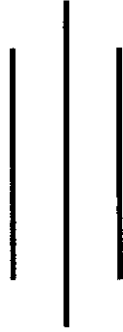


TEACHER SUPPORT SYSTEM

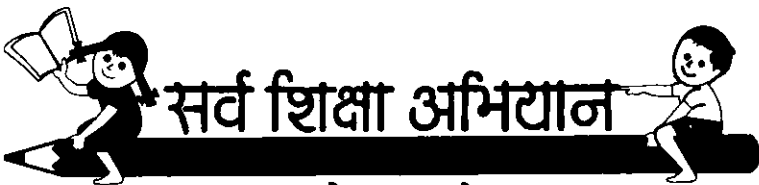
(ROLE OF VARIOUS FUNCTIONARIES)



STATE PROJECT OFFICE

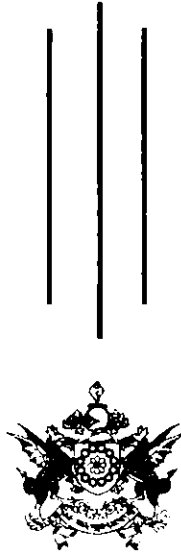
**Human Resource Development Department
Government of Sikkim**

AUGUST 2009

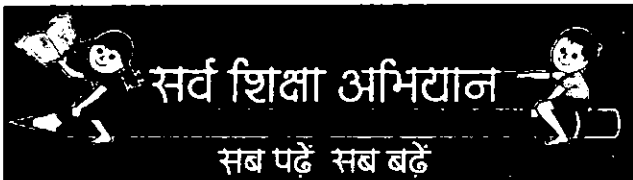


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**TEACHER
SUPPORT SYSTEM**
(Role of various functionaries)



STATE PROJECT OFFICE
Human Resource Development Department
Government of Sikkim
AUGUST 2009



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FOREWORD

The main thrust of the state to make education relevant to societal needs, to develop further community-based education and to enhance participation by community in supporting the school education. It is a fact that traditional teaching-learning process is being replaced by activity based teaching-learning strategy in the 21st Century. Accordingly, role of different agencies need to be modified.

It is learnt that the role of SIE, DIET, Head of School, BRC, CRC and SMC have been spelt out in the light of the above and Advancement of Educational Performance through Teacher Support (ADEPT) in the present brochure. I hope that the long felt requirement will be met from this attempt made.

I would like to express my gratitude and appreciation to the State Project Office (SSA), State Institute of Education (SIE) & District Institute of Education (DIET) for their institutional support in developing this brochure.

Suggestion(s) from all the concerned will be highly appreciated.

Sd/-
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Preface

The State Project Office, SSA, HRDD, Government of Sikkim has developed the "Role of HMs, Teachers, BRCs, CRCs, SMCs, SIE and DIET", that is in your hand for your ready reference. It is very much useful, helpful and handy booklet that gives a clear picture to build the capacity of different agencies and ultimately to enhance the school education. It is a new and unique document of its kind in Sikkim.

The Head of Schools and Teachers have felt acute necessity of a guideline since decades of establishment of formal education in Sikkim. Now, the SSA feels pride to fulfill the necessity by bringing it out and sincerely hopes that Sikkim is one step ahead after its coming into the light.

The State Project Director, SSA achieved full support from the senior and experienced teachers, HMs, SIE and DIET personnel who have worked rigorously for a number of days and nights to develop it into its present form. Their effort and expertism is well regarded.

We welcome the suggestions and guidance from all corners to develop it in the days to come and equip ourselves in the field of education.

State Project Director (SSA),
HRD Department

Role of SIE/DIET in the Development of Quality Education

The struggle for free and compulsory education to children started before the Indian Constitution came into existence. Based on the compulsory education passed in Britain, Indian leaders demanded the provision for mass education and compulsory education act in 1882. The first law on compulsory education passed in 1917.

Soon after India achieved its independence on 15th August 1947, a full-fledged ministry of education was established on 29th August 1947. As per the article 45 "The state shall Endeavour to provide within a period of 10 years from commencement of this constitution, for free and compulsory education for all children until they complete the age of 14 years." When the goal was not achieved, a lot of efforts were made by Govt. of India and States/UTs by establishing the required infra-structure like NCERT, SIE, SCERT,DIET etc.

~ To provide the academic support to schools of Sikkim, SIE was established in 1978 and TTI, Gangtok was upgraded to DIET in 1998 with the aim to start its all the following interventions in phase-wise manner.

1. Pre-service Teacher Education
2. Work experience
3. District Resource Unit for Adult and Non-Formal Education

4. In-service programme, field interventions and innovative coordination
5. Curriculum, material development and evaluation
6. Education Technology (ET) Branch
7. Planning and Management

At present SIE is functioning with its limited resources (Physical and Human) while DIET is running only with two interventions i.e pre-service teacher education and in-service programme, field interventions and innovative coordination. At the present circumstances, roles of SIE and DIET have been spelt out.

