Elementary Teacher Education in Haryana

Re-envisioning the Role of District Institutes of Education and Training

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Foreword

The proposal to establish a nodal institution in each district to cater to the teacher education needs of primary schools within the district in a comprehensive manner was first made by the Education Commission (1964-66). The idea was again picked up and promoted in the Programme of Action that accompanied the National Policy on Education in 1986. Following these recommendations, it was decided to establish district-level institutions with a view to restructure elementary teacher education in the country. The District Institutes of Education and Training (DIETs), thus created were expected to play a pivotal role in transforming the elementary teacher education scene in the country. They were also expected to function as technical support institutions for the districts in the decentralized management scenario visualized by the NPE. This became even more pertinent in the wake of the Constitutional amendment on Panchayati Raj institutions which called for considerable powers to be transferred to the district level with respect to school education.

The first phase of DIETs came into existence in late 1980's. Thereafter the number of DIETs grew significantly covering most of the districts in the country passing through two five-year plan periods. NUEPA undertook a national evaluation at the behest of the Ministry of Human Resource Development to provide empirical feedback on the functioning of these institutions across different states in the country. The study was carried out as a collaborative effort involving professionals and institutions from different parts of the country. State-specific studies were carried out in 28 States and UTs.

I wish to place on record my appreciation for Prof. Neelam Sood for conducting the study in the State of Haryana. This publication examines the status of elementary teacher education in Haryana

State. Besides making a detailed assessment of the infrastructural capacities of district-level institutions, the volume presents a comprehensive review of training and related activities and looks at the role played by these institutions in the context of changing elementary education. An overall assessment of institutional management efficiency and quality has also been made incorporating perceptions of institutional heads and faculty.

Based on the insights gained from this exercise, the author has made some suggestions for improving elementary teacher education in the State. I am confident that the publication will be useful for teacher educators, state-level planners and all those who are interested in reforming elementary teacher education.

11 January, 2010

R. Govinda
Vice Chancellor

Preface

Pursuant to the resolve in the National Policy of Education (1986) to overhaul the system of teacher education, a centrally sponsored scheme 'Restructuring and Re-organization of Teacher Education' was formulated in 1987. One of the components of the scheme was the establishment of District Institutes of Education and Training (DIETs).The basic purpose of establishing these institutions was visualized to be two-fold. Firstly, these institutions were expected to help innovate and improve the programmes of pre-service teacher training for elementary stage of schooling. Secondly, the DIET in each district was to become nucleus of organizing in-service training of elementary school teachers. Each institution was to function as a comprehensive resource centre for all three dimensions of 'Education for All' namely, formal primary schools, non-formal education for out-of-school children and adult education. It was envisaged that each DIET will grow beyond the traditional teacher-training role and provide technical support to district–level activities in the areas of planning and management.

Although these institutions came up in an uneven manner across various states, starting from late 1980's, the process of setting up one institution to cater to every district was nearly complete by the end of 1990's. At the instance of the Ministry of Human Resource Development, a national evaluation was undertaken by NUEPA to assess the technical and infrastructural capacities and review the functioning of these institutions with a view to suggest measures for improvement. The study was conducted as a collaborative evaluation in 28 States and UTs by a select group of institutions located in different parts of the country. The evaluation in Haryana was conducted by NUEPA. I am grateful to Prof. R. Govinda for entrusting the study to me and for the guidance and support given in completion of the project culminating into this publication.

Based on the empirical evidence this publication examines the status of elementary education in the State of Haryana. Whilst giving a detailed assessment of the internal structure and the infrastructural capacities of district-level institutions, the volume makes a comprehensive review of training, field studies and experimentation carried out by the faculty. It also includes an appraisal of institutional management efficiency and quality incorporating perceptions of institutional heads, the faculty and the administrative staff. Suggestions given in the book would hopefully be useful for planners in strengthening the elementary teacher education in general and the functioning of district-level institutions in the State in particular.

I must also place on record my deep appreciation for the able assistance of Sh. Jamaluddin Farooqui, project assistant, in the process of collection and analysis of data. Thanks are also due to Sh. Pramod Rawat and Sh. Amit Singhal of Publication Unit of NUEPA for facilitating the process of bringing out this publication.

11 January, 2010 Neelam Sood

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1 State Profile

Haryana became an independent State in the Indian Union in November 1966, created out of the erstwhile State of Punjab. The State is surrounded by Uttar Pradesh in the east, Punjab in the west, Himachal Pradesh in the north and Rajasthan in the south. On the eastern side, it is bound by the National Capital of Delhi. This small State had only seven districts at the time of formation. After several re-organizations and divisions, the number of districts grew to twelve, then became sixteen. Again after 1996, another three districts were added bringing the total number to nineteen. These are Ambala, Bhiwani, Faridabad, Fatehabad, Gurgaon, Hisar, Jind, Jhajjar, Karnal, Kurukshetra, Kaithal, Mohindergarh, Panchkula, Panipat, Rewari, Rohtak, Sirsa, Sonipat and Yamuna Nagar.

Spread over an area of 44212 kilometers, occupying only 1.3 per cent of the total land area of the country, this State houses 2.05 per cent of the total population of the country.

Census 2001 estimates State's total population as 2,10,82, 989. Of this 53.7 per cent are men and 46.3 are women. The rural-urban proportion stands at 71:29. Scheduled caste population forms 19.75 per cent of the total population. The State has a rank of 17 among 35 States and UTs in the country, according to its population. The area density that has been increasing over the years now stands at 477 persons per square kilometer. Agriculture is the mainstay of more than 75 per cent of the population in Haryana.

Figure 1: **Map of Haryana**

Population growth

Population of the State has been consistently increasing over the years against a decline in per cent decadal growth of population that has been observed in the country in the last decade. Several States, including some of the worst performing States in the country have arrested the growth rates in the last decade as

Table 1: **Per cent Decadal Growth**

	1981-1991	1991-2001	Change in Percentage Decadal Growth
India	23.86	21.34	- 2.52
Andhra Pradesh	24.20	13.86	10.33
Madhya Pradesh	27.24	24.34	- 2.91
Punjab	20.81	19.76	- 1.05
Rajasthan	28.44	28.33	- 0.11
Uttar Pradesh	25.55	25.80	0.25
Haryana	27.41	28.06	0.65
Bihar	23.38	28.43	5.05

Source: Census of India 2001

evidenced from the negative values of the change in per cent decadal growth. Haryana has remained an exception along with Uttar Pradesh and Bihar. The percentage growth rate in the State that was 27.41 during 1981- 1991 increased to 28.06 during the decade 1991- 2001 (table 1). The annual exponential growth rate of Haryana increased from 2.42 in 1991 to 2.47 in 2001.

Some States that have shown a consistent progress in this regard have managed a decline in decadal growth of more than 10 per cent points, for example Andhra Pradesh. Some small States and UTs in the country, for example Pondicherry, Lakshadweep, Andaman & Nicobar Islands, Arunachal Pradesh, Mizoram and Tripura have made a still better progress.

Some of the big districts in the State that have a population size of more than a million are Ambala, Karnal, Sonipat, Jind, Sirsa, Hisar, Bhiwani, Gurgaon and Faridabad.

Child population

The child population too has been growing over the years. As seen in table 2, the child population of Haryana numbered at 3.4 millions in 1991 increased to 3.8 millions in 1996, and 3.9 millions in 1999.

Table 2: **Estimated Child Population**

Figures in 000's

Age Group		1991	1996	1999	2002	2006
6-11 years	B	1209	1328	1353	1487	1355
	G	1072	1151	1184	1246	1136
	BG	2281	2479	2538	2733	2491
11-14 years	B	616	745	784	915	845
	G	519	626	676	808	704
	BG	1135	1371	1459	1723	1549
Total	B	1825	2073	2137	2402	2200
	G	1591	1777	1860	2054	1840
	BG	3416	3850	3997	4456	4040

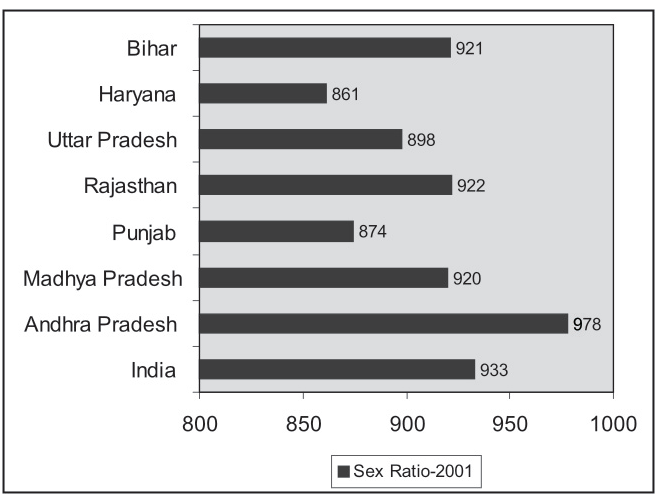
Source: Selected Educational Statistics 2006-2007 (as on Sep. 2006), Seventh All India School Education Survey

The estimates made available by the Seventh All India School Education Survey by NCERT indicate that the State has a total of 4.4 million children in the age group of 6-14 years in 2002. Of these 2.7 million children are in the age group of 6-11 years and 1.7 million are in the 11-14 year age group. Boys form 54.4 per cent in the 6-11 year age group and 53.1 in the 11-14 year age group and thus outnumber girls in both age groups. However, recent educational statistics of the Government of India put the number of children in the age group of 6-14 at 4.04 million (MHRD, 2006).

Sex ratio

A declining trend in the sex ratio has been a cause for concern in the State. The sex ratio for the total population is the lowest among some of the poor performing States in the country. Figure 2 shows the relative position of Haryana among some of the selected States in the country.

Figure 2: **Sex Ratio 2001 (Total Population)**



A cause for greater concern in the recent years has been with regard to sex ratio falling rapidly in the age group of 0-6 years. Figure of 879 in 1991 fell to 820 in the estimates given out in the 2001 Census, the second lowest in the country

after Punjab (table 3). There is also a wide variation across districts. For example, Kurukshetra has a child sex ratio in the age group 0-6 years as low as 770.

Table 3: **Sex Ratio in some Selected States in the Country**

	Child Population (aged 0-6)		Population aged 7 and above	
	1991	2001	1991	2001
India	945	927	923	935
Andhra Pradesh	975	964	972	980
Madhya Pradesh	941	929	905	918
Punjab	875	793	883	886
Rajasthan	916	909	908	925
Uttar Pradesh	927	916	863	895
Haryana	879	820	862	869
Bihar	953	938	895	916

Source: Census of India 2001

The reasons for this decline have not been ascertained systematically. Several explanations have been offered by those concerned with education and gender issues including a possible high rate of female foeticide in the State, made easier in the recent years through improved medical care facilities. The issue needs an in-depth investigation.

Literacy

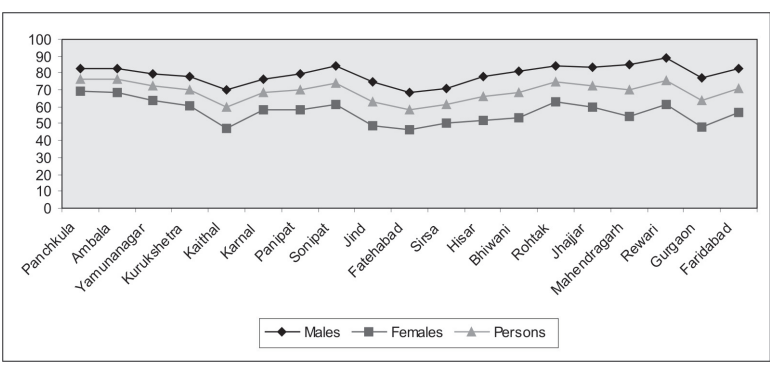
Among 21 million persons in Haryana, 12.2 millions are literate as per the Census of 2001. This means that the literate population in Haryana in 2001 is 68.59 per cent, which is 3.21 per cent higher than the country's average. Male literacy level in the State stands at 79.25 whereas literacy rate of women is 56.31. In 2001 Census, both men and women have higher literacy levels as compared to the average values for the country as a whole. The State has a rank of 20 in the country according to the literacy level of persons.

A fairly good progress has been made by the State during the last decade. The literacy has increased by 13.27 points, 11.99 points in case of men and 14.74 for women. The increase in literacy notwithstanding, the male-female differential continues to be very high, much higher as compared to many other States in the country.

District-wise disparities in literacy too are quite high. Fatehabad has the lowest literacy of 58.16 per cent while Panchkula's literacy of 76.54 is the highest in the State. Some districts have made a remarkable progress during the last decade. Kaithal, Jind, Hisar, Fatehabad, have registered a change in literacy by more than 15 points. The districts where female literacy has increased by more than 15 points are Kaithal, Karnal, Panipat, Sonipat, Jind, Fatehabad, Sirsa, Hisar, Bhiwani and Mohindergarh. All the other districts too have made a progress in the female literacy during the last decade by at least 10 percentage points.

In 1994, four districts of Haryana, i.e. Hisar, Jind, Kaithal and Sirsa were covered under the first phase of the District Primary Education Project. Later in 1997, three other districts – Bhiwani, Gurgaon and Mohindergarh were also included under the gamut of implementation of DPEP. All these were districts with very low levels of female literacy and therefore qualified to be covered under the DPEP. As indicated above, these districts (with the exception of Gurgaon) have registered a good progress in female literacy.

Figure 3: **District-wise Literacy Rates-2001**



Female literacy

Female literacy in some districts particularly in rural areas is dismally low. Gurgaon, for instance has a female literacy of 40.22. Rural female literacy in Kaithal, Fatehabad, Jind, Sirsa falls in the range of 40-45.

Table 4: **Rural-urban Differential in Literacy-2001**

	Urban	Rural	Difference
Male	86.58	76.13	10.45
Female	72.05	49.77	22.28
Persons	79.89	63.82	16.07

Male-female differential seen across rural and urban areas shows that women in rural areas are far behind their urban counterparts. In the rural areas, the difference between men and women is even greater. It translates into a difference of 26.36 percentage points as against the corresponding value of 14.53 for urban areas.

Statistics given in the foregoing section of this chapter clearly show that the population of Haryana is consistently increasing (more so in urban areas) giving rise to more congestion of the physical space. Child population too has increased over the years, but the issue of declining sex ratio, particularly in the 0-6 year age group poses a peculiar problem. High sex-wise differential in literacy as well as variations due to rural-urban residence and across districts need to be addressed. Education of women in rural areas deserves special attention.

The State is experiencing a revolution in information and technology that was triggered by the IT policy announced in the year 2000. Agricultural land is being increasingly used for construction of high-rise buildings. State's proximity to the national capital brings in additional demand for housing and office spaces. All these developments have brought in additional pressure on the existing infrastructure. In the face of these rapid physical developments taking place, it seems scant attention is paid to the core concerns of social development such as declining

sex ratio in the age group of 0-6 years and girls' education, particularly in rural areas. If this trend continues, the State is likely to face a situation where women in future will not only be far more fewer in number but also less educated. Poor attention paid to girls' education at this stage is likely to have a far-reaching effect on future generations as research shows that mothers' education plays a pivotal role in the development of children.

The Government of India's initiative called *Sarva Shiksha Abhiyan* that aims to achieve universal elementary education of satisfactory quality for all by the year 2010 provides space for States to make special efforts in the coming years to enhance access and quality of elementary education for all children. This programme being implemented in a mission mode, in a partnership framework between Union and State governments, clearly spells as one its aims to "bridge gender and social category gaps at the primary stage by 2007 and elementary level by 2010". The perspective plans for UEE chalked out by the State of Haryana for the year 2003-07 however, did not seem to recognize girls' education as one of the core concerns notwithstanding the low enrolment ratios of girls reported for all districts both at the primary and upper primary stages. The concern for girls' education further needs to be reflected in the State's plans for strengthening elementary teacher education.

2 State of Elementary Education

Schools

The schooling facilities in Haryana at the primary and upper primary stage appear to be quite satisfactory. A majority of the children do have access to primary school within a distance of 1 km. and an upper primary school within a distance of 3 km. As per the latest statistics available (7th AISES) 8123 habitations in the State i.e. 92 per cent are served by a primary school either within the habitation or within a distance of 1 km. The number of habitations that are covered by an upper primary school stands at 7876. In other words, 89 per cent of habitations in the State are served by an upper primary school either within the habitation or within a distance of 3 km.

Table 5: **Schools in Urban and Rural Areas**

	Primary	Upper Primary	Total
Rural	8510	1860	10370
Urban	1109	403	1512
Total	9619	2263	11882

Source: Seventh All India School Education Survey

There are 9619 primary and 2263 upper primary schools (table 5) in the State as per the data available from the Seventh

All India School Education Survey (2002). About eighty-eight per cent primary and eighty-two per cent upper primary schools are in rural areas. Exclusive schools for girls are higher in number, both at the primary and upper primary stages in rural and urban areas. The proportion of exclusive schools for girls is higher at the primary stage in rural areas as compared to the upper primary stage.

The schooling system is largely in the hands of the government. About ninety-eight per cent schools at the primary stage and eighty per cent at the upper primary level are government schools. Private-aided and un-aided together form less than two per cent of the total schools at the primary and upper primary levels.

Private-aided schools that receive grant from the government for maintenance are smaller in number as compared to the private unaided schools at both primary and upper primary level. But a notable dimension here is that at the upper primary stage, private unaided schools are far more in number in urban areas as compared to the number of rural schools.

Separate schools for girls are almost fully public. Private aided as well as unaided schools for girls are negligible in number at primary and upper primary stages both in rural and urban areas. Apparently, the demand for girls' education in private sector is rather low in the State.

Not all schools are housed in proper buildings, neither at the primary nor at the upper primary stage. As many as 93 primary and 38 middle schools function in structures that are only partly concrete and most of these are in rural areas. On the positive side, one development that has taken place in the last five to six years is the conversion of kachcha schools into permanent structures. Most of these kachcha structures (numbering at 55 reported in the Sixth All India School Education Survey) have been done away with. However, as seen in table 6, forty-five primary schools still function in open space.

The situation in case of schools meant for girls is worse. There are 41 primary schools in the State that operate in an

Table 6: **Schools according to Type of Building**

	Primary		Upper Primary	
	Rural	Urban	Rural	Urban
Pucca	8407	1072	1828	390
Partly Pucca	71	22	26	12
Kachcha	01	01	01	01
Open Space	31	14	05	01
Total	8510	1109	1860	403

Source: Seventh All India School Education Survey

open area. No protection from rain, heat or cold winds is available. Considering the fact that the State's weather is extremely cold or extremely hot for most part of the year, how many days can these schools function in a year is anybody's guess.

A notable feature here is that while 2.42 per cent primary schools run in an open area, the proportion of these schools is much higher in case of exclusive schools for girls. Almost eight per cent of girls' schools function in an open area (Sixth All India School Education Survey).

Table 7: **Schools with Ancillary Facilities**

	Primary			Upper Primary		
	Rural	Urban	Total	Rural	Urban	Total
Schools	4860	526	5206	1250	229	1479
Drinking Water						
Number	3592	414	4006	1141	228	1369
Per cent	76.75	78.71	76.95	91.28	99.56	92.56
Sanitation Facility for Girls						
Number	1233	204	1437	870	196	1066
Per cent	26.35	38.78	27.60	69.60	85.59	72.08

Source: Sixth* All India School Education Survey

*Data from Seventh All India School Education Survey on ancillary facilities is not available.

Information about the bare minimum facilities in schools that are available for children is also not very encouraging. About one-fourth of primary schools in rural as well as in urban areas do not have drinking water for children. The situation is somewhat better in case of middle schools but 10 per cent schools in rural areas without a basic drinking water facility is quite a cause of concern. The figures on availability of sanitation facility for girls are abysmal too. As many as seventy-five per cent schools in rural areas and about sixty per cent in urban areas do not have a sanitation facility for girls.

Lack of basic facilities such as drinking water and sanitation in the school pose real problems and serve as deterring reasons for parents to send their daughters to schools.

Enrolment

Enrolment in elementary schools in the State has been rising consistently over the years.

The figures given in table 8 indicate gross enrolment figures made available by the Sixth All India Educational Survey (1998). As mentioned earlier, the schooling system is largely in the government sector, a large majority of the children are thus enrolled in the government schools. Of the total number of children enrolled in primary schools, 54.5 per cent are boys. The enrolment figures given in table 8 do clearly show that the boys are enrolled in greater numbers. At the primary stage, boys' enrolment in the government system stands at 54 per cent as against 46 per cent for girls. Similarly in schools run by local bodies that include Municipal Corporations etc., 55.6 per cent of the children enrolled are boys. Highest sex-difference in enrolment was noted in case of private-unaided schools. Here, 61.34 per cent of the children enrolled were boys. Private unaided schools have been increasing in number in the last couple of years. These are schools that are managed by an individual or a private organization and do not receive any maintenance grant either from the government or a local body. These schools generally tend to attract people by offering medium instruction as English and apparently, families prefer to send their boys for such education.

Table 8: **Sex-wise Enrolment by Type of Management**

Percentages in parentheses

	Primary		Upper Primary	
	Boys	Girls	Boys	Girls
Government	878982 (54.00)	748721 (46.00)	384722 (59.21)	265024 (40.79)
Local Body	5104 (55.64)	4070 (44.36)	3320 (54.50)	2772 (45.50)
Private Aided	27794 (52.37)	25276 (47.63)	40675 (59.74)	27413 (40.26)
Private Unaided	83640 (61.34)	52715 (38.66)	51990 (64.28)	28886 (35.72)
Total	995520 (54.51)	830782 (45.49)	480707 (59.73)	324095 (40.27)

Source: Sixth All India Educational Survey; data from Seventh All India School Education Survey is not available.

At the upper primary stage too, greater number of boys are enrolled in all types of schools. Among the children enrolled in government schools, boys outnumber girls by 18.42 per cent. In the schools run by local bodies, boys constitute 54.5 per cent as against the corresponding 45.5 per cent for girls. In

Table 9: **Sex-wise Enrolment in Rural-urban Areas**

Percentages in parentheses

	Primary		Upper Primary	
	Boys	Girls	Boys	Girls
Rural	749586 (52.96)	665704 (47.04)	149449 55.75	118642 44.25
Urban	113971 (51.43)	107652 (48.57)	45612 58.74	32033 41.26
Total	863557 (52.76)	773356 (47.24)	195061 56.42	150675 43.58

Source: Seventh All India School Education Survey

private aided as well as unaided schools, around sixty per cent students are boys (table 8).

