

ROLE AND RESPONSIBILITY OF TEACHER TOWARDS SUCCESSFUL IMPLEMENTATION OF SARVA SHIKSHA ABHIYAN

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Abstract:

The role and responsibility of the teacher has been undertaken in the present study to investigate the teaching learning process in the schools under Sarva Shiksha Abhiyan. The central role played by the teacher in successful implementation of Sarva Shiksha Abhiyan needs reconsideration for cent percent results as expected in the programme. The teacher participation becomes more important with liabilities of teaching, fund flow mechanism and Mid-Day Meal responsibility. A teacher provides under the one roof many facilities- congenial environment, education and nutritious food to the child. A teacher unites together all the essential elements in a sequential manner in the initial stage of elementary school education for the benefit of child.

Introduction

The role of teacher has been the central one since ages. Education is a process resulting in human development in itself. Man can learn better with instructions being provided by someone. The role of a Trainer, an Instructor and a Teacher has been given importance in world cultures. It is a Teacher who teaches many things to a man in his life. A Teacher is placed next to parents and God in life of a man. It is a teacher who teaches the art of life to man. A teacher develops the body, mind and spirit of a man. A teacher plays the role of a nurse, guide and guardian. A teacher steers the child to the right direction in life. The ultimate aim of a teacher is to bring the all-round development of his disciple.

Teacher

A teacher is a nation builder. A teacher brings an all-round development of the child. All the aspects of the child personality – physical, mental, emotional, social and spiritual are developed by the teacher. A teacher develops a child into a man with a capacity to lead the nation. It is a teacher who touches a bud with tender care for its full blossom into a flower. A teacher is a pivotal point in the field of education. A teacher is given the highest seat of a Guru in Indian Education System since ages. A Guru enlightens the path of his disciple with divine knowledge and worldly knowledge.

A teacher always steps aside to let his pupil shine in life. Education is made child-centered to facilitate the child learning with efforts made by the teacher. A teacher works day and night for the betterment of his pupil. Society always tries to provide congenial environment for both child development and teacher work environment. However a lacuna creeps in with extra workload upon the school teacher such as performing duties other than teaching work in the school. To name a few in schools under Sarva Shiksha Abhiyan such as Mid-Day Meal work, Official work and Clerical work. It mars the teacher efficiency for performing teaching related duties properly. It needs to be taken care of at the legislative level with stringent law and implementation for better results in schools under Sarva Shiksha Abhiyan.

A teacher is assigned the role of providing education and inculcating values. School education is given more importance with stress upon elementary education. Elementary education has been called as the base of school education. The role of teacher is given immense importance in Right To Education Act 2009 for the improvement of elementary education. The teacher qualification and work environment are focused upon with the implementation of Right To Education Act 2009 (RTE Act, 2009). It paved way for the training of the untrained teachers and to revise teacher education qualification as per norms of NCTE. It provided highly qualified and skilled teachers for bringing better results under the implementation of Sarva Shiksha Abhiyan Programme (MHRD, 2011).

Role and Responsibility of Teacher

The role of the teacher is defined as central one with regards to the functioning and successful implementation of Sarva Shiksha Abhiyan. The qualification, service terms and conditions for the school teacher's work environment is defined by the National Council for Teacher Education under the Central Government as notified in Section 23 of Right To Education Act 2009. The National Council for Teacher Education has laid down the required teacher qualification in its notification dated 23rd August 2010 (RTE Act, 2009).

The section 24 of Right To Education Act 2009 provides for the duties of the school teacher. The primary duty of the school teacher has been defined as attending school regularly, transacting the syllabus in a time bound manner, to provide additional/supplementary support to the child whenever a child needs such support, to carry out an assessment of the child learning and interacting with the parents of the child. It becomes the primary duty of the teacher to carry out the all-round development of the child. It is duty of the teacher to protect child's rights, to provide education in a congenial environment, to desist from corporal punishment and mental harassment and not to provide private tuitions.

The Right To Education Act 2009 provides for a provision of banning the corporal punishment and mental harassment of the child in the school. Further the corporal punishment has been made punishable under the law on Indian soils. The National Policy on Education 1986/1992 prohibits the corporal punishment. It states total exclusion of corporal punishment from the system of education. Banning the corporal punishment and mental harassment in school is in direct relation with the Article 39(f) of the Indian Constitution, National Policy on Education 1986/1992 and United Nations Convention on Child Rights (UNCRC). The Article 19 of the UNCRC states that: "All the State parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parents, legal guardians or any other person who has the care of the child." India being a signatory to the United Nations Convention on Child Rights (UNCRC) follows the idea of ban upon the corporal punishment and mental harassment of the child (RTE Act, 2009).

