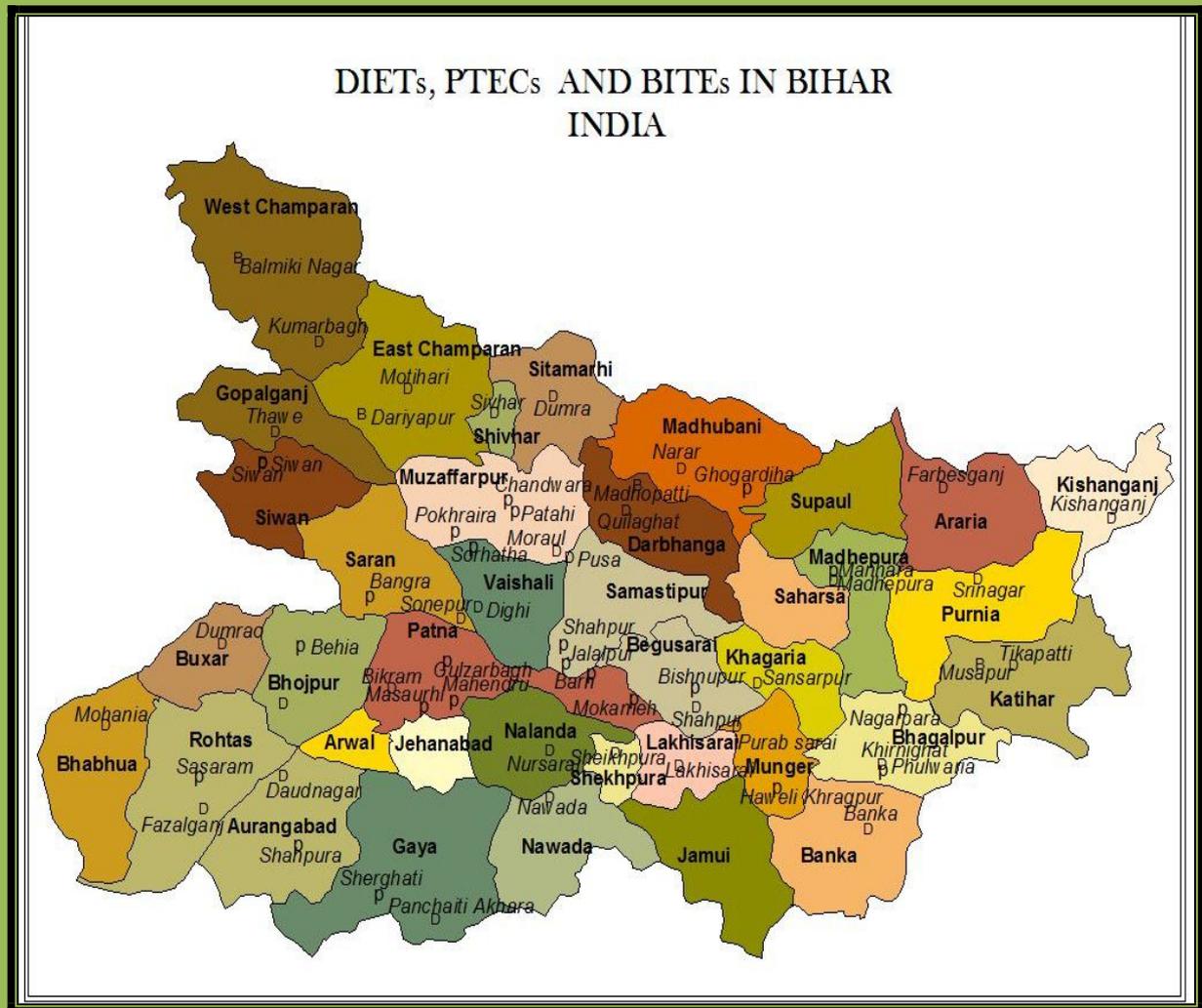


**REPORT ON**  
**SOCIAL ASSESSMENT STUDY**  
**ON TEACHER EDUCATION IN BIHAR**



**THE WORLD BANK**



**DESHKAL  
SOCIETY**

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**Report on**

**Social Assessment Study**

**on Teacher Education in Bihar**

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**Report on**  
**Social Assessment Study on Teacher Education in Bihar**

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## List of Abbreviations

AWP&B	Annual Work Plan and Budget
B. Ed.	Bachelor of Education
B. El. Ed.	Bachelor of Elementary Education
BITE	Block Institute of Teacher Education
BO	Block Officer
BRC	Block Resource Centre
BRCC	Block Resource Centre Coordinator
CCE	Continuous Comprehensive Evaluation
CPD	Continuous Professional Development
CRC	Cluster Resource Centre
CRCC	Cluster Resource Centre Coordinator
CSO	Civil Society Organizations
CTE	College of Teacher Education
D. Ed.	Diploma in Education
D. El. Ed.	Diploma in Elementary Education
DIET	District Institute of Education and Training
DPEP	District Primary Education Programme
DRU	District Resource Unit
EGS	Education Guarantee Scheme
EMIS	Educational Management Information System
GNP	Gross National Product
GOB	Government of Bihar
GOI	Government of India
IASE	Institute for Advanced Study in Education
ICT	Information and Communication Technology
ISTE	In-service Teacher Education

JRM	Joint Review Mission
LJ	Lok Jumbish
M. Ed.	Master of Education
MHRD	Ministry of Human Resource Development
MLL	Minimum Level of Learning
NCERT	National Council of Educational Research and Training
NCF	National Curriculum Framework
NCFTE	National Curriculum Framework for Teacher Education
NCTE	National Council for Teacher Education
NGO	Non-Government Organisation
NPE	National Policy on Education
NUEPA	National University of Educational Planning and Administration
OB	Operation Blackboard
OBC	Other Backward Classes
OIC	Officer in Charge
P & M	Planning and Management
PAC	Programme Advisory Committee
Ph. D.	Doctor of Philosophy
PPP	Public-Private Partnership
PRI	<i>Panchayati Raj</i> Institutions
PSTE	Pre-service Teacher Education
PTC	Primary Teacher Certificate
PTEC	Primary Teacher Education College
RMSA	<i>Rashtriya Madhyamik Shiksha Abhiyan</i>
RTE	Right to Education Act, 2009
SC	Scheduled Caste
SCERT	State Council for Educational Research and Training
SIERT	State Institute for Educational Research and Training
SMC	School Management Committee

SOPT	Special Orientation for Primary Teachers
SSA	<i>Sarva Shiksha Abhiyan</i>
SSC	Secondary Schooling Certificate
ST	Scheduled Tribes
TE	Teacher Education
TEI	Teacher Education Institution
TET	Teachers Eligibility Test
TLM	Teaching Learning Materials
UEE	Universal Elementary Education
WE	Work Experience

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## Executive Summary and Key Recommendations

### ➤ Context of social assessment study

The Government of Bihar has requested the World Bank support to develop a project that enhances access to quality teacher education and continuous professional development for improved teacher performance and accountability. The broad objectives of the project are:

- Develop a certification of high-quality pre-service elementary teacher program, adapted for delivery to untrained elementary teachers,
- Strengthen Teacher Education institutions (in public and private sectors) and accredit them for effective teacher education and continuous professional development (CPD) program delivery, and
- Enhance teachers' classroom performance and attendance over measured baselines through improved social accountability mechanisms.

This social assessment study has been carried out against above backdrop. It endeavours to assess and estimate, in advance, social consequences that are likely to emerge during project implementation phases for stakeholders, including teachers, CRC coordinators, DIET, PTEC and BITE, private teacher education institutions, SCERT and SMC members. The study develops a process that provides a framework for gathering, analysing, and incorporating social information, provided by stakeholders. It outlines social risks and their mitigation strategies, and how they can be integrated into the early stages of project cycle. Objectives of the social assessment study are:

- Analyse and develop a profile of teachers' education and its various components in state of Bihar,
- Identify potential social impacts, including adverse social impacts, early in project cycle, and
- Identify and outline broad guidelines, measures, processes, institutional arrangements, procedures and instruments (of both public and private sector institutions) that need be adopted and integrated into project implementation to mitigate and redress any adverse social impacts that may undermine social inclusion, recognition and participation of stakeholders.

### ➤ Social Assessment Approach and Methodology

The study has employed two approaches to carry out social assessment. First approach involved documentary research that facilitated institutional analysis of organizational and legal framework of centrally sponsored schemes of Teacher Education and *Sarva Shiksha Abhiyan*.

On the other hand, second approach undertook a participatory research. By way of stakeholders' consultations it took note of their positive and negative concerns. The study also assessed whether project implementation process can have more severe implications for stakeholders from marginalised segments of community, e.g. women, minorities, scheduled caste, scheduled tribe and other backward castes.

- **Methodological steps and tools:** Methodological steps applied to elicit information and gather findings are: 1. Profile of baseline conditions, 2. Scoping of social impacts, 3. Projection of social impacts, including indirect and cumulative social impacts, 4. Assessment of risks, 5. Evaluation 6. Social management framework and grievance redress mechanism, and 7. Monitoring.

For the study both qualitative and quantitative research tools were put in practice. Qualitative methods comprised of interviews, focus group discussions, classroom observations, and photos and videos materials. Quantitative mode of data gathering, on the other hand, made use of questionnaire survey method.

- **Study locations:** 6 sample districts out of 38 were selected for the study: Patna, Gaya, Rohtas, Katihar, Darbhanga and East Champaran. These districts broadly represent the social profile of population in Bihar, and selected samples of stakeholders also take into account vulnerable groups situated in these parts of the state.

#### ➤ **Stakeholders consultations and findings**

Feedbacks from different stakeholder groups are described in detail in relevant chapters. However, significant findings are outlined here.

The consultative process provided opportunity to groups of stakeholders to express their point of views on project objectives. A broad consensus prevails among stakeholders that recent initiatives of the government with respect to provision of quality education in elementary schools have created a positive educational environment in the state, which is adequately reflected in children's enrolment in schools. Proposed project will further strengthen ongoing efforts of the state, and maintain the momentum for agenda of quality education in primary and upper primary schools.

Stakeholders also agreed that the project's implementation process will create both positive and negative social impacts that need to be highlighted and shared with implementing agencies

- **Positive social impacts:** Teachers appreciated that the project will improve quality and scope of training programmes. Untrained elementary teachers perceived it as a major boost that will bring credentials to their academic profile and minimise social risk attendant on

lack of training. Continuous Professional Development, in addition, will benefit all teachers to hone skills and meet evolving challenges of a changing elementary education landscape. Teachers were also positive about provision of classroom performance accountability that brings reward and satisfaction to performing teachers.

CRC Coordinators hoped that the project should provide inputs into improvement in infrastructure and materialization of better skilled and trained coordinators. They already noted the recent efforts of Government of Bihar to redesign and refocus roles and responsibilities of BRCs and CRCs. They anticipated the proposed project will further enhance their academic role in schools. Likewise, DIET, PTEC and BITE stakeholders hoped that it would not only improve infrastructure but also academically enrich faculty members, which the government is already undertaking through Development Needs Analysis (DNA). For private teacher education institutions the project may help in realisation of academically enriched faculty members, and introduction of in-service training facilities in their institutes.

SCERT will also be strengthened in its efforts to enhance teacher enrichment programme, including improvement in curriculum and syllabus for teacher education institutions and that of schools; and periodical development of socially relevant text books.

SMC members hope to receive capacitation programmes that will orient them to ensure teachers' presence in schools, supervising building construction and Mid-Day-Meals, as also take necessary measures for Right of the Child for Free and Compulsory Education.

- **Negative social impact:** In spite of measures to the contrary, some negative impacts may surface for some stakeholders during project implementation. Such occurrences may occur particularly in schools and teacher education institutions not well equipped with required infrastructure and capable teachers and teacher educators. Though the government plans to provide proper buildings and associated facilities/supportive mechanism to all schools and teacher education institutions, these efforts will materialise gradually and not overnight in the stipulated time frame. During this interlude, there is need to have suitably appropriate and flexible parameters of accountability and accreditation mechanisms.

➤ **Impact mitigation, social management framework and monitoring mechanism**

Impact mitigation and social management framework proposes a three-staged strategy. First stage entails prevention strategies to ensure the best case scenario and pre-empt adverse social impacts as much as possible. In the second stage, mitigation strategies are suggested to moderate negative social impacts that arise due to certain limitations of existing prevention strategies. Finally, if negative social impacts persist, the third stage involves coping strategies to provide stakeholders with ways to redress their grievances.

Efficacy of social protection measures put in place by the project will be scrutinized continuously through the proposed monitoring mechanisms. Special attention will be given to obviating negative social impacts that stakeholders from marginalised communities may experience.

➤ **Key Recommendations and Indicative Action Steps**

- A multi-level grading of Primary and Upper Primary schools, CRCs, BRCs, DIETs, PTECs and BITEs should be initiated and designed for effective delivery of project goals. Institutions with optimum facilities –adequate infrastructure, trained and sufficient number of teachers in schools, BRC and CRC Coordinators and teacher educators in teacher education institutions-- should be on top of the grading mechanism. Conversely, institutions with bare facilities and prerequisites will be situated at the lowest rung of grading mechanism. Applicability of accreditation or accountability for above institutions should be contingent on grading mechanism.
- With incremental provision of said infrastructure and facilities, accreditation and accountability mechanism for schools or teacher education institutions at the lowest rung should be raised accordingly for incremental accountability.
- Socially and educationally disadvantaged communities as SC, ST, Women, OBC, EBC and Minority constitute overwhelming majority of teacher, BRC and CRC Coordinator, and teacher educator strength in Bihar. It is a creditable result of policies implemented by Department of Education, Bihar Govt. To make desired impact the best knowledge, technical support and facilities have to be necessarily made available to them under the project.
- Build capacity of teachers by means of pre-service and in-service training programs to function in socially diverse classrooms to enhance classroom performance for ensuring quality education in schools.
- As per RTE Guidelines, no teachers shall be deployed for non-educational purposes other than decennial population census, disaster relief, or duties relating to elections to local authority, State Legislature or Parliament, as the case may be. In case teachers are made to involve in other non-educational activities, same should reflect in accountability mechanism.
- BRC and CRC Coordinators' roles and assignments for schools should be as per BRC and CRC Guidelines, Department of Education, Govt of Bihar. Deviations will adversely impact project outcome.

- As per Bihar Gazette (No 267, June 2011, Patna) *Tadarth Samitis* should function towards (1) Ensuring teachers' presence in schools, (2) Supervising building construction and Mid-Day-Meals, and (3) Take necessary measures for Right of the Child for Free and Compulsory Education. Systematic capacitation process need be built for above. Keeping eye on children's learning and outcomes should be integral to such capacitation.
- As per Bihar State Educational Infrastructure Development Corporation (BSEIDC) there is sufficient land available for infrastructure development of DIETs, PTECs and BITEs. Therefore there is no land acquisition process involved for development of above teacher education institutions. However, in case of an involuntary resettlement of DIETs, PTECs and BITEs during the project implementation phase, the project should take care of economic and socio-cultural concerns of project affected people so that their livelihood and social relations can be restored to the pre-project status.
- There need be a Grievance Redress Mechanism for stakeholders' grievance related to (1) Training, and (2) Accountability/Accreditation at district level for reasons of accessibility, lesser institutional procedures and operational mechanisms for desired project outcomes to be attained.

