



# **RESEARCH STUDY REPORT**

## **(Session: 2021-2022)**

### **TITLE OF THE STUDY:**

**A STUDY ON THE STATUS AND EFFECTIVENESS OF  
D.A.C.G, B.A.C.G AND C.R.C. UNDER SAMAGRA  
SHIKSHA IN TINSUKIA DISTRICT OF ASSAM**

### **Investigators:**

**Mr. Durgeswar Saikia  
Mr. Chandra Kamal Dahal**

### **Published by:**

**District Institute of Education and Training  
(DIET) Tinsukia,**

**Tingrai Habi, Assam-786145**

# RESEARCH STUDY REPORT

## (Session: 2021-2022)

### **PATRON:**

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### **COORDINATORS:**

Mr. Durgeswar Saikia & Mr. Chandra Kr. Dahal

### **PUBLISHED BY:**

District Institute of Education and Training (DIET) Tinsukia,  
Tingrai Habi, Assam-786145

## FOREWORD

In the DIET Guideline- 1989, three main functions of DIETs are spelt out as follows:

- Training and orientation of teachers, Head Masters, members of DBE, VECs, RPs etc.
- Academic and resource support to the elementary schools and NEF/AE system in the district.
- Action Research and experimentation to deal with specific education related problems and documentation of various socio-cultural aspects of the district.

The Comprehensive Evaluation of CSS on Restructuring and Reorganization of Teacher Education - a report by NCERT, August, 2009 reveals that as far as research areas are concerned, the common themes that have emerged are: Mid-day meals; Drop-out rates and school retention; Sarva Shiksha Abhiyan (SSA) related surveys and studies; Effectiveness of multi-grade teaching and Effectiveness of Teaching-Learning Materials (TLM) etc.

As mentioned in that report, some of the DIET faculties are involved in conducting research including action research. The DIETs are also involved in conducting state level achievement surveys of NCERT.

The report also reveals that eighty percent (80%) DIETs in the southern region have undertaken research project in comparison to 50% DIETs in the Northern region, 58% in North-Eastern, 50% in the Eastern region and 40% in the western region.

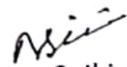
Similarly, it says that in a majority of the DIETs, the faculty does not undertake action research due to workload, lack of research skills and time constraints. Apart from individual efforts, no institutional effort is made by the DIETs in taking up research work.

Samagra Siksha Abhiyan (SSA-launched in 2018) also in a recently published document viz. **Teacher Education AWP&B format 2022-23 (MoE)** suggests that Research and Evaluation Studies may be undertaken at state, district level and also at the block, cluster and school level in the form of **Action Research / dipsticks** for providing greater insight into issues and problems faced in implementation of the various components of the scheme at different levels.

Anyway, finally I would like to express my deep respect to Dr. Nirada Devi, honorable Director of SCERT Assam for her valuable suggestions and advice in enhancing this task. I would also like to express my sincere thanks to both the Investigators namely Mr. Durgeswar Saikia and Mr. Chandra Kr. Dahal for undertaking this study for providing greater insight into status and issues related to DACG and BACG.

Date: 29<sup>th</sup> Jan, 2022.

Place: Tinsukia

  
(Nripen Saikia)  
Principal, DIET, Tinsukia

**GOVT. OF ASSAM  
DISTRICT INSTITUTE OF EDUCATION AND TRAINING (DIET)  
TINSUKIA**

**TITLE OF THE STUDY:**

**“A STUDY ON THE STATUS AND EFFECTIVENESS OF D.A.C.G, B.A.C.G AND  
C.R.C. UNDER SAMAGRA SIKSHA IN TINSUKIA DISTRICT OF ASSAM”**

(The study was carried out by D.I.E.T., Tinsukia for quality improvement of  
DACG, BACG and CRC under Samagra Siksha in Tinsukia district)

**SUPERVISOR:**

**Mr. Nripen Saikia**  
Principal, DIET, Tinsukia

**INVESTIGATOR(s):**

- 1. Mr. Durgeswar Saikia**  
Lecturer, DIET, Tinsukia
- 2. Mr. Chandra Kr. Dahal**  
Lecturer, DIET, Tinsukia

## ACKNOWLEDGEMENT

We owe our deepest regards to Director, SCERT, Assam and Research Committee of DIET, Tinsukia for permitting us to do the Research Study. Our special thanks to Principal, DIET, Tinsukia and all the Sr. Lecturer/Lecturer and staff of the DIET for their sympathetic favour.

It gives us immense pleasure in expressing respected gratitude to our honorable supervisor Mr. Nripen Saikia, Principal, DIET, Tinsukia for his benevolent guidance. We are highly obliged to him for providing 'valuable space' and 'freedom' to express our views. It is impossible for us to visualize this work without his continuous support and guidance.

We also acknowledge our gratitude to Mrs. Binti Sarma, DEEO/DMC, Tinsukia, Mr. Dipok Borgohain, DPO (TT & P), Samagra Siksha, Tinsukia and all the CRCCs and BRPs of the district for their cooperation by giving us much needed information for the study.

We also like to thank Ms. Binita Hazarika, Technician of DIET, Tinsukia for the page setting and printing works of the study report.

