

*Think Tank-TE : An SCERT-Unicef, Odisha Initiative*

# **TENTH THINK TANK-TEACHER EDUCATION CONSULTATION**

## **Think Tank-Teacher Education: Retrospect And Prospect**

### **A Report**

Date : July 18-19, 2018

Venue : Hotel Fortune Park Sishmo, Bhubaneswar



Department of School and Mass Education  
Government of Odisha



**DIRECTORATE OF TE & SCERT  
ODISHA, BHUBANESWAR**

**unicef**   
for every child

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*Professional development aimed at preparing teachers for their constructivist leadership role must be constructivist itself in both content and process. This entails providing teachers with the time, opportunity, and expectation to work with their colleagues in critically examining the important matters of their work - teaching, learning, schooling, subject matter, and school.*

*- Linda Lambert et. al. (1996)*



# TENTH THINK TANK-TE CONSULTATION

## Think Tank-TE : Retrospect and Prospect

*Involving many people, all with differing views and perspectives, ensures that a more complete picture of the organisation's realities and opportunities can be constructed. This eclectic mix of individual perspectives is critical; no one person, nor group of people for that matter, can ever know it all.*

*- Ken Blanchard 2003*

### 1.1 Context

The Tenth Think Tank-Teacher Education Consultation entitled Think Tank-TE : Retrospect and Prospect was held on July 18-19, 2018 at Hotel Fortune Park Sishmo, Bhubaneswar. Keeping the induction of new members into Think Tank-TE in view, the meeting was intended to appraise the new members of the purpose, structure, processes and achievements of the Think Tank-TE constituted in late October 2013. The Consultation also provided space for analysing the breadth and depth of implementation of Action Points suggested in the document : Envisioning Teacher Education in Odisha : A Roadmap for Reform (2014). One of the defining features of the present Consultation was exploring the opportunities for inclusion of untried interventions for strengthening the teacher education system of the state. Simply put, the Consultation gravitated its focus on : first, what has been accomplished; second, identifying the action points suggested but accomplished partly or not accomplished at all; and third, scanning the landscape for untraversed areas of concern. The following members of the Think Tank-TE participated in the deliberations:

1. Prof. Shyam B. Menon, Vice Chancellor, Ambedkar University, New Delhi
2. Prof. H.K. Senapathy, Director, NCERT, New Delhi
3. Prof. M.B. Menon, Formerly Deputy Vice Chancellor, Wawasan Open University, Penang, Malaysia
4. Prof. Janaki Rajan, Department of Education, Jamia Millia Islamia
5. Prof. Pranati Panda, Professor, NIEPA, New Delhi
6. Dr. Sitansu S. Jena, Professor and Dean, School of Vocational Studies, Ambedkar University Delhi, Karampura Campus, Shivaji Road, Delhi
7. Prof. (Ms.) Anita Rampal, Central Institute of Education, University of Delhi
8. Prof. Amarendra Behera, Joint Director, Central Institute of Educational Technology, NCERT, New Delhi
9. Dr. Kashyapi Awasthi, Asst. Professor, National Centre for School Leadership, NIEPA, New Delhi
10. Dr (Ms) Disha Nawani, Professor and Chairperson School of Education, Tata Institute of Social Sciences, Mumbai
11. Prof. Nityananda Pradhan, Principal, Regional Institute of Education, Bhopal
12. Prof. Dhaneswar Harichandan, Professor-cum-Director in Charge, Institute of Distance and Open Learning, University of Mumbai
13. Dr. Ajay Kumar Mohanty, Joint Registrar, Hembati Nandan Bahuguna Garahwal University (Central University), Srinagar, Uttarakhand
14. Prof. S.L. Jena, Lead Coordinator Think Tank-TE, Odisha
15. Dr. M.M Mohanty, Former Director, SIEMAT, Odisha

16. Prof. Satyakam Mishra, Formerly Director, Higher Education, Odisha, Bhubaneswar
17. Prof. U.N. Dash, Former Professor of Psychology, Utkal Univ. & Univ. of Delhi
18. Prof. Sanghamitra Mohanty, President Vigyan Academy, Odisha
19. Prof. B.N Panda, Professor and Head, Department of Education, RIE, Bhubaneswar
20. Shri Pramathesh Das, Formerly Deputy Director, TE and SCERT, Odisha
21. Prof. R. Begur, Education Specialist, Unicef, New Delhi
22. Mrs Lalita Patnaik, State Chief-in-Charge and Education Specialist, Unicef, Odisha

Besides the Think Tank-TE Members, the following invited Government Officials also participated in the deliberations :

