Envisioning Teacher Education in Odisha

A Roadmap for Reform

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F O R E W O R D

Despite the widely acknowledged importance of teacher education, this sub-sector has had, over a protracted period, low visibility and questionable credibility. However, the recently instituted Joint Review Mission-Teacher Education mechanism of the MHRD, Government of India worked as the Tipping Point- the moment of critical mass, the threshold, the boiling point-for triggering reforms in this sub-sector. Conjoint to this, the favourable disposition of the Government of Odisha towards teacher education added accelerated momentum to the reform movement. It was, in fact, the report of the Joint Review Mission-Teacher Education, Odisha (2013), which bolstered up the initial reform initiatives of the Department of School and Mass Education for rejuvenating the State's teacher education system.

This document: Envisioning Teacher Education in Odisha: A Roadmap for Reform is the outcome of a slew of planned programmes intended to bring in well-conceived and sustained changes in the State's teacher education system in short-term, medium-term and long-term perspective. Several key recommendations of the JRM-TE (2013), a flush of fresh ideas and insights that emerged from a number of consultations and five base papers on core areas of teacher eduction, public opinion from an extended range of stakeholders and more importantly, critical reflections on expressed observations constitute the cornerstone of this report. This deceptively short report essentially synthesises the views emerging from the base papers and from a number of interactions with a wide assortment of academicians and decision-makers.

The substance of this report, to be objective, represents an eciectic vision and perspective on teacher education. In essence, this report is an embodiment of collective, shared and owned vision of a group of people who matters and matters most. Noting more could have been done to receive ideas from diverse sources, Hence, it could be claimed that the report combines in itself ideas and quality of action. This adds to the legitimacy and credibility of this document.

I have had quite a few sessions with the members of the Think Tank-Teacher Education, constituted by my own Department, to have an in-depth and incisive look into the ideas and action points reflected in the report, which went beyond mere fine-tunning. I firmly believe in reforms that are ambitious enough but achievable, reforms born out of big dreams but implementable, reforms in small measures, but not revolutionary reforms. This document has all ingredients of a progressive and potential framework to look into the future, beyond the confines of the past and present. The Department is totally committed to the vision articulated in this brief report.

I profusely appreciate UNICEF and the untiring efforts of all those who have, directly or indirectly, contributed to the development of this document, which would help educational planners and policy-makers in shaping the future of school education and teacher education in the State.

(Usha Padhee)

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QUESTION: Which approach is better improving what is, or creating what isn't?

ANSWER: Yes! In other words, do both. Why? For the simple reason that focusing on either dimension while ignoring the other is a formula for failure…. A balance must be struck between continuity and innovation. You can't have one without the other, both are essential…. It's always been hard to do two things well at the same time… We must work on the present and the future at the same time.

-Ken Blanchard (2007), Mission Possible, International Bestseller

1.   Background

1.1   Teacher Education: A Less Visible Sub-Sector

Teachers are the frontline providers of quality education. They constitute the single largest input of the endeavour for improving the quality and relevance of the education system. Quality of education, in its broadest sense, depends to a considerable extent, on the quality of the teaching workforce. Teacher competence and commitment are a function of teacher education programme its pre-service and in-service components. The best of curriculum, textbooks and infrastructure support system are of little significance without the alchemy of teacher's reflective thinking and pedagogical skills. Teacher preparation and teacher development are the critical components of a sound system of teacher education.

Despite the critical importance of teacher education for quality education, it stays hidden from public view. It has always had low visibility, questionable credibility and eroding identity. It entails a long history of low status, sub-optimal priority, severe fiscal crunch and paucity of attempts to reform. Simply put, this sub-sector didn't have the opportunity for being included in the government's league of priority. However, a few significant developments, during the first decade of the twenty-first century, have brought the teacher education system to the centre-stage of quality enhancement initiatives. Notable among these path-breaking developments are: the National Curriculum Framework (NCF 2005), the National Curriculum Framework for Teacher Education (NCFTE 2009), and the Right of Children to Free and Compulsory Education Act. (RTE 2009). By all reckoning, the prime-mover of this new-found renaissance is none other than the MHRD's never before thrust on revamping and re-energising the Centrally Sponsored Teacher Education Scheme (MHRD: Twelfth Five Year Plan (2012-2017). More specifically, it was the MHRD-driven Joint Review Mission on Teacher Education, a hitherto non-existent initiative, which visited different States to make an on-the-spot reality assessment and to help the States to look beyond the present into the realms of future, accelerated the pace and intensity of the renewal movement. Combined together, they pushed the teacher education programme into the vortex of renewal and reform with a formidable force. With these developments, the Pan-Indian Teacher Education scenario has been witnessing dramatic changes. The scale and pace of change have, with proactive partnership between Government of India and State Governments, acquired unprecedented pre-eminence. The prospects of teacher education, despite the inherent inertia of educational system, appear to be bright and sanguine. Like other Indian states, the teacher education system of Odisha is in the cusp of a veritable movement for re-construction.

2. Bases of Visioning

2.1 National Curriculum Framework 2005

The National Curriculum Framework (NCF 2005), based on the flurry of ideas generated through a series of intensive deliberations by an extended range of eminent scholars, educational practitioners, policy planners and decision-makers, representatives of NGOs and civil society groups, and several other stakeholders, formed the bedrock of the visioning exercise. Renewal of the teacher education system is essentially mandated by changes in the content and process of school education. The NCF 2005 envisaged significant shifts in the school education sector. The teacher education system to stay relevant and updated must appropriately respond to the changes occurring in school education as well as changes in the social, economic and political arena. Some of the paradigm shifts in school education which call for changes in teacher education system include:

- The primacy of the learner with his/her individual needs, aspirations, experiences, interests, capacities, voices and socio-economic-cultural background in the teaching learning process, relegating teacher's role to that of a democratic facilitator. No longer does the teacher represent the lone authoritative source of knowledge.

- Learners in context refer to the changes that have been brought into the classroom processes. Children's experiences and voices have been given premium and importance. They are the active constructors rather than passive recipients of learning. The classroom context offers them unbound space and opportunities to explore knowledge through multiple modes. No longer is the lone voice of the teacher heard; the voices that are heard are those of children. Freedom and flexibility permeate the classroom climate.

- Diversity and inclusion in classrooms call for care and concern of teachers towards children who are disadvantaged   children with special needs, children from socio-economically backward groups, children from marginalised groups, children from minority groups and girls. Learning needs of such children need to be appropriately addressed for which teachers need to be equipped with cognitive and affective competencies.

- Continuous and comprehensive assessment of learner's performance is to replace course-end, one-shot, rote-memorized and cognitive-focused standardised achievement tests. Teachers must be equipped with a mindset and competence to move beyond the circumscribed modes of learner assessment.

2.2 National Curriculum Framework for Teacher Education 2009

The National Curriculum Framework for Teacher Education (NCFTE 2009), developed in the background of NCF 2005, has necessitated an altered framework on teacher education. Some of the significant dimensions of new approach to teacher education envisaged in the NCFTE 2009 are:

- Reflective practice and application of professional judgment.

- Adequate space and opportunities for self-learning, reflection, assimilation and articulation of new ideas on the part of student teacher.

- Shifting role of teachers: from being a source of knowledge to being a facilitator, of transforming information into knowledge/wisdom, from insistence on a single mode of learning to multiple exposures.

- Addressing the diverse learning needs of children, including those who are marginalised and disabled.

- Establishing strong linkages with institutions of higher education and research for inter-disciplinary interface and dialogue.

- Making internship programme more rigorous, school-based and experience-enriched.

- Raising the level, duration and rigour of the teacher education course to make it professionally sound and appropriate.

2.3   Right to Education Act 2009

The Right to Education Act 2009 is a piece of landmark legislation in the history of Indian education. The Act has several implications for teacher education as it mandates that schools and classroom processes should be child-friendly and non-threatening, banning all forms of corporal punishment, the entire curriculum to be covered within the given time, students must be assessed continuously and comprehensively, language of instruction should be children's home language at least at the primary level and levers of control should be brought closer to the community. In brief, the Act calls for corresponding changes in the teacher education programme.

2.4   The Justice Verma Commission 2012

The Justice Verma Commission 2012 made, albeit in a different context, several recommendations for strengthening the teacher education system in the country. Quite a few of these recommendations have critical relevance to overhauling the governance of the system of teacher education. Some of key recommendations of the Commission have significant bearing on attempts at restructuring teacher education. They are:

- Instead of absolving itself of its responsibility towards teacher education, government should increase its investment in this sub-sector.

- Introduction of pre-entry test for admission to pre-service teacher education courses with a view to selecting candidates with appropriate cognitive capital and professional aptitude.

- In order to infuse professionalism in prospective teachers, the duration of the pre-service teacher education courses need to be enhanced.

- The teacher education curriculum needs to be redesigned in the light of the NCF-TE 2009.

- Every teacher education institution should have a designated school attached to it as a laboratory for trying out innovative ideas and practices.

- Distance Learning programmes and the use of blended learning materials may be developed and used for continuing professional development of school teachers and teacher educators.

- The M. Ed. programme, which is intended to prepare teacher educators for the system, needs to be of two-year duration and developed into an appropriate professional course.

- For continuing professional development of secondary school teachers, the existing institutional arrangement needs to be significantly strengthened.

- There is an urgent need to develop a framework for assessment of performance of teachers and teacher educators.

2.5   Vision 2020 : An Agenda for School and Mass Education 2003

Government of Odisha, in the Department of School and Mass Education, constituted a Task Force to envision the shape and substance of school education system, including teacher education, in a long-term perspective. The report has had a comprehensive and incisive analysis, bringing out areas of concern to be addressed through appropriate policy interventions. Sifting through these action points, the following pointers in respect of teacher education were examined for evolving a vision for teacher education in the state:

- Structural reforms are necessary to relate the past with contemporaneous needs. The governance structure of teacher education at the SCERT level needs to be appropriately redesigned in order to make SCERT a robust institution with focus on quality and excellence in teacher education. The Directorate of Teacher Education needs to play a supportive role instead of being an overarching structure.

- With a view to preparing adequately competent and professionally oriented teachers, the duration of the existing B.Ed. programme needs to be increased i.e., introduction of the two-year B.Ed. course replacing the one-year course.

- The role of teachers in a awakening the curiosity of the pupils, stimulating independent thinking and creating conditions for success, continuing education of teachers and teacher educators should receive special emphasis.

- Improving motivation of teachers is an essential pre-condition of quality improvement in teacher education, which should focus on promoting 'core competence' of teachers and engendering professionalism in their work.

- Good quality training entails bringing trainee teachers into contact with senior experienced teachers and researchers. This should be put into practice in the internship programme for prospective teachers and during induction of newly recruited teachers to schools. This mentorship model is found to work effectively in the corporate sector.

- The Directorate TE and SCERT should be sufficiently strengthened with multiple linkages with similar institutions across states. Linkages of the DTE and SCERT with universities and research institutions need to be established.

- A monitoring cell may be established in the Directorate of TE and SCERT to closely monitor the progress of implementation against milestones to be developed in different areas.

2.6   The Report of the JRM-TE 2013

The Joint Review Mission on Teacher Education, constituted by the MHRD-GoI, visited a few teacher education institutions of the state during March 10-16, 2013. On the basis of a comprehensive scanning of the teacher education system of the state and discussion with the officials of the

Department, it made several critical observations and key recommendations on various aspects of teacher education programme of the state. A few notable observations/recommendations are:

- Inadequate attention to human resource planning at the state level has culminated in large scale vacancies, transfer and posting of under-qualified officials to SCERT and other Teacher Education Institutions.

- Absence of decentralised a planning and management, without adequate mentoring and monitoring mechanisms affects the functional efficiency of TEIs.

- There is little clarity on long-term role and operational responsibilities of TEIs. They still continue in their conventional mould being almost dysfunctional.

- Purpose and means of establishing institutional linkages with higher education and peer institutions has not been given priority.

- State has not conceptualised the role of ICT in teacher education strongly enough as a pedagogical resource.

- Teacher educator's understanding of basic tenets of NCF 2005, NCF-TE 2009 is quite superficial. More importantly, there is an absence of understanding of the child centred education's roots within the disciplines of philosophy and psychology.

- Culture of research is visibly absent in SCERT as well as in TEIs. Therefore, there is an urgent need to have a structural mechanism at the SCERT in the form of constitution of a Research Advisory Board.

- Absence of a permanent cadre of teacher educators for the DTE and SCERT stifles their motivation and enthusiasm. Creation of a cadre of teacher educators is urgent and important.

- State has to be pro-active towards reorganisation and restructuring of SCERT aligned to the long-term institution perspective plan, in order to create an identity for SCERT as a lead state-level academic institution with greater autonomy.

3   Process of Envisioning

The report of the JRM-TE 2013, with its critical observations and key recommendations, set the reform movement in motion for restructuring the teacher education system of the state. This movement for reform and renewal acquired accelerated pace and intensity due primarily to the 'radical' preparedness of the Department with an unflinching commitment to change. The Department's favourable disposition towards restructuring was the result of an accumulated critical mass of discomfort and dissatisfaction with the existing teacher education system, which has remained remarkably stable in the face of formidable forces of change in the school education sector. Close on the heels of the report of the JRM-TE, Odisha, the Department of School and Mass Education and the Directorate of TE and SCERT sprang into action with two avowed objectives: first, to make an objective and dispassionate diagnosis of the existing teacher education system of the State with a view to identifying gaps; and second, to put a sound and robust system in place to meet the challenges of the emerging circumstances, and to look ahead into the future. Thus, the Department is in the midst of a conflicting situationseriously engaging itself with continuity and innovation, 'improving what is, and creating what isn't'. To appreciate the difficulty of the Department in striking a balance between

the present and the future, it would be worthwhile to consider the words of F. Scott Fitzgerald: "The test of a first-rate intelligence is the ability to hold two conflicting ideas in mind at the same time, and still retain the ability to function".

Without any further loss of time, the Department and the DTE and SCERT, in active and willing partnership with Unicef State Office, initiated a series of academic exercises directed towards restructuring and reorganisation of the teacher education system of the state. Some of the significant processes involved in envisioning the state's teacher education system in short-term, medium-term and long-term perspective include:

- The Department of School and Mass Education, Government of Odisha constituted a Think Tank for Teacher Education, comprising distinguished educationists from the state and out side the state. The Think Tank works as an advisory body to provide academic support and export advice to the Directorate of TE and SCERT and the Department of School and Mass Education.

- In order to articulate the vision for teacher education, a select group of academics, drawn from different institutions such as DIETs, CTEs, IASEs, DTE and SCERT and institutions of higher education, made a comprehensive search and analysis of a wide range of documents: local, national and international. This analysis provided a wealth of insights and ideas for vision-building.

- A two-day visioning workshop to chart a roadmap for development of teacher education in the State with a futuristic perspective held on July 11-12, 2013. This workshop has had wide-ranging churning of ideas and expectations from academicians, professional teachers and teacher educators, policy planners and decision-makers. This workshop covered a broad canvas such as: reflection on state vision for teacher education, vision of effective teachers and their intellectual, emotional and ethical attributes, vision of effective teacher educators and envisioning state teacher education institutions. The participants engaged themselves with this reflective exercise in three groups, working on three different dimensions of teacher education viz. system level barriers to change, institution culture and practices impacting vision and barriers related to academic issues. The last technical session was devoted to developing a roadmap for teacher education.

- Immediately following the visioning workshop, a one-day consultation on the critical observations and key recommendations of the JRM-TE was held on July 13, 2013. This consultation generated a flurry of constructive suggestions and perceptive comments on the crucial areas of reform and future directions in which the teacher education system in the State should move.

- With substantial spin-offs of the preceding academic exercises, a two-day workshop was held on September 25-26, 2013 to identify core areas of teacher education which urgently stand in need of reform. After a great deal of deliberation, five critical areas were identified and further delineated for development of position papers on them.

- Several rounds of reflective review of position papers, developed by a select group of academicians, were undertaken to finetune them with focus on critical concerns and potential pointers for action.

- A National Consultation on State Vision on Teacher Education held on December 2-3, 2013, with distinguished experts from MHRD, Government of India, NUEPA, NCERT, NCTE, other specialised national level institutions, NGOs and representatives of civil society groups, discussed and deliberated on various dimensions of building a vision of a new generation teacher education system, based on a serious scanning of the existing teacher education system of the state. The entire debate revolved around five position papers on five core areas, raising issues and concerns accompanied with potential pointers for action. The position papers are: (a) Governance of Teacher Education System in the State, (b) Teacher Preparation and Teacher Development, (c) Continued Professional Development of Teacher Educators, (d) Planning, Implementation, Monitoring and Linkages in Teacher Education, and (e) Research, Innovation and ICTs in Teacher Education.

- Going beyond the confines of academic discourse and discussion, it was planned to capture the views and voices of people, representing wider cross-sections of society. With this end in view, views, opinions and suggestions were invited from the public through newspaper advertisements. In addition to this, an open-ended semi-structured questionnaire was sent to teacher educators, present and past, to elicit their views. The views thus collected were compiled and analysed. The findings of this exercise were put together in a report, Public Opinion on Teacher Education. This further added to the legitimacy of the entire exercise of envisioning teacher education in the state.

- A series of critical review of progress of the visioning exercise by the Commissioner-cum-Secretary, School and Mass Education, which provided a plenty of newer insights and ideas for improving the reach and quality of the exercise.

- A presentation on Public Private Partnership in Teacher Education, with specific focus on expanding modes of pre-service teacher education, was made by the Commissioner-cum-Secretary, Department of School and Mass Education to a select group of officials with Development Commissioner-cum-Additional Chief Secretary, Government of Odisha on February 10, 2014. Various alternative models of pre-service teacher education, with pros and cons of each model, were discussed in breadth and depth to examine their feasibility for adoption in the state.

Thus, envisioning teacher education of the state was not an outcome of an isolated and discrete academic exercise. On the other hand, a series of well-planned and well-articulated exercises were taken up in tandem to set in motion a serious and intensive academic churning in order to crystallise and finetune the various facets of teacher education vision. The vision of teacher education embodied in this document reflects, in no uncertain terms, an eclectic and shared vision, legitimately owned by an extended range of stakeholders who were a part of this grand academic churning and chiselling. This visioning exercise is essentially State-driven initiated both by the Central Government and the State Government in recognition of the systemic inertia for reform, and in response to the irrepressible pressure of paradigm shifts in school education. Added to this, the critical mass of discomfort and discontentment with the erosion in quality of learning out comes has led to an urgent need for a critical appraisal of the system of teacher education in this state. The movement unleashed for transformation of the system has been largely spearheaded by the State Department of School and Mass Education for its robust will and unflinching commitment to change. The Department has also

explored all possible opportunities to genuinely involve an extended range of stakeholders, who have made their voices and views heard in different forums. This process of engaging different actors tends to break their resistance to change, something that unsettles the status quo.

4   Vision of Teacher Education

Building a vision for teacher education system, for that matter any system, entails a difficult exercise in linking its past, present and future. It is indeed difficult to predict, with certain degree of certainty and exactitude because of the dynamics and fluidity of the system. However, it is possible to foresee the future patterns and directions of change with some amount of approximation. Any exercise in vision-building would unavoidably involve a comprehensive gap analysis of the existing system. Identifying the gaps establishes the need for change. When all the significant gaps have been identified and decisions made about what is to be done, the change process begins. In fact, a change effort is only necessary when there is a difference between what is presently happening and what we would like to be happening. As a result, change is always a product of dissatisfaction.

A thorough scanning of the existing teacher education system of the state, made through multiple modes, identified a whole range of gaps and deficiencies that provided a base for visioning the shape and substance of teacher education system in years to come. The following are some of the critical gaps which were taken cognisance of while articulating and developing a vision for teacher eduction in the state:

- Like many other Indian States, Odisha does not have a comprehensive teacher education policy and implementation strategy with adequate earmarked resources. Therefore, in the absence of a centrally initiated teacher education programme, the teacher education system in the state may be characterised by policy drift.

- The identity and credibility of teaching as a profession is increasingly being questioned. Even many do not recognise teaching as a full profession; it is a semi-profession. In other words, teacher education programme in the state, even in the country, lacks depth, rigour and intensity. This calls for an objective and dispassionate diagnosis of the system. In order to infuse professionalism in teachers, the entry qualifications, mode of selection of candidates, the content and process, and the duration of teacher training programme need to be reviewed and revamped.

- The teacher education institutions still continue to function in isolation and insularity. They tend to function as isolated academic institutions de-linked from centres of higher education at one end of the spectrum and schools at the other end. This has been responsible for erosion in professional standards of teachers, teacher educators and teacher eduction institutions. It is high time that teacher education institutions are brought into the main stream of the academic life of the universities and schools.

- The state's teacher education system needs to take cognisance of the external realities and to respond to them in order to stay relevant and updated. The system (pre-service and in-service) needs to be aligned to the NCF 2005, NCFTE 2009 and RTE 2009. The inherent inertia of the system makes it respond sluggishly in adapting its internal affairs to new external necessities.

- The purpose and means of establishing institutional linkages with centres of higher education and peer institution has not been given priority. There is an absence of inter-linkages amongst the DIETs, BRCs, CRCs and SSA and this extends to SCERT, CTEs, IASEs and university departments.

- The up-gradation of the state managed teacher education institutions to centrally sponsored institutions, with renewed emphasis on research and being resource centres has not been fully perceived, conceptually and structurally. This, in turn, has led to an identity crisis with many teacher education institutions.

- State policy framework and perspective plan for the overall teacher education system in the state has not evolved with changing times to address teacher education not only from the point of view of capacity and gap, access and expansion, but more specifically from qualitative dimensions with special focus on tribal dominated and educationally backward districts.

- Inadequate attention to human resource planning at the state level has culminated in large scale vacancies, transfer and posting of under-qualified and inappropriately prepared officials to serve in SCERT. This indiscriminate and unplanned placement of officials continues to affect the internal efficiency and effectiveness of SCERT as the state level apex academic and research institute.

- Upgrading SCERT to a Directorate for teacher education and SCERT has, over the years, seriously affected the image and credibility of SCERT has had as an academic resource centre. In the process, the DTE has a pronounced presence, whereas SCERT has become a less visible appendage. This situation urgently calls for an immediate reversal helping SCERT to reclaim its lost identity.

- There is an absence of a cadre for teacher educators at the elementary level. The teachers of the sate-managed secondary training schools belong to the secondary education cadre, their career- path being circumscribed by their rank in that cadre. As against this, teacher educators, senior teacher educators and principals of DIETs constitute a mixed cadre, comprising teachers from secondary education cadre and teacher educators recruited for DIETs. This arrangement severely restricts the promotion prospects of teacher educators specially recruited for DIETs. This adversely affects the motivation and commitment of teacher educators. The need for having a common and unified cadre for elementary teacher education institutions is urgent.

- There exists a culture of professed rhetoric vs. actual practice in teacher education institutions. The teacher educators loudly and consistently espouse constructivist approach to teaching, child-friendly classroom processes, continuous and comprehensive learner evaluation, going beyond textbooks, encouraging questioning to open up new horizons for exploration, etc. Ironically, their own pedagogy and practice in teacher education institutions are not modelled on the new pedagogy. This is a serious challenge which needs to be addressed through rigorous monitoring, review and recruitment of teacher educators as per NCF 2005 and NCFTE 2009 perspectives.

- The one-year second degree B.Ed. programme has outlived its relevance and utility. From the perspective of a professional course, its duration is too short, curriculum is moth-eaten, practice teaching is unplanned and curriculum transaction is life-less and unrelated to the life outside.

- The current system of evaluation appears to be distorted and lacks credibility- there are virtually no failures and very large numbers of first classes. This reflects the laxity of our evaluation system and the quality of the pass-outs. Contrastingly, the performance of the pass-outs (D.El.Ed.) in the teacher eligibility test is unacceptably low.

- There is lack of quality leadership across teacher education institutions. Individuals in leadership positions are managing the institution and not really leading the same. Majority of institutional leaders have not been able to create a sense of shared vision, ownership, autonomy and energy amongst their staff.

- Institutions engaged in teacher education have not evolved their identity in line with the recent policy changes. There is little clarity on their long-term role and operational responsibilities.

- State has not conceptualised the role of ICT in teacher education strongly enough- as a pedagogical resource. ICT in often seen as hardware /software tools that are out side the curriculum and not as an integral part of facilitating teaching learning.

- Pre-service curriculum only aims to enhance the ICT awareness of student-teachers; there is no discourse on using ICT as pedagogical tools.

- Teacher educators' understanding of basic tenets of NCF 2005, NCFTE 2009 and RTE 2009 is quite shallow and superficial. More importantly, there is an absence of understanding of the child-centred pedagogy and its philosophical and psychological bases.

- There is an almost absence of monitoring, holistic review, feedback and mentoring opportunities available at different levels. This has very often led to non-completion of planned programmes, under utilisation of funds, poor-quality programmes etc.

- Research and innovation capacity in TEIs has not been developed, resulting in lack of empirical evidence on effectiveness in teacher education and school reform and absence of a robust research culture supported by publications.

- The quality of research conducted at M. Ed., M. Phil and Ph. D level is, almost without exception, substandard in terms of the relevance of topic, appropriateness and rigour of methodology and implications for policy and practice.

- In-service training programmes for capacity building of teachers are rarely planned on the basis of a systematic assessment of their needs. These apart, training sites are rarely visited to assess their effectiveness, and more importantly classroom processes are not monitored to ascertain the impact of the in-service programmes the teachers have been exposed to. This affects the type, spread and quality of in-service programmes.

- There is an absence of convergence among DTE and SCERT, Odisha Primary Education Programme Authority and Rastriya Madhyamik Shiksha Authority for planning and implementation of various programmes.

- Almost all teacher educators and institutional leaders have an unmet capacity development needs in academic and management areas. There are minimal opportunities for participating in workshops, seminars or exposure visits to institutions and states.

- Planning has been one of the weakest areas in SCERT and the TEIs under its administrative control. A culture of developing educational plans collaboratively has not developed among teacher education institutions. Neither do DTE and SCERT take steps to build the capacity of TEIs in preparation of institutional plans.

- The DTE and SCERT as the apex state level academic institution is yet to develop performance standards for school teachers as well as for teacher educators. In the absence of this, whenever teacher education institutions are monitored, monitoring is done without a well-defined set of appropriate parameters.

- At present, candidates are selected for admission to different teacher education courses on the basis of a single criterion i.e. their educational career. This insistence on a single criterion, ignoring other attributes does not do well for the profession. Like other professional courses, pre-entry test involving subject matter competence and aptitude towards teaching profession needs to replace the existing mode of selection. Overall, the teacher education system of the state is besieged with several gaps: structural, functional and conceptual. No reform initiative without taking cognisance of these gaps will succeed.

5   Envisioning Teacher Education for the State

Like most other Indian States, the teacher education system in Odisha is in bad shape. It is chronically ridden with critical issues and formidable challenges. The DTE and SCERT, the state level apex academic institution, is structurally deficient to effectively and efficiently discharge its enormously expanded roles and responsibilities. Bereft of strong academic leadership with vision and vigour, it has almost been reduced to an institution of mediocrity. Its field level TEIs, for a host a reasons, have been functioning at a suboptimal level. The system produces teachers for the school system, who are not fully equipped with required cognitive competencies, wherewithal of pedagogical skills and affective attributes to make a difference to teaching learning processes and to children's learning. The TEIs themselves lack vision, dynamism and élan vita for excellence. More disturbingly, they cling to the old and obsolete practices, despite sweeping strides in school education. They tend to resist change. The mandated change unsettles them. This mindset not to change or to change sluggishly, inevitably leads to disparities between expectations from the school system and the inertia of the teacher education system. Thus, the teacher education system fails to deliver on a scale and at a pace expected of it.

The school education system, barring a few islands quality and excellence, is in the grip of a rising tide of mediocrity, or even substandard performance. To a large extent, the teacher education system is accountable for the unacceptably poor levels of learner achievement. Therefore, it is high time that the teacher education system needs to be rejuvenated and made to work. The time to act is now and here. Tomorrow will be too late. The state is proactively prepared to reform the system, informed by the 'vision' for teacher education articulated in a series of serious academic debates and deliberations.

The state, through the Department of School and Mass Education and the DTE and SCERT, intends to reform and renew its teacher education system with a vision to make a perceptible and sustainable difference to the school education system. The contours of state vision of teacher education include:

- The Directorate Teacher Education and SCERT to be overhauled in terms of its overarching structure and limited wavelength of functions. The DTE and SCERT has, over the years with far-reaching invading changes, outlived its existence. The DTE needs to be made a supportive structure to SCERT instead of being an overriding one.

- The DTE and SCERT could be transformed into an institution of excellence in teaching, training, research, evaluation, innovation and preparation of high quality instructional materials in teacher education and school education. This requires positioning of a Director with unmatched leadership, extraordinary scholarship and profound understanding of the system, adequately supported by a team of professionally competent and committed faculty. Possibly, according autonomous status to SCERT / giving academic autonomy to function effectively is the option available to the state.

- With paradigm shifts in pedagogy and teaching learning processes, the pre-service and in-service components of the teacher education system are to be sufficiently strengthened with well-articulated designs. These together will make a marked difference to the system's effectiveness.

