

**Report of the
Joint Review Mission
on Teacher Education, Odisha**

Dates of the JRM: March 10 – 16, 2013

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*By three methods we
may learn wisdom:
First, by reflection,
which is noblest; Second,
by imitation, which is
easiest; and third by
experience, which is the
bitterest.*

-- Confucius

1. List of Abbreviations Used

AWP	Annual Work Plan
CCE	Continuous Comprehensive Evaluation
CRC	Cluster Resource Centre
CRCC	Cluster Resource Centre Coordinator
CSO	Civil Society Organizations
CTE	College of Teacher Education
D.El. Ed.	Diploma in Elementary Education
DIET	District Institute of Education and Training
GOI	Government of India
GoO	Government of Odisha
ICT	Information and Communication Technology
JRM	Joint Review Mission
NCF	National Curriculum Framework
NCFTE	National Curriculum Framework for Teacher Education
PPP	Public-Private Partnership
RMSA	Rashtriya Madhyamik Shiksha Abhiyan
RTE	Right to Education
SCERT	State Council for Educational Research and Training
SC	Scheduled Caste
ST	Scheduled Tribes
SMC	School Management Committee
SSA	Sarva Shiksha Abhiyan
TE	Teacher Education
TEI	Teacher Education Institution
TTI	Teacher Training Institute

2. Executive Summary

The Ministry of Human Resource and Development (MHRD, Government of India) constituted a Joint Review Mission (JRM) - as a learning mission - to assess the progress made by various States towards implementation of the revised Centrally Sponsored Scheme of Teacher Education and to suggest measures for strengthening the same. The JRM in Odisha was conducted from March 10 to March 16, 2013.

Odisha is one of the few states to roll out the Centrally Sponsored Scheme of Teacher Education Institutions in the initial years of the scheme (1988-89) and expanded the same in subsequent plan periods to achieve its targets. Currently Odisha has 30 DIETs, 10 CTEs and 2 IASEs and under the administrative control of Directorate of Teacher Education and SCERT.

A. Initiatives taken by Odisha

The state has initiated various measures towards improving teacher development and teacher education in the recent years:

1. State has revised the School Curriculum in 2007 as per the National Curriculum Framework (NCF) 2005 and has prepared and released new text books.
2. Curriculum at all levels (D.El.Ed, B.Ed, M.Ed and M.Phil) of teacher education has been revised. The courses of study have been developed in conformity with NCFTE, 2009 and the model course of study provided by NCTE, 2011. Curriculum for D. El. Ed has been approved and is being implemented. Curricula for other programs is currently undergoing review and approval.
3. SCERT had taken the lead role in developing D.EL.ED curriculum for the state and this has been published by the Board of Secondary Education, Odisha in 2012. The new curriculum and text books have been introduced in all the DIETs and STs from the academic session 2012-13.

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4. To address the demand and supply gap of teachers, Odisha has taken initiatives to enhance the intake capacity of each of the DIETs from 50 to 100. NCTE has accorded approval for the same which would be launched from the coming academic year 2014.
5. State has taken steps to fill-up vacant positions in all Centrally Sponsored Teacher Education Institutions on regular and contractual basis. The Department of School and Mass Education has taken concrete measures for recruitment of regular Teacher Educators for DIETs . The vacant positions are getting filled up through direct recruitment as per the personnel policy of the state. Filling of posts through promotions has also picked-up pace in the state
6. The training of untrained and under-qualified teachers through distance education programme have gained momentum in the state with the implementation of RTE. DIETs of the state are offering Distance Education Programmes (DEP) using the new curriculum and newly developed text book. Besides, state has made arrangement with NIOS for those teachers with less than 50% marks at senior secondary level to help improve their grades as per the NCTE norms.
7. State has designated SCERT as the academic authority for Right to Free and Compulsory Education Act (RTE). SCERT has already prepared age appropriate guidelines and hand books for CCE.
8. Odisha Teacher Eligibility Test (OTET) was introduced last year as a precondition for the appointment of teachers.
9. The state has developed content based and theme-based modules based on National Curriculum Framework and Right to Education and Continuous and Comprehensive Evaluation called as "Samarthya". A teacher hand book called "Samadhan" is prepared on the basis of new text books to facilitate the teaching learning process. The second handbook "Samadhan" facilitates teachers for using low-cost and no- cost teaching learning material in concept based teaching.

B. Key Issues and Challenges

The key issues and challenges of teacher education in the state have been articulated at three levels i.e. system, institution and academic processes/practices

a) System-Level issues:

1. State policy framework and perspective plan for the overall teacher education system in the state has not evolved with changing times; to address teacher education not only from the point of view of capacity and gap, access and expansion , but more specifically from qualitative dimensions with a special focus on tribal dominated and educationally backward districts.
2. The up-gradation of the state managed teacher education institutions to centrally sponsored institutions - with renewed emphasis on research and being resource centres has not been fully perceived - conceptually and structurally. This in turn has led to an identity crisis with many TTI's are unfairly labelled as "non- functional".
3. Inadequate attention to human resource planning at the state level has culminated in large vacancies, transfer and posting of under-qualified officials to serve in SCERT and other teacher education institutions.
4. Huge intra-state and inter-district variations exist pertaining to infrastructure and institutional facilities across teacher training institutions, since the Centrally Sponsored Teacher Education Institutions were established in different phases under different funding patterns.
5. Many TTI's do not receive timely funds to implement their plans, and to support their on-going operations.
6. Lack of clear guidelines from SCERT, and an ineffective decentralised management system, without adequate mentoring and monitoring mechanisms is a major hindrance for any innovative programmes and activities in the state.

b) Institution-level issues

1. Institutions engaged in Teacher Education in Odisha have not evolved their identity in line with the recent policy changes. There is little clarity on their long-term role and operational responsibilities.
2. There are no holistic review, feedback and mentoring opportunities available to the TE institutions.
3. There is lack of quality leadership across the institutions. Individuals in leadership positions, are managing the institution and not really *leading* the same. Majority of TTI's institutional leaders have not been able to create a sense of shared vision, ownership, autonomy and energy amongst their staff.
4. SCERT as a leading policy body of the state has not been empowered with adequate autonomy. The Institution has not been given the space to perform its role of an academic body for policy formulation in the state. Instead SCERT has been relegated to serving as a mere policy implementer and service provider. There has been no charting of a long term teacher education vision or perspectives for the state or SCERT as a key academic authority..
5. The intake capacity of most DIETs and CTEs remains at 50, which is half the intake capacity recommended by NCTE. While NCTE approvals have been obtained in some cases, actual capacity augmentation at the institutions is thwarted due to infrastructure and faculty shortfalls.
6. There is imbalance in the subject-specific teacher preparation; major shortages exist for teachers in Maths and Science in the tribal districts.
7. Almost all TTI's have fifty per cent vacant positions. The culture of appointment of contractual teacher educators is gaining momentum as an immediate solution to the vacant positions and is likely to cause major hurdles going forward

8. Almost all teacher educators and institutions leaders have un-met capacity development needs in academic and management areas. There are minimal opportunities for participating in workshops, seminars or field trips to develop a deeper understanding about issues related to education in the state. Most of the younger faculty seemed unaware of the discourses in education regarding curriculum, teaching methods, curriculum frameworks, role of SCERT and TTIs in material development, research and innovation, etc.
9. Purpose and means of establishing institutional linkages with higher education and peer institutions has not been given priority. There is absence of inter- linkages amongst the DIETs, BRCs ,CRCs and SSA and this extends to SCERT, CTEs, IASEs and University Department of Education .
10. State has not conceptualized the role of ICT in teacher education strongly enough – as a pedagogical resource. ICT is often seen as hardware/software tools that are *outside* the curriculum, and not as an integral part of facilitating teaching-learning. Poor and/or inadequate hardware, internet access, ICT labs are also witnessed across most institutions.

c) Issues related to academic processes and practices

1. Teacher educators' understanding of basic tenets of NCF 2005, NCF-TE, 2009 is quite superficial. More importantly, there is an absence of understanding of the child centred education's roots within the disciplines of philosophy and psychology.
2. The B.Ed, M.Ed and M.Phil curriculum are yet to be approved by the universities and the revised D.El.Ed curriculum which is currently being implemented, needs resource support to transact it in true spirit.
3. Teacher education institutions have not offered any in-service training of teachers and teacher educators in the State for the last 2 years. While the

TTI's at district level have prepared plans for conducting in-service programs, the same have not been approved by SCERT. As such, there is absence of a convergent, comprehensive and integrated in-service training plan in the state. As much as in-service programs aim to support the teachers, the faculty/resource persons also gain newer insights into many issues – this opportunity is not available to the faculty of TTIs

4. Pre-Service curriculum only aims to enhance the ICT awareness of pupil-teachers; there is no discourse on using ICT as pedagogical tools. While there is intent, a specific long-term plan to systematically build the ICT capacity of teacher educators is lacking
5. Research and innovation capacity in TTI's has not been developed, resulting in lack of empirical evidence on effectiveness in teacher education and school reform and an absence of a robust research culture supported by publications.

C. Key Recommendations

Key recommendations have been formulated keeping in view immediate, medium-term and long-term actions that can address the challenges related to the domains of systemic, institutional, academic processes and practice. Other recommendations related to various TTI's and common themes are embedded in the main report.

a) Immediate

1. Create an inspiring, shared vision for transforming Teacher Education in Odisha with long term, medium term and short term action plans. Special attention must be given to linkages within and outside the TE systems
2. Redefine the role of SCERT as the academic leader of the State and re-organize it to meet the MHRD guidelines and the specific needs of the State

3. Review, and appropriately revise, teacher education policies on personnel management, recruitment, cadre management, hiring on contractual basis, pre-service admissions, setting-up new TEIs in local languages and BITEs, and explore PPP in teacher education.
4. Carefully analyse the state's current capacity in teacher education, and determine current/future needs of teachers/teacher educators – with special emphasis on covering tribal areas, math/science focus. The same should be used to prepare plans at the state/district levels.
5. Initiate long-term programs (with classroom and field components) to build leadership capacities across all TTI's and to provide adequate autonomy for institutional building and team management.
6. Ensure that AWP's (as per suggested formats) are created as per deadlines, and timely fund flow happens from centre/state.
7. Address critical infrastructure issues. Civil work survey of institutions is needed to map the adequacy and requirement for renovations: extension of class- rooms, hostels, library , reading rooms, resource centres, etc. Increase in girl's enrolment necessitates adequate residential girl hostel facilities immediately. Additional classrooms with NCTE specifications / MHRD Guidelines need to be constructed.
8. "Continuing Professional Development Policy Framework (CPDPF)" should be prepared by the state which would encompass a strong strategic planning of activities, engagement in material development, planning for short and long duration programmes, school based training programme, etc.

b) Medium Term

1. Collaboratively create frameworks of institutional quality for SCERT/IASE/CTE/DIET. Encourage TTIs to conduct self-assessment

using these frameworks, and to use the findings for fine-tuning their plans. Create a TE Quality Cell with SCERT that publishes quality dashboards and provides mentoring to various institutions.

