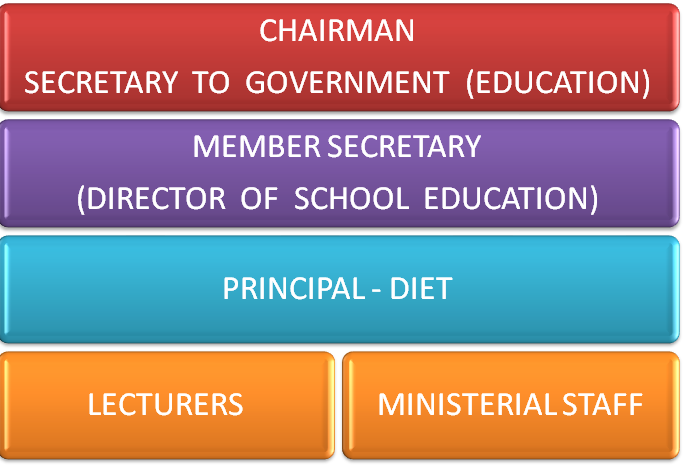
| TISS Evaluation of the CSSTE, August-September 2017 | | Tool 5 | Institution fact sheet for IASE, CTE, DIET and BITE |
| --- | --- | --- | --- |
| Instructions Please ill up the basic information about the institution, with the help of interview of the institution head. General (Data may available with CTE / DIET / BITE – In Annual work plan Document – 5 year trend) | | | |
| State | Puducherry | District/Place | Puducherry |
| Name of institution | DIET |  |  |
| Researcher name | Ramjee Swaminathan, Nishevita Jayendran | Date of visit | 28th August 2017 |
| Respondent name | **Mr. Bhaskaran** | Designation | **Principal** |

1. When was the institution established? Was it upgraded from some earlier institution? What was its earlier form?

1994. No upgradation since then.

1. Organizational Structures (organogram) today.



Reproduced from website: <http://dietpdy.puducherry.gov.in/Academics.html>

The website has not been maintained or updated for some time, we were told, but the basic structure remains the same and has not changed since the principal took over 6 months ago.

1. Academic posts vacancy (vacancies and transfers over the last five years)

Vacant positions: a lecturer, assistant professor

[*more details in the governance body report*]

1. Non academic posts (vacancies and transfers over the last five years)

Details available in the Governance Body report collected from the DIET (*submitted in the CEI&AR office*)

Office staff, combined strength is about 12.

Teachers don’t want to come because it’s not SCERT but a society. Everyone is on deputation. Though it can count as experience, it is still a deputation. The post is not regular. They have to pay leave salary, pension contribution etc to the parent institution. There’s also no vacation.

1. What are the key duties which the institution is expected to perform and which are performed within the current constraints of resources? (expected duties and actually performed duties)

Mainly in-service and pre-service trainings. During vacations, they are engaged with other teachers. The DIET functions till 6:00 p.m. We have trainings in July/August - February.

1. Has there been any recent major revision of the duties and functions of the institute? After RtE? After CSSTE 12th plan?

1100 primary teachers training was taken up.

1. When did these take place? And why? (Who has occasioned them? For what reasons? Etc)
2. Was there any revisioning exercise based on which these changes were made?

Things have been continuing as is for 10 years.

1. Have there been any major restructuring of the institution? Why? How does the present structure compare with the earlier structure? Better/ more problems etc.

Faculty, students, governing council all come together to decide. This is a must. This has been a practice for the last 10 years to draw together representatives from faculty, students and officials into the governing council.

6. Collection of related Documents – Syllabus of ongoing courses (Pre-service) and Annual work plan/budget (if any)

*Collected with the actual textbooks in hard copy. In the CEI&AR office*.

