



**Maharashtra Institute of Educational Planning and
Administration (MIEPA), Aurangabad**



LEAD

Leadership Enhancement
Academic Development

**Follow-Up Report of
Monitoring and Evaluation (M&E) Program**

Prepared by

**Ms. Karuna Bhosale, Ms. Geetanjali Behl, Ms. Nayan Dias, Ms. Manasvi
Kaklotar, Ms. Neha Dubey and Ms. Meena Chauhan
-M.Ed. Students, Department of Education, University of Mumbai.**

Under the guidance of

**Dr. (Prof.) Sybil Thomas, Dr. Viraj Pandagle & Dr. Arunadevi Kurane
-Faculty, Department of Education, University of Mumbai.**

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We hope this study will be useful to catalyze to improve LEAD-M&E Program.



(Ramakant Kathmore)

Director

Maharashtra Institute of Educational
Planning and Administration (MIEPA-SLA)
Aurangabad

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ABBREVIATIONS

NEP - National Education Policy

NIEPA - National Institute of Educational Planning and Administration

MIEPA - Maharashtra Institute of Educational Planning and Administration

LFE - Leadership For Equity

DIET - District Institution for Education and Training

SCERT- State Council of Educational Research and Training

SLDP - School Leadership Development Program

ELDP - Educational Leadership Development Program

ETM - Effective Team Management

M&E - Monitoring and Evaluation

LEAD - Leadership Enhancement and Academic Development

PLC - Professional Learning Communities / Peer Learning Community

FGD - Focus Group Discussion

SIEMAT - State Institute of Educational Management and Training

NCSL - The National Centre for School Leadership

WHO - World Health Organization

1 INTRODUCTION

National Education Policy (NEP, 2020) is also focusing on the importance of ethical leadership. “Leadership and governance deeply influence all aspects of institutions. All other efforts can be brought together for developing good institutions by strong governance and effective leadership, but the same efforts would be mostly wasted with weak institutional governance and poor leadership” (NEP, 2020). As per NEP (2020) reports, leadership positions and heads of institutions will be offered to persons with high academic qualifications and administrative and leadership capabilities with the ability to manage complex situations. With qualities such as strong social commitment, recognition of teamwork, pluralism, ability to work with different people and a positive outlook, leaders of high-ranking officers will show strong links to constitutional values and the overall vision of the institution.

The state has revised new policies in education for the educational officers keeping in mind the long-term goal of improving the academic performance of the students. State agencies like MIEPA, DIET and SCERT have taken steps to design courses, workshops and other Professional development frameworks. MIEPA has been spearheading professional development programs for Educational officers. A few of them are the Effective Team Management (ETM) and Monitoring and Evaluation (M&E) courses conducted under the LEAD (Leadership Enhancement and Academic Development) program. This report focuses on evaluating the Monitoring and Evaluation (M&E) course.

1.1 NIEPA

National Institute of Educational Planning and Administration (NIEPA), New Delhi is the national body which works at the national level. It was established by the Ministry of Human Resource Development, Government of India, a premier organization dealing with capacity building and research in the planning and management of education not only in India but also in South Asia. NIEPA has worked on one very important vision, to evolve a human learning society through the advancement of knowledge. The National Institute has its origin from the year 1962.

The National Centre for School Leadership (NCSL) established in 2012 at NIEPA is committed to transformation of schools in the country. With transformation of schools as the prime objective, NCSL-NIEPA is working towards addressing the leadership requirement and contextual school issues in 35 states and Union

Territories, 679 districts and 6500 blocks across the country. Mainly all activities of the Centre focus on pursuing a transformative agenda for every school in each State. The Centre also focuses on functioning towards evolving differential and workable leadership models. Furthermore, the Centre has conceptualized school leadership development through operational activities along with the four components: Curriculum and Material Development, Capacity Building, Networking and Institutional Building and Research and Development. NIEPA works at the national level whereas MIEPA is working at the state level in the state of Maharashtra.



National Institute of Educational Planning and Administration

(Deemed to be University)



NIEPA, New Delhi

1.2 MIEPA

MIEPA is an autonomous body of the state government of Maharashtra. The State Institute of Educational Management and Training (SIEMAT) for Maharashtra was established in 1994-95 at Aurangabad. SIEMAT was renamed as MIEPA, the Maharashtra Institute of Educational Planning and Administration. Through MIEPA, training programs for educational administrators are being organized that includes principals to divisional, district, department and other educational officers of the state. As per Government Gazette dated 5th January 2017, this organization has been declared as School Leadership Academy (SLA) of the state. Therefore, in addition to

the above training programs, training programs for officers in the context of School Leadership Development Program (SLDP) and Educational Leadership Development Program (ELDP) are conducted by the organization. Mr. Ramakant Kathmore is the director of MIEPA, Aurangabad.

OBJECTIVES OF MIEPA

- Developing training courses for educational administration on the goals of education for all.
- Development of innovative approaches for effective supervision and evaluation of the school.



MIEPA, Aurangabad

1.3 LFE (Leadership for Equity)

Leadership for Equity (LFE) is a system change and advisory organization following a two-fold approach to change; aiming to build the capacity of government system leaders and attempt to influence system processes. Partnering with the local and state education bodies such as MIEPA, co-creating programs like ETM and M&E courses to shift teaching-learning practices, improve student learning and their well-being. All these coupled with LFE's research and advisory support influence policies with a hope to create effective public education systems in India. In collaboration with MIEPA Aurangabad and Leadership for Equity, an online training program for school

education officers is organized in the context of school leadership development in the state.

1.4 LEAD (Leadership Enhancement and Academic Development)

The LEAD (Leadership Enhancement and Academic Development) program has been started by LFE along with MIEPA, Aurangabad for the professional development of the educational officers of the state. It is an initiative for officer development aims to improve state capacity to implement effective educational programs. The LEAD program is blended coursework on specific knowledge and skills in combination with PLCs. This approach combines 3 online course materials with capstone projects (self-learning), and a PLC format to improve a specific skill and knowledge in areas like leadership, project management and monitoring and evaluation etc. This takes the form of certification programs where officers take online courses, attend in-person professional learning circles, and attend virtual webinars.

It improves the process, i.e., administrative capacity, through training and support as well as improving outcomes through improved program design and implementation. In the long term the program aims to improve educational outcomes for students, it does so by directly working with officers and educational departments.

The LEAD program conducted by MIEPA also aims to improve the skills, knowledge and mindset of those working in the public education system with the hope to see an improvement in program implementation, improvement in delivery of education, and eventual improvement in student learning.

2 MONITORING & EVALUATION (M&E)

The ETM (Effective Team Management) and M&E (Monitoring and Evaluation) are the two courses conducted through the LEAD (Leadership Enhancement and Academic Development) program.

2.1 COURSE OBJECTIVES

- To improve the skills, knowledge and mindset of those working in the public education system in the hopes to see an improvement in program implementation,

- To work on the delivery of education, and eventual improvement in student learning.

2.2 AIMS

After completing the course, the officers will be able to-

- To understand the difference between Monitoring and Evaluation, Components of project cycle.
- To apply backwards planning for creating a program plan through Program planning framework.
- To create and use monitoring systems to track every event of the program and tracker to monitor day-to-day tasks in the office.
- Use various methods of data collection.
- Learn about Kirk Patrick and Counterfactual methods of Evaluation.
- Explain Errors and Biases while collecting data and how to minimize them.

2.3 THEORETICAL FRAMEWORKS OF THE STUDY

Monitoring and Evaluation (often called M&E) is a combination of data collection and analysis (monitoring) and assessing to what extent a program or intervention has, or has not, met its objectives (evaluation). Monitoring and Evaluation have been used to assess the performance of the project, program, and social initiatives. Monitoring is the systematic process of collecting, analyzing and using information to track a program's progress toward reaching its objectives and to guide management decisions. Monitoring usually focuses on processes, such as when and where activities occur, who delivers them and how many people or entities they reach. Monitoring is conducted after a program has begun and continues throughout the program implementation period. Monitoring is sometimes referred to as *process, performance or formative evaluation*. (Adapted from Gage and Dunn 2009, Frankel and Gage 2007, and PATH Monitoring and Evaluation Initiative)

Evaluation is a rigorous and independent assessment of either completed or ongoing activities to determine the extent to which they are achieving stated objectives and contributing to decision making. Evaluations, like monitoring, can apply to many things, including an activity, project, program, strategy, policy, topic, theme, sector or organization. The key distinction between the two is that evaluations are done independently to provide managers and staff with an objective assessment of

whether or not they are on track. They are also more rigorous in their procedures, design and methodology, and generally involve more extensive analysis. However, the aims of both monitoring and evaluation are very similar: to provide information that can help inform decisions, improve performance and achieve planned results.

While monitoring provides real-time information required by management, evaluation provides more in-depth assessment. The monitoring process can generate questions to be answered by evaluation. Also, evaluation draws heavily on data generated through monitoring during the program and project cycle, including, for example, baseline data, information on the program or project implementation process and measurements of results. The context of the present paper deliberates the Result-Based Management (RBM) life cycle approach and speaks about its component with regards to management strategy by which all actors, contributing directly or indirectly to achieving a set of results, ensure that their processes, products and services contribute to the achievement of desired results (outputs, outcomes and higher level goals or impact).

This course was designed for educational officers to gain new knowledge and understanding about the monitoring and evaluation, backwards planning, Kirkpatrick and Counterfactual methods of Evaluation, task tracker and to apply it effectively in their work. This would help them in capacity building in their workplace. Relating to the Result-Based Management (RBM) life cycle approach we could see the program aims at Co-learning (PLC) professional learning community, thereby focusing on new learning and understanding, working collaboratively, and holding yourself accountable for results. We also observed the program provides scope for reflective practice through assignments given to the officers. It also focuses on backward planning and highlights the key points such as inputs, activities, outputs, outcomes and impacts which is essential for planning and implementation of monitoring and evaluation.

Thus, we can see the program designed for the officers has strong alignment with the Result-Based Management (RBM) life cycle approach, with respect to planning, monitoring and evaluation, wherein the program offers knowledge to experiential learning and concludes with reflection.

