

# Extension Lecture Series

## 2019-20



**Prof. Ritanjali Dash**  
Programme Coordinator



**Regional Institute of Education**  
(National Council of Educational Research and Training)  
Bhubaneswar : 751022

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## **PREFACE**

Regional Institute of Education, Bhubaneswar has been organising Extension Lecture Series Programme since the last few years. The Extension Lecture Series programme has been visualized to develop professionalism amongst faculty and staff by providing them with an opportunity to interact with eminent educationists, educational administrators and experts from other fields of knowledge. At the same time, the objective was to enable students to know the past, present and future of different developments taking place in various subjects, disciplines and professions over time.

Eight experts from different fields of knowledge have been invited to deliver lectures on different themes. This report compiles all these lectures for benefit of all readers. For the successful completion of the Programme I record my gratitude to the Principal, Prof. P.C. Agarwal for his unstinted support and guidance. I express my gratitude as well to the Head, Department of Extension Education, Prof. S.K Dash for his support and encouragement.

Prof. Ritanjali Dash  
Programme Coordinator  
Extension Lecture Series Programme

# Contents

SL No.	Topic	Name & Designation	Page
01.	Indigenous knowledge and teaching learning strategies in India	Shri Mukul Kanitkar, Secretary, Vivekanand International Foundation	01-07
02.	Teaching and Learning in the Changing Knowledge Society	Prof. Soumendra Mohan Pattanaik, Vice Chancellor, Utkal University	08-10
03.	Critical Reflection on New Education Policy	Prof. M. A. Khader, former Principal, RIE, Bhubaneswar	11-14
04.	Literature and Critical Literacy Pedagogy	Prof. Stephanos Stephanides, former Professor of English, Cyprus University	15-15
05.	Gandhiji and Today	Dr. Das Benhur, Former Principal, SCS College, Puri	16-16
06.	Creating awareness for a corruption free society in public life.	Mr. Debasis Panigrahi, Additional D.G. Police and Director Vigilance, Cuttack	17-19
07.	The quality improvement of teacher education in meeting challenges of the society.	Prof. Santosh Panda, former Chairperson, NCTE	20-45
08.	Teacher Education in 21 <sup>st</sup> Century	Prof. M. Miyan, Ex-Vice Chancellor, MANU, Hyderabad	46-48

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# **Indigenous Knowledge and Teaching Learning Strategies in India**

## **Profile of Shri Mukul Kanitkar**

**Mukul Kanitkar** is an erudite author, orator, secretary of Vivekananda International Foundation; Visiting Faculty, Department of Commerce, Maharaja Sayajirao Gaikwad University Vadodara, Department of Management IIT Mumbai....

Shri Mukul Kanitkar is the Akhil Bharatiya Joint Organizing Secretary of Bharatiya Shikshan Mandal, an organization dedicated to evolve indigenous model of education. He has penned down numerous books on Indian tradition, culture and education. He has conducted innumerable workshops on personality development, and research for National Resurgence in IIT Delhi, IIT Roorkee, Jawahar Lal Nehru University, Delhi University, MS University Vadodara etc. He has trained and motivated 29,973 School students to perform Mass Surya namaskar at Gwalior in 2005 to create a world record duly entered in the Guinness World Records. Bharatiya Shikshan Mandal has developed a Comprehensive draft on Integrated and Holistic Education policy for Bharat.

Sri Mukul Kanitker talked about the modern school system in India which completely destroyed the rich indigenous education system of India; which was comprehensive in nature and was promoting the holistic development of students. From the time of Rig-Veda onwards, our ancient education system evolved over the period and focused on the holistic development of the individual by taking care of both the inner and the outer self. The system focused on the moral, physical, spiritual and intellectual aspects of life. Both formal and informal ways of education system existed. Teaching was largely oral and students remembered and meditated upon what was taught in the class. It was never examination oriented or book centric. Education in India has a heritage of being pragmatic, achievable and complementary to life.

Going back to the history of modern education system in India he pointed out that it has its origins in the colonial system of education that was shaped between the 1830s and 1870s. Centrality of the textbook and examinations, and a highly

centralised system of education administration (within a federal structure, centralised at the level of each state), are some of the features that can be traced to the colonial system. Although there was a widespread presence of village teachers engaged with literacy and numeracy instruction though restricted to higher castes and males only, as well as centres for "shastric learning" (Sanskrit and Arabic), which could be considered as an indigenous system, the British system supplanted these "schools" or centres of learning and cut off state support or patronage that they had previously enjoyed. The curriculum of the colonial school system included Western knowledge, the English language, and "(colonial) citizenship" and excluded all forms of indigenous knowledge. The new system was accessible to all castes and communities and over time also addressed the education of girls; however, it was never intended to be a universal education system. Much of the spread of the system is to some degree accounted for by government effort in some parts of India, but also that of Christian missionaries, local rulers who promoted education in their princely states, social reformers, and finally, the involvement of the private sector. The twin interests of social reform through enlightenment, knowledge, and education, as well as the lure of employment through Western education, drove the expansion of the system. During this period the idea of national systems of education and compulsory schooling and curricular and pedagogic imaginations were also developing in the colonial European countries. Debates and developments in Europe found their reflection in the colonies and curricular and pedagogic innovation and development in the colonies sometimes preceded and informed progressive changes in Europe. Indigenous centres for shastric learning continued but on a much smaller scale and with limited sources of patronage. The indigenous village teacher has now become a government servant. Pedagogies approaches to learning now took the form of repetition and memorisation by an obedient student. "Textbook culture" took the root displacing the age old indigenous knowledge which was focusing on overall development of the capability of a student. The idea of the "guru" and the need for legitimate learning to be mediated by the guru in the indigenous knowledge systems and in popular folklore was completely destroyed by the modern system of education.

The phase in which Indian nationalism emerged leading to the anti-colonial nationalist movement (1890s to 1940s), may be regarded as the first phase of education reform. Reforms largely came as a reaction to the colonial rejection of indigenous knowledge and identity, but also by the need for social reform, modern ideas, and the benefits of science, which were a part of the colonial curriculum. Four distinctive reactions, from the late 1890s and early 1900s onwards, can be summarised as follows.

Firstly, Swami Vivekanand, who articulated a vision of education for character-building and confidence by drawing on indigenous Vedantic philosophy and practice was an early voice and influence. A second response was formulated by Rabindranath Tagore, a celebrated poet, who reacted to the alienating nature of colonial education, and sought to build an alternative system that drew on art and related to nature as its core. Tagore was linked to humanistic education movements in Europe around the same time. A third response came from Jyotirao Phule, whose focus was on the education of the Dalits and women and who argued for an education that was more relevant to rural contexts. The fourth response was from Gandhi, who also formulated an anti-colonial education vision that placed work and the learning of crafts at its core, in place of a curriculum that was academic and bookish.

The indigenous education system in India supported self-reliance and was relevant to a range of traditional lifestyles and occupations and not oriented to government employment. Education was imparted for cultural and linguistic continuity and integration into, rather than alienation, During this period education for self-confidence and character rather than servility, and universal access through which social reform could be achieved, were dominant concerns. As Indians gained control over education policy, particularly in the post-independence period from 1947 onwards, the policymakers did take note of these to form a national system of education, though not without contestation, but were eventually subverted, assuming tokenistic forms within the mainstream. So what continued was a highly differentiated system of education with a strong academic orientation, and with English-medium schooling offered by non-government or private actors as the most desirable education

– and frequently associated with “quality”. However that quality education could not be made universal due to inadequate funding.

The 1960s may be regarded as heralding the growth of science education in India, along with “scientific” curriculum development. The education policy formally linked the spread of education, and in particular of science, to national development. In the 1970s, new developments took shape in voluntary agencies and people’s science movements, which sought to bring a new understanding of what it means to learn science: by doing science, as well as harnessing science for development and taking science into rural India. University scientists worked in rural middle schools developing a science curriculum that completely rejected text bookish knowledge and emphasised learning by doing, thinking, and reasoning. These efforts extended from science to social science and primary school curricula between the 1980s and the early part of the 1990s. The 1960s and 1970s were also the period in which Bloom cast a powerful influence on curriculum development and teacher education – with the United States Agency for International Development (USAID) supporting Indian scholars to study under Bloom. Bloom’s approach to curriculum development was influential the world over. The same period also saw the emergence of new cognitive theories of learning in the West. However, these did not enter into mainstream Indian education: India’s curriculum, pedagogy, and teacher education missed the “cognitive revolution” that was taking place in the rest of the world. Instead the behavioural-objectives approach in India drew on a behavioural-psychology base in teacher education and introduced new “scientific” orthodoxies into education. The teacher-centred approach to instruction that drew on Bloom and behaviourism did not challenge traditional textbook curriculum.

From the mid-1980s onwards the curriculum and pedagogy in Indian schools have been increasingly influenced by central government initiatives and supported by civil society activism. The initial phase was largely driven by the central government’s Universalisation of Elementary Education (UEE) under the National Policy on Education 1986, which heralded the National Literacy Mission and increased access to education through Operation Blackboard and large-scale non-



formal education schemes. An important development in this phase was the entry of international aid and loans for primary education, which allowed for increased central influence through “mission mode” programmes to increase access and quality. These centrally sponsored schemes in mission mode have progressively enabled the inclusion and spread of child-centred ideas and social justice educational themes and concerns. The early stages of these developments were possible because of openings created by the aided District Primary Education Programmes (DPEP), which enabled revising of primary-level textbooks and in-service teacher training towards more “joyful” pedagogies, and altering teachers’ mindsets and attitudes towards marginalised communities and gender issues. Curricular and pedagogic responses to support inclusion of marginalised communities and girls, the need for far greater context specificity and inclusion of the child’s language and experience in the curriculum, entered into administrative concerns and “quality” talk. Large-scale initiatives began to link the question of access to school to curricula and pedagogy in addition to infrastructure and recruitment of teachers. The DPEP and subsequent Sarva Siksha Abhiyan programme, have increasingly oriented curricular and pedagogic considerations towards the issues of inclusion and equity. These large-scale centrally sponsored initiatives have generally favoured a movement towards a child-centred curriculum. However, in programming for “quality” there is a palpable tension between favouring the achievement of basic literacy and numeracy through greater teacher accountability and micro-managed mastery-learning curricula, and favouring professionalization of the teacher, teacher professional development and resource support, and more constructivist curricula. It must be acknowledged that between 2000 and 2014, these efforts almost exclusively concern the government schooling system, which has become equated with the question of education of the children of the poor. A parallel development has been to question the ability of the state to provide quality education, and suggest that private providers provide better value for money and are more capable of producing and ensuring “quality”. There is a growing presence of privately provided services to schools, from curriculum and teachers to testing, not only in the rich private schools, but also in private schools that cater to the poor and to government. In this range of private schools which are English medium,

we still find forms of the exam-oriented, textbook cultures adapted to new imperatives of competitive examinations.

We may regard the large-scale programmes as holding implications mainly for the government schooling system and for the poor, and for primary schools. Since 2000, there have also been more sweeping developments and changes. The development of a National Curriculum Framework and related textbook development have become more noticeable in the public eye and influence the whole of school education (not only education of the children of the poor/government schools), and revealing deep ideological differences within Indian society and the political character of curriculum-making and curriculum change. The 2000 curriculum favoured Hindutva nationalism with implications not only for history but for science and mathematics, with the inclusion of non-Western contributions and including astrology as a science. The 2005 curriculum attempts not only to undo this “saffronisation” but also to question the persistence of rote, continued fear and failure to be countered by teaching for understanding and meaning-making, providing for “local contexts” and the inclusion of critical perspectives in curricula. The 2009 Right to Education Act has further ushered in changes in evaluation through continuous comprehensive evaluation (CEE), the implications of which are just beginning to be felt in the schooling system.

These are major developments affecting all strata and stages of school and teacher education. It is useful to remember that the school system in India (including the government, private, and aided schools) is highly differentiated and stratified – not only in terms of its clientele groups, but also in terms of curricular and pedagogic forms. In this complexly differentiated space, the various and varied curricular and pedagogic themes that have been discussed so far, and others that have not been discussed, such as vocationalisation, tribal children’s education, special education, religious learning, heritage crafts and alternative education, can all be found. They not only coexist but also influence and alter each other and use various political, bureaucratic, corporate, religious and civil society levers to influence, engage with, or remain immune from national structures and processes of change or reform. Following

the Right to Education Act, we seem to have entered into a period of ideological intensifications that will be decisive for the ability of the Indian state to bring in a national system of education that includes a curriculum and pedagogy. Whether this national system will be homogenising and standardising or supportive of plurality with social justice remains to be seen or imagined.

Increasingly, there has been a global shift toward recognizing and understanding Indigenous models of education as a viable and legitimate form of education. There are many different educational systems throughout the world, some that are more predominant and widely accepted. However, members of Indigenous communities celebrate diversity in learning and see this global support for teaching traditional forms of knowledge as a success. Indigenous ways of knowing, learning, instructing, teaching, and training have been viewed by many postmodern scholars as important for ensuring that students and teachers, whether Indigenous or non-Indigenous, are able to benefit from education in a culturally sensitive manner that draws upon, utilizes, promotes, and enhances awareness of Indigenous traditions, beyond the standard Western curriculum of reading, writing, and arithmetic.

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# Teaching and Learning in the Changing Knowledge Society

## Profile of Prof. Soumendra Mohan Patnaik

Prof. Soumendra Mohan Patnaik was a professor of anthropology at the University of Delhi, India, from where he obtained his MPhil and PhD in the late 1980s and early 1990s. He is the founder of a chapter in India of Anthropology Without Borders (ASF). He has been the president of the Indian Anthropological Association (IAA); the chair of the Commission for Anthropology, Public Policy and Development Practice of the International Union of Anthropological and Ethnological Sciences (IUAES); and a representative of the IAA at the World Council of Anthropological Associations (WCAA). He has been an advisor to the government of Nagaland in India and to various international NGOs in South Asia. His numerous publications examine the complex connections between development, displacement, indigenous identities, and public policies.

In 2017 he was appointed as the vice-chancellor of Utkal University. Before that he was working as a professor of anthropology at University of Delhi. He held the president's position at Indian Anthropological Association.

He has authored 3 books and has published more than 30 research papers. The books he has written are:

- *Culture, Identity and Development* ISBN 9788131601280
- *Displacement, rehabilitation, and social change: the case of the Paraja highlanders* ISBN 9788121003575
- *Indian Tribes and the Mainstream* ISBN 9788131601037

The education processes in the knowledge society of the twenty-first century requires a complex analysis due to transformation of learning and teaching. What kind of knowledge society we are trying to build or moving towards? Although this society implies a socio-technologic transformation, each society throughout history has been a knowledge society. In every historical society information and knowledge were decisive in determining power, wealth, and social organization. It is difficult to speak

about the future knowledge society in a unique way. Consequently, we have to specify what kind of knowledge there was before, what there is now, and what is the desired configuration in each society. This will depend on cultural, economic, technologic, social, and political decisions and also contextualized needs.

The universal penetration of technology and especially of ICT has brought in new cultural profiles of social, political and economic organizations and has an impact on education too. Due to decentralization, personalization, increased flexibility, technologic convergence, and other effects of telematic networks, there is greater possibility of an extension of educational programs in the framework of lifelong learning programs. Life-long learning involves the design of flexible and personalized opportunities for education and the extension of these in order to survive in a complex world where everyone will commit in a personal, collective, global learning process.

Further it has got the potential to overcome exclusion in the face of the new social, technologic and economic demands. It is expected that twenty first century education will have strategic learning, virtual collaborative groups, and teachers as facilitators both in face to face and remote education. This will help to develop autonomy, strengthen communication and technological abilities. It will also foster problem solving skills that will enable learner to make decisions and participate in the improvement of quality of life through flexible structures, open mentalities, and equitable ethical values. Within this framework, learning and teaching in the changing landscape of the knowledge society will be conceived for personal self regulation and social self sustainable alternative development. The twenty first century knowledge landscape brings in creative competencies and flexible attitudes through the practice of comprehensive and critical reading and thinking, emotional education, free expression, contrasted transference into reality, and participation within diversity. It includes a respect to local identity to foster the search for universal peace, democratic coexistence and continuous improvement.

In this twenty-first century information society, we are facing a new society mediated by electronic artefacts, procedures, and sophisticated concepts and which point out

contrasting cultural beliefs, thoughts, and minds. The need for a technologic literacy becomes important, but not only to satisfy economic demands, but to train qualified human resources for a strong technologic development which enhances creativity, autonomy, and logic, all parts of critical reasoning and problem solving skills. The current economic trend is e-economy which makes changes in the structure of work and in its organization by implementing the intensive production of knowledge generated from within the organization by trained people rather than from outside the organization. The challenge is to generate more commitment, dedication, and flexible attitudes than to receive vast quantities of information which is another need of the twenty first century.

