



DIET PALAKKAD

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EXPOSURE TRIP - 2012

A Faculty Improvement Programme



Historic Cities of India

Education undergoes drastic changes at global and national level during recent past. Apart from the concept of decentralisation, most of such changes aim at realising the goal “Education for All”, which was declared in the Jomtein World Conference on Education (Thailand) in 1990. In India, the central and state governments undertake various programmes in order to realise the goals put forward in this connection. Hence it is desirable for all educational functionaries to create an awareness regarding the present state of affairs across the nation. It is believed that institutions like DIETs can strengthen their activities based on the vision and practices that prevail in the area. Visit to various states in the nation will definitely help one to see the structural, functional and pedagogic changes occurred during the past few years. As faculties of DIETs, the opportunities to experience the above changes will strengthen the professional outlook too.

Being a subject under concurrent list, the state governments play unique roles in the area under discussion. Apart from the responsibilities of state government departments, LSG, educational projects, educational agencies and teachers’ organizations play their own role in the area. Hence, as the apex academic body at district level, it is a matter of extreme curiosity for the faculties to visit educational institutions of

various states. In the context of the implementation of RTE Act, the visit attains special significance. It is in this context that the faculty members of DIET Palakkad, Kerala decided to visit such institutions in various states in sound India.

The visit was conducted as a part of FIP and was treated as exposure trip to the faculties concerned. DPI Kerala has given special permission and directions in this connection. Hence this is to be treated as a typical programme wholly owned by the Department of Education, Government of Kerala. The experience evolved out of the earlier visits was really thrilling as well as inspiring to the faculties. Hence the members of the team account the programme in its own sense with special focus on the pedagogic spirit involved.

Significance of visiting Hyderabad and Pondicherry: -

Hyderabad is counted as one of the south Indian cities, which can claim a rich cultural heritage because of many reasons. It is mainly because of the historical importance of the powerful rule of Nizam. Moreover, it is one of the native Indian cities, which could keep a unique identity with respect to art, culture, architecture and political consistency. The educational scenario could

keep the very same momentum during 19th and 20th centuries.

The history and context is slightly different in the case of Pondicherry. Having all the blessings of nature and nation, the state could achieve better development in education during last decades of 21st century. Being a territory under the Union Government, the cultural advancements and the educational achievements are really delighting in all sense.

Planning for the trip: -

The formal discussion in this connection was held on 10-01-2012 in the faculty meeting presided by the Principal, DIET, Palakkad.

Two teams were formed in this connection.

Team A : Visiting educational institutions of North East Indian States.

Team B : Visiting educational institutions of South India.

As a matter of fact, Team B made every arrangement for visiting Hyderabad and Pondicherry.

Schedule of Visit : 19th March, 2012 to 23rd March, 2012.

Places of Visit:

| | |
|-------------|--|
| Hyderabad | <ul style="list-style-type: none"> □ SSA State Project Office □ BRC [Mandal Education Office] □ Primary School - Saroor Nagar |
| Pondicherry | □ DIET Pondicherry |

Team Members:

| Sl. No. | Name | Faculty |
|---------|--------------------------|---------|
| 1 | Dr. P. Basheer | DRU |
| 2 | Dr. T.S. Ramachandran | IFIC |
| 3 | Mr.M.Shaheed Ali | ET |
| 4 | Mr. P. Muhammed Musthafa | P & M |
| 5 | Mr. M.K. Lohidasan | PSTE |

Objectives of the visit:***General :***

To know about the trends, educational practices, management, roles of various functionaries, support mechanism, materials developed and the physical and academic environment of each unit.

Specific :

1. To know about the structural deployment of educational functionaries performing various roles in the state.
2. To know about the educational practices and the various competencies to be achieved at primary level, with special focus on various areas of pedagogy.
3. To share the field experiences related to class room transaction in the teacher training institutions especially DIETs.
4. To know about the innovative programmes implemented in the states as a part of general education – exclusively at primary level.
5. To know about the physical structure of schools, BRC, DIETs and the SSA project office in view of the visions of RTE.

Strategy of Collecting Data:

- Discussion with the authorities concerned.
- Observation
- Interview with the authorities concerned.



The team visited office of the State Project Director – SPD – of Sarva Siksha Abhiyan – SSA – on 21-03-2012 at 9 AM. SPD Dr. Rajalakshmi along with other Programme Officers received the DIET team.



SPD is the officer in charge of imparting awareness regarding various provisions and possibilities of RTE in the State of Andhrapadesh.

▣ ***Structural linkage between DIET and SSA State Project Office:***

All programme officers are from various DIETs of the state. The programme officers are also assigned as Academic Monitoring Officers. The posts of all educational officers are inter transferable. Hence the post of Principal in DIET is treated equivalent to Deputy Director of Education. At the same time, faculties of DIETs can also perform as DEOs and AEOs.

