| **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 | Karaikal |
| Name of institution | P. K. College of Education |  | These are BEd faculty |
| Researcher name | Nishevita Jayendran | Date of visit | 29th August 2017 |
| **Respondent name** | **Dr. N. Rajarajeshwari****Mr. S. Mohan Kumaramangalam** | **Designation** | Assistant Prof. Biological SciencesAssistant Prof. Social Science |

**SELF**

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

Both joined in 2001.

M: lecturer in history at a DIET in Tamilnadu

R: Lecturer in biological sciences in Chennai, National College of Education

1. What are your qualifications?

R: MSc, MEd, MPhil, PhD (Education), MSc (Psychology)

M: MA, MEd, MPhil (Education), PhD (in progress)

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

R: No

M: Yes, May-July 2015. CBSE school, social studies teacher, in Chennai (G. K. Chetty Vivekananda Vidyalaya, Ambattur)

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?
2. Which wing do you belong to? What were three of the key activities that you conducted as a member of this wing last year?
3. What are your own responsibilities in the DIET? What are the key activities you have been doing in the last three months?

R: School visits in charge. Admission committee in charge. Camp in charge, teaching practice, school engagement, staff secretary, IQAC (Internal quality assurance cell) for NAAC accreditation - these come in rotation basis

Camps happen for BEd students. Earlier they were taken some place, but became a logistic nightmare. So now they have camps in college. It’s a residential camp on any topic. - leadership, skill based training camp. People from relevant fields are invited. Crafts, handicrafts, yoga classes, cultural activities, gynaecology, karate...

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

5 days ICT training: mind maps, LCD, PPT (this includes students as participants as well), Excel file, internet application, functional use of computers. Exams: PPT assessments and use of PPTs in seminars is assessed.

3 days: leadership and personality development. This was conducted by a private consultancy firm (Mind Map Consultancy) recognised by government. This was a college initiative. Topics covered - leadership, skills, capacity building, attending interviews.

The record of all events are maintained every year. These are compiled and submitted at the end of five years for accreditation.

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?

Yes, we have WiFi. We use it for planning classes, reference. Teacher diary. Not much of checking emails. Mainly official mails, college id.

1. Have you gone on any exposure visits to other institutions etc.?
2. 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?

Resource persons for RMSA, SSA. Went to private schools for career guidance. We also take students for special schools visits like Navodaya, KV. Polytechnic. Observe infrstructure, overall school functioning. Record these. There are special schools in Velangini, Tanjore that are government schools.

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?
2. What are the three main activities you did which contributed to the role of the DIET?
3. 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?

1st year: 1 week observations, we go 2-3 times.

2nd year: 16 weeks - minimum 4 times, maximum no limit. Depends on if we are satisfied and feedback we give and receive from students. These get reimbursed.

As resource persons, chief guests, leadership programs, coaching classes for CTET - these are free. No remuneration. We check our free time and commit to it over and above regular work hours. Move around with share autos. Occasional personal visits we conduct around a radius of 15 kms.

**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?

Meet often, at least 1-2 times a month. Discuss programs, functions, Visits, minutes of meetings recorded. teaching practices, exams, unit tests, question patterns, marks, evaluation. These are decided on consensus basis.

1. How many members are there in your unit/wing/department?
2. How often do the faculty of your wing meet? When did you meet last and what did you discuss at that meeting?
3. How stable has the faculty of the DIET been in the last year?
4. 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?
5. Was the structure of the DIET changed in the 12th plan? Do you think there is need for any improvemetnsin the structure? What are these changes that are needed?
6. Do you think you have autonomy in academic matters?

Syllabus, books are given, but we do suggest our own references as well. Affiliated to Pondicherry University. Principal was part of framing the syllabus and staff was consulted. Directly involved in syllabus change. The new syllabus reflects faculties’ inputs.

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

There are limitations because it is a government institution. we work within fund constraints, given to us. If we want to organise something we do it individually.

**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?

RMSA, SSA resource person for pre-service training

Orientation by university for ICT leadership program

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

Yes

1. Have you conducted any research in the last year? What was the research you conducted?

Yes. We were asked by Azim Premji Foundation to gather some data for research from nearby schools. We help them in the research they do. They give materials, questionnaires and orient us to the process and research rationale. It’s a voluntary association done over and above our regular work. They tell us what they want, we help gather data. Sometimes they discuss the work with us.

Last time, it was awareness of ICT in schools among teachers and students.

1. Have you written any article last year? What are the details?
2. Have you carried out any innovation or developed materials or resources? Can you share an example of what you have done? (please note details)

M: Tamilnadu textbook - subject expert for social studies

Also gone to Institute of Correspondence Education for BEd course.

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

Public libraries we encourage students to go to on their own. Our library has 8293 books. Infinet journals can be accessed. ICT lab also access available for students.

1. Have you had any interactions or visits to IASEs or CTEs?
2. Have you had any interactions with NGOs in the district?

Azim Premji Foundation

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

**Preservice teacher education**

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

Subject matter: content is not strong, even though we have student from UG + PG background

Practical angle of teaching children is a new angle.

In subject specialisation: we look at English, Tamil, Physical Sciences, Physics, Chemistry, Communications, Maths, Social Sciences, History, Geography, Economics, Sociology (pedagogy of the school subjects covered is from 6th - 12th)

In the new integrated BA/BSc-BEd curriculum, it is still 4 years. Not more. Students don’t come from a regular course. Right now we don’t have it. But is it happens we can shape content and quality.

1. Is there adequate supply of trained teachers/elementary teachers?
2. What are the numbers of private, aided and government institutions working in the district and what is the rough estimate of their intake?
3. 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?
4. Who are the students who apply to you for admission? Has the demand for teacher training changed in the last few years?
5. 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?

Yes, new subjects have been added. Language across curriculum, knowledge and curriculum

Gender is a compulsory course (covers policy, political power, social capacity, financial, legal angles) - students organised, participated and presented papers at a symposium on Gender

Optional courses on environment education, population studies,

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

After college exams: there’s an advertisement placed in newspapers. Dates for applications announced. Norms for eligibility are government norms with reservations etc. No entrance. Just merit.

Each subject option has limited number of seats. Decided who goes where during counselling.

1. Which are the papers you teach in the PSTE?
2. What books do you use to teach these papers?
3. How do you find the examinations?

Pondicherry University sets the paper. Short answers, essay type, descriptive type answers. External examiner corrects the paper. We would like some objective type question also.

1. Have there been any changes after NCFTE? Are these changes good/bad/useful/useless?
2. What subjects do students find most difficult and which ones do they enjoy the most?
3. Have you had orientation and training to teach the new curriculum?
4. Does your district have a BITE? Where has it been established?
5. What is the role of the BITE?
6. Do you think it is serving its purpose?

**Knowledge of recent education policy matters**

1. What is the RTE 2009?

Good. Only, 20-25% seats should be given to private schools also. That’s not happening. If it happens, it will be truly equal. In Tamilnadu, it’s there but not here.

1. What is the no-detention policy?

We should have detention. If a child remains in a class at least he will try and move ahead and be with his friends.

In case of detention, give a further chance/opportunity for the child to try further. Give a re-exam immediately or within a short duration so the student tries again and go ahead.

1. What is constructivism?
2. What is NCF 2005?
3. What is NCFTE 2009?
4. What are the main government programmes running in schools of your state?