ROLE OF BLOCK & CLUSTER RESOURCE CENTRES IN PROVIDING ACADEMIC SUPPORT TO ELEMENTARY SCHOOLS

Abridged Report of study conducted in 14 States

Research, Evaluation and Studies Unit
Technical Support Group
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'Study of effectiveness of BRCs & CRCs in providing academic support to elementary schools'
prepared by

Prof. S. Nayana Tara,
N S Sanath Kumar and
S Ramaswamy
of the Indian Institute of Management , Bangalore

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EdCIl's Technical Support Group for SSA
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The abridged version was prepared by
Prof. ABL Srivastava &
Dr. Neeru Bala
Research, Evaluation and Studies Unit,
Technical Support Group , EdCIl (India) Ltd.

PROJECT TEAM

Central Team (RESU, TSG, Ed. CIL)

Prof. ABL Srivastava
Prof. R. R. Saxena
Shri O. P. Arora
Dr. (Ms,) Neeru Bala

Secretarial assistance

Ms. Preeti Singh
Ms. Babita Rai
Ms. Nidhi Bali

Coordination at national level

- *IIM, Bangalore*
- *Research Evaluation & Studies Unit,-TSG –SSA of EdCIL, New Delhi.*

State Teams

Institution	***Principal Investigator***	***State(s)***
IIM, Bangalore	*Prof. S. Nayana Tara, N S Sanath Kumar, S Ramaswamy*	*Karnataka & Kerala*
IIM, Lucknow	*Dr. Archana Shukla & Prof. Devashish Das Gupta*	*Uttar Pradesh*
IIM, Calcutta	*Prof. Raghbendra Chattopadhyay & Subir Bhattacharya*	*Assam & Mizoram*
NIAR, Mussoorie	*Dr. A. P. Singh*	*Punjab & J&K*
XLRI, Jamshedpur	*Dr. Gaurav Vallabh*	*Haryana & Jharkhand*
SPRI, Jaipur	*Shri R. S. Rathore*	*Rajasthan, Himachal Pradesh & Madhya Pradesh*
NCDS, Bhubaneshwar	*Dr. P. K. Acharya & Dr. Rashmi Mishra*	*Orissa & West Bengal*

Advisory Committee

Prof. Snehlata Shukla, Formerly with NCERT
Prof. Sandhya Paranjape, *NCERT*
Mr. Binay Patnayak, Unicef. (Formerly Chief Consultant, Pedagogy, TSG-SSA) New Delhi

अंशु वैश्य
सचिव
ANSHU VAISH
SECRETARY

भारत सरकार
मानव संसाधन विकास मंत्रालय
स्कूल शिक्षा और साक्षरता विभाग
नई दिल्ली - 110 115
Government of India
Ministry of Human Resource Development
Department of School Education & Literacy
124 'C' Wing, Shastri Bhavan, New Delhi - 110 115
Tel. : 23382587, 23381104 Fax : 23387859
E-mail : secy.sel@nic.in

FOREWORD

Sarva Shiksha Abhiyan, the flagship scheme of the Government of India for universalisation of elementary education, has achieved significant success and has demonstrated positive trends in several key indicators. These include enrolment of children from special focus groups, reducing gender and caste disparities, and provisioning for creation of basic conditions for quality schooling.

Apart from enrolling all children in the age group of 6 to 14 in schools, Sarva Shiksha Abhiyan has laid considerable stress on quality of educaiton in primary and upper primary schools. As a part of the effort to emprove quality of education, regular in-service training programmes are organised for teachers in every State and academic support is provided to them through Block Resouce Centres (BRCs) and Cluster Resouce Centres (CRCs) established throughout the country. As the BRCs and CRCs are expected to play an important role in improving the quality of education, it was decided to conduct a study on their effectiveness in providing academic support and supervision to schools.

The study, which was conducted in 14 States, has thrown light on the performance of BRCs and CRCs in general and in the selected States in particular. The problems they face in the performance of their duties have also been highlighted in the study report. Measures have been suggested to improve their effectiveness in helping teachers to perform better and in providing overall academic support to schools under the jurisdiction of BRCs/CRCs.

The study was conducted by different institutions in different States and was coordinated by Dr. S. Nayantara of IIM, Bangalore and Dr. A.B.L. Srivastava and other consultants of Research, Evaluation and Studies Unit of the Technical Support Group for SSA. I am grateful to all of them as well as to the agencies and Principal Investigators of the study at State level whose efforts led to successful completion of this study for Sarva Shiksha Abhiyan. We hope that the study will be helpful in bringing about necessary reforms in the functioning of BRCs and CRCs in every State.

(Anshu Vaish)

Place: New Delhi
Date: 29.06.2010

सर्व शिक्षा अभियान
सब पढ़ें सब बढ़ें

Executive Summary

Under SSA, Block Resource Centres and Cluster Resource Centres wee established to provide academic support to teachers and schools on a regular basis in each block of every district. At present 6472 BRCs and 69268 CRCs are operational in the country, In each block a number of CRCs were established. Each CRC covers a small number of schools within easy reach. The number of CRCs per BRCs varies considerably from state to state. The number of schools per CRC generally varies from 10 to 20, but the average number of schools per CRC is quite large in some states such as Rajasthan, Delhi, Puducherry and Karnataka.

As the BRCs and CRCs play an important role in improving quality of education. MHRD commissioned a study to assess how efficiency they are functioning and what type of problems they are facing.

The objectives of the study included documentation of the roles and functions of BRCs and CRCs as defined by states; assessment of the extent to which the activities undertaken by BRCs and CRCs were in accordance with their prescribed duties and to assess their work load and time devoted to various tasks; finding out how far training equips them to discharge their responsibilities; and how much support was given to BRCs and CRCs by DIETs. It also covered assessment of the on-site support given to teachers and schools by BRCs and CRCs; the views of Head teachers, teachers, VEC, etc. on the contribution of BRCs and CRCs in improving the functioning of schools. The problems faced by BRC and CRC coordinators in their work and their job satisfaction were also looked into. The main purpose was to make suggestions for more effective functioning of BRCs and CRCs on the basis of the study.

This study was taken up in 14 states with the help of seven institutions- IIM, Banglore (Kerala & Karnataka); IIM, Lucknow (Uttar Pradesh); IIM, Kolkatta (Assam & Mizoram); NCDS, Bhubaneshwar (Orissa & West Bengal); NIAR, Mussoorie (Punjab & Jammu and Kashmir); SPRI, Jaipur (Rajasthan ,Himachal Pradesh & Madhya Pradesh); XLRI, Jamshedpur (Haryana & Jharkhand). IIM, Banglore acted as coordinating agency for the study in collaboration with Ed.CIL's Technical Support Group for SSA.

In each state 3 to 7 districts were selected with due representation of Socio Cultural Regions (SCRs) within each state and also various Special Focus Districts (SFDs). From each district 2 to 4 blocks were selected by using circular systematic sampling to represent the rural areas. In order to give due representation to urban areas, 2 urban blocks in each state (one urban area from amongst the sampled districts and another from state headquarter or any large metro city of the state) were selected. From each block, 4 clusters were selected except in Mizoram, where 5 clusters were selected. From each

cluster, 2 schools were selected. Of these 2 schools, one school was a primary school and the other was a school with upper primary classes.

Data were collected from key officials of State Project Office, District Education Officers, Principals of DIETs, Block Education Officers, Block Resource Coordinators, Block Resource Persons, Cluster Resource Coordinators, Head-teachers of schools, teachers and chairpersons of VEC/ SDMC / PTA. The data related mostly on their views about functioning of BRCs and CRCs and their expectations from them.

Main findings: Although the duties and responsibilities of BRCs and CRCs are broadly defined in the framework for implementation of SSA, most states have define these in more details- In every states, BRCs and CRCs have been established but there is considerable variation in respect of their functioning and performance. Usually they provide academic support to schools through Block Resource (BRPs), but in West Bengal and Haryana, there were no regular BRPs and some experienced teachers were deployed during training programmes. In the case of Karnataka, a post of Cluster Asst. Educational Officer has been introduced to off-load some administrative tasks of BEO.

The District Project Coordinators were of the view that the BRCs were overloaded with administrative work, had inadequate infrastructure and were burdened with the jobs of conducting too many training programmes. They had insufficient official power and suffered from lack of recognition for good work. Also lack of transport facilities affected the performance of BRC and CRC functionaries. Some of the perceived problems at the CRC level included insufficient capacity building of CRC Coordinators, lack of job knowledge, unwillingness of teachers to adopt innovative teaching methods and low confidence of teachers capability of CRC Coordinators.

SSA is envisaged as a decentralized programme but in most cases the power vested with the BEOs undermined the BRCCs' position. By and large, although BRCCs, BRPs and CRCCs appeared to be satisfied with their jobs, some discontent was found in respect of physical infrastructure, existing emoluments and balancing between administrative and academic work.

Training received by BRCCs, BRPs and CRCCs was inadequate both qualitatively and quantitatively. Training received by teachers appeared to be satisfactory quantitatively barring a few exceptions. A significant proportion of teachers in every state appeared to be satisfied with the training they had received, though there were some areas which reportedly needed to be addressed. Areas in which training was relatively less effective or deficient according to the respondents were multi-grade teaching methods education of the children with special needs (CWSN). Training received by Village Education Committee (VEC) members was woefully inadequate and practically absent in many cases.

Some of the problems stated by CRCCs were infrequent visits by BRC personnel, difficulty in contacting the BRC personnel, poor leadership displayed by them in addressing various issues, poor training capability and lack of emphasis on quality.

A few critical areas of concern as reported by BRPs were: planning, monitoring and supervision, introducing need-based training programmes, developing infrastructure, addressing shortage of staff and need to introduce IT.

The major educational issues at the cluster level included migration of parents, clamor for English medium schools, poor participation of VECs, inappropriate teaching methods, inadequate teaching staff, deployment of teachers for non-teaching activities and prevalence of child labour.

Heads of schools stated that periodic review and planning of academic activities, more visits by BRC/CRC functionaries and frequent training activities would improve school functioning. They also emphasized the need for providing additional nutrients to students in MDM, generating awareness among community members and good school infrastructure.

VEC forms the weakest link in the organizational structure of SSA in all the states covered. Training of VEC members was a neglected area. VEC members suggested that frequent visits by BRC functionaries to interact with them, guide them regularly on different issues and take prompt action on complaints lodged by the VEC would improve the situation.

Suggestions: The staffing pattern, mode of recruitment and posting for a minimum period of 3 or 4 years for BRCCs and CRCCs must be ensured. A separate cadre and recruitment rules be put in place for BRCCs, BRPs and CRCCs. It is recommended that cadre and recruitment rules be framed for these positions along with suitable administrative powers. Incentives should be put in place for these functionaries to make the posts attractive. At the same time, it becomes imperative that performance appraisal system be put in place so that it also facilitates appropriate monitoring and supervision of academic activities of these structures.

Induction training is a must for all those who are appointed in BRCs and CRCs. Mandatorily the job charts must be prepared which must be common across states and given to the incumbents during induction training. Adequate infrastructure (including adequate facilities for conduct of residential training programmes) at the BRC, posting of a full complement of BRPs in each of the BRCs, posting administrative support staff, including an accountant, appropriate IT facilities including telephone/fax/internet, transport facility etc are very much needed for effective functioning of BRCs.

It is recommended that the BRP-school ratio should be 1:15 for lower primary schools and 1: 10 for upper primary schools. It is very essential that the BRPs have requisite qualifications and subject specialization for dealing with upper primary classes.

There is a critical need for capacity building of all incumbents in the academic structures of SSA with a focus on improving knowledge, personality development and communication skills. The officers at the district and state levels must also be given training in management, soft skills in computer usage, in addition to the training of staff in BRCs, CRCs, DIET and SCERT.

There is a felt need for strengthening the forward and backward linkages of BRCs. Also there is an urgent need to build strong linkage with VEC which is at present missing in every states.

The personnel in BRCs and CRCs were overburdened with administrative tasks and meetings to the detriment of the programme effectiveness. Convergence of all structures must be ensured. Further, there is a need to streamline the training programme for teachers. Monitoring and supervision must be strengthened and action must be taken in a timely fashion to infuse accountability into the system. In the ultimate analysis, the structures created for SSA must serve the purpose for which they were created and concerted effort is needed to make them vibrant and efficient so that their impact on quality of education becomes visible.

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CHAPTER 1

Introduction

1.1 Role and functions of Block and Cluster Resource Centres in the context of SSA goals

Sarva Shiksha Abhiyan is a flagship programme of Government of India aimed at universalization of elementary education for the children in 6-14 age group. It is implemented by the central Government in partnership with the state governments through a district level decentralized management framework involving local bodies.

An important goal of the programme that started in 2001 is to provide elementary education of satisfactory quality with emphasis on education for life and to bridge all gender and social category gaps. The last decade has witnessed a number of new initiatives to enhance the access and participation of children in elementary education as well as to improve the quality of education provided in schools.

To bring about qualitative improvement in education under SSA, various interventions have been made such as in-service teacher training, curriculum renewal, revision of textbooks, continuous and comprehensive evaluation of students, close monitoring of schools and provision of academic support to teachers on a regular basis.

SCERTs and DIETs are expected to provide academic support to teachers through block and cluster level functionaries. Efforts have been made to build teachers' capacity through a series of training programmes covering several pedagogical issues to improve teaching learning transaction at classroom level.

Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs) were established in each block of every district under SSA to conduct in-service teacher training and to provide academic support to teachers and schools on a regular basis as well as to help in community mobilization activities.

The major academic roles of BRCs/URCs & CRCs as outlined in the Framework for Implementation of SSA (2008) are:

(a) Development of the centre as a rich academic resource with ample reference materials for the teachers.

(b) 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.

(c) Regular school visits for addressing emerging pedagogic issues and issues related to school development.

(d) Organization of teacher training and monthly meetings to discuss academic issues and design strategies for better school performance.

(e) Setting up of performance indicators to track and enhance school performance.

(f) Consultation with community members and Panchayati Raj Institutions to strive for school improvement.

(g) Designing a Quality Improvement Plan for the block/cluster as per the SSA goals and strive to achieve that in a time bound manner.

(h) Monitoring the progress of quality using Quality Monitoring Tools in collaboration with nearby DIET.

At present 6472 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 / 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, SDMCs etc. through CRCs and provide continuous support to teachers while monitoring 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 liaising with the SDMCs, the community and 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 a 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 for their professional growth, strengthening community-school linkage, providing resource support and carrying out action research.

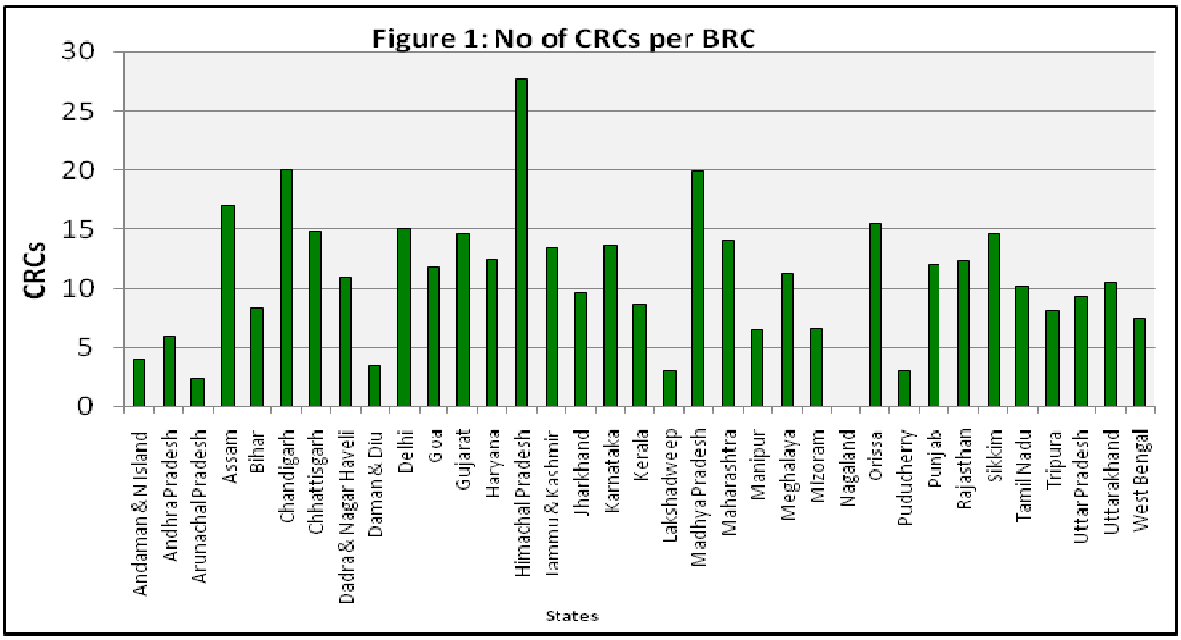
In addition administrators in the system depend on them for multifarious administrative activities as they are easily available work force.

The following table shows the number of BRCs and CRCs and the number of schools in different states and Union Territories. The number of CRCs per BRC and number of school per CRC vary considerably from state to state.

