## CASE STUDY – KP 03

**Interview of Kendra Pramukh**

District : Palghar Block: Palghar Cluster : Pargaon

Date:22/11/2022.

**I. General Information**

1. Name of the Kendra Pramukh : Prabhakar Narayan Bhoir
2. Sex : Male
3. Age : 53 yrs.
4. Cluster Address: ZP Kendra Palghar

**II. Educational background**

1. Professional /Education :

B.A., B.Ed.

1. Professional Experience :

Joined as a Teacher in 1984.

Joined as KP in 2000.

1. Professional Training/Workshops :

KPALP 2018

NISHTA 2019-20

**KPALP Programme**

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

We were attending many training programmes before KPALP. Most of the programmes were on different areas but more focus was on the administrative area. But the KPAL programme had focused on academic areas. I understood the KPAL programme as a vital role in the academic area and we were also appointed as KPs to enhance academic capacities of teachers in their teaching and learning process so that it will improve the status of the students in their learning ability as the main purpose of our role in education.

* 1. Role of KP in the KPALP programme –
     1. Dates and duration of the programme
  2. Work week schedule
     1. Before Covid

We have a target of visiting two schools every day. As the job chart says, we have to teach 14 hrs weekly.

* + 1. During Covid

Physical visits had limitations due to the Covid but online communication with teachers and sometimes parents was taking place.

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

The KPs had active participation in PLC activities. They were discussing several issues as well as the appreciable work of the teachers and making these teachers to be motivation for other teachers that they can also make efforts to initiate new ideas in their work.

I was mostly taking extreme level schools based on the high performance of the students and the lowest performance of the students in learning. This was bringing facts about what need to be done and how to promote the teachers.

Initially, when we analysed the data collected from the teachers and found that, students have problems writing answers of given questions based on the paragraph. It shows that students have no capacity either to understand the paragraph or what to write. The KPs thought to give more emphasis on this area that students can come up with to express about story, picture or about their own selves.

* + 1. Support from PLC

Members from CEQUE, UNICEF and DIET were in contact to understand our problems in the field and to give suggestions or sometimes they were visiting schools along with us to find out reality and also demonstrative new ideas according to the module developed for the KPAL programme. Students also were very happy about external visits as well as the visit of the KP to their schools.

Sometimes students were waiting for KP to visit their school.

We had organised a big event based on the learnings from the students, in which the members of CEQUE and UNICEF as well the parents also had attended for the programme. The event was more appreciated by the senior officials as well as the local elected people. The students also had their own activities about how they had benefited from the programme and how it had made a positive change in their life. It was requested from the elected person that this programme need to be continued, so that it will change the educational status of the students. This programme was conducted by the donation from the KPs.

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

This district has a major population of the tribal community. Therefore, the standard Marathi language was the major problem of understanding among the students that was focused in the PLC for intervention through the different activities.

* 1. Changes in work during the lockdown
     1. Participate in any curriculum and teaching learning material development
     2. Difficulties faced during Covid-19 period strategy used

In Covid period, it was difficult to conduct meetings of the teachers, therefore, almost all communication online either by mobile call or Zoom meetings with teachers and with the seniors.

* + 1. Learnings and results during lockdown

Covid period made the educational level of the students worse. Students from 3rd standard face difficulties in reading books of the 1st standard and this is the reality.

Teachers were reporting the progress of their work online but due to the Covid, the work was not done as per the expectations of the programme. The reasons behind such conditions was lack of availability of the mobiles for the students and whoever had mobiles were facing problems with network availability in their area. Hence, we thought of taking support of the local youth to help students in the learning process. Sometimes teachers went to local areas and also visited the houses of the students to understand reality to guide them and to teach the students by following the Covid rules or restrictions.

1. **Capacity Building / Learning from the KPALP Programme**
   1. KPALP difference than other programmes
      1. The highlights from the capacity building programme
2. Three/four key or important ideas that learnt from the KPALP programme *[Prompts:  Data Analysis, Classroom Observation]*
3. Learning from the data analysis module

[*Prompt analysing student’s errors, providing feedback]*  
To make analysis, we were using equations for systematic results. Sometime, we were taking two schools and making an analysis that, how these two schools have different learning outcomes. I used to sit with the teachers and we worked on analysis based on the data available with us. We examined the performance of every student and we understood that, where the process has stuck.

