

Approaches to School Support and Improvement

Guidelines !
Does this mean more
work for us or... Will
this streamline
our work ?



June 2011

**Draft Report for Discussion
Submitted by**

The Committee to Suggest Indicative Operational Guidelines
for Strengthening and Revitalization of Sub-District Level Resource Centers
(Block Resource Centers and Cluster Resource Centers)
To the Department of School Education and Literacy,
Ministry of Human Resource Development,
Government of India, New Delhi

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Preface

Sarva Shiksha Abhiyan visualizes Block Resource Centres/Urban Resource Centres/Cluster Resource Centres to provide academic support to schools on a continuous basis through teacher training, monthly meetings for academic consultations, etc. These sub-district academic support institutions are expected to work in close collaboration with DIETs to render support to schools to improve the quality of elementary education.

Several studies, including an independent study commissioned by MHRD to ascertain the effectiveness of BRCs and CRCs in discharging their designated functions and responsibilities have observed that these institutions are by and large working sub-optimally and have limited or no impact in improving academic performance in primary and upper primary schools. The expected duties and responsibilities of the functionaries are based on the overall framework of implementation, There are however wide variations in the frequency of school visits on account of the administrative activities with the BEO and other officials at block/district levels, vast geographical area of operation without adequate transport facility, large coverage of schools and other institutions in the block. This has resulted in poor monitoring and supervision, especially in areas of teacher training and on-site-support. Further, the centres themselves lack infrastructure and resources.

Towards this, it was felt that a set of operational guidelines may support the states to strengthen these resource centres. A Committee with the following members was proposed:

Smt. Neelam Rao, Director (EE-II) – Chairperson

Dr. Padma Sarangapani, Professor, Tata Institute of Social Sciences, Mumbai

Mr. Gajanan Patil, Principal DIET, Ahmednagar, Maharashtra

Ms. B. H. Girija, Programme Officer, SSA, Karnataka

Mr. Valand, State Coordinator for Teacher's Training, SSA, Gujarat

Mr. Tilakraj, District Coordinator for Teacher's Training DIET, Mandi, Himachal Pradesh

Mr. Ajay Kumar Singh, Chief Consultant, TSG – Convener

The Terms of Reference for the Committee were:

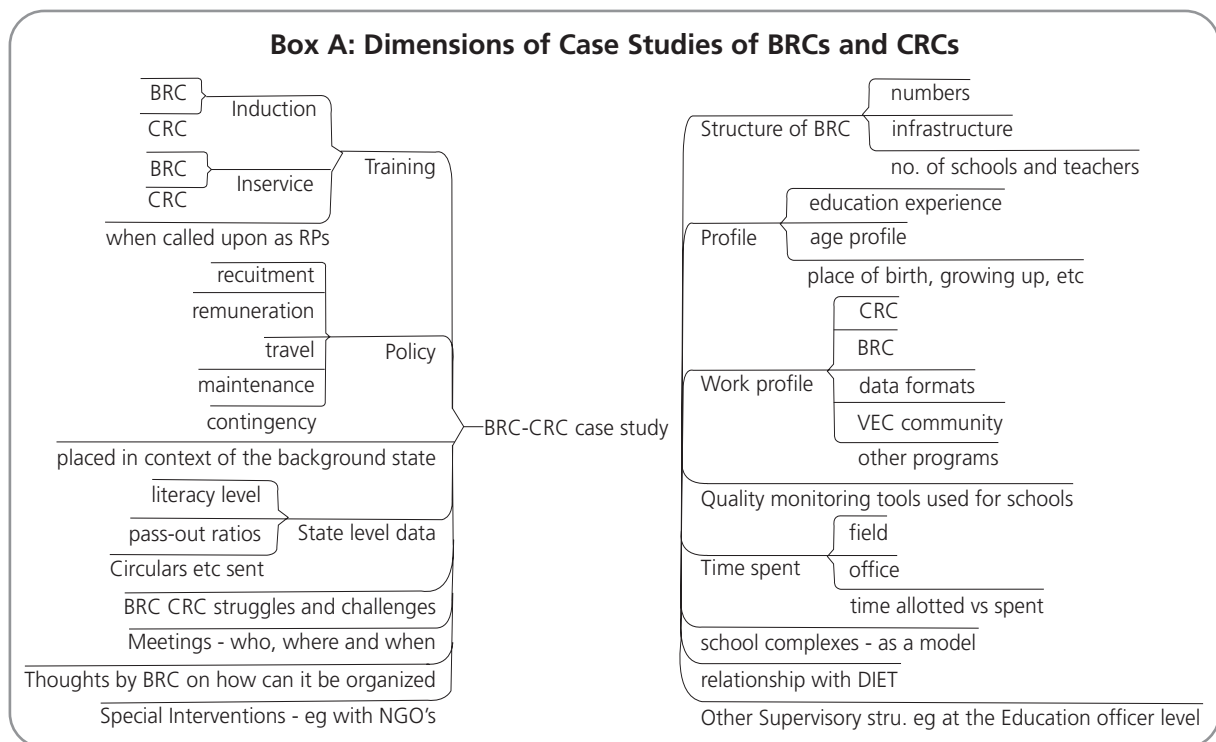
- (a) Develop indicative guidelines for strengthening of Block and Cluster Resource Centres guidelines. These will cover the following:
 - i. Objective and scope of work of such resource centres.
 - ii. Location, coverage and geographical area and process of setting up of resource centres.
 - iii. Manpower required at resource centres – their roles, job profiles, qualifications and selection criterion.
 - iv. Professional development and training needs of block/cluster resource coordinators, particularly in the context of BRC/CRC providing training and on site academic support to teachers.
 - v. Strengthening MIS for skills for teacher professional development at block/cluster level and its forward linkages.
 - vi. Building sub district level resource network by forging linkages with resource persons, civil society and community.
 - vii. Infrastructure and facilities that should be available in the resource centre.
 - viii. Augmenting current set of resources – making choices on civil works, utilization of current spaces.
 - ix. Providing academic and administrative support to resource centres through DIETs.
 - x. Development of Key Resource Person at District/State Block Level for providing academic support to BRC/CRC – strategies and approaches.

- (b) Propose mechanisms and strategies to roll out these guidelines including orientation of the States and key stakeholders.
- (c) Design training of key stakeholders including content and methodology.
- (d) The guidelines will contain exemplars in the form of films, case studies and model (i.e., how to conduct good training/on site support, etc.) in the context of two States (Maharashtra and Karnataka).
- (e) Any other areas which the group finds necessary to include for making cohesive indicative guidelines.

The idea was to create a context in which people can assess and re-think the role of these institutions. Mr. Gopal Midha, Ms. Richa Goswami, Ms. Parul Kalra and Ms. Sujata Noronha assisted the committee’s work as researchers. Mr. Anil Achar conceptualized and drew the illustrations and Mr. G. Srinivasan of Trendz Phototypesetters and Mr. Krishnan of TISS worked on the layouts of the document.

The committee set out to undertake its task by studying existing practices in different states, and review of materials pertaining to academic support institutions, administrative and governance structures of various states, as well as reports of the JRMs and other NGOs working in the field. Consultative meetings were held on 29th September, 2010 in Mumbai, 13th January, 2011 in Mumbai, and 24th and 25th February, 2011 in Delhi. Additional experts from other states were invited to participate at these meetings. In addition the State offices, District offices, Block and Cluster Resource Centres and schools were visited and interactions and interviews conducted with personnel on the ground in the following states: Assam, Bihar, Goa, Gujarat, Karnataka, Maharashtra, New Delhi, Tamil Nadu, Tripura, and West Bengal from October-December 2010. Experiences of Andhra Pradesh, Himachal Pradesh and Rajasthan, were elicited during meetings. Previous work with these institutions during large scale interventions programmes by State Education Departments and by Non Government Organisations were also studied. Ideas, as they evolved, were taken back to the states of the members of the committee, discussed and feedback incorporated.

This draft of the guidelines has been prepared based on the learning through this process. They are meant to serve as a set of ideas and options on how these institutions may be developed to best serve the overall larger purpose of improving and transforming schools. It is hoped that states, on the basis of having discussed these ideas, and possible roll-out, will return with feedback that will enable the guidelines to be finalised in a useable form.



Chapter 1

Introduction

The creation of the Block and Cluster Resource Centres on a large scale throughout the country represents an ambitious effort to provide academic structures that support and improve the quality of education in schools. They were initially set up under the District Primary Education Programme (DPEP) which was implemented in a phased manner in selected districts of the country, and later expanded through Sarva Siksha Abhiyan (SSA). They were seen as providing an alternative to the inspection system by shifting emphasis from inspection to resource support, in-service training of teachers, mentoring, onsite support and training follow up.

In the context of the Right to Education (RtE) these institutions assume more importance as the Right to Education is a commitment to the provision of quality education for all. RtE requires the State to ensure, oversee and regulate the provisioning to quality infrastructure and teaching learning processes, to ensure that all children achieve their potential through education. In the context of the wide disparities in the current educational system, this commitment requires the Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs) to actively promote and support a process of school quality improvement.

1.1 CRCs and BRCs during DPEP

During the DPEP period, the BRCs and CRCs functioned mainly to deliver training to reorient pedagogic practices of primary school teachers, to make them more sensitive to children from excluded groups and to make learning more enjoyable and interesting.

Blocks served to provide trainings, drawing on a pool of Block Resource Persons (BRPs) and additional Master Resource Persons (MRPs). Cluster Resource Persons (CRPs) primarily conducted school visits and monthly meetings of teachers. Both CRPs and BRPs also met another important requirement of the DPEP which was to collect field data to monitor fund utilization as well as to provide statistics on various aspects of the school system and the system of inservice training. Most of this data requirement arose out of the needs of the centrally sponsored and externally funded character of the programmes, requiring huge amounts of data to be collated on a quarterly and annual basis. In-service training and management of various data requirements of the system have been two main tasks being carried out by BRPs and CRPs in all states.

The DPEP pedagogic focus was largely on the early primary grades of school. It was also driven into the larger system in a project mode. As a subset

Box 1.1: The Resource Centres (RCs) under DPEP and SSA

Sr. No.	RCs under DPEP	RCs under SSA
1	Clear and limited focus	Wide scope leading to many areas of engagement/focus
2	Focus on early primary and equity issues	Across elementary — overall school monitoring and improvement
3	Not systemic	Integral to the system- alignment with other institutions
4	Usually functioned in a consistent manner	Wide diversity in functioning
5	Managed Data requirement DISE responsibility was not covered	Data requirement and DISE responsibilities
6	Academic Flow: State → Block	Academic Flow: State → District → Block

the DPEP, a sense of purpose and focus sustained the BRCs and CRCs. DPEP supported creating buildings for Block and Cluster Resource Centres to be used for meetings and training. At the same time, the larger system treated their work as non-systemic, limited and time bound to the project period. District Institutes of Education and Training (DIETs) were rarely involved. Recalling this period, most states feel the institutions of BRC and CRC 'worked'. They were imbued with a sense of purpose of delivering training and implementing curricular packages meant for DPEP schools.

1.2 CRPs and BRPs during SSA

SSA has widened the scope of school reform efforts. The scale is now country wide, and the range of activities is all encompassing. The systems are now aligned with existing institutions and structures of the states. The BRC and CRC are now more a part of the large SSA system and state institutions. Their purposes, focus and activities are now expected to flow out of state education department considerations. The contexts and the situations of state intervention, monitoring and vigilance now exhibit unprecedented diversity. The efforts for annual planning and review that need to take place block wise and district wise, consolidated at the state and approved at the national level is a huge task. It includes both infrastructural requirements, educational quality – curriculum and pedagogy, and equity concerns with an emphasis on enrolling and retaining children in school. The concerns for educational quality have widened. The need for data has also grown with the addition of DISE and quality monitoring efforts.

In this scenario, many states are confronted with the need to revisit their vision for the CRPs and BRPs. The Central government has also taken on board the need to streamline these institutions from the point of view of actions and data flows. Exercises such as the NCERT Quality Monitoring Tools (NCERT, 2009) and Advancement of Educational Performance through Teacher Support (ADEPTS) (MHRD, n.d) attempt to bring in a focus and logic for the academic functions of these institutions. Documents such as 'Reflective Teacher' (NCERT, 2006) present ideas pertaining to how in service work with teachers can be re-conceptualised and

conducted so that it is more effective. Many states have also worked on various formats as well as activity flows and cycles to bring a focus and cumulative effect to their work. There have also been a few non government interventions which have worked to strengthen and focus the academic work of these institutions.

1.3 NCF 2005 Systemic Reform

The National Curriculum Framework 2005 (NCERT, 2005) visualizes the system of education that is necessary in a diverse Indian context. Schools will have to be developed as spaces that are inclusive and concerned with the all round development of all children, situating them within their geographical, cultural and linguistic contexts while at the same time enabling them to access new opportunities and worlds confidently.

This reform agenda is based on a systemic understanding of quality in education. It requires the system to proactively support schools and teachers to achieve this improved environment for learning and development. So that the quality of educational experiences that children have is ensured.

1.4 Right to Education (RtE) Context

The context of RtE brings a new reason to focus on and make these institutions workable and viable. RtE commits the Indian State to providing quality in education processes and outcomes, for every child. RtE also commits the State to regulate and monitor schools. RtE requires us to continue the process of school improvement and transformation which has been set on course by SSA. It also requires the state to deepen this process and make it widespread.

There is an emphasis on the role that will be played by local education authorities in the implementation and oversight of the RtE.

The increase in enrolment and completion of elementary school will also bring with it the enlargement of secondary school. The institutions of BRC and CRC which till now have had at best an elementary school focus (although in fact this has remained a primary, school focus) could include secondary schools into their ambit.

Box 1.2: RtE ACT 2009, Clause 9

9. Every local authority shall —

Duties of local
authority

(a) provide free and compulsory elementary education to every child;

Provided that where a child is admitted by his or her parents or guardian, as the case may be, in a school other than a school established, owned, controlled or substantially financed by funds provided directly or indirectly by the appropriate Government or a local authority, such child or his or her parents or guardian, as the case may be, shall not be entitled to make a claim for reimbursement of expenditure incurred on elementary education of the child in such other school;

(b) ensure availability of a neighbourhood school as specified in section 6;

(c) ensure that the child belonging to weaker section and the child belonging to disadvantaged group are not discriminated against and prevented from pursuing and completing elementary education on any grounds;

(d) maintain records of children up to the age of fourteen years residing within its jurisdiction, in such manner as may be prescribed;

(e) ensure and monitor admission, attendance and completion of elementary education by every child residing within its jurisdiction;

(f) provide infrastructure including school building, teaching staff and learning material;

(g) provide special training facility specified in section 4;

(h) ensure good quality elementary education conforming to the standards and norms specified in the Schedule;

(i) ensure timely prescribing of curriculum and courses of study for elementary education;

(j) provide training facility for teachers;

(k) ensure admission of children of migrant families;

(l) monitor functioning of schools within its jurisdiction; and

(m) decide the academic calendar.

Source: Government of India (2009)

Box 1.3: SSA governing principles in the light of RtE

1.4 Governing principles

1.4.1 Keeping in view the mandate of the RtE Act, particularly the need to provide to all children of the country education of equitable quality, in the preparation of this report, the committee has been guided by the following principles:

- (i) Holistic view of education, as interpreted in National Curriculum Framework 2005 with implications for a systemic revamp of the entire content and process of education with significant implications for curriculum, teacher education, educational planning and management.
- (ii) Equity, to mean not only equal opportunity, but also creation of conditions in which the disadvantaged sections of the society – children of SC, ST, Muslim minority, landless agricultural workers and children with special needs, etc. can avail of the opportunity.
- (iii) Access, not to be confined to ensuring that a school becomes accessible to all children within specified distance but implies an understanding of the educational needs and predicament of the traditionally excluded categories – the SC, ST and others sections of the most disadvantaged groups, the Muslim minority, girls in general, and children with special needs. This interpretation of access has been viewed by the Committee as an indispensable stipulation of the Act.
- (iv) Gender concern, implying not only an effort to enable girls to keep pace with boys but to view education in the perspective spelt out in the National Policy on Education 1986/92; i.e. a decisive intervention to bring about a basic change in the status of women.
- (v) Centrality of teacher, to motivate them to innovate and create a culture in the classroom, and beyond the classroom, that might produce an inclusive environment for children, specially for girls from oppressed and marginalized backgrounds.
- (vi) Moral compulsion is imposed through the RtE Act on parents, teachers, educational administrators and other stakeholders. Rather than shifting emphasis on punitive processes, the Committee has abided by this general tenor of the Act.
- (vii) Convergent and integrated system of educational management is a prerequisite for implementation of the RtE law. All states must move in that direction as speedily as feasible.
- (viii) Adherence to RtE stipulations – even where it seemed difficult to adhere to the timeframe laid down in the RtE Law, the Committee worked to find practical solutions for adherence to the Act's stipulations.

Source: MHRD (2010)

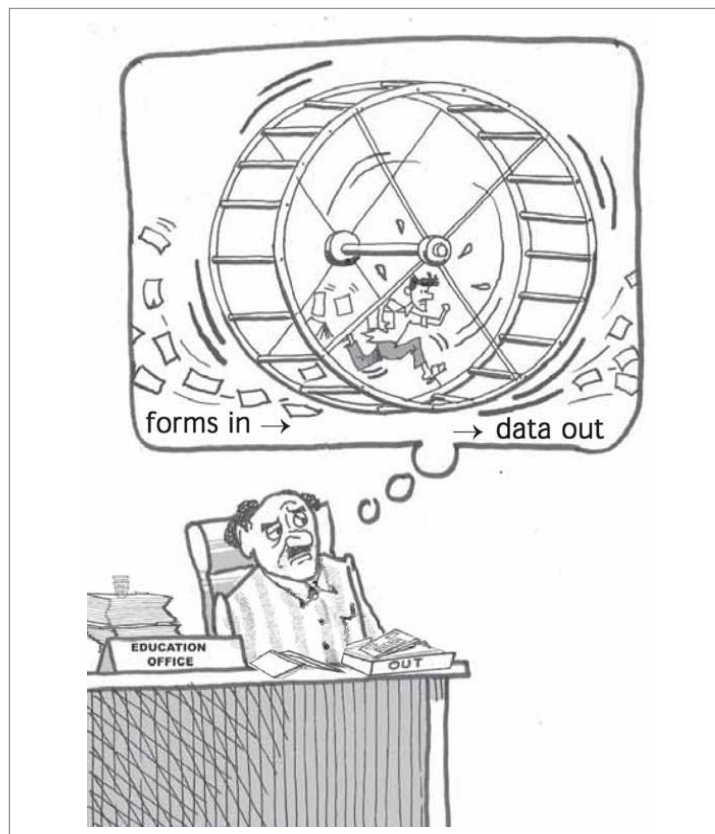
1.5 Who will miss the BRPs and CRPs if they are not there?

The perception of the futility of the current BRP and CRP institutions is widespread. This view is held among education officers and a parallel sense of frustration and despair is held by CRPs and BRPs who feel that they are either victimized or neglected, and that expectations from them are not commensurate with the inputs and support they receive.

The RPs seem to be busy but their work seems to be largely invisible. For instance, the relay of information from the state office to schools or the

model for BRCs and CRCs. But in most states, these questions do not seem to have been addressed adequately. Often there is a shifting focus, or else a lack of role differentiation, which does not allow these institutions to acquire a distinctive identity and purpose or stability. They are often required to respond to multiple programmes and situations, leading to their having to juggle multiple divergent responsibilities and unable to achieve impact in a few. Almost every program which requires someone to do focus on and “leg-work”, makes demands on these resource persons.

The CRPs are significant as they represent the link between the administrative and academic



organization of trainings in the system are time consuming functions yet not noticed unless they are performed poorly. The system also emphasizes a hierarchical approach to quality improvement. The key question is why are the BRCs and CRCs there in the education system? What does the education system seek to gain from their presence and work? A few states have been able to focus on and address this question, and evolve a working

system of the state. As a 120000 strong workforce, they represent the system's effort to reach out to each individual school and school teacher, on a regular basis-meeting them in the space of the school, rather than in the official offices or training rooms. However, it remains a question whether, in turn, schools and teachers perceive them as being their own representative in official spaces, to speak on their behalf.

However, it remains a question whether, in turn, schools and teachers perceive them as being their own representative in official spaces, to speak on their behalf. Can in future, BRPs and CRPs, truly become mentors of 40-50 teachers, with whom they interact so regularly ?

1.6 Revitalising BRCs and CRCs

This document has been developed to respond to the urgent need to strengthen and focus the BRC and CRC institutions, and to revitalize them as levers to school improvement.

Chapter 2 presents a brief analysis of the current situation, which serves as a useful background. It presents concerns and limitations that impede CRPs' and BRPs' current effectiveness and it also provides examples of how different states and individuals in the system have tried to make things work.

Chapter 3 conceptualises school improvement and support: the dimensions, the agents, the institutions and the approaches.

Chapter 4 presents four approaches to leveraging school improvement through cluster based work.

Chapter 5 presents guidelines for developing the Block Resource Centre

Chapter 6 provides guidelines for a roll out plan and concludes with additional critical questions.

Throughout this document, we present anecdotes and materials gathered from the field visit which will serve to illustrate and add more dimensions.

A feedback form is included at the end. It is hoped that the outcomes of deliberations on this draft will be returned so that concerns and more ideas can be incorporated while finalising these guidelines.



Chapter 2

The Current Scenario

The CRP and BRP job profiles in all states are ambitious lists of expectations. Overall there seems to be either a lack of vision or too many expectations and aims for these institutions to achieve. In many states a high degree of ad-hocism pervades their work. Imbalance between administrative and academic work, low level to which the skills of CRPs are utilised and their low participation in decision making are common. A recent study of the BRP and CRPs suggests that many of them are dissatisfied with their job or the level of autonomy and flexibility that is permitted at their level. The conditions of work many a times are also not satisfactory. Physical facilities are far from satisfactory.

Box 2.1: Satisfaction levels (median values)			
	BRCC	BRP	CRCC
Physical facilities	56	60.3	35.4
Support from superiors	79.2	77.7	82.2
Cooperation from colleagues	92	89.9	89.3
Support from CRCCs	83.3	80.7	93.7*
Responsiveness of teachers	66.7	63.9	79.6
Balance between academic and administrative work	52	56.4	45.8
Level of skill utilization	72.5	73.9	62.5
Participation in decision making	83.2	83.7	68.7
Flexibility allowed	68.4	69.8	66.7
Opportunities for personal growth	75	74.7	65.2
Emoluments	62.5	55	43.8
Place of posting	81.8	88.8	85.4
Average job satisfaction level	72.1	73	65.2

Source: Nayantara et al (2010)

They deal with unrealistic range of expectations and lack focus and integration into overall vision of school improvement. This seems to be a key reason for their inability to contribute in ways that visibly impact the system. They are very busy in work, yet this is not cumulative in terms of results. Tasks that look similar require time to be invested in planning, coordination and organization.

2.1 Current Expectations and activities include the following:

1. *School improvement* is considered an integral part of the work of the BRC and CRCs.
2. Blocks *provide trainings* in a cascade mode to teachers, and also to community members who are on school committees. The trainings are designed by SSA or State Council for Education Research and Training (SCERTs) or by DIETs. BRCs receive and manage training funds, plan schedules and maintain records pertaining to training. By and large these trainings are poorly managed, under resourced, routinised and not appreciated by teachers.
3. CRPs are expected to frequently *visit schools* to conduct observations, follow up on trainings, check records, have discussions with teachers to clear 'hard spots' and provide model lessons. BRPs, when they visit schools are also expected to do the same things. The frequency of these visits vary widely. Head Masters and teachers observe that CRPs often do not have sufficient expertise to address their academic queries. CRPs are of the view that they lack administrative authority and so are not taken seriously by teachers.
4. CRPs are expected to conduct *monthly meetings* of teachers. The agenda for these meetings is sometimes prepared and sent to all CRPs by the state office. They are expected to coordinate with Cluster Resource Groups (CRGs).
5. State SSA offices ensure the *collection and compilation of data* on all aspects of SSA support to schools and teachers, through the block and cluster persons. This also includes children census, records on school related achievement, utilisation of funds, such as

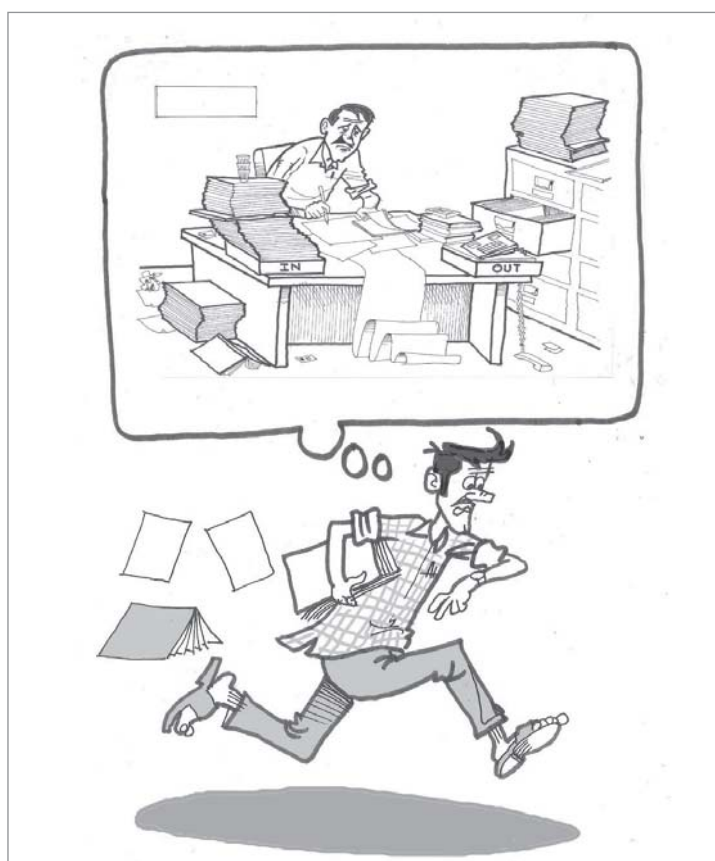
teacher funds and Teaching Learning Material (TLM) funds to schools, DISE, quality monitoring formats, the mid-day meal scheme, etc.

6. Financial aspects of SSA as well as project reporting documents are routed through these institutions. This could include examining vouchers, deadstock registers, school register, minutes of meeting books etc. CRPs themselves do not analyse or receive feedback reports from this data that is relevant to understanding the issues of their cluster.
7. CRPs and BRPs may be involved in *supporting other educational activities* eg. increasing enrolment, conducting bridge courses, work with community, oversee the inclusion of out of school children, or interacting with volunteers on inclusive education.
8. Relationship with DIETs ranges from complete coordination (eg. identify hard

spots for pedagogical training or posting of resource persons from DIET at the Block) to no interaction at all.

