

# TEACHER PREPARATION AND TEACHER DEVELOPMENT IN ODISHA

*It is the teachers who in the end will change the world of school by understanding it.*

*Stenhouse (1975)*

Teachers play the pivotal role in school education, but of late their continuing emphases on the age old instructivist approaches, in spite of the wide ranging reformations in the classroom processes and practices, have come for close scrutiny. And as a natural corollary, the teacher education programmes perpetuating obsolete practices have attracted severe criticism.

Recent developments like the National Curriculum Framework (NCF) 2005, the Right of Children to Free and Compulsory Education (RTE) Act, 2009, the National Curriculum Framework for Teacher Education (NCFTE) 2009, and other contemporaneous developments in the field of Teacher Education have renewed the vigor and resolve to rejuvenate teacher education in the country.

With the ultimate vision of developing an empowered teacher as a self-critical, reflective, collaborative and proactive change agent, the present teacher education programme need an overall revamping. All the teacher education programmes are indeed teacher empowerment programmes. But to prepare empowered teachers and sustaining and enriching their quality are associated with several challenges.

In this section, an attempt has been made to analyze the major issues relating to teacher empowerment in the state that have bearing on the teacher education programme besides those specific issues related to the existing programmes of teacher preparation and teacher development. Basing on these analyses, the possible action points have been suggested.

## □ Major Issues of Teacher Empowerment

- ***Teacher Empowerment and Teacher Education:*** It is well recognized fact that a healthy school education programme becomes viable with the empowered teachers which have been equivocally confirmed by most of the researches conducted on the teacher empowerment and professional development of teachers across different countries since 1980s (Bogler & Somech, 2004, Edwards, Green & Lyons, 2001). There are six distinct dimensions of teacher empowerment: teacher status, autonomy, teacher impact, opportunity for professional development, teacher self efficacy and teacher involvement in decision making (Short and Rinehart,1993) and the teacher empowerment is possible through the processes of acquisition of professional knowledge, developing self-esteem, cultivating leadership qualities and through professional growth. Acquisition of professional knowledge, which includes knowledge of professional community, knowledge of educational policies and acts and knowledge of subject areas, is the primary process triggering other processes of teacher empowerment.

(Lichtenstein, McLaughlin, & Knudsen, 1991; Martin, Crossland & Johnson, 2001). Teacher education programmes everywhere are trying for professional development of teachers through the processes of imparting professional knowledge in varying degrees so far as its components are concerned.

- **Shift in Pedagogical Approaches:** During the last half of the Twentieth century, the pedagogical thinking and practices in schools across the world began to be largely influenced by the works of Piaget, Vygotsky, Bruner and such other thinkers who advocated the primacy of active construction of knowledge by the learner. The learner is considered as an active participant rather than a passive recipient in the learning process. The learner is expected to be participating in activities in a social context continuously questioning and reflecting the experiences coming to him/her through collaboration with the peer groups, teachers and other individuals in the family and community. Classroom is no more the only place and the teacher is not the only resource person in the quest of learning experiences.

Questioning with reflection, and not merely answering the questions, leads to attain the criticality of learning. The teachers' dominance in asking questions need to give way to encourage students to pose relevant questions helping them to explore the new learning experience.

The major shifts in the pedagogy and classroom processes are succinctly summarized in the following table.

<b>MAJOR SHIFTS</b>	
<b>From</b>	<b>To</b>
Teacher centric, stable designs	Learner centric, flexible process
Teacher direction and decisions	Learner autonomy
Passive reception in learning	Active participation in learning
Learning within the four walls of the classroom	Learning in the wider social context
Knowledge is "given" and fixed	Knowledge as it evolves and is created
Disciplinary focus	Multidisciplinary, educational focus
Linear exposure	Multiple and divergent exposure
Appraisal, short, few	Multifarious, continuous

*Source: NCF 2005, p.110*

- **Changing Classroom Process:** Shift in pedagogical approach requires the age old teacher-centered subject-based practices to be replaced by the learner and learning-centered practices in the classroom transactions. In course of implementation of DPEP, SSA and RMSA and other such programmes, already several innovative practices have been introduced in the classroom transactions. Some such practices include activity-based learning, group-based cooperative and collaborative learning strategies, use of more contextual learning activities and learning materials, making learning joyful as well as challenging, continuous and comprehensive assessment. Besides, there are instances of teachers, individually or in small groups, are involved in bringing about contextual innovative practices using local resources. These efforts needs due recognition, wide dissemination and proper institutionalization for sustaining those and encouraging the

teacher(s) to be more innovative with the recognition that change is a perennial and continuous process.

The teacher training institutions can play crucial role in sustaining such efforts and changing the classroom practices through:

- Identifying/locating and collecting the innovative practices and the teacher(s) involved in initiating these activities,
  - Trying out the innovative practices and creating a pool of such practices in the resource centre of the institute,
  - Collect ideas of alternative and innovative practices happening elsewhere in the state, country and world,
  - Disseminating the practices among the teachers during training sessions, discussion groups, and/or through media (print and/or audio-visual).
  - Encourage teachers to use the activities thus disseminated appropriately in their respective classroom/school practices.
  - Using ICT in all the activities has become indispensable. Therefore, ICT need to be a functional component of the activities of all the TTIs.
- ***Current Concerns in School Education:*** Several new concerns, socio-cultural and academic, have been introduced on regular or experimental basis and are likely to be introduced in near future in school curricula.
- Some such concerns which have already found place in school as well as in teacher education curricula are Peace Education, Inclusive Education, Health, Nutrition and Physical Education, Art and Aesthetic Education, Work and Education, Human Rights/child rights and Education, Right to Education.
  - In Odisha and Andhra Pradesh, to make primary education more meaningful and effective for the children of different Scheduled Tribes, a novel approach i.e. **Multilingual Education** have been attempted in selected primary schools in schools with 100 percent enrolled children belonging to STs. In Odisha, MLE have been started in 754 primary schools in 10 tribal languages. While the medium of instruction in the first three classes is the mother tongue of the children (L<sub>1</sub>), there is well thought plan of transition to the regional language, i.e. Odia (L<sub>2</sub>) and English (L<sub>3</sub>) in appropriate classes. The MLE programme has been introduced in experimental basis in those schools where all the children belong to one tribe. It is now being extended to 1000 schools from the academic session 2014-15 and including 9 more tribal languages to the programme.