- The pre-service teacher education programme needs to encompass a few critical concerns such as the context in which teaching learning takes place, the diversity among learners and the language of instruction, social inclusiveness and the diversity in learning spaces. This apart, its internship programme needs to be more intensive and professionally more rigorous. Reflective practice should be the core of internship programme.

- Teacher education programme needs to build capacities in the teacher to construct knowledge, to deal with different context and to develop the abilities to discern and judge the moments of uncertainty and fluidity, characteristic of teaching-learning environments. The system is to be design to produce new generation teachers.

- Teacher education programme of the state shall prepare teacher for the role of being an encouraging, supportive and humane facilitator in teaching learning situations with unbound love, care and concern for children.

- The TEIs of the state shall be transformed into active, dynamic and vibrant centres of learning, research and innovation.

- The Directorate of TE and SCERT and all teacher education institutions shall be organically connected to work together in a culture of cooperation, understanding and trust, so as to effectively contribute to the school education system.

6   Transforming Vision into Action

> *Vision without action is a dream. Action without vision is simply passing the time. Action with vision is making a positive difference.*   *- Joel Barkar*

The glaring gaps discussed in the preceding section have been identified on the basis of an analysis of:(i) reports of commissions and committees, (ii) relevant research studies, (iii) position papers presented in the state consultation, (iv) views and voices obtained through a survey of public opinion, (v) views and suggestions emerging from the debates and discourses conducted, and (vi)

'lived with' experiences of professionals. Conscious of the state of teacher education, the Department of School and Mass Education has a firm intent and uncompromising commitment to transform the system into a robust and resilient one. The will to change the system for the better is unprecedented. The governance preparedness for change is 'radical'. The process of renewal is in motion. Priorities first things first have been identified. Vision has been articulated; the road ahead to be charted.

Some of the guiding principles for transforming the vision into action, initiating reform and change need to be kept in mind. These principle, to mention a few, are:

- A balance needs to be struck between continuity and innovation: the Department, the DTE and SCERT and the teacher education institutions have not only to improve their present operation but to be committed to creating a new competitive space in future.

- Attempts to impose educational reform from the top-down, or from outside, eventually leads to failure. Internally driven and shared reform initiatives lead to success.

- All stakeholders need to be simultaneously and actively engaged in the change process, which is likely to dramatically quicken the institutional capacity to change.

- Ownership of change needs to be ensured: the change agents must perceive that the change is internally driven and something is 'done with them', rather than 'done to them'.

- Distance from articulating vision permits individual disengagement, whereas closeness to it demands personal connection.

- One can't change everything at once. An institution does best when it focuses on doing a few things well. Effective change depends upon focused energy doing the right things well.

- Too many reforms, one after another, can be the death of reform, since they do not allow the system the time needed either to absorb change or to get all the parties concerned involved in the process.

- Transforming vision into action, intent into reality requires a positive mindset. In education sphere, clinging to the past practice is culturally oriented. Hence, unlearning of present ways of doing things is the essence of planned change.

In the succeeding parts of this report, attempts have been made to identify the gaps in terms of critical issues and concerns. Driven by an intent for reforming the system, action points have been indicated with a definite timeframe and agencies for initiating the specific change. The State is driven by a conviction: 'we can do better, we shall do better and we must do better'.
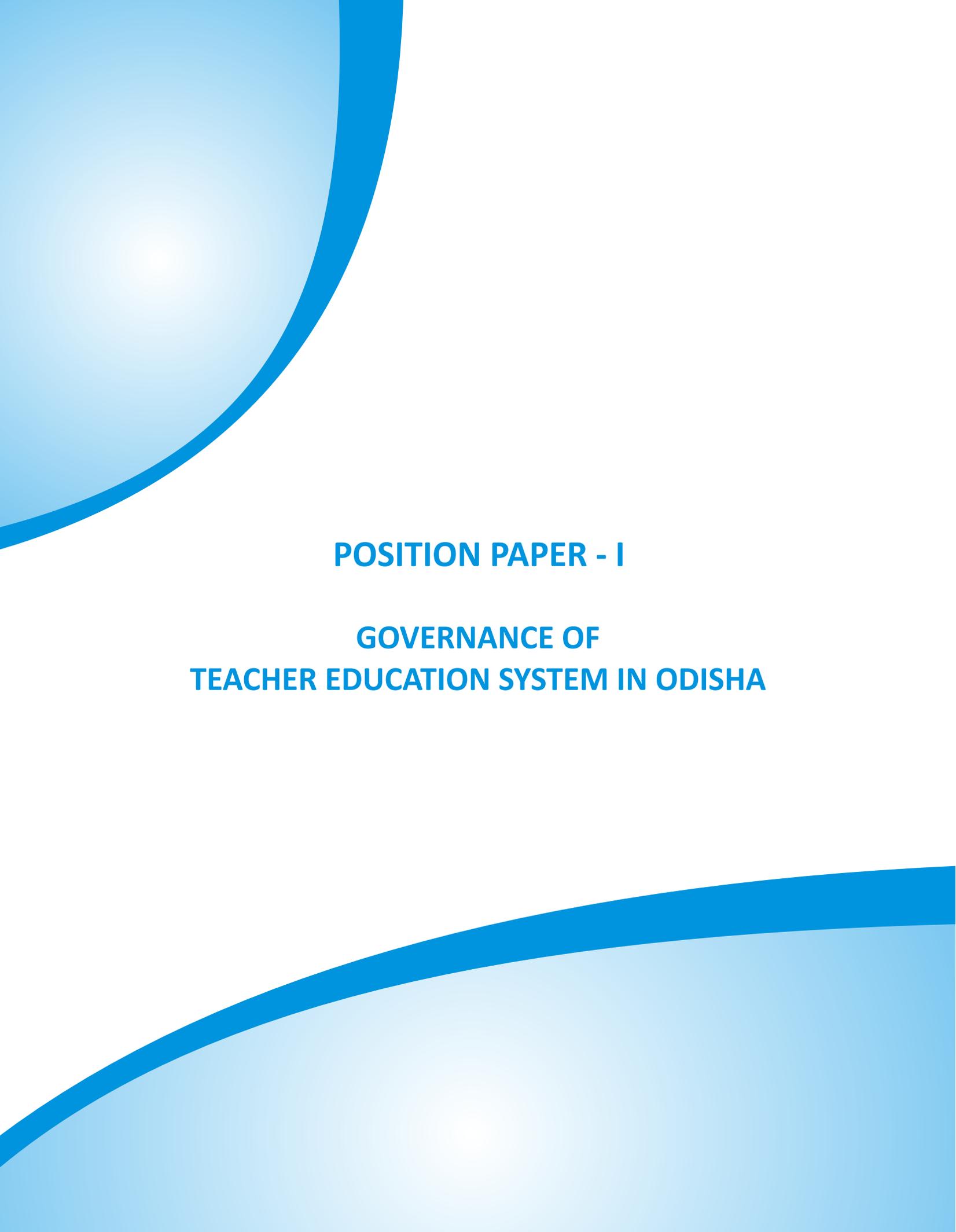
POSITION PAPER - I

GOVERNANCE OF
TEACHER EDUCATION SYSTEM IN ODISHA

In its broadest sense, governance is about processes, policies and institutional arrangements that connect the many actors in education. It defines the responsibilities of national and sub national governments in areas such as finance, management and regulations. Governance rules stipulate who decides what, from the national finance and educational ministry down to classroom and community.....Translating good governance principles into practice involves reforms in Institutional arrangements that link children and parents to schools, local education bodies and national ministries, unfortunately, the design of Governance reform is often guided by blueprints that produce limited benefits........."

EFA Global Monitoring Report (2009)

Governance broadly means the process of decision making (Policy formulation) and the implementation of the decisions. In that parlance, governance of Teacher Education system in Odisha broadly includes the process of State's policy decisions on Teacher Education in response to national mandates and its implementation mechanism administrative structure, institutional arrangement, management of human resources and programmes.

1.   Context

Pursuant to the recommendations of NPE, 1986, the Centrally Sponsored Scheme (CSS) of Restructuring and Reorganization of Teacher Education was initiated in 1987 in the country, incorporating the establishment of DIETs (Elementary TEIs), CTEs and IASEs (Secondary TEIs). The State of Odisha had rolled out the Centrally Sponsored Scheme for TEIs in 1988-1989, i.e. the initial year of the scheme, in order to improve the quality of Teacher Education in the State and had expanded the same in a phased manner in subsequent plan periods (during 8th, 9th, 10th and 11th plans) in response to the revision of the scheme at the national level, to achieve its targets. The scheme has been recently revised for the 12th Plan (2012-2017).

The first restructuring of the state-run TEIs to centrally sponsored institutions in the state in 1987 had expanded their roles and functions, and broad-based their operational structures thereby creating crucial governance and management challenges for the State to be addressed to.

- As a sequel to the first restructuring of TEIs (1988-1989), as centrally sponsored institutions in the state, Government of Odisha, between 1989 and 1993, had abolished, through a bold policy decision (by an Act), the the-then TEIs under private management in the state and closed down the correspondence B.Ed programme as well as Private B.Ed. programme run in three important Universities (Utkal University, Sambalpur University and Berhampur University) to enhance quality and capacity of its Teacher Education system and to meet the quality standard of Teacher Professional Preparation and Professional Development, as envisaged in Centrally Sponsored Guidelines, 1989. Hence, since 1989, as a matter of policy, governance of TE system in the State has been conducted exclusively through Government mechanism.

- As a major governance initiative to transform, regulate and improve the performance of the centrally sponsored TEIs, the status of the SCERT, established by way of up-gradation of the erstwhile SIE, a way back in 1979, was upgraded to a Directorate and re-designated as the Directorate of Teacher Education and SCERT in 1990.

- Since the date of such up-gradation, all the TEIs (both state-run and centrally sponsored institutions) in the state have been functioning under the administrative control and technical supervision of the DTE and SCERT. Prior to this, the Elementary Teacher Education Institutions (S.T. Schools) except DIETs were under the control of the Director, Secondary Education and the Secondary TEIs (Training colleges, CTEs and IASEs) were under the control of the Director, Higher Education. Teacher Education programme in the state has been operationalized by the DTE and SCERT in collaboration with NCTE as per the CS guidelines, revised from time to time, since such up-gradation.

- The mandates of NCFTE, 2009, guided, particularly, by the two significant developments i.e. the NCF, 2005 and the RTE (RCFCE) Act , 2009 as well as the fundamental tenants of the constitution, has provided necessary space and vision for a congruence between school curriculum and education of the Teachers. The challenge in this regard lies in enabling an appropriate institutional response for the concrete realization of this new vision through five-year plan schemes. It is with this back ground the restructuring of centrally sponsored for the 12th plan period has been conceived and implemented.

- The implementation of the restructured scheme imperatives involves a lot of governance and management reforms, both at the levels of Government as well as the different collaborative institutions. Recent restructuring of the scheme has accorded overriding priority on : strengthening of the DIETs and extending their mandate for training of teachers at the secondary level; establishment of BITEs as Elementary Teacher Education Institutions in SC / ST / Minority concentration districts; strengthening of CTEs and IASEs as well as creation of new CTEs; strengthening and up=gradation of SCERT, and many other related innovative activities which would necessitate a series of governance & management functions at different levels.

- The recent JRM report (2013) on Teacher Education in the State has identified certain key issues relating to governance and management of Teacher Education and has given their recommendations in the context of restructuring of Centrally Sponsored Teacher Education Institutions in the state.

In the above context, the State Government in the Department of School and Mass Education is currently engaged with a serious commitment to transform its Teacher Education system in response to the mandates of the CSS (2012) on Restructuring and Reorganization of Teacher Education. This reform initiative covers a broad spectrum of concerns of which **theStructure and Governance of Teacher Education system in Odisha** is a critical component. The present position paper discusses some of its issues and concerns in the context of vision building exercise for Teacher Education, initiated by the Department.

2.   Current Situation

The bifurcation of erstwhile Department of Education and Youth services into two Departments namely, Department of Higher Education & Department of School and Mass Education was made in 1992. In the event of such bifurcation the Teacher Education system remained under the control / jurisdiction of the Department of School & Mass Education and has been continuing till date.

The present governance situation in respect of Teacher Education in the state is portrayed hereunder in terms of administrative structure, level specific institutional arrangements and human resource management.

