



# CHAPTER - 1

## *Introduction*



# CHAPTER - I

## **1.1 INTRODUCTION :**

The Universal Declaration of Human Rights proclaimed by United Nations in December 1948 (Article 26) observes. "Every one in the world men, women boys and girls of all ages have the fundamental right to education". Education is the key component of human resource development and a great liberating force.

Despite notable efforts made by countries around the globe to ensure the right to education for all; it has been found that more than 100 million children including at least 60 million girls have no access to primary schooling. More than 960 million adults two-third of whom are women are illiterate, and literacy is a significant problem in all the developing countries of Asia, Latin America and Africa more than one third of the worlds adults have no access to the printed knowledge, new skills and technologies that could improve the quality of their lives and help them to shape and adopt to social and cultural change.

About 100 million children fail to complete basic education. About one million of children simply satisfy the alternative requirements but not acquire essential knowledge and skills. The literacy figures of world census report 1990 indicate that 73.5% persons are illiterate in the world out of this 80.6% are male and 66.4% females. At present the overall literacy rate in Asia is 66.5% with 76.6% males and 56.0% of female as the literate. India is having the literacy rate as per 1991 census is 52.2%

About 47% people are out of educational stream. There may be many reasons but the major one is the high drop-out rate in the country.

Going by the latest figures available with the Ministry of Human Resource Development (MHRD). The drop-out rate is 46.97% from class VI to VIII. The

drop-out rate is much higher among girls. Poverty, early child marriage and indifferent attitude of the parents towards the female children are the main causes for high drop-out rate among girls. Rural girls are particularly disadvantaged. According to study conducted by the MHRD in 1994 it has been found that about 71 percent of total girls enrolled, leave their schools at primary levels but this number decreased only to 30 percent in case of girls at higher secondary level.

## **1.2 UNIVERSALISATION OF ELEMENTARY EDUCATION (UEE) :**

The Universalisation of Elementary Education has been one of the goals of educational development. The demand for UEE was first raised in India by Dada Bhai Nauroji before the Indian Education commission in 1982 popularly called "Hunter commission" by asking for the transfer of the elementary education to the elected local bodies. In Amreli District in Gujarat led the path to free and compulsory education and by 1906 it spread to the whole of Baroda State of Gujarat.

In 1912 Gopal Krishna Gokhale introduced Elementary Education Bill which was to permit local body an option to introduce, compulsory education in selected areas on certain conditions but bill was not carried through in the legislative council Gokhale's concluding remarks carried the prophecy "The bill thrown out today will come back again". The Govt. of India (GOI) in 1921 enacted law for introducing compulsory primary education. In the meantime, Vithal Bhai Patel had successfully piloted compulsory primary education bill in the Bombay legislative assembly in 1918.

Mahatma Gandhi realised the urgent need of UEE in the country. He devised an unique scheme which was very well suited to the Indian needs and which did not require heavy expenditure. He wanted to relate education with the cognitive, affective and psychomotor domains of life. Various committees and commissions appointed time to time, also lauded the urgency of launching Universalisation of Elementary Education in India. The constitution makes the following provision under the Article – 45.



“The state shall endeavor to provide within a period of ten years (by 1960) from the commencement of this constitution for free and compulsory education for all children until they complete the age of fourteen years.” But the target was too ambitious. Due to lack of capital and human resources ten years was too short to achieve the aims and target of UEE. In fact schooling facilities were extremely limited in India, and that the vast majority of children did not attend schools. When this was found impossible the target years were revised to 1975-76 and then to 1978-83.

The National Policy on Education (NPE, 1986) also gives an unqualified priority to the UEE. The goal of UEE was shifted to 2000 AD, but it is very unfortunate thing for us that we couldn't achieve that. The (1986) emphasized Universal enrolment and retention of children up to 14 years of age and substantial improvement in the quality of education. The revised NPE (1992) envisaged the launching of a National Mission has the central objectives of mobilising necessary resources for achieving the goal of UEE. The Govt. of India set up in 1995 a National Elementary Education Mission (NEEM) under MHRD. The major objectives of NEEM were to bring a sense of urgency to the UEE, so that the constitutional obligation of free and compulsory education may be provided to all children below the age of 14 years before the beginning of 21 century.

