**FIELDWORK SUMMARY**

**TEMPLATE**

**DIET NAME: Ayodhya DIVISION: Ayodhya**

**FIELD TEAM: Palak and Preet**

**DATES OF VISIT: 12/12/2022-16/12/2022 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)

DIET is build on approx 13 acres of land, with only 4 buildings that are functional, including an auditorium, the main building, a separate building where classrooms of Batch 2021-2023 are held, and lastly a one-storey building with rooms for TLM and other activities. There are many old, delapitated buildings in the campus from the time before DIETs came into existence in early 1990s  
There is one staffroom, which often does not accommodate all the 17 faculties, hence another room is made available. The newly appointed lecturers sit together in the main staffroom, while the other lecturers sit in the additional room.

There are a total of 5 classrooms, 3 classrooms in the main building for Batch 2022-2024, as they are divided in 3 sections. There are 2 classrooms for Batch 2021-2023 in a separate building.

There is one Science Lab in the ground floor of the main building.

There is one room allotted for Library space in the main building, with cupboards for books and resources, and a big table where only a handful of students can sit at a time. A separate desk is allotted for a clerk, who holds the position of a Librarian in-acting.

There are no sports facilities in the DIET campus, though room is allotted for it, but it is kept locked.

There is an allotted room as ICT Lab, but there are no computers in it. A staff from the accounts department works there, using the only computer available for the administration staff.

There is a separate one-storey building, which as a room for SUPW, but it is kept locked.

1. **Teaching Learning Resources** ( Books, posters, displays) All the five classrooms have TLMs on its walls, which are in good condition, in English and Hindi. These TLMs are made by the D.El.Ed students from the current as well as senior batches. There are books in the library, divided into different sections, like Psychology, Hindi, English, Child Development. A separate section is allotted for D.El.Ed textbooks, which usually consist of guide books and other textbooks used by the students when preparing for competitive exams like TET and CTET.
2. **D.El.Ed Class Observation** (Pedagogy, Interactions etc.)

We observed 2 classes of the 2022-24 batch of students.

The first was a Mathematics class, of section A. The boys were few in number, were sitting in the front 2 rows, while the rest were girls. The teacher was teaching using a board and marker, standing in front of the class. The class was mostly in Hindi, but terms such as Fraction, HCF, LCM, was referred in both Hindi and English. The teacher explained the students to find LCM using 3 different ways, and kept mentioning of methods to be used when sitting for competitive exams. After explaining each method, he stopped and asked the children for doubts and queries. He began with writing simple problems on the board, and would wait for students to finish and then would ask any random student to tell the answer. Next, he moved to complex problems and followed the same way. All the students that he asked, were able to solve the problems and gave the correct answers. At the end of the class, he wrote a difficult problem on the board, and asked a student to come up to the board and explain the problem like a teacher to the rest of the class. The student was able to explain the problem to the class, using one of the methods taught in class. In between the teacher asked her to explain the steps and the reason for using this particular method to solve the problem. The student was able to successfully do it according to the teacher. He gave a brief introduction to the topic they would cover in the next class.

The classroom had multiple lights and fan, had windows, and a camera was also installed. There was one white board in the classroom. There were writing pad chairs in the classroom for students.

The second class we observed was for the Year 1 students, who were being taught history. The medium of instruction was Hindi, and the seating arrangement was such that boys, who were few in number as compared to the girls, were sitting in the front 2 rows of the class, while the rest of the class consisted of girl students. This classroom had many TLMs on the walls, which were all in proper condition. There were multiple lights and fans in the classroom, and a CCTV was installed in the classroom. The lecture-method was used by the teacher, where he was teaching the topic Vedic Period. There was minimum interaction with the students. Both the teacher and students were referring to a textbook for the topic. Throughout the duration of the class, there was always a mention made of topics that could be asked in competitive exams and how many marks it would carry. Some students were seen taking notes, while a few were lying keeping their heads down. Towards the end of the class, the teacher asked some questions, but most of the students were not very responsive.

1. **D.El Ed Student-teacher Interactions** ( Aspirations, goals, feedback on the programme etc.)