Durgeswar Saikia  
Chandra Kr. Dahal

## CERTIFICATE

*This is to certify that Mr. Durgeswar Saikia, Lecturer and Mr. Chandra Kr. Dahal, Lecturer permitted to do the study with approval from Research Committee DIET, Tinsukia and they have worked under my supervision and guidance for the research study entitled "A STUDY ON STATUS AND EFFECTIVENESS OF D.A.C.G, B.A.C.G AND C.R.C. UNDER SAMAGRA SIKSHA IN TINSUKIA DISTRICT OF ASSAM" which is submitted in their genuine and original work.*

*Nripen Saikia*

*Signature and Seal*



*Name: Nripen Saikia*

*Designation: Principal, DIET, Tinsukia, Assam*

*Date .....*

## ABRIVIATIONS

- BACG - Block Academic Core Group  
BEEO – Block Elementary Education Officer  
BMC – Block Mission Coordinator  
BRCC- Block Resource Centre coordinator  
BRP – Block Resource Person  
CRC – Cluster Resource Centre  
CRCC – Cluster Resource Centre Coordinator  
CSSTE – Centrally Sponsored Scheme of Teacher Education  
GOI – Govt. of India  
DACG – District Academic Core Group  
DEEO – District Elementary Education Officer  
DIET – District Institute of Education and Training  
DMC – District Mission Coordinator  
DPC – District Programme Coordinator  
DPO – District Programme Officer  
DPO (TT&P) – District Programme Officer (Teacher Training & Pedagogy)  
I.S – Inspector of Schools  
MIS – Management Information System  
MOE – Ministry of Education  
NCERT – National Council of Educational Research and Training  
SCERT – State Council of Educational Research and Training  
SSA – SarboSikshaAbhiyan Mission  
SSA – SamagraSikshaAbhiyan  
TLM – Teaching Learning Materials
-

# **A STUDY ON THE STATUS AND EFFECTIVENESS OF D.A.C.G, B.A.C.G AND C.R.C. UNDER SAMAGRA SIKSHA IN TINSUKIA DISTRICT OF ASSAM**

**INVESTIGATOR(S):** Mr. Durgeswar Saikia & Mr. Chandra Kr. Dahal

## **1. INTRODUCTION**

### **1.1 Background and rational of the study**

The function of District Institute of Education and Training (DIET), District Academic Core Group (DACG), Block Academic Core Group (BACG)/ Block Resource Group (BRG) or Block Resource Centre (BRC) and Cluster Resource Centre (CRC) have been envisioned as per Ministry of Education (MoE) guidelines (Restructuring and Reorganization of Centrally Sponsored Scheme on Teacher Education) 2012 and Framework for Implementation of SamagraSiksha by MoE, Govt. of India (GoI), New Delhi. As per the guidelines DACG/DRG in district level, BACG/BRG in Block level and CRC in cluster level was formed in all districts under the guidance of SCERT, Assam. Under the guidance of DIETs all the DACG, BACG and CRC are functional in all districts of Assam. Accordingly, SCERT, Assam has appointed Block Resource Centre Coordinator (BRCC) in all educational blocks of Assam and Cluster Resource Centre Coordinator (CRCC) in each cluster in all districts of Assam under the SamagraSiksha. There are 5 Nos. of educational Blocks with 15 Nos. of BRCC and 136 Nos. of Cluster with 136 Nos. of CRCC in Tinsukia district. The DIET, Tinsukia became functional from the year 2015 in Tinsukia district and accordingly DACG, BACG and CRC are actively functional in the district under SamagraSiksha.

The objective of establishing the DACG, BACG and CRC to strengthening the CRCCs academically to undertake the teacher capacity building programmes through school based support. As per MoE guideline the main activities of DACG, BACG and CRC are as follows:

- Continuous professional development of the teachers and CRCCs through the DIETs.
- Developing cluster-specific plans and implementation of those plans for attainment of grade-specific learning outcomes by all children of the block. The plan shall be jointly developed by CRC, BRC under the academic guidance of the DIET.
- Creating a climate of mutual sharing of knowledge, ideas on student learning at all levels.
- Strengthening CRCCs and BRCCs for academic development and pedagogical support.
- Orienting the CRCCs and BRCCs to strengthen teachers' ability.
- Providing on-site support and feedback to the CRCCs, BRCCs and teachers.

- Organizing DACG and BACG meet monthly or bi-monthly to review-cum-capacity building of the CRCCs, BRCCs, DEOs, BEOs at DIET level.
- Share the educational initiatives taken by the state or national level and other pedagogical innovations among all teachers, head teachers, CRCCs, BRCCs, DEOs (DEEO & I.S.) of the district, block and cluster.
- Establishing linkage among CRC,BRC,DIET,SCERT,NCERT and SamagraSiksha for implementation of intervention of activities at cluster level and block level.

The present study was done to know the status of DACG,BACG and CRC and its effectiveness as per guideline in Tinsukia district.

### **Present Status of DACG, BACG and CRC in Tinsukia district:**

As per guideline of SamagraSiksha the DACG and BACG are formed in Tinsukia district-

#### **I) DACG:**

Chairperson: Principal DIET

Member Secretary: DPO (T.T. & P) SSA

- Members: 1. All faculties of DIET those who are Block Level Academic in- charge
2. DEEO/ DMC, Inspector of Schools and BEEOs of five Nos. of Education Block
  3. All DPOs of SSA
  4. MIS Coordinator of SSA
  5. Finance and Accounts Officer, SSA

#### **II) BACG:**

There are 5 Nos. of Educational Blocks in the district, namely Hapjan Block, Urban Block, Kakopathar Block, Sadiya Block and Margherita Block. Each block has the BACG as below-

Chairperson: Faculty of DIET

Member Secretary: BEEO/BMC SSA

- Members:
1. All BRPs and Resource Teachers of the block
  2. All CRCCs of the block
  3. Block Accounts Officer
  4. Block MIS Co-ordinator

### III) CRCC:

There are 136 Cluster Resource Centre under 5 Nos. of Educational Blocks and one CRCC in each cluster of the district.

