

Report of:

First consultative meeting of the committee to suggest indicative operational guideline for strengthening and revitalization of sub-district level resource centers i.e. Block resource centers and Cluster resource centers, at Mumbai on 29th Sep 2010

- Pedagogy Unit & the committee, Technical Support Group (SSA), EdCIL (India) Ltd

Understanding Context for BRC/CRC

A teacher also in true sense can not be expected to work with a large number of children as envisaged to the theoretically prescribed constructivist way (through activity/discovery/exploration) and facilitators of children's learning process without ample external support through various mechanisms, BRC/CRC may be a one of the strongest academic support system for the teacher.

SSA has been striving for this for last 10 years with mixed results. Along with the ongoing systemic initiatives it has undertaken various additional measures in the form of Lok Jumbish Programme, Shikshakarmi Project, Bihar Education Project, Andhra Pradesh Primary Education Programme, Uttar Pradesh Education for All, District Primary Education Programme etc. to achieve the goals of UPE and UEE at a fast pace. Now it's 10th year of SSA intervention in such a large scale venture covering the entire nation for Universalisation of Elementary Education and it has now become main vehicle to implement RTE.

The district and block level educational inspectorates and DIETs cannot attend pedagogical issues due to their distance from the schools, limitation in term of human resource, nature of duty, lack of training in various components, academic character, high number of the schools under coverage areas, and many other responsibilities allotted to them. In a decentralised and community carried programme like SSA schools need to be supported from the closest possible resource centers on a continuous and sustainable basis.

Thus has emerged the ideas of academic resource centers at the cluster, block and district levels. These were conceptualised as a chain of resource centres from school to cluster to block to district to state level centres and vice versa which offer platforms at different levels to learn from each other's experiences and expertise and help each other on a continuous basis, and as per plan these academic resource centres at cluster (CRC) and block (BRC) levels have been playing crucial roles in the qualitative improvement of schools in its own area. Setting up and operationalizing Block and Cluster Resource Institutions are significant interventions under SSA for quality enhancement with active involvement of State SCERTs (21) and DIETs (556).

The committee to suggest indicative operational guideline for strengthening and revitalization of sub-district level resource centers i.e. Block resource centers and Cluster recourse centers

As Discussed above, Block Resource Centers/ Urban Resource Centers/ Cluster Resource Centers have been set up under Sarva Shiksha Abhiyan to provide academic support to schools on a continuous basis through teacher training, monthly meetings for academic consultations, etc. These sub-district academic support intuitions are expected to work in close collaboration with DIETs to render support to improve the quality of elementary education. Urban Resource Centers (URCs) address the academic needs of schools in urban areas. A committee has been setup by Addl. Secretary (SE)- to suggest indicative operational guideline for strengthening and revitalization of Sub-district Level Resource Centers i.e. Block Resource Centers and Cluster Recourse Centers

The Terms of Reference for the Committee are- to :

- a. Develop indicative guidelines for strengthening of Block and Cluster Resource Centre. These will cover 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 skill 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 setoff resources ó 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 ó Strategies and approaches.
- b. Propose mechanism 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 four States (Himachal Pradesh, Gujarat, Karnataka and Maharashtra) .
- e. Any other areas which group finds necessary to include for making cohesive indicative guidelines.

To realize the objective of committee, first consultative meeting was held on 29th Sep 2010 at TISS, Mumbai

Agenda of the first Consultative meeting

- Planning for development of operational guidelines.
- To develop methodology for field work.
- To finalize outline of manuals cum operational guidelines.
- Planning for developing case /model.

KEY POINTS OF THE BRC/CRC THE MEETING AT TISS- (through discussion)

Introduction

The urgent need to revitalize the resource centers at the block and cluster level was emphasized and agreed by all.

The JRM (Jt Review Mission) has given the observation to revitalize these institutions and two committees have been commissioned (a) To develop indicative guidelines for the BRC/CRCs and (b) for professional development of BRC/CRC personnel.

Prof. Srivastava's study across 14 states in India indicates how the resource personnel are not engaged appropriately in the desired academic work. Further, the need to develop a certification program for such resource persons is crucial to provide them a separate cadre (in case that is agreed upon by the committee)

It was mentioned that DPEP had set these institutions with a vision of pedagogic renewal. But for a number of reasons, these institutions have struggled. On one hand, nothing academically supportive is happening and on the other hand, these institutions have too much work because of admin demands made on them which leads to frustration. But we are committed to the idea that these institutions are important and can contribute meaningfully, in the academic pursuits.

The richness of experience in the committee and subsequent field work would allow for a pooling of experiences on how these institutions can be re-envisioned. It is therefore critical to take the states on board and acknowledge as to how each states have tried to solve the problems. Further, the committee also has the option to invite experts from outside and get wider consultation

The Terms of Reference of the committee were shared and briefly talked about.

It was mentioned that the guidelines need not be excessively prescriptive. They should rather offer a menu of possibilities and choices to acknowledge the diversity and range of solutions required at the field level.