2. Create a permanent cadre of teacher educators for the TE and SCERT. Plan and implement a recruitment drive for filling-up critical vacant positions in various TE institutions
3. Upgrade 6 DRCs to DIETs, and open 6 BITEs
4. Create structured opportunities for regular exchange and interactions between various peer and other institutions.
5. Using structured/scientific means, identify development needs of teacher educators and create continuous professional development plans for them.
6. Create substantial resource materials , text books, reference books and journals in Oriya and tribal languages
7. Form a research advisory board to guide and enrich the research activities of the SCERT and other TTI's.
8. Develop and deploy a robust Measurement & Evaluation framework for tracking and sustaining quality in teacher education – through a monitoring and coordination committee.

c) Long Term

1. Re-evaluate and review policy on pvt TEIs in light of the special context of Odisha, demand-supply gaps and imperative of meeting RTE norms.
2. Conduct research and analyse learning outcomes of students, capability/motivation of teacher educators, OTET scores and inclusion indices to determine impact of various programs, and to take corrective actions

3. Analyse and customize best practices in TE from various Indian States and other countries
4. Introduce a system of recognizing innovations in TE (through institutional and individual recognition systems) in the State
5. Introduce Departments of Education in remaining 4 universities of Odisha
6. Leverage technology for increasing the quality and reach of distance teacher education

3. JRM: Purpose and Methodology

The Joint Review Mission on Teacher Education (or, JRM) in Odisha was constituted by the Ministry of Human Resources, Govt. of India to review the teacher education system in Odisha. The mission consisted of the following members:

1. Prof. Pranati Panda, NUEPA, New Delhi (Team Leader)
2. Prof. Sadhana Saxsena, Delhi University
3. Dr. Renu Singh, Save the Children/ Young Lives
4. Dr. S. Vincent De Paul, SCERT, Chennai
5. Dr. Ali Imam, Retd. Principal, DIET Patna
6. Mr. Ajay Batra, Azim Premji Foundation, New Delhi
7. Dr. Lalita Patnaik, Specialist, UNICEF

A. Objective of the JRM

The overarching purpose is reflection and learning:

- To develop an understanding of progress made against agreed indicators and processes
- To share observations that highlight strengths and weaknesses - with a view to improve the planning and implementation capacities and results.
- To review progress and to consider issues related to programme planning, implementation, monitoring and evaluation, of each component of the Teacher Education Scheme.

B. Documents and Processes Reviewed

1. AWP approvals and budget releases for 2012-13
2. Progress on process and performance indicators for 2012-13

3. FMRs for 2011-12, audited accounts 2010-11, GOI budget allocations for 2012-13
4. Progress made on utilization of funds at institutional level
5. Quality of training curriculum for pre-service and modules for in-service teacher education
6. Processes and pedagogical practices in delivery of programs
7. Quality of resource materials used by trainees and teacher educators
8. Qualification and experience of teacher educators
9. Contribution of institutions in content development, research and action research.
10. Issues of governance, linkages across institutions, cadre management, filling vacant posts
11. Efforts take to integrate ICT with teacher education
12. Quality and adequacy of infrastructural and institutional facilities in institutions
13. Knowledge and understanding of NCFTE 2009 and implications for teacher education
14. Steps taken to re-align Teacher Education curriculum with NCFTE 2010
15. Development of library and resource materials (print and ICT) to conform with NCFTE
16. Professional development of institutions
17. Linking Teacher Education Courses with vision and expectations of RTE
18. Identifying and drawing partners in collaborative practice from higher education, NGOs, civil society
19. Developing strategies in teacher preparation for inclusive teaching-learning, multi-linguality, assistive technologies
20. Identifying centres of excellence

C. Methodology followed

The JRM consisted of members with wide and relevant experience related to teacher education in general, and special knowledge of the TE context in Odisha. The team was aptly supported by personnel from SCERT for planning and implementation. In particular, the JRM members would like to acknowledge the following for their complete support and co-operation:

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- Mrs. Usha Padhee, Secretary, School & Mass Education
- Prof. N. R. Patnaik, Director SCERT
- SCERT faculty & staff
- JRM coordinator (Dr. Sarangi)
- All heads and faculty of IASE/CTE/DRC/DIETS

Through discussions and consensus, JRM members agreed-on and adopted the following process:

1. Pre-visit: Two audio conferences were organised to deliberate on planning of the JRM including desk study of the relevant documents and preparing a detailed plan for the field visit in Odisha. JRM Coordinator from SCERT also participated in these calls to finalise the field visit keeping in view the mission objectives and to provide a representative coverage of the institutions at all levels.

2. During the JRM visit to the State: JRM team members had the opportunity to visit a wide-range of institutions. The JRM member also interacted with diverse stake holders and captured the voices of the students, teachers and teacher educators to understand the context and intricacy of the policy and practices.

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The JRM schedule was as follows:

Day	Location/Meeting Participants	Institution
March 10, 2013	Meeting with State Level JRM Coordinator	SCERT
March 11, 2013	Meeting with SCERT Director and Faculty. Presentations from and discussion with SCERT faculty and representative heads of DIETs, CTEs and IASEs	SCERT
March 12, 2013	Meeting with Smt. Usha Padhee, Commissioner-cum-Secretary, Dept of Education, Govt. of Odisha	SCERT
	Group-1: Nalini Devi Women's College of Teacher Education, Bhubaneswar and Radhanath Training College, Cuttack	CTE, IASE
	Group-2: Puri, Pipli	DIET, Secondary Training College, Adopted school
March 13, 2013	Dhenkanal and Anugul	DIET, CTE
March 14, 2013	Group-1: Meeting with Director, Higher Education	Office of the Director
	Group-2: Khurda and Nayagadha	DRC, DIET
March 15, 2013	Report writing	--
March 16, 2013	Sharing of draft findings and recommendations with Commissioner-cum-Secretary, Dept. of Education, Govt. of Odisha, SPD SSA and Director and faculty of SCERT	Secretariat

Since the JRM team consisted of seven members, it was agreed that –for some of field visits, the team would split into two smaller teams and do parallel visits, to allow maximum coverage of institutions in diverse settings. The JRM team member agreed on reflecting on the mapping of the contribution of each institution vis-a-vis-the envisaged role and institutional perspective as well as strengths and challenges within the broad development of school and teacher education policy in the state., Larger issues such as state policy on human resource planning for the teacher education institutions and empowerment of teacher educators, perspective on pre-service teacher education-curriculum management and pedagogical practices, planning and management of In-service education of teachers and engagement in evidence based research and innovation were also studied. The JRM team further reflected on issues related to institutional building and developing identify of each institution. On the last day of the visit, JRM Team shared draft findings of the JRM via a presentation with Commissioner-cum -Secretary, School and Mass Education, SPD SSA, Director SCERT and other faculty members.

4. Context of Teacher Education in Odisha

A. Historical Perspective of TE in Odisha

The development of teacher education in Odisha is very unique and substantially different from other states of the country. The oldest institutions of Odisha came in to existence in 1869 as Cuttack Normal School and operated two exclusive departments namely Guru Training Department for the duration of one year and Pundit Training department for the duration of three years. In 1857 under Sir George Campbell's Scheme, the system of Normal School was reorganised as a Training school. As per the Education Policy of 1913, the Cuttack Training College was established in 1923 to offer Licentiate in Teaching (LT) course of one year duration with minimum entry qualification of Graduation. After 1926, the LT course was renamed as Diploma in Education. During the post-independence period, the state of Odisha opened its first Basic Training College in 1955 in line with Mahatma Gandhi's philosophy and principles. . In the same year, Utkal University adopted new regulation to upgrade the D.Ed course to B.Ed. thereby enhancing the status of teacher education to be part of the higher education system. One year post graduation course (M.Ed) was introduced in the year 1957

with necessary affiliation accorded by Utkal University for only ten seats. The State Government during the 70's took up the task to improve the standards of teachers and expand teacher education institutions. The curriculum of training institutions in the state was changed in the light of the NCERT curriculum framework. Until 1979 -80, only six government managed training colleges were operating in the state to prepare secondary school teachers.

During 80's, the state witnessed huge backlog of untrained teachers as well as demand to prepare more teachers for the system. The government took two major initiatives - concurrence to privately managed B.Ed colleges and adding B.Ed section to general colleges. As the demand for privately managed B.Ed colleges were increasing, State Government set up a committee under the Chairmanship of Education Secretary on 25th April, 1981 to assess the need and to give a policy framework for according concurrence and expansion to private teacher education colleges. This committee made specific recommendations such as:

- Not more than one private training college should be allowed to function in a District

- A master plan for the proper utilisation of facilities for teacher training and for controlling quality should be prepared. The State Board of Teacher Education and the SCERT may take appropriate action for maintaining a high standard of work in the Training Institutions.

B. Post-policy initiatives

Odisha was one of the few states to roll out the Centrally Sponsored Schemes of Teacher Education as a sequel to National Policy on Education (1986). Responding to the policy pronouncement in the year 1988-89, 11 Government Secondary Training Schools were upgraded to District Institutes of Education and Training (DIETs) and 2 Government Training Colleges were upgraded to the status of Institute of Advance Studies in Education (IASE) (Education in Orissa, 1988-89, p.5) to improve the quality of teacher education in the state. Hence, the state heralded a new teacher education policy in the state by implementing the CSS on Teacher Education in letter and spirit.

Between 1989 and 1993, the state launched bold policy and structural initiatives with an aim to enhance teacher education quality and capacity of its teacher education system. Two major decisions were taken (a) to abolish private teacher education institutes in the state (b) closure of correspondence B.Ed programmes in the three major Universities in the state to meet quality standards in teacher preparation. Many of the private institutions that were functioning well were absorbed into the state teacher education system.

As a major initiatives to transform, regulate and improve the performance of teacher education institutions in the year 1990, the government of Odisha also designated SCERT as the Directorate of Teacher Education. On the basis of the Report of the Directorate of TE and SCERT in collaboration with NCTE, New Delhi (May, 1995, pp.46-52), Teacher Education Programmes were operationalized through 54 Secondary Teacher Training Institutes (ST; s), 13 DIETs, 4 Govt. Training Colleges, 6 CTEs and 3 IASs. Subsequently, there was no expansion of teacher education institutions till 1997-98 in the state.

During IX and X plan period, it was decided to upgrade Secondary Teacher Training (STs) as DIETs in each of the remaining and newly established districts of the state. On the other hand, there were many unemployed elementary teachers in the state. Considering the situation, it was decided to admit 830 students for the D.Ed courses in the DIETs and 930 Science Graduates from the SC, ST and Backward Community in the 13 Training Colleges as there was need for Science Teachers in the backward districts. Similarly, at the Post-Graduate stage 96 and 36 students were enrolled for M.Ed. and M.Phil respectively.

During the X and XI Plan period, the state Government took some major initiatives to maximize the benefit of the Centrally Sponsored Schemes of Teacher Education in Odisha. It was proposed in the Tenth Plan period to upgrade 13 STs to 7 DIETs and 6 DRCs so as to have either one DIET/DRC in each of the 30 revenue districts of the state. Teacher Education Approval Board (TEAB) in its 7th meeting held on 14.10.2004 approved establishment of 13 new DIETs.

Odisha has met the norms prescribed by Centrally Sponsored Scheme of Teacher Education, Govt. of India in terms of setting up Teacher Training Institutions at both elementary and secondary levels. However, the current TTI's do not meet the

current needs of the state in terms of quality and effectiveness, access in remote locations, language diversity and subject specific teachers.

C. Current Situation of Teacher Education in Odisha

The governance and management of teacher education system in Odisha is under the Directorate of School and Mass Education which directly manages the apex teacher education agency in the state. Department of Teacher Education and the SCERT... DTE and SCERT in turn manage all teacher education institutes in the state which includes 30 DIETs and DRCs, 10 CTEs and 2 IASEs. Only 1 State university (out of 6) has a Department of Education and one Central University in the district of Koraput has two education-related departments i.e. exclusively on teacher education and educational technology.

Aside from the above mentioned Teacher training institutes funded by the Centrally Sponsored Scheme, the State also funds and manages language specific and tribal TTI's and 33 Secondary Teacher Training institutions to prepare elementary teachers and 2 Secondary Teacher Training Colleges for the training of secondary teachers. Recruitment of secondary teacher education institutes' faculty is under the charge of Higher Education department

As per the state policy, there is no existing private teacher education institution in the state.

