

PADHE BHARAT BADHE BHARAT - UP

Targeted Enhancement of Learning Outcomes through Supportive Supervision (TELOS)

COVERAGE

Districts: 5
 Blocks: 72
 Nyaya Panchayats: 743
 Supervisors: 1163
 Schools: 8246
 Teachers: 35,585
 Students: 9,23,333



APPROACH

- Build on the pilot study (ECDILO) to **support the state in achieving the objective of enhanced quality** under the PBBB scheme of the Learning Enhancement Programme of MHRD, GoI.
- **Provide directional inputs to focus on outcomes at multiple levels.** The focus is on what teachers and those supporting them need to ensure that children attain the desired outcomes.
- **Measurable indicators** for
 - Higher order learning outcomes for students
 - Academic and managerial performance of teachers
 - Academic and supervisory leadership provided by DRTs, BRTs and NPRCs
- **Focus on effectiveness.** Consistent planning and monitoring to ensure demonstrated improvement in learning levels and supportive supervision through building competence and providing opportunities for enhancing performance.

ROLLOUT

- **3 workshops** at state-level with DRTs; **3 workshops each** at block-level with BRTs, and teachers and NPRCCs
- Need-based on-site and online support by UNICEF and Ignus
- Baseline and end-line performance assessment with continuous supportive monitoring

PROJECT BACKGROUND

Objectives

- 1.1. Students of Class 3 and 5 will improve more than 3% in specific higher order learning outcomes, in Hindi and Mathematics.
2. At least 25% NPRCs and ABRCs covered under the project will move from Level 1 to Level 3 of performance indicators for personnel engaged in supportive supervision. The performance indicators are designed in relation to targeted teacher performance indicators and student learning outcomes.

Outputs

- Multi-level outcomes agreed upon with the entire system
- Guideline documents developed for teachers, trainers and supervisors.
- Measurable performance indicators developed
- Data-based plan created for outcome-oriented supportive supervision
- Baseline and End-line analysis of performance of students, teachers, NPRCs, BRTs and DRTs
- Fortnightly targeted plans developed and implemented at district and block level
- Near real-time monitoring using mobile phones to facilitate data-based responsive supervision

Highlights

From traditional hierarchies to supportive leadership

- BEOs are taking initiative and interest in ensuring academic quality by providing lesson plans and continuous monitoring
- BRCs and CRCs provide academic and supervisory support
- Teachers, supervisors and administrators converse freely about academic issues over WhatsApp groups

Inquire - Acquire - Inspire

- The descriptive and detailed performance indicators have been embraced by the system and are being utilised for target setting and for reviewing performance effectiveness
- Targeted action plans developed out of workshops are now implemented in the field; this is now a growing demand in all other workshops attended by the participants

PROGRAMME DESIGN PRINCIPLES

- Ownership of the programme has to come from the ground
- Programme should integrate with the existing state system and build state capacities
- Constructivist, student-centric pedagogical approach
- Granular Planning and regular monitoring of performance
- Support for developing strategies for teaching, training and monitoring is provided on the principle of scaffolding
- Generative frameworks work better for real ownership than providing documents
- Small steps lead to big changes

THEORY OF CHANGE

The project is designed based on extensive research and field implementations of **principles of behavioural psychology** (teacher and supervisor motivation), **learning sciences** (pedagogical methods) and **andragogy** (how adults learn) thus generating practical approaches to ensure ownership and sustain change.

The strategies to ensure that the program (improved performance of teachers and supportive supervision) leads to desired outcomes (improved performance of students on higher order learning outcomes in Hindi and Mathematics) are worked out in **collaboration with the stakeholders**.

The **planned strategies** are continually monitored for early warning signs so that preventive measures can kick in. **Context and level specific inputs** are provided to attain the desired outcomes, These range from: activities for Mathematics and Hindi, tips for making lesson plans, framing questions for teachers and conducting classroom observations, setting meeting agendas for supervisors.

Monthly meetings and online communication forums led by BRCs and NPRCs as well as a state-level helpline to resolve queries from the field, are **enablers** to ensure that the system takes charge responsively and effectively.

The unique highlight of this project is that the target of higher order learning outcomes for students and performance of teacher and supervisors, the percentage improvement at each level is decided beforehand. **This means that the output is fixed.** Thereafter, the continuous and need-based inputs for educational processes, supervision roles and training methods required to achieve these targets are flexibly executed. **This means that the inputs are flexible and are driven by the need and context.** Planning, monitoring and redesigning inputs to achieve targeted outcomes are a **new way of working** for improved professional competence and coordinated performance at all levels of the education system.



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