I. Role of SIE

1. To extend academic support to the HRD Department, Government of Sikkim, for implementation of its policies and programmes of education.
2. To develop curricula, syllabi and textbooks on different subjects for the government schools in Sikkim.
3. To design and develop materials for the promotion of Art Education, Work Experience /SUPW for inculcating aesthetic values amongst the students.
4. To develop training package and Teaching Learning Material for extending academic support to the on going SSA and other training programmes.
5. To promote and disseminate the concept of

Adolescence Education, HIV/AIDs and population education through curricula and various other co-curricular activities to imbibe in students responsive and responsible behavior pattern.

6. To conduct short in-service training programmes for the teachers at all levels.
7. To enhance capacity and competence of teacher educators and other educational functionaries.
8. To conduct Action Research and other evaluative studies on issues related to school education.
9. To conduct Science Seminars, debates, Science Exhibitions etc for students at School Level.
10. To assist the SSA mission in Sikkim towards implementation of its teacher education programmes.
11. To participate in various programme organized by National and Regional agencies as and when called for capacity enhancement.
12. To supervise and monitor the schools and provide them spot guidance.
13. To extend capacity building for headmasters, Assistant Directors, Assistant education Officers, teachers and resource persons from time to time.
14. To act as apex academic body in the state
15. To act as a bridge between HRDD and NCERT, New Delhi.

Sample plan for SIE

Sl. No.	Indicators	Sl. No.	Action plan
1	Need for skill oriented training programme	1	<ul style="list-style-type: none"> • Conduct Separate training in different skills LSRW
2	Focus on Evaluation	2.	Guide teachers on preparation of: <ul style="list-style-type: none"> • blue Print question awareness of different test items • criteria for evaluation • CCE (Continuous & Comprehensive Evaluation) • achievement test / Diagnostic test
3	Maintain uniformity in recording report cards	3.	Prepare of uniform, report cards / cumulative cards
4	Preparation of Teaching Aids	4.	Conduct training programme on making relevant improvised teaching aids
5	Update Library	5.	Provide Subject Related, Reference Books on latest trends and Journals
6	Supervision & Monitoring of Institutions	6.	<ul style="list-style-type: none"> • School visits and supervision • Gathering teaching learning strategies, Questionnaires and discussion

Sl. No.	Indicators	Sl. No.	Action plan
7	Computer Literacy Programme.	7.	<ul style="list-style-type: none"> • Appointment of Computer experts • Conduct computer awareness programme • Organize in-service teachers training on computer education • Provide Infrastructure & spot guidance
8	Update Syllabi & Curriculum	8.	Framing/ Revamping of Syllabi & Curriculum as per the need
9	Make Project Work in Schools compulsory	9.	<ul style="list-style-type: none"> • Coordinate with Examination Cell • Suggest the projects in various subjects • Ensure class tests and performance of pupil at elementary level.

II. Role of DIET

DIET has to undertake:

- To act as Resource Centre for upgrading the quality of teaching-learning process in the primary schools
- To prepare pre-school teachers through pre-service and in-service education
- Prepare the district plans for universalisation of education.
- Development of curricula and teaching learning materials.
- Academic support to resource centres and further lower levels to BRCs and CRCs.
- To initiate action research to build an improved understanding of primary education in the district.
- To strengthen of their own capacities
- To extend academic support to SIE and HRDD as and when required
- To maintain linkage between the District and SIE for adopting the new methodology on quality education.

Role of DIET in relation to SSA

Apart from conducting regular Pre-service Course and short duration In-service teacher trainings at regular

interval, DIET also has been playing important role in universalisation of elementary education (UEE) by providing academic support in the form of teaching learning, material development, in-service Primary teacher training package preparation, providing training to CRCs and BRCs Coordinators, Training of Key Resource Persons, Textbook development for Monastic Schools, Follow up programmes by visiting schools in different districts etc.

Further, DIET may envisage a few activities / programme in the light of remarks made by Director, SSA for the future.

A. Development of Material/ Training Packages

1. Low cost teaching aids:
2. Continuous and Comprehensive Evaluation
3. Co-scholastic Activities (Art Education, Rhymes, Yoga etc)
4. Training Package for teachers teaching Pre-Primary class giving emphasis on constructivism.

B. Conduct of Training

After the completion of developing the training packages, DIET may help the State Project Office (SSA) to organize the training of teachers. Since DIET is running a regular Pre-service Course, in-service teacher training may have to be taken up during the summer and winter break.

Training of teachers may be carried out in two

manners as per the suitability / demand of the situation. One may be done by reaching out to the clientele which means teacher educators may go to the nucleus schools of complexes and train the teachers thereby ensuring the maximum participation of the teachers. This is time and cost effective as well. Another may be the same practice being adopted most of the time i.e. calling the participants to the DIET.

