

STATE CONSULTATION ON QUALITY TEACHER EDUCATION: VISION BUILDING FOR DIETs & ROLE OF NCTE

The State level consultation on Quality Teacher Education with focus on Vision building for the DIETs of the state was held at Hotel Swosti Premium, Bhubaneswar on 30th & 31st October, 2015. National and Think Tank members of Teacher education from National level and state level along with officials of the Directorate of TE & SCERT, Odisha were participated in the consultation. The list of participants is annexed.

Inaugural Session

At the outset Prof. A.B.Ota, IAS, Director, TE & SCERT, Odisha welcomed all the dignitaries to the two-day consultation. He also briefed the objectives of the consultation in the present context.

Prof S. L. Jena, Ex-Director, TE & SCERT, Odisha and Lead Coordinator made a very vivid discussion and enlightened all regarding the objectives of the consultation.

Prof Santosh Kumar Panda, Chairperson, NCTE, New Delhi highlighted on the following points:

- Now the NCTE-2014 regulations are in force for improving quality of teacher education in the country.
- NCTE has recommended with certain new courses in teacher education, like- M.Ed (Elementary Education), Integrated D.El.Ed.,
- NCTE has initiated various measures to bring maturity to teacher education programme. Those are bringing transparency, e-monitoring by NCTE, linking teacher education with higher education institutions.
- NCTE is going to implement unique ID for each teacher educator of the country.
- Teacher education cadre is very important for quality teacher education programme. So every state should come out with teacher education cadre for the teacher educators.
- A well designed teacher education programme engages the trainees in one-fourth of the total working time in internship programme.
- As the teacher educators are not at par with the changing expectations of NCTE, professional development of the teacher educators should be given importance.
- There should be professional ethics for the teacher educators.

Prof S. B. Menon, Vice-chancellor, Ambedkar University, New Delhi focuses on the Centrally Sponsored Scheme of Teacher Education and its quality aspects in the country. The highlights of his speech were as follows:

- As centrally sponsored scheme of teacher education is extremely standardized, teacher education programme in the country loses its contextual.

- Till date the teacher education planning in our country is done in *Top-Down approach* instead of *Bottom-Up approach*.
- Bringing better congruence between curriculum, teaching-learning process, inspection, ongoing mentoring process is essential for any teacher education programme.
- Strengthening the sub district level teacher education institutions is essential for capacity building of the teachers.

SmtRanjana Chopra, IAS, Commissioner-cum-Secretary in her opening remark highlighted on the following issues:

- Statistics and data generated by the districts reveal that there is remarkable improvement in civil infrastructure in the schools of the state.
- Battle for enrolment, infrastructure are behind now. A challenge before the state is quality classroom transaction, so teacher education is the centrality.
- The state has taken initiatives for opening of B.Ed programme in Higher Education department institutions to meet the demand of teachers in the state.
- Now people are posted in the DIETs of the state, but there is no significant incremental development in the enthusiasm in DIETs.
- The quality and process of teacher training under SSA programme for 2,40,000 teachers in the state is under question mark. SCERT and DIET should take responsibilities for ensuring quality of teacher training programmes.

DrSnigdhaMishra , Deputy Director (TE)proposed a vote of thanks to all concerned.

Technical Session 1:Perspectives on DIETs

Speakers: Prof S.B.Menon, Vice Chancellor, Ambedkar University, New Delhi

Prof M.A. Khader, Former Director, SCERT, Kerala

Prof Pranati Panda, NUEPA, New Delhi

Prof S.B Menon highlighted on the following points in his address:

- DIETs are at the central place and nucleus of all activities at district level with respect to quality elementary education.
- It is the resource institution at the district level which is supposed to organic to the whole process and connected to schools.
- Previously DIETs were planned to work under seven departments, such as Pre-Service Teacher Education, In-service Training & Field Interaction and Co-ordination, Curriculum & Material Development and Evaluation, Planning and Management, Educational Technology, District Resource Unit for Adult Education, work experience. But, the recent Government of India guidelines suggested that the DIET should function under six key areas such as, PSTE, ISTE, Direct Field Intervention and School

- Improvement, Studies in Education, Annual Academic Planning and review, Teacher learning Centre.
- Though the Central Sponsored Scheme of Teacher education provide structure to teacher education programme, the state should use the structure creatively, which are contextual in nature.
- The PSTE programme in the DIETs should have two dimensions i.e. training side and practice side. A deep coherence should be maintained for quality initial teacher education programme.

