

### School and Mass Education Department Government of Odisha

# THINK TANK - TEACHER EDUCATION

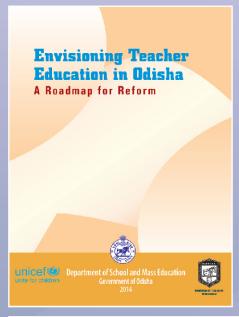
## Partnership Products

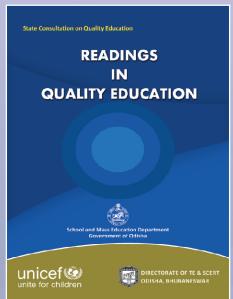
(A Collaborative Initiative of the Department of School and Mass Education, DTE and SCERT and Unicef Odisha)

2014-2018











**Unified Training Calendar of** 

2017-2018



School and Mass Education Department Government of Odisha



unicef (a)



#### GOVERNMENT OF ODISHA, SCHOOL AND MASS EDUCATION DEPARTMENT NOTIFICATION

Bhubaneswar, dated, the 3014 June, 2015.

Sub: Re-organization of State Council for Educational Research and Training (SCERT) and Directorate of Teacher Education (DTE).

No.XII-SME(SCERT)2/2015. 13.224 /SME. The SCERT (formerly known as State Institute of Education, SIE) was established on 18.12.1964 and functioning under the Directorate of Education, with the major objectives to give in-service training to all teachers and inspecting officers in elementary

to give in-service training to all teachers and inspecting officers in elementary level.

The State Institution of Education had been restructured as the State Council of Educational Research & Training and started functioning directly under the Department of Education & Youth Services w.e.1.1979. It was restructured to implement the new programmes and schemes mainly on receives training and a few related projects supported by UNICET.

SCERT was conferred the status of the Heads of Department w.e.f. 90.71.1937 keeping in view of its multifarious work after Implement of NEP to be done like formation of DICTs and its management, improvement of syllabus, programming and vocational education and short term course training for teachers.

Further, SCERT was suppraided and given the status of a Directorate and named as Director, TE & SCERT on 1.50.1.1990, keeping in the view of its management and supervision of all the field institutions of the State.

Govt. of India MHRD introduced the restructuring and reorganization of 2. Govt. of India M-RD introduced the restructuring and reorganization of the Centrally Sponsored Scheme on Teacher Education. The background of the Scheme of restructuring and recognization was pursuant to the formulation of Ristonal Policy on Education where in it was recommended that the SCERTs need to be re-vitalised as lead state-level academic institution and should develop links with the universities. The scheme has been revised for the XII it plan in order to meet the exceptional challenges of the teacher education system arising from the massive expansion of schooling facilities at the elementary and secondary lovel and the corresponding increase in the demand of teachers.
During the XIII th Plan period, Govt. of India will provide financial assistance (75:25) for restructuring of the SCERT in the following monner.

GOVERNMENT OF ODISHA SCHOOL & MASS EDUCATION DEPARTMENT No. 12.300 /S&ME, Dated 19-6-15 XII-5 NE(Tra) 39/5

#### RESOLUTION

Sub : Constitution of Think Tank - Teacher Education.

With the adoption of the National Policy on Education (1986 / 1992), Teacher Education system came to receive the primacy and priority it deserved since long. In response to the stipulation of Wile, a set of new generation teacher education institutions such as DIETs, CTEs and IASEs generation teacher education institutions such as DIETs, CTEs and IASEs sponsored Science of Icacher Education, beginning the Cambridge their existing, these institutions continue to function in their traditional mould. In other words, they have remained remarkably stable and unchanged, though drainable developments have taken lake in the education sector. This stagnation has been pointed out in various studies, must importantly by the Joint Review Mission on Teacher Education-Oddshay, which visited the teacher education institutions of the State during March 10-1s, 2013.

The JRM-TE (2013) brought the following issues and challenges-systemic, institutional and academic process and practice related to the fore:

- Despite significant developments in education and teacher education, the teacher education system of the State has remained relatively stable and unchanged.