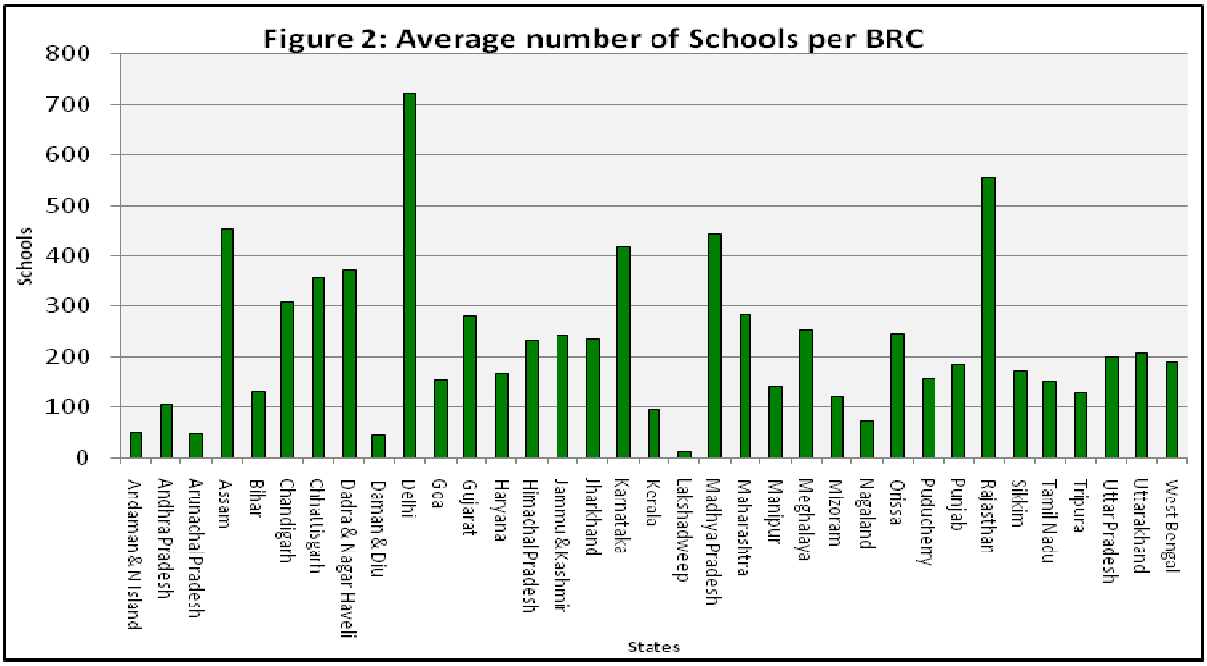
Table 1: State wise number of BRCs , CRCs and schools in 2008

Sl. No.	State	No of BRCs	No of CRCs	No of Schools
1	Andaman & N. Island	9	37	359
2	Andhra Pradesh	1131	6953	100449
3	Arunachal Pradesh	84	201	4547
4	Assam	145	2473	66727
5	Bihar	536	4479	67874
6	Chandigarh	1	20	176
7	Chhattisgarh	146	2169	49708
8	Dadra & Nagar Haveli	1	11	304
9	Daman & Diu	2	7	98
10	Delhi	9	136	4742
11	Goa	11	130	1503
12	Gujarat	228	3337	39039
13	Haryana	119	1487	17743
14	Himachal Pradesh	76	2102	17197
15	Jammu & Kashmir	119	1600	20789
16	Jharkhand	214	2049	41944
17	Karnataka	196	2684	56441
18	Kerala	159	1385	12426
19	Lakshadweep	3	9	37
20	Madhya Pradesh	318	6332	129000
21	Maharashtra	406	5755	87280
22	Manipur	35	225	4011
23	Meghalaya	39	438	10572
24	Mizoram	26	172	2783
25	Nagaland	41	0	2523
26	Orissa	259	4025	59435
27	Puducherry	6	18	703
28	Punjab	125	1499	20026
29	Rajasthan	248	3074	103303
30	Sikkim	9	131	1150
31	Tamil Nadu	401	4088	53307
32	Tripura	41	332	3901
33	Uttar Pradesh	880	8249	180058
34	Uttarakhand	95	1001	20610
35	West Bengal	354	2660	70010
	Total	**6472**	**69268**	**1250775**

Source: DISE- 2008-09

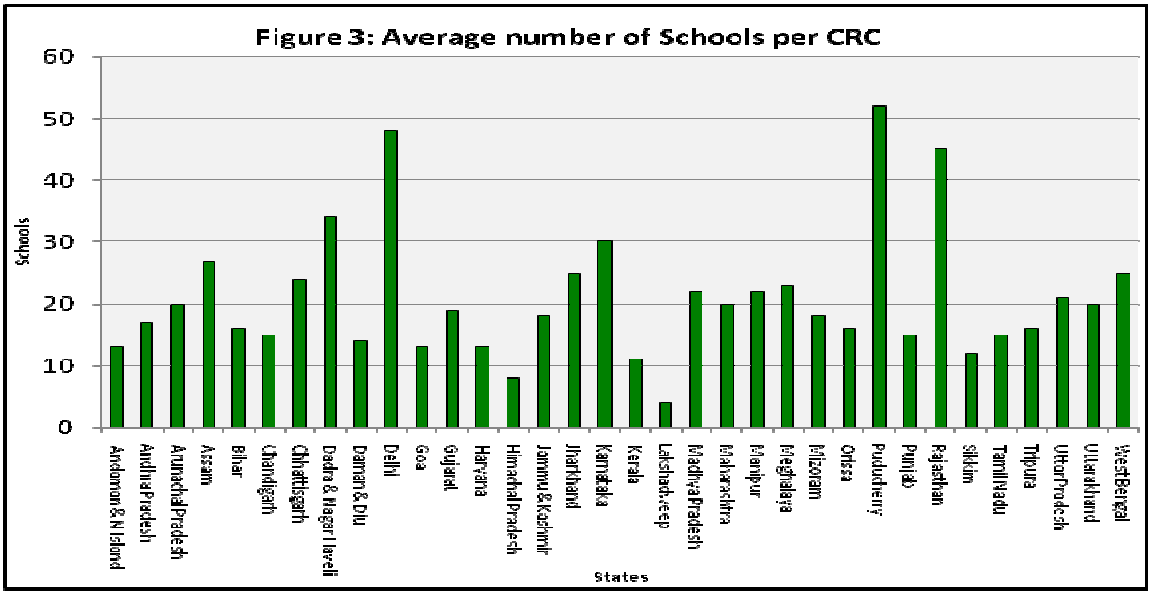


As Figure 1 shows, the number of CRCs per BRC is 15 or more in Assam (17), Chandigarh (20), Himachal Pradesh (28), Madhya Pradesh (20), Orissa (16) and the number of CRCs per BRC is less than 5 in small states and Union Territories like Arunachal Pradesh, A & N Islands, Daman & Diu and Lakshadweep. The overall average in the country is about 11 CRCs per BRC.



As shown in Figure 2, the average number of schools per BRC is 227. The range is from 12 in Lakshadweep to 721 in Delhi. The number of schools per BRC is more than the average in 15 states, Delhi (721), Rajasthan (552), Assam (443), Madhya Pradesh (442), Karnataka (417), Dadra & Nagar Haveli (372), Chhattisgarh (359), Chandigarh (309), Maharashtra (285), Gujarat (281), Meghalaya (255), Orissa (247), Jammu & Kashmir (245), Jharkhand (235) and Himachal Pradesh (233). The states in which the

average number of schools per BRC is below 100 are Andhra Pradesh, Kerala and Tamil Nadu among large states and Arunachal Pradesh, Daman & Diu, Nagaland, A & N Islands and Lakshadweep among small states and Union Territories.



As per Figure 3 the number of schools covered by a CRC varied from 10 to 52. The average number of schools per CRC is 20. However, this number is quite large in some states such as Puducherry (52), Delhi (48), Rajasthan (45), Dadra & Nagar Haveli (34), Karnataka (30), Assam (27), West Bengal (25), Jharkhand (25) and Chhattisgarh (24).

1.2 Distance of schools from CRC

Since CRC coordinators have to visit schools frequently and school teachers have to attend monthly meetings at CRC, it is important that schools are located at a convenient distance from the CRC to which they are attached. But it is not so in the case of a fairly large percentage of CRCs.

As per DISE data 2008, 71% of the schools in India were within a distance of 5 km. from CRC, 20% were within 5 to 10 kms from CRC and 9% of the schools were at the distance of over 10 km from CRC. (Refer Annex 1)

Situation is of concern particularly in two states where more than 30% of schools are at a distance of over 10 kilometers (Arunachal Pradesh- 38.6% and West Bengal- 31.6%). States having more than 10% of schools at a distance of over 10 km from CRC are Mizoram (27.5%), A & N Islands (23.5%), Manipur (22.8%), Rajasthan (21.5%), Nagaland (16.6%), Uttarakhand (15.7%) and Meghalaya (12.8%).

1.3 Objectives of the study

The BRCs and CRCs have been operational for several years in most states. Since over the years, the scope of their work has expanded, MHRD commissioned a study to assess how these centres have been functioning and to suggest the changes needed to make them more efficient. The main purpose was to make suggestions for more effective functioning of BRCs and CRCs on the basis of the study.

1. To find out the role and functions of BRCs and CRCs as defined at the state level for both primary and upper primary level

2. To find out to what extent the activities undertaken by BRCs, CRCs and resource persons are in accordance with their prescribed duties, and to asses their workload and time devoted to various activities/ tasks.

3. To study the selection procedure of BRC and CRC Coordinators and Resource Persons.

4. To assess the content and quantum of training/orientation provided to BRC and CRC Coordinators and the role of District and Block Resource Groups in providing training.

5. To assess the support given to BRCs and CRCs by DIETs.

6. To study the coordination of BRC with BEO and views of DEO, BEO on functioning of BRCs and CRCs.

7. To study the mechanism of supervision of the work of BRCs and CRCs.

8. To study how BRCs and CRCs or their equivalents function in urban areas.

9. To find out the views of teachers, head teachers and SDMCs/ SMCs etc. on the contribution made by BRCs and CRCs in improving the functioning of schools and SDMCs.

10. To assess the on-site support given to schools and teachers by CRC Coordinators and Resource Group members / Block Resource Persons.

11. To study the availability and use of various facilities and equipment that are provided to BRCs and CRCs for their functioning.

12. To find out the constraints and problems faced by BRC and CRC Coordinators in their work and to assess their job satisfaction.

13. To make suggestions for more effectives functioning of BRCs and CRCs.

1.4 Approach to the study

The study was conducted in 14 states (Assam, Haryana, Himachal Pradesh, Jammu & Kashmir, Jharkhand, Karnataka, Kerala, Madhya Pradesh, Mizoram, Orissa, Punjab, Rajasthan, Uttar Pradesh, West Bengal) by seven different agencies each one being responsible for the study in two or three states, except one, IIM Lucknow, which conducted the study in only one state, Uttar Pradesh. It was ensured that the same methodology is followed in every state.

The study was coordinated by IIM, Bangalore and Research Evaluation & Studies Unit (RESU) of EdCIL's Technical Support Group for SSA. They were responsible for preparation of tools, sampling of BRCs, CRCs, schools etc. for each state, developing data analysis plan and finally preparation of this national level synthesis report.

CHAPTER 2

Methodology

2.1 Sampling

In each of the 14 states in which this study was conducted, 3 to 7 districts were selected with due representation of Socio Cultural Regions (SCRs) and Special Focus Districts (SFDs) within the state. From each district, 2 to 4 blocks were selected by using circular systematic sampling to represent the rural areas. In order to give due representation to urban areas, 2 urban blocks in each state (one urban area from amongst the sampled districts and another from state headquarter or any large metro city of the state) were selected. From each block, 4 clusters were selected except in Mizoram, where 5 clusters were selected. From each cluster, 2 schools were selected. Of these 2 schools, one school was a primary school and the other was a school with upper primary classes. Table 2 below provides details of the sample covered in each state.

Table 2: State wise number of districts, BRCs and CRCs and schools covered in the study

State	No. of districts	Blocks / district	Total blocks	CRCs/ BRC	Total CRCs	No. of Schools (per CRC)
Assam	3	4	12	4	48	96
Haryana	3	4	12	4	48	96
Himachal Pradesh	3	4	12	4	48	96
Jammu & Kashmir	3	4	12	4	48	96
Jharkhand	3	4	12	4	48	96
Karnataka	4	3	12	4	48	96
Kerala	3	4	12	4	48	96
Madhya Pradesh	6	2	12	4	48	96
Mizoram	3	*	8	5	40	80
Orissa	4	3	12	4	48	96
Punjab	3	4	12	4	48	96
Rajasthan	4	3	12	4	48	96
Uttar Pradesh	7	2	14	4	56	112
West Bengal	4	3	12	4	48	96

* 4 from Aizawal and 2 from each of two other districts

@ One Primary and the other having upper primary classes in each CRC.

Questionnaires and interview schedules were developed to collect data from the key officials of State Project Office, District Education Officers, Principals of DIETs, Block Education Officers, Block Resource Coordinators, Block Resource Persons, Cluster Resource Coordinators, Head-teachers of schools, teachers and chairpersons of VEC/ SDMC / PTA on various aspects of functioning of BRCs and CRCs

2.2 Tools and data collection

Both primary and secondary data was collected for the study. Secondary data was based on books, journals, monographs, occasional papers, government publications, circulars,

orders, etc. For the purpose of the present study six semi- structured interview schedules for (i) Head teachers, (ii) Teachers of the selected schools, (iii) Presidents & Vice- Presidents of the VEC, (iv) CRC coordinators, (v) BRC Coordinators, (vi) Block Resource Persons (vii) Block Education Officers, (viii) Principals of DIETs (ix) District Project Coordinators and (x) State Project Office were prepared keeping in view the specific objectives of the study. All interview schedules were pre- tested and in the light of that, necessary changes and modifications were made in the schedules. Observation method was also used to seek information and to get insight on the issues involved.

The major aspects covered in different schedules are given below:

(i) Schedule for School

This schedule elicited information on distance between school and BRC, CRC and DPO; pupil attendance profile (enrolled and actually present); teacher strength; number of visits made by SSA functionaries including BRC Coordinator, Block Resource Persons, BRC Coordinators and Block Education Officers; type of support received form SSA functionaries; specific support received from BRCC/BRP/CRCC; issues discussed in CRC meetings; sharing knowledge obtained through training of teachers ; needs to be met by CRCC in improving academic performance, attendance , enrollment and retention; level of satisfaction about inputs received from SSA functionaries and suggestions about measures for improving the effectiveness of BRCs and CRCs.

(ii) Schedule for Teachers

The focus of this schedule was to obtain information about teacher background (age, gender, qualifications, training undergone, years of services); pedagogic methods adopted including methods for multi- grade teaching , preparation and use of TLM, co-curricular activities; frequency of visits by BRC and CRC Coordinators and Resource Persons; type of support and guidance received from BRC and CRC coordinator and Resource Persons; major activities in monthly CRC meetings; major difficulties experienced by teacher with regard to inputs provided by CRCCs coordinators and BRPs; teacher perception of the overall effectiveness of BRCs, CRCs and BRPs and suggestions for improvement.

(iii) Schedule for VEC/SDMC/PTA

This schedule was meant for collecting information on profile of members including age and gender; orientation training attended by them about their roles and responsibilities; contribution of committees in development of school; participation in VEC & SDMC/PTA meetings; nature and extent of support received form CRC coordinators; perception of problems/ inadequacies in the functioning of CRCs and suggestions for improvement.

(iv) Schedules for CRC Coordinators

This schedule gathered information about respondents' profile, their work related activities, including details of academic support provided to teachers, extent of time spent on various activities; infrastructure facilities at CRCs; functional linkages with

DIET, BRCs, School etc; workload and management of their tasks; extent of support received from higher officials as well as teachers; problems encountered; level of job satisfaction and suggestions for improvement in the functioning of BRCs and CRCs.

(v) Schedules for BRC Coordinators and **(vi) Block Resource Persons**

These schedules collected information on background of the respondents (age, gender, qualifications, training, years of service etc); schedule of activities including visits to schools and meetings organized at BRC level; workload and management of tasks within and outside the jurisdiction of the functionary; extent of time spent on various activities; type of academic support given by the functionary to schools and teachers; infrastructure facilities at the BRC; extent of participation in VEC meetings; monitoring and supervision activities performed; reporting system adopted; major shortcomings observed in schools; innovations adopted in teaching; functional links with DIET and other structures; extent of support received from higher officials; extent of support received from teachers; problems encountered in discharge of their duties; level of job satisfaction & suggestions for improvement.

(vii) Schedule for Block Education Officer

This schedule was used to collect information about role of BEOs. The items were on years of service as BEO in the block; ways of involvement and specific role played in the management of SSA activities; extent of visits made to BRC during training programmes; frequency of interaction with BRC functionaries; type of support provided to BRC; perceived job expectation of BRCCs; perceived inadequacies in the functioning of BRCs; perception of the overall effectiveness of BRCs and suggestions for improvement

(viii) Schedule for DIET Principal

This schedule elicited information on staff position of DIET; specific role of DIET in implementation of SSA; type of support provided by DIET to BRCs and schools; details of training activities of DIET under SSA (including development of training modules, design of tests, training needs analysis, etc); number of in-service training programmes conducted by DIET along with focus of these training programmes; role of DIET in monitoring, supervising and evaluating BRCs; support provided to BRCs in filling up Quality Monitoring Forms; suggestions for improving the functioning of BRCs.

(ix) Schedule for District Project Coordinator

The schedule gathered information on the qualification and experience of the DPCs; duration of the tenure of officials in this post as indicated by the number of DPCs who were in this post during the last 5 years; other duties assigned to him/her apart from SSA ; timeliness of funds flow at different levels; strategies to ensure smooth flow of funds to block and sub-block levels; devolution of financial powers to block and sub-block levels; preparation of the work plans for BRCs; monitoring and supervision systems adopted; major problems encountered in monitoring and supervision of BRCs; number of visits made to schools; details of meetings with various functionaries at block and sub- block level; criteria adopted for assessing the effectiveness of BRCs; perception of the effectiveness of functioning of BRCs in the district; rating of the

effectiveness of SSA activities in the district; critical areas/ activities that require urgent attention for improving the effectiveness of BRCs.

(x) Schedule for State Project Office

Number of SPDs posted and transferred during the last 5 years; details of training programmes for State Coordinator for Pedagogy/ Teacher Training; relevance of training programmes to the activities of BRCCs; extent of devolution of powers at various levels; strategies to ensure smooth flow of funds to district and sub- district levels; defined roles of BRCCs; prescribed qualifications and experience of BRC personnel and method of selection; rules and regulations regarding the posting and transfer of BRC Coordinators; system adopted by SPO for monitoring BRCs; number and details of training programmes conducted at BRC level; details of capacity building activities for BRC personnel; linkages with DIET, SCERT on the one hand and schools on the other hand; perceived strengths and weaknesses of the structure and functions of BRCs; suggestions for enhancing the effectiveness of BRCCs in the state; plan of sustenance of BRCs beyond SSA.

Study duration: The study was envisaged to be of 10 months duration which included eight months of work at state level and 2 months for preparing synthesis report at national level. Tools were finalized by first week of October, 2007. Data collection began in Oct. /Nov. 2007. However, the field work took more time because of various field level problems.

CHAPTER 3

Functionaries in Block and Cluster Resource Centres- their role and performance

3.1 Designation of the BRC & CRC functionaries in different states

Most of the states under study have retained the generic nomenclatures of posts of SSA at the district and lower levels. The key posts are of BRC coordinator and CRC coordinator. However, in most states BRCs also have Block Resource Persons to provide academic support to schools as BRC/ CRC coordinators themselves cannot handle all the work. The BRPs have different designations in different states and their selection and service conditions also vary greatly from state to state. For example, in the state of West Bengal there are no BRPs but there are Resource Teachers (RTs) who are drawn from outside the school system and are used only during training programmes. Haryana also has a similar system of employing Master trainers.

Table 3: Nomenclature and designation of the posts at district, block and sub block levels

State	District Project Coordinator	BRC Coordinator	Block Resource Person	CRC Coordinator
Assam	DPC	BRCC	BRP	CRC Coordinator
Haryana	DPC	BRCC	-	Assistant block resource centre coordinator (ABRCs)
Himachal Pradesh	DPC	BRCC	BRP	CRC Coordinator
Jammu & Kashmir	DPO	Zonal resource coordinator	Zonal resource persons	CRC Coordinator
Jharkhand	DSE/DPO	Block Education Extension Officer (BEEO) /BRCC	BRP	CRC Coordinator
Karnataka	Deputy Project Coordinator (DYPC)	BRCC	BRP	CRC coordinator
Kerala	DPC	BRCC	BRC Trainer	CRC Coordinator
Madhya Pradesh	DPC	BRCC	Block Academic Coordinators (BAC)	Jan Shiksha Kendra Facilitator (JSKF) + Cluster Academic Coordinator (CAC)
Mizoram	DPC & DYPC	BRCC	**-**	CRC Coordinator
Orissa	DPC	BRCC + Ad. BRCC	-	CRC Coordinator
Punjab	DPC	BRCC/ BEO	BRP	CRC Coordinator
Rajasthan	DPC	BRCC	BRP/Block Resource Centre Facilitators	CRC Coordinator
Uttar Pradesh	DPO/BSA	BRCC	BRP	CRC Coordinator
West Bengal	DPO	Circle Project Coordinator	Resource teachers for Primary and Upper Primary	Resource Teacher (Shiksha Bandhu)

Note: (i) In **Haryana,** Master trainers impart training to teachers.
(ii)In **Karnataka,** there are Cluster Asst. Education Officers (CAEO).
(iii) In **Orissa,** Sub-Inspector of schools is Additional. BRCCs.
(iv) In **West Bengal,** Resource Teachers are part - time employees.

With regard to **roles and functions** of BRC Coordinators (BRCCs), Block Resource Persons (BRPs) and Cluster Resource Centre Coordinator (CRCCs), it was observed that their roles and functions are well documented in all the states except Jharkhand. BRPs do not exist in West Bengal, Orissa and Mizoram where others do the work that BRPs are supposed to do.

3.2 Profile of BRCCs and CRCCs in terms of their age, experience & Qualification

Details of age, experience and qualification of BRCCs and CRCCs in the 14 states in the study are given in Table 4.