7. Which of the following activities of the DIET are currently taking place (as envisioned in the 2012 guidelines):

| Role | Yes/No |  |  |
| --- | --- | --- | --- |
| 1. Has the DIET been conducting ISTE programs? | Yes | No. of Master resource persons prepared, no.of courses designed, school follow up and documentation | Resource persons: outsourced. Get them from elsewhere |
| 2. Has the DIET planned for direct school intervention and improvement? |  | How Many interventions planned and What kind of interventions? |  |
| 3. Has the DIET developed as a resource centre? | Not really | What kind of resources? How many? Who uses the resource centre | Library, mainly used by the DIET faculty and students |
| 4. Has the DIET organized forums? |  | How many conducted? How many participants were there? On what were the forums conducted? |  |
| 5. Has the DIET organized co-curricular activities? |  | How many? On what? And for whom were these conducted? |  |
| 6. Has the DIET followed the staffing guidelines? |  |  |  |
| 7. Does the DIET have a PAC? | GC details | If yes, is the composition as per suggested norms? How many times have they met? Are there any minutes of meetings? Collect if any? |  |
| 8. Are the infrastructure facilities at the DIET as per the guidelines? (use guidelines to expand and check against each) |  | * Classrooms * Seminar rooms * Special rooms * Staff rooms * Library * Hostels * Canteen / Dining Hall | No canteen, hostels. Food can be procured from nearby. Students live in Pondicherry and commute by bus.  Other details entered in Tool 8 observation checklist |
| 9. Has the DIET established systemic linkages with other institutions? | Yes | Details of linkages/interactions with SSA, RMSA, CTE, SCERT, NGOs, Higher education institutions, others. What is the nature of / operational form of these linkages and meetings? | No SCERT in Pondicherry. No CTE but it sources its resource persons for trainings from some of the other institutions. Azim Premji has a presence and they seem to have informal collaborations with some of the faculty. |
| 10. Does the DIET conduct any programs/ activities for faculty development and capacity building? | No | How many in the last five years, topics, number of participants? | STC conducts faculty training and development programs. We send our faculty there.  Training of other teachers also happens inside the institute. List of training sessions planned included in the enclosures. On the day of visit, in fact, there was a training of HMs and teachers in communicative English and a seminar in Tamil happening simultaneously at the DIET. |
| 11. Is the DIET involved in research activities? | Yes | -Areas of research covered  -No. Of publications | Individual faculty based on their interest and area conduct their own research. There is no pressure. Mr. Charles had published a paper, some of the other faculty like Thirunarayanan and Arunagiri have had papers published in Elsevier. |
| 12. Has the DIET prepared the perspective plan? |  | How is it prepared? |  |
| 13. Has the DIET prepared its annual plans? |  | How are these prepared? |  |
| 14. Has the DIET introduced any innovation in the role it plays ? |  | Details of innovative programs? Who has funded them? | TLMs were produced and had an exhibition for 3 days, attended by all teachers. This happens once a year. The faculty at the DIETs developed the TLMs. |

**Miscellaneous set of observations by Mr. Bhaskaran and Mr. Thirunarayanan:**

* Mr. Bhaskaran had taught 6-10 standard students. Then he had been a high school principal. Here, the students are older. Has his experience from school of what is/not happening influenced his dealings in the DIET in any way? He says the DIET curriculum has not changed, it remains the same. He also says we don’t have the power to change it in any way. However, he said there are no major gaps. Things here are good enough.
* Medium of instruction: Tamil and English. Tamilnadu government gives us books in Tamil medium, not in English medium. DIET faculty translate these books into English. Then they publish it. This is for in-house use. There is no remuneration for this work done. Printing is done on DIET funds. It does not go out. There is no market or need for it.
* Regarding DElEd: there are 7 subjects in 1st year

Learning Child

FEL (Facilitation of Enhanced Learning) - basically Education Technology

Teaching of Tamil

Teaching of English

Teaching of Maths

Teaching of Science

Teaching of Social Studies

2nd year: Indian Education System + Part 2 of the remaining 6 papers + ECCE (Early Childhood Care and Education)

* CTET is difficult to clear because it is in either English or Hindi, while a majority of these children are from Tamil medium.
* The decreasing number of primary schools is causing a scarcity in jobs. Schools are being combined and existing teachers are teaching more students. There are therefore not many new jobs coming up.
* The DIET got the best institution NSS award
* They are not doing BEd. mandate has to come before they can start the program. There is however talk of converting the DElEd into a combined BEd El Ed. \
* NIOS: more of a voluntary activity.
* Curriculum pattern followed is CBSE at the primary level.

Thoughts on how to improve DIETs:

* Coordination with all the DIETs across the states at least through websites
* Best practices should be shared
* Exchange of students across DIETs would be a good idea
* Separate SCERT for Pondicherry necessary
* DIETs are benefitting due to encadrement
* There is a fund shortage. First it was 100%, now funding is 60% - 40%
* Children should have access to e-learning. Now coordination is a problem. We need an e-learning centre, a DIET portal
* Students find it difficult to handle English medium. The classes are in English. Tamil is used mainly for instructions and explaining concepts.
* There is no process improvement plan right now. There should be periodic appraisals asking for opinions at least.
* NCERT + NUEPA - training experience for teachers at this DIET. The faculty are the resource persons for in-service trainings. Our faculty also go to these. Some of these are 7 day a week trainings.
* Coordination between DIETs is not difficult

