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Structure and functioning of BRCs and CRCs in Moradabad District of Uttar Pradesh: An analysis of their In-service Teacher Training and Academic Support for Primary Teachers.

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Abstract:

The present research study evaluates the basic structure, functioning and effectiveness of Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs) on the teaching-learning process of schools in Moradabad district of Uttar Pradesh. The present research study focuses on the role of these resource centres in providing in-service teacher training and academic support. The present study uses survey methodology, qualitative data analysis and chi-square test to find the relationship between academic support provided to teachers by these resource centres and its effectiveness on the learning process. The findings of the present research demonstrate the potential of BRCs and CRCs to enhance educational outcomes in the school education system. The findings also analyse challenges such as inadequate and disorganised infrastructure of the resource centres, lack of adequate staff and limited impact of the training programmes conducted. The presented research study analyses the training and resource supply capacity of BRCs and CRCs as well as expresses the possibilities of improvement in their structure in future so that teachers can be helped in reducing the difficulties faced during teaching in the classroom and the availability of academic support provided to teachers by these resource centres can be ensured. The contribution of the "District Institute of Education and Training" at the district level in the education system is equal to that of the Block Resource Centre at the block level and the Cluster Resource Centre at the cluster level. Therefore, it is very important to know whether the Block Resource Centre and the Cluster Resource Centre are able to fulfil their established objectives or not. The presented study focuses on this subject and expresses the results.

Introduction - BRC's and CRC's centers established under Sarva Shiksha Abhiyan and Samagra Shiksha Abhiyan are decentralized structures for the progress of primary education through in-service training of teachers, educational counseling to overcome difficulties during daily classroom teaching and community participation in education. Just as the District Institute of Education and Training at the district level ensures regulation and monitoring of the primary education system, similarly the Block Resource Center at the block level and generally the Cluster Resource

Center at the Nyaya Panchayat level are also continuously working for the upliftment of primary education. Their working style and powers are quite similar to the District Education and Training Institutes. The main difference between them is that the delimitation of their work is limited to the block level. The main function of Block Resource Centers and Cluster Resource Centers is to provide academic assistance to the teachers of primary schools, such as - to arrange in-service teacher training for primary school teachers. To regularly monitor the teaching-learning process for the progress of the education system of schools. To collect the desired information from primary schools and send it to the regulatory bodies and to implement the work practices directed by the regulatory bodies in primary schools, etc.

it is very important to know whether these resource centers have been able to adapt their working style with the changes in time and circumstances in the spirit with which they were established or not! Are these resource centers able to properly implement the available schemes or are these resource centers able to provide adequate academic support to the teachers of primary schools or not! The present study has been conducted to fulfill these objectives. This research is very important for improving educational quality and student outcomes in Moradabad, a district with urban-rural disparities and educational challenges. This research assesses the effectiveness of these resource centers based on the objectives by using the chi-square test to analyze the relationship between in-service teacher training and classroom application.

Statement of Problem –

Structure and functioning of BRCs and CRCs in Moradabad District of Uttar Pradesh: An analysis of their In-service Teacher Training and Academic Support for Primery Teachers.

Objectives –

1. To study the roles of the BRCs and the CRCs in ensuring academic quality for Primery teachers posted in rural areas of Moradabad district.
2. To study the roles of the BRCs and the CRCs in ensuring academic quality for Primery teachers posted in urban areas of Moradabad district.

Hypothesis –

1. There is no significant difference between the roles of the BRCs and the CRCs in ensuring academic quality for Primery teachers posted in rural areas of Moradabad district.
2. There is no significant difference between the roles of the BRCs and the CRCs in ensuring academic quality for Primery teachers posted in urban areas of Moradabad district.

Delimitation –

1. The present research has been done on Government Primery School teachers in Moradabad district.
2. In the present research study, 200 Government Primery School teachers in Moradabad district have been taken as a sample.

3. The present study has been limited to Government Primery School teachers only.

Methods and Procedure of the Study

The method selected was **Descriptive survey method** which meets the requirements of the study of the problem.

1. **Tools Used in the Study.**

   The tool used for this investigation is **Interview schedule to ascertain the opinions of primary school teachers regarding the role of BRCs and CRCs centers in ensuring educational quality.** Prepared by Researcher itself.

2. **Selection of the Sample.**

   Stratified Random Sampling techniques are used for this study. Sample size for this study is only **200 Government Primery School teachers** in Moradabad district. Which is includes 100 teachers posted in Rural and 100 teachers posted in Urban areas.

