Challenges and Responsibilities in Teaching in Emerging India

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"You cannot escape the responsibility of tomorrow by evading it today."

Abraham Lincoln

Abstract

The concept of teaching has evolved with time and change in society. India has walked a long distance in ensuring access to education to the masses. Slowly but steadily the spotlight is shifting to quality, assessment and impact of educational methodologies from the quantitative factors like number of schools and enrolment. However, the coverage and quality of education in public schools are still debatable issues. Despite decades of government interventions, the socio-economic contexts of the country put up new challenges. However, there is hope from education and teachers only. Teachers are responsible for shaping the heart and mind of the nation through transforming the young generation into well-informed citizens. Education not only empowers and provides skills for a rewarding job and a good life, it also teaches how to live together in a conflict-torn world. It is a powerful tool for a developing nation like India to realise the potential of the demographic dividend. This paper explores the key parameters of teaching as well as the role and responsibilities of teachers in emerging environment and assesses how despite severe limitations there is scope to perform in an excellent way. Also, the paper touches upon some less talked about issues of teaching and the opportunity of improvement through self-upgradation and willful involvement.

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INTRODUCTION

Education is an essential element of human development. Besides playing a significant role in weaving the socio-economic fabric of the country, it provides essential knowledge and analytical skills to the citizenry which influence the life of the individual and entire society. It is also instrumental in the achievement of social, economic, political and humanitarian goals. Education as a social phenomenon relates to practically all changes taking place in the society.

Equipping young people with the knowledge and skills to achieve their full potential, participate in an increasingly interconnected global economy, and ultimately convert better jobs into better lives, is the main concern of policymakers around the world (OECD, 2014). Education is essential for healthy and resilient communities as it fosters inclusiveness, tolerance, ethics, responsibility, environmental awareness and effective democratic processes. Today, we live in a world full of social and economic conflicts which are damaging the basic social institutions such as family, community and the culture. In the given scenario, our teachings guide us how to live together. To participate in a global society, we must be able to live together in harmony with the neighbours with whom we may not share a common language, history, religion or outlook.

However, on introspection, as a nation we have not performed as good as we could have in providing required quality education. There is no denying the fact that the public schooling system covers nearly 80 per cent of the children who attend school and comprises close to 93 per cent of the schools in this country. Nonetheless, there is further need of transforming the teaching process for the desired outcome.

THE CHALLENGES OF TEACHING IN INDIA

According to United Nations Educational, Scientific and Cultural Organization (UNESCO), the universal primary education will remain a dream for millions of children living in countries without sufficient teachers in classrooms. As per the projection, to achieve universal primary education, countries require to recruit more than 27 million teachers by 2030. India is one of the countries which ranks high in the shortage of teachers (UNESCO, 2014). In 2010, there were an estimated 13.3 million primary school-age children out of school in the South and West Asia region.

Figure 1. A school under a tree

Apart from the number of teachers and schools, there are a variety of challenges associated with education in India, ranging from poor infrastructure, enrolment, attendance, lack of motivated and trained teachers to the quality of teaching and teachers' absenteeism. There are other issues not so visible like teaching environment, academic difficulties, quality curriculum, effective assessment system, skill development and use of technology punishment, stress and other psychological issues, etc. Nonetheless, over the period the problems have become more qualitative in nature than quantitative.

Basic Infrastructure

The availability of schools and teachers are the bare minimum requirements for teaching. Though things started looking up since the last decade, but basic infrastructure has been a major obstacle in providing universal education. During 2000–01 to 2013–14, the number of primary schools has increased from 6,38,738 to 8,58,916, while the number of upper primary schools rose from 2,06,269 to 5,89,796 (NUEPA, 2014). Despite such efforts, there are many remote areas across the country where schools are running under trees and they have to look for shelter when it rains. The flagship programme of Government of India — *Sarva Shiksha Abhiyan* dedicated to the universalisation of elementary education (UEE), has sanctioned 19.84 lakh posts of teacher since its inception, out of which only 15.06 lakh posts of teacher have been filled up. However, 4.79 lakh teachers are yet to be recruited (MHRD, 2014). The situation gets bleak given the teachers' absenteeism.

