| **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 | Puducherry | District/Place | Puducherry |
| Name of institution | DIET |  |  |
| Researcher name | Ramjee Swaminathan, Nishevita Jayendran | Date of visit | 28th August 2017 |
| **Respondent name** | **Mr. Arunagiri** | **Designation** | Lecturer, Science |

**SELF**

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

I was deputed to this DIET two years ago. Before this, was a lecturer in high school. The parent post in school was Botany lecturer. DIETs call for applications. Teachers then apply out of own interest. I was interested in doing science projects. Therefore, i used this forum to transfer my experience to school teachers. I feel comfortable here. I will continue here for upto 5 years.

1. What are your qualifications?

MSc, MEd.

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

Yes, I have taught 11th and 12th.

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?

Encadrement has some merits and some demerits. In Pondicherry, there are no promotion avenues. So encadrement may not be useful. But if there is no promotion, then there will be no progress. You don’t try to move ahead. In that sense, maybe, cadre is good. It could give some motivation.

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?

We do pre-service and in-service training of teachers. CTET training, NAS, there are administrative activities. We organised a science exhibition. We make projects for primary schools. We share resources.

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

Last year: 7 days training on optimum use of the science lab by the RIS. 10 days NUEPA training. That was very good and very useful training. There were good interactions and science debates.

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?

We teach through the smartboard. PPTs are used in classroom lectures. We guide the students to use these when they go to their schools. We orient them to websites, internet. We provide teachers on how to create TLMs relevant to the subjects. This year we plan to build a resource centre. TIFR is creating models for schools. Here I plan to have a mobile lab so I can take science to rural schools. We are waiting for permission from the Director, officers and principal to implement this.

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

I was at VITM for many years. I was given a teacher award for Southern India teacher award (1996).

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?

Some work we had done on a science project went to Paris University and won award (it was a “make science” competition) I help people who approach me for help in science. People call me to ask or clarify scientific principles. I help them. [*all this appears to be work he is doing unofficially, out of his own interest. The major initiative of a mobile lab that he has taken formally is going through the bureaucratic processes*]

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?

I am a member in the Pondicherry Science Forum. I was engaged in project discussions. The project was on the optimal use of RO reject in assessing tolerance levels of the kitchen garden plants and fish culture. It was almost like a research study. I also participated in the National Science Congress, where I was working and helping 3 teams. These were difficult because there is no time. I’ve also been a NITIE resource person for science.

[*here it doesn’t seem like he is complaining because he genuinely loves science. The greater problem seems to be lack of time and freedom from administrative responsibilities to actually do more such research related work*]

1. What are the three main activities you did which contributed to the role of the DIET?

[refer above to the list of activities]

1. 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?

School visits happen as a matter of course during internship. Monitor students as they conduct lessons. Give feedback.

**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?

2-3 times in the last 6 months, under the current Principal

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

3 faculty sanctioned for science. We get outside resource persons also sometimes. There are no lab persons because of financial constraints. Funds are a problem. I’m driving an integrated lab. Somehow, through strenuous effort, I got about 10,000 INR. Equipments in science lab are not in good condition. Chemicals need replacement.

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?

Present team is quite stable and interested. But promotions don’t happen. If there is a parental post, we have to leave when deputation ends.

1. 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?

Yes AWP happens. Diary preparation other activities are listed. All of us are interested in other activities, so we do it.

1. Was the structure of the DIET changed in the 12th plan? Do you think there is need for any improvements in the structure? What are these changes that are needed?
2. Do you think you have autonomy in academic matters?

In Pondicherry, we don’t have our own curriculum. Primary is based on CBSE and higher secondary is State Board. There’s an urgent need for us to have a separate board for Pondicherry based on the NCERT. Students are not able to compete in the national scene. School based knowledge is insufficient. We need our own board, This was abandoned without any reason.

1. Do you think you have autonomy in financial matters?

No

**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?

Yes, lots of it. In-service is close to 1000. Each of 5 days or so. Topics are many different ones - TLMs, ICT, English communication course training.

1. Do you use a training management system?
2. Do you have adequate non-academic staff to coordinate trainings?

No, we just pull along.

1. Have you conducted any research in the last year? What was the research you conducted?
2. Have you written any article last year? What are the details?

