**KP 04**

**Study of UNICEF - Kendra Pramukh Academic Leadership Programme (KPALP)**

INTERVIEW SCHEDULE - Kendra Pramukh

District : Palghar Block: Vikramgad Cluster : Dolare khurd

 Date:23/11/2022.

**I. General Information**

1. Name of the Kendra Pramukh : Kiran Dyandev Rode
2. Sex : Male
3. Age : 53 yrs.
4. Cluster Address: Dolare Khurd post- Dadare

**II. Educational background**

1. Professional /Education :

B.com, B.ED

1. Professional Experience :

Joined as a Teacher in 1997

Joined as a Headmaster in 2009.

Joined as KP in 2014.

START RECORDING

**(Designation & Name)**, Let me begin by asking you some questions about your role in the KPALP Programme

BODY

1. **Role of Interviewee in KPALP programme**
	1. What according to you is KPALP and why was it done?
		* This program was implemented in 2016, Dhanu and Vikramgad were the location and then after in 2018-19, was implemented in Nasik, then PLC started, in every month there was training for 2 to 3 days and it is an important program, but initially teacher had no mentality to positively respond to the KPALP program. The program was easy and fun too. And there were only three schools selected for the trial of the program. But if this program had been implemented in all the areas, then It would have been better, at that time I had 17 schools. I had given Introductory training to 60-70 teachers.

Earlier this program was implemented in 3 schools, so these 3 schools have received all the training but what about others?

So teachers started using the 5 D model in the schools.

In the education council, we were making an action plan based on collected information about school and students' learning outcomes and because of data analysis, now we do our work easily with less time consuming and perfectly we do our work 101%.

 Earlier we used to do very hard work and a lot of paperwork.

1. What was your role in the KPALP programme -

 When (and how long) did you participate actively in the KPALP programme?

 What was your primary responsibility in the KPALP programme?

1. Can you describe your work week? What did you do? How many school visits?

 Before Covid

Earlier, we used to visit school. Varsha Madam from UNICEF and another madam from CEQUE used to come with me to observe the class and while observing the class, we used to guide the teacher like “If you would have taught this lesson this way, then it would have been better”.

You know there are some teachers who just read the chapter.

 During Covid

* + - During covid we are unable to reach students, but we have reached 10% of students.

And during covid we were not allowed to enter the village.

So we informed all the teachers to make a group of students and teach them in a common place, so then we used to visit those places, but we didn’t receive a good response.

1. Did you participate in the professional learning community of the KPALP programme?

 If yes, please describe your participation in the PLC.

 How did you find the role of PLC in providing support to you?

* + - PLC was a good program, we evaluated the performance of the students based on test conducted in different schools on various learning capabilities, we found that the area of expressive writing skill was lacking among most of the students from 2nd to 4th standard and there was difference in languages, in every kilometer language changes, so we found that most of students were afraid of speaking because they speak different language than the teacher speak. In expressive writing, students didn’t write anything.

And then one program was started, like how to teach language to students We approach the teachers who were understanding local language and ask them to work on language, specially make the list of local language words and standard language words, then the teacher involve and they started developing list of the words from this two languages, which was very helpful for other teachers to know better about the language of the local students and make efforts to teach them that they can understand it better.

And there were 18 clusters but 7 to 8 KPs were there to handle these clusters and my language was math and Marathi and most of our students were far behind in math. ‘I wanted to share one experience, students who used to remain silent in class for them we gave some objects and we asked them to write what they know about it, like sunglasses, so this is how students started speaking and writing, they wrote that *“when I wear the sunglasses I look smart I look like Hero”*. So this is how students started speaking and writing in class and there was a presentation even happened in Kali Dhond, all the officers from UNICEF and CHEQUE along with local president were present, when they saw the presentation , they were so happy and they said we will implement this program in entire district and they said we will tell senior level council about this program and then lockdown happened .

1. Did you make any changes in your work for supporting teachers in tribal areas?

 If yes, please describe the changes you made?

* + - First we had a meeting with tribal school teachers, and we informed them about this program, and we used to guide them on how to teach lessons. Earlier they just used to read.

You know most teachers in tribal areas belong to ST and they also didn’t speak more. There are some teachers who have a lot of quality and skills but they are afraid to come forward, but we took them into the program and they performed well and some tribal teachers have done wonderful work in their respective schools.

