WEBVTT

1

00:00:03.560 --> 00:00:05.270

Bindu Thirumalai: Yeah. So

2

00:00:05.470 --> 00:00:10.400

Bindu Thirumalai: So my first question to you is really what what kind

3

00:00:10.600 --> 00:00:13.919

Bindu Thirumalai: of role did you play in?

4

00:00:14.160 --> 00:00:22.269

Bindu Thirumalai: you know. So in in the whole Kplp program from the Unicef side. What? What? Exactly. Was your role?

5

00:00:23.990 --> 00:00:28.209

Reshma: Okay, so let me just start it. Then you can add.

6

00:00:28.300 --> 00:00:32.339

Reshma: I think it started with a study that we had done

7

00:00:32.509 --> 00:00:34.789

Reshma: right before

8

00:00:35.020 --> 00:00:40.040

Reshma: on the teacher supports this in service, teacher, education.

9

00:00:40.110 --> 00:00:40.690

Reshma: what?

10

00:00:40.860 --> 00:00:51.989

Reshma: And one of the strong things that came out of this study was that teachers don't have adequate support and they need that on-site support.

11

00:00:53.130 --> 00:00:57.670

Reshma: and that's when we started exploring what it is that needs to be done.

12

00:00:57.790 --> 00:01:02.090

Reshma: and came up with this idea that we need to strengthen this garden

13

00:01:02.180 --> 00:01:21.200

Reshma: so that the study showed that this carter was really not going and giving any on-site support, and it was meant to provide that right. So how do we sort of look at this card. Look at their role, this job description and strengthen, discarded. So they are able to play this role.

14

00:01:21.350 --> 00:01:28.389

Reshma: and it's creature that teacher training cannot be the only means of strengthening teachers. Right?

15

00:01:28.720 --> 00:01:31.729

Reshma: So with this background.

16

00:01:31.990 --> 00:01:34.489

Reshma: you know, conceptualized Kplt

17

00:01:34.590 --> 00:01:50.719

Reshma: and the couple of things that came out for us when we were doing this was that you know their understanding and use of data, do they even 2 classroom observations? Do they have any tool. How did they report what they observe? What do they do with that information?

18

00:01:50.770 --> 00:01:52.969

Reshma: And

19

00:01:53.160 --> 00:01:57.230

Reshma: how do they then speak to the teacher in terms of giving feedback

20

00:01:57.300 --> 00:02:14.440

Reshma: right? So, based on all of these parameters, we developed this program to say, these are the areas where we feel that they need strengthening, and they need to even know how to talk right. So it's talking about the behavior change as well as the skills

21

00:02:14.470 --> 00:02:19.950

Reshma: of you know, looking at data and using data to inform their conversation.

22

00:02:21.420 --> 00:02:29.109

Reshma: So I think that's how we sort of came around it, and it started with lots of conversations with Cambridge and teachers.

23

00:02:29.190 --> 00:02:31.290

Reshma: in the system.

24

00:02:31.310 --> 00:02:32.300

Reshma: to sort of

25

00:02:32.380 --> 00:02:39.040

Reshma: even come to this, that these are the 3 main areas that need work. And how will we go about doing that.

26

00:02:39.310 --> 00:02:40.600

Reshma: So

27

00:02:43.620 --> 00:02:52.090

Maithili: yeah, just to add to when you ask about the whole that, you know, set played, and I think played throughout.

28

00:02:52.370 --> 00:02:55.689

Maithili: one of the things and we do this for others as well is.

29

00:02:55.910 --> 00:03:05.139

Maithili: So there is a program, and we know exactly how that program needs to proceed. And what is the theory of change versus what happens on the field, or what

30

00:03:05.150 --> 00:03:19.540

Maithili: the government needs? I mean, there has to be a balance between what we think is required. So I mean, just give you an example is we started off with saying that we need coaches, and master facilitators would be full time in

31

00:03:19.610 --> 00:03:33.400

Maithili: engaged with only Kplp work, and we did have that to a certain extent, and that went off really well. and then suddenly, and which was expected. But after a good 6 months, when he had trained, they said, You know we can't give you

32

00:03:33.410 --> 00:03:55.940

Maithili: full time, and you know, part time being, you know it was a part time, but part time, and that that balance between unicef understanding what program needs up, but also saying, this is the limitations. So how do you respond? And very often this thing of I mean, you know, with partners as well, because each one comes with a different perspective. It is this or this.

33

00:03:55.950 --> 00:04:15.559

Maithili: You can't really compromise on a program, right? Because you've built it with an understanding. And I think that's why we come and play the role of okay, we, you know, let's take this. We can't compromise on coaching. Coaching has to be done. But can we say, instead of coaches going on to the field every now and then. We have once a month a coaching meeting

34

00:04:15.690 --> 00:04:27.230

Maithili: right? So let don't. So I think that's the sort of role one of the things that I think we've had to play along. I don't know if you want to add anything in terms of

35

00:04:27.600 --> 00:04:35.279

Reshma: Yeah, I think you make a very important point with me, and it's also about the negotiation of the best being the enemy of the good

36

00:04:35.480 --> 00:04:53.910

Reshma: right? So you know, oftentimes when we work with partners, we're always talking about the it case scenario with the government. We know that the ideal will not happen. How do you negotiate that and still find something that's good enough.

37

00:04:54.180 --> 00:05:09.419

Reshma: But maybe not it. And maybe the ideal is only in theory, anyways right even in any organizational implementation. Why should we only say government right? Right? Any system that the

38

00:05:09.440 --> 00:05:23.460

Bindu Thirumalai: there's never is, you know, implementation of the ideal correct. So I wanted to ask you. When did Ck: come into the picture? Is is it something you design together with them or

39

00:05:23.770 --> 00:05:25.440

Reshma: Oh, there it's interesting.

40

00:05:25.550 --> 00:05:29.909

Reshma: I'll tell you where the conversation started. It was

41

00:05:30.170 --> 00:05:31.510

Reshma: literally like

42

00:05:31.660 --> 00:05:37.219

Reshma: just out of the blue types Andrew and I had been on. Who is the

43

00:05:37.490 --> 00:05:54.010

Reshma: I don't know she's the founding member of so she and I were in several meetings together, and she was just telling me about these, how one of the projects that they were working on is capturing good practices in the classroom, so they have something called teacher pages right

44

00:05:54.020 --> 00:06:01.059

Reshma: where they just go to the field, and they capture a good teacher doing some good work. And this was on various things right?

45

00:06:01.090 --> 00:06:07.419

Reshma: So when we were brainstorming on all of this Kp: strengthening stuff. And I went to, and I said.

46

00:06:07.440 --> 00:06:11.279

Reshma: And you, is there a way that we can use your videos

47

00:06:11.350 --> 00:06:13.759

Reshma: as a ways to strengthen

48

00:06:14.380 --> 00:06:18.550

Reshma: kind of provokes in for them to able to see what is good

49

00:06:18.700 --> 00:06:37.239

Reshma: right? Because otherwise, if I can't visualize what is good, what do I? What am I looking for right? So I need to be able to see that, and then have a discussion around. So what was not working in the classroom? What about the child with the disability. Maybe the video was not captured with that in mind.

50

00:06:37.460 --> 00:06:43.500

Reshma: But can you use the video to bring in other elements right and then make them start.

51

00:06:43.880 --> 00:06:46.450

Reshma: being able to observe, at least

52

00:06:47.090 --> 00:06:49.889

Reshma: through that video, be able to observe the classroom

53

00:06:50.080 --> 00:07:01.360

Reshma: right, or observe the teacher and then be able to. So it started with literally this conversation. I even remember where we have this conversation, and I said, do you think we could try this out

54

00:07:01.470 --> 00:07:09.219

Reshma: right, and she she got all cured up, and she said, Yes, yes, yes. And then it was a series of discussions around.

55

00:07:09.310 --> 00:07:11.709

Reshma: What is the evidence? What is the thing.

56

00:07:11.830 --> 00:07:18.949

Reshma: you know. What do we go around it? How do we prioritize, then, doing this with you, trying to understand research around this

57

00:07:19.280 --> 00:07:20.180

Reshma: and that cut it.

58

00:07:20.620 --> 00:07:21.500

Bindu Thirumalai: Okay.

59

00:07:21.520 --> 00:07:24.660

Reshma: Okay.

60

00:07:25.510 --> 00:07:29.420

Bindu Thirumalai: Okay, that's great. Yeah. Would you like to add anything about this?

61

00:07:29.620 --> 00:07:37.880

Maithili: No, no, I think because I came after that discussion right soon after. But yeah, I wasn't there at the very beginning.

62

00:07:38.290 --> 00:07:45.670

Bindu Thirumalai: Okay. So i'll, I'll ask you, you know. Now, looking at this program. what do you think?

63

00:07:46.020 --> 00:07:54.020

Bindu Thirumalai: you know, went really well in the program. And on the other side, what? What were the major issues you faced?

64

00:07:54.350 --> 00:08:00.830

Bindu Thirumalai: So what do you feel from your perspective? What really went well in the program? Let's start with that.

65

00:08:01.180 --> 00:08:03.349

Reshma: And you want to take this first.

66

00:08:03.710 --> 00:08:20.059

Maithili: Sure, I think. What the first thing that happened, and this is in a meeting with the then secretary is when he mentioned so there was some issues with the travel allowance to be given to Kp's, and this this issue that still remains. But we were advocating for

67

00:08:20.300 --> 00:08:26.299

Maithili: those Kps who want getting that allowance to get the allowance in the secretary, you know, tells us.

68

00:08:26.310 --> 00:08:44.500

Maithili: You know now that you're telling me that Aps have been such an important role, and there is capacity and this potential. Maybe i'll look at this issue something that i'm paraphrasing here. so what stood out there was this whole importance. Everybody knows in theory that gain rip Fromook. Crc's are important, but because this data was in the shape

69

00:08:44.510 --> 00:08:59.369

Maithili: that it was in, and nobody was talking about. there was also this suspicion around it. Right? He had to come. He currently not to say that it's all dissipated. It's still there. But the importance and people having people beginning to talk about.

70

00:08:59.470 --> 00:09:24.729

Maithili: There is importance of Kp. And, you know, keep Canada promotes in classrooms because Kp. Is only go and stay in the office of the school. So the big thing was okay there, at least going into the classrooms. And there was other programs of the State. I think there was a school leadership program. This came from the center, right, the Sldp. And it came, I think, a year or 2 after Kplp Big can. But that whole movement of okay. This makes sense

71

00:09:24.770 --> 00:09:32.679

Maithili: right. You seem to go into the classrooms and do what like what rational was sharing about the study that they had, and people telling her that

72

00:09:32.770 --> 00:09:45.710

Maithili: as k piece, I don't know what to do, so I don't do it right. I don't go to a classroom because I don't know what I'm supposed to do, so I think there was a change, at least with the Kp. And this is to a lot of the first batch where

73

00:09:45.920 --> 00:09:50.510

Maithili: now I know when i'm looking at a teacher, what am I observing? So this concrete

74

00:09:50.770 --> 00:10:01.600

Maithili: input to be given as a Kp: I know. So I would think that that's a success. I mean the other one, of course, being that the program has lasted so many years. you know, given the ups and downs that you've had

75

00:10:01.610 --> 00:10:18.120

Maithili: but I think you know this part that it is recognized as an important element, and there is attention given. And of course, now the focus increases any P. And you have the staff program that also looks at a Crc spending as a main component.

