
UNIT 5 ENTITLEMENTS OF THE CHILD AND SCHOOL PROVISIONS



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5.0 INTRODUCTION

In **Block-1** of this course you have read about the relationship between the teachers, parents and community and their contribution in school development. Community is a valuable resource and it is important for the school to communicate effectively with it. For this the provisions for community



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participation under SSA and RTE, for example PTA, MTA, SMC etc. were discussed.

In this block you will read about the school systems and their influence on the learning of children. As a teacher it is important for you to be aware of the school facilities and other resources in the school and evaluate them in the context of school development for overall improvement in the quality of education. Ensuring a safe and healthy environment with child centered and child friendly processes is the responsibility of the school system. These have now been guaranteed through various international and national provisions which make it binding on the state to make quality basic education accessible to the relevant age group of children. In this unit you will read about the entitlements of the child and school provisions in the human rights framework and how these impact the teaching learning process in the classroom. You will understand the concepts underlying whole school development in the context of your role as a teacher in an elementary school.

5.1 LEARNING OBJECTIVES

After going through this unit you will be able to:

- Explain the right to education as a human right
- Define a child in the context of human rights
- Define the concept of Whole School Approach
- Describe the different resources available inside and outside the school.
- Compare the available resources in schools with provisions made in the RTE Act 2009
- Illustrate with examples the barriers to access faced by school going children
- Discuss factors affecting performance of children in school
- Describe the impact of adopting child centered and child friendly pedagogical processes.

5.2 RIGHTS BASED APPROACH TO EDUCATION

Read and reflect on the following scenarios which are a common occurrence in urban localities:

1. A couple Sohan and Manju iron clothes for residents of a housing society. They have two daughters aged eight and ten years. The couple is literate but



has not had formal schooling. They toil hard from 9.00 am to 8.00 pm every day. Their two children go to school. However afterschool and on holidays they assist their parents by delivering heavy loads of clothes on their heads to and from the residents' homes. On occasions when the work load is high, the daughters miss school to help their parents. Some residents have warned them to desist from engaging their children in this work, often at the cost of attending school. Fear of being uprooted from the locality the parents have since stopped the practice.

2. Mahesh owns a grocery shop in an urban marketplace. He employs children below 14 years of age to run errands and deliver groceries to residents' homes. These children are not enrolled in school and are a source of income for their poor families living in JJ clusters/urban slums. Mahesh is abusing children blatantly and his business is flourishing. No one is concerned.
3. Lajo is a domestic help in many homes in a housing society. Her husband is a rickshaw puller. They have seven children, five daughters and two sons. Only the sons attend school and daughters assist them either in their employers' homes or at their own home, cooking, washing and/or other chores. Some residents offered to get their daughters enrolled in nearby government school but the parents vehemently declined. Sending daughters to school would decrease their family income heavily. They could not be dissuaded and continue to deprive their daughters of their right to school education.

These are examples of gross abuse of children by their parents and also by the community and denial of their right to basic education.

You will agree that education plays a crucial role in improving the quality of life of an individual and society. It provides critical inputs for economic prosperity, scientific and technological advancement, thereby helping to combat poverty and foster social equity. There has been a global effort to create awareness about the central role of education in achieving individual and societal development. International organizations and bodies formulated policies to provide basic education to out of school children and dropouts. Article 26 of the 1948 UN declaration of Human Rights proclaimed that everyone has a right to education and that education should be free and compulsory. It further emphasized the need to direct all efforts in the educational process towards the full development of the human personality. This would strengthen the spirit of human rights and ensure the fundamental right for quality education to all. Article 13 of the International Covenant on Economic, Social and Cultural Rights (ICESCR) clearly states "Education is both a human right in itself and an indispensable means of realizing other human rights". It is thus envisioned that education plays a vital role in



women's empowerment, protecting children from hazards and exploitative labour, promoting human rights and development, environmental protection and population control (Chinobo, 2005).

5.2.1 CHILD RIGHTS IN THE CONTEXT OF EDUCATION



<http://www.studentsoftheworld.info/sites/society/childabuse.php>



ACTIVITY -1:

List two instances (other than the examples given above) of child abuse which you may have witnessed, read or heard about, in your school or locality. Describe your reaction to the incidents and any action you can propose or may have taken to help the victimized children.

You are aware that children in every society are abused and exploited. If you look around you will see instances of child labor, beating of children by parents, physical punishment by teachers, discrimination in school because of caste, gender, etc. Teachers play a crucial role in shaping the personality of an individual.

A good teacher leaves a deep imprint in the mind of the student which lasts throughout life. After the home it is the teacher who impacts the development of the child.

You have a great responsibility as a teacher in ensuring a safe and healthy environment for children in the classroom, school and in your locality. For this it is important that you see yourself beyond the role of merely a dispenser of knowledge, and learning. You as a teacher have to be a mentor, guide, leader, protector and a potential agent for social change. In order to be able to protect the child from abuse and exploitation you need to understand child rights especially in the context of education.



Defining ‘the child’

The United Nations Convention on the Rights of the Child (UNCRC) has given the definition of the child which is ratified by most countries. The definition according to international law is “A child means every human being below the age of 18 years”.

In India also persons below eighteen years of age have a distinct legal entity.

Check Your Progress-1

Answer the question. Space is provided for the answer.

1. What is the age permitted by law in India above which the person (male and female)
 - a. Can get married?
 - b. Can get a driving license made?
 - c. Can exercise the right to vote?

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Hence all individuals in your locality / town / village below the age of 18 years are children and need your protection and support.

2. Why do children need more attention? This is because:
 - a) They are more vulnerable than adults under their life conditions by actions or inactions of their governments.
 - b) Children in our society and other societies are not considered as individuals with their own mind, views and abilities to decide and contribute to society.
 - c) Children cannot vote and their voices are not heard.
 - d) Children are vulnerable to abusive and exploitative actions.

The most important international legal instrument for protection of child rights is the UN Convention on Child Right (CRC). It focuses on the human rights for children because they are a vulnerable group and need special guidance from adults and their protection. You should have an understanding of the various features of CRC, which are:



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- i) Applies to both girls and boys upto the age of 18, even if they are married and have children of their own.
- ii) The convention is guided by the principles of 'Best Interest of the Child' and 'Non-discrimination' and 'Respect for the views of the child'.
- iii) It emphasizes the importance of the family and the need to create an environment that is conducive to the healthy growth and development of the children.

CRC draws attention to four sets of civil, political, social, economic and cultural rights. These are:

- Survival
- Development
- Protection
- Participation

These rights are interdependent but because of their nature are categorized into Immediate Rights and Progressive Rights.

Immediate Rights are the [civil and political rights] which include the issues related to : a) discrimination, b) punishment, c) right to fair hearing in criminal cases, d) separate system of juvenile justice, e) right to life, f) right to nationality and g) right to re-unification with the family.

Progressive Rights demand immediate attention and action. The Progressive Rights include mainly health, education and other economic, social and cultural rights. With regard to progressive rights the CRC enjoins the state to undertake measures according to their available resources and within a framework of international co-operation if needed.

Hence right to education is covered under the progressive human rights of the CRC. As practicing teachers you must ensure that children under your supervision are protected from all forms of:

- Exploitation
- Abuse
- Inhuman or degrading treatment
- Neglect

All children need protection from abuse and exploitation, due to their social, economic or geographical situations.

**ACTIVITY -2**

- Make a list of five categories of children outside your school that may need your special attention and protection. For example one category could be – street children
- You must be prepared and equipped to identify the problems being faced by the children and also explore possible ways of protecting the children being abused or exploited in the school or outside.



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5.2.2 RIGHT TO EDUCATION AS A HUMAN RIGHT

You have read in the preceding section about the international legal instruments which consider education as a human right. The Indian constitution also guarantees rights for children which are as follows:-

1. Rights to free and compulsory elementary education for all children in the 6-14 years age group (Article 21A)
2. Right to be protected from any hazardous employment till the age of 14 years (Article 24)
3. Right to be protected from being abused and forced by economic necessity to enter occupations unsuited to their age or strength (Article 39[e])
4. Right to equal opportunities and facilities to develop in a healthy manner and in conditions of freedom and dignity and guaranteed protection of childhood and youth against exploitation and against moral and material abandonment (Article 39 [f]).

School plays a crucial role in providing such holistic education which strengthens respect for human rights and ensures fundamental freedoms to children. Education imparted in the school should be directed to achieve full development of the human personality. The concept underlying a rights based approach to education is one which describes the attributes of an ‘ideal’ school that will provide free, compulsory and quality education to all. It aims at strengthening public education through state and its institutions – schools with their governance structures, (SMC and PTAs) and education ministry. Such an approach considers the state accountable for fulfilling the right to education. The States have to adopt such policies and practices that remove discrimination and ensure equality of educational opportunity to all. This is a challenge confronting all the states.

5.2.3 RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION ACT 2009

As an elementary teacher it is important for you to be aware of the efforts made



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in our country to achieve UEE. You have read about these schemes in detail in Course 1. We shall briefly review them here.

After independence, the government of India has expressed through various policies, programmes and initiatives its commitments to provide free, compulsory and quality basic education to children. The government, non-government organizations voluntary bodies and others have partnered to address the challenges encountered in fulfilling the objectives of EFA. Several commissions and committees in post independent India explicitly expressed the need for restructuring and reorganization of the educational system for national progress and security.

The Government of India launched Sarva Shiksha Abhiyan (SSA) in 2000 to extend the mission of UEE in all 38 states and union territories. The basic feature of SSA was to achieve UEE within a specified timeframe emphasizing quality education and involving grass root level institutions. The earlier Directive Principle became a fundamental right through the 86th Constitutional Amendment Act 2002. The Act seeks to make free and compulsory education a fundamental right for all children in the age group of 6-14 years.

The Article 21A reads –

“Right to education – The state shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the state may by law determine”.

The Right of Children to Free and Compulsory Education (RTE) Act 2009 represents the legislation envisaged under Article 21A. This means that every child has a right to full time elementary education of satisfactory and equitable quality. The education will be provided in a formal school which meets specific norms and standards. The terms ‘compulsory education’ makes it obligatory for the appropriate government to provide and ensure that children take admission, attend school and complete elementary schooling. ‘Free education’ means that any child admitted in the school will not be required to pay any kind of fee or expenses (tuition fee, uniform, books, study material) that may prevent them from pursuing and completing elementary education.

The RTE Act 2009, along with Article 21A inserted in the Fundamental Rights of the Constitution of India has become operational from 1st April 2010. Right of Education which is a basic fundamental right is guaranteed to every child in the age group of six to fourteen years. The Act is a justiciable legal framework which will provide for children’s right to an education of reasonable quality. Such an educational system will be based on the principles of equity and non-discrimination. In other words it implies an education which is free from anxiety, stress and fear.



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Check your Progress - 2

Answer the question. Space is provided for the answer.

1. List two constitutional provisions for children other than the right to education.

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5.3 THE WHOLE SCHOOL APPROACH

5.3.1 MEANING AND CONCEPT OF SCHOOL



ACTIVITY -3

- Visit a nearby school. Make a list of the physical and human resources available inside the school. Compare the resources with those in your own school.

The RTE Act 2009 discussed in the Section 5.3.2 makes it mandatory for the state to provide free and compulsory education to all children in the age group of 6-14 years, in a neighborhood school till the completion of elementary education. The interventions envisaged through the Act address issues of access, equity and quality. Hence one can observe a paradigm shift in the approach to UEE from an incentives perspective to that of entitlements for the child. We will now describe the concept of school.

School is a place designated for teaching and learning in a group. The people engaged in this activity are teachers, school staff and students. Students learn under the supervision of teachers. The terms commonly used in most countries of the world for different categories of schools by different age levels are primary and secondary. The former category includes young children and the latter teenagers.

A school is described as a place where the courses of study is/are prescribed or recognized by the government (Central/State) or a University or a Board constituted by law or any other agency authorized on this behalf by the central or state government and which satisfies one or more of the authorities, e.g., Directorate of Education, Municipal Corporation/Committee, in regards to its standard or



efficiency. It runs regular classes and sends its candidates for public examinations (Pajankar and Pajankar, 2010).

In simple terms a school is a place that

- is adequately equipped with teachers
- has students engaged in learning
- has a building with proper space
- is equipped with rooms, furniture, playgrounds, toilets, drinking water facilities and other resources
- provides an environment for all-round development of the child's personality

A school thus plays a variety of roles in the present day society.

5.3.2 ACCESS, EQUITY AND QUALITY

It will be pertinent at this stage for you to know about the facilities and resources which the elementary school children are entitled to have as provided in the RTE Act 2009. These as you know are implemented through the interventions of SSA within a stipulated timeframe. Implementation of the RTE Act 2009, envisages a whole school approach, which focuses on access, equity and quality. The concepts are interrelated and interdependent. We shall discuss each of these concepts separately to explain their meaning. You will then understand how these are integral to the whole school approach.

Access

We shall first discuss the issue of physical access to school.



ACTIVITY -4

Read the examples given below and examine the picture.

Distant Schools (PROBE, 1999)

In village Doodapura of Sawai Madhopur (Rajasthan), the school is located on a separate hill. Small children find it difficult to get there. During the monsoon the path is under water, and the school remains closed for weeks or even months at a time.

There is no school in Chaktodar(Sultanpur district, U.P.). The government



school in the neighboring village of Gyanpur has to be approached through the bazaar. This makes it unsafe for children and compounds the distance problem.

The school in Atarvan (Sidhi, M.P.) serves many villages. Most habitations are 2-3 kms away from the school.



Girls on their way to a school near Koraput on the Andhra-Orissa boarder. These students walk 6 kilometres to reach the school.

<http://www.thehindu.com/education/article2134454.ece>

Discuss some difficulties which children enrolled in an urban/semi urban/ rural/tribal school may face in the context of physical access. You can give instances from your own experience as a teacher working in an urban/semi-urban/ rural/tribal elementary school.

Distance of schools from habitations is a grave problem especially in the rural and tribal parts of the country. A school has to be within reasonable distance for children to have access to it. This implies that if schools are not located in the nearby habitations where children reside, then they are not likely to complete schooling even if they are formally enrolled. The RTE Act provides children access to elementary schools within the “defined area or limits of neighborhood”. The RTE Act also makes it mandatory for all States and Union Territories to arrive at a clear picture of the availability of schools within defined areas or limits of neighborhoods. This implies undertaking a school mapping exercise. It is possible that one school may serve many neighborhoods (Refer to the example about the school in Atarvan, Sidhi, and M.P.). Alternatively one neighbor-



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hood may be linked to more than one school. Mapping will help to identify gaps and indicate where new schools need to be opened.

