

# Concept research\* on the idea of : **Micro-improvement**

December 2022

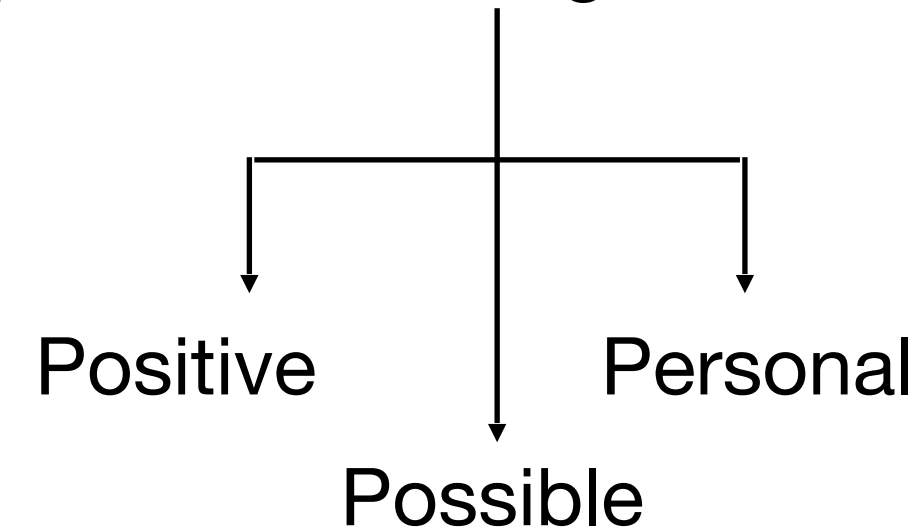
*\*A qualitative research report based on primary research  
conducted amongst teachers, teacher-leaders and CRPs.*



# Background and context

At the heart of Shikshalokam's vision of reimagining leadership in education, is the idea of seeing **educational leaders as change-makers** and empowering them on their journey to reform aspects of the environment they work in with the ultimate vision of bringing about a systemic change in the education eco-system.

'Micro Improvements' is one such initiative by Shikshalokam to make the process of change seem :



*Though this 'ground-up' change process mitigates some of the problems of the top-down radical change process that has historically been advocated in organisations, it has still been mired in complexities.*

The Shikshalokam team commissioned primary research amongst stakeholders (who had been exposed to the idea of micro-improvements and those are uninitiated) to it to:

- 1) decode this idea in-depth and
- 2) understand the dynamics around change-adoption in the eco-system

The ultimate aim would be to facilitate easier adoption and create relevant product features that would make the change management process more meaningful to its stakeholders.



# SOLAR SYSTEM

## Research objectives & scope



Venus



Mars



Jupiter



Uranus



Neptune



Earth



Mercury



# We decoded the idea of micro-improvement from three perspectives :

## THE ATTITUDE AND BEHAVIOUR PERSPECTIVE

- What do they feel about the ideas of 'change and 'improvement' - positives and negatives
- Change triggers
  - Peer-led v/s top-down
- Change pay-offs
- Change Big v/s small
- Change and learning
- 

## THE LINGUISTIC PERSPECTIVE

- Do they understand Micro-improvement?
  - Do they connect the idea of making small-contextual changes to the term micro-improvement
- What is the local/regional language they use to describe 'small-contextual' changes
  - Language (other words/phrases commonly used) around this idea
- Decoding the idea of 'improvement' - perceptions and beliefs around it.
  - Comprehension, relevance, uniqueness, etc.

## THE MOTIVATIONS AND HURDLES PERSPECTIVE

- What makes change/improvement possible and smooth
- What aspects of the process are cumbersome





The  
People we  
spoke to



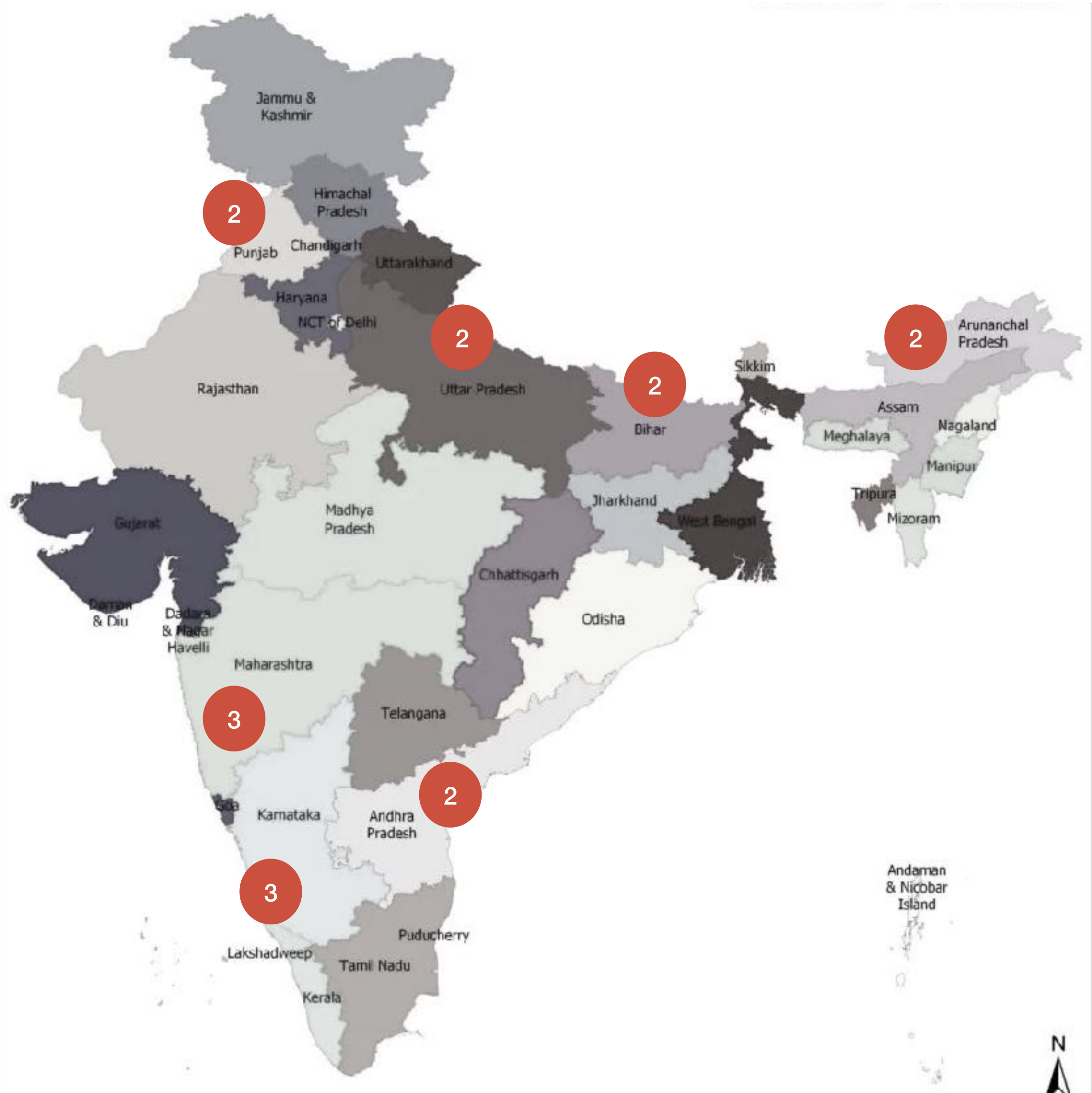


# 16 interviews spread across 7 states

The sample included a mix of teachers, teacher leaders and CRPs. Across states there were varying degrees of exposure to the idea of MI. Some states had people who had been exposed to the idea / program formally e.g. Bihar and Karnataka, while there were other states where the people though aware had a more informal understanding of the idea.

The same also included people with varying degrees of motivation to understand whether motivation as a variable affects how a ‘change-program’ is received and implemented.

Geography\Motivation	High Motivation	Low Motivation
UP/Bihar (4)	Teacher, <b>Exposed</b> School Leader, Non-exposed	Teacher <b>Exposed</b> CRP, <b>Exposed</b>
Punjab (2)	CRP, Non-exposed	Teacher, Non-Exposed
Karnataka (3)	CRP, <b>Exposed</b>	CRP, Non Exposed School Leader, Non Exposed
Arunachal Pradesh (2)	School Leader, Recently <b>Exposed</b>	School Leader, Recently <b>Exposed</b>
Andhra Pradesh (2)	School Leader, <b>Exposed</b>	School Leader, <b>Exposed</b>
Maharashtra (3)	School Leader, Non-Exposed Teacher, Non-exposed	School Leader, Non-exposed





# ਮੁੱਖ ਖਬਰਾਂ

\* ਤਾਰਤ ਦੁਨੀਆਂ ਦੀਆਂ ਉਮੀਦਾਂ ਦਾ ਕੇਂਦਰ ਬਿੰਦੂ ਬਣ ਗਿਆ ਹੈ - ਮੋਦੀ ।

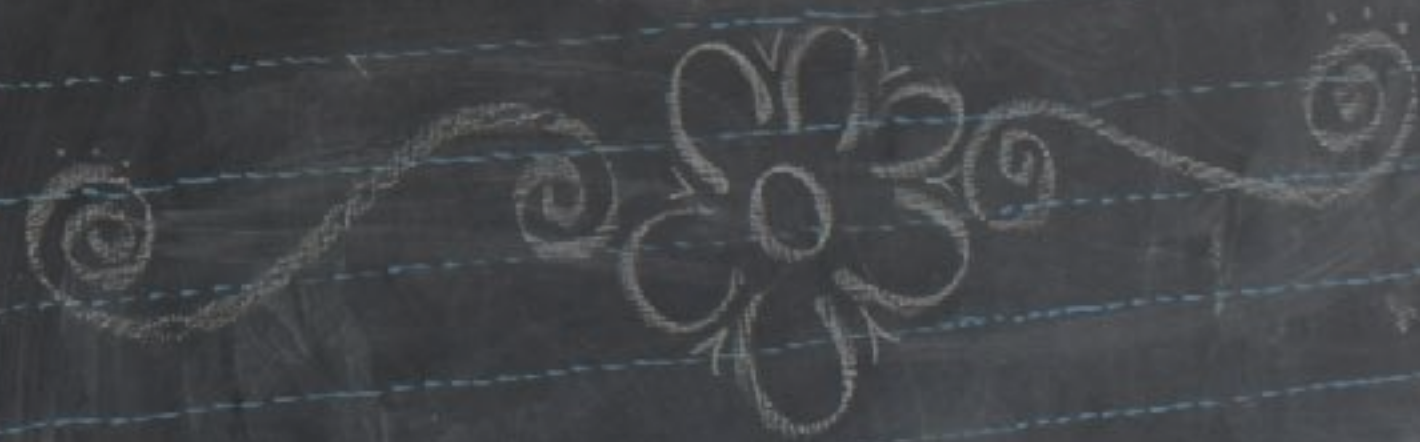
\* 100 ਸਾਲ ਤੋਂ ਵੱਧ ਉਮਰ ਦੇ ਵੇਟਰਾਂ ਨੇ ਵੀ ਉਤਸ਼ਾਹ ਨਾਲ ਪਾਈਆਂ ਵੱਟਾਂ ।

\* ਵਰਤਮਾਨ ਦੇ 75 ਵਰਿਆ ਚਾਅਦ ਵਿਛੜੇ ਸਾਰੇ

FINDINGS

# ਮੱਜ ਦਾ ਵਿਚਾਰ

ਦੂਸਰੇਂ ਕੀ ਨਕਲ ਕਰਨੇ ਵਾਲੇ,  
ਘਾਟੇ ਸਮਧ ਕੇ ਲਿਸ਼ਾਂ, ਸਫਲਤਾ  
ਪ੍ਰਾਪਤ ਕਰ ਸਕਦੇ ਹੈਂ . ਲੇਕਿਨ ਜੀਵਨ  
ਮੈਂ ਵਧੂਤ ਡਾਗੇ ਨਹੀਂ ਵਫ਼ ਸਕਦੇ ।



ਹਾਸਿ ਦਾ ਨਾਮ

ਸਰਕਾਰੀ

ਬੱਚਿਆਂ ਦ

ਜਮਾਤ

ਦਸਵੀਂ-ਏ

ਨਵੀਂ-ਏ

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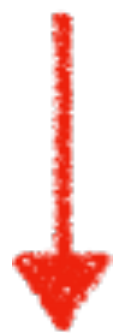
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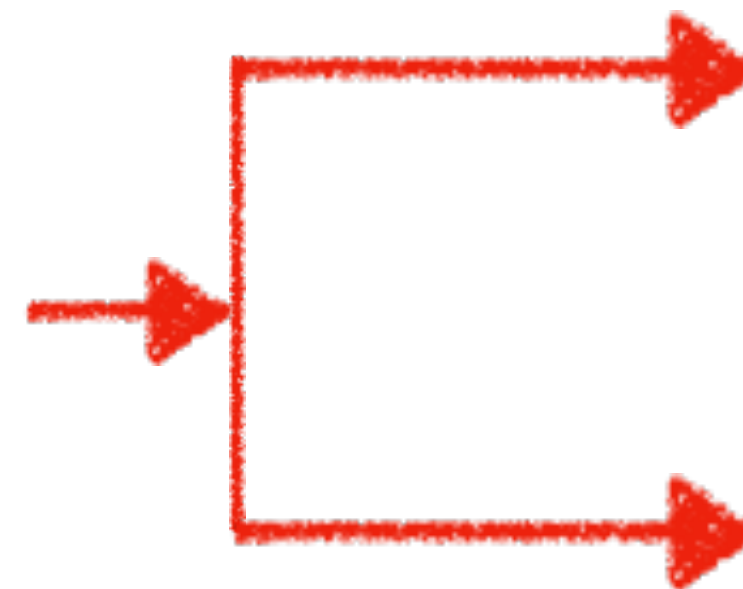
# An overview (of people and their motivations)

Change and improvement are used synonymously.

