

Elementary Teachers' Perception of Monitoring Personnel at the Cluster Level in Odisha

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Abstract : *The concept of 'School Cluster' is based on the idea of providing academic and managerial support to teachers. The coordinator of the cluster center is expected to act in collaboration with the teachers of the schools in the cluster for enhancing their performance and enriching the quality of school education. The study, conducted after more than a decade of implementation of such a system of monitoring in Odisha, reveals the conflicting perception of the teachers, the primary stakeholders. Majority of the respondents, irrespective of their category, perceive the CRC and CRCC as providers of academic and managerial support but without much substance and innovation. Encouraging community support and building CRC as a resource centre for teachers are perceived to be given lower priority by the CRCCs.*

Keywords: *School Cluster, CRC, BRC, CRCC, Academic Support System, Monitoring and Supervision*

Introduction

Monitoring the school and classroom activities has been considered as an important process for enhancing quality of school learning since its inception in 18th Century France. During that period, Napoleon Bonaparte in his efforts to create a unified French nation introduced public school system for the first time in history and initiated the setting up of a school supervision system. Indeed, the first French school inspectors, who were also among the first official inspectors anywhere in the world, started working at the end of the 18th century at the creation of the French public education system. Thereafter, supervision has been inalienable component of public school system in whichever country it was initiated (Giordano, 2008).

Monitoring and Supervision

A number of elements which characterized the monitoring of education systems from the end of the 18th century onwards did not undergo much change until today. Firstly, monitoring remains a key concern; the fact that in almost every country there is a supervision service is proof of this concern. Secondly, the monitoring of the effectiveness of public education systems mainly consists of examining what takes place in schools and in classrooms. Thirdly, the main tool in a majority of countries, as well as in India, to monitor education continues to be the supervision system. And these services

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continue to operate in a fairly traditional manner, through school visits and reporting. Supervision was intended, on the one hand, to exercise effective control over schools and, on the other hand, to improve the quality of schools through a mixture of control and support. But, over the years, it has reduced to become a tool to control rather than to support efforts for improving quality of school education (Carron et al, 1999).

School clusters were first established in India in 1940s in order to enable the rural schools to pool together resources for education. The classic model for clustering involves bringing several neighbouring schools together to form a cluster or a network. Usually a larger and better equipped central school acts as the lead school or core school of the cluster. This core school was intended to provide material resource support to the teachers in the cluster and to act as a meeting place for teachers to share ideas and also for in-service training (Giordano, 2008a). Initially started as informal centers by the teachers of the schools situated in close proximity, these became 'Teacher Resource Center' in Great Britain and later designed as 'Cluster Resource Center' in India. The philosophy behind such centers is based on the pivotal idea that 'teacher centers are teacher centered and should be quickly responsive to teachers' needs and wants' (Gough 1989, p.51). The ultimate aim of teachers' centers, Kahn (1991) believed, was to support teachers in their aspirations to improve teaching and learning in the classroom.

The Cluster Resource Centre (CRC), the grassroots level unit of academic support system, was initially set up under DPEP with the intention to provide academic support to schools on a continuous basis to improve the quality of elementary education. The major academic roles of BRCs & CRCs as outlined in the Framework for Implementation of SSA (2008) are:

- i. Development of the centre as a rich academic resource with ample reference materials for the teachers.
- ii. Development of strong human resource pools (by inviting resource persons) from nearby teacher education institutions, NGOs, Colleges/ Universities and resourceful individuals to form Resource Groups in different subject areas for primary and upper primary level.
- iii. Regular school visits for addressing emerging pedagogic issues and issues related to school development.
- iv. Organization of teacher training and monthly meetings to discuss academic issues and design strategies for better school performance.
- v. Setting up of performance indicators to track and enhance school performance.
- vi. Consultation with community members and Panchayati Raj Institutions to strive for school improvement.
- vii. Designing a Quality Improvement Plan for the block/cluster as per the SSA goals and strive to achieve that in a time bound manner.
- viii. Monitoring the progress of quality using Quality Monitoring Tools in collaboration with nearby DIET.