We got an opportunity to interact with students of both the batches. Most of the students felt that this course was the most easiest way to get a government job. They have also been preparing for other competitive exams like UPSC, UPPSC, along with TET, CTET. Some have been forced by their family to study this course as teaching is seen as a prestigious job. A handful of students of whom only one was a boy said that they wanted to become teachers and loved interacting with small children and thus feel this is the right course for them. All students complained of the exam pattern, where within 3 days, all exams are taken, and they have to attempt exam of three papers each day during these 3 days. They feel that this is very pressurizing for them and leaves them with extreme stress. The medium of instruction was also complained of by many students who felt that exams should be held in a bi-lingual mode (Hindi & English), and so should the classes be, but here lecturers try to make it bi-lingual for the students. The students also feel that the syllabus is less, given that they spend 2 years completing it. A lot of focus is given in theories and spending more time in the internship (where they currently spend 30 days) would be more fruitful for them. The students complained of spending most of their day either in campus or travelling to- and fro college which leaves them with little to no time to prepare for exams they wish to appear in. They wish to have a canteen facility in the DIET campus as they spend 7 hours here and sometimes are unable bring food from home.

They feel that their lecturers are extremely helpful, they focus a lot on pedagogy. They also help the students in preparing for competitive exams.

There is no faculty for computer and neither a computer lab, hence a substitute lecturer teaches the subject theoretically.

1. **Workshops / Inservice Training Observed** N/A
2. **NGOs Presence** - There is no NGO which has been in collaboration with the DIET continuously.

SAMPARK FOUNDATION had collaborated with the DIET and given a English Medium Training.

PRATHAM collaborated with the DIET and D.El.Ed students helped in collecting data for its ASER (Annual Status of Education Report) Report.

GBTC, Malaysia - During COVID, they distributed smart phones and smart class board to some schools. They even visited the campus later and did a training to equip teachers with the same after COVID-19.

1. **Other Observations** (Co-curricular activities, Assembly etc.) We observed the assembly (we had informed them about our intentions of reaching at 10, which is also the time for assembly). A drum was brought in at the beginning of the Assembly, but it was not used. The students stood according to their batch, girls and boys in separate lines. The senior lecturer and many junior faculties were present. They sang a prayer anthem, The National Anthem, a moral story was read out by one of the students, and a few news highlights (State, National and International) was read out. The prayer was ended by saying “Bharat Mata Ki Jai”, which also brought an end to the assembly, after which the students left for their classes.

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

1. **Interviewee -- Principal / Vice Principal / Sr Lecturer / Junior Lecturer**

We interviewed and recorded (only those who gave consent) the Principal, the Senior Lecturer, and 7 Junior Lecturers. The position of Vice Principal and one senior lecturer was vacant.

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]
2. **Systemic location and relation to other institutions:** [Understand the DIETs positioning vis-à-vis the state education system, including SCERT and BRCs-CRCs.]
3. **Financial Aspects:** [Understanding the financial aspects such as provisioning of infrastructure, resources, staff and faculty positions and other facilities.]
4. **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.]
5. **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 centres and institutes for local curriculum and material development.]
6. **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.]
7. **COVID-19 Impact:** [ Overall impact of lockdown and pandemic-related issues]

Principal - Main role of DIET is to provide Pre-service and in-service trainings and to create ideal teachers. For in-service teachers, all Basic teachers come here for training, or to the BRC, where master trainers, created here go and train them. DIETs receive support from SCERT which is important.

DIET is the most important training centre, responsible for the entire district. Training is provided to in-service teachers as and when notified by the SCERT to do so. We contact the DM for any training, all files need approval from the DM.

We have sufficient staffs and lecturers. There is a peon hired for each department and hence work goes on very smoothly. Salary issue, as it comes irregularly, though recently it has become a little regular. It is because both central and state has a share in it.

We have a meeting every 4th saturday where BSA, BEO, SRG, ARP, and DIET Mentors are present. Right now the focus is on NIPUN laksh and lesson plans for the school teachers. We have good cooperation with all of them. Principal monitors 20 schools every month.

We are in contact with all schools through our DIET mentors, and sometimes even directly from the school principal. BEO holds a meeting with head masters of school. There are SRGs and ARPs also, thus we have many sources to link to the school.

Monitoring is done through the PRERNA app, there are many other applications which has made academic as well as administrative information easily available for all.

In COVID, every communication was through Online mode. For school, it was both online plus moholla classes. For D.El.Ed trainees, classes were held online. There are online groups with officials.

We have library and lab facilities, for others, if we ask/demand anything, we get it from the SCERT. Very recently new training rooms and auditoriums have been made available. The principal will retire in the next six months and she hopes to continue contributing in the field of education wherever required.

Organizations like SAMPARK, PRATHAM, and GBTC have collaborated with the DIET.

Senior Lecturers

Currently, there is one senior lecturer and an in-charge lecturer in the Ayodhya DIET.