1. Shri Bhupendra Singh Poonia, IAS, State Project Director, OPEPA
2. Dr. Pratap Indra Dash, OAS (SAG) Director, TE and SCERT, Odisha, Bhubaneswar
3. Shri Biranchi Narayan Mohanty, OAS (SAG), Director, Elementary Education, Odisha, Bhubaneswar
4. Dr. (Ms.) Snigdha Mishra, Deputy Director (TE) and Unicef Programme IC, TE and SCERT, Odisha
5. Dr. Nibedita Nayak, Deputy Director (Admn.), TE and SCERT, Odisha, Bhubaneswar

Also, the members of SATH (Sustainable Action for Transforming Human Resources) of the Niti Ayog, who participated include:

1. Ms. Stuti Parasrampuria
2. Ms. Arooj Sajjad
3. Ms. Tejaswini Panigrahi

## 2.1 Opening Session

The Opening Session was chaired by Dr. Pratap Indra Dash, Director, TE and SCERT, Odisha, with Shri Bhupendra Singh Poonia, State Project Director, OPEPA as the Chief Guest. Prof. H.K. Senapaty, Director, NCERT, New Delhi adorned the session as the Eminent Guest. Among others, Shri Biranchi



Narayan Mohanty, Director, Elementary Education, Odisha and Prof. R. Begur, Education Specialist, Unicef, Delhi graced the occasion as Guests of Honour.



At the outset, Dr. Snigdha Mishra, Deputy Director (TE), TE and SCERT, Odisha and Officer-in-Charge, Unicef Programmes extended a warm welcome to the members of Think Tank-TE, the guests of the inaugural session and the stakeholder-participants. She laid emphasis on the uniqueness of the Consultation and lodged a great deal of expectations from it as it has been scheduled after a brief break of animated suspension.



Prof. S.L. Jena, Lead Coordinator put the Consultation in context, highlighting its explicit design – the extent of accomplishment of the set tasks of the Think Tank-TE, especially for the information of the newly inducted members; and exploring the potential possibilities of going beyond what has been reflected in the document - “Envisioning Teacher Education in Odisha : A Roadmap for Reform”. The outcomes of the Consultation, designed in the framework of concerns, action points, and mechanism for implementation, he observed, shall in a sense, be an extension of the Vision Document 2014.

In his address, Prof. Begur highlighted the critical importance of the following developments in the field of school education and teacher education in the context of making quality schooling as an entitlement of all children :

- Think Tank-TE, a Government of Odisha and Unicef partnership initiative, has rich possibilities for quality improvement of teacher education and school education of the state.
- The new Samagra Shiksha Abhiyan, a Government of India flagship programme put an end to multiple and fragmented programmes such as SSA and RMSA, with a unified focus on enhancing learning outcomes.
- The National Achievement Survey (NAS) 2017 has triggered a veritable movement in school education, shifting the focus from “inputs” to “outcomes”. The findings of NAS and the post-NAS interventions have immense implications for teacher preparation and teacher development.



Any programme, how well-articulated and well-designed, can succeed only when its “last mile” is well taken care of.

***Takeaway : The Plan of Action, having been developed through meticulous planning, needs to be diligently implemented for achieving the intended goals.***

Shri Biranchi Narayan Mohanty, Director, Elementary Education, Odisha expressed his appreciation of the joint endeavour of SCERT and Unicef, Odisha for enhancing the quality of school education and teacher education in the State.



Prof. H.K. Senapaty, Director, NCERT, New Delhi spoke about a slew of NCERT – initiated innovative programmes intended to enhance the quality of schooling in the country, measured in terms

of competencies rather than the curriculum-embedded content, the highlights of which include:





- The NAS 2017, conducted by NCERT in collaboration with states, has been the single largest initiative for assessing the acquisition of learning outcomes of children of Class III, V and VIII. It is considered historic without any past precedent, covering 2.2 million students from 1,10,000 schools across 701 districts in all 36 States and Uts.
- Adoption of carefully selected blocks, based on a few identified parameters, on experimental basis to try out a battery of educational interventions. One Block from Odisha to be adopted by NCERT through RIE, Bhubaneswar.
- NCERT has entered into an MoU with SNDT Women's University, Mumbai for integration of ICT in school education and teacher education.
- NCERT has launched offering Certificate Courses for in-service teachers for their professional development.