Literacy in India

Several measures taken to improve the literacy rate in the country have resulted in improvement of literacy rate by 9 per cent, from 65.38 per cent (2001) to 74.04 per cent (2011), in the last decade. As per the Census of India, 2011, the number of illiterates in the country has declined to 28.27 crore from 30.41 crore in 2001. However, according to the *UNESCO Global Monitoring Report (2013–14)*, still around 37 per cent of the world's total adult illiterates are from India. India still figures low on the scale of literacy in comparison to many other developing countries (Table 1).

Table 1
Literacy Rates (15 years and above) in Developing Countries

Country	Year	Literacy Rate
World	2010	84.1%
China	2010	94.3%
Mexico	2010	93.1%
Egypt	2010	72.0%
India	2011	70.0%

Nigeria	2010	61.3%
Nepal	2010	60.3%
Bangladesh	2010	56.8%
Pakistan	2009	54.9%

Source: Global Education Digest 2012 — UNESCO Institute for Statistics; Census of India, 2011.

In the Indian context, there is a remarkable literacy gap among male–female and rural–urban India, which has arisen due to various factors, including poverty, gender and social inequities, etc. Today, the country has a male literacy rate of 80.89 per cent and female literacy rate of 64.64 per cent. Out of 282 million illiterates in the country, two-third of them are women. The female literacy rate in rural areas is at an unacceptable low level of 58.75 per cent (Census of India, 2011). There is a clear impression of societal sexual discrimination in access to education in India. A lower women literacy rate results in higher levels of fertility and infant mortality, poorer nutrition, lower earning potential and the lack of decision-making ability within a household. The education of women plays a significant role in improving their quality of life, both at home and outside. However, in the patriarchal setting of the Indian family, girls having lesser privileges and freedom than boys, get relatively far fewer opportunities for enrolment in the schools, and many of them drop out mid-way. If literacy rate of urban male (89.67 per cent) is compared with rural female (58.75 per cent) in the country, a huge gap of 30.92 percentage points emerges out (Figure 2). Given the facts, improving literacy in the country, especially among the rural women is a big challenge.
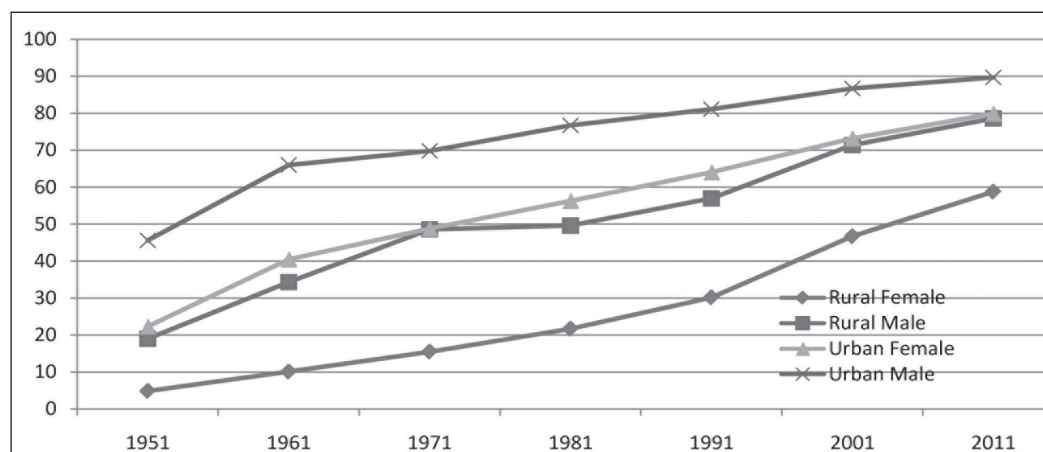

Figure 2. Sex-wise Literacy Rate among Rural & Urban India (Census of India, 2011).

