

**Bharat Ratna
Dr. Babasaheb Ambedkar
AADARSH SHALA YOJANA**



**SITUATIONAL STUDY
MAHARASHTRA STATE
SUMMARY REPORT**

October 2022

Supported by



SHANTILAL MUTTHA FOUNDATION

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Abbreviations

BEO	Block Education Officer
CCE	Continuous and Comprehensive Evaluation
COE	Centre of Excellence
CSR	Corporate Social Responsibility
CWSN	Children with Special Needs
DEO	District Education Officer
DIET	District Institute of Education and Training
DTO	District Transformation Officer
EO	Extension Officer
FGD	Focused Group Discussion
FI	Field Investigator
GoM	Government of Maharashtra
GP	Gram Panchayat
GR	Government Resolution
KGBV	Kasturba Gandhi Balika Vidyalaya
KP	Kendra Pramukh
NGO	Non-Government Organization
MIBE	Maharashtra International Board of Education
MNC	Municipal Corporation
MoU	Memorandum of Understanding
MSP	Model School Program
MSTC	Model School Transformation Cell
MT	Master Trainers
NGO	Non-Government Organization
NEP	National Education Policy 2020
NP	Nagar Parishad
PTR	Pupil Teacher Ratio
RTE	Right to Education Act 2009
RTO	Regional Transformation Officer
SCERT	State Council of Educational Research & Training
SEEEL	Social-Emotional, Environmental and Ethical Learning
SMC	School Management Committee
SMDC	School Management and Development Committee
SMF	Shantilal Muttha Foundation
SSA	Sarva Shiksha Abhiyan
URC	Urban Resource Centre
ZP	Zilla Parishad

Introduction

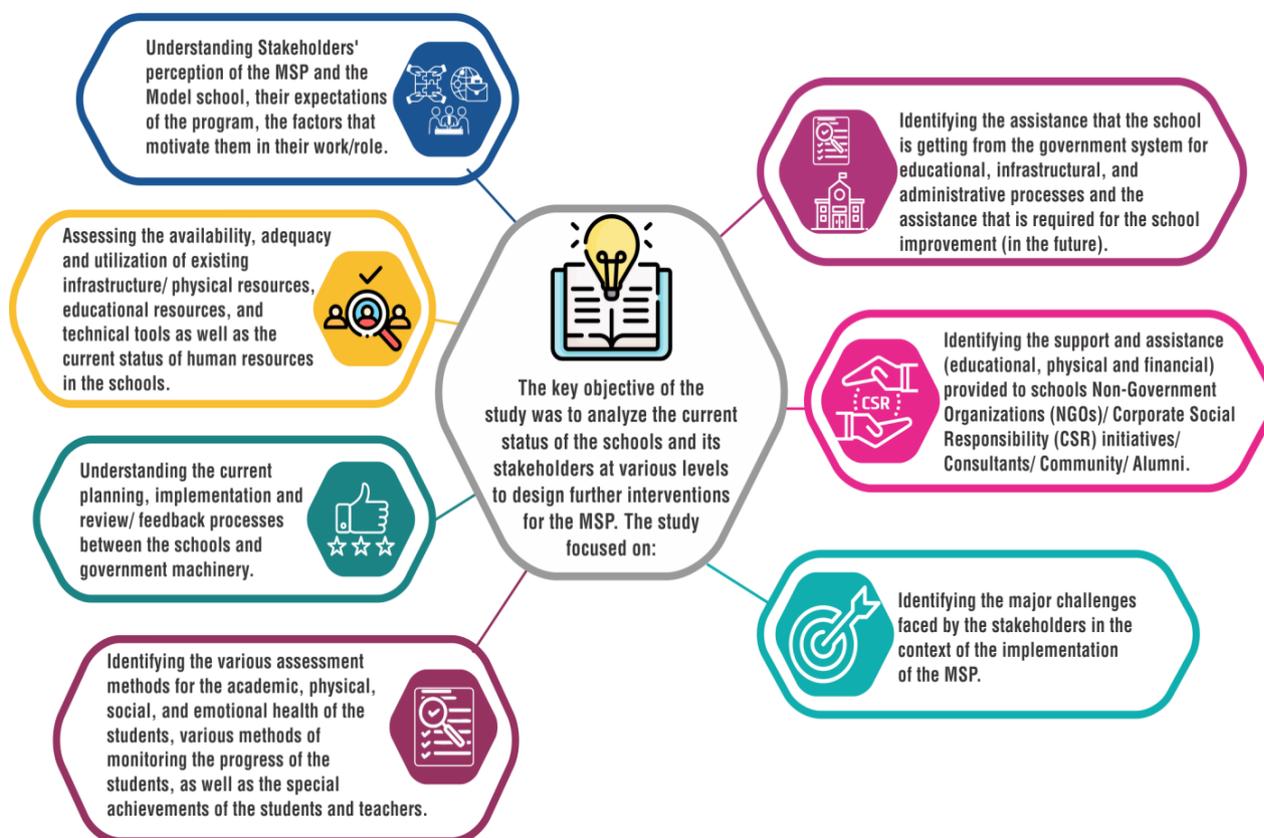
The 'Bharat Ratna Dr. Babasaheb Ambedkar Model School Program (MSP)' was launched by the Government of Maharashtra in March 2021. Provision of quality infrastructure and quality of education to achieve the desired age-appropriate holistic learning outcomes will be ensured in these schools through this program. These schools will be equipped to provide 21st-century education embracing Constitutional values, and social-emotional, environmental, and ethical learning (SEEEL). The move is also aimed at creating a child-friendly, safe, inclusive and an equitable environment for the holistic development of students. Above all, these schools will emerge as exemplary sites of learning for all other schools in every district.

The program has been visualized to first demonstrate the outcomes in 482 selected schools from 2021-2024, followed by a scale-up plan and action for 5000 schools between 2023-25 and subsequently to all the government schools by 2030.

The Model School Transformation Cell (MSTC), steered by the Commissioner (Education) has been co-created by the State Government and the Shantilal Muttha Foundation (SMF). It is responsible for developing the strategy, plan and action for the Model schools. It was decided to conduct a situational study in each of the 482 schools to empower the MSTC through informed decision-making based on field data and enable schools and system stakeholders to assess the current status of the schools and monitor their progress against it.

Situational Study: Methodology

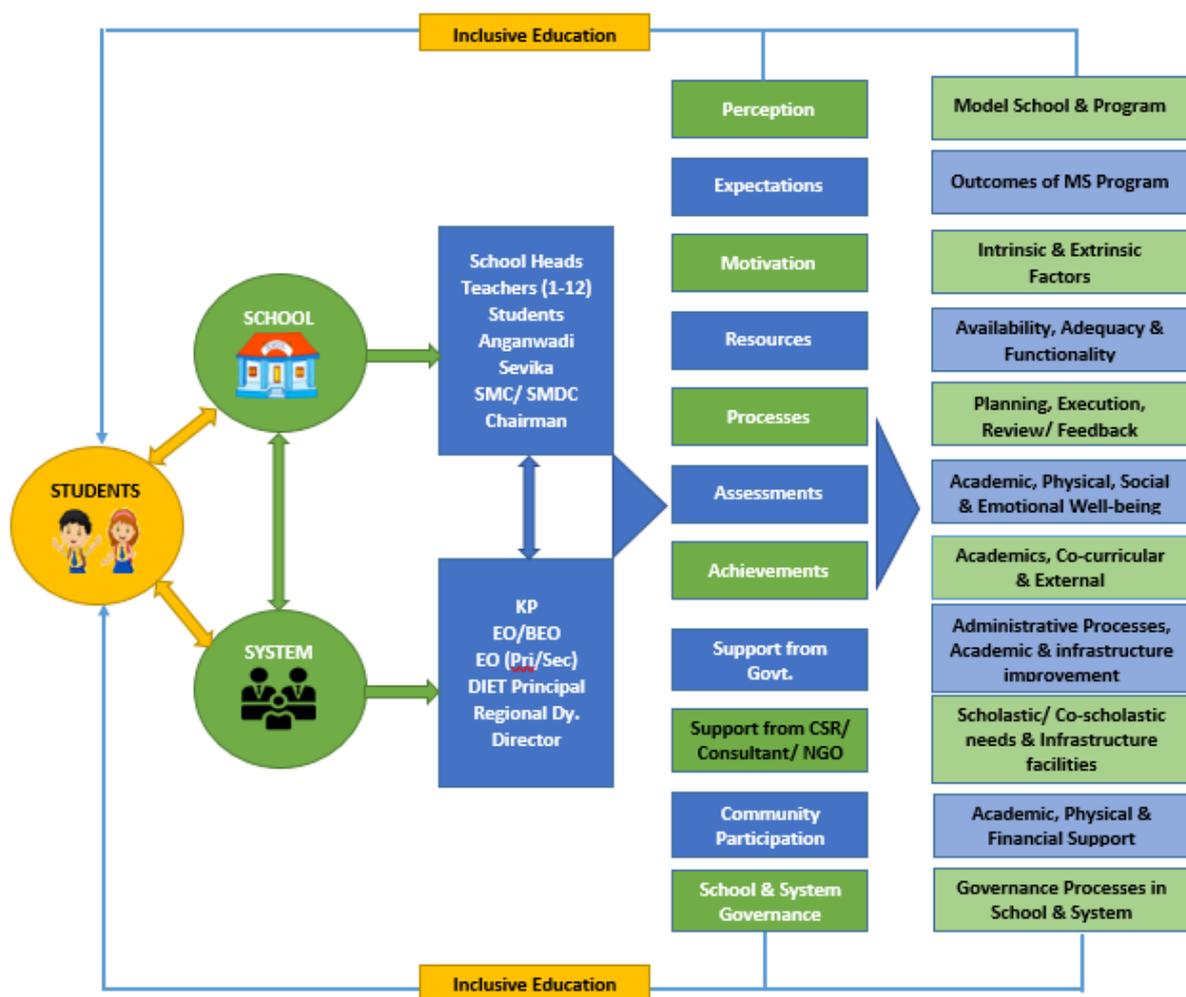
Objectives- The Situational Study was conducted to understand the current status of the schools as well as the stakeholders' knowledge and expectations of the MSP, their motivation, availability of the resources and the present challenges at the school and system levels.



Conceptual Framework

Stakeholders involved in Situational Study	School Stakeholders	System Stakeholders
	School Heads	Kendra Pramukh (KP)
	Teachers	Extension Officer (EO) / Block Education Officer (BEO)
	Students	Education Officer (EO) (Primary/Secondary)
	Anganwadi Sevika	District Institute for Education and Training (DIET) Principal
	School Management Committee (SMC) / School Management and Development (SMDC) Chairman	Regional Dy. Director

To align to the objectives of the study, a conceptual framework was developed to structure the study along 11 focus areas as shown below-

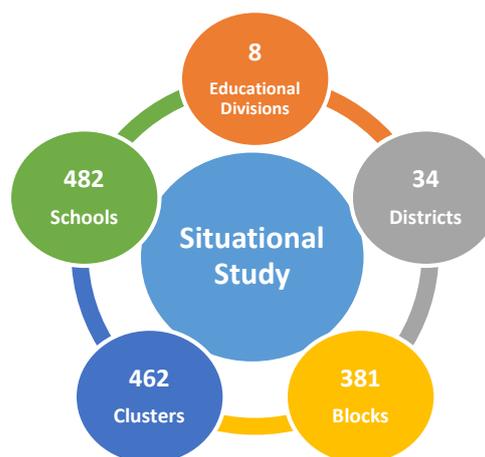


Area	Focus
 Perception	Understanding and awareness of all stakeholders on infrastructure, professional development of teachers, student learning outcomes, involvement of community/alumni, school and classroom environment/culture
 Expectations	Changes expected in the schools due to the MSP
 Motivation	Intrinsic and Extrinsic factors that motivate stakeholders in performing their role for the holistic development of students/ schools
 Resources	Availability, adequacy and functionality of teaching-learning resources, technological resources, and human resources in the school
 Processes	Processes of school leadership, teaching-learning and school governance influencing the key areas of planning, execution and review in schools
 Assessments	Various types of assessments conducted for the academic, physical, social-emotional well-being of students and ways of monitoring the progress of students for capturing the holistic growth of students
 Achievements	Achievements of students, teachers and schools in academics, and co-scholastic areas which could also lead to some of the best practices/ innovations
 Support from Government	Support provided by the government and support required by schools (in future) for administrative processes, academic, infrastructural and improvement of schools
 Support from CSR/ Consultant/ NGO	Initiatives to take support from NGO/ CSR/ Consultants for scholastic/ co-scholastic needs and infrastructural facilities to schools
 Community Participation	Involvement of community/ alumni for in providing academic, physical and financial support to the school
 School & System Governance	Processes for supportive supervision followed within the school and by the system officials

Study Coverage

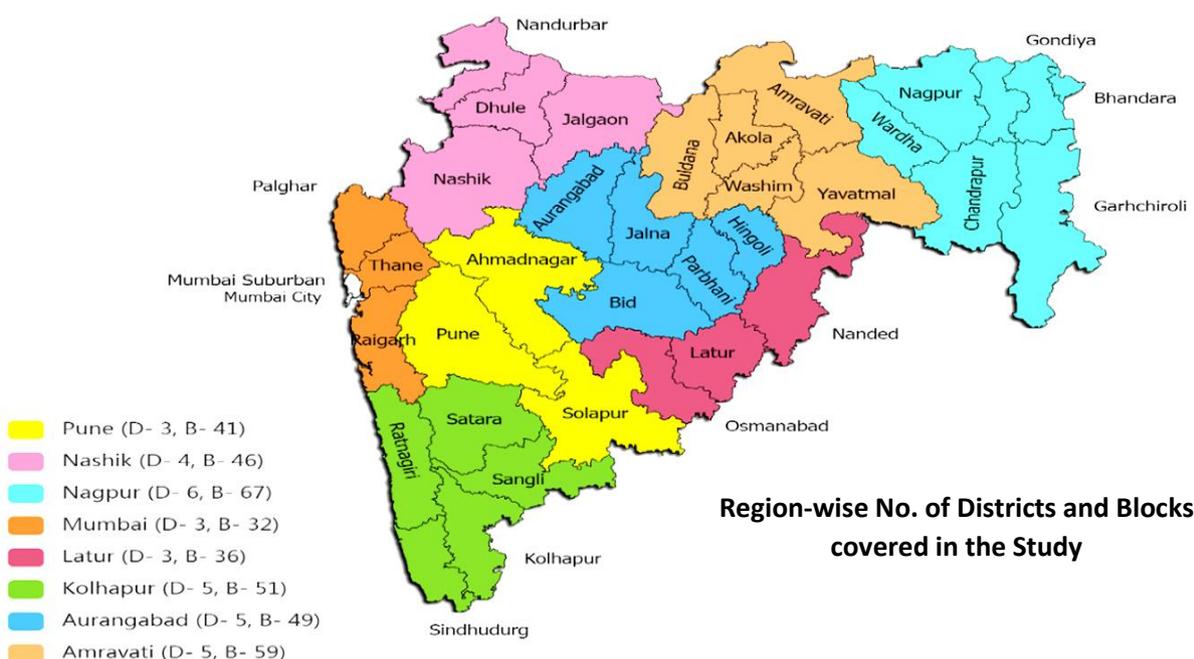
Six schools from the original list of 488 Model schools were removed by the Government due to duplication (3), non-applicability of the criteria (2) and non-existence (1). Amravati region covered the majority of schools (80) followed by Aurangabad (76) and Nagpur (73) regions.

(The region-wise coverage of schools is given in Annexure A1).



Management-wise Coverage of Schools							
Department of Education	Government Aided	Municipal Corporation (MNC)	Nagar Parishad (NP)	Zillha Parishad (ZP)	Total		
5	6	22	5	444	482		
Level-wise Coverage of Schools							
Primary	Elementary	Secondary	Secondary with Higher Secondary	Total			
38	357	80	7	482			
School Area, Types and Classification							
Location			Residential status		Gender Specific Classification		
Rural	Tribal	Urban	Residential	Non-residential	Co-Education	Boys	Girls
395	18	69	48	434	425	12	45

(The region-wise classification of schools as per management, level, area, type and gender is given in Annexures A1-4).



Study Methods: Sampling Technique and Selection Criteria

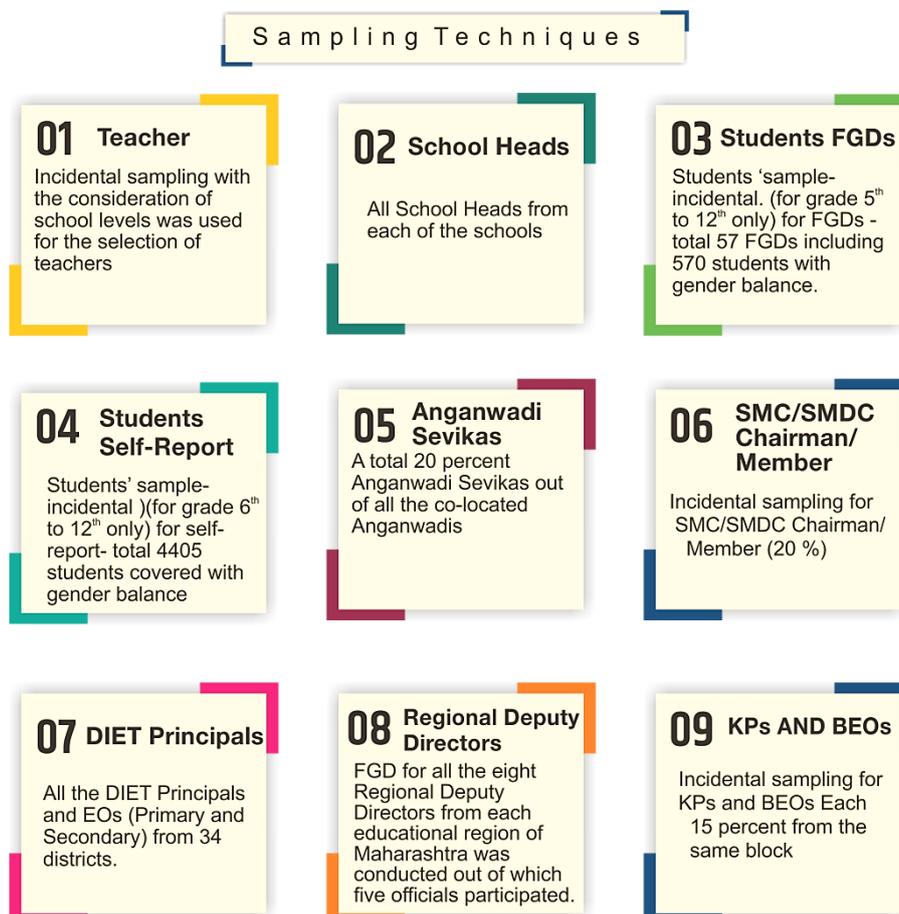
The study included both qualitative and quantitative methods of data collection. Survey method was adopted using semi-structured interview schedules for collecting quantitative data whereas the qualitative data was collected using Interviews Guides, Focused Group Discussions and Observation methods.

School Stakeholders	Sample (%)	Sample Size (N)	Sample Achieved
School Heads	100%	482	480**
Teachers (Std 1-5) (Interview Schedule)	-	439	428
Teachers (Std 6-12) (Interview Schedule)	-	534	530
Teachers (Questionnaire)	-	4398	2651
Teachers (In-depth Interview)	-	57	57
Students	-	4440	4405
Anganwadi Sevikas	20%	44	46
SMC/ SMDC Chairman / Members	20%	102	103

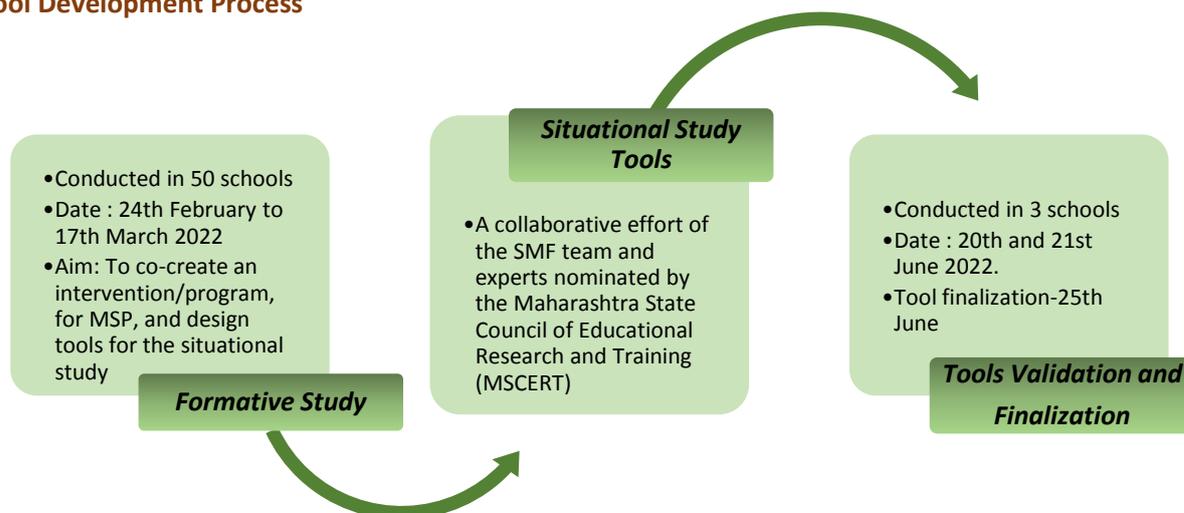
System Stakeholders	Sample (%)	Sample Size (N)	Sample Achieved
KP	15%	70	75
EO/BEO	15%	68	68
EO (Primary/ Secondary)	100%	52	44
DIET Principal	100%	34	33
Regional Deputy Director	100%	8	5

**480 out of 482 responses received due to 'No response' from one School Head and EO acting as School Head in a Shaskiya Vidyaniketan School

Sampling Techniques-



Tool Development Process



Tools for School Stakeholders				Tools for System Stakeholders	
School Heads	Interview Schedule			KP	Interview Schedule
Teachers	Interview Schedule	Questionnaire	In-depth Interview Schedule	EO/BEO	Interview Schedule
Students	Questionnaire	FGD Guide		EO (Primary/Secondary)	Interview Schedule
Anganwadi Sevika	Interview Schedule			DIET Principal	Interview Schedule
SMC/ SMDC Chairman	Interview Schedule			Regional Dy. Director	FGD Guide
School	Infrastructure Observation Checklist				

Training, Data Collection and Analysis



Training:

- Conducted in 2 batches – June and July, 2022
- Mode of training- interactive sessions, role plays, mock interviews
- Training on Tools and data collection toolkit named 'KOBO'

Data collection period: 1st July - 23rd August 2022

Data Analysis:

Quantitative Analysis and Data Interpretation:

- Source of data - semi-structured interviews and self-reports of the school and system stakeholders
- The data for this was sourced from all the semi-structured interviews and self-reports of the school and system stakeholders.
- Based on this data, division and district-wise simple frequency tables were generated for every question under the different indicators mentioned in the conceptual framework.
- Mean values were reported for every question and for every stakeholder at a state/region/district level.



- The data was sliced by other variables like school area/management/residential status/gender/schooling levels to understand the variations in the responses of the stakeholders.
- Emerging trends across geographical regions or stakeholder categories were also captured. Consistency, or the lack of it among various stakeholders on a specific question was identified and reported.

Qualitative Analysis:

- The data for this was sourced from the student FGDs, Regional Dy. Director FGD and in-depth teacher interviews from which qualitative summaries were generated along identified themes.