2.1 Administrative Structure

The administrative structure relating to Governance of Teacher Education System in the state is presented in the following organogram.

```
┌─────────────────────────────────────┐           ┌──────────────────────────────┐
│ Department of School and Mass        │◄─────────►│ Department of Higher Education │
│ Education                            │           │                              │
└─────────────────────────────────────┘           └──────────────────────────────┘
        │                    │                                   │
        ▼                    ▼                                   ▼
┌──────────────────┐ ┌──────────────────┐          ┌──────────────────┐
│ Directorate of   │ │ Directorate of   │          │ Directorate of   │
│ TE and SCERT     │ │ Secondary        │          │ Higher Education  │
│                  │ │ Education        │          │                  │
└──────────────────┘ └──────────────────┘          └──────────────────┘
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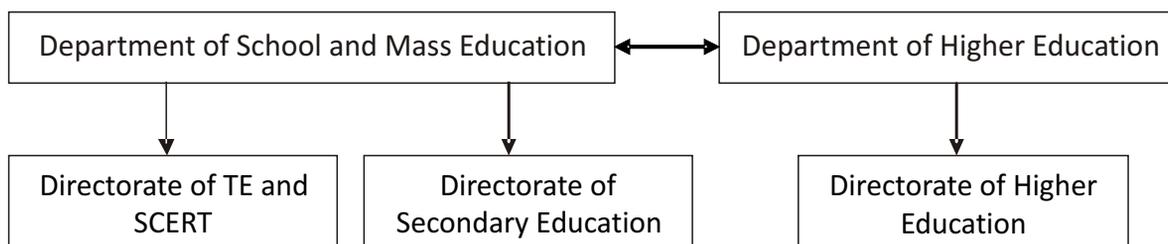
- Under the administrative control of the Department of School and Mass Education, the Directorate of TE and SCERT is functioning as the executive organ of Government (Head of the Department and Controlling Authority) in respect of Teacher Education in the state. It exercises administrative and technical control over the TEIs, provides technical / academic support to all the TEIs and advises Government in the matter of policy formulation and implementation on School Education and Teacher Education in the state.

- At present, there are four Deputy Directors (one academic, one administration, one teacher education, one science education) to assist the Director. There are 15 Assistant Directors handling different branches / Departments.

- The Directorate prepares the budget, manages TEIs, admission policy and procedures, Teacher Education curriculum and the standard of teacher preparation and professional development of Teacher Educators.

- The Directorate of Secondary Education supplies manpower (teacher educators) for the state-run elementary TEIs (Government S.T Schools) on receipt of requisition from the DTE and SCERT as per their requirement. Hence, the Directorate of TE and SCERT does not exercise control over the cadre of Teacher Educators working in state-managed Elementary Teacher Education Institutions (S.T. Schools).

- Similarly, the Department of Higher Education supplies manpower (Lecturers, Readers, Professors) for state-run Teacher Training Colleges, Centrally Sponsored Institutions namely, CTEs and IASEs as well as in the Directorate of TE and SCERT on receipt of requisition as per their requirement. Hence, the Department of School and Mass Education does not exercise total control over the cadre of the Teacher Educators working in both state-managed and centrally sponsored secondary TEIs in the State.

2.2   Institutional Arrangements

The institutional arrangements for Teacher Education at different levels in respect of its management functions are presented in the organogram below.
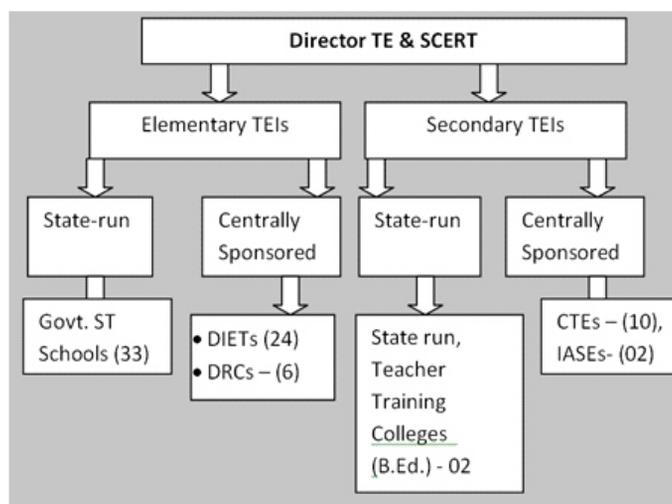
- At present there are 33 government S.T. school (state-run) and, 24 DIETs and 06 DRCs are functioning as the Elementary Teacher Education Institutions in the state. Apart from this, there are two state-run S.T schools and two B.Ed training colleges functioning under the control of ST / SC department of government. One S.T school for minority group is functioning under private management (missionary trust) over which govt. has no control.

- There are 02 state-run B.Ed training colleges, 12 centrally sponsored institutions (10 CTEs and 02 IASEs) in the state to manage the secondary teacher education programme.

2.3   Human Resource Management

- Though the Department of School and Mass Education is the apex policy decision making body in respect of Teacher Education in the state, it does not have a stable Human Resource Policy in terms of recruitment of Teacher Educators in the TEIs, their career progression etc. except the DIETs. The Department is outsourcing the personnel from two Departments of Government i.e. Department of Higher Education for secondary level TEIs (Training colleges, CTEs and IASEs) and Directorate of Secondary Education for state-run Elementary level TEIs (Government S.T. Schools). In respect of DIETs, the state govt. has evolved a personnel policy in consonance with the Govt. of India Guidelines, 1989 which governs, to a considerable extent, the recruitment and promotion of the Teacher Educators in the DIETs.

- The teacher educators working in Government S.T. schools are initially appointed as secondary school teachers with trained graduate qualification and are deployed by the Director, Secondary Education on receipt of requisition from the DTE and SCERT. Their service conditions and cadre rules are governed by the Director Secondary Education. Majority of them are found not to have possessed the stipulated qualifications as laid down by the NCTE.

- Some of the Senior Teacher Educators and Principals of the DIETs, are from the secondary school cadre and also do not possess the stipulated qualifications as laid down by NCTE.

- The Lecturers, Readers and Professors working in B.Ed colleges, CTEs, IASEs and SCERT virtually belong to Education faculty and are initially recruited by the Deptt. of Higher Education through OPSC as per the UGC norms. After their recruitment, their services are placed at the disposal of Department of School and Mass Education for posting in the aforesaid institutions, on receipt of requisition from the said department. Their cadre and service conditions are controlled by the Department of Higher Education.

- At present the State Government does not have a permanent Teacher Educator cadre in the State. Even there is no cadre for the faculty of SCERT.

- More than 60% of the sanctioned posts are lying vacant in both elementary and secondary teacher education institutions. Majority of the Teacher Educators working at present in the DIETs are from a wide-mix of professionals mostly drawn from Secondary level teachers.

3. Issues / Concerns and Action Points

3.1 Exclusive Position in the State Administrative Structure

The existing administrative structure for governance of Teacher Education system does not include a separate position in the administrative department in Government to manage the affairs of Teacher Education in the state. In the absence of that several issues have cropped up and remained un-addressed, relating to the management of teacher education system and the programmes.

A few such crucial issues are:

- Existence of a large number of vacancies in different teacher education institutions, due to inadequate attention to proper human resource planning,

- Transfer and posting of persons to DTE and SCERT on non academic considerations tend to jeopardize its functions.

- Inordinate delay in timely release of admission advertisement and conduct of admission process for pre service teacher education programmes,

- Delay in timely release of funds to implement plans and programmes at the TEIs.

- Irrational placement of teacher educators in Elementary TEIs etc.

    Action Point 1: An exclusive post of Additional Secretary (Teacher Education) may be created in the Administrative Department against which a senior-most teacher education professional in the rank of Director / Additional Director may be posted to look after the affairs of teacher education in the state.

3.2 Cadre Of Teacher Educators

In the absence of a common cadre of Teacher Educators, the practice of adhocism in outsourcing teacher educators from other Departments has severely jeopardized the functions of the TEIs which are always under-resourced in manpower. Besides, the professional dedication and commitment of the teacher educators have also been affected due to the absence of cadre, thereby blocking their career path for professional progression. At present, it has been envisaged in the MHRD

Guidelines(2012) and reiterated by the JRM Report for Odisha (2013) that every state should go for a cadre of teacher educators to ensure the quality teacher education and facilitate its smooth governance.

> **Action Point 2 :** *Separate cadre of Teacher Educators may be created for elementary level(teacher educators in STSs and DIETs/DRCs) and secondary level(teacher educators in Training Colleges, CTEs and IASEs) Teacher Education with clear-cut Personnel Policy and Cadre Rules.*

3.3   Discontinuing Contractual Appointment of Teacher Educators

The present practice of contractual appointment of Teacher Educators (Lecturers) in the secondary TEIs (Trg. Colleges, CTEs and IASEs) on the basis of academic career assessment for a short period of one year has diluted the academic programme in the TEIs. These contractual staffs with their short tenure do not get any scope for acquiring professional competency. They confine themselves to delivering classroom lessons. No special efforts are found to be made for upgrading their skill and professional competencies of these contractual teacher educators.

> **Action Point 3 :** *The present practice of contractual appointments may be done away with and regular appointments may be made against the existing vacancies in the secondary level teacher education institutions as is being done in the Higher Education Department.*

3.4   Introduction of Integrated Teacher Education Courses

The teacher education has been, as appears, completely isolated from Higher Education since the existing structure of teacher education doesn't provide any clear-cut linkage between the two. This is the reason for which meritorious students are not usually attracted to teaching profession from the very beginning of their career. The existing teacher education system has not been able to provide integrated model for teacher preparation incorporating courses both in content and pedagogy. Chattopadhya Commission (NCT, 1985) has already recommended 4-year integrated course for teacher preparation incorporating both content and pedagogy.

> **Action Point 4:** *In order to establish linkage between Teacher Education and University education, integrated courses of study (both content and pedagogy) may be introduced at secondary and elementary level Teacher Education.*

3.5   Strengthening the State Managed TEIs

The existence of two types of TEIs state-managed and centrally sponsored in the state reflects distinct inequities in terms of infrastructure, human resource, financial resource and other support systems resulting in operational inefficiency and ineffectiveness.

> **Action Point 5 :** *Comparable levels of inputs may be provided to the state-managed Teacher Education Institutions (Secondary Training Schools and Training Colleges) in order to strengthen them to function effectiveness as per the norms and standards of NCTE and the expectations of the NCFTE 2009.*

3.6   Establishing Teacher Education University

The formulation and revision of Teacher Education syllabus, conduct of examination and award of degrees for secondary level teacher education courses are being managed by respective universities for the TEIs under their jurisdiction. As a result, the five leading universities of the state are following their own syllabi and adopting different mode for conducting examination and awarding degrees for B.Ed. and M.Ed. Courses. Hence, there is no uniformity in standard and quality of

secondary level teacher preparation programme in the state across the universities. Sometimes this situation possesses problems for recruitment of teachers while taking career assessment as one of the criteria.

> **Action Point 6:** *A Teacher Education University may be established to which all the Secondary and Elementary level Teacher Education Institutions may be affiliated and the said University may follow a common syllabus and the uniform examination system for award of degree and certification.*

3.7   Creation of Cadre for SCERT

The DTE and SCERT as a lead policy-making body for teacher education in the state has not been empowered with adequate autonomy. It has also not been given the space to perform its role of an academic resource institution for school and teacher education in the state (JRM-TE, 2013). The MHRD-proposed restructuring of the SCERT, is yet to be put in place for coordinating teacher education functions between the DTE and SCERT and TEIs.

> **Action Point 7 :** *A cadre for the DTE and SCERT may be created in line with the proposed restructuring (MHRD, 2012) with a view to making it a robust and vibrant state level academic and research institute.*

3.8   Role Definition of DTE and SCERT

At present, the DTE and SCERT provides academic and technical support to all Teacher Education Institutions as well as technical advice to Government for policy formulation in respect of Teacher Education. It appears to concentrate more on establishment matters rather than performing   the role of the lead   policy-making body and the State Academic Authority to provide leadership in Teacher Education in the state.

> **Action Point 8 :** *(i) The DTE and SCERT may function as two separate organs / wings (the former as the administrative and the later as the academic wing) of Teacher Education.*

(ii)   The SCERT may be restructured as the apex state academic resource institute as per the mandates of the recent MHRD Guidelines, 2012 with clear-cut roles and responsibilities.

(iii)   The administrative functions of the Directorate of Teacher Education may be re-defined relating to management of all Teacher Education Institutions in the state.

(iv)   Both the organs / wings of Teacher Education shall be under the control of one Director.

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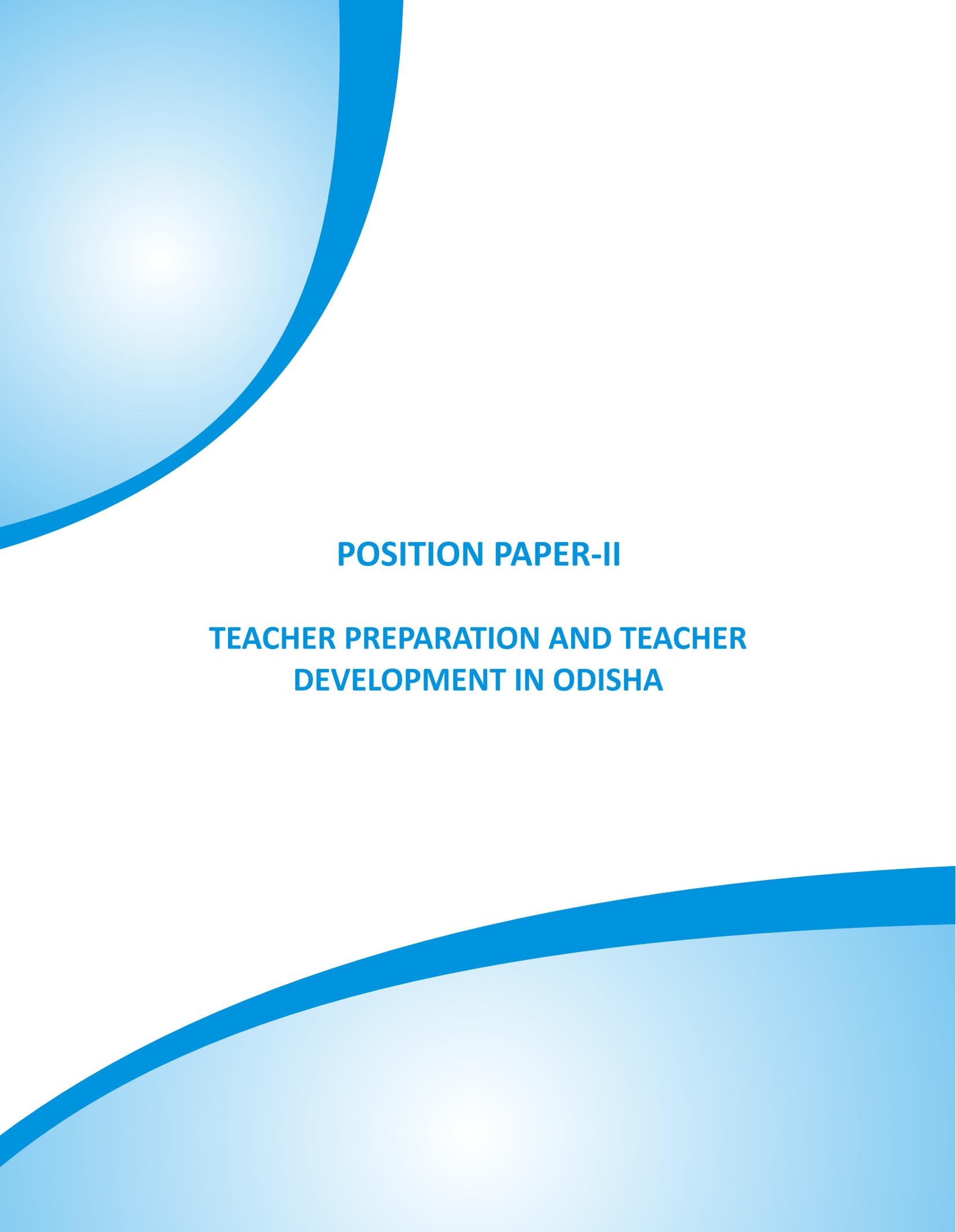
POSITION PAPER-II

TEACHER PREPARATION AND TEACHER DEVELOPMENT IN ODISHA

It is the teachers who in the end will change the world of school by understanding it.

Stenhouse (1975)

Teachers play the pivotal role in school education, but of late their continuing emphases on the age old instructivist approaches, in spite of the wide ranging reformations in the classroom processes and practices, have come for close scrutiny. And as a natural corollary, the teacher education programmes perpetuating obsolete practices have attracted severe criticism.

Recent developments like the National Curriculum Framework (NCF) 2005, the Right of Children to Free and Compulsory Education (RTE) Act, 2009, the National Curriculum Framework for Teacher Education (NCFTE) 2009, and other contemporaneous developments in the field of Teacher Education have renewed the vigor and resolve to rejuvenate teacher education in the country.

With the ultimate vision of developing an empowered teacher as a self-critical, reflective, collaborative and proactive change agent, the present teacher education programme need an overall revamping. All the teacher education programmes are indeed teacher empowerment programmes. But to prepare empowered teachers and sustaining and enriching their quality are associated with several challenges.

In this section, an attempt has been made to analyze the major issues relating to teacher empowerment in the state that have bearing on the teacher education programme besides those specific issues related to the existing programmes of teacher preparation and teacher development. Basing on these analyses, the possible action points have been suggested.

■   **Major Issues of Teacher Empowerment**

● *Teacher Empowerment and Teacher Education*: It is well recognized fact that a healthy school education programme becomes viable with the empowered teachers which have been equivocally confirmed by most of the researches conducted on the teacher empowerment and professional development of teachers across different countries since 1980s (Bogler&Somech, 2004, Edwards, Green & Lyons, 2001). There are six distinct dimensions of teacher empowerment: teacher status, autonomy, teacher impact, opportunity for professional development, teacher self efficacy and teacher involvement in decision making (Short and Rinehart,1993) and the teacher empowerment is possible through the processes of acquisition of professional knowledge, developing self-esteem, cultivating leadership qualities and through professional growth. Acquisition of professional knowledge, which includes knowledge of professional community, knowledge of educational policies and acts and knowledge of subject areas, is the primary process triggering other processes of teacher empowerment. (Lichtenstein, McLaughlin,& Knudsen, 1991; Martin, Crossland& Johnson, 2001). Teacher education programmes everywhere are trying for professional development of teachers through the processes of imparting professional knowledge in varying degrees so far as its components are concerned.

● *Shift in Pedagogical Approaches:* During the last half of the Twentieth century, the pedagogical thinking and practices in schools across the world began to be largely influenced by the works of Piaget, Vygotsky, Bruner and such other thinkers who advocated the primacy of active construction of knowledge by the learner. The learner is considered as an active

participant rather than a passive recipient in the learning process. The learner is expected to be participating in activities in a social context continuously questioning and reflecting the experiences coming to him/her through collaboration with the peer groups, teachers and other individuals in the family and community. Classroom is no more the only place and the teacher is not the only resource person in the quest of learning experiences.

Questioning with reflection, and not merely answering the questions, leads to attain the criticality of learning. The teachers' dominance in asking questions need to give way to encourage students to pose relevant questions helping them to explore the new learning experience.

The major shifts in the pedagogy and classroom processes are succinctly summarized in the following table.

<table>
<tr><td colspan="2" align="center">**MAJOR SHIFTS**</td></tr>
<tr><td>**From**</td><td>**To**</td></tr>
<tr><td>
· Teacher centric, stable designs
· Teacher direction and decisions
· Passive reception in learning
· Learning within the four walls of
· the classroom
· Knowledge is "given' and fixed
· Disciplinary focus
· Linear exposure
· Appraisal, short, few
</td><td>
· Learner centric, flexible process
· Learner autonomy
· Active participation in learning
· Learning in the wider social context
· Knowledge as it evolves and is created
· Multidisciplinary, educational focus
· Multiple and divergent exposure
· Multifarious, continuous
</td></tr>
</table>

Source: NCF 2005, p.110

■ *Changing Classroom Process:*

Shift in pedagogical approach requires the age old teacher-centred subject-based practices to be replaced by the learner and learning-centred practices in the classroom transactions. In course of implementation of DPEP, SSA and RMSA and other such programmes, already several innovative practices have been introduced in the classroom transactions. Some such practices include activity-based learning, group-based cooperative and collaborative learning strategies, use of more contextual learning activities and learning materials, making learning joyful as well as challenging, continuous and comprehensive assessment. Besides, there are instances of teachers, individually or in small groups, are involved in bringing about contextual innovative practices using local resources. These efforts needs due recognition, wide dissemination and proper institutionalization for sustaining those and   encouraging the teacher(s) to be more innovative with the recognition that change is a perennial and continuous process.

The teacher training institutions can play crucial role in sustaining such efforts and changing the classroom practices through:

- Identifying/locating and collecting the innovative practices and the teacher(s) involved in initiating these activities,

- Trying out the innovative practices and creating a pool of such practices in the resource centre of the institute,

- Collect ideas of alternative and innovative practices happening elsewhere in the state, country and world,

- Disseminating the practices among the teachers during training sessions, discussion groups, and/or through media (print and/or audio-visual).

- Encourage teachers to use the activities thus disseminated appropriately in their respective classroom/school practices.

- Using ICT in all the activities has become indispensable. Therefore, ICT need to be a functional component of the activities of all the TTIs.

■ *Current Concerns in School Education:*

Several new concerns, socio-cultural and academic, have been introduced on regular or experimental basis and are likely to be introduced in near future in school curricula.

- Some such concerns which have already found place in school as well as in teacher education curricula are Peace Education, Inclusive Education, Health, Nutrition and Physical Education, Art and Aesthetic Education, Work and Education, Human Rights/child rights and Education, Right to Education.

- In Odisha and Andhra Pradesh, to make primary education more meaningful and effective for the children of different Scheduled Tribes, a novel approach i.e. **Multilingual Education** have been attempted in selected primary schools in schools with 100 percent enrolled children belonging to STs. In Odisha, MLE have been started in 754 primary schools in 10 tribal languages. While the medium of instruction in the first three classes is the mother tongue of the children (L_1), there is well thought plan of transition to the regional language, i.e. Odia (L_2) and English (L_3) in appropriate classes. The MLE programme has been introduced in experimental basis in those schools where all the children belong to one tribe. It is now being extended to 1000 schools from the academic session 2014-15 and including 9 more tribal languages to the programme.

In Odisha, textbooks, work books, supplementary reading materials and several other resource materials in 10 languages have already been developed for the experimental try out of the programme. In each MLE school one educational volunteer from the particular tribal community has been engaged and trained for teaching in the mother tongue of the children.

Multilingual education is not only confined to language education alone, but is concerned with providing educative experiences in all areas of curriculum like Mathematics, Environmental Studies, Social Sciences through the culture-contextual materials and experiences through the mother tongue (L_1). With the progression of classes, it has been stipulated to gradually introduce L_2 and L_3 and ultimately in the terminal class of the primary education stage (i.e. class V), the all

the curricular subjects, except the language subjects, would be transacted in L$_2$ i.e. the medium instruction followed in the state. Planning such curricular integration of MLE in the mainstream curriculum for the state is in itself a challenging task.

Besides the problems of curricular integration of MLE, planning for language transition and mainstreaming and preparation of contextual resource materials like textbooks and supplementary reading materials finding teachers in the concerned language training the existing teacher in the MLE schools have been the major problems in the programme which have remain largely unresolved.

- Educationofthe **Children with special needs (CWSN)** i.e. children with visual impairment, hearing impairment, orthopaedic handicaps (with locomotor difficulties), mentally retarded, cerebral palsy, learning disability etc. in the general classroom along with other children without any impairment or disability is a challenging task. The model of special schools for such children is no more encouraged as this model develops isolation and discrimination of these children. From 2000, CWSN are being taught in an inclusive setup of the general classroom of any school instead after the recommendation of the National Curriculum Framework for School Education 2000. Since then, inclusive education with the mainstream curriculum has been introduced in almost all elementary schools Inclusive education is promoted because of the fact that learning together is beneficial for every child including the one with special needs. At the same time, the challenges it poses are no less formidable. Teachers' involvement in resolving these issues is vital and cannot be overemphasized.

- Inclusion is no more confined to the children with special needs. **Inclusive education** is now about '*embracing all*'. Equal participation of children in learning activities in the classroom and school irrespective of their gender, caste, religion or ethnic background without any shred of discrimination is what inclusive education aims at. Teachers need to be aware of the factors causing exclusion and discrimination and the ways to address the problems of disadvantaged children in their pursuit of quality learning in the school.

- *Research and Evaluation:* For probing into the issues that are plaguing the efforts for qualitative improvement of school education, research is necessary. While the research studies conducted by the external agencies have their utility in addressing the specific issues, studies are required to be conducted by the practicing teachers to address the difficulties they are facing in classroom transaction and other issues concerning their world of work in school education. When the teachers critically examine their own action objectively, they are likely to come out with realistic solutions to their problems which the external studies may not realize and fail to address (The detailed discussion on this issue has been dealt in detail in the *Position Paper on Research and Evaluation*).

- *Management Structure and Process:* Management of teacher education programmes is essentially the management of quality education and an effective quality management demonstrates dealing with the processes through team work, involving personnel from all units and levels, improvement and training in management systems, identification and elimination of barriers to teaching-learning and constant review and analysis of data for development. Participatory management procedures and creative governance of human and material

resources are important areas which reflect the quality of an institution and ensure that the academic and administrative planning in the institution move hand in hand.

The entire management and administration of the teacher training institutions in the state is centralized and is controlled by the Directorate of Teacher Education and State Council of Educational Research and Training (DTE & SCERT) under the Department of School and Mass Education, Govt. of Odisha. The DTE & SCERT is supposed to exercise administrative, financial, and academic control over all categories of TTIs in the state besides providing academic support to these institutions (discussed in detail in the *Position Paper on Governance of Teacher Education)*.

■   **Teacher Preparation for Elementary and Secondary Stages of Schooling**

Any teacher preparation programme, has to address several issues categorized under two major domains: (i) Quality issues, and (ii) Systemic issues.

●   **Quality Issues**

1.   Curriculum for Teacher Preparation:

Curriculum of any teacher preparation programme needs to be based on the requirement of the student-teachers to enable them to deal effectively the demands the individual learning needs of the learners in and out of the school/classroom. In the last few years, the theoretical frameworks and concepts guiding our thinking on teaching and teacher education have given rise to three different models of teacher education (Korthagen et al. 2001). (i) The first approach is the **theory into practice approach**, also referred to as **deductiveapproach as** the content for the teacher education curriculum is directly deducted from the available scientific knowledge. Here educator decides what is that is important to learn, on the basis of the available body of knowledge. (ii) The second approach is characterized as being **practice-based,** or the **trial-and-error approach**. In this approach the curriculum for the teacher education course evolves from the field of practice of the teachers i.e. mostly from school practices as it is believed that the prospective teacher is to fit into the requirements of the work place for which he/she is being trained. (iii) The third approach is called the **realistic approach** which is built on continuous interaction of real experience and theory. Its basic features are:

➤   Working on the basis of real situations met with during teaching that have caused a concern in the student teacher;

➤   Reflection by and interaction among the student teachers;

➤   Guided reinvention. (Frudenthal,1978)

The realistic approach has influenced the formulation of modern teacher education in most of the countries of the world. The reflection of this approach is quite apparent in the National Curriculum Framework for Teacher Education (NCTE, 2009).

The NCFTE 2009 and Curriculum for Teacher Preparation:

The five broad principles stated in the NCFTE 2009 that have guided the formulation of the curriculum for teacher education are:

i. The thinking on teacher education is *integrative* and *eclectic.* Instead of being confined to the hold of 'schools' of philosophy and psychology and becoming prescriptive, the curriculum is flexible with emphasis on *changing contexts* in which the teachers are to be empowered.

ii. The modern teacher education functions under a global canvas created by the concepts of 'learning society', 'learning to learn', and 'inclusive education'. The concern is to make teacher education *liberal, humanistic*, and responsive to the demands of *inclusive education*. The emphasis in teaching is not on didactic communication but on non-*didactic and dialogical explorations*.

iii. Modern pedagogy derives its inspiration more from *sociological and anthropological insights* on education. There is increasing recognition of the worth and potential of *social context* as a source for rejuvenation teaching and learning. *Multi-cultural education and teaching for diversity* are the needs of contemporary times.

iv. The existence of *a diversity of learning spaces and curriculum sites* (farm, workplace, home, community and media) apart from classroom need to be acknowledged with the appreciation of the existence of the diversity of learning styles that children exhibit and learning contexts in which teachers have to function - oversized classrooms, language, ethnic and social diversities, children suffering disadvantages of different kinds.

v. Realization of the tentative and fluid nature of the so-called knowledge-base of teacher education, *reflective practice* is to be the central aim of teacher education.

Pedagogical knowledge has to constantly undergo adaptation to meet the needs of diverse contexts through critical reflection by the teacher on his/her practice. Teacher education needs to build capacities in the teacher to construct knowledge, to deal with different context and to develop the abilities to discern and judge in moments of uncertainty and fluidity, characteristic of teaching-learning environments (NCTE, 2009, pp.19-20).

Structure of Curriculum for Teacher Preparation:

Teacher education programme should be coherent and holistic. Teacher preparation should not be seen as an end unto itself rather it may be treated as a starting point of learning about education and teaching. It should be a testing ground for experimenting different theories of education, which need collaborating, valuing and sharing experiences. Recognizing that teacher education must, by definition, *be incomplete,* is an important issue at the heart of understanding many of the aspects of teacher preparation, especially for the main stakeholders i.e. student-teachers, teacher educators, researchers.

Normally teacher education programme is organized around two common curriculum perspectives i.e. foundation subjects and method subjects. Hardly, we find in our teacher education programmes the deeper alignment between the two. The teacher education curriculum tends to be comprised of a number of discrete boxes to be viewed as comprising separate and distinct areas rather than as coordinated and coherent programmes with clear over-arching, inter-linking intents, purposes and practices.

So long as the nature of good teaching remains elusive, the design of teacher-education programmes will continue to be uncertain. Although educators have long been aware that subject

matter knowledge, knowledge of general pedagogical principles and knowledge of learners are essential components of the knowledge base that teachers must possess if they are to be effective, the challenge still rests for teacher-education programmes to integrate these components into the 'content specific pedagogical knowledge' (how best to teach mathematics or history or child rights) which some researchers claim to be the key to effective teaching.

A conscious attempt has been made in the NCFTE, 2009 to organize the entire teacher education curriculum as an organic, integrated whole spelling out the contours of the curricular areas in terms of the kinds of learning experiences they offer and the opportunities they provide for the beginning teacher to develop professional knowledge, capacities, sensibilities and skills.

A common layout of curriculum for teacher education across stages i.e. pre-school, elementary, secondary and senior secondary has been recommended in the NCFTE, 2009. This comprises three broad areas: (A) *Foundations of Education* which include courses under *three broad rubrics*, namely, Learner Studies, Contemporary Studies and Educational Studies; (B) *Curriculum and Pedagogy* which include courses under *two broad rubrics,* namely, Curriculum Studies and Pedagogic Studies; and (C) *School Internship* leading to the development of a broad repertoire of perspective, professional capacities, teacher sensibilities and skills (NCTE, 2009, p.24)

Revision of Teacher Preparation Curriculum in Odisha:

In the light of the recommendations of the NCF 2005, the NCFTE 2009 and the model curricula developed by the National Council of Teacher Education in 2011, the curriculum for initial teacher preparation programme for the elementary (both for distance mode and regular D.El.Ed. courses) and secondary stages (for B.Ed. course of all the universities of the state) have been thoroughly revised during 2012 and the revised curriculum for D.El.Ed. course has been introduced in the state from the academic session of 2013-14. The revised B.Ed. curriculum has also been introduced in the STTIs under the Utkal University during the academic session of 2013-14. Other universities of the state are likely to introduce this course from the next academic session.

It may be observed that the recent curriculum revision in both elementary and secondary stages in the state has been undertaken after a lapse of more than two decades since the last revision in early 1990s.

2. *Curriculum Transaction and Evaluation:*

Curriculum transaction is the most crucial dimension which reflects the quality of an institution's functioning. Whereas a curriculum is planned and developed at the state level, the plan for curriculum transaction is institution specific. The dynamism, flexibility and intentions of the curriculum visualized/planned need to be explicated in the transaction modes, which means, these features must be observable in the manner in which the curriculum design is put to practice. The best laid plans may be rendered less effective by weak implementation mechanisms. The extent of teacher involvement and commitment, student interest and motivation, coordination between and among the various units of the institution as well as the several learning activities, meaningful interconnections among the theoretical and practical activities on the one hand and the institutional and the field based activities on the other are important considerations for effective curriculum transaction (Menon et al., 2007).