8. CTEs

8.1. Role as envisaged under 2012 CSSTE Guidelines

| Role | Yes/No | If yes, details | Remarks |
| --- | --- | --- | --- |
| 1.Has the CTE played a role in development of excellence in secondary teacher education? |  | -Needs analysis surveys for trainings conducted  -Creation of context specific handbooks  -maintenance of detailed database on secondary schools and secondary school teachers  -other activities |  |
| 2. Have new CTEs been set up wherever a need was identified? |  |  |  |
| 3. Has the CTE developed collaboration with IASEs? |  | -Capacity development of CTEs  - Capacity development for handling research |  |
| 4. Has the CTE developed collaborations with SCERT? |  | -Facilitating collaborations with other state agencies  - Support provided to the CTE’s PAC |  |
| 5. Has the CTE used ICT effectively? |  | -Adherence to NCFTE 2009 norms  -Retention of institutional memory  -Institutional Development  -Development of institutional links  -Development of locally relevant teacher education modules  -Development of COPs |  |
| 6. Has the PSTE programme been implemented? |  | How many students have completed the PSTE? |  |
| 7. Has the mandated process of tracking and monitoring been followed? |  |  |  |
| 8. Does professional development of TEs form a part of the CTEs activities? |  | In what way? |  |
| 9. Has the ISTE program been implemented? |  | How many participants in 5 years? |  |
| 10. Has the CTE provided extension and resource support to secondary schools? |  | How many schools? What kind of support has been provided? |  |
| 11. Has the CTE provided resource support to DIETs? |  | How many? When? What support was provided? |  |
| 12. Has the CTE established linkages with other education institutions? |  |  |  |
| 13. Has the CTE undertaken research? |  | Number of research studies? What were the topics? How were these disseminated or used? |  |
| 14. Has material development taken place? |  | What kind of material? How many resources were used? Where is this material available? |  |
| 15. Is the organisational structure and personnel as per the given norms? |  |  | If these are not followed, why not? |
| 16. Are the 1989 infrastructure guidelines followed? |  |  | If these are not followed, why not? |
| 17. Is the annual work plan prepared? |  |  | If this is not prepared, why not? |
| 18. Are there annual reports prepared? |  |  | If this is not prepared, why not? |
| 19. Does the CTE have a perspective plan prepared? |  |  | If this is not prepared, why not? |
| 20. What innovations have been introduced by the CTE in its role? |  |  |  |

9. Academic and non-academic posts vacant as of August/Sept 2017:

|  | sanctioned | Post filled | Permanent / Contractual | Innovations/ Measures to deal with vacancies | Any Litigation for not filling up vacancies |
| --- | --- | --- | --- | --- | --- |
| Academic |  |  |  |  |  |
| Non-academic |  |  |  |  |  |
| Total |  |  |  |  |  |

9 Faculty Profile

|  | Is there an appointed head or acting head? |  |  |
| --- | --- | --- | --- |
|  | What is the total number of senior faculty |  |  |
|  | What is the total number of junior faculty |  |  |
|  | How many faculty fulfil the NCTE qualifications? |  |  |
|  | Which subject specialisations do the faculty have?  Science, maths, language (of the state/region), English, social sciences, work experience art, physical education, education foundations including psychology and history. |  |  |

| Name | Age | Sex | Qualification & Designation | Subject expertise | Years of Service in DIET |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

1. How may inservice programme were conducted under the CSSTE scheme?

|  | For teachers | For MRPs/KRPs | For teacher educators/TEIs | School heads |
| --- | --- | --- | --- | --- |
| 2011-2012 |  |  |  |  |
| 2012-2013 |  |  |  |  |
| 2013-2014 |  |  |  |  |
| 2014-2015 |  |  |  |  |
| 2015-2016 |  |  |  |  |
| 2016-2017 |  |  |  |  |

1. How many inservice programmes were conducted under other schemes? (SSA/RMSA/other state funds)

|  | For teachers | For MRPs/KRPs | For teacher educators/TEIs | School heads |
| --- | --- | --- | --- | --- |
| 2011-2012 |  |  |  |  |
| 2012-2013 |  |  |  |  |
| 2013-2014 |  |  |  |  |
| 2014-2015 |  |  |  |  |
| 2015-2016 |  |  |  |  |
| 2016-2017 |  |  |  |  |

11. Student Profile

| Course Name | No. of Students | No. of Girls | No. of SC Students | No. of ST students | No. of students from under Rs. 1 lakh annual family income | Any other details |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

11. Funds received and utilized by DIET/CTE/BITE Under the CSSTE scheme

| S.No. | Year | Fund proposed (in Lakhs) | Fund sanctioned (in Lakhs) | Fund received (in Lakhs) | Date on which funds received | Fund utilized (in Lakhs) | If there was any additional (apart from what was received from the Centre as per guidelines) source of funding please mention |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 2011-12 |  |  |  |  |  |  |
| 2 | 2012-13 |  |  |  |  |  |  |
| 3 | 2013-14 |  |  |  |  |  |  |
| 4 | 2014-15 |  |  |  |  |  |  |
| 5 | 2015-16 |  |  |  |  |  |  |
| 6 | 2016-17 |  |  |  |  |  |  |

12. What were the other sources from which funds were received? (Please include also funds raised by the institution locally.)

| S.No. | Year | Source/  scheme | Amount (in lakhs) | Purpose | Date on which funds received | Fund utilized (in Lakhs) | achievements |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 2011-12 |  |  |  |  |  |  |
| 2 | 2012-13 |  |  |  |  |  |  |
| 3 | 2013-14 |  |  |  |  |  |  |
| 4 | 2014-15 |  |  |  |  |  |  |
| 5 | 2015-16 |  |  |  |  |  |  |
| 6 | 2016-17 |  |  |  |  |  |  |