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Review of the Pre School-Curriculum

A meeting in hybrid mode was organized at SCERT Haryana on 6 July 2022 to review the Pre School-Curriculum developed by Women and Child Development Department in collaboration with Pratham Education Foundation. The meeting was chaired by **Smt. Hema Sharma, IAS, Hon'ble Director Women and Child Development Department**. The National ECCE Expert, Dr. Reetu Chandra, Deputy Secretary, ECCE and FLN Mission, Dept. of School Education and Literacy, Ministry of Education, GoI, New Delhi was the principal reviewer of the document.



The meeting was attended by the members from the following Departments -

1. State Council of Educational Research & Training, Haryana
2. Women and Child Development Department, Haryana
3. Pratham Education Foundation

The presence of the members from the three organizations exhibited the convergence and the coherence amongst the stakeholders involved in the development, review and finalization of the document of the Pre School-Curriculum.

Teacher Handbook on Yog Education

The main objective to include Yog Curriculum at school level is to enable the students to lead a life in which they are physically healthy, mentally alert and emotionally balanced. To implement the Curriculum of Yog Education in classes 1st to 5th a Teacher Handbook of Yog Education is being developed for the Primary Teachers. It will cover the



content and the pedagogical aspects of Yog and will facilitate the teachers in the transaction of the Curriculum. It will be a step forward towards achieving the vision of NEP 2020 for education system rooted in Indian ethos.

Remedial Programme- UDAAN Phase 2

After the successful launch and implementation of UDAAN Phase 1 the content of UDAAN Phase 2 has been developed in the workshops organised by the Curriculum & Pedagogy Department. In this phase the subject of Social Science for classes 6th to 8th has also been included. The content is based on the pre requisite competencies. The content will be reviewed by the National Level Experts from NCERT. After the layout and designing of the modules the digital copies will be uploaded on the SCERT website.

NAS Dipstick study on ‘Low Performance of students in Language in Class 3’

As recommended by National Council of Educational Research and Training (NCERT), every state needs to carry out one dipstick study to unravel the learning gaps for the class and subject of concerned district as per the findings of National Achievement Survey (NAS) Report, 2021. So, referring to the same and given Haryana’s 18th position in the NAS for class 3 in Language, SCERT Haryana decided to carry out the study to find out the reasons of low performance of class 3 students in language. As a part of this process, a survey is being rolled-out in Mahendergarh district from 29 July – 5 Aug 2022.

The survey will focus on studying the main reasons responsible for low performance of students in language in terms of TLMs being used, contribution of language labs and other facilities to enhance the learning levels in language. As the last 2 academic sessions were majorly affected by the pandemic, so efforts have also been made through this study to find out methodology followed by primary teachers to teach language during Covid period and the support provided by the parents to students at home. So, accordingly the data for the study is being collected by the primary school heads, teachers as well as from parents. Followed by the primary data collection process, the after-survey activities including data entry, analysis and final report writing will take place. The final report will be submitted to NCERT, New Delhi with appropriate evidence-based recommendations to fill the learning gaps and to take remedial action.

Image 1: Surveyor interviewing parents

Image 2: Surveyor interacting with teachers



Prashnavali - A State Assessment transformation tool

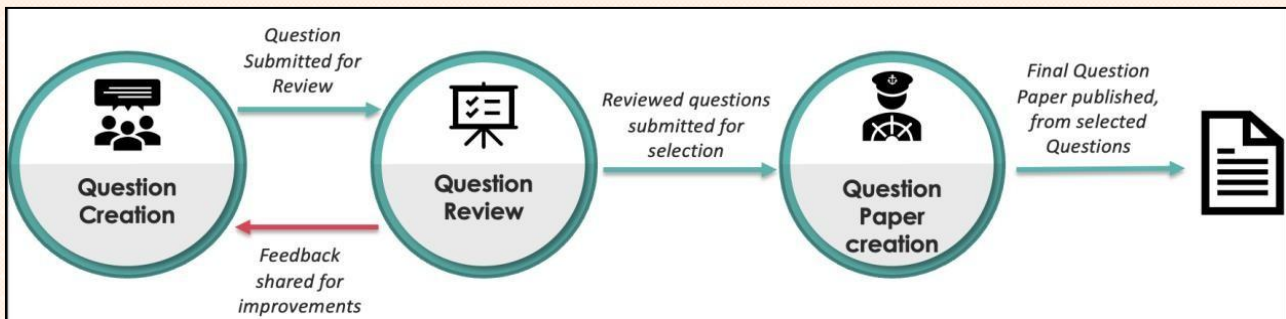


Haryana has become the first state to use DIKSHA Tech Platform for creating assessment questions. This shift was seen as an opportunity to transform the way assessments are designed. Improvement in both processes as well as quality became key elements of the task at hand.