Girls are at a disadvantage as compared to boys both in rural and urban areas as seen from the statistics made available by the Seventh All India School Education Survey (table 9). Although girls are enrolled in smaller numbers in rural areas both at the primary and upper primary stages, the difference is more in rural areas at the primary stage and in urban areas at the upper primary stage.

Table 10: **Percentage Increase in Enrolment from the Sixth Survey**

	Primary	Upper Primary
Total	16.31	36.61
Girls	16.68	50.65

Source: Seventh All India School Education Survey

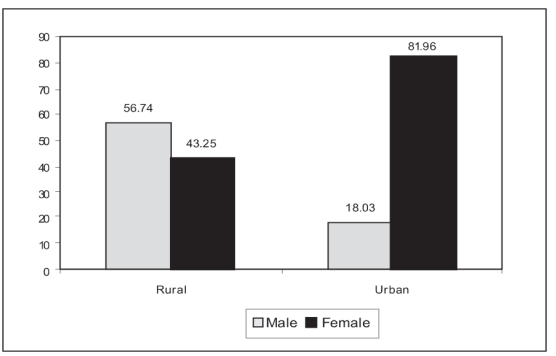
Although data on enrolment by type of management of school is not available, an overall positive trend observed from Seventh All India School Education Survey data shows a significant improvement in girls' enrolment from the time of last survey. As seen in table 10, fifty per cent increase in enrolment at the upper primary stage has been registered in the State. Number of upper primary schools has also risen from 1479 (Sixth Survey) to 2263 as reported in the Seventh Survey. While the number of schools has risen and enrolment of girls has gone up significantly, the persistent problem of higher rate of drop out of girls as compared to boys continues to affect girls participation adversely (Planning Commission, 2009)

Teachers

Statistics collected under Seventh All India School Education Survey indicate that there are 32560 full-time teachers, 366 para teachers and 99 part time teachers at the primary stage in rural areas. Among full-time teachers 18477 are men and 14083 are women. In urban areas there are 5998 full-time teachers, 105 para teachers and 85 part time teachers. In the case of urban schools, the proportion of women among full-time teachers

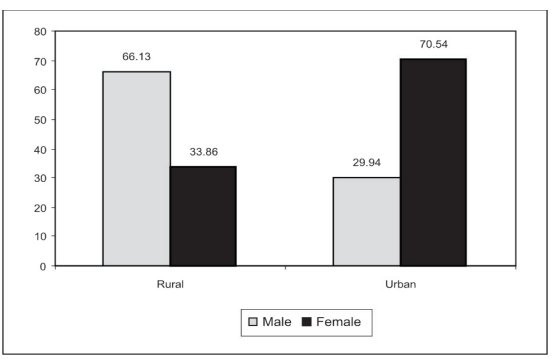
is higher (4916) as compared to that of men (1082). As seen in figure 4, women teachers constitute 43.25 per cent of total teachers in rural areas as against 56.74 per cent of men teachers. In urban areas, the picture is different as women teachers constitute 81.96 per cent.

Figure 4: **Per cent Teachers in Rural-urban Areas (Primary)**



At the upper primary stage there are 9509 full-time teachers, 420 para teachers and 204 part time teachers in rural areas. However the number of teachers in the urban areas is much smaller. There are 3316 full-time teachers, 204 para teachers and 114 part time teachers. The number of women among full-time is much smaller in case of rural areas but much larger in urban areas. There are 3220 women teachers as against 6289

Figure 5: **Per cent Teachers in Rural-urban Areas (Upper Primary)**



men teachers in rural areas whereas the number of women teachers stands at 2323 as against 993 for men in urban areas.

As evident from figure 5, the male-female difference is larger at the upper primary stage in rural areas implying that there are lesser number of women teachers here as compared to men and as compared to women teachers available at the primary stage. In the urban areas, women teachers form a greater proportion, a trend similar to what was observed at the primary stage.

Women teachers may have genuine problems in working in rural areas as they may find it difficult to leave their families and go and work in remote rural schools. Nonetheless, poor availability of women teachers in rural schools impacts negatively on the enrolment of girls. This aspect merits special attention in view of the fact that literacy level of rural women is far below their counterparts in urban areas as indicated in chapter one. Also, there is a need to take a closer look at the working

Table 11: **Schools according to Teachers in position under various managements (Primary Schools)**

Management		Zero	1	2	3	4	5	More than 5	Total
Government	Rural	131	792	1645	914	511	341	299	4633
	Urban	1	16	80	56	59	89	162	463
Local Body	Rural	0	0	0	0	2	1	0	3
	Urban	0	0	0	0	1	1	1	3
Private Aided	Rural	0	1	0	2	0	0	2	5
	Urban	0	2	3	4	6	10	12	37
Private	Rural	0	0	3	7	7	15	7	39
Unaided	Urban	0	0	1	2	5	5	10	23
Total	Rural	131	793	1648	923	520	357	308	4680
	Urban	1	18	84	62	71	105	185	526

Source: Sixth All India School Education Survey

conditions including salary structure etc in rural vs. urban areas to understand the reasons for women teachers for opting for urban areas specially because the availability of women teachers in middle schools in particular has been found to be associated with a higher enrolment of girls in schools.

What is the number of teachers required in a school? This will certainly depend upon the size of enrolment but a situation of having a zero teacher in any school is certainly not a desired one. As many as 131 primary schools in rural areas have no teacher.

Nearly eight hundred government primary schools in rural areas are single teacher schools as against 16 such schools in urban areas. Total number of schools with two teachers is also very high in rural areas. As seen in table 11, 1648 schools are two- teacher schools in rural areas, 923 schools have three teachers each, 520 have four teachers each, and 357 schools are five-teacher schools.

Table 12: **Schools according to Teachers in position (Primary Schools)**

	Zero	1	2	3	4	5	More than 5	Total
Rural	180	656	2243	1498	1170	1068	1695	8510
Urban	20	20	131	132	134	219	453	1109

Source: Seventh All India School Education Survey

However, statistics from the Seventh AISES point towards some improvement from the Sixth survey period particularly in rural areas where 1695 schools have more than five teachers (table12). Although the number of schools with no teacher has gone upto 180 in rural areas, the number of single-teacher schools has come down. The number of schools with three teachers has increased substantially. As the total number of schools has increased, the number of schools with 4/5 teachers has also gone up.

Tables 13: **Teachers staying outside the School Village/Town/City**

	Primary			Upper Primary		
	Total	Male	Female	Total	Male	Female
Rural	5924	3496	2428	4759	3066	1693
Urban	483	95	388	513	160	353
Total	6407	3591	2816	5272	3226	2046

Source: Sixth All India Educational Survey; data from Seventh All India School Education Survey is not available.

It is also important to understand the pattern of residence of teachers. When the teachers have to travel a long distance every day, this is likely to impact on their performance. In many cases, teachers travel long distances every day to reach schools in rural or remote areas as they prefer to stay in nearby urban areas where they have access to more facilities for themselves including education of their own children.

It is noted that in rural primary schools, where there are 10222 teachers (as per the Sixth AISES), 45 per cent teachers come from outside the village. In urban areas only about one sixth of teachers come from outside the city. In case of upper primary schools, 46.5 per cent teachers in rural areas and 23.5 per cent teachers in urban areas come from outside the city.

In primary rural schools, of the teachers who came from outside the village, 59 per cent are men. At the upper primary stage too, similar trend is observed i.e. a majority of the teachers who work in rural areas and come from outside the village are men. In case of urban areas, majority of the teachers who travel from one city to another are women.

Demand and supply of elementary teachers

A study of the overall quantitative scene of elementary education in the State reveals that at the primary stage, a total of 12152 schools, enroll 2119221 children and have 50621 teachers as per the latest estimates made available by the MHRD (2006). This translates into 4.1 as the average number of teachers per

school, a teacher-pupil ratio of 42 and about 174 students as an average number in a school at the primary stage.

Table 14: **Teachers per school, Teacher-pupil Ratio and Students per school**

	Schools	Enrolment	Teachers	TPS	TPR	SPS
Primary	12152	2119221	50621	4.1	42	174
Middle	2168	286409	11175	5.1	26	132

Source: Selected Educational Statistics (2005-2006)

At the middle stage too, the scenario is quite similar. A total of 2168 schools, enrolling 286409 children, have 11175 teachers, thus giving an average of 5 teachers per school, a teacher-pupil ratio of 26 and an average of about one hundred and thirty-two students per school. But there are a large number of schools, as shown in table 12, where there are only one or two teachers and 180 government schools in rural areas have no teacher.

The above statistics seemingly place the State of Haryana at a position that may be described as relatively better as compared to some other States in the country, yet one fourth of the child population in the age-group of 6-14 being out of school puts a question mark on the efforts towards universalizing elementary education in the State.

Although statistics seem to suggest that schooling facilities are somewhat adequate in the State, yet a closer analysis shows that much more efforts are needed in the State to make these usable by the children. For example an important concern that needs to be addressed is that one-fourth of primary schools have no provision of drinking water. Many primary schools function in semi-concrete or hut like structures or tents. One hundred and twenty-six primary schools run in an open space.

The Schooling facilities for girls are even worse. More number of girls' schools run in open spaces. Seventy-five per cent of rural schools and sixty-five per cent of urban schools have no sanitation facility for girls. The fact that there are

negligible number of private schools that are meant for girls exclusively is a kind of reflection on low demand for education of girls in general in this society. Declining sex ratio and all the other statistics provide evidence to the fact that girls enjoy a lower status in the society. It should therefore be the endeavour of the State policy to accord a special priority to reduce the gender inequality in access to education.

Qualitative scenario

Coming to the quality of education imparted in schools and the resultant learning of children, research studies conducted in this area bring out a poor picture. Some studies done a few years back highlighted poor performance of primary school children in arithmetic and language.

The National Council of Education Research and Training conducted a study to assess learners' achievement in language and mathematics. Simple tests for assessing literacy and numeric skills of class II children that had been developed by the NCERT were used. The investigation was carried out in 37 DPEP districts of Haryana, Madhya Pradesh, Tamil Nadu, Maharashtra, Orissa and Assam. Mean performance of children from Haryana was found to be lower than those from Assam and Orissa (Prakash & Panda, 1996).

Another study conducted on 65000 students drawn from 23 States in India in 1991 by the NCERT also reveals poor achievement levels of children. The purpose of this study was to assess the levels of achievement of children at the completion of primary school in mother tongue and arithmetic. The results showed that the performance of children from Haryana in arithmetic was worse than those of Andhra Pradesh, Bihar, Gujarat, Meghalaya, Mizoram and Punjab. In language too, Haryana children performed worse than the children from Assam, Bihar, Gujarat, Mizoram, Punjab and Uttar Pradesh (Shukla et al., 1994).

The above evidence points out that children are not learning, as they ought to do in the primary schools. For children to perform well in school, several conditions must be met adequately. For instance, research has shown that some of the factors that

influence children's learning in school include the school and classroom resources such as teaching-learning material, textbooks, attendance pattern, actual time spent on instruction by the teacher, parental involvement, support from the school heads etc. Nevertheless, a key element remains to be the teachers' ability to teach effectively. What the teacher is, knows and is able to do are the determining factors in teaching and learning. This is especially true in developing countries and for poor social sectors, where the school and the teacher are often the only resources for systematic education. Ensuring student learning in school implies ensuring teachers the opportunities and conditions for relevant, permanent and qualitative learning. Teacher education therefore, assumes a special significance in this context.

3 Elementary Teacher Education

In 1966, when Haryana was formed, four training colleges were imparting training to teachers. These were:

1. Sohan Lal College of Education, Ambala
2. Kirorimal College of Education, Bhiwani,
3. Rao Birender Singh College of Education, Rewari
4. CR College of Education, Rohtak

Two courses -Bachelor of Education (B. Ed.) and Junior Basic Teachers Training (JBT) were offered. These colleges were managed by non-governmental organizations. Some government elementary teachers training institutions (GETTIs) were also there for imparting JBT training. An integrated course of B. Ed. and JBT were offered at the department of education of the Kurukshetra University. Later, JBT was discontinued.

At present, there are ten government elementary teacher-training institutions in the State. These are located in the districts of Gurgaon, Sirsa, Panchkula, Jind (2), Kaithal, Hisar, Sonipat, Faridabad and Bhiwani and were established during the period from 1981 to 1996. The number of seats offered in these colleges varies from 55 to 170. In all 1130 seats are offered in these institutions.

In addition, there are eight privately managed elementary teacher-training institutions that train primary school teachers. These were set up in 1996 and are located in the districts of Rohtak (3), Bhiwani, Kaithal, Yamunanagar, Sonipat and

Gurgaon. All the institutions offer 50 seats each except for one of these that is located at Rohtak. Altogether these institutions offer 350 seats. The activities of all the ten government and eight private institutions are confined to pre-service teacher education of primary teachers.

Over the years, it has been established that one-time training of teachers i. e. preservice training is not adequate. Needs of the teachers are constantly evolving. Teachers therefore need new skills. In the recent years, there is a growing consensus that initial teacher education is undergoing a serious crises and that traditional teacher education institutions need major reform. Against this background, the traditional emphasis on preservice is now being drastically reverted. Preservice teacher education is being disregarded as a 'blind alley' and in-service teacher education promoted as a 'promising avenue'–a major rapid and cost effective alternative to prepare school teachers. Countries are recommended to invest the savings from proposed cost-reduction measures in the education sector (increased class-size and multiple shifts in schools) in 'inputs that improve student results, such as textbooks and in-service teacher training' (World Bank, 1995, p. 33). This situation has contributed to further erosion of attention on preservice teacher education (Torres, 1996).

In reality both preservice and in-service teacher education are important.

Realizing the need for re-organizing elementary teacher education in the country, the National Policy of Education, 1986 and the Programme of Action, 1992 advocated a major reform. The Programme of Action, in its chapter on 'Teachers and their Training', stated:

"Keeping in view the central place of teacher education, NPE calls for its overhaul as the first step towards educational re-organization. Giving particular importance to the training of elementary school teachers, it is envisaged that selected institutions would be developed as District Institutes of Education and Training (DIETs) both for pre-service and in-service courses of elementary school teachers and for continued education of the personnel working in non-formal and adult education programme" (POA, 1992.)

Establishment of District Institutes of Education and Training (DIETs)

Pursuant to the resolve in National Policy of Education (1986) to overhaul the system of teacher education, a centrally sponsored scheme 'Restructuring and Reorganization of Teacher Education' was approved in 1987. One of the components of the scheme was the establishment of District Institutes of Education and Training. DIETs were visualized to have a mission "— to provide academic and resource support at the grass roots level for the success of various strategies and programmes being undertaken in the area of elementary and adult education — ." This mission, it was thought, will be translated into the specific goals for the DIET so as to meet the needs of the individual district.

The main functions of a DIET include:

- training-both pre-service and in-service
- resource support (extension/guidance, development of materials, aids, evaluation tools etc.)
- action research.

These institutes were visualized as part of a larger strategy to achieve national goals in the areas of elementary and adult education. Pursuit of excellence, it was envisaged, would have to inform all activities of DIET. DIETs will be expected to become models for other educational institutions in the district in terms of meticulous, efficient and effective planning and execution of functions, harmonious and creative organizational climate, maintenance of a clean and attractive campus etc. DIETs were expected to establish a close and continuing dialogue with the 'field' i. e. with elementary schools, school complexes, teachers and head masters, school supervisors, instructors/ supervisors/project officers of AE/NFE centres. It was planned that these institutes will also work in close coordination with district-level, state and national organizations.

Phase-wise establishment of DIETs

Of the twelve DIETs in Haryana, eleven have come up *de novo.* In Karnal district the existing government elementary

teacher education institution was upgraded as a DIET. The DIETs have been established in three phases. In the first phase, two DIETs were started at Gurgaon (urban) and Sonipat (rural) in 1989. After a period of four years, in 1993, another set of six DIETs was established.

Location wise, these DIETs are easily accessible from the main road except for the DIET at Ambala that is about 3 km, interior from the main road and has a difficult approach. The DIETs at Hisar, Karnal, Kurukshetra and Faridabad were established in the third phase in 1994. Kurukshetra DIET is located at quite a distance from the main road and can be reached only after crossing a patch of kuchcha road.

With these twelve DIETs having been established in the state during the period 1989-1994, the total number of Elementary Teacher Education Institutions comes to be 30. The distribution of these teacher training institutions as available in 1997 is shown below:

Types of Institution	*Number*
DIETs	12
GETTIs	10
ETTIs	8
Total	30

What is note worthy here is that as many as six GETTIs have come up after 1989 when the first phase DIETs were set up. Three GETTIs at Jind, Panchkula and Sirsa have come up in the same years as the first phase of DIETs i. e. 1989. All the eight ETTIs have come up in 1996 i. e. two years after the third phase DIETs were put in place in 1994. The reasons for establishing GETTIs and ETTIs after the DIETs are not known.

What is the situation obtaining in each of the districts in Haryana with regard to the total number of ETIs? Table 15 gives an idea about the same.

Table 15: **District wise Distribution of Elementary Teacher Education Institutions in Haryana**

Districts	DIETs		GETTIs		ETTIs		Total ETEIs
	Number	Established in	Number	Established in	Number	Established in	
Ambala	1	1993					1
Bhiwani	1	1993	1	1990	1	1996	3
Faridabad	1	1994	1	1996			2
Fatehbad							
Gurgaon	1	1989	1	1981	1	1996	3
Hisar	1	1994	1	1992			2
Jind	1	1993	2	1989,1992			3
Jhajjar							
Karnal	1	1994					1
Kurukshetra	1	1994					1
Kaithal			1	1992	1	1996	2
Mohindergarh	1	1993					1
Panipat							
Panchkula			1	1989			1
Rewari							
Rohtak	1	1993			3	1996	4
Sirsa	1	1993	1	1989			2
Sonipat	1	1989	1	1993	1	1996	3
Yamuna Nagar					1	1996	1
TOTAL	12		10		8		30

As evident, four districts-Fatehabad, Jhajjar, Panipat and Rewari do not have a single ETEI. Six of them–Ambala, Karnal, Kurukshetra, Mohindergarh, Panchkula, and Yamuna Nagar have only one ETEI. In Faridabad, Hisar, Kaithal and Sirsa, there are two ETEIs. Bhiwani, Gurgaon, Jind and Sonipat have three each, whereas Rohtak has as many as four ETEIs.

As per the DIET guidelines, a district is eligible to have a 'full- fledged' DIET when it meets the following criteria:

- elementary teacher population of 2500 or more
- the number of AE/NFE centres each to be 200 or more
- non-availability of a reputed NGO which could be expected to perform the functions of a DRU

Guidelines suggest a 'telescoped' structure for a DIET in case the number of elementary teachers is in the range of 1000-2500. Further, it has been suggested that one of the existing government elementary teacher education institutions in the district may be developed/upgraded as a DIET.

Of the twelve districts, that have DIETs, eight districts are eligible for a full-fledged DIET by the yardstick of elementary teacher population. These include Bhiwani, Faridabad, Gurgaon, Hisar, Jind, Mohindergarh, Rohtak and Sonipat.

In all these districts, DIETs have been set up *de novo* although there was one government ETTI each in Bhiwani, Gurgaon and Hisar. In Jind, there were two government ETTIs, one of which could have been upgraded as a DIET.

Four districts-Ambala, Karnal, Kurukshetra, and Sirsa could have a 'telescoped structure' since the elementary teacher population is in the range of 1000-2500. Here again, in Sirsa, there was a government ETTI prior to setting up the DIET. The single government ETTI that existed in Karnal was upgraded as a DIET in 1994. In all, of the twelve DIETs, eleven have been set *de novo*; only Karnal DIET is an upgraded version.

As indicated earlier, DIETs were perceived as nodal institutions at the district level to cater to all the needs of the district in the area of EE/AE/NFE. These institutions were expected to grow beyond their traditional teacher-training role and provide technical support to district-level activities in planning and management of elementary education. An education technology cell was also visualized that was meant to build and maintain computerized data-base for the district.

The Study

Since 1987-88 when the scheme was approved, a large number of DIETs have been sanctioned and established in the country in many States. The process of setting up these institutions however has been somewhat uneven across the States. Some States namely Andhra Pradesh, Tamil Nadu, Kerala, Gujarat, Madhya Pradesh, Orissa, Assam, Delhi, Rajasthan and Uttar Pradesh, started the process of setting up DIETs soon after the scheme was approved. Many DIETs came up in these States during the period 1988 to 1990. However, some other States took several years before starting the DIETs. For instance in Tripura, Sikkim, Maharashtra and West Bengal, DIETs came up only after 1995. A total of 433 DIETs had been sanctioned and around 400 DIETs had been set up across the country by the time this investigation was taken up in 1998.

During the last few years, the scenario of primary education has undergone a considerable change in the country with the launching of major programmes of primary education in many States. Besides, the fact that sub-district level structures such as Block Resource Centres and Cluster Resource Centres have been created in many States, it substantially changes the scope of activities at the DIET and places new demands on the knowledge and skills required for the new professionals working in these institutions.

Given that the goal of establishing one DIET in a district is nearly complete, it is important to take a comprehensive review of the status of the scheme as a whole. Further, there is a need to assess the functioning of DIETs as nodal institutions for elementary education in the country. It was in this context that the present evaluation was planned.

Objectives

The overall aim of the study was to assess the technical and infrastructural capacity of District Institutes of Education and Training in all States and Union Territories of India.

Specifically, the study aimed at:

- Assessment of quantitative and qualitative progress made in the implementation of the scheme of DIETs made in the country against the original goals set out in the National Policy on Education in 1986 and the subsequent guidelines issued for the implementation of the scheme;

- Evaluation of the performance of DIETs in the context of the original job description and the rapidly changing scenario of elementary education in India; the evaluation focused on the roles and functions of the DIETs, adequacy and quality of technical support provided through training and other activities, linkages established with other institutions within the system, and utilization of the hardware and other inputs provided under the scheme;

- Recommending immediate and long-term actions needed for strengthening the capacity of DIETs, enabling them to discharge their critical functions as nodal district level technical resource support institutions, and in particular contributing to quality improvement in elementary education.

Scope of the study

While the study was planned as a national evaluation, the state specific findings have been brought out in the State reports.

The study focused on both the input provisions made at the DIET and the processes adopted by the institutions. An attempt was also made to gather the perceptions of different stakeholders on the functioning and impact of DIETs on the primary education within the district.

