

Report on the workshop on developing Roadmap for Teacher Education Reform in Odisha

Date: July 11-12, 2013
Venue: Hotel Swosti Premium, Bhubaneswar



Government of Odisha
School and Mass Education Department



DIRECTORATE OF TE & SCERT
ODISHA, BHUBANESWAR

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The change agent must assume that the members of the system will be committed to their present ways of operating and will, therefore, resist learning something new, as a consequence the essence of a planned change process is the unlearning of present ways of doing things. It is felt to be in this unlearning process that most of the difficulties of planned change arise.

- E. Schein (1972)



1.0 The Context

The MHRD, Government of India – constituted Joint Review Mission (JRM) on Teacher Education visited the state from March 10-16, 2013. The JRM was led by Dr. Pranati Panda, Professor, Department of School and Nonformal Education of NEUPA, New Delhi, which consisted of six other members representing specialized domains of Teacher Education.

The three fold objectives of the JRM are

1. To make an extensive and in-depth assessment of progress of the State reckoned against a set of pre-determined indicators and processes.
2. To share its observations, with a range of stake holders, about the strengths and weaknesses, light and shade with a view to improving the planning and management of the Teacher Education system in the State.
3. To flag some critical concerns and issues related to programme planning, implementation, monitoring and evaluation of diverse components of the Teacher Education Scheme.

With these objectives in view, the JRM adopted a mixed methodology so as to capture, as comprehensively and objectively as possible, all critical components, viz. the system, the institutional arrangements and more importantly, the processes with all their nuances. Some of the key issues and concerns, evidently afflicting the Teacher Education system in the State from SCERT at the top echelon to state – run Training Schools, were poignantly and persistently flagged in the JRM Report. These served as potential pointers for future development of the Teacher Education system in the State. Some such significant issues, among others, include :

- Absence of clarity on the part of a substantial number of TEIs about the importance of their role and expected range of responsibilities as envisaged in the MHRDs 12th Plan.
- Lack of institutional capability and competencies to develop and design their Perspective Plan and Annual Work Plan firmly rooted in ground realities and inspired by the shared collective vision.

- Acute transformational leadership-deficit and absence of institutional culture for shared visioning, planning and development.
- TEIs of the State are found to be reactive instead of being creative and innovative in reference to institutional planning, and do not operate on the principle of subsidiary i.e. direction and guidance is always sought from SCERT instead of being dealt with at appropriate level.
- Absence of mechanisms to monitor their performance, provide feedback and mentor them to grow as vibrant and robust TEIs, which was, almost without exception, irrepressibly felt by all types of institutions.
- Scarcely has SCERT been providing, on account of its inherent structural and functional debilitating deficits, academic and professional support to TEIs.
- Almost non-existent institutional linkages, both vertical and horizontal, lead the TEIs to work in exclusion and insularity, changing to their myopic and moribund role of providing pre-service programmes.

Based on these critical overarching issues and concerns, the JRM has made a series of recommendations, prompting the State to further delineate and articulate them through incisive dialogue, discussions and debate and to initiate appropriate actions for revitalising its Teacher Education system, the lifeline of quality education. Recognizing the importance and enormity the task at hand and its unavoidable urgency, Government of Odisha, in the Department of School and Mass Education resolutely resolved to act now and here without brooking any delay.

The Emergent Action

First, a two days workshop on Developing Roadmap for Teacher Education Reform in Odisha (on 11th – 12th July, 2013); and second, Sharing and Dissemination meeting of JRM – TE, Odisha (on 13th July 2013).

PART I

WORKSHOP FOR DEVELOPING ROADMAP FOR TEACHER EDUCATION REFORM IN ODISHA



Sponsors

Department of School and Mass Education, Government of Odisha, Directorate of Teacher Education and SCERT, Odisha and UNICEF, Odisha.

The agenda for the workshop was conceptualized, chiselled and fine tuned by the UNICEF, Odisha in consultation with the Commissioner – cum – Secretary, Department of School and Mass Education, Government of Odisha in cognisance of the recommendations of the JRM – TE, 2013 (A copy of the agenda is in Appendix – I).

The resource persons who steered the technicalities of the workshop included:

1. Ms. Suzanna Brinkman, UNICEF, New Delhi
2. Dr. Ram Chandra Rao Begur, Education Specialist, UNICEF, India Country Office, New Delhi.
3. Ms. Lalita Pattanaik, Education Specialist, UNICEF, Odisha and
4. Prof(Dr.) S.L Jena, former Director, TE and SCERT, Odisha, Bhubaneswar.



1.1 Participants

Enough care was taken to make the group of participants inclusive and representative. Representatives were drawn from all categories of TEIs : DRCs, DIETs, CTEs, IASEs and SCERT. These are the TEIs that are mandated to develop their Perspective as well as AWP through a participatory, collaborative and shared consultative process inspired by institutions' valued vision and informed by experience and available research evidence. It was a mixed group of Teacher Educators, people who are experienced and seasoned with rich professional wisdom, relatively young armature but bursting with vigour and vitality, and a critical section with competence, commitment and will for transformational change. In terms of numbers, the breakup of the group is as: DIETs and DRCs (30), IASEs and CTEs and Training Colleges (14) and SCERT (16).

Objectives

1.2 As noted earlier, the workshop JRM-TE Reports (2013) was the cornerstone of the workshop which holistically aimed at sufficiently strengthening the capability and competence of human resources in position in TEIs of the State, including TE and SCERT at the top-most echelon in a range of sub-optimal areas. Most immediately, the workshop focussed on the following objectives:

- 1.2.1 To effectively engage the participants with the process of developing Teacher Education Plans (short-term, medium term and long-term) for transformational change in the system.

- 1.2.2 To initiate the participants into the task of vision-building with a futuristic perspective – institutionalising effective and efficient processes and practices.
- 1.2.3 To help create a Teacher Education Roadmap for the State, encompassing all areas and aspects of TE with the ultimate aim of putting in place a robust TE system.
- 1.2.4 To make the participants understand the change process: its complexity, barriers to change, values, attitudes and mindset and its sustainability.
- 1.2.5 To enable the participants to understand the concept of institution plan / School Improvement Plan and to design institutional plan.

1.3 Workshop Methodology:

The workshop methodology was predominantly reflective and exploratory; involving ice-breaking, snow balling, brain storming and churning exercises, which critically engaged the participants with challenging tasks. The processes were marked by openness, freedom and flexibility, non-restrictive enquiry, collaborative reflection, diverse and dissenting voices, consensus-building and more remarkably, intermittently inclusiveness. Built into the methodology was a few interesting and engaging games to ensure participation of all and to break the monotony and boredom of serious academic exercises. In short, the methodologies were meticulously designed to ensure:

- Active energetic and engaging group work.
- Reflective, non-conventional wisdom, divergent thinking and out of box reflexions and collaborative and distributional leadership.
- Participation of all, questioning a view, voicing dissent, listening and valuing / honouring others' viewpoints.
- Shift from lecture dominance of Resource Persons to participatory debate and discourse.

1.4 Inaugural Session:

Time : 09.30 a.m. to 11.30 a.m.

Chief Guest: Mrs. Usha Padhee, Commissioner-cum-Secretary, Department of School and Mass Education

1.4.1 Children construct their own knowledge:

True to the adage: “all that begins well, ends well”, the inaugural session was preceded by two absorbingly reflective exercises, designed by Ms Suzanna Brinkman from UNICEF Country Office, New Delhi. Setting the tone for discussion, Suzana drew the attention of the participants to a very short Kannada film based on constructivism of learning. The film's very succinctly picturizes the involved engagement of a group of children with a challenging learning task with their teacher facilitating the process. After a careful viewing of the film, a barrage of questions on the film's subtle undertones were asked. The broad contours of answers included the following aspects of learning:

- The mode of learning was collaborative group work by children in which children were active participants, not mere recipients of 'given' knowledge.

- The teacher was attaching primacy to children's experiences, their voices, and their active participation, he/she himself/ herself playing the role of igniting children's mind.
- Learners were found to construct their own knowledge by connecting new ideas to existing ideas on the basis of materials given to them.
- Children were engaged in collaborative learning-room for negotiation of meaning, sharing multiple views, listening to each others ideas, etc.
- Children were seen actively engaged in the learning task – which involved enquiry, exploration, questioning, debate, application and reflection.
- No textbook was being used, discussion, reflective thinking, questioning and critical engagement resulted in learning.
- Assessment of children's learning is built into the process of constructing and reconstructing knowledge.

