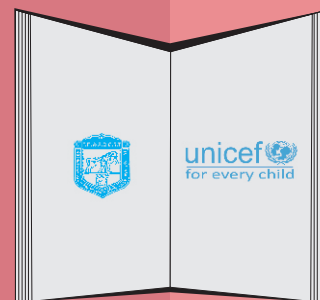




School and Mass Education Department
Government of Odisha



ACHIEVEMENTS : SOME SIGNIFICANT SNIPPETS

SCERT-UNICEF Partnership Programmes

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DIRECTORATE OF TE & SCERT
ODISHA, BHUBANESWAR

unicef 
for every child



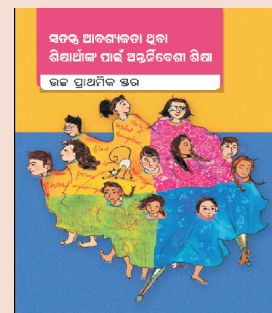
C O N T E N T

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2. District Level Science Exhibition
3. INEE Dissemination Meet
4. Gender Training – Zonal Level
5. Think Tank – 8th Consultation
6. Ninth Meeting of the Think Tank
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10. Unified Training Calendar: An Agenda of S & ME Department
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1. Children with Special Needs (Upper Primary Stage) Review

A three-day workshop was organized jointly by the Directorate of TE and SCERT, Odisha, Bhubaneswar and UNICEF at the Directorate of TE & SCERT, Odisha, from 11th July, 2016 to 13th July, 2017 for the development of “Teacher Training Module on Inclusive Education” for Upper Primary stage. The final product submitted by the concerned RPs.



2. Science Exhibition

With the sole purpose of providing an innovative and interactive learning experience for the students, DIET, Dolipur organized a one day science exhibition in collaboration with UNICEF, Odisha on 24th March, 2017. The exhibition conducted to provide common platform to the schools, students, student teachers in order to shape their creative ideas and as well learn from others experiences. Objectives for the Organization of Science Exhibition 2016-2017 is:



- To provide a convention for the students in pursuing their creativity, curiosity, innovation and along with inventiveness.
- To make understand the value of mathematics and science and also to gain knowledge regarding the subjects in solving real-world science problems.
- To face any challenges coming in the fields of agriculture, food processing, fertilizer, biotechnology, disaster management, green energy, technology, astronomy, games, sports, transport, etc.
- To create an awareness about the environmental issues along with concerns relating to it and also to encourage children in developing innovative ideas for the purpose of mitigation and prevention.

The exhibitions also provide a medium for popularizing Science and increasing awareness among stakeholders about the close relationship between Science, Technology and Society.

334 students were participated in different projects (289) and art gallery (45). The projects were guided by 29 guide teachers and 13 Master Resource Persons (MRP).



In total 95 Projects from different subthemes like science and technology for daily living, environment and society, science for daily living, waste management and science for fun etc. An art gallery was exhibited with 45 paintings on different themes.

The participants are the student teachers of DIET, students of adopted schools of the DIET, students of Govt. elementary Schools of 10 blocks of Jajpur District, students of public

3. INEE Dissemination Meet – 25th March

As part of the advocacy for RTE, Directorate of TE & SCERT in collaboration with UNICEF and with organizations working in the field of emergencies organizes a dissemination meeting of INEE Handbook and Pocket guide to help the stakeholders orient on education in emergencies and ensuring RTE. The handbook and pocket guide book released by dignitaries on the dais. The joint collaboration is as an opportunity to influence government and spearhead the dialogue within RTE forum, education activists and the decision makers in favour of ensuring right to education for children in emergencies and conflict affected areas. Also sharing of experiences of civic

society organizations and recommendations shall inform the decision making in the department to initiate positive enabling guidelines for ensuring the right to learn. It is believed that the cause highlighted in the right forum to bring policy level decision. The consultation aims

- To examine the state of education in the conflict affected region,
- The nature and extent of violence experienced by children and its impact in their lives.
- To determine whether children are able to access their fundamental right to elementary education as guaranteed by the Constitution under the Right of Children to Free and Compulsory Education Act, 2009 (RTE) and to work on a possible way forward that would help children realize their Right to Education.
- To see whether the existing gender inequities get pronounced in case of any emergencies as during any kind of conflicts they become more vulnerable to sexual violence, abuse and trafficking.



