

ABC English Medium School (ABC)

Ahmednagar

School Development Project

Annual Work Report

Year 2019 - 20

Submitted By

Vowels of the People Association (VOPA)

Pune

Prologue

We are happy to present the Annual work report of the VOPA's School Development Project at ABC English Medium School. VOPA started working with the ABC last year in July 2018. Initially, we studied the school in depth and presented a detailed report in the form of SWOT analysis. Preparing that we had conducted individual and focused group discussions with teachers, discussions with the management team and directors, and we had also studied various documents related to school and ABC.

Based on SWOT report and the discussions with the school management personals, we had prepared a three years development plan for the ABC school. It mainly focuses on three aspects – Content development, Capacity building of teachers and Developing effective systems at the school.

The last whole year has been a fabulous journey for us to work with the ABC teachers. We conducted extensive training programs at the school, developed new systems and ensured the functioning by continuous monitoring and follow-up. Also, we took lot of efforts on the motivation and attitude building of the teachers. This helped us in getting better cooperation from the teachers.

We are sharing here the detailed report of the last year's work at ABC. This report will give useful insights to all stakeholders involved in the project.

Vote of Thanks

We are very grateful to all the teachers and their families who gave their valuable time for this training. We are also thankful to xxx and Ms. xxx for continuously assisting us throughout the year. Also, Mr. xxx , Mr. xxx, Mr. xxx, Mr. xxx, and Honorable Dr. xxx sir have given their valuable feedback and suggestions for the project. We are thankful to Mr.Pravin Sindhu, Mr.Ghanashyam Yenage for their backend but important contribution to this project. We are also thankful to Mr. xxx, Mr. xxx, Ms. xxx, Mr. xxx, Ms. xxx and other non-teaching staff at the school for their continuous support and involvement. We thank the supporters and donors to VOPA who believed in our efforts. And finally, we appreciate the contribution by lovely children at ABC for their support to our team and their teachers, they have helped this project in a subtle yet most important way.

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Report Summary

Sector	Section	No of Sessions	Output/ Outcome	Remarks
Educational Content Development	Lesson plans for all classes	6	52% Lesson Plans are ready.	Consider full time working teachers - 71% plans are ready.
	Lesson Plan Handbook	0	Brief guidelines and template is shared, we are working on the handbook.	Version 1.0 of the Handbook is ready.
	Data for research at ABC	4	We have started collecting data – 1. ASER Survey (Basic Reading-writing), 2. Aarasa Vahi (A book for writing observations about student)	1. ASER survey - Baseline July 2019, Endline Feb 2020 is collected 2. Teachers have written average of 20 observations for each student
	Collection of Games and Activities	4	Teachers have prepared a list of games and activities.	The booklet is in process.
Capacity Building	Motivation & Attitude Building	11	Teachers are motivated for capacity building and improvement in the school.	Student-teacher relation, team building, teacher-management relation has improved.
	Value Education	5	Teachers understand human values in ABC's context which are also helping them in their personal life.	Teachers started taking Small steps towards gender equality at their home. They show empathy towards students and give special attention.
	Teaching Skills	23	Improvement in lesson planning, storytelling skill, lesson delivery, classroom management.	Students are enjoying the new teaching methods which are more interactive and fun.
	Soft Skills	5	Increase in confidence and speaking skills of teachers.	Teachers have started sharing their views, thoughts
	Hard Skills	4	Teachers have started using MS word, the use of the internet increased.	They are still struggling with computer use. Need more practice and better equipment.
	Life Skills	7	Critical thinking, empathy, self-awareness has helped teachers become a better human being.	
	Unlearning	2	Changed biases about students' backgrounds and learning capabilities.	

Setting Effective Systems	Goal setting in the context of ABC	1	They now understand the ABC's vision better and have better clarity about goals for the school.	Teachers understand that love, confidence, self-respect are more important needs of these students. Instead of just completing the syllabus now they focus on these aspects also.
	Data collection systems	3	Data collection formats and monitoring systems for- 1. Aarasa Vahi 2. ASER survey 3. Teachers monthly reports,	This year we introduced these new systems. Next year we will focus on qualitative improvement in it.
	Efficient and measurable individual work plans	3	Work plans for each teacher were ready 1st month of school year. They knew their work responsibilities and annual calendar.	No responsibilities were forced in them. They choose the responsibilities on their own in democratic way.
	Efficient academic timetable	3	The timetable was prepared in MS Excel. Work load calculations and small changes could be done with less efforts.	We shared the sheet with school and taught them how to use it.
	Build appraisal formats and systems	0	Not worked on it.	
	Effective resource management	1	Various inputs are given to Teachers and Management regularly. Coordinated with Adhyayan team.	E-Learning was rarely used, instead focus was on more teacher involvement
	Identifying efficient Interlinkages, monitoring, and hierarchies	2	We introduced new systems- 1. Standing meeting every day in the morning 2. Weekly meetings on Saturdays 3. Teachers Monthly Work Report 4. School Monthly Planner 5. Lesson plan checking system 6. Aarsa vahi checking system	Apart from these, various inputs were given to Senior teachers and management.
	Execution Guidelines (SOPs)	1	We had a brainstorming session with teachers.	SOPs are not written yet.

List of Sessions Conducted

Educational Content Development

Sr No	Section	Training Session	Date	Resource Person
1	Collection of Games and Activities	Listing out Activities	20-Jul	Rutuja, Prafulla
		Activity Bank to improve basics	04-Aug	Ashwin, Prafulla, Rutuja
		ABC Map Activity	24-Aug	Rutuja, Prajakta
		Games for learning purpose	25-Aug	Rutuja, Prajakta
2	Lesson plans for all classes	Lesson Planning - Review	22-Feb	Akash
		Lesson Planning – Practice	09-Nov	Rutuja, Prafulla
		Lesson planning – Practice	10-Nov	Rutuja, Prafulla
		Lesson Planning – Practice	30-Nov	Prafulla, Akash
		Lesson Planning – Practice	01-Dec	Prafulla, Akash
		Lesson planning – Practice	1 Sept	Rutuja, Prafulla
3	Student Learning & Progress Data	ASER Survey – Theory	06-Jul	Akash, Rutuja
		ASER Survey Baseline Collection	06-Jul	Akash, Rutuja
		Plan for ASER Survey & Lesson Observation End line	23-Feb	Prafulla, Rutuja, Akash
		ASER Survey – End line	24-Feb	Prafulla, Rutuja, Akash

Capacity Building of Teachers

Sr No	Section	Training Session	Date	Resource Person
	Motivation and Attitude building	Importance of Planning	10-Jun	Akash, Rutuja
		Game - Bag Passing	10-Jun	Akash, Rutuja
		Game - Guide by Signs	10-Jun	Akash, Rutuja
		Review + Motivation	11-Jun	Akash, Rutuja
		<i>Majhe Shikshak</i>	11-Jun	Girish Kulkarni
		Team Building session	12-Jun	Prafulla, Rutuja, Akash
		SWOT of ABC	07-Jul	Akash, Rutuja
		Competition Vs Collaboration	07-Jul	Akash, Rutuja
		Understanding HIV	08-Feb	Vajnath Sir
		Organisational Culture	23-Feb	Ashwin, Akash
		Team Building session	23-Feb	Ashwin, Akash
2	Value education	Understanding Qualities/ Values of a good teacher	11-Mar	Rutuja, Prafulla
		Gender Equality: Documentary - 'Juice' & Discussions	06-Jul	Akash, Rutuja
		Social Diversity and Inequality - Game & Debriefing	09-Feb	Prafulla, Rutuja, Akash

		Short film and discussions - Wastepickers	04-Jan	Akash, Rutuja
		Short film and discussions - Majhi Shala - Compassion	14-Dec	Rutuja, Prajakta
3	Teaching skills	School Survey	12-Mar	Rutuja, Prafulla
		Lesson Plan checklist	15-Apr	Rutuja, Prafulla
		Lesson observations	15-Apr	Rutuja, Prafulla
		Discussion - Basics	20-Jul	Rutuja, Prafulla
		Story telling	21-Jul	Rutuja, Prafulla
		Basics of Basics	03-Aug	Prajakta, Rutuja
		Positive Discipline	04-Aug	Ashwin, Prafulla, Rutuja
		Demo Lesson	24-Aug	Rutuja, Prajakta
		Baseline Activity	24-Aug	Rutuja, Prajakta
		Understanding Concept based learning	25-Aug	Rutuja, Prajakta
		Lesson Plan	25-Aug	Rutuja, Prajakta
		Demo Lessons by teachers & Debriefing	09-Feb	Prafulla, Rutuja, Akash
		Lesson Observations and Feedback	24-Feb	Prafulla, Rutuja, Akash
		Lesson Observations and Feedback	25-Feb	Prafulla, Rutuja, Akash
		Storytelling - Practice & Debriefing	31-Aug	Rutuja, Prafulla
		Demo Lessons by teachers & Debriefing	31-Aug	Rutuja, Prafulla
		Storytelling - Practice	09-Nov	Rutuja, Prafulla
		Importance of lesson planning	10-Nov	Rutuja, Prafulla
		Demo Lesson by teachers & Debriefing	30-Nov	Prafulla, Akash
		Lesson observations and Feedback	14-Dec	Rutuja, Prajka
		Understanding Structure of a Classrooms	14-Dec	Rutuja, Prajka
		Introduction to Emergent Literacy I	15-Dec	Rutuja, Prajka
Introduction to Emergent Literacy II	15-Dec	Rutuja, Prajka		
4	Soft skills	Spoken English I	12-Oct	Akash, Rutuja, Yogeshwari
		Spoken English II	13-Oct	Akash, Rutuja, Yogeshwari
		Spoken English III	13-Oct	Akash, Rutuja, Yogeshwari
		Movie - English Vinglish & Discussions	14-Oct	Akash, Rutuja, Yogeshwari

