



Role of Block Resource Centres in Implementing Selected Intervention Programmes Under Sarva Shiksha Abhiyan

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Elementary Education has become a fundamental right of the children between the age group of 6 to 14 years. Universalisation of elementary education is the major objective of National Policy on Education 1986.

Overlapping of the training programmes by various academic systems and improper follow up has not ensured adoption and adaptation. In order to overcome this weakness, government has taken number of welfare measures.

As per the job chart of the Block Resource Centres it has to provide continuous comprehensive resource support to teachers at block level, and conduct interactive training programmes at block level. The academic gaps between pre-service and in-service will be filled only through BRCs. Further BRCs have to strengthen the academic structures and in turn administrative structures at the block level. It should act as a liaison agent between the school with block level and district level set ups. BRCs enable to extend a helping hand in schools in conducting diagnostic studies and solving problems. It should cater to the needs of teachers in addressing the academic issues and problems, which arise during the course of teaching. BRCs will provide necessary training to teachers and other functionaries which are using both human and material resources and undertake required follow up activities.

Under these circumstances there is a need to examine a significant role to be played by BRCs in implementing several interventions under SSA. Similarly there is a need to reveal the academic and administrative problems of BRCs in performing their functions at Taluk level. Also there is need to draft a plan to find out the difficulties in a linkage and co-ordination problems with both academic and administrative support system.

Therefore this study intends to examine the role of BRCs and also the impact of selected intervention programmes for its improvement of school education.

OBJECTIVE OF THE STUDY:

To Study the rating of teachers and coordinators working in BRCs in relation to the effectiveness of BRC Programmes in 'Planning and Preparation', 'Management and Organisation', 'Methodology, Approaches & Techniques', 'Training of Teachers', 'Supervision and Follow up' and 'Feedback' of selected intervention programmes of SSA.

NULL HYPOTHESIS OF THE STUDY:

There is no significant difference between the Coordinators working in BRCs and teachers in relation to effectiveness with reference to the role of BRCs in implementing selected intervention programmes of SSA.

DESIGN OF THE STUDY:

Descriptive Survey Methodology is used to conduct this study.

SAMPLING:

In the present study Stratified Random Sampling technique was used to select the sample.

SAMPLING FRAME

	South Zone				North Zone				Total
	Bangalore Zone		Mysore Zone		Belgaum Zone		Gulbarga Zone		
	Male	Female	Male	Female	Male	Female	Male	Female	
Govt. Elem. School Teachers	25	35	33	30	23	42	33	34	255
Block Resource Coordinators	19	01	19	01	18	02	19	01	80

TOOLS USED FOR THE STUDY:

The researcher has constructed and standardized the following questionnaires:

1. Block Resource Centre's Programme Questionnaire for Coordinators (BRCPQC).
2. Sarva Shikshana Abhiyana Intervention Programmes Questionnaire for Teachers (SSAIPQT).

ANALYSIS OF DATA OBTAINED

There is no significant difference between the Coordinators working in BRCs and teachers in relation to effectiveness with reference to the role of BRCs in implementing selected intervention programmes of SSA.

Sl. No.	Group	N	Mean	df	t - value	Sig.
1.	Block Resource Coordinators	80	284.50	333	0.48	NS*
2.	Teachers of Elementary Schools	255	286.51			

*Not Significant at 0.05 level

The above table shows that, obtained t-value of 0.48 is less than the tabled t-value of 1.98 for degrees of freedom 333 at 0.05 level of significance. Therefore the null hypothesis is accepted. Hence it is concluded that there is no significant difference between the Coordinators working in BRCs and teachers in relation to effectiveness with reference to the role of BRCs in implementing selected intervention programmes of Sarva Shiksha Abhiyan in Karnataka.

DISCUSSIONS AND EDUCATIONAL IMPLICATIONS:

The study reveals that, between the ranges of 44% to 54% of respondents opined that the role of BRCs is rated as good with regard to the effectiveness of role of BRCs in implementing selected intervention programmes of SSA in Karnataka. It shows that Coordinators of BRCs still need to increase the potentials to enhance their capacity for 'effectiveness of role of BRCs in implementing selected intervention programmes of SSA in Karnataka.