The Testing and Assessment Wing at SCERT Haryana along with 6 DIETs in the state adopted an assessment tech platform. The idea was to enable a tech platform on an already existing & credible portal DIKSHA, which is an MoE (Ministry of Education) digital learning platform. This idea ensured an efficient, cost-effective & a smoother onboarding to an entirely new mode of assessment creation. This tech platform, named PRASHNAVALI was designed in collaboration with the Government of India on DIKSHA. With multiple development cycles, constant changes in design &

numerous user feedbacks, this enabled teachers and subject experts to interact with each other online, working from their own locations and make multiple iterations to every single question before finalization.

On this platform while creating each question the question creator has to tag the question to a chapter, a learning outcome & a skill (Knowledge, Understanding & Application). This tagging, along with the question content is first reviewed by a question reviewer to which he or she can suggest corrections on & send it back to the creator or he or she can approve the question for the subject experts at SCERT level for selection in the final mode. This process ensures a self-created feedback loop to help the teachers & reviewers in building capacity and also helps in strengthening the quality of assessments in the state.



An SRG (State Resource Group) team of BRPs, ABRCs & DIETs faculty has been constituted for strengthening assessments in Haryana with the help of Prashnavali. This team creates questions for SAT cycles and practice questions for classes 4th to 8th in main subjects. With this tech tool embedded in the state, Haryana has pioneered the creation of digital assessments whilst ensuring a keen focus on capacity building of the teachers and an improvement in the process & quality of assessments in the state. This helps set Haryana stand as a leader by example for other states to follow.

नशा मुक्त भारत अभियान

सामाजिक न्याय एवं सशक्तीकरण मन्त्रालय, भारत सरकार द्वारा युवावर्ग को नशे से दूर करने के लिए नशामुक्त भारत अभियान का शुभारम्भ किया जा रहा है। इस अभियान के तहत 'नवचेतना मॉड्यूल' को लागू करने के लिए देशभर से चयनित 300 जिलों में से हरियाणा राज्य के अम्बाला, फतेहाबाद, हिसार, करनाल, कुरुक्षेत्र, नूँह, पानीपत, रोहतक, सिरसा व सोनीपत को संवेदनशील जिले मानते हुए शामिल किया गया है।

18 जुलाई 2022 को 'नवचेतना मॉड्यूल' को लागू करने हेतु एक समीक्षा बैठक का आयोजन किया गया, जिसमें रा.शै.अनु. एवं प्रशिक्षण परिषद, हरियाणा, गुरुग्राम की टीम ने भी प्रतिभागिता की। बैठक के अंतर्गत सामाजिक न्याय एवं सशक्तीकरण मन्त्रालय

भारत सरकार द्वारा राज्य के 10 जिलों के 55 प्रतिभागियों को 3 दिवसीय प्रशिक्षण देने का निर्देश दिया गया। प्रशिक्षण उपरांत प्रशिक्षित मास्टर ट्रेनर्स द्वारा राज्य के 10 जिलों के चयनित विद्यालयों में आयोजित कार्यशालाओं के माध्यम से युवावर्ग को नशे से दूर रहने के लिए जागरूक किया जाएगा।

हरियाणा विद्यालय पुस्तकालयों की वर्तमान स्थिति—

राज्य में स्थित सभी राजकीय प्राथमिक, मिडिल, उच्च व वरिष्ठ माध्यमिक विद्यालयों के पुस्तकालयों की वर्तमान स्थिति जानने बारे निदेशक, रा.शै.अनु.एवं प्रशिक्षण परिषद, हरियाणा गुरुग्राम के आदेशानुसार परिषद् के भाषानुभाग द्वारा एक गूगल फॉर्म तैयार किया गया, जिसमें सभी विद्यालयों के मुखियाओं को गूगल फॉर्म के माध्यम से अपने-अपने विद्यालय की पुस्तकालय सम्बन्धी जानकारी देने का निर्देश दिया गया।