		Spoken English IV	15-Oct	Akash, Rutuja, Yogeshwari
5	Hard Skills	Question Paper Typing	21-Jul	Rutuja, Prafulla
		Basic Computer - MS Word	12-Oct	Akash, Rutuja, Yogeshwari
		Basic Computer – Processing Images, diagrams in MS Office	13-Oct	Akash, Rutuja, Yogeshwari
		Basic Computer - MS Word, G-Keep, Internet	21 Sept	Akash
6	Life skills	Group Think Bias	10-Jun	Akash, Rutuja
		Availability Bias	10-Jun	Akash, Rutuja
		Drawing exercise - <i>ABCtil Mi</i>	11-Jun	Akash, Rutuja
		Introduction to Critical thinking - MK KM	14-Jun	Ashwin, Prafulla, Akash
		SWOT: Introduction	11-Jun	Prafulla, Rutuja, Akash
		SWOT: Practice	11-Jun	Prafulla, Rutuja, Akash
		Short film and discussions - Suicide	08-Feb	Prafulla, Rutuja, Akash
7	Unlearning	How children learn – John Halt	03-Aug	Prajakta, Rutuja
		Story of Failed students	05-Jan	Akash, Rutuja
8	Books & Articles	Collect Reading Baseline	16-Apr	Rutuja, Prafulla
		Article Reading & Discussions	10-Jun	Akash, Rutuja
		Article Reading & Discussions	07-Jul	Akash, Rutuja
		Book Review & Discussions	04-Aug	Ashwin, Prafulla, Rutuja
		Article Reading & Presentation	24-Aug	Rutuja, Prajakta
		Book Review & Discussions	25-Aug	Rutuja, Prajakta
		Book Review & Discussions	30-Nov	Prafulla, Akash
		Article Reading & Discussions	01-Dec	Prafulla, Akash
		Book Review & Discussions	15-Dec	Rutuja, Prajakta
		Book Review & Discussions	1 Sept	Rutuja, Prafulla
		Articles Reading and Discussion	1 Sept	Rutuja, Prafulla
9	Other	Defining Primary School Syllabus	03-Aug	Prajakta, Rutuja
		Preparing Budget	04-Jan	Akash, Rutuja
		Short film and discussions – <i>Majhi Shala</i>	31-Aug	Rutuja, Prafulla

Setting effective Systems:

Sr No	Section	Training Session	Date	Resource Person
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1	Goal setting in the context of ABC	Vision Mission Exercise	12-Jun	Ashwin, Prafulla, Akash
2	Data collection systems	Aarasa Vahi	14-Jun	Ashwin, Prafulla, Akash
		Lesson Plan	15-Jun	Prafulla, Rutuja, Akash
		Review - Aarasa Vahi, Lesson plan, Monthly Report	21-Jul	Rutuja, Prafulla
3	Efficient academic timetable	Discussion - Free time, monthly, weekly	12-Jun	Prafulla, Rutuja, Akash
		Finalizing annual Events, Exams through discussion	12-Jun	Prafulla, Rutuja, Akash
		Building ABC Time Table	13-Jun	Ashwin, Prafulla, Akash
		Academic Calendar Planning	14-Jun	Ashwin, Prafulla, Akash
		Academic Calendar Planning	20-Jul	Rutuja, Prafulla
4	Efficient and measurable individual work plans	Responsibility Distribution	13-Jun	Ashwin, Prafulla, Akash
		Learning Checklists	15-Jun	Prafulla, Rutuja, Akash
		Defining Personal Workplans	15-Jun	Prafulla, Rutuja, Akash
		Residential Teachers- Understanding their work	07-Jul	Akash, Rutuja
		Residential Teachers- Understanding their work	03-Aug	Prafulla, Akash
5	Follow up	Review systems	06-Jul	Akash, Rutuja
		Review systems	20-Jul	Rutuja, Prafulla
		Review & reflection- various systems	04-Jan	Akash, Rutuja
		Review of training, personal responsibilities	01-Dec	Prafulla, Akash
		Review of all systems, processes	21 Sept	Akash

Outcomes

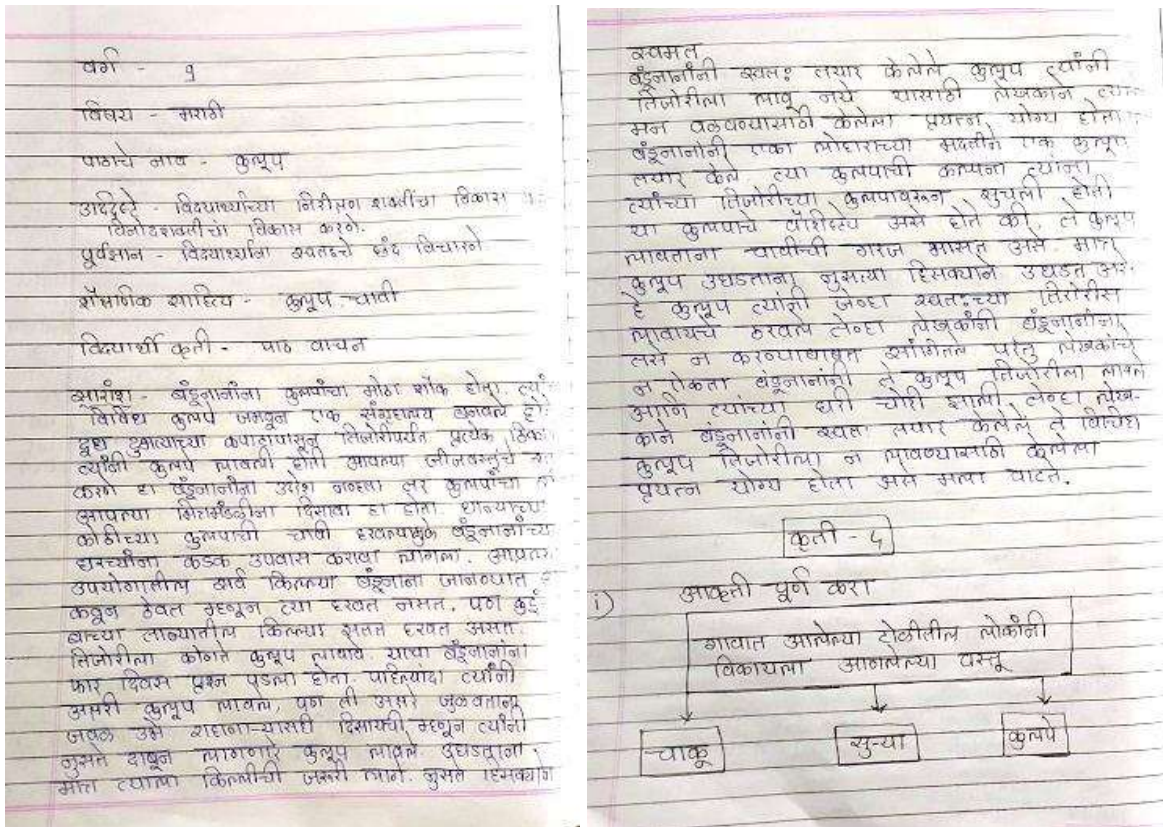
Educational Content Development

A. Lesson Plans

We helped teachers in developing creative and effective lesson plans considering the context of ABC in lesson plans. Existing methods of lesson planning were outdated, time consuming, boring and meaningless to a huge extent.

A sample of earlier lesson plan:

Image 1 Lesson plan samples



Changes initiated in year I:

1. Preparing lesson plans before teaching in a classroom was made mandatory
2. Lesson plan checking is done weekly at the school level by senior teachers, VOPA team checked the lesson plan notebooks and provided feedback to teachers. Many practice sessions were conducted.

Key features of new lesson plan format:

- Effective use of the internet and YouTube
- Use of ABC surrounding, campus and resources available
- Checking previous knowledge of students and relate the topic to children's daily life
- Use of creative ideas to keep students engaged and attentive in the class
- Use of worksheets in class
- A detailed description of teaching methods

A few samples of new lesson planning sheet are provided here:

पाठ्यक्रम - राजराज दिनांक 10/05/2020
विषय - भाषा VOPA
विषय - भाषा वर्ग - 10th अध्यायीकरण - 4

ज्ञान सिखाने की उद्देश्य
 ज्ञान (Knowledge) - राजराज की जानकारी देना।
 कौशल (Skill) - परिशिष्ट के लोगों की जानकारी देना।
 मूल्य (Value) - मनुष्य के रूप में तभी तो उसके कर्मों से भूढ़ होता चाहिए वह मूल्य मूल्य निर्माण करना।

पूरी करने के लिए
 1. पाठ्यपुस्तक से राजराज का पढ़ना।
 2. कवि राजराज के लेखन का अध्ययन करना।

संसाधन
 1. "राजराज के आभासिक जीवन" <https://www.culturalindia.net>
 2. "राजराज के जीवन का आभासिक जीवन"

विद्यार्थी के लिए
 1. राजराज के बारे में क्या?

विद्यार्थी के लिए
 1. राजराज के बारे में क्या?

विद्यार्थी के लिए
 1. राजराज के बारे में क्या?

विद्यार्थी के लिए
 1. राजराज के बारे में क्या?

पाठ्यक्रम - Bajji Prabhu and the Memorable Battle दिनांक 21/12/2019
विषय - भाषा VOPA
विषय - भाषा वर्ग - 10th अध्यायीकरण - 4

ज्ञान सिखाने की उद्देश्य
 1) Students will learn about work of Bajji Prabhu.
 2) Students know about how Ghodkhind became Pawan khind.