# Chapter 1: Elementary Education Profile: An Overview

## 1.1. State Profile

Bihar is the twelfth largest state in India with an area of 98,163 square kilometres (Census of India, 2011). The river Ganga divides the state into two natural regions: North Ganga plain and South Ganga plain. Administratively, the state has been divided into 9 divisions, 38 districts, 101 sub-division, 534 blocks, 8,471 Panchayats and 45,103 revenue villages (Govt. of Bihar). Demographically, it is the third most populous state in the country with a population of 103,404,637 with 54,185,347 male and 49,619,290 female populations. Bihar has a population density of 1,102 persons per square kilometre (Census of India, 2011). Schedule Castes (SCs) constitute 15.9% of the total population whereas Schedule Tribes (STs) constitute only 1.28% of the total population. The percentage of Muslims in the state is 16.53% (Census of India, 2001). The population in the age group of 0-14 years in Bihar amounts to 37.3%: respectively 37.4% and 37.1% male and female. Bihar is a predominantly rural society with 88.7% of the population living in the villages (Census of India, 2011).

According to the Census of India (2011), literacy rate of Bihar is 63.8%, (73.4% male and 53.3 % female). Literacy rate in urban areas is 78.75% (84.42% male and 72.36% female); in rural areas it accounts for 61.83% (male 71.90% and female 50.82%).

## 1.2. Evolution of Elementary Education

The District Primary Education Programme (DPEP), *Sarva Siksha Abhiyan (SSA)* and the Bihar Education Project (BEP) have provided new impetus to the school education system. The pace of growth of education system of the country and that of Bihar was renewed owing to new ideas, issues and challenges with the notification of the Right of Children to Free and Compulsory Education Act, 2009, which makes elementary education a fundamental right of every child in the country. According to the DISE provisional data for the year 2011-12, Bihar has a total of 68,923 schools providing primary and upper primary i.e. elementary education. The total number of government schools has gradually increased over the past six years as indicated by the following table formulated on the basis of DISE data.

**Table 1: Number of Government Schools, Bihar**

	<b>Total</b>	<b>Primary</b>	<b>Upper Primary</b>
<b>2011-2012</b>	68,853	40,906	27,947
<b>2010-2011</b>	67,622	41,757	25,865
<b>2009-2010</b>	66,842	43,677	23,165
<b>2008-2009</b>	66,785	47,578	19,207
<b>2007-2008</b>	65,779	49,632	16,147
<b>2006-2007</b>	50,589	36,667	13,922

### **1.3. Enrolment Success Story**

With an increasing number of schools at elementary education level, there is a significant progress in enrolment at elementary level. This increase is also catalysed and sustained by different incentive programmes including free text books, free uniforms, scholarships and the Mid-Day Meal scheme. The total enrolment in the year 2011-12 in primary and primary with upper primary schools are 15,881,038 and 4,969,507 respectively. According to DISE provisional data for the year 2011-2012, the enrolment rates for girls are respectively 49.6% and 49% against the total enrolment rate in the primary and primary with upper primary schools. Gross Enrolment Ratio (GER) at primary level is 143.6 and 59.8 at the upper primary level in the year 2010-11 (DISE, 2011-12). Net Enrolment Ratio (NER) in the upper primary level is 52.7 in 2010-11 (DISE, 2011-12). Table 2 shows the enrolment rate of SCs, STs and Muslims in elementary schools.

**Table 2: Social Profile of enrolment in Elementary Education in Bihar (% enrolment to total enrolment)**

	SC (%)		SC Girls (%)		ST (%)		ST Girls (%)		OBC (%)		OBC Girls (%)		Muslims (%)		Muslim Girls (%)	
	P*	P+UP <sup>#</sup>	P	P+UP	P	P+UP	P	P+UP	P	P+UP	P	P+UP	P	P+UP	P	P+UP
<b>2011</b> - <b>2012</b>	19.8	15.4	48.5	46.1	2.2	1.7	49	47.9	63.7	65.9	49.4	48.6	15.2	13.2	49.8	51.9
<b>2010</b> - <b>2011</b>	19.3	14.5	47.7	45.1	2.1	1.5	48.5	47.5	62.6	65.3	48.7	47.5	14.4	12.6	49.5	51.5
<b>2009</b> - <b>2010</b>	19.5	15	46.8	43.7	1.9	1.5	47.5	44	61	62.6	47.9	46.1	13.8	12.2	48.4	48.6
<b>2008</b> - <b>2009</b>	18.2	13.5	46	42.1	2.4	1.5	46.9	44.1	60.2	62	47.6	44.8	13	10.4	48.1	47.9
<b>2007</b> - <b>2008</b>	17.7	13	44.6	39.5	2.4	1.6	45.6	41.3	59.3	60.3	46.7	42.5	11.3	8.2	46.8	44.8
<b>2006</b> - <b>2007</b>	17.6	13.1	43.7	38.4	1.8	1.1	45.8	41.9	59.4	58.4	46	40.8	8.9	6.6	46.2	42.9

\*P= Primary Schools, <sup>#</sup> P+UP= Primary with Upper Primary Schools

#### **1.4. Retention is the Key Challenge**

Given above achievements, however, DISE 2011-12 data also show that there is a considerable rate of dropout at primary school level. The grade disaggregated data for year 2011-12 show that 18.9% students dropout at Grade V. Even at Grade I, 4.3% of children dropout. Dropout rate at the primary level in the year 2011-12 is 6.7% The grade disaggregated data from DISE for year 2011-12 show that the enrolment ratio of girls' compared to that of boys' from Grade I to

Grade V is 0.97. In post Grade V, however, there is a sudden drop in enrolment vis-à-vis the total enrolment of 1,58,81,038 at primary level and 49,69,507 at upper primary level (DISE, 2011-2012). It is creditable there is not much discernible difference between the enrolment of girls and boys. The above table shows the social profile of students' enrolment in Bihar over a period of six years both at primary and upper primary level.

### 1.5. Prevailing Infrastructure and Teachers

The availability of infrastructure and teachers is one of the major challenges that the government is gradually coming terms with. Average number of teachers per school in Bihar is 3.4 in primary schools and 7.3 in primary with upper primary schools. The average number of classrooms per school is 2.3 in primary schools and 5.9 in primary with upper primary schools. However, there are only 4.7% primary and 1.1% primary with upper primary schools with single classroom. Likewise there are only 5.3% primary and 1.2% primary with upper primary schools with single teacher. The pupil teacher ratios in Bihar are 52 in primary schools and 64 in primary with upper primary schools.

**Table 3: Infrastructural Status and Pupil Teacher Ratio in schools in Bihar, 2011-12**

	% Single Classroom Schools	% single Teacher Schools	Pupil Teachers Ratio (PTR)	Average No. of Teachers per School	Average number of Classrooms
Primary	4.7	5.3	52	3.4	2.3
Primary with Upper Primary	1.1	1.2	64	7.3	5.9

Source: DISE State Report Card, 2011-12

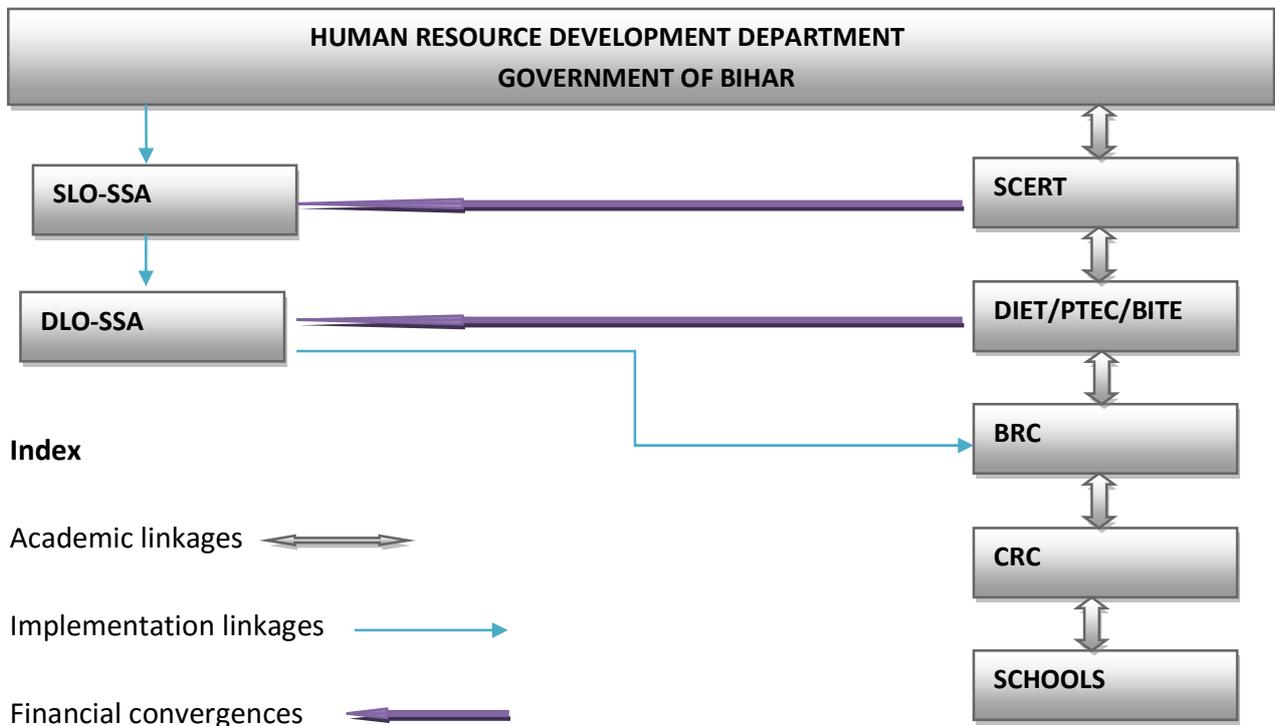
## Chapter 2: Teacher Education: An Overview

At present there are 1 State Council for Educational Research and Training (SCERT), 33 District Institutes of Education and Training (DIET), 23 Primary Teacher Education Colleges (PTEC), 4 Block Institute of Teacher Education (BITE), 6 Government Teacher Training Colleges (GTTC) (Department of Education, Bihar, 2012).

In addition to the above mentioned institutions that are managed by the state government, there are 113 B.Ed. colleges that are run and funded by private trusts and societies. Also, 8 B.Ed. colleges are managed by the respective university departments, and 10 B.Ed. colleges are the constituent units of their respective universities. A detailed description is given in annex 1.

SCERT and DIETs are the nodal agencies for educational research and training respectively at the state and district levels. SCERT holds the academic control of the teacher training/education in the state, while DIETs provide academic support to teachers through Block Resource Centres and Cluster Resource Centres. There are a total of 536 BRCs and 4,520 CRCs in Bihar (DISE, 2011-12). DIETs and PTECs provide both pre-service and in-service training to elementary school teachers. At present there is only one type of elementary teacher training in Bihar, i.e. Diploma in Education (D.Ed) provided by DIETs and PTECs. Apart from these, new Block level Institutions of Teacher Education (BITEs) are to be set up, which will provide in-service teacher training from pre-primary to senior secondary level. At present there are four BITEs which have been upgraded from PTECs apart from five additional proposed BITEs (Department of Education, Government of Bihar). These are in Darbhanga (Madhopatti), Katihar (Musapur), East Champaran (Dariyapur), and West Champaran (Dariyapur). The following diagram describes the linkages among these institutions of teacher training in Bihar.

**Figure 1: Linkages between various teacher education institutions in Bihar**



Though DIETs, PTECs and BITEs are providing pre-service training, according to the DISE provisional data for year 2011-12, there are only 47.3% trained regular teachers in Bihar, out of which male and female representation in the government schools is 52.5% male and 39.6% respectively. The same source reveals that only 31.8% teachers in primary schools and 30.4% teachers in primary with upper primary schools have received in-service teacher training. There are 15,4,634 trained teachers in Bihar and there are 19,5,237 teachers who are yet to have the minimum qualifications as prescribed by National Council for Teacher Education (NCTE). There are 43,238 untrained teachers in Bihar. Table 4 describes the status of trained teachers in Bihar for the year 2013-14.

**Table 4: Status of Trained Teachers, Bihar**

Working Teachers	349871
No. of Trained Teachers	154634
No. of Teachers without minimum qualification as prescribed by NCTE	195237
No. of Teachers who have completed 1 <sup>st</sup> year course	10
No. of Teachers who have completed 2 <sup>nd</sup> year course	151989
No. of Untrained Teachers	43238
No. of Resource Persons identified for Training	728

Source: District Plan, 2013-14

Further, the following table details the position of each institution's faculty strength and availability of teacher educators at the moment.

