

Duties and Responsibilities of Para Teacher, VRP, Siksha Bandhu

1. Duties & Responsibilities of Para Teachers

A. Remedial Teaching:-

Concerned teacher shall identify the weaker/ slow learner and prepare list of such students. The list shall be shared among all the teachers of the school. While conducting classes, special attention shall be given to such learners in the forms of remedial teaching. The HM and other senior & experienced teachers shall guide the para teachers in this exercise.

B. Child Tracking:-

(i) Child tracking means tracking students who absent themselves from schools by visiting their houses and meeting their family and trying to bring them back to school. That will be the job of the para teachers for the two days of the week earmarked for child tracking.

(ii) During MTA/ SLMC/ VEC/ WEC meeting, the para teachers shall share the names of listed students, their efforts & results and further efforts required from the community in this regard.

C. Teaching Learning Materials:-

For child-centric and activity-based classroom transactions to ensure active participation, growing interest and better comprehension of lessons by the young learners, proper use of proper TLMs is most important. So preparation of low/ no cost TLMs using locally available raw materials involving the students by the teachers have to be ensured. The para teachers may prove crucial in procuring local materials and in involving the students under the guidance of HM & other senior and experienced teachers. Again the HM/ senior teachers may help the para teachers in the use of proper TLMs in a proper way in the classroom.

Scientific preparation, proper use and liberal handling of TLMs by the teachers as well as students shall improve academic performance, arrest irregular attendances by growing interest and making school experience lively and interesting to the students.

D. Attendance and number of periods of Para Teachers:-

(i) Number of periods in school routine shall not exceed 16 in 4 days of the week when a para teacher attends school. However, stop-gap classes may be allotted to para teachers as well under unavoidable circumstances, over and above the 16 periods as stated above. On school days, the para teachers are to remain in school for the total schooling hours.

(ii) For the 2 days when the para teachers are not attending school, but tracking children in the locality, they shall maintain a diary and need not sign the school attendance register. This work diary shall be placed to the HM/ Head Teacher of the school every week with copy to the S.I./ A.I. of the respective CLRCs.

2. Duties & Responsibilities of VRPs

- The role of VRP reveals that they are not teachers. They are teacher facilitator.

- The VRP helps teacher to select group leaders for each group. These group leaders will be briefed about what they will suppose to do in small groups.
- The VRP helps the teacher to divide all the children in different small groups. Each group consists of equal number of students. This breaking of groups will depend on the existing number of students in a classroom.
- The teacher, the VRP helps teacher to involve every children in the school cleaning process.
- The VRP will help teacher to divide all children in different groups to perform different activities, such as-cleaning classroom, veranda and the school compound.
- The teacher and the VRP will have to keep a watch to ensure all children to present in the assembly for prayer. VRP is responsible for sending back all the children from assembly to the classroom when their prayer ends.

During class transaction what are by VRPs:

The most important aspect of ILIP-Scenario is perhaps to ensure quality outcome of teaching-learning process. By providing a supportive environment where the classroom is more inviting, caring and child friendly. There are things the child can do by himself/ herself; there are the things the child can possibly cannot be able to do, and between them both, there are the things the child can do with the adult guidance and support. Such adult assistance helps them to internalize the procedures and make them self-reliant. In this context, the VRP will have to keep a track for every child in a classroom transaction.

- In a large group initially the teacher gives a general instruction, which is followed by an instruction given by the VRP. The VRP will have to be a bit more specific in his/ her instruction.
- The number of small groups will vary from 5-6, which will be convenient for the classroom situation.
- The VRP gives a very patient hearing to every child, and helps them according to their needs.
- The VRP selects those students as team-leaders who are spontaneous and prominent in the classroom. The VRP gives a very definite and proper instruction to this team leader.
- Initially it is the VRP's responsibility to take care of the child-kit (T.L.M.)
- Afterwards his responsibility will be given to the team-leaders.

Other responsibilities

- The VRP will takes active part with the teacher for making, next day's lesson plan.
- The VRP will share the responsibility of keeping the "Children Register" with the teacher.
- The VRP is equally responsible for maintaining the child diary with the teacher.

