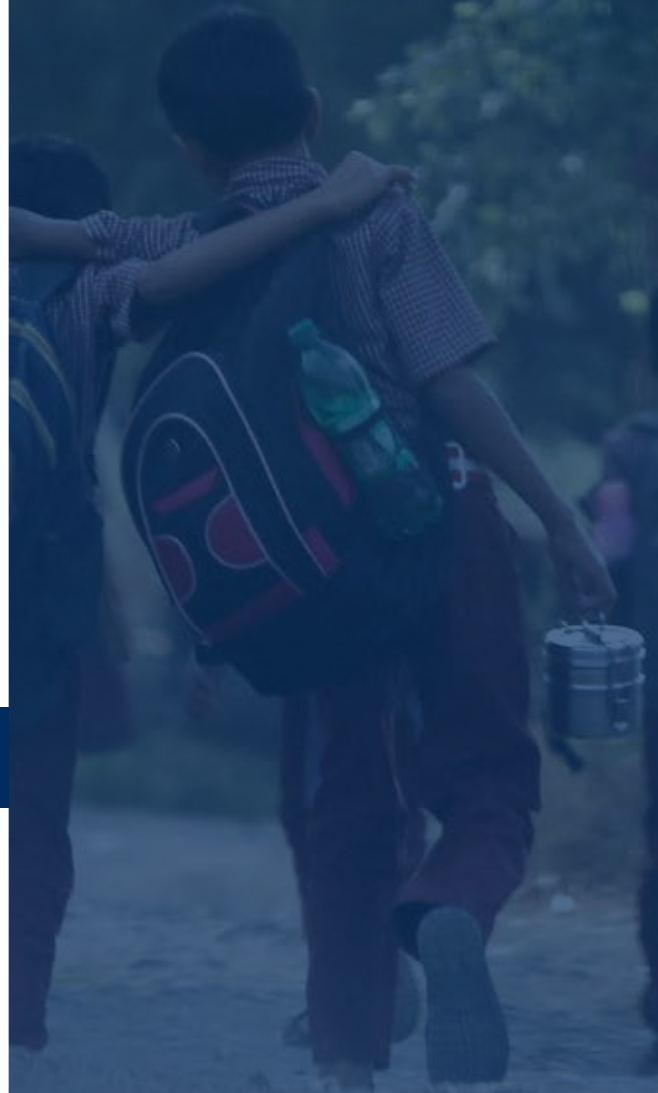


Evaluation of the **British Council Programme in Maharashtra**

Summary Report | June 2021



Acronyms and abbreviations

ADEPTS	Advancement of Educational Performance through Teacher Support
BRC	Block Resource Centre
CEFR	Common European Framework of Reference for Languages
CPD	Continuing Professional Development
CRC	Cluster Resource Centre
CTE	Colleges of Teacher Education
DIET	District Institute of Education and Training
EfA	English for All Mumbai
ELIPS	English Language Initiative for Primary Schools
ELISS	English Language Initiative for Secondary Schools
IASE	Institute of Advanced Studies in Education
ICT	Information and Communication Technology
KPI	Key Performance Indicators
L1	Language One (home language)
MCGM	Municipal Corporation of Greater Mumbai
MHRD	Ministry of Human Resource Development
M&E	Monitoring and Evaluation
MOOC	Massive Open Online Course
MPSP	Maharashtra Prathamik Shikshan Parishad
MSCERT	Maharashtra State Council of Education Research and Training
NCF	National Curriculum Framework
NCERT	National Council for Educational Research and Training
NCFTE	National Curriculum Framework for Teacher Education
PSMP	Pragat Shaikshanik Maharashtra Programme
RAA	Regional Academic Authority (formerly SIE – State Institute of Education)
RMSA	Rashtriya Madhyamik Shiksha Abhiyan
RTE	Right to Education Act
SCERT	State Council of Education Research and Training
SSA	Sarva Shiksha Abhiyan
TAG	Teacher Activity Group
UEE	Universalisation of Elementary Education
URC	Urban Resource Centre

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Executive summary





Against a backdrop of national education policies such as the NCF 2005 and the NCFTE 2009 calling for improved learner-centred pedagogy in India,¹ the British Council designed and delivered an education development programme in Maharashtra state targeting primary and secondary teachers of English. Originally conceived and implemented as four distinct projects,² the Maharashtra Programme ran from 2012 to 2021 with the following objectives:

- Develop teachers' understanding of, and skill in using, learner-centred pedagogy
- Develop teacher confidence and proficiency in English language
- Embed an effective and appropriate Continuing Professional Development (CPD) system, building teacher and institutional capacity

Ecctis³ was commissioned to undertake an independent evaluation of the Maharashtra Programme in 2020. Through engagement with government officials, teacher trainers including master trainers, mentors, English Subject Assistants (ESAs), State Academic Resource Persons (SARPs) and Teacher Activity Group (TAG) coordinators and English teaching experts, and conducting a review of project reports, national and state education policies and frameworks, Ecctis has evaluated the programme in terms of its relevance and coherence with state needs and objectives, its effectiveness, efficiency, impact and potential sustainability.

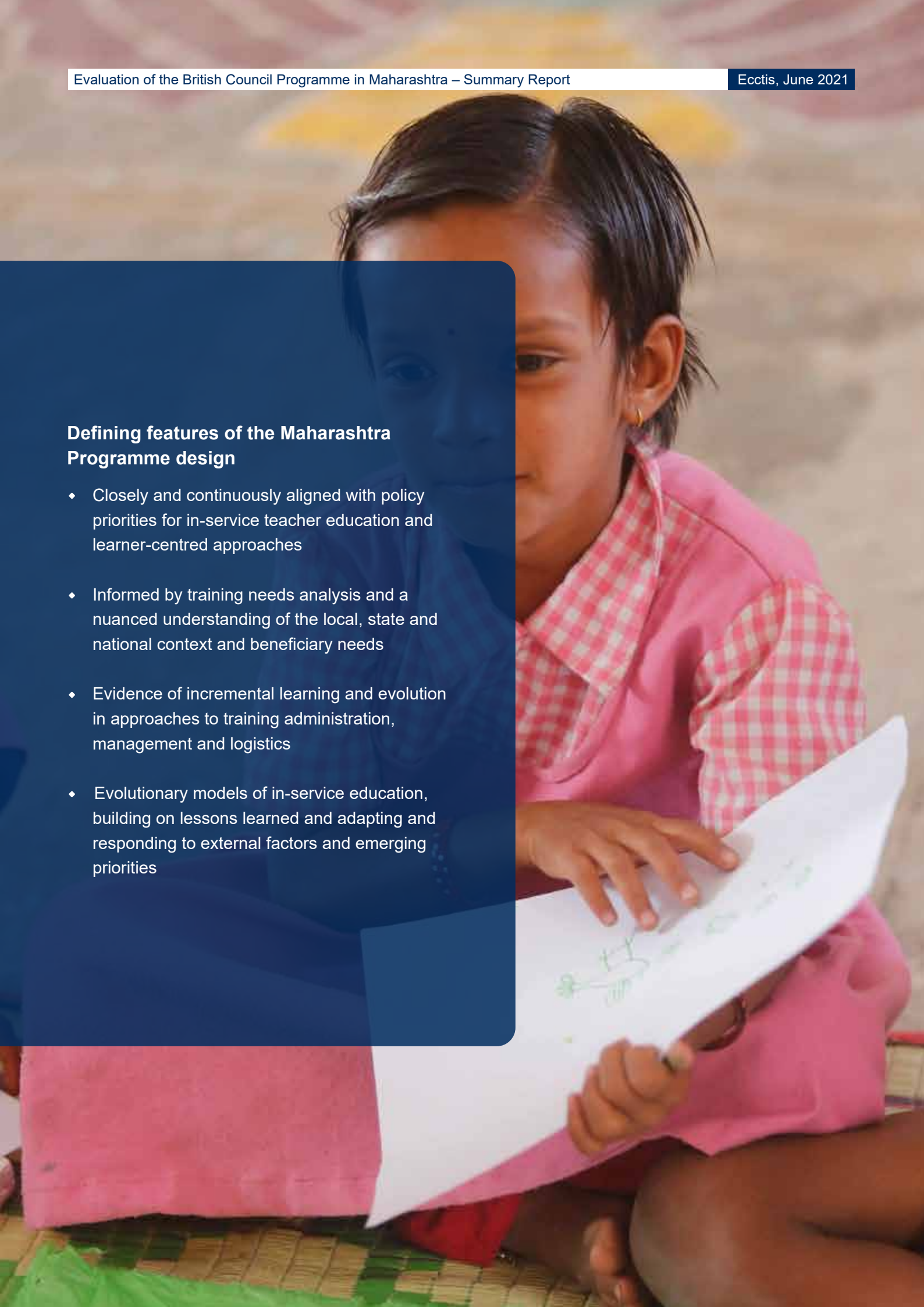
¹NCERT The National Curriculum Framework 2005 and the National Curriculum Framework for Teacher Education 2009.

²English Language Initiative for Primary Schools (ELIPS) 2012-14; English for All Mumbai (EfA) 2013-18; English Language Initiative for Secondary Schools (ELISS) 2014-17; Tejas 2016-21.

³Ecctis is formerly UK NARIC.

Defining features of the Maharashtra Programme design

- Closely and continuously aligned with policy priorities for in-service teacher education and learner-centred approaches
- Informed by training needs analysis and a nuanced understanding of the local, state and national context and beneficiary needs
- Evidence of incremental learning and evolution in approaches to training administration, management and logistics
- Evolutionary models of in-service education, building on lessons learned and adapting and responding to external factors and emerging priorities



Outcomes and impact

Whilst the study found some limitations in the monitoring and evaluation data available, there is nonetheless clear evidence to determine

collective outcomes and impact of the programme in Maharashtra across the following four key areas:

Impact on the development of Maharashtra's in-service teacher education system

- ◆ Developed a large trained cadre of master trainers, ESAs and SARPs that the state can utilise in other teacher training initiatives, allowing the benefits and the impact of the Maharashtra Programme to be sustained⁴
- ◆ Increased buy-in, engagement and shared understanding around the training needs of teachers in the state among a wide variety of stakeholders
- ◆ Mitigated against typical challenges in the cascade model and established new community-based training models and channels, including the expansion of regional symposia and teacher clubs (in the form of Teacher Activity Groups)
- ◆ Strengthened linkages between training delivery and teacher needs



'The format of the training is unique.'

ESA, Ecctis focus group 2021.

Impact on the concept of CPD

- ◆ Supported the shift from 'training as an event' to 'training as process' with a clear change in mindset around CPD
- ◆ Supported a shift from top-down teacher training models to more bottom-up approaches of CPD which encourage a flat hierarchy and allow teachers to take ownership of their learning and become agents of change
- ◆ Embedded technology, in particular social media groups and messaging platforms to support sharing of learning and 'communities of practice', as a key tool for CPD



'The impact of the Tejas initiative is described as creating a "sea change". Teachers and students are now aware that the social media platforms are available not just for sharing knowledge but for asking help too.'

SARP, Ecctis interview 2021



⁴The programme led to the development of 46 teacher educators (EfA), 1020 master trainers, (600 for ELIPS and 420 for ELISS), 775 TAG coordinators (Tejas), and 65 ESAs/SARPs (Tejas). Some master trainers participated in more than one initiative. Collectively the programme reached over 140,000 teachers in the state.

Impact on teaching and learning of English in government schools

- ◆ An improvement in teachers' confidence in English, increasing potential for its use in the classroom
 - 95% of teachers feel that their English has improved since joining the TAGs (Tejas)
 - Teachers reported that they were able to identify the class needs, use textbooks more creatively and use activities to increase student motivation (ELISS)
 - 95% of teachers met expectations in terms of their use of English (ELISS)
 - Usage of English in the classroom by teachers increased from 40% at baseline to 82% by Year 2 (EfA)
- ◆ Increased use of learner-centred and interactive teaching methods, and a more balanced ratio of Teacher Talking Time (TTT) and Pupil Activity Time (PAT)



'Certainly, classes have become proactive, pro-learning, so students have started speaking in English. Teachers are able to apply their learning in the classroom. The students who were not speaking English before have now started doing so.'

RAA representative, Ecctis interview 2021

Impact on state education policies

- ◆ Institutional capacity-building was a key component, supporting ongoing sustainability
- ◆ Based on the British Council training model, the Maharashtra state government developed similar initiatives such as CHES
- ◆ State government partners have adopted some of the recommendations such as the use of master trainers, re-use or adaptation of existing resources, replication of the TAG model and events such as symposia
- ◆ The importance of developing the teaching and learning of English, digital literacy, and trainer, mentor and support networks was recognised in the Maharashtra Government Resolution 2016



'As per an agreement made by the State Government with the British Council, 400 high-level trainers have been developed in the state for the secondary level, and 80 mentors have also been created. This year, Maharashtra State Educational Research and Training Council (State Science and Mathematics Institute), Aurangabad, is involved with all the trainers and the mentors, and it is being institutionalised. Thus, a robust system has been developed for continuous professional development in the English subject. This system should guide schools as needed.'

Maharashtra Government Resolution 2016



Beyond the impact on the State, potential benefits can also be seen for individuals, with direct and indirect outcomes visible for a wide range of stakeholders:

Outcomes for teachers



- ◆ Greater understanding at an individual level of learner-centred pedagogy, though challenges remain
- ◆ Potential gains in English language proficiency and greater confidence in its use
- ◆ Adoption of British Council approaches by teachers outside the programme
- ◆ Indirectly contributed to the preparation of teachers for remote learning during the COVID-19 pandemic
- ◆ Expansion of the use of technology including digital, online and offline tools and resources for teacher training and CPD

Outcomes for trainers/mentors



- ◆ Improved understanding of how to design and deliver training that develops and reflects learner-centred pedagogy
Development of mentoring skills although further upskill is still required
- ◆ Improvement across English language skills
- ◆ Access to a wider network of professionals and CPD opportunities
- ◆ Enhanced technology skills through a coordination or facilitative role e.g. in social media groups.

