Chapter-VI

SUMMARY

INTRODUCTION

The role of education in facilitating social and economic progress is well recognized. It opens up opportunities leading to both individual and group entitlements. Education, in its broadest sense of development of youth, is the most crucial input for empowering people with skills and knowledge and giving them access to productive employment in future. Improvement in education is not only expected to enhance efficiency but also augment the overall quality of life. Therefore the Indian constitution attaches high priority to education. Article 45 declares "the state shall endeavour to provide, within a period of a 10 years from the commencement of the constitution for free and compulsory education of all children until they complete the age of 14 years." Through the 42nd amendment of the constitution, the subject of education has been brought to the concurrent list in the constitution for fulfilment of nationally accepted goals.

By the time of adoption of the NPE, elementary and adult education systems were already too vast to be adequately supported by national and state level agencies alone. The NPE implied their further expansion as also considerable qualitative improvement. Provision of support to them in a decentralized manner had therefore become imperative. The NPE and POA accordingly envisaged addition of a third-
district level-tier to the support system in the shape of District Institutes of Education and Training (DIET) with this, expectation would be of wider quantitative coverage as well as quantitative better support as these institutes would be closer to the field, and therefore more alive to its problems and needs.

The Block Resource Centre at block level and Nyaya Panchayat Resource Centre at Nyaya Panchayat level have also been set with the sole aim of providing academic support and guidance to teachers and schools and to significant role in the management of wide variety of quality improvement interventions at school level. Under the project, NPRCs are nothing but school cluster as envisaged by Kothari Commission.

The role of BRC and NPRCs are mainly academic. They take care of creating congenial environment to facilitate teaching learning process, training and guidance of teachers so that they could improve learning level of children.

With this background in mind it has been decided to conduct a study on functioning and effectiveness of the programme conducted by Block Resource Centre.

**STATEMENT OF THE PROBLEM:**

Statement of the problem is 'A study of functioning and problems of Block Resource Centre Cholapur'.
OBJECTIVES:

The objectives of the study are as under-

1. To study the various functioning of Block Resource Centre Cholapur.

2. To study the problem associated with the functioning of BRC Cholapur.

3. To study the effectiveness of training programme organised by BRC Cholapur.

4. To study the quality and relevance of training imparted at BRC Cholapur.

5. To study the quality of extra-curricular activities of BRC like TLM Mela, Science Mela etc.

6. To study the opinion of teachers for improvement in functioning of BRCs selected through different modes (BTC/Sp. BTC/Shiksha Mitra).

7. To study the suggestions for the improvement of the functioning of BRCs.

HYPOTHESIS:

The following hypothesis has been made for this study:

H1 : The effectiveness of training programmes organised by the BRC is very low.
H2 : There is significant difference between opinion of BTC and Sp. BTC.

H3 : There is significant difference between opinion of Sp. BTC and Shiksha Mitra.

H4 : There is significant difference between opinion of Shiksha Mitra and BTC.

The hypothesis-H2, H3 and H4 regarding significant difference between opinions of different group of teachers will be tested at four dimension.

(i) Quality of training imparted by BRC.

(ii) Relevance of training imparted by BRC.

(iii) Quality of extra-curricular activities organized by BRC.

(iv) Opinion of teachers for improving the functioning of BRC.

DEFINITION OF IMPORTANT WORDS:

District Institute of Education and Training (DIET):

The adoption of the National Policy on Education 1986, a centrally sponsored scheme for restructuring and reorganisation of teacher education is being implemented since October 1987. One of its components is establishment of District Institute of Education and Training (DIET). The first lot of DIETs were sanctioned in February-March, 1988 with this expectation would be of wider quantitative
coverage as well as qualitatively better support to NCERT, NIEPA, and SCERTs.

**Block Resource Centre (BRC):**

The Block Resource Centre (BRC) at Block level provide regular academic support, conduct teachers-training, follow-up workshops, meeting and opportunities for peer learning as well as sharing of good practices.

**Nyaya Panchayat Resource Centre (NPRC):**

The Nyaya Panchayat Resource Centres (NPRC) at cluster level provide regular support, conduct teachers training, follow-up workshops, meeting and opportunities for peer learning as well as sharing of good practices.

**District Primary Education Programme (DPEP):**

District Primary Education Programme, an externally aided project, aimed at the holistic development of primary education, covering classes I to V. It has specific objectives of reducing the drop-out rate to less than 10%, reducing disparities among gender and social groups in the enrollment to less than 5%.

