

Quest Alliance & Skill Development & Industrial Training, Haryana: A Case Study

2020 - 2021

Partners



J.P.Morgan

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Directorate of Employment & Training
Kerala



Content

1. Executive Summary	03
2. Program Outreach	04
3. Student Program Impact	08
4. Program Design	11
5. Stakeholder Voices	17
6. Stories from Ground	21
7. Annexure 1 – Program Impact Analysis	23
8. Annexure 2 – Program Design & Implementation	51

Executive Summary:

Quest Alliance endeavors to enhance pedagogy and facilitation skills in trainers across the country, addressing the skill gap and giving young people a unique and transformative learning experience supported by the Future Right Skills Network; a consortium of Accenture, Cisco and JP Morgan supporting enhancement of Vocational and ITI Education in India.

Quest Alliance started its collaboration with SDIT Haryana by delivering the Employability Skills Curriculum through its digital platform QuestApp. Additionally, capacity-building programs were organized for the Trainers and Leaders(Principals / GIs / Placement Officers) of all the Government ITIs across the state to enable effective career transitions for ITI students.

This comprehensive work included-

Career Development for students:

To ensure that learners are adequately prepared with critical career awareness and career navigation skills to meet the increasing requirement of holistic skill-sets of employers.

Effective Pedagogy for trainers:

To ensure effective learning for different types of learners through a focus on training of trainers to use more learners centric blended learning pedagogy that helps them build and practice a growth mindset.

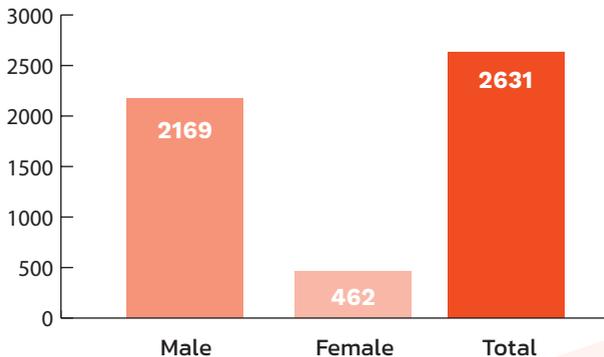
Leadership for change:

To ensure professional development of leaders(Principals / GIs / Placement Officers) to help visualize a different and better tomorrow for their institutes.

Program Outreach:

We worked with **2631** trainers across the state with MasterCoach, an intensive **8-week** capacity-building program focusing on key elements of Experiential Learning, 21st-century learning spaces, inclusion and diversity amongst others.

Trainer capacity building program



More than **44,000** learners registered on QuestApp, of which over **27,000** learners accessed the content on English Literacy, Communication Skills, and Behavioral Skills.



44,000

learners registered



27,000

learners accessed

Additionally, our engagement also involved **200** Principals / GIs / Placement Officers for 3 weekly webinars, **120** minutes each focussing on conflict management, self-learning institutional culture, gender equity and inclusion, and change management.

200
Principals

3
weekly
webinars

120
minutes

Educator Program Impact:

Change of Attitude & experience with online learning

87% trainers responded positively when asked to rate their interest in the course content and online learning experience post the engagement.

Reduced challenges faced by trainers in learning online

Concerns regarding unfamiliarity with online platforms being a hindrance to learning online came down by **17%** at the end of the program, seeming to have been addressed after undergoing the MasterCoach program.

Increased comfort and familiarity with experiential learning

92% of the trainers opined that the MasterCoach program helped them understand the role of 21st-century facilitation skills in the classroom and helped them in the perspective building about a 21st century classroom and the challenges and opportunities it brings in.

Increased comfort in teaching online

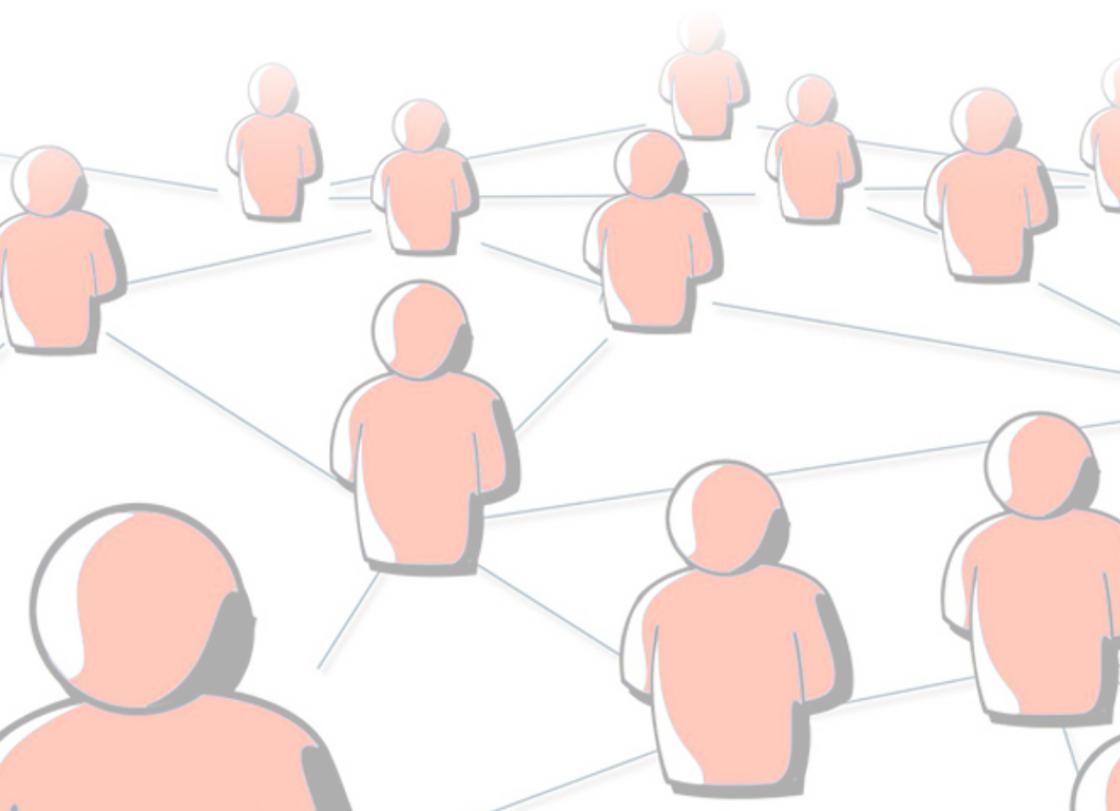
The largest % decline was in # of trainers who faced challenges with respect to assessing how well their students are learning, coming down **17%** at the end of the program.

Helped in overcoming challenges faced while teaching students online

By the end of the program **44.9%** of the trainers believed that they had enough resources to take online classes for their students.

Change of attitudes toward gender equity and inclusive learning spaces

Male trainers showed a relatively higher shift in this belief at the end of the program, with a **9.1%** increase in trainers who positively responded to the statement, compared to female trainers who made a **1.8%** increase.



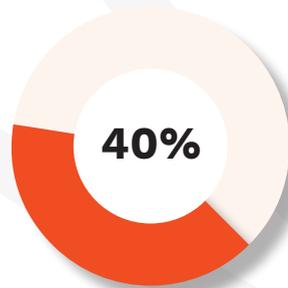
Student Program Impact

Anchored around employability skills and career development, the program was designed to empower youth in a world that will demand constant learning, unlearning, and relearning. It works towards enabling students to build their skills on digital literacy, workplace readiness, life skills, and career development through blended-learning modules that enable self-learning.

- **90%** of students are feeling more equipped to join the present workforce after accessing the content on QuestApp as compared to **75%** of their counterparts who had not explored QuestApp.



- A survey was done with students to understand the ease and accessibility of QuestApp to which **6875** students responded and **93%** found QuestApp as very easy/ moderately easy to use
- **40%** of students who took the survey opined that they prefer a blended approach to learning. However ,more than **40%** of learners have also indicated that, as a result of exposure to QuestApp, they are more open to engaging in e-learning content



Despite an overall positive response towards, learners have indicated that the main reason they are using QuestApp is that it is a part of their training module, while this does not mean that learners' do not find the App exciting and engaging, it does give a glimpse into the 'mindset' of learners' with respect to engaging in e-learning

At a broad level, learners find QuestApp easy to use; they enjoy content on the app and are open to engaging in e-learning. While there is a general interest and openness towards e-learning, it is improtant to tap into the learners' needs and motivations to drive adoption as well as understand challenges that they face as individuals and as part of the ITI ecosystem to make their learning experience as smooth and accessible as possible.

The State of Haryana is in awe of QuestApp & Our Holistic Approach

Since March 2020, Quest Alliance's engagement with SDIT has been twofold. One part of the engagement involved onboarding 40,000+ learners studying in ITIs across Haryana onto QuestApp and providing them access to the digital curriculum on Employability and 21st century skills. And the other aspect was involving trainers in a capacity building program, MasterCoach equips them with skills to be 21st century educators. Trainers found the program content, its interactive delivery, and the ease of access on the app highly motivated them to introspect and relook at their role as 21st-century educators. On the other hand, QuestApp was an easy go-to place for the students to accumulate essential knowledge and skills to prepare them for 21st-century workspaces, along with equipping them to adapt to rapid changes.

As of now, more than 44,000 learners have registered on the App and more than 27,000 learners out of this have accessed content on English literacy, communication skills and behavioral skills.

Through the MasterCoach program, 2296 trainers successfully completed the 8 week Capacity Building program, exploring Experiential Learning, Alternate Teaching Pedagogies, Gender Equity and Inclusion. The trainers found the training quite insightful and a new learning experience, prompting them to relearn and unlearn, eventually rekindling their passion as educators.

In order to create a holistic approach, 200 Leaders(Placement Officers, Principals & Group Instructors) across the different ITIs were engaged in 3 weekly webinars based on themes of Change Management, Conflict Resolution.

Program Design:

In partnership with SDIT, Haryana implemented a sustainable change model that brings systemic reform and cohesive cultural shift in ITIs of haryana. As part of the approach we initiated skill building programs for students and capacity building programs for Trainers and leaders of the institutions.

Our Holistic Approach



QuestApp intervention for Students:

We worked with the students in QuestApp for improving their job readiness and these are the courses we worked with them

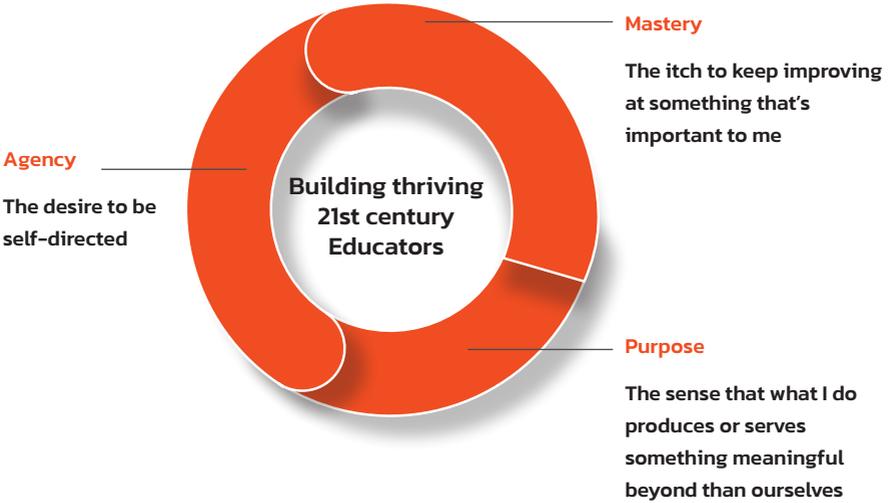
- » Career Skills
- » Communicative English
- » Entrepreneur Skills
- » Life Skills
- » Digital Literacy

These courses helped in building the 21st century skills like self awareness, Critical Thinking, Relationship building and communication which helped them become future ready.

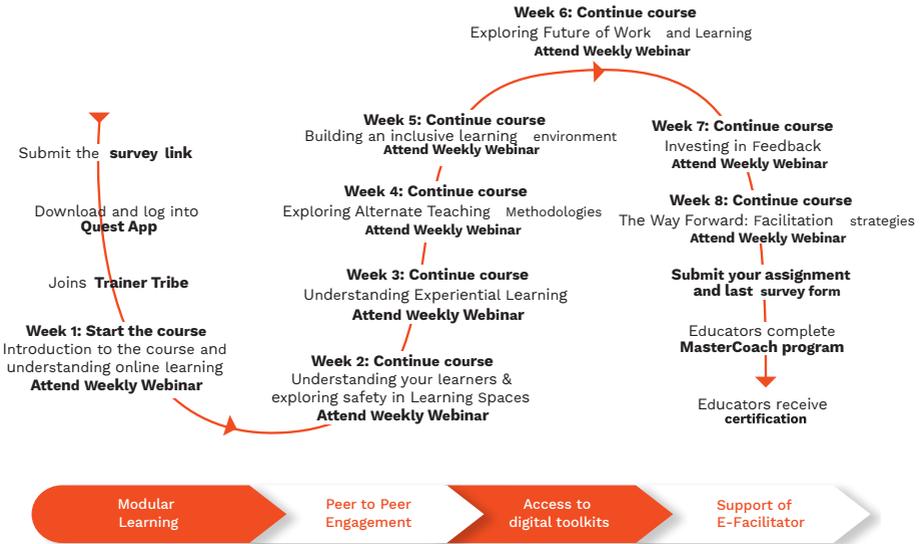
MasterCoach for SDIT: Redefining the role of an educator in the 21st century

MasterCoach is a learning program that takes the participant on an online learning journey. It functions with the belief that a 21st century educator is an individual who has the knowledge, skills and attitudes to understand oneself and the student. The program is based on the belief that thriving educators build thriving classrooms. It helps build a positive learning environment by strengthening facilitation skills, and equips educators with knowledge and experience that cascades down to improve student learning outcomes, particularly in an environment where an increasing number of students are struggling to find employment. The intensive MasterCoach program provides trainers access to online sessions, reading topics (available on the QuestApp) and curated resources on the community networking platform - Trainer Tribe.

MasterCoach Program Design



MasterCoach Journey for Educators



Leadership Engagement for SDIT:

Quest Alliance has been working with the Industrial Training Institute ecosystem since 2012 with a focus on equipping students with employability skills (career orientation, workplace readiness, life skills and English language training) necessary to find decent employment and continue in those jobs. Throughout its work, it developed the employability skills curriculum for ITIs and expanded the scope to include Training of Trainers(ToTs), supporting student placement, engaging with the ITI principals and the Department of Employment and Training across different states. One of the key aspects of this strategy is leadership development for ITI Principals. This note presents an overview of the capacity building process planned for ITI principals as part of Quest Alliance's intervention. We view ITI principals as important change agents who can design and implement this change process ground up. They need to look at themselves beyond their roles as administrators to players in the larger ecosystem capable of influencing change. As institutional leaders, rooted in the context, they have the space to experiment and innovate, come up with relevant solutions and become a collective voice in the ecosystem to drive change.