***Takeaway : SCERT, Odisha and NCERT, New Delhi to work as partners for quality improvement of school education and teacher education in the state through signing an MoU.***

The Chief Guest of the Opening Session, Shri Bhupendra Singh Poonia, State Project Director, Odisha Primary Education Programme Authority (OPEPA) made the following observations :



- Think Tank-TE, Odisha, consisting of a select team of academics with differing perspectives working toward an eclectic perspective through reflective dialogue and debate, continues to be a unique initiative with profound promise and possibilities.
- The reverse flow of students from government schools to private schools, even to low-cost private schools in rural areas, is a challenge to policy makers and professional practitioners, which needs to be addressed upfront.
- Despite enactment of path-breaking legislation like RTE 2009, teacher absenteeism in its varied forms and little learning on the part of children tend to put the system at risk, leading to a growing tide of distrust in the schooling process.
- Constraints and disadvantages shall always be there. A schooling system that makes optimum utilization of available scarce resources, both material and non-material, turns disadvantages into advantages.
- Learning from a range of capacity building programmes for teachers rarely influences classroom processes. A variety of variables could be ascribed to this non-transference. Motivated teachers and the public trust in them can make a huge difference.

***Takeaway : Expectations from the Think Tank-TE include : going beyond the framework, creating school culture that makes schools work, using assessment intelligently as a tool for meaningful learning, designing schools that succeed and creating passionate teachers who care for children.***

In his presidential address, Dr. Pratap Indra Dash, Director, TE and SCERT, Odisha briefly highlighted the Think Tank-TE and its contributions to building a robust and resilient school education and teacher education in the state :



- Think Tank-TE has been a veritable structure with immense potential for transforming the landscape of school education and teacher education in the state.
- The informed inputs of the esteemed members of Think Tank-TE have helped framing policies and programmes in the state.
- Restructuring of SCERT, based on the inputs of the esteemed members, has been laid on a strong foundation for consideration of the State Government.
- The deliberations of the present Consultation shall help us to go beyond what has been planned in the document : Envisioning Teacher Education in Odisha – A Roadmap for Reform

**Takeaway : The expanded Think Tank-Teacher Education 2018 shall strive towards making SCERT and DIETs centres of excellence for transforming the teacher education and school education system of the State.**



Dr. (Ms.) Nibedita Nayak, Deputy Director (Admn.), DTE and SCERT, Odisha offered a vote of thanks to all.

Immediately after the Opening Session, a six-minute Documentary entitled : “Think Tank-TE – A Journey Towards an Empowered Educational Ecosystem” was screened, which encapsulates its objectives, operating principles, inherent processes and accomplishments.

**Suggestion: The State seeks to leverage the academic support of the distinguished members of the Think Tank-TE for enhancing teacher motivation, leading to enhanced learning outcomes with concern for inclusion (State Project Director, OPEPA)**

### 3.1 Technical Sessions

#### Session I : Think Tank-Teacher Education : Looking Back and Looking Forward

**Chair :** Prof. Shyam B. Menon, Vice Chancellor, Ambedkar University, New Delhi

**Lead off :** Prof. S.L. Jena, Lead Coordinator, Think Tank-TE

The highlights of the presentation include :

#### Learnings

- A synoptic outline of the brutal facts about the school education and teacher education system of the State, e.g., issues and concerns that besiege the system—systemic governance, institutional, process related, quality with equity aspects.
- Unacceptably low learning outcomes across grades is a disquieting cause of concern, which could be largely attributed to the teacher incompetence pointing accusing fingers towards teacher preparation and teacher development mechanisms.
- The continuing dissatisfaction and discomfort with the school education in general and teacher education in particular combined with the JRM-TE, Odisha (2013) recommendations, the proactive response of the State Government and the instant





commitment of the Unicef, Odisha to the cause of education of children marked the Turning Point for the conceptualization of Think Tank-Teacher Education.

- Consisting of frontline academics in school education and teacher education of the country, Think Tank-TE triggered a series of reforms in restructuring and reculturing the teacher education system of the State.
- The untraversed or little traversed areas for reform include :
  - o Formulation of State Policy on Teacher Education
  - o Revisiting the State Policy on Continuing Professional Development of Education Functionaries (2017) for finalization with inputs from stakeholders
  - o Programme of Action for implementation of the Action Points contained in the Continuing Professional Development of Education Functionaries (2017)
  - o Strengthening of SCERT, Odisha proposal, with all its nitty-gritty, for Government consideration and approval
  - o Leveraging ICT potential for empowerment of practitioners (teachers, teacher educators, educational managers) – using ICT for pedagogy and institutional management
  - o Conceptualizing Teacher Education University for the State
  - o Setting standards for Teacher Education
  - o Performance Indicators for Teacher Educators of DIETs
  - o Creating Learning Organisations in DIETs
  - o DIET Adoption for Institutional Strengthening
  - o Evaluation of B.Ed. programme in five DIETs introduced since 2016
  - o Putting in place Professional Learning Communities in DIETs in the perspective of Lifelong Learning



**Takeaway:** Programmes planned and implemented, Action Points acted upon, tasks remained unaccomplished and fresh areas of interventions identified need to be objectively analyzed for further action.