Table 4: Average age, experience and qualification of sampled BRCCs and CRCCs

State	Mean age (in years)		Mean experience (in years)		Qualification of majority of -	
	BRCC	CRCC	BRCC	CRCC	BRCCs	CRCCs
Assam	46.5	44.6	22.5	24.8	***	*
Haryana	52.0	41.0	14.5	17.5	***	***
Himachal Pradesh	43.0	46.6	24.2	24.3	**	*
Jammu & Kashmir	44.0	38.0	22.9	12.4	***	***
Jharkhand	43.5	35.3	5.5	3.2	***	***
Karnataka	40.2	40.5	-	13.9	***	*
Kerala	49.1	47.1	-	20.4	***	*
Madhya Pradesh	44.8	42.2	19.8	20.8	***	**
Mizoram	43.8	39.3	19.1	14.5	***	***
Orissa	52.9	46.6	33.6	25.8	***	***
Punjab	50.1	46.7	31.7	17.5	**	*
Rajasthan	47.1	40.8	30.3	18.9	***	***
Uttar Pradesh	48.3	43.1	25.9	23.3	**	***
West Bengal	44.9	59.1	16.7	27.0	***	**
Median	**45.25**	**42.65**	**22.7**	**19.65**	-	-

Pre-University Certificate/Matric with JBT or other = *; Graduate or P.Gr with JBT/ other = **; Graduate or P.Gr with B.Ed/ M.Ed= ***.

- Majority of the BRCCs, BRPs and CRCCs were in the age range of 40 to 53 years in all the states.
- In all the states, the posts of BRCC and CRCC are held by persons of mature age (above 45 years). The reason for this may be that senior teachers are appointed on deputation to as BRCCs and CRCCs. BRPs were comparatively younger (35 to 42 years).
- In all the states, the BRC coordinators were educationally and professionally more qualified (Graduates/Post graduates with B.Ed) than CRC Coordinators who were mostly graduates with JBT.
- In all the states, the functionaries had received the desired training to perform their duties. Most of them considered these training programmes to be useful.

3.3 Training received by BRC & CRC functionaries

Capacity building of the key functionaries of SSA at the Block and sub -block levels is one of the critical functions of accomplishing quality in teaching-learning process. The BRC and CRC coordinators and BRPs attend training programmes of different types every year. The average number of training programs attended by these functionaries in different states during 2006-07 is shown in Table 5 for Assam and Mizoram the data on training was not made available.

Table 5: Training received by BRC and CRC Coordinators and BRPs during 2006-07

State	Average number of training programmes attended and their average duration in days					
	BRC Coordinator		Block Resource Persons (BRPs)		CRC Coordinator	
	Number (Avg)	Duration (Avg.days)	Number (Avg)	Duration (Avg.days)	Number (Avg)	Duration (Avg.days)
Haryana	NA	NA	0.9	2.8	2.7	16.7
Himachal Pradesh	3.4	2.4	1.7	7.6	1.9	8.4
Jharkhand	NA	NA	2.9	7.5	2.3	5.5
Karnataka	1.0	4.9	2.8	19.2	2.2	9.5
Kerala	1.3	3.8	2.3	8.8	1.0	3.74
Madhya Pradesh	0.5	1.6	2.3	8.6	1.4	5.5
Mizoram	NA	NA	NA	NA	1.8	3.3
Orissa	2.6	5.0	NA	NA	3.6	9.6
Rajasthan	2.7	1.7	2.6	8.7	1.7	4.46
Uttar Pradesh	1.8	3.0	1.2	3.2	1.1	3.3
West Bengal	2.6	5.8	NA	NA	2.3	7.2

Note: Information not provided for Assam, J&K and Punjab

The BRC coordinators attended between 1 and 3 training programmes in 2006-07 in each state, except Himachal Pradesh where the average was 3.4 and Madhya Pradesh where the average was as low as 0.5 of course, some of the BRC coordinators did not attend any training while some others attended 2 or more training programmes. The average number of days spent on participating in training varied between 1.6 days and 6 days. Apart from Assam and Mizoram the information on training of BRCCs was not available for Haryana and Jharkhand also. It may be pointed out that the sample of BRCCs is rather small (only 48 per state) and hence the averages are just indicative.

The average number of training programmes attended by Block Resource Persons varied between 1 and 3 in 2006-07. The number of days spent on attending training was, however, more (7 to 8 training programmes in 2006-07) except in Haryana and Uttar Pradesh where it was only about 3 days of training. Also Karnataka was an exception where the average number of training days was very large (19.2).

The training of CRC coordinators is crucial. In most states, they attended 2 or 3 training programmes on the average in 2006-07 but some did not attend any. The average was between 1and 2 in some states while in Orissa it was 3.6. The average number of days spent on training varied between 3 and 10; only in Haryana, the number was as large as 16.7 days.

The variation in training programmes and days of training indicated that different states have different policies for training of these functionaries. Apparently, a uniform policy for training that is adopted by all the states will greatly help in their capacity building.

3.4 Activities of BRC and CRC Coordinators

The BRC and CRC coordinators perform several activities which can broadly be classified as follows:

1. **Administrative, Planning and other activities**

   (i) Planning: Preparation of budget, financial management etc.
   (ii) Attending meetings
   (iii) Coordination with BEO/DIET and with other departments (civil works, MDM etc.)
   (iv) Distribution of education related material (Books, TLM etc.) and school/ teacher grants
   (v) Data collection & compilation of progress reports from BRPs & CRC coordinators
   (vi) Preparation and submission of reports, supplying data, record keeping.

2. **Academic activities**

   (i) Field visits for monitoring the work of CRCs, schools, AIE/EGS centres and NPEGEL/KGBVs
   (ii) Training of CRC coordinators, teachers & VEC members;
   (iii) Quality monitoring : Filling and compiling the data provided through quality monitoring tools;
   (iv) Testing students' achievement and other related activities
   (v) Providing academic guidance to teachers at cluster level meetings and in schools

3. **Community mobilization**

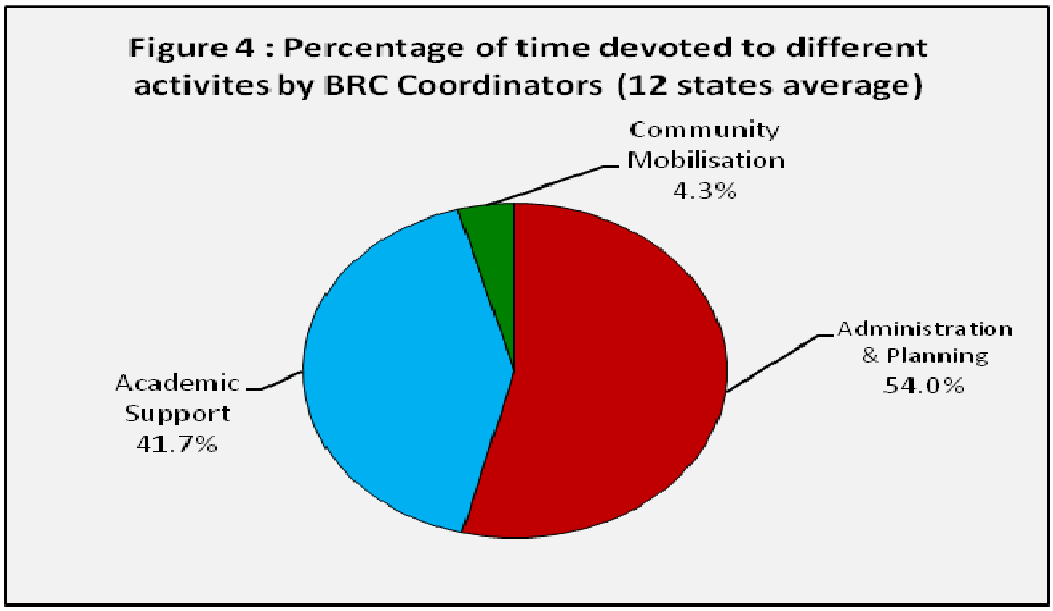
   (i) Promotion of community involvement
   (ii) Holding meeting with VEC/SDMC member and other community members
   (iii) Getting their support in enrolling out-of-school children and ensuring regular attendance of children and teachers.

In order to understand the manner in which the defined tasks are performed by the functionaries of BRCs within the constraints of available physical, financial and manpower resources, efforts were made in the current study to find out the extent of time spent on different activities carried out by them in their normal

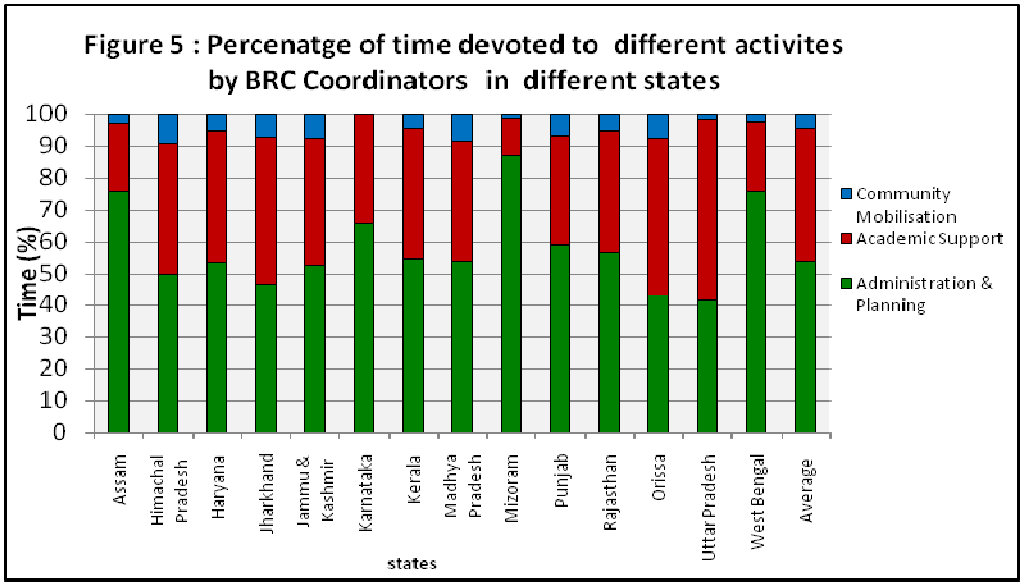
work routine. Further, the functionaries were asked to report their involvement in these activities in each quarter and during the latest one month. Based on the information provided by them for the latest one month, the average percentage of time devoted to the different types of activities by BRC and CRC Coordinators was calculated as shown in Table 6

Table 6: Average percentage of time devoted to different activities by BRC and CRC Coordinators

	BRC Coordinators			CRC Coordinators		
	Administration & Planning	**Academic Support**	**Community Mobilisation**	**Administration & Planning**	**Academic Support**	**Community Mobilisation**
Assam	76.0	21.2	2.8	91.4	6.9	1.7
H.P.	50.1	40.8	9.1	74.2	21.2	4.5
Haryana	53.7	41.0	5.3	43.8	48.5	7.7
Jharkhand	46.9	45.9	7.2	51.7	45.6	3.1
Jammu & Kashmir	52.8	39.6	7.6	34.2	60.3	5.5
Karnataka	66.0	34.0	0.0	45	50.1	4.9
Kerala	54.8	40.8	4.4	42.2	53.3	4.4
M. P.	54.1	37.6	8.3	35.8	59.9	4.3
Mizoram	87.0	11.7	1.3	94.3	4.6	1.1
Punjab	59.0	34.0	7.0	41.4	53.2	4.5
Rajasthan	56.9	37.9	5.2	51.5	36.3	12.2
Orissa	43.2	49.2	7.6	36.4	56.1	7.5
Uttar Pradesh	41.7	56.8	1.5	46.0	50.1	3.9
West Bengal	76.1	21.3	2.6	79.6	16.1	4.3
Average	**54.0**	**41.7**	**4.3**	**49.6**	**45.5**	**4.8**

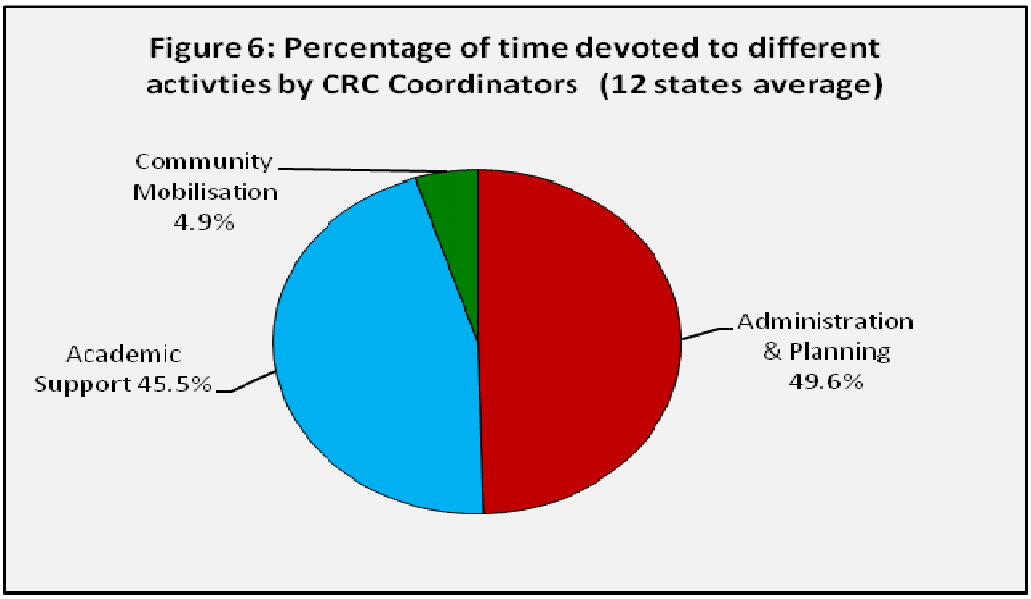


The graphic presentation as shown in Figure 4 and data in Table 6 indicate that on the whole BRCCs spent more time on administrative and planning activities in all states (54.03%), followed by academic support activities (41.67%). Time devoted to Community mobilization was the least (4.3%)

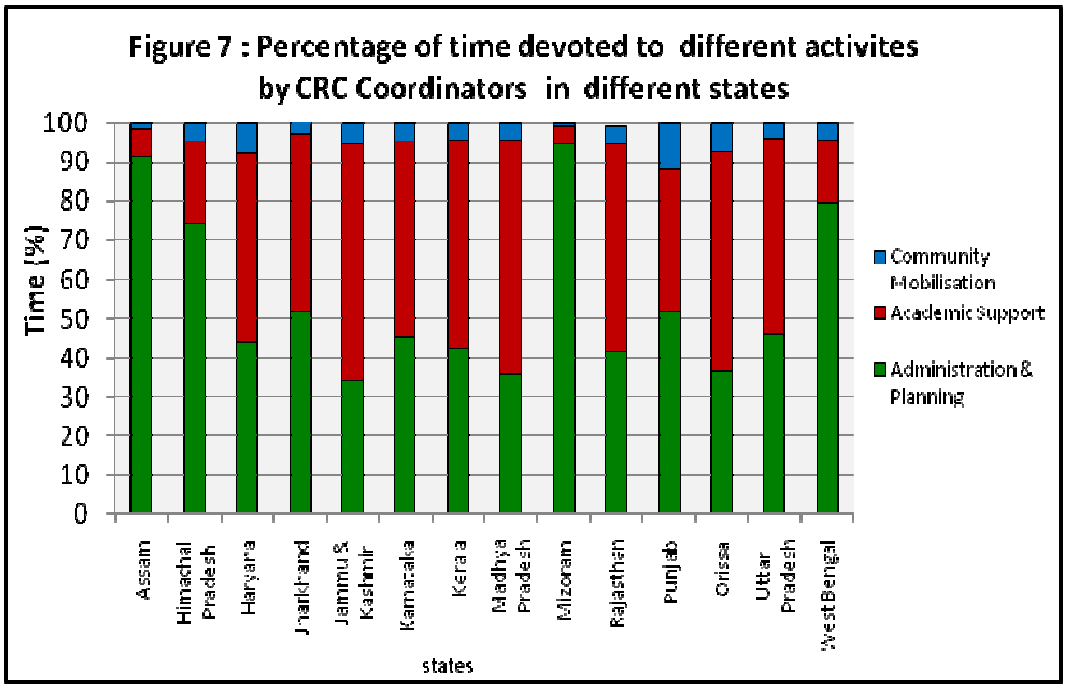


Across states time spent by BRCCs on academic activities was less than the time spent on administrative and planning work in all states except Orissa, West Bengal, Uttar Pradesh, Assam and Mizoram where time spent on academic activities was slightly more.

Time spent on Community mobilization, was observed to be reasonable (7% to 9%) in Himachal Pradesh, Madhya Pradesh, Orissa, Jharkhand, Punjab and Jammu & Kashmir (7% to 9 %) but was less (5% or less) in the other states.



Overall the CRCCs spent their time mostly on activities related to administration and planning (49.6%) followed by academic support activities (45.5%). Time devoted to Community mobilization was the least (4.9%).



CRCCs spent more time on administrative activities than on academic activities in Assam, Himachal Pradesh, Punjab, Jharkhand, Mizoram and West Bengal. In the other states the opposite was true.

CRCCs of Punjab spent considerable time (12.2%) on activities related to community mobilization, in other states the time spent on such activities varied between 1% and 8%.

3.5 Visits made by BRCCs, BRPs and CRCCs to schools

A critical indicator of the functioning of BRC and CRC is the nature and extent of contact they have with the stakeholders of the programme. In this respect, the frequency of visits made by the functionaries to schools and meetings held with VEC provide some indication of not only the extent of academic inputs provided but also effectiveness of the monitoring and supervision activities. In this regard, the mean number of visits made by BRC and CRC coordinators (as reported by schools) are presented in Table 7. However, it may be mentioned that sometimes the number of visits are not documented either at the school level or at BRC/CRC level.

Table 7: Number of visits made to primary schools by BRC and CRC Coordinators in a year

State	BRCC(as reported by school)		CRCC(as reported by school)	
	% of schools not visited	Average no. of visits per school	% of schools not visited	Average no. of visits per school
Assam	18.7	3.2	2.1	18.2
Haryana	17.6	3.1	20.6	6.3
Himachal Pradesh	21.3	11.9	48.9	6.6
Jammu & Kashmir	17.7	3.8	0.0	5.2
Jharkhand	10.4	3.9	4.2	12.8
Karnataka	55.8	0.8	4.7	5.7
Kerala	23.9	2.6	76.1	0.8
Madhya Pradesh	7.0	2.6	0.0	17.3
Mizoram	92.0	0.3	4.0	6.0
Orissa	16.7	6.5	0.0	13.3
Punjab	23.5	4.5	0	3.2
Rajasthan	22.9	2.2	2.1	12.1
Uttar Pradesh	40.0	3.3	23.6	7.7
West Bengal	0.00	11.4	0.0	19.3

It is interesting to note that there was wide state to state variation in the frequency of school visits made by BRCCs and CRCCs.

The mean number of visits made by **BRCCs** in a year to schools in the sample (as reported by the school) was less than 5 in most states and exceptionally high (11 to 12) in Himachal Pradesh and West Bengal. The highest proportion of schools that were not visited even once was reported by schools of Mizoram (92.0%) followed by Karnataka (55.8%), Uttar Pradesh (40.0%), Kerala (23.9%), Punjab (23.5%), J&K (17.7%) and Haryana (17.7%)

The percentage of schools which were not at all visited by BRC Coordinators was quite large in some states. The fact that BRCCs made infrequent visits to schools stems from the following major reasons:

- Being head of the BRC, BRCCs are engaged in several administrative activities and have to coordinate constantly with the BEO and other officials at the block as well as at the district level.
- They have to cover vast geographical area of operation and difficult terrain (as in Mizoram and J&K) without adequate transport facility
- The task of providing direct academic support to schools is the responsibility of Block Resource Persons (BRPs) and CRCs who are expected to make relatively more number of visits to schools as compared to that of BRC Coordinators.

However when they do not make a single visit to their schools in a year, it is a matter of concern.