The section 25 of The Right To Education Act 2009 asked to maintain the required pupil teacher ratio in the school. It is to be maintained by the appropriate government and the local authority. The section 27 of The Right To Education Act 2009 asked to prohibits the teacher deployments for the non-educational purposes. The teacher deployment is exempted in population census, disaster relief duties, duties related to elections to state legislatures, parliament and local authority. It ensures that the teacher devote more time for school and classroom transactions. It further ensures that teacher must be able to perform his classroom duties properly and not taken away for works other than teaching and as mentioned above.

The section 28 of The Right To Education Act 2009 prohibits private tuition by the teacher. Private tuition has been called 'an ill affecting the Indian education system' which needs to be addressed properly. A teacher is not allowed to have commercial gains using his position in school by mean of private tuitions under the law. The section 31 of The Right To Education Act 2009 under the protection of the child rights asked a teacher to not to discriminate with the child upon any basis in the classroom. It further asked the teacher to use appropriate teaching method in the classroom and follow appropriate evaluation system. The teacher accountability is made in the all-round development of the child. The teacher needs to prepare the school development plan with the school management committee members. A teacher is asked to facilitate the child admission in the school with no child denied admission upon any basis in the school. No screening procedure is followed for school admission and no capitation fee is charged in any form from the child until child completes the elementary education (RTE Act, 2009).

The role of teacher is defined as "A key partner in planning and implementing community participation strategies", in Sarva Shiksha Abhiyan Framework for Implementation 2011 (MHRD, 2011). A teacher is given the responsibility of facilitating the classroom activities 'without any inhibition'. The teacher is to give classroom instructions in relation to the learning capabilities of the child. The teacher takes into care the individual differences of the child in the classroom situations. The teacher uses the local community resources for the design of the activities in the classroom. The use of the reference material is made by the teacher for the updation of his own knowledge and providing knowledge to the child. It is a well said thing that a candle can light another candle only if it is burning itself. So the teacher needs to update his knowledge for the enlightenment of the mind of the child (MHRD, 2011).

A teacher is asked to take up the classroom problems as an action research to provide a suitable solution (MHRD, 2011). The teacher is to carry out discussions with school colleagues and local community to bring desired results. It helps the teacher to develop the child in an all-round capabilities and capacities. The child development at physical, mental, emotional, social and spiritual level is wholly dependent upon the teacher.

To perform duty of a nation builder, the teacher developmental programmes are designed by the government to improve teacher's skills. It helps to make the teacher capable of performing all his duties in a dignified manner. It includes the pre-service and in-service teacher training programmes for the teacher. A teacher is mandated to attend the in-service teacher training programmes such as seminar, workshops etc. under the Sarva Shiksha Abhiyan programme. It provides to sharpen the teacher skills with the changing times, curriculum and teaching strategies. In this way the teacher is able to keep pace with the new strategies and produce good teaching results (MHRD, 2011).

Review of Related Literature

Jain & Mittal (2009) in their research work revealed that the objectives and provisions of Sarva Shiksha Abhiyan program were not clear to a number of school teachers, school heads and parents. The fund allocation was not found proper for teaching learning material in the schools.

As per Surapuramath (2012) no significant difference was found in rural and urban teachers' attitude regarding the in-service teacher training programme under Sarva Shiksha Abhiyan. It revealed that male and female teachers equally considered the in-service teacher training programme as a mean to improve their skills only.

Whereas as per the investigators Gupta & Singh (2013) revealed that under Sarva Shiksha Abhiyan a large amount of funds were spent for achieving the targets of universalisation of Elementary Education. In relation to the pre-set norms the work conditions were not fixed for the teachers. In teacher workload distribution more discrepancies were found. Official workload burden was found in a total of 27 percent of teachers. Mid-Day meal in-charge-ship duty along with classroom teaching hampered the teacher's work efficiency in 34 percent of cases.

Rationale of the Study

The role and responsibilities of a teacher are given a due importance in the implementation of the Sarva Shiksha Abhiyan Programme. The role of the teacher can be comprehended and improved up-to a level of satisfaction with finding the loopholes in the entire educational system. Problem solving in the classroom by the teacher was possible with ensuring more student-teacher participation at a higher level in the educational process (Singh & Gera, 2015).

A teacher faces a number of problems on the way to successful implementation of Sarva Shiksha Abhiyan. Therefore the investigator wished to study the role and responsibilities of teacher towards successful implementation of Sarva Shiksha Abhiyan, in district Jalandhar, Punjab, which is spread over an area of 2632 km square (Census 2011).

Objectives of the Study

1. To study the role and responsibilities of school teachers in successful implementation of Sarva Shiksha Abhiyan in district Jalandhar, Punjab.
2. To identify the activities undertaken by the teachers under Sarva Shiksha Abhiyan in district Jalandhar (Punjab).
3. To find out the challenges faced by the teachers in SSA Schools on the basis of the opinion of the teaching community.
4. To identify the suggestions given by the teachers for better functioning of Sarva Shiksha Abhiyan.

