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GOVERNMENT OF INDIA
MINISTRY OF HUMAN RESOURCE DEVELOPMENT
DEPARTMENT OF SCHOOL EDUCATION & LITERACY
SHASTRI BHAVAN
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D.O. No. 43-27/2012-EE.9

Dated the 12th August, 2013

Dear *Surina*,

I am enclosing herewith the report of the Joint Review Mission, led by Ms. Indu Prasad, which visited Haryana from 2nd to 9th July, 2013. The team had discussed the report with you and your other team members.

2. I would request you to prepare a comprehensive position with regard to the status of teacher education in your State, along with steps taken by the State Government in the last one year for making qualitative and quantitative improvements in the Teacher Education scenario. Further, the action, which the State Government proposes to take, along with time lines, with regard to the recommendations of the Joint Review Mission, may also be indicated.

3. In this regard, I also refer to the SLP (C) No. 4247-4248/2009 before the Hon'ble Supreme Court in which the Hon'ble Court is hearing the matter relating to implementation of the various recommendations contained in the Report of Justice J.S. Verma, former Chief Justice of India on Teacher Education. The Supreme Court has also taken note of the JRMs and has desired that Action Taken Report should be obtained from the concerned States and placed before the Court by the Central Government. In the light of the above Court order, I am to request you to indicate the action taken/proposed to be taken on the recommendations of the JRM by 31st August, 2013.

4. A copy of the report is also placed on our website www.teindia.nic.in. Please do let us know if we can facilitate this in any manner.

With regards,

Yours sincerely,

Amarjit Singh
(Amarjit Singh)

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Haryana



Joint Review Mission on Teacher Education

Haryana

July 2013

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Executive Summary

This document outlines the observations and recommendations of the Joint Review Mission on Teacher Education to Haryana.

Key Observations

1. There is positive energy in all teacher education institutions with many faculty members keen to learn and contribute.
2. Good infrastructure and physical environment is available.
3. School curriculum, teacher education curriculum (D.Ed.) and school textbooks have been re-designed based on NCF 2005 and NCFTE 2009.
4. There seems to be inadequate preparation of institutions and teacher education faculty for the academic demands placed on them by the NCF 2005, the NCFTE 2009, the RTE Act, the guidelines for teacher education institutions in the 12th Plan and Haryana's new school and teacher education (D.Ed.) curricula. All of these demand academic capabilities and institutional processes that are significantly different from those that seem to currently exist.
5. Linkages between institutions are not strong enough – communication between them and understanding of each other's work needs to be deeper and more consistent.

Key Recommendations

1. Form a Teacher Education Core group to lead preparedness of institutions for their new role – focus on vision and alignment across institutions
2. Form subject groups of teacher educators across institutions (e.g. all mathematics faculty from SCERT, DIETs, GETTIs, identified private colleges)
3. Create strong processes for selection and professional development of heads of teacher education institutions
4. Integrate ICT in Teacher Education
5. Release funds on time - MHRD and the State should ensure that salaries can be paid and activities undertaken as per plan
6. Significantly strengthen libraries
7. Build stronger linkages across institutions

Part 1

Joint Review Mission

The Joint Review Mission constituted by the Ministry of Human Resource Development (MHRD) visited Haryana from July 1 to July 8, 2013.

A. Objectives

The JRM provides an opportunity for the State to:

1. Develop an understanding of progress made against agreed indicators and processes
2. Review JRM observations that highlight strengths and areas of development - with a view to improve the impact of the teacher education system in the State
3. Consider issues related to program planning, implementation, monitoring and evaluation, of each component of the Teacher Education Scheme

B. Areas of interest to the JRM

1. AWP approvals and budget releases for 2012-13
2. Progress on process and performance indicators for 2012-13
3. Progress made on utilization of funds at institutional level
4. Quality of curriculum for pre-service and modules for in-service teacher education
5. Knowledge and understanding of NCFTE 2009 and implications for teacher education
6. Steps taken to re-align Teacher Education curriculum with NCFTE 2009
7. Development of library and resource materials (print and ICT)
8. Processes and pedagogical practices in delivery of programs
9. Linking Teacher Education programs with vision and expectations of RTE
10. Quality of resource materials used by student teachers and teacher educators
11. Qualification and experience of teacher educators
12. Contribution of institutions in content development, research and action research
13. Issues of governance, linkages across institutions, cadre management, vacant posts
14. Efforts take to integrate ICT with teacher education
15. Quality and adequacy of infrastructural and institutional facilities in institutions
16. Professional development of institutions
17. Identifying and drawing partners from higher education, NGOs, civil society
18. Developing strategies in teacher preparation for inclusive teaching-learning, multi-linguality, assistive technologies
19. Identifying centres of excellence

C. JRM Team

The Mission comprised six members from different parts of the country.

1. Lalita Pradeep, DIET Lucknow, Uttar Pradesh
2. Usha Rane, Pratham, Mumbai
3. Jeyaraj Inbaraj, SCERT, Tamil Nadu
4. H. Lalhruaitluanga, DIET, Lunglei, Mizoram
5. Shabda Bedi, Azim Premji Foundation, Delhi
6. The team was led by Indu Prasad from Azim Premji Foundation, Bangalore

D. Methodology

Members of the Mission visited the State Council for Educational Research and Training (SCERT), DIETs, GETTIs, block elementary education offices and schools. They toured each of these institutions, observed pre-service teacher education classes, interacted with faculty members and other education functionaries, teachers and students. The team also studied detailed documents on teacher education provided by the State.

The **visit schedule** was as follows:

Date	Schedule
1.7.2013 Monday	Arrival of JRM team Meeting of the JRM team
	Meeting with the state officials (Secretary Education, Secretary Higher Education, SCERT Director, Representative DIET Principals & Faculty Members, Representatives from SSA, RMSA, DHE)
2.7.2013 Tuesday	DIET Panchkula, EDUSAT studio and school GETTI, Morni Hills BEEO Office, Morni Hills Elementary and Secondary Schools, Morni Hills

<p>3.7.2013 Wednesday</p>	<p>Private D.Ed.-cum-B.Ed. College, Ambala Meeting with DEO, DEEO, BEO, DPC – Kaithal Government Senior Secondary School, Naggal DIET Tejli (Yamuna Nagar) Department of Education, & College of Education, University of Kurukshetra</p>
<p>4.7.2013 Thursday</p>	<p>DIET Mattersham (Hisar) DIET Ding (Sirsa)</p>
<p>5.7.2013 Friday</p>	<p>SCERT, Gurgaon DIET, Gurgaon Government Elementary School, Gurgaon</p>
<p>6.7.2013 Friday</p>	<p>GETTI, Mewat KGBV & Model School, Mewat Prarambh - State-level school for Teacher Education, Jhajjar DIET Beeswameel (Sonapat)</p>
<p>7.7.2013 Saturday</p>	<p>Presentation/ Discussion by JRM team with state officials</p>
<p>8.7.2013 Sunday</p>	<p>Departure</p>

Part II

Teacher Education in Haryana

The state of Haryana is bounded by Uttar Pradesh in the east, Punjab in the west, Himachal Pradesh in the north and Rajasthan in the south. The Union Territory of Delhi is enclosed by Haryana on three sides. The south-west of the Haryana is dry sandy and barren. The natural boundaries are: the Shivalik hills in the north, the river Yamuna in the east and river Ghaggar in the west. The south western boundary is provided by the range of Aravalli hills, which run through southern Delhi and the Gurgaon district up to Alwar.

It has a total road length of 23,684 km. There are 29 national highways with total length of 1,461 km and many state highways with total length of 2,494 km.

Haryana's proximity to Delhi and rapid urbanization has resulted in a number of international and domestic airports, diplomatic and commercial complexes in the vicinity. Haryana and Delhi governments have constructed Delhi-Gurgaon Expressway which has the largest toll plaza in Asia and 3rd largest in the world. Delhi Metro Rail Corporation connects Gurgaon with Delhi and it will connect Faridabad and Bahadurgarh by 2014 and 2016 respectively.

Haryana has given high priority to the expansion of electricity infrastructure and was the first State in the country to achieve 100% rural electrification in 1970. Haryana has a state-wide network of telecommunication facilities. It is among the most prosperous states in India, having one of the highest per-capita incomes in the country.

Haryana emerged as a separate State on November 1, 1966. It was carved out of the state of Punjab with just 1.37% of the total geographical area and less than 2% of India's population. With an area of 44,212 sq km, Haryana is home to 25.35 million people. Haryana has the highest population of Hindus (84%) followed by Sikhs 15%, Muslims 1%, Jains 0.3%, Christians 0.1% and Buddhists 0.03%.