Social life appears in information networks and multicultural interrelationships (the global village) which is why there are significant modifications in learning and teaching in order to encourage intercultural communication skills and attitudes. This demands self-reliance and the development of skills in self-learning in order to speedily manage and distribute data. Autonomous but interdependent abilities are enhanced to recreate knowledge produced in virtual, collaborative, and distributed ways.

As we all are moving towards such a knowledge society, it is essential for all of us to acknowledge all such changes happening in the knowledge landscape all around the globe and to keep us moving in that direction fast enough so that we are not left behind.

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# Critical Reflection on New Education Policy

## Profile of Prof. M. A. Khader

Prof M. A. Khader, former principal Regional Institute of Education, Bhubaneswar had been invited to the Institute on 11<sup>th</sup> August to give his insight on the draft New Education Policy 2019. Prof. Khader was the faculty and Head, Curriculum Group, NCERT, New Delhi; Member Secretary, National Steering Committee, National Curriculum Framework, 2005 ; Director, SCERT, Government of Kerala when Kerala Curriculum Framework – 2007 was formulated. He was Chairperson, Steering Committee for reform in School Curriculum and Teacher Education, Government of Rajasthan.

Prof. Khader talked about some of the recommendations of the committee formed by Kerala Government in 2017 under his stewardship to examine the different aspects of school education and the measures to be taken for improving the quality of education from pre-school to higher secondary in Kerala.

### Major recommendations of Khader Committee:

- The committee phased school education into three categories: pre-school, primary (classes 1 to 7) and secondary (classes 8 to 12).
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PHASES OF SCHOOLING			
<b>Preschool</b>	Before School (Age 3 to 5/6)		
<b>Primary</b>	Class 1 – 7	Lower Primary	Class 1 – 4
		Primary	Class 5 – 7
<b>Secondary</b>	Class 8 – 12	Lower Secondary	Class 8 – 10
		Secondary	Class 11 – 12

### *Preschools*

- Pre-Schooling facilities should be made available to children of 3 years old to the period they reach the school going (5/6 age).
- The committee favours an innovative mode of learning in pre-school like play-way method.
- The criteria as directed by the National Council for Teacher Education would be eligibility for pre-school teachers
- The Committee also recommends to frame a pre-schooling policy.
- It recommended to close down unrecognised pre-school teacher training institutes.
- A regulatory system comprising government agencies should be formed to monitor the sector.

### *Structural Changes*

- The Report recommends to set up a new **Directorate of School Education** by merging the Directorate of Public Instructions (DPI) and Higher Secondary Directorate and Vocational Higher Secondary Directorate. It is believed that once all the directorates come under one umbrella, disputes regarding the posts of principals and headmasters in schools will be minimized.
- With the merger of the directorates, each revenue district will have a **Joint Director of School Education Office**. The Joint Director of School Education (JDSE) will be the officer in charge of a revenue district.
- **School Education Offices** will be set up under the ambit of JDSE , covering the area of Block panchayat/Municipality/Corporation. **School Education Officer** will be in-charge of these offices.
- The panel has recommended to create the post of Panchayat Education Officer in each Panchayat. It is his duty to coordinate and implement the education projects of panchayats and other educational activities.
- Under the proposed system, a school will be the basic administrative unit. The head of the school should be named Principal.



- The **principal** will be head at all levels of schools (lower primary, primary, lower secondary and secondary), assisted by a vice principal. Higher secondary, VHSC teachers will become principals based on seniority.
- As of now, there are three Pareeksha Bhavans associated with DPI, Higher Secondary Directorate and Vocational Higher Secondary Directorate. The report recommends to merge all the three into one with the name Board of School Examinations, Kerala.
- Another highlight of the report is that it recommends the formation of a separate cadre called **Kerala Education Service**, in the model of newly declared Kerala Administrative Service.

### Arts/Sports Education

- The Khader Committee report gives huge emphasis to sports. It suggests that students of class 5 to 12 should be given scientific sports training. Sports teachers should be appointed in every secondary schools.
- Similar recommendations has been made about Arts education also. Students of Class 5 to 12 should be given training in arts subjects.

**Toning up school education**  
PROPOSALS OF  
THREE-MEMBER COMMITTEE  
HEADED BY M.A. KHADER

**Layers of school education**

- Pre-school
- Primary  
Classes 1 to 7
- Secondary  
Classes 8 to 12

**District hierarchy**

- Joint Director of School Education Officer
- School Education Officer

**New post of panchayat education officer**

**SCHOOL**

- One principal
- One vice principal

**Three Pareeksha Bhavans to become Board of School Examinations**

**Qualification**

**PRIMARY TEACHER**  
Basic qualification

- Degree
- Professional qualification equivalent to degree ideal

**SECONDARY TEACHER**  
Basic qualification

- Postgraduation, professional qualification

### ***Eligibility of Teachers***

- The report advocates the transformation of the teacher to the standard of education.
- Degree should be made compulsory for teachers. Also a professional eligibility equivalent to degree.
- For secondary level, Post-Graduation and a professional to graduation is required.
- It also recommends for winding up the certificate Pareeksha Bhavan.
- Pre-service trainings and in-service training for teachers scientifically to increase their professionalism and

### ***Other Recommendations***

- Resource persons for the children who need special would be created.
- Scientific and systematic monitoring in frequent to ensure the quality of education.
- Government bodies/agencies such as SCERT, Institute of Educational Management and Training Education Technology-Kerala (IETK), State Challenged (SIMC), Institute of Advanced Studies should be strengthened.

Correlating these recommendations with the draft 2019, Prof. M. A Khader highlighted on merger of one umbrella for proper coordination and implementation of school education. He was critical about some of the draft, like the school complexes, flexibility in service training keeping in view the requirement of the children. Prof. Khader handling new ideas in an effective manner with all stakeholders.

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## Literature and Critical Literacy Pedagogy

### Profile of Prof. Stephanos Stephanides

**Stephanos Stephanides** is a Cyprus - born author, poet, translator, critique, ethnographer, and documentary filmmaker. He is a former Professor of English and Comparative Literature at the University of Cyprus (Retd. 2017). His early migration from Cyprus to the United Kingdom and subsequent work and travel in many countries has shaped the transcultural character of his work. Selections of his poetry have been published in more than twelve languages. As a lecturer at the University of Guyana, he became deeply interested in Caribbean cultural expression and his fieldwork with the descendant of Indian indentured labourers in Guyanese villages and sugar plantations gave rise to various projects including two documentary films: *Hail Mother Kali* (1988) and *Kali in the Americas* (2003). He was awarded first prize for poetry from the American Anthropological Association, 1988, and first prize for video poetry for his film *Poets in No Man's Land* at the Nicosia International Film Festival (2012). He has held residential writing fellowships at the University of Warwick, the Bogliasco Foundation, Italy; JNU, India; and the International Writers Program of the University of Iowa. He was a judge for the Commonwealth Writers Prize (2000, 2010), he is a Fellow of the English Association, and Cavaliere of the Republic of Italy. His most recent book publication is *The Wind Under My Lips* (To Rodakio: Athens, 2018).

Prof Stephanides discussed the significance of literature as a pedagogical tool in the language classroom, which simultaneously helps developing a self-reflexive approach to language and critical thinking. He spoke of a reader oriented approach as a way of developing critical literary skills, and to challenge the notion of 'critical legitimacy' by exploring possibilities of 'illegitimate readings,' in the process of meaning making. The visiting scholar laid special emphasis on cross-cultural readings, highlighting the overlapping borders and gaps between the different functions of language: vernacular, cosmopolitan, referential, and mythical, and how these valiantly shape our critical literacy, sense of identity and social belonging through language.

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## **Gandhiji and Today**

### **Profile of Dr. Das Benhur**

**Jitendra Narayan Dash** (birth 3 August 1953), writes under the pseudonym of **Dash Benhur**. He is a Sahitya Akademi award winner writer from Odisha. He was born in Khandapada in Nayagarh district, Odisha. He retired as the Principal of Samanta Chandrasekhar (Autonomous) College, Puri. He is a founder member of Aarna Odisha. He is the author of more than 100 books, including 15 collections of short-stories. He is a recipient of the following awards.

- Sahitya Akademi Bal Puraskar, 2014
- Odisha Vigyan Academy Popular Science-writer award, 1999
- NCERT Prize for Children's Literature, 1989
- Odisha Sahitya Academy award, 1987

Sri Jitendra Narayan Dash had been invited to the Institute to talk about the life and contribution of Mahatma Gandhi.

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## **Creating Awareness for a Corruption Free Society in Public Life**

### **Profile of Dr. Debashish Panigrahi**

Dr. Debashish Panigrahi, Additional Director General of Police, Govt. Of Odisha had been invited to deliver a lecture on “Corruption in India – way forward”. Dr. Debashish Panigrahi is not only an administrator, he is also Odisha Sahitya Academy Awardee, having 10 collection of short stories and 1 collection of fiction to his credit, besides many other writings.

Dr. Panigrahi, as the Head of the anti-corruption agency expressed his concern with regard to growing corruption among youngsters. The major challenges according to him is how to dissuade young minds to fall prey to corruption.

Citing causes of corruption Dr. Panigrahi pointed out that deprivation and fear of being deprived is a major cause of corruption. Going back to the history of corruption, Dr. Panigrahi mentioned that corruption in the Indian society has prevailed from time immemorial in one form or the other. But corruption is mostly a colonial legacy. Bribes were paid to British officials by Indian contractors, businessmen to get wrong things done. But now bribe is paid by people even for getting right things done in right time. Popular perception about corruption in India is even more dangerous. People who work on right principles are unrecognised and considered to be foolish in the modern society. Corruption is now a day’s no more viewed as a stigma, rather it is viewed as something respectable, a status symbol.

A study conducted by Transparency International in 2005 recorded that more than 62% of Indians had at some point or another paid a bribe to a public official to get a job done. A 2005 study done by the Transparency International in India found that more than 92% of the people had firsthand experience of paying bribes or peddling influence to get services performed in a public office. Taxes and bribes are common between state boarders. Both government regulators and police share in bribe

money. A 2009 survey of the leading economies of Asia, revealed Indian bureaucracy to be not only the least efficient among Singapore, Hong Kong, Thailand, South Korea, Japan, Malaysia, Taiwan, Vietnam, China, Philippines, and Indonesia, but working with Indian Civil servants was a slow and painful process. In land property deal, while tendering process and awarding contracts, in distribution of licenses, in all public welfare programme, everywhere there is corruption. We can say that bribery and corruption are pervasive, but some areas tend to be more vulnerable than others. As per a study conducted in 2013, industries that are perceived to be the most vulnerable to corruption are: Infrastructure and real estate, metals and mining, aerospace and defence and power & utilities. High use of middlemen, large value contracts, and liasioning activities etc. are factors that make a sector more susceptible to corruption. As per Transparency International India's position in the transparency index has improved, but the anti-graft policy has not been equally effective in all states and in all sectors. Giving the example of china, he pointed out that Anti-graft policy in China is for domestic consumers, not for overseas activities. In countries like Singapore, Hongkong, Denmark, New Zealand, anti-graft policies have become highly effective.

Further these are inconsistently and selectively enforced.

Enforcement apart, the normative past, i.e. the system of socialisation and acculturation plays a very significant role in handling issues like corruption. Studies show that social norms and values prevailing in societies affect people's behaviour and tendencies. When people complain about corrupted cultures, they have in mind the shared values, belief and norms of a group of people.

When people in authority illicitly use their power to benefit themselves and their family and friends around the world, it is called corruption. Corruption in this sense depends on values, it also depends on calculation of risk and rewards.

Those in the public office sitting on fence will not cross the fence. Once they would be made to believe, that pains from corruption is more than its gains. Everybody must be made to feel that rewards from corruption would be less than risk from corruption through proper enforcement of law. Further, the adage, honesty is the best policy which emanates from collective wisdom of generations should be followed by everyone. When we make the cost-benefit analysis of honesty, we see that the benefit are far less, but remaining honest should not be for the sake of gaining something in exchange of honey.

While explain this, Dr. Panigrahi cited the example of Mahatma Gandhi who devised his own methodology of checking corruption in Public life. His trusteeship theory where no one is a owner of public property, but all members are custodians. He had advised everyone to fulfil their need and not to fall into the trap of greed. His morality on necessity to think about right or wrong are some of the steps which can be adopted by everyone to keep himself free from corruption and at the same time keeping the society corruption free.

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## Quality Improvement of Teacher Education in meeting Challenges in the Society

### Profile of Prof. Santosh Panda

Prof. Santosh Panda, Indira Gandhi National Open University, Former Chairperson, National Council for Teacher Education.

National Education Day was celebrated in the New Auditorium of the Institute on 11<sup>th</sup> November 2019 to commemorate the birth anniversary of Maulana Abul Kalam Azad, the founder of Modern Education System and the first Union Minister of Education of India. The programme started at 3.00 PM on 11<sup>th</sup> November 2019. Students and faculty and staff had assembled in the New Auditorium. The key note speaker of the programme Prof. Santosh Panda, former chairperson NCTE had been invited to deliver a lecture on “The Quality Improvement of Teacher Education in meeting challenges of the society”. The programme started with lighting of lamp and paying homage to the great freedom fighter, educationist of the country Maulana Abul Kalam Azad. The coordinator of the programme Prof. Ritanjali Dash, Head DESSH welcomed all the guests, faculty & students and talked about the significance of the day.



Principal, Prof. P. C. Agarwal introduced the guest speaker Prof. Santosh Panda and welcomed him to the august gathering. Dean Instruction, Prof. Anoop Kumar spoke about how Regional Institute of Education, Bhubaneswar as a constituent unit of



NCERT is trying to fulfill the objectives of NCERT, spreading quality education in the Eastern region which was once the dream and vision of Maulana Abul Kalam Azad.

Prof. Santosh Panda, key note speaker of the occasion in his lecture highlighted many challenges that teacher education in India is facing. He described teaching as a profession and differentiated between old and new professionalism. For promoting teacher education, teacher has to be reflective and activist. He must be a connect between exemplary practical contexts and vivid experiences of students. This is possible when teachers value cross professional dialogue. In the absence of cross professional exchange there is danger of “balkanization of practical ethics” and the development of insular thinking that can lead to a kind of myopia and disciplinary blindness. He emphasized on four considerations - Transparency, Engagement, Construction and continues professional development in order to acquire 21<sup>st</sup> Century skills / competencies.



Prof. B. N. Panda, Dean, Research summarized the lecture of Prof. Santosh Panda and appreciated the role of Regional Institute of Education, Bhubaneswar in promoting teacher education in the eastern part of the country. Student volunteers also spoke on the life and contributions of Maulana Abul Kalam Azad. The programme ended with a vote of thanks to everyone by Prof. S. K. Dash, Head, Department of Extension Education.



## Quality of Teacher Education in the Contemporary Context

Maulana Azad National Education Day Lecture,  
Regional Institute of Education, Bhubaneswar

**Professor Santosh Panda**  
Indira Gandhi National Open University  
[spanda.ignou@gmail.com](mailto:spanda.ignou@gmail.com)

(Former Chairperson,  
National Council for Teacher Education)

## Contemporary reforms

- CBCS / national credit & credit transfer policy.
- Vocational education/ Skill development (NSQF).
- Technology-enabled learning.
- Distance education and online learning (Distance Education Bureau).
- Evidence-based teaching-learning.
- Ranking of institutions.
- National Education Policy (skills, practice/ application, employability, accreditation and ranking).

## Teaching as a profession ?

### Characteristics of a profession

- Organised body of knowledge distinct from other professions.
- Serves greater social purposes.
- Professional organisation through cooperation.
- Requirement of formal period of training, and subsequent continuing professional development.
- Certain degree of autonomy by the professional.
- Professional influence on standards, licensing, professional development, performance standards, and professional discipline.

# Criteria of professionalism

(MacBeath, 2012, Uni of Cambridge)

1. Theoretical knowledge and concomitant skills.
2. High quality pre-service academic and professional preparation.
3. Legal recognition and professional closure.
4. Induction to be a full member of professional body, followed by CPD.
5. Professional association.
6. Work autonomy.
7. Code of professional conduct or ethics.
8. Self-regulation.
9. Public service and altruism.
10. Autonomy and legitimacy.
11. Inaccessible and indeterminacy body of knowledge.
12. Mobility as individuals (and not by organisations) through standardisation.