4. Gender Training – Zonal Level

A 3days zonal level training organized on gender sensitive education for primary teachers for Rayagada, Malkangiri, Nawrangpur and Koraput district by DIET, Bissam Cuttack, Rayagada organized with technical support from Nirantar, New Delhi in collaboration with UNICEF, Odisha. The aim of gender sensitization is to make people aware of the power relations between men and women in society. Gender socialization is the process by which norms and expectations in relation to gender are learned by women and men.



Objective of the Gender Sensitive Education Training:

- Explain the meaning and basic concepts of gender
- Develop gender literacy among teachers and students
- Explain roles of schools in promoting gender equality among students
- Develop positive attitude towards gender
- To increase the learners' knowledge and sharpen their skills on gender awareness
- To improve learners' skills in gender analysis
- Ways to avoid Gender biased decisions, statements and remarks.



5. Think Tank - 8th Consultation

The 8th consultation meet held on April 15, 2017, organized 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 earlier. In fact, the eighth meeting is an extension of the preceding meetings and 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 their inclination for favourable disposition towards transformative change – the “tipping point” needs a little push for a bigger change.

In conformity with the decision taken in the Think Tank-TE Core Committee meeting it was discussed 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 presentations 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.

6. Ninth Meeting of the Think Tank

Dr. Yasmin Ali Haque, UNICEF India Country Representative visited Odisha on 6th Sept, 2017 and had a discussion with Think Tank members regarding the establishment and institutionalization and Think Tank-Teacher Education for Reforming the Teacher Education System of Odisha. She has collaborative Reflections on:



- Information Schedule for data collection on DIETs selected for Adoption.
- Framework for Ethnographic Observation of DIET Functioning.
- Developing DIETs as Learning Organisation.

Interactive sessions were:

- Think Tank- Teacher Education in Odisha: Concept and Process by Prof. S.L. Jena, Lead Coordinator, Think Tank- TE
- Re-envisioning DIETs: Role Expectations in Changing Contexts- Vision & Mission by Prof. Mohan B. Menon, Member Think Tank-TE
- Think Tank-Teacher Education: Some Reform Initiatives by Dr. M.M. Mohanty, Member Think Tank-TE
- Think Tank- TE, Odisha: A Govt. of Odisha- UNICEF Initiative by Ms. Yumi Bae, State Chief, Unicef, Odisha
- DIETs: Vision, Mission and Strategic Directions by Prof. Mohan B. Menon, Member Think Tank-TE and Prof. Pranati Panda, Member Think Tank-TE



Among the Teacher Education Institutions (TEIs) created under the Centrally Sponsored Scheme of Teacher Education, the District Institutes of Education and Training



(DIETs) have made their presence prominently visible in terms of the performance compared to CTEs and IASEs. DIETs as new generation TEIs have to evolve themselves with the evolving developments in education and teacher education. Therefore, the role expectations of DIETs keep on changing. Keeping this in view a number of activities have been initiated for adoption of DIETs. These include:

- A quick evaluation functioning of DIETs of the State.
- Discussion on modalities for Adoption.
- Development of Survey Schedule for collection of relevant data
- Development of MoU and ToR for partnership with Unicef, NCERT and NUEPA, New Delhi.
- Identification of six DIETs from three Revenue Division (two from each Division) for adoption.
- Plan of Action (Draft) on four areas, viz., (i) Institutional Linkages, (ii) ICT in Teacher Education, (iii) DIETs as Learning Organizations and (iv) Development Professional Standards for DIETs, developed in the eighth meeting of the Think Tank-TE held on April 15, 2017.
- Development of a Concept Note on Vision and Mission and Strategic Directions for DIETs by Prof. M.B. Menon, Think Tank-TE member

7. Think Tank Members Meet

Ms Euphrates Gobina, Section Chief, UNICEF, New Delhi visited Odisha during 16th to 18th Nov, 2017 to understand the interventions going on with various Departments in collaboration with UNICEF, Odisha. During her visit, she met with the Think-Tank members, and had a small meeting with the members at UNICEF, Conference Hall to understand the ongoing teacher education intervention in the State as well as with the district level Teacher Education Institutes. In this connection a presentation made by Prof. S.L Jena, Lead Coordinator, Think Tank on Think Tank progress so far and achievements.