1.4.2 Dreams Unbound

In the second exercise, while the participants introduced themselves, Suzanna took the participants on a quick walk down their memory lane by reminiscing their childhood “dreams”.

The responses, as expected, were vast and varied. The dreams both by participants have had dreams, both big and small. Diverse dreams notwithstanding, a few common patterns of dreams were visibly pronounced such as: to be a teacher, a doctor, an administrator, an actor etc, a reflection on the wide range of dreams, brought out three aspects of dreams, viz.:

- Dreams are nothing more than desires, and they are feeble unless supported by direction, dedication, determination and discipline. That is precisely how many dreams to become something ended up becoming something different.
- Childhood dreams, on account of a host of reasons, keep on drifting from time to time.
- Dreams get influenced by many forces, both favourable and unfavourable.

Message

Let us dream big for the institution we belong to. Our dreams supported by our determination and dedication can make our institutions vibrant and robust. Dreams need to be transformed into reality.

The inaugural session was presided over by Prof. Nihar Ranjan Patnaik, Director TE and SCERT, Odisha. As the Chief Guest, Mrs Usha Padhee, Commissioner-cum-Secretary, School and Mass Education, Government of Odisha inaugurated the two day workshop by lighting the sacred lamp. Others who shared the dais included Ms. Suzanna, Mrs. Lalita Pattnaik, and Prof S.L Jena. The inaugural session was brief but its spin off set the overall context for a threadbare and in-depth discussion in subsequent technical sessions.



While extending a warm welcome to the Chief Guest of the occasion and others, Prof. Nihar Ranjan Patnaik in his speech highlighted the following facts:

- The JRM-TE (2013) is a landmark report replete with recommendations and directions for reforming the TE system in the State.
- The contours of this two day workshop: Developing Roadmap for Teacher Education Reform in Odisha have been drawn up on the underpinning of the JRM – TE Report.
- The tasks at hand are complex and challenging, yet not unachievable. It calls for dedication, determination and will to act now, because tomorrow will be too late and too costly.

Mrs. Usha Padhee



School and Mass Education, Government of Odisha began her inaugural speech from an important strand of the preceding learning activity. “we all have had dreams”. She reminded the entire grand dream and our country cherished when she was liberated from the colonial rule in 1947. She, however, dwelt on a number of critical issues that bedevil the Teacher Education system of the State, calling for concerted efforts of a wide range of stakeholders. The highlights of her address include:

- All TEIs should have a well articulated, shared and idealistic vision on a dream to be translated into reality. The institutional vision need to be valued, cherished and striven for. No TEI can scale heights of excellence without a vision that is always held high, and is close to the heart.
- Financial resources are necessary; however, a lot could be done without these resources. What is required is mindset,

attitude and willingness to put in hard work to bring about change.

- Ideally, the SCERT is expected to be a robust and vibrant academic institution to assiduously strive to bring about qualitative transformation in the school and teacher education system of the State.
- As recommended by the JRM, SCERT and TEIs are to seriously engage themselves during this workshop with the task of developing a need-based, realistic, implementable and achievable institutional work plan – short term, medium term and long term with quantifiable / measurable indicators.
- There already exists a system with its own strengths and weaknesses. As professionals, Teacher Educators possess a body of specialized knowledge and competence to infuse verve and vigour in the teacher education system. The TEIs have to stick to prioritised areas of concern as listed out by the JRM. Close and constant monitoring and resolutely target the requisite course connection.

Concluding the speech, she called for time-bound and focussed efforts to bring in change, which is always a product of dissatisfaction.

Ms. Suzanna Brinkman



In her brief but stimulating speech, Ms Suzanna drew the attention of all participants to the five-fold agenda for teacher education:

- Analyse the 'roots' of the problem: why the goals are not being achieved?
- Identification of barriers – both tangible and intangible.
- Designing the roadmap – doing different things as well doing the same thing differently – for strengthening the system.
- Focussing on what we can do within the limits of our power and capabilities, instead of waiting for something to take place first.

Prof. S.L. Jena

Prof Jena laid stress on the following aspects of the existing teacher education system:

- Teacher Education and more particularly, Teacher Education is a relatively “closed” system, largely unresponsive to the tsunami of developments sweeping across the socio – economic and political spheres. The system needs to be progressive and pro – active to seize the opportunities and appropriately respond to emerging challenges.
- The TEIs tend to vouch for paradigm shifts in pedagogical practices in their pre service courses, but hardly practise them in their classrooms. Everything remains in rhetoric's rarely, enacted in action.
- The TEIs continue to exist and function in isolation. Neither do they have linkages with institutions of higher education, nor do they have any link with the schools. This historical insularity makes TEIs and their practices irrelevant and obsolete. The forward as well backward linkages need to be forged to build their



Mrs Lalita Pattnaik



Mrs Lalita Pattnaik, who has an insiders' view of the State's system of Teacher Education and school education, observed that :

- From the rights perspective, all of us, who represent the State, have a firm commitment to children for their education and health. The Right of Children to Free and Compulsory Education, in short RTE, is a piece of landmark legislation which mandates greater responsibility for all of us. We must, by all means, carry forward this dream for all our children.

- NCF (NCERT:2005), the NCFTE (NCTE, 2009) and other related publications constitute a rich wealth of reading materials for Teacher Educators. The limited understanding of our Teacher Educators of these almost seminal documents as indicated by the JRM-TE (2013) is a telling remark on our knowledge base on TE.
- The present workshop, with the involved and inclusive participation of all, is expected to lead to empower the TEs to develop a roadmap for development of a robust Teacher Education system in the State.

2.0 Technical Session:

The post-lunch segment of the workshop comprised two technical sessions. They were intended to lay the foundation for developing a roadmap for Teacher Education in the State. The technical sessions were conducted through collective reflections in groups. These included:

Technical Session I – Reflection on State Vision for Teacher Education

Technical Session – II Getting to the roots: what are the real barriers preventing change?

The technical sessions were intended to trigger a meaningful debate and discourse among the participants on building a vision for Teacher Education in Odisha. If the vision is to be achieved, there is a need for substantive reform of the TE system of which teacher educators are the prime-movers. The sessions were conducted by Suzanna in a non-conventional approach.



2.1 Technical Session I : Reflection on State Vision for Teacher Education

This session was designed in response to the JRM – TE's two important concerns viz. first, the TEIs are, almost without exception, “unaware of the importance of their role and the variety of their responsibilities” (JRM-TE – 2013:59) in the context of States' teacher education and school education; and second, TEIs lack a culture of collaborative and shared vision – building in designing “their 5 year and one year plans” (JRM – TE – 2013:59). Suzanna forthrightly led the participants to the session by raising these interconnected questions:



The participants were split into four groups, representing four sets of TEIs, viz, DIETs, CTEs, IASEs and DTE and SCERT.

2.1.1 Our Vision of Effective Teachers

The members of different groups were found to be engrossed in lively discussion on the question: “What is your vision of effective teachers?” Some of the defining attributes of effective teachers, based on sifting diverse responses across groups are:

Attributes

1. Intellectual Attributes

An effective teacher

- Has mastery over the subjects and content
- Is acquainted with the fast evolving pedagogical skills & Varies his / her teaching styles as per the demands of the context
- Continuously updates and renews his / her corpus of knowledge
- Plans – teaches – tests – re-teaches – retests and monitors students progress
- Adopts reflective teaching exercising professional judgement.
- Creative analytical and innovative.
- Has the ability to engage the students with meaningful learning tasks. Encourages questioning by the students as a means of expanding and deepening the knowledge base.
- Asks his / her teaching intellectually challenging
- Informs his / her teaching by findings of research studies.
- Gives assignments of sufficient variety to maintain interest.
- Arranges classroom climate to complement instruction.
- Ensures high levels of student time-on-task that is time engaged in relevant activities.
- Engages himself / herself with action research studies.
- Helps students to construct knowledge through a variety of approaches.
- Does different things and does the something differently to make students learn effectively.
- While teaching, he / she often transcends the boundaries of textbooks.

2. Emotional Attributes:

An effective teacher:

- Loves children
- Has concern for children's education, health and wellbeing
- Has positive and caring attitude towards children.
- Understands children's difficulties and problems
- Does not respond to discipline problems emotionally.
- Is familiar, not over familiar with students.

