

Problems and Prospects of District Institute of Education and Training (DIET) - Cluster Resource Centre (CRC) Linkage in Kandhamal District of Odisha

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ABSTRACT

District Institute of Education and Training (DIET) is a nodal agency at district level for planning, implementation and monitoring of pedagogical activities in the entire district (Education -CIET). Under SSA programme, Cluster Resource Centres (CRCs) were established to organise teachers training; provide academic support to teachers and schools on a regular basis and to help in community mobilization activities in each block of every district (EdCIL, 2010). Hence, it is the responsibility of DIETs at district level to strengthen the CRCs in each block of the district. In this paper the author intends to analyse the problems and prospects of DIET-CRC linkage in Kandhamal District of Odisha through descriptive survey approach. The study was conducted with the objectives: (i) to study the effect of DIET-CRC Linkage in Kandhamal District in terms of Capacity Building of CRCCs, Professional Development of teachers and CRCCs, Grade-specific learning outcomes and Foundational Literacy and Numeracy; (ii) to study the problems faced by the practitioners of DIET-CRC linkage (iii) to make a case study to know the status of DIET-CRC linkage in Kandhamal District. Interview schedule for DIET faculties and CRCCs, and Questionnaire for teachers were used for data collection. The data was analyzed through documentary analysis, content analysis and percentage analysis techniques. In this study it was found that (i) Training programmes was organized at District level on capacity building of CRCCs, PLC (Professional Learning Community) was also conducted for professional development of teachers and CRCCs, Training programme was also organized at DIET level on FLN. An action plan was prepared by DIET to implement FLN activities in the district. (ii) Problems like, lack of awareness of parents, organizing training programme, negative attitude of teachers, over workload, attending Block Review Meeting (BRM) at Block level are faced by practitioners of DIET-CRC linkage. (iii) All the CRCCs were oriented on FLN, Capacity building and learning outcomes.

Keywords: DIET, CRC, BRM, Foundational Literacy and Numeracy, Capacity Building

Introduction

The DIET – CRC linkage has been envisioned as per MHRD guidelines (Restructuring and Reorganization of the Centrally Sponsored Scheme on Teacher Education, 2012). DIETs in coordination with SSA has been participating in the development of the school improvement plans and proposals of the BRCs and

CRCs, and also providing inputs especially on matters relating to teacher professional development. A detailed discussion of various possible ways in which BRCs and CRCs can function, and the role that DIETs can play in this process is outlined in the operational guidelines for revitalizing and strengthening the Block and Cluster Level Institutions (Revised Implementation Framework for SSA, Ministry of HRD, 2011). So, DIET's linkages with the Block Resource Centres and the Cluster Resource Centres are important for Professional Support to teachers and in-service Teacher Education programme and the work of BRCs and CRCs in this areas must be coordinated with DIETs for the purpose of quality maintenance and coordination at the district level is also needed to provide overall direction for this work (MHRD,2012). The objectives of DIET-CRC Linkage are: i) Strengthening the CRCs academically to undertake the teacher capacity building programmes through school based support; ii) Continuous professional development of the teachers and CRCCs through the DIETs; iii) Developing cluster-specific Plans and implementation of those plans for attainment of grade-specific Learning Outcomes by all children of the block and the Plan shall be jointly developed by CRC, BRC under the academic guidance of the DIET; and iv) Creating a climate of mutual sharing of knowledge, ideas on student learning at all levels. Realizing the importance of DIET-CRC linkage, Directorate of TE and SCERT, Govt. of Odisha have been implementing DIET-CRC linkage programme in different DIETs of the state since 2020.