Limitations of Study	
<p>1. The nature of the tools, like self-reporting, and Incidental/purposive sampling methods inherently bring some limitations, which were overcome by using various data sources, and through triangulation for reliable data from different stakeholders</p>	<p>2. Inter-observer and intra-observer reliability, is always the limitation with such studies. Efforts were taken to minimize this by face-to-face training and training manual with data collection guidelines.</p>
<p>3. A slight gap in the intended sample size and actual sample reach.</p>	<p>4. Reaching every selected model school was pre-decided. The specific duration for data collection in each school was fixed with the available schedule and timelines. Maximum intended data is captured for which sample selection criteria were considered rather than opting for randomized type of samples.</p>

Key Findings

The Key findings of the study focus on the following three areas:



**A separate section on co-located Anganwadis has also been presented.*

Section I-Infrastructure and Resources

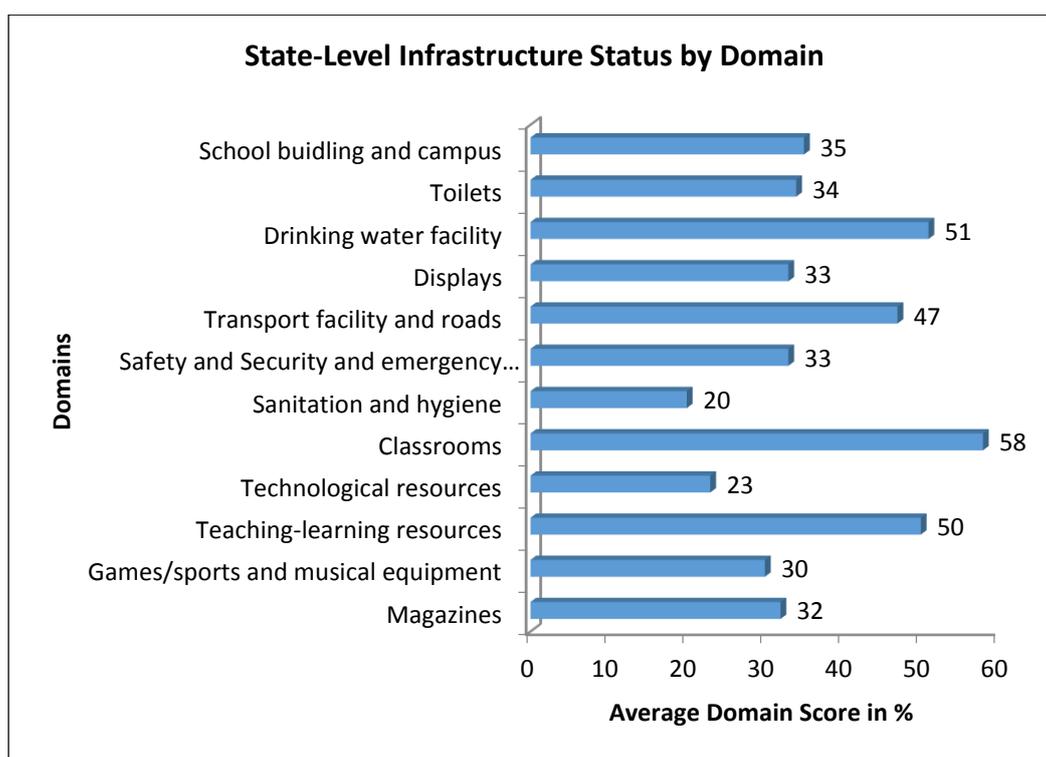
School Infrastructure being one of the important pillars in MSP is a prerequisite for each model school that should be focused upon by the school and the administration alike. With an aim to achieve the infrastructural goals stated in NEP 2020 and the MSP, the status of the infrastructure and resources within 482 selected schools in Maharashtra selected under this program were captured through the Situational study. The key findings have been presented across 12 domains, each domain comprising several physical resources. In all there are 69 resources that have been mapped across the 12 domains. In this section, the key findings have been stated in two separate parts (a) School Infrastructure and Resources and (b) Human Resources.

A. School Infrastructure and Resources

a. Status of School Infrastructure at the State Level

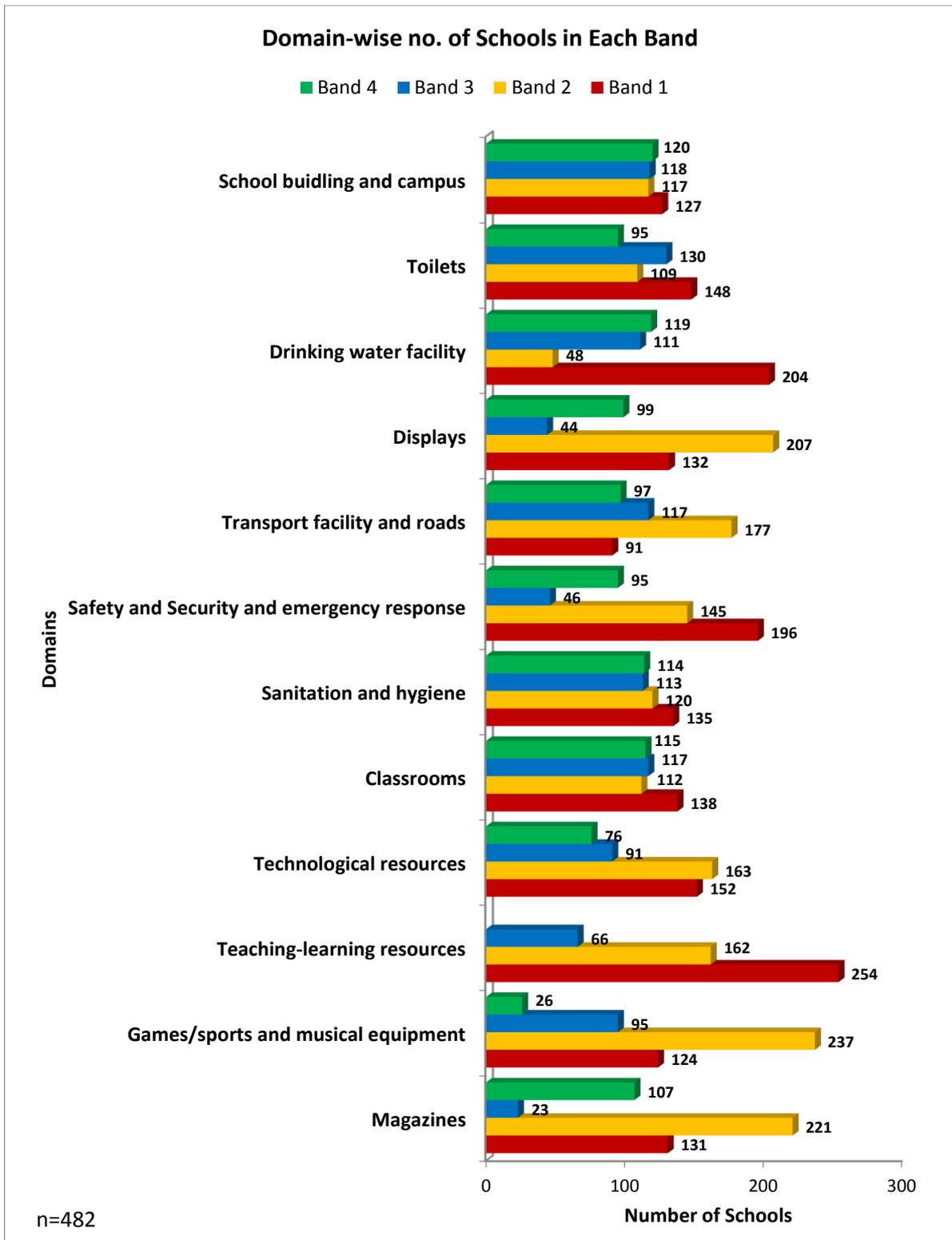
1. State-level Infrastructure status by Various Domains:

The domain-wise infrastructure status is based on the average domain scores (%) at the state-level for all the schools.



2. Domain-wise Number of Schools in each Band

Four bands have been defined for every domain based on percent domain scores achieved. **Bands 1 and 2 are the lower bands while bands 3 and 4 are the higher bands** that reflect better domain scores implying a better status of the infrastructure. This summary helps to obtain information on the number of schools in every band in every domain in a single view.



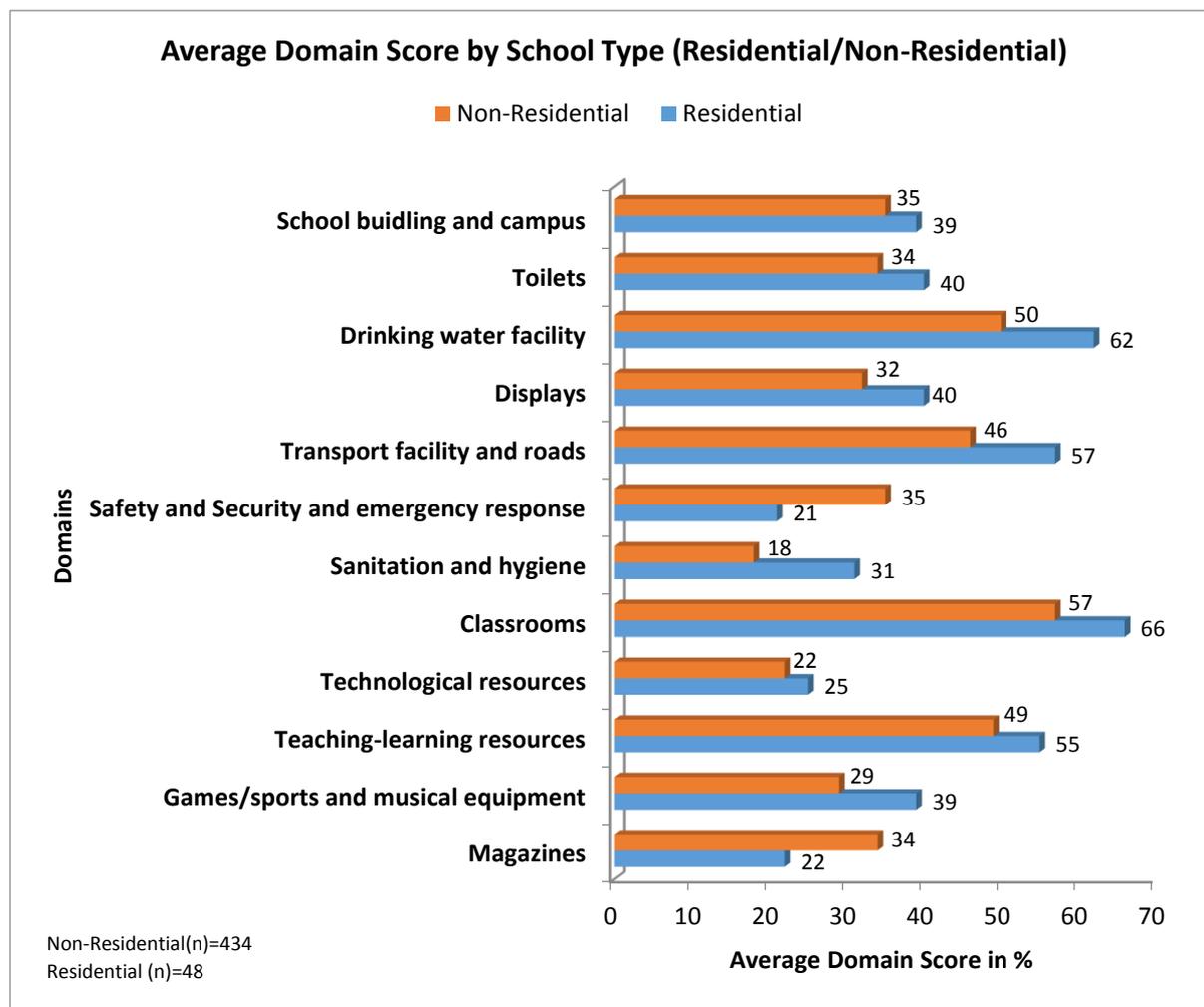
- The domain of 'teaching-learning resources' has only three distinct bands- bands 1,2,3 since 50 percent of the schools have scored 33 percent or less and this domain has the maximum schools (254) in the lowest Band 1, followed by the domain 'Drinking water facility' with 204 schools in the lowest Band 1.
- The last three domains dealing with different kinds of learning resources and materials along with the domain 'displays' show the maximum variation of schools from one band to the next.
- Among the schools in the fourth band, 'School building and campus' and 'Drinking water facility' are the two domains having the maximum number of such schools as compared to

the other domains. 'School building and campus' is also the domain where the schools are almost evenly distributed among the four bands.

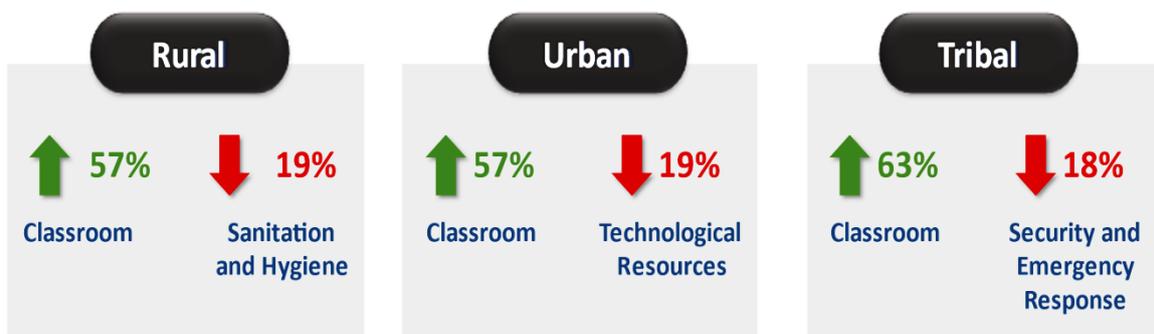
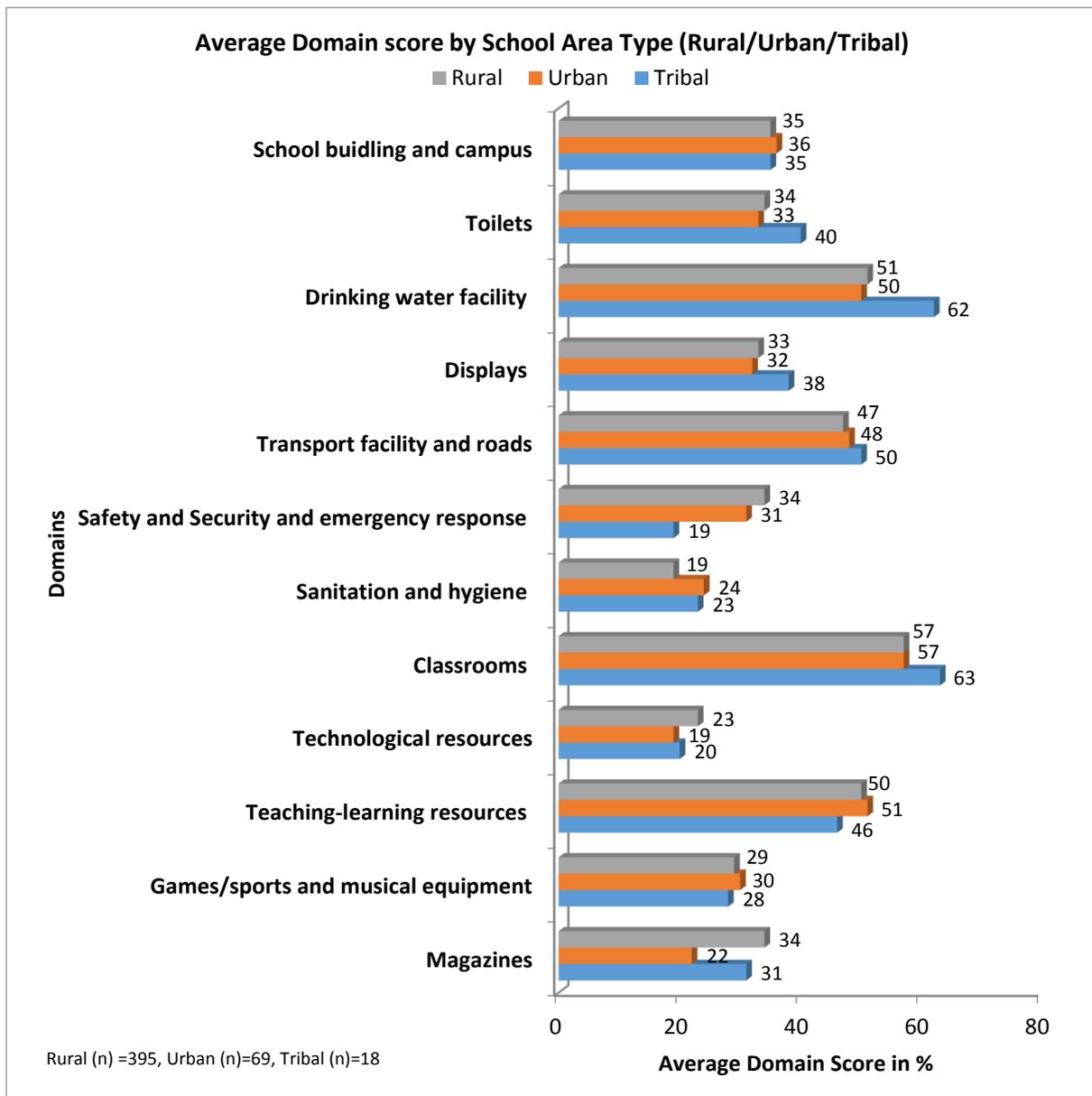
b. Average Domain Scores by school types

1. Average Domain Score by Residential Status of Schools

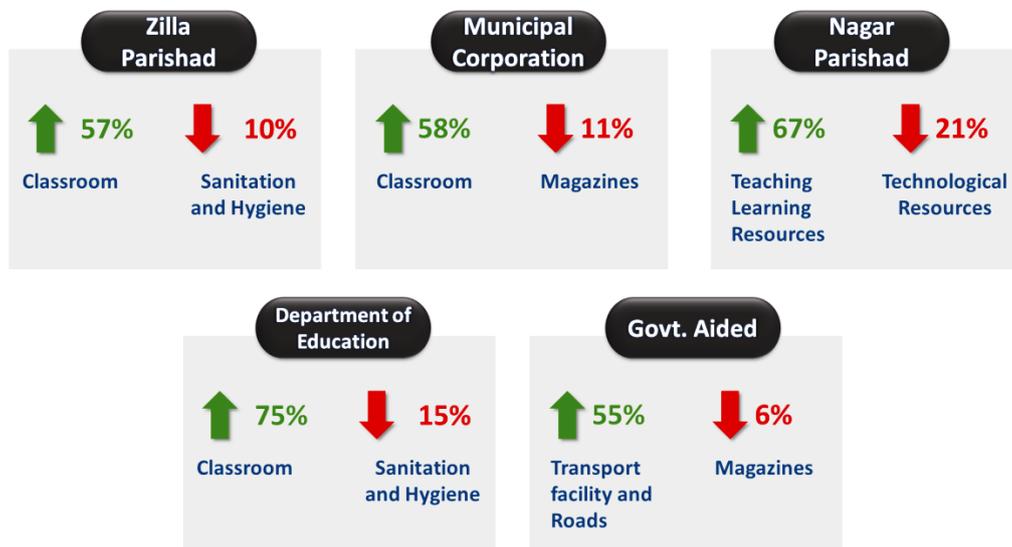
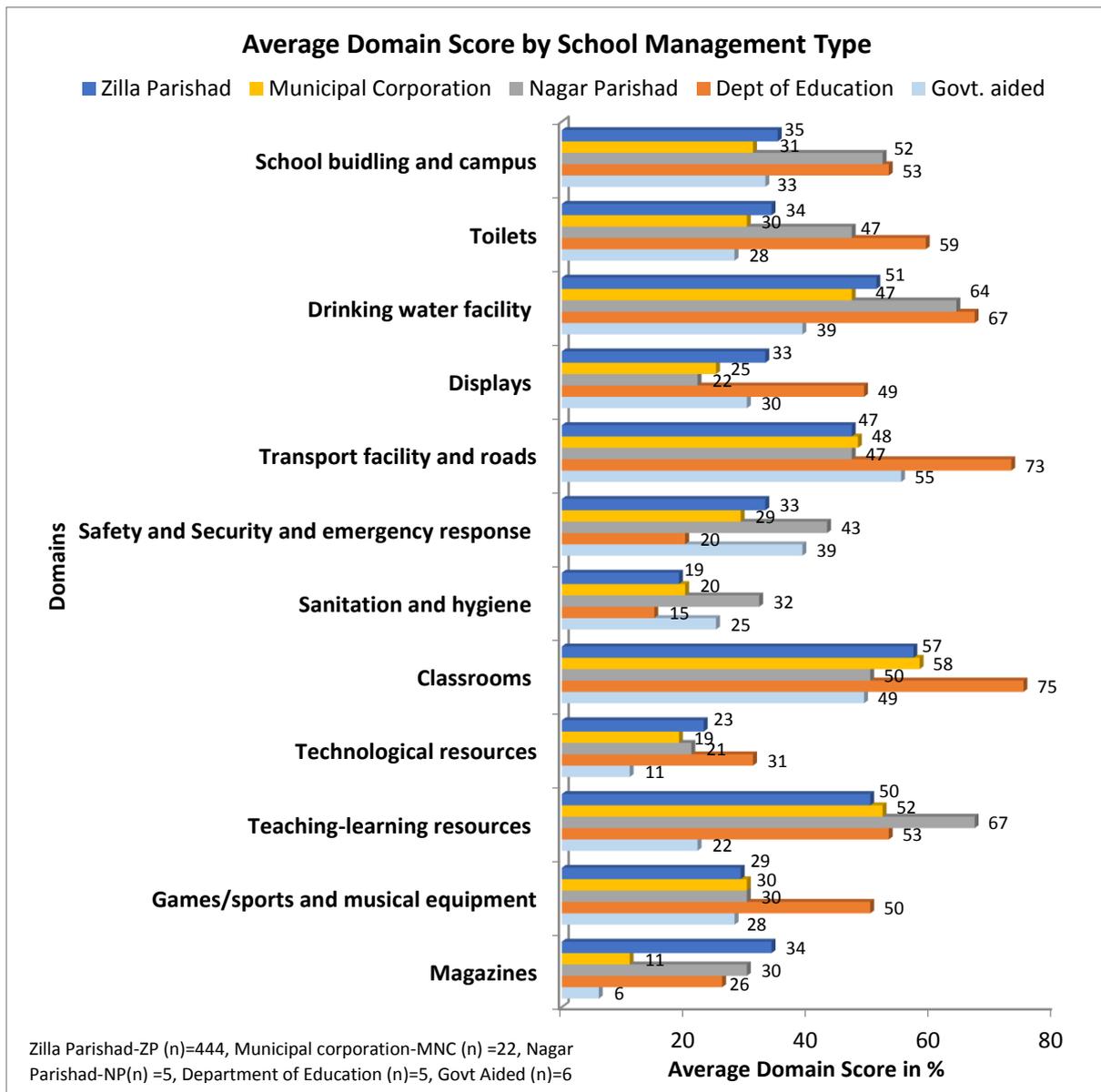
The chart below shows the Average score obtained in each domain for the school type (residential and non-residential).