मुखियाओं द्वारा दी गई जानकारी के आधार पर संकलित रिपोर्ट अनुसार राज्य के जिलेवार पुस्तकालयों की वर्तमान स्थिति को दृष्टिगत किया जाए तो अम्बाला जिले में सबसे ज्यादा 522 पुस्तकालय कार्य स्थिति में हैं जबकि प्रतिशत अनुसार झज्जर व सिरसा जिले की स्थिति सर्वोत्तम है, जो 87% है।

विद्यालय स्तरानुसार पुस्तकालयों की वर्तमान स्थिति—

राजकीय वरिष्ठ माध्यमिक विद्यालय— राज्य में स्थित सभी राजकीय वरिष्ठ माध्यमिक विद्यालयों के पुस्तकालयों की वर्तमान स्थिति को दृष्टिगत किया जाए तो रोहतक जिले में सबसे ज्यादा 136 पुस्तकालय कार्य स्थिति में हैं जबकि प्रतिशत अनुसार अम्बाला, कैथल व पंचकूला जिले की स्थिति सर्वोत्तम है, जो 100% है।



राज्य के राजकीय वरिष्ठ माध्यमिक विद्यालय के एक पुस्तकालय में पढ़ती छात्राएँ

राजकीय उच्च विद्यालय— राज्य में स्थित सभी राजकीय उच्च विद्यालयों के पुस्तकालयों की वर्तमान स्थिति को दृष्टिगत किया जाए तो अम्बाला जिले में सबसे ज्यादा 82 पुस्तकालय कार्य स्थिति में हैं, जबकि प्रतिशत की दृष्टि से गुरुग्राम, हिसार व पानीपत जिले की स्थिति सर्वोत्तम है जो 100% है।

राजकीय मिडिल/माध्यमिक विद्यालय— राज्य में स्थित सभी राजकीय मिडिल/माध्यमिक विद्यालयों के पुस्तकालयों की वर्तमान स्थिति के अंतर्गत अम्बाला जिले में सबसे ज्यादा 61 पुस्तकालय कार्य स्थिति में हैं, जबकि प्रतिशत की श्रेणी अनुसार फरीदाबाद व सिरसा जिले की स्थिति सर्वोत्तम है जो 90% है।

राजकीय प्राथमिक विद्यालय— राज्य में स्थित प्राथमिक विद्यालयों को दृष्टिगत किया जाए तो अम्बाला जिले में सबसे ज्यादा 271 पुस्तकालय कार्य स्थिति में हैं, जबकि प्रतिशत में चरखी दादरी व झज्जर जिले की स्थिति सर्वोत्तम है, जो 83% है।

जिलेवार व विद्यालय स्तरानुसार विद्यालयों के पुस्तकालयों की वर्तमान स्थिति निम्न तालिका द्वारा दर्शाई गई है-

Status of School Library in Haryana

Sr No	Name of the District	Total No. of Schools	Library Available	Total Library %	GSSS	Library Available	GSSS Library %	GMS	Library Available	GMS Library %	GPS	Library Available	GPS Library %	GHS	Library Available	GHS Library %
1	Ambala	721	522	72%	108	108	100%	104	61	59%	413	271	66%	96	82	85%
2	Bhiwani	148	114	77%	31	29	94%	0	0	0%	91	61	67%	26	24	92%
3	Charkhi Dadri	251	217	86%	62	59	95%	22	17	77%	127	105	83%	40	36	90%
4	Faridabad	372	294	79%	92	82	89%	49	44	90%	186	138	74%	49	44	90%
5	Fatehabad	147	110	75%	40	34	85%	13	6	46%	75	54	72%	19	16	84%
6	Gurugram	268	218	81%	59	54	92%	36	25	69%	156	122	78%	17	17	100%
7	Hisar	200	168	84%	42	41	98%	22	13	59%	101	79	78%	35	35	100%
8	Jhajjar	213	185	87%	71	67	94%	33	28	85%	86	71	83%	23	21	91%
9	Jind	505	379	75%	128	119	93%	74	46	62%	214	133	62%	89	81	91%
10	Kaithal	47	38	81%	22	22	100%	8	5	63%	10	5	50%	7	6	86%
11	Karnal	506	355	70%	95	88	93%	73	41	56%	287	180	63%	51	46	90%
12	Kurukshetra	434	316	73%	59	57	97%	68	40	59%	261	176	67%	46	43	93%
13	Mahendergarh	433	372	86%	120	117	98%	17	14	82%	212	170	80%	84	71	85%
14	Nuh	432	275	64%	68	48	71%	74	43	58%	240	155	65%	50	29	58%
15	Palwal	123	100	81%	38	37	97%	24	18	75%	61	45	74%	0	0	0%
16	Panchkula	123	88	72%	24	24	100%	22	14	64%	63	41	65%	14	9	64%
17	Panipat	89	72	81%	32	31	97%	11	7	64%	40	28	70%	6	6	100%
18	Rewari	366	312	85%	92	91	99%	57	41	72%	169	137	81%	48	43	90%
19	Rohtak	332	286	86%	148	136	92%	20	17	85%	115	88	77%	49	45	92%
20	Sirsa	138	120	87%	37	36	97%	29	26	90%	51	39	76%	21	19	90%
21	Sonepat	442	316	71%	113	108	96%	9	5	56%	241	136	56%	79	67	85%
22	Yamuna nagar	88	67	76%	8	6	75%	10	6	60%	60	47	78%	10	8	80%
	Total	6378	4924	77%	1489	1394	94%	775	517	67%	3259	2281	70%	859	748	87%