## Old and new professionalism

Old professionalism	New professionalism
<ul style="list-style-type: none"><li><input type="checkbox"/> Exclusive membership.</li><li><input type="checkbox"/> Conservative practices.</li><li><input type="checkbox"/> Self-interest.</li><li><input type="checkbox"/> External regulation.</li><li><input type="checkbox"/> Slow change.</li><li><input type="checkbox"/> Reactive.</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Inclusive membership.</li><li><input type="checkbox"/> Public ethical code of practice.</li><li><input type="checkbox"/> Collaborative and collegial.</li><li><input type="checkbox"/> Activist orientation.</li><li><input type="checkbox"/> Flexible and progressive.</li><li><input type="checkbox"/> Responsive to change.</li><li><input type="checkbox"/> Self-regulating.</li><li><input type="checkbox"/> Policy-active.</li><li><input type="checkbox"/> Enquiry-oriented.</li><li><input type="checkbox"/> Knowledge building.</li></ul>

## Reflective and activist teacher

(personal # professional)

- Pedagogues (experts in teaching-learning)
- Problem solvers (reflective and critical)
- Researchers and change agents
- Creators of knowledge (theory building).

## Reflective and activist teacher

A teacher continuously reflects on the quality of her teaching through a systematic process of *self-evaluation* and *critical reflection* on the process of teaching-learning, student engagement and assessment.

This also entails *professional freedom* relating to choosing appropriate methods and materials to engage students, as also keep education/teaching out of political and ideological influences.

Related to this is *professional ethics* including rights and responsibilities.

## Cross-disciplinary dialogue

Must be a connect between '*exemplary practical contexts*' and '*lived experiences of students*'.

This is further possible when teachers value *cross-professional dialogue*.

While on the one hand, teachers could stress *specialisation and professional identity*,

On the other hand, in the absence of cross-professional exchange, there is danger of "balkanization of practical ethics and the development of insular thinking that can lead to a kind of myopia and *disciplinary blindedness*" (Schrag, 2011, p. 3).

## Scholarship of teaching & learning

Considerable stress on *disciplinary research* at the cost of teaching students.

Research on *discipline-pedagogy* is less than *discipline* itself.

SoTL bridges gap between: i) *Disciplinary research & teaching*; ii) *Disciplinary research and Research on discipline teaching-learning*.

(based on the work on 'scholarship' by German scholar W von Humboldt).

## Three considerations

11

**Transparency**  
**Engagement**  
**Constructivism**

12

## Structural changes

## Regulations

Handholding/ Orientation # Recognition  
# Process Monitoring # Accreditation  
# Inspection # Withdrawal

**Continuing Professional Development**

## **PMMNMTT, 2015**

\*30 Schools of Education

\*50 Centres of Excellence in Curriculum and Pedagogy

\*5 Centres of Excellence in Science and Mathematics Education

\*25 Teaching-Learning Centres

\*20 Faculty Development Centres

\*2 Inter-University Centres for TE

\*Subject Networks

\*Innovations and Awards

\*1 Higher Education Academy

\*5 Institutes of Academic Leadership

## **Structure of teacher education**

Post +2: **Dip in Elementary Education # 2 yrs**

Post +2: **Bachelor in Elementary Education # 4 yrs**

Post +2: **Bachelor in Secondary Education # 4 yrs**

Post Bachelors: **Bachelor of Education # 2 yrs (2<sup>nd</sup> Bachelors)**

Post BEd: **Master of Education # 2 yrs**

Integrated BEd-MEd: **No Lateral Entry # 3 yrs.**

**Early Childhood Care & Education (Diploma)**

**Physical Education (Dip/ Degree)**

**Art Education (Dip)**

**Open and Distance Learning (DEEd, BEd)**



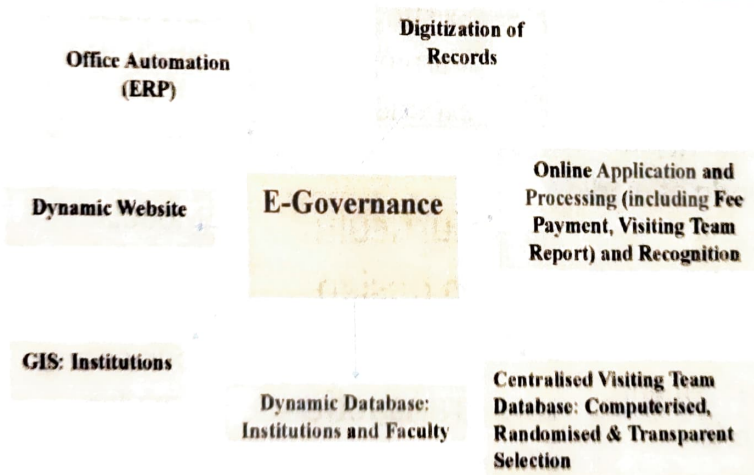
## Status of Teacher Education Institutions (June, 2015)

Sector	No. of Institutions	Intake
Govt. Institutions	1623 (8.6%)	124378 (8.68%)
Private	17,216 (91.4%)	13,06,984 (91.32%)
<b>Grand Total</b>	<b>18,839 (100%)</b>	<b>14,31,362 (100%)</b>

Level	No. of Institution	Intake
D.El.Ed.	7,929 (38.37%)	4,15,933 (29.05%)
B.Ed.	8,584 (45.56%)	9,02,682 (63.06%)
M.Ed.	967 (5.13%)	29,200 (2.04%)
Others	1,359 (7.21%)	83,547 (5.83%)
<b>Total</b>	<b>18,839 (100%)</b>	<b>14,31,362 (100%)</b>

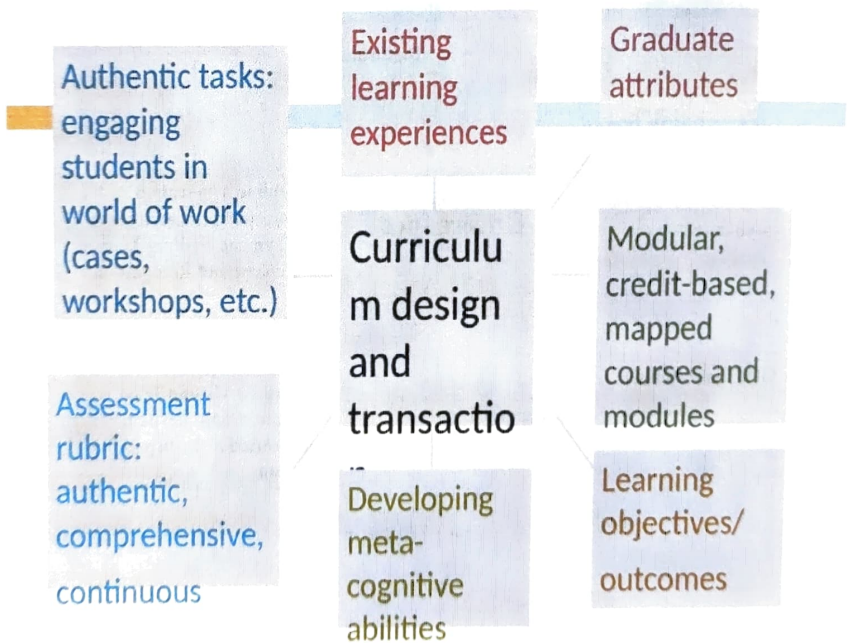
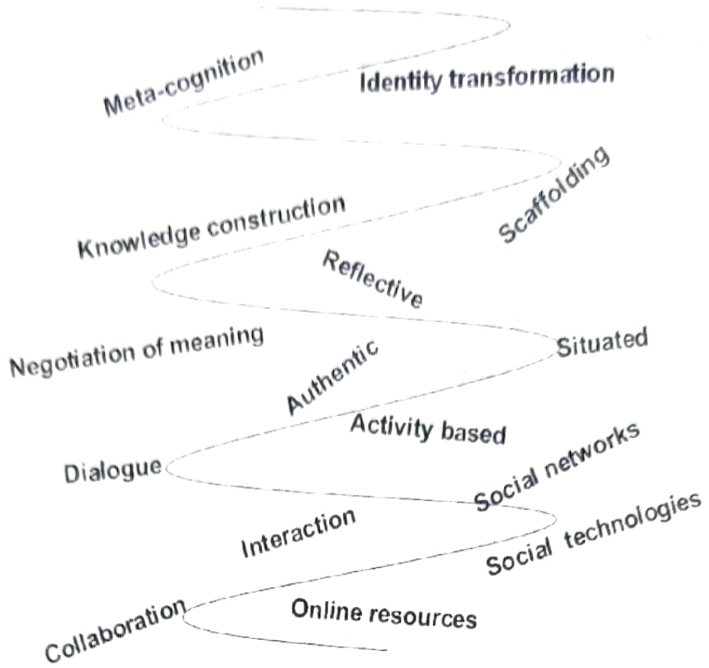
## Technology-Enabled Systemic Development

17



## Curricular changes

### Design across chaos



# Curriculum and syllabus

**Credit-based.**

**Theory, practicum, Internship.**

**ICT /Yoga Education /Gender Studies /  
Disability-Inclusive Education compulsory.**

**20 weeks field engagement—1 semester  
equivalent Internship.**

## CBCS

### *Core Course:*

Core Course in every semester, to be compulsorily studied by a student as a core requirement in a said discipline of study.

### *Elective Course:*

Elective course is a course which can be chosen from a pool of papers. It may be:

- Supportive to the discipline of study.
- Providing an expanded scope.
- Enabling an exposure to some other discipline/domain.
- Nurturing student's proficiency/skill.

- “**Generic Elective**” focusing on add generic proficiency to the students.
- “**Discipline centric**” or may be chosen from an unrelated discipline (“**Open Elective**”) / **skills training**.

### *Foundation Course:*

- “**Compulsory Foundation**” mandatory courses based upon the content that leads to knowledge enhancement.
- “**Elective Foundation**” courses are value-based .

## Competencies

21<sup>st</sup> century skills including learning to learn.

Occupational competencies including teaching training and research competencies.

Social and life skills

Skills for happiness integrated/ holistic peaceful living

## 21<sup>st</sup> century skills/ competencies

**Discipline skills.**

**Employability skills.**

**Social and life skills/ happiness.**

**Technology skills.**

**Self-regulated learning, meta-cognitive skills.**

**Learning to learn skills.**

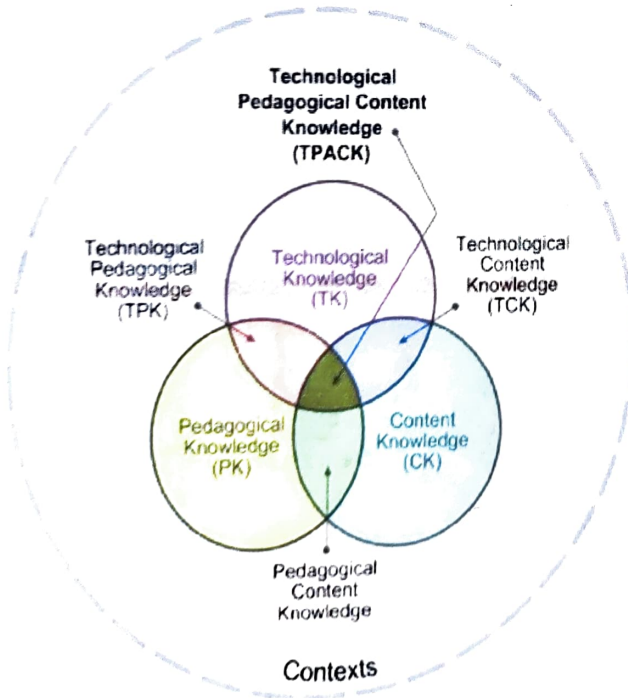
# Meta-cognition & Self-regulated Learning

## Social & Life skills

### Four compulsory skills

- Information communications technology
- Yoga education
- Gendered teaching
- Inclusive education

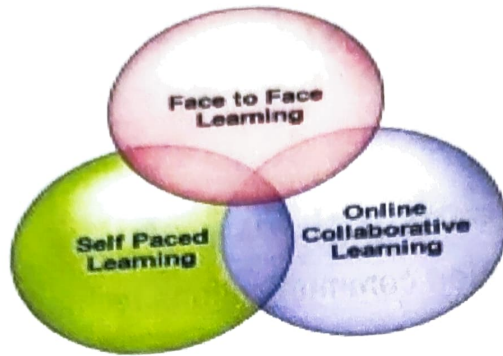
### TPACK (Mishra & Koehler, 2006)



•PCK: Knowledge of pedagogy relevant to teaching of particular content.

•TCK: Knowledge of relationship of technology and content.

•TPK: Knowledge of technology specific to specific teaching-learning environment.



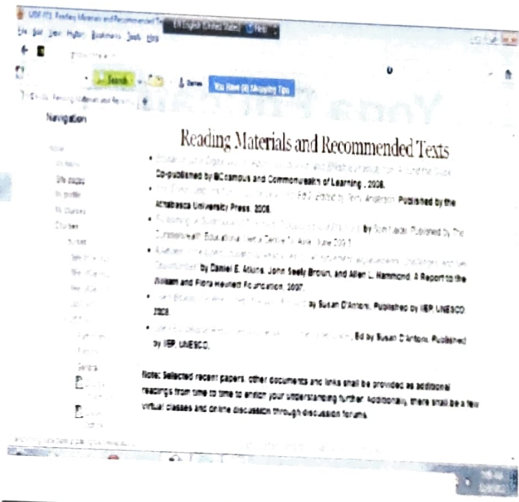
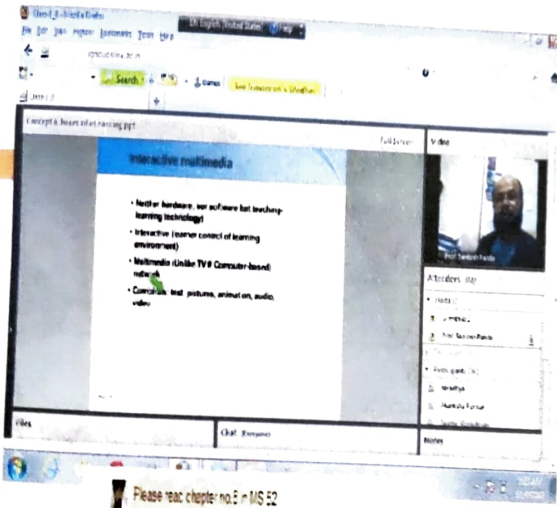
**e-TQM College Blended Learning Approach**



**IGNOU/STRIDE Post-Graduate Diploma in E-Learning**  
**Blended Learning**

- Self-study of Open Education Resources on the Web with copyright clearance).
- Doing online activities, Collaborative discussion at Discussion Forum, assignments on Moodle LMS.\*
- Interaction through specially created Google Groups.
- Weekly/fortnightly teaching/lecture and interaction online (Virtual Class) through Adobe Connect.\*
- Compulsory F2F hands-on for a week for media, technology, software, open resources/open technologies design.\*
- Exam through projects, e-portfolios, and presentations online to external examiners through Adobe Connect.\*

\* All these are evaluated for grading (formative & summative).



Please read chapter no.6 in MS E2

Re: Please read chapter no.6 in MS E2

Thank you

Yes that is what we discuss in the hands-on during the week.



## Our strategies

**Direct Instruction:** virtual class, presentation, interaction, guidance for OER

**Learner-Learner Interaction:** with guided mentoring through Google Groups.

**Authentic Tasks:** on Moodle project.

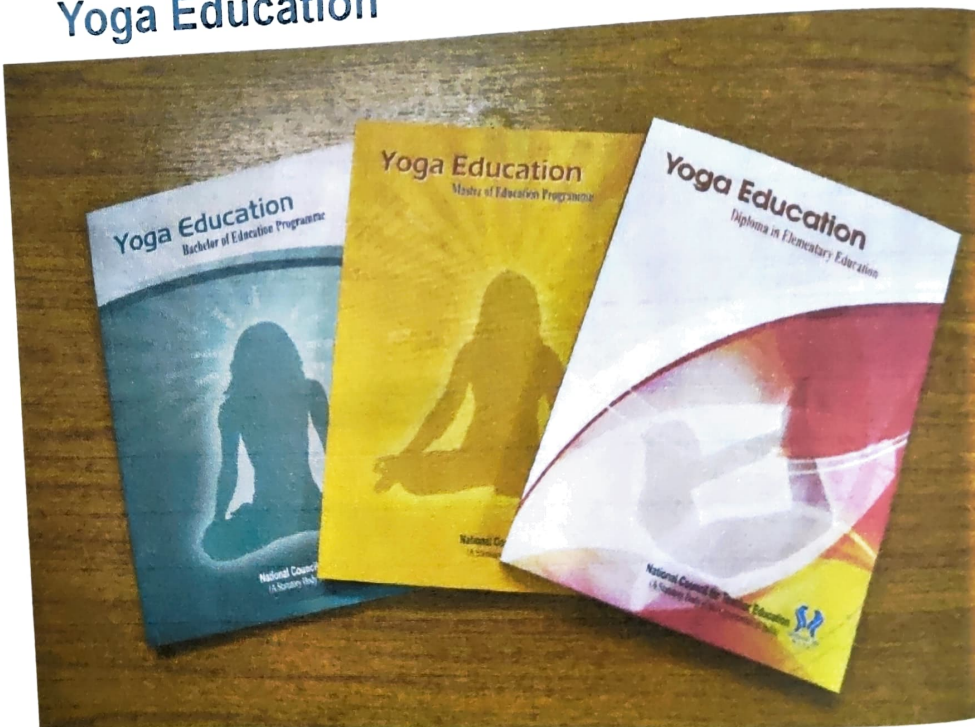
**Learning Nuances** of open source technologies for online teaching-learning: Two-week hands-on F2F workshop.