Rational of the Study

DIETs have been able to maintain linkages with CRCs and BRCs to some extent, but these linkages are meant for teachers' professional development (MHRD, 2012 and NCE, 2015). Capacity building programme for DIET faculties was provided by the state; and for CRCCs by DIET faculties in Gujarat (MHRD, 2012 and Dyer et al, 2004). BRC and CRC coordinators in the state have attended only few number of training programmes and these training programmes are inadequate both qualitatively and quantitatively, but there are no training programmes for pre-primary and secondary school teachers whereas primary school teachers reported that training programmes are beneficial for them (Chhetri and Syangbo, 2016; and EdCiL, 2010; NCE, 2015 and Yadav 2021). Problems like: insufficient capacity building of CRC Coordinators, lack of job knowledge, unwillingness of teachers to adopt innovative teaching methods, shortage of staff, issues relating to community interactions, pedagogical shortcomings (EdCiL, 2010; and Chhetri and Syangbo, 2016; and Dyer et al, 2004). BRCs and CRCs do not support in curriculum in any of schools (Siddiqui 2015). Educational facilities provided in DIETs is satisfactory in respect of teacher training program, but effective training system was provided in DIET and Follow-up and extension activities for teacher training was organized at CRCs (Tirkey & Narzary (2017; Gogoi & Khanikor 2016; and Dyer et al. 2004). From the above analysis it is clear that no in-depth study yet been conducted on professional development of CRCCs; achievement of grade- specific learning outcomes; and foundational literacy and numeracy. Hence, through this study the researcher has focused on the role of DIET for strengthening CRC in Kandhamal District particularly to the capacity building, professional development of CRCCs, achievement of grade- specific learning outcomes and foundational literacy and numeracy. In Kandhamal district there were 12 Blocks consist of 175 Clusters.

Objectives of the Study

1. To study the effect of DIET-CRC linkage programme in Kandhamal District in terms of: Capacity Building of CRCCs; Professional Development of teachers and CRCCs; Grade-specific learning outcomes; and Foundational Literacy and Numeracy.

2. To study the problems faced by the practitioners of DIET-CRC linkage
3. To make a case study to know the status of DIET-CRC linkage in Kandhamal District.

Research Questions:

1. How do the DIET-CRC linkage programme effect in Kandhamal District in terms of: Capacity Building of CRCCs Professional Development of teachers and CRCCs; Grade-specific learning outcomes; and Foundational Literacy and Numeracy
2. What are the problems faced by the practitioners of DIET-CRC linkage in Kandhamal District?
3. What is the status of DIET-CRC linkage in Kandhamal District?

Design and Methodology:

The present study was undertaken through a descriptive survey approach. Through purposive sampling technique the samples were selected for the present study and Tumudibandha Block of Kandhamal district was selected for case study to know the status of DIET-CRC linkage in Kandhamal district. Three self-made tools were used in this study viz, Interview schedules for DIET Faculties, Interview schedules for CRCCs and Questionnaire for Teachers for collection of data. Through interview schedules for DIET faculties and CRCCs the informations about capacity building of CRCCs, professional development of teachers and CRCCs, grade-specific learning outcomes and Foundational Literacy and Numeracy (FLN) were collected. Questionnaire for teachers of different schools was used for collection of data about the functioning of FLN activities and problem perceived by them with respect to DIET-CRC linkage. The data collected through questionnaire was triangulated with the data collected through interview schedule for DIET faculties and CRCCs. The data was analyzed through documentary and content analysis techniques. Likewise, the percentage analysis techniques were also used for analysis and interpretation of data.

Discussion of the Result

The results of the study stated under the following heads:

1. Effect of DIET-CRC linkage for capacity building of CRCCs

Table-1 (Capacity Building Programme for CRCCs)

SI No	Name of the Capacity Building Programme	Duration of the Programme	CRCCs of Blocks	Participation of CRCCs in percentage
1	Learning Outcome	One Week	All 12 Blocks	88%
2	Pedagogical Process	One Week	All 12 Blocks	89%
3	Learning Assessment in different subjects	One Week	All 12 Blocks	89%

(Source- DIET, Tikabali, Kandhamal,2021)

Table No-1, shows that the CRCCs were oriented in different capacity building programmes organized by DIET, Kandhamal, Tikbali with the chairmanship of Principal, DIET, Kandhamal and The participation of CRCCs in the programmes were up to the mark. 88% of CRCCs were participated in the first programme i.e. capacity building programme on Learning Outcomes (LO). In second and third programme 89% of

CRCCs were participated which indicates that were more involvement of CRCCs in the training programmes. There were some assignments also given to all the CRCCs with respect to each and every training programmes and asked to complete within a stipulated time period. So, the capacity building of CRCCs is possible through different programmes under DIET-CRC linkage.

ii) Professional Development of Teachers and CRCCs:

Through DIET-CRC linkage the professional development of teachers and CRCCs was also possible. A Professional Learning Community (PLC) was created at block level and all the DIET faculties who are in-charge of their respective block have oriented all the CRCCs and teachers in the block. Different training programmes also organized at DIET level for professional development of teachers and CRCCs. Through data triangulation it was found that 73% of teachers and 87% of CRCCs were oriented. Block Review Meeting (BRM) was also conducted on monthly basis with the chairmanship of BEOs to review the activities carried under the block.

iii) Grade- Specific Learning Outcomes:

An orientation programme on Learning Outcome was organized at DIET level for CRCCs of different blocks. More than 83% of CRCCs were participated in the programmes. A handbook on learning outcomes for each level were provided to all the blocks and BEOs with CRCCs were asked to circulate these books to all the schools in the blocks. More than 75% of CRCCs opinioned that if the students fail to achieve learning outcomes in a given subject, then the subject teachers were oriented.

iv) Foundational Literacy and Numeracy (FLN):

FLN refers to a child's ability to read simple sentences with meaning and solve basic math problems by the end of Class 3. Our highest priority must be to achieve universal foundational literacy and numeracy (FLN) in primary school and beyond by 2025. The rest of the policy will be largely irrelevant for such a large portion of our students if this most basic learning (reading, writing, and arithmetic at the foundational level) is not first achieved (NEP,2020). These FLN activities are carried out in an actionable mode in each and every district of Odisha. It is perceived by the stakeholders that through DIET-CRC linkage programme this mission can be successful.

Table No-2 (Orientation programme on FLN)

Sl No	Name of the Training	Date of Training	Duration of the Programme	No. of Blocks	Participation of CRCCs in percentage
1	Orientation Programme on FLN	24.01.2022	One Day	4	94%
2	Orientation Programme on FLN	25.01.2022	One Day	5	90%
3	Orientation Programme on FLN	27.01.2022	One Day	3	89%

(Source: DIET, Kandhamal, Tikabali,2022)

Table No-2 reveals that one-day orientation programme was organized with the chairmanship of Principal at DIET level for BEOs, ABEOs-cum-BRCCs and CRCCs in Kandhamal district. In that orientation

programme the participation of CRCCs was up to the mark. Most of the DIET faculties told that an action plan on FLN was developed at DIET level for implantation of FLN activities in the district. The above data shows that more than 90% of CRCCs in total 12 blocks were participated in the orientation programme. There was also an orientation programme on FLN was organized at cluster level for teachers in different blocks. FLN books were provided to all the blocks and CRCCs were asked to circulate the books among the schools in their respective clusters. 73% of teachers were told that they have been oriented on how to use FLN books. and they also told that they have been adopted ten students from Class-I to Class-III to practice these FLN activities. It was also found that there were 27% of teachers who were not doing the FLN activities in their schools. So, special attention should be given to that teachers.

Problems faced by the Practitioners of DIET-CRC linkage:

i) Problems reported by CRCCs

The CRCCs were asked to mention certain major problems they have encountered with respect to DIET-CRC linkage. Some of the problems were common in most of the Blocks, while others were confined to only a few blocks in Kandhamal district. Details in this regard is presented in table no-3.

Table No-3 (Problems perceived by CRCCs of different Blocks)

Blocks	Problems faced by CRCCs
Tumudibandha, Kotagarh, Balliguda, Chakapada, Khajuripada	Over workload of CRCCs with administrative work
K.Nuagoan, Tumudibandha, Tikabla, Udayagiri, Daringibadi, Raikia, Katagarh, Phiringia, Phulbani	Negative attitude of teachers towards practicing FLN activities
Phulbani, Daringibani, Tikabali, Udayagiri,	Teachers are not cooperative
Chakapada, Balliguda,	Non-acceptance of CRCCs by teachers
Udayagiri, Tumudibandha, Balliguda, Raikia, Khajuripada	All teachers are not attending the training programmes
Tumudibandha, Daringibadi, Chakapada, K. Nuagaon, Raikia	

It was also found that scheduling of training programmes was a single common problem faced by all most all the CRCCs of different blocks in Kandhamal district.

ii) Problems faced by DIET faculties with respect to DIET-CRC linkage:

The DIET faculties were also asked about the problems faced by them with respect to DIET-CRC linkage in Kandhamal district. The respondents were encountered the common problem like organizing training programmes, inadequate staff at DIET. In addition, some other problems were reported by them are:

- Attending Block Review Meeting (BRM)
- Communication Problems
- Heavy load of administrative work
- Too many functions to perform
- Lack of motivation among CRC Coordinators and teachers

iii) Problems faced by Teachers with respect to DIET-CRC linkage:

There were also some problems faced by teachers with respect to DIET-CRC linkage. The problems like, CRCCs are not cooperative, Lack of parental awareness, absent of students, over workload, CRCCs required data at any time were encountered by teachers.