Role of BRC & CRC

Keeping the urgent need for ensuring universal access for the children (6-14) to satisfactory quality school education, SSA programme came into existence in 2000-'01. The main emphasis for the planning of educational activities was to adopt the bottom-up approach. In the light of this decentralized system, BRC and CRC were established in each state for the smooth implementation of SSA programme. As a matter of fact, BRC and CRC could not function at the desired level due to one or the other reason. With the establishment of BAC under Panchyati Raj system in Sikkim, it was decided that BAC will act as BRC also to avoid the parallel administrative and academic unit in the state. The role of BRC and CRC have been defined in the form of indicators and action points which are mentioned in the following table;

I. ROLE OF BRC

Indicators	Action Points
1. Generates effective relationships & Motivation to perform	<ul style="list-style-type: none">➤ Involves key institutional stakeholders (DIET, DPD,SIE,NGOs, teachers,CRCs, SMCs)and elected people's representatives in all stages from planning to implementation and evaluation to work towards common goal.➤ Participation in block, cluster, district and school level programmes to motivate others.➤ Shares acquired knowledge within the block, cluster and schools and modify according to local needs.

Indicators	Action Points
	<ul style="list-style-type: none"> ➤ Implements a team approach of working on block level problems (e.g. involve RPs and NGOs for various subjects) ➤ Supports clusters in developing locally relevant intervention strategies for sustaining motivation. ➤ Maintains relationships with teachers, H.M., SMC/ community, CRC, DIET, DPO, SPO and SIE to exchange views. ➤ Linkages with other departments, such as health, RMDD, ICDS, etc
2. Establishes vision of improved performance and sets goals	<ul style="list-style-type: none"> ➤ Sets vision/targets in collaboration with all key stakeholders , in light of local variations, ➤ Identifies needs/ gaps to be covered in order to achieve the vision. ➤ Designs intervention strategies to achieve the goals. ➤ Awares the current status of block in UEE, clear understanding and plan for increasing enrolment. access, retention and quality education. ➤ Awares the SSA objectives, norms, scope, resources and funds available for which they are meant
3. Builds capacity through planned Measures	<ul style="list-style-type: none"> ➤ Develops BRC as a stimulating place which attracts teachers and CRC personnel ➤ Updates knowledge through regular use of all available resources and reflects in meeting with CRC and teachers. ➤ Develops innovative, active training methods along with CRCCs, RPs, for better class process.

Indicators	Action Points
	<ul style="list-style-type: none"> ➤ Conducts review meetings with CRCs and community to identify levels of goals achieved, problems and difficulties. ➤ Provides resource support to schools and cluster. ➤ Work as an educational laboratory i.e for resource sharing ➤ Taps community resources ➤ Builds own capacity by participating in seminars workshops and teaching in schools.
4. Assesses and monitors the performance	<ul style="list-style-type: none"> ➤ Assesses children's performance; interact with them to understand difficulty ➤ Assesses teachers' performance in terms of different levels ➤ Shares monitoring formats with teachers, HMs and VECs and prepare monitoring schedule ➤ Ensures effective implementation of training by the teachers and impact on classroom processes ➤ Analyzes collected data to bring about improved performance and conduct household survey.
5. Responds to emerging situations	<ul style="list-style-type: none"> ➤ Familiarizes with status, needs of teachers, schools ➤ Be available to teachers' requirements ➤ Reviews reports of school inspection/visits ➤ Conducts regular monthly meetings and individual counseling as per needs (to share experience) ➤ Extension of material for teachers using local context ➤ Provides training inputs in light of emerging situations

Indicators	Action Points
	<ul style="list-style-type: none"> ➤ Shares findings with teachers and help in collectively generating solutions.
<p>6. Generates further human resource towards sustained improvement</p>	<ul style="list-style-type: none"> ➤ Identifies, creates empower resource persons within CRC and utilize them for regular training to teachers ➤ Generates resource with the help of community ➤ Generates learning resources through teachers and local community ➤ Finding ways for utilizing all available resources ➤ Keeps community informed of improved measures taken by teachers in order to generate more resource ➤ Keeps tracks of OOSC & find measures to mainstream admit in EGS/AIE Centers ➤ Keep coordination with BRC & furnish information about clusters as and when required by DPOs.

11. ROLE OF CRC

Indicators	Action Points
<p>1. Generates effective relationships & Motivation to perform</p>	<ul style="list-style-type: none"> ➤ Regular visit to the schools as and when needed.(friendly, assessing present performance in a sympathetic manner, identifying needs, objectively appreciating good performance, documentation) ➤ Involves teachers as resource persons. ➤ Involves teachers in generating resources.