In Odisha, textbooks, work books, supplementary reading materials and several other resource materials in 10 languages have already been developed for the experimental try out of the programme. In each MLE school one educational volunteer from the particular tribal community has been engaged and trained for teaching in the mother tongue of the children.

Multilingual education is not only confined to language education alone, but is concerned with providing educative experiences in all areas of curriculum like Mathematics, Environmental Studies, Social Sciences through the culture-contextual materials and experiences through the mother tongue ( $L_1$ ). With the progression of classes, it has been stipulated to gradually introduce  $L_2$  and  $L_3$  and ultimately in the terminal class of the primary education stage (i.e. class V), the all the curricular subjects, except the language subjects, would be transacted in  $L_2$  i.e. the medium instruction followed in the state. Planning such curricular integration of MLE in the mainstream curriculum for the state is in itself a challenging task.

Besides the problems of curricular integration of MLE, planning for language transition and mainstreaming and preparation of contextual resource materials like textbooks and supplementary reading materials finding teachers in the concerned language training the existing teacher in the MLE schools have been the major problems in the programme which have remain largely unresolved.

- Education of the **Children with special needs (CWSN)** i.e. children with visual impairment, hearing impairment, orthopaedic handicaps (with locomotor difficulties), mentally retarded, cerebral palsy, learning disability etc. in the general classroom along with other children without any impairment or disability is a challenging task. The model of special schools for such children is no more encouraged as this model develops isolation and discrimination of these children. From 2000, CWSN are being taught in an inclusive setup of the general classroom of any school instead after the recommendation of the National Curriculum Framework for School Education 2000. Since then, inclusive education with the mainstream curriculum has been introduced in almost all elementary schools Inclusive education is promoted because of the fact that learning together is beneficial for every child including the one with special needs. At the same time, the challenges it poses are no less formidable. Teachers' involvement in resolving these issues is vital and cannot be overemphasized.
- Inclusion is no more confined to the children with special needs. **Inclusive education** is now about '*embracing all*'. Equal participation of children in learning activities in the classroom and school irrespective of their gender, caste, religion or ethnic background without any shred of discrimination is what inclusive education aims at. Teachers need to be aware of the factors causing exclusion and discrimination and the ways to address the problems of disadvantaged children in their pursuit of quality learning in the school.
- **Research and Evaluation:** For probing into the issues that are plaguing the efforts for qualitative improvement of school education, research is necessary. While the research studies conducted by the external agencies have their utility in addressing the specific issues, studies are required to be conducted by the practicing teachers to address the difficulties they are facing in classroom transaction and other issues concerning their world of work in school education. When the teachers critically examine their own action objectively, they are likely to come out with realistic solutions to their problems which the external studies may not realize and fail to address (The detailed discussion on this issue has been dealt in detail in the *Position Paper on Research and Evaluation*).

- **Management Structure and Process:** Management of teacher education programmes is essentially the management of quality education and an effective quality management demonstrates dealing with the processes through team work, involving personnel from all units and levels, improvement and training in management systems, identification and elimination of barriers to teaching-learning and constant review and analysis of data for development. Participatory management procedures and creative governance of human and material resources are important areas which reflect the quality of an institution and ensure that the academic and administrative planning in the institution move hand in hand.

The entire management and administration of the teacher training institutions in the state is centralized and is controlled by the Directorate of Teacher Education and State Council of Educational Research and Training (DTE & SCERT) under the Department of School and Mass Education, Govt. of Odisha. The DTE & SCERT is supposed to exercise administrative, financial, and academic control over all categories of TTIs in the state besides providing academic support to these institutions (discussed in detail in the *Position Paper on Governance of Teacher Education*).

## □ **Teacher Preparation for Elementary and Secondary Stages of Schooling**

Any teacher preparation programme, has to address several issues categorized under two major domains: (i) Quality issues, and (ii) Systemic issues.

### ▪ **Quality Issues**

1. **Curriculum for Teacher Preparation:** Curriculum of any teacher preparation programme needs to be based on the requirement of the student- teachers to enable them to deal effectively the demands the individual learning needs of the learners in and out of the school/classroom. In the last few years, the theoretical frameworks and concepts guiding our thinking on teaching and teacher education have given rise to three different models of teacher education (Korthagen et al. 2001). (i) The first approach is the **theory into practice approach**, also referred to as **deductive approach** as the content for the teacher education curriculum is directly deducted from the available scientific knowledge. Here educator decides what is that is important to learn, on the basis of the available body of knowledge. (ii) The second approach is characterized as being **practice-based**, or the **trial-and-error approach**. In this approach the curriculum for the teacher education course evolves from the field of practice of the teachers i.e. mostly from school practices as it is believed that the prospective teacher is to fit into the requirements of the work place for which he/she is being trained. (iii) The third approach is called the **realistic approach** which is built on continuous interaction of real experience and theory. Its basic features are:

- Working on the basis of real situations met with during teaching that have caused a concern in the student teacher;
- Reflection by and interaction among the student teachers;
- Guided reinvention. (Frudenthal,1978)

The realistic approach has influenced the formulation of modern teacher education in most of the countries of the world. The reflection of this approach is quite apparent in the National Curriculum Framework for Teacher Education (NCTE, 2009).