ENROLMENT AND ATTENDANCE OF STUDENTS

The literacy rate and the enrolment of students in schools are mutually interdependent. The enrolment in the primary education from 2000–01 to 2013–14 has increased by 18.6 million (from 113.8 to 132.4 million), and in the upper primary by 23.7 million (from 42.8 to 66.5 million). The Net Enrolment Ratio (NER) in primary (age 6–10) and upper primary education (age 11–13) has improved to 88.08 per cent and 70.2 per cent respectively in 2013–14. The NERs, however, vary widely among States/UTs (NUEPA, 2014). A state-wise study reveals that little more than half of the States/UTs in India reports good attendance of students (NCERT, 2014). The enrolment status of out-of-school (OoS) children is extremely poor and that of children with special needs (CWSN) is unsatisfactory, which varies across different States/UTs in the country. The country had about 19.4 crores children in the age group 6–14 (below 14 years), of whom 6.9 per cent children were out of school (EdCIL, 2005).

Besides, India also figures among the high dropout countries. UNESCO views early school leaving as a "lost opportunity" by the education system. There may be a variety of reasons behind it, but economic ones are the most important. The rural areas are linked to both higher rates of early school leaving and grade repetition. The students from disadvantaged backgrounds who might have benefited the most are very likely to lose it because of early school leaving (UNESCO, 2012).

A comparative analysis of the public expenditure on education and the Combined Gross Enrolment (CGE) in different countries reveals interesting correlation (Table 2).

Table 2
Public Expenditure and Combined Gross Enrolment

Country	Public Expenditure on education (% of GDP)	CGE in education for both sexes (%)
Australia	5.1	112
South Korea	5.0	100
Norway	6.9	98
USA	5.6	97
Nepal	4.7	77
China	–	72
India	3.3	70
Pakistan	2.4	45

Source: World Development Indicators 2013, World Bank; and Institute for Statistics, UNESCO (2013).

Beyond the physical access to schools, there is need of meaningful access which calls for high attendance rates, progression through grades with minimum possible repetition, and learning outcomes with assured core competencies. Further, within the country, a large variation exists across the states, geographical areas, and social categories such as gender, caste and ethnicity.

Lack of Trained and Motivated Teachers

A teacher performs many jobs, but at the same time, she/he identifies and enhances the best in a student and instills necessary knowledge and skills to shape her/his life. Essentially the teaching profession should attract hardworking altruists who want teaching to improve children's life prospects. Contrarily, the system fails to attract such lot. Many Mexicans inherit their teaching jobs, Brazilian teachers earn less than other public servants and retire earlier. Each school day, a quarter of Indian teacher play truants. In New York, it is too hard to sack a teacher. Given this worldview, there is no wonder that so many students find learning so difficult (*The Economist*, 2015a, 2015b).

Apart from the adequate number of teachers, it is the quality of teachers which is very significant. In Teacher Eligibility Test (TET) conducted by the Central Board of Secondary Education (CBSE), declared on 27 December 2012, less than 1 per cent of the appearing candidates (7.95 lakh) cleared the exam (TOI, 2013). The disconnect between the schools and the teacher training institutions and curricula of the schools and Pre-Service Teacher Education (PSTE) are also attributable to the poor teacher quality. The PSTE curriculum needs regular revision and synchronizing with existing needs. The B.Ed. programmes also need more emphasis on practical aspects than the theory parts (Yadav, 2011).

With increased emphasis, the States/UTs' governments have provided in-service training to a large number of teachers. More than three-fourth of the teachers in two-third of the States/UTs in India have undergone in-service training. However, the remaining one-third of the States/UTs provided training to less than 50 per cent teachers. Besides, there is a significant number of serving untrained teachers for which serious efforts need to be made (NCERT, 2014). Gradually, in-service training programmes need to emphasise training in new areas like continuous comprehensive evaluation (CCE), information and communication training (ICT), inclusive education, multi-grade teaching, proper use of teaching-learning material (TLM), content enrichment, innovative teaching strategies, morality and teachers' responsibility.