Following are the diagrammatic presentation of the above mentioned Result-Based Management (RBM) life cycle approach and backward planning format:

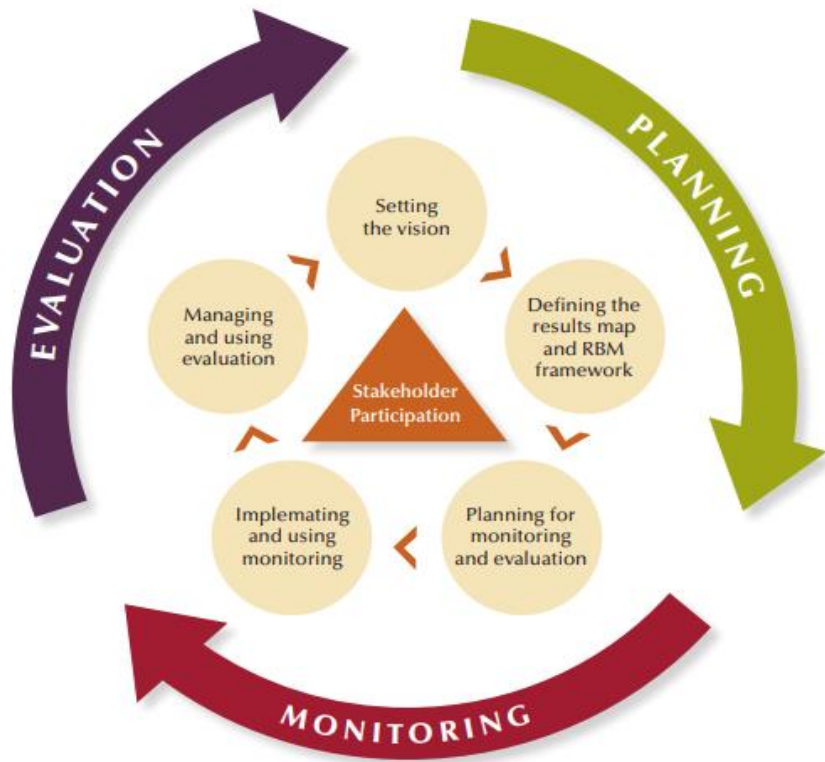


Figure 1: The Result- Based Management (RBM) Life Cycle Approach

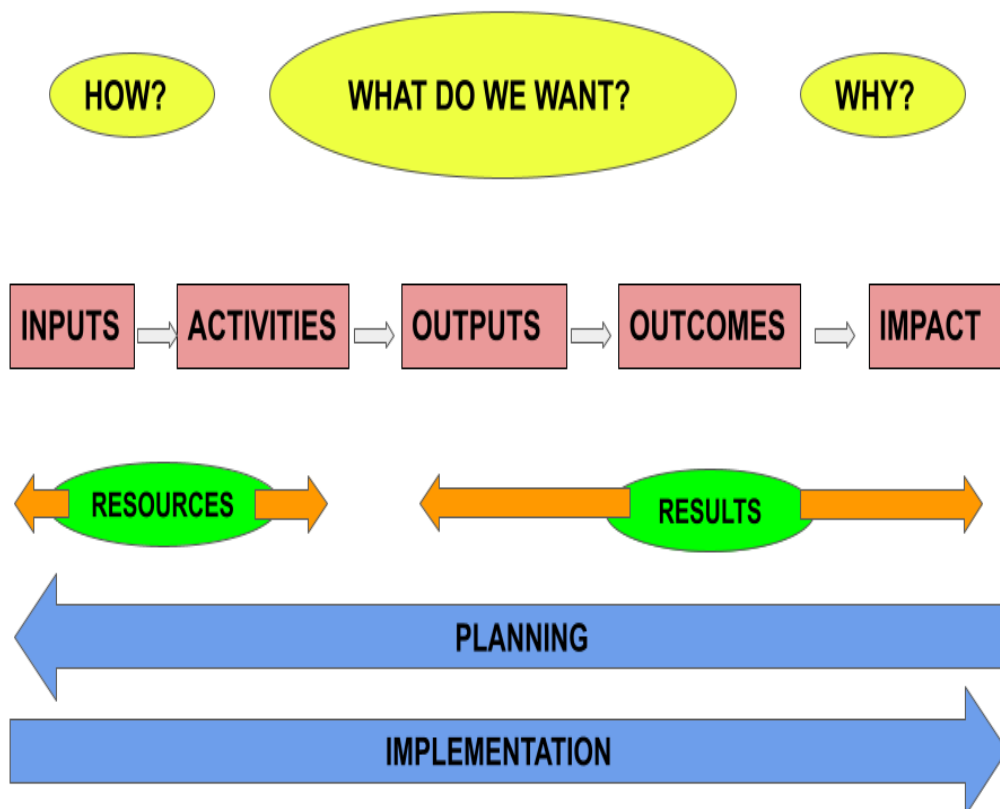


Figure 2: Format of Backward Planning

3 LITERATURE REVIEW

Niyivuga, B., Otara, A. and Tuyishime, D. (2019) conducted a study to determine the relationship between monitoring and evaluation (M&E) practices and academic staff motivation in higher education, from a Rwandan perspective. The aim of the study was to describe the M&E practices applied, assess how quality of feedback affects academic staff motivation, and to determine the relationship between M&E practices and academic staff motivation. The study employed a mixed-methods approach to collect data from academic staff. A total of 105 faculties were sampled. The main tool used was a Likert-type scale questionnaire. The study established that M&E practices, including staff self-evaluation, students–staff evaluation, peer evaluation, and evaluation by supervisor, were applied at varying emphasis. Furthermore, both the supervisees and supervisors agreed that the quality of feedback provided during evaluation is fairly effective, although recognition of their performance is rarely appreciated. It was further established that weak to moderate correlations exist between M&E practices and academic staff motivation with “*r*” varying from 0.268 to 0.4460. Although some indications for the direction of influence have been generated, the study, however, does not permit a one-way final conclusion about the effect of any of the M&E practices on academic staff motivation. Based on the findings, the study recommends that policy makers design a policy on M&E, which would guide supervisors in M&E exercise. The study concluded that a weakness exists on the side of staff by their unwillingness to embrace peer evaluation as part of their professional development. In the entire evaluation process, feedback was very critical for continuous professional improvement. Academic staffs need to recognize how essential it is for them to assess their performance on an individual basis with a more professional approach.

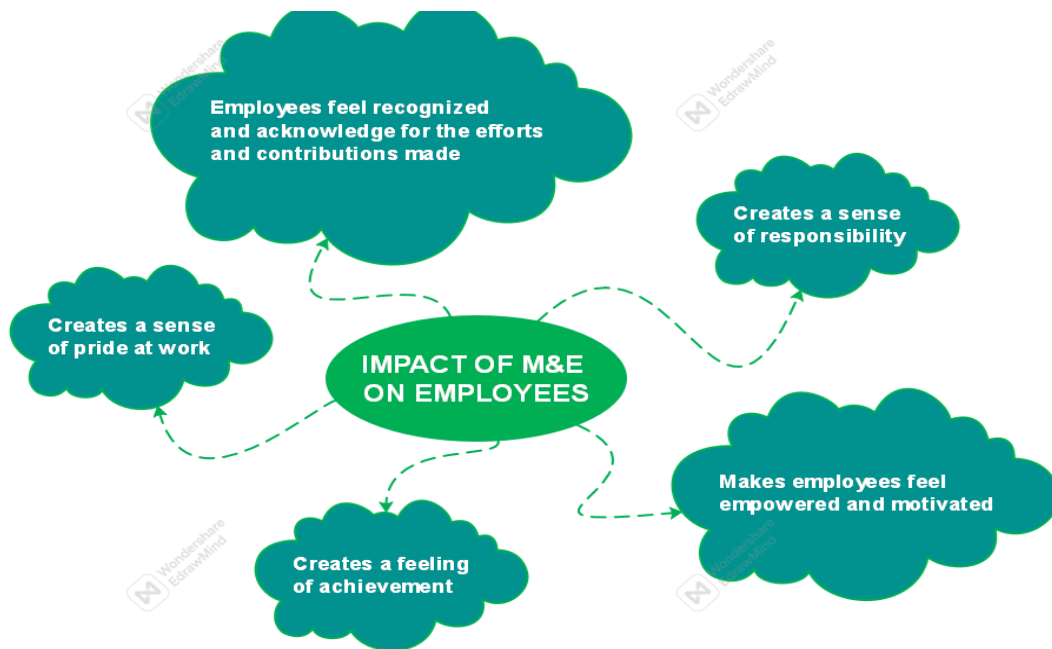


Figure 3: Impact of M&E on Employees

Mayanja, C. S. (2020) conducted a study on participatory monitoring and evaluation (PME) for quality programs in higher education. The study analyzed the role played by PME to ensure quality programs in higher education institutes of Uganda. Specific objectives were to identify the best practices under PME; to find out the benefits of deploying PME on quality higher education institutions' programs; to draw conclusions on what was hampering effective PME practices in Uganda's higher education institutes and attempted to propose remedy for the identified encumbrances towards effective implementation of PME. The study was based on the interpretivist approach where the Uganda National Public Sector Monitoring and Evaluation Policy were reviewed together with other scholarly articles especially on Participatory Monitoring and Evaluation in the Education Sector. Content analysis technique was used during data analysis, where the data was coded and categorized depending on arguments of different scholars and authorities. The paper demonstrated how PME approach had faced a lot of challenges: methodological issues, institutional issues, documentation issues, policy enforcement issues, participation issues; to implement at a time when the Government of Uganda had been promoting and advocating for participatory approaches across the development sphere. The Government launched the National Policy on Public Sector Monitoring and Evaluation of 2011, so as to guide M&E processes in the public sector, where the higher education sector was a

part. The policy laid down guidelines for effective M&E, including involvement of stakeholders during the processes.

Kabonga, I. (2019) conducted paraphernalia for effective development on principles and practice of monitoring and evaluation (M&E). The aim of the study was to contribute to the literature on how the practice of M&E, intermixed with sound principles, results in effective development. The study adopted a qualitative approach. Qualitative data collection methods of in-depth interviews and documentary analysis were used to collect the data. In-depth interviews were conducted with M&E practitioners in Chegutu District of Zimbabwe and documentary analysis of various documents that guide the implementation of M&E activities of three organizations operating in Chegutu District. A total of eight in-depth interviews were conducted, five with M&E practitioners and three with development practitioners in the Chegutu District. The researcher analyzed the following documents: program meetings minutes, activity and narrative reports, strategic plans, statistical reports, journal articles, and books on M&E. The findings concluded that monitoring and evaluation was paraphernalia for effective development, as evidenced by the growing utilization of the practice. It was incumbent upon monitoring and evaluation professionals to ensure that they guide quality assurance processes, through a multifarious monitoring activities. One of the principles of monitoring and evaluation was learning and accountability. Regular reporting of outcomes and outputs served as a tool to reflect progress, as well as showed what was working and what was not working.



Figure 4: Challenges in Implementation of PME

Wambua, C. M. (2019) conducted a study on monitoring and evaluation (M&E) practices and performance of county funded education projects in Makueni County, Kenya. The objectives of the study were to establish the extent to which training of the M&E staff, stakeholder’s involvement, M&E planning and use of baseline survey influenced performance of county funded education projects in Makueni County. The research design used was a descriptive survey. The study targeted 31 county funded education projects in Makueni County. A stratified random sampling technique was used in selecting the sample of projects for data collection. A semi-structured questionnaire was used to collect primary data. Numerical data that was collected using questionnaires was coded, entered and analyzed with help of a computer Statistical Package for Social Scientists (SPSS) version 20 software Program. Both qualitative and quantitative data analysis techniques were used to analyze the data. Thematic analysis techniques were used to analyze qualitative data collected in the open ended questions. Descriptive statistics such as means, standard deviation, frequencies and percentages was used to describe the data. The findings of the study

were presented in graphs, tables and figures for easier understanding. Results show that in all sub-counties projects' M&E teams underwent M&E training, participated in baseline surveys in form of public participation and were privy to the M&E plans developed by the county M&E unit. Spearman correlation showed a positive relationship of 0.494 between M&E plan and project performance. Particularly, it showed that on average, M&E training and stakeholder involvement had statistically significant correlation with project performance at 0.6 and 0.7 respectively. From multiple regressions, it was inferred that stakeholder involvement, M&E planning, use of baseline survey and M&E staff training had significant influence on performance of county funded education projects. The study recommends that the M&E officers should undergo continuous training on project monitoring and evaluation. The study further recommends that stakeholders in projects should be involved in M&E activities to enhance ownership and accountability.

Kamara, M. M. (2016) conducted a case study of the ministry of education, science and technology on the impact of the implementation of results-based monitoring and evaluation on service delivery in Kenya's public service. The overall objective of the study was to interrogate the effects of results-based monitoring and evaluation implementation on service delivery in the Ministry of Education, Science & Technology. The specific objectives were to examine the extent to which the implementation of results-based monitoring and evaluation impacted primary to secondary transition rates and to assess the impact of the implementation of results-based monitoring and evaluation on secondary to university transition rates. The study used a descriptive research design. Multi-stage sampling technique was used to select 108 respondents from 9 out of 17 districts in Nairobi City County. Primary data were collected using a semi-structured questionnaire and key informant interviews. Quantitative and qualitative data analysis methods were used to process collected data. Study findings showed that service delivery in education was measured through monitoring and evaluation as well as customer satisfaction surveys conducted annually. It was revealed that schools' rapid results in initiative activities or projects included physical development, equipment, books and other learning materials and that service delivery in schools was rated as good. However, desired transition rates set by the Ministry have not been achieved in both primary to secondary and secondary to university. This was because although transition rate was an important

service delivery indicator in the education sector, other factors other than results-based monitoring and evaluation influence it which the Ministry did not consider. The study recommended that stakeholders in the education sector should look at service delivery in a holistic manner rather than using isolated components and that the government through National Integrated Monitoring and Evaluation System (NIMES) should evaluate the results-based monitoring and evaluation system in the education sector to address its weaknesses.