1. How did you make changes in your work during the lockdown?

 Did you participate in any curriculum and teaching learning material development

 related to the programme during COVI-19 lockdown?  If yes, please describe your

 work related to this?

 What did you learn as a result of the COVID-19 lockdown?

* + - In the second wave of covid I was positive but in the first wave we worked a lot in covid center, like we used to declare the containmention zone, it was our responsibility to provide food in covid center we had managed everything in center. Under the leadership of our block education officer, we did survey, we took zoom meeting and also we took meeting offline, but didn’t received good Responses that we expected , but in zoom meeting nobody was mentally present in meeting, so we used to call 10 to 15 teachers and we explains them about the work, then we did one survey, we had told to teachers that, how many students from 1 to 5th standard are there in Vikramgad. So two teachers used to teach in the morning in one place and in the afternoon other teachers used to teach. The teachers used to make notes like what they taught to students but some parents were not sending their children so for them we had made a common place where we put up the blackboard and we wrote what is today’s homework like write an essay or write the opposite word or solve math’s sums.

We have asked students to show their homework to their elder brother or sister and if someone in the neighborhood is educated then we told them to check the homework and we also told them to click the photo of whatever homework they have done, we had also made the WhatsApp group.

Now I would say because of covid we have now gone back two years, so the learning has been stop, and those students who used to been in 7 to 8th standard, now they move to work, and they never came back to school till today, because now they started labor work and daily they get wage, so most of students left their studies. And for 10th standard students based on their oral exam we passed them.

This online learning is supposed to start after 5 to 10 years, but because of covid it started earlier. Because of online education, the parents are now in tension. Children took mobile phones from them for study purposes but they were playing online Games. So we told every parent that, you should sit with your child at least for 15 minutes. And now most students started using spectacle due to online learning. Even my child uses spectacle and there is a huge difference between online learning and offline. The positive effect of online learning is that children now easily use technology. They are now more comfortable with technology as compared to us.

**2. Capacity Building / Learning from the KPALP Programme**

1. Was this the first training programme that you experienced as a Kendra Pramukh/CRP?

 How was it different from the other programmes that you participated in before?

 What are the highlights from the capacity building programme?

1. What are three/four key or important ideas that you learnt from the KPALP programme? *[Prompts:  Data Analysis, Classroom Observation]*
2. How did you use your learning from the data analysis module in your work? Can you give me some examples? [*Prompt analysing student’s errors, providing feedback ]*
	* + First, the Data Analysis module is most important. Earlier we weren't aware of this module, we used to do hard work and we didn't do anything worthwhile, but as we learn data analysis, now we know how to collect the data and how to analyze it. Because data analysis makes our work easy. Now with the help of data analysis, we figure out which students are behind and why they are behind.

Second, Classroom observation, whenever we visit school the teachers used afraid of us, I told them *“No need to afraid, the way you teach to students, teach in the same way and after the class, I will guide you if I feel something is missing and I will guide you in your office not in front of students”.*

You know, today's education system focuses more on student’s speaking skill; students should speak in class.

Earlier whenever I visited the school, students used to be afraid because teachers were afraid, students just used to write 1 to 10 digits and multiplication tables but now we gave them new activities to learn and write so this is how we continued the education .

**Third, Remark**: We politely give remarks to them like we used to say that, if you would have taught this lesson in some different way than It would have been better. Now days we have seen attitude related changes in teachers, those teachers used to remain quiet now they started speaking with us, earlier when teachers get to know about that some new program going to launch in school then directly they used to say no we don’t want any new program, but from KPALP they also saw some positive changes, more important the kp, their work now becomes easy, now our hard work has become simple because of data analysis. And I used to give feedback to teachers in the education council or in our meetings, and we used to show them demo lessons and there are facebook pages and videos on YouTube, we used to see those videos. And whatever education resources we had received that helped us a lot, even the 5D model was very helpful but you know there should be changes among the senior level in SLDP. For monitoring purposes this is best, but there should be change in senior level to junior level.

1. Were there many external partners or organizations that worked on this project along with the department? Name the organizations.

 What kind of partnerships?

 What was your experience of working with external partners?

1. What were some of the key issues you experienced while working on this programme?

 Were you able to find solutions?

 Who did you seek support from to resolve the issues?

