

Consultation on Strengthening Institutional Capabilities of DIETs

8th Meeting of the Think Tank-Teacher Education

April 15, 2017

Venue : Hotel Empires, Bhubaneswar



DIRECTORATE OF TE & SCERT
ODISHA, BHUBANESWAR

unicef 
for every child

“

It can truly be said that nothing happens until there is vision. But it equally true that a vision with no underlying sense of purpose, no calling, is just a good idea – all “sound and fury, signifying nothing”.

”

- Peter M. Senge, 1990:149

1.1 Context

The critical mass of dissatisfaction and discomfort, brutally identified by the Joint Review Mission–Teacher Education (MHRD, Government of India), with the existing system of Teacher Education of the state led to the constitution of a Think Tank –Teacher Education, a Government of Odisha (School and Mass Education Department–SCERT) and Unicef initiative. Put in place for transformative change in the structure and working of teacher education institutions – from the SCERT at the state level to the lowest institutional units at the district and subdistrict levels, the Think Tank – TE, an advisory group, comprising renowned experts in teacher education and school education, has been working with a determined purpose, vision and commitment ever since November 2014. The well articulated 'vision', a truly shared vision, merging individual visions into an eclectic vision of an extended group of stakeholders deeply ingrained in the first of its publication titled : “Envisioning Teacher Education in Odisha : A Roadmap for Reform” has set the contours, direction and intensity of reform initiatives. Though this publication forms the cornerstone of reform and change initiated through Think Tank – TE in the state, the evolving ideas and insights churned out of meaningful dialogue and 'thinking together' have continued to influence the decisions for overhauling the existing system of Teacher Education in the state. Differently put, the reform initiatives combined in themselves the advantages of the 'deficit model' approach and the

'development model' approach for a comprehensive renewal of the system

In consistence with the principle of continuity and change at the same time, the Think Tank–TE used to have periodic reflective conversations with appropriately selected team members on a slew of critical areas of concern to draw up a Plan of Action for system level and institution level reforms. Quite a number of recommendations of the consultation meets, over time, have been translated into action, while others remain to be accomplished. Change process in education, more particularly in teacher education, has always been slow for several reasons. There is, therefore, a need for meticulous planning in cognisance of “creative tensions”, i.e., the gap between vision and current reality, uncompromising implementation and continued monitoring, feedback and evaluation. The Think Tank–TE, in its meetings, as a matter of first things first, used to look back and look forward for initiating the contemplated change process.

1.2 The Theme for the Eighth Think Tank-TE Meeting

The present consultation meet, held on April 15, 2017, was planned to have a focused dialogue on Strengthening Institutional Capabilities of DIETs, an issue discussed in greater breadth and depth in the fifth Think Tank-TE meeting held on October 30-31, 2015. In fact, the eighth meeting is an extension

of the the preceding meetings. The themes for the preceding consultations were:

- Vision Building for Teacher Education
- Quality in the Context of Teacher Education
- Strengthening Institutional Capabilities
- Restructuring of DTE and SCERT, and Cadre Rules
- NCTE Regulation 2014 and its Implications for Planning Teacher Education
- State Policy on Continuing Professional Development of Education Functionaries
- ICT in Teacher Education : Leveraging the Potential of ICT for Teacher Education

It was planned to shift away from system level reforms to institution level reforms. Strengthening Institutional Capabilities of DIETs was taken up in consideration of the following reasons :

- Among the institutions under the Centrally Sponsored Scheme of Teacher Education, DIETs have a relatively better field visibility, compared to CTEs and IASEs.
- With induction of qualified, competent and committed groups of new teacher educators in recent years, DIETs are better placed for reform take off.
- Exposure of DIETs to international and national interventions for elementary education like DPEP, SSA and RMSA has helped create a favourable institutional culture for progressive change.
- A few DIETs have demonstrated there proclivity for or favourable disposition towards transformative change – the “tipping point” needs a little push for a bigger change.

1.3 Consultation Methodology

In conformity with the decision taken in the Think Tank–TE Core Committee meeting held October 31, 2015 to adopt a few DIETs for developing them into model DIETs with enormous demonstration effect, the eighth meeting was designed to develop a Framework for Implementation. In order to facilitate developing

the Framework for Implementation, the consultation meet included three presentation of research studies on DIETs :

- A DFID sponsored longitudinal study on six DIETs (two each) from three Indian states – Gujarat, Madhya Pradesh and Rajasthan (2004)
- A NUEPA conducted study on DIETs of three states viz, Andhra Pradesh, Himachal Pradesh and Odisha (2010) – Focus being restricted to the functioning of Planning and Management Branches of DIETs
- A Snapshot of Survey of 30 DIETs of Odisha (2017) conducted by the Think Tank-TE Unit

1.4 Inaugural Session

For the inaugural session, Ms. Mansi Nimbhal, IAS, Director, TE and SCERT, Odisha



was the Chief Guest and Ms. Yumi Bae, State Chief, Unicef, Odisha was the Guest of Honour.



Dr. (Ms.) Snigdha Mishra, Deputy Director (TE) and Officer-in-Charge of Unicef programmes welcomed the guests, resource persons and participants to this programme. She, on behalf of



the SCERT and Unicef, conveyed deep appreciations for the presence of the national level members who could make it despite their pre-occupation with important engagements.

Prof. S.L. Jena, Lead Co-ordinator Think Tank-Teacher Education highlighted the purpose and rationale of the present consultation. Putting the consultation in perspective, he observed that for a host of reasons choosing DIETs for initiating



reforms was preferred. Moving from system level change to institution level change, he said, was the most appropriate strategy for improving the system of teacher education in the state.



The Guest of Honour, Ms. Yumi Bae, State Chief, Unicef, Odisha

succinctly emphasised the following points:

- Move for strengthening the teacher education system through the mechanism of Think Tank-TE is, by all reckoning, unique and unprecedented.
- A slew of initiatives already in operation have created a climate for accelerated reform in future.
- It is the vision and reflective dialogue that are essential for renewal of the system.
- Uncompromising will to implement the suggestions of experts on the part of Government is essential for reforming the system.

The Chief Guest Ms. Mansi Nimbhal, IAS, Director, TE and SCERT, Odisha in her inaugural address underscored the overriding importance of the following imperatives:



- The real indicator of the success of any initiative for reform is the tangible outcomes that the investment of ideas and resources yield – the palpable deliverables which could be seen and measured.
- Building vision of the change we seek to create, thinking and working together for translating the vision into reality being connected and committed to the vision are essential for transformative change in DIETs.
- Enhancing the functional efficiency and effectiveness of DIETs through Think Tank-TE initiatives needs to have pronounced demonstration evidence for replication and sustainability.

Dr. Trinath Das, Deputy Director (Administration) expressed, on behalf of SCERT, School and Mass Education Department, Government of Odisha, Unicef, Odisha, heartfelt thanks and appreciations for the participation of resource



persons and participations, expecting mellow fruitfulness of the academic exercise.



1.5 Technical Sessions : Presentation of Research Studies on DIETs, and DIETs – Improving Institutional Performance.

Two Technical Sessions were devoted to presentation of three research studies on DIETs and one conceptual presentation for transforming DIETs into high performing teacher education institutions.