Table: State and Centrally Funded Teacher Education Institutions of Odisha

Level of Teacher Education Institutions	Centrally Sponsored Teacher Education Institutions	State Managed Teacher Education Institutions	State Managed Teacher Education Institutions(Language and Tribal)
Elementary	DIETs and DRCs 30	Secondary Teacher Training School 33	Alchiki medium 1 Telugu medium 1
Secondary	CTEs 10 IASEs 2	Training Colleges 2	Hindi 1 Sanskrit 1 Urdu 1 Tribal 1 English 1
University Department of Education	Central 1	State 1	

D. Teacher Education: Capacity and Gaps

Odisha is one of the few states of the country to face chronic challenges of teacher management issues in terms of untrained teachers, under-qualified teachers and teacher vacancies at both elementary and secondary levels. Currently there are 30,000 unqualified and untrained teachers at the elementary level, along with nearly 35,725 teacher vacancies in elementary schools. The Secondary level also has 5,000 untrained teachers and 17,358 teacher vacancy in secondary government schools and 5802 vacancies in government aided schools respectively (DTE and SCERT, Annual work Plan,2012-17).

As per the DISE (2011-12), there are 2,65,037 elementary school teachers in Odisha. Teacher rationalisation is ridden with inequities across various districts, particularly in tribal dominated districts. At an aggregate level, the PTR appears to meet the norms prescribed by RTE, but conceals wide variation and distribution of teachers across schools. There are 23 schools with 0 teachers, 5267 schools with single teachers and 24982 schools with two teachers. Hence, Odisha has the daunting task to meet RTE norms in terms of teacher provisioning at the school level.

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During the last two decades, there has been substantial dilution in the permanent recruitment policy in the state. The state had recruited large number of untrained and under qualified teachers as "Siksha Sahayak" and ' "Gana Shikshak". Amongst the large number of contractual teachers, some have the prescribed qualification both at elementary and secondary level. The contractual teachers have been progressively absorbed as permanent teachers after the completion of six years. The contractual teachers are paid a consolidated salary for the initial six years. Odisha Govt has taken a major step to regularize 14089 nos. of Shikshya Sahayaks who have completed 6 years of continuous of service as Primary school teachers under Zilla Parishad.(Department of School and Mass Education).

The state government is continuing to recruit untrained science teachers at the upper primary level from the disadvantaged category because of unavailability of trained qualified teachers from SC, ST and backward categories.

Table: Summary Current Teacher Capacity and Gaps in Schools

Educational Level	Sanctioned strength of Teachers	Total no. of teacher appointed	Teacher Vacancy
Primary(I-V) and Upper Primary(VI-VIII)	229006	193281 only for primary	35725
Secondary(IX-X)Govt.	44986	27628	17358
Secondary(IX-X) Govt. Aided	24335	18533	5802

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Table: Capacity & Gaps in Teacher Education

Elementary Teacher Education Capacity(Both CSS and State)	Total Intake Capacity \ (50 per Institutions)	Successful Completion of Student Teachers	Number of Teachers Currently serving	Annual superannuation (@3 per cent)	Existing gap per year	Demand under RTE
24 (DIETs) 6 (DRCs) 33 (ST Schools)	3150	2853	1,72,000	5160	2325	1:30
Secondary Teacher Education Institutions	Total Intake Capacity	Successful Completion of Student Teachers	Number of Teachers Currently serving	Annual superannuation (@3 per cent)	Existing gap per year	Requirement under RTE-SSA and RMSA for TGT
10 (CTEs), 2 (IASEs), 2 (TC) (Hindi)	1240	1116	40,000	1200	1494	2610

Clearly, the demand for Trained Graduate Teachers exceeds supply by 1494 annually in the state and there exists a shortfall of 23255 trained elementary school annually in the state. There are 63 elementary teacher education institutes with the intake capacity of 50 students annually and 15 TTIs with the intake capacity of 1240. In order to meet the demand side, the intake of training colleges needs to be increased from existing 1240 to 2150 seats and that in elementary TTIs from existing 3150 to 5400 seats. Augmentation of seats in TTIs shall require posting of additional 63 lectures, 54 classrooms/training halls and 18 fifty seated hostels for colleges; 225 teacher educators, 300 classrooms and 45 fifty seated hostels for elementary TTIs. Besides the vacant posts need to be filled up.

The need for teacher preparation in the multilingual context poses a further challenge for the state. Some regions of the state have specific language dominance. There is increasing demand for schools with specific language medium – Telugu, Urdu & Santali language schools and language specific Tr. Training schools. There is a plan for opening two more training schools –with

medium of instruction in Telugu & Santali in Ganjam & Maurbhanj district respectively.

The Odisha RCFCE (Amendment) Rules, 2010 has been notified on 17th January 2011. Accordingly the state has instituted few corrective measures to upgrade the qualification of under-qualified teachers, untrained teachers and enhanced the intake capacity of teacher education institutions at all levels to address the gap in the demand and supply of teachers. The Odisha Teacher Eligibility Test (OTET) has been the developed and conducted by the state as an essential qualification for appointment as teachers in response to the NCTE notification dated 23 August, 2010.

5. Review of Institutions of Teacher Education

A. SCERT and DTE

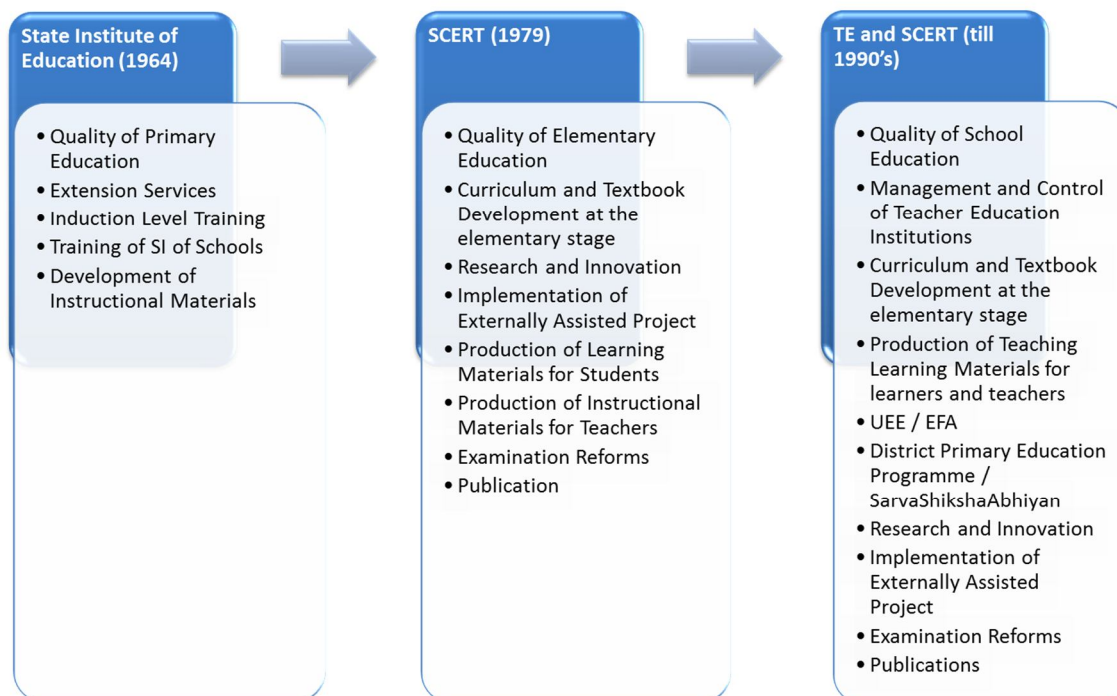
The JRM interacted with the SCERT Director, faculty and officials and reviewed the role of SCERT and its contribution towards the school and teacher education in the state. Based on multiple visits, discussions and presentations made by faculty and key officials, the JRM team were able to assess the current thinking, planning and challenges faced by the SCERT in formulating and implementing teacher education policies in the state.

Changing role and policy perspectives

The Directorate of Teacher Education and SCERT, has changed its nomenclature and structure progressively over five decades. The State Institute of Education was established in 1964 with a mandate to act as an agent of change in school education, non-formal education and teacher education. The SIE was renamed as State Council of Educational Research and Training (SCERT) in 1979 and from SCERT to Directorate of TE and SCERT in 1990. Its progressive evolution from SIE to TE and SCERT was largely mandated by the state to respond to new educational development with expanded role and functions. The Directorate and SCERT has been declared and mandated as State Academic Authority for RTE on 20.10.2010 by the Department of School and Mass Education, Government of Odisha.

The JRM team observed that transformation of SIE to DTE and SCERT have witnessed changing role expectations from time to time and institutional contribution towards school and teacher education.

Figure: Changing Role of SCERT



The above mentioned roles and internal structure of DTE and SCERT have undergone further change as clearly articulated in 'TE and SCERT: At a Glance' (Government of Odisha, 2011-2012). The Role Perception of DTE and SCERT have been articulated (2011-2012) to provide a direction towards institutional performance.

To act an agent of change in school and teacher education: The DTE and SCERT are expected to advise the state government on policies and programmes related to all aspect of teacher education. It is also expected to supervise and to coordinate the working of the Elementary Teacher Education institutions (DIETs, DRCs and S.T. Schools) and Secondary Teacher Education Institutions (IASEs, CTEs and Training Colleges).

- To conduct faculty development programme for the DIETs, DRCs, STs, CTEs and IASEs.
- To conduct distance education programme for the untrained elementary teachers of the state

- To develop and implement new curriculum for elementary and secondary level institutions
- To act as an monitoring and supervising agent for effective implementation SSA and RMSA
- To document and disseminate information related to various aspect of teacher education
- To conduct innovative experiments on teaching learning process and innovative strategies

Gaps in definition and perception of roles

The JRM team members had the opportunity to interact with the Secretary, School and Mass Education, Director, SCERT and Faculty members of the SCERT. While reflecting on the defined role of DTE and SCERT as state level policy leading institution, it was evident that the role of SCERT has been gradually shrinking in the school reform process of the state. Though SCERT is designated as academic authority for implementing RTE, the role of SCERT in SSA and RMSA is not very clear to the SCERT faculty. The SCERT as lead agency of the state has not yet developed a perspective plan envisaging the defined and critical role of SCERT and other stake holders in education development of the state. The expected role of DTE and SCERT in overall governance and management of teacher education has been envisaged as being enhanced following the upgradation from SCERT to DTE and SCERT after 1990. Secretary school education agreed to the fact that mere reorganisation of structure is not good enough for the changing role of SCERT from policy implementer/service provider to policy formulator/direction provider – with regards to school and teacher education. The new role requires concerted efforts to create institutional identity as lead institution of the state.

Infrastructure and Facilities

Over the years, DTE and SCERT has developed satisfactory infrastructure with the provision of seminar room, research support room, training cum conference hall, studio and CAL laboratory and library. DTE and SCERT also have hostel building with desired facilities.

SCERT library has a large collection of books. However, the library does not subscribe to the latest national and international journals. Due to the absence of reading room, there is infrequent use of library books by the faculty of SCERT. The selection of appropriate and relevant reference books and journals should be added to the library of the SCERT and faculty needs to be encouraged to spend time updating themselves with the current readings

Human Resource Planning and Development

The Directorate of Teacher Education and SCERT have progressively evolved from SIE established in the year 1964. However the personnel policy remains static since two decades, despite changing and emerging organizational and institutional systemic needs.

Institutional Leadership

The Director of DTE and SCERT holds the position of a Professor of University from any discipline and from higher education sector. Historically, the position of Director used to be occupied by educationist. The frequent transfer and change of the Director have been causing immense problems for the faculty and achievement of the institutional mission and vision. The JRM is of the view that strong leadership by well-informed academician can provide leadership to the institution in the right direction. Therefore, the institutional head need to be recruited/searched with desired qualifications and experiences to lead this institution rather on transfer basis to manage the institution.