Whether the trigger for change is internal or external depends on how two factors interplay



- A. The personality of the individual (inner-driven)
- B. The systemic backdrop against which the teacher functions



An individual who is inner-driven could feel frustrated or muted in his / her ability to work on change initiatives against a system that emphasises authority (for instance Punjab)

Conversely, a system that encourages bottom-up initiatives could motivate even individuals who are not necessarily inward-driven (for instance Karnataka or UP)



*Change is the order of life. Srishti ka niyaam. Our responsibility is to understand what needs to change and also execute these changes to the best of our ability. We should accept these changes only then will find peace and it is also our responsibility. **Maharashtra Teacher***



# An overview (of people and their motivations)

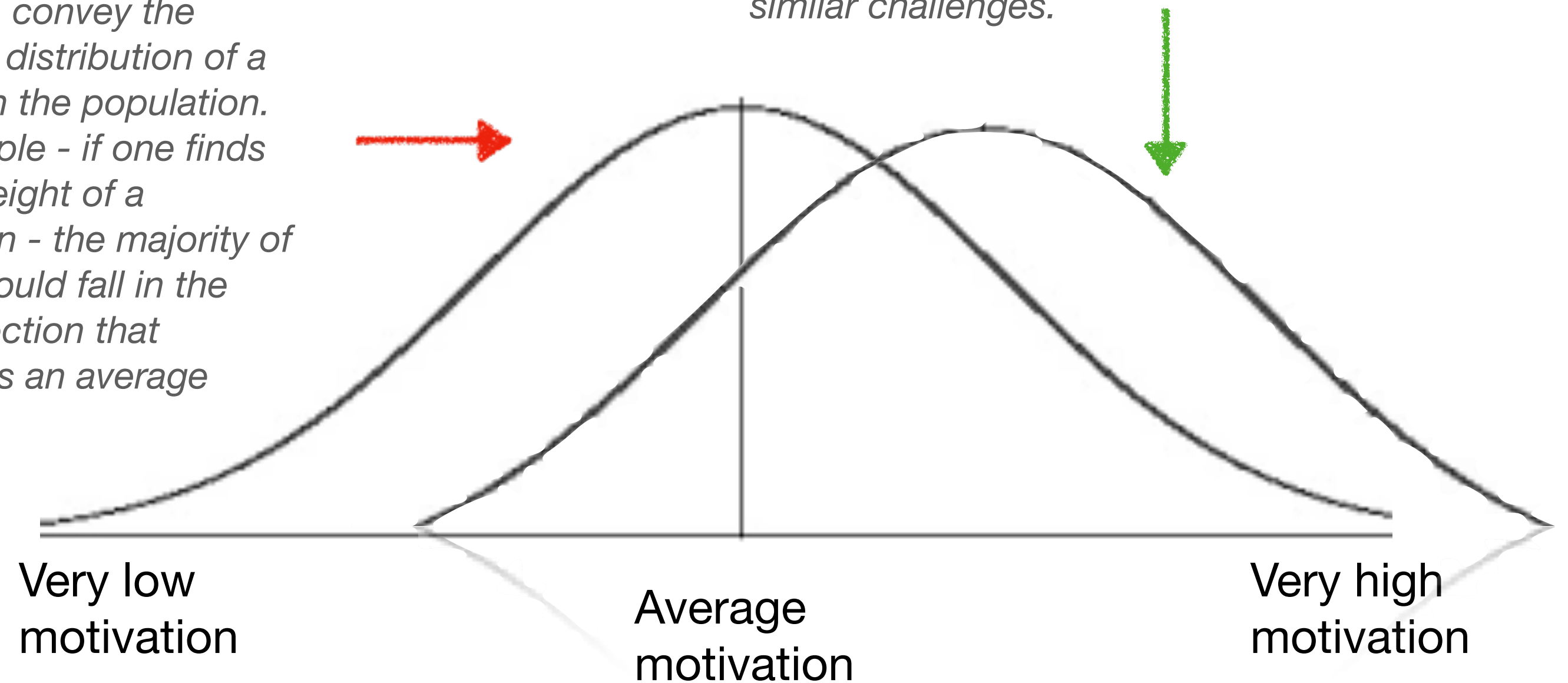
Statistically, we assume the bell curve would reflect the distribution of the population on a specific trait - for instance, motivation.

On speaking to teachers, CRPs and school leaders - we observed :

They are mired deep in tasks that go beyond the scope of teaching duties - election work, talking to farmers in villages, managing mid-day meals etc.

Yet each one of them is concerned about the future of children and seems to be doing whatever they can to positively influence - motivation and engagement w.r.t learning. The average teacher

A normal distribution curve is used to convey the statistical distribution of a variable in the population. For example - if one finds out the height of a population - the majority of people would fall in the middle section that represents an average height



If we had to represent the motivation of the teacher community using the normal distribution curve, we hypothesize that the curve could shift towards the right since even the average teacher seems to be highly motivated relative to the levels of motivation we would find amongst people in other professions who would face similar challenges.



Many schools even have a very poor infrastructure today and hardly any teaching staff - one cannot expect any possibility of change or improvement when schools are in such a poor state. Some schools do not even have proper rooms. The government is trying to train teachers and work on their capacity building. Teachers are trying to change whatever they can - by introducing new activities and techniques. **Karnataka Teacher**

*The average level of motivation of the teaching community seems to be on the higher side, working against all kinds of odds and challenges.*

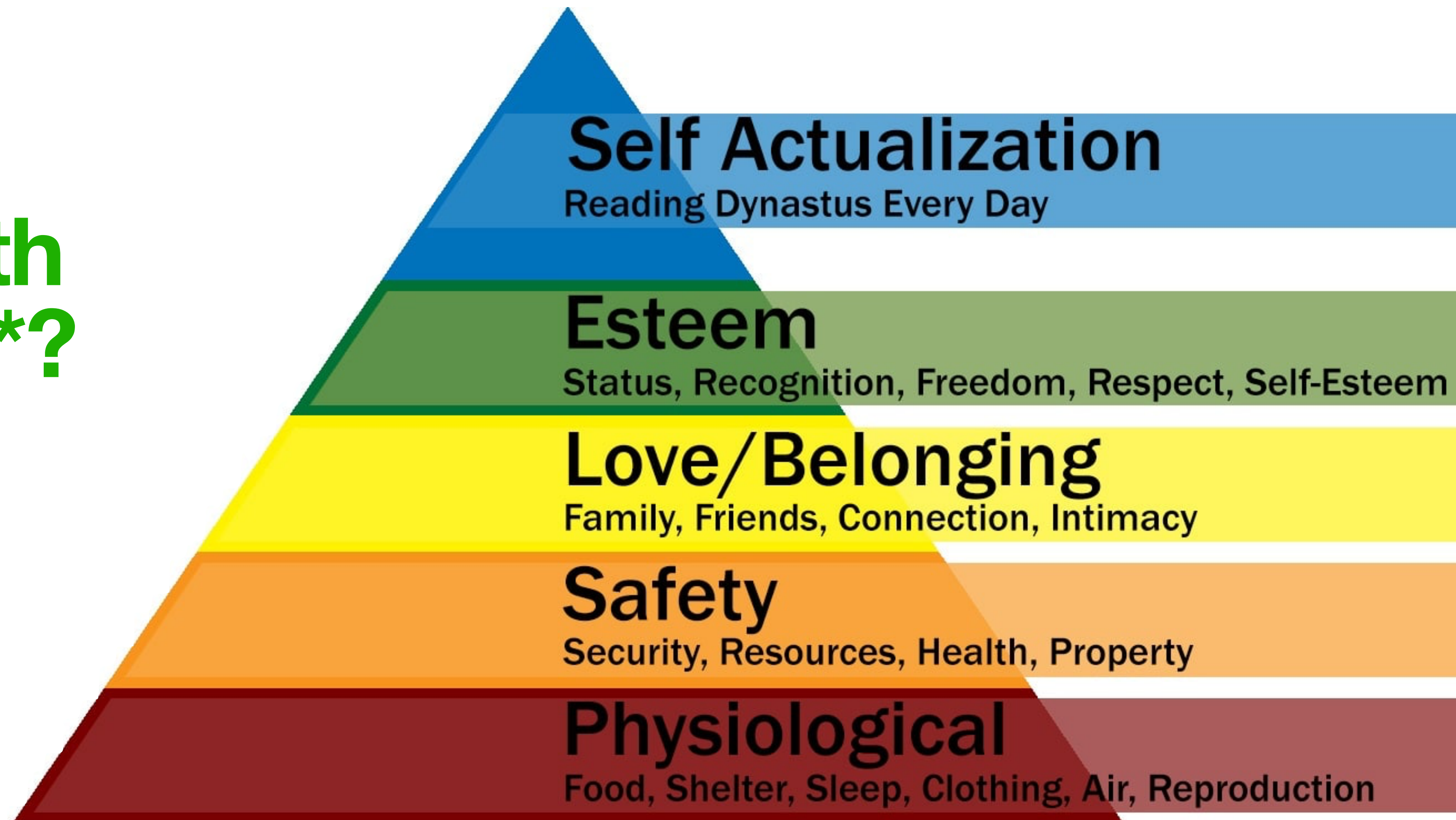


# Can we call teachers low motivation or are they struggling with basics needs\*?

\*Maslow's hierarchy of needs is a motivational theory in psychology comprising a five-tier model of human needs, often depicted as hierarchical levels within a pyramid.

From the bottom of the hierarchy upwards, the needs are: physiological (food and clothing), safety (job security), love and belonging needs (friendship), esteem, and self-actualization.

**Needs lower down in the hierarchy must be satisfied before individuals can attend to needs higher up.**



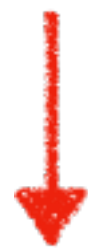


# An overview (of people and change)

## IN TERMS OF ATTITUDE

In principle, everyone is open to change.

*Change is a necessity; change is an eventuality*



These are motherhood statements that are too difficult to deny. The close-minded person is the other person



*Change is very important for growth. Everything grows, growing is part of life. When we say we are growing - that is not always physical. It is also mental and preparing for our future. **Karnataka CRP***

*Changes are always easy, it's a different thing that since it's new it takes a while for people to warm up to it. **Maharashtra Teacher***

## IN TERMS OF MIND-SET

Seeped heavily into the context of a problem

Are we groomed to take onus?  
Does taking onus upset the balance-of-power?

*Change is controversial; change is difficult*



Hence desiring change does not translate to facilitating change



# The attitude and behaviour perspective

- Associations with change
- What do they feel about the ideas of 'change and 'improvement' - positives and negatives
- Change triggers
  - Peer-led v/s top-down
- Change pay-offs
- Change Big v/s small
- Change in context to learning: improvement



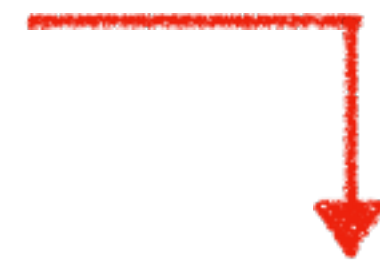
# What do they associate with change?

The top-of-mind association with 'change' is to think about 'what has not changed i.e. to think about problems.

*(Financial problems, lack of parental involvement, no clarity on career paths, lack of comfort with English)*

*'jitna badlav hona chahiye utna nahin ho pa raha'.*

BUT



ON A  
POSITIVE  
NOTE



*Previously it was teacher-based education and now it's all student-based education. The teacher has to improve a lot* **Andhra Pradesh Principal**

- 1 School leaders who reach out to the SDMC and larger community for financial support to improve school infrastructure - which is critical since students do not have good infrastructure at home
- 2 Tech-based learning tools
- 3 Support received from the government stakeholders and NGOs
- 4 The narrative of child-centricity and changing role of the teacher
- 5 In some states - transparency and accountability are increasing



ON A  
POSITIVE  
NOTE

# What do they associate with change?

The only goal is - how will the skill level of the child increase - that is what everything is geared towards - all the changes are with this objective in mind. **Maharashtra Teacher**

These days students only ask us questions and we respond to them. Earlier it was the other way around. We are Marga-darshaks now. **Maharashtra Teacher**

Earlier we used to plan well but are implementation was weak. In the past the training has been fantastic, we used to get books as guidebooks and those were also very good however there was no tool for monitoring the implementation of these training programmes at ground level. The current DG sir has made things very systematic and that has led to a change now. Now we have a system of daily reporting, and because of that one thing, everything has got positively impacted. Earlier the attitude of people used to be 'ho Jayega, Chalta Hai. Now kuch Chalta nahin hain aur kuch ho nahin Jayega, Jaha Jo Hai use Khada Reh ke Karna hi Padega. That is the biggest difference. Earlier there was no data analysis done on the data that was gathered and hence there were no follow-up action steps taken to cover the gaps that were there. Today the situation is such that every teacher is responsible, we have a clear indication of what the teacher is doing in class and we can also indirectly suggest to her what she could do to make things better. **UP CRP**

Earlier teaching and learning were only limited to a notebook, textbook and blackboard - we should just work with these 3 tools. The blackboard was a big signifier of what is happening in class. Is it empty, has it been written on? If there was an inspection happening, someone would check - the blackboard to get a sense of what the teacher has taught. If it had yesterday's date, that meant - the teacher has not used it today. Now we are moving away from written work to practical work. There is the use of ICT, projectors, and laptops at school. **Earlier the yardstick for a smart child got marks. Today the yardstick has changed to talent - is the child good at sports or can come and talk on stage? Punjab CRP**



The infrastructure has changed so much. Earlier we neither had rooms nor drinking water. Now, these problems have been solved and there is adequate space for children to sit and also adequate toilets. There are hand washing stations and taps. **Bihar Teacher**

I contacted the SDMC and I would ask them for help. I would ask for donations from them and even if it was Rs 10 I would tell them it helps. I would give them examples of the other schools. We did not have electricity we got that done for 60k, there was the village head who also helped. Then we felicitated the people who had helped in all this so that it would inspire others to make contributions too and help the school. **Karnataka CRP**



# The attitude and behaviour perspective

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# Feelings towards change / improvement?

The first reaction to change is always to **RESIST**



Teachers find it difficult to do the admin and teaching work. Hence they resist change - since teachers just won't stick to the regular timings and the regular learning outcomes.

**Karnataka CRP**

If there is something new introduced - and it is not in line with the syllabus - then the syllabus gets affected. **Punjab Teacher**

No matter how well one is explained, there is always going to be that rare person who is going to take things positively understand and also implement them positively. For the rest of us, I don't know whether it is ingrained in us that we resist change. **UP CRP**

The resistance starts to melt when

There is a conversation about the pay-off



People start to see evidence of the pay-off quickly / before they are asked to make the effort



Communicate with them and take their thoughts also into consideration. **Karnataka CRP**

They should show the benefits associated with the change. Change ke faide, batayein jayein, dikhae na jayein. Change should be brought to them in small steps, and the success associated with those steps would motivate them to keep going. **UP CRP**

One day we sent kids in the village dressed in school uniforms and shoes and another set of kids who hadn't worn them. The parents could see for themselves how much of a difference the uniform made and hence started to send their own kids in the uniform. **Karnataka CRP**



# Feelings towards change / improvement?

The resistance starts to melt when

The first reaction to change is always to **RESIST**



*There is always resistance towards change but when the numbers are bigger they will need to keep quiet. It's also about managerial tactics and how to convince them, we will suppress the negative thoughts.*

**Andhra Pradesh Principal**

When the action warranted seems bite-sized but well planned



*Though change should be introduced in small steps, the planning should be quite thorough. So that they do not have to take the trouble of planning things or going back and forth. Unko sub plan kiya hua Mile. This should be accompanied by a little room for flexibility in case the teacher wants to do something different from the plan. If planning is combined with the flexible approach I have a feeling that change implementation will be easier.* **UP CRP**

*Unnecessary changes - are difficult - sometimes things change without a purpose and plan - for instance, the examination paper - sometimes they include oral components in it, change the format, etc. All this needless change distresses the child. **When there is a change being implemented - test the change outside of the live system - do not make guinea pigs out of them. Don't disrupt the live system. The experiment is for my pleasure. One should not work on the pleasure principle. There should be a clear thought process behind the change - most evolution/change is towards improving outcomes and reducing human effort. Many a time - the effort is endless but the outcome is very small.*** **Punjab CRP**

When one is asked to try it - without any strings attached.

