



CHAPTER -2

Review of Related Literature



CHAPTER - II

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In the words of Good, "The key to the vast store house of published literature may open doors to resources of significant problems and explanatory hypothesis and provide helpful orientation for definition of the problem background for selection of procedure and comparative data for interpretation of results in order to be truly creative and original, one must read extensively and critically as a stimulus to thinking.

Review of literature is an important component of any research work. This helps in a building a solid foundation on which any research is based. Whenever an individual wants to do research, keeping in mind their interest, one starts scanning journals, periodicals, year books, handbooks, and other published literature. This is useful in pin pointing a research problem. This scanning of literature develops clarity about components, procedure and different steps followed in research. It can be said, "scanning is reviewing" It avoids the risk of duplication of already undertaken studies. It is helpful in locating the data useful in interpretation of results review helps in refining and developing insight in to research problem.

Shukla (1994-95) : Studied the roles of ADIEs in Universalisation of Elementary Education with Special Reference to DPEP.

The focus of the study was on the roles and performance of ADIEs in Universalisation of Primary Education. The researcher found that ADIEs were performing well, they were capable to perform their role but there was very great work load upon them.

Srivastava (1995) : Conducted study of teacher training components and their effectiveness in DPEP districts of Madhya Pradesh and Maharashtra. To provide suggestions for the improvement in programmes. Data was collected in district of Betul, Ratlam, Raisen, Indore, Bhopal and Ujjain and three districts of Maharashtra viz. Aurangabad Parbhani and Nanded. In Madhya Pradesh the investigator

observed that because of so many training programmes teachers were found little bit confused that's why they did not found sufficient time to teach in the school. As far as achievement of students was concerned there was no satisfactory improvements.

In Maharashtra better co-ordination between MPSP and SCERT was required for the effective implementation of DPEP schemes. Resource persons were also required to be better oriented, DIETs were not utilised for DPEP training. Training of competencies in Maths' teaching was found weak.

Malviya (1995-96) : Studied various training programmes of DIETs, and BRCs for his M.Ed. dissertation. Sample consisted of 11 master trainers from 11 BRCs and three supervisors from three DIETs and observed that there was very great progress as far as problem solving of teachers' participation, child-centred approach and development of instructional material was concerned.

Jha (1997) : Teacher empowerment and school effectiveness have been studied in context of national goal of Universalisation of Primary Education set out in the NPE 1986 and the POA 1992.

The paper was not the out put of any research exercise using tools, or sampling, data collecting etc. it describe the out comes of a programme taken up under the BEP, that made visible changes in the behaviour and attitude of teachers towards school, children and community.

The investigator found visible changes in the factors related to school effectiveness, community participation and various activities for joyful learning were increased. There were reports of enhanced enrolment and attendance, particularly of girls. There was co-operative spirit in the CRC meetings and teachers tried to learn from each others experience.

Srivastava GNP (1998) : Adopted BRC and CRC Sanchi and Raisen District to Provide Academic Support to BRC and CRC alongwith the school. The project was a part of DPEP activity entitled. "Adoption of Block and Cluster Resource Centres for Providing Academic Support"

The outcomes and impacts of interventions were, discussion at CRC and BRC meetings, improvement of classroom instruction, listening and speaking competencies and reading and writing. The teachers have started making use of local specific material in class room teaching which had positive impact on classroom achievement. The researcher concluded that use of teaching-learning aids had brought a new change in school pedagogy. The child centred activity based joyful learning has opened new challenges to teachers.

Yadav (1998) : Conducted a study in Haryana, on "Adoption of Block and Cluster Resource Centres for Academic Support". Need assessment of BRCs CRCs and HTs, development of intervention strategies, implementation and to watch impact of interventions were major objectives of the project.

To formulate intervention strategies three day workshop was organised at BRC Hansi II in the workshop 5 primary teachers, Head teachers, 5 BRCs, 5 CRCs and experts from DIET, participated.