- Maintain a safe and orderly environment that is not oppressive and is conducive to teaching and learning.
- Maintains cordial relationship with students, other teachers and parents,
- Easily accessible to children and child friendly.
- Values children and their abilities,
- Sympathetic, humane and self effacing.
- Owns his / her school and children. § Responds to the presence of first generation school-goers.
- Ensures an inclusive school environment, empowering all children, in their learning across differences of caste, religion, gender and disability.
- Does different things and does the something differently to make students learn effectively.
- While teaching, he / she often transcends the boundaries of textbooks.

3. Ethical Attributes:

An effective Teacher:

- Is highly regular and punctual – never late for school and classes.
- Is totally committed to his / her school and children
- Believes in equality and has a concern for all children irrespective of gender, class and caste considerations.
- Is honest, objective and unbiased.
- Committed to democracy, values of equality, justice, freedom, concern for children's well being.
- Does not practice disseminating practices in school and classrooms.
- Possesses highest standards of values and ethics.
- Is professionally committed, and believes in a culture of trust, cooperation and sharing.
- Accountable to students, parents and the community.
- Is a model for his / her students to be respected and emulated?
- It could be concluded that one of the main functions of teacher education, both pre-service and in-service, is to equip teacher with the intellectual, emotional and ethical wherewithal to develop the same range of qualities in their pupils, as society demands. What emerged from this revealing and reflective exercise could be summed up as:

First, teacher education, as a sub-system of education, should become critically sensitive and responsive to the emerging demands – quantity, quality and equity concerns – from the school system.

Second, it should produce a cadre of teachers who are intellectually robust, emotionally humane and caring, ethically, human beings with character and desirable social and human values to function as responsible citizens.

Third, in view of the recent developments in school education, the role of teachers in different stages and different types of school needs to be redefined to reflect the challenge of teaching in different contexts.

Fourth, teaching being a profession, professionalism, given the structural deficiencies of the existing system, should be acquired.

Envisioning State Teacher education Institutions

A fortunistic Perspective

The third question in sequence was: “what is your vision of what TEIs will look like 5 years from now”? Simply put, the question calls for articulating a vision, which reflects an electric mix of individual perspectives, based on deciphering the patterns and directions of change as well as on solid factual foundation, without which the “vision” is likely to be fantastical. To carry on this envisioning exercise, the participants were clustered around four groups, each group representing respective institutional identity i.e.,

- Group I: SCERT
- Group II: IASEs
- Group III: CTEs
- Group IV: DIETs.

In specific terms, the groups were intended to develop the “vision statements” for their institutions.

While plunging themselves into this exercise, the groups were guided by a frame of reference, which included considerations such as:

- Institutional roles and expectations before they were upgraded.
- New trends and shifts emanating from NPE (1986) and POA (19992), NCF (2005), and NCFTE (2009).
- The representatives and guidelines of the 12th Five year plan (GoI)
- The irrelevant findings and recommendations of the JRM- TE (2013)
- Realistic and reliable database on State of Education, both at micro and macro level.

In fact, the articulated vision statements reflect a process of dreaming together, not dreaming in isolation. The vision statements, institution, category wise, are:

Directorate of Teacher Education and SCERT, ODISHA

Vision:

The Directorate of Teacher Education and SCERT, Odisha works as a vibrant, robust and resilient apex institution of TEI, which assiduously strives to bring in transformative change in the quality of educational policy-framing, educational governance, teacher preparation, curriculum and textbook development, research and innovation, teaching workforce at all levels of school education and teacher education, and monitoring and evaluation with an undying mission to create a culture of quality, competence, commitment and values and ethics in its existing institutional expanse.



Mission

- formulate evidence informed, data-based and widely shared policies and programmes for education development, both short-term, medium-term and long-term in cognizance of emerging concerns and context;
- create a cadre of competent, committed and humane Teacher Educators and in turn, teachers of school education equipped with a repertoire of knowledge, skills and capabilities to bring in sustained improvement in the in-school processes and learning achievement;
- enable Teacher Educators and teachers to engage themselves with relevant research and innovation in all aspects of Teacher Education and school education in an environment of academic autonomy and faith and freedom;
- engender and inculcate in its cadre a spirit of inquiry, exploration and a desire for professional development through various programmes;
- to take leverage of exploring ICT to improve the system in its various dimensions; and
- Work in convergence with a host of institutions – Government, NGOs, Civil Society groups etc.

IASEs:

Vision:

IASEs are the frontline TEIs designated to actively contribute to the education system (school education and teacher education) in respect of:

- Empowering Teacher Educators
- Developing State Policy on Teacher Education / Education

- Designing Teacher Development programmes.
- Conducting high quality research studies in relevant areas of concern
- Preparing prospective teachers for school education and empowering teachers already in the system and
- Accomplishing other emergent mandates in the field of Teacher Education and School Education

Mission:

- Development Plan in the light of NCFTE (2009)
- Creating capabilities to undertake quality research studies on relevant areas
- Building linkage with institutions of higher education like Universities, research institutions etc.
- Developing support materials for teachers and Teacher Educators.



CTEs:

Vision:

- Colleges of Teacher Education are intended to create a camp of prospective teachers capable of meeting the challenges of quantity, quality and inclusivity, and equipping the teachers in position with skills, competencies and attitude to work effectively, through a skew of programmes on research, innovation, extension and linkages, excellence being the avowed goal.

Mission:

- Create a cadre of competent and committed teachers (pre-service and in service) with humane
- Pre-disposition and concern for children
- Enhance the quality and effectiveness of secondary schools
- Support RMSA in its various programmes
- Forge a continuous dialogue and discourse with universities other TEIs, NGOs etc.



DIETs

Vision

The District Institutes of Education and Training (DIETs) function as district level centres, mandated to equip the elementary school teachers with a set of pedagogical competencies and skills, humane and caring attitudes and values, commitment to own institutions, capabilities to reach out schools that are historically disadvantaged etc. and competencies to monitor classroom processes with an overarching objective of improving the internal efficiency and effectiveness of the system.



Mission

- Redesigning the pre-service and in-service teacher training programmes
- Renewed focus on action research and innovative practices
- Continuous monitoring and on-site academic support to teachers
- Changing attitudes and mind-set towards effective learning by all children, especially those on the margin.

Post-lunch Session:

Technical Session: Getting to the roots: Factors restricting intended change

Before going deep into the provoking question, suzana helped the participants to revisit their very familiar day to day teaching learning practices. The leading question that was raised: why don't children learn, even though a lot is (perceived to be) taught?

An extended range of responses emerged. They include

- Lack of reflective teaching.
- Absence of plan – teaches – test – re teach – re test – re plan cycle on the part of teachers.
- Children, as a whole, are not valued by teachers: children learn only when they feel that they are valued and cared for.
- Classes are not un often, authoritarian i.e. teachers have un questioned authority.
- Absence of a culture of questioning by the students.
- Teacher believe in stereotypes – some children, especially belonging to families with no or poor social, human and cultural capital at home.
- Absence of opportunities to learn i.e. low time on task.
- No or limited monitoring and constructive feedback.
- Teaching is not contextualized.
- Absence of adequately qualified and appropriately brained teachers with right attitude towards diversity.
- Teachers, almost all, are non innovative and stick to conventional chalk and talk method.
- Week school- community interface.
- Absence of culture of accountability and many others.



Group Work

This generic type exercise was followed by a relatively structured group work on: Going to the Roots: what thwarts change initiatives. These three groups engaged themselves with barriers to change. The groups are:

Group I: System Level Barriers (Identifying systematic barriers that do not allow things to happen)

Group II: Institutional level barriers i.e. institutional culture and practices.

Group III: Barriers related to academics.

This reflective exercise generated a great deal of churning, points and counter points, debate and discourse. The group chosen leaders made presentation of the group reports. Synoptic outlines of the sample presentations have been given here under.

Group – I : System level Barriers and Leverage points Barriers

Barriers	Recommendations / Leverage Points
The TTIs, cutting across the spectrum, are still the prisms of perception of their conventional role i.e, pre service training	<ul style="list-style-type: none"> • Re defining the roles of TTIs – pre service, in service, extension, research and innovation. • Building linkage between TTIs, Schools and institutions of higher education i.e. breaking the insularity and isolation. • Induction, exposure and capacity building for teacher educators.
Entry of right kind of people to the teaching profession is not ensured, which results in mediocrity and poor performance.	<ul style="list-style-type: none"> • Creation of a cadre of teacher education. • Special attention should be paid to the recruitment and upgrading the skills of teacher Educators. • Professionalism, professional ethics and values, vigor need to be infused in teacher educators. • Scientific and rational placement of teacher educators to TTIs needs to be ensured. • Career path for professional development of teacher educators should be in place.
Differential funding pattern for TTIs and the pattern is not need based.	<ul style="list-style-type: none"> • Need for common funding pattern • Well developed guidelines for fund utilization. • Timely release of funds and removal of roadblocks for effective and efficient utilization of funds.