Declaration of NMMS Result

National Means-cum-Merit Scholarship Scheme is a centrally sponsored scheme intended to award scholarship to meritorious students of economically weaker section to cease their dropout at grade VIII and encourage them to continue their study at secondary level. Under this scheme, an annual amount of Rs. 12,000/- is paid to them for next four years. For selection of eligible students, each state conducts examination as per schedule provided by Department of School Education & Literacy, Ministry of Education, GOI, New Delhi. In Haryana state, the responsibility of conducting this exam is assigned to SCERT. For the session 2021-22, this exam was conducted on 20 March 2022 and the final merit list published on 22 July 2022. A total of 27813 students appeared for the exam. Out of which 2290 were able to secure their name in the final merit list. Now these qualified students will have to apply on NSP Portal which is open for registration and last date for the same is 30 September 2022. SCERT Haryana is in close contact with district authorities to attain the target of 100% registration on NSP.

NAS-2021: Dissemination of State & District Reports to Improve Learning Outcomes

“The Journey of a thousand miles begins with a single step.”

The National Achievement Survey (NAS) is a national level large-scale assessment conducted to obtain information about the learning achievement of students of classes 3, 5, 8 and 10. It is a national representative survey that provides a system level reflection effectiveness of school education. NAS-2021 was a competency-based assessment. It was conducted in Language, Mathematics & EVS for class 3 and 5. For class 8 and 10, it was conducted in Language, Mathematics, Science, Social-Science, MIL and English. The State, District and School-level samples were based on UDISE 2019-2020 data.

The latest cycle of NAS was conducted on 12th November, 2021. In Haryana State, it was conducted in 3,220 schools and 98,476 students participated in this survey. Rather than assessing the children on rote memorization ability, NAS 2021 focused on assessing the competency-based skills. It stresses on children developing the competencies to analyze, reason and communicate their ideas effectively.

To disseminate the state reports, NCERT conducted a Regional level Post-NAS workshop at RIE Ajmer. Dr. Tanu Bhardwaj, State NAS Coordinator and Dr. Rma Khanna, Subject Expert, participated in the workshop as representatives from Haryana state. They also presented a Post- NAS intervention plan for Haryana state.

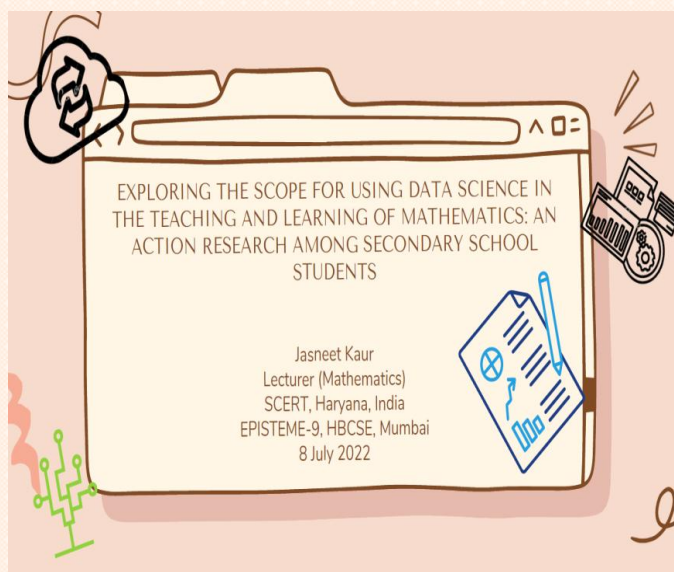
The Ministry of Education organized the National workshop on Post National Achievement Survey in the august presence of Smt. Annpurna Devi, MoS for Education, Smt. Anita Karwal, Secretary, DoSE&L and senior officials from MoE.