The senior lecturer joined the institution on February 2022. The respondent looks at both the academic and administrative parts of the DIET. According to the respondent, DIET was founded to prepare teachers. However, with the coming of the NEP 2020, many changes were seen in the education field.

Therefore the primary function of a DIET, in addition to teacher training, also included the development of innovative teaching and learning strategies and establishing itself as a centre of excellence, particularly in education. Along with the pre-service trainer, the in-service trainers should be trained and allowed to conduct research and develop the best teaching and learning methods. At present, the DIET's aim should prioritise development, adhere to the NEP 2022 and train future trainers.

Other DIET stakeholders, including the DC, the BSA, the ARP, the SRG, the BEO, and various principals affiliated with the DIET, are in direct touch with the senior lecturer.

He is the one who relays any instructions from the SCERT to the lecturers as well as the students.

Every fourth Saturday of the month, there is a meeting where the stakeholders can meet the DIET faculty and communicate amendments and instructions.

The respondent claimed that all financial communication occurs between the principal and the SCERT while discussing the financial side. The SCERT gives them the required funds/resources when they need them. For example, recently, an auditorium was built and inaugurated where all events, competitions, and even class presentations are now held.

In-service training is provided by DIET faculty following SCERT standards. Under his supervision, the lecturer goes for school mentoring. In one month, they must visit 10 schools. They advise the school's principal and instructors about how to run things. They rate their performance on the Prerna and Diksha App and enter the pertinent information. During the covid, they set up mohalla classes for the students. Their online visibility has also grown. During COVID, they produced YouTube videos for students and offered online courses. For the in-service teachers, the SAMPARK organisation offered on-campus English training.

Speaking about the collaborations, the DIET collaborated with a Malaysian NGO resulted in establishing three "smart courses" in primary schools and distributing smartphones to children in need.

English instruction for in-service teachers was organised by Sampark organisation.

Although the respondent wasn't present throughout the covid period, they claimed that DIET was still operating effectively.

There were online training programmes, online mentorship by lecturers, and online classes.

Even the stakeholder meeting was conducted online. Any issues/instruction from the DIET OR SCERT/doubt-clearing session was taken care of online.

Junior lecturers - As per the respondents, the DIET was established for teacher training purposes, but with the coming of the NEP 2020, the rules about the education field have changed. Therefore, along with teacher training, the DIET's primary role is to come up with new teaching and training methods to become a centre of excellence. The respondents also mentioned that with pre-service teacher training, they also have in-service teacher training, in which various courses are organised in the DIET, which comes directly from the SCERT. For instance, there was a training program done by SAMPARK to train the teachers in English. Also, an international NGO from Malaysia came to the DIET, interacted with the students, and did a workshop with them. They also gave smartphones to the students for their online classes and installed innovative classes in basic schools.

Talking about their relationship with other institutions, the lecturer said they have no direct relationship with them. If there are any issues /problems concerning the SCERT, they communicate the same with the senior lecturer/principal. They visit SCERT only when there is a teacher training program. Besides, only some lecturers have been to SCERT to design the textbook and the curriculum.

Every fourth Saturday, there's a meeting conducted in the DIET, which every stakeholder of the DIET attends. That's where the lecturer can interact with the BSA. They also meet with the other stakeholders like the district coordinator, block education officer, Academic resource person and the State resource groups. They discuss all the issues about the DIET and the schools ( primary, upper secondary and composite schools) and try to come up with valuable solutions to the problems, which go hand in hand with the working of the DIET. To conclude, no direct communication occurs between the institutes and the junior lecturer. Any issues concerning the lecturer and the DIET are first solved at the DIET level by the senior lecturer or the Principal, and if it doesn't work. A letter is sent to SCERT by the principal, and further actions are taken.

The SCERT helps the DIET, provides them with the utmost freedom to function, and supports them with funds for the resources and necessary training to produce good teachers.

Suggestion

Want officials to visit from SCERT once

Timely training should be provided

Financial aspects

Have a huge campus; the lecturer wants the following -

1. A lab ( computer, psychology, home science)
2. New equipment for the science lab ( lab is available).
3. Hostel for students ( both girls and boys)
4. Resident facility for the staff
5. Cabins for staff with their name plates
6. They want an increase in their pay since they train the D.el.ed students; it makes them equivalent to assistant professors.

The lecturers interviewed have been there in the DIET for almost 2.5years-4 years. They, as such, see no growth in their career since the promotion is mainly based on seniority, which they feel needs to be fairer. They want a proper channel through which the lecturers are promoted. Speaking of the training they go through; they feel they are helpful but won't help them in their career.