As expected **CRC coordinators** visited schools more frequently. The mean number of visits made by CRCCs ranged from 1 in Kerala to 19.3 in West Bengal. Further analysis reveals that in some states, a sizeable proportion of sampled schools reported

that CRCCs did not make even a single visit to their schools. In this regard a higher proportion was reported by schools of Kerala (76.1%) followed by Himachal Pradesh (48.9 %), Uttar Pradesh (23.6%), and Haryana (20.6%). Since CRCCs are expected to visit schools at least once a month, the states in which they did not visit any school or made very few visits need attention.

3.6 Major educational issues perceived by CRC Coordinators

The CRC Coordinators were asked to express their views on the major issues that need to be addressed and the factors that adversely affect smooth implementation of SSA, on the basis of their own experience in the cluster in which they were working. These issues need to be taken note of by the authorities at the higher level who are expected for provide solutions and take necessary remedial measures. The views of CRC Coordinators relating to SSA implementation are summarized sate- wise in following table.

Table 8: Major educational issues and problems in implementation of SSA in the opinion of CRC Coordinators

State	Major issues/ problems in implementation of SSA
Haryana	- Non-implementation of training and innovative methods in schools. - Migration of parents affecting students' retention in schools. - VECs yet to play an active role. - Inadequate number of teachers. - Teachers being engaged in non academic work. - TLM and text books not distributed on time.
Himachal Pradesh	- Lack of quality monitoring as head teachers have been assigned additional charge of CRCC. - Poor academic performance of students (especially in Maths & English). - Lack of commitment among teachers. - Lack of involvement of VEC in solving school related problems. - Lack of parents' interest in the education of their children. - No proper guidance to teachers regarding filling of data formats.
J & K	- Frequent transfer of SSA functionaries - Delivery system of textbooks and scholarship etc. need to be streamlined - Criteria for the selection of contract teachers need to be reviewed. - Community mobilization need to be focused on.
Jharkhand	- Non-implementation of training and innovative methods in schools. - Migration of parents proving detrimental to students' retention in schools. - Shortage of teachers and engaging teachers in place in non academic work. - VEC not taking interest in school's activities. - TLM and text-books not distributed on time.
Karnataka	- Enrolment of out-of-school children and improving attendance of children in school. - Lack of know how for preparation & use of TLM by teachers & doing remedial teaching. - SDMC not being very effective. - Migratory population. - Influence of English medium schools. - Non-availability of officials for meetings.
Kerala	- Shortage of expert trainers. - Improving attendance of students. - Teachers overburdened by too many training. - Influence of English medium schools. - Inadequate school infrastructure and lack of playground facilities. - Migration of families.

Madhya Pradesh	- Poor attendance of children in schools. - Poor quality of teaching in primary schools. - Shortage of teaching staff. - Lack of community mobilization. - Poor monitoring by SSA officials.
Orissa	- Shortage of teachers. & lack of desired/ suitable pedagogical skills in teachers - Lack of building for CRCs and inadequate number of classrooms in schools - Low attendance of students during local festivals and during the seasons of collection of Mahua flowers, Sal seeds etc. - Engagement of children in household chores - Lack of interest of parents and community in school development.
Punjab	- Shortage of teachers and other staff and assignment of non academic work to teachers. - Low attendance of students. - Problems pertaining of community such as poverty and illiteracy. - Inadequate infrastructure. - Problems regarding enrollment of children and low transition rate. - Mid- day meal related problems.
Rajasthan	- Shortage of teaching staff in schools and involvement of teachers in non -teaching activity. - Activity based methods not used in classroom teaching. - Low retention of children in schools. - SDMCs not effective. - Lack of awareness about problems of girls' education.
Uttar Pradesh	- Lack of subject specialist in schools. - Shortage of teachers & burdening teachers with non- academic work - Lack of support from community/parents in improving attendance,retention and enrolment - Need to give more grants/resources and power to NPRCCs. - Lack of support from VECs.
West Bengal	- Enrollment of out of school children and students absence - Vacant teaching posts - Absence of girls' toilet in primary schools - Need of additional class room in upper primary schools - Construction of building for building less schools

3.7 Critical areas of concern and needs reported by BRPs

As BRPs are the key persons for helping teachers in improving classroom transaction and thereby the quality of education, their views were sought on the critical areas that need attention or require urgent action in the interest of quality of education in schools. The critical areas and needs identified by them are presented in a summary form in following table.

Table 9: Critical areas and needs according to BRPs in different states

State	Critical areas/ needs
Assam	• Supply of computers for record keeping. • Facilities for frequent supervision & monitoring at CRC,VEC and school level. • Organisation of awareness programmes in backward areas. • Content based training to teachers. • Regular follow up of training.
Haryana	• Separation of post of BRCC and BEO. • Provision of more transport facility to BRCs and CRCs. • More frequent visit by the higher officials.

State	Critical areas/ needs
	• More training for teachers. • Filling up of vacant posts of resource persons at BRCs and CRCs. • Mobilization of VECs.
Himachal Pradesh	• Joint monitoring and supervision by DPC and DPO. • Follow up of training programmes by resource persons. • Providing adequate transport facility to BRCCs. • Providing over head projector. • Giving no additional responsibilities to CRCCs. • Providing clerical staff for CRCs.
Jammu and Kashmir	• Frequent transfers to be avoided. • Adequate TA/ DA for ZRCs and CRCs. • Provision of scholarships and uniforms for needy students. • Better coordination between ZRP and teachers. • Ensuring timely supply of books. • Review of selection criteria of para- teachers.
Jharkhand	• Frequent (i) training for teachers (ii) visits by the higher official. • Filling up of vacant posts of BRPs and CRPs and teachers. • Mobilization of VECs. • Providing transport facility to BRCs and CRCs.
Karnataka	• Provision of (i) adequate staff, (ii) transport facility, (iii) computers/ laptop • Reduction in work load. • Close monitoring of civil works. • Introduction of new and innovative training methods.
Kerala	• Proper planning and quality monitoring of training. • Introduction of new and innovative training methods • Constant monitoring of Quality by higher officials. • Provision of qualified trainers. • Close monitoring of civil works. • Reduction in work load.
Madhya Pradesh	• Making training programmes more effective with focus on specific areas. • District level functionaries to motivate functionaries at block and cluster level. • Reduction in data related work for Block Resource Persons. • Special focus on reducing dropout of children
Punjab	• Reducing involvement in preparation of mid- day meals. • Overcoming shortage of teachers and staff. • Providing better infrastructure / sanitation / drinking water. • Reducing workload of non -academic activities on teachers.
Rajasthan	• Monitoring and supervision of SSA activities at different levels by district officials. • Use of IT methods in teaching and improving quality of training programmes . • Follow up action on training programme. • Filling up of all sanctioned post of SSA field functionaries. • Assigning MDM activities to NGO/s.

State	Critical areas/ needs
	• Making teachers free from non-academic activities of other departments.
Uttar Pradesh	• Provision of more facilities/resources to schools/BRCs/CRCs. • Reduction in non- academic activities being assigned to teachers/BRCCs/CRCCs. • Provision of more training to teachers/BRCCs/CRCCs and BRPs • Increasing the effectiveness of training programmes. • More support from VEC/parents/Community.

Note: There are no BRPs in Orissa & West Bengal, Data not available for Mizoram

Overall, the following were found to be the major needs in most of the states.

1. Proper planning of activities under SSA
2. Intensified monitoring and supervision of activities
3. Need based and area-specific training programmes
4. Improved infrastructure in schools, CRCs and BRCs
5. Addressing shortage of staff at BRC and CRC of teachers in schools
6. Provision of transport facility to staff
7. Use of IT in planning and monitoring
8. Intensified post-training follow up
9. More frequent training of teachers
10. Reduction in non-academic activities of teachers and BRC/CRC personnel
11. Effective participation of VEC and community in school affairs
12. Avoiding frequent transfers of teachers
13. Supply of computers for proper record keeping
14. Organising awareness programmes in Special Focus districts and backward areas.

3.8 Problems reported by CRCCs in coordination of work with BRPs & BRCCs

The CRCCs were asked to mention certain major problems they encountered in respect of coordination with BRPs and BRCCs. Some of the problems were common in most of the states, while others were confined to only a few states. Details in this regard are presented in Table 10.

Table 10: Problems faced by CRC Coordinators in Coordination of work with BRCCs & BRPs

States	Problem
Assam, J & K, Karnataka, Rajasthan, Himachal Pradesh, Orissa, Punjab, West Bengal, Jharkhand, Madhya Pradesh, Mizoram, Uttar Pradesh,	• Irregular visits by BRCC
Karnataka, Rajasthan, Himachal Pradesh, Orissa, J & K, Jharkhand, West Bengal, Kerala, Uttar Pradesh	• Difficulty faced in access to BRCC/BRPs
Himachal Pradesh, J & K, Orissa, Punjab	• Poor leadership provided by BRCC
Kerala, Punjab, West Bengal	• Poor training capability of BRPS & BRCCs
Haryana, J &K, Madhya Pradesh, Mizoram, Rajasthan, Uttar Pradesh,	• Lack of coordination skills in BRCCs

It is interesting to note that infrequent visits by BRC personnel were the single major problem reported by the CRCCs in almost all the states. The other major problems

faced by CRCCs included problems arising from 'poor coordination skills & training capability of BRCC', and 'difficulty faced in access to them'.

3.9 Problems of BRCs and CRCs as noted by District Project Coordinators

Detailed discussions were held with the key functionaries at the district level including DPCs to know their perceptions about functioning of BRCs and CRCs in their respective districts from the perspective of management of these structures and major problems encountered in their day to day functioning. These discussions focused more on their assessment of the performance of BRCs and CRCs and the strategies to be adopted for addressing various problems experienced at various levels. Respondents' perceptions of the major problems experienced by the functionaries at BRC and CRC levels in different states are being presented in Table 11.

Table 11: Observations of DPCs on problems faced by BRCCs and CRCCs

State	BRCC	CRCC
Assam	• Inadequate facilities for commuting communication. • Problems of insurgency, difficult terrain and large area to cover schools • Shortage of manpower	
Haryana	• BEO assigned additional charge of BRC. • BRCCs need training. • Lack of good infrastructure, transport facilities and staff at BRC. • Infrequent visits by officials.	• Inadequate training for updating skills and follow up after training. • Inadequate infrastructure, lack of transport facilities. • Low honorarium and lack of job security of resource persons.
Himachal Pradesh	• BRCC and CRCCs are over burdened with non-academic work. • They lack adequate facilities- support staff, transport and communication facilities and proper infrastructure	
J & K	• Too many functions to perform • No sharing of responsibilities • Lack of motivation amongst VECs • Low level of competence and motivation Lack of support from other departments	
Jharkhand	• Inadequate infrastructure, transport facilities & staff at BRCs. • Infrequent visits by officials. • Vacant posts of BRPs. • VECs not mobilized.	• Lack of incentive for better performance. • Lack of transport facilities. • Low honorarium and lack of job security of resource persons
Karnataka	• Heavy load of administrative work. • Inadequate infrastructure. • Involvement in too many training programmes hindering visits to schools.	• Heavy load of administrative work. • Inadequate infrastructure. • Lack job knowledge and enthusiasm. • Lack of cooperation from teachers.

State	BRCC	CRCC
Kerala	• Inadequate infrastructure. • Severe shortage of expert trainers. • Heavy load of administrative work. • BRCCs lack motivation as they are forced to accept the post • Lack of incentives • Non- acceptance of BRC personnel by teachers.	• Heavy work load. • Lack of infrastructure at CRCs. • Lack of stringent monitoring & supervision. • Non -acceptance of CRCCs by teachers. • Teachers not adopting innovative teaching methods.
Madhya Pradesh	• Lack of manpower & infrastructure. • Inadequate transportation facility for BRCCs and CRCCs. • No deputation benefits for BRCCs and CRCCs.	• Shortage of qualified resource persons. • Inadequate training programmes. • CRCCs lack administrative powers • Scheduling of training programmes
Mizoram	• Communication problem • Lack of transport facilities • Late receipt of funds	
Orissa	• Lack of regular training to BRCCs. • Lack of adequate mobility funds / transport • No office assistant to BRCCs	• Lack of CRC building. • Inadequate provision for capacity building / regular training to CRCCs. • Shortage of teachers.
Punjab	• Inadequate infrastructure • Functionaries in BRCs & CRCs need training • Inadequate TA and contingency grants • BRCs and CRCs involvement in Midday meal and collection of data from schools	
Rajasthan	• Shortage of qualified resource persons. • Inadequate training programmes. • BRCCs lack administrative powers. • Some CRCFs have political connection and do not obey orders. • Scheduling of training programmes	
Uttar Pradesh	• Overburdening of staff with administrative work. • No recognition of good performance. • Insufficient teachers. • Lack of support from VEC/ community.	
West Bengal	• Inadequate skills for planning and implementing of SSA activities. • No training programme for CPCs. • Lack of facilities (telephone, computer, printer, fax machine etc) • No furniture grant to CLRCs. • Vacant posts of CPCs.	• Vacant posts of CRCCs. • Lack of adequate skills in planning and implementing SSA activities • No training programmes for capacity building of CRCCs

Though many problems of BRCs reported by DPCs appear to be common across states, each state had its own priorities and urgency of addressing specific constraints. Further, strategies to mitigate these problems had implication in terms of financial allocation and manpower deployment besides addressing issues related to participation of community and PRI institutions. Coordination with other departments at block and sub-block levels also requires to be addressed.

As can be discerned, many of the problems encountered by BRCs also figure at the level of CRCs such as inadequate infrastructure, and over- burdening of BRC and CRC staff with administrative work. In addition, the other common problems that were reported are:

- Teachers not adopting innovative teaching methods.
- Shortage of teachers.
- Insufficient capacity building programmes for CRCCs.
- Lack of job knowledge for proper performance of duties.
- Lack of interest in job.
- Lack of frequent training and proper post-training follow up activities.
- Lack of stringent monitoring & supervision.

CHAPTER 4

Work load and its impact on output of BRCs and CRCs functionaries

4.1 Work Load and its impact on output of BRCC, CRCC and BRP

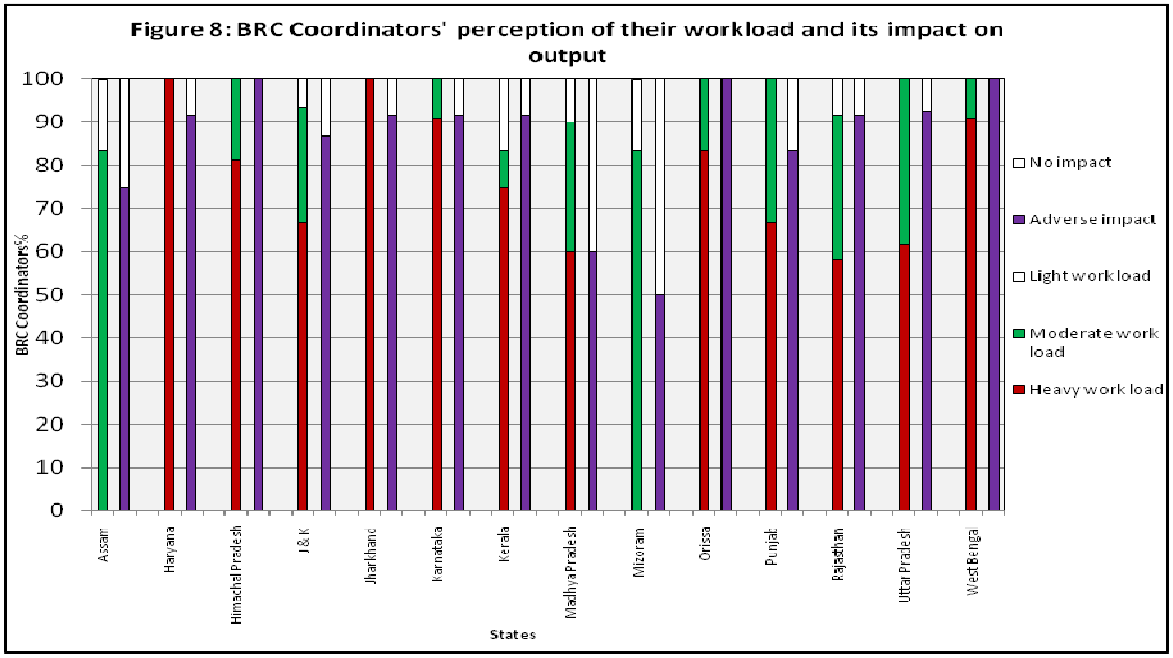
BRC and CRC personnel were asked to indicate whether their workload was heavy, moderate or light and also the extent to which their workload affected their output. Their opinion on whether and to what extent they experienced the problem of balancing between their main job of providing academic of help to teachers and administrative duties that were assigned from time to time. The percentage distribution of BRC Coordinators, CRC Coordinators and Block Resource Persons on these items for each state is given in Tables 12, 13 and 14 respectively.

4.1.1 Workload of BRC coordinators and its impact on their output.

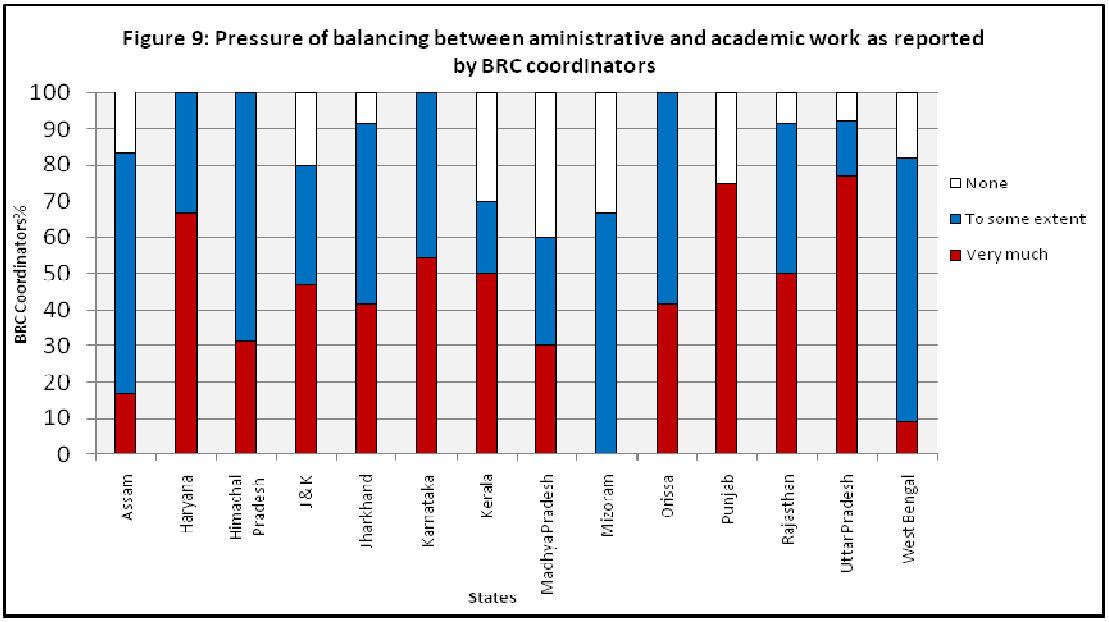
Information on BRC coordinators' perception of their workload and its impact on output as well as pressure of balancing between administrative and academic work has been presented in Table 12.