As per record of DIET, Tinsukia, it has been seen that the DACG meeting was held continuously in monthly or bi-monthly basis from the year 2015 March onwards, where the different educational issues, hard spot faced by the CRCCs/teachers were discussed. Some of the capacity building programme was initiated by DIET faculties for the CRCCs and BRPs of the district. As a part of DACG capacity building programme the DIET faculties, District and Block level Officials CRCCs and BRPs took part in the Video conference with SCERT, Assam in different topics. Accordingly, the discussion of DACG conveyed to the block level through BACG and Cluster level through CRCCs. During Covid-19 pandemic period the DACG was held in online mode in the district.

Though as per guideline of SamagraSiksha the DACG, BACG and CRCs are functioning in the district but it is the need to see the status and effectiveness for its better performance in future as well as for educational development of the district.

### 1.2. Statement of the study:

On the basis of above baseline data and its significance, it was thought worthwhile to undertake the research study titled as: "A study on status and effectiveness of DACG, BACG and CRC under SamagraSiksha in Tinsukia district."

### **1.3. Objectives of the study:**

- 1.3.1. To find out the status of DACG, BACG and CRC in Tinsukia district.
- 1.3.2. To find out the effectiveness of DACG, BACG and CRC in Tinsukia district.
- 1.3.3. To study the impact of DACG, BACG and CRC meeting in the grassroot level of the district.
- 1.3.4. To analyze the opinion of the district level educational functionaries and BRC/CRCCs of the district.
- 1.3.5. To suggest measures for improving the effectiveness of DACG, BACG and CRC in the district.

### **1.4. Delimitation of the study**

The study was delimited as follows:-

- 1.4.1. The study was conducted only among the district level educational functionaries of the district.
- 1.4.2. Only the 10 Nos. of BRPs were selected out of 15 Nos. of BRPs of the district for the study.
- 1.4.3. Only 112 Nos. of CRCCs were selected out of 136 Nos. of CRCCs of the district for the study.

### **1.5 Field of Study**

This study has been conducted among the district level educational functionaries such as DEEO/DMC, Inspector of Schools/DPC, DPOs of Samagra Siksha, Tinsukia district and Faculties of DIET, Tinsukia. The study was conducted in Five Nos. of educational blocks of the district through BRPs and CRCCs.

## 2. REVIEW OF RELATED LITERATURE

Review of literature is very important for any research study because every piece of ongoing research needs to be connected with the work already done, to attain an overall relevance and purpose. A few studies relate to the study on DIET, DACG, BACG and CRC are reviewed and reported as below :

2.1. Gogoi and Khanikar of Dibrugarh University (April, 2016) studied and analyzed about the availability of facilities in DIETs of Assam. The result of the study was that the quality of education is a function of effective use of resources provided to the educational institutions. Thus the findings of the study undertaken by the researcher, it was noticed that the infrastructural facilities of DIETs are not uniform. But they have to satisfy the same functions.

2.2. AzimPremji Foundation (2014-15) studied on in-service teachers training of SSA : what works & how in Uttarakhand and their findings were that the CRCCs are often engaged in monitoring management of MDM, construction work, collection of data etc. taking away most of their time from academics. In this regard it is suggested that school visits of CRCCs and faculty members of DIET need to only focus on teaching-learning processes in schools rather than administrative aspects.

On the basis of above studies conducted in the past years has remained an area of interest among researchers in the field of education. The investigator did not find many studies in the area of the status and effectiveness of DACG, BACG and CRC. Keeping in view, the above conclusions the study on this topic is significant in its need and spirit.

## 3. METHODOLOGY OF THE STUDY

The purpose of the present study was look into the status and effectiveness of DACG, BACG and CRC. For this purpose **descriptive survey method** of research was used in the conduct of the present study. In order to achieve the objectives of the present study it was required to select a representative sample from the population of the study and the necessary tools for collecting the data. The relevant details of different aspects of the study are given as under:

### **3.1. Population of the Study**

3.1.1. All District Level functionaries such as DEEO/DMC, Inspector of Schools/ DPC, all DPOs of SSA and all Faculty Members of DIET, Tinsukia comprises the population of study.

3.1.2. All the BRPs (15 Nos.) of all 5 Nos. of Education Blocks of the district.

3.1.3 All the CRCCs from 136 Nos. of clusters of the district comprise population of the study.

### **3.2. Sample of the study**

3.2.1. The DEEO/DMC, and Inspector of Schools/DPC were selected as respondent for the study.

3.2.2 Three Nos. of DPOs of SamagraSiksha of the district were selected by using purposive sampling procedure.

3.2.3. Five Nos. of Faculties of DIET, Tinsukia of the district were selected by using purposive sampling procedure.

3.2.3. Sixty Nos. of CRCCs from all cluster of the district were selected by using random sampling procedure.

3.2.4. Ten Nos. of BRPs were selected from all 5 education blocks of the district were selected by using random sampling procedure.

### **3.3. Research Tool**

Self administered questionnaire was applied to collect the data. Apart from the close ended questionnaire open ended questionnaire were distributed among the district level educational functionaries to get suggestions and opinionion on the topic for the purpose of the present study. In the present study the investigator aimed at studying the status and effectiveness of DACG, BACG and CRC of the district. In order to develop the questionnaire, the investigator reviewed various literatures in the field of teacher education, guidelines of SamagraSiksha, guidelines of MOE, GOI in general and the functions of DACG, BACG and CRC in particular. For instance, the recommendation and suggestion given in the document Restructure and Reconstructions of Teacher Education (2012) under CSSTE were considered in this case.