*I will not try and do it in one shot will but do it gradually. If you try and do it in one shot it will fail.* **Karnataka CRP**

*Why do people say that the time is not enough - every teacher gets 3 -4 hours with a child at school? That is enough. **No one is asking anyone to accomplish results in 1 day. Aap shuruat toh kijiye.** Earlier when the NGO suggested things - staff resisted - they said - jaisa hai waisa hi hona chahiye. Then we sat through the training and heard what they had to say and being in constant touch with the NGO was motivating for us too.* **Arunachal Principal**



# Feelings towards change / improvement?

The resistance starts to melt when

The first reaction to change is always to RESIST

When many stakeholders work towards a common goal

There is a clear problem identification / definition

People believe - observation is another task/job to be done - How does one address this mindset?



*When people join hands together - change becomes easy. One person cannot bring about change on their own. **Karnataka CRP***

*Everyone should think in one direction - sabki rai milni chahiye - tabhi kuch badlega. **Arunachal Principal***

*Observe your school is where it all starts. Does everyone have the capacity to observe - har ek ke bus ki baat nahin hoti. People think - DIN BHAR KE KAAM MEIN DEKHNE KI FURSAT KAHAN HOTI HAI. Now matter chahe kitna hi Kaam ho-Ghar Se Bina ball Jadhe kya ham Nikal Jayenge? Aisa bhi nahin hai ki bina baal jhade humein koi pehchane ka nahin. Jab humein Kaam Se lagav Hoga, kuch karne ki lalak Hogi to Yeh Apne aap ho Jayega. I believe there is nothing like an-inborn talent. Motivation is one of the biggest strengths - even a circus animal can start to perform with consistent motivation then why would it be different for any educated teachers or students? **Bihar teacher***



# Feelings towards change / improvement?

Most individuals we spoke to, only spoke in terms of platitudes

They talked about change being a double-edged sword



*Change is like the 2 faces of a coin there will be good and bad. We need to get positive energy and we need to bring the kids up to a level. **Karnataka Teacher***

*All these changes are positive, though everything has a flip side. These days everyone is trying to generalise good practices. **Negative** - for instance, we don't know the limits to how much kids should use the mobile phone. It is like using a knife to cut the finger along with the vegetable. The use of mobile created a lot of pressure on parents and kids. Parents were forced to give the child the mobile. **Punjab CRP***

Change is something that 'the other' must accept or bring about.

Almost all individuals we spoke to pointed a finger at the 'parent/guardian who doesn't want to change

*When we talk about change the parents do not agree- for eg when we mentioned that we will not give homework. Agree-for The parents did not agree. **Karnataka Teacher***

*People who understand change will think change is good. People who do not think it is bad. Ultimately change leads to the betterment of children then why would it be bad? **Punjab Teacher***

*Getting the guardian to change is very difficult. It is also not easy to get them to listen to whatever we have to say. They have their work compulsions. Hence it is not possible to bring about the change at the school level. **Maharashtra Teacher***

Acting on change initiatives without understanding WHY

*Bohot Saare Badlav Hamare hitt me Nahi hote par Kyon ki hum Sarkar Se Bandhein hue hain is liye humein manane Padte hain **Bihar Teacher***

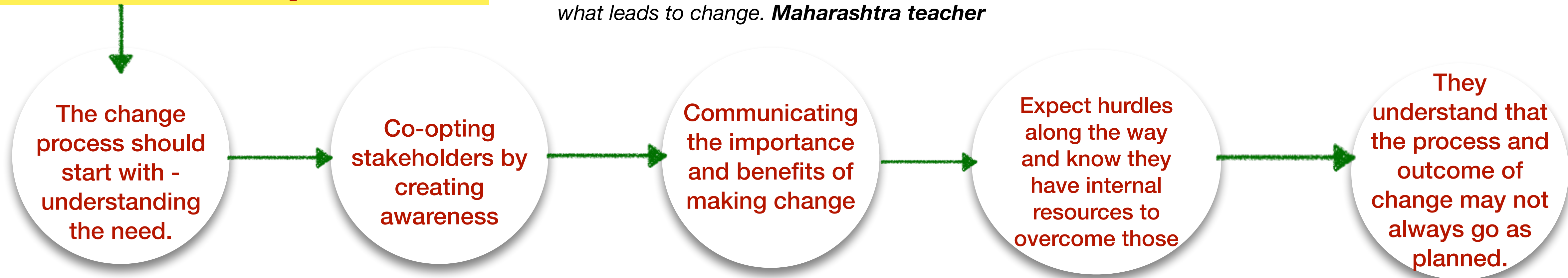


# Feelings towards change/improvement?

**Very few individuals showed a nuanced understanding of the idea.**



*A person involved with change would be one who would be able to completely immerse himself in the world of another so much so that he would feel like it is his own. The person is usually positive, open to learning, and open to accepting the changes that he or she notices around him or her. This is what leads to change. **Maharashtra teacher***



*Change always starts with the feeling that something is not right and therefore can be improved. Even if ten out of a hundred teachers can think about their class and what could be done differently, I think that would make a big difference to the way students are learning. **UP CRP***



*A person who reacts to things positively finds nothing difficult. They are more accepting of things. **Maharashtra Teacher***

*We may offer our best - but children may not accept it, we cannot predict how their brains will develop. **Maharashtra Teacher***

*Any idea will lead to some change and improvement - the proportion of change might not be 100% - it could be more or less but change will happen nevertheless. **Punjab CRP***





# A change that has been accepted



*A change that was implemented positively and also accepted well was mission Prerna. First, there was word of mouth among the teachers that with mission Prerna they would have to create their logins and upload the information of the children who have attended a class that day. This led to a lot of negative buzz among the teacher community, who believed that their liberties are being fettered. Sarkar Hamare Upar shikanja kara rahi Hain. Teachers believe this would lead to an invasion of privacy since photographs would have to be uploaded. With this mindset mission, Prerna was received amongst the teacher community. But the DG sir was able to connect this Mission-Prerna with a basic human desire / universal need for a just and equitable system. He propagated the idea that since everything would be online, there would be no room for individual discretion whether it was concerning leave applications or performance appraisals. Today people have accepted it so well, that it almost comes to a situation where people believe that there is no other alternative to this system, which means this change has been a success. He made it possible, to not just talk about the success but also show on the ground the benefits of this change. For example earlier whether a person's leave is approved or not, would be left to the discretion of his senior and that would demotivate a person towards work. Now everything is fair transparent and predictable for everyone and that has created a lot of reassurance among the teachers. 2. Second and the most important thing that he did was that he identified the teachers from amongst us who are motivated and were able to do the work and asked them to create resources for the benefit of everyone. Many teachers were not able to earlier make good lesson plans and hence they were asked to use the lesson plans or the booklets made by the motivated teachers. He said, agar aap ko aata aai toh aap karein. Usse apko dhan bhi milega aur naam bhi milega. He was able to bring uniformity and consistency without troubling the teachers. Today in the entire UP if the Nipun Bharat programme is on, whether it is Gorakhpur or Gautam Buddh Nagar everyone is following the same thing. **UP CRP***



# The attitude and behaviour perspective

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# The origin of change is a nebulous idea



Change can come from new government policies, and departmental guidelines, in the way parents and teachers think. **Karnataka Teacher**

Every change starts with an IDEA. 'An Idea can change your life is a slogan. When we think of an idea, we observe things around it and work on it. If we encounter problems we solve those problems. **Punjab CRP**

Change can come from anywhere - a good teacher can also observe children and figure out whether his methods are yielding results and try to change what is not working. India Foundation has taught us to group children based on their capacity and teach children differently so that the learning gap does not widen. We also discuss things amongst ourselves and staff - how the environment of the child is at home and what could be told to the parents. **Arunachal Principal**

Especially in government schools, the changes have come from the government (Sarkar). The other changes have been brought about by the school management committee - Vidyalaya Shiksha Samiti. Sabse bada badlav vidyalay ke pradhan adhyapak la sakte Hain. Wherever there is a good principal it shows in the school, everything works smoothly there. **Bihar Teacher**

Change  
can come  
from  
anywhere

Change is part of  
life and is a  
dominant feeling  
nobody sits up and  
takes notice of the  
change process.

Change is compulsory. Otherwise, we will all regress. It should always be there. **Andhra Pradesh Principal**

Change keeps happening. More often than not it is triggered by the government-Shasan. But sometimes it is also because of the individual initiative of the teachers. **Maharashtra Teacher**

Change can start from anywhere. Jab tak saare badleng tab tak badlaav ho nahin payega. **Punjab Teacher**

Does this create an  
underlying feeling that

Change  
does not  
have to  
come from  
me.

Jo higher authorities hai wohi change layenge - we cannot change the rules and regulation. Jo order aayenge woh hum obey karenge. Hum kuch Badal hi nahin sakte - hum kya Badal sakte hain. **Punjab Teacher**

Who or what is the ground level? Which stakeholder would you put the onus on at the ground level? I think ground level would include teachers, students and most importantly the guardians of these children who are now outside of the system and do not take up any responsibility. **UP Teacher**





# The origin of change matters less

NOT  
WHO  
BUT  
WHAT

## The **subject** of change matters more



*If the use case is about English - then the schools who are interested in working on that problem would veer towards that use case. **Punjab CRP***

*We are in a remote area. We have a temple just outside the village. But still, villagers go outside the village to visit the temple. Our school is well within the village boundaries but we hardly have anybody visiting the school. This proves that a person will go and visit places only when there is a level of interest. Hence we are trying to develop that interest and lagaav towards school. I spoke to parents and tried to tell them that I understand that the temple is useful to them, but tell me how is the school any less useful to the community? **Bihar Teacher***

***Everyone needs some motivation and also the packaging of the idea.** If one puts across the idea logically it doesn't motivate people. Educational tour v/s sair karne leke ja rahein hain. **We always make things interesting and engaging for kids - likewise, adults need their motivation too. Punjab CRP***

THE  
INTERPLAY  
BETWEEN  
THESE TWO  
FACTORS

## What else matters?

**Conditioning is very critical to the change management process.**

Usually, peer influence (especially if it is known) is a stronger influence towards positive psychological conditioning. **UNKNOWN SOURCE & choice left to the individual whether or not to adopt change.**



*Teachers understand children more and hence a teacher-initiated change is more meaningful and the child would be able to benefit from that change more. Since the familiarity of the teacher helps. Though even the outside change is also not bad. **Arunachal Principal***

One can provide infrastructure but till the time the staff is not mentally ready to adopt change, that infrastructure is useless.



# Top down



The change that comes from outside is not stable as what we understand about internal change. **Bihar teacher**

When we see a movie we feel very inspired by whatever is happening in the movie, but when we leave the movie hall within a few hours or a few minutes we forget and go back to our regular life. This is what happens at the school level concerning change. **UP CRP**

If there is an initiative by the government that every school should have a library, the books the space and the funds would also be available. However, even if we have to start something as small as the school magazine, then all of the requirements related to that would have to be managed by us and that makes it difficult. **Bihar Teacher**

Followed but for a short period

The reach is higher - everyone follows it

But followed on paper, not in spirit

Considered more routine and hence do not get talked about as much

Less relevant/cognisant of ground realities

Easier to get things moving off the ground - get support and funding. But many layers in the system could slow down the progress

V/S



Each approach has its strengths. Do we need to look at them in silos?

Slower to catch momentum. Have to struggle to get support and funding and do everything including planning

Becomes a talking point in the community

More relevant/cognisant of ground realities

But once followed, carried out in spirit

Higher likelihood of keeping the momentum sustained

This only happens in pockets where there are self-driven people

# Bottom up



Right now what happens is despite clear orders from the state government on simple things like school opening and school closing time, nobody follows the orders due to the layers in the system. Teachers come and go as they please and try to curry favours from the various departmental officers at different levels in the hierarchy. **Bihar teacher**



# Self-initiated changes



*When I first came to the school I realise that the children are responsible for ringing the bell. When they manually did it there were problems, like sometimes they would not be able to keep to the time. I realise this is a problem and hence spoke to the teachers. We all contributed some money and I purchased an automatic bell through online shopping and now we have an automated bell. This is a small change. We also have a CCTV camera that captures all this change and they go back and speak to their parents about it - now we don't have to ring the bell manually and the teachers come on time. Yeh chota sa change hai, aur issay poore gaon me charcha ho gayi hai. I was new in this village but thanks to this small change that I made, the whole village knows me. **Bihar Teacher***

*For instance, Nishtha had an ICT module. Before doing that module - people were not even able to fill out google forms or share their email id when asked - though everyone had a 20K mobile. This led to further complications - women teachers would ask others to fill in these details for them and then people would misuse their phones. Hence I started a small ICT training for our teachers on my own and trained them to do things. The result was that earlier the mothers who were only using the phone for WhatsApp and Calls were not using the phone to teach their kids, and upload their videos on YouTube. This I did of my own volition and all the people who learnt from me - then also passed on this knowledge forward to others in their circle. I have also been nominated for an award for this at the NCERT. I have also given a proposal to the zilla Adhikari that my vision is that all the teachers in my zilla should be 'empowered digitally' since a lot in the domain of education is now moving online - which means if they are not comfortable, they would face roadblocks now and then. But I haven't got permission yet for all this. **Bihar Teacher***

*There are so many things that I do on my initiative, spend my own money and get them things like ties, belts and stationery. I tried to lead by example - I reach school at 9.15 and leave after 3.30 pm. Though I work in a remote area where there are criminals in the village - still the way I conduct myself is what has earned me respect. Someone once visited our school - and looking at the way the school was functioning - asked us, what do we need - and I asked him for some projectors etc. And without hesitation 3:30, he was willing to support us. We have smart classes. We have 3 toilets - for boys and girls separately. We have running water and also hand washing systems. I feel so many people donate things and I look at all this as a donation. **Bihar Teacher***