Table 12: Percentage distribution of BRC Coordinators according to their perception of workload and its impact on output

State	Extent of Work Load			Impact of Workload on output		Pressure of balancing between administrative and academic work		
	Heavy	Moderate	Light	Adverse	No impact	Very much	To some extent	None
Assam	0.0	83.3	16.6	75.0	25.0	16.7	66.7	16.7
Haryana	100.0	0.0	0.0	91.7	8.3	66.7	33.3	0.0
Himachal Pradesh	81.3	18.7	0.0	100.0	0.0	31.3	68.7	0.0
J & K	66.7	26.6	6.7	86.7	13.3	46.7	33.3	20.0
Jharkhand	100.0	0.0	0.0	91.7	8.3	41.7	50.0	8.3
Karnataka	90.9	9.1	0.0	91.7	8.3	54.5	45.5	0.0
Kerala	75.0	8.3	16.7	91.7	8.3	50.0	20.0	30.0
Madhya Pradesh	60.0	30.0	10.0	60.0	40.0	30.0	30.0	40.0
Mizoram	0.0	83.3	16.6	50.0	50.0	0.0	66.7	33.3
Orissa	83.3	16.7	0.0	100.0	0.0	41.7	58.3	0.0
Punjab	66.7	33.3	0.0	83.3	16.7	75.0	0	25.0
Rajasthan	58.3	33.4	8.3	91.7	8.3	50.0	41.7	8.3
Uttar Pradesh	61.5	38.5	0.0	92.3	7.7	76.9	15.4	7.7
West Bengal	90.9	9.1	0.0	100.0	0.0	9.1	72.7	18.2
Median	**75.0**	**17.7**	**0.0**	**91.7**	**8.3**	**46.7**	**37.5**	**8.3**



Majority of BRCCs across all states except Assam and Mizoram reported that their workload was quite heavy. The proportion of respondents giving this answer ranged from 60.0% in Madhya Pradesh to 100% in the states of Haryana & Jharkhand. Further, a similar proportion of respondents felt that they experienced an adverse impact of workload on their output. The impact of workload on the output was seen to be adverse by 75 to 100% BRCCs in all the states except in Madhya Pradesh and Mizoram where only 60% and 50% respectively felt that workload had no impact on their output.



A sizeable proportion of BRCCs in Uttar Pradesh (76.9%), Punjab (75%), Haryana (66.7%), Karnataka (54.5%), Kerala and Rajasthan (50.0% each), felt that the pressure of balancing between administrative and academic work was too much while their counterparts in other states reported that the pressure was either moderate or not experienced at all.

The states in which such pressure was not felt at all by 20 to 40% of BRC coordinators were Madhya Pradesh (40%), Kerala (30.0%), Mizoram (33.3%), Punjab (25.0%) and Jammu & Kashmir (20.0%).

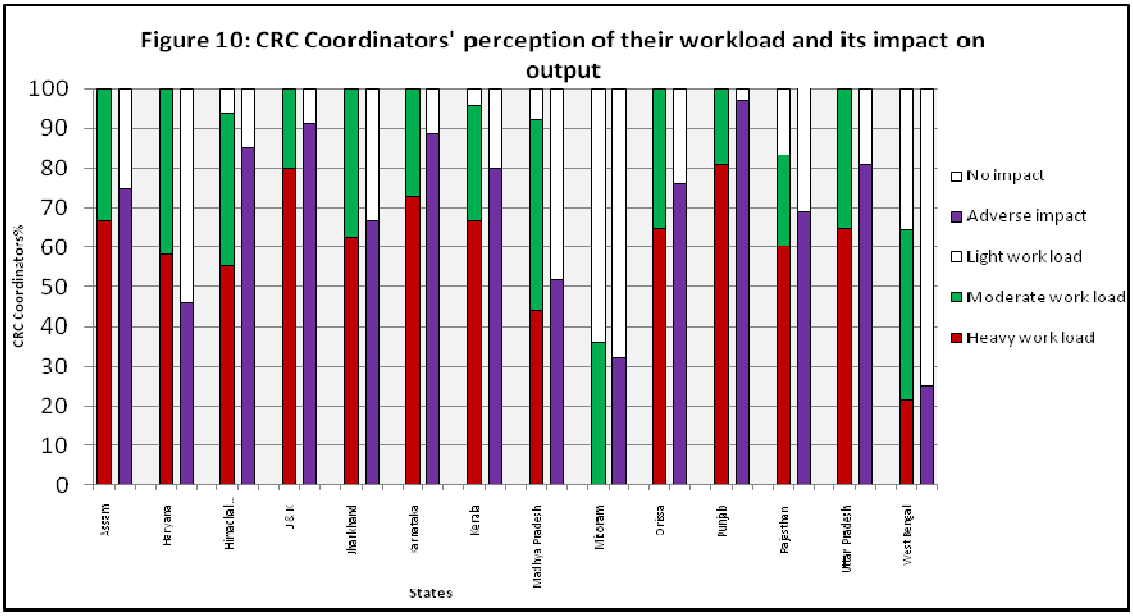
4.1.2. Workload of CRC coordinators and its impact on their output

Information on CRC coordinators' perception of their workload and its impact on output as well as pressure of balancing between administrative and academic work has been presented in Table 13.

Table 13: Percentage distribution of CRC coordinators according to their perception of workload and its impact

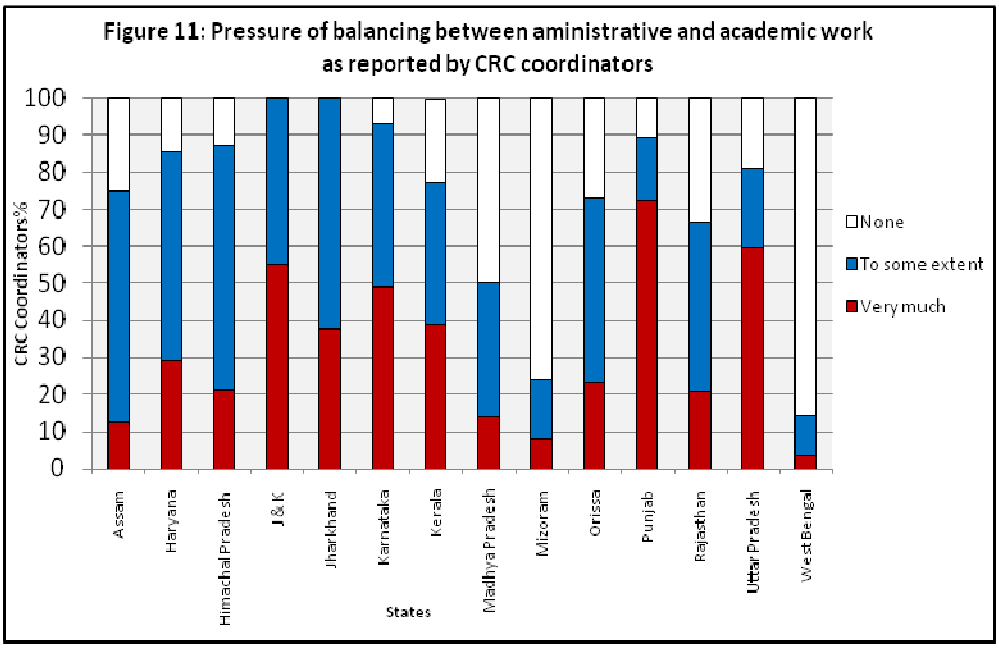
State	Extent of Work Load			Impact of Workload on output		Pressure of balancing between administrative and academic work		
	Heavy	Moderate	Light	Adverse	No impact	Very much	To some extent	None
Assam	66.7	33.3	0.0-	75.0	25.0	12.5	62.5	25.0
Haryana	58.3	41.7	0.0	45.8	54.2	29.2	56.3	14.6
Himachal Pradesh	55.4	38.3	6.3	85.1	14.9	21.3	65.9	12.8
J & K	80.0	20.0	0.0	91.0	9.0	55.0	45	0.0
Jharkhand	62.5	37.5	0.0	66.7	33.3	37.5	62.5	0.0
Karnataka	72.7	27.3	0	88.6	11.4	48.9	44.4	6.7
Kerala	66.7	28.9	4.4	80.0	20.0	38.6	38.6	22.7
Madhya Pradesh	44.0	48.0	8.0	52.0	48.0	14.0	36.0	50.0
Mizoram	0.0	36.0	64.0	32.0	68.0	8.0	16.0	76.0
Orissa	64.6	35.4	0.0	76.2	23.8	22.9	50.0	27.1
Punjab	80.8	19.2	0.0	97.3	2.7	72.3	17.1	10.6
Rajasthan	60.4	22.9	16.7	68.8	31.3	20.8	45.8	33.4
Uttar Pradesh	64.6	35.4	0.0	80.8	19.2	59.6	21.3	19.1
West Bengal	21.4	42.9	35.7	25.0	75.0	3.6	10.7	85.7
Median	**63.6**	**35.4**	**0.0**	**78.1**	**21.9**	**33.4**	**44.7**	**16.9**

The responses of CRC Coordinators and BRPs are similar to those of BRCCs in this regard. Over 60% CRC coordinators in different states felt that the workload was heavy; exceptions were Haryana, Himachal Pradesh, Madhya Pradesh, Mizoram. In Mizoram most CRC coordinators (64%) felt that the workload was light; West Bengal was the next where 35.7% felt that their workload was light.



Heavy workload was perceived to have an adverse impact on the output of CRC coordinators. In 10 states, two- third or more CRC coordinators said that their output was affected due to workload being heavy, mainly as it included administrative work also. The states in which fewer (25% to 52%) CRC coordinators felt so were Haryana, Madhya Pradesh, Mizoram and West Bengal.

With regard to impact of work load on output, the data revealed that relatively higher proportion of CRCCs in West Bengal, Haryana and to some extent in Jharkhand and Rajasthan, reported that their workload did not have any impact on the output.



Further, the pressure of balancing between administrative and academic work was reported to be 'very much' or 'to some extent' by most of the CRCCs in all the states with the exception of West Bengal, Mizoram and Madhya Pradesh, where 50% or more CRC coordinators said that they did not feel any such pressure. In all other states, 50% or more of them felt that the pressure of balancing between academic and

administrative work was too much or at least 'to some extent'. The states in which over 50% felt such pressure to be too much were Punjab (72.3%), Uttar Pradesh (59.6%) and Jammu & Kashmir (55.0%). Overall, in the case of CRCCs, the pressure of balancing between administrative and academic work was not as severe as that felt by BRCCs.

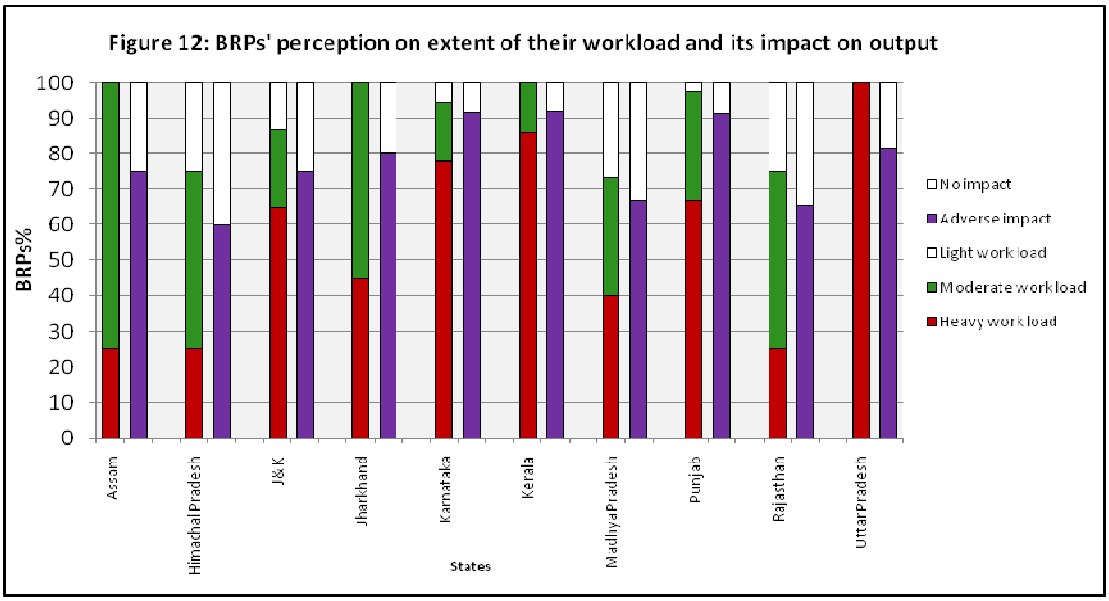
4.1.3 Workload of BRPs and its impact on their output

Only in 10 out of the 14 states, BRPs were appointed to assist BRCCs in providing academic support to schools. Information on BRPs' perception of their workload and its impact on output as well as pressure of balancing between administrative and academic work has been presented in Table 14.

Table 14: Impact of Work load on output as reported by Block Resource Persons

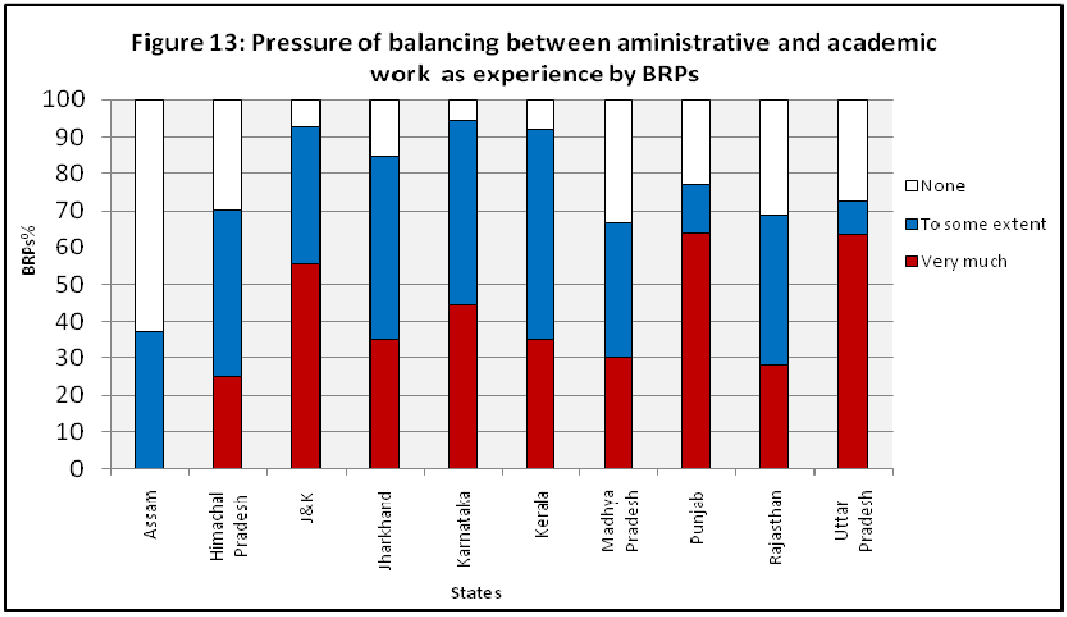
State	Extent of Work Load			Impact of Workload on output		Pressure of balancing between administrative and academic work		
	Heavy	Moderate	Light	Adverse	No impact	Very much	To some extent	None
Assam	25.0	75.0	0.0	75.0	25.0	0.0	37.5	62.5
Himachal Pradesh	25.0	50.0	25.0	60.0	40.0	25.0	45.0	30.0
J& K	65	21.7	13.3	75.0	25.0	55.6	37	7.4
Jharkhand	45.0	55.0	0.00	80.0	20.0	35.0	50.0	15.0
Karnataka	77.8	16.7	5.6	91.7	8.3	44.4	50.0	5.6
Kerala	86.1	13.9	0	91.9	8.1	35.1	56.8	8.1
Madhya Pradesh	40.0	33.3	26.7	66.7	33.3	30.0	36.7	33.3
Punjab	66.7	30.8	2.5	91.2	8.8	64.1	12.8	23.1
Rajasthan	25.0	50.0	25.0	65.6	34.4	28.1	40.6	31.3
Uttar Pradesh	100.0	0.0	0.0	81.8	18.2	63.6	9.1	27.3
Median	**63.6**	**33.3**	**2.5**	**78.1**	**21.9**	**35.0**	**40.6**	**23.1**

Haryana, Mizoram, Orissa, West Bengal- Not applicable



In Uttar Pradesh all of them (100%) said that the workload was heavy; in Jammu & Kashmir, Karnataka, Kerala and Punjab between 60% and 86% said so. In the other 4 states, between 25% and 50% felt that the workload was heavy; in such cases, 50% or more said that the workload was moderate. Very few said that the workload was light. Only in Himachal Pradesh, Madhya Pradesh and Rajasthan about 25% said that the workload was light; in the remaining 7 states, the percentage of those saying so was below 13%.

As regards the impact of workload on output, most of them said that it had adverse effect and their output was affected. In Himachal Pradesh, Rajasthan and Madhya Pradesh between 33% and 40% BRPs said that it had no impact on their outputs; in all other 7 states the percentage of BRPs claiming that workload had no impact on output was 25% or less.



As regards that pressure of balancing between administrative and academic work, the responses of BRPs are also similar to those of CRCCs, except in Punjab & Uttar Pradesh where about 64% BRPs reported that the pressure of properly balancing between administrative and academic work was too much. In other states, this percentage was 50% or less. The proportion of those saying that there was no such pressure, was highest (62.5%) in Assam; and fairly high (between 30% and 33%) in Himachal Pradesh, Rajasthan and Madhya Pradesh. It was not expected that BRPs would also get burdened with administrative duties and would find it difficult to cope with the pressure of balancing between the two, though their percentage is not as high as that of BRC coordinators who felt such pressure.

It is clear that in all the states covered in the study, barring a few exceptions, the BRCCs, CRCCs and BRPs experience a great deal of pressure due to heavy workload and the need for balancing between administrative duties and academic work. A direct impact of this would undoubtedly be reflected in the performance level and quality of output of these functionaries eventually affecting the programme effectiveness.

CHAPTER 5

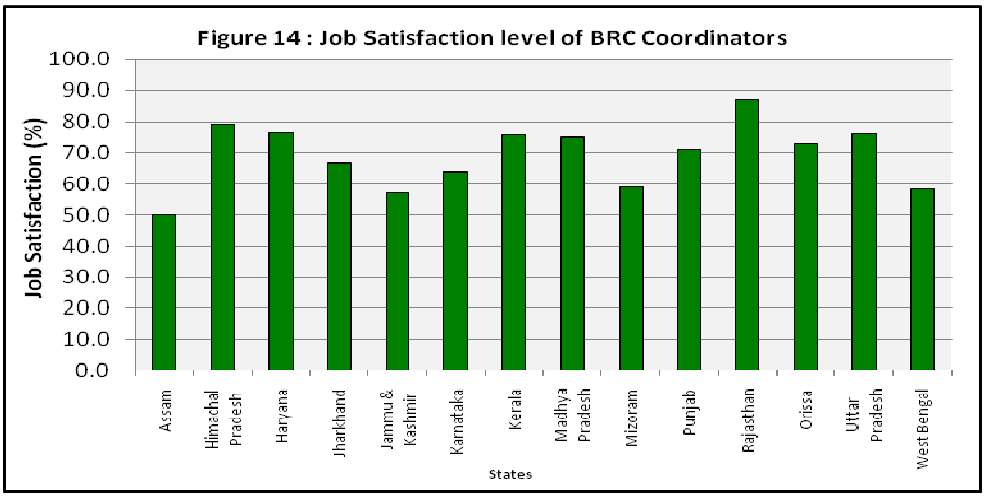
Job Satisfaction of BRCCs, BRPs and CRCCs

Efforts were made in this study to find out the job satisfaction level of BRCCs, BRPs and CRCCs. The 12 attributes on which their satisfaction level was assessed included infrastructure facilities, support from superiors, support from colleagues and functionaries at the lower levels, responsiveness of teachers to the inputs provided by the functionaries, balancing between academic and administrative tasks, flexibility allowed in their day to day functioning, the degree to which their skills are utilized, emoluments and place of posting. Assessment was done on a 5- point scale for each attribute. Findings in this regard are presented in Tables 15, 16 and 17.

5.1 Job Satisfaction of BRC Coordinators

As can be seen from Table 15, a significant majority of BRCCs across the states covered expressed satisfaction with regard to most of the job attributes. However, there were some attributes which were a source of discontent.