Department rules are applicable to IASE faculties as well as faculties of DIETs.

▣ ***Functioning of BRCs:***

BRCs are otherwise addressed as Mandal Education Offices. Hence, trainers are also designated as Mandal Resource Persons – MRPs.

MRPs usually visit schools for providing support such as:

- Construction works / civil works at school.
- Class room management.
- Assessment activities.
- LEP activities.
- IEDC activities.

The SPD office is spacious as well as furnished. A combined meeting of the team and the staff of SPD

Office was held at the chamber of the Director. Dr. Rajalakshmi presided over the function.

The visiting team gave a clean picture and nut shell of the functioning of the project in Kerala.

Role of Programme Officers:

They are in charge of implementing programmes related to various interventions of the project. Such programmes are being implemented through functionaries of Mandal Education Offices.

The POs take initiative to launch various programmes with pedagogic perspective. They include:

- Training in teaching of English.
- Programmes related to teaching of Mathematics.
- Special academic activities for IEDC.
- Class room assessment of evaluation.
- LEP activities with special focus on life skills.
- Activities for promoting science education.

The SPD authorities arranged lunch and tea for the visiting team.

21-03-2012 - 2 PM.

Visit to Mandal Resource Centre - MRC - Saroor Nagar.

MRCs in Andhrapradesh undertake programmes as a part of RTE implementation in the state. The MRC Saroor Nagar is 20 Km away from the heart of the city, where SPD Office is located. The SPD authorities made all arrangements for visiting the MRC. The staff, including 4 MRPs received the guests.



The structure of the MRC is not modern in appearance. The premises are packed with all kinds of *learning materials* and *cards* to be supplied to schools. They keep all accounts with respect to man, material and other resources including human resource.

Display boards are not found except one or two. There are display charts mentioning the geographic and demographic sketches of their jurisdiction.

Innovative Programmes and Practices:

The MRC Saroor Nagar provide due weightage and priority for the programmes related to RTE. The following activities deserve special mention in this connection.

1. Listing the details of dropouts in the area.
2. Conducting study on the data available to identify the reasons for the state of affair.
3. Establishing centres for rehabilitation and training.

4. Providing special training for the group.
5. Distributing free uniform for all the dropouts.
6. Enrollment of *out of school children* based on their age group.

As a part of the studies conducted poor physical and economic condition (social condition) is identified as the main reason for this. The migration of families is the other major reason in this connection. Lack of motivation and awareness regarding the need and significance of education is also identified as one of the reason.

The MRC authorities produce and keep documentation on all activities. Most of them are prepared in the native language, Telugu.

Observation of the visiting team:

- The field of education at block level is not as sensitive as in Kerala.
- The officials at MRCs do not take proper initiative to provide academic / pedagogic leadership to schools / teachers in a wider perspective.
- The system functions in a smooth manner, since there exist good channel of communication.

Learning Enhancement Programmes:

The programmes are visualised and implemented as competency based activities. The competencies identified in each area are presented below.

1. Competencies in Mathematics

- Concepts
- Logical thinking
- Methods of performance
- Expression in mathematical language

2. Competencies in EVS

- Content knowledge
- Experimentation
- Collection of data and analysis
- Drawing, labeling and map reading

3. Competencies in English

- Action song or rhymes
- Listening and speaking
- Reading and expression
- Writing

In view of the discussion with the MRC personnel, the team visited a rural school within the limit of the MRC.



Structure:

The classrooms and the premises are found to be not as spacious as in the schools of Kerala. The Headmaster's room is very congested as it is filled with chair, table, shelf and racks. In such primary schools there exists no provision for clerks or peons.

1. The teaching hours are from 10 am to 2 pm.
2. They follow class teacher system.
3. Seating arrangement in the classrooms are so typical and perfect.
 - A grade students at back benches
 - B grade students at the middle of the classroom
 - C grade students at the front of the class
4. Particular type of slim cards are provided to A grade students. These cards are complementary cards specially designed and developed for *high achievers*.
5. The classrooms do not hold chairs. Children keep on sitting in cloth made of jute. Most of the classrooms are decorated with learning materials.



The visiting team had detailed and individual discussions with the teachers. The pedagogic awareness on the part of the practicing teachers are relatively high as they are competent to speak elaborately on the content aspects.

Observation:

- Most of the children come from the lower or middle strata of the society.
- As the parents do not have much concern on educating their children, students do not have a positive attitude in this connection.
- Monitoring and training programmes are also organised as a part of the system.
- The competitive spirit among teachers and students are not up to the mark as envisaged at national level.
- Importance is given to CE.
- Though the opportunities for academic competitions are not so high, the state produce high intellectuals, artists and technicians.
- The cultural and artistic background make the system rich and powerful.

