pehlay Akshar Foundation works to ensure every child has access to a holistic education that prepares them for the 21st century workplace

Pehlay Akshar commenced its operations in 2008 in partnership with the government schools in Mumbai. Having observed systemic issues in conventional English teaching in the classrooms that focuses on rules and structures which makes learning difficult, Pehlay Akshar decided to intervene. They work towards creating safe spaces in the classroom to help learners be more receptive to a new language. Through their program, Pehlay Akshar is helping teachers enhance their functional English as well as classroom management skills so that the same can be translated effectively to students in the classroom.

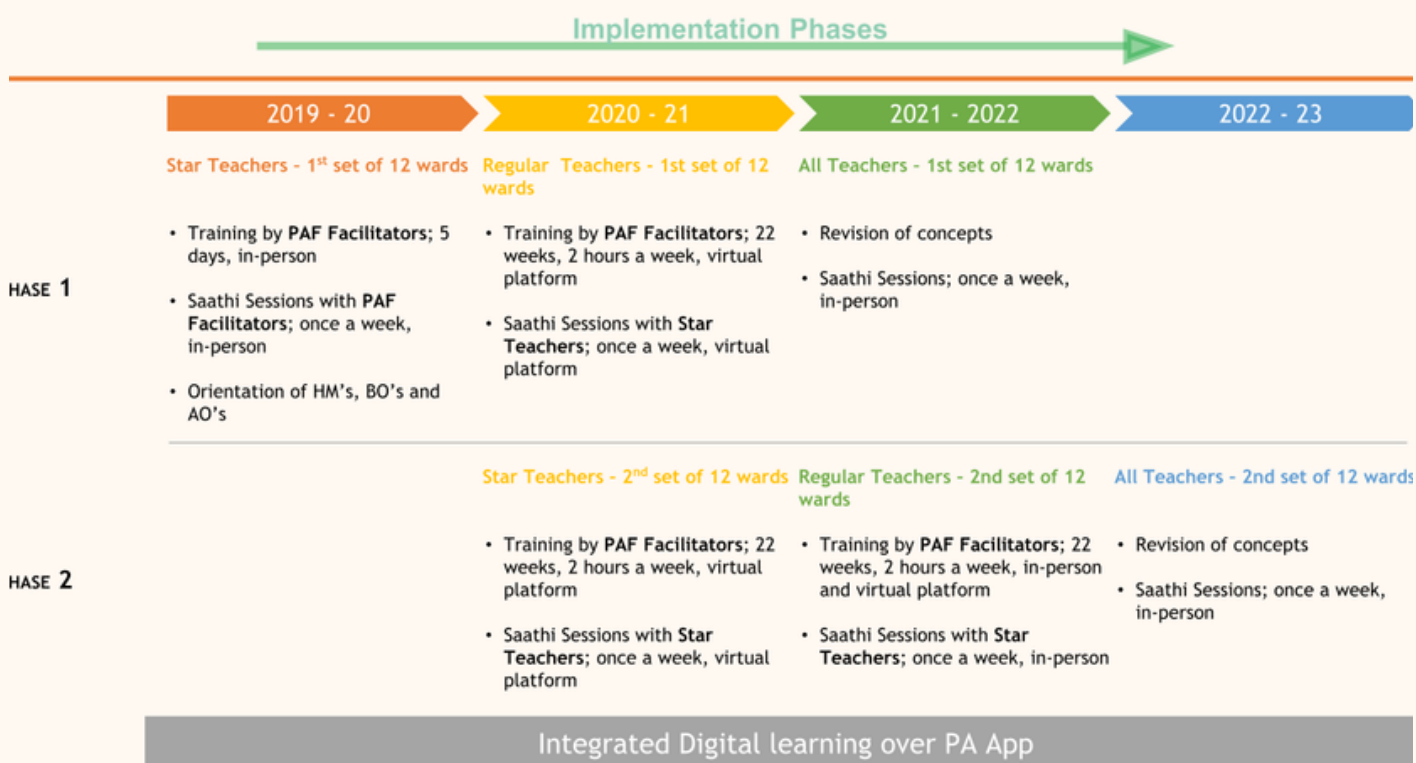
ABOUT THE PROGRAM

BMC - PEHLAY AKSHAR TEACHER DEVELOPMENT PROGRAM

In April 2016, Pehlay Akshar Teacher Training Program was initiated to enhance the classroom management and engagement skills of BMC government teachers spread across 24 wards in the Mumbai region. A scalable program was created wherein a two-pronged approach of imparting training sessions and providing a peer-learning platform to teachers was used. The program trains teachers in modern and smart pedagogies to break out of mental barriers and prejudices. Displaying agility, Pehlay Akshar shifted the teacher training program to a virtual mode due to the outbreak of COVID-19.

The program was divided into 2 phases, covering 12 wards in each phase, for ease of administration and program monitoring. The program followed a cascaded model for training all the government teachers. A cohort of 10% selected teachers was created based on aspiration, willingness, and demonstrated leadership capacity. These were called "Star Teachers" whose support was taken to train the rest 90% of the teachers, called as Regular Teachers. This model made the training program more effective, and efficient with a focus on peer interactions and learning.

The phases of the program are as shown below:



The Pehlay Akshar Foundation(PAF) and Municipal Corporation of Greater Mumbai (MCGM) program intend to impact 9000+ government teachers and 3 lakhs+ students through their intervention. The program has been built on the foundation of a robust implementation strategy with a well-qualified team to carry out the operations and the intervention with the school teachers. Over the course of 1 year of the program, the teachers go through a rigorous **22 sessions of training** and **34 peer-to-peer learning sessions in the form of structured and PAF facilitated Saathi Sessions.**



Selection and Capacity Building
6 months

Selection of STAR teachers from 12 wards

Training and capacity building of the selected STAR teachers



Implementation and Capacity Building
12 months

All primary and upper primary teachers of the 12 wards undergo training by Pehlay Akshar Trainers

Trained STAR teachers conduct "Saathi Sessions" for the Regular Teachers with the help of PAF facilitators

PAF Facilitators conduct Saathi Sessions for Star Teachers for capacity building



Implementation and Revision
12 months

All teachers of the 12 wards continue to undergo training at a lower frequency

Trained STAR teachers continue conducting "Saathi Sessions"



Monitoring and Assessment
12 months

Refresher training for teachers who have been through the program

Integrated Digital learning for teachers through the APP

Saathi Sessions continue with minimal from Pehlay Akshar

The Pehlay Akshar Foundation and Municipal Corporation of Greater Mumbai (MCGM) have collaborated to train and build the capacity of all primary and upper primary teachers by 2023, to improve their English language pedagogical techniques for improved English learning outcomes among children.