Teacher Educator Recruitment & Posting

The faculty members of the SCERT are drawn both from school education and higher education departments on transferable basis. There is no permanent cadre of teacher educators for the TE and SCERT. The faculty member are designated as Deputy Director, Assistant Director and Academic Support staff of the rank of class -I,II and III of the state government. Out of the 35 sanctioned position in the academic category, 3(5) positions are vacant in class-I, 4(15) in class-II and 6 (15) in class III. Hence out of 35, 13 academic positions are laying vacant for long time. Faculty composition is based on the old mandated role of SIE. JRM team noticed

that some of the senior faculty members are highly committed, well qualified and experienced. On other hand, there are faculty from school education department, who have no expertise and experiences to serve as faculty of SCERT. There is no defined role perceived at each level of the faculty positions. Faculties are over loaded with management and governance of teacher education and official tasks leaving less space for innovation and research. Therefore, it calls immediate human resource planning for the SCERT by addressing the proposed faculty position in the XII Plan new guidelines.

Professional Development

Professional Development of Teacher Educators of SCERT consists of multiple options offered by many national institutions like NCERT, NUEPA, RIE Bhubaneswar and management institutes. Teacher educators had also participated in the capacity building programme to enhance ICT skills. The international exposure visit on school leadership, inclusion and standards were organized for the teacher educators of SCERT and DIETs to learn best practices. Teacher Educators were of the view that longer duration of on-line programme may be specially carved out by national level institutions based on the professional needs of the faculty of SCERT. Despite a variety of Professional Development opportunities, there is no training that addresses the specific needs of teacher educator serving in the SCERT. Faculty needs to be given sufficient time to pursue academic pursuits and professional development

Governance and Management of Teacher Education:

The governance and management of teacher education institutions is the major responsibility of the DTE and SCERT since 1990. The major function of the Directorate is the management of Teacher Education Institutions both under state management and centrally sponsored scheme: IASEs (02), CTEs (13), DIETs & DRCs (30) and Secondary Training Schools (33). DTE and SCERT take the policy decision with the approval of state government regarding admission, curriculum management and organization of in-service training programme. The DTE and SCERT in the state of Odisha have developed guidelines for in-service and

instructions for financial approval to DIETs, CTEs and IASEs. There is an obvious gap in the information flow, since these guidelines have not been disseminated and explained to the training institutes.

Management of Admission in Teacher Education Institutions:

The DTE and SCERT manage the admission to all the teacher education courses of the state-D.El.Ed (CT's, DIET's), B.Ed, M.Ed, M.Phil, B.H.Ed (fresh and in-service). The DTE and SCERT has taken the policy decision to give admission on the basis of 50:50 ratio to Science and Arts classification at all levels of teacher education courses., . Seats are also reserved for in-service candidates who have completed one year of regular service as TGT with the qualification of graduate in school teaching subjects. This provision is created to overcome the backlog of untrained teachers who are already serving as regular teachers. There are 121 seats available for admission to post graduation in education i.e. M.Ed in 14 teacher training colleges. Admission for 36 seats in MPhil.is also managed by DTE and SCERT in three Universities-Utkal University, Sambalpur University and Berhampur University. The faculty members shared that the management and coordination of admission to the entire teacher education institutions is a huge task and takes away the major chunk of their academic time. There is also the burden of legal cases pending in the states pertaining to its admission procedures.

Curriculum Management in School and Teacher Education Institutions:

The DTE and SCERT have developed both the school and teacher education curriculum on the basis of NCF-2005 and NCFTE-2009. State school curriculum was developed in the year 2007 followed by development of new text books.

SCERT has also taken lead role in developing D.EL.ED curriculum for the state. The curriculum is published by the Board of Secondary Education Odisha in 2012, and this has been introduced in all the DIETs and STs from the academic session 2012-13.The course of study has been developed in conformity with NCFTE,2009 and the model course of study provided by NCTE, 2011. The vision of elementary teacher education reflected in the curriculum /syllabi of D.El.Ed is to prepare teachers for the role of growing into encouraging, supportive and humane

facilitator in teaching and learning situation/s to enable learner to discover talents, realize their potential to the fullest and to develop character and desirable human and social values. As part of the process, expert groups were formulated to develop the text books for D.El.Ed course on the basis of the new syllabi. The same curriculum and text books are used for the distance education programme for the untrained teachers.

DTE and SCERT has also taken significant initiatives to prepare the draft syllabus for Bachelor of Education (Secondary), Master of Education (M.Ed) and course of study for Master of Philosophy (M.Phil). This is one of the major achievement of the state to revise the curriculum after a gap of decade or so. As B.Ed, M.Ed and M.Phil curriculum requires Universities approval, SCERT is taking initiative to provide a forum for discussion and developing consensus amongst all the universities, but the curriculum is pending approval.

Distance Education Programme for Untrained Elementary Teachers

The training of untrained teachers have gained momentum in the state with the implementation of RTE. NCTE has given approval to the state to train 30,067 untrained teachers of recognised elementary schools. In a phased manner, untrained teachers were enrolled in Distance Education Programmes (DEP). A total of 6,125 untrained teachers securing less than desired percentage of marks in the higher secondary were enrolled in DEP with the condition laid down by NCTE that such teachers will have to improve the higher secondary marks through NIOS, and Diploma will be awarded if they qualify minimum percentage of marks in the examination. As per the NCTE letter dated 4.5.2012, the state government has to clear the backlog of untrained teachers by the end of March 2015. The DEP programme is delivered by all DIETs with inbuilt mechanism of 90 days of face-to-face interactions. The organisation of DEP programme has emerged as one of the key activities of DIETs and SCERT.

In-service Education Programme

The DTE and SCERT serve as key nodal institutions for the organisation and management of in-service education programme for the teacher educators and teachers of the state. It is responsible for the issuance of guidelines for the organisation of INSET programmes by the DIETs, CTEs and IASEs. Its key role

under in-service training is to prepare modules for teacher training and conducts some specialized courses for teacher educators and school teachers.

Recently, the DTE and SCERT have prepared two guidelines to be used by all the teacher education institutions:

- Guidelines for Organization of In-service Training Programme and Extension Activities by DIETs/DRCs
- Guidelines for Organization of In-service Training Programme and Extension Activities by CTEs/IASEs

The guidelines have been prepared centrally by the SCERT in consultation with the institutional Heads to streamline the in-service training programme of the state. However, JRM observed that the organisation of in-service training programme have not taken up by any teacher training institutions because of delay in approval of the guidelines and delay in release of funds by the state government. CTE's and DIET's have submitted training plans to SCERT for the past two years, but have not been able to conduct a single in-service training since teachers have exhausted the twenty days that are allocated for training. Thus funds allocated for in-service training has remained unspent. On the other hand, the in service training in the last three years has been conducted under the aegis of SSA and RMSA, with DIETS's, DRC's and CTE's being roped in as resource persons...

Odisha has developed an integrated in-service training programme for teachers called as **Samarthya** on both content based and theme-based modules (National Curriculum Framework and Right to Education and Continuous and Comprehensive Evaluation). 1, 37,836 teachers across the State out of the targeted 1, 72,892 have received training for 20 days through SSA. A teacher hand book called "**Samadhan**" is prepared on the basis of new text books to facilitate elementary teachers in enhancing the teaching leaning process. The hand book is based on the premises of developing competencies of the teachers on different concepts, themes by making a shift from chapter based teaching. The second handbook "**Samadhan**" facilitates teachers for using low-cost and no- cost teaching learning material in concept based teaching. However, this has not been communicated to the school level, since no training has taken place in the last three years.

Some of the critical issues with regard to the planning, organisation and management of In-service training of teachers were shared by the faculty of SCERT. In the planning of in-service training programme for the SSA and RMSA, SCERT is not invited to develop a co-ordinated INSET plan for the state. It was suggested that a coordinated initiatives may be instituted and distribution of tasks may be planned in terms of material development, planning and organisation of content based training as well as organisation of school based training programme. DIET's, DRC's and CTE's should be the agencies that develop training material and be consulted by SSA and RMSA as the lead academic authority in the district.

Formulation of Teacher Eligibility Test:

The DTE and SCERT have played key role in developing the framework for the Teacher Eligibility Test (TET, Odisha). In accordance with the section 23(1) of the RTE Act, 2009, NCTE has led down minimum qualifications and TET as essential qualification for appointment of elementary school teachers. Only nine per cent of the appeared candidates have cleared the previous year's TET examination being conducted by Board of Secondary Education.

Special Training for Age appropriate admission:

The DTE and SCERT has prepared a state framework for implementation of special training of drop-outs or never-enrolled children for the 6-14 group. Age appropriate learning materials for all classes from class 1-7 have been prepared. Teacher training modules have been developed for the transaction of age appropriate material and management of age-appropriate admissions. During the session 2011-12 the state has developed a framework for Implementation of Special Training, Special Training Materials for all elementary classes - Class I-VII Teacher Training Modules on special training, Identification of Out of School Children, etc..

Continuous Comprehensive Evaluation:

SCERT has prepared guidelines and state framework for institutionalising CCE in schools. A Teacher's Handbook on CCE has been prepared to facilitate teachers to use CCE effectively.

Monitoring School Activities:

School monitoring activities have been initiated by the SCERT. The faculty of SCERT aim to visit schools and provide mentoring and support. In this endeavour, SCERT has prepared a model calendar of activities for school planning.

Partnership and Collaboration:

DTE and SCERT have been collaborating with diverse institutions both government and nongovernmental organisations. It is also collaborating with UNICEF and UNFPA on school quality project and adolescence education. As state level apex institution SCERT is extending support to NCERT on survey of education and learning achievement survey. This can be further strengthened and SCERT as the nodal agency and the state academic authority on school education needs to build strong interface with different organizations which are concerned with the education of the children in the state. Collaborative projects with UNICEF, UNFPA, NCERT, NUEPA, NCTE and the Examination Boards Corporate Bodies are to be taken up to raise ICT infrastructure, teacher capacity building, research and development. School based assessment of student progress, Special training for out of school children, and education of the child labourers, multi-lingual education are still long standing issues in education which demands collective effort. Therefore, SCERT needs to formulate its own plan of activities for collaboration for its own capacity building rather adhering to the prescribed activities of others. SCERT may formulate strategic plan for effective collaboration with institute of higher learning of the state.

Research and Innovation:

Research and innovation has remained the weakest area of endeavour in the SCERT. Sporadic researches have been conducted on population education, Mid - Day Meal and student attendance and Special Education. The text book analysis at the elementary level was also under taken by SCERT faculty. SCERT is also preparing State report of Eighth All India School Education Survey (AISES) of NCERT and participating in All India Survey on Higher Education (AISHE). Another responsibility of DTE and SCERT is to popularize science and mathematics education through the organisation of Shishu Prativa, INSPIRE, Jr.

Math & Science Olympiads, Science exhibitions, Seminars & Competitions etc. It also conducts NTS / NMMS Examinations for the state.

The faculty shared their concern over lack of critical engagement with research. The faculty voiced that there is need for transforming SCERT from office culture to research culture. The need for a research advisory board was suggested to enrich the research activities of the SCERT.

Work plan and Fund allocation and Utilization

SCERT as key nodal body prepares the annual work plan on teacher education for the state government. The appraisal of AWP and Budget (2012-2013) reveals that there is absence of important data in the state dash board. Non-recurring central assistance of Rs. 50 lakhs was proposed by SCERT to establish laboratory for educational technology. The recurring central assistance to the SCERT was approved for 26.64 lakhs including specific projects and academic activities, capacity building for the SCERT faculty, training programme for head teachers and induction training programme for teacher educators. However, SCERT has not received any funds during the financial year 2012-13 leading to non-implementation of proposed activities.