Specifically following aspects were covered in the study:

- Physical infrastructure, its adequacy and utilization

- Technical and academic equipment available in the institute and their use for instructional purposes

- Staff development and other technical resource support received by the institute
- Profile of professional and other human resources
- Nature and content of training/education programmes organized
- Innovative programmes and practices evolved/adopted at the institute
- Linkage with and support to subdistrict level arrangements such as BRCs and CRCs
- Planning and management support provided to district level authorities in the area of elementary education
- Resource support functions performed in the areas of adult and non-formal education
- Information base on elementary education in the district generated at the institute
- Administrative and financial aspects of the institute's functioning

Sample

The data for the study was collected in two parts. The first part dealt with gathering comprehensive information from all DIETs with regard to physical infrastructure and other inputs and details of programmes and activities available through record and reports. A standard format was sent to all DIETs to gather this information.

The second part of the data collection dealt with qualitative and process aspect of the functioning of the DIETs. Field perception regarding the functioning of DIETs was also gathered from stakeholders such as teaching staff (primary school teachers) and local level educational administrators. This information was collected through a sample study in each state. In case of Haryana, out of 12 DIETs, 4 were selected for indepth study.

Instruments

The following set of tools was designed and used for data collection:

1. *General Information Base on all DIETs*
   - Physical infrastructure

- Technical and academic equipment
- Staff position
- Academic programmes and activities
- Financial status

2. *Functioning of DIETs*

   Detailed information about the functioning of DIETs was collected from sample DIETs through observation on the following aspects:

   - Overall structure of the DIET–suitability and stability
   - Personnel policies and practices–appointment, allocation of work and staff development
   - Availability and utilization of various input provisions – physical, human and academic-technical resources
   - Training programme and activities of the DIET during the last three years–nature, contents, coverage etc.
   - Innovations generated/adopted in the working of the DIET or applied in the elementary education programmes in the districts
   - Research investigations done by the staff members of the DIET during the last three years
   - Information base created at the DIET on elementary/adult education in the district
   - Technical support provided to District Education authorities and education development projects in the district
   - Linkages established with sub-district level institutions and programmes including the primary schools and NFE centers in the districts

3. *Perceptions of stakeholders*

   Impact perception about the DIETs was studied through questionnaires and interviews with DIET Principal, staff members from selected DIETs, a sample of elementary school teachers in the district, trainees in the DIETs and education authorities at the district and sub-district levels.

Collaborative design

The study was carried out in collaboration with seven regional coordinators. Based on the number of DIETs and proximity considerations, various states and UTs in the country were clubbed into seven groups. The study of Haryana, State was conducted by NUEPA, while all the other State studies were carried out by the regional coordinators from the collaborating institutions.

Haryana study

The present document is based on the findings of the study for which primary data were gathered from the State of Haryana in the year 2000. As indicated earlier, the first part of the study looked at all the twelve DIETs in the State. The in-depth study was confined to four DIETs (selected randomly) at Gurgaon, Kurukshetra, Mohindergarh and Rohtak. Together this set of four DIETs provided a good representation capturing variations in the DIETs in terms of their location and the length of operation. Gurgaon DIET had been in operation for eleven years, Mohindergarh and Rohtak DIETs were 7yr-old at the time of the study and the DIET at Kurukshetra had been functioning for the last 6 years. Gurgaon and Mohindergarh DIETs are located in urban areas and were brought under the fold of District Primary Education Project due to low literacy level of women in the year 1997.

The sample selected from these DIETs for the second part of the study included 97 preservice trainees (61 boys and 36 girls) and 77 current in-service trainees and 148 elementary school teachers who had attended in-service training in the past. Perceptions of a total of 98 faculty members and four principals were gathered through interview.

4 DIET Structure, Staff and Facilities

Seven branch structure

Structure of a typical District Institute for Education and Training visualized in the MHRD Guidelines was to comprise of seven academic branches, library and an administrative section as shown in the figure 6. Principal is to be the head of the institution and he is supported by a total of 48 (24 teaching plus 24 non-teaching staff). Each of the seven academic branches is supposed to have one senior lecturer and one lecturer, except

Table 16: **Teaching Staff requirement for a full DIET**

Seven Branches	Sr. Lecturer	Lecturer
Pre-service Teacher Education (PSTE)	1	8
Work Experience Branch (WE)	1	1
District Resource Unit (DRU)- for AE/NFE	1*	4
In-service, Field Interaction and Innovation Coordination Branch (IFIC)	1	1
Curriculum, Material Development and Evaluation (CMDE)	1	1
Educational Technology (ET)	1	1
Planning and Management (P & M)	1	1
Total	7	17

*To act as vice principal

the Pre-Service Teacher Education branch (where eight lecturers are to be posted) and DRU (where four lecturers are required), thus making a total of 24 (table 16).

The principal may or may not take up the teaching role. In addition to the principal, non-teaching staff includes one office superintendent, one accountant, one librarian, a statistician and technician each, one work experience teacher, one laboratory assistant, ten clerks and six class IV employees.

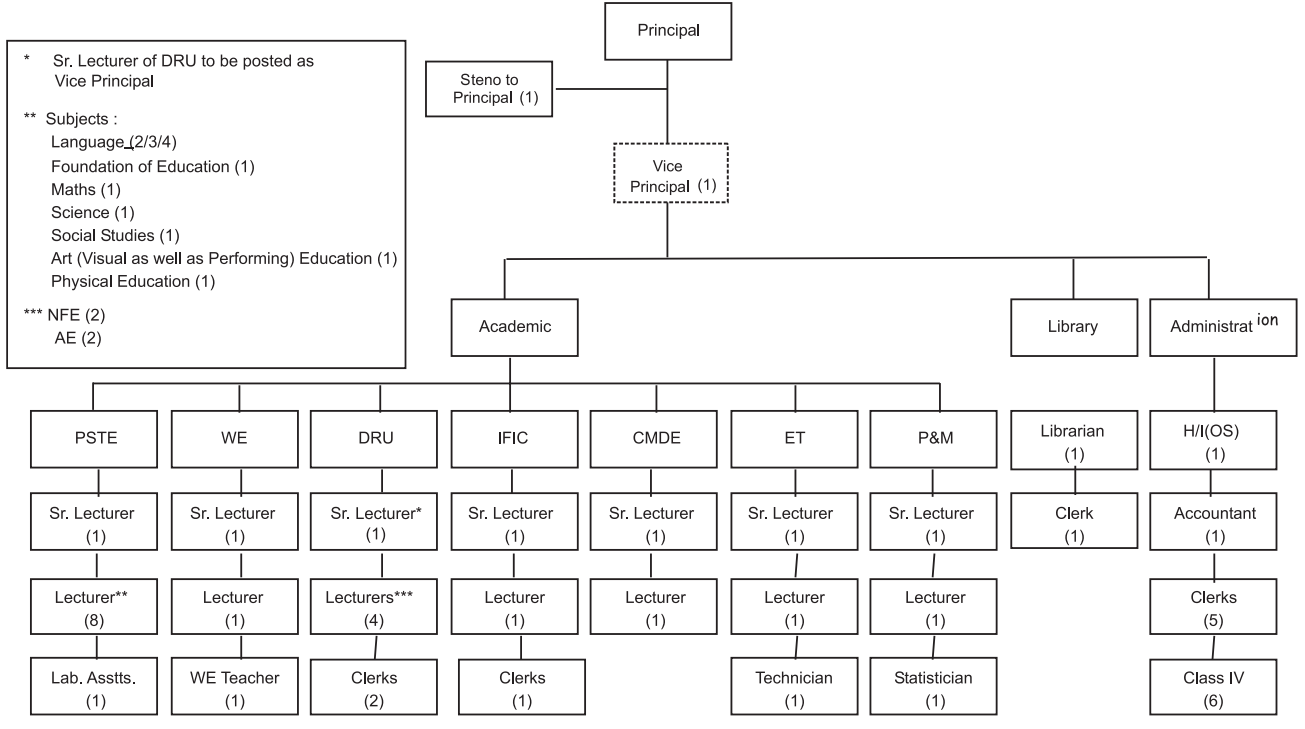
The branch-wise placement of the teaching as well as non-teaching staff is indicated in fig 6. Each academic branch is supposed to perform specific functions. Detailed information about the same has been indicated in Annexure 1.

A district institute with seven functional branches having a total staff of 48 may be considered too large a structure to be managed by several state governments. Therefore the State governments were given the autonomy to modify the seven-branch structure in any manner that suited the needs of the individual State. In case of any variations, state governments were to work out details of their proposed model for the DIETs in their States, taking care that all the functions that had been envisaged for the seven branches were managed. Several states in the country adapted this seven-branch structure to suit their State-specific needs. For example, Maharashtra adapted it to a four-branch structure by merging some functions.

Haryana Government did not make any adaptation and planned to continue the seven-branch structure as suggested in the MHRD Guidelines. However the basis for arriving at the number of sanctioned positions was not very clear. The actual number of positions sanctioned for all the twelve DIETs for both teaching and non-teaching positions is indicated in table 17.

The number of teaching staff employed was quite uneven across various DIETs. The DIETs at Jind, Rohtak, Mohindergarh and Gurgaon had a staff strength of 24 or more. By and large it is noted that the positions of senior lecturers are not filled up fully. Against these positions, lecturers have been appointed. The requirement of having one senior lecturer to officiate as vice principal is not fulfilled in any of the DIETs.

Figure 6: **Structure of a Typical DIET**



A large number of lecturers were posted in the PSTE branch, as the DIETs focus largely on conducting pre-service training of the elementary school teachers. As such any senior lecturer/ lecturer is rarely posted in the other units of IFIC, DRU, ET, P&M and CMDE. Altogether 41 per cent shortfall was observed in case of senior lecturers and 6 per cent in case of lecturers.

Table 17: **Vacant Positions**

	Position	Sanctioned	In position	Vacant (No.)	Per cent shortfall
Teaching	Principal	12	12	-	-
	Sr. Lecturer	39	22	17	41
	Lecturer	227	213	14	6
	Total	278	248	30	11
Non-teaching	Librarian	7	1	6	86
	Lab. Assistant	9	4	5	56
	Technician	1	1	-	-
	Accountant	4	3	1	20
	Superinten-dent	12	9	3	25
	Clerks	43	31	12	28
	Class IV	49	40	9	18
	Total	125	89	36	29

The above table also shows the non-teaching staff in position at the time of investigation. The position of librarian has been filled up only in Karnal DIET. As far as filling up of other non-teaching positions is concerned, only four DIETs had appointed a laboratory assistant each. The post of technician was filled only in Hisar DIET. Statistician was not appointed in any of the DIETs. Altogether for twelve DIETs in Haryana, the maximum shortfall is for the post of librarian. There was

a shortfall of 28 per cent in case of clerks and 56 per cent in case of laboratory assistants.

Profile of teaching staff

In Haryana DIETs, proportion of male staff is higher. Seven out of 12 principals are men (all above 45 yr.), 63.6 per cent senior lecturers and 74.1 lecturers are men.

Table 18: **Qualification and Experience of Teaching Staff of DIET**

		Principal (N=4)	Senior lecturers (N=6)	Lecturers (N=94*)
P.G.		1	-	-
P.G., B.Ed.		3	5	51
P.G., M.Ed.		-	-	24
M. Phil/ Ph.D.		-	-	10
Any other		-	1	9
Experience				84
In DIETs	1-5	4	-	
	5-10	-	6	10
Total	1-10	-	-	30
	11-20	-	1	35
	21-30	2	5	26
	31-35	2	-	-
Teaching	Elementary	-	-	13
	Higher	-	-	4

**Number of lecturers available on the day of researcher's visit.*

The detailed information was gathered about qualification and experience of faculty, from four sample DIETs. As seen in table 18, none of the four principals possess M.Ed degree–a requirement

as per the central norms. This requirement is perhaps waived in favour of a long school teaching experience.

Similarly, senior lecturers also do not have M.Ed qualification. They have a long experience of being in the education department for many years, but have no experience of teaching in elementary school. About one-third of the lecturers have M.Ed/M.Phil/ Ph.D and/or other diplomas. Some of them have elementary school teaching experience.

Detailed study of the qualification of lecturers placed in different units revealed that these were not matched with the requirements of that unit. Many of the lecturers are not qualified for working in the units where they are placed.

Some of the issues that that deserve attention with regard to the internal structure of the DIET and staff posted the DIETs may be summed up as follows:

1. *Seven-branch Structure*

   Most of the DIETs did not have any faculty posted in branches such as WE, DRU, CMDE, ET and Planning and Management. Major focus is on preservice and inservice training. The functions to be performed by other branches such as developing locally relevant curriculum, systematic assessment of students' evaluation, developing teaching aids, training in educational technology, school mapping & microplanning, creating and maintaining a database on the district etc. have been largely neglected. Thus DIET in its present form serves as just another version of older ETEIs.

2. *Teaching Staff*

   The vacant positions of senior lecturers in the DIETs may be an indication of non-availability of qualified staff in the districts although the requirement of M. Ed has been waived off both in case of principal and senior lecturers. Appointing and retaining qualified staff in the DIET is a major problem. Due to the interchangeability of cadres and the resultant frequent transfers, teaching staff is dislocated and tend to lose

interest in their work. Also in several cases, the qualifications and earlier experience of the teaching staff are not matched with the present postings. An important condition of having school teaching experience has been waived off for appointing lecturers. Thus the posting of qualified staff to various branches remains as one of the major problems. The requirement of a seven-branch structure with specializations and experience of the teaching staff of the kind that has been prescribed seems to be an unreal and unattainable goal at the district level. The problem is compounded by the condition of frequent transfers of the staff and principal.

3. *Non-teaching Staff*

   The position of librarian was not sanctioned in all the DIETs. General tendency to recruit large number of class IV and clerical staff and neglecting the recruitment of technical staff affects the functioning of the institute adversely.

Physical facilities

Building

All the DIETs were functioning in the buildings owned by them except for the DIET at Faridabad at the time of investigation. The building for this DIET was under construction, so the DIET was housed in a school building. The total campus area varies from 4 acres (in Gurgaon) to 27 acres of land in Bhiwani. DIETs are mostly housed in a large area of land. Most of the buildings have been built for DIET and seemed in a reasonably good condition. The maintenance of buildings however leaves much to be desired.

Rooms available

Almost all DIETs have separate rooms for branches such as PSTE, IFIC, WE and DRU. Separate classrooms for training of pre-service trainees and a hall for in-service trainees are available. Most of the DIETs have an auditorium, seminar

room, art room and a minimum of four classrooms. Current status of space available is indicated in the table below:

Table 19: **Rooms available in the DIETs**

	Number	Per cent
Branch-wise rooms		
PSTE	12	100
WE	9	75
DRU	9	75
IFIC	10	83
CMDE	2	17
ET	4	33
P&M	3	25
Seminar room	12	100
Auditorium*	11	92
Art room	10	83
Work experience room	8	67
Work Shed	3	25
Science lab	10	83
Psychology lab	7	58
Computer lab	7	58
Sports room	9	75
Play ground	10	83

*Seating capacity between 40 and 300

It was observed that by and large branches such as Planning and Management, Educational Technology and Curriculum Material Development and Evaluation do not seem to get adequate space allotted in the DIET. For instance only Hisar, Karnal and Kurukshetra DIETs have a separate space for planning and management branch. The DIETs at Ambala, Kurukshetra, Karnal and Gurgaon have ET room. There is a separate room available in Karnal and Kurukshetra DIETs for CMDE. Kurukshetra, Karnal, and Gurgaon DIETs did seem to have

made proper allocation of space for functioning of all branches by allotting separate rooms.

Basically, all DIET buildings in Haryana have similar design. Space allocation varies depending upon the functional level of these branches in the DIET. Resource room for disabled is not available in any of the DIETs. Science lab is by and large available in all DIETs except for Mohindergarh. A separate Psycho lab is available in Ambala, Kurukshetra, Sonipat, Mohindergarh and Faridabad. Kurukshetra, Mohindergarh and Faridabad DIETs do not have sports room. All DIETs have a huge space available for a playground but in some of these DIETs space is not developed properly for use as playground e.g. Kurukshetra and Karnal.

Office space

As for the office space available for faculty and staff, one finds that a well-kept principal's office is available in all DIETs. Number of cabins available for faculty varies from 2 (in Bhiwani) to 7 (in Karnal). In two DIETs (Ambala and Kurukshetra), only a common faculty room (for male and female staff) is found. All the other DIETs have a separate common room for male and female faculty members. A fairly big hall where the administrative staff sits is available in all DIETs.

Residential accommodation

Hostel

Hostel facility is available in all the DIETs except Hisar and Faridabad. In Jind, separate hostels are available for boys and girls. In Bhiwani DIET, hostel facility is available only for girls. As per norms, there should be a seating capacity of 150 seats together for both blocks so that the costs remain within financial norms. None of these hostels conform to these norms. The actual capacity of boys' hostels is found to vary between 40 to 80 seats and most of these seats remained vacant.

Hostels constructed for girls are not being used by them because of many reasons such as non-availability of hostel warden (no post), lack of security and poor upkeep and maintenance

of these hostels. Under these circumstances, many of these hostels are occupied by boys. Hostel warden is not posted in any of the DIETs. In Sonipat DIET, a lecturer has been given the responsibility of taking care of the hostel.

It was observed that the facilities available in the hostel are very poor. Dining hall, common room, and toilets etc. are very poorly maintained. Students are supposed to make their own arrangement for cooking which is done generally in their own rooms.

Staff quarters

In Hisar, Sonipat, Bhiwani, Mohindergarh, and Gurgaon residential accommodation is available for Principal. However, only in two DIETs, Mohindergarh and Gurgaon, the principal is staying there. There is no provision for accommodation for faculty in any of the twelve DIETs. In Hisar and Bhiwani DIETs, two quarters are available for the supporting staff but these are not occupied. Quarters for Class IV employees are available in Hisar, Sonipat, Bhiwani, Mohindergarh and Gurgaon and all are occupied.

Basic amenities

Safe drinking water

Ten out of twelve DIETs have a supply of safe drinking water. The exceptions are two DIETs at Kurukshetra and Karnal. These DIETs also did not have electricity connection at the time of the investigation. All other DIETs have a regular electricity supply. All the DIETs have a facility of a separate toilet for men and women. But these have been very poorly maintained.

Most of the DIETs do not have canteen facility, except for Gurgaon, Ambala and Kurukshetra. These canteens are run by a make-shift kind of arrangement. None of the DIETs have a facility of dispensary. A first-aid kit however is available in the DIETs for use in emergency.

Perception about the physical facilities

Availability of proper physical facilities should ordinarily contribute to the effective functioning of DIETs. Similarly

inadequacy may affect the conduct of training activities. How do the trainees view these facilities (or the lack of them)? To assess their understanding of the same, trainees were asked a few questions about the physical facilities.

In-service: The in-service trainees from Rohtak DIET rated the physical and academic facilities as good, but the opinion of Mohindergarh trainees was divided between good and average.

Opinion of a total of 148 elementary school teachers who have undergone training at the DIET was also sought. Thirty nine percent indicated that physical and academic facilities were adequate to a large extent.

Pre-service: A total number of 97 pre-service trainees of the current batch from both years were identified randomly from the four DIETs identified for an in-depth study.

Out of a total of 97 trainees, 96 found the lecture hall spacious enough, 88 felt that these were well ventilated and 77 thought that these were well lighted. A fewer number of trainees from Kurukshetra DIET were satisfied with the lighting level, probably they found it insufficient when the natural light was dim as there was no electricity connection in that DIET.

About 65 per cent trainees found the condition of furniture in the library to be good and 16 per cent each found it average or poor. Interestingly, 2 trainees each from Gurgaon and Rohtak and 12 from Kurukshetra did not know about the availability of the science lab.

Play: Most of the trainees found play facilities for indoor games as inadequate but were content with the same for outdoor games. Not finding enough time to play was again a concern expressed by a majority of them.

Medical: When asked about the medical help available, most of the trainees reported that in case of an emergency, medicines were arranged though medical facilities in general were perceived as poor in all the four DIETs. The trainees from Kurukshetra DIET were grossly dissatisfied with the medical help available at the DIET.

Academic Facilities

Equipment

Each DIET is expected to have two colour TV sets, one VCR, two OHPs with screen, a manual slide projector, three audio cassette players, a two-in-one, one PA system, video/ audiocassettes, one 16 mm film projector with a collection of 16 mm films and an epidiascope.

Table 20: **Equipment**

Equipment	Number of DIETs		Perceptions of pre service trainees (N=97)		
	Available	Working	Availability	In good condition	Allowed to use
T.V. Set	12	12	83	83	59
Photocopier	5	4	76	76	56
V.C.R.	12	12	62	59	39
Film Projector	2	2	66	62	50
OHP with Screen	5	5	69	61	50
Public Address System	12	12	63	49	40
Slide Projector	8	7	10	9	4
Radio	2	2	72	57	37

All the 12 DIETs in Haryana have a TV set and a VCR set each. PA system is also available in all DIETs (table 20). Many DIETs also had audio recorder and the cassettes. OHP was available only in 5 DIETs. Mathematics kits, science kits and mini tool kits were available in most of the DIETs. Out of the 12 DIETs, computers were available in eight and printers in 6 DIETs. However, these were hardly put to any use other than word processing.

Perception of pre-service trainees

Most of the trainees were familiar with TV and VCR being there in the DIETs. Photocopier was available only in 2 DIETs out of the 4 DIETs. The trainees however from these DIETs did not seem to be familiar with the fact that photocopier was available. Since they are generally not allowed to use they may not have known about it.

Many trainees also informed about computers not being maintained in good condition. In general, for all items, trainees expressed their dissatisfaction about not being allowed to use them. Such a response came specially from Kurukshetra trainees.

Library

Table 21: **Library**

Items		DIETs
Library available		12
Daily hours		1-6
Librarian is in position		1
Total no. of books in the Library		1291-4304
Number of professional Journals		0-16
Daily Newspapers & Magazines	Local language	1-3
	English	0-2
	Total	1-4

Each DIET has a sanctioned post of Librarian but only in one DIET (Karnal) the librarian was in position. The arrangement for running the library in the DIET is mostly through giving charge of the library to one of the faculty members who takes this up as an additional task. As a result, adequate attention was not paid to create and maintain the libraries. In some DIETs, libraries opened only for 1-2 hours during the day as per the convenience of the library in-charge. Although more than thousand books were available in most of the libraries,

these were often found under lock and key. The dust gathered was an indication of the fact that these were rarely handled. A few libraries subscribed to journals but these were mostly the free publications. Initiative on the part of staff to identify journals for subscription was not found. Daily newspapers were seen in almost all libraries in local language as well as in English except for Kurukshetra and Sonipat DIETs where they took only one newspaper in local language.

Perception of pre-service trainees

When pre-service trainees were asked whether they found enough time to go to the library for reading etc., 81 per cent replied in positive.

Nearly 44 per cent trainees felt that the library was spacious enough. About the same per cent said that textbooks available in the library were adequate. Most of the trainees seemed content with the number of books issued at a time, and said that the library had sufficient reference books. The journals subscribed by the libraries were found useful by 45 per cent of trainees.

