**Quality in Elementary Education**

**Meaning**

It means good/the best care. Goals are achieved. Curriculum is contextualized. It is developmentally appropriate. Introduce Standards based on Child Development Coherent and wholesome system for monitoring and evaluating Basic Infrastructure and other Facilities, Management and Community Support, School and Classroom Environment ,Curriculum and Teaching Learning Material ,Teacher and Teacher Preparation Opportunity, Time (Teaching-Learning Time), Classroom Practices and Processes, Learners' Assessment, Monitoring and supervision.

**Quality Education: Need to Develop Standards for Holistic Development**

A, Age, developmentally, culturally appropriate

B, Socio-emotional

c, Language literacy

d, Mathematics

e, Social studies

**Physical Development , Health and Safety Signs Of a Good Quality Elementary Education Program**

Children spend most time involved in different activities and working with materials and other children. They are not expected to sit quietly for long periods.

• Children have access to various activities throughout

the day.

• They do not do the same thing or use the same materials again and again.

• Teachers work with individual children, in small groups and the whole group, at different times of the day.

• They do not spend all their time with the whole group. Classrooms are decorated with children’s original art work or their own writings and stories. Children learn numbers and alphabets in the context of their everyday experiences. Children work on projects and have long periods of time to play and explore. Worksheets are used little, if at all.

Children have an opportunity to play outside everyday. Outdoor play is never sacrificed. Teachers read books to children individually or in small groups during different activities and not just at group story time. Teachers recognize that children’s different backgrounds and experiences mean that they do not learn the same things at the same time in the same way.

Parents feel secure about sending their child to the program and children are also happy to attend. They do not cry regularly or

complain of feeling sick.

Factors affecting Quality

Staff – teaching & non- teaching, Curriculum – developmentally appropriate, Assessment methods, Parent involvement.

**Effect of physical settings on quality-** Location of the centre (noise level, water ,availability) Space, lighting, ventilation Teacher-child ratio/group size, Cleanliness and hygienic conditions.

**Experiences Which Children In a quality programme get-**

Quality Program Get- Good physical health, Better understanding of the social world, Emotional well-being, Competence in communication, Refined mathematical understanding, Creativity in arts, music and rhythm, and Understanding of the scientific world.

Responsibility and challenges of MHRD in quality elementary education

The Ministry of Human Resource Development, formerly Ministry of Education (until 25 September 1985), is responsible for the development of human resources in India. The Ministry is held currently by Ramesh Pokhriyal and is divided into two departments: the Department of School Education and Literacy, which deals with primary, secondary and higher secondary education, adult education and literacy, and the Department of Higher Education, which deals with university education, technical education, scholarship etc. The erstwhile Ministry of Education now functions under these two departments, as of 26 September 1985.

“Education is the eternal foundation of a nation’s development”

Education is a people- centred intention. Managing human resources in educational institutions therefore means **restructuring the whole educational setting.**

Restructuring the process of recruitment, selection, orientation, performance evaluation, compensation and career development enhance the effectiveness of teaching and non-teaching staff in ways that develop and augment the whole learning experience of students.

In India, Ministry of Human Resource Development (MHRD) performs the functions of improving the human resources through its two departments namely the Department of School Education and Literacy and the Department of Higher Education. These two departments aim at developing the school education and building up better citizens out of the youth.

The initiatives taken by these departments to **revamp the educational policies and developmental aspects** illustrate the functions of MHRD in a more apparent way.

* To enhance the status of the girl child and sex ratio, MHRD has supported the Ministry of Women and Child development
* Efforts have been taken to provide functional girls toilet in all schools before 15th August 2015
* Developed a framework to assess and evaluate schools with an objective to enhance their effectiveness
* To ensure better quality and standards in schools new regulations regarding the monitoring and assessment has been made

All these initiatives and schemes better equip students to compete with the international standards. And it compels us to wonder about the lack of initiative in implementing an HR department in Indian schools!