Technical Session I : Two Studies on DIETs

The key findings and recommendations of two studies on DIETs were presented. These studies are :

- District Institutes of Education and Training : A Comparative Study in three Indian State (DFID : 2004)
- Role of DIETs in Developing District Education Plan under SSA : A Study of four States (NUEPA : 2010)

These studies aside, the folder for the participants and resource persons contained a paper on: Status of District Institutes of Education and

Training (Azim Premji Foundation: 2010), which provided a rich wealth of information about the dysfunctional status of DIETs in the Indian states.

Chairperson : Prof. Vasudha Kamat, Formerly Vice Chancellor, SNDT Women's University, Mumbai

Co-Chairperson: Prof. Mohan B. Menon, Formerly Deputy Vice-Chancellor, Wawasan Open University, Penang, Malaysia

Lead Off : Dr. M.M. Mohanty, Formerly Director, SIEMAT, Odisha, Bhubaneswar
Prof. S.M.I.A. Zaidi and Dr. N.K. Mohanty, NUEPA, New Delhi



Study I : District Institutes of Education and Training : A Comparative Study in three Indian States

This is a longitudinal study covering DIETs from three Indian states – Gujarat, Madhya Pradesh and Rajasthan. Two DIETs (one with external intervention and other with no intervention) from each state were included in the study as sites for research.

FINDINGS FROM SITUATION ANALYSIS

Towards quality improvements for teacher education: decentralizing the system

- DIETs are far from fulfilling their intended goal, i.e., to be catalysts for more effective development by identifying and responding to teachers' developmental needs at a local level.
- SCERTs have not evolved as resource support institutions for DIETs in the states
- While relationship with SCERTs is official and formal, that with district and sub-district structures is informal and undefined.
- Decentralising teacher education programmes is not in sight.

Teachers and Teaching

- Teachers are a limited repertoire of teaching techniques that focused heavily on repetition and memorising, and decoding and encoding written symbols without meaning.
- Little impact of recent training initiatives, or awareness of the role of DIETs.
- Reasons for low achievement are externalised to community, management or literacy factors and not on pedagogical practices in the classroom.
- Teacher education programmes invariably focus on 'deficit' discourse rather than on 'enabling' discourse.

Towards quality improvements for teacher education: decentralizing the system

- The infrastructure was less than adequate for conducting expected activities.
- Although most staff possessed the NCTE stipulated double Masters' Degrees, almost none had elementary teaching experience.
- All teacher educators in DIETs were trained in Secondary Teacher Training, not in Elementary Teacher Training.
- Induction procedures for new DIETs staff did not adequately meet the expected purpose
- Opportunities for professional development were extremely limited and usually appropriated by a handful of staff members.
- In the absence of posting of regular Principals to DIETs, they were found to have been severely affected.

Pre-service Education

- A strong focus on content and a weak focus on pedagogical and community related issues.
- The course focuses heavily on content transmission rather than development of pedagogical skills.
- DIETs did not have the autonomy and freedom to address the pedagogical concerns of the locality.
- Curricular innovations at the school level hardly have any impact immediately on teacher training.

In-service Education for Teachers

- In-service training programmes were dominated by content aspects and coverage of skills development was limited
- Non-availability of fully competent resource persons across DIETs.
- None of the training programmes had a strong focus on children's learning and children's achievements.

The DIET and Decentralisation

- The DIETs and their apex body (SCERTs) have yet to develop the sense of partnership implied in decentralisation.
- Induction of SCERT and DIET faculty to innovations and change was rarely conducted.
- The DIET-CRC-School linkage was very feeble or non-existent
- Decentralisation of authority and decision-making from the state to the teachers of the grassroots level was marked by absence of symbiotic and systemic relationship.
- The DIETs are not directly involved in educational planning at the district level.

Professional Development of DIET Staff

- Not all DIETs were ready to take on major decentralised responsibilities – competence to undertake training programmes was limited
- Delegation of autonomy and authority to take decisions at the DIET level was hindered by absence of competence on the part of the DIET faculty.
- Opportunities for professional development of DIET faculty were extremely rare.
- Climate for continuing professional development or lifelong learning was, almost without exception, missing in DIETs

Ways Forward

- Recruitment policy needs to be re-examined and reconsidered so as to ensure selection of faculty with proven competence and commitment.
- Provision for continuing professional development of DIET faculty needs to be expanded.
- The pre-service teacher education programme needs to have integration of content and pedagogy.

Towards quality improvements for teacher education: decentralizing the system

- There is a need to engage with teachers' values and attitudes, which shape their will to adopt training messages.
- There is a need for a sharper conceptualisation of institutional purpose and the roles of DIET Branches and DIET staff in relation to the institutional purpose.
- The need for a holistic rather than compartmentalised approach to teacher development through DIETs.
- There is a need to encourage collaborative action research between teachers and their educators.
- There is a need to encourage practitioners to engage with their practices and to develop responsibility for their outcomes, rather than deflecting such responsibility towards management, communities or children.
- Greater opportunities need to be made available to teachers and teacher educators to become critical and reflective practitioners.
- Greater integration among SCERTs, DIETs and district and sub-district level structures needs to be strengthened.
- Nurturing professional accountability for children's learning needs to be given priority.
- DIETs need to be developed as critical strategic vehicle for nurturing 'whole school development'.

Study II : Role of DIETs in Developing District Education Plan under SSA : A Study of Four States

Rationale for the Study

Until the adoption of the National Policy on Education 1986, academic and resource support to various programmes was being provided by institutions such as NCERT, NIEPA and SCERT / SIEs. The NPE and its Programme of Action laid emphasis on decentralized structures for academic

and resource support at the district and sub-district level. As part of this vision, DIETs were established at the district level. With the launching of the District Primary Education Programme (DPEP) in mid-1990s, the DIETs emerged as important institutional set up for development of district specific plans. However, the level and quality of participation of DIETs in DPEP activities, especially in the formulation of district plans varied substantially. DPEP was followed by Government of India's flagship programmes : Sarva Shiksha Abhiyan which also stressed the need for decentralized planning, implementation and evaluation. As in the case of DPEP, a similar pattern of involvement of DIETs in SSA was also found to emerge. Despite the institution of the Planning and Management Branch in DIETs, their involvement in preparation and implementation of programmes varied across states. This study makes an attempt to examine the role of DIETs in the decentralized planning and management of programmes like SSA in four major states of the country : Himachal Pradesh from the Northern region, Andhra Pradesh from Southern region, Gujarat from Western region and Odisha from Eastern region.



Key Findings and Conclusions

- Constitution of State Resource Groups (SRGs) for identification of priority areas was a mandatory requirement of SSA Guidelines. This was a necessity for ensuring sustainability and consistency of district specific inputs. The constitution of SRGs was found to exist in three states except Odisha.
- The extent of involvement of SRGs in

preparation of district specific plans is reflected in the number of meetings the SRGs made – the number varied from five in Gujarat to 10 in Andhra Pradesh.

- District Planning Teams (DPTs) have been constituted comprising members of the



Planning and Management Branches of DIETs. The extent of representation of DIET faculty in DPTs varied from state to state – 83.03% in Himachal Pradesh, followed by Andhra Pradesh (78.03%) and Gujarat (50%). On the other end of the spectrum, only 15.04% of members were from the Planning and Management Branches of DIETs in Odisha.