Haryanvi has traditionally been the dominant mother tongue in Haryana, with Hindi being spoken as a second language. Haryanvi has no official status, as it is seen as a dialect of Hindi and Punjabi. Since 1947, Punjabi has also been spoken by a lot of people in Haryana especially by those Hindus and Sikhs who came over from the older Punjab region at the time of partition. As such, Punjabi is the second official language of Haryana (since Haryana was a part of Greater Punjab state). Haryana is the second-largest Punjabi-speaking state after Punjab.

The state is administratively divided into four divisions i.e. Ambala, Gurgaon, Hisar and Rohtak. There are 21 districts, 74 Tehsils, 54 subdivisions, 119 blocks and 6841 villages.

Table 1: List of the Divisions and Districts in Haryana

Ambala		Rohtak		Gurgaon		Hisar	
SN	District Name	SN	District Name	SN	District Name	SN	District Name
1.	Ambala	6.	Rohtak	11.	Gurgaon	17.	Hisar
2.	Kaithal	7.	Panipat	12.	Mahendergarh	18.	Jind
3.	Panchkula	8.	Karnal	13.	Rewari	19.	Bhiwani
4.	Kurukshetra	9.	Jhajjar	14.	Faridabad	20.	Fatehabad
5.	Yamuna Nagar	10.	Sonepat	15.	Palwal	21.	Sirsa
				16.	Mewat		

A. Literacy

The literacy rate increased from 67.91% to 76.69% from the 2001 to 2011 census. The literacy rate for males has gone up from 78.43% to 85.38% while female Literacy has shown increase from 55.73% to 66.77%. It shows that state needs to take extra measures to tackle to low female Literacy Rate. As per the literacy rate 2011, district Gurgaon has highest literacy rate (84.40) in the State. The female literacy rate of Gurgaon (77.64) is also the highest among all the districts. The district Rewari is again leading in male literacy rate which is highest (92.92) as was also highest in 2001 (88.45) whereas the literacy rate of district Mewat for all categories [literacy rate (56.10), Male (72.98) and female (37.58)] is the lowest. It may be mentioned here that as per census 2001, there are 129 villages having 0-10% female literacy rate in the State. Most of these villages are situated in district Yamuna Nagar, Mewat, Gurgaon, Faridabad including Palwal which is 87.60% of the 129 villages.

B. Basic Statistics of Haryana (as per census 2011)

S. No.	Feature	Figure
1	Area	44212 sq km

2	Total Population	25353081
3	Males	13505130
4	Females	11847951
5	Sex Ratio (Overall)	877
6	Sex Ratio Rural	880
7	Sex Ratio Urban	871
8	Rural Population	16531493 (71.08)
9	Urban Population	8821588(34.79)
10	Density of Population	477 per sq km
11	Divisions	4
12	Districts	21
13	Subdivisions	74
14	Blocks	119
15	Villages	6841
16	Literacy Rate	76.69%

C. School Enrollment and Teachers:

Haryana follows 5+3+2+2 (10+2) pattern of school education. The state has primary schools, upper primary schools, secondary schools and senior secondary schools. These schools are in private as well as in public sector.

NUMBER OF GOVERNMENT & NON-GOVERNMENT SCHOOLS											
Session	Senior Secondary		High		Middle		Primary*		Grand Total		
	Govt.	Non Govt.	Govt.	Non Govt.	Govt.	Non Govt.	Govt.	Non Govt.	Govt.	Non Govt.	Total
2007-08	1415	1260	1660	1760	1969	1216	4870	1412	9914	5648	15562
2008-09	1518	1105	1600	1706	2252	1206	9301	3751	14671	7768	22439
2009-10	1518	1760	1600	1893	2270	1169	9320	3753	14708	8575	23283
2010-11	1519	1760	1599	1894	2296	1169	9360	3753	14774	8576	23350
2011-12	1525	1760	1618	1894	2455	4743	9421	5247	15019	13644	28663
2012-13	1667	----	1489	-----	2447	-----	9434	-----	15159	-----	-----
*only independent primary schools											

Sanctioned strength of Government teachers

The present sanctioned strength of Government teachers of all categories is **125336**

S. No.	Category	Strength
01	Primary teachers (PRTs)	44215
02	Masters (TGTs)	26093
03	C & V	21681
04	Lecturers (PGTs)	33347
Total		125336

Source of Educational Statistics: Elementary and Secondary Education Department, Government of Haryana

D. Enrolment
Enrolment at Primary and Middle Stages

Session	Primary Stage		Middle Stage	
	Government	Non-Govt.	Government	Non-Govt.
2007-08	1413533	820187	646225	517418
2008-09	1355211	839296	641439	525415
2009-10	1355052	858405	656652	533411
2010-11	1369109	924056	677892	506119
2011-12	1440507	929296	663182	504284
2012-13	1386391	1159146	525982	852018

Enrolment at Secondary/Senior Secondary Stage

Session	Secondary/Senior Secondary Stage				
	Govt.	Non-Govt.	Total	Enrolment of Girls	Percentage of Girls
2007-08	535236	475145	1010381	454671	45
2008-09	852268	218671	1070939	503341	47
2009-10	613517	689980	1303497	638714	49
2010-11	686749	724478	1411227	705614	50
2011-12	646963	812767	1459730	759060	52
2012-13	1184134 (Govt. + Non Govt.)			-----	-----

Source of Educational Statistics: Elementary and Secondary Education Department, Government of Haryana

E. Teacher Education Institutions

The state has a large network of teacher education institutions. It has established 17 District Institutes of Education & Training (DIETS), under the Centrally Sponsored Scheme of Teacher Education and a State Council of Educational Research & Training (SCERT) at Gurgaon. In addition, the state has two Government Elementary Teacher Training Institutes (GETTIs) in Mewat and Panchkula Districts. There are two Government Colleges of Education for B.Ed., 14 Aided Colleges and 456 Private Colleges offering the B.Ed. programme to around 53,800 students. There are also 327 Self-Financing Elementary Teacher Training Institutes (non-government). All these institutes are running pre-service teacher education programs.

Types of Teacher Education Institutions	Government		Aided		Private		Total	
	No. of Insts.	Intake Capacity	No. of Insts.	Intake Capacity	No. of Insts.	Intake Capacity	No. of Insts.	Intake Capacity
2-year D.Ed.	17+2	2700	NIL	NIL	329	17500	348	20200
1-year B.Ed.	2	400	14	2800	456	53800	472	57000
4-year B.El.Ed.	----	--	---	---	--	---	----	----
2-year D.Ed. (Special Education)	---	---	---	---	1	25	1	25
1-year B.Ed. (Special education)	---	---	---	---	2	50	2	50
1-year M.Ed.	---	---	---	--	58	2030	58	2030
Total	21	3100	14	2800	846	73405	881	79305

Source of Educational Statistics: Elementary and Secondary Education Department, Government of Haryana

1. Number of Teacher Educators in SCERT (As per AWP Plan)

- i. Administrative: All the sanctioned Posts of the 1 Director, 1 Joint Director and 4 Deputy Directors have been filled.
- ii. Academic: All the 11 sanctioned posts of Senior Specialist have been filled. Out of 35 sanctioned posts of Lecturers, 34 have been filled (only one is vacant).

However, all the 14 sanctioned posts of Head Masters are still vacant. Out of 6 sanctioned posts of Masters 5 have been filled (only one is vacant)

2. Number of Teacher Educators in 17 DIETs as on 31.3.2011

- i.** Posts of the Principals - Out of 17 sanctioned posts 14 have been filled
 - ii.** Posts of Vice Principals/ Senior Lecturers – Out of 99 sanctioned 77 have been filled
 - iii.** Post of Lecturers – Out of out of 420 sanctioned posts, 269 have been filled
 - iv.** The current status as shared during the presentation made by state officials was that total number of vacancies is 67 - less than 10%.
- 3.** Out of 21 districts in Haryana, 17 districts have a DIET each. The State has proposed to establish four new DIETs in the remaining four districts at Fatehabad, Jhajjar, Palwal, and Mewat.
- 4.** The State has also proposed four BITES at Ambala, Fatehabad, Mewat and Sirsa. This done with a view to make good quality teacher education accessible to rural and remote areas and ensure participation of SC/ST and minority groups into the teaching profession.
- 5.** The State has initiated an innovative program in pre-service teacher education- Prarambh School of Teacher Education at Jhajjar. It will offer a four-year integrated program with dual degree leading to B.A. / B.Sc. / B.Com. with B.Ed. The State is committed to make it functional from academic session 2013-2014. This school is affiliated to Central University at Narnaul and may later be proposed to be up-gradated as an IASE.
- 6.** Haryana has revised and implemented its D.Ed. curriculum as per NCFTE guidelines with one year internship with total program duration of three years.
- 7.** Haryana Board of School Education has been notified as affiliating, examining and certifying body for the new D. Ed. Programme.
- 8.** The State has drafted rules for creating independent cadre of teacher educators. All powers regarding DIETs/ TEIs have been delegated to SCERT. Re-structuring of DIETs and rationalization of DIET faculty has been completed.
- 9.** There are no untrained teachers in Haryana.
- 10.** The Centre for Research & Experimentation for Action & Policy (REAP) has been constituted to conduct research and provide research and evidence based inputs to policy makers at SCERT. Action Research Associates (ARAs) have been deployed at DIETs to conduct research at district level.
- 11.** EDUSAT is fully functional and has a wide network for providing education through technology telecasting programs for schools, DIETs, higher education institutes (technical and degree colleges).