### Suggestions of Prof. S.B. Menon

- ☞ Sustained efforts need to be made to strengthen the link between TEIs and schools for which TEIs have a mandate.
- ☞ State Government to consider having School of Education / PG Department of Education in Universities of the State for strengthening research in school education and teacher education.
- ☞ Expeditionary steps may be taken for approval of Cadre Rules for Teacher Educators.
- ☞ Civil Society Groups need to pressure the State Government for ensuring quality education for all children of the State.

## Session II: Continuing Professional Development of Education Practitioners : Roadmap for Action and Implementation

**Chair :** Prof. (Ms.) Anita Rampal, Central Institute of Education, University of Delhi

**Lead Off :** Dr. Mohit Mohan Mohanty, Former Director, SIEMAT, Odisha

Laying a strong foundation for continuing professional development (CPD) of education practitioners, Dr. Mohanty discussed the concept, principles, CPD cycle, types of CPD, defining features of effective CPD, delivery methods and practices and possible outcomes of CPD. His presentation on CPD was profusely supported by the findings of the research studies. Corresponding to concerns – systemic, management and process related, Dr. Mohanty focused on the Action Points.

### Learnings

- CPD to focus on enhancement of quality learning and learning achievement of learners and teachers at school level
- An integrated design for the CPD is the requirement – focussing on student and teacher learning, linking to the larger system through a range of possible learning opportunities within the job-embedded context. The intent : CPD empowers all through collaborative reflections.
- Designing effective professional development programmes that are sustainable, ongoing, ongoing, indepth, requiring active engagement of the practitioners.
- CPD approach needs to be systemic, comprehensive, research-informed in order to be effective.
- Incorporation of appropriate combination of activities with the ultimate aim of developing reflective and critical thinking.
- Breaking the isolation of the teacher educators from the mainstream school education reform moves.





- The authority for programme coordination needs to be vested with the SCERT in order to ensure quality of the CPD programmes.
- The CPD delivery mode needs to be invariably interactive and activity-based through adaption of multiple approaches.

***Takeaway: The defining characteristic of an effective CPD design is decentralisation of decision-making and taking action at appropriate level following the Principle of Subsidiarity – what can be done best at a particular level should be done at that level and not at higher levels.***

### **Suggestions of Prof. Anita Rampal**

- ☞ All in-service / professional development programmes need to be need-based, sufficiently challenging, to have space for critical self-reflection and intensive engagement of teachers in order to have sustained change in teachers and in their classroom practices.
- ☞ Capacity building programmes, in order to be effective, shall be closely monitored with supportive, not evaluative, feedback for further improvement in teachers' professional practices.
- ☞ Innovative and positive practices, even though they are rare, happening in the school system through the initiative of some creative practitioners need to be identified, documented, disseminated and shared with other teachers.
- ☞ DIETs, which have pronounced field presence, need to be viewed as institutions rich with possibilities of change for the better.





## Session III : Restructuring of SCERT, Odisha : The Larger Picture

**Chair:** Prof. H.K. Senapathy, Director, NCERT, New Delhi

**Lead Off:** Ms. Lalita Patnaik, State Chief-in-Charge, and Education Specialist, Unicef, Odisha

### Learnings

- Restructuring of SCERT, Odisha has been designed close on the heels of the CSSTE Twelfth Five Year Plan Guideline 2012, and re-designed as per the MHRD Concept Paper on Strengthening of SCERTs 2017.
- In conformity with the MHRD-suggested stipulation that all SCERT's shall have a common nomenclature, the DTE and SCERT, Odisha shall be renamed as State Council of Educational Research and Training, Odisha.
- With the merger of the English Language Teaching Institute (ELTI) and the State Institute of Educational Management and Training (SIEMAT) with SCERT, the restructured SCERT shall be headed by a Director, SCERT, with its Directorate component being redesigned as its Administrative Wing.
- The restructured SCERT shall have six Divisions and 19 Departments to be manned by five Professors, 14 Associate Professors and 25 Assistant Professors with UGC Scale of Pay.
- Only additional posts – academic, academic and administrative support staff – shall be created after due adjustment of existing posts appropriately re-designated.
- Utmost care shall be taken to select faculty for different Divisions and Departments, following stringent, unbiased, objective and transparent mode of recruitment.
- In order to ensure continuity and change, it is preferred to have a faculty-mix – some permanent positions and some positions to be filled up through deputation (strictly through stringent process of selection).
- Faculty qualifications and specialisations shall be as per UGC – NCTE prescribed stipulations.



