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

**Interview of Kendra Pramukh**

District : Palghar Block: Palghar Cluster : Makane

Date:22/11/2022.

**I. General Information**

1. Name of the Kendra Pramukh : Dipika Rajendra Naik
2. Sex : Female
3. Age : 55 yrs.
4. Cluster Address: ZP School Makane, post- Umber pada

**II. Educational background**

1. Professional /Education :

B.A in Marathi and History

M.A in Marathi

B.ed in Marathi and History

1. Professional Experience :

Joined as a Teacher in 1986.

Joined as KP in 1996.

**Role of Interviewee in KPALP programme**

* 1. What according to you is KPALP and why was it done?
     + The objective of this program is to develop skills in KP to work effectively. There was a concept of ‘gyanprakashit’ which means **“Everyone should shine like a sun”** that means everybody should have advanced and appropriate knowledge to achieve the goal. If somebody has less understanding or needs some help to upgrade their knowledge, then concerned authorities or others should help them to shine themselves by upgrading their knowledge in the appropriate ways and nobody should be left.

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

Sometimes I used to visit the same school thrice but now the situation is different, I have a huge workload and do not have enough time to visit school. Earlier I had only one cluster and at that time everything was perfect. Before Covid, I used to visit every school, once in a month and sometimes twice but after that I got 3 clusters with more than 30 schools. That has made my schedule worse as even I cannot visit half of the schools in a month.

During Covid

During the Covid period, all the schools were closed. At that time I was in a different block and most of the parents of students had gone to their native villages because of covid, so we thought that we will do something in online mode, so first we did a survey to figure out how many parents have mobile phones? Do they live nearby with those who do not have mobile phones? Is it possible to share their mobile with others? Then the teacher started sending videos to them but he got very little response. So the teacher decided that they would attend the school on alternate days and would give homework to them and the students would submit their homework by keeping their notebooks in the school as par the decided classroom.

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?

* + - Initially, there were 25 KPs involved in KPALP, so the organizer said '' Those who wanted to join PLC they can join then only 9 KPs were ready to join, because the officer said that we will arrange a meeting either in Vikramgad or Palghar (DIET) office. Thereafter, once a month, 9 of us started meeting for 2 to 3 hours. The objective was to figure out what issues are in our clusters, how we can bring solutions to that and teachers will take responsibility in this process. Students were weak in essay writing, and some of the students used to write just two or three lines, and some were leaving it blank. So we thought that this is an issue. We started giving more focus on writing apart from the textbook. We gave them story books so that they could get an idea while reading those stories. Initially we focused on teachers and started conducting seminars on teacher education every month. Now SCERT gave us all the subjects and the teachers started working well by figuring out which books are good for which standard and started displaying them during lunch time for the students. Hence this is how students started using books and they developed the habit of reading. After two months we saw that students wrote well and they learned grammar. We also started giving tasks to the students to complete the stories by giving them half stories. And teachers also developed their skills. You know here you just have to support them, then they will perform well.

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

If yes, please describe the changes you made

It has been 26 years since I have been working as a KP and I would say the teachers work very well. If we behave in a polite manner, that will work well.

Whenever I say that, we both are the same, the teacher feels better.

Whenever I visit school, if I see that teacher didn’t teach well, then I say, “look you should teach in a different way " and then I ask them what they think. So this is how I guide them.

But Sometimes there is no one to supervise the teachers, and that is why some teachers don't teach.

Government gave us a lot of teaching material, but once we supervise then the teacher uses that material.

You know I don’t have lots time do explains the advertisement in all the school, because I have too many clusters

Then after our meeting I appreciated his work. Then all the teachers started that activity in their own school.

You know our work is to inspire teachers, to get work done in a better way and KPALP taught us how to write a remark and I really liked that.

There concept of ‘Caton’ represents that C for clear, T for time bond and A for active, earlier we just write whatever we sees and we didn’t used to talk with teacher that to resolve any issues but now first we ask teachers how to resolve the issues , we ask them to give suggestion because he is also an qualified person, he also received so many training and have lot of experiences, and I also suggest them watch YouTube videos to see what can be done , and also took help from other teachers to figure out what can be done.