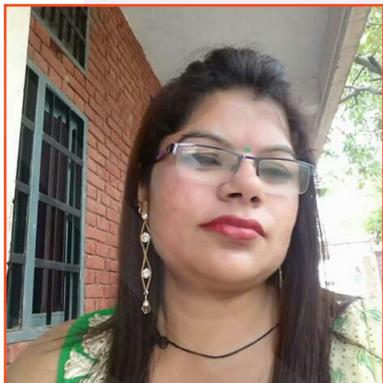
Program Objective:

Building a 21st-century institutional culture and fostering a growth mindset in leadership which ensures the success of students and educators thereby enabling them to become change agents who adapt their institutions in the context of the future of learning and work. We want to work closely with institutional leaders to facilitate a qualitative, long term, sustainable change model that brings systemic reform and builds a favorable socio-cultural shift in institutions.

Learning Outcomes:

- » A strong network of Principal Leaders who will have a time-bound change project that they will develop in the workshop using design thinking. A problem statement would be framed to which a specific solution would be worked upon to address it.
- » Top 10 trends for the future of work and learning, how their faculty members can upskill themselves to adapt to it and effectively equip students to be prepared for this dynamic workspace
- » Knowledge of the self-learning framework and how it can be implemented in classrooms, thereby molding their institutions to self-learning hubs
- » Incorporating Gender awareness by analyzing gender biases enforced knowingly and unknowingly; creating a checklist to keep track of the institute's position on Gender sensitivity built in consultation with all the stakeholders.

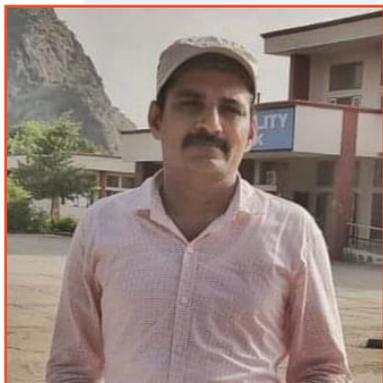
Stakeholder Voices



For the last 10 years I have been working in ITIs and have been part of trade related training, and have not got a chance to try out something new. But through the MasterClass or the QuestApp content I learnt the different techniques and ways to engage my students in the classroom better and make my lessons more fun”

Rajni Devi, _____

Computer Operator & Programming Assistant,
Govt. ITI MAKRAULI KALAN, ROHTAK



It is a great experience to use QuestApp. I liked all the topics that I accessed but what I liked most was ‘Alternative Pedagogies: Flipped Classroom’. It includes the changed style of teaching where reading of books is replaced by visuals and feedback, and external activities are included. I enjoyed it a lot with a new frame of mind.”

Prem Sagar, _____

Food Production(General)
Govt. ITI, Adampur, Hisar



My overall experience of the course is great. I have learnt many things. Some of the topics that interested me the most are the career choice for girls, gender equality in India and Masterclass on English literacy. Few things have definitely changed in me. I learnt about digital technology and how it can be used to educate my learners. Earlier learning could be complex because the source of learning relied merely on textbooks. Nowadays, learning can be easily accessed anywhere and anytime”

Rohini Goyal, _____

Govt. ITI Bohia Khera
MAKRAULI KALAN, ROHTAK



Better Coordination between the trainer and trainees and better behavior, better understanding and more interest in online training.”

ITI Principal Gohana _____



In this panic mode....learning of students and leading them is very challenging...but through mastercoach programs trainers give effective and efficient way to students and institution..”

ITI Principal, Yamunanagar _____



This master coach program is very useful for trainers. This program improves the teaching methodologies and techniques. This type of program may be imparted time to time for the benefit of trainers and trainees"

ITI Principal, Karnal



Trainers are improving when they reach in the class using different digital techniques and also using activity based learning"

ITI Principal, Mahendragarh

Er. Sanjiv Sharma, HIS-I



D.O. No: PLC-1/Placement/MoU/ 2.06
 Joint Director Placements
 Skill Development & Industrial
 Training Department, Haryana,
 Kaushal Bhawan, Sector-3,
 Panchkula.
 Dated: 12.02.2021

We want to acknowledge our partnership with Quest Alliance for the Master Coach project - an initiative under CSR, we started in the midst of COVID-19. We are happy to share that from the initial successful pilot of 600 trainers, we have been able to take this partnership to all the ITIs in the State of Haryana i.e. approx 172 ITIs with 2200 trainers.

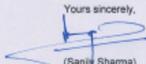
Master Coach's approach of a blended learning model for the in-service, professional development of trainers has truly enabled anywhere, anytime, anyone learning with a key focus on pedagogical skills and humane skills while designing classroom engagement effectively. The additional access to Trainer Tribe, a professional learning network of trainers, and the weekly online Master Classes has also ensured that our trainers learn beyond workshops, throughout the year.

We are confident by end of this project in July 2021, we will be able to see a few shifts in the teaching and training practices in the region, including:

1. Trainers being more positive towards online learning and their own professional development plans.
2. Trainers being equipped with strategies for an inclusive, equal and gender-sensitive classroom.
3. Trainers feel informed about contemporary pedagogical practices that can promote 21st-century skills like creativity, collaboration and critical thinking.

Finally, we hope the impact cascades to young people in our ITIs shaping not just their livelihoods but their lives as successful citizens.

We look forward to building on this partnership and improving the overall project experience for trainers.

Yours sincerely,

 (Sanjiv Sharma)

Mr. Aakash Sethi,
 Chief Executive Officer,
 2nd Main Rd, 1st Block Koramangala,
 Bangalore Karnataka

A testimonial from Er. Sanjiv Sharma, HIS-I, Joint Director (Techni-cal), Skill Development & Industrial Training Department, Haryana

Stories from ground



Bhavana,

Govt ITI, Gurugram
11 years Experience



I was always passionate about working with students so I started my career as a COPA Instructor in Govt ITI – Gurugram in 2009. My motivation to work comes from my students. As my students travel 40–42 kms everyday to come to the institute, I always strive to teach them the best way I can. I really want them to perform better. Teaching has become a very important part of my life now.” says Bhavana.

Bhavana’s career started as a Call Centre Executive in Chandigarh in 2007, and currently she works

for Bhavana, Govt ITI, Gurugram. According to her, joining the MasterCoach course itself was a great experience in itself. She comments that “the course is designed in such a way that whatever things are neglected in real life are given due importance here and it’s a kind of a learning moment for us”.

Bhavana also mentions that “There is always a favourite student in the class but the lesson on learner persona has really left us to re–think and look at the learners in different ways and support them.” It has helped to categorise the learners and understand their personas. She says that “I also want to create a Gender Equal space for my learners in my classroom.”

She believes that the MasterCoach Course will also help her support her peers who were not enrolled in the course. After completing the MasterCoach course, Bhavana quoted “I feel more confident, and able to speak out my mind and thoughts to others. Earlier I used to hesitate but now I understand that most of us go through the same thing but do not speak about it. But now she feels more confident to present her thoughts to others in the group.



Krishan Kumar, —

Govt. ITI Kaithal

10 Years of Experience



Krishan Kumar, comes with 10 years of trainer experience and presently is the Refrigerator and Air Conditioning Instructor at Govt ITI Kaithal in Narnaul. His motivation to become an educator comes from his father who was a teacher as well, which urged him to go to Kolkata for one year to get his Refrigeration training done. He believes in providing a practical experience to his students in his classroom and emphasises on how MasterCoach has given him a new perspective to teaching and strongly believes in transferring knowledge. He

acts as a guide to them to help build their career in a better way.

“I really like the way the MasterCoach program has been designed, keeping the students at the center. I will implement different kinds of learning methods to provide better knowledge to my students. MasterCoach has also taught me how important skills are along with strategies & planning. Gender session is something that I really liked among the courses because it gave me a reflection on how to create a balance in my classroom and make it Gender inclusive” says Krishan Kumar.

“MasterCoach has indeed given me a new perspective towards Education and to think beyond Skill Training; to work towards creating space for reflection and experimentation in my classroom and to look at ways to know my students better”, signs off Krishna Kumar

Annexure 1 - Program Impact Analysis

Observations and findings from conversations with ES trainers:

- » ES trainers optimistic that inclusion of complete ES curriculum will increase learner engagement as content is interesting and very relevant for learner, only an added push is needed
- » Trade instructors are more likely to take accountability for delivery of ES skills moving forward therefore a platform for trainers and instructors to regularly get updated and receive training will need to be focused on
- » The model to remain a mixed (blended model) where learners will have in-class training as well as online learning opportunities via apps like Quest

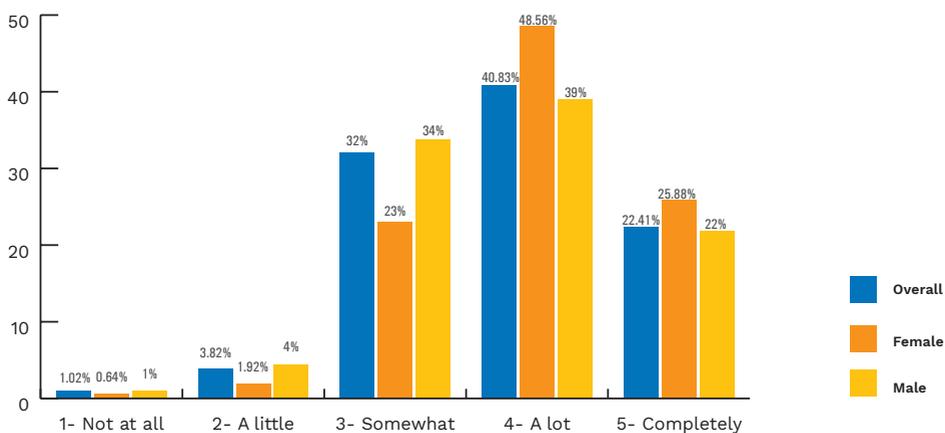
- » Learners access to digital learning will improve if this is incorporated into the classrooms and dedicated spaces are provided for learning
- » A more blended learning approach moving forward therefore there is a need for trainers and instructors to also develop their online delivery skills
- » Digital learning via Apps and other platforms will give learners who are unable to participate in online discussions an opportunity to self-learn
- » Whatsapp will emerge as a major platform for communication among trainers and learners as well as dissemination of content, QuestApp integration with Whatsapp/youtube will make it more viable to explore a continuous engagement model between ITI learners and QuestApp delivery
- » A more efficient system is needed as learners on the platform increase in order to notify and track all the technical errors that are shared with Quest Team to rectify learners' issues as fast as possible
- » Since learners indicated that they learn best with a mix of online classes and self-learning, the preferred learning model looks to be a mixed-approach where they can engage in regular classroom discussions as well as have the opportunity to learn at their convenience

The leadership team alongside trade instructors and ES instructors is working towards a more blended approach in skill delivery by use of QuestApp and other platforms. While largely they are open to technology and use of QuestApp content to engage students, there are underlying issues related to accountability and ownership with respect to employability skills curriculum as well as larger issues of digital divide that exist within the ITI ecosystem.

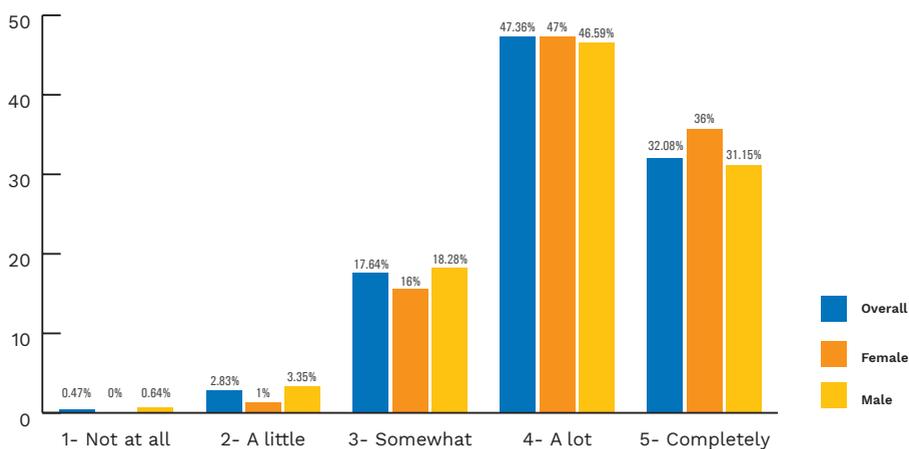
Attitudes toward and experience with online learning

At the start of the program and after its completion we asked trainers to rate on a scale of 1 to 5, to what extent they were excited about the prospects of online learning for themselves. While at baseline, 63.24% of the trainers were very excited or completely excited, at the end of the program this had increased to 79.4%.

Baseline – Excitement about prospect of online learning



Midline – Excitement about prospect of online learning



At the end of the program, 86% of the participants rated their experience of using the QuestApp positively (rating of 4 and above). 87% trainers responded positively when asked to rate their interest in the course content on a scale of 5.

Challenges in learning online

At the baseline we asked trainers what according to them were challenges they foresaw in being able to learn online. By the end of the program, we asked what challenges they encountered when undergoing the MasterCoach program. Internet access and device availability continued to be a concern, as did time management and motivation for learning online.

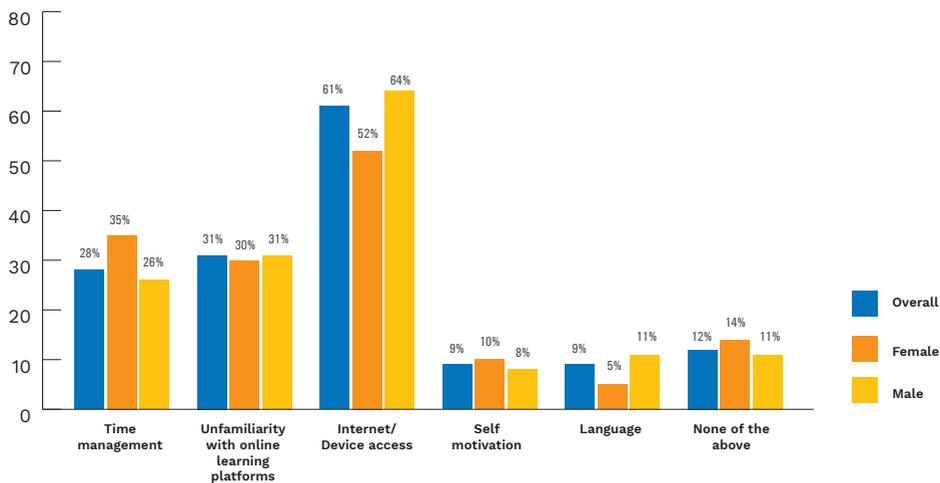


Many times institution work and MasterCoach webinar timing clash. Due to lockdown and work burden we face many problems as well as many office orders from institutions to submit reports regarding trainees data such as stipend, their documents verification online, tuition fee online, and other such data we have to provide.”