Officials like Additional Chief Secretary (Education), Principal Secretaries, State Education Secretaries, State Project Director of Samagra Shiksha and several others from NCERT, CBSE, KVS, NVS participated in the National Workshop. From Haryana, Hon'ble Director School Education, Sh. Anshaj Singh and Director SCERT, Sh. Vivek Kalia with team attended this National-level meeting.

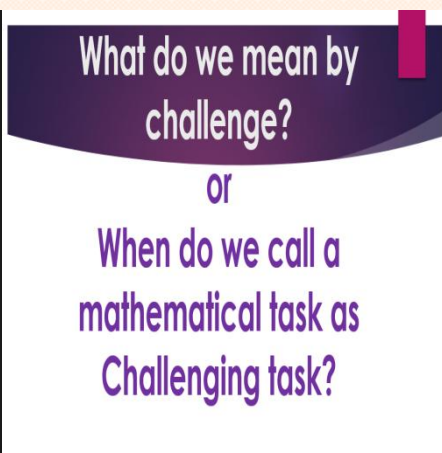
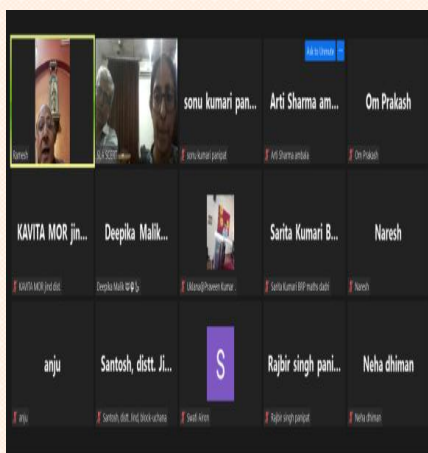
After the workshop, Director SCERT gave the guidelines for dissemination of NAS report at district level and desired that the reports be shared with all the school teachers of the state. A special committee is constituted under his able guidance for the preparation of Post- NAS intervention plan of the state.

Presentation in the International Conference-EPISTEME 9 by the Mathematics Education Department, SCERT, Haryana

Participated and presented a research paper on Data Science and Mathematics Teaching & Learning in the International Conference Episteme 9, held virtually at HBCSE, Mumbai from 4th July to 8th July. EPISTEME-9: A Biennial Conference Series to Review Research on Science, Technology and Mathematics Education, organized by Homi Bhabha Centre for Science Education, TIFR Mumbai where double blinded reviewed research papers are accepted.



Weekly online sessions on Continuous Professional Development in mathematics for BRPs and ABRCs



In order to inspire, educate and empower teachers of mathematics, transforming the latest research on maths learning into accessible and practical forms and implementing the recommendations given by NCF, 2005 and NEP 2020, Mathematics education department continues to conduct the online sessions for continuous professional development of BRP and ABRCs in mathematics. This month, the major focus of online sessions was to develop an understanding of challenging tasks that included identification of challenging tasks, introducing the tasks in the primary classroom, field trials on the challenging tasks, writing of reflections while working on these tasks.

Online Certification Course on Monitoring & Evaluation-Pilot Batch 1 & 2 on 11 July 2022

Leadership Enhancement and Academic Development (LEAD) is a blended learning program for capacity building of State Education department officers. The program offers online courses with a platform for peer learning that enables officers to hone their professional skills like Team Management, Monitoring & Evaluation etc. The courses cater to middle management officers from SCERT level to block/cluster level. LEAD courses are free and conducted in blended learning mode, in Hindi. Based on the credits earned by officers in the assignments, they are rewarded certification in the respective courses.