And now after covid, I feel now the work would be better, and recently I had taken a test in a school, like I gave them 10 small sentences to write, but most of students didn’t perform well, then I have made a graph and showed to teacher and I asked do you think it is good,

Then the teacher said “no it’s not good madam, what to do now”

I said, what’s your view what do you think,

So the teacher said I will create a group of students who didn’t perform well and I will use the teaching material which we received and will work on this.

Then I asked the teacher how much time you need?

Teacher replied” two months and then madam you take the test.

Then I said if you need any help in between please tell.

You know now the teachers are not afraid of us and this is good because I always act like a friend whenever I visit the school.

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.

* + - Yes , we had one program named “ Hasu khelu ” through which students learned a lot. That program is about physical games and preparing small things by the students with support of teachers , so the teachers also helped students to perform well in that activity.

Our teacher participated in the “Siku Anandi” program and in that program four students along with the teacher performed a dance, so everyone saw that program. So teachers participated in all of the programs which were launched by the government.

* + - During covid we had online training, at that time they told us to join the meeting on this date, so I joined from home only and that was KPALP program and I was also involved during pilot and then this program spread all over.

What are the difficulties you faced during Covid-19 period and how did you

Handle it?

* + - During covid we had been instructed to come on alternate days, then I told all the teachers to come on alternate days, but very few students were present.
    - We are in an urban area, so in this locality, most of the parents prefer private schools and most of the students are from marginalized backgrounds. The students who were studying in private schools had turned to the government schools due to lockdown which led them to be unable to pay the fees due to economic complications.

Our teachers teach well, but sometimes parents say that the private school is better because it has a huge building, but they were unaware about the quality of teaching in private school. I heard from one of the parents whose child was in the private school before lockdown and now is in the zp school. He acknowledged that his child has studied in private school but he was not able to read and write properly but after sending him to zp school, he started reading and writing very well.

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

1. What are three/four key or important ideas that you learnt from the KPALP programme? *[Prompts:  Data Analysis, Classroom Observation]*

1. How did you use your learning from the classroom observation module in your work? Can you give me some example

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?

* + - Yes, we had some traveling issues because that program was conducted in Palghar, because at that time I used to work at Vasai and sometimes I was confused like I didn’t have time to attain PLC because at the same time I had my school work too. Now we do not have a traveling allowance.

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?

* + - Entire KPALP was good but I liked the “caton” feedback module then five D modules and then they said, “You should make everyone like a Sun," that statement I liked. In KPALP everything was good. And I got such nice responses from the teachers.

After KPALP there is one program, so in that program , they said that if some of KP were not interest then you can fill online form but I joined that program and I also formed other kp about that program,

Then after they said, along with you one teacher also required in this program , so in that program I visited another school to see how things are organized in school, so teachers also supported us a lot.

* + - In both KPALP and SSA programs we were independent, but in KPALP what happened is we all used to come together, everyone used to share his own idea, and we received such a nice guidance from CHEQUE and in SSA it is not possible that all can come together, and in KPALP we easily sees what other kps are doing in program, SSA it was just a general program.

How do you use the learning’s from the KPALP programme in your current role?

* + - Earlier we were group of 25 KP before covid the KPLALP program was in detail like there was one day session for language , so they trained us very in-depth manner and also they took seminar on Mathematics like they taught us how to figure out in which steps does the students had problems, while solving certain mathematical equations.

**Supporting Teachers (KP Practice)**

1. How did you identify the teacher's needs? Can you give an example?
   * + Whenever I visit school, I see the condition of that school, progress reports, attendance of students, single teacher for more classes because sometimes students don't attain regularly and sometimes teachers remain quiet on issues so then I talk with teachers on these issues and I try to resolve these issues.
     + Once I visited a school and I saw that there was a poster and below there was some question. Then I asked one of the students to explain what he saw in the poster, then he replied "the poster is about hair”, but that poster is about hair oil.

Then I saw that students didn’t understand that advertisement clearly hence I met the teacher and I said whatever that students told me about that advertisement, do you think is right?

Then teacher replied “No madam, that poster is about hair oil”

Then I wrote in my book that, teacher should focus on these things, and then it would be better.” After some time the teacher asked “madam when is your next visit” I said whenever I can get time I will visit.

So after some day I went to that school, that teacher gave me file which had so many advertisement and I saw that, he has stick lot advertise and questions on the wall, and he gave all the advertisement to all students and he said,

“Madam, now my students gave such a nice response” then I said, this is what I wanted.

