## CASE STUDY – KP 10

**Interview of Kendra Pramukh**

District : Palghar Block: Dahanu, Cluster : Ashagad

Date:25/11/2022.

**I. General Information**

1. Name of the Kendra Pramukh : Sonusing Bhaurao Patil
2. Sex : Male
3. Age : 53 yrs.
4. Cluster Address: ZP School Ashagad, Dahanu, district Palghar.

**II. Educational background**

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

Join as Teacher in 1993

Posted as HM in 2011 and then I became KP 2014 at Talasari.

1. Professional Training/Workshops :

Smart PT training, KPALP training attended in 2016 under Mr. Pawar (DIET).

**KPAL Programme**

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

KPALP training taught us about how to be a leader as KP in the educational development process. We literally became friends with students after KPALP. I also realised how the guidance-ship role should be there for teachers. If we make people positive then they react positively and work better.

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

I attended KPALP training in 2016. It was two to three days at initial level.

* 1. Work week schedule
     1. Before Covid

I was visiting around 6-7 schools before Covid period.

* + 1. During Covid

It was difficult to visit schools during the Covid period, but I asked teachers to teach the students by following Covid restriction rules. We involved local youth to support the teaching learning process at the local level. We ensure the teaching learning process should not be discontinued.

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

We explored various problems by analysing it from the data collected from the teachers. We also focused on the understanding problem of Math including the simple process of adding, doing multiplication, division and other components in the subject among students and we got positive outputs from the students and also focused on reading and writing activities. We were learning a lot from PLC meetings. PLC bringing various issues to discuss and find out the solution to resolve it. Sometimes we have been asked to come to the district place for PLC but I never refused to attend the meeting. We initiated ‘Listening and Expressing’ activities through the PLC to motivate others to initiate it in your schools. I remember that, one of the Muslim students who had prepared one story in Marathi language and told us very effectively though he was from Hindi background. We had also other PLC activity of explore the possibility of happening next as “what might be happened when boat entered the water”. Students had various views they expressed effectively i.e. Person who driving the boat will bring a lot of fish. He will survive and God also will help him in the storm if it comes and will reach home safely.’ These all were very positive expressions observed among the students. Once I took a flower and asked students about the flower. Then the students had various views they were asking me that, ‘shall I express….. shall I express. Then they started expressing that it is a flower of ‘Jaswand’(Shoeblackplant) that they use during worshipping the God Ganesha. The students were not effectively expressing it before the KPAL programme. This programme taught the teacher how to teach the students.

* + 1. Support from PLC

The Education Extension Officer was giving support to the PLC activities. Several times he attended various activities. I had also organised an exhibition at Sadpada when EEO had issued an order for all KPs to attend the exhibition and he also had attended to motivate KPs and teachers to keep enhancing innovative activities in their clusters.

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

Whenever I worked in a tribal area on language issue and expressive writing skill, I was not expecting that I would get hundred per cent support due to exceptional reasons but most of the teachers were supporting me.

* 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

There were several difficulties during the Covid pandemic including police stopping us from entering the village and also the parents were not interested in sending their children to study at an open place though teachers were following all the rules of Covid restrictions. The Sarpanch (Village leader) also does not allow us to teach students. Once one of the journalists had given news about our activities in the newspaper that teachers are not following Covid rules though all the teachers and students were following it strictly.

i.e. One of our KPs was teaching students with keeping distance as per the Covid rules. But journalist has and that news was published in the national level newspaper. Then the KP had got notice from the central government to answer it otherwise strict action will be taken against KP. We all KP came together and found a solution on the issue by responding that KP was following all the rules related to the Covid pandemic. Then that problem has been resolved. But the same KP was very afraid for a long time and he was very disturbed.

There was no availability of mobiles among most of the parents and also had no range for mobiles to teach them online.

* + 1. Learnings and results during lockdown

I learned that there is an alternative way that students should learn.

1. **Capacity Building / Learning from the KPALP Programme**
   1. KPALP difference than other programmes
      1. The highlights from the capacity building programme
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 ]*

Mostly I liked data analysis as one of the major modules that have importance in the KPAL programme to understand the problem depthly. I learnt to analyse the data collected from the clusters on various areas of learning. Initially the data collected on the first tests conducted for the students had revealed that most of the students have various small small problems i.e. grammatical errors in language, difficulty in doing multiplications of division in mathematics etc. We had discussed it in the PLC and thought to resolve this problem in an appropriate way. First, we focused on the errors made by my students in language and motivated teachers to work out solutions to resolve the problem. We understood how to make google sheets.

Some time we focused on active learning to resolve the mathematical problem. We were asking teachers to use stones, sticks, or leaves to make students aware about how to understand the activity of the calculation process. One of the students who could enhance his ability that he can easily multiply the number up to 65.

