## CASE STUDY – KP 06

Interview of Kendra Pramukh

District : Palghar Block: Jawhar Cluster : Jamsar

Date 23/11/2022.

I. General Information

1. Name of the Kendra Pramukh : Mr. Jayaram Ghagad
2. Sex : Male
3. Age : 56 yrs.
4. Cluster Address: ZP Hiradpada, Block Jawhar, Dist. Palghar.

II. Educational background

1. Professional /Education : B.A., B.Ed.

1. Professional Experience :

I joined as a Teacher in 1988 and posted as KP in 1995.

1. Professional Training/Workshops :

MOTI was10 day programme for all the officials.

KPALP 2014

III KPAL Programme

1. Role of Interviewee in KPALP programme
   1. Introductory understanding about KPALP and reasons of introduction of the programme

KPAL programme was organised to enhance academic oriented skill and the transformation role from inspector to mentor or guide in a positive way in working with teachers.

The main motive of the KPAL programme was how KP will take teachers to go with progressive ways to change the scenario positively. The same motive was expected among the students: that how teachers should help students who are feeling difficulties in upgrading themselves as other students are getting upgraded.

* 1. Role of KP in the KPALP programme –
     1. Dates and duration of the programme

2014

* 1. Work week schedule
     1. Before Covid

I had thirteen schools in our centre and only two schools were taken to apply the KPALP aspects at the initial phase but later all the schools considered a scale up programme. Whatever guidance I was getting from the stakeholders from CEQUE and UNICEF, I was implementing it in my selected schools.

* + 1. During Covid

The senior officials were communicating to us about how the teaching process will continue and to reach every student that every student should engage in the teaching learning process. No one student should be left in the process. Then we have prepared each group of four to five students to teach them.

1. Participation of the Professional Learning Community of the KPALP programme
   * 1. Participation in PLC

The concept of PLC was focused and established in the programme of KPAL in which KPs have to come together and discuss about their problems related to the academic process of the students as well as the considerable achievement or innovation made by the teachers in their respective school as an motivation for the other teachers to scale up it in other schools.

The focus was given on the mathematics that students will learn accurately by applying teaching learning material or demonstration by the students. The work was initiated with first or second digital numbers and it has increased three and then four digits. Then we focused on the addition, multiplication and division areas.

* + 1. Support from PLC

CEQUE and UNICEF members were focusing on the areas where teachers face difficulties in their work to reach out to every student in the class. They learnt the mother language of the students to make their involvement actively in the learning process. This made a positive change in the behaviour of the students towards the teachers, KP as well as the stakeholders from the organisations.

1. Changes in your work for supporting teachers in tribal areas

We faced several problems while working in tribal areas, especially about language. Therefore, we developed a dictionary of Thaker and Warli as major tribal languages to make teachers understand the language of the students to teach them more effectively. We gave the copies of the dictionaries to the PLC to use with other teachers with the objective to help teachers at their work.

* 1. Changes in work during the lockdown
     1. Participate in any curriculum and teaching learning material development
     2. Difficulties faced during Covid-19 period strategy used

I was informing Teachers to let students know about the online schedule of the programme. Once, I visited one of the houses of the pada and saw that six students were sitting at home but somehow had an appropriate distance from each other. But still I told them to make distance as guided in the Covid Care regulation. I also asked one of them to wear a mask and to follow the rules strictly. They were very enthusiastically watching the programme like any movie. When the programme was over, I asked some questions to them about their understanding of what they were able to learn from the programme. About five of the six students were able to answer the questions.

Teachers were taking homework from the students to check it and giving back to the students with guiding remarks and further homework.

* + 1. Learnings and results during lockdown

The students could not learn as per the expected performance level of their standard. Hence, It was a big challenge to cover the aspects they did not learn but still the teachers have started working on it.

1. Capacity Building / Learning from the KPALP Programme
   1. KPALP difference than other programmes
      1. The highlights from the capacity building programme
2. Three/four key or important ideas that learnt from the KPALP programme *[Prompts:  Data Analysis, Classroom Observation]*

* Data analysis and classroom observation were major areas of exploring the learning capacity of the students to evaluate systematically.