**Reflection on Practice:** Discussion forum.

**Self-Regulation:** E-portfolio on own online learning experiences, strategies, innovations.

**Online (24x7) technology support.**

## Yoga Education





Thursday 25th of January 2016 04:21:20 PM

**NCTE**  
National Council for Teacher Education  
(a Statutory Body of the Government of India)

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## F2F, Distance, Online, Blended

**Transmission:** information and concepts.

**Action-Interaction:** learning from each other, group negotiation of meaning.

**Collaboration:** values of sharing and respecting.

**Reflection:** higher-order meta-cognitive learning.

**Assimilation:** to 'be' more experienced.

## Constructivism

*Cognitive constructivism*: structure only; truth is objective reality; stress on accurate reality.

*Radical constructivism*: structure + meaning; truth is experiential reality; stress on experiential reality.

*Social constructivism*: stress on meaning (and less structure); truth is socially constructed through co-participation in cultural practices; stress on social construction of reality.

**individual construction of  
knowledge and collaborative  
negotiation of meaning**

**Learning occurs across  
*domains* and *sites*, but it is  
*contextual* and *situated*.**

**Context**, therefore, is very important to learning and lifelong learning.

**learning is a change in understanding in practice in social context**

**The context emerges through a set of practices in-action,**

**and that there is a need for poly-contextualisation of practice and/learning.**

**community, networks, and contexts are important to (lifelong) learning**

## **Student engagement**

**Problem-based engagement**

**Activity-based learning**

**Context-based tasks/ examples/ solutions**

**Peer engagement**

**Continuous evaluation**

- 
- **Social media and networks**
  - **Mobile learning**
  - **Tablet and Kindle texts**
  - **OERs, MOOCs**

## **Portfolio**

- **Formative Portfolio: Assessment for Learning (maintained through out class to provide feedback to improve learning).**
- **Summative Portfolio: Assessment of Learning (structured around outcomes/ standards, especially based on rubric and quantitative data to determine outcomes of instruction).**

## Aligning Assessment with Learning Outcomes

Module / Unit	Concept map; Clearly defined learning outcomes/ Graduate attributes.	Design of learning experiences to achieve learning outcomes. (Tg, Lg strategies, ICT-Video, Activities, Interaction & Engagement)	Assessment tasks to demonstrate the achievement of those learning outcomes.
---------------	--	---	---

## Variables

**Skill/Competency— Level—Skill Mapping Credits—  
Skill / Competency Indicators—Teaching-Learning  
Outcomes—Teaching-Learning Resources—  
Assessment Rubrics—Delivery Strategies**

## Curriculum

**Theory + Practicum + Internship**

### Internship: Numbers matter

16,423 TEIs for DEEd, BEd (7862 DEEd, 8561 BEd)

20 weeks field engagement—4 weeks in 1<sup>st</sup> year; 16 weeks in 3<sup>rd</sup> semester (2<sup>nd</sup>-yr school internship and community engagement --including neighborhood cleanliness).

5-10 schools per TEI = Total 1 lakh-1.5 lakh schools to be engaged in internship (8.4 lakh Primary; 1.9 lakh upto Secondary)

Demo Multipurpose Schools; KVS,;NVS etc.

## MEd Programme

50

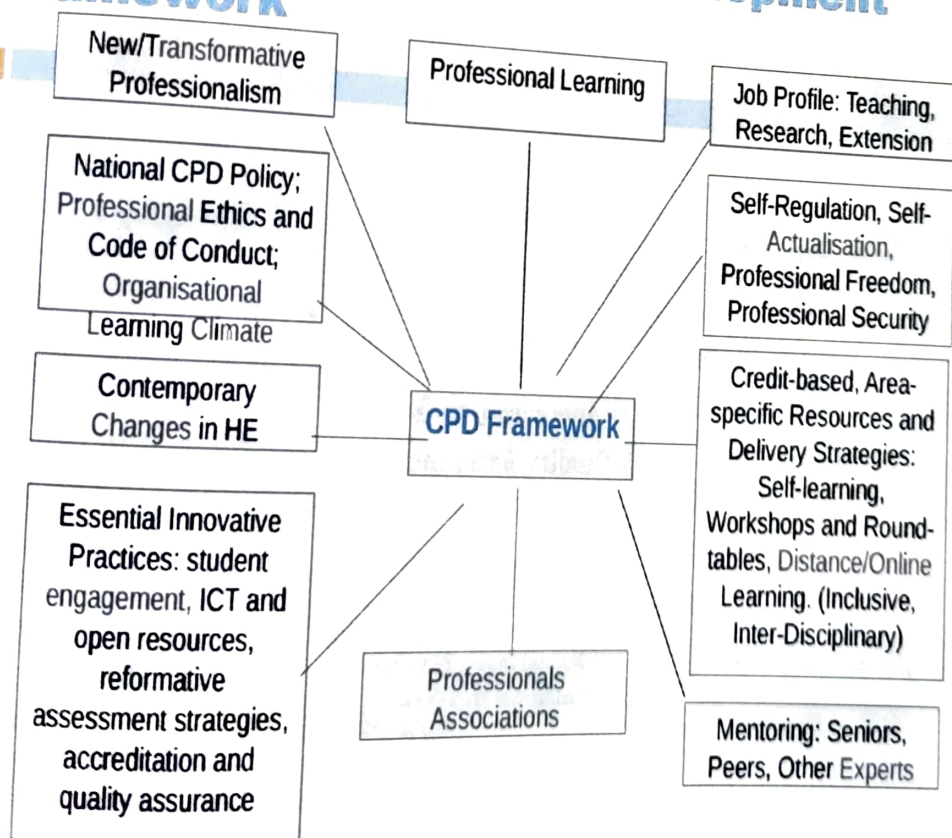
MEd Elementary  
MEd Secondary/ Senior Secondary

### Specialisations:

- Curriculum
- ICT
- Planning and management
- Inclusive education
- Pedagogy, teaching-learning, assessment
- Others.

## Continuing Professional Development Framework

51



# TE Refresher: Blended

## Component 1

Guided self study.  
Hours 24 (22%).  
To be undertaken by individual faculty under the supervision of a mentor.  
Learning achievements shall be assessed.

## Component 2

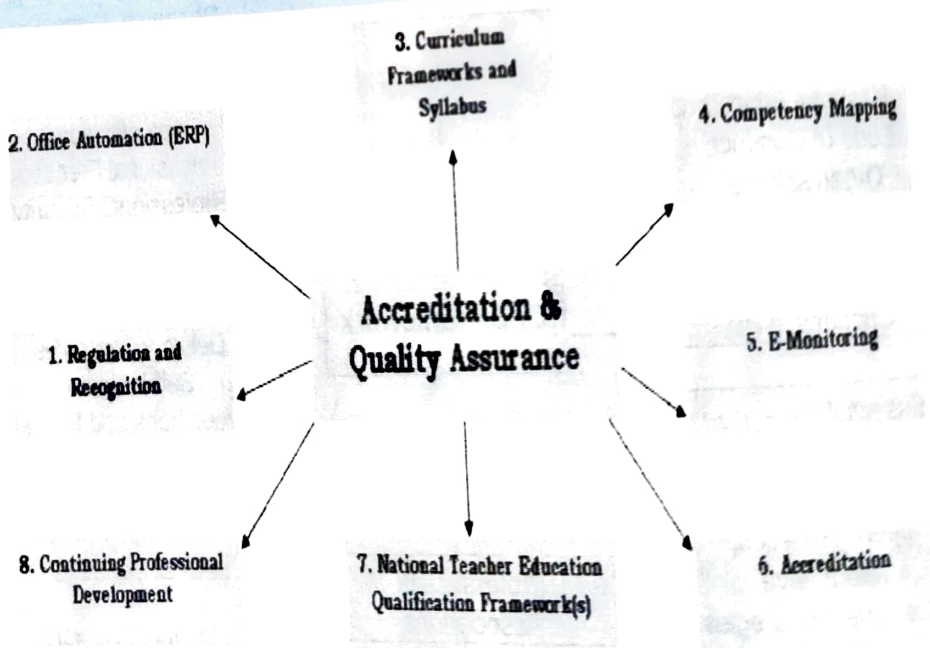
Face-to-face practice workshops.  
Hours 60 (56%).  
Expert presentation and small group activities supervised by the resource persons.  
Learning achievements shall be assessed.

## Component 3

Online.  
Hours 24 (22%).  
Guided small group and individual projects.  
Online support group.  
Online interaction among participants and resource persons.  
Learning achievements shall be assessed.

Note: The programme is based largely on OERs, good practices, cases, research evidences, and theory-practice praxis.

## Quality Assurance (In progress)





**PROFESSOR SANTOSH PANDA**

PUBLICATIONS RESEARCH WORKSHOPS & SEMINARS KEYNOTE ADDRESSES JOURNALS

HOME SEARCH PAGES

**Brief CV**

(born 1959), M.Phil & UK) a Senior Fulbright Scholar and a Director of Distance Education is Institute of Distance Education and Head, Inter-University Consortium for Technology-Enabled Flexible Education and Development, Indira Gandhi National Open University, India. He was a Visiting Professor in 2004 and in 2005 at the Manchester Metropolitan University, London, UK; and in 2003 was a Senior

**Videos**

- ...
- ...
- ...

**Keynote Addresses**

International Conference on Curriculum Design and Development, UNISA

Planning and Management in Distance Education by Santosh Panda (Poulledge)

Open and Distance Education: Policies, Practices and Quality Concerns (Staff & Educational Development Series) by Santosh Panda (ABU)

Four Decades of Distance Education in India, by Garg, Venkatesh, Puranik, Panda (Viva Books)

Santosh Panda 13/10/2011

\*\*\*\*\*

## Teacher Education in 21<sup>st</sup> Century

### Profile of Prof. M. Miyan

Prof. Mohammad Miyan had been invited to the Institute to critically reflect on Teacher training programme in the context of New Education policy- 2019. Besides being the Dean of Jamia Millia Islamia he was associated with the following organizations in different capacities.

- UPSC,
- IGNOU as Director of Project DEP-DPEP
- Dr. Zakir Husain Memorial Welfare Society,  
As General Secretary (an outreach programme of JMI)
- Managing Director, Maktaba Jamia Limited
- VC(officiating) EFLU Hyderabad
- VC(officiating) Central University of odisha

He has visited various countries like Canada, Japan, Sri Lanka, Nepal, Turkey, Philippines Mauritius, Oman & France, Saudi Arabia & Kuwait (in some cases represented GOI in UNESCO Seminars). Being a dedicated researcher he has several books and research papers on Educational administration and distance education to his credit.

Prof. Mohammad Miyan in his lecture critically reflected upon Teacher Training programmes with reference to the draft New Education policy-2019. He talked about the issues affecting teachers and teacher Education programmes. He said that teacher education is severely lacking and indeed in a crisis at the current time. Of the many teacher education institutions in the country, over 92% are privately owned. These teaching colleges are not even attempting to provide a good education; not meeting the minimum curricular or course requirements and offer degrees at a price. Most of the remaining teacher education institutions are 'stand-alone' teaching colleges; thus despite their good intentions, they generally do not have the capability of providing

teacher education that includes a full range of content across fields - which is truly needed for teaching in the modern day - and that also includes strong pedagogical and practicum training.

There is shortage of around 10 lakh teachers in the country, mostly in rural areas resulting in pupil teacher ratio (PTR) that are even larger than 60:1 in certain areas. Even more worrisome is the issue of lack of teachers in schools across the necessary subjects. Many schools face the serious problem of having no teachers at all having expertise in key subjects of the curriculum; in many cases, a Hindi teacher may be asked to teach mathematics, or a science teacher asked to teach history. The majority of schools have no music or art teachers whatsoever, and there is a major shortage of language teachers.

Scope for professional development of teachers is limited. Current teacher training programme are not accessible to many and in many such cases these are not quite relevant to the teachers. Salary, promotion, career management, and leadership positions in the school system and beyond tend not to have any formal merit-based structures, but rather are based on lobbying, luck, or seniority. An excellent system of merit-based structures and reviews, with excellent enabling school and school complex leadership and environment, is essential for outstanding teachers to be incentivised and motivated to do, and be appreciated for doing, their highest quality work.

TET tests for filtering efficient teachers need to be strengthened through improved test material correlated to capacities of outstanding teachers. Teachers should have passion and motivation for teaching and to ensure this a classroom demonstration or interview should be an integral part of teacher hiring at schools and school complexes. Assessment of comfort and proficiency in teaching in the local language should also be made, so that every school / school complex has at least some teachers who can converse with students in the local language.

Continuous professional development: Teachers must be given continuous opportunities for self-improvement and to learn the latest innovations and advance their profession. Every teacher has the flexibility to optimise his own development. In the long term, the minimal degree requirement for all permanent teachers will be the four-year integrated B.Ed. degree.

\*\*\*\*\*

# Extension Lecture Series

## 2019-20



**Prof. Ritanjali Dash**  
Programme Coordinator

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी  
NCERT

**Regional Institute of Education**  
(National Council of Educational Research and Training)  
Bhubaneswar : 751022

# Extension Lecture Series 2019-20

Prof. Ritanjali Dash  
Programme Coordinator

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी  
NCERT

**REGIONAL INSTITUTE OF EDUCATION**  
(National Council of Educational Research & Training)  
**Bhubaneswar, Odisha – 751022**

## PREFACE

Regional Institute of Education, Bhubaneswar has been organising Extension Lecture Series Programme since the last few years. The Extension Lecture Series programme has been visualized to develop professionalism amongst faculty and staff by providing them with an opportunity to interact with eminent educationists, educational administrators and experts from other fields of knowledge. At the same time, the objective was to enable students to know the past, present and future of different developments taking place in various subjects, disciplines and professions over time.

Eight experts from different fields of knowledge have been invited to deliver lectures on different themes. This report compiles all these lectures for benefit of all readers. For the successful completion of the Programme I record my gratitude to the Principal, Prof. P.C. Agarwal for his unstinted support and guidance. I express my gratitude as well to the Head, Department of Extension Education, Prof. S.K Dash for his support and encouragement.

Prof. Ritanjali Dash  
Programme Coordinator  
Extension Lecture Series Programme

# Contents

SL No.	Topic	Name & Designation	Page
01.	Indigenous knowledge and teaching learning strategies in India	Shri Mukul Kanitkar, Secretary, Vivekanand International Foundation	01-07
02.	Teaching and Learning in the Changing Knowledge Society	Prof. Soumendra Mohan Pattanaik, Vice Chancellor, Utkal University	08-10
03.	Critical Reflection on New Education Policy	Prof. M. A. Khader, former Principal, RIE, Bhubaneswar	11-14
04.	Literature and Critical Literacy Pedagogy	Prof. Stephanos Stephanides, former Professor of English, Cyprus University	15-15
05.	Gandhiji and Today	Dr. Das Benhur, Former Principal, SCS College, Puri	16-16
06.	Creating awareness for a corruption free society in public life.	Mr. Debasis Panigrahi, Additional D.G. Police and Director Vigilance, Cuttack	17-19
07.	The quality improvement of teacher education in meeting challenges of the society.	Prof. Santosh Panda, former Chairperson, NCTE	20-45
08.	Teacher Education in 21 <sup>st</sup> Century	Prof. M. Miyan, Ex-Vice Chancellor, MANU, Hyderabad	46-48

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# **Indigenous Knowledge and Teaching Learning Strategies in India**

## **Profile of Shri Mukul Kanitkar**

**Mukul Kanitkar** is an erudite author, orator, secretary of Vivekananda International Foundation; Visiting Faculty, Department of Commerce, Maharaja Sayajirao Gaikwad University Vadodara, Department of Management IIT Mumbai....

Shri Mukul Kanitkar is the Akhil Bharatiya Joint Organizing Secretary of Bharatiya Shikshan Mandal, an organization dedicated to evolve indigenous model of education. He has has penned down numerous books on Indian tradition, culture and education. He has conducted innumerable workshops on personality development, and research for National Resurgence in IIT Delhi, IIT Roorkee, Jawahar Lal Nehru University, Delhi University, MS University Vadodara etc. He has trained and motivated 29,973 School students to perform Mass Surya namaskar at Gwalior in 2005 to create a world record duly entered in the Guinness World Records. Bharatiya Shikshan Mandal has developed a Comprehensive draft on Integrated and Holistic Education policy for Bharat.