Indicators	Action Points
<p>2. Establishes vision of improved performance and sets goals.</p> <p>3. Builds capacity through planned Measures</p>	<ul style="list-style-type: none"> ➤ Maintains friendly relationship, not like a fault finding superior. ➤ Appreciates performances of teachers. ➤ Regular interaction with all stake holders including NGOs, institution to discuss issues, share experiences and innovations. Undertakes own professional development. ➤ Involving all key institutional stakeholders (DIET, NGOs, and Experts) at all stages from planning to implementation. ➤ Establishes himself/ herself as a resource for the cluster. ➤ Identifies needs/ gaps (strength, weakness, socio-eco profile, actual classroom difficulties) and prioritize areas for training. ➤ Arranges goals from simple to complex in terms of implementation so that school can identify their own levels and goals according to dimensions.(cognitive, social, etc) ➤ Develops vision/ goals in consultation with all. ➤ Shares vision document/ plan with all schools so that they can set their own vision/ plan. ➤ Develops training calendar for all teachers. ➤ Shares success stories, enables exposure visit to good practices. ➤ Regular monthly meeting / review at CRC level(2-way feedback, inputs and sharing of experiences, assignment of standards, identify issues, formulation of strategies)

Indicators	Action Points
	<ul style="list-style-type: none"> ➤ Inter-cluster sharing; exposure field visits. ➤ Brings teachers together in monthly meeting, providing learning opportunities through mutual sharing of best practices. ➤ Identifies problems faced by teachers in classroom; analyze the time required to device inputs for improving performance and makes provision for it. ➤ Strengthen classroom capacity of teachers by cross school resource sharing. ➤ Tapping community resources. ➤ Builds own capacity by participating in seminars, workshops and also school teaching.
4. Assesses and monitors performance	<ul style="list-style-type: none"> ➤ Assesses children's performance; interact with them to understand difficulty. ➤ Assesses teachers' performance in terms of different levels. ➤ Shares monitoring formats with teachers, H.Ms and VECs and prepares monitoring schedule. ➤ Ensures effective implementation of training by the teachers and impact on classroom processes ➤ Analyzes collected data to bring about improved performance and conduct house hold survey.
5. Responds to emerging situations	<ul style="list-style-type: none"> ➤ Familiarize with status, needs of teachers, schools etc. ➤ Be available to teachers' requirements.

Indicators	Action Points
<p>6. Generates further human resource towards sustained improvement</p>	<ul style="list-style-type: none"> ➤ Review reports of school inspection /visits. ➤ Conduct regular monthly meetings and individual counseling as per needs. (to share experiences) ➤ Extension of material or resource support to teachers. ➤ Producing materials for teachers using local context. ➤ Provides training inputs in light of emerging situations. ➤ Shares findings with teachers and help in collectively generating solutions. ➤ Identifies, creates, empower resource persons within CRC and utilize them for regular training to teachers. ➤ Generates resources with the help of community. ➤ Generates learning resources through teachers and local community. ➤ Finding ways of utilizing all available resources. ➤ Keeps community informed of improved measures taken by teachers in order to generate more resources. ➤ Keep tracks of OOSC & find measures to admit in mainstream, EGS/AIE Centers. ➤ Keep coordination with BRC & furnish information about cluster as and when required by BRCs.

In the light of the above, the BRC and CRC coordinators in collaboration with the DPO may develop the need based educational activities in their blocks. The capacity building of the Resource group at each BRC and CRC needs to be strengthened for the smooth functioning towards the Research, Supervision and monitoring in the weak areas, the maximum efforts from BRC and CRC are expected in the days to come.

Role of School Managing Committee (SMC)

Education is a powerful instrument of social change as a means of reducing social inequalities and the most important investment is human resource which is the call of the nation. It is observed that the poor environment of the school, low performance of the learners, lack of monitoring and on-site support hamper the quality education of the schools. After observing the poor linkage of schools with the community for a long time the educationists and thinkers got disappointed.

Taking the above factor into account 73rd amendment of the constitution 1992 brought about certain reformation in the spectrum of elementary education by delegating power on the community to interfere in the elementary education to ensure quality education. The parents are stakeholder of the education. This exercise of involving the parents was done in many states and the results were found profitable.

Functions of SMC

1. To create awareness about the importance of Education among the members of the community.
2. To generate and mobilize the local support for play ground, drinking water, toilets and other facilities required for a school.
3. To assess the degree of community participation in school developmental activities.