Part III

General Observations

A. What is going well

- 1. Good infrastructure in place, well maintained, clean environment:** All the institutions we visited were well-maintained with good infrastructure either in place or in the process of being set up. The surroundings were pleasant, buildings kept clean with well-ventilated and well-lit rooms.
- 2. Positive energy in all institutions:** Many of the people we met, whether faculty members or students, were enthusiastic about what they were doing. At every institution, there were two or three young people who displayed a great deal of commitment to their work.
- 3. Faculty open to contribute & learn:** Many faculty members appeared committed and displayed 'ownership' of their own work. Many were aware of their development needs, appeared eager to learn and were keen to explore opportunities for self-development.
- 4. School, curriculum and teacher education curriculum, textbooks based on NCF/NCFTE:** The State has revised its teacher education curriculum, school curriculum and school textbooks based on NCF 2005 and NCFTE 2009.
- 5. Teacher educator cadre plan in place:** The State has developed a detailed cadre plan and is in the process of beginning rationalization of faculty in accordance with the plan.
- 6. Innovative practices encouraged:** There are a number of new ideas that have begun being experimented in the system. For example: a one-year school internship for graduates of D.Ed. program has begun and a four-year integrated teacher education program is due to begin during this academic year.
- 7. Active partnerships with a range of organizations in place:** The State seems to have a clear strategy for partnerships in identified areas and has begun working with different organizations. For example: J-PAL on research, Humana People to People Foundation (HPPI) in teacher education, Vasuki Foundation on ICT.
- 8. Relevant and rigorous research work initiated:** There is a clear focus on research using rigorous methods on areas relevant to policy including teacher education initiatives, mid-day meal program, learning levels assessment, parent perception

studies, utilization of grants/learning materials etc. Each of the 17 DIETs has been provided a specific budget for action research in schools and to develop interventions.

9. Use of ICT in teacher education initiated: The State has excellent ICT infrastructure including an Edusat studio and has initiated ideas on its use in teacher education – this has enormous potential. Haryana has launched the biggest initiative in the country in the EDUSAT program. Education content is provided through five channels and the Satellite Trans-receiver HUB with 3.8 meter antenna for up-linking is installed in DIET, Panchkula campus. Lectures are transmitted to the Satellite from where they are beamed back to earth covering entire State. Broadcast content is based on regular school/college curriculum. A special feature is tutorial lectures for AIEEE to benefit the aspirants in the State for all India competitions with apparently on no-cost basis. There is a series of lectures on developing soft skills amongst students of all levels in the State. In the first phase SITs were made functional in 220 senior secondary schools having science stream, 41 urban schools, 62 Government colleges and 17 DIETs. Later on all 9000 Primary schools and 1250 Arts Secondary schools are facilitated with DTH ROTs (Receive Only Terminals). Engineering colleges and Polytechnics were covered with SIT facilities in a later phase.

10. SCERT gearing up for its role as ‘academic leader of school education’ in the State:

There are clear signs of SCERT’s recognition of its new role and its preparation to meet the demands of its new role – for example: committed leadership, focus on academic understanding and building linkages across all teacher education institutions in the State

11. Illustrative examples of good practices: We came across several good practices during our visits to institutions and would like to highlight some of them:

1. Monthly meetings between SCERT faculty and DIET Principals/Head of Units
2. Conceptualization of one-year school internship for all DIET graduates and the School Experience Program
3. DIET/SCERT Facebook groups
4. Laboratories for all subjects at SCERT and some DIETs (initiated)
5. Institution Management Development Committee at DIETs
6. Range of learning material for teachers developed by SCERT

12. Updated Website: The State maintains an excellent website which is systematically updated. The flagship programs of the State are detailed here along with regular communications to field functionaries. Information on

transfers/counselling/promotion are available online. Magazines like Shiksha Sarathi are also uploaded

13. Committed leadership in the State: The leadership in education at the State level is proactive, has built trust, is willing to take risks and is willing to invest in long-term change through the building of institutions. This is clearly demonstrated through many of the actions mentioned in the above points that will have several positive implications in the long-term.

B. What needs more thought

- 1. Preparation of all institutions for their new role:** All teacher education institutions have a certain purpose and direction as envisaged by national policy documents such as the RtE, NCF, NCFTE and the 12th Plan. Each institution must develop its own vision from this – structures and processes will follow. At present, there seems to be a tendency of most institutions to act only when instructed – there does not appear to be enough understanding of the kind of role they have been set up to play.
- 2. Stability and dynamism in leadership of teacher education institution:** Selection of the right people to lead teacher education institutions along with stability of tenure are critical. The average tenure of DIET principals appears to be less than two years – in some places there have been three changes within three years. This does not lend itself to institution building especially at this critical juncture.
- 3. Alignment & shared perspective of education and teacher education within/among institutions:** Most senior faculty and leaders of teacher education institutions do not share a similar perspective on issues in education and teacher education – many are unaware of current policy/curriculum documents like NCF 2005 and NCFTE 2009 which are directly related to their areas of work.
- 4. Re-structuring of DIET units:** The current structure seems to be more in line with what is suggested in the ‘pink book’ and not in alignment with the ideas in the 12th Plan Guidelines.
- 5. Availability of reliable, detailed district-wise data:** Most institutions are unable to provide reliable data about their geography in general (Human Development Indicators) or about teacher education in particular.
- 6. Links between institutions, their connect to the field and the administrative structure:** There seems to be very little connect between different institutions working

in teacher education (e.g. among DIETs); those working in education (e.g. between SCERT/DIETs and schools) and teacher education institutions and the administrative structure (e.g. DEOs & DIETs) beyond formal communication. For example: there does not seem to be a 'District Plan or District Vision' for education – there are, instead, a number of institutions working in education in the district.

- 7. Documentation of experiences and institutional processes:** Very few institutions have documented their work or their processes (e.g. field visits, workshops, discussions, reflections) in a systematic and rigorous manner. This has an impact on two areas - institutional memory being dependent on a few individuals and loss of valuable material for research and better understanding of the work of the state/district.
- 8. Defined & calendarized processes within institutions:** Most processes within institutions (e.g. faculty meetings, academic planning) seem to be done on the basis of need. There are no defined norms or fixed dates/days for institutional activities. This does lead to a certain 'ad-hocism' in processes.
- 9. Strengthening of libraries:** All institutions seem to be struggling with the quality of their libraries. This includes quality of books and journals, regular usage and digitized cataloguing. This also implies that the library is not really a place of learning – in fact, the library came across as the weakest and least vibrant part of almost every institution.
- 10. Pre-Service classroom processes:** The D.El.Ed. Curriculum has been revised but classroom processes remain mostly 'traditional': there is mostly one-way transmission with very little interaction; teachers ask questions – students speak only when spoken to; students are mostly treated as passive receivers with little active participation in their own learning; there seems to be little debate, discussion, self-learning by students. Where activities are being conducted, the focus seems to be on memorization and recall with not much analysis or reasoning.
- 11. Delays in fund flow:** Almost all institutions spoke of delays in fund flow which had a serious impact on their work - e.g. salaries of faculty (CSS) not paid on time; program budgets not released.

Part IV

State Council for Educational Research and Training (SCERT)

SCERT Haryana was established in April 1979 by conglomeration of State Institute of Education and State Institute of Science. It is located at Gurgaon which is very close to Delhi but far away from Chandigarh's capital city, Panchkula, where all the other offices of education are housed.

The SCERT is headed by a Director. The sanctioned posts are of 4 Deputy Directors, 11 Senior Specialists, 14 Junior Specialists, 35 Lecturers and 6 Masters. At present, there are 60 working faculties.

It has five main divisions and ten departments. The divisions are:

1. Division of Curriculum Studies
2. Division of Teacher Education and Foundation
3. Division of Technological Service (ICT)
4. Division of Educational Survey/Experimentation/Research and Policy Perspective
5. Division of Special need and social justice

The departments are:

1. In-service Teacher Education and Extension
2. Educational Evaluation and Research
3. Science
4. Language
5. Mathematics
6. Curriculum and Text-book Development
7. Education Technology
8. Examinations
9. Population Education
10. Integrated Education for the Disabled

SCERT Haryana has its own website www.scertharyana.in and their library houses over 23,849 (as per record) and subscribes to six daily newspapers and five magazines.