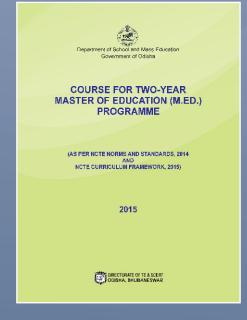
  The new generation TEIs, such as DIETs, CTEs and IASEs, including SCERT, are found to function in their bactional moute resulting in identity crisis.

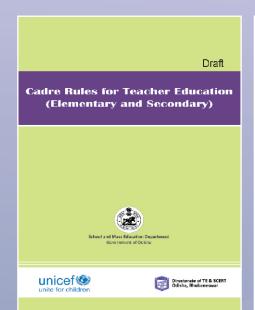
- identity crisis.
  Absence of decentralization and disvolution of power and authority to TEIs for decision-making.
  Nonexistence of a mechanism for regular comprehensive review, feedback and mentoring for TEIs.
  Dearth of quolity leadership across TEIs institutions are being managed but not effectively led.
- managed but not errectively led.

  SCERT, the regulator for TETs, does not have a well articulated vision and perspective for future development of TETs.
- and purspective for trours development or ICIs.

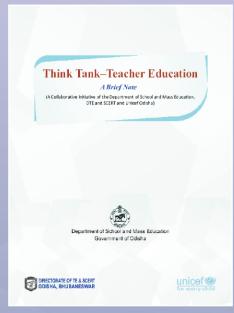
  SCERT and TEIs tend to function in solution, and are delinked from institutions of higher learning and research at one end and from schools at the other.

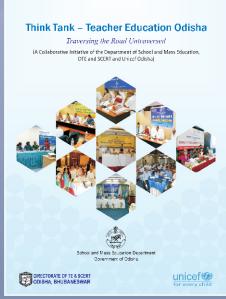
  Information and Communication Technologies (ICI) is still an

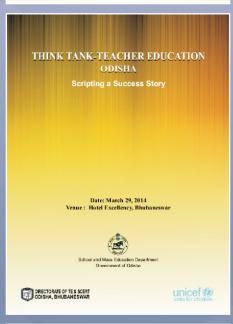


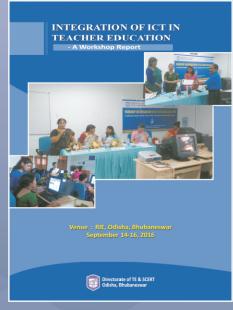


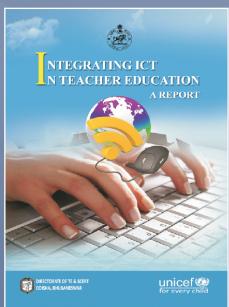




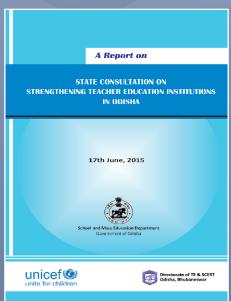


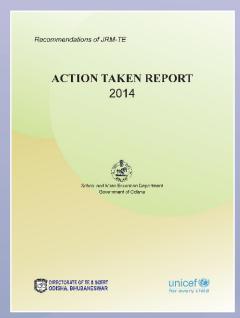


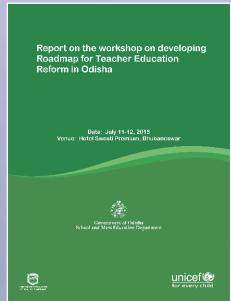










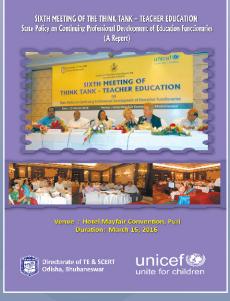


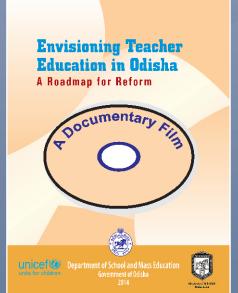






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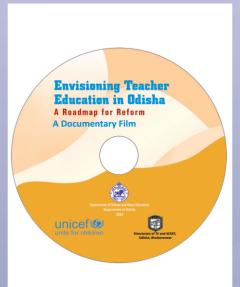


