**FIELDWORK SUMMARY**

**DIET NAME: Balrampur DIVISION: Balrampur**

**FIELD TEAM: Abhijeet & Ram**

**DATES OF VISIT:** *12 December to 17 December*

 **DURATION: 5 days**

*NOTE: Please add only your observations, do this as a group activity. You may add your reflections for your FA report; this document is only for observations. Please add Photos wherever relevant in the different sections.*

1. **OBSERVATIONS DIETS**
2. **DIET Infrastructure** (Staffroom, Classroom Labs, Library, Sports facilities, ICT Lab, SUPW Room)
* The diet infrastructure was not that good
* No proper staffroom for all the diet lecturers, with lack of chairs in it.
* No classroom labs were there
* Just 3 classrooms were suitable for running classes, (Abhyudaya scheme upsc classes were going on in two classes, one class we saw ICT Competition held for a day)
* Library which was not in appropriate conditions with no relevant books related to diet courses, the books were related to religious sentiments.
* No sports lecturer was ther and no sports equipment, no space for sports in Diet Balrampur
* No ICT lab was there, as no classes are functioning after the 2011-12 batch.
* No water filter for lecturers
* No appropriate sanitation facilities for faculties as well as students.

photos= 27th december evening

1. **Teaching Learning Resources** ( Books, posters, displays)
* As the diet was only functionable as in service teacher training
* No appropriate books related to d.el.ed
* No posters apart from the NIPUN bharat was there in diet
* Principal room had some photos of PM of India

1. **D.El.Ed Class Observation** (Pedagogy, Interactions etc.)
* N/A (one among 4 diet in which no classes take place)
* We observed ICT presentation competition, 18 teachers across district
* It was a normal training school converted into a Diet.
* NCTE- this diet was questionable, hence classes stopped
* Its a diet with lecturers without students
1. **D.El Ed Student-teacher Interactions** ( Aspirations, goals, feedback on the programme etc.)
* N/A
* 12 teaching staff as whole
* 6 senior lecturer position is vacant in this diet
* 4/12 lecturers on field visit (school visit)

1. **Workshops / Inservice Training Observed**
* We haven't seen any training or workshop but as per the lectures and principal of diet we mention a couple of activity
* Yoga workshop (one female teacher and one female teacher as trainer)
* In service teacher training on yearly basis
1. **NGOs Presence**
* Piramal foundation
* NGO Pratham
* But none were directly involved with diet they are coordinating with DC & BSA for teachers training
1. **Other Observations** (Co-curricular activities, Assembly etc.)
* ICT tools (projectors, laptops or desktop (not functioning)
* Wifi not functioning
* Network problem in diet
* Second least literate in UP
* The BEO told worst performing district from past three years
* Drinking water problem (fluoride)
* One RO (not functioning)
* Electricity problem (one generator, NOt functioning)
* Total 20 staffs (12 teachers, 3 clerks, 1 principal, 4 peons)
* All the lecturers have completed their probation period(2years)
* Maintenance problem
* Hygiene prooblem

**B. INTERVIEW SUMMARY** ( Principal / Vice Principal / Sr Lecturer / Junior Lecturer)

1. **Interviewee -- Principal / Vice Principal / Sr Lecturer / Junior Lecturer**
* Principal
* Lecturer1
* Lecturer2
* Lecturer 3
* Lecturer 4
* Lecturer 5
* Lecturer 6
1. **Institutional Identity and Focus:** [Understand the DIETs identity through the focus areas of work, goals, objectives and its ability and capacity to function as an independent and autonomous institute leveraging state and national schemes]
* No special education trainee
* Diet focus on inclusive education training
* Reason for dropouts in school, is students prefer to work (350 rs.per day Labour charges in balrampur)
* Tharu tribes in Balrampur (two lecturers of Diet will work on it, research suggested by SCERT)
* Diet focuses on in-service teachers training only and its identity as a diet in balrampur is hardly anyone knows about it, it is known as Normal training school, it is struggling for its identity.
1. **Systemic location and relation to other institutions:** [Understand the DIETs positioning vis-à-vis the state education system, including SCERT and BRCs-CRCs.]
* As per the principal relation with the scert is good, they follow whatever instructions is provided to them by scert.
* Diet focus on quality training excellence as per principal
* No crc exist in Balrampur, earlier it was there
* Scert conduct meeting of BRCs every month in lucknow
1. **Financial Aspects:** [Understanding the financial aspects such as provisioning of infrastructure, resources, staff and faculty positions and other facilities.]
* Scert joint director, account financial officer sanction money on time, by diet principal.
* All the financial aspects are fulfilled by scert, recently the diet got the fund of 20 lakh,
* Diet also lag in contingency funds as there are no intakes.
1. **Development of Faculty and Staff:** [Understand the current roles and responsibilities, staffing needs of DIETs, the recruitment processes, leadership roles, vacancies, capacity building of DIET heads, faculty and staff and nurturing a professional culture/community.]