From transaction point of view, the curricular inputs are mainly of three categories: (i) Theoretical inputs, (ii) School-based practicum, and(iii) Workshop/Project. While, the transaction of theoretical inputs are largely confined to traditional classroom methods of lecture, lecture-cum-discussion or more recently participatory and collaborative methods, the school-based practicum, which is essentially dominated by transacting the school subjects using the teaching-learning methods. For a realistic and meaningful interaction, a practical blending of pedagogy and the learners' needs along with their socio-cultural context is required which is hardly attempted in the school-based practicum in pre-service courses.

Use of culture specific contextual materials and extensive application of ICT in the transaction processes enhance the quality of teaching and learning at any stage and have more relevance in teacher education programmes. These not only enhance the capability of the student-teachers, but can be easily transferred to the school teachers with very little effort. The potentialities of ICT are yet to be tapped in teacher education programmes of the state.

There can be a wide range of curricular transactions aiming at enhancing the capabilities of the prospective teachers exposed to various theoretical, school and field-based experiences. Besides these curricular transactions, the kinds and procedures of assessment of student learning, mechanisms of feedback and its use to enrich the curricular inputs, are equally significant as they showcase to students and teachers the actual relevance of the learning activities. The importance of continuous and comprehensive assessment of student-teachers' performance and progress in the context of quality assurance of teacher preparation programmes cannot be exaggerated.

3. *Entry Qualification and Duration of the Courses of Teacher Preparation:*

These are two contentious issues that are still being debated. For elementary stage, minimum qualification for entry into the pre-service teacher preparation course has been the senior secondary graduation and the duration of the course (i.e. D.El.Ed course) is two years. The minimum qualifying academic requirement for the secondary stage course (i.e. B.Ed. course) is being a degree graduate in any liberal stream preferably with a school subject at the degree stage and the duration of the teacher preparation is one academic year.

While the curriculum and duration of the D.El.Ed. Course seem, for the time being, are adequate, there are different opinions on the B.Ed. Course:

- The duration of existing B.Ed.(Secondary) course is effectively 10 months duration (although stated to be 1-year) which is quite inadequate and need to be of 2-year duration.

- In Odisha 30 percent of new recruits for elementary schools are drawn from those having B.Ed. (Secondary) degree notwithstanding the fact that their training mismatches with the requirements of job specific to elementary schooling. It is high time to launch B.Ed. (Elementary) course parallel to the B.Ed. (Secondary) course.

In order to break the isolation of the teacher preparation programmes, Chattopadhya Commission of Teacher Education had recommended for mainstreaming it with the higher and university education and had suggested to integrate B.Ed. with the degree courses in the liberal streams. This would have two advantages of strengthening the multidisciplinary nature of education and attracting talents from a very early stage of college education. Accordingly, the

Regional Institutes of Education have instituted the four year integratedB.Ed.Courses. This has been reemphasized in the Report of the Working Group on Teacher Education for the 12[th] Five Year Plan (MHRD, 2011a).

4. *Research, Development and Extension*

The culture of research for developing the educational processes and students' learning and extending to other areas of school and teacher education and to other similar institutions is missing in the TTIs of the state although procedure of conduct of research and actually conducting action research have been included in the curricula for teacher preparation at both the stages (discussed in detail in the *Position Paper on Research, Innovation and Extension*).

5. *Learning Resources:*

Resources with adequate infrastructure like library, language and science laboratories and ICT facilities are now considered essential for any TTI as those provide the actual learning locations for students enabling them to acquire information, knowledge and skills required for their study. Thus it is not only necessary that the computer facilities and other learning resources are available in the institution for its academic and administrative purposes but are also accessible to teacher educator and student teachers who are adept at using those (Menon et al., 2007).

6. *Student Support and Progression:*

The student teachers in a TTI are being developed as professionals with dedication and commitment to build the career of thousands of children who would be under their care and guidance. Along with access to the available learning resources and physical comforts it is essential that the student teachers perceive a cohesiveness and involvement in the institution- both with the staff and the peers.

Each TTI has to identify the needs of the student teachers and provide individualized support depending on the nature and extent of problems confronting each one of them. The various support services thus need to take into account the student teachers' educational, social, personal and vocational needs comprehensively by instituting facilitating mechanisms like guidance cell, placement cell and financial aid to support student teachers. Through the various activities on and off the campus the institution encourages positive social interaction and self-motivation fostering the holistic development of the student teacher.

To build the credibility of the TTIs, each institute need to provide support services not only to the student teacher presently continuing in the institute, but also to its alumnae who want to take pride in identifying themselves with the institute long after they have left the institute.

Capacity of providing adequate support services to the student teachers and the alumni of the institution depends largely on the linkages the TTI has established with various institutions, organizations and prominent personalities of the society. Such services are rarely provided in the state TTIs.

Systemic Issues:

1.   Institutions for Teacher Preparation:

There are broadly two categories of teacher training institutions (TTIs) in the state for preparing teachers for both for elementary and secondary schools i.e. the Centrally Sponsored TTIs (DIETs for elementary stage and IASEs and CTEs for secondary stage) and state TTIs. The number of such institutions and their annual intake capacities are presented in the Table 1(*see*Annexure).

The state is still tentative on opening of the Block Institutes of Teacher Education (BITEs) as proposed in the 12[th] Plan Document.

2.   Teacher Educators for Teacher Preparation:

The responsibility of shaping quality teachers is   entirely rests on the quality of the teacher educators in the TTIs. Their strength on the curricular subjects, ability to motivate the students, leadership qualities and above all the self-confidence to build and control an environment conducive for quality education in the TTI are the key factors for ensuring   preparation of quality teachers.

The management of cadre of teacher educators in Odisha is replete with constraints and contradictions which has telling effect on the delivery of quality teacher education in the state (discussed elaborately in the *Position Paper on Continued Professional Development of Teacher Educators*).

3.   Physical Infrastructure:

Physical infrastructure providing learner friendly environment in the TTIs is the primary requirement for conducting activities ensuring quality education. The basic physical infrastructure in terms of availability of training halls, laboratories, library with reading rooms and hostel/residential facilities are woefully inadequate in most of the TTIs of the state including several centrally sponsored institutions. Other amenities like electrification, sanitation and furniture are also in very poor state. There is hardly any provision for regular maintenance of the existing infrastructure and facilities in these institutions.

The poor state of infrastructure in most of the TTIs of the state has attracted the attention of the JRM 2013.

Physical infrastructures of the TTIs to be created like BITEs and up gradation of DRCs to DIETs need to be planned meticulously with inbuilt provisions for recurring expenditures.

4.   Demand-supply:

There is a huge gap in the requirement of the trained teachers both at the elementary and secondary school stages and the outputs of the teacher training institutions in the state.

At the **elementary school stage**, there is a huge gap in the requirement and supply of trained and qualified teachers as per the state norms

- There has been unprecedented expansion of schooling facilities for achieving the goals of universal access under UEE and to fulfill the stipulations of the RTE Act 2009. As a direct consequence of the upsurge in the number of schools, the number of posts of teachers has also

increased with total teaching force at this stage has come to 2,89,835 out of which 2,29,006 posts are in Govt. and Govt. managed schools (as per the unpublished DISE data of 2012-13).

- Because of a modest rate of attrition of 4 per annum (due to retirement, resignation, premature death etc.), the number of vacancies caused every year is about 11,600 with 9,160 in Govt. schools alone. Besides, there is a huge back log of vacancies to the extent of 55000 existing in Government schools.

- Coupled with the large number of vacancies, there are 25,000 untrained teachers and unqualified teachers (GanaShikshaka) who need to be trained and/or to acquire requisite minimum required qualification (at least 50% of marks in HSSC Examination with D.El.Ed./CT) to become eligible for regular teachers.

- As per the State Govt. policy provisions the total teacher vacancies are to be filled up by persons with D.El.Ed./CT and B.Ed. qualifications in the ratio of 70:30.

- At the **secondary school stage,** out of 43886 posts of teachers in the Govt. and Govt. aided schools 2492 posts of trained graduate teachers are lying vacant (2011-12 data).

- Considering the promotion to higher posts, retirement and other forms of teacher loss, the total vacancy per annum would come to around 2100.

- In the coming years, with the implementation of RMSA aiming at the universalization of secondary education in the state, there is every likelihood of addition of large number of secondary schools and additional sections in the existing schools resulting in multi-fold increase in the number of posts of trained graduate teachers.

From the above estimates, it becomes emphatically clear that the annual requirement of trained teachers, both at the elementary and secondary stages would be much more than the existing annual intake capacity of the present TTIs.

5. *Entry Qualifications:*

Selecting the best talents available to become teacher has been the accepted principle for admission into pre-service teacher education courses. But, the criteria determined for selection of students for the courses from time to time have attracted criticism from different quarters and have also come for judicial scrutiny on several occasions. There are two approaches for selection through career assessment and through an open entrance tests. Both have relative merits and limitations.

Since, students from different streams and from various institutions (varying in quality standards) apply for selection, the procedure of career marking very often gives uniform weight to the division/ percentage of marks obtained by the candidate in different certifying examinations irrespective of the assessment standards of different streams/institutions. On the other hand, on several occasions malafides have been attached to processes of entrance tests. There is a need to evolve a procedure combining the merits of both ensuring the selection of the best available talents for the course.

6. *Management and Organization:*

- Management and administrative structure for STTIs (SCERT-IASE-CTESTTI) for ETTIs (SCERT-DIET-ETTI/BITE) need to be strengthened. For this the existing structure of the DTE & SCERT needs total overhauling in the line of the recommendation of the Task Force on Teacher Education for the 12[th]. Plan.

- *Decentralized, participatory management* with creative governance of human and material resources are necessary for institutions for producing quality teaching force. Decentralization ensuring autonomy of TTIs in the matters of admission of students, curriculum transaction, material management, quality assurance is the basic requirement for improvement of quality delivery capacity of these institutions.

- *Management of pre-service teacher education for elementary* stage need to conform to the directions of *the RTE Act 2009*.

- *Quality assurance of the TTIs* through regular monitoring of the programme and academic support to teacher educators, which are in dormant state, need to be activated.

- *Assessment* of student teachers' performance has to be conducted on regular basis with feedback for enhancing quality of learning outcome of the student teachers.

- **Teacher Development Programmes for Elementary and Secondary School Teachers**

- *Goals of Teacher Development Programmes:*

  There is undeniable need for teachers for developing professionally through continuously expanding their knowledge, acquiring new skills to prepare themselves to meet ever evolving challenges in school education. Therefore, the major goals of teachers' professional development programmes are:

  ➤ Explore, reflect on and develop one's own practice.

  ➤ Deepen one's knowledge of and update oneself about one's academic discipline or other areas of school curriculum.

  ➤ Research and reflect on learners and their education.

  ➤ Understand and update oneself on educational and social issues.

  ➤ Prepare for other roles professionally linked to education/teaching, such as teacher education, curriculum development or counseling.

  ➤ Break out of intellectual isolation and share experiences and insights with others in the field, both teachers and academics working in the area of specific disciplines as well as intellectuals in the immediate and wider society. (NCTE, 2009)

- *Centrally Sponsored INSET Programmes***:**

  The teacher education institutes under the CSS i.e. IASEs, CTEs and DIETs are being provided with central assistance for conducting training programmes for secondary and elementary school teachers. The programmes, mostly enrichment programmes on curricular subjects of the

schools, were conducted for some years with DIETs being more active in conducting the programmes. The IASEs and CTEs could not be as successful as DIETs because of shortage of teacher educators and adequate infrastructure. Even the DIETs could not achieve the annual target of training of total 3-week duration to 600 teachers (50 teachers per month).

- ***Process of INSET Programmes***:

  The teacher training programmes in DPEP and SSA were and are being conducted for primary/elementary school teachers following participatory approach in a cascade mode. The modus operandi of such a training programme are as follows:

- ➤ Selection of a State Resource Group (SRG)- This is was one time activity (Members of SRG were selected mostly from among resourceful teachers, faculty members of DIETs, after intensive visioning activity and continued over the years with addition of a few selected members on different occasions.)

- ➤ Selection of the objectives and themes of a training programme.

- ➤ Preparation of training module and training materials.

- ➤ Pilot testing of the module and materials and subsequent revision in the module.

- ➤ Training of members of the District Resource Groups (DRGs) (around 10 to 15 members drawn from DIET faculty, Head teachers, BRCCs, S.I.s of schools and resourceful teachers) by the members of SRG

- ➤ Training of Block Resource Groups (nearly 10 to 15 members drawn from resourceful teachers) by the DRG members.

- ➤ Training of teachers at the CRC level by the BRG members.

  Usually the teacher training programmes designed at the state level and common for all teachers are of 5 to 7 days duration with at least 6 hours of transaction on each training days.

  The teacher training programme designed at the district or block levels are of 2 to 3days duration and at cluster level it is of one day duration only. As per the stipulation of the SSA framework the total duration of training of teachers was confined to 20 days per year. Duration of induction training of newly recruited teachers was 30 days.

In the revised framework (MHRD, 2011) this has been reframed as follows:

- ➤ Reher residential in-service training of 10 days for all head teachers at BRC level.

- ➤ Refresfresher residential in-service training of 10 days for all teachers each year at BRC level and above.

- ➤ One-day monthly cluster level meetings and peer group training sessions for 10 months for all teachers each year.

- ➤ Residential induction training for newly recruited teachers for 30 days.

➤ Refresher residential training for all Resource Persons, Master Trainers, BRC and CRC faculty and coordinators for 10 days each year.

➤ The average batch of any training should not exceed 30 per group.

The teacher training programmes of the RMSA followed similar process with a shortened cascade model i.e. DRG members conducting training programmes directly for the teachers.

This approach successfully covers nearly all the target groups participating in the programme but with limited success so far as the percolation of inputs into the classroom transactions is concerned.

- *Training through Distant Mode*:

Training of teachers through distance mode was initially started in the state during the implementation of DPEP. Two programmes conducted in distance mode in collaboration with DEP-IGNOU, New Delhi are worth mentioning. The first programme was meant for all teachers of primary schools on the content enrichment entitled 'Ekalavya' through print materials combined with short term face-to-face interaction. The second programme of training of teachers on activity-based approach of teaching-learning process through teleconferencing during the year 2000. Nearly 290 teachers and teacher educators at the 5 learning centres created at five DIETs in DPEP districts of Odisha interacted with the resource persons at the teaching centre situated in the studio of IGNOU in one-way visual and two-way audio mode. Similar programmes are being conducted in the state from the telecast centres at Cuttack, and later at Bhubaneswar.

The D.El.Ed. Programme (previously CT course) is also being conducted through distance mode by the DTE &SCERT, Odisha for the untrained teachers serving in elementary schools of the state. Further, the programme of career advancement of less qualified teachers (GanaShikshakas) is also being conducted in distance mode through the NIOS.

■ **Challenges and Action Points**

- *Charting New Areas of Change:*

From the preceding analysis one can visualize the enormity and variety of changes that are happening and are likely to happen in more intense form in near future in school education as well as in teacher education. It is, therefore, very sensible to develop a holistic vision of the school education along with all conceivable changes and in close conformity with it to prepare a plan for teacher education of the state for the next decade.

> **Action Point 1 :** *Preparea list of all possible changes in school education of the state **in** coming two decades andappropriate to these changes develop a plan for teacher education for the state for the period*

- *Curriculum Renewal:*

Once a curriculum is developed, it is regarded as a finished product and next revision is initiated after a gap of some years. The recent revisions of the curricula for teacher education for different courses (during 2012) were undertaken more than 20 years after the last revisions in those curricula. But, it must be recognized that the fast rate of changes that are happening in the field of education requires a continuous process of curriculum renewal.

Action Point2 : *Strengthen the Curriculum Development Department of the DTE&SCERT and develop the strategy for continuous renewal of curricula of teacher education for different levels and ensure their implementation.*

- ### *Orientation of Teacher Educators*:

Teacher educators have to keep themselves abreast of the recent developments in school education and teacher education. Besides, education being a multidisciplinary subject, the teacher educators needs to update their knowledge of the recent developments in the associated areas like Psychology, Sociology and Philosophy in order to build their professional capabilities.

> ***Action Point 3 :*** *Organize periodical orientations in recent developments in education and related areas and involve them in the ongoing projects like, SSA, RMSA and RUSA.*

- ### *Enhancing the Present Intake Capacity of TTIs and Engaging Adequate No. of Teacher Educators:*

Everyone concerned with TE in Odisha is aware of these two burning issues affecting the supply of trained teachers in the state. The issues have been sufficiently highlighted at the National and State levels and it is learnt that the State Govt. is working on the issues for quite a long time.

> ***Action Point 4 :*** *The State Government needs to take speedy action on the two issues of enhancing the intake capacity of the TEIs and engaging adequate number of teacher educators.*

- ### *Widening the Modes of Teacher Preparation:*

Serious deliberations leading to appropriate action needed on the feasibility of adopting courses and modes alternatives to the existing ones.

> ***Action Point 5 :*** *Constitute a high level committee with National and state level experts under the leadership of the Secretary, SME Department to examine the academic feasibility all alternatives which could be introduced in the state to expand the scope and opportunity in the field of teacher education*

- ### *Rethinking on Mode of Selection to Teacher Preparation Courses*:

Mode of selection of candidates for the pre-service courses have become a contentious issue on different counts:

Since, the selection is based on marks in qualifying examinations, candidates coming from different streams with different marking processes and practices feel discriminated. Further, since teacher education courses are professional courses, the attitude and interest of the candidates are equally important with their success in their career. Hence, selection to such coursed based on entrance test would be more appropriate than the existing criteria.

Changing principles of admission to these courses and seeking Govt. approval every year not only delays the process unduly, but also attracts judicial scrutiny very often. Inordinate delays drastically curtails the duration of academic activity defeating the very purpose of the training. It would be better to decide the policy of admission into these courses for a period of 5years at the least and once the policy is approved by the Govt., wave the practice of approving it every year.

Once the policy for admission is decided by the Govt. at the state level, the TTI should be given autonomy to select candidates for their respective institutions. If required judicial review may be sought to remove the present legal hurdles in the matter.

> **Action Point 6 :** *Constitute a high-power committee to examine the present status and to recommend actions to be taken to rationalize the process of admission into various courses of teacher preparation.*

- ### *Harnessing Multiple Sources for Resources*:

The only support of the TTIs' functioning is funding from Government sector specifically from the SM&E Department and from Govt. of India under CSS. But in order of meet different requirements of the TTIs such as infrastructure, facilities like water and sanitation, learning materials, ICT materials, library books etc. the possibility of tapping other sources have largely remained unexplored.

> **Action Point 7 :** *Prepare a plan oflocating resources for the TTIs from the locality and other sources at the Directorate level seeking such plans from each TTI in the state. Wherever possible, the feasibility of PPP mode may be examined.*

- ### *Building Student Support Systems*:

Each TTI at their own level and the DTE & SCERT at the state level need to open Student Support Cell (SSC) to provide information and guidance to students on the matter of their career opportunities, resource support, professional development, availability of scholarships and other incentives etc.

> **Action Point 8 :** *Open the cells at the TTIs and at the DTE & SCERT well equipped with ICT facilities and required information. Instruction to this effect may be issued by the Govt.*

- ### Content and Process of INSET:

The content or theme for the INSET are usually determined in two ways one through the need assessment of teachers and the other through selecting themes of current importance like new pedagogical approach, implications of RTE Act, concerns of NCF 2005 etc. Such themes need to be selected at the state level by the State Resource Group in consultation with the State Academic Authority and/or Department of School and Mass Education. Any of the two processes is rarely followed and as a result the conduct of programmes have become ritualistic in nature and the training inputs are hardly visible in real field of action where those really matter i.e. in schools and classrooms.

> **Action Point 9 :** *A state level Academic Advisory Group (SAAP) may be constituted to advise the State Academic Authority on the matters of selecting topics/themes for the training and deciding about the modalities of conducting training.*

> **Action Point 10 :** *The cluster and block level INSET programmes should strictly be based on the felt needs of the teachers and classrooms transactions. The* **need assessment** *should be the outcomes of observation and continuous monitoring and should be supervised by DIET faculty.*

> **Action Point 11 :** *Like SAAP, a district level resource group (DRG) may be constituted with the Principal of the IASE/CTE and DIET/DRC as the chair person to monitor and scrutinize the modules for the secondary and elementary stages respectively in terms of their relevance to the needs in the local context and utility of outcomes. The DRG shall select and orient the resource groups for training the teachers at the district, block and cluster levels wherever such resource groups are required.*

- **Institutionalization of INSET:**

  Different forms of teacher education programmes for all categories of teacher and prospective teachers need to be essentially institutionalized for their quality assurance and sustainability. The sustainability of the processes and outcomes of any INSET programme is possible to the degree to which the programme is institutionalized. As for example, the DIET faculty members involved in the training processes conducted by SSA have less responsibility for sustaining the programme after the project period. But, if the programme is developed, conducted and monitored by the DIET faculty, the programme and its implementation would have more academic strength and have longer sustainability.

  > **Action Point 12 :** *All teacher education programme should be anchored at the TTIs- Secondary teacher education programme at the IASEs, CTEs and Teacher Training Colleges and Elementary teacher education programme at the DIETs and DRCs.*

- **Establishing Institutional Linkages:**

  At **present** there is hardly any academic and resource linkage among the TTIs of the state and even their linkages with the DTE& SCERT are only on administrative matters. Academic resource building is strengthened through sharing and peer learning and linkages among TTIs with similar goals and functions.

  > **Action Point 13 :** *Create andstrengthen the two lines of linkages i.e. (i) DTE & SCERT with STTIs and (ii) DTE & SCERT with ETTIs can be made functional interlinking the institutions through creation of websites and social networks. Besides, all the TTIs in the state can also linked together for sharing innovative ideas and material, own experiences, problem solutions, exploring new areas of learning, conducting research etc.*

  > **Action Point 14 :** *Strengthen the functioning of the SCERT-DIET-BRC-CRC linkage for quality academic resource support to the elementary schools as envisaged in the SSA Framework.*

Concluding Remarks

Teacher preparation and teacher development programmes are like two sides of coin and are essential for producing an effective teaching force. While the performance of the teachers in the school often comes for close scrutiny, the training they have received or they need hardly matter for the administration or common man. But, when all the programmes of education at all levels target for education of high quality, the role of teacher education for capacity building of teachers cannot be ignored. Focusing on the teacher education during the 12[th] Plan has, therefore, come at a right moment. It is for the state to go all out to make most of the available opportunities for improving its sagged state of teacher education, both structurally and functionally.

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Existing Provision for Initial Teacher Training in Odisha

Level of Teachers	Teacher Preparation Course	Duration of the Course	Teacher Training Institutions	No. of TTIs	Present Capacity (per annum)
Primary	D.El.Ed./C.T.	2 Years	DIETs &DRCs	24+6	1200+300
			STSs(ETTIs)	32	1600
			Total	**63**	**3100**
	D.El.Ed./C.T.(Urdu)	2 Years	STS(ETTI)	01	50
Upper Primary	B.Ed.(Secondary)**	1 Year	IASEs	02	228
			CTEs	10	762
			Teacher Training Colleges	02	150
Secondary			TTC(for ST and SC)*	01	100
			Total	**14+1**	**1140+100**
	B.H.Ed. (For Hindi Teachers)	1 Year	HTTI	01	100
	B.P.Ed.	1 Year	Colleges of Phy. Education	02 + 01[#]	94+ 50

*   The Teacher Training College at Kalinga in Kandhamal district, offering B.Ed. (Secondary) course, is under the control of the ST and SC Development Department of the state. Recently, approval for opening five such TTCs with total 500 strength from the next academic session (i.e. from 2014-15) under the ST and SC Development Department has been accorded by the state government.

**   Besides the TTIs under the State Govt., Regional Institute of Education, Bhubaneswar offers 2year B.Ed. (Secondary) and 4year integrated B.Ed. (Secondary) courses in each of which 25 students of Odisha can be admitted every year.

[#]   01 in private sector
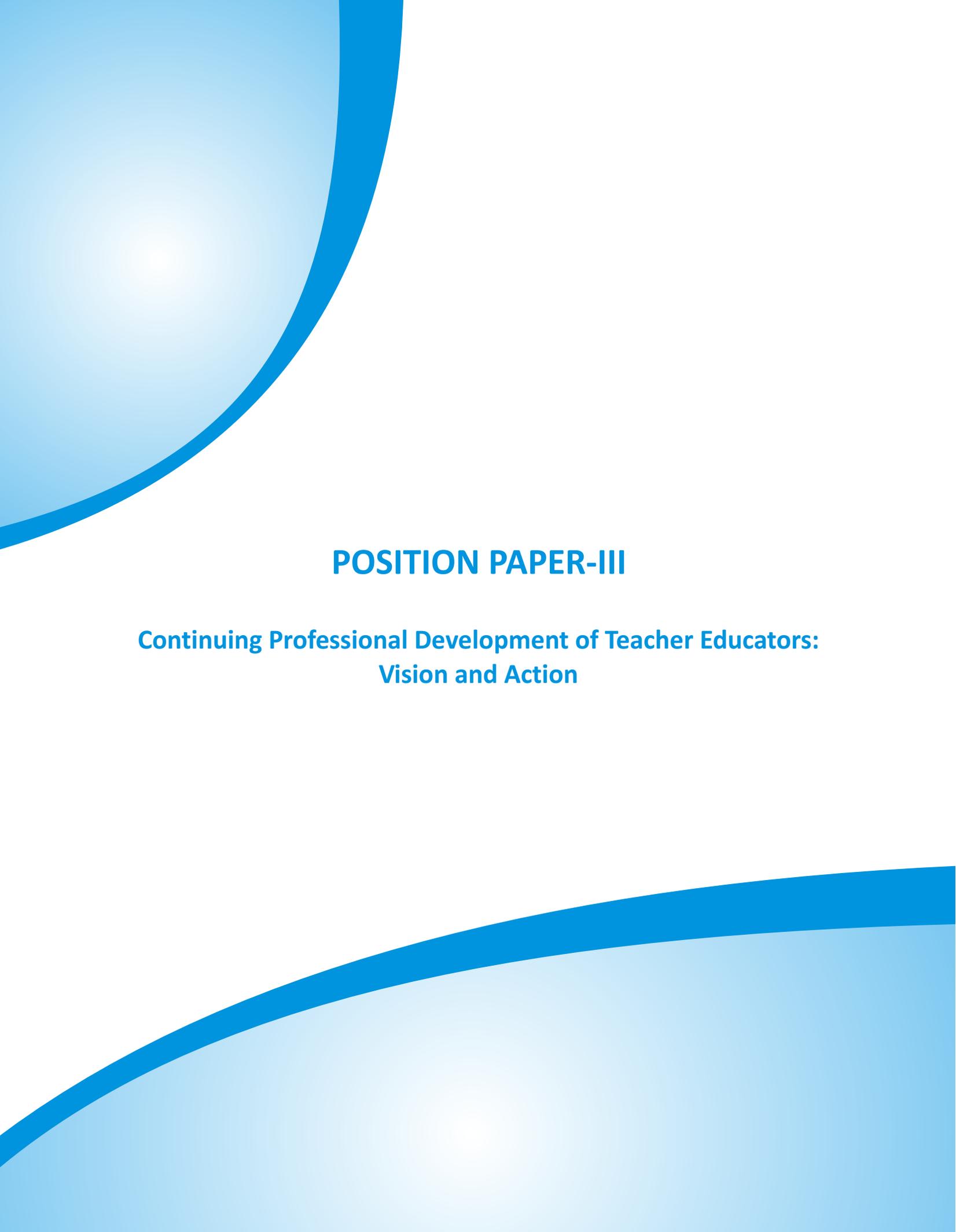
POSITION PAPER-III

Continuing Professional Development of Teacher Educators: Vision and Action

The MHRD, Government of India, document on 'Restructuring and Reorganization of the Centrally Sponsored Scheme on Teacher Education: Guidelines for implementation (2012) has given clear policy directives for continuing professional development and capacity building of teacher educators across all levels of education (Ch. XI; 2:39(f)) : DIET faculty (4:32), academic staff of CTE (5:6), and faculty of IASEs (6:7). The document envisages faculty development to be a continuous process in order to upgrade the knowledge and skills of their faculty and ensure that the nation's children have access to quality teachers and quality education in its schools. How best can we discharge this function and make our efforts bear the desired results and explore newer and effective ways form the core of discussion in this paper.

The Present Scenario

Continuing professional development of teacher educators has always been in place. But today it has got a renewed mandate under Teacher Education Mission. The question is how seriously it is being pursued and with what results. We only need to look at the results to decide what processes need to be put in place. Anything that we do needs to be goal oriented. Are our present efforts giving us the results in terms of the goals? If they do not and yet we continue with them, it smacks of ritualism. If we do the same things over and over, we only get the same results. So if we want different results, we need to change our actions!

There are a couple of things that I would like to point out with regard to our present efforts with the continuing education of teacher educators. First of all, it is a top down approach. The authorities decide what the teacher educators need to learn. It is something that is done to them. Therefore, most educators resist it and yet go through with it lest they invite negative consequences for themselves. If this is the case, it goes against the very fundamentals of what learning is. For any serious learning, the learner engagement is an absolute necessity. If we further reflect on the scenario, this is how education is practiced in schools pushing information and knowledge on students who are unwilling to learn!

Secondly, the approach to training is mostly didactic and prescriptive. It may sound very erudite and one may get the feeling of becoming knowledgeable. But its take home effect and the ability to put it into practice is negligible. Just getting informed does not suffice for the purpose of professional development.

Thirdly, often professional development efforts are clinical and find fault with the present practices. This will only serve to further dis-empower the teacher educators. If this is so, it would be like the treatment becoming worse than the disease itself. This is not to deny the fact that there are things that need to be changed.

What is professional development?

Professional development is not a quick fix, one shot affair. No one is a full blown professional at the end of a professional education degree like that of a B.Ed., M.Ed., or Ph.D. Neither are we just "born teachers ". As teacher educators we are in the process of "becoming" effective teachers. We need to discover who we are and what we stand for, our intentions both for ourselves and for the profession of our choice, and how we want to express ourselves as persons and contribute to the causes we have espoused. We do this through ongoing and consistent study, through our deliberate

practice as well as reflection on our practice and through our dialogue with our peers and mentors. Becoming an authentic educator is also about discovering our unique gifts, building our strengths, learning from others, cultivating our best qualities, nurturing ourselves, raising our levels of awareness, connecting with our passion for teaching, fostering meaningful relationships with students and peer groups.

Taking into consideration the description of professional growth as given above, we may define it as a range of learning activities through which professionals improve and broaden their knowledge, skills and attitudes and develop their personal qualities necessary for the execution of professional duties. In order to translate the ideas contained in the definition for the development of both the person of the educator and professional competence, I propose training of the educators in all the three areas of their activity, namely,

1. Development of the person of the educator Intra-personal skills

