

Overview of OCBP

The State Council of Education Research and Trainings (SCERT) Delhi has taken a lead role in the country by introducing the first ever Online Capacity Building Programme (OCBP) for in-service teachers with the objective to empower teachers by providing inputs around their teaching practises, pedagogy and effectiveness. The OCBP has been implemented through a mobile application centric platform called ChalkLit developed by Million Sparks Foundation where teachers access comprehensive grade specific curriculum aligned lesson planning resources and content, certified topic focused multi grade and multi level trainings, and a personalized social micro-learning network.

Since December 2016, 13 trainings in Mathematics and English have been executed in which more than 10,000 teachers were invited for trainings.

Objective of Study

As with any intervention, the SCERT Delhi has decided to evaluate the impact and effectiveness of the trainings which are being offered through the OCBP. In addition, a need was also felt to evaluate the technical aspects of the programme to verify that the OCBP was making the desired impact.

The framework and the tools that were used for the research study were developed by the Delhi SCERT on top of the framework suggested by Mission Measurement, a Chicago based data and consulting firm that works globally across the philanthropic and social services sector. This framework was specifically designed to study the efficacy of the Chalklit platform and the methodology that has been developed by the SCERT and Million Sparks Foundation.

Research Methodology

A very detailed classroom observation based methodology was followed. Volunteers from amongst the mentor teachers, the SCERT, and school administration staff were trained over three days in a workshop mode. This team was introduced to the measurement and evaluation framework, and was explained the tools developed to enable them to carry out the task of classroom observations.

A total of 171 teachers across 52 schools were to be observed. Of these 97 teachers had undergone training on the OCBP, 74 teachers were not exposed to any -OCBP training.

A total of 21 observers for the classroom observation comprised of 14 Mentor Teachers, 2 Block Resource Persons, 6 SCERT Fellows, and 10 SCERT representatives. Observations were done in two phases. In the Phase 1, observations were conducted for 74 teacher who have not been exposed to any OCBP trainings over 11 days and in the Phase 2, observations were conducted for 97 teachers who have been exposed over a period of 20 days.

Once all the data was collected, the data was collated and sanitized by the entire team which had performed the classroom observations along with the member of the SCERT Delhi team.



Picture 1: SCERT team and mentors analysing the data gathered during the research study.

The data was then processed and an initial report was generated and presented in an evidence collection workshop that was held at SCERT and chaired by the Director of the SCERT. This report is to present the initial results of the study while a more detailed analysis will be done subsequently and recommendations will be presented to further improve the OCBP.



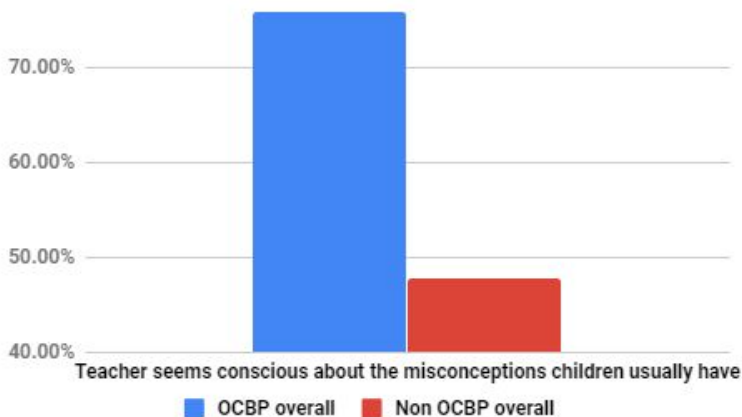
Picture 2: Dr. Sunita Kaushik, Director SCERT Delhi reviewing and, discussing the initial results from the observations made by the research team with the team SCERT mentors during the research study.

Preliminary results from the classroom observations

Following is the sample of an initial analysis of some of the key observations that were taken during the classroom observations and then analysed after the result were collated.

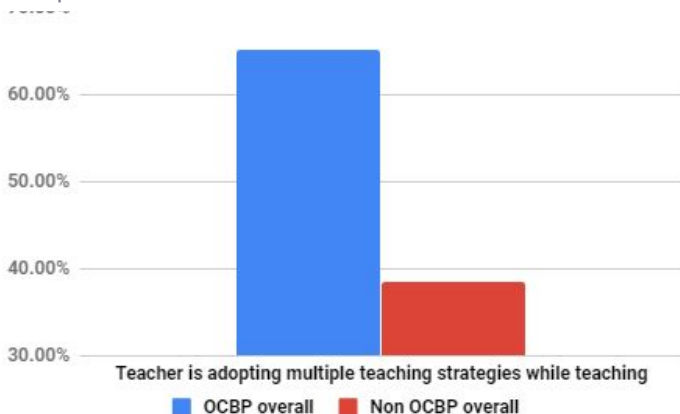
Teachers approach to misconception among students

Each OCBP training introduces the most frequent misconceptions that students and teachers have in various topics and how should they be dealt with. This will make teachers better aware of the concerns of the students and help them understand how to resolve them in a much better manner.



