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**Perception of Cluster Resource Centre Coordinator (CRCCs) on Quality Issues in Implementation of the RTE Act, 2009****Ram Chandra Majhi**

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**ABSTRACT**

This research study was conducted on the Cluster Resource Centre Coordinators (CRCCs) in Balasore District of Odisha to know their perception about the concept of Quality with reference to implementation of the RTE Act, 2009. It was conducted on '50' CRCCs covering all the '12' Blocks where the CRCCs were selected through Stratified Random Sampling Procedure in which every Block was taken as a Strata. The Researchers found that although some of the quality issues on sound academic support system perceived properly by the CRCCs but the quality issues like induction training programme for the newly recruited teachers: SMC Members support in the organization of curricular activities in School; Library facilities have been extended to all children; Teachers encourage low achievers to attain the special classes organized by Schools; SMC Members actively participate in the preparation and implementation of School Development Plan (SDP) need special attention in order to actualize the vision of RTE-SSA Scheme on sound academic system as the major quality intervention in Elementary Education.

**Keywords:** Elementary Education, CRCCs, Quality Issues, Academic Support System, RTE Act, 2009

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## **INTRODUCTION**

The role and functions of Cluster Resource Centers are very much important as these Centers are the main academic, monitoring and supervising centers for teachers and schools. In order to strengthen the academic support capacity of CRC Coordinators for the teachers and schools, the measures like ; physical facilities; support from competent authorities ; co-operation from colleagues ; flexibility and independence; good remuneration; suitable working place etc should be taken care of with serious thought followed by immediate action at the National and State level. As a result, the major educational issues and problems faced by the CRC Coordinators such as; enrollment of out of school children, non –implementation of training and innovative pedagogies in schools ; TLMs and Text Books not distributed in time ; Poor quality of teaching by teachers in elementary schools, poor achievement of students particularly in Mathematics ,Science and English both at the primary and upper primary level ; lack of knowledge on how to prepare and use the TLMs by the teachers and do remedial teachings, lack of commitment among teachers ;lack of quality monitoring etc. can be addressed properly ( Source :Role of BRC and CRC Centers in providing academic support to Elementary Schools : A report published by Research , Evaluation and Studies Unit Technical support group EdCLL (India) Ltd,2010,MHRD,Govt. of India). In addition to this, they should be accounted with the quality initiatives taken by MHRD, Govt. of India in collaboration with other Educational Agencies like NCERT, NIEPA at the National and Directorate of TE & SCERT at the State level after implementation of the RTE Act,2009. These are NAS, PINDICS, NCSL, LEP, PBB, RAA, ShaGun etc on which CRC Coordinators should be oriented and trained for proper implementation of these quality initiatives at the grass root level. There are 7,165 CRCs functioning in the States and Union Territories of the Country (Source ; Annual Report, 2017-18, MHRD, Govt. of India) which number is same as of today.

In Odisha , there are “314” Block Education Officers ,948 Additional Block Education Officers working at the Block level and 4,806 Cluster Resource Center Coordinators(CRCCs) are working in the State to provide academic support to the teachers who are responsible for academic monitoring and supervision of schools. In order to enhance their capacity building efficiencies on the existing and innovative areas of learning, training or orientation programmes on it have been organized by the Govt. of Odisha at the Block, District and State levels from time to time. More than forty thousand schools have been monitored by ABEOs and CRCCs in 2015.Like this, a 3-day training workshop on “Academic Monitoring” on 15<sup>th</sup> December 2018 was organized by the Govt. of Odisha through its Directorate of Technical Education and Directorate of TE & SCERT in collaboration with TESS-India and Save the Children for the CRCCs to train them on academic support through mentoring and to improve classroom practices of elementary school teachers .Capacity Building of CRCCS on Key Pedagogical Principles ,ICT and Mentoring and providing onsite support was organized by DIET, Nayagarha on 22<sup>nd</sup> October 2019 sponsored by the Directorate of TE & SCERT, Govt. of Odisha.