Outcomes for students



- ◆ Wider access to self-study or school English resources such as the LearnEnglish series
- ◆ Opportunities for increased use of English in the classroom with a greater emphasis on communication and fluency

- ◆ More active engagement and participation in English language lessons
- ◆ Increased understanding of the role and importance of the English language in their daily life, future education, and employment
- ◆ Increased use of English outside the classroom
- ◆ Enhanced exposure to English language, especially those coming from rural and tribal areas

Outcomes for others



Parents

- ◆ Greater understanding of the importance and use of the English language in their children's future education and employment life
- ◆ Potential change of mindset in relation to English language teaching and learning in government schools
- ◆ Increased exposure to English language, particularly for those located in more rural and tribal areas

School Management

- ◆ Enhanced understanding of the importance of the participation of teachers in teacher training and CPD opportunities
- ◆ Exposure to learner-centred pedagogies being implemented within their schools

Education Officers

- ◆ Greater understanding of the importance and the impact of English language teacher training and CPD initiatives
- ◆ Increased understanding of logistical and managerial infrastructure and planning required for large-scale training

Others




- ◆ Widening of participation through provision of improved English teaching outside of the private sector
- ◆ Increased sense of community and knowledge transfer

Evaluation criteria

The Maharashtra Programme was also evaluated against key areas informed by the OECD DAC evaluation criteria:⁵

- ♦ **Coherence and relevance** – the extent to which the programme was aligned with local needs and targeting the right stakeholders
- ♦ **Effectiveness and efficiency** – whether the programme achieved its objectives and met stakeholder needs in terms of logistics and resources
- ♦ **Impact and sustainability** – if the programme made a difference to the education system in the state and had lasting benefits and impacts beyond the lifetime of the programme

The overarching findings are presented in the heatmap below:

Achievement of evaluation criteria			Strong evidence  Moderate evidence  Limited evidence 
Coherence and relevance	Aligned with local needs		<ul style="list-style-type: none"> ♦ Each project was informed by needs analysis ♦ Each project was designed based on the policy priorities of the teacher education system of Maharashtra state ♦ Training materials and resources developed by the British Council during all projects were contextualised and adapted to respond to the local needs of the teachers
	Targeting the right stakeholders		<ul style="list-style-type: none"> ♦ Since 2012, the Maharashtra Programme has targeted a wide range of stakeholders of the teacher education system in the state including policy makers, administrators, education officers, partner organisations, teacher educators including master trainers, mentors, ESAs, SARPs, teachers, students and parents
Effectiveness and efficiency	Achieved its objectives		<ul style="list-style-type: none"> ♦ Raised awareness around teacher training and CPD ♦ Developed master trainers', TAG coordinators', ESAs' and SARPs' proficiency in English ♦ Increased the use of English in the classroom ♦ Increased teachers' confidence, motivation, and communicative skills ♦ Increased teachers' digital skills using social media platform and online resources ♦ Increased learners' exposure to the English language and engagement in English lessons ♦ Increased the ability of teacher educators and teachers to reflect on their teaching practice

⁵OECD Development Co-operation Directorate (n.d.). *Evaluation Criteria*. Available at: <https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm>

Effectiveness and efficiency	Achieved its objectives	<ul style="list-style-type: none"> Built the institutional capacity of many organisations in the state to support teacher training and CPD project Developed a collaborative partnership between the British Council and the state government
		<ul style="list-style-type: none"> Developed teachers' proficiency in English Increased learners' use of English language and facilitated learners' progress in English lessons
	Met stakeholder needs in terms of logistics and resources	<ul style="list-style-type: none"> The resources addressed the needs of the stakeholders throughout the four projects
		<ul style="list-style-type: none"> Some issues with logistics- including attendance and attrition; the transfer system: training facilities, finances, administrative support and scale up affected the delivery of the four projects
Impact and sustainability	Made a difference to the education system in the state	<ul style="list-style-type: none"> Changed the approaches from 'training as an event' to 'training as a process' through the shift from the cascade model to communities of practice Significantly increased the adoption and use of technology and social media platforms for teacher training and CPD to facilitate sharing of learning Developed opportunities for teacher interaction through TAGs, teacher clubs, symposia, and international opportunities to attend and present at conferences The success of the communities of practice used in the Tejas project influenced the state government to develop future initiatives based on this model of CPD Increased stakeholder understanding of the importance of learner-centered pedagogies in the classroom
	Had lasting benefits and impact beyond the programme	<ul style="list-style-type: none"> Since 2012, contributed to the establishment of a cadre of teacher educators including master trainers, mentors, ESAs, SARPs and TAG coordinators which constitutes a skilled workforce and a pool of talent that can be used for future projects Informed the development of education policies including the Maharashtra Government progressive Education Resolution 2016 which proposed using the already-trained master trainers participating in the ELISS project to work in other English language initiatives conducted in the state
		<ul style="list-style-type: none"> Increased the consideration of gender-related factors and gender balance in the design of teacher training and CPD projects



Conclusions

Clear changes to in-service teacher education can be seen in Maharashtra over the last decade. Whilst the extent of direct attribution to the British Council is complex to measure at a systemic level, it is clear that the aspects that have changed were integral features of the Maharashtra Programme running at the same time and implemented in partnership with government.

Above all, the evolution of the Maharashtra Programme constituted a fundamental change in teacher education in Maharashtra from an event-based approach to a process-based one. All training initiatives included follow-up and measures to understand impact in the classroom, although in some cases communication around impact and tighter monitoring and evaluation processes could have been improved. The extent of sustainability is most clearly seen as it evolved beyond the cascade models of ELIPS, EfA, and ELISS to the supportive teacher networks developed in the TAG model of Tejas.

The increase in the use of social media across the programme's lifespan provided for ongoing support at a very practical level reflecting teachers' immediate needs as they encountered them in their classrooms – in turn increasing relevance, reach, and buy-in. Increasing

government autonomy and commitment to continue with training models based on the British Council model such as CHESS further indicate lasting change, which is unlikely to have been achieved after a single initiative.

Lessons learnt throughout the programme, such as those around improving administrative and logistical processes, clearly indicate that the sum of the whole programme is greater than its individual parts, with each initiative laying ground for the success of the subsequent one – as indicated more widely in Maharashtra policy developments and the sustainable and replicable models and resources observed during this study.

With the launch of the NEP 2020,⁶ this is in many ways a pivotal time in India. Within this wider policy context, the British Council is well placed to support state governments and other key organisations to navigate some of these aspects. In particular, Indian education policies continue to place a strong emphasis on multilingualism – remaining an integral part of the NEP 2020, albeit with some discernible shifts in stance since the NCF 2005. The British Council's own stance on English is highly compatible with the ethos of the NEP 2020, which should support the relevance of future projects or programmes with national needs.

⁶NCERT, *National Education Policy 2020*

Key recommendations

This section includes overarching recommendations for the British Council and state government. These can be found in more detail interspersed throughout the report.

Key recommendations for the British Council:

1. Further develop the use of technology and resources, as per the TAG model, to support formation of national and international networks of teachers, including exploring the possibility of establishing wider collaborations between TAGs in different countries to encourage peer-learning.
[Recommendation 3]
2. Conduct a review of M&E approaches, including considering the inclusion of intermediary KPIs, and whether any future Theory of Change should be designed around the vision for the learner, using the target outcomes for learners as a reference point to develop programmes and monitoring activities. *[Recommendations 2 and 6]*

Key recommendations for Maharashtra state government:

1. Consider establishing mechanisms to sustain the community of practice model of teacher training and CPD in place of cascade models of training.
2. Consider establishing a CPD management system wherein external training providers' certification can contribute to CPD requirements and evidence. This may increase teachers' motivation in engaging in teacher training initiatives in the future.
3. Consider arranging follow-up sessions from lesson observations to strengthen the monitoring process and allow teachers who were not included in the target sample to be informed about the observations conducted. *[Recommendation 1]*

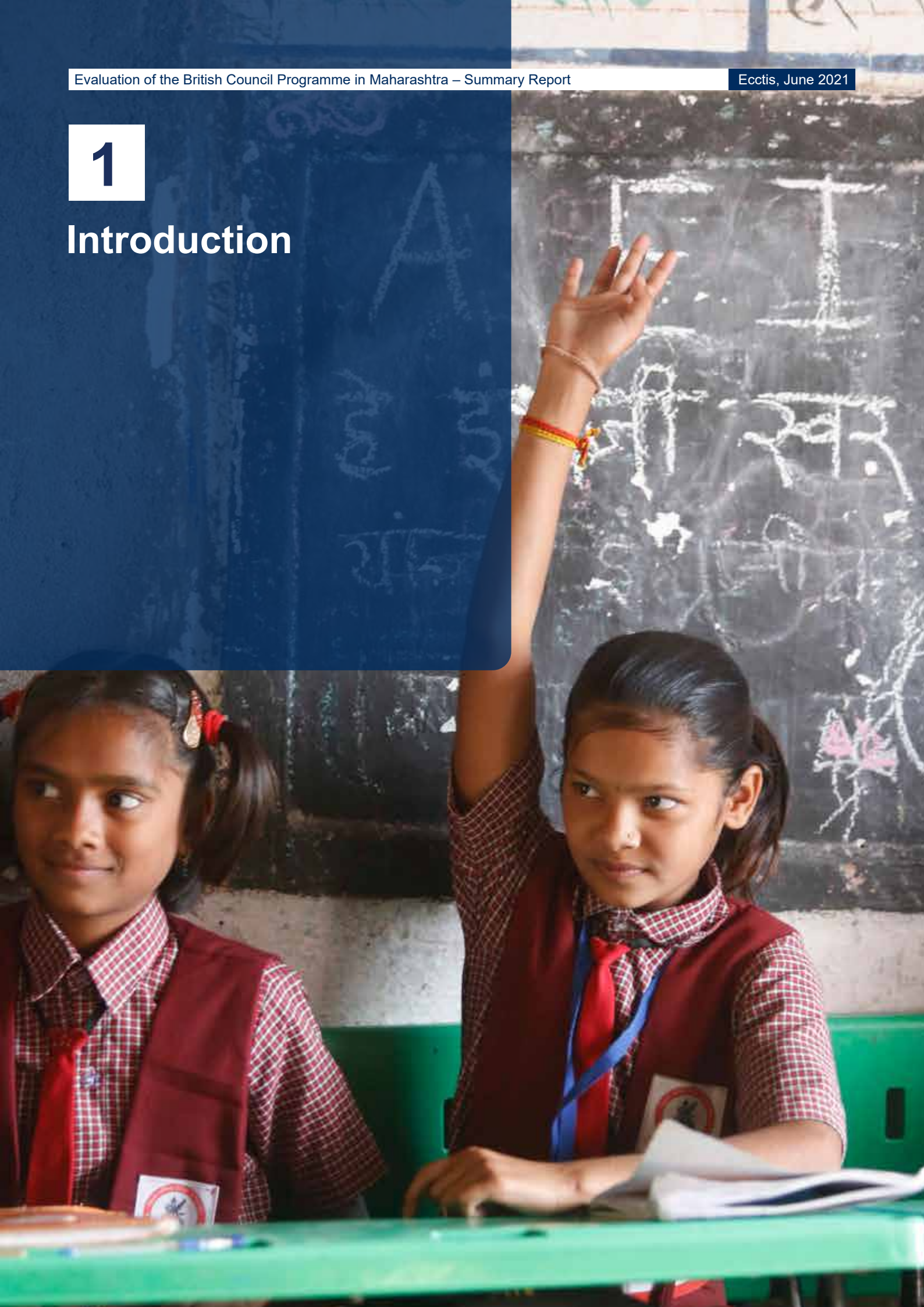


Key recommendations for the British Council and Maharashtra state government:

1. Explore ways to mitigate risks around the transfer system in India to minimise learning loss and support continuing involvement. At a teacher level this may include providing guidance/protocol on how to transfer to a new TAG, and for TAG coordinators this could involve training on how to integrate newly transferred teachers into an established TAG. *[Recommendation 4]*
2. Place an explicit focus on gender, equity, and inclusion strategies, embedding it through out the project, including within the Theory of Change, within the development of KPIs in observation criteria; inclusion in training content; and through drawing on a wider spectrum of teachers for input into training design. *[Recommendation 5]*
3. To support the design, implementation and impact of future projects, the British Council and state government/other partners may wish to explore scope for the government to play a more integral role in:
 - ♦ M&E – exploring scope to access larger sample sizes and record progress of selected cohorts; of teachers and TAG coordinators; as well as to support inclusion of student outcomes within the M&E framework
 - ♦ Developing a monitoring tool, supporting accurate records of training attendance with, as appropriate, scope for analysis across different demographics, blocks, clusters and districts
 - ♦ Contributing to efforts to increase buy-in among mid-level stakeholders, notably headteachers and block level education officers
4. Through engagement with existing relationships with government stakeholders, explore the potential benefits of shifting towards a more competency-based curriculum, pedagogy, and assessment, which may help to reduce the culture of content-led approaches, linked to the current exam format. *[Recommendation 8]*
5. Consider how the Theory of Change might be adapted to incorporate delivery, curriculum, and assessment. In the specific context of India, the centralised nature of the curriculum (albeit with state-level variations) may make it more complex to fully embed unless as part of a sizeable project. Nevertheless, a project/programme could still encompass aspects of curriculum, delivery, and assessment. This could, for example, take the form of undertaking assessment (exam paper) reviews to inform needs analysis, or targeting assessment development-based projects with curriculum and delivery work to follow. *[Recommendation 9]*

1

Introduction



The British Council's English for Education Systems (EES) programme has been running in India since 2007 aiming to 'develop systems and practices in English language in-service teacher education', thereby strengthening the skills and knowledge of English teachers in primary and secondary government sector schools. To date, the British Council has partnered with 21 state governments in India: this study focuses on the British Council's work in one state – Maharashtra – and specifically on the following four initiatives (hereafter referred to as "projects"):

English Language Initiative for Primary Schools (ELIPS) (2012–2014)

British Council in partnership with the Maharashtra Prathamik Shikshan Parishad (MPSP) and the Government of Maharashtra

ELIPS aimed to improve the quality of English language teaching in lower primary government schools in the state, running across all 36 districts of Maharashtra. It sought to provide continuing professional development (CPD) for administrators and headteachers and master trainers/teachers. It included face-to-face training at district and block levels to 840 master trainers. In doing so, it aimed to reach 67,200 lower primary teachers and benefit 5 million lower primary students.