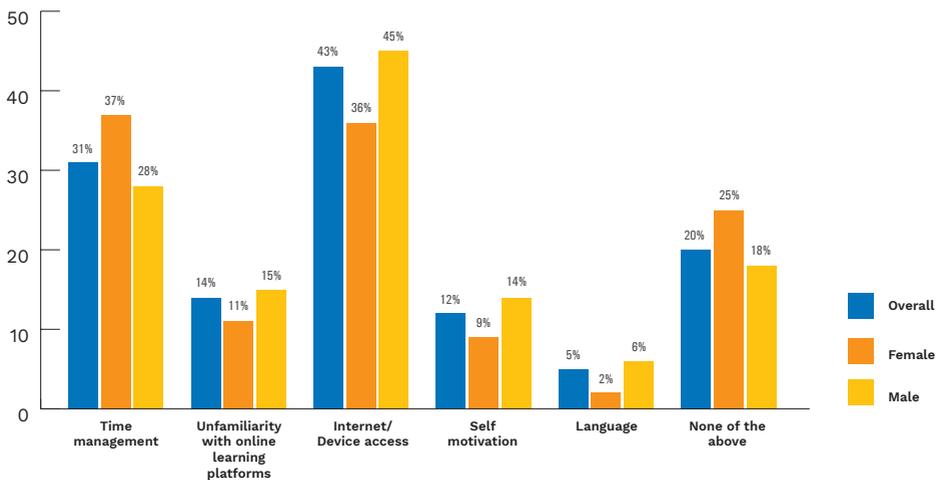
MasterCoach participant

Concerns regarding unfamiliarity with online platforms being a hindrance to learning online came down by 17% after undergoing the MasterCoach program. A higher % of female trainers made a positive shift in terms of having no challenges in learning online by the end of the program.

Baseline – Challenges in learning online

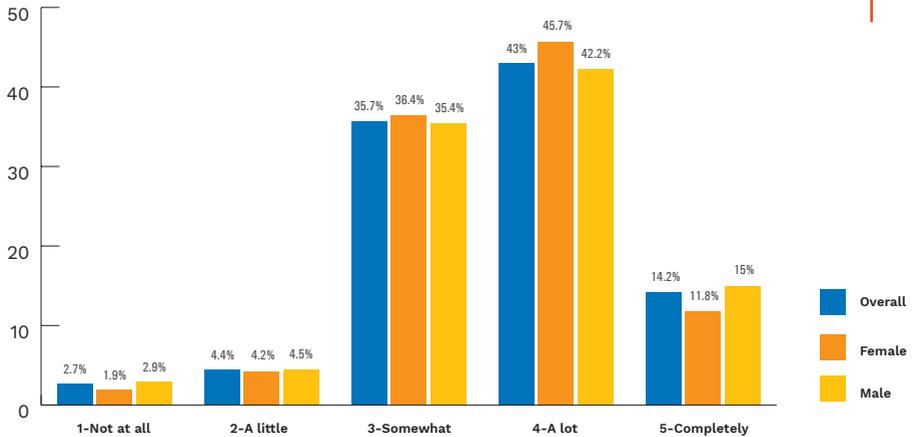


Midline – Challenges in learning online

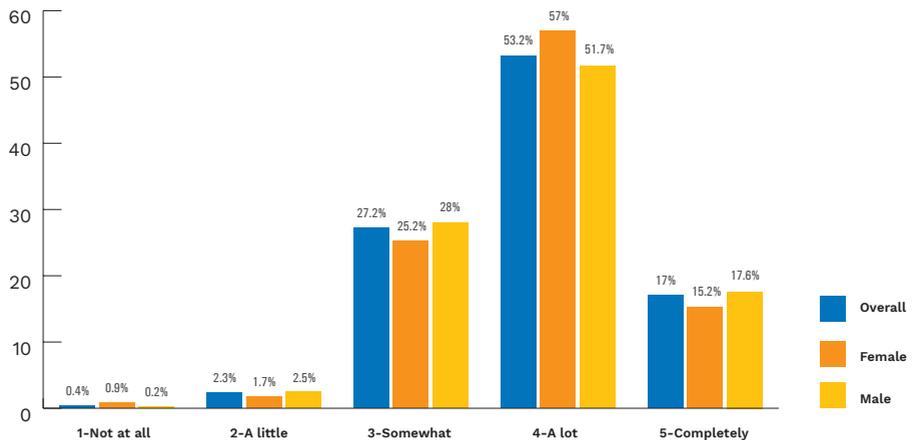


Understanding of experiential learning and 21st century facilitation skills

Baseline – Familiarity with experiential learning



Midline – Familiarity with experiential learning

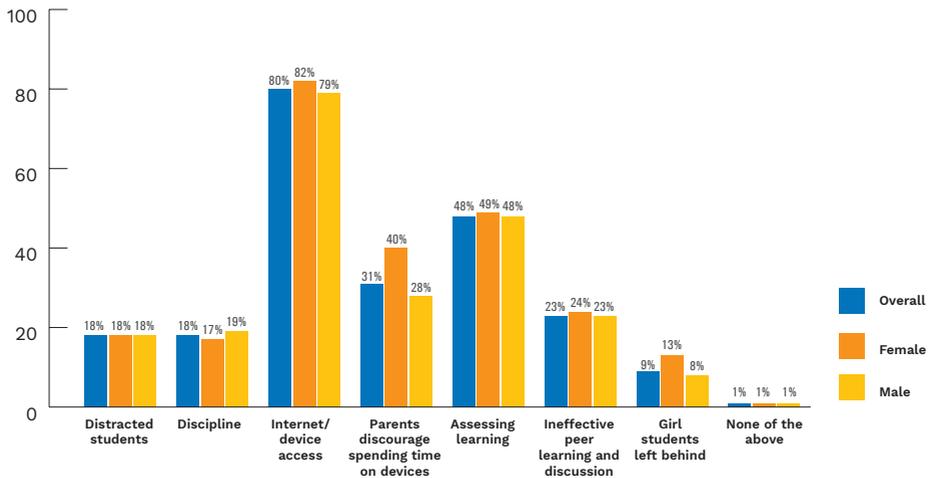


At the baseline we asked participants how familiar they were with concepts and tools of experiential learning. At baseline, 57.2% participants were very or completely familiar. This increased to 70% after completion of the MasterCoach program.

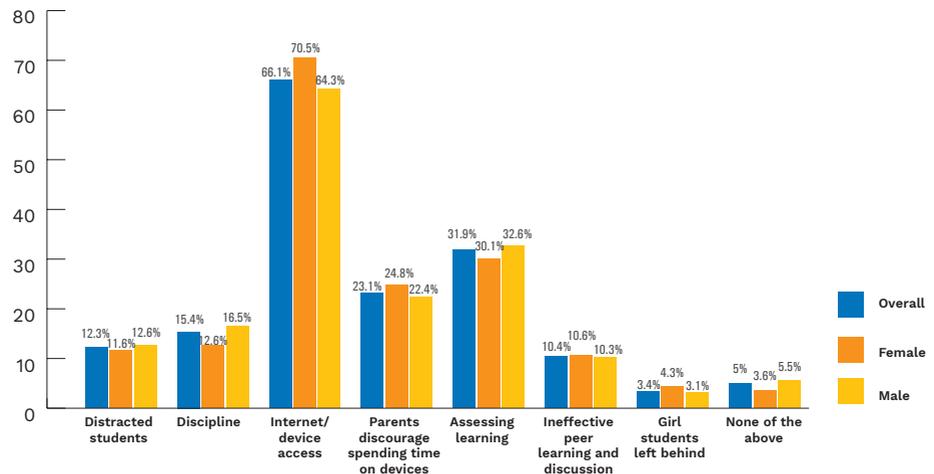
At the end of the program, 92% of the trainers said that the MasterCoach program helped them understand the role of 21st century facilitation skills in the classroom. A higher percentage of female trainers – 97%, compared 90% male trainers – were more emphatic in their view that the program had helped them in perspective building about a 21st century classroom and the challenges and opportunities it brings with it.

Challenges in teaching students online

Baseline – Challenges in teaching students online



Midline – Challenges in teaching students online



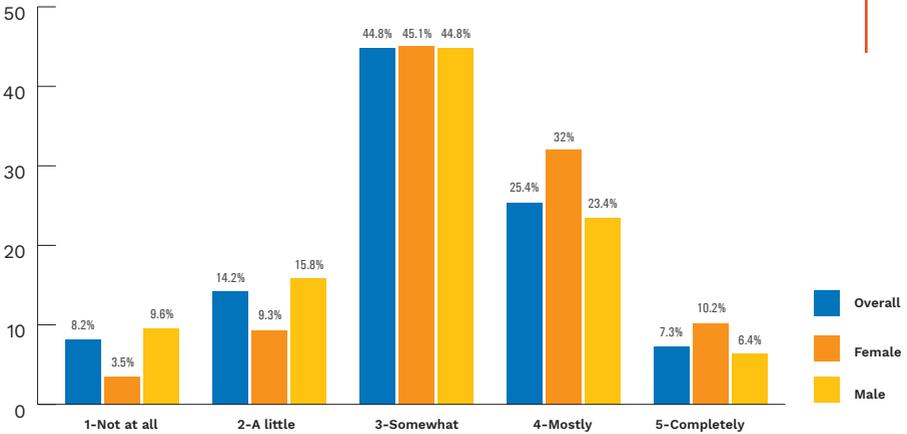
At the baseline we asked participants what were the possible challenges they foresee in teaching online. At midline, we asked them if they feel they may face challenges in teaching online after having completed MasterCoach. Here are the responses we received:

- » Access to internet/ devices as a challenge in teaching students online still remained a challenge, although % of trainers reporting considerably came down, down 14% from the baseline.
- » Students being easily distracted online (down by 6% from baseline) and maintaining discipline being difficult (down by 3%) as challenges to teaching online suggest that MasterCoach helped them with inputs to keep students engaged while learning online.
- » The largest % decline was in the number of trainers who faced challenges with respect to assessing how well their students are learning, coming down 17% at the end of the program. A higher percentage of female trainers reported a drop in this particular challenge to teaching online – coming down by 19% from baseline, compared to 16% male trainers.
- » For trainers the biggest challenge in teaching online continued to be device and internet access but across the board there was a decrease in the percentage of trainers who saw these as challenges at the end of the program.

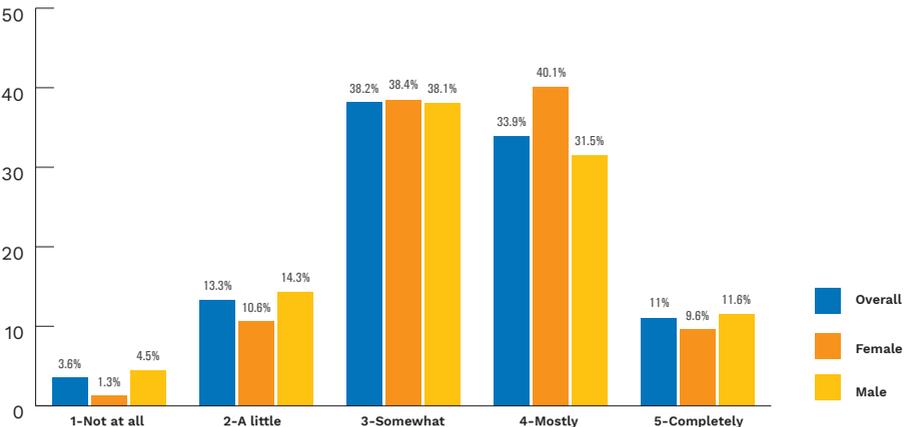
Overall, these positive changes can be assumed to have taken place due to the curriculum and webinars that trainers underwent as a part of Mastercoach.

Access to resources to teach online

Baseline – Access to resources to teach online



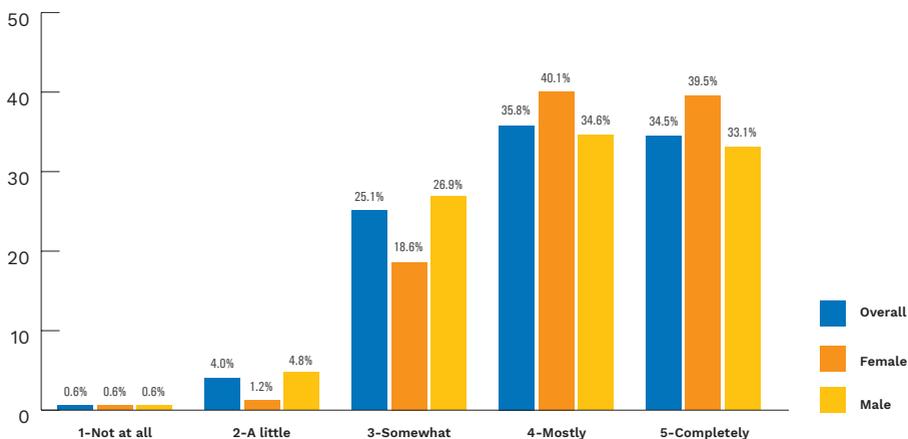
Midline – Access to resources to teach online



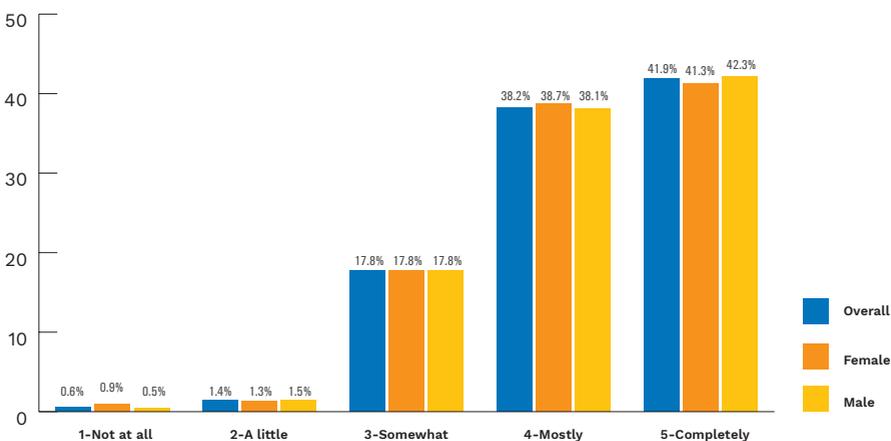
We asked trainers whether they felt that they had adequate resources to teach students online. At the baseline, 32.7% of trainers had strong positive sentiments about the resources they had at their disposal to teach online. By the end of the program 44.9% of the trainers believed that they had enough resources to take online classes for their students.