3. Duties & Responsibilities of Siksha Bandhu

A. Role at a glance

- Siksha Bandhus are the grass root level workers of SSA. So they are to participate in all types of activities of SSA at grass root level.
- Collection of data or information about schools and alternative schools.
- Taking active participation in different activities of Village Education Committee/ MTA and

schools to implement different programme of SSA as a representative of CLRC.

- They should place visiting report in the weekly meeting of CLRC.
- The Shiksha Bandhu will act as a bridge between school, community and CLRC for smooth implementation of different activities of SSA.
- The Shiksha Bandhu will share his or her views with the teachers about the academic and management issues of schools for better learning out come of the students.
- The Shiksha Bandhus will take active participation in the different workshop at CLRC level as resource person.
- The Shiksha Bandhu will take part in the activities Cluster Resource Centre.
- The Shiksha Bandhus will look after the educational achievements of socially backward and girls students during their school visit.
- The Shiksha Bandhus will also look after the educational achievements of CWSN children and should share his/ her views with the specially trained teachers for the betterment of CWSN children in the school.
- The Siksha Bandhu will develop a liason with the workers of Anganwadi Kendra, Bridge course centre and RMV centres towards the common goal of ensuring universalization of elementary education.

B. Teachers training (pedagogy)

The Shiksha Bandhu will take part in the different workshop of CLRC/CRC both as an organizer and resource persons at primary level. They also should help the teacher in classroom transaction for fruitful implementation of Pedagogical training.

C. Community Mobilization:

- The Siksha Bandhu will take active part in 'School Cholo Abhiyan' 'Bharti Karan Karmasuchis'.
- The Siksha Bandhu will actively discuss with different members of VEC/WEC, SSK, and managing committee of upper primary schools regarding the access, enrolment and quality education for all children.
- At primary level, they should operate through VEC/WEC to facilitate the process of sanctioning grants.
- In case of upper primary level the same team would operate through school managing committee.

D. Civil works.

- Monitoring and Collection of information through VEC/WEC regarding the construction and maintenance of the new, additional classrooms and school building.
- In case of upper primary, they should operate through school managing committee to construct the new school building.

E. Alternative Education:

- The Shiksha Bandhu will give importance to the Alternative Schooling.
- In urban area, they should conduct survey and implement different programmes of SSA for

deprived urban children.

- They should facilitate the District SSA committee to identify the suitable NGOs for implementation bridge centres' programme.

F. IED

- Identification of CWSN students and facilitate them for mainstreaming.
- The Siksha Bandhu will actively interact with the teachers to make them aware about the need for special care for the education of CWSN students.
- The Siksha Bandhu will interact with VECs /MCs of Upper Primary Schools to ensure barrier free environment in schools such as construction of ramp/handrail etc.
- The Siksha Bandhu will actively interact with the members of VEC/WEC, Panchayat, Government officials and the ICDS Sahayika in order to make them aware about the education of CWSN students.

G. Girls education:

- To collect and preserve the data about girls education
- To sensitize the Panchayat/ Municipality female members village/ward Education Committee, Mother Teachers' Association, Anganwari workers about girls education.
- To sensitize the teachers about the girls education and gender gap.
- To make a bridge between may activities of Sarva Shiksha Abhiyan and other projects of Government.
- Special drive for enrollment and retention of girl child through WEC/VEC.

H. Innovative activities

To help them for completion of taking various activities at the State level, Districts, Circle level.

I. Planning Monitoring, Research & evaluation.

- District, Municipality, Block, Circle, Cluster wise plan implementation.
- Proper implementation of different types of research and survey taken up by SSM authority
- Taking active participation for sending monthly/ Tri monthly report from VEC/WEC/CRC/CLRC level DPO SPO.
- To collect and preserve information regularly through DISE.
- Perform the duties to conduct different service taken up by State, District & Circle level.
- Improvement and compilation of collected Data at State, District, Block, CLRC, Ward/WEC level.
- Taking active participation at the quarterly achievement of different types of activities.

Annexure of [No. 886-SE dated 16.11.2010](#)