Karithi, M. K. (2021) conducted a study on the influence of monitoring and evaluation (M&E) of practices and performance of technical and vocational training projects in Kenya. The objectives of the study were to find out the influence of M&E planning on practices and performance of technical and vocational training projects, to assess the influence of M&E choice of tools methods on performance of technical and vocational training projects, to examine the influence of facilitation of M&E team on performance of technical and vocational training projects and to determine the influence of M&E reporting on performance of technical and vocational training projects in Kenya. Descriptive research design was used for this study. The unit of target population was administrators, project managers, education staff and performance contracting committee. The sample size was 56. The study adopted a pragmatic approach by allowing different data collection tools. Semi-structured questionnaire and interview schedule were adopted. Data collected was both qualitative and quantitative. Content analysis was utilized for qualitative data. Quantitative data was analyzed through descriptive statistics that included frequencies, percentages, mean score and standard deviation. The findings state that, with a composite mean of 3.63 and a standard deviation of 0.983, all the respondents disagreed that monitoring and evaluation plans are well applicable in technical and vocational training project, employees were well trained in effective monitoring in technical and vocational training project. The study concluded that monitoring and evaluation planning had a positive and significant influence on performance of technical and vocational training projects. The research also concluded that monitoring and evaluation choice of tools and methods had significant influence on performance of technical and vocational training projects.

Silas, K .S. (2020) conducted a study on participatory monitoring and evaluation (PME) process, school environment and performance of literacy numeracy (L&N) educational program in public public primary schools in Nairobi County, Kenya. The objectives of this study were: to establish the extent to which stakeholders engagement influence the performance of L&N educational program; to determine how stakeholders capacity building influence performance of L&N educational program; to examine how data collection influence performance of L&N educational program; to determine the extent to which data management influence performance of L&N educational program; to assess how implementing change influence performance of L&N program; to establish how combined PM&E process influence performance of L&N program; to assess the moderating influence of school environment on the relationships between PM&E process and performance of L&N educational program in public primary schools in Nairobi County ,Kenya. Descriptive research design and correlation research designs were used in the study. Simple random sampling and purposive sampling technique was adopted for the selection of the participants in the study. A sample size of 335 was drawn from a target population of 2053. Questionnaires were used to collect data from 33 head teachers and 291 grade one to three teachers. Interview guides were administered to 3 Curriculum Support officers and 5 Research Triangle Officers. Data was analyzed and presented in tables, frequencies, arithmetic means and standard deviation, and overall composite mean was generated. Data analysis techniques, descriptive statistical and inferential statistics were used in the study. Regression analysis was performed at 5% level of significance. In conclusion the study established that improvement of literacy and numeracy skills wholly depends on involvement of all the stakeholders in education sector, well-structured polices, capacity building, implementing change and conducive school environment for better performance. It was established that, although literacy and numeracy skills are pertinent to schools, teachers were a bit reluctant in embracing the new technology in delivering the content and opted the traditional way of teacher-centered methodology. However the pupil's attitude in embracing the new textbooks had a significant influence on the performance learnt skills. The study recommends that new policies governing the implementation of the program by the schools and other implementing partners should consider mainstreaming the PME process in order to acquire good results. The study is significant since it adds value to the project management body of knowledge by

giving informative information on policy makers, curriculum developers, projects implementers and monitoring and evaluation processes to review their monitoring and evaluation practices while involve all the stakeholders in program implementation.

Maina, B. N. conducted a study on the influence of monitoring and evaluation on the effectiveness of teaching and learning in schools in Kiambu district, Kenya. The main aim of the study was to establish whether monitoring and evaluation done in schools to both teachers and learners enhances the effectiveness of both learning and teaching in schools. The target population was 19 public secondary schools, 341 secondary public teachers, 70 head of departments and 9406 students, in Kiambu District. Clustered random sampling design was used to sample the schools with divisions being the clusters; in each cluster three schools were selected. The data collected was coded and analyzed using Statistical Package for Social Sciences (SPSS) software, the analysis was descriptive. Findings of the study state that lesson preparation for both teachers and learners are paramount for effective teaching and learning to take place. Monitoring of school attendance is also important for both the teachers and learners although this should be done positively, students and teachers can miss school due to illness or other sensitive personal issues and the school administrators should not be insensitive to those issues. The environment for teaching and learning and especially where the general physical conditions are concerned is not conducive in most of the schools. The study concluded that all school administrators should take monitoring and M&E processes in schools seriously and the HODs should be properly trained and get scheduled time to do monitoring and evaluation duties. The study recommends that school administrators encourage and ensure that there is proper lesson preparation in schools for both the teachers and the learners, teachers and learners are encouraged to attend school at all times, the evaluation process in schools should be more objective and not subjective and school administration school create a conducive environment for effective teaching and learning to take place.

Kinyua, T. N. (2013) conducted a study on influence of monitoring and evaluation (M&E) process on teaching and learning among public primary schools in Gatanga sub county, Muranga County, Kenya. The objectives of the study were : to establish the influence of M&E of instructional policy and planning on teaching and learning among public primary schools in Gatanga Sub County; to establish the influence of

M&E of teachers' professional development on teaching and learning processes in public primary schools in Gatanga Sub County ; to establish the influence of M&E of classroom activities on teaching and learning and to identify the influence of M&E of leadership, management and communication on teaching and learning in public primary schools in Gatanga Sub County. The study adopted a descriptive survey research design. The target population was 56 head teachers 336 panel heads 6 District Quality Assurance and Standards Officers (DQASO). Stratified sampling method was used to identify the schools, simple random sampling to identify the teachers and purposive sampling techniques to sample its key respondents. The study had a sample size of 18 head teachers, 108 teachers, one county staffing officer, three zonal TAC officers and 3 DQASO. A total of 16 head teachers, 106 teachers, two zonal TAC officers and two DQASO participated in the study. The researcher used SPSS (Statistical Package for Social Sciences) to analyze the data. Descriptive statistics such as frequencies and percentages were used to summarize the data. From the analysis, the study found out the following: M&E in public primary schools was carried out internally by head teachers, deputy head teachers, senior teachers and subject panel heads. External monitoring and evaluation was minimal. Teachers did not sign in registers when they reported or left work. M&E leads to effective teaching and learning in all schools. It helps improve and diagnose weak areas in the curriculum, it enhances curriculum delivery, improves performance and teaching techniques adopted by teachers. To some teachers, monitoring and evaluation carried out externally by DQASO seems to be reactive rather than advisory. These officers are only involved when there are issues to be addressed in schools such as poor academic performance. Majority of the respondents felt M&E should be done on a frequent basis by the DQASO. Proper and adequate funding should be provided to aid activities of monitoring and evaluation.

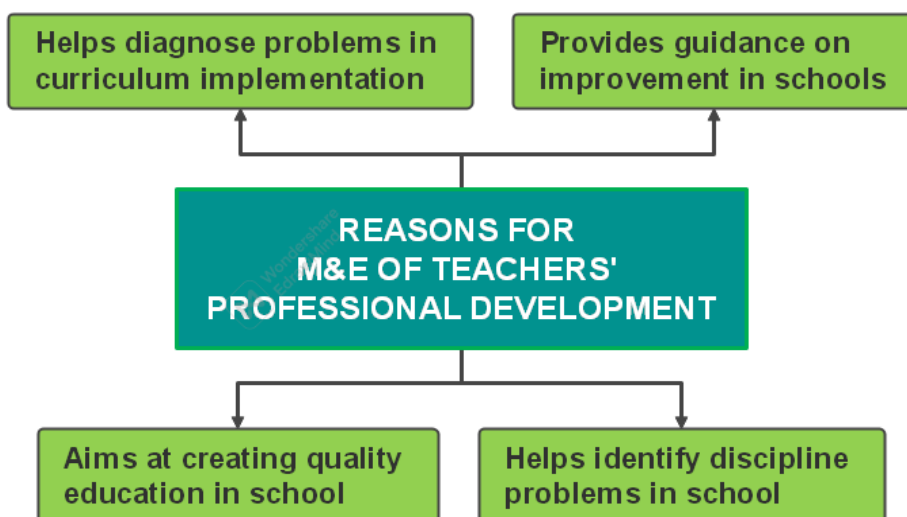


Figure 5: Reasons for M&E of Teachers' Professional Development

Ndambuki, S. K. (2016) conducted a case study of strengthening mathematics and science education (SMASE) projects on influence of monitoring and evaluation (M&E) of curriculum implementation on academic performance in public secondary schools in Inmukaa sub-county, Makueni County. The objectives of the study were : to assess the influence of M&E of classroom activities on academic performance in Physics in public secondary schools in Mukaa Sub County , to establish the influence of M&E of school management on academic performance in Physics in public secondary schools in Mukaa Sub County , to determine the influence of M&E of teachers' professional development on academic performance in Physics in public secondary schools in Mukaa Sub County and to establish the influence of M&E of instructional policy and planning on academic performance in Physics in public secondary schools in Mukaa Sub County. The study adopted a Descriptive Survey Research design. The target population was 65 comprising 30 principals, 30 science department heads, 2 County Staffing Officers, (CSO), 2 Strengthening Mathematics and Science (SMASE) Coordinators and 1 Quality Assurance Officer, (QASO). Census sampling was used to identify the respondents. A total sample size of 65 respondents was used in the study. The questionnaires were used as the main research instruments. The questionnaires were administered to principals and heads of the science department while the interviews were conducted for the SMASE coordinators, CSO and the QASO. Statistical Package for Social Sciences version 21.0 was used to analyze the data. Descriptive statistics such as frequencies and percentages were used

to summarize the data. Further analysis was done using correlation and regression models. The key findings for the study were: firstly, physics classroom activities greatly influence academic performance in secondary schools and that the SMASE projects implementation process needs to be closely monitored and evaluated to enhance more efficiency. Secondly, the school management significantly influenced the performance of physics and that the management needs to be audited to suit the needs of SMASE projects. Thirdly, the study concluded that the teachers' professional development determines academic performance in physics since this is one of the requirements of the implementation of SMASE projects in schools. This is because there is a positive correlation between teacher's professional development and the academic performance of students in physics. The study concluded that there was a strong relationship between instructional policy and planning and academic performance of students in physics. The study recommended that M&E of physics classroom activities should involve SMASE projects coordinators at the sub county levels; school management audits should be raised a notch higher as part of M&E of school management; teachers' professional development programs to be monitored and evaluated to ensure that they benefit the learners and not only the teacher; the ministry of education to hire and train more quality assurance and standards officers to conduct monitoring and evaluation of curriculum implementation in schools to ensure educational projects and programs such as SMASE are implemented to promote good academic performance of the learners.

4 M&E PROGRAM DESCRIPTION

The program has been executed so that it helps the officers to assess the performance of projects, institutions and programs. The goal is to improve the current and future management of outputs, outcomes and impact.

The program focuses on teaching monitoring and evaluation skills to the officers. This course would help the officers to collaborate, authentically share their views and also learn how to make their teams work better and to assess if the progress is made in achieving expected results.

The M&E course focuses on three modules:

- 1) Planning
- 2) Monitoring System
- 3) Evaluation program

Each module addresses multiple objectives outlined in the table below along with the scope of each lesson. The topics are chosen so as to build a scaffolded understanding of designing an online course keeping in mind the current context of officers. The time duration to complete each module is approximately 6 hours.