Gender equity and inclusive learning spaces

Baseline – Educator role in gender equal learning spaces



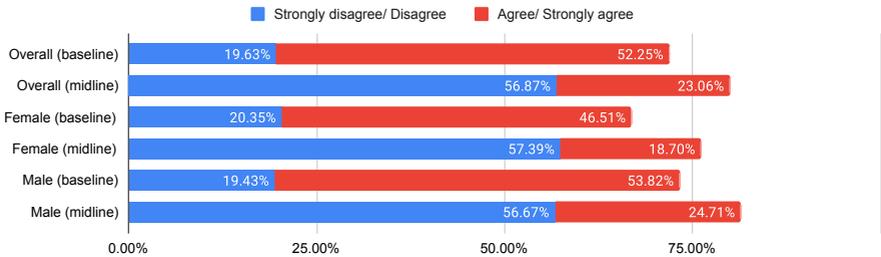
Midline – Educator role in gender equal learning spaces



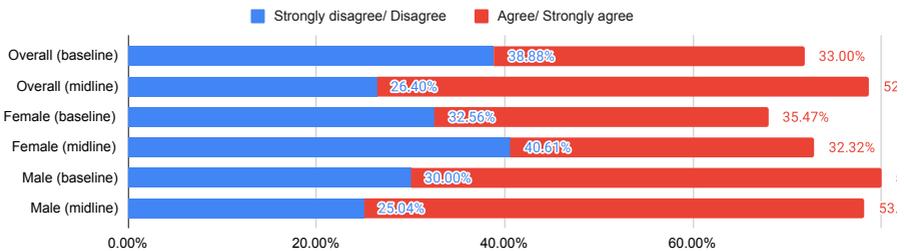
Participants were asked to what extent they believed that educators have a role to play in creating equitable learning spaces that are equal for both boys and girls. 70.3% participants agreed they have a role to play at the baseline stage, this increased – by almost 10% – to 80.2% at the completion of MasterCoach. Male trainers showed a relatively higher shift in this belief at the end of the program, with a 9.1% increase in trainers who positively responded to the statement, compared to female trainers who made a 1.8% increase.

At the baseline, participants were asked to share to what extent they agreed to a series of statements reflecting gender stereotypes and attitudes relating to the education and employment of their students. We asked the same set of statements after completion of the MasterCoach program.

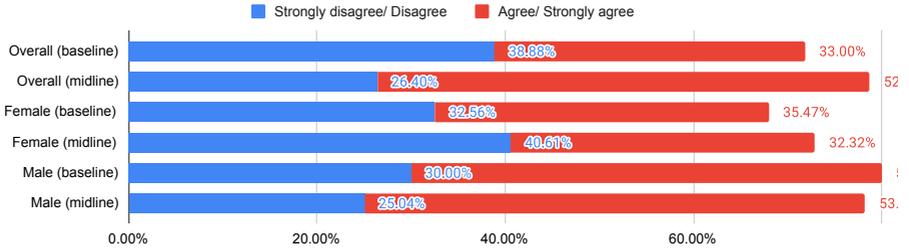
If boys and girls mingle and are friendly in class, they will be distracted and not



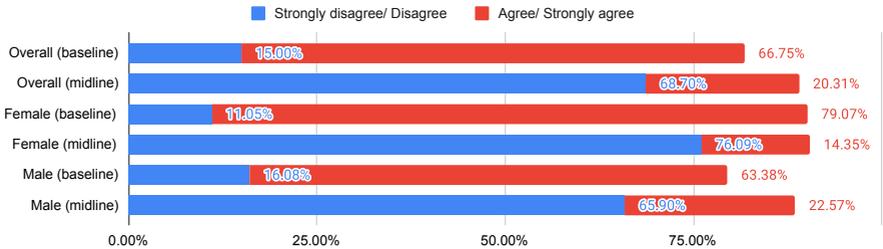
Girl students should select job opportunities where the type of work they do is flexible



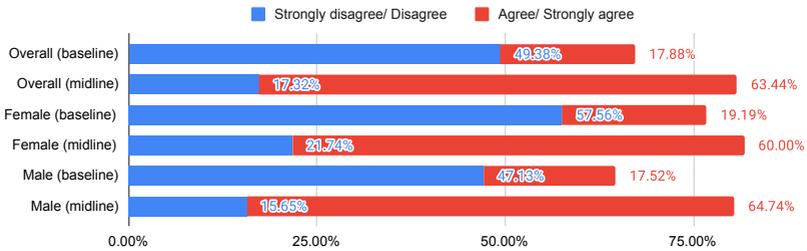
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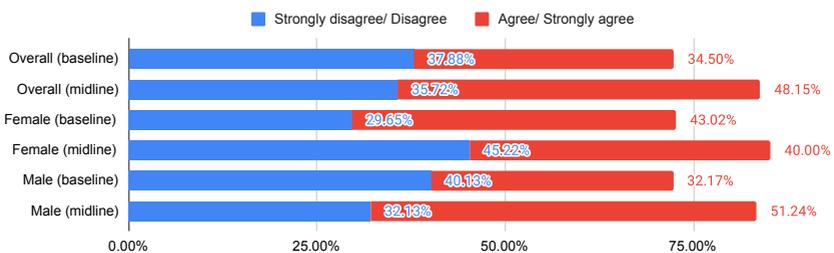
Boys should be paid higher salaries than girls for the same work because they have



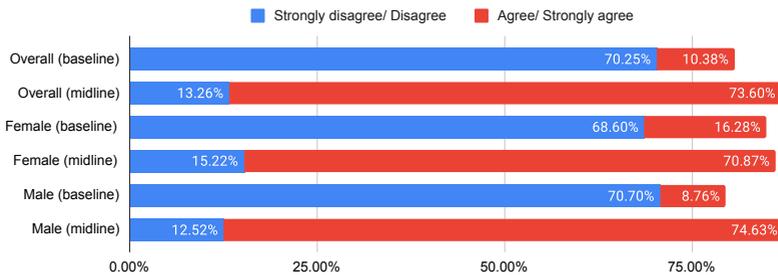
Girl students are better suited to creative and service-related careers.



Boy students are naturally better than girl students at occupations that involve



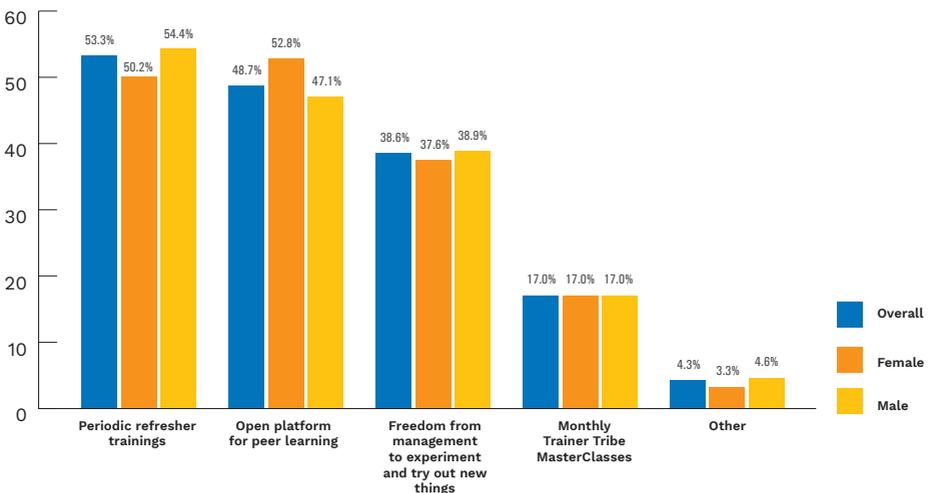
There is no need to involve parents of girl students or have conversations with them



While the average overall score of trainers improved at the midline stage with respect to their attitudes to gender, cultural notions about gender roles and choice of a career persisted at the end of the program to some extent. On average, about 18% trainers were still conflicted at the end of the program with respect to these statements.

Support required to implement learnings from MasterCoach

Support to implement ideas from MasterCoach



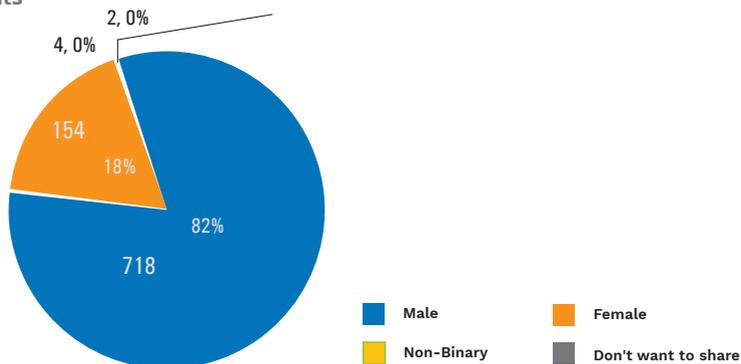
A majority of trainers – 53% – look forward to periodic refresher training, male trainers more so than female trainers. More women trainers prefer a platform for peer learning to implement their ideas from MasterCoach – indicative perhaps of a preference for a self paced, anytime, anywhere learning community. Almost 40% trainers felt that they needed support from institutional management to implement ideas and experiment. Others mentioned by trainers included support with tools, resources, and help with network and device access.

Impact on Students

To understand how students had responded to the changes in pedagogy introduced by their trainers who had participated in the MasterCoach program we surveyed students studying in ITIs in Haryana. The online survey was shared with trainers who then encouraged students to participate in the survey by sharing the link through Whatsapp and other communication channels.

878 ITI students from 50 ITIs responded to the survey (including 718 male students and 154 female students). Most responses were received from ITI Meham (147), ITI Palwal (131), ITI Sonipat (82), ITI Karnal (73) and ITI Bhorja Khera (52).

of respondents



QuestApp usage amongst students surveyed

- We asked respondents whether they had explored QuestApp in 2020. Of the 878 respondents, 48.3% reported that they had used QuestApp. 55.8% of female respondents had used QuestApp while 46.8% of the male respondents reported that they had used QuestApp in 2020. Of the respondents who had used QuestApp, 83.7% reported that they were able to explore all the lessons on QuestApp. While 94.2% of the female students who had used QuestApp said they completed all the lessons, 81.3% of the male students had completed all the lessons.
- Nearly 88% of the students who had used QuestApp in 2020 said that they found the content on QuestApp useful. This percentage was higher amongst female students– 96.5% of the female students found QuestApp content useful while 85.4% of the male students found it useful.

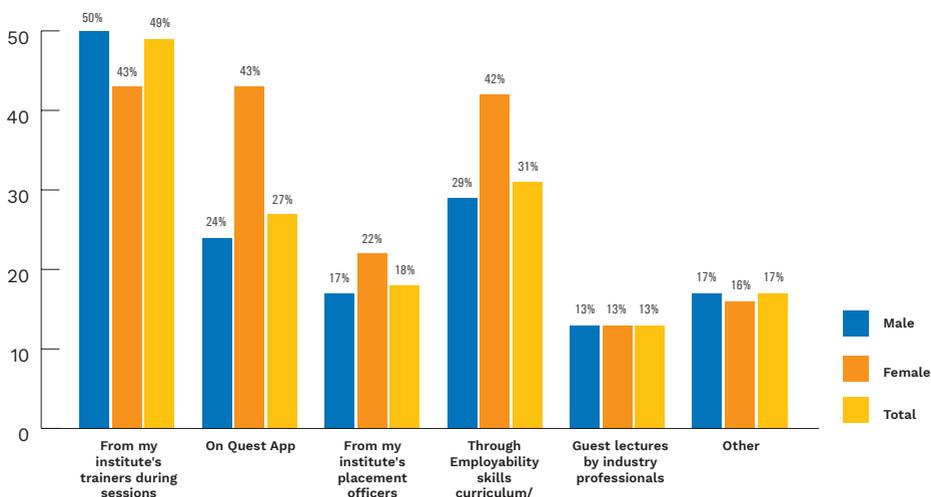
Preparedness to join the world of work

- We asked respondents how prepared they felt they were to start their careers. 82% of the respondents indicated that they were ready, while 12% of the respondents weren't sure whether they were ready for the workplace and 6% of the students said that they felt they were not ready. While 90.8% of the female students felt that they were ready and raring to join the workforce, male students were less confident with 80.8% feeling that they were ready. Interestingly, respondents who had said that they had explored QuestApp in 2020 seemed more positive about the workforce with 90% of them feeling ready as compared to 75% of the students who had not explored QuestApp.
- As a follow up question, we asked respondents who said that they felt prepared for the workplace about the role their institution had played in helping them prepare for the workplace. 93.7% agreed that their institutions had played an important role – this percentage was slightly higher in the case of female respondents (96.9%) as compared to male respondents (93.1%)

Knowledge of 21st century skills

- We asked respondents whether they had heard of '21st century skills'. 47.4% of respondents said that they had heard of the term '21st century skills'. Again the percentage of respondents who said that they had heard of 21st century skills was higher amongst those respondents who reported using QuestApp in 2020 (55%) as compared to those who hadn't explored QuestApp (41%). This percentage, while impressive, indicates that it is likely "21st century skills" and "Future of work" is not something that has entered the vocabulary of trainers yet. This may be addressed by the Quest Alliance team in future interventions with trainers.
- As a follow up question we asked respondents to share the context in which they had learnt about 21st century skills. Of the 416 students (out of 878) respondents who were aware of 21st century skills, 48.8% said they had learnt about the skills from their institute's trainers, 31.3% said they had learnt about them through the Employability skills curriculum, while 26.9% said QuestApp was their source of information and another 17.8% said that their institute's placement officers had spoken about the skills to them (note: Respondents could choose more than one option).