8. Partnership With DIETs

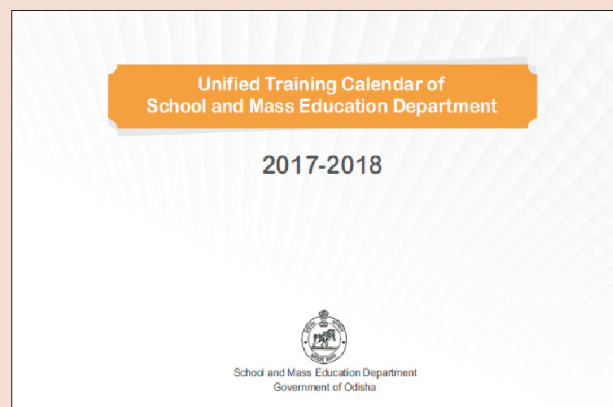
Redefining DIET's relation with SCERT and changing the hierarchical and restrictive nature and thereby provide sufficient flexibility and autonomy strengthening the functional capacities of the DIETs. Strengthening DIET's relation with other governmental and non-governmental institutions and agencies at district level which are engaged in functions relevant DIETs in order to enhance the overall quality of school and school personnel. Possibility of DIETs acting as mentors to BRCs and CRCs is highlighted.

9. Partnership With BITE, Gorumahisani

MHRD entrusted the National Council for Educational Research & Training (NCERT) to evaluate the original CSS-Teacher Education and the NCERT submitted its Report in August, 2009. The Report contains several recommendations for revising the Scheme. The main components of the revised scheme include continuation of support to and restructuring of DIETs, establishment of Block Institutes of Teacher Education (BITEs) for augmenting teacher education capacity in SC/ST and minority concentration areas, professional development of teacher educators, training for educational administrators, including head teachers, use of technology in teacher education, Public-Private Partnership (PPP) in teacher education and developing a monitoring mechanism.

10. Unified Training Calendar: An Agenda of S & ME Department

To bring coordination and convergence among different teacher training activities provided by different Directorates of the DSME, a Unified Training Calendar 2017-18 was designed and developed. This led to the idea of a unified and coordinated plan for organizing capacity building programmes of all organizations under the Department. The idea has been translated into reality encompassing programmes of various organizations to create and establish convergence, coordination and coherence among these organizations, leading to overlapping of programmes and wastage of scarce resources. The varied organizations are SCERT, OPEPA, OMSM, ELTI, and SIEMAT, under DSME, for capacity building of an extended range of personnel – teachers, headmasters, teacher educators, educational supervisors etc.