पूरी करने के लिए
 I read the chapter - "Bajji Prabhu and the Memorable Battle" by Anandhya Films.
अवधारणा शब्द
 Troops, Escapes, accompaniment.

विद्यार्थी के लिए
 Shows the T.V. Serial on Computer.

विद्यार्थी के लिए
 Shows the T.V. Serial on Computer.

विद्यार्थी के लिए
 Shows the T.V. Serial on Computer.

विद्यार्थी के लिए
 Shows the T.V. Serial on Computer.

8) Lab/Library:- "Shivaji kon hota" book reading & review in the class.

9) Google/YouTube:- video "Shivaji gives the slip to the emperor!" by RK Class.

10) Peer:- Had a discussion with Jayshree mam about Agra & how to escape Shivaji Maharaj from Agra.

11) Integration:- With Geography subject & Marathi subject - story of Marathi.

12) Checking previous knowledges:
 1) When was the born of Shivaji Maharaj?
 2) What is meant by swaraj?

13) Connect to real life:
 discuss about how to get home if you miss a road with their parents.

14) Attention & Motivation:
 Video - 5 minutes story - Shivaji's Childhood.

15) H.W.
 Draw a picture of Shivaji Maharaj & colour it & writing questions & answers on page no - 62.

17) Assessment & Feedback:
 Worksheet - 1) fill in the blanks.
 2) complete the first names.

18) Learning Methods:-
 1) Teaching Methods:
 1) Discussion - escape from Agra.
 2) Activity - story telling.
 3) Conversation - book review.
 4) Audio - visual - video.

2) Material & Place:
 Computer lab & class in the school.

3) Flow of Activity
 1) start class with 'Jock' about Umrelli.
 2) Ask questions about checking previous knowledge.
 3) Connect to real life -
 4) Discussion - about escape from Agra.
 5) story telling.
 6) Book review in sheet.
 7) Video.
 8) Assessment & feedback.
 9) Worksheet & gives H.W.

The status of lesson plans prepared is shown in detail in table no 1.

Table 1 - Lesson Plan Status Report: March 2020

Class	Subject Name	Teachers Name	Total Lessons	Done in 1st format	Done in New Format	Plans ready	Remaining	% Plans Ready
4 th	Marathi	PQR	31	16	7	23	8	74%
	English		37	17	11	28	9	76%
	EVS I		24	10	9	19	5	79%
	History & Civics		18	9	5	14	4	78%
	Maths		16	9	4	13	3	81%
5 th	Marathi		28	13	6	19	9	68%
	Hindi		34	13	8	21	13	62%
	English		27	13	7	20	7	74%
	EVS I		25	12	7	19	6	76%
	EVS II		10	2	3	5	5	50%
	Maths		16	5	5	10	6	63%
6 th	Marathi		17	5	5	10	7	59%
	Hindi		18	15	1	16	2	89%
	English		27	18	3	21	6	78%
	Maths		18	10	2	12	6	67%
	History & Civics		16	2	3	5	11	31%
	Geography & Eco		10	0	0	0	10	0%
	Science		16	8	5	13	3	81%
7 th	Marathi		14	5	4	9	5	64%
	Hindi		16	12	1	13	3	81%
	English		21	9	6	15	6	71%
	Maths		15	7	3	10	5	67%
	History & Civics		18	1	3	4	14	22%
	Geography & Eco		11	0	0	0	11	0%
	Science		20	10	6	16	4	80%
8 th	Marathi		13	2	3	5	8	38%
	Hindi		18	14	2	16	2	89%
	English		18	8	5	13	5	72%
	Maths		17	10	2	12	5	71%
	History & Civics		20	1	2	3	17	15%
	Geography & Eco		12	2	0	2	10	17%
	Science		19	9	5	14	5	74%
9 th	Marathi		17	5	5	10	7	59%

	Hindi	22	16	5	21	1	95%
	English	20	0	0	0	20	0%
	Maths I	7	3	1	4	3	57%
	Maths II	9	3	1	4	5	44%
	History & Civics	16	0	0	0	16	0%
	Geography & Eco	12	0	0	0	12	0%
	Science	18	5	3	8	10	44%
10 th	Marathi	16	5	7	12	4	75%
	Hindi	22	7	2	9	13	41%
	English	24	0	0	0	24	0%
	Maths I	6	4	1	5	1	83%
	Maths II	7	4	1	5	2	71%
	History & Civics	14	0	0	0	14	0%
	Geography & Eco	9	0	0	0	9	0%
	Science I	10	4	0	4	6	40%
	Science II	10	0	0	0	10	0%

Monitoring and review of lesson plans are done regularly by senior teachers (Sayyad Madam, Bhakti Madam, and Kaveri Madam) and frequently by VOPA team.

In first year, we facilitated building lesson planning skills by practicing on paper and helping teachers in person. In the coming year, we would be building an online platform where teachers can do the same lesson planning on laptops or smartphones, **subject to budget approval**. The help we used to provide in practice sessions would be available online. This platform also builds on the wisdom of the crowd and provides ownership of the content to the teachers.

B. Lesson plan Handbook

We are preparing a handbook consisting of guidelines and instructions for helping teachers in making innovative lesson plans. This book would be useful to all teachers and it would also help new teachers' induction who would join the school. It will be issued in July 2020.

We have also prepared a template version of the lesson plan guidelines, it is distributed to all teachers and also pasted in staffroom. You can see it here - [Annexure I – Lesson Plan Template](#)

Data for research at ABC

ABC has an opportunity to do unique research in the teaching-learning outcomes of the students. We are helping the school to build data for that.

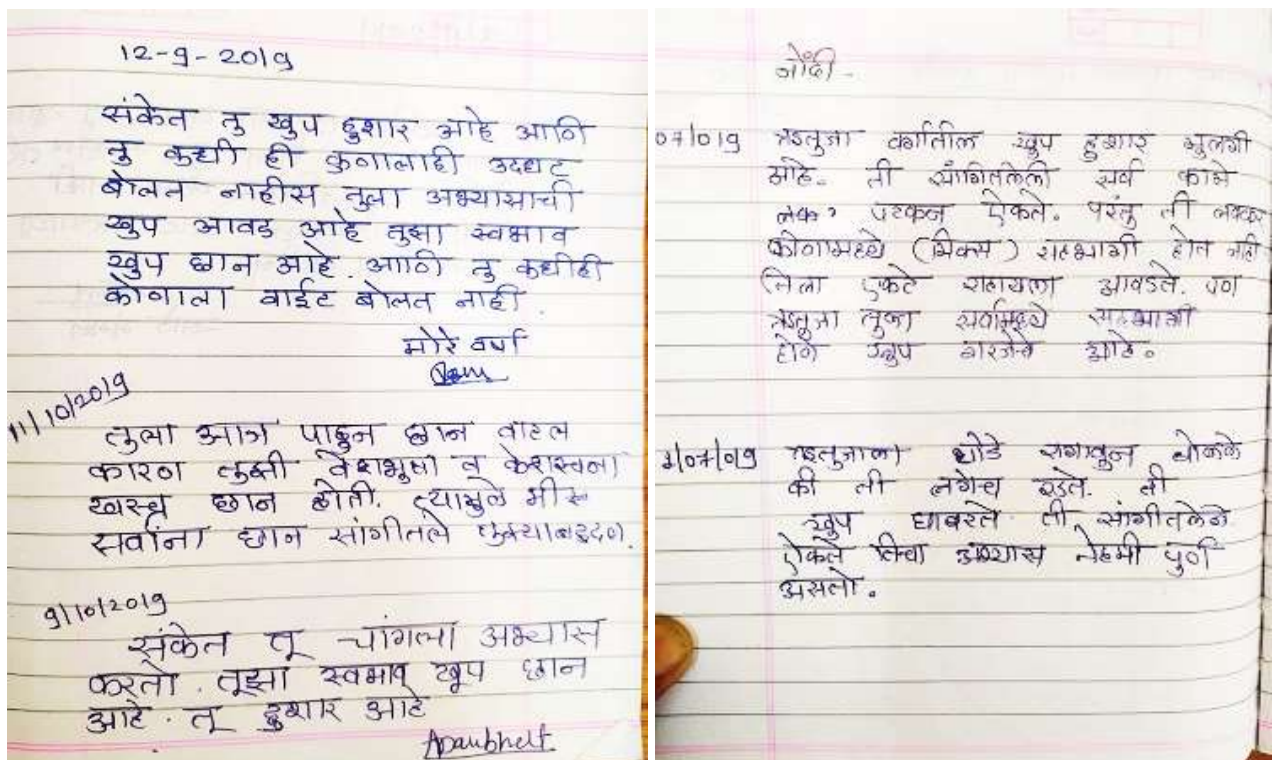
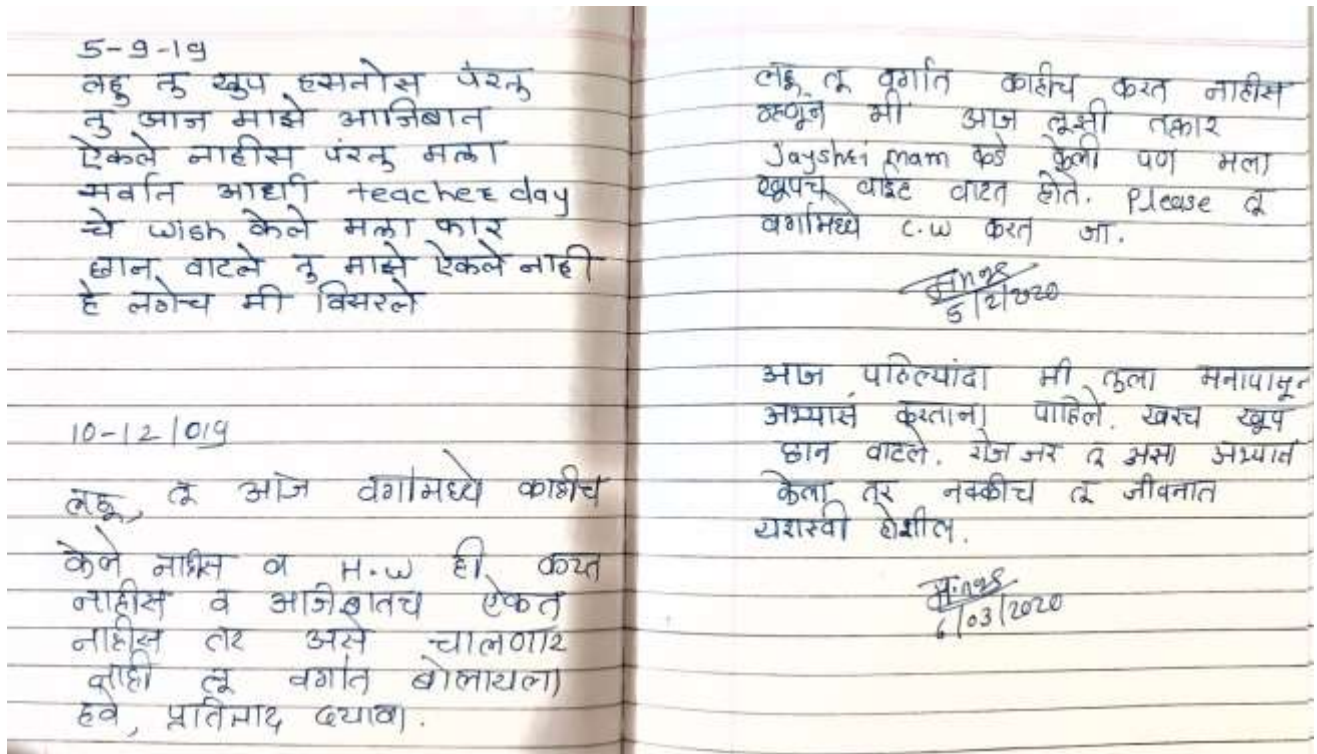
a) Aarasa Vahi –