Identifying the gap

An educational institution’s people management can be made effective by identifying and analyzing the gaps in its administration. Identifying gaps help to understand persistent problems and once these are identified, efforts can be taken to provide a perfect solution. One such void, the HR gap, can make a huge difference in the processes of hiring, training, evaluating performance etc.

**Fulfilling the gap**

An efficient HR department in Indian schools would facilitate the learning and development activities at schools in a more productive manner.

HR department in school can facilitate school management process in a more diverse manner.

To providing quality education HR department can aid activities such as managing teacher performance, assessing student progress, dealing with disciplinary problems etc.

**The main objectives of the Ministry would be:**

1) Formulating the National Policy on Education and to ensure that it is implemented in letter and spirit.

2) Planned development, including expanding access and improving quality of the educational institutions throughout the country, including in the regions where people do not have easy access to education.

3) Paying special attention to disadvantaged groups like the poor, females and the minorities.

4) Provide financial help in the form of scholarships, loan subsidy, etc to deserving students from deprived sections of the society.

5) Encouraging international cooperation in the field of education, including working closely with the UNESCO and foreign governments as well as Universities, to enhance the educational opportunities in the country.

**Following are the roles performed by the Ministry of Human Resource and Development particularly in the field of education:**

1. Planning:

The Central Government determines targets and prepares the educational plans to be implemented by the country as a whole.

2. Educational Reforms:

Different Commissions and Committees have been set up by the Govt. of India from time to time and different valuable recommendations as well as suggestions have been provided by the Government for the development of Education at different levels. Recently in 1986, recommendations of the New Education Policy have been considered by the experts and states for its implementation in the country.

3. Organisation:

Organisation is the important role for executing the educational plans in the country. It is a means to secure the smooth and efficient running of the educational institution. Organisation should be such which will help for the improvement and adjustment of every educational service, activity and function which effect the teaching, learning process for the attainment of the objective.

Therefore, the Ministry of Human Resource and Development at the centre plays the above role in the field of education. For this purpose, the Union Ministry has set up institutions like All India Council of Technical Education and the National Council of Educational Research and Training which provide guidance to the States in the field of education.

4. Direction:

The role of the Education Department in the Ministry of Human Resource and Development is to give proper direction for carrying out the educational plans and policies. The Central Government also directs and guides the State Governments, local bodies and private enterprise so as to encourage education on the right track. This is being done by the Ministry of Human Resource Development through the Central Advisory Board of Education (CABE).

5. Control:

The Central Government exercises considerable control on education by allocating proper grants to the states, local bodies and private agencies for the development of educational programmes made by the states.

6. Pilot Projects:

The Ministry of Education under the MHRD undertakes a large number of pilot projects liker rural universities, regional institutes, curriculum reform and text-books etc. In this way, the Ministry aims an establishing an egalitarian society in the country.

7. Clearing-house Role:

Ministry of Education under the MHRD, has a clearing-house role. It brings out useful information on various aspects of education. In publishes a few educational journals which have proved to be very useful in disseminating information in the country.

8. Liaison with UNESCO:

Ministry of Education carries out some programmes in cooperation with UNESCO. It also takes suitable steps for the promotion and propagation of cultural contacts outside the country with UNESCO.

9. Opening Central Institutes:

The Ministry of Education is directly responsible for the running of a few Universities, National Libraries, Museums, and Central schools. So the Ministry has set up a number of advisory bodies which function in different sectors of education.

**Human Resource Development- Challenges**

The vision of the Ministry is to realize India’s human resource potential to its fullest in the education sector with equity and inclusion. To realize its vision, the Ministry implements various schemes/programmes throughout the country which include Central Sector Schemes, Centrally Sponsored Schemes and Externally Aided Projects.

The 42nd Constitutional Amendment, 1976 brought about a fundamental change by transferring education from the State List to the Concurrent List recognizing the federal structure of our country and giving equal responsibility to both the Central and State Governments to promote education. For universalization of

elementary education, expanding access to secondary education and strengthening higher education across the country, several schemes, such as Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Rashtriya Uchchatar Shiksha Abhiyan (RUSA) are being implemented as Centrally Sponsored Schemes in partnership with State Governments.