Perception of Pre-service trainees about Library **(N=97)**

- Forty-four per cent found library spacious
- Forty-five per cent thought text books available in the library were adequate
- Most trainees were satisfied with the system of issue of books
- Majority of them said that their library had sufficient number of reference books
- Forty-five per cent said that journals and magazines were available in DIET library.

Overall assessment of the internal structure of DIETs and the facilities

The DIETs in Haryana have come up in three phases. The first phase DIETs–Gurgaon and Sonipat came up in 1989. Another six DIETs came up later in 1993 and then four more were established in 1994. It appears that no comprehensive view

has been taken to look at all the ETTIs in the state. The idea of upgrading the existing government ETTI has perhaps not been applied at all. Irrespective of the existing ETTI, DIETs have been set up *de novo* (except in Karnal where the only existing ETTI was upgraded as a DIET). Interestingly six government ETTIs have come up after 1989 when first phase DIETs were established. It seems DIETs and GETTIs have been established simultaneously. The eight privately managed ETTIs came up in 1996 after all the twelve DIETs were in place. It is not clear whether the government has any control over these or not.

The concept of having a full fledged structure or a telescoped structure for a DIET linked to the size of the elementary teacher population of the district (as visualized in DIET guidelines) has been totally disregarded.

The policy of recruitment and posting of staff and principals in the DIETs is very clearly detailed out in the Central Guidelines. The State has not made any adaptation of the same. As such, theoretically the same policy is followed. Our observations revealed many deviations of the same. DIET staff does not have the requisite qualifications but they make up with longer experience. Posting in the seven branches is ad hoc. Mostly, they do not have the qualification/specialization required for that particular branch in which they are posted. Further, posting is just arbitrary. In practice, majority of the lecturers are engaged in pre-service teacher education. Frequent transfers of DIET principals also hamper the functioning of the DIET and perpetuates instability.

The state has not developed any comprehensive policy for professional development of DIET staff. Other than a few sporadic exposures of training received by DIET faculty at NUEPA, Ed CIL, DIET faculty has not been trained. No induction level training is organized. Our discussions with faculty members revealed that many DIET lecturers were not aware of the goals of DIETs and the specific functions to be performed by each division nor about their own responsibilities in the DIETs. They had never seen DIET Central Guidelines.

Since all the buildings were built with central assistance,

not much variation in the building plan is noticed. Many DIETs do not have some of the basic amenities such as safe drinking water, regular supply of electricity and separate sanitation facilities for men and women. Only in some cases boundary walls have been erected and playgrounds have been properly developed. Due to initiative taken by some principals, cleanliness of the campus has been maintained properly, but these are rare cases. Repair and maintenance of the buildings are totally neglected. DIET principals plead helplessness as they say there are no funds allotted for the upkeep of the building. Another reason given by them is the non-cooperative attitude of the civic authorities.

Hostels are also not properly maintained and used. The purpose of having staff quarters in the campus seems to have been defeated. Some of the staff quarters are occupied by the clerical staff or class IV employees. Wherever principal lives within the campus, maintenance of the DIET campus is seen to be much better. Classrooms in some DIETs do not have adequate size, proper lighting and ventilation. Non-availability of lights and fans in summer adds further to the woes of the trainees. In some DIETs, there are no chairs for the trainees to sit. Overall impression that one tends to draw from visits to most of the DIETs in the state is that of largely neglected institutions. Sense of ownership was not seen among the staff or Principals. Physical as well as academic facilities are not put to proper use.

All laboratories (science, psycho and computer) are ill-maintained and under utilized. Lecturer in-charge keeps the equipment mostly under lock. Similarly library is really a weak component. For want of a regular librarian in position, library functioning is merely reduced to maintaining the available books in safe custody. Not much thought is given to purchase of new books/journals etc. DIET faculty rarely makes use of available books and trainees complained that this facility was not extended to them.

Utilisation of Physical and Academic Resources

All the four sample DIETs have adequate space and equipment required for conducting training programmes. However the seating

arrangement varies. In Kurukshetra DIET, trainees do not have chairs and tables. They are seated on mats. The PSTE is conducted in the DIET campus whereas in-service training is done at the block level sometimes in school buildings where physical facilities are very poor. The use of audio-visual aids is limited. Computers have not yet been put to proper use. Books normally remain locked in the library. There is a routine of issue of books twice a week or so, but there is no evidence of regular use of books from the library neither by the faculty nor trainees. Trainees often complained that books were not issued to them on the plea that they were only meant for their teachers.

Residential Arrangement

In nine DIETs, hostels are inhabited by the trainees. The condition of hostel buildings and mess arrangements and other amenities are very poor. In two DIETs, the Principal stays within campus. As a result, the maintenance of the residential accommodation is better. The general complain by trainees was that in the absence of any warden, it is not safe for them to stay in the hostel. The girls' hostels were particularly neglected. These were either used by male trainees or put to other use like storage of junk etc. Whether the neglect of girls' hostel building was due to the fact that girls were not staying there or it was as a result of the same is not clear. Perhaps it works both ways.

5 Review of Training Programmes and Related Activities in DIETs

Pre-service teacher education

Pre-service teacher education is offered in all the twelve DIETs in Haryana. Training is imparted to elementary school teachers and language teachers. The courses offered are:

- A two-year Diploma in Education called D.Ed. course.
- One year Orientation Programme in languages called O.T. course.

While D.Ed is offered in all the twelve DIETs, O.T. course is offered only in five. O.T. (Punjabi) is offered in Sirsa DIET, Hindi is offered in Mohindergarh and Gurgaon and Sanskrit in Karnal and Sonipat.

Admission criteria :

1. D.Ed. Course: This course is offered by all the twelve DIETs in Haryana. For a candidate to be eligible for admission to D.Ed course, he/she should have passed 10+2 examination from the Board of School Education, Haryana or its equivalent examination by the former with at least 50 per cent marks in aggregate. To be eligible for admission to D.Ed. (Urdu), a candidate should have passed Urdu in Matriculation examination. A

test of 30 marks is also conducted (along with the entrance test) to verify the knowledge of Urdu. A candidate is required to obtain at least 33 per cent marks for qualifying the Urdu test. In case he/she fails to secure this, he/she will not be considered for admission.

2. O.T. Course: Admission criteria for O.T. courses in different languages are described below:

   (i) O.T. (Hindi): Candidate should have passed Matriculation examination from the Board of School Education, Haryana or an equivalent examination from any other recognised Board and should have passed Prabhakar (Honours in Hindi) examination with at least 50 per cent aggregate marks from a recognised university.

   (ii) O.T. (Sanskrit): Candidate should have passed Shastri examination with at least 50 per cent aggregate marks from a university recognised by universities in Haryana and Matriculation examination from Board of School Education, Haryana or an equivalent examination from any other recognised Board.

   (iii) O.T. (Punjabi): Candidate should have passed Gyani (Honours in Punjabi) examination with at least 50 per cent aggregate marks from a recognised university and Matriculation examination from Board of School Education, Haryana or an equivalent examination from any other recognised Board.

Relaxation

A relaxation of 10 per cent marks is available for admission to D.Ed. as well as O.T. courses for the candidates belonging to SC/BC/Ex.Serviceman (Self)/legally divorced/legally deserted/widows/and physically handicapped. In other words, the candidates belonging to any of these categories are eligible for admission if they have obtained 40 per cent marks in aggregate in the qualifying examination. The benefit of reservation is not applicable to socially advanced persons/sections from backward classes.

Selection

Selection/admission to D.Ed and O.T. courses is made on the basis of merit determined by an entrance test that is centralised for the State. This was not so until the year 1994, when the same was computerised. Since then, it is conducted by SCERT and the state government.

Age

Minimum age for admission to D.Ed and O.T. courses is 17 years. The maximum age limit for general category is 26 years. But the same has been raised to 31 years for scheduled caste, backward castes and children of ex-servicemen/ disabled ex-servicemen.

Orientation

Once the admission formalities are completed, the trainees are given a kind of an orientation lasting for a week. In this orientation, they are told about the course details and subjects to be covered in the two-year programme. An attempt was made to find out whether the trainees find this orientation useful. Ninety-seven trainees from four DIETs were asked about this.

Table 22: **Orientation given to Trainees (N=97)**

DIET	Orientation given		Found useful		Could have been useful		Helped in preparing & planning course work	
	Y	N	Y	N	Y	N	Y	N
Gurgaon	19	6	19	-	6	-	19	-
Kurukshetra	7	14	6	1	14	-	6	1
Mohindergarh	31	-	31	-	-	-	31	-
Rohtak	-	20	-	-	17	3	-	-
Total	57	40	56	1	37	3	56	1

Going by the responses given by the pre-service trainees, one can see that in three DIETS namely Gurgaon, Kurukshetra and Mohindergarh, an orientation was given to the trainees. In Rohtak, there was no such formal practice to orient the trainees. Trainees from Mohindergarh and Kurukshetra DIETs found the orientation very useful. Mohindergarh trainees indicated that such an orientation has been useful in preparing and planning their work

Curriculum

The curriculum followed is the one that was developed by the SCERT on the guidelines of NCERT which was last revised in the year 1994-95.

The discussion with the SCERT staff revealed that they are planning to revise the curriculum on the guidelines issued by NCTE (Competency-based and Commitment Oriented Teacher Education). Also an effort is being made to learn from other States, for example Gujarat, about what their experience of implementing NCTE guidelines has been.

The details of the curriculum for D.Ed I and II year and O.T. courses are as under:

D.Ed

Papers	I yr.		II yr.	
	External	Internal	External	Internal
A. Pedagogical Theory				
• Educational Psychology	60	40	60	40
• Elementary Education and Teacher Functions	60	40	60	40
B. Content-cum Methodology				
• Language (Hindi)	60	40	60	40
• Mathematics	60	40	60	40
• EVS-I (Social Studies)	60	40	60	40
• EVS-II (General Science)	60	40	60	40
C. Health & Physical Education	60	40	60	40
D. Art Education & Work Experience	30	70	30	70

E.	Co-curricular Activities	-	100	-	100
F.	Practice teaching	-	100	160	40
	Total	510	590	670	530

Grand Total = 2300 marks

O.T. (Hindi)

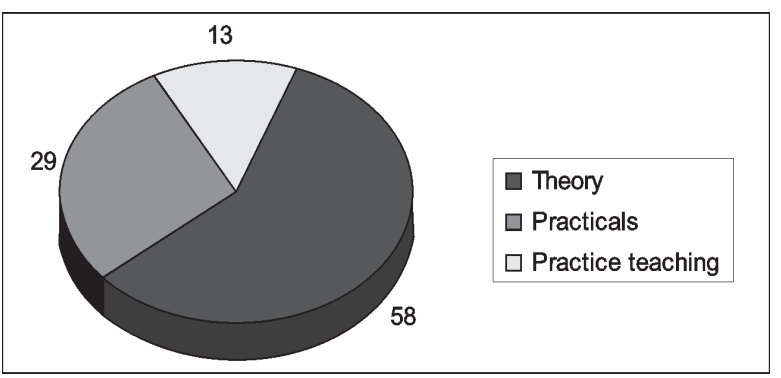
Papers	Marks
A. Theory (External)	
• Education in Emerging India	100
• Educational Psychology	100
• Principles of Education	100
• Teaching Material	100
• Language Teaching	100
• Second language	50
B. Practical (Internal)	
• Written assignments	100
• Co-cultural activities	100
• Work Experience - Theory	40
- Practical	60

C.	External	Internal	Total
First Lesson	75	25	100
Second Lesson	75	25	100

Total = 1050 marks

No optional papers are offered to D.Ed students. The weightage assigned to theory papers, practical work and practice teaching is as follows:

Figure 7: **Weightage (in per cent)**



Curriculum transaction

Till such time DIETs adopt the NCTE prescribed curriculum framework, the only way DIETs can be distinguished from other elementary teacher education institutions in the state, is in the manner of curriculum transaction. It was visualized that the curriculum transaction would be richer in the DIETs. What indication do we get from the data gathered from Haryana DIETs on this aspect? A brief analysis is made by looking at the number of lecturers/senior lecturers involved in PSTE and the resultant teacher pupil ratio; training methodology followed by the DIET faculty and use of audio-visual aids.

Faculty involvement in PSTE

Since PSTE is viewed as the pivotal activity, almost entire DIET faculty is involved in it. Data showed an involvement level of 92 per cent. We could gather from our discussions with many DIET principals that an attempt is made by the Principal to expect almost every faculty member to teach one or two classes in PSTE per week. The extent of involvement of faculty 'officially posted' in other branches such as IFIC/DRU/WE/ P&M was of a lower degree though.

The teacher-pupil ratio was calculated roughly on the basis of enrolment of trainees in I and II year and the number of faculty members involved in teaching PSTE. The average TPR of 1:10 for twelve DIETs comes quite close to the NCTE norm of 1:12.

Teaching methods used

To bring about a qualitative improvement in the curriculum transaction, DIET faculty is required to encourage active participation of trainees rather than follow a one-way communication. A minimum use of lecture method should be made. Guidelines suggest that the process of learning for trainees may consist of modes like investigations, case-studies, problem solving, role play, project work, self study etc. as far as possible.

Faculty members were asked about the training methods that are used by them in teaching the pre service course out

of a list of nine methods. A majority of them reported the lecture method as the one that is used by them mostly. Sixty per cent also reported some use of demonstration method. Forty three per cent indicated that they mostly used the self-study method. The other methods reportedly employed by them sometimes include discussion and seminar. Project and field-work they said, were among the methods used by them rarely.

Trainees were asked whether their teachers made use of any of these methods, if yes, how often and whether they liked the teaching method used by their teachers.

Table 23: **Training Methods used (as reported by Pre-Service Trainees)**

N=97 (in per cent)

	Yes	All teachers	Some teachers	Regularly	Occasionally	Liked by trainees
Lecture	94	69	29	70	26	75
Demonstration	71	35	61	46	38	81
Project	40	49	44	49	41	97
Micro-Teaching	68	51	36	59	35	94
Role Play	51	42	50	46	40	94
Play-way	42	58	49	49	49	88
Activity Lesson	79	45	53	40	41	88
Discovery	39	32	53	39	42	89
Simulation	35	47	41	53	15	97
Use of Audio-visual Aids	54	38	46	54	36	100

That the lecture method was the one that was used by all teachers regularly was clearly corroborated by the trainees. A large number of trainees also reported that some of their teachers use demonstration and activity lesson. Sixty eight per cent said

that many teachers used microteaching regularly. Many trainees checked role-play, play-way, discovery, project and simulation techniques reportedly being adopted by some of their teachers occasionally. There may be an element of 'desirability' in their responses since it pertains to their teachers. Also, the responses of the faculty are not corroborated by the trainees and vice versa. The faculty has reported to use the project method rarely but 40 per cent trainees have checked this as a method used by their teachers. Forty nine per cent reported that this was a method used 'regularly' by 'all teachers'.

Table 24: **Availability and Use of Equipment (as reported by the Faculty)**

N=100

Equipment	Available	Often Used
Audiocassettes	83	61
Video Cassettes	86	67
OHP	71	55
Radio	64	34
TV	91	65
Film Projector	33	25
Slide Projector	66	51
Cyclostyle	68	34
Computer	62	39

The faculty members were asked about the use of various equipments and audio visual aids. They reported a rather frequent use of video and audiocassettes and TV. A little over half the number of faculty members reported the use of transparencies. Availability of computer is known to 62 per cent faculty members. Thirty nine per cent said that they were using computers. Similarly only about 35 per cent of the trainees reported the use of computers by them.

The reasons reported for low use of equipment by faculty members include lack of training about use of equipment, equipment being out of order, non-availability of equipment and disrupted power supply. During our visits to DIETs, we did not find any evidence to suggest any innovation in training methodology. Faculty relied fully on lecture methods. Use of equipment was found to be minimal.

Practice teaching

Each trainee is supposed to try out 80 lessons during the span of two years. In each year, they are supposed to complete 40 lessons, which is generally done over a period of 30-40 working days in each year. This can be either done at a stretch or may be split into two slots. The duration of practice teaching in a day varies between 4-6 hours. Generally, subjects taken are Hindi, Mathematics, Science and Social Studies.

Number and location of schools

The number of schools where practice teaching is done is shown in table 29. It may be seen that most of the practice teaching is done in primary schools. For the four DIETs that were included in the in depth study, the number of schools where practice teaching is done varied from three in Sirsa to twenty-five in Mohindergarh. The distance between these schools and the DIETs was 10, 2, 25 and 2 km, in case of Kurukshetra, Rohtak, Mohindergarh and Gurgaon DIETs respectively. These are multi-grade setup in Kurukshetra and single teacher schools in case of Rohtak, Mohindergarh and Gurgaon.

Table 25: **Number of Schools taken for Practice Teaching**

	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	***XII***
Number of Primary Schools	3	13	10	15	12	6	3	4	11	25	6	4
Upper Primary Schools	1	-	-	-	6	2	2	-	-	-	-	-

DIET Codes: Sirsa-I, Hisar-II, Jind-III, Ambala-IV, Kurukshetra-V, Karnal-VI, Sonipat-VII, Rohtak-VIII, Bhiwani-IX, Mohindergarh-X, Gurgaon-XI, Faridabad-XII

None of the DIETs have any school attached to them except in Bhiwani where Government Girls Primary School, Birhi Kalan is attached to the DIET

Lesson plans

The pre-service trainees are given orientation about writing lesson plans for their practice teaching. All the trainees in Gurgaon, Kurukshetra and Mohindergarh DIETs and eighty per cent trainees in Rohtak DIET said that they had received an orientation for writing lesson plans. Majority of them said they were given model plans for preparing their individual lesson plans. Eighty per cent trainees reportedly are able to have prior discussions with teachers about writing of lesson plans.

About Lesson Plan

Per cent corrected	Total
25	10
50	12
75	57
100	12
No response	6

Most of the trainees reported that teachers corrected the lesson plans prepared by them and about two-third of them were satisfied with the teacher's guidance given at the preparatory stage of practice teaching.

Another important part of the practice teaching course is the preparation of activity lessons by the trainees. These lessons help the trainees to plan various activities which they can use during their teaching practice in the schools. The faculty is supposed to give demonstration about preparation of activity lessons. School teachers can also assist the DIET faculty in this area.

Trainees' perception was also gathered on this aspect. Eighty eight per cent trainees mentioned that DIET faculty gave a demonstration. School teachers rarely gave any demonstration. Majority of trainees said that they received guidance from their faculty on how to write activity lessons and also got model

activity lessons. About 78 per cent reported to have got the feedback from their teachers on the activity lessons prepared by them. Somehow the trainees seemed to enjoy the regular classes more than the activity lessons.

Supervision and feedback

As mentioned earlier, the actual practice teaching takes place in the schools that are quite far off in some cases. Is the faculty able to supervise these classes, if yes, for how long and what kind of feedback is given to the trainees? Answers to some of these questions can be deciphered from the responses given by trainees as follows.

	Per cent trainees
Classes supervised	
• Every Class	22
• Regularly	42
• Occasionally	27
• Not at all	9
Time spent by Supervisor in class	
• Full class	50
• Quite some time	42
• Only a few minutes	8
Feedback given	
• Not given	36
• Given then and there	41
• In the evening	14
• Weekends	9

Co-curricular activities

The range of the co-curricular activities arranged for the trainees was ascertained by giving them a list of eleven activities. They were asked to indicate whether these activities were organised in the DIET and what was the extent of their participation.

Trainees unanimously indicated that not a single activity was such which was regularly organized in the DIET-not even sports and games. Debates and essay competitions are organized

sometimes. DIETs are supposed to organize excursions etc., for trainees every year. The responses of trainees did not give any indication of these events. A very small number of the sample trainees reported to have participated or even got involved in organizing these events in the DIETs. Clearly these were not part of the DIETs' routine programmes.

Interaction of trainees with others

The best relationship that is shared is amongst the trainees themselves. They related very well with each other, were obviously meeting every day, could discuss academic and personal problems and perceived their co-trainees as 'very helpful' in all the DIETs. Even with their teachers they felt comfortable, could discuss academic problems and perceived their teachers as quite receptive. A small per cent felt that they could not freely discuss their 'personal problems' with their teachers.

The interaction with the principal is somehow different. Except for the Rohtak DIET, where almost all the trainees could freely meet the principal, discuss their problems and found her very helpful, the sample trainees from other three DIETs perceived the role of principal very differently. The trainees from Kurukshetra DIET could not ever meet their principal. During our informal discussions with them, it was revealed

Table 26: **Interaction of Trainees with others in the DIET**

(N=97)

Nature of interaction	Principal		Teachers		Other students	
	Y	N	Y	N	Y	N
Meet regularly	29	68	89	8	90	7
Discuss academic problems	48	49	88	9	86	11
Discuss personal problems	34	63	75	22	81	16
Receptivity of the person person	61	36	85	12	82	15
Person is helpful	65	32	87	10	90	7

that their principal wanted them to come through 'proper channel'. Only in case the teacher could not solve their problems, they could meet the principal.

Problems in DIET as perceived by PSTE trainees

The trainees were given an open-ended question to list some of their felt problems during their training period at the DIET. Several problems were listed by them. Some of these related to the lack of physical provisions in the DIET, others were about the inadequacies in the academic part of the training.

Problems Perceived by PSTE Trainees (N=97)

	Per cent
A. Physical facilities	
• DIET not easily accessible	33
• Non-availability of hostel for girls	4
• Lack of basic amenities-drinking water, electricity, sewerage etc.	73
• Not enough space, furniture for trainees	20
• No mess facility	6
• No medical facility	9
• Not enough books in the library	21
• Insufficient material for co-curricular activities e.g. sports material etc.	44
B. Academic facilities	
• Teachers not qualified for the subject they teach	9
• Involvement of teachers in tasks other than teaching	4
	4
• Lack of punctuality among teachers	5
• Non-availability of teaching aids	8
• Improper and uninteresting training methodology	3
• Lack of objectivity in student evaluation	9
• Delay in announcement of results	27
C. Others	
• Too much emphasis on attendance	9
• Co-curricular activities not organised	10
• Non-receipt of scholarship by SC students	2
• Negative attitude of teachers	6

Trainees seem to be grossly concerned about the lack of basic amenities in the DIET. It is difficult to remain for 7-8 hours in the DIET everyday without basic facilities, such as drinking water, no fans/lights etc. Difficult approach to DIET is a specific problem for DIET Kurukshetra. Not having access to enough books in the library was another general problem. Lack of availability of sports material is another problem mentioned by the trainees. If sports material was available in adequate number, they could spend their time more meaningfully with greater level of participation in co-curricular activities. Trainees also reported that when declaration of results was unduly delayed, the trainees had to lose a year.

