## **Case Study Techr 03 Nithin RautKP 01**

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

## **INTERVIEW SCHEDULE - Kendra Pramukh**

**Interview of Kendra Pramukh**

District : Palghar Block: Palghar Cluster : Pargaon

 Date:21/11/2022.

**I. General Information**

1. Name of the Kendra Pramukh : Raghunath Laxman Mahala
2. Sex : Male
3. Age : 53 yrs.
4. Cluster Address: ZP School Khakdi.

**II. Educational background**

1. Professional /Education :

B.A., B.Ed.

1. Professional Experience :

Eight years as a KP

1. **Role of Interviewee in KPALP programme**
	1. What according to you is KPALP and why was it done?
* The objective of Kendra Pramukh position is to improve the learning outcomes. The government thought that KP visits schools and provides guidelines to teachers, so it was focused on improving the skills of the KP so that he or she can effectively implement the programme to improve the teaching learning process.
	1. What was your role in the KPALP programme –
* I joined this program when the pilot project began. When I visited school after KPALP, I started understanding issues of the students and the teachers systematically. I also started doing classroom observation and creating notes discussing with the teachers to resolve the issues.
	+ 1. When (and how long) did you participate actively in the KPALP programme?
* I joined this project when it started in July 2016 in three districts Chandrapur, Pune and Palghar. In our district, we had 23 KPs and 90 KPs were from all over the state. I joined as a teacher in 1984 and was promoted as Head Teacher in 2000. I took charge of the KP in 2014.
	+ 1. What was your primary responsibility in the KPALP programme?
* My primary responsibility was to improve the learning outcomes of my cluster and I learn a lot from KPALP.
	1. Can you describe your work week? What did you do? How many school visits?

Before Covid

* I prepared a one month schedule for my visit plan. I visit schools in a week, especially those schools that had the most difficulty in the learning process of the students.
* Whenever I was observing problems in the learning process of the students, either through the data reflection from the test results of the students or observing it in the classroom. I used to plan visits and observe the classroom. I was sitting with students and observing teaching skills and noting down everything. I was guiding a teacher at the office about the application of pedagogy in the classroom. i.e Language was an issue, so sometimes I was teaching language to the teachers because they are from different districts.
	+ 1. During Covid
* During Covid, I had changed my work schedule. The people used to watch TV even though they knew the situation outside. So we took the mobile number of parents and guided them about the study of their children. This is how we continued the learning process of the students. The subject, like mathematics, was difficult for students to learn, therefore, we made or searched the videos for students to make them understand mathematics easily by watching it step by step. We made videos in such a way that, how to follow each step to solve certain math’s sums. For other subjects, we had decided to have a nearby common place or schools, so students took all the homework from those places and the next day they used to keep their completed homework at the same place, but we can’t say that every student could access this. But for them, we provided books and hence, we also got good response from students.
1. Did you participate in the professional learning community of the KPALP program?

 If yes, please describe your participation in the PLC.

* It was a good program, in which 23 KPs from Palghar district were trained and 9 KPs were initially ready to join the PLC in Palghar block. So we were in one group and we had meeting with CEQUE, DIET and UNICEF to figure out which topic, we will cover, so we decided to work on Mathematics and language for 4th and 5th standard students because, the most of the schools in our block did not have 6th standard, that's why after 5th class, students use to move to different schools for further education.

We did data analysis of collected data from the different schools from the block and understood the common output we concluded that, the language was one of the major issue so with the help of CHEQUE, DIET and UNICEF we planned everything that how we will work and we begin and decided to work on Marathi language because it is a mother tongue.

* I have shared my experience in one of the initial meetings of the PLC. Initially, when I told the teachers about PLC's agenda to improve the response of the students in the classroom, then the teachers were not interested. They said that students will not respond to my effort as they are not interested. Then I told the teachers, let me see why the students are not interested. I took the class and sat with the students and understood their problem of language and motivated them by including some local words in giving examples. Finally I got such a nice response from students. The teacher was observing it and got surprised by responding, ‘I never got such a good response, what magic you did’. Thereafter, the teacher also started motivating students by using some words from the local language and found it useful.
* Instead of using blackboard to resolve the basic mathematical equations, we started using the sample currency to make it easy to understand it by including their day to day activity of purchasing things by paying money.

There are 235 schools at Taluka level. Our students wrote several stories and we organized an exhibition and all other KPs started asking me, ‘how did your students be able to write such nice stories, will you please guide us?’

And secondly, our students wrote that “I am a writer and this is my book”. Earlier they were interpreting pictures in just seven to eight sentences but now they write more than 5 to 6 pages.

Then after in PLC we organized a small activity named “Listening and Speaking” for 1st and 2nd standard and for 3rd standard whenever possible because in various schools which I had visited they speak less, that is why I decided to work for 1st and 2nd standard students. So after the Marathi subject, I wanted to work on mathematics. “You know students just need guidance, once they get proper guidance then it will be easy for them to improve themselves. And if you give them a flower or leaf, they speak a lot in their own language.”