English for All Mumbai (EfA) (2013–2018)

British Council in partnership with the Municipal Corporation of Greater Mumbai (MCGM)

The MCGM approached the British Council for support towards the development of language proficiency and methodology skills for teachers at primary level. As such the EfA Mumbai project focused on training 9600 MCGM primary school teachers in government schools through the selection of teacher educators⁷.

English Language Initiative for Secondary Schools (ELISS) (2014–2017)

British Council in partnership with RMSA, Government of Maharashtra

The ELISS project targeted secondary government and government-aided schools of all language mediums. It sought to build the capacity of 420 master trainers/mentors in large scale teacher training programmes, who could then support 16,425 secondary teachers. Teacher CPD opportunities were given through portfolios, journals, teacher clubs etc. which in turn aimed to benefit 650,000 secondary students.

Tejas (2016–2021)

British Council in partnership with Tata Trusts and the Government of Maharashtra

Tejas originally ran as a pilot in nine districts of Maharashtra from 2016 targeting 70 government academics, 750 Teacher Activity Group (TAG) coordinators, and 40,000 teachers. It was scaled up in April 2018 across the rest of the state, targeting government and government-aided schools, a further 30,000 teachers, 700 TAG coordinators and 50 subject matter experts. The project was designed to address the recommendations and lessons emerging from ELIPS and ELISS and is based on a community of practice and peer learning approach to in-service teacher education unlike the earlier projects which were based on a cascade model.

⁷Gholkar, R & Parnham J, 2015. *English for All Mumbai (EfA) Year 2 report (2014-15)*. The British Council. Page 6

Through these projects, it is understood that the British Council has worked with government stakeholders, policymakers, administrators, and educators in Maharashtra to develop and facilitate models and approaches of in-service teacher education system in the state. The projects shared a number of objectives, namely to:

- ♦ Develop teachers' understanding of and skill in using learner-centred pedagogy
- ♦ Develop teacher confidence and proficiency in English language
- ♦ Embed an effective and appropriate CPD system, specifically:
 - Develop a cadre of master trainers/teacher educators/TAG coordinators
 - Develop teachers' responsibility for their own CPD⁸
 - Build the capacity of institutions to develop appropriate infrastructure and make the necessary provisions for training and CPD

Ecctis was commissioned by the British Council in India to undertake an independent evaluation of the Maharashtra projects as a development programme, cross-referencing and analysing their collective impact and effectiveness over a period of 10 years. The overall objective was to determine the interconnectedness of the four projects and specifically, the ways in and the extent to which these projects contributed and built on one another to bring about positive impact and systemic change in relation to the teaching and learning of English in government schools. In this context, the report makes reference to the 'Maharashtra Programme' as an umbrella term for the four British Council projects.



⁸This specific objective is less explicit / evident in ELISS.

2

Overview of the methodology



2.1

Data gathering – information sources

The project team gathered and triangulated data from three principal sources:

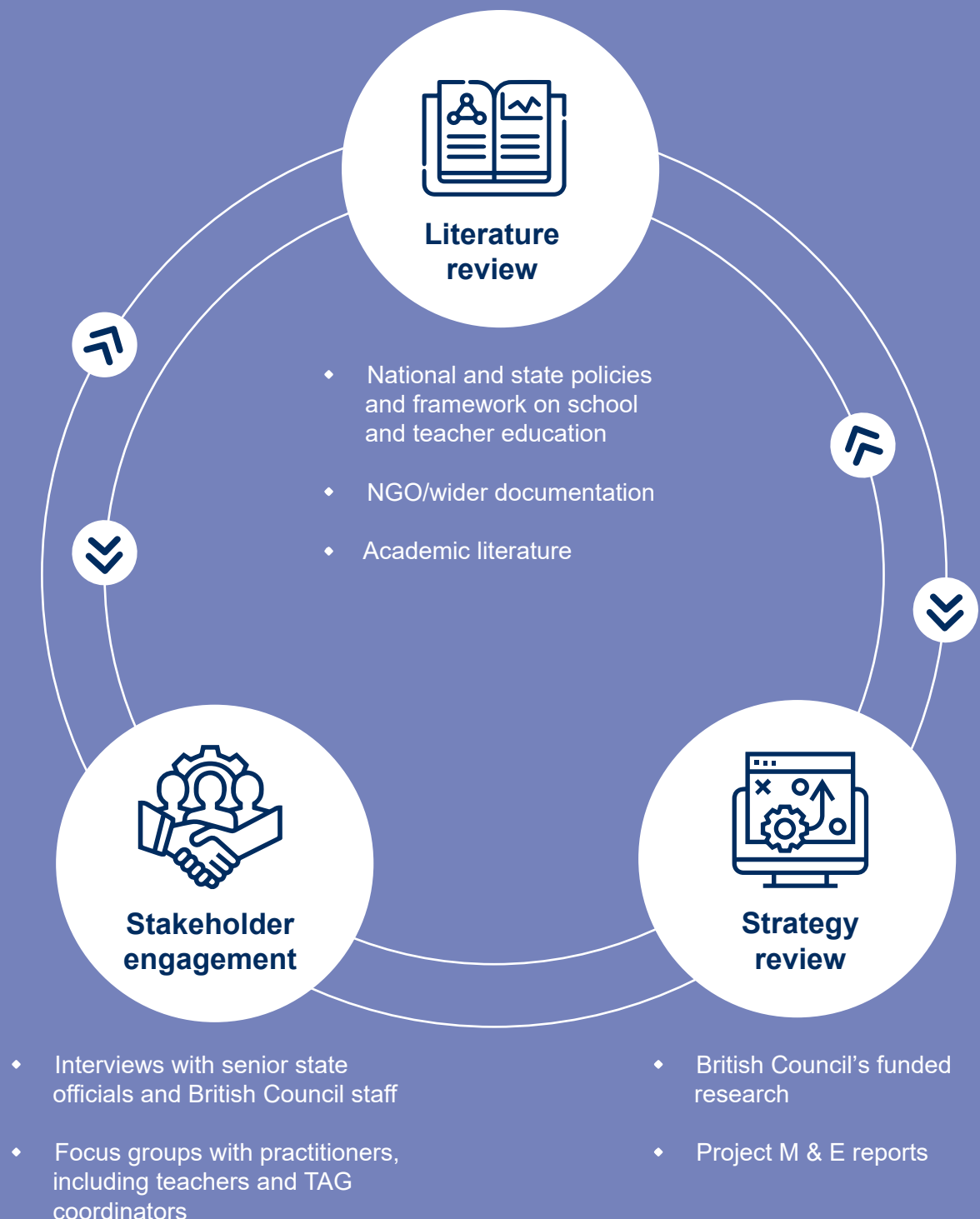









Figure 1: Research Sources

The table below summarises the stakeholders engaged by Ecctis as part of this evaluation⁹ :

Table 1: Summary of Participants for Ecctis Engagement, 2021

Total participants for interviews and focus groups		
	12	State Government officials ¹⁰
	04	British Council staff
	03	Tata Trust staff
	17	Teachers ¹¹
	03	State Academic Resource Person (SARPs)
	07	Teacher Activity Group (TAG) coordinators
	04	English Subject Assistants (ESAs)

A full list of sources used for the literature and strategy reviews can be found in the Bibliography. There are some limitations in the scale and scope of quantitative data available, but there is a rich dataset of qualitative data that can be drawn upon, which plays a key and distinctive role in programme evaluation¹². In particular, the case studies found within the literature, and the interviews and focus groups conducted by Ecctis in February 2021, helped to build a picture of how the Maharashtra Programme and its component projects were implemented; what it meant – subjectively – to those experiencing it on the ground, and what constitutes – for the differing stakeholders – an effective and successful programme. The team also sought to explore a counterfactual: what might have occurred were it not for the Maharashtra Programme, what other projects or programmes running in parallel might have contributed to relevant change and whether there were any unintended outcomes of the programme.

⁹All stakeholder engagement activities were conducted remotely, by video-conferencing. All ethical measures necessary to protect the confidentiality of the informants were considered. Participants were provided with a Participant Information Sheet and Participant Consent Form informing them on the purpose of these interviews and focus groups, and were asked to provide written consent in advance. All participants consented to take part in the interviews and focus groups and to the use of anonymised quotes from their answers.

¹⁰Six one-to-one interviews, and one focus group of six.

¹¹Four focus groups, with a total of 17 teachers from ELIPS, ELISS and Tejas.

¹²Spencer, L., Ritchie, J., Lewis, J. and Dillon, L. (2004). *Quality in qualitative evaluation: a framework for assessing research evidence*.

2.2

Evaluation criteria

The study sought to first ensure an in-depth understanding of each individual project in terms of its context and objectives, project design and intended stakeholders, implementation and key activities, and evaluation and impact, as measured by the British Council.

Following this, the team sought to identify any synergies between the four projects – both positive and negative, as applicable – and any progression between the projects

(when considered chronologically in terms of implementation dates) so as to identify whether lessons learned from one project had been addressed in the subsequent one(s).

Information sourced was coded according to a series of key evaluation questions developed for this study. These have been adapted from the OECD DAC's Quality Standards for Development Evaluation¹³.

The following sections of this report are organised around these OECD Evaluation Criteria: relevance and coherence, effectiveness and efficiency, and impact and sustainability.

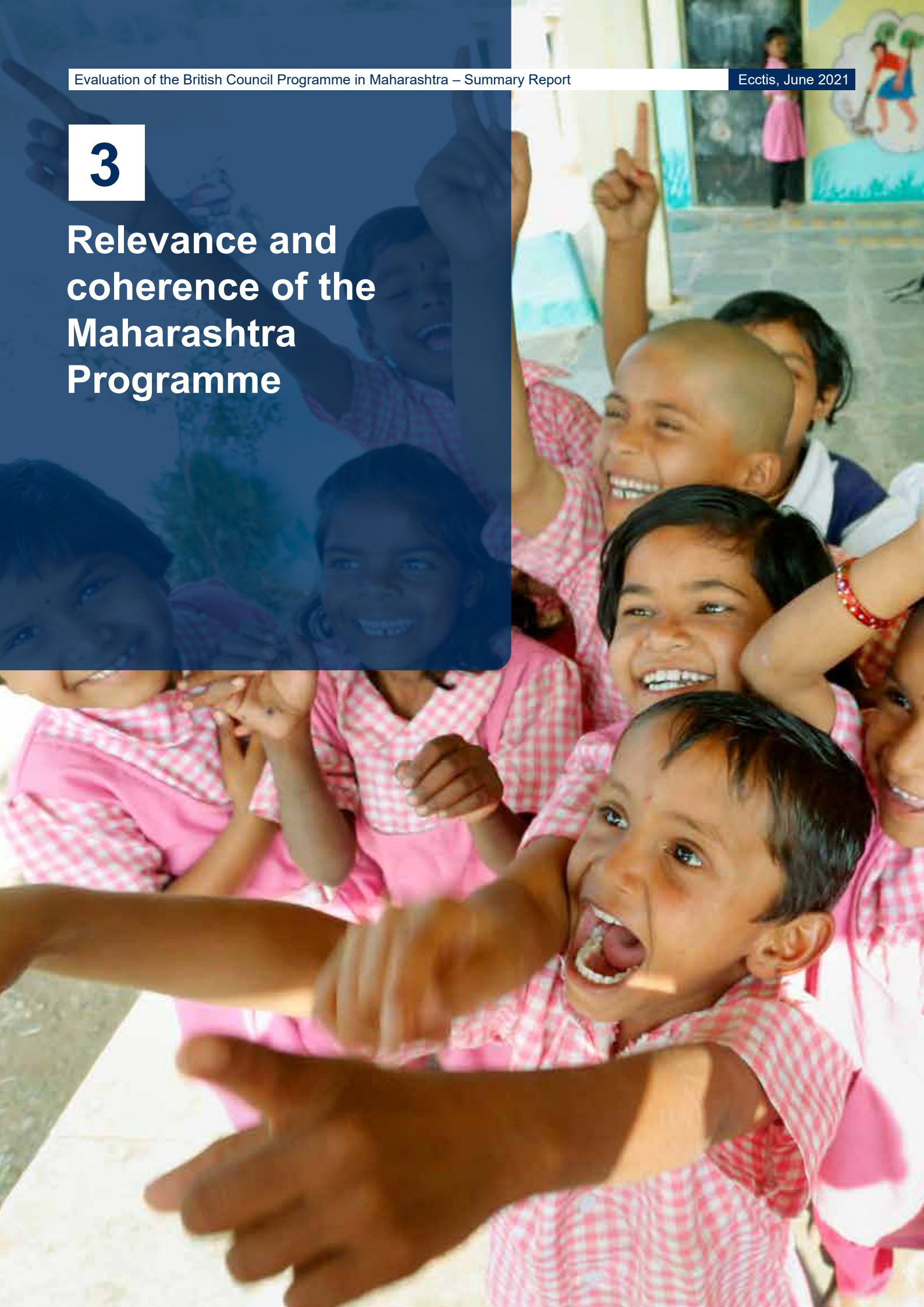
Table 2: Summary of the Key Evaluation Questions for this Study

OECD evaluation criteria	OECD definition	Application in this study – key evaluation questions
Relevance	Is the intervention doing the right things?	How appropriate, contextualised and coherent were the four projects and Maharashtra Programme as a whole, specifically:
Coherence	How well does the intervention fit?	<ul style="list-style-type: none"> ◆ To what extent were they informed by the policy and needs on the ground in Maharashtra? ◆ Did the Maharashtra Programme reach the right stakeholders?
Effectiveness	Is the intervention achieving its objectives?	How effective has the Maharashtra Programme been in relation to its objectives?
Efficiency	How well are resources being used?	How well did the Maharashtra Programme logistics and resources meet stakeholder needs and programme objectives?
Impact	What difference does the intervention make?	Beyond the immediate outcomes (covered under Effectiveness), what has changed in Maharashtra (positive/negative) and to what extent is such change attributable to the Maharashtra Programme? And is there any evidence of scale-up or impact on other parts of the education system, or on other stakeholders outside the intended beneficiaries of the study?
Sustainability	Will the benefits last?	What evidence is there that the impacts/benefits will last beyond the Maharashtra Programme?

