

Community & Elementary Education
Course-507
SOLVED ASSIGNMENT-2

**Q1 What are the main objectives of Right to Education Act, 2009?
Discuss the multifarious roles of a teacher under this act.**

Answer: The basic objective of the RTE Act is stated as follows: "Every child of the age of six to fourteen years shall have a right to free and compulsory education in a neighborhood school till completion of elementary education."

In order to meet this objective, the RTE Act requires state and local governments to establish a school in each prescribed neighborhood within a period of three years of the commencement of this Act. Certain minimum standards of physical infrastructure (number of classrooms, a playground, a library, etc.) as well as the teacher-student ratio are specified in the Act. The delineation of neighborhoods is left to the State Governments.

- The Act makes education a fundamental right of every child between the ages of 6 and 14 and specifies minimum norms in elementary schools.
- The government schools shall provide free education to all the children. Free education is to be given to provide equal opportunity to all the children to attend school and the expenses should not become a hindrance in pursuing or completing elementary education.
- The State shall provide school in the 'neighborhood' within three years from the enactment of act. Children in every habitation will have access to primary school within a walking distance of 1km and to upper primary school within 3 km.
- Private schools shall admit at least 25% of the children in their schools from poor families.
- The Act also provides that no child shall be held back or required to pass a board examination until the completion of elementary education i.e VIIIth standard.
- The act also mentions that each child is given age appropriate education which implies that children will be enrolled in the class that corresponds to their age. For example if nine year old has not been to school or dropped out earlier, he/she will be enrolled in class IV. To

enable the 9 year to cope in class IV 'special training/ bridge course' will be provided on the premises to bring the child upto the age appropriate level.

- Schools shall have adequate number of teachers and classrooms- there is a provision for a teacher for every 30 children at primary level.

The various roles are as follows:

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.

- Teacher as instructor and as a facilitator of learning in the classroom. NCF 2005 talks that a teacher should be co-creator 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. So as a teacher we 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 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. 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.

Q2. What is community mobilization? Why it is important for a school system? As a teacher what qualities and skills you need to have to become an effective community mobilize? Discuss.

Ans. Community mobilization is a capacity building process through which community individuals, groups or organizations plan, carry out and evaluate activities on a participatory and sustained basis for their development, either on their own initiative or stimulated by others. The community has an important role to identify and use available resources and plan accordingly. Where there is a mechanism of local self-government, important decisions are usually made at the local level by the local people themselves. This is the best possible way for development of community. This is called community mobilization where people plan and do things. They take charge of transforming their community and their lives.

Community mobilization serves these three purposes in education system:

- i) Mobilization for creating access and enrolment (includes microplanning and school mapping),
- ii) Ensure equity in school facilities (includes gender sensitive infrastructure) and
- iii) Ensuring complete transparency.

Community mobilization since it ensures community ownership and management of the school system. It was widely believed that this sharing of responsibilities and devolution of powers would create a sense of honor and incentivize communities to participate in micro planning and school mapping initiatives. Micro-planning and school mapping initiatives essentially refer to identifying households that should participate in the SSA scheme, recognizing habitations that lack access to schools and mobilizing parents and students to enroll themselves into PTAs and schools, respectively. More specifically, the SSA framework recommends conducting regular enrolment drives,

providing formal schooling facilities in centers of religious instruction like Maktabas and Madrasas, and setting up of special models of Alternate Schools exclusively for girls like angina vidyalayas ,bal vidyalaya , etc. This approach to tackling grass-root level problems was an explicit attempt by the Government to reduce 'information costs'. With the involvement of the local community, not only is there a movement towards holistic development of the education system but also the practice of an economically viable solution.

A mobilizer is a person who mobilizes i.e gets things moving. She/he is a catalyst that creates an atmosphere to achieve a common goal of importance to the community by having these qualities as a Teacher:

- Bringing the people together
- Building trust
- Encouraging participation
- Facilitating discussion and decision making
- Helping things to run smoothly
- Facilitation in the community mobilization process

As a teacher we would like to have these skills to become a successful mobilizer:

ATTITUDE:

- 1) Willingness to examine a situation
- 2) Respect for all community members.
- 3) Non judgmental and accepting approach.
- 4) An understanding of community differences.
- 5) A brief in community capacity to take effective action.

SKILLS:

- 1) Good communication skills, especially listening.
- 2) Good facilitation skills to enable communities to conduct their own analysis and problem solving
- 3) An ability to ensure representation of every member of the community in decision making and planning.

KNOWLEDGE:

- 1) Sound Knowledge of community mobilization process and a thorough understanding of it's principles.
- 2) Understanding of the community, it's ethics and sensitivities. the regularity and quality of mid day meal.