

# THE SPLASH

The Newsletter of DTE and SCERT, Odisha



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The idea of SCERT having a newsletter of its own has instantly taken roots. Impelled by an inner urge to continue the endeavour, SCERT is ready for bringing out the Vol. II, Issue 1 of its Newsletter the SPLASH for the January-March, 2016 quarter. It is, in fact, immensely gratifying. The publication of this Newsletter serves three important objectives : first, it objectively maps out the slew of important activities organized by SCERT and its field level institutions; second, it inspires other organizations to imaginatively plan for such an initiative at their level; and third, most importantly, it works as a powerful medium of institutionalised 'professional learning community' to reflectively share professional practices, insights and innovations for continuing professional development.

The quality of the Newsletter evidently reflects the creativity, imagination and out of the box thinking of the Editorial Board. I wish the SPLASH a promising future.

**Ranjana Chopra, IAS**

Commissioner-cum-Secretary, S & ME Department, Government of Odisha



DTE and SCERT released the inaugural issue of the Newsletter the SPLASH highlighting the important achievements of the Directorate held during the period of October –December, 2015. It gives me immense pleasure to say that the second issue of the newsletter provides a snapshot of various academic activities and achievements of the Directorate for the period January -March, 2016. This would definitely create an impact in the mind of the readers, by way of providing larger visibility and dimension to the activities intended towards strengthening the Teacher education system of the State.

Any suggestion to improve this newsletter will be highly appreciated. I appreciate the efforts of my faculty for their sincere effort and team work for preserving this documentation culture. I gratefully acknowledge the generous support extended by UNICEF, Odisha for supporting the Directorate in printing of the Newsletter.

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## SCERT - Think Tank Initiatives

### State level Think Tank-TE Members Meet

The state level Think Tank members meet was organized on 04th March, 2016 in the conference hall of TE & SCERT as a preparatory discussion on the state policy on continuing professional development of education functionaries under school & Mass Education Department seeking the suggestions of invited instate members in presence of Ms Forough Foyouzat, Chief of field services, UNICEF. This exercise was undertaken with two primary objectives: (i)



Justifying the need for formulating a State policy on continuing professional development, (ii) Developing a framework for policy implementation, and (iii) Developing a framework for policy implementation. A well-articulated policy, accompanied by appropriate strategies, was expected to contribute significantly for building a workforce, equipped with the wherewithal of professional and personal competencies and commitments. The continuing professional development of education personnel intends to address the professional needs of a wide range of workforce. The suggestions received from the participants were incorporated in the draft document.

### Sixth Consultation on Think Tank - Teacher Education

The 6th meeting of Think Tank-TE was organized at Hotel Mayfair on 15th March, 2016 with 50 participants including 05 National level and 10 state level Think Tank members. This consultation was chaired by Ms. Ranjana Chopra, Commissioner-cum-Secretary, Department of S &



ME, Government of Odisha, where educationists, faculties and dignitaries of Government were present. The theme of the consultation was State Policy on Continuing Professional Development of Education Functionaries under the Department of School & Mass Education.



Continuing professional development policy framework encompasses a strong strategic planning of activities, engagement in material development, planning for long and short duration programmes, school based training programmes and provision for structured opportunities for regular exchange and interaction etc. and the needs for its development. The draft policy document incorporated all the suggestions received by the dignitaries. Mr. Louis-Georges Arsenault, Representative, India Country Office, Unicef, New Delhi and Ms. Karin Hulshof, Regional Director, Unicef Regional Office South Asia, Kathmandu who were the chief delegates for the programme.



## Capacity Building Refresher Training for Teacher Educators

The capacity building refresher training for the teacher educators was organized at Hotel Ananya Resort, Puri in two batches from 8th to 12th March & 14th to 18th March, having around 40 in each batch with the overall objective of consolidation of learning – and to take stock of what has been the sustained learning and change, as a result of the training received earlier. Success is learnable and opportunity to learn and grow is inevitable to become a better version of ourselves. The purpose of the Refresher course is to consolidate the gains that have been made in the three phase training on Capacity Building of Teacher



Educators. A plan of action was developed and shared with the team for follow up and tracking the progress of each Teacher Educator. SCERT as the State Academic Authority was entrusted with the task of developing the mechanism in place to provide onsite academic support.