4.1 MODULE 1

MODULE 1 DETAILED OUTLINE

Topics	I Objective	II Objective Type	III Scope
Introduction to course Scope and expectations	To understand the course outline and expectation from them during the course consumption	Knowledge	Understanding course structure
Understanding terms Monitoring and Evaluation and its difference	To explain the basics of Monitoring and Evaluation	Knowledge	What is Monitoring? What is Evaluation? When do we do Monitoring and Evaluation, what is the difference between M&E, what is the project cycle and its stages?
Backward Planning	To use backward planning while creating the Program planning framework	Application	What is backward planning, stages of it, how do we use the backward planning process in program planning
Programme Planning Framework	To explain the components used in the framework.	Knowledge	Introduction of Framework, Understanding components of the framework Activities/INPUTS-OUTPUTS-GOAL
	To design and use the Measure of success	Application	Introduction to measure of success Importance of Measure of Success, Guidelines to Measure of Success.

Module 1 - Create and use a program plan by using a program planning framework.

4.2 MODULE 2

MODULE 2 DETAILED OUTLINE

Topics	I Objective	II Objective Type	III Scope
Task Tracker	To create and use a tracker to monitor the program as per their context.	Application	The need for Tracker, components of the tracker, how to create the tracker.
Monitoring System	To create and use Monitoring systems as per their context.	Application	The need for the Monitoring system, components of the Monitoring system, how to create the Monitoring system.
Methods of Data Collection	To understand various methods to collect data	Knowledge	Various methods of data collection, its use, what kind of questions do we create for each data collection method
	To apply different methods to collect data	Application	How do we collect data through each method (Observation, Survey, Interviewed)

Module 2 - Create a Monitoring System for a program and use it in their office

- Create a questionnaire for each type of data collection method.

4.3 MODULE 3

MODULE 3 DETAILED OUTLINE

Topics	I Objective	II Objective Type	III Scope
Evaluation and its types	To learn about different types of Evaluation	Knowledge	Different types of Evaluations, how does Monitoring and Evaluations go hand in hand, what kind of questions does each evaluation method ask.
Kirk Patrick Model	To understand the Kirkpatrick model to evaluate the training	Knowledge	The need of Kirk Patrick Model and levels of the Model.
Counterfactual Model	To understand Counterfactual model to evaluate Programs	Knowledge	The need for the Counterfactual model, how do we conduct this evaluation method.
	To explain errors and biases while evaluating and how to minimize them.	Knowledge	What are errors and biases, types of errors and biases, different ways with which these errors and biases can be minimized.

Module 3 - Using Kirk Patrick model of Evaluate, one of the running training programs.

5 M&E PROGRAM EVALUATION

5.1 RATIONALE

In the current stage, Monitoring and Evaluation (M&E) program has been implemented. In this program, the values that have been taught under the LEAD program to respective officers should ideally be used by them not only in their official work but also imparted to the students who are trained by these officers. These officers give training to other teachers and guidance around the values of M&E would help these teachers to imbibe better ways of working. Leveraging the M&E principles, the teachers can implement the values learnt in their day-to-day life and also pass on the knowledge further down to other generations.

The results of this evaluation will inform decision making aimed at the improvement of the program but also provide a basis for scaling of the program model. With this in mind, we seek to understand if this program is making a difference to officers.

5.1.1 CRITERIA FOR THE PROGRAM EVALUATION

Relevance of the program: Monitoring and evaluation helps with identifying the most valuable and efficient use of resources. It is critical for developing objective conclusions regarding the extent to which programs run by officers can be judged a “success”.

Impact of the program: Monitoring and evaluation results in transparency and accountability. It will help officers to catch problems proactively. It will help ensure that the available resources are used efficiently. With improved decision making, officers will stay more organized. It will encourage innovation, thus leading to diversity of thoughts and opinions. It helps officers understand positive and negative changes and effects, planned and unforeseen resulting from the program.

Based on the officer’s feedback and focused group discussions, we will be able to gauge the effectiveness of this program. This will also help us to understand the upcoming changes of the future in order to assess if we have been able to achieve the expected objectives/outcomes. The purpose of this evaluation is to throw light on the level of implementation, usage by officers in their work and if it’s benefiting their day to day activities.

6. METHODOLOGY

The current study used mixed method research as a methodology. The Paradigm used for the study was the Mixed Method Paradigm in order to study the impact of the program. Quantitative data was obtained from the questionnaire made on the Google Form and the qualitative data was gathered to triangulate and explain the quantitative data by the conduct of Focus Group Discussion (FGD).

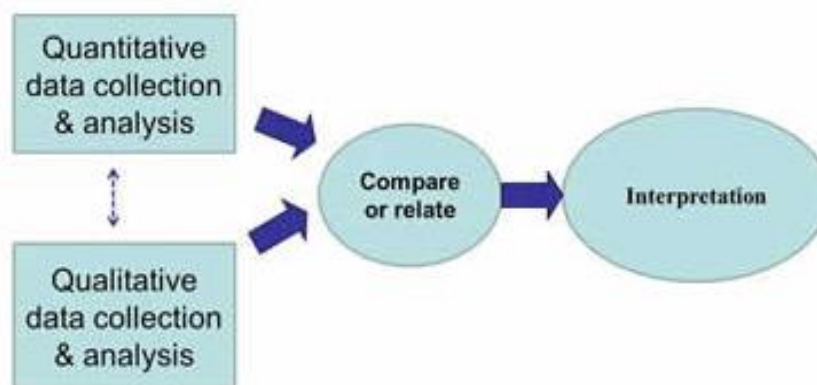


Figure 6: Methodology used for Evaluation

Mixed Method Design

Evaluation Questions	Method	Data
Does the M&E course help in planning, monitoring and evaluating in their day-to-day work?	5 point Likert Scale (Quantitative)	Program data on training follow-up through survey questionnaire.
How useful is the M&E program approach useful to the stakeholders? What works and Why?	Thematic Analysis (Qualitative)	Focus Group Discussion

The first research question uses a 5 point Likert Scale method, where data will be collected after the completion of the M&E program and later it will be compared to understand the views of the officers. For the second research question, qualitative data analysis will be done after the Focus Group Discussion.

7 KEY EVALUATION QUESTION

The evaluation focuses on the implication of the program as well as examines the challenges they are facing while using program strategies. Following are the key evaluation questions:

- **Does** the M&E course help in planning, monitoring and evaluating in their day-to-day work?
- **How** useful is the M&E program approach useful to the stakeholders? What works and Why?

7.1 SAMPLING

Sampling is a process used in statistical analysis in which a predetermined number of observations are taken from a larger population.

In this study we went through the following stages:

Stage 1: A survey questionnaire was prepared using Google Forms and sent via WhatsApp to all the 140 officers. The questionnaire included both quantitative and qualitative approach questions.

Stage 2: After the follow-up stage we selected 24 officers based on a Stratified random sampling method for focused group discussion. However, it was ensured that participants from as many districts, gender, designation and certification level as possible were chosen. Out of which 12 officers had participated in the discussion. Participants from the following districts were included.

The sub-groups included: gender, district, designation and level of certification. 24 participants included 10 females (42%) and 14 males (68%); 17 Basic level officer (71%), 5 Intermediate level officers (21%) and 2 Advanced level officers; 1 Deputy director , 1 District Education officer, 10 Extension officers, 3 Group Learning officers, 4 Lecturers, 2 Principals and 3 Senior Lecturers.

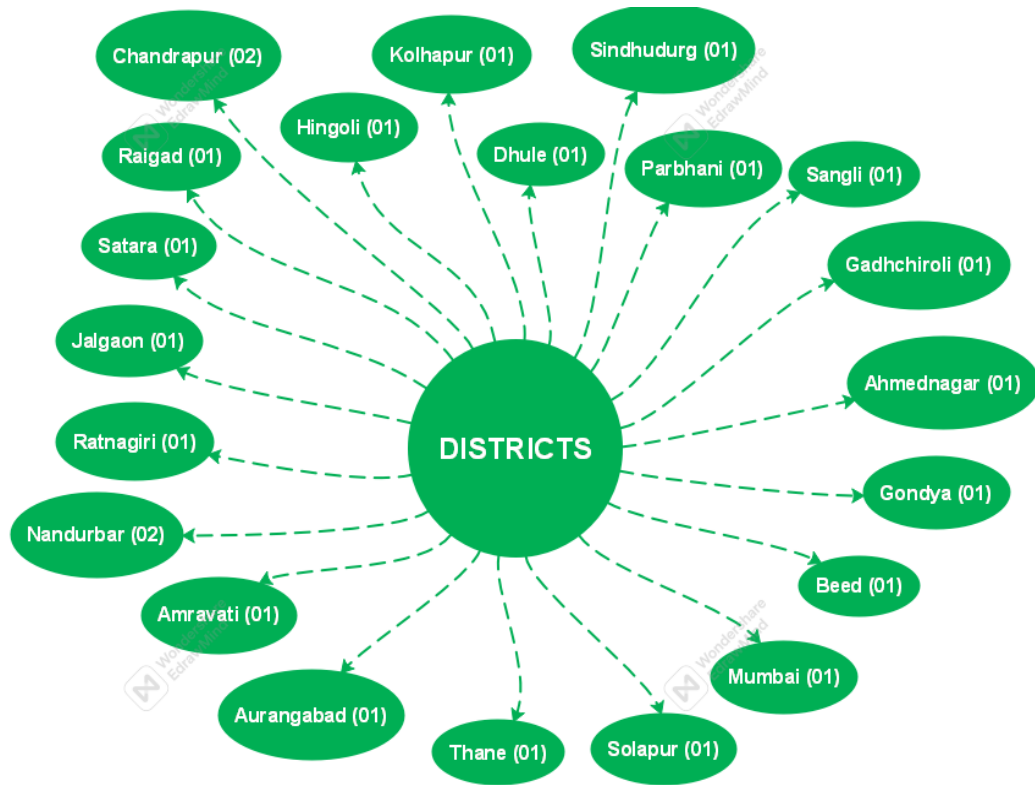


Figure 7: Different Districts of the Participants

8 TOOLS OF RESEARCH

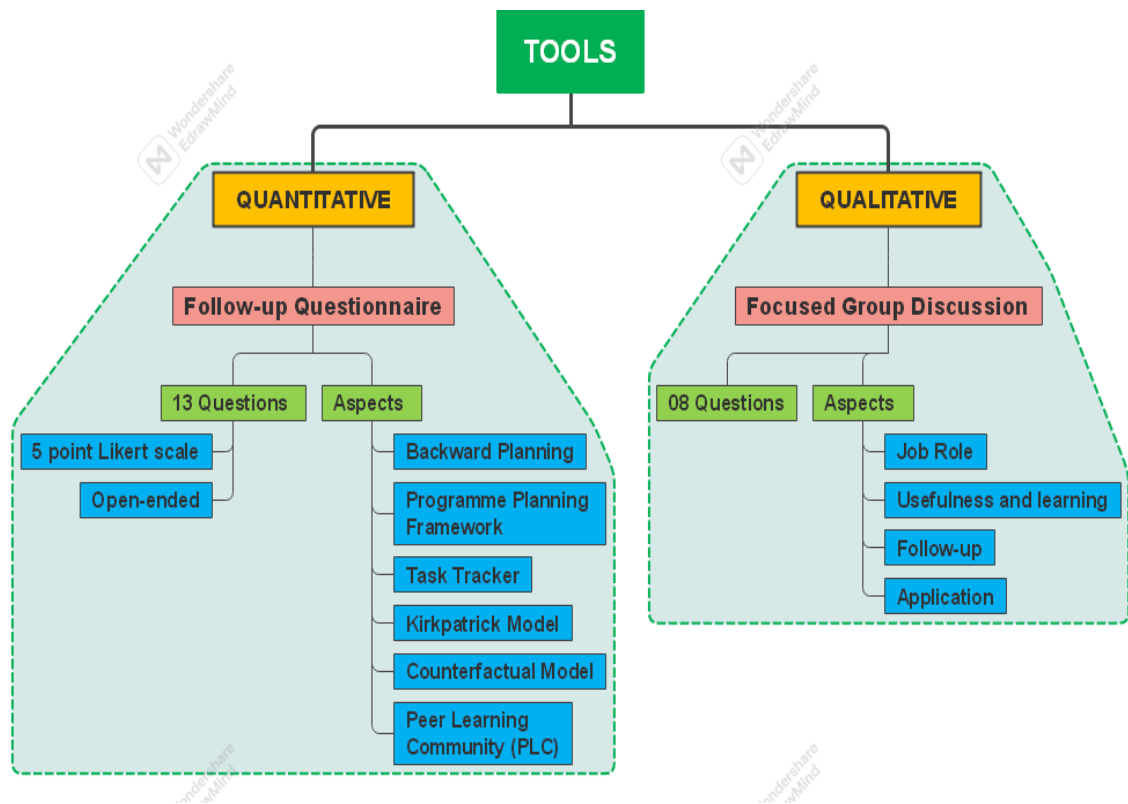


Figure 8: Tools included in the Annexure

8.1 QUANTITATIVE PHASE

The follow-up questionnaire had 13 questions out of which 12 questions were based on 5 point Likert scale, 1 question were open ended. The questionnaire was based on aspects like backward planning, program planning framework, task tracker, Kirkpatrick model, counterfactual model, PLC. Out of 140, 12 responded to the follow-up questionnaire. The tool was administered in Marathi and English. The details of the tool are included in the annexure.