**Table 5: Faculty Strength of the DIETs, PTECs, BITEs and CTEs in Bihar**

Sl. No.	District	DIETs/PTECs/BITEs/CTEs	Present Post		Working	
			Principal	Lecturer	Principal	Lecturer
<b>DIETs</b>						
1	Araria	DIET, Farbisganj	1	9	0	1
2	Aurangabad	DIET, Tarar, Daudnagar	1	9	0	7
3	Banka	DIET, Babutola	1	9	1	3
4	Begusarai	DIET, Shahpur	1	15	0	10
5	Bhagalpur	DIET, Khirnighat	1	10	0	3
6	Bhojpur	DIET, Piraunta	1	13	0	7
7	Buxar	DIET, Dumraun	1	9	0	9
8	Darbhanga	DIET, Qilaghat, Alalpatti	1	9	0	10
9	East Champaran	DIET, Chhatauni	1	10	1	4
10	Gopalganj	DIET, Thawe	1	9	1	7

11	Gaya	DIET, Panchayati Akhara	1	10	0	7
12	Katihar	DIET, Tikkapatti	1	9	0	2
13	Kaimur	DIET, Mohanian	1	9	1	4
14	Khagaria	DIET, Ramganj Sansarpur	1	9	0	5
15	Kishanganj	DIET, Linekhanke	1	9	0	7
16	Lakhisarai	DIET, Lakhisarai	1	13	0	10
17	Madhepur	DIET, Madhepur	1	9	0	1
18	Madhubani	DIET, Narar	1	9	0	6
19	Mujjafarpur	DIET, Rambagh, Maraul	1	10	0	9
20	Munger	DIET, Purabsarai	1	9	0	6
21	Nalanda	DIET, Noorsarai	1	9	0	6
22	Nawada	DIET, Jawaharnagar	1	9	0	10
23	Patna	DIET, Bikram	1	16	0	14
24	Purnia	DIET, Shinagar	1	8	0	10
25	Rohtas	DIET, Fajalganj	1	9	0	5
26	Samastipur	DIET, Pusa	1	15	0	10
27	Saran	DIET, Sonepur	1	9	0	9
28	Sheikhpur	DIET, Makhdumpur	1	9	0	6
29	Sheohar	DIET, Moh-Sheohar	1	9	0	4
30	Sitamarhi	DIET, Dumra	1	9	0	3
31	Siwan	DIET, Mahadeoroad	1	10	1	5
32	Vaishali	DIET, Dighi	1	10	1	9
33	West Champaran	DIET, Kumar Bagh	1	14	0	11
<b>PTECs/BITEs</b>						
1	Aurangabad	PTEC, Shahpur	1	9	0	5
2	Begusarai	PTEC, Vishnupur	1	10	0	3

3	Bhagalpur	PTEC, Nagarpur	1	14	0	4
4		PTEC, Phulwaria	1	9	0	3
5	Bhojpur	PTEC, Bihiyan	1	9	0	5
6	Darbhanga	BITE, Madhopatti	0	0	0	0
7	East Champanan	BITE, Dariapur	0	0	0	0
8	Gaya	PTEC, Sherghati	1	14	0	5
9	Katihar	BITE, Musapur	0	0	0	0
10	Madhepur	PTEC, Shukhasan				
		Manahara	1	13	0	10
11	Madhubani	PTEC, Ghoghardiha	1	9	0	5
12	Mujjafarpur	PTEC, Patahi	1	10	0	10
13		PTEC, Pokhraiira	1	15	0	10
14		PTEC, Chandwara	1	10	0	5
15	Munger	PTEC, Haweli Kharagpur	1	13	0	7
16	Patna	PTEC, Barh	1	9	0	9
17		PTEC, Masurhi	1	9	0	11
18		BNR Training College, Guljarbagh	1	13	0	8
19		PTEC, Mokama	1	10	0	8
20		PTEC, Mahendru	1	12	0	11
21		Rohtas	PTEC, Sasaram	1	9	0
22	Samastipur	PTEC, Rampur Jalalpur	1	10	0	4
23		PTEC, Shahpur Patori	1	10	0	7
24	Saran	PTEC, Bangra	1	12	1	6
25	Siwan	PTEC, Siwan	1	9	0	5
26	Vaishali	PTEC, Sorhatta	1	10	0	7
27	West	BITE, Balmiki Nagar	0	0	0	0

	Champanan				
<b>CTEs</b>					
1	Gaya	1	6	1	2
2	Bhagalpur	1	7	1	2
3	Samastipur	1	7	1	2
4	Saran	1	6	1	0
5	Saharsa	1	6	1	2
6	Mujjafarpur	1	11	1	2

Source: Directorate of Research and Training, Government of Bihar

Recent efforts of Government of Bihar to strengthen teacher education institutions by way of recruiting qualified and capable teacher educators through a well designed methodology are in the process. Undoubtedly, it will further the agenda of government to place competent faculty members at these institutions.

#### **Development Needs Analysis (DNA)**

Teacher Education institutions are now being revived with District Institutes of Education and Training (DIETs) as a major focus. The D. Ed. Program is being offered for the first time since 1994. Bihar has 33 District Institutes of Education & Training (DIETs) and 27 Primary Teacher Education Colleges (PTECs) – 52 are offering the D.Ed. program.

The recruitment of leaders and faculty for these institutions was the first step towards their revival. As many as 4000 applications were received from teachers of government schools who qualified to be teacher educators as per NCTE regulations of which 294 were short-listed. In addition to NCTE criteria, the Government of Bihar wanted to assess the applicants' readiness for this new role through a rigorous, systematic, qualitative Development Needs Analysis (DNA) process before placing them at institutions and plan for their professional development.

## **Chapter 3: Context, Approach and Methodology of Social Assessment Study**

### **3.1. Context of the Study**

In continuation of its policy for universalization of education, The Government of Bihar (GOB) has requested the World Bank's support to develop a project to increase access to quality teacher education and Continuous Professional Development (CPD) for improved teacher performance and accountability. The broad objectives of the project are to (a) develop a certification of high-quality pre-service elementary teacher program, adapted for delivery to untrained elementary teachers; (b) strengthen Teacher Education institutions (in public and private sectors) and accredit them for effective teacher education and continuous professional development (CPD) program delivery; and (c) to enhance teachers' classroom performance and attendance over measured baselines through improved social accountability mechanisms. As an input to the project design, the Bank will hire a consultant to conduct an assessment of social challenges faced by teachers in the State of Bihar, evolving potential project participation mechanisms to involve marginalized groups, identifying risks to project and evolving mitigation strategies.

### **3.2. Approach of the Study**

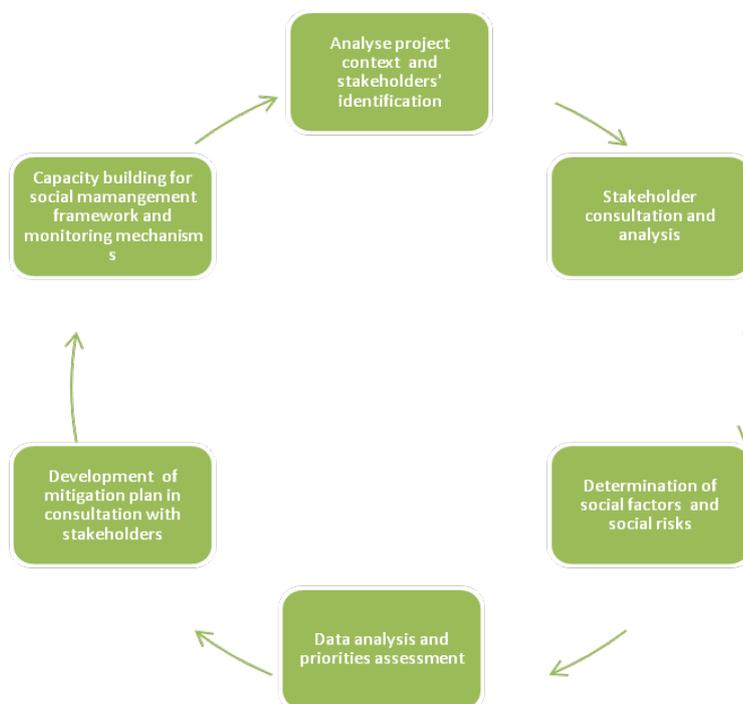
We have employed following two approaches to the social assessment study: First, documentary research has been carried out to facilitate the institutional analysis of the organizational and legal framework of centrally sponsored schemes of Teacher Education and *Sarva Shiksha Abhiyan*. The Main focus of this review was the guiding principles that determine the *modus operandi* of project interventions and state regulations that, on the one hand, steer and stabilize the project and its components, and, on the other, may cause social exclusion and exacerbate marginalization of vulnerable stakeholders, especially of women, minorities, scheduled caste, scheduled tribe and other socially excluded communities. The broader policy and reform context, within which the project takes place, have also been taken into account. In addition, special attention was devoted to laws and regulations that govern the Teacher Education project's implementation and the access of excluded groups to services and opportunities provided by the project.

The second approach for the social assessment was participatory. It is important to emphasise here that the participatory approach and its related methodology was informed by the main findings of documentary research that has helped us to identify the stakeholders and their

nature and extent of participation in realizing the project objectives. The participatory approach focused on community concerns and analysed the knowledge and experiences of those affected by the imminent project implementation as the basis for identifying impacts, especially on women, minorities, scheduled caste, scheduled tribe and other socially excluded communities. Additionally, the participatory approach will also identify stakeholders' values and interests, level of possibilities and expectations of the education system, and willingness to participate in newly designed project components.

### 3.3. Social Assessment Process

**Figure 2: Social Assessment Process**



### 3.4. Data Sources

As outlined above, the social assessment data can be acquired from various sources. These sources can be categorised mainly in two segments, i.e. the secondary data sources that are already in existence (published or unpublished) and primary data that are to be acquired during the course of the assessment study. Following table details the kind of data sources this study has in mind.

**Table 6: Kinds of Data Sources for the Social Assessment Project**

	<b>Quantitative data</b>	<b>Qualitative data</b>
<b>Secondary sources</b>	<ol style="list-style-type: none"><li>1. Previous surveys</li><li>2. Official statistics</li><li>3. Monitoring studies</li></ol>	<ol style="list-style-type: none"><li>1. Government and non-governmental documents</li><li>2. Previous social assessment studies</li><li>3. Newspapers and media reports</li></ol>
<b>Primary sources</b>	<ol style="list-style-type: none"><li>1. Questionnaire surveys</li></ol>	<ol style="list-style-type: none"><li>1. Interviews</li><li>2. Focus group discussions</li><li>3. Classroom observations</li><li>4. Photos and videos</li></ol>

### **3.5. Methodological Steps**

**3.5.1. Profile of baseline conditions:** The social assessment study begins with the profiling of baseline conditions. We aim to assess and document (a) existing conditions and trends in teacher education in Bihar, (b) the appraisal of centrally sponsored schemes for teacher education that have ramifications for both public and private institutions' stakeholders, (c) the appraisal and identification of key social and institutional issues, which also include issues of accountability, and (d) the identification of key stakeholder groups.

**3.5.2. Scoping of the social impacts:** The method identifies and prioritizes a range of likely social impacts through a variety of tools that include, among others, discussions, interviews, classroom observations and questionnaire surveys of members of all potentially affected stakeholder groups. Special attention has been given to stakeholders from vulnerable groups whose capabilities, opportunities and access to the projects benefits may be compromised due to the continuing apparatus and practices, formal or informal, of social exclusion.

**3.5.3. Projection of social impacts, including indirect and cumulative social impacts:** The projection of social impacts employs the information generated from previous steps to predict what will happen and who will be affected. Social impacts may be direct, indirect and/or cumulative.

Direct social impacts are the outcomes that are caused directly, in many cases on expected lines, by the process of project implementation. However, the change should not be an extension of the baseline trend but should reflect the impact of the implementation of project components. An indirect social impact, on the other hand, is the result of direct social impacts. It may not be foreseen in the beginning but may take place due to the embedded social, structural equations that are subtle and considered self-evident. Cumulative social impacts, moreover, are those impacts, which take place over time due to both direct and indirect impacts.

**3.5.4. Assessment of risks:** Risk assessment exercise in social assessment study has an important role to play in avoiding unintended consequences. There are two types of risk that we can anticipate. First, the potential risks perceived by stakeholders are important in determining the significance of social impacts. Their perceptions could be based on certain assumptions that may or may not be accurate, but in either case these perceptions influence potential social impacts. Second, the assumptions that guide and determine the project should be identified, along with the risk that these assumptions may not be precise and categorical. This makes it possible to predict what could obviate the project's success. Hence, risk assessment facilitates the employment of a number of mitigation strategies that will improve the project's chances of success.

**3.5.5. Evaluation:** During the evaluation process, it is assessed who has improved and stepped forward to participate to achieve the project objectives, and who has suffered and retreated, at least mentally. Evaluation measures the significance and desirability of the social impacts, so far identified, to assess whether the social impacts are acceptable, if not desirable.

**3.5.6. Social management framework and grievance redress mechanism:** The rationale for this step is to develop a social management framework to arrest or mitigate the adverse social impact(s), if any, that has been identified, and is above the threshold level. First, all efforts should be taken to preclude any adverse social impact. If an alternative is not available then some necessary modifications in the project outline may be an option. Still it is possible that some social impacts are unavoidable. In that case, a compatible and sensitive social management framework should be devised, especially for those who are vulnerable and socially excluded.

Further, a formal recourse to redress grievances will be designed for aggrieved stakeholders. This grievance redress mechanism will consider the project's intended or unintended, manifest or latent, social impacts that are culturally inappropriate, and socially and economically unfavourable.

**3.5.7. Monitoring:** A monitoring plan will be developed for the purpose of ensuring that the project and its components are complying with all safeguards and risk aversion steps that have been devised and put in place in the project cycle. To make monitoring more responsive and sensitive, on certain occasions, it will be participatory, involving relevant stakeholders. It will also follow the progress of project components and compare real impacts with the projected ones. On the basis of these data, monitoring may also suggest the nature and extent of additional steps that should be taken to arrest or mitigate unanticipated impacts that are more severe than have been projected. In addition, monitoring benchmarks and indicators will be developed, employing quantitative and qualitative tools to continually assess the social impact outcomes of the project.

## Chapter 4: Documents reviewed

**National Education Policies, 1968 and 1986 (POA 1992):** The National Policy in Education 1968 pointed out the importance of the teacher in quality education and their contribution to national development. The 1968 policy emphasised in-service teacher education for the skill development of teachers.

The National Education Policy (NPE), 1986 has equally emphasised the fact that teachers are the backbone of the Indian education system of the country and that their recruitment should be based on “merit, objectivity and conformity with spatial and functional requirements” (NPE, 1986). The policy underlined the complementary nature of both pre-service and in-service teacher training and education. District Institutes of Education and Training (DIET) were constituted for pre-service and in-service education for elementary school teachers and for personnel working in non-formal and adult education. The National Council of Teacher Education (NCTE) was to be provided with the necessary resources and capabilities to accredit teacher education institutions and provide guidance regarding curricula and methods.

***Sarva Shiksha Abhiyan Framework:*** *Sarva Shiksha Abhiyan (SSA)* is India’s flagship programme for achieving Universal Elementary Education. Its goals mainly include universal access and retention, prevention of gender and social discrimination in education and the improvement of children’s learning level. SSA provides for a variety of interventions that include: (1) the introduction of new schools and alternate schooling facilities, (2) the construction of additional classrooms, (3) toilets and drinking water facilities, (4) provisioning for teachers, (5) periodic and continuous training and academic resource support, and (6) the ready availability of textbooks.

Over the decades, there has been a significant spatial and numerical advancement of elementary schools in the country. Despite this remarkable progress, the cherished goal of universal elementary education continues to evade. The number of dropout children, especially from socially excluded and vulnerable sections, has remained depressingly high. Even for those who have escaped the dropout phenomena and completed the elementary education cycle, the quality of learning achievement is not up to the mark

With the implementation of Right to Education Act, the SSA framework has also been revised to meet the needs of free and compulsory elementary education in the country. The revised framework also takes into account the centrality of teachers as facilitators in creating an inclusive culture in schools and beyond. The aim is to make teachers aware of the pedagogical

processes informed by diverse social backgrounds of the children who participate and strive to complete elementary education cycle.