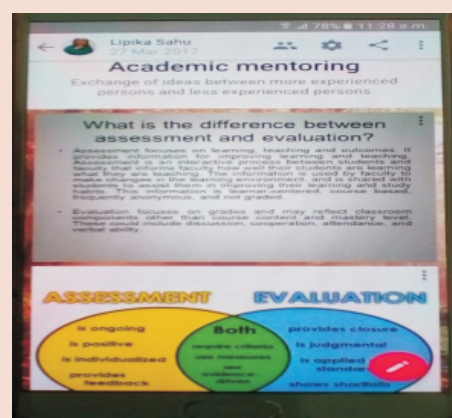


11. Rollout of ICT at Institution Level

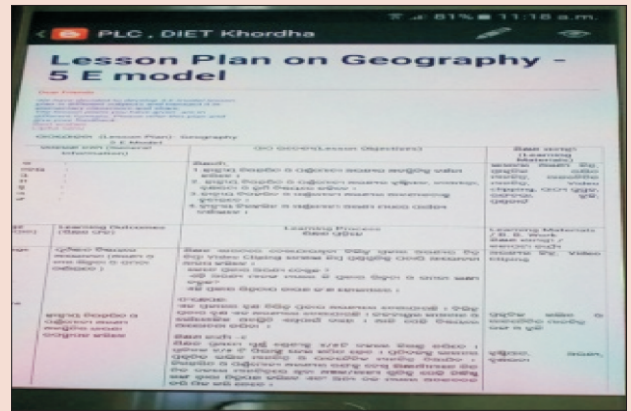
Integration of ICT in Teacher Education training was conducted in three phases during 14th to 16th September, 2016 and 27th to Feb to 1st March, 2017 for nearly 100 faculties of selected 11 TEIs of the State. Many of the DIETs of our State, has already started implementing the rollout of ICT in teacher education. Some of the instances given:

ICT Roll out in DIET Khordha

- After three days 1st phase training in Sept 2016, the faculty who were trained (03 in number) was discussed about the inputs of training in detail with the rest of the faculties of DIET.
- A Blog named “Learning Together” was created and the faculties were added to the blog. Several academic discussions were made through this blog.
- Another official blog PLC- DIET Khordha was created and lesson plans in Science and Geography basing on 5E model was posted and discussed. A Blog is also created by the student teachers.



- After 2nd phase training (6 faulty), Padlet - “Academic Mentoring” was created and student teachers and faculty were added and few academic discourse was done through this padlet.
- All the faculty and few student teachers are using Google drive and uploaded materials in drive and slideshare.
- For reading study materials and reflect and for online assessment purpose, Edmodo – 1st year student teachers were



ICT Roll out in DIET Sonepur

After orientation in ICT was organized by DTE, SCERT, Odisha in collaboration with UNICEF on 28th February to 1st March 2017 DIET, Sonepur organized a training of CRCC on process based evaluation which was held on 4th March to 6th March 2017 integrating ICT.

- Registration of participant through Google Drive
- Used padlet for Self introduction
- Reflect on evaluation and assessment through Google Drive
- Shared by the participant Online
- Used video link to justify it
- Developed different evaluation tool through Google Drive and share.
- Record their feelings and they uploaded it in Youtube
- Google feedback form submitted online to respond their daily experience.



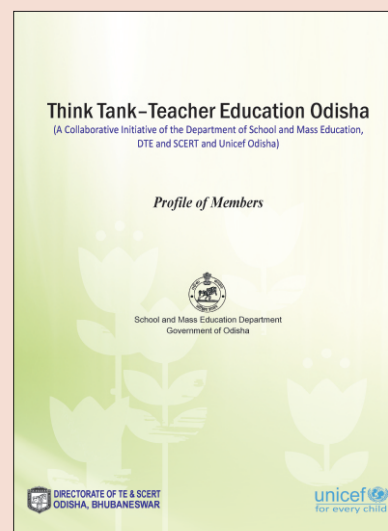
Pre Service training

- Used padlet to share their experiences
- Used padlet to write short stories. The students write short stories and relevant pictures were downloaded and they pasted it.
- Besides this they read the two stories of others and gave positive feedback
- The students in group prepared evaluation tool and share among themselves