As important as physical access is the issue of social access in universalizing elementary education. The diversity of Indian culture, language, ethnicity and geographical distribution deeply influences children's access to education. For example, if a village does not have an upper primary school then it is likely that girls of that village will not complete elementary schooling. Parents in villages are reluctant to send girls out of the village to complete school beyond class 5. As a teacher you need to be sensitive to such traditional and cultural mindsets and make efforts to dispel such societal perceptions and discriminatory attitudes. The curriculum and textbooks also need to be intrinsically linked with the child's life experiences outside the school. The school experiences should reinforce the child's pride in her own language, society and way of life and simultaneously promote learning from the wider world.

Equity**ACTIVITY -5**

Prepare a list of students of your class belonging to the following groups:

SC, ST, Physically challenged, Minorities (Muslims), Migrants and any other category. From class attendance register examine their attendance during one month. What is the status of their attendance? How does it compare with attendance of other students? Is there a difference in attendance of girls and boys? Discuss with students reasons for low attendance. List down the problems faced by them.

One of the major goals of SSA is to bridge the gender and social category gaps, and reach out to all children in an equitable manner. The rights based and entitlement approach in RTE addresses the issues of exclusion in a holistic manner. It is important for you as a teacher to understand the circumstances which hinder the child's attendance and participation in school.

For example even before entering school, exclusion may begin. Parents may discourage their child (especially girls) fearing harassment on their way to school, or rebuke in the classroom. The issue of gender parity cuts across all categories of disadvantaged and deprived children. Central to the efforts of SSA for UEE is reaching out to the girls. You are familiar with the SSA interventions through its schemes of NPEGEL (National Programme for Education of Girls at Elementary level) KGBV (Kasturba Gandhi Balika Vidyalaya) and Mahila Samakhya (MS).



Although the enrolment of girls has improved significantly yet girls from disadvantaged communities constitute the major percentage of out of school children. Access is also thus an issue of equity, and is a key challenge that needs to be addressed. Efforts at equity also impinge on quality of education and both are intrinsically linked. As per the RTE Act, to achieve equity quality of education imparted needs to be improved. This implies a focus on various aspects of quality – curriculum, textbooks, teaching learning materials, use of classroom spaces infrastructure and teachers training.

Some support measures that need to be looked at are:

- Transport facilities
- Escorting children to school
- Providing counseling
- Helping them to balance domestic burdens with school
- Academic support based on the nature of their difficulty
- Parental / community support

As a teacher you must ensure not to adopt any exclusionary practices while dealing with children. Some other features that impede inclusive practices are:

Seating arrangements: Disadvantaged category children (SC) made to sit in the back benches.

Not allowing them to participate in school functions and activities.

Not speaking to them, not checking their homework / class work.

Denying them the use of school facilities, like water resources (taps, water coolers), school canteen and others.

Asking them to do menial tasks like cleaning school premises, toilets etc.

If any such discriminatory practices are being followed, you should discourage them and address them using inclusion measures. This way you will facilitate to bridge the existing social category gaps. Children from tribal areas may face problems typical to their backgrounds. Tribal populations are located in remote, hilly a forested areas. Languages of instruction are a major barrier in the inclusion of tribal children



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Check Your Progress - 3

Answer the question. Space is provided for the answer.

1. Suggest some ways to address the problem of language in the inclusion of tribal children in the school.

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Similarly other categories of children, i.e. Muslims, Labor, Urban deprived, Migrants affected by strife experience alienation. The RTE Act mandates bringing such children to regular schools. Children with special needs (CWSN) forms a very important group under equity issues and as per RTE provisions has to be provided quality inclusive education.

Quality**ACTIVITY -6**

Recall your classroom when you are teaching. List down some features of that classroom in terms of –

Use of space in the room

Physical infrastructure – chairs, tables, almirahs / racks and their arrangement, blackboard, bulletin boards, others.

Activities of children during teaching-learning

Kind of interactions you have with learners and their participation.

How does this compare with your vision of a classroom?

From this activity you will arrive at a close connection between the issues of access equity and quality. It is important for you to understand that “Poor quality impacts on equity and poor equity reinforces poor quality”. Hence for implementing the RTE Act, there is a shift to quality approach, which focuses holistically on various mutually reinforcing aspects such as curriculum, text book, TLM, infrastructure, use of space, assessment and teacher training.



The RTE Act 2009 specially mentions eight factors that should be considered while formulating the curriculum and evaluation procedures. These eight factors are based on child-centric assumptions which also formed the basis of NPE-1986/92 and NCF2005.

It is pertinent for you to be aware of these eight factors which constitute the core components enabling quality elementary education. These are enunciated below:

- Conformity with constitutional values.
- All-round development of the child
- Building up the child's knowledge, potentiality and talent.
- Development of physical and mental abilities to the fullest extent.
- Learning through activities, discovery and exploration in a child friendly and child centered manner.
- The child's mother tongue serving 'as far as practicable' as the medium of instruction
- Making the child free of fear, trauma and anxiety and helping the child to express views freely
- Comprehensive and continuous evaluation of the child's knowledge and the ability to apply it.

From the above discussions we conclude that mere availability of a school does not imply equitable access to education of equitable quality. Access implies free, joyful and complete participation of the children in the process of education. Amalgamation of equitable access with quality will sustain universal access to education.

Some other aspects which are considered in the RTE Act 2009 to address the issues of access, equity and quality elementary education focus on the school resources. You will read about these in the next section.

5.3.3 SCHOOL RESOURCES – PHYSICAL FACILITIES



ACTIVITY 7

Find out from your school records the following and prepare a report:

1. The total enrolment of the school
2. The number of teachers employed.



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3. Work out the Pupil teacher ratio of the school.
4. Number of permanent, contractual, para teachers or any other staff employed for teaching.
5. How many classrooms and playgrounds does your school have?
6. Does your school have facilities for –
 - Safe drinking water
 - Toilets – separate for boys and girls
 - Parking space for children’s vehicles (bicycles)
 - Boundary wall or fencing around the school
 - Children with disabilities – seating arrangements, ramps.

From the above activity you will get an idea of the status of the physical infrastructure of your school. You will agree that school infrastructure in many government schools is still in adequate.

5.3.3.1 FACILITIES FOR CHILDREN’S SAFETY, SITTING SPACE

As per the RTE Act 2009 quality of school infrastructure is a major determinant of school access. The Act envisions an attractive, motivating and healthy environment of the school, so as to attract, enroll and retain students.

For this, the RTE Act lays down some norms and standards for all aspects of school infrastructure. These are –

Schools will have a composite building, with specific features. It must have requisite number of rooms, toilets and drinking water facilities, MDM scheme, Kitchen shed, fence / boundary walls, playground, sport equipment, TLM, library and laboratory.

Barrier free access – This implies that design of the school building should enable all children including children with disability to move around freely and use all its facilities right from school entrance, classroom, playgrounds, toilets, libraries, laboratories. If existing school buildings do not have such facilities the RTE Act has provisions for them to modify them.

Schools must incorporate safety features for resistance against hazards. These hazards may be natural like earthquakes, floods or human made like fires or construction related. Safety features should be incorporated in the building design itself.



5.3.3.2 FACILITIES FOR MID-DAY MEAL

You are aware that the mid day meals (MDM) scheme is one of the world's largest school nutrition programme that extends to nearly 12 crore children across 12.65 lakh schools and EGS centres across the country. The scheme must be operational in your school too.



ACTIVITY 8

- *Find out from your school records the impact of MDM scheme with regards to school enrolment and school attendance?*
- *Suggest some measures you can introduce through the MDM scheme in your school to bridge the social disparity gaps.*

It will be interesting and pertinent at this point to briefly trace the genesis of MDM scheme in the country. The history of MDM scheme dates back to 1925 when the programme was launched for the disadvantaged children in the Madras Municipal Corporation. The scheme gained popularity and in the year 1990-91, the scheme was implemented in 12 states. Subsequently in 1995 the scheme was launched as a centrally sponsored scheme in 1995 covering 2408 blocks in the country. The scheme has since been revised to ensure a balanced and nutritious diet to all children in the school. During 2010-11, 11.36 crore children in elementary schools have been covered spanning 12.63 lakh institutions in the entire country.

The school meal programme helps to boost enrolment and is effective in promoting attendance. It is an incentive not only for the children (who enjoy the meal) but also for parents (it is an implicit subsidy). The MDM scheme serves as an attraction for children who are otherwise reluctant to attend school.

Another aspect of MDM scheme is the nutritional impact. A highly nutritional meal can have implications for cost and logistic. However even a simple meal can be nutritional and help to solve the calorie deficiency which is endemic in some areas.

Another aspect of MDM scheme is socialization. Social barriers can be bridged by sitting together and sharing a meal.



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5.3.3.3 FACILITIES FOR DRINKING WATER, TOILETS, PLAYGROUNDS, SPORTS

ACTIVITY 9

*You undertook an activity in the **Section 5.3.3** regarding the provision of safe drinking water and toilets in your school. Write down whether:*

The toilets are in a usable condition

The toilet rooms have locking facility

If there are common toilets then what safety and security measures are in place for both girls and boys?

Are the toilets reserved for teachers? If so where to children relieve themselves?

Is the water supply functional?

Is the available water fit for drinking and supplied in hygienic conditions?

The RTE Act 2009 has special provisions for drinking water and sanitation facilities in schools. As a school teacher you should be aware of the existence of such facilities in the school premises as per mandates of the RTE Act 2009. Most schools except some rural schools are covered under SSA, for provision of toilets, urinals and drinking water supply. The rural schools outside the purview of SSA, are catered to by the Department of Drinking Water Supply in the Ministry of Rural Development.

The school should also have facilities for recreation and sports for the children. As per the provisions currently the playgrounds in schools are being maintained by mobilizing the community. The community members contribute either through 'Shramdan' or through community 'contribution'. Sports equipments pertaining to popular local sport should be made available to school children.

Some other provisions in the school made mandatory through RTE Act 2009 are:-

i) Kitchen Sheds

Clean and hygienic sheds to be provided for cooking the mid-day meals. The provision of kitchen sheds in schools is through the MDM Scheme.

ii) Boundary wall or fencing

Schools are to be made secure and safe by contributing a boundary wall, or



fence. This will give protection from hazards, grazing of animals and other nuisance and rogue elements. Another advantage is that school gardens can be created. The school campus will thus become green, secure and child friendly.

i) Incorporation of child friendly features



A. <https://edutechdebate.org/teacher-training/> B. http://mumbaismiles.blogspot.com/2010_05_01_archive.html



ACTIVITY 10

Compare pictures A and B showing two types of classrooms. How do they compare in terms of child friendly features. For example, seating arrangements, furniture, enthusiasm of students, teacher activity, and any other aspect.

You will agree that designs of school buildings should respond to the needs of children. The facilities should be for example scaled to the age group of children. Care should be taken to provide drinking water taps at different heights according to age group of children. Cupboards and chalk boards should be at accessible heights. School spaces should be used to maximize the pedagogic potential. An example is the concept of BaLA (Building as Learning Aid). BaLA has been used in several states to maximize the pedagogic potential of build spaces in the school premises. Schools implementing BaLA have created colourful classroom with geometrical patterns on floors, educational mural on walls, fans painted in VIBGYOR colors.



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Check Your Progress - 4

Answer the questions. Space is provided for the answer.

1. Give two benefits of the MDM Scheme for school children.

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2. Describe two provisions mandated by RTE Act 2009 to ensure safety of children inside the school.

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5.4 FACILITATING CHILD – CENTERED PEDAGOGICAL PROCESSES

**ACTIVITY 11**

Prepare an outline of a lesson plan in a subject which you to teach. Write down all components of the plan. Mention specifically—

- *The strategy you adopt to engage the learners during the teaching – learning process?*
- *Any T-L aids that you may have used during the lesson.*
- *Additional resources, library, media, other community resources that learners are encouraged to use*

Classify the strategy you adopted for lesson delivery as teacher centric or learner centric.

Classroom processes directly impact the quality of education. You will agree that a child centered approach is always preferable to one which is teacher controlled. However, the most common classroom strategy in spite of this fact is the teacher centric method, i.e., lecture method. As you are aware NCF2005, lays great emphasis on use of learner centered approaches by teachers. We will now discuss the concept of child centered pedagogical approaches as envisioned in the RTE Act 2009 for imparting quality education.



5.4.1 CHILD- CENTERED APPROACH: THE CONCEPT

Many experiments have been conducted in various parts of the country that encourage child – centered pedagogy. For example, Activity based approach being practiced in Tamil Nadu, Nalli-Keli programme of Karnataka, Hoshangabad Science Teaching Programme of Karnataka. Central to these approaches is a focus on holistic development of the child by active engagement thus fostering, critical thinking and problem solving skills. You have read in detail about the child centered pedagogic processes which will help you to understand the learner for providing quality education in school situations. These were discussed in Course 3, Pedagogic Processes in Elementary Education.

In the traditional methods the teacher controlled the classroom processes and the learners were passive recipients. The underlying philosophy in child centered approaches is ‘constructivism’, according to which learners construct new knowledge based on their previous experiences. Learners devise their own learning strategies. The teacher’s role is that of a facilitator, who designs the learning tasks and guides the learner during the process. Child centered approach can be adopted through strategies like experiential learning. Here the process of learning begins with action and promotes reflective thinking by the learner. Another approach is problem solving where the students formulate hypothesis, suggest solutions, conduct experiments, generalize, arrive at solutions and compare their results. These approaches facilitate development of thinking, observation and enquiry skills. As a teacher you should foster learning by adopting approaches which permit learners to gain knowledge and skills through direct experiences in their local specific contexts.

5.4.2 UNDERSTANDING THE LEARNER

RTE Act recognizes the importance of adopting child friendly, child centered pedagogy for holistic development of child’s personality. The role of the teacher is visualized as a facilitator who motivates children to relate learning with their daily life and construct knowledge. Various aspects of the learner which the teacher should be knowledgeable about are:

- Physical development and health of the learner. Learning experiences specific to the learner’s development stage can then be provided.
- Mental abilities and potential of the learner. Learners differ in their linguistic, spatial, mathematical, musical, kinesthetical abilities. Suitable learning experiences can then be provided to build upon the existing levels.
- Culture. Learning is greatly influenced by cultural experiences of the learner, i.e., experiences gained at home, in the community, in school and with peers.