Presently, the Government is in the process of formulating a New Education Policy (NEP) to meet the changing

dynamics of the population’s requirement with regard to quality education, innovation and research, aiming to make India a knowledge superpower by equipping its students with the necessary skills and knowledge and to eliminate the shortage of manpower in science, technology, academics and industry. The five pillars of NEP

would be Accessibility, Equity, Affordability, Quality and Accountability. The Department of Personnel & Training (DoPT), in consultation with each Ministry/Department, formulated the

National Training Policy (NTP), 2012 for development of the human resources of the Government wherein it has been stressed that it is essential to match individuals’ competencies with the jobs they have to do and bridge competency gaps for current and future roles through training of the employees. Further, career progression has

also been linked to training of employees. One of the basic objectives of the NTP is to achieve “Training for All”. Further, to make training and learning opportunities available to a larger section of the government functionaries, DoPT has launched Distance and E­learning Programmes for Government Employees.

NCERT

The Department of Elementary Education (DEE) is the nodal department of the NCERT to advise the Government of India on policies and programmes pertaining to elementary education. It acts as the nodal centre at the national level for the implementation of the Sarva Shiksha Abhiyaan and the Right of Children to Free and Compulsory Education (RTE) Act, 2009.

In the area of elementary education, the department undertakes following functions:

● developing guidelines for the preparation of subject-wise syllabi and textualmaterials for Grades I to V;

● developing textual material in Hindi, Mathematics and Environmental Sciencefor Classes I to V;

● orienting state level functionaries, faculty of DIETs, teachers and teacher educators in the implementation of new curriculum and textual materials, action research methodology and strategies for the improvement of learnersí

achievement;

● acting as nodal agency and providing academic support and inputs to states for the implementation of Sarva Shiksha Abhiyan in the areas of planning,implementation, monitoring and evaluation of activities with special focus on quality dimensions;

● undertaking research studies and case studies in the area of elementary ducation on important issues and for special focus groups;

● documenting and disseminating of innovations in elementary education;

● organising of workshops, seminars, conferences and consultative meets with a view to provide platform to states for sharing their experiences and bestpractices;

● collaborating with government and non-government organisations in various academic matters and capacity building of key resource persons;

● providing academic inputs in the development of educational plans at thenational level; and

● identification of appropriate and verifiable indicators of quality at elementary stage.

Responsibilities Of NCERT

Conducting research studies in the priority areas related to elementary education, especially on issues related to improvement in the quality of elementary education;

Undertaking programme evaluation of various quality initiatives, implemented by the States for qualitative improvement of the elementary education under SSA;

Developing guidelines for preparation of subject-wise syllabi and curricular materials for children and support materials for teachers for classes I to V;

Developing the guidelines for Curriculum and Evaluation Procedure in respect of schools owned, controlled and managed by the Central Government and UTs without Legislature in the context of the RTE Act, 2009;

Popularisation of the Source Books on Assessment at the Primary stage for different curricular areas at the primary level;

Capacity building of key functionaries in the States/UTs for implementation of syllabi and textual materials based on NCF-2005 for primary level;

Providing academic support under Sarva Shiksha Abhiyan (SSA) and Right to Education Act, 2009 with respect to planning, implementation, monitoring and evaluation of activities especially those related to improving the quality of education;

Developing awareness and sensitising community on issues related to RTE, Early Childhood Care and Education (ECCE) and elementary education through various advocacy programmes;

Organising seminars, conferences and consultative meetings on important themes and thrust areas in Elementary Education; and

Documenting and dissemination of innovative/relevant materials in ECCE and elementary education.

**DIET**

**Objectives**

DIET’s objective could be briefly stated in the following terms:

To provide academic and resource support at the grass roots level for the success of the various strategies and programmes being undertaken in the areas of elementary and adult education, with special reference to the following objectives.

**Elementry Education**

Universalition of primary/elementary education.