IMPACT ASSESSMENT STUDY

BMC - PEHLAY AKSHAR TEACHER DEVELOPMENT PROGRAM

This report presents the findings from the impact assessment study of the BMC-Pehlay Akshar Teacher Development program, conducted in 24 wards of the Greater Mumbai area. The program has supported teachers with training to improve their English skills and ability to engage with students in the classroom.

The impact assessment study carried out between April 2021 to April 2022 adopted a longitudinal study design wherein data is collected prior to, during, and post-intervention. The data is collected from various program stakeholders including the teachers, headmasters, and the program team. Following the OECD framework for impact assessment, the study has been carried out using the lenses mentioned below:



The **Relevance** of the teacher training program basis the needs of the government schooling ecosystem.



Rigour and **Effectiveness** of on-ground implementation, stakeholder involvement and participation to enable timely outcome delivery.



Building the capacity of teachers in new pedagogical techniques for converting classrooms into a safe space to learn for the child, as the result of the **Impact** of the program.



The **Sustainability** of the program, teachers' willingness and motivation to continue undertaking professional development and engage positively with the students for better learning outcomes.

Methodology

Sattva followed a mixed-methods approach comprising qualitative and quantitative methods of research for data collection. Sattva conducted quantitative surveys, FGDs and in-depth interviews for Star Teachers, Regular Teachers and the Pehlay Akshar Program team. Sattva also conducted an independent Functional English Assessment to objectively assess the English skills of the teachers. Further, a Growth Mindset assessment was conducted to assess beliefs, mindset triggers and attitudes towards learning and development.

While the study has measured the impact of the program on both *Star* and *Regular Teacher* cohorts separately, the focus has been on Regular Teachers due to their significantly larger population size. The evidence for the program's impact on the teachers has been mapped across 4 key areas of development. The insights in this Report also map these key impact areas, as follows:

- **Self Development:** Teachers' desire to learn and undertake professional development
- **Peer-to-Peer Learning:** Readiness to seek the support from peers for learning and growth
- **Classroom Practices:** Creating a safe space and learning-friendly environment in the classroom
- **Functional English:** Improvement in English communication and English teaching skills

Longitudinal Stakeholder Sampling

Stakeholder	Survey	Growth Mindset Assessment	Functional English Assessments	In-depth Interview	Classroom Observation
Phase 1: Endline Star Teachers	105	570	97	5	7
Phase 1: Endline Regular Teachers	300			25	
Phase 2: Baseline Star Teachers	140	1175	106	5	No classroom observation due to virtual setting of schooling
Phase 2: Baseline Regular Teachers	314			25	
Phase 2: Endline Star Teachers	105	641	240	5	76
Phase 2: Endline Regular Teachers	300			25	
Pehlay Akshar Management Team				All	



E F G H I J K L M N O P Q R S T U V W
Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx

گھاس ورق خط تاش دروازہ شاخ آگ تارے تاج ناپ

RED ORANGE BLUE YELLOW
YELLOW GREEN PURPLE GREEN GREEN
GREEN

INSIGHTS

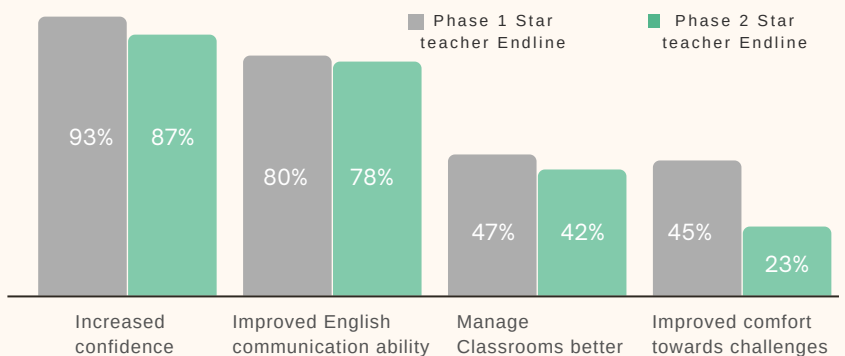
Impact of the Program on the 'Star Teachers' Cohort

'Star Teachers' are 10% subset of the BMC teachers selected by the program based on leadership capacity and willingness. Star teachers help facilitate self-help peer groups called Saathi Sessions for the remaining 'Regular Teachers'; in order to enable judgement free peer interactions and learning.

Phase 2 Star Teachers perceive the program to have improved their confidence levels and encouraged professional development

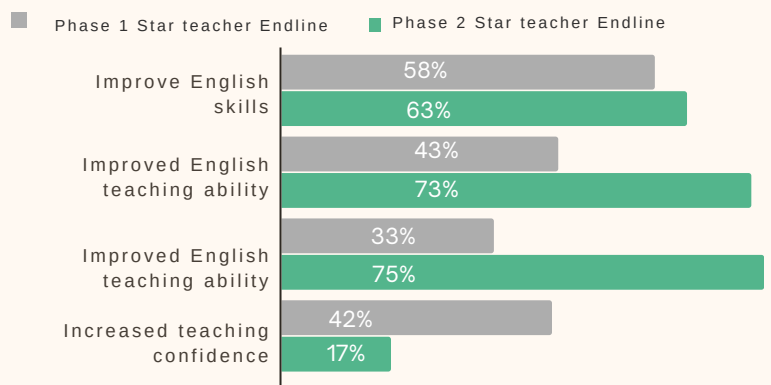
As key facilitators of peer learning sessions for the Regular Teachers, 89% of the Star Teachers reported **high confidence** in leading these sessions. Star Teachers outlined receiving constant support and encouragement from Pehlay Akshar facilitators which resulted in increased comfort in their leadership role as Star Teachers.

Phase 2 Star teachers perceive an improvement in their confidence, English and teaching abilities due to the program
Positive impact due to the program | Star Teachers (N=105)



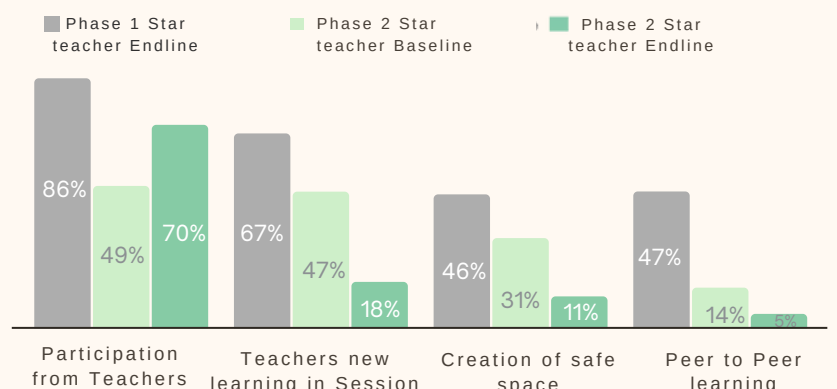
79% of the Star Teachers perceive an improvement in their own and the Regular Teachers' **teaching abilities**. They have reported an efficacious pivot in the cohort teachers' English competency as well as skills to manage the classroom due to the program.