76

00:10:18.390 --> 00:10:19.390

Bindu Thirumalai: Oh.

77

00:10:19.750 --> 00:10:30.299

Maithili: I think also. what may not have worked like I mentioned. It would have been great if it was the coaching, the kind of coaching that we were envisioning

78

00:10:30.660 --> 00:10:47.300

Maithili: in terms of a conversation between a Kp. And a diet regularly. It doesn't happen in a little in different ways. and we've seen the success of coaching the pilot, and that's the reason why I think that was easy. The pilot again, could be counted as a

79

00:10:47.310 --> 00:11:02.749

Maithili: success in the sense that we had something to go by. There was data to show coaching, you know, because we had a control group of 2 districts where there was no coaching, and we had sorry. 10 report with the coaching. so maybe that's somewhere, You know we want

80

00:11:02.880 --> 00:11:18.110

Maithili: able to achieve what we could have if you know the coaching part of it had happened. But of course there were a lot of other limitations in terms of staff from the D side funding. That state was to take over, and it did not. So

81

00:11:18.520 --> 00:11:29.740

Bindu Thirumalai: you were expecting diets to coach, is it? so it the master facilitators, and the coaches were created, so that there was a lot of one on one coaching.

82

00:11:29.840 --> 00:11:47.070

Maithili: Now, in the sense that I go into your school as a Kp. And I say you interact with your teacher, and then I come and give you feedback, at least not for every visit. But you know Sometimes the keeper coaching the teacher happened because that's the job. They're supposed to go there, but a dyed person doing it.

83

00:11:47.320 --> 00:12:05.179

Maithili: Okay, like I said, the first batch didn't do that. It was very rigorous. I'm sure you've heard of it where you know 6 months they were taken, you shadow of Kp. And you know you get into the skin of the Kt. And you know you still have those people who are now part of CRT saying that help.

84

00:12:05.190 --> 00:12:08.230

Maithili: because I won't be able to coach unless I know what you're going through.

85

00:12:08.330 --> 00:12:13.749

Maithili: I can't claim to. Then you help you out, so it is moving, so I would say that

86

00:12:14.140 --> 00:12:16.690

Maithili: you know it's something that

87

00:12:16.840 --> 00:12:20.330

Maithili: would have been better, or you know, could we? But still work on it?

88

00:12:20.620 --> 00:12:21.650

Reshma: Okay, yeah.

89

00:12:21.840 --> 00:12:25.460

Reshma: i'll just add a another aspect.

90

00:12:25.590 --> 00:12:33.509

Reshma: I think, one of the activities that was done with the Kendra provokes was, how do you see yourself

91

00:12:33.730 --> 00:12:35.990

Reshma: in this system, right?

92

00:12:36.270 --> 00:12:39.059

Reshma: And it was done as a visual.

93

00:12:39.150 --> 00:12:52.859

Reshma: and I remember, when we were discussing it with Ck, we found a lot of images where kind of provokes had shown themselves as the King sitting in a

94

00:12:52.880 --> 00:12:56.439

Reshma: or where the Kp. Was in the center.

95

00:12:56.660 --> 00:12:57.740

Reshma: or you know

96

00:12:57.870 --> 00:13:09.670

Reshma: all of that. And then, after the entire series of trainings. When we did the exercise again, we saw kind of provokes who were part of a circle where teachers were all holding hands.

97

00:13:09.840 --> 00:13:20.829

Reshma: or you know they were seen, as you know, immersed with with everybody and working with them right? So the whole perception of who they are

98

00:13:20.970 --> 00:13:25.380

Reshma: within the system, and they are you in the system? Right

99

00:13:25.400 --> 00:13:28.150

Reshma: was understood differently now.

100

00:13:28.330 --> 00:13:36.919

Reshma: Right? So i'm not not. The Babu who goes to the school sits on the principal's chair, and asks for documents to be shared with him.

101

00:13:36.940 --> 00:13:40.399

Reshma: I don't wait for the kaju and the Kishmish to come to me.

102

00:13:40.730 --> 00:13:51.690

Reshma: But now my role is not to do that, but to go into the classroom and be a friend to the teacher, so that you know the the secretary that Methyl is talking about

103

00:13:51.810 --> 00:13:52.630

Reshma: the

104

00:13:52.660 --> 00:13:57.969

Reshma: With all of these experiences there was a tagline that emerged in the State

105

00:13:58.140 --> 00:13:58.870

Reshma: right

106

00:13:58.910 --> 00:14:05.009

Reshma: which was something like that. Do you remember what it was.

107

00:14:05.970 --> 00:14:12.859

Maithili: yes, sir. Yeah, basically from the boss to the friend. And i'm not getting the

108

00:14:13.030 --> 00:14:18.600

Bindu Thirumalai: yeah. It's interesting. You say that I was sharing this with Omar also.

109

00:14:18.620 --> 00:14:24.449

Bindu Thirumalai: That's what that is. One highlight from the field that we we got

110

00:14:24.750 --> 00:14:32.720

Bindu Thirumalai: just from the camera promokes and the teachers that we all the teachers we interviewed actually

111

00:14:32.760 --> 00:14:47.849

Bindu Thirumalai: pointed this out that about the attitude and the change of the you know, they said before they hated the camera promo to visit because it was like you said, you know, very inspector

112

00:14:47.860 --> 00:14:54.100

Bindu Thirumalai: and and so that that came out actually, very strongly in our interviews.

113

00:14:54.210 --> 00:14:55.569

Reshma: Okay, wonderful.

114

00:14:55.750 --> 00:14:58.789

Bindu Thirumalai: Yeah. So so I I and I think,

115

00:14:58.820 --> 00:15:04.350

Bindu Thirumalai: I think both Uma and you have mentioned that. And it it seems like the highlight. Is that.

116

00:15:04.520 --> 00:15:11.010

Bindu Thirumalai: the program has been able to really change these kind of promoks attitude towards a more

117

00:15:11.330 --> 00:15:18.860

Reshma: you know, like a like a mentor rather than inspector. Yeah. Yeah. So the phrases from Saab to sapi.

118

00:15:19.130 --> 00:15:31.259

Bindu Thirumalai: from sub to sati. Yeah. And and that from the interviews with the call that he may, without exception, right. All of them mentioned that as a very strong point for

119

00:15:31.400 --> 00:15:40.120

Bindu Thirumalai: their motivation to change their practice that came out really strongly. So that's interesting. That

120

00:15:40.190 --> 00:15:56.760

Maithili: I think the other thing I mean, because you are mentioning. I was visualizing the senior Kp. And he was very resistant to the trainings in gender pool. he was a part of the Kp. Union, etc., but I think towards the end I mean we had a rapport, and I think what also came out Was

121

00:15:56.770 --> 00:16:00.540

Maithili: they themselves realize that? Okay, the State is giving me importance.

122

00:16:00.550 --> 00:16:30.439

Maithili: having this capacity building workshops for me. So it, you know for them as well. It is in just the security now saying, okay, you are important. That feeling that they had. Okay, we need to do something. We need to be better because I feel cared for almost right. Somebody is listening to me, and that somebody might not have been the Government. Also, it might have just been the seek and the unicef team there. But you know i'm able to bent out, and I don't know how we can capture it. It's not something that you can now put in a program right? Going forward, saying, okay, please

123

00:16:30.450 --> 00:16:36.029

Maithili: provide platforms for venting out. But that's what happened. Even if it wasn't

124

00:16:36.200 --> 00:16:40.849

Bindu Thirumalai: it's. It's actually interesting because one of the teachers I myself interviewed

125

00:16:40.920 --> 00:16:45.210

Bindu Thirumalai: actually was very perceptive, and said this, he said.

126

00:16:45.270 --> 00:16:48.970

Bindu Thirumalai: You know things have changed now between the Kp. And me.

127

00:16:49.060 --> 00:16:54.399

Bindu Thirumalai: But if for it to sustain, he said, things have to change between the Kp. And who is about

128

00:16:54.670 --> 00:16:55.530

Bindu Thirumalai: the Kp.

129

00:16:55.850 --> 00:17:09.299

Bindu Thirumalai: He says, if that also changes to a friendly relationship, then finally, we will see the benefit of it in the long term, and I thought that was very perceptive that he said, yeah, we do. I think

130

00:17:09.869 --> 00:17:26.249

Reshma: you've sort of nailed it, or this teacher's nailed it because that's exactly where we are at right now right in the last year or so, pushing the Government to say, be, or Kp. Could be me. A relationship may change our we have to change

131

00:17:26.369 --> 00:17:35.770

Reshma: how we you is monitoring the keeping right. What are those priorities that the view is expecting of the K piece, and if that doesn't align.

132

00:17:35.800 --> 00:17:37.620

Reshma: then we're going to have this.

133

00:17:37.700 --> 00:17:42.670

Reshma: and it's been an effort. But I don't think we've cracked it yet.

134

00:17:43.030 --> 00:17:46.850

Bindu Thirumalai: Right? That's going to be a long journey. I'm: sure. Yeah, but

135

00:17:46.950 --> 00:17:51.219

Bindu Thirumalai: but the fact that you know he sort of saw in

136

00:17:51.320 --> 00:17:56.329

Bindu Thirumalai: advance was something interesting that we we observed in the field.

137

00:17:57.350 --> 00:18:06.939

Reshma: and it's interesting because that you're saying that it's not only the king that provokes for saying that their perception of the goal has changed, but if teachers are saying that

138

00:18:07.560 --> 00:18:11.489

Reshma: what they are observing is this is change, that is success.

139

00:18:11.580 --> 00:18:14.979

Reshma: If it was kind to promote, only saying that I've changed.

140

00:18:15.060 --> 00:18:19.260

Reshma: I could be to my own heart right. But if it is

141

00:18:19.510 --> 00:18:23.499

Bindu Thirumalai: yeah, it's a the kind of promo we didn't ask. Actually.

142

00:18:23.810 --> 00:18:30.790

Bindu Thirumalai: They didn't directly say they changed, but their actions, you know that description of their actions told us that they

143

00:18:30.820 --> 00:18:34.769

Bindu Thirumalai: you know it's changed. But the teachers were very.

