## CASE STUDY – KP 05

Interview of Kendra Pramukh

District : Palghar Block: Jawhar Cluster : Jamsar

Date 23/11/2022.

I. General Information

1. Name of the Kendra Pramukh : Mr. Lahanu Mamoji Mahale
2. Sex : Male
3. Age : 57 yrs.
4. Cluster Address: ZP Jamsar, Block Jawhar, Dist. Palghar.

II. Educational background

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

1. Professional Experience :

I joined as a Teacher in 1984 and posted as KP in 2014.

1. Professional Training/Workshops :

MOTI was10 day programme for all the officials.

KPALP in 2014.

III KPAL Programme

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

Every teacher should understand that, that, the main motive of the KPAL programme should be that, as every student of the class should progress well in the learning capacity.

This programme has made a good stage for students to come forward confidently and enhance their capacity by actively participating in the learning process.

Every student felt that he also should go ahead to perform about his or her capacities.

KPALP was exploring how KP will take teachers to go with progressive ways to change the scenario positively. The same motive was expected among the students, that teachers should help students who are facing 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

KPALP was organised in 2014 as a three day programme.

* 1. Work week schedule
     1. Before Covid

We were given three schools to focus on with the KPAL programme modules. Thereafter it was decided that, to take all the eleven schools under KPALP and work. I started KPALP perspectives with all the schools.

* + 1. During Covid

Communication with teachers or senior officials were on the WhatsApp and Zoom meeting. Schools were closed during the Covid pandemic period therefore an online teaching process was also not possible due the lack of availability of the mobiles with students or parents. It was also difficult to get the network range for mobile learning.

Our teachers were visiting the homes of the students and teaching them wherever possible carrying all the rules updated by the Covid care.

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

PLC was a good concept in KPALP that focused on discussion and outcomes for resolving problems related to the teaching learning process at the school level. I was also focusing on innovations in this area to develop the capacity of teachers in their work.

PLC work is very dedicated as if the time given of PLC to be stated at 11 o’clock then all the PLC members were attending it at the same time.

Support from PLC

The stakeholders from CEQUE, UNICEF and DIET members were very helpful in enhancing our capacity for the KPAL programme.

They were deciding the agenda of the PLC meeting. We were sharing our problems which were facing in our work and they were immediately responding to it and also ensuring that the problem got resolved. Whenever possible, they were doing demonstrations at PLC to make KPs understand it more effectively.

They learnt the local language of the students therefore, they were making students motivated to be actively involved in the teaching learning process. Teachers were trained about local language whenever possible to teach students that they learn more.

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

First, we understood the data and data analysis through our KPALP training and then we explored the problems of the students.

I found that students from tribal areas only study at school and not at home, so it was needed to make their study covered in the classroom. Students enhanced their interest in school after KPALP.

There was a travelling allowance for all the KP which was to help us but latter DIET has stopped it.

* 1. Changes in work during the lockdown
     1. Participate in any curriculum and teaching learning material development

During Covid time, there were few training or introductory sessions for KPs and for teachers.

DIET had reduced the syllabus for the students to make students not pressurised in the study.

* + 1. Difficulties faced during Covid-19 period strategy used

Whenever any teacher was falling sick due to Covid, another teacher was carrying his or her work further to avoid any kind of disturbance in teaching students.

Students, who had access to mobile phones, were applying it to the teaching and some of the students were watching some educational programmes on the television. i.e. Kilbil programme at 9am.

* + 1. Learnings and results during lockdown

Students were given very less opportunity to learn during the Covid period which resulted in less class-wise performance of the students.

1. Capacity Building / Learning from the KPALP Programme
   1. KPALP difference than other programmes
      1. The highlights from the capacity building programme   
         The KP programme is not administrative but academic. SLDP was focusing on both administrative and academic.
2. Three/four key or important ideas that learnt from the KPALP programme *[Prompts:  Data Analysis, Classroom Observation]*
3. Learning from the data analysis module

[*Prompt analysing student’s errors, providing feedback ]*

Data analysis was an important part of the KPAL programme that enhanced our clarity of exploring problems with less time and more accurately. We were not aware about doing data analysing and developing the ratio of the development of the students. Indicating performance by showing histogram and pie. I understood that, first we have to collect the data from the teachers and find out the indicators. i.e. how many students have performed under average and who are the students who had very worsen performance among them. The next stage was to make a chart to show the performance of the students.

The next plan was about what should be done to improve the performance of the students.

It was understood that data helps one to understand the status and for further action.

Before, KPAL programme, we were collecting data from the teachers and circulating it to our seniors for their information but now we are analysing it and making sense of it to us in our work.

1. Learning from the classroom observation module

When UNICEF, CEQUE stakeholders. I have visited our schools. Initially, the teachers were very stressful, but we made teachers relaxed and stakeholders motivated the purpose of the KPAL programme.

Sometimes, students answer the questions at the same time in the classroom and that confuses teachers about who the students could not answer. Hence, teachers need to ask questions one by one to identify the students who could not understand the lesson and therefore, could not answer questions.