Also, guidelines could be accompanied with illustrations and exemplars to give a concrete example of how they could be envisioned.

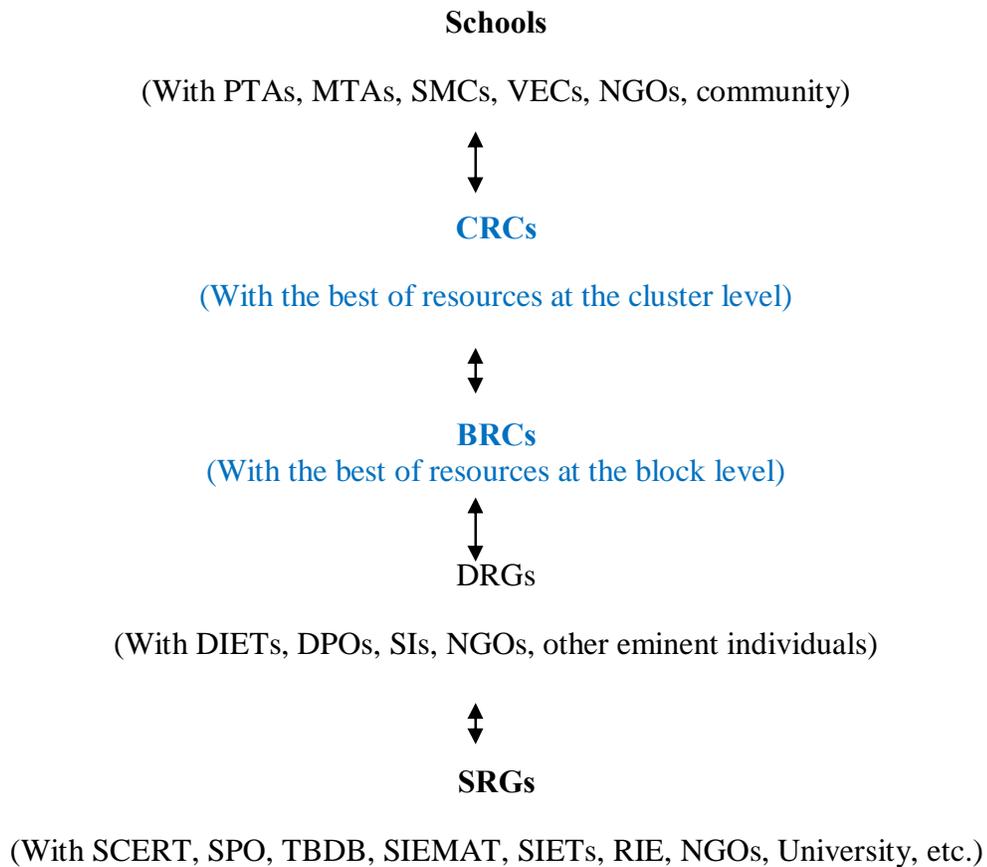
Issue emerged during Discussion & experiences of states

- Besides the administrative load, the BRC/CRC personnel have significant variation in their work across states (some personnel have to manage 20 schools for example). Further, some of them prefer to go back to work as teachers because of a lack of clear career path - which needs to be remedied.
- It was shared that in Karnataka, the BRC/CRC personnel have to play the dual role of academic and admin support. They also face resistance from teachers who feel that the CRC personnel is junior to them, so how can they review their pedagogy. Also, most personnel come with an impression that CRC academic work involves only classroom teaching and review. So they do not think of owning their clusters or acting as "mentors". Hence, the guidelines must indicate a structure where this mentoring skill is generated and passed on the field and not lost when the CRC moves to another role within the education dept.
- Further, the linkage between DIETs and BRC/CRC personnel needs to be looked at closely. We call them as Resource Centers but what resources are we really giving them? The guidelines need to incorporate such resources and how they could be used.
- Also, there is hesitance in moving away from the teacher cadre and there is resistance from the Teacher association to join CRC post because they think that it involves being an inspector.
- In Gujarat, the resource personnel complain that the classroom visit and school visit are not done because of heavy load of data collection. Also, the years spent in this role do not count towards promotion. This again makes it difficult to get quality people.
- An interesting method of selection of BRC personnel in Gujarat was highlighted. An advertisement is put within the district. This is followed by an exam and finally a viva. Parallely, people within the department are encouraged to apply. This has been happening for the last 2 years. In this way, good BRC personnel are being hired.
- A similar selection process is being followed in Karnataka.
- To analyze the selection a bit further, the member from Gujarat had mentioned that all the teachers who apply could be divided into three categories (a) 30-40% who want to excel, (b) 30% who want to get rid of schoolwork and teaching and (c) 30% who are running pvt. business and would have enough time to devote to their pvt. business while doing the resource person role. The resource persons are hired for 11 months initially and their performance is reviewed. This review comprises committee involvement and a monthly meeting on BRC/CRC. They are graded from A-D. Those in D grade are removed and slowly this is filtration ensures higher quality. The C graders are given a notice to improve their performance.
- In Himachal Pradesh, a similar grade-wise break up and strengthening of CRPs happens. BRCs hold a meeting of all CRCs twice a month and offer a remedial for C graders. The key indicator is the performance of the schools under the CRC. The CRC himself/herself grades the performance of the school and is trusted that their report sheets are accurate.