144

00:18:34.790 --> 00:18:38.850

Bindu Thirumalai: I mean that's one of the first things they told us about the

145

00:18:39.070 --> 00:18:46.740

Bindu Thirumalai: I mean that they look forward, and it's also interesting because you were saying, what is that venting platform? Right? I think

146

00:18:46.760 --> 00:18:54.230

Bindu Thirumalai: I think it's 2 ways. One is the wedding, and the other is also the being highlighting things that go Well.

147

00:18:54.450 --> 00:18:55.220

Reshma: Okay.

148

00:18:55.710 --> 00:19:06.929

Bindu Thirumalai: And I think these monthly face to face meetings. what the candle promoks have done is they've actually sort of at least a few of the camera promotes. They've

149

00:19:07.050 --> 00:19:10.330

Bindu Thirumalai: highlighted to the good work teachers have been doing.

150

00:19:10.560 --> 00:19:20.460

Bindu Thirumalai: and from the teachers perspective. That's right. Like very high motivation, the recognition in a larger group of peers and

151

00:19:20.520 --> 00:19:25.150

Bindu Thirumalai: So I think such a platform exists for Kps as well.

152

00:19:25.270 --> 00:19:34.330

Bindu Thirumalai: I think it's just, you know, layering that, and for them to be recognized, I guess, in a bigger platform or in a larger stage. Right?

153

00:19:34.620 --> 00:19:44.790

Bindu Thirumalai: So I think that's also one thing that the teacher told us motivated it's the same thing. The teacher said exactly that. What you said that someone cares.

154

00:19:45.190 --> 00:19:50.450

Bindu Thirumalai: So you know they were looking forward to the Kps visiting so that they could show

155

00:19:50.680 --> 00:20:01.929

Bindu Thirumalai: what they've done, what changes so, and it's it's it's like, okay. I've done the changes. I'm seeing improvement. One thing is to be motivated by students itself improving.

156

00:20:02.010 --> 00:20:11.370

Bindu Thirumalai: but they also felt that when the Kp. Came and he was able to see the changes, and was happy with it. That also motivated them further.

157

00:20:11.590 --> 00:20:16.330

Bindu Thirumalai: So it's. It's a kind of you know. I I want the as a teacher because i'm just

158

00:20:16.350 --> 00:20:20.309

Bindu Thirumalai: an adult sitting alone in my classroom. I want that

159

00:20:20.540 --> 00:20:28.840

Bindu Thirumalai: you know that recognition. So I think that over all of that that was a big highlight. What we've seen a bit data

160

00:20:28.930 --> 00:20:30.059

I don't know.

161

00:20:30.650 --> 00:20:32.070

Bindu Thirumalai: So

162

00:20:32.560 --> 00:20:38.199

Bindu Thirumalai: I was. I'm just going to switch tracks here and ask you, for the tribal schools.

163

00:20:38.310 --> 00:20:47.880

Bindu Thirumalai: Were there any specific design changes that you need in the program? Or was it? you know. the the programs?

164

00:20:48.070 --> 00:20:48.890

Bindu Thirumalai: It was

165

00:20:48.910 --> 00:20:51.379

Bindu Thirumalai: one thing that went to all schools.

166

00:20:52.400 --> 00:20:56.770

Reshma: So private schools. Are you talking about? The

167

00:20:57.900 --> 00:21:11.109

Reshma: at least right. So we did have that discussion, and in terms of saying, what are the different needs of different areas? And how do we contextualize it? Right.

168

00:21:11.120 --> 00:21:20.039

Reshma: So in in tribal areas we had these conversations as part of the discussion of the training right? That what are those

169

00:21:21.140 --> 00:21:39.979

Reshma: things that you have to be careful about here which Don't necessarily apply to other areas, right? So something as simple as distance. So in tribal areas the schools are more widespread right? So maybe your frequency or visit will be different than for somebody where schools are closer by

170

00:21:39.990 --> 00:21:41.560

Reshma: right.

171

00:21:41.590 --> 00:21:45.130

Reshma: How would you want to manage your time around this

172

00:21:45.170 --> 00:21:49.120

Reshma: or here to be observed Different things within those

173

00:21:49.220 --> 00:21:53.140

Reshma: areas. Right? I'm: looking more for things around inclusion.

174

00:21:53.180 --> 00:21:59.549

Reshma: Are you things around? You know. What are they bringing from that? So I think we touched upon it

175

00:21:59.590 --> 00:22:10.500

Reshma: in in the discussions, and ask the King that provokes themselves to reflect that what would be different for them. And how would they do things differently?

176

00:22:10.860 --> 00:22:17.339

Reshma: Right so that they could contextualize the broad areas of skilling

177

00:22:17.490 --> 00:22:20.309

Reshma: right? But if they're not contextualizing.

178

00:22:20.380 --> 00:22:23.160

Reshma: then they not one size, is not going to fits all

179

00:22:23.260 --> 00:22:35.369

Reshma: right, and then they go to find dissonance in how. And we saw this very clearly come about in the urban areas right? When we tried to look at the urban scenario the situation was completely different.

180

00:22:35.690 --> 00:22:48.759

Reshma: That the issue of you know the kind of promo cardo doesn't exist the replacement card that appears to be a works in a different fashion. So the whole design was having to be done differently.

181

00:22:49.400 --> 00:22:50.430

Reshma: Oh, okay.

182

00:22:50.450 --> 00:22:56.200

Reshma: So Bentley, do you want to add to the question of? Was there anything special we did put

183

00:22:56.400 --> 00:23:05.620

Maithili: I believe. Yes, hinder to books in tribal areas. Yeah. So I think the like Richmond mentioning, we did recognize that it will be different from

184

00:23:05.660 --> 00:23:14.419

Maithili: the k-PAL modules that we had prepared, and I think we'd looked at Paul her and cindra poo! And one block there.

185

00:23:14.880 --> 00:23:34.470

Maithili: I think that was a good one here. And yes, we said that, you know there are specific differences specifically in tribal. They looked at multiple languages, people, children coming from a lot of tribal languages. And then how do you? How do teachers deal with that? Manage it? And therefore what is the support that the Kp. Gives and like he's saying

186

00:23:34.570 --> 00:23:46.029

Maithili: so. That was one main part that we focused on there was an attempt when we were re revising the modules, or we looked at these modules in other examples

187

00:23:46.040 --> 00:23:59.150

Maithili: that we could add. So you could have data. you could have observation as one module, but the examples that you give it would come from a tribal block. It could. It could be different differently applied.

188

00:23:59.160 --> 00:24:12.770

Maithili: and yes, Urban, I think so tribal to he, because it was a Polycar that we piloted with. There was some, you know, with the zed piece, and with the tribal something which is common. Urban was completely different. the setup.

189

00:24:13.020 --> 00:24:42.359

Maithili: The setup was different, like she's saying, we did it in so each we also looked at our ranga path orbital. But before doing that we visited a few other open centers, and found that even within Urban, so Bombay system is very different from a Nakuru or a Nashik or an orangaba. So if you know, it can't be the same model that applies. So you have Kim Kandria who can help us in.

190

00:24:42.570 --> 00:24:58.929

Maithili: and also supporting other schools, but then it gets reduced only to administrative, because you have your own school to look after. So there were some capable King Kms like they were known as who would try and visit. And you know I, you have a good wrist rapport.

191

00:24:58.940 --> 00:25:04.929

Maithili: Then you are able to take my input because you are also of your school or a senior

192

00:25:04.970 --> 00:25:20.679

Maithili: a number of schools everything that is all different. So we do have a MoD you know separate modules that we have done because we found 2 with the different data collection was very different. so it took time to consolidate all of this.

193

00:25:20.690 --> 00:25:27.619

Maithili: yeah. So I think in in. So we do have something which is for urban very nicely spelled out

194

00:25:27.640 --> 00:25:35.970

Maithili: but again specifically to say an hour, and a bath or somebody will have a same similar setup or a structure

195

00:25:35.980 --> 00:25:48.019

Maithili: while discussing, I think, from one of the things that had also come out. I don't know, you know, if because it's our run up. Our experiment was quite some time back was, Can we have this card or elsewhere as well.

196

00:25:48.210 --> 00:25:59.049

Maithili: You know it. It it just helps like Bombay has a system of beat officers very different. Their role is to mentor, but the name itself is a beat officer, right? So

197

00:25:59.260 --> 00:26:02.210

Maithili: I mean, it just makes a difference. The whole attitude and it

198

00:26:02.260 --> 00:26:11.650

Maithili: But that's one of the suggestions that had come out is, please tell the Government to change. But of obviously structures are different. because the reporting is different.

199

00:26:11.890 --> 00:26:13.370

Right? Okay.

200

00:26:13.840 --> 00:26:23.519

Bindu Thirumalai: then what about Covid? What happened that during the you know, Covid, what changes were made, and how did that work?

201

00:26:23.910 --> 00:26:27.929

Reshma: Yeah. So during Covid, I think,

202

00:26:27.980 --> 00:26:47.019

Reshma: one of the things that we did was to leverage this discarded right in saying, how can we sort of send all of the messaging down to the field? directly to the teachers. But again activating this discarder to take some of those key messages down

203

00:26:47.030 --> 00:26:53.139

Reshma: right, and continue to provide support to teachers and also support the problem solving

204

00:26:53.300 --> 00:27:10.859

Reshma: right? So here one we looked at. What are the changes they need to do, keeping the Covid context in mind in terms of what is the data we are analyzing. Now, what? How are we planning? So here we sort of did a separate module for them, just for Covid, where we said

205

00:27:11.070 --> 00:27:28.210

Reshma: the detail that is important right now is how many kids are connected digitally, how many kids are not connected digitally, and then, therefore, what you need to do differently for them. Right? So can you start helping your teachers map this data for their students

206

00:27:28.240 --> 00:27:39.490

Reshma: and then you help them. Okay. So if these kids are digitally connected. This is the content that can go to them. And this is the level of support You need to give these students right? Maybe one. So we make a phone call it check

207

00:27:39.830 --> 00:27:43.479

Reshma: for the for the kids who don't have to digital connection?

208

00:27:43.740 --> 00:27:57.589

Reshma: Can we do home visits? Can we find pure support? Can we look at some other techniques through which we can give them some learning criteria, right? So the same module was used as in data analysis.

209

00:27:57.610 --> 00:27:58.670

Reshma: planning.

210

00:27:58.840 --> 00:28:18.030

Reshma: mentoring. But now, within this context, so in a way, it was also practice for them, saying, we're giving you the skills. Now you need to learn how to apply it to different contexts. Right? So we did this, and we saw some kind of provokes do a very good job with it, right?

211

00:28:18.040 --> 00:28:19.260

Reshma: And

212

00:28:20.140 --> 00:28:34.079

Reshma: that was one, I think the other was giving them some extra capacity building around newer issues that were now coming up because of Covid, like the the around

213

00:28:34.270 --> 00:28:51.989

Reshma: the disease right spreading, and how things are happening. So you know some informational sessions around that, so that they could be the sort of concrete and the mentor for the teachers, where they are suffering from fear, and whatever right the other was around cyber security.