**The NCFTE 2009 and Curriculum for Teacher Preparation:** The five broad principles stated in the NCFTE 2009 that have guided the formulation of the curriculum for teacher education are:

- i. The thinking on teacher education is *integrative* and *eclectic*. Instead of being confined to the hold of ‘schools’ of philosophy and psychology and becoming prescriptive, the curriculum is flexible with emphasis on *changing contexts* in which the teachers are to be empowered.
- ii. The modern teacher education functions under a global canvas created by the concepts of ‘learning society’, ‘learning to learn’, and ‘inclusive education’. The concern is to make teacher education *liberal, humanistic*, and responsive to the demands of *inclusive education*. The emphasis in teaching is not on didactic communication but on *non-didactic and dialogical explorations*.
- iii. Modern pedagogy derives its inspiration more from *sociological and anthropological insights* on education. There is increasing recognition of the worth and potential of *social context* as a source for rejuvenation teaching and learning. *Multi-cultural education and teaching for diversity* are the needs of contemporary times.
- iv. The existence of *a diversity of learning spaces and curriculum sites* (farm, workplace, home, community and media) apart from classroom need to be acknowledged with the appreciation of the existence of the diversity of learning styles that children exhibit and learning contexts in which teachers have to function - oversized classrooms, language, ethnic and social diversities, children suffering disadvantages of different kinds.
- v. Realization of the tentative and fluid nature of the so-called knowledge-base of teacher education, *reflective practice* is to be the central aim of teacher education.

Pedagogical knowledge has to constantly undergo adaptation to meet the needs of diverse contexts through critical reflection by the teacher on his/her practice. Teacher education needs to build capacities in the teacher to construct knowledge, to deal with different context and to develop the abilities to discern and judge in moments of uncertainty and fluidity, characteristic of teaching-learning environments (NCTE, 2009, pp.19-20).

**Structure of Curriculum for Teacher Preparation:** Teacher education programme should be coherent and holistic. Teacher preparation should not be seen as an end unto itself rather it may be treated as a starting point of learning about education and teaching. It should be a testing ground for experimenting different theories of education, which need collaborating, valuing and sharing experiences. Recognizing that teacher education must, by definition, *be incomplete*, is an important issue at the heart of understanding many of the aspects of teacher

preparation, especially for the main stakeholders i.e. student-teachers, teacher educators, researchers.

Normally teacher education programme is organized around two common curriculum perspectives i.e. foundation subjects and method subjects. Hardly, we find in our teacher education programmes the deeper alignment between the two. The teacher education curriculum tends to be comprised of a number of discrete boxes to be viewed as comprising separate and distinct areas rather than as coordinated and coherent programmes with clear over-arching, inter-linking intents, purposes and practices.

So long as the nature of good teaching remains elusive, the design of teacher-education programmes will continue to be uncertain. Although educators have long been aware that subject matter knowledge, knowledge of general pedagogical principles and knowledge of learners are essential components of the knowledge base that teachers must possess if they are to be effective, the challenge still rests for teacher-education programmes to integrate these components into the 'content specific pedagogical knowledge' (how best to teach mathematics or history or child rights) which some researchers claim to be the key to effective teaching.

A conscious attempt has been made in the NCFTE, 2009 to organize the entire teacher education curriculum as an organic, integrated whole spelling out the contours of the curricular areas in terms of the kinds of learning experiences they offer and the opportunities they provide for the beginning teacher to develop professional knowledge, capacities, sensibilities and skills.

A common layout of curriculum for teacher education across stages i.e. pre-school, elementary, secondary and senior secondary has been recommended in the NCFTE, 2009. This comprises three broad areas: (A) *Foundations of Education* which include courses under *three broad rubrics*, namely, Learner Studies, Contemporary Studies and Educational Studies; (B) *Curriculum and Pedagogy* which include courses under *two broad rubrics*, namely, Curriculum Studies and Pedagogic Studies; and (C) *School Internship* leading to the development of a broad repertoire of perspective, professional capacities, teacher sensibilities and skills (NCTE, 2009, p.24)

**Revision of Teacher Preparation Curriculum in Odisha:** In the light of the recommendations of the NCF 2005, the NCFTE 2009 and the model curricula developed by the National Council of Teacher Education in 2011, the curriculum for initial teacher preparation programme for the elementary (both for distance mode and regular D.El.Ed. courses) and secondary stages (for B.Ed. course of all the universities of the state) have been thoroughly revised during 2012 and the revised curriculum for D.El.Ed. course has been introduced in the state from the academic session of 2013-14. The revised B.Ed. curriculum has also been introduced in the STTIs under the Utkal University during the academic session of 2013-14. Other universities of the state are likely to introduce this course from the next academic session.

It may be observed that the recent curriculum revision in both elementary and secondary stages in the state has been undertaken after a lapse of more than two decades since the last revision in early 1990s.

**2. Curriculum Transaction and Evaluation:** Curriculum transaction is the most crucial dimension which reflects the quality of an institution's functioning. Whereas a curriculum is planned and developed at the state level, the plan for curriculum transaction is institution specific. The dynamism, flexibility and intentions of the curriculum visualized/planned need to be explicated in the transaction modes, which means, these features must be observable in the manner in which the curriculum design is put to practice. The best laid plans may be rendered less effective by weak implementation mechanisms. The extent of teacher involvement and commitment, student interest and motivation, coordination between and among the various units of the institution as well as the several learning activities, meaningful interconnections among the theoretical and practical activities on the one hand and the institutional and the field based activities on the other are important considerations for effective curriculum transaction (Menon et al., 2007).