## **RATIONALE OF THE STUDY**

The role and functions of Cluster Resource Centers are very much important as these Centers are the main academic monitoring and supervising centers for teachers and schools. Hence, in order to strengthen the academic support capacity of the CRC Coordinators for the teachers and schools , the major educational issues and problems faced by them need to be addressed properly .Besides, the quality initiatives taken by MHRD, Govt. of India in collaboration with other Educational Agencies like NCERT, NIEPA at the National level and by the Directorate of TE & SCERT,SIEMAT at the State level after implementation of the RTE Act,2009 such as NAS, PINDICS, NCSL, LEP, PBB, RAA, ShaGun etc on which the CRC Coordinators should be oriented and trained for proper implementation of these quality initiatives at the grass root level reported by Rekha (2012). The responsibility of CRCCs should be to pay regular visits to schools even if without any previous

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information and they should devote maximum time in visiting the concerned schools and in providing on-site support to the teachers and must have to conduct the monthly meetings on the academic progress of their clusters reported by Yadav(2012); Singh & Kumar (2013) and Dash(2019).For bringing quality by solving the quality issues in the elementary education, the CRC should be equipped with I-T materials and resources and there must be specific agenda for academic progress and monitoring through cluster meetings and cluster forum reported by Dash(2019); whereas, the CRCC post is a very good job for those who want to do their reporting duty by remaining at home and instruct the school personnel to come to their residences for any official work and some CRCCs hesitate to go to their parent schools revealed by Pradhan & Bagarti(2016).The CRCCs must have to deliver demonstration lessons as Model Lessons to be distinct from the normal classroom teaching and have to encourage for community support and building CRC as a resource center for teachers reported by Panda(2013);whereas, Training has a positive impact as per the opinion of 50% CRCCs for delivering the good in the classrooms by teachers; lecture method was the common training method among the methods adopted during the training period with no use of audio-visual equipments revealed by Gairola(2013); the CRCCs viewed to give them ample opportunity to visit schools , deliver demo or model lessons , organize need based local specific training and orientation of teachers , prepare supplementary text books , teaching-learning materials and conducting action researches relating to issues of students , schools and community members by making the CRCCs free from more official formalities and documentation works reported by Pradhan & Bagarti (2016). Proper planning of lessons and use of TLMs, implementation of CCE , classroom observation , conducting training and meetings are the major duties of the CRCCs reported by Singh & Kurian (2018).

### Objective of the Study

To examine the perception of CRCCs about the concept of Quality to institutionalize a sound academic support system

### Research Questions

1. Do the CRCCs demonstrate a clear perception about quality issues in providing academic support and monitoring of Elementary Schools?
2. Do the CRCCs demonstrate a clear perception about quality issues in providing training support and supervision of Elementary Schools?

### METHODOLOGY OF THE STUDY

There are '211' Cluster Resource Centre Co-ordinators(CRCCs) working in '211' Cluster Resource Centers for providing academic support, training and supervision to the teachers and schools in a decentralized manner covering '12' Blocks in the Balasore District of Odisha. The Stratified Random Sampling Procedure was adopted where every Block was taken as a Strata to select the CRCCs randomly. Out of '211' CRCCs, '50' CRCCs were selected randomly which comprised more than 20% of the CRCCs Population in Balasore District of Odisha for the study. The distribution of CRCCs as the Participants of the Study was given in Table-1.

**Table-1: Distribution of CRCCs as Participants of the Study**

Sl. No.	Block	No. of CRCCs
1	Bahanaga	4
2	Baliapal	4
3	Basta	4
4	Bhograi	4
5	Jaleswar	4
6	Khaira	4
7	Nilagiri	4

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8	Oupada	4
9	Remuna	5
10	Sadar	5
11	Simulia	4
12	Soro	4
	Total	50

A tool entitled, 'Perception of CRCCs about the concept of Quality with reference to the implementation of RTE Act, 2009' was developed by the Researchers to study the perception of CRCCs on the concept, "Quality" with reference to implementation of the RTE Act , 2009 comprised 24 statements. The respondents were asked to put a tick mark in the appropriate box provided against each statement followed by a 5 Point Rating Scale- Strongly Agree(SA), Agree(A), Indifferent(I), Disagree(D) and Strongly Disagree(SD).

After getting the tool ready, the Researchers visited the Cluster Resource Centers (CRCs) for distribution of Questionnaire among the CRCCs for purpose of the Study. The data collected from the CRCCs of Balasore District on their perception about the concept of 'Quality' with reference to implementation of the RTE Act, 2009 were analyzed quantitatively and qualitatively extended in Table-2 and Figure-1 in the Result and Discussion Section.