Apart from systemic and structural reasons, the classroom behaviour of the teacher as well as peer groups is a very important factor in determining whether or not children from socially excluded/disadvantaged groups are welcomed and feel socially included. Sensitisation of teachers on the *modus operandi* of exclusion and inclusion of socially vulnerable groups should be a part of pre-service and in-service training. Recruitment of teachers from socially disadvantaged groups is also an important component of this strategy. The revised SSA framework emphasises norms established by National Council for Teacher Education (NCTE) for teachers' qualification. The teacher training must uphold the objectives of the National Policy on Education and Right to Education Act, and should enhance the knowledge of teacher to understand the world of the child. The training programmes should be continuously research informed and so designed that they addresses the need for continuous development of teachers' repertoire of knowledge and training, the annual review of training modules, and the development of master trainers. The SSA framework also details the roles and responsibilities of teacher training institutions that provide both pre-service and in-service training. In addition, the SSA also reiterates the importance of community as a support system for schools. School Management Committees are envisioned as a support mechanism, providing a link between schools and communities. In this regard, teachers have been given a key role in planning and implementing community participation strategies in schools.

The *Sarva Shiksha Abhiyan* has a community-based monitoring system, which is supported by an Educational Management Information System (EMIS) that incorporates school level data with community-based information from micro-planning and surveys. Besides, every school has been directed to have a notice board showing all the grants received by the school and data on enrolment, attendance, incentive, etc. In addition, trainers act as the observers of classroom processes to record changes in classroom practices. Periodic monitoring teams also make random visits to selected schools. The two basic aims of monitoring are the creation of community ownership of education process and to ensure quality through periodic checks by external teams. Besides community based monitoring, *Sarva Shiksha Abhiyan* encourages independent research and supervision by autonomous research institutes.

The major monitoring programmes of SSA are: (1) Joint Review by Government of India and the State governments, (2) community based monitoring with full transparency, (3) continuous visits to schools by resource persons and suggestions for improvement, (4) state specific responsibilities to research and resource institutes for supervision, monitoring, evaluation and research, (5) mandatory community ownership for preparation of District Elementary Education

Plans, (6) statement of expenditure in each school has to be a public document, and (7) mandatory implementation of school related activities by Village Education Committees (VEC).

**Right of Children to Free and Compulsory Education Act, 2009:** The Act makes elementary education a fundamental right of children within the age group of 6 to 14 years. Human, financial and infrastructural resources are needed in order to make the Act a success. Teachers form the backbone of the success of the Act and have to appreciate the recent challenges and issues, which have arisen in the new circumstances brought about by the Act. There is a need of a large number of trained teachers who will be educating untrained teachers who are already in the school system. The training of such teachers has to be so designed to equip them to face the emerging issues and challenges. The large number of untrained teachers is generating pressure on teacher training facilities in the country to meet the provision of correct pupil teacher ratio. The inclusivity of the education system has been the focus of the Act. The Act also provides that the over aged children should be admitted in the age appropriate classes and need to be provided with special age-appropriate training to make them at par with the children who are already in the schools. The automatic promotion of students has become a norm with comprehensive and continuous evaluation procedure to control quality of teaching and learning. There are strict rules banning corporeal punishment and mental harassment of students by teachers. Within the purview of these provisions, teacher training has become all the more important to cope with the changing scenario of education in India not only in terms of the number of trained teachers but also in terms of qualitative aspects, like making the teachers aware of the changing skills needed for teaching as a profession. The Act entrusts the parents with certain powers. School Management Committee (SMC) is the provision, which not only empowers the parents but also bridges the missing link between community and schools in India. SMCs are also key role players in the development of School Development Plans. The role of the headmasters, the teachers and the SMCs have been clearly defined by the RTE to ensure quality, equity and effective learning in schools and this has long term implications for teacher training in India as well as Bihar. However, the teacher's role in the education system has been down played by the Act. Teachers are expected to carry out services as prescribed by the Act and other functionaries from time to time, as against the central role played by the teachers in the Indian school system earlier.

The Act prescribes the minimum qualification for the appointment of teachers in schools. However, it has also provided that the central government may, through notification, reduce this minimum qualification for a period not exceeding five years from the date of commencement of the Act. Teachers who do not possess the minimum qualifications at commencement of the Act should also acquire the same within a period of five years. A teacher must maintain regularity, punctuality in attending schools, transact and complete the

curriculum as prescribed and within specified time period. And from time to time, a teacher has to perform other prescribed duties. A teacher is also not allowed to give private tuitions.

Grievance Redress Mechanisms are critical in the fulfilment of the right to education, ensuring that there is democratic pressure on the State to deliver, ensuring the right to be heard and the right to redress grievances within the system, as well as the right to legal recourse in the event of miscarriage of justice. *Shiksha Samvads* are a regular forum for the redress of grievances of different stakeholders: SMCs, parents, representatives of local authority, and teachers. *Shiksha Samvads* are monthly held at block level, and quarterly at the District level. The District Education Grievance Redress Officer presents a status report of the complaints received and their resolution. A defaulting teacher is liable to disciplinary action under the Act. However, s/he will be provided with an opportunity to be heard and his/her grievances will be redressed through the proper mechanism.

**DIET Guidelines:** District Institute of Education and Training (DIET) were conceived in the National Policy on Education, 1986 as third tier district level organisations providing better support to the implementation of the National Policy of Education 1986, universalisation of elementary education both quantitatively and qualitatively. The mission of DIETs is to provide academic and resource support at the grassroots level with all necessary physical and manpower resources provided by the central and state governments. The main functions of DIETs are: (1) training and orientation of elementary school teachers (both pre-service and in-service), headmasters, heads of school complexes and officers of Departments of Education up to block level, instructors of supervisors of Adult Education and Non-formal Education, Members of District Boards of Education, Village Education Committee members, community leaders, youth, other volunteers and resource persons, (2) academic and resource support to the elementary and adult education systems in the district, and (3) action research and experimentation to deal with the specific problems of the district in achieving universal elementary and adult education. DIETs provide both pre-service and in-service teacher education programmes. In congruence with the child centered approach to education outlined in the National Policy of Education 1986, the training programmes of DIETs are to be learner centered for life-long learning. The training programmes are to be based on assessment of needs of teachers and should use local environment in the entire process.

DIETs are part of a larger design of the elementary education system but there is adequate functional autonomy and accountability in academic, administrative and financial matters of the DIETs. However, there has to be a continuing dialogue with the field i.e. with schools, teachers, supervisors, district level officers as well as other institutes at national (NCERT, NUEPA etc.), state (SCERT, SIET, SRC etc.), and at divisional level (IASE, Universities etc.). DIETs have a close relationship with the SCERT which supervises the functioning of the DIETs at

different levels. The SCERT is a member of the Programme Advisory Committee (PAC) and has been designated as the suitable educational authority to advise and guide the DIETs in planning and manage the entire range of programmes and activities. SCERT, along with NCERT and NUEPA, is to oversee the logistics and content of the training of the DIET faculty members provided through induction programmes, refresher courses and other such programmes. SCERT will also identify the detailed institution-wise requirements of books, equipment etc. SCERT is to develop exemplar course designs for the main programme of elementary teacher training, detailed guidelines regarding the transaction methodology of the training programmes and to provide written modules, suggested readings and other TLMs for training programmes.

The DIET guidelines have also detailed the physical facilities to be available with a DIET. Accordingly, the institute campus should have an adequate area (preferably 10 acres) with 10000 sq. feet building area, separate hostels for girls and boys with a capacity of 150 to 200, at least five staff quarters for the principal, two faculty members and two class IV employees, libraries and reading rooms, laboratories, equipment for experiments, a work-shed and garden, equipment for the visual and performing Arts, playgrounds, audio-visual aids, computer rooms, equipment for the education of handicapped and special materials and equipment relevant for adult and non-formal education.

**BRC-CRC Guidelines:** The Block Resource Centers (BRC) and Cluster Resource Centers (CRC) are sub-district level institutions in teacher education system of India. The mandate of BRC and CRCs is to undertake school support and supervision working in close collaboration with DIETs to improve the quality of elementary education. The BRC-CRC guidelines aim at revitalizing these institutions and functions as a lever for school improvement. Over the years the scope of BRCs and CRCs have widened because of new policies and programmes, guiding elementary education in India. The CRCs are to enhance school performance through (1) academic coordination, (2) cluster development approach, (3) community and equity support, (4) supervision of systemic flow and curriculum implementation, (5) administrative support, (6) teacher development, and (7) monitoring. On the other hand, the Block Resource Centers (BRCs), on the other hand, play a role in coordinating the activities of the CRCs, providing trainings, managing educational data at the block level, and by functioning as repositories of Knowledge Resources.

The Right to Education Act has provided a new context and reason to make BRCs and CRCs much more effective. The Guidelines point out that developing “a state appropriate approach” is important in view of its “current personnel and practices”, the “key issues on the ground”, and its “vision for school improvement” in the light of RTE. There is also a need of sharing the vision and objectives of BRCs and CRCs with other institutions across all levels of education system. The roles and relationship of DIETs, BRCs, and CRCs also need to be evolved

accordingly. Capacity building, induction and orientation training to the institutions should be provided to ensure that various institutions and functionaries work in complimentary ways.

**The Bihar Elementary School Education Committee Act, 2011:**The act is for immediate constitution of ad hoc elementary education committee (*Prarambhik Vidyalaya Tadarth Shiksha Samiti*) for ensuring people's participation in the management, control and supervision of the elementary schools of the State of Bihar under provisions of "The Right of Children to Free and Compulsory Education Act 2009". The act details the constitution of a *Tadarth Samiti* for upper and upper primary schools. The committee will consist of 6 to 7 members where adequate representation is given to parents (mothers) of children from disadvantaged communities. The power and functions of the *Tadarth Samiti* are: (a) ensuring presence of teachers on time, (b) monitoring of school building construction, mid day meal and keep an oversight on necessary activities for implementation of provisions of the Right of children to free and compulsory education Act 2009, and (c) ensuring compliance of order/direction given by the Government from time to time.

**National Curriculum Framework for Teacher Education: Towards preparing professional and Humane Teachers, 2009:** The stress on teacher quality and how teachers are being prepared and how they ought to be prepared has been an area of debate and focus since independence. An effective curriculum framework for teacher training has its foundation in well-defined standards to be maintained by teachers. The National Curriculum Framework of Teacher Education (NCFTE), 2009 has six chapters: (a) Context, Concerns and Vision of Teacher Education; (b) Curricular Areas of Initial Teacher Preparation; (c) Transacting the Curriculum and Evaluating the Developing Teacher; (d) Continuing Professional Development and Support for In-Service Teachers; (e) Preparing Teacher Educators; and (f) Implementation Strategies.

The Framework discusses the context, concerns and vision in detail while focusing on the symbiotic relationship between teacher education and school education and how developments in these sectors mutually reinforce each other. The Framework also expresses its concern necessary for qualitative improvements of teacher education. The changes in school curriculum and the expected transactional modalities for all stages of school education have been emphasized in the Framework. Issues related to inclusive education, equitable and sustainable development, gender equality, community, knowledge of ICT in schooling are at the center-stage in the Framework. The curriculum of teacher education is broadly dealt with under foundations of education, curriculum and pedagogy and school internship.

The Framework also focuses on process-based teacher education which has been developed as a model for in-service teachers to adopt. The establishment of Teaching Learning Centers to act as laboratories for theory and practice of teacher training has been emphasized. It also focuses

on continuous and comprehensive evaluation of teachers. Though conventional models of teacher education are not being scrapped but the Framework has suggested a number of reforms providing directions towards change in the structural aspects of teacher education at elementary, secondary and post-graduate levels. First, there is a need to break the isolation of teacher education institutions from other educational institutions; second, establishment of continuing professional development strategies keeping the inseparable nature and link between pre-service and in-service teacher in mind; third, reforms to bring in quality and experience of teacher trainers as well as their. The NCFTE has been visualized as a catalyst to bring in change in the profile of teacher education to make the teacher education institutions active centers for practical experiments directed to the improvement of educational methods and curricula and their research.

**Curriculum and Syllabus for Diploma in Elementary Education run by DIETs, PTECs and BITEs in Bihar:** The curriculum and the syllabus are designed for the Diploma in Elementary Education course run by the DIETs in Bihar. It is developed by the State Council for Educational Research and Training (SCERT) of Bihar. The curriculum and the syllabus are expected to be the guiding principle behind the teacher training programmes in Bihar, providing it with vision and objectives. However, there is certain tension between the lessons planned by the SCERT and the status of trainees. The tension primarily arises at three levels. Firstly, socio-educational context of the trainees are under toned in the curriculum. Hence, there is an approach lag between the lessons and contents of the syllabus, on the one hand, and the educational achievement and social background of the trainees on the other. Thirdly, trainees face difficulties with the course materials as prescribed by the syllabus. This problem is at three levels: (a) large sections of the trainees are educated in their mother tongue. That is why they find it difficult to relate to the course materials which are in English, (b) the materials which are available in Hindi are translated from English and are sometimes made difficult to understand because of the complex and lengthy translations, (c) due to these issues the teacher educators find it challenging to conduct the lessons in the actual classroom settings.

**Bihar Curriculum Framework (BCF):** Bihar Curriculum Framework has been designed and developed by SCERT, Bihar. Though National Curriculum Framework (NCF) was the immediate source of encouragement to prepare Bihar's own curriculum, it went a step further to include local contexts, pragmatic pedagogical viewpoints and progressive indigenous wisdoms. The Bihar Curriculum Framework (BCF), 2008 has eight chapters: (a) Background and Perspectives; (b) Child, Development and Learning; (c) Teacher-Role, Preparation and Support; (d) Curriculum related Issues, Areas, Status and Strategies; (e) Curriculum for Rural Education; (f) Evolution of Textbooks; (g) School Curriculum; and (h) Systemic Reforms .

The BCF places emphasis on and encourages schools to develop their own curriculum that will evolve informed by the lived experiences of student and teachers alike. The framework provides certain clues to HMs and teachers in this direction. In addition, in the framework, new ideas and innovations abound, all encourage school stakeholders to adapt these in their school context.

**The syllabus of Bachelor of Education (B.Ed.), Patna University:** The syllabus of the Bachelor of Education (B.Ed.) programme has been developed by Patna University. It inadequately reflects the contemporary developments and researches in the pedagogic, sociological and educational context of knowledge building and policy making in Bihar, India and the world. On the other hand, the course materials, prescribed in the syllabus, are in English medium, and are generally not available in the market on the one hand. On the other hand, the course materials prescribed in Hindi are generally published by very low quality publishers, affecting the quality of teacher education in the state. There is also a problem with the structuring of the curriculum. Broadly, the curriculum is divided into two parts. The first part focuses on the philosophy and theory of education, and the second part focuses on the practice and teaching of multiple subjects. However, the correlation between the first and the second part is inadequate. In a sense, the curriculum falls short in providing the required vision to the framework of the B.Ed. course.

## Chapter 5: Teacher Education and Educational Profile of Sample Districts

### 5.1. Teacher Education profile

For this study 6 sample districts out of a total of 38 districts have been chosen. The sample districts are Patna, Gaya, Rohtas, Katihar, Darbhanga, and East Champaran. These districts are broadly representative of the social profile of the population in Bihar and this sample also takes into account the vulnerable groups situated in these parts of the state. The following tables 7, 8 and 9, derived from data collected during field visits, describe the faculty strength, both sanctioned and current strength, in DIETs, PTECs, BITEs and CTE in the six sample districts.