From transaction point of view, the curricular inputs are mainly of three categories: (i) Theoretical inputs, (ii) School-based practicum, and (iii) Workshop/Project. While, the transaction of theoretical inputs are largely confined to traditional classroom methods of lecture, lecture-cum-discussion or more recently participatory and collaborative methods, the school-based practicum, which is essentially dominated by transacting the school subjects using the teaching-learning methods. For a realistic and meaningful interaction, a practical blending of pedagogy and the learners' needs along with their socio-cultural context is required which is hardly attempted in the school-based practicum in pre-service courses.

Use of culture specific contextual materials and extensive application of ICT in the transaction processes enhance the quality of teaching and learning at any stage and have more relevance in teacher education programmes. These not only enhance the capability of the student-teachers, but can be easily transferred to the school teachers with very little effort. The potentialities of ICT are yet to be tapped in teacher education programmes of the state.

There can be a wide range of curricular transactions aiming at enhancing the capabilities of the prospective teachers exposed to various theoretical, school and field-based experiences. Besides these curricular transactions, the kinds and procedures of assessment of student learning, mechanisms of feedback and its use to enrich the curricular inputs, are equally significant as they showcase to students and teachers the actual relevance of the learning activities. The importance of continuous and comprehensive assessment of student-teachers' performance and progress in the context of quality assurance of teacher preparation programmes cannot be exaggerated.

**3. Entry Qualification and Duration of the Courses of Teacher Preparation:** These are two contentious issues that are still being debated. For elementary stage, minimum qualification for entry into the pre-service teacher preparation course has been the senior secondary graduation and the duration of the course (i.e. D.El.Ed course) is two years. The minimum qualifying academic requirement for the secondary stage course (i.e. B.Ed. course) is being a degree

graduate in any liberal stream preferably with a school subject at the degree stage and the duration of the teacher preparation is one academic year.

While the curriculum and duration of the D.El.Ed. Course seem, for the time being, are adequate, there are different opinions on the B.Ed. Course:

- The duration of existing B.Ed.(Secondary) course is effectively 10 months duration (although stated to be 1-year) which is quite inadequate and need to be of 2-year duration.
- In Odisha 30 percent of new recruits for elementary schools are drawn from those having B.Ed. (Secondary) degree notwithstanding the fact that their training mismatches with the requirements of job specific to elementary schooling. It is high time to launch B.Ed. (Elementary) course parallel to the B.Ed. (Secondary) course.

In order to break the isolation of the teacher preparation programmes, Chattopadhyya Commission of Teacher Education had recommended for mainstreaming it with the higher and university education and had suggested to integrate B.Ed. with the degree courses in the liberal streams. This would have two advantages of strengthening the multidisciplinary nature of education and attracting talents from a very early stage of college education. Accordingly, the Regional Institutes of Education have instituted the four year integrated B.Ed. Courses. This has been reemphasized in the Report of the Working Group on Teacher Education for the 12<sup>th</sup> Five Year Plan (MHRD, 2011a).

#### **4. *Research, Development and Extension***

The culture of research for developing the educational processes and students' learning and extending to other areas of school and teacher education and to other similar institutions is missing in the TTIs of the state although procedure of conduct of research and actually conducting action research have been included in the curricula for teacher preparation at both the stages (discussed in detail in the *Position Paper on Research, Innovation and Extension*).

**5. *Learning Resources:*** Resources with adequate infrastructure like library, language and science laboratories and ICT facilities are now considered essential for any TTI as those provide the actual learning locations for students enabling them to acquire information, knowledge and skills required for their study. Thus it is not only necessary that the computer facilities and other learning resources are available in the institution for its academic and administrative purposes but are also accessible to teacher educator and student teachers who are adept at using those (Menon et al., 2007).

**6. *Student Support and Progression:*** The student teachers in a TTI are being developed as professionals with dedication and commitment to build the career of thousands of children who would be under their care and guidance. Along with access to the available learning resources and physical comforts it is essential that the student teachers perceive a cohesiveness and involvement in the institution- both with the staff and the peers.

Each TTI has to identify the needs of the student teachers and provide individualized support depending on the nature and extent of problems confronting each one of them. The various support services thus need to take into account the student teachers' educational, social, personal and vocational needs comprehensively by instituting facilitating mechanisms like guidance cell, placement cell and financial aid to support student teachers. Through the various activities on and off the campus the institution encourages positive social interaction and self-motivation fostering the holistic development of the student teacher.

To build the credibility of the TTIs, each institute need to provide support services not only to the student teacher presently continuing in the institute, but also to its alumnae who want to take pride in identifying themselves with the institute long after they have left the institute.

Capacity of providing adequate support services to the student teachers and the alumni of the institution depends largely on the linkages the TTI has established with various institutions, organizations and prominent personalities of the society. Such services are rarely provided in the state TTIs.

## **Systemic Issues :**

**1. *Institutions for Teacher Preparation:*** There are broadly two categories of teacher training institutions (TTIs) in the state for preparing teachers for both for elementary and secondary schools i.e. the Centrally Sponsored TTIs (DIETs for elementary stage and IASEs and CTEs for secondary stage) and state TTIs. The number of such institutions and their annual intake capacities are presented in the Table 1(*see Annexure*).

The state is still tentative on opening of the Block Institutes of Teacher Education (BITEs) as proposed in the 12<sup>th</sup> Plan Document.