## RESULT AND DISCUSSION

**Table-2: Perception of CRCCs about the concept 'Quality' for a sound academic support system consequent upon implementation of the RTE Act,2009.**

Sl. No.	Statements	SA	A	I	D	SD
1	Teachers in Schools are given onsite academic support as and when required by them.		50 (100%)			
2	Induction Training Programme is organized for the newly recruited teachers.		18 (36%)		30 (60%)	2 (4%)
3	Training needs of the teachers are identified before organizing in-service training programmes for them.		50 (100%)			
4	Teachers transact curriculum following activity based approach.		50 (100%)			
5	Capacity Building Programmes are organized for the School Management Committee Members at regular intervals.		50 (100%)			
6	School Management Committee (SMC) Members visit the Schools for monitoring the activities of the Schools.		50 (100%)			
7	Varied Teaching-Learning Materials are available and used in classroom.	4 (8%)	46 (92%)			
8	Parent Teacher Meetings (PTM) are organized by the Schools to discuss academic issues.	4 (8%)	46 (92%)			
9	Efforts are made to improve student learning achievement on the basis of their previous result or performance.	28 (46%)	22 (44%)			
10	Teachers encourage low achievers to attain the special classes organized by Schools.	13 (26%)	37 (74%)			
11	SMC Members actively participate in the preparation and implementation of School Development Plan(SDP).	12 (24%)	38 (76%)			
12	SMC Members support in the organization of curricular	14	36			

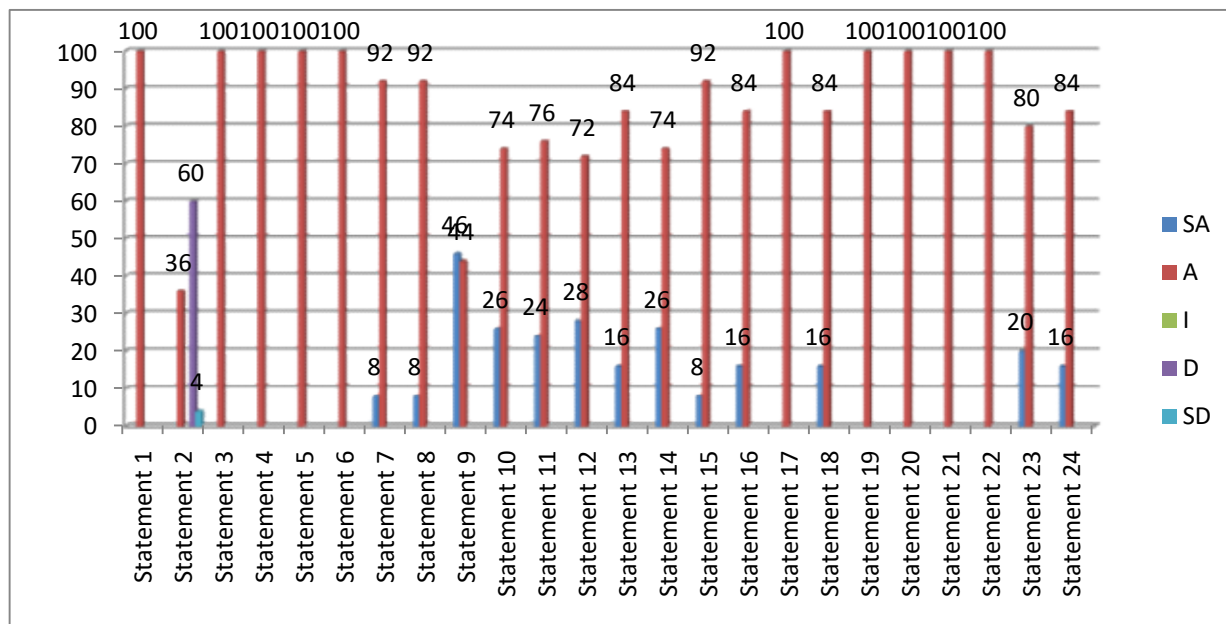
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	activities in School.	(28%)	(72%)		
13	SMC Members support in the organization of co-curricular activities in School	8 (16%)	42 (84%)		
14	Library facilities have been extended to all children.	13 (26%)	37 (74%)		
15	Teachers conduct Continuous and Comprehensive Evaluation (CCE) in the School.	4 (8%)	46 (92%)		
16	Learning in groups is facilitated by the teachers.	8 (16%)	42 (84%)		
17	Teachers maintain CCE records and learners' profile properly.		50 (100%)		
18	Activity Banks are available in each School.	8 (16%)	42 (84%)		
19	Monthly review and planning meeting of teachers are done for implementation of RTE Act, 2009.		50 (100%)		
20	DIET provides academic resource support to the CRCCs.		50 (100%)		
21	There is continuous improvement in the learning performance of students.		50 (100%)		
22	Local resources are tapped by the school for the benefit of the classroom		50 (100%)		
23	The teaching learning process has become child-centered and child-friendly.	10 (20%)	40 (80%)		
24	Self-Learning Materials (SLMs) are made available to students.	8 (16%)	42 (84%)		