**Table 7: Faculty Strength of DIETs in Six Sample Districts**

Sl. No.	District	Name of DIET	Sanctioned Posts		Current Strength	
			Principal	Lecturer	Principal	Lecturer
1	Patna	DIET, Bikram	1	16	1	5
2	Gaya	DIET, Panchayati Akhara	1	10	1	0
3	Rohtas	DIET, Fazalganj	1	9	1	0
4	Katihar	DIET, Tikapatti	1	9	1	2
5	Darbhanga	DIET, Quilaghat, Alapatti	1	17	1	7
6	East Champaran	DIET Chatauni	1	10	1	2

**Table 8: Faculty Strength of PTECs and BITEs in Six Sample Districts**

Sl. No.	District	Name of PTEC	Sanctioned Posts		Current Strength	
			Principal	Lecturer	Principal	Lecturer
1	Patna	PTEC, Mahendru	1	12	1	11
		PTEC, Masaurhi	1	9	1	11
		PTEC, Makoma	1	10	1	8
		PTEC, BNR Training College, Gulzarbag	1	13	1	6
		PTEC, Barh	1	9	1	9
2	Gaya	PTEC, Sherghati	1	14	1	3
3	Rohtas	PTEC, Sasaram	1	9	1	4
4	Katihar	BITE, Musapur	1	9	1	3
5	Darbhanga	BITE, Madhopatti	1	10	1	6
6	East Champaran	BITE, Dariapur	1	10	1	5

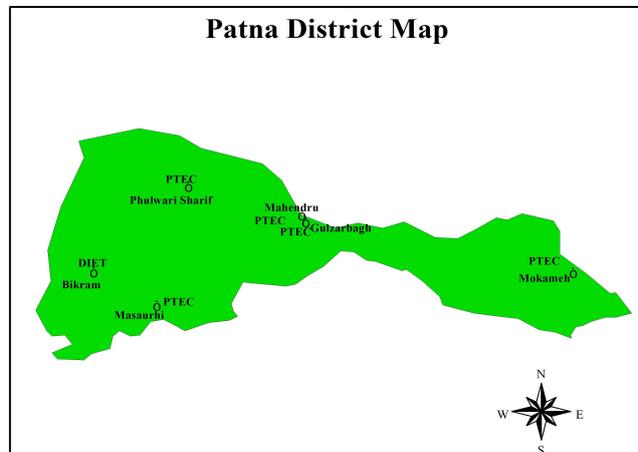
**Table 9: Faculty Strength of CTE in Sample District of Gaya**

Name of CTE	New Proposed/ Conversion	Place	Sanctioned Posts		Current Strength	
			Principal	Lecturer	Principal	Lecturer
CTE, Gaya	Up gradation of Existing B.Ed. College	Zilla School, Gaya/PTEC Sherghati	1	6	1	2

## 5.2. Educational Profile

### 5.2.1. District Patna

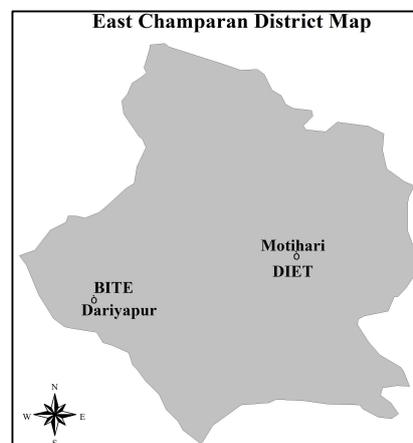
District Patna is situated in the southern part of Bihar and the city of Patna is the state capital as well as the head-quarter of the district. It is the most populous district of Bihar with 58,38,465 people. Out of the total population there are 15.77 % Schedule Castes and 0.16% Schedule Tribes in Patna district (Census of India, 2011). Muslims constitute 7.76% of the total population (Census of India, 2001). Patna is also an important educational centre of the



state, both at school and higher education level. School education in Patna is well developed with 2,176 primary schools and 1,147 primary with upper primary schools, which is highest among all the six sample districts. 3,14,720 students are enrolled in the primary schools and 4,96,761 students are enrolled in primary with upper primary schools. The tables (4 and 5) show that SCs have an enrolment rate of 23.8% to total enrolment in primary schools and 17.8% to total enrolment in primary with upper primary schools. The enrolment rate to total enrolment for STs is 0.19% and 0.22% at the primary and primary with upper primary schools respectively. Muslims constitute 4.9% and 5.7% of the total enrolment at the primary and primary with upper primary schools respectively. The OBCs make up 65.5% and 67.9% of total enrolment at primary and upper primary level respectively. The dropout rate is only 0.2% at the grade I-V level as against the state rate of 6.7%. There are 6,027 regular teachers in primary schools and 6923 regular teachers in primary with upper primary schools. There are 3,593 male and 2,434 regular female teachers in the primary schools. There are one DIET (Bikram), and five PTECs (Masaurhi, Gulzar Bagh, Mokomaghat, Mahendru, Barh) in Patna providing elementary teacher education.

### 5.2.2. District East Champaran

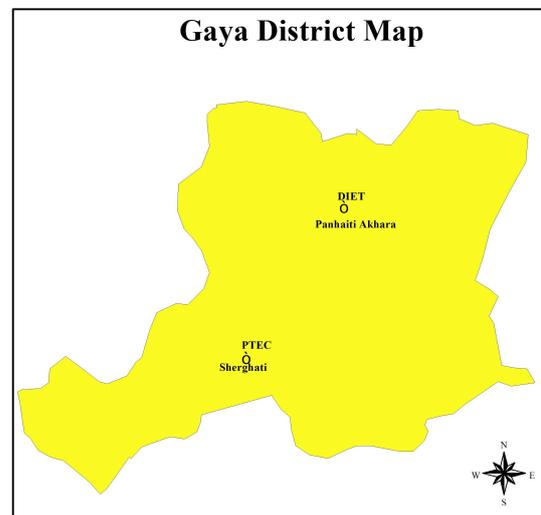
District East Champaran is the second most populous district in Bihar with 27 blocks. The town of Motihari is the head-quarter of the district. The total population of East Champaran district is 50,99,371. Schedule Caste population constitute 12.74% and Schedule Tribe population contribute only 0.24 % of the total population (Census of India, 2011).



Muslims constitute 19.16% of the total population (Census of India, 2001). There are 1,817 primary schools and 1,333 primary with upper primary schools. Total enrolment of students in East Champaran is 37,0,484 and 6,81,806 at the primary and primary with upper primary level. The enrolment rate for girls is 48.7% and 47.9% to total enrolment at primary and primary with upper primary schools respectively. The Schedule Caste enrolment rate is 15.6% and 12.5%, the Schedule Tribes enrolment rate is 1.4% and 0.729% and Muslims' enrolment rate is 18.8% and 16.7% to total enrolment in primary and primary with upper primary schools respectively. There are 7,444 regular teachers with 3,968 male and 3476 female in primary schools and 10,367 regular teachers in primary with upper primary schools with 6,617 male and 3,750 female. East Champaran district has one DIET (Motihari) and one BITE (Dariyapur) for teacher training.

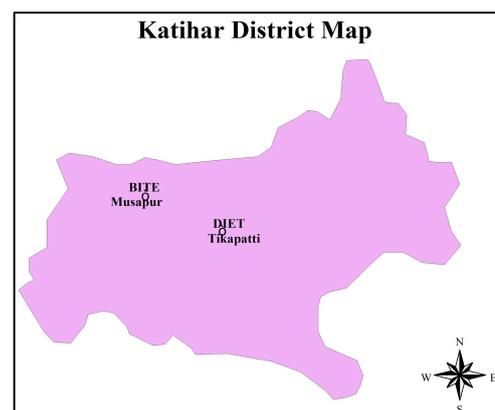
### 5.2.3. District Gaya

Gaya is the second largest district in Bihar in terms of area. Gaya town is its head-quarter. District Gaya is also the third most populous district in Bihar with 43,91,418 people. The SC population in Gaya district is 30.39% and ST population is 0.07% (Census of India, 2011). Muslim population constitutes 11.61% of the total population in Gaya (Census of India, 2001). District Gaya has 1,689 primary and 1,388 primary with upper primary schools (DISE, 2011-12). The total enrolment in primary schools in Gaya is 29,4,673 level and in primary with upper primary schools is 57,5,775. Girls constitute 49.8% and 50% of the total enrolment in primary and primary with upper primary schools respectively. The enrolment rate in primary schools for SCs, STs, OBCs and Muslims are 39%, 0.71%, 49.5% and 7.4% of the total enrolment respectively. The enrolment rates of SCs, STs, OBCs and Muslims in primary with upper primary schools are 27.7%, 0.524%, 58.6% and 10.1% of total enrolment respectively. There are a total of 4,378 teachers in primary and 6,906 teachers in primary with upper primary schools. There is one DIET (Panchaiti Akhara), one PTEC (Sherghati) and One Government Teacher Training College (Gaya) in the District.



### 5.2.4. District Katihar

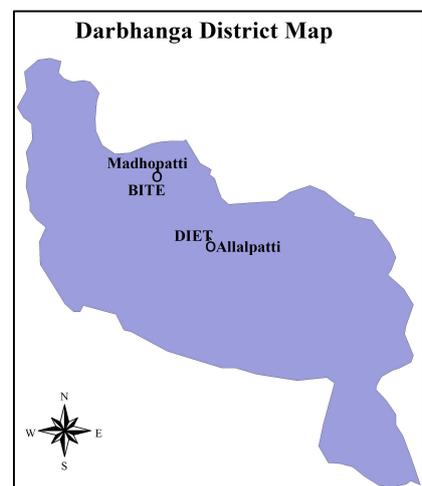
District Katihar is situated in North Bihar and Katihar town is the district head-quarter. The total population of Katihar is 30,71,029. Katihar has the highest ST



population among all the six sample districts with 5.86% STs to total population. The SC population constitutes 8.57% of the total population. There are 1,105 primary schools and 837 primary with upper primary schools. There are a total of 2,44,687 students enrolled in the primary schools of Katihar out of which 49.8% are girls, 9.8% are SCs (48.8% SC girls), 5.9% STs (48.7% ST girls), 52.2% OBCs (49.6% OBC Girls) and 38% Muslims (50.5% Muslim Girls). Likewise, there are a total of 4,29,286 students enrolled in the primary with upper primary schools. Out of these there are 49.8% girls, 8.3% SCs (44.7% of SC girls), 5.6% Sts (45.4% ST girls), 56.6% OBCs (49.1% OBC girls) and 32.7% Muslims (51.7% are Muslim girls) enrolled in the primary with upper primary schools. There are 5,039 regular primary school teachers and 7,433 teachers are in primary with upper primary schools. There is one DIET (Tikapatti) and one BITE (Musapur) in Katihar.

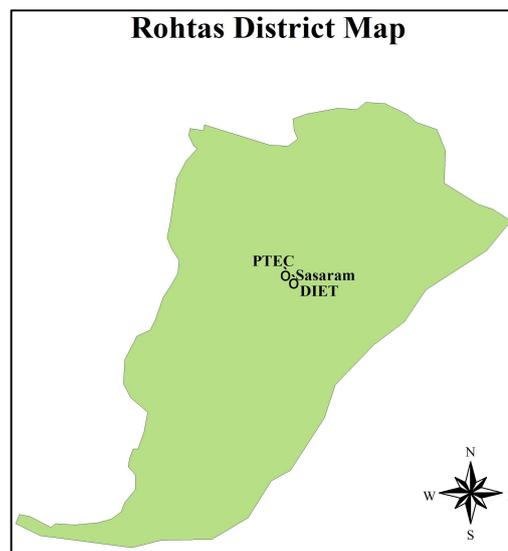
### 5.2.5. District Darbhanga

District Darbhanga is situated in northern Bihar with Darbhanga town as its administrative head-quarter. The district has an area of 2,279 square kilometres. Darbhanga has a population of 39,37,385. Of these 15.64% are SCs and 0.07% STs. Muslims constitute 22.72% of the total population. There are 1,415 primary schools and 950 primary with upper primary schools in Darbhanga. The enrolment rate of girls is 49.20%, SCs 18.9% (47.6% for SC girls), 0.018% for STs (40% of ST girls) and 57.9% for OBCs (48.1% OBC girls) to total enrolment in the primary schools. Muslims have an enrolment rate of 18.8% to total enrolment and 50.4% of the Muslim girls enrol for primary schools. Thus the total enrolment in primary schools in Darbhanga is 2,51,968. Similarly, the total enrolment in primary with upper primary schools is 4,61,076. Out of these 47.4% are girls, 14.2% are SCs (41.9% SC girls), 0.009% STs (53.3% girls), 57.3% OBCs (44.8% girls), and 17.3% Muslims (52.2% girls). The number of regular teachers in the primary schools in Darbhanga is 5,406 and 6,812 in the primary with upper primary schools. There are 992 SC teachers and 3 ST teachers in the primary schools. Likewise, there are 885 SC teachers and 2 ST teachers in the primary with upper primary schools in Darbhanga. There is one DIET (Alpatti) and one BITE (Madhopatti) in Darbhanga.



### 5.2.6. District Rohtas

District Rohtas is a southern district of Bihar and town Sasaram is the district head-quarter. It has a population of 54,9,546 with 18.57% SCs and 1.07% STs (Census of India, 2011). Muslims constitute 10.66% of the total population. There are 1,283 primary schools and 802 primary with upper primary schools which provide enrolment to 18,1,929 students at the primary schools and 3,68,188 students at the primary with upper primary schools. Girls constitute 50.10% of the total enrolment in the primary schools and 50.2% in the primary with upper primary schools in Rohtas. The enrolment from the OBC communities contributes 64.8% in the primary schools and 67% in



the primary with upper primary schools. The SC population has an enrolment rate of 23.3% (49.4% of girls) in the primary schools and 20.6% (48.2% girls) in the primary with upper primary schools to total enrolment. The Muslims have an enrolment rate of 8.2% at the primary schools and 8.9% in the primary with upper primary schools to total enrolment in Rohtas. 50% of the girls from the Muslim community are enrolled in the schools at both primary and upper primary level. There are a total of 4,088 teachers teaching in primary schools and 5,259 regular teachers are in primary with upper primary schools. There is one DIET (Sasaram) and one PTEC (Sasaram) in Rohtas providing teacher training and education.

## Chapter 6: Stakeholders Responsibilities, Interests and Influences

The following table gives a brief overview of each group of stakeholders, their responsibilities and interests and the manner in which they influence the process of the delivery of quality education to primary and upper primary school children.