Group – II : Institution Level Barriers

Barriers	Recommendations / Leverage Points
Existence of a large number of vacancies, appointment of contractual teacher educators, irrational placement teacher educators to TTIs	<ul style="list-style-type: none"> • Policy of regular recruitment to be in place. • Right – mix of faculty in TTIs to ensure that all academic areas are taken care of. • Teacher education should be a priority area for investment. • Care to be taken to ensure adequate faculty in position in for-flung tribal areas.
Absence of Proper institutional Plan	<ul style="list-style-type: none"> • Preparation of long term and short term institutional plan. • Capacity building of heads and faculty of TTIs in educational planning and Management. • School improvement plan should be in place.
Lack of leadership to make things happen	<ul style="list-style-type: none"> • Placement of right people as heads of TTIs. • The heads of TTIs need to be real leaders to ensure collective ownership. • Ensuring a relatively stable tenure so that change process is not affected.

Group – III : Academic Issues

Barriers	Recommendations / Leverage Points
Poor research base: no institutional culture for research for informing teaching and policy formulation	<ul style="list-style-type: none"> • Research studies; both individual and institutional, large scale and action research need to be taken up as a mandatory requirement. • The D .El.Ed, B.Ed and M.Ed curriculum should exemplary research and research methodology. • Quality of research needs to be ensured: the methodological vigor and quantitative as well qualitative analysis to be emphasized.
For effective resource support monitoring and material development convergence and cooperation at State, district and sub district levels is missing.	<ul style="list-style-type: none"> • Converge of efforts needs to be ensured at all levels. • DIETs should not be viewed as parallel institutions, i.e. organic linkages between DIETs

Barriers	Recommendations / Leverage Points
	<p>and BRCs, CRCs and school need to be established.</p> <ul style="list-style-type: none"> • The culture of working independently, ignoring other support institutions and resources need to be shunned. • The DIETs need to shed the big brother attitude towards BRCs and CRCs.
School culture is by and large, conspicuously missing.	<ul style="list-style-type: none"> • A unified school culture based on shared vision needs to be developed. • Collegial cooperation and collaboration is to be harnessed. • TEIs treat to take the lead.



Lesson Learnt

The driving message is: “you cannot change the FRUIT without changing the ROOT”. To put it differently, the barriers, whether physical and mental, restrict change to happen. Change in learners represents their holistic development i.e. 3 Hs: Head, Hand and Heart.

2.1.2 Our Vision of Effective Teacher Educators

Quality of school education depends, to a considerable extent, on the quality of teachers. Quality of teachers, in turn, depends on the quality of teacher educators. High quality teacher educators are needed for a sound system of teacher educators. The group that was seriously engaged in visioning the type of teacher educators the State requires come out with the following characteristics:

- A very deep and such understanding of the subjects as well as an understanding of methods.
- Adequate qualification and appropriately trained. § Strong grounding and interest in research.
- Adequate professional preparation
- Mastery over skills the teachers need to manage classroom diversities, difficult contexts, bi-lingual and multi-lingual settings, etc.
- Knowledge of ICT and its application to classroom transaction and creation of database.
- Positive predisposition and attitude towards the profession.
- Proactive and change orientation.
- Possessing professional values and ethics of the highest standard.
- Willingness for and interest in continuing professional development.
- Ability to develop critical and reflective thinking in the student - teachers.
- Competence as a leader: to listen, to help colleagues to participate and takes decisions based on consultation and consensus.
- Ability to forge linkages with schools and institutions of higher education.
- Ability to assess needs of practicing teachers and plan and organize capacity building programmes.
- Competence in evaluating effectiveness of programmes.
- Contributing to the design of curriculum, syllabus and textbooks.
- Competence to visit schools, classes to give constructive feedback and enhance teachers skills.
- Positively predisposed towards conducting research to improve various aspects of teacher education.
- Ability to leverage the short duration of the pre-service training through optimum and effective utilization of available time.



PART II

SHARING AND DISSEMINATION CONFERENCE OF JRM – TE, ODISHA



Date: 13 July, 2013
Venue: Hotel Mayfair Lagoon, Bhubaneswar



For unlike land or machines (traditional capital with finite character), which can be used by only one person or firm at a time, the same knowledge (capital) can be applied by many different users at the same time – and if used cleverly by them, it can generate, even more knowledge. It is inherently in exhaustible and non-exclusive.



- Alvin Toffler, Powershift

1.0 The Context

The two-day workshop on 11-12 July, 2013 on developing Roadmap for Teacher Education Reform in Odisha, organized in response to the recommendations of the JRM – TE, was next followed by a Sharing and Dissemination Meeting on 13th July, 2013. The objectives of this one-day Conference were:

- To share the findings and recommendations of the JRM-TE, Odisha with the appropriate stakeholders and to listen to their views and voices.
- To help expand and deepen the understanding of the participants of the recent developments in Teacher Education and Government of India's policy perspectives and expectations from states.
- To trigger a meaningful dialogue with the participants about the roadmap for Teacher Education in the state.

Dr. Amarjeet Singh, IAS, Additional Secretary, MHRD, Govt of Odisha, Prof Pranati Panda, Team Leader, JRM – TE, Odisha, Prof. Nihar Ranjan Patnaik, Director, TE and SCERT, Odisha and Mrs Lalita Pattnaik, Education Specialist, UNICEF, Odisha, among others attended the meeting. Among others who participated in the meeting were the Principals of IASEs, CTEs, DIETs / DRCs and Experts in the field of Teacher Education (List of participants in Appendix). The agenda for the meeting included four important presentations.

- Teacher Development Roadmap: JRM on TE by Dr. Amarjeet Singh
- Joint Review Mission on Teacher Education, Odisha: Findings and Recommendations by Prof. Pranati Panda.
- Institutional Programmes and Activities: DIETs, CTEs and IASEs.
- DIETs: A gustative profile § Naba Krushna Choudhury College of Teacher Education, Angul: Dr. K.P Mishra, Principal
- Dr. Parasuram Mishra Institute of Advanced Study in Education, Sambalpur: Dr. Nirupama Badpanda, Principal.
- State Perspective Plan on Teacher Education by Ms. Usha Padhee and Prof Nihar Ranjan Patnaik.

Note: Presentations on DIETs, CTEs and IASEs though presented by their representatives, in fact, reflect the collaborative thinking of the institutional teams.

To start with, Mrs. Usha Padhee, the Commissioner-cum-Secretary, Department of School and Mass Education, Government of Odisha extended a warm welcome to Dr. Amarjeet Singh, Additional Secretary, MHRD, Government of India and others with a few initial remarks about the Dissemination Conference, which set the context for subsequent presentations.

2.0 Presentation and Discussions:

2.1.1 Teacher Development Roadmap: Dr. Amarjit Singh

Dr. Amarjit Singh made a reflective presentation, based on his critical insights on Teacher Education in the country, interspersed with gripping narratives from India and abroad. His presentation had an overarching focus on the following significant dimensions:

- Where are we? That is, the current status of education in the country
- The new discourse: School and society, teacher as change agent, Rights to Education, NCFTE (2009), etc.
- Teacher Education: key to transformative change
- Professional standards for teachers-professional knowledge, practice and engagement
- Quality indicators for TEIs: institutional vision, practices, research, supporting infrastructure, students' learning and institutional culture.
- During his presentation, Dr. Singh passionately drew the participants' attention to the following points.



