##  CASE STUDY – KP 08

 **Interview of Kendra Pramukh**

District : Palghar Block: Dahanu Cluster : Dapsare

 Date:25/11/2022.

**I. General Information**

1. Name of the Kendra Pramukh : Ratnakar Lakhe Ambat
2. Sex : Male
3. Age : 55 yrs.
4. Cluster Address: ZP school Dapsare

**II. Educational background**

1. Professional /Education :

D.Ed. B.A. B.E.d.

1. Professional Experience :

Teacher 1985

Kendra Pramukh 2014.

1. Professional Training/Workshops :

KPALP 2016

 **III KPAL Programme**

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

KPALP is associated with the quality of students. By training the teachers and further tracking progress will achieve the goal of quality among the students in their learning. Sometimes we tell students to study well but if the students do not have the capacity to study well then what is the logic of asking students to study. This was a very good programme that had involved the stakeholders from DIET, UNICEF and CEQUE organisations. Sometimes, Whenever, if if I feel like teaching, I teach in a class where the teacher is not available.

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

2016 three days training.

* 1. Work week schedule
		1. Before Covid

 I usually plan to complete the four to five schools each week and to

 make classroom observations of all the classrooms of the school in three

 to four months.

* + 1. During Covid

During the Covid, all the schools were closed. All work during Covid was on mobile as zoom based communication or putting any audio-videos of homework on whatsapp. I was communicating with teachers about how we can continue the education of the students. Villagers were not allowing our teachers to enter into the village and any kind of gathering of students to teach them even with following Covid rules of keeping distance among students and teachers but after convincing them we started our work with Covid rules.

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

The students had problems in fundamental capacities of the learning. As they were facing problems of not being able to read effectively, not able to express themselves, writing very few sentences on any given topic and had language difficulty. is difficult for them to present stages of mathematics in the standard language.

I had personal health problems after KPALP, therefore, mostly I was not attending PLC meetings and activities. But, I liked the activities of PLC including expressive writing and communication of the students.

* + 1. Support from PLC

UNICEF, CEQUE, and other independent bodies or institutions work on the areas about innovations in education to make education more effective not only for job purposes, but also for transforming knowledge at ground level. They observe and evaluate the feasibility of the activities in our country.

Our teachers also have the state level group of ‘Activity based learning skill’ that suggests several innovative activities that teachers can apply in their teaching learning process. We tell the teachers that, just another saying about any activities only teachers have to apply is not enough or mandatory but the teacher also needs to find out or search or introduce the activity that they feel is appropriate in the context. Mr. Nandakumar Sai from Pragat Shaikshanik Maharashtra (PSM) said that teachers should use at least one to two per cent of their intelligence to innovate the teaching learning process. Do not depend on what other educators or philosophers taught. One of the school focusing on English

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

This district is a tribal district in population where Mokhada is more remote and tribal area whereas Dahanu, Talasar, Palghar are semi-urban and rural areas. I asked teachers to understand their language, especially selected words and try to teach them in their language if possible till the standard 3rd.

* 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

We had WhatsApp groups of Block level, KPs and Teachers, that was a major way of communication and also we were using zoom meetings whenever possible.

First we asked information from the teachers about how many students have mobiles, how many students do not have mobiles and how many students are not attending online classes as well as how many students were not understanding what they have been taught.

When villagers were not allowing teachers to teach students in groups by keeping distance from each-other, then we started a new activity where teachers will give them homework at any closed public centre or school and students have to note it and submit it by keeping their notebooks for examination.

There was considerable damage to the students from tribal and remote areas of the district which is very difficult to recover compared to the urban and semi-urban students.

Most of the parents from tribal areas were illiterate who could not pay attention to their children in their study, but the situation in urban and semi-urban scenarios were different.

* + 1. Learnings and results during lockdown

Students learn more accurately at school, compared to learning at home.

1. **Capacity Building / Learning from the KPALP Programme**
	1. KPALP difference than other programmes
		1. The highlights from the capacity building programme
		Teachers have various training from different programmes engaged in the education but sometimes teachers get confused what to do and how to do. At this level KPAL programme helped us a lot as a KP to direct teachers about what and how to teach students and when needs to be made more emphasise. KPAL programme has given structure about how to achieve the goal and in what period.

1. Three/four key or important ideas that learnt from the KPALP programme *[Prompts: Data Analysis, Classroom Observation]*
2. Learning from the data analysis module

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

1. Learning from the classroom observation module

1. External partners or organisations worked on this project

 i. Kind of partnerships

 ii. Experience of working with external partners

1. The key issues experienced while working
	1. Solutions
	2. Support to resolve the issues
	We had faced the problem of human resources in implementation of this programme because we had multi-clusters responsibilities while working and it was not possible to visit many schools or every school of the cluster to see the progress personally. But we got support from the teachers in circulating information to me to understand the status of the students and the school.
2. The highlights of your experience of working in this programme

We understood that, what are the problems of the students we need to address through the teachers i.e. students are not capable to fulfil the fundamental capacities, lack of expression of the students. The problem of the feedback has been changed positively. I found a good module about classroom observation. We also learnt how to explain progress or matter or speak with seniors more specifically instead of vaguely or unexpectedly.