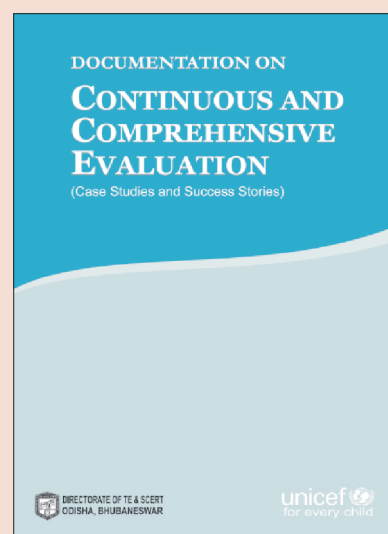
12. Think Tank Profile Book

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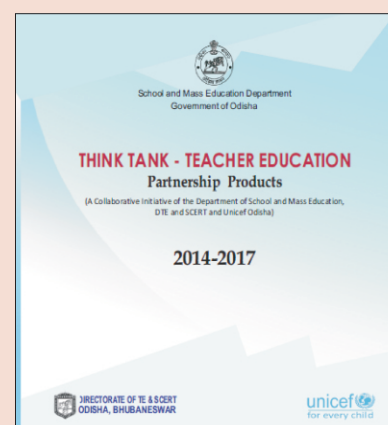
13. CCE Case Studies Document

The CCE case studies document is a collection of 50 case studies contributed by all DIETs of our State highlighting effective practices in schools on Continuous Comprehensive Evaluation. The purpose of the report is to help all stakeholders to plan and execute services as part of CCE for the children of our State. These case studies give the story behind the result by capturing what happened to bring it about and can be a good opportunity to highlight the success or to bring attention to a particular challenge or difficulty in a project. The cases are selected because they are highly effective, representative, typical or of special interest. The case studies covered stories about individual child, schools, process adopted, activities done and even events organized.



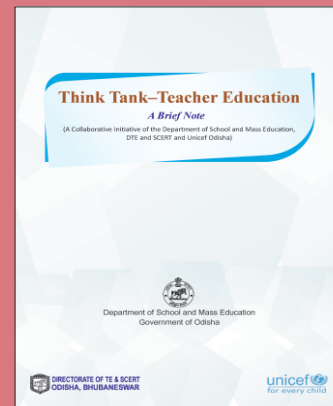
14. Think Tank – Product Book

Government of Odisha in the Department of School and Mass Education constituted a Think Tank-Teacher Education in September 2013. Comprising noted experts in Teacher Education, School Education, Educational Technology, Research and Governance, Think Tank-TE has initiated a range of reforms for restructuring and re-culturing the Teacher Education system of the State. This publication captures some of the defining programmes and activities for the period 2014-2017 in graphic forms. It is deceptively short, but speaks louder than words.



15. Think Tank Teacher Education

The concept of Think Tank Teacher Education, a move for restructuring Teacher Education system of Odisha, is an unique initiative. Odisha happens to be the first State to launch such a programme. Other Indian States are in the process of having such a reform initiative. One of the defining characteristics of Think Tank Teacher Education in Odisha is prodigiously leveraging the collective reflections of an expert group. The success of such a programme depends, almost entirely on the continuing support of the Department of School & Mass Education, UNICEF, SCERT and the member institutions of the Teacher Education constituency.



16. Think Tank Support Continues

To put the perspective straight and simple, the Think Tank-TE was entrusted with the enormous task of rebuilding and revitalizing the State's deficit-ridden teacher education system. In recognition of the foundational importance of teacher education for quality education for children, UNICEF, Odisha extended its collaborative support to the Department and conceptualized Think Tank – a group of experts in education to provide strategic technical support in teacher education reforms initiative and quality of Education. With this State – UNICEF partnership, the Think Tank-TE was set in swing since late October 2013. The Think Tank-TE consists of a select group of national and state level educationists with proven academic excellence in education and teacher education. The Think Tank-TE was envisaged to work as an advisory body to the Department.



17. Work Plan Discussion with DSME

A meeting of the Think Tank – Teacher Education was held under the Chairmanship of the Principal Secretary, School and Mass Education Department to have an in-depth appraisal of the strategic technical support for reforming the Teacher Education system of the State. A few of the unfinished agenda and some emerging ideas for restructuring the system have been planned to be taken up, contingent upon the continuance of the Think Tank TE Odisha. For any programme to take roots and remain sustainable requires more time. The Principal Secretary offered a series of incisive suggestions for bringing in transformational change in Teacher Education system, the foundation for quality School Education. What is important is continuous monitoring of reform programmes put in place. More importantly, what is needed is a firm conviction: “we can do better, we shall do better and we must do better.”