Phase 2 teachers reported having achieved the goals set by their cohorts during the start of the intervention
Goals achieved by your cohort | Star Teachers (N=105)



While Star Teachers believe that their cohorts are trying to make active efforts towards their **professional development**, increased workload due to the reopening of schools has manifested in low attendance and participation in the sessions. 89% of the Star Teachers reported facing reduced attendance and lower motivation from Regular Teachers during Saathi Sessions. Pehlay Akshar demonstrated agility in addressing these challenges by introducing flexibility in session timings to suit the convenience of the teachers. This resulted in a consequential improvement in participation and learning in the sessions.

Phase 2 Star Teachers' are more focused on ensuring higher attendance and participation from regular teachers than over their learning and content reception
Outcomes of Saathi Session | Star Teachers (N=105)



Impact of the Program on the 'Regular Teachers' Cohort

Regular Teachers are all the BMC teachers who are trained by the Pehlay Akshar trainers and participate in peer-learning sessions facilitated by Pehlay Akshar Facilitators with the support of 'Star Teachers'. The sections below outline the impact of the intervention on this cohort of teachers.

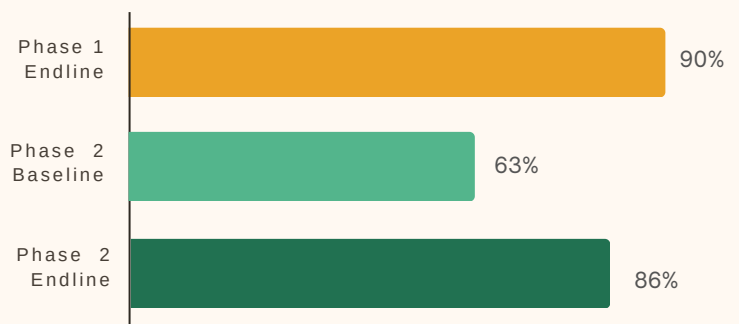
1. SELF DEVELOPMENT

Teachers' Desire to Learn and Undertake Professional Development

75% of Phase 2 Teachers have reported being motivated to attend the program despite having to cope with the changes in online and offline schooling modes due to the pandemic waves.

Teachers' motivation mainly stems from their desire to improve their classroom management, enhance their subject teaching skills and develop their student's English abilities.

Teacher feel they now have adequate resources and opportunities for self development
Phase 2 Teachers (N=300)



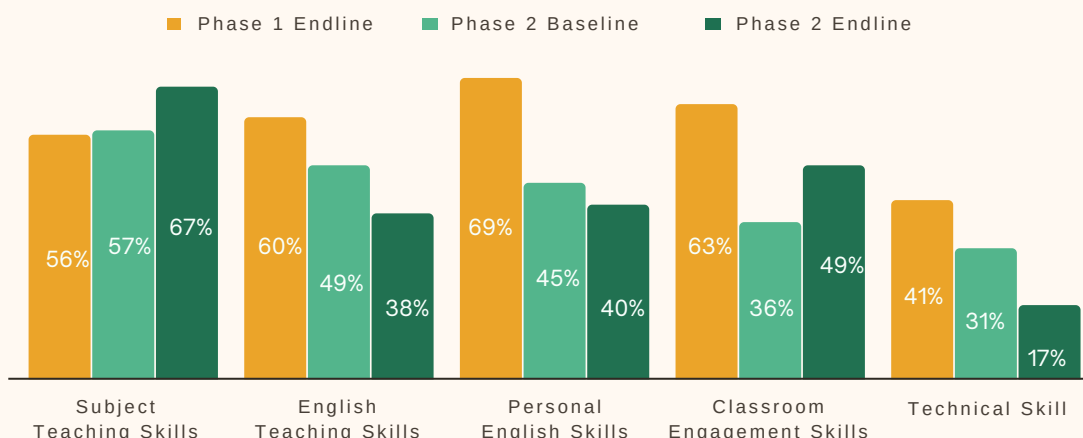
1.1 Provision of resources and guidance from Pehlay Akshar enabled teachers to undertake professional development

During the Baseline study, 66% Phase 2 teachers perceived a need for a capacity-building program due to the reported lack of guidance and resources to upskill themselves, which in turn hampered their motivation to undertake professional development.

Post the intervention, 86% of Phase 2 teachers reported the bank of resources supplied by Pehlay Akshar like worksheets, activities, English-speaking material, etc. to be very useful. They expressed the desire to continue receiving the same. However, with the reopening of schools and an increased need for engaging students in the classroom after a gap of 2 years, teachers are inclining more towards improving their subject teaching and classroom management skills over English enhancement.

Shift in primary motivation from Personal English improvement to Subject teaching for Phase 2 teachers

Motivation to attend the training program | Phase 2 Teachers (N=202)

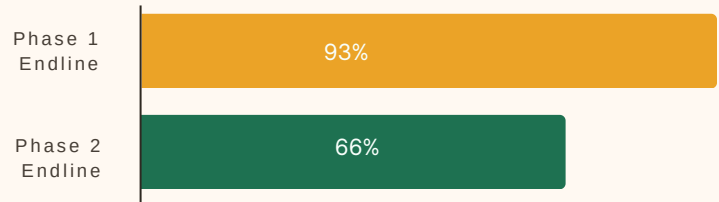


1.2 Lack of time has been the biggest hindrance to undertaking professional development for the BMC school teachers

First the onslaught of COVID-19 which brought administrative duties to check the health emergency and next the reopening of schools has significantly increased the workload on teachers, aggravating the existing challenge of a lack of time. With added responsibilities including recurring health check-ups, community mobilization, ration distribution, etc, teachers are finding it challenging to devote time to self learning.