Design of the Study

Researcher employed survey method in the present study for a sample of 100 School Teachers taken randomly from 70 schools located in 14 blocks of district Jalandhar. Self-developed questionnaire was used by the researcher for the purpose of data collection. Investigator himself asked questions from the school teachers for the purpose of data collection.

Limitations of Study

The study was limited to the teachers of Sarva Shiksha Abhiyan Schools of District Jalandhar, Punjab.

Main Findings of the Study

Table 1
Profile of Teachers

Age	Frequency	Percentage
21-30 years	21	21
31-40 years	66	66
41-50 years	9	9
51-60 years	4	4
Teaching Experience	-	-
0-9	58	58
10-19	32	32
20-29	10	10
Gender	-	-
Male	24	24
Female	76	76
Educational Qualification	-	-
10+2 & E.T.T.	12	12
Upto Graduation	22	22
Post-Graduation	63	63
Doctoral	3	3

Table 1 shows that from the selected sample of 100 teachers, maximum i.e. 87(87%) were in the age group of 21-40 years. A majority (90%) of teachers were having less than twenty years of teaching experience. A majority (76%) of teachers working under Sarva Shiksha Abhiyan were found to be female teachers. Further it is observed that 12 percent of them were qualified up to 10+2 & E.T.T. class, 22 percent were graduate, 63 percent were post-graduate and 3 percent were Doctoral. It is concluded that maximum teachers were in the age group 21 years to 40 years and were qualified up-to Post-Graduation.

Table 2
Role of Teacher towards Student's Development

Role Towards Student's Development	Frequency	Percentage
School Enrollment & Retention	82	82
Educational Development	77	77
Motivation	62	62
Personal Support	32	32
Financial Support	17	17

Table 2 shows the role of Teachers towards Student's development. The responses pattern of Teachers was: School Enrollment and Retention (82%), Educational Development (77%), Motivation (62%), Personal Support (32%), Financial Support (17%). It is concluded from this above observation that teachers were taking interest in student's school enrollment and educational development.

Table 3
Role of Teachers in Running SSA Affairs

Role in SSA Affairs	Frequency	Percentage
Teaching Learning Process	78	78
Mid-Day Meal Supervision	67	67
SSA Grant Arrival and Expenditure	21	21
Providing School Facilities	20	20

Table 3 shows the distribution of Teachers in running SSA Affairs. The responses pattern of Teachers was: Teaching Learning Process (78%), Mid-Day Meal Supervision (67%), SSA Grant Arrival and Expenditure (21%), Providing School Facilities (20%). Thus it can be concluded from the above observation that more than two third were taking interest in the teaching learning process and Mid-Day Meal work.

Table 4
Activities Organised for Student's Welfare

Activities for Student's Welfare	Frequency	Percentage
Sports Activities	87	87
Cultural and Arts Activities	79	79
Social Activities	55	55
Religious & Spiritual Developmental Activities	34	34
Health and Hygiene Activities	32	32
Tour and Excursion Activities	21	21

Table 4 shows the distribution of teachers in organising activities for student's welfare. The responses pattern of Teachers was: Sports Activities (87%), Cultural and Arts Activities (79%), Social Activities (55%), Religious & Spiritual Developmental Activities (34%), Health and Hygiene Activities (32%), Tour and Excursion Activities (21%). Thus it can be concluded from the above observation that a large number of teachers were taking interest in organising sports, cultural and arts activities for student's welfare.

Table 5
Steps taken for Lowering Children Dropout Rate

Responses	Frequency	Percentage
Educational Motivation	71	71
Parent Teacher Meeting	43	43
Home Visit of Dropout Child	26	26
Personal Motivation	11	11

Table 5 shows that 71 percent teachers revealed that educational motivation was provided to the students, 43% said that parent teacher meeting was held and very few (26%) said that they paid home visit to dropout child, whereas 11% indicated that they provided personal motivation to the student. It can be concluded from the above observation that fewer efforts were made for meeting with the parents of the dropout child, to find out reasons for child dropout and bringing the child back to the school.

Table 6
Steps taken to identify and admission of Never Admitted Child to School

Responses	Frequency	Percentage
Parents Teacher Meeting	67	67
Student Survey	44	44
Home Visit	29	29

Table 6 shows query about the steps taken to identify and admission of never admitted child to the school, in response to which sixty seven percent (67 percent) teachers reported that the parents teacher meeting was held, student survey (44 percent), and very few (29%) said that they paid home visit to identify the never admitted child to school. It can be concluded from the above observation that less student survey was done to identify never admitted child to school.