1. Learning from the data analysis module

[*Prompt analysing student’s errors, providing feedback ]*  
Data analysis has taught us about the proper way of understanding the errors of the students and to get an idea how it could be addressed to resolve with appropriate manner.

Data analysis was very important in understanding the status of the school students or their learning ability as well as any other factors based on the data context.

First, I used to take language and maths to understand the performance of the students in these areas. I was analysing it to understand which schools have the greatest performance and which schools have lowest performance in the language area or in maths subjects. Then, I was visiting these schools to find out actual problems or innovations done if the school performance is greatest in the analysis report.

I was also teaching this technique to the teachers to understand the importance of the data analysis to explore the problem among the performance of the students. It has helped teachers to apply the technique in their professional work.

Initially, the teachers were not interested in understanding it and applying it in their work but later they started understanding it and sometimes applying it in their work.

1. Learning from the classroom observation module

Classroom observation was not our preferred area to understand the learning process keenly before the KPAL programme but after it, I found it is a very important part of our role that needs to be focused actively.

After the KPAL programme, I was visiting schools. I observed that teachers were very prepared about her or his teaching methodology when I was informing the teacher in advance. But whenever I was visiting schools without informing teachers, then teachers would not be prepared and not teaching properly using teaching learning material. I told teachers, we expected that every day we need to have an action plan for teaching so that it would be our habit and would not feel stressful and it also would benefit the students in their learning capacity.

The role of the teachers is not just teaching students but to observe which students are learning actively and which is not. It also needs to be explored, which student makes trouble for other students and how to make him disciplined.

One of the students in the classroom was watching outside from the windows while the teacher was teaching. When the teacher asked him a question then he could not answer and others could answer it. I told the teacher that, instead of asking questions to the students whose performance is very good among the students, you should ask the questions to other students whose performance is low in the class. Because that will make students more alert while teaching to the students.

1. External partners or organisations worked on this project

i. Kind of partnerships

ii. Experience of working with external partners

The members of UNICEF and CEQUE were giving visits to our schools but it was very rare due to our work being busy in a programme scheduled by the DIET and it was mandatory to participate in DIET programmes and submission of the reports.

1. The key issues experienced while working
   1. Solutions
   2. Support to resolve the issues

A teacher from one of the multi-grade remote schools said that he has to take care of five classes along with submitting various reports, doing surveys as well as to carry out responsibility in the election. But when I made him understand the importance of the data and its analysis then, he also learnt it and started applying it in his work to explore the actual problem of the student. To make a plan to resolve it. He worked hard to improve the performance of the students in his school and he achieved it in the form of appropriation best among top five schools of the cluster.

1. The highlights of your experience of working in this programme
   * 1. Part of the KPALP Training liked the most

Students wrote their stories on different topics. They constructed the stories themselves with three phases as introduction, middle part and the end part of the story by mentioning the learnings from the stories.

* + 1. Use the learnings from the KPALP programme in current role

Data analysis, classroom observation, feedback and action plan were very useful areas of major positive changes in the educational process.

1. Supporting Teachers (KP Practice)
   1. Identify the teacher's needs
      1. Kind of data collected and analysed to understand the needs of teachers

Data collected from the teachers about various areas including attendance of the students, various test results of the students and the scoring of the students were making us plan for next sessions.

1. Support teachers to plan lessons
   * 1. Use the student curriculum & textbooks
     2. Suggestions for the curriculum & textbooks

1. Aspects of teaching learning during classroom observation

*[Prompt (taken from baseline study): Use of TLM, Student Participation, Seating Arrangement, Student-Teacher interaction, teaching according to level of child]*

1. How often did you observe classes? How many teachers did you observe and what duration?
2. How did you identify if the teacher’s practice was authentic (real) when you observed the classes?  [*Prompt : What kind of strategies did you find among teachers to hide their weakness and highlight their  strong sides?]*
3. Tool or protocol to observe classrooms
4. Key things noticed during classroom observation  
   Students’ participation, method of teaching and performance of the students.
5. Monitor the teacher's progress after giving feedback   
   Once, I visited a school and observed the classroom. I found that, teacher had not checked the homework of the students. After the classroom time, I told the teacher to check the homework of the students and I expected that, next time you will do it. But the next time, I found that teachers had not checked it. But after that visit, I found that, teacher had checked the homework of all the students and I too also found happiness about the teacher.