1. External partners or organisations worked on this project

i. Kind of partnerships

ii. Experience of working with external partners

Initially, CEQUE, UNICEF and DIET members were visiting our schools in fifteen days. They were actively involved in the applying KPAL programme at field level and they supported us in our activities to make changes as per the taught in the training.

1. The key issues experienced while working
   1. Solutions
   2. Support to resolve the issues   
      There were mostly single clusters for each KP and it was good to visit schools and work effectively but thereafter several KPs retired and also the government has given additional charges to other KPs that led multi-cluster responsibility on KPs which resulted in limited outcomes in the progress.

We have to complete our academic and administrative work without any assistance from the department.

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

Expressive writing and speaking was a very good activity of the KPALP. The activity has made positive changes among the students who were not confident to express about any topic or picture or material before KPALP, but after the programme, they developed their confidence and stage daring to express effectively. i.e. Essay on plates, stone, gas in their local language etc. Students made a booklet of their own expressions.

Whenever there was a village fair (Jatra), we were inviting all the parents to notice the progress of their children so that they should feel proud of their children.

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

The Data Analysis part of the KPAL programme was more effective to understand problems more closely and systematically.

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

Teachers were sharing their school progress with me and I was analysing it to understand the problem even after visiting and observing school personally. I was understanding their problems. And sometimes, in the cluster meeting the teachers were sharing their problems and finding other teachers also facing the same problems. This was making me understand the problems and also getting solutions from the experienced teachers in the centre.

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

The teachers were attending different training but during Covid it was difficult to find the range of the mobile that created one of the hurdle into communication.

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  
   I used the 5Ds module to observe the classroom.
4. Key things noticed during classroom observation
5. Monitor the teacher's progress after giving feedback

After the KPAL programme, feedback giving in the classroom was stopped, and we started giving feedback in the office after the classroom teaching was over. I usually ask the teacher whether they have made any register to keep record of the students about their performance. If the teacher has not made such a register then, I ask the teacher to make it in my next visit to the school. Because, it will make the teacher understand the classroom process and will help him plan accordingly to make the classroom process more helpful for the students to learn friendly and actively participate in the classroom.

REMARK

Before the KPAL programme,we were giving very negative remarks on progress if it was not observed as per expected. Thereafter, we started remarking more politely and positively that teachers should not be hurt and should be motivated to show progress in the next visit.

* Kind of data collected and analysed to prepare an action plan for teachers’ professional learning   
  Based on the data collected from the teachers about students’ progress, we were discussing with teachers about further activities to be undertaken. I was giving time to the teacher to work out on the issues and communicate with me if there is any kind of need.

1. Who are the teachers who respond to your support, and who do not respond, what are their characteristics?   
   All the teachers were responding to me positively. Rarely some of the teachers were not responding to my support where they might have some of their personal problems.
2. Some memorable observations of  positive changes you saw in teacher’s practice (teaching)  as a result of your support   
   Before, KPAL programme,
3. 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?
4. Teacher’s  practice/work
   1. Real issues teachers are facing? Have you been able to understand through your work as a KP  
      The teachers have several problems including overburdening of documentation that gives them less time to teach students, and less numbers of teachers for more classes. Sometimes it is very difficult to teach and handle alone students from first to four classes in a single classroom.

One of the schools, there was no electricity in the school, therefore the teacher requested the gram panchayat to resolve the issue and the gram panchayat has given a connection to the school.

When the staff of the electricity board visited school. They found that, school had an illegal electricity connection and they fined teachers to pay the bill of five thousand.

1. Do teachers feel their issues are being addressed? Why or why not

The teachers were happy about their work and whenever they were facing any difficulties they were sharing with me to get appropriate guidance to resolve it.

1. 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 of its credibility in the change of behavioural pattern of the KPs and direction towards the effective teaching learning process.

* + 1. Explain what could have been done to make it more successful?   
       This training needs to be extended in Maharashtra so that all the KPs will go through the training and will contribute in educational development.

1. How did you see yourself as an inspector or mentor? Explain it?   
   Prior to the KPAL programme, we were not very developed as mentors or guides but were like inspectors or supervisors on the teachers. But the KPALP training and practice has made the changes in attitudes of the KP towards the teachers.
2. During SSA , CRPs used to say they need authority to do their work properly
   * 1. Do you feel having authority would have helped you?

It would have helped if any authority had been given to us.

* + 1. How did you work without it? Can you give some examples?

I had noticed that, I have to carry out our role and let teachers have to take responsibility for their role.

* + 1. 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.

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

All the teachers either from tribal, rural or urban areas were cooperative and working well In their 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   
        All the stakeholders from CEQUE, UNICEF and from our DIET were helping us to work hard and make better performance in the teaching learning process. Sometime they were visiting schools and demonstrating methods of teaching in the classroom to make teachers learn different ways of teaching, and it would be effective in nature.
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   
        All of them have supported us in the programme and given necessary skills of documentation and also they helped us in developing templates for various activities.
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 ?

I can give three grades to the programme, because it has taught me the great skill of data analysis, classroom observation and made me to change my behaviour towards the teacher to help teachers to do the work stress lessly and effectively.

To fill the vacant positions including KPs and Teachers.

 Suggestion for researchers

1. Useful in our research

To study the village, school students understand the issues of the students.

Modules developed by CEQUE.

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