District Primary Education Programme (DPEP) is the core of the NEEM. The DPEP was adopted by the Govt. of India in Nov. 1993 for achieving the UEE in the educationally backward districts of the country through providing access for schooling, optimising pupils participation raising the quality of class room instruction and allied activities for achievement of mastery levels of learning (MLLS).

### **1.3 DISTRICT PRIMARY EDUCATION PROGRAMME (D.P.E.P.) :**

Programme of Action emphasised on the free and compulsory education of satisfactory quality for all the children up to 14 years of age before they enter

the twenty first century. Various sponsored programmes were launched in the country to achieve the recommendations of POA.

DPEP is India's most ambitious primary education programme launched in 1994 as a major initiative to achieve the objectives of Universalisation of primary education which is our national goal. The programme takes a holistic view of Primary Education Development and seeks to operationalise the strategy of UPE through district specific planning with emphasis on decentralised management, participatory processes empowerment and capacity building at all levels. The programme is being implemented through state level registered societies for example in Madhya Pradesh the scheme is being implemented through "Rajiv Gandhi Prathmik Shiksha Mission" and in Maharashtra through "Maharashtra Prathmik Shikshan Parishad."

The programme aims at providing access to primary education for all children, reducing primary drop-out rate to less than 10% increasing learning achievements of primary school students by 25% and reducing the gender and social gap to less than 5%.

The programme is structured to provide additional inputs over and above the central state sector schemes for elementary education. The programme fills in the existing system. DPEP is contextual and has a marked gender focus. The programme components include construction of class rooms and new schools, opening of non-formal, alternative schooling centres, appointment of new teachers, setting up early childhood education centres, strengthening of SCERT, DIETs, setting up of Block Resource and Cluster Resource Centres, teacher training development of teaching learning materials, research based interventions special interventions for girls education SC/ST etc. A new initiative of providing integrated education to disabled children and distance education for teachers training has also been incorporated in the DPEP scheme.

The district is the unit of programme implementation and selected on the basis of twin criteria viz.



- (a) educationally backward districts with female literacy below the national average
- (b) districts where total literacy campaigns TLC's have been successful, leading to enhanced demand for elementary education.

DPEP is a centrally sponsored scheme 85% of the project cost is shared by Govt. of India and 15% by the concerned state Govt. Both the central share and state share are passed on to state implementation societies directly as grant. The GOI share is resourced by external funding several bilateral and multilateral agencies are providing financial assistance for DPEP.

The programme which was initially launched in 42 districts of 7 states in 1994 is now covering a total of 163 districts in 14 states namely Assam, Haryana, Karnataka, Kerala, Maharashtra, Tamilnadu, Madhya Pradesh, Utter Pradesh, Bihar. Expansion of DPEP in 10 districts of Rajasthan, 8 districts of Orissa and 5 districts of West Bengal is in the pipeline. The programme is supervised through periodic supervision missions so far five internal supervision missions and nine joint supervision/review missions comprising of representative of Govt. in India and external funding agencies have been carried out. The reviews and various evaluatory studies of the programme have brought out that the programme has resulted in significant increase in enrolment, improvement in learning achievement, reduction in repetition rates/drop-out rates with increased community involvement improvements in class room processes etc.

The Mahila Samakhya is another scheme having a link with DPEP and this is designed to promote gender equality by empowering women. It is spread over 3,800 villages in 32 districts covering seven states.

