

THE SPLASH

The Newsletter of DTE and SCERT, Odisha



Vol. 1, Issue 1, October- December 2015

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It was, indeed, a “tipping point”. Sometime back, while reviewing the programmes and performance of SCERT, I genuinely felt the absence of something important to make SCERT’s presence more visible. It was the irrepressible need for a Newsletter. I suggested the to Prof. Ota, Director and his colleagues present in the meeting, to bring out an appropriately designed Newsletter for SCERT.

This nascent idea has been translated into a reality : DTE and SCERT’s Newsletter “The SPLASH” has been brought out for the quarter ending December 2015. It has been published within a brief space of time. This notwithstanding, the Newsletter reflects the quality of content it contains.

I convey my deep appreciation and best wishes for the maiden venture.

Smt. Ranjana Chopra, IAS

Commissioner-cum-Secretary, School and Mass Education Department



We owe the idea of a Newsletter of SCERT, its entirety, to Smt. Ranjana Chopra, IAS, Commissioner-cum-Secretary, School and Mass Education Department, Government of Odisha. The idea struck us with great intensity. SCERT was struggling to establish its identity in terms of its academic excellence and resource centre with extraordinary demonstration effect. Although SCERT used to do a fairly extended range of activities, it didn't have a structured mechanism to reach out the wider community of common concerns.

The idea of the Newsletter has taken roots. Intended to be a quarterly publication, this issue of the SPLASH : The Newsletter of DTE and SCERT, Odisha covers the October-December, 2015 quarter. As a small maiden venture, it is likely to make a big difference. We gratefully acknowledge the unstinting support of Ms. Yumi Bae, State Chief, Unicef and Ms. Lalita Pattnaik, Education Specialist, Unicef, Odisha for this initiative.

Prof. A.B. Ota, IAS

Commissioner-cum-Director



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SCERT - Think Tank Initiatives

On the Wave of Reform.... The DTE and SCERT, Odisha Restructured

Unlike SCERTs of many other states, the Odisha SCERT is unique and different. It is a Directorate for Teacher Education and SCERT, widely known, in short, as DTE and SCERT. The need for restructuring DTE and SCERT largely emerged from : first, its expanded roles in response to significant developments in school education and teacher education; second, critical mass of dissatisfaction with its functioning; third, its obsession with administration pushing its set of core curricular commitments to the margins; and fourth, decadence of its identity as a centre of excellence in education, teacher education and research. This phenomenon of relative dysfunctionality finds its persistent presence across SCERTs of different states.



Besieged with this concern, the vision for restructuring SCERTs emerged as a non-negotiable priority of the MHRD, Government of India.

Close on the heels of MHRD's recommendations (MHRD Guidelines 2012), Odisha emerged as the frontline state to plunge into action to restructure, lock, stock and barrel, its SCERT to infuse vigour and vitality into its ethos and culture. the restructuring proposal was, after a series of reflective churning, subjected to incisive discussion in the State Level Consultation on 17.04.2015 in the presence of Dr. R. Balkrishanan, IAS, Additional Chief Secretary (Finance), Ms. Usha Padhee, IAS, Commissioner-cum-Secretary, School and Mass Education Department and Prof. Santosh K. Panda, Chairperson, NCTE, New Delhi. Ignited by the spark of enthusiasm of SCERT and proactively acted upon by the

School and Mass Education Department, restructuring of SCERT has become reality (School and Mass Education Department Notification No. 13284 / SME dated the 30th June, 2015). The entire exercise of restructuring of SCERT was spearheaded by the members of the Think Tank – Teacher Education, a Government of Odisha and Unicef, Odisha initiatives.