Key Issues and Recommendations

1. Recognizing the changing role of SCERT/DTE from policy implementer/service provider to policy formulator/direction provider, with regards to school and teacher education, there is an immediate need for a developing a State perspective plan on Teacher Education with clearly defined vision and mission of SCERT/DTE. The State government may constitute an expert group to help in vision-building exercise of SCERT as well as extend support for institutional building.
2. State has to be pro-active towards reorganization and restructuring of SCERT aligned to the long term institutional perspectives plan, in order to create an identity for SCERT as a lead state-level academic institution with greater autonomy. The defined role of SCERT to lead school education and particularly with in the SSA and RMSA implementation need clear pronouncement.

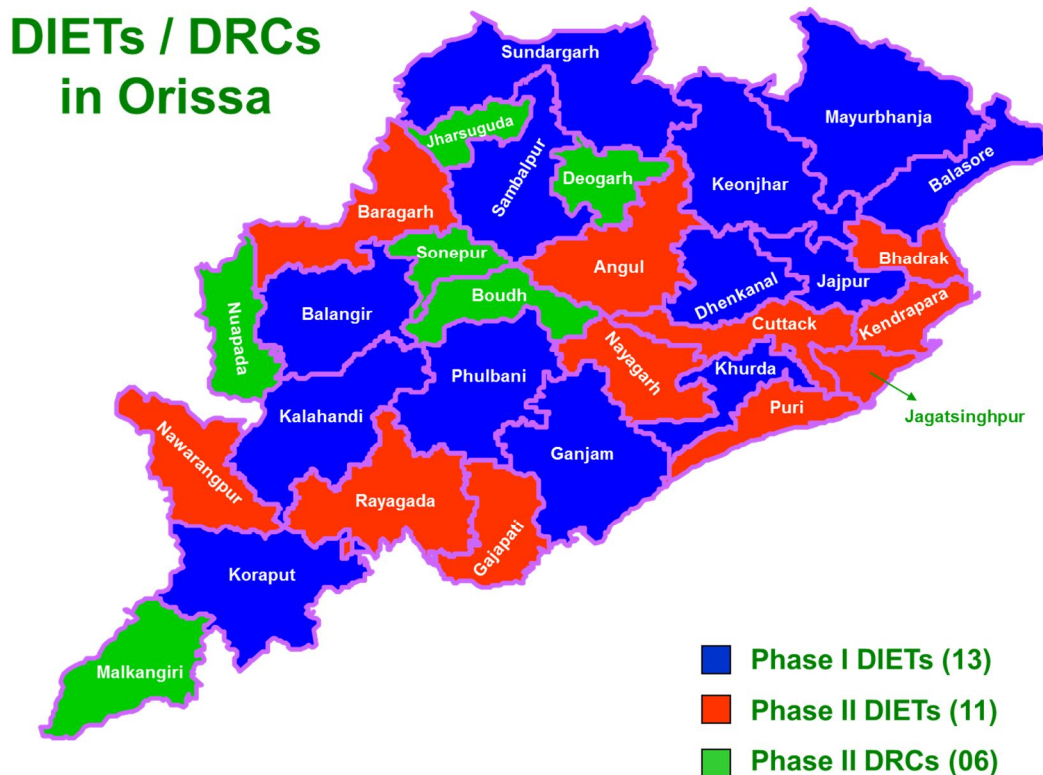
3. Institutional leadership is key to transform and lead change with clear vision and plan. SCERT has had excellent academic leaders in the past, who had given distinguished identity and excellent institutional contributions towards the development quality education in the state. Leadership development is key for ensuring that challenges related to teacher education are addressed immediately.
4. Effective human resource planning is the pre-condition for effective functioning of an institution. SCERT, Odisha has to immediately plan the human resources as per the MHRD recommendations for restructuring of the SCERT. Hence creation of a separate cadre for SCERT as per new guidelines needs immediate attention. The state cannot afford to have an apex organisation to deliver and carry out activities if demotivated, under-committed and under-qualified persons are leading it.
5. SCERT should develop a systemic and institutional plan based on MHRD Guidelines and state specific needs and take lead role in developing curriculum, text books, and in conducting research and innovation for improving quality of School and Teacher Education supported by evidence based research.
6. Research and data management is the weak area of the SCERT, Odisha. Research culture need to be created by policy based research that have empirical evidence and are suggestive for policy planning and improving both school and teacher education quality.
7. Academic autonomy should be core premises to enhance accountability in work and enable faculty to carry out their desired academic functions.
8. Clear guidelines from SCERT on budget heads and Annual Work plans must be disseminated. SCERT/DTE needs to conduct critical appraisal of institutional plans, and provide feedback before finalization – for ensuring timely fund flow, from MHRD and/or State.

9. The mentoring role of SCERT to work with IASEs, CTEs and DIETs towards institutional capacity building develop is narrowly implemented. Better onsite support needs to be organised by the SCERT Faculty to monitor and support teacher education institutions, BRCs, CRCs, elementary and secondary schools.

10. The process of seeking admission to various teacher education courses needs to be simplified through entrance based selection to provide adequate number of instructional days as per NCTE norms. JRM members while acknowledging the smooth management and streamlining of admission policy by the SCERT suggests that an admission cell may be created and managed by the team of administrative staff under the leadership of one academic staff of SCERT.

11. JRM team is cognizant of the poor learning level of many untrained teachers and the fact that bringing them to the level of a trained teacher is a daunting task for the DIETs. While DEP's curriculum and the study materials are same as that of D.El.Ed course, the quality of the delivery and pedagogical processes are not compatible with the distance delivery mode. Capacity building of faculty in the teacher training institutes running DEP's needs to be addressed.

B. DIETS and DRCs



The District Institute of Education and Training (DIET) were established in three phases during different plan period by upgrading Secondary Training Schools (ST) in the state. The DIETs were expected to serve as decentralised institution to transform the elementary education and provide academic leadership to the districts. Currently there are 30 DIETs for the 30 revenue districts of the state. The faculty position in the DIETs are drawn from direct recruitment and also from deputation from Schools.

	No. of Posts Sanctioned		No. of Posts Filled up		No. of Posts Vacant	
	Academic	Non-Academic	Academic	Non-Academic	Academic	Non-Academic
DIETs / DRCs	500	360	163	172	337	188
Total	860		335		525	

Recently, Odisha has filled-up 231 number of posts in DIET's and DRC's (50 contractual, 65 regular and 116 in-service) through contractual, regular and in-service basis. Out of 50 posts, 22 number of contractual teacher educators have joined. For posting of regular and in-service teacher educators is in process.

JRM Team members visited four DIETs and observe the various facets of the institutions.

Expected role of DIETs, as envisaged in the CSS-TE, 2012, and Key issues:

The development of the public education system in each state, and the role of the centrally supported SSA and RMSA in achieving this, call for specific academic interventions and supports to be coordinated and conducted at the district level. Hence, DIET as a vibrant academic resource institution at the District level would be an asset for a variety of activities at the District. DIETs in conjunction with other institutions at the State, District and Sub-district levels need to play complementary and coordinated roles so that overall the needs of schools and teachers are met without suboptimal and repetitive, overlapping functions. Distinctiveness, clarity of focus and forms of action are essential for institutional identity internally and to form the basis of coordination with other institutions. DIETs, and the system in general, lacks clarity on the role of that DIETs need to play at the district level. District-level academic programs and plans are not coordinated through the DIETs. Institution's self-image, vision and progressive leadership are serious areas of concern at DIETs. Institutions tend to be in a "reactive" mode and constantly look towards SCERT for guidance. A large number of faculty expressed the need for leadership training, people management and resource management. Most institutional leaders expressed that the JRM is the first opportunity that has been provided to "*show them an institutional mirror*".

There are no holistic review, feedback and mentoring opportunities available to the TE institutions

Pre-service Teacher Education

DIETs are engaged in running D.El.Ed as well as Distance Education programme for the untrained teachers.

The Pre-service teacher education programme at DIETS should empower students to address themselves creatively and sensitively to a range of issues that will arise in classrooms and enable the success of a diverse student population including first generation school goers, in the spirit of the Right to Education. The experiences of PSTE student-teachers should be enriched with opportunities to participate in action research and documentation activities of the DIET. While the pre-service curriculum has been revised recently, many teacher educators are not in sync with its expectations. Many have not been formally trained on the revisions. The pedagogical practices used in the classroom has not evolved over the years, to align itself with the new curriculum, nor has it matched the changing needs of the pupil-teachers.

The intake capacity of the DIETs for D.EL.ED course is fifty percent less than the recommended capacity by NCTE. Hence DIETs capacity need to be strengthened to increase the intake capacity of 100 students per DIET.

In-service Teacher Education

The in-service teacher education programmes should work for the development of Master Resource Persons (especially for training at the block level) as well as direct work with teachers with a view to continuously enhance understanding of and better quality of planning and implementation of all parts of the curriculum. DIETs are also expected to organize specially designed courses for Head Masters, Officers of the Education Department up to Block level, members of VECs, SMCs, Community Leaders, Heads of PRIs, BRC/CRC coordinators.

DIETS in Odisha have not organized any in-service programs for elementary teachers for the last 2+ years. There seems to be a lack of clarity on whether this is an integral part of DIET's responsibilities or not. DIETs often wait for instructions

and guidelines from SCERT on planning in-service training, but the same has not been forthcoming for the last 2 years.

Adopted Schools

DIET have the flexibility to design and implement direct work in schools serving special groups or schools which are facing difficulties. This could be a field action project and can involve continuous curriculum and pedagogic innovation, work with teachers and school heads, work with community as well as assessing and overseeing children's learning and all round development. Monitoring of the quality of schools particularly in the light of the RTE Act are seen as important function of DIETs.

DIET's close engagement with the district schools is a rare phenomenon; only a handful of DIETS have "adopted" schools – that too in a perfunctory manner. Most DIETs are not plugged-into the realities and challenges being faced with schools in their district.

Educational Resource Center and Library

Each DIET must develop and run an Educational Resource Center for the District. A Resource Centre is an enhanced library created specifically to make available to teachers, teacher educators and district education planners, the range of materials and resources they require for their professional practice.

Library (physical) and its contents (books, journals) are not being designed and leveraged to their potential. There is little analysis of the kind of materials the libraries are expected to stock up on, and little is done to encourage active use of library materials during the program. Even intra-DIET sharing forums between the faculty are non-existent.

Programme Advisory Committees

There shall be a Programme Advisory Committee (PAC) would serve to advise and guide and review the Institute's plans, programmes and activities. The PAC would meet at least twice a year, to approve the Perspective and Annual plans of the DIET and monitor its functioning.

PACs were not found at any of the DIETS visited by the Mission members. DIETs have tended to remain insular and insulated from key sites of education decision-making and activity at the district level. There is little or no exchange (of ideas, academic discussions, and management best practices) between the DIETs of various districts, or between DIETs and other institutions like IASE and CTEs

Human Resource Planning and Capacity Building

Even though the sanctioned strength of staff at DIETs is high (e.g. 17 lecturers, 6 senior lecturers), most DIETs are operating with a 30% to 40% deficit. This causes undue load on the existing faculty, and the students are short-changed in their learning experiences. Also, in this crunch, faculty's interest in activities like in-service training, research, school mentoring waivers. To compound matters, existing faculty members (including Principals) have not had any professional development exposure for the last 2 years in the SCERT and IASEs. However, they are participating in-service programme organised by different institution at the national level.

Infrastructure and Institutional facilities

The DIETs which were upgraded in the early phase have severe infrastructural deficit- classrooms, hostels, libraries and other facilities. Girls' hostels, in particular, are lacking in capacity and quality at most places.



(Leaking temporary roof in a DIET classroom)



(Restrictive classroom seating)

Classroom infrastructure and interaction

The classroom infrastructure is not conducive to adopt Group Discussion or other innovative practices if Teacher Educators wants to introduce. Most of the trainees (more than 70%) are girls. So the in a small room many Girls are staying in congested way. The toilets are open and inadequate.