LEAD
Leadership Enhancement
Academic Development

**Online Certification Course
on
Monitoring & Evaluation**

SCERT HARYANA GURJARAN

- 6 Weeks, 17-18 Hrs
- Pre and Post Test
- Assignments
- Peer Learning Communities
- Credit based Certification

कोर्स के बारे में जानकारी :
मॉड्यूल 1: निगरानी और मूल्यांकन की योजना
मॉड्यूल 2: कार्यक्रम की निगरानी
मॉड्यूल 3: कार्यक्रम का मूल्यांकन

**Certification Course के लिए Nominations
आज तक ही लिए जायेंगे !**

कोर्स की विधिवत शुरुआत कल 15 जुलाई से की जायेगी |
कोर्स के लिए आप सभी को ढेरों शुभकामनाएं |

CISCO
Corporate Social
Responsibility

lfe LEADERSHIP
FOR EQUITY

Online Certification course on Monitoring & Evaluation was started on 11 July 2022. For pilot, 2 DIET faculties and 2 Cluster heads from each district are participating in this course. This course has been divided into 3 modules. After each module there will be one Peer Learning Community meeting, in which the module will be discussed to resolve/clarify the doubts, if any. Total duration for this course is 6 weeks.

DIKSHA PMU Meeting

To encourage e-learning in state, Educational Technology wing is working on e-content creation, review and its outreach. To increase the use of DIKSHA, a meeting with National DIKSHA PMU team on 11 July 2022, was chaired by Director, Mr. Vivek Kalia. Three types of initiatives were discussed for this: Micro Learning Packing (MLP), VSK, C-Qube. ET wing, SCERT Haryana will start MLP first in which chapter will be designed as a course and shared with students.

Tech Mentoring

SCERT Haryana is taking an initiative to study the usage of tablets/smart phones provided to 2376 students in Gurugram district during 2021-22 and explore various ways to ensure the fulfillment of objectives for which the initiative was taken. This may also include the training to the teachers on technical as well as pedagogical aspects.



Educational Technology wing SCERT Haryana Gurugram, proposes this task to be done in all 4 blocks of Gurugram district - Gurugram, Sohana, Pataudi, and Farukhnagar. Teachers and Head teachers of the 100 schools where smartphones were provided to students will be a part of this program, starting from August 2022 to January 2022(six months).

Expected outputs and outcomes

Following are some of the six months expected outputs and outcomes from the programme:

1. Enrollment/ selection of a 2 teachers and Head teachers each from all the 100 schools
2. 6 online/in person meeting/training to the teacher on the usage of digital device and pedagogy to improve the learning outcome of students.
3. Customized support to all the 100 schools.
4. Awareness among parents to use digital device for students learning.

A meeting was organized and it was discussed to do Action Research on this initiative for students learning in Gurugram district of Haryana.

Online Course Development workshop by CIET NCERT for states.

The Central Institute of Educational Technology (CIET) in collaboration with the department of School Education and Literacy, the Ministry of Education, Government of India has developed the Curricula for ICT in Education for the school system. The curricula suggest the areas of training to be given to teachers to enable them to use and integrate technology. NEP 2020 emphasizes on 50 hours of Continuous Professional Development (CPD) of school heads and teachers to meet the needs of enriched teaching- learning process for quality education.

Teachers' capacity building is critical to the widespread adoption of ICT-enabled practices in the education system. NEP 2020 emphasizes that teachers require suitable training and development to be effective online educators. The present curriculum for ICT in education is a step towards realizing the goals of National Policy, in this view; it is proposed to develop the online course on ICT: Basics which will be an induction for teachers.

An Online Workshop was conducted from 16 - 18 February 2022 to create an outline of the course and structure of the module. To take it forward, a face to face workshop is planned for ICT Pedagogy Integration from 25 – 29 July 2022 with the following objectives:

- To review the outline prepared and to finalize the content.
- To develop the courseware of Refresher 01: ICT-Pedagogy Integration course



The workshop was conducted in face to face mode where the individual course writers were allotted the module for development. Module writers presented their module during the development of course for peer review. At the end of this workshop, the first draft of the courseware was developed which will be processed further before finalization.

This was a national level workshop, which was attended by nominated members from all states working on ICT initiatives. From Haryana, Mr. Manoj Kaushik, Head Edu. Tech. wing participated in this workshop.