The restructured SCERT is poised to creatively energise its whole gamut of academic activities, such as curriculum development, textbook development, teacher preparation and development, teaching learning processes, creating inclusive institutional culture, reaching out schools and community, initiating and sustaining a culture of reflection, debate and dialogue, transforming educational institutions into community of learning, strengthening research and innovation etc. The restructured consists of : (i) Division of Curriculum Studies, (ii) Division of Teacher Education, (iii) Division of Information and Communication Technologies, (iv) Division of Education Surveys, Research and Policy Perspective, (v) Division of Educational Inclusion and Social Justice, and (vi) System Support Division. With creation of additional posts of Professor, Associate Professor and Assistant Professor, the restructured SCERT will be in a position to bring in transformative change in the school education and teacher education system of the state.

The uncompromising mission of SCERT : “We can do better; we shall do better; and we must do better”.

A Path-breaking Initiative Teacher Education Becomes a Separate Cadre in Odisha

An unprecedented move and a progressive step towards having a separate cadre for teacher education... Government of Odisha in the School and Mass Education Department have formulated a separate cadre for teacher education in the State: Cadre for Elementary Teacher Education and Cadre for Secondary Teacher Education. Creation of a separate cadre, with better possibilities and prospects of career advancement, spurs the motivation and professional commitment of the insiders of a system. Never before was such a move initiated to create a separate cadre for teacher education.

Delinked from the Secondary Education Cadre (School Branch), the Teacher Educators of Elementary Teacher Education Institutions (erstwhile Secondary Training Schools) along with Teacher Educators of District Institutes of Education and Training (DIETs) and Block Institutes of Teacher Education (BITEs) constitute the Cadre for Elementary Teacher Education. A separate cadre with expanded workforce promises better career prospects, particularly for those who have an undying passion for professional excellence.

Similarly, the Teacher Educators of Secondary Teacher Education Institutions (Training Colleges, CTEs and IASEs) shall come under the purview of the Secondary Teacher Education Cadre. Shredding its link with Cadre of

Higher Education, these institutions, including the DTE and SCERT, shall merge into a new cadre. Initially open to lateral entry from institutions of higher education, the cadre is intended to breed a brand of teacher educators with proven competence and commitment.

With a new chapter introduced into the Teacher Education system of the state, it is hoped that the system will work with greater efficiency and effectiveness. Teacher Educators must strive to live up to the Department's expectations and set standards. Again, the process of creating a separate cadre was accelerated by the DTE and SCERT with informed inputs from the Think Tank-TE.

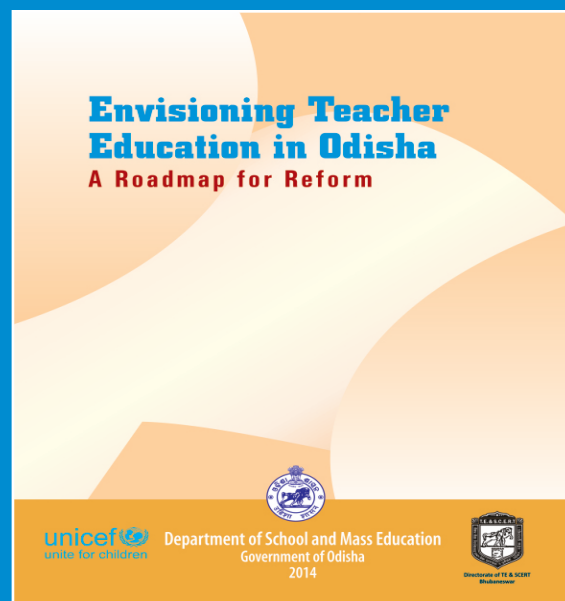
Envisioning Teacher Education

Teacher Education in Odisha : A Development Perspective

Reaffirming its commitment to the planned development of teacher education in the state, the School and Mass Education Department constituted a Think Tank – Teacher Education, an advisory structure, to envision the contours, patterns and directions of development of teacher education system. The Think Tank-TE, comprising a select group of outstanding academics of the country with specialisation in teacher education, reflectively engaged itself with the task of vision-building. The vision-building exercise which culminated in development of a well-researched document - “Envisioning Teacher Education in Odisha : A Roadmap for Reform”, had had a series of reflective consultations which witnessed argumentative dialogue and debate, with enough space for listening to and respecting divergent perspectives, led to merging differing perspectives into an eclectic vision. Enriched with the inputs from wide-ranging stakeholders

from different constituencies, this document is being proactively executed for initiating a slew of reforms in the field of teacher education. The reforms envisaged in this document relate to five broad clusters viz. first, Governance and Management; second, Teacher Preparation and Development; (iii) Continuing Professional Development; (iv) Linkages, Monitoring and Implementation; and (v) Research, Innovation and Educational Technologies.