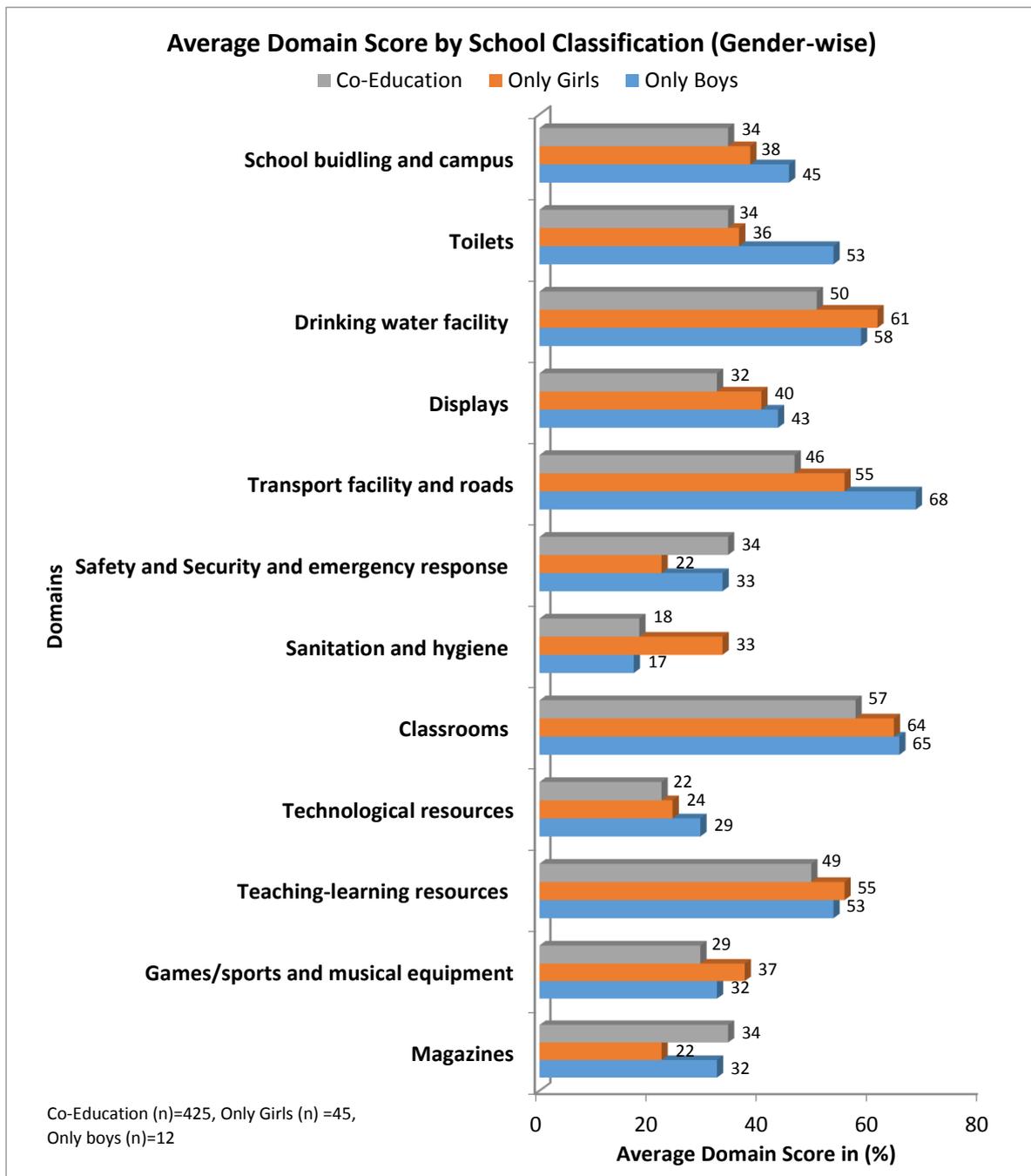
2. Average Domain Score by School Location (Rural/Urban/Tribal)



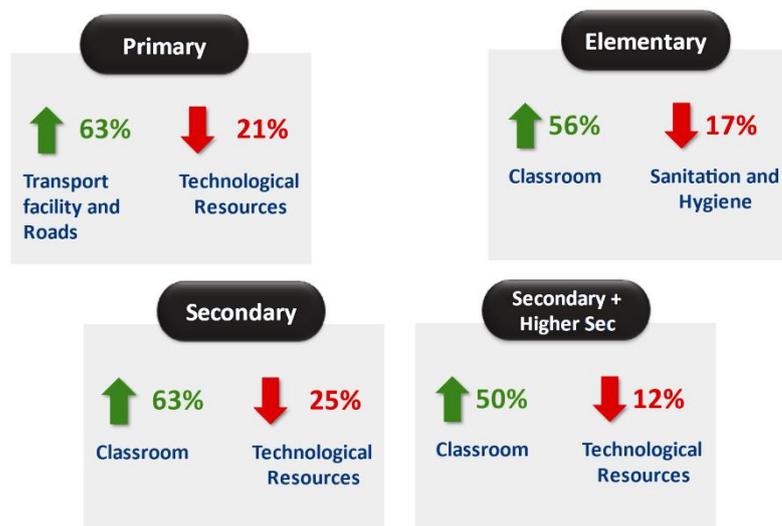
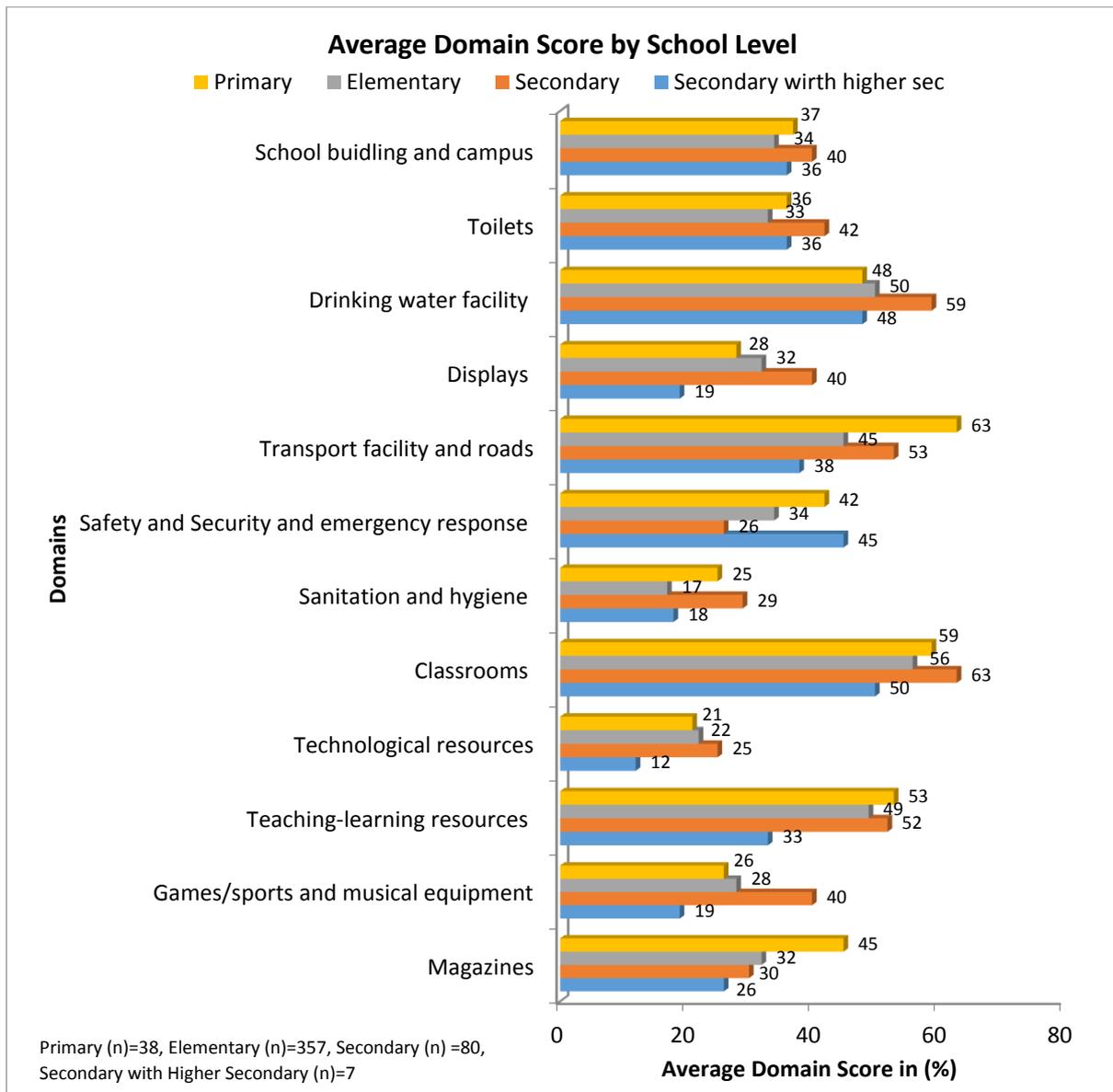
3. Average Domain Score by School Management Type



4. Average Domain Score by School Classification (Gender Wise)



5. Average Domain Score by School Level



B. Human Resources

'Regular' School Heads Vs. 'In-charge' School Heads

School Head- Position	Elementary	Primary	Secondary	Secondary with Higher Secondary	Total
In-charge	177	18	43	4	242
Regular	179	20	36	3	238
Total	356	38	79	7	480

Teachers provisioned Vs. Teachers currently working

No. of Teachers	D.Ed	Graduates (6th to 8th)	Secondary	Higher Secondary	Total
Teachers who can be appointed in the school as per government rule	2721	1657	409	65	4852
Teachers currently working	2523	1242	314	48	4127
Deficit	198	415	95	17	725

Pupil-Teacher Ratio (PTR)

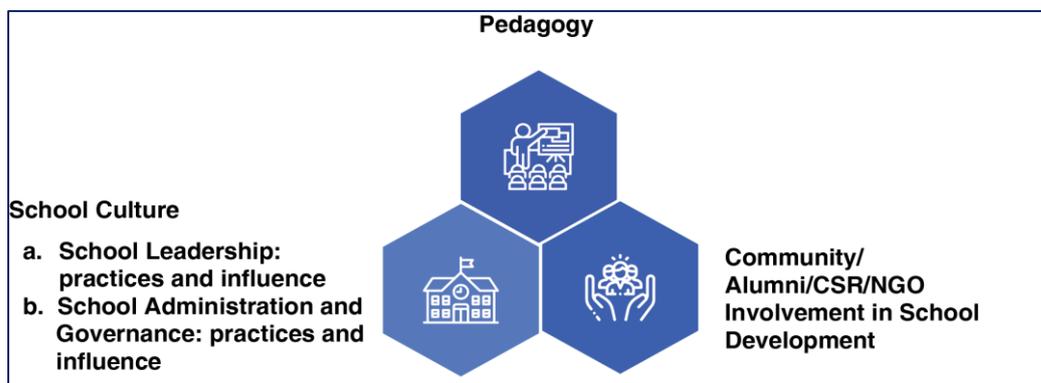
Pupil Teacher Ratio	1st to 4th/5th	6th to 7th/8th	Secondary (9th to 10th)	Higher secondary (11th to 12th)	Total
No. of Students	78478	46281	10966	842	136567
No. of Teachers	2523	1242	314	48	4127
PTR (482 schools)	31	37	35	18	33
PTR (UDISE-MH_2020-21)	25	26	31	27	29

Status of System Officials (out of those interviewed) holding 'Additional Charge'

System official →	Kendra Pramukh (n=75)	DIET Principal (n=33)	BEO (n=68)	EO (Pri and Sec) (n=44)
Additional Charge Held	37%	21%	13%	18%

Section II-Quality of Education

The study attempted to capture the status of educational quality in the following three areas:



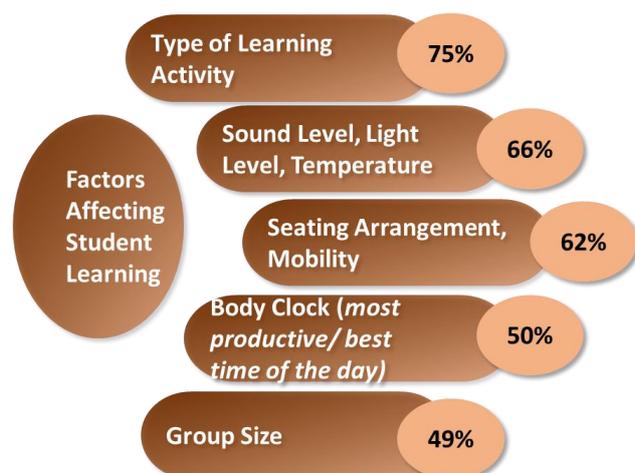
Quality of Education → Pedagogy

Pedagogy includes various teaching and learning processes and practices of both teachers and students including the ways to gauge student learning through CCE. Presenting below are some of the key findings from the study in the areas of lesson planning, practices, classroom management, assessments, and feedback.

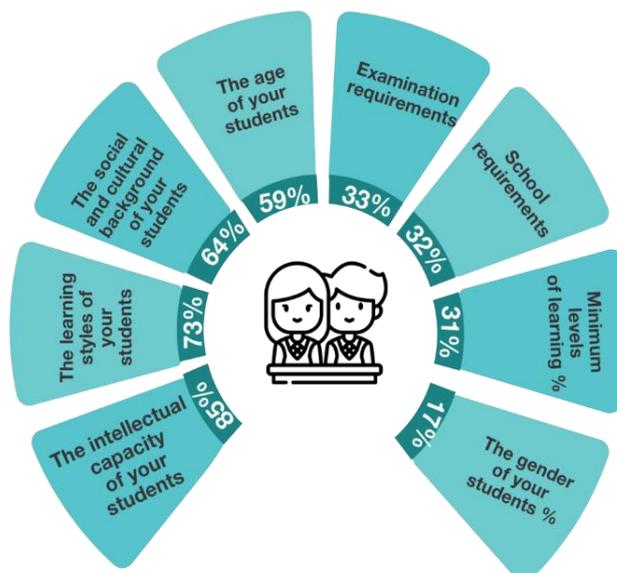
However, it is first imperative to understand some of the perceptions and understanding of the teachers that influence pedagogical practices before we dig into the teaching learning processes:

Teacher Perceptions

What are some of the factors which teachers think affect student learning?



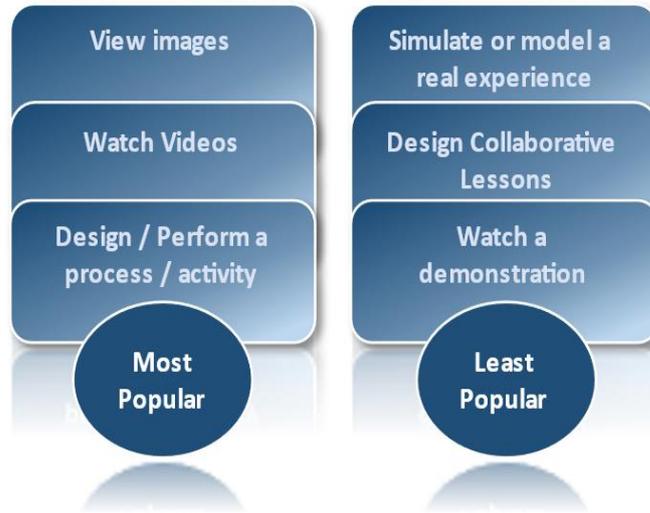
What are some of the factors teachers consider while setting expectations from students?



Which activities promote high retention among students?

When teachers were asked to rank certain activities from 1-10 in order of their potential to aid learning retention, 1 having the highest potential, the findings were-

Activities Promoting High and Low Retention

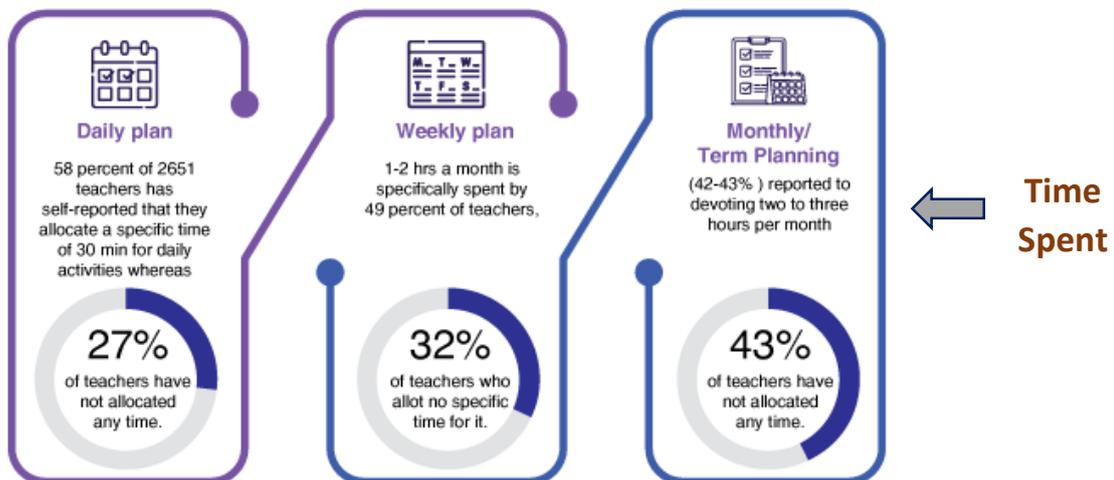


Collaborative Lessons (17%), Reading (15%), and Listening (15%) are chosen as activities for minimal retention by teachers in the state.

Collaborative learning has featured in the bottom 3 consistently across all regions.

Practices related to Lesson Planning

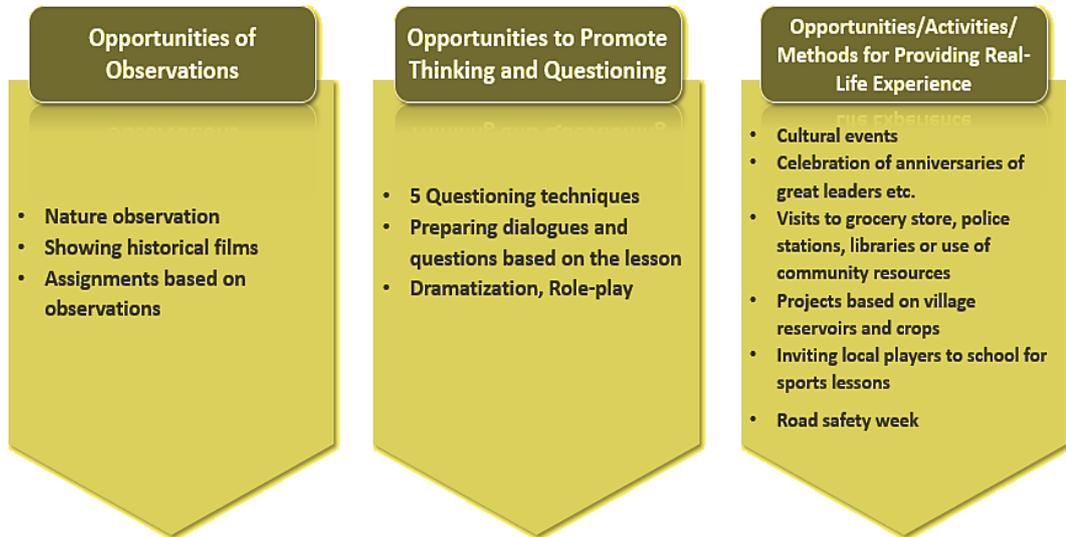
What is the amount of time spent on planning of various activities by teachers?



Lesson Delivery Practices

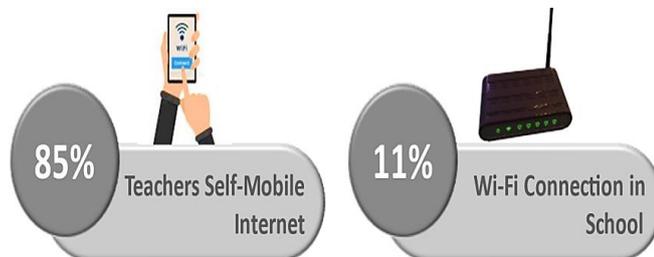
What are the learning experiences organized by teachers to promote thinking, observation and connections with real life?

Various Opportunities Given to Students



How well and how much are the tech and non-tech resources being used in the classrooms?

- The proportion of tribal school teachers using internet is far lower (11%) than the non-tribal school teachers (75%).
- 80 percent of the schools have regular power supply.** However, the infrastructure data shows that the availability of tech resources (Projectors, tabs, laptops, digital boards, SMART TV) in schools is very less



* Percentages reported by School Heads

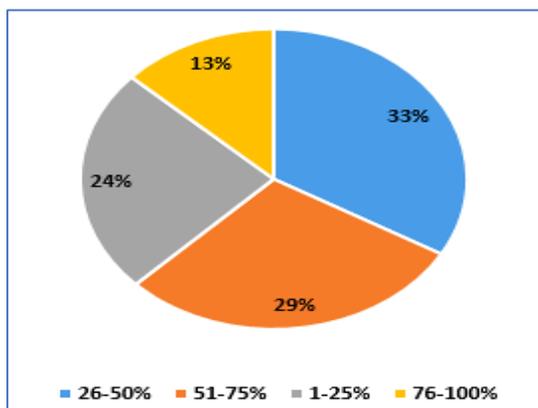


Fig: Use of tech-based tools by students

and teachers mostly rely on their own smartphones.

- Only 59 percent students have reported the use of ed-tech resources by teachers in the classrooms.
- Across the state maximum number of schools (33%) reported that only 26-50 percent of the students could use tech resources while only 13 percent Schools Heads reported that over 75 percent of their students could handle tech-based tools well.

TLMs Most Used and Least Used by Regions

Resources used by more than 70% teachers	Top 3 regions	Bottom 3 regions	Resources used 'rarely' by 20% or more teachers	Lowest reporting regions
Community resources	Pune (89%), Latur (84%), Aurangabad and Amravati (83%)	Mumbai(79%), Nashik (77%)	Field trips	All regions scored in the range 28-51%. Nagpur lowest at 51% followed by Nashik and Mumbai (43 & 42%). Kolhapur highest at 28%
Newspapers & magazines	Pune and Kolhapur (84%) followed by Amravati (77%)		Newspapers & magazines	Nashik (31%)and Latur(28%)
Smart phones, tabs	All regions reported over 80% usage except Aurangabad , Nagpur & Nashik		Smart phones, tabs	Aurangabad (24%), Nagpur (23%), Nashik (22%)
Visual aids	Mumbai, Pune, Kolhapur each report 90%;		Visual aids	Nashik (17%)
Internet	Pune (85%) , Kolhapur (83%), Aurangabad (80%)		Internet	All other regions Except for Pune , Kolhapur and Aurangabad
Computer software	Pune (82%) , Kolhapur (81%), Mumbai (78%)	Aurangabad (23%), Nashik (22%), Nagpur Amravati (21%)	Computer software	Aurangabad (23%), Nashik (22%), Nagpur & Amravati (21% each)
			Guest speakers	All regions report low. Lowest Nashik (49%), Nagpur(48%), Mumbai (47%)
			Published material	All regions report low. Nashik and Amravati also had 10% and 9% teachers reporting 'Never'

**What are students reading other than textbooks?
Are students playing enough?**



Story Books



Periodicals



Newspapers

Usage of Sports Equipment



Range of Students who do not get to use the Sports Equipment



Which student grouping methods are preferred and when?

Grouping Methods Preferred by Teachers



Whole Class instruction

Most Used For
Presentation of information, demonstrate procedures and ask questions

69%



Small Groups

Most Used For
Tasks related to collaboration, discussion and problem-solving

55%

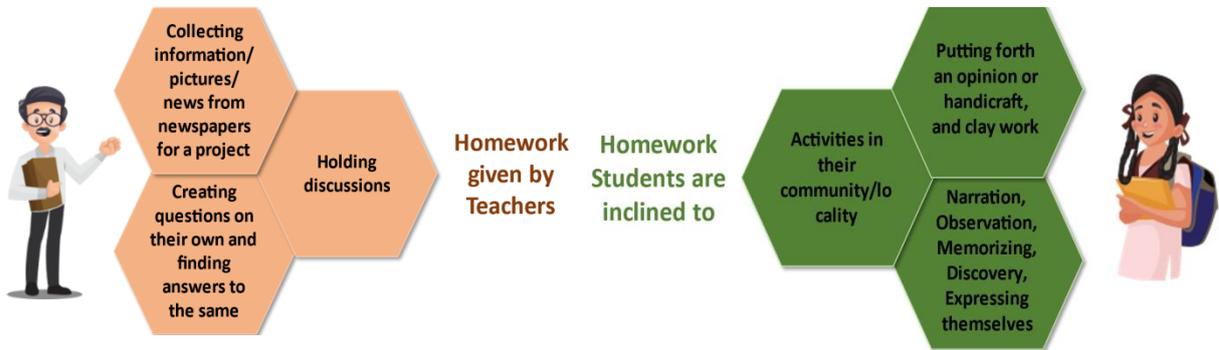


Individual Seatwork

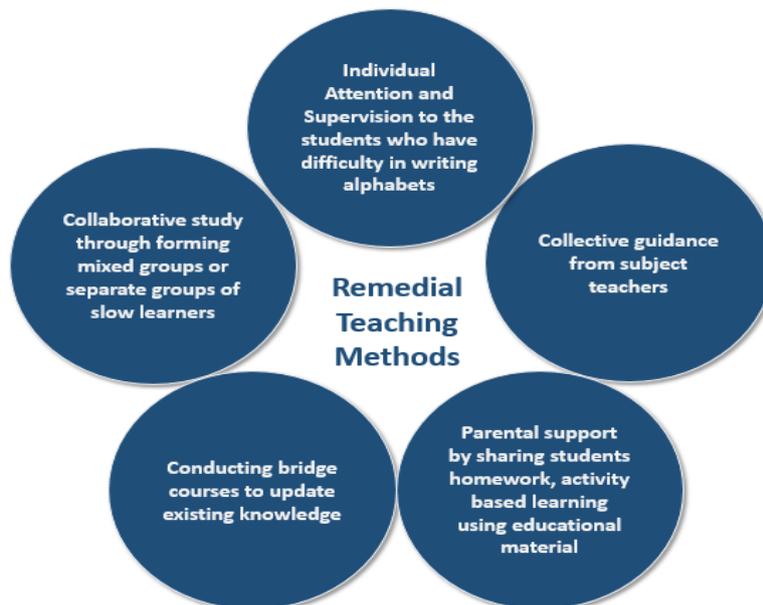
Most Used For
Gauging student needs and monitor progress

49%

Are teachers designing creative home assignments?



What are some of the methods followed by teachers for remedial teaching?



Holistic Assessments and Feedback Practices: CCE

What are the objectives for creating assessments?



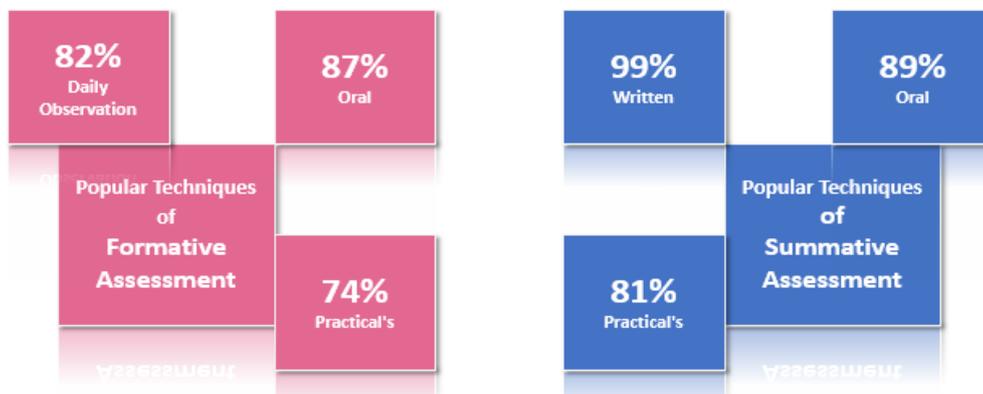
- All the teachers reported having one or more objectives in their mind while designing the assessments. Though 72 percent teachers assess to monitor the learning, half of them assess with an intention to understand the learning gaps.