¹³These criteria are used as a main reference for evaluating international development and humanitarian projects, programmes, policies, and interventions: OECD Development Co-operation Directorate (n.d.) Evaluation Criteria.

3

Relevance and coherence of the Maharashtra Programme



To determine the relevance and coherence of the Maharashtra Programme, it is important to consider the extent to which its objectives and design responded to local needs, as articulated in national and state policies before and during the period under review. At a national level the most relevant policies to consider are the National Curriculum Framework (NCF) 2005¹⁴ and the National Curriculum Framework for Teacher Education (NCFTE) 2009¹⁵. At a state level, most relevant is the Pragat Shaikshanik Maharashtra (PSM) Programme 2015, and the Maharashtra Government Resolution 2016. Whilst each policy has its own focus and remit, cross-referencing the policies revealed many shared ideas around developing teachers' confidence and skills in learner-centred pedagogy; and developing and monitoring training and approaches to CPD to build capacity long-term.

The Maharashtra Programme was characterised by close alignment with policy priorities and demonstrated a nuanced understanding of the local, state and national context and beneficiary needs.

Established in India in 1948, the British Council has a well-established footing both in India and in Maharashtra specifically: undoubtedly an enabling factor for the programme's successes. What is also clear is that the British Council office in India had already built a considerable body of research, projects and on-the-ground experience in relation to in-service teacher education and English language, and has further built on this during the programme lifetime¹⁶. The British Council has taken on a more strategic approach to in-country partnerships to develop English language teaching and learning through its EES initiative¹⁷.

The Maharashtra Programme was informed by training needs analyses, and with evidence of evolution in approaches to meet changes in external factors/priorities.

The ELIPS project was developed based on the findings of a needs analysis conducted in October 2011 to address issues in the quality of English language and teaching at primary level raised by the Government of Maharashtra at that time. The same is true of each subsequent project, with each based on a needs analysis¹⁸.

¹⁴The NCF 2005 – developed by the National Council of Educational Research and Training (NCERT) – provides high level guiding principles and aims of school education, upon which national and state curricula should be subsequently based.

¹⁵The NCFTE – developed by the National Council for Teacher Education New Delhi – was designed to address perceived issues in teaching quality; teacher status; access to training, support and CPD; and availability of suitably qualified teachers, alongside wider concerns in the school curriculum, gender perspectives and inclusivity.

¹⁶At the time of writing this report, 33 research papers had been published on themes directly relevant to national and state policy needs, as well as a range of projects. These include but are by no means limited to: *Professional Development through Teacher Activity Groups – a review of evidence from international projects* (2020), *Multilingualism and Multiliteracy – Key Findings* (2020), *The School Education System in India* (2019), *Using Multilingual Approaches: Moving from Theory to Practice* (2019), *Teaching and Technology: Case Studies from India* (2017), *Exploring teacher evaluation processes and practices in India: A Case Study* (2018), *Explorations: Teaching and Learning English in India*, *Innovations in the CPD of English Language Teachers* (2014) and *Continuing Professional Development Lessons from India* (2013). More examples can be found on the British Council India website – *Our work in English teaching and learning*. [Last accessed May 2021].

¹⁷EES in India evolved from Project English, a five-year programme between the British Council and other state governments which aimed to train 3000 master trainers across 28 states.

¹⁸Copies of the needs analysis for each project were shared with Ecctis for the purpose of this study. At the time of writing the report, the ELISS needs analysis had also been made available online – British Council (2013). *Needs Analysis Report – Maharashtra English Language Initiative for Secondary Schools (ELISS)*.

Learner-centredness is at the core of the Maharashtra Programme, informing multiple facets of the programme's design, making it highly relevant and cohesive to national and state goals on pedagogy.

This can be seen through closely-aligned objectives for each project, as well as in the design of training resources and content, and in the project performance indicators such as those used on teacher observations.

Table 3: Learner-centred Objectives across the Programme

ELIPS	EfA	ELISS	Tejas
<p>Develop appropriate teaching/learning methodology and use topic-related materials to encourage and motivate the learning of English in primary school classrooms by children of all abilities and from all socio-economic backgrounds</p> <p>To enable these teachers [67,200 primary teachers] to conduct child-centred and child-friendly lessons</p>	<p>A cadre of teacher educators selected from the field of primary school teachers from MCGM are able to effectively plan and conduct teacher training sessions for MCGM teachers, demonstrate principles and practices underlying the NCF (2005) and have a clear future role of delivering training programmes and assisting in monitoring and evaluating for MCGM</p> <p>Teacher educators and teachers have improved their teaching skills and language confidence and proficiency</p>	<p>To enable teachers to understand the rationale behind personalised, learner-centred approaches and apply them to conducting activities aligned to their curriculum and/or textbooks</p> <p>To encourage and support teachers to take responsibility for their own CPD; this will contribute to teachers feeling greater professional satisfaction, considering their professional ambitions and delivering classes using enhanced English language and pedagogical approaches</p>	<p>Enabling teachers to organise, form and implement local communities to practice, both digitally and face-to-face to improve their quality of teaching and build on their professional development</p>

Throughout national policies such as the NCF 2005 and the NCFTE 2009, there is also a strong emphasis on the role of reflection in building

teacher capacity, again a significant feature of the British Council programme design in Maharashtra.

The Maharashtra Programme embedded in its design the key principles and ethos outlined in national and state policies such as mirroring, within the training, the pedagogy that should be used in the classroom, building in teacher performance indicators, and developing training as a process.

The NCF 2005 highlighted that many teacher training programmes in India tend to be lecture-based, with little scope for trainees to actively participate¹⁹. By contrast the British Council Maharashtra Programme created a highly participatory environment for trainees, thereby modelling the learner-centred approaches that trainees would be expected to apply in the classroom.

In terms of these criteria for evaluation – relevance and coherence – the following conclusions can be drawn:

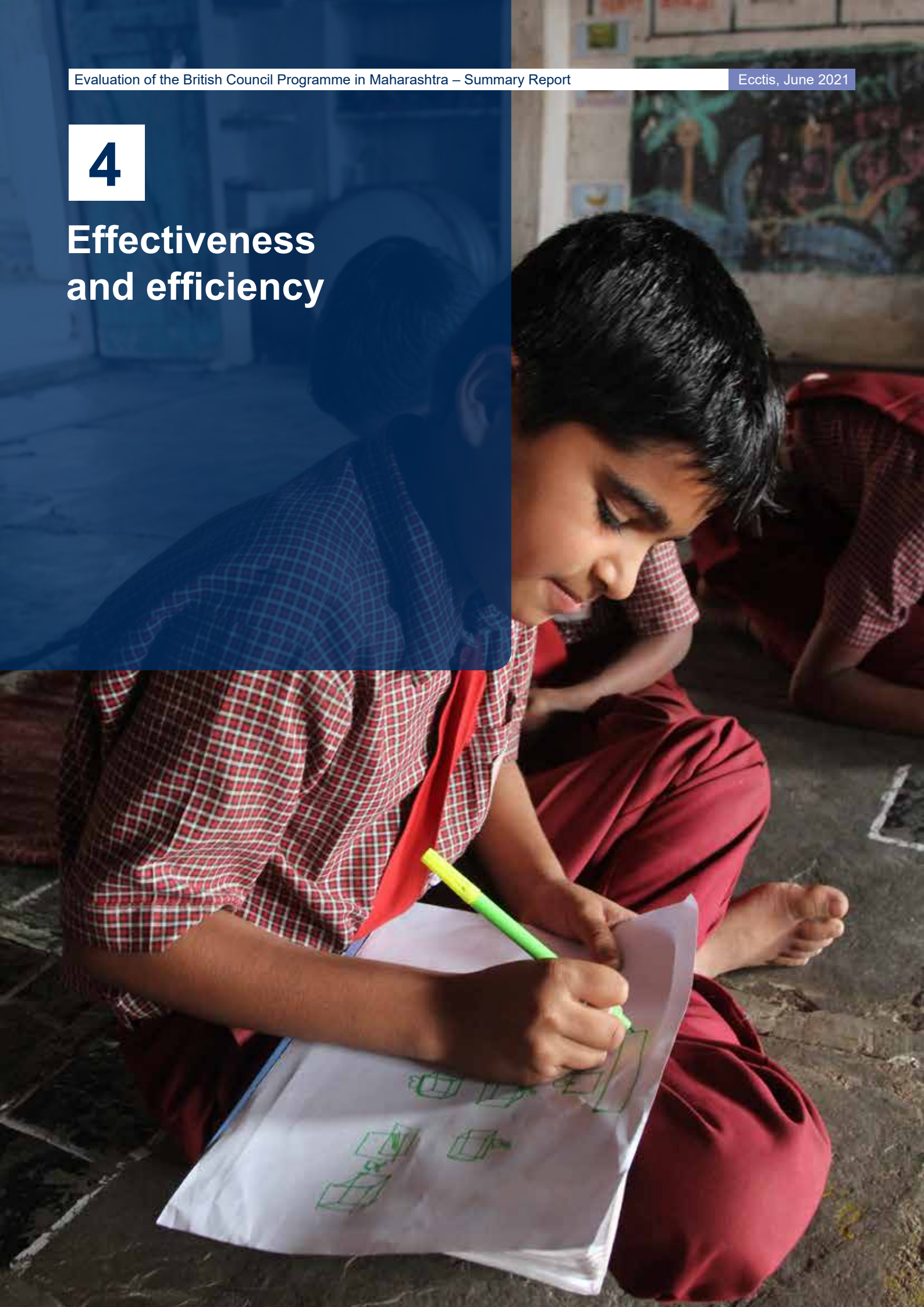
Table 4: Ecctis Evaluation of the Maharashtra Programme – Relevance and Coherence

Key evaluation question	Evaluation of the Maharashtra Programme
How appropriate, contextualised and coherent were the four projects and Maharashtra Programme as a whole?	<ul style="list-style-type: none"> Highly appropriate, contextualised and coherent
<ul style="list-style-type: none"> To what extent were they informed by the policy and needs on the ground in Maharashtra? 	<p>The four projects and the Maharashtra Programme were closely informed by the national and state education policies:</p> <ul style="list-style-type: none"> Each project was based on a needs analysis where the British Council worked with state government stakeholders, policymakers, administrators, and educators to identify the local needs and policy priorities of the teacher education system Training materials and resources developed and/or utilised by the British Council during the projects were appropriate, contextualised and as appropriate, adapted, to respond to the local needs of the teachers There is also clear evidence that the design and delivery of the projects evolved to respond to immediate needs and lessons learned as encountered during each project
<ul style="list-style-type: none"> Did the Maharashtra Programme reach the right stakeholders? 	<p>The Maharashtra Programme reached the right stakeholders (both intended and unintended) involved in the teacher education system in the state. The programme had a significant reach and impact on teachers and master trainers. However, the programme had limited reach and potential issues around buy-in with officials, such as district, block, cluster education officers and headteachers.</p>

¹⁹NCERT NCF, 2005. Page 112.

4

Effectiveness and efficiency



A number of key observations can be drawn on the effectiveness and efficiency of the Maharashtra Programme concerning the areas of learner-centred pedagogy, English usage, approaches to CPD, challenges in logistics and resources and gender and equity.

4.1

Learner-centred pedagogy

The Maharashtra Programme placed a strong focus on learner-centred pedagogy within its design and training delivery, seeking to remove potential barriers to implementation.

Teachers trained as part of the Maharashtra Programme were measured by the British Council on progress against performance standards in areas such as collaborative interaction, student levels of engagement, monitoring of classroom activity, increase in student talking time and pupil activity time, awareness of classroom dynamics, and adaptation of textbooks, all key features of learner-centred methodology.

In the case of ELIPS, EfA and ELISS, training design drew on global products and practices whilst developing materials contextualised to local needs, well designed to scaffold teachers' learning and support buy-in through close linkages to national policies and state curricula and textbooks. Tejas, with its move away from a cascade model, also had a strong focus on learner-centred pedagogy, primarily through the use of a loop-input model²⁰. Selected examples of contextualisation and understanding of local constraints found during Ecctis' review include:

- Explicit links in training materials to state

textbooks, such as Standards I-V *My English Book* [ELIPS, Phase 2]

- Exercises where teachers adapted current textbook activities in order to maximise potential for increased learner participation [ELIPS Phase 3], or reflect on the meaning of a quote from the NCF 2005 on what a learner-centred classroom might look like [ELISS]
- Exercises on how to facilitate group work, demonstrating an understanding of restrictions that teachers might face in terms of fixed furniture, and providing a solution to overcome these [ELISS]
- The Teaching English Radio India series (TER-India, a resource comprising at the time a dozen 15-minute episodes along with tailored worksheets)²¹ addressed key content such as pair work, lesson planning, skills work and error correction, and sought to engage with typical problems that may arise from attempts to implement a more learner-centred approach. There is evidence of use of Teaching English Radio across all four British Council projects and more specifically during the first three projects of ELIPS, EfA and ELISS²².

In terms of effectiveness and impact within the classroom, there is good qualitative evidence of change at individual level, though degrees of teacher engagement in the approaches vary.

This can be seen in case studies presented in British Council documentation and echoed in Ecctis' own engagement with the key points for ELISS highlighted below:

²⁰Loop input is a training method by which the training participant is exposed to the same methodology or approaches that they will use on their students (the intended beneficiaries). For example, to increase use of communicative English in the classroom, a training session may require training participants to speak in English and use interactive approaches such as pair work / group work throughout the training input. It is often followed by a 'reflection' period whereby the training participants consider their own experiences and the implications this might have for using the approaches with their own classes.