CRC and CRCC in Odisha

The cluster resource centers (CRCs) with one experienced teacher as its coordinator (CRCC) in each such centers came into existence in Odisha with the implementation of the District Primary Education Programme (DPEP) during 1996-97. The coordinator of the CRC in Odisha has the sole responsibility

of making the CRC effectively functional especially providing academic resource support to teachers and schools through continuous monitoring and holding regular sharing meetings in the cluster. Being an experienced and resourceful teacher, the CRCC is supposed to act in collaboration with the teachers in the cluster in bringing about qualitative change in teachers' cognition and performance ultimately enhancing quality of the children's learning. But, burdened with the administrative, planning and data management activities, the basic functions of academic support for teachers and building resource centre have been largely affected. Instead of being the collaborators with the teachers in their efforts for improving the quality of education, they are increasingly becoming classical supervisors carrying out the orders of the superiors (AMC, 2010, EdCIL, 2010, MHRD, 2011, Srivastava, 2003).

In order to activate the monitoring system in the state, Odisha Government conducted a massive monitoring programme, the Sameeksha, since November, 2010 focusing on enhancing the capabilities of the CRCCs and BRCCs. Provisions were made to consolidate, share the results and take appropriate actions based on these results at each level culminating at the state level. While there were visible impacts on physical infrastructure, regular attendance and community awareness, its impact on quality classroom interaction was minimal. Since, it was more driven by administrative orders – a top-down model, the dependence syndrome on the parts of CRCCs and BRCCs was more visible (Alam et al., 2011).

The effectiveness of a monitoring system is primarily based on the teachers' involvement with the monitoring system and personnel at the school/cluster level. In the ultimate analysis, the involvement of the teachers with the monitoring system depends largely on their perception of the structure and function of the system at the grassroots level i.e. the CRCs and CRCCs. This study, therefore, attempts to answer the basic question 'How do the teachers perceive the roles of the CRCC, the monitor at the school cluster level?'

Objectives

The major objectives of the study were as follows:

- i. To study the variations in the overall perceptions of the teachers of elementary schools on the roles of the academic support system functioning at the grassroots level.
- ii. To explore the perception of the teachers of elementary schools on the role of CRCC on major dimensions of functioning of the CRCCs in providing academic and resource support for enhancing the quality of school education.

Methodology

The study is based on a descriptive survey of teachers' views on the roles and functioning of CRC and CRCC in respect of enhancing quality of teaching and learning in elementary schools of Odisha.

Sample

Following multi-stage sampling procedure, the teachers were selected for the study from three districts, viz. Angul, Khordha and Koraput, one each from three Revenue divisions of the state. Two blocks from each district and four clusters from each sampled block were selected for the study. Teachers with varied levels of teaching experience were selected randomly from the clusters included in the study. Thus, 146 teachers/headmasters were finally selected from 24 clusters of 12 blocks of the sample districts (Table 1).

Table 1: Sample Distribution of the Study

Name of the District	No. of Headmasters	No. of Asst. Teachers	No. of Shiksha Sahayaks	Total
Angul	21	36	17	74
Khordha	6	23	7	36
Koraput	11	20	5	36
Total	38	79	29	146

Tools Used

Two tools: Academic Support System Opinionnaire and a structured Interview Schedule for the teachers were used to collect data in this study.

i. Academic Support System Opinionnaire (ASSO)

Academic Support System Opinionnaire for teachers/headmasters comprised of 25 items covering four dimensions to assess the perception of teachers/headmasters towards the functioning of CRC and CRCC. The ASSO is designed to assess four major areas of functioning of CRC and CRCC such as: (i) Academic and school management; (ii) Academic support to teachers; (iii) Community involvement; and (iv) CRC as support institution. Each of the items of the ASSO is a statement on which the teacher has to record his /her agreement using a five point scale ranging from 'strongly agree' (A) to 'do not agree at all'(E).

ii. Interview Schedule for Teachers

An interview schedule was developed to elicit responses from teachers/ headmasters as an in-depth probing into their responses on the ASSO. The interview schedule contains different questions in order to get opinion regarding the effectiveness of CRCC in extending support on maintenance of records, class room transaction, strengthening school community relationship, coordination among CRCCs and S.Is of Schools in extending support, impact on teacher absenteeism and support from CRC as a resource centre.

Results

The responses obtained through Academic Support System Opinionnaire were analysed broadly in two parts. The first part deals with the analysis of the overall perception of the roles of the CRCC following intergroup analysis based on gender of the responding teachers, the location of the schools in which they were working, and the duration of teaching experience using t-ratios. In the second part, the responses on the ASSO were subjected to dimension-wise analysis making it possible to explore: (i) the roles of the CRCC in academic and school management; providing academic support to teachers; involving community in school activities; and (ii) the functioning of CRC.