Notes

Teacher needs to understand the cultural context and provide learning experiences accordingly.

The RTE Act redefined the concept of assessment by considering it to be an integral part of the teaching learning process. rather than an end of the process activity. The goal of assessment is to provide continuous feedback on learning achievement. Under RTE provisions no child can be detained or declared “fail” in any class, because no evaluation, even an examination can be the basis of detaining a child in any class.

Child centered pedagogy as envisioned under the RTE Act is consistent with NCF 2005, which provides for continuous and comprehensive evaluation. The prevalent system of examination is incompatible with the concept of child centered pedagogy. You will need to observe various aspects of the child’s personality, behaviour and attitude to obtain a holistic perspective. Learner achievement will then not be confined merely to attainment in different school subjects alone.

As a teacher you thus have a crucial role to play as a capable facilitator in the holistic development of the child by imparting quality education through the school. You should be aware of the child’s entitlements and be prepared to understand the child’s world.

5.5 LET US SUM UP

In this unit you read about the paradigm shift in the approach to universalization of elementary education. The RTE Act 2009 emphasizes the entitlements perspective for UEE which is a shift from the earlier incentive based approach. The unit described a rights based approach to education and the provisions therein to make quality elementary education equitable and accessible to the children in the relevant age group. Child rights in the context of education were explained and the role and responsibility of a teacher in ensuring a safe and healthy school environment was highlighted. The right to education as a human right was discussed which further enjoins the state to provide free and compulsory education. The whole school development approach was discussed which integrates these concepts of access, equity and quality in a holistic manner. The importance of physical and social access was elaborated so that a school teacher adopts practices that are non discriminatory, flexible and foster inclusion of all children. The issues of equity as mandated by RTE Act were explained. Issues pertaining to gender parity, cutting across all deprived and disadvantaged groups were described. The unit also discussed in detail the concept of quality which is dependent on access and equity. The provisions in the RTE Act for adequate physical facilities were elaborated. All elementary school children are entitled to have



basic facilities in the school like classrooms, playgrounds, libraries, sport equipments, toilets and drinking water. In addition to the physical provisions quality also depends on academic facilities like teachers, curriculum, textbooks and adoption of child centered, child friendly teaching learning approaches. The unit described the role of a teacher as a facilitator in achieving holistic development of the child's personality by being aware of and ensuring provision of the entitlements as mandated by the RTE Act 2009.

5.6 ANSWER TO CHECK YOUR PROGRESS

Check your Progress -1

1. a) 18 years for girls and 21 years for boys
- b) Above 18 years
- c) Above 18 years

Check your Progress -2

1. Right to be protected against any hazardous occupation up to the age of 18 years (Article 24) and Right to be protected from being abused and forced by economic necessity to enter occupations unsuited to their age and strength(Article 39e).

Check your Progress -3

1. a) Using services of local people from the community to develop TLM in the tribal language.
- b) Sensitizing non tribal teachers about tribal cultures, practices and customs to foster better understanding of tribal children in the classroom.

Check your Progress -4

1. i) MDM scheme serves as an incentive and attraction for children otherwise reluctant to attend school. Thus it boosts attendance in school. It also improves the nutritional level of children who are undernourished and/or malnourished.
- ii) School infrastructure should incorporate features for protection of children against hazards both natural and human made.
2. i) The school must be provided with a boundary wall or fencing to protect from strangers and rogue elements, grazing animals and other disturbances.



- ii) The building should be retrofitted to protect from damage due to earthquakes

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5.8 UNIT-END EXERCISES

1. Explain the main objectives of Right to education
2. What are the school resources which helps the children in getting healthy environment



UNIT 6 TEACHER AND SCHOOL

STRUCTURE

- 6.0 *Introduction*
- 6.1 *Learning Objectives*
- 6.2 *The Changing School Context & Challenges for a teacher*
 - 6.2.1 *Changes in School System*
 - 6.2.2 *Challenges before a Teacher*
- 6.3 *SSA Intervention in School System for its Development*
- 6.4 *Teaching as a Profession*
- 6.5 *Role of Teacher in Education System*
 - 6.5.1 *Multifarious Role of Teacher*
 - 6.5.2 *Role Outlined in SSA*
- 6.6 *Professional Development of Teachers*
 - 6.6.1 *Various Efforts at National Level*
 - 6.6.2 *Development in Community*
 - 6.6.2.1 *Community as a Resource*
 - 6.6.2.2 *Symbiotic Development –Teachers & Community*
- 6.7 *Teacher Leadership in Community*
- 6.8 *Let Us Sum Up*
- 6.9 *Answers To Check Your Progress*
- 6.10 *Suggested Readings & References*
- 6.11 *Unit- End Exercises*

6.0 INTRODUCTION

In your previous unit, you have studied about the historic act of Right of Children to Free & Compulsory Education, 2009. Education aims at bringing out all around development in a child. Schools design activities, whether curricular or co-curricular, towards the growth and development of children. Schools are the places where all the experiences whether planned or otherwise lead to learning in children.



Schools in India may be categorized in many ways—

- According to level of education-Elementary and secondary.
- According to funding –private; government aided and government.
- According to medium of instruction – English medium or mother tongue based.

In spite of a variety of school type, a team of teachers is employed who works in tandem towards the larger goals of education. A teacher plays a pivotal role in school system and, therefore, has tremendous influence on the all round development of students. This has been time and again reiterated by all Committees and Commissions of Education. A teacher needs to be prepared in relation to the needs and demands arising in the school context, to engage with questions of school, knowledge, learner, and the learning process. A teacher has to respond to the broader social, economic, and political changes taking place in the society.

You are motivated to become teacher. As a teacher plays a central role in education system of any country, joining teaching as a profession necessitates that you must understand the different aspects attached to it.

6.1 LEARNING OBJECTIVES

After going through this unit, you will be able to-

- Explain the role of teacher in school system.
- Discuss the characteristics of teaching as a profession.
- Describe the professional development programmes of teachers.
- Discuss the SSA interventions in School system for its development.
- Illustrate with examples the symbiotic relationship between teachers and community.

6.2 THE CHANGING SCHOOL CONTEXT & CHALLENGES FOR A TEACHER

Children in School



Source:http://t1.gstatic.com/images?q=tbn:ANd9GcQ2G_9Oy6X7-zwiOUXyV_FEOWDicsAINcLQsCTkUJMBghocMzyl2wcqA8yI

**ACTIVITY 1**

Has your father or mother ever narrated their school experiences to you? If yes, try to compare those to your school experiences? If no, try to explore and then compare the experiences. Did you find differences with reference to teaching learning strategies, infrastructure or the overall environment?

You must have across stories of the teacher-centered and highly disciplined classroom in earlier times. Teachers were feared and children did not dare to ask any questions. Memorization was stressed more than understanding. The classrooms were teacher centered. Your days were lesser teacher-centered with little more democratic inclination. You were allowed to ask questions and participated in planning of co-curricular activities.

6.2.1 CHANGES IN SCHOOL SYSTEM

There have been significant developments in the school education since independence. You must have heard of National Policy on Education (NPE) through which our country had initiated the march for achieving the goal of UEE. The efforts for education for all were intensified in the 1980s and 1990s through several programme such as Operation Black Board (OBB), Shiksha Karmi Project (SKP), Andhra Pradesh Primary Education Project (APPEP), Bihar Education Project (BEP), U.P Basic Education Project (UPBEP), Mahila Samakhya (MS), Lok Jumbish Project (LJP). District Primary Education Programme (DPEP) was launched in 90's as drive for Education for All in 12 states spreading over 72 districts with the main objective to mould the Primary Education of country according to the child centered approaches and making it all inclusive. In 2002 Sarva Shiksha Abhiyan (SSA) was implemented as one of India's flagship programmes for universalising elementary education. Its overall goals include universal access and retention, bridging of gender and social category gaps in education and enhancement of learning levels of children. SSA provides for a variety of interventions both for school and teachers for reaching its goals. Do you remember the historic event, which has revolutionized the area of school education as never before? Yes, you have guessed it right. The enactment of the Right of Children to Free and Compulsory Education Act, 2009 about which you had studied in the previous unit.

These provisions have increased the enrollment to elementary level i.e. 5-14 years of age to 82% but unfortunately 50% of these children drop out of the school before they reach class VIIIth in spite of advocacy of child-centered pedagogy and education. Also there is an increasing acknowledgement that the cur-



rent system of schooling puts tremendous pressure and burden on our children. This is due to mismatch between the curriculum structure and environmental i.e. personal and social milieu of children. Also the teachers are not skilled to make this connection to make learning a joyful act and respond to their needs in imaginative ways. Though there has been great expansion of school systems under SSA in neighborhood, there is much to be desired on the parameter of quality. Have you noticed mushrooming of unregulated private schools in the neighborhood? These schools lure parents in the name of English schools. They give substandard education in an attractive packaging thus vitiating the system.

Do you feel challenged as teacher in your school? Please list out the challenges you face in schools?

6.2.2 CHALLENGES BEFORE A TEACHER

The universalisation of elementary education continues to pose challenges for a schoolteacher. The issues of total enrollment and retention are still to be reached. Also the qualitative issues need to be addressed at elementary education level. The teacher, besides teaching competencies, must have interaction and relations with the community so that all children in the neighborhood are sent regularly to schools. The SSA and subsequently the RTE Act has emphasized that the organisation of overall running of the school become the responsibility of a teacher. They should complete the entire curriculum within the given time and do continuous and comprehensive evaluation rather than one time examination to assess students. They have to work in close relation with community members as part of the school management committee. They should hold parent's meetings, apprise them about their ward's progress and involve them in the growth and development of children. Thus, the role of a teacher is much comprehensive as compared to earlier times. The Act lays special emphasis on all round development of the child especially identifying and nurturing child's potentiality and talent. Teaching -Learning activities should be child-centered with focus on discovery and exploration of knowledge. As Tagore has said, "where the mind is without fear" should be true for the schools. Efforts are required to make the child free of fear, trauma and anxiety and helping the child to express views freely. Medium of instruction shall, as far as practicable, be child's mother tongue.

You will surely agree that these areas are particularly significant to the professional development of teachers at all stages, both in their initial and in-service training. National Curriculum Framework (NCF), 2005 talks of constructivist approach to teaching and learning. It requires a teacher to be a facilitator of children's learning in a manner that helps children to construct knowledge and meaning. The teacher in this process is a co-constructor of knowledge. Teachers



need to be facilitator and creator of knowledge and thinking professionals. They should be sensitive and capable to connect with what children learn from their home, social and cultural environment and to further create opportunities for children to discover, learn and develop.

Such roles demand that teachers be equipped with an adequate understanding of curriculum, subject-content and pedagogy, on the one hand, and the community and school structures and management, on the other. Education is not a mechanical activity of information transmission and teachers are not information dispensers. Teachers need to be looked at as crucial mediating agents through whom curriculum is transacted and knowledge is co-constructed along with learners. Learning is not confined to the four walls of the classroom. For this to happen there is a need to connect knowledge to life outside the school and enrich the curriculum by making it less textbook-centered.

Let us try to find out the provisions SSA has made for the Schools to achieve the goal of universalisation of elementary education.

Check your Progress -1

Answer the question. Space is provided for the answer.

State whether true or false

- 1. Right to Free and Compulsory Education is for all children between age of 3 to 14 years

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- 2. In constructivist way of learning, a teacher facilitates concept development in students

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- 3. Quality improvement in Elementary Education is entrusted only with SMC and not teachers.

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6.3 SSA INTERVENTION IN SCHOOL SYSTEM FOR ITS DEVELOPMENT



ACTIVITY 2

List out the provisions in your school and compare with your school days?

Your list may have many points like walking distance to school, the number of rooms and drinking water, etc. As you must have realized by now that SSA has made many provisions or interventions in the school system to bring equity, access and quality for all children. You must have read about these in previous unit. A minimum of the provisions for good education should be for all children and therefore people together are working for this. The interventions made by SSA for development of school system are enlisted below:-

- State should establish one primary school within one kilometer of every habitation and establish new ones to facilitate schools within one km radius. The places where EGS centers are running they may be upgraded after successful running of two years.
- An upper primary school for every two primary schools.
- Every primary school will have at least two teachers with the provision that there would be two class rooms with verandah to every Primary school. A room for every teacher in Primary & upper Primary wherever possible. A room for Head-Master in upper Primary school/section to facilitate the working of the school.
- Textbooks are still the backbone for Teaching Learning at any level of education. Provision of free textbooks to all girls/SC/ST children at primary & upper primary level with an upper ceiling of Rs. 150/- per child. State to continue to fund free textbooks being currently provided from the State Plans.
- Children at primary level are still at concrete operational stage of cognitive development. This means that Teaching Learning aids are mandatory for concept development. Therefore, there have been provisions made for Teaching Learning Equipment (TLE).
- TLE should be explored as per local context and need. Financial provision under SSA for TLE is Rs. 10,000/- per school. Procurement is through the involvement of teachers and parents and VEC/ SMC i.e. school-village level appropriate body is assigned the task to decide on best mode of procure-



ment. As you can see that at every step the community and teacher are to work in tandem for the development of the school and education of the locality. As the educational requirements at the upper primary level are greater there is a provision of Rs 50,000 per school. Here also the decision is collective with teachers/ school committee making recommendations as per local specific requirement. If there are TLE which the School Committee feels should be purchased from city or from distant places, it may recommend district level procurement for the same.

- A school involves the building as well. To control the expenditure on the civil works a ceiling of 33% of SSA programme funds is provided for improvement of school facilities and BRC/CRC construction. In schools where CRCs are there they may be used as an additional room. Repair and construction of office buildings was not provided with any funds. Infrastructure plan is to be done at district level so that expertise is provided to optimize resource planning.
- To avoid misuse or misappropriation of funds, besides construction the repair of the buildings will be done only through the community participation. This may be done through SMC /VECs. SSA has also put upper limit admissible i.e. Rs. 5000 per year as per specific proposal by the school committee.
- A running grant for teachers/ schools is provided for meeting the repairing of equipments. The amount is Rs. 2000/- per year per primary/upper primary school which is to be spent only by VEC/SMC with transparency in utilization. Similar transparency in utilization is expected from teacher grant of Rs. 500 in one academic session.
- SSA has given lot of attention to provision for disabled children and financial provision of Rs. 1200/- per child for integration of disabled children. Other district level and resource institutions to be encouraged to participate for the education of disabled children.