9. CRPs and BRPs are often expected to *work alongside NGOs* for programmes planned by them.
10. CRPs are expected to *supervise and oversee the education of children with special needs* and work closely with IERTs.
11. CRPs rarely have opportunity or reason to spend time at their own cluster resource centre room. Each day usually begins at the Block, spent on school visits or community work.
12. CRPs and BRPs are also pulled into various election related tasks. They may be required to carry out tasks of looking after visiting politicians, government officials and other dignitaries.

There are several anomalies in the systemic vision and the support received to carry out tasks. In spite of this, in pockets CRPs and BRPs have devised ways to meet expectations.



2.2 Data Collection and Compilation

A lot of time of RPs is spent in compiling and consolidating data, checking and correcting inaccuracies and repeated data gathering. After one level of compilation at the cluster level, the data across clusters is re-compiled at the block level before being sent to the district office. This compilation can also involve lengthy and repeated calculations- for eg. adding data across different types of schools and calculating percentages. Some states require over 100 different formats to be filled.

Some examples of the kind of data they collect are:

1. Enrolment and attendance of students in respective schools – with gender and social caste break-up
2. Evaluation of students – grades in different subjects
3. Physical condition of schools, classrooms, toilets, water, boundary walls and so on
4. Teacher attendance
5. Teacher training details – number of days of training for each teacher
6. Mid-day Meal status – quality and quantity of food including condition of kitchen
7. Census – sometimes which includes even cattle
8. Total sanitation for the health department
9. School and organising bridge courses and enrolment.
10. Quality Monitoring, ADEPTS and EMIS

- ❑ Data requirements are often tedious and level of information being gathered is sometimes not thought through in terms of who actually needs the details. There are forms and types of data that may be gathered for use only at the class teacher level, or at the school level or at the cluster level, without being sent ‘up’ through the system. This would lead to less distortion and more accurate and honest information at each level. Data collection

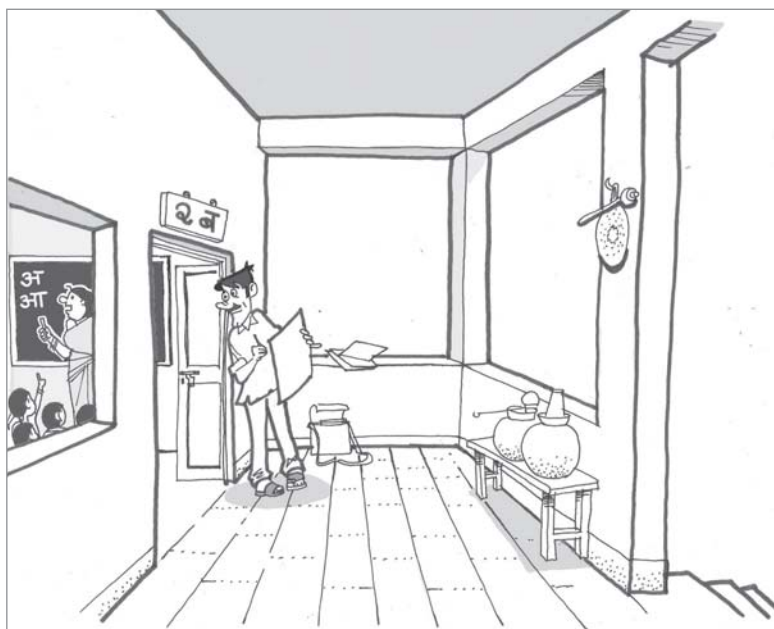
needs to be rationalised. *Tamil Nadu has been able to redesign formats so that the number of forms to be filled by an RP has been reduced from 151 to 20.*

- ❑ Data collection should be organised and avoid repetition. Clusters and blocks need to develop mechanisms of storing data at their own levels in systematic manner to avoid repeated collection of same data. *Some CRPs makes a Xerox copy of every format filled so that they have a ready record when it is asked again.*
- ❑ Data should be analysed. Data collected at the block could be used to inform the next set of trainings or the next meeting agenda and used locally before it is sent up and use of data at each level must be enhanced.
- ❑ Data needs to be checked for accuracy. *The Block Resource Centre Coordinator in Muzaffarpur cross-checks every month’s data submitted by the CRCCs with the data of the previous month. For instance, if the grades of students in a school show a sharp increase or drop or there is a marked improvement in attendance or pupil teacher ratio, he immediately requests the CRCC to confirm if the data is correct*

2.3 School Visits

The CRP and BRP have to conduct school observations and model lessons. Classroom observations often focus on usage of TLMs and teaching methods being used in class. Some states also require the CRPs to capture data on teacher absence and punctuality when they visit schools. This is like a random check on punctuality.

- ❑ Preparing for Observation: CRPs are expected to be familiar with the lesson plan. However many CRPs enter the classroom based on limited information from textbooks or simply from the name of the lesson.



- ❑ Duration and Frequency of observation: These must be planned and decided ahead of time to enable systematic coverage of schools and classrooms based on need for observation. *In the block visited in Gujarat, the CRP makes sure that she was at a school 5 days in a week and stayed at the school from 11 am to 5 pm and observing as many classes as possible and being available for any conversation.* However, in most of the other states, the observations are completed in a couple of hours. Since the number of schools that each CRP is responsible for varies across states, so does the frequency of the visits. A CRP and teacher never know when they will actually 'visit' in the school again.
- ❑ Visit Protocol: This is necessary to ensure that the CRP is not a disturbance to the HM or teacher or classroom when he visits and intends to carry out work.
- ❑ Observation and Feedback: In some states, CRPs enter the classroom for observation and have the power to interrupt and give feedback or teach if they find that the teacher is not teaching properly. In states, the CRPs wait till the end of the day to provide feedback to the teacher and the HM – they are not allowed to interrupt the class even if the teacher is

sharing incorrect information. In other states, the forum for this feedback is actually at the Cluster Level meeting, unless the teacher asks for feedback immediately after the lesson.

The CRPs are provided with checklists but sometimes the CRP does not carry the checklist during observations. Instead they note observations in a personal diary. As the diary is considered more convenient to carry and also easier to write in. This is also because in some states, the monitoring forms are in English and the CRP feels more comfortable writing their comments in the local language, and later filling up the format in English at the office. Further, observations may be used for disciplinary action and hence they are very cautious about what they actually record.

The checklist formats for observation differ widely. In the block visited in WB, the lesson plan observation sheet had 14 separate sections with almost 30 separate data points for classroom observations. In the block in Bihar, the classroom observation sheet has just 3 broad questions with 7-8 points more focused on suggestions.

- ❑ Norms: Recently states have introduced ADEPTS (MHRD, n.d.) to provide

Box 2.2: The Monthly CRP Report

MRSI - 1 (LP)
 [To be prepared up by concern CRCC every month in triplicate and submit one copy to BMO and one copy to DMO by 5th of every month]

Month: _____ year: _____

1. Name of Block: _____ 3. Name of the RT: _____
 2. Name of CRC: _____ School Name: _____ Date of visit: _____ Date of Last Visit: _____
 4. School Code: _____

5. Status of teachers on the date of Visit

Present	Govt. Teachers	OBB Teachers	Para-Teachers
Absent			

6. Name of the Teachers found absent without authorized leave and common perception of his / her regularity:

Name of Teachers	Type ¹	Perception ²

7. Name of Teachers found unpunctual and common perception of his/her punctuality (Use separate sheets if Needed)

Name of Teachers	Type ¹	Perception ²

8. Name of AWW attached (if any) _____
 9. Whether found absent on the day of visit (Y / N) _____
 10. Common Perception: (a) About regularity² _____ (b) About punctuality² _____

11. Status of Enrolment & Attendance on the day of visit:

Class	Caste	Enrolment as per Enrolment Register	Attendance on the day of visit	Average Attendance since last visit ²	No. of children remaining absent for more than 7 days during from last visit	No. of children remaining absent for more than 15 days since the last visit
Ka	SC					
	ST					
	Minority					
Class-I	Tea Tribe					
	General					
	SC					
Class-I	ST					
	Minority					
Class-I	Tea Tribe					
	General					

10. **MRSI - 1 (LP)**
 [To be prepared up by concern CRCC every month in triplicate and submit one copy to BMO and one copy to DMO by 5th of every month]

Month: _____ year: _____

Students' Achievement of last month: Month: _____ Year: _____

Class	No. of children appeared in the exams	Subject	Boys		Girls		SC		ST		CWSN**		TOTAL	
			No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Class V	Eng	A												
		B												
		C												
	MIL	A												
		B												
		C												
	Hin	A												
		B												
		C												
	S. Se.	A												
		B												
		C												
G. Se.	A													
	B													
	C													
Math	A													
	B													

Why is this information being collected on a monthly basis?
 Is the RP the right person to provide this information?

Given that an RP can visit a school only about twice in a month, what is the validity of perceptions?

These tables will take an immense amount of time of fill. Is this frequency justified? Further, how is this information going to be useful to the RP since there is no analysis here?

performance standards which spell out 'what we want to see teachers doing' and 'how well'. Teachers can use these to examine their own teaching process, while others responsible to help teachers improve their classroom processes – trainers, CRCCs, BRCs. DIETs and SCERTs – can identify the nature of support they need. Other formats such as NCERT QMT require CRPs to understand norms and apply them to make inferences.

❑ Providing Guidance to Teachers:

Officers expect CRPs to do on the spot academic model lessons. This is practically not feasible because preparation and

familiarity with the students and content is necessary. CRPs are not in a position to address hard spots 'on the job' as they are usually not subject experts. In Karnataka, a 24 hour HELP LINE has been set up at all the DIETs and the state office. The purpose is to allow any teacher who is rolling out Nali Kali the opportunity to ask for help. All operators are trained and experienced teachers who often can provide on the spot solutions. If the questions need further clarification, the same is communicated to the teacher within 24 hours. Detailed records of FAQ and solutions are maintained and shared to facilitate the process.

In Bihar, BRG comprising retired HMs, teachers and NGO experts are asked to conduct trainings on 'hard spots' that arise in the block.

2.4 Teacher Training And Teacher Professional Development

BRCs conduct trainings and keep track of the total number of days of training achieved. It is usually expected that CRPs will do follow up of the trainings to ensure that they are implemented. Monthly meetings of teachers for the purpose of discussions are also required to nurture peer group based interactions and finding solutions. However it is now widely acknowledged that there is 'training fatigue' among teachers who find trainings are often of poor quality, lack relevance to their work, and are conducted without adequate scheduling. Access to resources is also a limitation. Maintaining data relating to training has been evolved by individual blocks.

- ❑ **Training quality** This is often compromised for a number of reasons: (1) good Master Resource Persons (MRPs) are not adequate. MRPs also do not get time before and after training to invest in discussions of design and conduct. Cascade trainings thus become routinised events with no connection between sessions. Expertise for school subjects of class IV upwards is also not easily available. (2) Advanced planning of trainings: is not achieved adequately in many states as fund flow is irregular. (3) Selection of teachers: is not based on any assessment of who requires what training. Either the selection of teachers is completely arbitrary, or the approach of same for everyone is followed. (4) Training content is limited and repetitive. (5) Other forms of teacher professional development such as exposure visits, attending seminars, participating as trainers are not considered as professional development.
- ❑ **Access to expertise** This is a genuine requirement of teachers. However in practice this is not addressed adequately as CRPs do not have expertise, and their visits to school

are sporadic and unplanned. There is a genuine issue of how to develop and nurture adequate academic expertise at the block level. It is necessary to invest in developing key resource persons and subject resource groups for this purpose. It is unrealistic to expect an adequate pool of expertise within each cluster. It is more likely within a block. However for English and for subject of higher grades, the expert pool would need to be at the district level.

- ❑ **Monthly meetings:** These need to be supported with availability of relevant expertise and/or organization around topics such as planning or review of workshop. *General 'hard spots' or 'model lesson' based monthly meetings are not effective.* State mandated discussions at monthly meetings also do not support the development of a learning group. Monthly meetings that depend on a peer group alone may soon become routinised and ineffective. Experts with effective and discriminating facilitation are needed to enable a meaningful discussion to take place among a group of teachers. Teachers who have merely come together may not have or may soon run out of important, significant, and interesting things to say to each other. Meeting could work if they were planned with a focus say on reviews and planning a subject teaching for coming week/month, i.e., planning for content and review of content, review of activities – suggested with try out – revision – selection of new content.
- ❑ **Resource availability is limited:** trainers depend on module design and their limited resources for ideas. BRCs are not developed to support trainers and trainings through resource provision.
- ❑ **Training Management and Record Keeping:** There are a multiplicity of institutions offering training to teachers and no coordination among them. A Block Resource Centre, supported through a Training management system and linked

to the district would be an important way of converging information regarding various trainings and also ensuring that teachers do not get either over trained or over stressed. Records of trainings received by individual teachers also need to be maintained in a cumulative manner by teachers and made available to supervisory authorities during visits.

- ❑ Trainings are not linked to overall school improvement in any direct manner, and hence 'outcomes of training' are not visible; trainings do not seem to have an impact on the quality of education. In this regard 'the Reflective Teacher' by NCERT (2006) provides greater insight and detailed discussion regarding in-service training

2.5 Selection, Tenure, Profile, Capacity Building and Resource Support

There is wide variation in the profile of Resource Persons in different state, on account of differences in processes of selection and different work expectations. This along with the nature of capacity building investments, resource support provided and organisational location results in wide variation in terms of the capabilities on the ground to carry out various tasks.

- ❑ Selection processes differs across different states: *eg. short listing nominations from amongst teachers by the teachers of a given cluster at the cluster level (Bihar); short listing of teachers at the block or district level (Tripura); direct recruitment through newspaper advertisements (Goa); applications invited from the existing teachers, followed by a test and interview (Karnataka).*
- ❑ Selection Criteria have variations: Usually RPs are teachers but even in this expectations vary. *Government school teacher must have basic computer skills (Gujarat – every CRC has internet and computer), teachers from outside the system and even without experience (Tamil Nadu), In Bihar, the*

teachers of each cluster shortlist four names amongst them who they feel could become the Resource Persons at the Cluster or Block level. There is a minimum requirement of four years of teaching experience. The person has to be below 55 years of age. And of these four people, one has to be a woman. All the teachers who have been recommended come together at the District Level Office for a workshop. These teachers then give a mock lesson to the other people present. A Committee comprising the District Project Co-ordinator (DPC), Education Sub Divisional Officer, Range Education Officer, Block Elementary Education Officer, a Retired teacher and a person from the district is formed. The DPC is chair of the committee.

The mock lessons are judged by this Committee. This is later followed by a group discussion and a personal interview. Finally, all these flow into a decision taken on who would be appointed the Cluster Resource Person and who would be the Block Resource Person and Co-ordinator. At the Block level, it is necessary that one of the resource persons is a woman.

- ❑ Tenure: deputation from within government school teachers, or contractual for fixed pay from outside the system. In some states CRPs prefer to return to teaching and hence positions may go unfilled, in other states CRPs seem to prefer to continue and not return to teaching even after their term is over.
- ❑ Age range and amount of experience is varied: Young people lack experience and authority but are perceived as enthusiastic and willing to run around. Older people command respect but do not like to travel constantly.
- ❑ Capacity Building of BRCs and CRCs is very limited. Their training is almost completely

on the job. Even in cascade training they only receive the module which they are expected to deliver to teachers, without additional inputs.

- ❑ Space and Resource Support: Resource Centres at the Block are functional but do not have adequate space for all personnel and do not have resources such as books, TLMs, etc. They are more akin to offices with an empty training room. The cluster centres are barren usually run down and are hardly utilised.

The CRP rarely travels to his office. This was because the office was more than 2 hours travel from his home. Also, since the CRC office is used for keeping registers and TLMs, he felt it was more convenient to keep them at home. There were rarely any meetings of the teachers held at the office because the CRC office was difficult to reach and there are better alternative rooms in schools for holding such dialogues. [District near Guwahati]

In a CRC office, the room was being used for keeping documentation and had not been used for holding any training sessions or teacher meetings. Interestingly, in this case the actual CRC office was being used by the school to conduct classes because there was a shortage of classrooms. The school had provided an alternative smaller room to keep documents. [Tripura]

- ❑ Travel and maintenance allowances are limited. SSA provides for meeting, travel allowance @ Rs. 1000/- pm per CRC and Rs. 2500/- pm per BRC/URC. Most states provide a fuel allowance. One of the selection criteria is that the RP has access to a two-wheeler and the RPs are asked to fill in exact details of the distance travelled (Goa). The CRP may be given allowance to travel by bus (Tripura). BRPs may not receive any travel allowance to visit schools.

- ❑ Autonomy and Coordination: Overall coordination and supervision of work is determined by project exigencies, state demands, and fund flow. There is no visioning at the block or even at the district regarding orientation and direction for school improvement. There are very few periodic reviews of work, or minuting of meetings for the purpose of coordination or to review and take action.

- ❑ Work load: The ratio of schools to CRPs varies widely between states and also within states. This effectively determines the number of visits the CRP can make to schools in a month, the regularity and frequency of these visits, as well as the form that these visits can take. The usual range for a CRP is managing 12-15 schools, but there are instances of an RP being responsible for as many as 90 schools. Further, not all schools are similar. For instance, a school which has classes from I-VIII, and with more than one section per class would have more workload for a CRP than the one from I-IV (eg. more classrooms to observe, more teacher training, etc).

The Govt. of Bihar measures the load of schools in terms of 'units'. For instance, a school from I-V has a load of 1 unit while a school which has classes from I-VIII is considered having a load of 2 units. The workload of an RP has been fixed therefore as 18 units. This allows for more flexibility as the RP can now have either primary schools or upper primary schools or a combination of the two – aimed at roughly the same workload.

This approach, could be made more comprehensive including factors like access (distance) to school, number of classes, number of teachers, number of

sections- multigrade or composite, social and linguistic differences.

2.6 General Conclusions

Wide variations exist in terms of the following:

1. Time spent on tasks depending on
 - state’s rationalization of data to be collected
 - political demands
 - monitoring systems
 - difference in training institutional support
 - difference in autonomy and perceived power
 - difference in technology.
2. Difference in Profile, tenure and hence talent and capacity pool available depending on :
 - retired persons or from the in-service pool
 - private school teachers vs Govt. school teachers
 - on deputation vs contract
 - selection process and criteria
3. Difference in the kind of state support provided to the RP
 - induction training is either absent or not consistent
 - limited capacity building to cascade teaching methods or DISE data gathering
 - use of technology differs widely.

4. Differences in overall state vision of school improvement and consistency in approach resulting in differences in

- overall coordination between various organisations
- overall purposive ness
- overall motivation to work
- autonomy and delegation of responsibility.

2.7 Some concluding questions

- i. How can expectations and impact be made commensurable with the planning and coordination character of the RPs work?
- ii. What kind of selection process would enable the assessment of the different skills required for effective performance of duties?
- iii. Given that they are usually selected from a teacher pool, does that experience provide RPs with the skills they require for this new role?
- iv. What kind of authority can be given to RPs to perform their duties better?
- v. How comprehensive are the methods the system uses to assess performance? What is the quantitative-qualitative mix of such assessments? How much of such assessments should be self and how much should be external?
- vi. Is it possible to train RPs to deliver results? What kind of induction and in-service training can support this?

Box 2.3: Comparison of the Structures and Functions of BRCs and CRCs in selected states*					
	Tamil Nadu	Maharashtra	Delhi	Goa	Karnataka
Structure of BRC	1 Supervisor + 5 BRTes and 8 CRTes	1 BRCCs + 13 BRPs and 26 CRCCs	1 District Urban Resource Centre + 5 CRCCs	1 BRCC 2 BRP 8-10 CRPs	1 BRCC 5 BRPs 5 IERTs 15 CRPs 1 Gender Coordinates 1 Urdu CRP
Recruitment	Through Exams conducted by TRB	BRCC - Active Teacher and Community Worker BRP - Through Exams and Interviews CRCC - Senior Teachers	DURC - Retd. Principals and Directors CRCCs - Retired Principals, Teachers and Admin Officers.	All contractual Mix of retd. Govt tr. and fresh recruits with some teaching experience, Interview	Entrance Test Interview All govt. teachers, no contracts
Induction	Induction training	No induction. BRCC orients each BRPs	No	Induction Training	Induction Training
In Service Training	NO	NO	5 days training (2 months ago)	NO	
Profile	Age-30-40 0-5 years of teaching experience	Age-30-40 years 0-5 teaching experience	Above 60 years	30-40% - retd.	Service age 30-50 years

	Tamil Nadu	Maharashtra	Delhi	Goa	Karnataka
Work Profile	Training Monitoring student achievement levels Data collection and compilation	Training (BRPs and CRCs) Alternative teaching/substitution (only for BRPs) Data collection (BRPs) Salary Making Data compilation at cluster level (CRPs)	Data collection Community leader training Monitoring of Khulja Sim Sim, ECCE Best achievement awards Inspection report	Academic support (model lessons, TLM) Data Collection Org Cluster Level Meeting Org Trng Planning Maintaining Records Resource CLC	Training Data Collection Monitoring Reporting Planning Organising Attending Trng. Attending Meeting
Remuneration	14000	BRCC - full salary CRC - Full Salary BRPs - 12000	15000	CRP: 10000 BRP: 1 BRCC: 12000	Govt. Tr Salary
Travel Allowance	1000 per month	6000 per year	1000 pm	1000 pm (10months)	750 pm (10 months)
Tenure	Contractual May get permanent job as TGT	BRCC - Permanent BRP - Contractual CRCCs - Permanent	DURC and CRCC - Contractual	Contractual- annual	Permanently deputed would like to go back to schools
Challenges	More of Office jobs Infrastructural problems Less travel allowance and not able to reach interiors	BRPs are not permanent Teachers do not listen to them Salary is in the hand of CRC Too much of Office work	Not permanent Teachers and Head of School does not take them seriously No. of schools are more. Organisation of work in terms of time	Not permanent Out of Govt. System - Travel allowance not equitable Young and old work output different Reporting language different from expressive Too many trainings Lack of link with DIET	Over load of data collection No time for mentoring No time to learn from training Travel allowance inadequate Too many programs less academic work No holidays Need to consolidate work
DIET Linkages	Training of BRTes, Action Research guidance	No linkage	No linkage	Limited linkage, DIET provides access to MRPs	Occasional Monthly Coordination meetings

Current Scenario

Box 2.3: Comparison of the Structures and Functions of BRCs and CRCs in selected states*					
	Gujarat	Assam	Tripura	West Bengal	Bihar
Structure of BRC	1 BRCC 1 MIS Officer 5 BRP + 10 - 15 CRPs	1 BRCC - 13 CRCC and 5 Resource Teacher (Upper Primary schools) + 2 District Resource Persons	1 BRCC - 3 BRP + 10 CRCC + 12 CRPs; Usually 1 CRCC + 1 CRP per cluster	For Cluster: 1 Cluster Resource Coordinator (Shiksha Bandhu); Circle Level Resource Centre - 6 Shiksha Bandhus and 1 Circle Project Coordinator + Admin staff	1 BRCC - 3 BRPs; 12 CRC under 1 block 1 CRCC per CRC DPO Office 4 engineers - 1 Accountant, 1 operator, 1 steno 1 typist, 10 peons
Recruitment	Initial test, then interview; Govt. teachers; appraisal every year	Govt teachers	Retd. teachers as CRPs; BRCC was HM	Usually Government teachers; chosen by higher authorities	Teachers shortlist from amongst themselves no contracts -Mock Lesson- Interview by 7 member committee headed by DPC
Induction	No	No induction.	No	Yes	7 days
In Service	5 days	Nothing specific. They also sit in on the Teacher trainings	5 days training (2 months before)	3 day residential workshop	No
Profile	Age-30-40 years 5 years of teaching experience	Age-30-40 years 0-5 teaching experience	CRP- Above 60 years; BRPs 35-60 years; BRCC/CRCC were younger ~ 40 years	35-45 years	Service age 30-50 years

	Gujarat	Assam	Tripura	West Bengal	Bihar
Work Profile	Academic support- school observation, data collection (25% of time); organizing melas and school events; coordinating state initiatives in education - eg. CWSN	Academic support (model lessons, TLM, Class obs.) Data Collection (60% of time) Org CLM Participating in Community meetings- VEC, inclusive education, Migrant children education Org Trng Planning Maintaining Records	Academic support (model lessons, TLM, Class obs., enrolment drives, meeting guardians) Data Collection Org CLM Organize in-service Trng. Planning Maintaining Records Community Support (VEC)	Academic support (model lessons, TLM, Class obs.) Admin Support - eg. managing Teacher Student Ratio Data Collection Org CLM Org Trng. Planning Maintaining Records Community Support (VEC) Co-ordination with NGO and Govt on Health and Sanitation	Training Data Collection Monitoring Reporting Planning Organising melas, Attending Training Attending Meeting
Remuneration	15000 - 20000	10000 - 15000	NA	CRP: 6000	Govt. Tr Salary
Travel Allowance	Approx. Rs. 1000	350	NA	None	Rs. 1000 per month but some RP's not aware
Tenure	No fixed tenure. Based on yearly appraisals	On Deputation for 3 years. At present, resistance to return to teaching role	Deputation	NA	Deputed
Challenges	CRC are not able to perform as per expectations. BRCC has no authoritative power over the teachers. Too much work not related to education.	Schools are far, travel not easy Lots of training which is repetitive	No authority to take action Schools are very remote - sometimes travel on foot for miles for visits Transfers are frequent Not all posts filled up	Too many responsibilities - no perceived authority Too many trainings Lack of link with DIET, SCERT Overload of Data collection No TA Difficult to do community interaction - when panchayat not interested	Over load of data collectio reports mentoring No time to (~60% time spent on this; also most requests are URGENT) No time for mentoring No time to learn from training Pushed into political activities - like elections VECs are defunct- waste of time
DIET Linkages	Training and Academic Support	Close linkage. DIET works on hard spots identified by RPs	Once in a while interaction. Not that meaningful	No linkages. DIETs are not very active	Once in a while interaction. Not that meaningful

* The descriptions are based on visits to a few BRCs and CRCs in each state and discussions with state personnel. They are not intended to represent the scenario in the entire state.