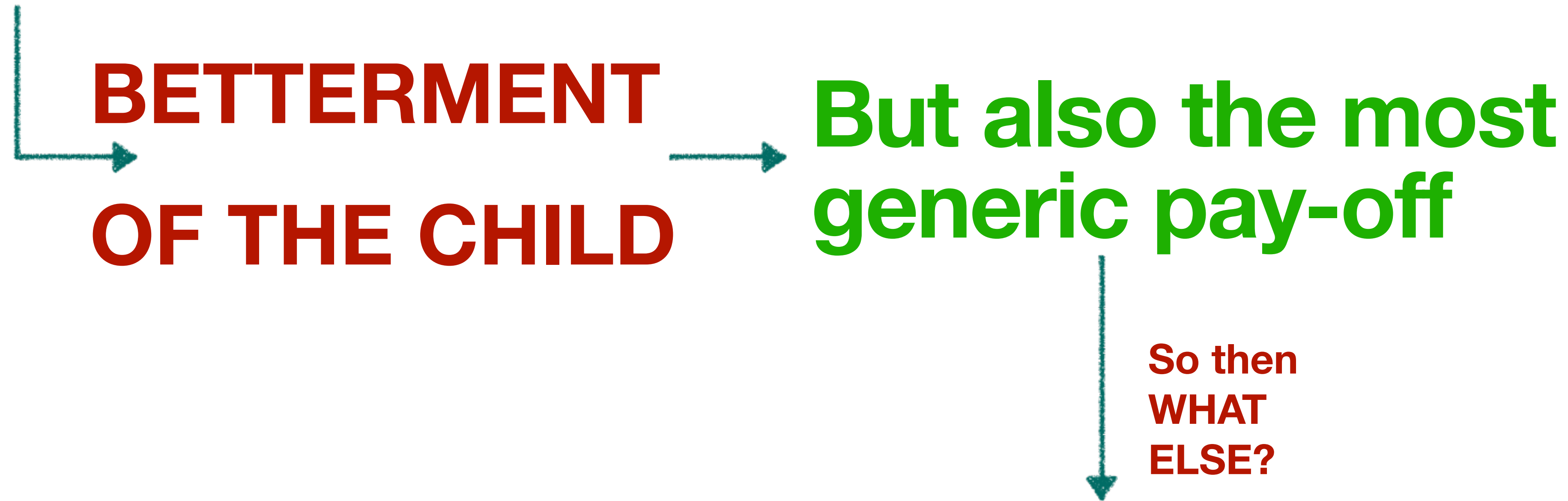


# The attitude and behaviour perspective

- Associations with change
- What do they feel about the ideas of 'change and 'improvement' - positives and negatives
- Change triggers
  - Peer-led v/s top-down
- Change pay-offs
- Change Big v/s small
- Change in context to learning: improvement



# The biggest pay-off



- 1 Appreciation and recognition would be highly appreciated
- 2 An interest area ; play up to the individual's strength
- 3 A dire need, solves a big problem
- 4 Planned in a manner that doesn't conflict with the time they need to give to students
- 5 A program that is very well planned and supported, not having to figure out things from scratch





*The biggest change that I have seen with teachers is they can now get feedback on how they have done and hence that is encouraging for them. Earlier the teacher had to figure out everything herself and that was quite a struggle for the teacher. Now even with things that are new to them (phonic), they can teach since they are being supported (by the NGO). **Arunachal Principal***

*We can acknowledge and recognise the teachers who are self-motivated at the school level. That would also help other teachers feel motivated. Since the buzzword amongst the teachers is always - itna kaam karaoke tumhe kya Milne wala hai. Sab ko same salary mil rahi hai. Due to this narrative, the people who want to do things, feel under-confident. When they get recognised - their confidence also gets boosted. **Bihar Teacher***

*Adults will veer towards their interest areas. Some policies should be such that teachers feel a little stress-free, they feel light, and they don't panic that they would be punished. **There should not be frequent changes** else teachers would feel demotivated. It is easy to motivate a child but not an adult since they have well-formed concepts. **Adults need a breakthrough from the impasse** - appreciation works in such cases (from the district level, so does counselling and sometimes when change is introduced in a fun and light atmosphere - that also helps break the impasse. **Punjab CRP***

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*What has happened in the state of UP is that our leadership has understood that there will be always a few people who will be motivated and the rest who can be motivated with some effort. Hence they motivate people by telling them to work towards creating success stories. If there is anything exceptional that has been done by any teacher, the teacher is encouraged by telling them that their success stories would either appear in books or they would get recognition at the state level. Some of them are also monetarily rewarded. Hence the system acknowledges and appreciates the motivated teachers which prompt some of the others to join the motivated audience. Jo 20% log hain unki recognition ki wajah se, 80% logon mein hal chal machti hai aur woh bhi bohot zaroori hai. A transparent and equitable system where everyone gets their due recognition is the biggest motivator-when teachers realise, ki mujhe Bhi Dekha gaya they automatically feel like working. Today a department knows every thing-who is working, who are the strengths of the department, what are the strengths of the people or the individuals who are working etc. **UP CRP***



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# What are they thinking of

## When they think of small changes?

**A clean  
classroom**

**Grouping of  
children  
according to  
their capability.**

**All children in  
uniform**

**Kids not  
fighting  
amongst  
themselves**

**Games to  
entice kid**

**Getting the  
parent to  
appreciate the  
child's world**



*When we call the PTA meeting we let the parents know about the progress and what the kids are learning. Why do not you play with the kids instead of watching serials, play the games like "pagade" and "chowkabara"- DICE GAME. The kids will write the questions and the chart the parents cooperated and did it along with the kids and this was emulated by another colleague in English and Kannada, The parents appreciated the fact that they also enjoyed it. We liked the time spent with the kids they said.*

**Karnataka Teacher**



# Boond boond se sagar...

Is native wisdom

## On the plus side

Small change helps people stay focused and also it could lead to unique solutions.

Small changes are gratifying and one can extend oneself easily



*There should always be gradual reform - poor system nahin badalna chahiye - poor system mein hi thoda change hona chahiye - this will not even lead to any financial burden on anyone. Choti choti changes se Dheere dheere system badlega. Bada change lana mushkil hai - student aur teacher ke taraf se. Example of small change - every school got a projector - now slowly students and teachers have started using it - earlier people did not accept this change.*

**Punjab Teacher**

*I can find it easy to motivate people. When a small change happens - I feel happy looking at the positive outcome.*

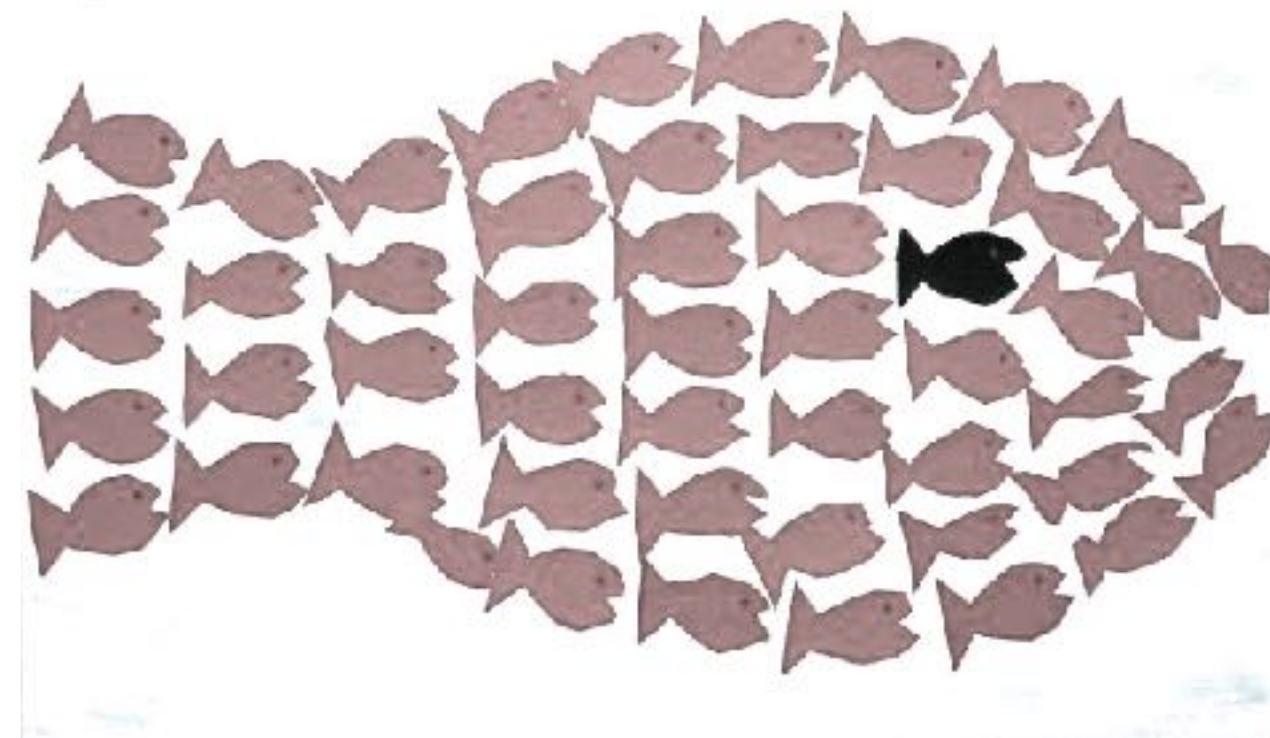
**Karnataka CRP**

However, there are assumptions made about 'small change'

Small change = no plan ;

Small change = no clarity of the big picture

Small change = not easily noticeable



*One of my students whose father is a petty shop owner in a village - I started teaching her in the 5th grade. I lost touch with her after 8th grade - 15 years later I got a message from her wishing me a happy teacher's day. I was happy to know that now she is in France - doing a PG in Math. So what I saw when I was teaching her is a small change but today based on where she is in her life - that is a very big change. That is the kind of change I want to see in my work. Even a small change can be impactful. Only with a small change, I can expect a big change though the big change may not happen immediately.*

**Karnataka CRP**



*A big change is like going on a highway - when we go on the highway we can reach our destination fast. Likewise, with big changes, we can ascertain the benefits or the disadvantages clearly and quickly. As opposed to that small change is like going to a village using the village roads. It takes time and effort and the path ahead is not very clear immediately. But the path to big change is via small changes. Like we break it down for children - we don't tell them to get ready for school - we tell them - to wear their shoes, wear their uniform, now get their bag etc.*

**Maharashtra Teacher**

*Small changes are good as long as the changes are not too frequent. Small changes should be planned. Small changes add up and make a big change. The question should not be about whether change is big or small - but about what is the motive for the change or what is the objective. If the objective is children - the ultimate objective for everyone working in this sector is the benefit of the child.*

**Punjab CRP**



Another filter on how they view small v/s big change

## The control perspective



Any change that is outside the scope of influence of the teacher is a big change - since the teacher feels he/she is not able to do anything about it. *For instance - a projector - involves cost, electricity etc. and these are outside of the teacher's control.*

Any change where he/she feels he can make some adjustments - and bring about the change feels small.



*Frequent changes are also disorienting for people. Hence instead of changing things frequently, there should be more emphasis on monitoring what is happening on the ground, understanding aspects related to the change deeply, monitoring the outcome of that change etc. A big change when broken up into small parts is more motivating for people and the sense of satisfaction amongst people is also very important in managing the change process. **UP CRP***



# Some felt : Small or big are superfluous considerations

Ultimately what matter is what is needed



*Every school has a different ground reality - and the starting point should always be to think of what is needed at school - not whether the change needed is big or small. For instance - infrastructure is a basic need. Till the time one doesn't have a place to sit, how will someone grasp what they have to learn? If a place meant for 4 people houses 12 people - then where do you think the child's attention will be - on his learning or on how he is sitting? **If the basic infrastructure is missing - that would be the only thing on our mind, but where it has been taken care of - they can worry about better things like the attractiveness of the room. People would think about what they need. Bihar Teacher***

*According to the situation, even a small change can bring about a huge difference  
I think it's all about the task and not how big or small it is. **Andhra Pradesh Principal***



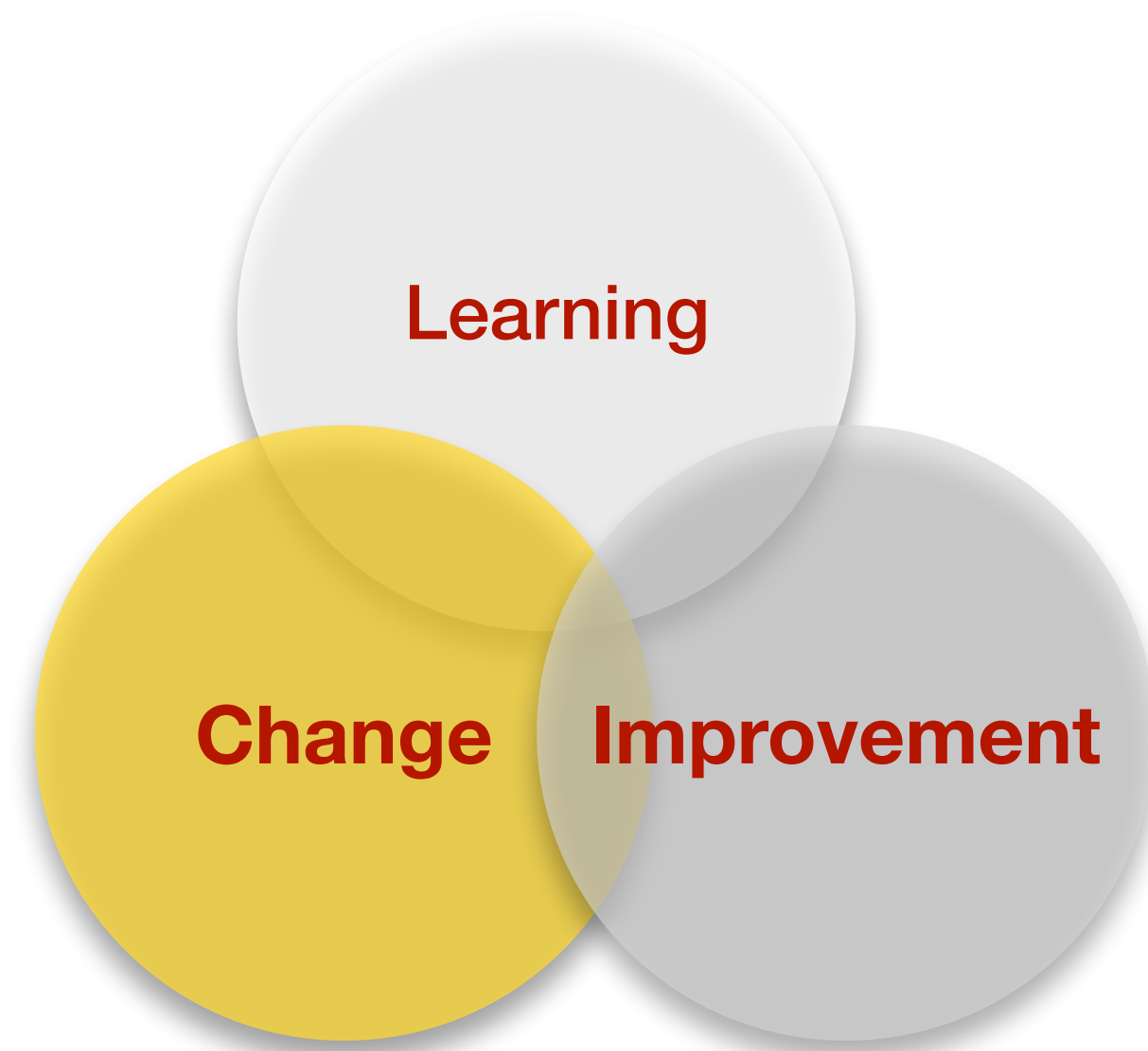
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Change : improvement : learning