Teaching Qualities and Techniques

Unlike grown-ups, the young minds are unaware of many things. They

essentially need teaching with proper context to visualise the subject. A smart teacher knows how to introduce the topic to the class for arousing interest. She/he sets goals which not only give a better perspective to students to learn and realise the accomplishment, but also provides a reference for assessing the progress in learning. Certain classroom processes have been identified to evaluate the quality of teaching as an attempt to ensure quality interventions wherever required. A nationwide study on *Quality Interventions in Elementary Education* conducted by NCERT (2014) underscored a large gap in the actual and expected student's qualities at the Primary and Upper Primary stages in different States/UTs. It was also noticed that most of the classroom processes in the schools of a majority of States/UTs were not effective. Progress on different identified classroom processes has been listed in Table 3.

CHANGING SCENARIO AND RESPONSIBILITIES

Traditionally, education fulfilled two functions — training the labour force as well as development and socialisation of the young generation. Over the period, the objectives and functions of education and its role in the life of a person and society have changed. The current socio-economic development and the acceleration of scientific and technological revolutions require more diversified education, allowing individuals to adapt to the rapid changes in economic, social, political and cultural life. Information on the performance of the education systems and techniques to assess and strategise has improved

Table 3
Progress of Classroom Processes in States/UTs

Processes found effective	Processes need improvement
1. Classroom environment free from mental harassment/tension. 2. Free expression of feelings and problems by the children. 3. Answering students' questions/queries gladly by the teachers. 4. Proper use of blackboard by the teacher. 5. Classroom management.	1. Encouragement of children by the teacher to ask questions. 2. Sharing students' experiences. 3. Proper use of relevant TLMs. 4. Encouraging participation of all children. 5. Assessment of students' learning before moving ahead. 6. Conducive classroom environment for learning. 7. Overall effectiveness of the teacher learning assessment and children achievement.

Source: A Report on Quality Interventions in Elementary Education (NCERT, 2014).

significantly over the period. This provides valuable insights as to whether the inputs made into the system had a beneficial effect or not. The series of surveys not only provide policymakers, planners, curriculum developers and other practitioners with a 'snapshot' of what students have learned in main subjects, but also provide a baseline for comparison and monitoring of the changes. Different education programmes, initiated over the time, have been instrumental in transforming the educational scenario and the role of stakeholders.

Fine-tuning Educational Programmes

During the last decade, the public education delivery system has improved. The educational programmes having wider coverage, specific objectives and higher impact have paid high dividends. These interventions have targeted and addressed variety of socio-educational gaps like universal enrolment, attendance, girls' education, children with special needs, inclusive education, teaching-learning material, classroom process, nutrition, hygiene and capacity building of teachers.

The Right to Education Act, 2009 provides right to children to free and compulsory education. Its implementation (April 2010) has strengthened commitment to quality elementary education for all children in the country. The *Sarva Shiksha Abhiyan* (*SSA,* launched in 2001) is the programme for universalisation of primary education. The major goals and objectives of SSA as revisited in the context of RTE Act, 2009, includes: all children in schools, bridging gender and social gaps, universal retention, and elementary education of quality. The *Saakshar Bharat Programme* focuses on adult education and skill development with the objective of raising the literacy level to 80 per cent and reducing the gender gap to 10 percentage points by the 12th Five Year Plan. Launched in 2009, the *Rashtriya Madhyamik Shiksha Abhiyan (RMSA)* aims at providing universal access to secondary level education by 2017. *The Information and Communication Technology Scheme* (launched in 2004 and revised in 2010) meant for enhancing ICT skills and bridging the digital divide amongst students, and *The Scheme of Inclusive Education for Disabled at Secondary Stage (IEDSS)* (launched in 2009–10) meant for the inclusive education of the differently abled children in Classes 9–12 have been subsumed under RMSA. One of the world's largest and unique programmes for early childhood care and development was launched as *Integrated Child Development Services (ICDS) Scheme* (restructured in 2012), which offers a package of six services, including pre-school non-formal education and supplementary nutrition. Newly conceptualised *Rashtriya Avishkar Abhiyan* aims higher at nurturing

the spirit of inquiry, creativity and love for science and mathematics amongst students in the age group of 6–18 years. These schemes have redefined the role and responsibilities of teaching in emerging India.