- The Indian education system, despite its fast-paced developments, still continuous to be enmeshed in a growing credibility deficit and inertia of change.
- Increased investments, enhanced inputs and improved infrastructure have not been able to bring in commensurate change in learning outcomes.
- Quality aside, our schools are yet to be fully inclusive being critically responsive to those sections of children on the margin – more than 300 million of such children are out of school.
- Revolutionary changes in schooling processes are predicated on similar changes in TEIs.
- Right to Education Act (2009) is landmark legislation for children's entitlement to quality education.
- The teacher education system, the key to quality school education is in need of restructuring in order to infuse vitality and robustness into the system.
- Teacher education system needs to take leverage of ICTs veritable potential for its extended range of programmes and activities.
- Schools and classrooms have become wildly diverse which the Teacher Education system can ill afford to ignore.
- Professionalism can, given short duration of the course, be developed through a variety of means which may include:
 - o Vigour and intensity of process
 - o Ensuring the entry of the brightest of talent into the teaching profession,
 - o Improving the breadth and depth of the teaching practice/ internship in schools.
 - o Changing the attitudes, mindsets and commitment of prospective teachers.
 - o Infusing an abiding interest in and desire for learning to learn.
 - o Conducting teaching licence test, such as TET.
 - o Building in teacher's values, ethics and standards in teachers.
 - o Introducing quality mechanisms such as induction, mentoring etc.
 - o Putting in place a system of performance-based incentives.

Concluding his presentation, Dr. Singh called upon the teacher educators to rededicate themselves to turn the finest student teachers in TEIs into 'diamonds' and wake a difference. Time to act, DR. Singh exhorted, is now and here.

2.2 JRM – TE, Odisha: Findings and Recommendations:

Chairperson: Dr. Amarjit Singh

Presenter: Prof. Pranati Panda

Chairperson: Dr. Amarjeet Singh

Dr. Pranati Panda, Professor, School and Non – Formal Education, NUEPA, New Delhi, who headed the JRM to Odisha, made a comprehensive presentation on JRM – TE's salient findings and recommendations. The presentation was intended to drive home the participants to an understanding of:

- Where does the teacher education system in Odisha stand, i.e. its strengths and weaknesses;



- Critical issues and concerns that besiege the system, which need to be addressed; and
The way forward: restructuring and revitalising the system in cognisance of JRM – TE's recommendations.

2.2.1 JRM – TE's Focussed Areas:

The JRM – TE, Odisha made an incisive review of the entire gamut of Teacher Education System, which included:

- State policy on Teacher Education
- Institutional roles and performance vis-à-vis their expected roles.
- State policy on human resource planning for TEIs.
- Empowering teacher educators.
- Management of pre-service teacher education – curriculum management and pedagogical practices etc.
- Management of inservice education of teachers.
- State of research and innovation.
- Institution building and identity.

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- Management of inservice education of teachers.
- State of research and innovation.
- Institution building and identity.

2.2.2 Major Issues and Concerns:

The JRM – TE, Odisha report has adopted a two-way approach in flagging issues and concerns in Teacher Education system in the State: first, overall issues and concerns; and second, institution specific issues and concerns (TE and SCERT, IASEs, CTEs and DIETs). While the first approach is generic and omnibus in nature, the second approach facilitates targeted strategies and interventions. The report has identified three broad clusters of issues and concerns, viz.

- A. Systemic issues
- B. Institution level Issues
- C. Issues concerned with academic processes and practices.

a) Systemic issues:

- State policy framework and perspective plan for overall TE system in the State has not evolved with changing times;
- The transition of the state-run TEIs to the centrally sponsored institutions with expanded roles has not been accompanied with understanding of their envisaged roles leading to identity crisis.
- Inadequate attention to human resource planning at the state level culminating in existence of large vacancies, transfer and posting of inappropriately qualified faculty.
- Absence of an effective decentralized governance system at SCERT level and mechanisms for mentoring and monitoring is a hindrance to innovation.

b) Institution level Issues:

- The TEIs have little understanding of their long term roles and responsibilities despite their progression to the centrally sponsored status.
- Absence of effective mechanism for review, feedback and mentoring of programmes of TEIs.
- Lack of effective leadership across TEIs.
- Existence of large scale vacancies and policy of appointment of teacher educators on contract basis tends to cripple the system's internal efficiency and effectiveness.

c) Academic Processes and Practices:

- Teacher Educators' limited understanding of basic tenets of NCF (2005), NCF- TE (2009) and RTE (2005) is a matter of concern which smacks of low internal efficiency of the system.
- By not undertaking in-service training programmes, two opportunities are lost: first, for teachers capacity building, and second, for teacher educators gaining insights into many issues
- Hardly does there exist a culture for research and innovation in TEIs, which inform all aspects of Teacher Education.

2.2.3 A few conditional Recommendations:

- Shared vision building by TEIs needs to be attempted to transform Teacher Education system in the State.
- SCERT's role as the academic leader of school and teacher education needs to be redefined in view of engaging developments
- Realistic estimates of current / future demand for teachers/ teacher educators need to be prepared with special emphasis on covering tribal areas and subjects like math / science.
- Institutional quality being the prime concern, there is a pressing need for institute a TE Quality Cell at the SCERT.
- Adhocism in placement at and transfer faculty from SCERT need to be put an end to, and instead, a permanent cadre of teacher educators need to be created.

- A Research Advisory Board to be constituted at SCERT to advise TEIs to conduct quality and relevant research studies.
- The state needs to reevaluate and review its policy on private TEIs in consideration of the large gap between demand and supply of trained teachers.

3.0 Presentation on Institutional Plan and programmes:

Chairperson: Prof. Pranati Panda

The post lunch session began with three presentations on institutional plan and programmes. Included in this session were presentations on DIETs, CTE, Angul, and IASE, Sambalpur. Some of the significant programmes cutting across institutions include:

- The TEIs prepare their perspective and annual work plans. But they almost without exception, lack the capability and competence to develop shared, realistic, implementable, monitorable and measurable plans. This is a grey area that needs top most priority.
- The TEIs are found to be, on account of many reasons, predominantly pre-occupied with their pre-service programme, hardly moving out of this mould.
- The TEIs: DIETs, CTEs and IASEs – are found to be over-ambitious in planning with scant attention to the feasibility of implementation, monitoring and evaluation. § All TEIs have a programme called 'Adoption of Schools'. But the process of planning and implementation appears to lack focus and vigour.
- Large scale vacancies in TEIs, a common phenomenon adversely affects the quantity as well as the quality of their programmes.
- The TEIs, despite their up-gradation to DIETs, CTEs and IASEs are both conceptually and functionally in their conventional mould.
- The TEIs lack, by and large a culture, for quality and relevant research.

The Additional Secretary and Prof. (Mrs.) Panda expressed their appreciation for the wide-range of programmes taken up by TEIs. However, they laid emphasis on planning, implementation and evaluation. They observed that 'the last mile' matters.



4.0 Presentation on State Plan on Teacher Education

Chairmanship: Dr. Amarjit Singh

Prof N.R Pattanaik, Director TE and SCERT, Odisha made a brief presentation on State Plan on Teacher Education and the tasks accomplished by SCERT. The Commissioner-cum-Secretary, Mrs. Usha Padhee had her insightful observations on State's Plan on Teacher Education.

A few highlights of the presentations are:

- Five historical developments have revolutionised the role expectations of SCERTs in the country. They are: NPE 91986) and POA 91992), NCF (2005), RTE (2009), NCFTE (2009) and The MHRD's 12th Five-Year Plan Perspective on Teacher Education.

In the absence of a well-conceived personnel policy, the Directorate of TE and SCERT is in a process of drift: entry and exit of faculty is decided by non-academic considerations. As a result, a culture of re-discreity writ large in SCERT, which needs to be revised through the creation of a cadre with a tough and stringent selection process.

TE and SCERT's academic culture gets eroded enormously by its administrative responsibilities. Result: the quality of its entire range of academic activities is being jeopardised.

- The ever widening demand supply mismatch of trained teachers with its attendant problems has assumed formidable proportions. To face this challenge, SCERT has flung into action exploring all possible options.
- The existing TEIs, all Govt. managed, cannot stretch themselves for increased intake due primarily to their inherent limitations. The TE and SCERT and the Govt. are weighing the prospects and limitations of other alternatives.
- The teacher education curriculum for all levels, D.El.Ed, B.Ed, M.Ed and M.Phil – have been reviewed and revised on the basis of NCF (2005) and NCFTE (2009).
- SCERT has initiated a programme on leadership development. However, this programme could be more effective by roping in IIMs, NUEPA and other specialized institutions.
- Teacher education system in the State needs to be recognized, restructured and reformed on the basis of a well articulated vision. This is a task of enormous importance and unavoidable urgency.
- Quality research and innovations remain an area of critical concern for TE and SCERT. A robust mechanism needs to be in place to regulate and ensure quality of research.
- Institutional planning capability development of all those who matter, is of top-most priority.