Box 2.4: State-wise Number of BRCs, CRCs and Schools in 2009-10

statcd	state name	tot_sch	blocks	clusters	Average schools per BRC	Average schools per CRC
35	A & N ISLANDS	394	9	37	44	11
28	ANDHRA PRADESH	102798	1129	9432	91	11
12	ARUNACHAL PRADESH	4642	79	216	59	21
18	ASSAM	53338	145	2460	368	22
10	BIHAR	67656	536	4516	126	15
04	CHANDIGARH	176	20	20	9	9
22	CHHATTISGARH	50908	146	2182	349	23
26	D & N HAVELI	296	1	11	296	27
25	DAMAN & DIU	108	2	7	54	15
07	DELHI	4989	61	81	82	62
30	GOA	1444	11	181	131	8
24	GUJARAT	39939	228	3334	175	12
06	HARYANA	18579	119	1479	156	13
02	HIMACHAL PRADESH	17408	118	2185	148	8
01	JAMMU & KASHMIR	26097	200	1600	130	16
20	JHARKHAND	41875	259	2221	162	19
29	KARNATAKA	58299	202	2635	289	22
32	KERALA	12425	164	1426	76	9
31	LAKSHADWEEP	44	3	9	15	5
23	MADHYA PRADESH	134965	318	6224	424	22
27	MAHARASHTRA	94124	378	5844	249	16
14	MANIPUR	3926	35	225	112	17
17	MEGHALAYA	11749	45	443	261	27
15	MIZORAM	2917	36	173	81	17
13	NAGALAND	2707	46	107	59	25
21	ORISSA	56773	419	5053	135	11
34	PUDUCHERRY	692	6	57	115	12
03	PUNJAB	23272	142	1722	164	14
08	RAJASTHAN	105773	249	3076	425	34
11	SIKKIM	1180	9	131	131	9
33	TAMIL NADU	54428	413	4088	132	13
16	TRIPURA	4303	45	342	96	13
09	UTTAR PRADESH	195089	970	8976	201	22
05	UTTARAKHAND	22127	95	998	233	22
19	WEST BENGAL	88556	485	3411	183	26
		1303996	7123	74902	183	17

Source: DISE- 2008-09

Box 2.5: Imagining a Day in the Life of a Resource Person Today



8:00 am: The Resource person heads to a school to begin the day by observing the class.

8:30 am: He enters the classrooms with his classroom observation sheets. The students watch him as he goes and sits in the back. Over the next 25 minutes he observes the teacher taking the class through different kinds of "nouns". Then, he moves over to another classroom and fills in the sheet for a session on "geometry". Finally, another 25 minutes later, he moves into another classroom where a teacher is giving a lecture on "properties of light". He fills in the sheet for this classroom. During all these three sessions, the teacher glance occasionally anxiously in his direction. The children notice this.



10:15 am: The RP takes a quick round of the school to see if the walls are in good condition, the toilets are working fine and so on.

10:45 am: He moves to the Head Master's room and takes the registers on student attendance over the last few days. It takes him some time to take down the numbers.



11:15 am: He is running late for a PTA meeting, so he leaves.

11:30 am: On his way, he gets a call from the Block Resource Centre about an urgent data on Mid-Day Meals (MDM) to be collected from schools and submitted that afternoon.



11:45 am: He attends the PTA meeting but the morning interactions at the school are still very vivid in his mind. He realizes that the classroom on “geometry” could be improved by the use of a particular TLM. He makes a note to remind the teacher but he is not sure when the next visit will happen and by then it might be too late. The PTA discusses about the substitution for a teacher who would be going on leave. The CRP makes a note to follow it up with other schools in the cluster who could lend a teacher for the duration.

1:30 pm: He visits to the Block Resource Centre 10 km away to collect a new data format for information on children with special needs. A resource person at the block shows him the circular and explains the data fields.



2:15–5:00 pm: He sets out to 5 different schools and tells teacher what they need to collect about the CWSN in their classes. The teachers are clearly not happy about this new data and they tell that to him. He is not sure how to respond and blames the state department because he does not know “why” this new data is being asked for and how it will change anything.

5:30 pm: He returns home feeling that he has been very busy but wondering how much he has really contributed to making education better in his cluster.



Chapter 3

Conceptualizing Educational Support and Supervision

The mandate of the BRC-CRC institutions is school support and supervision. This mandate developed initially, through DPEP interventions. The scope of concerns has widened in the last 15 years. First academic interests have widened and now include all grades up to elementary school and all subject areas. Secondly, the framework of school improvement and transformation has also widened and there are now more elaborate and detailed roles for community, investments on infrastructure, equity and out-of-children's school enrolment, retention and remedial education, as well as a wider emphasis on quality of school including the oversight of educational achievements of children. The government schooling system is on the whole far more in the public eye and there are many groups involved and interested in contributing to school improvement. After RtE, there are greater requirements of systemic oversight of elementary schools.

The DPEP model by and large worked as it had a relatively simple focus – making teaching learning processes more child friendly and enjoyable, transforming curriculum and pedagogic practices

for the early primary school years, often linked to new textbooks, and emphasizing activities. It tried to nurture a level of autonomy for teachers, and provided them with a grant that they were supposed to utilize at their discretion. DPEP prompted the idea that teachers themselves are in the best position to supervise and improve their own work. The BRPs and CRPs were drawn from the teacher cadre. The belief was also that teachers could themselves, through meeting regularly, address their own problems through mutual consultation. The trainings were within the capabilities of BRPs, the number of 'messages to be conveyed' was small, and there was a reasonably high degree of clarity and convergence regarding these throughout the system.

The DPEP approach covered one part of the canvas that needs attention in the current scope of school improvement. Stretched to cover all dimensions, it has not been able to adequately address the range of requirements, nor is it able to keep a focus. Currently BRCs and CRCs have succumbed to keeping up with various divergent demands that are made from them. The legacy of the DPEP has tended to emphasise a school visit

Box 3.1: Training based academic improvement

The DPEP visualized the BRCs and CRCs as essential linkages in a cascade model to impact primary school education. The focus began and largely remained with grades 1, 2 and 3. In this model, the following groups of activities formed the primary model for and focus of the institutions:

1. Trainings designed by the state office were provided to teachers at the BRCs through BRPs and additional MRPs.
2. Follow up visits to schools made by CRPs in which they were expected to demonstrate to teachers the new pedagogies being recommended.
3. Monthly meetings of teachers at the cluster level.
4. CRPs gathered data from schools which were consolidated at the block and transferred to the district.



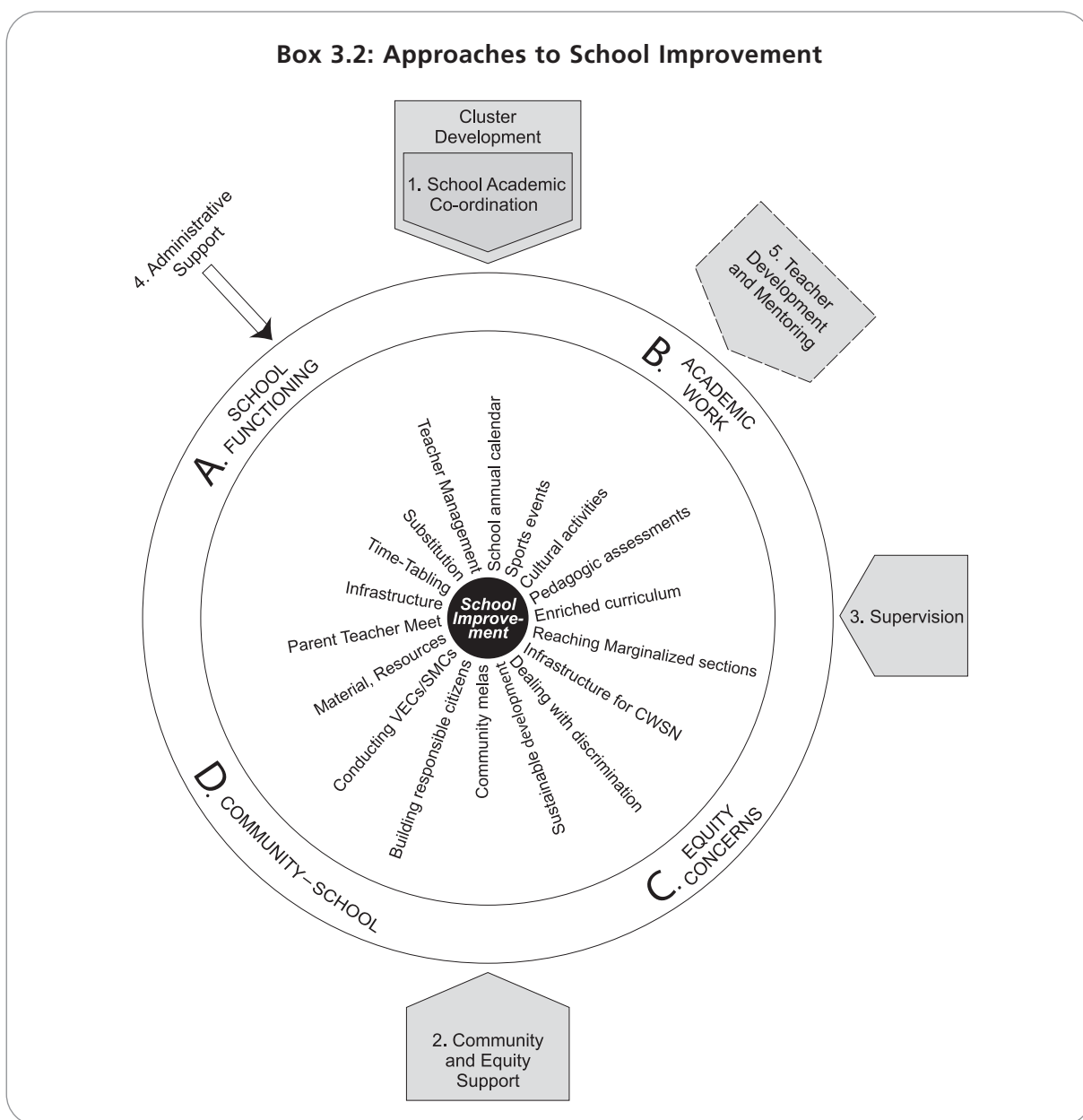
and academic mentoring of teachers. Some recent formats (including QMT and ADEPTS) assume that this will or should be the main focus of the CRP-BRPs role. However, this is only one part of the range of needs of support and supervision requirements of a school.

3.1 School Improvement and Transformation

The school must be a provider of quality education for all children. There are four dimensions of school improvement and transformation which call for support and supervisory activities.

3.2 Dimensions of RtE based School Improvement

- A. **School functioning** refers to the aspects of the school, which are related to the day to day functions of the schools. This includes infrastructure and record keeping as well as support for academic work through provision of appropriate and adequate teachers, academic resources, timely schedules and reviews, etc.
- B. **Academic work** includes planning, preparation, classroom teaching and additional curricular activities for children.



Some are the responsibility of the whole school, eg. assemblies, school trips, assessment cycles, for which planning and execution are the responsibility of teacher community under the leadership of the head teacher. Others are to be carried out by teachers in classrooms with the help of a variety of learning materials textbooks. Academic work must cater to the holistic development of all children and be able to pay special attention to children from marginalised groups to ensure that equity in learning is achieved.

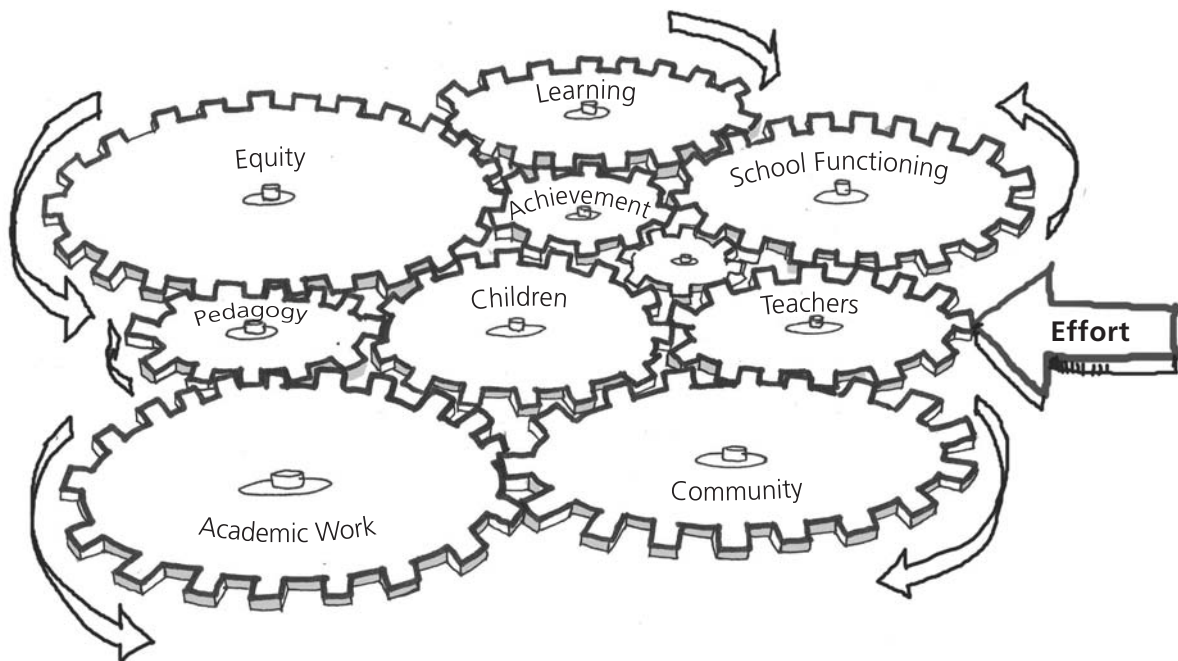
- C. Government schools as a means to achieve education for all must be imbued with concerns of **equity**. To achieve this, schools need to be actively concerned with ensuring the educational needs and achievement of all children, paying specific attention to girls, children from scheduled castes and tribes, linguistic and religious minority groups and children with special needs. This requires response in the

academic work of the school as well as through enhancing school-community interlinkages

- D. A school is nested in a **community** and as a democratic institution must have continuous **interaction** with all sections of the community. The local community, including parents, is a key stakeholder and beneficiary of good education. Panchayati Raj empowers community to become involved in nurturing schools, and provides school with a powerful voice in the system. This should be utilised maximally. Aspects of community traditions and values may need to be changed in order to achieve equity for all children and nurture democratic values; this also requires good school community relationships and interaction.

These four dimensions are complementary and inter-dependent and flow into one another. School improvement or transformation, involves a positive shift in all the four dimensions.

Box 3.3: Complimentary and interconnected dimensions of school improvement

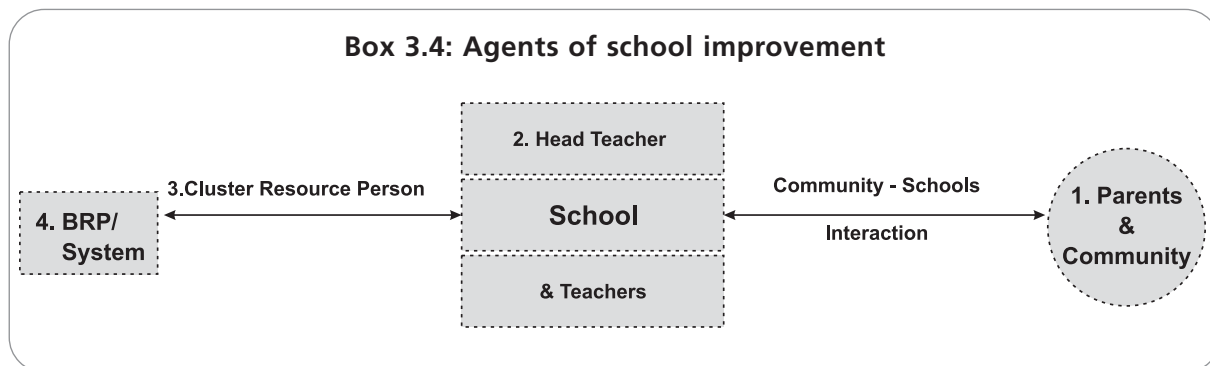


3.3 School Improvement: Who is responsible?

The four dimensions of school improvement are the concerns of four groups of people directly responsible for schools who need to work together and compliment taking responsibility and initiative on the ground.

charge and children. It may or may not be supported with non teaching staff. A school may comprise one or more of the following units – primary, middle and high school, with or without a preschool.

- (3) The **cluster level worker** can be thought of as the person who maintains

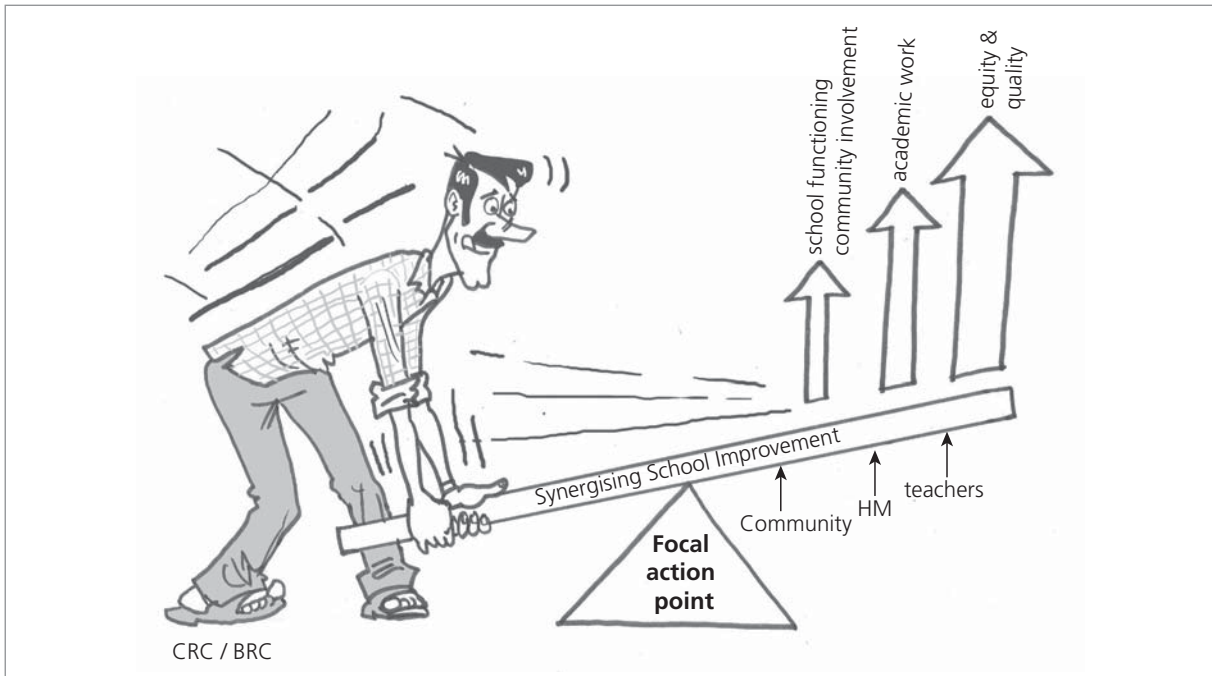


- (1) The *parents* of the children form an important constituency of the school – both directly in the support they provide students in the accomplishment of educational work, as well as indirectly. They are a part of the wider *community* within which the school is located. School and parents have a mutual responsibility, a mutual framework of accountability, towards the effective use of time and resources in the education of children. Parents either individually, or through an association such as ‘PTA’ or ‘mothers club’ or village education committee, i.e. parents and community are a recognized group in matters relating to school and have designated roles to play in a number of schemes, programmes and financial matters and in the day to day running of the school. With RtE, they become a majority stakeholder in a collective, formed as School Management Committee, their prime responsibility being formulation and monitoring of implementation of the School Development Plan. They are also essential interest groups in ensuring the achievement of equity.
- (2) The school comprises *teachers* with varying kinds of subject-expertise with a senior teacher or a *Head Teacher/Principal* in

relationships with a group of schools and facilitates a process of engagement with schools-teachers-parents-children, in particular through the activities of monitoring, supervision, mentoring and data collection. These are activities where the state reaches and maintains regular contact with the school/field.

- (4) A **block** is a basic unit for the consolidation, delivery and oversight of activities for larger groups of teachers or schools, and as a centre for setting plans and review and consolidating data. This follows from:
1. Certain administrative functions that the block oversees for schools in its purview – of allocation and management of teachers, of deputing and transferring teachers, to regulate the release and utilization of funds and to approve various activities.
 2. Academic role in primary leadership and resources to school and to teachers and together achieves overall school improvement.

The BRC/CRC institutions need not try to be comprehensive and address all dimensions of school improvement. Instead, they can prioritise



a focus in order to produce an impact. *Each focal point would serve as a lever to effect school improvement, capable of synergising and complimenting efforts in other directions and enabling other agents.*

3.4 Approaches to school improvement

1. *School improvement programmes typically involve working with and through all or some groups of people, directly or indirectly, through one or more of the following kinds of activities: Teacher Training, Funding and Infrastructure and Resource Provisioning and Management, Personnel Management, Curriculum, Regulatory Frameworks, Assessment/ Examination, Monitoring and supervision, Mentoring, Data collection, Compilation, Analysis, Community based work, Meetings of teacher groups. The choice of activities to be undertaken by a CRP or a BRP would depend on the approach that is given priority.*
2. *Overall school improvement can be achieved progressively by prioritizing and focusing on one dimension while paying attention to the others. Four approaches are suggested as possible points of institutional focus for Cluster*

- level Resource Persons and Cluster level activities. An overarching model for the Block Resource Centre and its activities is suggested.
- Each approach is built on a particular focus.
 - Each focus is educationally valid and educationally valuable.
3. *Each of the four approaches for CRP work can serve as a lever to stimulate overall school improvement. Any one of these focal points of CRP work, if pursued consistently, can lead to changes in overall school improvement, by enabling other parts of the system to work. States could choose one of these approaches, or adapt and create their own distinctive approach. Each of the approaches requires a different job chart, personnel profile – both qualification, experience and leadership capacity, relationship with the block and system and provisioning. It would be impractical to integrate all the approaches into a single mammoth CRPs role which would again lead to overburdening the institution.*
 4. *None of the approaches is ‘comprehensive’. It is not necessary to appoint four CRPs in place of one, or give a CRP four job charts.*

The CRP and BRPs work would complement the work of teachers and school heads, enabling and enhancing school effectiveness, and nurturing a sense of educational quality directed-ness in the system and the schools.

Approach 1: School Academic Coordination involves developing individual schools through onsite academic coordination support. If a cluster of schools approach is taken, then this could evolve into a **Cluster Development approach** where the education needs of a cluster wide region is addressed through schools within the cluster taken as a group, through interaction and sharing responsibilities and programs.

Approach 2: Community and Equity Support: enabling community-school interactions, facilitating rights of the child to support school improvement and address equity.

Approach 3: Supervision: effectively enabling systematic flow and implementation of curriculum planning through systems of supervision and communication.

Approach 4: Administrative Support : supporting schools through assistance in administrative management and channels of academic support.

Approaches 5: Teacher Development and Mentoring involves school improvement

through supporting and enhancing the pedagogic work and professionalism of teachers. The features of this approach as well as the difficulty in implementing this on a wide scale on account of the very high academic expectations from CRPs and BRPs and very low teacher – CRP ratio required. This approach is recommended as effective for small scale, relatively short term, interventions, especially if they can be supported or linked to teacher education institutions, colleges or universities.

5. In comparison to the current expectations that the system seems to have from CRPs and BRPs, these approaches may seem more limited. This is deliberate – current expectations are not commensurate with the constraints. In states where the CRPs and BRPs are relatively more effective, some focus has been chosen and prioritised. These choices have been made based on requirements and constraints: needs of a particular programme – curriculum or evaluation, and budget available to make such appointments, skills and capabilities of available personnel.
6. All the approaches assume that there can and will be regular visits to schools. However, the visits will differ in terms of how often such a visit needs to be undertaken, and what is

Box 3.5: Cluster and Block

Approaches for Cluster	Block
Approach 1: School Academic Coordination (enhanced to Cluster Development)	1. School Improvement coordination
Approach 2: Community and Equity Support	2. Knowledge Resource Repository
Approach 3: Supervision	3. Training & Professional Development
Approach 4: Administrative Support	4. Data Management
Approach 5: Teacher Development and Mentoring (Note: recommended only for small scale and focussed work)	

expected from a school visit. Whether a CRP needs to undertake classroom observation or mentoring teachers or discussing hard spots or holding meetings with HM and teachers or monthly planning or community work depends on the requirement of the approach – some of them require these, and others do not.

7. In other words, we are suggesting moving away from the common assumption regarding what will form the activity base of the CRP and BRC, towards evolving a set of activities that will derive from their work focus. The nature of space and resources at block and cluster will also desire from their work focus.

While reading these approaches, states may recognize part of what they are already doing. A key problem currently is that the entire logic of work is not currently supported. *Instead of expecting CRPs & BRPs to do a little of everything, and remaining unable to produce impact, the suggestion is that the institutions be supported to develop fully around particular focus.*

Each approach is further developed in the next chapter to include the following:

1. Rationale and vision
2. Activities
3. Personnel, Organisational Structure and Links to the system i.e. BRC and DIETs
4. Selection, Profile and tenure of Personnel
5. Physical spaces, formats of documentation
6. Challenges

This is followed by a description of the block Resource Centre and its activities.

3.5 Constraints

Key constraints to focus and integrate CRCs and BRCs into achieving systemic aims of school improvement include:

1. What kind of human resources can we reasonably expect to have at a cluster and block level? esp. subject expertise, knowledge and understanding of education and ability to work with teachers vs. community work orientation, persuasive



Synergising School Improvement through focussed work

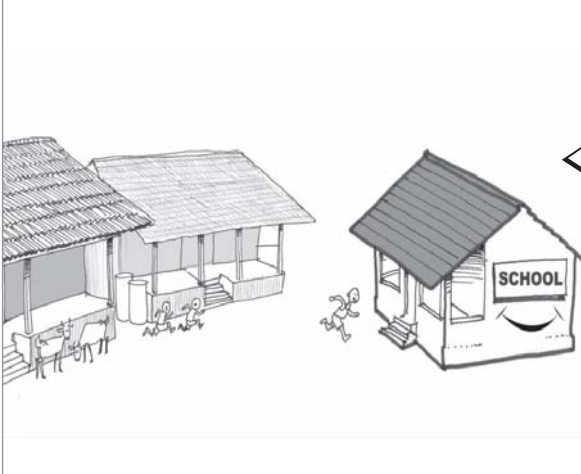
1. Regular community based equity focussed work



2. Improved school functioning and more HM involvement in academic supervision



4. A school that works well for all its children



3. Teachers work with equity focus



skills, ability to communicate and organize and facilitate, vs. computer data entry skills, analysis and documentation.

2. What kind of induction training can be provided to develop their skills and develop their vision of school improvement?
3. What financial allocation is available to place material resources at clusters and blocks?
4. What computing facilities can be provided?
5. What finances are available to cover transportation for school visits?
6. What is the number of such supervisors who can be appointed ? [i.e. what is the ratio of schools/teachers/school visits that we expect] and what will their tenure be?
7. What is the extent of autonomy and delegation of decisions that the system is able to support?
8. What systemic interlinkages and overall integration can be planned for and supported?

