

Impact Of Diet-Crc Linkage in Professional Development of Teachers in Puri District

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Abstract— Continuous Professional Development is imperative for teachers to navigate the dynamic landscape of education. District Institute of Education and Training is responsible for both in-service and pre-service teacher education. DIET-CRC linkage is a means to add the fuel in professional development of teachers. The present study investigates the impact of DIET-CRC linkage in professional development of teachers in Puri district. The purpose of the study was to find out the activities undertaken in the DIET-CRC Linkage, perception of teachers on the Professional Development and problems faced during implementation of DIET-CRC Linkage with regard to Professional Development of teachers. The findings of the study tried to answer the above questions.

I. INTRODUCTION

Teacher Education refers to the policy and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classroom, school and wider community. Teacher Education is a Programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. Teacher Education is a Programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. Teacher Education encompasses teaching skills, sound pedagogical theory and professional skills. Teacher Education has been defined as all formal and informal activities and experiences that help to qualify a person to assume the responsibilities as a member of the educational profession or to discharge his responsibilities more effectively.

II. RATIONALE OF THE STUDY

Education is the basic need and condition for improving the capabilities and empowering an individual to be efficient in various fields. It is the potential instrument for individual development, social up-liftment and national reconstruction. It is closely related with productivity and quality of life. Education therefore provides the basic knowledge and skills for effective citizenship and for leading a meaningful life. In the other hand planning occupies a central position in the activities of a nation. Development of a nation depends on the successful planning and proper implementation of the various programmes. During DIET –CRC linkage programme, the various problems which are confronted. Importance should be given on the quality of learning, proper motivation, smooth implementation of programme in grass-root level. At the time of conducting and implementing the programme, it has been observed that:

The success story of on-line orientation is not up-to mark.

The CRCCs are not well concerned about the guidelines

They fail to implement the programme at cluster point due to lack of understanding, interest and attitudes.

Training programmes are not properly reflected from CRCCs to teachers.

The CRCCs are loaded with over burden on non-academic activities.

The learning materials are not up to mark.

The learning environment is not congenial.

There is a lack of coordination among the functionaries.

The monitoring system lacks credibility.

There is a lack of adequate support among personnel.

In order to avoid such problems and strengthen the quality of elementary education, such study is highly indispensable.

3. To find out the problems faced during implementation of DIET-CRC Linkage with regard to Professional Development of teachers.

III. STATEMENT OF THE PROBLEM

VI. RESEARCH QUESTIONS

The study is entitled as, “Effects of DIET-CRC Linkage in professional Development of Teachers in Puri District”.

The following are the research questions of the study:

IV. OPERATIONAL DEFINITIONS OF KEY TERMS

1. What are the activities undertaken in the DIET-CRC Linkage with regard to empowerment of teachers?
2. What is the perception of teachers on the Professional Development under DIET-CRC Linkage?
3. What are the problems faced during implementation of DIET-CRC Linkage with regard to Professional Development of teachers?

- Professional Development: - It refers to the process of identifying goals and learning of new skills to help the person to grow and succeed at his/her own occupation.
- DIET-CRC Linkage: - It is an intervention made by the DTE & SCERT for the professional development of teachers. A lot of intervention has been made under DIET-CRC Linkage such as: sharing of NEP-2020, Learning Outcomes, FLN, and NIPUN Bharat etc. in the Puri District.

VII. METHOD

V. OBJECTIVES

The present study was coming under the Descriptive Survey design.

1. To find out the activities undertaken in the DIET-CRC Linkage with regard to empowerment of teachers.
2. To find out the perception of teachers on the Professional Development under DIET-CRC Linkage.

VIII. POPULATION AND SAMPLE

The population of the study was covered all the elementary school teachers of Puri District. The sample of the study was comprised of 03 blocks, 2 teachers and 2 schools of each from 03 blocks was taken as sample for conducting study. To select the sample stratified random sampling technique was used by the researcher.

IX. TOOLS AND TECHNIQUES

The following tools and techniques should be used by the researcher to collect data on the basis of concerned areas.