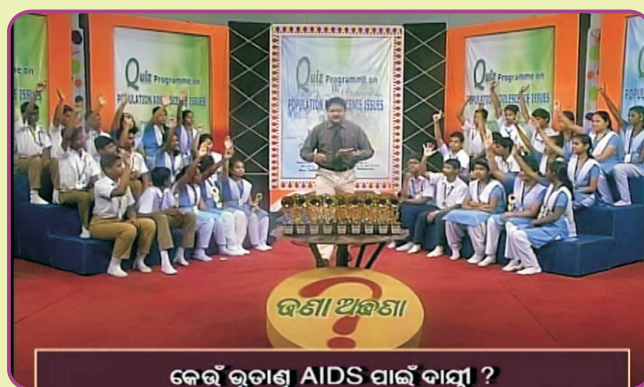
## POPULATION EDUCATION Moving Beyond Print Media

Over the years, since its introduction to the school education system, population education has evolved itself into its successive incarnations, shifting its focus from demographic dynamics to quality improvement in schools. Widely known as National Population Education Project (NPEP), its substantive and content configurations have been expanded to include Life Skills Development, Adolescence and Reproductive and Sexual Health (ARSH) etc. with overarching concern for better quality of life. Population Education related concerns have been internalized into the curriculum, textbooks, teaching-learning processes, assessment and into a whole range of cognitive areas. Thus, the programme has been institutionalized in the school and teacher education system.

Moving from print-media, the population activities

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Moving from print-media, the population activities



have emerged as a front piece of big media, i.e. television. NPEP conducts a wide spectrum of activities with a continuum of objective : knowledge – attitude – practice (KAP). Keeping this in view, the Population Education Cell



of SCERT organized various programmes, prominent amongst which is Quiz Programme organized during 2015-16. A 30-minute quiz programme was put to telecast mode by Doordarshan – I. The range of questions was fairly extensive covering areas such as demographic change and distribution, HIV / AIDS, process of growing-up, drug abuse, health and nutrition etc. The winners were awarded prizes and certificates. This programme will have ripple effects on schools students of the state.

## Capacity Building of DIET Faculty on Inclusive Education for Children with Special Needs

*Through Education for All, it should be possible to enable all human beings – including the disabled – to develop their full potential, to contribute to society and, above all, to be enriched by their difference and not devalued. In our world constituted of differences of all kinds, it is not the disabled but society at large that needs special education in order to become a genuine society for all.*

*(Federico Mayor, Former Director-General of UNESCO)*

Inclusive Education is much more than including the child with special needs in a regular school. It believes in key principle like embracing all children irrespective of their caste, gender, socio-economic status etc. Objectives of Inclusive Education is to provide a comprehensive educational plan that modifies the curriculum to give maximum opportunity to children with special needs in order to participate in school activities. The capacity building programme was based on the contents of the handbook on children with special needs developed by NCERT, New Delhi and adapted by DTE and SCERT. The handbook has four main aims:



1. To provide teachers with key facts about various impairments and deprivations and how to overcome the most common learning difficulties that result from them.
2. To inform teachers what they can reasonably do to adapt the classroom and school environment to overcome the barriers that interrupt the learning faced by children with impairments.
3. To describe strategies which can be used by the teachers to respond to the diversity of children in their classrooms and show some ideas how the curriculum can be adapted to individual needs.
4. To encourage teachers to work with families and with other personnel in health and social services and in the community.

The inclusive education training was conducted in two batches for the teacher educators of DIETs. First batch training was conducted from 29th February to 04th March, 2016 and 02nd Batch from 04th April, to 08th April, 2016 respectively. Selectively 02 participants from each DIET were invited. A preparatory meeting was also conducted for the resource persons to distribute the



sessions for 05 days. A plan of action was developed and the teacher educators from each DIET were instructed to upscale the training in their in-service teacher education courses and to impart it to other teacher educators. A team of experts from different organisations, NGOs, DIETs and SCERT were invited to talk on different themes.

### ***The learning from the programme:***

- All children can learn but if they do not go to school their chances to learn are much reduced.
- All children have the right to learn with their peers in local schools.
- Inclusive Education acknowledges that all children can learn and that all need some form of support in learning
- Inclusive education is about changing attitudes, behaviours, teaching methods, curricular and environments to meet the needs of all children. It is a dynamic process which is constantly evolving according to local cultures and contexts
- Teachers have a particular responsibility for ensuring that all children participate fully in society and that they have equality of opportunity in education
- An inclusive society is one in which difference is respected and valued, and where discrimination and prejudice is actively combated in policies and practices.
- We have not cured the impairment but we have changed the environment for the child so that the effect of the impairment is less marked.

## Celebration of National Science Day

Since 1986, Government of India has designated 28th of February as National Science Day to be celebrated across the country each year. The major thrust behind this is to commemorate the invention, i.e. the Raman Effect, of the great Indian Physicist Sir Chandrasekhar Venkatraman in 1928 for which he was awarded the Noble Prize in 1930. Accordingly the Directorate of Teacher education and SCERT also celebrated this auspicious day on 28.02.2015. Provision of a token amount in the budget was made for this activity.