* + 1. Part of the KPALP Training liked the most

The 5Ds module was my favourite area of the KPAL programme. Expressive writing during the KPAL programme was very nice and increased the confidence of the students.

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

1. **Supporting Teachers (KP Practice)**
	1. Identify the teacher's needs

Kind of data collected and analysed to understand the needs of teachers. Different types of data collected from the teachers.

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

I expect that I should complete the classroom observation of all the classrooms of the school in three to four months.

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?]*
If the teachers plan their action plan with its objectives and timeline given by them. Then if one can understand the authentication of the progress based on the two stages as at the first stage the documents submitted by the teachers in form of progress and at the second stage we visit school and observe the classroom actually to understand the reality.
2. Tool or protocol to observe classrooms
3. Key things noticed during classroom observation
Teaching method applied in the classroom, seating arrangement, participation of the students in classroom activities and students-teacher interaction. Sometimes, some students sit at the last line from the black board which raises the question: what are the reasons behind students seating on the last benches. It could be either they feel that they are not capable of answering the questions or might be sitting according to the enrollment numbers. Mostly I found that the students who were afraid about answering the questions were sitting on the last benches.
4. Monitor the teacher's progress after giving feedback
We were writing traditional kind of remarks which was very critical and straight forward before KPAL programme, but after that we started writing positive remarks i.e. instead of writing ‘you have made mistake and you should not make it again’ we started writing as ‘ I will be happy if you would have made this activity in this way but I am sure you will perform well in the next visit’.
5. Kind of data collected and analysed to prepare an action plan for teachers’ professional learning
The teachers should understand curriculum wise objectives as well as the time to be given to complete the activities within time bound. I was the teacher to understand how we can club the objectives and teach the students that we can also save time and make activity more effective.
6. Who are the teachers who respond to your support, and who do not respond, what are their characteristics?
Except few of the teachers, who sometimes did support at initial level all of them had supported in carrying their responsibility as per their planned activities.
7. Some memorable observations of positive changes you saw in teacher’s practice (teaching) as a result of your support
One of the organisations had an activity about making fourth and fifth standard students thoroughly multiplicate the numbers up to 30th . They also learnt to write it in English.
8. 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?
9. **Teacher’s practice/work**
	1. Real issues teachers are facing? Have you been able to understand through your work as a KP
	Most of the parents are illiterate, hence they can’t see the progress of the students when they are going home. Therefore, whatever the students are learning is limited to their school and classroom area. Therefore, the teacher has to work hard to make progress in the learning of the students.

The major problem of the teachers is the lack of human resources. One teacher has to teach four classes and also has to carry out the responsibilities of the administrative work along with the suddenly expected reports as well as the survey of the local community, documentation of the schemes and follow up to report within the time bound. One teacher has to work on the tasks given by the two teachers.

1. Do teachers feel their issues are being addressed? Why or why not
2. **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

I can rate it as four because the programme was very helpful for improving students’ capacities in education.

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

All the academic and administrative responsibilities have to be carried out by the KP and also KP has to work and resolve the problems of the teachers. Hence, to make this programme successful then there should be one cluster for each KP. The vacant positions of the KP need to be filled. Teacher recruitment also needs to be completed.
There are also need to recruit the official positions i.e. Education Extension Officer, Branch Education Officer and Teachers and necessary human assistants like clerks etc.

1. How did you see yourself as an inspector or mentor? Explain it?
We need to accept that we are responsible for the progress of the teachers' teaching as well as the progress of learning of the students. Our role should not be limited to just guiding teachers but help them to make a positive change in their work which will reflect in the development of the students.
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?

Yes, there would be authorities to the CRPs to make decisions to necessary changes if there is need without prolonging the problem.

* + 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.

The teacher ratio of the female teachers is very low in tribal and rural areas compared to urban areas.

1. The nature of your interrelationship with the school headteacher
I have a very good professional relationship with the headmaster or main teacher.
2. Kind of support did you get from
	* 1. Master facilitators/coaches

We were informing MF/Coaches about problems we faced and we were also getting support from the Master Facilitators/Coaches in form of suggestions or guidance and sometimes demonstration at school whenever possible. Whenever we were being informed about training, we were attending it and getting a new vision in our work.

* + 1. District / Block educators
		2. Department of Education
1. Experience with the programme partners and roles they play as well as impact impact your work
	* 1. Master Facilitators & Coaches
		2. UNICEF
		3. CEQUE
		They were actively involved in implementation of the programme and for this purpose, they were guiding us and sometimes they demonstrated some activities to make us understand practically and enhance the interest of the KPs as well as the teachers. They were appreciating the work of the teachers if the teachers were doing considerable innovation or activities that promoted the students’ learning.
2. The KPALP programme has scaled to many blocks,
	* 1. Are you in favour of scaling the KPALP programme throughout the State?

This programme is very good for improving the learning capacity of the students.

* + 1. What has scaled well  and why?

This programme needs to be extended to the entire state.

* + 1. What has not scaled well and why ?

There were major limitations for this programme were limited area of the work, lack of human resources including vacant positions of KPs and the 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