Box 3.6: SSA Revised Norms**Activity**

Academic support through BRC/URC/CRC

The major role of:

- function as a repository of academic resources including ICT, science & math kits, teaching learning resource material in different curricular areas, including preschool material, and material for children with special needs;
- maintain and constantly update databases of education experts from nearby Teacher Education institutions, NGOs, Colleges/ Universities who could participate in Resource Groups for different subject areas and themes;
- ensure regular school visits and on-site academic support to address pedagogic issues and other issues related to school development;
- organise in-service teacher training based on teacher needs as observed during school visits;
- participate in monthly teacher meetings organised at the cluster resource centres to discuss academic issues and to design strategies for better school performance;
- consult with school management committee, community members and local authority for formulating school development plans; and
- design a comprehensive quality improvement plan for the block/cluster and implement it in a time bound manner.

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 teachers;
- organise monthly meetings to discuss academic issues and design strategies for better school performance.
- visit and hold meetings with members of the SMCs and other local bodies for school improvement, support SMC in school development plan ensure that the special training programmes are properly designed and implemented in the cluster for out-of-school children and securing their admission to age-appropriate classes.

Programmatic Norms

- a) BRCs/URCs and CRCs are the most critical units for providing training and on-site support to schools and teachers. Given the significance of these structures SSA will strengthen faculty and infrastructure support to BRC/URC and CRCs.
- b) States must focus on improved selection criteria for the coordinators and faculty of BRC/URC and CRCs. The selection criteria should take into consideration their experience, qualifications and aptitude for training and research.
- c) States must provide for constant skill enhancement of BRC/URC and CRC coordinators and faculty
- d) Functional linkage between BRC/URCs and CRCs with DIETs and district level resource groups should be strengthened.

Financial Norms

SSA will provide support for BRC/URC and CRC as per the following norms:

For BRC/URC:

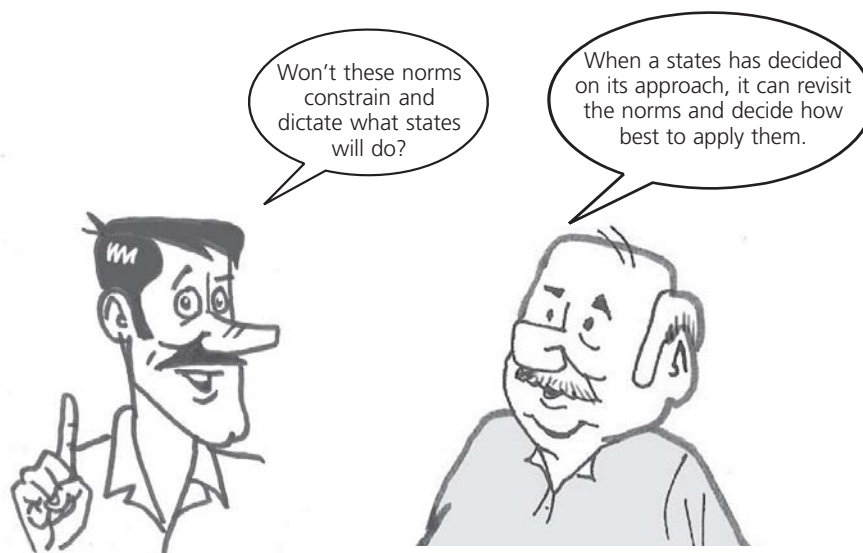
- a) There would ordinarily be one BRC in each Community Development (CD) Block. In states, where the sub-district educational administrative structure like educational blocks or circles have jurisdictions which are not co-terminus with the CD Blocks, the State may opt for a BRC in each such sub-district educational administrative units. However, in such a case the overall recurring and non-recurring expenditure on BRCs in a CD Block, should not exceed the overall expenditure that would have been incurred had only one BRCs per CD Block been opened.

- b) In urban areas, academic resource centers would be set up on the lines of BRC to cover 10-15 CRCs. If the municipality or town development authority has academic staff, they may be deployed in the URCs.
- c) The following resource support should be provided for BRC/URC:
 - i. Six Resource persons for subject specific teaching
 - ii. Two Resource Persons for Inclusive Education for children with special needs.
 - iii. One MIS Coordinator and one Data Entry Operator
 - iv. One Accountant-cum-support staff per 50 schools to be appointed on contract basis. These accountants will be mobile and provide support to schools and block to help them maintain their record properly.
- d) BRC/URC Coordinator and faculty should be professionally qualified, and have at least five years teaching experience.
- e) BRC/URC may be located in school campuses as far as possible. Construction will be as per the Schedule of Rates (SoR) applicable in the area in question.
- f) One time grant @ ₹ 5 lakh for augmenting BRC/URC training infrastructure will be available, wherever necessary within the overall ceiling of civil works.
- g) Provisions for BRCs/URCs.
 - i. ₹ 1,00,000/- towards furniture, computers, TLE for a new BRC/URC
 - ii. Replacement of furniture, computer, TLE @ ₹ 1,00,000/- per BRC/URC once in five years.
 - iii. Contingency grant of ₹ 50,000/- per BRC/URC
 - iv. Meeting, Travel allowance ₹ 2500/- per month per BRC/URC,
 - v. TLM grant ₹ 10,000/- per year per BRC/URC,
 - vi. Maintenance Grant of ₹ 10,000/- per year per BRC/URC

CRC

- a) On an average, one CRC Coordinator may be placed in charge of 18 schools in a block.
- b) CRC construction cost will be as per schedule of Rates notified by the State for additional classroom. The CRC may be used as an additional classroom in schools on days when CRC meetings are not held.
- c) Provisions for CRCs
 - (i) Procurement of furniture, computer, TLE for new CRC @ ₹ 10,000/-
 - (ii) Replacement of furniture, computer, TLE @ ₹ 10,000/- per CRC once in five years.
 - (iii) Contingency grant of ₹ 10,000/- per year per CRC.
 - (iv) Meeting, travel allowance @ ₹ 1000/- per month per CRC.
 - (v) TLM grant ₹ 3000/- per year per CRC.
 - (vi) Maintenance Grant of ₹ 2,000/- per year per CRC.

Source: MHRD (n.d.)



Chapter 4

Levers to School Improvement: Four Approaches for the CRP

A conceptualisation of the key dimensions of school improvement was provided in Chapter 3. Based on this, four approaches for CRP work were identified, each of which can serve as levers to stimulate overall school improvement. Any one of these focal points of CRP work, if pursued consistently, can lead to changes in overall school improvement, by enabling other parts of the system to work.

Approach 1: School Academic Coordination involves developing individual schools through onsite academic coordination support. If a cluster of schools approach is taken, then this could evolve into a **Cluster Development approach** where in the education needs of a cluster wide region are addressed through schools within the cluster taken as a group, through interaction and sharing responsibilities and programs.

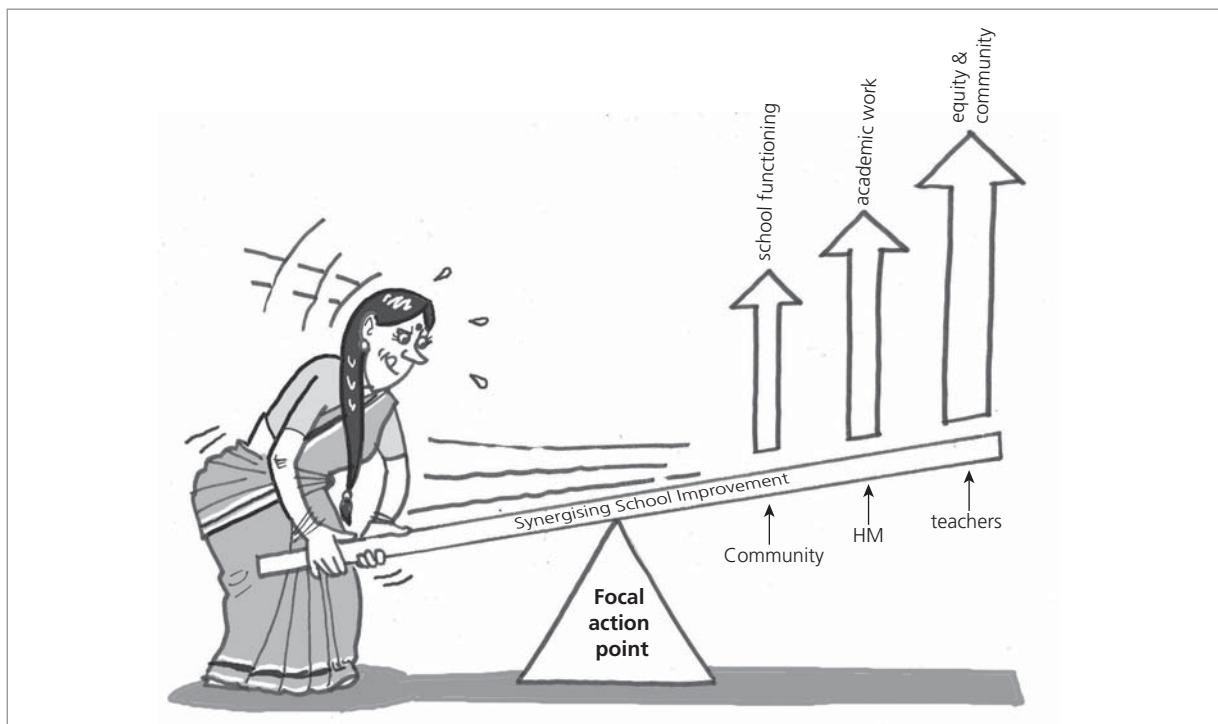
Approach 2: Community and Equity Support: enabling community-school interactions, facilitating rights of the child to support school address and improvement equity.

Approach 3: Supervision: effectively enabling systematic flow and implementation of curriculum planning through systems of supervision and communication.

Approach 4: Administrative Support: supporting schools through assistance in administrative management and channels of academic support.

Approach 5: Teacher Development and Mentoring involves school improvement through supporting and enhancing the pedagogic work and professionalism of teachers.

It is suggested that states could choose one of these approaches, or adapt and create their own distinctive approach. Each of the approaches requires a different job chart, personnel profile - qualification experience and leadership capacity, relationship with the block and system and resource and space provisioning. The idea is to improve clarity in roles, responsibilities, skills and outcomes so that at cluster level overburdening of the institution can be avoided.



4.1 Approach 1. School Academic Co-ordination

Box 4.1: Key Features of School Academic Co-ordination Approach

Focus on individual school development and developing to 'cluster of schools' approach

❑ Vision and Rationale:

Ensuring enriched and timely academic planning and activities

Working with schools to identify academic needs and co-ordinate efforts to fulfill them.

❑ Activities:

Institutional development plans, Developing Annual Calendar, Weekly/Monthly teaching plans, Co-coordinating assembly, Events within school, Review Meetings, for e.g Assessment, Promotions, Out of School children, etc; including meetings with SDMC, sharing best practices within and between schools.



4.1.1 Rationale

The school, as a unit, can function well if it plans well. Often, planning of the school development plan, school calendar, monthly teaching plans, daily assembly, field trips and visits and mega-events like annual sports day remain neglected. There is need for regular preparation, curriculum reviews and conduct of assessments, examinations, student performance review etc. and regular staff meetings. In the context of RtE there is also a need to ensure that special training programmes are properly designed so that out of school children can move to age appropriate classes seamlessly.

Schools also need support from the system. When a teacher goes on long leave, a substitute teacher must be appointed and this needs planning and coordination. Trainings that reflect the real need of the teacher rather than the state, require planning and coordination. If there are large number of out of school children it may need appointing a special teacher.

At times, the school is not in a position to advocate appropriately for the school needs because there is no HM or the HM is also a teacher and cannot visit the block and district offices regularly and

maintain rapport with the officials. Equally, the states, reform agenda needs to be communicated effectively to the schools.

The day to day life of the school would improve with more focused academic planning and coordination through the CRP and this would contribute to school improvement. Over time, a CRP could facilitate this at a cluster level.

4.1.2 Vision

In this approach, the RP works with each school on a regular basis, and oversees and ensures that the school's academic life is carried out in a well coordinated manner. The focus of attention is individual schools. In large schools, the CRP would work to assist the HM. In small schools, the CRP would effectively ensure HM-like coordination and oversight of academic matters.

4.1.3 Activities and Processes

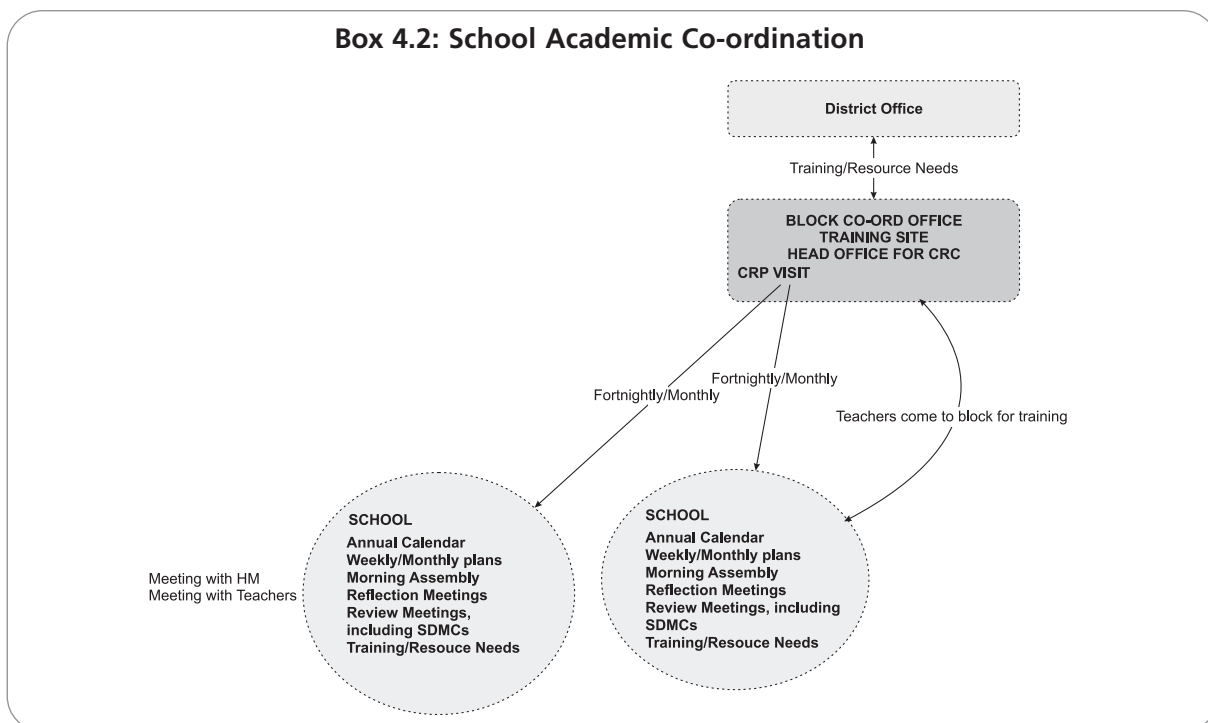
- i) Facilitate the development of the School Development Plan by School Management Committee, through discussions with SMC members, teachers, and community before the start of each academic year, based on reviewing the previous year.

- ii) Enable the school head and teachers to finalise the School Annual Calendar and oversee its regular review, planning and conduct of events therein: include annual events (eg. bal melas, celebration of important days), monthly events (eg. teacher planning meetings, assessment units, field trips, use of labs), weekly events (eg. teacher reflection or administration meetings) and daily activities (eg. assembly, library, sports & games).
- iii) Coordinate the receipt of various materials and schemes for children. Ensure coordination between block and school.
- iv) Oversee financial requirements and utilisation of various funds available for school development.
- v) Coordinate between school and block to ensure that teacher vacancies, substitute teacher and special teacher appointments are met.
- vi) Work with HM and teachers to identify children's learning needs (particularly in the context of equity and ensuring each child learns) and to identify and plan for their additional support requirement
- vii) Work with HM and teachers to identify teachers training needs so that they are able to access appropriate inservice training.
- viii) Conduct review meetings with teachers and SMC of children's academic performance meetings on a term wise and yearly basis.
- ix) Coordinate with the block and ensure that data is gathered, compiled and analysed at school level.
- x) Coordinate with the block that training for teachers is scheduled and carried out. The CRP may further coordinate post-training communication between trainers and the teacher.
- xi) The CRP would compile a monthly school report based on each visit made and share at the block. An annual report of the school and the teachers would also be compiled.

The 'cluster' of schools is a group of schools – a unit of responsibility. They need not be geographically contiguous and allocation could be planned based on other criteria such as linguistic homogeneity, or access route etc.

- ❑ *Would the CRP need to get all teachers in a cluster to meet regularly?* No. This is not essential. They may meet once in a while for a talk or a workshop. But regular planning and review will take place at the school level.
- ❑ *Would the CRP observe classes and mentor teachers?* Not necessary. They may, if a teacher asks, or if there is some special event being planned, but this is not a regular feature of the approach. The CRP is not expected to be a subject expert or expert teacher. CRP could facilitate teacher accessing right kind

Box 4.2: School Academic Co-ordination



of in-service training or channelize removal of doubts / hard spots through peer group in cluster and subject experts at the Block level.

- ❑ *How often would the CRP visit the school?* Once at the start of the year, and the end of the year. At least, once at the start of the term and the end of the term, and once a month for monthly review and planning. Visits to schools that do not have HMs could be more frequent.
- ❑ *Would the CRP work across schools?* This is not a requirement in this approach, where the focus is on individual schools. In the advanced version of the approach towards Cluster Development, it is imagined that the CRP will work across schools.
- ❑ *Would the CRP visit community?* Once in a while. Teachers would pay more attention to community and to the needs of children. The CRP will oversee this is planned for and carried out. Also, CRP could interact with SMC on a regular basis (at least quarterly) particularly on the issue of School Development Plant.

4.1.4 Personnel, resources and organization structure

The skills and qualifications needed for this role are the following:

- ❑ Understanding of School Planning and Management
- ❑ Ability to analyse qualitative data
- ❑ Facilitation skills- Help teachers and HM work together
- ❑ Organization skills - managing school events

- ❑ Awareness about RtE
- ❑ Awareness about Policy and Programs.
- ❑ Motivation and enthusiasm to support a process of planning and change.

A degree in education, and experience of and understanding of schools is desirable. Management, people skills, and ability to network are essential for this approach.

The Cluster Resource Person him/herself does not need a separate space, but would need a work station at the Block Resource Centre. The CRP could be provided with shared workstations in the block office which they use on a weekly basis, by rotation. The rest of the time they would be on the field. They would not need to visit the office daily, but on a weekly basis, to catch up and pool information. The following kinds of documentation formats would facilitate work. They could be maintained at the Block Resource Centre.

- ❑ School Profile with teacher information.
- ❑ Meeting Reports
- ❑ List of resources available in block office, DIET and other places.
- ❑ Training schedules

A monthly meeting at the block with all cluster resource persons, as well as a yearly review and planning meeting would be necessary to ensure that the school improvement remains on track. Such meetings would enable a strong block vision for school improvement to be developed in alignment with the state and communicated regularly to schools through the cluster academic coordinator.

Box 4.3: Motivating schools through effective coordination

Lok Jumbish started in 1989 in 5 blocks of Rajasthan and gradually kept adding 10 blocks each year. The scale of the project being very manageable allowed for handpicked highly motivated Block project officers. For execution of the project the Block was divided in manageable clusters of about 20-25 villages. The Block steering group members were continuously in touch with the school teachers and continued to motivate them towards their work. In this process they were very closely aware of the problems being faced by the teachers. The BRP apart from the first hand experience of teachers needs through school visits also compiled the information provided by the CRP. These were eagerly awaited at the state office. There were regular meetings at the state office where every BRP would provide an account of the state of his block. Thus the state office was in the know of every block. The capacity building plan developed thereafter was very grounded.

**4.1.5: Advanced Version:
Cluster Development Approach**

In the cluster development approach, the CRP would work with a group of schools in a cluster as a networked educational unit.

This would bring all schools in a geographic area into one fold, and integrate small schools with bigger ones. *The cluster is visualized as a networked group of schools which are together able to meet the educational needs of a community effectively.* This would involve:

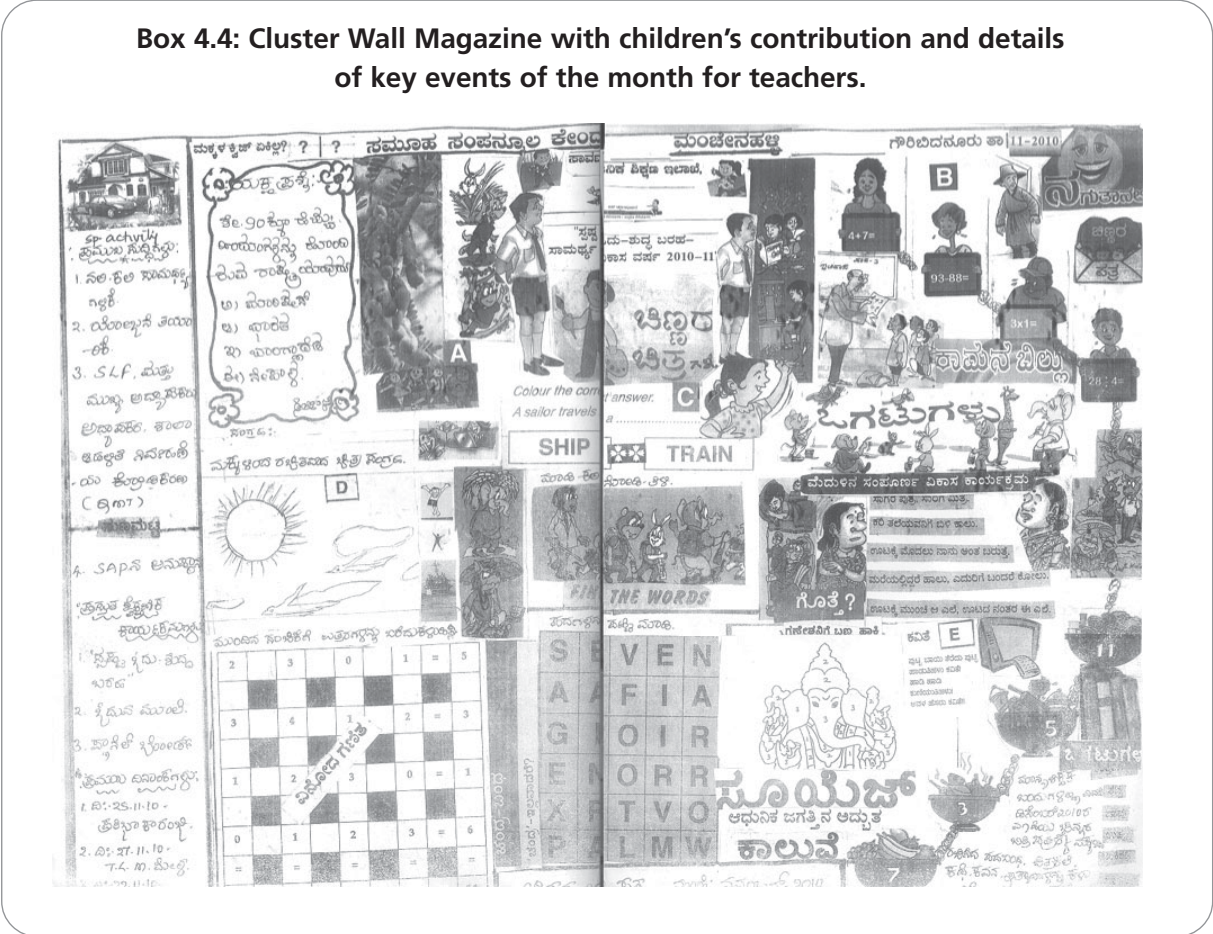
- ❑ Pooling and sharing resources
- ❑ Planning, coordinating and undertaking activities together
- ❑ Solving or addressing problems together
- ❑ Being able to oversee and have an overview of child's education from age 0–14 years, and also later up to high school.

Taken as a whole, a cluster with many levels of schools could serve children from pre-school to high

school. Schools within the same cluster would likely have similar issues. For example, the need for special training for out of school children, particularly residential centres could be addressed at a cluster level. The cluster would be developed as a geography of shared concern.

The CRP would be a facilitator and organiser of meetings and deliberations. She would enable development of school plans, work with SMCs, HMs and senior teachers closely, nurture a 'cluster' identity and lead to the development of feeder school network in one cluster. The CRP would have academic and moral authority of school improvement programme and autonomy to execute this through cluster wide deliberation. The CRP would need to have a clear common goal, vision building and team work and thereby nurture good coordination between all schools and all teachers in the cluster. The CRP would need to nurture a sense of shared identity, willingness to share resources including teachers, solve each others problems and carry out common activities together.

Box 4.4: Cluster Wall Magazine with children's contribution and details of key events of the month for teachers.



The approach would require a Cluster Coordination team consisting of the CRP/BRP, the HM/Principal/Sr. Teachers of schools in the cluster and SMC chairpersons.

Activities:

The CRP would perform similar activities as those in the Academic Coordination

Approach but the focus will be on the cluster as a whole. There would be more interaction between schools and more inter school meetings of teachers and activities of children and facilities. Eg. remedial work, OoS bridge courses etc.

Box 4.5: Developing cluster based events

Programs such as Pratibha Karanjee, (cultural competitions) in Karnataka are held at school- followed by Cluster, block, district and state levels. The CRP organises the cluster level interschool competitive event in creative arts like rangoli, clay modeling, dance and fancy dress competitions. He is responsible to find funding support for securing prizes, sponsorship for pandal and other fittings, and revolve around the organization infrastructure of the event. Potentially the CRP, in a cluster development approach would not only organize the event, but he design the event itself so that there is more cooperative possibilities between schools, or two or three small schools get together to put up a cultural programme for parents together, etc.

A key activity in the Cluster approach will be Cluster Level meetings across schools. These would be necessary to support planning, coordination, sharing of resources, feedback and improving effectiveness of schools within the cluster. Teachers across a cluster schools could also meet regularly for the purpose of planning their teaching units. A CRP's time would go into overseeing coordination and planning meetings, ensuring planning of various kinds and making visits to individual schools to achieve overall effectiveness of the cluster.

Documentation & Formats:

- QMT
- ADEPTS
- Academic Plans & Calendars
- School Coordination requirements
- Coordination of the pooling of DISE

Challenges

The cluster development approach breaks the isolation of schools and enables a group of schools to work together, however, the approach is also

more difficult to envision and implement as compared to the school academic coordination approach, and requires a more capable and experienced RP.

