| **TISS Evaluation of the CSSTE, August-September 2017** | **Tool 6** | **Interview of faculty of DIET**  |
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| **Instructions:** Please select and interview at least two faculty member from the institution. One must be a senior lecturer and one must be a junior lecturer involved with PSTE in the DIET |
| State | Pondicherry | District/Place |  Karaikal |
| Name of institution | P. K. College of Education |  |  |
| Researcher name | Nishevita Jayendran | Date of visit | 29th August 2017 |
| **Respondent name** | **V. Ponni****S Jayanthi****Shekhar****Dr. Thangavelu** | **Designation** | Lecturers for DEd program |

**SELF**

1. When did you join this college? What were you doing before this? What posting are you likely to get after this?

ponni: joined in March 2007, working in BEd English college before that in Pondicherry (a private college). It was a permanent post.

1. What are your qualifications?

Ponni: MA, MEd., MPhil (English)

1. Have you taught in schools? What grades and what subjects?

Ponni: After BEd, working in schools for 6 month, taught English

here, I teach the FEL (1st year) course and Learning Child.

1. (based on whether the state has undertaken encadrement, modify/adapt the question). Do you think encadrement is desirable and has/can produce improvement of academic quality?

NA for this UT or college. They were not sure what it implied or whether it was relevant to them. They would have liked some form of promotion avenue though.

1. Which wing do you belong to? What were three of the key activities that you conducted as a member of this wing last year?
2. What are your own responsibilities in the DIET? What are the key activities you have been doing in the last three months?

key responsibilities: admissions, teaching, attendance, maintaining marks register, conducting practicals, internships, class in-charge - all these come in rotation basis for the faculty.

There are 20 weeks of internship at government schools. 4 weeks in the first year and 16 weeks in the second year. This is according to the new rules. This time the internship starts in September, 11th.

Apart from this, students are to visit at least 6 resource centres, make reports, record and keep the details.

Visits also include going to KV, Navodaya Vidyalayas. Faculty goes with them. This is a rotation basis duty to oversee school visits. We get permission through school director and CEO. If they have any requirements, we respond. We provide teachers and fulfill scarcity and paucity of teachers. They are there till the half yearly. The students do academic and admin jobs.

1. What kind of faculty development programmes did you attend in the last year?

None: we don’t get to hear about it at all. we don’t know what is happening. We try to organise our own events.

Principal also steps in here: We don’t get information from the DIET about any activities so we can’t send our teachers anywhere. Nothing official comes here. Private colleges here have other informal sources of information and finding out about events.

There seems to be some truth in this. When I started corresponding and coordinating with Mr. Bhaskaran, the Principal of the DIET at Pondicherry, P. K. College was never mentioned. I had to prod hard and deep before he recollected that this college existed. Part of the reason could be simply confusion in role allocation and function of the different institutions. People simply don’t seem to know what institution does what and who should be communicated for what...

1. Have you been provided with a computer? Can you use a computer? For what? (have you used a computer in teaching or in a workshop with teachers?) Have you received any computer/ICT training?

Staffroom has a computer. But no internet. We use it for entering marks, internal activities, notes, printouts...

1. Have you gone on any exposure visits to other institutions etc.?

Ponni: 2007-2008 went as exam duty. No exposure visits. Most of the students here have been placed in government schools and they are well placed.

1. Were you a resource person for the state? What kind of work did you do? How many days were you away from this DIET for this purpose?

Ponni: as a participant of SSA, orientation for curriculum change, went to meetings.

Also was a resource person for English for lower Elementary Education through activities, games etc. Allotted hours. Approximately 50 teachers from the Karaikal area participated.

1. What are the three main activities you did last year which in your view are not actually meant to be activities of the DIET, and you wish you did not have to do them?

None such really. We want to do more but are not getting opportunities

1. What are the three main activities you did which contributed to the role of the DIET?
2. Do you visit schools on a regular basis? Since when? What is the purpose of these visits? What follows after you hve made a school visit? When did you last visit a school and what did you do during this visit? Do you receive TA/DA reimbursements for these visits?

Mainly during internships. We visit government and primary schools. No remuneration here.

Once NAS asked us to go to schools as field investigators. They provided questionnaires for school and students details. We had to do classroom and student observations. Teachers and students interactions, activities etc. This was for 48 days where we covered 45 schools.

**Institutional functioning**

1. How often do all the faculty of the DIET meet? When did you meet last and what did you discuss at this meeting?

Once a month. Any extra programs, celebrations, co-curricular activities, discussions. Discussions are mainly on what we can do to help students. They are mainly Tamil medium. No English. They come from BPL (below poverty line) colleges. Medium of instruction is Tamil.