**Takeaway:** *A well-thought out selection process must be put in place in order to select academics with outstanding academic achievements and professional credibility, if SCERT is to be developed as the State level apex Resource Centre with its extended wavelength of roles and responsibilities.*

### Suggestions of Prof. Shyam. B. Menon

- ☞ SCERT needs to have a Cadre of its own, delinked from the Secondary Education Cadre that has been mooted by the State Government.
- ☞ Faculty selection for SCERT needs to be stringent, unbiased, transparent and open for attracting right people from any where, not being sectarian or regional.
- ☞ A few positions may be called Professor of Practice, providing space



for people with requisite experience and expertise for three to five years on deputation.

- ☞ All positions, including Professors of Practice on deputation, may be filled up through direct selection by a Selection Committee.
- ☞ Selection of faculty for SCERT may be kept outside the ambit of OPSC. Alternatively, OPSC may select suitable candidates from the short-list drawn up by the Selection Committee.
- ☞ Structured as the State level counterpart of NCERT, SCERT may be made an autonomous organisation as in case of Gujarat, Kerala and Delhi for academic autonomy and accountability.
- ☞ SCERT shall have to gravitate on its core functions instead of on the side functions that have become core.

### Suggestions :

- ☞ The profile of faculty for selection specifying qualifications, experience and expertise may be decided, and the ambit of selection be kept open for anyone from anywhere. (Prof. Pranati Panda)
- ☞ SCERT can attract people from all over the country, not being sectoral if only the prescribed pay scales are competitive enough.
- ☞ The focus of faculty selection needs to be right people for right positions disregard of where are they from. (Prof. Anita Rampal)
- ☞ Teacher Education as a subsector needs to be under the Department of School and Mass Education, independent of Department of Higher Education, if quality is to be ensured. (Dr. Pratap Indra Dash)





## Session IV : A University for Teacher Education

**Chair :** Prof. M.B. Menon, Formerly Deputy VC, Wawasan Open University, Penang, Malaysia

**Lead-off :** Prof. Satyakam Mishra, Formerly Director, Higher Education, Odisha, Bhubaneswar

Prof. Satyakam Mishra made a presentation on the State Teacher Education University covering – a situational analysis of the existing teacher education system, system deficits, both academic and administrative, rationale for having a separate Teacher Education University, alternative models and modalities for the establishment of the University.

### Learnings

- All Teacher Education programmes in Odisha are offered only through government-run institutions – TEIs under the Department of School and Mass Education, and Autonomous Collages and Universities.
- The academic and administrative authority over TEIs under the Directorate of TE and SCERT is vested with its Director.
- None of the universities with the only exception of Ravenshaw University, till date does have a Department of Education.
- Since 2016-17, the Two-year B.Ed. Syllabus developed by SCERT, on the basis of NCTE Curriculum Guidelines 2015, is being followed by all State Universities.
- With a uniform B.Ed. and M.Ed. Syllabus being followed across Universities, there is a need to ensure quality of standards, timely conduct of examination and declaration of results.
- It is expected that with a Teacher Education University established, quality of teacher education programmes would be undergirded.
- Alternative models of having a Teacher Education University include : an existing secondary level TEI (CTE and IASEs) be upgraded to the status of a University / SCERT, Odisha be elevated to the status of University / a new affiliating University be established afresh.
- Action steps need to be suggested for moving in the direction of having a State Teacher Education University



**Takeaway :** *A Task Force may be constituted to draw up a well-articulated feasibility plan, studying the working of State Teacher Education University – one in West Bengal, and the other in Tamil Nadu, solidly rooted in the Odishan context.*

### Suggestions of Prof. M.B. Menon

- ☞ Considering the object of a university – multidisciplinary hub for creation of new knowledge, a Teacher Education University may offer courses in allied subjects as in case of Germany.
- ☞ Working of Universities of Teacher Education in Singapore and Germany may be critically examined for adoption / adaptation in the Odishan context.

- ☞ Whether a distinct University for Teacher Education or not, the overriding object is creation of new knowledge and maintenance of quality standards, comparable to 'world class' institutions
- ☞ With the Department of School and Mass Education favourably disposed toward having a State Teacher Education University, a Task Force may be constituted to facilitate its establishment.

