

REPORT

Life-long Learning Unit Annual Meet of TDC Program **Reflection & Way Forward**



Date: 15th March, 2022

Venue: Le Meridian

Time: 11 am to 1:30 pm

Participants: TDC DIET facilitators, LLU Core Design Team, LLU Core Operational Team, Members of SCERT and Members of STIR Education - TDC Program

The session commenced with an introduction to the date of inception of the TDC Program and the recent establishment of the Life-Long Learning Unit Cell at SCERT. The facilitator briefly emphasized on the role of the DoE and SCERT in this journey and further shared the agenda of the meeting with all the participants which was as follows:

- Sharing about the Programmatic Impact- based on Research and findings of UNESCO-IIEP Report (2020)
- 2022- 2023 priorities of the TDC Program (based on previously held LLU Annual Meet)
- Transference of the TDC programmatic strategies from ART to Non- ART

Dr. Zamir initiated the session on the review and the impact of the TDC Program whereby he shared with the group the findings of the research conducted by [UNESCO-IIEP](#) (2020). He also talked about behavioural changes that he has witnessed in himself apart from other stakeholders associated to the program.



Various DIET faculty then talked about the achievements and areas of improvement of the TDC Program.

Achievements:

- The program has contributed in driving the DIETs to work at a large scale reaching out to all schools in the district.
- DIETs' role has been utilized best through the program
- The program has led to a shift in attitude, beliefs and habits of teachers in a positive manner
- Collaboration among teachers has improved to a large extent
- Teachers are now more open to classroom observations by peers and other stakeholders
- The program was able to sustain the momentum even during the pandemic

- Everyone is more open to learning from and listening to each other irrespective of the hierarchy

Areas of improvement:

- More focus on documentation so as to enable sharing of best practices
- There is scope for DIET faculty to role model attitudes and behaviours better
- Rotation in ART members at school level could ensure everyone benefits from the program
- Find avenues to enhance involvement of DDEs in the program
- Moving forward the TDCs could also be included in the designing process of the program
- Identification of TDCs doing good work at school can be done to understand their process
- Alignment of various stakeholders going to school to observe is required
- ART meetings can be made a part of the time- tables.
- Facilitators can be rotated even at DIET level to ensure everyone is aware and aligned to the program.
- Explore avenues on how the program can be embedded in the In-Service and Pre- Service curriculum



The meeting then moved on to group discussion where participants worked in 3 groups to identify the process of reaching Non- ART members through ART members

Mr. Pathak then spoke about the things that are in the pipeline at the SCERT level:

- Capacity building of BRPs to be done to observe classrooms in schools.
- BRPs capacity building is required as they help in understanding the ground level reality in schools.
- The TDC program handbooks and pictures are all available on the SCERT website
- The newly inducted TDCs can use the content on the website to understand the program better.



The meeting came to an end with a vote of thanks by Ms. Swaha Sahoo Country Director, STiR Education.