214

00:28:52.200 --> 00:28:54.519

Reshma: because that was now becoming

215

00:28:54.670 --> 00:29:04.170

Reshma: a a a newer issue, and we didn't want teachers and students to start going into this area, so giving them some capacity building around that.

216

00:29:05.440 --> 00:29:13.129

Reshma: What else was there, I think, also around hand washing and the importance of hygiene. So those are messages they could take to the field.

217

00:29:13.340 --> 00:29:14.130

Reshma: So

218

00:29:14.320 --> 00:29:16.810

Reshma: yeah, if I remember correctly. These were the 2

219

00:29:17.750 --> 00:29:45.249

Maithili: pieces of work that happened that you can add, I think, also interestingly, because remote working became important, and you know, so you had kp's in Palga, especially because we were doing a more closer engagement with them, saying, we don't know how to use excel, or you know. Zoom Caucasus setup kind of how do we set up a Zoom Meeting with my teachers? And these are old to Aps who, either, you know, would not have done this on their own if it wasn't for Covid.

220

00:29:45.260 --> 00:29:54.080

Maithili: so I think that's somewhere it isn't really academic. It isn't really something that we're saying, it's a kind of academic leadership, but it is a part of your role in your leadership.

221

00:29:55.170 --> 00:30:12.100

Maithili: The other thing in Covid, of course, and this is, you know it. Just it just helped that. They that is this network in the sense i'm very comfortable. If i'm a Cape to talk to Kp's in my area, because that but you know I meet them during meetings, etc., and when we would need these Kps, and it could be across

222

00:30:12.110 --> 00:30:32.789

Maithili: online, I'm. Also connecting with somebody very far away, and saying that okay, you're dealing with the same thing. Because, Covid, I think, affected all of us individually, and I know that you know many of them had reached out to Uma, because again there was this rapport built and sharing that we lost, like Paul, who has this cape? It's really well. I think it began with she's saying, I don't know what to do.

223

00:30:32.800 --> 00:30:43.249

Maithili: You know? Because personally I'm affected, I know my teachers are affected. I know Parliament was again one of the worst affected, and she said portionally, it's raining because I just don't know how I can help.

224

00:30:43.260 --> 00:31:00.359

Maithili: and you know and then say, okay, this is the same thing that somebody else is facing. Okay, there is a whole you can play. And then what is my saying that there is. Can you reach out and say, phone numbers, collect, Just have an updated phone number start from those things so which also helped them navigate.

225

00:31:00.370 --> 00:31:19.889

Maithili: otherwise feeling really helpless during Covid. So you know, in one of the things because it was on zoom it reached to a maximum number of Kp. That we weren't able to before, because it was a very slow cascade. But this time I think the state once a I know that when I mentioned him

226

00:31:19.960 --> 00:31:32.270

Maithili: when he got that saying, oh, I can reach everyone. Let's do that. Let's not wait for any cascade or anything like that subcode. They do online, whatever you know, it may or may not work.

227

00:31:32.310 --> 00:31:36.660

Maithili: but let's reach everyone. And I think that's at help.

228

00:31:36.980 --> 00:31:38.840

Bindu Thirumalai: Okay.

229

00:31:39.100 --> 00:31:45.490

Bindu Thirumalai: yeah. So one thing we noticed on the field the kind of support the Kp's gave.

230

00:31:45.600 --> 00:31:50.420

Bindu Thirumalai: We saw a lot of support towards language, learning, and literacy

231

00:31:50.660 --> 00:32:03.429

Bindu Thirumalai: to the teachers, but what we actually saw missing, or none of the teachers or Akp is talking about is math on early numeracy support, or with science based.

232

00:32:03.460 --> 00:32:06.190

Bindu Thirumalai: you know, or even ebs and things.

233

00:32:06.240 --> 00:32:07.100

Bindu Thirumalai: So we

234

00:32:07.410 --> 00:32:13.430

Bindu Thirumalai: all the teachers were able to give us exam good examples with with literacy.

235

00:32:13.700 --> 00:32:14.390

Bindu Thirumalai: But

236

00:32:14.820 --> 00:32:17.590

Bindu Thirumalai: I mean, this is this is something we observed.

237

00:32:17.720 --> 00:32:19.240

Bindu Thirumalai: Sorry 1 s.

238

00:32:21.670 --> 00:32:28.050

Bindu Thirumalai: Yeah. So we're wondering. I and I did ask about this, and she did tell us that

239

00:32:28.430 --> 00:32:37.499

Bindu Thirumalai: that they provided some training with, with respect to you know, creative writing and templates.

240

00:32:37.550 --> 00:32:46.529

Bindu Thirumalai: and we could see that the kind of promoks had really used these things to kind of support teachers with the ideas on literacy.

241

00:32:46.590 --> 00:32:49.320

Bindu Thirumalai: But we didn't see

242

00:32:49.520 --> 00:32:55.949

Bindu Thirumalai: much academics of input given I wouldn't say support. Academic support was given, but

243

00:32:56.000 --> 00:33:08.420

Bindu Thirumalai: academic input in terms of new ideas around you know. Ivs or Matt. even Mac, forgettings even that early, Mac.

244

00:33:08.650 --> 00:33:10.410

Bindu Thirumalai: So

245

00:33:10.620 --> 00:33:15.630

Bindu Thirumalai: we're wondering how that was the focus on literacy, or

246

00:33:15.800 --> 00:33:19.609

Reshma: how how did that go? No, no, no. So

247

00:33:20.680 --> 00:33:25.580

Reshma: I think. Window here what he to do with this literacy?

248

00:33:27.410 --> 00:33:36.560

Reshma: I would say module was to just give them an idea of how they can sort of facilitate learning in the classroom.

249

00:33:36.570 --> 00:33:55.469

Reshma: Right? and this was supposed to be just an example that, look, you know, you can sort of help them with the structure, and you can follow through with the structure, and you can help them. See? Okay, from session to session. How are you? How our children learning progressing? And if you have something like this plan. This is can be your rule.

250

00:33:55.480 --> 00:34:03.430

Reshma: right? And that's what the calendar promotes who took this up ended up doing a fantastic job, and even going beyond what we had expected.

251

00:34:03.500 --> 00:34:18.429

Reshma: right by having these children all do these little stories. And having then this total with parents, came, and all of that which was like a welcome surprise, right? But the idea was that we knew that many of these kind of provokes

252

00:34:18.820 --> 00:34:23.289

Reshma: were much older in the system, and therefore.

253

00:34:23.350 --> 00:34:34.829

Reshma: weren't, necessarily in tune with what is the latest Pentagon? Or how can I share something where I can, you know? So it was trying to strengthen their own

254

00:34:34.870 --> 00:34:36.199

Reshma: credibility

255

00:34:36.380 --> 00:34:43.759

Reshma: in terms of knowledge and of teaching or content right. And this was one way of sort of

256

00:34:44.040 --> 00:34:49.679

Reshma: hoping that this would motivate them to do other things. The idea of the Plc.

257

00:34:49.739 --> 00:34:53.319

Reshma: Was that let us start with this program to

258

00:34:53.340 --> 00:35:00.440

Reshma: begin this conversation with the plc structured around this set of things. But then the Plc. Should take off

259

00:35:01.210 --> 00:35:04.540

Reshma: with problems that teachers bring to this form.

260

00:35:04.870 --> 00:35:11.059

Reshma: and then they brainstorm with all of each other and get ideas to take back to their school.

261

00:35:11.170 --> 00:35:12.740

Reshma: Bye bye.

262

00:35:12.790 --> 00:35:25.560

Reshma: it's slowly. We would sort of remove our hand holding, and they'd be able to be independently running this Plc: right? Because that's what a Plc. It's. You can give it a structure initially, but then it should sort of

263

00:35:25.870 --> 00:35:27.770

Reshma: organically run on its own.

264

00:35:27.790 --> 00:35:41.250

Reshma: and i'm not sure we've reached there yet. is my sense. I think we've initiated the idea in the process, which is why we're not seeing these other programs

265

00:35:41.260 --> 00:35:51.679

Reshma: like you're thinking about. Speak which you need to call your ebs. We didn't see anything. The idea was not to give them a thematic area to work with, because their job is to do everything right. But

266

00:35:52.200 --> 00:35:55.680

Reshma: how can you work with a certain content?

267

00:35:55.760 --> 00:36:01.910

Reshma: This was supposed to be one way of giving them a demonstration of it right? And then I can listen to that.

268

00:36:02.280 --> 00:36:03.049

Reshma: Correct.

269

00:36:03.100 --> 00:36:04.780

Reshma: you guys, what you can do.

270

00:36:04.970 --> 00:36:33.270

Maithili: Also, I think that realization that we had after the first year or so up soon after the pilot, when we did the scale up is this was to be a skin of, you know, how do you look at data? How do you observe? Not so much as the content and the pedagogy? The assumption was that the Kps have come here after being teachers for the next number of years, and they should have this automatically in them, and they use the state trainings, which are any way supposed to be in. You know. How do children learn language and man?

271

00:36:33.280 --> 00:36:35.559

Maithili: And so we had actually stayed away from it?

272

00:36:35.630 --> 00:37:04.460

Maithili: So even you know that we're not able to tell you how to do it, to see with your children. And when we did this scale up, I think we had said that you know the lowest. There was an assessment then in Maharashtra, though that pragmatic Maharashtav, where you had a common assessment, and we you know we had blocks chosen. And we, I think, said some blocks set up the lowest leg to see, or something like that, and we just it wasn't the work on Literacy per say, but to just take it. Maybe you're you strand in K piece. But we did then see how

273

00:37:04.540 --> 00:37:06.120

Maithili: you know

274

00:37:06.240 --> 00:37:09.529

Maithili: Can we link other programs of the State

275

00:37:09.590 --> 00:37:29.320

Maithili: and get them to, you know, Train. And one of the things that the State did do which was somewhere Kpl. But also, I think, independent inca analysis, that Kp's cannot. If teachers are getting trained on a certain thing on you. Mercy K. Also.

276

00:37:29.380 --> 00:37:40.709

Maithili: because I think initially, it was some one day orientation, or something like that, and then they had a G. Are saying, If your teachers are sitting for a 3 day workshop, K. These are also sitting for a 3 day workshop.

277

00:37:40.750 --> 00:37:51.300

Maithili: you know, so like reach passing. This was one of them. So like you've seen the ups and downs one of the down that had happened. And there was nothing really happening because of

278

00:37:51.310 --> 00:38:01.749

Maithili: issues. And you know, State was not able to give people. We said, okay, let's do these Plc cycles of 3, 3 month and get the Cape to be confident that they can make a change.