(DIET with dilapidated building)



(DIET with congested girls' hostel room)



(Class with more than 70 percent Girls)

Recommendations for improving DIETs:

1. Address Critical Infrastructure Needs

- a. Improve basic facilities like adequate toilets, class rooms, computer labs
- b. Provide or upgrade staff residences / hostels (specially for girls)
- c. Provide or upgrade learning resource centers, library, laboratories, etc.

2. Improve Academic Processes

- a. Encourage DIET faculty to conduct primary research in relevant areas
- b. Practice discussion-and-reflection based androgogy in classrooms
- c. Ensure relevant and current books/journals are available in the library, and are actively integrated in classroom teaching

3. Ensure Quality Institutional Leadership

- a. Select high quality leaders as DIET heads
- b. Ensure minimum tenure of 3 years for DIET Heads
- c. Provide management and leadership training to DIET Heads (including induction programs when they start)
- d. Ensure a shared vision and effective plan exists

4. Address Critical Manpower Issues

- a. Sanction and recruit for additional posts of teacher educators to meet NCTE/CSS norms
- b. Fill positions according to NCTE norms on qualifications
- c. Conduct scientific 'Development Needs Analysis' of DIET faculty, and provide appropriate capacity building opportunities (e.g. training, new assignments)

5. Streamline Budgeting Process

- a. Simplify process of releasing and approving budgets
- b. Ensure timely release of budgets
- c. Allow flexibility in utilization of funds

6. Greater Autonomy and Flexibility

- a. Ensure academic autonomy of faculty members
- b. Improved financial autonomy within a broad framework
- c. Balance between “centralized” planning at SCERT-level and de-centralized planning at DIETs

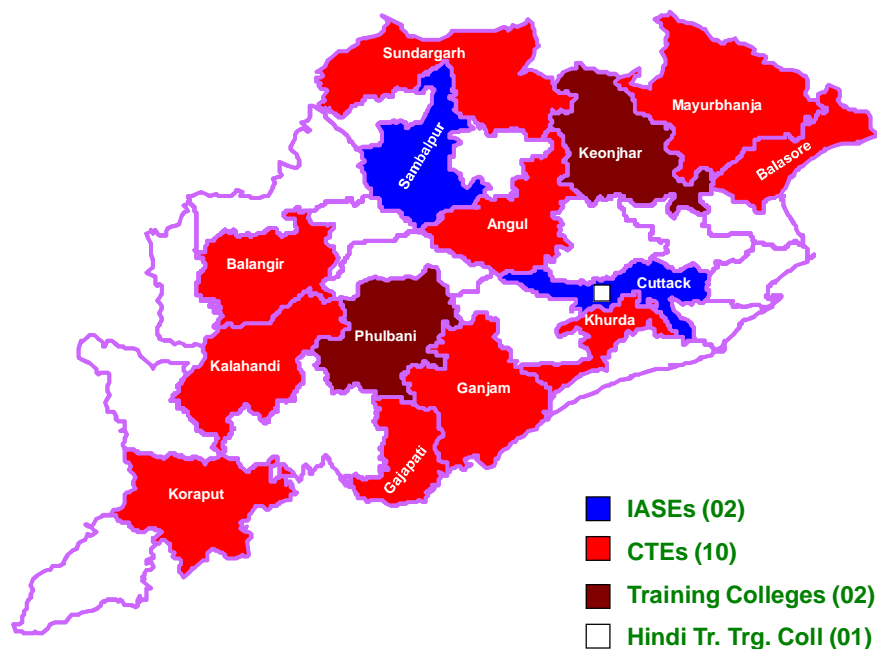
7. Separate Academic Cadre

- a. Create separate cadre for DIET personnel based on academic qualifications and inclination
- b. Consider separate and direct recruitment process for DIET
- c. Develop a performance management system based and leverage the same for guiding performance/development of faculty

8. Institutional linkages and DIET as an Academic Leader

- a. DIET to play an anchor role for the “academic development” of the District
- b. DIETs should identify state/district-specific requirements in the area of gender and equity and address them through their programs
- c. Ensure a working two-way linkages with SCERT, University Education Dept., IASE, SSA and CTEs
- d. Each DIET to “adopt” a few schools in their vicinity, and to maintain an overall on-going understanding of the issues in the schools in their district

C. Colleges of Teacher Education (CTE) and Institute of Advanced Studies in Education (IASE)



The state of Odisha has ten Colleges of Teacher Education (CTEs) and two Institutes of Advanced Studies in Education (IASEs). During the IX Plan, 3 IASEs and 7 CTEs were sanctioned. Subsequently, 1 IASE (Behrampur) was downgraded to CTE as the state is entitled for 2 IASEs and 10 CTEs only (having 30 revenue districts). Hence, state has availed the maximum benefit of Centrally Sponsored Scheme in the right manner. There are only two secondary teacher education institutions managed by the state. All the CTEs and IASEs are under the administrative control of DTE, SCERT, which in turn is controlled by School and Mass Education Department of Govt. of Odisha. All the three institutions are affiliated to the Utkal University.

The crucial role of CTEs has been envisaged to provide pre-service and in-service programmes/support for secondary level teachers, preparing context specific teacher hand books and materials and engage in research, innovation, evaluation and impact studies to strengthen secondary teacher education. The IASEs, similarly are mandated to prepare Secondary and Elementary teacher educators

and to address their professional development, and to offer research and academic guidance to CTEs and DIETs, material development for secondary, senior secondary and teacher educators and establishing linkages between higher education institutions, SCERT, CTEs and DIETs. (MHRD, Guidelines, 2012)

The evaluation studies conducted by NCERT/NCTE across many States in 2004&2009 for review of centrally sponsored scheme of teacher education have revealed that most CTEs and IASEs have less than fifty per cent of needed faculty in position. The organisation of in-service training is very infrequent and limited. The activities related to research, curriculum, material development have not been taken up by the CTEs and IASEs as expected.

JRM team members visited two CTEs and one IASE and had the opportunities to interact with faculty and students.

Profile of the Institutions

The Radhanath Institute of Advanced Studies in Education (IASE) is the oldest teacher education institution of the state, established in the year 1869. It was upgraded to the status of IASE in 1988. The emblem reflects the guru and disciples under a hermitage in a wheel revealing the fact of the "Dynamism and progressiveness in the teaching learning process". Similarly, Nabakrishana Choudhury College of Teacher Education (CTE) logo is inspiring "to dispel the darkness of ignorance by spreading the light of knowledge". This institute was established in the year 1955 as Basic Training College and upgraded to the status of CTE in the year 1988. The Nalini Devi Women's Teacher Education, the only women's teacher training college of the state was upgraded to the CTE in the year 1995...

IASE and CTEs that were visited have clear objectives for their institutions with major thrust areas for action identified. The institutions are aware about the extended operational wave-length of:-teaching-learning, research, in-service training for secondary teachers and teacher educators. Each institution has its own published calendar reflecting its academic functions, departments, admission and examination processes, library, institute facilities, regulations, and names of academic staff. The annual work plans prepared by IASE and CTE for year 2012-13 were also shared with the JRM team members.

Infrastructure and Institutional Facilities

The infrastructure and institutional facilities varied across the institutions. The IASE Cuttack and CTEs Anugul and Bhubaneswar have added institutional facilities in terms of computer lab, audio visual laboratory, science laboratory, language lab and hostel facilities. In IASE Cuttack, hostel building for women has been constructed under the Centrally Sponsored Scheme. It is felt that due to increase in the admission of girls, more number of girls' hostels with better hostel facilities may be provided.

The library of IASE, Cuttack is one of the rarest one having 30,800 reference books of interdisciplinary subject areas. Both CTEs have enriched the library over the years. The CTE, Anugul has availed the UGC support to strengthen the technology infrastructure of the institutions. The institution has added multimedia facilities such as Smart Board, LCD Projector, Conference system etc. The library automation is under progress in the institute. .

Teacher Educators and their Capacity Development

The human resource planning and management in CTEs and IASEs is a chronic problem of the state since their up-gradation. The Teacher Educators of CTEs and IASEs are recruited through Odisha Public Service Commission and posted across the secondary teacher education institutions -CTEs, IASEs, general under graduate colleges having Education as a subject and DTE and SCERT. The teacher educators can be transferred to any of these institutions. The current vacant positions are revealing the fact that out of 217 academic positions 95 are lying vacant across the CTEs, IASEs and Secondary teacher education institutions.

Report of the Joint Review Mission on Teacher Education in Odisha

	No. of Posts Sanctioned		No. of Posts Filled up		No. of Posts Vacant	
	Academic	Non-Academic	Academic	Non-Academic	Academic	Non-Academic
CTEs(10) IASEs (2) Training College	217	297	122	235	95	62
Total	514		357		157	

As a major initiative Government of Odisha has filled up 231 numbers of posts (50 contractual, 65 regular and 116 in-service) through contractual, regular and in-service basis. The qualification and recruitment policy are the same for selecting the contractual teachers with UGC qualifications .Out of 50 posts, only 22 number of contractual teacher educators have joined the institutions.

The IASE, Cuttack visit revealed the fact that Principal position including two Professors ,3 readers and 4 lecture positions are laying vacant against the sanctioned strength. Six Contractual lectures are in position now. Out of a total of 27 positions, 15 positions are lying vacant. It was difficult to assess how many non-plan and central plan positions are vacant against the desired strength. The regular faculty members are very experienced and all have Ph.D. degrees to their credit. Most of them are guiding Ph.D. scholars and Ph.D. awarded students. The profile of the teacher educators varies across the institutions. More than eighty per cent permanent and contractual faculty have Ph.D. qualifications. It was observed that more than fifty per cent faculty positions are currently occupied by contractual teachers without any experiences and understanding about the significant role of the IASE.

JRM team also witnessed to 7 and 4 vacant positions respectively in NCCTE and NDWCTE. Both the CTEs have contractual lectures. The professional

qualifications of teacher educators are same as IASEs as they are recruited through Public Service Commission of Higher Education.

The Professional development of the Teacher Educators of CTEs and IASEs are of different nature than the higher education faculty. But it is obligatory on the part of teacher educators to do orientation and refresher courses from the Academic Staff Colleges to get their promotion. Many of them also participate in the training, workshops, seminar and conferences organised by different universities and national level institutions. However there is no specific training programme developed for capacity building of teacher educators to deliver the task of IASEs and CTEs more effectively.

Pre-Service Teacher Education

Both CTEs and IASEs are continuing the pre-service teacher education programmes as one of the predominant activities as they were doing before up gradation to secondary teachers and teacher educators. The secondary teacher education institutions with intake capacity for pre-service courses are as follows:

Sl.No.	Name of the Institution	Intake Capacity	Intake Capacity	Intake Capacity
	IASEs	B.Ed	M.E.d	M.Phil
1.	RNIASE, Cuttack	128	24	12
2.	Dr.PMIASE, Sambalpur	100	24	12
	CTEs/Govt.Sec.TT	B.Ed	M.E.d	M.Phil
1.	DPIASE, Berhampur	60	24	12
2.	CTE, Balasore	100		
3.	NKCCTE, Angul	80	25	
4.	CTE, Balangir	100		
5.	KSUB CTE, Bhanjanagar	72		
6.	DAV CTE, Koraput	72		
7.	RCTE, Rourekela	50		
8.	AATC, Fakirpur	50		
9.	UGCTE, Baripada	50		
10.	CTE, Kalahandi	50		
11.	Government TT College, Phulbani	100		
12.	NDW CTE, Bhubaneswar	128	24	
13.	HTTI (B.H.Ed) 100			
15	Total	1140	121	36

It is a revealing fact that the intake capacity of CTEs, IASEs and STTIs varies from 50 to 128.As per the NCTE norm, the institutions were not qualifying for 100

intake capacity because of less number of faculty in the institutions. On the other hand, University intake rules and NCTE rule were not compatible. Hence, one CTE and one IASE have more intake capacity than recommended norm of NCTE.