Suggestions

The trainees made several suggestions for improving the overall functioning of the DIETs and their training programme in particular. They suggested that earnest efforts should be made to organize the following:

Physical facilities

- Facility for drinking water
- New furniture
- More rooms in the institute
- Hostel facility for girls/appointment of warden in girl's hostel/mess facility in hostel
- Medical facility
- Provision of indoor games
- Provision of transport to/from DIET to main road/railway station
- Dress code to be liberal/one day be given off
- Library needed- (Kurukshetra DIET)
- New books for the library
- DIET may be set up in rural/backward areas

Academic aspects

- Improved teaching methods
- Moral education be made compulsory
- Tutorial and subject teacher to be the same
- More emphasis on practical than theoretical/bookish knowledge.

- DIET faculty not be disturbed for other work since this affects the learning process.
- Internal assessment should be more objective
- Students to go for practice teaching after six months of training and they may receive some monthly stipend during the practice teaching after which they can be absorbed in the same school.
- Results must be declared on time.

Other issues

- The teachers should be regular
- Principal should take personal interest in the functioning of the DIET
- 'Good' teachers must be appointed
- Strict discipline to be maintained
- Saturdays to be a holiday
- Scholarships be given to talented students/OBC students

In-service training: Category, coverage, theme and quality

Although a majority of elementary teachers in Haryana are trained, yet one-time training at the beginning of their professional period is not sufficient considering the long period for which a teacher is supposed to serve. To keep pace with the changing scenario, continuous in-service education of teachers is necessary to keep abreast of the changes taking place in their professional environment and to develop their skills and attitudes in the light of their changing role. This is one of the important functions which DIETs were visualised to perform.

Category of in-service training

A summary of the in-service training programmes conducted by the twelve DIETs in Haryana, during the year 1997-98 is presented in table 27. These have been categorized under three thematic heads viz. Pedagogy related, Pedagogy and Technology related and Management related. A total number of 165 programmes have been conducted by these DIETs. The clientele groups covered include teachers, headmasters, education officers and community workers.

Table 27: **In-service Training Programmes conducted during 1997-98**

Type	Number	
Pedagogy related	Teachers	113
	Headmasters	6
	Education Officers	7
	Community Workers	1
Pedagogy & Technology related	Teachers	24
	Headmasters	3
	Education Officers	2
	Community Workers	2
Management related	Teachers	3
	Headmasters	2
	Education Officers	1
	Community Workers	1
	Total	165

The proportion of the three broad categories of the programme is as under:

Category	Per cent
Pedagogy related	77
Pedagogy and technology related	19
Management related	4

Only 2 DIETs at Hisar and Bhiwani gave training to each target group under all three categories. Seven DIETs at Sirsa, Jind, Ambala, Karnal, Mohindergarh, Gurgaon and Faridabad gave training related to Pedagogy only and have not covered all the four clientele groups. Community workers have been completely left out.

Table 28: **Duration of Training Programmes**

DIETs		I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Total
Duration	Less than one week	6	13	5	3	2	17	12	14	2	-	2	1	77
	One week	-	-	2	15	8	7	14	9	2	8	8	9	82
	More than one week	-	-	1	-	-	-	2	-	2	1	-	-	6
	Total	6	13	8	18	10	24	28	23	6	9	10	10	165

DIET Codes: *Sirsa-I, Hisar-II, Jind-III, Ambala-IV, Kurukshetra-V, Karnal-VI, Sonipat-VII, Rohtak-VIII, Bhiwani-IX, Mohindergarh-X, Gurgaon-XI, Faridabad-XII*

Guidelines suggest that the duration of in-service training for teachers is to be two to three weeks. Only six programmes (4 per cent) of duration of more than a week have been conducted at three DIETs. All the other programmes are of shorter duration. Forty seven per cent were of duration shorter than a week, and fifty per cent were of one-week duration.

Coverage

Through these 165 programmes, a total number of 6331 participants have been covered. Out of these sixty eight per cent were teachers (5571 in number).

A total number of only 551 head masters have been trained. The coverage of community workers and District Academic Resource Group stands at 103 (1.6%) and 55 (0.8%) respectively. It was pedagogy-related training that received the maximum focus for all the clientele groups.

As stated in chapter 3, a sample of 77 trainees was drawn for in-depth study from four DIETs. Of these 71 were graduates and the remaining six were postgraduates.

To assess the extent of coverage of teachers in DIET training, these seventy-seven trainees were asked about how many in-service training programmes they had attended during the last two years. Almost all of them had attended at least one training programme in the last two years. Many of them had attended two programmes and there were a few who had participated in more than two training programmes during the last two years.

Table 29: **Number of Participants covered**

DIETs		I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Total
Number of Participants Trained	*Teacher*	207	43	400	50	759	1076	700	940	270	289	365	472	5571
	Head-masters	45	256	-	-	-	-	100	-	-	125	25	-	551
	Education Officers	-	23	-	5	5	-	-	-	8	-	10	-	51
	Community workers	-	43	60	-	-	-	-	-	-	-	-	-	103
	District Academic Resource Group	-	-	55	-	-	-	-	-	-	-	-	-	55
	Total	252	365	515	55	764	1076	800	940	278	414	400	472	6331

DIET Codes: *Sirsa-I, Hisar-II, Jind-III, Ambala-IV, Kurukshetra-V, Karnal-VI, Sonipat-VII, Rohtak-VIII, Bhiwani-IX, Mohindergarh-X, Gurgaon-XI, Faridabad-XII*

Table 30: **In-service Training Programme**

Year	DIETs	No. of Courses	Participants	Type of Training & Clientele
1996 – 97	Gurgaon	10	503	SOPT
		14	-	Departmental
	Kurukshetra	16	610	In-service training for primary teachers
	Mohindergarh	10	422	In-service
		11	500	SOPT
	Rohtak	24	870	In-service training for primary teachers and Head Masters
		12	499	SOPT
	Total	97	3404	
1997 – 98	Gurgaon	3	149	SOPT
		4	165	Departmental
	Kurukshetra	68	357401	In-service training for primary teachersSOPT Seminar for Primary Teachers
	Mohindergarh	3	154	In-service
		3	166	SOPT
	Rohtak	23	940	In-service training for primary teachers
		9	402	SOPT
	Total	59	2734	
1998 – 99	Gurgaon	3	136	Departmental
	Kurukshetra	55	236259	SOPT Seminars for Primary TeachersIn-service training for primary teachers
	Mohindergarh	-	80	Training for CRCs
	Rohtak	12	638	In-service training for primary teachers
		7	255	SOPT
	Total	32	1604	

Programmes organised during the last three years

The detailed information on the types of progammmes conducted by the four DIETs selected for in-depth study during the years 1996-99 is presented Table 30:

Quality

To assess the quality of the in-service training provided by the DIETs, the sample trainees drawn from four DIETs were asked about the facilities available, the course content, the resource persons, opportunity to interact during the training and their perception about the effect of this training on quality of their performance.

This was with reference to the training that they had undergone recently at the DIET. The responses of the trainees on each of these aspects have been summarized below:

A majority of the trainees rated the physical and academic facilities as that of good quality. They seemed quite content with the manner in which programme had been designed. Let us see how they assessed the faculty who taught them during the programme. Since none of the resource persons who taught them during the training programme were invited from outside the DIET, their judgments pertained to the DIET faculty. About 50 per cent trainees from Mohindergarh DIET rated their faculty member as 'fairly capable'. In Rohtak DIET, all trainees found their faculty as 'capable'. None categorized the faculty as incapable.

About the opportunity to interact during training sessions, a majority was positive. While Kurukshetra trainees perceived the level of participation as moderate, all trainees from Rohtak DIET seemed to enjoy the opportunity they get for interaction during the training sessions. Two-third trainees from Mohindergarh DIET also seemed to take full opportunity for interaction during sessions. Interestingly, even though trainees from Gurgaon, Mohindergarh and Rohtak said they were able to interact 'very often' during the training session, a large number found the training sessions as monotonous. Altogether 52 per cent of trainees felt this way.

What was their perception about the effect this training had on the quality of their performance? Majority perceived the same as 'very much'. Rohtak trainees were unanimous in this regard and all of them said they would recommend such a training to others. Mohindergarh and Kurukshetra trainees felt that this effect was only 'to an extent'. Yet almost all of them would recommend this type of training to others. In other words, they do feel that such a training is relevant and could be useful for enhancing the quality of performance of teachers.

In response to the question–how the target for in-service programmes was set up every year, the Principal, Kurukshetra remarked that during planning at SCERT it was ensured that in a period of five years all teachers must be trained. Principal, Rohtak responded that the target was set up by the DSE Haryana, Chandigarh.

The DPEO or the concerned BEO made selection of participants of in-service training programmes. Three out of four DIETs said that there was no provision for follow up of in-service training.

The clientele attending the training at DIETs comprised of primary teachers, Head teachers, CRCs and BEOs. In terms of proportion covered, the responses given by DIETs included: Kurukshetra–75 per cent teachers, Rohtak–33 per cent teachers, Mohindergarh-all teachers under SOPT in 1995–96, 1996–97. The staff at Gurgaon DIET informed that they have trained 4594 primary teachers since the inception of the DIET (1989). Their remark about the coverage was –"depends on the availability of funds".

In response to the question on the strategies to cover all the teachers in the district, the DIETs responded that they should be worked out by the BEOs/DPEO (Kurukshetra and Rohtak), or by the DPEP (Mohindergarh).

Workshops held during the year 1997–98 were organised by the DIETs to serve the following purpose:

- Preparation and use of low-cost training material by BRCs, CRCs and teachers

- To extend the training for CRCs, DARGs and BRCs
- To acquaint the A/S instructors about new text books activities
- To train the CRCs, teachers and DARGs to make the school an ideal school
- To motivate and create community awareness
- To train teachers on monitoring and evaluation and new teaching methods
- To update the head-teachers on management related, health and environmental issues

Process of designing and implementing training activities

The DIET faculty and the principal initiate the process of designing the training activities to be conducted by the institute during the year. All the twelve DIETs reported that they prepared an annual plan under the guidance of SCERT.

Progamme Advisory Committee which is supposed to guide them in planning and conduct of all training progammes activities, was constituted only in seven DIETs.

Five DIETs at Hisar, Kurukshetra, Bhiwani, Gurgaon and Faridabad do not have any such committee or have it only on paper, since no meetings have been convened so far. In the other seven DIETs, where PAC exists, a meeting is organised at the DIET at least once a year to look at the plan and guide them in the conduct of these activities. It appears that PAC has not really been formally constituted. An informal discussion is held where some retired headmasters/principals of secondary schools participate. Sometimes BEOs also oblige.

Out of four DIETs selected for the in-depth study, Rohtak and Gurgaon DIETs reported to have prepared an Institutional Development Plan. They envisage to construct reading room, boundary wall and separate hostel for boys.

By and large, it appears that planning process is confined to annual mode only. An annual plan is prepared by all DIETs and

after the PAC meeting, the DIET faculty works out detailed progamme plans.

Based on the indication of priority areas hinted by SCERT, these institutes prepare an action plan giving in detail the type of programme, number of courses, participants to be covered, duration, budget etc. Various faculty members in charge of these programmes work out these details and finalise their action plan which is sent to SCERT. In a meeting organised by SCERT, where principals also participate, a common action plan is evolved for all the DIETs. The individual DIETs then prepare their annual calendar giving dates and venue for each programme.

The trainees are identified and deputed by DPEO or concerned BEO.

Resource support in the area of adult and non-formal education

The District Resource Unit (DRU) at the DIET is supposed to assist the educational authorities in planning and coordination of training programmes for adult education/non-formal education personnel throughout the district and to provide necessary support to such programmes organised outside the DIET.

As mentioned in chapter IV, six DIETs do not have any faculty member appointed in DRU. DRU is not active in seven DIETs viz., Sirsa, Jind, Ambala, Rohtak, Bhiwani, Mohindergarh and Faridabad.

By and large DRU has been quite inactive unit even in these seven DIETs all these years. Some of the DIETs do have immediate plans to revive some activities. For instance Gurgaon DIET proposes to conduct a literacy programme in slum area of railway road and a study on the role of alternative schools under DPEP. Kurukshetra DIET reported that they organized refreshment programmes of five days duration for NFE instructors. In nutshell, DIETs play a very minimal role as of now in promoting adult literacy or non-formal education.

Research and Development Activities

Research activities-overview of ongoing and completed activities

The DIET faculty especially from planning and management branch is required to conduct research on enrolment, retention and regularity of attendance of children and adult learners especially girls, SC/ST, minorities, handicapped, slum dwellers and other disadvantaged groups. The idea is to understand the various factors affecting these. They may also undertake research to study the effect of various intervention/incentives in the district. What is the perception of community and extent of their participation in the process of basic education is another area for research to be conducted by DIET faculty. Based on the empirical evidence gathered from their research, DIETs would be in a position to give advise to educational planners/ administrators/ District Board of Education regarding UEE/NLM.

Since the inception of DIETs in Haryana, a total of 8 research studies have been completed by the faculty in Hisar, Ambala, Kurukshetra, Karnal, Sonipat, Rohtak and Bhiwani DIETs. In addition to this another six studies were under process at the time of investigation.

The DIETs at Sirsa, Mohindergarh, Gurgaon and Faridabad had not made any efforts to initiate research.

The following research studies had been completed/under process at the time of the investigation

- Handbook for primary teacher base don TLM for class I, II
- Population survey, total literacy campaign
- Study of standard pronunciation in government primary school
- Population education
- Lab area survey, mid-day meal survey, dropouts in the village
- Identifying the training needs
- Multiplication for class III-play way method

- Village education survey
- A critical study of teacher training techniques used to improve the efficiency of pre-school teacher
- Reasons for weakness of children in maths
- Impact of 'Maa-beti' mela, impact of Umang Tarang (EVS training)
- Family welfare
- Division of class III-play way method
- Village education survey-to find out enrolment, retention and dropouts

As can be seen from the above list, out of the total number of 14 research studies, four studies were in the area of Pedagogy, another four pertain to teacher education/training/ material development. Three studies looked at the effect of incentives/ intervention such as mid-day meal scheme, joyful learning etc. The other studies related to poulation education, population survey and family welfare etc.

Results of the study were disseminated through monthly newsletter, seminar, workhops etc.

Regarding the extent of participation of different faculty members in research activities, it seems by and large that research is not undertaken at DIETs as team effort. Only, one study at Kurukshetra was the joint effort of 2 faculty members. The studies conducted in rest of the DIETs were an individual effort.

Field areas/elementary schools adopted for academic support

The research efforts of DIET faculty are desired to be in a kind of "action mode" and are primarily aimed at tackling specific local problems that may be encountered in achieving goals of UPE/UEE/NLM.

For this purpose, the DIETs are required to adopt 1-2 educationally backward pockets of the districts (designated as Lab areas) which are within an easy reach. Out of the twelve DIETs, seven have adopted some villages in the vicinity. Table 31 below indicates the activities undertaken by them in the Lab areas.

Table 31: **Activities conducted in Lab Area**

DIETs		Lab area adopted
	Villages	Activities undertaken
Hisar	Brick Klins' colony	Selected the brick klinis labourers and their dependents in the age group of 3-11 years
Kurukshetra	Dwarka basti	Literacy campaign
Karnal	Sirsa, Hemdad, Dadpur, Kalampur, Chiromod	Population education survey
Sonipat	Sikligar colony, Badmalik (Harijan basti) Siva colony (Slum)	–
Rohtak	Madina village	Identify reasons for drop-out; women education. A film on literacy programme was developed
Bhiwani	Not adopted	-
Mohindergarh	Surjanwas, Sigra, Rewas, Paigha, Jonawas	Survey conducted in Govt. Primary Schools on enrol-ment and dropouts

DIET at Sirsa has recently adopted a village where they have begun undertaking village surveys. DIETs at Jind, Ambala, Bhiwani, Gurgaon and Faridabad have not initiated any efforts to adopt any Lab area.

Development of teaching learning material

Apart from routinely preparing some teaching learning material, none of the DIETs in the state evinced any keen interest in preparing TLM and innovating new methods of using the same.

Overall assessment

A. Training programmes and related activities-quantitative and qualitative dimensions

In this section, training programmes and other activities conducted by the twelve DIETs in Haryana has been described. The description clearly shows that the main activity performed in all the DIETs is the two-year pre-service teacher training. This being a pivotal activity, most of the DIET resources are concentrated on this function. Ninety-two per cent of DIET faculty is involved in PSTE. In a way this reflects on the fact that the entire DIET faculty contributes in PSTE programme, though the involvement level of IFIC/DRU/WE/P&M faculty is lower. For want of knowing what exactly is expected of them or how to go about the same, the faculty posted in other branches continues to contribute in routine teaching in PSTE.

DIET Guidelines had clearly described the desired structure of a DIET consisting of seven different branches viz., Pre service Teacher Education (PSTE), Work Experience (WE), District Resource Unit (DRU) for Adult and Non-formal Education, In-service Programmes, Field Interaction and Innovation Coordination (IFIC), Curriculum, Material Development and Evaluation (CMDE) and Planning and Management (P&M). Each branch with a definite structure, is supposed to perform its specified functions such that the DIET as a whole comes up as a main resource center at the district level having a complete database on the district which is to be regularly updated. This vision of the Institute is completely missing. DIETs religiously organize PSTE programmes following NCERT curriculum that was last revised in 1994-95. Curriculum is transacted mainly through lecture method. Attempts were rarely made to make the process participatory, or to use other methods of teaching. Not much evidence of use of audio-visuals in the classroom teaching was found during our visits. Television was the only equipment used, mainly for entertainment. Use of computers too was minimal.

About forty-one per cent DIET faculty do claim that they supervise practice teaching regularly. With some of the schools being located as far as 25 kms. from the DIET, one is not sure what justice can be done by the DIET faculty to the supervision

function. Nevertheless, trainees are reportedly satisfied with the supervision and the feedback given by the DIET faculty on their practice teaching.

As far as in-service training programmes organized by the DIETs are concerned, the major clientele group is primary teachers. Other categories covered are head-teachers and BEOs. A uniform plan devised by the SCERT in consultation with DIET principals is followed by all DIETs. Selection of themes, duration of the programmes etc. are decided uniformly for all DIETs in Haryana. This practice does not allow any flexibility in planning by the DIET. The programmes are not planned according to the local needs which really defeats the very purpose. Coverage of target group and selection of trainees is done in an ad-hoc manner. Sometimes in-service training programmes are not organized because of lack of availability of funds, DIET principals informed.

B. Field studies, action research and experimentation carried out by DIET faculty

Research is a very important component in DIET functioning. DIET faculty can maintain a link with the 'field' through their research activities, the outcome of which can be fed back to improve the field-level situation. It is for this reason that action research was envisaged as one of the very important activities to be undertaken by the DIET faculty as indicated in the DIET Guidelines.

In Haryana DIETs, we found that a total of eight research studies (four in the area of pedagogy and teacher education) were completed by the DIET faculty during a total period of eleven years. This actually meant one single study completed by each DIET except for the DIET at Ambala where two studies were done. Further these research efforts have been in individual capacity. There were six other studies which were underway. In the overall analysis, it can be stated that the DIET faculty in Haryana has not made much progress in the area of research.

The faculty in four DIETs at Sirsa, Mohidergarh, Gurgaon and Faridabad have not yet initiated any research activity. The informal discussions with the faculty revealed that they have not been oriented properly to be able to plan and conduct individual

research projects. A few faculty members did evince some interest in this area but they were at a loss as to how to go about the same. The DIETs have not properly picked up the concept of constituting committees to guide the faculty. As mentioned earlier, Programme Advisory Committees are hardly functional in any of the DIETs. The sub committee for research called SSAR (Sub-committee on Studies in Action Research) has not been constituted at all. It may be worthwhile for the DIET faculty to explore the possibility of linking up their research activities with the university departments of education. In this process, DIET faculty can receive some guidance from the faculty members in the university.

Among the twelve DIETs in Haryana it was found that seven DIETs had picked up the concept of 'Lab areas' and had initiated some research efforts. For example in Rohtak and Mohindergarh DIETs efforts were directed at studying enrolment in primary schools and reasons for drop out especially for girls. However they were not yet able to take up these topics for conducting a meaningful research.

It is suggested that all DIETs may identify villages in their vicinity to serve as lab areas and initiate preliminary work to identify the research problems locally. Perhaps with the guidance received from professionals in other institutions DIET faculty may be able to conduct research properly and thus contribute in a more meaningful way. The practice of conducting research only on topics given by state level or other institutions may not take them very far.

To sum up:

Some of the major problems with respect to preservice and inservice training can be summed up as follows

Preservice training

- Aptitude for teaching– not an important selection criterion
- Outdated curriculum and routine curriculum transaction by lecture method
- Insufficient guidance and supervision during practice teaching

- Lack of exposure of trainees to different or better school practice
- No scope for reflecting on own practice
- Not much guidance to improve practice
- Inadequate preparation for classroom management
- Lack of knowledge about child development
- No scope for observing children in rich learning environments
- No motivation to innovate practice
- No space for developing critical and analytical thinking
- Trainees strengths/weaknesses find no recognition in curriculum transactions
- Not much space for peer learning
- Teachers unable to see the link between coursework and actualities of the classroom

Inservice training

- Local problems not identified and analyzed
- Training designed at the state level
- Lack of fit between teachers' needs and training offered
- No scope for innovation
- Training of little value for practicing teachers
- Teachers not encouraged to analyze their own problems
- Lack of exposure of teachers to good practice
- Minimal use of technology
- No incentive for teachers to innovate classroom practices
- Professional development of teachers not planned

6 | Management of DIETs

General management of the DIET including the role of the programme advisory committee and other bodies

Availability of adequate physical and academic facilities in DIET, qualified staff in position and stable leadership of the principal would be the essential ingredients of a well-managed DIET. Programme Advisory Committee and other bodies that are supposed to guide and provide direction to the activities of the DIET also play a significant role for the DIETs to function as a pace-setting institution. DIET principal plays a significant role in managing the DIET through an effective use of all the available resources–be it physical or human resource.

Frequent transfer of DIET principal was found a common phenomenon in Haryana DIETs. PAC is hardly functional in the real sense of the word. Sub-committee on Studies and Action Research (SSAR) has not been formed in any DIET so far. DIET principals evolve varied mechanisms for allocation of work among the staff. Generally speaking 1-2 faculty members who have been in DIET for a number of years are given responsibility for maintaining all types of information.