The Overall Perception

To examine the overall perception of the respondents, the means, standard deviations of scores of sampled teachers working in the urban & rural schools of the three districts are presented in Table - 2.

Table 2: Means, SDs & 't' Ratios of score on the Academic Support System Opinionnaire (ASSO)

District		Urban			Rural			Total		
		Male	Female	't' ratio	Male	Female	't' ratio	Urban	Rural	't' ratio
Angul	N	5	7		26	36		12	62	-0.53
	M	97.8	89.43	1.43	95.77	93.86	0.55	92.92	94.66	
	SD	11.5	7.35		14.42	12.23		9.8	13.12	
Khordha	N	3	18		10	5		21	15	-0.62
	M	85.67	91.67	1.38	88.1	105.8	2.68**	90.8	94.00	
	SD	5.03	13.57		16.47	9.09		12.79	16.51	
Koraput	N	5	5		20	6		10	26	1.38
	M	96.8	101.6	-0.75	94.0	90.5	0.55	99.2	93.19	
	SD	12.85	6.47		16.59	12.47		9.92	15.58	

*p<.05, **p<.01

The mean scores of urban male and female teachers across the sampled districts range from 85.67(68.54%) to 101.6(81.25%) which were of high order, although, the scores were widely dispersed. In Angul and Khordha districts, the teachers in urban schools had slightly higher perception than those working in rural schools while the picture is just the reverse in Koraput district although none of the rural-urban differences was significant. In Khordha district, the gender difference was significant among the teachers working in the rural schools ($t=2.68$, $p<.01$) where the female teachers demonstrated higher perception of the roles and functions of the CRCCs than their male counterparts. The overall perception of teachers in the schools of Khordha was observed to be at a lower level than that observed in other two districts. In Angul district, the perceptions of female teachers of both rural and urban areas were lower in comparison with that of the male teachers, although none of the intergroup differences in the perception towards the functioning of the CRCC was significant. The high level of perceptions and absence of any significant intergroup difference in the perception of the roles of the CRCC might be attributed to two factors. First, because of the pressure created by the special monitoring programme Sameeksha, most of the respondents might have realized the relevance of the roles and functions of the monitoring system as a whole and those of CRCC in particular. Second, the CRCC being primarily a teacher and a colleague to most of the respondents his/her cordial collegial relationships might have influenced the responses.

Teaching Experience and Perception

Does the length of teaching experience of the teachers influence their perception of the roles of the CRCC who incidentally happens to be one among them having long years of teaching experience? While attempting to answer this question, the responding teachers were divided into three major groups - (i) Headmaster (HMs) or senior teachers in charge of the Headmasters having teaching experience of more than 15 years, (ii) Assistant Teachers i.e. the regular teachers with 6 to 14 years

of teaching experience and (iii) Shiksha Sahayaks (SSs), i.e. the teachers on probation having teaching experience of less than 6 years. The means, SDs of the perceptions of different categories of teachers, captured through the ASSO are presented in Table-3.

Table 3: Means, SDs & t - Ratios of Scores on the ASSO of Teachers according to teaching Experience

District		HMs	Asst. Trs.	SS	Total	't' Ratio		
						HM-AT	AT-SS	HM-SS
Angul	N	21	36	17	74	-0.42	-0.53	-0.79
	M	92.81	94.44	96.18	94.38			
	SD	15.45	11.78	10.75	12.6			
Khordha	N	6	23	7	36	0.48	0.55	0.96
	M	95.33	92.43	88.43	92.14			
	SD	12.39	15.28	13.62	14.32			
Koraput	N	11	20	5	36	-0.65	0.05	-0.36
	M	92.36	96.05	95.6	94.86			
	SD	16.66	12.08	19.78	14.35			

From the above table no significant difference was observed between any two groups of respondents. Although, the Shiksha Sahayaks in the schools of Khordha district had comparatively lower view of the roles of the CRCC (mean score of 88.43 with high variability), all other groups of respondents in the three districts were nearly at same level of perceiving the roles of the CRCC an erstwhile senior member of their cadre. The results do not confirm any influence of the length of teaching experience of teachers on their perception of the roles of the CRCC.