The parents were very happy because their children wrote such nice stories, and now a day if someone had a birthday then his parents donate books to the school and no chocolate and any other thing. Therefore, this activity got a very great response. Though, there was an issue related to finance because to write a story book we require note books, papers and sketch pens but we fulfill the requirement.

e.g If I purchase sweets of 100 rupees everyday for my children and then why should I not purchase the same amount of sweets for my students? Because, they are like God for us and due to them, we are here.

* + 1. How did you find the role of PLC in providing support to you?
* Yes, we got good support from the upper level, we just did not distribute the template but also we understood the content of the template. eg. Where are the starting, middle and end points of the templates. There were 12 to 13 templates we had, so on small issues we were working and we also encouraged others to speak. Every KP was allowed to share their experiences and they also found that, using the same method in the classroom they were getting good response from the students.
* Once, I brought the issue of reading capacity of the students in the PLC that, when I visited a school, I gave the story books to students and while reading the books, I found that, some of the students had issues with reading, for that we made an action plan in PLC to bring all those students who are unable to read and it went well that we found progress among the students in the reading area and that not only in the school I had visited but in the others schools from the block.
1. Did you make any changes in your work for supporting teachers in tribal areas?

 If yes, please describe the changes you made

* Whenever I find any kind of negativity among the teachers about the performance of the tribal students, then I was telling teachers very respectfully and politely, that these are our students, so you should respect them and our responsibility is to and do your teaching make their performance better. If you have any issues or need any help then please get back to me, I am here to support you to resolve the issues.

You know what this is a rural area, approximately 90% of the population here are Scheduled Tribe and have very less literacy, therefore due to it the people have a lot of blind faith, therefore we should make them aware about science that, they can be able to reduce their blind faith and start thinking scientifically.

* 1. How did you make changes in your work during the lockdown?
* We had given them certain homework and sent the videos to students, but you know if there are ten students in our class, and only five of them have phones, we convinced other parents to share their phone with other children, so that these students can be connected who do not own the phones. But the other problem was about the network of the mobile.

Some of the parents had a radio, hence, some educational related programs were useful for the students in their learning.

* + 1. Did you participate in any curriculum and teaching learning material development related to the program during COVI-19 lockdown?  If yes, please describe your work related to this.
* We had a two to three day workshop about how to utilize educational material to enhance the quality of the students, because in general, we were using traditional methods of blackboard for resolving mathematical problems but now we got the advanced teaching learning material to make mathematics easy to learn for students.
	+ 1. What are the difficulties you faced during Covid-19 period and how did you handle it?
* During Covid I visited schools and I fell ill and was hospitalized for 12 days and I am not blaming anyone, even some of the teachers were hospitalized due to Covid.

One of my students has become a teacher and during covid he passed away. That was the most heartbreaking moment for me in Covid.

* + 1. What did you learn as a result of the COVID-19 lockdown?
* I learned a lot, how to figure out who is our close friend and who is not. That's what I learned from the Covid, our own brothers also made the distance and didn't come to see the brother. When I was Covid positive, my elder son came to give lunch to me and he also felt sick by Covid. When I was admitted to hospital, every patient used to keep distance from each other, there is an another ward were a women I think she was 35 years old and his daughter 8 years old, they used to cry a lot, and I had no idea who they are, I went to that ward and I told them please don’t cry, everything will be ok , but that woman with his anger eye stare at me because at the same place her husband was passed away, I told them please eat sometime, you have to take medicine also, everything will be ok, then that woman came to me, and said, “ Nobody came from my family to support me, and you came to support, I think you’re from education field” Then I told them, yes I am from education field.

You know, even my own friends; they were covid positive, and every day I used to talk with them.

1. **Capacity Building / Learning from the KPALP Programme**
	1. Was this the first training programme that you experienced as a Kendra Pramukh/CRP?
* Yes, programs like SLDP and the, I was involved in KPALP but I learned a lot from this.
	+ 1. How was it different from the other programmers’ that you participated in before?
* So in this KPALP program basically focus was on **five dimensions,** like **data analysis**, **classroom observation**, so these help a lot. You know these all modules were very important. After doing classroom observation we gave them certain **feedback** in his staff room and not in front of the entire class. Now we also talk with students to understand what issues they are facing. After collecting data we integrated the data to analyze the data to explore the problems of students.

And in my point of view, we should teach students from 1st to 3rd to their own language and thereafter we will try to take them forward to the standard Marathi language. If we do this then we will get a good response.

* 1. Did you ever feel that teachers are tired of teaching?
* You know, now we have projector in most of the schools and we have LED, computer, because of all these things, we observed that, students enrollment rate is increasing.
1. What are three/four key or important ideas that you learnt from the KPALP program? *[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 ]*
3. 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.
	1. What kind of partnerships?
	2. What was your experience of working with external partners?
2. What were some of the key issues you experienced while working on this programme?
	1. Were you able to find solutions?
	2. Who did you seek support from to resolve the issues?
* No I didn’t have any issues or issues with anyone, I got such a nice guideline from upper level, and everything went well.

I feel that as a KP has a job chart, all other KPs should have given KPALP training to extend it all over Maharashtra.