Prof. M.A.Khader, Formerly Director, SCERT, Kerala spoke on different innovative activities of DIET with citing examples from DIETs of Kerala state. The key points of his deliberation were as follows:

- DIETs were created for decentralization of management of elementary education at district level and block level. This indicates DIETs should be provided two types of autonomy: power of autonomy and power of decision making.
- The basic thrust of DIET should be on quality aspects, so there should be organic link between DIETs and SCERT.
- Some DIETs of Assam worked on their own initiatives (without the support of SCERT) and translated the D.EL.Ed syllabus into ability. It indicates that, if the DIETs will work with their full potential then they will prove them as potential institution at district level.
- DIETs in the country are facing problems relating to functioning of the larger system (the department/ ministry). Those larger systemic issues to be addressed immediately so that the DIETs can perform better and enabling conditions can be created to develop the efficiency of the DIETs.
- Each DIET should have its own programme and activities for development of faculties.

Prof Pranati Panda, NUEPA in her address highlighted on some critical issues of elementary teacher education programme.

- After 1992 there is a shift in teacher education programme in the country. The state maintained teacher education programme has shifted to centrally funded teacher education programme. The expectations from teacher education programme have changed from 1992 to 2015. It is a challenge before the state that how the DIETs will deliver as per the expectations.
- The DIETs (teacher education institutions) have infrastructure deficit as well as human resource deficits. Though a lot of steps have been taken by the Odisha government to overcome human resource deficit, but the DIETs are incapable of delivering good teacher education programme.
- There is deficit of role clarity in the DIETs and confusions are existing in the DIETs regarding the priorities.

Then there was an open house discussions. Participating in the discussion Prof B.N. Panda, RIE, Bhubaneswar raised concerned over the servive condition of teacher educators working in the DIETs of Odisha. He had the opinion that, the

teacher educators should be morally boosted so that they can give their optimum service for betterment of teacher education programme in the state. The teacher educators should be designated as lecturers and provided with adequate salary. Dr M.K.Pathy, Former Principal, Dr P.M.IASE Sambalpur focused on systemic reform in teacher education by allowing academic autonomy to the teacher education institutions. Prof M.A.Khader replied to the queries of the members and told that conceptual analysis should be used as a tool for research at DIET level. Intensive faculty development programmes should be taken at SCERT level as well as institution level.

Technical Session- II (Strengthening DIETs in Odisha : Building Vision and Translating Vision into Reality)

Chairperson: Prof. Anita Rampal, CIE, University of Delhi

Speakers: DrSusandhyaMohanty, DIET, Dhenkanal

MsMamata Swain, DIET, Sonapur

MsLipikaSahu, DIET, Khurda

MrsChandrikaNayak, DIET, Nayagarh

Sri Tapas Kumar Nayak, Asst Director, TE & SCERT,

Odisha

This session was focused on different activities undertaken by the DIETs of Odisha. The activities of the DIETs were categorized under five major sections, such as –Initial Teacher Education Programme/Pre-Service Teacher Education Programme (PSTE), Continuing Professional Development, Research and Innovation, Resource Support and Linkage, Institutional Planning. Each section was discussed by the speaker under three heads such as, present status, expectations and the strategies. The power point presentations of each section are annexed.