Only 2 IASEs and 3 CTEs are offering M.Ed course for preparing 121 teacher educators per year. Two IASEs and One CTE are offering M.Phil programme. The situation is not conducive for preparing adequate number of teacher educators to meet the demand as well as to prepare teacher educators with research competencies.

Curriculum Management and Pedagogic Practices

The curriculum for B.Ed, M.Ed and M.Phil are under revision. The draft new curriculum for all the courses are being revised on the basis of NCFTE, 2009. As all the CTEs and IASEs are under the University system, curriculum approval would be done following the desired process. All the TTIs are still following the old curriculum. While interacting with the faculty of CTEs and IASEs, it was evident that they are aware about the new curriculum and the changing conceptual perspectives. However, the understanding about new curriculum is very superficial, limiting themselves to the few terminology such as constructivist approach to teaching, reflective teacher etc. However, they expressed the need for a new curriculum with better pedagogic practices.

Class room observations, interaction with the teacher educators revealed the fact that teacher educators are comfortable with traditional / behavioural pedagogical practices. The faculty were appreciative of the new change yet sceptical in translating them in to practices. They suggested for organisation of longer duration in-service programme on new curriculum framework and practice based training.

Research and innovations

Almost all the CTEs and IASEs have a room labelled as research and innovation room and a few faculty members are assigned the responsibility of doing this work, at least on paper. However, nothing substantial is happening. This is primarily due to the lack of academic support and financial guidelines from SCERT. Even if there is funding under this head, budget approval is required from

SCERT, which is rarely granted. More importantly, the faculty is not able to see the linkages between school education, enrichment of teacher education and research. Consequently, hardly any useful research is undertaken and the field of education is deprived of knowledge that could be generated by credible research. Also, what is meant by 'innovations' remains unclear to majority of the faculty members.

Leadership

At the state level the SCERT is required to perform the crucial function of providing all round vision and leadership to IASEs, CTEs and DIETs. Apart from running B.Ed, M.Ed. and M.Phil level courses the CTEs and IASEs are responsible for the professional development of teacher educators, material development, revision of curriculum and guiding research and innovations. In turn, these institutions are expected to lead the teams that engage in pre service education programmes. Clearly, providing leadership is a very challenging work in teacher training institutions, as the head is expected to perform this dual role of academic as well as administrative leader. This implies that the head should have excellent leadership skills and also experience and understanding of education and research. More so from a narrow perspective of administrative efficiency and academic autonomy, the added requirement of academic excellence, may seem in conflict with each other. There lies the challenge of leadership in TTIs. It is also clear that the person with merely university position, without exposure or understanding of the requirements of school education, may not be able to perform such a role successfully.

The findings of the team show that some of the CTEs Principals are extremely promising and would do much better with more guidance and support from SCERT and professional autonomy that need to be built in the system. Some of these competent people feel handicapped due to large scale vacancies and lack of autonomy. However, the larger reality is that most of these institutions, including IASEs and SCERT, are either in need of leaders with vision, experience and exposure or the existing heads are required to go through a process of vision building exercise. Understanding and providing the expected kind and quality of leadership remains an unfulfilled task. However, the larger reality is that most of these institutions, including IASEs and SCERT, are either in need of leaders with

vision, experience and exposure or the existing heads are required to go through a process of vision building exercise.

6. Common themes across institutions

A. Institution Building

The Policy Perspective

The National Policy on Education (1986 & 1992) emphasizes the need to build vibrant educational systems and institutions (section 7, Making the System Work). It points to the provision of better facilities to institutions; and creation of a system of performance appraisals of institutions. In the context of educational (all, including those engaged in teacher education and development) institutions, it is only fair that we interpret the NPE to imply that "Educational institutions need to be managed in an atmosphere of utmost intellectual rigour, seriousness of purpose and, at the same time, of freedom essential for innovation and creativity." NPE (section 10) also draws the nation's attention evolving a long-term planning and management perspective of education; decentralisation and the creation of a spirit of autonomy for educational institutions; establishing the principle of accountability in relation to given objectives and norms.

Key issues related to building robust teacher education institutions observed in Odisha:

1. Most teacher education institutions (TEI) are unaware of the importance of their role and the variety of their responsibilities -- in the teacher education and school education context of Odisha and as envisaged in the MHRD's 12th plan
2. TE institutions have not undertaken collaborative approaches to arrive at their 5-year and 1-year plans. Most have not been able to articulate their vision. While AWP's have been prepared, they seem to be disconnected with realities, and many key faculty/staff members of the institutions are

not aware of their own institution's plans. Institutional leaders have not been able to create a sense of shared ownership, autonomy and energy in their staff.

3. In reference to institutional planning, institutions tend to be in a "reactive" mode and constantly look towards SCERT for guidance. Most TE leaders expressed that they needed training in leadership, people management and resource management
4. Most TE's expressed that the JRM is the first time anyone has ever "shown them an institutional mirror". In other words, TEI's expressed the need for regular feedback on their performance, and mentoring support to help bridge the gaps.
5. There are no holistic review, feedback and mentoring opportunities available to the TE institutions. While some review from apex institutions (e.g. SCERT) happen, they tend to gravitate around financial and infrastructure issues, with scant attention on building the quality of academic and management functions of the institution.
6. Purpose and means of establishing institutional linkages with higher education and peer institutions is not understood by many TEIs. They tend to see themselves largely as providers of pre-service programs, and not necessarily as resource centers.

Key recommendation related to building robust teacher education institutions in Odisha:

1. Collaboratively, create a holistic framework of TEI quality for each type of institution. These frameworks should specify the expected norms and standards across the following illustrative dimensions:
 - Institutional objectives and placement in the educational context
 - Infrastructure: classrooms, libraries, hostels (boys & girls), labs, etc.
 - Academic Processes: teaching-learning, TLMs, pre-service programs, in-service research studies, etc.
 - Financial management: budgeting, expense mgt, utilization, record keeping, etc.

- Human capital: strength and capabilities of faculty & staff, ongoing professional development of staff, etc.
 - Systemic alignment: structured forums for interacting with peer institutions, other State institutions and schools, collaborative planning and projects, adopted schools
 - Institutional leadership & Management: vision/perspective planning, annual planning, team building, etc.
 - Governance: Regular internal & external reviews, action planning, etc.
 - Outcomes: TET results, teacher educator motivation, performance of adopted schools, etc.
2. SCERT to develop guidelines for planning and conducting institutional reviews based on this quality framework. Create a Quality (with at least 2 full time professionals) cell within the Teacher Education department of SCERT to coordinate these activities.
 3. Enhance awareness of institutional and State stakeholders on the expected institutional norms. Make it mandatory for all heads of institutions to attend orientation programs in institution building and leadership.
 4. Plan annual institutional quality reviews using cross-functional teams. These reviews will cover performance of the institution against the norms, and progress made since the last such review.
 5. Each institution to prepare Institutional Development Plan (with long-term and medium-term focus), and link it with its AWP. Assign senior TE's as formal mentors of 2-4 institutions each.

B. Academic Processes & Quality

a) Pre-Service Education

Pre-service education involves teacher preparation at all levels of teacher education. Besides the regular D.El.Ed, DIET's also conduct Distance Education Programmes for untrained teachers in the state. However, no differentiation was observed in terms of teaching material as well as transaction of the syllabi. CTE's and IASE's are running pre service training for secondary and tertiary levels.

The quality of teacher education involves the preparedness of the faculty engaged in teacher education, curriculum and pedagogical practices, as well as availability of suitable reference materials and academic resources, and practice teaching etc. This was reviewed holistically to highlight the potentials and limitations of the existing TTIs during the JRM field visits. The following observations are based on discussions with the faculty of these institutions, classroom observations and interaction with the pupil teachers and teaching faculty.

Except for some principals, generally the teacher educators and the pupil teachers were conversant about the current pedagogical discourse. They are aware about the details of NCF 2005, CCE, thrust on activity based child centred education and role of teachers as facilitators. However, the understanding seemed mechanical, without the necessary theoretical and conceptual insights. There is a lot of confusion regarding why activity based learning needs to be followed and what were the problems with the earlier pedagogies or for example, what is wrong with clichés like 'child is an empty vessel' etc. Most importantly, there was an absence of understanding of child centred education's root in the disciplines of philosophy and psychology.

At the elementary teacher education levels, in DIETs, there is not much evidence of understanding of constructivist classrooms. The observed classes were mostly conducted in lecture mode without much dialogue with the pupil teachers. In fact, during classroom interactions (observed by the JRM team) pupil teachers hardly spoke or questioned the faculty. The situation seemed little different at B.Ed. or at the M.Ed and M.Phil levels. Therefore, there exists a lack of clarity on issues such as what is an interactive classroom, why are they more desirable than monologues, what is an activity, who should be designing the activities, how learning takes

place through activities and whether activities need to be demonstrated by teacher educators or all the teacher pupil should learn to do everything, and so on. Basic practical learning experiences related to theoretical concepts such as learner centered transactions were missing.

Teacher education requires mastery over the subject knowledge and understanding of philosophy, psychology and sociology of education. Generally, it is assumed that a pupil teacher enters the teacher education programme with adequate subject knowledge and needs to learn about the pedagogy and the nature of learner. However, experience has demonstrated that even subject knowledge needs to be revisited and upgraded along with other disciplines. This area requires as much attention as sociology, philosophy and psychology of education. Also, teacher education cannot be viewed as a one-time effort as teachers require sustained academic support and guidance. The role of teacher educator as a mentor has not emerged in the state.

Most of the TTI's have 'Adopted Schools', for facilitating school experience programme as well as bringing about school reform. The TTI's engagement with the schools is however not deep enough and has not resulted in school improvement.

School experience programme is as crucial an issue in teacher training as classroom teaching. As part of this, the teacher educators are required to supervise the classes of the pupil teacher in schools and hold discussions with them on the basis of their observations. There are two concerns that need immediate attention here. Firstly, the JRM team was informed that part of this training is executed through simulation and not teaching in the real classrooms. Second concern is regarding the role of the supervisors. There exists a phase of the teaching practice called 'criticism class'. The general view is that after observing the classes the supervisor's role is to critique the pupil teachers' performance. The purpose of school experience is to provide hands on experience to the pupil teachers and encourage critical engagement with the subject matter and teaching methodology, through reflective dialogue. Both, simulation and 'criticism class' may defeat this purpose as simulation does not provide opportunities to teach the real students and 'criticism class' should be immediately substituted by a 'reflective practice' class in both letter and spirit. -Many young, recently

appointed, teacher educators underlined the need of systematic induction trainings for their proper absorption in the institutions. Most of them learnt about their work while on job and through their informal interaction with the senior faculty members. This informal arrangement needs to be replaced with formal and institutional induction programme for the new faculty in all the TTIs. Once a teacher educator is appointed he /she does not have opportunities for her own academic growth including acquiring higher degrees. There is neither a provision of study leave nor of getting academic guidance from university education departments. In any case, in Orissa, there is only one central university that has a department of education. There are hardly any opportunities of participating in workshops or seminars to understand the issues of education. Most of the young faculty seemed unaware of the discourses in education regarding curriculum, teaching methods, curriculum frameworks, role of SCERT and TTIs in material development, research and innovation, etc.

Recommendations:

To institutionalise and implement the principles embedded in NCFTE the following actions need to be undertaken in the state:

1. The critical importance of pre-service training as the foundation for preparing competent teachers needs to be recognised. A formal review and revisiting of current practices for reforming teacher education holistically is the need of the hour. Mere tinkering will not suffice.
2. The revised pre-service D.El.Ed curriculum is very ambitious and needs to be looked at more critically from the practical as well educational perspectives. There is a need to do a comparative study of curricula of other states for designing a more practical, need based and engaging curricula
3. There is an immediate need for generating locally relevant and contextual reference materials for TTI's, specifically focussed on tribal areas.
4. Preparation of teacher educator to translate the curriculum, syllabi in the right perspective is the primary requisite to bring about the required shift from the current practices. The state must carve out an action plan for the same.

