Report of the

Joint Review Mission on Teacher Education

Bihar

17-23 March, 2013

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List of abbreviations:

AWO&B	Annual Work Plan and Budget
BO	Block Officer
BRC	Block Resource Centre
BRCC	Block Resource Centre Coordinator
CCE	Continuous Comprehensive Evaluation
CRC	Cluster Resource Centre
CRCC	Cluster Resource Centre Coordinator
CSO	Civil Society Organizations
CSR	Corporate Social Responsibility
CTE	College of Teacher Education
D.Ed.	Diploma in Elementary Education
DES	Diploma in elementary Education through Distance Mode
DIET	District Institute of Education and Training
GOI	Government of India
GoB	Government of Bihar
ICT	Information and Communication Technology
JRM	Joint Review Mission
EMIS	Educational Management Information System
NCF	National Curriculum Framework
NCFTE	National Curriculum Framework for Teacher Education
OBC	Other Backward Classes
PPP	Public-Private Partnership
PRI	Panchayati Raj Institutions
PTEC	Primary Teacher Education College
RMSA	Rashtriya Madhyamik Shiksha Abhiyan
RTE	Right to Education
SCERT	State Council for Educational Research and Training
SC	Scheduled Caste
ST	Scheduled Tribes
SMC	School Management Committee
SSA	Sarva Shiksha Abhiyan
TE	Teacher Education
TEI	Teacher Education Institution

Joint Review Mission on Teacher Education in Bihar: Executive Summary

1. JRM on Teacher Education: Team and process

A Joint Review Mission on Teacher Education in Bihar was constituted by the MHRD. The Mission Objectives, guiding principles and focus terms of reference for the team as defined by MHRD were as follows:

1. To review the status of progress and issues related to planning, implementation, monitoring and evaluation of teacher education.
2. To serve as learning mission to assess progress made against agreed indicators and processes.
3. Cross-sharing of experiences that highlight strength and weaknesses with a view to strengthen implementation gaps.

1.1 The team

The team comprised of eight Members drawn from universities, DIETs, civil society organizations and NGOs. The team, after desk study of documents, visited Bihar between 17 -23 February, 2013. Field visits included TEIs and schools in Arariya, West Champaran, Gaya, Nalanda, Patna and Betia, Interactions were held with Minster of Education, senior administrators, SCERT, DIET Faculty and civil society organizations. This is a summary of the key achievements, concerns and recommendations noted by the JRM team, with more details to be found in the larger report. Where possible, the key recommendations have been divided into 1. Immediate points for action (the non-negotiables that the state should prioritize this first year as strategic leverage points to bring change in the system), and 2. Medium-Term points for action (which the state can focus on in the coming 2-3 years).

2. Key Achievements in Teacher Education:

The Government of Bihar has initiated processes for the renewal of teacher education since 2000. The State has attempted perspective planning and a holistic thinking for TE aligning with national policy and state needs in context, which has been appreciated by the JRM team. Several concerted policy steps have been taken towards re-vitalizing teacher education in Bihar, such as:

1. Pre-service has been started in all DIET and PTEC. All DIETs have prepared plans of action, new DIETs have been approved and funds are awaited.
2. A comprehensive Roadmap for revitalizing TE Institutes in the State has been prepared in Jan 2011. Majority of the plan are either being implemented or in the pipe line. The different plans execution is in different stages due to non-availability of funds and human resource.
3. Tied up with IGNOU for providing D.Ed. (Distance Mode) for 1.62 lakh teachers.
4. Similarly a road map for setting up a new cadre of Teacher Educators has been developed and it is lying in the finance for approval.
5. Identified 500 qualified persons from the school system as teacher educators for the TEIs.
6. Tied up with Azim Premji Foundation for the capacity building of the newly identified teacher educators.