- Although DIETs are expected to play a critical role in implementation of programmes such as SSA for universalisation of elementary education, DIETs and District Project Officers were found to function as parallel systems with little space for convergence. This creates stumbling blocks for internalisation and sustainability of programme dividends.
- The DIET-DPC linkage in plan formulation under SSA was very strong across the four states. While the Principals of DIETs were the designated District Project Officers for SSA in Himachal Pradesh, in other three states the linkage was almost peripheral
- Across all sample states, it was found that the relevant expertise and specialisation in Educational Planning and Management was not available, leading to insignificant contribution to the preparation of the district specific educational planning.

Technical Session II

Chairperson : Prof. Satyakam Mishra,
Formerly Director, Higher
Education, Government of
Odisha

Co-chairperson: Prof. R.S. Khan, Formerly Vice
Chairperson, NCTE, New Delhi



I. Where Do Our DIETs Stand? - A Snapshot Survey of DIETs (Think Tank-TE : 2017) : Prof. S.L. Jena, Lead Coordinator, Think Tank-TE

Key Findings

- The state has 30 DIETs established in four phases. Therefore, DIETs are at different stages of development.
- All the DIETs have been established in the way of upgradation of existing elementary teacher education institutions. In view of this, DIETs are found to be influenced by the culture of inheritance.
- While 15 DIETs are located at the district headquarters, other 15 DIETs are located at other locations, which tend to affect their effective functioning. The DIETs at the district headquarters have certain advantages.
- Phase I and Phase II DIETs, established during 1988-89 and 1997, have had the advantages of leveraging DPEP interventions.
- Established in different phases, DIETs are found to have differential faculty strength, varying between 11 Phase II DIETs and 22 in 11 Phase I DIETs.
- Six Phase IV DIETs, which were originally DRCs, are meant for six small districts but have larger faculty strength compared to two Phase II DIETs with substantially larger number of outreach institutions – schools, CRCs and BRCs.
- This lack of symmetry in faculty strength across DIETs calls for review and reasoned re-distribution.
- The number of elementary teacher education institutions, which are entirely state funded varies wildly across districts. Even though this is incidental, the elementary teacher education institutions (ETEIs) work in isolation of DIETs. This absence of linkage between ETEIs and DIETs tends to exacerbate the disadvantages the ETEIs have been experiencing.
- Though all DIETs have seven academic branches, almost all branches except the Pre-service and In-service, are dysfunctional.
- Almost all DIETs are unable to articulate the roles and responsibilities of different academic branches beyond what has been articulated in the MHRD Guidelines 1989.
- In terms of distribution of experienced and novice Teacher Educators, it is found that experienced Teacher Educators have been placed in a few DIETs which affect the nurturing of relatively less experienced teacher educators.
- Most in-service training programmes are 'standard' ones, mostly decided at the state level. Therefore, such programmes are rarely rooted to the classroom realities.
- Planned opportunities for professional development of DIET faculty are very limited. Besides this, the inner-driven desire for lifelong learning among the DIET faculty is a rare phenomenon.
- Almost all DIETs have not evolved themselves into learning organisations. In other words they have not been able to carve out a niche as centres of excellence.

- DIETs are found to have no backward and forward linkages with other educational institutions which restrict their academic nurturance.
- Absence of Principals with vision and instructional leadership in DIETs is a disturbing reality that has, almost invariably, led to the fact that DIETs have remained remarkably unchanged.

Pointers for Action

- Creation / rationalization of faculty positions in DIETs needs to be based on an objective assessment of needs of districts.
- Restructuring of DIETs on the basis of functional areas and evolving mandates to be taken on priority basis.
- Placement of faculty in DIETs has to be in consideration of academic mentoring and nurturing – a judicious mix of senior-junior faculty.
- The non-existence or weak institutional linkage of DIETs has to be seriously viewed and appropriately addressed.
- Strengthening of ICT components in DIETs to receive topmost priority.
- DIETs need to be developed into growing learning organisations
- There is an urgent and important need for organic integration of academic activities of DIETs and those of SSA and RMSA for sustainability of programme interventions.
- DIETs are in dire need of establishing their distinct identity, instead of being perceived as mere 'training' institutions.

II. DIETs: Potential and Possibilities Improving Institutional Performance – Prof. Pranati Panda, NUEPA, New Delhi



Teacher Education Committed to Quality Education for All Children

- Diversity in Pre-service Teacher Education- Governance by Management (Private Sector and Public Sector)
- Conceptual Framework : Making of Professional Teacher, Academic and Professional Standards, Quality of subject matter knowledge, repertoire of pedagogical skills and professional commitment.
- Curriculum Framework NCTE – 2009 : Process based Teacher Education enhanced duration, school based engagement.
- Evidence from Practice : Conceptual, Foundational and Transactional Changes (Teacher Education- JRM's Report), Teacher Eligibility Tests

Changing Identity of DIETs

- Decentralised Approach to Teacher Education (DIETs)
- Shift in Role Clarity : From MHRD Guidelines 1989 to MHRD Guidelines 2012.
- Evaluative Studies (NCERT, NUEPA and JRM Reports)
- Governance and Management of DIETs

Governance, Financing and Management of DIETs : A Blame Game Approach

- DIETs – A Centrally Funded and Sponsored Institutions (MHRD)
- State Management of DIETs (Role of State)
- DIET Role as an Institution

Transformative Role of DIETs in Odisha

- Governance
 - Improved Governance and Management of DIETs with defined state specific guidelines
 - Institutional resources, strengths and areas of improvement
 - Autonomy and accountability

- Defined Tasks with Flexibility
 - Core tasks performed by each DIET – current performance levels (Pre-service, In-service, and Research and Development)
- Resource Management
 - DIETs established in four phases
 - Disparity and diversity
 - Physical and Human Resource Deficit
- Institutional Performance and Improvement
 - Mapping current level performance
 - Central and peripheral
 - Decentralised Teacher Education – at delivery point

DIETs : Reformation or Transformation

- Decentralised Approach to Teacher Education (DIETs)
- System Reforms (MHRD Policy and Resource Support)
- System Reforms (State Policy, Rules, Regulations and Cadre Management)
- Institutional Reforms

Restructuring and Reorganisation of CSS 2012

- Pre-service Teacher Education (D.El.Ed., B.Ed.)
- In-service Teacher Education (Training Management System)
- Direct Field Intervention and Improvement
- Research, Development and Coordination

Improving of DIETs : Transforming into High Performing Institutions

- Self improvement and self engagement of DIET in a guided manner.
- Understand the current context and practices
- Defined vision of institutions
- Identify their strengths and opportunities for improvement
- Prioritise their action for improvement in a directional manner

- Collaborative endeavour to transform DIETs as an ideal and high performing institutions

Way Ahead

- Holistic Approach towards Institutional Improvement
- Performance Improvements of DIETs – directional, consensus and similar wave for understanding.

1.6 Working in Groups

Besides these three presentations which provided meaningful insights into the functioning of DIETs, the post-lunch session was devoted to group work. The participants and resource persons were broken into four thematic groups for critical brainstorming and development of Framework for Implementation. The four thematic groups were :

- Broadening and Deepening Institutional Linkages
- Leveraging ICT Potential for Teacher Education
- Developing DIET as a Learning Organisation
- Developing Standards for Teacher Education Institutions

The Group Reports were presented, seeking informed inputs from the members.

1.7 Plan of Action

The respective Groups developed the Plan of Action for implementation at the DIET level. In fact, the Plan of Action was an extension of five broad areas of the Perspective Plan of the Envisioning Teacher Education in Odisha : A Roadmap for Reform developed in 2014. The only difference between the Plan of Action on four major areas of concern and the five broad areas is the shift in focus from systemic reform to institutional reform. The details of the Plan of Action have been presented in the following sections.