5.0 Open House Discussion:

The open house discussion session was based on a culture of listening to and respecting others' voices, whether appreciative or vitriolic and appropriately responding to diverse views. Some of the important observations, among many, included:

- The surest keys to professional excellence are: openness, attitudes and reverence for someone who is excellent, being excellent and nurturing excellence.

- The efficiency and effectiveness of the school system could be enhanced through: quality Teacher Educators, latest curriculum, latest teaching – learning materials, quality TEIs and ICT support.
- What is the lever to change and transform the situation? Answer: a shared broaden and unified vision and unified action.
- How to be more effective? Convergence with SSA/ RMSA, not working in isolation and insularity.
- Need for addressing diversity – language, social and human capital, contexts – has become increasingly non-negotiable.
- Making the teacher education programme more professional – professionalism is not ascribed, it is acquired.
- Ms. Usha Padhee, Commissioner-cum-Secretary, Department of School and Mass Education made a few reassuring commitments:
- All-out efforts, backed by strong political will and administrative support, shall be made to make TE and SCERT a vibrant and robust academic body.
- ERC NCTE has been moved to enhance the existing intake of TEIs in order to meet the growing demand for trained teachers.
- Other potential options such as having B.Ed. units in Degree Colleges, offering Education (Honours).
- TEIs need to develop their in-house capability in preparing realistic, need-based, implementable and monitorable institutional plans, for which the state is exploring opportunities.
- Change, she stressed, does not happen on its own. It, on the other hand, is made to happen. TEIS with TE and SCERT at the apex are the prime-movers of change.

She reiterated the State's commitment to Teacher Education.

Endnote : Dr. Amarjit Singh, additional Secretary, MHRD, Govt. of India congratulated Dr. Brundaban Mishra, Principal, DAV College of Teacher Education, Koraput who could arrange a financial largesse of more than one crore for his institute's infrastructure development from the district administration. He impressed upon others to be inspired by Dr. Mishra's feat of achievement.

6.0 The Wrap up:

Chairperson: Mrs Usha Padhee
Concluding Observations:
Prof Pranati Panda:



1. Changing the Teacher Education system and making it work requires initiating change at all levels by stakeholders.
2. Change in order to be in-fragile and sustainable, needs to be firmly internalized and got rooted.

Dr. Amarjit Singh :

1. Appreciating the beginning, even in tickles, he exhorted the participants to put some more efforts for excellence.
2. Commitment, competence and cooperation / working together is the prime mover of transformative change.

Ms. Usha Padhee :

1. She assured everybody of her and State's commitment to make the system work.
2. It is the positive mindset, proactive action and unruffled commitment of all of us that constitute the cornerstone of a reformed and refurbished Teacher Education system. Let us, she observed, work together to realise our vision, our dream.

Mrs Lalita Pattanaik, Education Specialist, UNICEF, Odisha proposed a vote of thanks to all with a hope for mellow fruitfulness.

The session was brought to a close.

TECHNICAL SESSION: CREATING A TEACHER EDUCATION ROADMAP

The participants were triggered to a critical reflection on developing a broad outline of roadmap on Teacher Education in the State for coming five years. Eight areas were identified which constituted the core components of teacher education programme. The eight areas are:

1. Innovative Curricula, Materials and Pedagogical Change
2. Capacity of Teacher Educators
3. Inservice Training Processes and Outcomes
4. Pre-service Teacher Education – Processes and Outcomes
5. Strengthening Teacher Education Institutes and Linkages (among TEIs and with outside partners – Universities, NGOs, CSOs etc.)
6. Accountability, Monitoring and Support Mechanism for TEIs and Teachers
7. Teacher's Working Conditions
8. Research, Evaluation and Disseminating Innovations

The participants were broken into eight groups corresponding to the eight functional areas as mentioned above. The specific tasks assigned to the groups were :

- a) to identify the goals to be achieved in the next five years in respect of the respective core areas; and
- b) to reflect on the barriers that are likely to thwart achievement of goals

With an initial spate of work, the business of the first day was drawn to a close. The task was carried forward to Day 2.

Day 2 : Technical Session Continued

The morning session started with in-group discussion, marked by absorbing listening, respecting others' views and zeroing in consensual conclusions. Resource Persons moved across the groups to ensure inclusivity in participation. Keeping in view the scarcity of time, groups were asked to restrict their presentation to only three important goals and three challenges on deeper barriers. The contours of presentations have been mentioned below.

Contours of Presentations (Goals and Barriers)

Groups / Areas	Prioritized Goals	Challenges / Barriers
Group I: Innovative Curricula, Materials and Pedagogical Change	Curricula to be reviewed and renewed at regular intervals, may be after every five years	Mind-set to change the curriculum in response to time-bias is relatively missing
	As a professional course, the duration of the Teacher Education Course to be enhanced i.e. lengthened course duration	Systemic resistance to lengthen course, despite the realization of the need, is pervasive.
	Patterns of teaching and pedagogical practices to be progressive, activity based and child-centred i.e. total pedagogical renewal	Patterns of teaching, once established do not give way easily
Group II: Capacity of Teacher Educators	Teacher Educators to have mastery over content as well as pedagogy – a vast repertoire of skills and competencies	Entry of adequately educated and trained Teacher Educators is relatively on a low scale.
	With the NPE (1986), RTE (2009), NCF (2005) and NCFTE (2009) reiterated mandate, Teacher Educators have to play multiple roles – role definition to be renewed.	Efforts to renew and redefine roles are rarely attempted.
	Value erosion in teaching profession being pervasive, Teacher Educators to be living example of values and ethics in their personality and action.	Curriculum to accommodate this concern which is rarely attempted

Groups / Areas	Prioritized Goals	Challenges / Barriers
Group III : In-service Training Processes and Outcomes	Teachers need to be made capable of negotiating his role (acquired during pre-service programme) in the changing school context – to grow into it or redefine it creatively.	The perception that in-service training is simple reduced to attendance in training programmes is widespread.
	In-service training programme has to be need-based, voluntary and contextualized.	Current approach to inservice training is de-contextualized and generic in nature – a result of centrally designed course.
	Teachers need to be genuinely involved in the organization or choice of contents and programmes	Mental barrier to trust teachers and their competence.
Group IV : Pre -service Teacher Education – Processes and Outcomes	The current curriculum of all pre-service programmes to go through a very rigorous academic review and renewal	Systemic resistance to renewal as it disturb the status-quo
	The pre-service course needs to develop in student-teachers both content and pedagogy competence	More of the same attitude to be shunned
	Different innovative models need to be critically examined in terms of the wavelength of course content, processes and outcomes	Systemic response – readiness to evaluate and to adopt
Group V: Strengthening Teacher Education Institutes and Linkages (among TEIs and with outside partners – Universities, NGOs, CSOs etc.)	TEIs to forge forward and backward linkages to shun working in insularity	The historic isolation and alienation is more mental than academic
	Linkages to be developed – NGOs and CSOs need to be involved and engaged with	Openness to learn from others
	Broadening and deepening linkages – both within and outside	Attitude and inclination to share, learn and work together.

Groups / Areas	Prioritized Goals	Challenges / Barriers
Group VI: Accountability, Monitoring and Support Mechanism for TEIs and Teachers	'Last-mile' link to be established – effective implementation of Teacher Education Programmes	Lack of putting in place effective mechanisms for monitoring transparency and accountability
	Monitoring mechanisms – both existing and innovative – need to function in unison and convergence	Working as parallel structures strikes at the root of the system
	Support mechanisms – district, state and national – to be strengthen for effective functioning of TEIs and teachers	Changing and expanding the roles of support mechanism
Group VII: Teacher 's Working Conditions	A well-designed and progressive cadre system to be in place	Fiscal constraints work as inhibiting factors
	A system of democratic and encouraging supervision and performance appraisal system to be devised	Attitudinal and mental blocks
	Teacher recruitment, placement and school culture to be reorganized	Effective leadership and de-bureaucratization of management system
Group V: Strengthening Teacher Education Institutes and Linkages (among TEIs and with outside partners – Universities, NGOs, CSOs etc.)	This grey area needs to be sufficiently strengthened through creative planning	Perception that teaching and research are separate activities and unrelated
	To ensure the quality, relevance and utility of research studies appropriate structural mechanisms need to be put in place	Capability and competence is, by and large, missing
	Findings of research studies to be shared, critically discussed and implications drawn	Perception that researches are esoteric acts against dissemination

This exercise provided a framework for planning for a renewal programme of Teacher Education system in the state.