IMPROVING TEACHING ENVIRONMENT

New scientific researches in paediatrics and child psychology have given better insights into the teaching-learning process. The cognitive research supports the idea that effective and meaningful learning should take place in an anxiety-free environment (Chugani, 1998). The students are more likely to retain newly learned information when the content is associated with strong positive emotion (Krashen, 1982). Brain imaging research establishes that when the topic is relevant and engaging, the students are more likely to comprehend and retain the new content (Willis, 2007). Studies indicate that humour and laughter in the classroom can enhance the overall learning process. It reduces stress and anxiety and increases self-esteem and self-motivation (Berk, 1998). Use of humour improves teacher–student communication and bonding. A teacher can spark students' interest and curiosity through encouragement, praise and expressive instructions infused with sincere emotion. A positive emotional environment free from threats and a classroom having the comfort of free expression for students is an ideal setting for optimal learning.

Rewarding students depending on their involvement can also evoke motivation and learning process. However, a report released by the National Commission for Protection of Child Rights (2012), found that most of the students in the seven states surveyed received punishment in schools (*The Hindu*, 2012). Therefore, teachers' responsibility is to adjust the classroom environment, make it enjoyable and exciting and promote their cause.

MANAGING STUDENTS AND CLASS
Know your Students

Each student is special, having a unique set of strengths and weaknesses. A teacher must be cognizant of the same. Basic understanding of the personality of a student and his/her motivation and learning style may help teacher in being effective. A study shows that the more specific a student's goal, the more motivated that student is to attend class. A teacher must be aware of the three learning styles — audio, visual and tactile, and four language skills — reading, writing, speaking and listening, of students and their preferences and ensure that classroom instruction and activities accommodate these styles and competencies of learning. Teachers must aspire to provide individual attention and customised solution to the need of each student. Finland has developed an early detection mechanism based on periodic individualised assessments

of students by a group of teachers to help timely identification and necessary support to the struggling students before they start losing pace (*The Economist*, 2015a, 2015b).

Participatory Classes

Public schools invite students from varied educational, linguistic and socio-economic backgrounds. Students of most of the Indian schools as a product of teacher-centric classes — teacher instructs while the students sit and listen — are less used to the interactive classroom. While planning instruction for such a diverse/multilevel class, teachers may take into account the varied background and proficiency levels of their students. Since teachers have limited time and resources in the classroom for optimising the output of each student, they can innovatively engage students with themselves in different groups making the whole process fully participatory (Robert, 2007).

Psychological Care

All youngsters face psychological and mental health concerns from time to time. National Association of School Psychologists, Bethesda, USA, defines mental health not simply as the absence of mental illness, but in broader terms as the skills necessary to cope with life's challenges. The children face different challenges that can affect their learning and behaviour. They may be anything like academic difficulties, inability to adjust in class, the stress of examination, problems with family or friends, worries of bullies, loneliness or rejection, disabilities, depression, suicidal thoughts, concerns about sexuality and alcohol and much more. If mental health is ignored, it can interfere with children's learning, development, relationships and physical health (APA, 2016). Children are remarkably resilient, but they thrive when they feel safe and supported. Parents and teachers need to create a support system to cater to the child's individual needs. The effective support systems include love and encouragement of family, the guidance of teachers and seniors on personal and social issues and better communication between home and school. In developed countries, there are psychologists/consultants to help families and schools deal with such crisis. Students are taught skills to solve conflicts and problems and develop coping strategies.