Adult Education:

NLM targets in regard to functional literacy in the 15-35 age group.

To make primary education all extensive at the District level.

To undertake action research to improve the quality of primary education.

To provide training to primary school Head Masters, teachers, conductors of adult education centres, observers and, main volunteers of Anganwadis and Balwadis.

To organize various training programmes for primary school teachers and to prepare self made educational tools.

To provide training to C.R.C. and B.R.C. co-coordinators belonging to the district.

To arrange for progressive development of B.R.C. and C.R.C.

Responsibilities of DIET

Training and orientation of following target groups:

Elementary school teachers (both pre-service and in-service).

Head Masters, Heads of School Complexes and officers of Educational Department up to block level.

Instructors and supervisors of Non formal and Adult Education (induction level and continuing education)

Members of DBE and Village Education Committees (VEC’s), community leaders, youth and other volunteers who wish to work as educational activities.

Resource persons who will conduct suitable programmes for the target groups mentioned in (a) and (c) above, at centers.

Academic and resource support to the elementary and adult education systems in the district in other ways e.g. by …

Extension activities and interaction with the field,

Provision of services of a resource and learning centre for teachers and instructors,

Development of locally relevant materials, teaching aids, evaluation tools etc., and

Serving as an evaluation centre for elementary schools and programmes of NFE/AE.

Action research and experimentation to deal with specific problems of the district in achieving the objectives in the areas of elementary and adult education.

To provide training and guidance for implementation of programmes like activity based and joyful learning and creating willingness to go to school.

To undertake research and experimentation, keeping in mind problems of the educational area and to solve them.

To familiarize Headmasters, teachers, C.R.C.s, B.R.C.s co-coordinators and supervisors with new approach.

To organize seminars and workshops to enhance the abilities for teaching subjects like Mathematics, Science, work Experience, Art teaching and Yoga teaching at the primary school level.

To provide guidance for diagnosis and remedies for abilities established by the students through capacity aimed evaluation and also lack of abilities thereof.

To provide guidance and evaluation techniques to ensure success for activity based education.

To visit alternative schools for migrant children and to give guidance there.

To visit V.E.C, M.T.A., .T.A. and provide guidance to the same.

To undertake programmes for non-ritualistic education.

To make lecturers visit meetings at C.R.C level & to provide guidance.

**BRC –RESPONSIBILLITES AND CHALLENGES**

**Resource Centers at Block and Cluster Levels: Structure and Appraisal**

**1. Introduction**

**Free and compulsory education to all children up to the age of fourteen years is a constitutional commitment in India. The Government of India initiated a number of programmes to attain the goal of Universalisation of Elementary Education (UEE), among which the Sarva Shiksha Abhiyan (SSA), launched in 2001, is the most recent one. It aimed at achieving universal elementary**

**education of good quality by 2010. SSA has been striving for this, for last 10 years with mixed results. Along with the ongoing systemic initiatives it has undertaken various additional measures**

**like:**

**➢ Lok Jumbish Programme**

**➢ Shiksha Karmi Project**

**➢ Bihar Education Project**

**➢ Andhra Pradesh Primary Education Programme**

**➢ Uttar Pradesh Education for All**

**➢ District Primary Education Program etc.**

**In the 10th year of SSA intervention in such a large scale venture covering the entire nation for**

**Universalisation of Elementary Education, has now become main vehicle to implement Right to Education (RTE). The district and block level educational inspectorates and District Institutes of**

**Education and Training (DIETs) cannot attend pedagogical issues due to reasons like:**

**➢ distance from the schools**

**➢ limitations in terms of human resource**

**➢ nature of duty**

**➢ lack of training in various components**

**➢ academic character**

**➢ high number of the schools under coverage areas**

**➢ And many other responsibilities allotted to them.**

**In a decentralized and community carried programme like SSA, schools need to be supported from the nearest possible resource centers on a continuous and sustainable basis. The creation of the**