MsLipikaSahu, DIET, Khurda in her presentation highlighted the practices undertaken by the DIETs in the initial teacher education programme. The activities practiced by the DIETs in initial teacher education programme are:

- Activity based participatory approach of teaching-learning in the PSTE Programme
- More School based and workshop based activities enabling the student-teachers to be exposed to school activities.
- Continuous assessment of the performance of the student-teachers
- Seminar activities
- Practicum programmes

MsChandrikaNayak, Senior Teacher Educator, DIET, Nayagarh spoke on the Continuing Professional development activities undertaken by the DIETs of the state. She told on the present activities undertaken by DIETs for inservice training programme of the elementary school teachers of the state. Those are: Leadership

training of the Headmasters, content enrichment programmes in different school subjects, training of the teachers and CRCCS on Continuous and Comprehensive Evaluation (CCE), SSA sponsored teacher training on early grade, primary grade and upper primary teacher training in mathematics and science. She also discussed on the expectations and strategies to meet the expectations as per the MHRD guidelines.

Dr Susandhya Mohanty, Sr TE, DIET, Dhenkanal presented on the research and innovation activities undertaken by the DIETs of the state. The DIETs are engaged in the research studies sponsored by the District Project Office, SSA. The research studies sponsored by the SSA were conducted by the faculties of DIET and the findings were shared with the district level functionaries. Besides, the DIETs are involved in different research activities like National Achievement Survey. SCERT has initiated 24 research studies through the DIETs of the state. The research proposals were presented by the DIET faculties and approved by the Research Advisory Committee of the state.

Ms Mamata Swain, Sr TE, DIET, Sonepur focused on the resource support and Linkage activities undertaken by the DIETs. The DIET faculties were engaged in providing resource support to the teachers in Monthly Sharing meetings for the teachers.

Sri Tapas Kumar Nayak, Assistant Director, TE & SCERT, Odisha presented on institutional planning and its importance for academic planning in DIETs. In the presentation he highlighted on the following points:

- Every DIET should develop the perspective plan for 5 years which will guide to formulate the Annual workplan. The AWP should be reviewed mid-term and after end of each year while formulating programme for next year.
- The institution should develop vision which will decide direction for next five years. While developing vision consultation and discussion involving all faculty, DEO, stakeholders, SCERT is required.
- The institutional plan should reflect the status of teacher development, school improvement, district specific requirements and innovative activities to be undertaken by the concerned DIET for that district.

After all the presentations, the follow up discussions were made. Dr M.K. Pathy suggested the process based vision building is necessary by the Teacher education institutions. Prof A.B. Ota, Director, TE & SCERT discussed on the initiatives taken by SCERT to promote research activities. He also highlighted the need of capacity building programme for teacher educators on research. Dr M.M. Mohanty spoke on the reflection activities by the DIET faculties on their own action.

Prof Anita Rampal, Chairperson of the session consolidated all the discussions and highlighted on identification of micro issues confronted by the DIETs and work on those issues in a collaborative manner.

Technical Session- III (State Policy on Capacity Development of Education Personnel)

Chairperson: Prof. A. B Ota, IAS, Director, TE and SCERT, Odisha

Speakers: MrsLalitaPatnaik, Education Specialist, UNICEF, Bhubaneswar

The session started with a power point presentation by MrsLalitaPatnaik, Education Specialist, UNICEF, Bhubaneswar office on Training Policy for capacity building of teacher educators working in the DIETs of the state. During her presentation she focused on the following important aspects of capacity development of education personnels. (The detailed presentation of MrsPatnaik is annexed.)

- Need of capacity development programme
- Casualty analysis in capacity building of the personnels
- Need of one organization to ntake the responsibility (TE and SCERT, Odisha)

During the follow-up discussion, Prof Pranati Panda, NUEPA told on the need of broad based standard for capacity building programmes and to develop role and responsibilities of target group after the end of each capacity building programme. Prof S.K.Panda, Chairperson, NCTE highlighted on the rubrics of concept mapping, particularly responsibility based teacher rubrics for the teachers after capacity building programme. DR M.M.Mohanty responded to the presentation and focused on respecting the teacher's experience in the capacity building programmes, helping the teachers to perceive their own problem and solve them through dialogue.

In the concluding remarks, Prof A.B.Ota, Director, TE and SCERT

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Technical Session- IV (Regulations of NCTE , 2014 and state preparation)

Chairperson: SmtRanjana Chopra, IAS, Commissioner-cum-Secretary, S & ME Department

Speakers: Prof Santosh Kumar Panda, Chairperson, NCTE, New Delhi

Prof Santosh Kumar Panda, Chairperson, NCTE, New Delhi presented on "Regulation of 2014 and Teacher Education Reform". The presentation was highlighted on the following points:

- NCTE has two mandates, such as regulatory mandates and academic development mandates with respect to teacher education.