Technical Session:

The preceding Technical Session set the tone and texture of this session viz., Planning Strategies for Teacher Education reform. Each of the eight groups brainstormed to draw up a five-year roadmap based on: (i) goals (ii) barriers identified earlier (iii) strategies and interventions to achieve the goals (iv) responsibilities to be assigned and (v) prioritizing the activities i.e. drawing up the timeframe.

The groups developed the roadmap for Teacher Education reform. In addition to this, the groups have had threadbare discussion on state-level commitments in order to ensure a supportive environment for bringing change.

With this, Day 2's work was drawn to a close.

The Workshop Dividends:

“There is no alternative to working together and using collective power to create a better world”.

- Commission on Global Governance (1995)

The two-day workshop was creatively designed to ignite minds, to trigger reflection, to listen absorbingly and respect others' voices and views, to arrive at consensus, and spur a culture of working together. It was a prodigiously rewarding exercise, yielding unlimited dividends. Contrary to conventional and orthodox workshop, it was a workshop with a difference. But of a slew of significant dividends, a few notable outcomes of the workshop have been presented below :

- A well-articulated “vision” an outcome of eclectic reflection, is the prime mover of pro-active action. A vision that is not based on solid factual foundation is likely to be fantastical.
- Teachers are the frontline providers of quality education. One cannot improve education with improving the quality of teacher training. An effective teacher education programme is the cornerstone of quality school education. Hence, to ensure cutting-edge quality and competitiveness of the education system, the message is loud and clear: renew and reform or else perish.
- Education, and more particularly, Teacher Education is a closed system, historically less responsive to fast-paced changes in the wider system. To survive, the system needs to creatively construct a new competitive space in future.
- The renewal of the education system does not always call for big bang reforms. Sometimes, simple reforms work as tipping point for transformative changes.
- Barriers to change are from outside as well as from inside. Mental barrier-stubborn resistance to change and strong inclination to cling to the present – are more formidable. Hence, reforms should start from changing the mindset of all stakeholders.
- Despite significant developments and landmark legislations (NPE, 1986, RTE, 2009, NCF – 2005 and NCFTE, 2009), the education system in its perspective and practice has remained remarkably stable. This rock-solid resistance to its renewal calls for competence, commitment and courage for transformative change, not mere tinkering.
- The workshop literally hammered the idea that “you cannot change the fruits without changing the roots”. Hence, qualitative change in school education anticipates a change in teacher education system.
- A low level of learner achievement is shocking and unbearable. The system should strive for excellence in order to reap country's potential demographic dividends. For this happen, changes have to be at the system level, in processes, and at institutional level.

In short, the last mile in planning, implementation, monitoring, evaluation and renewal needs to be reached.

LIST OF PARTICIPANTS

Date: July 11-13, 2013

Sl. No	Name of the Participants	Sl. No	Name of the Participants
1	Dr. Adikanda Behera, AATC, Fakirpur	24	Dr. Brundaban Chandra Mishra, DAV CTE, Koraput
2	Dr. Sarojini Barai, NKC CTE, Angul	25	Dr. Maheswar Panda, DPIASE, Berhampur
3	Dr. K.P. Mishra, NKC CTE, Angul	26	Dr. K.P. Mishra, NKC CTE, Angul
4	Dr. N. Barapanda, Dr. PMIASE, Sambalpur	27	Dr. Uttam Kanti Jena, CTE, Balangir
5	Dr. Banamali Das, GTTC, Phulbani	28	Dr. Puspallata Sahoo, CTE, Balasore
6	Dr. Bhagirathi Sahu, CTE, Bhanjanagar	29	Dr. Debendra Kumar Sethi, CTE, Kalahandi
7	Dr. Nibedita Nayak, NDW CTE, Bhubaneswar	30	Dr. Prasanna Kumar Mishra, CTE, Rourkela
8	Dr. Sailendra Nath Paikaray, CTE, Baripada	31	Ms. Tanuja Mishra, DIET, Angul
9	Ms. Meenakshi Mohapatra, DIET, Khallikote	32	Shri Purna Chandra Bariha, DIET, Balangir
10	Dr. Puspanjali Pani, DIET, Khurda	33	Ms. Prativa Manjari Das, DIET, Balasore
11	Dr. Lalit Mohan Khamari, DIET, Nawarangpur	34	Ms. Gitanjali Bhoi, DIET, Baragarh
12	Shri Hrushikesh Behura, DIET, Puri	35	Ms. Kalpana Pattanayak, DIET, Baripada
13	Shri Chandeswar Mohapatra, DIET, Rajsunakhala	36	Shri Bidyadhar Jena, DIET, Bhadrak
14	Shri Ratindra Nath Ghose, DIET, Rayagada	37	Shri Naba Kishore Swain, DIET, Kalahandi
15	Ms. Puspa Minz, DIET, Sambalpur	38	Shri Alekh Chandra Patra, DIET, Cuttack
16	Shri Mitrabhanu Kachhap, DIET, Sundargarh	39	Shri Sachidanandanda Behera, DIET, Dhenkanal
17	Shri Dhruba Chandra Behera, DIET, Tikabali	40	Shri Ramesh Chandra Sethy, DIET, Dolipur
18	Shri Akshaya Kumar Barik, DRC, Boudh	41	Shri Debadutta Panda, DIET, Gajapati
19	Shri Kunja Bihari Chhatra, DRC, Deogarh	42	Shri Sakti Prasad Mishra, DIET, Jagatsinghpur
20	Shri Pramod Kumar Patel, DRC, Jharsuguda	43	Shri Mahendra Nath Sethy, DIET, Jeypore
21	Shri Rabi Narayan Mirdha, DRC, Malkangiri	44	Shri Bishnu Charan Patra, DIET, Kendrapara
22	Ms. Nalini Prava Devi, DRC, Nuapada	45	Shri Trilochan Swain, DIET, Keonjhar
23	Shri Bhabani Shankar Das, DRC, Sonapur		

INAUGURAL AGENDA

- Inauguration by Ms. Usha Padhee, Commissioner-cum-Secretary, Department of School and Mass Education
- Welcome Address by Prof. Nihar Ranjan Patnaik, Director, TE and SCERT, Odisha, Bhubaneswar and Introductory Remark on the workshop
- Address by Ms. Usha Padhee, Commissioner-cum-Secretary, Department of School and Mass Education
- Address by Ms. Sujana Brinkman, UNICEF, New Delhi
- Address by Prof. Sribatsa Lanchhan Jena, former Director, TE and SCERT, Odisha, Bhubaneswar
- Address by Ms. Lalita Patnaik, Specialist, UNICEF, Odisha
- Self-introduction by the Participants
- Vote of Thanks by Dr. Sarat Kumar Kantha, Deputy Director (Admn.), TE and SCERT, Odisha, Bhubaneswar

AGENDA FOR DEVELOPING ROADMAP FOR TEACHER EDUCATION REFORM IN ODISHA

Date: July 11-12, 2013

Venue: Hotel Swosti Premium, Bhubaneswar

Day 1		
Time Slot	Session	Description
9am		Registration
9.30am	Introductions	<p>Introduction of participants, Introductory remarks Over view of new scheme (Suzana) Highlight key changes needed in our planning approach:</p> <ol style="list-style-type: none"> 1. Begin with the end in mind: Moving from focus on ‘inputs’, to focus on vision and goals 2. Unpacking the roots of WHY things haven’t changed 3. Not just WHAT but HOW – detailed processes, explaining how we’ll do things differently this year 4. Stop blaming the outside, focus on what WE can do 5. Keep it simple!
10.00 am– 10.20am	Inauguration	Opening remarks by Secretary
10.20am-10.30am		Tea break
10.30 am– 11.45pm	Reflection on personal vision for Teacher Education	<ol style="list-style-type: none"> 1. Close their eyes and think: Who was their favourite teachers and why? Then, in groups of 2-4-8, agree on the 3 most essential qualities of the best teacher (30m) 2. Reflect: Think of your first days when you entered the education profession. What were your hopes and dreams as you entered your job? Why did you first choose to go into education? [Write individually – 5m. Share with 1 person – 5m. Few volunteers share with larger group – 5m. Total 15m] 3. Imagine you are at your retirement party. One of your students gets up and gives a speech about what has been your contribution in your work as an educator. What kind of things do you want them to say about you? [5 + 5 + 5 = 15m]
11.45pm-1.30 pm	Reflection on State vision for TE	<ol style="list-style-type: none"> 1. Few slides on vision for effective Teacher Education [10] 2. Sharing success stories and models of exemplar teacher education institutes & systems [10] 3. Group work discussion for participants to brainstorm their own vision for [45]: <ol style="list-style-type: none"> a. What is our vision of Effective Teachers? (decide desired qualities & key performance indicators) b. What is our vision of effective Teacher Educators? (decide desired qualities & key performance indicators) c. What is their vision of what their TEIs will look like 5 yrs from now? (decide process indicators for BRC/CRCs, BITEs, DIETs, SCERT, IASE, CTE, etc. <p>In groups of 5, brainstorm specific details, and draw/write on a chart paper – 30m.</p> <p>Display charts across the room, walk around and read each others’ charts.</p> <p>A few individuals to go around and try and summarize common elements - 15m]</p>
1.30pm-2.15pm		LUNCH BREAK