**Table 10: Stakeholders’ responsibilities, interests and influences**

Stakeholders	Main Responsibilities/Interests	Influences
School Teachers	<ol style="list-style-type: none"> <li>1. Classroom transaction with children.</li> <li>2. Maintain contact with parents through formal and informal forums and apprise of children’s progress and problems.</li> <li>3. Undertake other assigned educational and non-educational tasks.</li> </ol>	Influence and determine children’s learning achievements and project outcome.
CRC Coordinators	<ol style="list-style-type: none"> <li>1. Monitor and provide academic support to schools in his/her cluster.</li> <li>2. Most important link between school, BRC and DIET.</li> </ol>	Impact schools’ and teachers’ strategy and method of classroom transactions.
BRC Coordinators <sup>1</sup>	<ol style="list-style-type: none"> <li>1. Monitor and provide academic support to schools and CRCs in his/her cluster.</li> </ol>	Impact CRCs, schools’ and teachers’ strategy and method of CRCs’s training programmes and schools’ classroom

<sup>1</sup>As roles and responsibilities of BRCCs are reframed and redesigned recently, newly appointed BRCCs are still not very aware of their assignments. Therefore, their opinions will not reflect in chapters on social impacts.

	2. Organise and impart pre-service training by way of Open and Distance Learning (ODL) to untrained primary and upper primary school teachers, and in-service training to primary and upper primary school teachers.	transactions.
DIET, PTEC and BITE	<ol style="list-style-type: none"> <li>1. Undertake teacher education activities in District.</li> <li>2. Support SCERT in preparing teacher education guidelines.</li> <li>3. Academic support and monitoring of schools.</li> </ol> Assigning such responsibilities to its teacher educators for each Block in the District.	Its Influence is gradually increasing. Determines selection and supervision of Block Resource Centre Coordinators (BRCCs) and Cluster Resource Centre Coordinators (CRCCs).
Private Teacher Education Institutions	<ol style="list-style-type: none"> <li>1. Educate potential teacher-trainees, impart competence and create socially relevant teachers.</li> <li>2. Follow NCTE guidelines in execution of their programmes.</li> </ol>	With rapid increase in number of these institutions and pool of potential school teachers, incremental impact on delivery of quality education in primary and upper primary schools.
SCERT	<ol style="list-style-type: none"> <li>1. Planning and Evaluation of teacher education activities in the state.</li> <li>2. Train educators for training at district and sub-district levels.</li> <li>3. Prepare guidelines for all teacher education activities.</li> </ol>	By planning, monitoring and evaluating teacher education activities and providing critical educational support, major influence on all government teacher education institutions from DIETs to CRCs.
School Management	1. Monitor and maintain comprehensive oversight on	Potential to help ensure teachers' educational

Committees ( <i>Tadarth Samitis</i> )	<p>educational and non-educational activities in school.</p> <p>2. Form and coordinate a positive relationship between school and community towards delivery of stated quality education.</p>	accountability as deemed in proposed project.
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## Chapter 7: Potential Social Impacts of Proposed Project

### 7.1. Positive Social Impacts and Advantages for Elementary Education

#### ➤ Teachers

“A teacher should be asked to teach only the subject he/she is supposed to. Often subjects are swapped; a Hindi teacher is asked to take science classes for months if not years because appointment of a science teacher has not taken place. We hope that new appointment of teachers vetted by TET will fill this gap.”

FGD, Teachers, Middle School Mirchaibadi (Katihar)

“Trainings should be held more frequently. Long gaps nullify the objective of training. To maintain effectiveness at classroom level it should, at a minimum, take place every year. That would further help the teacher in classroom transaction.” She had all praise for the forthcoming project, which places much needed emphasis on the quality pre and in-service training.

Interview, Teacher, Primary School, Hridayganj (Katihar)

“Rules on accountability are already there, but they should be more effective. Therefore, hard working teachers feel losers in the end, and succumb to pervasive non-performance environment that is plaguing many schools. The proposed accountability mechanism to ensure teacher performance in the project is a very welcome step.”

FGD at Musa Sah Madhyamik Vidyalaya, Lalbagh (Darbhanga)

- **Availability of socially relevant training that aids learning attainment:** Teachers hope that upcoming training courses take into account prevailing challenges a school faces in continuously evolving social circumstance. They will be provided new outlook and method to handle such challenges.
- **Accessibility to Continuous Professional Development (CDP) to address emerging academic challenges:** Social reality and backgrounds of school children are evolving constantly. Updated and corresponding professional development programmes for teachers would help them equip with tools and skills that refresh and reorient their knowledge base and better understand the needs of classrooms towards delivering stated quality education.



FGD of teachers at UPS Mirchi bari in district Katihar



FGD of teachers at UPS Nawada in Phulwari Sharif (Patna)

- **Urgently needed pre-service training programme for untrained teachers:** Already inducted untrained teachers will remain part of the school system for many years to come. Knowledge and skills of such teachers can be remedied through quality training programmes tailored to this group.
- **DIET, PTEC, BITE and CRC's academic support to teachers in classroom:** So far only CRCs are designated for academic support to teachers in schools. With the envisaged engagement of strengthened DIETs/PTECs/BITEs along with CRCs, teachers stand to receive academic reinforcement they urgently require.
- **Provision of performance accountability brings reward and satisfaction to performing teachers:** Absence of reward or deterrent has undermined motivation and performance of teachers. With a reinforced and reoriented accountability mechanism the project would better ensure learning and project delivery.

#### ➤ CRC Coordinators

“CRCs have not lived up to their stated objectives. They are not acceptable to teachers in a 'leadership' role; there are issues of hierarchy. The non-acceptance is more from teachers senior to the coordinator. Now according to the newly designed BRC and CRC Coordinator guideline, more competent and qualified coordinators are being appointed. This will restore respectability.”

Interview, CRC Coordinator, Town Block, Darbhanga

In the opinion of another set of CRCs, earlier they were more administrative than academic in nature. “Now they provide all round academic support. Not only they help teachers in classroom transactions but also in lesson planning, time table, identifying a child's learning levels, setting up of *Meena Manch* and *Bal Sansad* etc.”

Interview, CRC Coordinator, Town Block, Katihar

- **Improvement in infrastructure:** As important stakeholders in the project, CRCs stand to gain improved academic infrastructure and stimulus to strengthen and deliver envisaged academic outcomes in schools.
- **Better skilled and trained coordinators:** Hitherto CRCs could not receive streamlined trainings. It has been on-the-job, trial and error learning. Proposed project deems to provide them updated and efficient training. This would confer added academic advantage to schools and strengthen envisaged delivery mechanism.

➤ **DIET, PTEC and BITE**

“Even DIET faculty or Principals come from those with administrative (BEOs and others) backgrounds and not academic. There is a dearth of training centres and trainers. It is in such scenario that trainings have been conducted over the years. However, recent efforts of the Government of Bihar to select teacher educators through Development Needs Assessment (DNA) will remove this problem, and also bring subject-wise educators in these institutions.”

FGD, Teacher Educators, BITE, Madhopatti (Darbhanga)

- **Improvement in infrastructure:** The proposed project plans to provide infrastructural wherewithal to these teacher education institutions that have been dysfunctional or partially operational over the last two decades. Renovation or rebuilding would enhance their capacity to deliver.



*FGD of teacher educators at BITE Musapur (Katihar)*



*FGD of teacher educators at PTEC, BNR Training College (Patna)*

- **Academically enriched faculty members:** A number of these institutions have been short on faculty members. Even those who are there have lost touch with the vigour of academic activities. Project provisions to take requisite academic measures to strengthen faculty, training and refresher courses.
- **Capacity advancement in organization and monitoring of training and academic support for CRCs and schools:** With the capacity advancement of its faculty members, the project would make possible sustained, systematic and vigorous academic support programmes for CRCs and schools.

➤ **Private Teacher Education Institutions:**

“We are ready to provide in-service training to serving school teachers if the government is willing to offer this assignment. We have skilled and capable staffs and all necessary infrastructures to deliver”.

Department of Education (self-financed), Magadh University (Bodh Gaya)

- **Academically enriched faculty members:** In view of emergent challenges in education Private Teacher Education Institutions need better prepare their students for joining primary or upper primary govt schools. Through supporting training programmes that enrich the faculty in private teacher education institutions the project has potential to create a synchronisation and link between what is taught to students in private teacher

education institutions and what is expected from these potential teachers when they join govt schools .

- **Introduction of in-service training facilities:** Through Continuous Professional Development (CPD) Programme for serving teachers the project deems to continually refresh and expand their knowledge and skill base. Considering the sheer volume of teachers in primary and upper primary schools it is an enormous task. Certain private teacher education institutions can be approached for assistance. In turn, this would help better impact in-service training.

➤ **SCERT**

- **Improvement of curriculum and syllabus:** Through the project SCERT will improve delivery of ODL by minimising loss of content. The institutional arrangement among SCERT and Teacher Education Institutions (DIET, PTEC, BITE, BRC and CRC) for effective teacher education and CPD programs will be strengthened and streamlined towards project goals. A developed accountability mechanism will help create a better impact, too. Enhanced capacity building, monitoring and evaluation at the level of design and operational framework for teacher education sector would be another potential area of impact.
- **Support to teacher education institutions:** SCERT's role is to provide guidelines and also monitor the efficacy and operation of teacher education institutions, including DIET/PTEC/BITE. The project aims to make SCERT produce capable results.

➤ **SMC**

SMC Darbhanga informed meetings are held each month. "Children are imparted education to satisfaction of parents. School problems discussed pertain largely to infrastructure; such as the fallen boundary wall, missing gate, thefts of school property, MDM kitchen, providing toilets for girls, and drinking water. Shortage of teachers and other staff are discussed, too. What we need most is some orientation programme to apprise us in detail about our roles and responsibilities."

FGD, SMC members, Adarsh Madhyamik Vidyalaya (Darbhanga)

- **Provision of training to SMC members:** Lack of training about the roles and responsibilities of SMC members is a major hurdle in the cordial relationship between members and schools. At present, SMCs are mainly engaged in non-academic activities, and this defeats their purpose. The provision of quality education to school children strongly depends on the level of awareness in community and SMC members, which they realise even without proper training.
- **Improved interest in academic activities of the school:** So far SMC members pay heed to only non-academic activities of the schools. That needs to change if the performance of school has to improve. The project has to develop a mechanism that sensitises SMC members to uphold a balance between academic and non-academic engagements undertaken by them.

## 7.2. Negative Social Impacts and Disadvantages for Elementary Education

### ➤ Teachers:

HM of one Upper Primary School was wary of such assignments. She has no experience supervising masonry work. Now she has to make sense of building plans. She is worried her ignorance may result in mismanagement.

Interview, Head Master, Upper Primary School Nawada, Phulwari Sharif (District Patna)

Another HM at BRC, Phulwari Sharif, suggested that there should be a *Bihar Vidyalaya Bhavan Nirman Nigam* (Bihar School Building Construction Corporation) similar to the *Bihar Police Bhavan Nirman Nigam* (Bihar Police Building Construction Corporation). The former should undertake responsibility to undertake masonry works in schools.

FGD, BRCCs and HMs, BRC, Phulwari Sharif (Patna)

“We are pressurised by parents to show 75% attendance of their children even when they do not have such record. When we stick to attendance records, we are threatened. Hence, it would be helpful if this responsibility is outsourced and we are left alone with the academic assignments”.

Interview, Head Master, Upper Primary School, village Karzara, Wazirganj, District Gaya.

Women teachers at one Upper Primary School said they have often been addressed as ‘heroines’ (aka Bollywood actresses) by local people and paying more attention to their appearance than teaching. They quoted a Bhojpuri song—*Babli Madam maare li jyaada, Padaawe li kam* (Madam Babli beats children more and teaches less) — popular in villages.

FGD, Teachers, Upper Primary School Kenar Chatti, Wazirganj (Gaya)

congenial, or otherwise, to needs of classrooms will determine whether teacher-trainees upgrade their skills. This can have adverse impact.

**I. Social impact of teacher education programmes**

- i. Social impacts for untrained elementary school teachers:** If not suitably tailored and developed, training programmes for untrained teachers will have adverse impact, depending on teachers' social and academic backgrounds. Recruitment of untrained teachers, especially in *Panchayat* and *Prakhand*, is affected by a number of non-academic concerns, like empowerment of *Panchayati Raj* Institutions.
  
- ii. Social impacts for all teachers under CDP:** In-service training programmes can impact adversely unless they address different experience, academic and social backgrounds of teachers. Teachers from socially and educationally disadvantaged communities as SC, ST, OBC, EBC, Women and Minority segments can experience further erosion of social reputation in the community. It may be problematic to treat all teachers in same manner and provide same training without taking into their backgrounds and experiential repertoire.

**II. Social impact of teacher classroom performance and accountability mechanism:** A number of divergent social, cultural and economic factors influence classroom transactions. It requires meticulous planning to institute a quantifiable mechanism to measure classroom performance of a teacher. Else this may create following negative social impacts::

- i. Pressure and threats from the community:** Disregarding in-built social and non-academic factors that impact classroom transactions, parents often hold teachers responsible for children's under performance. For historical reasons, usually teachers from disadvantaged communities bear the maximum brunt.
  
- ii. Social ridicule:** The community already perceives teachers as non-performers and non-committed. Unless addressed specifically by the project, especially women teachers are at risk of becoming objects of social ridicule since they are least likely to resist, oppose or able to explain non-academic factors to the community that undermine their classroom performance. Depending on gender the ridicule translates differently to teachers.

In addition to the qualitative data collection, the study also carried out a quantitative survey, employing interview schedules. 180 teachers across six sample districts were spoken with on perceived social risks. Out of 180, 110 were males and 70 female respondents. The

disaggregated social profile of the respondents is: SC (#30), ST (#3), OBC (#60), Upper Caste (#53) and Muslim (#34). Following tables detail their responses:

Teachers were asked whether they see any social risk if students are not performing well in schools. Following table reveals the gender based responses:

**Table 11: Perception of social risks (Gender)**

Response	Male	Female	Grand Total
Yes	87.3%	92.9%	89.4%
No	10.0%	4.3%	7.8%
Don't know	2.7%	2.9%	2.8%
<b>Respondents</b>	<b>110</b>	<b>70</b>	<b>180</b>
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

It is obvious that a high percentage of both male and female teachers are aware of the social risks as a result of the poor performance of students in schools. However, female respondents are more apprehensive of this problem. In addition, social category based responses in table 12 suggest that SC and Muslim teachers are more apprehensive about social risks than other social categories:

**Table 12: Perception of social risks (Social categories)**

Response	SC	ST	OBC	Upper Caste	Muslim	Grand Total
Yes	93.3%	66.7%	85.0%	88.7%	97.1%	89.4%
No	6.7%	0.0%	10.0%	11.3%	0.0%	7.8%
Don't know	0.0%	33.3%	5.0%	0.0%	2.9%	2.8%
<b>Respondents</b>	<b>30</b>	<b>3</b>	<b>60</b>	<b>53</b>	<b>34</b>	<b>180</b>
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

As is evident from the above tables, 89.4% respondents clearly perceive the prevalent social risks, which they have to endure when students do not perform well. Respondents were further asked about what types of social risks they notice. The pattern of reply from male and female respondents is detailed in the table 13. Respondents were given the opportunity to select multi-responses.

