**Data DIET AGRA**

**Research Team**

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1. **OBSERVATIONS**

**Diet Infrastructure/ Staff Room/ Labs/ Library/ Sports facilities/ ICT lab/ SUPW room**

**Staff Room**- No separate staff room in the campus of the DIET AGRA. Teachers sit in the ET lab.

**Science Lab**- Not adequately equipped. Only some Science models are displayed. No provision for hands on learning by students.

**Library**- The library has a very limited collection of books, , most of the books are in Hindi and also no subject specific. Books are not issued to the students, as only single copy is available of many books. There are no chairs and tables. No librarian in the library, the Hindi lecturer had set up his desk in the library room. There is not any reference material for teachers.

 **Sports facilities**:- There was no proper court or ground for sport activities and also very limited sports equipments.

**ICT LAB**- There are 7 systems in the ET lab . One faculty is guiding the students in ICT.

**SUPW ROOM**- Students have creatively used waste material and decorated the room. They are actively engaged In sewing knitting and other SUPW activities.

Building related infrastructure

**2 ) teaching learning resource( books ,posters and displayed materials)**

Posters related to Nipun targets were displayed outside principals room, also outside some of the classrooms, hand made posters of scientific diagrams made by students were displayed in the science lab. Photographs of workshops, trainings, competions etc ,conducted in the DIET are displayed in the office display board.

**3) DEl.Ed Classes observed**

-could nott observe any class as exams were going on and classes were not conducted.

**D.El.Ed Student- teacher Interactions :-**

 Students were appreciative of the faculty -they are knowledgeable, approachable as well as helpful. Faculty clear doubts even after the college hours or whenever help needed

Principal is ambitious of bringing in reforms, takes personal interest in providing extra coaching for competitive exams Students are happy with 'Extra Hour Initiative '

 The Issue of drinking water has been resolved.

Some of the issues as highlighted by students are:

back to back 3 exams in a day without any break in between.

 No smart class

Students unable to use washroom due to poor sanitation.

Lot of focus on attendance rather than quality teaching

Very little exposure in the form of field trips ,exchange programs/ interaction i between DIETs and other institutions

Security issues- no proper boundary all and a lot of theft reported in the campus.

 **Students made following requirements**

proper ground for sports.

Hostel facilities especially for girls as many of them are from far away districts.

Canteen

They want more competitive and course related books in the library.

a mike facility in some of the classroom( Some rooms are very large hence Students at the back faced difficulty in hearing during the class).

**Goals and aspirations of Student teachers;**

Main and the common aspiration of every student is to get a govt. job.

resolve **5) Workshops / inservice trainings**

Inservice training of English language for English medium school teachers of primary and upper primary schools conducted by Sampark foundation.

Witnessed Hindi story telling competition organized by the DIET for in service school teachers (PS and UPS), teaches made use of TLM while narrating the stories.

**6) Presence of NGO’s**

NGO associated with providing training for the in service teachers from time to time.

SAMPARK foundation

PRATHAM

**7) Other observation**

Campus is huge but not well maintained . There are two buildings one structure is very old needs a lot of repair and some of the classes are conducted in this building. Inadequate ventilation, overgrown bushes, nuisance by pigeons are also issues observed.

1. **INTERVIEW SUMMARY PRINCIPAL**

Joined the service in 1999(UPES) since then, he has been at various positions such as that of BSA, District education officer, DIET principal of Aligarh currently principal of DIET Agra

**Goals/Vision:-**

Wants to create separate rooms for lecturers

Wants to build a proper boundary of the campus

Wants to make students competition ready. Providing guidance for the same and question bank compilation by the faculty.

Appretiates good efforts of teachers by felicitating them

**Roles and responsibilities: -**

To oversee the overall functioning of the DIET

**Monitoring and supervision of the schools**:- Personally monitors morning assembly

Regularly checks school premises, monitors the faculty and students.

He is the nodal point of contact with the state SCERT

Plays role in planning at the block level (improving quality education)

For example asked the teachers to make two groups one group of the bright students and the second one of the students who arestruggling academically. And the teachers are given have a target to ensure at least 25% of the weak students from second group get promoted to the first group.