The study was done through the following two research tools:

- i) Questionnaire
- ii) Observation Schedule

Keeping in view the objectives of the study, the blueprint of the questionnaire was prepared on these following dimensions –

3.3.1. Nature of Respondents

3.3.2. Attendance in DACG,BACG meeting

3.3.3. Performance of Schools at par

3.3.4. Discussion of hardspot areas with DIET faculties

3.3.5. Attendance in BACG meeting

3.3.6. Conducting model demonstration classes in schools

3.3.7. Using TLM while taking classes

3.3.8. Making DACG more effective

3.3.9. Need of Support to BACG meetings

3.3.10. Need of support to cluster level meetings

3.3.11. Responses of district level functionaries (DEEO, DPOs, and Faculty of DIET etc.)

## 4. DATA ANALYSIS AND FINDINGS

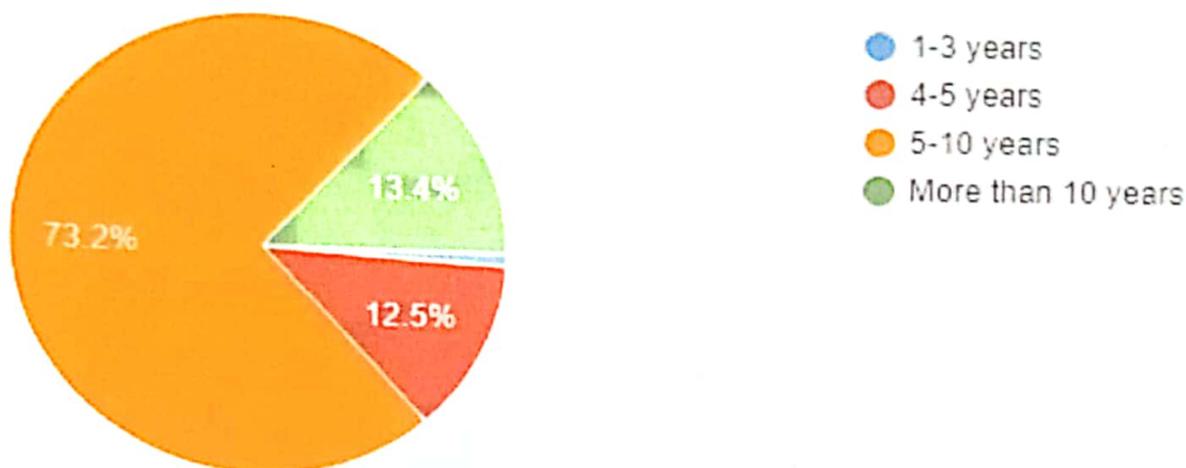
Data analysis is considered as an important step and heart of the research work. After collection of data with help of relevant tools and techniques, the next logical step, is to analyze and interpret data with a view to arriving at empirical solution to the problem. It is considered as the process of assigning meaning to the collected information and determining the conclusions, significance, and implications of the findings. Analysis breaks down the complexity of the data into simplest form and throws light on the particular subject. We have circulated two Google forms separately for –

- i.) For BRPs and CRCCs
- ii.) For district academic officials i.e. DEEO, IS, DPO, etc.

The responses generated through this forms are analyzed as per importance of the issues. The descriptive/open ended answers are compiled and presented in descriptive mode. The data analysis for the present study was done quantitatively with the help of percentage . We have used percentage to present through pie diagram as statistical technique to present the received data through Google form.

### 4.1. Nature of Respondent

In the first category of form our respondents were (112 Nos.) CRCCs and (this 10 Nos. of)BRPs. In the next category total four Nos. of district education officials such as DEEO and DPO. On the matter of length of service in education dept. the data reflects as follows-



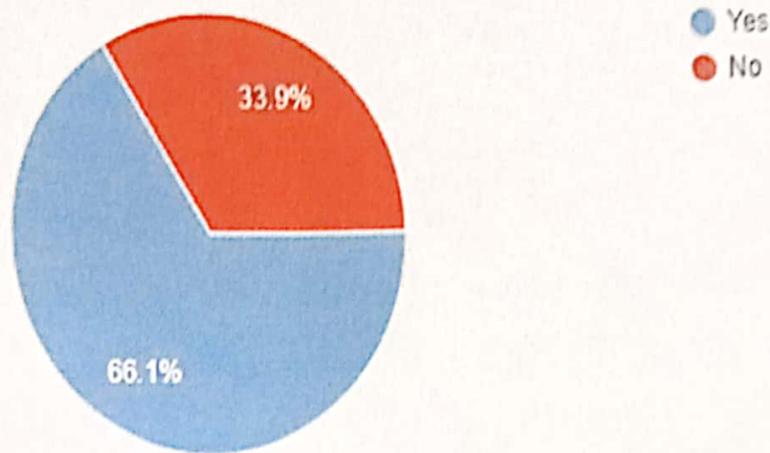
**Figure - 1**

It is heartening to see that 73.2 % of respondents had an experience of providing more than 10 years of service in the education department. There were 13.4% respondents who served 5 to 10 years in teaching and 12.5% respondents served 4 to 5 years in teaching and a minimum of 0.9% respondents served 1-3 years in teaching position.

The 73.2 % respondents who share a major part of this survey who worked as a teacher for more than 10 years were obviously having sound idea about education procedure of the state. So we may rely on their responses pertaining to education system of Tinsukia district.