The National Knowledge Commission (NKC) has observed that teachers are the single most important element of the school system. The country is already facing a severe shortage of qualified and motivated school teachers at different levels. A teacher functions within the broad framework of the school education system responding to the broader social, economic and political changes taking place in the society at large and community at hand.

Before we talk about the teachers and professional development of teachers let us dwell upon the unique characteristic of teaching as a profession.



6.4 TEACHING AS A PROFESSION

The professional development of teachers has received a great deal of attention in all the countries including India. Before going to learn more about professional development of teachers, let us deliberate on what is a profession. A profession is an occupation which requires specialized skills and provides service to others. The service may or may not involve remuneration but the purpose is service to humanity and that is why it is also called as noble profession. It may be pursued individually, independently or as a part of team through an institute. Some of the characteristics of teaching as a profession are:-

- a) It involves specialized skills and training and is not mere regurgitation of subject content. Teaching involves careful planning and management towards effective learning in students. In spite of common perception that teaching is simple – it involves lot of scientific processes – analysis, synthesis, etc. for its success.
- b) It involves code of ethics which are essential for success of the profession. Teaching being a noble profession has well integrated value system and is oriented towards altruistic service.
- c) There is long training period at entry level and recurrent in-service training to keep abreast with the latest development. Teaching in school involves pre-service and continuous in-service training.
- d) A profession has clearly defined membership of a particular group with views to protect and forward the interests of the group.
- e) A profession essentially renders a social service. Though this may be not be free but the goal is always for the social progress and development
- f) A profession has its own professional organization.
- g) There is systematic body of knowledge. Teaching also has a systematic body of knowledge derived from all spheres of knowledge. It has been derived from social, psychological, historical, political and economical sphere of life. Besides these philosophical, religious and spiritual beliefs affect teacher as profession.

Any profession to be alive has to be growing. Same is true for teaching. Teaching as a profession is growing as new knowledge is continuously created through research activities. Research in teaching is an active area. An individual aspiring to become a teacher needs to undergo professional training before entering the profession. This pre-entry training is called pre-service training. The training organized after entry into profession to keep abreast with the latest development



and professional growth is called in-service training. Before talking about professional development (in-service) of teachers in community let us try to explore the role of teachers in education system.

Check your Progress -2

Answer the following questions. Space is provided for the answers.

Which of these is not a characteristic of teaching profession? Indicate by putting 'Y' for Yes' and 'N' for No.

1. It involves specialized skill & training.
2. Research activities are not essential.
3. Teaching involves scientific processes.
4. Values should be integral part of this profession
5. It cannot be pursued at individual & independent level.

6.5 ROLE OF TEACHER IN EDUCATION SYSTEM

The Education Commission (1964-66) professed, “The destiny of India is now being shaped in her classrooms”. On a similar note the National Policy on Education (1986) emphasized, “The status of the teacher reflects the socio-cultural ethos of the society; it is said that no people can rise above the level of its teachers.” These statements reflect the important role played by the teachers as transmitters, inspirers, and promoters of man’s eternal quest for knowledge. In spite of the pivotal role of a teacher in the education system of a country, its development as a profession is still lagging. Way back in 1948- 49, University Education Commission had expressed that “People in this country have been slow to recognize that education is a profession for which intensive preparation is necessary as it is in any other profession” the statement is alive in its relevance even today. The importance of competent teachers to the nation’s school system can in no way be denied. The quality and extent of learner achievement are heavily dependent on the teacher competence, sensitivity and motivation.

You will agree that the academic and professional standards of teachers constitute a critical component of the school education and for achieving the educational goals. The teacher education system through pre and in-service professional development programmes aims to train professionally competent teachers. Undoubtedly teacher training is very important as it exemplifies that only a lighted lamp can light another lamp. A teacher who is himself/herself learning can make others learn. A teacher has to perform many roles. Let us try to learn about them.



6.5.1 MULTIFARIOUS ROLE OF TEACHER

A teacher has multifarious role in educational system. He/she acts as a manager to the whole educational transaction especially at the school and local level. The various roles are

- Teacher as instructor and as a facilitator of learning in the classroom. NCF 2005 talks that a teacher should be co-constructor of knowledge in the classroom.
- Teacher as a manager of all the activities of teaching and learning. A teacher has to act as manager who organizes the educational activities of the classroom as well as the school. Have you ever organised any function or activity in classroom. How many things you need? Yes a long list of resources and you go about arranging for that. If it is too long and time is limited? You depute someone to get it i.e. manage to get the activity organised. So as a teacher you have to have to manage, coordinate and provide leadership to students and other persons for successful completion of the task at hand
- Teacher as a Counselor helps the students to reach their maximum potential in life. He/she helps the child to make right choices with respect to courses career. He/she also works on building capacity in the children to find solutions to their problems both academic as well personal. Thus, the teacher guides the child to solve his/her own problem and not give readymade answers. A teacher has to be sensitive, observant, empathetic and objective besides being loving and caring to win the trust of the students to come up with their problems. The journey from unknown to known is lead by him/her.
- Teacher as producer of Knowledge when he does research at the school level in the form of action research and the particular problem when solved leads to introduction of new methods.
- Teacher acts as a School-community bridge. School is a subsystem of community in which it is located. It cannot be isolated from the community. RTE has given special mention to this special linkage between the community and the school. The teacher should explore the symbiotic relationship between the community and the school for the benefit of both. School will depend on the community for its resources and the community will be benefited by the school for its development and the vibrancy.
- Teacher also acts as an agent of Social change. This is the role which begins from school to community and society at large. When Nehru had emphasized on scientific temper it was for a teacher to inculcate it in children.



NPE had reiterated the fact that education has an enculturating role and furthers the goals of democracy enshrined in our constitution. Teacher is the agent who translates these social goals into the classrooms of India and prepares the next generation towards the vision of nation.

- Teacher as a leader who guides the class, school and community as well. He/she should have leadership skills to lead the way towards development. Leadership skills like decision making, management of available resources, finding solutions to unforeseen problems. It is also an important role of a effective teacher.

Bordai Committee (2009) in the context of RTE and its implementation through SSA talks of the central role of a teacher in education. The RTE act also attaches immense significance to the role of teachers in reforming elementary education. There should be opportunities to motivate them to innovate and create a culture in the classroom, and beyond the classroom, that might produce an inclusive environment for children, especially for girls from oppressed and marginalized backgrounds. Recognition for their role in educational development is expressed in form of President's award for Teachers.

6.5.2 ROLE OUTLINED BY SSA



A Teacher in SSA School

Source: <http://cms.boloji.com/articlephotos/100-Day10.jpg>

SSA has put in great faith on teacher as a torch bearer to bring in the envisaged changes in the school system. To the extent of being repetitive we again place the fact before you that as a teacher you are the creator of change. Many roles for teachers are enlisted in SSA as well. They are

1. Support to out of school children- There has been efforts to bring out of school children in the school so that nobody is left behind in this journey of



education for all. A teacher as per RTE has to provide a continuous support to these children who were admitted at age appropriate level.

2. Removal of disparities- A teacher is a key figure in the school and can help to either perpetuate or obliterate discriminatory practices. Suitable and timely interventions by the teacher who is at the heart of the holistic development of a child would go a long way in overturning the current situation
3. Inclusive Classrooms- Sensitization of teachers from the stage of pre-service training onwards is proposed. Differently able children should be included with other children in the classroom. Special modules need to be developed by recognized experts for use in teacher education and training programmes. Special in-service training within the mandated 20 days should be organized to deal with the specific problems of inclusion at the Block level.
4. Norms for teacher behavior- Some norms related to banishment of corporal punishment and abuse have been included in the RTE. Strict monitoring and adherence to these norms would help obliterate some of the malpractices mentioned above, such as making SC children perform menial tasks.
5. Development of effective pedagogical tools- Helping the teacher develop pedagogical tools and classroom practices that allows social barriers to be broken. Technical support in developing such tools should be sought from experts as well as civil society groups.
6. Managing the School Development Plan-A teacher has to manage the school development with the help of community members through SMC.

There is continuum between society and school. Parents and others members in the community should visit schools regularly talk to children and teachers and be a partner in the development process. Children and community have respect for the teacher who is involved in all developmental activities of the community.

The above-discussed expectations of a teacher are not exhaustive but suggestive of the role of teacher in the school system. No other person is as crucial for the educational development as a teacher is. Therefore, the professional development of a teacher is very important, about which you will read in the next section.

Check your Progress -3

Answer the following Questions. Space is provided for the answer.

1. List five roles of teacher in the context of School and the community.

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6.6 PROFESSIONAL DEVELOPMENT OF TEACHERS

Teacher development is a comprehensive process involving many dimensions like personality, curricular strategies, and management skills. Teachers need to update themselves especially in the present scenario where obsolescence of knowledge is so fast. The educational as well as the social realities necessitates that the teacher are always on the development mode.

If we carefully examine the alternatives a teacher may use for his/her development in the profession there are two main trends-

- In-service programmes on need based and continued education basis organized by Institutions with help from experts.
- Self-learning, peer learning and learning from interaction in the community.

In spite of the omnipresent nature of the later, i.e. self-learning in community through experience more emphasis is given to the former i.e. in-service training programme as it is more organised and under control.



Professional Development of Teachers

Source: http://www.thehindu.com/multimedia/dynamic/00515/29mar_tysubns03_Tak_515979e.jpgachers.

There are many models of in-service training-

- Face to Face Institutional Model where training is offered mostly in training institution using direct classroom teaching of teachers. The transactional strategies adopted are lecture, demonstration, discussion, project work, etc. The limitation is that it cannot address large trainings in short time.
- Cascade Model wherein training is provided in three or two tiers system. At first level key resource persons are trained, they train resource persons and



they in turn train teachers. A large number can be trained this way but there is transmission loss of training effectiveness in tier system.

- Distance Education Model wherein teachers are trained using multiple media like printed material, audio, images and video materials. With the technology improving at a very fast pace audio and video conferencing is used to bridge the distance between the trainees and the trainer. Social networking sites are used to make the interaction 24x7.

There are few considerations which have to be kept in mind. Also when teachers go to attend training programmes in other institutions it is called 'off-site approach' and when they are given training at the school site so that they are not dislodged from their workplace, it is called 'on-site approach'. On-site approach is preferred as it does not displace teachers from workplace and gives hands on learning.

6.6.1 VARIOUS EFFORTS AT NATIONAL LEVEL

Many Committees had emphasized the importance of professional development of teachers and it was again reiterated by the National Policy on Education, 1986 and POA, 1992 to organise the professional training of teachers on a continuous basis. DPEP, SSA and RTE have emphatically stressed on this area. In 1986, NCERT launched a training programme named Programme of Mass Orientation of School Teachers (PMOST) with main objective of orienting teachers about the new thrust areas of NPE, 1986. The enormity of numbers necessitated for following cascade model for all teachers. In the year 1993-94 NCERT again launched a programme SOPT (Special Orientation Program for Primary Teachers) to orient teachers on competencies as per Minimum Levels of learning (MLL) and use of Operation Blackboard material, thus activity based and child-centered approach to learning. Both face to face and self instructional material was used to achieve its objectives.

Besides District Institutes of Education and Training (DIETs) at district level under DPEP programme, Block Resource Centers (BRC) and Cluster Resource Centers (CRC) were set up across the country, with the explicit mandate to provide in-service training to primary school teachers in learner-centered pedagogic methods and school based support to teachers. SSA had also emphasized on continuous in-service teacher education requiring each teacher to receive 20 days of training in a year. Earlier provisions made were integrated with renewed vigor to make efforts for training of teachers. Constructivist ways of learning, social inclusions are some of the recent themes to be addressed.

Looking at the enormity of numbers of untrained teachers Distance Education



was agreed upon as viable option to cater to the professional development and needs of the primary teachers. Distance Education has unique potential to intervene without taking the teachers away from their work, making it better suited to transfer of knowledge, understanding and skills in their day-to-day practices. The training is provided through Self Instructional Materials with supplements from ever advancing technology in bridging the gap. Peer to Peer and Student & Teacher interaction is being accomplished through technological interventions. Distance Education Programme- Sarva Shiksha Abhiyan (DEP-SSA) has been entrusted the responsibility of using distance mode for professional development of teachers under SSA. The enormity of numbers and the problem of displacement of teachers were addressed by DEP-SSA. DEP-SSA is looking after the in-service teachers training using distance education strategies for reaching the large number of teachers. IGNOU and NIOS are started the D.El.Ed Programme for the untrained in-service teachers for certification as per NCTE norms.

Teachers are not working and trained in isolation but are an integral part of the community they are serving. SSA and RTE have outlined the symbiotic relationship between teachers and community working together for the educational growth and development. Let us try to explore this relationship in the coming subsection.

6.6.2 DEVELOPMENT IN COMMUNITY



ACTIVITY 3

Recall the stories your grandparents' used to tell you. Were there any messages in those stories? As a teacher can you relate it to school education?

Professional Development through Interaction in Community

Source: <http://www.ssa.tn.nic.in/images/Gallery/ABL-01.jpg>

There are many rich stories in community which are very important for developing values in children. Also they can be used as resource for classroom teaching. They are also self learning experiences for teacher and contribute towards their professional development. A community is an excellent resource to the effective teaching learning in classroom. Let us see how it can be used as resource in next subsection.

6.6.2.1 COMMUNITY AS A RESOURCE

You have read about community in the previous block. You will agree with us



that community is the social and the natural environment around you which is a rich local resource. It is built over years and is a collective effort where every family carries a wide range of knowledge and skills - in the form of stories like grandma stories, songs like folk songs, poems, riddles, dances, and occupational skills. Recall all the 'Dadi and Nani ki Kahaniya' treasured for generations besides the popular 'Dadi ki Nuskhe' which are the homemade or locally available solutions to problems of health and lifestyle. This local knowledge if integrated and used by the schools has the potential of being rich learning resource for children. Community knowledge is comprehensive and, therefore, a rich resource for teaching and learning of all subject areas including language, science, mathematics and social sciences.

You do remember that the children at this age-group are at concrete operational stage. Thus the local environment provides concrete examples for concept formation.