### Suggestions of Prof. Anita Rampal

- ☞ The very concept of a University for Teacher Education appears to be misplaced as a University is essentially multidisciplinary in its perspective. Instead, existing Universities of the State may have Schools of Education, working in a decentralized manner.



## Session V : ICT : Potential and Possibilities for Quality Teacher Education

**Chair :** Prof. Dhaneswar Harichandan, Professor-cum-Director in Charge, Institute of Distance and Open Learning, University of Mumbai

**Lead-off :**

- Prof. Amarendra Prasad Behera, Joint Director, CIET, NCERT, New Delhi
- Dr. Sitanshu S. Jena, Prof. and Dean, School of Vocational Studies, Ambedkar University, Delhi

### Learnings

- Six areas of ICT intervention : Connectivity / Forum, Open Educational Resources, Reaching the Ground Level, Access to Resources, Effective ICT Integration for Enhancing Learning Outcomes, and Professional Development
- Training of e-content team on development, curation, evaluation and dissemination



- Capacity building of teacher educators for effective use of e-resources
- Training on digitisation of resources, including textbooks
- Training of teachers and teacher educators for effective use of digitised resources
- Enabling teachers and teacher educators as decision-makers in their classroom
- Continuous professional development through online / blended courses
- Development of ICT curriculum for teachers and teacher educators (level I, level II and level III)
- Creation of forums for teachers and teacher educators as a structure for professional development



**Takeaway : Building and deepening partnership of SCERT with NCERT and other specialised organisations, both government and corporate, to use ICT as a powerful tool for quality improvement of school education and teacher education.**

### Suggestions of Amarendra Behera

- ☞ The potential of ICT shall be productively utilised for continuing professional development of education functionaries, particularly of practicing teachers and teacher educators.
- ☞ SCERT, Odisha may enter into MoUs with NCERT and other ICT specialised organisations – Universities, corporate etc. in the country and outside – for strengthening ICT for school education and teacher education.
- ☞ A detailed Plan of Action on Integration of ICT with school education and teacher education may be drawn up in association with experts on ICT.



## Session VI : CCE for Learner Assessment : How Can Teacher Education Programme Help?

**Chair :** Prof. M.B. Menon, Formerly Deputy VC, Wawasan Open University, Penang, Malaysia

**Lead-off :** Dr. Disha Nawani, Prof. and Chairperson, School of Education, TISS, Mumbai

### Learnings

- With shift of emphasis from inputs-based model to outcome-oriented model, continuous and comprehensive assessment (CCA) has received overriding priority.
- The underlying assumptions about CCA : CCA is a powerful tool for enhancing learner achievement, the centrality of the teacher is nonnegotiable, and sound teacher training leads to effective implementation of CCA.
- Redefining the purpose, nature and process of learning is an essential condition for conceptualisation of CCA as assessment is inherent in learning.
- The success of CCA depends upon the nature and time of feedback, and constant individualized support in small groups.
- School-based assessment becomes more effective only when CCA is considered nonnegotiable, complete trust in teachers reposed, PTR is reasonable, time and opportunities are available for reflection and above all, non-threatening accountability.



*Takeaway : The teacher education programme, both pre-service and in-service, if systematically planned and diligently executed (with 'last mile' perfection), shall significantly contribute to the effective implementation of CCA, leading to enhanced student learning outcomes.*





## Session VII : Reflections on Visit to DIETs : Diagnosis and Design for Change

**Chair :** Prof. M.B. Menon, Formerly Deputy VC, Wawasan Open University, Penang, Malaysia

**Lead-off (Group A) :** Dr. Ajay Kumar Mohanty, Joint Registrar, Hemabati Nandan Bahuguna Garahwal University, (Central University), Srinagar, Uttarakhand

**Lead off (Group B) :** Dr. B.N. Panda, Professor of Education, RIE, Bhubaneswar

The members and the participants, split into two Groups (Group A & Group B), visited two DIETs – DIET, Nayagarh at Rajsunakhala and DIET, Khordha respectively on 19.07.2018 forenoon. The precise purpose of visit was to perceptively observe the functioning of DIETs through an ethnographic lens. Power point presentation by each DIET, followed by reflective dialogue with faculty and student-teachers, provided the Groups with wealth of insights into their working. These two DIETs were purposefully selected in consideration of : first, their proximity to the State headquarters; and second, year of establishment, e.g., DIET, Nayagarh was established in 2010 whereas DIET, Khordha got established in 1989. Both the Group Reports were carefully sifted to figure the significant features of the DIETs.

