

Teacher Education in Orissa

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The National Policy on Education (NPE), 1986 brought about a breakthrough in the field of Teacher Education in India in general and in Orissa in particular. It has rightly remarked (p.26), "Teacher Education is a condensed process and its pre-service and in-service components are inseparable. As the first step, the system of Teacher Education will be overhauled. The new programmes of Teacher Education will emphasise continuing Education, and the need for teachers to meet the thrusts envisaged in this policy." Accordingly, the District Institutes of Education and Training (DIET) were established with the capability to organise pre-service and in-service course for Elementary School Teachers and for the personnel working in non-formal and Adult Education. The Training Colleges were upgraded and were renamed as Colleges of Teacher Education (CTE) and a few selected of them as Institutes of Advance Studies in Education (IASE). The SCERTs both at the State and National level were strengthened to provide necessary resources and capability to provide guidance and leadership regarding curricula and methods of teaching. In order to remove isolation among the training institutions, attempt was made for net-working arrangements for teacher education improvement.

As a result of the implementation of the NPE 1986, there was unprecedented quality improvement of Teacher Education in the State and 11 Government Secondary Training Schools were upgraded to District Institutes of Education and Training (DIT) for conducting both inservice and pre-service training course for the primary schools. As many as 50 ST Schools were functioning and 7 such schools were abolished for rationalising the Teacher Education System. At Cuttack and Sambalpur, two Government Training Colleges were upgraded to the status of Institute of Advance Studies in Education (IASE) for expanding the facilities for research and organising inservice and pre-service training courses. The Training Colleges located at Angul and Bolangir were upgraded to the status of Colleges of Teacher Education (CTE) and the remaining 2 Government Training Colleges were proposed to be upgraded to CTEs during the year 1988-89 (Education in Orissa, 1988-89, p.5).

In pursuance of the Programme of Action (POA), 1986, steps were taken for pre-service and in-service education of teachers for the formal school system. The infrastructure of all kinds of Training Institutions were improved in various aspects. The Review Committee of the NPE set up in 1990 emphasised competency-based teacher education and organisation of inservice

and refresher courses for the purpose. Besides innovative activities were undertaken by such Training Institutions at various levels. The SCERT was strengthened to pay an effective leadership role in Teacher Education. The Act passed in 1989 abolished all private Training Colleges and Schools in the State for doing away with commercialisation of Teacher Education.

The National Council of Teacher Education (NCTE) established in 1993 became a statutory body for achieving planned and co-ordinated development of Teacher Education (TE) regulation and proper maintenance of norms and standards in T.E. It conducted some studies and surveys in various aspects of TE and brought out the reports for necessary action at various levels. It sent expert Committees to all kinds of Training Institutions in the State and particularly for ascertaining the status, norms and standards of TE in order to reduce commercialisation in TE. It made a halt to Pre-service B.Ed. programmes through Correspondence / Distance Education in Utkal, Berhampur and Sambalpur Universities. They stopped private appearance of graduates with Education as one of the subjects at B.A. level. It organised some training courses, workshops and the seminars for improving the quality of Teacher Education in various aspects. The Regional Office of the NCTE set up at BBSR took active interest in implementing the NCTE guidelines and realising the objectives of the NCTE for improving TE.

As per the report on the activities of Education and Youth Services Department, 1990-91, there were 52 ST Schools, 11 DIETs, 2 IASE and 3 CTEs. The SCERT and Training was given the status of the Directorate of Teacher Education by June, 1990. During the year 1989-90, as many as 14,087 Primary School Teachers and 2142 Secondary School Teachers were oriented about

the learning and teaching process. Similarly 200 teachers of Primary Schools and 171 of Secondary Schools were exposed to new trends in methods of teaching. For improvement of Science Education, 62 training programmes were organised for 2400 teachers of Primary and secondary Schools.