Of the seven branches, four–IFIC, DRU, ET and P&M have been allocated neither the required space nor the faculty strength. The only concern appears to be the organisation of PSTE programmes for which DIET principals involve all the faculty members except for some senior lecturers (for instance in DIET

Rohtak). These senior lecturers are involved in research or administrative work.

The availability of the DIET Principal for full working hours itself is not certain. The faculty as well as principal who come from distant places tend to come late and leave early. The management mode is basically to ensure that whatever work with respect to PSTE and meetings etc. needing attention should be taken care of. Once this is done, there is no binding to stick around in the DIET. Principal rarely calls for meetings except to discuss work allocation in PSTE. Some principals take initiative to create clean and green environment and spend a lot of time in planning of these activities which are done by trainees as part of their SUPW work. As a routine principal does not motivate or monitor the academic work to be done by the DIET faculty. A lot of time is also spent by faculty and the principal in worrying about their transfers. Political intervention in posting of faculty and principal is inevitable.

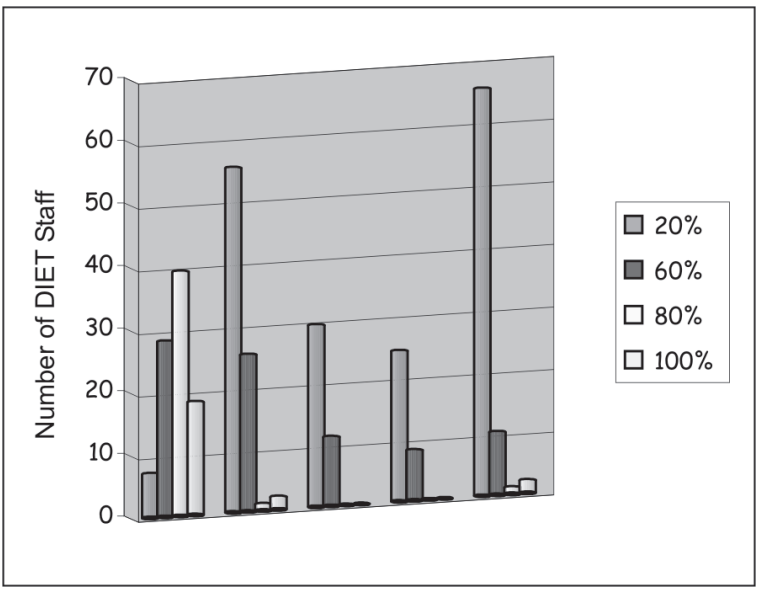
Management of academic faculty and their professional development

To get an idea about the distribution of work-load of DIET faculty across teaching and administrative tasks, information from all the four DIETs was gathered. Gurgaon, Kurukshetra and Rohtak DIETs gave a rough estimate of average of about 17, 11 and 16 hours, out of 48 hours week being spent by the faculty members on teaching.

The rest of the time, they mentioned was generally spent on other administrative tasks as advised by the principal. Mohindergarh DIET chose not to respond to this query. Further, all the senior lecturers and faculty members from these four DIETs were asked individually to give a detail distribution of their work-load across teaching PSTE, training in-service trainees, administrative tasks, research and any other miscellaneous tasks. Figure 8 gives their responses.

As seen here, 40 per cent faculty members spend 80 per cent of their time on teaching PSTE students. Twenty per cent seemed to spend their entire time on teaching PSTE. About one-fourth of

Figure 8: **Distribution of Work-load**



faculty members also reported to be giving as much as 60 per cent of their time on in-service training. Research was clearly a neglected area. Less than 25 per cent of faculty members devote twenty per cent of their time to conducting research.

Faculty members do not as a planned effort, make any field visits or in any way keep in touch with the field.

Professional development of faculty is not something that is seriously thought or planned either by the faculty themselves or the principal. Stray examples of some academic work done by faculty members are exceptions rather than the rule. Seminars are not planned with a view to have these faculty members present their work or share the information in any other form.

Many of the DIET faculty members do attend training programmes organized by SCERT/NCERT/NUEPA. The training programmes attended by the DIET faculty for Mohindergarh and Rohtak during 1995-98 have been indicated in table 32.

Table 32: **Training Attended–1995-98**

Mohindergarh	No. of faculty members
Curriculum based Time table preparation Workshop (2 days) by SCERT Gurgaon	2
Motivational Training Package Workshop (10 days) by DPEP	1
Training Programme for strengthening facility of DIET (10 days) by NCERT	2
Workshop on Alternate Schooling (5 days) by DPEP	2
Seminar on Practical Research and Evaluation (I day) by DPEP	1
Workshop on Multi grade Teaching (2 days) by SCERT Gurgaon	2
Training programme (10 days) by DPEP Cell	3
Seminar on Value education in Primary	3
Education (2 days) by SCERT Gurgaon	2
Rohtak	No. of faculty members
Workshop (3 days) by SCERT Gurgaon	1
In-service (4 days) by SCERT Gurgaon	3
SOPT (7 days) by SCERT Gurgaon	3
Orientation for JBT / Teacher Educators (7/12 days) by SCERT Gurgaon	4
In-service training for Principal (10 days) by NCERT	1
Training programme in Educational Planning & Management (12 days) by NUEPA	1
Moral Education (5 days) by SCERT Gurgaon	1
Population Education (1 day) by SCERT Gurgaon	1

Financial management

As stipulated in the DIET guidelines, DIETs are supposed to receive funds for non-recurring expenditure from the centre

under plan/non-plan and for recurring expenditure from the state government towards staff emoluments, contingencies and programmes.

The physical progress in Form II and III and programme report of utilization of funds are to be submitted by the DIETs every quarter.

While the DIETs complained of delay in receiving the funds, SCERT expressed inconvenience over the undue delay in submitting of expenditure details by the DIET Principals.

The statement gathered from twelve DIETs indicated that an amount of Rs.6.53 lakh was unspent during the year 1995-96. The only fund fully utilized was towards the payment of salaries. DIET principals, particularly that of Gurgaon complained that sometimes funds were not available in time for even paying the salaries. Kurukshetra DIET desired more funds for DRU, Rohtak for sports and educational tours while Mohindergarh wanted for infrastructure, research etc.

The experience of research team in gathering this information was that the record keeping function of the DIETs was very poorly managed, despite having the full strength of staff to do the job including an accountant, superintendent, clerks etc.

Perception of DIET principals

How did the principals perceive the present organizational structure of the DIETs? Did it facilitate the DIET functioning? Did they find available facilities adequate? Our discussion with the principals from the four DIETs revealed that all of them were satisfied with the present organizational structure but three of them wanted the seven branches to be upgraded as departments. They also felt that capacity-building of the DIET faculty was necessary. One principal suggested that the DIET faculty be given the powers for inspection of the primary schools.

Regarding facilities, they suggested that these be augmented. Their requirements centered around library, staff quarters, hostel, furniture in the classrooms, equipment and materials for work experience and art education, resource room for the disabled, sports material etc.

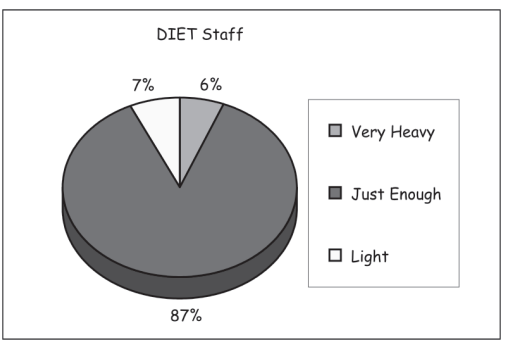
DIET principals also expressed difficulties with respect to the availability of funds. They wished to have some autonomy to manage the finances in the DIET.

Perception of DIET faculty

How did the DIET faculty feel about their work, did they get cooperation from their peer in organizing DIET activities? Were they satisfied with their job and the manner in which their performance was appraised? These were some of the questions that were posed to the DIET faculty during the focused group discussion held with them. Individual responses were also obtained from them on these issues.

The following section reports some of the findings in this regard.

Figure 9: **Perception of Work-load**



Eighty seven per cent of the DIET faculty perceived their work-load to be just enough. Around six per cent reported that their work-load was very heavy.

The responses indicated that the faculty perceived the principal and their colleagues as more cooperative than the non-teaching staff. It seems that they were dissatisfied with the assistance rendered by the administrative staff in organizing various tasks at the DIET.

Recognition received for good work

- Always-28%
- Sometimes-46%
- Never-26%

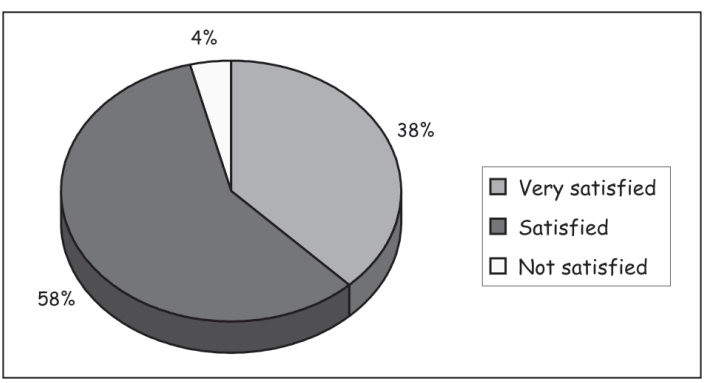
Apparently they did not seem to be very satisfied with the appreciation or recognition that they get for the good work done by them. Only twenty eight per cent said that this was always true. Twenty six per cent reported to have never received such an acknowledgement.

Performance in job in all DIETs is appraised through the Annual Confidential Reports. When asked if the teaching staff was satisfied with the method of performance appraisal, the following responded in affirmation.

DIETs	**Satisfied**
Gurgaon	81%
Kurukshetra	53%
Mohindergarh	70%
Rohtak	56%
Total	**66%**

Majority of the DIET faculty seemed to be satisfied with their job (figure 10)

Figure 10: **Job Satisfaction**



The faculty from the four DIETs were asked open-ended question about the main problems they faced with regard to functioning in the DIETs and what did they have to offer as suggestions to improve the DIET functioning. Their responses are as follows:

Problems and suggestions given by DIET faculty

Gurgaon (N=21)	(in per cent)
Problems	
• Inadequate rooms for tutorials	14
• Inadequate training of staff members	10
• Librarian not in position	5
• Frequent transfers of faculty members	14
• No summer vacation	10
• Lack of motivation in faculty	10
• DPEP staff in DIET not trained regularly and systematically	5
• Lecturers not appointed according to their subject specialization	24
• Lack of coordination among units; between DIET and SCERT/DPEOs/BEOs	5
• Lack of involvement of the principal	5
Suggestions	
• Provision of staff quarters	10
• All faculty members should be trained	5
• New books for library	5
• Reduce transfer of faculty	14
• Provision for summer vacation	10
• Appointments should be made in accordance with DIET needs	14
• DPEP staff should be treated equally as the DIET staff	5
• Subject-wise appointment of teachers should be there	10
• All wings should work in coordination	5
• Principal should be interested in the working of the institute	10
• Separate cadre for faculty; some incentive for faculty	14
• Reduce work-load on students	5
• Pre-service trainees should visit the villages and do survey work	5

Kurukshetra (N=17)

Problems

- Lack of proper sanitation 82
- No provision for safe drinking water 82
- No electricity supply 88
- Difficult access 12
- Inadequate training of faculty 6
- Too frequent transfers 18
- Librarian not in position 12
- Lack of motivation among faculty 53
- Lack of teaching aids 6
- Lack of supervision 6

Suggestions

- Basic infrastructure should be improved 18
- Provide teaching equipment 12
- Appoint lab attendants 6
- Appointment of faculty according to age, qualification and experience 30
- Faculty should be trained regularly by NCERT, SCERT and ED.CIL 18
- Posts should not be transferable 24
- Fill in the post of librarian 6
- Separate cadre for DIET faculty; better grades 71
- Research activities should be initiated 18
- Emphasize practical work 6
- Regular supervision 6
- Proper fund allocation to DIETs 41

Mohindergarh (N=37)

Problems

- Inadequate size of building 43
- Difficult access 30
- Availability of boy's hostel 19
- Availability staff quarters 32
- Inadequately trained staff for DIET activities 16
- Librarian not in position therefore, one lecturer has to officiate as librarian 3
- No summer vacation 24
- Low leave provision 14

- No incentives for working in DIET; no extra grades for lecturers 22
- Random appointment of lecturers in various units 3
- Vehicle not provided to the faculty for field trips 19

Suggestions

- Construct more rooms in DIET 14
- Local bus from and to DIET should be operated 14
- Build boy's hostel 19
- Staff quarters should be provided 27
- Library needs more and latest books 16
- Lab is needed 5
- Teaching aids should be provided 3
- Librarian should be appointed 3
- Faculty should be properly trained; help should be taken from SCERT etc. for capacity building of the staff 46
- Appoint teachers with aptitude for teaching 3
- Special cadre for DIET staff; extra grades for staff; special incentives 57
- Avoid frequent transfers of DIET staff 14
- Provision for summer vacation; number of casual leaves should be increased for women staff members; provision for earned leave; provision for breaks of 10 day duration twice a year 27
- Number of working days should be reduced to five per week 19
- DIET timings should be changed according to the season 5
- Teaching hours should be balanced 5
- All units should function 3
- DIET should be given authority to check activities of primary education in the district 3
- Increase community participation in DIET activities 3

Rohtak (N=23)

Problems

- DIET does not have a boundary wall; security problem 61
- No staff quarters 57
- Lack of safe drinking water 39
- No hostel for girls 39
- Shortage of rooms for teaching , library and labs 4
- Irregular electricity supply disturbs operation of teaching aids 43
- Inadequate mess arrangements 9
- Frequent transfers 4
- Availability of raw materials for Work Experience 17
- Psychology lab not properly equipped 4
- Inadequate fund allocation to DIET 13

Suggestions

- Build boundary wall 52
- Staff quarters should be attached to hostel 39
- Regularize electricity supply 30
- Fill up vacant posts 13
- Sanction post for hostel warden 17
- Reduce frequency of transfers 9
- Staff should receive incentives; extra increment for M.Phils/Ph.D 9 9
- Appointment of qualified and experienced teachers only 43
- Unit-wise placement of staff 22
- Arrange raw materials for Work Experience 30
- More funds should be allocated to the DIET 17
- Staff should have provision for indoor games/ recreation 4
- More action research is needed 4
- DIET should have the authority to check primary education activities in the district 4

Overall assessment of institutional management efficiency and quality

Here an assessment of the management efficiency and quality is attempted based on the detailed description given in the preceding pages.

Management efficiency of a DIET will depend largely upon the leadership provided by the DIET principal, motivation of the staff, utilization of facilities (both academic and physical) and availability of funds.

For a DIET principal to have a vision for the DIET, guide and motivate the staff, it is very important that he/she perceives the DIET as his institution, has a stable tenure and spends a reasonable amount of time everyday. The DIET principals in Haryana though fall short of the prescribed educational qualifications but do have a long experience of working in the education department. Frequent transfers have given them a feeling of uncertainty and that hampers their spirits to bring about qualitative improvement in the DIET functioning. The DIET principal living on the campus does prove very beneficial. In some DIETs, where principal lives right there, maintenance of physical facilities, punctuality, staff involvement in the DIET activities was observed to be better. But a neglected aspect in this regard has been the training and orientation of the principals. No specialized training for the DIET principals has been visualized to enable them to play a leader, someone who can guide and motivate the DIET faculty. Managing a faculty size of about 20-25, assigning work properly and getting them involved and interested in DIET activities/innovation requires a very special skill, more so when some of the DIET faculty given their background, remain unmotivated and uninvolved. It was observed that there was only a small group of faculty members in a DIET on whom the principal really 'depends' for all academic and administrative work. This sets up a cycle and others get more and more disillusioned and continue to remain aloof. Creating an open, democratic work atmosphere is very important and DIET principals are at a loss as to how to go about doing the same.

Apart from the role played by the principal, DIET functioning is largely determined by the caliber of the DIET faculty and their motivation to perform. Posting of the faculty in the DIETs has to be regulated through a proper personnel policy to be adopted by the state. Most of the faculty members voiced their concern for having a separate cadre to have some stability in the system. For DIETs to emerge as independent institutions with vibrant activities, DIET faculty must get more opportunities for professional

development. They must understand their role properly and they need guidance for conducting research, maintaining field interaction etc. Faculty's motivation can be brought about through their active participation in DIET functioning.

Faculty's performance in turn hinges somewhat upon the availability of facilities and basic amenities. Availability of staff rooms, library, drinking water, sanitation facilities and canteen etc. is important. Education technology branch has to be made functional to provide the required support. Provision of TA/DA to faculty for visiting schools and keeping in touch with the 'field' must be there.

Financial provisions, as such, are not scarce. If the faculty and the principal take the initiative, DIETs can spend on books, equipment and other items under contingency. Such issues of spending money on books, equipment etc. is bound up with the will to perform.

Interlinkages between institutions DIETs and elementary schools

DIETs have been conceptualized as the district – level institutions that would establish a close and continuing dialogue with the field i. e. elementary schools, school complexes, teachers, school supervisors, instructors/supervisors/project officers of AE and NFE and the district-level officers in elementary and adult education. Also an upward linkage with divisional, state and national level organisations and NGOs working in the area of elementary and adult education is imperative. Such linkage in specific terms, would translate into a meaningful and continuous dialogue in which institutions share problems, experience, achievements, information and resources.

Let us look at the Haryana DIETs to understand the existing linkages with other institutions.

Linkage with other district and sub-district level structures and institutions such as BRCs, CRCs, VECs etc. involved in elementary education.

Our discussions with the DIET principals and faculty from the four sample DIETs revealed that the interaction between DIETs and the district-level authorities was minimal. Only one exception was the DIET at Rohtak where they had organized workshops for district – level education authorities in the area of literacy campaign and women's education. The District Board of Education is not in place in most DIETs except at Mohindergarh, so there is hardly any scope for interaction. So far as the linkage between DIETs and DPEP is concerned, again very little evidence of the same was visible. DPEP cells are located in Kurukshetra and Mohindergarh DIETs wherein a few DIET faculty members have been posted. Despite locating this cell within the DIET building, interaction between the two was rather limited. The district-level data collected by the DPEP cell was hardly ever used for planning DIET activities. Three DIETs namely Hisar, Jind and Kurukshetra have conducted specific training programmes for coordinators from Block Resource Centres and Cluster Resource Centres. Details of these training inputs have been described in chapter 5. The interaction with Block Education Officers is mainly confined to the discussions for identifying nominations for in-service training programme. Some DIETs have reported that they have occasional interaction with Block Education Officers and also conduct training for them sometimes. DIETs do not appear to have taken much initiative to interact with heads of school complexes, community workers, NGOs and Village Education Committees.

Linkage with SCERT

The role of SCERT has been visualized as that of an institution at the state level that would provide academic support to all the DIETs in the state. In addition to this, SCERT also has to perform administrative and financial functions. The data gathered for the study showed that the SCERT was in full administrative control of DIETs and also regulated the financial inflow into the DIETs. Since the admission to DIETs is centralized for the state, SCERT was handling the entire procedure for conducting the entrance test and allocating the teacher trainees in different DIETs. In this procedure, SCERT was taking administrative support from DIETs

in terms of correction work etc. Apart from some sporadic training efforts for DIET faculty, no consistent academic support was extended by the SCERT to the DIETs.

Except for Gurgaon DIET, none of the DIETs had schools attached where their trainees could go for practice teaching. As a result some schools in the vicinity were taken for the purpose of practice teaching. The number taken varied from 3 to 25 schools. All DIETs except for Kurukshetra, Karnal and Sonipat have taken only primary schools. As mentioned in chapter 5, these schools are situated within a radius varying from 2–25 kilometres.

Field visits

The information was gathered about the number of visits made DIET faculty during the last three months. Only two visits were made to schools by Faridabad DIET, whereas Jind DIET reported to have made 95 such visits which means Jind DIET faculty on an average makes at least one visit to the school everyday. Mohindergarh DIET faculty has also given somewhat similar picture. Ambala, Kurukshetra, Karnal, Sonipat and Rohtak DIETs have not made any visit during the last three months. The distance of schools may be one factor here since the average distance of the schools from the DIETs is 10 km. But it is clear from the data that on an average DIET faculty is not even making one visit to a school in a day. Similarly five DIETs did not attend any school complex meeting during the last three months.

Varied areas on which the DIETs advised the schools included teaching methods, use of low-cost teaching learning materials, teaching aids, VEC meetings, action research, drop-out problems, sanitation, environment awareness, multiplication by play-way method in third-grade, school monitoring and text books.

Hisar, Jind, Ambala, Gurgaon and Faridabad DIETs reported to have attended some meetings however, could not specify the kind of advice or recommendations made.

Perception of DIET staff

What is the perception of the DIET faculty about the relationship between DIET and elementary schools? What do they feel about

their experience of working as DIET faculty? These were some of the questions that were raised in a discussion held with the faculty members from four DIETs selected for in-depth study, to obtain their perception.

On asking about how they would rank the goals and objectives of the DIET in order of priority, 36 per cent accorded the first priority to the objective of DIET as that of improving quality of teaching in elementary education (table 33).

Table 33: **Perception of DIET Staff about DIET Goals**

(in per cent)

Goals & Objectives	Rank							
	1	2	3	4	5	6	7	8
A pace setting institution	33	16	9	7	8	7	10	9
Supplement existing infra-structural support for elementary education	7	17	20	9	11	10	9	10
Improve quality of teaching in elementary education	36	20	13	4	4	2	4	2
Achieve the target of UEE	25	26	3	9	11	7	11	8
Liquidate illiteracy	17	14	8	7	3	12	16	13
Provide technical support for district educational planning	8	8	16	13	5	13	13	27
Provide facilities for training in-service teachers	13	15	18	13	17	9	7	4
Undertake action research	8	8	11	12	19	19	9	14

Thirty three per cent viewed the DIET as the most important pace-setting institution. The target of achieving UEE was also perceived as a priority by one fourth of the DIET faculty.

Fifty eight per cent faculty members responded that they were 'satisfied' with their job. But they felt that they need greater orientation to better understand the goals of DIET. Their visits to elementary schools were only limited for the purpose of supervising practice teaching of teacher trainees. During these visits too, there was a very little interaction between the DIET faculty and elementary school teachers.

DIET faculty expressed their inability to make frequent visits to the 'field'. They said non-availability of vehicle or any specific funds for covering their expenses were some of the deterrents to maintaining a constant field interaction.

The DIET faculty's interaction with community was minimal. When asked about their interaction with the community, DIET staff at Gurgaon mentioned that the only time they met 'community members' was during admission of students when parents accompanied them. DIET faculty does not directly interact with community members. Action research to be conducted by the DIET faculty was perceived as a mechanism through which they could understand and try to solve local level problems. No such efforts have been made by the faculty in any of the DIETs.