8.2 QUALITATIVE PHASE

We have used focused group discussion for qualitative data. Interview questions were structured in Marathi and English. 8 questions were framed for the discussion. The questions were about challenges and usage of M&E course,

Task tracker, Backward planning, data collection method, monitoring and evaluation methods, monitoring framework, Kirkpatrick model. The questionnaire also asked for suggestions and support requirements from the LEAD program. They were related to the following aspects:

Job role: The participants were asked about their job and how M&E course has helped them to do their work more efficiently.

Usefulness learning and its application: In the Interview, the usefulness of M&E course was asked and how the participants applied the knowledge in their day-to-day activities were discussed.

Follow-up: The participants were further asked to share their experience after completion of M&E course.

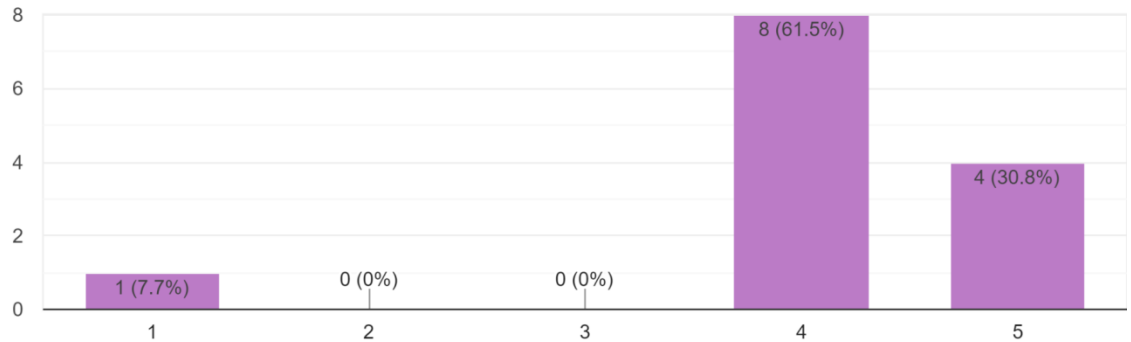
The tool was administered in Marathi and English based on the comfort of administrators. The responses were audio recorded and transcribed in English. In this preliminary report, the key observations from the interviews have been summarized in detail.

9 DATA ANALYSIS

9.1 QUANTITATIVE DATA ANALYSIS

1. सर्वासाठी शिक्षण या ध्येयांला अनुसरून परिक्षण आणि मूल्यमापन (M&E) हा कोर्स मला शैक्षणिक प्रशासनात उपयुक्त ठरतो.
/ Focusing on the goals of education for all, cours...helped me positively in educational administration.

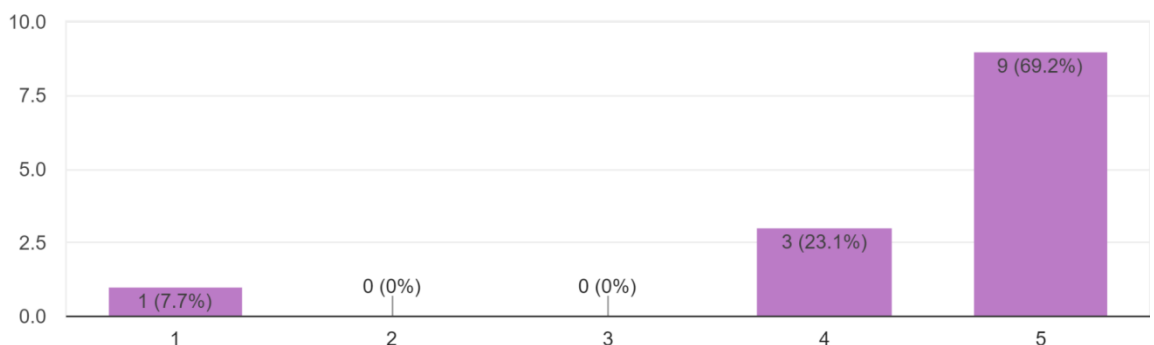
13 responses



From the above graph, we can observe that 7.7% of the sample strongly disagrees while 61.5% agrees and 30.8% strongly agrees that the course on Monitoring & Evaluation (M&E) has helped them positively in educational administration focusing on the goals of education for all.

2. या कोर्समुळे मला परिक्षण आणि मूल्यमापन यातील फरक स्पष्ट झाला. / This course has helped me to differentiate between monitoring and evaluation.

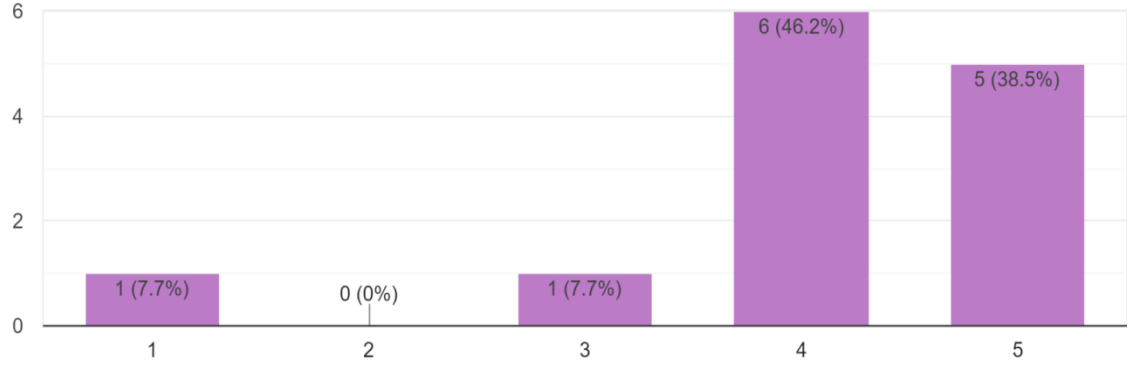
13 responses



From the above graph, we can observe that 7.7% of the sample strongly disagrees while 92.3% agrees that this course has helped them to differentiate between monitoring and evaluation. The reason for this could be stated with reference to the FGD discussion where one of the officers mentioned that for monitoring they used the

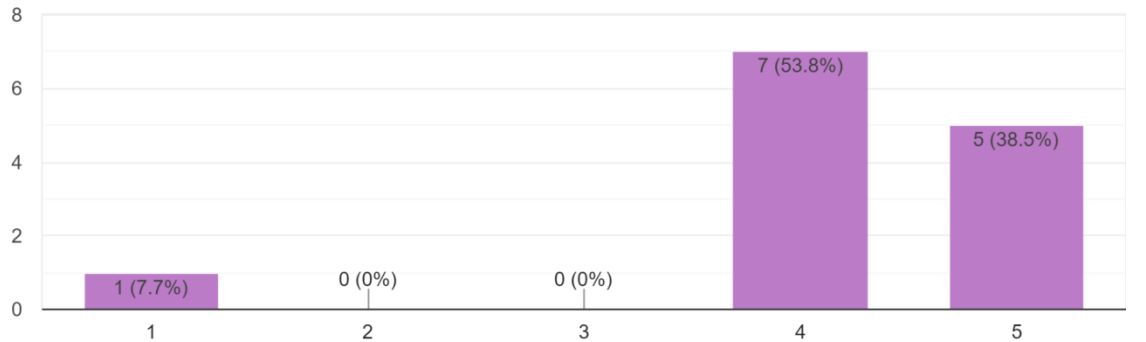
backward planning technique and also maintained the records using a task tracker where as they used the Kirkpatrick model for evaluation.

3. मी बॅकवर्ड प्लानिंग चा वापर शैक्षणिक कामकाजात करतो. / I use backward planning for academic purposes.
13 responses



From the above graph, we can observe that 7.7% of the sample strongly disagrees; 7.7% feel neutral while 46.2% agree and 38.5% strongly agree that they use backward planning for academic purposes as backward planning helped the officers achieve the objectives, outcomes, inputs and outputs. The reason for the agreement could be seen in focused group discussion data analysis under Key findings, sub-section 10.6 Backward planning.

4. कार्यक्रम नियोजन फ्रेमवर्कने यशाचे मोजमाप तयार करण्याचे माझे कौशल्य वाढवले आहे. / Program planning framework has enhanced my skills to design the measure of success.
13 responses

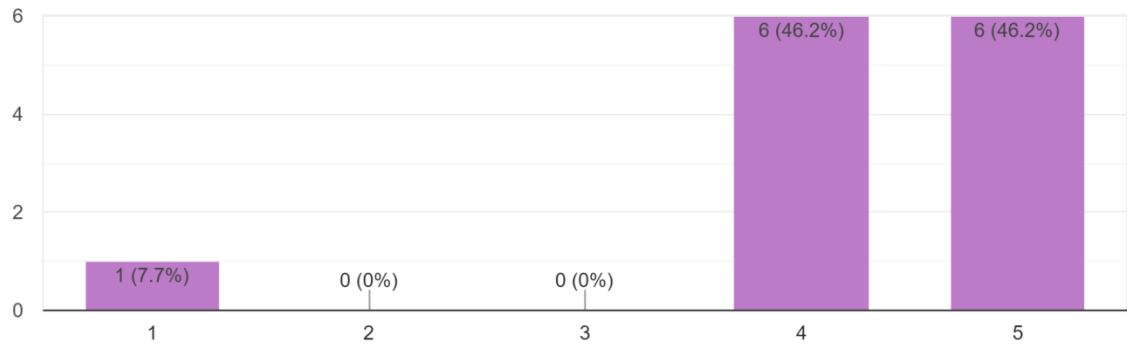


From the above graph, we can observe that 7.7% of the sample strongly disagrees while 53.8% agrees and 38.5% strongly agrees that the Program planning framework

has enhanced their skills to design the measure of success. The reason for the agreement can be stated with reference to the FGD discussion mentioned in the Key findings, sub-section 10.1Task tracker.

5. टास्क ट्रॅकर च्या सहायाने ऑफिसमधील दैनंदिन कामकाज सुलभ झाले आहे. / Task Tracker makes daily office work easier.