Sl No	Tools	Areas
1	Interview schedule for CRCCs, HMs, teachers	Identification details, Sources of training, focusing areas of training, proper implementation of training activities in classroom, problems faced by the teachers
2	Classroom Observation Schedule	Identifying Information, Lesson Observed, Classroom Environment, Lesson Transaction (Beginning, During and at the end), Students participation, use of TLMs, Conduct of Assessment.
3	Focus Group Discussion	Organization of Key activities in the classroom, sitting arrangement, use of TLMs, style of teaching of teachers, conduct of assessment.

9.1 Activities Undertaken in the DIET-CRC Linkage with Regard to Empowerment of Teachers:
To find out the activities undertaken in the DIET-CRC linkage with regard to empowerment of teachers the data have been collected from the Principal of District

Institute Education and Training, Officers-in-charge of DIET-CRC linkage, Block Resource Centre Co-ordinators, Cluster Resource Centre Co-ordinators, headmasters and teachers.

Table- 9.1 Views on Activities Undertaken in the DIET-CRC Linkage

Stakeholders	Views on Activities Undertaken in the DIET-CRC Linkage
Principal of DIET	NEP-2020, grade appropriate learning out comes, FLN, SBA, development of item bank, activity bank, development of concept-based teaching learning material and innovative pedagogy
Officers-in-charge	NEP-2020, ECCE, FLN and Vidya Pravesh
BRCCs	NEP-2020, FLN, LRP, Samarthyia and NISTHA training
CRCCs	NEP-2020, NAS, CWSN, LRP and FLN
Headmasters	NEP-2020, FLN & DIKSHA training programme
Teachers	NEP-2020, FLN & DIKSHA training programme

It is evident from table-9.1 the Principal of District Institute Education and Training reported that the activities as: orientation programme on NEP-2020, grade appropriate learning out comes, orientation programme on Foundational Literacy and Numeracy, school-based assessment, development of item bank, activity bank, development of concept-based teaching learning material, innovative pedagogy and approaches are undertaken in the DIET-CRC linkage. It is evident from table-9.1 the officer-in-charge of DIET-CRC linkage reported that the activities as: orientation programme on different concepts related to Early Childhood Care and Education, Foundational Literacy and Numeracy, Vidya Pravesh are undertaken in the DIET-CRC linkage.

It is evident from table-9.1 the Block Resource Centre Co-ordinator reported that the activities as: orientation programme on NEP-2020, Foundational Literacy and Numeracy, Samarthyia training, LRP, NISTHA training programme are undertaken in the DIET-CRC linkage.

It is evident from table-9.1 the Cluster Resource Centre Co-ordinators reported that the activities as: orientation programme on NEP-2020, NAS, CWSN, LRP, Foundational Literacy and Numeracy are undertaken in the DIET-CRC linkage.

It is evident from table-9.1 the headmasters reported that the activities as: orientation programme on

Foundational Literacy and Numeracy, DIKSHA training programme, NEP-2020 are undertaken in the DIET-CRC linkage.

It is evident from table-9.1 the teachers reported that the activities as: orientation programme on Foundational Literacy and Numeracy, DIKSHA training programme, NEP-2020 are undertaken in the DIET-CRC linkage.

It is concluded from the reporting of Principal of District Institute Education and Training, Officer-in-charge of DIET-CRC linkage, Block Resource Centre Co-ordinators, Cluster Resource Centre Co-ordinators, Headmasters and teachers that to empower the teachers the activities as orientation programme on National Education Policy 2020, grade point learning outcomes, Foundational Literacy and Numeracy and DIKSHA training programme have been undertaken in the DIET-CRC linkage.

9.2 Perception of Teachers on the Professional Development under DIET-CRC Linkage:

To find out the perception of teachers on the professional development under DIET-CRC linkage the data have been collected from the Cluster Resource Centre Co-ordinator, Headmasters and teachers.

9.2.1 Perceptions of Teachers on Orientation Programme on NEP-2020

Table: 9.2 Perceptions of Teachers on Orientation Programme on NEP-2020

Stakeholders	Percentage of Awareness on NEP-2020	Focused Areas
CRCCs	8(100%)	Vision, objectives and various aspects
Headmasters	6(75%)	ECCE, FLN, curriculum pedagogy, teacher's professional development and inclusive education
Teachers	7(90%)	ECCE, FLN, curriculum pedagogy, teacher's professional development and inclusive education

It is evident from table- 9.2 that hundred percent (100%) Cluster Resource Centre Co-ordinators are aware of NEP-2022. Hundred percent (100%) Cluster Resource Centre Co-ordinators have been oriented by DIET in DIET- CRC linkage programme on NEP-2020 in both online and offline mode. All the CRCCs are also conducted orientation programme on NEP 2020 in their cluster where they orient both teachers and students.