- In Tamil Nadu a different structure is followed. In DPEP, teachers within the system were not trained to act as resource persons. A Resource Person should have soft skills apart from teaching. So, they hired people from the market (a 10 year contract). They had no baggage, so it was easier to train them. Further, they were promised that if their performance was good, they would be inducted as teachers later.
- Secondly, the introduction of Activity Based learning(ABL) revitalized the role of the Block Resource Teacher (BRT). This was concurrent with the reduction of admin forms from 151 to 20.
- Under the aegis of ABL, 37000 schools were changed in 1 year. The role of CRTs was defined to include that their main job would be to visit schools and observe what is happening. It was clarified that they are NOT inspectors. They were asked to visit a school per day (except Monday when they had admin work to perform). They did not have to report anywhere before the school visit. The CRT has anywhere from 8-18 schools or roughly 40 HMs/teachers. Their work involves converting schools from grade B to grade A and so on.
- The teachers listen to such new recruits (new to the govt. system, although they might have teaching experience) if they have good skills and because they are not hired from within the system, there is no history of interaction. There is a 10 day induction training to such fresh recruits - with 3 days focusing on ABL. These CRC are also guided to develop a vision for their organization- to develop a sense of ownership.
- In terms of such training for CRP, it was pointed out that in Karnataka (Nali Kali), there is a training for CRP on how to point out an issue in the classroom - which is different from a training on pedagogy.
- In ABL (TN), the material was prepared by the teachers in conjunction with a KFI school. The people who were originally involved in such preparation of TLM train the BRTs - the hierarchical authority chain is reversed and the people are respected for their competence and not just their level in the hierarchy. (However, later in the meeting, a key idea suggested was to reduce our focus on training)
- In another change to the process, the compilation work is relegated to the Block level. There is meticulous record which the CRC makes which is compiled at the block level. There was also the example of a CRP who kept copies of all data submitted to BRC so that he does not have to collect the same data again.

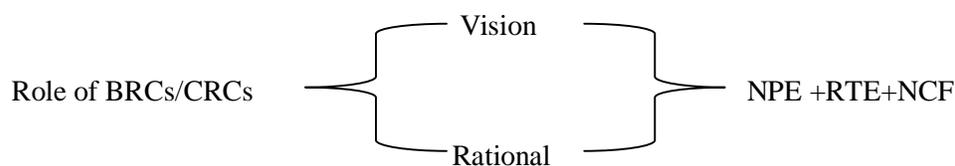
Suggestions & idea for further works

- A need was expressed to use more Technology within the system. For instance, using SMS technology to send messages to teachers as reminders to bring necessary materials to a meeting or to update status of meetings. Although most BRC/CRC personnel are not very proficient on technology, the BRPs in Karnataka know how to check email.
- In TN, there is a separate statistical coordinator who compiles data. The BRTs are given training in a venture with Microsoft. Also, every BRT and CRT has access to a computer (at least at the block level - 4 desktops per block) and know how to handle it.
- The need to have an over-riding mission and vision was expressed. Some people felt that the ABL brought people together in TN.
- In terms of technology, it was realized there is no querable database for the data and for training. Although TN maintains data on who has done what training, it is simply a record, not a software application. A need for such a system which would provide a context where BRC/CRC could become more empowered was felt. The system could help them decide which kinds of training made more sense for which people in the system.
- Gujarat, it was mentioned, is using technology to give more autonomy. Each CRC has access to a computer because it was based in an upper primary school. The technology can be used by CRC personnel to key in where they were and what they did. We could also look at record keeping at school level so that teachers can also see what observations have been reported for their classrooms.
- Since CRCs were envisaged as places to bring curriculum closer to the school, a focus on empowerment and autonomy should come in the guidelines.
- Another idea was make CRCs engage in a solution exchange program. For instance in DISE, when a query is put in a system, any person who knows about it can reply- hence people who have expertise provide their answers
- The metaphor of CRPs as the barefoot soldiers was given.
- In terms of creating guidelines, they must be based on evidence.
- Need to emphasise on unity of thought- this helps us to resolve various issues faced by our schools. Support structures may help our school in integration and adaption of curriculum and evaluation system, But at same time we must address the issues of parental anxieties .
- BRC- must help in convergence of training/curriculum/evaluation- and spell out the outcome of classroom process. It's Vision of our the classroom that may decide role of BRC/CRC ó this vision provides us idea about ó what that entire system is doing- what BRC/CRC supporting.