- There could be differences within communities situated within the same clusters: These could alter the level of community support to the RP, and to teachers, making it difficult to nurture a cluster-wide identity.
- If a cluster coincides with the panchayat, it would facilitate convergence of panchayat involvement in education, the work of the CRP, and the educational aims of both.
- RPs and schools would need good technology support to coordinate with each other.
- Travel and meeting allowance would be required to support both CRP and teachers and HMs for various meetings.
- Sustaining a shared vision across schools and sustaining good working relationships with all HMs and teachers is challenging though outcomes would be equally rewarding.
- There would be a need to enhance the management and leadership skills and training of CRPs in this approach.

School Academic Co-ordination vs Cluster Development Model

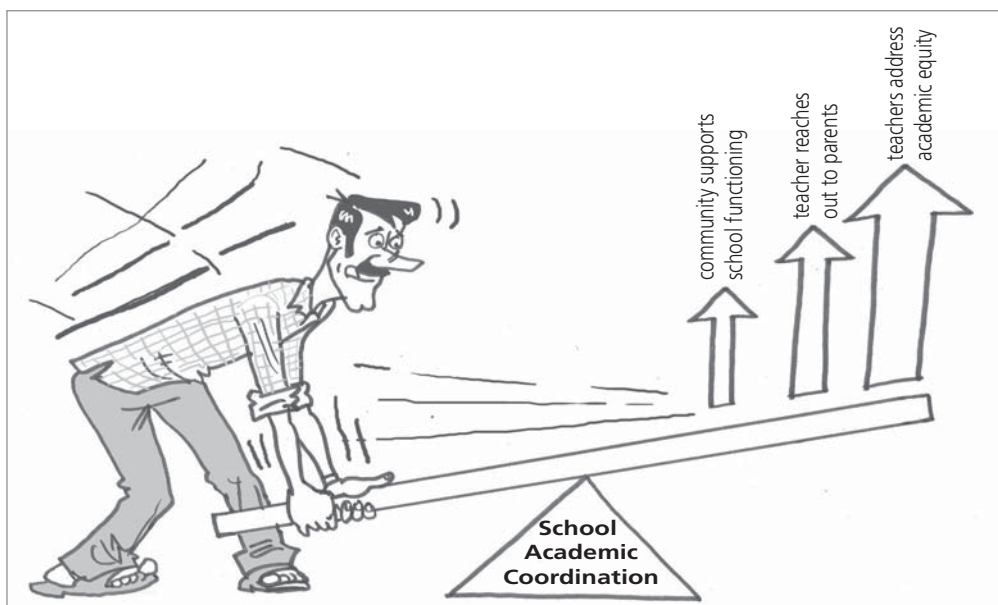
The objectives of school academic coordination model are similar to those of the cluster development model. Both focus on school improvement primarily through enhancing school identity and academic functionality. Activities of training and teacher mentoring are not primary to the models and are taken up only on a need basis. The idea is that teacher motivation to work is enhanced through an overall institutional focusing. The need and role of training is down-played in these models. In the school academic coordination model, the focus is on individual school identity and development and not on a cluster identity.

The advantage of the cluster model is that it encourages sharing of resources and formation of a teacher community across the cluster. The school academic coordination model has the advantage that working at the school level is overall more manageable and requires less vision building and coordination capabilities from the RP.



Box 4.6: Summary - School Academic Coordination Approach

Dimensions of School Improvement	Responsibility
Academic School Development	CRP - the HM and teachers work closely to effectively implement School Development Plan and Academic Calendar
Pedagogic Mentoring	Role of facilitator wherein CRP helps teacher to network with the peer group or subject experts at block level to resolve pedagogy issues
Training	BRC, DIET
Community Work	Schools - the HM and teachers maintain regular contact with the parents, the SMC, panchayats and other community forums
Equity	Schools - the HM and teachers work closely with designated Inclusive education teams to support students with disability or those who are being discriminated against and with particular focus on age appropriate admission
Data	RP with some support (either from teachers or technology); or part-time data collector



4.2 Approach 2. Community and Equity Support

Box 4.7: Key Features of Community and Equity Approach

❑ **Visions and Rationale:**

RtE brings emphasis on the equity dimension of schools.

Equality of education and enhancement of accountability is possible only with community ownership and support. Equity will mean not only equal opportunity, but also creation of conditions in which the disadvantaged sections of the society, children of SC/ST, minorities, etc can also avail of the opportunity.

RP works with community, especially marginalized sections, to improve social equity within and outside schools.

The RP works with teachers to focus on needs of children from marginalized sections.



❑ **Activities:**

Follow up individual children; emphasis on special training (design, conduct and outcomes), Co-ordinate SMC meetings, Organize melas, community clubs, life-skill trainings often with help of NGOs and schools, Facilitate inter-group dialogue within community and between community and school, and with department.

4.2.1 Vision

A good relationship between school and community is critical to achieve inclusion of all children into a system of quality education. In addition to the Panchayati Raj reform making local bodies for education. The RtE mandates formation of the School Management Committee (SMC) comprising the elected representatives of the local authority, parents or guardians of children in such schools with proportionate representation to the parents of children belonging to disadvantaged groups and weaker sections. At least 75% of members should be parents and 50% members should be women. The SMC, inter-alia, will monitor the working of school; prepare and recommend school development plan; and monitor the utilization of the grants received by the school.

4.2.2 Activities and Processes

- i) Serve as a bridge between the school and community: Strong linkage between school and community life would enable the daily life needs of all children to be addressed by the school. The CRPs would work with the school and community such that there is understanding on issues leading to exclusion and disadvantage. CRP will encourage innovative thinking and dialogue to develop and strategies to address these issues of exclusion and bringing in equity in school and classroom.
- ii) Organise Bal Melas, SMC meetings, Mother Teacher Interactions, and Parent Teacher Meetings: Organizing themed melas or focussed meetings to discuss academic, social or policy issues. Community awareness programmes to build awareness

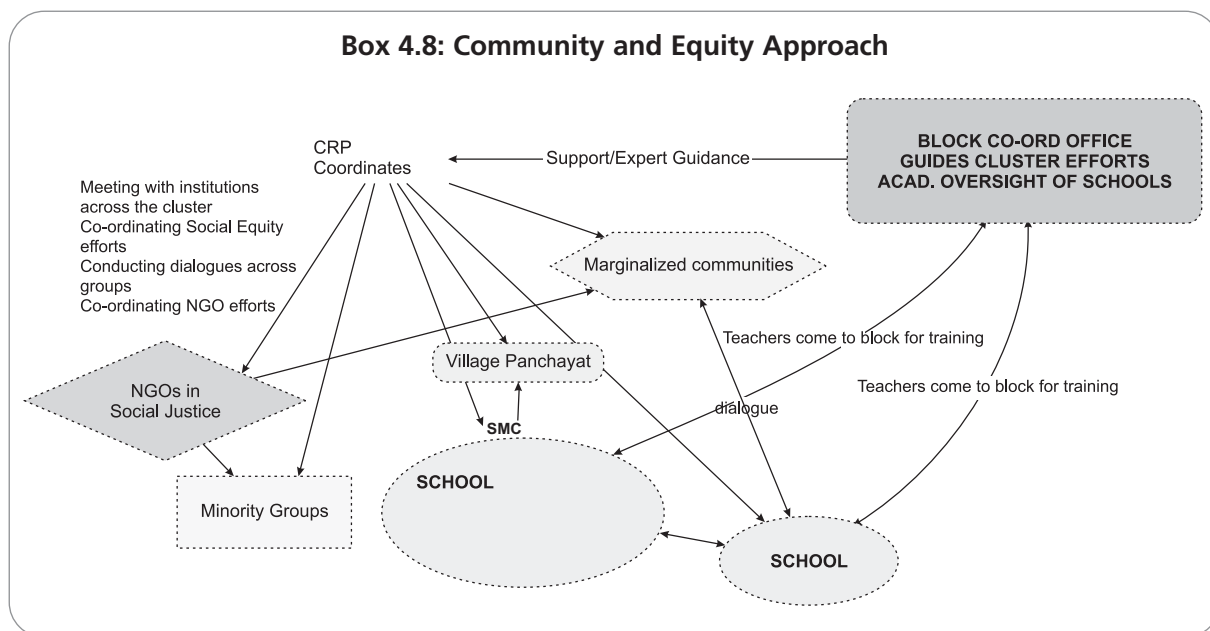
about RtE, inclusion, enrolment, retainment policy and schemes and funding opportunity available with the Government.

- iii) Assess needs of all children, Gather and maintain data on school age, enrolment, special needs, sex, minority status, family background of all children within the cluster. This data can be used along with records in the classroom and at the block to follow up with community/school. Follow up with teachers about performance in schools particularly in the context of equity issues assess with teachers and SMC how procedural and financial barrier can be removed Checking with HM about access, resources available in the school and schemes and funding. Identifying the needs across social groups such as need for support in mother tongue instructions if tribal child faces a linguistic barrier. Identifying the needs of CWSN and matching resources available. Observation of classroom process where inclusive practices are being followed and help the teacher where and when required or dialogue with HM to ensure better improved practices in school.
- iv) Organise specific programs and interventions: Health camps, immunization camps, dental, Ear Nose Throat (ENT) camps, early intervention camps for children at risk,

residential special training at cluster level if small schools exist or at the school level itself

- v) Channel resources and funds: Enable school to meet their needs with funding available either through community support, Government schemes or NGO's
- vi) Work with Panchayat: Ensure response to the needs of children, teachers and schools and oversees democratic consultation and decision making regarding school funds etc.
- vii) Identify Resource Persons from the community: Link the community to school academic activities and keep education linked to the local expertise is to bring members from community to take a class or interactive sessions with the parents. A CRP would need to know all community members well.
- viii) Inter sectoral Linkages: Work with Health Departments, ICDS, Department of Women and Child, Social Welfare Department and others.

An active community involvement in school and a CRP who follows up difficulties of children in the classroom etc. would lead to pedagogic focus emerging in the school. Teachers could see the CRP as facilitating better interaction with



Box 4.9: Bridge between School and Community

- ❑ Teachers from Vikramshila schools work with Mother Groups – talking about issues of adolescence and marriage to retain girl children in schools. At the same time, they work with fathers through Farmer Groups – supporting the fathers in their farming occupation, because a sustainable occupation leads to security at home and higher school retention for the children.
- ❑ Nabadishas are community programs in West Bengal that work with the Police and family of children at risk in high crime areas. The program involves the larger community of schools, police and parents to keep children safe and in schools.
- ❑ A team of RPs and the teacher in Canacona Block of Goa State visited the homes of irregular school going children from the Dhangar Community. It was during the visit that they understood why children are so irregular to school. They learnt that it was because of the nature of work of the parents', migratory patterns, lack of transport, time taken to travel, etc. that children could not be regular. The visit changed their attitude of support and teaching to these children.
- ❑ Bodh Schools teachers in Rajasthan regularly visit the homes of students to build relationships with the parents.
- ❑ Meena Clubs in Assam work with issues and problems of adolescent girls keeping them focussed on education and talking about issues of puberty and early marriage.
- ❑ In Tripura, the resource persons at the Block and District level conduct house to house census to find out the Out of School Children, Children with disabilities and then assign special educators to make home visits.
- ❑ In Karnataka, the IERT (Inclusive Education Resource Teacher) together with NGO members conduct home based education programs for children with severe disabilities.

children's homes. Joint reviews of progress of children and their needs would also enhance overall teachers motivation and focus for pedagogic work.

4.2.3 Personnel and Organization Structure

The skills and qualifications suggested:

- ❑ An understanding of rights based approaches to children and community. An understanding of philosophy of education and sociological issues
- ❑ Ability to speak in public and co-ordinate advocacy efforts
- ❑ Ability to organize meetings, form relations and network with people

An Masters in Social Work (M.S.W.) or degree in education or training with NGOs working on empowerment and in HR which makes RP sensitive towards working with communities or children with special needs. Building and nurturing relationships is a long term investment and therefore a tenure of five years and a minimum of three years could be planned.

Annual target could be set up by the CRP in consultation with the BRCC, SMC and school. These could then be reviewed quarterly and annually. CRPs could be provided with clusters of schools within a Panchayat or contiguous to be able to build on community relations between villages.

Interaction with other bodies: Interaction with anganwadis and balwadis for early intervention and

Box 4.10: Exemplar Goals and Forms and Purpose of Community Interaction

Clear goals or mission to be laid out in the beginning of the sessions. For example:

- Attendance of children to go up by x%, particularly in context of disadvantage group
- Drop out to decrease by x%
- Identification of issues of exclusion and formulation of strategies in School Development Plan.
- X number of parent teacher meetings to happen with at least Y number of parents attending it
- X number of parents as teacher sessions to take place
- Monthly report on identifying discriminatory practices - with action plans to work towards highlighting them and encouraging dialogue to resolve them
- Discussion of infrastructure requirements for the schools and budget availability from the government etc.
- Identification of CWSN
- Number of girl children in the community
- Caste composition and analysis
- Minority analysis (Religion, gender, language)

action, with individual schools for enrolment and addressing CWSN and with the Panchayat and local self government institutions for land and other administrative matters.

VEC/SMC: A relationship of friendly acceptance and a sense of common mission are important with the VEC/SMC and community. This would require clear goals or targets laid out at the beginning as well as continuous interaction with community. Although goals may be laid out in the beginning, it would be useful to allow for mid-course corrections if other more critical equity issues originate.

Continuous interaction to raise awareness in parents about education and educational needs of children. The importance of regular attendance to schools, importance of extra reading or a library, ownership towards school, etc. This could take the form of protests as in the case of Karnataka where a BRP had a quiet dharna outside the home of an out of school child to convince the parents that the children should come to school.

Space: A separate CRC is not essential for this model. However, if such a space exists, it could be developed into a children's club or resource centre which is also available to the community and youth after school hours. Locations outside the school such as panchayat house etc could provide a neutral space teacher and parents might be more open about sharing their reservations, concerns and other issues and a dialogue can be facilitated by the CRP.

Documentation:

1. Cluster census and health status
2. Child records that include health status on a quarterly basis
3. Enrollment data
4. Performance appraisals of children
5. IEP for CWSN
6. Weekly report of interventions undertaken
7. Gender and social category wise data
8. Analysis of DISE, QMT on equity issues

4.2.4 Systemic Linkages

Performing such a role would require the following elements of systemic support.

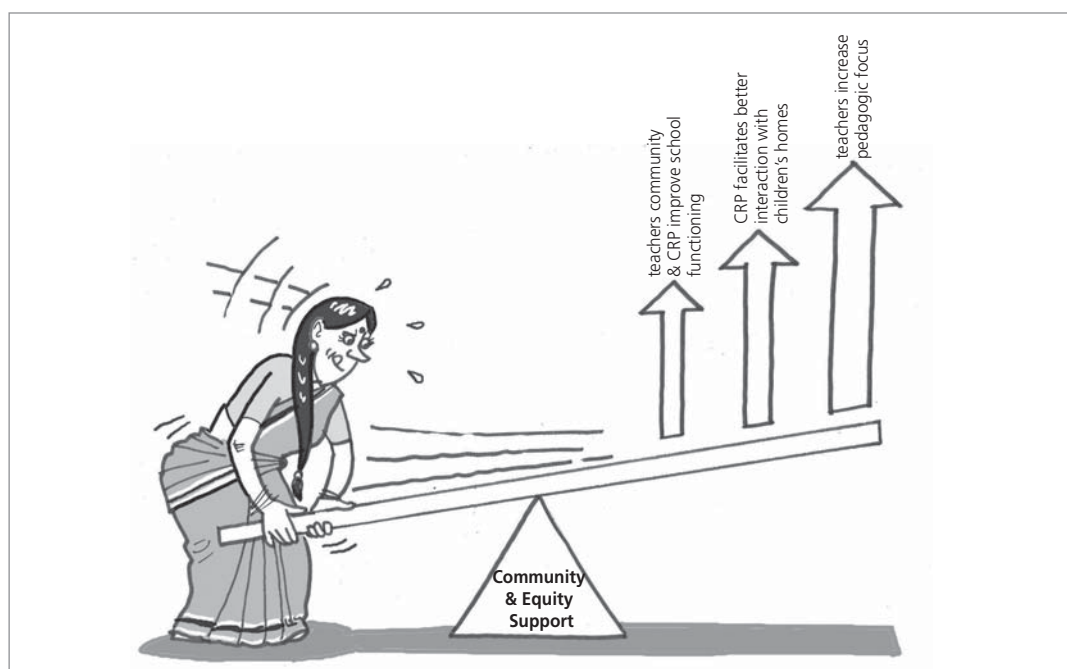
- I. State Level Support: It is required that the state level policies and plan of activities and expectations match and support the role of the RP as community and school relationship enabler.
- II. Linked with the BRC through monthly meetings
- III. Linked with the Community through meetings at the community level and also joint meetings between school and community

4.2.5 Challenges and Support Structure

- ❑ Working with the community is a very challenging job, with new and varied issues coming up everyday. The CRP might need some mentoring and support. It can be imagined that this comes from the BEO and the BRCC.
- ❑ There should also be the possibility for CRPs to work as a team. Thus creating a critical mass of people who are all seeking community equity development. Drives and community mobilisation work can be undertaken jointly by groups of CRPs within the block. This will also engender a team spirit and feeling of one purpose within the block. Collaborations with NGOs in the field may be forged.

Box 4.11: Summary - Community and Equity Support Approach

Dimensions of School Improvement	Responsibility
Academic School Development	BRP/BRCC-Academic coordinator, School & HM
Pedagogic Mentoring	Role of facilitator wherein CRP helps teacher to network with the peer group or subject experts at block level to resolve pedagogy issues
Training	BRC-DIET
Community Work	CRP
Equity	CRP
Data	Part time/out sourced or CRP



4.3 Approach 3. Supervision

Box 4.12: Key Features of Supervision Approach

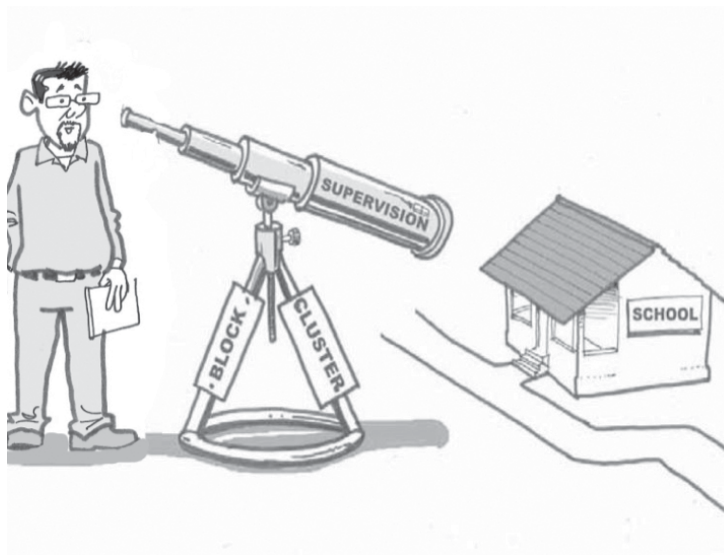
□ Vision and Rationale:

Supervision of all school activities would lead to improvement

The RP acts as a supportive vigilant, supervisor for all dimensions of school's work.

Relatively "thin" approach - RP works through checklists, pre-defined norms and information transfer in system.

Possible in highly structured curricular processes



□ Activities:

Lesson Plan monitoring as per norms, Supervision of school registers, Identifies needs and informs appropriate authority for action, Checking minutes of Review Meetings, including SDMCs, Inspecting school efforts towards CWSN, Minority groups, disadvantaged groups.

- Community work is time-consuming and therefore needs to be seen as a full-time job and not paired with other functions and responsibilities.

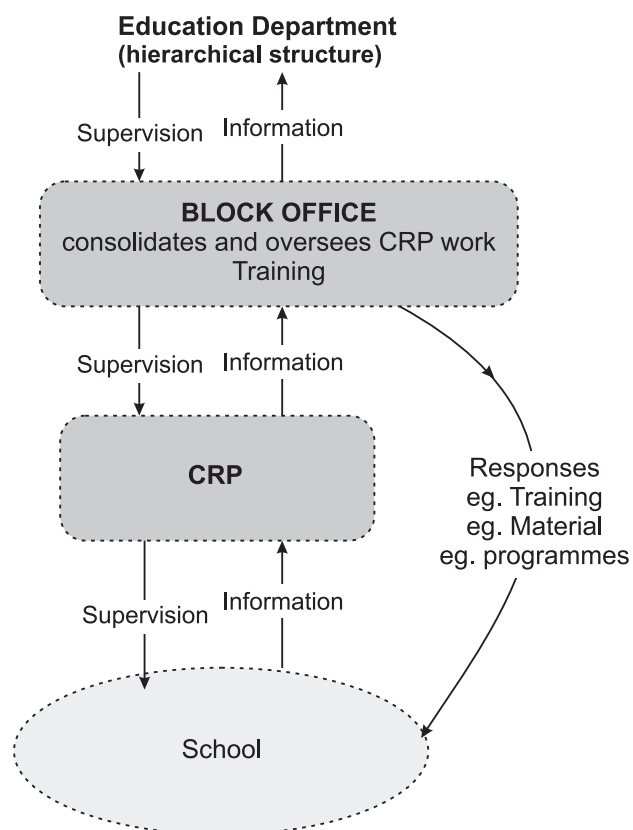
4.3.1 Rationale

Teaching and school support involve many aspects of management, administration and practices that require attention. Systematic, regular oversight may be in the form of supervision. Supervision approach can achieve curriculum and quality control when the state has a clear goal or program that must be conveyed to the school with minimum transmission loss in the cascade. CRPs play an important supervisory function to ensure integrity and minimise such transmission loss,

while at the same time ensuring that experiences and observations of the ground realities are conveyed back into the system and reach the highest level. It is more hierarchical and less expectations regarding autonomy and discrimination in the course of supervision.

The **Supervision** approach is designed to help the state and policy makers to ensure that a policy is being implemented at the school level and certain tools and data gathering that moves up in the system inform the State about how the policy or program is being implemented, what modifications are required if any, and additional processes or responses need to be initiated – eg. teacher training for some specific aspect, or an additional module based on feedback.

Box 4.13: Supervision Approach



4.3.2 Vision

Supervision is aimed at effectively overseeing all dimensions of school improvement. Such an approach would step up the needed element of accountability in the system.

Supervision Approach serves to:

1. oversee the implementation of state educational policies and programmes.
2. ensure through monitoring mechanisms that teaching learning takes place as envisaged by the Policy or program being implemented.
3. enable the system to be vigilant
4. provide required action after analyzing the feedback received through monitoring tools.

Supervision Parameters can be defined under heads such as:

- ❑ **School (HM)** – Expenditure on school, TLM, Mid day meals, maintenance facilities in the school, enrollment, attendance, retention / drop outs.
- ❑ **Teaching and learning** – Usage of TLMs, Teaching approach (eg. usage of resources- for what, how like for example-demo, distributed among children), Activity description, student achievement level, classroom processes.
- ❑ **Student** – Student achievement levels (high and low). Is teacher working with students that may require additional support?
- ❑ **SMC/VEC** – No. of meetings, School development plan for maintenance and civil work, relations with Head masters and teachers, support to teachers and HM.

Box 4.14: Parameters of Activity Based Learning Supervision by BRTE or a CRTE in Tamil Nadu

School Basic Facilities	
Playground	Good/Ok/Needs Improvement
Water	Good/Ok/Need Improvement
Sanitation	Good/Ok/Need Improvement
Are Slippers and Bags arranged in order?	Good/Needs Improvement
Are Children working in group?	Yes/No
Are they studying using Separate Cards?	Yes/No
Are they able to tell/say the Class, Symbol and Number of the card?	Yes/No
Are they able to show card on the ladder	Yes/No
Tamil reading Skills	Good/Ok/Improvement
English reading skills	Good/ok/Improvement
Are students using Notebooks properly?	Good/Ok/Improvement
Records	
– Computer Activities Record	Available/Not Available
– Programmes shown on television record	Available/Not Available
– Usage of Books from Library Record	Available/Not Available
– Usage of SLM material for mathematics record	Available/Not Available
The parameters for supervision are specified with the understanding that working in groups, arrangement of bags etc also has an impact on children’s learning.	

- ❑ **Equity** – Parameters to observe and record the status of OoSC and special training. Observations of Resource teachers working on Inclusive Education.

4.3.3 Activities and Processes

School visits: The CRP will keep a check/ supervise on the basis of parameters defined by the state for different programmes at school level. School visits could be bi-monthly. CRP

Box 4.15: Teacher Observation

CRTE observes the student achievement chart for English reading skills and 10–15 students are at same ladder from past two months and there has been no progress. Teacher shares the reasons for this situation. Teacher shares that she is not able to spend extra time and attention which they require because she had been busy with daily routine activities which are also time consuming. Pronunciation and not having time are two very different problems...what is the solution for the second one...as pronunciation is not the reason for children being stuck on a ladder...if this box should be here then we need an answer for this? Another reason she shares that she faces problem in pronouncing the words in English and she wants to know how to pronounce certain words. Then if CRTE knows the pronunciation of the word, then she can tell or can ask from the English resource person and get back to the teacher. [CRTE, Tamil Nadu]

Box 4.16: Mentoring Vs Supervision

RP in Mentoring	RP in Supervision
Expert comments and feedback	Facilitate the problem through feedback mechanism
Be the expert	Identify the expert and put in touch with teacher
Be the change	Send data upwards in the system and await change.
Act with autonomy and judgment. Encourage teachers to act autonomously and with deliberation	Follow format and implement. Encourage teachers to follow instructions and set patterns.

will observe and record status and work of school and teacher against specified parameters. Observation and discussion with teachers and HM might also be done for effective supervision.

- ❑ Using Monitoring Mechanism: Training in the use and methodology of tools and development of monitoring tools could be done.
- ❑ Consolidating the data: Consolidation of data and analysis of information at cluster level (intra schools and inter schools as well). A monthly report with compilation and analysis of data can be submitted to the block.
- ❑ Identifying training needs: After consolidating the data and considering his/her conversation with teachers, training needs can be identified and communicated to the block. This means that while designing training needs, trainers should plan to work on content knowledge with teaching strategies as reported in feedback from the CRP.

At the BRP level:

- ❑ Monitor the CRP: The focus of BRP will be to monitor the planning and visits of CRPs and consolidate data at block level to take further actions for the improvement of quality of education.
- ❑ School Visits: The BRP could visit schools to observe and record the work of CRPs. She/

he can visit schools to monitor whether he/she is regularly coming to school and if he thinks the intervention is required in low achieving schools.