The average of percentages in the last column can be considered as an overall indicator of job satisfaction in terms of percentage (100% implying full satisfaction of all the respondents on every attribute). Overall, the job satisfaction with various aspects of their work environment was 72%. The satisfaction level was high in Punjab (87.3%) followed by Haryana (79.2%), Himachal Pradesh (76.4%), Uttar Pradesh (75.9%), Kerala (75.8%) and Madhya Pradesh (75%). It was relatively low in Assam (50%), Jharkhand (57.3%), West Bengal (58.3%) and Mizoram (59.1%).



In respect of physical facilities, relatively fewer respondents regardless of the state, were satisfied. In this regard the findings from Himachal Pradesh and Orissa are noteworthy with only 18.8 % and 41.6 % expressing their satisfaction with respect to 'infrastructure facilities' at BRC. However, 'support from superiors and colleagues' were reportedly satisfactory across all the states. Support from CRCCs too were reasonably satisfactory with the exception of those from West Bengal and Jharkhand where 36.4 % and 58.3 % respectively expressed their satisfaction with this job attribute. 'Responsiveness of teachers with regard to the academic inputs provided' was another important attribute of job satisfaction of BRCCs. In this respect the findings reveal that a significant proportion of BRCCs (between70% to 88%) expressed their

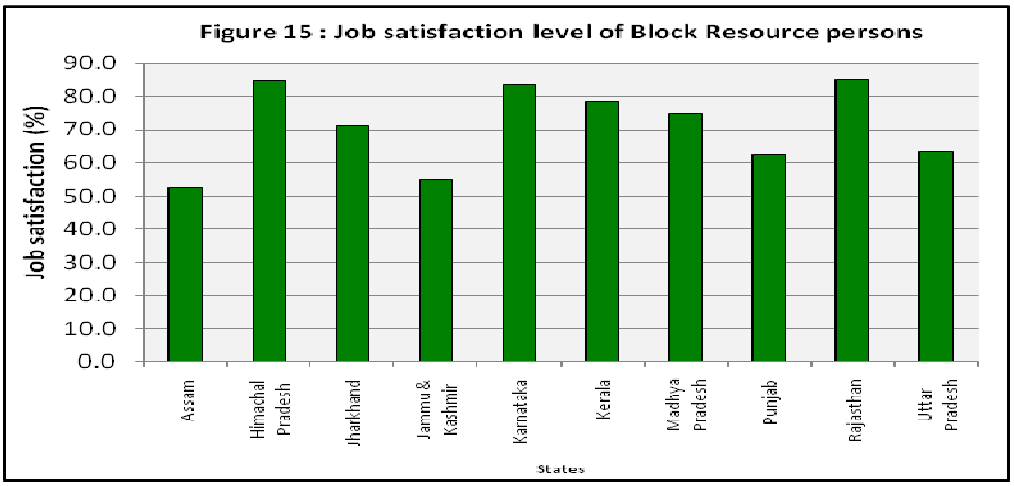
satisfaction in the states of Himachal Pradesh, Uttar Pradesh, Madhya Pradesh, Karnataka, Haryana and Punjab. However, their counterparts in the other states were less satisfied with this attribute. Among other attributes, many were not satisfied with their 'existing emoluments'. Particularly, in the states of Kerala, Madhya Pradesh, Orissa and Jharkhand, over 50% BRC coordinators were dissatisfied with the salaries they were getting.

The attributes on which the satisfaction level was relatively low were:

(i) Physical facilities (lack of adequate facilities and equipment at BRC)
(ii) Balancing between academic and administrative work (problem in meeting the demands of academic role along with administrative duties assigned from time to time)
(iii) Their emoluments (salaries and salary scales)
(iv) Responsiveness of teachers (teachers not responding adequately to bring about improvement expected of them)

5.2 Job Satisfaction of Block Resource Persons

As can be seen from Table 16, a significant majority of BRPs across the states covered expressed satisfaction with regard to most of the job attributes.



Overall, satisfaction level with various aspects of their work environment was 73%. The overall satisfaction was quite high in Rajasthan (85.2%), Himachal Pradesh (84.8%) and Karnataka (83.6%), but it was relatively low in Assam (52.3%) and Jharkhand (54.7%).

Although most BRPs across the states expressed satisfaction on various attributes, there were certain attributes on which their satisfaction level was relatively low. These attributes are exactly the same on which BRCCs also had low satisfaction level, namely,

(i) Physical facilities (lack of adequate facilities and equipment at BRC)
(ii) Balancing between academic and administrative work (problem in meeting the demands of academic role along with administrative duties assigned from time to time)
(iii) Their emoluments (salaries and salary scales)
(iv) Responsiveness of teachers (teachers not responding adequately to bring about improvement expected of them)

Table 15: Percentage of BRC Coordinators who were satisfied with different aspects of their job

State	Physical facilities	Support from superiors	Cooperation from colleagues at BRC	Support from CRCCs	Responsiveness of teachers	Balance between academic and administrative work	Level of skill utilization	Participation in decision making	Flexibility allowed	Opportunities for personal growth	Emoluments	Place of posting	Average job satisfaction level
Assam	58	42	42	40	50	40	46	NA	54	62	70	46	50.0
Haryana	58.3	100.0	100.0	91.7	83.3	41.7	75.0	75.0	66.7	75.0	66.7	83.3	79.2
Himachal Pradesh	18.8	62.5	93.8	81.3	87.5	81.3	93.8	100	93.8	93.8	50	93.8	76.4
Jammu & Kashmir	50.0	100.0	100.0	87.5	62.5	37.5	62.5	17.5	7.5	25.0	50.0	87.5	66.7
Jharkhand	83.3	83.3	91.7	58.3	50.0	66.7	75.0	91.7	66.7	75.0	16.7	41.7	57.3
Karnataka	50.0	75.0	83.3	75.0	75.0	58.3	50.0	75.0	16.6	75.0	75.0	58.3	63.9
Kerala	60.0	90.0	100.0	90.0	60.0	70.0	80.0	90.0	70.0	90.0	40.0	70.0	75.8
Madhya Pradesh	70.0	70.0	80.0	90.0	70.0	80.0	70.0	80.0	70.0	90.0	40.0	90.0	75.0
Mizoram	90.0	50.0	36.0	40.0	64.0	54.0	56.0	NA	74.0	66.0	60.0	54.0	59.1
Orissa	41.6	100.0	100.0	100.0	66.7	33.3	75.0	91.7	75.0	91.7	25.0	75.0	71.2
Punjab	45.4	66.7	83.3	91.7	82.3	50.0	66.7	81.8	58.3	83.3	63.6	81.8	87.3
Rajasthan	91.7	75	100	83.3	66.7	100	83.3	91.68	83.3	97.7	75	100	72.9
Uttar Pradesh	53.9	84.6	92.3	83.3	81.8	46.2	77	84.6	77	69.3	61.3	100	75.9
West Bengal	45.5	90.9	90.9	36.4	63.6	27.3	36.4	54.5	63.6	45.5	63.6	81.8	58.3
Median	**56.0**	**79.2**	**92.0**	**83.3**	**66.7**	**52.0**	**72.5**	**83.2**	**68.4**	**75.0**	**62.5**	**81.8**	**72.1**

Note: *The categories of 'Very Satisfied' and 'Satisfied' are merged into single category*

Table 16: Percentage of Block Resource Persons who were satisfied with different aspects of their job

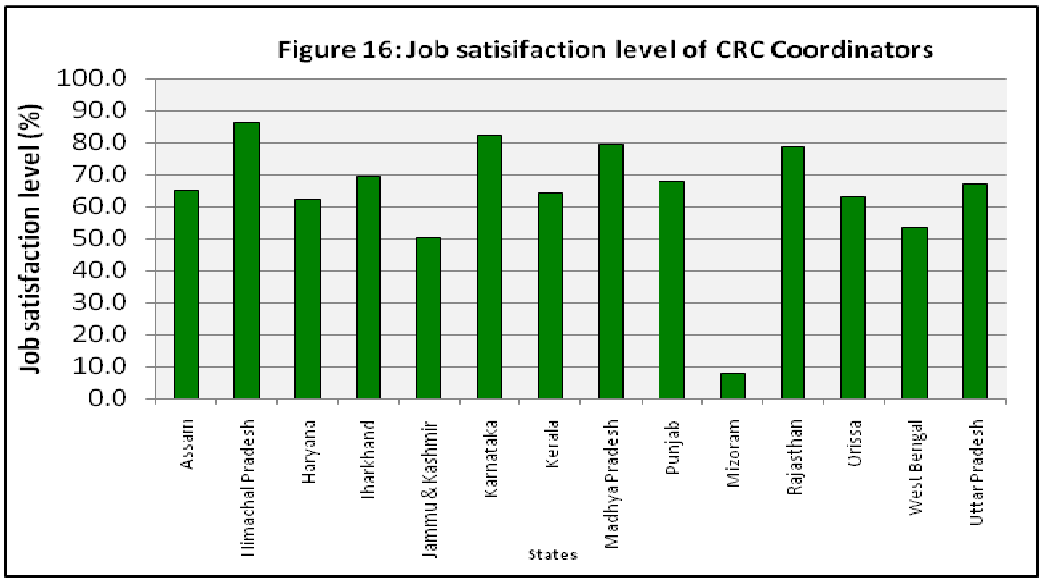
State	Physical Facilities	Support from superiors	Cooperation from colleagues at BRC	Support from CRCC	Responsiveness of teachers	Balance between academic and administrative work	Levels of skill utilization	Participation in decision making	Flexibility allowed	Opportunities for personal growth	Emoluments	Place of posting	Average job satisfaction
Assam	66	48	48	46	56	56	40	42	52	58	60	56	52.3
Himachal Pradesh	52.2	69.6	95.7	91.3	95.7	82.6	87	87	87	91.3	82.6	95.7	84.8
J & K	31.3	68.8	81.3	68.8	37.5	50.0	62.5	31.3	68.8	37.5	50.0	68.8	71.3
Jharkhand	80.0	85.0	95.0	90.0	70.0	40.0	70.0	95.0	70.0	70.0	10.0	80.0	54.7
Karnataka	55.6	83.4	94.4	97.2	91.7	83.3	77.7	80.6	69.5	86.1	86.1	97.2	83.6
Kerala	64.9	81.1	97.3	86.5	59.4	56.8	83.8	91.9	89.2	91.9	43.2	97.3	78.6
Madhya Pradesh	70	83.3	90	80	60	70	86.7	86.7	76.7	76.7	30	86.7	74.7
Punjab	38.4	74.3	89.7	74.3	64.1	53.8	61.5	59.0	53.9	48.7	61.5	74.4	62.8
Rajasthan	75	68.8	87.5	81.3	87.5	81.3	87.5	87.5	84.4	90.6	93.8	96.9	85.2
Uttar Pradesh	45.5	81.8	81.8	63.6	63.6	36.4	54.5	72.7	54.5	72.7	45.5	90.9	63.6
Median	**60.3**	**77.7**	**89.9**	**80.7**	**63.9**	**56.4**	**73.9**	**83.7**	**69.8**	**74.7**	**55**	**88.8**	**73**

Note: *(i) There are no BRPs in Orissa, West Bengal and Mizoram. (ii) The categories of 'Very Satisfied' and 'Satisfied' are merged into single category.*

5.3 Job Satisfaction level of CRC Coordinators

With regard to the job satisfaction of CRCCs, by and large, a significant proportion of the respondents appeared to be satisfied with the various attributes that affect their work (see Table 17).

Overall, 65.2% was the average satisfaction level of CRC Coordinators with various aspects of their job which incidentally was substantially less than that of BRCCs (72.1%) and BRPs (73%). The satisfaction level of the respondents was high in Himachal Pradesh (86.5%), and Karnataka (82.5%). It was low in Jammu & Kashmir (50.3%), West Bengal (53.6%) and Mizoram (39.6%).



There were certain attributes on which discontent was more among the respondents cutting across all the states. The most notable of them was 'physical infrastructure' at the CRC. This is understandable since CRCs are usually located in the existing schools.. The proportion of CRCCs expressing satisfaction with this attribute was quite low in Kerala (28.0%), West Bengal (28.6%), Madhya Pradesh (32.0%), Mizoram (32.0%), Jammu & Kashmir (34.4%), Himachal Pradesh (34.0%), and Orissa (35.4%). In the other states it was above 45%, the maximum being in Karnataka (64.0%), Another attribute that deserves mention is 'balancing between academic and administrative work' which was reported as satisfactory by only 28.1 % of CRCCs in Jammu & Kashmir, 31.3% in Orissa and 33.4% in Haryana. Similarly very few CRCCs (12.0% in Mizoram and 32.1% in West Bengal) were satisfied with the 'opportunity for professional growth'.

'Low emoluments' was another notable source of discontent among CRCCs, particularly in West Bengal (3.6%), Mizoram (8.0%), Jharkhand (10.4%) and Madhya Pradesh (14.0%). As regards 'Place of their present posting' is concerned, only in Orissa very few (12.5%) were satisfied but this aspect was not the source of discontent in other states.

Table 17: Percentage of CRC Coordinators who were satisfied with different aspects of their job

State	Physical Facilities	Support from BRC	Support from BRPs	Cooperation from colleagues	Responsiveness of teachers	Balance between academic and administrative work	Level of skill utilization	Participation in decision making	Flexibility and independence allowed	Opportunities for personal growth	Emoluments	Place of posting	Average job satisfaction level
Assam	50.0	68.7	NA	81.3	68.7	43.8	62.5	68.7	68.8	75.1	43.8	85.4	65.2
Haryana	56.2	79.2	NA	79.2	85.4	33.4	45.8	45.8	66.7	68.7	35.4	91.6	62.5
H.P.	34.0	91.5	95.7	87.2	95.7	87.23	95.7	89.3	95.7	87.3	83.0	95.7	86.5
J & K	34.4	68.8	NA	75.0	72.0	28.1	46.9	50.0	46.9	56.1	50.0	25.0	50.3
Jharkhand	45.8	97.9	NA	93.8	83.3	37.5	72.9	72.9	85.4	85.4	10.4	79.2	69.5
Karnataka	64.4	100.0	80.0	100.0	97.8	66.7	73.4	86.4	71.1	82.2	76.8	91.0	82.5
Kerala	28.0	77.2	70.5	81.8	79.6	38.6	50.0	77.2	84.1	65.2	54.8	64.3	64.3
M.P.	32.0	98.0	98.0	98.0	90.0	88.0	88.0	90.0	94.0	72.0	14.0	94.0	79.7
Mizoram	32.0	96 .0	NA	96.0	20.0	76.0	48.0	8.0	12.0	12.0	8.0	28.0	39.6
Orissa	35.4	79.2	NA	93.8	72.9	31.3	93.8	60.4	64.6	60.4	91.7	12.5	63.3
Punjab	58.2	73.3	NA	88.6	71.4	46.6	63.6	69.8	65.8	59.1	83.7	66.7	67.9
Rajasthan	58.3	85.4	91.6	89.6	77.1	68.8	89.6	85.4	87.5	83.3	37.5	89.6	78.6
U.P.	54.1	87.4	NA	89.7	80.9	45.8	60.9	55.3	64.6	58.7	52.1	87.5	67.0
West Bengal	28.6	82.2	NA	89.3	92.9	60.7	28.6	32.1	42.9	32.1	3.6	96.4	53.6
Median	**35.4**	**82.2**	**93.7**	**89.3**	**79.6**	**45.8**	**62.5**	**68.7**	**66.7**	**65.2**	**43.8**	**85.4**	**65.2**

Note: The categories of 'Very Satisfied' and 'Satisfied' are merged.

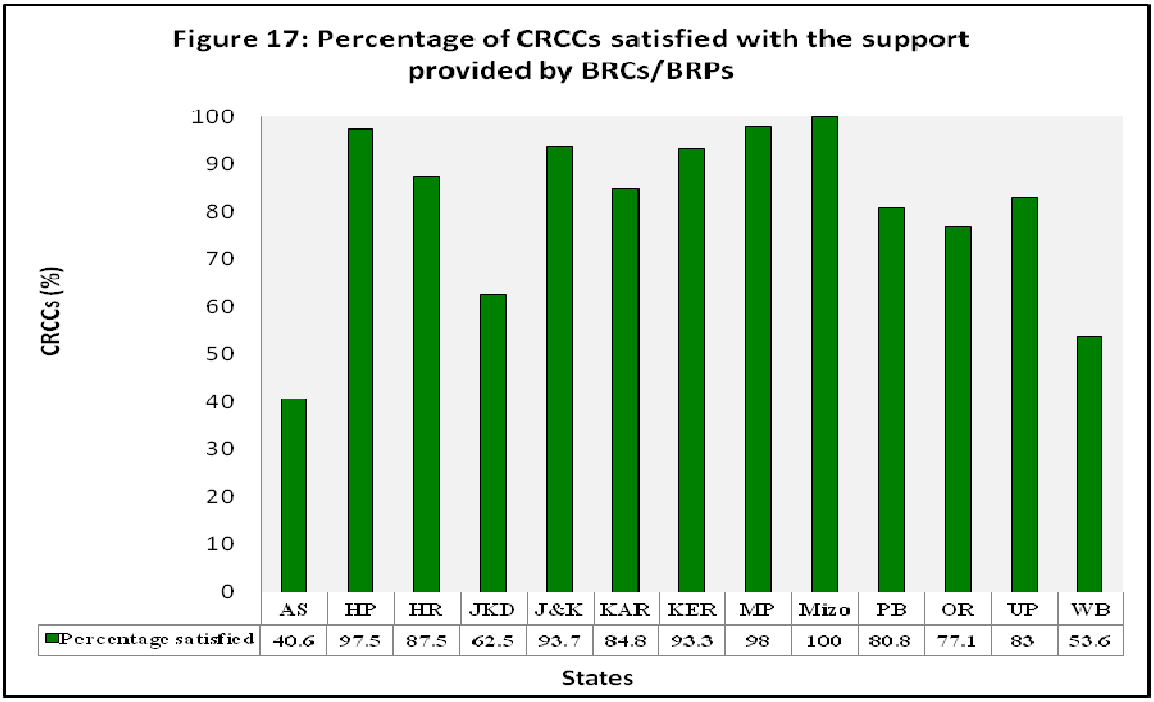
Overall, on the following three attributes the CRC Coordinators had lowest level of satisfaction in most of the states:

(i) Physical facilities at their place of work.

(ii) Balancing between academic and administrative work: Although the main role of CRCCs is to provide academic support to teachers, it appears that many of them were burdened with administrative work also.

(iii) Emoluments: Like BRCCs and BRPs, most CRCCs also have dissatisfaction with their emoluments as they feel that their salaries are low.

The attributes on which the satisfaction level of CRCCs is high, are worth mentioning; these are the support they get from BRCs and BRPs.



A significant proportion of the CRCCs across all the states covered in the study felt satisfied with the nature and extent of support provided by BRCCs and BRPs. In Himachal Pradesh, Jharkhand, Karnataka, Mizoram, Madhya Pradesh, Rajasthan, Uttar Pradesh, and West Bengal an overwhelming proportion of CRCCs (ranging between 80% to 100%) expressed satisfaction with the support provided by BRCs or BRPs. In other states also, the satisfaction level was high.

In spite of high level of satisfaction expressed by CRCCs, during informal discussions they said that there were many areas that needed improvement. The high satisfaction level expressed by the respondents does not mean that there are no problems. Problems come to the fore during informal meetings and discussions.

CHAPTER 6

Perception of other stakeholders on functioning of BRCs and CRCs

6.1 Training of teachers and VEC members

BRCs and CRCs have major responsibility of training teachers and VEC members so that they are able to perform their duties more effectively. Table 18 shows the average number of training programmes attended by the teachers and VEC members in different states and the number of days spent by them on training.

Table 18: Training given to teachers and VEC members

State	Training received by			
	Teachers		VECs	
	Number (Avg.)	*Duration* (Avg. days)	Number (Avg.)	*Duration* (Avg.days)
Haryana	2.2	5.5	1.0	NA
Himachal Pradesh	0.9	8.4	0.2	0.3
Jharkhand	2.0	5.4	1.0	NA
Karnataka	2.6	8.3	0.8	1.1
Kerala	3.2	7.6	0.5	0.5
Madhya Pradesh	1.0	13.8	0.6	1.4
Orissa	1.7	7.1	1.0	2.0
Rajasthan	0.9	8.4	0.3	0.8
Uttar Pradesh	1.1	6.5	0.0	0.0
West Bengal	1.4	3.0	1.4	3.7

Note : Data not available from other states in case.