Another student, who was not interested in going to the school, climbed the tree by threatening to jump down if he had been forced by the teacher or father to go to the school. I asked the teacher to come to school and after a few days I went to his house and convinced him as, ‘if you attend the school then you will learn various things that you are interested in’. Later the student had started going to the school and studying regularly.

1. Learning from the classroom observation module

Teachers were not initially happy about classroom observation taken by KP before the KPAL programme, because KP was observing class like an inspector or dictator and sometimes insulting teachers in front of students. The KPAL programme had made this drastic change from negative to positive or from dictatorship to friendship and from very critical to more polite as a mentor. One teacher was not interested in listening to the KP. The teacher responded that he should show me how to teach the students. Later I demonstrated teaching and he was happy by responding that he will make good efforts to teach with the taught method.

I was observing pedagogy, participation of the students and atmosphere of the classroom. I was ensuring that students should not feel that they are getting evaluated in the classroom observation process. There were several difficulties I was noticing during the classroom observation including the atmosphere of the classroom due to the multi-grade systems, or crowd of the students. I was seating with students in a group, and very politely making them aware about their difficulties and solutions. Hence, students did not have any fear about my existence in the classroom and they cooperated in the teaching learning process.

Once the slab fell down on one of the students who was seriously injured.

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
2. The highlights of your experience of working in this programme
   * 1. Part of the KPALP Training liked the most
     2. 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

When I was observing the classroom, I was noting down several things in my mind and trying to find out problems that can be resolved. There might be observations about less teaching learning material or felt that there needs to be added some material to make students understand more easily. After the observation I was understanding the need for the enhancement of teachers in teaching or keeping surroundings appropriate for teaching and learning.

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

I was supporting the teacher to make a plan and helping the teacher in doing it with an objective decided in the discussion. I was giving more positive feedback that the teacher also felt positive to proceed further with the plan.

The students were not understanding several words in standard Marathi language and teachers were not understanding some local words before KPALP but later it was found that they needed to make the dictionary so that there will be a Marathi standard word and a Local word to develop understanding of the teacher during the teaching. This prepared dictionary has helped teachers in their teaching process.

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
4. Key things noticed during classroom observation
5. Monitor the teacher's progress after giving feedback

Whatever progress of students I was observing in the classroom, I was meeting teacher after classroom in the office and discussing the problems observed in the classroom and asking teacher to think about it and how we can plan to overcome this problem with appropriate and flexible schedules in the future. As per the plan, I was visiting to see the progress.

1. Kind of data collected and analysed to prepare an action plan for teachers’ professional learning
2. Who are the teachers who respond to your support, and who do not respond, what are their characteristics?   
   One of the teachers I had asked to deliver a lecture on preparation of teaching learning material on geography but the teacher had immediately replied that she already had taken this type of lesson before. I had ignored it at that time due to busy schedule, but I had call letter and asked her that, she is being teacher of geography, then can easily deliver lecture and that is part of the profession and for that purpose the salary has been given to you and there it is your duty. After that conversation, she agreed to do it.
3. Some memorable observations of  positive changes you saw in teacher’s practice (teaching)  as a result of your support
4. 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?
5. **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 faced difficulties including overload of documentation. The several positions have been vacant for several years and therefore less teachers and more classes. Lack of classrooms available for students.

There is no school for standard 8th class after passing from this school. It needs to be taken care of giving recognition to the school that students after completing their study from this school will not drop out from the study.

Earlier teacher had taken responsibility for building the school and the teacher did not have any kind of knowledge. Hence, teachers were not giving time for teaching.

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

Before the KPAL programme teachers were feeling that their problems were not addressed by KP but after the programme, they felt that KP addresses their problems.

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
      1. Explain what could have been done to make it more successful?   
         Based on my own experience, I find this programme is very good as it should be given the highest rating as 5 to extend it. They should added science area.
2. How did you see yourself as an inspector or mentor? Explain it?
3. 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

* + 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

Young teachers have more knowledge about technology but sometimes they behave irrespectively compared to old teachers.

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

1. The nature of your interrelationship with the school headteacher  
   good
2. Kind of support did you get from
   * 1. Master facilitators/coaches
     2. District / Block educators
     3. Department of Education
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   
        Members from DIET, UNICEF and CEQUE have given very great support in this programme to establish well but due to the Covid it was interrupted.
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 ?

The programme should be extended and there should be increased vacant positions of KPs and everyone should be given a single cluster to work efficiently. It also needs to make available finance support from DIET to organise exhibitions.

**Suggestion for researchers**

1. Useful in our research

To focus on reading on rural teachers.

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