PREPARING STUDENTS FOR LIFE

According to E.G. Habbard, the objective of a child's education is to make him able to develop further without the assistance of a teacher. The modern purpose of education is to establish the conditions needed for a person's development to ensure the realisation of her or his life objectives, taking into account the needs and conditions of society. Therefore, education needs to prepare an individual for life in all of its manifestations, serving also as a catalyst and tool for social

mobility and providing wider choices in different life events. An education system can only be reckoned trustworthy by society if it is capable of adapting to economic, political and social reforms taking place in the country through instilling knowledge and values needed by the population for their prosperity. Personality and skill development of students are one of the innate objectives of teaching which have a life-long impact on students. Simply offering praise to students goes a long way. Teachers tend to point out where students did wrong, but forget to let them know where they did well. It is necessary sometimes to take the focus away from their weakness and put on their strengths to boost their confidence.

Enhancing Professional Skills

Education is purposeful. According to Peter Ducker, education is today the only real capital. The public education is one of the most important tools for the generation of capital for the country. India has so far been a country that values knowledge and intellect but not the skills. Since skills are necessary for employment, the schools are required to emphasise skills and education equally.

As per an estimate, with the average age of population at around 29 years by 2020, India would be among the youngest in the world, and when the global economy would face a shortage of around 56 million youth, India will be the only country with a youth surplus of 47 million by 2022. There would be huge demand of skilled manpower by that time. However, India's formally skilled workforce is just 4.69 per cent. This number compares poorly with countries like South Korea and Japan (Table 4).

The findings that 'only a small proportion of Indian graduates are considered employable' and the incomparable figures on patents filed (2012) by India (18,173), China (5,61,377), Japan (4,88,744) and USA (2,68,782) are indications that our education lags in terms of global relevance and competitiveness. A report confirms the missing focus on research, culture and

Table 4
Skilled Workforce

Country	Skilled Workforce (%)
South Korea	96
Japan	80
Germany	75
UK	68
India	4.69

Source: National Policy on Skill Development and Entrepreneurship (GOI, 2015)

entrepreneurship in most of the institutions (FICCI-EY, 2014). The poor school education may not escape as one of the causes of this scenario.

The neighbouring China has emerged as manufacturing giant which shares 80 per cent air conditioners, 70 per cent mobiles and 60 per cent shoes of the global production alone. This has become possible only through steering secondary school students into formally skilled training programmes (*The Economist*, 2015a, 2015b). To get demographic dividends and to contribute to the global economy, the education system has to produce skilled and job-ready manpower with certified abilities.

Linking Schools with Community

Teaching is not the teacher's responsibility alone. Essentially, teaching is a social interaction of school and the community. Parents and teachers need to understand each other's strength and limitations to support each other in the process. New educational schemes are increasingly capitalising on this linkage. *Beti Bachao, Beti Padhao* scheme proposes to strengthen girls' education through incentivising School Management Committee for enrolment and retention of girl students. Likewise, *Swachh Bharat: Swachh Vidyalaya* scheme links hygiene with education. Mid Day Meal scheme is an example of improved mutual understanding between the school and the community for

fulfilling educational as well as nutritional needs. Finally, social approval of teaching job also finds reflection in the quality of teaching. In South Korea, teachers come from the top 5 per cent of school leavers. In Finland, teachers are paid modestly but treated well. In both the countries, teachers are respected a lot, and results are the world's best. The USA programme, *Teach for America* has successfully attracted the best persons in teaching and copied worldwide (*The Economist, 2015a,* 2015b).

Teachers as Socio-educational Entrepreneurs

A major part of the rural India presents difficult socio-economic perspectives and unique set of challenges. In this scenario, a teacher concerned only with pure educational practice cannot succeed. She/he needs to be a socio-educational entrepreneur to go beyond a narrowly defined educational practice through extra-educational interventions to achieve their educational goals. New age teachers have the responsibilities to understand school–community relations and find innovative solutions to various local challenges.