²¹British Council Teaching English Radio India .

²²British Council Teaching English Radio India

Teachers' perspectives on ELISS

The British Council training enabled them to:

- ♦ Move from teacher-centred towards learner-centred approaches
- ♦ Better identify class needs
- ♦ Use textbooks more creatively and
- ♦ Use activities and games that bolstered student engagement

'Teaching was transformed'

'other teachers in our schools are inspired by us.'

Similar feedback was also reported for ELIPS:



'The major effect on me – I know the activities that are given in the textbook are not suitable for all learners So I must adapt interaction pattern – the peer, the group, the individual.'

ELIPS teacher, Ecctis focus group 2021.

A case study from an EfA teacher educator indicates that there was a positive reception to the way in which the CiPELT supported transition in their classroom to a learner-centred pedagogy.

That said, other trainers flagged a lack of teacher buy-in and disengagement with the ideas, or that change was more gradual, and that there was too little focus by teachers on student learning outcomes. Some teachers in Ecctis focus groups expressed concerns around a perceived lack of follow-up from lesson observations – given that these were a key part of the monitoring process, this may reflect that those teachers who were not part of the target sample were unaware that these observations were happening.



'There was nobody to see if teachers were actually taking new ideas and using them in their classrooms.'

ELISS teacher, Ecctis focus group 2021.

Recommendation 1: For State Government

Consider establishing mechanisms to sustain the community of practice model of teacher training and CPD without reverting to cascade models of training. Consider establishing a CPD management system wherein external training providers certification – and others as appropriate – can contribute to CPD requirements and evidence. This may increase teachers' motivation in engaging in teacher training initiatives in the future. Consider arranging follow-up sessions from lesson observations to strengthen the monitoring process and allow teachers who were not included in the target sample to be informed about the observations conducted.

The framing of the programme KPIs as “expectations” can make evaluation of programme effectiveness complex since it emphasises deficiencies instead of highlighting progression.

There is a question of lens when looking at the M&E data for the Maharashtra Programme. For example, throughout ELIPS, a randomly selected cohort was observed, potentially providing a useful snapshot into progress across the project. This showed that only 22% of teachers met expectations (or exceeded them) and 72% of teachers partially met expectations reflecting a 16% increase from baseline. The same is true in EfA where in one training cohort between Year 1 and Year 2 over 60% of teachers only partially met expectations, or did not meet them at all.

Some progression in classroom management was seen, from 29% meeting expectations or above in Year 1, and 33% in Year 2. Lesson planning saw more improvement, but fewer than half of the teachers demonstrated that they had met or exceeded expectations by Year 2. Engagement with the British Council team during the course of Ecctis' study highlighted that these are not so much "expected" levels, as they are levels the British Council knows teachers ultimately need to meet. The teachers are therefore training over long periods towards their aspired targets. This may be something to consider though when designing and reporting on performance indicators:

Recommendation 2: For the British Council and State Government/Partners

Consider whether KPIs for future projects should be recalibrated to include both short-term expectations which are feasibly achievable within the project lifecycle, as well as more 'aspirational' or ambitious expectations which are critical to long term success and development in the education system, but less likely to be achieved within the project lifetime, such as around English language proficiency targets.

4.2

English usage

A key objective of the Maharashtra Programme was to develop teachers' confidence and communicative ability in English. There is a strong body of evidence that the Maharashtra Programme met its objectives in building teacher confidence in English, and as such the potential for its increased use in the classroom.

Needs analyses revealed that many teachers were below CEFR B1 level²³. Upskill in English language proficiency was, then, a key focus of the Maharashtra Programme. Moreover, needs analyses indicated that teachers themselves were also keen to improve their proficiency.

In order to measure progress in English proficiency, both teachers and the master trainers/teacher educators were assessed against English indicators. These are summarised in the table below along with any data collated in M&E reports and Ecctis' stakeholder engagement.



²³Cambridge Assessment recommends that the minimum CEFR level teachers should have to teach English is CEFR B1. At secondary level, Maharashtra textbooks were typically pitched at around CEFR B2, indicating that the B1 threshold may not be sufficient at secondary level. (Mody, R. (2013). Maharashtra English Language Initiative for Secondary Schools (ELISS) Needs Analysis Report. British Council. Page 19.)

Table 5: Evolving English Indicators and Performance across the Programme

	ELIPS	EfA	ELISS	Tejas
'Expectation met' descriptor	<p>Uses English reasonably confidently</p> <p>The English generated is appropriate for the age, level and grade</p>	<p>Teachers are conducting English lessons in English and any use of L1 is appropriate to support English language learning</p>	<p>Teachers use English for the majority of the lesson</p> <p>Learners practise English for real communicative purposes</p>	<p>Informed by the Teaching for Success CPD Framework</p>
Data available²⁴	<p>Decrease of 3% in teachers testing at A1</p> <p>After three phases, 17-18% of teachers at B1 or above²⁵</p> <p>Growth from 8% in Phase 2 to 25% in Phase 3 in those meeting expectations for use of English²⁶</p>	<p>Teacher use of English in the classroom increased from 40% at baseline to 82% by Year 2</p> <p>Year 5 – 91% of teachers improved a language skill by one CEFR level over four years</p>	<p>95% of teachers met expectations in terms of their use of English</p> <p>60% of teachers at endline meeting or exceeding expectations around learner use²⁷</p>	<p>95% of teachers feel their English has improved²⁸</p>

The projects were characterised by an initial reluctance in the use of English in training, but with teachers' usage the confidence increased over time. A case study in the British Council documentation from an ELIPS teacher further supported this:



*'We felt we were not on the usual trainings, but this would be different and useful. As the training progressed, we started participating in various activities and talking in English, which was a huge thing for us as many of us had never used it in our classrooms. The games and activities helped us open up and we learned other techniques too.'*²⁹

²⁴Due to sample sizes and the level of detail in reporting, it can be challenging to draw full conclusions. A further challenge fed back anecdotally was that some teachers may have deliberately underperformed on English language tests due to fears that a good score may lead to increased responsibilities.

²⁵17% on APTIS, 18% on the International Language Assessment (ILA).

²⁶Based on observation data for a single cohort (Karjat), though the baseline was 19% indicating some anomalies and perhaps a lesser gain

²⁷Progress in ELISS is less easy to follow, given the different populations followed for baseline and endline data, but data available seems to indicate progress and a change at classroom level in terms of medium of instruction.

²⁸British Council, Government of Maharashtra and Tata Trusts, (2020). Tejas Impact Brochure.

²⁹British Council (2014). Maharashtra English Language Initiative in Primary Schools (ELIPS) End of Project Report. Page 80.

The majority of the training was to be undertaken in English, providing a near-immersion environment, though the project did make use of code-switching: on the basis that using L1 in the English classroom may expedite understanding if used judiciously. Stakeholder comments indicated some initial areas of difficulty around this – master trainers had some challenges in getting teachers to speak:



‘English was an alien language before Tejas.’

ESA, Ecctis focus group 2021.



It was really difficult for us to make them speak in English [but] with the help of the activities, they were happy to speak in small sentences. A lot of progress we could see over the days of training but in the first place it was very difficult.

ELIPS trainer, Ecctis focus group 2021.

The ESA interviewed by Ecctis further stated that degree-holders of English could write the language and not necessarily speak it, but Tejas had removed their phobia, and allowed them to improve their confidence not only in learning but also in teaching English, with some schools now using a bilingual approach and in general there being more English language exposure.

There has also been a wider impact, according to the ESA, with teachers trying to learn other languages too such as French, or Chinese and focusing on their communication skills because in Mumbai they have to communicate with mixed-culture parents every day.

4.3

Approaches to CPD

The Maharashtra Programme adopted a single-layer cascade model in ELIPS, EfA and ELISS, unique in Maharashtra at the time, progressing to a localised, community based model in Tejas which would reinforce the desired move from ‘training as an event’ to ‘training as a process’.

Cascade models are typically used when there is large scale impact required – of clear relevance to a country as vast as India.

The Cascade Model of Training

The ‘cascade’ model is a very common approach to in-service teacher education around the world. It involves training a group of teachers who, in turn, train their colleagues. Those colleagues may subsequently train further colleagues. This is a multi-level, or multi-layer cascade. The approach can enable training to reach a substantially wider pool of teachers than can be achieved through a direct training model, however there are well documented concerns in international literature over the effectiveness of the model – in essence that each level or layer of the model can serve to further dilute the content and desired learning outcomes of the training. Use of a single layer model, where there is one pool of master trainers (or comparable role) training a single layer of teachers, can help to mitigate against dilution.



The design of the cascades on the Maharashtra Programme, however, was informed closely by concerns around dilution and impact specifically:

- The single layer cascade model.
- Provision of separate training materials for the cascade trainers and for the trainers themselves in order to meet the differing needs of these two layers – a measure not always used in cascade training.
- Rigorous selection procedures for master trainers³⁰ on the basis of their language proficiency, teaching knowledge, attitude and motivation and to ensure that they all meet minimum standards in line with Advancement of Educational Performance through Teacher Support (ADEPTS) principles. This proved challenging in some cases – during the programme it was found that the English proficiency levels of most primary teachers was prohibitive for them to take on the training role. As a result, the ELIPS trainers were drawn from primary, secondary, tertiary and higher education sectors.³¹
- Planned training content also evolved to reflect requests from master trainers – for example, in ELISS it was adapted so that in addition they received ICT training, training in setting up teacher clubs, and in how to implement peer observation systems in schools.³² This demonstrates a flexibility which allowed the training to increase in relevance through addressing emergent needs and thus support greater effectiveness.
- Clear efforts were also made across all parts of the British Council Maharashtra Programme to allow for reflective engagement with the training in order to understand if, and how, it could be implemented within the microlevel of the classroom. The model of the most recent project – Tejas – was far more localised and community-based, reducing the need for travel and facilitating ongoing support through the TAG model at a bespoke, tailored level with reflective practice at the heart of the training.

³⁰It was noted during Ecctis stakeholder engagement that trainers had the option to exclude themselves from the selection process if they preferred. Across the Maharashtra Programme, although different terminology is used, a consistent part of the model involved a trainer or mentor role to support cascade – for ELIPS, ELISS and EfA, or coordination of TAGs in Tejas. These roles had a vital part to play in the success of the programme.

³¹British Council (2014). *Maharashtra English Language Initiative in Primary Schools (ELIPS) End of Project Report*. Page 346.

³²Parnham, J, Mukherjee, R, Iyer, P., (2017). *English Language Initiative for Secondary Schools (ELISS) – End of Project Report*, June 2017. British Council. Page 26.

The figure below presents key approaches and refinements made across the programme:

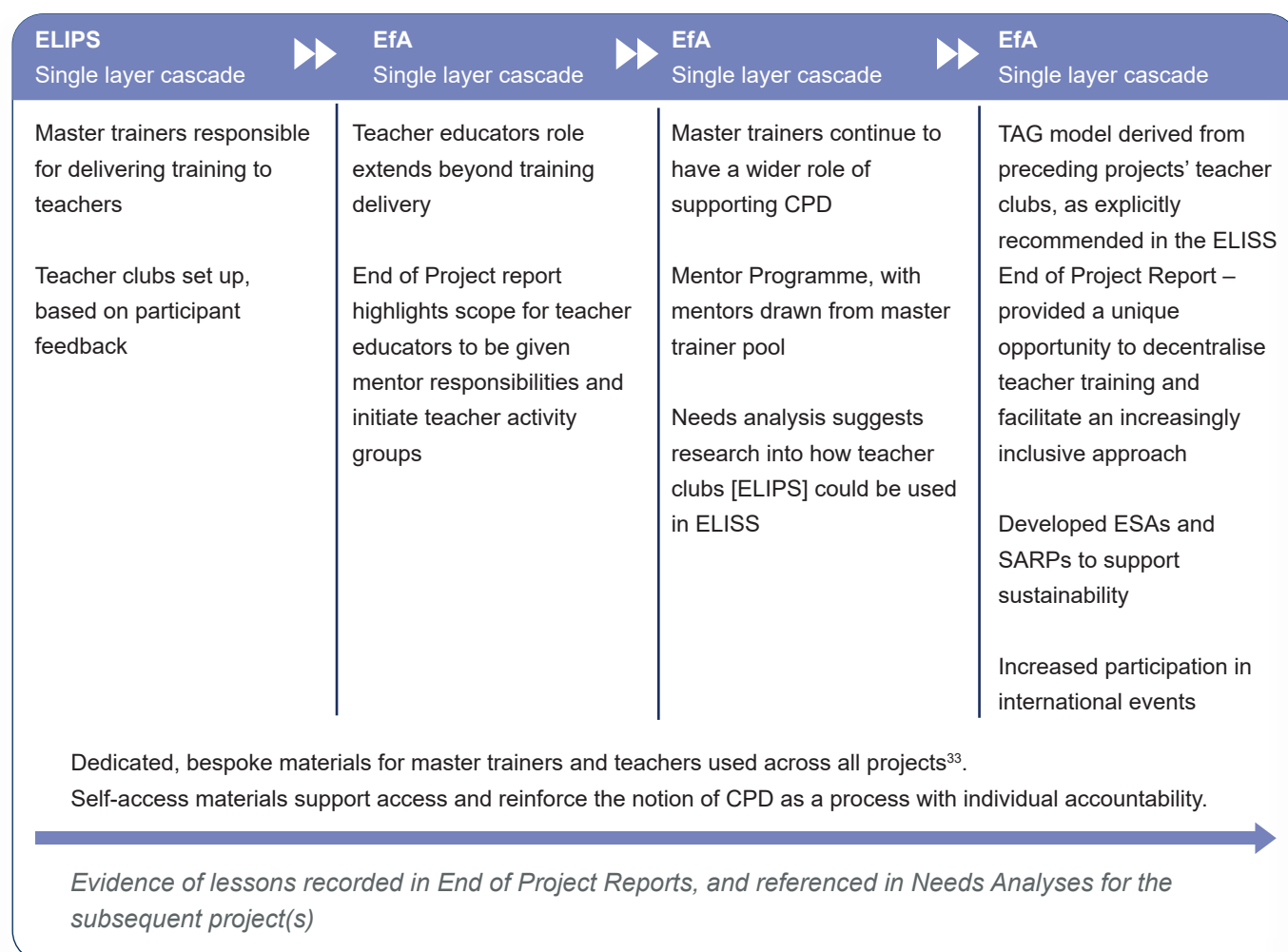


Figure 2: Models of CPD – Lessons Learned Progressively throughout the Maharashtra Programme

Overall, stakeholder comments on the trainer and mentor roles were very positive, with some ELISS teachers calling them an inspiration.