4.3.4 Personnel and Organisation Structure

The supervision model has a fairly direct and simple hierarchical organisational structure. Teachers and HM are accountable to CRPs. CRPs will be accountable to BRP assigned to them and they will send the planned school visits (weekly, preferably on a fixed day) to the BRP. CRP will also submit the cluster level report to BRP. BRPs will be supervised by the BRCC by attending the meetings and through report submissions.

Qualifications and Tenure:

Teachers with little or no experience trained to use various monitoring formats and tools and supervised closely can work as effective supervisors.

Ratio and Number of Visits: An RP would be able to monitor about 15 schools and observe 30-50 teachers a month as this is a relatively lean model and does not expect too much time to be spent in school. Observation, checklists and data consolidation are the key tasks on the field, including regularity of visits.

No separate space is required for CRPs.

4.3.5 Challenges

Supervision approach does not aim to make the exercise of power and control routine, but rather

Box 4.17: Training RPs for Supervision

Some important questions to be answered in BRP/CRP pre-service training are as following:

- Why is supervision required and significance of supervision?
- What/Why are the different programmes going on?
- What are supervision indicators?
- Why are these supervision indicators?
- How to supervise/observe programmes?
- How to compile the data?
- How to do analysis? (Quantitative)
- How to feed data in Computer?

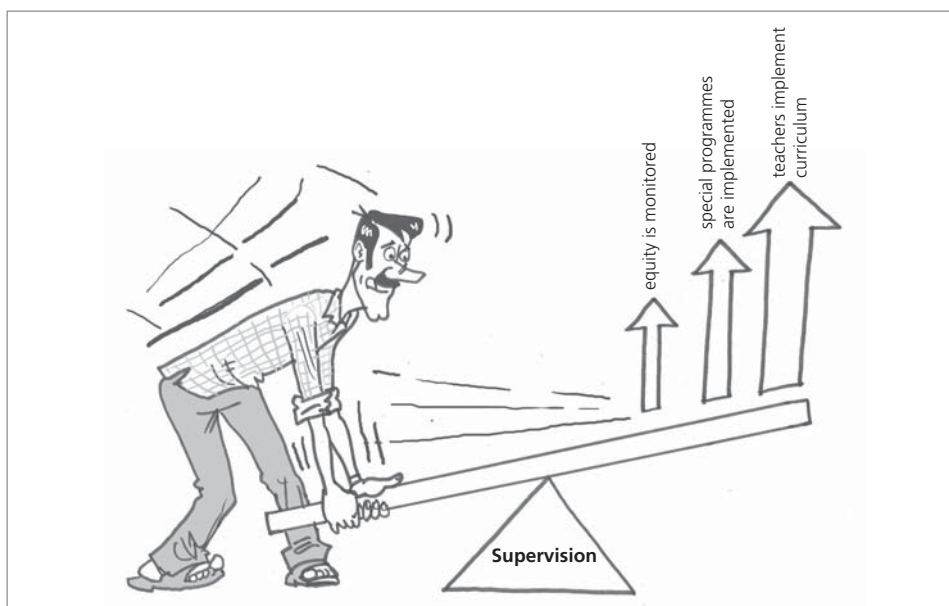
it aims for an intelligent vigilance to ensure that teaching learning takes place or a program is rolled out effectively and efficiently. The CRPs are not police inspectors but more as a link between the teachers and the system and to ensure two way flow of information.

It does not aim to provide punishment to the low performers rather it focuses on providing support so that schools can function and information is feedback on design and implementation of the programs.

The focus of monitoring will be school

functionality and to take actions required for better functioning of the school.

However, supervision does not encourage autonomy and difference within the system. It is usually derived from a 'management pedagogy approach' where teachers are expected to implement a worked out curriculum. Supervision as the central mechanism would tend not to be able to respond to teacher innovation or difference as, in the system, the intelligence and ability to discriminate and make judgments would lie at the state and at best at the district level.



Box 4.18: Summary - Supervision Approach

Dimensions of School Improvement	Responsibility
Academic School Development	BRP and CRP are responsible to ensure the teaching learning is taking place adequately and there is progression in the student achievement levels.
Pedagogic Mentoring	None as such as system requires implementation. CRP oversees pedagogy implementation.
Training	Needs identified based on data and monitoring formats designed at the state level and delivered at the District/Block. CRP supervises implementation.
Community Work	Community relationships are developed by the teachers and HMs. CRPs oversee and monitor the working of VEC and can intervene if any help required.
Equity	For Equity issues VEC, teachers and HM will be responsible. CRPs supervise the working of School and VEC for equity issues. VEC and School can share their problems with CRP and as per their needs CRP can develop a action plan for it. This can mean asking for BRPs intervention to solve the problem of releasing funds and it can be arranging resource person to train the teachers for inclusive education.
Data	CRP will do the data collection which is required for academic or school supervision purposes. Accountant will be required at block to maintain the records and management of funds.

4.4 Approach 4. Administrative Support

Box 4.19: Key Features of Administrative Support Approach

❑ Vision and Rationale:

Helps Schools focus on teaching.

Ensures schools spend minimal time on admin and data work and instead concentrate on effective teaching and learning.

The RP takes responsibility for all admin and data work by regular visits.



❑ Activities:

Managing and updating Admin registers and records, Managing DISE requirement, Academic Support - eg. Teacher Mgt, Time-Tabling, Communications between departments and schools.

4.4.1 Rationale

Most formal and informal conversations with teachers give you a glimpse to their daily frustrations. The amount of effort and time they need to spend on keeping most of the school records complete takes a big chunk of daily teaching time. They are frustrated at the number of forms that the state expects them to fill.

Record keeping and data flow is an important and valid requirement for the huge state machinery to make sense of what is happening where and to keep the system vigilant. Academic support to teachers is of course important, but could teachers be enabled to perform better by providing support for the mundane

but important tasks of the daily record keeping of the school? It might not be possible or necessary (or maybe less feasible) to provide every school with one administrative or office support person. However, we can envision a shared person who could provide such support.

Moreover, in some states, it is difficult to find people with academic capacity to support school teachers at the cluster level. However persons may be able to provide administrative support to schools. The academic support could instead be a block level task where a group of BRPs can provide support to schools. Capacity at the Cluster level could be used for administrative support.

4.4.2 Vision

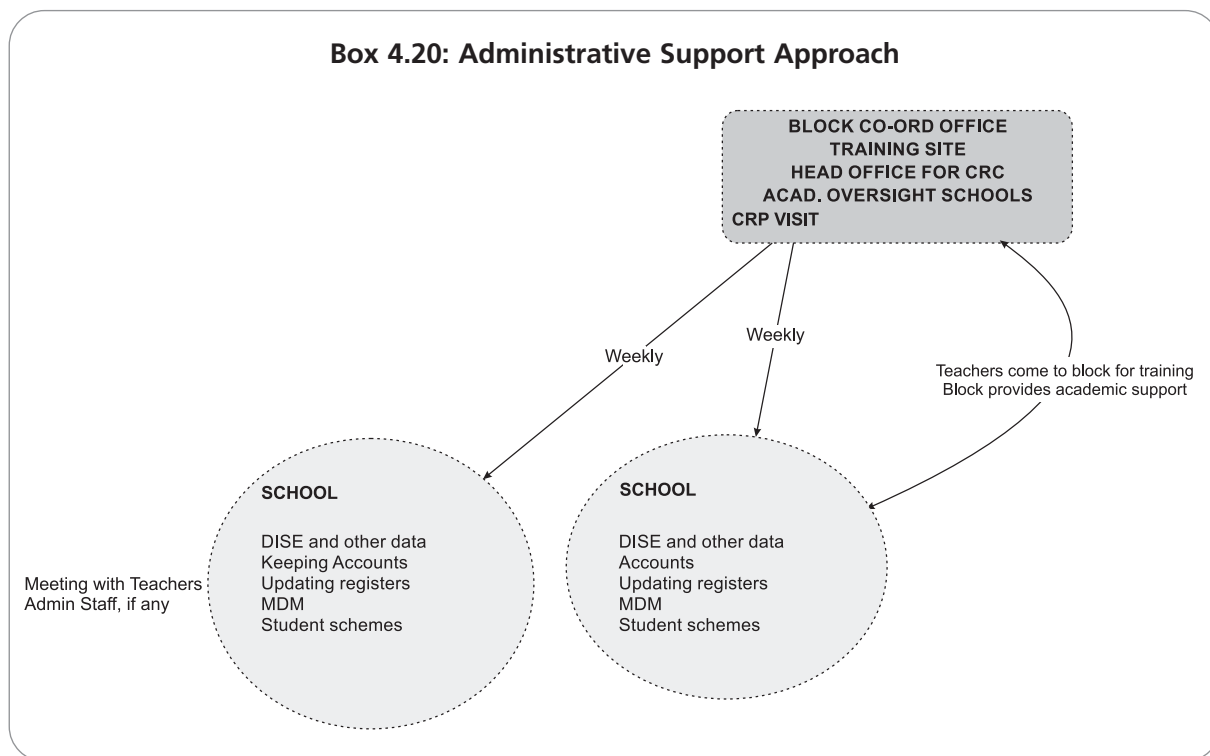
In this approach, the support to the schools is viewed as taking the form of support for administrative tasks so that teachers are more free to work towards academic tasks. The CRP provides shared administrative support to the schools. Thus, *taking away the burden of non-teaching work from the teachers and thereby bringing in a clear focus on the academic work.*

v) Communication link between school and block.

4.4.4 Qualifications and Tenure

This approach requires basic data management and secretarial skills. A short term tenure of 2 years would also work.

The CRP shall not provide academic support and thus will be the shared administrative support amongst schools and support teachers. This will need to be the arrangement till the time there is



Such a CRP also provides regular link and communication between schools and the system, freeing the need of teachers and HM to visit block offices.

4.4.3 Activities and Processes

- i) Support teacher and HM with form filling as required.
- ii) Maintain records at the school level
- iii) Network and other administrative duties
- iv) Logistical organizations of workshops and meetings

no clerical support available at the school level. And again, one will have to think the efficiency of allocating one person to each school when it is possible to share the clerical support. *At present SSA is providing an accountant-cum-support staff for every 50 schools to provide support to schools and blocks to help them maintain record properly.*

4.4.5 Challenges and Support

The key challenge foreseen in this system is that the job responsibility of CRP and BRP is completely different. Thus the interaction between the two levels would be minimum.

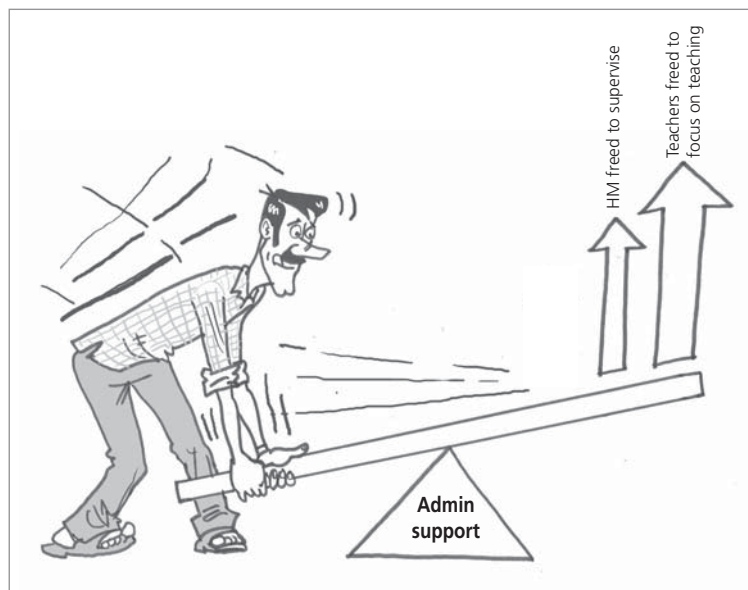
Box 4.21: Summary - Administrative Support Approach

School Improvement	Responsibility
Academic School Development	BRP is responsible to ensure the teaching learning is taking place adequately and there is progression in the student achievement levels.
Pedagogic Mentoring	None
Training	Needs identified based on data and monitoring formats designed at the state level and delivered at the District/Block. BRC helps the DIETs design the right training while CRP organizes implementation.
Community Work	Community relationships are developed by the teachers and HMs. BRPs oversee and monitor the working of VEC and can help if required.
Equity	HM and Teacher
Data	CRP will do the data collection and management which is required for administration purposes. A Mobile Accountant (at least one each for every 50 schools) will be required at block to maintain the records and management of funds at school level

In this approach, it would be the sole responsibility of BRCC and the team of BRPs to academically support and coordinate with the schools thus leading to less frequent school visits but more focused interactions.

The DIETs must also need to be strengthened to provide for capacity building of teachers and close co-ordination with BRCs to design training.

This approach responds to the needs of schools and also recognises that there are situations where the system may not be able to find and retain skilled and capable CRPs. More expectations are made of the BRC.



Approach 5 : Teacher Development and Mentoring – a difficult approach and effective only on a small scale

This approach is similar to the DPEP model. The approach aims to *empower teachers to reflect on their practice, the curriculum choices, educational aims and contexts of learners*. This is done through:

- ❑ Capacity building of teachers through trainings
- ❑ Providing school based support to teachers
- ❑ Building a community of teachers

The RP works as a trainer and mentor and is supported by highly capable resource persons. They work together to :

1. Conduct trainings at the block. These would be customized to the requirements of different teachers. Split-model training (same trainer-trainee group) are preferred. Teachers could be called for trainings cluster wise.
2. Follow up at the school. Once the trainings are over, the RP would follow up with individual teachers to support them on problem areas or mentor them on issues. He would need to spend time observing the classroom sessions and later discussions and reflections on how effective they were.
3. There would also be regular meetings with the groups of teachers on common issues and solutions to problems they face. The RP would be the expert facilitator in such meetings and help build the teachers as a community which could meet frequently to discuss specific educational issues eg changes in curriculum, topic for next month and so on. It is important that subject experts are regular at such meetings so that teachers can draw upon their experience.

This approach, if followed, requires the following people at various levels:

- ❑ Academically competent CRPs in sufficient numbers to be able to visit schools and teachers regularly, about once in two weeks. Preferably, CRPs could be drawn as various subject experts so that they themselves form a resource pool at the block level. They, in turn, can be tapped by any teacher who requires their pedagogic support.
- ❑ Academically competent MRP pool in the district to conduct quality trainings.
- ❑ Subject matter experts accessible to the RP and teachers. All teacher educators from various teacher education colleges and university departments, college subject experts and NGOs across a district may become part of a District Resource Group (DRG). This DRG will need to have activities to strengthen Pedagogical Content Knowledge¹. This could be organized through DIET and DIET Resource Group.
- ❑ Autonomy and timely release of funds to plan and announce training schedules well in advance and also to conduct split model trainings, and incorporate time and opportunity for RPs to meet before and after training for preparation and briefing, etc.
- ❑ Resource room at the block and smaller version of it at the cluster level.
- ❑ Strong, well-funded DIETs who would develop MRP pools. For this, DIET would need funds to organize workshops and events to nurture DRG. DERC (District Education Resource Center) would be well stocked with materials and resources to support this

As desirable as these inputs are, they do not seem viable either financially or from the point of view of people available at block and cluster level. This model would work if carried out on a limited scale in conjunction with resource organizations, university and/or NGOs and other experts.

1. Subject expertise combined with knowledge and ideas on how to teach it. Must include activities, representation and concept map of knowledge area.

Box 4.22: Summary of the Approaches - Key Features

CRP	School Academic Coordination	Community & Equity Support	Supervision	Administrative Support
<i>Basic 'unit' of RP work-focus School/class rooms/Teacher*</i>	School [In Cluster Dev. Approach size of the school matters]	School & Community [Depend on the degree of equity concern within community]	Number of Classrooms/ teachers'	School
<i>Number of RPs Needed*</i>	To be decided via micro planning or as per CRP distribution algorithm. fortnightly/monthly	To be decided via micro planning or as per CRP distribution algorithm. Attend all community meetings	To be decided via micro planning or as per CRP distribution algorithm. Fortnightly/Monthly	To be decided via micro planning or as per CRP distribution algorithm. CRP- weekly BRP- as per school requirement
<i>RP number of visits to site*</i>	Yes For oversight and overall academic coordination, also to respond to specific needs identified.	No Basic oversight and coordinate academic needs from information brought back	Yes For consolidating data and reporting.	No Reports to HMs
<i>Reports to BRC</i>	Not necessary	Not necessary	Not necessary	Not necessary
<i>Separate space needed for CRP</i>	Yes-within school (or at cluster level in cluster development) CRP + HM	Yes in community meetings Oversight in Tr. Planning meetings HM CRP is involved	CRP not involved	CRP not involved
<i>Determining training needs and selecting teachers for training</i>	Graduate with education leadership experience 3- 5 years	Bachelor Education/Soc. Work MSW/Sp. Education 3 - 5 years	Graduate with or without teaching experience 3 - 5 years	HM or BRC or Systemic Graduate secretarial data and accounts skills 2 years
<i>RP Qualification Essential Desired</i>	3- 5 years	3 - 5 years	3 - 5 years	2 years
<i>Tenure From CRP pool 1/3 replaced at the end of tenure to ensure continuity and work patterns</i>	Needed	Needed	Needed	Needed
<i>Capacity Building</i>	Yes	Yes	Yes	No, Block is linked to school to provide academic support
<i>Block Link</i>	Through BRC training	Through BRC training	Through BRC training	Through BRC training
<i>DIET Link</i>	Through BRC training	Through BRC training	Through BRC training	Through BRC training

* Refer to Algorithm later in this chapter.

**Box 4.23: Approaches in Relation to Dimensions of School Improvement
Summary Table: Who Does What and Where?**

		School Academic Coordination	Community & Equity Support	Supervision	Administrative Support
ACADEMIC MONITORING	School Functioning	CRP + HM + Tr.	School & SMC with CRP facilitation	School adhering to pre plan	HM + Trs.
	Academic Coordination	CRP	HM with CRP oversight	Largely pre planned and common to all schools-centralised	School based or centralised and pre planned
	School Based Academic Support	BRP + DIET	BRP + DIET + NGOs	BRP + DIET	BRP + DIET
	Academic Monitoring	BRC	BRC	BRC	BRC
	Financial and Admin Mgmt	School oversight	School + with CRP with CRP oversight	School Community oversight	CRP assisted through accountant cum administrative support from the block
TEACHER TRAINING	Teacher Training/ teacher professional development needs Identified	CRP with HM & support through Teacher Management Systems	CRP + HM + Community & support through Teacher Management Systems	BRC based on data and feedback & support through Teacher Management Systems	School and/or BRC & support through Teacher Management Systems
	Teacher Training Site	Block or cluster	Block or Cluster	Block	Block
	Teacher Trainers	BRP + MRP @ DIET +NGOs	BRP + MRP @ DIET + NGOs	BRP + MRP @ DIET+NGOs	BRP + MRP @ DIET+NGOs
	Post Training Support	Provided by Trainers through split level training mode or BRC	Provided by Trainers through split level training mode or BRC	Provided by Trainers through split level training mode or BRC	Provided by Trainers through split level training mode or BRC
OTHER	Equity issues	School with CRP oversight	SMC with CRP	School with SMC	School with SMC
	Community work	Teachers with CRP oversight	CRP	Teacher with CRP oversight	School
	Data	Assisted by Block or CRP	Assisted by Block or CRP	Assisted by Outsourced Block	CRP
	Appraisal of CRP	HM + Tr+ BRC	HM + SMC + BRC	BRP + BRC	Tr + HM + BRC
	Selection of CRP	School HMs, teachers & block	School HMs, teachers, block & community	Block	Block

4. Common Features and Challenges

1. CRP Selection Ideas

The teacher could apply for a position, once advertised. This could be from an open pool including teachers from outside the system also. The CRP could be elected from amongst an existing pool of suitable candidates Cluster applicants could present proposal of work/ ideas that he/she would execute under the proposed approach to school improvement.

Teachers from both government or private schools could be encouraged to apply.

2. CRP Tenure Related Concerns

Three approaches require a long term tenure of at least five years for the CRP. This is so that the system can benefit from the learning of the CRP once on the job. It is recommended that not more than 1/3rd of the CRPs should be replaced at a time, to maintain the memory of the system and the continuity of programs. Efficient CRPs should be encouraged to reapply for the positions or be reselected. The possibility for contractual CRPs are available in Approach 3 and Approach 4.

3. CRP Capacity Building

The entire workforce at present has some training in education and teaching. This may be continued but also further strengthened by more intense and in-depth study of specific capacity building as the approach demands and management skills and tools which will assist in the approach being considered.

4. Number of CRPs per Cluster

The number of CRPs needs to be decided based on the nature of work expected of them, the regularity of visits to be carried out to school/teacher/community/joint cluster fora, the geographic spread, and the variations of the issues faced on the ground, and the actual number of days that a CRP is expected to be on the field. Various demands and

expectations can be worked out based on person days, and an understanding of the maximum person days each CRP can give to be on the field.

Exemplar CRP distribution algorithm

An algorithm can be formulated which calculates the number of CRPs required based on school and teacher information in EMIS and some added fields. The parameters include the following:

1. How often is a CRP expected to visit a school?

Government school may be for example visited once a fortnight while private schools may be visited occasionally but regularly, say once a month

A school visit requires half a person day.

School level: time to be spent to following whole school and community matters, school annual plan, MDM, cleanliness, community issues, incentives, VEC, teacher work etc.

2. Is a CRP expected to visit a classroom to mentor/supervise the work of a teacher? If yes, how often?

Which are the schools where a CRP is expected to supervise the teacher (only government schools or private schools also? Etc.) A school with five teachers requires a person day

Teacher level: CR practice, training support, planning support

3. What is the distance of a school?

'Near'/'accessible' vs 'remote' – remote schools regardless of their size, will take up visit time. Coverage of schools which are near each other or based on transportation access, can be optimized. This is local information.

4. What is the 'quality' of the school? What are the issues being faced?

Schools which need more attention may be visited with more frequency as compared with schools which require less attention. This may be determined at the local level, based on previous observations or data on formats.

5. Two constraints – a CRP may need to visit the block office for half a day every week. A CRP may spend in total 20 person days on the field.

The algorithm would factor in the following types of information - maximum number of days a CRP is expected to spend on the field on visits, information regarding the quality and type of schools, the number of teachers and geographic spread of schools. In other words, it is based on visualizing the work to be carried out by CRPs on their visit. The formula is such that it allows

one to alter the variables, based on how we visualize the work of a CRP. These are key decisions which determine the work, and hence the distribution of schools to CRPs is as follows. The formula allows the district administration to make decisions on all these matters and then calculate actual requirement of CRPs, based on data from EMIS on the schools and teachers. The setting of the variables can be altered. The formula does NOT assume a maximum limit on the total number of CRPs available. (See Sarangapani and Ramkumar (n.d.) for detailed discussion)

Box 4.24: CRP distribution and Cluster size

SSA provides for normally 1 CRC for 18 schools and one URC for 1.-15 clusters in cities. For effective BRC and CRC, these units need to be carved out correctly. Placing URCs and BRCs together, may further strengthen the Resource Centres with additional manpower and help in more cohesive unit with unity of thought in a way these units need to work. While carving out clusters, more thinking will need to be done. The system should employ a bottom-up approach by undertaking an exercise with current CRCs and select headmasters to help carve out the clusters such that no cluster has more than 20 primary and upper primary sections, of government and government aided schools. Some clusters can be smaller, if the geographical terrain is difficult. The other criterion that should be considered is that of a school size, while defining clusters it should be ensured that all large schools or small schools should not be kept in one single cluster. Since school size is directly related to the number of teachers, having too many large size schools in a cluster would mean that even though, schools are less than 20-18, yet number of teachers is so high that cluster coordinator may not be able to support and monitor that many teachers. By and large, a cluster should have between 45-65 teachers. The urban clusters due to proximity of schools can be slightly larger. Notification of clusters by the district or state would help in reducing adhocism and change of cluster boundaries, every now and then. This notification can also lay down basic principles used for defining clusters and manner in which they may be changed.

5. Nature and Form of Block Leadership

All approaches depend on academic leadership and resources at the block. All approaches require that all the blocks are resourced with materials, IT & internet and personnel in the Block Resource Group and through DIET.

6. Use of CRC space where they exist

Most of the approaches do not require space for the CRP at the cluster. CRPs would benefit from having a work station at the block. A few CRCs in large blocks could be converted into additional resource repositories for materials and internet access. They could be

handed over to the school to used as required, converted into community spaces for children with special needs, special trainings for out of school, resource rooms of the community can be housed.

7. Use of Formats for academic coordination and supervision

The Monitoring Formats for Quality Management in SSA visualises reporting formats consolidation formats and analytical sheets to be used at each level of the system: School and community, Cluster, Block, District and State. QMT used by CRPs requires understanding and experience of CR teaching. It includes observations, comments and actions recommended and taken. Inter linkages between CRC – BRC and DIET and SCERT is visualized to support planning, reviews and responses to issues identified. QMT visualises more possibilities of autonomous action at cluster and block level.

Based on the approach chosen formats would need to be developed and responsibility for

reporting divided among all agents. Much of this information need not flow up beyond the level of block and would be solely for the purpose of coordinating, reviewing and periodic assessments.

8. CRP appraisal

Appraisals indicate a system of checks and supervision that must be closely linked to the expected outcome of an approach. Once an approach has been chosen, the goals and outcomes expected from that approach should be clearly articulated. From this expectation, the appraisals can be drawn out. The expectations and outcomes being assessed in the appraisals should be draw from the goal of the approach and not be arbitrary.

The appraisals can include Self Appraisals, 360 degree appraisals including feedback form (everyone who is impacted by the work of the RP), 180 degree appraisals which are subordinate or supervisor and peer appraisals.

Chapter 5

The Block Resource Centre

Chapter 4 presented four approaches which could be leveraged to improve schools. Each approach describes the work of CRP in detail and how some of the other institutions support this work. This Chapter presents the vision and organization for the BRC:

1. Rationale and Vision
2. Activities
3. Personnel, Organization structure and System Linkages
4. Role of the DIET and its link to the BRC
5. Challenges

These have been supported with illustrative examples.

5.1 Rationale and Vision

The CRP is responsible for implementing the approach on the ground- working actively with the schools and the community. This task requires constant guidance and support from the system. As a natural unit of consolidation and as an established point of interaction with the CRP, the BRC is perfectly placed to become a guidance and support system to the CRP to achieve school improvement.

The BRC would, in addition support schools and teachers by conducting trainings, managing data

and being a repository of knowledge resources. Only when all these elements are performed well, would the approaches work towards achieving school improvement.