In this notebook, teachers note their observations about students regularly. The observations are motivating to the respective student and track her development in academic and non-academic

ways. These observations will be useful in tracking individual growth in students. A system for monitoring and review of the *Aarasa vahi* is established. Senior teachers review and give feedback to other teachers.

In first-year, the aim was to introduce this new concept to teachers and start the habit of writing the observations. Now the next step is the qualitative improvement of the observations written.

A sample picture of an *Aarasa Vahi* is shown below.



b) ASER Survey –

Annual Status of Education Report (ASER) is a well-known report generated by Pratham NGO at national level in India. We trained teachers to use the method and tools developed by Pratham to identify students' learning levels.

This helps in identifying the reading levels of each student. This makes it easier for teachers to give inputs to students as per their current level. Similarly, we also developed and conducted a writing test to understand their writing levels.

We conducted this test in July (Baseline) and in February (Endline). We can see a very good improvement in the basic reading and writing skills of the students.

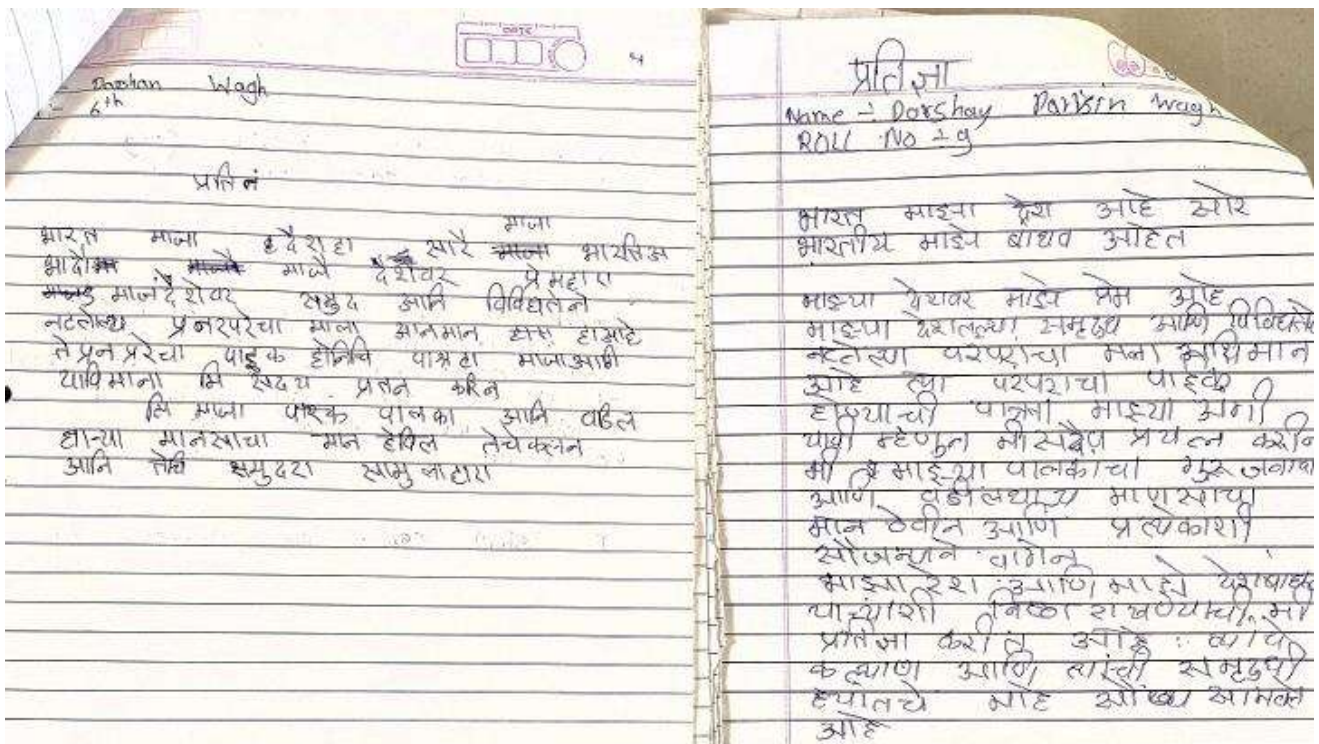
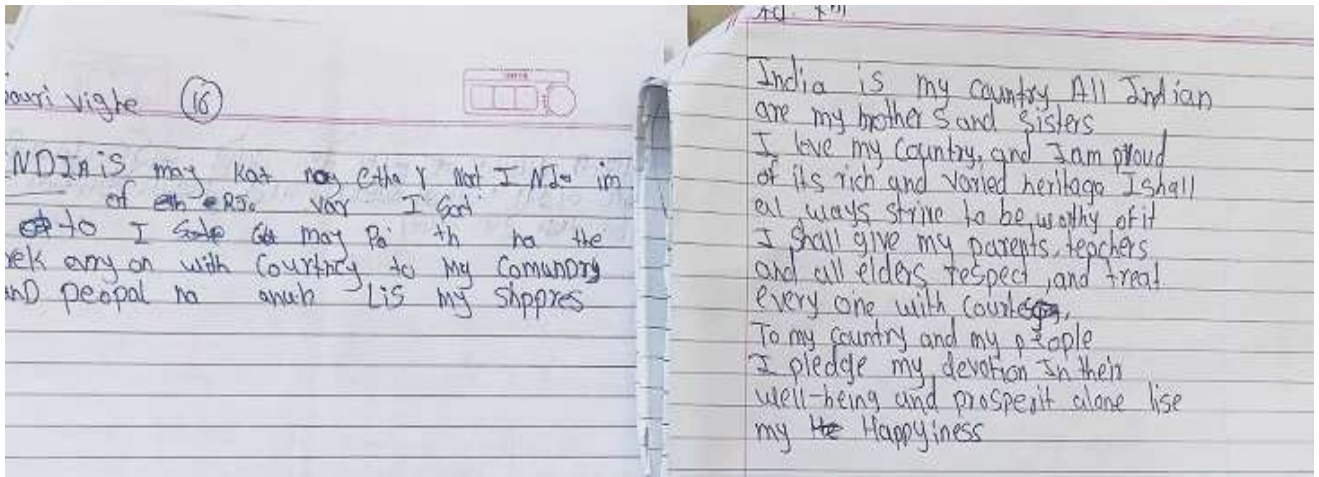
The summary of the survey data comparison is shown here.

Primary 1st to 4th							
	Marathi						
	Beginner	Alphabet	Word	Paragraph	Story	NA	Total
Jul-19	12	5	3	11	0	42	73
Feb-20	5	1	8	8	9	42	73
	English						
Jul-19	7	6	5	14	0	41	73
Feb-20	1	3	9	16	3	41	73

Secondary 5th to 9th							
	Marathi						
	Beginner	Alphabet	Word	Paragraph	Story	NA	Total
Jul-19	7	15	11	13	14	26	86
Feb-20	2	7	6	26	19	26	86
	English						
Jul-19	3	18	14	6	21	24	86
Feb-20	1	10	15	12	24	24	86

(*NA : Students who's data for either baseline or endline is not available is considered as NA. This number can be reduced by collecting endline data, but it is remaining because of lockdown period.)

Improvement in writing skills is shown in these comparative images. Writing skill sample at left side is from Aug 2019 and to the right side is from Feb 2020 of same students.



C. Collection of Games and Activities

We are helping teachers in creating and listing out activities relevant to students in ABC. Detailed sessions are conducted for idea generation of the activities. The booklet will be issued to teachers in Aug 2020.