**2. *Teacher Educators for Teacher Preparation:*** The responsibility of shaping quality teachers is entirely rests on the quality of the teacher educators in the TTIs. Their strength on the curricular subjects, ability to motivate the students, leadership qualities and above all the self-confidence to build and control an environment conducive for quality education in the TTI are the key factors for ensuring preparation of quality teachers.

The management of cadre of teacher educators in Odisha is replete with constraints and contradictions which has telling effect on the delivery of quality teacher education in the state (discussed elaborately in the *Position Paper on Continued Professional Development of Teacher Educators*).

**3. *Physical Infrastructure:*** Physical infrastructure providing learner friendly environment in the TTIs is the primary requirement for conducting activities ensuring quality education. The basic physical infrastructure in terms of availability of training halls, laboratories, library with reading rooms and hostel/residential facilities are woefully inadequate in most of the TTIs of the state including several centrally sponsored institutions. Other amenities like electrification, sanitation and furniture are also in very poor state. There is hardly any provision for regular maintenance of the existing infrastructure and facilities in these institutions.

The poor state of infrastructure in most of the TTIs of the state has attracted the attention of the JRM 2013.

Physical infrastructures of the TTIs to be created like BITEs and up gradation of DRCs to DIETs need to be planned meticulously with inbuilt provisions for recurring expenditures.

**4. Demand-supply:** There is a huge gap in the requirement of the trained teachers both at the elementary and secondary school stages and the outputs of the teacher training institutions in the state.

At the **elementary school stage**, there is a huge gap in the requirement and supply of trained and qualified teachers as per the state norms

- There has been unprecedented expansion of schooling facilities for achieving the goals of universal access under UEE and to fulfill the stipulations of the RTE Act 2009. As a direct consequence of the upsurge in the number of schools, the number of posts of teachers has also increased with total teaching force at this stage has come to 2,89,835 out of which 2,29,006 posts are in Govt. and Govt. managed schools (as per the unpublished DISE data of 2012-13).
- Because of a modest rate of attrition of 4 per annum (due to retirement, resignation, premature death etc.), the number of vacancies caused every year is about 11,600 with 9,160 in Govt. schools alone. Besides, there is a huge back log of vacancies to the extent of 55000 existing in Government schools.
- Coupled with the large number of vacancies, there are 25,000 untrained teachers and unqualified teachers (Gana Shikshaka) who need to be trained and/or to acquire requisite minimum required qualification (at least 50% of marks in HSSC Examination with D.El.Ed./CT) to become eligible for regular teachers.
- As per the State Govt. policy provisions the total teacher vacancies are to be filled up by persons with D.El.Ed./CT and B.Ed. qualifications in the ratio of 70:30.

At the **secondary school stage**, out of 43886 posts of teachers in the Govt. and Govt. aided schools 2492 posts of trained graduate teachers are lying vacant (2011-12 data).

- Considering the promotion to higher posts, retirement and other forms of teacher loss, the total vacancy per annum would come to around 2100.
- In the coming years, with the implementation of RMSA aiming at the universalization of secondary education in the state, there is every likelihood of addition of large number of secondary schools and additional sections in the existing schools resulting in multifold increase in the number of posts of trained graduate teachers.

From the above estimates, it becomes emphatically clear that the annual requirement of trained teachers, both at the elementary and secondary stages would be much more than the existing annual intake capacity of the present TTIs.

**5. *Entry Qualifications:*** Selecting the best talents available to become teacher has been the accepted principle for admission into pre-service teacher education courses. But, the criteria determined for selection of students for the courses from time to time have attracted criticism from different quarters and have also come for judicial scrutiny on several occasions. There are two approaches for selection – through career assessment and through an open entrance tests. Both have relative merits and limitations.

Since, students from different streams and from various institutions (varying in quality standards) apply for selection, the procedure of career marking very often gives uniform weight to the division/ percentage of marks obtained by the candidate in different certifying examinations irrespective of the assessment standards of different streams/institutions. On the other hand, on several occasions malafides have been attached to processes of entrance tests. There is a need to evolve a procedure combining the merits of both ensuring the selection of the best available talents for the course.

**6. *Management and Organization:***

- Management and administrative structure for STTIs (SCERT-IASE-CTE—STTI) for ETTIs (SCERT-DIET-ETTI/BITE) need to be strengthened. For this the existing structure of the DTE & SCERT needs total overhauling in the line of the recommendation of the Task Force on Teacher Education for the 12<sup>th</sup>. Plan.
- *Decentralized, participatory management* with creative governance of human and material resources are necessary for institutions for producing quality teaching force. Decentralization ensuring autonomy of TTIs in the matters of admission of students, curriculum transaction, material management, quality assurance is the basic requirement for improvement of quality delivery capacity of these institutions.
- *Management of pre-service teacher education for elementary stage* need to conform to the directions of *the RTE Act 2009*.
- *Quality assurance of the TTIs* through regular monitoring of the programme and academic support to teacher educators, which are in dormant state, need to be activated.
- *Assessment* of student teachers' performance has to be conducted on regular basis with feedback for enhancing quality of learning outcome of the student teachers.

**□ *Teacher Development Programmes for Elementary and***

***Secondary School Teachers***

- ***Goals of Teacher Development Programmes:*** There is undeniable need for teachers for developing professionally through continuously expanding their knowledge, acquiring new skills to prepare themselves to meet ever evolving challenges in school education. Therefore, the major goals of teachers' professional development programmes are:
  - Explore, reflect on and develop one's own practice.