#### **1.4 DISTRICT PRIMARY EDUCATION PROGRAMME (DPEP) IN MAHARASHTRA :**

District Primary Education Programme a centrally sponsored scheme of the Govt. of India was launched in the year 1994-95 in the state of Maharashtra

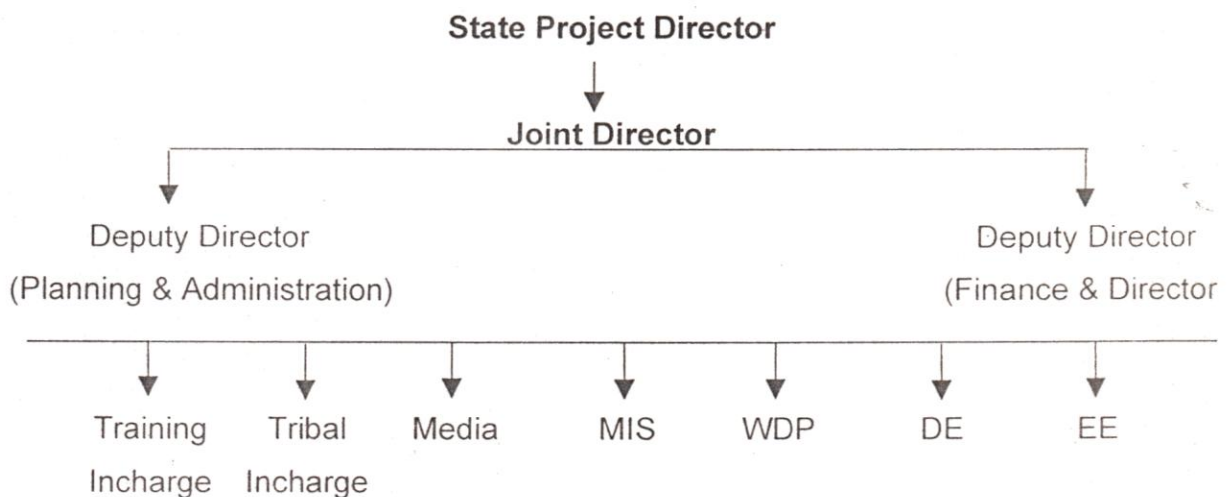
The major purpose of this programme was to achieve the goals of Universalisation of Elementary Education (UEE) which included universal access and enrolment, Universal retention of children up to 14 years of age and a substantial improvement in quality education to enable children to achieve essential level of learning.

The programme was launched in two phases. In the first phase Aurangabad, Osmanabad, Parbhani, Latur and Nanded districts were covered while Beed, Jalna, Dhule and Gadchiroli districts were covered under phase-II. At present there are nine districts under the scheme.

The scheme is being implemented through a registered state level Autonomous society named Maharashtra Prathmik Shikshan Parishad (MPSP) Mumbai. The society has two bodies namely Governing council under the chairmanship of Chief Minister and Executive Committee under the Chairmanship of Secretary, School Education Govt. of Maharashtra. The office of the MPSP is situated at Nehru Bal Bhawan Churny Road, Mumbai and has the following infrastructure.

### DIAGRAM 1.1

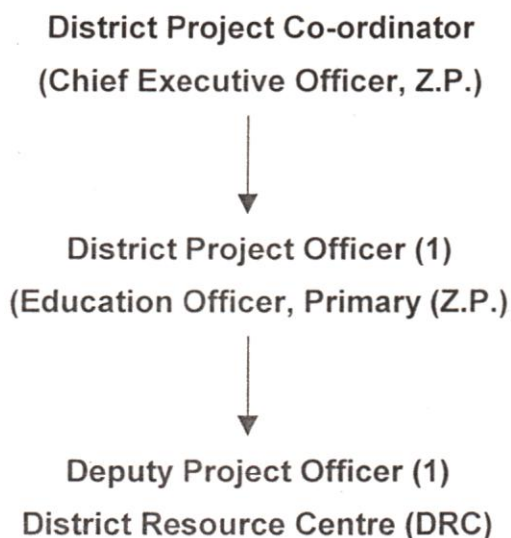
#### STATE LEVEL INFRASTRUCTURE



There is separate machinery for DPEP functioning in each district which is headed by the Chief Executive Officer (CEO) Zila Parishad who also acts as district project co-ordinator. The district level infrastructure is presented below in a line diagram.