(Figure-1: Perception of CRCCs about the concept 'Quality' for a sound academic support system consequent upon implementation of the RTE Act, 2009)

The Statements; Teachers in Schools are given onsite academic support as and when required by them was agreed by 100% CRCCs ; Induction Training Programme is organized for the newly

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recruited teachers was agreed by 36% and indifferent extended by 60% and disagreed by 4% ; Training needs of the teachers are identified before organizing in-service training programmes for them was agreed by 100% ; Teachers transact curriculum following activity based approach was agreed by 100% ; Capacity Building Programmes are organized for the School Management Committee (SMC) Members at regular intervals was agreed by 100% ; School Management Committee (SMC) Members visit the Schools for monitoring the activities of the Schools was agreed by 100% ; Varied Teaching-Learning Materials(TLMs)are available and used in Classroom was strongly agreed by 8% and agreed by 92%; Parent Teacher Meetings (PTMs) are organized by the Schools to discuss academic issues was strongly agreed by 8% and agreed by 92%; Efforts are made to improve student learning achievement on the basis of their previous result or performance was strongly agreed by 46% and agreed by 54%; Teachers encourage low achievers to attain the special classes organized by Schools was strongly agreed by 26% and agreed by 74% ; SMC Members actively participate in the preparation and implementation of School Development Plan(SDP) was strongly agreed by 24% and agreed by 76%; SMC Members support in the organization of curricular activities in School was strongly agreed by 28% and agreed by 72%; SMC Members support in the organization of co-curricular activities in School was strongly agreed by 16% and agreed by 84%; Library facilities have been extended to all children was strongly agreed by 26% and agreed by 74%; Teachers conduct Continuous and Comprehensive Evaluation (CCE) in the School was strongly agreed by 8% and agreed by 92%; Learning in groups is facilitated by the teachers was strongly agreed by 16% and agreed by 84%; Teachers maintain CCE records and learners' profile properly was agreed by 100% ; Activity Banks are available in each school was strongly agreed by 16% and agreed by 84%: Monthly review and planning meeting of teachers are done for implementation of RTE Act, 2009 was agreed by 100%; DIET provides academic resource support to the CRCCs and BRCCs was agreed by 100%; There is continuous improvement in the learning performance of students was agreed by 100%; Local resources are tapped by the school for benefit of the classroom was agreed by 100% ;The teaching-learning process has become child-centered and child-friendly was strongly agreed by 20% and agreed by 80%; Self-Learning Materials (SLMs) are made available to students was strongly agreed by 16% and agreed by 84% CRCCs pertaining to their perception on the concept of Quality with reference to the implementation of the RTE Act,2009.

The Statements: Teachers in Schools are given onsite academic support as and when required by them; Teachers transact curriculum following activity based approach; School Management Committee (SMC) Members visit the Schools for monitoring the activities of the Schools; Efforts are made to improve student learning achievement on the basis of their previous result or performance; Learning in groups is facilitated by the teachers; Activity Banks are available in each School; There is continuous improvement in the learning performance of students; The teaching-learning process has become child-centered and child-friendly pertaining to quality issues in providing academic support and monitoring of elementary schools were clearly perceived by the CRCCs.

The Statements: Training needs of the teachers are identified before organizing in-service training programmes for them; Capacity Building Programmes are organized for the School Management Committee Members at regular intervals; Teachers conduct Continuous and Comprehensive Evaluation (CCE) in the School; Monthly review and planning meeting of teachers are done for implementation of RTE Act, 2009; DIET provides academic resource support to the CRCCs; Local resources are tapped by the school for the benefit of the classroom pertaining to quality issues in providing training support and supervision of elementary schools were clearly perceived by the CRCCs .

## **MAJOR FINDINGS**

- 1) Ten statements were perceived by the CRCCs as 100% agree pertaining to the Quality for a sound academic support system consequent upon implementation of the RTE Act, 2009.