## **4.2 Attendance in DACG Meetings**

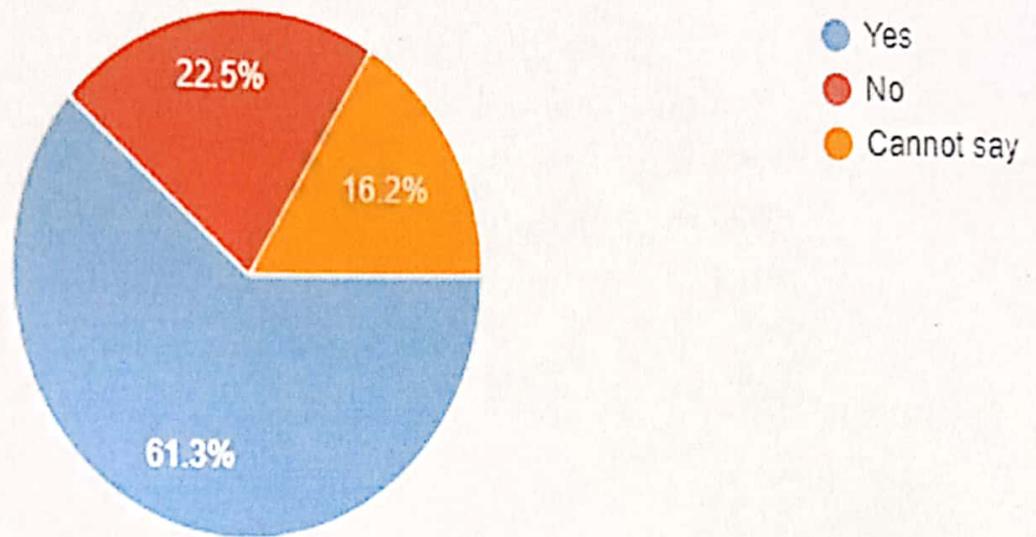
DACG meetings are considered to be most important for the part of academic administrator towards getting well along with the system. In our survey it is revealed that 66.1% of CRCCs /BRPs are in the regular practice of attending DACG meetings; where as 33.9% of them have not attended DACG meetings ever. It maybe ensured further that those who have not yet attended any of the DACG meetings will attend in the next phase mandatorily. It is worth mentioning here that if they are given an opportunity they are interested towards attending DACG meetings in future.



**Figure- 2**

### **4.3 Performance of schools at par**

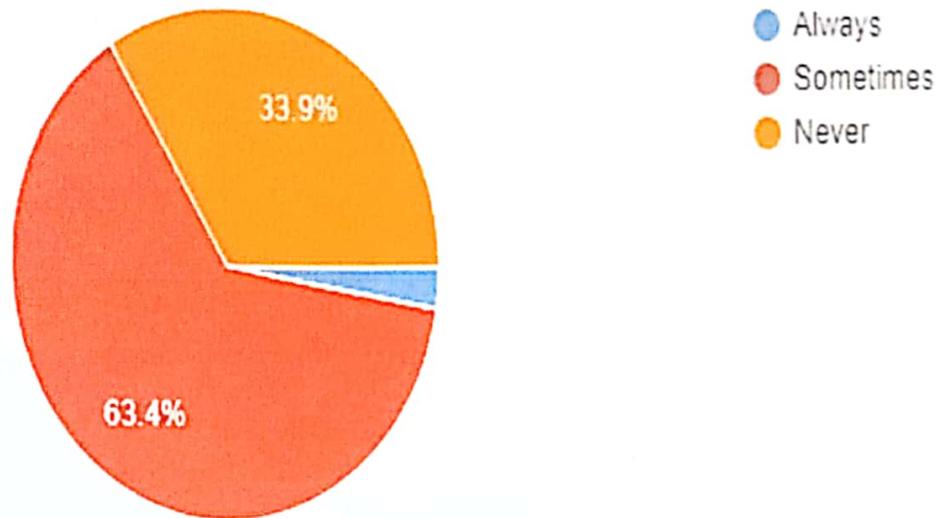
In order to understand the academic standard of the schools we must have to understand the performance level of the schools as per given standard. This includes pupils turnout teachers efforts engagement of community members and so on. In this result 61.3% of the respondents have marked YES, 22.5% of them have marked NO whereas 16.2% have marked in CANNOT SAY option against the question. This states that there is a scope for improvement in functioning the schools of a better way. At the same time, 16.2% respondents who marked CANNOT SAY need to get more involved to understand the functioning the schools.



**Figure - 3**

#### **4.4 Discussion of Hard Spot areas with DIET Faculties**

It is obvious that in day to day functioning of the schools many hardspot areas maybe identified. They need to be sort through proper intervention. As DIET faculties are considered to be experienced in dealing with hard spot areas, so it will ensure that better performance may be assured through the suggestions from DIET faculties in solving these issues. In the response, 2.7% have marked ALWAYS, 63.4% have marked SOMETIMES and 33.9% have marked NEVER. This maybe addressed well by bringing CRCCs and BRPs more closer to DIET. They also need to be encouraged to put up hard spots for discussion with DIET faculties without any hesitation.



**Figure - 4**

#### **4.5 Attendance in BACG Meetings**

BACG acts as nodal agency towards functioning block level academic issues. The discussions taken place in the BACG meetings should be carried forward in the cluster level and gradually to the teachers concerned. Therefore attending BACG meetings for the part of CRCCs and BRPs is considered as most important task. In this matter 62.5% of the respondents have marked ALWAYS, 35.7% have marked SOMETIMES whereas 1.8% have marked NEVER. It is recommended that participation of CRCCs and BRPs in BACGs meetings must be ensured 100%. If this happens a sound academic functionary group maybe developed.