**DIAGRAM 2.2**

**INFRASTRUCTURE OF DPEP DISTRICT**



**TABLE 1.1**

**SECTIONS**

Executive Engineer (EE)	Teachers Training Incharge (TTI)	Teaching Learning Methodology Incharge (TLMI)	Minimum Levels of Learning Incharge (MLLI)	Non-formal Education Incharge (NFEI)	Distt. Mahila Sanchalika	Research Assistant (RA)
1) Accounts Officer 2) Asstt. Accounts Officer 3) Jr. Ad. 4) SAC – 3		Management information system incharge (MIS)		Establishment section	Media	



The post of Deputy Project Officer (DPO) is an important post in DPEP scheme. Planning management, supervision and execution of all the DPEP activities are looked by the DPO. Besides he co-ordinates with various agencies working of DPEP activities at different levels.

The Mahila Prabodhan Prakalp of MPSP is proposing and formulating special strategy for ensuring 100% enrolment and retention of the girl child. MPSP has recruited 320 field level women field workers to ensure Universalisation of Primary Education for the girl child. The main objectives of Mahila Prabodhan Prakalp are :-

- (i) to bring all the girl children in the education system either formal or non formal in DPEP district.
- (ii) to organise programme to retain girl children up to Std. VIII<sup>th</sup> and
- (iii) to design and implement innovative schemes to ensure regular attendance of girl children.

The Parishad is working very effectively. MPSP has provided free text books to all the girls studying from standard 1<sup>st</sup> to 4<sup>th</sup> as a special intervention for the girl child.

Block resource centres (BRCs) at block level and cluster resource centres (CRCs) at cluster level have been established as teacher's centres. The centres acquaint teachers with DPEP schemes, providing and practicing and monitoring etc. The position of BRCs and CRCs in DPEP districts are stated as under.

## **1.5 POSITION OF BRCs AND CRCs IN DPEP DISTRICTS :**

There are 92 blocks in nine DPEP districts but BRCs are only in 72 blocks. However, the remaining 20 blocks are also covered under DPEP activities. The number of CRCs in nine DPEP districts is 1287. District wise position of BRCs, CRCs, of primary schools primary teachers enrolment of students are given in the following table.

6. Education of special focus groups
7. Research and evaluation
8. Alternate schooling
9. Training of Administrators
10. Development of materials
11. Civil construction.

### **1.7 ROLE OF DIET IN DPEP ACTIVITIES :**

At present DIETs, have not been assigned any DPEP work. However, Govt. of Maharashtra has resolved to merge the DRCs alongwith staff, funds and other assets related to the BRC.

### **1.8 PROFILE OF THE SELECTED DISTRICT :**

District Beed is situated in between 18.3 degree to 19.3 degree North latitude and 74.5 degree to 76.6 degree East longitudes. Its area is 10615 sq.km. As per the 1991 census total population of district is 18.22 lakhs out of the above population 70.89 % urban population is literate and 45.16 rural population is literate.

Overall literacy rate of district is 49.82. In the district number of villages are 1280 and 10 towns respectively. Nine tahsils, six municipal corporations in the districts. There are 1825 primary schools in the district in which 150 schools are of DPEP. Economy of district is based on farming.

### **1.9 BLOCK RESOURCE CENTRES (BRCs) :**

**Concept** - Block Resource Centres, as the name suggests, are visualised to give inputs to primary education at the block level by providing opportunities and facilities to primary school teachers and heads, AE and NFE centres for their professional growth. They are visualised to facilitate continuing education of primary teachers, provide them extension services and help them to conduct action research to solve their classroom problems and improve quality

of education at block level. They are also expected to act as a strong link in the educational administration of the block by rendering assistance in supervision of schools and collection of statistics relating to primary education of the block.