With this shared vision, the teacher education system of the state is poised for change with continuity.



The Fifth Meeting of the Think Tank-TE Building Institutional Capabilities

In the line with preceding meetings, the fifth meeting of the Think Tank-TE devoted itself to discuss, in breadth and depth, the ways and means of strengthening institutional capabilities. More specifically, the meeting gravitated on 'Vision Building for DIETs'. The two-day meeting (October 30-31, 2015) was inaugurated by Smt. Ranjana Chopra, IAS, Commissioner-cum-Secretary, School and Mass Education Department, Government of Odisha. In her inaugural address, she observed that India had made significant strides in respect of enrolment, retention and bringing out-of-school children into the fold of elementary education. What remains as a formidable challenge was an unacceptably low level of learner achievement, more particularly the quantum and quality of cognitive learning, she said. Reiterating her concern over the culture of mediocrity in education, she said that there existed enough space for improving the quality of classroom processes.

Prof. Shyam B. Menon, Vice-Chancellor, Ambedkar University, New Delhi, a member of the Think Tank-TE stressed the following aspects of our teacher education system : (i) the standardised and straitjacket nature of the Centrally Sponsored Scheme of Teacher Education, leaving almost no space for contextual variations; (ii) top-down and centrally regulated educational planning instead of bottom-up approach; (iii) lack of congruence between curriculum, teaching-learning process, supervision and monitoring; and (iv) dysfunctionality of sub-district level structures created as decentralised mechanisms. Prof. Santosh K. Panda, Chairperson, NCTE, New Delhi, in his address, highlighted the defining features of the NCTE Regulation 2014 for quality improvement of teacher education in the country. Others who participated in the inaugural session included Prof. A.B. Ota, IAS, Director, TE and SCERT, Prof. S.L. Jena, Lead Coordinator, Think Tank-TE, Dr. (Ms.) Snigdha Mishra, Deputy Director (TE), DTE and SCERT.



Faculty members of DIETs, CTEs and IASEs took part in the deliberations of the meeting. The core members of the Think Tank-TE worked out a plan for mentoring DIETs that are relatively weak in preference to mentoring all DIETs by the Think Tank-TE and TEIs (CTEs and IASEs). The need for a quick but comprehensive survey of DIETs was underscored by the members. The Think Tank-TE members who made presentations / were panellists included: Prof. M.A. Khader, Prof. R.S. Khan, Prof. Anita Rampal, Prof. Paranati Panda, Prof. H.K. Senapati and Ms. Lalita Pattnaik. ■■■

In Response to NCTE Regulation 2014

The New B.Ed. and M.Ed. Syllabus

The B.Ed. and M.Ed. syllabus of the state, earlier renewed and revised in 2012, based on National Curriculum Framework 2005 and the National Curriculum Framework for Teacher Education 2009, got replaced by the new two-year B.Ed. and two-year M.Ed. syllabus in the aftermath of the NCTE Regulation 2014. The syllabi for

these two teacher education programmes were developed in consideration of the NCTE Curriculum Framework 2014. Though the task of designing the syllabi was taken up, in its entirety, by Think Tank-TE with Unicef's technical and financial support, it was remarkable exercise, exemplifying team work, cooperative reflection, critical churning and chiselling, and active engagement of the faculty of teacher education institutions of the state. The response from the TEIs was spontaneous and supportive. The task was accomplished with precision and perfection, as far as possible, with ungrudging support and cooperation from TEIs.

