Management of Teacher Education

The issue of Quality Inclusive Education
Re-orientation of Teacher Education: SCERT-DIETs

- Vision-building by drawing upon national policy
  - Universal elementary education
  - Adult education
Re-defining agenda

- DIETs as educational resource of the district

- Sourcing issues identification from women, youth and children of the marginalized communities

- Seeking partners within and across districts
Some experiences..

- Formation of community watch groups for school education
- Creating enabling environment for their presence in schools
- Community documentation of what happens in schools
- Negotiating with schools and the system
- Civil society support and intervention in negotiations
Contd..

- Admission policies in government schools: Affidavits
- Dhakhila Abhiyan: Movement for access
- State-wide survey of out-of-school children, database creation: 2,20,000 children identified in Delhi
- Access is which school? Catchment area
- Geography teachers’ forum map catchment area
- Digitalizing data, policy creation
Contd..

- How many more schools and teachers needed?
  - School based mapping
  - 58 new schools begin (in tents, but they begin)
  - Pre-service teacher training linked to teacher requirements in the short-term
  - Recruitment of teachers, institution of guest teachers
  - Admission coupons to children to join the nearest schools
  - 88, 000 additional admissions
Building school profiles as part of school experience of pre-service teacher education

Negotiating with the administration based on school profiles

Dialogue with parents of the marginalized sections on curriculum, textbooks

After school study groups initiated by NGOs of CWGSE

Summer camp for Class 5 children transiting to Class 6 in a new school-drop outs reduce significantly
Contd..

- School Improvement initiatives
  - UNICEF initiative involving youth
  - Twinning of 84 government schools with neighborhood private schools
  - Guest teachers
  - School adoption
  - BALA
  - In-service geared towards student-learning and results
Contd..

- Linking women’s groups with teachers: Gender sensitization workshops for all in-service teachers—male and female
- Linking disability-rights groups with teachers: Meetings with parents of children with disabilities in schools
- Linking child-rights groups with teachers in classroom teaching-learning
Contd..

- NCF 2000
  - Civil society intervention
  - Creating textbooks: linking SCERT-DIETs with academics, NGOs, authors of children’s literature, teachers from innovative private schools and teacher organizations
  - Study involving 200 schools, 13,000 children, 8000 teachers and 5000 parents: SCERT Textbooks: from creation to reception
  - Capacity building of teacher educators in DIETs and SCERTs through this process
Selection and induction criteria for quality inclusive education

- Academic and professionally qualifications
- Mentorship
- Strong multi-dimensional support to beginning teachers
- Linking teachers with research agencies, CSOs as part of continuous professional development
- Recognition and rewards
- Avenues for personal and professional development
ICT

- ICT as aid to further self-evolved goals

- Teacher + ICT is NOT necessarily equal to quality
Possible Action Plan

- Academic resource support in SCERT, DIETs
- Engagement with women and youth of the marginalized sections
- Goal setting at local level
- Seeking partners at local and wider levels
- Design interventions collectively with partners
- Have a crucial role for women and youth from marginalized sections in the design
- Seek civil society support for policy and if necessary legal interventions in favour of the marginalised
Above all

- Teacher Education institutions must become part of and learn from people’s movements for child, gender, disability, environment, sustainability and other rights