Compared to 93% Phase 1 teachers only 66% Phase 2 teachers are spending dedicated time on professional development

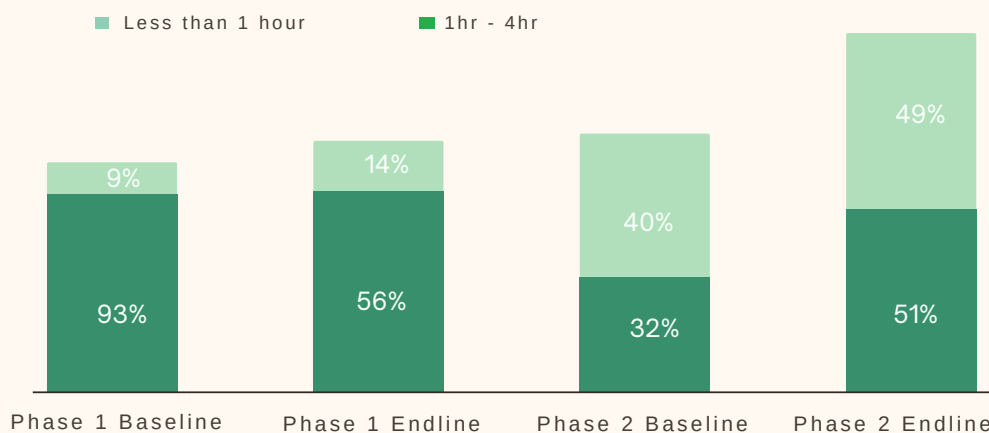
Numbers of hours spend weekly on professional development | Phase 2 Teachers (N=300)



Despite guidance and resources provided by PAF, only 66% Phase 2 teachers are spending dedicated time on their professional development with only 40% spending time on English development. As a function of schools reopening, teachers are more focused on polishing their classroom management techniques in this phase.

Lower number of Phase 2 teachers are actively spending time on English skill development

Time spend weekly on English development | Phase 2 Teachers (N=300)



2. Peer to Peer Learning

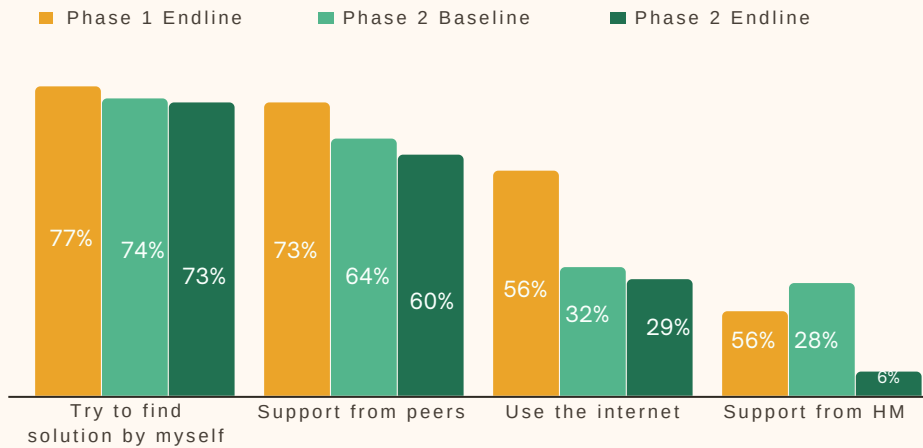
Readiness to seek support from peers for learning and growth

For peer learning and knowledge sharing, Pehlay Akshar has provided a platform in the form of weekly Saathi Sessions, facilitated by the Star Teachers and the Pehlay Akshar team to encourage peer learning and confidence to seek support. During these sessions, the teachers not only share their classroom experiences and challenges but also immerse themselves in activities to hone their functional English as well as soft skills.

2.1 Saathi Sessions have provided a safe space to the teachers to share and discuss their challenges

96% of the teachers perceive a strong presence of safe space in Sessions. Teachers also reported that sharing classroom experiences in the sessions has improved their confidence to reach out to their peers for support and reduce their dependence on the headmasters for the same. The headmasters are still consulted on critical issues and challenges. Further, 99% of teachers have reported Saathi Sessions to be useful in giving an opportunity to engage in English speaking and activities which helps improve their confidence and reduce the fear of the language.

Phase 2 teachers' dependency on their Headmasters has drastically reduced Teachers mitigating challenges
Phase 2 Teachers (N=300)



Teachers connect with peers prior to the program was infrequent and lacked focus on structured peer learning. With the weekly recurring Saathi Sessions, teachers reported that Saathi Sessions have been able to provide them with a structured platform for regular peer interaction and co-learning.



8.5
Average Rating
for training
sessions



8.4
Average Rating
for training
Saathi Sessions



2.2 Saathi Sessions have induced a positive shift in the growth mindset amongst the teachers

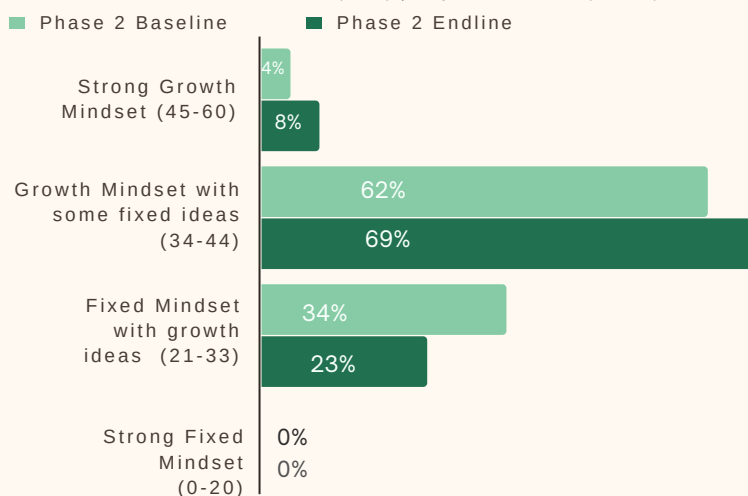
Carol Dweck coined the terms fixed mindset and growth mindset to describe the underlying beliefs people have about learning and intelligence. When learners believe in their potential to grow, they understand the value of effort which leads to higher achievement.

An independent assessment of teachers was conducted using an empirically tested questionnaire to understand the program's influence on teachers' beliefs to learn and grow. The results demonstrated that after undergoing the training program, teachers exhibited a positive shift in their ideas of learning and growth or a higher 'growth mindset'.

While in-depth discussions with the teachers reflect persisting inhibitions towards English and the use of technology, teachers have shown progress in terms of adopting the new tech tools learnt in the training. Hence, frequent growth mindset exercises, and reminders will ensure a sustained shift in mindset in teachers which is critical to ensure translation of the same to students in the classroom.