* + - There were many issues, the teachers never listened to us and language issues between the children.

1. What were some of the highlights of your experience of working in this programme?

 Which part of the KPALP Training you liked the most?

* + - For our work , data analysis we liked the most because through this, we reached towards students' progress.

And there is a ladder module I remained behind in that module but because of a certain workload I didn’t give my full attention to that module, I would say that, that was also a good module then there is a 5D module which also good and we have seen a lot changes in teachers and in students learning.

 **Supporting Teachers (KP Practice)**

1. How did you identify the teacher's needs? Can you give an example?

What kind of data did you collect and analyze to understand the needs of teachers?

* + - First I figure out the teacher’s expertise in which subjects, and then after we ask them to demonstrate their subject expertise, they have to put up on the screen, so that they will also get an idea about how to teach which subject. Initially they focused on language and math subjects as it was part of PLC. Then we started discussing the demonstration of the teacher. Thereafter, we ask kps to comment on the suggested demonstration. But some of the suggestions were critical then it was decided that instead of criticizing methods of teaching PLC members can come forward to demonstrate subject expertise to show how we can improve it. We also discussed how teaching level should be at class wise and it would have enhanced the teaching if the teacher applied teaching learning material. We ask other teachers if they feel they can demonstrate their teaching methods in the next PLC then they are welcome to do it.

In PLC we also screened the videos from other districts about teaching demonstrations.

1. How did you support teachers to plan their lessons? Can you give an example?

 How did you use the student curriculum & textbooks?

 Do you have any suggestions for the curriculum & textbooks?

* + - Firstly we had told them that after 8 days I will come to observe your class and whichever lessons you like, take that from your favorite subject.

Hence I saw that while teaching they had some issue with timing, because 20 minutes is not enough for one lesson.

Then we showed that video in our meeting, so every teacher liked it.

So in every meeting we used to show teaching videos to teachers, so this is who we started teaching.

I would say everyone should change their working style. Some teachers used to say that once I retire then a new teacher will join and he would have a different way of teaching.

for e.g ``If Nokia company would not have changed its mobile model then it would not have been on top in the company. Similar method of change is necessary according to the situation. If we could not change our teaching method from physician to online during Covid period then students could not get an opportunity to learn better.

But in my view this is wrong, till the last breath we have to learn; as long as we are alive we have to learn. People have to change themselves according to need. If he doesn't change, this means he is finished.

If you want to live in this world then you have to change yourself first, I will give you an example; Once a girl student visited her teacher’s house and observed that, that madam was cutting cabbage with sharpened steel glass and she found that the cabbage was sliced in very small pieces. When she went to her house, she saw her mother was cutting the cabbage with a knife but it had not been cut in small pieces. Then she told her mother how her teacher applied sharpened glass to cut cabbage in very small pieces.

Therefore we shouldn’t think that students are not creative, every student has a different ability to explore keenly and intellectually about events

 happening in their surroundings.

I will share one more example, when I was school teacher, I used to call some students with their name, and some students were automatically take their steps behind because they know, sir is going to give some work, so this how we know that these students are not interested and there are some students who are not good in learning, but they are always ready to work (extracurricular activities) and those students who always fight with other students, then we make them class monitor and once we made them monitor we have some positive changes in that students who always used to fight. And soon after they become good students, I have seen lots of changes in students in 24 years of experience in the teaching line.

1. What aspects of teaching learning did you focus on during classroom observation?

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

 How often did you observe classes? How many teachers did you observe and what

 duration?

 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?]*

1. Did you use a tool or protocol to observe classrooms? Was it useful?

1. What were the key things you noticed during classroom observation?

1. How did you monitor the teacher's progress after giving feedback?

1. What kind of data did you collect and analyze to prepare an action plan for teachers’ professional learning?

1. Who are the teachers who respond to your support, and who do not respond, what are their characteristics?

1. What are some memorable observations of positive changes you saw in teacher’s practice (teaching) as a result of your support? Can you give some examples?

 **Teacher’s  practice/work**

 What are the real issues teachers are facing? Have you been able to understand

 through your work as a KP?