4. To find out the causes for non participation of community in school activities and remedies / solutions.
5. To organize enrolment drives at the beginning of academic session.
6. To pursue the parent/guardians for sending their children to school regularly.
7. To help the HM & teachers for smooth functioning of school.
8. To coordinate the activities of teachers, youth and others to implement educational and health welfare programme in school.
9. To felicitate children and teachers for their good work.
10. To submit the utilization certificate annually for the advances/fund received by the school.
11. To coordinate the activities of various departments for cooperation and support.
12. To develop the school developmental plans.
13. To utilize School Improvement Grants (SIG) properly.
14. Maintain the stock register & VE Register.
15. Help in implementation of Mid-Day Meal in the school.
16. To develop an attitude of community ownership in the mind of SMC and other member of society.
17. Coordination between school and department.
18. Adequate attempt to mingle with teachers and other functionaries of vice versa.
19. To hold SMC meeting regularly so as to enable them to know about the progress of children

reading in the school and their weaknesses too and review the agenda of the previous meeting.

Powers of SMC

1. To supervise the construction and repair work of school.
2. To check & verify the attendance of pupils, teachers and other non teaching staff.
3. To check & verify the register related with infrastructure; teaching learning, materials, computers, furniture etc.
4. To submit the report (s) to higher authorities concerned for betterment.
5. To utilize the funds received by the school properly.
6. To have social audit on financial implication.

Active participation of the community is the need of the time so as to achieve the target of Sarva Shiksha Abhiyan i.e. in increasing enrolment, reducing dropout and gender gap as well as to facilitate education of children with special need (CWSN). Community base monitoring is important to ensure the attainment of the objective i.e. education for all (EFA). Though adequate provisions for involvement of community in implementing different aspects of school improvement programmes have been made through out the country, still we are far away from our vision. Integral support of the members of the community is the need of the hour for the success of different interventions.

Role of Head of School

Headmaster/ Headmistress plays an important role in the administrative network of schools. He/She is the hub of the school activity and the centre of the whole organization of the school. All the things demand his attention and all the persons in the school look to him for guidance and inspiration. Being the hub of the whole activity he/she has to make everything move. Everything in the school, the campus, the equipment, the human and material resource, the curriculum, the time table, the method of instruction, the co-curricular activities, the discipline, the general atmosphere and the tone of the school receives his imprint. He/she represents the school both inside and outside. He/she is a link between the school and the world around. By his/her contact with the parents and the general public he/she can help to forge that link between the school and the large community. He/She is also responsible for carrying out the policies of the educational authorities.

Head of the institution can improve the quality education in his /her school by performing the following indicators he/she is able to;

Performance indicators that have been translated into action points are mentioned in the table given below:

Indicators	Action Points
1. Generate effective relationships and motivation to perform	<ul style="list-style-type: none"> ➤ Develops strong rapport with children, fellow teachers, parents, community members and CRC, BRC, DIET and SIE personnels. ➤ Maintains students and teachers' profile, periodically and examine their records as well as outputs. ➤ Collectively plans and organizes school activities which include both scholastic (all the school subjects) and co-scholastic areas (social personal qualities, interest, physical growth, co-curricular activities and work experience). ➤ Role model to students and fellow staff members. ➤ Appreciates and recognizes the work of teachers. ➤ Develops networking with other schools to share resources. ➤ Conducts staff meeting with SMC & students' representatives on various aspects for decision making...
2. Establishes vision of improved Performance & sets goals.	<ul style="list-style-type: none"> ➤ Collectively develops/facilitates vision and needs/issues of children along with stakeholders. ➤ Develops community mobilization for enrolment, retention and achievement. ➤ Collective preparation for classroom practices.
3. Builds capacity through planned measures	<ul style="list-style-type: none"> ➤ Enables regular capacity building through discussions, debates, sharing, reading, reflection, etc. ➤ Promotes use of library, reading habits among teachers, children and others.

Indicators	Action Points
<p>4. Assesses and Monitors performance.</p>	<ul style="list-style-type: none"> ➤ Promotes exposure for children, teachers to wide range of experiences by sending them to places OR by inviting resources. ➤ Acquaints the Teaching staff with the recent trends in technology and information and the latest techniques of classroom transaction. ➤ Appraises performances of the Teaching staff, non- Teaching staff and students with regards to latest happenings. ➤ Promotes use of contextual materials ➤ Supervision of Morning assembly, classroom teaching processes. ➤ Ensures maintenance of lesson plan and lesson diary by teachers. ➤ Encourages and ensures punctuality and regularity of teaching and non-teaching staff and students, sets an example for teachers in this area. ➤ Personally inspects school premises for cleanliness of school surroundings and also to develop healthy habits. ➤ Ensures co-ordination with teachers, old students, parents, community to keep them aware and also to get their feedback. ➤ Mobilizes available resources for the development of schools. ➤ Conducts fair and timely periodic tests. ➤ Ensures proper moderation of question papers. ➤ Monitoring of students' achievement level