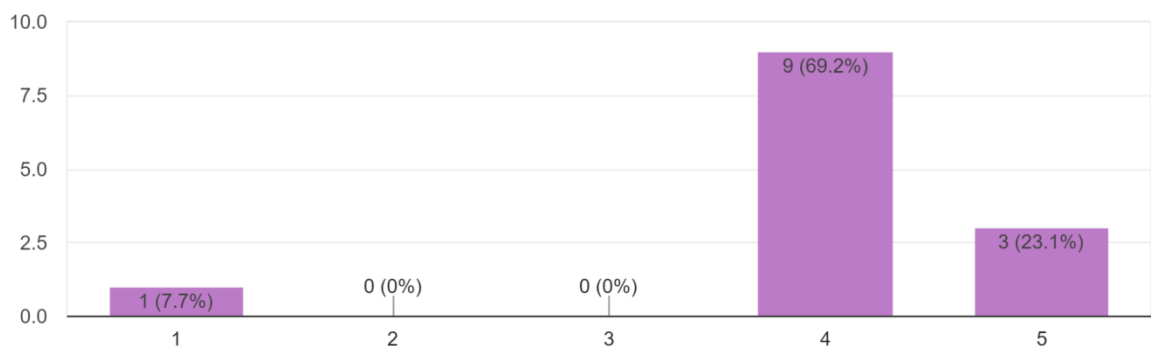
13 responses



From the above graph, we can observe that 7.7% of the sample strongly disagrees while 46.2% agrees and 46.2% strongly agrees that Task Tracker makes daily office work easier. The description for this could be seen in focused group discussion data analysis under Key findings, sub-section 10.1Task tracker.

6. या कोर्समध्ये शिकलेल्या मॉनिटरिंग सिस्टीममुळे मला कार्यक्रमाच्या प्रत्येक कार्याचा यशस्वीपणे मागोवा घेण्यात मदत होते. / The monitoring systems learnt in this course have ... to track every event of the program successfully.

13 responses

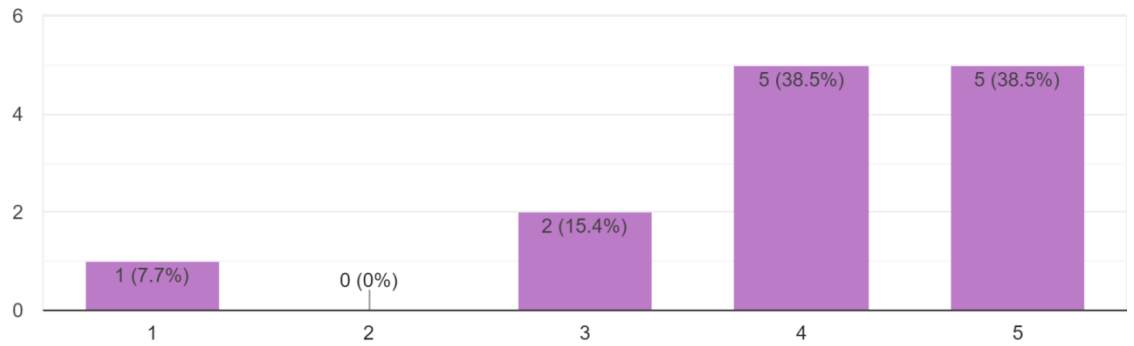


From the above graph, we can observe that 7.7% of the sample strongly disagrees while 69.2% agrees and 23.1% strongly agrees that the monitoring systems learnt in this course have helped them to track every event of the program successfully. The

description for this could be seen in focused group discussion data analysis under Key findings, sub-section 10.1 Task tracker.

7. या कोर्समध्ये शिकलेल्या माहिती संकलनाच्या पद्धती चा वापर मी माझ्या दैनंदिन कामकाजात करतो. / I use the methods of data collection learnt in this course for my day-to-day work

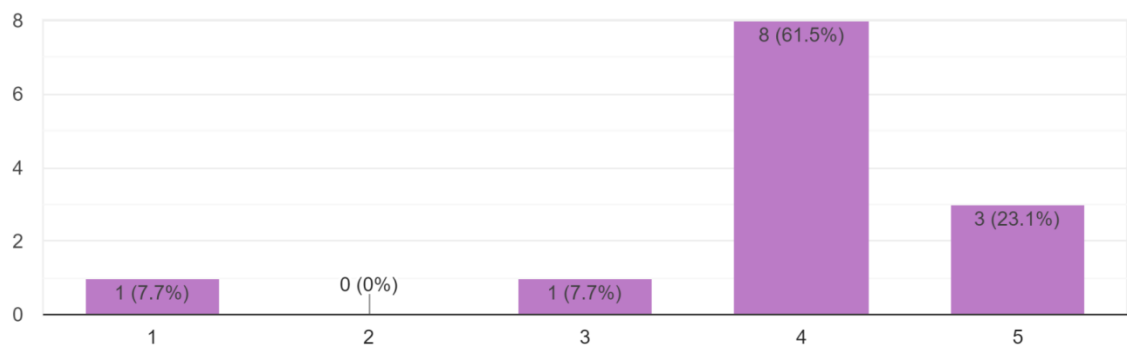
13 responses



From the above graph, we can observe that 7.7% of the sample strongly disagrees; 15.4% feels neutral while 38.5% agrees and 38.5% strongly agrees that they use the methods of data collection learnt in this course for their day-to-day work. The description for this could be seen in focused group discussion data analysis under Key findings, sub-section 10.2 Data collection.

8. दैनंदिन कामकाजाचे मूल्यमापन करण्यासाठी मी या कोर्से मध्ये शिकलेल्या मूल्यमापन पद्धतींचा वापर करतो. / I use different types of evaluation learnt in this course to evaluate my day-to-day tasks.

13 responses

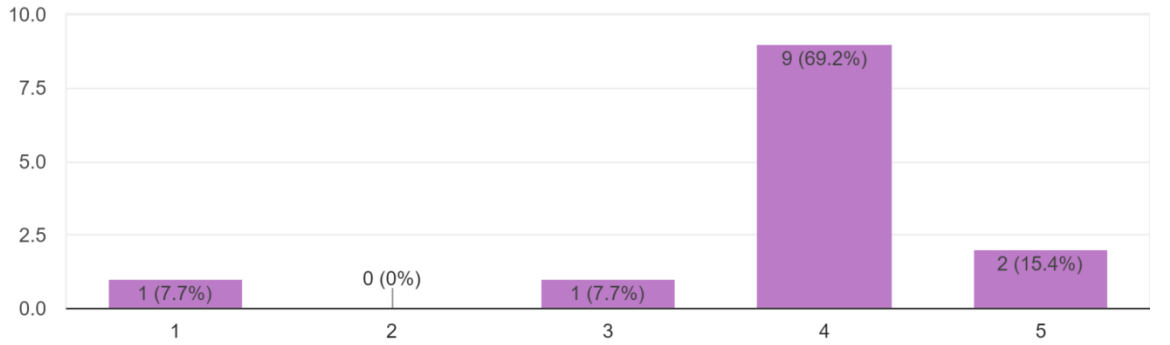


From the above graph, we can observe that 7.7% of the total population strongly disagrees; 7.7% feels neutral while 61.5% agrees and 23.1% strongly agrees that they

use different types of evaluation learnt in this course to evaluate their day-to-day tasks. The description for this could be seen in focused group discussion data analysis under Key findings, sub-section 10.4 Kirkpatrick model, sub-section 4.3 M&E program evaluation- module 3.

9. प्रशिक्षण कार्यक्रमाचे मूल्यमापन करण्यासाठी मी कर्कपॅट्रिक मॉडेलचा वापर करतो. / I have used the Kirkpatrick model to evaluate the training program.

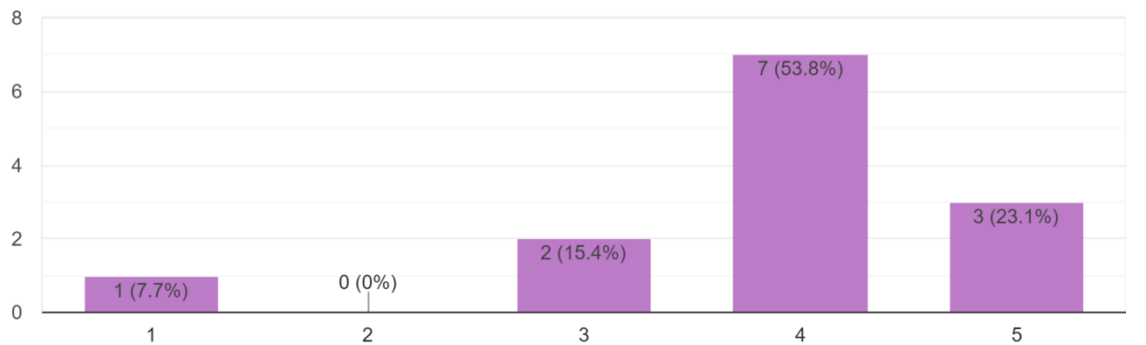
13 responses



From the above graph, we can observe that 7.7% of the total population strongly disagrees; 7.7% feels neutral while 69.2% agrees and 15.4% strongly agrees that they have used the Kirkpatrick model to evaluate the training program. The description for this could be seen in focused group discussion data analysis under Key findings, sub-section 10.4 Kirkpatrick model, sub-section 4.3 M&E program evaluation- module 3.

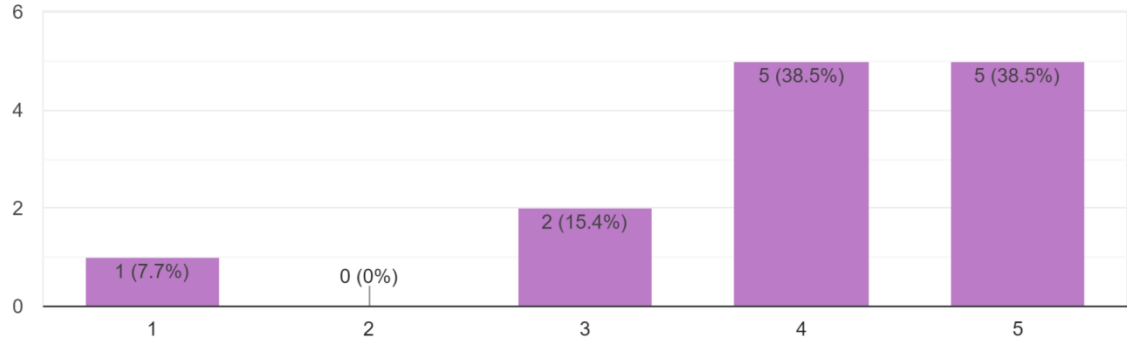
10. माझ्या कामाचे मूल्यांकन करताना त्यातील त्रुटी आणि पूर्वग्रह कमी करण्यास काउंटरफॅक्चुअल मॉडेल मदत करते. / The Counterfactual model has helped me to minimized errors and biases while evaluating.

13 responses



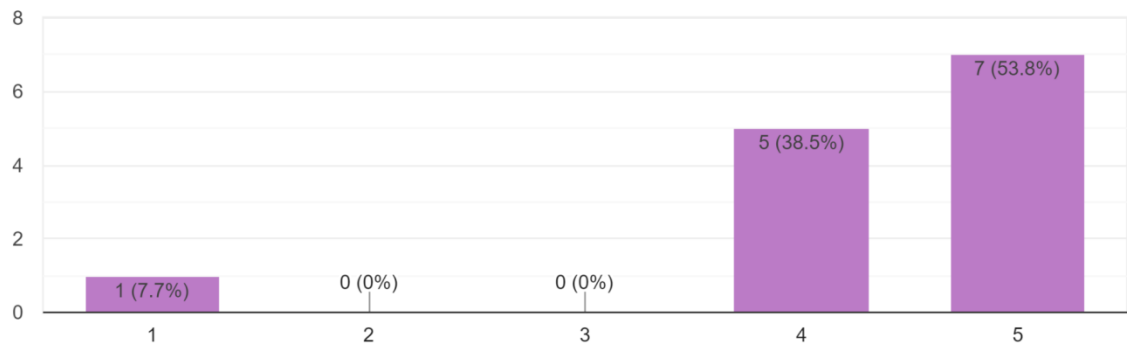
From the above graph, we can observe that 7.7% of the total population strongly disagrees; 15.4% feels neutral while 53.8% agrees and 23.1% strongly agrees that the Counterfactual model has helped them to minimize errors and biases while evaluating.