**All interconnected and in the positive space**

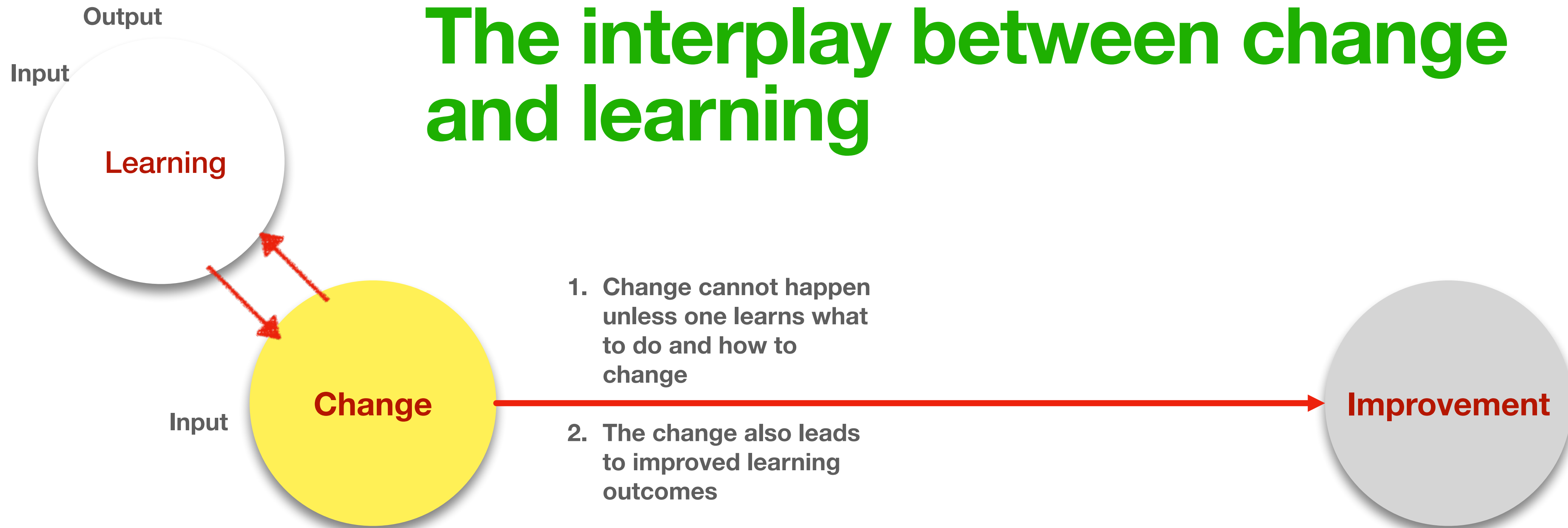


*Badlav se hi sudhar hoga. Badlav se lagt nahin hai ki koi nuksaan hoga. Yeh zaroori nahin ki kami ke wajah se hi sudhaar hona chahiye - evolution is about new technology, new methods. **Punjab teacher***

*Changes come with learning, if that stops then there will be only movement. **Andhra Pradesh Principal***



# The interplay between change and learning



Yes, change will always lead to learning. For example, look at teachers, we were not technology savvy at all. Then they made things compulsory and we had to get on to online learning platforms. Today even old teachers are comfortable using smartphones. This is how change has created learning opportunities for all of us. We are always connected to learning. **Maharashtra Teacher**

Learning is integral to change since no one will accept change without understanding an issue deeply. Till one is alive, one is continuously learning whether one is aware of it or not. For instance - at one time we walk on the road and encounter a stone and get hit, the next time around - we might be more careful and avoid it - hence whether we have realised it or not - we have gained some knowledge about our circumstances. **Maharashtra Principal**



# The interplay between change and improvement

Input

Output

Learning

Input

Small  
Change

Change is easier to notice though also easier to resist. Change is challenging and needs time and effort.

Another perspective :

Change is vast (the move from a cash economy to a digital economy)

improvement could be small (for instance some denominations in the currency disappear)



*You are the only person who can find solutions for it. You cannot look for solutions outside. We all have solutions within us. We need to find - how to get students to get interested. I tell my teachers that we cannot teach the way we taught 20 years ago. I tell my teachers - to give the students what they need and for that, they have to explore and improve themselves. **Karnataka CRP***

Big  
Improvement

Positive

Outcome

Some acknowledge - this path could be jagged though leads to a

Many-a-time is not visible  
Could take years to manifest - like wafer-thin layers that eventually make a pillar.



Leads to

*The 2 are connected as when we teach and the kid is not learning then is there something wrong with my teaching method, unless I learn why it has not worked and plan to change my method of teaching so that he understands and that has to come from within me. Only when the child starts to learn will there be some improvement in the future. **Karnataka teacher***

*We cannot teach children in one shot if they are not learning, we need to do it slowly if not the child will be stressed. Only when we make small changes, they will improve when they grow up. There was a child in my class who just wouldn't study and his mother was very concerned about him since she was a single mom. I was very strict with him. He did not come to school for 2 days then I had to go to his house and convince him to come to school. When he passed his 10th exams he called and informed me about it and also mentioned that if I persuaded not been strict with him and not whacked him that day he would not have been where he is today. **Karnataka teacher***



# The linguistic perspective

- Do they understand Micro-improvement?
  - Do they connect the idea of making small-contextual changes to the term micro-improvement
- What is the local/regional language they use to describe ‘small-contextual’ changes
  - Language (other words/phrases commonly used) around this idea
- Micro-improvement in the context of a meeting
- Decoding the idea of ‘improvement’ - perceptions and beliefs around it.
  - Comprehension, relevance, uniqueness, etc.



# A micro- improvement

*Micro improvement - small beginnings and small steps that will bring about a large difference.*  
**Andhra Pradesh Principal**



# Everyone instinctively understood the English phrase ‘Micro-improvement’

**Micro and improvements are words people are familiar with and join together to make sense of it.**



*I have heard Micro in the context of lesson plans. Short-term and small issues can be handled immediately so that the kid can improve. Kids will know everything but when they are questioned about it they will not be able to answer. We do science exhibitions. We started it in 2004 and they got the confidence to talk. We did it class-wise first. They were asked to select a topic and work on a project, and the kids would explain the project to the teacher, peers and officers who came. They have improved a lot due to this.*  
**Karnataka teacher**

*It's a small improvement and what is done at a small level. For example - we do a pilot project with one class and see the improvement there and then implement it in other classes.*  
**Andhra Pradesh Principal**

**Can we sensitise people to the idea that this is a natural process?**



*I understand what it means though I haven't used it or heard it in the school context. Micro means small improvements - could be behavioural, could be infrastructural - blackboard to the green board to the smart board. Or we might tell the child to ask politely before going to the bathroom instead of just announcing. Or work on their wearing uniform and coming to school. Micro-improvement ke bina koi cheez nahin chal sakti - na ghar na zindagi. Hum har cheez ko study kartein hain - pichli baar humne Diwali manayi thi - hum observe karte hain ki yeh cheez kharab hui thi toh aise kartein hain yaan when I am driving and I take the wrong turn - I remember it and next time find an alternative route - that is a micro-improvement. We use it but we don't release it in our life - that we are micro-improving. Micro improvement is a result of observation. The only one who observes will improve. Observation doosron ke upar thopi nahin ja sakti - woh useless hai.*  
**Punjab CRP**

*I haven't heard this but I can make sense of it - Micro means a very small particle so micro improvement would mean a very small project. Blackboard to the whiteboard is a micro improvement.*  
**Punjab teacher**

*Micro = chota - Micro improvement - shuru /chota / initial point se shuruat karna. Examples - wearing the uniform, and good behaviour with a peer group.*  
**Arunachal Principal**

*It is about improvement and about working together - sharing teaching methods. Sharing ways of improvement periodically.*  
**(Karnataka CRP)**

## Other implications

1. To some, it implied **immediate solutions** (as opposed to 'big' that is time-taking).
2. Some felt, these would be changes that **wouldn't be so obvious**, since these are small and ongoing (Na disnaare badal)
3. Working towards a **common goal**.



# Everyone could also connect with ‘Micro-improvement’

And think of something in their school context that was representative of a micro-improvement



*Chota chota improvement - with this chota improvement or chota mota baat we can raise the standard of the children in a class to get them to an average level at least. For instance, a small child trying to write - cannot write - tries to copy from a friend - at that point, the small improvement would be not to chide the child since that would discourage him but to create a small group of children with different abilities who can learn from each other. A small group where the child can express his idea. **Arunachal Principal***

*I have heard of Micro in the context of micro lesson plans. Micro lesson plans to progress in terms of time - the first lesson plan is for five minutes then 10 minutes and then 15 minutes and so on. If we start with anything ‘micro’, it becomes easy for anyone to understand the idea. **Maharashtra teacher***

*If a child learns to talk clean (without the accent) then it is a small change, if the change in the mindset of the guardian then its a big change. Micro changes nirantar chalu astaat (ongoing). Hence not noticeable. MI the term - I have read this before in the context of micro reading, micro change or micro lesson, micro-teaching, micro observation - there are many such terms. These changes start with the teacher since all the responsibility rests with the teacher. **Maharashtra teacher***

*I have heard the term Micro-Teaching - if you have to get selected somewhere - then in 10 minutes, you would have to present your concepts to them. **UP Teacher***



*I haven’t heard this but have felt it. Aisa chota badlaav jo krantikaari hai lekin dikhayee nahin de raha hai. I observe minute details about people. For instance - there was a court case about the people who are holding the position of a Shiksha Mitra and whether they should be considered teachers and paid as much due to the court case earlier they were earning 35,000 per month which was reduced to 15,000 per month and hence there was a lot of discontentment amongst the Shiksha Mitras. We spoke to them and identified their unfulfilled desires and realise that now and then they were pulled into doing administrative tasks and pulled away from teaching duties and that would create dissatisfaction. Hence we realise what they desire is to teach and we allowed them to do that and today's day they are doing a fabulous job. They seem to be doing a better job of teaching than even some of the senior teachers because they know the children so well. Their personality also has changed - earlier they would not talk or participate in discussions or put forth their point of view. Now they're much more vocal. We have seen them taking ownership of the class, and that I feel is the biggest change. **They know what they're doing and also why they're doing it.** And these are the two big determinants of success. This I would consider is a micro improvement which has led to disproportionately positive success. This was just the motivation effort put by us towards one person. If we were to motivate four more people I can only imagine how much of a change that would bring to the children. Badi kranti aayegi. I have seen micro-improvement initiatives which have led to the change in the personality, decision making and thought process of an individual. **UP CRP***



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And think of something in their school context that was representative of a micro-improvement



*I am working on creating a spoken English hub in my cluster. I am working on it. For that, I need study material. I have realised we would need grade-wise material. I have conducted a few meetings with my teachers. I have discussed the goals with them and they were very happy. Some teachers do not give a very positive response - they say we would need external support since we have not studied in English medium ourselves. But I am thinking of solutions. The meetings would work only for checks. Unless we go deep inside the mind of the learners - have conversations with them and deeply understand first-hand the situation on the ground, we are not going to be able to make headway.*

**Karnataka CRP**

*Earlier teachers used to just come to a school teacher and go back home. But a lot has changed in the recent past. We are exposed to meetings in the department where we learn about new ways of doing things for example planning. And then whatever we learn we try to implement in our classrooms. Earlier we had only one classroom, we spoke to the Panchayat and followed up with them and were successful in getting another classroom for our school. Then we spoke to parents and followed up with the parents to get these classrooms painted. Earlier students would come to class without wearing footwear, and then we spoke to their parents and convince them to send their kids wearing either slippers or shoes.*

**Maharashtra Teacher**

*In Andhra, we have a program called LEARN A WORD A DAY and it's implemented in all schools. The whole school will follow and using the particular word will be given to a certain class.*

**Andhra Pradesh Principal**

*I have been transferred from one district to another district. I have seen a lot of change in education. We are a residential school for girls and their end objective is only marriage, love affairs and talk about the opposite gender. I was uncomfortable with what was happening. We had a staff meeting and they told me that the parents had admitted their children to the school as it was safe and secure. So first meeting I was annoyed as the government is paying so much for the kid's education and the teachers and this is what they have to say. In the next meeting I asked them to give 2 questions to the students and let them give me answers and explanations to the questions and whoever gives the best answers will be given gifts. The teachers gave the questions and the students came back with answers and explanations and wanted to know more. So the teachers had to start explaining the lessons to them and the students started learning. Now after 3 months every student is learning and they have become curious and want to know more. We told them what they would lose in life if they did not have an education in the form of skits, pictures, and money. Gradually there has been an improvement and it was an effort from students, and teachers.*

**Andhra Pradesh Principal**





सिर्फ हंगामा खड़ा करना मेरा  
मकसद नहीं,  
मेरी कोशिश है कि ये सूरत  
बदलनी चाहिए।

~● दुष्यंत कुमार



*As step one - I want to contact NGOs to get a helping hand. I am not interested in showcasing the efforts of teachers but want to get learners themselves to show us what has changed for them. **Karnataka CRP***



# Everyone could connect with ‘Micro-improvement’

EXCEPT in Bihar

It was spontaneously associated with a ‘government program’ and hence the Bihar teachers did not connect with the idea, as strongly as the others did.