A. Curriculum and Pedagogical Practices (Pre-Service)

The state has revised the D.El.Ed. Curriculum based on NCF 2005, RTE 2009 and NCFTE 2009. The State had taken the initiative for in 2009 with the participation of various stakeholders and consulted experts from NCTE and Delhi University in the process. The D.El.Ed course is managed by the Board of School Education, Haryana and to ensure more hands-on experience they have now introduced a one-year school internship after completion of the course. As a result, the D.El.Ed. has become a three-year Diploma course.

However, the change in curriculum did not seem to be reflected in the pre-service classroom processes at the DIETs, GETTIs and Private TEIs where the D.El.Ed is being offered.. The introduction of the new curriculum has not changed pedagogical practices. SCERT has conducted orientation programs on this and provided some material support but it needs a sustained and different kind of focus. Many State officials shared their concern over this issue.

Learning materials related to the pre-service program seem fairly inadequate in the teacher education institutions. There needs to be an appropriate policy regarding purchase of books on especially on Teacher Education, Andragogy and Pedagogy. The SCERT library has a large number of books but does not seem to have enough appropriate current reading and reference materials related to Teacher Education. Teacher Education journals published by NCERT, SAGE, organizations like Eklavya, Vidya Bhawan Society and Digantar along with Compendiums of Educational Research abstracts and Action Research-related books could be added to the collection.

Development of reading materials in the local language would go a long way in paving the way for understanding the new curriculum and improving pedagogical practices in the pre-service program. It would also develop the capacity of teacher educators and build their own understanding of the new curriculum.

The SCERT has taken major initiatives in the implementation of CCE at the school level. With the support of two external agencies, various trainings and workshops were conducted in the past few years. However, the privately-run schools are not included in most trainings and workshops which may be a concern in the long run as those schools enroll around half of the student population in the state.

B. Curriculum and Pedagogical Practices (In-Service)

The Curriculum and Text-book wing is responsible for developing curriculum and text-books for schools and teacher education. The different wings of SCERT have developed many modules and materials for in-service teacher development. Many materials have

been developed which clearly encourage activity-based practices as well as address issues/concerns like gender parity, value education etc. The current efforts to incorporate state-specific content in the present NCERT text-books as well as development of Class Readiness Programme are good initiatives.

Training Management Systems are yet to be developed and analysis of teachers and teacher educators regarding their needs and impact of SCERT's programs are not systematically done.

The SCERT must ensure that the practical aspect in transacting the new school curriculum and text-books is made known to all the stakeholders involved. Monitoring should involve classroom visits to ensure that the new curriculum is transacted appropriately and also children learn the complex set of skills demanded of them in life outside and after school.

C. Continuous Professional Development of Teacher Educators and other officials

Haryana as a state is strategically located. Being near to the country's capital has its own benefits in pooling resources from central institutes like NCERT, NCTE, NUEPA and Universities like Delhi University etc. Most of the faculties at SCERT Haryana are experienced and have undergone various training courses under NUEPA, NCERT, and RIE etc. Many faculty members were found to be very enthusiastic in their field of work and it is evident from the various achievements observed by the team.

However, their focus appeared to be towards SCERT and school teachers and did not seem to be fully extended to teacher educators or leaders in DIETs and GETTIs. Haryana does not have untrained teachers and SCERT can concentrate on capacity building of faculty members of DIETs and GETTIs since they are relieved from the burden of training untrained teachers.

At this point, there does not seem to be any system to either analyse the professional development needs of DIET and GETTI leaders and faculty or to study the impact of SCERT's own programs of capacity development.

D. Infrastructural Facilities and Instructional Resources

SCERT Haryana has excellent infrastructure. The campus is vast enough to accommodate different sets of laboratories, libraries and halls. SCERT has developed some excellent instructional resources across subjects – workbooks, teacher guides, teaching material and course material.

SCERT has an impressive Mathematics Laboratory, Science Laboratories, Language Department and Geography Laboratory. The faculty members presented to the team some insightful experiments being done in the above laboratories. The language department has created reading materials which will help children of all levels of reading competency. The comprehensive continuous evaluation formats too have adequate information gathered to know more about children's levels of learning and psychological development. The JRM team was shown a three month's course for schoolteachers in teaching/learning English. It was reported that the small experiment of this course has shown good results. Their science laboratories and material and their mathematics laboratory are excellent.

Unfortunately, this understanding does not seem to have spread across teacher education institutions and the school system. The utilization of these resources and full access by the faculty of other teacher education institutions and schools must be ensured so that stakeholders will gain more from the knowledge and wisdom accumulated and showcased by the SCERT.

The Classroom Readiness Program is an interesting initiative of the State – detailed manuals/materials have been developed for it and it is being implemented in all schools across the State. The objective of the program is to do a 45-day intervention to help children learn basic skills. According to these manuals, children up to Class 8 are supposed to learn basic reading, writing, arithmetic and English skills and children in Classes 9-12 learn subject specific skills such as science and mathematics.

The goals set by this program are very ambitious –from the JRM team's limited visits to schools and interactions with students, it appeared that the program will need to be re-calibrated in accordance with the actual situation on the ground. Children seem to be at very different learning levels than those envisaged by the program – the focus on basic skills and concepts needs to be significantly strengthened.

Math Lab

The Math Team has created hands-on activities using a wide variety of mathematical models. This can help students to learn and explore mathematical concepts and verify mathematical facts. The models can facilitate teachers demonstrate, explain, and reinforce abstract mathematical ideas by using concrete objects, models, charts, graphs, pictures, posters etc. SCERT has taken initiative in collaborating with IIT Delhi (in September 2012) and has signed MoU with an objective to create multimedia content to teach abstract mathematical concepts. This will help teachers explain and demonstrate abstract concepts and will also help in enhancing teacher's efficiency in teaching math. Department's efforts are certainly commendable.

However, a cautionary note needs to be made. The JRM team visited a few elementary, upper primary, secondary and higher secondary schools. The math learning level of students was quite low. In none of the above presentations (both at the math lab and in collaboration with IIT), the team observed any efforts in providing support to children who are lagging behind.

Recommendations

- The math lab should focus on creating an accelerated learning process in mathematics for children who have already been promoted to higher grades and have not learned basic skills. These children potentially drop out of school due to sheer frustration.
- SCERT should create short courses (certificate or diploma) for schoolteachers to teach basic mathematics (technological innovation can follow this – no technology can make up for lack of conceptual clarity).

Language Department

The department has created reading materials which will help children of all levels of reading competency. The comprehensive continuous evaluation formats too have adequate information gathered to know more about children's levels of learning and psychological development. The team was shown a three month's course for schoolteachers in teaching/learning English. It was reported that the small experiment of this course has shown good results.

Recommendations

- Cost effective reading material (other than the text books) needs to be created for children's reading. A scheme of newspapers can be created in collaboration with local dailies. (E.g. Government of Bihar's collaboration with Hindustan Times. This newspaper activity has generated a lot of interest amongst children in reading)
- As a part of CCE, a simple A5 size report card can be sent to the parents of every child. This can carry information such as whether child attends school regularly, whether he/she comes on time and whether he/she is able to read, write independently and recognize numbers and do math operations appropriate to his/her grade.
- Short course created for English teaching/learning could be offered to school teachers if its pilot has shown good results.

Science Lab

An enthusiastic team of faculty showed us some science experiments. The team was well versed with the subject and had depth of understanding about the concepts they displayed. The department in its presentation indicated that the secondary and higher secondary schools have been encouraged to start science activities in schools.

The JRM team visited one such school where highly motivated students showed science experiments guided by equally passionate schoolteacher (Sr. Secondary Girl's School, Mandi, Adampur).

A group of Class 8 students displayed an experiment on 'air-pressure'. Immediately after the experiment, the team member asked students, "Do we have air in our body?" An unexpected question made them nervous. With a giggle some whispered "No". "No!!!?" the member looked at them inquisitively. The group suddenly became serious. And then slowly they gathered courage to say, "We breathe. So we inhale air". The member asked, "And so?" Two girls said, "We don't get crushed by the air pressure because we have air in our body".

The science teacher must be congratulated. And the efforts of the Science Department need to be applauded.

Recommendations

- Science club activity needs to be strengthened not only in upper primary and secondary schools but elementary schools also. The science aptitude of the children must be nurtured from the younger age which can help in their ability to think critically and logically.
- Short science courses will need to be developed for schoolteachers. Most of the D.Ed. students seem to come from the Arts faculty. Their knowledge about science is restricted to lessons in the science books (which are normally read aloud in the class). Children are supposed to learn 'science' from Class 3 e.g. the topic 'Air' is introduced in this grade. But schoolteachers can hardly 'handle' such topics in a scientific way. Such a course will help them acquire knowledge of the subject.