As a teacher, you have to relate and integrate the world outside in the class curriculum. For example as language resources the local stories, poems, songs, dramas on local issues are the attention hookers. All community activities involve mathematics and science to varying degree and thus help in concretizing the concepts to young children. Activities like agriculture are good resource for the science and math concepts. Activities like carpentry, pottery, cooking and transportation are live examples of social science concepts. A Social science teacher may not have to use any learning aid as the whole community becomes the social science lab for the children. During the Pre-independence days Mahatma Gandhi had introduced 'The Basic Education' or 'Buniyad Shiksha' which was indigenous in foundation and promoted education in community. It had all the characteristic of using the community as a resource for the school education. He advocated the use of a local craft like 'CHARKHA for Khadi' as a central theme and a teacher can then relate to local history, geography, economics, anthropology and sociology. Children can acquire the skills and knowledge using local theme, which would enable them to relate school knowledge to life outside the classroom.

NCF-2005 further recommends that schools need to relate to children's knowledge and experience and relate knowledge inside the classroom to life outside the school. Schools need to be nurtured in this spirit, where the teachers work closely with the community as knowledge partners for effective school development and management.

6.6.2.2 SYMBIOTIC DEVELOPMENT –TEACHERS & COMMUNITY

Do you remember your teacher in class IInd? How did you feel about him/her? Whom do you consider as a good teacher?



Quite a introspective moment. You may recall your teacher with fondness or may be resentment but they had a definitive role in your development. Most of us have fond memories of some of our teachers for whom teaching was not merely teaching content but taking this content outside classroom in the environment and making learning meaningful by relating it to outside world.

The teacher must be groomed not only to teach in classrooms, but to bring the outside world as a resource for teaching and learning in the classrooms. He/she should attempt to understand the students, parents and the community so that children come to school to learn.

In the context of the community, a teacher has a very dynamic role. He works with the various aspects of community and in turns develops his/her own professional skills. These include:

- i. Many children in the government sector are first generation learners; one of the major challenges for a teacher is to promote the importance of education among parents particularly those in rural areas so that they send their children to school. A proactive role by teacher will build faith in parents so that they will come forward and enroll their children in schools. Teacher should with the help from SMC ensure fulfill enrolment in the schools. Teacher in turn develops and exercises social, leadership, and managerial skills as part of professional development.
- ii. Teachers should also be part of the national literacy campaigns and adult education programmes organized to educate adults who have not had an opportunity to go to schools in their childhood. They can motivate them by bringing forward the advantages of being educated in spite of the fact that it seems difficult at times. This will help them to have a clear picture of the educational status of the community and they will be able to assess the support they will get in total enrolment and subsequent retention in school.
- iii. The community especially our rural folk need awareness programmes regarding health and development issues like vaccination, birth control measures, woman' health during pregnancy and child birth, cleanliness in and outside home, contagious diseases, personal hygiene. Teacher, being an educated person with a wider perspective should either directly inform people or lead them to proper sources of information like a doctor. These awareness programmes are also applicable to school environment. The health and hygiene of children needs to be taken care off.
- iv. Sometimes teacher is the highest qualified person in the community. Therefore, community members especially, parents of students expect a teacher to be a model for their children than they are themselves. They want



a teacher to be a role model for children to imitate and follow. His/her personality develops to reach towards a humanistic behavior.

- v. In rural community where a majority of the adult population is likely to be illiterate or less educated, a teacher is looked upon to play the role of a guide, philosopher and a counselor. The community members when faced by any problem would approach a teacher for seeking solutions to their problems. Teacher to begin with solves problems based on theoretical knowledge he had and later experience makes him a competent counselor.
- vi. In urban localities, the teacher can be a binding force for the community which may be not be as cohesive as rural community. Here his role as leader who motivates and brings everyone together is very important.

It looks apparent that a teacher has to play a multidimensional role in all communities especially village communities. He cannot be a mere instructor for children in school but has to exercise all his qualities to the development of the community. It is also obvious that to carry out all these varied roles in a community, a teacher has to have attributes like empathy; patience; selflessness; conscientious; service-mindedness; good listener; and a basic love for humanity. If we look at the in-service training of the teachers it focuses on project and case studies to learn in hands-on manner. A teacher while working in the community has many opportunities to work on the solution of problems. They have to prepare plans, receive grants through the SMC, utilize, give justification, and maintain accounts. Thus they develop professionally experience working in the community. Community is a good place to learn social and communication skills through the close working with community members, leaders. Thus while working in the community a teacher develops professionally

Check your Progress -4

Answer the following questions. Space is provided for the answer.

1. Fill in the blanks-
 - a) Indigenous education proposed by Mahatma Gandhi was
 - b) BRC and CRC were established under the scheme of
 - c) NCERT organised training of teachers under Model.
2. Write in 4 to 5 lines what you understand by professional development.



6.7 TEACHER LEADERSHIP IN COMMUNITY

An important characteristic of a teacher is his leadership skills whether he is teaching in classroom or is working outside for co-curricular activities. The details of the teacher and his/her leadership skills are discussed in the next unit. As we have already discussed in the previous sections a teacher works in close association with the community members for the growth and development of the children in school. A teacher by virtue of his leading a class of young learners toward learning has natural leadership skills. If a teacher exercises his leadership skill in the SMC meetings for the micro planning and implementation of the School Development Plan of the school, we can surely expect a more coordinated effort towards school development. RTE has advocated participatory role for the members of SMC while preparing the School Development Plan.

A teacher is responsible for the educational activities in the school and he can plan it and get funds through the approval of the SMC. A teacher plays leader in the classroom and school and thus extending his role in community seems logical. As a result she/he may emerge as a democratic and natural leader without any so-called political affiliations, not because of the position she/he holds, but because of her/his ability to manage a school where there is no discrimination or bias on grounds of gender, caste or community. The Teacher has to have experience in maintaining accounts relating to grants for school, construction, mid day meals, etc. SDP has to be prepared by SMC involving representatives from various stake holders. Requirements and situations in each school have to be dealt with in a contextualized manner, and the daily internal management of the school requires strengthening. As the SSA envisages decentralized, need based and participatory planning in a bottom-up approach, the role of teacher as a leader becomes all the more important for direction and focus.

As a school teacher you will have a role to be the fulcrum of the school based planning process as envisaged in the RTE Act and lead the group to the desired objectives of development. The School Development Plan may be undertaken by a core team in consultation with all the members of the community in the catchment area of the school. This will give you an insight as to need of the community and these could be incorporated in the SDP. The School Development Plan will go to cluster then to Block and then to the district. Teacher as an educated member has to portray the role of a leader in the whole process so that the educational development of the area is not neglected and the children can have all the provisions as listed in the SSA and RTE about which you have read in previous unit.



6.8 LET US SUM UP

A teacher plays a pivotal role in school system and, therefore, has tremendous influence on the all round development of students. National Knowledge Commission (NKC) has observed that teachers are the single most important element of the school system. There have been significant developments in the school education since independence. NPE initiated the goal of UEE and several programme such as OBB, SKP, APPEP, BEP, UPBEP, MS, LJP were introduced. DPEP and subsequently SSA were implemented as one of India's flagship programmes for universalising elementary education. The Universalisation of elementary education continues to pose challenges for a schoolteacher. The SSA and subsequently the RTE Act has emphasized that the organisation of overall running of the school becomes the responsibility of a teacher. Besides curricular responsibility they have to work in close relation with community members as part of the school management committee. SSA has made many provisions or interventions in the school system to bring equity, access and quality education for all children.

The academic and professional standards of teachers constitute a critical component of the school education and for achieving the educational goals. The quality of a teacher is a dependent on several factors: teachers' status, remuneration, conditions of work, and their academic and professional education. Role of a teacher is multifarious. He/she acts as instructor; facilitator of learning; Counselor; producer of Knowledge ; School-community bridge; an agent of Social change ; leader. Various schemes like PMOST, SOPT were initiated by NCERT besides establishment of CRC; BRC under DPEP programme across the country, with the explicit mandate to provide in-service training to primary school teachers in learner-centered pedagogic methods and school based support to teachers.

A symbiotic relationship exists between teacher and community. SSA and RTE have stressed on increased role of Community ion the School though Formation of SMC. The School Development plan will be executed by the SMC and a teacher will have to work in close coordination with community for development of school as well as his/her professional development.

6.9 ANSWERS TO CHECK YOUR PROGRESS

Check your Progress -1

1. False
2. True
3. False

**Check your Progress -2**

1. Yes
2. No
3. Yes
4. Yes
5. No

Check your Progress -3

Teachers have multifarious role. Teachers are the classroom managers, instructors, leaders, agent of social change, counselor, and producer of knowledge. Your answer may include these or other roles which are listed in the unit.

Check your Progress -4

1. a) Basic Education/Buniyadi Shiksha
b) DPEP
c) Cascade Model
1. Your Answer should include these points-for updation of knowledge, to train untrained teachers; to provide support in new learner centered pedagogy support; to keep alive the learning spirit as only a lighted lamp can light another lamp.

6.10 SUGGESTED READINGS & REFERNCES

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6.11 UNIT-END EXERCISES

1. Explain the role of teacher in education system.
2. Define the leadership of a good teacher in community development



UNIT 7 TEACHER LEADERSHIP

STRUCTURE

- 7.0 *Introduction*
- 7.1 *Learning Objectives*
- 7.2 *Concept of Leadership*
- 7.3 *Leadership vs. Management*
- 7.4 *Styles of Leadership*
 - 7.4.1 *Autocratic Leadership*
 - 7.4.2 *Laissez Faire Leadership*
 - 7.4.3 *Easygoing Leadership*
 - 7.4.4 *Democratic Leadership*
- 7.5 *Leadership Functions*
 - 7.5.1 *Instructional Functions*
 - 7.5.2 *Transformational Functions*
 - 7.5.3 *Moral Functions*
 - 7.5.4 *Participative Functions*
 - 7.5.5 *Contingent Functions*
- 7.6 *Let Us Sum Up*
- 7.7 *Suggested Readings and References*
- 7.8 *Unit-End Exercises*

7.0 INTRODUCTION

An educational institution is greatly influenced by two distinct societal forces: culture and climate. They signify the spirit and identity of the institution. Culture represents the expectations of the community and self-image of the institution. It combines the events and effects of past leadership, present leadership, crises and history of the institution. It includes routines, rituals and values that create tradition or the way things are done. The collective vision of the community and the



expectations that define the institution are a reflection of its culture. Individual leaders cannot easily change or create culture but carry on with it effectively as it is a part of the identity of the institution.

On the other hand, climate is the ‘feel of the organization’ reflecting the shared perceptions and attitudes of the community. Climate is a short term phenomenon created by the present leadership and the community around the school. The individual perception of the ‘feel of the organisation’ comes from what the people believe, about the activities that occur in the organization. These activities influence both individual and community motivation and satisfaction.

In this unit we will be looking at different aspects of teacher leadership in the school setting with an interface with the immediate community around it for achieving an effective organizational climate.

7.1 LEARNING OBJECTIVES

After going through this unit you should be able to:

- explain the concept of leadership.
- analyze how leadership is distinct from management
- identify different styles of leadership and differentiate one from the other
- describe leadership functions and identify the ones suitable for fulfilling the school’s objectives.
- discuss the role of the teacher leader in addressing the academic expectations of the Village Committee and Local Self Government.
- Discuss teacher as a role model in the community in giving academic leadership.

7.2 CONCEPT OF LEADERSHIP

On her very first day in the class in the academic year, like most teachers, she looked at her students and said that she loved them all the same. But it was impossible, because there in the last row, slumped in his seat, was a little boy named Prakash she had never liked.

Mrs. Mishra had watched Prakash the year before and noticed that he did not get along well with the other students, that his clothes were soiled and that he was not clean and tidy. He too was unpleasant to talk to.



As the class teacher for grade five, Mrs. Mishra was required to review each child's past records and when she reviewed Prakash's file, she was in for a shock and surprise.

Prakash's first grade teacher wrote, 'Prakash is a brilliant boy with a lovable disposition. He does his homework sincerely and is a joy to the school.'

His second grade teacher wrote, 'Prakash is a bright child, well liked by his classmates, but he appears to be troubled because his mother is critically ill and life at home must be a struggle.'

His third grade teacher wrote, 'His mother's death has troubled him seriously. It has started affecting adversely his studies. Even though he tries to do his best, his father neither shows much interest nor does the community in which he lives. It appears his home life will soon affect him too if some remedial steps are not taken.'

Prakash's fourth grade teacher wrote, 'Prakash has become quiet and doesn't show much interest in school. He neglects homework. He does not get along well with the few friends that he has now. He sometimes sleeps in the class too.'

Mrs. Mishra by now realized the problem with Prakash and she felt ashamed of herself. On that very day, she quit the routine traditional school teaching as she did. Instead, she began to facilitate learning by children. Mrs. Mishra paid particular attention to Prakash. As she worked with him, his mind seemed to come alive. The more she encouraged him, the faster he responded. By the end of the year, Prakash had become one of the smartest children in the class and, despite her lie that she loved all the children the same, Prakash became one of her 'teacher's pets'.

A year later, she found a note under her door, from Prakash, telling her that she was the best teacher he ever had.

Times went by. Prakash kept on remembering and sending letters after every milestone in his student career. The letters explained that she was still the best and favorite teacher he ever had.

A couple of years after that Mrs. Mishra received yet another letter. This time Prakash explained that after he got his MBBS degree, he decided to go a little further. He assured her, she was the best teacher he ever came across in his whole life and informed he would meet her that spring. But now his name was a little longer.... The letter was signed, Prakash Mohan, MD.

Prakash met Mrs. Mishra that spring as promised. They hugged each other, and



Dr. Mohan whispered in Mrs. Mishra's ear, 'Thank you Ma'am for believing in me. Thank you so much for making me feel important and showing me that I could make a difference.'

Mrs. Mishra, with tears in her eyes, whispered back. She said, 'Prakash, you have it all wrong. You were the one who taught me that I could make a difference. I didn't know how to teach until I met you. You became a torch bearer for me to find other children in the community needing care and education. You made me expand my activities to bring every child to the school. And you were the one who made me realize that a teacher ought to be a leader to bring the community to school and the school to the community'.

In the story, Mrs. Mishra exemplifies the type of leadership you can take note of. She understood this little boy, Prakash, and made him feel like he was important and changed his life. She too took upon herself the responsibility of extending her help to the children in the community. It's amazing what a teacher in the role of a teacher leader can do. Teachers are some of the greatest leaders there are - at school and community.

Now before we move ahead, let us try to conceptualize leadership. Now reflect and workout the following.