We sent a paper to RIE, under NUEPA. We co-wrote it, Thirunarayanan, Chitra and I. It got selected but we couldn’t participate because of financial constraints. It was in the North East. We didn’t have the funds to fly so couldn’t go.

1. Have you carried out any innovation or developed materials or resources? Can you share an example of what you have done? (please note details)

Translated all the textbooks of Tamilnadu board from Tamil to English. They lent us a copy of all this.

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

Not too much. SSA has a separate project director. We do pre- and in-service training. We are not doing monitoring of schools because there’s no energy left.

1. Have you had any interactions or visits to IASEs or CTEs?

There’s no IASE. There are a lot of premier institutions in Pondicherry, JIPMER… but government failed to bring them together.

1. Have you had any interactions with NGOs in the district?

Azim Premji Foundation gave us journals. I have taken classes at Azim Premji Centre in Pondicherry, training for trained graduate teachers. Topics covered were Biotechnology and Molecular Biology.

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

Azim Premji Foundation, but the collaboration is more personal. Not in official capacity.

**Preservice teacher education**

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

Trainings are based on feedback received from participants, especially TLM. Sometimes, due to scarcity of teachers (like in single teacher schools), they can’t come. But teachers are more interested in DIETs because their need is fulfilled. Get saturation.

1. Is there adequate supply of trained teachers/elementary teachers?

We are understaffed but we happily accept whatever work is given. We do admission work also. Admissions and exam work also. We do it all.

1. What are the numbers of private, aided and government institutions working in the district and what is the rough estimate of their intake?

Most are private colleges, not sure of exact numbers.

1. 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?

We don’t have links with them.

1. Who are the students who apply to you for admission? Has the demand for teacher training changed in the last few years?
2. 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?

PSTE texts are not beneficial at all. There are so many changes but they have not been reflected in the textbooks at all. It needs substantial restructuring. A friend Mr. Tulsi has given suggestions to DSE on how to change.

1. What is the admission process followed? What type of screening is adopted to select students?

Mainly marks from higher secondary school. There are reservations based on social categories. Huge number of applications this year.. Very high cut off. BTechs, MTechs, MBA, PGs, we’ve got very good students (*this is a DEd course*). It’s a success. The counselling was very inspired.

1. Which are the papers you teach in the PSTE?

IES for 2nd year

Projects - 1st and 2nd year

TLM - 1st year

Science - 1st years

1. What books do you use to teach these papers?

Mostly textbooks, but use advanced recent concepts are not covered in these textbooks. So don’t restrict myself to the curriculum.

1. How do you find the examinations?

3 exams in campus. 2 revisions + 1 final

Unit tests - 2 times a month. These have marks.

Projects based assessments and assignments

Field trips to curriculum related spots, students generate a report on it.

All these are graded and contribute as internals marks to the final marks.

1. Have there been any changes after NCFTE? Are these changes good/bad/useful/useless?

They follow Tamilnadu SCERT syllabus. Not happy with it

1. What subjects do students find most difficult and which ones do they enjoy the most?

English is difficult for the students. Communication needs improvement and needs to be more focused on the curriculum. Functional aspect in English needs focus.

We asked if the subject knowledge in other subjects are deep enough. He said Maths and English are weak. Pedagogy and content knowledge need a total restructuring.

1. Have you had orientation and training to teach the new curriculum?

There is no new curriculum.

1. Does your district have a BITE? Where has it been established?
2. What is the role of the BITE?
3. Do you think it is serving its purpose?

NOT APPLICABLE

**Knowledge of recent education policy matters**

1. What is the RTE 2009?

It’s a constitutional right. Admitting students outside a school directly means classroom management becomes a problem. It affects the atmosphere of a school and learning. Teachers also cannot express their full selves. Also no corporal punishment makes it difficult to handle a class.

1. What is the no-detention policy?

We need detention at the 5th and the 8th standards.

1. What is constructivism?
2. What is NCF 2005?

Curriculum framework is good. But SCERT still needs restructuring. Textbook curriculum is a problem.

1. What is NCFTE 2009?

ISTE needs to be enhanced. Of the 48 days, 10 days is just observation. Remaining days, school has exams, holidays etc. I think it should be maybe 60 days.

1. What are the main government programmes running in schools of your state?