The team visited the following places as a part of the trip.

| | |
|------------------|------------------|
| Salarjung Museum | Snow World |
| Charminar | Ramoji Film Park |
| Vidhan Soudh | Golkonda Fort |

The team had their stay at Kaveri Inn at Panchagutta, Hyderabad.

Conclusion:

In Andhrapradesh, SCERT is the academic authority in the following areas:

- Teacher education
- Curriculum framing
- Designing and preparing text books

Training programmes for teachers are also visioned and designed in discussion with SSA.

All the awareness programmes (for teachers, parents, pupils, etc) are designed and modules are prepared based on the detailed directions of SCERT, Andhrapradesh.

The team reached Pondicherry after the overnight journey from Hyderabad.

The one and the only programme in Pondicherry was the visit to DIET Pondicherry. It is located at **Lawspet**, 6 kms north-west to the central bus terminal, Pondicherry.

As a part of the visit the team interacted with all faculties including the Principal Mr. R Velavan. The discussions and interview were mainly focused on the following:

- *Structure and facilities of the campus.*
- *The academic leadership as well as the roles and responsibilities of DIET.*
- *Nature and system of PSTE courses in DIET (including curriculum and teaching practices).*

As in other states of the nation, DIET is treated as the centre of academic excellence in Pondicherry too. At the same time the physical and academic status of the institution is found to be less attractive because of many reasons undefined.

***Structure of performance of DIET
Pondicherry : a bird's eye view:***

- No separate *cadre system* or permanent structure for DIET.
- 9 posts out of 15 are kept vacant.
- Library runs without the service of a librarian.
- All the faculties come to DIET on *deputation basis* from Department of Education.
- In service training is not the agenda of DIET.
- The institution is functioning in a rented building. Own building is under construction.
- No computers are provided to the institution, either for students or for office purposes.
- DIET has a vehicle, which is always used by other educational officers in the city. DIET has no discretionary power at all.
- DIET has no role in areas like educational research and studies, special training programmes, resource support to SCEAT / SIEMAT / SSA etc.

Pre Service Teacher Education (PSTE) and DIET:

- Two batches comprising 100 students each undergo training – Ist and IInd year.
- In each of the batches, 60 belongs to Tamil and 40 belongs to English as the medium for transaction.
- The result in the annual examination is 60% during 2010 – 11.

The syllabus for TTC holds two parts –

- a. Periods to deal FEL (Facilitating and Enhancing Learning)
 - b. Periods to deal IES (Indian Educational System)
- Five languages are to be taught as a part of the course. They are English, Tamil, French, Malayalam and Telugu. Students can opt any three of them.

There are 42 self financing TTIs functioning within the territory of Pondicherry.

- The team members, as the delegates from Kerala could directly experience the functioning of SSA, DIET, BRC and schools in the states concerned.
- The hosts extended due importance to the objectives and sense of the visit. Hence made the occasion memorable and marvelous.
- The hosts were highly patient to interact, and to disclose all the strength and weakness of their system.
- The hospitality shown and extended to the visiting team deserves special recognition.

The direct experiences as well as the discussions with the authorities could help the visitors to develop a relative picture regarding the educational practices of both the states. The major findings are cited below:

1. The structural deployment of educational functionaries differ considerably in both Andhra Pradesh and Pondicherry, when compared with that of Kerala.
2. Being a state covering a wide geographical area, the functioning of various agencies need to be made more sensitive and dynamic to achieve national goals.
3. There exist various educational projects and programmes which are anchored by MRCs.
4. The physical structure of MRCs and schools need to be made more attractive and energising.
5. Spread of excellence is a major area of concern in the educational scenario of Kerala. The visitors could share and pass this message to the hosts.
6. DIET Pondicherry strives for want of recognition, support, leadership and privilege of all types.
7. The role and leadership played by DIET Pondicherry needs special analysis on both administrative and academic aspects.
8. The activities and programmes undertaken by various agencies in Andhrapradesh.

Pondicherry needs better momentum so as to realise the goal of ***quality education to all***.

9. The educational canvas of both the states reflect the diversity of our society and nation.

India being a country with vast area and diverse social set up, enjoy the pleasure of education in different pace and spirit. Even though the functioning of educational agencies are visualised at national level, there exist all types of disparities with regard to the functioning at micro level. These disparities largely depend on the needs and requirements of the society as well as the vision and ambition of the respective administrative system.

It is hoped that the experiences and findings of the visit will help the members of the team as well as the DIET as an institution, to strengthen the future interventions and activities.

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