- i. Identify a teacher you think is an effective teacher leader.
- ii. Find out his/her attributes or list out what he/she does.
- iii. Analyse the skills he/she employs to find solutions to different situations.
- iv. List the qualities and characteristic behaviours of this effective teacher leader in various settings.
- v. Now describe what you understand as teacher leadership.

You are required to do the above task so as to visualize what you understand as a teacher leader and begin with both an experiential and conceptual base of the concept.

Defining Leadership

There is widespread belief that leadership is a key ingredient for success in different aspects of life. When we think of leaders, immediately come to mind the likes of Mahatma Gandhi, Netaji Subhash Chandra Bose, Dr. Sarvapalli Radhakrishnan, Abraham Lincoln and Nelson Mandela. If you ask what is common to them all, most people would reply in brief 'good leadership'. But what precisely is leadership then?

According to Warren Bennis (1975) "Leadership is a function of **knowing your-**



self, having a vision that is well communicated, building trust among colleagues, and taking effective action to realize your own leadership potential.” Warren Bennis’s definition of leadership is focused much more on the individual capability of the leader.

Other in-depth definitions of leadership have also emerged. Alan Keith (2009) states that “Leadership is ultimately about **creating a way** for people to contribute to making something **extraordinary happen**.”

Leadership is defined in contemporary settings (2003) as “a dynamic relationship based on mutual influence and common purpose between leaders and collaborators in which both are moved to higher levels of motivation and moral development as they affect real, intended change.” Four important aspects from this definition emerge as: **relationship, mutual influence, common purpose and collaborators**. Here,

- Relationship is the connection between the leader and the people in close proximity
- Mutual influence means the influence the leader exerts on the people and is influenced by them.
- Common purpose is the one that stands to benefit the people that the leader represents.
- Collaborators are those who cooperate or work with the leader for the intended goal.

According to Ken Ogbonnia (2011), “Effective leadership is the ability to **successfully integrate and maximize available resources** within the internal and external **environment** for the attainment of **organizational or societal goals**.” This definition is combined of three important parts: successfully integrate, and maximize available resources, environment and organizational or societal goals.

- Ability to successfully integrate between the internal and external environments. Here we may mean the school and the community.
- Maximize available resources by integration and coordination of internal and external environments.
- The above two abilities directed towards attainment of organizational and societal goals.

Burns (1978) and Rost (1991) have presented comprehensive Indian descriptions and explanations of leadership. Since ancient times, Hindu gurus, as teach-



ers and leaders, have continued a tradition of transforming learners. By applying knowledge in a unique

educational system that harmonized theory and practice, the leadership of Hindu gurus has guided learners toward inner change before serving or leading others.

As exemplars of leadership, the gurus felt it their duty to help genuine learners to also achieve similar transformation for the good of society. As teachers and leaders, they communicated a lived experience in a powerful way (Cenkner, 1977).

Leaders are generally productive in nature. And a productive leader sees to it that people do their jobs with the skills and commitment needed to produce the best obtainable results at the lowest feasible outlay of money, time and resources. The most successful leaders are experts at sizing people up, establishing two way communications, creating environments that motivate greater productivity, and adapting their own behaviour to the community and circumstances.

School climate is directly related to the leadership and management style of the teacher leader who operates in an environment of interface between the school and the community. A healthy school-community relationship depends on the values, attributes, skills, actions, and the priorities teacher leader sets for him. The behavior (character) and attitudes of the teacher leader are the most important factors that impact the school-community relationships.

At the beginning of this section you had conceptualized leadership by identifying a teacher leader and by reflecting upon and working out five questions. Now after having gone through the definitions of leadership, please work out the following questions.

- a. Name a teacher leader, according to you, who is an effective leader in your surroundings.
- b. Describe how well the teacher leader clarifies the priorities and goals of the school vis-a-vis the community in which the school is located.
- c. Describe how he/she coordinates between the school and the community in attaining the educational objectives of the school.
- d. Analyze what is expected of the teacher leader in achieving the goals and where he/she errs that may be counterproductive.
- e. After having worked out the above from 'a' to 'd', now visualize what should be the skills and attributes of effective leadership.

The above task is required to be completed by you for comparison as to what you understood as a leader in the beginning of this section and if it has under gone a



change after you have completed studying the section. It is also intended to take you to further sections in this unit with an experiential and conceptual base on skills and attributes of leadership.

7.3 LEADERSHIP VS. MANAGEMENT

In conceptualizing leadership it is important to distinguish between leadership and management and how one differs from the other. In any school set up managerial and leadership functions co-exist. However, the practical way of distinguishing one function from the other is to see them as essentially two ends of the same executive continuum. They exist inescapably and naturally as complementary processes. Now let us discuss them in some detail.

Management may be construed as the process of setting and achieving the goals of the institution through the functions of planning, organizing, directing and controlling. It focuses more on carrying out the functions to achieve the institution's goal and maintaining a balance between the functions. For instance, a school headmaster or principal has been given formal authority to direct the activity of others in the school in fulfilling organizational goals. Thus directing or leading is an important part of his/her job.

Leadership, in contrast, is more related to interpersonal aspects of the headmaster or principal's job and these interpersonal aspects require heightened role of the teacher leader as he is typically poised in a school-community environment. When as a manager he/she deals with planning, organizing and controlling, as a leader he/she deals with inspiring, motivating, influencing and bringing in desired changes.

J.P. Kotter (1992) has emphasized on the importance of maintaining equilibrium between management and leadership. Using management and leadership axes, he has developed a model to demonstrate the typical outcomes of:

Strong management and strong leadership	Well organized/well motivated, successful team
Strong management and weak leadership	Administratively sound but little inspiration
Strong leadership and weak management	Inspired and motivated, but disorganized
Weak management and weak leadership	Ineffective, dull and sometimes negative work environment



The shift gearing from ‘leading’ to ‘managing’ is natural with an experienced and capable teacher leader and the impression it generates can frequently be one of the consummate professional headmaster or principal in action.

Williams (2008) demonstrates the management-leadership continuum and the complementary and overlapping nature of the two processes. Figure 1 below distinguishes the complementary functions and indicates some of principal behavioural and role differences between managing and leading.

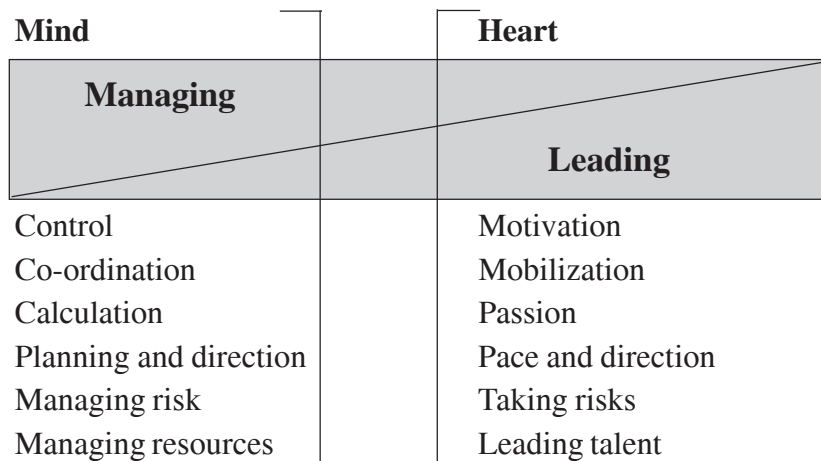


FIGURE 1: MANAGEMENT LEADERSHIP CONTINUUM

The patterns of complementary behaviours and activities of management and leadership would look like the table below if you expand the differing characteristics of the two ends of the continuum.

MANAGEMENT	LEADERSHIP
Define purpose, goals and outcomes	Communicate hope, vision, and mission
Set policy and strategy	Agree values – lead by inspiration
Provide structure and support systems	Create a great environment
Agree schedules/timescales	Crystallise aspirations and expectations
Plan, organize and align resources	Engage people fully, in great projects
Establish parameters and controls	Create and build a high achieving ethic
Manage information and knowledge	Identify, develop and use talent

As per John Kotter (1992) “management is important, but leadership is essential.” Managers, however, often fail as leaders because they:



- Do not grow emotionally at the same as they grow technologically and commercially.
- Fail to establish creative connections with the people in the community.
- Do not engage the hearts, passions and strengths of the people and know little about their inner needs and concerns.
- Fail to manage their egos and thereby allow too many non-work and political issues to contaminate their goals and performance.
- Fail to set and live with the necessary example people expect of them. As Oliver Goldsmith mentioned, “You can preach a better sermon with your life than with your lips”.

Now, as you will find the key point in differentiating between management and leadership is that employees, fellow colleagues, students and the community at proximity willingly follow leaders because they want to, not because they have to. The teacher leaders may not possess any formal power over the community, but the community gives him power by complying with what he/she requests. Leadership, therefore, is a very significant socio-psychological institution.

7.4 STYLES OF LEADERSHIP

Leadership style connotes the manner and approach of providing direction, implementing plans and motivating people. Simply stating leadership style refers to a leader’s behavior. There are mainly four types of leadership styles: **Autocratic style, Laissez Faire Style, Easygoing Style** and **Democratic Style**. Why four? It has been seen that the behavior of leaders when they are dealing with other people and making decisions usually falls within one or more of four basic patterns. You will probably recognize some of your own behaviors in each description. Let us now discuss each of them.

7.4.1 AUTOCRATIC LEADERSHIP

Before we attempt to discuss what autocratic leadership means, for a better understanding, here is an example of what an advocate of this leadership might say.

“Fellow teachers, students and community members must be made to do good work. Without strong orders and direction they are almost sure to escape the responsibility. Schools therefore need principals or headmasters, Cluster Resource Centre (CRC) members, District Education Officers (DEO) and other administrators of education who can forcefully direct them into doing the job they are meant to do. The leadership must see himself/herself as the boss. In the educa-



tional administrator-teacher-student relationship, the boss should use the power he/she has. The teacher leaders and educational administrators must exercise power openly and without apology. The subordinates understand that there are rewards if they do things the leader's way and troubles or penalty if they do not."

We can now possibly draw out the key features from the above example and conceptualise autocratic leadership as presented below:

Autocratic leadership style means all decision-making powers are centralized in the leader, as with dictators. Leaders do not entertain any suggestions or initiatives from subordinates. This type of leader tells his/her subordinates what he/she wants done and how he/she wants it done and does not entertain any advice or suggestion. He/she is a rigid disciplinarian and believes that praise and appreciation will spoil the students. This style of leadership is indicative of a 'tell and do' manager. Leadership here is usually a solo performance. The head of the institution runs the show seeking little advice from the subordinates. He/she makes his/her own decisions, delegating as little independent responsibility as possible. Communication is usually one way: he/she talks and you listen. Autocratic leadership is also more concerned with ends than means. What matters is result. The process and people involved are less important.

This type of leadership has a distorting effect on the development of the employees or subordinates. Frequent use of threats and punishment will reduce their effectiveness.

This style of leadership, however, sometimes permits quick decision-making, as only one person decides for the institution and keeps each decision to him/herself until he/she feels it needs to be shared with the rest of the people. It may be noted, however, that authoritarian style does not include use of demeaning language, yelling, sarcastic behavior and abuse of power. This can be termed as abusive and unprofessional way of functioning of a leader without a clear-cut goal in mind.

7.4.2 LAISSEZ FAIRE LEADERSHIP

A Laissez faire leader might explain him/her as per the example below:

"Too many educational managers at different levels of the school system have inflated notions of what they can accomplish. I am aware of my limited abilities and shortcomings. I know I am inadequate in what I can do to motivate my fellow teachers, students and people in the community. The truth is that these people go their own way. Some are good at work, some are not. Either way there is not much I, as a teacher leader, can do about it. My job is to maintain status



quo and keep people away from creating turmoil in the school. The school functions best without disruption. To survive means keeping a low profile. Colourful educational managers come and go, but those who know how to keep a low profile stay around a long time. ”

What concept and features of Laissez faire leadership we derive from the above statement? Let us discuss them below:

A Laissez faire leader allows the employees to make their decisions. The leader often busies him/her in paper work so as to stay away from group members. The leader feels the big part of his/her job is to keep students and staff from creating turmoil in the school. Leadership is pessimistic about people. Its message is: “You cannot change the way people work, so why try?” The leader is not an initiator of change. Rather he/she spends time looking after the maintenance of the department and protecting himself/herself. The leader only conveys the decisions that are made by a higher authority without providing initiative or personal direction. This type of leadership postpones decisions whenever possible. He/she feels putting decisions off is safer than making them. The leadership favours traditional, tried-and-true ways of doing things, because they are safer than the new or experimental. The teacher leader dislikes taking risks, even calculated ones.

This style of leadership can be used when employees are able to analyse the situation and determine what needs to be done and how to go about doing it.

7.4.3 EASYGOING LEADERSHIP

To understand this type of leadership let us go through the following example of what an easy going leader might say.

“There is a strong correlation between school productivity and morale as the secret of increasing productivity lies in maintaining high morale. As educational networks become larger and complex in nature, they tend to become more bureaucratic. And in such set ups there is a danger that the human beings are ignored. In order therefore to boost the morale, students, teachers and the community members must be treated with affection, warmth, cordiality, friendship, and an understanding that we are all human and make mistakes. That is why my most important job as a teacher leader is to be affectionate, friendly, tolerant and compassionate. It stands to gain nothing by pushing or belittling people. I prefer to keep them happy and assure them that I am with them and believe them.”

The above statement we can make out the concept and aspects of easygoing leadership which are discussed below:



Easygoing leadership means it is loose and unstructured. It has little use for procedures, rules, regulations and systems. The philosophy adhered to is that the job concerned with the school and community will get done even without a structure if the members are relaxed, happy and pleased with their jobs. The leader thinks the most important job as a leader is to be friendly, tolerant and compassionate. If a student or a community member makes a mistake, the teacher leader is likely to overlook it. The leadership is undemanding; it prefers to keep them happy and let them have their own way whenever he/she can. This type of leadership hands out positive reinforcements too easily and would rather not talk about unsatisfactory performance. Easygoing leadership invests much energy in direct person-to-person contact. It spends much time in chatting about things that have nothing to do with the job. Gossips on politics, sports, entertainment, family matters and other trivial issues occupy most of his/her time.

Rewarding so easily and disproportionate amount of time spent on gossips usually give rise to confusion among students, fellow teachers and the community members. They fail to distinguish between productive and non-productive behavior. This confusion retards and even stifles healthy development.