Teachers attended on the 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 a programmes is 5 to 8 days, except in Madhya Pradesh, where it is 14 days. As there may be some teachers in the sample who did not receive any training, the average duration is less than 20 days. Also the training at CRC is possibly excluded as it is in the form of a meeting in which teachers participate though officially it is regarded as a part of training.

So far as training of VEC members is concerned it is negligible. However, some of the VEC chairpersons and members who were interviewed, did receive some training as the average number of training progrmmes attended by them is in the range of 0.2 to 1.0 in most states, except in West Bengal where the average is 1.4. Also Uttar Pradesh is an exception as no VEC number had received any training. The average duration of training is hardly one day in most states. Only in Orissa it is 2 days and in West Bengal, it is 3.7 days. Sometimes, the training is just for half day or less than that. In Haryana and Jharkhand, no information on duration of training was provided by the respondents.

6.2 Opinion of Teachers about effectiveness of training programmes

The effectiveness of training was judged on certain selected parameters by the teachers of the sample schools who had received training. The percentage of the teachers who considered training as effective in respect of 12 given parameters such as timing of training, its duration, training method used, teaching multi- grade classes etc. is shown for different states in Table 19. The average of percentages of the 12 parameters was calculated to get an overall assessment of effectiveness of training by the teachers who were interviewed.

Table 19: Effectiveness of training by selected attributes as perceived by teachers (%)

Attributes / States	Timing	Duration	Scheduling	Training Method	Infrastructure	Trainer-Trainee Rapport	Monitoring & Supervision	Opportunity for clarifying doubts	Upgrading subject knowledge	Preparation & Use of TLM	Focus on needs of CWSN	Multi-grade Teaching	Improving student attendance	Overall Average
Haryana	90.0	90.0	89.5	85.3	87.9	87.4	90.5	86.3	85.8	71.9	53.7	55.8	66.8	**80.0**
Himachal Pradesh	86.4	85.9	88.6	86.4	83.7	91.3	86.4	89.1	86.4	81.0	75.0	66.3	72.9	**83.0**
Jharkhand	77.5	75.3	79.7	77.5	68.7	77.5	68.1	68.1	69.2	72.0	40.7	45.6	56.0	**67.4**
Karnataka	93.8	81.3	97.0	97.5	86.1	96.9	98	95.9	97.1	96.1	94.0	95.1	95.1	**94.1**
Kerala	87.7	84.0	73.7	83.0	72.5	96.8	86.2	91.6	87.4	78.0	49.6	35.9	40.0	**74.3**
Madhya Pradesh	73.5	78.9	85.4	81.6	76.2	89.2	79.5	75.1	87.0	80.5	60.5	70.3	73.0	**77.7**
Orissa	98.2	97.1	99.4	97.7	95.3	98.8	89.4	95.3	90.0	81.8	55.3	62.9	82.9	**88.0**
Punjab	68.7	68.7	62.5	62.6	66.0	78.7	81.5	81.8	70.5	73.5	66.3	42.6	NA	**74.9**
Rajasthan	95.7	84.9	86.0	87.0	89.8	87.6	82.8	93.5	90.3	97.3	49.5	81.7	83.3	**85.3**
Uttar Pradesh	93.8	93.8	91.5	90.5	91.8	95.8	90.1	93.5	93.7	83.6	59.6	77.8	66.2	**86.3**
West Bengal	90.6	92.7	90.6	90.6	91.6	88.5	78.1	85.4	54.2	68.8	40.6	11.5	59.4	**72.5**
Median	**90.3**	**85.4**	**89.1**	**86.7**	**87.0**	**90.3**	**86.3**	**90.4**	**87.2**	**80.8**	**54.5**	**64.6**	**69.9**	**80.0**

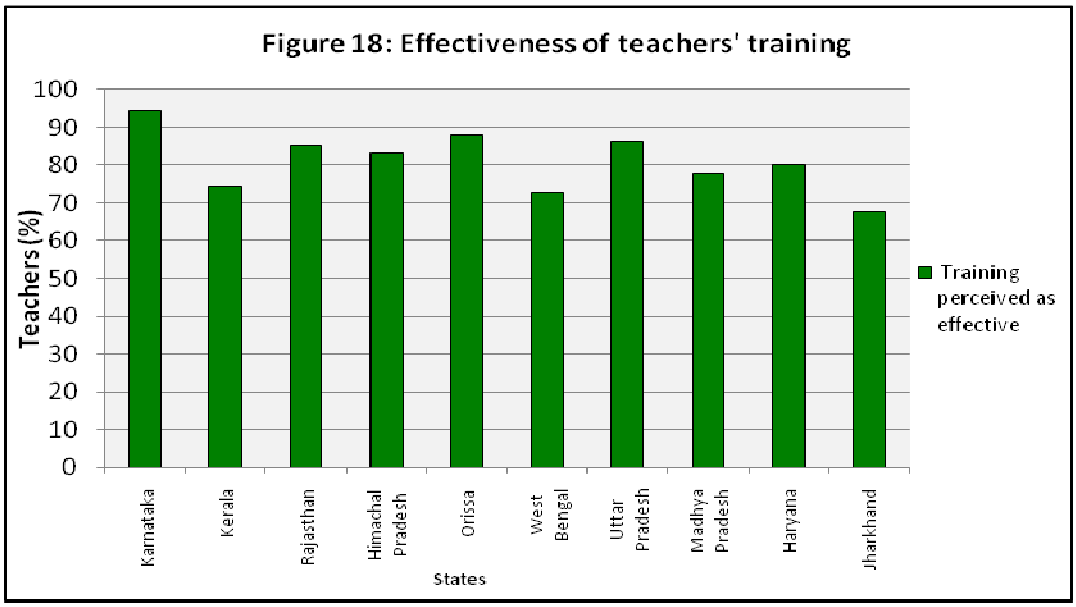
In Karnataka, the training was rated as effective by over 90% teachers on all the parameters except one, the average being 94.1. The average rating was between 80 and 90 in Orissa (88); Uttar Pradesh (86.3); Rajasthan (85.3); Himachal Pradesh (83) & Haryana (80); it was in the range of 70 to 80 in Madhya Pradesh (77.7); Punjab(74.9); Kerala (74.3) and West Bengal (72.5). The lowest rating of effectiveness was in Jharkhand (67.4). It appears that barring a few exceptions, teacher training given at BRC/ CRC is considered as highly effectively by the teachers.

In order to get some indication of the parameters on which the effectiveness is judged to high by the teachers across the different states, the median of the percentages for each parameters was obtained. These medians are also given in the table. It is seen that the parameter on which effectiveness is judged to be very high (median being over 90) are:

- Opportunity given during the training for clarifying doubts
- Timing of training programme
- Rapport between the trainers and trainees

The parameters on which training was judged to be less effective were (median between 50 to 70)

- Taking care of the needs of CWSN
- Doing multi- grade teaching effectively
- Improving attendance of students.



To sum up, it is found that a significant proportion of teachers appeared to be satisfied with training effectiveness across all the states though there were some aspects on which fairly large percentage of teachers considered the training to be ineffective.

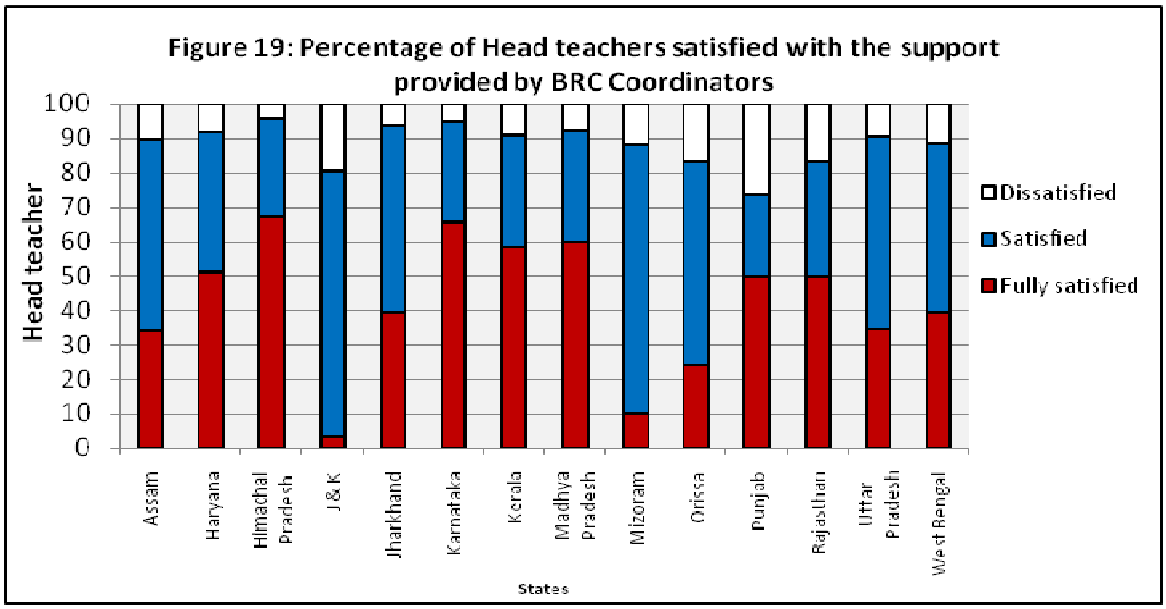
6.3 Satisfaction of Head teachers with the support provided by BRCCs, BRPs and CRCCs

The head teachers of sample schools were asked to indicate how far they were satisfied with the support provided by BRC and CRC functionaries. They were asked to mention the degree of their satisfaction on a 3-point scale: 'Fully satisfied', 'Some what satisfied' and 'Dissatisfied'.

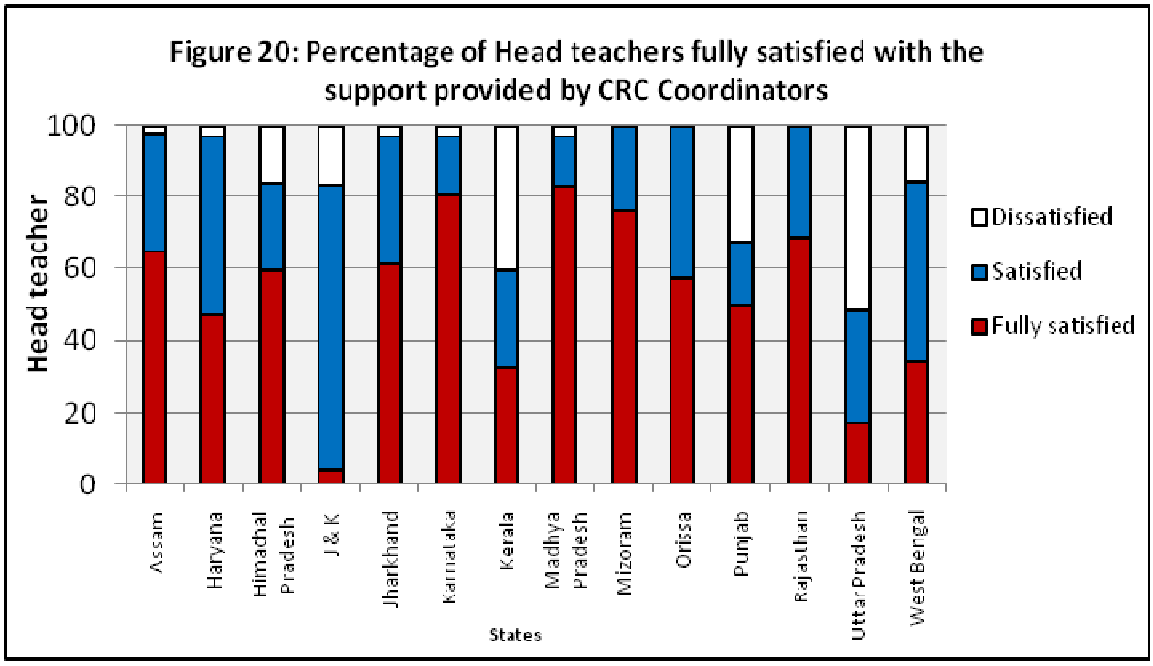
Table 20 shows the percentage of head teachers who were fully or partially satisfied with the support given to their schools by BRCCs and CRCCs as well as the percentages of those who were dissatisfied.

Table 20: Percentage of head teachers according to level of satisfaction with support provided by SSA functionaries

State	Support from BRCC			Support from CRCC		
	Dissatisfied	Somewhat Satisfied	Fully Satisfied	Dissatisfied	Somewhat Satisfied	Fully Satisfied
Assam	10.4	55.2	34.4	2.1	33.3	64.6
Haryana	8.3	40.7	51.0	3.1	50.0	46.9
Himachal Pradesh	4.3	28.7	67.0	16.0	24.4	59.6
J & K	19.8	77.1	3.1	16.6	79.3	4.1
Jharkhand	6.3	54.1	39.6	3.13	35.4	61.5
Karnataka	5.2	29.2	65.6	3.1	16.7	80.2
Kerala	9.4	32.3	58.3	40.6	27.1	32.3
Madhya Pradesh	8.0	32	60.0	3.0	14.0	83.0
Mizoram	12.0	78	10.0	0.0	24.0	76.0
Orissa	16.7	59.3	24.0	0.0	42.7	57.3
Punjab	26.5	23.5	50.0	32.6	17.4	50.0
Rajasthan	16.7	33.3	50.0	0.0	31.2	68.8
Uttar Pradesh	9.8	55.4	34.8	51.8	31.2	17.0
West Bengal	11.5	48.9	39.6	15.6	50.0	34.4
Overall average	**11.8**	**46.3**	**42.0**	**13.4**	**34.0**	**52.6**



The proportion of head teachers fully satisfied with the support provided by BRCCs ranged from 3.1% in J&K to 67.0% in Himachal Pradesh. Most of the head teachers were fully or somewhat satisfied with the support provided by BRCs. The largest percentage of dissatisfied head teachers were in Punjab (26.5%) followed by Jammu & Kashmir (19.8%), Orissa (16.7%) and Rajasthan (16.7%). In other states, the percentage of head teachers who were dissatisfied was 12% or less. Since BRCs usually do not provide support to schools directly, their being satisfied with BRCCs does not have much significance.



Over 75% of school heads in Karnataka, Madhya Pradesh & Mizoram were reportedly satisfied with the support provided by CRCCs while the proportion of those 'somewhat satisfied' in this respect was high in Jammu & Kashmir (79.3%).The states in which a large percentage of school head-teachers were dissatisfied with the support provided by CRCCs, were Uttar Pradesh (51.8%), Kerala (40.6%) and Punjab (32.6%). The states in which 15% to 17% school heads were dissatisfied with CRCCs were Himachal Pradesh, Jammu & Kashmir and West Bengal. In the remaining 8 states, very few (3% or less) were dissatisfied with the support given by their CRCs.

Feedback from informal discussions with school head teachers on the support provided by BRCCs, BRPs and CRCCs

Often the responses given by teachers in the questionnaires that they complete themselves or during formal interviews, do not reflect their true opinion about the state of affairs. The tendency is to give positive response and not to be critical. But when the issues are discussed informally without recording anything in writing, they reveal what they actually feel. When such data provided by the investigators was analysed, it was found that satisfaction with the support provided by BRCCs and CRCCs was not as much as their formal responses to questionnaires indicate.

6.4 Support needed from BRC/ CRC functionaries by schools

Providing on-site academic support to schools is one of the major responsibilities of BRCs and CRCs. The following table gives information about the major needs of schools which the functionaries of BRCs and CRCs are expected to meet according to the school head teachers.

Table 21: Suggestions of school head teachers about support needed from BRC/ CRC functionaries in different states

State	Areas in which more support is needed
Assam	• Mobilizing the community • Making training content in tune with teachers' needs in both subject knowledge and pedagogy. • Training to be imparted by experts and efficacy of training to be monitored by BRCs/ CRCs. • Demonstration lesson to be given using innovative and unconventional delivery methods like using IT in classroom.
Haryana	• Resolving hard spots in learning in different classes. • Holding demonstration lessons in schools. • Increasing frequency of visits by BRCs/CRCs/BRPPs to school. • Timely distribution of TLM/books / grants. • Formation of TLM bank ; availability of subject wise TLM • Evaluation of students in schools and strategies for remedial teaching. • BRC/CRC involvement in mobilizing community to improve students' retention
Himachal Pradesh	• Dealing with hard spots of learning in different subjects in each class. • Generating awareness among VECs & training of VEC members. • Guidance to teachers for continuous interaction with VEC members; • More visits by BRCs/CRCs/BRPPs to review academic activities. • Competency based testing & remedial teaching, • Providing information on subject - wise TLMs
J & K	• More visits of CRCs and Zonal Resource Centres. • Better academic support to teachers. • Timely supply of text books. • Increase in the awareness level of community about the importance of education.
Jharkhand	• Teaching class wise hard spots of learning in different subjects • Conducting demonstration lessons at school level • Training of VEC members and continuous interaction with them. • More visits by BRCs/CRCs/BRPs for effective monitoring, review & planning • Timely distribution of TLM/books / grants. • Formation of TLM bank & supply of more TLM
Karnataka	• Tackling hard spots in learning in different subjects & classes. • Training to VEC members & more interaction with VEC members. • Ensuring more visits by BRCs/CRCs to schools. • Posting of more teachers. • Better strategies for involvement of BRC/CRC in reducing dropouts . • Provision of transport for SC/ST children.
Kerala	• Resolving hard spots in learning in different classes/subjects. • Organising demonstration lessons at school level. • Generating awareness among VEC members through training. • More visits by BRCCs/ CRCCs/ BRPs for effective monitoring. • Timely distribution of TLM/books / grants;

State	Areas in which more support is needed
	• Supply of materials for sport & cultural activities.
Madhya Pradesh	• More interaction with VEC members and their training • Effective monitoring and timely guidance. • Competency based testing of students and organisation of remedial teaching. • Timely supply of text-books. • Posting of more teachers in schools that have teacher shortage
Mizoram	• More academic support to teachers
Orissa	• Tackling hard spots in learning in different subjects • Holding demonstration lessons at school level • Guidance and training to VEC members • More visits by BRCs/CRCs/BRPs to schools • Subject experts to be engaged for teachers' training.
Punjab	• More visits by functionaries of CRCs • Better academic support to teachers
Rajasthan	• Training of VEC members and increased interaction with them. • Review of academic activities, planning and effective monitoring • Conduction of Competency based tests and remedial teaching • Posting more teachers in schools having shortage of teachers • Decrease in workload of non-teaching activities • More scholarships and uniforms to needy students.
Uttar Pradesh	• Training to VEC members and more interaction with them; • More visits by BRCs/CRCs/BRPs to schools/VECs • Provision of uniforms and scholar ships to students. • Decrease in non-teaching workload • Recruitment of subject specialists
West Bengal	• Organising demonstration lessons at school level • Review of academic activities and effective monitoring • Need of training on (i) preparation and use of low cost TLM (ii) innovative methods of teaching , teaching hard spots in learning (iii) activity based teaching (iv) computer aided instruction (v) motivating students (vi) community mobilization & motivating MTAs. • Provision of reference materials in schools

It is apparent that head teachers in majority of states need **better support** in academic activities such as in dealing with hard spots in learning in different subjects and classes; providing demonstration lessons at school level (9 states out of 14); Competency based testing, remedial teaching; providing help in preparation and use of TLMs (5 states out of 14 states). 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 (6 states out of 14 states). Further, they want better strategies from BRC/CRC in improving retention (2 states) and expect from them more interaction with VEC members and better provision for training of VEC members (8 states out of 14 states).