*It is a Bihar sarkaar project initiated by SCERT Patna. IT IS SEEMING LIKE A SARKARI PROJECT. Koi samasya ko chote tukdo mein baant kar phir improvement laane ka prayaas karna.*  
**Bihar Teacher**

*This program is currently being implemented - this is the second phase. It is implemented by the Diksha portal. Teachers are supposed to participate in this program. Teachers are expected to upload their tasks on the Diksha portal. I understand that this is to be done by 15 November. We are supposed to upload information on the innovative ways using which they are teaching-so in a way this also documents what is happening on the ground, this also brings teachers in contact with each other, and there are talks about the people who have put forth bright ideas to be acknowledged and recognised. FIRST PHASE - there was a hundred-day reading campaign. Some activities had been listed down which had to be completed and once again had to be uploaded onto the Diksha portal. Borrow books from the library and give them to the child to read and then upload the video of the child. Since I was busy with another program I could not undertake this activity first-hand.* **Bihar Teacher**



# Since everyone understood the English phrase, very few felt the need for or could suggest a local language phrase



Though there was a feeling that irrespective of language, when anything is expressed as **jargon** in technical terms - **that makes people uncomfortable.**



Rather than using jargon, the effort should be on sitting with the teachers discussing their context, **understanding their mindset**

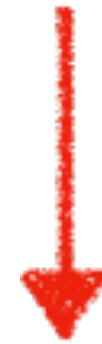


*I don't there is much of a problem with the name in English since many of the programs that we hear about that are introduced by the government do have English names. Jab Bhi koi Adesh Aata Hai, tab Sab ka Yahi reaction Rehta Hai, ki jaldi se jaldi Khatam karo or Apni Jaan chudao. Many feel excited and do it well. But many think of it as a burden. The truth is that a lot of the teacher population is techno-friendly. The fact that people do it or it is complete it does not mean that people have understood it I have done it enthusiastically. Concerning the Nishtha training programme, there were so many such loopholes-1 minute me Module ka certificate mil Jata tha. **Bihar Teacher***

*Sudhar and badlaav - these words put off people. People immediately associate, that you do not have the time to carry out these things. Without using any of these words if one can show them the effects of change that can create momentum. The way we are talking right now. That will be a more effective way of bringing change since that will work on the belief system of the teacher and would have a cascading effect on how the children think. We cannot hope to bring any change, which is not inside the individual. Since the person would be making only surface-level changes and doing lip service to the idea of change. Change has to be deeply entrenched in the hearts and minds of the people who are expected to bring about change else it will just float around them. When we look around in society, and we see youth behaving mindlessly and damaging public properties as part of a herd, I sometimes wonder when did we ever make our kids responsible. When the child throws something in school whether it's a glass or a banana peel, does anybody correct the child and as the child channelise his energies towards protection rather than destruction? Do we tell our children the importance of recycling and that it would lead to less garbage in our neighbourhoods? We only have created jargon and slick communication like 3Rs and 4Ds. This does not mean anything to the child who just parrots it. Work should be done on changing their beliefs. **UP CRP***



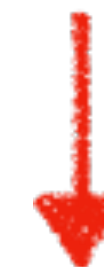
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Use whatever words motivate the person - could be 'program' or 'gati-vidhi' and **talk about a situation at two points in time and what was the delta.**



**If all this is done - the outcome of micro improvement is an eventuality.**



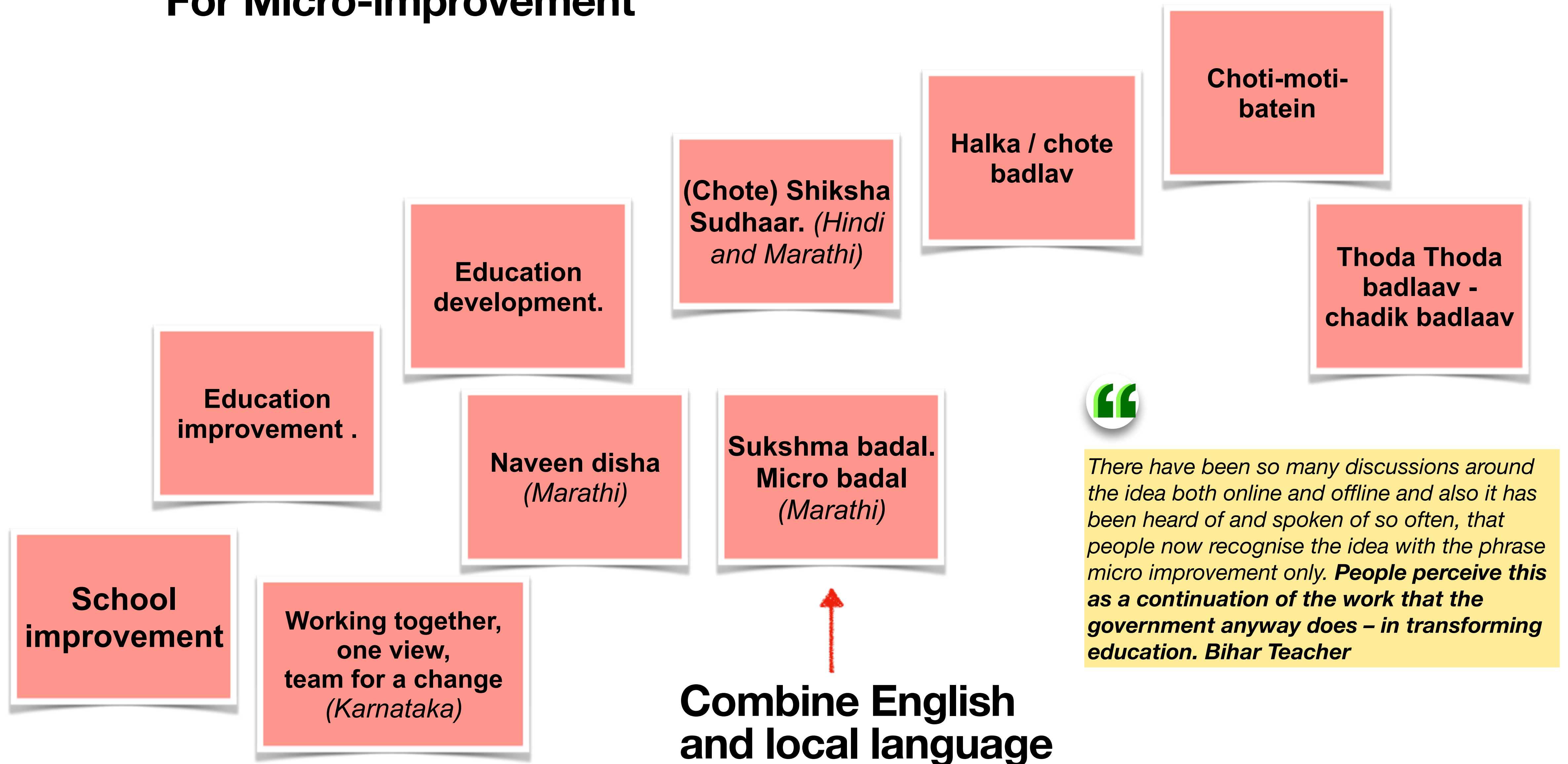
*Bhari bhari shabd - agar main kahoon - aaj kitni micro improvement kari - toh teacher shayad yeh samjhein ki -mera test ho raha hai aur thermometer laga kar check kareinge ki kitni mm micro improvement hui hai. Maybe the discussion can be initiated around the idea that - when you did xyz activity the last time - conducted an exam or organised a function - what were the problems that you faced and what did you do about those problems. Risk is inherent to Micro improvements and comparison with an earlier point in time is the only way to show that MI has happened - 4 years back how we did things v/s now how we do things. **Jo bade log hotein hain unko har cheez kaam laagti hai - khaas taur par jab woh department se aaye. Aap mujhe dinner pe bulaye aur woh bhi mujhe agar kaam lage toh aap kuch bhi serve kare mujhe nahin achha lagega. Agar main motivated hoon aap ko Milne ke liye toh sab kuch achha lagega. Punjab CRP***

*Micro = Sukshama. Micro the word may not be difficult to understand. But to carry out a micro observation is not something which everybody can do easily, only someone who is very discerning would be able to implement this. This attitude is not easy to find in everybody. It's only the people who are very highly educated or able to appreciate the smallest of details. I am not able to figure out any alternative ways of expressing the term micro improvement. I would use the word micro. It seems suitable. **Maharashtra Teacher***



# Some alternative phrases

## For Micro-improvement





# The linguistic perspective

- Do they understand Micro-improvement?
- Do they connect the idea of making small-contextual changes to the term micro-improvement
- What is the local/regional language they use to describe 'small-contextual' changes
  - Language (other words/phrases commonly used) around this idea
- Micro-improvement in the context of a meeting
- Decoding the idea of 'improvement' - perceptions and beliefs around it.
  - Comprehension, relevance, uniqueness, etc.



<b>Title:</b> Effective Staff Meetings	
<b>Objective:</b> HT organizes staff meetings to create a positive work environment amongst all staff members	
<b>S. No.</b>	<b>Tasks</b>
1	Plan for the next staff meeting by reflecting on the last month's activities.
2	Ask for other agenda pointers from teachers and allocate responsibilities
3	Share the agenda and time with everyone
4	Start the meeting with an energizer
5	Follow up on previous action steps and appreciate the teachers for their efforts
6	Facilitate this space to brainstorm on any challenges or new projects suggested by teachers
7	End the meeting by sharing the next steps with everyone
8	Share the Minutes of the meeting with everyone

**This was exposed as an example of a 'micro-improvement'**



# The step-wise approach to planning staff meetings was considered a process rather than an improvement.

The common reaction was - **‘this is something we do anyway’**. In some cases researcher had to read and explain the concept - people did not intuitively internalise the details.



*Every month 2nd we need to have a meeting under the name of - Pragathi Parisheelana Sabha- in which we discuss what happened earlier and what needs to be done and how that needs to be implemented.*

**CRP Karnataka**

*This is already being done - what happened in the past meetings? Once a monthly meeting gets over with the teachers, the preparation for the next monthly meeting starts immediately. There is a register maintained where teachers continuously log through the month all the things that require to be done before the next meeting. Then we take stock of all the open threads and how many and to what extent have been addressed.* **Bihar Teacher**



Though the steps were being followed, many thought of it as a protocol / tick-in-the-box and **did not necessarily think of it as an observation-thinking-problem solving approach** leading to an improved outcome.



The same issues would be discussed in the staff meetings month after month. There seemed to be **little or no measurability of effectiveness for the tasks given to individuals.**

*This is not applicable in schools. Who would plan and review these plans? If you tell me it has to come to the DO then does that mean he would review the plan of 200+ schools? There should be a time fixed for this. If you had to fill this form for 200 schools and give it to someone - what would they do with the data? How would they ensure it has been followed? If it is merely a suggestion - then this is a one-time suggestion - even if they follow it once - then what happens? How do you know they would sustain it? The key is - the school has no time. This would also feel like additional work for them and for us to check. Yeh initiative nahin hai - kaam hai. The ones who are taking this initiative - do not need these papers and templates. They are doing it anyway. Whether it is followed or not, whether after following it was met with success or not would need a feedback loop which would feel like work.* **Punjab CRP**

*We anyway look up the net for such ideas and resources and try to use whatever we can. Our teachers are all connected to other teachers through a FB group and they exchange ideas and thoughts with each other.* **UP Principal**



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If not this then what





# The linguistic perspective

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# Perceived pros and cons associated with MI

When the community is involved through either their money or their effort - they will keep an eye on the project and **will be more invested in the completion of it** and also the quality with which it is completed.

This would involve taking the opinion of everyone and taking the best idea and moving forward. Planning always leads to meaningful change. Change impacts, everyone, positively.



*Gaon ke logon ki aastha jud jaati hai. They will make sure no one disrupts or disturbs the project. Earlier the people in the community/village were not involved then - I organised a program for the community and village where children performed. I spoke at that time about the problems in the school and how we need support from the community and was able to gather 15K. I encouraged them not to give us money but could contribute by way of giving fans or chairs for the school where their name could be written as the donor. **Bihar Teacher***

Finding acceptance of such things is difficult since most people think what they are doing is good enough.

Sometimes solutions can be brought from outside and may not be relevant in our context.



*The Japanese concept was being implemented in our school-where school students were asked to take responsibility for the hygiene levels in their school-Mera Vidyalaya Swachh Vidyalaya. While implementing these things - on the ground, things take on a different tone. We tell our children to have a bath and come to school neatly, but if we expect them to work in dusty environments, with cobwebs trying to clean their school within minutes they are laden with dust and have to sit in those in that state for the rest of the day. How will he be able to sit and learn or eat? It is against even hygienic practices that we teach them. **UP CRP***

*Jo main kar aha hoon woh achha hai. People think - pata nahin kya hoga, kaise hoga. **Punjab Teacher***



# Was micro-improvement considered a ‘unique’ approach to change-making?

Most thought of the micro-improvement idea as **just another idea/program** brought forth by the dept.

The message about it being ‘self-initiated’ and hence cognisant of ground realities was completely lost.

Few noticed that it would mean breaking up a big goal into bite-sized steps.

One of the many things they would need to do



*There is nothing new about it. As I said, we do connect on FB and borrow ideas from each other. **UP Principal***

*This idea is not new, maybe the same things have been told to us in different ways using different names and changing a few aspects here and there. Like vegetables - we have the same vegetables but cook them differently. **Maharashtra Teacher***

*Baatein to Sab wahi Sabhi Hai. Maybe before this people did not understand the idea of breaking up a big project into something small and taking small steps towards achieving a big goal. To that extent, this could be a new idea. This is a program on the Diksha app - how to invite guardians to a meeting - print the invitation cards, go with the child to meet the guardian, and invite the guardian to come for the meeting. These would be the steps taken to plan monthly meetings. The biggest difference in this micro improvement program was taking stock of whether these changes have been made or not, and whether these steps have been followed or not. We were expected to take pictures and videos and upload them on the app. Hence even teachers who are not willing to make these changes or follow these steps eventually ended up following the steps. **Bihar Teacher***



# Could micro-improvement bring about a meaningful difference on the ground?

Small changes per-se can be meaningful but not in isolation. It is critical that people understand - the momentum towards these changes should sustain.

Expectations would have to be set about the time frame for the changes to occur.

This could sensitive a wider audience towards change making.



*I have told my teachers that we have to be patient for 1- 2 years- nothing will shift in 6 - 10 months. **Karnataka CRP***

*Within a month I can have a small improvement but after that, if I do not have a correct follow-up, the momentum is going to stop there. **Karnataka CRP***

*Small changes are meaningful, when the child enters the first grade and starts to learn, he learns through a process of micro changes but if you compare his IQ level at grade 1 to what his IQ level is at grade seven you will be able to find a noticeable difference. **Maharashtra Teacher***

*When the MI project wasn't there, self-motivated people used to work anyway. This is mainly for people who are not self-motivated. **Bihar Teacher***

*All changes are meaningful. Unless there is any meaning to it there cannot be changed. Small change does not seem challenging. **Maharashtra Teacher***

Does micro improvement imply a quick change

For change to be considered meaningful does it need to be visible



*Yes, it will be meaningful. The steps are what make it meaningful - since it lays the road ahead and once we finish one step - we can move on to the next. **Maharashtra Teacher***



# The motivations and hurdles perspective

- What aspects of the process are cumbersome
- What makes change/improvement possible and smooth



# Challenges that can come their way

Anything that takes them away from their 'core' work of teaching children is met with resistance.



*There could be many issues - other priorities take over. If the teacher is not given time to observe - how will he/she do it? If the teacher is not given time and is conditioned into the merits of the process - they will say and think - koi Sudhar nahin hua, sirf Mera kaam badh gaya. But the flip side is if there is time allocated to it - that would also feel like work - then the teacher would think - let me observe during this 20 mins of observation time and not observe any other time. **Punjab CRP***

*Admin and teaching work is done by teachers. We have only 2 teachers per school and almost 50-60 teachers and they cannot concentrate on teaching/admin work and then spend time on other initiatives. **Karnataka CRP***

*What about things that teachers do on their initiative without being promoted by a program = there should be a place to upload that too. I managed to get a child from dropping out - just by a selfie - it was a 6-page article in the Sandharbh newspaper - in MP - but there is no acknowledgement of this in the state dept. **Bihar teacher***

Those who are self-driven feel unappreciated or even criticised for their work/effort.