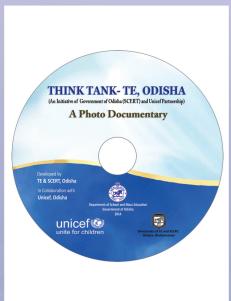






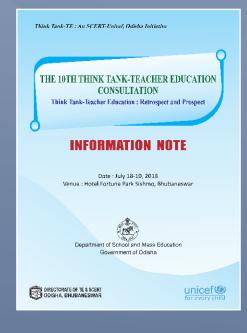


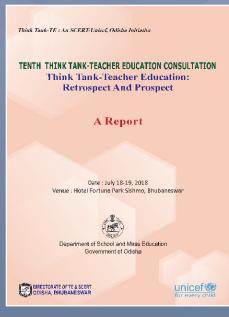


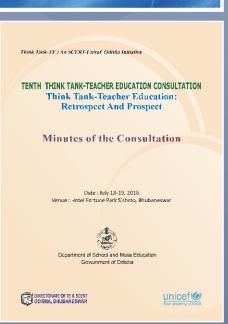


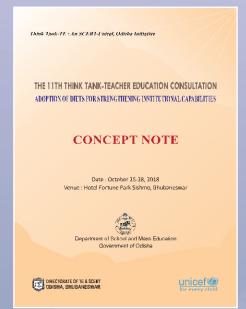
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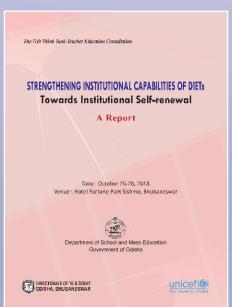


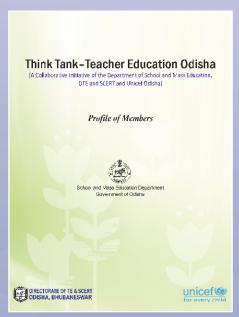


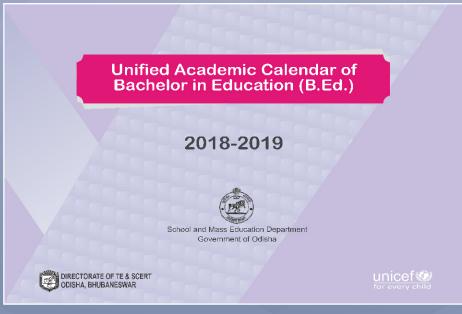


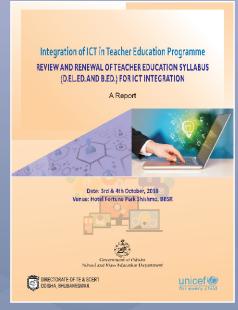


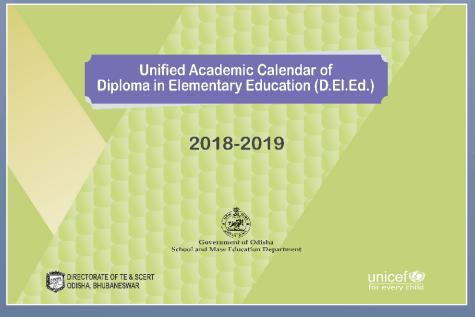










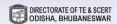




## PRELIMINARY APPRAISAL MEETING ON **ADOPTION OF DIETS** (10 Aspirational Districts)



October, 05.2018 Venue: Conference Hall, DTE & SCERT





#### Reflective Interaction with the Maharashtra Team on Strengthening Teacher Education System

A Report



05.06.2017 Venue: Conferen Hall DTE & SCERT, Odisha





