## **CASE STUDY MF 01**

  **Interview of Master Facilitator**

District : Palghar Block: Palghar Cluster : safale

 Date:24/11/2022.

**I. General Information**

1. Name of the Kendra Pramukh : Vijay Rawal
2. Sex : Male
3. Age : 46 yrs.
4. Cluster Address: ZP School Roadkhard, Safale

**II. Educational background**

1. Professional /Education :

B.A., D.Ed.

1. Professional Experience :

Joined as a Teacher in 1995.

Joined as MF in 1997 as for Smart PT.

Joined as MF/Coach in 2018

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1. **Role of Interviewee in KPALP programme**
	1. What according to you is KPALP and why was it done?
* Everything’s is in the title of “KPALP” like kp should be able to perform well, but for what, the position of kp was introduced to see whichever program came is stable or not and to see students performance this position was introduced by government.The most important thing is kp as a leader should understand their role , in order to take his cluster forward, kp should understand, what difficulties does the students and teachers faces.So keeping these two difficulties in mind, this KPLAP was designed.
	1. What was your role in the KPALP programme -

i. When (and how long) did you participate actively in the KPALP programme?

ii. What was your primary responsibility in the KPALP programme?

* I joined PLC in 2018 then after three months I received four day training as a coach. Along with me there were three more people but they already had many programs, that's why I led this program.

* 1. Can you describe your work in this programme? What did you do? How much time in a week did you spend on this programme

I. Before Covid

* So before Covid first I jointed DIET as a Counselor and I had my work plan like in one week, I have to visit these schools on this date and mobilize students from 9th standard to 12th to give them carrier guidance and I designed my program then after I was involved in KPALP program. I used to go to Jhawar for one day for this KPALP and at the same time I used to visit schools also.

ii. During Covid

* And during Covid we started a program named “Samaj Purvak Vachan” whatever skills we received through KPALP we utilized it during covid, one thing I wanted to tell you that, if I am explaining data analysis, then i used to show them how i have used data analysis in my school, during covid school were closed , so I sent all the online materials.

Earlier I had made a four whatsapp group, so whatever data was available on whatsapp I read that, and I asked all the teachers how many students sent you the homework on monday, and what about those who didn't sent you the homework , so whenever the teachers used to come to school , they started making phone call to parent , like what about your children's homework, and if they didn't have a smartphone, then teachers used to tell them that, put one big and one small utensils in front of your children and asked them which one is big and which one is small.

This is how teaching continues and if they don't have a smartphone to send the video, then someone in the neighborhood has , then send it from their mobile.

 4. Did you participate in the professional learning community of the KPALP

 programme?

i. If yes, please describe your participation in the PLC.

ii. How did you find the role of PLC in providing support to you?

* In PLC all the kp who had common interest they came together worked on that and whatever work they have done we discuss there,I was also there in PLC, Which lesson we suppose to give children, like giving them a picture and asked them to write about it, so first we used to solve these all lesson and then after we gave to students, all program were led by me, we used to come together at district level and one PLC was done at state level there was one more PLC that is PLC advance in that KPs took all other KPs at block level and completed this program, so leadership has been increased.

So whoever worked well at District level then they started PLC at their block, so now I was there at district level as well as a block level.

And most important thing is earlier whenever the kp was on visit , on that time teachers were afraid but now they feel like kp is our friend, earlier kp used to say ***“ That is not good, this is not good, but now kp focus on education and student learning outcome”,*** so this is how kp know at which point students are struggling, or what issues teachers are facing, so now kp keep his eye on these issues.

* 1. Did you make any changes in your work for supporting teachers in tribal areas?

i. If yes, please describe the changes you made

* When this program started, we had only one block Jawhar and the teachers were saying that we teach students very well, but students couldn't understand what we can do? Then, we developed a module on language learning for the Jahwar and Vikramgad block; languages such as Warli and Kokana were involved at the first stage. We also made audio clips that attracted students and they started engaging in the teaching learning process.

* 1. How did you make changes in your work during the lockdown?

i. Did you participate in any curriculum and teaching learning material development related to the programme during COVI-19 lockdown? If yes, please describe your work related to this.

* During Covid at district level we had created a Google form to see how many parents have Smartphone, overall in all Palghar only 19% parents had Smartphone, by strengthening the population we were supposed to increase this up to 39%.

During covid to see what teachers are doing, how many of them reached students , to figure out these we created a google form.

Then after three more programs were launched, samaj purvak vachan (Effective reading skill), Mukt Lekhan (Expressive writing), and a third program was also launched, when we visited school, the teachers used to say that, sir this program was too good. So we were asking them to reach out to students as much as possible.

When the third step of PLC began on that time covid started, we already had designed our program. And even during covid kp received training under the tree they also followed social distance norm, so even during the covid the program continued in three blocks, the kp motivated all the teachers , and during covid I also visited schools.

ii. What are the difficulties you faced during Covid-19 period and how did you handle it?