All of us have a personal or 'inner side' as well as an 'outer side' that is represented by our actions and behaviors. The two are intertwined. It is the inside that is the cause of the outside. The reality of our experience is totally subjective. All our actions and the results that we produce are in terms of the persons that we are. That is, all our behaviors are 'inside out ', but the illusion under which we live is the 'outside   in 'paradigm, that is, we believe that our behaviors are caused by others and the situations! The tipping point is when we realize that all our behaviors are caused from the inside, and give away our 'outside in' explanation. Doing so is totally transformative and empowering.

There is a lot of work that we need to do with our inner side, which consists of our thoughts, beliefs ,feelings and emotions, drives, motivations, aspirations, interests, values and principles, attitudes and commitments and so on. This is the engine/energy that drives us to do or not to do or how to do things. Working with the inner side leads to self-growth and self-empowerment. Education has neither acknowledged its importance so far nor attempted to develop it in a systematic way. Maslow had acknowledged that the problems that we face both as persons and as humanity is because people are not growing as persons.

2. Development of interpersonal / facilitative attitudes and skills

Teaching is as much or even more about learning to relate to students as it is about imparting knowledge and skills. Therefore, it goes without saying that the teacher educators'   interpersonal skills and attitudes, what we usually refer to as facilitative skills, are crucially important for an effective educator. When students resist learning, whether it is in the primary classes or postgraduate classes, it is often that they are resisting the teacher! If we observe the use of teacher power in the classroom, it is most of the time authoritarian or patronizing, both of which inhibit and suppress students.

If education is the cultivation of the whole child, the teacher needs to have the skills of facilitation for students' overall growth and learning. Often it is the socio-emotional issues that the students are faced with that stand in the way of their academic learning.

3. Development of academic and pedagogic competence

Learning to teach is a lifelong developmental process and one gradually discovers one's own style through training and learning through reflection as well as critical inquiry. Training is a process that amplifies and provides a context for learning in the three main areas, namely,

- Subject contents and how to apply them (the knowledge base of teaching),

- Skills of teaching and learning the best practices (the Pedagogical base of teaching),

- Attitudes and values (the facilitative base of teaching)

Training and Development

Training is one of the major ways that we employ in order to enhance the capacity of teacher educators. Therefore it is necessary that the training is made meaningful and meet their needs. In order to make training meaningful, it should be based on the identified needs of the trainees, that is, what they need and want to know. That is, the training goals must be what they want to learn and do. Besides, the training methodology must be experiential and participatory in approach. We are dealing with adult professionals who have their own experiences and ideas and are responsible for their learning. The *experiential participatory methodology* is suitable to engage them and exploit their experiences and provide ways to translate ideas and principles into action. The emphasis is on learning and not on teaching, following the true spirit of facilitation. By having the participants work in small groups, the methodology prepares the learners for cooperative learning as well.

Teacher Educators as Leaders

Each one of the teacher educators needs to experience that he/she is a leader. The leader is one who says, 'the buck stops here', takes the initiative and influences his or her immediate sphere of activities. By doing this we change the prevailing environment of negativity and passivity. Our individual and collective energies are sucked up because of negativity. Instead of succumbing to the crippling negativity and the prevailing culture of blame and victimhood, teacher educators need to see themselves as change agents who will bring about the long awaited - educational transformation. The entire edifice of education rests on the foundation of teacher education and each one of us in teacher education needs to affirm and live by this thought every single day of our life. We have today the technology of training that can initiate a transformation movement.

Capacity and Credibility

am convinced of the importance of having capable teacher educators. Along with capacity, we also want our teacher educators to be credible. Capacity and credibility are two different things. Capacity is about what one is capable of, what one can do or achieve. It refers to one's potential. Credibility is about the choices that we make, the actions that we take and the results that we produce. We demonstrate through our actions and results what we are capable of. It is what makes the educator inspiring and worth following. Therefore, we want our teacher educators to be both capable and credible.

Action Plan

On the basis of the foregoing discussion, I propose a three-phase training for the entire body of Teacher Educators in order to orient them toward greater personal and professional capacity building and performance. The training will begin with the SELF in the first phase, and then deal with, the

OTHER, the interpersonal aspects in the second phase, and move on to the PROFESSIONAL side in the third phase. The training will be holistic in nature, helping Teacher Educators integrate knowledge, skills and attitudes in the process of living and working every day. A brief description of each with a partial listing of topics under each phase follows.

PhaseI : Self Discovery and Self Empowerment

The focus of this phase of training will be on helping Teacher Educators discover the unique persons that they are and their call to greater fulfillment and happiness through service and contribution.

- Who I am as a person: self awareness. Mindfulness.
- My unique purpose in life and how it relates to my profession as a Teacher Educator. My personal vision and mission.
- Why do I behave the way I do? Transactional Analysis (TA) and Neuro linguistic programming (NLP) approach.
- The 'Inside-out'   versus   'Outside-in' paradigm of human behavior.
- Cause and Effect: the Proactive versus Reactive modes of behavior.
- Belief and belief change.
- What motivates me?
- Attitudes and Mindsets.
- Stress / self management
- Self confidence and Self Mastery.

Phase II: Relating and Empowering Others:The Art and Science of Mentoring and Facilitation

Teaching is as much relating to students in empowering and facilitative ways as it is imparting knowledge and skills. This phase of training will focus on practicing skills and attitudes of effective communication, interpersonal relationship and problem solving   skills. A tentative list of topics are given below.

- Attending
- Listening
- Rapport building
- Empathy and related skills
- Respect / Unconditional positive regard
- Genuineness / Authenticity
- Concreteness and use of Open questions for processing experience
- Confrontation
- Self- disclosure
- Immediacy issues in interpersonal relationships
- Problem solving

The rationale for the first two phases of training is built around the idea that we need these skills to live our lives effectively (intra-personal skills) and to relate to others in nurturing ways (interpersonal skills) to enable them to grow and learn. There is a skills deficit in most people in these two areas. They do not form part of any formal education in any substantial way. And they are the foundation for both personal and professional excellence.

## Phase III: 'Sharpening the saw' - Enhancing Professional Attitudes and Skills

This phase of training will deal with updating professional knowledge and skills. In order to keep pace with the developments in the world of knowledge in any field it is imperative that we are constantly keep learning. In fact this must occupy the greater part of a teacher educator's profession. Some suggested topics are given hereunder.

- My vision as a teacher educator

- Working in teams / creating engaged teams

- Teacher educator as a leader

- Facilitative approach to supervision and feedback

- Commitment

- Socio-Emotional Learning (SEL)

- Experiential Paradigm of teaching and learning: Reflective thinking, Critical thinking, Creative thinking, Constructivist approach

- Professional learning communities

- Devising a code of conduct for teacher education

Conclusion

Through the three dimensional training intervention proposed in the paper, we take conscious steps toward empowering teacher educators with personal, facilitative and professional attitudes and competencies that will help them contribute to the preparation of teachers with such attitudes and skills. In doing this we are responding to the concerns expressed by most of our recent policy documents like preparing reflective, student-centered, with democratic attitude and practice, being able to respond to students' emotional needs and thus, are able to create a positive and nurturing learning climate. The path is long and arduous as some of the aspects that we deal with militate against strongly held habits, beliefs and attitudes held away from our conscious mind in the subconscious. But the effort is worth it! There is always light at the end of a tunnel.
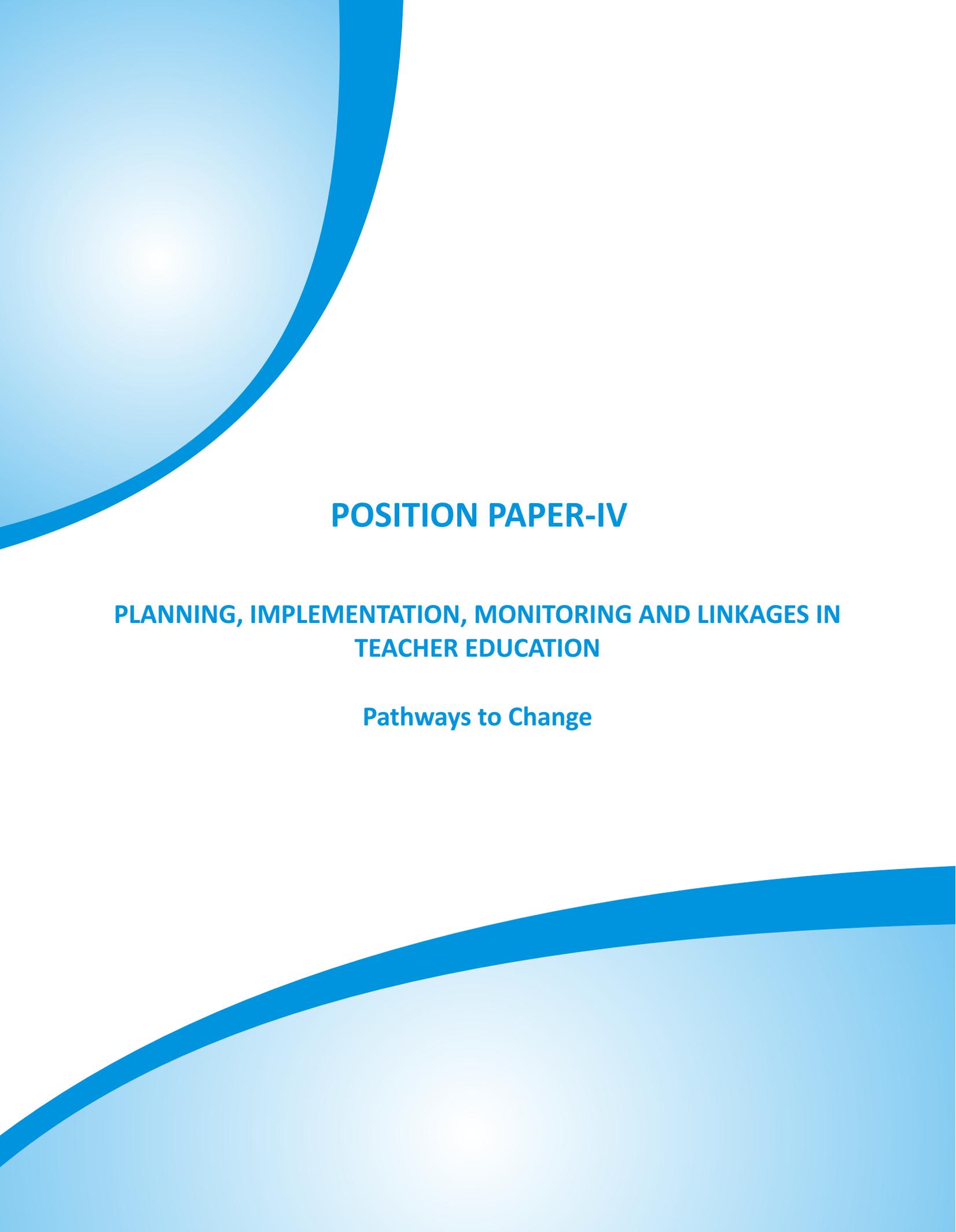
POSITION PAPER-IV

PLANNING, IMPLEMENTATION, MONITORING AND LINKAGES IN TEACHER EDUCATION

Pathways to Change

Nothing stops an organization faster than people who believe that the way they worked yesterday is the best way to work tomorrow. To succeed, not only do your people have to change the way they act, they are got to change the way they think about the past.

- John Madonna (2004)

1.0   Context

Education systems have remained, almost without exception, remarkably stable despite sweeping changes all-around them. To put it simple, they are, by and large, closed systems, and the pace and the scale of their change in response to challenges they encounter are abysmally unimpressive. In the Indian context, the second-half of the 1980s and the 1990s i.e., the period immediately following the National Policy on Education (1986 / 1992) was the most propitious period for accelerated educational development. No other policy framework, not even the laudable the Kothari Commission Report (1964-1966), evoked similar response from policy-makers and planners. Fortunately, the momentum continued uninterrupted till date. The priority has, of course, rightly shifted to school education, pre-eminently to elementary education. Within this sub-system, quality coupled with equity, has come to acquire overriding priority in terms of planning, strategies, interventions and investment.

Quality, broadly conceptualized in terms of inputs, processes and outcomes, has been acknowledged as a non-negotiable mandate. Teachers are the frontline providers of quality education. Sufficient supply of well-qualified and well-trained teachers is the most, if not the only, contributing factor of school effectiveness and quality of learning. With this paradigm shift from simplistic linear quantitative expansion to qualitative transformation in school education, the teacher education system in the country has increasingly emerged, during the last two decades or more, as an area of overriding concern. This is due primarily to the conviction that teacher performance, and hence the quality of children's learning, is dependent, to a considerable extent, on the quality of teacher training institutions and their processes.

Our teacher education institutions are now on the throes of a transformative change. It would not be wrong to say that the recent thrust on teacher education is a direct consequence of the Central Government's increased and proactive role (in matters of policy formulation, launching of new programmes, increased financial support, technical backstopping, capacity building etc.) in school and teacher education. The Teacher Education sector has been under the Centrally Sponsored Scheme (CSS) since the Eighth Plan period. Significantly, Government of India has accorded unprecedented priority to teacher education under "Restructuring and Reorganization of Teacher Education" in states with increased share of funding (75 : 25). The states have become willing and active actors in this partnership.

It is, however, an established fact that many of Government of India sponsored social sector programmes, notwithstanding their lofty objectives, cherished intentions, enabling policies and huge resources, have not been able to transform these into expected outcomes. A search for reasons drive us to the "last mile" metaphor i.e., the most difficult step in turning a good policy idea, often invested with resources, into an effective social outcome. To put it in programmatic parlance, the "last mile" refers to effective planning, implementation and monitoring of schemes with collaborative linkage and convergence. The education sector in general and the teacher education in particular, is affected by limited effectiveness of this most difficult step (Khilnani, 2012).

2.0   Planning, Implementation and Monitoring in Education: Perspectives and Processes

Education as a sector of investment at the centre as well in states has always had a low priority in terms of the proportion of GDP invested in it (Government's ability) and the Government's willingness to invest in it in preference to other sectors. For a fairly extended period, educational planning was inexorably resource-driven, limiting the system to its barest sustenance i.e. non-plan requirements. It was, a simple arithmetical exercise, where 'means' used to dictate the 'ends'. This resource strapped, rigid and stereotyped 'planning' by so-called 'well-trained' specialists, primarily engaged in 'exercises of quantification' has since 1990s been replaced by a new regime of educational planning in India. To be in the zone of lesser contestation, it could be said that systematic educational planning in its new nuances is restricted to centrally sponsored programmes, which come under Plan development only. Started with Government of India-sponsored externally funded District Primary Education Programme (DPEP) in 1990s, the context and process of educational planning, whether at the state, district, sub-district or institution level, have experienced paradigm changes. The planning process, though exclusively restricted to the plan schemes of Government of India, has the following distinctive markers:

- Educational planning is **no longer centralized and top-down**, everything being decided at top echelons of decision-making. It is, on the other hand, **decentralized and bottom-up**, thus, contextual and aligned to the real needs and aspirations of the stakeholders.

- Educational **planning is holisticand integrated:** it covers all aspects of a programme as opposed to **disjointed, piecemeal set of individual schemes**, addressing only an isolated aspect. An integrated approach is more likely to achieve synergies among different programme components (POA, 1992).

- Educational planning is no longer a domain meant **exclusively for well-trained specialists**; **it is inclusive** in the sense that **all stakeholders** (with conventional and local wisdom) are genuinely involved in the planning process, as it affects them and the education of their children.

- Educational planning ensures **linkages and convergence** between education and related services. Working together and collaborative efforts help achieving intended outcomes, obviating overlapping of initiatives and eliminating wastage of scarce resources.

- **Evaluation, monitoring and research are interactive and supportive** of educational planning. They inform effective policy formulation, planning and implementation.

- Decentralized planning provides the field level TEIs the much needed autonomy, flexibility and trust in planning for their domain area. Thus, the chain of accountability for planning and implementation moves closer to the sites and their actors.

- Though, the Centre sets the policy goals, framework for implementation and funds for systemic reform, **planning is done at the decentralized levels through an intense process of consultation**.

- A realistic and implementable educational planning **rests on a robust, relevant and reliable data and information base**, created through plurality of sources.

3.0 Planning, Implementation and Monitoring of Teacher Education in Odisha : A Situational Analysis

This section attempts to make an objective and dispassionate portrayal of the existing state of educational planning, policy formulation, implementation of programmes, monitoring and linkages in respect of Teacher Education in the State. The situational analysis attempted in this section is based on:

- The related records and documents available from various sources viz., (Government of India (MHRD, NCERT, NCTE and NUEPA) in respect of Teacher Education;

- The report of the recent Joint Review Mission on Teacher Education Odisha (MHRD, 2013);

- The observations of respondents, both public and professionals, to two sets of opinionnaire and the professionals designed to capture the voices of the public; and

- Our own "lived experiences" as Teacher Educators, intimately associated with the education system of the state.

3.1 Planning and Implementation

The Centrally Sponsored Scheme of Restructuring and Reorganization of Teacher Education in the State, in fact, provided the broad policy goals and framework for planning. The State has been implementing the scheme since the Eighth Five Year Plan. However, the scheme has been progressively revised, the latest being the revision for the Twelfth Five Year Plan (MHRD, GOI, 2012).

- The Directorate of TE and SCERT is the apex academic institution with an overarching mandate for improving the quality of school education and teacher education. In conformity with MHRD's Guidelines for implementation, the Directorate of TE and SCERT directs the field level institutions (DIETs / DRCs, CTEs and IASEs) to develop their Perspective Plan as well as Annual Work Plan.

- The field level teacher education institutions develop their plans by a select set of faculty in exclusion of others.

- At the state level, the Directorate of TE and SCERT develops its own component plan, and collates the institutional plans. Put together, the SCERT plan and institutional plans constitute State's Teacher Education Plan.

- Effective, realistic and implementable planning is ideally based on a solid database. That relevant, reliable, consistent and up-dated database is not in place either in the TE and SCERT or in the field level TEIs.

- Developing educational plan requires some kind of professional competence, wisdom and understanding. State's as well as TEI's plans are, not un-often, ambitious and non-implementable.

- The Government of India Guidelines (1987 and 1989) provided for a Programme Advisory Committee (PAC) in TE and SCERT as well as in field level TEIs. The plans are required to be critically reviewed and approved by the PACs. However, PACs are not in place in many of the TEIs. Wherever, PACs have been constituted, they are dysfunctional

- The Directorate of TE and SCERT and the TEIs, DIETs / DRCs, CTEs and IASEs develop their plans for inservice training of school teachers independent of SSA and RMSA. This dualistic planning is neither desirable nor cost-effective.

- A system or mechanism for review of programme implementation, targets achieved and problems encountered is weak, if non-existent. Rarely does the Directorate of TE and SCERT review the programmes of TEIs under its control. Even at the institution level, such exercises are rarely taken.

- Plan implementation is found to be affected mostly by three factors: first, inordinate delay in fund release; second, ineffective vertical communication channel; and third, absence of genuine involvement of faculty.

3.2   Monitoring

Strong monitoring system depends on the routine collection and analysis of basic education statistics and indicators. Such data can provide descriptive "snapshots" information on a system, trace anticipated changes from implemented reforms and enable diagnostic investigation of their relationship. The maxim "to improve something, first measure it" encapsulates the importance of monitoring progress the goals to be achieved (UNESCO, 2009). Successful monitoring is not just about generating information. It is also about creating institutional mechanism through which monitoring can inform development and implementation of policy. Planning for an effective system of monitoring must address the following : (i) what is to be monitored ?; what are the parameters against which monitoring to be done ?; (iii) at what level/s monitoring to be done ?; (iv) frequency of monitoring ? (v) who is to monitor ?; and (vi) follow up of monitoring. The Directorate of TE and SCERT has a network of TEIs, ranging from state-financed Secondary Training Schools (33) to DRCs (06), DIETs (24), CTEs (10), IASEs (02) and Training Colleges (02). As the apex state level institution, the TE and SCERT is mandated to closely monitor, on a continuous basis, the day-to-day management of the institutions as well as an extended range of programmes planned to improve the quality of schools and TEIs. The mandated role of TE and SCERT as well as that of the field level TEIs is to monitor four aspects of the system: the inputs, the process, the outputs and the outcomes.

However, a close scanning of the monitoring roles of these institutions reveals:

- The absence of a systemic and institutional mechanism to measure the effectiveness of TEIs affects their functional efficiency.

- Monitoring mechanism does not exist at any level, be it the TE and SCERT or a set of nondescript secondary training schools.

- Rarely are monitoring and review exercises conducted, and when conducted, they are mostly unplanned, characterized by adhocism and absence of follow-up.

- While the TE and SCERT and its field institutions (mostly DIETs) monitor SSA programmes, they are yet to put a strong, systematic and well-designed monitoring system in place for their own programmes and performance.

- Of late, the Ministry of Human Resource Development has identified a set of performance indicators state level and institutional for TEIs to be submitted to Government of India.

- A weak monitoring system that is in place, however, is a liability. This heavily affects the system.

3.3 Linkages

Vertical and horizontal linkages are essential for internal efficiency and effectiveness of the teacher education system. The observation of the Kothari Commission (1964-1966) that our teacher education institutions continue as insular organizations, and to be "……brought into the mainstream of the academic life of the universities on the one hand and of school life and educational developments on the other". To put it differently, our TEIs lack forward and backward linkages.

- The DTE and SCERT has forged linkages with its own set of institutions like DIETs / DRCs, CTEs and IASEs primarily for two purposes: (i) administrative / management and (ii) academic. However, the link is rather weak and feeble.

- The Directorate of TE and SCERT does have some kind of linkage with national level specialized institutions such as NCERT, NUEPA, NCTE, NIOS, RIE, UGC and such other institutions. The established link is externally propelled, not internally driven.

- The DTE & SCERT does not have any functional linage with its counterparts in other states.

- The DTE and SCERT and the TEIs such as CTEs and IASEs are almost entirely de-linked from institutions of higher education like Universities, Colleges and Research Institutions.

- While field level TEIs has linkages, however feeble, with the Directorate of TE and SCERT, they do not have linkages with their peer institutions.

- Obsession with territorial possessiveness prevents the Directorate of TE and SCERT to have organic linkage with SSA and RMSA at the state level. The linkages envisaged in SSA (SCERT-DIET/DRC-BRC-CRC) and RMSA (SCERT-IASE-CTE) are yet to be fully functional.

- The direct academic linkage of DTE&SCERT and other TEIs with the Schools (both elementary and secondary) is yet to evolve.

- The entire teacher education system of the state is bereft of linkage with many stakeholders such as teachers' professional associations, NGO coalitions, corporate houses and civil society groups.

4.0 Gap Analysis and Action Points

Gap analysis simply refers to identifying discrepancies between the vision and the system's present state of things. Identifying the gaps establishes the need for change. And the change or reform is always a product of dissatisfaction. The gap analysis of the existing teacher education system in the State is based on (i) the Report of the Ministry of Human Resource Development's Joint Review Mission on Teacher Education (2012), (ii) the spin-offs of the Sharing Workshop held on July 13, 2013; (iii) the dividends of the two-day workshop (July 11-12, 2013) on Developing the Roadmap for Teacher Education, and (iv) the Ministry of Human Resource Development's Restructuring and Reorganization of the Centrally Sponsored Scheme on Teacher Education : Guidelines for Implementation (2012). Besides these context specific information, the gap analysis relied on research studies and relevant literature. The NCF (2005), the NCFTE (2009) and the RTE Act (2009) also provided a range of challenges to be addressed. In no less extent, the gap analysis, as attempted below, was informed by our own 'locally lived' circumstances. The analysis, therefore, brings into sharper focus, two sets of discrepancies / deficiencies: generic and specific. The deficits of the teacher education system in the State are in need of reform in short-term, medium-term and long-term timeframe. The gaps have been flagged below:

4.1   Planning and Implementation

The dominant deficits of the teacher education system of the state in respect of planning and its implementation include the following:

- Despite several paradigm shifts in school education and teacher education, the perception and understanding of teacher educators, barring a few, are still dominant in their outlived mould. The TEIs now face new challenges and have new opportunities with quality and equity concerns at the centre-stage, which have substantially changed the roles and responsibilities of those who manage the system. This has inevitably led to development of institutional plans, void of foresight, vision and progressivism.

- A visible absence of planning culture across teacher education institutions for their development and transformation. A change in attitude and reflective thinking will make a difference.

- Once the institutional plans are developed, they are collated at the TE and SCERT level with little review and reflection. Most plans, thus prepared, rarely go beyond the programmatic interventions under the Teacher Education Scheme. With PACs not in place at all teacher education institutions, plans lack important inputs from them.

- The Directorate of TE and SCERT, notwithstanding its expanded roles, responsibilities and authority, lacks the capability and competence in developing its own systemic and institutional plan, let alone honing competence of other teacher education institutions.

- What makes matter worst is the gross absence of a consistent, relevant, reliable and robust database for preparation of both perspective and annual work plans. In the absence of a range of data, drawn from multiple sources, including evidence-based research, it is difficult to develop realistic, implementable and monitorable plans.

- Education, including teacher education, is a cross-sectoral area for planning and development. However, development of teacher education plans hardly takes cognizance of other sectors. Thus, the planning approach is non-integrative. Teacher Education plan has, by and large, remained non-holistic and non-integrated. Non-convergent planning proves to be less cost-effective.

- The process of planning is characterized by non-collaboration, non-inclusion and non-engagement of critical stakeholders, resulting in non-engagement and absence of ownership. Non-engagement of critical stakeholders breeds 'suspicion' and resistance in them to involve themselves in plan implementation.

- Good and effective educational plans reflect the professional wisdom and competence of people who play a lead role in their development. For this, capabilities and competence of teacher educators need to be developed. One of the major constraints is non-existence of specialized institutions in the State to build such skills and competencies. Neither the DTE and SCERT nor the SIEMAT under OPEPA is capable of managing the task.

- Apart from the content of institutional plans, an area of concern is the process of their preparation. In almost all TEIs, including the DTE and SCERT, the Perspective as well as Annual

Plans is developed by a select group or a single individual. Non-involvement of other faculties in plan development makes the process non-collaborative, leading to loss of eclectic vision and viewpoints. Institutional leaders have not been able to create a sense of shared ownership, autonomy and energy in their staff (JRM, 2013: 60).

- Institutional plans are essentially fund-driven. Resources are necessary. However, many changes could be effected without financial resources. This urge for change is dependent on the vision and ingenuity of the institution head and his / her colleagues. There always exists scope for such initiative. Notwithstanding this, the mindsets and urge to make the initiative something different are absent.

  Action Point1 : Directorate of TE and SCERT needs to develop itself into a specialized institution for policy formulation, planning, and monitoring with support from the international, national and state level resource institutions

  Action Point 2 : A Monitoring-cum-Planning Unit, consisting of planners, educationists and statistical experts may be put in place, which will be responsible for collection and collation of institution level Annual Plans and preparation of State-level Perspective and Annual Plans.

  Action Point 3 : The capacity of Teacher Education Institutions, including DTE and SCERT may be developed in the preparation of realistic and context-specific, and ambitious but implementable Perspective and Annual Plans through specialized national level institutions such as NUEPA, NCERT, LBSNAA and similar institutions like IIMs, APF etc.

  Action Point 4 : A select group of potential Resource Persons (called SRG in Planning and Management) may be constituted and trained by the specialized institutions, which would, in turn, build the capacity of the functionaries of the DTE and SCERT, and the TEIs. The SRG can ensure quality and sustainability of planning and management processes.

  Action Point 5 : A robust, reliable, consistent and comprehensive database system may be institutionalized in each TEI as well as in the DTE and SCERT, for facilitating development of need-based institutional plans.

  Action Point 6 : To put in place a mechanism at all levels (from DTE and SCERT to DIETs / DRCs, down the line) to critically review and approve the Annual Plans of TEIs before they are collated at the State level and sent to TEAB, Ministry of Human Resource Development to finally approve the State Plan .

4.2 Monitoring

- The teacher education system is beset with the continuing problem of weak monitoring of its inputs, processes, outputs and outcomes. The absence of systemic and institutional mechanism for monitoring is, indeed, disturbing. Absence or weak monitoring is a system-wide concern for the state.

- Even where a semblance of monitoring exists, the mechanism and process are unplanned, incidental and ineffective. What is required is to put in place a permanent institutional mechanism for monitoring, clearly specifying what needs to be monitored, indicators and measurable parameters.

- A weak monitoring system is always non-focused and unplanned leading to no improvement or change. A mechanism in the form of instituting PACs and Monitoring Committee needs to be in place. Besides, these structures need to be made sufficiently pro-active. In the absence of an effective monitoring, the quality dimension of education is seriously affected.

- The "territorial disputes" between authorities of SSA and RMSA on one hand and the TE and SCERT along with its institutional arrangements is a stumbling block for school monitoring.

- The purpose and importance of monitoring is rarely understood by the functionaries of TEIs. Very often, it is found that monitoring is viewed as means for surveillance and fault lines. Its potential for improving the system and informing the policy formulation process and decision-making is not properly captured. What is of utmost importance is its structure, plan, periodicity, objectivity and intensity.

  Action Point 7 : In order to strengthen the existing monitoring system, the DTE and SCERT may constitute a Planning and Monitoring Cell. Similar cells may also be constituted in DIETs / DRCs, CTEs and IASEs. To make the process of monitoring focused and functional, a set of parameters and indicators may be identified by professionals.

  Action Point 8 : Monitoring of Teacher Education programmes may be done more frequently and at all levels i.e. (i) internal monitoring at the institution level, (ii) monitoring the performance of TEIs by the DTE and SCERT, and (iii) overall monitoring of the DTE and SCERT and all TEIs of the state by the Department of School and Mass Education.

  Action Point 9 : Monitoring of BRCs, CRCs and Schools by DIETs / DRCs, CTEs and IASEs may be streamlined jointly by SSA and RMSA authorities, and the DTE and SCERT at the state as well as the district level.

  Action Point 10 : A strong monitoring system for the state-managed Secondary Training Schools and Training Colleges, with multiple deprivations seriously affecting their internal efficiency and effectiveness, be put in place with immediate effect.

4.3   Linkages :

- One of the glariest deficits of the existing TEIs of the state is their isolation and insularity from schools. This missing backward linkage with schools, for which they ensure supply of sufficient number of well-qualified and well-trained teachers, is really disturbing. De-linking TEIs from schools severely affects both.

- Equally, if not more, TEIs are isolated from the institutions of higher learning and research. This insularity has hindered their identity and credibility as professional institutions as well as the credibility of Education as a social science discipline.

- The Directorate of TE and SCERT, Odisha, like other SCERTs across the country, have a very weak linkage with national level academic institutions such as UGC, NCERT, NCTE and NUEPA. Whatever linkage exists, it is programme related and almost MHRD driven. Their potential for capacity building and performance standards of teacher educators is hardly exploited and taken advantage of. This weak link deprives the TEIs, including the TE and SCERT, of the opportunities for institutional capacity building.

- The TEIs are also dissociated with a vast network of NGOs, civil society coalitions, teachers associations and corporate sectors. In this process, they miss opportunities to learn lessons from others and harness their expertise and support.

- More particularly, horizontal linkages with peer institutions (STS, DIETs / DRCs, CTEs and IASEs) are conspicuously missing. Their exists, at present, no forum for dialogue and sharing of experiences providing leadership, supplying social and technical support, generating ideas,