Capacity Building of Teachers

A. Perspective changes:

The baseline study had revealed many challenges in terms of pessimistic attitude and various biases among teachers. Considering that, we have developed a good spirit and enthusiasm in teachers, this has tremendously helped to put combined efforts in improving the quality of education. They are taking ownership of their work and their understanding of the teaching-learning process is increasing. We were able to address these challenges to a large extent. The changes can be categorized as follows:

a) Punishments and Positive discipline

Very often teachers consider punishments as a tool to establish a discipline in the class. We helped teachers to understand how our brain responds to punishment situations. Also, helped them to learn about establishing a positive discipline (discipline without using the fear of punishments) in class. Instead of punishments now, they have started taking students' help in solving the discipline related issues in class.

b) Understanding HIV

ABC is home to HIV positive children, but teachers were not well aware of various aspects of this fact. We arranged a session on understanding HIV with the help of Mr. Vaijanath Lohar. This has helped teachers to understand various aspects related to the health and psychology of the students. Also, Mr. Vaijanath answered to all the questions and doubts related to this issue. One of the teachers' feedback was –“This session should have happened, two years back when I joined the school. Thank you for this session it cleared a lot of questions in my mind”

c) Background of students and their Learning capacities

Teachers had firm biases about students' backgrounds and its relation to learning ability – ‘these students don't have enough ability to learn.’ They used to differentiate these students from ‘normal’ students for their learning abilities. Now they have realized that it has nothing to do with their brain or learning ability. We conducted many sessions, games, discussions which helped teachers to change this belief.

d) Clarity about the vision and mission of the school

Teachers have a clear understanding and uniformity in their understanding of the vision and mission of ABC. They now understand that ‘Loving the students and making them self-dependent in life’ is the priority of our school.

e) Teaching priorities at ABC

Teachers had different opinions about the teaching methods, completion of syllabus, etc. Data generated through the ASER survey has helped them understand the academic level of individual students. Now they think that rather than just completing the syllabus they should first focus on basics and quality of teaching.

f) Gender Biases

We arranged various sessions, short films, and discussions about understanding Gender equality. Teachers' beliefs and behaviour at school and their home has changed. They are breaking the restrictions and norms established by patriarchy.

g) Trust and Bonding

Increased team bonding and cooperation has helped in building good spirit and increased efficiency. We have observed the intensity and effect of gossiping among teachers has been decreased drastically. We had to work on this issue very patiently and critically. We have a long way to go yet in this regard.

VOPA team has developed a great bond with teachers. We have been invited to their home for dinner by the teachers. All the teachers bring extra tiffin for us every day during the training. Few of them even cook special cuisine for us, all this love and support keep us motivated.

h) Team building

Various team building activities followed by discussions were conducted throughout the year. This has helped teachers improve their interpersonal relationships at school and also the team spirit among the teachers. Now they look at themselves as a team, even their bonding with the non-teaching staff has increased. They treat Ms. Heera who is a clerk at school, with dignity and she is participating in the training.

i) Thinking biases

Separate sessions were conducted on the topics – Groupthink bias and Availability bias.

1. Groupthink bias – How we behave and think when we make decisions in groups. This understanding has improved teachers' active participation
2. Availability Bias – We tend to make our opinion about anything based on information already available to us, we do not proactively search for the relevant information.

B. Building Various Skills

a) Teaching Skills

We observed teachers' lessons in classroom and evaluated them on 41 parameters. The objective of this evaluation was to give teachers feedback about their teaching skills. This is a subjective measurement; we did triangulation and then calculated the average. Click here to see the assessment sheet - [Annexure IV – Teaching Skills Assessment](#)

Major improvement could be observed in following aspects:

1. **Lesson planning** has certainly improved, click here to see the samples of old and new lesson plans - Image 1 Lesson plan samples
2. **Storytelling** has improved a lot. They use their vocals, facial expressions, and body movements to make it more effective. They use imagination to make it more interesting for students.

b) Soft skills

1. Presentation skills-

Teachers practiced presenting a topic in front of all teachers many times during the training sessions like book reviews, article presentations, debate, reflection sharing, etc. Their stage fear has reduced and confidence has increased. Some teachers presented for the first time in front of other teachers.

2. Time Management -

Teachers knew all their work responsibilities and ready with their work plans at the start of the year. This has helped them to plan accordingly and follow the timelines. A monthly workplan and reporting system was also taught. We also helped them in preparing checklists and use them. We also taught them to use the mobile app for checklists – Google keep. [Click here to see the sample-Annexure II – Task checklist for teachers](#)

c) Hard skills

1. Basic MS office literacy

Teachers learned and practiced the basics of MS word. We also introduced voice typing to them. We gave inputs to math teachers about how to type mathematical formulas in MS word. We also taught them about how to start an internet connection to PC using your mobile phone, editing of images, and basics about PDF files. This has helped them in question paper typing and preparing other reports at the school. But still, they need to practice more to gain mastery and use it more frequently.

2. Social media

Each class teacher has created a WhatsApp group for their class and all the parents and teachers for that class are the members of that group. They share about daily activities in class and school. Parents also give their feedback about the activities.

3. Using internet technology

In lesson planning teachers plan how they will use the internet to teach the respective lesson. We have taught them how to search for content on the internet, about google search, etc. They search on the internet, YouTube about relevant content. They use videos, audio clips in the class.

d) Reading

1. Teachers have developed more interest in reading, they are conducting book review and presentation sessions and also showing interest in reading new books.
2. All teachers (including those who had not read any education or children related book so far) had read a minimum one book and at least 10 to 15 articles (education, children related).
3. We are keeping quarterly track of the books read by teachers.
4. For the first time Shabana mam, Varsha mam, Jayashree mam, Bhakti mam, Sachin sir, Savita mam gave wonderful book review presentation on books gifted/suggested by VOPA.
5. List of books read by teachers in the last year.

No.	Teachers Name	Books Read
1	All teachers	Shikshan Vichar Articles (7)
2	Bhakti Shukre	Duniyadari, Saran Shunya, Bharatacha Patta Konata, Shivaji Konhota, Tottochan, Shikshakansathi Sane Guruji, Hows That
3	Chandrakala Karale	Shyamachi Aai

4	Jayashree Kharat	Tottochan, Subtle art of not giving a fuck
5	Jyoti Chavhan	I dare - Kiran Bedi, School days - Shabnam Pathan, Ya goshtincha vichar kara - J. Krushnmurthy
6	Jyoti Todmal	Shyamachi Aai, Dr Babasaheb Ambedkar, Ramai, Amrutvel
7	Kaveri Madane	Manav Jatichi Katha, Radhey, Mulanche Srujanatil Vishwa
8	Mangal Sathe	EK hota Karver
9	Rohini Ekshinge	Zunzar, Shyamchi Aai, Shivaji Kon Hota, The Secret Seven
10	Savita Kshirsagar	Shivaji Kon Hota, Vidnyanatil Gamati Jamati
11	Sayyad Yasmin	Prakshwata, Andharashi Don Haat, Wise otherwise
12	Shabana Shaikh	Prashn aani Prashn, Mi Majhya Jivanacha Shilpkar, School Days, Shala aahe shikshan nahi, Mule Kashi shikhat, Aamchya Shikshanache Kay
13	Swapnali Diwekar	Samagra Parivartak, Majhi aatmkatha – Dr.B.R.Aambedkar, Ek hota Karver
14	Varsha More	Tenaliramchya goshti, Swapnanchya Palikade, Fulpakharache Pis, Ardhviram, Mule kashi shikhat, Shala aahe shikshan nahi, Jhombi
15	Varsha Pitambare	Swabhav Vibhav, Chanakyniti

C. Student-teacher relationship

We observe increased bonding between teachers and students. Especially the class teachers have developed better relationships with their respective students. It was deliberately planned and they were awarded extra time to spend together hence we observe this result. Following inputs were provided.

a) Childcare

Various sessions related to child psychology, understanding children, how children learn, how children fail have helped teachers to understand the students. Teachers have developed empathy and a more caring attitude towards children.

b) Understanding the routine at ABC

For the first-time teachers interacted with caretakers at ABC with a common purpose. They understood the students' schedule at ABC from morning 5 am to 10 pm. They discussed together students' problems from each other's perspectives. This has helped them to understand more about their behaviour and the context.

c) Understanding HIV

This session has helped teachers to get clarity about HIV and their doubts and this also increased their understanding of the students. This reflects in their behaviour. E.g. now they know more in detail about students' medications and possible reasons for their sleepiness in classroom.

d) Checking the prior knowledge of students

In lesson planning, teachers have to write- “What would I do to check prior knowledge of students about that topic?” This leads to good interaction between students and teachers.

e) Class meetings (*Vargbaithak*)

Every Friday one hour is dedicated to conducting a class meeting. In that meeting class teacher and student discuss various issues related to the class. This has improved bonding with the teachers. Teachers shared their problems in the meeting, to gain the trust of students, as a result, students also have started sharing their problems with the teachers.

f) *Aarasa Vahi*

Teachers write down their observations in every week in a separate notebook dedicated to that student. This helps in personal attention to every student and teacher's observations of students. Parents and students can see these observations and they also write their observations in it. Teachers write in the book about student's good habits, marks scored, achievements, even also about small good things. Students feel good about these small observations. They try to behave in a good way.

g) Class of Basics

Teachers started teaching the basics of reading, writing to students on a daily basis. With improved basics students are enjoying the other classes as they can now understand and participate in what is going on in the class. A teacher Mr. Unde mentioned, “Usually students are not interested in learning maths. In basics class I gave them very simple examples to solve, they could solve it and this helped them in gaining confidence. They started demanding for more such examples to solve.”

h) *Kautuk Feri*

We set up a system where teachers would choose one student in daily assembly and praise her for her goodness. It can be any small thing about that student. Teachers understand that each student has different capabilities and they started appreciating those. This has increased the confidence of students and the bonding with the teachers.

i) Class outside the classroom

Teachers started conducting classes outside the school building. Students liked this approach. This has improved students bonding with the teachers.

j) Treat students with respect –

A very small change like using ‘Can you please’ instead of giving an order to students, has helped in building respect towards the teacher.