### Learnings

- The functioning of the two DIETs is found to be visibly influenced by factors such as the length of their existence, exposure to intervening Project interventions (DPEP and SSA), historical legacy, and more importantly, the leadership and engagement of human resources available therein. From this perspective, DIET, Khordha appears to have an edge over DIET, Nayagarh.
- Notwithstanding their structural similarities, the differences in their institutional culture were found to be more pronounced – the older DIET with extended exposure to external interventions was better placed. However, there exists enough space for institutional restructuring, followed by reculturing.
- Though DIET, Khordha has put a Professional Learning Community in place through self-driven initiative of a few faculty members, intra-faculty divides found to exist. This is likely to affect the academic and social ecosystem of the institution.
- ICT presence in DIET, Khordha's range of programmes was more visible, compared to DIET, Nayagarh. This could be attributed to the availability and leadership of technology-savvy faculty.
- A few disconnects – disconnect between DIET and schools, between pre-service and in-service programmes, between DIET and other institutions in the area, between faculty and student-teachers, and even between senior and junior faculty members - tend to create disquieting situations, which need to be addressed.



- Internal efficiency of these two DIETs, without exception, hinges largely on the quality leadership of the institution head. Lack of leadership with vision and commitment almost over an extended period of time is found to have affected the functioning of these DIETs.

**Takeaway :** *The DIETs of the State are in dire need of well-articulated restructuring accompanied by cultural resurgence to enable them to be responsive to the fast evolving developments in their hinterland – schools, classrooms and community – with a commitment to quality schooling for all.*



## Session VIII (a) : Teacher Education Standards Framework : Potential and Possibilities

**Chair :** Dr. Disha Nawani, Prof. and Chairperson, School of Education, TISS, Mumbai

**Lead-off :** Dr. Pranati Panda, Prof. NUEPA, New Delhi

### Learnings

- In a climate rife with concerns for unacceptably low levels of learning achievement, need for competent, caring and committed teachers has forced its way right into the centre stage – no longer teacher incompetence could be tolerated.
- The challenge of non-learning has prompted curriculum renewal (school education and teacher education), infusion of rigour and professionalism into teacher preparation and teacher development, defining learning outcomes, changes in institutional structure and culture, setting standards etc.
- Teacher education standards refer to empowering teachers (through pre-service and in-service programmes) to enable them to appropriately and adequately meet the instructional and professional challenges they encounter.
- Standards in teacher education are variable and dynamic in consideration of the developments in the landscape of school education and other contextual diversities.





- The purpose of teacher education standards is two-fold : Developmental and Quality Assurance.

**Takeaway :** *Setting standards for teacher education has to meet the twin challenges : for regulation-quality assurance-accreditation on one hand, and to determine and maintain the quality of teacher education programmes.*



## **Session VIII (b) : -Strengthening Institutional Capabilities : Leadership Matters Most**

**Chair :** Dr. Disha Nawani, Prof. and Chairperson, School of Education, TISS, Mumbai

**Lead-off :** Dr. Kashyapi Awasthi, Assistant Professor, National Centre for School Leadership, NUEPA, New Delhi

### **Learnings**

- The dearth of competent professionals in TEIs of the State for leading them rather than managing them in a ritualistic way.
- Absence of structured opportunities for induction into the new role as institutional leaders.
- Limited opportunities for professional development of the heads of TEIs.
- Isolation amongst the different Government Departments, notably among project-driven organisations and TEIs.



- Need for Leadership Roadmap, ranging from professional preparation prior to taking up new roles and responsibilities to embedding assessment as a necessary feature for learning and evolution.
- Clarifying expectations from new role and equip newly recruited / promoted officials with knowledge, skills and attitudes required for the new role – formal induction.
- Need for creation of institutional opportunities for CPD of the new leaders.
- Leadership challenges in Teacher Education – systemic, institutional and professional.

**Takeaway:** *There is an urgent need for developing an ecosystem that supports Institutional Transformation through leadership in TEIs of the State – envisioning, designing and implementing the roadmap.*



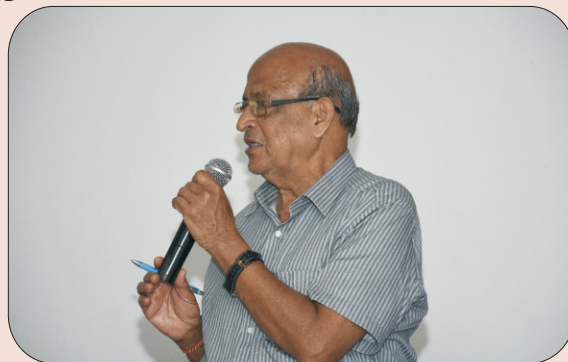
## 4.1 Closing Session



At the outset, Director, TE and SCERT, Odisha Dr. Pratap Indra Dash expressed his grateful appreciation for the wide range of inputs and perspectives of the esteemed members of the Think Tank-TE. He sincerely looked forward to the continuing collaborative support of the members for moving in the strategic directions for transformational change in the Teacher Education system of the State.