Perception of elementary school teachers on the linkage with and benefits from DIETs

Elementary school teachers/head teachers were asked to give their opinion about the role of DIETs in development of elementary education in their district.

The figures above suggest that teachers found the role of DIETs particularly significant in enhancing enrolment especially in backward classes and developing parents motivation in education of their wards. The Head Teachers did not find the role of DIETs as significant in enhancing enrolment. In their opinion DIETs contributed more in checking drop-outs rates, sustaining higher rate of retention of students and in achieving MLL targets in primary schools. Both teachers and head teachers did not agree that DIETs played significant role in providing leadership in the

Table 34: **Teachers' Perception about Role of DIET in Development of Elementary Education in the district**

(in per cent)

DIETs have played a significant role in:	Agree to large extent		Agree to some extent		Least agree	
	Teachers	Head Teachers	Teachers	Head Teachers	Teachers	Head Teachers
Enhancing enrollment especially in backward areas	44	32	27	30	30	38
Sustaining higher rate of retention of students	35	32	38	46	27	22
Checking dropout rates especially among weaker sections	37	19	37	49	27	32
Achieving target of minimum level of learning in primary schools	36	33	35	42	29	25
Developing parents' motivation in education of their wards	40	41	30	27	31	32
Providing leadership in AE and NFE in the district as a resource centre	29	33	29	17	42	50

areas of adult education and non-formal education as a resource centre.

The major benefits of in-service training perceived by teachers and head teachers were improvement of:

- Self-confidence in dealing with complex problems of teaching
- Competency in using different methods of teaching
- Communication skills

The head teachers also felt that benefits of in-service training conducted by DIETs were, to some extent, in terms of improving:

- organisational skills
- skills of effective evaluation of teachers' performance

Perception of other stakeholders concerned with elementary education in the district.

Education authorities at the district level and block level were interviewed in order to gather their perception about the role of DIETs in the area of elementary education and AE/NFE. A total of 26 officers were contacted from the districts where DIETs were identified for in-depth study. These comprised of DPEOs, DEOs, BEOs, BRCs, CRCs ,TLC and NFE officials.

The educational administrators were of the view that DIETs played a vital role in improving teacher effectiveness. The pre-service training programme conducted by the DIETs was perceived as an important input in enhancing the teaching abilities of elementary school teachers. The DIETs, they felt, were contributing in improving the overall elementary school education in the district. So far as the input from DIETs was concerned, they admitted that the involvement of DIET faculty was very limited. They did not invite or involve the DIET faculty in any of the activities relating to elementary education in the district. Occasionally the DIETs invited the district education officers as guest lecturers for the in-service training programmes. At the block level the interaction of education officers was limited to forwarding lists of teachers for in-service teacher training programmes.

The educational administrators mentioned that the DIETs have to play a greater role in the area of adult education and alternative schooling. DIETs, they said, must organize more programmes for teachers of AE/NFE centers as well. They also suggested that DIET faculty should participate in VEC meetings and help mobilize them. Regular monitoring and supervision of VECs, M.T.A.s/P.T.A.s should be conducted by the DIETs, they suggested.

State Governments and the DIETs

DIETs in the overall management structure of the education department

The control of education sector in the state rests with the State Education Minister, Government of Haryana, who is advised by state level Advisory Committee. This Committee helps in the development of both education in general and training of teachers in particular. The composition of the committee is as follows:

Chairman

Commissioner and Secretary to Government of Haryana Education Department

Member Secretary

Director Secondary Education, Haryana

Members

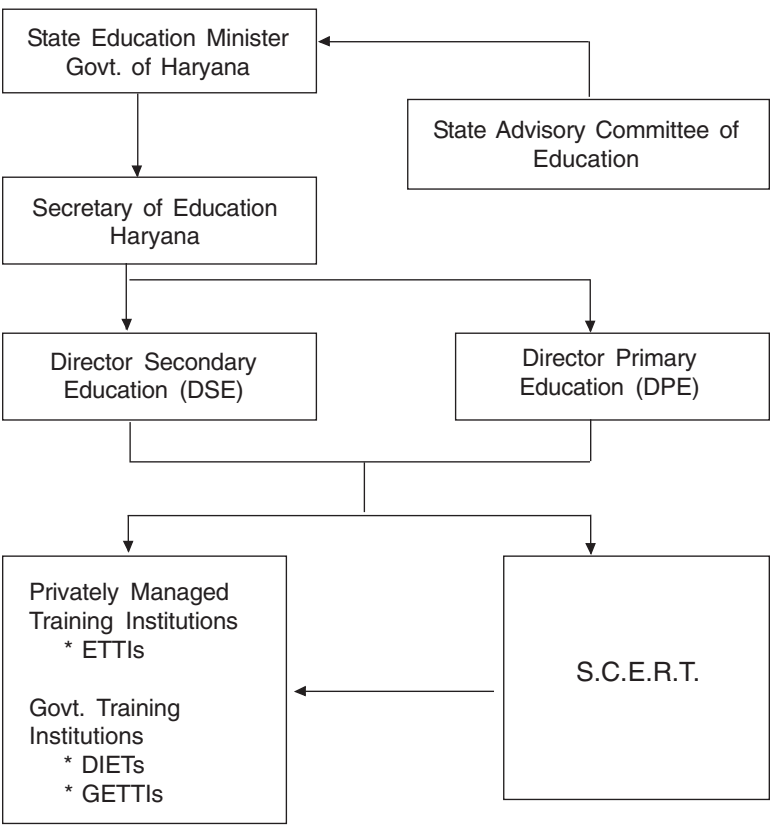
- Director Higher Education, Haryana
- Director Primary Education, Haryana
- Chairman/Secretary, Board of School Education, Haryana
- Director SCERT, Haryana, Gurgaon
- Two management experts (nominated by the Director, Haryana Institute of Public Administration, HIPA)
- Director SSC, Haryana
- State Project Officer
- Deputy Director, Directorate of Secondary Education

The role of this committee is to plan and co-ordinate activities of school education in general and teacher education in particular to make teaching and teacher's training effective and practical. It is supposed to play a facilitatory role and provide academic guidance to teachers and teacher educators.

The Department of Education is headed by the Education Secretary, who has four divisions under his control. These are headed by Joint Secretary (Colleges); Director (Higher Education); Director (Secondary Education); and Director (Primary Education). The latter two Directors i. e. Secondary and Primary education

together have the administrative control of all elementary teacher training institutions. These include privately managed Elementary Teacher Training Institutes (ETTIs) as well as Government Elementary Teacher Training Institutes (GETTIs) and District Institutes of Education and Training (DIETs). The following organogram shows the system of administrative control and academic support for the teacher training institutes.

Figure 11: **Control of Teacher Education Institutions**



The academic support to ETTIs, GETTIs, and DIETs is to be provided by SCERT, Gurgaon. SCERT faculty receives academic inputs through various training exposures organised for them by NCERT, Regional Institute of Education (RIE – Ajmer), and NUEPA.

State level policies and practices with respect to DIET management

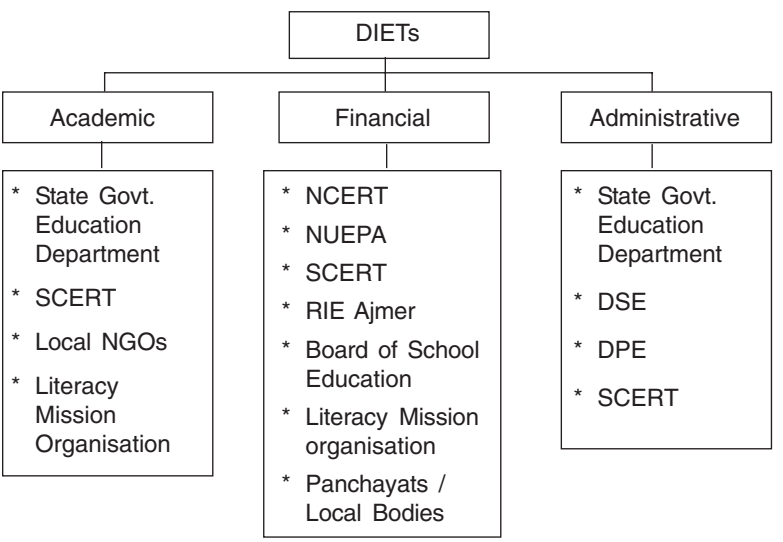
Even though some of the DIETs in this State (the first-phase two DIETs) have been set up as early as 1989, the functional autonomy-be it academic, administrative or financial-is still a far-fetched goal. The education department exercises its full administrative control. The SCERT maintains the academic control. The admission of PSTE trainees to all the DIETs is centralized and managed by the SCERT and the State government. The applications are received and screened by the SCERT. Since 1994, the entire system has been computerized, the results are declared by the SCERT, allocating the trainees to the various DIETs.

The SCERT also chalks out in-service programmes to be conducted by the individual DIETs and these remain more or less same for all the DIETs. In other words, annual academic calendar of various DIETs is planned by the SCERT with little input from the individual DIETs.

Linkage with SCERT and other State level agencies

Linkage between the DIETs and other educational institutions has been visualized in the state as depicted below:

Figure 12: **Linkage of DIETs with other Institutions**



Recruitment, posting and training of principals and staff of DIETs

The post of DIET principal is filled only through promotion. This cadre is interchangeable with DEOs. The senior lecturers from the DIETs, or SDEOs or Assistant Directors from the Department of Education can be promoted to the position of DIET principal.

In case of senior lecturers, the positions can be filled up either by direct recruitment through Haryana Board of School Education or through promotion. Promotion to the post of senior lecturer can be made from the level of lecturer in the DIET or heads of senior secondary school or high school.

The selection of lecturers is done either through direct recruitment made through Senior Secondary Board or through promotion from teachers of senior secondary school or high school.

The proportion of direct recruitment and promotion, however varies for senior lecturers and lecturers. It is 25:75 in case of the former, while the same for latter is 50:50.

The appointments and transfers of senior lecturers and lecturers are done by the state government and Director Secondary Education respectively. The minimum qualifications required, experience and scales of pay for the staff of DIETs are as follows:

Table 35: **Qualification, Experience and Salary for DIET staff**

Position	Qualification	Experience	Scale of Pay (revised)
Principal	M.A./M.Com./M.Sc./ B.Ed./M.Ed.	7 Years	10000-325-15200
Sr. Lecturer	M.A./M.Com./M. Sc. - M.Ed.	5 Years	8000-275-13500
Lecturer	M.A./M.Com./M. Sc.- B.Ed	3 Years	6500–10500

The cadres are interchangeable at all the three levels i.e. Principal, Sr. lecturer and lecturer. The posts are transferable. So far, the

appointments of Sr. lecturer and lecturer have been DIET specific.

The state has not developed any comprehensive policy so far for professional development of DIETs staff in Haryana. The staff however does participate in the in-service training programmes organized by SCERT, NCERT, NUEPA and Ed. CIL from time to time. This is however a very limited exposure. The training is usually given to key resource persons who in-turn provide training to other lecturers.

Financing of DIETs

Once the State government gives a clear commitment to bear responsibility on the stipulated items it becomes eligible for central assistance. Norms for central assistance for non-recurring and recurring items are as under:

1. Non-recurring (for 'new' DIETs)
   a. Civil Works

Institute Building	26 lakhs
Hostel	32 lakhs
Staff Quarters	6 lakhs

   b. Equipment 13 lakhs
   Total 77 lakhs

2. Annual Recurring Expenditure: 24.4 lakhs (for a typical DIET assuming it has full staff strength of 48 positions).

a. Pay allowance & Fees and Honorarium	16 lakhs
b. Training/Orientation/Workshop	5 lakhs
c. Extension, other Field interaction activities & Action Research	1.1 lakhs
i) Extension	50,000
ii) Field interaction activities	30,000
iii) Action Research	30,000
d. Contingency	2.3 lakhs

Data obtained from twelve DIETs pertaining to financing pattern for three years 1994-95, 1995-96 and 1996-97 provided evidence to the fact that a major chunk of funds was spent on salaries of

teaching and non-teaching staff in the DIET. It was also noted that the provision of Rs. 50, 000 available for the replenishment of library books and subscription for journals etc. was not used. The annual budget of Rs. 30, 000 for field interaction activities such as visits of DIET faculty to schools etc. also remained unutilized. None of the DIETs had spent any part of Rs. 30, 000 earmarked for carrying out action research projects.

Main Issues

Following main issues arise from the above description of the management of DIETs and other elementary teacher education institutions in the State:

1. Lack of perspective or any vision at the state level

The State does not have any perspective or vision about teacher education requirements. There is a need to take a comprehensive view at the State level taking stock of the current situation with regard to availability of trained teachers and projecting the future needs of the same. A plan of teacher education requirements for a specific period of time needs to be worked out taking into account the annual turn over, future needs, retirement of teachers that are due and likely attrition due to various reasons.

2. Establishing new institutions

Alongside the setting up of new DIETs, it was observed that, the State continued setting of new government elementary teacher training institutions. At the same time new privately managed teacher training institutions also sprung up in many districts. All this resulted in a very uneven picture of teacher-training institutions across districts. The idea of phasing out old institutions with setting up new DIETs was completely overlooked. The role of private ETEIs needs to be critically evaluated.

3. Individual district needs are ignored

Some of the districts in the State are small. The size of elementary teacher population and hence the need for teacher education also differs across districts. This should form the basis for setting up new DIETs. In other words, individual needs of the district for

elementary teacher education should determine the decision whether to have a full structure DIET or a smaller size DIET could suffice.

4. Divided administrative control

The administrative control of elementary teacher training institutions presently lies divided between director of primary education and director of secondary education. Control of these institutions has to be brought in one place for effective management.

5. Identity of the DIET

One striking aspect of the whole system of management of DIET was found to be a lack of 'sense of ownership' among all. One wonders then .....whose DIET is it anyway?

The institute established in a district – specific mode should have eventually, an independent existence, an identity of its own (can be given a *name*). An institutional development plan for the whole institute must be prepared specifying milestones of change and improvements to be accomplished over a period of time. Current status of elementary education in the district and teacher education should form the basis for planning, clearly identifying the teacher development needs of the district as a whole. A holistic review of the pre service training of elementary teachers in the district is needed to locate the role of DIET.

6. District-wise plan

The current system of administration does not adopt a district wise perspective on teacher preparation and posting, dislocating a large number of student teachers. A district-wise plan is needed, making an assessment of the total annual intake capacity of all institutions, the likely requirement of teachers discounting retirements etc. It may be advantageous to admit students to D.Ed. within the district and also post them to schools in their own district.

7. DIET-wise appointment

Selection of the *right kind* of faculty is very important. Suitable faculty with sufficient school teaching experience and willing to

contribute to teacher education may be appointed to the DIET specifically; not to be posted or transferred to other districts. Depending upon the individual and availability of the staff needs of the district, seven-branch structure can be adopted–a three-four-branch structure stipulating various functions to be performed may suffice. A uniform structure across districts is not necessary.

8. Convergence of district level initiatives

The other initiatives in elementary education in the district under DPEP, SSA etc. should be brought under one administrative control attempting a convergence. Active academic support from SCERT is important to give direction to district level activities.

9. Linkage with academic institutes

DIETs may make conscious efforts to forge alliance with a college/university department of education to seek academic guidance. University-DIET-school linkages can be created to study the local problems in elementary schools and to search solutions for the same.

10. Flow of funds

The present arrangement of fund flow needs to be rectified. Apart from streamlining the fund flow mechanism between MHRD and DIETs, innovative efforts are needed at the DIET to raise funds and move towards being an autonomous institute.

7 | Conclusions

This chapter has been organized in two sections. The first section summarizes the main findings of the study under different heads such as establishment of DIETs in Haryana; internal structure and facilities; training programmes; institutional management; and field studies, action research, and experimentation. In the second section, major issues and problems in the functioning of DIETs in Haryana have been described briefly.

Section I

Characterisation of the performance of DIETs in the state– summary of observations

A. Establishment of DIETs

- The twelve DIETs in Haryana (rural-nine; urban-three) came up in three phases in 1989, 1993 and 1994.
- DPEP is in operation in seven districts in the State. Six of these do have a DIET each.
- Four DIETs selected at random for in-depth study included the DIETs at Gurgaon, Mohindergarh, Rohtak and Kurukshetra.
- This sample provided a good representation as it could capture variations in the DIETs in term of their location and length of operation etc. as indicated below:
- Gurgaon is the first – phase DIET. Mohindergarh and Rohtak are from the second – phase and Kurkshetra came up in the third – phase.

- Gurgaon and Mohindergarh are urban DIETs, the other two are rural.
- DPEP is in operation in Gurgaon and Mohindergarh districts.

B. Internal structure and sacilities

- Haryana follows the seven-branch structure envisaged in the MHRD Guidelines. No state- level adaptation of the same has been made with regard to internal structure and sanctioned positions for teaching and non-teaching staff.
- Many DIETs do not have the full strength of twenty-four faculty members in position. In case of senior lecturers, there is a shortfall of 41 per cent.
- Against the position of senior lecturers, lecturers have been appointed. Consequently, the number of lecturers is more than the required number of 17 in many DIETs.
- The requirement of one senior lecturer to officiate as vice principal is not fulfilled in any of the DIETs.
- Among non-teaching positions, librarian is the major causality. Only in one DIET librarian is in position. The other eleven DIETs have not filled up this position since their inception.
- Laboratory assistants and clerks also fall short of the required number by 56 and 28 per cent respectively.
- A large number of lecturers are posted to the PSTE branch, whereas the other branches such as IFIC, DRU, P&M, CMDE have a scanty staff strength.
- All the twelve DIET principals are in position. Five among them are women.
- About 25 per cent of teaching staff is women.
- Many senior lecturers do not have M. Ed. Degree, nor do they have experience of elementary school-teaching
- All DIETs have spacious buildings. The area varies from four to twenty- seven acres of land. Buildings were constructed for DIETs, but these have not been properly planned. Proper allocation of space has not been made for various branches except for a few exceptions.

- The buildings wear a dilapidated look. The boundary, outdoor space and the playground have not been developed properly.
- The maintenance and general upkeep is rather poor in all cases.
- Many DIETs lack the basic amenities like safe drinking water, regular supply of electricity, provision of toilets, dispensary, canteen etc.
- Hostel facilities are available in ten DIETs. Girls hostel are not properly utilized.
- Most of the DIETs have an auditorium, seminar room, adequate number of classrooms, science lab, computer lab and art room. The resource room for the disabled is not available in any DIET.

C. Training programmes

- Pre-service Teacher Education (two-year Diploma in Education) is offered in all the twelve DIETs in Haryana.
- Five DIETs also offer one-year Orientation Training (O.T.) in Hindi, Punjabi and Sanskrit
- Ninety two per cent of DIET faculty is involved in teaching PSTE course
- Average TPR for twelve DIETs by a crude estimate works out to be 1:10, quite close to the NCTE norm of 1:12
- Teaching is done mostly through lecture method. Moderate use of demonstration method has also been reported
- Audio-visual aids are rarely used.
- Ninety-two per cent of in-service training programmes conducted by the twelve DIETs were meant for teachers
- A few programmes have been conducted for head-teachers and education officers
- Community workers remained a neglected clientele group in training
- Seventy-seven per cent programmes have been on pedagogy-related themes

- Only 4 per cent of the training programmes have been of the desired duration of more than a week. Other programmes have been either a week-long or shorter
- The coverage of teachers in in-service training programmes is uneven. Some teachers have attended 2 or more training programmes in the last two years. About one-fifth of sample trainees reported to have never had an opportunity in the last two years
- Fifty-two per cent of sample trainees found the training sessions monotonous. However, most of them rated the resource persons (largely DIET faculty) as 'fairly-capable' and found the training 'useful'.
- DIETs informed that it was for BEOs, DPEO, or DPEP officers to ensure the coverage of all teachers in the district under in-service training programmes. DIETS had no role, they felt, in planning of coverage of all teachers in the district
- By and large, DRU has been inactive unit in DIETs so far. They mentioned that DIETs were planning to revive the activities of this unit shortly.

D Institutional management: efficiency and quality

- Frequent transfer of DIET principal was found a common phenomenon in Haryana DIETs
- Programme Advisory Committees are not functional in most DIETs
- Four branches–IFIC, DRU, ET and P & M are not active in most of the DIETs
- DIET principals and the faculty, particularly the senior lecturers seem to be largely concerned with the administrative work; academic activities are rarely discussed
- Professional development of the faculty is not seriously planned
- Job performance of the DIET faculty is appraised only through Annual Confidential Report

- DIET faculty continue to teach PSTE in a routine manner
- DIET principals have not been able to create a democratic work atmosphere
- DIET Principal along-with a small group of faculty seem to take most of the decisions
- Academic facilities are not put to optimal use. Audio-visual aids are rarely used in training activities.
- Hostel buildings are not maintained properly
- Girls' hostels were particularly neglected
- Major expenditure in DIETs is made on paying the staff salaries. Financial provision for books, equipment etc are not optimally used

E Field studies, action research and experimentation

- A total of eight research studies have been completed by the faculty in seven DIETs ever since the DIETs were established in the state
- Four DIETs have not initiated any research work so far
- Sub Committee on Studies and Action Research has not been formed in any DIET
- Seven DIETs have adopted villages in the vicinity and initiated some work
- CMDE branch of the DIET has not been able to contribute in a significant manner
- Planning and Management branch has not been able to create proper data-base at the DIET either because the staff is not in position or they lack the ability to do so
- Data-base generated under DPEP in not made use of for planning DIET activities
- DIETs do not actively participate in the educational planning process at the district-level
- Functional linkage between DPEP and DIET is missing. Their activities are planned and conducted independently.

Section II

Issues and problems

It appears that the functioning of DIETs in Haryana is besieged with many problems. Some of the major issues seem to be:

1. Setting up of DIETs
2. Goals and vision of DIETs
3. Autonomy
4. Seven-branch structure
5. Personnel policy
6. Physical and Academic facilities
7. Pre-service training
8. In-service training
9. Capacity building-principal and staff
10. Research and training activities
11. Field interaction
12. Linkages

1. Setting up of DIETs

In Haryana, there are 30 Elementary Teacher Training Institutions (ETTIs) in all. In addition to 12 DIETs, there are 10 government (GETTIs) and 8 private (ETTIs) elementary teacher-training institutions.

After the first phase DIETS came up in two districts, six GETTIs were Set- up. In Faridabad and Panipat, GETTIs came up after the DIETs were already established. The private teacher training institutions have come up in the state after all the twelve DIETs were put in place in 1996. Five out of these eight institutions came up in districts where DIETs were already functioning.