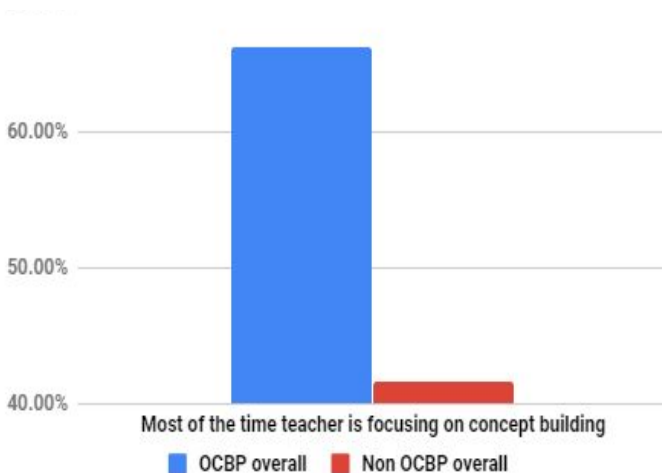
Teachers are using multiple strategies to teach in the classroom

Teachers use one or maximum two approaches to teach students. Each OCBP training introduces the teacher to multiple teaching methodologies and provides them with visual aids describing these approaches. This allows teachers flexibility to choose the right methodology and approach to suit their specific class and personalize their lessons.



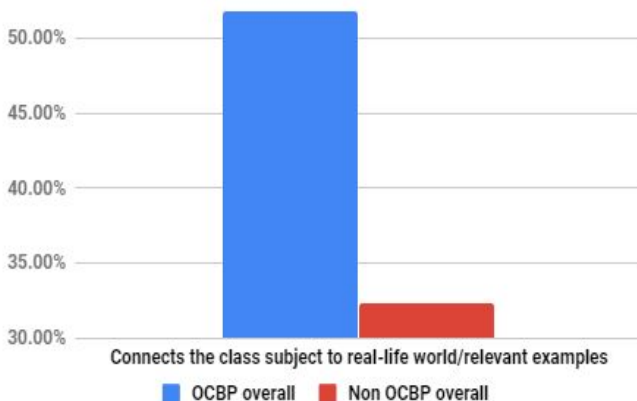
Most of the times the teacher is focussed on building conceptual clarity in students

In a lot of classrooms, teachers depend on rote learning to make students learn. Rather, strong focus on concept building leads to the student feeling confident while applying concepts during classroom assessments as well as in real life situations.



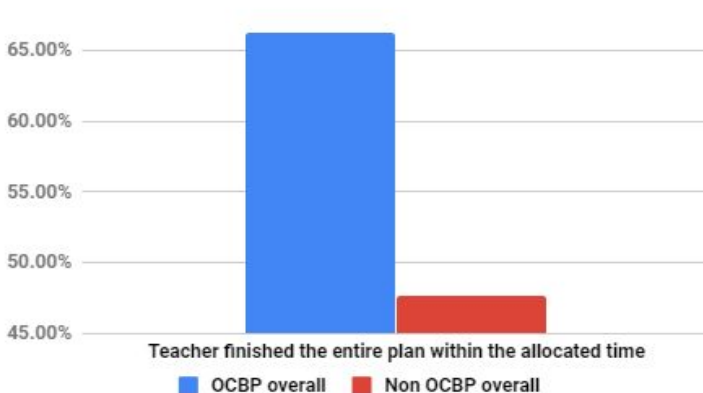
Teacher connects the class subject to the real life/ world related examples

Each OCBP training recommends that, each teacher connects each of the concepts covered in the class with its applications and connects these concepts to the real life. This is important for contextualizing the learning for the students.



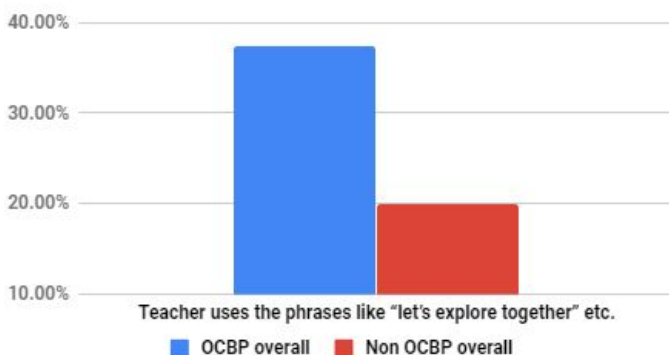
Teacher finished the entire plan within the allocated time

One of the usual feedback received from teachers post training interventions is that it takes additional time for them to introduce the methodologies covered in the trainings, resulting their time to spill over. OCBP trainings have been created with an objective to ensure that the teacher is able to finish the entire lesson plan within the allocated time.



Teacher uses the phrases like “let’s explore together” etc.

In the OCBP program framework the teachers are trained on getting and acknowledging the inputs received from the students. This practice not only empowers the students to contribute effectively in the class but also brings in diverse perspectives for the class to think about. The students in such an atmosphere learn to appreciate their own ideas and feel confident in sharing the same.



Major Observations at a Glance



Picture 3: Children displaying their work in one of the classroom observations from an activity from the OCBP

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Framework Approved by

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