Few lecturers that were interviewed had joined the DIET after covid ie in 2020. Very few lecturers have been working on the DIET before covid, Therefore during covid, they were taking online classes, doubt-clearing sessions were held, youtube video which they think was helpful for the trainees were sent, sessions were online mentoring the schools, and even organizing the mauhalla classes. The training programmes for the DIEt lecturers that were organized by SCERT were done online only. Lastly, all the communication/meeting with the stakeholders was happening online.

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

1. **Interviewee -**  ( BSA | BEO| SRG|DCT|ARP) We interviewed the BSA, 2 BEOs (together), 1 DCT and 4 ARPs (together).
2. **Job/Role as described by Interviewee -**
3. **Opinions/issues expressed by the interviewee**
4. **Nature of Interactions with DIET /DIET Faculty**

**D.OBSERVATIONS SCHOOLS**

<Please add Photos wherever relevant >

1. **School Type** (Primary, Upper Primary, Composite, KGBV)

We visited 4 schools (one Primary, one Upper Primary, and two Composite), of which the Primary and One Composite school were run in the same compound.

1. **School Location /Surroundings** (Rural or Urban)

2 schools were Rural, and the Primary and one Composite school in the same compound, were Urban (Nagar).

1. **Infrastructure *(Staffroom, Classroom, Playground, Drinking Water, ICT Lab, Toilets, Facilities for special needs students/students with disabilities)***

The Upper Primary School had a room for the Principal. There was no staffroom, and thus the teachers used the library. There were 6 classrooms (each class was divided into 2 sections), and was named after renowned people from history like Dr. B.R. Ambedkar, Rabindranath Tagore, Dr. Ram Manohar Lohia etc. There was a separate room allotted for “Girls Education”, where girl children could come up with their questions, troubles, etc. The school had no playground. There was a handpump for drinking water, it was also where dishes were washed before and after MDMs. There was a math and science lab in the school, which had science and math kits, PVC human skeleton model. There were several science models that were made by the students. A new robotic kit was also recently given to the school, but there was no faculty present who could teach it to the students and hence the principal has written a letter to University of Awadh to send someone who could help with this. There were also some computers inside the lab, which students used during their computer classes. There were 4 washroom facilities for the students which the teachers also used. One washroom for students with disabilities was there, but was not funcional, as their was some pipe issue according to the Principal. When checked, none of the washroom had running water facility. MDM is cooked in the school kitchen, and a small kitchen garden is also run by a teacher along with s

The one Composite School had a lot of teachers and given the lack of a separate staffroom, a big table with chairs were set up in the corridor, which the teachers used as a staffroom. Their was a separate room for the Principal. There was handpump as a drinking water facility for the students. There were 8 classrooms, one for each class. One room, which was a shared library, computer lab and also used by the teachers as staffroom had a cupboard with books, and one computer. There were separate washrooms for girls and boys, and a washroom for disabled students was also there. Since there were 8 classes that was being run, the teachers complained of lack of space for playground, and other facilities for the children. The MDMs were cooked in the school.

In the school where the primary and Composite school were in the same compound, it was run by a single teacher (the In-Charge Principal), along with one Shiksha Mitra, and hence the room allotted for the Principal was used by them together. There was a shortage of teachers classrooms as well as teachers. There were 2 rooms allotted for the Primary School and 3 for the Composite. Given the lack of teachers, students of grade 1-2 of both the Primary and Composite school were made to sit in the same classroom. Classes for grades 3-5 of both the primary and composite schools were held together and students too would sit in the same class. Such was also the case for classes 6-8. There were wash basins for children in the ground, close to which was a handpump as a drinking water facility for all. There was no library or ICT lab, though the Principal’s room had science kits and new books for both the schools. According to the In-Charge Principal, these books and kits are taken to the classes and children work on it there itself. According to the In-Charge Principal, there were separate washroom facilities for boys and girls, but the girls would never be allowed to go alone, they were always accompanied by their friends, given their security. She went on to say that since the school was in the Police Line, and the walls are not very high, a few times juvenilles were caught at the back of the school consuming drugs. There was no separate washroom for students with disabilities though there were a few enrolled in the school. MDMs were cooked for both the schools in the same kitchen.