disseminating positive practices, providing different perspective and creating larger professional communities.

- A system of Practicing Schools, attached to TEIs, both elementary and secondary, a colonial legacy, has been withdrawn from the TEIs during 2003-2004. The practicing schools were considered the lab schools for TEIs to try-out experiments, in a number of areas. It was intended that being mentored by TEIs, these schools would have sufficient demonstration effects on other schools.

- The TEIs are, even the DIETs and CTEs, literally de-linked from the decentralized sub-district level structures such as BRCs and CRCs. The resultant absence of interface between these two sets of institutions seriously affects the delivery of quality education.

   Action Point 11 : Efforts may be mounted to establish the missing links or to strengthen the weak / feeble links between :

- *DTE and SCERT with national level institutions*
- *DTE and SCERT and OPEPA, RMSA authorities*
- *DTE and SCERT with its own institutions and schools*
- *DTE and SCERT with other SCERTs of the country*
- *DIETs / DRCs, CTEs and IASEs and BRCs, CRCs and Schools*
- *Peer TEIs*
- *DTE and TEIs with Universities, Research Institutions and other Centers of Excellence*

   Action Point 11 : The teacher education system can no longer afford to work in isolation and insularity. The DTE and SCERT may, therefore, develop a mechanism or forum to rope in NGOs, Teachers' Associations, Civil Society Groups, Corporate Houses etc. for broadening and deepening its linkage with an extended group of stakeholders.

   Action Point 12 : The School and Mass Education Department's decision de-linking Practicing Schools from the TEIs of all levels may be reconsidered in the light of the Justice Verma Commission on Teacher Education Report. Every pre-service TEI may have a dedicated school attached to it as a laboratory where student-teachers get opportunities to experiment with new ideas and hone their capacities and skills to become reflective practitioners.

5.0   Postscript

No reform, however well-intentional and well-designed, takes roots and leads to transformative change unless it is backed by strong political will and administrative commitment. Once this will and commitment is assured, the reform agenda would be translated into action by a wide-range of stakeholders from teachers, community members to top officials of the system. What matters and matters most is the mind-set and attitude of the stakeholders, most importantly, that of teachers, teacher educators and others associated with the Teacher Education system. What is of crucial significance is a positive mind-set and an uncompromising determination of those who are the partners in this movement for improving the system. Hope springs eternal in the human breast. Working together reflectively makes a difference. This requires a resolve: we can do better, we shall do better, and we must do better.

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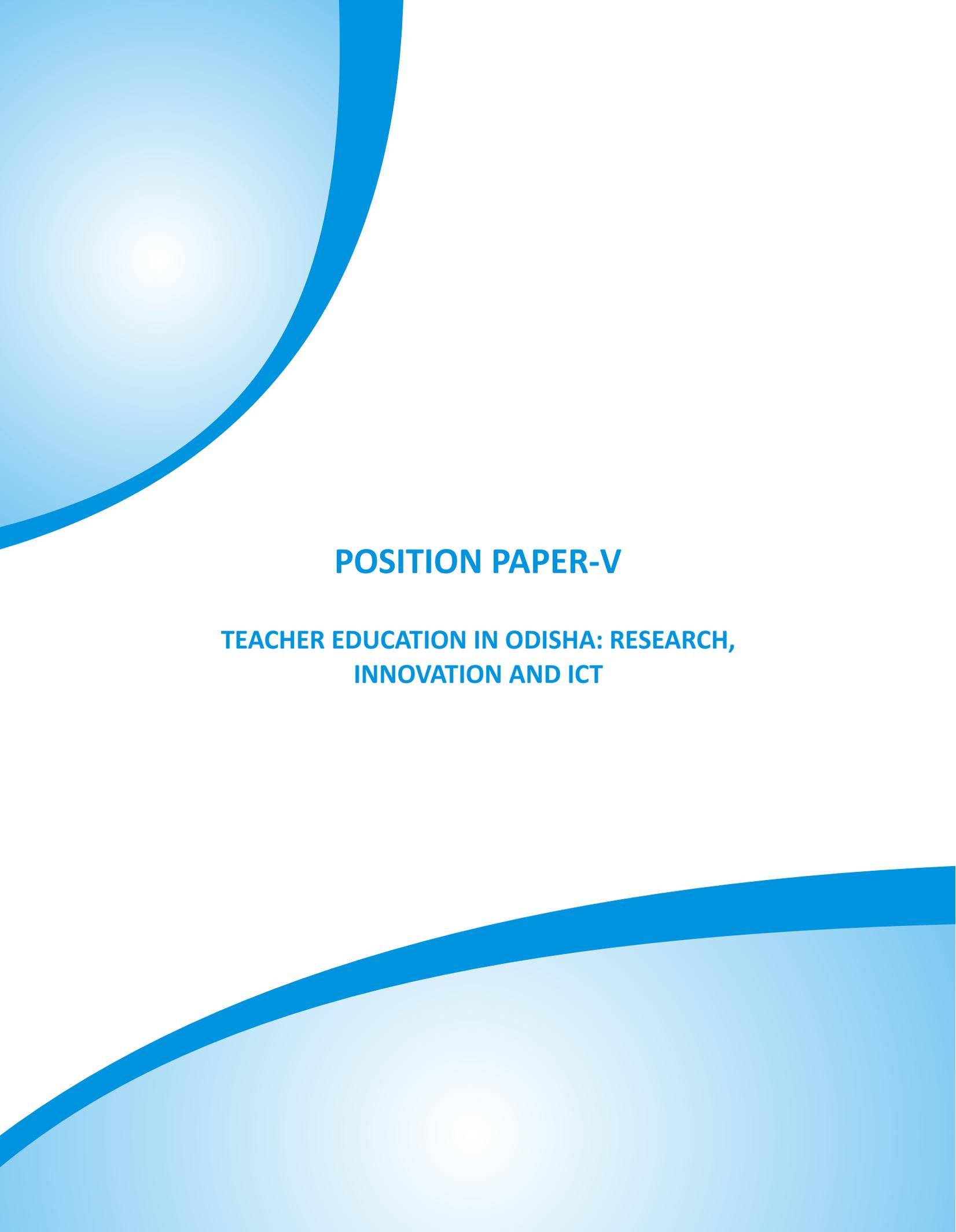
POSITION PAPER-V

TEACHER EDUCATION IN ODISHA: RESEARCH, INNOVATION AND ICT

Teacher education still has the honour of being simultaneously the worst problem and the best solution in education.   ***-Fullan, 1993: 105***

1.   Context

In recent times, the quantitative and qualitative improvement of school education has necessitated corresponding reforms in Teacher Education system in the country. Overriding emphasis on maintaining and enhancing quality and excellence in Teacher Education has been laid by different Committees and Commissions (Kothari Commission, 1966; Chattopadyay Commission,1985; NPE - 1986/92; AcharyaRamamurthi Committee, 1990); Yashpal Committee, 1993; NCF-2005 and   RTE Act-2009). In order to ensure quality in learning it has become imperative to prepare teachers to face the challenges of the dynamic society. The quality and excellence of the entire process of teacher education lie in its appropriateness of design, effectiveness of curriculum, soundness of structure, viability of organization, efficiency of transactional modes, appropriate integration of technology and above all its continuous commitment to meaningful research and innovation.

Despite the large scale   expansion of teacher education during last two decades along with implementation of several quality enhancing strategies to make the teacher education programme a robust and vibrant one in India, teacher education in Odisha is grappling with many problems such as absence of definite *policy, inadequate perspective and short-term plans, mismatch between demand and supply of teachers, defective admission policy, institutional inertia, shortage of workforce, quality crisis, poor infrastructural facilities, lack of professionalism, improper transaction of curriculum, lack of convergence among the organizations, feeble contribution to higher education, identity crisis, stakeholders' apathy, inadequate technology infusion, lack of quality control, poor monitoring and supervision and above all leadership crisis which have been adversely affecting the quality and efficiency of the teacher education of Odisha*. All these issues could be properly addressed to, provided adequate research base and innovations are developed with extensive and profitable use of ICT.

The main purpose of the research in teacher education is to understand the underlying dynamics of the teacher education system and to transform it when it is required. The underlying dynamics of teacher education implies an understanding of the theoretical framework of teacher education. This helps to conceptualize, explain, control and predict the dynamics of teacher education. Transforming the teacher education system means incorporating emerging changes, based on research evidence, with the system in order to improve its functionality. Research provides innovative ideas and directions to address the issues that the system confronts.

Wikipedia state very wisely, that "the central meaning of innovation relates to renewal or improvement, with novelty being a consequence of this improvement." Educational innovation refers to an idea or practice new to a specific educational context that meets unmet needs. Innovations ensure quality and also help in improving the overall efficiency of teaching learning process. Innovation in teacher education broadly means   the introduction or promotion of new ideas and methods that are devised in education and/or school practices which have a substantial effect on changing the existing patterns of behaviour of the group or groups involved (UNESCO. Teacher Education in the state of Odisha faces a lot of challenge in promoting and spreading innovation in different TEIs and this situation needs immediate intervention and improvement to ensure innovative practices in teacher education of the state.

In the present era of information explosion updating knowledge of ICT is of crucial importance. In teachers' professional development, ICT is considered very important as they have the task of preparing students for their role in modern society. Hence all prospective and practicing teachers and the teacher educators must acquire knowledge of ICT to meet the demands and challenges of the new teaching learning process. Introduction of technology more specifically ICT into teacher education system has been one of the important reforms proposed recently in India (ICT Policy, Odisha, 2004; NKC, 2007; NCFTE, 2010). Das (2007) remarked that information and communication technology is an important instrument, which can transfer the present isolated, teacher centred, and book-centred learning environment into a rich student-centred environment. According to Jaiswal (2011) the teacher education system empowered by ICT-driven infrastructure can have a great opportunity to come up to the centre stage and ensure academic excellence, quality instruction and leadership in a knowledge-based society. Thus infusion of ICT in teacher education programme has become inevitable; without the knowledge of ICT both in-service and prospective teachers would be constrained to face tomorrow's classroom with ICT informed students.

There are many critical issues of teacher education of the state which could be rightly addressed through Research, Innovation and proper infusion of ICT.

2. Current Situation

Different quality controlling agencies of teacher education and other academic organizations have now accorded priority to development of knowledge and practice based on different dimensions of teacher education through continuous research and innovation as well as proper infusion of technology. Despite this there has not been much headway in research and innovation and ICT related activities in the TEIs in Odisha. No much authentic research based data are available regarding the current status of research and innovation and ICT in the field of teacher education in the state .Hence in this position paper a modest attempt has been made to present the current situation in respect of Research, Innovation and ICT in teacher education in Odisha based on personal observation, experience and available research evidence.

2.1 Research and Innovation

All TEIs along with the DTE &SCERT are supposed to have a strong research component in their work plans but in reality it is observed that in most of the institution the culture of research and innovation has not yet taken roots. A cursory examination of current status of educational research and innovation in the state as well as in the different TEIs of the state reveals following glaring facts:

➤ The Directorate of TE and SCERT is one of the most crucial institutions in the field of educational research of the state and also expected to serve as key nodal institution for the organisation and management of different research and innovation related activities of the different TTIs in the state. Minimum facilities required for conducting research and innovation such as trained personnel, qualified faculties, library and computer lab are available in the DTE & SCERT of the state. Despite this the DTE & SCERT has not performed up to the mark in terms of quality, quantity and regularity of Research and innovation work. Research and innovation has remained the weakest area of endeavour in the TE & SCERT (JRM-Odisha, 2013).

- However, a few studies have been conducted by the DTE&SCERT like Studies on Population and Adolescent Education, Study on the impact of the Mid - Day Meal Programme on student attendance, Baseline, Midterm, and Terminal Assessment Studies for the DPEP in Odisha, the Textbook Analysis at The Elementary Level.It is also preparing State report of Eighth All India School Education Survey (AISES) of NCERT and participating in All India Survey on Higher Education (AISHE) (JRM, 2013). But, almost all such studies are externally sponsored studies.

- In fact the DTE and SCERT at present do not have distinct vision, policy, planning and programmes to peruse different research and innovation related activities for the growth and development of school education and teacher education in the state.

- Recently, as per the MHRD guideline a Research Advisory Committee has been set up in the DTE & SCERT for proper coordination of research and innovation related activates of the different TEIs of the state.

- No programs of capacity building of staff, particularly on research and innovation related issues have conducted by the DTE & SCERT to motivate and to develop competencies among the faculty members.

- Every IASE and CTE in the state has a department of Research and Innovation which is supposed to conduct research activities and to promote innovations. But, without exception these departments are nearly non-functional. It also is observed that most of the faculties of IASEs and CTEs are Ph.D. degree holders and many are guiding Ph.D. scholars too. Quite a good number of faculties of IASEs and CTEs regularly attending national and international seminars, few are conducting personal research and also contributing regularly in different research journals. However these studies are more driven to acquire personal achievements rather to contribute anything to improve the system and practices in education in the state.

- Mostly the IASEs and CTEs where M. Phil. /M.Ed. courses are taught they do conduct student research regularly as part of the coursework. But most of the student researches are repetitive in nature and devoid of any utilitarian value.

- Though most of the faculty members of the IASEs and CTEs are competent enough to undertake personal research project (sponsored by NCTE, UGC, MHRD,CSSR and RCI) both at intuition and personal level only 20 percent of faculty members have taken research project so far (Swain,2012).

- The IASEs and CTEs are mandated to undertake institution based research projects for which there is a provision of annual research grant by MHRD. Besides this, these institutions are expected to seek additional funds for specific research projects from organizations like MHRD, UGC, NCERT, Indian Council of Social Science Research and state governments. Despite the availability of the funds for the research very few faculties have conducted individual research projects and except PMIASE, Sambalpur no other TEI has ever approached to any organization to conduct institutional research and innovation. Further no collaborative and interdisciplinary researches have ever undertaken by any IASE or CTE. No collaborative and interdisciplinary researches have ever undertaken by any IASE or CTE. Similarly very few researches have been conducted by IASEs and CTEs on policy analyses or evaluation of different programmes relating to teacher education and thus have made little contribution towards policy formulation in the state.

➤ The performance of DIETs across the country has been abysmal (APF, 2010). The DIETs are envisioned as 'Academic Lead Institutions' for elementary education to provide guidance to all academic functionaries for the development of the elementary education in the district. One of the major *roles expected of DIETs is* promoting research and innovation in education but most of the DIETs in the state of Odisha do not reasonably perform this task today. However the Research Abstracts published by OPEPA reveals that only nine faculty members of different DIETs have undertaken research projects sponsored by OPEPA during 2006 to 2009 on their personal capacity (OPEPA, 2012). In these studies a lot of similarities are seen in the choice of themes of studies and emphasis on SSA related activities is quite visible in the themes of research conducted. However no teacher educator of Odisha baring few faculty members of the DIET has ever conducted any action research to improve their practices.

➤ In a majority of the TEIs, the faculty does not undertake either pure research or action research to improve the teacher education in the state. Apart from individual efforts, no institutional effort is made by the TEIs except PMIASE, Sambalpur in taking up research and innovation related activities. This may be due to shortage of manpower, time constraints, non- availability of fund and absence of appropriate guide line.

➤ The DTE & SCERT and other TEIs of the state at present have no linkages with the universities or any other research institutes. Academic linkages have been lacking among the different TEIs also which is adversely affecting the prospect of research and innovation of the TEIs in the past but very recently there have been some efforts to establish these linkages.

➤ The overall research scenario of the state is quite gloomy one, there is hues apathy among the faculties to conduct research and to be engaged in research and innovation related activities, and many of the institutions suffer from resource crunch. The libraries and laboratories of most of the institutions are ill-equipped and badly managed and moreover the faculty members of TEIs have not undergone any capacity building on research methodology in the last 5 years.

➤ Innovations in Teacher Education in the state of Odisha are very rare. It is still very traditional and in most of the TEIs the pace of modernization is extremely slow. Most TEIs do not experiment with novel ideas either for the better functioning of their institution or to improve their existing practices. There are perceivable shortages of genuine innovators, desirable climate, required infrastructure and needed competencies etc. to promote innovations, hence, most of the TEIs are indulged in repetitive and routine work completely devoid of original or new thinking.

➤ A shortage of funds and delays in fund flow is supposed to be one of the major reasons for not undertaking any research and innovation activities by different TEIs of Odisha.

➤ More importantly, the faculty is not able to see the linkages between school education, enrichment of teacher education and research. In a sense, the culture of research i.e. the sense of inquiry is rarely seen among the practicing teachers and teacher educators. 'Teacher as researcher' i.e. a teacher probing deeply into the problems faced in the working place and coming out with solutions is a phenomenon not seen in Consequently, hardly any useful research is undertaken and the field of education is deprived of knowledge that could be generated by credible research. Also, what is meant by' innovations' remains unclear to majority of the faculty members" (JRM-Odisha 2013).

2.2 ICT in Education

One of the goals of ICT literacy need to expose teachers and teacher educators to a wide variety of ICT resources hardware, software as well as digital learning resources. Teachers must not treat ICTs as a black box they should be taught to install even the operating system, open up hardware to study components. As a part of curriculum, student teachers should be able "to create digital learning materials and access, review and share them on a computer" (MHRD, 2012d, p.8183). Similarly the ICT policy, 2004 of the Govt. of Odisha,National ICT policy,20012;**National Policy on ICT In School Education, 2012 have strongly advocated for the ICT integration in teacher education programme. Despite this ICT is not a focus area in most of the TTIs of the state. The present status of the ICT in different TEIs reveals the following observations:**

➤ The Computer Cell is available in   majority of the centrally sponsored TEIs including the DTE & SCERT. However, in most of the TEIs, the facility is found to be inadequate. In general, it is found that this facility is mainly used for various administrative purposes rather than for academic/learning purposes. In most of the TEIs, the faculty members are not well versed with the handling of computers.

➤ In both the IASEs and in the few CTEs and DIETs the Computer cells are having adequate number of computers, printers, scanner, software packages and stabilizers. In some of these institutions TVs, Slide projectors, Over Head Projectors, LCD projectors, SMART boards, Educational videos and films and language software are also available. However majority of institutions lack basic ICT related infrastructural facilities.

➤ Usage of commercial software is over-emphasized over FOSS (Free and Open Source Software). This seems to be a result of over-marketing by the commercial organizations (e.g. Microsoft) and lack of knowledge of viable alternatives by the TEI JRM-Odisha-2013).

➤ The potentiality of EDUSAT has not been utilised in the TEIs of Odisha.

➤ Capacity in ICT has largely been a personal initiative; there are limited sources of Continuous Professional Development in ICT for teacher educators. While some capacity building programs have been conducted by America India Foundation, they tend to be around usage of commercial office productivity suite (MS-Office). Viability of other applications, particularly FOSS, to a teacher-educator and pupil-teacher has not been explored (JRM-Odisha, 2013).

➤ Pre-Service curriculum only aims to enhance the ICT awareness of pupil-teachers; there is no discourse on using ICT as a pedagogical tool for aiding teacher educators, and future teachers. Hence, the mode is more of "learning of technology" as opposed to "technology for learning" (JRM-Odisha ,2013)

3. Issues / Concerns and Action Points

3.1 Research and Innovation

It is aptly clear that the focus on research and innovation and development of academic culture in the different TTIs of Odisha has been inadequate. Following are some of the emerging concerns of research and innovation in the state of Odisha which need to be addressed immediately for the proper management of research and innovation in the teacher education.

- Creating a conducive policy framework
- Creating conducive structural arrangement
- Proper planning of research activities
- Ensuring adequate and proper fund flow
- Creating enabling conditions for research
- Establishing functional resource linkage
- Encouraging innovations

■ *Creating a Conducive Policy Framework:*

Research in Teacher Education need to remain high on the government agenda. A comprehensive state policy on research in teacher education is to be visualized in alignment with the vision of the teacher education of the state. Both quantitative and qualitative improvement of the teacher education in the state through research and innovation need to be high on the policy agenda. The Perspective Plan and the Annual Plans of the institutions and also of the DTE &SCERT need to be developed to promote research and innovation in different TTIs of the state. In planning process due autonomy may be granted to different TTIs to meet their research needs and developmental priorities.

Action Point 1 : The Programme Advisory Committee and the Research Advisory Committee of the DTE & SCERT jointly need to prepare the vision document for research and innovation in school and teacher education in the state and basing on this document clear policy statements along with time driven action plan need to be developed.

■ *Structural arrangement:*

In order to institutionalize the research activities and to take research activities beyond the confines of the course requirements, a clear line of structural arrangement beginning from the DTE & SCERT to all TEIs and touching the schools need to be created.

Action Point 2 : The Department of Research, Evaluation and Innovation need to be created /strengthened with creation of Research Cells in each TEIs of the state. This arrangement is to list the issues for research, finalise the plans provide support for conducting research and all activities associated with it.

■ *Planning Research Activities:*

Planning research activities requires identifying the areas of research, prioritizing the issues, planning the provisions for conducting the research. Each TEI need to be involved in the planning and conducting research into the issues that are identified in the schools in its catchment area. Preferably, the issues of secondary and higher education problems need to be probed by the IASEs, CTEs and Training Colleges; the problems confronted in elementary education need be investigated by the DIETs and Training Schools. Further, the capacity of the teacher educators need be enhanced not only to plan and conduct research in their own institutions but also to provide adequate academic help and training to teachers of the schools specifically regarding the process of conducting action research.

Action Point 3 : *Each TEI as well as the DTE & SCERT need to identify the areas and problems of research in their own institutions and the schools in their catchment areas. While the DTE &SCERT and IASEs need to plan for policy research and major state and national level research projects (including sponsored projects), other TEIs need to concentrate on small and medium research projects essentially based on the issues faced by the teachers, teacher educators and institutions.*

Action Point 4 : *Conduct of action research by every practitioner (teacher, BRCC, CRCC, teacher educators) need to be encouraged in a planned manner in which the TEIs need to take the responsibility.*

Action Point 5 : *Inorder to encourage quality research contributing to enhance the standard of teaching-learning practices, some form of recognition or incentives need to be provided to the concerned researchers.*

■   *Adequate and Proper Fund Flow:*

The current expenditure made on research and innovation in the TEIs of Odisha is considerably low. Therefore, a larger and an earmarked budget provision for research in teacher education are needed. However performance-based competitive funding system may be introduced for research and innovation. Along with appropriate funding proper fund flow may be ensured for quality research and innovation.

Action Point 6 : *The DTE & SCERT need to ensure provisions for the funds for the research by tapping various funding agencies besides the funds available from Govt. Sources. Convergence with agencies like MHRD, UGC, ICSSR, NCERT, NCTE, OPEPA, and such other organisations need to be strengthened for funding such research activities.*

■   *Creating Enabling Conditions:*

Conducting research in an effective manner requires among other things (i) the capability of the researcher, and (ii) adequate infrastructure support. This need to include appropriate and adequate provisions of ICT materials, both hardware and software. In this context the teachers, teacher educators and other practitioners need to be trained in the basics of planning and conducting research studies. Besides, all possible facilities like library, journals, and computer services need to be made available to the researchers.

Action Point 7 : *The DTE & SCERT need to train selected faculty members of IASEs, CTEs and DIETs as resource persons for providing training in a planned manner to the teachers and teacher educators in order to build their capacities for conducting research.*

Action Point 8 : *The infrastructure required for conducting research may be provided at the IASEs, CTEs and DIETs by augmenting the existing facilities or creating additional facilities wherever required including ICT facilities. In this context, the DTE &SCERT should be developed as the model state level resource centre.*

■   *Establishing Functional Resource Linkage:*

A need based educational research always involves a wide range of stakeholders. In most of the cases, such researches are multidisciplinary and collaborative in nature. In order to ensure effectiveness in research both horizontals and vertical linkages among institutions of Teacher Education and other related organizations is essential. Horizontal linkage among the DIETs, TEs, CTEs, IASEs and the DTE and SERT is to be established. Similarly vertical linkages are needed to be established among the different **state level**agencies such as State Departments of Education (Both School and

Higher Education), DTE and SCERT,OPEPA, RMSA, Universities, SIET, ELTI and NGOs working on Teacher Education. Linkages are to be established with different **regional agencies** such as Regional Institute of Education (RIE), Regional Technical TeacherTraining Institute, and Regional centre of National Council for Teacher Education (NCTE) and **central level**agencies such as NCTE, NCERT, UGC, MHRD, NUEPA, CIE, RCI etc.

Further, online facilities may be made available at the resource centres, thus linking the researchers to the wide world of research on the topic of their research.

> ***Action Point 9.****The DTE & SCERT need to ensure the establishing the system of institutional linkages, both horizontal and vertical, for the conduct of high quality research. Further, the resource centres at DIETs, CTEs and IASEs need to be provided with online facilities for the purpose.*

■ *Encouraging Innovations:*

Innovations in the form of new practices and/or materials, emerging as outcomes of research should always be encouraged and for enhancing the quality of learning and teaching innovations need to be continuously highlighted and shared among the practicing the teachers and teacher educators.

> ***Action Point 10 :*** *Collection and collating different innovative practices and materials from research and other sources may be encouraged to promote innovations in the TEIs.*

> ***Action Point 11 : For recording and wider sharing,****the different innovative practices may be made available in different media such as newsletters, publications, websites, and social media in a planned manner.*

> ***Action Point 12 :*** *State, district and sub-district level sharing of research outcomes and other innovative ideas and materials ****among the stake holders (including peer sharing)**** need to be done on regular basis.*

> ***Action Point 13 : All the TEIs of the state should ensure the application of the innovative practices in their respective institution. Appropriate proactive monitoring and evaluation mechanism may be developed to strengthen the innovations in TTIs. Further, provision of some incentives may be made to encourage innovations in different TTIs.***

3.2 ICT

Although both the central and the state governments have expressed their totally committed to the integration of ICT in teacher education system, the actual implementation in the TEIs of Odisha has been hindered as a number of issues have still remained unresolved. Some of major issues in this area are as follows:

● **Lack of comprehensive vision and action plan**

● **Dearth of adequate and appropriate infrastructure and resources**

● *Lack of ownership and involvement of stakeholders*

● *Limited focus on ICT curriculum at pre-service and in-service stage*

● **No proper Integration of Content, Pedagogy and ICT**

■ *Vision and ownership for the ICT programme:*

Use of ICT in teacher training programme to be successful needs to have a clear vision and ownership at the state level by the state Government as a whole and supported by the other related departments. Hence the DTE & SCERT as the nodal and apex agency of teacher education of the state should provide strategic leadership for proper ICT integration in different TTIs. The DTE & SCERT should formulate appropriate policies and strategies to develop ICT based TTIs in the state. It is of great importance that all such policies and strategies should be articulated in accordance with the broad national and state level ICT policies.

Action Point 14 : A clear vision statement on the implementation of ICT in school and teacher education needs to be spelt out by the State Government basing on which the action points at each level may be developed with clear allocation of duty and accountability of the institutions and stakeholders.

■ *Provision of Adequate and Appropriate Infrastructure and Resources:*

For the ICT program to be effective it needs to have adequate and appropriate infrastructure facilities like computer lab, Internet (preferably broadband wireless), with other ICT devices including radio, TV, camera, audio recorder, mikes, speakers handy-cams etc. Digital library / repository should be maintained in the lab, variety of resources, classified with annotations/ comments. Digital resources in DVDs should also be maintained for lending to faculty members, student-teachers and teachers. Again for proper use and maintenance of facilities, minimum number of personnel needs to be engaged with proper training.

Action Point 15 : In addition to the facilities already provided, minimum basic infrastructural and resource facilities need to be provided for building the ICT resource centre in each TEI of the state.

■ *Developing Ownership and Involvement of Stakeholders:*

It is important that the process of development of such strategies must involve all the relevant stakeholders and potential partners at an early stage. These would include at least representatives of the teacher educators themselves, teachers (such as Teachers Unions), supporting staff those involved in teacher education, higher education institutions, the curriculum developers, and the providers of hardware and software.

Action Point 16 : Awareness programme may be conducted among the primary stakeholders like students, teachers and teacher-educators for developing the sense of ownership of the ICT resources for their proper maintenance and use.

■ *ICT Curriculum at Pre-Service and In-service Teacher Education Programme:*

Proper use and integration of ICT must be ensured in both pre-service and in-service teacher training programmes of the state. The ICT curriculum for both pre and in-service teachers need to include components like Knowledge on Basic Hardware and Software, Operational skills of using internets and web-based tools and resources including cyber security, and influence of ICT on socio-cultural-political environment.

Action Point 17 : Appropriate revisions in the existing curricula of initial teacher education programme for incorporating the basic ICT knowledge and skills may be initiated by the DTE &SCERT requesting the Board and Universities of the state for their incorporation.

Action Point 18 : Special in-service programmes on the ICT may be planned for teachers and educators at different levels and curriculums for such programmes may be initiated by the DTE &SCER in consultation with appropriate agencies and organization.

■ *Integration of ICT in Content and Pedagogy*:

Several frameworks are available for integrating ICT knowledge and skills with the content and pedagogy of each curricular subject area for enhancing the quality of learning. Teachers' and teacher educators' understandings of technology, pedagogy, and content can interact with one another to produce effective discipline-based teaching with educational technologies. Employing such a framework in   schools and TEIs is essential in the age of advanced technology for accelerating quality of learning. Adoption of such a framework may be considered in some schools and TEIs on pilot basis with a plan of extending the facilities to all the TEIs and schools in phased manner.

> **Action Point 19 :** *The DTE & SCERT in consultations with experts and organizations need to develop or select appropriate framework to be adopted in the schools and TEIs for effective integration of ICT with curricular contents and pedagogy.*

Concluding Remarks

In Odisha research and innovation, and ICT have not yet established their firm roots in the teacher education system. In order to address the complex set of factors that shape the future of teacher education in the state, there is an urgent need to strengthen the research and innovation as well as ICT base of teacher education. To achieve these all teacher education organizations of the state must be structured and organized in a way that would enable them to respond dynamically to the research and innovation and ICT needs of the teacher education system of the state

Quality school education cannot be thought up without quality teacher education programme. Hence the potentialities of the research and innovation and the use of ICT may be explored in all their diversities to support teacher education systems in Odisha.

Information and Communication Technologies for Teacher Education

While Information and Communication Technologies have made rapid strides - in fact it is a runaway development, making extrapolations and predictions impossible. Making every citizen capable of partaking this gift to humankind should certainly be a very important objective of education today.

One can immediately see the need for a generic ,runvJ-ihv which is future proof. Such a curriculum will equip students with the ability to navigate cyberspace safely and securely, the ability to learn to use any new device or application, the ability to create objects and processes - giving expression to ones creative genius, and the ability to critique and share these creations with their peer and the world at large. ICT is an opportunity to break away from centuries of denial of access and to stand tall among the comity of humans.

The context of ICT in Teacher Education:

Every student-teacher is to be invested upon in a manner in which she is equipped to leverage ICT for a life time, not only for her own personal growth but also the growth of all her students and peer;