The educational qualifications of these coordinators are generally B.A. or B.Sc. with M.Ed. In few cases the study found

that the qualification of BRC coordinators is M.A., M.Sc. It is very clear that none of the BRC coordinators have the research qualification like M. Phil. or Ph.D. It could be remembered here that with the degrees like M.Phil and Ph.Ds the BRC Coordinators will have the knowledge of research, planning and execution of various schemes and programmes. This could be the reason that the lack of research qualification for the BRC coordinators resulted in lack of desirable competency in 'Planning and Preparation'. Therefore the Directorate of State Educational Research and Training (DSERT) should provide an opportunity for the BRC coordinators to enrol for M.Phil. and Ph.D. programmes on deputation basis. If it is very difficult to depute them on full time basis at least permission may be granted for BRC coordinators to pursue their M. Phil. Or Ph.D. courses on part time basis in the nearest universities. Those who are doing these courses on part time basis a special contingency grant per annum should be granted to them. The long term as well as short term administrative training courses are available for educational planners and administrators organized by National University for Educational Planning and Administration (NUEPA), Administrative Training Centre, Mussourie; Administrative Training Institute, Mysore; Indian Institute of Management (IIM) etc. These administrative training courses mainly focus on Planning and Implementation of various schemes and programmes for the expansion of education at different levels. Therefore BRC coordinators, on selection basis, shall be deputed for these long term or short term courses to enhance their administrative competency. These measures cannot be regarded as one time programme. Instead BRC coordinators should have an opportunity to undergo these training programmes at least once in three years so as to facilitate them to acquaint with latest developments and update their knowledge of administration.

Training the teachers is considered as a major role of Block Resource Centres. Hence it is proved that there is a big gap between the training of BRCs and teachers learning component. In this connection BRCs should initiate new training techniques by adopting technology in education. It is found that the use of technology in education is not adequate to the expected level. Therefore teacher should be given training in using technological device like OHP, Slide Projector, LCD Projector, Computer working etc. Teacher should be provided knowledge to develop software packages to be used for the school children. Selection of technological device, proper knowledge about methodology, approach and techniques

should be prioritised in training. Training programmes should be geared up towards on the basis of ground realities. The training programmes of the teachers should be oriented to bring about the attitudinal changes and emphasis was on personality development of the teachers. Programme of BRCs should involve the total participation of all the teachers. Workshops on Review of Text books should be conducted to study the syllabus and review the text books. Evaluation workshops should be conducted frequently. Workshops on Teaching Learning Material should be conducted in all subjects. Training on Gender sensitisation should be conducted to orient the teacher to handle gender bias issues very effectively.

Training programme on multigrade and multi level teaching should be improved. Chaitanya I & II programmes should be organised on a large scale for teachers teaching I to IV and V to VII. Training programme should be followed by Community Mobilisation programmes like "Kalajathas", "Chinnara Melas" and Street Plays etc. The administrative control should be replaced by academic control. A traditional inspector with inspectorial approach should be replaced by a friendly co-ordinator who would provide the academic and professional support as friend, philosopher and guide. The traditional method of lecture should also be replaced by the new techniques model of teaching, project method so as to make joyful learning and learning through activity. The programmes have to generate a new academic enthusiasm among the teachers and enabled them to appreciate the new concept of "learning to learn" to teach better. The BRC should empower the teachers and contribute for them in teacher effectiveness and class room effectiveness.

The BRC programmes enable teachers to recognise the child in central focus in the educational process and enable them to understand the teacher-child and child-to-child relationships to establish a rapport with a child. The training and supervision also enabled the teachers to be self confident and well informed about the incentive programmes of the Govt. to be implemented effectively. The BRC programme developed in them personal discipline, punctuality and professional competency. Brain storming sessions should be held frequently. Group discussion and Group works with an intention of sharing of Experiences should be conducted. There is a considerable increase in enrolment and retention of school children due to community awareness and mobilisation of resources. This should be used for quality improvement of elementary education.

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