Indicators	Action Points
5. Responds to emerging Situations.	<ul style="list-style-type: none"> ➤ Documentation of authenticated records of students, teachers and school assets and funds. ➤ Practices transparency in utilizing the funds, administrative matters etc. ➤ Ensures two-way feedback and communication. <p>Feedback box for children and parents.</p> <p>Consistently identifies learning difficulties and solve the problems collectively. Sharing responsibility to enable students to respond.</p>
6. Generates further human resource towards sustained Improvement.	<ul style="list-style-type: none"> ➤ Maintains quality and timely distribution of mid day meal. ➤ Enabling peer group learning. ➤ Maintains infrastructure (school building, toilet, drinking water, play ground, electricity, seating arrangements etc. materials for students, and teachers, B.B. etc.) ➤ Procures material resources (TLM, Text book, ex. books, library books, uniforms, etc.) ➤ Ensures availability of safe drinking water in the school premise. ➤ Ensures effective utilization of funds. ➤ Co-ordinates different school activities with CRC, BRC, DIET and SIE.

Conclusion:

The head of an educational institution can be compared with the sun, the teachers with the planets and the students with the stars. The Head is always in the centre, all others move around. He/She is very resourceful and gives light and energy to all. He/She is very high in morality to attract the heart and soul of those who move around. His /her place is very high.

The role of head of the institution is not only to act as administrator but also to act as good academician along with the establishment of linkage with various institutions/agencies working on the development of education in the state. He /She may have the institution in the positive directions to achieve the goals of education.

ROLE OF TEACHER

Teacher is the pivot in the system of education as he plays an important role in shaping and moulding the habits, tastes, manners and above all the character of the students. A good teacher fosters confidence and guides him to the way of progress.

Secondary Education Commission 1952-53 points out- “ Every teacher and educationist of experience knows that ,even the best curriculum and the most perfect syllabus remain dead unless quickened into life by the right methods of teaching and right kind of teachers.”

Educationist and Philosopher Swami Vivekananda says- “A true teacher is one who can come down immediately to the level of the students and can transfer his/her soul to the student’s soul, see through the student’s eyes, hear through his/her ears and understand through his/her understanding.”

From the above we can say that teacher’s role is of paramount importance. Teacher is considered not only as a transmitter of knowledge, he is also expected to invent new horizons of knowledge and introduce his students effectively, thus leaving his own imprints on them. Teacher’s job is not only to transmit knowledge but he has diverse role to play for the all-round development of children. This diverse role has been categorized into different dimensions which are as follows:-

1. Physical Dimension
2. Cognitive Dimension
3. Social Dimension
4. Organizational Dimension

1. Physical dimension :- It deals with teacher creating conducive and clean environment of classroom and school as a whole.

Sl. No.	Indicators	Sl. No.	Action plan
1.	Creating congenial environment for a child in the process of learning.	1.	<ul style="list-style-type: none"> • Teacher presenting himself/herself as a friend, guide, facilitator, councillor and moderator instead of authoritarian. • Teacher should be role model. • Teacher should present himself/herself well dressed and well mannered. Also Ensuring children to come to school neat, clean and in proper uniform.
2.	Ensuring cleanliness of classroom to create hygienic environment.	2.	<ul style="list-style-type: none"> • Classroom should be cleaned properly and should develop the habit of throwing waste materials etc. in the dustbin.
3.	Ensuring safe drinking water and proper sanitation.	3.	<ul style="list-style-type: none"> • Keeping doors and windows open while Students are inside the class. • Teacher should supervise:- <ol style="list-style-type: none"> (i) periodic cleaning of water tank and maintaining cleanliness near taps from where children drink water.

Sl. No.	Indicators	Sl. No.	Action plan
4.	Proper use of furniture and seating arrangement.	4.	<p>(ii) regular cleaning of drains and toilets and using necessary detergents to keep away bad odours.</p> <ul style="list-style-type: none"> • Making students aware about using water in the toilet and washing hands after the toilet. But judicious use of water by closing tap after use should be made known to children. • As per the availability of furniture, teacher should ensure that students should not dirty the desk and bench by pasting pictures,stickers,drawings and writing on it. • Giving children responsibility to take care of his/her desk and bench. • Providing proper seating place for children with disabilities. • Rearranging the seating arrangement periodically so that every child gets opportunity to sit in front/ close to the teacher.
5.	Beautification of classroom.	5.	<ul style="list-style-type: none"> • Display children's work in the class. • Put up educative and inspiring quotations, pictures, paintings, academic illustrations, literary work of students (poems, jokes, quiz, story) crafts,pictures of great personalities etc.

Sl. No.	Indicators	Sl. No.	Action plan
6.	Safe environment.	6.	<ul style="list-style-type: none"> • Arranging and maintaining teacher's table, curtains if necessary. Clean window panes, proper chalk box, duster and pointer etc. • Giving charge to a particular student/group of students on rotation basis to look after the cleanliness of class. • Ensuring safety for one and all in the classroom and outside the classroom like playground and toilets. • Distorted/broken furniture should be checked. • Keeping the doors and windows unbolt. • Ensuring proper arrangement during mid-day meal.

