##  CASE STUDY – KP 09

 **Interview of Kendra Pramukh**

District : Palghar Block: Vasai Cluster : Dahisar

 Date:24/11/2022.

**I. General Information**

1. Name of the Kendra Pramukh : Swati Nilesh Pagdhare
2. Sex : Female
3. Age : 52 yrs.
4. Cluster Address: Dahisar, Block Vasai, District Palghar.

**II. Educational background**

1. Professional /Education :

D.Ed., M.A., B.Ed.,

1. Professional Experience :

Joined as Teacher in 1999 and HM in 2011. I joined as KP in 2008.

1. Professional Training/Workshops :

Earlier the government had circular indicated that teachers should have 21 days training till one completed tenure of 9 years, but later it was thought to be inconvenient due to schools remaining closed if there is just one teacher in the school. Hence, they changed it and asked teachers to complete 21 days training with attending two to three days training as per the flexible schedule. I had attended English training when she joined as a teacher.

I participated in SLDP training in 2014. I also participated in a KPAL programme of three days in 2018 at Jawhar.

 **III KPAL Programme**

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

Initially I thought that we had several trainings then definitely we are empowered or having good leadership qualities. Then there is no need to attend but as a compulsion we have to attend it. But after attending the KPALP Training we found our perspectives that the role of KP was positively changed.

* 1. Role of KP in the KPALP programme –
		1. KPALP was held in 2018 for three days.
	2. Work week schedule
		1. Before Covid

I was visiting schools and attending PLC but I had to manage the schedule as per the expected work for the DIET.

* + 1. During Covid

There were two stages in the Covid, in the first stage of Covid, the schools were completely closed but in the second stage schools were somehow partially closed.

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

Whenever we were demonstrating activity in the PLC, we were understanding it before demonstration, based on the gap found during the data analysis process, the classroom observation and discussion with the teachers by knowing whether these activities will have good outcomes in the future or not.

We were discussing activities in PLC with the factors including common obstacles in the activity, advantages and disadvantages of the activity as well as what ways this activity will be established at school or classroom level.

Samajpurvak Vachan upakram (Attentively Reading activity) was one of the activities in which we had decided that it should be made clear about what Attentively Reading activity means to the teachers. To understand the activity better among KPs, the PLC has given English paragraphs to the KPs which have difficult words to understand with reimagining school students in the form of KPs to read and understand difficulties in the form of teaching learning process to apply it effectively at the school. Then we have trained the teacher to apply this activity in the classroom to enhance the skill of attentive reading activity. We didn't force teachers to adopt the activities without their consent and recommendations. We discussed it with teachers in the training and then finalised it to apply it in the classroom.

* + 1. Support from PLC

Initially, I was facing the problems in convincing the teachers purposely in the field because some of the teachers had a problem to recap the activity during the training conducted online. But slowly, the teachers found it good for their own learning and the progress of the students. Most of the teachers were very well trained after KPALP.

There were some school teachers who applied this activity very well in their classrooms. Teachers were able to convince students more effectively.

I understood that just training and discussion is not enough but it should reflect its outcomes in the field and again it should be considered for further process to improve.

Block Resource Person was helping to reach the activity more effectively in remote areas. She was visiting with us at school and supporting us in the process. The representatives from CEQUE, UNICEF and DIET were helping us in this programme.

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

In our clusters, there are schools having mixed populations including general students, students from tribal communities and the students from other states who migrated may be for a short or long period. Tribal students have their own language problems because their language is different from the standard Marathi. Some teachers who are from other districts have difficulty teaching students effectively in the class due to the problem of language.

* 1. Changes in work during the lockdown
		1. Participate in any curriculum and teaching learning material development

The teaching learning material training was conducted with support of Kotak Mahindra.

* + 1. Difficulties faced during Covid-19 period strategy used

Online learning programme was difficult in the Covid period because, most of the parents had not mobile and other who have mobile had no range, even though parents have mobile but it was with them while working and also it was difficult for some parents to recharge the mobile due to the worse economical condition. They also had a problem of shortage of food and foodgrain.

* + 1. Learnings and results during lockdown

I learnt to make a google form and upload the information. I also understood how to handle it.

1. **Capacity Building / Learning from the KPALP Programme**
	1. KPALP difference than other programmes
		1. The highlights from the capacity building programme
		SLDP training has focused on the planning of the work to work without burden or without stress.