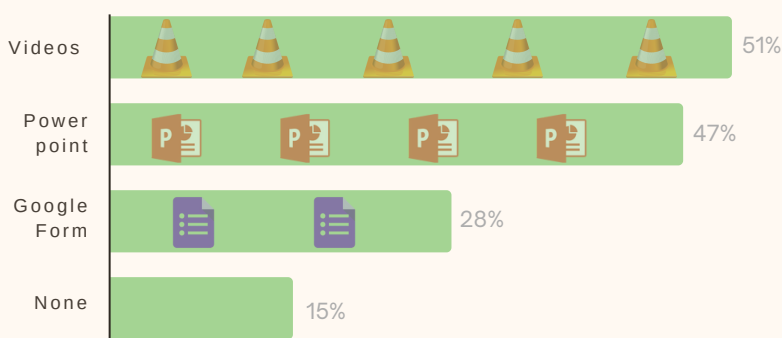
Most Phase 2 teachers display "growth mindset with some fixed ideas"

Growth mindset Rubric with Scores (0-60) | Regular Teachers (N=300)



Phase 2 teachers were able to adopt the following tech tools in their virtual classrooms

Tech learning applied by teachers | Phase 2 Teachers (N=300)



Fixed Ideas Growth Ideas

Questionnaire Statements (Indicative List)	Phase 1 Endline Response (Average)	Phase 2 Baseline Response (Average)	Phase 2 Endline Response (Average)
Some people are good/kind and some not, but people don't change often	42% Agree	63% Agree	58% Agree
Math is much easier to learn if you were born with talent for it	28% Agree	46% Agree	42% Agree
You can do things differently, but the important parts of who you are cannot really be changed	52% Agree	59% Agree	54% Agree
Music talent can be learned by anyone	25% Disagree	42% Disagree	44% Disagree
I appreciate when colleagues, headmasters or parents of students give me feedback about my performance	96% Agree	65% Agree	70% Agree

3. Classroom Practices

Creating a safe space and learning-friendly environment in the classroom

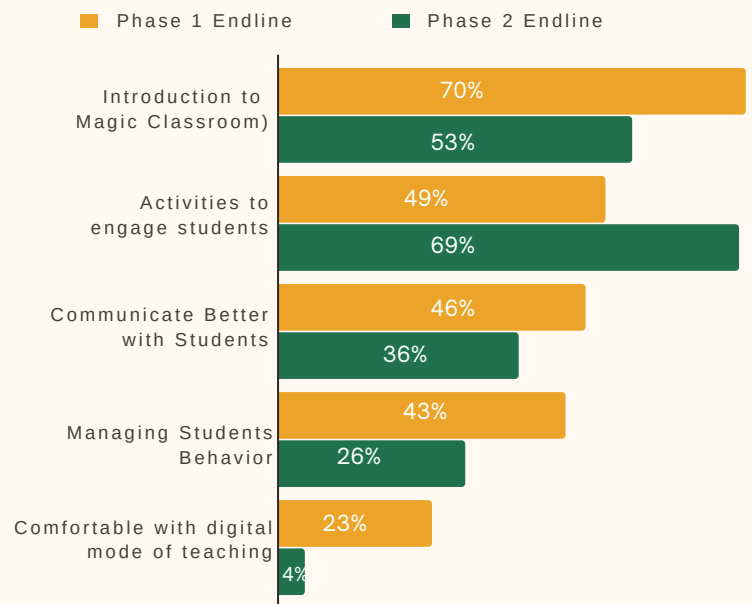
3.1 Teachers reported that the program has equipped them with new and improved teaching and classroom management techniques

With Schools reopening and students returning to the classroom after gap of almost 2 years, teachers feel a stronger need to improve their classroom management to make their lectures more engaging for students

Attributing to Magic classroom pillars* and energisers covered in the Training sessions, 91% Phase 2 teachers reportedly perceive an improvement in their teaching abilities and an increased participation from students in the classroom as a result of practices and techniques taught by Pehlay Akshar. Magic Classroom is an important concept developed by Pehlay Akshar which rests on 3 important pillar of i) Appreciation ii) Motivation and iii) Engagement in order to ensure judgement free safe learning spaces in the classroom.

Phase 2 teachers are employing various classroom teaching methods taught to them in the session

Pehlay Akshar training improved teaching ability of teachers | Phase 2 Teachers (N=279)



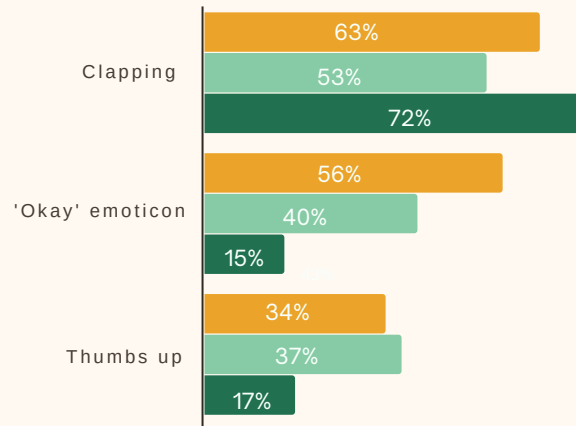
3.2 Implementation of the 3 pillars of Magic Classroom

Appreciation

Phase 2 Teachers are employing methods like claps and snaps to **appreciate and encourage** students as compared to more virtual means used by Phase 1 teachers during online classes

Pehlay Akshar training improved teaching ability of teachers | Phase 2 Teachers (N=279)

Phase 1 Endline Phase 2 Baseline Phase 2 Endline

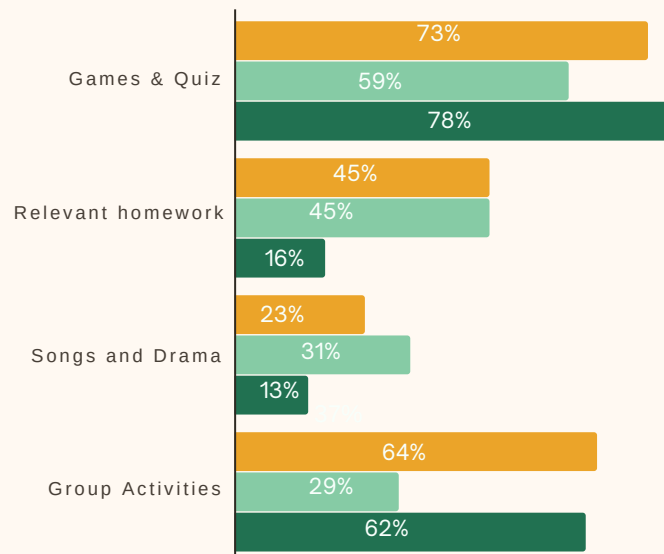


Engagement

Phase 2 Teachers are using various activities to **engage** with the students

Engagement- Magic classroom Pillar | Phase 2 Teachers (N=300)