279

00:38:01.760 --> 00:38:21.119

Maithili: So it started off with that, and you know, writing, and you know we looked at the they looked at the data, and they said, Our children are really behind when it comes to expressive writing and self-expression. And so this was taken. And then there was Big Baylas that was also to boost the confidence of Kp. As well, because otherwise it's very abstract right?

280

00:38:21.130 --> 00:38:27.719

Maithili: He scares me. The how many apple data i'm not sure how, what? How, that is impacting anybody on the field.

281

00:38:27.740 --> 00:38:33.149

Maithili: I think that's how it also came about. And you know.

282

00:38:33.240 --> 00:38:45.669

Bindu Thirumalai: Yeah, it's it's. I mean it's. It's a question we need to ask like you said, your your program was focused on developing the Kp skills. And you know, mentoring and coaching. But

283

00:38:45.840 --> 00:39:03.700

Bindu Thirumalai: do they have that the pedagogical knowledge and skills to be able to, you know, give these inputs and ideas at the appropriate time, and I think they laptop that one aspect of you know, a creative writing and expression and

284

00:39:03.880 --> 00:39:08.329

Bindu Thirumalai: and I I think, from from the Kp. Side

285

00:39:08.680 --> 00:39:16.220

Bindu Thirumalai: they found something solid as an input, to give the teachers, and some some solid way of following up

286

00:39:16.340 --> 00:39:30.609

Bindu Thirumalai: Right so so I think they took that on very seriously. Then, because then what they they were able to monitor that they were able to see the changes in students and teachers. So it's interesting. Actually, I like.

287

00:39:30.660 --> 00:39:40.880

Bindu Thirumalai: I do understand that if you go off in the direction of a pedagogical. Then the whole program focus changes. So how do you balance those 2?

288

00:39:41.220 --> 00:39:45.150

Reshma: And also, I think the window when we started the program.

289

00:39:45.240 --> 00:40:04.160

Reshma: the information that we had gotten around kind of from books, for these were all senior teachers. Right? You get promoted to become a came from right. So with that assumption, we also, had the understanding that these would be teachers were good teachers who got it promoted right?

290

00:40:04.250 --> 00:40:06.530

Reshma: So the pedagogy will be in place

291

00:40:06.600 --> 00:40:11.869

Reshma: right, their content understanding would be in place. So, therefore, if we only give the skills.

292

00:40:11.900 --> 00:40:17.989

Reshma: then the skills, and what is lacking, we'll be able to get the package. But like Medley reminded me.

293

00:40:18.030 --> 00:40:22.770

Reshma: We realize that they've got the skills now, but they don't have the content

294

00:40:22.810 --> 00:40:27.420

Reshma: right. What? So this was our attempt to give them that.

295

00:40:27.620 --> 00:40:47.520

Reshma: and then say, okay, now that you will can apply to the content, and you know how to do it. Can you take it at genderize it? So you know the concept I often talk to the team about is it's like how we are taught to work with children with disabilities, right the children with disabilities. You teach them a skill in a certain context.

296

00:40:47.530 --> 00:40:54.709

Reshma: but we say that the skill is mastered only when the skill is generalizable. Right? I can do that

297

00:40:55.040 --> 00:41:02.079

Reshma: in any context, right with the same stimulus. It's not only if my mother's voice says, Put your hand up

298

00:41:02.140 --> 00:41:09.000

Reshma: when I put my hand out. But then, even if Matthew sees it, or Bingo sees it, or you know, he sees it.

299

00:41:09.150 --> 00:41:11.759

Reshma: I will stay still, take the cue and put my hand up.

300

00:41:12.040 --> 00:41:17.399

Reshma: so I don't. I don't think that skill was generalized.

301

00:41:17.500 --> 00:41:20.250

Reshma: I think they've got it in a certain context.

302

00:41:20.290 --> 00:41:30.559

Bindu Thirumalai: and they can use it in that context.

303

00:41:30.710 --> 00:41:38.769

Bindu Thirumalai: But it's the, you know. If you look at the latest ways in which we we, we do that, or early math even.

304

00:41:39.100 --> 00:41:41.779

Bindu Thirumalai: There's been such a paradigm shift

305

00:41:42.010 --> 00:41:49.229

Bindu Thirumalai: from what we were traditionally doing, or what we've also traditionally experienced as students

306

00:41:49.370 --> 00:41:52.640

Bindu Thirumalai: that I don't think that is on ground at all.

307

00:41:52.690 --> 00:42:04.309

Bindu Thirumalai: Still, so really, especially in in the mathematics, there needs to be a lot of professional development in terms of pedagogy.

308

00:42:04.650 --> 00:42:07.380

Bindu Thirumalai: that needs to be input at all levels

309

00:42:07.400 --> 00:42:11.600

Bindu Thirumalai: from, you know, teachers to academic leaders also.

310

00:42:11.960 --> 00:42:16.610

Bindu Thirumalai: So I guess yeah, that that that we found that to be a

311

00:42:16.690 --> 00:42:33.130

Bindu Thirumalai: I mean it. It was very nice, because what we saw with the literacy and the writing, you know, that was very detailed and very specific. It wasn't that, general, you know, teachers were able to say very specific changes that happened in students.

312

00:42:33.140 --> 00:42:38.930

Bindu Thirumalai: The kind of pro books were able to say very specifically what teachers did and didn't do, and how it went.

313

00:42:39.070 --> 00:42:41.080

Bindu Thirumalai: So that was really nice.

314

00:42:41.110 --> 00:42:46.549

Bindu Thirumalai: Yeah, but that's the only example, we saw. So we, you know that's that's that's

315

00:42:46.720 --> 00:42:48.489

Bindu Thirumalai: prompted that question.

316

00:42:48.670 --> 00:42:49.299

Yeah.

317

00:42:49.780 --> 00:42:51.109

Bindu Thirumalai: And

318

00:42:51.620 --> 00:42:58.670

Bindu Thirumalai: Yeah. So i'm going to shift tracks now. And just for a finally, in closing, ask you about,

319

00:42:58.740 --> 00:43:03.960

Bindu Thirumalai: the the the famous question of sustainability and scale. Right?

320

00:43:04.220 --> 00:43:13.839

Bindu Thirumalai: So what do you feel like If you were to rate this program on a scale of one to 5, as you're saying, one is being unsuccessful.

321

00:43:13.930 --> 00:43:17.309

Bindu Thirumalai: and 5 is a grand success. Where would you?

322

00:43:17.330 --> 00:43:20.769

Bindu Thirumalai: What is the number you would give for the Kplp program

323

00:43:21.130 --> 00:43:22.109

Bindu Thirumalai: right now.

324

00:43:22.510 --> 00:43:24.959

Reshma: in what perspective?

325

00:43:25.420 --> 00:43:28.769

Bindu Thirumalai: okay.

326

00:43:28.890 --> 00:43:31.109

Reshma: yeah, I would say it's like a 4.

327

00:43:31.630 --> 00:43:34.980

Reshma: But I don't think we did everything we had

328

00:43:35.090 --> 00:43:39.670

Reshma: plan to do, or you know how we would like it to ideally be.

329

00:43:40.070 --> 00:43:40.740

Reshma: But

330

00:43:40.960 --> 00:43:43.879

Reshma: many things are not in everybody's control.

331

00:43:44.190 --> 00:43:47.270

Reshma: but there were a lot of things that happened.

332

00:43:47.510 --> 00:44:05.789

Reshma: and we are seeing those things, and also with respect to sustainability. When you talk about it, that I think there's a lot of value that has been given to the the way things happen. The content which is now being adopted into other programs of the state on academic leadership.

333

00:44:05.800 --> 00:44:15.129

Reshma: So, in a way, it's now got an embedded into the system very much, and there's also been a a good core group of 17 people

334

00:44:15.220 --> 00:44:19.969

Reshma: that have been strengthened right to become sort of the State Core group.

335

00:44:20.410 --> 00:44:31.989

Reshma: Right? So if if going forward, there will need to be some modifications done, and we would want that right. We any good program is always open to change and going with

336

00:44:32.060 --> 00:44:40.710

Reshma: changing environment. In context. As that happens, we are, we feel that these 17 people would be able to play a good role

337

00:44:40.760 --> 00:44:47.889

Reshma: in making those adjustments, so they have a stronger sense of what the program entails, and what needs to happen.

338

00:44:48.300 --> 00:45:04.569

Bindu Thirumalai: So that's my sense. You can get an independent number with. But before we go to my tree I wanted to ask you, Rationa. So what do you think is Ck, or for that matter, units that's role now going forward? Do you feel that

339

00:45:04.580 --> 00:45:10.090

Bindu Thirumalai: you need to play some part in it, or do you feel that you can completely pull out? And you know

340

00:45:10.200 --> 00:45:18.350

Bindu Thirumalai: the State with its core team, you know, adapts it. And you know it. It goes into the system through that.

341

00:45:18.370 --> 00:45:21.050

Reshma: So I would say, they do that. I will

342

00:45:21.100 --> 00:45:22.330

Reshma: have to

343

00:45:22.720 --> 00:45:42.680

Reshma: come in whenever needed right. and we we are available for that. And we've been telling them that, you know, if you were wanting to. And you want our technical inputs to make changes to make modifications. We're happy to come in, because sometimes the changes are also huge. Right? And you know, how do I adapt this to this

344

00:45:42.690 --> 00:45:45.349

Reshma: right, and we're happy to bring that in.

345

00:45:46.080 --> 00:45:57.930

Bindu Thirumalai: but but do you think realistically without, like a formal, you know Mo, or whatever do you think realistically that they will come back. The State will come back and say, okay, we need your help.

346

00:45:58.140 --> 00:46:04.140

Bindu Thirumalai: Oh, is that realistically possible? Or would you Would you feel like they has to continue.

347

00:46:04.210 --> 00:46:07.480

Bindu Thirumalai: some kind of formal

348

00:46:07.610 --> 00:46:16.089

Bindu Thirumalai: Agreement between these organizations to kind of continual engagement may not be at the same intensity, but

349

00:46:16.190 --> 00:46:25.410

Reshma: to some level. Oh, yeah. So the relationship units that have, we're there in their office every day, right? Literally. So

350

00:46:25.560 --> 00:46:28.399

Reshma: if they need need us in.

351

00:46:28.540 --> 00:46:47.940

Reshma: We're there to help right now. If they want C. K. To come in and play a role which then we have to define exactly what all we need the support for for what we do with 30 clear, and then, you know, unicef can engage Ck. Or the State can find a way to engage Ck: however.

352

00:46:48.180 --> 00:46:52.190

Reshma: and that to even figure that out we are there to support

353

00:46:52.560 --> 00:46:56.140

Reshma: right. But I think we've sort of prepared them

354

00:46:56.200 --> 00:47:02.909

Reshma: to that extent now, like even what's immediately in the vision is for Nepal

355

00:47:02.960 --> 00:47:13.780

Reshma: right? do we need to look at Kpa Kplp for n phone particularly? What would that look like. Do we need to orient them to the Nippon goals, and then, therefore.