Source of knowledge about 21st century skills



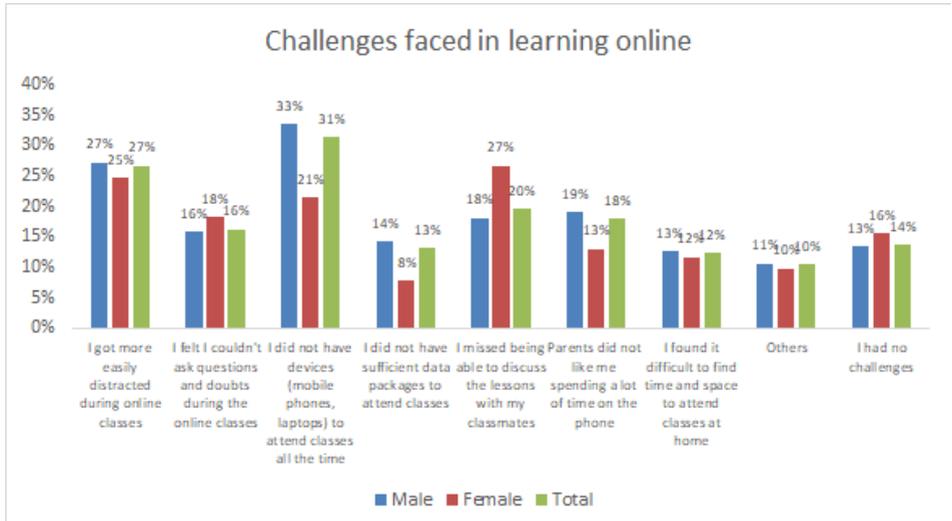
Pedagogical tools at the institute

- We asked respondents whether their trainers encouraged them to supplement learning via digital resources including QuestApp. 68.5% said that their trainers did encourage them, while 20% said that they didn't and another 12% said they weren't sure if their trainers did.
- We asked respondents whether their trainers had made any changes in how they taught in the last six months (this coincides with the period when trainers were undergoing Mastercoach program). 61% of the respondents agreed that their trainers had made changes in their pedagogical practices. Next, we asked the 537 respondents (out of 878) who had noticed the changes trainers had introduced in their classroom whether they felt that the changes that the trainers had introduced had helped make the classes more engaging. An overwhelming majority of 85.5% students agreed that the changes had a positive impact on engagement. Female students were slightly more enthusiastic about the changes as opposed to male students (87.9% as compared to 85.1%).

Experience with online learning and challenges faced

- We asked respondents to rate on a scale of 1 to 5 (1 being the lowest), the extent to which they liked the online classes that their trainers had been taking after the lockdown began. 44% of the female respondents rated the online classes 4 and above indicating a liking for how trainers had taught, while 39% of the male students rated the classes at 4 and above. Only 7% of the overall respondents gave a rating of 1 indicating a clear dislike for online classes. Another 3% said that they hadn't been able to participate in online classes and hence could not provide a rating

- We asked respondents to share what kind of challenges they faced while learning online in 2020 and 2021. For nearly 31% of the respondents access to devices to participate in sessions and study was the biggest challenge. The next common struggle (shared by 27% of the respondents) was that respondents found themselves getting distracted more easily while studying online. 20% of the respondents missed interacting with their fellow students and another 18% felt that their parents did not like them spending much time with digital devices which posed challenges in online learning. 14% of the respondents mentioned that they did not face any challenges in participating in online learning. Interestingly, male and female students experienced challenges slightly differently—while female students missed peer interaction and learning, felt that they got distracted more easily and that they couldn't have their queries answered, male students were most likely to not have had access to devices to attend classes, felt that they got distracted more easily and that their parents did not like them spending too much time on the phone.



- 71.9% of the respondents who had faced challenges said that they shared the challenges they were facing with their trainers. A higher percentage of female respondents (78%) shared their struggles as compared to male students (68%).
- Of the respondents who had shared challenges with their trainers, 83% felt that the trainers were able to provide them support and help in resolving these challenges.
- Students were very appreciative of the efforts that trainers have taken to ensure learning continues virtually even during pandemic. Some students also mentioned that trainers had spoken to them about QuestApp, Nimi app and other such learning apps aimed at ITI students

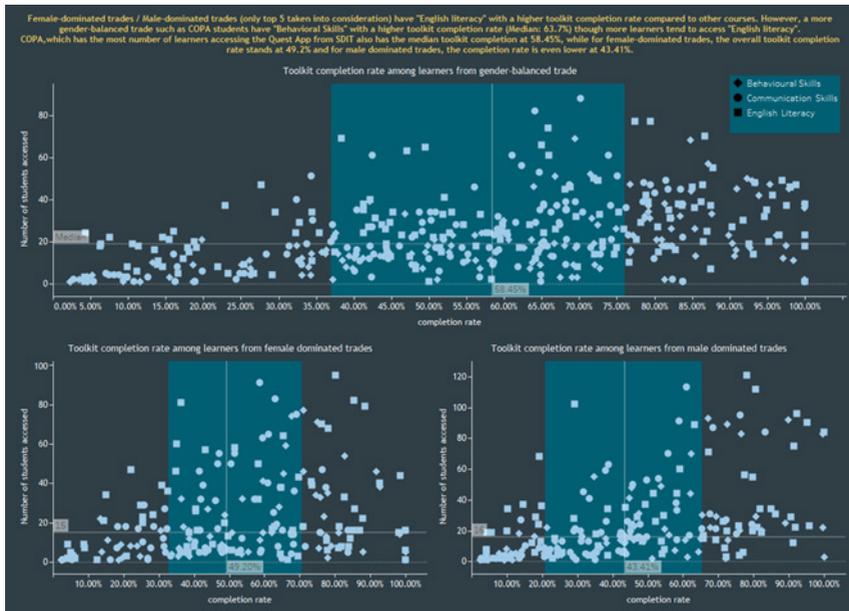
Principal Survey and Testimonials

An online survey was used to gather responses from some of the principals of the institutions whose trainers had undergone the MasterCoach training program. 35 principals responded to the survey of which 32 were male and 3 were female. The average age of the respondents was 45 years. 88% of the principals had also served as trainers and 57% of the principals still continue to teach

- We asked principals what kind of pedagogical practices were prevalent in their institutions currently. In 80% of the institutions group work was used to teach students, 66% said that apprenticeship was a part of the pedagogy, while 63% used digital resources and 60% said that project work and activity based learning was used.
- 35 principals responded to the survey of which 66% said that after completing MasterCoach trainers had given students space to provide feedback on content and training (principals could choose more than one option). 51% said that trainers had taken steps to make classrooms more gender sensitive while 45% said that trainers had

incorporated digital learning resources in their sessions. 9% of the principals said that they weren't aware of any changes that had been made by the trainers

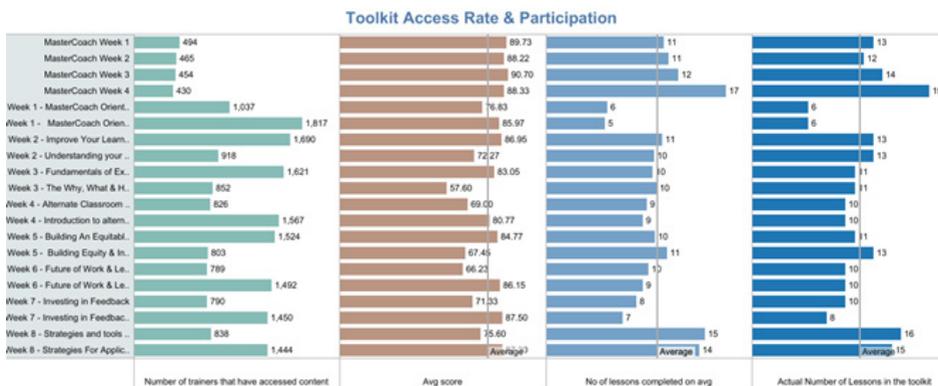
- We also asked principals to choose the terms they most associated with MasterCoach. 69% of the principals chose blended learning, while 63% used the term professional development. 54% said 21st century facilitation skills and 51% chose the term activity based learning
- We asked principals whether they had observed any personal or professional changes in the trainers who had undergone the training. While some principals suggested that such changes may be observable only once normal in classes will be observed, other principals suggested that trainers had gained proficiency in using digital resources in teaching.
- Suggestions on how the training program could be improved include making the training an annual/ semi-annual program, other suggestions included more in-depth curriculum on digital and e-learning and teaching resources, having offline/ in person training instead of purely virtual training



- » In September 2020, a survey was done with students who had accessed QuestApp between April and June 2020. We received responses from 6875 students. 93% of the respondents found QuestApp very easy/ moderately easy to use.
- » In the same survey, while 40% of the respondents indicated a preference for a blended approach to learning, more than 40% of learners have also indicated that, as a result of exposure to QuestApp, they are more open to engaging in e-learning content.
- » A 2 week long campaign that was run with support from SDIT Haryana brought on board more than 30,000 students on to the App. The push and positive reinforcements from the department went a long way in helping students take the initiative to sign up on the App. However, access and course completion was not widespread indicating that issues related to access to digital devices, attitude towards online learning etc may need to be addressed in the future to ensure higher engagement.
- » In a secondary survey conducted with 878 learners in May 2021 to understand how the MasterCoach training program had led to an impact on learners, it was found that about 47% of the respondents could also recall using QuestApp in 2020. Interestingly those respondents who had said that they had explored QuestApp in 2020 seemed more positive about their readiness to join the workforce with 90% of them feeling ready as compared to 75% of the students who had not explored QuestApp.

The second part of the engagement involved having ITI trainers across 170+ institutions undergo the MasterCoach program to improve their 21st century facilitation skills. The MasterCoach training program was run in two phases in a completely virtual format due to the pandemic. The first phase was conducted between June–July 2020 and this phase saw approximately 500 trainers complete the training program. Phase 2 was expanded to include 2200+ more trainers of which 1875 completed the training program successfully. Overall 3000 trainers were enrolled for the MasterCoach program of which approximately 2300 completed the MasterCoach program. Some key takeaways from the program implementation and the post program surveys are as follows:

- » Overall course completion rate on QuestApp was 89.5%. The support provided by the community champions (a select group of trainers who had completed the training program in Phase 1 who were enlisted to help them navigate QuestApp) as well as the Quest Alliance team via Whatsapp, telephonic interaction and IVRS helped in keeping trainers motivated even as trainers struggled with the fall out of Covid in 2021.



- » A total of 37 virtual webinars were conducted across the two phases of MasterCoach with trainers of SDIT Haryana, corresponding to the weekly topics of the course. The average number of participants in each of these was 335. The webinars on Equipping young people for 21st century workspaces (attended by a total of 1619 trainers) and on Tips & Tricks of Facilitation (attended by a total of 1341 trainers) saw the highest number of participants.
- » We carried out a survey with the trainers at the end of the Phase 1 and Phase 2 training.. Of the 1079 trainers who responded to the survey, 92% of the trainers said that the MasterCoach program helped them understand the role of 21st century facilitation skills in the classroom. A higher percentage of female trainers - 97%, compared 90% male trainers - were more emphatic in their view that the program had helped them in perspective building about a 21st century classroom and the challenges and opportunities it brings with it.

- » Prior to the beginning of the training program, 32.7% of trainers had strong positive sentiments about the resources they had at their disposal to teach online. By the end of the program 44.9% of the trainers believed that they had enough resources to take online classes for their students – an increase of 12% points.
- » At the start of the intervention, 63.24% of the trainers were very excited or completely excited about the prospect of online learning. By the end of the program this had increased to 79.4% (an increase of 16% points)
- » Participants were asked to what extent they believed that educators have a role to play in creating equitable learning spaces that are equal for both boys and girls. 70.3% participants agreed they have a role to play at the baseline stage, this increased – by almost 10% – to 80.2% at the completion of MasterCoach. Male trainers showed a relatively higher shift in this belief at the end of the program, with a 9.1% increase in trainers who positively responded to the statement, compared to female trainers who made a 1.8% increase.
- » We asked trainers what was the nature of support they would need to implement some of the learning from MasterCoach. A majority of trainers – 53% – said that they look forward to periodic refresher training, male trainers more so than female trainers. More women trainers prefer a platform for peer learning to implement their ideas from MasterCoach – indicative perhaps of a preference for a self paced, anytime, anywhere learning community.
- » We also conducted a survey with 878 students of the trainers who had undergone the MasterCoach program. 61% of the survey respondents agreed that their trainers had made changes in their pedagogical practices in the last six months (which corresponded with the period during which the ITI trainers underwent MasterCoach program). Of the student respondents who said that their trainers had made changes, 85.5% of students agreed that the changes had a positive impact on engagement. Female students were slightly more enthusiastic about the changes as opposed to male students (87.9% as compared to 85.1%).

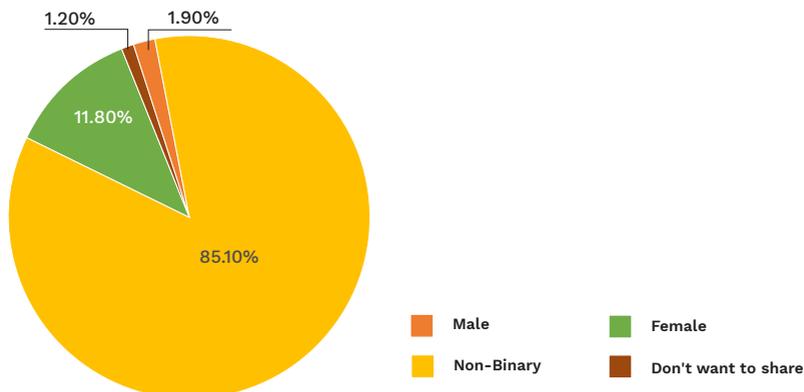
- » We also reached out to principals of ITIs to hear from them what they thought about the MasterCoach program and whether they had observed any changes in how trainers were engaging with students after completing the MasterCoach training program. 35 principals responded to the survey of which 66% said that after completing MasterCoach trainers had given students space to provide feedback on content and training (principals could choose more than one option). 51% said that trainers had taken steps to make classrooms more gender-sensitive while 45% said that trainers had incorporated digital learning resources in their sessions. 9% of the principals said that they weren't aware of any changes that had been made by the trainers

The following pages include a more detailed account of the student and trainers' intervention by Quest Alliance including strategies used to respond to Covid related challenges, lessons learned and impact of the intervention.