1. Learning from the classroom observation module

I was very happy about the KPAL programme . Whenever I was visiting school, I was observing activities that students themselves brought stories books from the cupboard and distributed among the students.

1. External partners or organisations worked on this project

i. Kind of partnerships

ii. Experience of working with external partners

1. The key issues experienced while working
   1. Solutions

Initially during the KPAL programme, I had three clusters. There was a big problem of visiting schools from one of the last parts of the block and another last part of the other block of the district. It was making me more vulnerable to travel a lot to visit the schools and also organise the meeting of the school teachers.

I had organised a programme about Data analysis activities with over a hundred school teachers. I had taken the areas for analysis were language and maths. The objective of the event was to make teachers understand data analysis as a systematic tool to understand the actual problem of learning among the students. Initially, some of the teachers were not interested in the activities. They were thinking, why KP is giving us assignments which are not very necessary to understand and usefulness in our role and we already have a heavy workload. They were also thinking that the KP is selecting mostly our school means he is targeting us, but later they also enhanced their interest in understanding this useful technique of ensuring what problem students are facing.

There are several vacant positions of the KPs in various blocks of the districts. Each KP has around three to four clusters where just a single cluster needs to give charge to the KP.

* 1. Support to resolve the issues   
     To organise the event, we do not have financial assistance in doing it. But we spent our own money for organising the program for the teachers to make them understand about KPALP.

There was no travel allowance to travel to the various places to visit the schools and also to organise meetings.

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

Work on enhancement of quality in education. Classroom observation.

* + 1. Use the learnings from the KPALP programme in current role

1. **Supporting Teachers (KP Practice)**
   1. Identify the teacher's needs
      1. Kind of data collected and analysed to understand the needs of teachers
2. Support teachers to plan lessons
   * 1. Use the student curriculum & textbooks
     2. Suggestions for the curriculum & textbooks

What I have to teach tomorrow is my preparation to do my lesson plan. I always suggest that they do not make their lesson plan due to it being too complicated and too long. I was guiding teachers that they should not write teaching learning material (TLM) as the book, chock, duster but to write material that you used to teach students like stone, currency notes, leaves etc. Teachers should write lesson plan specifically.

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?

I was observing the classroom whenever I was visiting the school.

I was observing classrooms with aspects of how teachers use teaching methodology in the classroom. How the students participate in the classroom. What problems students are facing during the teaching learning process. Which area needs to be emphasised in the further process.

The teachers were not happy about classroom observation done by me at the starting days after KPALP but when I made them aware about the importance of classroom observation and its aspects then they started cooperating with me in the process of observation.

1. 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?]*   
   I was also observing how much preparation had been made by the teacher while teaching the lesson. It was making me understand the reality of teaching.
2. Tool or protocol to observe classrooms  
   5Ds
3. Key things noticed during classroom observation  
   I was also observing how much preparation had been made by the teacher while teaching the lesson.

One of the teachers, who was not doing lesson plan and teaching without it. I remarked on the register that I will be happy if you apply the lesson plan in my next classroom observation visit. But she did not make it in the next classroom observation and again I had made the same remark but she found her mistake and made the plan more better in the next visit.

1. Monitor the teacher's progress after giving feedback

Before, KPAL programme, I was giving very negative feedback to the teachers and sometimes criticising teachers in front of the students but that has changed after the programme and I started meeting teachers in the office discussing about the observation of the classroom and giving feedback positively.

Other KPs also found change in their remarks which were very negative before programme and but then I has been given positive turned i.e. instead of the ‘teacher could not understand about how to teach the students, We started giving remark as, ‘ I will be happy, if teacher will make appropriate changes in the next visit’ This changed attitude of the KP towards the teachers made teachers motivated and they started working positively to achieve the expected goal to get appreciation from the KP.