### **1.9.1 Need of Setting up to BRCs :**

The need for in service education of teachers was recognised as early as 1904 in Lord Curzon's Resolution on Educational Policy and in reports of various commissions set up from time to time. Currently, at the national level agencies like NCERT, NIEPA, Kendriya Hindi Sansthan, CIL and CIEFL, KVS, CBSE, organise in-service education programmes for educational experts and resource persons. At the state level, SCERTs / SIEs, state boards of secondary education, extension service deptts. of teacher education institutions, centres of continuing education and voluntary associations perform this function. Thus prior to 1986 training of teachers and suitable support were being provided by national and state level agencies. Similarly, adult education was being supported by Central Directorate of Education and State Resource Centres at the national and state level respectively. At the state level, elementary teacher education institutions were not able to meet the challenges. Therefore, NPE 1986 and its POA recommended the setting up of pace setting district level institutes of education and training (DIETs) to provide academic and resource support at the grass root level to elementary education and adult education. These institutes were visualised to perform three main functions viz training, development and action research. Experience has shown that to reach each and every primary school teacher some mechanism at the block level is urgently required. This arrangement needs inputs to live finance, physical and human resources, complete involvement of the community, appropriate text books, curriculum transactional strategies, adequate planning and management and above all dedications in the system. Therefore, NPE and POA 1992 recommended the setting up of



BRCs and TCs at the block and area level in a phased manner. BRCs will act as a link between TCs and higher institutions involved with the professional growth of in-service teachers and administration of education in the district and state. In short they will be extension of DIETS at the sub-district/block level and will serve as mini DIETs' to provide the necessary impetus to primary education.

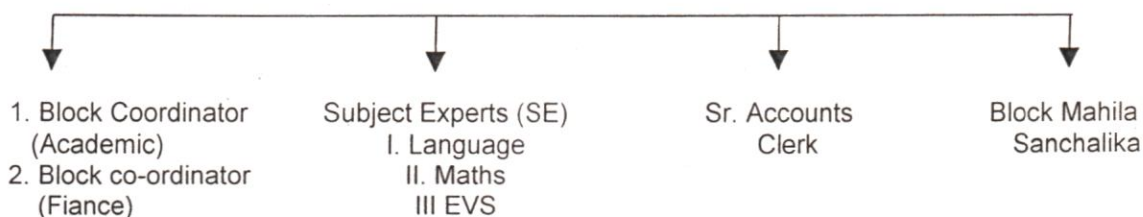
### **1.9.2 Objectives of Block Resource Centre:**

The main objectives of a Block Resource Centre (BRC) are as under :

- (1) To provide guidance to the teacher centres in carrying out their day to day activities.
- (2) To monitor activities of teacher's centres.
- (3) To provide resource support-human and material, and other basic facilities of library, audio-video cassettes etc. needed by the teachers centres of a block.
- (4) To identify in-service needs of teacher of AE and NFE centres.
- (5) To orient and help staff of teachers centres in planning, management and supervision of in-service education programmes for primary teachers in different subject areas.
- (6) To organise short term training programmes for heads of primary schools and AE and NFE centres.
- (7) To provide feedback to DIETs and Regional Institute of Education (RIE) regarding the functioning of TCs of its area.

### DIAGRAM NO. 1.3

#### **Block Resource Centres BRC) (Headed by BEO)**



**1.9.3 ROLES OF BRCs :** Following are the various roles of BRCs :

#### **(A) Training :**

- (i) Alternative schooling, Non-formal Instructors
- (ii) Head Masters
- (iii) Primary teachers
- (iv) Cluster heads
- (v) New Teachers-10 days programme
- (vi) Resource persons, VEC, NFE, ECCE, WDP, Micro planning, innovative schemes.
- (vii) Development of question bank.
- (viii) Joyful learning
- (ix) Collection of EMIS data.
- (x) Development of TLM and SLM
- (xi) Multigrade teaching.

#### **(B) Monitoring & Supervision :**

- (i) School inspection/visit
- (ii) Non formal education

- (iii) Village Education Committee meetings
- (iv) Gatsambelan.