**Block and Cluster Resource Centers on a large scale throughout the country represents an ambitious effort to provide academic structures that support and improve the quality of elementary education in schools. They were initially set up under the District Primary Education Programme (DPEP) which was implemented in a phased manner in selected districts of the country, and later expanded through SSA. They were seen as providing an alternative to the inspection system by shifting emphasis from inspection to resource support, in-service training of teachers, mentoring, onsite support and training follow up. In the context of the wide disparities in the current educational system, this commitment requires the Block Resource Centers (BRCs) and Cluster Resource**

**Centers (CRCs) to actively promote and support a process of school quality improvement. Free and compulsory education to all children up to the age of fourteen years is a constitutional**

**commitment in India. The Government of India initiated a number of programmes to attain the goal of Universalisation of Elementary Education (UEE), among which the Sarva Shiksha Abhiyan**

**(SSA), launched in 2001, is the most recent one. It aimed at achieving universal elementary education of satisfactory quality by 2010 System (EMIS) for the elementary level of education. SSA**

**has been striving for this for last 10 years with mixed results. Along with the ongoing systemic initiatives it has undertaken various additional measures in the form of Lok Jumbish Programme,**

**Shiksha karmi Project, Bihar Education Project, Andhra Pradesh Primary Education Programme, Uttar Pradesh Education for All, District Primary Education Program etc. to achieve the goals of**

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**UPE and UEE at a fast pace. In the 10th year of SSA intervention in such a large scale venture covering the entire nation for Universalisation of Elementary Education and it has now become**

**main vehicle to implement Right to Education (RTE). The district and block level educational inspectorates and District Institutes of Education and Training (DIETs) cannot attend pedagogical**

**issues due to their distance from the schools, limitation in term of human resource, nature of duty, lack of training in various components, academic character , high number of the schools under coverage areas, and many other responsibilities allotted to them. In a decentralized and community carried programme like SSA schools need to be supported from the closest possible resource centers on a continuous and sustainable basis. The creation of the Block and Cluster Resource Centers on a**

**large scale throughout the country represents an ambitious effort to provide academic structures that support and improve the quality of elementary education in schools. They were initially set up under the District Primary Education Programme (DPEP) which was implemented in a phased manner in selected districts of the country, and later expanded through SSA. They were seen as**

**providing an alternative to the inspection system by shifting emphasis from inspection to resource support, in-service training of teachers, mentoring, onsite support and training follow up. In the**

**context of the wide disparities in the current educational system, this commitment requires the Block Resource Centers (BRCs) and Cluster Resource Centers (CRCs) to actively promote and**

**support a process of school quality improvement.**

**3. Block Resource Centers**

**Primarily, BRCs seek to be resource centres for giving all kinds of onsite academic support to the teachers of elementary level. They are required to function as a venue for teacher training, material development, community mobilization, action research works and organization of different activities or competitions among teachers and students. All sorts of data on Primary Education should be available in BRC. BRC must be involved in planning, implementing and monitoring District Primary Education Programme and SSA**

**activities. One full time Block Resource Center Co-ordinator (BRCC) of level III cadre of elementary level is selected, trained and engaged in each BRC and is to be assisted by Additional Block Resource CentreCoordinators.**

**4. Cluster Resource Centers**

**Cluster resource centers have been set up at the sub block levels. However 77% of the block resource centers and 45% of the cluster resource centers were located more than 3 kilometers from**

**the schools. CRC is required to do the same activity at the cluster level as BRC at the block level. The Cluster Resource Center Co-ordinator (CRCCs) will be accountable to the Head Masters of the**

**said school who have been declared as Panchayat Education Officers for rural areas and Cluster Education officers for urban areas. Andhra Pradesh, Bihar and Rajasthan have the most number of CRCs located at far distances from the schools.**

**5. CRCs and BRCs under DPEP**

**During the DPEP period, the BRCs and CRCs functioned mainly to deliver training to re-orient pedagogic practices of primary school teachers, to make them more sensitive to children from**

**excluded groups and to make learning more enjoyable and interesting. Blocks served to provide trainings, drawing on a pool of Block Resource Persons (BRPs) and additional Master Resource**