Student Survey Snapshot

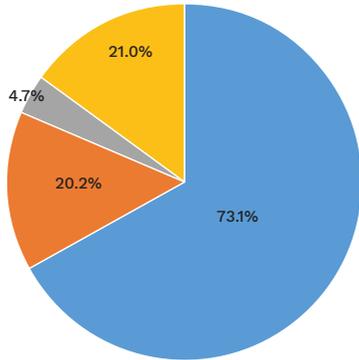
Maximum learners from SDIT Haryana Program access content through smartphones

Devices learners' use to access QuestApp contents



A whopping 93% of our learners find that the QuestApp is very easy/moderately easy to use

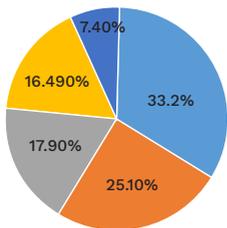
Learner's response to ease of use of QuestApp



- App is very easy to use
- App is moderately easy to use
- App is not easy to use
- App is not at all easy to use

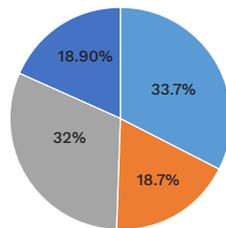
Learners are divided on their likes and dislikes related to QuestApp features

Percentage of learners and their favourite quality in the QuestApp



- Smooth functioning of the app
- Navigator within the app
- Color and design
- Content available on the app
- Discussion on community page

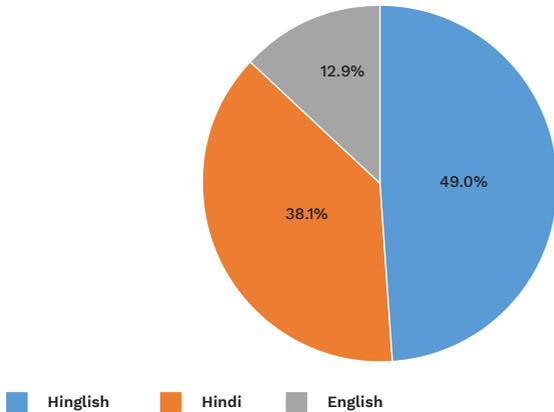
Percentage of learners and their least favourite quality in the QuestApp



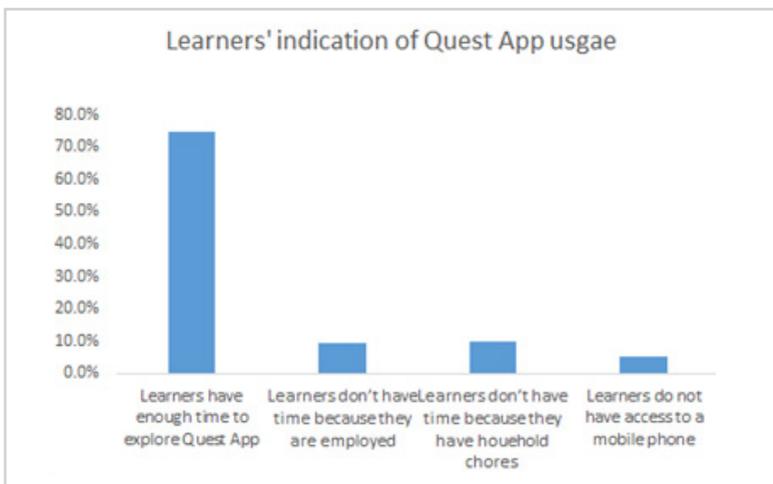
- Smooth functioning of the app
- Navigator within the app
- Color and design
- Content available on the app
- Discussion on community page

Learners indicate that their preferred language for lessons is either in Hinglish(mix of Hindi and English) or Hindi.

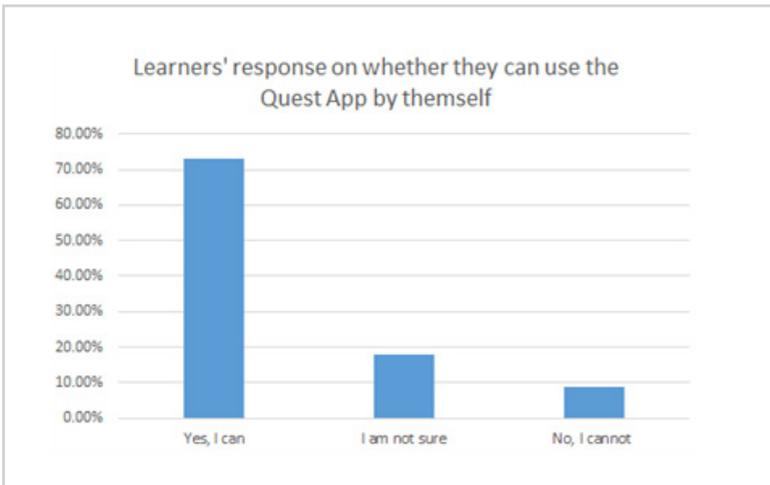
Learners' language preferences



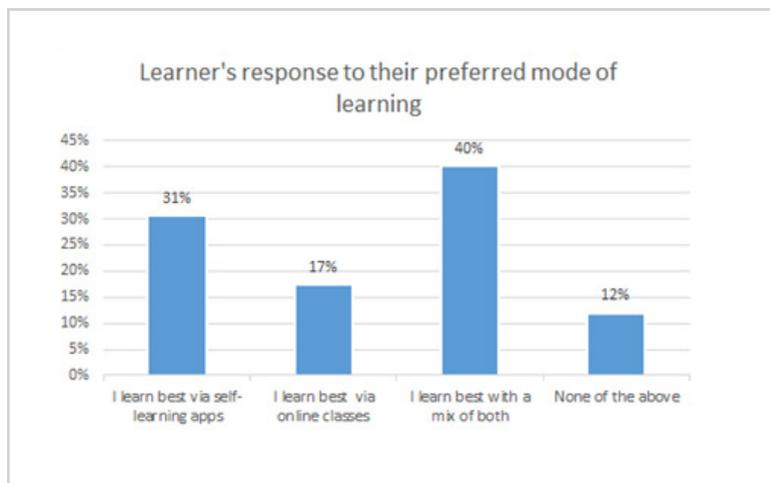
74% of our learners have indicated that they have enough time to explore QuestApp.



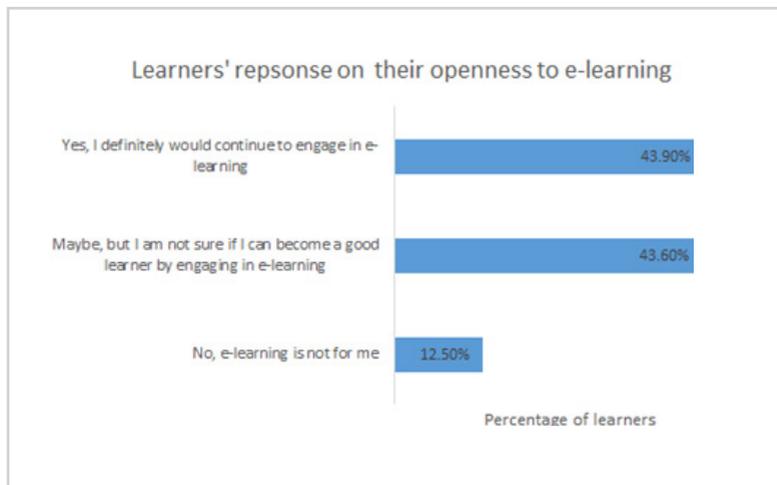
73% of our learners indicated that they are able to learn through QuestApp by themselves.



Most of our learners prefer a blend of online classes along with self-learning apps like Quest



Based on their experience of learning from QuestApp, more than 40% of our learners would like to continue with e-learning, while the rest are either not confident or feel online learning is not for them.



Annexure 2 - Program Design & Implementation

ITI Trainer level intervention

Redefining the role of an educator in 21st century

MasterCoach is a critical program that seeks to redefine the role of a trainer in the 21st century. MasterCoach curates 30 topics from the original course, interspersed with quizzes to check for conceptual understanding and live fortnightly Trainer Tribe classes on facilitation and pedagogy skills.

- **Virtual Learning:**
We combine the power of experiential and digital learning in our design and approach for capacity building of educators. Learning is a continuous process and not limited to a workshop or TOT.

- **Strengthen pedagogical or facilitation skills:**
MasterCoach is focused on delivering conceptual clarity to trainers such as blended learning, flipped classrooms, experiential learning. It has 25 strategies for group work, projects, role plays and creating a classroom that is engaging and effective
- **Anytime, anywhere access to learning and toolkits:**
Our capacity building approach is to empower trainers to make small shifts and experiment in their immediate environments. We design technology and content to unlock a trainer's individual potential with easy access to curated tools, activities and reading resources that are relevant for local context
- **Peer to Peer engagement:**
We strengthen digital identities and social capital of trainers. Trainers who learn with us understand the value of being networked with peers in the training and facilitation world. It promotes strong peer relationships and a sense of community solidarity.
- **Online Learning Network:**
Build a digital identity for the trainers and have them join the online professional network of trainers to promote anytime, anywhere learning, strengthen a trainer's social capital. Through our initiative Trainer Tribe, they will continue to engage beyond workshops and meetings, and learn from peers in the sector virtually.

Course Objective:

- Trainers engage with virtual learning for their professional development by completing the course and attending all MasterClasses
- Trainers demonstrate a conceptual understanding of the areas covered in MasterCoach Express
- Trainers self-report increased awareness and motivation to experiment in class the new strategies and tools they learned in the course

- Trainers express interest in continuing their relationship with Quest Alliance's trainer development approach through MasterCoach and Trainer Tribe
- Trainers join Trainer Tribe and demonstrate some of the form engagement (attending MasterClass, sharing posts, participating in discussions)
- Trainers specifically indicate greater clarity and comfort with learning online and have some perspective in teaching online too

Key features of the MasterCoach SDIT intervention:

- Addition of 17 exciting bite-sized learning videos
- Topics were interspersed by quizzes to assess not only retention but conceptual understanding
- The 8 webinars were curated, designed and tested by the MasterCoach team to ensure we meet key themes on facilitation, equity & inclusion, community building and orientation to complete the course online.
- Principles of Modular learning that allowed a trainer to start the course from anywhere were practiced. This gave the trainers a lot more choice-making and autonomy over their learning
- Group calls hosted by the online facilitator to discuss specific course objectives were organised regularly
- Our monitoring and evaluation tools have been overhauled not just for the virtual model of MasterCoach but to check for patterns of the self-learning framework
- Access to Trainer Tribe for a larger network and peer engagement to all MasterCoach trainers

MasterCoach curriculum design

Weekly Learning Objectives:

Week 1:

MasterCoach Orientation

- » Interpret the purpose of the MasterCoach program
- » Restate all the course components of MasterCoach including course structure, timelines, the different learning mediums present in Mastercoach and get introduced to your Online Facilitator
- » Explore the different learning elements(Questapp, live weekly MasterClasses, WhatsApp discussions) present in MasterCoach
- » Access a thriving digital community of educators called Trainer Tribe
- » Connect with your peer MasterCoach course participants through whats app group

Week 2:

Investing in Student Relationships

- » Examine strategies for enhancing your relationship with learners and exploring Learner Personas in particular
- » Enumerate a self-reflection of your level of communication and the importance of listening
- » Articulate the necessity and techniques of creating safe classroom engagement by incorporating the P.I.E.S Model
- » Prepare the Self Learning Framework and ways to incorporate it during your classroom engagement

Week 3:

Understanding Experiential Learning

- » Discover the world of Experiential Learning and explore its related concepts
- » Explore the different learner learning styles in classroom engagement.
- » Devise relevant ways to enhance Learning experiences.

Week 4:

Exploring Alternate Teaching Pedagogies

- » Extend the understanding of effective classroom engagement.
- » Paraphrase different teaching pedagogies practiced by educators across the education sector.
- » Analyze the practices of a regular classroom by building conceptual clarity on Flipped Classroom & the 3H (Head-Heart-Hand) models

Week 5:

Building an equitable and inclusive Classroom Engagement

- » Introspect into the understanding of your Conditioning and Biases
- » Analyze factors that limit a classroom engagement from being inclusive and equal

Week 6 :

Future of Work & Learning

- » Recite an example for an Online Learning strategy
- » Explore in detail the essentials of a 21st century world and the changing work scenario
- » Collate strategies to equip your learners to be ready for the 21st century work scenario

Week 7:

Investing in Feedback

- » Outline the importance of Feedback
- » Explore the ways to create a culture of Feedback during your classroom engagement
- » Interpret the meaning of 'Change Curve' in your classroom engagement

Week 8:

Tips & Tricks of Facilitation

- » Explain over 30 strategies, Practical tools, games and activities that you can use as a starting point to enhance your classroom engagement
- » Illustrate the use of an energizer, activities to begin and end a class, ways to nudge your learners who may not open up freely and create a safe learning environment for all
- » Explore ways to start your journey to becoming a 'Facilitator of Learning'

Weekly Thematic Webinars:

As part of strengthening the MasterCoach learning journey, trainers were expected to mandatorily participate in 4 weekly webinars. Each of the webinars focussed on the thematic area of the topics they engaged on QuestApp. These webinars helped strengthen their understanding of the weekly topics, engage ideas, pose questions, clarify their queries and work on strategies to apply in their respective Learning Spaces.

The weekly thematic webinars helped educators dive deeper into their teaching styles, adopt activity-based learning, spend more time in understanding their learners and apply it to the changing world around them. Through these webinars:

- » Educators were equipped with strategies and ways to make their learners adaptable and agile.
- » Educators started extensively using the online learning platforms as an enabler to their engagement and not as a replacement. Initially, Educators were hesitant to use technology as a means of learning/teaching due to the fear of their role becoming redundant but the present times have shifted their thought process to look at it as means to enhance their effectiveness as educators; thereby being an enabler.

Week 1: The New Normal – Re-imagining Learning & Teaching

Session Name : The New Normal – Re-imagining Learning & Teaching

Objective:

- The current educational atmosphere, and what still remains to be done
- Creating safe learning spaces to make learners feel welcome and included
- Incorporating happiness into any learning process or journey to make learning more effective
- Technology as an enabler or disabler to education – Meaning of MasterCoach & its relevance

Week 2: Strategies to improve your student relationships

Session Name : Strategies to improve your student relationships

Duration: 60mins

Objective:

- Communication triangle and its effect on our relationships with peers, friends, supervisors, and students
- Safety, and creating safe learning environments for our learners and ourselves. Self-learning framework and ways in which it can be incorporated in our learning spaces
- How to create better relationships with students by understanding different learning mindsets and creating learner personas

Week 2: Experiential Learning – Exploring the Kolbe’s Cycle

Session Name : Experiential Learning – Exploring the Kolbe’s Cycle

Duration: 60mins

Objective:

- The four different learning styles and how they play out in learning spaces
- Different ways in which experiential learning can be incorporated into our learning spaces and enhancing the learning experience by doing
- How we can design any learning experience using Do-Reflect-Think-Apply

Week 4: Exploring Alternate Teaching Pedagogies

Session Name : Exploring Alternate Teaching Pedagogies

Duration: 60mins

Objective:

- Why we need to adopt different pedagogies to create a better learning experience
- Ways in which various pedagogies can be effectively incorporated in my learning space
- Pros and cons of using alternate pedagogies in my learning space
- Reflection of my own teaching style and how I can create an enjoyable learning experience

Week 5: Importance of creating an inclusive

Learning Space– Deep diving into Gender & Marginalisation

Session Name : Importance of creating an inclusive

Learning Space– Deep diving into Gender & Marginalisation

Duration: 60mins

Objective:

- Gender biases and types of marginalization that exist in Learning Spaces
- How an inclusive learning space can improve classroom engagement effectively
- Different ways in which an educator can create an inclusive learning space

Week 6: The Future of Learning is here

Session Name : The Future of Learning is here

Duration: 60mins

Objective:

- Importance of digital literacy for educators to stay relevant
- Ways in which learners can be equipped with essential 21st-century skills to adapt to a changing world
- Emerging trends in the future of work and strategies to prepare learners for it

Week 7: Tips & Tricks of Facilitation

Session Name : Tips & Tricks of Facilitation

Duration: 60mins

Objective:

- Why create a safe Learning Environment for our learners and us
- Strategies to create a safe Learning Environment to enhance learning experiences
- Key differences between Teaching & Facilitation
- Common facilitation practices

Week 7: Investing in Feedback & The Way Forward

Session Name : Investing in Feedback & The Way Forward

Duration: 60mins

Objective:

- Understanding how feedback can enhance the role of an educator
- Strategies to create a Feedback culture in Learning Spaces
- How the 8 week MasterCoach learnings can be effectively applied in Learning Spaces

A total of 37 webinars have been conducted across the two phases of MasterCoach with trainers of SDIT Haryana, corresponding to the weekly topics of the course. The average number of participants in each of these was 335. The webinars on Equipping young people for 21st century workspaces (attended by a total of 1619 trainers) and on Tips & Tricks of Facilitation (attended by a total of 1341 trainers) saw the highest number of participants. IVRS calls were used by the team for reminders to attend the weekly webinars, with a call success rate of 33%.