Phase 1 Endline Phase 2 Baseline Phase 2 Endline

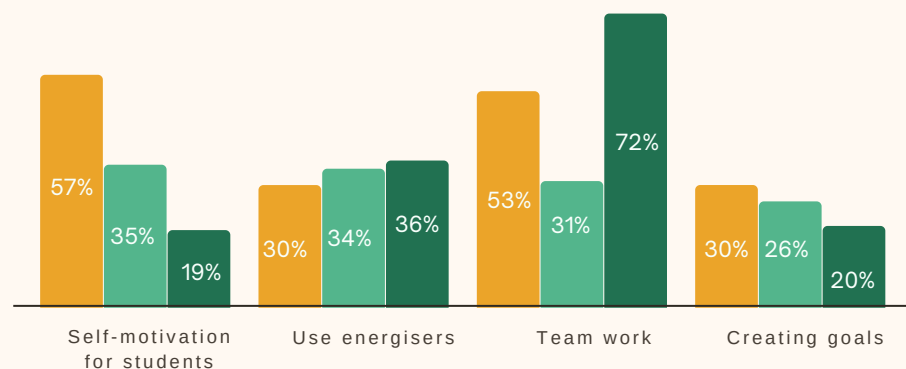


Motivation

With schools reopening, Phase 2 Teachers are being able to actively **motivate** students through team work

Motivation- Magic classroom Pillar | Phase 2 Teachers (N=300)

Phase 1 Endline Phase 2 Baseline Phase 2 Endline

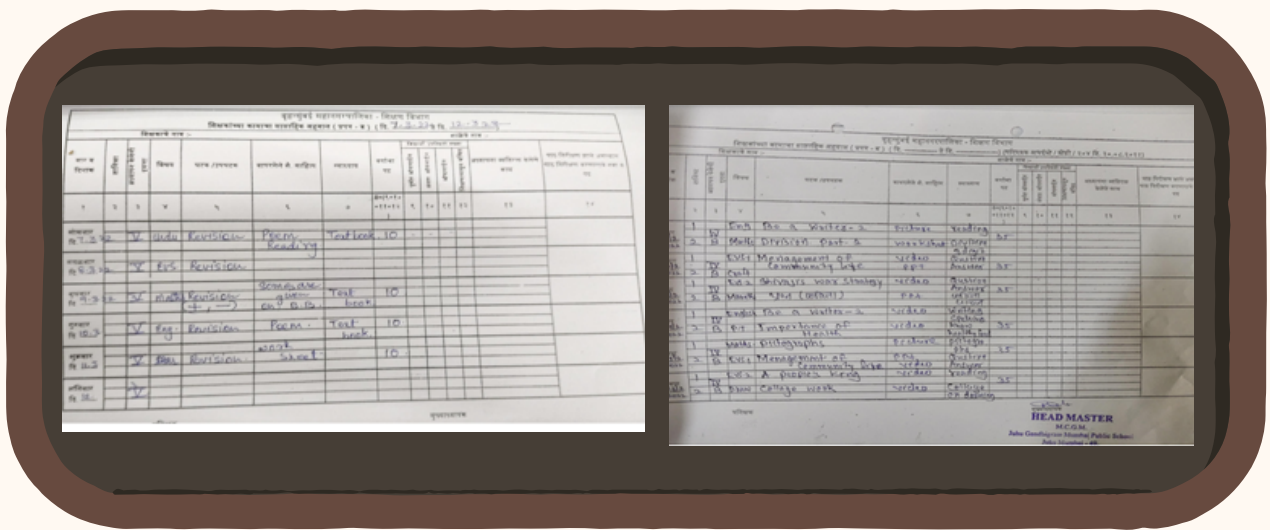


3.3 Teachers are actively using Teaching and Learning Materials in their classroom but are unable to build effective lesson plans

In addition to the 3 pillars of Magic Classroom, Sattva, during the study, observed the usage of TLM (Teaching/Learning Material) with teachers using handmade charts on environmental and mathematical topics, objects like prisms, weighing scales, etc. to aid subject matter understanding and improve students' engagement with the lessons.



One area of best classroom practices where the BMC teachers can use Pehlay Akshar's support is to create lesson plans. Based on observations during the study, Phase 2 teachers are not creating lesson plans proactively despite a mandate from the BMC. The Pehlay Akshar training can equip teachers with effective mechanisms and standard techniques to be followed while planning their lessons. These pro-tips will not only help teachers engage better with the students but also help complete the syllabus on time which is a common challenge reported by the teachers.

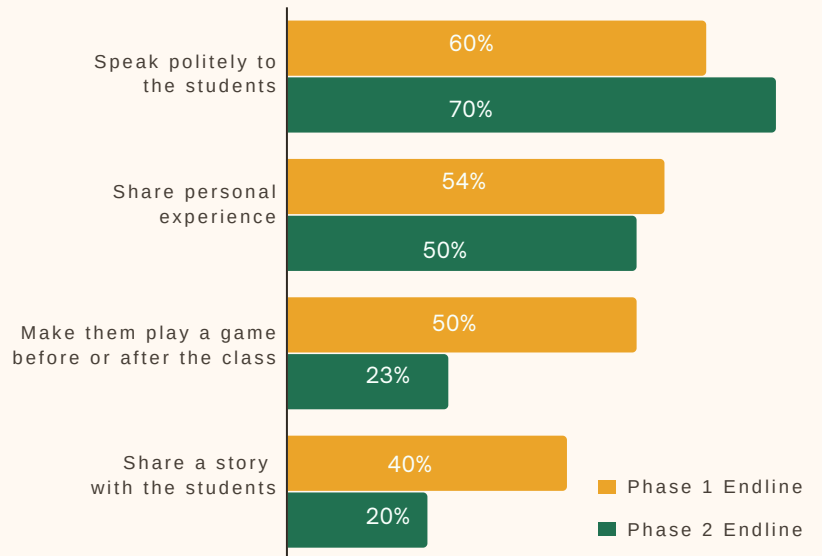


3.4 The program has equipped teachers in ways of creating a positive student-teacher relationship in the classroom

The government school teachers had earlier reported facing challenges in dealing with difficult situations and student behaviors. The program has equipped teachers with techniques such as counseling, understanding and empathizing with the students, and speaking to students about their issues.