3. Status of DIET-CRC linkage in Kandhamal: Case study of CRCs of Tumudiba

Picture-1(BEO Office, Tumudibandha, Kandhamal)



The researcher was collected data from all the CRCs of Tumudibandha Block as a case study to know the status of DIET-CRC linkage in Kandhamal district. The details information collected from the CRCCs of Tumudibandha block are presented in table no - 4 **(Researcher with all the CRCCs of Tumudibandha Block)**

Table No-4 (Data of Tumudibandha Block)

Sl No	No of Cluster	No. of the CRCCs	Training attend by CRCCs on Capacity Building (in Percentage)	Training Programme attend by CRCCs on FLN (in Percentage)	Problems faced by the CRCCs
1	13	13	98%	99%	<ul style="list-style-type: none"> • Lack of Parental awareness about FLN • Over workload with administrative work • Negative attitude of teachers • Scheduling of training programmes. • All teachers are not attending the training programme organized at cluster level.

The table no- 4 reveals that in Tumudibandha Block there were 13 Clusters and 13 Cluster Resource Centre Coordinators (CRCC) (1 CRCCs @ 1 Cluster). In this block 98% of CRCCs were oriented on Capacity Building training programme provided by DIET. The CRCC of Lankagada and Mandalpadar did attend the capacity building training programme. The CRCCs were reported that they have been given training on learning outcomes, pedagogical process and leaning assessment in different subjects in respect

to capacity building of CRCCs. 99% of CRCCs were attend the FLN training programme organized by DIET, Kandhamal. The CRCC of Guma cluster did not attend the training programme due to Covid positive. They were also said that they have oriented teachers on FLN. The training programme on FLN was informative and the DIET faculties were cooperative in nature said by of CRCCs of Tumudibandha block.

When we discussed about the problems it was found that the CRCCs of Tumudibandha block were encountered the problems like lack of Parental awareness about FLN activities, over work load with administrative work, Negative attitude of teachers for doing FLN activities, all teachers are not attending the training programme organized at cluster level, scheduling of training programmes. Thus to overcome these problems proper monitoring and supervision is needed at DIET level.

Suggestions for strengthening DIET-CRC linkage in Kandhamal District:

From the case study the researcher found the following suggestions for strengthening of DIET-CRC linkage in Kandhamal district

- From capacity building of CRCC point of view a greater number of trainings programmes on capacity building of CRCCs should be organized at DIET level as well as Block level. The teachers also get training at cluster level and regular assignment should be given to the CRCCs as well as teachers.
- From professional development of teachers and CRCCs point of view teachers as well as CRCCs should be oriented on quarterly basis with respect to their duties and responsibilities.
- From grade-specific learning outcomes proper monitoring and supervision and an action plan should be developed at DIET level to assess the achievement level of students with respect to learning outcomes of each and every subject.
- From Foundational Literacy and Numeracy (FLN) point of view training already given to BEOs, ABEO-cum-BRCCs and CRCCs but there is a need of proper monitoring and scrutinizing of the FLN activities in the district. As per recommendation of NEP-2020 FLN should be achieved by Class-I, II, III students by 2025. So, it is needs to develop action plan in an appropriate way which will help to achieve FLN by 2025.

Conclusion:

As DIET is the nodal agency at district level for pedagogical practices throughout the district, so it should make a linkage with the CRC at cluster level and BRCs at block level of different blocks in the district. Simultaneously, it should organize time to time orientation programmes for CRCCs for different Clusters, teachers of elementary schools and also BEOs, ABEOs-cum-BRCCs and headmasters of both elementary and secondary schools. Although various problems faced by practitioners of DIET-CRC linkage but they are working in this flagship programme. Proper planning, implementation and monitoring of different pedagogical activities at district level is essential, likewise it should also have needed at Block level as well as cluster level. Otherwise DIET-CRC linkage programme will not success.

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