The DTE and SCERT express its groundswell of appreciation to the authorities of the state universities for the promptness which they got the new syllabus approved by their respective Board of Studies (Education). The SCERT, Odisha is possibly one of the few SCERTs to develop the syllabi in record time.

With the acceptance of enhanced programme duration, adequately and appropriately qualified faculty, enriched syllabi with swathes of school-based experience and renewed commitment, the TELs of the state will strive for excellence. A team consisting of Dr. M.M. Mohanty, Dr. D.C. Rana, Shri Pramathesh Dash, Prof. S.L. Jena and Dr. Tilattama Senapati accomplished the task.

In Pursuit of Excellence...

Odisha Secondary School Teacher Eligibility Test

The concept of Teacher Eligibility Test owes its origin and implementation to the Right to Education Act 2009. The quality of education children receive, in whatever manner defined and described, depends decisively on the quality of teachers. It is teachers and teachers alone, not discounting the enabling effects of other variables, we make a difference to learning. Keeping this in view, recruitment of teachers with proven competence and commitment is being ensured through conduct of Teacher Eligibility Test. Extending the programme of Teacher Eligibility Test from elementary to secondary stage, the School and Mass Education

Department entrusted the SCERT with the task of designing the curriculum and guidelines for Odisha Secondary School Teacher Eligibility Test (OSSTET) to be introduced from the session 2015-16. Believing in the strength of working together, SCERT developed the curriculum and guidelines with active engagement of experts from Higher Education, School Education and Teacher Education. Subjected to several rounds of scrutiny, the OSSTET syllabus was fine-tuned and approved by the Department for introducing OSSTET for recruitment of teachers for secondary education from the next academic session.

Introduction of OSSTET a progressive move for quality secondary education in the state.

Towards Continuing Professional Development

State Policy on Capacity Building of Education Personnel

The idea of a State Policy on Capacity Building of Education Personnel under the School and Mass Education Department happens to be the brain-child of Ms. Ranjana Chopra, IAS, Commissioner-cum-Secretary, School and Mass Education Department, Government of Odisha, with a long stint as Joint Director in the Lal Bahadur Shastri National Academy of Administration, Mussoorie. In the absence of a State Policy on Capacity Building, various organisations under the Department used to organise programmes for professional development of a wide-range of personnel – teachers, headmasters, teacher educators, education supervisors etc. – in an ad hoc, incoherent and unscientific fashion. Left uncoordinated and unregulated, these programmes, not un-often, clashed and overlapped, leading to waste of scarce resources.

As a first step, the Directorate of TE and SCERT has been declared as the designated State Coordinating Organisation for a plethora of organisations organising

capacity building programmes. The draft Policy Framework for Capacity Building has been discussed threadbare and with informed inputs from the Commissioner-cum-Secretary and others has been finalised. Based on this framework and associated exercises such as Needs Assessment of teachers, headmasters and educational supervisors, Causality Analysis, Gap Analysis and Job Specifications of education personnel, the State Policy on Capacity Building Programme is being expeditiously formulated. It has been planned to roll it out on 26th January, 2016 that is, the Republic Day of India.

This onerous task is being undertaken by a team consisting of Prof. A.B. Ota, IAS, Director, TE and SCERT, Ms. Lalita Pattnaik, Education Specialist, Unicef, Odisha and Prof. S.L. Jena, Lead Coordinator, Think Tank-TE under the stewardship of Ms. Ranjana Chopra, IAS, Commissioner-cum-Secretary to Government, School and Mass Education Department.

This Policy will go a long way to build the professional competence of a wide-range of education personnel in a holistic, coherent and convergent manner, avoiding drift and adhocism.