- Deepen one’s knowledge of and update oneself about one’s academic discipline or other areas of school curriculum.
  - Research and reflect on learners and their education.
  - Understand and update oneself on educational and social issues.
  - Prepare for other roles professionally linked to education/teaching, such as teacher education, curriculum development or counseling.
  - Break out of intellectual isolation and share experiences and insights with others in the field, both teachers and academics working in the area of specific disciplines as well as intellectuals in the immediate and wider society. (NCTE, 2009)
- ***Centrally Sponsored INSET Programmes:*** The teacher education institutes under the CSS i.e. IASEs, CTEs and DIETs are being provided with central assistance for conducting training programmes for secondary and elementary school teachers. The programmes, mostly enrichment programmes on curricular subjects of the schools, were conducted for some years with DIETs being more active in conducting the programmes. The IASEs and CTEs could not be as successful as DIETs because of shortage of teacher educators and adequate infrastructure. Even the DIETs could not achieve the annual target of training of total 3-week duration to 600 teachers (50 teachers per month).
  - ***Process of INSET Programmes:*** The teacher training programmes in DPEP and SSA were and are being conducted for primary/elementary school teachers following participatory approach in a cascade mode. The modus operandi of such a training programme are as follows:
    - Selection of a State Resource Group (SRG)- This is was one time activity (Members of SRG were selected mostly from among resourceful teachers, faculty members of DIETs, after intensive visioning activity and continued over the years with addition of a few selected members on different occasions.)
    - Selection of the objectives and themes of a training programme.
    - Preparation of training module and training materials.
    - Pilot testing of the module and materials and subsequent revision in the module.
    - Training of members of the District Resource Groups (DRGs) (around 10 to 15 members drawn from DIET faculty, Head teachers, BRCCs, S.I.s of schools and resourceful teachers) by the members of SRG
    - Training of Block Resource Groups (nearly 10 to 15 members drawn from resourceful teachers) by the DRG members.
    - Training of teachers at the CRC level by the BRG members.

Usually the teacher training programmes designed at the state level and common for all teachers are of 5 to 7 days duration with at least 6 hours of transaction on each training days. The teacher training programme designed at the district or block levels are of 2 to 3days duration and at cluster level it is of one day duration only. As per the stipulation of the SSA framework the total duration of training of teachers was confined to 20 days per year. Duration of induction training of newly recruited teachers was 30 days.

In the revised framework (MHRD, 2011) this has been reframed as follows:

- Refresher residential in-service training of 10 days for all teachers each year at BRC level and above.
- One-day monthly cluster level meetings and peer group training sessions for 10 months for all teachers each year.
- Residential induction training for newly recruited teachers for 30 days.
- Refresher residential in-service training of 10 days for all head teachers at BRC level.
- Refresher residential training for all Resource Persons, Master Trainers, BRC and CRC faculty and coordinators for 10 days each year.
- The average batch of any training should not exceed 30 per group.

The teacher training programmes of the RMSA followed similar process with a shortened cascade model i.e. DRG members conducting training programmes directly for the teachers.

This approach successfully covers nearly all the target groups participating in the programme but with limited success so far as the percolation of inputs into the classroom transactions is concerned.

- ***Training through Distant Mode:*** Training of teachers through distance mode was initially started in the state during the implementation of DPEP. Two programmes conducted in distance mode in collaboration with DEP-IGNOU, New Delhi are worth mentioning. The first programme was meant for all teachers of primary schools on the content enrichment entitled ‘Ekalavya’ through print materials combined with short term face-to-face interaction. The second programme of training of teachers on activity-based approach of teaching-learning process through teleconferencing during the year 2000. Nearly 290 teachers and teacher educators at the 5 learning centers created at five DIETs in DPEP districts of Odish interacted with the resource persons at the teaching center situated in the studio of IGNOU in one-way visual and two-way audio mode. Similar programmes are being conducted in the state from the telecast centers at Cuttack, and later at Bhubaneswar.

The D.El.Ed. Programme (previously CT course) is also being conducted through distance mode by the DTE & SCERT, Odisha for the untrained teachers serving in elementary schools of the state. Further, the programme of career advancement of less qualified teachers (Gana Shikshakas) is also being conducted in distance mode through the NIOS.

## ❑ **Challenges and Action Points**

- ***Charting New Areas of Change:*** From the preceding analysis one can visualize the enormity and variety of changes that are happening and are likely to happen in more intense form in near future in school education as well as in teacher education. It is, therefore, very sensible to develop a holistic vision of the school education along with all conceivable changes and in close conformity with it to prepare a plan for teacher education of the state for the next decade.

*Action Point 1. Prepare a list of all possible changes in school education of the state in coming two decades and appropriate to these changes develop a plan for teacher education for the state for the period*

- **Curriculum Renewal:** Once a curriculum is developed, it is regarded as a finished product and next revision is initiated after a gap of some years. The recent revisions of the curricula for teacher education for different courses (during 2012) were undertaken more than 20 years after the last revisions in those curricula. But, it must be recognized that the fast rate of changes that are happening in the field of education requires a continuous process of curriculum renewal.

*Action Point 2. Strengthen the Curriculum Development Department of the DTE&SCERT and develop the strategy for continuous renewal of curricula of teacher education for different levels and ensure their implementation.*

- **Orientation of Teacher Educators:** Teacher educators have to keep themselves abreast of the recent developments in school education and teacher education. Besides, education being a multidisciplinary subject, the teacher educators need to update their knowledge of the recent developments in the associated areas like Psychology, Sociology and Philosophy in order to build their professional capabilities.