1. **Teaching Learning Resources** ( Books, posters, displays) In the Primary and Composite school in the same compound, one room of the primary school had BALA paintings in all the walls in good condition. The room of In-Charge principal had Big Books which are used to teach Primary School children. The Classrooms of Composite school did not have any posters or paintings. A Nipun Laksh poster was hung in the in-Charge Principal’s room, along with a nipun bharat talika, where names of students from grades 1-3 was written marking their progress, as in the Nipun Laksh.

In the Upper Primary School, the classrooms had paintings on themes such as Swacch Bharat, science equipments, parts of a flower. The map of Uttar Pradesh with all its districts were painted in the building walls, along with the Nipun Laksh. All the classrooms had paintings. The library had science kits, games, books (story books as well as subject textbooks) for the students. The Science and Math lab had many posters from both the fields as well as models (like a lever, handpump, JCB Van).

In the Composite School, paintings of Sarva Siksha Abhiyan, Prena Laksh, and Nipun Laksh were painted inside the school compound. There was one room which has both library as well computer lab, the books cupboard was locked. The classrooms were for classes 6-8 were freshly painted according to the Principal and hence had no paintings. There were BALA paintings in classrooms for children 1-3rd grade.

1. **Class Observation** (students, blackboard, Seating, Pedagogy, Interactions etc.)

In the Primary and Composite school (in the same compound), the primary school, for grades 1 and 2, they had one classroom where there was blackboard, there were chairs for the students, but no tables. Their were mats placed on the floor for the children to sit on. It was only that morning that new round shaped tables arrived for the primary grade, where 4 children could work on each table. A volunteer, who visits the school often was teaching the students, by assigning them some task while she was correcting notebooks. Classes 3-5 were sitting on the school ground that day, their classrooms did not have any desks and chairs, meaning they otherwise also sit on the floor in their classrooms. Their teacher (Shiksha Mitra) had asked to bring the blackboard outside, at the ground. They sat in rows, according to the grades they were in. While the teacher taught students of the 5th grade, the students of 3 and 4th grade were working on some work which was previously assigned to them. For grades 6 to 8th, since we were interviewing their teacher (In-Charge Principal), they were solving math problems which maam had assigned them, on the topic they had covered last class. Some students were also studying Hindi on their own. Their classes had benches, but were in poor condition. One classroom in the composite school also got new benches that day.

In the Upper Primary School that we visited, all classes had some teacher in them, taking class. But when we went to the class with the Principal, he introduced us to 3 teachers who were substitute as the assigned teachers were either not present or were not appointed. All classes had benches and blackboards in good condition, which was also being used by the students. The DC (Training) who accompanied us in these school visits asked children some questions in each question, which the students answered. They also told us of topics they had studied so far. In all the classes, the seating arrangement of the classes was such that teachers were infront of the children, near the blackboard. While in grades 6&7, the classes were divided into two sections but had both boys and girls in each section, for class 8, the two sections were divided on the basis of gender (boys & girls).

In the Composite school, there were blackboards in each class, but for grades 4-8, there were insufficient tables and chairs for the students and thus some were sitting on the floor. For one grade, since space was a constraint, students were sitting on the floor to accommodate all. In the grades 1-3, there were BALA paintings in the class, but in those classes where teachers were not present, the lights were off, and students were sitting on desks, either chatting or doing some work assigned to them. There were books for children in 2 classes. While visiting the classes, the Principal asked us to interact with the children, and we asked them spellings, tables and a few other things, which most students could answer.

1. **Interaction with headteacher/teacher -** In the Primary and Composite school in the same campus, there was only one teacher who was also the In-charge Principal, and a Shiksha Mitra. We interacted with both of them together, while they both often left in between to manage their classes and other work There major concern was the lack of teachers as there were a total of 150 children in the the 13 classes combined and only the two of them had to manage it together. They complained of the DBT that students would not come in uniform as parents would use the money for their personal expenses. If they pressurize the students, the parents would stop sending their children to school. They also said that here students come from very poor families, where they often send their children to school for the MDMs. The Shikha Mitra complained of receiving low salary, but having to work the same as permanent teachers. With regards to the paperwork, they said that they often feel burdened with the paperwork, given that they have to manage many classes on their own, they have to compromise with teaching, which they feel is their actual and should be their only duty.
2. **NGOs Presence**
3. **Other Observations** (Co-curricular activities, Assembly etc.)

Assembly of the Primary and Composite school in the same compound. Students sing the prayer, national anthem and say Bharat Mata Ki Jai. Post this, the principal in-charge instructs them to pick up small pieces of paper, waste from the school ground and put it in the dustbin. This, she said was to instill the idea of maintaining cleanliness in the child.