'I was blessed to have wonderful trainers and try to reflect the same motivations and enthusiasms.'

ELISS teacher, Ecctis focus group 2021.



'Compiling that pool of talent was a big achievement for the State.'

ELISS teacher, Ecctis focus group 2021.

However, engagement with teachers as part of Ecctis' study highlighted some variation in the perceived quality and engagement of master trainers – some were positive, whilst some had said that they experienced individual master trainers who lacked motivation or a sufficient level of professionalism.

³³In contrast to other cascade models which may adopt a single set of materials for all levels of the cascade.

Technology became an increasingly integral feature of the Maharashtra Programme, eventually becoming fully embedded in Tejas as a key enabler for the training enhancing engagement and reach.

The Maharashtra Programme made increasingly effective use of technology to support CPD as the programme progressed, in particular through the use of groups on social media and messaging platforms. Key to highlight is that the British Council evolved its use of technology: the ELIPS needs analysis suggested that the project should make use of technology such as SMS to support the training, whilst subsequent projects included active use of an increasingly wide range of platforms/social media channels likely to be familiar everyday to participating teachers.

These groups gave a forum for ongoing contact outside of face-to-face training thereby helping to create Communities of Practice. These have played a clear role in the CPD of master trainers and for some teachers, enabling discussion of training course topics, shared experiences about training and mentoring, materials and resources, pictures and videos of activities tried in their classrooms, discussions about teaching and learning English, support, discussions about English language, and some discussions around administrative aspects of the project. Stakeholders had typically very positive feedback about the TAGs, in particular that they gave scope for consistent and continuous CPD. One ESA spoke about how TAGs gave teachers a common platform that had not existed previously.

Many of these groups still appear to be active – further monitoring of these for activity after the end of initiatives may provide some insight into sustainability there.

Recommendation 3: For the British Council

Further develop the scope of the TAG model by establishing wider national and international networks of teachers, facilitated through the use of technology. This will expose teachers to wider ideas, further opportunities to practise English and, if international, exposure to a wider range of Englishes and cultures. This could be piloted with a small group initially, feedback reviewed, and lessons learnt, and then scaled up if considered valuable.

As part of the Maharashtra Programme journey from a cascade model to a decentralised, community-based model, there is also clear evidence of learning and development in relation to digital and non-digital Communities of Practice and the use of technology. These were first seen in ELIPS through teachers' clubs and reference in the needs analysis to use of communication channels like SMS, continuing into EfA and ELISS. Following requests from master trainers, the British Council also delivered training on how to set up and run teacher clubs. Over time, these teacher clubs fully evolved in the TAG model in Tejas, providing decentralised opportunities for training where local teachers came together for approximately three hours once a month to discuss and reflect on teaching, resources, and classroom practice, as well as to develop their English language proficiency.

A further channel for CPD was established through the use of symposia throughout the programme – such events, if continued, could potentially provide a useful forum for teachers and trainers to give presentations, and support increased engagement in CPD.

In line with the British Council's objectives, institutional capacity-building has been a key component of the Maharashtra Programme

Across the Maharashtra Programme, building institutional capacity of government bodies was a clear priority, defined in the objectives for each project and central to the sustainability of the programme results moving forward. Key activities include:

- Development of master trainers and mentors
The ELISS End of Project Report acknowledges their potential for value beyond ELISS:

'The master trainers have shown an extremely high level of dedication and commitment to supporting teacher development across the state. They should be recognised for their hard work and valued as a skilled resource for the state to use when designing, planning and implementing future training programmes'
[Recommendation 14]³⁴

- The identification and training of 50 ESAs, reinforced through regular academic and operational support meetings
- The development of eight SARPs through shadowing British Council training consultants and then delivering one session of TAG coordinator training

Ecctis' review has found that government partners have taken on board a number of the recommendations around sustainable elements, such as the use of master trainers (excluding EfA), re-use or adaptation of existing resources, replication of the TAG model as mentioned above or events such as symposia. Stemming from the Maharashtra Programme has been an expansion in regional symposia – the ELISS project developed a 'toolkit' for RMSA on how to organise and run a symposium. A senior stakeholder from RAA also stated that they had organised a district symposium, and more widely noted more teachers attending conferences and symposia. All of these activities support the programme's aim that training moves to more decentralised models, although the effectiveness of these models will depend on their administration and management.



4.4

Logistics and resources

Issues with logistics – including attendance and attrition, the transfer system, training facilities, finances, and scale up – arose during the Maharashtra Programme. Nevertheless, it is evident that the British Council responded swiftly, working with partners to address such issues.

Issues with poor training facilities arose in ELIPS, with measures successfully implemented to mitigate for these in future projects. Financial delays or reductions in funding plus some issues in the administrative and logistical support available to the programme were also flagged. Overall, though, it appears the project partners responded swiftly with the British Council, attempting to resolve the issues.

Attendance and attrition presented issues for the Maharashtra Programme, consistent to varying degrees across all four projects: both in terms of administrative record keeping (tracking participants who attended different phases) a lack of support from schools for teachers to attend training, and impact of the transfer system³⁵.

The effect of this on ELIPS is shown in the figure below:

Number of master trainers attending during ELIPS

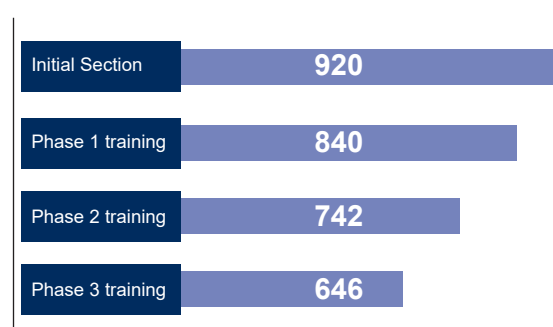


Figure 3: Summary of Attendance and Attrition Issues in ELIPS



³⁴Parnham, J, Mukherjee, R, Iyer, P. (2017). *English Language initiative for Secondary Schools (ELISS) – End of Project Report*, June 2017. British Council. Page 14.

³⁵Transfer is a systemic process in India whereby one individual teacher or trainer might be moved to a different school with little notice, typically every two years. The transfer system was cited as an issue throughout the programme by several stakeholders during Ecctis' interviews and focus group. For example, an ESA flagged this as a serious problem in Tejas if the transferred individual was a TAG coordinator as the TAG was then at risk of collapse. A further ESA noted that in some cases when issues around transfer were raised to administrators some were helpful and tried to resolve the problems, but others less so. A SARP noted the wider issue this caused in assessing progress.



'On ELIPS 840 master trainers had been needed, but we were working with around 640 and this reduced the reach of the cascade and increased master trainer fatigue.'

British Council staff member, Ecctis interview 2021.

The issues persisted with Tejas, where the transfer system presented a significant barrier to the TAG model. Clear steps were undertaken to attempt to mitigate attendance and attrition issues, whether pre-emptively or in response to issues arising. For example, in the second year of EfA, the British Council selected a further 16 teacher educators beyond the original 32. The issue appears to have been further exacerbated in the final year of Tejas, as a result of the COVID-19 pandemic with reportedly more teachers transferred due to schools closing down, impacting attendance at TAGs.



'A study should be commissioned to discover the reasons for master trainer attrition and every effort should be made to learn from the conclusion to inform future projects of this nature.'³⁶

Recommendation from the ELIPS End of project report.

Recommendation 4: For the British Council and State Government

Explore ways to mitigate risks around the transfer system in India to minimise learning loss and support continuing involvement. At a teacher level this may include providing guidance/protocol on how to transfer to a new TAG, and for TAG coordinators this could involve training on how to integrate newly transferred teachers into an established TAG.

4.5

Gender and equity

There is some evidence that gender and equity issues impacted on participation and attendance, although those females who were able to participate highlighted increased confidence and an inclusive environment.

It became clear from the stakeholder engagement that societal expectations significantly affected women's participation: most respondents underlined that socio-cultural norms meant that female teachers were expected to provide care for their families, and/or to be accompanied on travel to training, and their commitments therefore made their participation impossible at times. Recommendations from participants include the provision of clustered groupings or community-based rather than centralised locations for project purposes - this was then acted upon in the use of TAGs in Tejas.

Issues around socio-economically disadvantaged groups were also flagged more widely, with a Tata Trusts stakeholder believing that future interventions (in general) should be targeted at disadvantaged communities.

Overall, the stakeholder engagement flags some gender issues that would benefit from consideration for future interventions, such as the relative benefits for women between decentralised vs centralised training, understanding women's wider social responsibilities, pairing of mentors and participants, and considering whether there is a role for positive discrimination within management (or trainer) roles.

³⁶ELIPS End of Project Report.

Recommendation 5: For the British Council and State Government

Ensure projects/programmes have a more explicit gender, equity and social inclusion strategy.

Considerations might include:

- A stronger focus on equity and inclusion within the preceding needs analysis to identify potential considerations for classroom practice and training participation
- Actively embedding a gender, equity and social inclusion component throughout the different layers of the CPD programme, including specific training content and resources for different stakeholders (including but not necessarily limited to SARPs, master trainers, teachers, and students), enabling a more holistic approach
- Considering, if appropriate, pairing female teachers with female mentors and, as well as the general TAGs, there could be value in a periodic women's TAG meeting to promote engagement and identify any emerging challenges
- Incorporating of equity and inclusion KPIs within the M&E framework
- Ensuring the participation of teachers coming from rural and tribal areas through the development of strategies based on these teachers' needs including language and access to training facilities, resources and technology



In terms of these criteria for evaluation – effectiveness and efficiency – the following conclusions can be drawn:

Table 6: Ecctis Evaluation of the Maharashtra Programme – Effectiveness and Efficiency

Key evaluation question	Evaluation of the Maharashtra Programme
How effective was the Maharashtra Programme in relation to its objectives?	<p>The Maharashtra Programme was effective in achieving its objectives, specifically:</p> <ul style="list-style-type: none"> ◆ Developing teachers' proficiency in English and increasing its potential for use in the classroom ◆ Increasing teachers' confidence, reflection, communicative skills and digital literacy ◆ Creating communities of practice to exchange learning using technology and widely used social media platforms ◆ Providing opportunities for enhanced peer interactions through teacher clubs and symposia ◆ Raising stakeholder awareness around teacher training and CPD ◆ Building a cadre of master trainers ◆ Building the institutional capacity of many organisations to support future teacher CPD initiatives
How well did the Maharashtra Programme logistics and resources meet stakeholder needs and programme objectives?	<p>The logistics of the Maharashtra Programme met stakeholders' needs to a great extent, with evidence that some issue arose, including:</p> <ul style="list-style-type: none"> ◆ During the ELIPS and ELISS projects, several issues regarding the administrative support, logistics and facilities of the training which improved over time during the Tejas training ◆ Challenges related to training attendance, teacher transfer and attrition remained during Tejas project and affected its efficiency ◆ The British Council responded swiftly to address any issues that arose, working closely and constructively with project partners and employing lessons learned where possible to subsequent projects within the programme lifespan

5

Impact and sustainability of the Maharashtra Programme



This section considers what has changed in Maharashtra over the last 10 years, or looks set to change, in terms of policies, the CPD landscape, concepts and approaches, and the teaching and learning of English in government schools, before considering what may be attributable to the British Council's interventions.

5.1

State policies and programmes

The development of the NCF 2005, NCFTE 2009 and the RTE 2009 by the Government of India set a direction of travel from teacher education towards the continuous professional development of teachers in order to improve the quality of all levels of education in the country.

The Maharashtra State Curriculum Framework of 2010, and subsequent curricula materials for Classes 1-8, continue to highlight the role of the teacher as facilitator, with students as active participants in their own learning. Over the last ten years there has been a clear policy and practical focus on in-service teacher education with developments most discernible in the understanding of (and of the importance of) learner-centred pedagogy, the shift towards communities of practice and CPD as a continuous process rather than an event, and the use of technology as a tool to extend the reach and effectiveness of CPD.

Perhaps one of the most important developments to emerge during the period under review – and one for which the British Council's work directly contributed – is the Maharashtra Government Resolution 2016 which underlines the importance of developing the teaching and learning of English, making use of trainers, mentors and support networks and the importance of developing digital literacy. It makes direct reference to the work of the British Council in developing 400 trainers and

80 mentors at secondary level between 2012 and the time of writing.



*'As per an agreement made by the State Government with the British Council since last four years, 400 high-level trainers have been developed in the state for the secondary level, and 80 mentors also have been created. This year, the state-level Maharashtra State Educational Research and Training Council (State Science and Mathematics Institute), Aurangabad is involved with all the trainers and the mentors, and it is being institutionalised. Thus, a robust system has been developed for continuous professional development in English subject. This system should guide schools as needed.'*³⁷

The Maharashtra Programme has brought new training models to Maharashtra. The further development of the cadre of trainers and mentors also developed a significant layer of expertise, providing the state with a skilled workforce to draw upon for future education initiatives.

This can be observed firstly in the mitigations and adaptations made to the typical cascade model in ELIPS, ELISS, and EfA, and then in the evolution to a more process-, community- and collaboration-based model in Tejas. There is also evidence that the Communities of Practice have been applied by the Government of Maharashtra to the benefit of both English (through the Continuous Help to teachers of English from Secondary Schools – CHESS – programme³⁸, which involved ELISS mentors) and other subjects such as Urdu, Marathi, Science and Mathematics.