Since it was felt that teacher training facilities are not adequate for the school system, the State had a huge backlog of untrained teachers working at all levels. According to the 4th Educational Survey (30th September, 1978), 32.15% of teachers were untrained at the secondary stage. At the Primary level the percentage of untrained teachers was 24.50% and at the Middle School stage 45.34%. At the national level the percentages of untrained teachers at the Secondary, primary and middle stages were 14.8, 13.5 and 19.5 respectively. On the whole, nearly 70% of the school teachers in Orissa were trained as against the all-India figure of 85%. The Govt. of Orissa therefore, decided to introduce major changes in the education programme with special emphasis on the upgradation of the standard of teachers through expanding teacher training facilities. In the light of the NCERT syllabi, steps were taken for modifying the same in Orissa.

Through Summer School-cum-Correspondence courses, a crash programme was launched for clearing the backlog of untrained teachers from 1986 both for under-graduate and graduate teachers. Till 1979-80, there were 6 Training Colleges functioning in the State under the Government management. Only for once in the history of Education of the State, a Training (B.Ed) College was working under the private management which was attached to the Khallikote College, Berhampur and taken over by the Government in 1971. After that only in 1980-81 due to public desire, a Training College was

established at Bolagarh under private management. There was no Training College in a populous and educationally advanced district like Puri at the time. In view of the Government's concern for clearing the back-log of untrained teachers, concurrence was accorded to the establishment of the Training College at Bolgarh, known as Permananda College of Education. Then there was large demand from different quarters of the State and 5 more Training Colleges / B.Ed. Sections were given Government concurrence in quick succession. Other 5 were Nalini Devi Women's College of Education, Bhubaneswar and Anandapur Anchilaka Training College, Fakirpur, Salipur College, District Cuttack, UN Mahavidyalaya, Nalgaga Mayurbhanj district and SVM College, Jagatsinghpur district. The B.Ed wings were attached to last three.

Since there would be more demand for establishing such Private Colleges for B.Ed. courses, the State Government were pleased to set up a Committee with the following Members on 25th April, 1981 to assess carefully the need and give a policy frame for according concurrence to such colleges.

1. Secretary, Education & Youth Services Deptt. - Chairman
2. Prof. S. Nath, Principal, Permananda College of Education - Member
3. Dr. S.C. Dash, Director, SCERT - Member
- Convenor

1. The committee recommended that teachers both inservice and freshers should be trained during coming 5 years.

2. Taking a realistic view of the situation not more than one private training college should be allowed to function in a District.

3. For utilising resources of a General College having Education as a subject of study at the Degree or Post-Graduate stage, the training college may function under the same Principal with a separate Vice-Principal with requisite qualification for the Training College.

4. Adequate teaching and non-teaching staff with prescribed qualifications and proper infrastructure should be the condition for granting concurrence.

5. 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.

As per the Report of the Directorate of TE and SCERT in collaboration with NCTE, New Delhi (May, 1995, pp.46-52), Teacher Education Programme was being operationalised through 54 Secondary Schools (ST), 13 DIETs, 4 Govt. Training Colleges, 6 CTEs and 3 IASs under the Directorate of Teacher Education and SCERT at the apex. Besides the Board of Secondary Education, Orissa and 3 Extension Service Centres attached to 3 Government Training Colleges were organising inservice training programmes.

There was no change in the number of training institutions till 1997-98 and only one ST school was added during this year and thousands of teachers were provided inservice training. The Labour Organisation, UNICEF, UNDP, UNFPA and UNSECO came forward to help improving the Teacher Education Programme in different ways. The DPEP was the main organisation for receiving and utilising the funds for primary education.

During the year 2000-01 it has been decided to set up one DIET in each of the Districts of Gajapati, Rayagada, Bargarh and Puri and it has been planned to establish one DIET in each of the Districts of Malkangiri, Nawarangpur, Nuapada, Sonepur during the 9th Plan period. All these DIETS will be set up by upgradation of ST Schools in those places. Since many CT trained youths are still awaiting employment, it was decided that no new admission would be made in the ST Schools. Only in 13 DIETs, 830 student trainees were enrolled for CT courses. In the 13 Training Colleges, 930 Science Graduates were enrolled from the SC, ST and Backward Community 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. In order to improve the competency of the Teachers of various schools, inservice training programmes were organised intensively. During the recent years new text books were developed by the Board of Secondary Education, Orissa according to the revised syllabus for the training institutions at the Elementary School stage. Originally, State had 13 Districts but with the re-organisation of the Districts, 17 new districts came into existence. The SCERT, Orissa has been strengthened and its infrastructure enriched with the matching support from the MHRD, Department of Education, Government of India. Besides 52 STs under the School and Mass Education Department, 2 were under the Welfare (SC & ST) Department.