Director Ms. Neelam S. Rao remarked that:

- Vision of Classroom reinforce and reshape our duty again and again. And this process besides what are the skills that CRCs/BRCs require. It is important to catch day to day nuances through case studies, documentation of good practices and daily life of BRCs/CRCs.(N.S.R.)
- It is also important to observe what processes of decisions are taken by CRC coordinator.
- Record keeping may be through use of technologies.
- Autonomy of CRC has been very important.
- Need for a clarity about DPEP Block verses Non DPEP Block.
- It will be good that CRCs/BRCs would be appointed for fix term and then she should move to classroom teaching and again after (X) no. of year she returns to block or cluster. This is very important to develop a cadre of BRC/CRC personal



A tentative sketch of Job profile of BRC/CRC & other details(presented By Dir. NSR)

- Selection process- Skill, experience & education required
- Understanding-connecting curriculum with local situation-adaptation of curriculum-class room process- CCE-celebrating diversity
- On The Job Role
 - ✓ Planning- (how I do it)
 - ✓ Monitoring-(360 ° rotation- with DIET- from DISE/ both Monitoring by the system viz- DPO & external monitoring by- Institution, VEC, SMC, civil society
 - ✓ Training- training plan-Induction-annual-long term-how job experience should provided in credits
 - ✓ Onsite supports & observation
 - ✓ Working with community-SMC
 - ✓ Working with school HM
 - ✓ Situation analysis
- Operational linkage to DEO,DPC, DIETS-training & on site supports, with local authority consideration
- Space for Innovation

Recommendation of Bordia committee should be taken in to consideration.

(For detail please see annexure IV)

- It will be good if we develop a record of FAQ, Solution accumulation, we may also use technologies and system as involved in call centres. Monthly magazine will help provide a forum for solution exchange. (Karnataka).
- CRCs/BRCs that- should functional like a teacher mentor not like boss or inspector.
- Before selection of person for BRC/CRC we should know what kind of work should she deliver.
- Requirement (Nature of work), Job profile , Personal Skills required, Selection process.
- The idea of having smaller clusters was mooted. The new structure of a cluster with at most 18 schools (PRI + upper prim) was shared. The CRPs would make one visit per school per month and the remaining 4-5 days for planning which will work. The BRC would review such work; maybe discuss the next month's visit in advance when the teachers meet at CRC.

- There are so many funds available under the umbrella of SSA ó that may be used at BRC and CRC level. REMS fund may be utilized by DIETs in collaboration with BRC .
- In terms of funding CRC would have an infusion of Rs 100000. The Block will have 6 subject experts. + 2 RPs for special needs + MIS person (an asst programmer) + secretarial support doing basic utilization checks at the school level. There would be Rs.100000 provided at the block for maintenance, Rs 50000 for contingency, Rs 10000 for upkeep for block and Rs 2000 for cluster. There is a proposal to develop a resource room @ Rs 3000 per child covered. The CRC would be expanded to include one training hall.
- In Karnataka, an innovative structure of a helpline has been created. The teacher can dial in for help even during classrooms time. There is a record for which teacher asked which question. Such help lines have been created at block, dist and state levels . They operate 8-8 pm and even parents can call. These calls are handled by teachers 1 day per month for each teacher, identified by the center. The frequent questions are also put in a magazine and sent to each school.
- This idea to develop a resource inventory and a call center to help RPs was considered very useful. Perhaps, the committee could consider using a mix of face-face and telephonic support.
- A concept map of the role of the BRC/CRC personnel was shared - from the vision that should drive these centers to their linkages to other institutions.
- Prof Srivastava shared the findings and recommendations of his report. A hard copy was distributed.
- The recommendation of devolving administrative powers was mooted. It seemed that the BEO was giving too much admin work to BRP/CRP and this led them away from academic work. However, in Maharashtra, the BEOs actually support the RPs.
- Hence, the committee needs to look at how different states provide academic support while taking care of the admin work. The group needs to come to an agreement whether all states have to follow the same structure or a different one. Can we also study models where there is duplication of admin work and where there is none. The aim is to reduce conflict in the way BEO and BRC operate. An idea was put up to look at the minutes of meetings at BEO to find more about what happens in those meetings in terms of academic dialogue.
- Finally, the group discussed about doing the 10 case studies across different states on existing cases of exemplar work at the CRC/BRCs. Four states (Gujarat, Maharashtra, Karnataka and HP) were identified to set up (create) model blocks which would reflect how the guidelines could be put in practice. The members agreed to return and think about both these work areas.
- All four states should do besides identifying the 'model' block, & end all formats, manuals, circulars with regards to CRC BRC in their own states preferably translated. Have a similar committee meeting in their own states to further develop the manual in their own regional language identify interesting case study examples in any district of block for working group to explore through case study

Component that may be observe during case studies.

- CRC visit
- Management of Information
- Good infrastructure.
- Good training
- Data Management
- Monthly meeting
- Gram Shiksha Samiti meeting
- Community mobilization
- Better coordination
- DIETs initiative- proactive DIETs

It was proposed to do the next meeting somewhere around mid-November.