- Going beyond these objectives 62 percent teachers not only wished to check their understanding of the

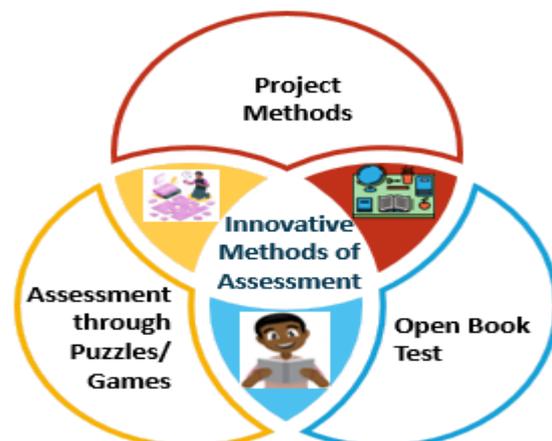
content learned by the students but wanted to encourage self-reflection. In continuation to self-reflection, 47 percent teachers encouraged self-direction i.e. encouraged them to prepare a plan for their future progress. There is scope to universalize this vision across the state.

- 'Projects' and 'activities' known to be effective techniques of formative assessments, were used only by 62 percent and 68 percent of teachers respectively.

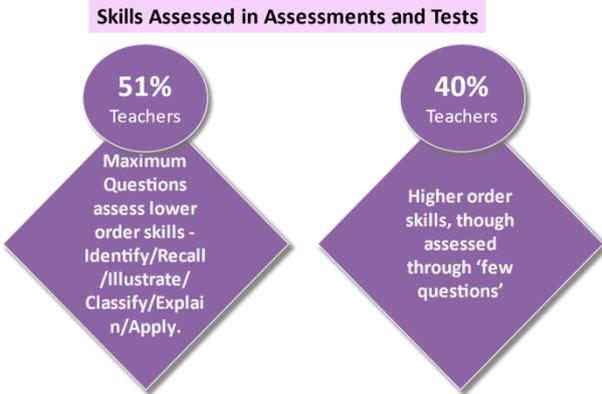
What is the nature of CCE (formative and summative assessments)?



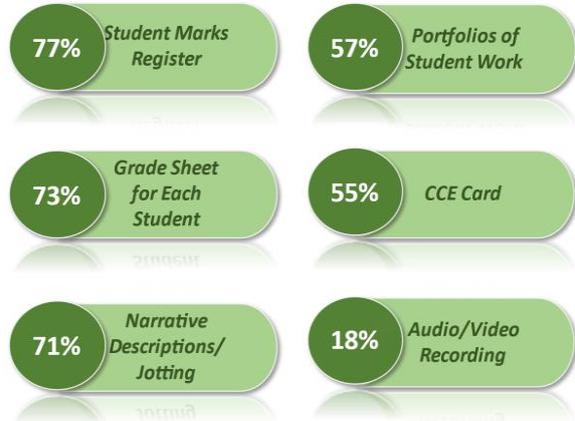
Innovative methods of assessment used in schools as reported by the DIET Principals



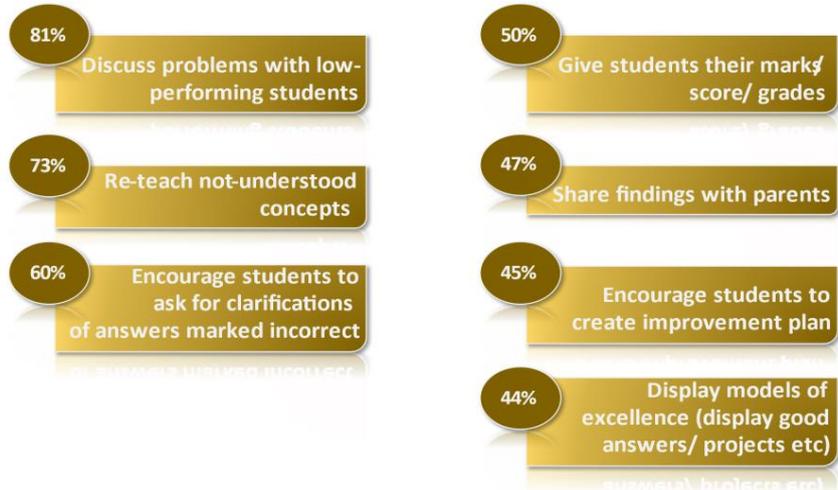
Are the assignment and tests designed for all levels of Bloom's taxonomy?



After conducting the assessments, how is the assessment data recorded by teachers?

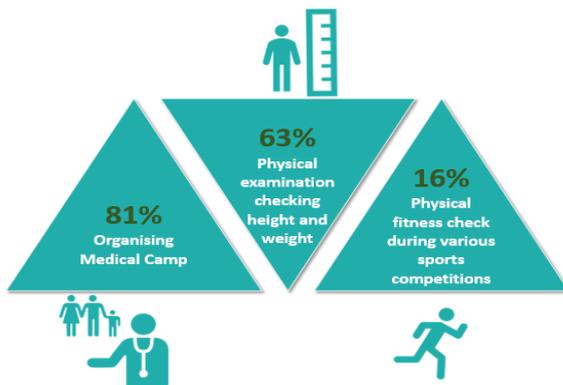


How do teachers make use of assessment data?



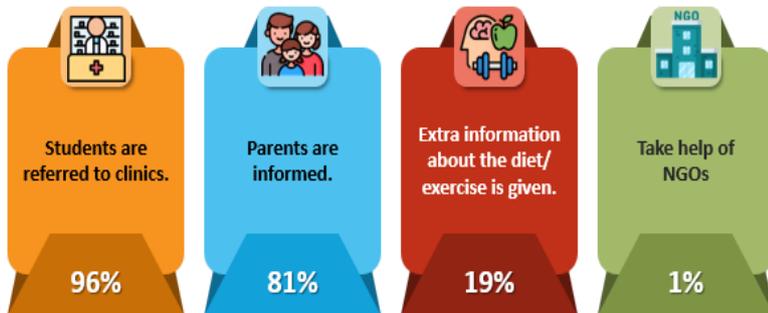
Holistic Assessments and Feedback Practices: Physical Health Checks

What are the assessments carried out by teachers for students' physical and mental well-being, along with any kind of assessment report maintained for students?

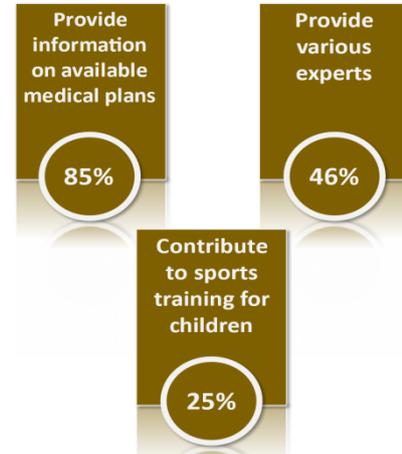


- Physical fitness checks during sports is least prioritized, which gives a scope to spread awareness regarding the same.
- Physical assessments can only be valued when they are continuously monitored by maintaining a progress report of the child. Only 37 percent of stakeholders interviewed maintain such a health report, and this practice needs to be universalized.

What are some of the measures taken for problems diagnosed during physical examination?



What support is provided by system officials for improvement of physical well-being of students?

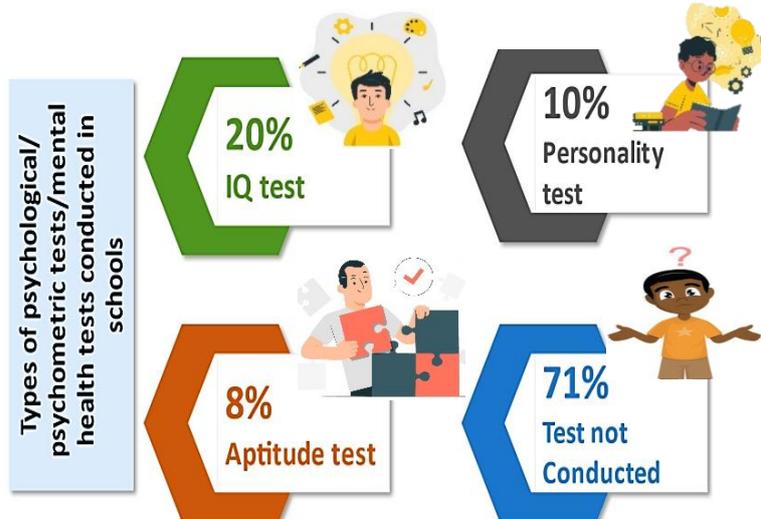


Holistic Assessments and Feedback Practices: Mental Health Checks and Support

What are some of the psychological/ psychometric tests/mental health tests conducted in schools for students? What social-emotional support system is available to children?

- 71 percent of the stakeholders said that there are no tests conducted in the state for the same.
- Availability of counsellors for the schools has been reported only by 48 percent of the School Heads.

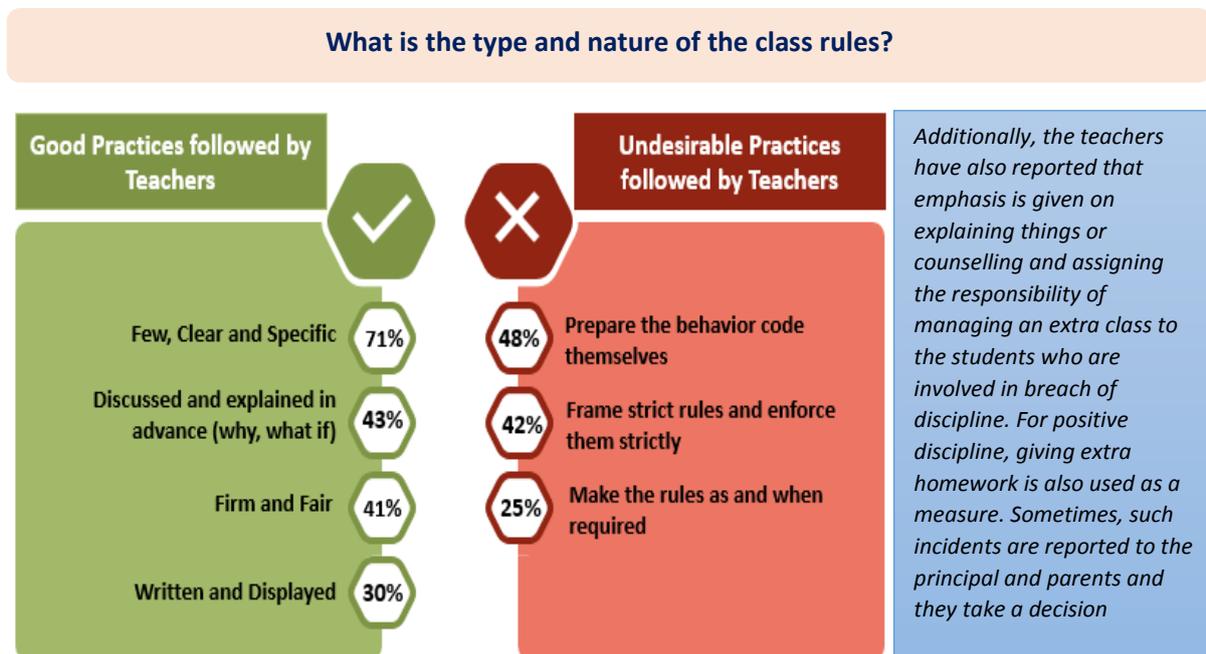
- It was also reported that emotional support was provided by the teachers when faced with any issue.
- Some of the student issues reported by the teachers are related to their families, like the child being alone, deceased mother/father, divorced parents, death of a family member, illness in the family, poverty, an addicted parent, physical torture, etc.



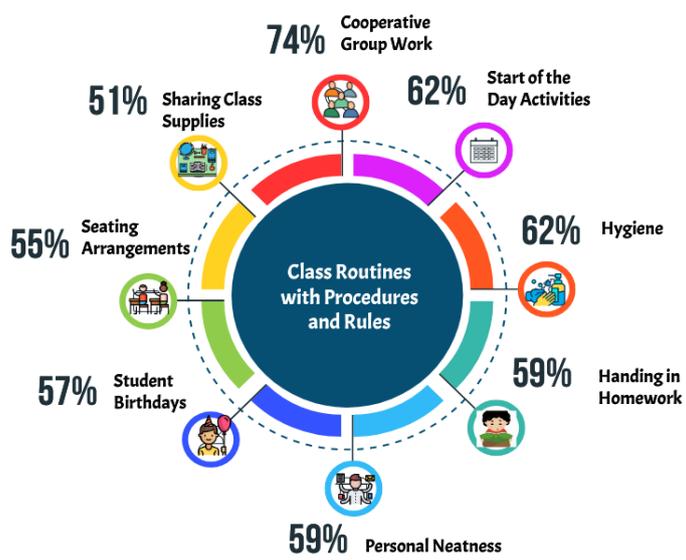
As for girls, one of them said that there is a problem when they get periods for the first time.

Classroom Management

The study tried to capture the practices around the use of positive discipline adopted by the teachers-



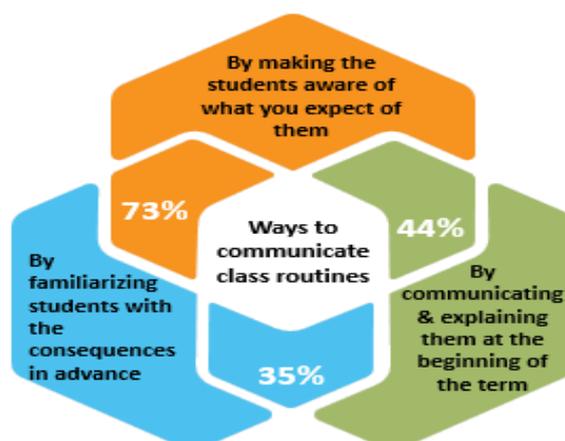
What are some of the class routines for which procedures and rules are laid down?



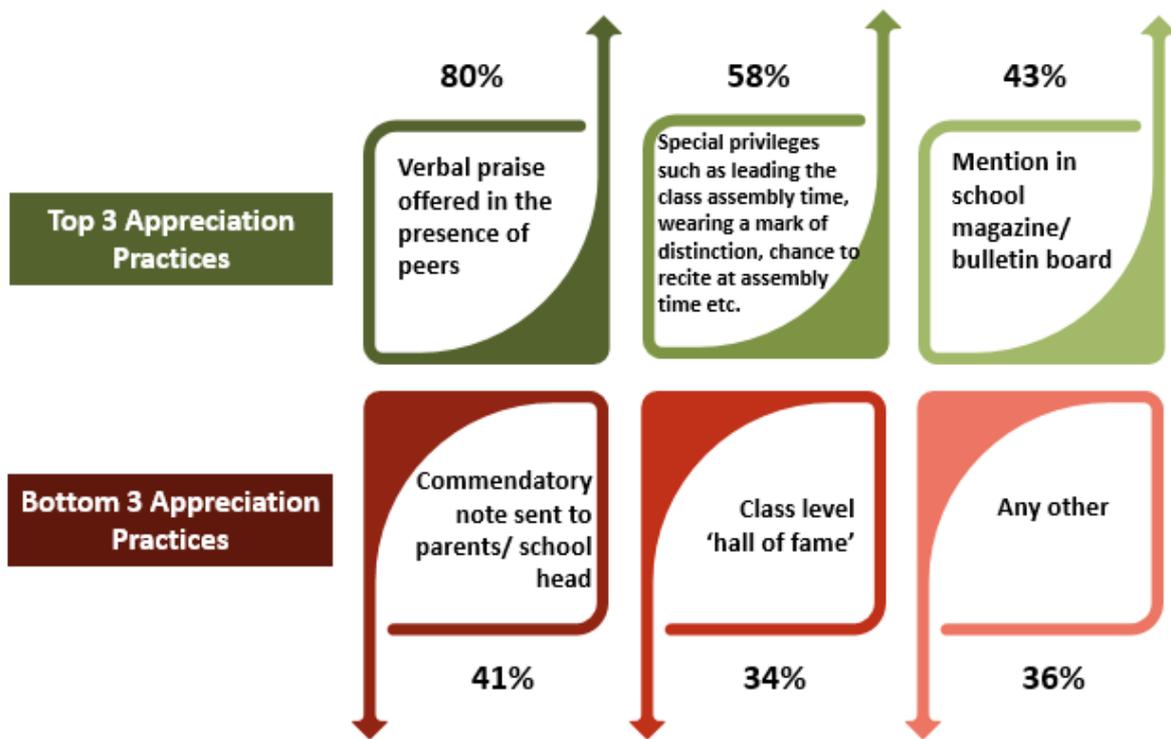
This information may help teachers to pick up routines for laying down procedures and rules for their own class, if required. It can also help in planning for entrusting some of the tasks to the students for more efficient classroom management.

How do the teachers make the students understand the class routines?

It is important to ensure that the routines are well communicated and understood by all. The most desirable scenario would have been for the teachers to be following all three practices and the data gives ample scope to orient the teachers on this aspect.



What are the student appreciation practices used by teachers?



Quality of Education → Classroom Environment

These findings pertain to certain aspects of the physical environment which play a role in making the classroom a welcoming and warm space for the students. Additionally, teacher practices that can promote/hinder a sense of physical as well as psychosocial safety and wellbeing have been captured. The dimension of creating inclusive spaces in the classroom has been noted from the point of view of gender and social groups.

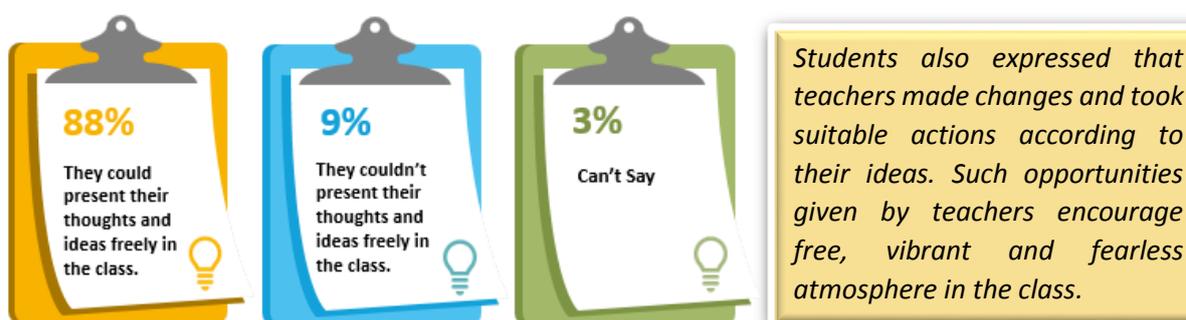
Physical Environment-How do teachers keep the classroom pleasant, clean, organized and inviting for students?

 Dust-free furniture	 Dust-free floor	 Drawing art and craftwork made by you and the students on the walls and shelves
 Cobweb-free walls and windows	 Enough seating or durries and chowkies for students	 A collection of books, dictionary and magazines

The cleanliness aspects are currently seen in varying degrees across the schools and this could be a result of shortage of cleaning staff available in the schools. Currently only 99 cleaning staff are available in the Model Schools.

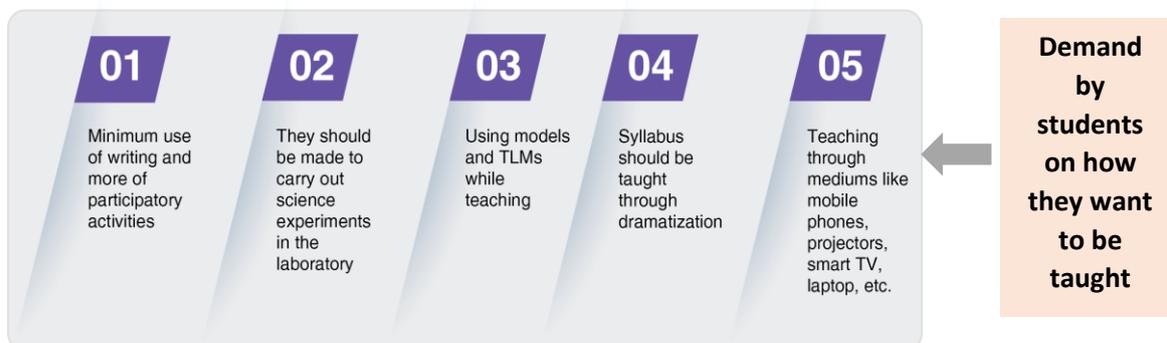
Free and Safe Environment – How is this being ensured?

i. Opportunity for freedom of thought and expression:

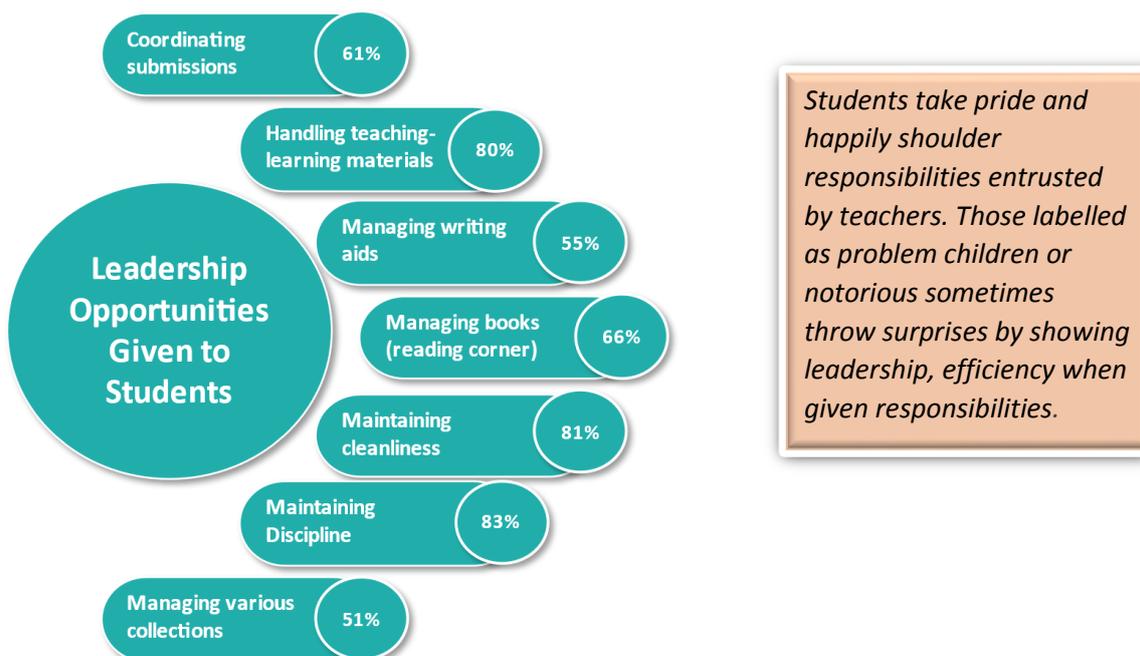


- ii. **Psycho-social safety and comfort**- The students shared that they were able to freely share doubts/voice their problems with their teachers. Though students reported their teacher's support in asking doubts, a few of them also expressed gaps in teacher support when they ask doubts.

“If we are stressed, the teachers sit next to us and explain things to us; when something happens at home, we tell the teacher; if we ask the teachers anything, they talk to us and help us, and they call our parents for meetings, explain things and solve problems.” “The teacher loves us like a mother, the teacher understands us.”



iii. Leadership opportunities to students:



iv. Physical safety and wellbeing:

Although not directly linked to the classroom environment, the students in their responses opened up about school safety on campus. A few reported harassments from people outside the school and stray dogs entering the premises. The students feel that there should be an improvement in all these aspects. A few informed that the mid-day meal is uncooked and also said that they didn't like it.

26 percent of children report that their teachers 'do not avoid physical punishment', though 68 percent said their teachers 'do avoid such punishments.'

Inclusive environment- How is this being ensured in schools?

Equal treatment of boys and girls in class



Equal treatment for all in class and in school

91 percent students felt that all students from their school were treated equally while 4 percent students did not agree with the observation.

Knowledge of local language to overcome communication barriers

The study revealed that 89 percent of school and system stakeholders working on the ground understand the language of students, and can communicate with them easily.

Quality of Education → School Culture: Leadership and Governance

School culture is seen as the ethos that is created in the school and deeply influenced by the practices related to school leadership and school governance, with the School Head and the SMC/SMDC being the key actors therein. The study sought to explore if the school culture is supportive of its stakeholders, participatory, inclusive and also the ways in which the stakeholders interpret success and achievement.

Only 58 percent School Heads from Model schools reported having reasonable knowledge on RTE 2009/NEP 2020. This lacuna reflects in the form of gaps in leadership practices at certain places and their inability to fulfill or justify their role as a school leader.

Quality of Education: School Culture → School Leadership: Practices and Influence

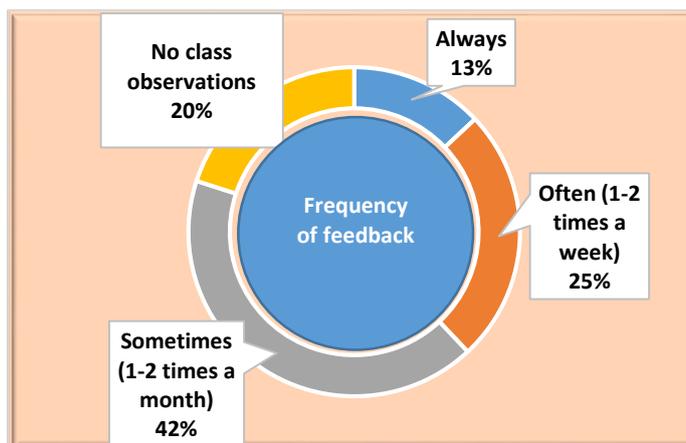
Have the School Heads set goals for their schools and what is the status of the school development plan and annual plan?