I always ask the teacher to understand that all the students are not the same in terms of learning, hence, you have to understand their problems and resolve it by analysing their progress and efforts to achieve the target.

1. Kind of data collected and analysed to prepare an action plan for teachers’ professional learning
2. Who are the teachers who respond to your support, and who do not respond, what are their characteristics?
3. Some memorable observations of positive changes you saw in teacher’s practice (teaching) as a result of your support   
   Sometime, DIET members were visiting our schools. For their information, we were systematically displaying the books of the library on various topics. Teachers were selecting any book and demonstrating how they can teach students creatively. Due to such events, the teachers and students were getting advantages of reading it to enhance their understanding and interest in reading.

1. 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?
2. **Teacher’s  practice/work** 
   1. Real issues teachers are facing? Have you been able to understand through your work as a KP

Workload of the teachers other than the teaching. They mostly engaged in other work like survey of drop out children, survey of pregnant women and the schemes for students affairs as well as the election duty.   
One of the teachers, who was very hesitant to learn KPALP aspects and felt it to be an additional load in her work at the initial level but after a few months she learnt the KPALP aspects very well and also started applying it in her work after counselling and support from me. She found it useful but when I met her after a long time, she replied that the technique was very good and I learnt a lot but now numbers of students in her class have increased three times than the earlier.

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

One of the teachers from a very remote school shared the problem of his school that the students are in need of school PT uniforms as they do not have the PT uniforms and they buy due to their pathetic economic condition. I said thatI will find a solution, either with help from any NGO or by collecting any contribution. Thereafter, I consulted the nearby NGO and got help from it along with my own contribution. We gave PT uniforms to the two remote school students in the Diwali period.

1. **Sustainability and Scale** 
   1. Rate the KPALP programme’s success on a scale of 1 to 5, 1 being unsuccessful, 2. partially successful, 3. averagely successful, 4. greater successful and 5 being grand successful

I can give it a rate of four because this programme was very well developed but it needs to be scaled up. Through the programme, we were able to share our problems and ideas and could get the appropriate advice from KPs and Teachers to resolve the problem systematically.

* + 1. Explain what could have been done to make it more successful?

It is for teachers to sit with students. This training should be given to the senior officials.

1. How did you see yourself as an inspector or mentor? Explain it?   
   There was absolutely positive change made by the KPALP among the KPs.
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?

Yes, there should be some authorities in context to the maintenance of the building of the schools. Because, most of the time there is no fund available to maintain ERC and therefore, KP and sometimes teachers have to contribute in repairing or maintenance. Government has stopped the funding to the ERC.

* + 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

I did not find any difference while communicating to the different gender.

* + - 1. Young versus older teachers

The old teachers are very dedicated to their work and I need not to tell them anything and the young teachers have good understanding about technical application in the work. Therefore, I have to push the newly joined teachers to understand the importance of their role in the education of the students.

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

I saw that, in rural or tribal area, we find more numbers students spoke Marathi but I urban area, the picture is difference as there are mixed numbers of students from different languages i.e. Marathi, Hindi or Urdu. Therefore, there is difficulty for the teachers to teach to the students who have a different language.

1. The nature of your interrelationship with the school headteacher  
   I had a very good relationship with the head teachers.
2. Kind of support did you get from
   * 1. Master facilitators/coaches
     2. District / Block educators
     3. Department of Education   
        We got very good support from the MF, District level officials, and the Stakeholders.
3. Experience with the programme partners and roles they play as well as impact impact your work
   * 1. Master Facilitators & Coaches
     2. UNICEF
     3. CEQUE   
        It was a good experience while working as KP with getting guidance from the MF, UNICEF and CEQUE.   
        They were guiding us whenever we were needed. They were visiting our schools and sometimes demonstrating the activities.

1. The KPALP programme has scaled to many blocks ,
   * 1. Are you in favour of scaling the KPALP programme throughout the State?

Yes,

* + 1. What has scaled well  and why?

KPALP training should be given to newly joined KPs that they can also do their work effectively.

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

**Suggestion for researchers**

1. Useful in our research

CEQUE has developed material and you can refer to their material for your research purpose.

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