Sri Mukul Kanitker talked about the modern school system in India which completely destroyed the rich indigenous education system of India; which was comprehensive in nature and was promoting the holistic development of students. From the time of Rig-Veda onwards, our ancient education system evolved over the period and focused on the holistic development of the individual by taking care of both the inner and the outer self. The system focused on the moral, physical, spiritual and intellectual aspects of life. Both formal and informal ways of education system existed. Teaching was largely oral and students remembered and meditated upon what was taught in the class. It was never examination oriented or book centric. Education in India has a heritage of being pragmatic, achievable and complementary to life.

Going back to the history of modern education system in India he pointed out that it has its origins in the colonial system of education that was shaped between the 1830s and 1870s. Centrality of the textbook and examinations, and a highly

centralised system of education administration (within a federal structure, centralised at the level of each state), are some of the features that can be traced to the colonial system. Although there was a widespread presence of village teachers engaged with literacy and numeracy instruction though restricted to higher castes and males only, as well as centres for “shastric learning” (Sanskrit and Arabic), which could be considered as an indigenous system, the British system supplanted these “schools” or centres of learning and cut off state support or patronage that they had previously enjoyed. The curriculum of the colonial school system included Western knowledge, the English language, and “(colonial) citizenship” and excluded all forms of indigenous knowledge. The new system was accessible to all castes and communities and over time also addressed the education of girls; however, it was never intended to be a universal education system. Much of the spread of the system is to some degree accounted for by government effort in some parts of India, but also that of Christian missionaries, local rulers who promoted education in their princely states, social reformers, and finally, the involvement of the private sector. The twin interests of social reform through enlightenment, knowledge, and education, as well as the lure of employment through Western education, drove the expansion of the system. During this period the idea of national systems of education and compulsory schooling and curricular and pedagogic imaginations were also developing in the colonial European countries. Debates and developments in Europe found their reflection in the colonies and curricular and pedagogic innovation and development in the colonies sometimes preceded and informed progressive changes in Europe. Indigenous centres for shastric learning continued but on a much smaller scale and with limited sources of patronage. The indigenous village teacher has now become a government servant. Pedagogic approaches to learning now took the form of repetition and memorisation by an obedient student. “Textbook culture” took the root displacing the age old indigenous knowledge which was focusing on overall development of the capability of a student. The idea of the “guru” and the need for legitimate learning to be mediated by the guru in the indigenous knowledge systems and in popular folklore was completely destroyed by the modern system of education.

The phase in which Indian nationalism emerged leading to the anti-colonial nationalist movement (1890s to 1940s), may be regarded as the first phase of education reform. Reforms largely came as a reaction to the colonial rejection of indigenous knowledge and identity, but also by the need for social reform, modern ideas, and the benefits of science, which were a part of the colonial curriculum. Four distinctive reactions, from the late 1890s and early 1900s onwards, can be summarised as follows.

Firstly, Swami Vivekanand, who articulated a vision of education for character-building and confidence by drawing on indigenous Vedantic philosophy and practice was an early voice and influence. A second response was formulated by Rabindranath Tagore, a celebrated poet, who reacted to the alienating nature of colonial education, and sought to build an alternative system that drew on art and related to nature as its core. Tagore was linked to humanistic education movements in Europe around the same time. A third response came from Jyotirao Phule, whose focus was on the education of the Dalits and women and who argued for an education that was more relevant to rural contexts. The fourth response was from Gandhi, who also formulated an anti-colonial education vision that placed work and the learning of crafts at its core, in place of a curriculum that was academic and bookish.

The indigenous education system in India supported self-reliance and was relevant to a range of traditional lifestyles and occupations and not oriented to government employment. Education was imparted for cultural and linguistic continuity and integration into, rather than alienation, During this period education for self-confidence and character rather than servility, and universal access through which social reform could be achieved, were dominant concerns. As Indians gained control over education policy, particularly in the post-independence period from 1947 onwards, the policymakers did take note of these to form a national system of education, though not without contestation, but were eventually subverted, assuming tokenistic forms within the mainstream. So what continued was a highly differentiated system of education with a strong academic orientation, and with English-medium schooling offered by non-government or private actors as the most desirable education

– and frequently associated with “quality”. However that quality education could not be made universal due to inadequate funding.

The 1960s may be regarded as heralding the growth of science education in India, along with “scientific” curriculum development. The education policy formally linked the spread of education, and in particular of science, to national development. In the 1970s, new developments took shape in voluntary agencies and people’s science movements, which sought to bring a new understanding of what it means to learn science: by doing science, as well as harnessing science for development and taking science into rural India. University scientists worked in rural middle schools developing a science curriculum that completely rejected text bookish knowledge and emphasised learning by doing, thinking, and reasoning. These efforts extended from science to social science and primary school curricula between the 1980s and the early part of the 1990s. The 1960s and 1970s were also the period in which Bloom cast a powerful influence on curriculum development and teacher education – with the United States Agency for International Development (USAID) supporting Indian scholars to study under Bloom. Bloom’s approach to curriculum development was influential the world over. The same period also saw the emergence of new cognitive theories of learning in the West. However, these did not enter into mainstream Indian education: India’s curriculum, pedagogy, and teacher education missed the “cognitive revolution” that was taking place in the rest of the world. Instead the behavioural-objectives approach in India drew on a behavioural-psychology base in teacher education and introduced new “scientific” orthodoxies into education. The teacher-centred approach to instruction that drew on Bloom and behaviourism did not challenge traditional textbook curriculum.

From the mid-1980s onwards the curriculum and pedagogy in Indian schools have been increasingly influenced by central government initiatives and supported by civil society activism. The initial phase was largely driven by the central government’s Universalisation of Elementary Education (UEE) under the National Policy on Education 1986, which heralded the National Literacy Mission and increased access to education through Operation Blackboard and large-scale non-

formal education schemes. An important development in this phase was the entry of international aid and loans for primary education, which allowed for increased central influence through “mission mode” programmes to increase access and quality. These centrally sponsored schemes in mission mode have progressively enabled the inclusion and spread of child-centred ideas and social justice educational themes and concerns. The early stages of these developments were possible because of openings created by the aided District Primary Education Programmes (DPEP), which enabled revising of primary-level textbooks and in-service teacher training towards more “joyful” pedagogies, and altering teachers’ mindsets and attitudes towards marginalised communities and gender issues. Curricular and pedagogic responses to support inclusion of marginalised communities and girls, the need for far greater context specificity and inclusion of the child’s language and experience in the curriculum, entered into administrative concerns and “quality” talk. Large-scale initiatives began to link the question of access to school to curricula and pedagogy in addition to infrastructure and recruitment of teachers. The DPEP and subsequent Sarva Siksha Abhiyan programme, have increasingly oriented curricular and pedagogic considerations towards the issues of inclusion and equity. These large-scale centrally sponsored initiatives have generally favoured a movement towards a child-centred curriculum. However, in programming for “quality” there is a palpable tension between favouring the achievement of basic literacy and numeracy through greater teacher accountability and micro-managed mastery-learning curricula, and favouring professionalization of the teacher, teacher professional development and resource support, and more constructivist curricula. It must be acknowledged that between 2000 and 2014, these efforts almost exclusively concern the government schooling system, which has become equated with the question of education of the children of the poor. A parallel development has been to question the ability of the state to provide quality education, and suggest that private providers provide better value for money and are more capable of producing and ensuring “quality”. There is a growing presence of privately provided services to schools, from curriculum and teachers to testing, not only in the rich private schools, but also in private schools that cater to the poor and to government. In this range of private schools which are English medium,

we still find forms of the exam-oriented, textbook cultures adapted to new imperatives of competitive examinations.

We may regard the large-scale programmes as holding implications mainly for the government schooling system and for the poor, and for primary schools. Since 2000, there have also been more sweeping developments and changes. The development of a National Curriculum Framework and related textbook development have become more noticeable in the public eye and influence the whole of school education (not only education of the children of the poor/government schools), and revealing deep ideological differences within Indian society and the political character of curriculum-making and curriculum change. The 2000 curriculum favoured Hindutva nationalism with implications not only for history but for science and mathematics, with the inclusion of non-Western contributions and including astrology as a science. The 2005 curriculum attempts not only to undo this “saffronisation” but also to question the persistence of rote, continued fear and failure to be countered by teaching for understanding and meaning-making, providing for “local contexts” and the inclusion of critical perspectives in curricula. The 2009 Right to Education Act has further ushered in changes in evaluation through continuous comprehensive evaluation (CEE), the implications of which are just beginning to be felt in the schooling system.

These are major developments affecting all strata and stages of school and teacher education. It is useful to remember that the school system in India (including the government, private, and aided schools) is highly differentiated and stratified – not only in terms of its clientele groups, but also in terms of curricular and pedagogic forms. In this complexly differentiated space, the various and varied curricular and pedagogic themes that have been discussed so far, and others that have not been discussed, such as vocationalisation, tribal children’s education, special education, religious learning, heritage crafts and alternative education, can all be found. They not only coexist but also influence and alter each other and use various political, bureaucratic, corporate, religious and civil society levers to influence, engage with, or remain immune from national structures and processes of change or reform. Following

the Right to Education Act, we seem to have entered into a period of ideological intensifications that will be decisive for the ability of the Indian state to bring in a national system of education that includes a curriculum and pedagogy. Whether this national system will be homogenising and standardising or supportive of plurality with social justice remains to be seen or imagined.

Increasingly, there has been a global shift toward recognizing and understanding Indigenous models of education as a viable and legitimate form of education. There are many different educational systems throughout the world, some that are more predominant and widely accepted. However, members of Indigenous communities celebrate diversity in learning and see this global support for teaching traditional forms of knowledge as a success. Indigenous ways of knowing, learning, instructing, teaching, and training have been viewed by many postmodern scholars as important for ensuring that students and teachers, whether Indigenous or non-Indigenous, are able to benefit from education in a culturally sensitive manner that draws upon, utilizes, promotes, and enhances awareness of Indigenous traditions, beyond the standard Western curriculum of reading, writing, and arithmetic.

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# Teaching and Learning in the Changing Knowledge Society

## Profile of Prof. Soumendra Mohan Patnaik

Prof. Soumendra Mohan Patnaik was a professor of anthropology at the University of Delhi, India, from where he obtained his MPhil and PhD in the late 1980s and early 1990s. He is the founder of a chapter in India of Anthropology Without Borders (ASF). He has been the president of the Indian Anthropological Association (IAA); the chair of the Commission for Anthropology, Public Policy and Development Practice of the International Union of Anthropological and Ethnological Sciences (IUAES); and a representative of the IAA at the World Council of Anthropological Associations (WCAA). He has been an advisor to the government of Nagaland in India and to various international NGOs in South Asia. His numerous publications examine the complex connections between development, displacement, indigenous identities, and public policies.

In 2017 he was appointed as the vice-chancellor of Utkal University. Before that he was working as a professor of anthropology at University of Delhi. He held the president's position at Indian Anthropological Association.

He has authored 3 books and has published more than 30 research papers. The books he has written are:

- *Culture, Identity and Development* ISBN 9788131601280
- *Displacement, rehabilitation, and social change: the case of the Paraja highlanders* ISBN 9788121003575
- *Indian Tribes and the Mainstream* ISBN 9788131601037

The education processes in the knowledge society of the twenty-first century requires a complex analysis due to transformation of learning and teaching. What kind of knowledge society we are trying to build or moving towards? Although this society implies a socio-technologic transformation, each society throughout history has been a knowledge society. In every historical society information and knowledge were decisive in determining power, wealth, and social organization. It is difficult to speak



about the future knowledge society in a unique way. Consequently, we have to specify what kind of knowledge there was before, what there is now, and what is the desired configuration in each society. This will depend on cultural, economic, technologic, social, and political decisions and also contextualized needs.

The universal penetration of technology and especially of ICT has brought in new cultural profiles of social, political and economic organizations and has an impact on education too. Due to decentralization, personalization, increased flexibility, technologic convergence, and other effects of telematic networks, there is greater possibility of an extension of educational programs in the framework of lifelong learning programs. Life-long learning involves the design of flexible and personalized opportunities for education and the extension of these in order to survive in a complex world where everyone will commit in a personal, collective, global learning process.

Further it has got the potential to overcome exclusion in the face of the new social, technologic and economic demands. It is expected that twenty first century education will have strategic learning, virtual collaborative groups, and teachers as facilitators both in face to face and remote education. This will help to develop autonomy, strengthen communication and technological abilities. It will also foster problem solving skills that will enable learner to make decisions and participate in the improvement of quality of life through flexible structures, open mentalities, and equitable ethical values. Within this framework, learning and teaching in the changing landscape of the knowledge society will be conceived for personal self regulation and social self sustainable alternative development. The twenty first century knowledge landscape brings in creative competencies and flexible attitudes through the practice of comprehensive and critical reading and thinking, emotional education, free expression, contrasted transference into reality, and participation within diversity. It includes a respect to local identity to foster the search for universal peace, democratic coexistence and continuous improvement.

In this twenty-first century information society, we are facing a new society mediated by electronic artefacts, procedures, and sophisticated concepts and which point out

contrasting cultural beliefs, thoughts, and minds. The need for a technologic literacy becomes important, but not only to satisfy economic demands, but to train qualified human resources for a strong technologic development which enhances creativity, autonomy, and logic, all parts of critical reasoning and problem solving skills. The current economic trend is e-economy which makes changes in the structure of work and in its organization by implementing the intensive production of knowledge generated from within the organization by trained people rather than from outside the organization. The challenge is to generate more commitment, dedication, and flexible attitudes than to receive vast qualities of information which is another need of the twenty first century.

Social life appears in information networks and multicultural interrelationships (the global village) which is why there are significant modifications in learning and teaching in order to encourage intercultural communication skills and attitudes. This demands self-reliance and the development of skills in self-learning in order to speedily manage and distribute data. Autonomous but interdependent abilities are enhanced to recreate knowledge produced in virtual, collaborative, and distributed ways.

As we all are moving towards such a knowledge society, it is essential for all of us to acknowledge all such changes happening in the knowledge landscape all around the globe and to keep us moving in that direction fast enough so that we are not left behind.

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# Critical Reflection on New Education Policy

## Profile of Prof. M. A. Khader

Prof M. A. Khader, former principal Regional Institute of Education, Bhubaneswar had been invited to the Institute on 11<sup>th</sup> August to give his insight on the draft New Education Policy 2019. Prof. Khader was the faculty and Head, Curriculum Group, NCERT, New Delhi; Member Secretary, National Steering Committee, National Curriculum Framework, 2005 ; Director, SCERT, Government of Kerala when Kerala Curriculum Framework – 2007 was formulated. He was Chairperson, Steering Committee for reform in School Curriculum and Teacher Education, Government of Rajasthan.

Prof. Khader talked about some of the recommendations of the committee formed by Kerala Government in 2017 under his stewardship to examine the different aspects of school education and the measures to be taken for improving the quality of education from pre-school to higher secondary in Kerala.

### Major recommendations of Khader Committee:

- The committee phased school education into three categories: pre-school, primary (classes 1 to 7) and secondary (classes 8 to 12).
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PHASES OF SCHOOLING			
<b>Preschool</b>	Before School (Age 3 to 5/6)		
<b>Primary</b>	Class 1 – 7	Lower Primary	Class 1 – 4
		Primary	Class 5 – 7
<b>Secondary</b>	Class 8 – 12	Lower Secondary	Class 8 – 10
		Secondary	Class 11 – 12

### **Preschools**

- Pre-Schooling facilities should be made available to children of 3 years old to the period they reach the school going (5/6 age).
- The committee favours an innovative mode of learning in pre-school like play-way method.
- The criteria as directed by the National Council for Teacher Education would be eligibility for pre-school teachers
- The Committee also recommends to frame a pre-schooling policy.
- It recommended to close down unrecognised pre-school teacher training institutes.
- A regulatory system comprising government agencies should be formed to monitor the sector.

### **Structural Changes**

- The Report recommends to set up a new **Directorate of School Education** by merging the Directorate of Public Instructions (DPI) and Higher Secondary Directorate and Vocational Higher Secondary Directorate. It is believed that once all the directorates come under one umbrella, disputes regarding the posts of principals and headmasters in schools will be minimized.
- With the merger of the directorates, each revenue district will have a **Joint Director of School Education Office**. The Joint Director of School Education (JDSE) will be the officer in charge of a revenue district.
- **School Education Offices** will be set up under the ambit of JDSE , covering the area of Block panchayat/Municipality/Corporation. **School Education Officer** will be in-charge of these offices.
- The panel has recommended to create the post of Panchayat Education Officer in each Panchayat. It is his duty to coordinate and implement the education projects of panchayats and other educational activities.
- Under the proposed system, a school will be the basic administrative unit. The head of the school should be named Principal.