456 (95%) School Heads reported setting goals for their schools and 91 percent have developed at least the school development plan and/or the annual plan. However, there were a few schools which developed the plans without any formal goals being set.

Was the process of goal-setting and planning participatory?

As per the RTE, the SMC/SMDC is required to prepare and recommend the School Development plan. 81 percent of the schools had reportedly involved the School Head, teachers and SMC members. In 15 percent schools no SMC members were involved but the planning was done by the School Head and teachers and at times by involving other stakeholders like the KP/ members of the GP/Sarpanch etc.

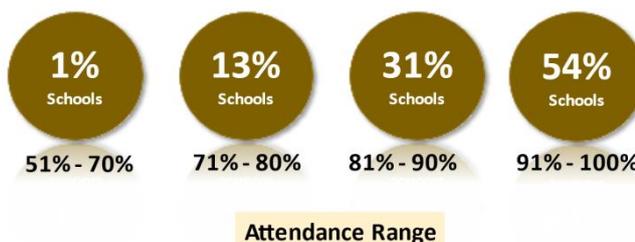
What is the frequency of class observation by School Heads for the improvement of teachers' performance?



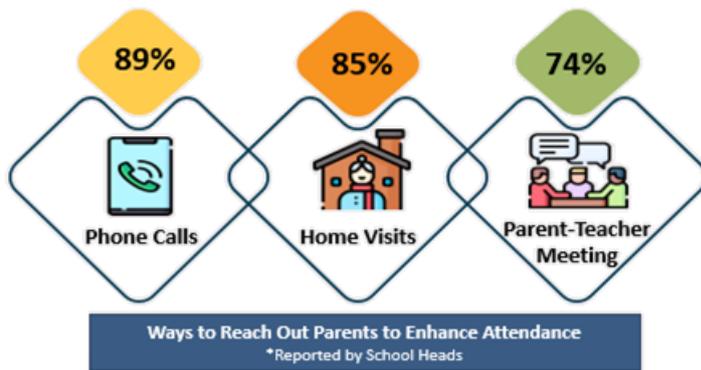
What are the practices set by the School Head for parental outreach?

One of the primary reasons for strengthening parental outreach especially in the rural areas is for ensuring full attendance of the students. The attendance data of students in the schools has been reported as-

- 41 percent schools report the highest absenteeism around festivals throughout the year. Other crucial periods stated by schools were farm-related activities (39%) and religious events (*Yatra*) (28%) when students mostly remained absent.

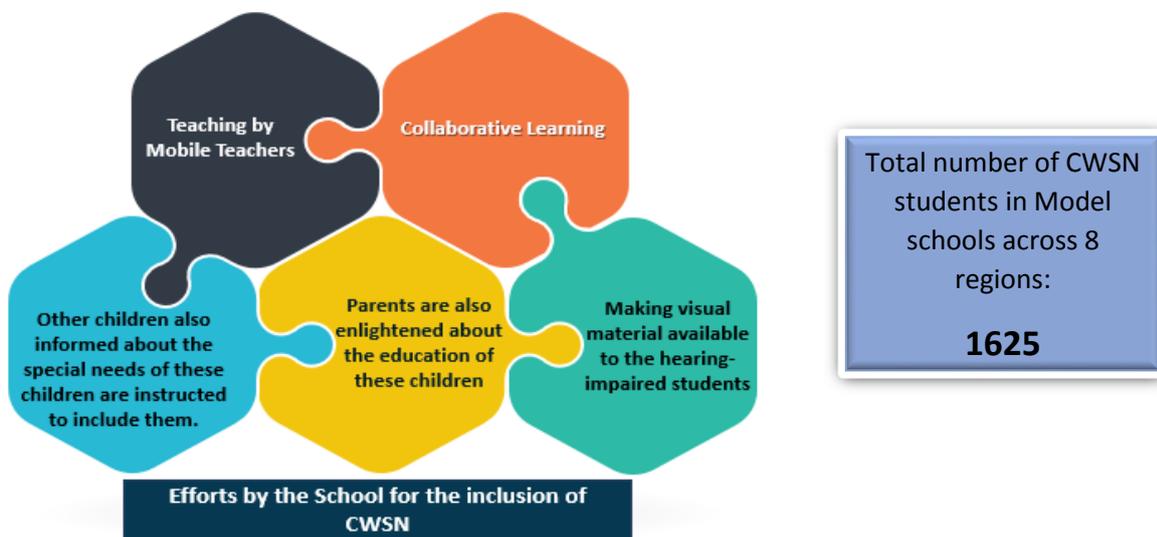


- The use of volunteers for home visits was reported minimally and only in the ZP schools.



- Teachers also contact parents through home visits and conduct parent sensitization to prevent dropouts and absenteeism among the children from underprivileged sections like the Korku, Bhil, Paradhi, Katkari tribes, children of brick kiln workers, domestic workers, migrant sugarcane workers and Dabbawalas.

How does the school leadership enable a culture of inclusion and empathy for the CWSN?

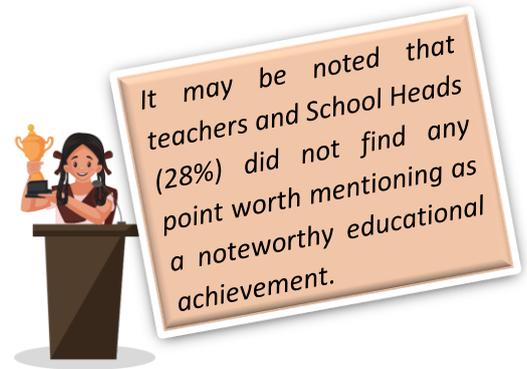
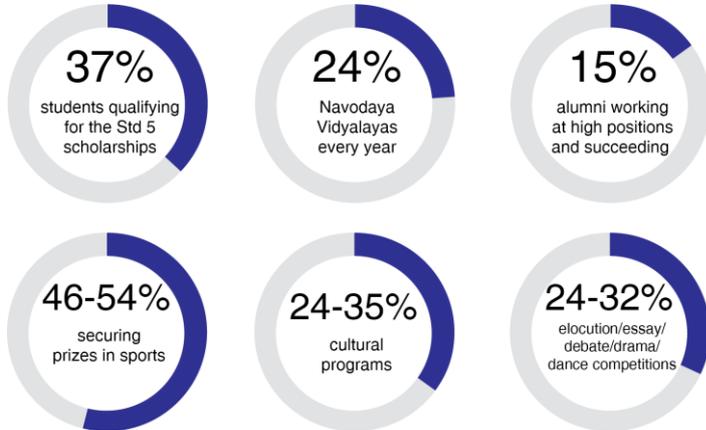


The infrastructure support available for CWSN at the school is as follows-



Does the school culture promote pursuit of excellence and achievement among students and staff? What kinds of efforts are taken?

Culture of excellence: Student achievements

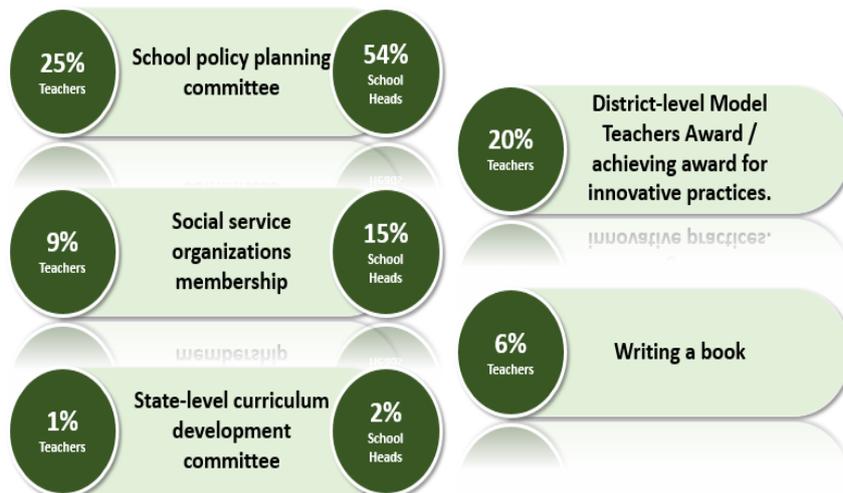


51% School Heads and Teachers conducted extra periods for students

38% Organized expert guidance for preparing students for educational and co-curricular achievements

Teachers Contribution in Students Achievement

Culture of excellence: Self and Professional Development of Staff



The teachers and School Heads were asked to mention their involvement in areas of administration, planning and management/ academics/ teacher learning communities/ community service.

Culture of excellence- Self and Professional Development of Staff

- Other achievements reported by a few teachers include getting M.Phil, Ph.D degrees, preparing innovative videos for the Diksha portal, acceptance of innovative activities at the taluka level and achieving award for innovative practices.
- More than 50 percent of stakeholders could not state any achievement worth mentioning.

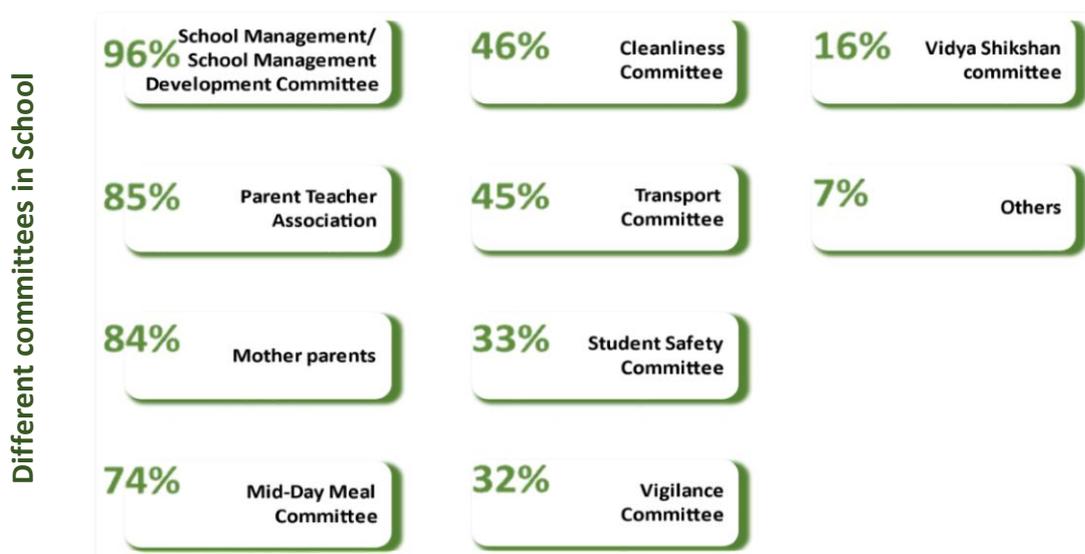


50%

Quality of Education: School Culture → School Administration and Governance: Practices and Influence

The focus of this study area was to understand whether the school culture reflects good governance practices of delegation, distributed leadership and a participatory approach towards school development. It seeks to examine the pivotal role of SMC/SMDC, their involvement in school matters beyond meetings and school infrastructure development.

What kinds of committees exist in the schools to ensure good administration?



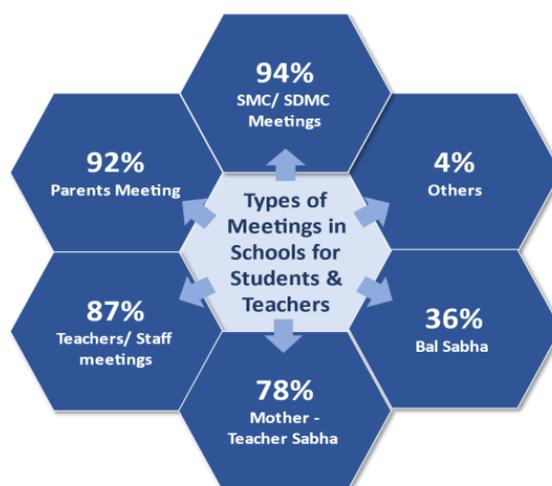
Noteworthy committees worth emulating- Student Safety Committee, Vigilance Committee and Vidya Shikshan committee.

- ✓ All five Nagar Parishad schools have Vigilance Committee.
- ✓ Student Safety Committee: 33 percent ZP and 23 percent Corporation schools.
- ✓ Vidya Shikshan committee: Three out of five Nagar Parishad schools and one out of the two Govt. aided schools

Informally- 78 percent of the teachers (Std 1-12) support in school administration along with 49 percent assisting the School Head in mentoring/providing guidance to the new teachers.

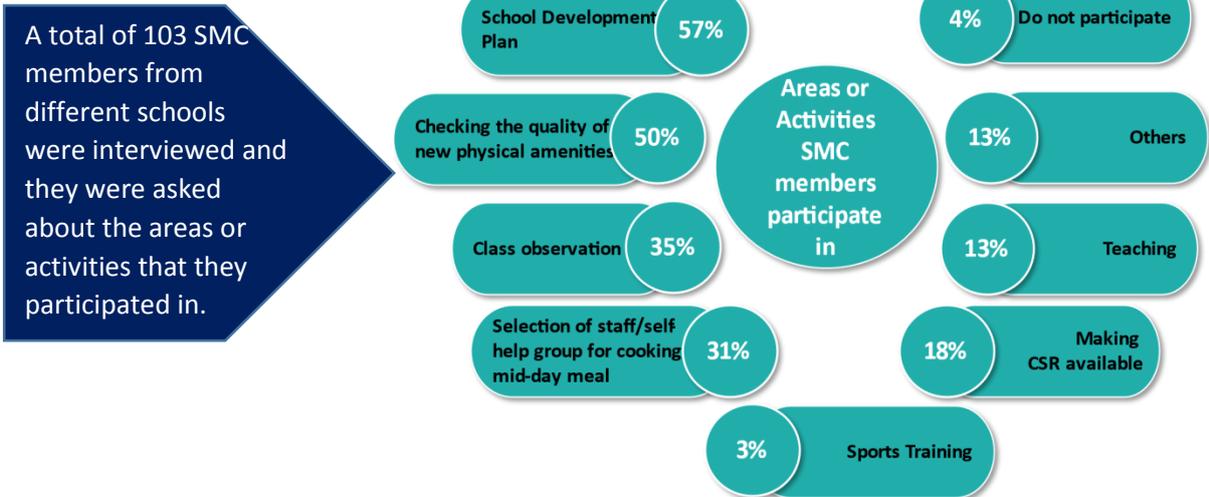
What are the formal meeting practices adopted by the committees for staff and student welfare?

- Mandatory committees like the SMC/SMDC are not 100 percent functional in all the schools.
- Formation of various administrative committees and delegation, a sign of good leadership is not seen in all schools.
- Organizing formal meetings to encourage the involvement of school stakeholders is seen in most of the schools.
- The good practice of Bal-Sabha for garnering greater student involvement and student leadership is seen minimally in only 36 percent of the schools.



How are the SMCs/SMDCs participating in the school functioning?

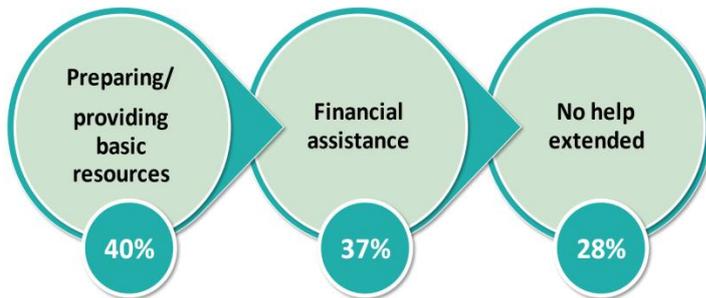
The SMC/SMDC is supposed to play an active role for school quality improvement, infrastructure upgradation, student and staff welfare, fund-raising and for the holistic development of the students. Under the MSP, a key expectation is also for the SMCs to mobilize the larger community and external organizations for funding. The RTE norms also stipulate that the SMCs/SMDCs are required to prepare and recommend the School Development Plan.



Quality of Education → Community/Alumni/CSR/NGO Involvement in School Development

How are the community/ alumni currently involved in the development of Model schools?

Current Involvement & Contribution of Alumni



- The community involvement in **social service programs** (6%) and **Assistance to CWSN students** (2%) was also less reported by the school stakeholders at the state as well as regional levels.

- In addition, **only 8 percent school stakeholders reported that they received help from community/alumni in controlling drop-out among students.**

- It should be noted that **63 percent school stakeholders from the schools in tribal areas reported no community involvement** with just 11 percent community involvement in preparing/ providing basic resources and 6 percent in providing financial assistance.

★ **Community/ Alumni Contribution to the School-** *“If a teacher went on a long leave, the school alumni who had completed their B Ed, D Ed were coming to school on their own to teach and share the load of the teachers on leave. They said that the alumni helped with teaching, arranging for teachers, funds and technology.”—Regional Deputy Director*

If more than 25 percent of school stakeholders say that community/ alumni are not involved in their school development, what should be the role of community/ alumni in the development of Model schools?



**Reported by School Heads & Teachers*

Expected areas of community/alumni support

If the community/alumni have an important role to play in the development of Model schools, what can be done by the officials to gain their support in school development?



**Reported by Officials*

Ways to mobilize community/alumni through officials

What is the involvement and contribution of CSR/ CSO/ NGO/ Consultant in school development?



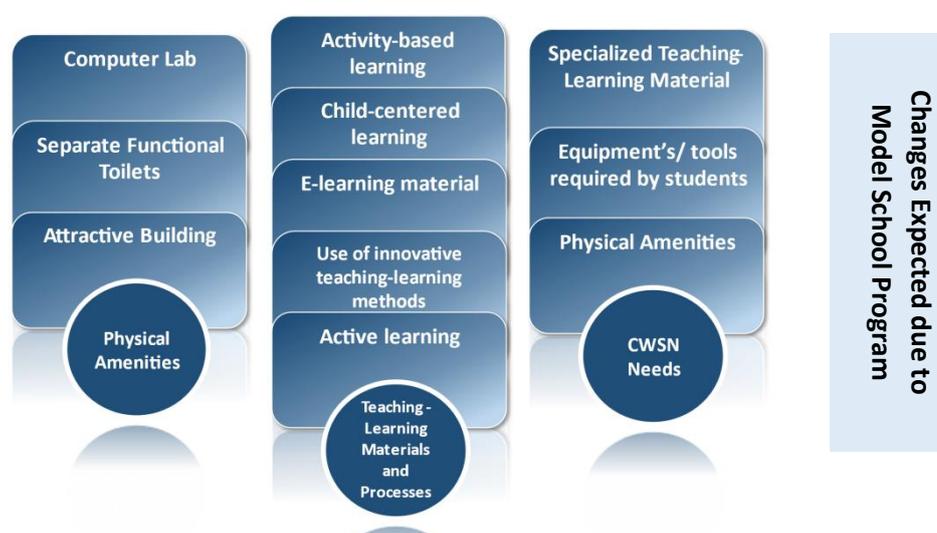
There is need to make concerted efforts by both the school and system officials to involve these sectors in the development of all schools.

Section III- Systemic Support: Administration and Governance

The situational study sought to focus on the expectations of the schools and system officials regarding their needs around infrastructure and quality education and to understand the support required by them from the government for transforming the schools into Model schools. In this section, the expectations related to the changes in physical amenities, teaching-learning material and processes, and needs of the CWSN as well as supportive supervision provided by the system are presented.

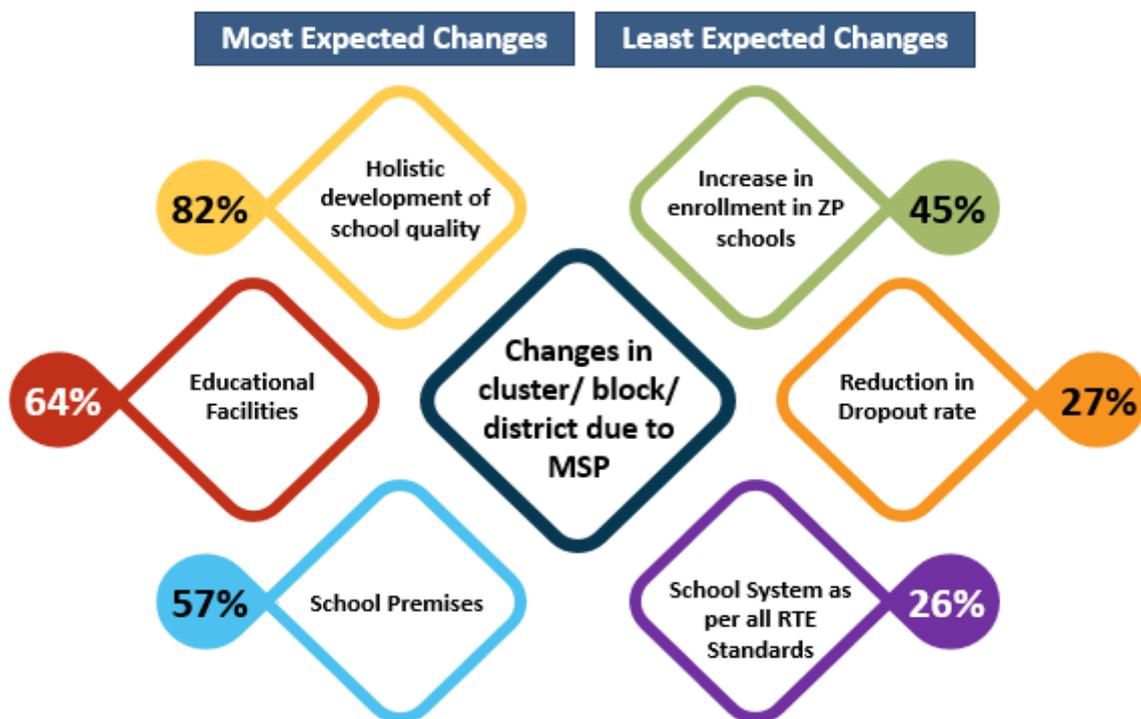
Changes Expected in Model Schools due to MSP

What are the current changes expected in model schools with respect to physical amenities, teaching-learning material and processes, and CWSN needs due to MSP?



Important resources/ needs which received no responses from→	School Stakeholders	System Stakeholders
Physical Amenities	<ol style="list-style-type: none"> 1. Language lab 2. Access facility to disabled students 3. Ed- Tech Resources 4. Clean and green school premises 5. Benches for children 	<ol style="list-style-type: none"> 1. Adequate and clean drinking water and water for consumption, 2. Adequate space for Mid-Day Meal, 3. A shed to sit during assembly 4. Sanitary napkin machine facility
Teaching-Learning Materials and Processes	<ol style="list-style-type: none"> 1. Science Kit 2. English Kit 3. Urdu Kit 4. Maps 	<ol style="list-style-type: none"> 1. Use of innovative teaching-learning methods 2. 21st century skill development, 3. Abundant teaching learning material 4. Teaching in the form of constructivism 5. Quality co-curricular activities
CWSN Needs	<ol style="list-style-type: none"> 1. Involvement & support of parents, 2. Training or guidance regarding teaching and learning as well as evaluation, 3. Involvement with other students 	

What are the changes expected by system officials in the cluster/ block/ district due to MSP?

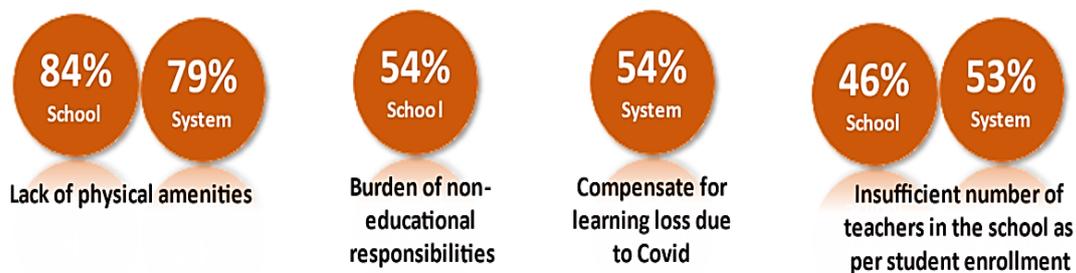


In addition to the most expected changes, 52 percent DIET Principals also reported capacity building of teachers as an important change expected in other schools due to the MSP.

- The Regional Dy. Directors expressed that *“These model schools can help stop the trend towards private schools and English medium schools.”*
- The majority 88 percent system stakeholders reported **Exchange of human resources (subject matter experts)** and **technical support** (59%) through which other schools would be able to benefit from the Model schools.

Challenges anticipated in Transformation to Model Schools

What are the challenges anticipated by schools and system stakeholders in developing Model Schools and achieving the goals of MSP?