5.2 Activities

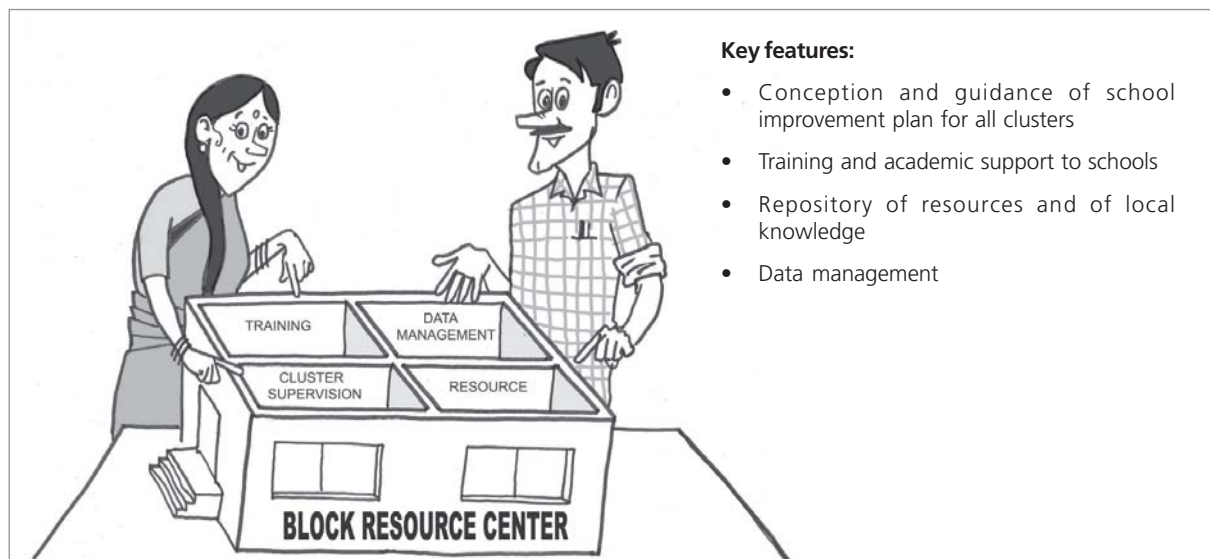
The BRC is visualized as the place which:

1. Provides co-ordination and oversight of CRPs for school improvement and support
2. Coordinates and Conducts Trainings
3. Manages education data within the block
4. Acts as a Repository of Knowledge Resources

5.2.1 Co-ordination and Oversight of School Improvement and Support

The BRCC would supervise the performance of BRPs and CRPs and guide the specific approach(es) chosen for the block. The BRCC ensures that all approaches are on track. Her role and responsibility will be to:

- ❑ Monitor and facilitate the CRPs – The BRCC provides a sense of direction and feedback to the CRPs so that they can take decisions on the ground in accordance with that intent. The BRCC understands the approaches, their focus area and can guide the CRPs



Key features:

- Conception and guidance of school improvement plan for all clusters
- Training and academic support to schools
- Repository of resources and of local knowledge
- Data management

Box 5.1: ADEPTS standards for Teacher Support System

Roles for the teacher support institutions (CRC/BRC, DIET & SCERT)

1. Generating the motivation to perform through effective relationships
2. Setting goals/establishing vision of improved performance
3. Building capacity through planned measures, to generate performance (in others and in the support institution itself)
4. Assessing and monitoring performance (in others and itself)
5. Acting as reliable response mechanism to ensure continued performance
6. Generating resources to enable sustained and ever-improving performance.
7. Involving key institutional stakeholders eg. Teacher Education Institutes, Panchayati Raj Institutions, relevant government departments (eg. Health, Youth, ICDS)

when they have questions or ask for support. She also builds a sense of why the particular approach is important in that cluster and how it will lead to school improvement. Regular interactions between the CRPs and the BRCC would ensure that the BRCC is aware of the various activities in her block, the challenges involved and possible areas of collaboration between clusters. The monthly reports by CRPs about their work could be useful as a starting point for discussions. This could be combined with regular visits to schools in the cluster.

- ❑ Appraise CRPs – The BRCC regularly interacts with the representatives of all the stakeholders whose work is impacted by that of the CRP (eg. HMs, teachers, Panchayat heads, VECs, PTAs). She takes their feedback about the CRP to understand more about CRP's performance on the ground and guide subsequent actions in the cluster to improve schools.
- ❑ Facilitate work between BEO and Cluster and sorting out of any administrative hurdles.
- ❑ Network with DIET Universities and NGOs for training needs and conducting research and programs.



Box 5.2: Using minutes to establish Continuity and Focus of Action in a BRCC-CRP meeting

Date: dd / mm / yy

Members Present: X, Y, Z...

Members Absent: A, B and C

Chair: BRCC (this could also be rotated between different CRPs)

Minute taker: Z

The meeting began with a review of the minutes of the last meeting held on <date>. X pointed out a few changes to the minutes circulated – which were agreed upon and passed by the group with a show of hands.

Issue 1: Actionables from last meetings minutes

Issue 2: Preparation for School Development Plan. The CRPs – X and Y mentioned that their schools were not getting the model data formats on time. The BRCC noted that and said that he had received them in limited number would inform the state official about the problem and hopefully resolve it in the next 2-3 days.

Issue 2 – TLM sharing in cluster T. Z mentioned that he had achieved progress in helping the schools in his cluster share TLM. He described how he had set up a common register which lists all the resources across the schools. Now, the teachers could put in a request or visit the relevant schools to “issue” the TLM for a week. The process still had some problems, especially when teachers did not return the TLM on time. However, the HMs had agreed to share one support staff person from their school once every week who would go from school-to-school to follow up and get the TLM. Other CRPs gave ideas and suggestions on how to make the process more effective. These were:

1. _____
2. _____
3. _____

Issue 4 – Trainings for teachers in cluster U. The BRCC asked for ideas on possible topics on which trainings could be conducted for schools in cluster U. The people from the Training Coordination Unit were also invited during this part of the meeting. The professional data for the teachers were shared and the group and came up with 10 different possible topics. Since the trainings are 6 months away, it was discussed that the CRPs would think over these possible topics and shortlist 2 of them for their cluster- by the time of the next meeting.

Closure: The CRPs agreed to meet on 21st of next month for the next monthly meeting. The BRCC drew the attention of the CRPs to the key events _____, _____, _____ of the next month. She then closed the meeting by thanking the RPs for their time and effort.

5.2.2. Trainings

Post DPEP, training needs of teachers have widened, become more focused and differentiated. Training must try to address needs of upper school as well. Those are more agencies offering various kinds of training. Hence, training needs to be planned and delivered differently from the current practices to make impact. A Training Coordination unit at the BRC would be informed by these factors to deliver effective trainings and coordinate efforts for capacity building of teachers and RPs. This unit could work with the DIET, teachers, CRPs and other agencies to help identify the training needs of the teachers and CRPs and to schedule and conduct trainings. It would also guide the trainee teachers who come to the block for their school internship so that they get a richer experience and the schools do not get disrupted. The quality of inservice training is urgently in need of radical revamping. The Reflective Teacher, (NCERT, 2007) and NCFTE (2009) give ideas and direction for the same.

a) Identifying training needs and persons who would receive training

We may add the following in continuation :-
The teacher could self nominate for a training that has been announced. The CRP and the BRP, based on their field work within the schools, could also nominate teachers who could benefit from the training. The HM could also make nominations. The Training Co-ordination unit at BRC could work with CRPs, the DIET and other experts to identify themes or topics considered important for every teacher (eg. RtE, social constructivism). This unit could capture and analyze information pertaining to the teachers (eg. their qualifications, details of experience, self-identified mastery areas) which could be helpful to the DIET to customize the trainings.

The perspective of in-service training will hitherto, need to be long term and take into consideration 5 to 10 years.

b) Scheduling and conducting the trainings

Split-level training with the same group of trainer-trainees would be helpful in ensuring sustained engagement, taking training ideas into practice, reducing anxiety levels and responding to the needs of the training group. Notifying training schedules at least 4 months in advance would provide teachers and RP with adequate notice period. The teachers could then plan for their students so that learning is not disrupted. The training sites could be varied. Training can take place at the DIET or the Block or the Cluster or within a school. The delivery and design of the training needs to be steered by the DIET.

Trainings require pre and post training planning and work by BRPs and MRPs.

c) Training Management Systems (TMS)

All the training information - who attends, when, number of days, resource persons, should be accessible at the DIET and BRC in a Training Management System with data entry and querying capability. Each teacher could have a *professional development record* kept at the school and updated based on trainings and other professional activities that the teacher attends. This record, if kept in the school, could provide the academic supervisor/visitor with an understanding of the teacher's professional background and inputs and carry out any supervision or mentoring in a more informed manner.

Box 5.3: Training logic

- 1) Pre training: BRP-CRP group to decide what types of trainings teachers may require.
- 2) MRP called in to develop and design training. Training Design could be split into parts, depending on objectives/ methodology.
- 3) BRC/BRP in consultation with CRPs plan cluster-wise training schedule. CRP (in consultation with HMs, and based on school visits/othe data) decide which teachers to be called in for training
- 4) MRPs meet to plan for specific workshops to be conducted - details of sessions, materials, etc
- 5) Cluster-wise grouping based training conducted at Block or Cluster by MRPs, with concerned CRPs present
- 6) MRP brief CRP on type of school follow up to conduct
- 7) CRPs conduct school follow up/mentoring
- 8) Cluster-wise post training one day meeting of all teachers OR part II of training

BRC has data regarding schools and teachers that are reflective of quality/process. BRC is a materially rich resource centre, BRC maintains a roster of MRPs in various school curricular areas, BRCs provide opportunities for professional development of MRPs, BRCs orient CRPs on school followup and plan for regular school followup

District (DIET)/State (DSERT, SSA) has processes for development of MRPs. The number of CRPs is adequate for regular school followup, the funding allows for split level trainings and small group trainings. The funding supports renewal and updation of resources at BRC

Source: Sarangapani and Ramkumar (n.d.).

Box 5.4: Teacher Training Management System

The training management system of E- Governance Unit of DPI, Karnataka and NIAS, builds upon the information available in the EMIS to address planning issues pertaining to in-service teacher training. This system manages and tracks the trainings for which teachers are deputed, i.e. the management of a training delivery system to ensure that there is a rational, efficient way to allocate/call the right teachers for the right training and to track the trainings received.

Trainings are provided by various agencies and aim at different aspects of their practice, ranging from personality development to specific grade and subject related inputs. Currently, the information on training are kept in hard copy and capture data relating more to financial accounting rather than training management. The TMS can operate at the block level and assist in aspects relating to planning, reviews and reporting of trainings.

Using information from the EMIS pertaining to teachers and their school locations, the TMS captures additional information using two masters. The training master captures training description, including main features of training design, content and agency. Training delivery master captures details of the delivery of a particular training, teacher names, training dates, attendance etc.

The system permits various querying: "How many days training did teachers undergo between two specific dates?" "To what extent have teachers of English been covered by English training?" "Who are the teachers how have had about 50 days of maths related training who can now be considered for MRP selection?" etc.

Source: NIAS (2007).

d) MRPs for the trainings

The quality of the training depends on the quality of the trainer/resource person. MRP and BRG pools need to be nurtured through capacity building which includes subject expertise, pedagogic ideas and training of trainer related skills. DIETs could play a role in nurturing such MRP pools. Each block should have an MRP pool of at least 10-15 persons for each curricular area.

A roster of MRPs could be maintained at the Block that comprises details of trainers with subject expertise (eg. teachers,

lecturers, experts from NGOs). This database could be continuously updated to reflect the needs of teachers, CRP and DIET training requirements.

The CRPs and the BRP could also be subject experts. However, being a subject expert may not be the necessary condition for their role. Under the proposed approaches, it is desirable that BRPs are subject experts also so that they do not end up only as administrators for training but contribute academically too but being a subject expert is not central to the role of the CRP.

Box 5.5: The 'Integrated Block and Cluster Development' (IBCD) Model

Strengthening training at the Block/Cluster level Focus areas:

1. Develop BRC into a training facility.
2. Develop local subject resource pools (around 15 persons for each subject area) who can design and conduct teacher training.
3. Plan and implement workshops for teachers to include plan for follow up by CRPs.
4. Use school and cluster level data for planning and management of workshops and monitoring school quality.

Processes:

1. MRPs for each subject area selected by BRC team including BRPs, CRPs and Teachers based on basic knowledge of subject area and reputation of teachers.
2. Capacity building: residential training including subject knowledge, pedagogic related and education related knowledge, use of TLMs and training of trainers related skills, Design of training modules. Followed by implementation of training along with feedback on training aspects. Self evaluation, peer evaluation and expert evaluation and feedback.
3. CRP led school follow up planned post training.

Features of teacher training designs:

1. School follow-up was visualised as a part of training process itself (workshop + school follow up)
2. Split design provided spaces for teachers to reflect on the classroom practices.
3. The CRPs & BRPs were oriented on the importance of school follow up and its linkages with planning.

Some positive consequences:

1. Small groups and pre-planning ensure high quality interactions with teachers. This was widely appreciated.
2. Where CRPs did visit schools their school visit was focused vis a vis the training received by the teachers.
3. Several CRPs were proactive about conducting follow up meeting at their cluster, and teacher reflection at this meeting was meaningful. Teachers found the 'split model' useful.

Some Issues:

1. Decentralized trainings at Block and cluster do not easily find acceptance in the absence of a state policy on this matter.
2. Current conduct of trainings tend to disrespect the teacher as a professional frequently training related communications *are* not sent to teachers in advance.
3. The prevalent financial norms are used in restrictive manner become viable making trainings less effective and routinised. The financial norms of training are used as a stand alone whereas certain activities with specifics can be supplemented through BRC/CRC grants, management, REMS etc. fund
4. School follow-up is difficult to realise as there are several programmes to which the BRC needs to respond and which assume priority over school follow up plans. BEOs also do not provide firm administrative back- up for school follow up.

Source: NIAS (2007).

e) Design of Trainings

MRP should be encouraged to design trainings for local issues. Cascade trainings can be strengthened if there is time allocated for MRPs to prepare before trainings.

5.2.3. Management of Data

Data and records are important to develop a systemic memory of work at different levels. They are also essential to enable a group to look back at its work, to retain a sense of direction and develop a sense of progress and achievement. Also, the RPs today spend a lot of time in collecting, collating and sending data upwards in the system.

Equipping the BRC to become the hub of data and records would allow this function to be performed well and give the CRPs more time to focus on activities based on the chosen approach. The forms could reflect the approach too. Thus, the format for reporting and recording could include information and indicators that provide a

sense of direction about the way the approach is progressing.

At present, most data and records only move up the hierarchy. There is little use at the level where they are collected. Adequate analytical reports do not come back down to be reflected upon or to inform decision making at the block, cluster or school levels.

Designing a system of data collecting and flow can consider the following:

- a) How much of the format related data actually needs to move all the way up? Some of it perhaps should be collected and used only at the school/cluster level, as it is meant to streamline work there. It need not be gathered for the purpose of moving up through the system.
- b) There is enormous potential of using technology to streamline data collection and use and to prevent repeated gathering of data. *At present SSA provides for MIS coordination data entry operators who should be used to their fullest potential.*

Box 5.6: Smooth flow of Communication

Gujarat uses technology to smoothen the flow of communication to the schools through the BRC-CRC network.

Each Block and Cluster office has been provided a computer with access to the internet. Whenever the state needs to pass information or collect data, it sends across an email to the these offices. The RPs access the email, collect the data (if required) and respond quickly. The emails also create a record of what was asked and what was sent (including when). Further, the same information can be accessed again with ease.

The BRC data management personnel would:

- Co-ordinate data collection across the block - This unit would co-ordinate and cross-check the data (eg. compare with previous month's data for variances) before sending. The unit can also store qualitative data (eg. minutes of meetings held by the VEC or PTA). Such records would be useful for new RPs.
- Manage the data received from the schools - This would involve compiling the data across schools, keeping chronological records, developing a system of reference (eg. using primary fields (say, school code) to sort and store data), creating backups and so on.
- Analyse the data to improve decision making -Useful in conducting trainings or finding out which kind of resources would be more useful in the BRC resource room. A basic analysis of data about enrollment or gender ratios across schools or comparing notes from minutes of VEC meetings across time would help RPs perform their role better. This analysis could differ in light of the approach chosen.
- Send the data to the district or state as requested - The unit could ensure that the data requests are answered in the given time. In case the district officials have not received the data or have queries about it, they would co-ordinate with this unit.

Box 5.7: Sample Checklists used for data tracking

III ACTIVITIES TO BE REVIEWED

Sl No	ACTIVITY	8/10	9/10	10/10	11/10	12/10	1/11	2/11	3/11	4/11	5
01	NPEGEL	✓	✓	✓							
02	CALC	✓	✓	✓							
03	Civil works	✓	✓	✓							
04	CRC Int Session	✓	✓	✓							
05	TOWNSHIP ST.P.	✓	✓	✓							
06	Til work	✓	✓	✓							

IV REPORTS TO BE REGULARLY SENT

Sl No	REPORT	8/10	9/10	10/10	11/10	12/10	1/11	2/11	3/11	4/11	5/11
KAP.01	210-810:2000000		✓	✓							
GAF.02	CALC		✓	✓							
VA.03	IED		✓	✓							
RSR.04	Ministry		✓	✓							
RSR.05	ODSC		✓	✓							
AGC.06	NPEGEL		✓	✓	✓						
ACT.07	Activity wise prog		✓	✓	✓						

Box 5.8: Using spreadsheets to manage data

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	
1	SARVA SHIKSHA ABHIYAN MISSION - GUJARAT							NAME OF DISTRICT : MEHSANA							
2	List of "In School" CWSN (Age Group 6 - 18)							(As on 30th September -2010)							
3	BLOCK NAME :														
4	Sr No	Cluster	Name of School	Name of Child	Address of Child			Sex	Age	Date of Birth	YEAR : 201				
98	93	JEPUR	FALU ANUPAM PRA.	PATEL VIPULBHAI	BALDEVBHAI AT-FALU, TA:-VIJAPUR			4	M	7	1	10	1996	Y	
99	94	JEPUR	FALU ANUPAM PRA.	PATEL RAJANKUMAR	RAMESHBHAI AT-FALU, TA:-VIJAPUR			5	M	6	20	8	2002	Y	
100	95	JEPUR	FALU ANUPAM PRA.	RATHOD SUNILSINH	KESHARISINH AT-FALU, TA:-VIJAPUR			4	M	6	16	6	2004	Y	
101	96	JEPUR	FALU ANUPAM PRA.	PATEL NILESHKUMAR	BABUBHAI AT-FALU, TA:-VIJAPUR			4	M	6	7	6	1995	Y	
102	97	JEPUR	FALU ANUPAM PRA.	PATEL JIGARKUMAR	BHARATBHAI AT-FALU, TA:-VIJAPUR			4	M	6	1	2	1998	Y	
103	98	JEPUR	FALU ANUPAM PRA.	RATHOD ARJUNSINH	DIVANSINH AT-FALU, TA:-VIJAPUR			3	M	6	1	6	1997	Y	
104	99	JEPUR	FALU ANUPAM PRA.	RAVAL JAGDISHBHAI	DHANJIBHAI AT-FALU, TA:-VIJAPUR			4	M	5	5	4	1997	Y	
105	100	JEPUR	FALU ANUPAM PRA.	RAVAL SANJAYKUMAR	VISHUBHAI AT-FALU, TA:-VIJAPUR			4	M	4	26	9	1999	Y	
106	101	JEPUR	FALU ANUPAM PRA.	RAVAL NIKULKUMAR	POPATBHAI AT-FALU, TA:-VIJAPUR			5	M	4	19	9	2001	Y	

Vijapur, Gujarat BRC uses in-house developed spreadsheets to manage data. The fields and filters facilitate usage.

Box 5.9: Using SMS for Reporting

RP in Karnataka can download an application on their mobile and input school data which would be uploaded instantly to be used by the state. For instance, one can send the following data in the format (this data represents school code no. class, sc boys, sc girls, st boys, st girls, gen. boys and girls - example:

APF TEST 05,07, 25,23,14,22,25,21

This sms is sent to 56263 and then one can visit the link <http://inapp.com/sms/viewsms.php> to see the data which has been uploaded from the mobile.

Collecting and using data

In order to pursue the approaches with consistency and attention, and to create an impact in terms of improving educational quality, separate data collectors who feed larger system requirements could be put in place. In Approach 3 & 4, CRPs undertake data collection. In other approaches, data collection can be outsourced or undertaken by accountant cum support staff. However one needs to be careful in outsourcing this function to people without proper knowledge or training. Data collection needs an understanding of the kind of data which needs to be collected and the framing questions to collect intended information. An outsourced data collection agency might not understand the way schools function and might collect incorrect data making the exercise meaningless.

Data gathered is often useful for the BRP/CRP himself/herself and need not be seen as a burden. However, there must be a systemic emphasis on analysis and using data at all levels.

For management of data, it may be necessary to ensure that every RP has a dedicated work station with a computer. Every BRC should have a MIS coordination and a data entry operation who can also analyse data for the block as well as for the cluster.

5.2.4 BRC as a Repository of Knowledge Resources

The BRC must develop as a repository of resources and would also assist in adapting curricula at local level. The BRC could contain a range of materials for teachers, teacher educators, students, Resource Persons and resource groups. They would also be a place where people could come and share ideas about education. It could include:

1. Materials and Equipments. A variety of material, eg. books, teaching - learning material, tools for developing materials and computers and internet may be kept in the resource centre. This material could be used

to prepare lesson plans, do research on subject areas and teaching methods and provide ways to self-study. Examples would be:

- ❑ Reference books and encyclopedia in regional Language and also in English. Resource books and reference books with up to date information on various academic subjects and areas such as art, theatre and creative work.
- ❑ Source books of ideas on teaching learning and discussing aspects of children and childhood.
- ❑ Textbooks of all levels and also from other states to provide alternative ideas to teacher on content.
- ❑ Locally relevant materials for easy access to teachers. Studies done by NGOs and universities on the status of education in the district. *For eg. in Chamrajanagar District Resource Centre, there are textbooks and learning materials such as the soliga siddhi, the kannada kalika kosha and vana sanjeevana which have been developed specifically for the district. In Orissa, local stories are collected for use in language education and to promote the use of dialect in multi-lingual classroom.*
- ❑ Books and displays of the local culture, history, flora and fauna and local resource persons who are knowledgeable about the local ecology.
- ❑ Teaching learning materials that can be used to demonstrate ideas.
- ❑ Sets of kits so that a whole activity based class can be organized.
- ❑ Charts for wall display.
- ❑ Children's story books from which may be read out or provide to students or teachers for reference in their project work.

- ❑ Raw materials and tools needed to replicate teaching learning materials that teachers could use in their classrooms.
- ❑ Computers with internet facility and audio-video resources like CD/DVDs.

2. Space for holding discussions and sharing ideas. The BRC space has to be conducive for holding discussions. A well-ventilated room with basic furniture is essential. A black-board(s), white board and markers, post-it notes, charts so that ideas can also be visually captured is useful.

All materials may be catalogued in both the local language and English. A description of materials in terms of their usage, subject area, class/grade level and concepts described will help the users to find and search materials.

It might be useful to keep the record of usage and access of the material. Using a simple computer

based worksheet which captures data about who was issued the material, when and their remarks when returning the material could help discover interesting uses to which the material is being put.

3. Space for Resource Room for CWSN to be manned by IERT.
4. Space for conducting block level training
5. Space for MIS unit.

5.3 Personnel, Organization Structure and System Linkages

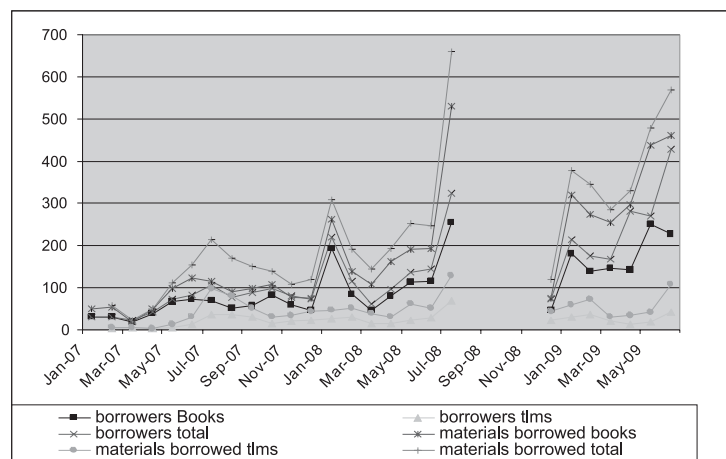
Each BRC would have:

- ❑ Block Resource Centre Co-ordinator
- ❑ Resource Persons/ Training Co-ordinators including IERT
- ❑ Data Entry operators and Data Manager
- ❑ Accountant and Administrative Co-ordinator including mobile accountant cum support staff
- ❑ Resource Centre In charge

They would all report to the BRCC.



Resource Centre at DIET, Chamrajanagar



The qualities expected in a BRCC are:

- Leadership
- Understanding of the role of Education
- Understanding of school functions and responsibilities
- Knowledge of policy and law
- Data Analytical skills
- Management skills to plan, coordinate and implement; generate and collate feedback
- Mentoring skills
- Able to establish and network with stakeholders

The BRPs would co-ordinate trainings and support the BRCC through data analysis for providing academic oversight to schools. The qualities needed to be a good RP are the following:

- Ability to identify trainings needs through interactions with teachers and data analysis
- Understanding of school functions and responsibilities
- Awareness of local educational issues

- Understanding of group dynamics

The system would benefit most from the BRCC and the BRP if their tenure was not less than three years, and preferably extended to four or five years. This gives them enough time to understand the different educational issues across the schools, devise different ways of capacity building and contribute meaningfully.

At any point of time, not more than 1/3rd of the total number of RPs in the field be moved at a time to ensure continuity and hand over of systems and work.

The appraisal for the block personnel could also include feedback from stakeholders (eg. HM, CRPs, PRI members, BEO, VEC, MRPs, DIET). The state officials could request representatives from these stakeholders to describe their perspective on the quality of work and the guidance provided. The block personnel could also do a self-appraisal on how they have focussed their efforts towards school improvement.

Box 5.10: Appraisal system for RPs

In Gujarat, the process involves a written appraisal test to determine awareness about current practices and policy of the State eg. Pragna Program in Elementary Education and on subject matter from class 1 - 8

After the test, a committee comprising members from the District including the Inclusive Education Coordinator, The Teacher Training coordination Gender Equity Coordination Alternative School Coordination- headed by the DPC - interviews the CRP. They ask him questions relating to number of visits and his specific efforts in these initiatives. The CRP is encouraged to bring photographs and documents to support his work.

Each member is individually rated and then ratings are consolidated. A score of below 40 means that the RP returns to his/her teaching job.

Resource Persons at the Block level go through a similar process conducted at the State Level as well as a self reflection exercise.