**(C) Teaching Learning :**

- (i) Development of instructional materials, guidelines and material cassettes – Audio & Video.
- (ii) Data collection for Academic achievement Enrolment, Drop-out, Attendance/Retention.
- (iii) Innovative Activities.
- (iv) Integration of language, Maths, EVS to Art Women Education and Physical Education.
- (v) Simplification of Hard Spots through self learning material.

**(D) Regular Meetings :**

- (i) Cluster Head
- (ii) Extension officers (ADE's)
- (iii) CPS Head Masters
- (iv) Block Advisory Committees
- (v) Mahila Prabodhan Advisory Committee.

**(E) Preparation of Report of the Activities of BRCs for presenting, submitting to project officer :**

**(F) Distribution of Materials to –**

- (i) Cluster Resource Centre
- (ii) Schools
- (iii) Non Formal Education Centres
- (iv) Balwadis
- (v) Mahila Prabodhini



**(G) Distribution of Funds :**

- (i) Infrastructure Rs. 2000/-
- (ii) 4% contingency to DPEP teachers appointed for New DPEP schools and for class V<sup>th</sup> on the basis of Annual salary of Teachers.

**(H) Competition for teachers on innovative work in TLP.**

**(J) Submitting recommendations for opening of NFE, Village Education Committee, Contract schools, Balwadis etc.**

**(K) Preparation of report of various activities going on in the centre.**

**(L) Conducting a pilot study for new programmes.**

**(M) Research and evaluation :**

- (i) Action research/case studies
- (ii) Evaluation of training programmes through pre and post tests.

**(N) Girls education and women empowerment :**

**OTHERS :**

- (i) Helping in the development of friendly environment of primary schools for expected outcomes.
- (ii) Development of skills for bridging the local dialects a Marathi language.
- (iii) Distribution of information received from the state or district level.
- (iv) Development of linkage among various agencies working under DPEP agencies committee.

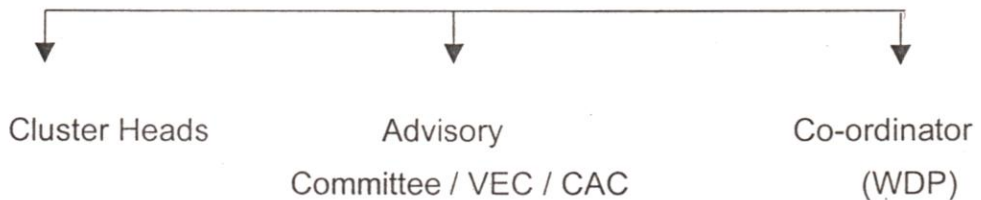
**1.10 CLUSTER RESOURCE CENTRES( CRC<sub>s</sub>) -**

Cluster resource centre is the nodal point at the cluster level and its activities are based on the need of teachers. A cluster Resource Centre for all primary

school teachers within a radius of 8 Km. are established to share their experiences and resources. A school within a spare room is identified for establishing the CRC. In case of non-availability of such a primary school, a middle school conducting primary classes is selected. Teachers discuss and resolve their academic problems by sharing their experiences, prepare school calendars develop teaching aids with locally available materials, discuss students achievement levels etc. A Teachers meets once in a month at CRC, NFE and ICDS personnel.

#### **DIAGRAM NO. 1.4**

##### **Cluster Resource Centres (CRC)**



##### **1.10.1 Roles of the Cluster Resource Centre (CRC) :**

###### **(A) Academic :**

- (i) Making educational survey of the children agewise and category wise, learning level.
- (ii) Organising awareness programmes for enrolment and retention.
- (iii) Arranging demonstration lessons by the outstanding teachers.
- (iv) Providing guidance to the teachers in diagnose and remedial teaching
- (v) Developing guidelines for evaluation of competency based teaching learning
- (vi) Preparation of MLL based lessons and their supervision schedule.
- (vii) Helping in the development of friendly environment of the school for effective learning and minimising dropouts.