The project co-ordinator utilised focus group discussions as one of interventions. The effect of guidelines developed for BRCs for organising in-service education programme was discussed with BEO, BRC, CRC, HT and teachers. In the opinion of teachers and others the process and content of in-service education programmes has improved considerably, The master trainers utilised more democratic criteria for discussing the issues. The model lessons and participation of teachers has increased a lot.

Dikshit (1997-98) : Studied about teacher training programmes in Madhya Pradesh with special reference to DPEP. The researcher concluded that there were so many programmes during training for the development of competency among teachers development of teaching-learning material was also important characteristic of training programme, there was no healthy relationship between VECs lastly there were so many problems in the way of implementing new methods in class room e.g. large number of students in the class mental level of students.

Srivastava, Aggrawal and Verma (1999) : Conducted a study for strengthening BRCs and CRCs through academic interventions. The sample of the various DPEP functionaries were selected from Vidisha and Raipur district of Madhya Pradesh for assessment of training and academic intervention needs.

Primary teacher training need assessment questionnaire (NCERT) 1998, Training quality assessment tool (NCERT 1998) primary teacher need assessment Maths, Hindi, Science, test were used by the researcher.

The study concluded that, if the objective of quality achievement of primary stage was to be fulfilled serious efforts are to be made for content enrichment and pedagogical adaptation.

The findings indicated that the academic and pedagogical aspects of teaching required special attention for quality achievement at primary stage. Elementary teacher educators (DIET) faculty should be better oriented, and students are to be provided more individual attention remedial instruction and conducive learning environment for the attainment of required level achievement

Yadav (1999) : Conducted a study "Quality of Primary Teachers in In-service Training".

Jind, Hissar Sisra districts in Haryana two blocks each were selected among that 127 teachers were considered. Findings show that there were no adequate seminar rooms, no separate rooms for group work, lack of furniture, inadequate physical facilities e.g. library, black boards, toilets, drinking water etc.

Namdev (1999-2000) : Studied the training needs of primary teachers with special reference to DPEP for M.Ed. dissertation. The main focus of the study was on the training needs of the primary teachers related to Maths, EVS and science. The researcher concluded that there was very great need of training for content enrichment of primary teachers in subjects like Maths, Science and EVS.s

Jain (2000) : Tools developed in the workshop held at MSCERT Pune for the evaluation of BRCS and CRCs of DPEP districts of Maharashtra and tried out in four blocks of Aurangabad, a DPEP district fo Maharashtra.

Major findings are given as under on the basis of tryout of tools and observation of centres :

1. There is no separate building for Block Resource Centre in the districts except one at Aurangabad.
2. The BRC offices are running in the Panchait Samiti Building in a very small room say 10' x 10' size.
3. The office of the cluster head is in the H.M. Office, the area of which may be from 80 Sft. to 90 Sft.
4. The materials provided to BRCs and **CRCs** are placed in the office of the Panchyat Samiti due to shortage of space and the key is with the BEO who is most of the time on tour.
5. The Books and Resource materials provided to these centres are not fully utilised by the staff.
6. The training programmes and regular meetings are organised by the BRC in school room which is not spacious for 45-50 (10X18) persons. Further the regular classes of students during the periods suffer a lot.
7. Every BRC has a telephone, OHP public address system.
8. There are vacant posts in BRCs.
9. The TA/DA to the BRC staff are not paid in time. Sometime payments are delayed too much.
10. The BRC staff demand a vehicle for follow-up of the training, visit of NFE and organising women's programmes, a STD facility and a separate peon for the centre.

11. Relations between BEO, BRC staff, cluster head and member of VEC need to be strengthened.
12. Newly recruited BRC staff members need special training to perform their duties efficiently.
13. There should be active role of the District Institute of Education and Training in Training Development and Research Activities.

The review of related literature reveals that not much work has been done in the field of evaluation of BRCs & CRCs as far as Maharashtra State is concern.