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| **TISS Evaluation of the CSSTE, August-September 2017** | | **Tool 8** | **Observation DIET** |
| State | UP | District/Place | Lucknow |
| Name of institution | DIET Lucknow |  |  |
| Researcher name | Ajay Singh & Raja Sekhar | Date of visit | 25-08-17 |
| **Respondent name** | NA | **Designation** | NA |

1. Type of building: There are three buildings – the main building (that has the principal room, staff rooms, conference room, library and lab), an attaché (that has a classroom hall and a smaller but closed ECCE training room) and another building (that has accommodation facility for those who attend in-service training). The main building and the accommodation building are two-storeyed while the attaché has only ground floor.
2. State of the garden and surrounding: It is centrally located, next to the SCERT office. Does not have much of a garden but has a prayer ground (see pictures)
3. Cleanliness and ventilation: As it’s rainy season, there was muddiness in and around the prayer ground. Otherwise, the premises were clean by and large. The ventilation too was fine, in the lab and library rooms too.
4. Boundary wall: Yes, it has a boundary wall.
5. Surroundings: Within the premises, there was crop vegetation (purposive) in a small patch of land behind the classroom building. There wasn’t regular upkeep of the surroundings near the accommodation building. Consequently, there was lot of weed growth in the empty area near the building (see pictures)
6. Playgrounds: There wasn’t any playground in the premises.
7. Accessibility (please also note the transport used to reach by students and staff and teachers): The campus is centrally location and hence transport is not a challenge for the students or staff. Many teachers and a few students had their personal vehicle (two-wheeler). Otherwise, majority of the students come by public transport.
8. Rooms

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|  | Y/N and number | Functional/  being used and maintained | Remarks |
| Room for head/principal | Y(1) | Fully functional | It is a large and spacious room with seating arrangement for about 10-12 people. There are AC and CCTV facilities too. |
| Staff room | Y(3) | Functional | There are two staff rooms each of which had workplaces for multiple teachers (5-10). Apart from these, there is another staff room for two senior most faculty |
| Classrooms | Y(2) | Being used | There are two classrooms out of which one (the smaller one) was closed as the junior batch students were on field for internship. The room that was operational when we went is actually a hall like space. The faculty (NSS staff) were teaching students using microphone! They were not completely audible though (sound clarity and noise of the fans were the issues). The hall was large enough so as to be able to accommodate 100 chairs in one go (see pictures). |
| Multipurpose hall | Y(2) | One is fully functional and the other (which also doubles up as classroom mentioned above) is partly functional. | There is a small conference room with AC and round tables that can accommodate about 50 people at a time. And the other multipurpose hall is the classroom mentioned above! None of them fulfil the complete needs of the institution. Being a model DIET, the allotted student strength in each batch is 200 (and there are two batches of BTC running at a given time). Due to this, the students face issues to conduct any events and cultural programmes. |
| Library | Y(1) | Being used but not being really maintained | There is library room and it would have about 1000 books. However, most of them are relatively old (seemed like those purchased 15-20 years ago). There was hardly any digital material. Apart from these, it had also many sets of books bundled off in cloth sacks (see pictures). The library was being refurbished on the eve of our visit when we were there. The key challenge is that the librarian post sanctioned is not filled. The responsibility of library is an additional charge given to one of the faculty. |
| Resource room | N |  | There is no separate resource centre. The library does not have a computer machine either |
| Labs | Y(1) | Functional | The science lab is quite well in place. Apart from demonstration materials related to Biology, the lab has multiple TLM models. However, apart from the pipette and burette, one did not see too many apparatus |
| Storerooms |  |  |  |
| Seminar Rooms | N |  | Apart from the multipurpose hall (which is mainly used as a classroom) and the small conference room, there is no seminar room |
| Auditorium (if separate from multipurpose hall) | N |  | Same as above... There is no separate auditorium |
| ICT lab |  |  |  |
| Separate toilets for men and women (staff) | Y(2) | Functional |  |
| Separate toilets for me and women (students) | Y(4) | Functional |  |
| Hostels for men | Y (for in-service training) | Functional | These hostels are only for the in-service trainees, not the pre-service ones. The students interviewed had mentioned that food made is delicious. However, since it would have been about 6 months since last in-service training had happened, one could see a lot of weed growth in the open area within the hostel premises |
| Hostel for women |
| Drinking water facility | Y(2) | Functional | Everyone was using the water facility. There were RO filters fit. The water quality was also good |
| Canteen | N |  | There was only a tea stall in the larger compound which, as mentioned, also has the SCERT office |
| Staff Quarters | N |  |  |
| Office administration room | Y |  | It also has a bulk photocopying machine (the machine though working, had a few operational issues) |
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1. Equipment and resources

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|  | Y/N and number | Functional/  being used and maintained | Remarks |
| AV Equipment | Y | Functional | The students had informed that they are taught using video lessons sometimes and would also be asked to present their work using power point |
| Computer Equipment in lab for students | Y | Functional | It had around 10 desktops, very low number for the student strength |
| ICT in principal room | Y | Fully functional | It has projector and video monitor |
| ICT in staff room | N |  |  |
| ICT for administration room | Y(3) | Functional | Computers for office work |
| Recreational equipment |  |  | Could not observe. The students however have informed that they have sports group and course training on fine arts. |
| Resources and TLMs | Y (multiple) | Functional | There were multiple TLMs in the science lab. The library had a few digital resources in CDs |
| Lab equipment | Y | Functional | It was being regularly used. It had TLMs but not many apparatus |
| Library books:  General reference  Textbooks  School textbooks  Magazines  newspaper | Y | Functional | School textbooks were there. The general reference and textbooks however were old tomes. |

1. Does the institution have electricity? Yes.
2. Does it have backup generator? Yes.
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 (<http://dietlucknow.org/>)
8. What is on the website?

Website has organisational structure, list of all their publications, soft copies of a few of the publications, GOs and circulars and a couple of videos on the institute.

1. Other observations about infrastructure, facilities and resources

The lacunae were lack of sufficiently large classrooms, number of computer machines in the ICT lab and lack of updation of the library. Otherwise, the institute (considered as a model DIET) is well maintained. The biggest advantage, facilities wise, seemed to be the availability of a good hostel facility for in-service training.

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?

We could not follow a regular classroom as one of the batches was on field and the other batch (the senior one) were towards the end of the course and were having only NSS classes. Ajay Sir however had interacted with the latter batch of students. From this interaction (and as also corroborated from the discussion with students), a key concern was the lack of a job guarantee post completion. Lookout for a firm security was a strong focus.