Perception of Roles of CRCC

The means and SDs of the responses of the teachers on the four major dimensions of the ASSO arranged on the basis of teaching experiences of the respondents have been presented in the Table 4 as follows:

Table 4: Perception of Headmasters, Teachers & Shiksha Sahayakas about the Role of CRCC

District	Academic & School Management				Academic Support to Teachers				Community Involvement				CRC as a Support Institution				
	H M	Tr s	S S	T	H M	Tr s	S S	T	H M	Tr s	S S	T	H M	Tr s	S S	T	
Angul	N	21	36	17	74	21	36	17	74	21	36	17	74	21	36	17	74
	M (M %)	34.33 (76.29)	35.00 (77.7)	35.60 (79.1)	34.82 (77.4)	23.57 (78.6)	23.80 (79.3)	24.12 (80.4)	23.81 (79.4)	7.71 (77.1)	7.72 (77.2)	8.06 (80.6)	7.79 (77.9)	27.19 (68.0)	27.92 (69.8)	28.94 (72.4)	27.94 (69.9)

			Koraput				Khordha			
	SD	M (M%)	N	SD	M (M%)	N	SD	M (M%)	N	SD
	6.52	34.91 (77.6)	11	3.76	34.83 (77.4)	6	6.23			
	5.37	34.95 (77.7)	20	6.26	33.78 (75.1)	23	5.03			
	10.1	32.6(72.4)	5	6.35	32 (71.1)	7	3.96			
	6.32	34.61(76.9)	36	5.86	33.61 (74.7)	36	5.13			
	5.75	23.09(79.6)	11	4.34	26 (86.7)	6	4.51			
	3.19	24.95(83.2)	20	4.49	23.61 (78.7)	23	4.32			
	3.19	24.2(80.7)	5	4.72	22.28 (74.3)	7	4.44			
	4.33	24.27 (80.9)	36	4.53	23.75 (79.2)	36	4.35			
	2.56	7.82 (78.2)	11	1.87	6.5 (65)	6	1.98			
	1.97	7.75 (77.5)	20	1.64	7.65 (76.5)	23	1.37			
	2.8	6.8 (68)	5	0.69	8.14 (81.4)	7	1.52			
	2.17	7.63 (76.3)	36	1.59	7.56 (75.6)	36	1.58			
	4.72	26.55 (66.4)	11	4.43	28 (70)	6	4.17			
	4.06	28.4 (71)	20	5.14	27.39 (68.5)	23	3.49			
	3.39	32 (80)	5	3.42	26 (65)	7	4.22			
	4.42	28.33 (70.8)	36	4.67	27.22 (68.1)	36	3.86			

N.B: Figures in parentheses indicate Mean percentage of scores.

From the table 4 it is observed that the teachers across the districts, irrespective of their spans of teaching experiences, gave highest credence to the role of CRCC in providing academic support (mean percentage very close to 80% with SDs less than 4.5), closely followed by their perception to the support provided for academic and school management (mean percentage 75 to 77% with SDs around 6%). Among the four role dimensions, the teachers in all the three districts had the lowest perception of CRC as an institution providing support to schools and teachers. There was no distinct difference in the perceptions of this role by the three groups of teachers categorized according to their teaching experiences. Similar results could be observed in the role perception of teachers towards the community involvement in school activities. Thus, teaching experience as a predictor of the levels of perception of roles of the CRCC could not be established from the results shown in the Table 4. Only in Angul district, the mean scores in all four dimensions demonstrated an opposite trend with the increase in the years of teaching experience, although no intergroup differences were significant.

Table 5: Perception of Rural & Urban Teachers about the Role of CRCC

District	Academic & School Management			Academic Support to Teachers			Community Involvement			CRC as a Support Institution		
	U	R	T	U	R	T	U	R	T	U	R	T
N	12	62	74	12	62	74	12	62	74	12	62	74

