| **TISS Evaluation of the CSSTE, August-September 2017** | **Tool 8** | **Observation DIETs, CTEs, IASEs and BITEs** |
| --- | --- | --- |
| State | Puducherry  | District/Place |  |
| Name of institution |  DIET |  |  |
| Researcher name | Nishevita Jayendran, Ramjee Swaminathan | Date of visit | 28th August 2017 |
| **Respondent name** | **Mr. Bhaskaran,** **Mr. Thirunarayanan** | **Designation** | Principal (DIET)Faculty (DIET) |

1. Type of building:

Brick and concrete structure, painted a light grey colour. It has a spacious mud parking behind it with a badminton net. There is no real garden but the front of the building has a few plants along the side of a paved path. The entrance has a CC TV. It has a ramp as well as steps leading to a corridor along which are a computer lab, an office, a science lab and a library. A little further back is the Principal’s office that is big, spacious, well ventilated and has AC.

The Principal’s room has a wide table. There is a personal computer that any of the faculty can use. On the day of our visit, one of the faculty was working on the system as we spoke to the Principal. The principal Mr. Bhaskaran also involved the staff in the discussions.

1. State of the garden and surrounding

Surroundings are clean and well maintained. There is no boundary wall separating the DIET from the building next door that is the linguistics study centre. When we arrived at 09:15 a.m. there was a lady sweeping the pat clean and a cheerful aged watchman who manned the gate. He was there till 18:30 that evening, waiting to let us out.

1. Cleanliness and ventilation

The building has an open free feel to it. It is well ventilated and has plenty of natural light. Lots of mosquitoes as well …

1. Boundary wall

Wall on one side, on the parking lot. No wall on the other side, where it spills onto the linguistic department.

1. Surroundings

Clean. It has an academic feel. The DIET is surrounded by other academic bodies like a linguistic study centre, a directorate for higher secondary and technical education …

1. playgrounds

no explicit playground. The parking has a badminton net that the students apparently use during their sports period.

1. Accessibility (please also note the transport used to reach by students and staff and teachers)

Well connected with a bus service. Most faculty come by scooters/scooties. Students come by bus or get dropped off by parents. The other staff walk.

1. Rooms

|  | Y/N and number | Functional/being used and maintained  | Remarks  |
| --- | --- | --- | --- |
| Room for head/principle | Yes: 1 | Yes. Well ventilated, spacious, has a functional AC and computer, and the computers are also used by other faculty of the DIET |  |
| Staff room | Yes: 1 | 4 almirahs, 6 desks + chairs, no computer, 3 fans |  |
| Classrooms | 4 | We observed class in one classroom. The three others were closed. One of the classrooms had some tables and chairs piled in it. The other two were reasonably well organised.  |  |
| Multipurpose hall | 1 | There’s a physical education room where students rest sometime. The DIET has asked the MHRD for funds to get another recreation room and are still waiting for a reply… |  |
| Library  | Yes: 1 | About 4840 books. Mainly textbooks, a few newspapers in Tamil and English. There are 4 big tables joined together and placed in the centre of the room. Chairs surround the table. There is a librarian who sits at the table. Near the door is a card holder that has yellow and pink library cards of books borrowed by people. |  |
| Resource room |  |  |  |
| labs | Science lab:1 | Used by students. It is neat with a granite counter running all around. There were a few test tubes and beakers. Some charts on the walls. However, the science teacher told us that the chemicals get outdated and need to be replaced more frequently. It is not happening though due to lack of funds. |  |
| storerooms | Yes: 1 | Adjacent to the science lab, but right now just a dumpyard for furniture… |  |
| Seminar Rooms |  |  |  |
| Auditorium (if separate from multipurpose hall) | 1 big | It has AC and was at that point being used for some seminar. There was AV equipment + computer and projector in every single classroom and lab. |  |
| ICT lab | 1 computer lab | 10 computers. 6 working + Internet; 4 working but no internet |  |
| Separate toilets for men and women (staff) | yes | + provision for use by physically handicapped |  |
| Separate toilets for me and women (students) | Yes | + provision for use by physically handicapped |  |
| Auditorium |  |  |  |
| Hostels for me | No  |  |  |
| Hostel for women | No |  |  |
| Drinking water facility | Yes, in science lab. With filter. |  |  |
| Canteen | No but food can be bought from nearby shops if students give money. |  |  |
| Staff Quarters  | No  |  |  |
| Office administration room | Yes  | Small office, with some 3-4 desks and computers. Students apparently use that as the recreation/common room sometimes. Main functional office though seems to be the Principal’s room. |  |