There are examples of educational leadership and innovative teachers who have devised unique solutions for shaping the difficult socio-economic frames in which they work. A joint publication of the Government of Gujarat and IIM, Ahmedabad

on innovative primary school teachers (GEIC, 2011) cites some examples where leader teachers have performed to overcome the existing limitations and became a source of inspiration to others. A few illustrations, in brief, are listed in Table 5.

New Age Approach

The 21st century is radical not only in offering multiple opportunities but also in demanding new and different abilities. This demand requires renewed attention to curriculum, teacher quality, and assessment as well as core skills like creativity and innovation, problem-solving and critical thinking, and communication and collaboration (Rotherham and Willingham, 2009). Development of such core skills would invariably require student-centric teaching approach based on problems and projects which allow students to collaborate, work on real problems, and engage with the community (Grayson, 2011). We need to develop

Table 5
Case Study on Challenges and Innovative Solutions by Teachers

S. No.	Role of Leader Teachers	Challenges	Success/Impacts
1.	Shankarbhai Sendhav (community building & socio-educational enterprises)	How to use students & teachers to improve education environment	Use of students and teacher trainees of National Service Scheme (NSS) in organising eye camps for social causes.
2.	Jitubhai Boricha (role of social reforms)	Motivating and bringing differently-abled children in the mainstream education	His endeavours and preparedness for education programmes helped fulfil his objective.
3.	Dharmesh Ramanuj (community development role)	Connecting school with the community	His "night group school" and "parents' term" initiatives are the best examples of connecting with the community.
4.	Kailashben Patel (engaging public sector companies and cooperatives for helping the school)	Handling drunkenness among the students	Successful collaboration with public sector companies and cooperatives to reach an out-of-the-box solution.
5.	Rajeshkumar Sakariya (community development)	Seasonal migration of children	Attempted to address the problem through a residential camp.

Source: Gujarat Educational Innovations Commission, GoG (GEIC, 2011).

an advanced level of teaching as we do not yet know how to teach collaboration, creativity, innovation and passion in the same way we do say multiplications. Besides, we need solutions to provide high-quality learning opportunities to the masses, especially to the marginalised students. The technology having remarkable potential to improve and expand the quality and horizon of the education, needs to be explored as to how it could be implemented efficiently and cost-effectively.

Keeping Upgraded

A good teacher is always a student. Teachers are required to strive for quality and high standards within their profession and learn throughout life and develop new skills to be effective in their profession. Society has high expectations from them and depends on them. Therefore, teachers must be role models of what they advocate. The technological revolutions are gradually demanding teachers to relook the way they teach. With the change of society and job market, teachers are required to keep themselves updated and instill additional sets of skills in students to make them successful in life. While teachers cannot succeed with every child and avert every social ill, they are central to the hopes of building a better world. Whatever the problems, teaching is a wonderful vocation and a teacher may learn to enjoy his/her profession through constant self-upgradation.

Conclusion

The role of education in anybody's life is indisputable. Teachers are indispensable in preparing the new generation for the future. They provide the essential knowledge and skills through inculcating values, ethics, responsibility and rationality. A nation must strive for a 'meaningful access' to quality education which respects cultural diversity and promotes social cohesion. Education is strongest in those societies which revere their teachers and value public education systems. The strong and homogeneous public education is a guarantee of a harmonious society. The conducive physical and psychological teaching environment coupled with purposeful and suitably aligned educational goals not only equip students with social and livelihood skills, but also prepare them for the new world order. New scientific findings and technological achievements may enhance the efficiency and outreach of teaching. Besides broader institutional interventions, there are possibilities of several micro-level managements at the level of school, community and individual teacher, which can transform the experience and impact of teaching. There are exemplary acts of such teachers who have risen as social entrepreneurs and performed extraordinarily despite manifold limitations. The emerging India calls for such leader teachers to transform the lives of millions of children.

She/he needs to be deeply involved and take the lead in going beyond the existing educational frames through extra-educational interventions to achieve their educational goals. They may take it as a personal challenge and work towards fulfilling parental and community aspirations as well as achieve self-satisfaction through constant training, self-upgradation and better school–community cooperation.

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