*Action Point 3. Organize periodical orientations in recent developments in education and related areas and involve them in the ongoing projects like, SSA, RMSA and RUSA.*

- **Enhancing the Present Intake Capacity of TTIs and Engaging Adequate No. of Teacher Educators:** Everyone concerned with TE in Odisha is aware of these two burning issues affecting the supply of trained teachers in the state. The issues have been sufficiently highlighted at the National and State levels and it is learnt that the State Govt. is working on the issues for quite a long time.

*Action Point 4. The State Government needs to take speedy action on the two issues of enhancing the intake capacity of the TEIs and engaging adequate number of teacher educators..*

- **Widening the Modes of Teacher Preparation:** Serious deliberations leading to appropriate action needed on the feasibility of adopting courses and modes alternatives to the existing ones.

*Action Point 5. Constitute a high level committee with National and state level experts under the leadership of the Secretary, SME Department to examine the academic feasibility all alternatives which could be introduced in the state to expand the scope and opportunity in the field of teacher education*

- **Rethinking on Mode of Selection to Teacher Preparation Courses:** Mode of selection of candidates for the pre-service courses have become a contentious issue on different counts: Since, the selection is based on marks in qualifying examinations, candidates coming from different streams with different marking processes and practices feel discriminated. Further, since teacher education courses are professional courses, the attitude and interest of the candidates are equally important with their success in their career. Hence, selection to such courses based on entrance test would be more appropriate than the existing criteria.

Changing principles of admission to these courses and seeking Govt. approval every year not only delays the process unduly, but also attracts judicial scrutiny very often. Inordinate delays drastically curtails the duration of academic activity defeating the very purpose of the training. It would be better to decide the policy of admission into these courses for a period of 5 years at the least and once the policy is approved by the Govt., wave the practice of approving it every year.

Once the policy for admission is decided by the Govt. at the state level, the TTI should be given autonomy to select candidates for their respective institutions. If required judicial review may be sought to remove the present legal hurdles in the matter.

*Action Point 6. Constitute a high-power committee to examine the present status and to recommend actions to be taken to rationalize the process of admission into various courses of teacher preparation.*

- **Harnessing Multiple Sources for Resources:** The only support of the TTIs' functioning is funding from Government sector specifically from the SM&E Department and from Govt. of India under CSS. But in order to meet different requirements of the TTIs such as infrastructure, facilities like water and sanitation, learning materials, ICT materials, library books etc. the possibility of tapping other sources have largely remained unexplored.

*Action Point 7. Prepare a plan of locating resources for the TTIs from the locality and other sources at the Directorate level seeking such plans from each TTI in the state. Wherever possible, the feasibility of PPP mode may be examined.*

- **Building Student Support Systems:** Each TTI at their own level and the DTE & SCERT at the state level need to open Student Support Cell (SSC) to provide information and guidance to students on the matter of their career opportunities, resource support, professional development, availability of scholarships and other incentives etc.

*Action Point 8. Open the cells at the TTIs and at the DTE & SCERT well equipped with ICT facilities and required information. Instruction to this effect may be issued by the Govt.*

- **Content and Process of INSET:** The content or theme for the INSET are usually determined in two ways – one through the need assessment of teachers and the other through selecting themes of current importance like new pedagogical approach, implications of RTE Act, concerns of NCF 2005 etc. Such themes need to be selected at the state level by the State Resource Group in consultation with the State Academic Authority

and/or Department of School and Mass Education. Any of the two processes is rarely followed and as a result the conduct of programmes have become ritualistic in nature and the training inputs are hardly visible in real field of action where those really matter i.e. in schools and classrooms.

***Action Point 9.** A state level Academic Advisory Group (SAAP) may be constituted to advise the State Academic Authority on the matters of selecting topics/themes for the training and deciding about the modalities of conducting training.*

***Action Point 10.** The cluster and block level INSET programmes should strictly be based on the felt needs of the teachers and classrooms transactions. The **need assessment** should be the outcomes of observation and continuous monitoring and should be supervised by DIET faculty.*

***Action Point 11 :** Like SAAP, a district level resource group (DRG) may be constituted with the Principal of the IASE/CTE and DIET/DRC as the chair person to monitor and scrutinize the modules for the secondary and elementary stages respectively in terms of their relevance to the needs in the local context and utility of outcomes. The DRG shall select and orient the resource groups for training the teachers at the district, block and cluster levels wherever such resource groups are required.*

- **Institutionalization of INSET:** Different forms of teacher education programmes for all categories of teacher and prospective teachers need to be essentially institutionalized for their quality assurance and sustainability. The sustainability of the processes and outcomes of any INSET programme is possible to the degree to which the programme is institutionalized. As for example, the DIET faculty members involved in the training processes conducted by SSA have less responsibility for sustaining the programme after the project period. But, if the programme is developed, conducted and monitored by the DIET faculty, the programme and its implementation would have more academic strength and have longer sustainability.

***Action Point 12.**All teacher education programme should be anchored at the TTIs- Secondary teacher education programme at the IASEs, CTEs and Teacher Training Colleges and Elementary teacher education programme at the DIETs and DRCs.*

- **Establishing Institutional Linkages:** At **present** there is hardly any academic and resource linkage among the TTIs of the state and even their linkages with the DTE & SCERT are only on administrative matters. Academic resource building is strengthened through sharing and peer learning and linkages among TTIs with similar goals and functions.

***Action Point 13.**Create and strengthen the two lines of linkages i.e. (i) DTE & SCERT with STTIs and (ii) DTE & SCERT with ETTIs can be made functional interlinking the institutions through creation of websites and social networks. Besides, all the TTIs in the state can also linked*

together for sharing innovative ideas and material, own experiences, problem solutions, exploring new areas of learning, conducting research etc.