D. Teacher with Management Relationship

a) Organizational culture

An introductory session on what is organizational culture and understanding the ABC's culture and its values has helped teachers to think in alignment with the organization. We also ran simulations and discussions with teachers to understand the managements' perspective. Mr.

Sanjay Chabukswar mentioned, “We strongly need to conduct such sessions with senior management team”

b) Trust about the team

Teachers who used to speak less and keep quiet in teacher meetings now have started participating and giving their inputs.

c) Monthly work reports

Teachers started preparing and sharing monthly work reports. This increased formal documentation and communication with the management. Teachers said that’ “Earlier, there was no official communication channel for sharing the work done by us in a month. Now we can share the efforts we are taking at school with the management.” The teachers even asked for a regular monthly meeting with the management team based on their monthly reports.

d) Interaction with caretakers

During our baseline study we had observed severe blame game among teachers and caretakers at ABC. In this project, for the first-time teachers interacted with caretakers. They didn’t even meet each other before this. Together they discussed students' problems from each other's perspectives, understood each other's roles and responsibilities in detail. They attended 10 days of training together. Before this, they used to blame each other for students' failure. Now they both know about the effort others are taking. After this intervention, caretakers have started attending the class meetings at school.

e) Number of meetings with management

A weekly meeting with Mr. Chabukswar is held at school. This has bridged the communication gap between them. He now immediately reviews and give feedback to teachers.

f) Inputs to management and teachers

Being an outsider to the school VOPA team has different insights about the school processes, teachers and management. Regular inputs are given to teachers as well as the management team.

g) Mediator

VOPA team has worked as a mediator between teachers and the management team. This has helped in resolving many problems and issues. All team members in VOPA team are friendly with the teachers. Teachers share feedback and about their work-related issues without hesitation, this information is shared with the management team as per the need.

Setting effective systems

A. Goal setting in the context of ABC

a) Vision Mission exercise

We introduced the concepts of organization vision and mission and its importance. With teachers, we explored and learned the meaning of ABC's vision statement. Translated it to Marathi for ease of understanding. We brainstormed also about what should be the vision and mission statements for the school at ABC. This exercise should be done at the start of every year in collaboration with the school management and directors.

b) Goal Analysis

We conducted the session about understanding the concepts of Goal, SMART Objectives etc. We brainstormed upon what should be the goals for the school for the next year. We decided this year's activities based on this discussion. This democratic discussion was fruitful to take the ownership of goals and corresponding tasks. This exercise should be done at the start of every year in collaboration with the school management and directors.

B. Data collection systems:

We have developed the following formats in collaboration with the teachers and the management.

1. *Aarasa Vahi* – A weekly meeting is scheduled to fill in the *Aarasa vahi* about all students. Number of observations to be maintained is decided as suggested by teachers.
2. ASER Survey – **Error! Reference source not found.** would be collected twice every year, at the start and end of academic year.
3. New Lesson Plan – Lesson plans are prepared and checked regularly on weekly basis; these would be used during next academic year also.
4. Teachers monthly work report – A monthly work report system is set up with a reporting template.

C. Planning of Paripath/ school assembly – We changed the assembly system according to teachers' and children's convenience and ensuring more effectivity.

D. Build appraisal formats and systems

We haven't worked on this parameter yet. This has included in next year's work plan.

E. Efficient Academic Timetable:

This year the first time, the school has prepared a school timetable using MS excel. We taught the school team to use this tool to make a more efficient timetable along with workload calculations for each teacher. This also reduced the workload doubts and gossiping among teachers.

Teachers Monthly work report-

SEMS Teacher's Monthly report format

Name: Bhakti Shukre
Date: 31/08/2019
Report duration: Aug 2019

Work done:

Details of teaching:

In this month I have completed all my lecture and 10 to 12 extra lecture as check period. I have also took basic English in 5th std and activity period in 7th std.

Other responsibility:

In this month I was the In charge of Independence day programme. I have conducted the pre planning meeting with teachers for distributing responsibilities and one final meeting with vaijnath sir and his team.

Other responsibility was exam : As in charge I took prior meeting , create exam department team . Collect handwritten paper with blue print ,check all paper, make correction , gave for Xerox .

Efforts for capacity building:

I took lesson wise test for developing writing skill ,speed etc. I took oral test on each lesson.

The students who don't understand how to find out answer from passage, I took one session with them and taught them.

I took some game like rhyming words game action words, table game , and many more

Memorable sharing:

Students who are not taking any interest in study, they wrote or tried to write paper and curious to know the marks.

Students wrote the paper sincerely, this is very important thing for me.

Difficulties:

In the exam the begginer level students are unable to write the paper as the paper is according to normal students, so might be they slept or disturbed other students .

No of leaves in the month:

1

F. Individual Work Plans:

We helped teachers to create individual work plans at the start of the year. Work distribution is done in collaborative and democratic way.

You can see teachers' individual work plan below:

११- नाव :- अक्ती शूके वग : ७ वी

जबाबदाऱ्या व उद्दिष्टे :-

- १) हजेरी , परिपाठ नियमित घेणे ,परिपाठामध्ये एका मुलाचे कौतुक करणे .
- २) आठवड्यात एकदा वर्ग बैठक आयोजित करणे .
- ३) प्रत्येक वर्गबैठकीत एका पालकांना बोलावणे .
- ४) आरसा वहीमध्ये नियमित नोंद करणे व तपासणे
- ५) वर्गासाठी monitor ठरविणे ,वर्ग बैठक ठरवून देणे .
- ६) शैक्षणिक साहित्याचे वाटप करणे व नोंद ठेवणे .
- ७) वाचन , लेखन याची baseline gram घेणे .
- ८) माऊया वर्गातील मुलांच्या पालकांचा whatsapp group तयार करणे .
- ९) mark memo तयार करणे व वितरीत करणे .
- १०) वर्ग सजावट करणे ,वर्गवेगडी चाट करून वर्गात लावणे .
- ११) स्वचता ठेवणे .
- १२) प्रत्येक सोमवारी १ शोध मुलांना वाचण्याला देणे
- १३) Baseline चा data ayad mam कडे जमा करणे .
- १४) assembly book / परीपाठाची वही वेदवर पूर्ण लिहिणे .
- १५) मुलांचे concentration वाढवण्यासाठी न्यांना art gallery मध्ये पाठवणे .
- १) सर्व वर्गाचा ७०- ७५ % अभ्यासक्रम ,मुलावातापूर्वक पाठ नियोजनानुसार पूर्ण करणे .
- २) पाठाचे नियोजन करणे . दर बुधवारी तपासणीसाठी जमा करणे .
- ३) प्रत्येक तासावर पहिले ५ मी वाचन , लेखन सराव घेणे .
- ४) वारसा वहीत नोंदी करणे (किमान ५ विद्यार्थ्यांचा) .
- ५) सर्वेकच सातत्यपूर्ण मूल्यमापन तक्तता (CCE) भरणे .
- ६) प्रश्न पत्रिका काढणे . (२ घटक चाचण्या ,२ सत्र परीक्षांचे) .
- ७) प्रश्न पत्रिका type करणे .
- ८) गृह पाठ तपासणे .
- ९) मुलांना स्वताचा परिचय किमित कमी १० वाक्यात English मध्ये सांगता येणे .
- १०) नियमित check list पूर्ण करणे .

इतर जबाबदारी

- १) प्रजासातक दिनाचे नियोजन करणे .
- विद्यार्थ्यांमध्ये राष्ट्रीयत्वाची भावना निर्माण करणे .
- मुलांना कार्यक्रमात भाग घ्यायला लावून न्यांचा आत्मविश्वास वाढविणे

बालदिन

- मुलांना आनंद मिळून देणे .
- बालदिन का साजरा करतात यांमगील कारण समजून सांगण्यासाठी पंडित नेहरू विषयी शोर्ट प्रहीलम दाखविणे .

परीक्षा विभाग प्रमुख : पर्यवेक्षक

- परीक्षाचा कामकाजत सुसूचना येण्यासाठी community नेमणे .
- परीक्षांचे आयोजन करणे , तारखा ठरविणे .
- supervision chart , seating arrangement ठरविणे .
- प्रश्नपत्रिका तपासून घेणे व type करून घेणे .
- सर्व परीक्षा विभागात लागणाऱ्या साहित्यांचे नियोजन करणे .
- निकासाचा तारखा ठरविणे
- .coe तयार करून घेणे .
- परीक्षे संबंधी सर्व नियम ठरविणे .

तपासणे

- lesson plan , checklist दर मुलाची तपासणे व record ठेवणे .
- सर्व शास्त्रेय कामात जाददर्शकत आणणे .

विशेष मार्गदर्शनपर संमिनार आयोजित करणे

- education nutrition HIV precaution first aid या विषयावर कमीत कमी ६ सेमिनार आयोजित करणे .
- विद्यार्थी शिक्षक यामधील या विषय बदलचे गैरसमज दूर करणे .

G. Effective resource management

VOPA team has given continuous inputs to teachers, management team, other staff and the management.

Inputs and suggestions were given regarding the following points:

- School Decoration
- School cleanliness
- Reducing noise and Echo at school
- Use of library
- Books for teachers
- Building guidelines for school visitors and volunteers

We have also worked in collaboration with Adhyayan Team to avoid training repetition and confusion to teachers. We also made teachers to reduce the usage of readymade e-learning software as teachers' basic knowledge needs to be improved first.