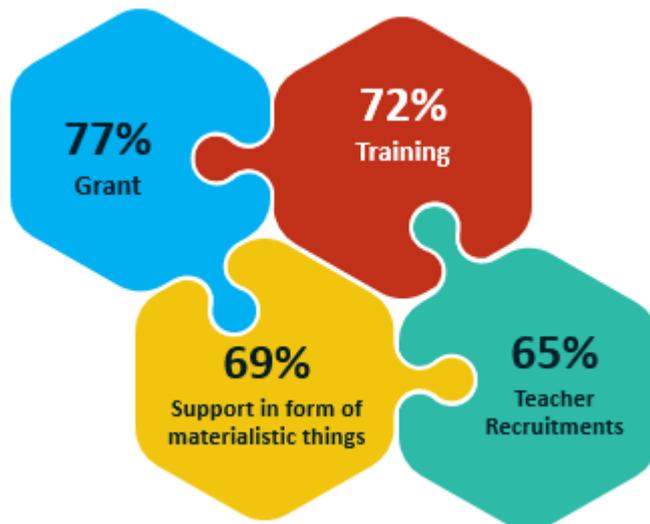


Challenges Anticipated in Transformation of Model Schools

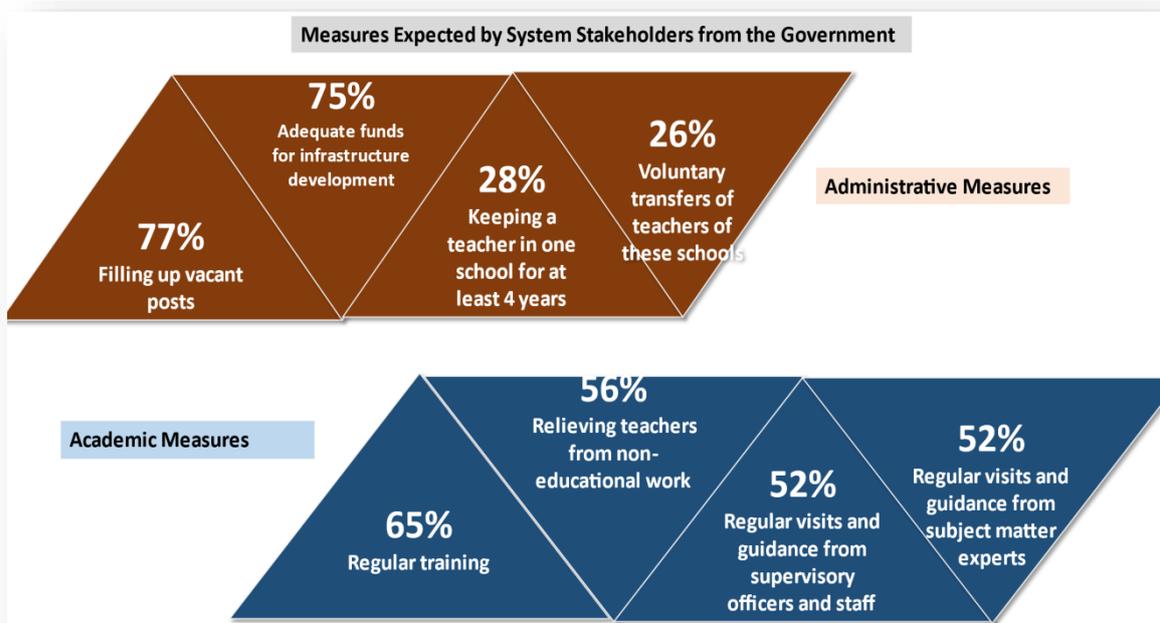
Support required by school and system officials from the government

What kind of support is expected by the schools and officials from the government to overcome above-mentioned challenges for developing model schools and to achieve the goals of MSP?

➤ Support expected by Schools from the Government



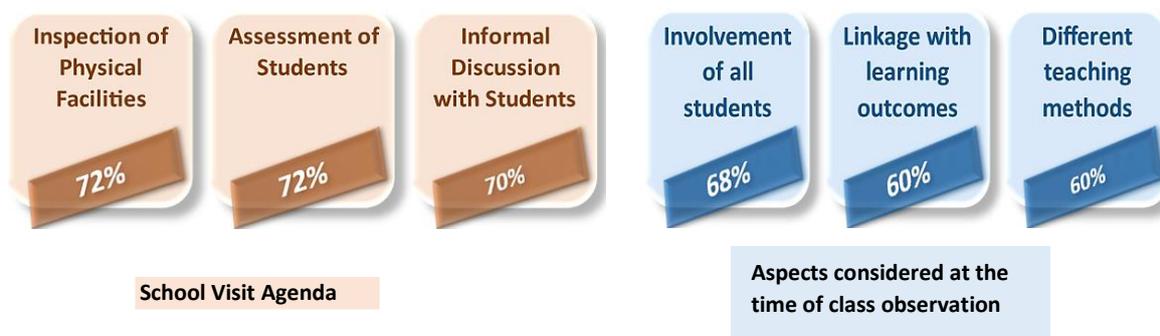
➤ Support expected by System Officials from the Government



School Visits and Class Observation by System Officials

What is the purpose of school visits and class observation and what kind of support is provided by system officials during their school visits and class observation?

➤ School visits and class observation



- 5 percent system stakeholders reported **no classroom observation by them**.
- Apart from this, a few schools have also reported support from officials in providing experts and sports training for children for enhancing their physical development.
- For the teachers (Std 1-12), the biggest support system to address their problems and concerns is found within the schools as the teachers naturally rely more on support through discussions with other teachers (88%) and with the School Head (87%) to resolve their problems.
- A mere 8 percent of the teachers/ School Heads reportedly prefer guidance from the DIET officials while only 49 percent teachers held discussions with the KP to solve their difficulties while other options like discussions with SMC/ DIET official's/resource persons/supervisors were minimally preferred.

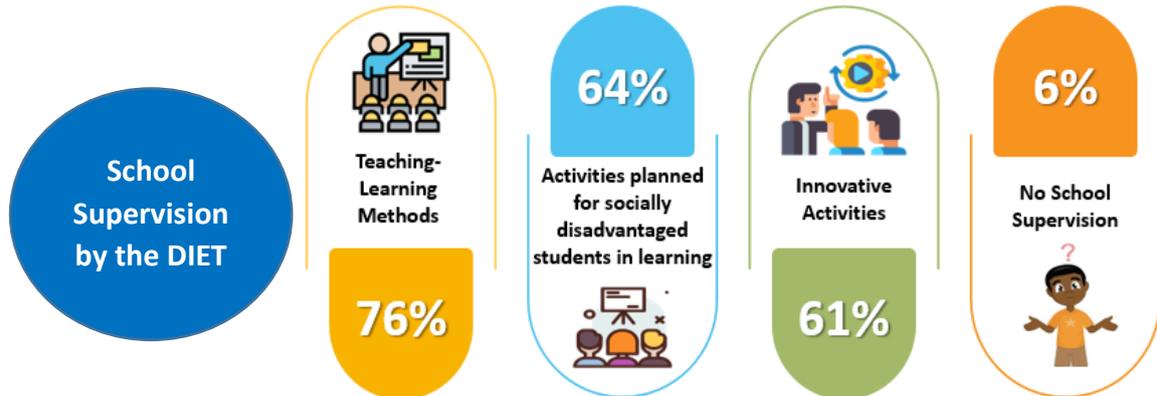
Review and support at sub-district levels

➤ Review and Feedback from system officials

What is the review and support mechanism at various levels?

Review of School Heads & Teachers' work by KPs	KPs (%)	Review of KPs, School Heads, Teachers' work by BEOs	BEOs (%)	Review of BEO, KPs, School Heads, Teachers' work by EOs	EOs (%)	Review of DIET Officials, RPs, BEO, KP, School Heads, Teachers' work by DIET Principal	DIET Principal (%)
By personally meeting	87%	By visiting school	76%	By visiting school	70%	In Shikshan Parishad	79%
By visiting school	75%	By personally meeting	71%	By personally meeting	64%	By visiting school	70%
In group presentation	41%	By visiting cluster school	60%	By sending Google Form	48%	By personally meeting	64%

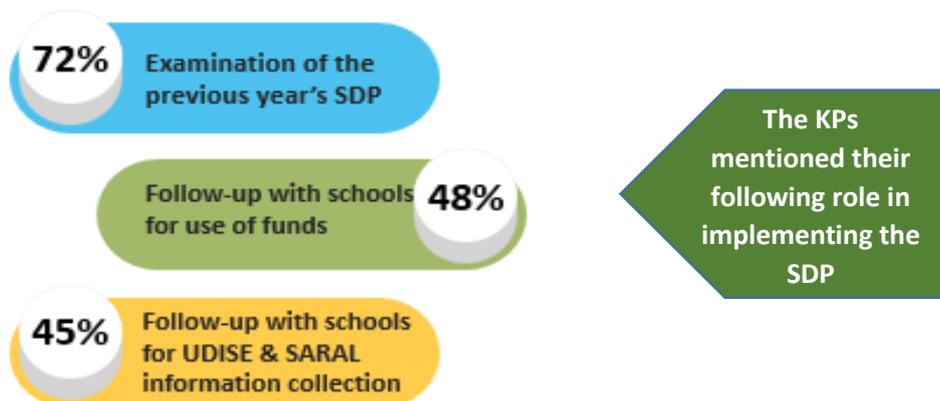
In addition to the review and feedback, what kind of supportive supervision is provided by the DIET to the schools?



Role of KP in School Development Plan (SDP) and its Implementation

How is the KP involved in the preparation of SDP and its implementation?

- Majority (92%) of KPs participating in the study reported that the SDP, Annual plan and plan for various school activities are prepared by the Model schools.
- Only 47 percent KPs reported that they were involved in the planning processes at the school level. **However, this is inconsistent with the responses from the schools wherein only 15 percent schools had reported the involvement of the KPs in school planning activities.**



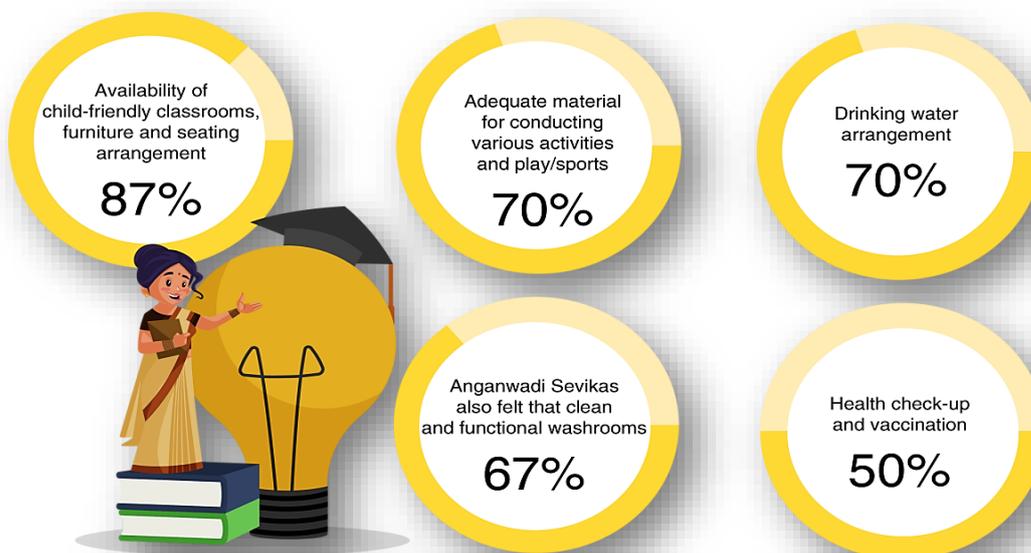
Section IV-Anganwadi

The NEP talks about the Anganwadi co-located with the primary schools apart from the standalone Anganwadis. Out of the 482 schools under the MSP, 210 schools have a co-located Anganwadi. Hence it would be expected of them to mutually collaborate with the Model school by which the Anganwadi can leverage the benefits of the MSP and the Model school can serve as a resource and support centre for the Anganwadi, a principle that is fundamental to the program.

Region-wise status on availability of Anganwadis		
Region	Schools with co-located Anganwadis	Percentage (out of total model schools in the region)
Amravati	39	19%
Nagpur	38	18%
Aurangabad	33	16%
Kolhapur	33	16%
Nashik	21	10%
Latur	18	9%
Pune	17	8%
Mumbai	11	5%
Total		210

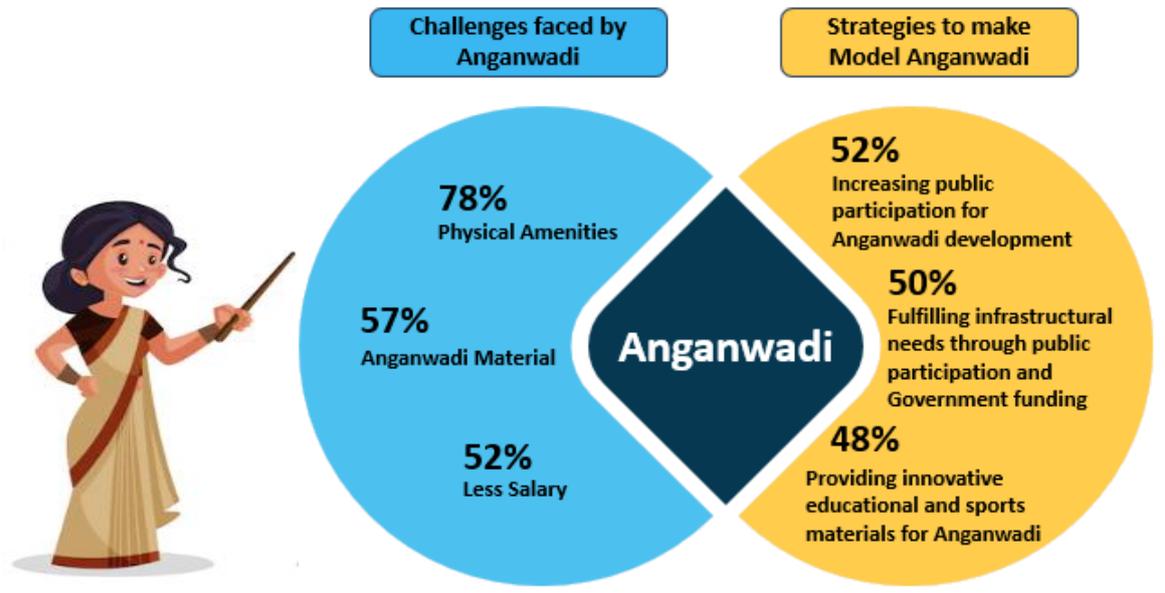
Challenges and strategies to develop Model Anganwadi

How should a 'Model Anganwadi' be according to Anganwadi Sevikas?



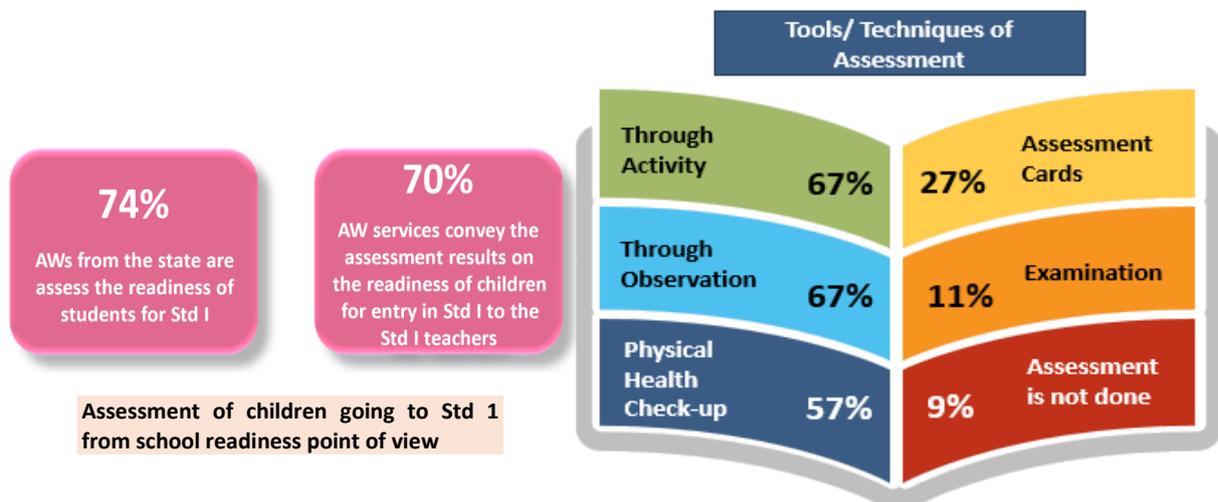
A current assessment of the Anganwadi data shows that only 53 out of the 210 (i.e. 25%) Anganwadis are optimally functioning- the space and the materials therein are adequate with respect to the enrolment while 75 percent of the Anganwadis are sub-optimally functioning and under-resourced.

What are the current challenges faced by Anganwadis and what strategies can be adopted to overcome them to make a model Anganwadi?



Assessments of Anganwadi children

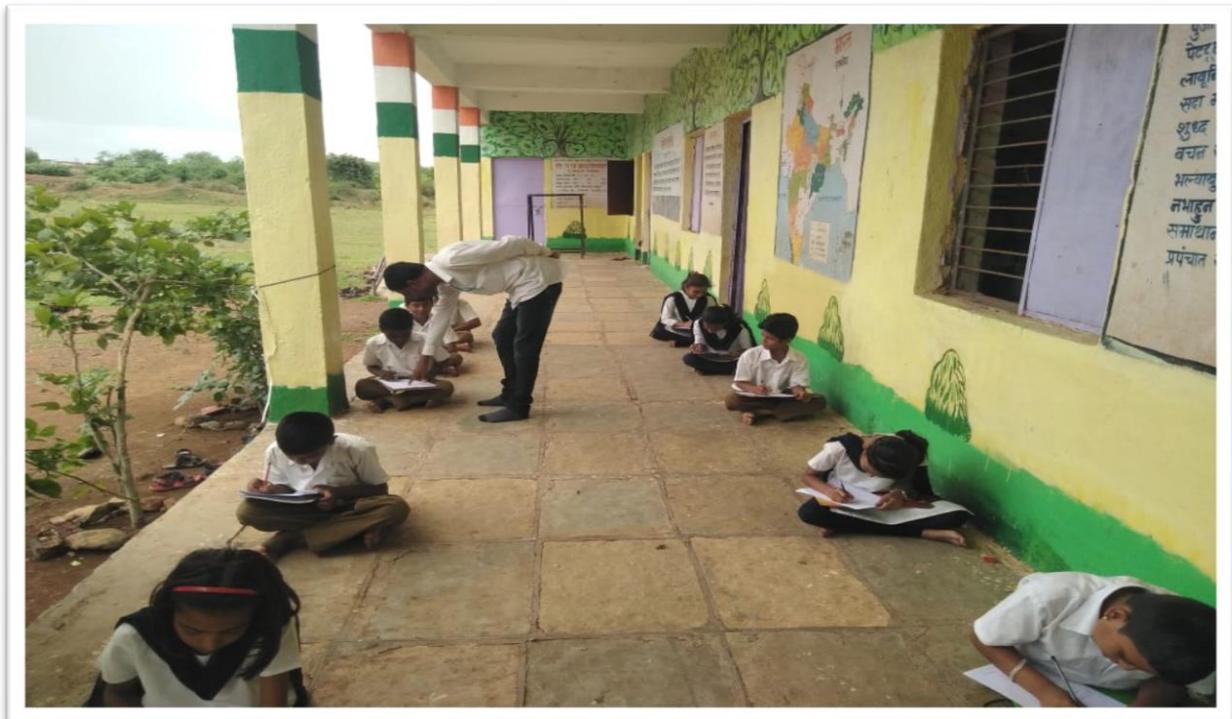
What kinds of assessments are conducted for Anganwadi children and whether assessments are conducted focusing on their school readiness?



Support/ Help from Community/ Alumni/CSR/ CSO/ NGO/ Consultants

What kind of support/ help Anganwadi has received from Community/ Individuals/ Alumni and CSR/ CSO/ NGO/ Consultants?

- 59 percent co-located Anganwadis did not receive any assistance from the community/individuals/ alumni, which is a strikingly alarming situation. With respect to the support from CSR/ CSO/ NGO/ Consultant, the Anganwadis seem to be again neglected since 83 percent reported a lack of assistance from these organizations.
- 20 percent of Anganwadis received assistance for physical amenities from the community/ individuals/ alumni whereas only 9 percent Anganwadis received assistance for physical amenities from CSR/ CSO/ NGO/ Consultant. Assistance regarding educational material from the community/ individuals/ alumni (13%) and CSR/ CSO/ NGO/ Consultant (8%) even if received cannot be claimed as satisfactory.
- Zero or negligible support was received in areas like resources to CWSN, training, regular health checks, and provision of sports material.



Conclusions and Recommendations

The RTE 2009 has laid down various norms related to the PTR across various levels, school infrastructure, trained teachers, corporal punishment, CCE, constitution of SMC, provisions for community involvement, Anganwadi etc. However, the study has found that the 482 schools are only partially complying with all the RTE 2009 norms. The schools selected under MSP first need to ensure RTE compliance to maintain a minimum standard set by the RTE Act for ensuring quality school infrastructure and education, following which progressive steps can then be taken to achieve the expectations of the NEP 2020.

Infrastructure and Human Resource

School Infrastructure

1. Despite having Sarva Shiksha Abhiyan (SSA) and RTE 2009 in place for more than a decade, the existing infrastructure has not been improved and the infrastructural norms mentioned in the RTE are not met or complied with, by the schools. The study results show that except for domains such as **Classroom, Drinking Water and Teaching-Learning Resources** which have received a little over 50 percent average domain score, none of the other resources scored more than 50 percent at the state level.
2. Though **Classroom, Drinking Water and Teaching-Learning Resources** received the maximum average score at the state level, the data indicates that these resources are not enough at the school level.
3. The lowest average scores for the domains such as **Sanitation and Hygiene and Technological Resources** raise more concern from the point of view of student well-being and the availability, adequacy and usage of the tech resources respectively. The lack of physical resources at the school has been pressed as a major challenge by the school stakeholders as it has also been indicated by the lowest score across various infrastructure domains.
4. The highest number of schools in the lowest band 1 for the domains such as the **drinking water facility and teaching-learning resources** shows the apathy and negligence towards these resources at the school level. It's a matter of grave concern that the majority schools lie in either the first band or second band across all the domains. It indicates the low status and inadequacy of various resources at the school level.
5. The domain-wise average scores across various school types, areas, managements, and levels show that the improvements in specific domains need to be focused and prioritized as per the school categorization given above. **Safety and security and emergency response is a major concern for 'Residential schools' and 'tribal area schools'** whereas **sanitation and hygiene domain is a major issue for 'non-residential schools', 'rural schools', 'elementary' and 'secondary with higher secondary schools'**. The schools from **'urban' areas and 'secondary with higher secondary'** received a lower average score in the **'technological resources'** domain compared to the other types of schools.
6. There is a scope for the school and system officials to specifically focus on the low-performing domains with respect to various categories of the school in order to enhance the standard of the infrastructure in the school. The domain-wise average score charts across various school categories would help school and system officials to prioritize their plans and strategies for infrastructure development. (The detailed **Infrastructure Status and Priority Report** can be referred to in this regard).

Human Resources

7. The findings related to human resources show that there is a shortage of designated School Heads. As per the data, only 50 percent schools have designated School Heads; the remaining 50 percent are teachers burdened with additional charge.
8. The officials holding additional charge is also a matter of concern. Out of the 75 KPs interviewed, 37 percent held charge of more than one cluster which reflects in an imbalance of focus and attention required on every cluster affecting quality assurance practices.
9. Furthermore, the 'non-educational' responsibilities reported as a major challenge by the schools, increases their workload and burden teachers with multiple responsibilities. This issue has been further aggravated by the insufficient number of teachers across various levels and as per student enrollment. **The study has also reported that teachers are engaged in multi-subject and multi-grade teaching without training which is also the result of less number of teachers.**
10. As per the RTE 2009, the PTR at the primary level is 30:1 and for the upper primary level it is 35:1. The Maharashtra state PTR as per UDISE 2020-21 has been indicated and reported to be within these levels. However, the data collected in this study shows that the overall PTR in the 482 schools across various schooling levels is 14 percent higher as compared to the PTR of Maharashtra state. The cluster-level PTR would be additionally skewed.
11. The shortage of sanitation staff grossly reflects in the condition of sanitation and hygiene in schools, especially the toilets.