1. Equipment and resources

|  |  |  |  |
| --- | --- | --- | --- |
| AV Equipment  | Yes  | Every classroom and lab has a white smartboard, a computer with USB ports and a projector. These are used quite regularly in classrooms by teachers both to transmit knowledge and to teach students pedagogical methods. |  |
| Computer Equipment in lab for students  | Yes  |  |  |
| ICT in principal room | Yes  | CC TV with image of different parts of the campus. Faculty also come in to use the facility. |  |
| ICT in staff room | No  |  |  |
| ICT for administration room | Yes, but these are also being used as student recreation rooms.  | The different rooms in the building seem to be serving multiple purposes. There was just one class going on for 1st years when we went and these students stayed in the class for the entire first half of the day. The teachers moved in and out. |  |
| Recreational equipment | None |  |  |
| Resources and TLMs |  | The enclosures, diary, translation of Tamil textbooks into English in-house by the faculty of the DIET, |  |
| Lab equipment |  | Minimal, no funds for chemicals so teacher said can’t keep in up to date |  |
| Library books:General referenceTextbooksSchool textbooksMagazinesnewspaper |  | EncyclopediaYesYes“Pop Tamil trash” (by Ramjee)Indian Express (English), Dinamalar (Tamil) |  |

1. Does the institution have electricity? Yes
2. Does it have backup generator?
3. Does it have well ventilated rooms and fans? Yes
4. Does it have internet connection? Yes
5. Was the internet working on the day of your visit? Yes
6. Was there electricity on the day of your visit? Yes
7. Does the institute have a website? Yes, but has not been maintained or updated. They have an organogram but the updates haven’t happened. Also no downloadable materials available.
8. What is on the website?
9. Other observations about infrastructure, facilities and resources
10. Classroom observation. Please sit in and observe the transaction in a class and note the following. Is the teaching learning process interactive? What kinds of questions are asked by teachers and by the student-teachers? Do student teachers seem to be involved? Does the teacher seem to be prepared?

We observed a first year English classroom and the teacher, Annam, telling the students about the 5E Lesson Plan. There was a blackboard in front where she had written “Engage -> Explore -> Explain -> Elaborate -> Evaluate”. She was then explaining each of these in turn.

The teacher was asking questions and eliciting students’ responses. Students were interactive and answering her. There were nearly 90 students in the class, but discipline was not a problem. The classroom also did not feel very cramped despite the numbers. There were windows all along a wall tubelights and fans to keep the room breezy. The classroom had a computer and a projector and a smartboard.

The teacher is talking about ICT and how to use videos in class. She encourages students to respond. Some answer. She says relate the topic to a prior knowledge, make it meaningful to the children. Get activities songs, spend time planning your lessons. She says you will be going to government schools not private schools. Understand the children who come there. It’s not the same as a private school.

What is difficult for a child? She asks and waits for an answer. Different students call out different answers. Teacher says yes, vocabulary. Child will be wondering what this means. Don’t go bilingual. Speak in English. You are English teachers. You have to speak in English only.

She asks them for all the English words they know and have learnt from the previous year. She asks a Tamil medium student to stand and speak. The girl stands and starts enumerating a set of phrases: Don’t talk; Close your mouth; Listen to me; Go to the restroom; Raise your hands; Hold your hands; Go slow; Save water; Go straight; Form a line; Keep the classroom clean; Answer attendance. Teacher says yes, say answer. Don’t say “Respond to attendance”. Children will not understand what ‘respond’ means.

Keep repeating words again and again. As they hear more and more they will automatically start understanding. Don’t slip into bilingual. Says brainstorm, let students ask you questions. Don’t tell them to keep quite. If you don’t know the answer, say you will find out and come back. Then find out, and return to class with the answer the next day. Keep the urge to know and find and clarify the child’s doubt.

Evaluation should be not of students. Look at evaluation as your own evaluation. If a child has not understood something, it is your own fault. You have not explained properly. You have to go back and explain well. You have to evaluate yourself all the time to see if you have passed or failed as a teacher.

Take TLMs with you, charts, pictures, videos. Make the classroom colourful. When you are reading and focusing on literacy skills, let them read from the book. That way they will learn to read. We’ll be looking at skimming, scanning, but first they have to read lines from the book.