Table 7
Role of Teacher for Special Needs children

Role for Special Needs children	Frequency	Percentage
School Enrolment	71	71
Parents & Child Motivation	63	63
Special Classroom Attention	56	56
School Facilities	-	-
Ramp at Entrance to School, Classes & Toilet	88	88
Educational Help in Classroom	62	62
Special Care	48	48
Wheelchair	17	17

Table 7 shows the role of Teachers towards identification of special needs children in which 71% Teachers revealed that they identified and helped in school enrolment of child with special needs, 63% said that they motivated the parents and child with special needs to get education with other normal children in the school, whereas 56% said that they provide special classroom attention to children with special needs. Further when asked about type of facilities provided to special needs children in the school to which (88%) of the teachers reported that Ramp at Entrance to School, Classes & Toilet was provided to children with special needs, Educational Help in Classroom (62%), Special Care (48%), wheelchair (17%). It was further revealed by the Teachers that the physical facilities were provided jointly under SSA funds and school funds.

Table 8
Education of Labour Class and Migrant Child

Education of Labour Class and Migrant Child	Frequency	Percentage
School Admission	73	73
Social Motivation and Awareness	56	56
Visit to Slums and Habitations	26	26

Table 8 shows the role of Teachers towards education of the labour class and migrant children to which 73 of the Teachers said that they supported the child in school admission, little more than fifty percent (56%) said they provided Social Motivation and Awareness and whereas 26 percent visited slums and habitations for child identification and school admission.

Table 9
Education of Girl Child and Minorities

Education of Girl Child	Frequency	Percentage
School Enrolment	85	85
Community Awareness	56	56
Motivating Parents	32	32
Education of Minorities	-	-
School Admission	72	72
Providing Scholarship	71	71
Providing School Facilities	44	44

Table 9 enquires about the education of girl child and minorities. In response to this query the response pattern of the respondent teachers was as follow: 85 percent school enrolment of the girl child; 56% provided the community awareness to educate the girl child whereas 32% said that they motivated the parents. When asked what they do for education of minorities, to which 72 percent said they motivated the deprived section of community to admit the child in the school, 71 percent said they helped the weaker section child in getting education under scholarship in the school and 44 percent said that they provided various school facilities to the child.

Table 10
Extra Burden upon Teachers in SSA Schools

Extra Burden upon Teachers in SSA Schools	Frequency	Percentage
Mid-Day Meal Work	87	87
Official Work	84	84
Clerical Work	35	35

Above query in Table 10 revealed that maximum teachers were busy in Mid-Day Meal Work (87%) and Official Work (84%) whereas almost one third respondents (35%) said that they were busy in the clerical work in the schools. These extra works reduces the teacher efficiency and hampers the teaching learning process.

Table 11
Difficulties Faced and Suggestions for Smooth Functioning of SSA

Difficulties Faced in Running SSA Classes	Frequency	Percentage
Lack of Modern Facilities	77	77
Extra Workload	62	62
Less Community Support	45	45
Students from Less Educated Families	43	43
Irregularity of Students	21	21
Suggestions for Improvement in SSA Functioning	-	-
Improve Physical Facilities	72	72
Quality Mid-Day Meal	65	65
Timely Disbursal of Funds	38	38
To Fill up Vacant Teaching Post	25	25

Table 11 shows the difficulties faced and suggestions given by teachers for smooth functioning of SSA. The pattern of response of the respondents, for difficulties faced in running SSA classes was as follow: 77 percent Lack of Modern Facilities, 62(62%) reported extra workload in the school as a difficulty in running SSA classes, 45(45%) Less Community Support, whereas 43(43%) reported Students from Less Educated Families getting education in school as a difficulty in providing good education and 21 percent reported Irregularity of Students in attending the school as a hurdle in school education. When asked about the suggestions for smooth functioning of SSA 72% teachers reported to improve physical facilities in schools, 65% asked for quality Mid-Day Meal, whereas 38% asked for Timely Disbursal of Funds and 25% asked To Fill up Vacant Teaching Posts in the schools. Teachers revealed that sometimes they have to spend money from their own pocket for the Mid-Day Meal and other necessities in the school as funds were delayed.

Conclusion

Elementary school education is the birth right of every child and the aim of providing quality education is the duty of a nation. Making the elementary education free and compulsory for every child up to the age of 6-14 years (RTE Act, 2009) will not do the needful for the whole nation. The need is to provide quality education as par with international standards. Indian scene of education will change only when the whole system will awake from slumber and action is done to provide good quality education.

We need to understand the fact that the world has reached up to the moon and we are still grappling to provide basic facilities and basic education to our generations. If India wants to progress with leaps and bounds then we need to equip our child with world class education. Our child can compete in the international job market only when he is well equipped. To achieve all these targets more changes are desired in the policy of school education and role of a school teacher needs to be redefined. A school

teacher needs to be well equipped with desired skills to transact the whole system of school education. All hopes are put upon a teacher to bring sustainable changes in the system of education.

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