KPALP impressed me with its essential modules of data analysis, classroom observation, feedback and action plan, but data analysis and classroom observation were my favourite areas. When in training, I found that the application of Data analysis has its enormous importance to make understanding of what is the problem and what salutation needs to be focused. It is helping us to imagine current status and expected status.

Whenever any new programme gets launched, I start convincing teachers that how this programme is valuable for us, why we should work on this programme attentively. I used to develop their mentality about the programme that this programme is for our students and our main task is to develop the perspectives of the students to make a positive change in them.

I never pressurise or criticise teachers about their work but politely motivating them and they also respond and carry tasks appropriately.

I always say that, if we do it this way then how it will impact our students or if we do it another way then how it will impact. If we plan well for the betterment of our students then, we and our students will feel proud of the outcomes.

I learnt that, respectively and positively convincing process made my tasks easier to motivate teachers to work without stress and brought positive results.

I always convince teachers about any programme launched for any aspect related to the school development. I am informing them about the importance of the programme for their professional development to learn innovative ideas as well as its positive influence on students’ development in their learning point of view.

Analysis data part of the training has given a proper way to understand the problems in the teaching and learning process. Initially, I was collecting information from different schools to understand the problem and which school needed to be focused first to overcome the problem. We should explore the answer of the questions of which school is better and which is not better and what are the reasons behind the betterment among the students learning.

We had ‘Shala Siddhi’ (School accomplishment) activity and I had to visit every school and to find out the progress of the school level, which school in which category or progress level grade. But visiting around twenty schools was not possible along with other administrative work. Therefore, the data analysis process made it easy to get data from the schools based on the indicators added in google form to fill the information. When teachers got the format they started filling it and I could get the information regularly to understand the progress. When I analysed data and understood the status of the schools, which schools have very less material facilities and which schools have appropriate. When I found that these schools have very few physical facilities then I started thinking which organisation can help in providing necessary physical facilities and how to approach it. i.e. if one of the schools does not have a toilet facility then I approach one of the organisations and request them that they can install the toilet facility at school from their own fund. This was possible due to the KPAL Programme, because we were able to trace the problem more accurately and in less time.

When I explored the quality level of students in learning equations of maths, I realised that most of the students were not able to resolve simple equations given in their standard.

Whenever I visit the school, I understand the status of the school through the data analysis and then visiting schools and observing the classroom, discussing with the teacher about the progress in quality level among the students and the classroom and school environment.

 I also visit the schools that have a good average of the students in learning. I used to discuss with the teachers getting ideas of activities that motivated students in the learning process. I try to implement the process of teaching learning in other schools wherever there is need.

I present various issues related to the school level education in PLC. PLC was a great initiative to discuss problems and bring out solutions by thinking collectively.

When we took ‘Setu Abhyas Chachani (Bridge Course Test) of the students, we understood the level of students learning as per their standards. If we confirm the study level then we should not stop our work there itself but to work on the areas where students need the help. i.e. We can understand the study level of the students as which classroom students are under an average, or at the middle level or higher level in learning. I always ask the teacher to prepare an excel chart including indicators or questions and the number of students able to solve the questions. Based on the data, the teacher should plan where the teacher has to focus and how.

Whenever any teacher says that, s/he works hard but is not able to achieve the target as per the schedule. Then I suggest the teacher to find out the problems in the process where one needs to focus more and how things can change.

One of the teachers complained that, because of one of the girl students, our classroom could not shift to the progressive class level as 100 percent achievement, therefore, the teacher had very negativity toward the girl student as though she was in std. 4th but was not able to read books of 1st std. I told teacher that, if student have problem of slow learning then we should not blame her for her stage of below the average of learning level but to find out of the ways that we can do our best to resolve it. I suggested to the teacher that she should initiate the area where she feels difficult to learn. As per the discussion, the teacher had started her task with giving 4 words each week and a further task of constructing small-small sentences. Slowly the student has improved her at the end of the year as per the plan and she was able to read books of std. 1st though, she was in std. 4th. The progress has reached an average level and the classroom has entered into progressive level. It has made a smile on the face of the teacher and also on the student. Teacher learnt that, if one goes with an appropriate plan with hard work then one definitely can achieve the goal. Student also felt very happy that she also understood she has capacity to learn better if she works hard. Teacher found it very positive to change her own attitude towards girls and the girls also found motivation to to study well in the class and she started asking the teacher every day what homework she should show her the next day. She was then, confidently coming to the teachers or to me and asking, ‘shall I read this?’