356

00:47:14.090 --> 00:47:15.170

Reshma: right

357

00:47:15.200 --> 00:47:25.939

Reshma: prepare them particularly for these things. Now make sure that. And we had started talking about. Also that should be focused the Kpl. P. Skills set and knowledge set to

358

00:47:26.000 --> 00:47:28.930

Reshma: foundational levels right.

359

00:47:29.120 --> 00:47:40.629

Reshma: Unfortunately, we weren't able to make that very clear shift only because we know that discarded exists for the entire age range. Right? So we can't take that call.

360

00:47:40.750 --> 00:47:47.450

Reshma: But right now can the state. Prioritize this and say that let's strengthen them for this particular, because it is a huge thing right.

361

00:47:47.540 --> 00:47:50.410

Reshma: If you talk about content from one to 8.

362

00:47:50.540 --> 00:47:57.100

Reshma: I mean it's not possible for one person to be expert on everything right?

363

00:47:57.310 --> 00:48:00.540

Reshma: So I think these are the hits and misses

364

00:48:00.640 --> 00:48:03.330

Reshma: in terms of how it is, and I think

365

00:48:03.520 --> 00:48:07.619

Reshma: them knowing that we are around to provide support if required.

366

00:48:07.690 --> 00:48:09.300

Reshma: They are aware of that.

367

00:48:09.420 --> 00:48:11.680

Reshma: so, and

368

00:48:11.720 --> 00:48:14.970

Reshma: we are more than happy to bring in Ck: whenever needed.

369

00:48:15.420 --> 00:48:16.299

Okay.

370

00:48:17.270 --> 00:48:17.899

Okay.

371

00:48:18.020 --> 00:48:19.859

Bindu Thirumalai: Mikely, would you like to

372

00:48:20.360 --> 00:48:26.750

Bindu Thirumalai: respond to your ratings and and anything else? Supposedly? Yeah. So

373

00:48:27.050 --> 00:48:44.440

Maithili: you know so we I think I don't remember which meeting, and we were asking somebody of sustainability. And that person reminded me that you know they had a lot of little like. What? What sustainability are you talking of, and just got me thinking like, you know, if is a blanket? Yes, I don't know. but I would say in terms of

374

00:48:44.570 --> 00:48:58.999

Maithili: the the skills, and what rage one was talking about. Also it needs to apply in all context, so it can't be that i'm doing. Kpl: so i'm looking at data. And now i'm not doing Kplp: so i'm not going to look at data. And we there was

375

00:48:59.010 --> 00:49:28.489

Maithili: i'm sure Uma would have shed we were moving towards. You know. How do you get to know whether a. Kp's behavior change has happened because of the knowledge and the skills that a Kp. Now has, and that's difficult, and that means a lot more things and a lot more time. So maybe I would say in in that sense we're around 3, 3.5 in terms of the shift there that has happened some Kps. It would have happened more in terms of behavior. Change some Kps because of the duration of engagement. Not so

376

00:49:28.660 --> 00:49:57.439

Maithili: in terms of the other things. again, like an example is, we were talking to the Language Department, and she was talking about Feln. And you know. And she said, okay, wait. We also need input from Kpl. I mean? That's you know, from Java. So saying, how do we get Kp. On board? And how do you know we integrate these 2? Now that's the kind of conversation that would not have happened before. But now it is happening, because we know that it is important to me know that Kplp was able to give some structure to it.

377

00:49:58.520 --> 00:49:59.350

Maithili: And

378

00:49:59.380 --> 00:50:13.509

Maithili: the conversation I mean the the question that you asked also after that in terms of you know, complete hands off, or you know what it is. And I know that when we've had this discussion with Java, so saying, you know we will not

379

00:50:13.520 --> 00:50:32.479

Maithili: be in this formal partnership anymore, and there was a need express saying, we still need you to help figure out some things at the State level. We we are comfortable with implementation now, but in terms of Fl in terms of this integration with the other programs. you know the whole Alp.

380

00:50:32.520 --> 00:50:43.600

Maithili: would you be able, you know. Would you still be around for setting up certain processes, certain structures the Plc. So there is this thing. But I don't know whether it comes from a sudden.

381

00:50:43.680 --> 00:50:58.059

Maithili: You know we don't want to to let go of everything completely, or whether there is this specific, you know, if they have been able to. And I know that that's something that is an on and off sort of discussion. So I think, yeah, that's where we would be at, I guess.

382

00:50:58.390 --> 00:51:04.269

Bindu Thirumalai: Yeah, I think I mean, this is just it's a question for everyone. I think you know it's like.

383

00:51:04.370 --> 00:51:05.259

Bindu Thirumalai: Oh.

384

00:51:05.460 --> 00:51:10.270

Bindu Thirumalai: when do you kind of let go of that external support right? And

385

00:51:10.330 --> 00:51:14.389

Bindu Thirumalai: even in the other fields. When I've asked this question

386

00:51:14.470 --> 00:51:20.199

Bindu Thirumalai: like headteachers or teachers, have been reluctant to say no, come not.

387

00:51:20.360 --> 00:51:22.990

Bindu Thirumalai: You know we don't want that complete hands off.

388

00:51:23.370 --> 00:51:26.059

Reshma: Yeah, and so I

389

00:51:26.090 --> 00:51:31.670

Reshma: and I think we do just to add to you know where Matthew sort of was just saying

390

00:51:31.760 --> 00:51:32.850

Reshma: also

391

00:51:33.950 --> 00:51:40.329

Reshma: the the department that was managing this has also seen a lot of change, right?

392

00:51:40.440 --> 00:51:44.340

Reshma: And jade of, sir, is not the senior most.

393

00:51:44.400 --> 00:51:47.830

Reshma: but he often ends up playing the flag bearer role

394

00:51:47.950 --> 00:52:00.439

Reshma: for the program. Right? So for him also unicef becomes their his anchor right if i'm not able to take this to my boss. At least I can ask Rachael Matthew to take it

395

00:52:00.560 --> 00:52:01.250

Reshma: right.

396

00:52:01.380 --> 00:52:10.049

Reshma: so you know, and so he has taken a personal role in also keeping it alive. Right?

397

00:52:10.100 --> 00:52:16.530

Reshma: in that sense. So I think that's also where the support is. And I think you are asking a very valid question that

398

00:52:16.810 --> 00:52:26.120

Reshma: in all of these programs that even see this kind of lifetime. First of all, as you as if I know how quickly programs get alive and how quickly they die.

399

00:52:26.340 --> 00:52:26.970

Right?

400

00:52:27.110 --> 00:52:36.069

Reshma: so this our success is at least for 5 years Street it has lived right and it has seen through the

401

00:52:36.110 --> 00:52:40.069

Reshma: the contours of, you know, active leadership and passive leadership

402

00:52:40.130 --> 00:52:48.309

Reshma: right? And now the integration into a State, You know another program that the State is sort of pushing through whatever

403

00:52:48.440 --> 00:52:52.150

Reshma: so I think that's always going to be a question

404

00:52:52.440 --> 00:52:56.750

Reshma: when when does the State completely take over.

405

00:52:56.930 --> 00:53:02.969

Reshma: especially in a state where governance is always an issue in a country, I should say not only a state

406

00:53:02.990 --> 00:53:05.910

Reshma: in a country where confidence is always a question mark

407

00:53:06.120 --> 00:53:06.950

Reshma: Right?

408

00:53:07.020 --> 00:53:09.250

Reshma: and it is so fleeting.

409

00:53:09.740 --> 00:53:27.819

Bindu Thirumalai: It's it's not dependent on the person rather than the system right? Because every new person who comes in has their own set of agendas and ideas. And yeah, so that's you. You're also saying about the system. And yeah, this is, you know, Javascript comes with his own set of

410

00:53:27.830 --> 00:53:44.669

Maithili: you know where he's really good at and limitations. But one of the things is that he is able to connect certain dots. So you know, he said, only when we bring the Ktlp module. It's not the programs necessary into the Yasha that trainings or into the State Training plan

411

00:53:44.680 --> 00:54:12.520

Maithili: is, you know, when this will be successful. So when there is an induction, and I think it's a part of whatever that team is, and he's always trying to get that in. So I think this is more as a you know, voicing out things to myself that when we're talking about a program sustaining it is not. I mean, I don't think Kplp will be there, say 10 years down in the way that we've imagined. But it is those elements right. It is a specific, so as itself. It may not survive. And I don't think that's the point.

412

00:54:12.530 --> 00:54:33.519

Maithili: because it needs to change, and it will change. there was discussion on school complexes when we come and set that up. What is the role, etc. But I think it's even if the components and certain elements that it is important for a Kp. To know how to handle data. And therefore you do train a Kp. To handle data is, I think, where we would say that it is sustained

413

00:54:33.530 --> 00:54:34.680

Maithili: in in that.

414

00:54:34.840 --> 00:54:45.389

Bindu Thirumalai: That's that's interesting, because my next question to you was, You know. How do you look at this? These ideas of you know classroom observation, data, analysis and planning?

415

00:54:45.590 --> 00:54:49.799

Bindu Thirumalai: for example, if you were to take it to a different state.

416

00:54:49.850 --> 00:54:53.960

Bindu Thirumalai: Obviously it will have its own different ways of implementing it.

417

00:54:54.130 --> 00:55:00.810

Bindu Thirumalai: do you consider that also a scale? And would you be thinking about how to scale it

418

00:55:00.870 --> 00:55:03.749

Bindu Thirumalai: across different contexts, and

419

00:55:04.010 --> 00:55:10.390

Bindu Thirumalai: to you know. So, like what Mike, he said to it, diffuse these ideas into the system

420

00:55:10.720 --> 00:55:15.689

Bindu Thirumalai: in in whatever form Not necessarily as like a

421

00:55:16.590 --> 00:55:20.009

Bindu Thirumalai: What are your thoughts on that? Or have you had any thoughts about it?

422

00:55:23.640 --> 00:55:34.210

Reshma: Are you talking about? Interstate? Is that what you're asking is that like? If if this is a pretty fairly common need, right

423

00:55:34.470 --> 00:55:43.920

Bindu Thirumalai: teacher, support, and the intermediary being able to provide useful pedagogic support. And you know, school level support.

424

00:55:44.090 --> 00:55:53.470

Bindu Thirumalai: Have you thought of scaling these ideas? Because you, you know. Obviously it has gone well in in the context. On

425

00:55:53.550 --> 00:55:57.210

Bindu Thirumalai: many, Many of you have rated it quite high, and

426

00:55:57.350 --> 00:56:02.700

Bindu Thirumalai: and it's this implementation has been successful. But these design ideas

427

00:56:02.800 --> 00:56:07.549

Bindu Thirumalai: have you thought of scaling it outside into other states, so that

428

00:56:07.600 --> 00:56:10.629

Bindu Thirumalai: you know it Did These ideas diffuse more widely?