- The **principal** will be head at all levels of schools (lower primary, primary, lower secondary and secondary), assisted by a vice principal. Higher secondary, VHSC teachers will become principals based on seniority.
- As of now, there are three Pareeksha Bhavans associated with DPI, Higher Secondary Directorate and Vocational Higher Secondary Directorate. The report recommends to merge all the three into one with the name Board of School Examinations, Kerala.
- Another highlight of the report is that it recommends the formation of a separate cadre called **Kerala Education Service**, in the model of newly declared Kerala Administrative Service.

### Arts/Sports Education

- The Khader Committee report gives huge emphasis to sports. It suggests that students of class 5 to 12 should be given scientific sports training. Sports teachers should be appointed in every secondary schools.
- Similar recommendations has been made about Arts education also. Students of Class 5 to 12 should be given training in arts subjects.

**Layers of school education**


- Pre-school
- Primary Classes 1 to 7
- Secondary Classes 8 to 12

**District hierarchy**

- Joint Director of School Education Officer
- School Education Officer

## Toning up school education

PROPOSALS OF THREE-MEMBER COMMITTEE HEADED BY M.A. KHADER



New post of panchayat education officer

**SCHOOL**

- One principal
- One vice principal

**Three Pareeksha Bhavans to become Board of School Examinations**

**Qualification**

**PRIMARY TEACHER**  
Basic qualification

- Degree
- Professional qualification equivalent to degree ideal

**SECONDARY TEACHER**  
Basic qualification

- Postgraduation, professional qualification

### ***Eligibility of Teachers***

- The report advocates the transformation of the teacher to meet the standard of education.
- Degree should be made compulsory for teachers. Also a professional eligibility equivalent to degree should be made.
- For secondary level, Post-Graduation and a professional diploma to graduation is required.
- It also recommends for winding up the certificate examination at Pareeksha Bhavan.
- Pre-service trainings and in-service training for teachers should be scientifically to increase their professionalism and competence.

### ***Other Recommendations***

- Resource persons for the children who need special attention would be created.
- Scientific and systematic monitoring in frequent intervals to ensure the quality of education.
- Government bodies/agencies such as SCERT, Institute of Educational Management and Training, Education Technology-Kerala (IETK), State Council for Educational Research and Training (SCERT), State Challenged (SIMC), Institute of Advanced Studies should be strengthened.

Correlating these recommendations with the draft of 2019, Prof. M. A Khader highlighted on merger of all under one umbrella for proper coordination and implementation of school education. He was critical about some of the recommendations in the draft, like the school complexes, flexibility in service training keeping in view the requirement of the curriculum. Prof. Khader handling new ideas in an effective manner with the stakeholders.

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## Literature and Critical Literacy Pedagogy

### Profile of Prof. Stephanos Stephanides

Stephanos Stephanides is a Cyprus - born author, poet, translator, critique, ethnographer, and documentary filmmaker. He is a former Professor of English and Comparative Literature at the University of Cyprus (Retd. 2017). His early migration from Cyprus to the United Kingdom and subsequent work and travel in many countries has shaped the transcultural character of his work. Selections of his poetry have been published in more than twelve languages. As a lecturer at the University of Guyana, he became deeply interested in Caribbean cultural expression and his fieldwork with the descendant of Indian indentured labourers in Guyanese villages and sugar plantations gave rise to various projects including two documentary films: *Hail Mother Kali* (1988) and *Kali in the Americas* (2003). He was awarded first prize for poetry from the American Anthropological Association, 1988, and first prize for video poetry for his film *Poets in No Man's Land* at the Nicosia International Film Festival (2012). He has held residential writing fellowships at the University of Warwick, the Bogliasco Foundation, Italy; JNU, India; and the International Writers Program of the University of Iowa. He was a judge for the Commonwealth Writers Prize (2000, 2010), he is a Fellow of the English Association, and Cavaliere of the Republic of Italy. His most recent book publication is *The Wind Under My Lips* (To Rodakio: Athens, 2018).

Prof Stephanides discussed the significance of literature as a pedagogical tool in the language classroom, which simultaneously helps developing a self-reflexive approach to language and critical thinking. He spoke of a reader oriented approach as a way of developing critical literary skills, and to challenge the notion of 'critical legitimacy' by exploring possibilities of 'illegitimate readings,' in the process of meaning making. The visiting scholar laid special emphasis on cross-cultural readings, highlighting the overlapping borders and gaps between the different functions of language: vernacular, cosmopolitan, referential, and mythical, and how these valiantly shape our critical literacy, sense of identity and social belonging through language.

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## **Gandhiji and Today**

### **Profile of Dr. Das Benhur**

**Jitendra Narayan Dash** (birth 3 August 1953), writes under the pseudonym of **Dash Benhur**. He is a Sahitya Akademi award winner writer from Odisha. He was born in Khandapada in Nayagarh district, Odisha. He retired as the Principal of Samanta Chandrasekhar (Autonomous) College, Puri. He is a founder member of Aarna Odisha. He is the author of more than 100 books, including 15 collections of short-stories. He is a recipient of the following awards.

- Sahitya Akademi Bal Puraskar, 2014
- Odisha Vigyan Academy Popular Science-writer award, 1999
- NCERT Prize for Children's Literature, 1989
- Odisha Sahitya Academy award, 1987

Sri Jitendra Narayan Dash had been invited to the Institute to talk about the life and contribution of Mahatma Gandhi.

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# Creating Awareness for a Corruption Free Society in Public Life

## Profile of Dr. Debashish Panigrahi

Dr. Debashish Panigrahi, Additional Director General of Police, Govt. Of Odisha had been invited to deliver a lecture on "Corruption in India – way forward". Dr. Debashish Panigrahi is not only an administrator, he is also Odisha Sahitya Academy Awardee, having 10 collection of short stories and 1 collection of fiction to his credit, besides many other writings.

Dr. Panigrahi, as the Head of the anti-corruption agency expressed his concern with regard to growing corruption among youngsters. The major challenges according to him is how to dissuade young minds to fall prey to corruption.

Citing causes of corruption Dr. Panigrahi pointed out that deprivation and fear of being deprived is a major cause of corruption. Going back to the history of corruption, Dr. Panigrahi mentioned that corruption in the Indian society has prevailed from time immemorial in one form or the other. But corruption is mostly a colonial legacy. Bribes were paid to British officials by Indian contractors, businessmen to get wrong things done. But now bribe is paid by people even for getting right things done in right time. Popular perception about corruption in India is even more dangerous. People who work on right principles are unrecognised and considered to be foolish in the modern society. Corruption is now a day's no more viewed as a stigma, rather it is viewed as something respectable, a status symbol.

A study conducted by Transparency International in 2005 recorded that more than 62% of Indians had at some point or another paid a bribe to a public official to get a job done. A 2005 study done by the Transparency International in India found that more than 92% of the people had firsthand experience of paying bribes or peddling influence to get services performed in a public office. Taxes and bribes are common between state boarders. Both government regulators and police share in bribe

money. A 2009 survey of the leading economies of Asia, revealed Indian bureaucracy to be not only the least efficient among Singapore, Hong Kong, Thailand, South Korea, Japan, Malaysia, Taiwan, Vietnam, China, Philippines, and Indonesia, but working with Indian Civil servants was a slow and painful process. In land property deal, while tendering process and awarding contracts, in distribution of licenses, in all public welfare programme, everywhere there is corruption. We can say that bribery and corruption are pervasive, but some areas tend to be more vulnerable than others. As per a study conducted in 2013, industries that are perceived to be the most vulnerable to corruption are: Infrastructure and real estate, metals and mining, aerospace and defence and power & utilities. High use of middlemen, large value contracts, and liasioning activities etc. are factors that make a sector more susceptible to corruption. As per Transparency International India's position in the transparency index has improved, but the anti-graft policy has not been equally effective in all states and in all sectors. Giving the example of china, he pointed out that Anti-graft policy in China is for domestic consumers, not for overseas activities. In countries like Singapore, Hongkong, Denmark, New Zealand, anti-graft policies have become highly effective.

Further these are inconsistently and selectively enforced.

Enforcement apart, the normative past, i.e. the system of socialisation and acculturation plays a very significant role in handling issues like corruption. Studies show that social norms and values prevailing in societies affect people's behaviour and tendencies. When people complain about corrupted cultures, they have in mind the shared values, belief and norms of a group of people.

When people in authority illicitly use their power to benefit themselves and their family and friends around the world, it is called corruption. Corruption in this sense depends on values, it also depends on calculation of risk and rewards.

Those in the public office sitting on fence will not cross the fence. Once they would be made to believe, that pains from corruption is more than its gains. Everybody must be made to feel that rewards from corruption would be less than risk from corruption through proper enforcement of law. Further, the adage, honesty is the best policy which emanates from collective wisdom of generations should be followed by everyone. When we make the cost-benefit analysis of honesty, we see that the benefit are far less, but remaining honest should not be for the sake of gaining something in exchange of honey.

While explain this, Dr. Panigrahi cited the example of Mahatma Gandhi who devised his own methodology of checking corruption in Public life. His trusteeship theory where no one is a owner of public property, but all members are custodians. He had advised everyone to fulfil their need and not to fall into the trap of greed. His morality on necessity to think about right or wrong are some of the steps which can be adopted by everyone to keep himself free from corruption and at the same time keeping the society corruption free.

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## Quality Improvement of Teacher Education in meeting Challenges in the Society

### Profile of Prof. Santosh Panda

Prof. Santosh Panda, Indira Gandhi National Open University, Former Chairperson, National Council for Teacher Education.

National Education Day was celebrated in the New Auditorium of the Institute on 11<sup>th</sup> November 2019 to commemorate the birth anniversary of Maulana Abul Kalam Azad, the founder of Modern Education System and the first Union Minister of Education of India. The programme started at 3.00 PM on 11<sup>th</sup> November 2019. Students and faculty and staff had assembled in the New Auditorium. The key note speaker of the programme Prof. Santosh Panda, former chairperson NCTE had been invited to deliver a lecture on “The Quality Improvement of Teacher Education in meeting challenges of the society”. The programme started with lighting of lamp and paying homage to the great freedom fighter, educationist of the country Maulana Abul Kalam Azad. The coordinator of the programme Prof. Ritanjali Dash, Head DESSH welcomed all the guests, faculty & students and talked about the significance of the day.



Principal, Prof. P. C. Agarwal introduced the guest speaker Prof. Santosh Panda and welcomed him to the august gathering. Dean Instruction, Prof. Anoop Kumar spoke about how Regional Institute of Education, Bhubaneswar as a constituent unit of

NCERT is trying to fulfill the objectives of NCERT, spreading quality education in the Eastern region which was once the dream and vision of Maulana Abul Kalam Azad.

Prof. Santosh Panda, key note speaker of the occasion in his lecture highlighted many challenges that teacher education in India is facing. He described teaching as a profession and differentiated between old and new professionalism. For promoting teacher education, teacher has to be reflective and activist. He must be a connect between exemplary practical contexts and vivid experiences of students. This is possible when teachers value cross professional dialogue. In the absence of cross professional exchange there is danger of “balkanization of practical ethics” and the development of insular thinking that can lead to a kind of myopia and disciplinary blindness. He emphasized on four considerations - Transparency, Engagement, Construction and continues professional development in order to acquire 21<sup>st</sup> Century skills / competencies.



Prof. B. N. Panda, Dean, Research summarized the lecture of Prof. Santosh Panda and appreciated the role of Regional Institute of Education, Bhubaneswar in promoting teacher education in the eastern part of the country. Student volunteers also spoke on the life and contributions of Maulana Abul Kalam Azad. The programme ended with a vote of thanks to everyone by Prof. S. K. Dash, Head, Department of Extension Education.



## Quality of Teacher Education in the Contemporary Context

Maulana Azad National Education Day Lecture,  
Regional Institute of Education, Bhubaneswar

**Professor Santosh Panda**  
Indira Gandhi National Open University  
[spanda.ignou@gmail.com](mailto:spanda.ignou@gmail.com)

(Former Chairperson,  
National Council for Teacher Education)

## Contemporary reforms

- CBCS / national credit & credit transfer policy.
- Vocational education/ Skill development (NSQF).
- Technology-enabled learning.
- Distance education and online learning (Distance Education Bureau).
- Evidence-based teaching-learning.
- Ranking of institutions.
- National Education Policy (skills, practice/ application, employability, accreditation and ranking).

## Teaching as a profession ?

### Characteristics of a profession

Organised body of knowledge distinct from other professions.

Serves greater social purposes.

Professional organisation through cooperation.

Requirement of formal period of training, and subsequent continuing professional development.

Certain degree of autonomy by the professional.

Professional influence on standards, licensing, professional development, performance standards, and professional discipline.

## Criteria of professionalism

(MacBeath, 2012, Uni of Cambridge)

1. Theoretical knowledge and concomitant skills.
2. High quality pre-service academic and professional preparation.
3. Legal recognition and professional closure.
4. Induction to be a full member of professional body, followed by CPD.
5. Professional association.
6. Work autonomy.
7. Code of professional conduct or ethics.
8. Self-regulation.
9. Public service and altruism.
10. Autonomy and legitimacy.
11. Inaccessible and indeterminacy body of knowledge.
12. Mobility as individuals (and not by organisations) through standardisation.

## Old and new professionalism

Old professionalism	New professionalism
<ul style="list-style-type: none"> <li><input type="checkbox"/> Exclusive membership.</li> <li><input type="checkbox"/> Conservative practices.</li> <li><input type="checkbox"/> Self-interest.</li> <li><input type="checkbox"/> External regulation.</li> <li><input type="checkbox"/> Slow change.</li> <li><input type="checkbox"/> Reactive.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Inclusive membership.</li> <li><input type="checkbox"/> Public ethical code of practice.</li> <li><input type="checkbox"/> Collaborative and collegial.</li> <li><input type="checkbox"/> Activist orientation.</li> <li><input type="checkbox"/> Flexible and progressive.</li> <li><input type="checkbox"/> Responsive to change.</li> <li><input type="checkbox"/> Self-regulating.</li> <li><input type="checkbox"/> Policy-active.</li> <li><input type="checkbox"/> Enquiry-oriented.</li> <li><input type="checkbox"/> Knowledge building.</li> </ul>



## Reflective and activist teacher

(personal # professional)

- Pedagogues (experts in teaching-learning)
- Problem solvers (reflective and critical)
- Researchers and change agents
- Creators of knowledge (theory building).

## Reflective and activist teacher

A teacher continuously reflects on the quality of her teaching through a systematic process of *self-evaluation* and *critical reflection* on the process of teaching-learning, student engagement and assessment.

This also entails *professional freedom* relating to choosing appropriate methods and materials to engage students, as also keep education/teaching out of political and ideological influences.

Related to this is *professional ethics* including rights and responsibilities.

## Cross-disciplinary dialogue

Must be a connect between '*exemplary practical contexts*' and '*livid experiences of students*'.

This is further possible when teachers value *cross-professional dialogue*.

While on the one hand, teachers could stress *specialisation and professional identity*,

On the other hand, in the absence of cross-professional exchange, there is danger of "balkanization of practical ethics and the development of insular thinking that can lead to a kind of myopia and *disciplinary blindedness*" (Schrag, 2011, p. 3).

## Scholarship of teaching & learning

Considerable stress on *disciplinary research* at the cost of teaching students.

Research on *discipline-pedagogy* is less than discipline itself.

SoTL bridges gap between: i) *Disciplinary research & teaching*; ii) *Disciplinary research and Research on discipline teaching-learning*.

(based on the work on 'scholarship' by German scholar W von Humboldt).