H. Identifying efficient Interlinkages, monitoring, and hierarchies

VOPA team has developed new systems in collaboration with the teachers for effective monitoring of the processes. A specific time is allocated in the timetable for this.

VOPA team is constantly in touch with the teachers and Mr. Sanjay Chabukswar. Many discussions, inputs, suggestions were given.

Issues addressed:

1. Standing meeting every day in the morning
2. Weekly review meetings on Saturday
3. Monthly work reports
4. School Monthly Planner

5. Lesson plan checking system
6. *Aarsa vahi* checking system
7. Collaboration with caretakers
8. Work distribution in absence of a headmaster

I. Execution Guidelines (SOPs)

VOPA team has helped teachers in building these SOPs. In the annual planning workshop, we discussed this. Written SOPs would be ready in Aug 2020.

Other work done

A. Teachers recruitment –

VOPA team has helped in the teachers' recruitment process. We assisted in conducting the interviews and the assessment of the teachers.

B. School Budgeting –

We shared the format in context with ABC for preparing the school budget for next year and helped Ms. Jayashree Kharat and Mr. Deepak Malave in it. We also helped teachers for making individual (subject wise) budget sheets.

C. Question paper blueprint –

We prepared and shared the blueprint for question papers. We also guided teachers for preparing our own question. Click here to see the sample- [Annexure III – Question Paper Blueprint](#)

D. Books for teachers –

VOPA team has gifted good books related to the education field to increase the motivation of the teachers.

E. Personal counseling of teachers –

Many teachers share the challenges and difficulties they are facing at the ABC as well as at their homes. We try to help them at best of our capacity.

F. Appointment of an educational coordinator-

We suggested a person as an educational coordinator at school and took a rigorous followup with the management about her appointment.

G. School SWOT analysis

SWOT analysis for school was done by our team in the initial period and submitted to school administration. A similar exercise was conducted with teachers' participation.

H. Baseline collection -

We collected baselines about school management systems, data, and other work-related formats, previous year's timetables, reports, annual planning, etc.

Baseline information about teachers' perspectives towards ABC, students, and education was collected for a better understanding of the situation.

I. Monday stories

We started sharing stories for students every Monday. Stories are as per the reading level of each class. We have shared 24 sets of stories with the school in the last year. These stories were distributed class wise.

J. Interactions with children

To understand the difficulties faced by kids in school, we interact frequently with the students.

K. Sharing educational material

Reading material, names of good movies and documentaries to watch has been shared regularly with teachers.

L. Reading ability test of teachers

We conducted reading speed tests of English and Marathi language for teachers.

M. School decoration

We motivated and helped school teachers for school decorations. Many flower plants were used to improve school environment. Ms. Varsha Pitambare took huge efforts for this exercise.

N. School survey

ABC is a private school and needs new students to take admission. The teachers are assigned a task of visiting the neighborhood and convince parents to send their children to ABC. We conducted a special workshop to help teachers learn ABC marketing for new admissions.

O. Presentation to Sara and Joyce

We held discussions with Ms.Sara and Joyce to let them understand and suggest improvements to our training project.

Observations and recommendations

1. Absence of headmaster at school:

In the last academic year, Headmaster post was empty at the school, this affects in increased work burden to fellow teachers. Motivation, monitoring, reporting, and school legalities will be easier to handle if experienced Headmaster is appointed.

ABC can also appoint a coordinator who will ensure the effective implementation of systems and helps in monitoring and reporting.

2. Other training for teachers:

The school management has already made VOPA training compulsory for teachers, which is 30 days in one year. Teachers are investing 2 weekends for this training every month. It seems harsh to expect teachers to attend other training also which were not planned earlier. They hardly find any time for their family on weekends and it reflects in their participation and motivation. It would be better if ABC finalize the other training modules and required days at the start of academic year.

3. Teachers Attrition:

One teacher opted for a new job in a government school. Two teachers would leave ABC for personal reasons. VOPA team has tried to persuade these teachers to not to leave the school and also informed about it to School Mgt. It is observed that getting a new teacher with good skills is also a challenging task at ABC. Teacher attrition will hamper the School Development Project largely. ABC should take all possible actions to avoid teacher losing existing teachers.

4. Appoint adequate teachers available for 9th and 10th classes

At least two more well-qualified teachers should be appointed for higher secondary classes, this will reduce the burden on fellow junior teachers and also help the respective student in their studies. Appointing a period-based teachers or volunteers should be strictly avoided.

5. Poor coordination with residential teachers

We faced a coordination problem in bringing together all residential teachers with school teachers. Residential teachers are not benefitted as much as teachers in this period. Due to their respective issues, all residential teachers were not able to attend all the training sessions.

6. Purchasing books

With the help of Respected. Dr. Girish Kulkarni sir, we have provided a list of books which are useful to all the teachers. We have made continuous follow up but the books are not available yet

7. Poor communication about Saturday's programs

ABC organizes many programs on Saturday coinciding with VOPA training and it is not communicated to the VOPA team. We get to know about it when we arrive at the school. Because of this, many times we had to change or cancel the training schedule for that day. e.g. Library inauguration, 10th farewell, etc.

Feedback Summary

Average of ratings given by teachers and residential teachers for all sessions conducted by VOPA is provided here (10 – Highest, 1 - Lowest)

Sr No	Feedback about sessions conducted (from March 19 to Sep 19) Feedback analysis for Oct 19 to Feb20 is remaining due to lockdown period.	Average
1	The topic was relevant to me/ my work	9.28
2	Session was effective	9.05
3	I got new information	8.90
4	I watched/ learned new skills in the session	9.19
5	This will be helpful while working with the students	9.26
6	The session was easy to understand	9.10
7	It stimulated my thought process	9.31
8	I was attentive in the session	9.32
Sr No	Feedback about annual planning workshop (10-15 June 19)	Average
1	I know my all personal responsibilities	9.53
2	This helped in team building	8.87
3	I got clarity about my work	9.07
4	I understood organizations vision and mission	9.40
5	I enjoyed the annual planning workshop	9.00

1. Feedback was collected from teachers at the end of each day about each session conducted during the day. Also, the overall feedback was collected about the Annual Planning Workshop.
2. Both quantitative and qualitative feedbacks are collected.
3. We conduct informal communication with students at times to get a different perspective
4. We are continuously in touch with Mr. Sanjay Chabukswar and Ms. Jayashree Kharat about any other issues at school and teacher feedback.
5. VOPA team is continuously in touch with teachers. WhatsApp group and individual phone communication about any issue are encouraged and discussed freely.

[Click here](#) to listen to teacher feedbacks

[Click here](#) to watch the snippets of the annual planning training workshop







Annexure I – Lesson Plan Template

पाठाचे नाव - _____	दिनांक / / _____	
शिक्षकाचे नाव - _____	वर्ग - _____ तासिकाची	

हा पाठ शिकण्याची उद्दिष्ट्ये

<p>उद्दिष्ट्ये (माहिती, ज्ञान, कौशल्ये)</p> <ul style="list-style-type: none"> उद्दिष्ट हे पाठापेक्षा/विषयापेक्षा जास्त महत्वाची आहेत. उद्दिष्ट हे स्वतंत्र आहे व ते पाठ्यपुस्तकाशिवाय ही शिकवणे जाऊ शकतो. पाठ्यपुस्तकाच्या सुरवातीला दिलेल्या, अभ्यासक्रमातून अपेक्षित असलेल्या क्षमतांचा देखील यात विचार करावा. 	<p>उद्दिष्ट्ये (मूल्ये)</p> <ul style="list-style-type: none"> किमान एक उद्दिष्ट हे मूल्य / मूल्यापिहित हवे. उदा. गटामध्ये काम करताना मुले सहकार्यवृत्ती शिकतील.
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पूर्वतयारी