A series of year on 28th of February i.e. students of the Bipin Bihari Deaf in collaboration with Bhubaneswar. Some of the were, visit to the Pre-hisoric Bhubaneswar, drawing competition, demonstration special programme namely Show', 3D Film Show and the day. Students were participate in these



activities were organized this on Sunday, for the CWSN Choudhury School for the the Regional Science Centre, notable activities of the day Life park of RSC, competition, quiz of scientific experiments in a 'Bubble and Super Cool Body lecture on the significance of extremely energized to activities and finally proved

that they are at par with the normal children of their age. In this way the National Science Day was celebrated by the science and Mathematics Department of this Directorate, led by Dr. Nibedita Nayak, Deputy Director (Academic) and Officer-in-Charge (Science), as a mark of homage to the Great Indian Physicist, Sir C.V. Raman.

### Development of Workbooks for Classes I to VIII

The School and Mass Education Department has took a decision during the last weak of December 2015 that all textbooks from class I to VIII will supplement with a work Book which will be prepared by the Directorate of TE and SCERT as State Academic Authority. The purpose is to provide scope to the students to do practice on learned item for better understanding and application and to make learning sustainable. Accordingly, the draft Workbooks of



class I to V have been developed in workshop mode by subject experts (Reader / Teacher Educators / Subject experts of BSE, Cuttack / ELTI / Principal / Asst. Teachers teaching the subject in the school) on the basis of principles for development of Work Books by Subject Expert Committee constituted by Commissioner-cum-Director, TE and SCERT. Work Books in Odia, English, Mathematics, EVS / Science were prepared for students of Class I to II to be used during the session 2016-17. This work is coordinated by Dr. Tillotama Senapati, Officer-in-Charge Curriculum, TE and SCERT, Odisha, Bhubaneswar.



## Regional Consultative Meeting on New Education Policy at Raipur Sharing of State Views

The Regional Consultative Meeting on the New Education Policy was organised at Raipur, Chhatisgarh on 22nd January, 2016, by MHRD, New Delhi to take the views of the states of eastern zone, on some specific issues before finalising the draft new education policy. Smt. Shailaji



Chandra, (Former Chief Secretary, Government of NCTE of Delhi), Chairman and Members of Committee – Shri Sevaram Sharma, Former Chief Secretary, Govt. Gujrat, Prof. J.S. Rajput, Former Director, NCERT, New Delhi have taken the views of the Secretary / Director / Education Expert of both Higher Education and School Education of different states present in the meeting (Odisha, Chhatisgarh, Bihar, West Bengal etc.) on 4 aspects – Pre Primary Education students enrolment, skill education and increasing teachers strength. Besides, views of Odisha was submitted on few selected issues such as cognitive and emotional development of learner at elementary stage, strengthening physical and psychological dimensions of a school, continuous of non-detention policy, ECCE, Secondary Education for all, establishing linkages between school education and higher education, uniformity of syllabus across the state, introduction of semester system in secondary education, delivery demand for social science at Higher Secondary Education, Higher end examination at the end of Class VIII and X, Teacher Education Institution quality of Teacher Education, ICT Education, in-service training programme.

In the meeting, Prof. A.B. Ota, Commissioner-cum-Director, TE and SCERT, Prof. S.L. Jena, Lead Coordinator, Think Tank – TE and education expert, Dr. Tilottama Senapati, faculty of TE and SCERT from School and Mass Education Department and Dr. Roshnara Begum, Director, Vocational Education and Dr. Mihir Das, Deputy Director, Higher Education Depart have attended the meeting.

## Planning for Teacher Education: Addressing Issues of Functional Diversification

Quality Teacher Education, both pre-service and in-service, is a national priority. It is therefore imperative to integrate the planning for teacher education programme of the state to prioritize and address issues of teacher education with respect to on-going capacity development of in-service teachers, infrastructure up-gradation of teacher education institutions and functional diversification and rationalization among them.

The SCERT is visualized as lead academic institution at state level to provide support to DIETs, IASEs, CTEs and engaged in educational research and training. One of the important activity of SCERT is to develop the Annual Work Plan & Budget (AWPB) for all the Teacher Education Institutions of the state covered under Centrally Sponsored Scheme of Teacher Education. The Plan has been developed by SCERT in alignment to the overall vision of the State.

To develop a robust and resilient teacher education system capable of meeting the diversified expectations of school education and teacher education in order to transform the institutional governance system, classroom practices and processes, professional competence and commitment of teaching workforce, assessment of learner performance and quality of schooling.

