



CHAPTER -5

Summary & Conclusion



CHAPTER - V

SUMMARY AND CONCLUSION

5.1 INTRODUCTION :

District primary Education Programme a centrally sponsored programme of the Govt. of India was launched in the year 1994 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 substantial improvement in quality education to enable children to achieve essential levels 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 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.

Block Resource Centres (BRCs) at Block Level Cluster Resource Centre (CRCs) at cluster level have been established as teacher centre. The centre 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 continual process. Evaluation of BRCs and CRCs is very important for better functioning of these centres.

5.2 STATEMENT OF THE PROBLEM :

The problem undertaken for study stated as "AN EVALUATIVE STUDY OF ROLES AND FUNCTIONS OF BLOCK AND CLUSTER RESOURCE CENTRES IN BEED DISTRICT OF MAHARASHTRA".

5.3 OPERATIONAL DEFINITIONS :

- (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.

5.4 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 on learning achievement of students.
- (iv) To study the linkages among BRCs, DIET, CRCs and VECs / CACs.

5.5 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 in 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, BRC, CRC and VEC/CAC.

5.6 DELIMITATIONS :

Every research work has 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 BRC only five CRCs were studied
- (iii) For the study of achievement students, two schools were selected each i.e. from urban and rural area and grade IVth decided.

5.7 DESIGN :

The present study is a descriptive study based on "Questionnaire Survey" for evaluating the roles and functions of Block and Cluster Resource Centres and "Achievement Testing" of students.

5.8 SAMPLING :

For the purpose of the study two Block Resource Centres were selected one was from urban area and other was from rural area. Under the selected BRCs five CRCs were selected from urban and rural area respectively. For the selection of BRCs and CRCs purposive sampling technique was used by the researcher for the study of achievement of students, under selected clusters two schools from urban and two from rural were selected "Lottary Method" of randomisation was used by the researcher.

For the evaluation of roles and functions of BRCs, BEOs were taken into account, and for the evaluation of roles and functions of CRCs Cluster Head

were taken in to account. One Village Education Committee for rural CRC and one Cluster Advisory Committee for urban included in the sample.

5.9 TOOLS :

For the study of roles and functions of BRCs and CRCs tools developed in the workshop held at MSCERT, Pune from January 17 to 21st 2000 were used. Dr N.D. Jain was the co-ordinator of the workshop.

For the study of achievement of students question papers developed by the Education Department of Zillah Parishad Beed for annual examination of Ivth grade students in year 2000 were used.

5.10 DESCRIPTION OF THE TOOLS :

5.10.1 Questionnaire :

- (i) Questionnaire for Block Education Officer, there were 41 items in the questionnaire, it was divided in to three parts related to roles and functions of BEOs
 - I. Academic
 - II. Planning Management and Supervision
 - III. Leadership
- (ii) Questionnaire for the Cluster Head.
- (iii) Questionnaire for the DIET Principal
- (iv) Questionnaire for the members of Village Education Committee and Centre Adviser Committee.

5.10.2 Achievement Tests :

The researcher used achievement for the four subjects of IVth grade students. Each test carried 100 marks.

- (i) Achievement test of Language
- (ii) Achievement test of Science.
- (iii) Achievement test of Maths
- (iv) Achievement test of EVS.

5.11 USED STATISTICS :

't' test was used to find the difference between the achievement of urban and rural students at 0.01 level of significance. At the end values were interpreted and compared with the research findings obtained earlier.

Following formulae were used :

$$\sigma = \sqrt{\frac{\sum X^2}{N} - (\bar{X})^2}$$

σ = Standard deviation
 \bar{X} = Mean
 X = Raw Score

$$t = \frac{m_1 - m_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

m_1 = Mean of 1st School
 m_2 = Mean of 2nd School
 σ_1 = S.D. of 1st School
 σ_2 = S.D. of 2nd School

5.12 FINDINGS & CONCLUSION :

Major Findings of the Study Were :

- (1) There were no separate buildings for BRCs namely Asthi and Ambajogai. The BRC offices were running in the Panchait Samiti building in a very small room 10x10 size.
- (2) Both the BEOs were having sound educational qualifications with vast teaching experience.
- (3) Reference books for training purpose were not available at BRC level.

- (4) As per opinion of the CHs trainees could not follow the instruction of resource persons during training programmes.
- (5) In both the BRCs all the sanctioned of resource persons were available
- (6) In both the BRCs 70 to 85 percent content was covered during training programme. The reason may be that the schedules of programmes were very lengthy.
- (7) There was no participation of DIET in training activities of BRCs.
- (8) There was a full contribution of Block co-ordinator in planning and material development; Subject Expert was responsible in sitting arrangement and report writing while Mahila Sanchalika helped in girl's education.
- (9) For the follow-up of the training programmes both the BRCs used same strategies i.e. achievement tests and supervision of teaching.
- (10) Both the BRCs were implementing similar programmes for multigrade teaching.
- (11) The urban BEO used to visit Balwadi, NFE centre occasionally while rural BEO used to visit frequently.
- (12) There were no vacant posts in both the BRCs.
- (13) In both the BRCs payment and increment were made timely but T.A D.A. was very late.
- (14) There was a major contribution of rural BRC in observation of school building and managing financial help from the competent authorities; whereas in urban BRC such activities are not essential.
- (15) Contribution for Gatsambelan making effective, urban BEO was doing pre planning for his visits, while the rural BEO emphasised on

understanding problems of students, and of teachers during his visits o centres.