Every teacher education institution is equipped to be a node on the connected world network, at once capable of benefitting from the world's knowledge and capable of sharing one's own knowledge with the world;

Every teacher education system is equipped to be a hub of student-teachers and teacher educators, together working for the upliftment of the teacher education system, setting higher and higher benchmarks for itself and utilising the services of its members to create a self-sufficient and self-supporting system, transcending conventional barriers of access;

Every teacher education system is equipped to grow into its role as the leader of the entire education system, mentoring all aspects of research, development and training, prompting in its wake a healthy respect for the creation of knowledge and a culture of critical review and informed debates in education.

Recent Developments in ICT in Education in India:

A few developments in the field of ICT in education may be highlighted to examine the feasibility of the above goals.

The Government of India supports the delivery of ICT infusion into the school system through the ICT@Schools scheme. While this scheme supports the development of ICT infrastructure in secondary schools, various components in other schemes of the Government of India support the development of ICT infrastructure at the elementary and teacher education levels.

A National Policy of ICT for School Education was formulated in March 2012 to enable the comprehensive utilisation of the investments being made in ICT infrastructure, in particular expand the range of utilisation to include not only computer literacy, but also computer assisted learning, internet as a learning resource, computing (creating with computers), ICT in school governance and management information systems for informed decision making.

As a pan of the National Policy's rollout, three initiatives have been taken, viz., Guidelines to the States, ICT in Education Curriculum for teachers and students and a National Repository of Open Educational Resources.

The ICT in Education Curriculum (see http://ictcurriculum.gov.in) is centred in Education, rather than technology and explores ICT in Education through its six strands, viz., Connecting with the World, Connecting with Each Other, Creating with ICT, Possibilities in Education, Reaching Out and Bridging Divides and Interacting with ICT, thereby attempting to provide a holistic view of ICT. The Curriculum for teachers is offered as a two year course leading to a Diploma in ICT in Education. The Curriculum for students is offered as a 90 week (three sessions per week) course beginning at the class VI stage.

The National Repository of Open Educational Resources (see |ittp://nroer.gov.in'l is a collaborative platform aimed at collecting, curating and making available resources to teachers and students at all levels all digital and digitisable resources. The resources are mapped to concepts which span all subjects across all classes (1 - 12 and teacher education). All these resources are released under an appropriate creative commons license, enabling the translation and adaptation of the resources.

Implications and Suggestions for Teacher Education, Odisha:

The above initiatives help us look at ICT differently. Traditionally, ICT implementations have always been viewed with a hardware centric model, the personal computer forming a significant part. Internet is not considered essential. While the absence of reliable access to the internet does affect functioning, the real benefits of ICT cannot be obtained without communication.

Recent technological developments - smart phones, tablets, cost-effective laptops on the hardware front, mobile and wireless internet available through a variety of sources - augur well for a connected environment.

It is eminently possible therefore to develop a teacher education network, involving all teacher educators and student-teachers; the network begins with persons currently capable of connecting to it through a mobile, internet and e-mail, slowly expanding to all persons;

The National Repository of Open Educational Resources can be utilised straight away, saving the effort and cost of developing an alternate technological platform;

A core group of motivated teacher educators from Odisha is set up; they are mandated to understand and provide the necessary leadership to the activity;

The teacher education curriculum of Odisha is mapped into the concepts list on NROER, filling up existing gaps; all existing concepts on the NROER are translated into Odiya;

All existing resources relevant to teacher education - digital and digitisable (in Odiya and English) - are identified; a systematic plan to map them to the concepts on NROER is implemented;

All teacher educators and student-teachers are enrolled into the NROER and encouraged to participate in its activities; apart from downloading resources, activities include critiquing and commenting on existing resources, creating and participating in events, contests, courses, and web based interactions (seminars and help forums)

Together the above can develop into a professional support platform for enriching the teacher education system; once established and found relevent by the clientele, it can be leveraged to catalyse and assist a variety of interventions in teacher education, systematically realising the vision and mission of TE-Odisha.

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PUBLIC OPINION ON REFORMING TEACHER EDUCATION IN ODISHA

1.0   The Background

Quality of school education has come to receive unprecedented premium. Quality, coupled with equity, is a non-negotiable concern in school education. Teachers are the frontline providers of quality education. Effective teachers help children learn effectively; enable them to achieve higher levels and sustainable learning. Effectiveness of teachers depends, aside other variables, on a set of factors: their subject matter mastery, repertoire of pedagogical skills and competencies, professional judgement, commitment and attitudes. All these are developed and honed by the professional preparation and development through the teacher education programme. The teacher education programme has, during the recent years, acquired critical importance. The Central and State Governments have accorded priority to this segment of the education system. Starting with NPE (1986/1992), NCF (2005), the NCFTE (2009), RTE Act (2009) and MHRD's Twelfth Five-Year Plan Guidelines for Restructuring and Reorganization of Teacher Education (2012) have given a big push to reforming the Teacher Education programme.

The Teacher Education system in Odisha is currently on the throes of an evolutionary transformation. This process of transformation has come to acquire greater pace intensity and urgency largely on account of the recommendations of the MHRD appointed Joint Review Mission Teacher Education (2013). As a part of this reform endeavour, the exercise of envisioning Teacher Education in Odisha is being proactively pursued out with all commitment. Reforming the Teacher Education system in the state is based on a well-articulated plan. The seeds of the reform initiative were sown by the Joint Review Mission on Teacher Education Odisha (2013), which recommended "*create an inspiring, shared vision for transforming Teacher Education in Odisha with long-term, medium-term and short-term action plan"* (JRM-TE, 2013 : 11). Re-emphasizing the importance and urgency of reform, it went on to add "collaboratively create frameworks of institutional quality for SCERT / IASEs / CTEs / DIETs".

Close on the heeds of JRM-TE : Odisha (2013) report, Government of Odisha in the Department of School and Mass Education launched in collaboration with and support from the UNICEF, Odisha, the reform exercise, the site of reform initiative being the DTE and SCERT. The following tasks have already been undertaken to take the reform initiative further.

1.   A two-day workshop for Developing a Roadmap for Development of Teacher Education in the State on July 11-12, 2013.

2.   Sharing and Dissemination Conference of JRM-TE, Odisha

3.   Workshop for Identification of Core Areas for Developing Position Papers

4.   A few sharing meetings with the authors of Position Papers

A policy document on Reforming Teacher Education acquires legitimacy and credibility when the proposed dimensions of reform are extensively shared with appropriate stakeholders. Two potential sources of capturing voices of stakeholders are:

i)   Consultation meetings with stakeholders, providing a platform for dialogue; and

ii)   Eliciting public opinion on various aspects of reform through advertisement in newspapers.

In view of the urgency of the matter and time constraint, it was not possible to conduct regional consultations, which could have provided a better platform to listen to the voices of a widely representative audience. However, for sake of expediency, it was decided to invite views from unspecified public as well as professionals who had had direct or indirect association with the Teacher Education programme of the state.

1.1   Objectives

The two-fold objectives of the exercise were :

1.   To communicate a massage that the Department of School and Mass Education, Government of Odisha is seriously engaged with reforming its Teacher Education System.

2.   To invite voices and views of general public as well as professionals on various dimensions of Teacher Education for reform.

2.0   Methodology

It was decided by a group of experts that it would be appropriate and relevant to have the views and voices heard of various stakeholders. This decision was essentially driven by the dictates of legitimacy and ownership. For this, two sets of instruments were designed (i) a short opinionaire, consisting of mostly open-ended items; and (ii) a relatively comprehensive opinionnaire, comprising both open-ended and close-ended items, for those who are / were directly or indirectly associated with the State's Teacher Education programme. While the first set was published in two widely circulated Odiya dailies, the second set was sent by post as well as through email.

The wavelength or contours of the opinionniare included concerns relating to: duration of the pre-service programme, the curriculum, textbooks, teaching-learning materials, curriculum transaction, admission policy, effectiveness of the existing pre service courses, relevance of inservice training programmes, professional development of faculties of a TEIs, including SCERT, expectations from SCERT to build a robust and vibrant Teacher Education system and many more. While the close-ended items elicited structured responses, the open ended items triggered an extended range of responses. Notwithstanding the restricted space of close-ended items, the respondents were found going beyond the dotted lines.

2.1   Respondents' Profile

The structure of respondents of the final set of opinionnaire has been reflected in Table 2 (a) below:

Table : 2 (a)

Public Opinion I : Structure of Respondents

Sl. No.	Category of Respondents	No & (%) of respondents		Total
		Male	Female	
1.	Teachers	48 (85.71)	08 (14.39)	56 (100.00)
2.	Teacher Educators	29 (76.09)	09 (23.69)	38 (100.00)
3.	Educationists	12 (80.08)	03 (20.00)	15 (100.00)
4.	General Public	19 (90.40)	02 (09.52)	21 (100.00)
5.	Other Professionals	06 (100.00)		06 (100.00)
Total		**114 (83.82)**	**22 (16.18)**	**136 (100.00)**

The size and spread of respondents is relatively limited possibly on account of short time-limit for sending their responses. Teachers, teacher educators and educationists together constitute more than four-fifths of the total respondents. General public and professionals who have had no link with Teacher Education programmes constituted only one-fifth of respondents. The low percentage (19.86%) of respondents from this category is due primarily to the feeble visibility of the Teacher Education segment of education system. This apart, education in general has rarely been a chronic concern for the public, deprivation of which calls for public action.

Table 2 (b)

Public Opinion II : Structure of Respondents

Sl. No.	Category of Respondents	No & (%) of respondents		Total
		Male	Female	
1.	Teacher educators	31 (72.09)	12 (27.91)	43 (100.00)
2.	Retired Teacher Educators/ Teachers	25 (80.64)	06 (19.36)	31 (100.00)
3.	Educationists	18 (90.00)	02 (10.00)	20 (100.00)
4.	Others	09 (90.00)	01 (10.00)	10 (100.00)
Total		**83 (79.80)**	**21 (20.20)**	**104** (100.00)

As mentioned earlier, the second set of opinioniare was sent or made accessible through SCERT website to a group associated, directly or indirectly, with the Teacher Education Programme of the State. The responses from the present group of Teacher Educators, compared to their number, appeared to be marginal. This, in a sense, reflects the absence of concern of Teacher Educators, for Teacher Education programme. The reluctance to critically reflect and contribute to the teacher education system's renewal is evident enough.

3.0   Analysis

3.1   Duration of Pre-service Courses :

No (%) of Responses

Sl. No.	Course	Adequate/ Inadequate		Total
		* Desirable	* Not Desirable	
1.	D.El.Ed. Course	210 (100.00)	-	210 (100.00)
2.	B.Ed.	15 (07.15)	195 (92.85)	210 (100.00)
3.	*B.Ed. (4 -year integrated)	180 (85.71)	30 (14.29)	210 (100.00)

All respondents, irrespective of their background and gender, expressed their satisfaction with the two year D.El.Ed. course in respect of its duration. In stark contrast to this, more than 85% of respondents observed that the duration of the B.Ed. course is woefully inadequate. Their overriding concerns related to the following factors:

- One year course is quite insufficient for a professional course.

- Admission to the course, over the past few years, eats into almost half of an academic year.

- Time-on-task in TEIs is not appropriately planned and utilized, resulting in wastage of scare time available.

- Even for the coverage of the pre-revised course, one year B.Ed. programme is insufficient let alone the renewed curriculum.

- One year B.Ed. programme heavily compromises with the range and depth of the course.

- The school based student teaching programme, a core component of the B.Ed. course is seriously marginalized.

In consideration of the need for well-trained and well-qualified teachers for the teaching profession, nearly 86% respondents preferred the four-year integrated course model. Their preference for the four-year integrated course, as reported mostly by professionals, is in consideration of (i) longer duration of the model; (ii) integration of general education and professional preparation throughout the course; (iii) greater possibility of having such courses in lead general colleges offering Education as a discipline; and (iii) linking Teacher Education to Higher Education.

3.2 Admission Process

Almost all respondents (nearly 98.00%) expressed their total dissatisfaction with existing mechanism for admission to the D.El.Ed. and the B.Ed. course adopted by DTE and SCERT. Their dissatisfaction relates mainly to:

- Total centralization of the admission process by the DTE and SCERT, which not only affects its academic programmes but also tends to use up the freedom and autonomy of TEIs. Besides, the centralized admission sends out a message of trust-deficit with field level TEIs.

- Admission process gets inordinately delayed due primarily to its centralization, which drastically reduces the time available for curriculum transaction.

- Selection process, singularly based on career assessment, is outdated and not appropriate to select candidates with right aptitude and motivation for teaching profession.

- In the face of 'Entrance Tests' conducted for admission to professional courses, the selection process in vogue for over two decades, has almost outlived its relevance. One respondent observed: "DTE and SCERT is still in the age of bullock cart technology". Directorate of TE and SCERT is reinventing the wheel," another observed stubborn resistance to change and to learn has become a characteristic attitude of DTE and SCERT."

From suggested line of action for overhauling the age-old and moribund admission process, three alternative suggestions have emerged:

i) A miniscule segment of respondents (a little over two percent) still prefers selection on the basis of career assessment on the ground of no room for manoeuvrability**.**

ii) More than 85.00 percent of respondents were in favour of "entrance tests" only.

iii) A small percentage of respondents preferred entrance test in combination with personality test to test the soft skills of candidates.

3.3 Characteristics of Effective Teachers

Our school education system requires effective teachers. The quality of teachers, almost entirely on to a considerable extent, depends on the quality of the TEIs. All respondents of the Public Opinion : II have mentioned quite a few characteristics of effective teachers that the education system requires, range of suggested characteristics is, indeed, vast and sometimes repetitive. A thorough scanning of the responses received revealed the following cluster of characteristics:

i) Cognitive Attributes:

An effective teacher:

- Has mastery over the subjects and content.

- Is acquainted with the evolving pedagogical skills

- Varies his / her teaching styles as per the demands of the context.

- Continuously updates and renew his / her corpus of knowledge.

- Plans teachers tests re-teaches retests - replans

- Adopts reflective teaching exercising professional judgement.

- Creative analytical and innovative.

- Has the ability to engage the students with meaningful learning tasks. Encourages questioning by the students as a means of expanding and deepening the knowledge base.

- Asks his / her teaching intellectually challenging

- Makes his / her teaching by findings of research studies.

- Gives assignments of sufficient variety to maintain interest.

- Arranges classroom climate to complement instruction.

- Ensures high levels of student time on- task that is time engaged in relevant activities.

- Engages himself / herself with action research studies.

- Helps students to construct knowledge through a variety of approaches.

- Does different things and does the something differently to make students learn effectively.

- While teaching, he / she often transcends the boundaries of textbooks.

ii)   Emotional Attributes :

An effective teacher :

- Loves children

- Has concern for children's education, health & wellbeing

- Has positive & caring attitude towards children.

- Understands childrens' difficulties & problems

- Does not respond to discipline problems emotionally.

- Is familiar, not over familiar with students.

- Maintain a safe & orderly environment that is not oppressive and is conducive to teaching & learning.

- Maintains cordial relationship with students, other teachers & parents,

- Easily accessible to children and child friendly.

- Values children and their abilities,

- Sympathetic, humane and self effacing.

- Owns his / her school & children.

- Responds to the presence of first generation school- goers.

- Ensures an inclusive school environment empowering all children, in their learning across differences of caste, religion, gender & disability.

iii) Ethical Attributes

An effective teacher :

- Is highly regular & punctual never late for school & classes.

- Is totally committed to his / her school & children

- Believes in equality & has a concern for all children irrespective of gender, class & caste considerations.

- Is honest, objective and unbiased.

- Committed to democracy, values of equality, justice, freedom, concern for children's well being.

- Does not practice disseminating practices in school & classrooms.

- Possesses highest standards of values and ethics.

- Is professionally committed, and believes in a culture of trust, cooperation and sharing.

- Accountable to students, parents and the community.

- Is a model for his / her students to be respected and emulated?

3.4   Teacher Development Programme

While initial in pre-service training programme is meant for teacher preparation, inservice training programmes are essentially meant for teacher development. While all have expressed their opinion about the indispensability of inservice training programme for working teachers, a substantially large section (75%) of respondents have serious reservations about the effectiveness of such programmes. Their observations include :

1.   Non-existence of induction or transition into teaching for the newly recruited teachers and teacher educators.

2.   Programmes are mostly centrally derived and directed, leaving no room for institutional autonomy and context specific needs.

3.   Most of the INSET programmes are de-contextualized and generic in nature.

4.   Programming of INSET are rarely informed by research, feedback from beneficiaries, monitoring and follow-up.

5.   Inservice courses are designed and offered on an ad-hoc basis. As a result, neither the teachers nor the authorities try to examine and assess the value of courses.

6.   The CTEs and IASEs are not found to be as effective as DIETs in conducting INSET for two reasons : (i) shortage of teacher educators; and (ii) their distance from the sites of inservice training programme.

7.   Conduct of inservice training programmes are rarely monitored by TEIs.

8. Sometimes, programmes are too many, organized by too many authorities resulting in frequent withdrawal of teachers from schools.

3.5 Professional Education of Teachers

Effective teaching depends on effective teachers. Teacher effectiveness, among other things, is a function of teachers' general education (school and college education) and their professional education. Both general education and professional education of teachers are not independent of one another. Rather, they are interactive mutually reinforcing. Large majority of respondents, about 70%, were of the opinion that teachers' general education background is more important than their professional preparation. Other respondents aside, even the professionals gave precedence to teachers' general education background to their professional preparation. Two reasons could be ascribed to such a dominant perception, are : (i) relative ineffectiveness of the teacher education programme, and (ii) low visibility of the teacher education system. However, experience as well as studies on teacher effectiveness shows that both the components are important.

3.6 Teacher Education Curriculum Renewal

A good and appropriate curriculum is an essential pre-requisite for effective learning. What is of critical importance is relevance of curriculum. Unless the curriculum is revisited and reviewed at regular intervals, it loses relevance. In Odisha, the Teacher Education curriculum, both D.El.Ed. and B.Ed., was last revised two decades ago, the most recent revision being effected in 2012. Mandating for curriculum renewal come from different sources and for different reasons. Curriculum renewal in teacher education, is across the country, rarely effected from within.

In response to an item on the sources of curriculum renewal, a large number of professionals (90.30%) were of the views that curriculum renewal was almost singularly centrally-driven. Rarely had it been internally-driven and expert-initiated. Views of a wide-range of stakeholders such as teachers, teacher educators, student-teachers, etc. were not taken into consideration. In fact, the latest curriculum renewal has largely been influenced by NCF 2005, NCFTE 2009 and RTE 2009. Apart from this, state decision to renew the curriculum at all levels, including teacher education, was driven by the directions from the Centre.

In response to a question : "who are to be ideally associated with the curriculum renewal and writing of textbooks ? The list, almost without exception, included : teachers, teacher educators, subject experts, pedagogy specialists, parents associated with teacher education and more significantly student-teachers. This process of associating an extended range of stakeholders adds contextuality, diversity and eclecticism to the process and product.

3.7 Strengthening DTE and SCERT

Though suggesting measures for strengthening DTE and SCERT was an item in both the opinionnaires, the item was only responded by the professionals, who were associated with Teacher Education. A fairly large number of suggestions were proposed. Scanning through those suggestions, the following ones appeared to be dominantly recurring.

- Making DTE and SCERT an autonomous organization

- The Directorate of TE may be dissociated from the DTE and SCERT

- Alternatively, DTE and SCERT may be one organization with two distinct wings : Administrative and Academic

- Placing DTE and SCERT in its entirety under the Department of Higher Education

- Placement of experts in DTE and SCERT through a stringent and rigorous process of selection

- Placement of academically competent and professionally competent staff in DTE and SCERT.

- DTE and SCERT may be a centre of excellence with an inter-disciplinary group of academics and researchers

- Placement of a strong, visionary and pro-active leader as Director in DTE and SCERT.

- Research, innovation and ICT, the weakest area, may be sufficiently strengthened.

- DTE and SCERT may be transformed into a state level lead institution in policy formulation in school and teacher education

3.8 Secondary Training Schools : An Identity Crisis

The DIETs / DRCs and BRCs are TEIs being funded jointly by Government of India and the State Government, though the largesse comes from the Centre. In many respects such as infrastructure, human resources, instructional support systems and financial resources, these institutions are better placed. As against this scenario, the Secondary Training Schools (offering D.El.Ed. Courses) are wholly state-supported TEIs and lack the provisions and privileges of TEIs under the Centrally Sponsored Teacher Education programme. They face several deprivations, which tend to cripple their effective functioning. Two broad suggestions emerged from the plethora of proposals of the professionals.

- The Secondary Training Schools are to provided with large financial resources from the State Government.

- In all respects, S.T. Schools should be made comparable to the DIETs / DRCs.

In the absence of these interventions, the existing inequities between S.T. Schools and DIETs / DRCs would be further exacerbated.

3.9 TEIs and Research and Innovations

Research is an important area of work for TEIs. Research informs many critical areas of teacher education : policy formulation and planning, classroom processes, institutional management, linking theory and practice, programme interventions etc. However, research continues to be one of the glaring grey areas. Research culture is literally absent in all TEIs : from IASEs to DRCs. Reasons that could be attributed, as supported by the professionals include :

- Non-availability of competent research-oriented professions in TEIs.

- Rigor and seriousness in conducting research studies, as part of the professional course requirement such as M.Ed., MA (Education) and M.Phil is missing.

- Neither sponsored researches nor faculty-initiated researches is being carried out in TEIs

- Action researches by the practioners are almost absent in TEIs.

Innovation continues to be an unexplored area in TEIs. Innovations in many areas could possibly explored through reflective thinking, shared interactions and in-depth understanding of the context in which schools are posited and processes are carried out.

4.0   In Conclusion

Public opinion, through which views and voices of an extended range of stakeholders are accessed, provides legitimacy to the reform process. However, the opinionnaire I could not articulatedly capture the responses of people, in general, primarily due to Teacher Education system's low visibility. However, Opinionnaire II could catch the informed views of the professionals. These views and voices reflected in this brief report, coupled with the ideas ingrained in the Position Papers would, it is expected, lead to envisioning Teacher Education in the State.
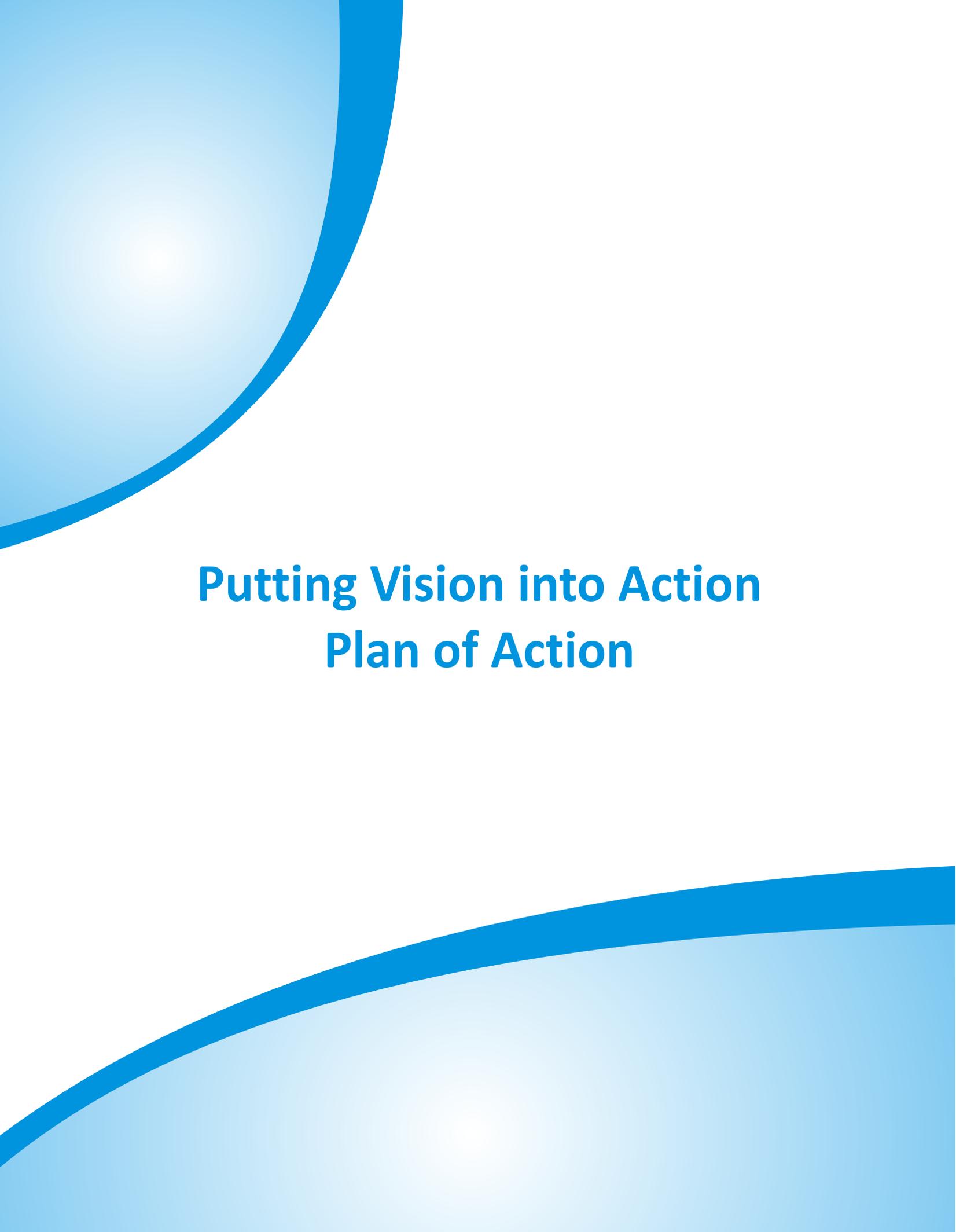
Putting Vision into Action
Plan of Action

GOVERNANCE OF TEACHER EDUCATION SYSTEM

Issues and Concerns	Action Points		Task Specifications		Time-frame	Agency responsible
1. Non-existence of an exclusive position for Teacher Education in the Administrative Department	**1.1** A post of Additional Secretary (Teacher Education) be created in the Administrative Department	**1.1.1**	One of the existing posts of Joint Secretary / Additional Secretary in the Department be exclusively designated as Joint / Additional Secretary (Teacher Education) and a Government Notification to that effect be issued by the Department		6 Months	S&ME
		1.1.2	A senior-most Teacher Education professional in the rank of Director / Additional Director be posted in the aforesaid post to look after the Teacher Education affairs in the same.		6 Months	S&ME
		1.1.3	In case of non -availability of teacher education professional in the rank of Director / Additional Director, any senior-most teacher education faculty may be posted there as OSD -cum-Joint / Additional Secretary till the regular posting is made.		2 months	S&ME
		1.1.4	On receipt of Government Notification on the item indicated at Sl. No. 1.1.1 above, necessary initiatives be made at the Directorate level.		1 month	DTE and SCERT
2. Non-existence of Cadre of Teacher Educators for Elementary and Secondary Level Teacher Education	**2.1** Teacher Education Cadre be created for Elementary and Secondary Teacher Education separately.	**2.1.1**	Taking policy decision for creation of a cadre of Teacher Educators for Elementary Teacher Education (for S.T. Schools and DIETs / DRCs) and issue of Notification thereof		6 months	DTE and SCERT and S&ME
		2.1.2	Framing of cadre rules constituting the services of Teacher Educators, Senior Teacher Educators / Head of the S.T. Schools and Principal of the DIET taking into account the provisions contained in the existing DIET Personnel Policy (**which is to be revisited in consideration of the State requirement)** and NCTE stipulated qualification and other conditions		1 year	DTE and SCERT and S&ME
		2.1.3	Taking policy decision with regard to creation of a cadre of Teacher Educators (Lecturers / Assistant Professor) for the Secondary Teacher Educators (for Training College, CTEs, IASEs, SCERT) and issue of notification thereof.		Six Months	DTE and SCERT and S&ME

Issues and Concerns	Action Points		Task Specifications	Time-frame	Agency responsible
		2.1.4	Framing of Cadre Rules constituting services of Assistant Professor, Associate Professor and Professor in consideration of the existing Cadre Rules framed by Higher Educ ation Department and the latest NCTE stipulations / norms, qualifications and other conditions keeping provision / scope for both horizontal and vertical mobility of the Teacher Educators	1 year	DTE and SCERT and S&ME
		2.1.5	Constitution of a Coordination Comm ittee consisting of the Secretaries of both S&ME and HE Department to facilitate such policy decision.	6 Months	DTE and SCERT and S& ME
3. Existence of large number of vacant posts of Teacher Educators / faculty both in ETEIs and STEIs	3.1 Filling up of the vacant teaching posts	3.1.1	Filling up of vacant posts of Teacher Educators in S.T. Schools through ad -hoc appointment following NCTE prescribed qualification / conditions till regular appointment is made as per cadre rules to be framed.	3 months	S&ME
		3.1.2	Filling up of vacant posts of Lecturers / Assistant Professors in Training Colleges, CTEs and IASEs through ad -hoc appointment following NCTE prescribed qualification / conditions till regular appointment is made as per cadre rules to be framed.	3 months	S&ME
		3.1.3	Filling up of the vacant posts of Teacher Educators / Senior Teacher Educators as per the present recruitment rules and provisions of DIET Personnel Policy.	3 months	S&ME
4. Resource Constraints in State- managed TEIs	4.1 Provision for inputs at par with Centrally Sponsored Institutions be made in State-managed S.T. Schools and Training Colleges	4.1.1	Assessment / Identification of the inadequacies, institution-wise, in respect of infrastructure and other support system.	2 Months	DTE and SCERT
		4.1.2	Putting in place t he NCTE stipulated required support system and physical infrastructure in each S.T. Schools and Training College.	6 months	S&ME
		4.1.3	Submission of the report to Government for action.	15 days after assessment	DTE and SCERT

Issues and Concerns	Action Points	Task Specifications	Time-frame	Agency responsible
5. Contractual engagement of Teacher Educators in ETEIs and STEIs	5.1 Current practice of contractual engagement of Teacher Educators / Lecturers be done away with a regular on adhoc appointment be made	5.1.1 Discontinuance of contractual engagement and regular or ad -hoc appointment of Teacher Educ ators placed against the vacant posts in the manner indicated in Sl. No. 3.1.1 and 3.1.2	3 months	S&ME
6. absence of Alternative mode or Pre-service Teacher Education Course	6.1 Integrated Course (Content and Pedagogy) be introduced at elementary and secondary TE programme (pre-service)	6.1.1 Constitution of an Expert Committee to examine the matter, work out the course details and suggest the implementation modalities for the same.	6 months	DTE and SCERT
		6.1.2 Taking a policy decision regarding the introduction of the course suggested by the Expert Committee	6 months	S&ME
7. Absence of coordination among the Universities of the state in respect of Teacher Education	7.1 A Teacher Education University be established to which all TEIs, offering D.El.Ed., B.Ed., M.Ed. and M.Phil Courses be affiliated in order to ensure quality and standards.	7.1.1 Constitution of a Coordination Committee consisting the Secretaries of both S&ME and HE Departments for taking policy decisions.	6 months	S&ME
8. Marginalized functions of SCERT as the State Academic Authority	8.1 The present DTE and SCERT needs to be restructured in which the Directorate and SCERT to function as two separate organs / wings of Teacher Education	8.1.1 Taking decision to make the DTE as the administrative wing for management of TEI s and the SCERT as Academic wing of Teacher Education to function under the control of one Director for DTE and SCERT	6 months	S&ME
		8.1.2 Redefining respective roles and functions of the DTE (Administrative function) and SCERT (Academic function)	3 months	DTE and SCERT
		8.1.3 Restructuring of the SCERT as apex resource institution as per MHRD Guidelines, 2012	2 months	DTE and SCERT and S&ME

TEACHER PREPARATION AND TEACHER DEVELOPMENT

Issues and Concerns	Action Points	Task Specifications	Time-frame	Agency responsible
1. Pre-service Teacher Education Programme of the State lacks relevance to meet the emerging mandates.	**1.1** Make the *Curriculum Renewal* as a regular practice to cope with the ongoing changes (Continuously incorporating changes with contextual practices and materials)	1.1.1 Strengthening and activating Curriculum Development Department of the SCERT	Within March, 2014	DTE & SCERT
		1.1.2 Collection and collation of observations in curriculum transaction / materials(including innovative practices/materials)	By June and December every year	TEIs and DTE and SCERT
		1.1.3 Periodical (Half -yearly) review of curricular provisions	Review meeting of the State Advisory Board in 2nd week of July & January every year	S&ME and DHE Think Tank (TE and SCERT)
		1.1.4 Appropriate revision/development of curricular practices and materials	Incorporation of revision in March every year	DTE & SCERT
		1.1.5 Periodical orientation of teacher educators	At least once in every year, preferably in April/May	DTE & SCERT