If every KP has given a single Kendra then I would say learning outcomes will be increased. e.g Once I visited one school and I observed everything and I felt that I should visit the same school again but I had to visit several other schools therefore, it is difficult to do the work as one expects due to the responsibility of the multi-clusters schools.

1. What were some of the highlights of your experience of working in this programme?
	* 1. Which part of the KPALP Training you liked the most?

I like everything in this training program like, data analysis, data interpretation, classroom observation and feedback module.

* + 1. How do you use the learning’s from the KPALP programme in your current role?

1. **Supporting Teachers (KP Practice)**
	1. How did you identify the teacher's needs? Can you give an example?
		1. What kind of data did you collect and analyze to understand the needs of teachers?
* As KP I understand the issues of teachers and students. Based on the data sent by teachers about the progress of the students, I was visiting the schools to find out exactly the problem faced by the teachers either the issue of school level or attendance of the students in the classroom. Once I found high level absenteeism in one of the schools. I realized that, problem was about parents who were not sending their children to the schools due to engaging students at their home to take care of their younger sisters and brothers. I decided to attend the parent meeting and I attended by focusing on the importance of the education for the children in the future life. Parents understood the importance and they started sending their children regularly to the schools.
* KP played the role of mentoring the teachers and like a supervisor on the teachers because I also worked as teacher and I know the role of the teachers and the issues handled by the teacher.

1. How did you support teachers to plan their lessons? Can you give an example?
	* 1. How did you use the student curriculum & textbooks?
* We receive most of the books from the state and we plan for this what should be there in the syllabus and we plan a weekly schedule.
	+ 1. Do you have any suggestions for the curriculum & textbooks?
* First we were preparing an action plan and following it accordingly.

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]*

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. Did you use a tool or protocol to observe classrooms? Was it useful?
4. What were the key things you noticed during classroom observation?
I noticed that, while doing classroom observation, some of the students were not responding to the teacher but I used to tell them I am here for you, whatever issues you face you tell me, this school is for you only. After listening to me, students felt fearless and started getting involved in the process of teaching learning. Thereafter, students started responding to me and the teacher also made efforts to involve students actively in the teaching learning process.

While observing the classroom, basically my focus was more on those students who are unable to read but I worked out on the issue by enhancing interest of the students in reading by giving them stories books and nowadays the students are asking me to give the new books as they read all the books, even students used to share their reading with others.

I told every student that you can speak in your own language.

1. How did you monitor the teacher's progress after giving feedback?
We started giving remark as, ‘ I will be happy, if teacher will make appropriate changes in the next visit’ ‘ I will be happy, if teacher will make appropriate changes in the next visit’
2. What kind of data did you collect and analyze to prepare an action plan for teachers’ professional learning?
3. Who are the teachers who respond to your support, and who do not respond, what are their characteristics?
4. 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?
5. Did you meet 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?
* During lockdown whatever guidelines I received from taluka level I forward all those through WhatsApp.
1. **Teacher’s  practice/work**
	1. What are the real issues teachers are facing? Have you been able to understand through your work as a KP?
* Yes, teachers have some issues, like they have to do election duties, and other documentation work.

1. Do teachers feel their issues are being addressed? Why or why not?
2. **Sustainability and Scale**
	1. 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?
		1. Explain what could have been done to make it more successful?
* I will rate 5 because; we received such a great output. This program has resolved many problems. In future I would say more program should have launch on mathematics, English then we will get more output
1. How did you see yourself as an inspector or mentor? Explain it?
* No, I am not an inspector or mentor, I am part of a teacher, teachers used to call me an officer, but I suggested to them that please call me Teacher.

You know I never get angry on teacher, the teacher they work on their time

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?
* I don’t have any idea about this.
	+ 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

 d. I never disrespect the teacher even if he or she is newly joined or having an age between 20 to 25, so I was using surnames of teachers and respecting them and sometimes like sir and madam those terms that I used. The female teachers are like my sister and daughter.

* + - 1. Teachers working in tribal, rural, semi-urban vs urban areas.
* In urban areas, there are lots of facilities available for traveling and for other purposes, and in rural areas resources are very less as parents also can not afford the cost of the books.
1. What was the nature of your interrelationship with the school head teacher?
2. What kind of support did you get from
	* 1. Master facilitators/coaches
		2. District / Block educator
		3. Department of Education
* Very nice, my coach, he was from DIET.
1. Can you describe your experience with the programme partners? What roles did they play? How did it impact your work?
	* 1. Master Facilitators & Coaches
		2. UNICEF
		3. CEQUE
* The several meetings were organized at cluster and block level, where the members from CEQUE, UNICEF were attending meetings before the Covid period. Initially it was difficult to arrange meetings at Palghar due to the long distance for KPs who were coming from Jawhar and Mokhada, but when we started arranging meetings at Vikramgad, then It was more easy to KPs to attend the meetings.
1. 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 ?
* In this program , the Data Analysis module helps a lot. We use this module to figure out which school is performing better, which school is at the bottom level, which school requires more focus so we discuss all things and thereafter we were planning for further months.

 **CLOSING**

1. Is there anything else you think would be useful in our research?
2. Do any other people come to your mind that we should interview?
3. Would you recommend we read any specific reports related to this programme?