* + - Yes , teachers have lot of other work, like we are doing multitask , sometimes teachers had to stop teaching to send documents and relevant information to other officer, and now a days there no recruitments, only two teachers use to handle class from 1st to 8th standard, it is very big problems , now we have 18 cluster’s but we have only 4 cluster’s head only four people, teachers use to do duties such as census , election and other duties and they too have deadlines, so instead of teaching , teachers have to focus on these kind of duties, it has been such a long time it's going on and on, the teachers are the government servant, there are many issues teachers have.

You know if we want to save our zilla parishad school, then one change we require is to ask the government to recruit the teachers, you know there is no use of education if there is only one teacher for 100 students, the government is not stable but, the recruitment of teachers is necessary.

To save the children we have to teach them in a better way.

Teachers should send their children to his or her respective school , which means the zilla parishad or municipal school. Then the parents will not have any doubt that the teacher is sending their children to a high cost English medium school.

If the teacher’s child is learning at schools where the teacher is teaching then the teacher will also ensure that like my child, other students also should get quality education so he will enhance his teaching methodology.

You know, here most of the parents are less educated.

The urban block of vikaramgad 60% of parents ensure that their children are completing their homework and 40 % of tribal students don’t even open their books once they leave the school.

 **Sustainability and Scale**

 If you were to 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, what rating would you give?

 Explain what could have been done to make it more successful?

* + - In my point of view , 5 stars to this program, such a nice program we had, if this program would have scaled at the state level, then I will succeed, the teachers and parents both will feel happy and even the education department will be happy.

You should take permission from Mantralaya and from other departments and start this program again, it is necessary , because of this program now work is easy.

1. How did you see yourself as an inspector or mentor? Explain it?
	* + Look as I told you, whenever I visit school I inform them earlier, and whatever I observe in class I write it down in my book and in a very polite way I give them feedback and there are some teachers who accepted that they did some mistake and some were not.

1. During SSA , CRPs used to say they need authority to do their work properly

 Do you feel having authority would have helped you?

 How did you work without it? Can you give some examples?

* + - We cannot report directly to the section where we get the assistant. . If there is a problem with toilet repairing then we are reporting to our seniors. It is very difficult to spend the same amount demanded long back to repair the toilet that worsened dramatically later and needed double the amount. IF we report to the section that releases that amount then it will take less time and less amount.

 Did you notice differences in your interactions with

* + 1. Male versus female teachers
		2. Young versus  older  teachers
		- Now there is no any discrimination between male and female teachers, women empowerment has happened and the only weak point they have is they have to complete the household work before coming to school. If they came 10 minutes late and if we say something like, if we ask them why they came 10 minutes late, then the entire day female teachers used to think that, today KP scolded me about what to do.

So it's the duty of KP that if someone comes late, then kp has to ask in a polite manner and he is supposed to ask what happened madam, everything ok , if someone is not well in your house then you can take leave.

You know what happens working between young versus older teachers, older teachers are tired of work it happens after 50 years of age and young one are very active so every day they make new invention in education field, but what older teacher say, what are you doing, leave it, nobody will give you gold medal, so here the young teacher will feel sad.

But there are some teachers who are soon going to retire but they work like young teachers.

In urban areas there is no issue related to students' attendance and student performance level, because mostly they go to tuition and their parents also used to keep eye on his or her education but in rural areas there is no tuition and availability of other facilities.

What was the nature of your interrelationship with the school head teacher?

* + - First we figure out what issues does the head teacher’s faces, before the KPALP and after the KPALP program there is huge attitudinal change we had seen, when I was being kp in 2014 and as KP after KPALP program was totally different in context of my understanding , attitude and skill, earlier we used visit the school like a officer , boss, I am cluster head boss and used to yell on teachers like you have to do this work, but after SLDP and KPALP now we act like a friends , we changed our monitoring work.

1. What kind of support did you get from

 Master facilitators/coaches

 District / Block educators

 Department of Education

 The coaches used to provide us all the necessary information about the program and

 They also helped us in understanding the data, they also taught us how to make graphs

1. The KPALP programme has scaled to many blocks ,

 Are you in favor of scaling the KPALP programme throughout the State?

 What has scaled well and why?

 What has not scaled well and why?

 Yes, I would say it’s better to scale this program all over, our target should be based

 On students' learning outcomes , teachers should multitask.

1. Is there anything else you think would be useful in our research?

 Do any other people come to your mind that we should interview?

 Would you recommend we read any specific reports related to this programme?