Prof. S.L. Jena, Lead Coordinator, Think Tank-TE presented a brief account of what

happened during the two-day Consultation. The presentations on various critical themes and the visit to two DIETs led to reflective debate and discussion, leading to emergence of a large number of Action Points. The papers presented and discussed went much beyond what has been contained in the original Vision Document 2014. Based on the inputs and subsequent addition of perspectives from esteemed members, a Plan of Action shall be developed for





implementation. This may form an extended version of the Vision Document or an extension of it, Prof. Jena observed.

Ms. Lalita Pattnaik, State Chief-in-Charge, and Education Specialist, Unicef, Odisha made the following observations:

- A lot of critical reflections have taken place during these two days, leading to conceptualisation of new interventions for revamping the teacher education system of the State.
- The impact of several interventions could only be assessed at the level of students, reflected in their enhanced learning outcomes. Therefore, systemic changes need to be aligned with the purpose of improving what children learn.
- The State Policy on Continuing Professional Development of Education Functionaries, developed through Think Tank-TE initiative, need to be revisited with inputs from this august group. Based on this, the Programme of Action (POA) shall be developed for effective implementation of the Policy.
- Think Tank-TE represents some of the best minds of the country, working collectively in the interest of the State. Their suggestions shall have immense implications for policy formulation at the State level.
- With focus shifted to learning outcomes, assessment for learning assumes greater significance. Unicef in association with SCERT is in the process of strengthening an Assessment Cell at the SCERT. Sharing of NAS 2017 findings and planning post-NAS interventions are significant steps in enhancing children's learning outcome.
- There is a need to have evaluation studies on implementation of D.El.Ed. Curriculum, and introduction of B.Ed. programme in five DIETs of the State. For this, we seek the expert support of the Think Tank-TE members.
- The State sincerely looks forward to NCERT New, Delhi for forging a sustained partnership in some critical areas of concern. This partnership is likely to bring about change in the landscape of school education and teacher education in the State.

Prof. H.K. Senapaty, Director, NCERT, New Delhi underscored the significance of the NAS 2017. NCERT is currently engaged with articulating the post-NAS interventions. The NCERT is concerned with the capacity building of teachers and teacher educators (TEs) at the State level. He laid overriding emphasis on building the capacity of

TEs in TEIs of the State. Prof.

Senapaty assured the State authorities of the continuing support of NCERT, New Delhi.

Bhupendra Singh Poonia, State Project Director, OPEPA conveyed, on behalf of the State Government, sincere gratitude to the members of the Think Tank-TE. He assured the members that all possible measures shall be taken to implement the suggestions offered by the members. Think



Tank-TE has the inherent promise of transforming the school education and teacher education system of the State, he observed. In this connection, the State Project Director highly appreciated the involved partnership of Unicef State Office with the Department of School and Mass Education, Government of Odisha.

Dr. Nibedita Nayak, Deputy Director (Admn.) offered profuse thanks to the members, the invited guests and participants who made the programme a grand success.

## 5.1 Next Steps

- Area-specific Action Points shall be developed, based on the ideas insights emerging from the two-day Consultation and beyond, to be acted upon for implementation in a time-bound manner.
- The Think Tank-TE shall, right from now, to work in specialised teams in a more focused and targeted manner to develop the Plan of Action and corresponding Programme of Action for its implementation.
- Adoption of DIETs, which is long overdue shall be accorded topmost priority, and the next meeting shall be devoted to this.
- Taking up evaluation studies on :
  - Remediation, through Ujjwal and Utthan initiatives, for enhancing learning outcomes.
  - Introduction of two-year B.Ed. five DIETs of the State.
  - DIETs-CRCs-BRCs-Schools Linkage for improved classroom practices.
- Proposed areas of concern shall be prioritised for incorporation of interventions.





## Enough Opportunities to have their Say, and Opportunities to be Heard...







### **Think Tank-TE Support Group**

Ms. Namita Chhotray  
Ms. Jayajyoti Panda  
Shri Balabhadra Kar