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- 2) The Statements like : Teachers in Schools are given onsite academic support as and when required by them; Teachers transact curriculum following activity based approach; School Management Committee (SMC) Members visit the Schools for monitoring the activities of the Schools; Efforts are made to improve student learning achievement on the basis of their previous result or performance; Learning in groups is facilitated by the teachers; Activity Banks are available in each School; There is continuous improvement in the learning performance of students; The teaching-learning process has become child-centered and child-friendly pertaining to the perception of CRCCs about quality issues in providing academic support and monitoring of elementary schools were perceived clearly by the CRCCs with reference to quality as per the mandate of the RTE Act,2009.
- 3) The statements like Training needs of the teachers are identified before organizing in-service training programmes for them; Capacity Building Programmes are organized for the School Management Committee(SMC) Members at regular intervals; Teachers conduct Continuous and Comprehensive Evaluation (CCE) in the School; Monthly review and planning meeting of teachers are done for implementation of RTE Act, 2009; DIET provides academic resource support to the CRCCs; Local resources are tapped by the school for the benefit of the classroom pertaining to quality issues in providing training support and supervision of elementary schools were clearly perceived by the CRCCs with reference to quality as per mandate of the RTE Act, 2009.
- 4) The statements like Induction Training Programme is organized for the newly recruited teachers; SMC Members support in the organization of curricular activities in School; Library facilities have been extended to all children; Teachers encourage low achievers to attain the special classes organized by Schools; SMC Members actively participate in the preparation and implementation of School Development Plan(SDP) are in neglecting state as perceived by the CRCCs as quality issues for a sound academic support system consequent upon the implementation of RTE Act, 2009.

## **DISCUSSION**

As per the perception of CRCCs, the Quality issues like induction training programme for the newly recruited teachers: SMC Members support in the organization of curricular activities in School; Library facilities have been extended to all children; Teachers encourage low achievers to attain the special classes organized by Schools; SMC Members actively participate in the preparation and implementation of School Development Plan (SDP) need to be addressed as these are in improving position as the quality issues for sound academic support system consequent upon the implementation of RTE Act, 2009 reported by Yadav(2010), Singh & Kumar (2013), Panda(2013),Gairola (2013), Pradhan & Bagarti (2016), Singh & Kurian (2018) and Dash(2019).

## **EDUCATIONAL IMPLICATIONS**

1. This study recognized the CRCCs as the immediate academic support to the teachers and schools.
2. It focused on the induction training programme for the newly recruited teachers and capacity building programme for the SMC members.
3. This study emphasized on role of the teachers to be supported by CRCCs in motivating the low achievers to attain the special classes and conduct the CCE.
4. The frequent quality initiatives like varied TLMs, Library facilities, learning in groups, Activity Banks, SLMs were highly focused in the study need to be emphasized by the CRCCs for quality academic support.

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5. PTA and SMC meetings with participation of the parents and community members in curricular and co-curricular activities are highly essential in fostering the total development of children and establishing the healthy school community relationship need to be conducted at regular intervals.
6. This study highly focused on the child-centred, child-friendly and activity based approach in bringing quality in Elementary Education through mobilization of local resources need to be taken care of by the CRCCs.
7. This research study reminded the CRCCs that DIETs act as academic resource support for them for which the DIETs have to train and orient them for their professional development.
8. This study will justify the role and responsibilities of the CRCCs in bringing quality in academic, training and supervision of Elementary Education in letter and spirit.

## CONCLUSION

There is the necessity of strengthening the academic and professional support of CRCCs as the immediate academic support to the teachers in bringing their academic improvement and professional development. Although academic support system is a major quality intervention mandated by the RTE Act, 2009 but the involvement of CRCCs in various non-teaching and administrative activities assigned by the Govt. is disturbing them to give justice to their duty. This study became able to bring out the issues of quality for a sound academic system consequent upon the implementation of RTE Act, 2009 proved that the quality aspect of the academic support system for the teachers needs improvements from different fronts pertaining to academic, training, monitoring and supervision of Elementary Schools. Now, it is the urgent need of the hour to give emphasis on the quality issues like induction training programme, activity-based curriculum, special classes, varied TLMs, active SMC, CCE, Capacity Building Programmes, SLMs, mobilization of local resources etc. on which the CRCCs must be trained and oriented through their academic resource support center i.e. DIET which needs to play a catalyst role in bringing quality among teachers' activities and performances through CRCCs. As a result, the target of the RTE-SSA Scheme in providing sound academic support system will be realized by addressing the issues for building up quality in the academic support system by the CRCCs.

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