Even competitive exams are in English. So now they struggle.

Clearing CTET is difficult. The terms in education are in Tamil. They don’t understand the English words. So they cant clear. Those students who have already cleared also have to take the exams if they have cleared it in Tamil. They have to redo the exam.

1. How many members are there in your unit/wing/department?

DEd: 5

1. How often do the faculty of your wing meet? When did you meet last and what did you discuss at that meeting?
2. How stable has the faculty of the DIET been in the last year?
3. When was the annual work plan prepared for last year? What were the key elements of the plan? What was your contribution to the plan?
4. Was the structure of the DIET changed in the 12th plan? Do you think there is need for any improvemetnsin the structure? What are these changes that are needed?
5. Do you think you have autonomy in academic matters?
6. Do you think you have autonomy in financial matters?

**Academic functioning**

1. Were you involved with any inservice teacher training? Which one? And what was your contribution? Was this under SSA or RMSA or CSSTE or other programmes?

Ponni: 2008, in-service training for updation of subject.

Pollution. At the COO office, for 1 week or so.

1. Do you use a training management system?
2. Do you have adequate non-academic staff to coordinate trainings?
3. Have you conducted any research in the last year? What was the research you conducted?

Planning to. We have just started so far. Going to do so in the future.

1. Have you written any article last year? What are the details?
2. Have you carried out any innovation or developed materials or resources? Can you share an example of what you have done? (please note details)

Mind maps.

Students don’t pay attention for too long. In English, we have tried role play. Now we also have to integrate CBSE with the curriculum.

There is a disconnect. Students can’t identify with the text, when we move from SCERT to NCERT, there’s a problem. Challenge at multiple levels of local contexts as well as language.

Too much localisation is also a problem. They cannot cope with the outer world.

ICT for syllabus. Use of multimedia is difficult. Students can’t use the labs because they find it difficult to understand English.

There is also a disconnect between textbooks and real life. If teachers give real life examples, students want to know how it is connected to/relates to textbook.

1. Have you had any interactions or visits to BRCs and CRCs?

None here.

No literary source. Independently department wise, there is no internet.

We have an ICT lab with about 40-50 computers. There is internet there in some computers.

content research is mainly from textbooks. Use it for the project. Assignments and references from textbooks.

1. Have you had any interactions or visits to IASEs or CTEs?
2. Have you had any interactions with NGOs in the district?

No

1. Are any NGOs involved or collaborating with you at the DIET?

**Preservice teacher education**

1. What are the key challenges of teacher education in the District/State?

Higher secondary students are mainly focused on exams. They just want to score. They are also trained to learn how to score. Here they cannot do that. There are general questions. Application of knowledge. Process is more important. This will lead to employment. Descriptive, subjective. Also imaginative questions eg. design a task etc. These are different from state boards that only focus on objective criteria.

1. Is there adequate supply of trained teachers/elementary teachers?
2. What are the numbers of private, aided and government institutions working in the district and what is the rough estimate of their intake?
3. Does the DIET/CTE/IASE/BITE have any formal role vis a vis these institutions? If so what? How much of your time was spent in such monitoring work?
4. Who are the students who apply to you for admission? Has the demand for teacher training changed in the last few years?
5. Has your curriculum been reformed in the light of NCFTE? Have there been changes in the length of the programme or internship in the last few years? Have these changes impacted on the student intake or admission process in any way? Have these changes impacted on the students coming to your institution?
6. What is the admission process followed? What type of screening is adopted to select students?
7. Which are the papers you teach in the PSTE?
8. What books do you use to teach these papers?
9. How do you find the examinations?

Here, we have seminars, debates, group discussions, observations, quiz programs, projects, observations. techniques. Field visits, apart from textbook allocation of marks.

1. Have there been any changes after NCFTE? Are these changes good/bad/useful/useless?
2. What subjects do students find most difficult and which ones do they enjoy the most?
3. Have you had orientation and training to teach the new curriculum?
4. Does your district have a BITE? Where has it been established?
5. What is the role of the BITE?
6. Do you think it is serving its purpose?

**Knowledge of recent education policy matters**

1. What is the RTE 2009?

Good

1. What is the no-detention policy?

We need to detain students to ensure quality and communication

1. What is constructivism?

Cover it in syllabus

1. What is NCF 2005?

Yesterday it was covered in class :)

1. What is NCFTE 2009?
2. What are the main government programmes running in schools of your state?

Had to cut short the interview because the teachers had other commitments and two BEd teachers had been waiting to interact for nearly 25 minutes...