- The 2014 Regulation focuses on setting up of composite institution, multidisciplinary environment, accreditation in every five years and continuing professional development of teacher educators.
- The curriculum and syllabus of teacher education programme have four compulsory themes such as, ICT, Yoga, Gender Studies and Inclusion.
- The field engagement in teacher education programme has raised to time equivalent to one semester.
- E-Governance is the need of the hour in teacher education programmes. It includes digitalization of records, on-line application and processing, dynamic data base of institutions and faculties, GIS of every teacher education institution, dynamic website.
- NCTE has initiated activities for improving quality assurance in teacher education programmes. Those activities are: e-monitoring, accreditation of TEIs, developing National Teacher Education Qualification framework, CPD, Competency mapping etc.

During the post-presentation discussion DrM.A.Khan, Former Vice-Chairperson, NCTE, New Delhi discussed on the changing pattern of Teacher-Pupil Ratio in different regulations of NCTE from 2003 to 2014. Prof Pranati Panda, NUEPA wanted to know about the impact of the norms on quality of teacher education programme. She also expressed her concern over the quality assurance of teacher education programme in a routine manner by giving accreditation, monitoring and affiliation. Prof Anita Rampal said that the DIETs should be linked with the IASEs and Universities. Prof B.N.Panda, RIE, Bhubaneswar highlighted on the ambiguity and complexity in norms set by NCTE for different teacher education courses as well as the operational difficulties of the norms at state level. Prof S.Tripathy, Principal, RNIASE, Cuttack raised issues like equivalence of special education teacher training programmes with NCTE approved courses. Prof Khaderstressed on the shift in course structure will help in shift in quality aspect in teacher development programme.

Technical Session- V (DIETs : Strengthening Institutional Capabilities

Chairperson: Prof. S.L. Jena, Former Director, TE & SCERT, Odisha

Speakers: Prof S.B.Menon, Vice-Chancellor, Ambedkar University, New Delhi

Prof Anita Ramapal, CIE, University of Dehi

Prof R.S.Khan, Former Vice Chairperson, NCTE

Prof H.K.Senapati, Principal, RIE, Bhopal

Initiating the discussion Prof S.B.Menon, Vice-Chancellor, Ambedkar University stressed on Institutional Strengthening of the DIETs. The key points of his presentation are:

- Each DIET should be empowered. They should look at their own domain of functions.

- DIET as a district level Resource Institution should connect organically with SCERT, CTE, IASE and sub-district level institution like BRC & CRC. Entire resource institutions should work like a system.
- DIET need to help the system to plan for quality improvement of elementary education in the district.
- There is the need of commitment of the institutions to mission objectives. The mission objectives should be set from right perspectives (in the light of RTE Act, 2009)

Prof Anita Rampal in her presentation focused on the following aspects:

- The system of education is hierarchical, So what kind of process we should go to adopt for our children? what kind of school we have? What kind of engagement of students learning we expect? Keeping in view of the above questions, the DIET should develop their plan.
- The entire teacher education activities should link with the field activities.
- DIET need to engage with the students and schools directly to understand the diversity. This is very crucial for designing need based training programme.
- Student-teachers should be exposed to field activities. They should see the practices and identify the patterns in school education. this will give new direction to teacher education programme.

Prof H.K.Senapati, Principal, RIE, Bhopal focuses on the shift in Teacher education programme in the state. He highlighted on some important issues which are enumerated below:

- Learners in 21st century are quite different than the earlier. The teacher education programme need to address the changing needs of the learner.
- To meet the growing demands in the changed scenario, the teacher education institutions should possess capability as well as commitment. there should be shared vision, holistic approach to team work, team spirit among the faculties. Above all, a change in institutional culture is important.
- There should be a shift from learning from technology to learning with technology. ICT should be viewed as a tool to enhance collaboration.