³⁷Maharashtra Government Resolution 2016.

As part of the Pragat Shikshan Government resolution in 2016, the DIETs, responsible for teacher development in the state, were briefly renamed as District Institutes of Education and Continuous Professional Development (DIECPDs). In 2019 it was decided to rename the DIECPDs back to DIETs, to avoid confusion with other networks of DIETs in other states; nonetheless the 2016 name change indicates an institutionalised change in attitudes towards teacher training, and firmer recognition of the concept of CPD.

5.2

Wider impact

The impact of the Maharashtra Programme on students is complex to measure since student outcomes in terms of English language learning did not constitute an explicit component of M&E.

In principle, upskilling teachers in interactive teaching methodology and English proficiency (and the ability to recognise strengths and weaknesses in language proficiency) will lead to better English language skills in students through more interactive lessons. It is less easy to test that assumption without statistically representative data tracking classroom changes across a project lifespan and beyond.

Where student data exists, it indicates higher levels of motivation and engagement due to activity-based learning, and questionnaire results provided a picture of elements of learner-centredness in their classes. Observation data found evidence of learner-centred and interactive methods including use of pair and group work, a more balanced ratio of Teacher

Talking Time (TTT) and Pupil Activity Time (PAT), use of praise, variety of activities, learner engagement, as well as an improvement in teachers' and learners' use of English as well as other improvements in line with indicators around lesson planning and classroom management.

Recommendation 6: For the British Council

When designing future projects or programmes, consider whether the Theory of Change could be designed around the vision for the learner, starting firstly with target outcomes for the learner in mind, and working backwards from there to determine the enabling factors and programme design components – including any specific needs relating to teacher training and/or wider systemic changes.

There has been a noticeable shift in mindset among stakeholders towards both CPD and towards English.

A mindset shift is complex to measure, particularly at a system-wide level, but is useful as an indication of sustainability as it may reflect a change in attitude and behaviour. Some of the stakeholders engaged by Ecctis used phrases like 'sea change' and 'transformational', in reference to the training and its impact. Several stakeholders also commented on some observed changes among parents. Firstly, that they'd observed parents reconsidering the value in paying for private schools if Marathi medium schools may in fact provide an appropriate environment for their children to learn English. Secondly, it was reported that some parents had also begun learning English and using some basic English with their children at home.

³⁸CHESS in a technology-driven initiative where at least one English teacher from every state school is the member of an English Teacher Forum (ETF). ETF meetings are held face-to-face and online with the support of moderators who have completed four years of ELISS training and have supported ELISS teachers. Teachers and moderators have the opportunity to use technology for their learning, collaborate, and create a support network for professional development. State Government plans to target 30 million high school students through this initiative.

The Maharashtra Programme has made a difference to stakeholders beyond the intended direct beneficiaries.

Qualitative evidence for the collective likely outcomes and potential impact of the programme in Maharashtra state can be summarised as follows:

Maharashtra education system



- ◆ Development of a cadre of master trainers, mentors, TAG coordinators, ESAs and SARPs that can share their knowledge and skills and can be used in future projects in the state
- ◆ Increased enrolment of students to government schools
- ◆ Development of students' English language knowledge and skills; increase students' academic performance in English and potentially increase their enrolment into higher education
- ◆ Change of mindset of a wide range of stakeholders including government officials, teachers, parents and administrations around alternative and innovative models of teacher training and CPD
- ◆ Expansion of the use of technology including digital, online and offline tools and resources for teacher training and CPD across the state
- ◆ Development of the institutional capacity of many organisations and the development of partnerships between the state government and other organisations to collaborate in projects supporting teacher training and CPD in the state

Teachers



- ◆ Greater understanding at an individual level of learner-centred pedagogy, though challenges remain
- ◆ Potential gains in English language proficiency and greater confidence in its use

- ◆ Adoption of British Council approaches by teachers outside the programme
- ◆ Indirect contribution to the preparation of teachers for remote learning during the COVID-19 pandemic
- ◆ Enhanced teachers' skills in using digital and online tools and platforms for their own training and CPD

Trainers/Mentors



- ◆ Improved understanding of how to design and deliver training that develops and reflects learner-centred pedagogy
Development of mentoring skills although further upskill is still required
Improvement across English language skills
- ◆ Access to a wider network of professionals and CPD opportunities
- ◆ Enhanced technology skills through a coordination or facilitative role e.g. in social media groups

Students



- ◆ Wider access to self-study or school English resources such as the LearnEnglish series
- ◆ Opportunities for increased use of English in the classroom with a greater emphasis on communication and fluency
- ◆ More active engagement and participation in English language lessons
- ◆ Increased understanding of the role and importance of the English language in their daily life, future education, and employment
- ◆ Increased use of English outside of the classroom
- ◆ Enhanced exposure to English language, especially those coming from rural and tribal areas

Others



Parents

- ◆ Greater understanding of the importance and use of the English language in their children's future education and employment life
- ◆ Potential change of mindset in relation to English language teaching and learning in government schools
- ◆ Increased exposure to English language, particularly for those located in more rural and tribal areas

School Management

- ◆ Enhanced understanding of the importance of the participation of teachers in teacher training and CPD opportunities
- ◆ Exposure to learner-centred pedagogies being implemented within their schools

Education Officers

- ◆ Greater understanding of the importance and the impact of English language teacher training and CPD initiatives
- ◆ Increased understanding of logistical and managerial infrastructure and planning required for large-scale training

Others

- ◆ Widening of participation through provision of improved English teaching outside of the private sector
- ◆ Increased sense of community and knowledge transfer

One particular, unplanned, impact of the Maharashtra Programme was in facilitating teachers in transitioning to remote learning during the COVID-19 outbreak. It is understood that this was not a pre-planned programme activity, but rather that – according to stakeholder feedback to Ecctis – the technological upskilling (increased digital literacy) which came from the programme, particularly as part of Tejas, proved to be particularly valuable preparation they might not have otherwise had. For example, teachers had felt comfortable using tools such as Zoom, Teams, and Google Docs. In an interesting parallel, one British Council staff member had reflected that the Tejas delivery model was only able to move online due to the level of digital literacy that had increased across the state. Cause and effect may not easily be distinguished, given that other factors are likely to have come into play during this complex time, but ultimately digital literacy skills from Tejas are both likely to have supported the COVID transition, and be reinforced by it.

Clear changes to in-service teacher education can be seen in Maharashtra over the last decade. Whilst the extent of direct attribution to the British Council is complex to measure at a systemic level, there is no denying that the aspects that have changed were integral features of the Maharashtra Programme running at the same time, and implemented in partnership with government.

There is a message of change, and in some cases significant change at individual level, but understanding how effective or how widespread that change is – particularly at a systemic level –

is difficult to pinpoint definitively. Nonetheless, the timeline below illustrates the timings of the British Council programme with concurrent changes in Maharashtra.

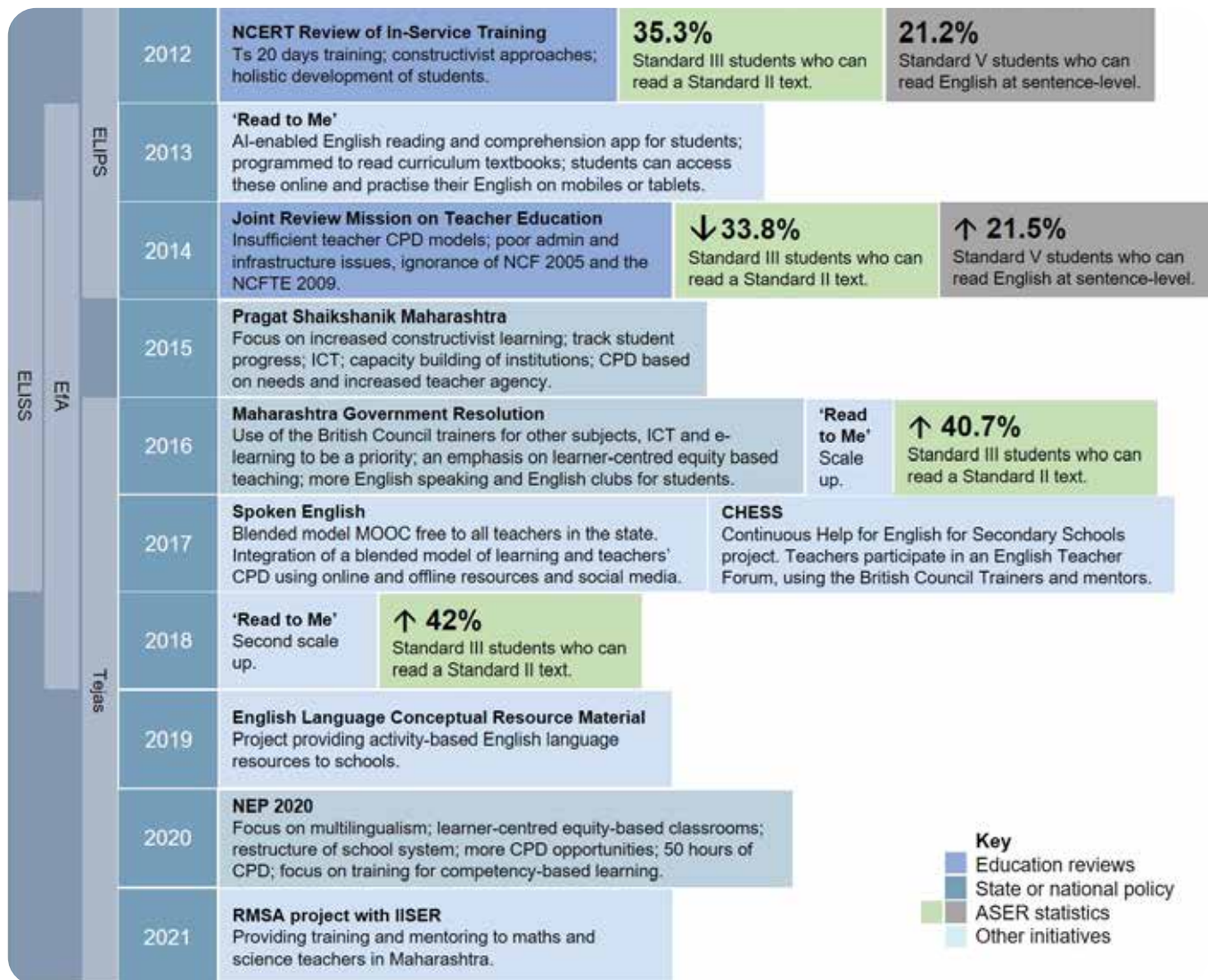


Figure 4: Relevant Developments in Maharashtra State 2012-21

5.3

Sustainable change

Perhaps the strongest enabler for longer-term sustainability is around state government buy-in and the alignment of goals that reflect national and state level policies – nevertheless, there seems to be a preference for continued involvement of the British Council.

Overall, relationships with government partners across the programme appear to have been positive with objectives typically aligned well between the British Council and the Maharashtra state government. This is perhaps most true of ELIPS, ELISS and Tejas where overall buy-in appears strong at senior levels: Government stakeholders have, on the whole, very positive things to say about the collaboration. RAA in particular have highlighted the extent of the learning that they have had with British Council and state that they wish there to be continued involvement. Similarly, RMSA state that they feel ready to move forward on some areas to develop online teacher training, intend to use the same techniques, offers, tools, and have the ‘willingness’ and ‘vision’ to do so, although there was no clear specific plan outlined.

For Tejas, stakeholders indicated the importance of the state government as a key facilitator, supporting the scale up of the project from its pilot in nine districts to implementation across all 36 although the speed of the scale up brought understandable challenges.

Recommendation 7: For the British Council and State Government

To support the design, implementation and impact of future projects, the British Council and state government/other partners may wish to explore scope for the Government to play a more integral role in:

- M&E – exploring scope to access larger sample sizes and record progress of selected cohorts, of teachers and TAG coordinators, as well as to support inclusion of student outcomes within the M&E framework
- Developing a monitoring tool, supporting accurate records of training attendance with, as appropriate, scope for analysis across different demographics, blocks, clusters and districts
- Contributing to efforts to increase buy-in among mid-level stakeholders, notably headteachers and block level education officers

One final consideration for future programme design is the interconnectedness of curriculum, teaching and assessment. Interviews with stakeholders revealed that teachers may be assessed on the outcomes of examination results in their individual schools. Whilst there is a shift towards more competency-based assessment, much of the student assessment is still centred around knowledge recall and understanding, with less emphasis on higher order thinking skills. This could limit the extent to which teachers will use the new skills they have³⁹.

³⁹There is considerable development work currently ongoing in India in relation to assessment in secondary schools affiliated with the Central Board of Secondary Education (CBSE), designed to support the implementation of more competency-based education and through it, enable the development of more holistic learners, with critical thinking skills. The intention is that CBSE will provide a test case, with the approach and resulting toolkit rolled out to other central and State examinations boards. In time this will undoubtedly support future initiatives but until implemented, the status and nature of assessment should be taken into consideration when designing any initiatives.

Recommendation 8: For the British Council and State Government

Through engagement with existing relationships with government stakeholders, explore the potential benefits shifting towards a more competency-based, curriculum, pedagogy and assessment, which may help to reduce the culture of content-led approaches, linked to the current exam format.⁴⁰ Competency-based education focuses on the importance of a learning outcomes approach to teaching and learning, as well as a focus on attaining proficiency in particular competencies to facilitate progression through individualised learning, authenticity of the learning experience and real-world applications of knowledge and skills.⁴¹ This is also highlighted by the NEP 2020 which focuses on the development of students' critical thinking, analytical, competency-based and enquiry-based skills.⁴²

Recommendation 9: For the British Council and State Government

Consider how the Theory of Change might be adapted to incorporate delivery, curriculum, and assessment. In the specific context of India, the centralised nature of the curriculum (albeit with state-level variations) may make it more complex to fully embed unless as part of a sizeable project. Nevertheless, a project/programme could still encompass aspects of curriculum, delivery and assessment. This could, for example, take the form of undertaking assessment (exam paper) reviews to inform needs analysis, or targeting assessment development-based projects with curriculum and delivery work to follow.