429

00:56:10.700 --> 00:56:18.050

Reshma: Yeah. So into we've been actively toying with this whole idea of having a national level.

430

00:56:18.120 --> 00:56:19.760

Reshma: a sharing workshop

431

00:56:19.850 --> 00:56:30.970

Reshma: right, and we almost, I think, in 2,021 had a series of meetings with all the different Ngos who are working in this area of

432

00:56:31.040 --> 00:56:36.279

Reshma: teacher Mentorship right? And they surprisingly are only a handful

433

00:56:36.610 --> 00:56:44.349

Reshma: right there. Aren't. Too many people working, and we said, You know we interviewed each of them. We said, Tell us what you have, whatever we're thinking of this

434

00:56:44.380 --> 00:56:55.380

Reshma: this workshop, where we all come together and let's create a Plc for all of us right? Because this is such nascent work we all recognize as education is. It's

435

00:56:55.510 --> 00:57:00.060

Reshma: it's required, but we haven't crafted it yet. Right

436

00:57:00.220 --> 00:57:08.009

Reshma: we all have our experiments, but there is still a long journey to go is what I would say right in terms of

437

00:57:08.210 --> 00:57:12.749

Reshma: solidifying it into the system, seeing a good 90%

438

00:57:12.800 --> 00:57:13.649

Reshma: active.

439

00:57:13.830 --> 00:57:20.260

Reshma: you know, teacher mentorship happening, and all of these things right, or it becoming very organic within the system.

440

00:57:20.350 --> 00:57:29.550

Reshma: I think we Still, there's a whole journey to be had, and there is so much scope for all of us to learn from each other, based on what state you are working in.

441

00:57:29.570 --> 00:57:31.640

Bindu Thirumalai: as well as the context in

442

00:57:31.690 --> 00:57:33.869

Reshma: and scale it with you. Okay, right.

443

00:57:33.930 --> 00:57:50.840

Reshma: So let's find the space to safe space for all of us to share that's break down our barriers and walls that as in we create right, and that's why Unicef is going to take this, and not seeking right? Because Ck. As an organization will again hold

444

00:57:50.850 --> 00:58:04.929

Reshma: things very close to their heart like all these other and choose. We said it, you know Unicef wants to provide this for a, where we can all learn from each other. Continue to learn and let's based on our learnings. Provide a

445

00:58:05.100 --> 00:58:24.190

Reshma: policy statement to the Government right to say, what do we see from the couple of years of our work in the field. What are the 3 of all things that are common across States that need to be addressed like North Matthew was mentioning earlier the the transport allowance. Right? I mean it's such a mess

446

00:58:24.200 --> 00:58:27.900

Reshma: even in from district to district it's a mess.

447

00:58:27.960 --> 00:58:38.089

Reshma: and I think people don't want to actually find a solution to it, because it's not so difficult, right? If you really want to crack it.

448

00:58:38.390 --> 00:58:39.600

Reshma: Yeah, it's not like.

449

00:58:41.340 --> 00:58:44.030

Reshma: Yeah. But why are we not cracking it?

450

00:58:44.450 --> 00:58:48.330

Reshma: I Don't right? So there are some of these things

451

00:58:48.380 --> 00:58:49.259

Reshma: which

452

00:58:49.570 --> 00:58:55.119

Reshma: are not working, and we know it's not working, and until the Government of India takes a stand

453

00:58:55.430 --> 00:58:56.330

Reshma: bye.

454

00:58:56.400 --> 00:58:59.979

Reshma: then sees that either this or this at the State level.

455

00:59:00.240 --> 00:59:02.799

Reshma: States also will not take an active interest.

456

00:59:03.150 --> 00:59:07.760

Reshma: Why, for year after year Tesla had a cardiac called a Prc.

457

00:59:07.900 --> 00:59:11.310

Reshma: Right, which is a contractual position of 6 months.

458

00:59:11.350 --> 00:59:14.220

Reshma: and every 6 months it gets renewed. Why.

459

00:59:14.400 --> 00:59:25.839

Reshma: right, if we deal this need of this cardinal, why are we not making it a permanent? So I mean, there are some of these systemic things that need unraveled.

460

00:59:26.050 --> 00:59:30.230

Reshma: and it it will only happen if we think of it more globally

461

00:59:30.350 --> 00:59:35.030

Reshma: right and try and see. Okay, what is the solution you found out? Say for Np.

462

00:59:35.480 --> 00:59:40.849

Reshma: you were having this problem. Did you find a submission now? Can I take that solution to my restaurant?

463

00:59:40.950 --> 01:00:00.799

Reshma: And similarly, you know, if my model has worked, can you take parts of it to yours. So this was one idea which, because of the priorities at that time at the State, we were told, can we postpone this because everybody was talking about school reopening and all of those, so we postponed it. But

464

01:00:00.810 --> 01:00:11.919

Reshma: what we wanted to do post this review from your site was Precisely. That is, Use this also as a vehicle into that conversation.

465

01:00:12.280 --> 01:00:18.579

Reshma: right? with other stakeholders in this, and then obviously keep it alive as a

466

01:00:18.970 --> 01:00:27.750

Reshma: Yeah. So that's a that's one aspect of it, because it needs a larger conversation.

467

01:00:30.790 --> 01:00:31.640

Reshma: Matthew.

468

01:00:35.510 --> 01:00:48.800

Maithili: No, I mean I I think you've covered what it is. I mean. So there are. There are other things. So in in terms of the program there's one thing right. And then there are these peripheral things that we had to do in the world

469

01:00:48.810 --> 01:01:03.109

Maithili: idea of the consultation also, like Rationale, saying, it also started off with, what are these other things that need to be in place. What is the environment that is required to be able to perform the job? Well, we are saying that we're killing them.

470

01:01:03.120 --> 01:01:13.849

Maithili: So you know. I mean, i'm. Not directly answering your question in terms of scale, and taking it to other States, and I know that they've been instances where it'shma's colleagues and other States unison themselves. Have.

471

01:01:13.860 --> 01:01:31.060

Maithili: you know, taking this program forward right? If I have adapted it, and now they have digital courses, and you know that thing has happened. It is universal in that sense. so that's one part, but also scaling it in in not that sense, but also looking at it as a at a broader level.

472

01:01:31.070 --> 01:01:36.610

Bindu Thirumalai: and, for example, Kp. Does not have flexibility to take decisions for his or her own camera.

473

01:01:36.670 --> 01:01:52.129

Maithili: I don't know if I have, so I don't do it. So then I just become an administrative like. They call themselves postman. I'm sure you've got that in the field. That's what I mean that that they would that they then the same thing. Why? Because I don't know whether i'm not allowed to use it.

474

01:01:52.530 --> 01:02:17.289

Maithili: You're not a power to use it at all if I have 20 schools, because you don't have another Kp. And you know you can have 40 schools. I'm not at a liberty to say i'm not going to visit these 10 schools because they're doing well. I'm just going to make a phone call to them and ensure that they find. But i'm going to focus on these 5. And when we had offered that solution of why, don't you work this way? The answer was, because of us

475

01:02:17.310 --> 01:02:22.429

Maithili: say that I need to give out a okay. So I think these

476

01:02:22.630 --> 01:02:29.189

Maithili: you know also. And going back, they put your question on sustainability. I think these elements also need to be. Then

477

01:02:29.710 --> 01:02:35.170

Maithili: I I know that there was again, Java being instrumental in saying job description

478

01:02:35.650 --> 01:02:55.569

Maithili: right? There needs to be a discussion, and it didn't come only because of Java. There was a need to not only redefine Canada promotes, but also teachers and everybody else's. But that's not in the light of day, because I think of changing governments. but that's somewhere that you know. That would also be a success, and we had, in fact. on, I mean,

479

01:02:55.670 --> 01:03:15.429

Maithili: we had submitted on Javascript request, human as we had worked together on this is what an ideal job description. If i'm applying for the job of a Kp. This is what I should, you know. Get this might be you, my Gd. and that's there in the system, but it's there somewhere.

480

01:03:15.660 --> 01:03:23.409

Reshma: Right? Yeah. So the policy decisions and also the enabling environment right? all need to go hand in hand for

481

01:03:23.940 --> 01:03:29.259

Reshma: it to all look rosy, and we're not getting the complete story

482

01:03:29.320 --> 01:03:34.130

Reshma: right? We're only being able to do some patch work here right there, and

483

01:03:34.390 --> 01:03:38.960

Reshma: also with respect to what does it mean for me to be the Keith of Pramook?

484

01:03:39.140 --> 01:03:44.790

Reshma: Right? so is it only about empowerment, or is it about.

485

01:03:44.850 --> 01:03:48.130

Reshma: the accountability that goes with the empowerment.

486

01:03:48.160 --> 01:03:52.709

Reshma: Right? That's always the case, right? And also then

487

01:03:52.800 --> 01:03:54.029

Reshma: then i'm

488

01:03:54.390 --> 01:04:03.600

Reshma: at a position where I own those decisions. I think somewhere I recently heard the kind of a book has the autonomy to move teachers around.

489

01:04:03.720 --> 01:04:10.120

Reshma: If there is a a vacancy or something right? And I thought fantastic right?

490

01:04:10.160 --> 01:04:13.329

Reshma: If the key in the room can take this kind of a decision

491

01:04:13.570 --> 01:04:27.099

Reshma: that your heart will come. Teachers, and the Ptr is going high, or whatever i'm going to be able to move this. Now that level of empowerment will lead to a lot of different kinds of changes, right? Because then you're really talking about decentralization of

492

01:04:27.240 --> 01:04:35.220

Reshma: a lot of things. Just hold that kind of a book accountable for results, right? And then you're creating local level leaders.

493

01:04:35.430 --> 01:04:37.779

Reshma: But here we are, sort of playing a mishmash.

494

01:04:37.910 --> 01:04:38.560

Right?

495

01:04:38.630 --> 01:04:43.300

Bindu Thirumalai: Yeah, it's trying to do a mix of both. And yeah.

496

01:04:43.680 --> 01:04:44.720

Bindu Thirumalai: absolutely.

497

01:04:45.120 --> 01:05:04.889

Reshma: Yeah. So. And to the point where Matthew said, a couple of colleagues sort of borrowed what we were doing here. So in the initial stages, when you know, I we presented it at various forums, the initial work and stuff we had, as some say, you know. Please share us. Share your model with us. We want to do something. They adapted it

498

01:05:04.900 --> 01:05:08.919

Reshma: and did something with it. Then I remember, up.

499

01:05:08.990 --> 01:05:18.720

Reshma: are requested. Can you please share your modules and your Jds and everything, but also doing something similar? Then I I think Mp. Has gone ahead and made an online course

500

01:05:18.770 --> 01:05:30.609

Reshma: on similar lines, so I wouldn't say anything is direct adoption or adoption, but they have referred to the Maharashtra work to develop their work in their context.