आकाश सेठी
सीईओ, क्वेस्ट एलायंस

21 वीं सदी के लर्निंग स्पेस का निर्माण

आकाश सेठी उद्यमी और संगठन निर्माता के रूप में 15 वर्षों के अनुभव के साथ आते हैं। उन्हें गरीबी उन्मूलन में व्यवसाय की भूमिका और शिक्षा और युवाओं के सशक्तिकरण में खेल की भूमिका के बारे में जानने एवं उनके ऊपर काम करने का शौक है।

June 17 | Wednesday | 11:00 am



सुष्मिता श्रीधरा
प्रबंधक: सुविधा और सामग्री विकास क्वेस्ट एलायंस

21 वीं सदी के कार्यक्षेत्र के लिए युवाओं को प्रशिक्षित करना

सुष्मिता लर्निंग एंड डवलपमेंट (सुविधा, प्रशिक्षण डिजाइन, प्रभाव प्रबंधन और वयस्क शिक्षण) में समृद्ध अनुभव के साथ आती हैं। वर्तमान में वह प्रबंधक के रूप में क्वेस्ट एलायंस में काम करती हैं: माय क्वेस्ट कार्यक्रम के लिए सामग्री विकास और सुविधा, पाठ्यक्रम डिजाइनिंग, शिक्षक क्षमता निर्माण और समय सामग्री वितरण प्रभावशीलता पर शिक्षकों के साथ मिलकर काम करने में इन्हें महारत हासिल है।

Wednesday | Sept 2 | 11am



शालिनी मेनन
एसोसिएट डायरेक्टर, क्वेस्ट एलायंस

प्रभावी शिक्षा के लिए कक्षा को बेहतर कैसे बनाया जाए?

शालिनी मेनन भारत के शिक्षा और गैर-लाभकारी क्षेत्र में समृद्ध सुविधा अनुभव के 16 वर्षों के साथ आती हैं। वह एक सामाजिक कलाकार हैं और विभिन्न संगठनों के लिए रचनात्मक, संवादात्मक और इमर्सिव सीखने के अनुभव रखने वाले अनुभवात्मक शिक्षक हैं।

August 19 | Wednesday | 11:00 am



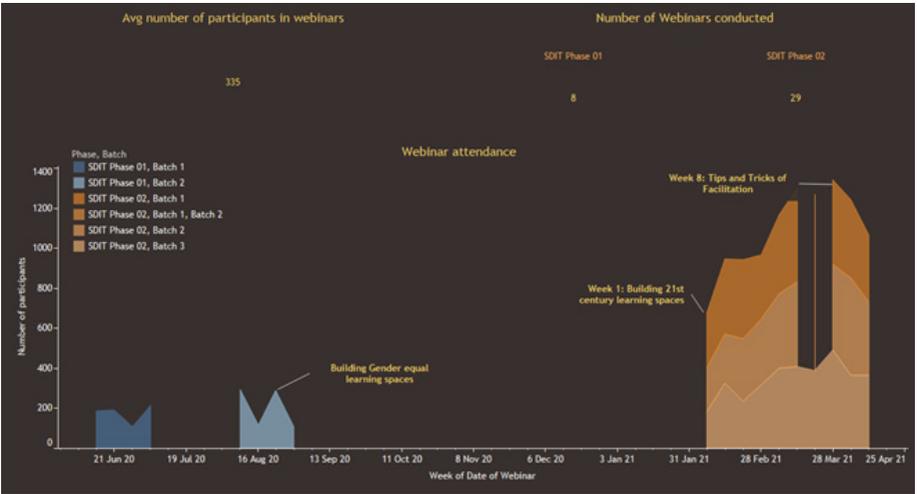
दीपिका सिंह
वरिष्ठ कार्यक्रम प्रबंधक क्वेस्ट एलायंस

सीखने- सीखाने की प्रक्रिया में शिक्षकों की भूमिका

शिक्षकों के रूप में, आप अपने लर्निंग स्पेस को जेंडर इक्वल स्पेस बनाने के लिए कौन से तीन कदम उठाएंगे ?

कृपया व्हाट्सएप पर अपनी टिप्पणी और विचार साझा करें





94% of the respondents gave the webinars a high rating of 4 and above (on a scale of 1 to 5). Webinars which had the most positive feedback included Investing in Feedback, Exploring alternative teaching pedagogy, Strategies to improve your student relationship.



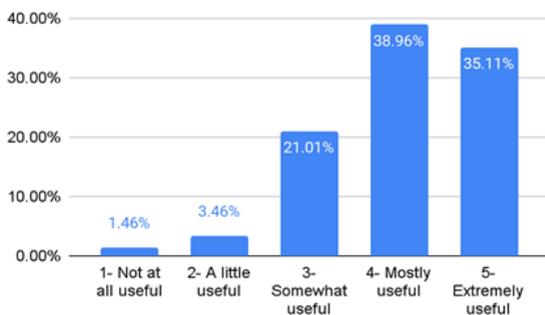
Online Facilitation: Process & Elements:

To build a virtual learner-facilitator relationship, a space to share ideas, issues, learnings from the course blended with the required Human Touch, Quest Alliance team employed different communication channels and digital platforms such as Whatsapp, group phone calls, IVRS etc.



Trainer Tribe

Over 60% trainers stated at the end of the program that they were able to get to know their cohort members well. 69.7% (28.3% female and 71.7% male) trainers who were part of the program have signed up on Trainer Tribe. As of April 2021, the Trainer Tribe Facebook group had over 3150 members, with over 45% of them hailing from the Delhi–Haryana region. Participants who signed up on Trainer Tribe were asked to rate its usefulness on a scale of 5. 74% respondents rated Trainer Tribe high on usefulness.



QuestApp:

The QuestApp is a multi-device, interactive, gamified digital learning platform of Quest Alliance that can be deployed both on- and offline to enable students and facilitators to acquire 21st-century skills for personal and professional growth.

The trainers were given user credentials with their email addresses, after the Orientation Call. The 4-week course is accessible on the app and the content was curated keeping in mind the Alumni feedback and the current trends in the field. It has been observed that the trainers were actively engaging with the content, sharing snippets of their experience on the WhatsApp groups and also successfully completing their weekly assessments as planned.

Week 1:

- How to effectively complete a MasterCoach course?
- Why should educators embrace online learning?
- Complete picture form
- Types of Biases
- Understanding our conditioning
- Learning Mindsets: Growth, Fixed, Benefit
- Self-learning
- Assessment-01

Week 2:

- Understanding the Learner- Student Personas
- How learners learn
- Social-Emotional Intelligence and Multiple Intelligence
- Why our students are bored
- Kolbe's Learning Survey
- Flipped Classroom
- Alternative Pedagogies- 3H Model- Holistic Teaching Pedagogy
- Building Classroom Norms
- Help! My group won't talk
- Smallest things matter
- Assessment-02

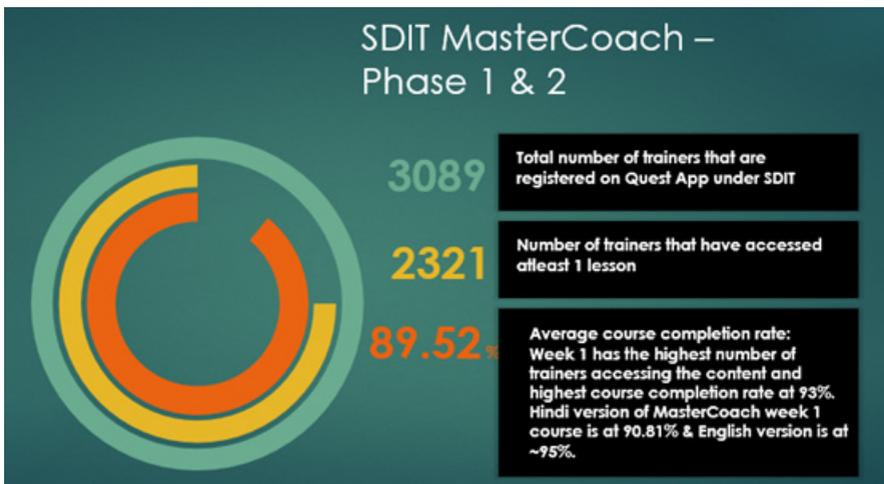
Week 3:

- Understanding Gender Inclusion
- Gender Identity Glossary
- Diversity and Inclusion
- PIES Model
- Are you Pushing or Pulling Students?
- Organizing your course to Teaching and Learning Framework
- Lifeskill Organizer
- Building Rapports with learners
- Is your classroom a 21st Century Classroom
- Assessment-03

Week 4:

- Skills for Future
- Role of a 21st Century Educator
- Why Digital Literacy is Important
- Change Zones
- Change Curve
- Teaching Portfolio
- Feedback is Gift
- Assessment-04

A total of 3089 trainers under SDIT are registered on QuestApp. Of these, 2321 trainers have accessed at least one lesson. The average course completion rate is 89.52% with the week 1 lesson having the highest access rate and a completion rate of 93%. The MasterCoach course on QuestApp has both English and Hindi versions, and week 1 has a completion rate of 95% and 90.81% respectively in both languages.

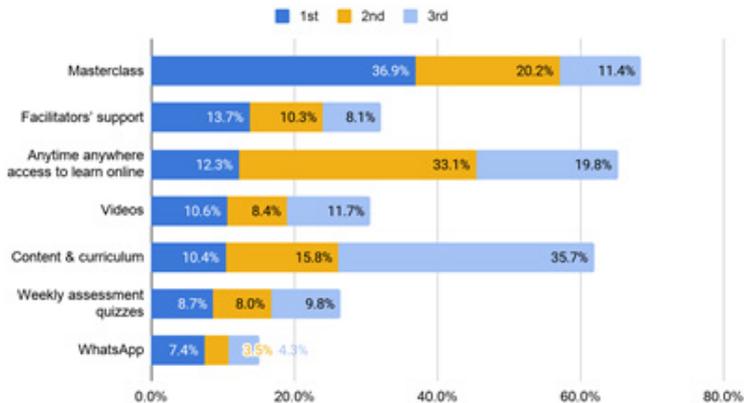


Course completion rates naturally reduced as weeks went on as the curiosity amongst trainers waned and also as the second wave of Covid began to take a personal toll on the trainers. Here the online facilitators and community champions played a critical role in keeping trainers engaged and motivated.

% of trainers - Course wise breakdown of completion rate					Number of trainers - Course wise breakdown of completion rate				
	0-30%	30-60%	61-80%	81-100%	Grand To.	0-30%	30-60%	61-80%	81-100%
Week 1 - MasterCoach Orientation	6.72%	3.08%	2.24%	87.96%	357	24	11	8	314
Week 1 - MasterCoach Orientation (Hindi)	4.58%	2.00%	3.72%	89.69%	1,397	64	28	52	1,253
Week 2 - Improve Your Learner Relationships (Hindi)	5.71%	2.45%	19.25%	72.59%	1,226	70	30	236	890
Week 2 - Understanding your Learners and Re-imagining Learning Spaces	8.49%	8.49%	71.59%	11.44%	271	23	23	194	31
Week 3 - Fundamentals of Experiential Education (Hindi)	13.06%	4.07%	3.15%	79.72%	1,080	141	44	34	861
Week 3 - The Why, What & How of Experiential Learning	14.04%	1.28%	0.85%	83.83%	235	33	3	2	197
Week 4 - Alternate Classroom Engagement Strategies	11.82%	2.46%	1.97%	83.74%	203	24	5	4	170
Week 4 - Introduction to alternate teaching pedagogies (Hindi)	3.98%	9.79%	1.83%	84.40%	981	39	96	18	828
Week 5 - Building An Equitable And Inclusive Learning Space (Hindi)	6.54%	8.29%	3.39%	81.78%	856	56	71	29	700
Week 5 - Building Equity & Inclusion in classrooms	9.38%	2.08%	1.56%	86.98%	192	18	4	3	167
Week 6 - Future of Work & Learning	9.24%	4.35%	3.26%	83.15%	184	17	8	6	153
Week 6 - Future of Work & Learning (Hindi)	4.03%	1.67%	8.34%	85.95%	719	29	12	60	618
Week 7 - Investing in Feedback	12.79%	1.74%	21.51%	63.95%	172	22	3	37	110
Week 7 - Investing in Feedback (Hindi)		11.20%	10.73%	78.08%	634		71	68	495
Week 8 - Strategies and tools for facilitation	13.23%	8.99%	1.06%	76.72%	189	25	17	2	145
Week 8 - Strategies For Application (Hindi)	5.69%	5.86%	3.28%	85.17%	580	33	34	19	494

Trainer Feedback and suggestions

We asked trainers to rank the various aspects of the program, in order of what they appreciated most. Weekly Masterclasses, online learning that could be accessed anytime at one's own convenience and online facilitators' support received the highest rankings.



- 3 Community champions were trainers selected from Phase 1 who collaborated with the Quest Alliance team to help trainers in Phase 2 attend all weekly webinars as per the course requirements, complete the online course and assessments as given, complete any assignment given as part of the course. Each community champion had approximately 30 trainers assigned to them and they supported these trainers via WhatsApp groups, IVRS, Phone Calls, etc with additional support extended by the QUEST Alliance team. Community champions were chosen from Phase 1 cohort based on the following: Successful completion of the online course and extent of engagement through posts on Trainer Tribe and WhatsApp on how they are incorporating self learning and practicing 21st century facilitation skills for effective classroom engagement



The design and facilitation of the master coach program is very effective. All the master coach's trainer staff members work hard and play their important role by giving time to all efforts in a very good way. I would like to thank them wholeheartedly"

Trainer, ITI Panipat —————



MasterCoach कार्यक्रम के डिजाइन, सामग्री और ऑनलाइन फैसिलिटेशन बहुत ही अच्छा और भविष्य के लिए उपयोगी है.