2. Cognitive Dimension:- This dimension includes activities related to intellectual development. Under this, an individual learn about facts,theories,concepts and collects related information.

Sl. No.	Indicators	Sl. No.	Action plan
1.	Teacher should understand every child at individual level and their academic level.	1.	<ul style="list-style-type: none"> • To know each child's background, parent teacher meeting should be organized at regular interval. • To know academic level, teacher has to conduct periodic test, diagnostic test besides summative test.

Sl. No.	Indicators	Sl. No.	Action plan
			<ul style="list-style-type: none"> • Should encourage students to have interactive session. • Remedial class/teaching for students whose performance is below average.
2.	Teacher should come well prepared in the class and must see that he/she is sound in the subject that he/she handles.	2.	<ul style="list-style-type: none"> • Teacher should not bank on text book and the activities that are in the text. Should use reference materials, TLM and should be able to design activities of different types from the lesson. • Should plan out his/her lesson by making lesson plan or unit plan.
3.	Teacher should be well versed with basic child psychology and use of technology in teaching his/her subject.	3.	<ul style="list-style-type: none"> • Updating himself/herself by reading latest journals, literature and attending programmes as and when conducted by SIE/DIET or any other organizations.
4.	Unbiased and uniform treatment in transacting the lesson.	4.	<ul style="list-style-type: none"> • Should take care of all category of children ie; above average, average and below average while putting questions or asking them to participate in any activities that are conducted inside the class and outside the class. • In regards to medium ,first priority should be given to the medium of instruction ie; English with full flexibility to switch over to local language and again back to the medium of instruction as and when required.

Sl. No.	Indicators	Sl. No.	Action plan
5.	Simple communicative skill should be developed.	5.	<ul style="list-style-type: none"> • Every child should be given opportunity to speak in the class. • Teacher should create such atmosphere where children do not hesitate to express himself/herself.
6.	Avoid rote learning. Make learning joyful.	6.	<ul style="list-style-type: none"> • Follow child-centered learning. Adopt constructivism. Allow children to construct their own knowledge. This encourages co-operative learning and sharing of thinking among peers which lets learners to think, observe, experiment, discuss, evaluate and reflect. • Present lesson in different ways giving a variety of examples keeping in view the diversities among learners.
7.	What to evaluate and how to evaluate?	7.	<ul style="list-style-type: none"> • Teacher must see that the child is evaluated for what he/she has learned but not on what he/she has failed to learn. • Regular and dally teaching-learning process should also be taken care of. • Teacher should adopt hierchy of simple to complex learning and asking question from simple to complex,covering the levels i.e. knowledge to understanding to application and skill development.

Sl. No.	Indicators	Sl. No.	Action plan
3.	Teacher should play role modal in school as well as outside school.	3.	By adopting good habits, etiquette and by avoiding behaviors which might be bad for children.
4.	Creating awareness regarding health concern, literary and protection of public belongings and environment.	4.	By arranging and making them part of awareness programmes like vaccination, school health camp, excursion etc.
5.	Teacher should inculcate moral values and attitudes.	5.	This can be done through activities like games, dramas narrating stories based on moral values. By inviting local achievers,experts of the locality to give talk about their achievements, life style, sacrifice that they did to reach those heights.
6.	To work towards conservation of local culture and tradition as well as integration.	6.	<ul style="list-style-type: none"> • This can be done by conducting cultural programmes,organizing talks, throwing lights on good aspects of local culture and tradition. • Organizing programmes on national integration by celebrating national festivals and religious festivals of the particular state.

Sl. No.	Indicators	Sl. No.	Action plan
7.	Maintaining good rapport with school head, fellow colleagues students, parents and other community personnel.	7.	By informing and involving all in the activities that a particular teacher is organizing.
8.	Teacher as a councillor to students and parents.	8.	As per the circumstances and situations, teacher should council the students when (i) students show misconduct. (ii) Students are found in the habit of using drugs and other harmful substances.
9.	Carrier councillor to students and parents	9.	<ul style="list-style-type: none"> • Teacher should guide the students as per their aptitudes, interest and potential to take up right course after school, to fit in the right vocation. • Teacher should also update himself/herself with the latest knowledge about different courses and carrier in different field through mass-media.

1. Organizational Dimension:- This dimension deals with the organization of various activities by the teacher. Here, it also means providing proper balance in all the activities so that whatever activity is taken up that should provide children to systematize things in their day-to-day life.

Sl. No.	Indicators	Sl. No.	Action plan
1.	Maintains punctuality.	1.	Punctuality should be maintained both by the teacher as well as students.
2.	Maintaining planning and organizing different activities.	2.	By planning and organizing quiz, debate, discussion etc.
3.	Planning and managing non-class activities properly.	3.	Organizing various types of activities like games, sports, funfair, drama, picnic, excursion, social, religious and national festivals.