Immediate Actions Required/ Priority Areas-School Infrastructure & Human Resource

- **Government/ Ministry**
 - Action plan for the infrastructure development based on needs prioritization of low-performing infrastructure domains
 - Provision and disbursal of adequate funds and material aspects by the government
 - Mission mode recruitment drive by the government for filling vacant post of teachers
 - Fast track recruitment of teachers in high drop-out locations through incentives as per NEP
 - Mission mode recruitment of Kendra Pramukhs for every cluster
- **MSTC**
 - Facilitate the support by CSR/CSO/NGO/Consultants at district levels with the help of the Regional Dy. Directors
- **School**
 - Generate strategies to mobilize support and increase involvement of community/ alumni/ CSR/ NGOs in school development
 - Follow-up with the government for continuous support and collaboration with the system

Quality of Education: Pedagogy

Teacher Perceptions

12. There were 11 percent of the 2651 teachers who have a misconception that the ambient and other physical factors like classroom seating, group size, body clock etc. have no impact on student learning, and 15 percent of them had no awareness to what extent these factors can affect student learning.
13. The teacher bias around learner characteristics (pertaining to the socio-economic and cultural background of students) affecting learning cannot be overlooked as it would come in the way of teachers setting high standards for the students. They seem to show less understanding of

the fact that despite these differences, the limitations of the home backgrounds can be overcome by organizing the requisite learning experiences.

14. There is a need to orient the teachers on how the notion of the intellectual capacity of students is a half-truth and how good performance is the cumulative effect of different aspects.
15. It was the notion of 17 percent of teachers that gender is an influencing factor for learning and performance which is disturbing.
16. Teachers in the state and also across the regions seem to relate 'retention' less with active learning pedagogical approaches like Performing an activity/participating in hands-on workshops/ simulating real experience/collaborative learning etc. Only 3-10 percent of teachers have opted for these options as their first choice. On the contrary, 6-7 percent of the teachers have given the 10th preference for these options. This limited understanding is reflected in the lesson delivery practices.

Lesson Planning & Lesson Delivery

17. The discipline of advanced planning to make the lessons effective, engaging, and outcome-oriented is critical to quality. The approach towards planning currently seems to be sporadic in the schools, which is not desirable. As per the RTE, the teachers are required to spend 15-18 hours per week in planning and organizing their lessons. Lack of planning reflects in lesson delivery and inappropriate/inefficient use of teaching-learning material, ineffective assessments and feedback practices.
18. In view of the current teacher perceptions, biases and theoretical understanding regarding how and why students learn, the lesson delivery practices that are followed reflect less use of active learning methods and cooperative learning pedagogy. Grouping techniques are not effectively being used and for the right reasons.
19. Use of diverse TLMs especially those which help to develop conceptual clarity, expand the student's world-view, promote higher-order thinking skills, enhance the skills of communication; creativity and collaboration are used in a very limited manner. Fundamentally, the availability of the internet and effective Ed-tech TLMs to facilitate blended learning is a big concern.
20. Learning experiences that are experiential, observation-based, and inspirational are seen only in a few schools and used by a few teachers. These are a mix of in-class and out-of-class activities. A culture of reading storybooks, newspapers, periodicals, and magazines and performing assignments based on them are less reported.
21. The home assignments currently given to students bring in much scope for making teachers aware of creative and different ways of designing the homework to enhance student learning through thinking, observations and making connections with real life.

Immediate Actions Required/ Priority Areas- Teacher Perception, Lesson Planning & Lesson Delivery

- **MSTC**
 - Organize teacher trainings on Learning Theories and factors affecting student learning, effective lesson planning, use of active learning methods, cooperative learning pedagogy, making appropriate TLMs and blended learning with technology.
 - Teacher trainings on developing creative home assignments and rich use of local language for FLN especially in schools with tribal and migrant children
 - Facilitating learning and sharing of best practices of teachers related to lesson planning and delivery, and the use of TLMs at district quality forums and cluster-level forum meetings.
 - School awareness of the appropriate use of technology and softwares that will help to meet the curricular objectives instead of merely replacing traditional and passive forms of teaching-learning

Holistic assessments and Feedback Practices

22. The practices around maintaining a holistic assessment profile of every student are not uniformly seen in schools. Findings related to the lesson delivery practices fall short of conducting CCE in its true spirit although there are encouraging signs of maintaining CCE reports in some of the schools.
23. It is encouraging to see that narrative descriptions/CCE cards/portfolios are maintained by 57-71 percent of the teachers. However, there still remains a high focus on student marks and grade sheets. Use of the unconventional mode of recording student data in the audio/video form by teachers is noteworthy.
24. The physical health checks and measures taken thereafter are not found to be rigorous or commensurate with the expectations of providing holistic care and well-being for every student. There are gaps seen in the way schools take up remedial as well as pre-emptive steps to maintain a good health profile of their students.
25. Psychological tests for IQ and aptitude are being conducted in a few schools but no assessments for social-emotional well-being are seen in any of the schools. The dearth of counselors, as reported by 52 percent schools has negative implications on the mental health and well-being of students.

Immediate Actions Required/ Priority Areas-Holistic assessments and Feedback Practice

- **MSTC**
 - Facilitate academic support by DIET on using unconventional methods of assessment and use of various innovative practices in assessments.
 - DIET trainings to teachers on preparing Holistic Progress Card (HPC) as per NEP to ensure that social, emotional and psychomotor, the non-cognitive aspects, retain their existence and priority in assessments
 - DIET trainings to teachers on use of assessment data to effectively gauge learning gaps and create student improvement plans
 - Supervise universalization of practice of maintaining health progress reports of students
 - Facilitate the process of appointment of Counselors, Special Educators and promote Assessments of SEL and life skills
 - Facilitate sports training and guidance by the system officials
- **School**
 - Shift to use of Holistic Progress Card for every student
 - Use of assessment data for action to display models of excellence, build confidence of students and encourage students for self-improvement plans
 - Routine health checks followed by counseling on diet and nutrition and maintaining health report of every student as a part of HPC

Classroom Management

26. The simple psychological and fundamental principle about 'classroom behaviour code' is that it will be sustainable only when it emerges through participatory decisions while the one which is imposed by the teacher will be only temporary and yet 48 percent of teachers have prepared it all by themselves.
27. On the other side of 'rules' lie 'consequences' (positive and negative). There was hardly any mention of the consequences decided in a participatory manner for compliance and non-

compliance with the rules. The teachers could not connect some of their good practices of appreciation and student leadership opportunities to the reinforcement of positive discipline.

Classroom Environment

28. Physical aspects around the cleanliness of the classroom directly related to the health of children should not be overlooked and the target should not be less than 100 percent.
29. The students have expressed concern about physical safety within the school premises. The infrastructure data also shows inadequate facilities like a lack of gate/compound wall resulting in lack of safety from stray animals and harassment from outsiders in some cases. Safety and security and emergency response is a major concern for Residential schools and tribal area schools as per the infrastructure analysis.
30. The RTE 2009 banned any type of corporal punishment to children, due to its proven negative effects on the morale, interest of children in learning, their social-emotional and cognitive development and eventually on the learning outcomes. Though the majority of the schools are not found to be violating the rules of corporal punishment, it is a matter of concern when 26 percent of children report that their teachers 'do not avoid physical punishment'.
31. There are a few instances of discrimination on the basis of gender or socio-economic disparities as reported by the children, again a matter of concern in the way schools practice adherence to Constitutional values.
32. The language of communication in most schools does not seem to be a barrier as the local language is greatly used in informal communication.

Immediate Actions Required/ Priority Areas- Classroom Management and Classroom Environment

- **MSTC**
 - Immediate sensitization plan and constructive, vigilant measures to stop corporal punishment in schools as per RTE
 - Teacher training on the practice of constitutional values to reinforce ideas of equity and inclusive practices with respect to gender and social groups
- **School**
 - Zero tolerance to the practice of corporal punishment used by teachers. Use of positive discipline, parental engagement, student counselling to be highly promoted.
 - Mobilize funds for cleaning staff, infrastructure upgradation around physical safety and security (gate and pucca compound wall on priority)

Quality of Education-> School Culture: Leadership and Governance

School Leadership: Practices and Influence

33. Only 58 percent School Heads reported having reasonable knowledge on RTE 2009/NEP 2020. This lacuna reflects in the form of gaps in leadership practices at certain places and their inability to fulfill or justify their role as school leaders.
34. A decisive process under school leadership is to establish the school goals collectively with the school staff/SMC/students at the beginning of the academic year so that the development plans can be prepared accordingly. All the stakeholders are not currently involved in a

structured and participatory approach towards visioning, goal-setting, preparation of the school development plan, annual plan and quarterly plans in that order.

35. Class observation by the School Head is a norm stated in the RTE. As a school leader, every School Head or In-charge is expected to provide routine feedback to the teachers based on classroom observations and discussions with teachers. A possible reason for 20 percent School Heads across the state not being able to observe classes may be due to the fact that among the 482 schools, 50 percent School Heads are the In-charges and not holding the 'regular' post of a School Head. The lack of leadership training and the burden of teaching responsibilities along with the administrative and management role could be the reason for the lack of adequate teacher support and feedback, an aspect critical to the quality of school education.
36. Schools are expected to adopt diverse ways to reach out and promote the involvement of families/caregivers of the students for multiple reasons like attendance, sharing feedback on child's progress, providing or seeking information and/ or enlisting their support towards child and school development. Currently, though the parental outreach appears to be highly reported with 'home visits' also being cited to a great extent, the consistency, rigour and above all a definite strategy to reach out to all the parents (and not a select few) may be the need of the hour since attendance continues to be a problem. Currently only 54 percent of the schools report average attendance between 91 to 100 percent.
37. As seen, there is a resource crunch in the availability of trained manpower as well as proper infrastructure support for the CWSN in almost every school. The efforts by teachers are piecemeal and the teachers have not been formally trained to handle the CWSN.
38. Efforts by the teachers for self-development and to achieve expertise through self-initiated learning were reported by only 38 percent teachers; supporting teachers to enhance their academic and professional development received much less response by the School Heads (6%). A stronger culture of excellence and achievement will be a key driver for the success of the MSP. As NEP 2020 has recommended not giving non-teaching activities to the teachers and has proposed 50 hours per year for the CPD of the teachers, it is hoped that the teachers will be able to devote time for self-development.

Immediate Actions Required/ Priority Areas- School Leadership

- **Government/ Ministry**
 - Recruitment for 'Regular' posts of School Heads
 - Relieving teachers of the non-teaching responsibilities as per NEP 2020 and mandate dedicated time for teachers for self- development.
- **MSTC**
 - Leadership training for School Heads for teacher support and feedback practices
 - Organize exposure visits and voluntary research and training opportunities for teachers.
- **School**
 - A structured process and participatory approach for school visioning, goal-setting and planning
 - Strengthen parental involvement through student diaries, inviting parents to programs, and special functions. Take support from community volunteers for home visits.
 - Mobilize SMC/SMDC/community to provide resources for the CWSN to make socially inclusive schools

School Administration and Governance: Practices and Influence

39. It appears that mandatory committees like the SMC/SMDC are not 100 percent functional in all the schools. A large gap currently exists between the expectations and the reality about the extent of the contribution of SMC/SMDCs towards school development.
40. As per the RTE, the SMC/SMDC is required to prepare and recommend the School Development plan but in 15 percent of the schools, SMC participation was missing in this critical activity.
41. The prevalence of other committees to smoothen school administration varies across schools and regions; not all schools are demonstrating effective delegation of responsibilities to various committees.
42. Organizing formal meetings to encourage the involvement of various school stakeholders is seen in most schools. However, the Bal-Sabha, a good practice for garnering greater student involvement and student leadership is seen minimally in only 36 percent of the schools.

Immediate Actions Required/ Priority Areas- School Administration and Governance

- **MSTC**
 - Facilitate SMC/SMDC Training on RTE regarding roles and responsibilities of the committee for their effective functioning and involvement, school visioning, goal-setting.
 - Set up mechanism at cluster level to supervise SMC formation and involvement in their schools especially in School Quality Development Plan
 - Facilitate School leadership training on good governance and distributed leadership
- **School**
 - Mandatory formation of SMC/SMDC and participation in training
 - Adopt good practices of other schools for formation of various committees for better administration like committees for Vigilance, Safety and Security, Vidya Shikshan, Bal-Sabha.

Quality of Education: Community/ Alumni/CSR/NGO Involvement in School Development

43. The data shows that material, monetary and physical support are viewed as more important or popular areas than the support to the students belonging to disadvantaged sections (24%) and CWSN (13%), which also need to be prioritized for creating inclusive schools.
44. Around only 39 percent of school stakeholders across the state said that they have received some help from CSR/CSO/NGO/Consultant. However, it is to be noted that 61 percent school stakeholders reported not receiving help and support from these entities. Schools in tribal areas which are deprived of community and alumni support are also neglected by the CSR/CSO/NGO/Consultant sector due the absence of these entities in the tribal and remote areas and the lack of efforts to get support from these sectors.
45. The Regional Deputy Directors have stated that the schools in some regions fall short of getting CSR money as they are unaware of the ways to get it. The extent to which CSR funds are available in Pune, Mumbai, Nashik and Aurangabad, the same are not available in the Marathwada, Vidarbha regions.

Immediate Actions Required/ Priority Areas- Community/ Alumni/CSR/NGO Involvement

- **Government/Ministry**
 - Set up a mechanism to consolidate CSR funds in education for the entire state in the form of a board and channelize the CSR funding based on needs in the regions/districts where its percentage is low.
- **School**
 - Support the needs of the students belonging to disadvantaged sections and CWSN categories
 - Awareness and action to get support and involvement of Community/ Alumni/CSR/NGO in school development, especially in tribal areas.

Systemic Support: Administration and Governance

Changes Expected in Model Schools due to MSP

46. Though there were many commonalities in the changes expected by the school and system officials concerning physical amenities, teaching-learning materials and CWSN needs, the various other facets of physical infrastructure and resources which are critical to school quality were overlooked by both the stakeholders in their preferences. “Attractive building’ that was consistently reported as a top preference by the officials seems like a misplaced priority in the light of several more fundamental infrastructural issues to be addressed.
47. Though lack of physical amenities and compensating learning losses resulting due to Covid are important roadblocks in achieving the goals of MSP, the issues of non-educational responsibilities and an insufficient number of teachers as per student enrolment are major concerns for the school stakeholders that need immediate action by the government.

Immediate Actions Required/ Priority Areas- Changes Expected in Model Schools due to MSP

- **Government/ Ministry**
 - Ease the administrative procedures in disbursement of grants
- **MSTC**
 - Enable system officials and administration to follow NEP 2020 guidelines related to restraint on non-teaching activities

School Visits and Class Observations by System Officials

48. Around one-third of the system officials reported school visits and 5 percent also reported **no classroom observation’**. Thus, there is scope for an increase in school visits by system
49. officials in order to provide support and guidance at the school level for improvement in the educational outcomes. The prevailing vacancies in the positions especially those of KP could be one of the reasons for the lack of school visits.
50. Post-class observation discussions and feedback to teachers based on effective use of educational materials and technology, presentation of the content, CCE and lesson planning was given less focus by the officials.
51. The data shows that fewer efforts are taken by system officials in improving the physical well-being of students.

Immediate Actions Required/ Priority Areas- School Visits & Class Observations by System Officials

- **MSTC**
 - Preparation and adherence to the schedule of school visits and class observations by officials
 - Post-observation data driven feedback and problem-solving session by officials accompanied by teachers' personal improvement plan and action. Also supporting teachers on non-academic and behavioural issues.
 - Encourage officials to contribute to the improvement of the physical well-being of students by providing various experts on health, fitness, nutrition and sports training for children.

Review and support at sub-district levels

52. Compared to the focus of school visits by other system officials, the DIET has a more focused approach during school visits as the teaching-learning methods, innovative activities conducted by teachers and activities planned for socially disadvantaged students by teachers are prioritized for the school supervision by DIET officials. However, there is a need to increase school visits by DIET officials as 6 percent reported no school supervision to provide academic support to the teachers and the school.

Immediate Actions Required/ Priority Areas- Review and support at sub-district levels

- **MSTC**
 - Guidelines to system officials to increase their visits at cluster, block and district levels to provide academic and administrative support and guidance for improvement in educational outcomes and address concerns efficiently.
 - Streamline review and feedback processes at various levels with more weightage to academic and developmental issues.

Role of KP in School Development Plan and its Implementation

53. The KP's role is central to the idea of the School Quality Development plan (SQDP), in all three stages -design, implementation, and review. The insights that a KP can provide to a Model school based on the cluster needs is invaluable. However, only 15 percent schools have reported the involvement of KPs in school planning activities. Again, the additional charge of other clusters held by the Kendra Pramukhs may be one of the causes for this lack of involvement, though the data for specific reasons behind no involvement was not available.

Immediate Actions Required/ Priority Areas- Role of KP in SQDP and its Implementation

- **MSTC**
 - Facilitate training for School Heads and KPs for the development of the SQDP.
- **School**
 - Increase involvement of KPs in school-level planning for the overall school and cluster development

Anganwadi

Support/ Help from Community/Alumni/CSR/NGOs

54. The success of the FLN mission hinges on successful inclusion of Anganwadis into the ecosystem. Since 75 percent of the Anganwadis are sub-optimally functioning and under-resourced vis a vis the student enrolment, it is a red flag for all concerned.
55. Though the Anganwadi Sevikas reported public participation as an important strategy for addressing the challenges faced by the Anganwadi, the help of Gram Panchayat (GP) and local NGOs for the development of Anganwadi was minimally reported by only 20 percent Anganwadi Sevikas. The data also currently seems to suggest that there is an earnest need to support the Anganwadis as it has been neglected by the CSR/ CSO/ NGO sectors as well.
56. The success of the respective model schools will truly be achieved or will be incomplete unless their co-located Anganwadis stand to gain from them in a big way. The current levels of collaboration and sharing of resources are at a bare minimum level and sporadic.

Assessments of Anganwadi Children

57. As per the data, 'Examination' is conducted in Amaravati, Latur, Nagpur and Nashik regions. The study did not delve into the kind of examinations held or who designed the exams but it would be safe to comment that examinations, if conducted to grade the child, are not desired at all. Rather, formative assessments to gauge the development in various areas are expected.
58. While doing academic planning for primary classes it becomes essential to have an overview of teaching-learning strategies to be adopted for the first graders based on their assessment profile. The assessment of Anganwadi children from a school readiness point of view can act as vital input for Grade 1 teachers. Currently, this practice of relaying the school readiness profile to grade 1 teachers is not seen uniformly across Anganwadis.

Immediate Actions Required/ Priority Areas- Anganwadis

- **MSTC**
 - Sensitize and promote the involvement of the GPs and local NGOs in the transformation of Model Anganwadi to benefit the children in their formative years of growth.
 - Create an inclusion plan to sensitize model schools to appropriately engage with the co-located Anganwadis in a cohesive manner to accomplish the FLN mission.
 - Training of Anganwadi Sevikas on the pre-primary curriculum and to assess the readiness of Anganwadi children for Std 1
- **School**
 - Increase involvement of GPs and local NGOs as well as CSRs in Anganwadi development. Fulfilling infrastructural needs, providing innovative educational and sports materials, providing clean and functional washrooms, organizing health check-ups and vaccination for Anganwadi children may be immediately addressed through their support.
 - Promote Anganwadi Sevika to provide inputs to school teachers based on assessment of Anganwadi children for school readiness
 - Share school resources and infrastructure with the Anganwadis and include the children in school activities.

School Infrastructure Resources Dashboards

To view dashboards on infrastructure resources and priority needs, click on the following link or scan the QR code-

<http://bit.ly/3SFygyZ>



Annexures

A. Classification of Schools covered under the Situational Study

1. Region-wise Coverage of Schools

Region-wise Coverage of Schools				
Region	Districts	Blocks	Clusters	Schools
Amaravati	5	59	75	80
Aurangabad	5	49	73	76
Kolhapur	5	51	67	69
Latur	3	36	42	44
Mumbai	3	32	34	37
Nagpur	6	67	68	73
Nashik	4	46	58	58
Pune	3	41	45	45
Total	34	381	462	482

2. Management-wise Coverage of Schools

Management-wise Coverage of Schools						
Region	Department of Education	Govt. Aided	MNC	NP	ZP	Total
Amravati	2		2		76	80
Aurangabad	1	4	2		69	76
Kolhapur	1		2	1	65	69
Latur		2	2		40	44
Mumbai			4	1	32	37
Nagpur			3		70	73
Nashik	1		5	3	49	58
Pune			2		43	45
Total	5	6	22	5	444	482

3. Level-wise Coverage of Schools

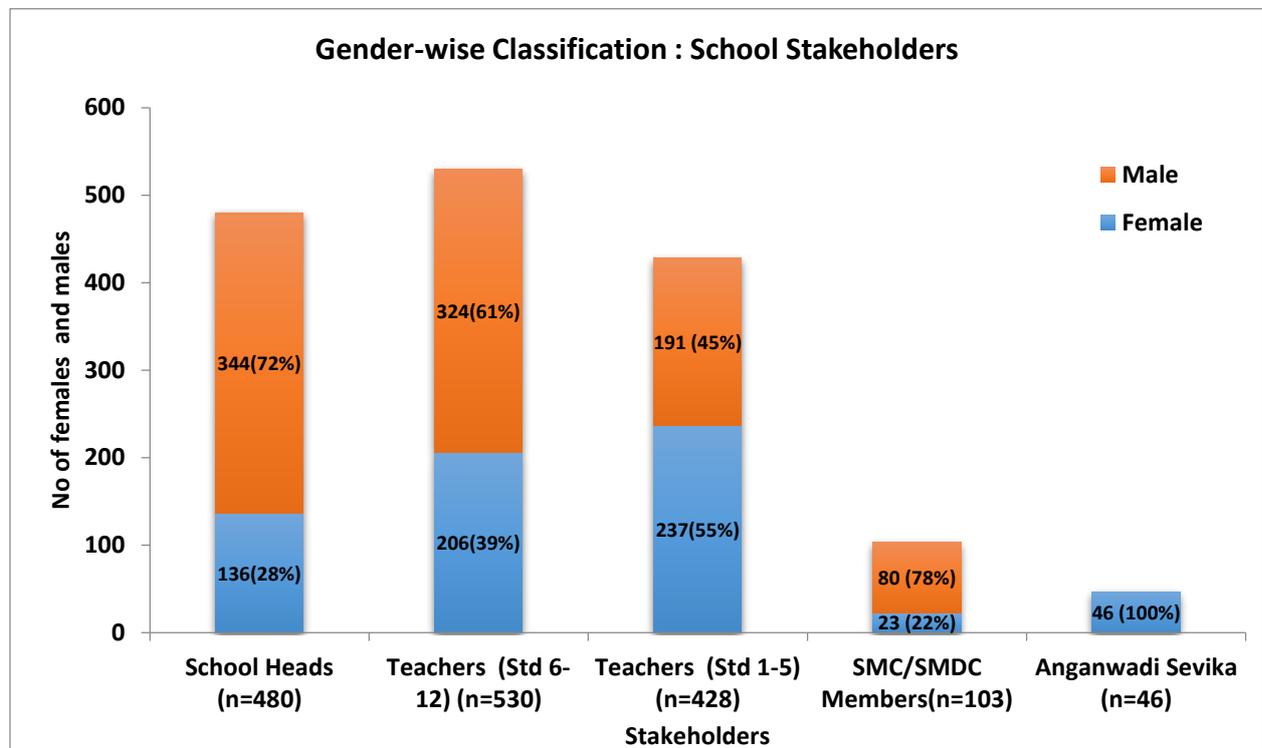
Level-wise Coverage of Schools					
Region	Primary	Elementary	Secondary	Secondary with Higher Secondary	Total
Amravati	9	67	4		80
Aurangabad	1	45	28	2	76
Kolhapur	6	61	2		69
Latur	2	29	13		44
Mumbai	3	27	7		37
Nagpur	2	57	11	3	73
Nashik	8	35	13	2	58
Pune	7	36	2		45
Total	38	357	80	7	482

4. School Classification by Location, Residential Status and Gender

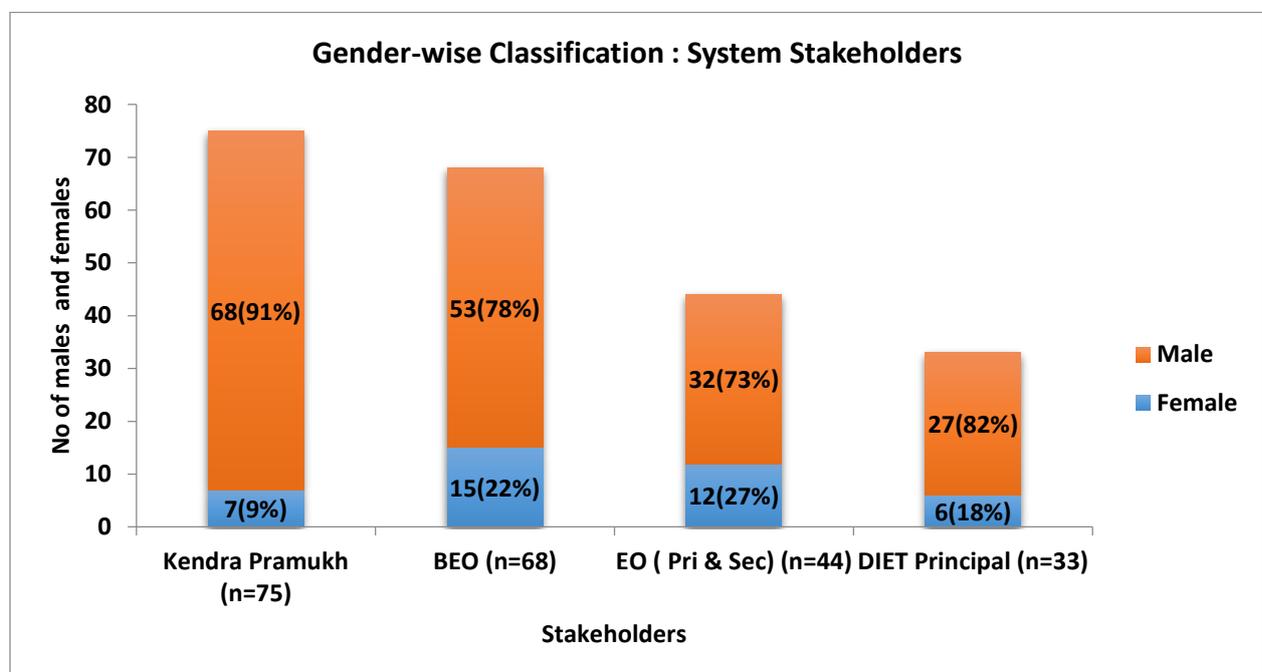
School Area, Types and Classification								
Region	Area			Type		Gender Specific Classification		
	Rural	Tribal	Urban	Residential	Non-residential	Co-Education	Boys	Girls
Amravati	74	2	4	2	78	76	3	1
Aurangabad	53	-	23	19	57	57	1	18
Kolhapur	62	-	7	1	68	67	2	-
Latur	35	-	9	4	40	39	-	5
Mumbai	28	4	5	5	32	32	-	5
Nagpur	59	7	7	6	67	66	2	5
Nashik	42	5	11	11	47	44	3	11
Pune	42	-	3	-	45	44	1	-
Total	395	18	69	48	434	425	12	45