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

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

1. Learning from the classroom observation module

I knew that, if anybody from a senior is sitting in a classroom for observation, then of course, the teacher will have fear or hesitation in teaching students. But I have removed this hesitation and the fear of the teachers by convincing them that I observe the classroom to understand the teaching process as you have long term experience of teaching which will give me insights to show in PLC that our teachers teach well and they should continue their effort. Besides, if the teacher has some problems in teaching then I will help the teacher to make progress in the teaching. We are exchanging ideas in our PLC that, whatever good things or new innovation appears in the block in teaching, we demonstrate it in PLC or make other KPs understand it and make an effort to include that activity in their cluster schools. So it was like a progress based motive to enhance the teaching learning process.

Once I visited a school and observed a teacher in the classroom on mathematics. I found her teaching was good but still I thought that Mathematical calculation needs to be linked with the day today life which will be more effective. I appreciated the teaching and put forward my views in a very positive way. I asked the teacher that I will add something in your teaching process if you do not feel inconvenienced. I told the teacher to use Teaching Learning Material in your teaching. i.e. Take currency notes (TLM) from a TLM box, distribute it among four-five groups of students and one of the people will be the shopkeeper. Ask students to purchase some amount from the shopkeeper and then calculate the amount remaining after purchasing. Student from the first group has purchased five pencils for ten rupees from the shopkeeper. I asked a student how he had paid the ten rupees for five pencils then he replied that the one pencil was for two rupees and I multiplied 2 into 5 and got the exact answer of the amount to be paid. I have written the conversion on the blockboard of each group and made five different examples of mathematical calculation. Another method I shared with the teacher is that, at home, mostly parents send children to shopkeepers to buy something. Then the teacher should ask students to write about transactions made in purchasing things from the shopkeeper. This is also one of the ways that the students will learn easily. Teacher said that she learnt how examples need to be generated not just by wording but it should actually from day to day dealing. She felt the need to apply it in her teaching method.

1. External partners or organisations worked on this project

i. Kind of partnerships

ii. Experience of working with external partners

There were various language schools under my group of clusters including Hindi, Gujarati, Marathi and Urdu medium schools. There were no printed stories books in Gujarati language. Some of the enthusiastic teachers from Gujarati language were taking soft copies of Marathi story books from me and they were taking colour print sticking papers of Gujarati translated stories on Marathi script and then giving to the students from Gujarati students who were very interested in reading it due to the attractive pictures. When I saw this enthusiasm of the teachers and students, I spoke to Mithily madam from UNICEF that, if the organisation has the same books in Gujarati language then pls. provide to our Gujarati medium schools. She then approached the Pratham organisation and made these print books available to all the Gujarati schools.

1. The key issues experienced while working
	1. Solutions
	2. Support to resolve the issues
2. The highlights of your experience of working in this programme
	* 1. Part of the KPALP Training liked the most
		2. Use the learnings from the KPALP programme in current role

Before, KPAL programme, we were thinking that we are carrying the responsibility of a teacher like a postman as just to get the information from teachers and circulate it to the senior officer.

1. **Supporting Teachers (KP Practice)**
	1. Identify the teacher's needs
		1. Kind of data collected and analysed to understand the needs of teachers

 There were several teachers who were going to retire after a few years but did not have good skill of operating mobile or technology but the teachers who have joined recently have much more understanding about operation of mobile or concern technology. Therefore, I am mostly suggesting that teachers who have difficulties in operating mobile or technical aspects should approach the young teachers or get support from staff who know it.

I am always there to listen to the problems of the teachers and to resolve them because the teachers are the foundational aspect in the teaching learning process.

In my visit to school and based on the data shared by teachers makes me understand the problems of the teachers and teaching and in that context, I understand the problems of teacher even the teacher could not share it with me by visiting school, observing classroom or getting information from the school about the teacher if the teacher is absent. I support teachers and ensure that teachers should be convinced and follow the steps or plan to resolve the problem.