*At the block level, there are a lot of challenges even for a person who is inner-driven - they taunt me and say - you are the only one who works, some times they call me a show-off. Aaphi ko dikhawa karna hai. The people who were with me, now are unhappy that I have moved ahead. Unko akharta hai ki yeh aage nikalgayee. **Another difficulty concerning self-initiated change is that the responsibility of the outcome lies entirely on the individual-whenver something starts to go wrong everybody is quick to point a finger at that person.** I have won a state award for the school - there are a lot of activities being followed, and the physical condition of my school is very good. I don't care about the taunts since I feel in the case of village children, if we don't do anything for them then nobody will care for them. What is the norm in society to criticise the people who are trying to improve or bring about change, since they're going against the tide-aap Samajh ke Viparit Ja rahe Hain. They say things like inke ghar mein koi kaam nahin hai, inko badi fursat hai. **UP Teacher***

*What about things that teachers do on their initiative without being promoted by a program = there should be a place to upload that too. I managed to get a child from dropping out - just by a selfie - it was a 6-page article in the Sandharbh newspaper - in MP - but there is no acknowledgement of this in the state dept. **Bihar Teacher***



# Challenges that can come their way

Successful change-makers anticipate/expect there will be hurdles and those would not deter them. The rest **could stop at the first instance they encounter a hurdle.**



*There are times when we realise that we have not achieved 100% of our outcome 'Poorna badal' and then we repeat the process till we complete it.*  
**Maharashtra HM**

*There should be other people in charge of change - someone who has been specifically assigned to that task.*  
**Punjab Teacher**

*Hum kya badal sakte hain.* This mindset is a hurdle and needs to be addressed. **The problem is someone else's to solve**

*I am also troubled with the extent of photos and documentation required by the teacher. I sometimes do not understand the point of what we are trying to establish through these photos or making charts. What matters is that Bachche ki Soch mein badlav aana chahiye na ki photo may Dikhai de. What matters is that things improve on the ground with kids, and that clarity should come from the leadership team.* **UP CRP**

**Documentation becomes a dampener.**

Digital documentation would add another layer of complexity

*Now the emphasis is on digital documentation - quality suffers, and there are leakages in the system which does not lead to capacity building in the real sense. No one is checking who did the work.* **Bihar Teacher**

*Documentation should not be too much, when paperwork is involved teachers get disappointed. If they are asked to make a 2-minute video of their perception they will do it. If they are asked to fill out a google form - that is cumbersome.*  
**Karnataka Teacher**

*The teachers told me that the parents are protesting as we are asking the students to study for long hours and that they are troubled. There will be a challenge when we start a change. They all come to me when we bring about the change. When things are going well everyone is behind us. Same when we bring a change and there is a mistake then we stop and rethink what is it needs to be corrected. I have faced these troubles. The students complained that we are asked to study all the time and parents complained that they were not allowed to see the child during their study hours. The parents also fought with me on that. Now that they have seen the change in the child and the teachers are also impressed to say more and more and they are using all kinds of aids to teach more and more to the kids.*  
**Andhra Pradesh Principal**

**Teachers currently grapple with a strong belief that a teacher is responsible for everything**



# The motivations and hurdles perspective

- What aspects of the process are cumbersome
- What makes change/improvement possible and smooth



करत-करत अभ्यास के,  
जड़मति होत सुजान।

रसरी आवत जात तैं, सिल  
पर परत निसान।

Persistence makes even  
a dumb man intelligent,  
just like (even) a soft  
rope, when rubbed  
continuously on stone,  
makes a mark on it.



# People would feel supported and motivated if

Change is being approached in a 'planned way' keeping in mind exigencies.

The plan is not overwhelming



*Suppose teachers are given only one question to answer - instead of overwhelming them with the entire process instead the process unfolds as they go along. **Punjab CRP***

*If change is brought about in a planned way it would be systematic. Ad-hoc and back and forth are confusing for everyone. Small changes can fall prey to back and forth. **Arunachal Principal***

*A plan is a necessity. Time might get extended though we make a schedule - we will have a plan A and Plan B. If one does not work out the other will. Coordination with all members involved is a must. **Karnataka Teacher***

They were given clear directions, instead of leaving things open-ended which could create chaos and confusion.



*Take an issue - ask teachers to make a comparison between how things were done 3 years back and now. Use examples from everyday life - how we earlier parked vehicles, how we earlier communicated. If they are given a step-by-step process— they would not veer out of their goal or task. Woh idea pe concentrated rahenge. If we have a broad list of ideas - 5 from you, 5 from me and 5 from someone else - we would no doubt have a lot of ideas but we would get confused about 'humein kaam kis par karna hai'. India 1947 mein Azaad hua aur hum ab tak yeh nahin tai kar paye ki humein padhana kya hai ? Kaise, Kab, Kisko yeh sab baad ke questions hain. **Punjab CRP***

*We can also get a sense of what people have done and see what can be incorporated by us through the use of technology. **Punjab Teacher***



# People would feel supported and motivated if

They had access to avenues that would help with resources (Human, financial, technology)



*Govt. schools are completely dependent on donors. One of the companies told me that they can fund 15 teachers for spoken English, but in rural areas, we don't have that kind of a resource pool. So sometimes people are willing to support us but we are constrained.*

**Karnataka CRP**

*Resource availability needs to be checked, we need to see if we need to get it from donors or NGOs or do we need training. When we needed to use the projector we needed training and we got it from Mantra Foundation. **Karnataka Teacher***

*Technology is needed and technology training to learn - how they need to create documents and work faster. We also need financial help from the department SDMC and the community. **Karnataka CRP***

Technology not just in terms of hardware but also support, training and learning material that complements it.



*The biggest support we need is physical infrastructure support. The rest we can manage - for instance, if a child doesn't know how to read - we will try different ways till the child can read. Even when we don't get financial support - we manage to get people to donate whatever they can. Technology would be a big support - since whatever we don't know can be fulfilled by technology. Technology can fill information and idea gaps. Ideas always help since I can add my thinking to someone else's idea and create something new. **Maharashtra Principal***

*There is no money, no maintenance - I have computers which are very good but do not work. More than a year back they used to work. Now we don't have anybody who can keep them well maintained. And so many problems arise as a result of it, we don't know what to do with these computers, the teacher is not able to use them, they occupy space which is anyway lacking in schools. Ab yeh kachre ko kab tak dhoyein. **UP CRP***

*Technology support - the projector is there but the material that we can project is very limited and does not explain things in a lot of detail. It doesn't have long explanations - just shortcuts. There should be more comprehensive material for it. We need TLM (teaching learning material) at schools. **Arunachal Principal***



# People would feel supported and motivated if

Many stakeholders are involved in the change process



*It is not one man's job to bring change, everyone has to be involved right from the department to the teacher to the school leader and also the community and society. **Teacher Maharashtra***

*This message has to first reach the teachers and then the people of the school committee and the villagers. The way to reach teachers is through the training programs that they need to attend. They have regular meetings for these training programmes. The information flows from the department to the teachers at such meetings. **Teacher Maharashtra***

Could children be involved in the change process?

Could the community - SDMC, Parents, and Sarpanch be involved in the change process



*We would have to sensitise our kids to the fact that everything is not fun. If a child has a destructive nature - that should not go unchecked. Our education system has a lot of new thoughts on what children should learn, but I think what is most important for children to learn is how to become responsible citizens. That is the crux of the matter. NEP has a lot of good ideas but who are going to implement these ideas-it is going to be the same teachers who do not believe in these ideas themselves, and hence everything would be executed at a surface level and the changes would just float around us nothing would penetrate. **UP CRP***

If working on micro-improvement was part of their calendar with a specific slot allocated.



*Time will help us think about all aspects of the change - positive and negative. Without time - we would not be able to thoroughly understand and plan what we need to do. **Teacher Maharashtra***

*The second most important factor in creating support is to give a person time. If a person is given time, he will do his best but if anybody is doing 16 things at the same time, there is no way they would be able to produce quality work. **UP CRP***



# People would feel supported and motivated if

Their work was **visible and appreciated** on a platform which had members from their reference\* group. Certification is also something that would motivate people.



*Earlier they were only five old self-motivated teachers in every school, but today because of social media and because of seeing videos and pictures of each other's work I wouldn't be wrong in saying that there are more than 50% motivated teachers in school who are working tirelessly on the ground.*

*The only thing that is lacking is that teachers need to be given due respect. Today in the system the only stakeholder who is below the teacher in the hierarchy is the child. Everyone is above the teacher like the BEO the CRP and state representatives. The status of the teacher needs to be elevated. Ultimately it is the teacher who has to work on the ground and all of these people holding positions of power are there to facilitate and support the teacher and that is something that needs to be reaffirmed. So that the teacher can focus entirely on teaching and not worry about issues like his increment in his payments at his promotions and other government duties that he is to perform. And if all of this is in order, I doubt there would be any teacher who would shy away from taking initiative.*

**Bihar Teacher**

*The biggest support in the implementation of a micro improvement is recognition of an individual and respect for the individual. Nothing can be more motivating for a person than the feeling that the other person perceives him or her as capable of being able to do something or bring about change. Aap bhi kuch hain, aap badlav la sakte hain. People need to be sensitised to their strengths since most of the time they are not aware of their strengths. For example, I told the Shiksha Mitra who used to be a quiet person, that the class one students need a person like you. You do not shout at children and that's exactly what little children need. She could believe me. **UP CRP***

*People who are doing well should be appreciated - at the zilla level, and district level. If someone has done exceedingly well - they could also be acknowledged at the state level. This is what happens in private organisations - people are given promotions and monetary benefits for working hard. In our sector we don't get support there is tension in working hard since one faces brickbats. **UP Principal***

*Appreciation is critical - even at the block level or district level. The education dept. has its social media handles - teachers could be encouraged - even one post on social media mentioning a name makes a person feel so energised that I cannot express it. Self-motivated people would anyway think of it as an opportunity and would be happy with just the visibility they acquire by uploading their ideas on a platform like DIKSHA. For the rest tangible appreciation matters. **Bihar Teacher***

\*A reference group is a collection of people that we use as a standard of comparison for ourselves regardless of whether we are part of that group. We rely on reference groups to understand [social norms](#), which then shape our values, ideas, behaviour, and appearance. This means that we also use them to evaluate the relative worth, desirability, or appropriateness of these things.



# People would feel supported and motivated if

**Someone was listening** to them rather than always telling them what to do

**They understood what was in it for them**



*No one is listening to the teacher and that is the truth. That is the biggest challenge. Teachers are working in very difficult conditions-some schools don't have boundary walls, and some schools do not have toilets. There are schools where the infrastructure has been created but nobody is there to maintain it. If there is theft on the school property, the responsibility of getting the FIR report is also with the teacher. The teachers are not allowed to leave the school during school hours, but if the report is not filed immediately then there is a lot that can change at the scene of the crime. Hence these contradictory responsibilities that are expected of the teacher should be dealt with. Either you create such a strong support system for the teacher, that she does not need to leave the school premises for any reason. Even if there are problems concerning her pay which she has to sort out with the bank, she has to go after school hours. When banks are open after school hours, the system does not have any recognition for the fact that she is also a human being who has to run a house and has responsibilities which need to be met. First, listen to the teachers and their problems and then expect them to do things. Sometimes there are snakes on the school premises. I find teachers very motivated - but teachers are spilt between too many directions - right from dealing with no water in toilets, to figuring out why there is no electricity in the school if some naughty child will be the while, to going for departmental meetings, to making the school come up to the level of the Nipun Bharat Mission, to holding meetings with the teachers, to making the lesson plans for her class -how much is a teacher expected to do. **UP CRP***

*People need to be aware of that change. The importance and the benefits of change need to be communicated. If people are clear about the benefits then they can accept change more easily.*

**Maharashtra Teacher**

*When change comes top down - phir to karna hi karna hai. But otherwise, if people are given change information then - the adoption cycle becomes easier. The benefits of the change should be communicated along with a clear PRE and POST.*

**Punjab Teacher**



# Propagating the idea

## Involves persistence.

Those who have successfully implemented change ideas recognise there will be hurdles.

Initiating the conversation in an informal setting - the lunch break?

A success story in an engaging format. Anything that does not look like an official circular.

Can the buzz around it spread through word of mouth?



*People need to warm up to this idea more - and not think of it as something big or boring that needs to be just finished and sent. Should be presented as an opportunity, not as a piece of work. Information should be shared in a simple, short way - so it doesn't seem like a project. **Bihar Teacher***

*Agastya foundation had come to start something in our school. The teachers said they had a shortage of periods to complete the portions and they can't give any. I was in charge at that time. Agastya foundation would showcase science experiments to the kids, they would bring the materials in their vehicles and show them to the children. When we asked them if it was related to the curriculum they would say yes. They would not teach anything and they would not explain the experiments they said and they came weekly 2 times. The teachers would not be ready to give up the classes due to the timetable. Then I collected information on how they do the work. I spoke to the teachers and told them that we do not have a science teacher in our school all of you are working hard and doing well. We decided not to say no, told the teachers to let them come and they all be in the class when they come and observe how and what they do. They came and we offered them a class and they brought 3 to 5 experiments and the kids liked it a lot. Then we had a meeting to see how we could link those experiments with the curriculum. When they said that they would come again we told them that they need to show experiments for which we have completed the portions, they accepted it and asked us which topics were complete. Day by day they got a room from the high school and set up a lab and a lab room was set up. The kids were very enthusiastic to go to the lab. The science experiments became more So we need to see the pluses and minuses of everything. **Karnataka Teacher***

*Make a one-page ad of the success story. What was the pre and what was the post? Then leave it to people's interest - those that are interested will veer towards it. Keep sending ads like this over 6 months and then check with schools, what they thought of it and whether any of it resonated with them. Could also be a video. **Punjab CRP***



# Propagating the idea

**Listen - more than tell.**

‘What’s-in-it’ for them should be loud and clear. Not just the what or how but also the ‘why’.