Prof R.S Khan, Former Vice-Chairman, NCTE, New Delhi in his presentation focused on academic cooperation in the DIETs.

- Academic understanding and academic co-operation among the faculties of one DIET and faculties of other DIETs is required for creating a contextual and culture specific academic environment in the DIETs.
- Institution based professional development plan is required. it is better than the professional development programme by an external agency.

In the closing remark Prof S.L.Jena told that, DIETs in the state are working in isolation i.e. one DIET is not linked with another. The PLC feeling is virtually non-existence in the DIETs. The senior faculties should come forward to mentor the newly recruited faculties for their professional development.

Technical Session- VI (Mentoring of DIETs by Think Tank members)

Chairperson: Prof. M.A.Khader, Former Director, SCERT, Kerala

Speakers: DrM.M.Mohanty, Former Director, SIEMAT, Odisha

Prof Pranati Panda, NUEPA, New Delhi

Prof B.N.Panda, RIE, Bhubaneswar

The focus of the session was on mentoring the newly recruited DIET faculties by the Seniors of that institutes.

DrM.M.Mohanty initiated the discussion and during his presented he highlighted on the following aspects of mentoring:

- Building a culture of work is essential for mentoring approach. The Head of the Institutions and the SCERT should create enabling environment for development of positive work culture in the DIETs. Each institution should have its vision and culture. This is known as specificity of culture.
- Every **teacher** educator should posses pedagogic authority on teacher education so that will help him to mentor the teachers and other teacher educators.
- The teacher educator should be an active learner, he should have thrust for learning. In someone learns, then he can guide another teacher educator.
- Collaboration among the faculties is pre-requisite for mentoring.
- Any senior colleague should reflect upon his own actions. Anything what he is doing, should always done in an appropriate context. Such types of activities will influence the junior colleagues.
- Rapport with teachers, colleagues, students and community members can ensure to lead a learning community. This will help in mentoring

Prof Pranati Panda, NUEPA in her deliberation focused on transforming the institutions to resource centre. In her presentation she highlighted on the following points:

- There is a culture of silence in the DIETs. The culture of the DIET should be on mutual conscious building.
- Mutual engagement, collaboration and directional framework (individual needs direction, institution needs direction) can help the DIET to function as a resource centre at district level.
- Every DIET should take innovative activities and sustain those activities. Planned incremental initiatives for sustainable development is required at DIET level.
- Every DIET should have an empowered community to break the culture of silence in the work place.
- We should compare the external driven accreditation and the self assessment. For any teacher education institution self assessmentis more important. Mentoring is required in the process of self assessment.

Prof B.N. Panda, RIE, Bhubaneswar spoke on the mentoring process in the DIET. Mentoring means to infuse professionalism. He highlighted on:

- We can adopt different types of mentoring process for the teacher educators and school teachers such as structured mentoring, blended mentoring, peer mentoring, specialized mentoring.
- The state and SCERT should come out with a mentoring policy for capacity development of the teacher educators.
- The state mentoring policy should highlight different dimensions like: what are the parameters of mentoring? Who will be involved in the mentoring programme? Is participation of teacher educators mandatory in mentoring activity? Is mentoring a full time activity or part time activity?

Reacting to the presentations during the open session DrM.K.Pathy stressed on holistic approach for development of the DIETs. He cited the example of 'no child left behind' project of US.

DrPramathesh Das, Think Tank member gave some suggestions to strengthen the DIETs, those are as follows:

- Let each of these institute may conduct many action researches, but should at least come with one action research report on the problems of educational relevance. The results of Action Research be reported to SCERT.
- Let the institute do more innovative practices and take part in the NCERT competition.
- Let each institute adopt one school for complete nurturance for academic excellence and convert it into a model quality school.
- The DTE & SCERT should create a space in its website for posting questions and enquires of academic nature and introduce a system of reply to the queries. This can create a sharing network.

In the concluding remarks Prof Khader spoke that, every Think Tank member should adopt one DIET to develop pedagogic aspect. Research work at DIET level should be given top priority.

DrTrinath Das, Deputy Director (Admn) proposed a vote of thanks to all concerned.