In conclusion, it may be mentioned that inspite of all attempts made by the Government both at the National and State levels, Teacher Education (TE) in Orissa has still remained far away from the desired goal. With all the improved infrastructure and support from the Central Government for various projects relating to TE,

the quality of TE has not yet been improved up to our expectation. The NCTE with its objectives for achieving planned and co-ordinated development of TE system throughout the country and maintenance of proper norms and standards in TE has not yet fulfilled most of its objectives. It has made some attempts in the desired direction but the outcomes and impact have not been felt so far, on account of the age-old inertia, conservatism, vested interest and commercial motive, lack of commitment and involvement.

In Orissa, since 1978 the private TE Institutions have been abolished and private appearance in B.Ed. Examination has been stopped by the NCTE. Even B.Ed. course provided by the Universities through distance mode have been closed. Inservice education programmes are being organised by the TE organisations in a large number, however their impact has not been satisfactory. Although distance mode is quite suitable for organising inservice programmes, it has not yet been given due importance. Curriculum being the basic instrument for bringing about improvement in TE, has not yet been properly streamlined and up-to-date. There are diversities and discrepancies in the course structure and transaction in different Universities of the State. Without adequate planning, selection procedures and eligibility criteria for teacher trainees are changed, as a result not only candidates are in difficulty but also the staff are not prepared for doing justice to the curriculum transaction. Minimum working days of 180 days for the training institutions is not yet available for curricular and co-curricular activities as selection and admission are delayed by 2 months or more in most of the years.

Professionalism in TE has not yet taken roots as the research activities and publications which are essential ingredients of professional growth of teachers are still on ebb-tide. Although

study leave is available for Ph.D. and D.Litt research, the teacher educators who are granted such facility are not so much particular in timely completion and proper quality of their research work. Action research and problem solving studies are neither encouraged by the management and concerned authorities nor accepted and undertaken by the teacher educators. The dichotomy between M.A. in Education and M.Ed. is still continuing but in the recruitment both are equally eligible. In the appointment and transfer of teacher educators no consideration is given to their specialisation and higher training. It may be mentioned that, a lot has to be done for achieving proper quality and standard of TE in the State.

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ORISSA BAGS THE 1ST PRIZE IN INTERNATIONAL TRADE FAIR ON MINERALS

The Orissa stall put up by OMC in the 6th International Trade Fair on Minerals, Metals, Metallurgy and Materials at Pragati Maidan, New Delhi bagged the 1st prize in the category of state participation. The prize was given away by the Union Minister of State for Commerce and Industry Sri Jayaram Ramesh at a glittering function on 13th September 2006.

The International Trade Fair was inaugurated by His Excellency the Vice-President of India, Sri Bhairon Singh Sekhawat in the presence of Union Minister of State for Steel Dr. Akhilesh Das, the Union Minister of State for Mines, Sri Subbarami Reddy and the Orissa Minister of Steel & Mines Sri Padmanava Behera. Sri Behera focused on the unlimited opportunities which the state of Orissa offers with its advantageous geological reserves and industry friendly climate for mineral investment.

A three day seminar titled "Unleashing India's potential in the Mines and Mineral sector" was also organised on the sidelines of the Trade Fair where a number of thought provoking papers were presented by Metallurgists, Mining Engineers, Geo-Scientists and Entrepreneurs.

The 1st technical session held on 12th Sept'06 was chaired by Sri Padmanav Behera. The Commissioner-cum-Secretary, Steel & Mines and Chairman, OMC, Sri L. Gupta made a presentation on the "Emerging Scenario in the mines and mineral sector of Orissa". The presentation focused on the unfolding scenario in the mineral investment sector, the bee-line made by different steel/alumina majors for investment in Orissa & the commissioning of 15 steel plants in the state. The progress made by MOU signed Steel Plants was also highlighted by Sri Gupta.