B. Respondent Profile

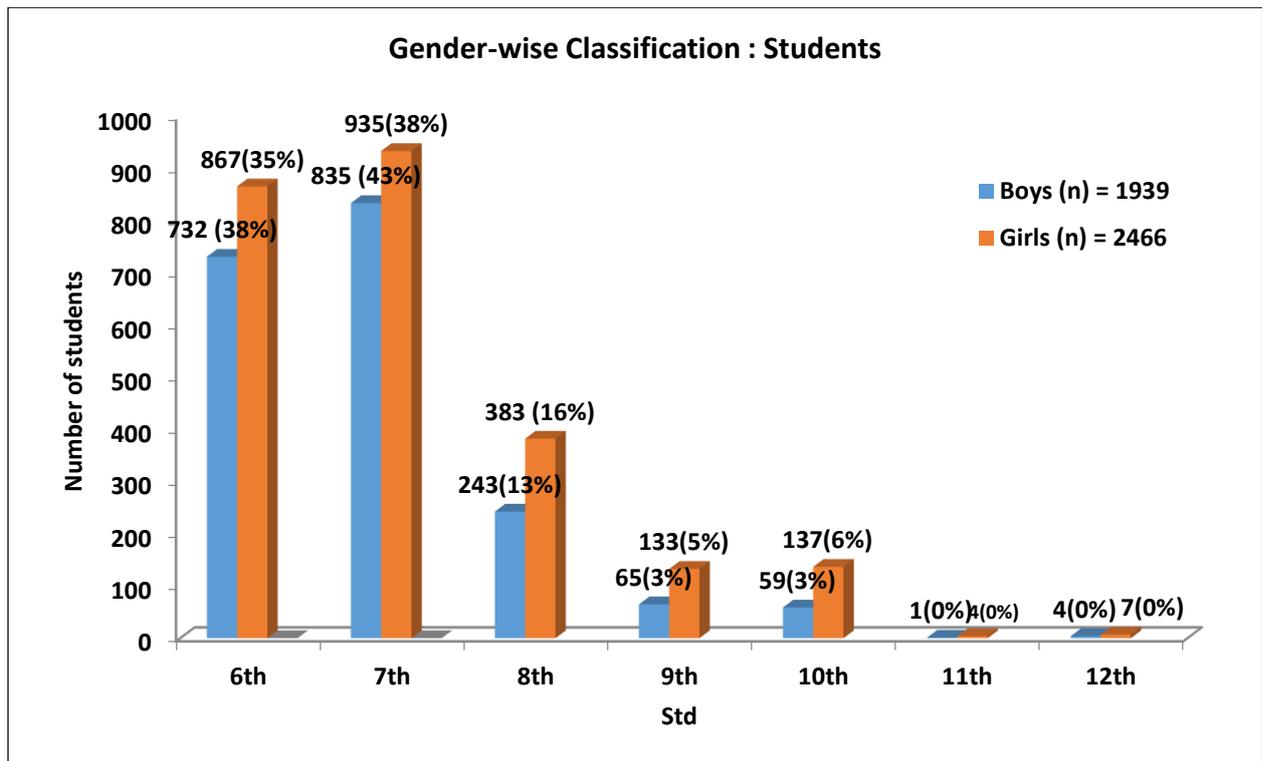
1. School Stakeholder Respondents by Gender



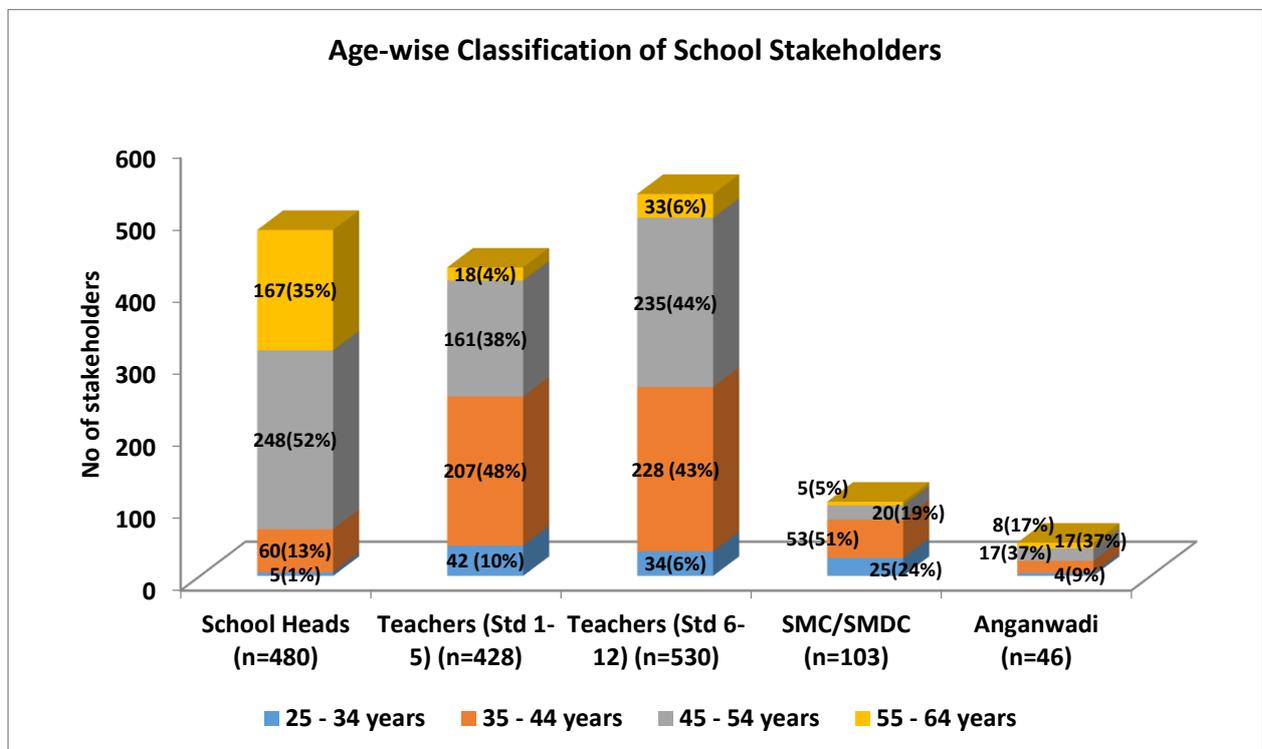
2. System Stakeholder Respondents by Gender



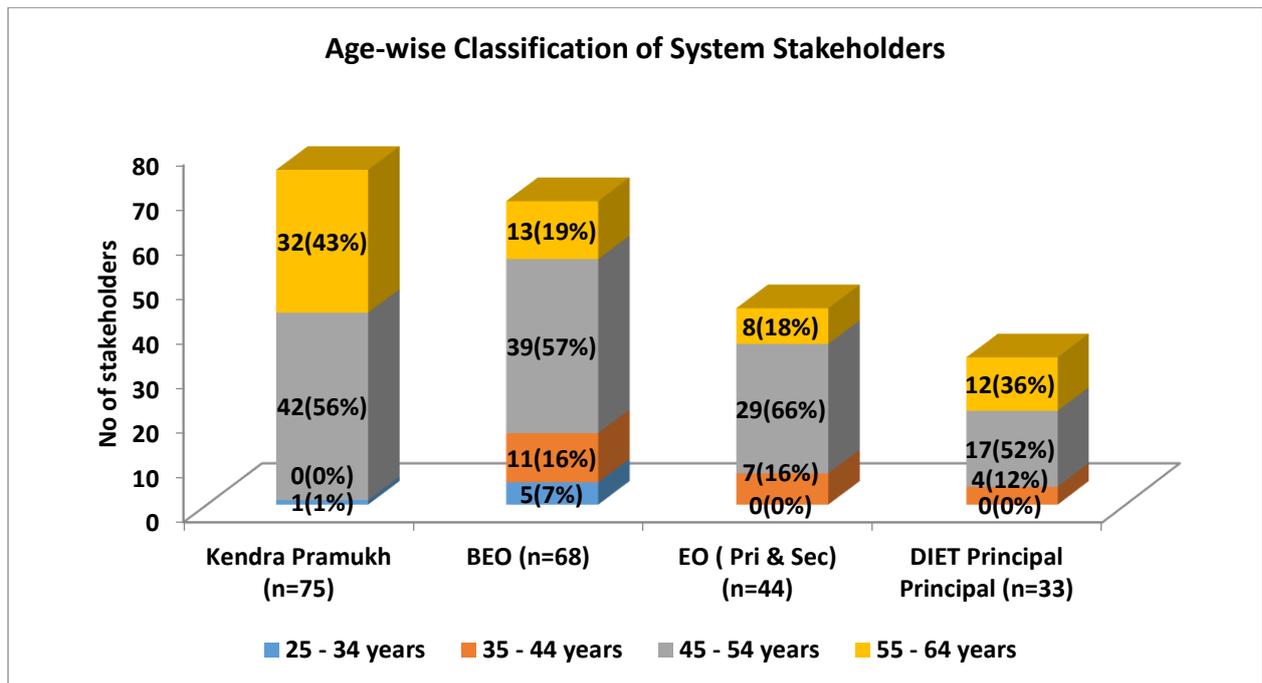
3. Student Respondents by Gender



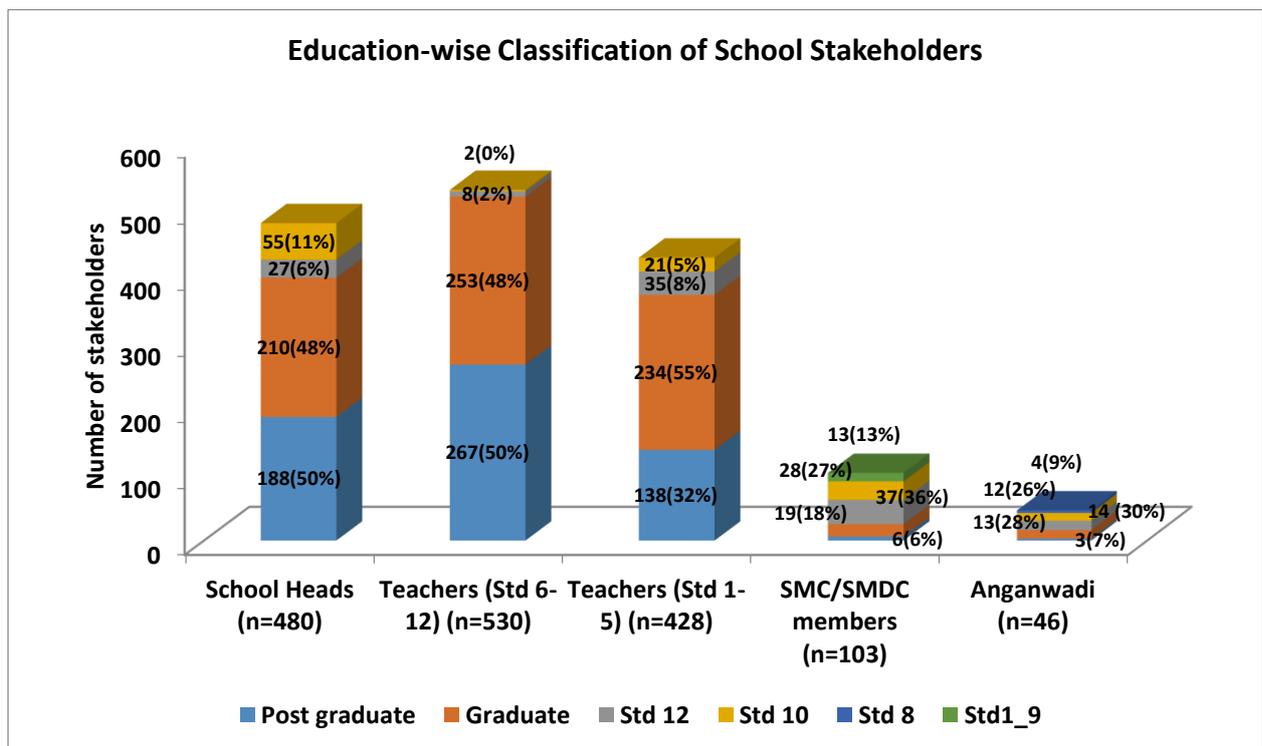
4. School Stakeholder Respondents by Age



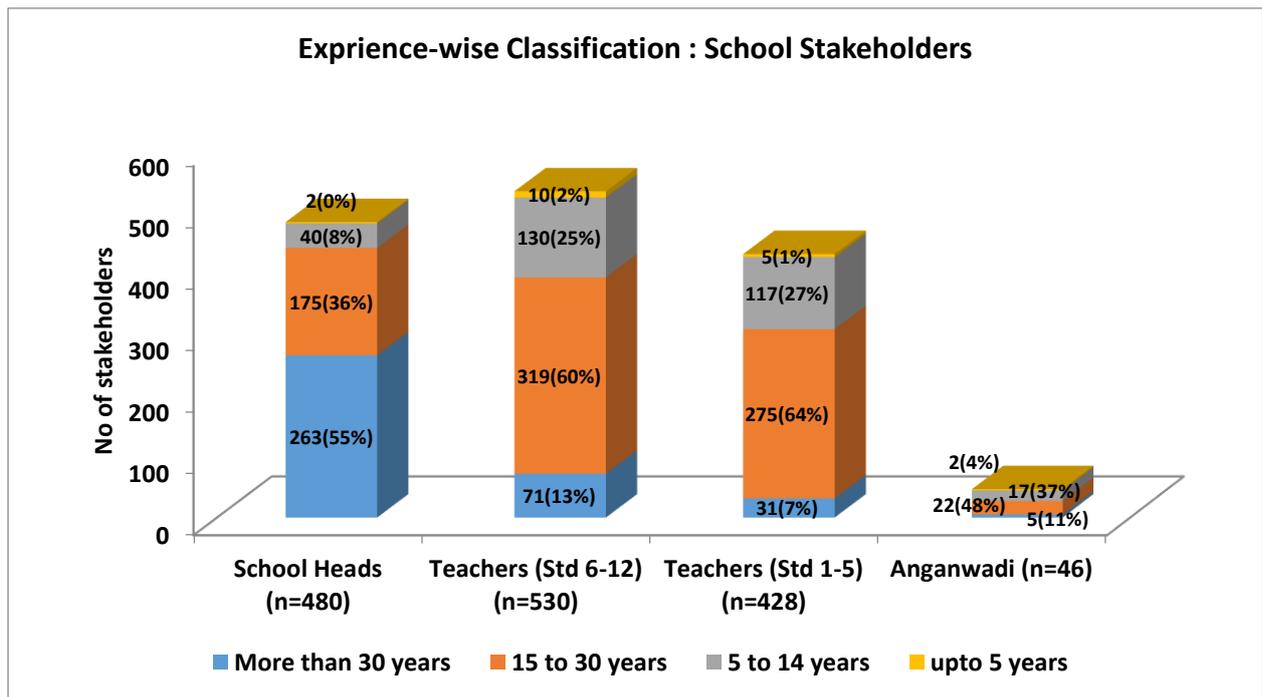
5. System Stakeholder Respondents by Age



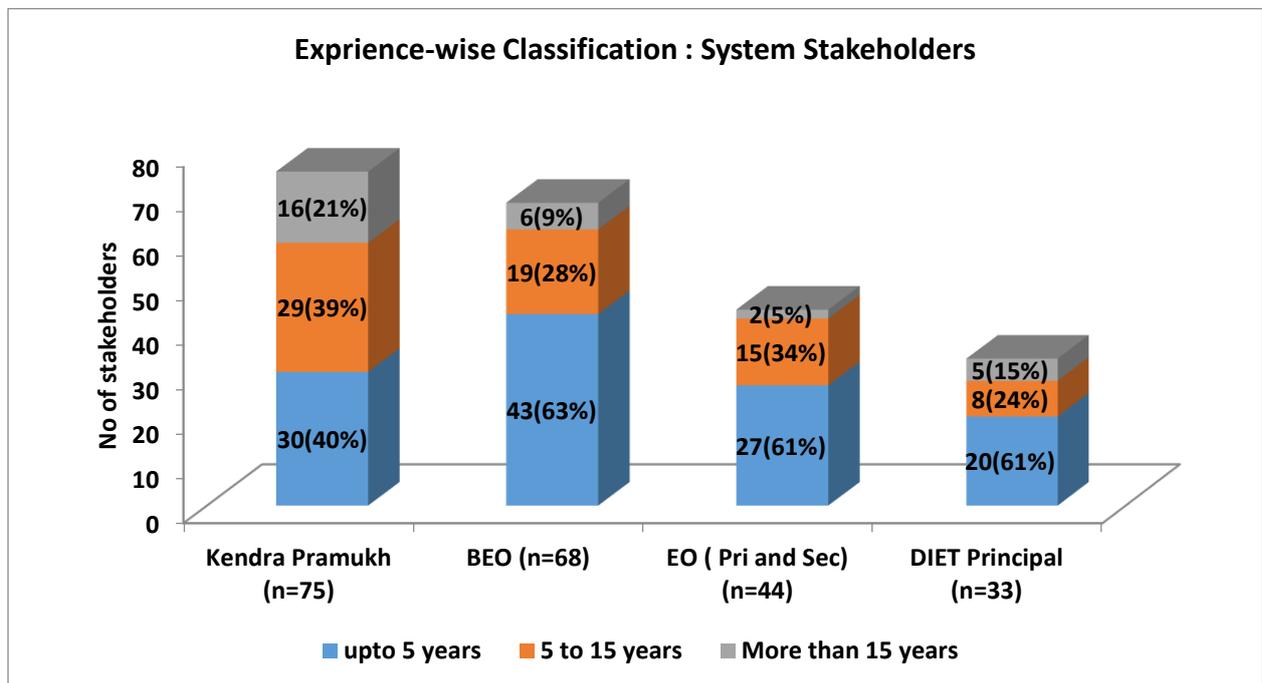
6. School Stakeholder Respondents by Educational qualification



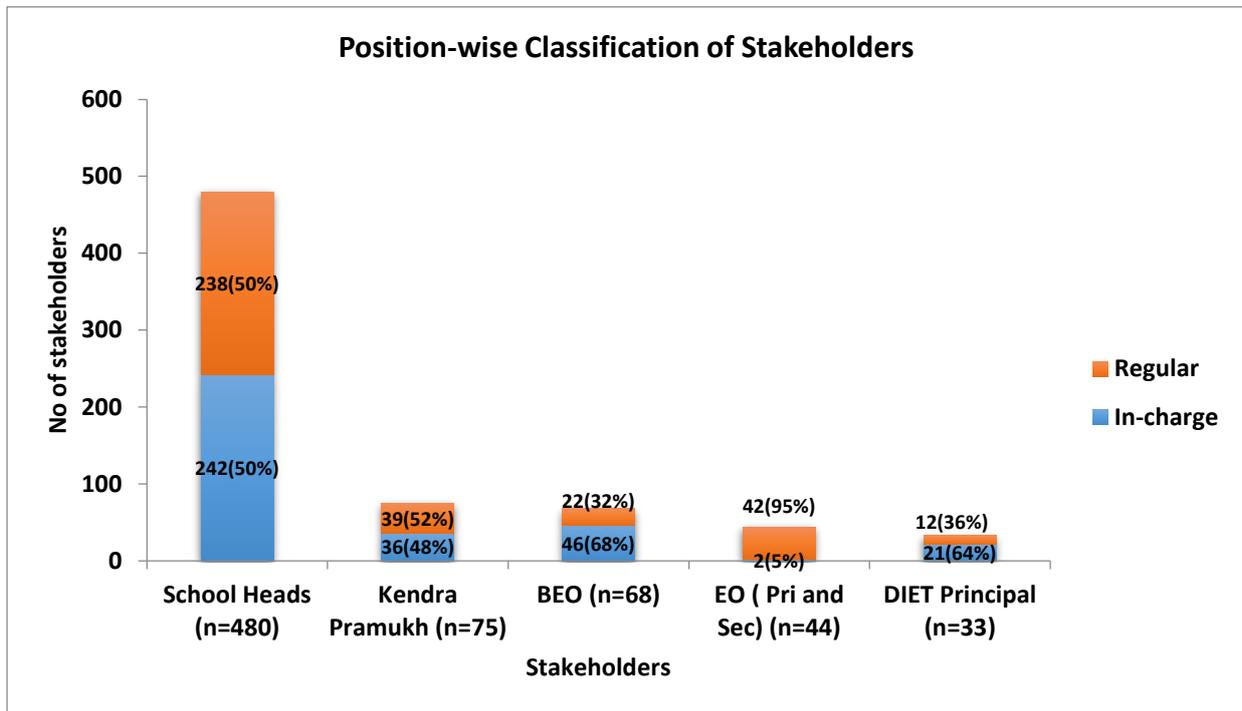
7. School Stakeholder Respondents by Work Experience



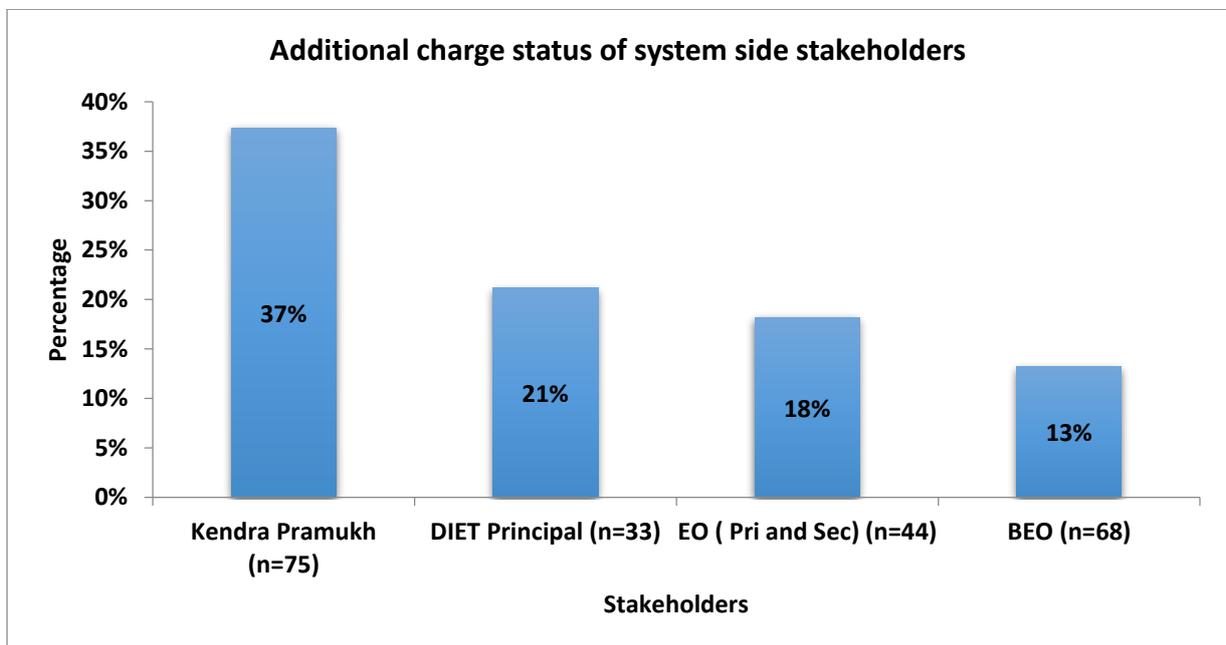
8. System Stakeholder Respondents by Work Experience



9. Position-wise Classification of Stakeholders



10. Status of Additional Charge of System Stakeholders



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