Annexure- I

ACADEMIC FOCUS OF BRCs/URCs AND CRCs- BRCs/URCs and CRCs have been conceptualized under SSA based on their good performance in initiatives such as DPEP, Lok Jumbish, Shiksha Karmi, etc. Presently nearly all BRCs/ URCs and about 95% CRCs are operational in the country. However, much of their potential as academic resource centers are yet to be realized and their role and functions are to be academically channelised. BRCs/URCs and CRCs need to function as resource centers near the schools to study the problems and issues related to quality through effective use of DISE, household survey, Quality Monitoring Tools etc. Accordingly they need to design strategies to address the academic issues. Some of the major academic roles of BRCs/URCs & CRCs are outlined below.

- (a) Development of the Center as a rich academic resource center with ample resource/ reference materials for concerned teachers.
- (b) Development of strong resource pools by inviting resource persons from nearby teacher education institutions, NGOs, Colleges/ Universities and resourceful individuals form Resource Groups in different subject areas for primary and upper primary level.
- (c) Regular school visits for addressing emerging pedagogic issues and issues related to school development.
- (d) Organization of teacher training and monthly meetings to discuss academic issues and design strategies for better school performance.
- (e) Setting up of performance indicators to track and enhance school performance.
- (f) Consultation with community members and Panchayati Raj Institutions to strive for school improvement.
- (g) Design a Quality Improvement Plan for own block/ cluster as per the SSA goals and strive to achieve that in a time bound manner.
- (h) Monitor the progress of quality using Quality Monitoring Tools in collaboration with nearby DIET.

(From SSA framework)

Annexure-II

Block Resource Centres / Urban Resource Centres / Cluster Resource Centres

There would be ordinarily one BRC in each Community Development (CD) Block. However, 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, then the State may opt to have a BRC in such a sub-district educational administrative unit. However, in such a case the overall expenditure on BRCs and CRCs in a CD Block, both non-recurring and recurring, would not be more than the overall expenditure that would have been incurred on BRCs and CRCs in case if only one BRC per CD Block were opened.

- a. BRC/CRC to be located in school campus as far as possible.
- b. Rs.8 lakhs ceiling for BRC building construction wherever required
- c. Cost for CRC construction will be as per unit cost of the State for an additional classroom. It should be used as an

- additional classroom in schools, on non 6 CRC meeting/training days.
- d. Total cost of non-school (BRC and CRC) construction in any district should not exceed 5% of the overall projected expenditure under the programme in any year.
 - e. Deployment of up to 20 teachers in a block with more than 100 schools; 10 teachers in smaller Blocks in BRCs/CRCs put together.
 - f. Provision of furniture, etc. @ Rs.1 lakh for a BRC and Rs.10,000 for a CRC
 - g. Contingency grant of Rs.20,000 for a BRC and Rs.3000 for a CRC, per year.
 - h. Meetings, Travel allowance: Rs.750/- per month per BRC, Rs.300/- per month per CRC.
 - i. TLM Grant: Rs.5000/- per year per BRC, Rs.1000/- per year per CRC.
 - j. Identification of BRC/CRC personnel after intensive selection process in the preparatory phase itself.
 - k. In urban areas urban academic resource centers would be set up under SSA on the following basis: -
 - (i) One Cluster Resource Centre (CRC) for 100 6 150 teachers.
 - (ii) One Urban Resource Centre (URC) on the lines of BRC for 10-15 CRCs.
 - (iii) Norms of persons to man the CRC/URC will be the same as in SSA Guidelines/Financial Norms for BRCs/CRCs.
 - (iv) Unit costs will remain the same as in financial norms of BRC/CRC laid down in SSA.
- If the Municipality or town development authority has academic staff, they may be deployed in the URCs/CRCs
- (Ref. F.2-3/2005-EE-3 dated 4th January, 2007 & Ref: F.2-3/2005 6 EE.3 dated 6 22nd February, 2008. These amendments take effect from 1-4-2008)(Norms are subject to revision with MHRD)

Annexure-III

Activity Schedule for the Committee

Sl. No.	Items	Mode	Outcome
1.	Development of background note for BRC-CRC Manual.	Desk work	Draft Background Note + Invite for National Consult.
2.	Field work to include ideas from the field this will also include <ul style="list-style-type: none"> ▪ Identification of examples which will be used as exemplars ▪ Agreement with degree of preparedness that will be required by the states. ▪ Discussion with key stakeholders in 3 states for the design of manual. 	Field consultation with the states of 3-4 days in each of the State	Field feedback for the design of Manual +exemplars +agreement with 3 partner States including their respective TORs and timelines on similar lines for developing their manuals in State language
3.	Consolidation of Desk Work + Field Work inputs	Desk Work	Background Note + design of 2 days national consultation forwarding note to invitees of national consultations
4.	National Consultations on the Vision, Design and Structure of the manual	2 days Consultation at Mumbai First consultative meeting of the group (2 day- meet) of 10 experts +3	Vision, chapterisation and structure of the manual Building a roadmap and division of responsibilities within the committee (3 States to do similar exercise)