REMARK

The remarks before, KPAL programme were more critical and not motivating teachers but developing anger towards KPs. After the programme, the remark style has changed and it is reflected in a positive and friendly manner to motivate teachers' work as he or she is the change maker in the process.

The toilet of the school is not being used and cleaned. I will be happy if I see it made useful and cleaned for the students on my next visit.

I will be happy if all ten students can read the lesson on the next visit.

1. Kind of data collected and analysed to prepare an action plan for teachers’ professional learning   
   It was important to make an action plan to follow up the progress of the teachers with deciding goals to achieve.
2. Who are the teachers who respond to your support, and who do not respond, what are their characteristics?
3. Some memorable observations of  positive changes you saw in teacher’s practice (teaching)  as a result of your support
4. Meeting with teachers only during school visits or did teachers
   * 1. call you on your mobile with questions
     2. Chatted on WhatsApp personally or in a group?
     3. What was the nature of such interactions?
5. Teacher’s  practice/work
   1. Real issues teachers are facing? Have you been able to understand through your work as a KP  
      Sometimes, teachers face the problem of lack of availability of electricity in the school. If they use an electric metre, then who will pay the monthly electric bill? Just five thousand rupees annually allotted to the school maintenance which is very less. Then teachers have to contribute to the complete cost of the maintenance. Other work like survey or election duty than the academic duty which makes less attention to the teaching though it was the main objective. School nutrition management and progress report, problems suddenly occurred, water availability, lack of toilet facility are the most visible problems.
6. Do teachers feel their issues are being addressed? Why or why not
7. Sustainability and Scale
   1. Rate the KPALP programme’s success on a scale of 1 to 5, 1 being unsuccessful, 2. partially successful, 3. averagely successful, 4. greater successful and 5 being grand successful

The KPALP is a good programme and that needs to be extended. I can rate 3 because it has uniqueness in the change of behaviour of KP from negative to positive.

* + 1. Explain what could have been done to make it more successful?

1. How did you see yourself as an inspector or mentor? Explain it?

After KPAL the behavioural change happened among KPs and they are not in roles like inspector but like guide or mentor.

1. During SSA , CRPs used to say they need authority to do their work properly
   * 1. Do you feel having authority would have helped you?

Some extend.

* + 1. How did you work without it? Can you give some examples?
    2. Did you notice differences in your interactions with
       1. Male versus female teachers

I was taking male teacher to a female teacher class to observe it to avoid any gender issue.

* + - 1. Young versus  older  teachers

The teachers who were older were more cool and stable in response to KP whereas the newly joined teachers did not feel stable but asking more counter questions. Young teachers have more understanding about technology application.

One of the old teachers, who was going to retire after a few months, was asking me to give a small class to teach. I responded to him that, it is good you are going to retire but you will feel proud if more students learnt by your teaching. Then he also found satisfaction in the response.

* + - 1. Teachers working in tribal, rural, semi-urban vs urban areas.

1. The nature of your interrelationship with the school headteacher
2. Kind of support did you get from
   * 1. Master facilitators/coaches
     2. District / Block educators
     3. Department of Education
3. Experience with the programme partners and roles they play as well as impact impact your work
   * 1. Master Facilitators & Coaches
     2. UNICEF
     3. CEQUE
4. The KPALP programme has scaled to many blocks ,
   * 1. Are you in favour of scaling the KPALP programme throughout the State?
     2. What has scaled well  and why?
     3. What has not scaled well and why ?

Whole programme was very successful but it needs to be extended to all districts of Maharashtra and there should be recruitment of KPs as per each KP will be given a single cluster to handle it effectively.

 Suggestion for researchers

1. Useful in our research

To study the village, the school education level of the students to understand the issues of the students.

When I saw that, out of twenty students there were about five students who could not take the breakfast and were waiting for the middle meal activity.

1. Do any other people come to your mind that we should interview?
2. Recommend we read any specific reports related to this programme