In the Memory of Late Dr. APJ Abdul Kalam - People's President of India State Level Science Exhibition 2015

The Department of Science and Mathematics Education of the DTE and SCERT organised a variety of programmes intended to develop spirit of enquiry, scientific temper, analytical thinking and positive attitudes bereft of prejudice, myths and dogmas. Some of the notable activities were State Level Science Seminar organised on 20.08.2015 in collaboration with the Regional Science Centre Bhubaneswar, the State Level Quiz Competition held on October 17-18, 2015, State Level Science Drama Competition on August 14, 2015, the conference of District Science Supervisors and most prominently, the 42nd State Level Science, Mathematics and Environment Exhibition organised from September 09-11, 2015.

The Science, Mathematics and Environment Exhibition is organised at four different levels viz. Block, District, State and Eastern Region. This seminar in



intended to inspire and encourage school children to engage themselves with reflective thinking with a view to applying theoretical concepts, constructs and principles to projects to solve problems the country and its people are confronted with. The 42nd State Level Science, Mathematics and Environment Exhibition was inaugurated by Shri Debi Prasad Mishra, Hon'ble Minister, School and Mass Education, Government of Odisha. In his inaugural address, the Hon'ble minister underlined the importance of intelligent application of theoretical knowledge to practical problems through problem solving approach. He added that children learned only when they were encouraged to explore, experiment, question and

challenge existing corpus of knowledge. Emphasizing the importance of think global and act local, Hon'ble Minister asked the participating students and their guide teachers to apply their knowledge to the solution of problems such as impending natural disasters and problems as effects of climate change.



Distinguished guests who were present included : Prof. A.B. Ota, IAS, Director, TE and SCERT, Shri Mahendra Kumar Mallick, SPD, OPEPA, Hon'ble MLA, Shri Bijay Kumar Mohanty and Local Corporator Sk. Nizamuddin.

Out of 166 Projects that were exhibited in the state level exhibition, 40 Projects were adjudged credible to find place in the Eastern India Science Fare at the Birla Institute of Technology and Management, Kolkata. This three-day programme were designed in such a way that the participants, drawn from different parts of the states, genuinely involved themselves in a variety of programmes intended to capture their creativity. In a way, the state level exhibition provided an opportunity to the participants to enjoy the beauty of living together. The three day programme was profusely packed with variety of cultural programmes to trigger the inherent creativity of students.

The valedictory session on September 11, 2015 was graced by the august presence of Director, TE and SCERT, Shri Premananda Khuntia, SPD, OMSM, Hon'ble MLA, Shri Priyadarshi Mishra and BMC Mayor, Shri Ananta Narayan Jena.

The programme was systematically overseen by Dr. Nibedita Nayak, DD (Sc.), Dr. Trinath Das, DD (Admn.), Dr. Snigdha Mishra, DD (TE) and others.

The NUEPA Sponsored Survey of Educational Administration in the State

The State of Administration of School Education

The objective of the survey was to make a reality check of educational governance of school education in the state : ranging from elementary education to the higher secondary education. Although the survey depended primarily on secondary data on a host of critical parameters, it had space for face-to-face interaction with a representative sample of personnel associated with

management of education at different levels. In the process, structured interview was taken up with three District Education Officers, twelve Block Education Officers and twenty-four Headmasters from three districts viz. Balasore, Cuttack and Kandhamal. The draft report, reflecting the findings and recommendations of the survey, was shared with a select group of officials. With inputs from the group, necessary changes have been incorporated in the draft report. Dr. M.M. Mohanty, Shri T.K. Nayak and Dr. Tilattama Senapati were the authors of the report.

This report on Educational Administration in the state is the third in the series of surveys conducted so far with technical and financial support from NUEPA, New Delhi. The final report shall be submitted to NUEPA by December 2015.

SCERT-Unicef, Odisha Partnership Professional Development of Teacher Educators

The three-phase programme for Professional Development of Teacher Educators was, in fact, a programme with a distinct difference: different in terms of objectives, content, methodology and delivery mechanisms. The group composition comprised teacher educators from DIETs, CTEs, IASEs and Training Colleges. Never before had teacher educators the experience of participating in the programme like this in which total engagement was the defining characteristic. The focus of this three-phase programme was : self-discovery and self-empowerment; relating and empowering others; and enhancing professional attitudes and skills. In fact, after the exposure of the teacher educators to this unique programme, small things have brought about big changes in individual as well as



institutional transformation. It had had deep impact on the participants.