* Whatever we had planned , it didn't go well but our aim was good.

iii. What did you learn as a result of the COVID-19 lockdown ?

* It took more time to set up positive minds of teachers and then after the number increased.

 7. Did you received some training or gave some training through zoom meeting

 during covid?

 Yes through zoom meeting we gave training on KPALP theme

 Data analysis, classroom observation in entire palghar and at state

 Level also.

 8. Have you got any support from the upper level, have you received any

 training on curriculum development,teaching learning material?

 Yes, at the state level we had a zoom meeting, so whatever module they taught to me,

 I have taught that at district level then after through SCERT, UNICEF, CEQUE whatever

 training I received from these organizations, and teaching learning material. I used all those

 skills in my work then I figured out all the data about how students were learning.

1. **Capacity Building / Learning from the KPALP Programme**

* 1. Was this the first training programme that you experienced as a Master Faciliter or coach?

i. How was it different from the other programmes that you participated in before?

ii. What are the highlights from the capacity building programme?

* In 2016 when this program designed, on that time I was not there, so on that time this program had four themes like one year this second on this, it was well designed program but then there some mismatch in dates, then this program has done on blended mode, so on blended mode we started our work. In that many changes occur in module but the aim was same, then pilot project happened in Jawhar, so other officers used to think that, what is the output of data analysis, if teachers are saying that we can’t talk.

So we worked on language, after doing analysis we understood that our focus area is language. It is not possible for us to give training before learning the language, so depending on the issues this program was created.

* 1. What are three/four key or important ideas that you learnt from the KPALP programme ?  *[Prompts: Data Analysis, Classroom Observation]*
	2. How did you use your learning from the data analysis module in facilitating KPs? Please give me some examples. [*Prompt workshop facilitation, designing modules, PLC participation ]*
* Based on our understanding of modules, we listened to issues of the KPs, like they have a huge workload, they have many clusters, they have traveling issues, these are all problems they face because there are many clusters and the number of kps were less.

 4. What was your first experience working with kp?

In the beginning period, KPs didn't know how to make a graph, we taught them how to see the data, how to make a graph based on the data they have. Once they understand making a graph then they will understand which school is weak and which school has made progress.

The KP was enhancing their understanding of the importance of visiting school before getting help with the data analysis through which he had an overall idea and strategy in advance. Initially the priority was given to the school students' performance from the school students who were just constructing sentences instead of paragraphs.

5. You first received the training as KP or as MF?

As a coach then as a master facilitator, there were only three coaches working in the entire Palghar district, so the MF from palghar district gave me training, then after I became MF and all the responsibility was on my sholder.

6. What all new skills you learn from KPALP program?

First I learned data analysis, even today I use data analysis and the most important thing is in FLN. I have told to every parent that, “In the evening at 6:30 switch it off the TV and tell your child to open book”, but I don't know how many of them were following it, so I told them to click photo and send it to me, so once they sent photo to me then after I was start doing analysis, like how many to them were present, and in photo I can see who is present and who is not, So this is how I was monetraing.

7. When you taught data analysis to kp, so have you faced any difficulty?

The number of kp were twenty three, usually the difficulty faced by kp in classroom observation, because when we reached that stage covid happened, so we did not work on classroom observation module, the most important thing in education is, when teacher teaches and student were listening to them, you know if kp is capable to see this then there will be improvement.

Under the star project I started these all things, even today kp didn't know how to observe the classroom.

8. In Data analysis there is a module on a four step ladder?

Teachers generally, use to directly make their own conclusion, that ‘this student usually does like this’.

Suppose, I visited one class and asked one student to read a paragraph but he could not read and then I asked another student to read the same paragraph but he also could not read. Instead of making a conclusion as overall ‘students are not able to read’ is unfair because, one could not evaluate the performance of the all students. Hence, the teacher should explore the learning background of the students to understand, interpret, make conclusions and then do the action.

9. While observing the class does kp face any issues?

Yes, the issues with work, the program is good and it is well designed even the KPs used to say that, the program is too good, but they don't have time, you know they have lot of paperwork to do, and have to upload data on given link on time, everyday the different department also ask KPs to fill up the links.

So I would say, in one month four days should keep a side only for this paperwork and for links they received everyday. Even during elections kp have lots of work, they have been assigned to do election duties.

10. While working with kp have you seen any unique cases about kp where they are unable to understand any module?

Yes, some kp have health issues, and some of them try to avoid it but I am always with them. They used to avoid it because they have lots of workload and they have old thinking.You know some KP were not techno savvy so they took help from teachers.

11. So have you conducted any meeting on how to use technology for KP?

Yes, In vikramgad we taught how to use the zoom meeting app and how to create google form, so we trained them during covid. One kp is he is now an expert in google form, but he never thought that one day he will be an expert.