Analysis and Interpretation of Data.

The Analysis of data is carefully organized by the Researcher, data related to this study is tabulated and classified. the investigator used certain Statistical Techniques to analyse the data than was interpreted parroted on the basis of analysed facts about the study. The data collected through the use of various tools are raw. It should be Systematized and organized, I. e. Edited, classified and tabulated before it serves any purpose.

1. The role of B.R.Cs and C.R.Cs in ensuring educational quality for the Teachers posted in urban primary schools.

Table 1. (Teachers Posted in Urban Areas)

Group	N	Mean	S.D	d.f	't' Value	Significance of the 't' test
Opinions of primary Teachers posted in Urban Areas regarding B.R.Cs	100	77.75	4.10	198	**2.26**	The value of the calculated 't' test was found to be Greater than the table value of 1.96 prescribed for t test at a significance level of 0.05. Hence, the null hypothesis is **Rejected.**
Opinions of primary Teachers posted in Urban Areas regarding C.R.Cs	100	76.46	3.95			

Regarding the role of the Block Resource Centre (BRC) in ensuring academic quality for primary school teachers, the mean and standard deviation of the scores based on the opinions of teachers working in urban primary schools, were found to be 77.75 and 4.10, respectively. Similarly, regarding the role of the Cluster Resource Centre (CRC), the mean and standard deviation of the scores from teachers in urban primary schools were 76.46 and 3.95,

respectively. Following a factual analysis, the calculated t-value is 2.26. Since this value is significant at the 0.05 level of significance, it indicates that the calculated t-test value falls within the critical region. Consequently, Hypothesis 1. which states that "There is no significant difference between the roles of the BRCs and the CRCs in ensuring academic quality for Primery teachers posted in rural areas of Moradabad district." is Rejected at the 0.05 level of significance. Furthermore, as the mean score for the BRC's role is higher than the mean score for the CRC's role, it can be concluded that the role of the Block Resource Centre in ensuring academic quality for teachers in urban primary schools is more significant than that of the Cluster Resource Centre.

2. The role of B.R.Cs and C.R.Cs in ensuring educational quality for the Teachers posted in Rural primary schools.

Table 2. (Teachers Posted in Rural Areas)

Group	N	Mean	S.D	d.f	't' Value	Significance of the 't' test
Opinions of primary Teachers posted in Rural Areas regarding B.R.Cs	100	76.98	4.92	198	**1.33**	The value of the calculated 't' test was found to be less than the table value of 1.96 prescribed for t test at a significance level of 0.05. Hence, the null hypothesis is **Accepted.**
Opinions of primary Teachers posted in Rural Areas regarding C.R.Cs	100	76.12	4.15			

Regarding the role of the Block Resource Centre (BRC) in ensuring academic quality for primary Teachers, the mean and standard deviation of the scores based on the opinions of primary Teachers posted in Rural Areas, were found to be 76.98 and 4.92, respectively. Similarly, regarding the role of the Cluster Resource Centre (CRC), the mean and standard deviation of the scores from primary Teachers posted in Rural Areas were 76.12 and 4.15, respectively. Following a factual analysis, the calculated t-value is 1.33. Since this value is Not significant at the 0.05 level of significance, it indicates that the calculated t-test value not falls within the critical region. Consequently, Hypothesis 2. which states that " There is no significant difference between the roles of the BRCs and the CRCs in ensuring academic quality for Primery teachers posted in rural areas of Moradabad district." is Accepted at the 0.05 level of significance. So it can be concluded that the role of the Block Resource Centre in ensuring academic quality for teachers in urban primary schools is Equal that of the Cluster Resource Centre.

Educational Implications

BRCs work at the block level and CRCs provide coordination and educational support to groups of schools under them. The main functions of BRCs include arranging in-service training of teachers, developing teaching-learning material, periodic inspection of school education system, etc. CRCs help teachers at the local level in regular educational guidance, efficient curriculum implementation in the classroom and regular student evaluation to assess

educational progress. These centers work under the Samagra Shiksha Abhiyan, which emphasizes on universalization of education and quality improvement. In Moradabad district, educational progress has not been as much as was required compared to big cities. Therefore, smooth functioning of the educational system is very important for educational progress here. BRC and CRC centers are the backbone of the education system. They provide educational support to teachers and make them professionally empowered. Therefore, regular review of the work of these centers is very important. The findings of the presented research explain the actual effectiveness of these educational support centers. So that necessary refinements and improvements can be made in their structure for educational development. So that these resource centers can improve the education system.

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