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| **TISS Evaluation of the CSSTE, August-September 2017** | | **Tool 8** | **Observation DIETs, CTEs, IASEs and BITEs** |
| State | Rajasthan | District/Place | Udaipur |
| Name of institution | DIET, Udaipur |  |  |
| Researcher name | Ankit Dwivedi | Date of visit | 23/08/2017 |
| **Respondent name** | **-** | **Designation** |  |

1. Type of building: *Double storeyed complex with around 20 rooms.*
2. State of the garden and surrounding: *Maintained with grass and flowers.*
3. Cleanliness and ventilation: *Satisfactory*
4. Boundary wall: *Exist*
5. Surroundings: *On the highway. Water logging*
6. Playgrounds: *Exist, but not maintained.*
7. Accessibility (please also note the transport used to reach by students and staff and teachers)

*The college is on highway so most teachers and students coming from Udaipur or surrounding areas come by bus. A large number of students stay nearby in rented homes and walk to college.*

1. Rooms

|  |  |  |  |
| --- | --- | --- | --- |
|  | Y/N and number | Functional/being used and maintained | Remarks |
| Room for head/principle | Y | Y | AC but no computer |
| Staff room | Y | Y |  |
| Classrooms | Y | Y | Sitting capacity of 50 |
| Multipurpose hall | Y | Y |  |
| Library | Y | Y | Physical records. Most cupboards locked. |
| Resource room | Y | Y |  |
| labs | Y | Y | Science |
| storerooms | Y | N |  |
| Seminar Rooms | N |  |  |
| Auditorium (if separate from multipurpose hall) | N |  |  |
| ICT lab | Y | N | Most pc’s not repaired |
| Separate toilets for men and women (staff) | Y | Y |  |
| Separate toilets for me and women (students) | Y | Y |  |
| Auditorium | N |  |  |
| Hostels for men | Y | N | Hostel exist but no funds for maintenance. No warden |
| Hostel for women | Y | N |  |
| Drinking water facility | Y | Y |  |
| Canteen | N | N |  |
| Staff Quarters | N | N |  |
| Office administration room | Y | Y |  |

1. Equipment and resources

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| AV Equipment | Y | Y |  |
| Computer Equipment in lab for students | Y | Y | Very few. |
| ICT in principel room | N |  |  |
| ICT in staff room | N |  |  |
| ICT for administration room | Y | Not being used. Teachers go to computer room for use. |  |
| Recreational equipment | Y | Y | Music instruements. |
| Resources and TLMs | Y | Y |  |
| Lab equipment | Y | Y |  |
| Library books:  General reference  Textbooks  School textbooks  Magazines  newspaper | Y |  | Magazines were not there. Students when asked reported that they didn’t issue a book in last three months. School textbooks were also reported to be not available. |

1. Does the institution have electricity?

*Yes*

1. Does it have backup generator?

*Yes*

1. Does it have well ventilated rooms and fans?

*Yes*

1. Does it have internet connection?

*Yes*

1. Was the internet working on the day of your visit?

*No*

1. Was there electricity on the day of your visit?

*Yes*

1. Does the institute have a website?

*Yes*

1. What is on the website?

*Admission info and depts. info*

1. Other observations about infrastructure, facilities and resources

There was a virtual classroom set up made which was claimed to be functional.

1. 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?

*Attended one class each of first year and 2nd year D.El.Ed students and one workshop of in-service teachers*

***Ist year:*** *The teaching learning is hard to assess as teachers’ instruction and student’s responses were scripted and seemed to be prepared only for observation. The topic of the day was medieval and modern India. Teacher asked students major differences that lie between the two epochs and students responded one by one on their own highlighting cultural, political, educational and social changes. The teacher then explained that the social norms were regressive like it continues to be in muslim countries. Many social evils like caste and restrictions on women existed in medieval era that have been eradicated in modern democratic India. Praise for prime minister’s efforts was a recurring theme in describing progress of today.*

***IInd year:*** *The teacher was teaching gender and language. She explained how traditional things have been written using words that are male centric. She then referred to Paulo Friere regarding his selection of words. She was prepared and the lesson was planned. She gave students activity to find words in their other textbooks that they find problematic. When I asked, none of the students reported hearing or reading about Paulo Friere before.*

***In service teacher workshops:*** *On the theme ‘Health and Yoga’ a three day workshop was being conducted in which teachers made slogans, songs and TLM related to theme. Most of the material targeted villagers and students, who are illiterate and need awareness regarding cleanliness. The activity stopped as I entered and despite my insistence that the project work was to be continued, emphasis was on demonstrating to me the range of things they have prepared, mostly charts and thermocol models. When asked about such trainings, teachers reported that the theme as well as selection is done by authorities without any say from them.*

*A discussion erupted among teachers when asked about such workshops. A lot of teachers talked about ideal schools. Two male teachers praised the facilitator and the workshop stating that they have learnt a lot. A female teacher, probably of 40 years of age criticised that teachers are pressurised into these workshops which is not the way learning happens. Many people present including principal, vice principal and facilitator shut her up and requested me to stop the voice recording. They accused her of being negative and said that only 5% teachers thinks like her who are never happy. It took me around a minute to bring the discussion back and allow the teacher to speak again. But this time she didn’t say anything critical and instead chose to appreciate the need of such trainings. After the discussion, I could understand that the female teacher was intimidated and scolded for speaking negative things on record.*