UNICEF has designed a program named “ Gosti ka Shaniwar” . It is a reading campaign through SCERT and Pratham books. While designing the program they understood that the story will be in three languages, one in Hindi and one in Marathi and in Urdu, but what about the students of Gujarati medium schools? Then during the Covid the KPs had given their time and translated it into Gujarati and this issue was also raised at state level.

12. What were some of the key issues you experienced while working on this programme?

i. Were you able to find solutions?

ii. Who did you seek support from to resolve the issues ?

Work schedule was an issue, because it took more time to mobilize all the KPs. Some of kp were busy and some used to come late.

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

Five D classroom modules I liked the most, even today we require that and the Fuel module too.

ii. How do you use the learnings from the KPALP programme in your current role ?

You know I tell students to draw whatever they like but not on a book, I tell them to draw on the paper and put it on the wall and this is how I see what my students are doing. After that I asked a question, based on what they wrote displayed on the wall. You know what our learning outcomes say, whatever students draw that is displayed on the wall must be spoken by them. The most important thing is speaking, this is called a learning outcome. After the KPALP, I started giving more focus on learning outcomes, and sometimes I used to tell them to draw your family picture, then I asked them to explain who all are there in your family picture.

1. **Supporting Coaches or Kendra Pramukhs**
2. While working with KP , have you asked them who they give feedback and what kind of feedback they received from teachers?
* Look earlier the work profile of kp was different like an inspector but it is different. Now teachers Now the KP is very well. Things have changed. Now teacher’s feel KP is just like their friend, so this change happened because of KPALP. I really like the way UNICEF and CEQUE guided me.

 5. And what about the lesson plan , what are the issues kp faced while planning the lesson?

 KPs were analyzing data collected from teachers and they used to make an action plan, like in my area, how many schools I have to visit, in the next 15 days, which schools will have given priorities to visit and what are the objectives of visiting schools. As a master facilitator I was asking them to make plan and give it to me in written format.

1. **KPs s practice/work**

* 1. What are the real issues kp are facing? Have you been able to understand through your work as a Master Facilitator/Coach?
* The main issue is that they struggle with graphs and scheduled dates.

1. **Sustainability and Scale**

* 1. If you were to rate the KPALP programme’s success on a scale of 1 to 5, 1 being unsuccessful, 2. partially successful, 3. averagely successful, 4. greater successful and 5 being grand successful, what rating would you give?
* I will rate 4 and the reason is the program did not reach that level, like all the areas which we wanted. If the program reaches all children, then I will say that, yes it is a program.

i. Explain what could have been done to make it more successful.

* Based on every learning outcome, there must be a picturization on how to be taught in the classroom, every time we just say that, work like this work like that, So there must be a 30 minute shoot in the classroom.
* This program should be implement in good manner, I mean this program must be fulfilled on every aspect, like those who worked on this program UNICEF should use them at state level, like SCERT included me in star project, I also works as teacher, so whatever skills that I have , that I am using it in my school, the upper level department should suppose know that , the government should make a committee of CEO or Collector and explain them about these programs.

And about the material resources, UNICEF gave us a lot and that helped us a lot.

The module was well designed but because of some busy schedule it did not implement well.

Have you ever visited school without informing them?What was your experience?

* Yes, one of the teachers always used to say that, I am not able to teach here, children didn’t listen to me. So one day I directly visited his school. The students didn't know me but still I did a small activity. I told students that today, I will make one vegetable and then you have to make one vegetable. So students understand that the teacher understands our interest in doing interesting activities related to our day today life. Then the students actively participated in the activity and the teacher also found an interesting method of activity that developed the interaction between teacher and the students. I shared my experience with KPs to give priority whenever needed.
* Have you ever had a chance to talk with parents?

- During the program I talked with parents, parents used to hide themself, so we asked them whether they like the programme then they said, “We felt very happy when teachers used to talk with and with our children in our language that we understand very well and our children also happy about their involvement and performance in the class’.

- You also worked in tribal areas, so how do you see the problems of tribal students' education?

* Look, the problem is about traveling, and tribal migration is also a problem because after diwali everyone needs employment but there is no farming after diwali, so they work in other places in brick factories and then they come after 6 months, so that's the major problem of tribal families.

* 1. Can you describe your experience with the programme partners? What roles did they play? How did it impact your work?

i. UNICEF

ii. CEQUE

* 1. The KPALP programme has scaled to many blocks,

i. Are you in favor of scaling the KPALP programme throughout the State?

ii. What has scaled well and why?

ii. What has not scaled well and why?

1. Is there anything else you think would be useful in our research?

1. Do any other people come to your mind that we should interview?

1. Would you recommend we read any specific reports related to this programme?