E. Institutional Leadership and Management

Although the SCERT has prepared the Annual Work Plan and Budget for teacher education in the State, there is hardly any evidence of a shared vision and perspectives reflected in the plan among faculty across institutions. Moreover, institutional self-assessment is yet to be initiated. Decentralized planning in teacher education needs to be implemented earnestly so that each plan will reflect the individual institution's developmental needs and professional requirement of its faculty and the fund requirement.

SCERT holds monthly meetings with the Principals of DIETs and GETTIs which is an excellent practice. Better linkages could be established if such meetings become a common

platform for Principals of DIETs, GETTIs, BEOs, DEOs and field level functionaries to share academic issues. Further down the line in DIETs, during frequent dialogues with the DIET personnel viable strategies could be evolved for academic issues observed at the block and cluster level.

F. Research and Innovation

SCERT Haryana has been actively engaged in research through REAP (Research and Experiments for Action and Policy) established by the state government. They have undertaken research projects on CCE, RE-LEP and the mid-day meal scheme. In partnership with J-PAL at MIT, rigorous methods for research and analysis are used through the process.

The REAP team at SCERT is bright and enthusiastic with subjects like economics as their academic background. Data collection is done by interested teachers who have been inducted into DIETs exclusively for this. Some very interesting work has been done which is directly related to and utilized for creating policy.

The major concern here is the seemingly minimal involvement of SCERT faculty in this exercise. REAP seems to be seen as an independent unit working 'outside' the institutional system. Understanding the rigor involved in design, methodology and analysis would benefit the SCERT faculty enormously in their own research work. Also, most of the research questions have been prescribed by various Boards of Education as they have been linked with implementation of State schemes. Research on context and region-specific issues which are district or block-based can also be encouraged which would culminate in proactive policies having the potential to address real issues experienced by practicing teachers and learners.

G. Leveraging ICT

SCERT Haryana has excellent resources in terms of ICT with software resources and good access to the internet. Professional development of teachers including DIET faculty was undertaken in collaboration with Intel. When programs are tailor-made by international vendors like Intel or Microsoft, one possible disadvantage is the same curriculum and strategies for all states irrespective of the divergent training needs and levels of computer awareness of teachers and teacher-educators.

The EDUSAT programme is one of the success stories and they have their own website as well as social networking group on face-book. However, integration of ICT in Teacher Education is still a long way away. The capacity building of teachers, teacher educators and

SCERT faculty in utilization of ICT resources must go beyond showing video clips and making power point presentations. SCERT may also encourage the use of free and open-source software.

The Education Technology Wing or the Division of Technological Services (ICT) has done some innovative projects like the Radiophone Project with Gali Gali Sim Sim and Gurgaon Ki Awaj – a community radio. They have also created a Mobile Science Laboratory with AGASTYA Foundation which is designed for remote schools.

H. Annual Work Plan and Fund Utilization

The planning process for the annual plan on teacher education was initiated at SCERT - a committee was constituted to make the first draft that collected data from various sources. The funds requested from MHRD for the year 2012-13 by Haryana for SCERT amount to Rs 119.72 lakhs and the central assistance recommended by the Govt. of India is Rs 79.72 lakhs.

DIETS and GETTIs need to be fully supported by SCERT to understand the process of planning and to create their own plans – at this point, it appears to be a data collection exercise initiated by SCERT to which DIETs and GETTIs have responded. There did not seem to be much awareness of the AWP in the DIETs even after responding to the formats.

I. Inter-Institutional linkages

The relationship between institutions seems based mostly on formal interactions and invitations. SCERT has initiated monthly meetings with Principals of DIETs and faculty which is a welcome step.

Apart from this, the linkages with other institutions seem rather fragile. The faculty of SCERT does not seem to have spent much time at the DIETs and the GETTIs or at offices at the Block or at schools. Similarly, the DEO does not enter the campus of DIET even if his office is housed within the DIET campus.

There also appears to be no linkage with university departments of education with each waiting for the other to make the invitation. University departments seem to have little interest in the concerns of SCERT or teacher education-related issues on the ground. SCERT does not seem to think that working with the University departments would prove very useful. Linkages must be initiated and sustained so that all institutions move towards a shared perspective and vision on education in general and teacher education in particular.

SCERT must take the lead in breaking the ice and encouraging all institutions in school education to 'talk' to each other more frequently. SCERT must start to calendarize visits to

institutions and document them. Formation of subject groups and initiation of forums on various issues may also contribute to this.

J. Cadre and Personnel Management

The restructuring and revamping of teacher education is being taken seriously by the State and formation of a separate cadre for teacher educators is on the verge of being finalized. Qualifications, grades, pay scale and cadre rules have been finalized and submitted to the concerned authorities for final approval.

K. Partnerships and Collaborations

There is a clear and rational focus on partnerships in the State that will be useful and relevant. SCERT has been provided support and funding through various state government programs and also national programs like SSA, RMSA etc. in conducting teacher education training programmes.

SCERT has been able to avail support for orientation of its faculty and other programs from NCERT, NUEPA, RIE (Ajmer), Edcil etc. The REAP Project is done in collaboration with JPAL-SA. Partnerships with NGOs like HPPI and Vasuki Foundation was initiated for curricular development and pedagogical transactions. The DNS programme is also launched in the state with the Michael and Susan Dell Foundation funding the program.

11. Process and Performance Indicators

The Annual Work Plan 2012-13 was prepared using the specified format as provided by the guidelines. The state level dashboard and the process and performance indicators were duly filled up. However, the usage of indicators for better planning and implementation is yet to be realized. As observed by the JRM team, most teacher educators have not yet understood the Teacher Education Scheme and some have not even heard of the Teacher Education Guidelines (June 2012). SCERT needs to work on the dissemination of information to all teacher educators concerned about the policy and perspectives of teacher education and the revision of the teacher education curriculum.

Classroom Observation: Class 10 and Class 12

Mathematics: Students were being taught trigonometry in both the classes. None of the students were able to answer simple questions based on a fraction sum.

The following questions will need to be addressed:

- What measure will be planned for the accelerated learning of basic math skills? What will be the time span?
- Why does the Class Readiness Program for Class IX not include language and mathematics?

Language: It was observed that Class XII students could not read English text book fluently or respond to simple questions in English from the very first lesson “The Last lesson” by Alphonse Daudet.

It was obvious that the teacher was promoting oral Hindi responses for questions asked in English. The English Language teacher, who could articulate her thoughts very well in English, sympathized with her students who were from rural areas and believed that she was helping them.

EDUSAT: Video lessons on communicative English are developed and screened at such a fast pace that learners could neither jot down notes nor understand what was being spoken by the subject experts. Even native speakers of English do not speak English so fast. It is recommended that video lessons prepared and screened for the benefit of learners of English as a second language may be paced with slower delivery so that learners are able to negotiate meaning and develop an affinity towards classroom English.

Part V

District Institutes of Education & Training (DIETs) & Government Elementary Teacher Training Institutions (GETTIs)

Out of a total of 21 districts, the State has established 17 District Institutes of Education & Training (DIETs) under the Centrally Sponsored Scheme of Teacher Education. In addition, the state has two Government Elementary Teacher Training Institutes (GETTIs) at Mewat and Panchkula Districts. The State government has proposed to establish four new DIETs in the remaining four districts at Fatehabad, Jhajjar, Palwal and Mewat.

The JRM team visited six DIETs in Panchkula, Yamunanagar, Hisar, Sirsa, Gurgaon and Sonapat district. The structure of DIETs has been revamped. The present structure of the DIETs is:

1. (A) In-service teacher education, Field Interaction Innovation & Coordination (IFIC)
(B) District Resource Unit (DRU)
2. Pre-service Teacher Education (PSTE)
3. (A) Curriculum Material Development and Evaluation (CMDE)
(B) Educational Technology
4. Planning and Management (P&M)
5. Work Experience

The following initiatives have been taken for strengthening of DIETs:

1. Monthly review meetings
2. Quarterly meetings with In-charges of DIET wings
3. Capacity Building of DIET faculty at SCERT
4. Training regarding ICT
5. Training of teachers organised at DIETs (in- service and newly inducted)
6. Participation in research and coordination with REAP cell at SCERT

A. Curriculum and Pedagogical Practices (Pre-Service)

The State has taken the initiative to revise the curriculum in light of NCF 2005 and NCFTE 2009 with national level experts and eminent educationists. Faculty of SCERT and DIETs participated in the framing of new D.Ed. curriculum which has been implemented in all DIETs. The key components recommended by NCFTE 2009 are included in the revised curriculum with one-year internship program.

Most DIET faculty members expressed faith in the new concepts/curriculum and viewed curriculum revision as “inclusion of new topics in the syllabus and semesterisation.” During classroom observations, it was observed that though traditional method of pedagogy was used faculty seem to believe that they have adapted to the new way of teaching learning.