**Table 13: Types of social risks (Gender)**

Response	Male	Female	Grand Total
Threats from parents	48.2%	51.4%	49.4%
Social ridicule	69.1%	72.9%	70.6%
Lack of respect among students and community	68.2%	60.0%	65.0%
Any other	6.4%	5.7%	6.1%
NA	12.7%	7.1%	10.6%

Both male and female teachers experience multiple forms of social risks. However, vis-à-vis other types of social risk, it is social ridicule that is most on their minds.

With respect to social categories, table 14 shows that SC and ST teachers experience threats from parents as a greater risk than respondents from other social categories.

**Table 14: Types of social risks (Social categories)**

Response	SC	ST	OBC	Upper Caste	Muslim	Grand Total
Threats from parents	60.0%	66.7%	46.7%	47.2%	47.1%	49.4%
Social ridicule	70.0%	66.7%	71.7%	69.8%	70.6%	70.6%
Lack of respect among students and community	66.7%	66.7%	70.0%	60.4%	61.8%	65.0%
Any other	3.3%	0.0%	8.3%	5.7%	5.9%	6.1%
NA	6.7%	33.3%	15.0%	11.3%	2.9%	10.6%

**III. Social and Academic Challenges for Schools and Teachers:** In addition to the paucity of optimum and socially relevant training programmes, there are other social and academic challenges that create hurdle and undermine teachers' academic performance. Without social and administrative management of these issues, teachers are rendered socially vulnerable and in all likelihood, under the project, will be unable to academically deliver. It will further aggravate their socially precarious positions.

- i. Inadequate infrastructure:** A number of schools still await the required one grade-one classroom norm be applied. In practice, multi-grades classrooms abound in many schools. Clearly, teaching different grades in one classroom undermines the effectiveness of teaching (Please see table 3).

- ii. **Need for more teachers:** The same can be said of the inadequate number of teachers. A primary school should have 5 teachers and upper primary school should have 8 teachers. But as table 3 shows the situation is not so. Unfavourable number of teachers undermines learning effectiveness of government schools.
- iii. **Imbalanced subject-wise teacher arrangement:** There exists critical imbalance between what ought to be taught in class and who teaches what subject. Many a teacher is forced to teach subjects s/he is not supposed to teach. This state of affairs is most common in teaching English and Maths and undermines the teacher's credibility in the eyes of students and community.
- iv. **Non-educational assignments:** Teachers are often faced with non-educational assignments that are both school related and non-school related. Some of these non-educational assignments are:
  - **Mid Day Meal (MDM):** Mid day meal and its procedure has become a contested issue in Bihar. There are many versions and opinions with respect to its planning, management, and quality & safety supervision of the meal. HM and teachers, however, hold that their involvement in MDM affects educational activities in schools. In Bihar, however, there are a number of external agencies who are responsible for preparation of food and bringing it to schools. Such practices, which limit the role of HM and teachers to meal's quality check and its distribution prevents their overly involvement in MDM preparation in favour of educational activities in schools.
  - **Resultant unease between parents and schools:** The state government executes a number of schemes through schools, including free school uniforms and scholarship programmes. Students who have attendance rate of more than 75% are eligible to avail themselves of these schemes. The process of determining eligibility or otherwise ruffles feather of parents of ineligible children, causing tension between school and community. HM and teachers are often threatened in the process; this further undermines educational responsibilities.
  - **Construction activities in schools:** Construction of extra classrooms, toilets, boundary walls or related masonry is other non-educational task that schools have to undertake. The nature and expertise required is not part of HM's training. Still its overseeing financial management is assigned as his/her responsibility.

- v. **Abolition of the exam system and age-grade matching:** Abolition of examinations has removed an essential quality filtering mechanism that ensured who should be in which grade. Now, teachers have to rely on Continuous and Comprehensive Evaluation (CCE) system to evaluate and rectify a student’s performance. However, teachers have not received any significant training on CCE procedures and methodologies. In these circumstances, it seems unlikely that the CCE can be an improved substitute on erstwhile examination system, which at least allowed teachers to hold students back in the same class in case of inadequate performance.

Provision of age-based admission in grades has replaced knowledge-based criteria for admission. Regardless of knowledge base a 9 years old student is now eligible for admission to grade IV. This situation has created a classroom with children who perform at very different academic levels. Often, the only thing classmates have in common is their age, while their learning levels vary greatly.

- vi. **SMC’s educational indifference:** Members of School Management Committee generally do not take an interest in educational activities of the school. Their interests remain confined to mostly non- educational activities as MDM and construction activities in schools. Hence, they can contribute little to promotion of awareness about importance of education among community members and inspire parents to send their children to school regularly.

➤ **CRC Coordinators**

“Learning outcomes of children will not improve as long as optimal facilities, including training, are not provided to schools and CRCs. When children’s learning outcomes are unsatisfactory, CRCCs, who also belong to the teacher community, face same social risks as teachers. Moreover, if we are unable to provide academic support to teachers due to CRCs’ truncated and fractured capabilities, school teachers also tend to blame CRCCs for this state of affairs.”

FGD, CRCCs, Block Sasaram (Rohtas)

Many CRCCs admitted that many senior teachers do not accept the authority of a CRCC who is junior to them.

FGD, CRCCs, Block Katihar (Katihar)

CRCs have buildings but other infrastructural facilities are inadequate. There is evident confusion on the issue of receiving training about CRC and its functions. Some said that they received a three-day training. Most CRCs do not have BRC/CRC guidelines that could be consulted to better understand their role and responsibilities.



*FGD of CRCs and teachers at BRC Wazirganj (Gaya)*



*FGD of CRCs and teachers at BRC Sasaram (Rohtas)*

Relationship between CRC Coordinators and teachers is interdependent and synergetic. Hence, casting aspersion on performance of a teacher may also bring CRCC into the net of accountability mechanism. Moreover, CRC is a miniature version of teacher education institution and a focal point of in-service training programmes for teachers. It may be possible that the process of accreditation of teacher education institutions will also set certain parameters for CRCs. Under such conditions the performance of schools under the jurisdiction of CRC will put its Coordinator in positive and negative light. This will be even more the case if CRCCs belong to weaker and disadvantaged backgrounds, and have not received any special training to offset their backgrounds' disadvantages.

#### ➤ **DIETs, PTECs and BITEs**

“The social and professional risks involved in non-performance of training institutes are there. Unless the institutes are regularly input-fed, skill development undertaken on regular basis, proper facilities and infrastructure provided in time, the institutes would in all likelihood struggle to deliver. This involves huge professional and social costs.”

FGD, Teacher Educators, BITE Musapur (Katihar)

These institutions are gradually emerging from dormant conditions that they have been subjected to since 1991-92. Some institutions, though, undertook some in-service training assignments but they were far and few between. Faculty strength of these institutions also dwindled drastically, and under some ad-hoc arrangements faculty strength was increased but that was for making up numbers rather than infusion of quality.

Also, their buildings deteriorated due to the neglect they suffered during nearly 20 year closure. Many DIETS/PTECs/BITEs' facilities, visited by social assessment team, were in need of urgent repairs and renovation. Under such conditions, it is hazardous if not impossible to provide quality training to teacher-trainees.

In this background, the process of the accreditation of these institutions puts enormous pressure on them. Teacher-trainees are likely to hold such institutions responsible if their teacher education suffers due to ineffectual faculty or inadequate infrastructure. This has adverse social and professional impact on institutions and faculty members. Again, faculty members from marginalised communities will suffer adverse consequences more because of their disadvantaged position in the community.



*PTEC Sasaram in a dilapidated condition*



*DIET Bikram also needs infrastructure boost*

This study has also used quantitative survey to elicit opinions and perceptions of teacher educators on the issue of accreditation of teacher education institutions, effective teacher education and Continuous Professional Development (CPD) programme. The fact that a healthy majority favours the idea bodes well for the project. Following tables detail gender and social categories-based responses. There was, however, no ST teacher among respondent

**Table 15: Support for accreditation of teacher education institutions (Gender)**

Response	Male	Female	Grand Total
Yes	83.33%	41.67%	75.00%
No	10.42%	50.00%	18.33%
Don't Know	6.25%	8.33%	6.67%
Respondents	48	12	60
Total	100.00%	100.00%	100.00%

**Table 16: Support for accreditation of teacher education institutions (Social categories)**

Response	SC	OBC	Upper Caste	Muslim	Grand Total
Yes	40.00%	76.19%	75.86%	100.00%	75.00%
No	40.00%	14.29%	20.69%	0.00%	18.33%
Don't Know	20.00%	9.52%	3.45%	0.00%	6.67%
Respondents	5	21	29	5	60
Total	100.00%	100.00%	100.00%	100.00%	100.00%

As the table shows, support for accreditation is 75%. This is encouraging but not so widespread support among female and SC teachers. This suggests a general apprehension of repercussions accreditation is likely to bring about. The table also indicates female and SC respondents expect some kind of negative social impact leading to their further social exclusion on commencement of this process.

➤ **Private Teacher Education Institutions**

"Curriculum and syllabus of all B.Ed., private or government institutions, should be same for reasons of consistency in approach and objectives. Further, quite a few aspects of curriculum and syllabus have no direct relevance to students' diverse backgrounds".

Interview, Teacher Educator, Katihar Teacher Training College Sirsa (Katihar)

Private Teacher Education Institutions offer B.Ed. courses to teacher-trainees. Some also offer M.Ed. and other courses. Their numbers exceed government teacher education institutions (DIET/PTEC/BITE).

Many of these institutions have up-dated facilities, including faculty infrastructural amenities. However, if the project decides to accredit private institutions as well, a comprehensive assessment is needed to determine their strengths and weaknesses.

It is important to note that private teacher education institutions follow syllabus and curriculum designed by universities they are affiliated with. This has resulted in different curriculums being taught in the state. Coordination and synergy between them is necessary.

➤ **SCERT**

SCERT is the key institution for success of this project. SCERT will be involved as an apex body, right from certification of teacher training programmes, accreditation of teacher education institutions to development and implementation of accountability mechanism for teachers. Consequently, it has to share credit or discredit of success or struggle of the project.

➤ **SMC**

SMC members were hardly aware of their roles and responsibilities. Moreover, women, chairperson and secretary were escorted by their respective husbands who took lead in putting forth opinions and taking decisions. This state of affairs disempowers women members who have to endure social risks in case of malfunctioning school. They do not wield any real influence in the school management process.

FGD, SMC members (*Tadarth Samiti*), Village Kuru (Gaya)

If SMC is strengthened and the stake of power is further upped, members of SMCs from marginalised communities would be further marginalised on account of ignorance of their roles. They will be vulnerable to misguidance by more influential members, or some school headmasters as their sole source of information about what should or should not be done. This scenario is now emerging as result of the lack of trained SMC members.

The Assessment Study also documents the quantitative data that have been elicited from members of the *Tadarth Samiti*. They had not received any training on roles and responsibilities as members of *Samiti*. It is significant to mention there were no ST representatives among the *Tadarth Samiti* respondents. The following table is illustrative on training, roles and responsibilities:



*Tadarth Samiti members at village keru in Gaya*

**Table 17: Training about roles and responsibilities of *Tadarth Samiti* members (Gender)**

Response	Male	Female	Grand Total
Yes	20.00%	36.00%	33.33%
No	80.00%	64.00%	66.67%
<b>Respondents</b>	<b>10</b>	<b>50</b>	<b>60</b>
<b>Total</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>

**Table 18: Training about roles and responsibilities of *Tadarth Samiti* members (Social categories)**

Response	SC	OBC	Upper Caste	Muslim	Grand Total
Yes	20.00%	47.62%	37.50%	25.00%	33.33%
No	80.00%	52.38%	62.50%	75.00%	66.67%
<b>Respondents</b>	<b>15</b>	<b>21</b>	<b>8</b>	<b>16</b>	<b>60</b>
<b>Total</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>

The tables make evident that lack of training is a major issue for *Tadarth Samiti* members. It has created miscommunication and more often than not social tension between school and committee members, as also among committee members.

Committee members were also asked who they hold responsible if their children or their neighbourhood's children do not receive proper school education. In answering, the respondents were free to select more than one option. Though the answers held various stakeholders responsible, teachers and parents were considered main perpetrators for poor education among children.

**Table 19: Stakeholders responsible for unsatisfactory education among children (Gender)**

Response	Male	Female	Grand Total
Teachers	70.00%	46.00%	50.00%
Parents	90.00%	66.00%	70.00%
Community	30.00%	26.00%	26.67%
Any Other	20.00%	18.00%	18.33%
Don't Know	10.00%	10.00%	10.00%

**Table 20: Stakeholders responsible for unsatisfactory education among children (Social categories)**

Response	SC	OBC	Upper Caste	Muslim	Grand Total
Teachers	46.67%	61.90%	62.50%	31.25%	50.00%
Parents	73.33%	66.67%	37.50%	87.50%	70.00%
Community	13.33%	23.81%	37.50%	37.50%	26.67%
Any Other	13.33%	19.05%	12.50%	25.00%	18.33%
Don't Know	13.33%	4.76%	25.00%	6.25%	10.00%

Table 20 suggests that majority of upper caste and OBC members of committees hold teachers responsible for substandard education. Since they represent relatively privileged segments of society, this creates extra pressure on, and social risk for, teachers and also tension between school teachers and *Tadarth Samiti* members.

- **Land acquisition due to the involuntary resettlement of DIET, PTEC or BITE:** Land acquisition may become a necessity when a DIET, PTEC or BITE does not have the necessary land available to them. In case of such involuntary resettlement of certain institutions, some land owners will lose their land and this may affect their livelihood, life style and in some cases socio-cultural foundations. It is also possible that some sharecroppers, who have been leased the land by the land owners, will be affected and their source of income will come under strain.

Besides, land acquisition may also disrupt some areas of social and cultural relations of affected persons or even community. If the land in question has a sacred significance for community, it will create a metaphysical or spiritual loss to the affected persons or community.

## Chapter 8: Impact Mitigation and Social Management Framework

The proposed three tier strategy of prevention, mitigation and coping addresses the negative social impact on key stakeholders. The strategy is aimed at ensuring success of the project in the contemporary social circumstance. Prevention strategies are geared to minimise emergence of negative social impacts and risks, while those of mitigation are to reduce the emergence of such attendant possibilities. Coping strategies are measures to help the stakeholder when the severity of negative social impact becomes unavoidable and preceding two fail to materialise adequately.

### ➤ **Prevention, Mitigation and Coping Strategies for Teachers**

#### • **Prevention strategies:**

- Socially relevant training programmes,
- Enabling infrastructure: optimum availability of classrooms, boundary wall, toilets and drinking water facilities,
- Principle of “one teacher-one classroom”,
- Subject-wise appointment of teachers,
- External management of MDM and education welfare schemes activities,
- External management for school development plan activities,
- Extensive training about CCE process, and
- Training and sensitisation of SMC members about academic activities in schools.