**Persons (MRPs). Cluster Resource Persons (CRPs) primarily conducted school visits and monthly meetings of teachers. Both CRPs and BRPs also met another important requirement of the DPEP which was to collect field data to monitor fund utilization as well as to provide statistics on various aspects of the school system and the system of in-services training. Most of this data requirement arose out of the needs of the centrally sponsored and externally funded character of the programmes, requiring huge amounts of data to be collated on a quarterly and annual basis.**

**6. CRCs and BRCs under SSA**

**SSA has widened the scope of school reform efforts. The scale is now country-wide and the range of activities are all encompassing. The systems are now aligned with existing institutions and**

**structures of the states. The BRC and CRC are now more a part of large SSA system and state institutions. Their purposes, focus and activities are now expected to flow out of state education**

**department considerations. The contexts and the situations of state intervention, monitoring and vigilance now exhibit un-precedented diversity. The efforts for annual planning and review that need to take place block wise and district wise, consolidated at the state and approved at the**

**national level is a huge task. It includes both infrastructural requirements, educational quality – curriculum and pedagogy, and equity concerns with an emphasis on enrolling and retaining children in school. The concerns for educational quality have widened. The need for data has also grown**

**with the addition of District Information System for Education (DISE) and quality monitoring efforts.**

**In this scenario, many states are confronted with the need to revisit their vision for the Cluster Resource Person (CRPs) and Block Resource Person (BRPs). The Central government has also**

**taken on board the need to streamline these institutions from the point of view of actions and data flows. There have also been a few non government interventions which have worked to strengthen**

**and focus the academic work of these institutions.**

**7. CRCs and BRCs under RTE**

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**The context of RTE brings a new reason to focus on and make these institutions workable and viable. RTE commits the Indian State to provide quality in education processes and outcomes, for**

**every child. RTE also commits the State to regulate and monitor schools. RTE requires us to continue the process of school improvement and transformation which has been set on course by**

**SSA. It also requires the state to deepen this process and make it widespread. There is an emphasis**

**on the role that will be played by local education authorities in the implementation and oversight of the RTE. The increase in enrolment and completion of elementary school will also bring with it the enlargement of secondary school. The institutions of BRC and CRC which till now have had at best an elementary school focus although in fact this has remained a primary school focus could include secondary schools into their ambit.**

**8. Structure of Block Resource Centers and Cluster Resource Centers**

**It could be understood through a Hierarchical structure.**

**Education department is on the top in the hierarchy**

**➢ Education Department supervises the Block Office and in reverse**

**Block Office provides information regarding quality improvement in schools.**

**➢ It consolidates and oversees CRCs work and training section. It is**

**requisite to role as a venue for teacher training, material development, community**

**mobilization, action research works and organization of different activities or competitions**

**among teachers and students.**

**➢ Block Office supervises the Cluster Resource center and in reverse**

**CRC provides information regarding quality improvement in schools.**

**➢ Cluster Resource Person can be thought of as the person who**

**maintains relationships with a group of schools and facilitates a process of engagement with**

**schools-teachers-parents-children, in particular through the activities of monitoring,**

**supervision, mentoring and data collection. These are activities where the state reaches and**

**maintains regular contact with the school or field.**

**➢ Both CRCs and BRCs focus on school improvement primarily**

**through enhancing school identity and academic functionality. CRP may meet once in a**

**while for a talk or a workshop. But regular planning and review will take place at the school**

**level.**

**8.1 Present status of BRCs and CRCs**

**At present 6,472 BRCs and 69,268 CRCs are operational in the country. In each block there are several CRCs and each CRC covers a small number of schools within easy reach. BRCs are headed by Block Resource Centre Co-coordinators and CRCs by Cluster Resource Centre Co-coordinators.**

**The BRC Co-coordinator is academic co coordinator or facilitator at block level who is responsible for in-service training of teachers and providing guidance to the CRC Co-coordinators. They also**