Teachers mostly lectured from the front of the class using the text or notes; students were mostly seated in rows. Many students seated in the last few rows were unable to really hear what was being said unless there was complete silence; teachers used the board but often wrote in a way that was not very visible to students seated at the back of the class.

The flow of the class mostly comprised “one-way transmission” with very little interaction between teachers and students; students seemed to be treated as passive audiences with little active participation in their own learning except for note-taking. There seemed to be minimal debate and discussion; almost all questions were asked by the teachers; students spoke only when spoken to.

Focus seemed to be almost wholly on facts with little emphasis on reasoning or any kind of analysis by students or the connection of that idea to practice

Many classrooms had displays of student work or work that could be of interest or relevance to students but many students were unable to discuss the topics related to the material displayed.

Several topics which were ‘lectured’ on in class need not have been so – they seemed to be of the kind that students could have been asked to work on them in the library and write an assignment or teach each other.

Many DIET faculty members heavily relied on Humana People to People Initiative (HPPI) who is running a pilot program to implement D.Ed. curriculum using innovative pedagogical practices. The curriculum is taken care of by DIET faculty and activities are designed and fielded by HPPI personnel. There is obviously a blur in the sharing of responsibilities. Scaffolding through special workshops or capacity building of DIET faculty is required but having a parallel structure within the institution seems to have separated areas of work and not really encouraged one group to learn from the other.

As no support materials were provided to DIETs to interpret the curriculum, some faculty also browse the internet to interpret the curriculum. HPPI uses a well-documented transactional plan of the curriculum with clearly articulated learning tasks or activities to understand each topic. It is being implemented in about six DIETs where the pilot program is being run. Mostly, Semester I and 2 were managed by HPPI instructors in the

DIETs visited. Instructors used some inbuilt software to teach English Language and 3-1-combo DVD computer was used in the class. The engagement between instructor and student teachers was encouraging. The room where HPPI was stationed was kept tidy and every inch of wall was talking about activities they have taken up in the institute or in schools. Topics such as understanding of self, educational vision and contemporary society/child were delivered through discovery method and discussion method.

Interaction with the students revealed that most of them had not come joined the course by choice but were beginning to like it. Students had heard of RtE, CCE, Formative and Summative assessment though there was no observation of CCE assessment processes in the D. Ed. curriculum.

The Edusat program was functional in most DIETs and was used for transacting the personality development program and for enhancing English communication skills of students. Educational videos are used but the teachers did not seem to be exploiting them for the development of learning those objective/competencies for which they have been originally made.

Work experience mainly involved developing TLMs but they seemed to be mostly craft work with little pedagogical relevance.

Most DIETs were operating on full intake capacity. The focus of the DIETs visited was mainly on PSTE. There was not much of any consequence happening in other wings of DIET except for some projects initiated by SCERT like Saakshar Bharat and Population Education.

Most DIETs follows a practice of assembly for one hour every day. After Vande Mataram and recitation of Gayatri Mantra couple of activities is conducted as a daily routine during the assembly such as news reading, recitation of self-composed poem, a book review, panel discussion and debate. Interactions with students indicated that they thoroughly enjoy all these activities. The 'Daily News Activity', 'Quiz', and 'panel discussion' are the most popular amongst all the other activities.

A few student teachers at the Matrashyam DIET displayed extraordinary ability in drawing animation pictures for awareness campaigns. They have not gone through any formal course in animation. There could be a plan in place to nurture talent of such gifted students.

B. Curriculum and Pedagogical Practices (In-Service)

Until recently, in-service teacher education programs were outsourced to two external organisations. The role of DIET faculty was limited to participating as resource persons. It seems that DIET faculty did not play a critical role in conceptualising or designing training modules and it was mainly focussed on coordinating training programs. Most in-service teacher trainings were organised by SSA and there seems to be no strong systemic linkage with DIETs to conduct these trainings, though DIET faculty members participate as resource persons. The credibility of the DIET as an academic partner or body seems to be low.

There was no training management system or database of teachers available at the institution. The whole idea of identifying the needs of the teachers in the district and development needs analysis has not taken any root. No special material or learning resources seem to have been developed by DIET faculty for in-service teachers.

C. Continuous Professional Development of Teacher Educators

Most faculty members of the DIETs were very enthusiastic about their work and showed high energy levels. Every DIET seemed to have two or three young, energetic and engaged faculty members who could be part of the core leadership group of the institution.

During interactions with faculty on different issues related to teacher preparation, it was shared that many of them do attend seminars and workshops whenever nominated by SCERT. Most of them talked about one workshop conducted to orient them to revised D. Ed. curriculum. Most faculty members had very little idea about documents like the NCF 2005 and the NCFTE 2009. Most of them had neither heard of nor read the guidelines of the 12th Plan scheme on teacher education even though many had participated in working on the AWP.

Every DIET has a few REAP members working on research projects but, unfortunately, DIET faculty are not involved in the process at any level. This leaves REAP operating in isolation. DIET faculty get no benefit of their presence and the kind of expertise they carry.

Revision of curriculum seems to be perceived more as revision of content and addition of new topics rather than any paradigm shift in pedagogical practices. Even classroom observations corroborate this as the new curriculum was transacted mostly through 'traditional' methods. There were no indications in academic planning to suggest any marked shift in pedagogy of classroom processes either in theory courses or practicum or other related activities.

There did not seem to be any structured process of faculty development in place either through regular interactions within the institutions or engagement with the external world. The JRM team was told that the MHRD provided funds for DIET faculty development. However, these funds were not been received by the DIET Principals.

D. Infrastructural Facilities and Instructional Resources

Most DIETs seem to have well-maintained campuses and good infrastructure. Electricity and drinking water issues were observed in few DIETs.

Most DIETs had well equipped labs. Some DIETs had an English Language Lab which was not a technology-based lab but a room where tools and materials for English language were kept. We found a few CDs, charts explaining speech mechanism and material on grammar. Charts, posters, and a few books were kept in organized way. The science lab in some DIETs had science kits and material but it did not appear to have been used for quite some time. The DIETs at Tejli and Beeswameel have created a science museum. This museum supplements science education given in schools and colleges. It is a destination for various out-of-school educational activities to foster a spirit of scientific enquiry and creativity among the school students. Here children come to see exhibits, equipment and scientific teaching aids for science education. This inspires them to design and develop working models to learn by doing. The museum did not seem to have been used much by D.Ed. students, though.

The libraries of DIETs have not been replenished annually with books relevant to pedagogy or andragogy. Books related to teacher education were not on display. Only complimentary copies received from private book publishers were added to the library every year. Journals on teacher education, copies of NCF 2005 or NCFTE 2009 were conspicuous by their absence. The JRM team was given to understand that no money is sanctioned for purchase of library books for many years. Many DIETs had a huge pile of books based on old syllabus. They were apparently irrelevant, but team was told that weeding off of books has never been done properly. There was no librarian and catalogues were maintained in a register.

The Institutional Management Development Committee, which is a newly constituted body, representing community for a transparent management system in each DIET.

E. Institutional Leadership and Management

The leadership in the DIETs emerged as one of the most serious areas of concern. There was a general lack of vision and dynamism in the leadership. Most DIET principals lacked

perspective on teacher education and institutional vision which reflected on their academic, strategic and financial leadership and management. Most DIETs see a change in leadership every year – this does not augur well for institutional development.

SCERT has set up a monthly meeting of all DIET principals to discuss issues but that does not resolve the issue of a stable and dynamic leadership requirement at the DIETs.

There is no clear understanding of the role of the DIET and its positioning as a District Resource Centre for teachers and educational functionaries.

F. Research and innovation

Research appears to be one of the weakest links in the DIETs. Action research is not carried out by the faculty because of paucity of funds. Teacher educators do not seem to have undergone any special orientation on action research which normally helps them to become reflective pedagogues.

There is an obvious disconnect between those attached to REAP and the other members of the DIET faculty. The few DIET faculty members who managed to submit research project proposal have had to wait for a long time for approvals. Action research and district specific research have not been part of professional development of DIET faculty and their work culture.

G. Leveraging ICT

Most DIETs had well-equipped and functional computer labs which were mainly used by students to access the internet for assignments and by faculty for administrative work. Most computer labs had desk machines with internet facility, printers, LCD projectors and DVD computers, mostly used by HPPI as part of their activity.

Every DIET had an Edusat room which was functional but appeared to be limited to conducting personality development programs and functional competencies in English. EDUSAT can be further leveraged by integrating some core pedagogical topics from the D.Ed. curriculum. Educational videos are used but the teachers did not seem to be exploiting them for learning those objective/competencies for which they had been originally made.

With basic infrastructure in place, the DIETs now can take the initiative to put together policy and processes for integration of technology into classroom pedagogy and capacity building of teacher educators.