11. मी माझ्या समवयस्कांशी विचारांची देवाणघेवाण करण्यासाठी प्रोफेशनल लर्निंग कम्युनिटी (PLC) मीटिंगचे तंत्र वापरतो. / I use the technique of Professional Learning Comm...C) meetings to exchange thoughts with my peers.
13 responses



From the above graph, we can observe that 7.7% of the sample strongly disagrees; 15.4% feels neutral while 38.5% agrees and 38.5% strongly agrees that they use the technique of Professional Learning Community (PLC) meetings to exchange thoughts with their peers. The description for this could be seen in focused group discussion data analysis under Key findings, sub-section 10.2.2 Responses given by officers for data collection.

12. या कोर्समध्ये शिकलेल्या प्रभावी पर्यवेक्षण आणि मूल्यमापनासाठी नाविन्यपूर्ण पध्दती वापरण्याची माझी मानसिकता वाढली आहे. / This course has helped me in enhancing my m...roaches for effective supervision and evaluation.
13 responses



From the above graph, we can observe that 7.7% of the sample strongly disagrees

while 38.5% agrees and 53.8% strongly agrees that this course has helped them in enhancing their mindset towards using innovative approaches for effective supervision and evaluation.

13. तुम्ही इतरांना/अधिकार्यांना या कोर्सची शिफारस का कराल? / Why will you recommend this course to others/officers.

All the officers agreed that they will recommend Monitoring and Evaluation course to others as it helps in enhancing new information and knowledge. A detailed knowledge shared from this course helped in developing various skills required for professional as well as personal growth. One of the supervising officer mentioned that the Monitoring & Evaluation course helps to identify the objectives of a program. Another officer mentioned that the task tracker helps in understanding the progress of the work on daily basis which helps in identifying if extra support is required for the completion of the task.

9.2 QUALITATIVE DATA ANALYSIS

9.2.1 M&E FOLLOW-UP (SURVEY)

This M&E follow-up is based on the data analysis of the questionnaire sent to the officers after the completion of the M&E course. Based on the responses the officers felt that this course inspired them to use the content in the course effectively and also helped them to do evaluation using innovative techniques.

The concept of Monitoring and Evaluation has become clear in the minds of the officers and they are able to use the skills in their day-to-day work.

Based on the responses it was also seen that few of the officers felt that supervising officers is very important and this Monitoring and Evaluation course has helped them in evaluation to a great extent and thus they have seen positive results after the implementation of the M&E content during the supervision.

9.2.2 M&E FOLLOW-UP (FGD)

Qualitative Data Analysis of M&E FGD Officers' Responses

Theme	Category	Codes	Sub-codes
Course Content	Task tracker	Implementation	For effective execution of program and training, Help- to complete a task and predict success, assigning work to team members systematically,
		Benefits	to maintain record and data storage, to overcome obstacles, PLC boosts positivity, understand the task gaps and fills it, helps in understanding progress of a task,
	Backward planning	Applicability	Objectives, outcomes, outputs, inputs, achieve, relevant knowledge, success rate increases, measuring success, result of a task, backward planning
	Data Collection	Methodology	Follow-up, observation, innovative, earlier never saved any data, understanding, implementing, method of data collection,
		Location	Zilla/Taluka level, national and international level, introduce at state level,
		Technological aspect	advance technologies, new technologies, zoom link, advance technology, Google forms

	Data collection	Skill development	making a questionnaire, monitoring and evaluation, understood to save the data, PLC method, important role, observation skills, create questionnaire practically, observation technique
		Outcome	Success, completion, better results, effective,
	Monitoring framework	Usage	Not used directly, training program, framework, measuring success,
	Kirkpatrick Evaluation	Outcome	Collect data, find results, behaviour changes
Course Improvement	Challenges	Interpersonal	COVID-19 situation
		Language	not able to apply concepts as it is, not understanding the matter in learning material due to translation from English to Marathi
		Technological	technological problems on FIRKI app
	Suggestions	Content-	training on tool development, PLC, important factors,
		Periodicity	Periodicity,
		Mode of conduct	offline session,

After the M&E follow-up conducted through focus group discussion the following can be concluded:

The officers felt this course was very useful as it helps in monitoring and evaluating a program successfully. The officers said the task tracker helps to predict success and solve obstacles. The officers were satisfied with the training provided by MIEPA and also mentioned that it will help to train the teachers to perform better.

They found task trackers very useful as it helps in storing data. Follow-up was made easy due to the task tracker. Every small task assigned to team members and getting the task completed from them was easy through the task tracker. They also said that the evaluation process becomes easy through task tracker and is an important factor in it. One of the officers mentioned, "Every step added extra specification, hence I do not feel anything else needs to be added in it".

The officers mentioned that relevant knowledge is important to understand the usage of backward planning and the four steps i.e. objectives, outcomes, output and input helps in implementing a program where the success rate increases.

With respect to the topic of data collection; one of the officers mentioned that the data collection should be conducted honestly which helps for follow-up and making of a questionnaire. The officers mentioned that they used to complete a given task but never understood how to save the data with them but with the help of Monitoring and Evaluation (M&E) course they have learnt the technique of saving the data with them.

The officers also mentioned the Kirkpatrick model of evaluation for the effectiveness of the program. They said it is useful in finding results and helps in changing behaviour after the completion of the training as it enhances various skills in an individual. Officer also mentioned the four stages i.e. Like, Learn, Impact, Results which helps in understanding how to ask a question, find out the desired answer for the question and also helps in calculating the data collected.

While completing the course training, the officers faced certain challenges. Due to the COVID-19 situation, the course was conducted online, hence they felt there is a need to have at least one day of training through offline mode. The officer mentioned that the notes provided during the training were probably translated from English to Marathi hence certain concepts were not clear and found it difficult to understand the matter as the meaning was changed. One of the officers mentioned that technological problems were faced on the FIRKI app. The officer said that every time she felt a need to refer to the previous page on the app, it used to direct her to the first page of the learning material so it was time consuming to again go through all material to refer to the actual page required. Hence we can conclude that an upgrade of the FIRKI app is required.

One of the officers suggested that a periodicity could be added to the task tracker which will help in understanding the implementation progress of a training or

program and as a team leader it will be beneficial to understand how much more time will be required to complete a task. The officer mentioned that the concepts learnt in data collection are traditional and known to all of us; hence if innovative and advanced technology is also taught or integrated in the Monitoring & Evaluation course then it will be more effective.

To sum up, it can be said that the Monitoring & Evaluation course has helped the officers and they are also making use of the various techniques learnt during the training. The concept of backward planning, evaluation model of Kirkpatrick, data collection method, task tracker and monitoring framework was beneficial for the officers and they have noticed positive outcomes in their official work. The officers are also willing to learn innovative and advanced technologies if integrated in any of the LEAD program courses. The overall outcome of the Monitoring & Evaluation course has resulted in professional growth and upliftment of educational sectors which will help in growth and development of the state.

10. KEY FINDINGS

The Professional Learning Framework was being used to understand if the LEAD course had achieved its objectives of professional development of the officers. The framework had six different elements based on which the Professional Development of the extension officers was judged. Apart from attaining the skills of Monitoring and Evaluation, the officers learned concepts of Backward planning, Kirkpatrick model and Counterfactual Evaluation.

The responses received from the Focus Group Discussion (FGD) were later analyzed qualitatively by developing codes, categories and themes.

10.1. TASK TRACKER - RESPONSES GIVEN BY OFFICERS IN BRIEF

1. "After completing this course I realized the importance of giving a particular task to a person who is capable of completing it. This is something that I have realized from this course. Completing a task on a given date or knowing the progress of a task was both understood from the task tracker. Normally we try to complete a task but after the completion we realize that we have missed certain steps but the concept of task tracker helps to understand and has made it easy to complete a task successfully. So the use of the format given through task trackers reduces the gaps that are otherwise there in our work. So as the gaps are reduced the success rate of task

trackers is clearly seen. This concept of task tracker has been really beneficial in my daily official work and also while conducting various training programs as it has helped me to not miss out on any task that I want to complete and also there are no more gaps in my work.”

2. “If there are more steps added as to how we get a task completed within a certain period of time then it will be really beneficial and more effective so I am saying that is my suggestion as to how we can make it more effective. If we add periodicals in the task tracker concept or in the format then it will be more useful and effective. It will help us to know the current status of our work.”

10.1.1 BENEFITS OF TASK TRACKER

1. Task tracker helps to predict the success of the event and helps to solve obstacles coming up.
2. Task tracker helped in storing data systematically.
3. Training was conducted in a well-structured manner and it helped in giving training to the teachers to perform better.
4. Earlier planning was done only on paper, but task trackers made it easy to execute.
5. It also helps to organize solutions for upcoming obstacles and problems.
6. Every small task assigned to team members and getting it done from them was easy through the task tracker.
7. Mulyamapan (evaluation) for task trackers is very important.
8. Officers were satisfied with the course structure as every step was added with proper specification.
9. Follow-up was made easy using a task tracker which proved to be positive in nature.
10. Helps in understanding the right person for a task
11. Has helped in understanding that we should keep tracking our work which helps to understand the gaps.
12. It assured that question papers of 10th and 12th exams after lockdown, reached various centres in a confidential manner.
13. Periodicity to be added to the task tracker.
14. There was no proper measure to evaluate outcomes before, task trackers made it easier to evaluate.

15. It helps in getting work done effectively and efficiently, and quality work is assured.

10.1.2 SCOPE FOR IMPROVEMENT IN TASK TRACKER BY THE OFFICERS

1. Program and training was conducted online, hence 100% implementation was not possible.
2. Office work should be reduced so that we can focus on more important aspects.

10.2 DATA COLLECTION - RESPONSES GIVEN BY OFFICERS IN BRIEF

1. Questionnaire plays a very important role as well as the observation skills. Questionnaire and observation both go hand in hand. We should observe and also look at the questionnaire and then find out the results and it indeed is successful. There are many other steps and methods as well to do data collection but I feel that observation plays a very important role.
2. Earlier I was not aware how to collect data but the course of monitoring and evaluation has helped with the concept of Data Collection and has made data collecting very easy. We also used to complete a given task but we never understood how to save the data with us.
3. Though we completed the given work or task and also found success after the completion of it, we never saved any data. The data collection method has helped in understanding and implementing the concept more effectively.
4. The PLC method also made it easy for us to learn from one another and now we also try to use this method in our daily work and for our official work as well. We learnt many new concepts through the course of monitoring and evaluation.
5. Nothing is new related to data collection; it has been used since ages but if something innovative, advanced technologies are added then that will be really helpful. It covers everything like learning, results etc.
6. There are certain drawbacks of observation methods like we cannot go to all the places but whenever possible if we use this method of Data collection, then it will help to gain better results. Yes I do feel that these methods that we are using are old hence I think if new methods and new technologies are introduced in the course then it will be more better and effective for us to understand and collect the data even more easily and successfully for example right now you all have shared the zoom link and a

collecting the follow-up data from us similarly if the new or advance technology and methods are introduced in the course then the course will be more effective.

7. There are so many changes that take place on national and international level, so if those changes are introduced at the state level and in this course, it will be very useful for all the officers. Hence adding such advanced and new technologies of Data Collection method and also other courses through lead programs will benefit everyone.

8. As of now we do use Google forms and for the official work but if there is something more innovative that is available around the world then even that should be integrated in the course work.