Conclusion :- The role of teacher changes as the philosophy and approach of curriculum changes. Therefore, the role of teacher changes from that of imposing oracle to that of a facilitator, guide, moderator and confidante. To be a facilitator one needs to up-date, to keep pace with the changing time and should help children later to walk on the path of change to cope with the new challenges that are coming up in today's world. Therefore, teacher's role being multi-dimensional, he/she should not focus only on the development of cognitive dimension but also needs to focus on other dimensions like Physical, Social and Organizational dimensions. This will ensure that it will not only help in the all-round development of children but at the same time help in enhancing the quality of education.

Guidelines and norms to School Managing Committees (SMC) for utilization of grant under Sarva Shiksha Abhiyan

While utilizing the grant provided under Sarva Shiksha Abhiyan the following guidelines must be followed by the School/ School Managing Committees so as to avoid confusion in future.

1. Joint Account in the name of Head of School & President or Secretary of School Managing Committee must be opened in the bank.
2. All expenditure to be made on the specific purpose must be recommended by School managing Committee.
3. The grants should not be utilized for the purpose other than the purpose for which the grant is released.
4. Must involve elements of community contribution
5. Transparency in utilisation of fund.

MAINTENANCE GRANT:

- i. Specific proposal by the school committee and community contribution should be ensured.
- ii. There is no distinction between major or minor repairs. All repairs and maintenance should be carried out within Rs. 5000/- per year.

- iii. Repairs beyond Rs. 5000/- can always be taken up by sourcing of other funds such as community contribution, Panchayat funds, State Government funds, other centrally sponsored scheme like Rojgar Yojana, Employment Grantee Programme, etc.
- iv. Schools with upto three classrooms will be eligible for maintenance grant upto a maximum of Rs. 5000/- per school per year, while schools having more than three classrooms would get a maintenance upto a maximum of Rs. 10000/- per school per year, subject to the condition that the overall eligibility for the District would be Rs. 7500/- per school per year. Headmaster room and office room would not count as classrooms for this purpose.
- v. Primary schools and upper primary schools would be treated as separate schools for the purpose of maintenance grant even if they are functioning from the same premises.
- vi. The fund will be credited to the SMCs' joint account.
- vii. The principle of social audit may be accepted for minor repairs.
- viii. The school managing committee may certify the maintenance and repair work under taken in a school.
- ix. Utilization certificate at the end of the year should be furnished.

SCHOOL GRANT:

- i. *Library books for schools can also be provided from this grant.*
- ii. *Primary schools and upper primary schools would be treated as separate schools for the purpose of school grant even if they are functioning within the same premises.*
- iii. *Data on number of existing primary and upper primary schools should be furnished.*

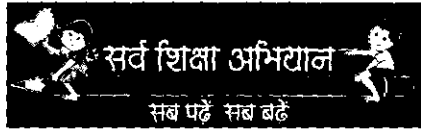
TEACHER GRANT:

- i. *These schools should not be collecting any fee from the students in Primary and Upper Primary level.*
- ii. *Teacher grant is applicable for teachers actually in position.*
- iii. *Data on number of trained teachers actually in position should be furnished.*

For maintaining the record of fund the school/ SMC and submission of Utilization Certificate (UC) the Performa and Form enclosed at Annexure I & II should be used.



ANNEXTURE I



PERFORMA TO MAINTAIN SSA ACCOUNTS

Name of School:

CRC.....

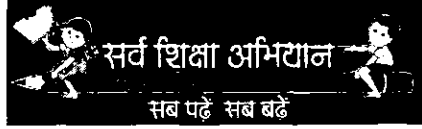
BRC.....

District.....

Account No.....

Receipt			Expenditure			Remarks
Date	Particulars/ Ch.No.	Amount Rs.	Date	Particulars/ Ch.No.	Amount Rs.	

Note: Account of Maintenance Grants, Teacher Grants and School Grant are to be recorded separately in one register only. Separate register is not required



**Form for submission of Utilization Certificate (UC) to
District Project Office, SSA/East.**

Certified that out of Rs(Rupees.....) only
of Grants-in-Aid received during the financial year..... vide cheque
No..... Dated.....under SSA, an amount of
Rs.....(Rupees.....) only spent for the pur-
pose of SSA activities as per norms. The balance of Rs.....
(Rupees.....)only remaining unutilized at the end
of the year will be adjusted towards the grants (n Aid payable during the
next financial year.....

Following Receipt & Expenditure enclosed

- 1.Maintenance Grants
- 2.School Grant
- 3.Teacher Grant

Sign of Chairperson of SMC

Sign of HM with School Seal