



Role of Administration in Block and Cluster Levels in Rural Primary Schools of Western Uttar Pradesh

KEYWORDS

Right to Education (RTE), Decentralisation of primary Education, Administrative Supervision in rural schools, School Management Committee (SMC), Rural Education, Block Resource Centers (BRC), Cluster Resource Centers (CRC) etc.

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ABSTRACT Right to Education (RTE) focuses on the decentralisation of primary education and for this purpose it has been involved all tiers of local government from district to gram Sabha. Connectivity and coordination between these tiers of administration in primary education are crucial part of RTE. After district, block and gram Sabha level are important level of administration to implement RTE in grassroots. For this purpose various functionaries like BSA, BEO, BRC, NPRC are involved to implement RTE in district level. This research paper highlights the planning, supervision, inspection and monitoring in rural primary schools. This study also covered the administrative challenges and hurdles due to larger geographical area of India. India being largely populated, so it is necessary to know the implementation of RTE in rural areas. This paper is based on the case study done in Rural block of Bithiri Chainpur in district Bareilly of Western Uttar Pradesh (UP).

I) Introduction

Six states of India like Uttar Pradesh, Bihar, Madhya Pradesh, Rajasthan, Andhra Pradesh and West Bengal account for about 70% of all illiterates in India. Uttar Pradesh has male literacy rate of 79.24% and female literacy rate with 59.26%. Uttar Pradesh (UP) is highest populated state of India and it is really painful that being large in population, still it has extremely low levels of education. According to the *Panchayati Raj Institutions Act* of 73rd Constitutional amendment Act (1992) emphasized decentralization. This approach of decentralisation is also adopted under RTE and this act draws its strength from Article 21-A of the constitution in which it is said that the state shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the state may, by law, determine. On the basis of hierarchy it is administered by *Zila Parishad* on district level. *Panchayat Samiti* comes in next level after *Zila Parishad* and *Panchayat Samiti* is composed with various blocks. *Gram Sabha* is last tier of the local government. Under the **Right to Education (RTE)** Act there is emphasis on the decentralisation of primary education as well as decentralized planning is included by School development plan (Shala Vikas Yojna) from School management Committee (SMC). Essential provisions regarding constitution and functions of SMCs have been given in Sections 21 and 22. This research paper covers the implementation of RTE from rural block to gram Sabha level. This case study focuses on the role of block and cluster level functionaries like Basic Shiksha Adhikari (BSA), Block Education Officer (BEO), and Nyay Panchayat Resource Centre (NPRC) etc. who are assigned under RTE to improve the working of primary schools in rural areas. In this study it will cover the supervision, guidance, planning, monitoring and inspection of officials like BSA, BEO and NPRC for the betterment of primary schools.

(II) Implication of work and study period

Governance is not only associated with governance and now it is focused more on the good governance. This concept is also adopted in Right to Education (RTE) which is implemented from grass roots level and so many functionaries are involved in this wholesome process from District to Gram Sabha (village). It is an issue of concern to know

the change in administration effectiveness from Department of Education to Nyay Panchayat Resource Centre (NPRC) which is last unit of administration. In this study period of research was year 2013-14 in sample of **Bithiri Chainpur**, district Bareilly.

(III) Data under Study

(a)- Administration from District to Cluster Resource Centers (CRC)

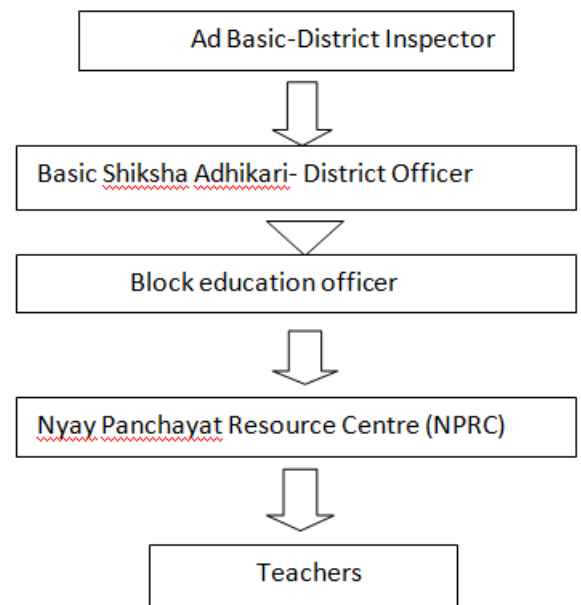
Monitoring of SSA in the district level includes independent and regular schools visits to monitor performance by Social Science Monitoring Institutes. In the SSA implementation it is said that there will be regular visits to field by Resource Persons and TSG Consultants. Further there is information that District Level Committee comprising local/public representatives will have to monitor the implementation of the SSA programme in the districts. District Project Officer (DPO) is the higher echelon to implement Sarva Shiksha Abhiyan in the district. Basic Shiksha Adhikari is doing the task of District Project Officer (DPO). Basic Shiksha Adhikari (BSA) has number of duties regarding planning, monitoring, coordination and implementation. In Department of Education there are various personnel as Assistant Basic Shiksha Adhikari (ABSA) is supporting hand of Basic Shiksha Adhikari (BSA). BSA will see the functioning of the Block Resource Centers (BRC) and Clusters Resource Centers (CRCs) and he/she functions in the state in the matrix mode where 6-8 heads have been set up to deal with the SSA. Each unit head has the responsibility for one or more areas in their blocks. Block level personnel's are delegated to perform visiting to schools along with active supervision in their inspection areas. The staff from the office of BEO as well as from BRCs and CRCs should ordinarily not be expected to prepare inspection/visit reports. Rather, they should record their main observations in a register that may be maintained in each school. HMs/teachers should take action on the visit note. For digitalized working SSA has provision to provide computer in the office of BEO, and in BRCs and CRCs. That is the ITC way to share the important observations particularly points on which administrative action is to be taken are shared through internet.