Sometimes, teachers do not share her or his problem in public or during the school session. Then it is my turn to ensure confidentiality or give time to the teacher to tell the problems. Because, without understanding the teacher, one can not proceed to resolve it.

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

1. Aspects of teaching learning during classroom observation

*[Prompt (taken from baseline study): Use of TLM, Student Participation, Seating Arrangement, Student-Teacher interaction, teaching according to level of child]*

1. How often did you observe classes? How many teachers did you observe and what duration?
2. How did you identify if the teacher’s practice was authentic (real) when you observed the classes?  [*Prompt : What kind of strategies did you find among teachers to hide their weakness and highlight their  strong sides?]*
3. Tool or protocol to observe classrooms
4. Key things noticed during classroom observation
5. Monitor the teacher's progress after giving feedback
The KPAL programme has given a new vision about how to give feedback. First, appreciating the role of teachers with positive points that have been observed in the classroom observation period and then asking teachers to have discussion in the office about how we can develop further planning with the expectations of reducing the problems in the next visit. Instead of saying that you made this mistake, I use the word like, If you would have done this way then I would have been more happy. I expect I will see it on my next visit.
6. Kind of data collected and analysed to prepare an action plan for teachers’ professional learning
We develop an action plan at the start of the academic year in our education council. Every month it has added the units with a specific area. We also added the one of the columns that has been spare for suddenly appeared activities.
7. How do you prepare for your?

At the start of academic year, we develop action plan which included various aspects -

Monthly School visits focus on three areas as teaching method, quality study level of the students as well as Tests, Unexpected subjects that suddenly occurred, Admission process, ‘Shala Siddhi’ has seven areas. Several schemes including distribution of books approximately in June month, Test of school bags as per the month, Teachers’ need, new activities, guidance for teachers, agenda from district level education council and confidential reports of the teachers are the part of the action plan.

1. Who are the teachers who respond to your support, and who do not respond, what are their characteristics?
All the teachers respond to me positively, not only personally but also with their progress, but sometimes the teacher doesn't follow what I have been told by them.

1. Some memorable observations of  positive changes you saw in teacher’s practice (teaching)  as a result of your support
One of the teacher, who was taking care of the multi-grade classroom and I had given some suggestions to her that, this way the problems can be resolved in learning process of the students but even after long period she could not work on the assigned area and that was pathetic, because that was reducing the level of progress among the students. When I understood that, she is not in favour of improvement in her teaching method and that will negatively impact on the students’ progress. Then I said that we are appointed to enhance the learning capacity of students. If we do not work in this area then who will work and why we are getting salary. I wrote the remark very critical and only there was further action to show the reasons behind officially. Then she realised and started doing her work progressively. When I had given time to her to show the progress in my next visit and I could not visit it yet due to other work, but recently she met me and asked me when I will visit her school. That means, she might have made the changes therefore, she got courage to ask me to visit her school. Therefore, rarely we have to use any of the options from ‘Sam, Dam, Dand and Bhed’, which means friendship, give and take, punishment and divide and rule policy to make teachers work progressively and give the results as per the expectations.
2. Meeting with teachers only during school visits or did teachers
	* 1. call you on your mobile with questions
		2. Chatted on Whatsapp personally or in a group?
		3. What was the nature of such interactions?
3. **Teacher’s  practice/work**
	1. Real issues teachers are facing? Have you been able to understand through your work as a KP
	Lack of teachers and no recruitment of teachers are big issues because teachers can work progressively due to handling more classes at one time and also have extraordinary tasks of carrying surveys at local level, giving time to the election process and reporting to the seniors for each and every aspect. There is just one teacher for 60-70 students.
4. Do teachers feel their issues are being addressed? Why or why not
5. **Sustainability and Scale**
	1. Rate the KPALP programme’s success on a scale of 1 to 5, 1 being unsuccessful, 2. partially successful, 3. averagely successful, 4. greater successful and 5 being grand successful

Rating 4.

* + 1. Explain what could have been done to make it more successful?
1. How did you see yourself as an inspector or mentor? Explain it?
I was not an inspector before the KPAL programme as that was not my nature of behaviour because, I was also teacher, head master and hence I know the difficulties faced by the teachers of carrying academic and administrative work along with work that does not come under their role. I also understood the method of teaching as well as how to motivate students or handle their problems in my work period. Hence, whenever I feel the need of teachers in their teaching, I help teachers to resolve the problems in their teaching learning process. But the KPAL programme has given me very good direction like someone is putting sugar in milk to make it more tasty.
2. During SSA , CRPs used to say they need authority to do their work properly
	* 1. Do you feel having authority would have helped you?