Koraput			Khordha			Angul		
SD	M (M%)	N	SD	M (M%)	N	SD	M (M%)	N
5.48	34.7 (77.1)	10	5.51	34 (75.6)	26	4.23	34.42 (76.5)	26
6.71	34.58 (76.8)	26	6.9	32.6 (72.4)	10	5.31	34.9 (77.6)	10
6.32	34.61(76.9)	36	5.86	33.61(74.7)	36	5.13	34.82 (77.4)	36
2.56	25.9 (86.3)	10	4.5	24.15(80.5)	26	4.67	23.08 (76.9)	26
4.74	23.65(78.8)	26	4.67	22.7(75.7)	10	4.46	23.95 (79.8)	10
4.33	24.27(80.9)	36	4.53	23.75(79.2)	36	4.35	23.81 (79.4)	36
2.01	8.5(85)	10	1.54	7.73(77.3)	26	1.56	7.67 (76.7)	26
2.17	7.31 (73.1)	26	1.73	7.1(71)	10	1.59	7.82 (78.2)	10
2.17	7.64 (76.4)	36	1.59	7.56 (75.6)	36	1.58	7.79 (77.9)	36
2.23	30.1 (75.2)	10	4.33	27.81(69.5)	26	3.08	27.75 (68.8)	26
4.88	27.65(69.1)	26	5.42	5.7(64.3)	10	4.01	27.98 (69.8)	10
4.42	28.33 (70.8)	36	4.67	27.22 68.1)	36	3.86	27.94 (69.9)	36

N.B: Figures in parentheses indicate Mean percentage of scores.

Although no significant differences could be observed in the role perceptions of the rural and urban teachers in any of the four dimensions, gaps were noticed in perceptions rural and urban teachers of Khordha and Koraput districts. Rural teachers of both the districts have a slightly lower perception than their urban counterparts. Reverse trend was noticed in Angul district under each dimension. Urban teachers have poor perception than their rural counterparts.

Table 6: Perception of Male & Female Teachers about the Role of CRCC

Dist.	Academic & School Management			Academic Support to Teachers			Community Involvement			CRC as a Support Institution		
	M	F	T	M	F	T	M	F	T	M	F	T
N	31	43	74	31	43	74	31	43	74	31	43	74
M (M%)	35.55(79)	34.30(76.2)	34.82(77.4)	23.93(79.8)	23.72 (79)	23.81(79.4)	8.13(81.3)	7.56(75.6)	7.79(77.9)	28.48(71.2)	27.56(68.9)	7.94(69.8)

Koraput	Koraput			Khordha			Angul		
	SD	M (M %)	N	SD	M (M %)	N	SD	M (M %)	N
6.88	34.8(77.3)	25	6.61	31.69(70.4)	13	5.08			
5.08	34.19(76)	11	5.23	34.69(77.1)	23	5.16			
6.32	34.61(79.9)	36	5.86	33.61(74.7)	36	5.13			
4.88	24.12(80.4)	25	4.13	22.62(75.4)	13	4.95			
2.91	24.64(82.1)	11	4.7	24.39 (81.3)	23	3.91			
4.33	24.27(80.9)	36	4.53	23.75 (79.2)	36	4.35			
2.29	7.4(74)	25	1.64	7.23 (72.3)	13	1.45			
1.83	8.19(81.9)	11	1.57	7.73 (77.3)	23	1.64			
2.17	7.63(76.3)	36	1.59	7.56 (75.6)	36	1.58			
4.77	28.24(70.6)	25	4.78	26 (65)	13	4.38			
3.7	28.55(71.4)	11	4.57	27.91(69.8)	23	3.44			
4.42	28.33(70.8)	36	4.67	27.22 (68.1)	36	3.86			

N.B: Figures in parentheses indicate Mean percentage of score

No clear-cut gender differences could be established in any of the four dimensions among the teachers across the selected districts. However, female teachers of Khordha demonstrated slightly higher perception than their male counterparts in all four dimensions while reverse trend could be noticed in Angul where the male teachers had high level of perception in all four dimensions.

Levels of Perception

In order to explore the levels of perception of teachers, all the respondents in each district were categorized under four groups according to their obtained scores on the ASSO whose range of scores was 25 – 125. The four groups are – Very High i.e. those securing more than 80 percent (more than 100 marks), High i.e. those scoring 70 to 80 percent (88 to 100 marks), Moderate i.e. those securing 50 to 69 percent (63 to less than 88 marks), and Low i.e. those securing less than 50 percent (less than 63 marks). The distribution of male and female teachers according to their levels of perception of roles of CRCC as measured by the ASSO is presented in the Table 7.