## Three considerations

**Transparency**

**Engagement**

**Constructivism**

## Structural changes

## Regulations

Handholding/ **Orientation** # Recognition  
# **Process Monitoring** # Accreditation  
# Inspection # Withdrawal

**Continuing Professional Development**

## **PMMNMTT, 2015**

- 30 Schools of Education
- 50 Centres of Excellence in Curriculum and Pedagogy
- 5 Centres of Excellence in Science and Mathematics Education
- 25 Teaching-Learning Centres
- 20 Faculty Development Centres
- 2 Inter-University Centres for TE
- Subject Networks
- Innovations and Awards
- 1 Higher Education Academy
- 5 Institutes of Academic Leadership

## **Structure of teacher education**

Post +2: **Dip in Elementary Education # 2 yrs**

Post +2: **Bachelor in Elementary Education # 4 yrs**

Post +2: **Bachelor in Secondary Education # 4 yrs**

Post Bachelors: **Bachelor of Education # 2 yrs (2<sup>nd</sup> Bachelors)**

Post BEd: **Master of Education # 2 yrs**

Integrated BEd-MEd: **No Lateral Entry # 3 yrs.**

**Early Childhood Care & Education (Diploma)**

**Physical Education (Dip/ Degree)**

**Art Education (Dip)**

**Open and Distance Learning (ODEL, BEd)**

## Status of Teacher Education Institutions (June, 2015)

Sector	No. of Institutions	Intake
<b>Govt. Institutions</b>	1623 (8.6%)	124378 (8.68%)
<b>Private</b>	17,216 (91.4%)	13,06,984 (91.32%)
<b>Grand Total</b>	18,839 (100%)	14,31,362 (100%)

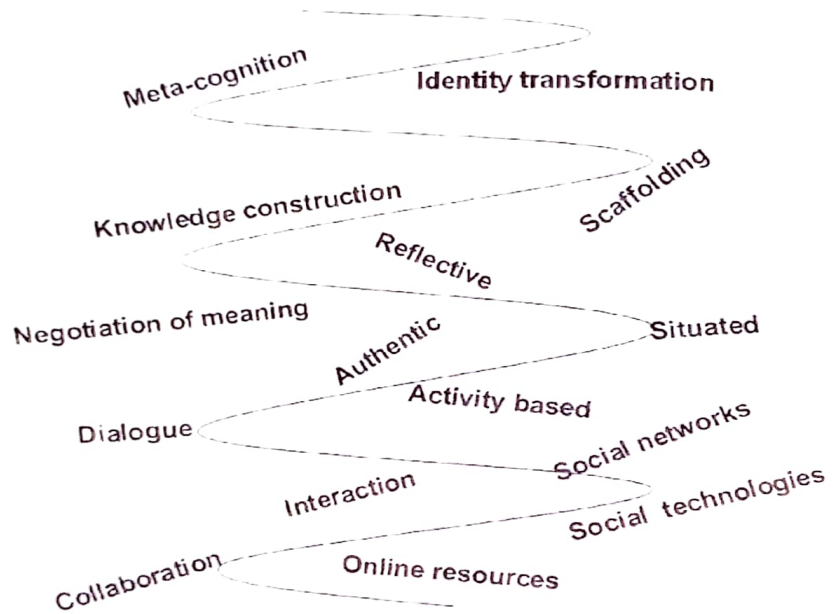
No. of Institutions	Intake
7,929 (38.37%)	4,15,933 (29.05%)
8,584 (45.56%)	9,02,682 (63.06%)
967 (5.13%)	29,200 (2.04%)
1,359 (7.21%)	83,547 (5.83%)
18,839 (100%)	14,31,362 (100%)

## Technology-Enabled Systemic Development



# Curricular changes

## Design across chaos



Authentic tasks:  
engaging students in world of work (cases, workshops, etc.)

Assessment rubric:  
authentic, comprehensive, continuous

Existing learning experiences

Curriculum design and transaction

Developing meta-cognitive abilities

Graduate attributes

Modular, credit-based, mapped courses and modules

Learning objectives/outcomes

# Curriculum and syllabus

**Credit-based.**

**Theory, practicum, internship.**

**ICT /Yoga Education /Gender Studies /  
Disability-Inclusive Education compulsory.**

**20 weeks field engagement—1 semester  
equivalent Internship.**

## CBCS

### **Core Course:**

Core Course in every semester, to be compulsorily studied by a student as a core requirement in a said discipline of study.

### **Elective Course:**

Elective course is a course which can be chosen from a pool of papers.

It may be:

- Supportive to the discipline of study.
- Providing an expanded scope.
- Enabling an exposure to some other discipline/domain.
- Nurturing student's proficiency/skill.

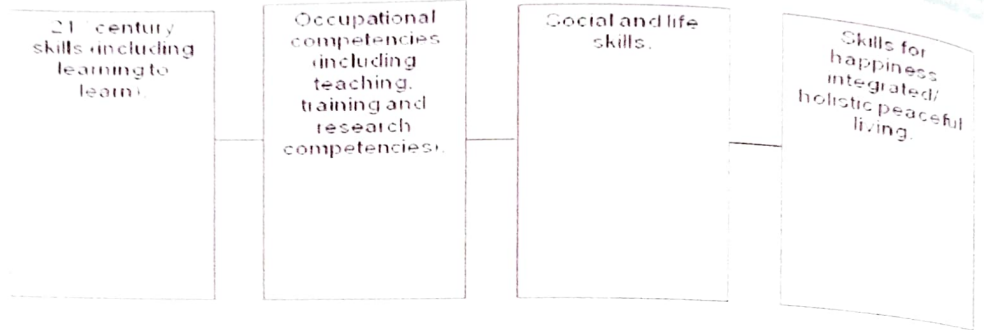
- “**Generic Elective**” focusing on add generic proficiency to the students.
- “**Discipline centric**” or may be chosen from an unrelated discipline (“Open Elective”) / **skills training**.

### **Foundation Course:**

•“**Compulsory Foundation**” mandatory courses based upon the content that leads to knowledge enhancement.

•“**Elective Foundation**” courses are value-based .

## Competencies



## 21<sup>st</sup> century skills/ competencies

24

**Discipline skills.**

**Employability skills.**

**Social and life skills/ happiness.**

**Technology skills.**

**Self-regulated learning, meta-cognitive skills.**

**Learning to learn skills.**



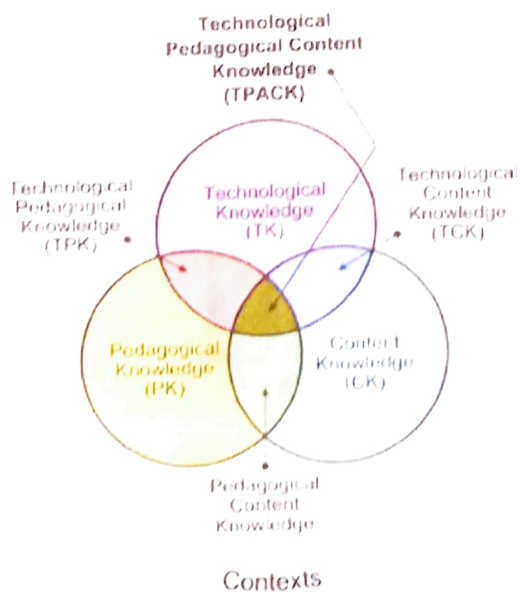
# Meta-cognition & Self-regulated Learning

## Social & Life skills

### Four compulsory skills

- Information communications technology
- Yoga education
- Gendered teaching
- Inclusive education

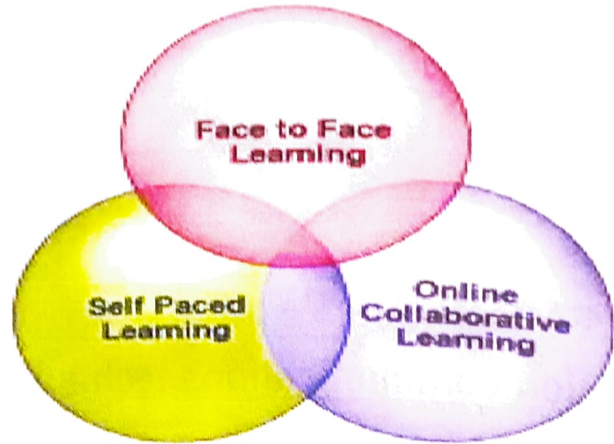
### TPACK (Mishra & Koehler, 2006)



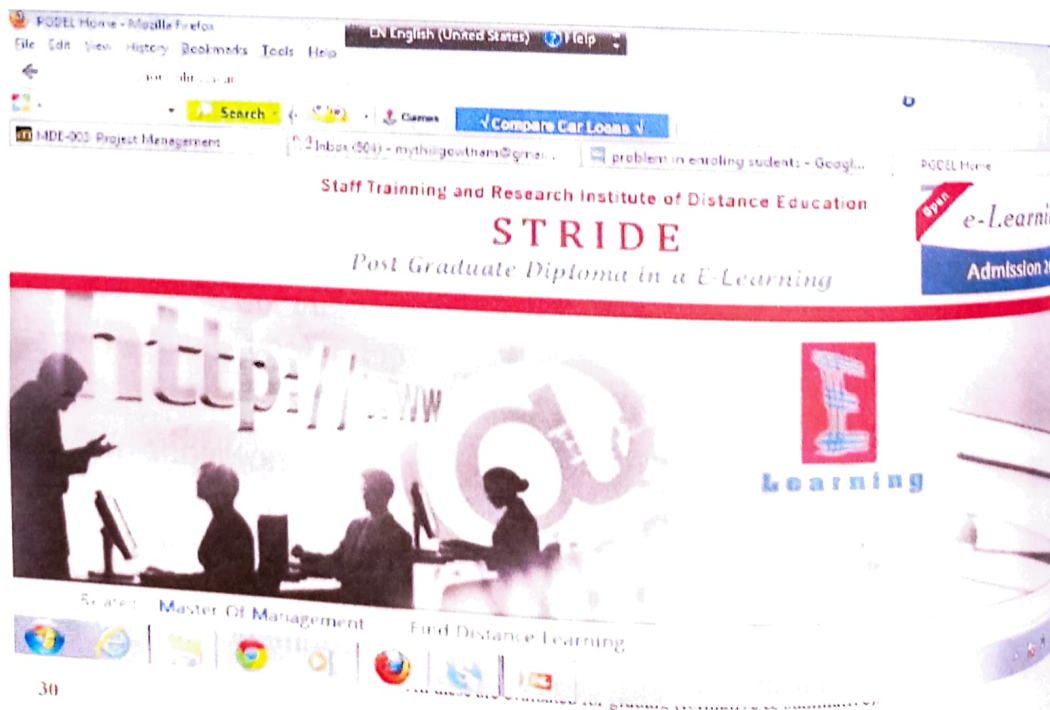
•PCK: Knowledge of pedagogy relevant to teaching of particular content.

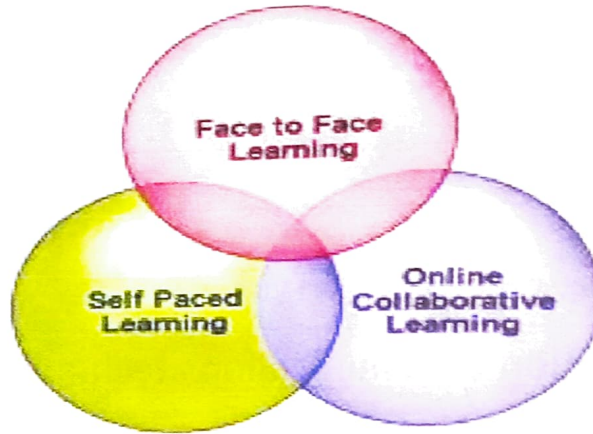
•TCK: Knowledge of relationship of technology and content.

•TPK: Knowledge of technology specific to specific teaching-learning environment.

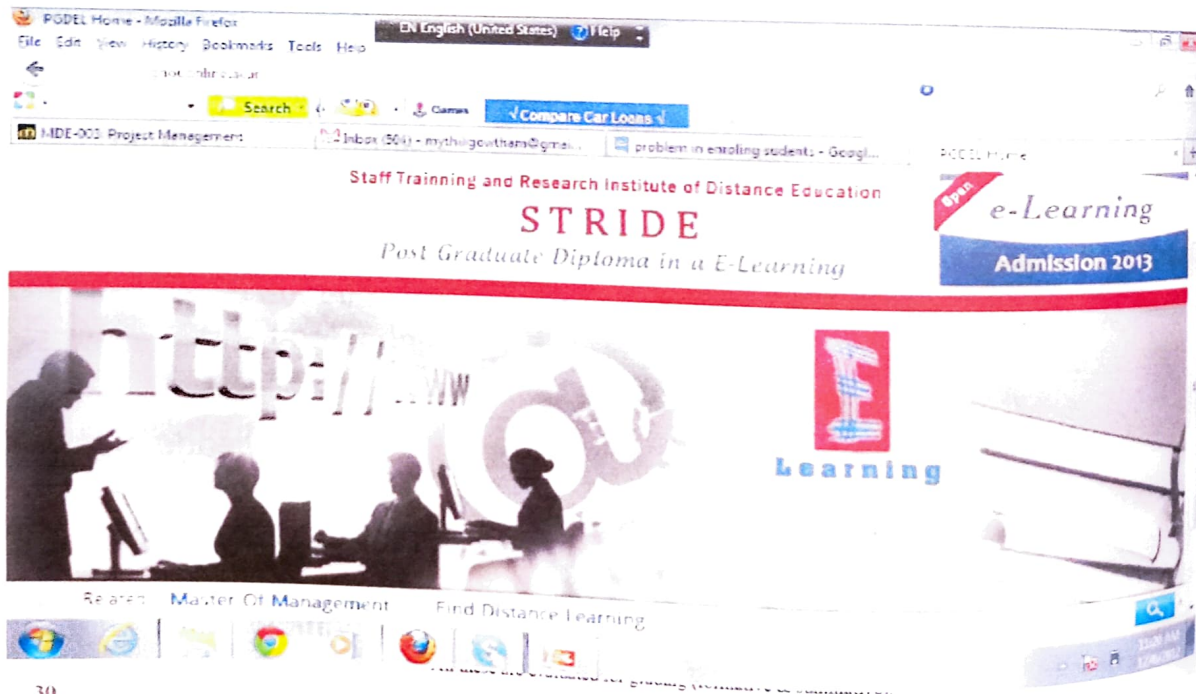


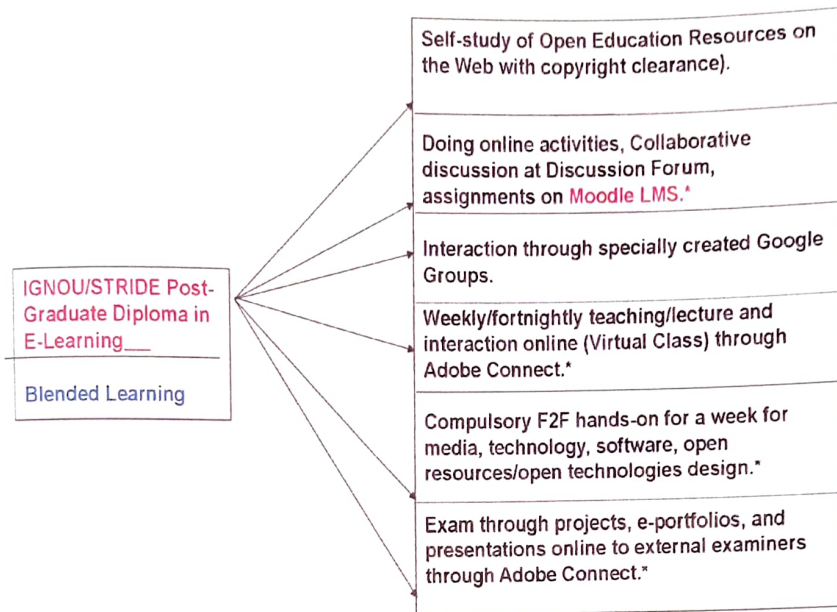
e-TQM College Blended Learning Approach





e-TQM College Blended Learning Approach





\* All these are evaluated for grading (formative & summative).

The collage features three main elements:
 

- Top Left:** A video player interface showing a presentation slide titled 'Interactive multimedia'. The slide lists:
  - Notion browser: use of web for teaching learning technology
  - Internet as a learner control of learning environment
  - Multimedia: audio, TV, Computer based notes etc.
  - CD-ROMs and software: animation, audio, video
- Top Right:** A document titled 'Reading Materials and Recommended Texts' with a list of references including 'Computer and Communication Learning' (2004) and 'Introduction to Learning Technology' (2008).
- Bottom:** A woman in a white shirt presenting at a whiteboard, with a video player control bar at the bottom showing a timestamp of 00:08 / 09:48.