Group I : Broadening and Deepening Institutional Linkages

Group Members :

1. Prof. Satyakam Mishra
2. Prof. S.M.I.A. Zaidi
3. Prof. Sevak Tripathy
4. Dr. N.K. Mohanty
5. Dr. M.K. Roy
6. Ms. Lalita Pattnaik
7. Dr. Tilottama Senapati
8. Ms. Snehaprava Mohapatra
9. Shri Purna Chandra Brahma



Plan of Action

Sl. No.	Issues and Concerns	Action Points	Task Specifications
1	DIETs' linkage with schools, school teachers, head teachers, CRCCs and BRCCs is weak or almost non-existent.	<ul style="list-style-type: none"> DIETs shall be actively linked to elementary schools of the districts. 	<p>DIET faculty to undertake planned and regular monitoring of classroom processes</p> <ul style="list-style-type: none"> In-service training programmes shall be organised, as far as possible, at the site level. DIET faculty shall have to spend a considerable part of their work time in schools – school attachment shall be made a regular feature. In-service training programmes shall be closely followed up by DIET faculty to assess the reach and quality of translation of training inputs in the actual classroom. Subject Teacher Learning Groups shall be the forum for meaningful interaction with the DIET faculty. Practicing Schools, attached to DIETs, shall be made sites for trying out and experimentation and innovations in school education. Practice Teaching Schools for school based activities for student-teachers shall be actively associated with DIETs. School teachers shall be attached to DIETs in groups for effective interaction with DIET faculty and the student-teachers of pre-service programmes.

Sl. No.	Issues and Concerns	Action Points	Task Specifications
		<ul style="list-style-type: none"> The DIET – CRC-BRC link shall be made stronger and meaningful 	<ul style="list-style-type: none"> CRC based programmes shall be jointly developed by CRCs of the district and the DIET. Monthly sharing meetings at the CRCs shall be rooted to the problems and issues entrenched in classrooms Monthly sharing meetings shall be made more interactive, reflective and space for dialogue. Involvement of DIET faculty in monthly sharing meetings – change of mindset from being evaluative to supportive. CRCs shall be made the forum for identification of professional needs of teachers.
2.	The DEO-DPO –DIET linkage is very feeble – a matter of concern	<ul style="list-style-type: none"> For institutionalisation of programme interventions, there is a need to shift from project mode 	<ul style="list-style-type: none"> SSA district plans shall ideally be developed in close involvement of DIETs. There shall be total convergence of perspectives for school monitoring supervision between BEOs, DEO and DIET through regular discussion and dialogue. A mechanism shall be put in place for regular sharing of ideas, perspectives and experiences with regard to school effectiveness.
3.	DIETs are almost delinked from state level structures such as Directorate of Elementary Education, OPEPA and Odisha OMSM	<ul style="list-style-type: none"> The link between such structures shall be made stronger and effective. 	<ul style="list-style-type: none"> There shall be delegation of authority from the DEE to DIETs for regular monitoring of elementary schools. DIETs shall be actively associated with all programmes of OPEPA and OMSM. The Annual Work Plan and Budget for the districts shall be developed in association with DIETs in order to be more realistic and rooted to ground realities. For sustainability of programme interventions and reform initiatives, the established structures shall work with a unified mission, rather than two parallel systems.
4.	Effective linkage of DIETs with CTEs, IASEs and institutions of higher learning and research is missing	<ul style="list-style-type: none"> Building alliances between DIETs and CTEs and IASEs 	<ul style="list-style-type: none"> DIETs shall be attached to CTEs and IASEs. Professional development of DIETs' faculty shall be entrusted to concerned CTEs and IASEs. There shall be a mechanism for regular sharing of ideas experiences and insights among the faculty of DIETs, CTEs and IASEs. Collaborative research studies on critical issues of school education shall be taken up by DIETs, CTEs and IASEs. Institutions of higher education and research shall be actively linked to DIETs and schools for their mutual effectiveness. Faculty of institutions of higher education shall be involved in development of textbooks, training programmes and programme evaluation of teacher education institutions.

Sl. No.	Issues and Concerns	Action Points	Task Specifications
5.	Inter-DIET linkage does not exist	<ul style="list-style-type: none"> Networking among DIETs shall be established 	<ul style="list-style-type: none"> There shall be a professional organisation among teacher educators of DIETs for professional development. Creation of platforms for sharing of innovative initiatives, experiments etc. among DIETs. Publication of Newsletters of DIETs Seminars, discussions and conferences on critical issues in education and teacher education. Subject Group Forums among Teacher Educators. Inter-DIET exposure visits for mutual learning.
6.	DIET and Elementary Teacher Education Institution linkage does not exist	<ul style="list-style-type: none"> The linkage between DIETs and ETEIs shall be established and strengthened 	<ul style="list-style-type: none"> Alliance between DIET and ETEIs, if any, of the district shall be forged. DIET shall adopt ETEI/s of the district for institutional development. DIET to organise professional development programmes for faculty of ETEIs. Exposure visits / attachment programmes for faculty of ETEIs to the DIET of the district.
7.	DIET-SCERT linkage is largely hierarchical marked by command and control.	<ul style="list-style-type: none"> The DIET-SCERT linkage shall be based on mutual trust, understanding and reciprocal relationships. 	<ul style="list-style-type: none"> Decision-making on important academic matters shall be delegated to DIETs. A culture of faith and freedom shall be created in DIETs for their functional autonomy. SCERT's role for effective functioning of DIETs shall be supportive not evaluative in approach. A system of regular monitoring, review and feedback shall be put in place at the SCERT to foster institutional development of DIETs. SCERT shall provide adequate opportunities for faculty development in DIETs. DIETs shall be given freedom to develop their AWP & B, meeting their district specific needs. SCERT shall ensure the smooth delegation of power and authority to DIETs along with programmes for capacity building and accountability.
8.	DIET-NGO-Civil Society linkage is not in place.	<ul style="list-style-type: none"> The opportunities for linkage shall be explored, and linked to be established. 	<ul style="list-style-type: none"> DIETs shall undertake a mapping of credible NGOs and Civil Society Groups working in the education sector in the district and beyond. Opportunities shall be created for working together for providing quality education to children. Space for sharing of innovations tried out and put in place by NGOs as well as DIETs shall be created. NGOs-DIETs coalitions shall be formed for working together in the interest of education of children.
9.	Linkage of DIETs with national level institutions (NCERT, NUEPA, ICSSR etc.) is non-existent or very weak.	<ul style="list-style-type: none"> Possibilities for establishing viable linkage shall be explored 	<ul style="list-style-type: none"> SCERT shall have to play the role of an intermediary agency for establishing such linkage. DIETs shall develop a pool of source institutions with their specialisation for building appropriate alliance. DIETs shall be in contact with such national level institutions for the professional development of their faculty.