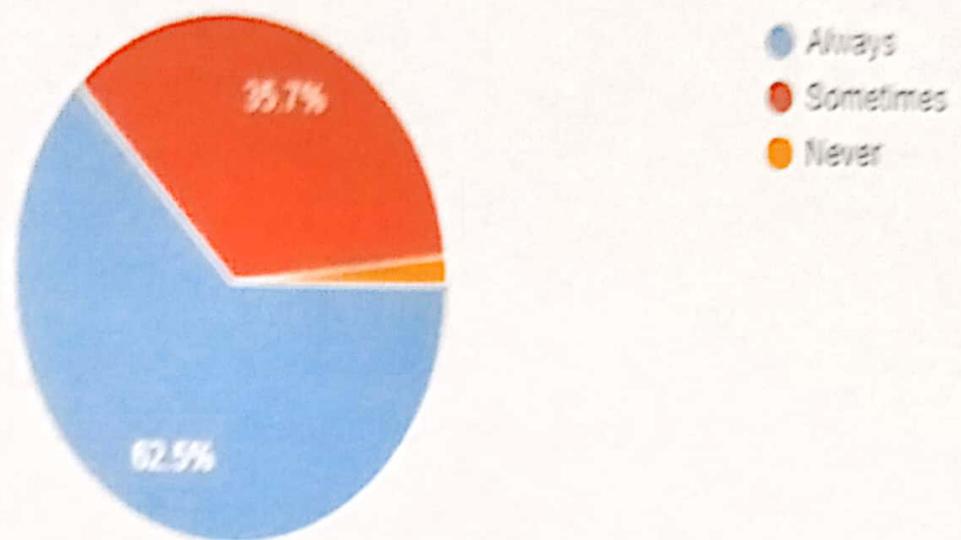
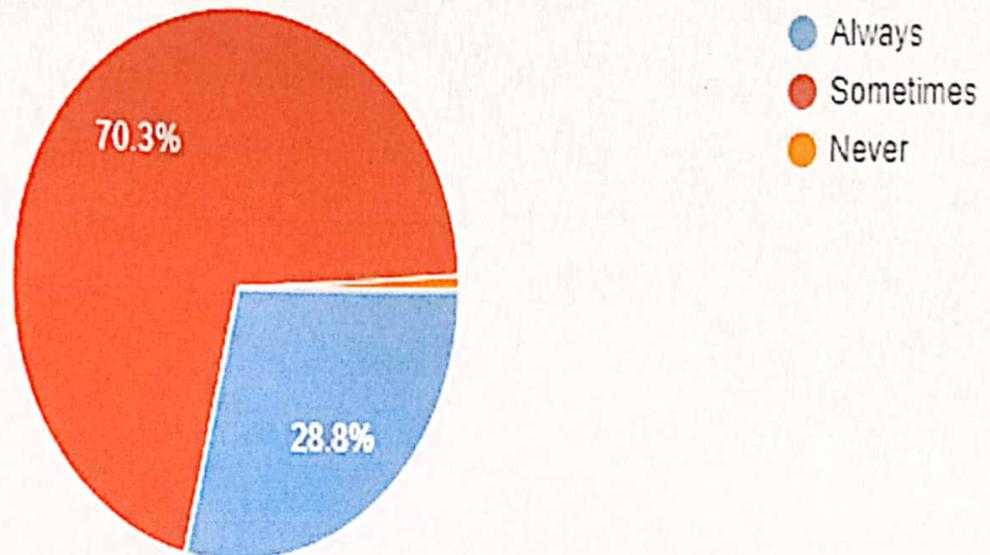


Figure-5

#### 4.6 Conducting Model Demonstration Classes in Schools

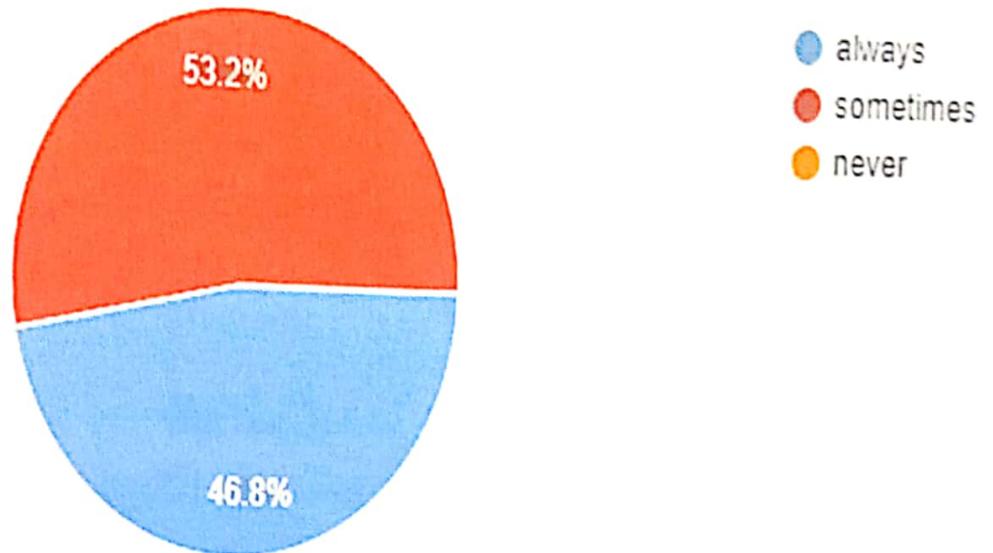
To encourage the teaching fraternity of schools demonstration classes taken by BRPs and CRCCs will help immensely towards enriching the pedagogical aspects. Hence, frequent model demonstration classes are expected from the BRPs and CRCCs. Responding to our questionnaire 28.8% have responded ALWAYS, 70.3% have responded SOMETIMES and 0.9% have responded NEVER. This percentage needs to be improved by minimizing sometimes and never which constitutes 71.2%. If CRCCs and BRPs conduct more demonstration classes teachers will be encouraged and enriched to take their regular classes with these enriching experiences.