## Our strategies

33

**Direct Instruction:** virtual class, presentation, interaction, guidance for OER

**Learner-Learner Interaction:** with guided mentoring through Google Groups.

**Authentic Tasks:** on Moodle project.

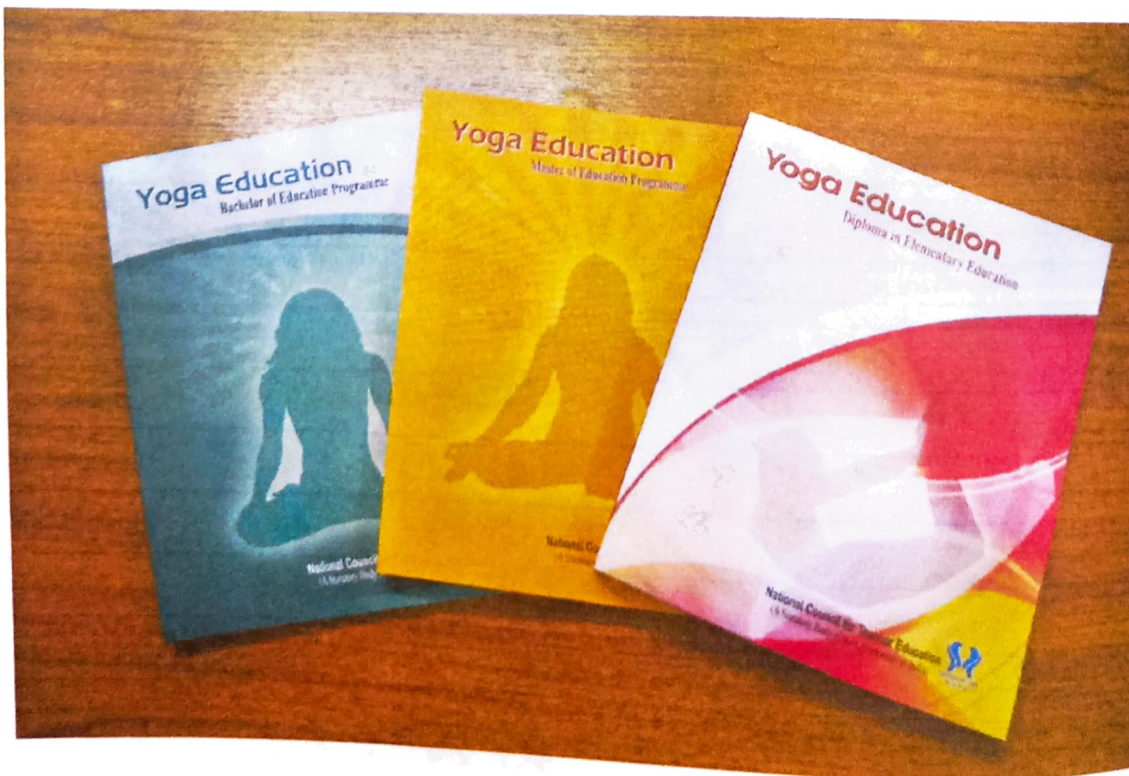
**Learning Nuances** of open source technologies for online teaching-learning: Two-week hands-on F2F workshop.

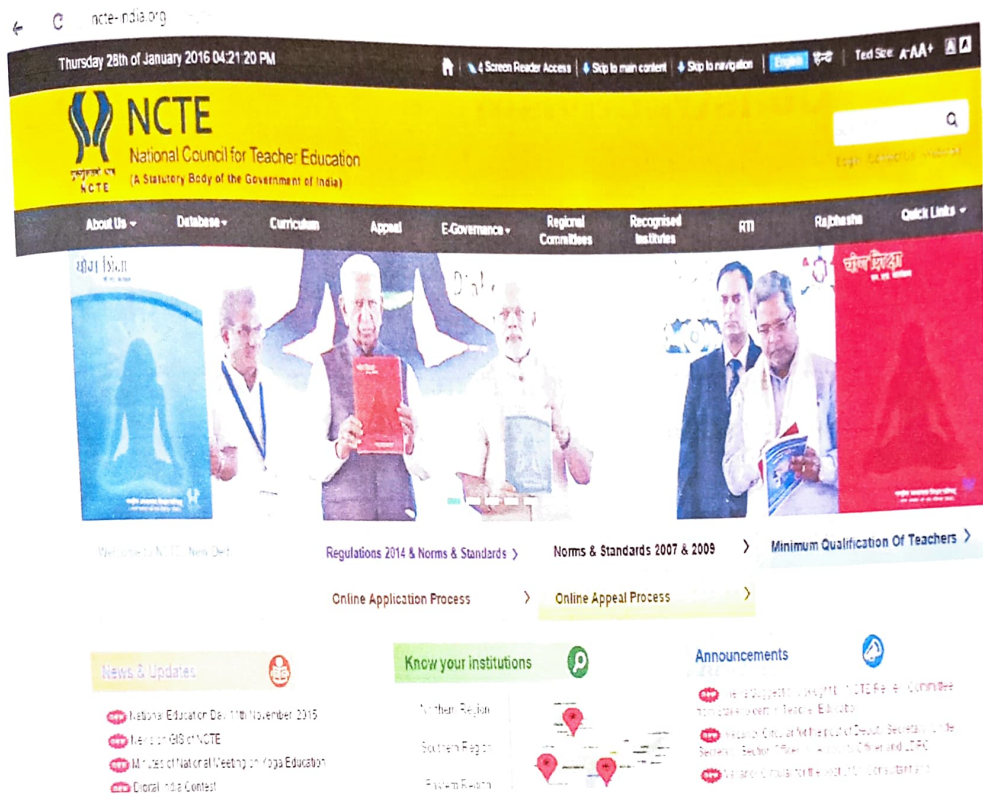
**Reflection on Practice:** Discussion forum.

**Self-Regulation:** E-portfolio on own online learning experiences, strategies, innovations.

**Online (24x7) technology support.**

## Yoga Education





## F2F, Distance, Online, Blended

30

**Transmission:** information and concepts.

**Action-Interaction:** learning from each other, group negotiation of meaning.

**Collaboration:** values of sharing and respecting.

**Reflection:** higher-order meta-cognitive learning.

**Assimilation:** to 'be' more experienced.

## Constructivism

**Cognitive constructivism:** structure only; truth is objective reality; stress on accurate reality.

**Radical constructivism:** structure + meaning; truth is experiential reality; stress on experiential reality.

**Social constructivism:** stress on meaning (and less structure); truth is socially constructed through co-participation in cultural practices; stress on social construction of reality.

**individual construction of  
knowledge and collaborative  
negotiation of meaning**

**Learning occurs across  
*domains* and *sites*, but it is  
*contextual* and *situated*.**

**Context, therefore, is very important to learning and lifelong learning.**

**learning is a change in understanding in practice in social context**

**The context emerges through a set of practices in-action,**

**and that there is a need for poly-contextualisation of practice and/learning.**



community, networks, and contexts are important to (lifelong) learning

## Student engagement

**Problem-based engagement**

**Activity-based learning**

**Context-based tasks/ examples/ solutions**

**Peer engagement**

**Continuous evaluation**

- 
- **Social media and networks**
  - **Mobile learning**
  - **Tablet and Kindle texts**
  - **OERs, MOOCs**

## Portfolio

- **Formative Portfolio: Assessment for Learning** (maintained through out class to provide feedback to improve learning).
- **Summative Portfolio: Assessment of Learning** (structured around outcomes/ standards, especially based on rubric and quantitative data to determine outcomes of instruction).

## Aligning Assessment with Learning Outcomes

Concept map;  
Clearly defined learning outcomes/  
Graduate attributes.

Design of learning experiences to achieve learning outcomes. (Tg,-  
Lg strategies, ICT-Video, Activities, Interaction & Engagement)

Assessment tasks to demonstrate the achievement of those learning outcomes.

## Variables

**Skill/Competency— Level—Skill Mapping Credits—  
Skill / Competency Indicators—Teaching-Learning  
Outcomes—Teaching-Learning Resources—  
Assessment Rubrics—Delivery Strategies**

## Curriculum

**Theory + Practicum + Internship**

### Internship: Numbers matter

16,423 TEIs for DEEd, BEd (7862 DEEd, 8561 BEd)

20 weeks field engagement—4 weeks in 1<sup>st</sup> year; 16 weeks in 3<sup>rd</sup> semester (2<sup>nd</sup>-yr school internship and community engagement --including neighborhood cleanliness).

5-10 schools per TEI = Total 1 lakh-1.5 lakh schools to be engaged in internship (8.4 lakh Primary; 1.9 lakh upto Secondary)

Demo Multipurpose Schools; KVS,;NVS etc.

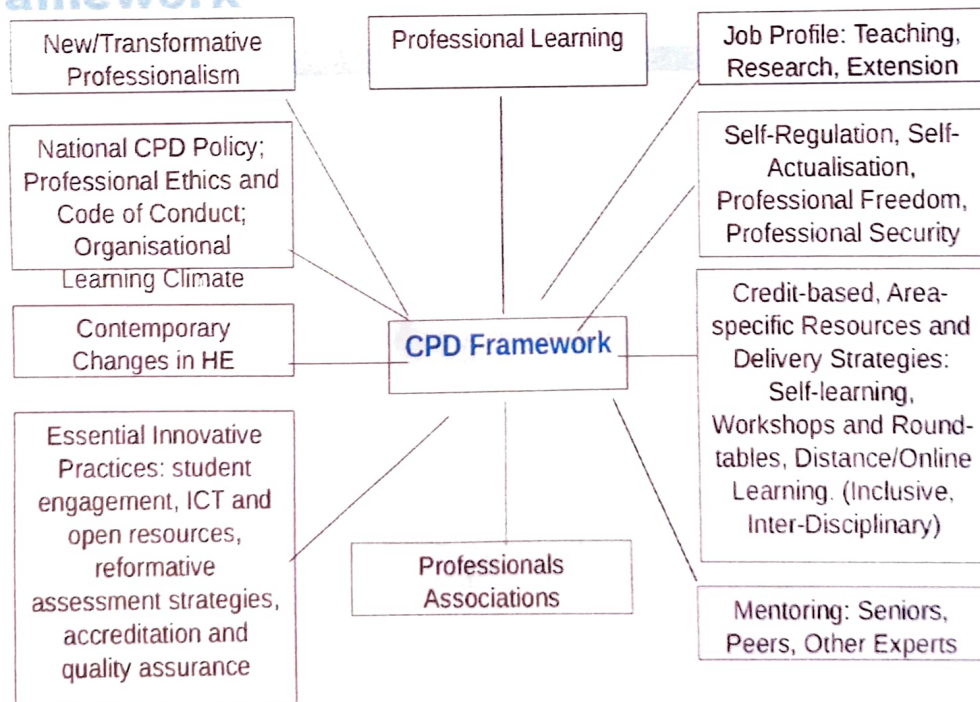
## MEd Programme

### MEd Elementary MEd Secondary/ Senior Secondary

#### Specialisations:

- Curriculum
- ICT
- Planning and management
- Inclusive education
- Pedagogy, teaching-learning, assessment
- Others.

## Continuing Professional Development Framework



# TE Refresher: Blended

## Component 1

- Guided self study.
- Hours 24 (22%).
- To be undertaken by individual faculty under the supervision of a mentor.
- Learning achievements shall be assessed.

## Component 2

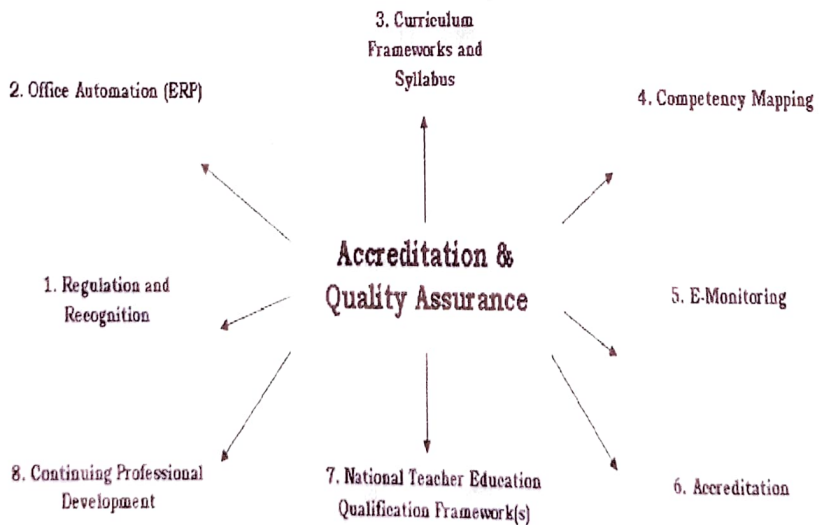
- Face-to-face practice workshops.
- Hours 60 (56%).
- Expert presentation and small group activities supervised by the resource persons.
- Learning achievements shall be assessed.

## Component 3

- Online.
- Hours 24 (22%).
- Guided small group and individual projects.
- Online support group.
- Online interaction among participants and resource persons.
- Learning achievements shall be assessed.

Note: The programme is based largely on OERs, good practices, cases, research evidences, and theory-practice praxis.

## Quality Assurance (In progress)





## Teacher Education in 21<sup>st</sup> Century

### Profile of Prof. M. Miyan

Prof. Mohammad Miyan had been invited to the Institute to critically reflect on Teacher training programme in the context of New Education policy- 2019.

Besides being the Dean of Jamia Millia Islamia he was associated with the following organizations in different capacities.

- UPSC,
- IGNOU as Director of Project DEP-DPEP
- Dr. Zakir Husain Memorial Welfare Society,  
As General Secretary (an outreach programme of JMI)
- Managing Director, Maktaba Jamia Limited
- VC(officiating) EFLU Hyderabad
- VC(officiating) Central University of odisha

He has visited various countries like Canada, Japan, Sri Lanka, Nepal, Turkey, Philippines Mauritius, Oman & France, Saudi Arabia & Kuwait (in some cases represented GOI in UNESCO Seminars). Being a dedicated researcher he has several books and research papers on Educational administration and distance education to his credit.

Prof. Mohammad Miyan in his lecture critically reflected upon Teacher Training programmes with reference to the draft New Education policy-2019. He talked about the issues affecting teachers and teacher Education programmes. He said that teacher education is severely lacking and indeed in a crisis at the current time. Of the many teacher education institutions in the country, over 92% are privately owned. These teaching colleges are not even attempting to provide a good education; not meeting the minimum curricular or course requirements and offer degrees at a price. Most of the remaining teacher education institutions are 'stand-alone' teaching colleges; thus despite their good intentions, they generally do not have the capability of providing

teacher education that includes a full range of content needed for teaching in the modern day - and that also includes practicum training.

There is shortage of around 10 lakh teachers in the country resulting in pupil teacher ratio(PTR) that are even higher. Even more worrisome is the issue of lack of teachers in key subjects. Many schools face the serious problem of teachers with no expertise in key subjects of the curriculum; in many schools, teachers are asked to teach mathematics, or a science teacher asked to teach music, or art teachers whatsoever. Many schools have no language teachers.

Scope for professional development of teachers through various programmes are not accessible to many and in many cases are not relevant to the teachers. Salary, promotion, career progression in the school system and beyond tend to be based on structures, but rather are based on lobbying, luck, favouritism, merit-based structures and reviews, with excellent leadership and environment, is essential for teachers to be incentivised and motivated to do, and be appreciated for their work.

TET tests for filtering efficient teachers need to be more test material correlated to capacities of outstanding teachers, passion and motivation for teaching and to ensure that the interview should be an integral part of teacher selection. Assessment of comfort and proficiency in teaching should be made, so that every school / school community can converse with students in the local language.

teacher education that includes a full range of content across fields - which is truly needed for teaching in the modern day - and that also includes strong pedagogical and practicum training.

There is shortage of around 10 lakh teachers in the country, mostly in rural areas resulting in pupil teacher ratio (PTR) that are even larger than 60:1 in certain areas. Even more worrisome is the issue of lack of teachers in schools across the necessary subjects. Many schools face the serious problem of having no teachers at all having expertise in key subjects of the curriculum; in many cases, a Hindi teacher may be asked to teach mathematics, or a science teacher asked to teach history. The majority of schools have no music or art teachers whatsoever, and there is a major shortage of language teachers.

Scope for professional development of teachers is limited. Current teacher training programme are not accessible to many and in many such cases these are not quite relevant to the teachers. Salary, promotion, career management, and leadership positions in the school system and beyond tend not to have any formal merit-based structures, but rather are based on lobbying, luck, or seniority. An excellent system of merit-based structures and reviews, with excellent enabling school and school complex leadership and environment, is essential for outstanding teachers to be incentivised and motivated to do, and be appreciated for doing, their highest quality work.

TET tests for filtering efficient teachers need to be strengthened through improved test material correlated to capacities of outstanding teachers. Teachers should have passion and motivation for teaching and to ensure this a classroom demonstration or interview should be an integral part of teacher hiring at schools and school complexes. Assessment of comfort and proficiency in teaching in the local language should also be made, so that every school / school complex has at least some teachers who can converse with students in the local language.



Continuous professional development: Teachers must be given continuous opportunities for self-improvement and to learn the latest innovations and advances in their profession. Every teacher has the flexibility to optimise his own development as a teacher. In the long term, the minimal degree requirement for all permanent teachers will be the four-year integrated B.Ed. degree.

\*\*\*\*\*



**PROF. RITANJALI DASH**  
**PROGRAMME COORDINATOR**