Group II : Leveraging ICT Potential for Teacher Education

Group Members :

1. Prof. Vasudha Kamat
2. Prof. H.K. Senapaty
3. Dr. K.P. Mishra
4. Dr. (Ms.) Minakshi Panda
5. Ms. Lipika Sahoo
6. Ms. Mamata Swain
7. Ms. Smitashree Biswal
8. Sri Debabrata Moharana
9. Shri Rama Krushna Dass



Plan of Action

Sl. No.	Issues and Concerns	Action Points	Task Specifications
Pre-service Teacher Education			
1	Class size – 100 student-teachers (large class size)	Blended Learning	Face to face and online mode – LMS, Purchase of web space, Server
2	Shortage of DIET faculty		
3	Inadequate ICT infrastructure	Two computer labs with 50 computers, WIFI and Lab Technicians	LMS-Moodle
4	Lack of expertise in Institutional Planning	Capacity building of Teacher Educators	
5	No Networking among DIETs	Strong networking	Sharing and collaborating resources among DIETs
6	Web site for each DIET	Creation of Website and regular updating	Provision of funds by DTE and SCERT
In-service Teacher Education			
1	Number of participants in a programme – 50 or more than 50	25-30 Participants	Group work, pair work
2	ICT non-literacy	ICT Training	Familiarize with OERs
3	Lack of linkage between DIETs and Blocks	Through What's App, Facebook	Sharing of different resources

Group III : Developing DIET as a Learning Organization

Group Members :

1. Dr. M.M. Mohanty
2. Prof. B.N. Panda
3. Shri Pramathesh Das
4. Shri Sudarshan Santara
5. Dr. Susandhya Mohanty
6. Shri P.K. Rath
7. Ms. Kalpana Pattnaik
8. Ms. Chandrika Nayak
9. Ms. Bidulata Mishra



Plan of Action

Sl. No.	Areas	Current Reality	Action Points / Task Specification
1	Personal Mastery <ul style="list-style-type: none"> • Continual increase in abilities to create • Never-ending quest for self-improvement and self-discovery • Strong sense of purpose that supports personal vision and roles • Working with change, not against it • Inter-connectedness • Continual learning mode 	<ul style="list-style-type: none"> • Indifference to the world of knowledge • Lack of self-motivation and organizational support • Working in isolation and insulated. • Resistance to change. • Absence of inner drive for learning 	<ul style="list-style-type: none"> • Creating enriched library for reading habits • Academic sharing and exchange of ideas • Organizing/Participating in seminars/ symposia • Searching academic related materials from various sources and their use • Enrolling different online courses • Providing opportunities for 'on-the-job' training • Organisation and leadership valuing personal growth • Creating a supportive environment for personal mastery • Instilling a desire to engage in personal growth, not to force an individual.

Sl. No.	Areas	Current Reality	Action Points / Task Specification
2	<p>Mental Models</p> <ul style="list-style-type: none"> Each of us has our own sets of assumptions, views and prejudices that affect our interaction with others. Our mental models strongly affect what we do 	<ul style="list-style-type: none"> Absence of mental models regarding DIET among the members Uncritically sticking to ingrained assumptions and views. Holding mental models that create roadblocks for change 	<ul style="list-style-type: none"> Defining individual role for the growth of organization Developing reflection note Sharing reflection notes with peers Developing a personal vision of DIET
3	<p>Shared Vision :</p> <ul style="list-style-type: none"> a force that is in people's hearts; connects and binds people together by a common aspiration; provides the focus and energy for learning; not announced from the top, built on people's personal visions; non-linear but based on systems thinking 	<p>Absence of common vision regarding the roles and activities of the DIET</p>	<ul style="list-style-type: none"> Periodical sharing of all individual visions for setting a common goal Respecting diverse ideas and developing the common vision for the roles and functions of DIET Listening to and respecting personal perspectives and views, leading to an eclectic vision Creating a shared vision of DIET and powerfully engaging the stakeholders for striving towards a common picture of the institution Creating a culture of team learning to accomplish the intended task
4	<p>Team Learning :</p> <ul style="list-style-type: none"> It builds on the discipline of personal mastery A process that encompasses aligning and developing the capacity of a team to achieve the goals that its members truly want 	<ul style="list-style-type: none"> Only individual initiative no group effort Importance to individual goal and indifference to organizational goal of DIET Members of a DIET are not connected to one other 	<ul style="list-style-type: none"> Planning the strategies for realizing organizational goal Entrusting responsibilities Meeting for sharing and feedback Flexibility in planning and implementation Collaborative action research in DIET and School Creating an institutional climate for multiple perspectives and views

Sl. No.	Areas	Current Reality	Action Points / Task Specification
	<ul style="list-style-type: none"> Teams become the essential ingredient for organisational learning It's a collective discipline Team learning is larger than individual learning. Team learning draws on the talents, knowledge, and experiences of one another 	<ul style="list-style-type: none"> Preference for working individually and in isolation No space for free flow of conflicting ideas Intolerance towards non-conforming views – absence of using disagreements productively Absence of institutional leadership that values alternative or provocative views 	<ul style="list-style-type: none"> Maintaining zero tolerance towards working independent of one another Creating a culture of working together, engagement with reflective dialogue and conversations Creating social capital of trust, 'deep listening' and faith in the capabilities of team members
5	<p>Systems Thinking:</p> <ul style="list-style-type: none"> It is a discipline that enables us to see the 'big picture' – inter relationships and patterns of change as oppose to fractured parts Providing feedback and the role it plays in cause and effect Relationships are more fundamental, and 'wholes' are of a higher order than 'parts' 	Absence of systemic approach in DIET	<ul style="list-style-type: none"> Working together for preparing a system map and systemic goal Sharing system thinking and organizational problems with all stakeholders Carrying the system benefits to other educational institution

Group IV : Professional Standards for DIETs

Group Members :

1. Prof. M.B. Menon
2. Prof. R.S. Khan
3. Prof. Pranati Panda
4. Prof. S.L. Jena
5. Shri Sanatan Panda
6. Dr. D.C. Mishra
7. Ms. July Mangaraj
8. Ms. Plabani Bala
9. Shri Manas Rout
10. Shri Priyabrata Behera



Plan of Action

Sl. No.	Issues and Concerns	Statement of Standards	Standard Indicators
Standard I : Institutional Identity and Vision			
1	<ul style="list-style-type: none"> Distinct identity of DIET as a unique district resource centre has been at risk. DIETs have not evolved themselves to effectively meet the challenges of the knowledge-based and the knowledge intensive society. They are still perceived as traditional teacher training institutions – profound mismatch between the radically new key competencies demanded by students in the knowledge society and the skills acquired from teacher training institutions. Collaborative vision-building is almost missing in DIETs. DIETs face, by and large, an identity crisis. 	<ul style="list-style-type: none"> DIETs need to have a clearly articulated vision – an impelling idea generating team commitment to translating the idea (vision) into reality. 	<ul style="list-style-type: none"> Articulating a vision for building DIETs as distinct district responsive teacher education institutions. DIETs faculty having clarity about the vision and understanding of their roles and responsibilities for making DIETs vibrant academic resource institutions at the district level. State policy on teacher education and DIET Personnel Policy are in place, providing for recruiting, retaining and nurturing qualified, competent and committed young men and women for DIETs. Roles and responsibilities of DIET faculty, including the Principal, clearly and unambiguously defined. The purpose of DIET is reconceptualised – going beyond simplistic pre-service training to a growing learning organisation. State accords priority to teachers and teacher education institutions – governance of teacher education system.