- (16) The major problem faced by these officers were the high work load, lack of facilities and large number of training programmes.
- (17) There were experienced and qualified CHs in both the CRCs.
- (18) Percentage of training programmes was higher at urban area than rural.
- (19) There was satisfactory co-operation between and CRCs with respect to BRCs training programmes.
- (20) There were lack of physical facilities at CRC level.
- (21) CHs were found fully involved in the teaching of subjects like English, Maths, Science, EVS and Marathi.
- (22) As far as multigrade teaching was concerned all the CRCs were giving satisfactory attention towards use of monitoring, self learning package, learning by activities and participation of students in teaching learning process.
- (23) Self learning cards, charts, puppets, pictures, Models, were being developed and used in CRCs of urban and rural area.
- (24) Twenty nine and forty one posts of teachers were found vacant in rural and urban CRCs respectively.
- (25) Available working days, number of teachers, text books local programmes were given importance in all the clusters while making annual work plan.
- (26) Kendriya Head master used to lead the Gatsambelan in absence of CHs.

- (27) It was found that most of the CRCs in urban and rural area were utilising infrastructure grant for instructional material and decoration of class room while less importance was given to the reference books.
- (28) Preparation of annual report, collection of information related to various areas attendance of children belonging to nomadic class, repetition of sending information to BRCs were consuming more time of cluster heads.
- (29) As far as achievement level of students was concerned in language Maths and Science, the result was in favour of urban students but in EVS rural students performed better than urban students.
- (30) Significant difference was found in achievement level of urban and rural students. Urban students were performing better than rural students.

CONCLUSION :

With the help of above findings the researcher concluded that there was not much difference between the functioning of urban and rural BRCs and CRCs but more efforts are required by urban and rural BRCs and CRCs for effective functioning. There was significant difference between the achievement level of urban and rural students. Urban students were found performing well than rural student the reason behind this may be that in urban areas take tuition from the teachers. Educated parents may be another reason there was mostly first learners in rural area. Further, lack of educational atmosphere at home in rural areas was the major factor in teaching-learning process.

The co-ordination among BRC, CRCs and VECs/CACs were satisfactory but the DIET was found aloof with respect to functioning of the system.

5.13 SUGGESTIONS FOR FURTHER IMPROVEMENT :

The outcome of this study are applicable to the sample Block only. These cannot be generalised for the district or state level. These are based upon the

local needs of The BRCs and CRCs. Their problems seem to be of global nature. Based on the present study, following suggestions can improve the functioning of BECs and CRCs.

- (1) The administrative work load of BRC, CRC needs to be reduced. Similarly the workload of Head Masters and teachers may also be reduced.
- (2) DIET should act as nodal agency for the effective functioning of BRCs and CRCs.
- (3) Close co-ordination between BRCs and BEOs can accelerate the process of functioning.
- (4) Students are to be provided more individual attention, the slow learners may be identified and remedial teaching may be practised to bring them at par with others.
- (5) More content enrichment and pedagogical training in MLL, competency based teaching and evaluation child centred, activity based teaching, concept formation and mathematical operations are required for developing various competencies at primary stage.
- (6) Elementary teacher educators (DIET faculty) should orient BRCs and CRCs staff as per requirement of DPEP.
- (7) The buildings of BRCs and CRCs should have adequate facilities with toilets, library, water facility, adequate furnitures, blackboards and sufficient rooms for seminars.
- (8) The learning materials need to be supplied to the teachers before coming to the training programme for better participation and learning.
- (9) The resource persons are to be provided training for handling equipments like video, OHP and computer in order to transact the curriculum.
- (10) The content of the training programmes needs to be improved and it should be prepared on the basis of needs of the teachers.

- (11) Competent resource persons should be employed for improving the quality of training programmes.
- (12) The management of the course needs improvement
- (13) All resources, materials and text books should be available at CR level.

5.14 SUGGESTIONS FOR FURTHER STUDY :

The following suggestions for further study are :

- (1) Replication of the study on large sample.
- (2) Comparative study of functioning of BRCs and CRCs between two DPEP districts.
- (3) Comparative study of functioning of BRCs and CRCs between two DPEP states.
- (4) Effect of DPEP training programmes on achievement of urban and rural students.
- (5) Critical study of DPEP programmes and teacher effectiveness.
- (6) Comparative study of achievement between DPEP and non DPEP primary schools