<p>पाठ</p> <p>तुम्ही पाठातील मुख्य संकल्पना, शब्द, अवयव शब्द, इ. ची यादी / अभ्योरेखित / केली असेल. इथे ते सर्व शब्द लिहा.</p>	<p>इंटरनेटचा वापर</p> <ul style="list-style-type: none"> तुम्ही ह्या पाठातील मुख्य शब्द, कठीण शब्द, लेखक, उपविषय इ. विषयाबद्दल गुगल केत असेल, त्यातून मिळालेल्या उपयुक्त माहितीबद्दल वेबे नेमकेपणाने लिहा. उदा. माहिती कुठे मिळाली ती Link, व्हिडीओचे नाव, चित्राचे वर्णन, पद्धत, लेख, गोंध इ.
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<p>प्रयोग शाळा, संगणक कक्ष,</p> <p>पूर्वतयारीसाठी तुम्ही वरील सुविधांचा वापर केला असेल, तो नेमका कसा केला / कसा करणार त्याबद्दल सविस्तर लिहा. (स्वतः शिकण्यासाठी किंवा विद्यार्थी कुलीसाठी)</p>	<p>सहकार्याची मदत</p> <p>तुम्ही इतर सहकार्याबरोबर पाठ्याबद्दल चर्चा केली काय? केली असेल तर कोणता? चर्चा कोणत्या विषयावर केली? त्यांच्या कडून तुम्हाला काय उपयुक्त माहिती मिळाली? (सहकारी - सोबती शिक्षक, बोपा टीम, अभ्यास टोम इ.)</p>
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<p>दैनंदिन आयुष्याशी जोडणे</p> <p>विद्यार्थ्यांच्या दैनंदिन आयुष्याशी / अनुभवासोबत / परिसरसोबत हा विषय जोडला जाऊ शकतो काय? तुम्ही हे कसा प्रकारे कराल?</p>	<p>पूर्वज्ञान तपासणे</p> <p>हा पाठ शिकण्यासाठी विद्यार्थ्यांना काय पूर्वज्ञान असणे अपेक्षित आहे? आपण विद्यार्थ्यांचे पूर्व आकलन/ ज्ञान/ कौशल्य पातळी कशी तपासणार?</p>
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<p>विषयाचे एकत्रीकरण</p> <p>या पाठाला कुठल्या दुसऱ्या शाखेचे विषयासोबत जोडला येऊ शकेल का? तसे करणार असाल तर त्याबद्दल नेमकेपणाने लिहा?</p> <p>गृहपाठ</p> <p>आपण विद्यार्थ्यांना कोणत्या प्रकारचा गृहपाठ द्याल ते इथे नेमकेपणाने समूह करा. (म्हणजे काय, कसा होणार ही सूचे लावा.)</p> <p>मूल्यमापन</p> <p>पाठाची उद्दिष्टे पूर्ण झाली आहेत का हे तुम्हाला कसे कळेल? तुम्ही तुमच्या शिकवण्याची गुणवत्ता कशी मोजाल मुलांकडून अभिप्राय कसा घ्याल?</p>	<p>लक्ष आकर्षण / वेधून घेणे व शिकण्यासाठी प्रेरणा निर्माण करणे</p> <ul style="list-style-type: none"> तुम्ही मुलांचे लक्ष शिकवणाकडे कसे केंद्रित कराल / मुलांचा उत्साह ह्या पाठाला टिकून ठेवण्यासाठी काय करणार? मुलांना या पाठाला रस निर्माण होण्यासाठी काय कराल? (MK KM वापरून नेमके लिहा) साधारणपणे हे प्रत्येक तासिकेच्या सुरवातीला वर्गात करावे लागते किंवा मुलांचे लक्ष विचलित होईल तेव्हा तेव्हा करावे लागते
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शिकण्याचे माध्यम / घटक

<p>शिकवण्याच्या पद्धती</p> <p>कोणत्या अभ्यास पद्धती वापरल्या? तंत्र कोणती वापरली? उदा. कथा, प्रारंबिक, क्षेत्र भेट, प्रयोग, निरीक्षण, गट अभ्यास, सराव पद्धती, प्रकल्प पद्धती, स्वर्चा, व्हिडीओ, इ.</p> <p>साधने व जागा</p> <p>आवश्यक साधने, साहित्य, परिसर, खेळणी इ.</p>	<p>कृती क्रम</p> <p>पाठ शिकवण्यासाठीचा उपक्रमांचा/कृतीक्रम काय असेल तो इथे नेमकेपणाने लिहा. (पाठावर वेळोवेळी काय काय करणार / शिक्षक कुली क्रमवार लिहा)</p>
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Annexure II – Task checklist for teachers

Check List - 2019-20			Teacher Name :- Kaveri MADAME																													
Sr.no	कार्यक्रम / काम	दिनांक / तारीख	Date																													
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1	Attendance	22	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	standing meeting	22																														
3	Home work checking	22	✓																													
4	Reading Book	6				✓			✓			✓				✓																
5	Story distribution	4	✓						✓							✓															✓	
6	class meeting	4					✓						✓							✓									✓			
7	Arasara notebook writing	4					✓						✓							✓										✓		
8	class cleaning	4					✓						✓							✓										✓		
9	Story telling																															
10	teaching																															
11																																
12																																
13																																
14																																
15																																

Annexure III – Question Paper Blueprint

Name of teacher: _____

Total marks: _____

Class and subject: _____

Exam Time: _____

Exam type: _____

Material required: Answer sheet/ computer lab/
books / maps/ other

Question paper format

Sr.	Type of question	Yes / No	Number of questions	Marks per Question	Total marks
1	Multiple choice questions	Yes	5	1	5
2	One line answers				
3	Fill in the blanks	Yes	5	1	5
4	Short answers	Yes	2	2	4
5	Long answers	Yes	2	3	6
6	Match the pairs				
7					
8					

Topic wise weightage of marks

Sr.	Name of the Lesson	Concept / sub topics	Marks for the concept	Total weightage of marks (actual marks)
1	Heat	Definitions	2	10
		Methods of heat transfer	4	
		Numerical problem	4	
2	दिनूचे बिल	आकलन व पाठोतर	4	8
		व्याकरण	4	
3	Computer hardware	CPU	2	5
		Mainboard	2	
		RAM	1	

Annexure IV – Teaching Skills Assessment

Teachers Name: Jayashri Kharat		April 19 Avg	Feb 20 Avg
A	विषय ज्ञान		
1	शिक्षक संबंधित विषयात किती निष्णात / तज्ञ आहे?	5.00	8
2	शिक्षक अचूक माहिती देतात का?	6.00	8.5
3	शिक्षक काही चुकीची माहिती शिकवतात का? ()	2.50	1.5
4	शिक्षक अद्ययावत माहिती/ज्ञान देतात का?	2.50	8.5
B	अध्यापन पद्धती		
5	शिक्षक विविध अध्यापन पद्धती वापरतात का?	5.50	8
6	शिक्षक विषयाला साजेशी/अनुरूप/योग्य पद्धती वापरतात का?	4.50	7.5
7	शिक्षक मुलांना आनंददायी वाटेल अशी अध्यापन पद्धती वापरतात का?	5.00	7.5
8	अध्यापन पद्धती विद्यार्थ्यांना कंटाळवाणी वाटेल अशी होती का?	4.00	1.5
C	सादरीकरण		
9	शिक्षकाची देहबोली सक्रीय व सकारात्मक आहे का?	5.00	8
10	शिक्षकाचा आवाज पुरेसा मोठा आहे का?	6.50	8.5
11	शिक्षकाच्या आवाजामध्ये योग्य चढउतार आहेत का?	5.00	7
12	शिक्षकाचा वर्गात फिरतात का?	2.50	6
D	वैयक्तिक लक्ष		
13	शिक्षक विद्यार्थ्यांना नाव घेऊन बोलतात का?	3.50	6.5
14	शिक्षक काही विद्यार्थ्यांना अभ्यासातील अडचणी/समजले आहे का हे वैयक्तिकरित्या विचारतात का?	3.50	7.5
15	विद्यार्थ्यांने न सांगता त्यांच्या काही अडचणी शिक्षकाच्या लक्षात येतात का?	4.00	7.5
16	शिक्षक विद्यार्थ्यांचे कौतुक करतात का?	5.00	7.5
E	पूर्वतयारी		
17	शिक्षकाने केलेले पाठ नियोजन पुरेसे आहे का?	1.50	8.5
18	नियोजनात पाठाचे उद्दिष्ट स्पष्ट व नेमकेपणाने लिहिले आहे का?	-	8
19	पाठ शिकवताना लागणाऱ्या योग्य जागा व साधनाची यादी केली आहे का?	-	7.5
20	विद्यार्थ्यांचे पूर्वज्ञान कसे तपासावे याबद्दल नियोजन केले का?	-	7.5
21	या पाठासाठी योग्य अध्यापन पद्धती कुठल्या असाव्यात याबद्दल पुरेसा विचार केला आहे का?	-	9
22	पाठ नियोजन/अध्यापन इ. साठी ग्रंथालय, प्रयोगशाळा, संगणक, इंटरनेट यांचा योग्य वापर केला आहे का?	-	8
23	अध्यापन विषय दैनंदिन आयुष्याशी योग्य प्रकारे जोडता आला का?	-	8.5
24	पाठ नियोजन केले आहे त्याप्रमाणे प्रत्यक्षात शिकवले का?	-	8

F	वर्गात आनंददायी / खेळीमेळीचे वातावरण		
25	अध्यापनादरम्यान शिक्षक स्वतः हसतात का? स्मितहास्य ठेवतात का?	5.00	6
26	अध्यापनादरम्यान शिक्षक मुलांना हसवतात का?	4.50	5.5
27	शिक्षक विद्यार्थ्यांशी प्रेमाने बोलतात का?	4.50	7
28	अध्यापनात विद्यार्थ्यांचा सहभाग किती आहे?	3.50	7.5
29	पाठादरम्यान विद्यार्थ्यांना विचार करायला संधी उपलब्ध केली का? उदा.प्रश्न विचारून	3.00	8
G	वर्ग नियंत्रण		
30	विद्यार्थ्यांची बैठक रचना अध्यापनाला अनुरूप आहे का?	4.00	7
31	विद्यार्थी सूचनांचे पालन करतात का?	4.50	8
32	वर्ग नियंत्रण ठेवण्यासाठी शिक्षक योग्य वेळी योग्य सूचना देतात का?	4.50	8
33	पाठामुळे इतर वर्गांना त्रास होतो का? ()	2.00	2
H	गृहपाठ		
34	दिलेल्या गृहपाठाचे प्रमाण योग्य आहे का?	4.00	-
35	दिलेल्या गृहपाठाची गुणवत्ता व कल्पकता कशी आहे?	4.00	-
I	फलक लेखण		
36	फलक लेखण योग्य प्रमाणात आहे का?	2.00	7
37	फलक लेखण सुवाच्च व अचूक आहे का?	3.00	7
J	मूल्यमापन		
38	पाठा दरम्यान विद्यार्थ्यांना समजले आहे का याबद्दल शिक्षक मधून मधून विचारणा करतात का?	2.50	8.5
39	पाठाच्या शेवटी विद्यार्थ्यांना किती समजले आहे हे योग्य प्रकारे जाणून घेतात का?	2.50	8
40	आपण ज्या पद्धतीने शिकवत आहोत त्याबद्दल योग्य प्रकारे विद्यार्थ्यांकडून अभिप्राय घेतात का?	3.00	7