*Every month's end - there is a senior person who comes from the Taluk who gives information to all teachers - discusses what they have in mind and also asks teachers to give their opinions on what else needs to be done.*

**Maharashtra HM**

Though WhatsApp as a medium has a wide reach, it has become a **surrogate channel for official communication.**

*There are loopholes concerning the way this program has been communicated and the communication has reached us. We have heard about this from the state. When things happen at a district or block level then I feel people are more connected to such initiatives. People would be more aware / jagruk. Every communication that comes from the district level is taken more seriously since there are many state initiatives that teachers keep hearing about but not much happening at the district level. I feel this is the reason why there is not much enthusiasm about this programme in my district. These days information is easily available and flows to teachers, but whatever comes from the district level makes a stronger connection. There should be more buzz about this in the print media or social media or electronic media. It is not enough to just forward things to people, they should be a discussion about it, and they could have an orientation about it. Everyone does not understand one piece of communication. Yeh WhatsApp ka yug hai, sirf cheezein forward ho rahi hai, log apne aap ko isse connect nahin kar pa rahein hain. **Bihar Teacher***

In an over-informed world, a sense of connection is what is missing. **Make a ‘connect’**

*WhatsApp group is another way of reaching people. These days teachers and everyone else spent so much time on their mobile phones, especially on WhatsApp. They may not eat their food but will be updated on what is happening on the WhatsApp group. Information on WhatsApp also reaches everybody directly.*

**Maharashtra Teacher**

*These days there are so many ideas floating around as a result of the proactive nature of our state government that we have literally a letter arriving every day. But what is the point of these letters if nobody wants to or is motivated to read them? These letters are all quite interesting, koi Aisa letter Nahi aaraha Hai Jo Hum khaye ja raha Hai. **UP Principal***



# Propagating the idea

Sensitise people to  
**think about 'inputs'**  
rather than 'outputs'  
or outcomes



*I would tell the person - pehle field mein utarkar dekho -shuruat toh karo - outcome ke baare mein sochna chod do, outcome kuch bhi ho sakta hai. First focus on your input. **Arunachal Principal***





# ਮੁੱਖ ਖ਼ਬਰਾਂ

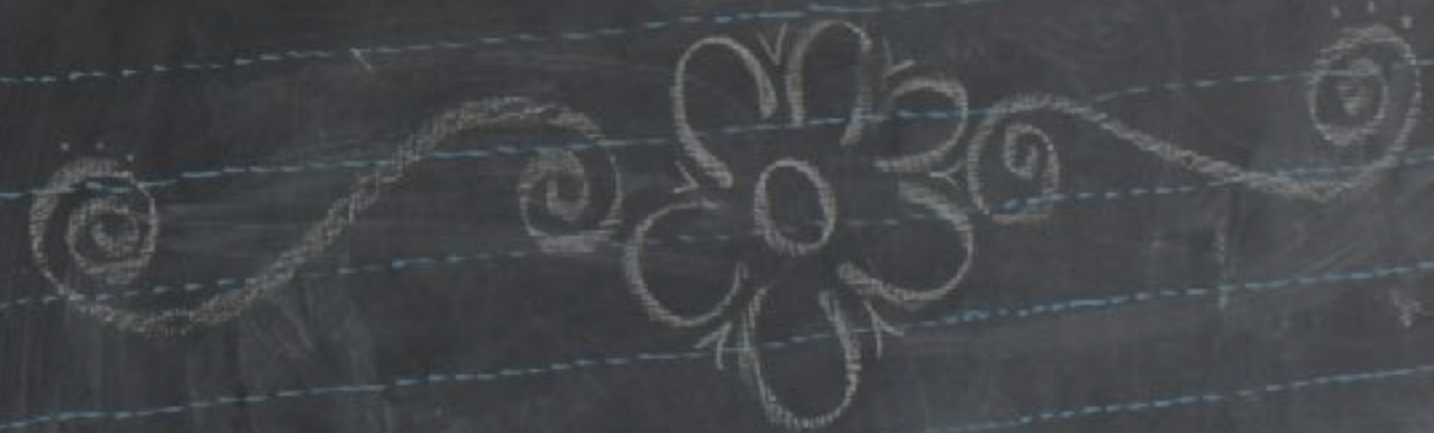
\* ਤਾਂਹ ਦੁਨੀਆਂ ਦੀਆਂ ਉਮੀਦਾਂ ਦਾ ਕੇਂਦਰ ਬਿੰਦੂ ਬਣ ਗਿਆ ਹੈ - ਮੋਦੀ ।

\* 100 ਸਾਲ ਤੋਂ ਵੱਧ ਉਮਰ ਦੇ ਵੇਟਰਾਂ ਨੇ ਵੀ ਉਤਸ਼ਾਹ ਨਾਲ ਪਾਈਆਂ ਵੱਟਾਂ ।

Concluding thoughts

# ਮੰਜ਼ ਦਾ ਵਿਚਾਰ

ਦੂਸਰੇਂ ਦੀ ਨਕਲ ਕਰਨੇ ਵਾਲੇ,  
ਘਾਟੇ ਸਮਧ ਕੇ ਲਿਸ਼ਾਂ, ਸਫਲਤਾ  
ਪ੍ਰਾਪਤ ਕਰ ਸਕਦੇ ਹੈਂ . ਲੇਕਿਨ ਜੀਵਨ  
ਮੈਂ ਵੱਡਾ ਤਾਗੋ ਨਹੀਂ ਵੱਡ ਸਕਦੇ ।



ਗੁਰੂਮ ਦਾ ਨਾਮ

ਸਰਕਾਰੀ

ਬੱਚਿਆਂ ਦ

ਜਮਾਤ

ਦਸਵੀਂ-ਏ

ਸੀ

ਨਵੀਂ-ਏ

ਬੀ

ਸੀ

ਅੱਠਵੀਂ-ਏ

ਬੀ

ਸੱਤਵੀਂ-ਏ

ਬੀ

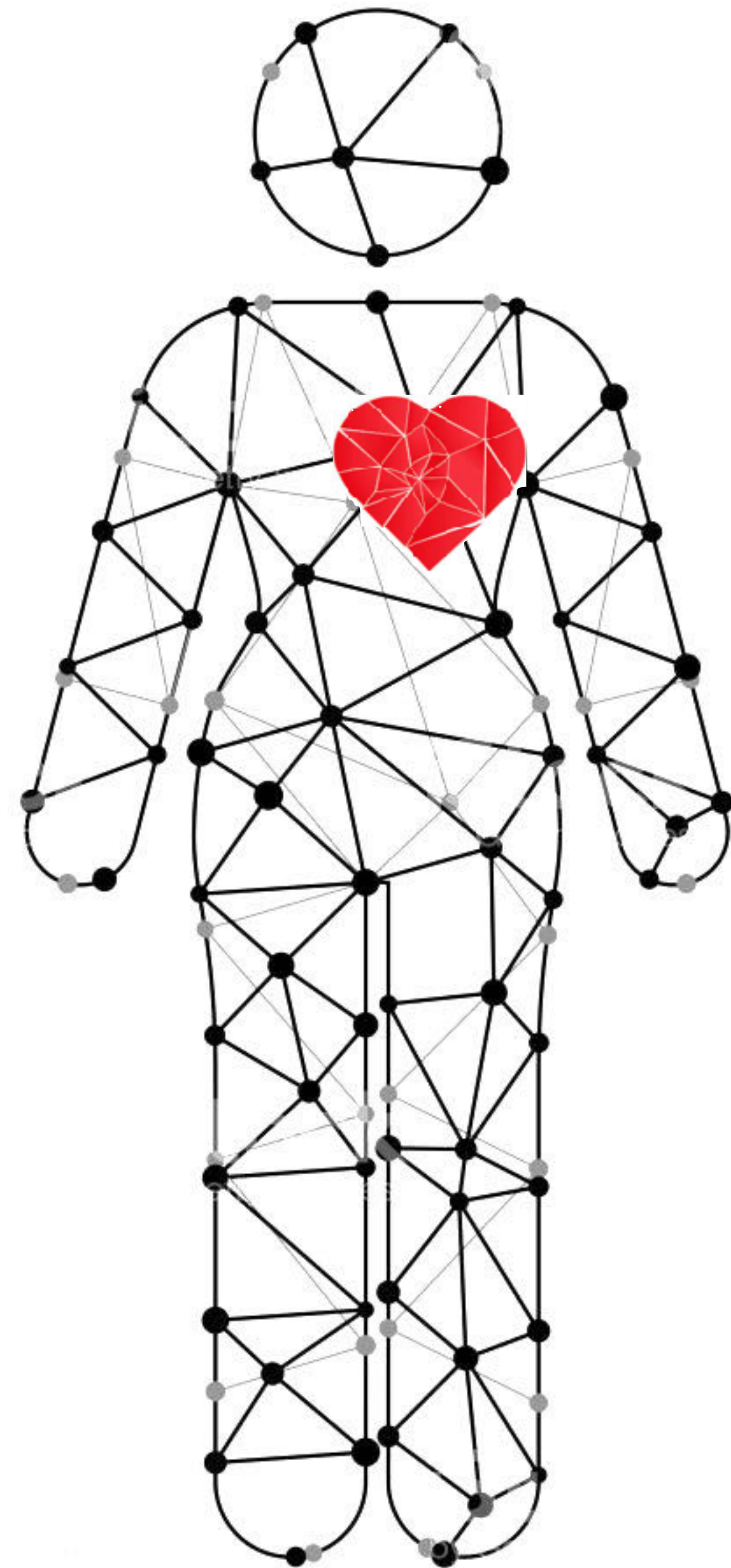
ਛੇਵੀਂ-ਏ

ਬੀ

ਪੰਜਵੀਂ



# Nurturing change-makers



**Communication**



**Monitoring and  
documentation**

**Implementation**

**THE CORE ISSUE**

What is the responsibility of the individual v/s the responsibility of the dept./authorities should be clear at every stage? Teachers are filling up for everything. How much can be realistically expected of them?

The small steps and how those lead to the big picture should be clear at every stage

**What is the public enemy they are fighting against?**



# Nurturing change-makers

## Communication



What is the tone of voice - moralistic and/or official or casual, friendly? The former would get overlooked. How does one celebrate change or change-making - so that it stands out? The current belief is change happens anyway and all the time.



What's in it for the change-maker needs to be clear. The pay-off cannot only be for the betterment of students. Pay-offs can be linked to the interest area of the teacher.



Succinct and easy to understand



Communication that overtly states what people feel internally and emotionally. Gives the reader the message that he/she has been heard.



For easy of implementation and to feel like part of a larger movement - the message should reach all stakeholders



Change communication needs to address both - change of heart and change of mind.

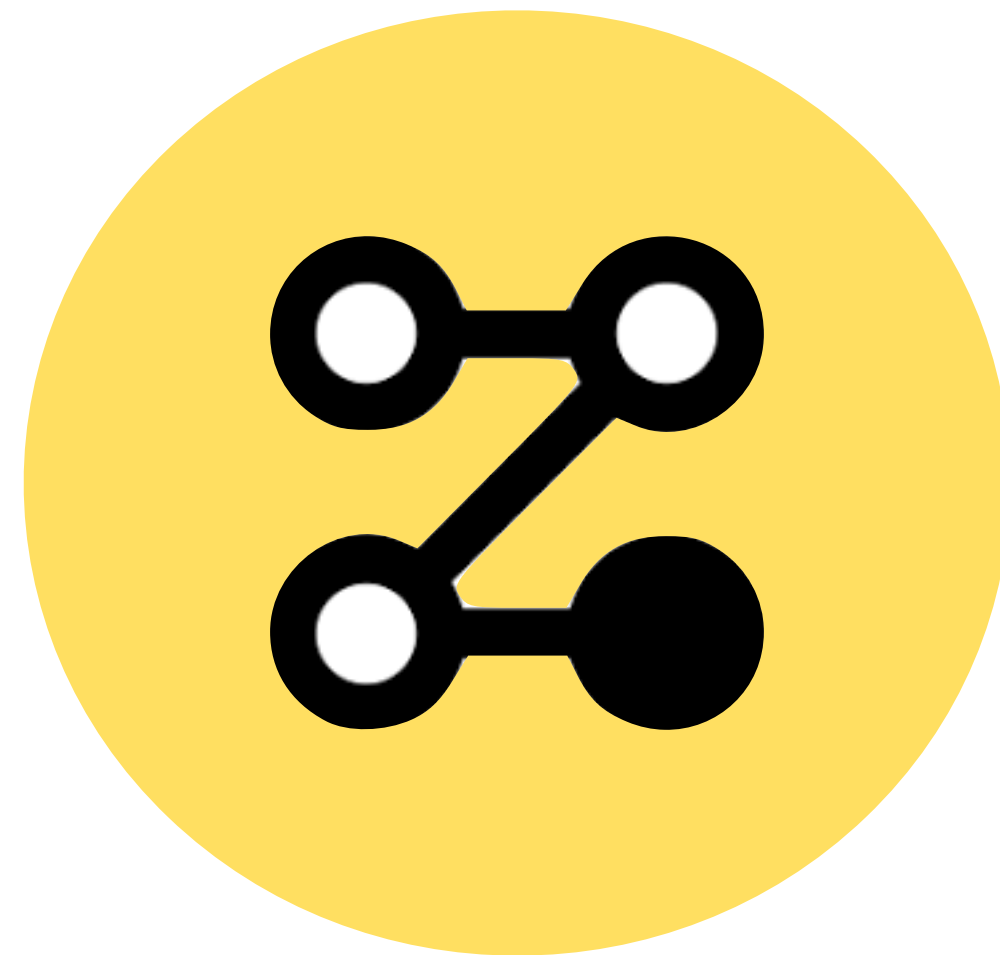


MI use cases in a discoverable format (tagged to interest areas)

MI use cases in a usable format (a clear pre-post with hurdles one can encounter and what to do v/s what to avoid). Hurdles become part of their expectation. Lift the burden of failure.

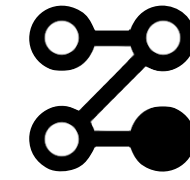


# Nurturing change-makers

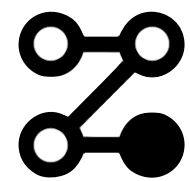


## Implementation

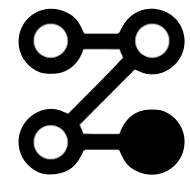
**(We know from past research that)**



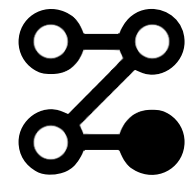
Women, children and stories are powerful change agents



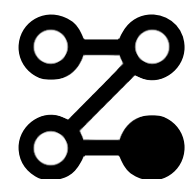
A grim problem need not be solved grimly, fun and games act as strong catalysts in building momentum.



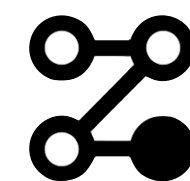
Link change-missions or goals to milestones or important days - children's day / national days - to amplify the change momentum



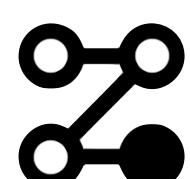
Create space and opportunities to dialogue with teachers who feel they are not heard (only told what to do).



Teachers constantly stress about the syllabus. But things that make their way into the school calendar get done. Can a slot for working on change initiatives be created in the calendar?



Can children become part of the change-making process



Observation - ideation -problem-solving does not come intuitively to all individuals. Can this be templatized? Capacity building on design-thinking



# Nurturing change-makers



## Monitoring and documentation



Highlight and showcase achievements to accelerate the momentum of change. Success is associated with reward or appreciation.



Lack of accountability in the system reverses the momentum of change. Transparency on the other hand acts as an anti-dote to this problem.



Amplify the consequence of in-action



Too many changes to the plan, and iterations - fizzle out the momentum



Documentation impinges on their time, makes the whole program seem official and hence kills the enthusiasm.



# Thank you