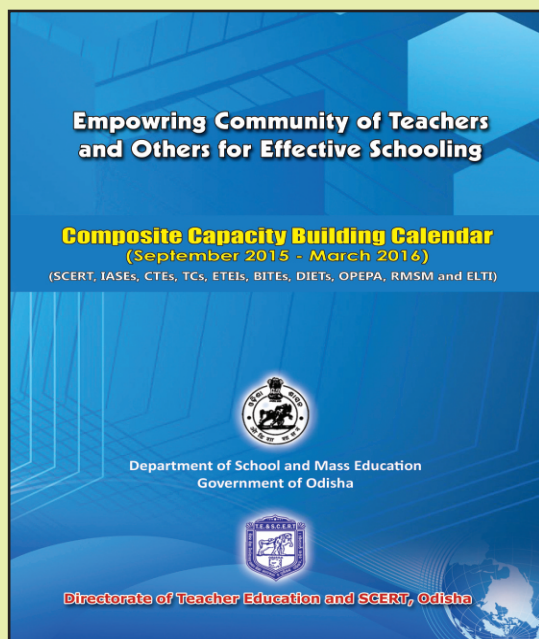
With a view to sustaining the impact of the programme on individuals and institutions, a training package is being developed integrating the core elements from the three phases. This programme is a Unicef, Odisha Field Office initiative which is likely to trigger visible transformation in the system. The programme is being spearheaded by Prof. Thomas Vadaya from MS University of Baroda. Ms. Lalita Pattnaik, Education Specialist, Unicef, Odisha and Dr. Snigdha Mishra, DD (TE).

Organisational and academic support was provided by Ms. Jayajyoti Panda, Consultant, Unicef and Smt. Namita Chhotaray, TE and SCERT.



Built to Last... Unified Capacity Building Calendar 2016-17

A number of organizations such as SCERT, OPEPA, OMSM, ELTI, and SIEMAT, under the School and Mass Education Department, organize a plethora of programmes for capacity building of an extended range of personnel – teachers, headmasters, teacher educators, educational supervisors etc. However, hardly is there convergence coordination and coherence among these organizations, leading to overlapping of programmes and wastage of scarce resources. This led to the idea of a unified and coordinated plan for organizing capacity building programmes of all organizations under the



Department. Spurred by the initiative of Smt. Ranjana Chopra, IAS, Commissioner-cum-Secretary, School and Mass Education Department, the idea has been translated into reality in the form of having a Unified Capacity Building Calendar (2016-17), encompassing programmes of various organizations.

With the Directorate of TE and SCERT as the designated organisation for inter-organizational coordination, the capacity building programmes are likely to be more cost-effective.

World Problems in Classrooms National Population Education Project

Started since early 1980s, the National Population Education Project, initially funded by the United Nations Population Fund (UNFPA), happens to be the oldest Project being implemented by SCERT. The primary objective of this Project was to create appropriate awareness and attitude leading to practice in respect of growing population and its associated consequences.



Though awareness generation continues to be one of the activities of the Project, internalization of population related concepts and concerns in the curriculum and textbooks has enabled the Project to be mainstreamed into the school education system. Though the initial reach of activities and the scale of funding have, over the years, dwindled, the Project in being implemented in Indian states with vigour and vitality.