The rationale for opening up new government/private teacher training institutions in the districts where DIETs have been established is not clear.

Secondly, the number of teacher training institutions is quite uneven across districts. For instance, Rohtak has a total of four for a size of teacher population of 3012. Four districts in the state-Fatehabad, Jajjhar, Panipat, and Rewari with a teacher population of 1137, 2974, 1794, 2195 respectively do not have a single teacher training institution. Some rationalization is needed while setting up new institutions

2. Goals and vision of DIETs

Firstly the state's perception about the role of DIETs in teacher education at the elementary stage must be firmly formulated at the state-level by involving all the stakeholders. It is necessary to have a vision for DIETs per se in the state to be able to formulate long-term and short-term goals.

Secondly, for a specific DIET at the district-level too all the stakeholders should discuss the expectations from the DIET and the manner in which linkages can be established to be able to work together for the same cause.

It is very important that the DIET principal and the staff are given proper orientation. They need to understand the specific objectives their DIET is striving to achieve and how exactly can they contribute in the same.

3. Autonomy

While the broad parameters on various aspects may be set-up at the state-level, DIET principal may be given some flexibility with regard to financial matters. DIETs must gradually move towards academic, administrative and financial autonomy.

4. Seven-branch structure

In Haryana DIETs, it was found that all the seven branches are not active. In particular, CMDE, IFIC, P &M. are hardly functional. The teaching staff have not really been selected and appointed in different branches. Majority of the staff do not have the required qualifications as prescribed in the guidelines to be appointed to different branches. Some of them also lack experience of elementary school teaching. Given the experience of running DIETs in the state for eleven years, the state must take a view on this issue.

Whether it is feasible to continue with the present structure or should it be altered?

5. Personnel policy

Linked to the question of internal structure is another problem of appointing staff in the DIETs. Present practice of interchangeability of the staff between DIETs and education department/schools etc. compounds the problem related to seven-branch structure and contributes to the instability in the DIETs. The state must lay down a clear personnel policy for DIETs making a realistic assessment of current status and learning from past experience.

6. Physical and academic facilities

DIET buildings have been established with central assistance. States have to find ways and means to take care of the maintenance part. It was observed that the DIET buildings were by and large very poorly maintained and the common complaint was a lack of funds for maintenance. Maintaining and improving the utilization of physical resources and academic facilities is also necessary.

7. Pre-service training

The two-year course offered at DIETs leads to a diploma in education (D. Ed); upon completion of the same, students are eligible to teach in primary schools. This two-year period should ideally be used as an opportunity to offer the right kind of experiences to prepare the kind of teachers we desire to have in our schools. Apparently, neither the teachers nor the students thought so. On the contrary, what went on in the classrooms was a routine and monotonous teaching-learning experience. Starting from the admission policy, there are several issues with regard to pre-service training that need attention, for instance outdated curriculum, uninteresting curriculum transaction, poorly organized practice teaching, no exposure to good practice, very little scope created for peer learning, minimal use of library, computers and other academic facilities etc.

The current system of state-centralized admissions dislocates the students from their native places. Many students especially girls lose out on the opportunity of studying in good institutions

due to problems such as non-availability of accommodation and transport etc. The students admitted in the DIET and also posted in school within his/her own district may perform better due to familiarity with local practices, schools, children, community etc. Further, it is also very important to develop criteria to screen out the students who have the aptitude and interest to become primary school teachers. Thus the whole selection procedure requires a re-thinking to admit the right kind of students and retain them within their districts.

The curriculum followed in the D. Ed. Course was last revised almost a decade ago. A closer look at the course content reveals that the students are not given a sound knowledge-base/ practical skills in the following areas:

- understanding the development pattern of children
- school organization and management
- issue relating to elementary education
- communication skills

It is very important for the prospective primary teachers to have some kind of understanding on how children develop, how do they learn, what is the effective way of relating and communicating with children. Further, many developments have taken place in the field of education in recent years and students need to be exposed to these developments. They need to understand the major issues relating to elementary education in the country. The practical training offered to the students does not create space for them to observe children in the classroom and/or plan creative activities for them. Not much is done in the classroom to build students' self-confidence. Another gap noted in the curriculum is a lack of any opportunity for the students to undertake any project work that would entail observing a phenomenon, analyzing it critically and documenting the same, in other words, some space for developing analytical skills as well as written communication skills in students can be created. Students are also not exposed to good practice.

Although pre-service training forms a pivotal activity in the DIETs, yet it is performed in a routine manner devoid of any creativity. Other than an occasional use, of demonstration, microteaching methods, curriculum is transacted primarily

through lecture method. Faculty from IFIC and planning and management branches is often not involved in teaching D.Ed. students. Academic facilities provided in the DIET, such as computers, OHP, VCR etc. are not regularly used. Students have minimal interaction with the principal and with their teachers outside the classroom. Space is not created for encouraging peer learning. Trainees' own strengths do not find any recognition in curriculum transaction.

In the overall distribution of theory, practicum and practice teaching, the latter receives 13 per cent weightage. The total time devoted to practice teaching remains inadequate. A very few schools have been identified in the vicinity for practice teaching. With poor supervision by the faculty and weak feedback mechanisms, the whole experience remains as 'another formality' to be completed. Students are not given adequate preparation enabling them to see a link between the course-work and the actualities of the classroom. Motivation to innovate seems totally absent.

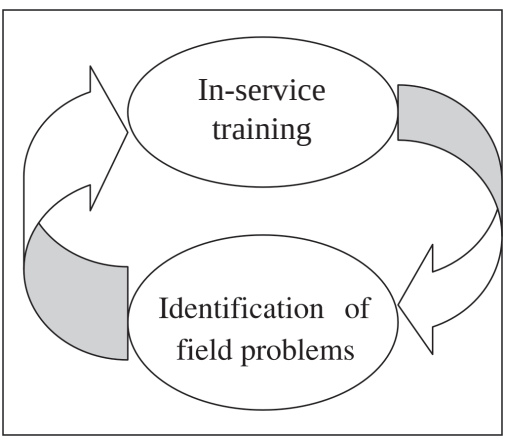
The problems perceieved by the pre-service students, indicated in the earlier part of this document clearly show the inadequacies of pre-service training organized at the DIETs. Apart from the gross dissatisfaction expressed by the students about the poor physical facilities at these institutions, their responses about the academic facilities and the teaching-learning environment are very important. Observations such as *teachers are not qualified'*, '*involvement of teachers in non-academic tasks'*, *'lack of punctuality'*, *'uninteresting training methodology'*, *'lack of objectivity in student evaluation'*, *'negative attitude of teachers'*, are clear expressions of their concern about the poor teaching-learning environment obtaining in the DIETs.

8. In-service training

The main purpose of establishing DIETs was to move beyond the limited role (of pre-service training) that the hitherto ETEIs were performing in the elementary teacher education and strengthen teachers' capacities on regular basis through in-service training component. In the present arrangement, SCERT designs in-service training that is uniformly followed by all the DIETs in the State. In designing this component at the State level and

standardizing the same for all districts, this purpose is half lost. Unless the teachers are able to analyze their own problems and hence identify their own training needs that define the content of their in-service training, very little can be achieved to improve classroom teaching.

A circular approach can be adopted whereby the problems faced by the teachers in schools are identified and form the basis for planning the content of in-service training. Similarly, during the in-service training conducted in the district, teachers learn to be more critical and analytical in their practice. By learning to reflect on their own practice, they would be able to identify specific problems in their classrooms that are again fed into the in-service training organized for them.



Teachers' inability to articulate and analyse their own problems to justify State-level designing of the content of in-service training does not hold much water. It only reinforces the need for building teachers' capacities to analyze their own problems. In reality very little is done in this direction, neither through pre-service training nor by in-service training of teachers. As a result, there is a lack of fit between teachers' real needs and what is offered in the training programmes. Besides, those at the high level may have very little expertise and exposure to real classroom situations and hence lack the professional capabilities to do the same.

The present arrangement also does not create any space for teachers to raise the real problems based on actualities of the classroom. Passive participation of teachers is encouraged. Even if the practicing teachers were to seek solutions to real problems, teacher educators may not have all the answers. Teacher educators at the DIETs are concerned with implementing the 'standard plan' handed down to them from the SCERT. They do not feel any need nor have any motivation to analyze local problems to find solutions. As a result of all this, standard programmes of in-service training, for several batches are mechanically organized, one after the other to meet the targets in terms of numbers. These have little use for the practicing teachers.

Some of the other problems about in-service training, as revealed by this study included ad-hoc manner in which the coverage of target group and selection of trainees was done. As a result, some teachers have several exposures while many others do not get any opportunity for receiving in-service training even after serving for several years. Lack of funds also poses problems and results in canceling of programmes.

9. Capacity-building of DIET principal and staff

As of now, SCERT is only exercising administrative and financial control over DIETs. There is very little evidence of the academic inputs given by the SCERT. A proper plan may be made by the DIETs in consultation with the SCERT where the core areas for capacity building of DIET faculty may be identified. Various resource institutions in the state/district may be tapped for the purpose. Specialised training programmes need to be planned for DIET principals.

10. Research

DIET faculty needs guidance to be able to conduct research independently. Possibility of a tie-up with university/college departments of education in the state/district may be explored where DIET faculty can learn from the teaching faculty of education departments.

11. Field Interaction

DIET faculty is not able to maintain a close contact with the 'field' i.e. with the schools, teachers, NFE/AE Centres and their instructors due to many reasons. They are therefore, not in a position to provide the required resource and learning support to them. This defeats the very purpose for which DIETs were set-up and were to be distinguished from the existing ETEIs. Suitable mechanisms have to be found to create this culture.

12. Linkages

DIETs have not been able to establish proper linkages with the state, district as well as sub-district level agencies working in the field of elementary education. In DPEP districts, DIETs and DPEP must maintain a close interaction.

8 DIETs of the Future
Some Suggestions

Following suggestions are offered:

- State-level adaptation of the central scheme
- Institutional development plan
- Re-defining pre-service training
- Re-orienting in-service training
- Simultaneous school reform
- Reverse the top-down approach
- Collaborate to find Solutions
- Improved utilization of existing resources

1. State-level adaptation of the central scheme

Haryana State may adapt the central scheme of DIETs to suit its specific needs. Experience has shown that the seven-branch structure as well as a contingent of 48 teaching and non-teaching staff to be appointed in the DIET is not a viable way of managing the institute. A three/four branch structure may suffice. However, the functions of seven branches may be grouped in a manner that is most suited to meet the individual needs of the district.

Secondly, the recruitment policy needs a modification. Qualified staff who are willing to serve in the DIET and have interest in the job may be **appointed to the DIET,** unlike the present system of posting uninterested staff (irrespective of their qualifications) in the DIET more as a punishment strategy. Suitable

modifications in the policy both in terms of structure and personnel may be instituted.

2. Institutional development plan

One striking aspect of the whole system of management of the DIET was found to be a lack of 'sense of ownership' or 'sense of belonging' among all. Such a feeling among the faculty as well as the principal, perhaps stems from the fact that they are going to be there only for a while. Stability of the staff as suggested above may help improve the situation.

The institute established in a district-specific mode, should have, eventually, an independent existence, an identity of its own. Each DIET can perhaps have a *name*. An institutional development plan for the whole institute must be prepared for a period of ten years, specifying milestones of change and improvements to be accomplished over a period of time. Participation of all stakeholders in developing this plan is important. Current status of elementary education in the district and teacher education should form the basis for planning, clearly identifying the teacher development needs of the district as a whole. A holistic review of the pre-service training of elementary teachers in the district is needed to locate the role of the DIET.

3. Re-defining pre-service training

Selection process of trainees for pre-service needs to be modified so as to include a screening of *right kind* of candidates for the job of a teacher. Some aptitude tests be conducted to induct those students who have the natural inclination to be teachers. An admission criterion to the D. Ed. Programme needs to be streamlined to retain students within the district.

The present arrangement of practicum does not provide sufficient field exposure to pre-service trainees. Not enough space is available for student trainees to spend time observing children in their settings and understanding how children of this age group think and learn. Exposure to schools with good practice is not arranged (visits to some private schools can be included). Students are not able to spend time in the field and return to the

institute to reflect and critically analyze their experience. Frequent field exposure with theory sessions woven-in can give better results and provides an opportunity for trainees to appreciate the link between theory and practice. Students with D. Ed. qualifications can be attached as partner teachers as a trainee for a period upto one year that gives them an opportunity to learn on the job.

DIET–school partnership needs to be built that can benefit the schools, student teachers and teacher educators. Such a partnership can also highlight the in-service needs of the teachers. More schools need to be included in the frame of practice teaching arrangements. Also different types of schools can be included. A closer linkage has to be established between DIET and elementary schools.

Curriculum needs supplementation (also substantiation) that can be arranged at the DIET level. More comprehensive coverage is needed. Resources outside DIET have to be outsourced. Experts from different field can offer much to make the curriculum more comprehensive in coverage and enjoyable for trainees. Therefore academic resource centres/ institutions linked to art, literature/ technology etc could be key partners. The available scientists, artists, musicians, writers, craftsmen available in the district should all join the collective effort of teacher development. Curriculum should focus not only on cognitive aspects but also on attitudinal and emotional domains.

Curriculum transaction needs a new orientation and direction. Much more scope for group work, use of library, syndicate work, collaborative and co-operative teaching, peer teaching etc. needs to be created. Trainees need to have enough scope for peer learning and self study methods. DIET faculty, not familiar with how to encourage child-centered approach, conduct group and participatory learning, etc. need to be trained in these specialized areas. Use of technology needs to be enhanced in curriculum transaction.

Teacher education reforms implemented across countries need to be studied closely in situations that match out context and

lessons can be drawn. The problems of implementation faced by countries such as China, Brazil, Malaysia and Zambia throw up useful lessons. Much can be learnt from the strategies followed in more developed countries too.

Democracy practiced as a way of learning and living in schools leads to astonishing success in intellectual achievement of all students-is a conclusion drawn based on several researches done in western countries. Teacher education programmes committed to the model of democratic approach as a process of professional development are seen as effective in empowering participants. Andrews (1994-cited in Rainer & Guyton, 1999) conducted case studies of teachers focused on democratic practices and found that these practices encouraged development of voice, inquiry and reflection. Another research has also reported positive effects of democratic practices on elementary classrooms (Rainer & Guyton, 1999). The teachers perceived that democratic practices have a positive influence on children's attitude about school and learning.

4. Re-orienting in-service training

The content of in-service training programmes has to be designed at the district level, unlike the present arrangement where the same is simply handed down from the above. Annual work plan of the DIET should be drawn up locally at the district involving district and block level staff concerned with education. Activities under DPEP and other projects (if any) must be integrated with DIET activities. Planning of programmes and all activities of the DIET to be drawn up jointly in a workshop mode by involving all concerned with elementary education and adult education at the district and sub-district levels, with representation from the SCERT.

A belief that teachers' minds are some kind of 'void' to be filled up from the top through 'training' has to be discarded. Harnessing their experience and making them feel of value is the most important thing. A totally new orientation towards 'liberating' their capacities must be adopted. A broader notion of education (not teacher training) should guide the in-service programmes

taking the process of teacher education towards the essential goal of developing a sense of 'their own potential'. Teacher educators (also resource outside the DIET) need to be more like facilitators.

Several innovative ways can be used to improve in-service education of teachers. Use of student portfolios is one of the popular strategies used in many other countries. Portfolios provide very specific information that teachers can use to analyze, evaluate and improve their own teaching. Portfolio evidence can help practicing teachers see where they need to strengthen either their own content knowledge in a particular area or their instruction of that content. Therefore portfolios are a tool that can be used to help plan professional development programmes for in-service teachers.

5. Simultaneous school reform

Teacher learning does not start with pre-service training. Teachers are ex-school students. The strengths and deficiencies of the system have a strong impact on teachers' professional performance. During school life, future teachers internalize an inadequate pedagogy that will tend to be replicated with their students.

An improved school system is a more timely and cost-effective intervention than a remedial teacher education aimed at filling the gap of poor basic education.

Involving teachers in the reform process–be it school reform or teacher education reform is important. Another important thing about teacher education policies/reform is that these must take into account the status and conditions of teachers and therefore must touch on dimensions such as recruitment, salary, work conditions and the professional development of teachers.

6. Reverse the top-down approach

The whole process of handing down from the above (cascade training) does not seem to benefit the teachers. Starting from teacher needs and demands is the best way. The teacher education is to be viewed, as a process that enables teachers to re-orient their learning needs towards a more professional and autonomous

role- hence the need to democratize teacher education.

The best tool of professional development of teachers is through 'self- reflection'. Teachers need to systematize their own pedagogical practice. This can happen only if they have a capacity to critically analyze their own practice. Role of teacher educators in this context is to facilitate this process. Once empowered, teachers can modify their practice in a conscious and creative manner.

Teacher educators can also play a significant role in identifying, documenting, and disseminating inspiring and innovative experiences to a wider group.

7. Collaborate to find Solutions

University- DIET Linkage

There is a need for DIETs to consciously attempt to forge an alliance with departments of education in the district/ State. Such a partnership, cultivated over a period of time and sustained (not sporadic or activity-linked) can prove useful for both partners and for the schools as well.

This partnership can be used for:

- planning and conducting research, experimentation in the district
- re-orienting teacher education
- examining lessons from experiments conducted in other settings

University faculty can be associated with the institute to provide guidance and direct activities as mentioned above.

Collaboration with other institutions in the district too can pave the way for several joint tasks that are needed to bring qualitative improvement in DIET functioning.

8. Improved utilization of existing resources

At present, most of the physical and academic facilities available in the DIETs remain grossly underutilized. A better plan is also

needed for enhancing the involvement of human resources available. A committee can be set up separately to look into the issues of maintaining and improving utilization of physical facilities in the DIETs.

Specific actions needed for strengthening the DIETs in Haryana

1. State should assess the need for elementary teacher education in a comprehensive manner, taking stock of the current status. This may be done for all the districts individually. Phasing- out of old government institutions and opening of DIETs may be planned keeping a perspective of ten years or so. Each district should have teacher-training institute to cater to district-specific needs.

2. State-level perception of 'role of DIETs' must be clearly formed and shared with all concerned.

3. Long-term and short-term goals that DIETs and the other teacher training institutions are expected to achieve must be laid down at the state-level.

4. DIET principals and the faculty may be given a detailed orientation about what is expected of their DIET and how can they contribute in achieving the same. Job responsibilities of the senior-lectures and lecturers must be laid down.

5. Within the broad parameters set at the state-level, DIETs may be allowed some flexibility. DIETs may be encouraged to gradually attain academic, administrative and financial autonomy.

6. The present seven-branch structure needs to be overhauled. This issue warrants a detailed discussion among all concerned. Based on the qualifications and experience of the existing DIET faculty, some reorganization may be worked out having a fewer branches. As the faculty develops expertise gradually, other branches can be made functional. A realistic assessment may be made in terms of what is feasible for DIETs to achieve at present. DIETs may be allowed some flexibility in this.

7. The state must draw up a personnel policy by adapting the MHRD guidelines to suit the state-specific needs. Ultimately, a separate cadre for DIET faculty may be the only solution to the present problem of instability. Following the state norms of qualifications and experience, faculty appointments may be made branch-specific. Faculty may be allowed to move from a DIET to another in the same branch.

8. DIET principals must evolve some mechanism (may form a committee or whatever) to ensure proper upkeep and maintenance of DIET building, hostels and the available equipment.

9. DIET principals and the faculty may be asked to identify the areas in which they need orientation and training. Based on the pooled requirement at the state-level, a plan should be made for regular orientation and refresher training of DIET principals and faculty. Training needs of DIET principals may be addressed specifically.

10. Various steps may be planned by the state to enhance skills of DIET faculty to conduct research. Possibility of a tie-up with the faculty from department of education in the universities/colleges may be explored.

11. DIET principals may make special efforts to improve faculty's interaction with the schools, school complexes, teachers, supervisors, AE/NFE personnel. Proper planning and monitoring of this aspect is needed.

12. Regular dialogue with other structures/institutions engaged in elementary education in the district must be established. DIET principals have to make specific plans to achieve the same.

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Annexure I

Pre-service Teacher Education Branch

- Organize pre-service courses for elementary school teachers. This would involve holistic and learner centered education where various teaching methods would be covered.
- Conduct in-service training programmes for the elementary school teachers and provide inputs in the programme/ activities of the other branches.

Work Experience Branch

- Identify locally relevant work experience areas and develop sample curricular units, teaching learning material and low cost teaching aids and evaluation tools.
- Help other educational authorities and elementary schools/ NFE/AE Centres in introducing WE activities and to organize community service activities and study visits in the training programme.

District Resource Unit

- Assist educational authorities in planning and conducting training programmes for AE and NFE personnel and to evaluate quality of the same.
- Maintain a database of the trainees who undergo this training and organize follow up activities.

In-service Field Interaction and Innovation Coordination Branch

- Plan and coordinate in-service training programmes for elementary school teachers (also assist the educational authorities in such tasks).
- Organize orientation programmes for resource persons who would then conduct in-service training of teachers at other centres.
- Act as a nodal branch for action research and field interaction activities of the DIET.

Curriculum, Material Development and Evaluation Branch

- Adapt the existing items and develop new locally relevant curricular units, techniques and guidelines for continuous and summative learner-evaluation.
- Assess the learners' achievement levels with reference to Minimum Levels of Learning (MLL) and also to help in implementation of a valid system of learner evaluation.

Educational Technology (ET) Branch

- Develop, in coordination with the other DIET staff, simple and effective low cost teaching aids for various subjects and help the DRU branch in this regard.
- Maintain the various academic equipments, audio visual aids and computer lab.
- Conduct in-service training programmes for teachers in the area of ET.

Planning and Management (P&M)

- Maintain an appropriate database for the district for various planning exercises aimed at UPE/UEE/NLM.
- Provide technical assistance to educational authorities in school mapping and microplanning for Universal Primary Education in a target specific manner.
- Conduct appropriate programmes for headmasters, heads of school complexes and block level educational authorities in planning and management.
- Act as a nodal branch for preparing annual institutional plans.

Annexure II

Perception of in-service trainees about the physical facilities available at the DIET (N=77)

- Good: 48
- Average: 23
- Poor: 6

Perception of elementary school teachers about the physical and academic facilities available at the DIET (N=148)

Physical and academic facilities are adequate

- Agree to a large extent: 57
- Agree to some extent: 47
- Do not agree: 44

Perception of pre-service trainees about the lecture halls available at the DIET (N=97)

Number of respondents who said that the lecture halls are

- Spacious: 96
- Well ventilated: 88
- Well lighted: 77