Table 7: Levels of Perception of Male & Female Teachers about the Role of CRCC

District	Very High (>80%)			High (70 -80%)			Moderate (50-69%)			Low (50%<)		
	M	F	T	M	F	T	M	F	T	M	F	T
Angul	11 (35.5)	7 (16.3)	18 (24.3)	17 (54.8)	26 (60.4)	43 (58.1)	1 (3.2)	10 (23.3)	11 (14.9)	2 (6.4)	0	2 (2.7)

	Total	Koraput	Khordha
	25 (31.6)	7 (28)	7 (30.4)
	11 (16.4)	3 (27.2)	1 (7.7)
	36 (24.7)	10 (27.8)	8 (22.2)
	39 (49.4)	12 (48)	10 (43.5)
	40 (50.6)	6 (54.5)	8 (61.5)
	79 (54.1)	18 (50)	18 (50)
	12 (15.2)	5 (20)	6 (26.1)
	14 (20.9)	2 (18.2)	2 (15.3)
	26 (17.8)	7 (19.4)	8 (22.2)
	3 (3.8)	1 (4)	0
	2 (2.9)	0	2 (15.4)
	5 (3.4)	1 (2.7)	2 (5.6)

N.B: Figures in parentheses indicate percentage of Male and Female Teachers

Highest concentration, i.e. more than half of the total respondents (i.e. 54.1%) were found in High group, i.e. those securing between 70 to 80 percent of scores. The highest percentage of teachers of Angul district (58.1%) was in this range while Koraput and Khordha have similar percentage of respondents (50%) in the group.

In each of the three districts, the proportion of female teachers in the High group was higher than the male teachers. But the opposite trend could be visible in the Very High group in all the three districts.

Table 8: Levels of Perception of Urban & Rural Teachers about the Role of CRCC

District	Very High (>80%)			High (70-80%)			Moderate (50-69%)			Low (50%<)		
	U	R	T	U	R	T	U	R	T	U	R	T
Angul	2 (16.7)	16 (25.8)	18 (24.3)	8 (66.7)	35 (56.5)	43 (58.1)	2 (16.7)	9 (14.5)	11 (14.9)	0	2 (3.2)	2 (2.7)
Khordha	3 (11.5)	5 (50)	8 (22.2)	11 (42.3)	7 (70)	18 (50)	7 (26.9)	1 (10)	8 (22.2)	0	2 (20)	2 (5.6)
Koraput	3 (30)	7 (26.9)	10 (27.8)	6 (60)	12 (46.2)	18 (50)	1 (10)	6 (23.1)	7 (19.4)	0	1 (3.8)	1 (2.8)
Total	8 (16.7)	28 (28.6)	36 (24.7)	27 (56.3)	54 (55.1)	79 (54.1)	10 (20.8)	16 (16.3)	26 (17.8)	0	5 (5.1)	5 (3.4)

N.B: Figures in parentheses indicate percentage of Rural and Urban Teachers

Urban-Rural comparison in the levels of perceptions of teachers presented in Table 8 revealed that in the Very High level, the overall perception of rural teachers towards CRCC was higher in comparison to those in urban schools. Similar trend in differences in the perceptions could be observed in Angul and Khordha districts in the Very High groups. In the High level, the overall perception of urban teachers had a slight edge over that of the rural teachers. While the proportion of urban teachers of Angul and Koraput, at the High level, were higher than their rural counterparts (with more than 10% gap), the opposite picture emerged in Khordha district where the percentage difference was nearly 14% point in favour of urban teachers. More than one-fifth of the total sampled teachers were in Moderate and Low levels. The picture of the variations of levels of perceptions of CRCC due to teaching experience is not clear (Table 9).

Table 9: Levels of Perception of Headmasters, Teachers & Shiksha Sahayaks about the Role of CRCC

District	Very High (>80%)				High (70-80%)				Moderate (50-69%)				Low (50%<)			
	HM	AT	SS	T	HM	AT	SS	T	HM	AT	SS	T	HM	AT	SS	T
Angul	7 (33)	6 (17)	5 (29)	18 (24)	7 (33)	25 (69)	11 (65)	43 (58)	6 (29)	4 (11)	1 (6)	11 (15)	1 (5)	1 (3)	0	2 (3)
Khordha	1 (17)	7 (30)	0	8 (22)	4 (67)	9 (39)	5 (71)	18 (50)	1 (17)	5 (22)	2 (29)	8 (22)	0	2 (9)	0	2(6)
Koraput	4 (36)	4 (20)	2 (40)	10 (28)	4 (36)	13 (65)	1 (20)	18(50)	2(18)	3(15)	2(40)	7(19)	1(9)	0	0	1(3)
Tota	12(31)	17(22)	7(24)	36(25)	15(39)	47(59)	17(59)	79(54)	9(24)	12(15)	5(17)	26(18)	2(5)	3(4)	0	5(3)

N.B: Figures in parentheses indicate percentage of different category teachers in range

At the Very High level the proportion of head teachers is larger than other two categories of teachers while that at the High level is lower than the proportions of other two categories. But at High level where the concentration of all categories of respondents is the highest, the proportions of assistant teachers and Shiksha Sahayaks are comparatively more than that of head teachers in all the three districts.