98% of Phase 2 teachers are actively opting for polite conversations. As compared to the Baseline study, 30% more teachers during the Endline study reported using counselling methods to develop a positive student-teacher relationship and make the students feel safe.

Teachers are actively building a positive classroom environment
Activities to build a positive student-teacher relationship | Phase 2 Teachers (N=279)



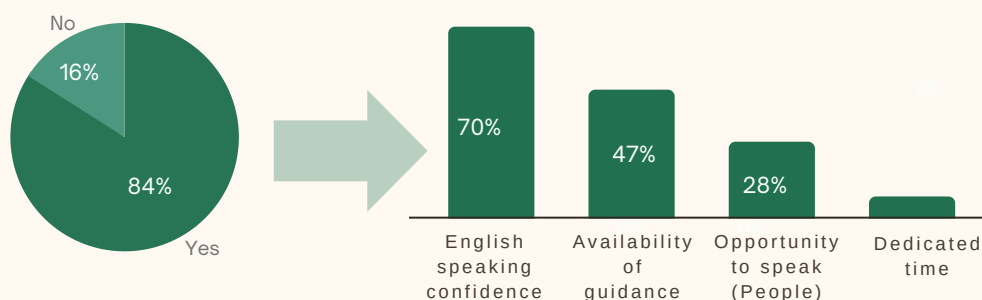
4. Functional English

Improvement in English Communication and English Teaching Skills

4.1 The program has helped in checking teachers' inhibitions towards English speaking and communication

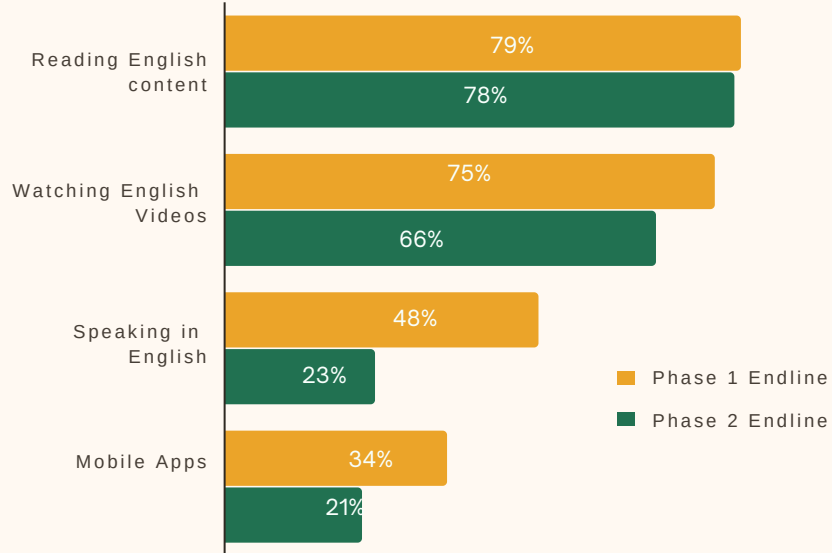
During the Baseline study, 84% of Phase 2 teachers expressed their aspiration to improve their English skills but reported having inhibitions towards the language due to a lack of i) systematic guidance, ii) self-confidence, and iii) opportunities to communicate in English with friends or family. The program has provided structured guidance and a dedicated peer-interaction platform in the form of Saathi Sessions to help break mental barriers toward the language.

Phase 2 Teachers have been able to overcome challenges previously inhabiting their English learning aspirations
Challenges able to overcome | Phase 2 Teachers (N=300)



The teachers are reportedly satisfied with the resources and guidance provided by PAF and aspire for more guidance in the future, as it helped them undertake English development. As per the feedback from the teachers, the sessions where Functional English content was covered were also the best-received sessions. Not only were these sessions the most enjoyable as per ratings from teachers, but also witnessed a high level of content retention and understanding.

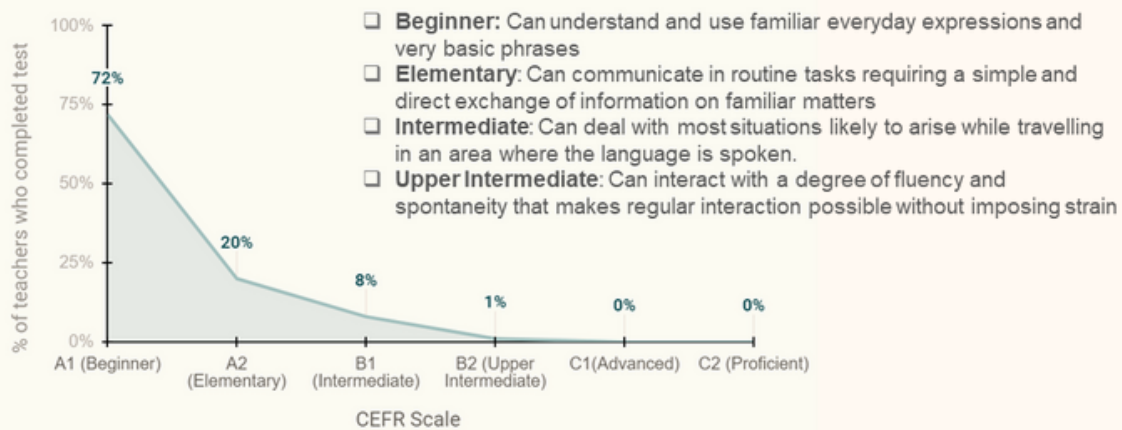
Resources used by the teachers to improve their own English skills
Resources use to improve English skills | Phase 2 Teachers (N=198)