**Action Point 14.** Strengthen the functioning of the SCERT-DIET-BRC-CRC linkage for quality academic resource support to the elementary schools as envisaged in the SSA Framework.

## Concluding Remarks

Teacher preparation and teacher development programmes are like two sides of coin and are essential for producing an effective teaching force. While the performance of the teachers in the school often comes for close scrutiny, the training they have received or they need hardly matter for the administration or common man. But, when all the programmes of education at all levels target for education of high quality, the role of teacher education for capacity building of teachers cannot be ignored. Focusing on the teacher education during the 12<sup>th</sup> Plan has, therefore, come at a right moment. It is for the state to go all out to make most of the available opportunities for improving its sagged state of teacher education, both structurally and functionally.

## References :

- Bogler, Ronit and Somech, Anit (2004). Influence of teacher empowerment on teachers' organizational commitment, professional commitment and organizational citizenship behavior in schools. *Teaching and Teacher Education*, 20, 277–289.
- Edwards, J. L., Green, K. E., & Lyons, C. A. (2002). Personal empowerment, efficacy, and environmental characteristics. *Journal of Educational Administration*, 40(1), 67–86.
- Frudenthal, H. (1978). *Wedding and sowing: Preface to a science of mathematical education*. Dordrecht: Reidel
- Hamacheck, D. (1999). Effective teachers: what they do, how they do it, and the importance of self-knowledge. In R.P. Lipka & T.M. Brinthaupt (Eds), *The role of self in teacher development* (pp. 189-224). Albany, N.Y.: State University of New York Press.
- Korthagen, F.A.J., Kessels, J., Koster, B., Lagerwerf, B., & Wubbels, T. (2001). *Linking Practice and theory: The pedagogy of realistic teacher education*. Mahwah: Lawrence Erlbaum Associates.
- Lichtenstein, Gary, McLaughlin, Milbrey, and Knudsen, Jennifer (1991). *Teacher empowerment and professional knowledge*. CPRE Report SeriesRR-030. New Jersey: Consortium of Policy Research in Education.
- Martin, Barbara n., Crossland, Barbara & Johnson, Judith A. (2001). *Is there a connection : Teacher empowerment, teachers' sense of responsibility, and student success ?* Paper presented at the Annual Conference of Mid-South Educational Research Association (2001 Annual Conference, November 15, 2001), Little Rock, Arkansas.
- Menon, M., Rama, K., Lakshmi, T.K.S., Bhat, V.D. (Eds) (2007). *Quality indicators for teacher education*. Bangalore: National Assessment and Accreditation Council (NAAC) and Vancouver BC: Commonwealth of Learning (COL).

- MHRD (2011). *Sarva Shiksha Abhiyan: Framework for implementation: Based of the Right of Children to Free and Compulsory Education Act, 2009*. New Delhi: Department of School Education and Literacy.
- MHRD (2011a). *Report of the Working Group on Teacher Education for the 12<sup>th</sup> Five Year Plan*. New Delhi: Department of School Education and Literacy
- MHRD (2012). *Vision of teacher education in India: Quality and regulatory perspective: Report of the High Powered Commission on Teacher Education constituted by Hon'ble Supreme Court of India (Vol.I)*. New Delhi: Department of School Education and Literacy and National Council of Teacher Education.
- NCERT (2005). *National curriculum framework 2005*. New Delhi: National Council for Educational Research and Training.
- NCERT (2006). *Position paper: National focus group on teacher education for curriculum renewal*. New Delhi: National Council for Educational Research and Training.
- NCT (1985). *The teacher and Society : Report of the National Commission On Teachers-I National Commission On Teachers (1983-85)*.New Delhi: National Commission on Teachers.
- NCTE (2009). *National curriculum framework for teacher education: Towards preparing professional and humane teachers*. New Delhi: National Council for Teacher Education.
- Short, P.M. and Rinehart, J.S. (1993). Teacher empowerment and school climate. *Education*, 113(4), 592-598.
- Smith, P.J. (2003). Workplace learning and flexible delivery. *Review of Educational Research*, 73(1), 53-88.



## Existing Provision for Initial Teacher Training in Odisha

Level of Teachers	Teacher Preparation Course	Duration of the Course	Teacher Training Institutions	No. of TTIs	Present Capacity (per annum)
Primary	D.El.Ed./C.T.	2 Years	DIETs &DRCs	24+6	1200+300
			STSs(ETTIIs)	32	1600
			<b>Total</b>	<b>63</b>	<b>3100</b>
	D.El.Ed./C.T.(Urdu)	2 Years	STS(ETTI)	01	50
Upper Primary	B.Ed.(Secondary)**	1 Year	IASEs	02	228
CTEs			10	762	
Teacher Training Colleges			02	150	
TTC(for ST and SC)*			01	100	
<b>Total</b>			<b>14+1</b>	<b>1140+100</b>	
Secondary	B.H.Ed. (For Hindi Teachers)	1 Year	HTTI	01	100
	B.P.Ed.	1 Year	Colleges of Phy. Education	02 + 01 <sup>#</sup>	94+ 50

\* The Teacher Training College at Kalinga in Kandhamal district, offering B.Ed. (Secondary) course, is under the control of the ST and SC Development Department of the state. Recently, approval for opening five such TTCs with total 500 strength from the next academic session (i.e. from 2014-15) under the ST and SC Development Department has been accorded by the state government.

\*\* Besides the TTIs under the State Govt., Regional Institute of Education, Bhubaneswar offers 2year B.Ed. (Secondary) and 4year integrated B.Ed. (Secondary) courses in each of which 25 students of Odisha can be admitted every year.

# 01 in private sector