##  CASE STUDY - KP 7

 **Interview of Kendra Pramukh**

District : Palghar Block: Jawhar Cluster (4) Schools (64) : Kasatwadi

 Date:23/11/2022.

**I. General Information**

1. Name of the Kendra Pramukh : Ravikant Gaikwad.
2. Sex : Male
3. Age : 51 yrs.
4. Cluster Address: Kasatwadi, Block Jawhar, District Palghar.

**II. Educational background**

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

 Joined as Teacher in 1991

Posted as KP in 2008.

1. Professional Training/Workshops :

KPALP Training in 2019.

 **KPAL Programme**

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

KPALP programme was about enhancement of knowledge and to empower the KP. The role of KP was to guide teachers and students. To accept the language of the students and to guide them was the initiative of the programme. There are four clusters he has to handle.

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

I participated in KPALP in 2019. My first responsibility was to make teachers understand the KPAL Programme and guide them to enhance their skills to resolve problems in the teaching learning process at classroom level.

* 1. Work week schedule
		1. Before Covid
		2. During Covid

I was visiting two schools before Covid in a week but during Covid I started visiting a single school by deciding which school had more problems and what we can do to resolve it.

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

PLC had decided the programme about what should be scheduled for further action.

* + 1. Support from PLC

We were getting good support from PLC. One of the school teachers who was very active and had learnt the local language. He was sharing his experiences about students expressing their views in the local language more effectively than the standard Marathi language.

1. Changes in your work for supporting teachers in tribal areas
* To teach the tribal students, the teachers must first learn their language then the students will respond to the teaching because they are not interested and not familiar with the standard Marathi language.
	1. Changes in work during the lockdown
		1. Participate in any curriculum and teaching learning material development

We did not have range therefore we didn't take part in online learning therefore it was difficult to get any training during Covid period.

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

We never ask students to come to the school due to the Covid lockdown but we found a specious alternative place where students can gather and do their study by following Covid restrictions.

* + 1. Learnings and results during lockdown

Teaching learning should be with following Covid restrictions.

1. **Capacity Building / Learning from the KPALP Programme**
	1. KPALP difference than other programmes
		1. The highlights from the capacity building programme
		We had state level training and also other training about KP development but these training were not very effective at grass-root level as KPAL was. The aim of the programme was that the students should express themselves effectively and their confidence should increase. They should feel that they can be an author or poet etc.
2. Three/four key or important ideas that learnt from the KPALP programme *[Prompts:  Data Analysis, Classroom Observation]*

Students should be able to make their own stories. Their idealistic approach should get improved. I found that the students were able to make their ideal picture and they gave their name to it.

1. Learning from the data analysis module

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

 *Through the data analysis module we could able to understand that, what is the status of the student in the teaching learning process.*

1. Learning from the classroom observation module

In the classroom students were initiated with describing pictures in two to three sentences but later it has increased up to ten or twenty sentences.

1. External partners or organisations worked on this project

i. Kind of partnerships

ii. Experience of working with external partners

The member of CEQUE was helpful in supporting us in the programme.

1. The key issues experienced while working
	1. Solutions
	2. Support to resolve the issues
	The language was major problem in teaching learning process and also the lack of participation and support from the parents but after KPALP teacher motivated parents understand the progress of their children. The member of the CEQUE was more supportive in this programme to motivate and guiding us whenever possible.
2. The highlights of your experience of working in this programme
	* 1. Part of the KPALP Training liked the most

 The students started expressing themselves.

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

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

Initially I have taken two schools to understand the problems in the teaching learning process by collecting data from the teachers. It was aim to make teacher understand well of KPALP.

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

I told teachers to take time beyond the schedule but to develop strategy to resolve this problem more efficiently.

We had collected around 200 textbooks for students and we motivated students to read these storytelling books to enhance their understanding. We decided that every student should read a story book. There should be competition among students about who read more books and understand more stories.

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?

Two classrooms were observed weekly and I was observing students’ progress to evaluate the teacher's capacity.

1. 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?]*
 I was observing students' progress based on the authenticity of the teacher's teaching.
2. Tool or protocol to observe classrooms
I have not used any kind of tool for classroom observation. Instead of observing the classroom, I was sitting with students to understand their problems and motivating them to come out from their problems.

1. Key things noticed during classroom observation
2. Monitor the teacher's progress after giving feedback
When I was sitting with students and asking any questions related to the syllabus then students used to raise their hands and were saying, ‘sir me…. Sir me … sir me’ that is the indication of the progress in their understanding.
3. Kind of data collected and analysed to prepare an action plan for teachers’ professional learning
I use the strategy that out of 10 students, two students are not able to read. The major aspect needs to be focused to make a strategy to overcome this problem with deciding a tentative period of action and follow up.
4. Who are the teachers who respond to your support, and who do not respond, what are their characteristics?
5. Some memorable observations of  positive changes you saw in teacher’s practice (teaching)  as a result of your support
All teachers were positive towards their professional task.
6. 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?
7. **Teacher’s  practice/work**
	1. Real issues teachers are facing? Have you been able to understand through your work as a KP
	The real problems of the teachers are the low attendance of the students, the local language of the students, the teachers who were from other regions were not able to understand the language spoken by students.
8. Do teachers feel their issues are being addressed? Why or why not.

The strategy was developed to promote teachers to learn the local language at a basic level.

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

rated as 5

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

There should be a single cluster rather than multi-clusters or additional clusters.

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

I was also a student like them in my childhood.

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?

There should be a single cluster to work more effectively in the field.

* + 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
			2. Young versus  older  teachers
			3. Teachers working in tribal, rural, semi-urban vs urban areas.

1. The nature of your interrelationship with the school headteacher
It was good.
2. Kind of support did you get from
	* 1. Master facilitators/coaches
		2. District / Block educators
		3. Department of Education
		MF were facilitating us in our work. DIET helped a lot to make it a success. CEQUE members were visiting our schools and guiding us and they were doing positive change among KPs.
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 ?

This programme is good and needs to be extended. There were several programs from various organisations that were involved in educational development but sometimes it caused confusion among teachers and students to which strategy should be used but the KPAL programme was more useful for KPs and teachers.

 **Suggestion for researchers**

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