It is evident from table-9.2 that seventy five percent (75%) of headmasters have undergone training on NEP-2020, where the main focus areas area Foundational Literacy and Numeracy, curriculum pedagogy in schools, teacher’s professional development and inclusive education.

It is evident from table-9.2 that ninety percent (90%) of teachers have undergone training on NEP-2020, where the main focus area is Foundational Literacy and Numeracy, curriculum pedagogy in schools, teacher’s professional development and inclusive education.

It is concluded from the reporting of Cluster Resource Centre Co-ordinators, headmasters and teachers that hundred percent (100%) Cluster Resource Centre Co-ordinators, seventy five percent (75%) of head masters and ninety percent (90%) of teachers have undergone training on NEP-2020, where the main focus area is Foundational Literacy and Numeracy, curriculum pedagogy in schools, teacher’s professional development, inclusive education. The same has been observed during classroom observation.

9.2.2 Perception of Teachers on Orientation Programme on Foundational Literacy and Numeracy

Table-9.3 Perception of Cluster Resource Centre Co-ordinators

Stakeholder Monitoring	Once in a Month	Twice in a Month	On Need basis	Observed Activities
Cluster Resource Centre Co-ordinator	0(0%)	4 (50%)	4 (50%)	Use of FLN method, TLMs prepared for FLN and use of assessment process meant for FLN.

As reported by the Cluster Resource Centre Co-ordinators and it is evident from table-9.3 that hundred percent CRCCs are agree that the teachers are oriented regarding use of FLN materials and teaching learning materials. Fifty percent (50%) CRCCs are monitoring the FLN activities and the progress of the students in their cluster level schools twice a month. Another fifty

(50%) of CRCCs are monitoring the FLN activities and the progress of the students in their cluster level schools on need basis. All the CRCCs are observed the FLN based teaching learning process in specific to use of FLN method, use of teaching learning material prepared for FLN and use of assessment process meant for FLN.

Table- 9.4 Perception of Headmasters and Teachers

Stakeholders	Percentage of Awareness on FLN	Percentage of Application in the Classroom
Headmasters	8(100%)	8(100%)
Teachers	7(90%)	7(90%)

It is found from table-9.4 that hundred percent (100%) of headmasters are aware about the FLN activities and they also used it in their respective class.

It is found from table-9.4 that ninety percent (90%) of teachers are aware about the FLN activities and conducted the same in their classroom but another ten percent (10%) are not sure about the FLN activities.

It is concluded from the reporting of Cluster Resource Centre Coordinators, Head Masters and teachers that hundred percent CRCCs are monitoring teachers in the schools either on need basis or twice in a month. Hundred percent (100%) headmasters and ninety percent (90%) teachers are aware and used FLN activities in the school. The same has been observed during the classroom observation.

9.2.3 Perception of Teachers on Orientation Programme on Grade Point Learning Outcomes

Table- 9.5 Perception of CRCCs on Orientation Programme on Grade Point Learning Outcomes

Stakeholder	Aspects	Percentage
CRCCs	Awareness on LO based exemplar activities on all Subjects	8 (100%)
	Views on Display of Lo Activities in classroom	8 (100%)
	Opinion on Distribution of Activity worksheets to all schools of their cluster	8 (100%)
	Views on Initiatives Taken by Teachers to Develop LO Activities	8 (100%)
	Views on Competencies of Teachers in Preparing LO activities	8(100%)

It is evident from the table-9.5 that hundred percent (100%) of CRCCs are aware of the exemplar activities prepared on learning outcomes in all the subjects and also agreed that those learning outcome objectives displayed in the classrooms. All the CRCCs are also

agreed that activity worksheets have been distributed to all the schools of their respective cluster and the teachers are taking initiatives to develop activities on the basis of learning activities with ease.