**(B) Supervisory :**

- (i) Identification of talented students and teachers.
- (ii) arranging educational excursions for students.
- (iii) guiding for various strategies in attaining expected results.
- (iv) Involving various agencies actively in participatory teaching learning process.
- (v) Establishing linkages amongst VEC, primary school and DIET.
- (vi) Motivating teachers for regular joyful learning.
- (vii) Making critical appraisal about implementation of state policies and programmes
- (viii) Supervising co-curricular activities of the centres
- (ix) Helping cluster school in getting grants timely
- (x) Other functions as per the instruction of the district authority.

**(C) Leadership :**

- (i) Planning and organising monthly meetings (Gat Sammelans) successfully.
- (ii) Selecting suitable activities in the cluster meetings.
- (iii) Organising parent – teachers meeting in schools.
- (iv) Ensuring active involvement of VEC in institutional programmes.



## 1.11 STATEMENT OF THE PROBLEM :

Block resource centres (BRCs) at block level and Cluster Resource Centres (CRCs) at cluster level have been established as teacher's centres. The centres acquaint teachers with DPEP schemes provide and practice in innovative ways of teaching guide the teachers in supervision and monitoring etc.

District programme co-ordinator controls the roles and functions of these centres, Evaluation is continuous process. Evaluation of BRCs and CRCs is very important for better functioning of these centres.

The present study therefore attempts

**“AN EVALUATIVE STUDY OF ROLES AND FUNCTIONS OF BLOCK RESOURCE AND CLUSTER RESOURCE CENTRES IN BEED DISTRICT OF MAHARASHTRA”**

## 1.12 OPERATIONAL DEFINATIONS :

- (I) **Block Resource Centres (BRCs)** - Established as teacher's centres at block level. Through educational activities like monthly meetings seminars centres provide positive feedback to the teachers.
- (II) **Cluster Resource Centres (CRCs)** - Established as teacher's centres at cluster level. Functioning for the effective teaching learning process and positive learning outcome.

## 1.13 OBJECTIVES OF THE STUDY :

The study was addressed to the following major objectives.

- (i) To study critically the roles and functions of BRCs.
- (ii) To study the roles and functions of CRCs.

- (iii) To find out the effect of functioning of BRCs and CRCs learning achievement of students.
- (iv) To study the linkages among BRCs, DIET, CRCs and VECs / CACs.

#### **1.14 RESEARCH QUESTIONS :**

- (i) To examine if there is any significant difference in BRC. Situated in urban area and the BRC in rural area with reference to functioning.
- (ii) To assess if there is any significant difference in functioning of CRCs of urban area and CRCs in rural area.
- (iii) To find out if there is any significant difference in achievement of urban and rural students.
- (iv) To assess if there is proper co-ordination between DIET and BRC, CRC and VEC/CAC.

#### **1.15 DELIMITATIONS OF THE STUDY :**

Every research work have some delimitations and the delimitations of this study were.

- (i) Only two BRCs of Beed district in Maharashtra were undertaken for the study, one was rural and the other was urban.
- (ii) From each block only five CRCs were studied
- (iii) For the study of achievement level of students of class IV<sup>th</sup> were selected each i.e. from urban and rural area.

#### **1.16 NEED OF THE STUDY :**

Educational planning at grassroot level has been emphasised in education, accordingly Block and Cluster Resource Centres were set up under District Primary Education Programme.

Evaluation is a continual process. At present DPEP project in Maharashtra running in 9 districts. There was a need of this state to study the roles and functions of BRCs and CRCs critically. Accordingly the tools for the evaluation of BRCs and CRCs of DPEP districts of Maharashtra were developed in the workshop held at MSCERT, Pune from January 17<sup>th</sup> to 21<sup>st</sup> 2000. Dr. N.D. Jain was the co-ordinator of the workshop.

The tools were tried out in four blocks of Aurangabad district and necessary modifications were made.

The researcher found it necessary to undertake evaluative study of roles and functions of BRCs and CRCs in any district of Maharashtra.