**organize training programmes for members of Village Education Committees (VEC) and School Development and Monitoring Committees (SDMCs). BRC coordinators also collect material from**

**the District Project Office for distribution among the teachers, School Development and Monitoring Committees (SDMC) etc., through CRCs. They provide continuous support to teachers while**

**monitoring and implementation of pedagogical and other interventions at school level. The tasks of CRC coordinators include providing constant support to the teachers, monitoring their performance, identifying their needs both in formal schools and alternative education centers and cooperating**

**with the SDMCs, the community and Non Government Organizations (NGOs) working in the area of education. Monthly meetings at cluster level are held and periodic visits to schools are made by CRC Coordinators to monitor teachers’ performance and to provide them on–site support.**

**In nutshell, role of BRC/CRC is a mixed set of academic, supervisory, managerial, networking and creative activities. It goes beyond routine monitoring and supervision work as it encompasses**

**providing support to schools and teachers through teacher training and teacher mentoring. It is for their professional growth, strengthening community school linkage, providing resource support and carrying out action research. In addition administrators in the system depend on them for multifarious administrative activities as they are easily available work force.**

**9. Appraisal of BRCs/URCs and CRCs**

**BRCs and CRCs have been conceptualized under SSA based on their good performance initiatives**

**such as DPEP, Lok Jumbish, Shiksha Karmi, etc. Presently, nearly all BRCs and about 95% CRCs**

**are operational in the country. However, much of their potential as academic resource centers are yet to be realized and their role and functions are to be academically channelized. BRCs and CRCs**

**need to function as resource centers near the schools to study the problems and issues related to quality through effective use of District Information System for Education (DISE), household**

**survey, Quality Monitoring Tools etc.**

**Main Aspect of Appraisal**

**(i) Training of teachers**

**BRCs and CRCs have major responsibility of training teachers so that they are able to perform their duties more effectively. Teachers attend an average one training programme in Rajasthan, Himachal Pradesh, Uttar Pradesh and Madhya Pradesh and 2 to 3 training programs in other states. The average duration of programmes is 5 to 8 days, except in Madhya Pradesh, where it is for 14 days.**

**Also the training at CRC is possibly excluded as it is in the form of a meeting in which teachers participate officially and it is regarded as a part of training.**

**(ii) On-Site Academic Support to schools**

**Providing on-site academic support to schools is one of the major responsibilities of BRCs and CRCs. It is apparent that head teachers in majority of states need better support in academic**

**activities such as:**

**● in dealing with hard topics in learning in different subjects and classes**

**● providing demonstration lessons at school level**

**● Competency based testing, remedial teaching**

**● providing help in preparation of lessons**

**● And use of Teaching Learning Material (TLMs).**

**They also need improvement in such areas as timely distribution of TLM/books, school and**

**teachers grants, formation of TLM bank and supply of more TLM. Further, they want better**

**strategies from BRC/CRC in improving retention of students.**

**(iii) Perception of VEC Members about the Contribution of BRCs and CRCs**

**Village Education Committee (VEC) appears to be the weakest link in the organizational structure**

**of SSA in all the states covered in this study. Though the programme goals of SSA assume that**

**establishment of a healthy and proactive relationship of its functionaries with the community is a critical element in effective and meaningful accomplishment of its goals and objectives, it is**

**disheartening to note that such a situation does not exist in most of the states. The link between BRC / CRC and VEC is also weak which is perhaps due to the following reasons:**

**• Infrequent visits of the personnel from BRCs, CRCs & VECs**

**• Physical distancing of BRC/CRC personnel with community members**

**• VEC members do not have any real locus stand in involving themselves in the decision making for school activities.**

**However, it must be mentioned that in spite of such situation being common in most states, VECs in some states appear to be quite vibrant and participate actively in the school activities. A case is that**

**of Kerala where VECs along with Panchayat Raj Institutions (PRIs) at the grassroots level contribute significantly to development of schools. Further, the PRIs at the Panchayat level being**