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?

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?]*

* + - Sometime what happens, I saw one teacher, he is well qualified but he is lazy, few days ago I went to his school, I told every students at least to write numbers, but most of students didn’t know how to write, then spoke with teacher, and I told him, don’t you think something is missing because most of your students didn’t know how to write number, And he gave some irrelevant reason for why students were unable to write. I told him, it’s ok, but what can we do now? What do you think, then he replied ‘madam I will see what to do’. So now he works well and I told other teachers that, please help him.

And you know most of the teachers told me that, earlier they were afraid of me as KP and now they feel that I am their friend, now they are not afraid of me, and their fear remained the same with officers visiting their schools. Then I told them, instead of getting afraid, you should speak to them because you're working regularly. As KP, as much as possible I motivate them every time I visit school.

1. Did you use a tool or protocol to observe classrooms? Was it useful?
   * + Earlier we just used to observe the classroom, but through five D, now we know how to observe the class, how to see students' performance and learning outcomes, so now we focus on minor issues.

While writing feedback now, first I wrote positive things and then negative.

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. Did you meet teachers only during school visits or did teachers

Call you on your mobile with questions

Chatted on Whatsapp personally or in a group?

What was the nature of such interactions?

* + - We took zoom meeting with teacher, covid cases were high, so the Sarpanch of this village, did not allow anyone from outside village, even we were unable to come to CRC, so through zoom meeting continued everything.

But Some of the teachers were not comfortable with technology and some of them were comfortable, so they taught in the Google classroom. I also joined. The teacher gave their best, and received good response from students, but only two teachers took class on online mode out of 20.

And you know after covid teachers were tired to come to school because from last two years they were teaching from home on online mode and when teaching starting on offline mode, then most of teachers were afraid of coming to school, because they have travel from train, our two teachers passed away due to covid, that’s why some teachers were afraid of traveling in crowded train. But I motivated them and I always used to guide them to take medicine and use sanitizer. Most students from private schools took admission in our school and now we have a huge number of students from English medium schools.

**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?

* + - I really liked this program and I can rate it as 4, because it totally matches our interest and objectives and program helped us a lot in our daily work, you know sometime in program, there is just theories and not a single practical.

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

Do you feel having authority would have helped you?

And a few days ago some officer came and they saw my CRC and cupboard and they said, everything is in the right place, that's so good. And it has been twenty four years I am working as a kp, everyone knows me, and how I work.

Did you notice differences in your interactions with

  Male versus female teachers

Young versus older teachers

Teachers working in tribal, rural,

Semi-urban vs urban areas.

* + - The newly joined teachers think that, I am strict but I learnt new ideas from them, the newly joined teachers taught me how to use technology and I never felt that they are junior and all, I use to take help from them if I don’t know how to use new technology, so this is how they feel that, kp is just like our friend. And sometimes the older teachers used to ask about teaching and learning, so I told them, do whatever you feel is good for our students, try the best because they have more experience in academic and administrative areas. I am also motivating teachers to organize events in school, so a few days back on 14th November they organized a small event for students and they also invited me.

Can you describe your experience with the programme partners? What roles did

Do they play?

How did it impact your work?

Master Facilitators & Coaches

UNICEF

CEQUE

* + - In the beginning of the program there were people from DIET,

When the first KPALP training program happened, at that time Pawar sir used to come from DIET and Maithili madam from UNICEF and Uma madam from CEQUE also.

And when PLC started, that program was carried by CEQUE, and very few people came in that program from other organizations and we were only 9 people involved in that program. We focus on those issues which we are facing, so we focus on mathematics and issues related to analysis of paper,

Uma madam from CEQUE helped us a lot.

And when we have any doubt we directly call to master facilitator Rawal sir

He guided us a lot.

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?

* + - There were 25 KPs involved in this program, I don’t think everyone had learned this program, but I would say 9 to 10 KPs understand this program very well which reflects rating and this is a good number. Different people have different ways of thinking, different ways of understanding, and capacities.

And I would say practical work in this program was good, it should continue and the theoretical part is ok.

Some new KPs just visit school and I would say KPs should sit in a school , they should see the situation , students issue, learning outcomes and what help do teachers need, they should resolve the issue.

And in plc we directly said that we need a module on data interpretation.

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

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

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