		Education Secretary +3 SPD+ Director SCERT	
5.	Discussion and consultation within subgroup to finalize broader outline and structure of their chapters with conformity to overall vision of manual	2 days consultation Mumbai (back to back) just after the National Consultation	Sub chapterisation and identifying other resource material + assessment of States progress on field example preparedness
6.	Background work and material collection by the subgroup	Desk work + field work Through e-mails / 1 visits for follow up on exemplars	Collection of all resource materials by respective groups and developing sub chapters + assessment of field situation and clear follow up agreement with States on exemplars
7.	Writing of various chapters of the manual	1 writers workshops with 6-8 persons of 2 days each ó one at Bengaluru, + Compilation of chapters on email + feedback on email + one workshop at Shimla of 32 days	Compilation of Manual + Finalisation of process to be adopted for the printing work of the manual
8.	Edit workshop on the manual	2 days workshop at Mumbai	Draft Manual + invite for the submission + National workshop
9.	Finalisation of case studies+ State manuals + Consultations with key stakeholders on Manual (Trial out)	Field Visits	Draft Manual + invite for the submission + National workshop
10.	Editing and finalizing manual with exemplars	Desk Work	Draft Manual
11.	Sub mission meeting with special invites for 2-3 experts for sharing of the manual and its adoption	1 day meeting	Recommendations of Sub mission
12.	Recommendation of submissions incorporated and printing	Desk	Manual approved by MHRD Printing the Manual
13.	National workshop for sharing the development and processes of the manual and development of plan with the States to develop a plan of action to take this forward	3 days	Plan of action from key states and road map on follow up mechanism

Annexure IV
Flow Chart (*Tentative-need cross check*)