7.4.4 DEMOCRATIC LEADERSHIP

To comprehend democratic leadership, let us now hear, as an example, from a leader who practices this style of leadership.

“As I see it, my job is to get the best out of my students, fellow teachers and community members, including myself. I must let them see what they are really capable of and how good they can be on the job by utilization of their full potential. This I do by helping them develop the required knowledge, skills and motivation. I believe in directed autonomy. I consider the students, colleagues, fellow teachers and the community members as resources for strengthening my own performance. I need plenty of help to get my job done. I can draw on the experience, ideas and talent of these people to supplement my own. Sometimes, I have to act alone; but that does not mean I work in isolation. I, however, prefer to consult them whenever possible and draw on their experience and insight.

“This way I find that everybody is better off. The students, teacher colleagues and community members are significant contributors to my efforts of making elementary education accessible to all in the community. My own performance improves too; the school and community gain mutually because of their participation.”

We can point out several key aspects of democratic leadership from the above statement. Let us discuss them below:



7.5 LEADERSHIP FUNCTIONS

It is widely recognized and accepted that effectiveness of the school in an ambience of school-community relationship depends a great deal on the meaningful functions of the teacher leader. The school teacher has expectations from the students and staff members as well as from the community members. The teacher is placed in this case in a complex situation and has to understand his functions and responsibilities. What do students, fellow teachers, educational administrators, parents and community members expect of the teacher are the questions that relate to the role definition or functions of a teacher leader. Now let us discuss the functions of a teacher leader.

The making of a teacher leader is an intricate process of learning and reflection that requires socialization in school-community relationship and assumption of functioning in a new role. Analyzing research on the functions of school leaders, Leithwood and Duke (1999) have identified the following aspects as leadership functions.

- Instructional (Improving own academic abilities and influencing the work of teacher colleagues in a way that will improve student achievement)
- Transformational (enhancing capacities and commitments of school staff and others)
- Moral (Influencing others by own conduct to notions of right and wrong)
- Participative (Involving academic and community members associated with the school)
- Contingent (Adapting their behavior to fit the situation)

7.5.1 INSTRUCTIONAL FUNCTIONS

The head teacher was popularly viewed as the source of educational expertise. His/her tasks were to manage all functions directly related to teaching and learning. Efforts, however, to empower the teachers as professional educators changed school management to a more democratic and participative model of school organization. Adoption of this model led to the participation of teachers in management decisions like curricular and co-curricular activities, budget and activities in the interface of school and community.

It is important for the development of the school system that the head teacher is not the only source of taking decisions and performing functions. Teachers being empowered with expertise and information also assume leadership responsibility and leadership is exercised collaboratively.



7.5.2 TRANSFORMATIONAL FUNCTIONS

The functions of transformational leadership relate to change and hence the teacher leader's role is seen in facilitating the envisioned change. The teacher, others in the school network and the community members together aim at bringing about change for the betterment of the school and the community around it.

What are the factors then that prompt this change? Leithwood, et. al (1999) enumerates the following as the factors:

- The ability to inspire others
- The ability to motivate others
- The ability to enable others to see beyond their self-interest
- Enabling others to share the vision of the better or ideal school

The teacher leader ought to have the above characteristics so as to make the fellow teacher colleagues and the community members participate effectively in bringing about transformation in school and the community.

7.5.3 MORAL FUNCTIONS

It relates to the shared system of values. The teacher leader's professional values of dealing with all the students judiciously irrespective of their backgrounds and abilities are his/her colleagues values as well. The teacher leader ought to model in his/her conduct the very values which desirably effect the value considerations of the members in the school system including the community members. The teacher leader leaves examples to emulate by the staff at all levels in the school hierarchy to work hard and take responsibility for their actions. He/she inspires all with whom he/she deals. They may be his/her administrative authorities, teacher colleagues, support staff, students, parents, members of school management, community members and visitors.

7.5.4 PARTICIPATIVE FUNCTIONS

Efforts at building collaborative communities enhance the growth in teachers. Development of learning communities in collaboration with community members has emerged as one of the roles of the teacher leaders. The teacher leader can take the lead to demonstrate in practice the idea of teachers being change agents. When a teacher leader comes across a certain level of readiness in a teacher colleague, and the community members he/she utilise the skill of distributing the responsibilities so that they can carry out the tasks responsibly.



7.5.5 CONTINGENT FUNCTIONS

The roles and functions of school are constantly changing in the wake of socio-economic changes and policy decisions that are taking place. It leaves little time for the teachers to pause, reflect and act. Taking care of requirements such as; inclusive classroom, enhancing quality of instruction and academic standards of students, utilization of information and communication technologies in school, managing teaching workloads, conflict resolution in school settings, meaningful interpersonal relationships with parents and community members etc. make it congruent upon the teacher leader to find ideas and solutions. The activities requiring the teacher to address to highlights the challenges and expectations of a teacher leader.

7.6 LET US SUM UP

You have come across the concept of leadership, management, styles of leadership, leadership functions. This must have helped you to differentiate leadership and management in different contexts. You must have got an idea of different types of leadership which may help you reflect as a leader in managing school system. Different leadership functions provide you the scope to internalize the leadership behaviour to lead you of becoming a good leader in school system.

The sum up the opportunities you as a leader received from the **fore** discussion is:

- Leadership is focused much more on the individual's capability of becoming a leader. Leadership is defined as a dynamic relationship, mutual influences, common purposed between leaders and collaborators in which both are moved as higher levels of motivation and moral development as they affect real, intended changes. The activity and behaviour of the teacher leader are the most important factors that influence the school-community relationships.
- Management may be construed as the process of setting and achieving the goods of the institution through the functions of planning, organizing, directing and controlling. Leadership in contrast is more related to interpersonal aspect of the job of the educational institutions. As a manager he/she deals with planning, organizing and controlling and as a leader he/she deals with inspiring, motivating, influencing and bringing in desired changes.
- Leadership style connotes the manner and approach of providing direction, implementation plans and motivating people. There are four types of leadership styles in Autocratic, Laissez Faire, Easy going and Democratic.



- Leadership function makes a teacher leader in different aspect of school system and intricate process of learning and reflection that require socialization in school-community relationship and assumption of functioning in a new role.

7.7 SUGGESTED READINGS AND REFERENCES

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7.8 UNIT-END EXERCISES

1. Explain any two definitions of leadership.
2. Justify the strong leadership and weak management in school system
3. Give the meaning of styles of leadership.
4. What are the functions of leadership?
5. What would you suggest to improve moral leadership function of a teacher in school system?



UNIT 8 RELATIONSHIP WITH EDUCATION AGENCIES

STRUCTURE

- 8.0 *Introduction*
- 8.1 *Learning Objectives*
- 8.2 *Brief History of Educational Laws and Policies*
- 8.3 *Sarva Shiksha Abhiyan (SSA)*
- 8.4 *Bodies established under SSA*
- 8.5 *Examples of Interactions of school with government agencies*
- 8.6 *Other Important Educational Agencies*
- 8.7 *Role of Voluntary Agencies*
- 8.8 *Role of head teachers and teacher's vis-à-vis society*
- 8.9 *Let Us Sum Up*
- 8.10 *Suggested Readings & References*
- 8.11 *Unit-End Exercises*

8.0 INTRODUCTION

In the previous units of block 1 and 2, you have learnt about the role of society and community in education, and their relationship with schools. It is at the schools where the provisions under the Right to Free and Compulsory Education Act, 2009 will be applied in practice. This unit focuses on the relationship between schools and different education agencies. While the role of these agencies is to strengthen and improve the functioning of the schools, the unit also highlights the role of teachers who are catalysts in bringing about a positive change in the society.

8.1 LEARNING OBJECTIVES

The unit aims to:

- a) Provide an overview of the various education agencies (including voluntary agencies) and their relationships with schools

- b) Detail the interactions that the school may have with some of these agencies (e.g.: Receipt of grants, Creation of Annual Work Plans and Collection of DISE data)



8.2 BRIEF HISTORY OF EDUCATIONAL LAWS AND POLICIES

Before we detail the various educational agencies and their relationship with schools, it is important to get a brief overview of the history of the educational laws and policies. The framers of the Indian Constitution recognized the immense importance of elementary education. At the same time, they perceived a lot of challenges in making elementary education a constitutional right. Article 45 was, therefore, inserted in the Constitution. It said, “The State shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years.” The commitment towards universalization of primary education was again made in the National Policy of Education (1968 and 1986) and the Programme of Action (1992). A number of schemes and programmes were launched in pursuance of universalization of elementary education. These included the scheme of Operation Blackboard (OB); Non Formal Education (NFE); Teacher Education (TE); Mahila Samakhyia (MS); State specific Basic Education Projects like the Andhra Pradesh Primary Education Project (APPEP), Bihar Education Project (BEP, Lok Jumbish (LJP) in Rajasthan, Education For All Project in Uttar Pradesh; Shiksha Karmi Project (SKP) in Rajasthan; National Programme of Nutritional Support to Primary Education (MDM); District Primary Education Programme (DPEP). However, in spite of these programmes the goal of universal elementary education could not be realized.

In a landmark judgment in 1993, the Supreme Court said that “Every child has the right to free education until he/she completes the age of fourteen years”. In 1998, the Education Ministers resolved to say that universal education should be pursued in the mission mode. In pursuance of this, in 2001, the Government launched the Sarva Shiksha Abhiyan. In 2002, the 86th Amendment to the Constitution was passed. It said, “The State shall provide free and compulsory education to all children of the age 6 to 14 years in such manner, as the State may, by law, determine.” To give effect to the amendment, the Right to Education was passed by the parliament in 2009. The Act came into force from 1st April 2010.

8.3 SARVA SHIKSHA ABHIYAN (SSA)

Background: Consequent to several efforts, India made good progress in terms



of increase in institutions, teachers, and students in elementary education. However, there were problems relating to drop - out rate and low learning levels. Coupled with it were various systemic issues like inadequate school infrastructure, poorly functioning schools, high teacher absenteeism, large number of teacher vacancies, poor quality of education and inadequate funds. In short, the goal of Universal Elementary education (UEE), which means 100 percent enrolment and retention of children, was not achieved. It is to fill this gap that the Government launched the Sarva Shiksha Abhiyan in 2001.

Details of SSA: Sarva Shiksha Abhiyan (SSA) is Government of India's flagship programme for achievement of Universalization of Elementary Education (UEE) in a time bound manner. It is an effort to universalize elementary education by community-ownership of the school system. The SSA is a partnership between the Central, State and local government. The SSA aims to effectively involve the Panchayati Raj Institutions, School Management Committees, Village and Urban Slum level Education Committees, Parents' Teachers' Associations, Mother Teacher Associations, Tribal Autonomous Councils and other grass root level structures in the management of elementary schools. A number of schemes were started under the NPE such as, National Programme of Nutritional Support for Primary Education (NPNSPE), Mahila Samakhya, District Primary Education Programme, Education Guarantee Scheme (EGS), Alternative Education, Janshala. These schemes and programmes were integrated into the SSA framework.

The basic features of SSA are:

- Institutional Reforms - As part of the SSA, the Central and the State governments are expected to undertake reforms in order to improve efficiency of the delivery system.
- Community Ownership - The programme aims to strengthen community ownership of school-based interventions through effective decentralization. SSA envisages cooperation between teachers, parents and PRIs, as well as accountability and transparency to the community.
- Institutional Capacity Building -The SSA conceives a major capacity building role for national, state and district level institutions like NIEPA / NCERT / NCTE / SCERT / SIEMAT / DIET.
- Improving Mainstream Educational Administration – SSA aims for improvement of mainstream educational administration by institutional development, infusion of new approaches and by adoption of cost effective and efficient methods.



- Habitation as a Unit of Planning - The SSA works on a community based approach to planning with habitation as a unit of planning. Habitation plans are the basis for formulating district plans.
- Role of teachers - SSA recognizes the critical and central role of teachers and advocates a focus on their development needs. Setting up of Block Resource Centres/Cluster Resource Centres, recruitment of qualified teachers, opportunities for teacher development through participation in curriculum-related material development, focus on classroom process and exposure visits for teachers are all designed to develop the human resource among teachers.
- District Elementary Education Plans - As per the SSA framework, each district is expected to prepare a District Elementary Education Plan reflecting all the investments being made and required in the elementary education sector. Every district is expected to create an Annual Work Plan and Budget that will list the prioritized activities to be carried out in that year.

RTE and SSA: In the year 2009, the Parliament of India passed the Right to Education Act under which, “free and compulsory education to all children between 6-14 years of age” is a constitutional commitment. SSA has been made the vehicle for the implementation of the RTE Act. Based on the Anil Bordia Committee Report, the SSA vision, strategies and norms are now being harmonized with the RTE.

8.4 BODIES ESTABLISHED UNDER SSA

Block Resource Centres (BRCs): They work closely with the District Education officer (DEO) and Block Education Officer (BEO). A BRC has a special staff of 5-7 who coordinate with the Cluster Resource Centres (CRCs) in carrying out their roles.

Role of BRCs:

- a) Conduct in-service training for elementary school teachers
- b) Provide support to the Cluster Resource Centres (CRC) to manage and improve the functioning of schools
- c) Collaborate with NGOs, local authorities and qualified resource persons in implementing the provisions under RTE Act
- d) BRC staff members are required to monitor and supervise schools on a regular basis. The findings by the BRC staff are shared with members of the CRC, helping them in planning, training and improving the quality of education



Cluster Resource Centres (CRCs): They are the direct interface of all the educational agencies conducting programmes with the schools and work closely with the District Education officer (DEO) and Block Education Officer (BEO). CRCs are mainly located in a well equipped school campus, with each Centre catering to 15-20 elementary schools under one coordinator. Additional staff is provided to CRCs who cover a larger number of schools or are located in hard to reach areas.

Role of CRCs:

- a) Visit schools regularly and provide academic support to the teachers at the classroom level
- b) Ensure admission of children in age appropriate classes in schools
- c) Conduct training programmes for teachers, especially in areas of remedial teaching and special education
- d) Encourage enrolment and retention of children in schools from the cluster
- e) Interact and take initiatives to improve the management of the school in partnership with the School Management Committee (SMC), teachers, parents, community and qualified resource persons

8.5 EXAMPLES OF INTERACTIONS OF SCHOOL WITH GOVERNMENT AGENCIES

Creation of Annual Work Plan and Budget: SSA envisages need based and participatory planning. As per Section 21 of the RTE Act, a School Management Committee should be constituted for all schools except private unaided schools. An SMC is expected to create a School Development Plan that forms the basis of the grants received by the school. The Plan may be led by the core team, consisting of Head Teacher, selected teachers and parents and NGO representatives. The School Development Plan should emerge from a process of micro planning, in respect of all habitations falling within the catchment area of the school. The School Development Plan shall then be appraised by the Cluster level units, in consultation with Block teams. The District unit will appraise the Block Level plans which will form the basis of the district level plan. The Annual District Plan shall have to be need based and must focus on the gaps and resources available. Preparation of Annual Plans requires creation of capacities at all levels. While capacities need to be developed at the national, state and district level, the quality of planning exercise will be greatly augmented by the involvement of BRCs and CRCs. Their capacities need to be built for effective planning by SMC.