Besides this, a WER - Work Evaluation Report is filled for the RPs at the Cluster and Block level and this information is also a part of the appraisal.

Box 5.11: Developing Capacity for Management & Leadership

The Management Development Program (MDP) is an attempt to work with individual Education Leadership and Management capacities in the Department of Public Instruction, Government of Karnataka and is implemented by C-LAMPS in collaboration with Sarva Siksha Abhiyan (SSA). The program was designed for CRPs and BRPs to implement a Quality Improvement Project (QIP) within their role and circle of influence, providing them with opportunities to apply the inputs that they would receive in the classroom sessions into their field work.

The MDP has greatly motivated the RPs and a visible change is evident in their perspectives, attitude, skills and style of functioning. It has developed their leadership qualities and made them work more responsibly, in a variety of situations and with different stakeholders.

Linkages between the BRC and other institutions may be described as follows:

State: The state needs to support the BRC through appropriate funding, staffing and capacity building.

DPO/DPC: District Project Officer ensures liaison between blocks, blocks and DIETs and that resources from the state are made available to the BRC.

DIET: The DIETs work closely with BRCs to provide trainings. They can be invited to facilitate the discussions and support the processes at the block level. Though linkages exist between the block and the DIET, there is a need for strengthening these linkages.

BEO: The BEO and the BRCC co-ordinate on issues which impact school improvement. The appointment and transfers of the teachers, CRPs and BRPs could be points of discussion.

Box 5.12: BRC - BEO Coordination

It was noticed during the field visits in Tamil Nadu that BRCC face difficulties if BEO does not approve plans to implement at the block, school and cluster level. One of the BRCC mentioned that because BEO does not have academic background, he does not understand the importance of such plans and BEO discards the implementation of plan. They recommended that BRCC must have authority to sanction the plans at block level and BEO should provide the required support to implement it.

CRCs: The CRCs report to the BRC. The CRPs regularly update the BRCC about the decisions they take and their impact on schools. They also co-ordinate with the BRC to collect data and conduct trainings.

Box 5.13: BEO-BRC responsibilities

The clear order of defining work and responsibility should be done for BEO and BRC together; similarly, the system of head pay centre/ sub block educational officer / school inspectors etc should be looked along with the CRC to remove overlaps and redundancy. If the need be, such change in roles and responsibilities or job chart should also reflect in the education codes, State regulations. Defining roles and responsibilities of various administrative and academic players in conjunction with each other at the block and sub block level will help in eliminating overlap and disconnect between the office of BEO and BRC. The idea should be to move towards integration of BEO and BRC set up clearly assigning administrative responsibilities to BEOs and academic responsibilities to BRCs and not solely putting up a system where one is subordinate to another. BRC should have autonomy in financial matters for the components for which she is responsible. Once there is clarity on the kind of roles BEO and BRCs will play, it will help in eliminating the current status of evidently hierarchical set up of BEO and BRC where BEO is seen as mainstream and BRC as programmatic.

5.4 Role of the DIET and its link to the BRC

DIETs are responsible for meeting the educational needs of the District. Their role is not only important to the functioning of the CRC-BRC but is also influenced by them.

Comprehensive Evaluation of Centrally Sponsored Scheme on Restructuring and Re-organisation of Teacher Education recognises that "...with the creation of BRCs and CRCs the scope of activities of DIETs has substantially changed which places new demands on the knowledge and skills of the professionals working in DIETs/CTEs and IASEs" (MHRD, 2009)... "The upgraded DIETs should be expected to provide leadership both to the BRCs and CRCs..." (MHRD, 2009).

In addition, NCF for Teacher Education also indicates that "it would be necessary for training schedules to be announced well in advance" and "processes for field support for training would need to be worked out by agencies providing training and need not fall as mass responsibility of the CRP" (NCTE, 2009).

The DIET, would therefore support school improvement through:

1. Overview and Coordination of School Improvement Plan – The DIET would supervise the performance of the block and cluster personnel and guide the specific approach(es) chosen in their district. They would support the BRCC to overcome challenges that come in implementing programs for school improvement in accordance with the chosen approach.
2. Design and Delivery of Training – DIETs would be linked closely to the BRC-CRC so that the design and delivery of training is what the teachers require and need. This requirement can be collaboratively defined by the DIET, the BRC training co-ordination unit, the CRPs, expert groups and the teachers.

The approach to training needs to change. The teacher needs to explore, reflect on and demand training instead of a one-size-fit-all approach decided solely by the state. The BRCC and CRP can help identify training needs and schedule the sessions along with the Master Resource Persons and other experts. Further, the training sites might be varied. Training can take

place at the DIET or the Block or the Cluster or within a school. This will forge stronger links between the DIET and the Block and also ensure a two way communication.

3. Database of Experts – The DIET may become the nodal centre that maintains a data base of experts available at the District, Block or Cluster level who can be called on from time to time.

Therefore, there is a need for an administrative coordinator at the DIET level who will work with the BRC to help co-ordinate and conduct the trainings at various sites and also network with experts from the field.

4. Development of MRP Pool – MRP pools need to be nurtured through developing subject expertise, pedagogic ideas and training of trainer related skills. DIETs could play a role in strengthening such MRP pools at the district level.

5. Resource Center for District – Similar to BRC becoming a knowledge resource center at the block, the DIET could contain a wider range of materials for teachers, teacher educators, students, Resource Persons and resource groups for the whole district.

6. HM Training – DIET could provide trainings designed for HMs. These trainings would be different from those given to teachers and focus on themes like school leadership and teacher motivation.

5.5 Challenges

The key challenge here would be the re-organisation of the roles of the BRCC and the BRP.

There might be significant investments required in technology for designing and maintaining the TMS.

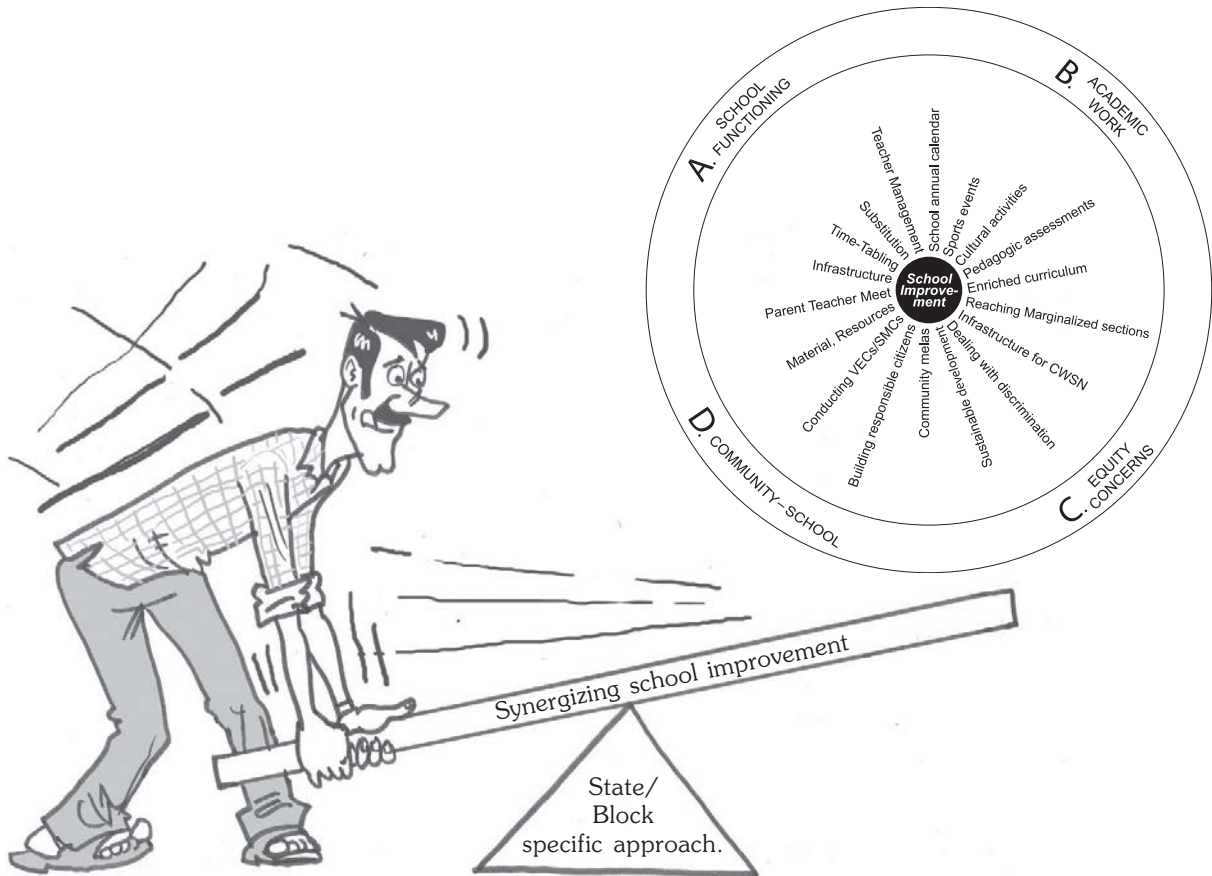
The DIETs need to be strengthened to provide for capacity building of teachers and close co-ordination with BRCs to design training.

Chapter 6

Operational Ideas and Issues

This final chapter includes suggestions for operationalising the development of a robust and vibrant system of Resource Centres and Resource Persons, based on the ideas outlined in the earlier

chapters. Two flows are presented on the steps that need to be taken. A final section presents some outstanding issues that may be debated and on which state specific decisions may be taken.



6.1 Developing an approach appropriate to the State

Each state may review its current personnel and practices, the key issues on the ground, and its vision for school improvement in the light of RtE. Achieving a coherent approach and deriving productive outcomes from the Block and Cluster based work require a sharing of the vision and objectives of these institutions, in relation to other institutions, across all levels of the education system. It is therefore important that the operational guidelines

contained in this document be shared and discussed widely across the system in each State.

Through wide ranging discussion on the orientation and aims of the education system, and prioritizing work, the approaches for cluster based work outlined in Chapter 4 may be revisited and an appropriate approach may be evolved in each State. It is possible that within a state also, based on variations in issues and concerns, different approaches may be adopted in different regions.

Box 6.1: Suggested Process

- 1) State receives indicative guidelines; The guidelines are translated and shared widely with key stakeholders across the system.
- 2) An action group with representatives across the system (including the school HMs) is formed. This could also include experts and members from NGOs active in the area of school improvement.
- 3) The priorities of the state and the vision for school improvement is discussed. Existing institutional form and practices, availability and types of human resources available, etc. are reviewed. The approaches to CRP work presented in the guidelines are discussed. Appropriate approach(es) are evolved for cluster and for block.
- 4) The action group presents the framework and approach to a larger discussion group (which has also read the guidelines and with whom states concerns, requirements and priorities are shared) and in discussion with the group an approach is evolved for the state.
- 5) Timelines, milestones and specific responsibilities are finalized along with a mechanism for tracking.

Key points to consider

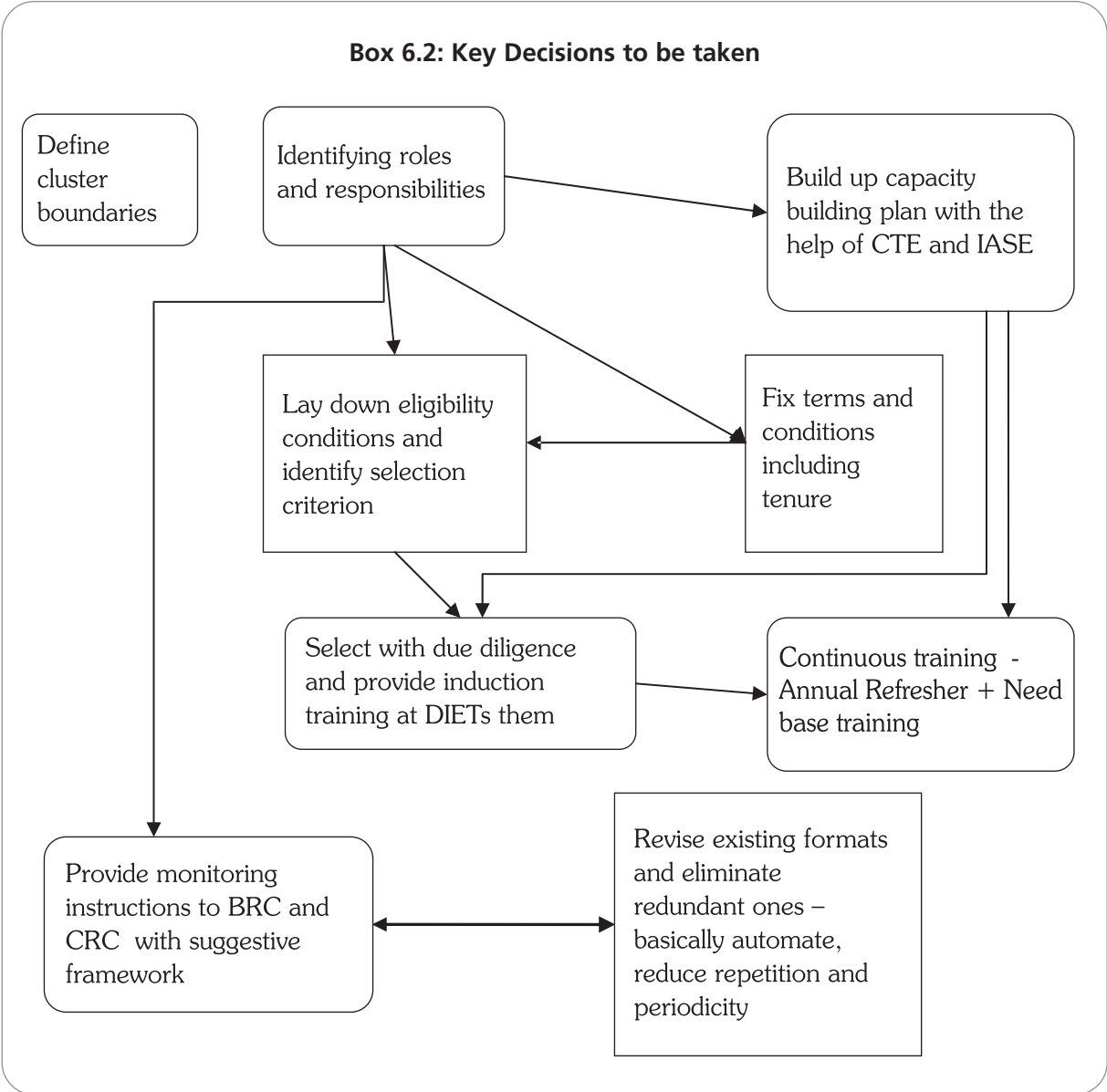
The ideal approach is not the sum of all approaches.
There is a value in prioritizing requirements.
Different regions of the state may require different approaches.



6.2 Processes after the development of the state-specific approach

Following the adoption of an approach, the roles and inter-relationship of CRC/P and BRC/P and DIETs may be evolved. The following flow delineates dimensions of decisions that will need to be taken. The roles and objectives of their activities are key. They will first of all define the selection process followed by the kind of

capacity building and induction training that all RPs need to undergo when they come on board. Next they will provide the orientation to the institutions, and the basis on which day-to-day activities are defined and ensure that various institutions and functionaries work in complimentary ways. This also forms the basis on which the system can stand back to review and appraise itself from time to time.



6.3 Capacity Building of BRC and CRCs

The State may consider developing an induction certificate course for BRC and CRCs. After the appointment each BRC/ CRC should undergo this induction course. Over and above this States in consultation with Institutes of Advanced Studies in Education Or College of Teacher Education design specific courses of varying periods i.e some of 1 week duration and some other of 2 week duration. IASE and CTEs should prepare Course Coordinators and faculty in each of the DIETS and DTCs to run such courses. Each BRC and CRC should undergo these courses as per the need. To undertake the need assessment a dynamic base profile should be prepared. When each BRC and CRC undergo an induction training, the DIET faculty should prepare a plan with them for the type of trainings they need to undergo in the next 3-5 years. Every year BRC and CRC should chose a training package with reference to this plan and undergo at least 2 trainings of 1 week duration or 1 training of 2 week duration. Over and above this there should be a 7 day refresher course every year for BRC and CRCs. This will help them in goal setting for each year. It should also at the end culminate with the stock taking and revision of the base training program requirement of BRC and CRCs with the DIET. It may be a good idea for the States to introduce a 2 training package of 2 weeks each, one basic and other advances, for BRC and CRC as a certificate course. They may run it as an open course and invite teachers to undertake this certificate course. If a response is good then the State may even consider adding this as one of the eligibility criterion for selection of BRC and CRCs. Basically the proposal has three strands to consider, these are as follows:

- An open certificate course for CRCs and BRCs(separate courses), which any teacher wishing to be one may opt for. Since it will be difficult to nominate teachers for a longer duration, ideal will be to offer it as 2 – 3 programs as basic, middle level and advanced

level. This may on the basis of response may become an eligibility criterion for selection of BRCs and CRCs, over a period of time.

- An induction program, providing them orientation on job profile and empowering them to accomplish the task of BRC and CRC. This will also culminate in assessing training needs of a BRC and CRC and developing a training profile for a more empowered RP.
- Variety of 1 to 2 week duration training packages, from which each BRC and CRC will opt as per his training profile.
- A 1 week refresher course for each RP, to be done annually for goal setting and refreshing the roles and responsibilities.

6.4 Contributions and involvement of NGOs and Civil Society

The approaches will suggest the basis on which the involvement of Non Government Agencies and other organizations, to contribute to specific activities or functions can be decided and monitored. Similarly, activities which can be outsourced and performed by others can also be decided on this basis.

NGOs could contribute in developing the repositories of the resource centres. They could participate with the block in planning the school improvement agenda and approach of the block and subsequently be involved in complimenting activities and providing expertise where it is available.

There is a definite role for NGOs within the structures to provide expertise for training and teacher support. It is recognized that some NGOs are able to bring a high quality of expertise to their chosen fields that can be directed towards the cluster - block in the form of training. This would also require that the RP mediates between the NGO and the DIET/Block to facilitate such types of trainings.

Space exists where the resources of the NGO can fit the existing structures and complement them. NGOs could also contribute in developing the Repositories of the resource centres. If their particular area of work is established, the block could integrate those services.

6.5 Some Pending Questions

In this chapter, we have raised a set of questions that are in a way beyond the scope of BRC and CRC consideration till now. They are however important for the near and medium future and could be included in deliberations as states decide what shape to give to these institutions, and what expectations to have from them. The discussion following each question does not present a solution, but raises issues that may be taken into consideration.

6.5.1 Inclusion of Private Schools

Should private schools be included into these structures of supervision and oversight by BRC-CRC?

In the current context of UEE and the common school system, it seems logical that Private schools should come under the supervisory and reform structures of the State.

Since we envisage the BRC-CRC system as a vital link that supports schools and teachers private schools should be brought under the umbrella of the structure.

Implications:

- i) Inclusion of private schools will increase the network of schools that the RP has to visit.
- ii) Widening the scope is the right step towards realizing the policy vision of improving quality of elementary education for all.
- iii) The sense of working towards a common purpose - school transformation irrespective of the sector - private or public will be strengthened.

- iv) Often the perceived better quality of the private school is a myth and the government school system offers great learning opportunity that can benefit the private school.
- v) The scope of Master Trainers will widen as the RP can also identify people from within the private school who could feed the training requirements of the Cluster/Block/District.
- vi) Resources other than manpower in the form of meeting rooms, halls, libraries, facilities for CWSN, bridge course programs, TLM, etc can be shared more equitably amongst all schools in a geographical area.
- vii) Widening the scope of the service implies a larger financial outlay for the State. This could be recovered from the private schools in the form of fees. However, the normal pattern of fee based services tends to skew the nature of the service being offered. This would be an unhealthy consequence of including the private schools and must be guarded against by the State. The purpose of the service and inclusion of private schools should not be reduced to a financial one, but rather a functional one to achieve the goal of UEE.

6.5.2 Including Government Residential Schools, Other Government School and Possible PPP Model Schools

At present, the Government Residential schools are not under this supervisory structure. It is in the interests of all that they are included under the structure bearing in mind the implications of this in terms of number of units per RP and finance.

Further in many states, only some minority institutions are under these structures but many others like the Tribal schools, Ashram Shaala's etc are not under the BRC- CRC structure.

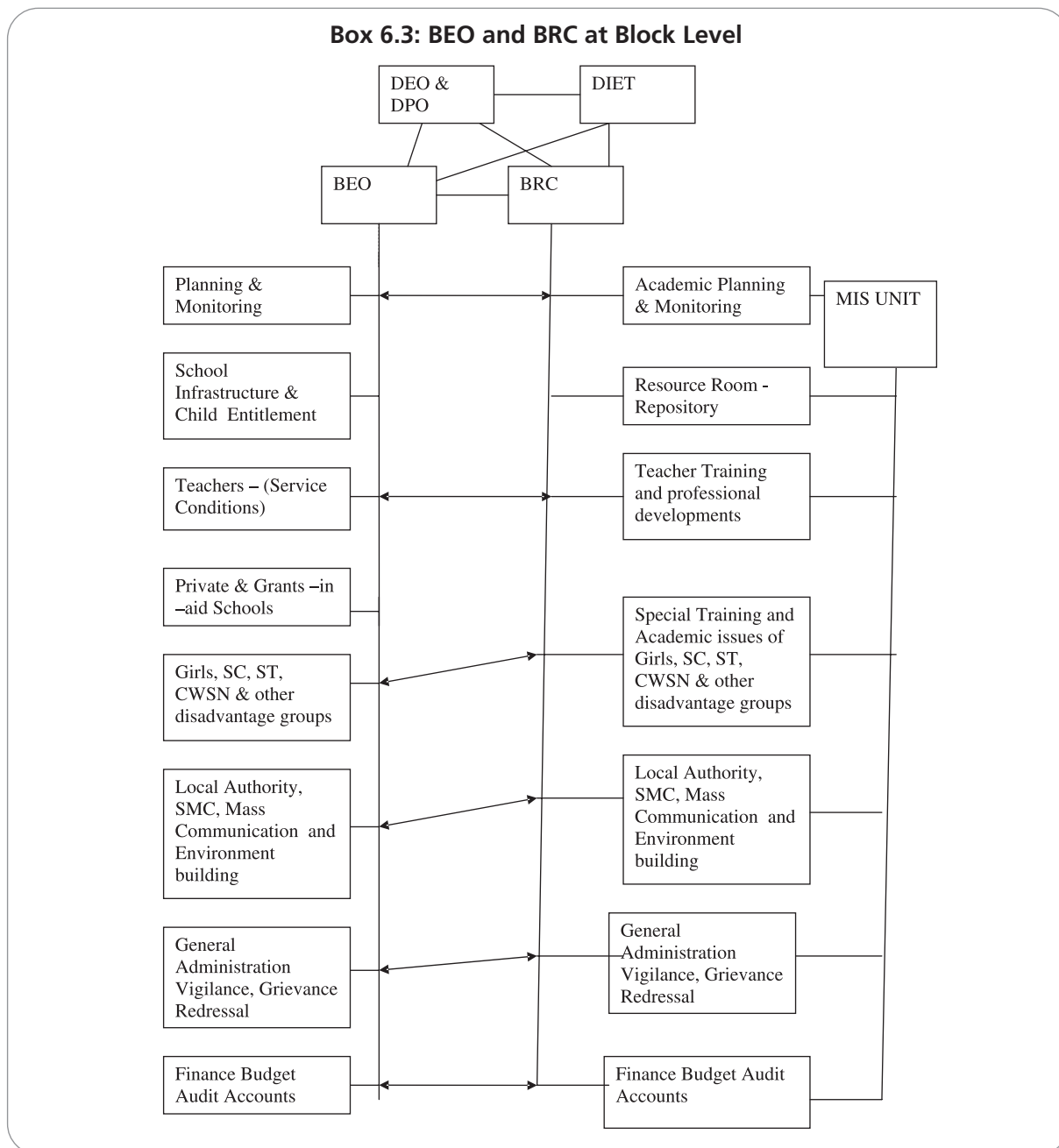
However, these additional schools could also be included and this inclusion would serve the mutual benefit and be in pursuance of the goals of education for the country.

6.5.3 Covering Secondary and Post Secondary Stages

The requirements of Secondary and Post Secondary Stages may stretch the BRC-CRC

too much because the nature of content at these levels of schooling require more subject expertise and technical knowledge that might not be available at the Cluster or Block level.

However, services such as counselors, etc. could be supported at the block level and serve such schools under the block.



SSA Framework envisages the integrated systemic approach of governance for RtE. In a case such as this, how can integration of BEO and BRC happen? Perhaps the system can develop some kind of mechanism as in the box above.

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ABBREVIATIONS

AWP	Annual Work Plan
BEO	Block Education Officer
BRC	Block Resource Centre
BRCC	Block Resource Centre Co-ordinator
BRP	Block Resource Persons
CRC	Cluster Resource Centre
CRCC	Cluster Resource Centre Coordinator
CRG	Cluster Resource Group
CRP	Cluster Resource Persons
DA	Dearness Allowance
DIET	District Institute of Education and Training
DPEP	District Primary Education Project
DQEP	District Quality Education Project
DRG	District Resource Group
DPC	Deputy Project co-ordinator
GOI	Government of India
HM	Head Master
HPS	Higher Primary Schools
IBCD	Integrated Block and Cluster Development Programme
JRM	Joint Review Mission
KRP	Key Resource Person
LPS	Lower Primary School
MRP	Master Resource Person
NCERT	National Council of Education Research and Training
NGO	Non Governmental Organizations
RC	Resource Centre
RP	Resource Person- Block or Cluster level
SCERT	State Council of Education Research and Training
SDMC	School Development Monitoring Committee
SPD	State Project Director
TA	Travel Allowance
TCH	Certificate in Teaching
TLM	Teaching Learning Material
TMS	Training Management System
VEC	Village Education Committee
ZP	Zilla Panchayath

Feedback Questions

These operational guidelines are in draft form as we seek your feedback on the proposals contained, based on your experiences on the field as well as the issues you anticipate when you try to operationalise these guidelines. We will be happy if you can provide us with your feedback on the few questions below as well as any other information that you feel is relevant.



1. What could be the challenges in implementing the approaches?
2. What are the key decisions you will need support for in order to implement the guidelines?
3. Would you be able to pilot any of the approaches in a specific block?
4. How long would this pilot be run?

How would its progress be assessed? How would the issues that come up be documented?



5. Were there any points on which the people at the discussion disagreed (this could be about understanding the approaches or implementing them)? What were these points?



6. Are there best practices, case studies or innovations you have tried out or that you know about, which would be useful to share with others, please send these also to us, along with your contact details so that we can get in touch with you. You can write to us at brc.crc@hotmail.com.