6.5 Perception of VEC members about the contribution of BRCs and CRCs

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. In this regard, the data obtained from various states clearly point towards the need for establishing a more vibrant link between the institution of VEC with the school. The link between BRC / CRC and VEC is also weak which is perhaps due to the following reasons:

- Infrequent visits and lack of constant interaction by CRC and BRC functionaries with VEC members
- Physical distancing of BRC/CRC personnel with community members
- A general feeling among the BRC/CRC personnel that VEC members do not have any real *locus standi* in involving themselves in the decision making for school activities.

However, it must be mentioned that in sprit 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 in point is that of Kerala where VECs along with Panchayat Raj Institutions (PRIs) at the grassroots level appear to contribute significantly to school development. 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. Nevertheless, such involvement of local bodies would itself bring in an element of community partnership in school 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.

During the course of the study, the VEC members were asked to mention the problems, if any, observed by them in the functioning of BRC and CRC. According to VEC members, the most common problems are:

(i) Visits of BRC and CRC coordinators to schools are not as frequent as expected by VEC members.
(ii) Their approach is more 'official and authoritative' and not conducive to problem solving
(iii) They do not get involved deeply in school matters to find out what needs attention
(iv) There is hardly any interaction of CRC coordinators with VECs, the community and school management committees whereever they exist.
(v) They do not get involved in planning and organizing enrolment drives or campaigns to check dropping out of children from school and ensuring their better school attendance.

However, interestingly, in spite of various deficiencies pointed out by VEC members in the functioning of BRCs and CRCs, they expressed their general satisfaction with the BRCs/CRCs and BRPs. They did point out that there were problems, but despite that most of them said that they were satisfied. Table 22 shows the percentage of BRC/CRC coordinators and BRPs who said that they were satisfied.

Table 22: Percentage of VEC members satisfied with the functioning of BRC coordinators, BRPs and CRC coordinators

State	BRCC	BRP	CRCC
Assam	67.7	NA	95.8
Haryana	81.2	81.2	91.7
Himachal Pradesh	66.0	NA	90.4
J & K	67.7	81.3	54.1
Jharkhand	78.1	78.1	91.7
Karnataka	76.4	95.2	95.0
Kerala	60.3	68.5	61.7
Madhya Pradesh	62.0	NA	92.0
Mizoram	75.0	NA	96.0
Orissa	38.5	NA	95.8
Punjab	36.1	40.2	76.3
Rajasthan	53.1	NA	87.5
Uttar Pradesh	71.7	71.7	88.6
West Bengal	58.9	NA	44.2

It appears that the proportion of VEC members who were satisfied with the functioning of BRCCs was high (over 70%) in the states of Haryana, Jharkhand, Karnataka, Mizoram and Uttar Pradesh but low in other states, particularly in Punjab (36.1%) and Orissa (38.5%). Compared with the BRCCs, VECs appeared to be more satisfied with BRPs and CRCCs. Major exception in this regard is that of Kerala where only 68.5 % and 61.7% of the respondents were reportedly satisfied with the functioning of BRPs and CRCCs respectively, and Punjab where only 40.2% of VECs expressed satisfaction with the functioning of CRCCs.

While VEC members, by and large, appeared to be satisfied with BRC/CRC functionaries, the latter do not feel that VEC members play any significant role in school activities. The reasons for this could be that the VEC members are not available during the visits of BRC/CRC functionaries to schools. They feel that VEC members are not literate and motivated enough; that they are interested only in activities where money is involved; and so on. But what appears to be a lacuna is that the BRC/CRC functionaries do not seem to look at success stories where VECs have made a difference to the functioning of schools and disseminating those lessons for the benefit of other schools. They also hardy provide any orientation/training to VEC members. Lack of appropriate training programmes for them is a major shortcoming.

The VEC members also suggested measures to be taken to remove the existing deficiencies in the system and to bring about improvement in the type of support that BRCs/ CRCs could provide to VECs. In every state, more or less same suggestions were made. In brief, these are:

- BRC/CRC functionaries should make more visits to schools and should interact freely with VEC/SDMC members during their visits. In the case of West Bengal, this applies to CLRC/CPC functionaries.
- They should provide guidance in maintenance of records, registers and accounts.
- They should take prompt action on the complaints of VEC/SDMC members.

The suggestions offered by the VEC members clearly reflect the urgent need for BRCs and CRCs to address the crucial issue of involving VECs in school activities through maintaining

regular contact with them and to evolve a proactive strategy so that community participation and their contribution to education becomes more meaningful and fruitful.

6.6 State-specific areas of concern

The study has revealed that although there are several areas of concern which are more or less common to all the states, there are quite a few state- specific issues that need remedial measures by the concerned state authorities.

Table 23 presents a summary of the state-specific areas of concern as reported by the Principal Investigators who were responsible for the study in different states, on the basis of their own observations and discussion with key administrators. Many of the points are same across the states and were also highlighted by VEC and other functionaries.

Table 23: State specific areas of concern

State	Major areas of concern
Assam	• BRCs not providing inputs to district officials on regular basis in preparation of annual plan and budget. • Infrequent visits to CRCs by district officials. • Lack of rapport between trainers and trainees. • No demonstration of innovative methods of teaching- learning by BRC/CRC coordinators. • Lack of transport facilities. • Lack of support from other government departments. • No monitoring of work of BRC and CRC.
Haryana	• Poor monitoring and supervision of school activities. • Poor involvement of VEC in school activities. • Absence of clearly laid out work plan for BRCs and ABRCs. • BRCCs and ABRCs are overburdened by administrative work. • There are no regular BRPs. • Competence level of Master Trainers is low. • Lack of innovative teaching methods. • Lack of adequate infrastructure and transport facilities. • Shortage of staff.
Himachal Pradesh	• Weak interface between BRC/CRC and VEC. • Lack of intensified monitoring and supervision. • Low level of competence of Master Trainers, BRCCs and CRCCs, according to teachers. • Lack of need-based approach for training of teachers.
J&K	• Lack of coordination and convergence of SSA with other departments. • Meetings are held only for evaluating achievement of targets. • Many vacant posts of CRPs (24.5%). • Lack of supporting staff at Zila Resource Centres. • Inadequate infrastructure. • Non-availability of basic facilities such as telephone, fax, internet and transport. • Heavy administrative work load. • Inadequate capacity building of functionaries; assessment of training needs not undertaken. • Low involvement of functionaries in community mobilization activities.

State	Major areas of concern
Jharkhand	• Lack of adequate infrastructure and transport facilities. • Poor monitoring and supervision of school activities. • Area to be covered for monitoring is large. • BRCs/CRCs are overburdened with administrative work. • Shortage of staff leading to additional workload on existing staff. • Poor link of BRC/CRC with VEC, leading to low community participation in school development. • Irregular training activities.
Karnataka	• Infrequent visits to schools by BRCC and BRPs. • BRCC, BRPs and CRCCs are burdened by administrative work. • Heavy work load & lack of incentives affecting quality of performance. • Lack of adequate infrastructure facilities and appropriate training programmes. • Lack of intensified monitoring and supervision process at all levels. • Weak interface between BRC/CRC and SDMC.
Orissa	• BRCC/ CRCC are burdened which administrative work. • Heavy work load affects quality of performance. • Absence of regular BRPs leading to sub-standard training inputs to teachers. • Lack of adequate infrastructure & facilities.
Punjab	• BRCs and CRCs are devoting more time and energy to fulfillment of administrative duties and responsibilities. • Absence of proper coordination and convergence of SSA with other departments. • Heavy workload, lack of incentive and no recognition for good work; • Low competency of functionaries at various levels. • Lack of coordination between BRPs and the BPEOs. • Less involvement of CRCs in community mobilization activities.
Rajasthan	• Infrequent visits by BRC and CRC functionaries leading to lack of adequate monitoring and supervision. • Being overloaded with administrative work. • Weak link between BRC/CRC and SDMC. • Low level of competence of BRPs and CRC functionaries, according to teachers. • Being engaged mostly in data collection, compilation and other non-academic activities.
Uttar Pradesh	• BRCC/ CRCC are burdened too much with administrative work. • Absence of induction training of functionaries. • Lack of adequate infrastructure facilities. • Absence of regular BRPs. • Large number of vacancies of teachers. • Large number of untrained NPRCs (CRCCs). • Low effectiveness of training. • No training of VEC members.
West Bengal	• Absence of regular BRPs. • Low involvement of CPC in community mobilization activities. • About 50% of CLRC posts are vacant leading to poor performance of functionaries. • Inadequate training. • Poor support of DIET to CLRCs and CRCs. • Poor monitoring and supervision and lack of follow up activities. • Poor functioning of CLRCs and CRCs in urban areas. • Lack of adequate infrastructure facilities.

The general opinion appears to be that BRCs and CRCs should be engaged primarily in providing guidance in academic matters. BRCs should be strengthened with enhanced capability, empowerment and higher accountability to make them more active and involved.

6.7 Some positive features and strengths

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. While the shortcomings have already been discussed in previous sections, the positive featured or strengths are shown below state- wise in Table 24.

Table 24: Positive features and strengths of BRCs and CRCs in different states

State	Positive features/ Strengths
Assam	• Good coordination between the officials of BRC and CRC • Better balance between workload pertaining to Academic and Administrative work • Effective short term training programmes organized by DIET . • BRC/CRC have motivated VECs to get involved in school affairs
Himachal Pradesh	• Good functional linkage and coordination between BRCs and CRCs with other stakeholders
Karnataka	• Vibrant functional link between DIET and BRCs/CRCs • Academic inputs and guidance by BRPs to teachers satisfactory • Support to CRCCs by BRC is satisfactory
Orissa	• Emphasis on quality issues in academic activities • Positive impact of training of BRCC/CRCC on monitoring and academic support provided by them
Punjab	• BRPs are quite satisfied with the physical facilities at BRCs
Uttar Pradesh	• BRPs are mostly young and well-qualified • Good coordination between BRCC,NPRC and DIET
West Bengal	• Most of the CRCCs appreciate the content of the training programme

There was a near 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.

CHAPTER 7

Main Conclusions and recommendations

7.1 Main Conclusions

From the detailed analysis made for this study, the following conclusions have been drawn:

(1) By and large, the expected duties and responsibilities of the functionaries are based on the framework for implementation of SSA devised by the Ministry of HRD. Nevertheless some states have developed their own state-specific job descriptions of the core functionaries of BRC/CRCs among others.

(2) Most of the states have retained the generic nomenclatures and positions of functionaries at the district, block and cluster levels. However in West Bengal and Haryana, there are no regular BRPs but experienced teachers are deployed as and when needed, during training programmes.

(3) An important role of BRCCs and particularly of BRPs and CRCCs is to visit schools and to provide on the spot academic support and guidance to teachers. But due to their involvement in other activities, they are not able to visit schools as often as expected. Also there is wide variation in the frequency of school visits made by BRCCs, BRPs and CRCCs across states. Not only that, there are gaps between information on visits reported by functionaries and the same reported by schools. In many states, a sizeable proportion of sampled schools reported that BRCCs did not make even a single visit to their schools. Infrequent visits by BRCCs are understandable as this is due to such factors as being engaged in several administrative activities and being required to coordinate with the BEO and other officials at the block as well as district level. They have to cover a large geographical area without adequate transport facility. The number of schools and other institutions in the block is too large for making frequent visits. CRC Coordinators, however, could make relatively more visits to schools as they have to cover fewer schools which are generally within easy reach. The only exception is Kerala where CRCCs made very few school visits since their job description does not stipulate making school visits.

(4) BRCCs are also not able to visit and meet CRCCs frequently. As a result, there has been poor monitoring and supervision especially in areas of training and on-site-support and guidance to CRCCs. The same thing holds good with regard to BRPs and CRCCs in respect of guidance to school teachers.

(5) Job satisfaction of BRCCs, BRPs and CRCCs was also assessed in this study in respect of several parameters such as satisfaction with facilities in school, relationship with their superiors and colleagues, emoluments, etc. By and large, the formal response to items on job satisfaction by BRCCs, BRPs and CRCCs was that they were satisfied on most of the items. The items or attributes on which discontent was expressed by them relate to physical infrastructure and facilities, existing emoluments and difficulty in balancing between administrative and academic work.

(6) As regards the unmet needs of schools in respect of support provided by BRCs/CRCs are concerned, school heads expect more help in periodic review and planning of academic activities, more frequent visits by BRC/CRC functionaries to schools and more training in areas in which teachers face difficulty.

(7) For improving retention and attendance in schools, teachers of the sample schools felt that there was need for generating awareness among community members and suggested that there should be more visits and regular monitoring and supervision of schools by BRC/CRC personnel. Also infrastructure and facilities in schools should be improved.

(8) A study of the existing organizational linkages of BRC and CRC with other structures in the states covered in the study, reveals that, by and large, the core structures of SSA at the district, block and sub -block levels are more or less uniformly established across states. However, there are some exceptions as in the case of Karnataka a post of Cluster Assistant Educational Officer at the cluster level has been introduced to help in some administrative tasks of BEO. Further, in West Bengal there are no regular BRPs and qualified persons are drawn from outside the department to impart periodic training to teachers.

(9) The major educational issues at the cluster level that have emerged from the study include such issues as migration of parents, demand for English medium schools, poor participation of VECs, unsatisfactory teaching methods, insufficient teachers in schools, deployment of teachers for non-teaching activities, prevalence of child labour, etc.

(10) Training received by BRCCs, BRPs and CRCCs, both in terms of frequency and duration, is very inadequate. This also has to be viewed in the backdrop of lack of norms pertaining to training for these functionaries in the SSA framework for implementation.

(11) So far as training received by teachers is concerned, the duration of the programme appears to be satisfactory barring a few exceptions. Regarding training received by VEC members it has to be mentioned that it is woefully inadequate and practically missing in most cases.

(12) A significant proportion of teachers appeared to be satisfied with training effectiveness in all the states covered though there were some areas which needed attention. The areas in which training was relatively less effective or deficient according to the respondents, included fulfilling educational needs of CWSN and Multi-grade teaching methods. Caution has to be exercised while interpreting the positive responses as sometimes opposite views were expressed during informal discussions, when they felt more free to express their views.

(13) The overall satisfaction of CRCCs with the support provided by BRCCs and BRPs to them was good. However, they did have some problems in dealing with BRCCs.

(14) Coming to the problems faced by CRCCs, the maximum grouse they had was about infrequent visits made by BRC personnel in all the states. The second was the problem of access experienced by the respondents in contacting the BRC personnel

for seeking guidance and involving them in their various activities. Next was the problem of poor leadership displayed by the BRC personnel in addressing various issues and poor training capability.

(15) Across the states, the refrain of the BRCCs appears to be that their work load was heavy. Further, they found it difficult to balance administrative and academic tasks due to being overburdened with administrative work which eventually affected their efficiency and effectiveness.

(16) The remedial measures for the critical areas of concern as suggested by BRPs, include more support in planning, monitoring and supervision activities; making training programmes need-based; developing infrastructure; addressing shortage of staff and introducing information technology (IT).

(17) VEC forms the weakest link in the organizational structure of SSA in all the states covered in the study. The interface with VEC was found to be unsatisfactory although the emphasis under SSA is on community participation. It was also found that the training of VEC members is largely neglected. According to the suggestions offered by VEC members BRC/CRC functionaries must make more frequent visits and interact with them; should guide them regularly on different issues and should take prompt action on complaints made by the VEC.

(18) The views District Project Coordinators on the functioning of BRCs endorse the opinion of other functionaries that the BRCs were overloaded with administrative work, had inadequate infrastructure and were burdened with organization of too many training programmes. Also recognition for good work was lacking. Further, they felt that lack of transport and other facilities affected their performance. In addition, some of the problems at the CRC level were: insufficient capacity building of CRCCs, lack of job knowledge, reluctance of teachers to adopt innovative teaching methods, and less acceptability of CRCCs by the teachers.

7.2 Recommendations:

The following recommendations are being made on the basis of the findings of the study.

(1) Common nomenclatures and uniform organizational structure should be adopted by all the states for BRCs, CRCs and BRPs.

(2) 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.

(3) Adequate incentives should be put in place for these functionaries to make the posts attractive. At the same time, a performance appraisal system should be adopted that will also facilitate appropriate monitoring and supervision of academic activities of these structures.

(4) 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.

(5) Since BRCCs and CRCCs have the main responsibility for providing academic support, all out effort must be made to facilitate discharge of their academic duties with less involvement in administrative tasks.

(6) As a precursor to the previous recommendation, it is of critical importance to provide adequate infrastructure (including adequate facility for conduct of residential training programmes) at the BRC; posting of a full complement of BRPs in each BRC; posting administrative support staff, including an accountant; appropriate IT facilities including telephone/fax/internet; providing transport facility to BRC Coordinators.

(7) As a norm for staffing of BRCs it is recommended that the BRP-school ratio should be 1:15 for Lower Primary Schools and 1: 10 for Upper Primary Schools. It is important that the BRPs are appointed on the basis of requisite qualifications and subject specialization for helping teachers teaching at the upper primary stage. Further, one statistical assistant may be provided at each BRC for purposes of data collection, compilation, statistical analysis and report preparation thereby relieving BRC/CRC functionaries from such tasks.

(8) There is a felt need for strengthening the forward and backward linkages of BRCs with other functionaries. There is an urgent need to build strong linkage with VEC which is a major lacuna in most states.

(9) In most cases BEOs have real power and authority undermining the BRCCs' position. To be more explicit, the teachers do not respond to suggestions/instructions given by BRCCs as BEO has the official control. If this issue is not resolved, the very objective of having the academic structures does not serve much purpose. Since it has been recommended that a separate cadre and recruitment rules be put in place for BRCC, BRPs and CRCCs, it should be mandated that administrative powers also be suitably devolved to overcome the problem mentioned above.

(10) 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; soft skills such as communication skills, inter-personal skills and personality development; managerial skills; and computer skills.

(11) A major area of concern that has to be addressed on a priority basis is that of ensuring quality of academic inputs to be provided by BRCs and CRCs to schools. This can be addressed by various methods like holding brain storming sessions; adoption of modern technologies and innovative teaching methods in classroom transaction.

Annexure 1

Percentage of schools as per their distance from CRC

	0-5 km.	6-10 km.	Above 10 Km.
All India	**70.8**	**20.1**	**9.1**
Andaman & N. Island	59.56	16.93	23.51
Andhra Pradesh	75. 42	17.84	6.73
Arunachal Pradesh	44.23	17.18	38.59
Assam	82.75	13.31	3.94
Bihar	83.51	13.65	2.84
Chandigarh	89.74	10.26	-
Chhattisgarh	68.33	22.50	9.17
Dadra & Nagar Haveli	62.41	28.52	9.06
Daman & Diu	94.44	5.56	-
Delhi	85.2	7.66	9.13
Goa	85.76	10.66	3.58
Gujarat	66.99	23.48	9.53
Haryana	72.56	20.16	7.28
Himachal Pradesh	76.49	16.49	7.02
Jammu & Kashmir	79.42	14.54	6.04
Jharkhand	73.28	19.75	6.97
Karnataka	99. 33	0.1	0.58
Kerala	72.85	19.84	7.31
Lakshadweep	97.3	2.7	-
Madhya Pradesh	66.93	25.48	7.58
Maharashtra	68.18	23.55	8.27
Manipur	59	18.82	22.18
Meghalaya	66.45	20.79	12.76
Mizoram	59.77	12.70	27.53
Nagaland	79.41	3.99	16.60
Orissa	78.66	16.67	4.67
Puducherry	95.3	3.29	1.44
Punjab	79.69	16.91	3.39
Rajasthan	47.34	31.13	21.54
Sikkim	79.95	11.92	8.13
Tamil Nadu	67.49	23.29	9.22
Tripura	77.31	15.85	6.83
Uttar Pradesh	77.4	17.83	4.76
Uttarakhand	57.75	26.57	15.68
West Bengal	38.19	30.23	31.58

Source: DISE 2008-09

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10- B, I.P. Estate
New Delhi-110002