⁴⁰Recognising that there is a move towards competency-based education and examinations in progress, beginning with the CBSE.

⁴¹Competency Works, 2019. *What is Competency-based Education - An Updated Definition*. [pdf] Published by: Aurora Institute. Available at: <<https://aurora-institute.org/wp-content/uploads/what-is-competency-based-education-an-updated-definition-web.pdf>>.

⁴²Ministry of Human Resource Development. (2020). *National Education Policy 2020*. Government of India. Available at: https://www.mhrd.gov.in/sites/upload_files/mhrd/files/nep/NEP_Final_English.pdf

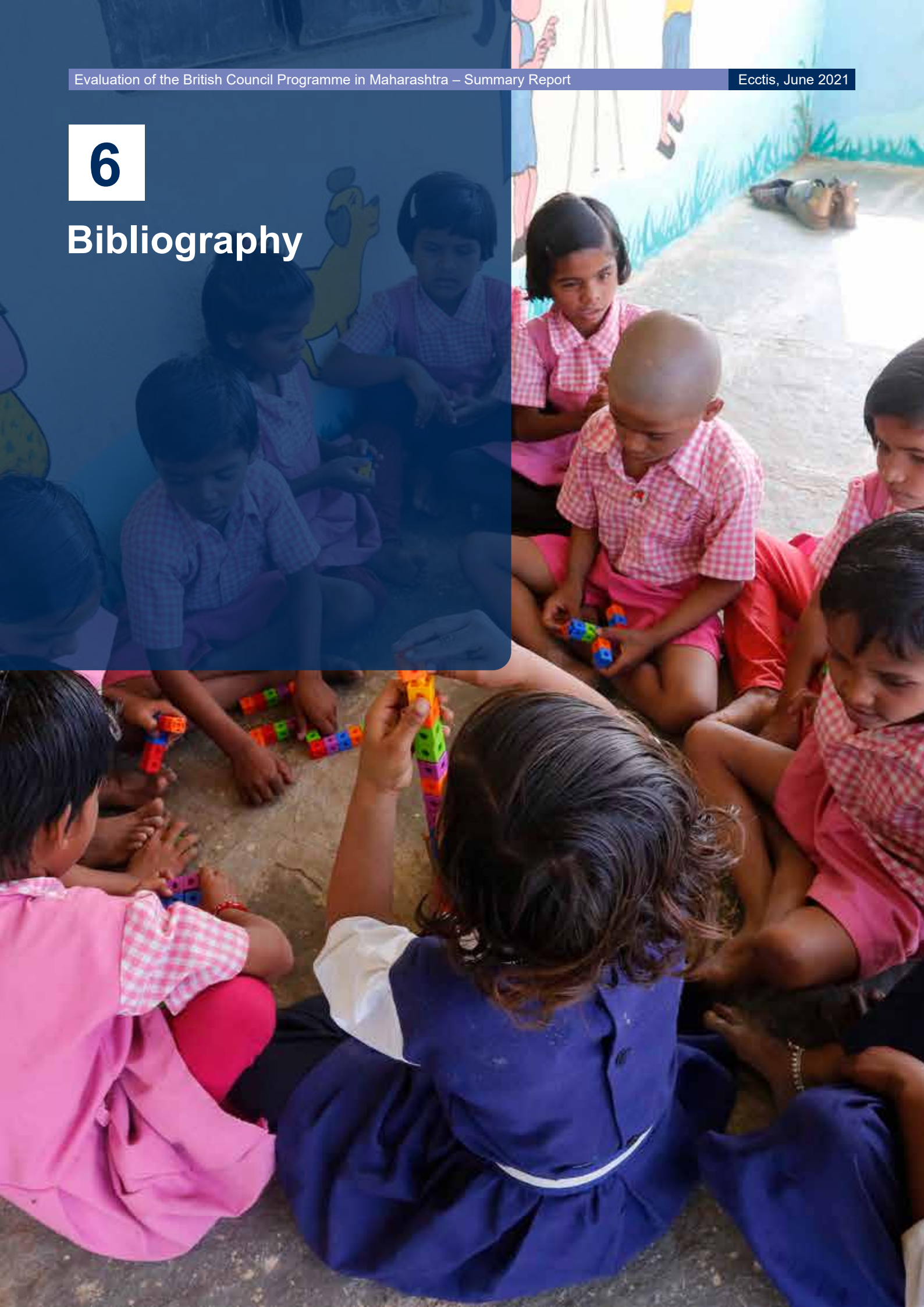
In terms of these criteria for evaluation – impact and sustainability – the following conclusions can be drawn:

Table 7: Ecctis Evaluation of the Maharashtra Programme – impact and sustainability

Key evaluation question	Evaluation of the Maharashtra Programme
<p>Beyond the immediate outcomes (covered under Effectiveness), what has changed in Maharashtra (positive/negative) and to what extent is such change attributable to the Maharashtra Programme?</p> <p>And is there any evidence of scale-up or impact on other parts of the education system, or on other stakeholders outside the intended beneficiaries of the study?</p>	<p>The Maharashtra programme made a considerable change in the teacher training and CPD models and practices in the state. Specifically, it contributed to:</p> <ul style="list-style-type: none"> ◆ Approaches to and understanding of training as a continuous process rather than an event – with evidence that this British Council model has been applied to other projects such as CHES, and with other subjects ◆ Increased adoption and use of technology and social media platforms as a means to extend the reach and effectiveness of teacher training and CPD to facilitate sharing of learning and strengthen digital literacy ◆ An increased understanding of the importance of and techniques for learner-centred pedagogy ◆ Wider learning for non-participating teachers, parents and other stakeholders, beyond the anticipated reach of the individual projects
<p>What evidence is there that the impacts/benefits will last beyond the Maharashtra Programme?</p>	<p>The Maharashtra Programme has provided the state government with several sustainable elements, such as:</p> <ul style="list-style-type: none"> ◆ The development of the cadre of master trainers and mentors which created a skilled workforce ◆ This talent pool, along with the TAG model, can be used by the state in future projects; its use in CHES further indicates lasting change, which is less likely to have been achieved after a single project ◆ A range of resources, which have been re-used or adapted for further use and which remain available ◆ Creation of support networks and professional development events such as symposia as outlined in the Government Resolution 2016

6

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Appendix 1: Key state entities and organisations in education

Block Resource Centre and Cluster Resource Centre

Block Resource Centres (BRC) and Cluster Resource Centres (CRC) are sub-district institutions designed to offer academic support and assist the application of the Sarva Shiksha Abhiyan (SSA) scheme at this level.⁴³ They collaborate closely with DIETs (see below) to monitor and improve the quality of elementary education. Operating on a more local scale than BRCs, CRCs, and DIETs are Village Education Committees (VEC), renamed School Management Committees (SMC).⁴⁴ These are tasked with encouraging educational participation at the community level and supervising SSA policies in villages. Maharashtra consists of eight educational regions with 351 educational blocks for the purposes of monitoring and evaluation. Within these blocks there are 351 BRCs, 56 Urban Resource Centres (a BRC operating in an urban area), and 6170 CRCs.⁴⁵

College of Teacher Education and Institute for Advanced Studies

Alongside Institutes for Advanced Studies in Education (IASEs), Colleges of Teacher Education (CTEs) provide in-service training to teachers working in secondary and senior secondary schools.⁴⁶ IASEs and CTEs also prepare teacher trainers. CTEs constitute part of a broader network of organisations which facilitate in-service teacher training.⁴⁷ The State Council of Educational Research and Training (SCERT) prepares modules for teacher training and organises specialised courses for teachers and teacher trainers. DIETs provide in-service teacher training at the district level, whilst BRCs and CRCs are the most localised entities to deliver instructional services. In Maharashtra, there are twelve CTEs operating, each covering between two and four districts.⁴⁸ The State of Maharashtra also has two IASEs: the SNDT College of Education for Women in Pune and IASE Aurangabad in Aurangabad.

District Institute for Education and Training

District Institutes for Education and Training (DIETs) are set up to operate at the district level, providing academic and material support for a range of programmes in the areas of elementary and adult education.⁴⁹ They were established to promote Universal Elementary Education (UEE) and include pre-service and in-service teacher training as a core part of their remit. According to a 2014 report, Maharashtra had thirty-three functional and thirty-four sanctioned DIETs to support schools across the various districts.⁵⁰ At the district level, the District Project Office, headed by a District Collector or Chief Executive Officer, is responsible for coordinating and applying SSA programmes.⁵¹

Maharashtra Prathamik Shikshan Parishad

Maharashtra Prathamik Shikshan Parishad (MPSP) is an autonomous body of the Government of Maharashtra. The current government has approved the Memorandum of Association Maharashtra Prathamik Shikshan Parishad. The Cabinet Committee on Economic Affairs, Government of India, approved the Centrally Sponsored Scheme, Samagra Shiksha, for the period from April 1, 2018 to March 31, 2020. The aims of the Samagra Shiksha Programme implemented by the MPSP in the State of Maharashtra are to improve the quality of education; strengthen students' learning outcomes; decrease social, cultural and gender gap in education; provide inclusive school education; ensure that all schools meet the minimum standards in education provision, and focus on business and vocational education. The implementation of the scheme is based on the Right of Children to Free and Compulsory Education Act 2009 and focuses on reinforcing the role and responsibilities of the SCERT, DIETs as the main teacher training bodies in the State main teacher training bodies in the State of Maharashtra. MPSP Mumbai is responsible for developing the annual work plan and budget of the scheme, ensuring the allocation of funds, the implementation, the delivery and the monitoring and evaluation of the programme.⁵²

⁴³Bapna, A. & Sharmer, N. (2015) *School Education in India: A Handbook*. Evaldesign, India.

⁴⁴Ibid.

⁴⁵Nimrat, K. (2014) *Joint Review Mission on Teacher Education: Maharashtra*.

⁴⁶Bapna, A. & Sharmer, N. (2015) *School Education in India: A Handbook*. Evaldesign, India.

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⁵²<https://samagrashiksha.maharashtra.gov.in/>.

Municipal Corporation of Greater Mumbai

The Municipal Corporation of Greater Mumbai (MCGM) was formerly known as the Bombay Municipal Corporation (BMC) and it is the governing civic body of Mumbai, the capital city of Maharashtra. MCGM is responsible for the civic infrastructure and administration of Mumbai and some suburbs. It was the British Council's partner in the EFA Mumbai project.

Rashtriya Madhyamik Shiksha Abhiyan

Rashtriya Madhyamik Shiksha Abhiyan (RMSA) is an Indian government scheme to provide universal access to secondary education. It is coordinated centrally through the Ministry of Human Resource Development (MHRD) and supported at the state level through RMSA State Implementation Societies (SIS). The RMSA aims to increase secondary enrolment rates by providing a secondary school within a reasonable distance of every home and also aims to make all secondary schools conform to prescribed norms and remove gender, socio-economic and disability barriers. Its main objective strands are based around physical facilities, quality interventions, and equity interventions.⁵³

Regional Academic Authority

Regional Academic Authorities (RAAs) are public organisations that operate at the individual state level to facilitate English language teaching.⁵⁴ The RAA Aurangabad in Maharashtra is currently named Regional Academic Authority English Expertise (formerly State Institute of English for Maharashtra or SIEM) and works under the Maharashtra Academic Authority in Pune (formerly Maharashtra State Council for Educational Research and Training or MSCERT).⁵⁵

Sarva Shiksha Abhiyan

The Sarva Shiksha Abhiyan (SSA) scheme was launched in 2001 as a measure by the central government of India to facilitate the attainment of UEE, enshrined as a constitutional right in the Right to Education Act 2009. SSA is designed as a universal programme, extending across all of India, but implemented according to a more decentralised

strategy with community involvement.⁵⁶ At the national level, the Department of School Education and Literacy is responsible for the implementation of SSA. The Department of School Education and Literacy works under the Ministry of Human Resource Development, whilst the General Council, an Executive Committee and a Project Approval Board oversee SSA operations.⁵⁷ At the individual state level, a State Implementation Society comprising a General Council and an Executive Committee are the bodies charged with effecting SSA policy.⁵⁸ Following the 2018-2019 Union Budget, the Samagra Shiksha scheme was introduced. The scheme constitutes the merge of the three schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE).⁵⁹

Tata Trusts

The Tata Trusts are the philanthropic arm of the Tata Group. The first trust was established in 1892 as the JN Tata Endowment for higher education of Indians. The Tata Trusts have constantly aimed to provide societal and economic development in order to attain self-sustained growth relevant to India. The Tata Trusts support a variety of causes including education, health, nutrition, and social justice and inclusion to name a few. In their work seeking to empower, enable and transform communities across India, they have partnered with over 855 organisations in 638 districts across 33 states and union territories. As of 2015, the Trusts have moved from primarily being a conventional grant-giving foundation to directly implementing their interventional programmes and forging collaborative partnerships with governments and NGOs.⁶⁰

⁵³<https://www.india.gov.in/spotlight/rashtriya-madhyamik-shiksha-abhiyan#tab=tab-1>.

⁵⁴Tata Trusts (2020) TEJAS. Available at: <https://www.tatatrusts.org/our-work/education/developing-teacher/tejas>.

⁵⁵English Online (2021) About RAA,EE. Available at: http://englishonline.io/about_raa.

⁵⁶Central Institute of Educational Technology (2017) Resource Centers at Block and Cluster Levels: Structure and Appraisal Module. Available at: https://ciet.nic.in/moocspdf/Education/e-PG_EDN_13.21_e_text.pdf.

⁵⁷Bapna, A. & Sharmer, N. (2015) *School Education in India: A Handbook*. Evaldesign, India.

⁵⁸*Ibid.*

⁵⁹<https://samagra.education.gov.in/>

⁶⁰<https://www.tatatrusts.org/>.

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