N/A–

* Salary issues (not on time, 4 times a year)
* Faculties were saying they are losing
1. **DIET functions and Activities:** [Understand the different functions and activities implemented by the DIETs by way of inputs, processes, outputs, and outcomes, including teacher development, both pre-service and in-service, DIETs as resource and teaching-learning centers and institutes for local curriculum and material development.]
* Curriculum supported by diet bahraich, diet shravasti, & diet gonda.
* Good relation with teachers but effective teaching is lagging
* Motivation among a few teachers is there but not even 50% teachers are motivated enough to give their best, they think for getting a transfer from this district, as per principal.
1. **Collaborations and Partnerships:** [To understand DIETs working with partners such as universities, DIETs within and across states, NGOs, and multilateral funding agencies towards gaining access to expertise, capacity building, networking and institution building.]
* NO collaboration with diet by any NGO yet
* NO csr funds to the diet as well
* No individual funds as well to the diet
1. **COVID-19 Impact:** [ Overall impact of lockdown and pandemic-related issues]
* Feedback from the end of BRcs is delayed as per principal
* Few teachers don't come to school on time and at times hardly go to school, they pay certain fine to BSA and again renew their services
* Teachers lack motivation to teach, Lack of teachers (59 teachers died in covid), 496 teachers got transfer from balrampur on the basis of MRC
* Motivation to teach via mohalla classes was also lagging in few school teachers of balrampur.
* More dropout rates after covid

**C. INTERVIEW SUMMARY STAKEHOLDERS** ( BSA | BEO/BRP | SRG |DCT |ARP)

1. **Interviewee -**  ( BSA | BEO| SRG|DCT|ARP)

 DCT + 2 SRG + 1ARP

1. **Job/Role as described by Interviewee**
* Implementation of lesson plan,
* Motivate teachers on training by ngo”s
* Providing emotional & mental support to teachers
* Trying their best to fill the learning loss with happened in covid
* REmedial classes (sahaj pustika + samridh pustika + Aadharshila, Dhyaanakarshan & Sikshan Sangrah)
* Monitoring over Prerna App
* Pre service training to aganwadi teachers under the guidance of BEo and Dct
* Kanyashala= hamara aangan, hamara bachpan (aganbadi karyala)
1. **Opinions/issues expressed by the interviewee**
* They are working on motivating parents but its a challenge here.
* Many students prefer to go to madrasas first then to school.
* They believe parents send their children to school just for DBT money in there account and those parents use that money for themselves & not on children dress
* Teachers demand that DBT should be given to them and so that it will be transferred to those who need it on time + this will reduce the absenteeism rate in school if the DBT is to be provided on attendance basis.
* For officers the conflict between teachers and parents is difficult to resolve
* Students and families here suffer from economic problems,
* Casteism & religion differences still persist here that is also problematic in circulation of MDM in various schools in the distinct.
1. **Nature of Interactions with DIET /DIET Faculty**
* Very often as BSA office is very proximity to diet
* The continuous monitoring by diet faculties in various schools helps them to maintain data on the prerna app
* Apart from that very less in-person interaction with principal as he is three different charges soo he comes to balrampur just for a day in a week.

**D.OBSERVATIONS SCHOOLS**

<Please add Photos wherever relevant >

1. **School Type** (Primary, Upper Primary, Composite, KGBV)
* Adarsh Composite school, Urban area (UDISE - 09522903101)
* Primary school, Beherkuiyaa (rural) (Udise- 09522404101)
* Upper primary school, Rumvapur (rural) (Udise- 09522604002)

Images by 27th december evening

1. **School Location /Surroundings** (Rural or Urban)
* 2 schools were surrounded by farmland
* 2/3 schools were from rural area, 15 to 30 km from diet
* 1/3 school in urban area
* 2/3 school were close to madrasas
1. **Infrastructure** (Staffroom, Classroom, Playground, Drinking Water, ICT Lab, Toilets, Facilities for special needs students/students with disabilities)
* Schools lack RO water purifier facilities
* 2/3 schools were lagging washroom facilities
* 1/3 school had water, sanitation facility
* ⅓ school had a small playgrounds, other school lack that as well
* ICT lab was completely absent, ⅓ school had projector
* No special washroom facilities for disabled students
* After talking to teachers they said they provided different resources to physically challenged students, separate contractual teachers come on a weekly basis to guide them, Lamps to read,etc are provided to them.
1. **Teaching Learning Resources** ( Books, posters, displays)
* Books, posters, charts were there in schools
* Blackboard was in circulation in 2/3 schools with no other board.
1. **Class Observation** (students, blackboard, Seating, Pedagogy, Interactions etc.)
* Students in balrmapur were average with numeracy
* Students find difficult to read a complete sentence (lagging language)
* One teacher in entire UPS (akel VIdyalaya)
* 4 teachers in Urbann composite school ( 1 to 8)
* We got an opportunity to take one math class as they lag teachers, their monitor manages class for 50% of the time of schooling.
* Students who sits at the back teachers here show less importance to them, by saying yeh madrasas se aate hai school.
1. **Interaction with headteacher/teacher**
* Headteacher + teacher1 + teacher 2
* Dropout rates here is a challenge
* Irrelevant training by NGO takes a lot of classroom teaching time
* Absenteeism of students as well as of teachers is also a problem here,
* Parents are uneducated hence they don't consider education for any good, they want their children to be self reliant,
* The children here don’t come to school during peak days of farming**.**
1. **NGOs Presence**
* Ngo Pratham (teachers training)
* Piramal foundation (transform health & education)
1. **Other Observations** (Co-curricular activities, Assembly etc.)
* We got an opportunity to see the Assembly in a composite school, prayer followed by the national anthem,, followed by PT.
* Apart from that we have seen a few charts made by students as well as one model by a student group in Urban composite school.