Receipt of Grants: For its effective functioning, a school receives various grants from the SSA. Below is a summary of some important grants that a school receives from SSA

Type of Grant	Details	Amount
Teacher Grant	Teacher grant is provided to all teachers on annual basis to facilitate child centred, joyful classroom processes by using self developed, low cost, locally available material.	Rs 500 per teacher per year in primary and upper primary stage
School Grant (To be spent only by VEC/SMC)	School grant is provided to all Government and Government aided schools on annual basis for the replacement of non functional equipment and for other recurring cost such as consumables, play material, games, sports equipment etc	Rs 5000/- per year per primary school and Rs 7000/- per year per upper primary school Primary and Upper Primary Schools are treated as separate schools even if they are functioning in the same premises
School Maintenance Grant (To be utilized only through SMC/VEC)	SMG is provided for annual maintenance and repair of existing school buildings and other facilities to upkeep the infrastructure	Schools upto 3 classrooms are eligible to a maximum of Rs 5000 per school per year Schools more than 3 classrooms are eligible to a grant of Rs 10000 per school per year (subject to the condition that the overall eligibility is Rs 7500 per school per year)
Furniture (Procurement to be done by VEC/ SMC or equivalent bodies)	Furniture may be provided to existing Government Upper Primary Schools which already do not have furniture subject to the following conditions: These funds should not be utilized for new upper primary schools sanctioned under SSA since 2001 as they already have a provision for Rs 50000/- at starting stage	Rs 500/- per child in Government Upper Primary Schools as one time grant
Libraries	Provision is available only for Government schools that already do not have a library. These funds are not available to new primary and upper primary schools as they can utilize the TLE Grant for this purpose	Rs 3000/- for primary school and Rs 10000/- for upper primary school as a one-time grant In case of composite elementary schools, a one-time grant of Rs 13000/- shall be provided.



Monitoring and Support to Schools: Each BEO should have a contingent team of Assistant EO who should be expected to undertake at least two visits to every school every year. They should look at the records maintained by the teachers/ headmasters, condition of school building and seating arrangement for students. They should pay particular attention to availability of drinking water, usability of toilets, kitchen where Mid Day Meal is cooked and whether the school has well maintained boundary wall.

BRC and CRC Staff are expected to visit schools regularly and provide curricular support to teachers – particularly progress with syllabus, the manner in which use is being made of textbooks and other materials, support teachers in developing TLM and the manner in which continuous and comprehensive evaluation is being put into effect.

Collection and use of DISE data: DISE (District Information System of Education) is a school based statistical system. It was initiated by National Institute of Educational Planning and Administration (NIEPA) in 1995 with assistance from UNICEF. DISE provides school based data on variables such as enrolment (Boys/ Girls/ SC/ST), infrastructural facilities (library, girls/boys and common toilet, playground, drinking water facility etc), number of teachers and para teachers, student flows, medium of instruction etc.

DISE (District Information System for Education) is a valuable source of data which carries detail information of each school, on the students, teachers and school infrastructure. The information/ data collected through DISE play a key role for preparation of Annual Work Plan and Budget for the Districts and State. Filling the Data Capturing Format is a crucial activity for each school that provides DISE data. The basic data collected from the primary schools is verified by the Block Education Officer/Block resource Coordinator for its completeness and delivered to the District EMIS in-charge/DPEP Project Coordinator. Village data is also collected and sent to the district in the same manner. The data is first computerized and analyzed at the district level. District level data is aggregated at the state level using DISE software which is specially designed for state level analysis and tracking the progress of key performance indicators.

Recruitment and Trainings: The Central Government has notified National Council for Teacher Education as the academic authority to lay down minimum qualifications for a person to be eligible as a teacher. The District Institute of Education and Training (DIETs), Cluster Resource Centre (CRC) and Block Resource Centre (BRC) are expected to function as academic resource centres. The faculty in DIET provides pre-service and in service training. The coordinators in BRCs and CRCs provide in-service training and onsite support to schools.



8.6 OTHER IMPORTANT EDUCATIONAL AGENCIES

National Council of Educational Research and Training (NCERT): It is an autonomous organization set up 1961 by the Government of India, assisting and advising the Central and State Governments on policies and programmes to improve the quality of school education. As a nodal agency for achieving goals of universalisation of elementary education, it also networks with state educational departments, universities, NGOs and other educational institutions to meet its following objectives:

- a) To prepare and publish resource materials such as, textbooks, journals for schools and teachers
- b) To develop new and innovative educational techniques and practices
- c) To organize courses on training of teachers

NCERT came out with the National Curriculum Framework (NCF) in 1988. It was published in response to the desire expressed in the “National Policy on Education”, 1986 that the implementation of education policy and emergent trends in education should be reviewed periodically. Subsequently two NCFs have been published in 2000 and 2005. The NCF provides a framework for designing of curriculum, creation of textbooks and classroom pedagogy.

Under the Right of Children to Free and Compulsory Education Act (2009), the NCERT has been appointed as the academic authority to lay down the curriculum and evaluation procedure for elementary education and to lay down a framework for national curriculum.

The National Council for Teacher Education (NCTE): It was established in 1973 as an advisory body on all matters pertaining to teacher education for the Central and State Governments. On 17th August, 1995 NCTE was given a statutory status under the National Policy on Education (NPE) formulated in 1986. This step was taken to empower the NCTE in overhauling the system of teacher education. Under the Right to Education, NCTE has been appointed as the authority to lay down the minimum qualifications for a person to be appointed as a teacher.

Role of NCTE:

- a) Achieve planned and coordinated development of the teacher education system through -
 - i. Curriculum planning of in-service training programmes



- ii. Monitoring of training programmes
 - iii. Initiating innovations in teacher education
- b) Regulation and proper maintenance of norms and standards in the teacher education system
 - c) Research and training of persons for equipping them to teach at pre-primary, primary, secondary and senior secondary stages in schools, and non-formal education, part-time education, adult education and distance (correspondence) education courses

National Commission for Protection of Child Rights: The National Commission for Protection of Child Rights (NCPCR) was set up in March 2007 under the Commission for Protection of Child Rights Act, 2005. The NCPCR at the national level and the State Commission for Protection of Child Rights (SCPCR) at the state level ensure that all laws, policies, programmes and administrative mechanisms are in adherence to the Rights of Children as enshrined in the Constitution of India.

Under the Right to Education (RTE) Act, the role of NCPCR is:

- a) Monitoring of child's right to education
- b) Inquire into complaints relating to child's right to free and compulsory education
- c) Advise the education agencies and other partners implementing educational programmes on matters relating to children in need of special care and protection, including children in distress, marginalized and disadvantaged children, children in conflict with law, juveniles, children without family and children of prisoners
- d) Recommend measures and norms to be implemented by schools such as, prohibiting discrimination, prohibiting physical punishment and mental harassment of any child in school

State Council of Educational Research and Training (SCERT): The main function of this Council is to bring qualitative improvement in the field of school education. The main aim of their activities is to acquaint the teachers with the innovations brought out in the field of school education through teachers training programmes and workshops. The main activities of SCERT are

- Organize in-service training programmes for teachers, administrators and teacher educators
- Implement new educational techniques and methodologies

- Coordinate with DIETs and impart guidance
- Develop Teaching Learning Material (TLM) for various training programmes to get it printed.
- Co-ordinate with various State councils of Education, NCERT, NIEPA

State Commission for Protection of Child Rights: At the State level, the State Commission for Protection of Child Rights is the main agency to inquire into complaints of violation of child right.

The State Commissions for Protection of Child Rights (SCPCR) are to be established in each state as per the provisions of the Commissions for Protection of Child Rights Act, 2005. They are expected to be set up to protect, promote and defend child rights in each state. The Commission consists of a chairperson and six members who are well versed in child welfare. At least one member should be a woman. The State Commission is required to submit an annual report to the state government as well as special reports when an issue needs immediate attention.

District Elementary Education Officer: The District Elementary Education officer is in charge of the administration of elementary education in the district. Some of his/her main functions are:

- a) Maintain a record of all children in their jurisdiction till they complete 14 years of age
- b) Ensure that schools in the district fulfil the required norms and standards, through monitoring and onsite inspection
- c) Oversee functioning of schools and teachers in the district
- d) Oversee Appointments and Transfers of Teachers, Rationalization of Teacher
- e) Look into Promotions, complaints, fifth class examination, Seniority and Confirmation and Priority Cases
- f) Oversee Recognition of Private Schools
- g) Oversee Medical Re-imburement of Teachers
- h) Oversee Grants-in-Aid to Aided Schools

District institutes of Education and Training (DIETs): Under the National Policy on Education (NPE) on teacher education, the Central government allocated funds to set up DIETs in October 1989, to provide academic and resource support at the grass-roots level for the success of the various strategies and programmes being undertaken in the areas of elementary and adult education. Placed under





the District Board of Education (DBE), DIETs are closely linked with education agencies and NGOs at the National, State, Divisional and District levels whose objectives and interests converge with its own. DIETs function throughout the year and are mainly residential institutions.

Role of DIETs:

- a) Promote universalization and enhance the quality of Primary/Elementary and Adult education by providing training and orientation through pre-service and in-service education to the following groups-
 - i. Elementary school teachers
 - ii. Head Master, Heads of School Complexes and officers of Education Department up to Block level
 - iii. Instructors and supervisors of Non-formal and Adult Education
 - iv. Members of District Board of Education (DBE) and Village Education Committee (VECs) Community leaders, youth and other volunteers working in the field of education
- b) Engage resource persons to conduct suitable programmes for the groups mentioned above, at centres other than the DIET
- c) Provide academic and resource support to the elementary and adult education systems in the district
- d) Action based research to deal with specific problems of the district in achieving the objectives in the areas of elementary and adult education

8.7 ROLE OF VOLUNTARY AGENCIES

Voluntary agencies / Non-Governmental Organizations (NGOs) have been playing a significant role in spreading education even before the SSA and RTE was introduced. Recognizing the efforts made by voluntary agencies, the SSA has sought to engage voluntary agencies in implementing its objectives at all operational levels. Existing partnerships, which have been running successfully, will continue and new areas of partnerships are being explored.

The initiative taken by NGOs in spreading education by running need based educational programmes has been commendable.

The role of voluntary agencies is:

- a) Capacity building and regular training of School Management Committees (SMCs) and Panchayati Raj Institutions (PRIs)



- b) Research on education policies, planning, implementation and impact of the programmes being run by the SSA
- c) Monitoring and evaluation of schools, training centres, training programmes, curriculum and assessment mechanisms
- d) Prevention of harassment of teachers and enabling them to properly discharge their duties
- e) Implementation of programmes such as, Education Guarantee Scheme (EGS), Alternative education, Remedial teaching, Non residential bridge courses (NBRCs) and residential bridge courses (RBCs) in rural, urban and tribal areas
- f) Mobilize the society and community to increase enrolment and retention of children in schools particularly, of the girl child, minorities, children from weaker and disadvantaged sections of the society
- g) Promote programmes related to health, hygiene and sanitation amongst children, in communities and schools
- h) Provide specialized support to facilitate integrated education of disabled children, children with special needs
- i) Ensure that schools and communities practice non-discrimination and are secular in nature
- j) Guide schools/communities/parents in proper redressal of their grievances

8.8 ROLE OF HEAD TEACHERS AND TEACHER'S VIS-À-VIS SOCIETY

Education plays an important role in reforming the society and aides in its progress. Availability of quality basic education (Elementary education) is instrumental in promoting social justice and empowerment. Hence, the role of head teachers and teachers imparting education is critical in society. Therefore, the RTE lays great emphasis on teacher recruitment, qualification, training and motivation. The Act also clearly outlines the role and responsibilities of teachers, applicable both in schools and in communities.

- a) Encourage the participation of the society in managing the school activities and in improving the quality of education
- b) Appraise the parents/community on the progress of the children/school
- c) Engage parents and members of the society in increasing enrolment, retention of children in schools and minimize dropout rates, especially those belonging to the weaker and disadvantaged sections of the society



- d) Promote gender equality and secularism in the society and ensure the protection Child Rights
- e) Create awareness about acts and schemes run by the government and other agencies that may be useful to the members of the society
- f) Interact with the members of the society through participation in social activities, parent/community meetings to understand their concerns and give suggestions related to education, health, hygiene, safety and sanitation
- g) Cooperate and coordinate activities with the society and local authorities to facilitate social harmony

8.9 LET US SUM UP

Various Educational laws and policies were launched for improvement in education in India. National policies of education (1968 and 1986) and the programme of action (1992) was committed towards universalization of primary education. A number of schemes and programmes were launched in pursuance of universalization of Elementary education like operation Black Board, Mid-Day-Meal, District Primary Education Programme etc. In 2002 the 86th amendment to the constitution was passed and said the state shall provide free and compulsory education to all children of age 6 to 14 years. To give effect to amendment the Right to Education was passed by the parliament in 2009. the Act came into force from 1st April 2010.

There are various examples of interactions of school with Govt. agencies. Interaction may be for creation of Annual work plan and Budget, Receipt of grants, monitoring and support to schools, collection and use of DISE data, recruitment and trainings etc. some other important agencies are National Council of Educational Research and Training (NCERT), The National Council for teacher Education (NCTE) National Commission for Protection of Child Rights (NCPCR) State Council of Educational Research and Training (SCERT), State Commission for protection of Child Rights (SCPCR) etc. Role of voluntary agencies are very important in achieving the aim of education as education plays an important role in reforming the society.

8.10 SUGGESTED READINGS & REFERENCES

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8.11 UNIT-END EXERCISES

1. Discuss basic features of SSA.
2. Describe the role of cluster Resource Centres (CRCs).
3. Write short notes on:
 - NCERT
 - NCTE
 - SCERT
 - DIET