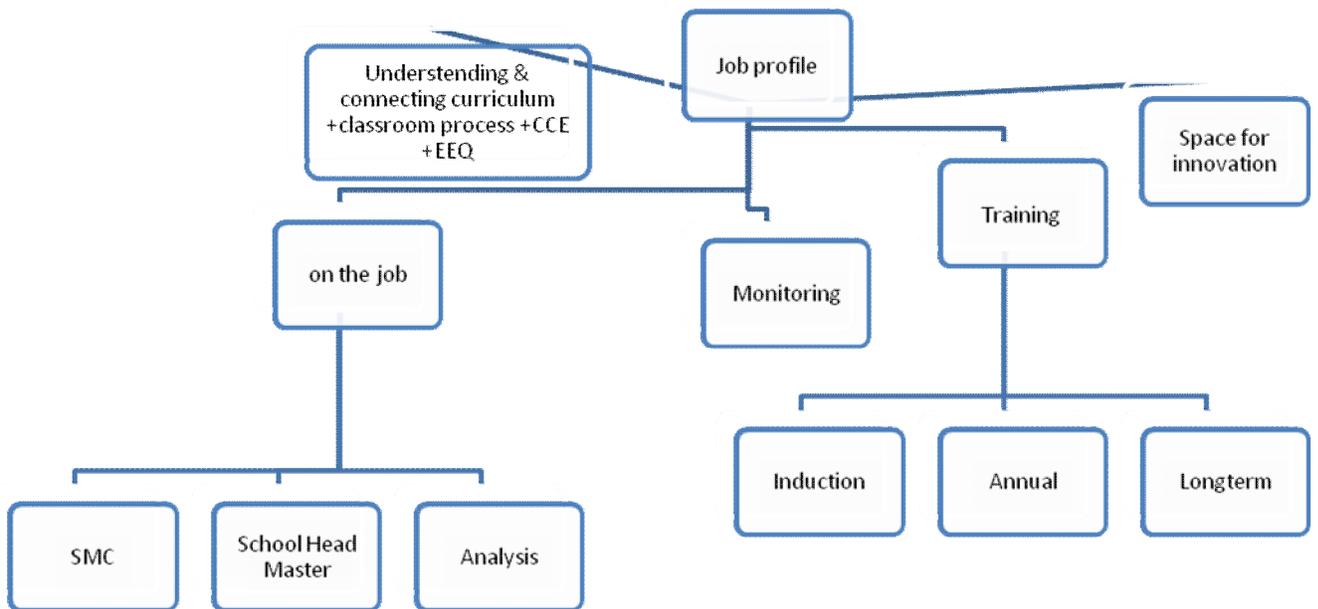


Chart 1

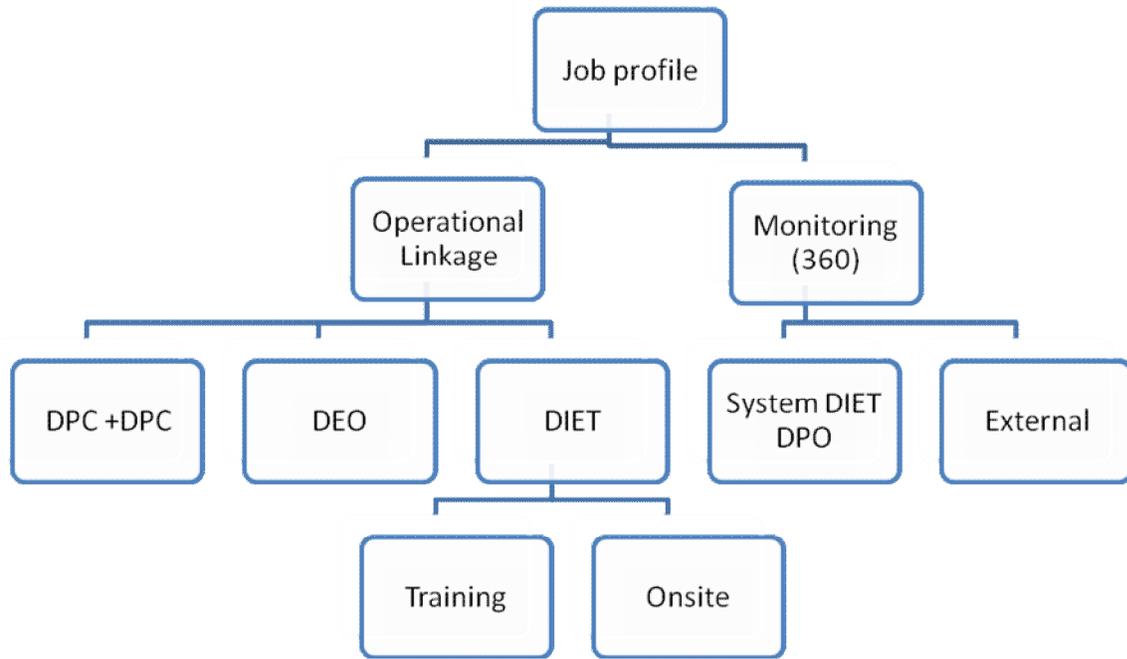


Chart No.1 A

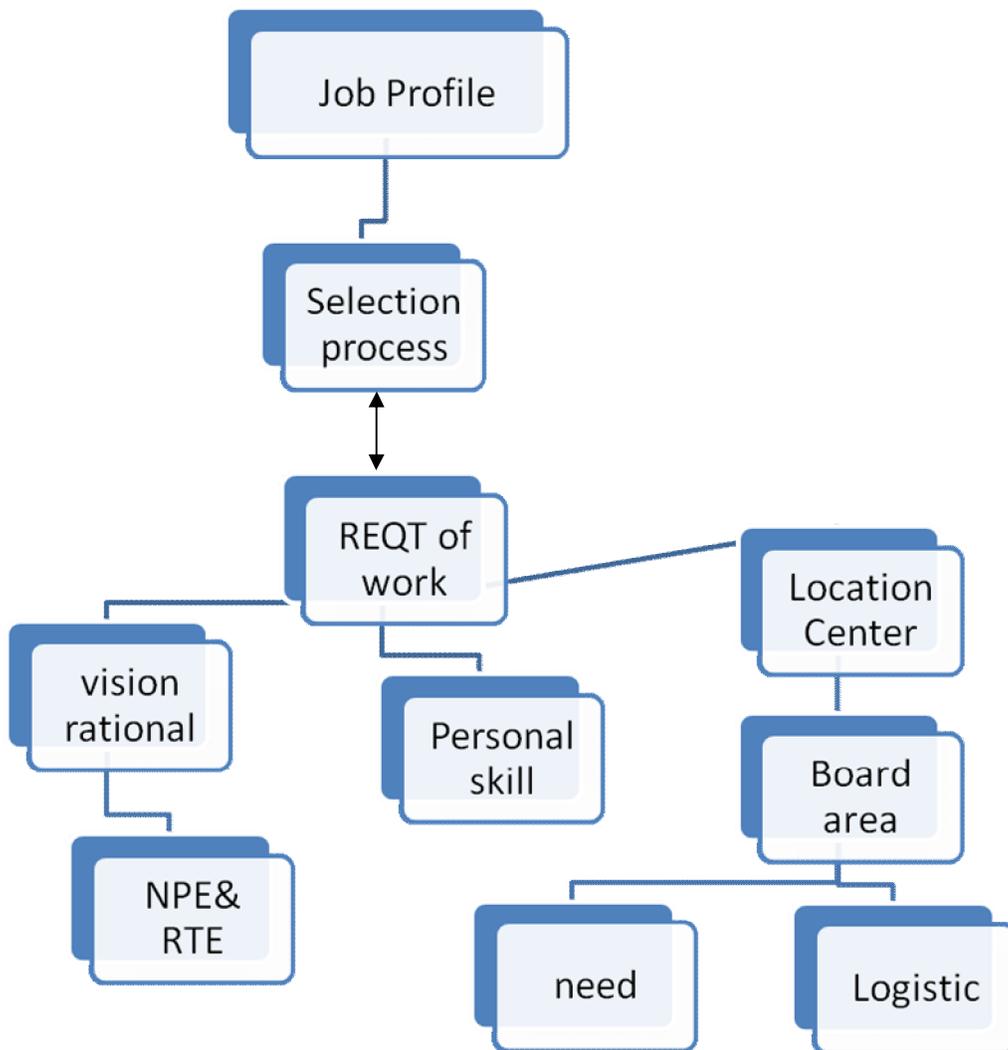


Chart No. 1B

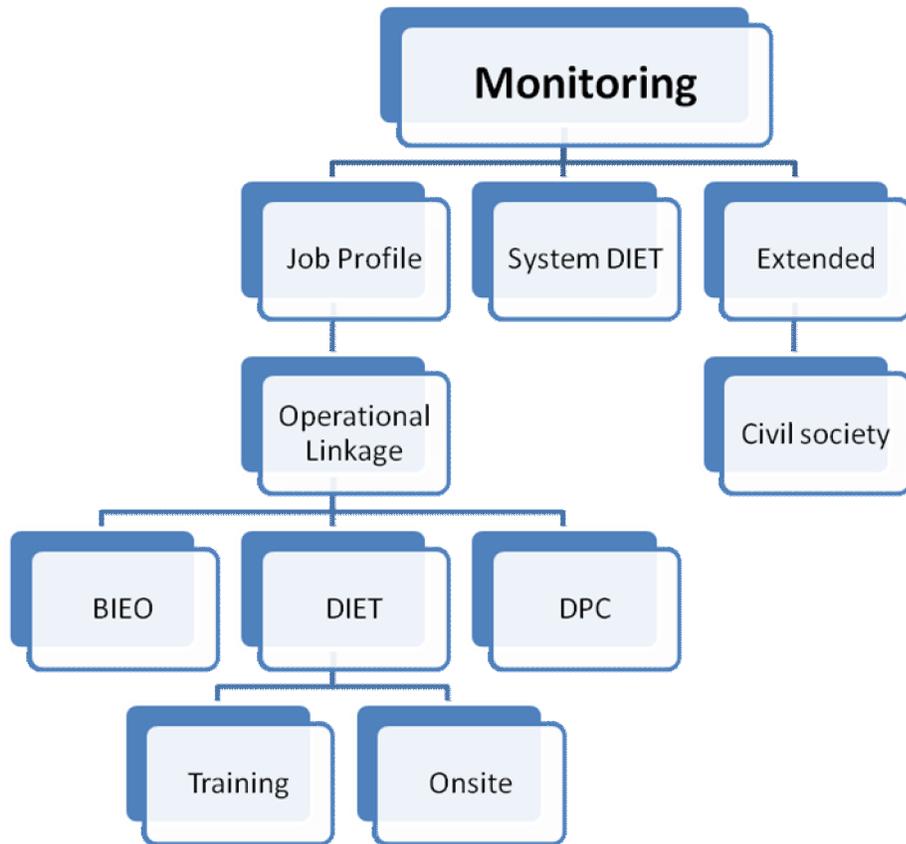


Chart No. 1C

Sl. No.	Address	20.09.2010
1.	Ms. Neelam Rao Director MHRD	√
2.	Ms. Padma Sarangpani, 09987 073 125 Professor, Tata Institute of Social Sc., V. N. Purav Marg, Deonar, Mumbai	√
3.	Mr. Tilakraj - 09817 420 786 Lecturer, District Institute of Education & Trg Mandi-175001 Himachal Pradesh	√
4.	Ms. B.H. Girija 09448 999 319 Programme Officer, SSA Govt. of Karnataka, Nrupathunga Road, Bangalore ó 560 001 KARNATAKA	√
5.	Mr. V.J. Valand 09879 447 981 State Coordinator for Teacher Trg. Gujarat Council of Primary Education, SSA Behind MLA Canteen, Sector ó 17 Gandhinagar ó 382 017 GUJARAT	√
6.	Ms. N. Lata (SPC) SSA, D.P.I. Campus, College Road, Nangambukkam, Chennai ó 600 006 TAMIL NADU	√
7.	Sujata Maria Peres da Silva e Noronha House No: 374, 09822 169 494 Neura o Pequenho, Ilhas. Goa	√
8.	Mr. Gopal Midha E6/ 18, DLF Phase I, Gurgaon-122002, Haryana	√
9.	Ms. Amukta Mahapatra, 09940 071 854 Director, SchoolScape, Centre for Educators, 39 (16). First St, D.P. Nagar, Kotturpuram, Chennai 600 085	√
10.	Mr. Ajay K Singh, TSG, EdCIL	√
11.	Mr. O.P. Nautiyal, TSG, EdCIL	√
12.	Prof. ABL Srivastava, TSG, EdCIL	√
13.	Ms. Tara Mani, TSG, EdCIL	√
14.	Ms. Pritha Ghosh, TSG, EdCIL	√
15.	Mr. Avinash D Mhatre, APO, MPSP, Mumbai	√
16.	Mr. Nandan Nangare, MPSP, Mumbai	√
17.	Parul, TISS	√