**powerful, it was reported that these bodies become political pressure groups and exert considerable pressure on the Education department on various issues related to school development and SSA activities. In contrast, we find in Uttar Pradesh that none of the VEC office bearers belonging to sample schools had received any training and obviously their role in school activities was minimal.**

**Similarly data obtained from Orissa and West Bengal highlight the need for training of VEC members in maintenance of records and accounts.**

**9.2 Positive Features and Strengths of BRCs and CRCs**

**In a few states, the BRCs and CRCs were reported to have some positive features worth emulation**

**by other states. The research teams for the different states gave their observation on the basis of**

**discussion with concerned officers of the state and their own assessment of shortcomings and**

**strengths of BRCs/CRCs.**

**Some important Positive features and strengths of BRCs and CRCs in different states are like this:**

**In Assam there is Good coordination between the officialof BRC and CRC**

**o Better balance between work load pertaining to Academic and Administrative work**

**o Effective short term training programmes organized by DIET**

**o BRC / CRC have motivated VECs to get involved in school affairs**

**In Himachal Pradesh there is**

**o Good functional linkage and**

**coordination between BRC and CRC with other stakeholders**

**In Karnataka also**

**o There is vibrant functional link between**

**DIET and BRC s/CRCs**

**o Academic inputs and guidance by**

**Personal Reliability Programme (PRPs) to teachers satisfactory**

**o Support to CRCCs by BRC is**

**satisfactory**

**In Orissa there is**

**o Emphasis on quality issues in academic**

**activities**

**o Positive impact of training of**

**BRCC/CRCC on monitoring and academic support provided by them**

**In Uttar Pradesh there is**

**o Block Resource Persons are mostly young and wellqualified**

**o Good coordination between BRCC, National**

**Personnel Records Center (NPRC) and DIET**

**Similarly in West Bengal there is**

**o Most of the CRCCs appreciate the content of the training**

**programme**

**(Source – Report by Research, Evaluation and Studies Unit Technical Support Group EDCIL**

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**There was a recent consensus among the respondents that increasing the frequency of visits to**

**schools would result in better monitoring of activities of the schools. Apparently it is an important**

**measure for improving the effectiveness of BRCs and CRCs. Most of the BRCCs, BRPs and**

**CRCCs are experienced teachers; still their role requires additional knowledge & skills and greater**

**conceptual clarity. They need support in building their capacity to discharge their duties effectively.**

**10. Recommendations**

**Some recommendations regarding the functioning of these centres, which are being made on the**

**basis of the findings of the studies:**

**● First of all Common nomenclatures and uniform organizational**

**structure should be adopted by all the states for BRCs, CRCs and BRPs.**

**● Secondly, a separate cadre for BRCCs, CRCCs and BRPs should be**

**established and recruitment rules should be framed for BRCCs, BRPs and CRCCs in all the**

**states.**

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**● Adequate incentives should be put in place for these functionaries to**

**make the posts attractive.**

**● Job charts of all BRC/CRC functionaries should be prepared which**

**should be common across states and these should be given to the incumbents during**

**induction training. Such training should be mandatory for all the incumbents.**

**● Since BRCCs and CRCCs have the main responsibility for providing**

**academic support, all efforts must be made to facilitate discharge of their academic duties**

**with less involvement in administrative tasks.**

**● As a norm for staffing of BRCs it is recommended that the BRPschool ratio should be 1:15 for Lower Primary Schools and 1:10 for Upper Primary Schools.**

**● A major issue to be addressed is that of capacity building of**

**functionaries in the academic support structures. Such capacity building has to be undertaken in areas like improving their knowledge and skills.**

**Summary**

**We can summarise the above discussion by saying that the development of the Cluster and Block**

**Resource Centre itself has come up as an important focus issue. We have found that as there are**

**virtually no examples of what such block and cluster centre could do, and achieve, and the role that**

**it could play in addressing school issues and providing resources to teachers, there is limited scope**

**to develop the functions and role of the BRC and the CRC itself. It is also found that it is essential**

**to consider the development of the cluster to support and enhance trainings provided at the block.**