Trainer, ITI Panipat —————



इस ट्रेनिंग को 6mhine me एक बार 10 days क्लास लगनी चाहिए ताकि ट्रेनिंग से सम्बन्धी चर्चा की जा सके और समय समय पर कुछ नया सिखने को mile"

Trainer, ITI Kaithal —————



"Some topics should be related to NSQF syllabus"

Trainer, ITI Panchkula —————

champions were chosen from Phase 1 cohort based on the following: Successful completion of the online course and extent of engagement through posts on Trainer Tribe and WhatsApp on how they are incorporating self learning and practicing 21st century facilitation skills for effective classroom engagement

MasterCoach Impact

At the onset of the MasterCoach program, we sent out a baseline tool to understand the trainers better and establish baseline values with respect to the following:

- » Attitude towards & experience with online learning
- » Challenges faced by trainers in learning online
- » Comfort and familiarity with experiential learning
- » Comfort in teaching online
- » Challenges faced while teaching students online
- » Attitudes toward gender equity and inclusive learning spaces
- » Expectations that trainers have from the MasterCoach program

Soon after completion of the course a midline and feedback form was shared with trainers to measure the extent to which attitudes and mindsets had evolved because of participation in the MasterCoach program. A detailed endline survey is to be carried out six months after course completion, to understand changes in these baseline values with respect to how trainers have continued to invest in their learning, strengthen their facilitation skills, engage with students, peers and parents, and the steps they have taken to create inclusive learning environments.

The analysis below is based on responses from 1309 trainers (24% female and 76% male) to the baseline tool, and 1079 (28% female, 72% male) trainers who responded to the midline/ feedback tool.

MasterCoach Learning Elements:

Phone Calls

Over the past 2 months, Online facilitators have made average of 2 1-1 phone calls to all the trainers.

IVRS

4 IVRS voice messages sent out: program announcements and Wednesday webinar reminders

WhatsApp

SDIT cohort Whatsapp groups as discussion forums to sustain the daily engagement with addressing program concerns and discussion on reflective question post webinars

Quest App

Online facilitator track course progress and extend personalized support to the trainers on regular basis.

Trainer Tribe

Trainers are engaged on extra learning resources related to the program

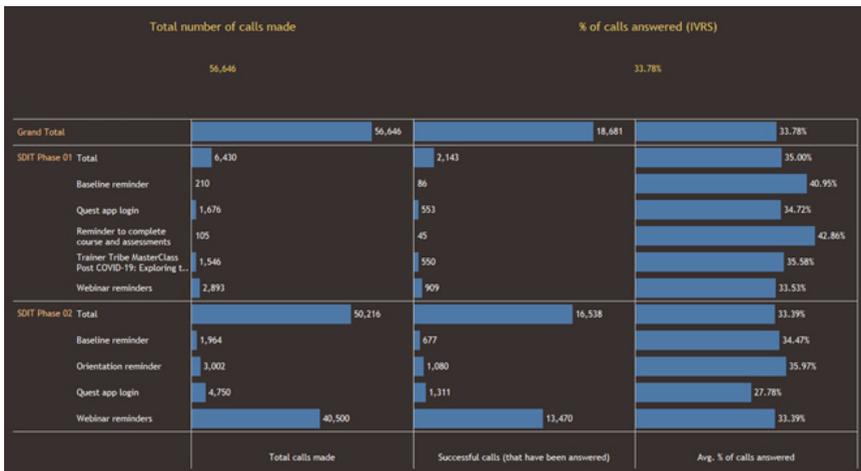
The calls and IVRS voice message is to resolve login issues, technical issues, addressing learning challenges, course status of the participant, Webinar announcement

Phone Calls:

Each trainer received phone calls from the online facilitator, to address concerns they may have, to have an understanding of their program experience and to keep their learning momentum going strong. The participants also reached out to the online facilitator, for seeking help on QuestApp logins, for support to progress on the course, also to understand more about the purpose of MasterCoach.

IVRS:

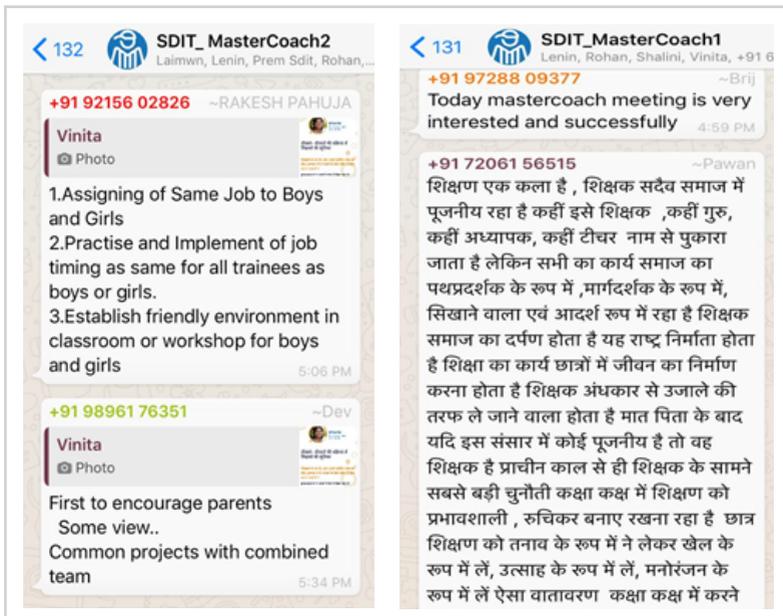
To help reach out to all participants and keep everyone informed about the course details and webinar updates, the IVRS was used. Initially, it was used to welcome the participants to the course, to nudge them to complete the course and also as a reminder to fill the feedback surveys, etc. Further, 2 compulsory IVRS were sent in a week- one on the day before the webinar & another, one hour before the webinar.



WhatsApp engagement

Each cohort has a dedicated WhatsApp group administered by the e-facilitator, with norms for group behavior and practices. As both teaching, peer learning, and communication tool, it allows for the sharing of ideas, reflection, discussion, follow-up, updates, quizzes and polls. Examples of classroom applications are shared often. This learning tool also acts as one of the platforms to bring all the participants together and provides a sense of community. Through this group, important course-related information was shared. We also used this as a platform for learning, especially post the Wednesday MasterClass, we initiated group discussions, on the MasterClass topics. This closed group enabled the participants to share their learning of the content from the QuestApp.

WhatsApp: Learning Moments



Trainer Tribe:

An online learning network for educators to enable them to embrace the power of online learning networks to discuss ideas, share best practices and inspire each other. Learning resources are shared on a regular basis on the platform, which is discussed and engaged by the trainers. Post the weekly webinars, trainers also share their experience, learnings using #SDIT. It has been observed that educators from SDIT are engaging on Trainer Tribe through daily content and also attending the weekly Friday Masterclasses on topics that range from exploring online facilitation to looking at how learning spaces can be reimaged apart from their regular program.

The image shows a screenshot of the Trainer Tribe Facebook page. The main post is by Sunil Bhardwaj, dated July 1 at 8:34 PM, with the text: "#SDIT todays online class of equality of male and female students very nice". Below the post are interaction buttons for Like, Comment, and Share, and a notification that "Trainer Tribe and 19 others" liked it. A comment from Sanjana Binwal says: "Thank you so much sir ... we look forward meeting you on next Wednesday".

On the right side, there is a list of comments from other members:

- Rashmi Sharma** (Jul 9): "#SDIT Yes, I have change my class room environment. I told the students about digital world they work with new technology. t" (12 likes, 1 comment)
- Deepak Sharma** (Aug 12): "#SDIT thanku quest app alliance whole team. I feel a new environment after attending webinars and watching videos of master" (4 likes, 1 comment)
- Raj Rani** (Jul 10): "#SDIT In master coach training i spend 4weeks i enjoyed all weeks day by day my favourite topic is mindsets its 3types 1. fix" (9 likes, 4 comments)
- Chitra G** (Sep 8): "#SDIT #MOTIVATION FOR STUDENTS." (Includes a logo for "YOURSELF")

Quest Alliance's engagement with SDIT Haryana

Since March 2020, Quest Alliance's engagement with SDIT has been twofold. One part of the engagement involved onboarding 40,000+ learners studying in ITIs across Haryana onto QuestApp and providing them access to the digital curriculum on Employability and 21st century skills. More than 44,000 learners registered on the App. Of these 44,000 learners, more than 27,000 learners accessed the curriculum on English literacy, communication skills and behavioral skill.

Some key takeaways from the intervention include:

- » Toolkit access and completion rate on QuestApp had a stark variation based on the specific trade and gender. 73% of students from COPA trade across centers accessed the available content. It was observed that the content was accessed by 62.5% students from female-dominated trades (such as Cosmetology, Fashion Design Tech, Information Tech, Sewing Tech, Surface Ornamentation) to male-dominated trades (such as Foundryman, Mechanic, Plastic Processing Operator), where the access was 54.17%.

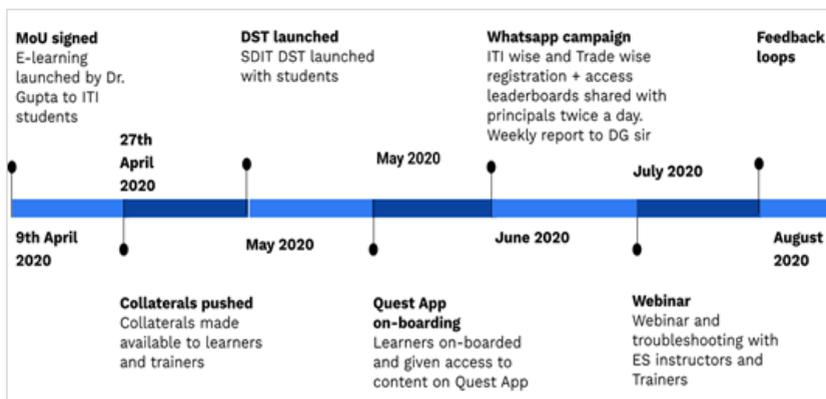
The toolkit completion rate was also observed to be vastly different between female-dominated trades vs male-dominated trades. Students under COPA had the highest completion rate at 63.7%. Median completion rate of Communication skills by learners in female-dominated trade across all centers was 46.94%, while it was at 36.7% for male-dominated trades. Across all courses, a higher completion rate may be observed by learners enrolled in female-dominated trades compared to male-dominated trades.

2 QuestApp hosts interactive content for 21st Century Skills on a multi-device gamified platform that is easy to use and can be deployed in offline settings too. <https://questapp.in/>

Objective of Intervention:

- » To on-board 40 k+ ITI learners from SDIT – Haryana Ecosystem onto the QuestApp.
- » To engage learners and build a digital learning mindset among the stakeholders in the ecosystem.

Snapshot of engagement and outreach:



Strategy for increasing engagement and outreach

Whatsapp was used as a platform to initiate and maintain communication with the SDIT Haryana Team. The idea was to utilise existing whatsapp groups (which are active and spread across stakeholders from principals to trainers to learners) and create a campaign where all stakeholders would be given live updates on the ongoing registration and access of learners on QuestApp to create some level of competition between trades and ITIs and to also hold individuals in the system accountable.

Campaign objective:

To enroll 40,000 learners on the QuestApp and to increase access* among learners to 50% of the total registrations on the QuestApp.

Duration:

Campaign on registration was run between 1st June and 19th June. Campaign on increasing access was run between 22nd June to 3rd July.

What we did:

Whatsapp share-outs were sent to our partner twice a day with real time data on registration and access. The whatsapp message was then forwarded to principals and trade instructors

Outcome:

We were able to enrol 40k+ learners on QuestApp in less than a span of 4 weeks. More than 40% of these learners had accessed content on QuestApp within the first 2 weeks of registration. QuestApp was used to create assessment-specific campaigns by the SDIT team (where trainers asked all learners to log in and complete an assessment on a given day.)

At a glance: SDIT user registration and access on QuestApp (as of May 2020)

Total number of student registrations	44,729
Total number of learners that have accessed content	27,082
% of learner access	58%
Number of Learners that have completed minimum 1 toolkit	12,086

**Access refers to the number of learners who have completed minimum of one lesson on the app*

Key insights

- » Whatsapp campaigns worked really well in ensuring that every stakeholder in the system was involved in the process of on-boarding and nudging new learners towards greater engagement.
- » With SDIT- Haryana, we saw a remarkable increase in registration of users, we started with 17,213 and crossed the 30,000 mark in just 2 weeks of the campaign.
- » The leaderboard, which consisted of top 10 and bottom 10 ITIs, was shared with DG sir and trades daily, and this proved to be a motivating factor; many ITIs and trades saw a spike in registration post sharing of the leaderboard, one such ITI went up from 0% to 7% registration in just half a day of sending the share-outs on whatsapp.
- » While registration campaigns did not significantly impact access, when we ran the campaign to increase access, we saw registrations cross the 40K mark easily.

- » Due to the nature of the ecosystem, a top-down approach, at least in the beginning, proved to be quite effective in on-boarding of learners as well as increasing their engagement with e-learning content.
- » Specific focused interventions play a key role in getting new learners to access content on the App, something that was not easy despite getting all learners to register on the App.

Role of Quest

- » Quest played a critical role in anchoring the entire process of student registration by providing real-time data to stakeholders in leadership positions as well as those on ground zero on app registration and uptake.
- » The constant reminders in form of data share-outs, leaderboards, weekly reports and messages on whatsapp as well as direct line of communication with DG sir helped in really getting the traction needed to make the campaigns a success.
- » Quest technology team provided support with troubleshooting and any other technical issues on the App in the most efficient way possible
- » Whatsapp as a platform was used keeping in mind the ease of access to it as well as availability of persons for frequent to and fro communication
- » Hand-holding was provided wherever necessary to the SDIt team for both registration and access of students, data templates etc. were prepared based on the requirements shared by DG sir.

- » Providing simple and engaging content on QuestApp along with collaterals to make content easily consumable
- » Continuous feedback loops with Principals within the ITI ecosystem, facilitators and ES instructors as well as Learners to get a complete picture of how skilling was approached within the ecosystem as well as how they were responding to QuestApp

Role of the Department

- » The department was open towards e-learning and played a crucial role in encouraging learners and trainers towards e-learning
- » DG sir followed up with trade instructors on a daily basis by sharing the data reports and following up with principals of different ITIs
- » The department has a seamless connection and cascade of information within the system (Samagra to ITI Principals to Trainers to Learners) which enabled whatsapp campaigns on increasing registrations and uptake to take effect on ground
- » The Department had a structured and agile approach towards skilling through digital platforms which gave greater scope to platform adoption
- » The involvement of instructors in the entire process, as they took the ownership of reaching out to learners and working hand in hand with external stakeholders to provide the support learners needed on onboarding and consuming the app content

Interaction with stakeholders



QuestApp ek asaan zariya hai bachho tak pochne ka kyuki aise situation mein aur koi raasta nahi hai. Aage jaa kar koshish jaari rahegi ki bacche iska istamaal karein.”

Group in-charge, SDIT, Haryana