5. To foster deeper engagement it is necessary that teacher educators' induction and refresher courses are organised on a regular basis. There needs to be emphasis on reflective discourse and collaborative learning through workshops and sharing of good practices to bring a paradigm shift in the world view of teachers
6. Subject specific teacher preparation, specifically for Science and Maths needs attention and planning. Admission policy to TEI's should be developed to encourage the same.
7. Nurturance of 'Adopted Schools' by the TTI's demands clarity in conceptualisation of transforming schools using parameters of 'whole school development'.
8. Distance Education Programmes for untrained teachers requires materials and teaching learning processes to align itself to the distance mode learning paradigm.

b) In Service Education and Training of Teachers

A system for continuous professional development of teachers and teacher educators has been institutionalised with the establishment and up gradation of teacher education institutions under centrally sponsored schemes with the concept that pre and in service education are inseparable. The teacher education institutions were established and strengthened under centrally sponsored schemes to engage in the continuing professional development of teachers. The revised Centrally Sponsored Scheme on Teacher Education for the XII Plan period highlights the role of DIET's as the academic focal point in a district for in-service training and CTE's as institutions responsible for training of secondary school teachers and IASE for teacher educators of DIETs.

Thus at the District level it is the DIET and CTE's that are responsible for evolving a model of continuous professional development required for meeting the diverse professional development needs of elementary and secondary teachers. The focus of continuous professional development has been content and pedagogy as well as changes in policy and practice. The following observations were made by JRM team pertaining to In-service training;

- The implementation mechanism adopted by the state is largely face-to-face approach through a cascade model. Absence of other modes such as use of ICT, field trips and sharing platforms for peer learning were visibly absent
- The current practices of planning and management of INSET programmes in the state, highlights the absence of training policy at the state level. There is no defined role clarity across the various Teacher training institutions and schemes in the state. There is no training material developed either at the state level or local specific material at the institutional level. More so in-service trainings are proposed on the basis of assumptions, and are often seen to be irrelevant, non-sequential, with little impact in the classroom practices. Training based on robust need assessment does not exist. Last two years, no INSET programmes have been organised by SCERT, DIETs, CTEs and IASEs. The reason given by DIET's, CTE's, and IASE's is non-availability of guidelines for the organisation of INSET. All these institutions are either sitting with huge amount of unspent money or have deposited in the state treasury.
- The vacant positions across the teacher training institutions have immense repercussion on how in service training at the district level is planned and implemented. Furthermore, there was a move by the state to recruit contractual faculty, which is counterproductive in light of the revised Scheme on Teacher Education. The roles of these institutions have been critically marginalised, both at elementary and secondary level since SSA and RMSA have independent arrangements and are exhausting the mandated days of training allocated to school teachers. There is lack of Convergence with SSA and RMSA in the organisation of training programmes for the teachers.

Recommendations for improving quality of in-service training:

The ultimate aim of in service training is to reform teaching and learning practice and alter climate and culture in schools with an aim to improve holistic development of students. Since in service needs to contribute towards the development of professional competencies by means of systematically planned opportunities and activities aimed at addressing individual and collective needs of teachers, an immense amount of context-based training is required. In Orissa much of the in service training in the last two years has been conducted through the aegis of SSA and RMSA, with DIETS's, DRC's and CTE's being roped in as resource persons. CTE's and DIET's have submitted training plans to SCERT for the past two years, but have not been able to conduct a single in service training since teachers have exhausted the twenty days that are allocated for training. Thus funds allocated for in service training has remained unspent. DIET's, DRC's and CTE's should be the agencies that develop training material and be consulted by SSA and RMSA as the lead academic authority in the district.

1. The DIET's and CTE's need to be involved in consolidation and analysis of information on status of schools and status of teaching and learning needs in collaboration with BRCs and CRCs. This information in turn should be the basis for planning the training calendar for the year, with a menu of diverse training programmes pitched at identified needs at cluster and block level. This link seemed to be exceedingly weak and no formal platform was available to ensure that need based annual academic plans were agreed upon in coherence with SSA and RMSA
2. There is no system of Training Management System (TMS) and conventional paper-based data management is still the rule in Orissa. Very few monitoring visits were noted by SCERT officials to DIET's and CTE's .There was a complete absence of result-based system management in the state with respect to teacher in service training
3. To ensure that teachers at elementary and secondary level have access to a well -equipped Educational Resource Centre, it is vital that DIET's and CTE's invest in a library with reference materials in local language as well as teaching learning materials , kits and other locally produced materials by resource agencies, teachers and NGO's. This component was not strong in the DIETs and CTE's visited and very little information and innovative

practices and materials were seen in the rooms designated as resource rooms in these institutions. Digital libraries were seen in a few DIET's but this was done by their own initiative. Networking the district, block, cluster resource centres for effective exchange of ideas, information and resources was also missing.

4. As provided in the 1989 Guidelines, there should be a Programme Advisory Committee (PAC) that serves to advise and guide and review the district plans, programmes and activities. The PAC would meet at least twice a year, to approve the Perspective and Annual plans of the DIET and monitor its functioning. PAC's have not been established in the DIET's in Orissa and this has led to weakened coordination between institutions at various levels in the District
5. A "Continuing Professional Development Policy Framework (CPDPF)" should be prepared by the state which encompasses strategic planning of activities, engagement in material development, planning of short and long duration programmes, school based training programme etc. Shift mental focus from "training" to "CPD". Also, effective CPD needs to be a balance of classroom learning, practice/projects, research, mentoring and peer learning.
6. Improve focus on in-service training, or CPD by creating crisp policy guidelines for IASE/CTE/DIET to follow; ensure that annual plans and budget for CPD are reviewed and approved by SCERT in a timely manner. The TTI's capacity (e.g. fill faculty gaps, address physical infrastructure issues) to offer CPD has to be addressed on a priority basis.
7. Utilise multiple approaches for identifying the professional needs of teachers/teacher educators through a collaborative process. This needs a bottom-up approach in a decentralised manner to capture voices of teachers and address their aspirations through self-development and peer learning. The DIET's and CTE's need to be involved in consolidation and analysis of information on status of schools and status of teaching and learning needs in collaboration with BRCs and CRCs.
8. The content of in service professional development has to be judicious mix of experiences that address awareness, subject knowledge, educational policies, philosophy, sociology, child development, pedagogies, etc. A District Resource Group consisting of academics, civil society members, BRC's CRC's, teachers as well as faculty of DIET's, DRC's and CTE's should

be involved in designing the learning experiences and facilitation of materials development.

9. The State needs to develop a well-integrated policy, plan and activities for CPD by involving various stakeholders such as SSA and RMSA , civil society etc.
10. Design and implement an MIS system that records and manages data on training programs available, attended, etc. The system can also be used for tracking completion of post-training activities. Data from MIS must be analyzed to determine trends of teacher learning levels and needs at block/cluster/district levels.
11. To ensure that teachers at elementary and secondary level have access to a well -equipped educational resource centres, it is vital that DIET's and CTE's enhance individual and institutional capacities to provide a vibrant learning environment which encourages self-learning.
12. As provided in the 1989 Guidelines, there should be a Programme Advisory Committee (PAC) that serves to advise and guide and review the district plans, programmes and activities. The PAC would meet at least twice a year, to approve the Perspective and Annual plans of the DIET and monitor its functioning.
13. Create forums where teacher educators at the district/block levels can meet on a regular basis, exchange ideas / best practices and recognize the work of their colleagues.
14. As much as the TE's need to work on making their in-service offerings to teachers/teacher educators more effective, SCERT needs to develop clear guidelines for CPD of the faculty/heads of TEs. SCERT should develop a transparent policy to facilitate participation of faculty in seminar, conference workshop etc. and authorize heads of institutions to grant permissions according to the policy.

C. ICT in Teacher Education

The central focus of deploying of technology in teacher education is bringing transformations in the institutes of teacher education responsive to the technology and effective support to teacher training programmes, including SCERTS and DIETs. The ultimate purpose of ICT supported teacher education programme is to create (ICT) empowered teachers and to use ICT as a pedagogic tool.

Key issues related to ICT in teacher education observed in Odisha:

1. Availability of hardware (i.e. desktops, laptops) is inadequate at most TE institutions. The institute/s, in most cases, have not envisioned, planned for and sanctioned hardware in line with the needs of faculty and students. Options to explore others types of ICT hardware, like mobiles, for teacher education have not been explored.
2. Clean and comfortable computer rooms are a rarity. At many places, pupil teachers have never accessed computers during their study period.
3. A small fraction (usually 25%) of installed computers have internet access. The up-time and speed of these connections is not known.
4. Usage of commercial software is over-emphasized over FOSS (Free and Open Source Software). This seems to be a result of over-marketing by the commercial organizations (e.g. Microsoft) and lack of knowledge of viable alternatives by the TEI.
5. Limited availability of content/software that is relevant in a school and teacher education context. Availability of hardware is given priority over software and content. Also, there seems to be little clarity on the software content that can be useful for the teacher educator versus teachers versus students.
6. Most records and information at the institutions is maintained in paper/file format; making information retrieval difficult and time-consuming. Minimal use of ICT for inter-institution communication.
7. Capacity in ICT has largely been a personal initiative; there are limited sources of Continuous Professional Development in ICT for teacher educators. While some capacity building programs have been conducted by America India Foundation, they tend to be around usage of commercial

office productivity suite (MS-Office). Viability of other applications, particularly FOSS, to a teacher-educator and pupil-teacher has not been explored.

8. Pre-Service curriculum only aims to enhance the ICT awareness of pupil-teachers; there is no discourse on using ICT as a pedagogical tool – for aiding teacher educators, and future teachers. Hence, the mode is more of “learning of technology” as opposed to “technology for learning”.

Key recommendation related to ICT in teacher education in Odisha

1. Review the State’s current ICT policy, and include appropriate components with reference to TE and school education. Special emphasis should be made on using Free and Open Source Software (FOSS) and providing an integrated environment for leveraging in TEIs. Re-evaluate and articulate the role of ICT in Pre-service education, in-service education and institution building.
2. Create a practical, yet aspirational, vision and roadmap of how various technologies can augment the quality of teacher education. Various ICT solutions should be explored as means to add value to the overall context and pedagogical approaches of teacher preparation. The roadmap may span the next 5 years, with improvements being made in a staged fashion. Learn from the lessons of other states like Kerala. To quote from a report on Kerala by IT for Change *“The computer literacy though foundational is really a relatively trivial issue and the real benefit of ICTs in education come from learning to apply ICTs in the regular learning processes.;;; The idea is to have a large set of such applications, from which teachers can choose what they find relevant and useful to their teaching..”*
3. Identify and collaborate with relevant partners and NGOs who can add value in line with the overall ICT in TE policy.
4. Identify relevant ICT topics (e.g. use of digital learning resources in classrooms, leveraging internet for building knowledge) and integrate them in B.Ed. and M.Ed. syllabus as pedagogical and learning tools.
5. Substantially improve the current ICT infrastructure in TE institutions (e.g. computer room, at least 3 computers per pupil teacher, ready internet access on all computers. Create space in syllabus to encourage pupil teachers to use ICT in their study and projects

6. Build institutional capacity in ICT, and each institution must articulate ICT Plan in their AWP's. Enhance inter-institution linkages using ICT e.g. through web platforms for teachers etc.

7. Conclusion

In the end, the JRM members truly wish that this report is not the *end*, but the beginning of an exciting phase of teacher education in Odisha. We once again, thank all stakeholders from the State and MHRD who have facilitated this exercise. We also wish the State the very best in its future endeavours in improving the access, equity and quality of teacher education.

“Do the difficult things while they are easy and do the great things while they are small. A journey of a thousand miles must begin with a single step.”

-- Lao Tzu

--- End of Report ---