Sl. No.	Issues and Concerns	Statement of Standards	Standard Indicators
Standard II : Making Pre-service Teacher Education Programme More Effective			
2	<ul style="list-style-type: none"> Teacher education system, more particularly its pre-service component, has remained virtually unchanged. The curriculum renewal is less frequent and unresponsive to the demands of the knowledge based and knowledge intensive society, creating cleavages between what competencies students are required to master and the skills the prospective teachers acquire in TEIs. Transmission approach continues to be the dominant mode of curriculum transaction – constructivist approach to learning is rarely practised. DIETs, do not create the right human capital, i.e. prospective teachers who are capable of meeting the demand for competencies the students require and the job-market. The content and process of pre-service education are rarely related to the needs of schools, teachers and classroom realities. First and foremost, the quality of pre-service education (D.El.Ed.) is unsatisfactory. 	<ul style="list-style-type: none"> Pre-service teacher education programme (D.El.Ed.) shall prepare professionally competent and committed teachers capable of meeting the present and future needs of diverse body of learners. 	<ul style="list-style-type: none"> Periodic review and renewal of D.El.Ed. programme to make the curriculum responsive to changes in the wider system. Curriculum shall be reviewed and revised every five years, and teacher educators shall be made reflective partners in the process of curriculum renewal to create a sense of ownership in them. Admitting right kind of entrants into D.El.Ed. course – candidates with merit, aptitude and desired disposition. Teacher educators to adopt constructivist approach to teaching-learning process – walk-the-talk. Internship programme to be made more intensive, school-based and rooted to classroom realities. The programme to instil a desire in student-teachers for lifelong learning

Sl. No.	Issues and Concerns	Statement of Standards	Standard Indicators
	<ul style="list-style-type: none"> The internship component, the core of teacher preparation, is very weak compared to other established professions like medicine, engineering, law, architecture etc. Effective engagement of teacher educators with wide range of debates and discourses on school education and teacher education is almost a rare phenomenon. DIETs and their faculty do not have consistent partnership with the site level institutions, and are not in live contact with them. 		
Standard III : Establishing and Strengthening Institutional Linkages			
3	<ul style="list-style-type: none"> DIETs are not actively linked to schools of the districts. There exists no effective linkage between DIETs and CRCs – where teachers meet and share their professional experiences, innovations, problems and search for solutions. Mechanisms for inter-DIET linkage and communication are not in place. DIET-NGO linkage is virtually nonexistent. DIET-DPO-SPO partnership is weak-they tend to work as parallel substance. DIETs are almost delinked from institutions of Higher Education and Research. 	<ul style="list-style-type: none"> DIETs need to establish and strengthen authentic and meaningful linkages and partnerships with a wide range of state, national and international level organisations concerned with education 	<ul style="list-style-type: none"> DIETs to explore all possible means of establishing linkages with appropriate institutions. DIETs to strengthen and sustain linkages and partnerships with a large number of institutions – local, regional, state, national and international organisations. DIETs to be consistently linked to schools, CRCs, BRCs and teachers so as to empower teachers and enhance student learning. Hitherto nonexistent linkage of DIETs with institutions of Higher Education and Research to be established and strengthened. DIET-NGO-Community linkage to be assiduously nurtured.

Sl. No.	Issues and Concerns	Statement of Standards	Standard Indicators
	<ul style="list-style-type: none"> Partnerships with other state level and national level institutions are rare or do not exist. DIETs are linked to ETEIs at all In short, DIETs tend to function in isolation of many institutions concerned with education. 		
Standard IV : Professional Development Programmes for Teachers and Others			
4	<ul style="list-style-type: none"> Limited opportunities for professional development of teachers, teacher educators, CRCCs, BRCCs and others. Professional development has been restricted to in-service education, not beyond. Multiple training providing organisations, poor planning, ineffective execution, overlapping, wastage of limited resources available. Rarely do the programmes meet the needs of the clientele groups – needs and classroom realities not assessed. Programme planning is largely top-down, stakeholders not involved in planning and decision-making – lack of ownership. In-service education not perceived in the context of broader landscape of professional development – in the framework of lifelong learning. 	<ul style="list-style-type: none"> DIETs shall plan and organise a wide range of need based programmes in the broader perspective of lifelong learning. 	<ul style="list-style-type: none"> DIETs to plan, execute, monitor and follow up programmes in conformity with State Training Policy and its accompanying Plan of Action.

Sl. No.	Issues and Concerns	Statement of Standards	Standard Indicators
Standard V : Quality Assurance			
5	<ul style="list-style-type: none"> • DIETs have not, by and large, been able to meet the expectations set for them – to evolve as vibrant academic resource institutions at the district level. • Products of pre-service education are not found to be equipped with the knowledge, skills, competencies, and aptitudes to be reflective practitioners – to be attentive and responsive to student learning and performance. • Despite rounds of in-service programmes, the classroom practices remain qualitatively poor. • Performance of D.El.Ed. passouts in the Teacher Eligibility Test has been consistently discouraging. • Quality of research and application of research for improved performance are not up to mark. • Leveraging ICT potential for quality instruction and governance remains unexplored. • Institutional culture and leadership for nurturance of quality not supportive. • Faculty proclivity to learn, unlearn and relearn to stay relevant appears to be weak. 	<ul style="list-style-type: none"> • DIETs shall be developed as robust and vibrant research institutions setting high standards in their varied aspects. 	<ul style="list-style-type: none"> • The purpose and roles of DIETs to be re-conceptualised and redefined. • Concern for quality to be the heart of the matter in all functional areas of DIETs. • Personnel Policy to attract, retain and reward talented and committed teacher educators. • Institutional culture and leadership to be supportive to nurturance of excellence. • Mechanisms to be in place to maintain the quality of : <ul style="list-style-type: none"> ○ pre-service education, and ○ in-service education • Working together, autonomy and accountability to permeate the institutional functioning. • Site-based management to be adopted for ensuring institutional effectiveness. • Benefits of ICT to be harnessed. • Capabilities of faculty in research and action research to be developed. • Provision of incentives for good performance and disincentives for poor or non-performance.

Sl. No.	Issues and Concerns	Statement of Standards	Standard Indicators
Standard VI : Review, Monitoring and Evaluation of Institutional Programmes			
6	<ul style="list-style-type: none"> Performance review both at the institution level and higher levels is infrequent and not well designed. Schools and CRCs, the beneficiaries of DIETs' varied programmes, are not regularly visited and diligently monitored. Information from the field are rarely used for improvement of programmes – these remain as end in themselves, rather means to an end. Participants' feedbacks about the utility of in-service programmes are not regularly collected. Relevance and utility of in-service programmes not assessed through classroom observation. 	<ul style="list-style-type: none"> A well articulated monitoring and evaluation system shall be put in place in DIETs in order to make them function effectively 	<ul style="list-style-type: none"> There shall be a mechanism to continuously review and monitor the performance of DIETs against a set of established parameters. DIETs' programmes shall be reviewed on regular basis at different levels of decentralisation – institution, SCERT and the administrative Department. Review and monitoring shall not be evaluative in purpose but supportive to institutional development. Wide variety of data / information collected through monitoring shall be intelligently utilised, rather than simple compilation.
Standard VII : Instructional and Managerial Leadership			
7	<ul style="list-style-type: none"> Absence of Principals with vision and ability across DIETs is a concern. Stability of Principals is highly variable that adversely affects DIETs' functionality. Though Principals are in position, they are somehow managing DIETs, but not leading them 	<ul style="list-style-type: none"> Since leadership matters, people with vision capability and leadership shall be the core concern in the Personnel Policy for Recruitment of Principals. 	<ul style="list-style-type: none"> Recruitment of Principals with proven efficiency and exceptional capability. If felt necessary, direct recruitment of Principals, even beyond the Cadre, to be considered. Well designed professional development programmes for Principals to be organised. Hierarchy to be flattened, making Principals first among the equals.