#### • **Mitigation strategies:**

- Grading of schools on basis of infrastructure and teachers availability,
- Training on multi-grade classrooms,
- Training on academic requirements of first generation learners who barely receive any academic support at home,
- Additional training programmes for teachers from disadvantaged communities to counterbalance disadvantaged academic background, and

- Arrangement for makeshift classrooms in schools with sufficient teachers but inadequate classrooms.

It is worth emphasising that teachers from disadvantaged communities will need more support and understanding when measured by accountability mechanism. Their performance in classroom is not only an academic performance but also a social performance.

- **Coping strategies:**

- Grievance redress mechanisms should be in place to address aggravated social risks of stakeholders,
- Despite all efforts if a teacher is not performing well, s/he should have access to special counselling to resolve the impasse, and
- If a social hindrance is responsible for a teacher's unsatisfactory performance, then SMC members should be sensitised to support this stakeholder.

- **Prevention, Mitigation and Coping Strategies for CRC Coordinators**

**Prevention strategies:**

- Appropriate and regular socially relevant professional development,
- Extensive training on roles and responsibilities of CRCCs,
- No non-academic assignment(s) unless provisioned in guidelines,
- More academic supervision and support to schools,
- Aply equipped infrastructure, and
- Comprehensive academic support from DIET.

**Mitigation strategies:**

- Grading of CRCs on basis of infrastructural availability and CRCC's capability,
- More time devoted in schools for academic monitoring and support,
- Reasonable balance between academic and non-academic assignments, and
- Provision for basic infrastructure in CRCs.

- **Coping strategies:**
  - Grievance redress mechanism should be in place to address aggravated social risks of stakeholders,
  - If, despite all efforts, a CRCC is not performing well, s/he should have access to special counselling to find a way out of the impasse, and
  - If a social hindrance is responsible for a CRCC's unsatisfactory performance, then school teachers and DIET faculty members should be sensitised to support such stakeholder.

➤ **Prevention, Mitigation and Coping Strategies for DIET, PTEC and BITE**

- **Prevention strategies:**
  - Adequately renovated or rebuilt infrastructure, including sufficient classrooms, hostels, labs, boundary walls, toilets,
  - Capable, qualified and trained faculty members,
  - Subject-wise availability of faculty members,
  - Continuous professional development of faculty members,
  - Special training and enabling mechanism for teacher educators from socially and educationally communities,
  - Content and form based synchronization between curriculum and syllabus of DIETs, PTECs, BITEs, primary and upper primary schools,
  - Comprehensive academic support from SCERT, and
  - Favourable administrative support from district education officials.
- **Mitigation strategies:**
  - Grading of DIETs, PTECs and BITEs on basis of infrastructure facilities and teacher educators' availability and capability,
  - Curriculum and syllabus of the institution should be simpler, considering academic capabilities of trainees, and
  - Less administrative assignments to faculty members.

- **Coping strategies:**
  - Grievance redress mechanisms should be in place to address grievances of DIET/PTEC/BITE stakeholders, and
  - Despite all efforts if a DIET, PTEC or BITE is not performing at benchmarks, a thorough academic and non-academic assessment should be carried out to find causes and solutions thereof.
- **Prevention, Mitigation and Coping Strategies for Private Teacher Education Institutions**
- **Prevention strategies:**
  - Adequate infrastructure facilities, including classrooms, labs and boundary walls,
  - Capable and sufficient number of teacher educators, and
  - A content and form based synchronization between curriculum and syllabus of Private Teacher Education Institutions and that of primary and upper primary schools.
- **Mitigation strategies:**
  - More allowances in terms of time and support should be given to institutions that are falling behind. This is especially relevant with regard to faculty members of disadvantaged communities:
  - Grading of Private teacher education institutions on the basis of infrastructure facilities and teacher educators' availability and capability, and
  - Curriculum and syllabus of the institution should be simpler, considering academic capabilities of trainees.
- **Coping strategies:**
  - Grievance redress mechanisms should be in place to address the grievances of Private Teacher Education Institutions' stakeholders, and
  - If, despite efforts, a Private teacher education institution is not performing well, a thorough academic and non-academic assessment should be carried out to discover the underlying reasons and formulate possible solutions.

➤ **Prevention, Mitigation and Coping Strategies for SCERT**

• **Prevention strategies:**

- Sufficient expertise to develop certification of high quality pre-service elementary teacher programme for untrained elementary teachers,
- Adequate research and development facilities to develop curriculum and syllabus for Teacher Education Institutions and Schools,
- Capable researchers and trainers to develop customized and adapted training programmes, especially for teacher educators and teachers from socially and educationally disadvantaged communities, and
- Sufficient and enabled trainers of trainers to support district and sub-district teacher educators, including at DIETs, PTECs, BITEs, BRCs and CRCs.

• **Mitigation strategies:**

- Certification criteria should focus on more socially and academically relevant pre-service training programme, taking into account academic and social background of untrained teachers, and
- More academic support to DIETs, PTECs and BITEs that are facing considerable academic challenge.

• **Coping strategies:**

- Grievance redress mechanism should be in place to address grievances of stakeholders from SCERT.

➤ **Prevention, Mitigation and Coping Strategies for *Tadarth Samitis***

• **Prevention strategies:**

- Implement guidelines on *Tadarth Samitis* enunciated in Bihar Gazette (No 267, June 2011, Patna),
- Training to all members about their roles and responsibilities, and
- Appropriate balance between academic and non-academic activities undertaken by members of *Samitis*.

- **Mitigation strategies:**
  - *Tadarth Samitis* should be first constituted in districts that have a sizeable population of SCs, STs or minority communities,
  - Training for members of marginalised communities, including women, should be made a priority, and
  - *Samiti* members should be sensitised towards academic activities that have been largely neglected by them.
  
- **Coping strategies:**
  - Grievance redress mechanism should be in place to address the grievances of *Samiti* members, and
  - Despite all efforts if certain *Samitis* are not delivering as desired, its reasons should be investigated and on that basis solutions should be devised.
  
- **Prevention, Mitigation and Coping Strategies for Project Affected People in case of Land Acquisition**
  
- **Prevention strategies:**
  - Adequate compensation for land, resulting in a reasonable and agreeable transaction for both parties,
  - If any sharecropper is involved, and his/her livelihood is contingent upon the land, care must be taken to arrange similar livelihood for the affected person to prevent adverse effect on livelihood, and
  - Ample care must be taken that acquired land does not affect socio-cultural or religious fabric of community life.
  
- **Mitigation strategies:**
  - People affected by land acquisition must be provided with livelihood counselling and should be assisted in utilizing the money they received in compensation to generate as much income as was generated during pre-project period, and
  - If land acquisition disrupts socio-cultural fabric of affected people, some external agency, with expertise in such situation, should be employed that counterbalances shock and gradually restore their pre-project conditions

- **Coping strategies:**
  - Grievance redress mechanism should be in place to address the grievances of project affected people due to the land acquisition, and
  - If, despite all efforts, project affected people continue to feel the adverse impact, an assessment should be carried out to find out the underlying reasons and formulate possible solutions.

## Chapter 9: Grievance Redress Mechanism

An Appellate Court in each district state is set up to redress grievance about recruitment and service conditions of *Panchayat, Prakhanda, Nagar Panchayat, Nagar Parishad, and Nagar Nigam Niyojit* teachers. Largely retired judges or retired state administrative officials are incumbent adjudicating authorities. Rulings are to be given within 30 days, except in special cases where ruling can be made within 90 days.

“So far nearly 37,000 cases have come to us for hearing and we have given ruling in approximately 34,000 cases”, but many rulings have yet to reach their conclusions. For example, if a ruling on a particular recruitment process goes against the appointment committee, and in favour of teacher-candidate, the judgment is forwarded to Department of Rural Development, who is responsible to take action against Block Pramukh or Panchayat Mukhia, who heads the appointment committee in his/her respective Block or Panchayat.

Interview, Appellate Authority members, Patna District



Office of district Patna Appellate Authority



Members of Appellate Authority (Patna) during an interview

However, the jurisdiction of this appellate authority is restricted to only appointment and service conditions of the *Niyojit* teachers. With the inception of proposed project, it is expected that their jurisdiction will be extended to matters relating to training and accountability of teachers and, may be, accreditation of teacher education institutions.

This social assessment study proposes following steps and processes that need be undertaken to initiate and establish Grievance Redress Mechanism (GRM) with respect to recruitment, training and accountability or accreditation:

- A comprehensive estimation of GRM's potential users and corresponding available resources at disposal of Appellate Authority in each district.
- Construction of specific institutional procedures and their operational mechanisms.
- Publicity and dissemination of information about grievance redress policies among stakeholders.
- Assignment of grievance redress responsibilities and provision of training programmes for incumbents.
- Generation of demands among stakeholders through promotional activities, including dissemination of information about successful case studies.
- In addition to district level appellate authorities, a state level grievance redress mechanism should be instituted that could hear grievances of any stakeholder affected by implementation of the proposed project.

## Chapter 10: Monitoring Framework

**Table 21: Monitoring benchmarks, indicators and method**

Objectives/Activities	Benchmarks	Indicators	Indicators for stakeholders from marginalised communities	Methods of monitoring
1. Formation of the team that develops certification of high quality pre-service training programmes for untrained elementary teachers	– A training programmes certification team has been formed that includes also untrained school teachers	<ul style="list-style-type: none"> <li>– Number of untrained teachers in the team and frequency of their participation in training certification consultation sessions</li> <li>– Types of responsibilities assigned to them for training certification</li> <li>– Number of grievances and their redress</li> </ul>	<ul style="list-style-type: none"> <li>– Number of team members from marginalised communities who participate in training certification programme</li> <li>– Number of grievances and their redress</li> </ul>	– Consultation
2. Accomplishment of the certification of high quality pre-service training programme for untrained elementary teachers	– The task is completed without causing any major satisfaction among the team	<ul style="list-style-type: none"> <li>– Number of team members who are satisfied or dissatisfied with the certification development procedures and its outcomes</li> <li>– Number of grievances and</li> </ul>	– Number of team members from marginalised communities who are satisfied or dissatisfied with the certification development procedures and	– Consultation

		their redress	outcomes – Number of grievances and their redress	
3. Strengthening of teacher education institutions	– The process of strengthening has been completed without considerable grievances	– All components that are essential for the strengthening are provided as part of priority driven multiple stages (a roadmap)  – Number of grievances and their redress	– <i>Modus operandi</i> and the number of stakeholders from marginalised communities who have been empowered  – Number of grievances and their redress	– Consultation  – Data collection and analysis
4. Accreditation of teacher education institutions for effective teacher education and CPD programme	– The process of accreditation is done and all institutions accept the procedure and its outcome	– The process of grading has been followed, giving ample allowances to the institutions that lag in infrastructure and faculty skill & strength  – Number of grievances and their redress	– Considerations in the accreditation process that takes into account the factors that emphasises the marginalised stakeholders' participation and empowerment rather than the exclusive success of the project  – Number of grievances and their redress	– Consultation  – Data collection and analysis
5. Formation of the team to design the	– The team that designs the	– Number of teachers in the	– Number of team members	–Consultation

social accountability mechanism for teachers on teacher performance	substance and operational modalities has been formed. The team also includes stakeholders from the teaching community.	team and frequency of their participation in the design process of social accountability mechanism – Types of responsibilities assigned to them during the design process – Number of grievances and their redress	from marginalised communities who participate in the design process of social accountability mechanism of – Number of grievances and their redress	
6. Development of a social accountability mechanism for teachers on teacher performance	– The mechanism is developed without causing any major satisfaction among the team	– Number of team members who are satisfied or dissatisfied with the design development procedures and its outcomes – Number of grievances and their redress	– Number of stakeholders from marginalised communities who are satisfied or dissatisfied with the design development procedures and its outcomes – Number of grievances and their redress	– Consultation
7. Social accountability mechanism for teachers on teacher performance becomes operational	The mechanism is accepted by the concerned stakeholders, especially teachers without much opposition	– Number of stakeholders who are satisfied or dissatisfied with the mechanism – Number of grievances and	– Number of stakeholders from marginalised communities who are satisfied or dissatisfied with the mechanism	– Consultation – Data collection and analysis

		their redress	– Number of grievances and their redress	
8. Land acquisition and its redress in case of any involuntary resettlement of a teacher education institution	– The land has been acquired and the process has been completed with the help of a proper and just redress mechanism	– Number of affected stakeholders who are satisfied or dissatisfied with the mechanism – Number of grievances and their redress	– Number of affected stakeholders from marginalised communities who are satisfied or dissatisfied with the mechanism – Number of grievances and their redress	– Consultation – Data collection and analysis

## Chapter 11: Conclusions

The proposed project on teacher education in Bihar will accelerate the process of teacher education reform that Government of Bihar has already initiated. A number of steps undertaken by government point to this direction—Development Needs Analysis (DNA) for teacher educator recruitment at DIETs, PTECs and BITEs, implementation of *Mission Guvvatta* to make roles and responsibilities of stakeholders from teacher education institutions and school cohesive and complementary, streamlining of vertical institutional support flow that begins from SCERT and culminates in schools, institutionalisation of BRC and CRC as academic support centres geared towards improvement of teacher effectiveness in classrooms, to name a few—all have been striving for the goal of quality education provision in schools.

Ensuing project will further strengthen the process to bring teaching effectiveness in classrooms by way of capacity enhancement of teacher education institutions and, in the process, improve teacher performance in classroom through ODL and CPD programmes. Resultant teaching effectiveness in classroom consequent to training programmes will be brought under purview of an accountability mechanism that has to be positively correlated with optimum facilities, i.e. adequate infrastructure, trained and sufficient number of teachers in schools. Likewise, accreditation of teacher education institutions has to take into account available facilities and capabilities at the disposal of these institutions. In order to circumvent social impacts that may result due to accountability and accreditation mechanism, the study proposes a multi-level grading of schools and teacher education institutions. Applicability of these mechanisms should be in consonance with whether a school or teacher education institution has all required facilities, which qualify it to be in top grade or vice versa.

Socially and educationally disadvantaged communities as SC, ST, Women, OBC, EBC and Minority constitute overwhelmingly majority of teacher, BRC and CRC Coordinator, and teacher educator strength in Bihar. It is a creditable achievement of policies implemented by Department of Education, Bihar Govt. For the project to make desired impact the best knowledge, technical support and facilities have to be necessarily made available to them.

The study also articulates on necessity to adhere to guidelines and gazettes with respect to roles and responsibilities of each group of stakeholders, be it teacher, CRCC, BRCC, teacher education functionary or members of *Tadarth Samiti*. Any direct or indirect deviation from what they are expected to do as incumbents will increase their social risks, and also create risk to the project.

If a stakeholder is aggrieved and perceives that s/he is at the receiving end of a resultant negative social impact, during the project implementation phase, that is not his/her making, s/he can access a grievance redress mechanism.

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