Almost all the teachers work hard in their duty but still some of the teachers do not come to school regularly or not following assignments given by the KPs. At this step KP only has a way to remind the teacher to attend school and cannot issue any strict order. Our duty is only to issue the report against the teacher. If the teacher does not respond to the issue in the second or third report then after two or three reports the senior definitely responds to the issues. I motivate teachers to work well and show your contribution in the progress of the school and students.

* + 1. How did you work without it? Can you give some examples?
		2. Did you notice differences in your interactions with
			1. Male versus female teachers

This is the urban part of the block, therefore, there is not that much variation. I have one of the schools where all the five teachers are female and they also handle school very well. Among them one of the teachers is above fifty-three years old, another is above fifty years and others are above forty years old. Earlier the school was very critical. The roof fell down, walls had cracks and had broken compounds. But the all female ladies have approached various NGOs for development of various areas including one ngo had taken care of the toilet facility, another ngo had helped in renovating the building etc.

* + - 1. Young versus  older  teachers

There is a considerable difference between a young teacher and an old teacher. Young teachers have more technical understanding compared to old but there is also an exceptional example of that, our one of the teachers who is at the retirement stage but still has very good technical knowledge. One of the teachers is more expert and is good at developing online excel sheets, google form and other technical applications. Sometimes, he demonstrates these techniques among other teachers.

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

There is a difference between teachers working in tribal areas and teachers working in urban areas.

The most problem of the teachers working in tribal areas is language problem if the teacher is from other district or have problem in communication with children leads to not confidence of expression among students, and teacher also feel nervous about his or her teaching.

In urban areas the students may be from different states and have different local languages that face the problem.

Most of the students enrolled in urban zp schools are from slum areas and have poor backgrounds. Therefore, the students from tribal and most of the students from urban slums are somehow equal in their learning and background.

1. The nature of your interrelationship with the school headteacher
2. **What are the problems faced by you as a Kendra Pramukh?**

Over documentation load, additional charge of two to three clusters, no travelling allowance, we would have worked well if we would have got a single cluster to work effectively by visiting schools and tracking teachers in the field. How KP will handle above fifty or hundred schools to expect quality of education. We have not only looked into teaching the learning process but also taking care of administrative work. We do not have any assistant such as a Clerk to take care of official work, or a laptop, computer or supportive instruments.
CRC (Cluster Resource Centre) has made a platform for Kendra Pramukh to invite teachers to discuss progress in teaching learning process and bring out some solutions on the problems and incorporate it in the teaching learning process at school or classroom level. But most of the CRCs buildings have several problems including leakage roofs, insecure walls or damaged floors, lack of availability of physical assets at office. There is no fund to maintain the ERC is another problem. Sometimes, KP has to initiate the work by spending money from his or her own pocket. Most of the ERCs are not equipped with expected equipment or teaching learning material. There should be recruitment of KPs as early as early.

1. Kind of support did you get from
	* 1. Master facilitators/coaches
		2. District / Block educators
		3. Department of Education
2. Experience with the programme partners and roles they play as well as impact impact your work
	* 1. Master Facilitators & Coaches
		2. UNICEF
		3. CEQUE
3. The KPALP programme has scaled to many blocks ,
	* 1. Are you in favour of scaling the KPALP programme throughout the State?

I can rate it four with expectations that, there should be one cluster for KP to utilise the KPALP effective.

* + 1. What has scaled well  and why?

The KPAL programme enhances the skills among KPs who had trained in the programme but is limited to the KPs and not the KPs who were not the part of the training programme.

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

It should reach all parts of the state and all KPs should get training with ‘Job-chart’ in KPALP.

 **Suggestion for researchers**

1. Useful in our research

The job-chart is a great technical aspect for the KPs. It may be useful in your research if you feel. Because, the job-chart enhances the skills in action plan with technical representation to work more smoothly and accurately and carry the responsibility more appropriately. I think the job-chart is a process developed by UNICEF, CEQUE and MCERT and may be introduced shortly. Every KP and Teacher should be techno-sevi at work.

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