Sl. No.	Issues and Concerns	Statement of Standards	Standard Indicators
	<ul style="list-style-type: none"> In most DIETs, Principals are not in a position to create the social capital – trust, good will, team work, understanding, working together etc. – for effective human resource management. Principals, by and large, are not instructional leaders – rarely do they teach and lead from the front. Wherever Principals take leadership, their leadership has remained “one-leader-at-a-time” model, not “everyone-a leader”. 	•	<ul style="list-style-type: none"> Creation of favourable social capital in DIETs to be given overriding premium.

1.8 Think Tank-TE Core Committee Meeting.

Immediately after the presentation of and discussion on the Group Reports, the Think Tank-TE Core Committee met at 5.30 p.m. to discuss on the various aspects of the proposed Adoption of DIETs by the members of the Think Tank-TE. The following members were present :

1. Prof. Vasudha Kamat, Formerly Vice Chancellor, SNDT Women's University, Mumbai
2. Prof. M.B. Menon, Formerly Deputy Vice-Chancellor, Wawasan Open University, Penang, Malaysia
3. Prof. Hrushikesh Senapaty, Director, NCERT, New Delhi
4. Prof. R.S. Khan, Formerly Deputy Chairperson, NCTE, New Delhi
5. Prof. (Ms.) Pranati Panda, Professor and Head, Department of School Education, NUEPA, New Delhi
6. Dr. M.M. Mohanty, Formerly Director, SIEMAT, Odisha, Bhubaneswar
7. Ms. Lalita Pattnaik, Education Specialist, Unicef, Odisha
8. Prof. S.L. Jena, Lead Coordinator, Think Tank – TE, Odisha
9. Shri Pramathesh Das, Formerly Deputy Director, TE and SCERT, Odisha
10. Dr. Snigdha Mishra, Deputy Director (TE), DTE and SCERT, Odisha



I. Discussion Points :

Modalities for adoption of DIETs by the Think Tank-TE members. The matter relating to adoption of six DIETs was discussed in greater details. The following decisions were taken:

- For leveraging technical expertise available at the national level institutions such as NCERT and NUEPA, an MOU between Unicef and SCERT- NCERT-NUEPA shall be signed, reflecting therein the details of terms of reference (TOR).
- Six DIETs, two from each Revenue Division, shall be selected for adoption. As far as possible, the selected DIETs from each Revenue Division should be in proximity to each other. This is in consideration of the convenience for programme intervention implementation and monitoring.
- The identified DIETs shall be subjected to comprehensive scanning with a view to identifying their strengths, weaknesses, opportunities and potential for development. For this, the details are to be worked out in a meeting of the members of the Think Tank-TE to be involved in the DIET-adoption programme. This ethnographic understanding of individual DIETs shall be taken up immediately after the summer vacation, preferably during the first week of July, 2017.
- Prof. M.B. Menon has been requested to develop a Concept Note : Vision of a desired DIET, i.e., a picture of a model DIET which the programme of adoption shall strive towards. This shall be entrusted to Prof. Menon as an assignment on honorarium basis. This task shall be accomplished by 15th June, 2017.

The meeting was drawn a close with thanks to the members present.

II. Action to be Initiated

- The next Think Tank-TE meeting is proposed to be held on July 08, 2017 (Saturday) to develop a comprehensive Framework for Visit to DIETs.
- Six DIETs, two from each of the three Revenue Divisions, shall be identified keeping in view their location proximity.
- Constitution of six teams (each team comprising three members – one national level and one state level Think Tank-TE member, and one Officer from DTE and SCERT).
- Development of the Draft Framework for Visit to DIETs by the Lead Coordinator, which shall be e-mailed to the members by 10.06.2017 for their informed inputs.
- The structure of the proposed Visit to DIETs shall include :
 - o 18.06.2017 : Think Tank-TE meeting for finalisation of Framework for Visit to DIETs by lunch time and Visiting Teams proceed to DIETs.
 - o 19.06.2017 : Ethnographic observation of DIET's programmes, reflective conversation with DIET Faculty and preparation of Draft Report.
 - o 20.06.2017 : Return of Visiting Teams to Bhubaneswar and consolidation of Draft Reports.
 - o 21.06.2017 : Return journey of national level members to their respective headquarters.
- Prof. M.B. Menon to be assigned the task of developing a Concept Note : Building Vision for DIETs of Odisha on remuneration basis – five man-days
- Initial discussion with Director, NCERT and Vice-Chancellor, NUEPA, New Delhi may be taken up for leveraging their technical support for Adoption of DIETs. Possibilities for expanding partnerships with other organizations shall be explored.

The proposed activities need to be considered and approved by the Director, TE and SCERT.



DIRECTORATE OF TEACHER EDUCATION AND SCERT, ODISHA, BHUBANESWAR

Eighth Think Tank Teacher Education Meeting – Strengthening Institutional Capabilities of DIETs

Date : 15.04.2017

Venue : Hotel Empires, Saheed Nagar, Bhubaneswar

INFORMATION NOTE

1.1 Background

In the framework of decentralised governance and management, the District Institutes of Education and Training (DIETs) were established as the district level resource institutions for universalisation of quality elementary education for all. With the implementation of a few flagship programmes, such as the District Primary Education Programme (DPEP), the Sarva Shiksha Abhiyan (SSA), the Rastriya Madhyamik Shiksha Abhiyan (RMSA) and the Right of Children to Free and Compulsory Education Act 2009 and the MHRD, Government of India Guidelines 2012 for the Centrally Sponsored Scheme of Restructuring and Reorganisation of Teacher Education, the mandates and activities of DIETs got enormously expanded. Among the new generation teacher education institutions - Institutes of Advanced Studies in Education (IASEs), Colleges of Teacher Education (CTEs) and DIETs - the DIETs have been able to make their field presence relatively more visible. This notwithstanding, the articulated expectations and the standards of performance of DIETs do not match. In other words, there remains enough space for improving the internal efficiency and effectiveness of DIETs. Across the country, despite inter-state variations, the DIETs, more or less, are found to be on the same page.

Several factors are found to have constrained the DIETs to function to their expected standards. These factors, to include a few notable ones, are : first, the burden of inheritance (almost all DIETs were established in the form of up-gradation of selected elementary teacher education institutions during different Plan periods); second, wide divergence between states' Personnel Policy and that of the MHRD's model Personnel Policy (1989); third, non-creation of separate cadre for DIETs; fourth, structural inconsistencies in creation of original seven Branches in DIETs; fifth, absence of institutional leaders with vision

and commitment; sixth, DIETs are delinked / weakly linked to schools and institutions of higher education and research; seventh, absence of organisational culture for professional development; eighth, inadequate infrastructure and human resource support system; and ninth, mismatch between responsibility and authority. The MHRD Guidelines 2012 envisages strengthening of DIETs, combining the 'deficit model' and the 'development model' perspectives.