	1.2 Expand the scope of TEIs to minimize the supply-demand gap of teachers at the elementary and secondary level	1.2.1 Enhancing the present intake capacity of the existing TEIs	Before the commencement of the coming academic session.	Dept. of S&ME
		1.2.2 Exploring scopes for opening new TEIs like BITEs.	Within next 6 months	Dept. of S&ME
		1.2.3 Ensuring required number of teacher -educators in place.	Within next 6 months, before commencement of the next academic session	Dept. of S&ME and Dept. of HE
	1.3 Widen the scope of initial teacher preparation adopting multiple modes.	1.3.1 Constituting high level committee (with representatives of National Level Institutes like NCTE, NIOS, NUEPA and NCERT) at the state level for taking policy decision in adopting alternative modes for teacher preparation.	Before March, 2014	Dept. of S&ME
		1.3.2 Exploring the possibilities of initiating integrated Degree courses in liberal colleges having Education faculty in place.	Within next 6 months	Dept. of S&ME & Dept. of HE

Issues and Concerns	Action Points	Task Specifications	Time-frame	Agency responsible
	1.4 Increase the duration of initial teacher preparation courses.	1.4.1 Introducing 2 –year B.Ed. courses as per the stipulations of the NCTE.	Within next 6 months	Dept. of S&ME & Dept. of HE
	1.5 Rationalize the policy of selection to initial teacher preparation courses.	1.5.1 Deciding for more stable and long term criteria for selection into initial teacher preparation courses in the state.	Before April 2014 or before the admission for the next session.	Dept. of S&ME
		1.5.2 Selecting on the basis of an entrance test for admission into the pre -service courses need to be considered.	Before the admission for the next session.	Dept. of S&ME
	1.6 Harness multiple sources for resources for the TEIs	1.6.1 Preparing a plan of locating resources for the TTIs. Wherever possible, the feasibility of PPP mode may be explored.	Starting within next 6 months	Each TEI & DTE & SCERT
	1.7 Create Student Support System in each TEI	1.7.1 Opening of the cells at each TEI and at the DTE & SCERT well equipped with ICT facilities and required information.	Within next academic session	Dept. of S&ME
	2.1 Enhance the quality of INSET programmes	2.1.1 Constituting a state level Academic Advisory Group (SAAG) to advise the State Academic Authority on the matters of selecting topics/themes for the INSET and deciding about the modalities of conducting training. Putting in place similar advisory group at the district level(DAG) for the purpose.	With immediate effect	Dept. of S&ME DTE & SCERT
		2.1.2 Ensuring need -based INSET programmes i nvariably at the cluster and block level. The concerned TEIs to conduct the need assessment of the teachers in their respective areas.	With immediate effect	DTE & SCERT (supported by SAAG)
2. Inservice Training Programme is not in tune with the needs for continued professional development of teachers	2.2 Institutionalize all INSET programmes.	2.2.1 Anchoring all types of INSET programmes in TEIs for effective implementation.	With immediate effect	Dept. of S&ME
	2.3 Provide opportunities for professional development of the teachers	2.3.1 Strengthening the TEIs as resource centers encouraging teachers for their Professional development.	Within a year	Dept. of S&ME in convergence with other resource institutions and agencies.
		2.3.2 Making provisions like sabbatical leave and financial support for teachers desirous of professional development.	Within 6 months	Dept. of S&ME
		2.3.3 Strengthening the linkage (physical and online) among the resource institutions at the district, state and national levels.	Continuous process to start with immediate effect.	Dept. of S&ME in convergence with other resource institutions and agencies

CONTINUED PROFESSIONAL DEVELOPMENT OF TEACHER EDUCATORS

Issues and Concerns	Action Points		Task Specifications	Time-frame	Agency responsible
1. Overall, teacher educators understanding of contemporary development and paradigm shifts in education and teacher education lacks breadth as well as depth, leading to mediocrity in their academic standards.	1.1 Building the capacity of teacher educators in contemporary education developments in respect of curriculum, teaching methods, curriculum frameworks, learner assessment, research and innovation, role of SCERT etc. using multiple strategies	1.1.1	Assess the knowledge base of the teacher educators in these areas indirectly adopting ethnographic methodologies e.g. participant observation, unstructured interaction etc.	April, 2014	DTE and SCERT, NCTE and NCERT
		1.1.2	Provide capacity building opportunities for the teacher educators as per their professional needs	Throughout the year	DTE and SCERT, NCERT, NUEPA and other institutions
		1.1.3	Expose the youn ger faculty to well -planned induction training using split -design instead of one-off approach in order to be more effective.	May, 2014	DTE and SCERT, IASEs
		1.1.4	Put the novice teacher educators (recruited afresh on regular or contractual basis) under the men torship of an experienced and professional) competent teacher educator to hone their competence, commitment and capability	March, 2014	DTE and SCERT and TEIs
2. Provision of minimal opportunities for participating in workshops, seminars or exposure visits to develop a better understanding of and insights into issues related to education	2.1 Develop need -based AWP with ample scope for workshops, seminars and field visits for teacher educators of TEIs	2.1.1	Establish networks with specialized institutions within the state and outside for organizing customized courses for teacher educators	May, 2014	DTE and SCERT
		2.1.2	Strengthening State institutions like SIEMAT, SRC, ELTI etc.	March, 2014	DTE and SCERT
		2.1.3	Provide space and finances / funds for effective monitoring so as to enable teacher educators to connect their own institutions to ground realities.	March, 2014	DTE and SCERT
		2.1.4	Compensate lack of school teaching experience of teacher educators with adequate school -based exposure to link theory to practice and contextua l realities.	February – March, 2014	DTE and SCERT
		2.1.5	Plan with Academic Staff College of Universities, University Departments, RIE etc. to organize refresher courses, seminars etc. for teacher educators	February – March, 2014	DTE and SCERT
		2.1.6	Create forums, both institutional and outside where teacher educators at the district and sub-district level can meet, interact and exchange ideas	March – April, 2014	DTE and SCERT and TEIs
3. Teacher Educators are quite isolated without connections to the wider community, including TEIs of other states let along international community of teacher educators and researches with few opportunities to improve their practice	3.1 Plan systematically to have effective mechanisms for sustained engagement of teacher educators with a number of resource institutions.	3.1.1	Identify specialized institutions within the state and outside to offer specially designed refresher courses to teacher educators.	February, 2014	S&ME Department and DTE and SCERT
		3.1.2	Select and short list a few instituti ons from the Ministry of Human Resource Development, Government of India identified 50 such institutions	February, 2014	DTE and SCERT
		3.1.3	Have discussion with the identified institutions and plan for continued professional development of teacher educators	March, 2014	DTE and SCERT
		3.1.4	Leverage the CSR programme of leading corporate houses to support and participation of teacher educators in overseas programmes	March, 2014	S&ME Department and DTE and SCERT

Issues and Concerns	Action Points		Task Specifications	Time-frame	Agency responsible
4. Absence of a policy framework for continued professional development of teacher educators	**4.1** Develop a continued Professional Development Policy Framework which would encompass strategic planning of activities, engagement in material development, planning for short and long duration programmes, school-based training programmes etc.	**4.1.1**	Developing a policy framework for professional development of teacher educators, including heads of TEIs, with all details : themes, target group , duration, agency, frequency etc.	March, 2014	S&ME Department, Higher Education Department and DTE and SCERT
		4.1.2	Institutionalizing a Resource Centre in DTE and SCERT and TEIs, equipping it with reference books, journals and research publications	March, 2014	S&ME Department, DTE and SCERT and Others
		4.1.3	Putting in place forums like Teacher Educators Association and Association of Principals, Professional Learning Communities, with publication of newsletters and other professional activities	April, 2014	DTE and SCERT
		4.1.4	Nurturing in Teacher Educators a self -propelled interest to learn, reflect and assess one's growth as professional	February, 2014	DTE and SCERT
		4.1.5	Formulating guidelines for career promotion of teacher educators – linking it with professional development	March – April, 2014	S&ME Department, Higher Education Department, UGC
		4.1.6	Making participation in workshops, seminars, refresher courses and research-based publications in reputed and recognized journals mandatory	March – April, 2014	S&ME Department, Higher Education and DTE and SCERT
		4.1.7	Redesigning the M.Ed. curriculum with focus on developing professionalism in teacher educators	May, 2014	DTE and SCERT and Universities
		4.1.8	Adopting new models of professional practice, such as interacting trainin g, action research, systematic processing of feedback and learning from experience	March – May, 2014	DTE and SCERT and TEIs

PLANNING, IMPLEMENTATION, MONITORING AND LINKAGES IN TEACHER EDUCATION

Issues and Concerns	Action Points	Task Specifications	Time-frame	Agency responsible
1. Lack of institutional capacity in planning at all levels (DTE and SCERT, IASEs, CTEs and DIETs)	**1.1** A well-thought out plan may be developed to build capacity of personnels of TEIs : from DTE and SCERT at the top down the line to DIETs	**1.1.1** Selecting institution-wise potentially competent personnels to form the core team in planning and monitoring	By January 14, 2014	DTE and SCERT
		1.1.2 Identifying national level institutions to provide technical support to state for capacity building in planning.	By January 31, 2014	DTE and SCERT and S&ME
		1.1.3 Constituting a State Resource Group (SRG) in planning and monitoring, comprising competent and committed people from TEIs : DTE and SCERT, IASEs, CTEs and DIETs	By January 31, 2014	DTE and SCERT (with approval from S&ME Department)
		1.1.4 Specifying / defining the intended roles and responsibilities of SRG in planning	By January 31, 2014	DTE and SCERT (with approval from S&ME Department)
		1.1.5 Building capacity of SRG in planning by the national instituti on – initial and intermittent	January – April, 2014	DTE and SCERT
		1.1.6 Organizing capacity building programme for Core planning and Monitoring Teams of TEIs by the SRG	March, 2014	DTE and SCERT
		1.1.7 Developing resource materials (modules) by SRG for capacity b uilding of Core Teams in Planning and Monitoring of TEIs	February, 2014	DTE and SCERT
2. Absence of structural mechanism in planning and monitoring at all levels – from administrative department to DIETs / dysfunctional state of planning and management unit of DIETs	**2.1** A well-thought out plan may be developed to build capacity of personnels of TEIs : from DTE and SCERT at the top down the line to DIETs	**2.1.1** Constituting a State Level Planning and Monitoring Unit in the Department of School and Mass Education, con sisting of planners, educationists and statistical experts for review and approval of institutional plans and preparation of State Plan (Perspective and Annual)	January, 2014	DTE and SCERT / S&ME
		2.1.2 Evolving DTE and SCERT into a State Level specialized ins titution in Planning and Monitoring putting in place people with proven competence	January, 2014	DTE and SCERT / S&ME
		2.1.3 Setting up Planning and Monitoring Units in all TEIs : DTE and SCERT, IASEs and CTEs	February, 2014	DTE and SCERT and TEIs
		2.1.4 Activating / making Planning and Management Unit of DIETs functional	February, 2014	DTE and SCERT and TEIs
		2.1.5 Institutionalizing development of 'institutional plan' in a decentralized and participatory mode from bottom-up with autonomy to TEIs	March, 2014	DTE and SCERT and TEIS
Issues and Concerns	**Action Points**	**Task Specifications**	**Time-frame**	**Agency responsible**
3. Non-existence of a robust reliable and consistent database on key educational parameters	**3.1** Creation of an MIS Unit in the DTE and SCERT	**3.1.1** Establishing an MIS Unit in the DTE and SCERT	March, 2014	DTE and SCERT / S&ME
		3.1.2 Identifying relevant parameters on a wide -range of key educational parameters for collection of information and data	March, 2014	DTE and SCERT
		3.1.3 Collection and sifting of information and dat a from multiple sources using plurality of techniques	April – May, 2014	DTE and SCERT / TEIs
		3.1.4 Classification of data and evaluation of educational policies as per requirement	April – May, 2014	DTE and SCERT / TEIs
		3.1.5 Updating and expanding the database o n continuous basis	Continuous basis	
		3.1.6 Flow and use of data for planning, monitoring and evaluation of policies, programmes and outcomes	On a continuous basis	DTE and SCERT and TEIs
		3.1.7 Putting in place appropriately qualified and trained persons and info rmation technology system in the MIS Unit	April, 2014	DTE and SCERT

Issues and Concerns	Action Points	Task Specifications	Time-frame	Agency responsible
4. Almost non -existent on weak monitoring mechanism in all TEIs – from DTE and SCERT to DIETs	**4.1** Setting down expectations in terms of output standards from TEIs : DTE and SCERT, IASEs, CTEs and DIETs	**4.1.1** Developing a set of performance indicators / standards to monitor the quality of functioning of TEIs	February, 2014	DTE and SCERT and TEIs
		4.1.2 Developing monitoring formats, both structured and open, to monitor the functioning of TEIs in terms o f identified performance indicators of (i) physical and (ii) financial progress (iii) achievement + outputs and outcomes	March – April, 2014	DTE and SCERT / TEIs
	4.2 Making monitoring more frequent, rigorous and supportive	**4.2.1** All Departments of DTE and SCER T which have their own roles and functions defined may have their own built-in system of monitoring	March, 2014	DTE and SCERT
		4.2.2 Monitoring may be planned at three different levels, viz., internal at the institution level, external monitoring by the DTE an d SCERT and monitoring by the Department of School and Mass Education, apart from MHRD's Monitoring	On continuous basis	TEIs, DTE and SCERT, S&ME Department and MHRD
		4.2.3 Identifying reputed State level institutions / University Departments to periodically evaluate the performance of DTE and SCERT, IASEs, CTEs and DIETs, based on the pre -identified performance indicators	March, 2014	S&ME Department and DTE and SCERT
		4.2.4 Monitoring feedback making uniform policy and programme formulation and their improvement through mid-course corrections	On continuous basis	DTE and SCERT
		4.2.5 Posting monitoring feedback reports with positive appropriate education web-site	On continuous basis	DTE and SCERT and TEIs
		4.2.6 Publishing monitoring and evaluation reports	Quarterly basis	DTE and SCERT and TEIs
	4.3 Monitoring of BRCs, CRCs and Schools by DIETs, CTEs and IASEs	**4.3.1** Forging convergence of DTE and SCERT with OPEPA and RMSA authorities a -cum- Coordination Committee under the chairmanship of Commissioner Secretary, Department of Sch ool and Mass Education may be constituted with Directors of SSA, RMSA and DTE and SCERT as Members	By February, 2014	DTE and SCERT and S&ME Department
		4.3.2 Making monitoring of the functional efficiency and effectiveness of BRCs, CRCs and Schools mandatory f or DIETs, with the highest standards of integrity, objectivity and transparency.	January – February, 2014	DTE and SCERT
Issues and Concerns	**Action Points**	**Task Specifications**	**Time-frame**	**Agency responsible**
		4.3.3 Devolving administrative authority to DIETs for monitoring BRCs, CRCs and Schools in the form of scaffolding rather than fault finding	January – February, 2014	DTE and SCERT, OPEPA, RMSA and S&ME Department
		4.3.4 Placing funds with DIETs for frequent and effective monitoring of sub -district academic structures (BRCs, CRCs and Schools)	March – April, 2014	DTE and SCERT, OPEPA and RMSA
		4.3.5 Building the capacity of VECs / SMCs in monitoring school functioning so that they function as greassroot level watchdogs.	April, 2014	DIETs and DTE and SCERT
	4.4 Putting in place a strong, stringent and more frequent monitoring system for the State-managed Secondary Training Schools	**4.4.1** Developing performance standard for S.T. Schools keeping in view their mandated pre -service course	March, 2014	DTE and SCERT and S.T. Schools
		4.4.2 Planning and monitoring unit may have to put greater emphasis on monitoring of STSs	Throughout the academic session	DTE and SCERT

Issues and Concerns	Action Points	Task Specifications	Time-frame	Agency responsible
5. TEIs, without exception, tends to function as isolated and insular institutions – absence of a weak linkages with institut ions of higher education, among themselves and schools	**5.1** Broadening and deepening the linkage of TEIs with institutions of higher education and research	**5.1.1** Linking TEIs with institutions of higher education, research and universities in order to leverage academic resource support for mutual development	April, 2014	DTE and SCERT, S&ME Department and Higher Education Department
		5.1.2 Identifying and building partnership with research and specialized institutions for strengthening research and enriching subject kn owledge base of teacher educators	May, 2014	DTE and SCERT, S&ME Department and Higher Education Department
	5.2 Connecting DTE and SCERT with (i) TEIs – IASEs, CTEs and DIETs (ii) national level technical institutions like NCERT, NUEPA, NCTE etc., (iii) S CERTs of other states (iv) BRCs, CRCs and Schools and (v) civil society, organizations	**5.2.1** Strengthening the weak link between SCERT, the State Academic Authority, with its TEIs for academic and governance matters – viable and effective mechanisms have to be worked out.	February, 2014	DTE and SCERT and TEIs (IASEs, CTEs and DIETs)
		5.2.2 DTE and SCERT devising mechanisms to be linked to NCERT, NUEPA, NCTE etc. for continued academic and professional development	March – May, 2014	DTE and SCERT and S&ME Department
		5.2.3 Exploring ways and means of forging linkages with SCERTs of other states : exposure visits, forums for experience sharing, annual reports and newsletters etc.	April, 2014	DTE and SCERT
		5.2.4 Establishing and strengthening linkage of DTE and SCERT with BRCs, CRCs and Schools	May, 2014	DTE and SCERT, SSA and DIETs
		5.2.5 Linking DTE and SCERT with civil society organizations, NGOs, Teachers' organization going beyond its conventional confines	May – June, 2014	S&ME Department and DTE and SCERT
	5.3 Connecting TEIs with one another – peer institutional partnership	**5.3.1** Finding out multiple means for establishing linkages among TEIs – creating platforms and space for sharing experiences and learning from one another	June, 2014	DTE and SCERT
		5.3.2 Handholding support by better-placed TEIs to others – mentoring	On continuous basis	DTE and SCERT with DIETs
	5.4 Re-examining government decision de-linking Practicing Schools from TEIs.	**5.4.1** Constituting a Committee to examine the decision in the light of the Justice Verma Committee recommendation and other associated issue	April, 2014	S&ME Department and DTE and SCERT

RESEARCH, INNOVATION AND ICT IN TEACHER EDUCATION

I. **Research:**

Issues and Concerns	Action Points	Task Specifications	Time-frame	Agency responsible
1. Notwithstanding t he critical importance of research in school and teacher education, the DTE and SCERT and its TEIs lack a robust research culture i.e. research activity is given peripheral priority	**1.1** Transform the overarching administrative culture of DTE and SCERT and its TEIs into a vibrant academic and research culture	**1.1.1** Revisiting the role definition of SCERT as a resilient academic and research institute to locate the	February, 2014	DTE and SCERT
		1.1.2 Redefine the role of SCERT and the TEIs with research as an activity of primacy for quality improvement of school and teacher education.	March, 2014	S&ME Department and DTE and SCERT
		1.1.3 Constitute a Research Advisory Committee in all TEIs – from the DTE and SCERT down the line to DIETs to strengthen this weak component.	April, 2014	DTE and SCERT
		1.1.4 Make undertaking quality institutional and individual research studies and research-based publication mandatory, and link it with career advancement scheme.	February, 2014	DTE and SCERT
		1.1.5 Put in place a Cell / Department for Eva luation, Monitoring and Research (CEMR) in all TEIs to inform policy formulation, programme implementation and education development.	February, 2014	DTE and SCERT and TEIs
		1.1.6 Strengthen the CEMR with research -oriented journals, books and reference materia ls so as to make it a hub of quality research, and keep it enriching on a continuous basis.	March, 2014	DTE and SCERT and TEIs
		1.1.7 The DTE and SCERT, IASEs and a few selected CTEs may form a core team of researchers with proven competence to undertake larg e-scale institutional studies sponsored by national and international agencies.	March, 2014	DTE and SCERT and TEIs
		1.1.8 The DTE and SCERT to build partnerships with University Departments and other technical institutions for collaborative research.	April, 2014	DTE and SCERT
		1.1.9 The DTE and SCERT may represented in the University Research Committee (Education)	March – April, 2014	DTE and SCERT

Issues and Concerns	Action Points		Task Specifications	Time-frame	Agency responsible
2. Few Research studies conducted at the Ph.D., M.Phil and M.Ed. level are of sub-standard quality and have little implication and utility value	**2.1** Plan meticulously to identify relevant and meaningful research areas / topics the findings of which would substantially influence the effectiveness of the school as well as teacher education	**2.1.1**	The CEMR of the TEIs may identify relevant areas / topics through a process of collaborative and reflective consultation and send a list of potential researchable areas / topics to DTE and SCERT.	April, 2014	DTE and SCERT and TEIs
		2.1.2	IASEs and CTEs offering M.Ed. and M.Phil courses may identify, in consultation with faculty and students, research topics to be undertaken by the M.Ed. and M.Phil students, which should be in conformity with the broad areas of research _____ arrived at the DTE and SCERT.	May, 2014	DTE and SCERT
		2.1.3	The DTE and SCERT, more particularly its Research Advisory Committee, may collate, examine and assess the research areas / topics, identified by the field level TEIs and sent to it, and finalize the list on year-to-year basis.	May – June, 2014	DTE and SCERT
		2.1.4	Once the list is finalized by the RAC, the concerned TEIs to finalize student - wise research topic and the M.Ed. and M.Phil student is to develop the research proposal under the guidance of the supervisor.	July - August, 2014	DTE and SCERT, IASEs and CTEs
		2.1.5	The research proposal thus developed is required to be subject to peer review and presentation in the TEI's seminar so as to be further fine -tuned.	August, 2014	DTE and SCERT, IASEs and CTEs
		2.1.6	The research supervisors to ensure the honesty, rigour and objectivity of development of research tools and the process of data collection by the researchers.	On regular basis	DTE and SCERT, IASEs and CTEs
		2.1.7	The TEIs have to periodicall y review the progress of each M.Ed. and M.Phil Dissertations and to ensure quality.	Quarterly basis	IASEs and CTEs
		2.1.8	The research supervisors have to ensure pre -submission presentation by their research scholar before a Committee of Experts, consisting of insiders as well as outsiders.	April – May each year	IASEs and CTEs
3. The faculty, across TEIs, including DTE and SCERT lack critical engagement with research, both individually and institutionally	**3.1** The faculty of DTE and SCERT and TEIs to develop an intere st in and attitude towards research – an inseparable component of their professional role expectation.	**3.1.1**	The DTE and SCERT need to develop comprehensive role expectations, with pronounced emphasis on research, of the faculty at all levels : DTE and SCERT, IASEs, CTEs and DIETs.	March, 2014	DTE and SCERT and IASEs
		3.1.2	Capacity building in research methodology to be taken up by in association with specialized institutions – state and national level as a measure of professional development of Teacher Educators.	Each year (Group- wise)	S&ME Department and DTE and SCERT
		3.1.3	Create forum / platform in TEIs for reflective discourse and discussion on research, sharing of ideas and insights, presentation of papers on research methodology, research designs and findings of research studies.	March, 2014	DTE and SCERT and TEIs
		3.1.4	Each TEI to undertake institutional research studies, essentially by research teams, accessing funds from multiple sources such as UGC, NCERT, ICSSR and international agencies.	On continuous basis	DTE and SCERT and TEIs
		3.1.5	Faculty of TEIs need to view undertaking research studies, both individual and institutional, as an inalienable responsibility being connected with career pathway.	On continuous basis	DTE and SCERT and TEIs

Issues and Concerns	Action Points	Task Specifications	Time-frame	Agency responsible
4. Action Research by practitioners continues to be a low priority area for teachers and teacher educators, which has enormous contribution to instructional and managerial effectiveness.	**4.1** Educational practitioners, and most importantly by Teacher Educators, to take up Action research on critical problems they encounter.	**4.1.1** Professional development programmes on concept, importance and methodology of action research be organized to develop teacher educator's capability and competence.	March – April, 2014	DTE and SCERT and TEIs
		4.1.2 DIETs being closer to schools, CRCs and BRCs becentre for nurturing capability of teachers, CRCCs and BRCCs and play the role of mentors.	March – April, 2014	DTE and SCERT, IASEs and DIETs

II. Innovations:

Issues and Concerns	Action Points	Task Specifications	Time-frame	Agency responsible
5. Across the TEIs, including DTE and SCERT, lack of clarity about the concept of innovation is a concern.	**5.1** Conducting capacity building courses on the concept, characteristics, scope and discussions of innovations	**5.1.1** Organizing capacity building programmes in innovations at the state level for the faculty of TEIs	May, 2014	DTE and SCERT and IASEs
		5.1.2 Building a resource centre for research and innovations collecting innovative materials, methods and approaches and making the teacher educators to go through them.	By April, 2014	DTE and SCERT and all TEIs
		5.1.3 Holding institution level, regional level and state level seminars, discourses on innovations in education	On continuous basis	DTE and SCERT in collaboration with TEIs, SSA, RMSA and Schools
		5.1.4 Bringing out publications containing wide -range of innovations tried out, tested and put in place in various TEIs and schools	Quarterly basis	DTE and SCERT and TEIs
6. Absence of a culture for innovations in TEIs for trying out innovative ideas, putting them into use in different contexts and recognizing individuals and institutions for such work	**6.1** Providing institutional autonomy, freedom and flexibility for conceptualizing, translating into practice, sustaining and incentivising in innovative initiatives	**6.1.1** TEIs, institutional heads, teacher educators and even student -teachers may be given academic autonomy to innovate in a variety of their activities.	As a Policy decision	S&ME Department and DTE and SCERT
		6.1.2 Analyzing and customizing best practices in teacher education from various Indian states and other countries	On continuous basis	DTE and SCERT and TEIs
		6.1.3 Introducing a system of recognizing innovations in teacher education (through individual and institutional recognition system)	May – June, 2014	S&ME Department and DTE and SCERT
		6.1.4 Working out strategies for developing a positive mind -set / attitudes among teacher educators towards doing something different doing things differently to make a difference	April, 2014	DTE and SCERT, IASEs and NGOs
		6.1.5 Developing a few TEIs as models of innovative ideas, positive practices and cost-effective methods to have sufficient demonstration effect on other TEIs	To commence from March, 2014	S&ME Department, DTE and SCERT and IASEs
		6.1.6 Linking TEIs with leading NGOs – from within the state and outside – and partnering with them in research and innovation	May, 2014	S&ME Department and DTE and SCERT

III. Information and Communication Technologies

Issues and Concerns	Action Points	Task Specifications	Time-frame	Agency responsible
7. In spite of the great promise of ICTs in education in general and TE in particular, and TE is minimal and limited to the barest use.	**7.1** Steps need to be initiated to employ ICTs to a variety of activities, such as teaching and le arning, research and innovation, data storage and retrieval	**7.1.1** Review the State's current ICT policy and dovetail appropriate TE and school education components.	April, 2014	S&ME Department, Science and Technology Department and DTE and SCERT
		7.1.2 Develop an ambitious but realizable roadmap for ICT in education.	April – May, 2014	S&ME Department, Science and Technology Department and DTE and SCERT
		7.1.3 Build basic ICT literacy capacities of all teacher educators from DIETs upward to DTE and SCERT, in a phased mann er, in software as well as basics of hardware through specialized agencies at the state level.	Spread over the year	S&ME Department, DTE and SCERT and Knowledge Corporation, OCAC, NIC etc.
		7.1.4 Enable teacher educators and institutions' heads to appropriatelY understand ICTs in the context of education, and to break with their old mind-sets.	May, 2014	DTE and SCERT
		7.1.5 Plan meticulously so as to enable teacher educators to apply ICTs in education through research, training and clearing-house activities.	May, 2014	DTE and SCERT and TEIs
		7.1.6 Set up a core group of motivated teacher educators (say Master Resource Persons) to provide the necessary leadership to TEIs	March, 2014	DTE and SCERT
		7.1.7 Build capacity of teacher educators to use ICTs for their own continuous and life-long professional development.	Spread over the year	DTE and SCERT
8. Inadequate availability of hardware (i.e. desktops, laptops) in most TEIs and almost non-availability of other recent hardwares like smart phones, tablets, cost -effective laptops on the hardware front, mobile and wireless internet	**8.1** Create / upgrade required ICT infrastructure in each TEI	**8.1.1** Put in place well-maintained and adequate space for ICT in each and every TEI.	March, 2014	S&ME Department and DTE and SCERT
		8.1.2 Add to the existing hardwares, modern ICTs devices such as internet, broad and wireless connectivity	May, 2014	Government of India, Government of India, S&ME Department and DTE and SCERT
		8.1.3 Put in position computer literate laboratory attendants for timely maintenance of the ICT infrastructure	May – June, 2014	DTE and SCERT and TEIs

Issues and Concerns	Action Points		Task Specifications	Time-frame	Agency responsible
9. The recently revised PSTE curriculum has a very restricted objective : to enhance ICT awareness of student-teachers nothing beyond this minimalist benchmark	**9.1** Identifying relevant ICT topics, such as use of digital learning resources in classrooms, leveraging internet for building knowledge and integrate them into the PSTE curriculum as pedagogical and learning tools	**9.1.1**	Revisit and critically re -examine the PSTE curriculum (D.El.Ed., B.Ed. and M.Ed.) keeping in view the recent developments	April – May, 2014	CIET (NCERT), DTE and SCERT, ICT specialized institutions and affiliating examining bodies
		9.1.2	Map the PSTE curriculum into the concepts list on NROER.	April, 2014	CIET (NCERT), DTE and SCERT, OKCL
		9.1.3	Translate the existing concepts on NROER into Odia	April, 2014	DTE and SCERT
		9.1.4	Enroll all teacher educators and student -teachers into the NROER and make them parti cipate in its whole range of activities – from downloading resources to web-based interactions.	February, 2014	CIET (NCERT), OKCL
		9.1.5	Identify and collaborate with relevant partners and NGOs to enrich PSTE programmes with ICT inputs	February, 2014	DTE and SCERT
10. State TEIs, without exception, are still in the age-old of paper / file format, making information retrieval difficult and time consuming	**10.1** Planning for transition from paper / file format to computerized system of office management	**10.1.1**	Build the capacity of office management staff in putting ICT to office management	April – May, 2014	DTE and SCERT and TEIs
		10.1.2	Phase out this capacity building programme so that it does not disrupt regular office management	April, 2014	DTE and SCERT and TEIs
		10.1.3	Identify appropriate agency / organization for capacity building	April, 2014	S&ME Department, DTE and SCERT and TEIs

LIST OF INVITEES / PARTICIPANTS

Date : *December 02-03, 2013*

Venue : *Hotel Mayfair Convention, Bhubaneswar*

Dignitaries:

1. Sj. Rabi Narayan Nanda, Hon'ble Minister, School and Mass Education, Government of Odisha

2. Dr. Amarjeet Singh, IAS, Additional Secretary, MHRD, New Delhi.

3. Mrs. Usha Padhee, IAS, Commissioner-cum-Secretary, School and Mass Education Department, Govt. of Odisha

4. Prof. Santosh Panda, Chairperson, NCTE, New Delhi

5. Prof. Nihar Ranjan Pattnaik, Director, TE & SCERT.

6. Ms. Yumi Bae, State Chief, UNICEF, Odisha

7. Ms. Padmavati Yedla, Programme Manager, Unicef, Odisha

8. Ms. Lalita Pattnaik, Education Specialist, Unicef, Odisha.

National & State level Resource Persons:

9. Prof. Rajaram Sharma, Director, CIET, New Delhi

10. Ms. Bindu Karunakaram, Deputy Commissioner,Government of Rajasthan

11. Prof. Pranati Panda, NUEPA, New Delhi

12. Prof. M.A. Khader, Former Head, Curriculum Group, NCERT, New Delhi

13. Prof. Thomas Vadeya, Director, Insight, Hyderabad

14. Ms. Vijayam Kartha, Vice-Chairperson, Kerala Public School,Jamsedpur

15. K. Ramanujam, Joint Director, SCERT, Chennai, Tamilnadu.

16. Shri Santosh Birari, Managing Director, OKCL, Bhubaneswar

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21. Prof. S.L. Jena, Former Director, TE and SCERT, Odisha,Bhubaneswar

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23. Prof. D.P Nanda, President, Board of Secondary Education, Odisha, Cuttack.

24. Dr. S.K Das, Controller of Examination, Utkal University, BBSR.

25. Shri Bibhu Das, In-charge, EDUSAT

26. Shri Brundaban Satpathy, Deputy Director (TT), OPEPA
27. Dr. Nihar Ranjan Mohanty, Deputy Director, RMSA, Bhubaneswar
28. Ms Bijaya Patra, Deputy Director, RMSA, Bhubaneswar
29. Dr. D.C Mishra, Former Deputy Director, TE and SCERT, Odisha
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31. Shri Khirod Chandra Behera, Deputy Director (Admn.)
32. Dr. Snigdha Mishra, Deputy Director (TE)
33. Ms. Salila Sethy, Deputy Director (Academic)
34. Dr. Nandita Mishra, Assistant Director
35. Ms. Sanjukta Behera, Programmer-cum-Script Writer
36. Ms. Aparna Mishra, Assistant Director
37. Dr. Premananda Biswal, Assistant Director
38. Ms. Nilima Singh, Assistant Director
39. Dr. Srikanta Paikray, Assistant Director
40. Dr. Tilottama Senapati, Assistant Director
41. Dr. Minakshi Panda, Assistant Director
42. Shri Deepak Das, Counsellor.
43. Ms. Namita Chhotray, Junior Assistant

Educationists / Representatives from TTIs:
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45. Dr. P K Panda, Reader in Education
46. Dr. Kalpalata Patri, Reader in Education
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84. Sushant Verma, Country Director, TESS INDIA

85. Shri Amarjeet Jena, State Representative, TESS INDIA