4.2 Objective assessment of teachers' English skills highlights scope for improvement and growth

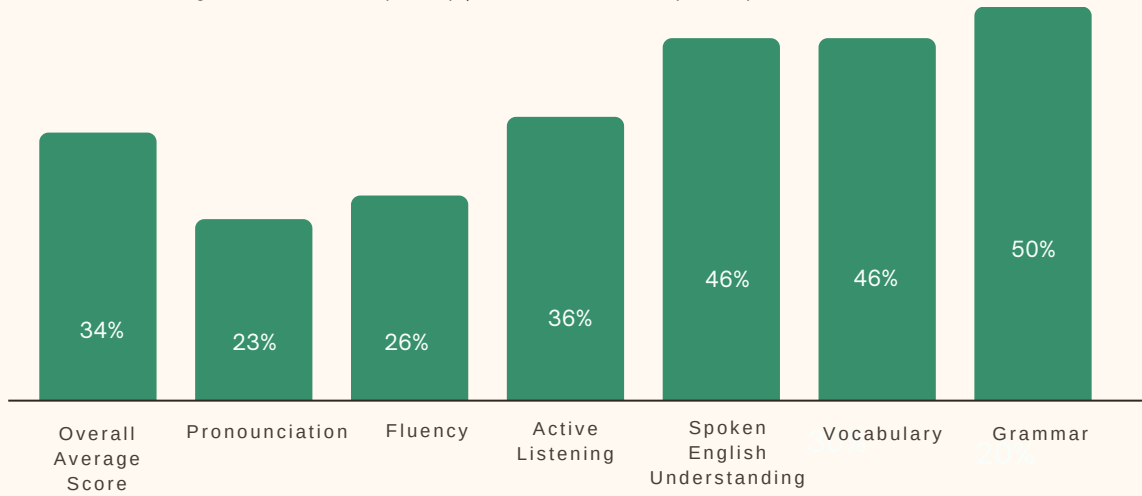
As per an objective SVAR English Assessment conducted by Sattva, close to 3/4th of the teachers are at still the Beginner CEFR level during the Endline. Though the overall scores highlight the scope for improvement, teachers on average scored better in the conceptual English sections in comparison to the pronunciation and fluency sections.

Majority of the Teachers are at the Beginner or Elementary level in the Endline Assessment
SVAR Functional English Assessment (CEFR Scale) | Phase 2 Teachers (N=185)



85% of teachers themselves aspire to improve their English skills further, including their Grammar and Vocabulary understanding. These competencies can be developed in the upcoming phase of the program through higher immersion and practice of functional English concepts.

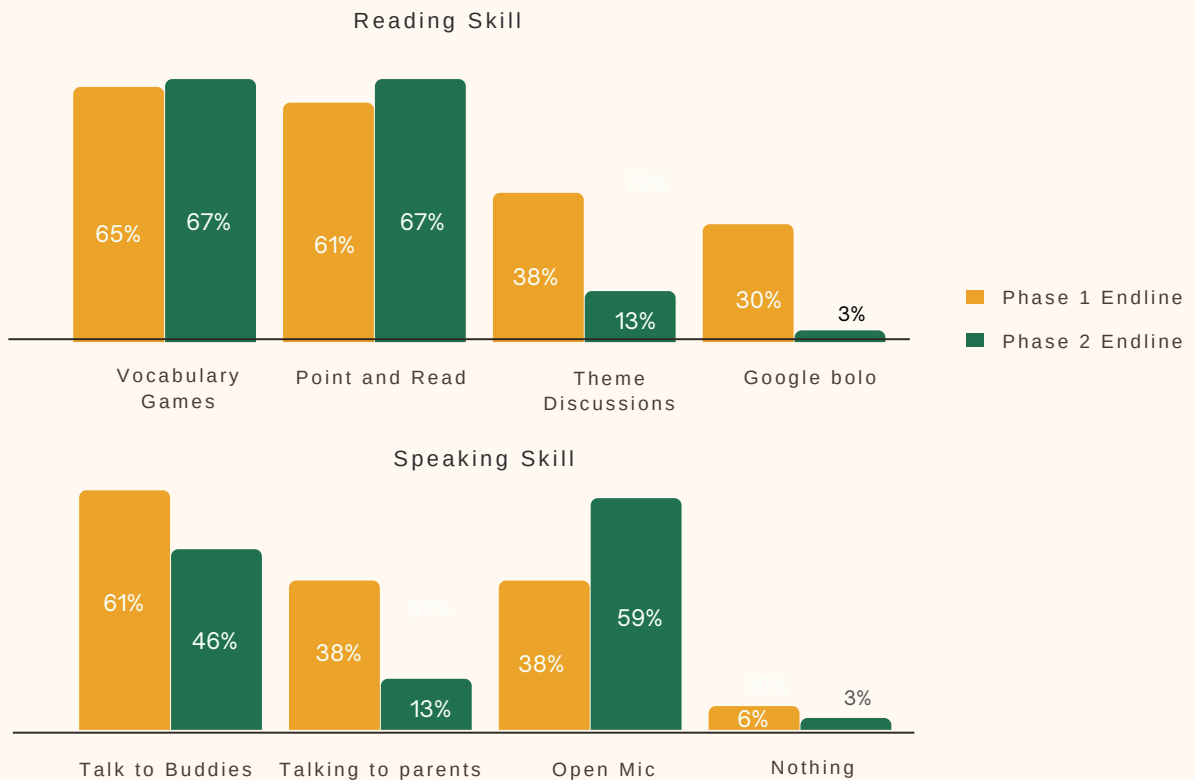
In the SVAR Assessment, teachers demonstrated better scores in the conceptual understanding section
SVAR Functional English Assessment (0-100) | Phase 2 Teachers (N=185)



4.3 While the program has equipped teachers with new English pedagogical techniques, there is still active usage of vernacular languages while teaching in the classroom

87% of Phase 2 teachers reported that Pehlay Akshar Training has equipped them with innovative pedagogical techniques for English teaching in the classroom. These methods have proved to be effective in initiating a positive shift towards learning the language, as per discussions with the teachers.

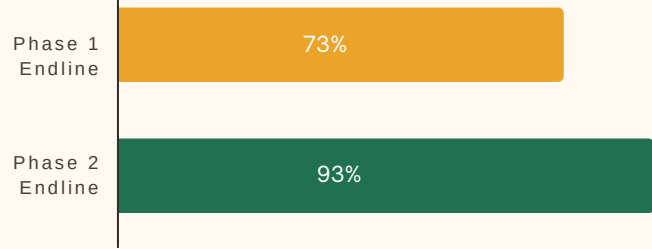
Phase 2 teachers are using various activities to improve students English reading and speaking skills
Activities to improve students' reading and speaking skills | Phase 2 Teachers (N=220)



However, 93% of teachers reported undertaking the active usage of vernacular language in the classroom due to students' inability to comprehend English words and phrases. Sattva's classroom visits further corroborate the active usage of vernacular language in 75% of the classrooms observed

More number of Phase 2 teachers are using vernacular language

Extension of usage of vernacular language in classroom | Phase 2 Teachers (N=221)



4.4 Teachers have reported low confidence in their students' current English competencies and a need for support in the area

Only 24% of the Phase 2 teachers exhibit confidence in their students' ability to communicate in English. While there has been a marginal improvement in the teacher's perception of their students' English skills, there lies the scope for improvement.

Teachers have reported making efforts to speak more in English in the classroom to increase students' receptivity to English. 57% of the teachers also reported needing further support from BMC and Pehlay Akshar in their English teaching for more effective engagements in the classroom with the students.



57% Teachers require further support from BMC to ensure improvement in their classroom teaching



13%

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