**National Policy of Education (NPE):**

In May 1986, parliament adopted a new National Policy on Education shortly called NPE.
Programme of Action (POA):

In August 1986 for implementation of National Policy on Education (NPE), parliament approved a detailed Programme of Action shortly called POA.

Universalisation of Elementary Education (UEE):

The NPE states the goals of Universalisation of Elementary Education for eradication of illiteracy shortly called UEE.

Sarva Shiksha Abhiyan (SSA):

The principal programme for UEE is the culmination of all previous endeavours and experiences in implementing various educational programmes. While each of these programmes and projects had a specific focus—Operation Block-Board for improving physical infrastructure; DPEP on primary education etc. SSA has been the single largest holistic programme addressing all aspects of elementary education covering over one million elementary schools and Education Guarantee centre / Alternative and Innovative Education centres.

Minimum Level of Learning (MLL):

To ensure that every child by the time, he/she attains a specific age, achieves at least the minimum level of learning prescribed for the stage of education.

(82)
Elementary Education:

Schooling at the class I-VIII, consisting of primary (I-V) and upper primary (VI-VIII) is the foundation of the pyramid in the education system.

Mid-Day-Meal scheme (MDMs):

MDMs was launched in 1995 to enhance enrollment, retention, and participation of children in primary schools, simultaneously improving their nutritional status. The MDMs was revised and universalized in September 2004. The scheme was further revised in June 2006.

BTC Teacher (Basic Teacher Certificate):

Teachers who teach in primary schools held the degree of Basic teacher certificate (BTC) according to the Basic Shiksha Act-1988.

S.B.T.C. Teacher (Special Basic Teacher Certificate):

Teachers who teach in primary school held the degree of Bachelor of education with the special training of (sixth month course) Basic Teacher Certificate.

Shiksha Mitra:

Contract teacher who teach in primary school is appointed as a support staff of regular teachers in primary school.

BRC Co-ordinator:

Resource person of Block Resource Centre.
NPRC Co-ordinator:

Resource person of Nyaya Panchayat Resource Centre.

School:


NEED & SIGNIFICANCE OF THE STUDY:

The elementary stage of education is a very crucial stage. It is the foundation of all other stages. If the foundation is not strong, we cannot erect a tall building and hence the quality of elementary education is very necessary. A quick review of related literature has revealed that a large number of studies have been conducted on the role and functioning of DIETs and other higher bodies but the block and cluster levels have been left unattended or if some studies have been conducted, they have not been reported in the literature. This level is the most important level with respect to training and other academic support needs. So in this field a wider scope of studies & works of research has to be done for researchers. With this background in mind, it has been decided to conduct a study on functioning and effectiveness of the programme conducted by Block Resource Centre of Cholapur.

SAMPLE:

The present investigation was conducted on a sample of 80 primary & upper primary schools of BRC Cholapur for the study of the effectiveness of training programme organized by BRC Cholapur.
sample size of 90 teachers (30 Shiksha Mitra, 30 special BTC and 30 BTC Teachers) were selected for the study of their opinion in respect of functioning of BRC Cholapur. Block Resource Centre Cholapur and its 11 Nayay Panchayat Resource Centre were selecting for Interview Schedule and checklist as a sample in this study.

**VARIABLES:**

**Dependent Variables:** In this study dependent variables are given below:-

(i) Effectiveness of the training programme imparted by BRC.

(ii) Opinion of teachers on the quality of training programme and other activities imparted by BRC Cholapur.

**Independent Variables:**

Independent variables in this study are given below:-

(i) Functioning of BRC Cholapur.

(ii) Activities of BRC Cholapur.

(iii) Activities of NPRCs working under BRC Cholapur

**TOOLS:**

Following tools were prepared by the investigator himself.

(i) Achievement test.

(ii) Quality questionnaire test.

(iii) Interview Schedule.

(iv) Check-list.
DATA COLLECTION AND ANALYSIS:

The pre and post achievement test administered on three batches (50, 50 and 32 teachers) of teachers who were taking in-service training at BRC Cholapur. The quality questionnaire test was administered on 180 teachers of BRC Cholapur personally. Finally 80 samples were selected for achievement test and 90 samples (30 Shiksha Mitra, 30 Special BTC and 30 BTC Teacher) were selected for quality questionnaire test.

The investigator met personally to BRC (Cholapur) and NPRCs Co-ordinators of BRC Cholapur for interview and recorded their responses on the interview Schedule. Check-list was used to check the functioning of BRC and NPRCs by the investigator.