In order to develop the AWP for the year 2016-17, SCERT has taken steps to appraise the TEIs on the Planning Process in the light of MHRD guidelines, 2012 (Restructuring and Reorganization of the Centrally Sponsored Scheme on Teacher Education). The Principals of IASEs & CTEs presented their institutional Plan at SCERT on 21st February, 2016. Similarly, the Principals of the DIETs and BIETs of the state presented their Institutional Plan on 22nd February, 2016. After feedback on the Plans by the Experts, the institutional Plans were submitted to SCERT. The activities of each Institutional Plan were analysed by a team of Experts and after collating the information the State Plan was developed which reflects the role of each TEI in the revised MHRD Scheme. The AWP was submitted to MHRD, New Delhi for Plan appraisal and approval of different activities to be undertaken during 2016-17 by SCERT and Field level Institutions. Sri Tapas Kumar Nayak, Officer-in-Charge, AWP coordinated all the activities.

## Meeting of the Programme Advisory Committee of SCERT: Focus on Inter-disciplinary Coordination in Teacher Education

The MHRD guidelines of Teacher Education Scheme, 2012 clearly made provision of a functional Programme Advisory Committee (PAC) for SCERT which should meet at least once a year for drawing up the programme for the next year and review of work. The joint meeting of the Programme Advisory Committee and Research Advisory Committee (RAC) was held on 21st March, 2016 under the Chairmanship of Ms Ranjana Chopra, Commissioner-cum-Secretary, School and Mass Education Department. Other members of the Committee such as, State Project Directors of SSA and RMSA, Directors of Elementary and Secondary Education,



Representatives of IASE, CTE and DIETs, Eminent educationists like Prof S.L.Jena, Dr Mohit Mohan Mohanty, and Sri Pramathesh Das were also present. Prof A.B.Ota, Commissioner-cum-Director, TE and SCERT appraised the members regarding the activities of SCERT and the trust areas of AWP for 2016-17. The Commissioner-cum-Secretary who is the Chairman of PAC and RAC focuses on Unified Training Calendar for Teacher Training during 2016-17 and strengthening Research activities during the year 2016-17. Dr Snigdha Mishra, Deputy Director (TE) and Sri Tapas Kumar Nayak, Assistant Director clarified the members on different dimensions of the Annual Work Plan on Teacher Education for the year 2016-17. The members suggested activities for incorporation in the AWP.

## Strengthening Research Activities: Looking Issues Differently

The Directorate of Teacher Education and SCERT initiated several steps for energizing research activities both at State level and Field level Institutions. The following steps were taken to strengthen research activities:

- Twenty-four research proposals submitted by the DIETs, CTEs and IASEs were scrutinized by the Research Advisory Committee of the Directorate and approved with suggestions. The TEIs were instructed to carry forward the research activities at their level.
- Each TEI was asked to form a District Research Advisory Committee (DRAC) at institution level. The committee will guide in research activities i.e. Selection of appropriate problem for research study, improving the research activities at institution level.
- The Directorate has engaged in conducting a research study entitled “A study on Functioning of Monthly Sharing Meetings organized at Cluster Levels”. Tools were developed. Field Investigators were trained on the process of data collection at SCERT. The study is conducted in Jajpur, Gajapati, Mayurbhanj, Bargarh, Khurda and Koraput district with the support of the respective DIETs.

## TESS-India Activities : Inspiring Teachers to Experiment Positive Practices

TESS-India (Teacher Education through School-based Support) aims to improve the classroom practices of elementary and secondary teachers through the provision of Open Education Resources (OERs) to support teachers in developing student-centred, participatory approaches. The TESS-India activities are implemented in the Dhenkanal District under the direct supervision of the DIET. The teachers of the Sadar block were provided with on-site academic support through mentoring approach by the DIET faculties, CRCCs and SRG members.

As a part of strengthening the activities and wide dissemination of the activities, it was felt that the DIET faculties of the state need to be oriented on the use of OER and how to support the teachers to transform their classroom transactions to student-centred. 60 DIET faculties in two different phases (17th- 19th & 21-23 February, 2016) at DIET, Dhenkanal. Dr Mohit Mohan Mohanty, Former Director, SIEMAT and Sri P.Das, Ex-Principal, NDWCTE, Bhubaneswar trained the faculties. The uniqueness of the programme was characterized by the field visit of the participants to the local schools, where the partitioning teachers shared their experiences on use of OER and reflection on classroom experiences.

## Photo Gallery : A wide range of Activities of DTE and SCERT



Capacity Building Programme on use of OER



Resource Person Demonstrating Braille Writing



Participants in Inclusive Education Programme



Refresher Capacity Building Programme at Puri



Quiz Programme on Population Education Issues



Development of Workbook for Early Grades



Think Tank-TE Interaction with Chief Field Services, Unicef



Commissioner-cum-Secretary in Think Tank-TE Meeting



Essay Competition on National Science Day Celebration

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