H. Annual Work Plan and Fund Utilization.

Most faculty and leaders that the JRM team interacted with had very little idea about the AWP – in many places, they were unaware of the terminology and it took quite some time for them to understand and find the documents that we were looking for. The team’s discussions based on the AWP submitted for the year 2013-14 revealed several discrepancies – many questions to which they had responded in the affirmative simply were untrue. For example: in response to one of the questions on linkages, there was a tick mark on “interaction with CTE”, when it is known that there is no CTE in the whole State of Haryana.

Of the funds allocated by MHRD, they have so far received salaries and contingencies only. In 2012-13, most of the DIETs that the team visited had received only Rs 2 lakh as contingency. Most Principals and DIET faculty had no idea that each year MHRD gave funds for programs and district specific activities, action research, training of Head Teachers, computer training and contingencies.

Principals of DIETs were not clear about the budgetary allocations pertaining to DIETs. In DIETs, the work delegation of faculty members to different wings is done by SCERT and any change has to be done with consent and information of SCERT.

I. Inter-Institutional Linkages

There was very little evidence of any inter-personal communication and professional discussions between DIETs and other education functionaries in the District. There is hardly any linkage with University departments or colleges and no academic support or mentoring processes, forums or meetings with SSA, RMSA DEO or BEEOs.

Each DIET has adopted a school and appears to have initiated some research projects as mandated by SCERT – this has just begun and the results of it will be evident in the next couple of years. Faculty members expressed that they limit any engagement within 8 km radius because expenses within 8 km only are reimbursed.

J. Cadre and Personnel Management

The State has worked out a policy on a separate cadre for teacher educators and has submitted it for approval.

Most DIETs visited were adequately staffed. The state government is now attempting rationalization of faculty posts at DIETs which will make a significant difference to the quality of faculty.

K. Partnerships and Collaborations

The partnerships initiated at the State level with organizations like J-PAL or HPPI are implemented through activities in the DIET. But there are no local collaborations initiated by the DIET for district-specific work. Many DIETs work closely with the community to augment their physical infrastructure and resources but academic collaborations of any kind are absent.

L. Process and performance Indicators

The DIET level dashboard and the process and performance indicators were duly filled up. This, however, seemed to have been done without any understanding and was seen more as a prescribed proforma-filling exercise.

As indicated in an earlier section, most teacher educators did not seem to have heard of the Guidelines for the 12th Plan scheme on teacher education. Most of them could not locate or did not have a copy of the 12th Plan guidelines. In some places, the JRM team helped the faculty to download the guidelines and explained their significance to the DIET team.

Government Elementary Teacher Training Institutes (GETTIs)

The main focus of the GETTIs so far has been pre-service teacher education. The JRM team's visit to the GETTIs also focussed on the same.

Both the GETTIs had excellent infrastructure with well-maintained buildings and a complete set of students as per intake. They have good ICT infrastructure too.

The GETTI faculty do not seem to have been involved in the revision of the D.Ed. curriculum – they do know that it has happened but, like at the DIETs, there is no evidence of the kind of pedagogical shift that the new curriculum demands in the D.Ed. classrooms. Most faculty members were unaware of the NCF 2005, the NCFTE 2009 and other such documents. Learning material is provided by SCERT. No supplementary material has been developed.

ICT is used but not as a pedagogical tool for teacher education. The libraries need significant development. At the GETTI in Morni Hills, the library barely exists. The Mewat

GETTI has invested in the library but it needs to be further improved with better quality of books and journals and better cataloguing.

At the GETTI at Morni Hills, there is a pedagogical session every month where they invite the best teachers from various disciplines from Primary Schools to interact with student teachers. This is a very interesting idea that gives the opportunity to student teachers to interact with practitioners.

The GETTI at Morni Hills has adopted a school about 13 km away while there is a Primary School just next door that could do with its support. The GETTI at Morni Hills needs to set up a hostel for girls which is safe and secure – the current option does not seem to be so.

The leadership at the GETTI in Mewat seemed very dynamic and displayed lot of ownership of the Institute. It was evident that that Principal had significantly invested in building the institution, improving community connect and good team work.

The GETTIs seem to be stand-alone institutions operating within their 'own' world. The GETTIs need to see themselves as an important link in teacher education and school education and not just an institution doing its own work.

The GETTIs have just begun being involved in regular teacher education activities organized by SCERT. They are also now being inducted through various orientation programs.

GETTI – Classroom Observation

It was supposed to be a Hindi class but ended up being one that focussed more on personality development and value education. After 20 minutes in the class, one of the JRM team members was asked by the teacher to address the class.

Taking a clue from teacher who had been talking about 'bachcha kora kagaz hota hai'...the team members asked trainees if they felt that a child was a blank sheet of paper, where teacher can fill wisdom with his knowledge.....

The class was divided in its response – there were three opinions – those who believed that the statement was true; those who felt it was not and one student teacher who felt that that he thought it could go both ways. He explained that a child was a blank canvas so far as school education was concerned but s/he knows about family, relationships, society etc. This turned into a fully engaging, energetic discussion.

Part VI

Prarambh – School for Teacher Education

The State has set up a State level Institute for Teacher Education named 'Prarambh' at Silani-Kesho in Jhajjar District. It is an initiative of the government with the purpose of revitalizing teacher education in Haryana.

The school has been planned with a view to bring about a paradigm shift in the way teachers are initially prepared and guided for their continuing professional development. It is also seen as a "pace-setting" institution and viable model for future expansion for teacher education in the state

The School will offers a four-year integrated Bachelor of Education Program with the academic content covering B.A., B. Sc. and B. Com. Programs along with a B.Ed. degree. It also offers students flexibility to exit at the end of third year with a graduate degree (either B.A., B.Sc. or B.Com.) and a diploma in education. The programme aims at preparing students for the entire school stage that is from Class 1-12.

The program aims at integrating general studies comprising science, social sciences, humanities and commerce disciplines and professional studies comprising foundations of education, pedagogy of school subjects and practicum relating to the task and functions of a school teacher .The program is offered with an objective to bridge the gap between theory and practice (an experimental school is proposed within the Prarambh campus). Later it is also proposed to start B. Ed., M.Ed. and research programmes like M.Phil. and Ph.D.

The School will be functional from the academic session 2013-14. The JRM team members interacted with the group that designed the curriculum and those who have been actively engaged in putting the system and processes in place.

General Observations

1. A four year (8 semesters) integrated innovative B.Ed. course with intake capacity of 100 seats in three streams i.e. Science, Humanity and Commerce has been planned and admission are being made for the current academic session in a sprawling campus of Model School, Jhajjar to which hostel facility has also been attached. It is a spacious, well-ventilated building with adequate number of classrooms with chairs, tables and one computer per student. The completion of infrastructure is pending.
2. The institute stands recognized by NCTE and affiliated to the Haryana Central University, Narnaul. It confirms all the parameters, standards as laid down by the University, NCTE and GOI guidelines.

3. It is also proposed to upgrade this School to that of an IASE where in-service training courses for secondary teachers will also be organized in the institute. One IASE earlier sanctioned by the Central Government could not be made functional. Therefore, this School which will meet requirements of a College of Teacher Education be considered for up-gradation against an already-sanctioned IASE.

4. The curriculum details and syllabus outlines have been well-documented and are aligned to NCFTE guidelines. The liberal arts courses B.A. / B.Sc./ B.Com/ have been included “as is” from Kurukshetra University. The salient features of the integrated model/ programme are:
 - Simultaneous learning of content and pedagogy
 - Longer duration to cover wider aspects of teacher education
 - Holistic approach to teacher preparation
 - Scope for wider & deeper reflection and immersion in educational experiences for enduring understandings and well assimilated learning experiences
 - Experiential and reflective pedagogic approaches
 - Student driven program to be implemented through real life situations
 - Involves field studies, intensive investigations, comprehensive and progressive school internship and community work

5. It is a residential program and a secondary experimental school is attached to it

Part VII

Recommendations

The recommendations are presented in two parts: the first are general recommendations while the second are recommendations for specific institutions.

General Recommendations

1. Form a Teacher Education Core group to lead preparedness of institutions for their new role & to ensure alignment across institutions

- i. Members should be from SCERT, DIETs, GETTIs, identified private colleges and (elementary and secondary) – they need not be heads of institutions
- ii. Members should be selected based on their academic ability, understanding of new education perspective, ability to travel and ability to work with people
- iii. Group should meet once in two months to review internal processes in each institution, discuss better linkages across institutions, discuss issues within institutions and find ways to resolve them

2. Form subject groups of teacher educators across institutions (e.g. all mathematics faculty from SCERT, DIETs, GETTIs, identified private colleges)

- i. Form e-groups, share readings, share experiences, understand each topic in the new curriculum, understand the new textbooks, prepare for transaction of the new curriculum through different teaching methods
- ii. Meet once in two or three months for one day to present work to each other, discuss academic issues, demonstrate classes to each other, and so on

3. Create strong processes for selection and professional development of heads of teacher education institutions

- i. It is critical for the right people to lead institutions especially at this time of transition
- ii. Create a rigorous process for appointment of leaders (especially DIETs) – focus on education perspective & ability to work with people
- iii. Develop a rigorous professional program for leaders of teacher education institutions – institutional visioning exercises, formal workshops, regular discussions, readings, visits, etc.

