

## **SECOND MEETING OF THE THINK TANK-TE**

**December 13-14, 2014**

- Quality of what children learn depends, to a considerable extent, on the quality of teaching-learning process. Effective teaching learning is dependent on effective teachers : their subject knowledge depth, pedagogical skills and competencies, and professional judgement in managing the classroom transaction. It is teacher education institutions that produce such teachers. The effectiveness of teachers depends, in turn, on the education and training they receive in teacher education institutions.
- Since the focus has shifted from simplistic linear expansion to quality of learning, the centrality of teacher and teacher education institutions is widely recognised. To ignore teacher education institutions is risky and damaging. Therefore, increased emphasis and premium is being laid on teacher education.
- The survival of teacher education system depends on : how does it respond to the changes impinged on the school education and teacher education system. There could be two types of responses : (i) reactive- to wait until the system hits the wall, in which case it has no choice but to respond; and (ii) proactive – to scan the horizon for opportunity and plot a course to take advantage of it. We free for proactive change to reactive change.
- Significant developments in education :
  - National Policy on Education (1986 / 1992)
  - National and international initiatives for quality improvement – DPEP, SSA, RMSA and RTE 2009
  - National Curriculum Framework (2005) and National Curriculum Framework for Teacher Education (2009)
  - Quality of education has been given premium.
  - Centrality of child: child rights, respect for his/her capability, background, experience etc.
- Teacher Education System has to respond to these changes :
  - Strengthening the governance of teacher education system to make it more effective and efficient.

- Revamping its pre-service programme to meet the expectations of the school education system.
  - Making in-service training programme field-based, need based and closer to the schools, teachers and students.
  - Overhauling the process and practices of teacher education institutions, which continue to work in the traditional mode.
  - Strengthening research in teacher education institutions – using research findings for improved practices and policy formulation.
  - Effective monitoring and mentoring.
- Unicef has always been working for improving education for children. Quality of children’s learning has been Unicef’s overriding concern.
- With enhanced focus on quality, Unicef, Odisha has been alive to the needs of teacher education system of the state. We have been concentrating on the following education programmes :
  - Think Tank on Teacher Education
  - Continuous Comprehensive Evaluation
  - Mina Radio Programme
  - Adolescence Education
  - Education for Emergency
  - Professional Development of Teacher Educators
  - Exposure visit to frontline States etc.
- Changes have been visible. Changes need to be sustainable. Innovations need to be put in place and institutionalised. What is important is partnership to be broadened and deepened. Our driving conviction is: **‘we can do better, we shall do better and we must do better’**. To make it a reality, we must work together.