Remedial teaching / passionate teachers put in a lot of extra efforts and do very good.

1. **INTERVIEW SUMMARY STAKEHOLDERS**

An informal interaction was conducted with the ARPs, SRGs and the BSA

Important points

-There are 262 schools under Fatehabad BRC. The BRC responsible for conducting training sessions by DIET and SIMAT

The presence of DIET is a little less in the BRC.

No halls in the BRC for conducting training

 No permanent maintenance staff in the BRC.

floors need repair , no proper sanitation facilities.

District Coordinator (roles and responsibilities):-

 Coordination between various officers relating to various schemes, quality provisions trainings and related implementations.

There are multiple trainings with different pedagogies which becomes confusing for the teachers.

The BSA highlighted some issues;-

untimely disbursement of teachers salaries.

Trainings are not aligned to the new and latest trends.

**ARP**:- the main role of an ARP is to provide subject specific academic support to the teachers of 30 schools per month

The schools are located very far from each other hence travel becomes an issue and they are not able to devote time for the children of their own school.

ARPs are trained by the lecturers in the DIET

**DIET FACULTY INTERACTION**

Interested in research but lack of time to do so, career aspiration not getting fulfilled

Additional duties such as block mentoring under the school mentorship program

Curriculum is old and outdated and trainings not in accordance with new trends in education from SCERT.

The curriculum is mainly theoretical, no subject specific pedagogy.

The teachers want research related training.

Faculty also highlighted promotion related issues that it should be performance based on competition .

exchange (to NCERT) program should be there for lecturers.

Curriculum too vast, taskor subject not allotted in accordance with their area of expertise.

Salaries never on time.

**SCHOOL INTERACTION**

3 schools were visited 2 were in the rural areas and one in the urban area.

**Composite school shyama devi located in the urban area**

The school was run single handedly by a head teacher with the help of 5 siksha mitras. The school was well maintained and the infrastructure was donated by a philanthropist Dabi Sareen.

**INFRASTRUCTURE**;- the school have well maintained classroom with proper benches, blackboard, posters , maps etc.

 well Maintained washrooms

 small park with few swings in the campus.

The school had 1 smart classroom

Students were very interactive and confident and performing beyond Nipun lakhya targets.

Community involvement:- regular parent teacher interaction

One of the teachers initiative was Anmol v aachan in which he used to call the parents and make them aware about the students performance and he made the parents felicitate their own children to motivate them to perform better.

Students well versed in using the DIKSHA portal

Read along app was also used for improving their efficiencies.

Support from 2 NGOs- World vision and Agra round table.

Issues(related to DIETS) highlighted by school teachers; -

Very much focused on theory no practical approach with respect to trainings.

Even the DIET does not have the technologies that the school already has.

 lack of competent training staff

**PRIMARY SCHOOL NAUFRI**

3 teachers in the school 2 assistant teachers and 1 shiksha mitra 1 principal who was not present in the campus on the day of visit.

The school had a small library with no sitting space the books were displayed in the room

 A small anganvadi school was running in the same campus

The students performing well according to the Nipun lakshya

The books do not come on time.

**COMPOSITE SCHOOL NAGARCHAND**

Total no of students 397

Many of the students were not coming due to the wedding season and also due to crop harvesting season.

 no labs in the school

boundary and security issues in the school

science teacher made a request for providing supportive material to demonstrate scientific concepts.

Some classrooms have been approved for demolition but the process for the same is very slow.

School in charge not able to teach due to a lot of involvement in administrative work.

Separate reading corner for students in the school.

The teachers want pencil slates for the students.

1 ARP was on round in the school on that day

**COMMON ISSUES FACED BY ALL THE SCHOOLS**

Most of the primary classes did not have benches

The room were not properly lit

Irregular supply of electricity

Most of the staff overburdened with additional duties such as that of BLO, census duties etc

The teachers are overburdened with maintaining the records of the DBT scheme also, though the funds are being transferred to the parents the students are not wearing correct uniform to school.