Elementary level Teacher Education Institutions in Odisha comprises 31 State-financed Elementary Teacher Education Institutions (ETEIs), 30 DIETs and four Block Institutes of Teacher Education (BITEs). While DIETs and BITEs are better placed in terms of funds made available to them under the Centrally Sponsored Scheme of Teacher Education, ETEIs depend entirely on State funds, which is very limited to sustain them at a reasonably satisfactory level. Thus, the ETEIs work in challenging circumstances requiring academic support, scaffolding and professional mentoring. One of the possibilities is to meaningfully link them to the DIETs of the concerned districts in order to be the part of a larger professional community for continuous reflective conversations. At present, the ETEIs are not organically linked to DIETs, although the state contemplates to have a common cadre for teacher educators working in ETEIs, DIETs and BITEs.

Informed by the evidence-based findings and recommendations of the Joint Review Mission on Teacher Education, Odisha – 2013 and the range of insights and inputs from the members of the Think Tank – Teacher Education, the Directorate of TE and SCERT, Odisha intends to strengthen the managerial and institutional capabilities of DIETs through the mechanism of adoption of DIETs by the Think Tank – TE members. To this effect, a decision was taken in the Fifth

Think Tank – Teacher Education meeting held on October 30-31, 2015 to adopt six DIETs to be selected the basis of a quick situational analysis. The Eighth meeting of Think Tank – TE has been planned to develop an Action Plan for Adoption of DIETs. In this context, the following propositions need to be considered:

- ETEIs need be actively linked to DIETs for enhancing their (ETEIs) institutional effectiveness.
- A set of generic interventions may be identified for implementation cutting across all 30 DIETs of the state.
- Six DIETs selected on their regional distribution (three Revenue Divisions – Central, Northern and Southern) for intensive adoption with additional interventions.

1.2 Objectives of the Meeting

ETEIs need be actively linked to DIETs for enhancing their (ETEIs) institutional effectiveness.

- A set of generic interventions may be identified for implementation cutting across all 30 DIETs of the state.
- Six DIETs selected on their regional distribution (three Revenue Divisions – Central, Northern and Southern) for intensive adoption with additional interventions.
- To share the findings and recommendations of a few relevant studies on DIETs undertaken by different organisations
- To critically scan the issues and concerns those tend to constrain the effective functioning of DIETs of the state
- To develop a well articulated Plan of Action for strengthening institutional capabilities of DIETs and ETEIs
- To identify six DIETs, to from each Revenue Division, for adoption in order to development into model DIETs with sufficient demonstration effect

1.3 Theme for Consultation

Theme : Strengthening Institutional Capabilities of DIETs

The theme has been identified in consideration of the following:

- The findings and recommendations of the Joint Review Mission on Teacher Education – Odisha, 2013
- Perspective Plan for Teacher Education : Envisioning Teacher Education in Odisha – A

Roadmap for Reform, 2014

- The key findings of – DIETs : A Situational Analysis 2017
- Periodic Monitoring Reports on DIETs by DTE and SCERT
- DIETs are relatively better placed for getting the reform move started

1.4 Issues and Concerns

- Improving organizational structure for enhanced institutional effectiveness
- Strengthening DIETs' forward and backward linkages
- Leveraging ICT potential for effective instruction and efficient management
- Building institutional leadership for institutional development
- Providing opportunities for professional development of teacher educators and institutional leaders
- Building research and innovation culture in DIETs

1.5 Consultation Methodology

The Consultation shall have:

- Presentation and discussion:
 - Findings of studies on DIETs
 - Findings of study on DIETs of states – Odisha, Himachal Pradesh, Andhra Pradesh and Gujarat 2010
 - A brief Situational Analysis of DIETs in Odisha 2017
- **Group Work :** There shall be four / five concern specific groups, to be decided by the members of the Consultation, to develop a Plan of Action for DIETs.
- Review and Finalisation of Action Plan for adoption of DIETs

1.6 Consultation Members

The Group comprises the Commissioner-cum-Secretary, School and Mass Education Department, Directors of Education, Project Directors, Members of Think Tank-TE, Unicef Officials, Principals and faculty members of TEIs and Education Professionals.

Eighth Think Tank – TE Meeting

Theme : Strengthening Institutional Capabilities of DIETs (Adoption of DIETs)
Time and Date : 10.00 a.m., April 15, 2017
Venue : Hotel Empires, Bhubaneswar

PROGRAMME AGENDA

10.00 a.m.	Registration
10.30 a.m. – 11.10 a.m.	Inaugural Session <ul style="list-style-type: none"> Welcome Address : Dr. Snigdha Mishra, Deputy Director (TE) Setting the Context : Prof. S.L. Jena, Lead Coordinator, Think Tank – TE Observations of Guest of Honour: <ul style="list-style-type: none"> Ms. Yumi Bae, State Chief, Unicef, Odisha Address by the Chef Guest : <ul style="list-style-type: none"> Smt. Ranjana Chopra, IAS, Commissioner-cum-Secretary, S & ME Department, Government of Odisha Chairperson's Remarks : <ul style="list-style-type: none"> Ms. Manshi Nimbhal, IAS, Director, TE and SCERT Vote of Thanks : <ul style="list-style-type: none"> Dr. Trinath Das, Deputy Director (Admn.)
11.00. a.m. – 11.15 a.m.	Tea Break
Technical Session I 11.15 a.m. - 12.30 p.m.	Presentation of findings of Research Studies on DIETs <ul style="list-style-type: none"> DFID Sponsored Study on six DIETs of three Indian states – Gujarat, Madhya Pradesh and Rajasthan <ul style="list-style-type: none"> Dr. Mohit Mohan Mohanty, Formerly Director SIEMAT, Odisha, Bhubaneswar NUEPA Study on DIETs of Odisha, Himachal Pradesh, Andhara Pradesh and Gujarat (2010) <ul style="list-style-type: none"> Dr. S.M.I.A Zaidi, Professor and Head, Department of Educational Planning, NUEPA, New Delhi Dr. N.K. Mohanty, Asst. Professor, NUEPA, New Delhi Chairpersons : <ul style="list-style-type: none"> Prof. (Ms.) Vasudha Kamat, Formerly Vice-Chancellor, SNDT Women University, Mumbai Prof. M.B. Menon, Formerly Deputy Vice-Chancellor, Wawasan Open University, Penang, Malaysia
Technical Session II 12.30. p.m. – 1.30 p.m.	<ul style="list-style-type: none"> A Quick Appraisal of DIETs of Odisha <ul style="list-style-type: none"> Prof. S.L. Jena, Lead Coordinator Think Tank – TE Institutional Transformation : A Perspective <ul style="list-style-type: none"> Dr. Pranati Panda, Prof. and Head Department of School Education, NUEPA, New Delhi Chairperson : Prof. H.K. Senapaty, Director, NCERT, New Delhi
1.30. p.m. – 2.30 p.m.	Lunch Break
2.30 p.m. – 4.00 p.m.	Group Work <ul style="list-style-type: none"> Broadening and Deepening Linkages Leveraging ICT Potential for Teacher Education Developing DIETs into Learning Organisations Standards for DIETs and Teacher Educators
4.00 p.m. – 5.00 p.m.	Wrap up : Presentation of Group Reports
5.00 p.m.	Working Group Meeting (Think Tank – TE Members)

**DIRECTORATE OF TEACHER EDUCATION AND SCERT,
ODISHA, BHUBANESWAR**

Eighth Think Tank – TE Meeting

Time and Date : 10.00 a.m., April 15, 2017

Venue : Hotel Empires, Bhubaneswar

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