501

01:05:30.710 --> 01:05:34.300

Reshma: So in that way, some, at least within through unison

502

01:05:34.410 --> 01:05:35.940

Reshma: that sharing has happened.

503

01:05:36.820 --> 01:05:38.569

Bindu Thirumalai: That's great. Okay.

504

01:05:38.740 --> 01:05:56.819

Bindu Thirumalai: Yeah, that's that's good to know, actually, in the context. Because I told you I was working with the another program Unicef and I was talking to the deputy director, and such sort of giving him my initial understanding of the field. And I I told him just this: that

505

01:05:57.220 --> 01:06:02.250

Bindu Thirumalai: that you know the the whole relationship and the attitude of the

506

01:06:02.620 --> 01:06:07.080

Bindu Thirumalai: they, the the cable promokes, are called Erps and Srgs.

507

01:06:07.230 --> 01:06:15.679

Bindu Thirumalai: This is it's it's a very administrative, and you know, and all the teachers are complaining. It's like checklist. They have to keep

508

01:06:15.810 --> 01:06:24.039

Bindu Thirumalai: supplying. And I and I did tell him about this that I I I looked at this other program in Maharashtra. A few to say, for

509

01:06:24.250 --> 01:06:30.629

Bindu Thirumalai: I was saying how I saw this attitude and a shift. So the first thing he said, give me all those.

510

01:06:30.710 --> 01:06:38.240

Bindu Thirumalai: and I said, it's not mine to give. But I will, you know, but that's when I started thinking you know.

511

01:06:38.370 --> 01:06:42.040

Bindu Thirumalai: How do we kind of facilitate this

512

01:06:42.220 --> 01:06:48.859

Bindu Thirumalai: this kind of exchange of ideas, at least to be with able. Yeah, but you're right. It needs a

513

01:06:48.980 --> 01:06:51.680

Bindu Thirumalai: a larger level of you know

514

01:06:53.070 --> 01:06:59.219

Reshma: kind of looking at the bigger picture. And yeah, and I think they do things like recruitment, right?

515

01:06:59.400 --> 01:07:03.060

Reshma: we know that this card is 50% vacant.

516

01:07:03.320 --> 01:07:18.019

Reshma: and teachers are given responsibility to manual chain through us, or a Kp. Has multiple dangerous in his thing. I mean, these are not enabling conditions. We can understand that for a short period of time. But you're on your

517

01:07:18.120 --> 01:07:30.630

Bindu Thirumalai: If this is my situation, this is my job condition. Anybody would be demotivated right? Not a lot from Kps. They're like, you know. How do you expect that they've suddenly doubled the schools we have to go to.

518

01:07:30.880 --> 01:07:33.059

Bindu Thirumalai: So how can how can be.

519

01:07:33.320 --> 01:07:37.349

Bindu Thirumalai: you know, do the best with so many schools? It seems like.

520

01:07:37.480 --> 01:07:38.089

Reshma: Yeah.

521

01:07:38.160 --> 01:07:47.300

Bindu Thirumalai: the rules back into this checklist, you know. I go there and do a bunch of checks, and then say, okay, my job is done.

522

01:07:47.570 --> 01:07:59.589

Reshma: So I mean, there are a couple of these very policy level issues that we've raised with the government. Right? One is the recruitment. 2 is the job. Description third is the

523

01:07:59.880 --> 01:08:07.280

Reshma: the the tata issue right? fourth is, how does the do you approach the whole thing

524

01:08:07.340 --> 01:08:13.479

Reshma: right? And as he differentiate between him doing my job versus him doing the actual classroom observation.

525

01:08:13.670 --> 01:08:29.249

Reshma: can we do? Look at that right? The academic role versus the admin role, and you're not saying key the admin role shouldn't be there. Yes, but how much of that time does it take? Can it be a 70 30 right of my job rule

526

01:08:29.260 --> 01:08:40.710

Reshma: right? and we've seen those ships right. We've seen the way that the observation vote that the king that remote leaves at the school. I don't remember what it was called.

527

01:08:41.029 --> 01:08:47.620

Reshma: but I think earlier. It used to be a standard enrollment attendance and a meal.

528

01:08:47.760 --> 01:09:04.549

Reshma: and, you know, looking at all the registers right? So that's all they would note down in their parity of of the school district. Right? And later we started changing what they wrote, they said, Get to mandatory. This is mandatory. So this. So we will do, because that's what they are being monitor on

529

01:09:04.840 --> 01:09:05.420

right.

530

01:09:05.910 --> 01:09:21.630

Reshma: Secondly, the issue of data collection that was big right? So we tried to investigate how to this? Has anybody cracked this right? Because they kept on saying so much data, so much data, so much so why, what is being asked for everything is on you. Dice. What is the additional data?

531

01:09:21.640 --> 01:09:37.480

Reshma: Let's try to understand right? So it's not only data from education departments. There's data from all other, but also from right. So all of this. So we spoke to the government, and we said, Can we streamline this? If it is to be done by this education, functional release.

532

01:09:37.490 --> 01:09:43.980

Reshma: Can we try and understand what are the different data pieces that are required and not have it connected? Again and again.

533

01:09:44.050 --> 01:09:47.330

Reshma: if it is within the system, Can it not be generated

534

01:09:47.770 --> 01:09:50.250

Reshma: if you have a good Mi s person? Right?

535

01:09:50.350 --> 01:09:56.570

Reshma: So what is the new data except for attendance data what is so valuable one to month.

536

01:09:57.280 --> 01:10:06.289

Reshma: I mean, if I can. If I can generate that report, I have that data static for at least a year.

537

01:10:06.790 --> 01:10:09.340

Reshma: Absolutely so. But

538

01:10:09.530 --> 01:10:19.840

Reshma: but I don't think the Government sees any of these pieces as so important with, whereas we know that these job conditions purely make a difference.

539

01:10:20.080 --> 01:10:27.460

Bindu Thirumalai: Correct? Yeah, I think it's also a matter of you know, the level at which you see it. I think there's there's also this.

540

01:10:27.480 --> 01:10:29.810

Bindu Thirumalai: you know this bird's eye view

541

01:10:29.870 --> 01:10:34.149

Bindu Thirumalai: that you're always looking into. I mean, it's good to have both views

542

01:10:34.290 --> 01:10:40.530

Bindu Thirumalai: but it's often. It's the interaction between these 2 views that

543

01:10:40.570 --> 01:10:47.760

Bindu Thirumalai: you know the detailed view versus the birds that you that need to come together, that that doesn't happen often. Yeah.

544

01:10:47.870 --> 01:10:52.619

Bindu Thirumalai: Another issue here. Sorry to do. I Just

545

01:10:52.730 --> 01:10:58.329

Reshma: the Keynes approval card is a recruitment of the Rural Development Department

546

01:10:59.070 --> 01:11:00.810

Reshma: and not the Education Department.

547

01:11:01.410 --> 01:11:05.519

Bindu Thirumalai: Okay, okay. So that's also an interesting

548

01:11:05.820 --> 01:11:07.269

Reshma: sort of issue.

549

01:11:07.510 --> 01:11:10.460

Reshma: which is why a lot of the decisions around about?

550

01:11:10.810 --> 01:11:23.870

Reshma: Yeah. Because then the the scope of work also is very large. Then, if it's from the rural development. And so this was another interesting point that we wanted to discuss in this larger forum with other state, saying.

551

01:11:23.900 --> 01:11:28.970

Reshma: What is it? What is it like to you? Because we know some States don't have this garden like a Rajasthan

552

01:11:29.220 --> 01:11:29.900

Reshma: right?

553

01:11:29.940 --> 01:11:41.459

Reshma: Some team like States have discarded by the Education department, and some seeds are like ours, right? So each of them have the model is different.

554

01:11:41.780 --> 01:11:49.140

Bindu Thirumalai: Yeah, actually, to make it to more Education Department uniform model would be helpful.

555

01:11:49.310 --> 01:11:52.719

Bindu Thirumalai: Absolutely. That's a very valid point. Not

556

01:11:53.690 --> 01:12:01.189

Bindu Thirumalai: okay. So I think formally the those are the questions I had. But if you want to add anything more or

557

01:12:01.380 --> 01:12:02.320

oh.

558

01:12:03.900 --> 01:12:23.299

Maithili: good, nice! When Richmond spoke about the observation, and i'm sure you had a chance to look at talk. I think one of the other things that came out was the very vagueness with which it was written. And this was a conversation when we had a a focus group discussion after your one after the pilot in Chandra.

559

01:12:23.310 --> 01:12:27.840

Maithili: I remember this teacher. And you know, these young teachers are really vocal.

560

01:12:27.880 --> 01:12:37.629

Maithili: and he said one of the things that would get to him is Kendriplomo's coming and writing in Marathi equivalent to can do better. And he said, I don't know what that means.

561

01:12:37.720 --> 01:12:41.239

Maithili: You know can do better so weak.

562

01:12:41.350 --> 01:12:47.770

Maithili: And I remember that the model that we had used for all writing feedback is, you need to be specific.

563

01:12:47.970 --> 01:13:04.929

Maithili: and therefore, like, You know, I saw you interact with the kids, but you know, I think you should give more time for kids to ask questions or whatever it is that that makes more sense to me. So yeah, that was one of the feedback. I remember this meal teacher giving to us when we asked them, you know, Has it made a difference?

564

01:13:04.940 --> 01:13:14.979

Maithili: that's your case. I've gone through the training. And to one year of input, yeah, I think we heard that from one or 2 teachers as well, that

565

01:13:15.050 --> 01:13:30.609

Bindu Thirumalai: they were very specific in what to do, he said when they, when the Kps told us that this, this question or this thing area needs improvement in literacy. We were able to focus and say, okay, we'll focus on this area. Yeah.

566

01:13:30.980 --> 01:13:33.590

Bindu Thirumalai: So that's interesting. Again. Now.

567

01:13:33.980 --> 01:13:38.789

Bindu Thirumalai: specific feedback. The feedback is so important, right? Yeah.

568

01:13:39.200 --> 01:13:39.849

And

569

01:13:41.160 --> 01:13:43.850

Bindu Thirumalai: okay. So that's

570

01:13:43.870 --> 01:13:48.749

Bindu Thirumalai: thank you so much. That was a lot of your time. You both, if you gave us. And

571

01:13:48.910 --> 01:13:52.739

Bindu Thirumalai: so I, Rachael, get back to you about next week in Pony.

572

01:13:52.800 --> 01:14:00.419

Bindu Thirumalai: Yeah, if possible. And I will also speak to the finance person to see how we we going to work this out.

573

01:14:00.800 --> 01:14:05.890

Reshma: Yeah, okay, Great? Okay. Thank you.

574

01:14:06.120 --> 01:14:07.900

Bindu Thirumalai: Bye, bye.