2.15pm – 3.45pm	Getting to the roots: What are the real barriers preventing change?	<p>1. Understanding systems, causal loops, and roots of why we are not able to see change. Large group discussion on getting to the roots of why we haven't been able to see change (30m)</p> <p>2. Group discussion (2) to identify root issues / deeper barriers to bringing change (regarding RTE goals, and TE JRM issues raised) (1h)</p>
3.45pm – 4pm	Tea Break	
4pm – 5.30pm	Identifying mental barriers to change	<p>Getting to the roots: Beliefs & Attitudes (1.15h)</p> <p>1. Slides (5m)</p> <p>2. Surveys + Debates (30m)</p> <p>3. Key beliefs that make a difference (10m)</p> <p>4. Which of these mindsets are present in our own institutional culture? (10m)</p> <p>5. How can we bring changes in beliefs and attitudes? (10m)</p>
5.30pm – 6pm	Creating a TE Roadmap: Do's and Don'ts	Guidelines and samples for developing a detailed Roadmap for TE (8 categories)
6pm	Conclusion:	<p>Homework: Break up into 8 groups, and each group begin brainstorming the state-level 5years goals, and deeper barriers to change – which will form the basis for the TE 5-year Roadmap</p> <p>One small group selected to write up final version of TE Vision Statement, based on today's group discussions</p>
Day 2		
9.00am – 9.30am	Reflecting on previous day's learnings	
Time Slot	Session	Description
9.30am-10.00am	Changes to Bring in Myself and in my Institute	<p>1. Participants to reflect individually and write down specific changes that they commit to bringing in their own beliefs and practice, based on the vision for effective teachers/ teacher educators</p> <p>2. Each institution to reflect and set goals for changes they want to bring in their own institute this year, for promoting more</p> <p>1. Continuous Collaboration, 2. Attitudinal Changes, 3. Reflective Learning, and 4. Experiential Learning (CARE)</p>
10am- 10.30am	Mapping our strengths & resources	What are our strengths/ resources/ opportunities available in our favour, that can help us achieve our vision? (including Resource organisations/ RPs) (Groups of 5) – Brainstorm for 20m, share for 10m
10.30am-10.45am	Tea break	
10.45am-1.15pm	4. 5-yr Roadmap for state-level TE reform (Group work)	<p>Group Work for participants to brainstorm</p> <p>1. Goals (5-yr), 2. Barriers, 3. Strategies to achieve the goals, for each of the following 7 areas.</p> <p>Divide strategies into short-term (2013), and medium-term (2014-17)</p> <p>1. Innovative Curricula, Materials & Pedagogical change 2. Capacity of Teacher Educators 3. In-service Training Processes & Outcomes 4. Pre-service Teacher Education Processes & Outcomes</p>

		<p>5. Strengthening Teacher Education Institutes & linkages (among TEIs, and with outside partners – Universities, NGOs, CSOs, etc)</p> <p>6. Accountability, Monitoring & Support Mechanisms for TEIs & Teachers</p> <p>7. Teacher Working conditions</p> <p>8. Research, Evaluation & Disseminating Innovations (Focus on: What are we going to do differently from before, and how we will promote more of the C -A-R-E approach.</p> <p>Keep in mind Reflection Questions, JRM recommendations, samples of strategies)</p> <p>Group Work – 1.5hr</p> <p>Large group sharing & start refining – 1hr</p>
1.15pm-2pm	Lunch Break	
Time Slot	Session	Description
2pm-3.30pm	Finalising State Roadmap	Wrap up State-level 5-yr Roadmap for each of the 7 areas
3.30pm-4.30pm	State-level commitments	<ul style="list-style-type: none"> • Based on their individual plans, discuss what state-level actions/ commitments are needed in order to ensure a supportive environment for bringing change, including in the following areas: <ul style="list-style-type: none"> o Innovative Curricula, Materials & Pedagogical Models o Teacher Education Institutes & linkages o Teacher Working Conditions o Public-private partnerships (including setting up Resource Groups) • Who will do what? What steps to be taken at which level? • Prioritising: what areas we will focus intensively on in year 1? What will we focus on in Years 2-3, and Years 4-5? • Who to involve: how to ensure better collaboration with Universities, NGOs, external RPs, etc? In what areas to collaborate and how? • Develop a plan for strong monitoring to ensure that we achieve our expected outcomes in the planned timelines. Eg. track Performance indicators for each TEI; Identify external partners who can help monitor performance & give on-site support to TEIs
4.30pm-5.30pm	Guidelines for Institutional Action Plan 2013-14	<p>Orientation for how to design their own Institutional/ district-wise Action plans in the coming 2 weeks when they go back, deciding the following:</p> <ul style="list-style-type: none"> • Plan for District-level visioning workshops • For each of the 7 areas, what will be their key action steps this year? • Who will do what? Who else will we involve? What other resources we will draw from? • Detailed timeline: what activity will happen in which month? • Accountability: What will be the mechanism for monitoring and seeking more support if needed?
5.30pm- 6.30pm		<ul style="list-style-type: none"> • Summary of State-level and District-level Commitments and Timelines (discussion with Secretary/ other Senior officers for approval. Can we call Secretary EE, Secretary HE, SPD, SCERT Director, etc?)

AGENDA FOR SHARING AND DISSEMINATION MEETING OF JRM-TE, ODISHA

Date: July 13, 2013
Venue: Hotel May Fair Lagoon, Bhubaneswar

Time	Agenda	Item Speaker	Chair Person
10.00 a.m. – 10. 15 a.m.	Welcome and introduction to the dissemination meet	Mrs Usha Padhee, IAS , Secretary & Commissioner, DSME, Odisha	Dr. Amarjit Singh, IAS, Add. Secretary, MHRD, Govt of India, New Delhi
10.15 a.m. – 10.45 a.m.	Transforming Teacher Education, GOI Initiatives	Dr. Amarjit Singh, IAS, Add. Secretary, MHRD	
10.45 a.m. – 11.00 a.m.	Tea Break		
11.00 a.m. – 11.45 p.m.	Sharing of JRM –TE findings and recommendations		
11. 45 p.m. – 1.30 p.m.	Open House Discussion	Prof. Pranati Panda, Team leader, JRM-TE, Odisha	
1.30 p.m. – 2.15 p.m.	Lunch Break		
2.15 p.m. – 3.00 p.m.	Presentation on Institutional plan and activities by DIET, CTE and IASE	Respective principals (03)	Prof. Pranati Panda
3.00 p.m. – 3.30 p.m	State Action Plan on Teacher Education Director, SCERT	Director, SCERT	Dr. Amarjit Singh, IAS, Add. Secretary, MHRD, New Delhi, Govt. Of India
3.30 p.m. – 4.00 p.m.	Vision & perspective plan for Teacher Education, Odisha (with long, medium and short term)	Dr Dibakar Sarangi, Asst. Director, SCERT	
4.00 p.m. onwards....	Wrap Up	Dr. Amarjit Singh, IAS, Add. Secretary, MHRD Prof. Pranati Panda, Team leader, JRM-TE, Odisha Mrs Usha Padhee, IAS, Secretary & Commissioner, SME, Odisha	
	Vote of Thanks	Ms Lalita Pattanaik, Education Specialist, UNICEF	



DIRECTORATE OF TE & SCERT
ODISHA, BHUBANESWAR