- iv. Guidelines for appointment of academic leaders need to be clearly articulated and transparent

4. Strengthen ICT in Teacher Education

- i. Integrate ICT into D.El.Ed. classroom pedagogy & teacher educator forums/learning communities
- ii. Optimize use of Edusat infrastructure for teacher education programs
- iii. Explore use of Free and Open Source Software (FOSS)

5. Locate DIETs at District headquarters

- i. DIETs should be set up at District Headquarter or in its proximity as it would be a nodal in-service and pre-service teacher education centre in addition to anchoring other activities relating to School Education in the District
- ii. This is even more important in view of the new roles and responsibilities for each DIET as mandated under RMSA, SSA, RTE and the revised GOI Guidelines on restructuring and revamping of Teacher Education

6. Release funds on time - MHRD and the State to ensure that salaries can be paid and activities undertaken as per plan

Specific Recommendations

A. State Council of Educational Research and Training (SCERT)

1. Build understanding of education, subject and pedagogy among SCERT faculty through formation of subject groups, regular reading sessions, faculty seminars, classroom observations, research, formal workshops
 - Ensure strong internal alignment through regular faculty discussions which are calendarized & documented
 - Document institutional processes and activities – use documents as sources for research & faculty development
2. Facilitate vision-building exercises for all DIETs and GETTIs in alignment with RtE, NCFTE and 12th Plan Guidelines
3. Facilitate alignment of education perspective in DIETs, GETTIs and private teacher education institutions
4. Facilitate professional development of teacher educators in DIETs and GETTIs
 - Develop material on subjects content, andragogy/pedagogy and teacher education perspective for teacher educators
 - Focus on capacity building in teacher education perspective, subject understanding, pedagogy and research
 - Encourage discussions on the new D.Ed. curriculum and the idea of school experience and internship
 - Course on English learning should be tested and then offered to teachers and teacher educators
5. Significantly strengthen the SCERT library
 - Add relevant books on teacher education, reference material & journals on teacher education published by SAGE and NCERT
 - Add copies of NCF, NCFTE, RtE, NCERT textbooks, State textbooks, textbooks from other states, teacher education curriculum from across the country
6. Build stronger linkages with the school system, teacher education institutions and University Departments of Education
 - Spread the ideas generated through the various labs (mathematics, science, geography etc.) to teacher educators and teachers
 - Develop cost-effective specific material for older children to address their learning gaps

- Begin dialogues with University departments/University Colleges of Teacher Education to build a shared perspective
 - Calendarize all field visits (DIET, GETTIs & schools), observe classes, hold informal discussions with teachers/teacher educators – document visits & share during faculty meetings
7. Develop district-wise & subject-wise data base of teachers and teacher educators across the state
- Create district-specific need assessment processes for in-service teacher educator and teacher development in the state
 - Set up Training Management Systems to track what training programs teachers have already attended
 - Design systems to assess training needs of teachers
8. Involve all SCERT faculty in research projects facilitated by REAP
9. Develop a stable monitoring mechanism for better implementation of the teacher education scheme
10. Explore working with private teacher education colleges and schools
- Invite identified colleges for seminars, workshops/facilitate workshops or seminars in identified colleges
 - Create accreditation systems for private teacher education institutions and CCE in private schools

B. District Institutes of Education and Training (DIETs)

1. Develop institutional vision and perspective in alignment with RtE, NCFTE and the 12th Plan Guidelines
- Build awareness of the DIET as an academic and research institution and its role in the District
 - Build awareness and clarity of various funds allocations, schemes, programs and provisions available for different development activities
 - Encourage the independent development of annual plans and actions more informed and rooted in the needs of the district
 - Ensure that every DIET has data pertaining to HDI of that particular district

2. Build understanding of education, subject and pedagogy among DIET faculty through formation of subject groups, regular reading sessions, faculty seminars, classroom observations, small action research, formal workshops
 - Ensure strong internal alignment through regular faculty discussions which are calendarized & documented
 - Document institutional processes and activities – use documents as sources for research & faculty development
 - Encourage regular discussions on the new D.Ed. curriculum, the pedagogy involved, the idea of school experience and internship
3. Ensure that D.Ed. classroom processes reflect what the school curriculum wants teachers to do in school
 - Involve students in discussion and dialogue
 - Design interesting activities that engage them in independent learning – small projects, library work, observation of children
 - Have classroom displays of student work
 - Develop TLM that is pedagogically relevant (re-think the Work Education unit's focus)
 - Introduce peer observation among faculty and student feedback on faculty
 - Introduce relevant ideas of the HPPI program into the regular program
4. Significantly strengthen DIET libraries
 - Add relevant books on teacher education, reference material & journals on teacher education published by SAGE and NCERT
 - Add copies of NCF, NCFTE, RtE, NCERT textbooks, State textbooks, textbooks from other states, teacher education curriculum from across the country
 - Appoint a librarian in every DIET
5. Build stronger linkages with other DIETs, the school system and education functionaries
 - Calendarize all school visits, observe classes, hold informal discussions with teachers/– document visits & share during faculty meetings
 - Begin dialogue with BEEO, DEEO, DEO and BEO in the district
 - Organize all-DIET meetings at the division level to encourage dialogue between DIETs – these could be used as forums to share experiences and plan together
6. Develop district-wise & subject-wise data base of teachers across the district
 - Create district-specific need assessment processes for in-service teachers in the district

- Set up Training Management Systems to track what training programs teachers have already attended
- Design systems to assess training needs of teachers

7. Focus on research

- Integrate REAP into the DIET's functioning and involve all DIET faculty in research projects facilitated by REAP
- Organize zonal research committees where two or three DIETs can meet and have consultation on researchable issues and get the research proposal cleared by the research team.

8. Begin DIET alumni associations of former students, organize regular meetings for them, encourage them to contribute to the institution and share their experience

- Track their performance through the school internship – encourage them to visit the DIET and share their experience with the current student teachers
- Track HTET results of graduates of each institution – this is good feedback to the institution on their own performance

C. Government Teacher Training Institutes (GETTIs) - Mewat & Morni Hills

1. Develop institutional vision and perspective in alignment with RtE, NCFTE and the 12th Plan Guidelines

- Work closely with SCERT and DIETs to develop this

2. Build understanding of education, subject and pedagogy among faculty through formation of subject groups, regular reading sessions, faculty seminars, classroom observations, small action research, formal workshops

- Ensure strong internal alignment through regular faculty discussions which are calendarized & documented
- Document institutional processes and activities – use documents as sources for research & faculty development
- Encourage regular discussions on the new D.Ed. curriculum, the pedagogy involved, the idea of school experience and internship

3. Ensure that D.Ed. classroom processes reflect what the school curriculum wants teachers to do in school

- Involve students in discussion and dialogue
- Design interesting activities that engage them in independent learning – small projects, library work, observation of children
- Have classroom displays of student work

- Develop TLM that is pedagogically relevant
 - Introduce peer observation among faculty and student feedback on faculty
 - Introduce relevant ideas of the HPPI program into the regular program
4. Significantly strengthen libraries
- Add relevant books on teacher education, reference material & journals on teacher education published by SAGE and NCERT
 - Add copies of NCF, NCFTE, RtE, NCERT textbooks, State textbooks, textbooks from other states, teacher education curriculum from across the country
 - Appoint a librarian
5. Build stronger linkages with DIETs, the school system and education functionaries
- Calendarize all school visits, observe classes, hold informal discussions with teachers/- document visits & share during faculty meetings
 - Begin dialogue with BEEO, DEEO, DEO and BEO in the district
 - Both the GETTIs should be in regular touch with each other to share experiences and plan together
6. **Additional Recommendations for GETTI Mewat**
- Organize a special recruitment drive to identify local D.Ed. diploma holders so that parents feel school to be a safer place for their wards, especially for girls.
 - Training on basic computer literacy to the Faculty to handle technology in the classroom
 - Set up a district-level 'cadre' for teachers in Mewat to cope-up with migration of teachers from Mewat to other big districts. Despite a large number of trainees graduating from GETTI, Mewat district faces deficit in teachers.

D. School of Teacher Education, Jhajjar

1. Ensure careful selection of the 'right' kind of leader for the institution - this is critical especially since it is an important experiment in teacher preparation
2. Create rigorous processes for orientation and continuous professional development of faculty
3. Ensure connect with SCERT, DIETS and the school system - this should not become an isolated institution or an island of excellence
4. Facilitate continuous dialogue with identified Universities and colleges from across the country
5. Document and share the entire experience in detail