**Figure - 6**

#### **4.7 Use of TLM while taking Classes**

Teaching learning materials (TLM) are considered best motivating factors for the students to perform better. It is said that teachers who take their classes with TLM can motivate the students in their desired way. Therefore using of TLM should be considered as the matter of top priority. Nowadays with the advancing of technology, there have been so many innovative and creative tools are available for the reference of teachers by using them in a desired way teachers can do miracles in their classes. Towards using the practice of using TLM 46.8% have responded ALWAYS, 53.2% have responded SOMETIMES and 0% has responded NEVER. The respondents who use TLMs sometimes may be advised to be habituated in using TLM always.



**Figure - 7**

#### **4.8 How to make DACG more Effective?**

We have thrown this question as open ended descriptive nature and received a good number of responses which may be a pathway towards effective function of DACG meetings. These are included as follows:-

- DACG should focus more on academic areas then administrative.
- More participation of CRCCs and BRPs should be ensured in DACG meetings.
- Digital technology such as projector, interactive boards, virtual reality etc. maybe used.
- As the participants have to travel from far away stations to the district HQ show suitable travelling allowance (TA) should be provided.
- The hardspot areas should be focused more.
- There should be provisions for the discussion on grass root issues separately.

## 4.9 Need of Support to BACG Meetings

We have thrown this question as open ended descriptive nature and received a good number of responses which may be a pathway towards effective function of BACG meetings. These are included as follows:-

- Participation of DIET faculties and district level of officials will encourage the participants.
- Practical solution maybe suggested for the grass root level academic issues.
- As the participants have to travel from far away stations to the district HQ show suitable travelling allowance (TA) should be provided.

## 4.10 Need of Support to Cluster Level Meetings

The responses received against this question were very encouraging and effective once. The respondents strongly felt that cluster level meetings are the grassroots level from which the information/inputs maybe transmitted to the teachers who actually work has to face with students in everyday school life. Attending the cluster meets by the block officials DIET faculties BRPs will highly encourage the teaching fraternity who are in fact the frontline supporters of the education system

## 4.11. Responses of District Level Functionaries (DEEO, DPO etc.)

We have circulated another google form with all open ended questions, specially designed for DISTRICT LEVEL FUNCTIONARIES (DEEO,DPO etc.) ,and received quite significant and valuable suggestions. They are compiled as below:-

- DACG should be conducted in different blocks on rotation basis instead of conducting it in the district head quarter only.
- Other then the discussions held in DACG meetings at least one demonstration class may be taken by DIET faculties to enhance effectiveness in classroom functioning by the BRPs/CRCCs. They may take it to the teachers of their blocks/clusters.

There should be sufficient fund to conduct DACG meetings every month. The participating members should get at least a cup of tea, lunch/refreshment and conveyance. In this context the rates for the same may be allotted as follows-

- i) Tea- @Rs20.00(twenty) per participant
  - ii) Lunch/refreshment-@Rs130.00(one hundred and thirty) per participant
  - iii) Conveyance -@Rs200.00(two hundred) per participant
- Attending DACG meetings by all the district academic officials and the BEOs should be compulsory.
  - More training and support to be provided to the BRPs,CRCCs and the teachers by the DIET faculties towards making classroom teaching effective in the line of the proposals laid by NEP,2020. These areas are Language teaching, Science and mathematics and vocational subjects.
  - Teachers should be highly motivated towards increasing their involvement in class transaction and adapting new techniques and methodologies in the line of NEP 2020.
  - There should be the provision for more training for School Heads towards generating some of the aspects of NEP-2020 in the schools. These areas are FLN,ECE, Vocational Education and ICT integrated lesson planning.
  - To increase interest and motivation among teachers at micro level best performing teachers should be selected and awarded at block level.
  - Conveyance should be provided to the DIET faculties, DPOs, for visiting schools.
  - To provide online trainings to attend seminar workshop etc. DIET faculties should be provided with personnel laptop and data recharge facility on a monthly basis.
  - As BRPs,CRCCs need to travel everyday to the different locations so they should be provided a legitimate amount of TA.
  - To keep database of the schools, there is a need of personnel laptop for BRPs, CRCCs.

### 5. SUGGESTIONS AND RECOMMENDATIONS:

The study on status and effectiveness of DAOG, BAOG and CRC in Tinsukia district reveals that there is need of modification and improvement of DAOG, BAOG and CRC for its effective functioning. On the basis of the respondents views for each statement the following suggestions and recommendations can be implemented for the improvement of functions of DAOG, BAOG and CRC.

- i) There is need of preparation of a block report on cluster wise data base by the concern block in-charge (faculties of DIET) with the help of CROC and block MIS coordinator. (Name/Qualifications/ Experience of the CROC, Teacher related data, issues in learning achievement of his cluster, resourceful teachers from each cluster.)
- ii) Conduct regular/weekly discussion (online & offline mode) with the CROCs/BRPs and BEOs on academic issues from district level functionaries.
- iii) Organize bi-monthly review-cum-capacity building of the CROCs, BRPs, BEOs, DPOs at DIET level in the presence of DEEO, Inspector of schools and participations of other district level functionaries.
- iv) Share the educational initiatives taken by the state & other pedagogical innovations among all teachers, Headmasters through DAOG, BAOG and CROC.
- v) Conduct capacity building programme for CROCs and BRPs on pedagogy, content, Learning Outcomes, e-content development and use of ICT in classroom at DIET level during DAOG/BAOG meet.
- vi) There is need of creating a climate of mutual sharing of knowledge, ideas on student learning at all levels by establishing linkage between CRC, BRC, DIET and SCERT for implementation of intervention of activities at cluster level, block level and district level through DAOG and BAOG meeting.
- vii) DAOG and BAOG should encourage conducting collaborative action research with DIET faculties, CROCs, BRPs and teachers.
- viii) DAOG should be conducted in different blocks on rotation basis instead of conducting it in the district head quarter only.
- ix) Other than the discussions held in DAOG meetings at least one demonstration class may be taken by DIET faculties to enhance effectiveness in classroom functioning by the BRPs/CROCs. They may take it to the teachers of their blocks/clusters.