Table- 9.6 Perception of Headmasters and Teachers on Grade Point Learning Outcomes

Initiatives Taken	Views of Headmasters	Views of Teachers
Sharing among Teachers on Los	7(90%)	7 (90%)
Display of LO Charts in Classroom	7(90%)	7(90%)
LO based Classroom Practices	7(90%)	8(100%)
LO based Assessment	6 (75%)	7(90%)

It is evident from the table-9.6 that ninety percent (90%) of headmasters have been taken the initiatives for usage of learning outcomes in teaching learning activities such as: sharing about learning outcomes among teachers, display of learning outcome charts in the classroom and learning outcome-based classroom practices. Seventy-five (75%) of headmasters have been taken the initiatives for assessment based on learning outcomes.

It is evident from table- 9.6 that hundred percent (100%) of teachers have been taken initiatives for classroom practices based on learning outcomes. Ninety percent (90%) of teachers have been taken initiatives for sharing about learning outcomes among themselves, display of learning outcome charts in the classroom and assessment based on learning outcomes.

It is concluded from the reporting of Cluster Resource Centre Co-ordinator hundred percent CRCCs are

aware about exemplar activities prepared on learning outcomes in all the subjects and also agreed that those learning outcome objectives displayed in the classrooms. Hundred percent (100%) CRCCs are also agreed that activity worksheets have been distributed to all the schools of their respective cluster and the teachers are taking initiatives to develop activities on the basis of learning activities with ease. Ninety percent (90%) of headmasters and teachers have been taken the initiatives for usage of learning outcomes in teaching learning activities such as: sharing about learning outcomes among teachers, display of learning outcome charts in the classroom. Ninety percent (90%) of headmasters and hundred percent (100%) of teachers have been taken the initiatives for learning outcome-based classroom practices. Seventy-five (75%) of headmasters and ninety percent (90%) of teachers have been taken the initiatives for assessment based on learning outcomes

9.2.4 Perception of Teachers Based on Different Usage of Information and Communication Technology

Table 9.7 Perception of CRCCs Based on Different Usage of Information and Communication Technology

Stakeholder	Aspects of Usage of ICT	Percentage
CRCCs	Participation in ICT Orientation Programme	100%
	Orienting Teachers Using Google Form and PPT	100%
	Views on Teachers using ICT in classroom	100%

It is evident from table-9.7 that hundred percent cluster resource centre co-ordinators have been participated in information communication technology orientation programme and also orienting teachers for using

Google form and power point presentation. Hundred percent (100%) cluster resource centre co-ordinator agreed that teacher is using information communication technology in the classroom.

Table-9.8 Perception of Headmasters and Teachers Based on Different Usage of Information and Communication Technology

Aspects of Using ICT in Classroom	Headmasters	Teachers
Preparing Questions on Google Form	1(13%)	1(13%)
E-Content Development	2(25%)	2(25%)
Presentation of TLM using mobile app	1(13%)	2(25%)

It is evident from table-9.8 that only thirteen percent (13%) headmasters are preparing questions on Google form and using mobile app as teaching learning material. Twenty five percent (25%) headmasters have been developed e-content.

It is evident from table-9.8 that thirteen percent (13%) of teachers are preparing questions on Google form and twenty five percent (25%) of teachers have been developed e-content and using mobile app as teaching learning material.

It is concluded from the reporting of cluster resource centre co-ordinator that teachers are using information communication technology but as per the reporting of headmaster and teachers it is concluded that only thirteen percent (13%) headmasters and teachers are using information communication technology for assessment, twenty five percent (25%) of headmasters and teachers are developed e-content. Thirteen percent (13%) headmasters and twenty five percent (25%) of teachers are using information communication technology in classroom as teaching learning material.

9.3 Problems Faced during Implementation of DIET-CRC Linkage with Regard to Professional Development of Teachers

To find out the problems faced during implementation of DIET-CRC linkage with regard to professional development of teachers the data have collected from the Principal of DIET, CRCCs, Head Masters and teachers.

As reported by the Principal of DIET, Puri it is found that the principal has faced no problem during implementation of DIET-CRC linkage with regard to professional development of teachers.

As reported by the Cluster Resource Centre Co-ordinators it is found that eighty percent teachers are

having problem due to lack of teachers, during vidya pravesh and teaching process.

As reported by the headmasters it is found that forty percent (30%) head masters have not faced any problem but another eighty percent (60%) head masters are facing problem in preparation of activities based on learning outcomes, particularly in preparation of teaching learning material, preparation of assessment questions, preparation of learning activities.