10.2.1 BENEFITS OF DATA COLLECTION

1. Earlier it was a bit difficult to make a questionnaire, but after proper training, we can easily create a questionnaire practically.
2. After collecting data, we got to know what type of questions could've been asked.
3. Observation technique helps in preparing a questionnaire effectively
4. Data collection is important to know how important / successful a program was.
5. It helped in making a questionnaire.
6. What is data, who is going to give it, etc. All details were taught.

10.2.2 SCOPE FOR IMPROVEMENT IN DATA COLLECTION

1. There is a need for more training on tool development.
2. Data Collection should be conducted honestly which helps for follow-up.
3. If anyone on Zilla/Taluka level has not completed then how to get in touch with them.
4. More training is required on why and how to make a questionnaire.
5. Questionnaire and observation both are important for data collection.

10.3 BENEFITS OF MONITORING FRAMEWORK

In every training program, framework is very important.

Measuring success is important

10.4 BENEFITS OF KIRKPATRICK MODEL

Behaviour changes are also understood.

10.5 BENEFITS OF OFFLINE PROGRAM

1. PLC was a very important factor.
2. PLC was very effective - we used to understand problems and get them solved the next time.

10.6 BENEFITS OF BACKWARD PLANNING (4 Steps- Objectives, Outcomes, Output, Inputs)

1. After objectives we get to know what will be the input, what we have to achieve and then to check it.
2. To be successful what is important - input, output etc, so having relevant knowledge about this is important; success rate increases.
3. I feel that the success rate increases through backward planning methods

10.6.1 SCOPE FOR IMPROVEMENT IN BACKWARD PLANNING

1. What changes we need to make and what all needs to be done should be given a thought.
2. Understanding the objectives helps to know the input output and outcomes of a particular result that we want.
3. The concept of measuring success should be clear to get the required result of a task or the work we are doing.

10.7 BENEFITS OF LEARNING MATERIALS

One of the officers said that all modules were given to them in groups related to the course conducted, which is a positive remark.

10.7.1 SCOPE FOR IMPROVEMENT IN LEARNING MATERIALS

It was also suggested that the learning materials which seemed to be originally prepared in English was translated to Marathi for the ease of understanding but at many instances we were unable to understand the meaning.

10.8 FIRKI APPLICATION

An officer suggested that, if we need to go back for references then it used to start all over again.

10.9 RATING

4.5 ratings were collectively given by the officers for the M&E course conducted by MIEPA due to the following points - more clarity, sustainability, and exposure to new techniques.

11 COMMON SUGGESTIONS GIVEN BY OFFICERS

1. One of the officers suggested that offline training sessions will be more effective.
2. Also, PLC was an important factor in the program conducted by MIEPA.
3. Other course timings should not be during office time.
4. More concepts related to enhance the technological understanding should be added in LEAD programs.
5. Officers also gave a positive response after proper guidance in the program, it became easier for them to frame objectives. If objectives are framed properly, only then we get the desired outcomes and the input can be decided accordingly.

12 CONCLUSION

Professional development course is the path towards achieving leadership role that helps officers to do the tasks more efficiently. It develops and enhances the potential of the educational officers to the fullest by training and workshops. The M&E course has helped in skill development and evaluation of any task efficiently that may contribute toward smooth functioning in the educational administrative task completion successfully. M&E course helps in achieving the aims of the LEAD program at professional learning that is collaborative, planned, focused on the fieldwork, based on inquiry processes, data collection and analysis and supported by quality leadership.

It can be concluded that M&E course is proving to be fruitful in using efficiently the backward planning, Kirkpatrick evaluation model, data collection methods, task tracker and monitoring frameworks. As M&E course has helped the officers to gain an insightful knowledge and experience in micro-planning, monitoring and evaluation in order to prepare and plan any event or conducting a workshop or training program successfully. This course has successfully supported the officers of the different levels and districts to reflect on their knowledge, skills, practice values and beliefs through reflective and inquiry processes.

13 ANNEXURES

13.1 FOLLOW-UP SURVEY QUESTIONS FOR M&E

<https://forms.gle/JmZnpQ7pveEixHzy5>

Following are the questions from the follow-up survey questions for M&E:

1. सर्वासाठी शिक्षण या ध्येयांला अनुसरून परिक्षण आणि मूल्यमापन (M&E) हा कोर्स मला शैक्षणिक प्रशासनात उपयुक्त ठरतो. / Focusing on the goals of education for all, course on Monitoring & Evaluation (M&E) has helped me positively in educational administration.

2. या कोर्स मुळे मला परिक्षण आणि मूल्यमापन यातील फरक स्पष्ट झाला. / This course has helped me to differentiate between monitoring and evaluation.

3. मी बॅकवर्ड प्लानिंगचा वापर शैक्षणिक कामकाजात करतो. / I use backward planning for academic purposes.

4. कार्यक्रम नियोजन फ्रेमवर्कने यशाचे मोजमाप तयार करण्याचे माझे कौशल्य वाढवले आहे. / Program planning framework has enhanced my skills to design the measure of success.

5. टास्कट्रॅकरच्या सहायाने ऑफिस मधील दैनंदिन कामकाज सुलभ झाले आहे. / Task Tracker makes daily office work easier.

6. या कोर्स मध्ये शिकलेल्या मॉनिटरिंग सिस्टीममुळे मला कार्यक्रमाच्या प्रत्येक कार्याचा यशस्वी पणे मागोवा घेण्यात मदत होते. / The monitoring systems learnt in this course have helped me to track every event of the program successfully.

7. या कोर्स मध्ये शिकलेल्या माहिती संकलनाच्या पद्धतीचा वापर मी माझ्या दैनंदिन कामकाजात करतो. / I use the methods of data collection learnt in this course for my day-to-day work.

8. दैनंदिन कामकाजाचे मूल्यमापन करण्यासाठी मी या कोर्से मध्ये शिकलेल्या मूल्यमापन पद्धतीचा वापर करतो. / I use different types of evaluation learnt in this course to evaluate my day-to-day tasks.

9. प्रशिक्षण कार्यक्रमाचे मूल्यमापन करण्यासाठी मी कर्कपॅट्रिक मॉडेलचा वापर करतो. / I have used the Kirkpatrick model to evaluate the training program.

10. माझ्या कामाचे मूल्यांकन करताना त्यातील त्रुटी आणि पूर्वग्रह कमी करण्यास काउंटरफॅक्चुअल मॉडेल मदत करते. / The Counterfactual model has helped me to minimized errors and biases while evaluating.

11. मी माझ्या समवयस्कांशी विचारांची देवाण घेवाण करण्यासाठी प्रोफेशनल लर्निंग कम्युनिटी (PLC) मीटिंगचे तंत्र वापरतो. / I use the technique of Professional Learning Community (PLC) meetings to exchange thoughts with my peers.

12. या कोर्स मध्ये शिकलेल्या प्रभावी पर्यवेक्षण आणि मूल्यमापनासाठी नाविन्यपूर्ण पध्दती वापरण्याची माझी मानसिकता वाढली आहे. / This course has helped me in enhancing my mindset towards using innovative approaches for effective supervision and evaluation.

13. तुम्ही इतरांना/अधिकाऱ्यांना या कोर्सची शिफारस का कराल? / Why will you recommend this course to others/officers.

13.2 FOCUS GROUP DISCUSSION (FGD) QUESTIONS FOR M&E COURSE

Following are the questions asked in FGD for M&E

1. M&E कोर्स मधील task tracker वापरता का? वापरत असल्यास त्याचा आपल्याला फायदा झालेला आहे का? त्याचा नेमका कोणता फायदा झालेला आहे? Task tracker वापरताना कोणत्या अडचणी येतात ? Do you use a task tracker during your program? Do you really feel it helps in getting the work done effectively? If you use it, have you faced any challenges while using the same?

2. Backward planning वापरता का? वापरत असल्यास त्याचा आपल्याला फायदा झालेला आहे का? त्याचा नेमका कोणता फायदा झालेला आहे? Backward planning करताना कोणत्या अडचणी येतात ? Do you use backward planning for your program? Do you really feel it helps in getting the work done effectively? If you use it, have you faced any challenges while using the same?

3. तुम्ही कोर्स मधील डेटा संकलनाच्या कोणत्या पद्धती वापरल्या आहेत? त्यापद्धती उपयुक्त आहेत का? तुमच्या प्रोग्रामसाठी डेटा संकलन पद्धती वापरताना तुम्हाला काही आव्हाने येतात का? जर होय, तर तुम्हाला LEAD टीम कडून कोणत्या प्रकारच्या समर्थनाची अपेक्षा आहे? Which of the data collection methods do you use during your program? Does the course help you to use them effectively? If you face any challenges in it, please share with us.

4. तुम्ही तुमच्या प्रोग्रामसाठी मॉनिटरिंग फ्रेमवर्क वापरता का? कामाचे निरीक्षण करण्यासाठी ते तुमच्यासाठी उपयुक्त आहे का? होय असल्यास, कृपया तपशीलवार स्पष्ट करा नसल्यास, कृपया त्यावर आपले मत सामायिक करा. Do you use the monitoring framework for your programs? Is it helping you to monitor the work? If yes, please explain in detail. If no, please share your views on it.

5. तुमच्या कोणत्याही कार्यक्रमाचे मूल्यमापन करण्यासाठी किरकाट्रिक मूल्यमापन पद्धती वापरल्या आहेत का? प्रोग्रामचे मूल्यमापन करण्यासाठी ते तुमच्यासाठी उपयुक्त आहे का? होय असल्यास, कृपया तपशीलवार स्पष्ट करा. नसल्यास, कृपया त्यावर आपले मत सामायिक करा. Have you used the Kirkpatrick evaluation methods to evaluate any of your programs? Is it helpful to you for evaluating the program? If yes, please explain in detail. If no, please share your views on it.

6. कर्कपॅट्रिक पद्धत वापरताना तुम्हाला काही आव्हाने आली का? जर होय, तर कृपया तेच सामायिक करा Did you face any challenges while using the Kirkpatrick method? If yes, please share the same

7. अभ्यासक्रमासाठी दिलेली अभ्यास सामग्री सुयोग्य होती असे तुम्हाला वाटते का? अभ्यासक्रम पूर्ण झाल्या नंतर तुम्हाला काही समर्थन मिळाले आहे का? जर होय, तर काय? नसल्यास, तुम्हाला कोणत्या प्रकारच्या समर्थनाची अपेक्षा आहे? Do you feel study material provided for the course was relevant? Do you get any support after the course completion? If yes, what? If no, what kind of support do you expect?

8. ५-बिंदू पदनिश्चयन श्रेणी नुसार तुम्ही M&E कोर्सला किती रेट कराल? (१ सर्वात कमी आणि ५ सर्वात जास्त). हा अभ्यासक्रम अधिक प्रभावी बनवण्यासाठी काय सूचना / प्रस्ताव सुचवाल?

How much would you rate the M& E course on a 5 point rating scale? (1 being the least and 5 being the highest).Any suggestion for making this course more effective?

13.2.1 SCHEDULE FOR FGD INTERVIEWS

Focus Group Discussion (FGD) schedule for Monitoring and Evaluation (M&E)

Course:

M&E (FGD)	Day	Date	Time	Zoom Meeting Links
Follow-up Session Group-1 – (FGD was cancelled- unavailability of the Officers due to urgent official meetings)	Thursday	28.04.2022	11.00-12.00 AM	https://us04web.zoom.us/j/77734069224?pwd=udTmmpTCESVRGOuY4UuE0VFnIghdBb4.1
Follow-up Session Group-2	Thursday	28.04.2022	04.00-05.00 PM	https://us04web.zoom.us/j/71470260949?pwd=AU9SKNXsh6-QKSM7iVYYapp-5vDD9b.1
Follow-up Session Group-3	Friday	29.04.2022	03.00-04.00 PM	https://us04web.zoom.us/j/71876542431?pwd=3z2rhQkb5HK-Zp7koTJL0bWlpJSwG.1

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