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Context to the nugget

Measurement of metrics in a Social Impact context can be complex. This is unlike the corporate world where there are established P&L and Balance Sheet metrics that can be used to measure progress. Ashish speaks about how he thinks about metrics when it comes to evaluation of progress with Ashoka University or Central Square Foundation.

Transcription

Deepak Jayaraman (DJ): And back to one of the points you mentioned Ashish, metrics are much harder in this space unlike in the corporate world where there's P&L and balance sheet. Given that, how do you set goal posts for your journey and for Central Square Foundation and for Ashoka?

Ashish Dhawan (AD): Yeah, so I think if you look at Ashoka, I mean, obviously eventually you would look at where have your graduates gone and what have they done? I mean if that's one of the things you are trying to change, right, is build leaders for different spheres but that you are going to find out in like 25 years, so it's too long a period. So, I think, in the near term you use more of the standard analytics which is on the student side, which is on the admission side, how many people applied, what is the quality of those candidates measured in academic terms, what's your percent selection rate, what percent decide to enroll if you make them an offer, what does the diversity and inclusion component look like and how we are doing on that. So, you can have a whole bunch of metrics around the whole outreach and admissions part, right? Now we are going to have a whole bunch of metrics around placement, where they are going, initial positions, salaries, roles, etc. And you can have a bunch of metrics around faculty in terms of the recruitment and the calibre you able to recruit and where they are coming from, which PhD programs, how many people apply for an open position, what's the quality, etc. etc. One can have a bunch of operational metrics in terms of the way you run the physical plant and stuff like that. On the teaching side obviously every faculty member, every course is evaluated, so you have a teaching score midterm and end of term and you can aggregate that and look at teaching scores by department, overall, see how you are progressing. So, I think there are plenty of... on the research side there is publication citations impact. So, we are very metrics driven and I think we are cognizant of what's sort of near-term, what's medium-term and what's long term. If you want to build a great research and teaching university that really has leveraged impact, when I say leveraged impact it is that many others then want to copy the model that you are a pioneer for Liberal Arts education in India. It's not just the one institution you are building but you are spreading an idea as well, and how can we measure whether we are successful on that spreading part as well apart from the internal metrics of success. I mean, in CSF we don't have as many of the levers of control because Ashoka we have... of course subject to regulation and other things but largely it's being built by the leadership team. So, in CSF also I think the ultimate is improvement in learning outcomes and for that you look at many factors. So, if we are looking at

systems change, if we want UP's education system and we are working in UP right now and the Chief Minister has announced a big program, is can you get the state committed for instance to basic needs to see which is the main area we work on and there the Chief Minister agreed finally to announce goals what's called Prerna Lakshya in UP. So, how do you initially get political commitment and get them to actually announce something that the mission put money behind it, I mean those would be some metrics you will measure in terms of the salience and the commitment at the political bureaucratic level and we have got some metrics there. `and then look at are you able to work with the state to bring about some curricular change, change their materials, move more towards structured pedagogy, we have got some things we measure on that side and then finally from a delivery standpoint you can look at metrics around teachers who were trained differently, are their actions changing in the classroom, use an observation framework to see if the actions are changing or not. And then on the learning side, which is the outcomes, eventually if you look at, there are lead indicators and there are final indicators. So, let's take early literacy, the eventual metric you want is reading fluency and reading with comprehension, but the early indicator would be doing kids recognize letters. I mean, it's shocking but in India about 20 percent of children don't recognize letters even in second and third grade. So, can we make that universal, can you take it to 100 percent, or decoding words is another building block leading up to reading with comprehension. So, we have plenty of these what I call, we have got a ladder of learning indicators as well leading up to the final learning indicator. So, apart from all the other system level indicators around governance, around some of the inputs and intermediary outcomes there are these, sort of, this ladder of learning outcomes that we know.

Reflections from Deepak Jayaraman

DJ: Thank you for reading. For more please visit playtopotential.com

End of nugget transcription

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About Deepak Jayaraman

Deepak seeks to unlock human potential of senior executive's / leadership teams by working with them as an Executive Coach / Sounding Board / Transition Advisor. You can know more about his work [here](#).

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