- x) There should be sufficient fund to conduct DACG meetings every month. The participating members should get at least a cup of tea, lunch/refreshment and conveyance. In this context the rates for the same may be allotted as follows-
- Tea- @Rs20.00(twenty) per participant
  - Lunch/refreshment-@Rs130.00(one hundred and thirty) per participant
  - Conveyance -@Rs200.00(two hundred) per participant
- xi) Attending DACG meetings by all the district academic officials and the BEEOs should be compulsory.
- xii) More training and support to be provided to the BRPs,CRCCs and the teachers by the DIET faculties towards making classroom teaching effective in the line of the proposals laid by NEP,2020. These areas are Language teaching, Science and mathematics and vocational subjects.
- xiii) Teachers should be highly motivated towards increasing their involvement in class transaction and adapting new techniques and methodologies in the line of NEP 2020.
- xiv) There should be the provision for more training for School Heads towards generating some of the aspects of NEP 2020 in the schools. These areas are FLN,BCE, Vocational Education and ICT integrated lesson planning.
- xv) To increase interest and motivation among teachers at micro level best performing teachers should be selected and awarded at block level.
- xvi) Conveyance should be provided to the DIET faculties, DPOs, for visiting schools.
- xvii) To provide online trainings to attend seminar workshop etc. DIET faculties should be provided with personnel laptop and data recharge facility on a monthly basis.
- xviii) As BRPs,CRCCs need to travel everyday to the different locations so they should be provided a legitimate amount of TA.
- xix) To keep database of the schools, there is a need of personnel laptop for BRPs, CRCCs.

## 6. CONCLUSION

Thus it is seen that the study conducted upon the effectiveness of DACG meetings and enhancement of district level functionaries was very fruitful and time appropriate. It is revealed from the responses of all levels of academic functionaries of the district that it is high time for revisiting the various aspects of functioning of DACG , BACG, and cluster level meetings. The suggestions received from the respondents were compiled and placed before the competent authority towards smooth functioning and betterment of district level academic administration. There is need of more broad study on DACG,BACG and CRC for its effective implementation in grass root level.

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## ANNEXURE-I

### QUESTIONNAIRE (for CRCs & BRPs)

(NOTE- This questionnaire is generated for survey research to understand the roles and functions of educational functionaries regarding effective functioning of DACG and BACG in Tinsukia District. In open ended questions you may write your view in 2-3 sentences)

1. Name of the BRCC/CRCC

2. Name of the Education Block/Cluster

3. Whatsapp No.

4. Email ID

5. Mention any subject of the school curriculum in which you are comfortable to deliver lessons.

6. How long you have been working with education department?

- a) 1-3 years
- b) 4-5 years
- c) 5-10 years
- d) More than 10 years

7. In which capacity of your service you were fully satisfied?

- a) Teacher
- b) CRCC
- c) BRP
- d) Other

8. Have you ever visited DIET of your district?

- a) Yes
- b) No

9. Have you attended any training in DIET?

- a) Yes
- b) No

10. Have you ever attended DACG meeting?

- a) Yes
- b) No

11. Whether BACG meetings are held regularly?

- a) Yes
- b) No

12. Do you attend BACG meetings regularly in your respective blocks?

- a) Yes
- b) No

13. Do you take part in discussions in BACG meetings?

- a) Always
- b) Sometimes
- c) Never

14. How frequently do you visit schools?

- a) Once in a week
- b) More than once in a week
- c) Once in a month
- d) Once in a year

15. Which of the following areas do you give priority during your visits to the schools?

- a) Class room teaching
- b) Interaction with students
- c) Discussions with teachers
- d) Lesson planning
- e) All the above

16. Do you think schools are performing as expected in your respective clusters?

- a) Yes
- b) No
- c) Not sure

17. How frequently do you attend SMC meetings?

- a) Monthly
- b) Quarterly
- c) Half yearly
- d) Yearly

18. Which of the following areas do you want to dedicate yourself to?

- a) Academics
- b) Co-curricular areas
- c) Administration

19. Do you discuss with DIET faculties the hard spots that you come across during your visits to the schools?

- a) Always
- b) Sometimes
- c) Never

20. Do you carry forward the discussions from DIET faculties in regard to functioning of SMC?

- a) Always
- b) Sometimes
- c) Never

21. In which areas do you want more inputs from DIET?

- a) Pedagogical process
- b) Content area
- c) Evaluation process
- d) Leadership skills

22. Do you conduct model demonstration class in the schools?

- a) Always
- b) Sometimes
- c) Never

23. Do you use TLM while taking demonstration classes?

- a) Always
- b) Sometimes
- c) Never

24. How would you rate the teachers in effective use of TLM in the schools of your cluster?

- a) Excellent
- b) Very good
- c) Average
- d) Poor

25. What are the problems that teachers face while using TLM in taking classes?

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26. Do you feel there is a need of training from DIET faculties towards effective use of TLM in the classes?

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27. How can the DACG meetings be made more effective? What type of need and support you expect towards better conducting the DACG meetings?

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28. Do you think there is any need and support to be extended from district authorities towards betterment of BACG meetings?

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29. Do you think there is any need and support to be extended from block authorities towards betterment of Cluster Level meetings?

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30. Mention some of the points which you would like to suggest for the improvement of academics in schools?

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