(b) Block and Cluster Functionaries

Under the SSA formulation Block Resource Centre (BRC) and Cluster Resource Centre (CRC) are one of centers which improved the implementation of RTE but the overall situation could not be unchanged. Periodic inspection/supervision of schools, observation of infrastructure and facilities and administrative aspects are critical under RTE. A proper system of academic and curricular support has to be developed to serve the purpose for improving enrolment and quality of primary education. Poor quality of infrastructure and quality of education in schools have been deteriorated the teaching-learning process. This Act has lot of emphasis over enrolment but in recent years that is directed towards quality of education. Actually learning of simple written words on book is not the way of learning extracting out meaning from these words are the actual way of learning. Quality education is related with teacher, parents, teaching-learning, community participation and active supervision by administrative personnel. For the purpose to reform education system a new system is demanded about school syllabi and learner evaluation.

(IV) Methodology

District Bareilly lies in the western part of Uttar Pradesh and it is located on the banks of river *Ramganga*. It is the head quarter of Rohilkhand division and Bareilly is divided in four districts and these districts are: 1-Pilibhit 2-Badaun 3-Bareilly 4-Shahjanpur. District Bareilly has total 15 blocks and these blocks are **Bithiri Chainpur**, Mirganj, Fatehganj west, Bhadpura, Nawabganj, Bhunta, Bhojipura, Shergarh, Kyara, Richa, Majhawan, Faridpur, Ramnagar, Bahedi, Jafabad. This research paper focuses on the implementation part of RTE in rural areas and it covered implementation of RTE from district level to gram Sabha but this paper is focusing mainly on **administrative functionaries at block and cluster level in rural areas**. *Bithiri Chainpur* as a research sample selected from the above block which is a unit of case study in rural areas. Nyay Panchayat Resource Centre (NPRC) of *Village Adhlahkiya* is taken as a sample and this NPRC has total 12 schools in his area regarding official duties and inspection of schools. This *Nyay Panchayat Resource Coordinator* is a senior staff member of the school who is assigned as *Nyay Panchayat Resource Coordinator (NPRC)*. *Nyay Panchayat* resource centre is assigned to perform some official work within their respective schools that come under the area of NPRC. In the survey of *Nyay Panchayat Resource Centre (NPRC) Adhlahkiya* 10 schools are surveyed.

(a) Map of Bithiri Chainpur block**(b) Administration from District to Cluster Resource Centers in Rural Block****(V) Findings**

In the survey of schools it is found that Basic Shiksha Adhikari (BSA) visited in all rural schools except one school. It is found that higher official visit goes to decrease in the rural area's schools sharply. Primary schools are spread all over District so visit of BSA in all school is really difficult and ABSA visited so many times in all rural schools. Inspection of top official goes to decrease in those schools which are located so far from Department of Education. ABRC visited time to time in all five schools. Schools teachers told that ABRC visit into schools time to time. In all the schools it is told that administrative personnel check all the registers, documents etc in their visits. In village level Cluster resource centre are important bodies which are closely associated with schools. These cluster resource levels are important for good governance at the grassroots level. Over the past 20 years governance has become a buzz word used to designate and formalize a number of major changes. Thus governance is used to evolve the need to reform to the spirit that presided over the creation of the UN. The term governance is used by the great international monetary fund to sum up a new approach to aid destined for developing states, giving more weight to civil society and less to national institutions in the management of loans and implementation of international development programmes. Need of good governance is also found in planning, supervision, monitoring and control then definitely these administrative people will improve the quality of education. It was found that BRC and CRC do not support in curriculum in any of schools. In the RTE act and SSA framework it is clearly mentioned that they are appointed to help the teachers in curriculum and school. Regarding training it is also ensured by them to conduct special training programmes with proper design. They have also duty to bring back out-of school children and securing their admission to age-appropriate classes. Visit and hold meetings with members of the SMCs and other local bodies for school improvement, support SMC in school development plan. In the finding it was found that schools are not informed to make school development plan that

is failure of decentralized planning. National Curriculum Framework (NCF) has been emphasizes on the practical learning environment of children. But all the framework of NCF, SSA and RTE are ineffective if these are not applicable in educational setting. In all the sample schools there was no school with single teacher. It is seen in the schools that teachers are present in the classroom still teachers do not give proper attention and concern for children to make classroom environment healthier. Primary schools in rural and urban areas both have poor infrastructure and there is bad learning environment. BRC and NPRC should work effectively to monitor and improving the classrooms environment by encouraging teachers of their respective schools.

(VI) Conclusion and Suggestions

In a serious manner district is important hierarchy for administration and that task is done by Basic Shiksha Adhikari, ABSA, BRC, ABRC and NPRC. In the interviews with the administrative level it is found that it is so exhausting to visit schools on regular basis and they admitted that due to their engagement in academic and non academic functions administrative personnel are getting very few time for real supervision. This is a kind of dissatisfaction among administrative personnel regarding supervision, and then removing this problem of supervision district may recruit especially some staff for the inspection and supervision of the schools. It was seen that administrative supervision of higher echelons are lesser in schools as compared to lower administrative personnel. The major role of CRCs should be to function as academic resource centers with adequate resource/ reference materials for concerned teachers, undertake regular school visits and provide onsite academic support to teacher, organize monthly meetings to discuss academic issues and design strategies for better school performance. Teachers complained that learning environment of class in the training session was not serious. They found teachers doesn't listen trainers seriously and Training hours of training are so lengthy but it must be result oriented and innovative.

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