SCORING:

(A) Achievement test:

The investigator developed a scoring key for tabulation of data sheet of achievement test. One (1) mark was allotted to each correct answer and zero (0) mark was allotted to every wrong answer.

(B) Quality Questionnaire Test:

The scoring key was developed by the investigator to score the opinion of teachers on quality questionnaire test. Each positive statement (agree) was allotted one (1) mark and zero (0) mark was given to each negative statement (disagree) of four dimensions of the quality questionnaire test.
(C) Interview Schedule:

All the co-ordinators of the Block Resource Centre and Nyaya Panchayat Resource Centres were interviewed personally as per interview schedule, and data was recorded.

(D) Check-List:

The functioning and working of the BRC and NPRCs were recorded with the help of check-list.

PREPARATION OF DATA SHEET:

With the help of answer key the investigator prepared a data sheet for achievement test, quality questionnaire test, interview schedule and check-list. All the raw data was tabulated on a master sheet and analysed carefully.

STATISTICAL TECHNIQUES USED:

The mean value, standard deviation (S.D.), standard error of mean (SEM), t-paired test, Analysis of variance (ANOVA), Discrimination power (D.P.), Difficulty Value (D.V.) Correlation Coefficient and percentage value were used/calculated for analysis of data in the study.

CONCLUSION:

1. The achievement test imparted at Block Resource Centre Cholapur is significant at the 0.01 level of significance, indicating that the training programme is beneficial for teachers, who is taking in-
service training. The teachers are benefited in training will definitely be effective in classroom and this will retain the stagnation of children as well as help to increase the achievement of children also.

2. There is no difference in the opinion of teachers selected from the different mode of education on the quality questionnaire test for the three dimensions i.e. quality of training imparted by BRC, relevance of training imparted by BRC and opinion of teachers for improving the functioning of BRC, justifying that all the three group of teachers were in conformity that the quality and relevance of training imparted by BRC Cholapur are useful and helpful for them. There was no difference in their suggestions also. All of them are suggested that the co-ordinators should visit the school at-least once or twice in a month. There should also be transparency in the work of BRC and NPRCs. The ideal lesson plan can also be demonstrated by them during visit at school. The BRC and NPRCs Co-ordinators should not be engaged in administrative work. Their appointment also must be made for a limited period.

The opinion of all the three group of teachers selected from different mode of education relating to the quality of extra-curricular activity imparted by BRC Cholapur is significant different. But the t-test reveals that the opinion of BTC teachers differ significantly from the opinion of Special BTC and Shiksha
Mitra. The BTC teachers show strongly acceptance of the quality of extra-curricular activity organised by Block Resource Centre. But the two groups that is Special BTC and Shiksha Mitra are not in agreement with the opinion of BTC teachers. The difference among the opinion of all three groups may be due to the difference of educational qualification. Hence, there is further need to enhance the quality of extra-curricular activity so that rests of the two groups may be satisfied.

3. The interview of the co-ordinators also showed that there is an increase in the enrollment, retention and achievement of boys and girls in school. The aim of universalization of elementary education is also very near to achieve its goal.

4. The result of the check-list shows that most of the duties related to BRC and NPRCs are not followed sincerely and regularly. There is a need of improvement in training facilities. The quality of training programme, relevance of training, extra-curricular activity must be enhanced for the upliftment of quality of elementary education.

**IMPLICATION:**

India is striving to achieve universalization of elementary education since independence. The Block Resource Centre and Nyaya Panchayat Resource Centere play a very important role in the
universalization of elementary education at grass root level. The present research is indepth study of functioning and problems of Block Resource Centre. Which was conducted on the effectiveness of training, opinion of teachers (selected through different mode of education) for the quality, relevancy, extra-curricular activity and suggestions for the improvement of functioning of BRC Cholapur.

The result of study will be helpful for NPRCs, BRCs, DIETs, SCERT and Government to make suitable policy and roadmap for development of elementary education. The study will also give the foundation for further study.

SUGGESTION:

The following suggestions may be made to conduct further research investigations in this area:

1. Studies on other Block Resource Centre of Varanasi district should also be made.

2. A number of studies on other district should also be made.

3. Comparative studies within Block Resource Centre of Varanasi district and between Block Resource Center of other district can also be made.

4. Studies on NPRCs related to BRCs of Varanasi district and other district can also be made.
5. Comparative study of NPRCs related to Block Resource Centres can also be made.

6. Sample size can be higher for further studies.

7. Studies on human resources and materialistic resources of the BRC and Schools can be made.

8. Studies on T.L.M. Mela, Science Mela, should also be made.