Quality of Monitoring

When teachers were asked to elaborate the functioning of the CRCCs, their estimation of 'high' and 'very high' performance could become more meaningful. The following opinions were elicited from the teachers during a face-to-face interaction:

- i. More than 60% percent teachers in Khordha and Korput districts stated that they hardly find any difference between their classrooms and CRC during conduct of training programmes.

- ii. More than half of the interviewees of Angul (54%), Koraput (56 %) and Khordha (58%) perceived CRCC more as a 'data collector' and 'departmental messenger' than an academic facilitator.
- iii. Teacher absenteeism has been reduced due to frequent visit of the monitors as stated by 45% teachers in Khordha, 60% in Angul and 75% in Koraput.
- iv. Nearly 90 percent of teachers in all the three districts admitted that records and registers of schools could be maintained properly due to visit and support of CRCCs.
- v. More than 60% teachers of Koraput and Angul districts and 70% of khordha district admitted during interview that CRCCs interact with SMC members during visit. The CRCCs have a role in strengthening involvement of community.
- vi. Majority of teachers of Koraput (78%), Khordha (83%) and Angul (93%) districts acknowledged that CRCCs extend academic support and deliver demonstration lessons, simultaneously admitting that such demonstration classes were no way different than their normal class..
- vii. Twenty two percent teachers of Khordha, 30% of Angul and 64% of Koraput stated that sometimes CRCCs and S.I of Schools differ in their statements which confuse them.
- viii. The head teachers admitted to have got help from the CRCCs in managing activities like Child Tracking System, Organization of Enrollment Drive, Organizing the Teacher Development Meeting to impart training on content hard spot, Utilization of SSA grants etc The sharing of innovative ideas/work of teacher, development of activity cards, systematic focus on content hard spots have been achieved through the meetings organized in the CRC.

Discussion

The results of this study can be discussed in two parts. The first part relates to the analysis of the responses to the ASSO and the second part relates to analysis of those responses in the light of the results of the interviews with the respondents. Although, there were wide ranging differences in the responses marked by high degrees of variations, nearly all the intergroup differences in terms of gender, teaching experiences, and location of schools in which the respondents are serving were not significant indicating to a near uniform trend in response. Such a trend of results needs to be viewed in the light of the intense monitoring programme Sameeksha continuing in the state. The impact of the programme is that the frequency of monitoring has increased, the guidance for school management is provided and academic support is made available by the CRCCs and the CRCs which are visible and are duly acknowledged by the teachers irrespective of their gender, experience and the location in which they serve.

The other possibility might be that the respondent being subject to continuous pressure of the continuing monitoring programme felt to choose the safe way to respond without being too critical of the system.

The second possibility seems to be more or less confirmed by the responses during the interview conducted in an informal atmosphere. From their responses, it is evident that the CRCCs are increasingly becoming conventional and stereotypes of the classical supervisors acting at the orders of the superiors instead of being empowered resource persons sensitive to the needs and involvement of teachers of the cluster where they are serving. This represents a typical picture of conflicts between support services and control as observed in several parts of the globe (De Grauwe, 2008, DFID, 1999, Giordano, 2008, MHRD, 2011).

Conclusion

Odisha, as in other states of India, is engaged in restructuring and reforming the school monitoring and supervision system and has nearly finalized the structure with level specific relocation of designations, roles and functions. At this moment, the roles of the monitors, especially at the cluster level need to be given serious thought providing CRCCs with adequate freedom in collaborating with the teachers in evolving contextual strategies for enhancing the quality of school education. The impact of the intensive monitoring programme by a host of supervisors of different levels for a longer period of time, as done in Sameeksha, has a limited benefit rather might be counterproductive by perpetuating the control of the conventional supervisors. Support services with minimum control by the grassroots level monitors like CRCCs would help in achieving this goal which was initiated at the beginning of DPEP and SSA. The study once again reiterates the belief that the teachers, individually and collectively, can bring the qualitative change in school learning in a collaborative and supportive climate with little administrative control.

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