As reported by the teachers it is found that twenty percent (20%) teachers have not faced any problem but another eighty percent (80%) teachers are facing problem in preparation of activities based on learning outcomes, particularly in preparation of teaching learning material, preparation of assessment questions, preparation of learning activities and not availability of learning outcomes-based textbooks.

It is concluded from the reporting of Cluster Resource Centre Co-ordinator, Head Masters, and teachers that eighty percent teachers and sixty percent head masters are facing problem preparation of activities based on learning outcomes, particularly in preparation of teaching learning material, preparation of assessment questions, preparation of learning activities and not availability of learning outcomes-based textbooks.

X. MAJOR FINDINGS OF THE STUDY

- To empower the teachers the activities like orientation programme on National Education Policy 2020, grade point learning outcomes, Foundational Literacy and Numeracy and DIKSHA training programme have been undertaken in the DIET-CRC linkage.

- Hundred percent (100%) Cluster Resource Centre Co-ordinators, seventy five percent (75%) of head masters and ninety percent (90%) of teachers have undergone training on NEP-2020, where the main focus areas are Foundational Literacy and Numeracy, curriculum pedagogy in schools, teacher's professional development, inclusive education.
- Hundred percent (100%) Cluster Resource Centre Co-ordinators are monitoring teachers in the schools either on need basis or twice in a month. Hundred percent (100%) headmasters and ninety percent (90%) teachers are aware and used FLN activities in the school.
- Hundred percent (100%) CRCCs are agreed that activity worksheets have been distributed to all the schools of their respective cluster and the teachers are taking initiatives to develop activities on the basis of learning activities with ease whereas Ninety percent (90%) of headmasters and teachers have been taken the initiatives for usage of learning outcomes in teaching learning activities such as: sharing about learning outcomes among teachers, display of learning outcome charts in the classroom.
- Ninety percent (90%) of headmasters and hundred percent (100%) of teachers have been taken the initiatives for learning outcome-based classroom practices. Seventy-five (75%) of headmasters and ninety percent (90%) of teachers have been taken the initiatives for assessment based on learning outcomes.
- Hundred percent (100%) cluster resource centre co-ordinator agreed that teacher are using information communication technology in the classroom. Whereas only thirteen percent (13%) headmasters and teachers are using information communication technology for assessment, twenty five percent (25%) of headmasters and teachers are developed e-content. Thirteen percent (13%) headmasters and twenty five percent (25%) of teachers are using information communication technology in classroom as teaching learning material.
- Eighty percent teachers and sixty percent head masters are facing problem preparation of activities based on learning outcomes, particularly in preparation of teaching learning material,

preparation of assessment questions, preparation of learning activities and not availability of learning outcomes-based textbooks.

XI. DISCUSSION

The present study was conducted with the objective to find out the activities undertaken in the DIET-CRC Linkage, perception of teachers on the Professional Development and faced during implementation of DIET-CRC Linkage with regard to Professional Development of teachers. The present study finds out that orientation programme on National Education Policy 2020, grade point learning outcomes, Foundational Literacy and Numeracy and DIKSHA training programme have been undertaken in the DIET-CRC linkage which is also similar with the findings of Adhikari, Tejaswini (2001), who also find out that the training of teachers is important. The present study finds out that FLN activities have been conducted in the school in various ways which is also similar with the findings of Devaraj, Amaidhi, et. al (2005) who also find out that learning level improved through drama, game and art conducted inside the classroom.

XII. RECOMMENDATIONS

- More focus should be given to develop activities based on learning outcome.
- Headmasters and teachers and should focus more on using Information and Communication Technology.
- Emphasis should be given to prepare teaching learning materials.
- Emphasis should be given to prepare questions for assessment.
- Emphasis should be given for preparing learning activities.
- Ample number of learning outcome-based textbooks should be available in the school.

XIII. CONCLUSION

The present study draws the attention towards the impact of DIET-CRC linkage which is a must for the professional development of elementary level teachers. The present study reveals the activities undertaken in the DIET-CRC linkage, perception of

teachers towards the professional development under DIET-CRC linkage. The present study also focuses upon the problems faced by the teachers during DIET-CRC linkage. This study will help the government, SCERT and DIET in overcoming shortcomings and strengthening the DIET-CRC linkage.

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