Some of the impressive activities, out of a series of activities, with visible impact are : (i) State Level Folk



Dance Competition; (ii) State Level Role Play Competition; (iii) observance of World Population Day on 11th July 2015; and (iv) Poster Competition among school children. While the state level Folk Dance Competition



and the Role Play Competition were organized conjointly on the 9th October 2015, the Poster Competition was organized in the sidelines of the State Level Science Exhibition 2015. Screened at the district level, the best teams participated at the state level. Adjudged best, Budharaja High School, Sambalpur and Govt. High School, Udit Nagar, Rourkela participated in the national level competition at Guahati, Assam. The SCERT, Odisha had consistently outperformed the other SCERTs in the Folk Dance Competition at the National Level bring in laurels to the state. On the occasion World Population Day 2015, Prof. A.B. Ota, IAS, Director, TE and SCERT participated in the plantation of sapling, and given away the prizes to the students.

The SCERT, Odisha has had a trailblazing record of extraordinary performance in Population Education Project at the national level. Dr. (Ms.) Minakshi Panda,



Asst. Director, TE and SCERT oversaw the implementation of various activities approved by NCERT, New Delhi.

Getting the right people on the bus, the wrong people off the bus...

Largest ever Recruitment of Teacher Educators

District Institutes of Education and Training (DIETs) were envisaged as a set of new generation teacher education institutions. Persistent existence of large scale vacancies in DIETs is, almost without exception, a phenomenon across states. The institutional efficiency and effectiveness depends, to a considerable extent, on competent and committed human resources the institution is privileged to possess. With a commitment to effective



working of DIETs, the Government in the School and Mass Education Department took a conscious decision to put in place appropriately qualified and professionally competent teacher educators against a large number of vacant positions in DIETs.

With the approval of the School and Mass Education Department, Government of Odisha, SCERT took up a massive drive for recruitment of 174 Teacher Educators in a single stroke. The entire process was remarkably transparent, objective, non-discriminatory and nevertheless, stringent to select the potential and promising candidates. This was ensured because of the presence of Smt. Usha Padhee, IAS, Commissioner-cum-Secretary, School and Mass Education Department and

Shri A.B. Ota, IAS, Director, TE and SCERT.

With the induction of new teacher educators, the size of teacher educators swelled to 294 out of 323 sanctioned posts. In other words, 91 percent of sanctioned

posts have been filled up. It's a record achievement in the history of SCERT. Dr. Trinath Das, DD (Admn.), assisted by his trusted colleagues, managed the conduct of interview for recruitment of teacher educators.

Bringing Back Research Culture to TEIs... Research Studies in the Pipeline

Absence of research culture in SCERT as well as in TEIs, as observed by the Joint Review Mission on Teacher Education 2013, is a brutal challenge which SCERT intends to address head on. Losing no time, SCERT triggered a series of programmes to revive its reputation and credibility as a frontline research institution. The State Research Advisory Committee (SRAC), consisting of experts in research methodology, sifted a large number of research proposals submitted to SCERT by its field level TEIs. Thirty shortlisted research proposals were presented to the SRAC for their critical comments and observations for fine-tuning. The research studies to be financed from the funds available with TEIs.

In order to improve the relevance and quality of M.Ed. and M.Phil level research studies, a state level consultation was held on 26th November, 2015 with Principals of IASEs and CTEs offering M.Ed. / M.Phil programmes. A number of decisions were taken to strengthen the research component of the M.Ed. and M.Phil programmes.

These aside, a number of steps are underway to create a conducive climate in TEIs for undertaking relevant and quality research studies. A basket of research studies is being developed to ensure relevance and utility of studies to be undertaken at various levels.

Listening to the Voices from the Field

Revisiting Textbooks for Class I to VIII

Based on the National Curriculum Framework 2005 and the State Curriculum Framework 2007, SCERT has developed textbooks for Classes I to VIII involving teachers, teacher educators and subject specialists. The textbooks are in use in schools. Reaffirming its culture of openness to views and voices of practitioners, parents and civil society, SCERT has received a number of suggestions for enriching the existing content of textbooks. This has eminently helped the revision and renewal of textbooks. With the approval of the Department, the textbooks are under printing, and to be available to students from the commencement of the academic session 2016-17.

A conscious decision has been taken by the School and Mass Education Department to use the textbooks as one of the potential means for widening the information field of students and parents about a number of programmes of immediate importance. Some of important programmes are : the Pathani Samanta Scholarship for Mathematics, National Talent Search examination, National Merit-cum Means Scholarship examination, Right to Education Act 2009, Inclusive Education, Road Safety, Child Rights etc.

information about these and other emerging developments shall be printed on the reverse of the cover page and back-inner of textbook from Classes I to VIII.

SCERT - TESS India Partnership Bring Technology to Teacher Education

TESS-India (Teacher Education through School-based Support in India) is working alongside the Directorate of TE and SCERT to use Open Educational Resources (OER) to achieve transformational change for teacher educators and teachers working in elementary and



secondary schools. The TESS-India approach consists of high quality Teacher Development Units (TDUs) and Leadership Development Units (LDUs) for teacher and school leaders to use in their everyday work. Originally in



English, the TDUs and LDUs, developed by selected Indian / UK authors, have been translated into Odia and then localised by a group of teachers, teacher educators and experts from the state. Rated as materials of excellent quality, the initial experience in schools demonstrates their impact on teacher performance and classroom processes.

In Odisha, TESS-India along with TE and SCERT is working in very different ways in Dhenkanal – reinvigorating cluster resource centers and using the technology and materials to provide a focus to develop

expert teachers in the schools. In the process, it has unleashed a movement to reach out other teachers through a community of common concerns. TESS-India project firmly recognizes and trusts the capabilities of teachers to



bring in transformative change in the classroom processes. The project in close collaboration of DIET, Dhenkanal and CRCCs of the district has demonstrated, almost without an iota of doubt, the effectiveness of technology in revolutionize classroom pedagogy and practices.

Shri Amarjeet Jena, Regional Programme Manager, TESS-India Project oversees the implementation of the project in Odisha, Assam, West Bengal, and Madhya Pradesh.

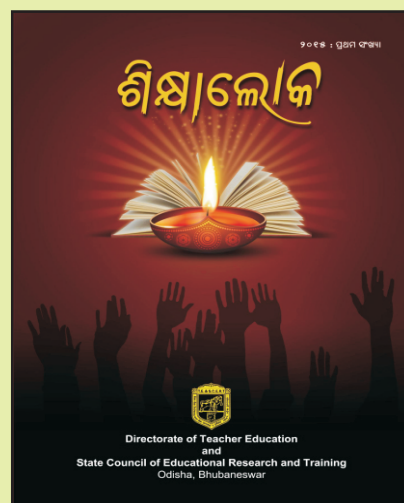
Looking Back...

Revival of "Shikshalok"

Looking back, SCERT had had two educational journals viz. 'Shikshalok' and the 'Orissa Education Magazine', embodying articles by distinguished academics, researchers and practitioners on varied aspects of education. Widely read and profusely appreciated, these two journals significantly contributed to the corpus of knowledge and practice. They consistently continued to evoke widespread reflection and churning for a fairly a long span of time. However, for some reason or other, the publication of these two journals could not continue. That marked the end of two most valued educational journals published by SCERT.

Like sphinx from the ashes, the idea of reviving, to start with, Shikshalok struck the imagination of the new Director, TE and SCERT, Prof. A.B. Ota, IAS. Following the idea of revival Shikshalok like a 'sinking star' beyond

the imagination of many skeptics, the Shikshalok, in its new configuration, has been brought out. Despite endemic systemic inertia, the journal has seen the light of the day. With added inputs and insights, the forthcoming issues of this quarterly are expected to be up to expectations of its extended range of readers.



An Extended Range of Publications

DTE and SCERT has been functioning as the designated State Academic Authority under Section 29 (1) of RTE Act 2009. Being vested with this authority, and having partnerships with Unicef, NCERT, NUEPA and other institutions, SCERT publishes wide-ranging reports and materials. A quick glimpse captures a swathe of publications brought out by SCERT, Odisha.



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An initiative with technical partnership from Unicef, Odisha

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