7. Aligned all TEIs into the governmental structure which in principle provides space for SCERT-DIET/PTEC-BRC-CRC linkages.
8. Separated the data gathering function of BRCs/CRCs from CRCCs and on the way to appoint a different set of persons for this function.
9. Brought in qualified and committed persons as Principals, DIETs. Tied up with Azim Premji Foundation for capacity building of Heads of DIETs.
10. Created the Bihar State Curriculum Framework in 2008.
11. Organized preparation of textbooks in line with the BCF 2008 at SCERT with support from researchers and scholars from Bihar, Homi Bhabha Centre for Science Education, Vidya Bhavan Society and researchers from Delhi University.
12. Initiated Report cards for children, teachers and schools to be in place from 2013.
13. Re-started infrastructural re-building in TEIs
14. Resurrected D.Ed. Pre-service teacher education in DIETs/PTEs.
15. Strengthened SCERT building, infrastructure and functions
16. All SCERT Faculty provided with computers desk and laptop
17. Designated SCERT as the Academic Authority under RTE
18. A Department of Research and Training has been established which has studied the situation on the ground and take several concrete steps. Training has been aligned under this Department of Research and Training

3.   Summary of Key Concerns and Recommendations:

3.1   Strengthening of SCERT, IASEs, CTE, and DIETs:

Key Concerns: SCERT is yet to grasp the enormity and complexity of their role in terms of being designated Academic Authority under RTE. Things are still quite 'input' oriented and described in terms of days of training and numbers of material produced. Grasp of the conceptual aspects of these products, and the purpose of the productions did not quite come through. This is not to say that SCERT has not performed magnificently-they have; it is a question of moving to a different level. The major challenge with SCERT and DIETs as observed can be categorized as follows:

1. Lack of a long term institutional vision and perspective
2. Capabilities of faculties (lots is being done but not in an organized manner)
3. Inadequate infrastructure
4. Issues related to planning and organizing including a proper MIS in place
5. Other key issues include: Untimely and insufficient budget, Absence of specialist teachers of all subjects, Lack of proper mechanism for preparation for the academic leadership, Lack of interdepartmental coordination, There is no mechanism for refreshing or enhancing subject competence and periodic orientation for refresher courses of contemporary studies, Lack of knowledge of interdepartmental work responsibilities and system integration, Vacant Positions.
6. Currently there are no IASEs in Bihar.

3.2. 1 Recommendations for SCERT: Immediate term

1. **SCERT needs systemic linkages with higher/research education institutions**. A vision statement of SCERT should be prepared, which should put its redefined role and functions in the proper perspective, and to create systemic mechanisms for collaboration with universities and research organizations, to help SCERT in providing critical guidance in policy formulation, designing programmes and catalyzing curricular and pedagogic reforms.

2. **Evolve a long term plan and roadmap** for strengthening of academic support system right from SCERT to CRCs, which should then be considered to be the basis of collaboration with national and international agencies. Otherwise, lots of projects would be commenced without a clear goal and vision and nothing much would happen in spite of the sincere efforts being made.

3. **Ensure inter departmental convergence and alignment** among various stakeholders, to streamline and sustain state's vision and efforts. SCERT is involved with several partnerships with NGOs and private sector partners. The team could not help but notice that the status of SCERT vis-a vis the line Departments of HRD are not on par. The Faculty were also driven externally rather than on their own institutional mandate.

4. **Academic Authority Cell needs to be urgently constituted** comprising of eminent members from higher education from multiple disciplines associated with school and teacher education as well as interdisciplinary disciplines including critical studies, pedagogic studies, child and gender rights, inclusion, art, aesthetics and physical education from Bihar, as well as those from Bihar who work elsewhere in India and abroad who can advise the SCERT on its role as academic authority.

3.2.2 Recommendations for SCERT: Medium-Term

5. In the structure of SCERT, **initiate a Department of Foundations of Education** which can deal with philosophical, sociological and psychological dimensions of education, and a **Department of Equality and Social justice** to study these issues in relation to school structure and culture, teacher-student relationship and quality of education – to help conceptualize and ensure SCERT's role as Academic Authority under RTE.

6. **Lists of district-wise high-quality education resource organizations** across the country need to be prepared as a resource inventory for SCERTs and DIETs**.**

7. **Reading and resource material in local languages** (non-English) need to be identified and organized for dissemination to all SCERTs and DIETs.

8. **TEIs should create spaces for discussions and debates** on challenges faced by teacher educators when they begin their career as teachers. Some of these include issues of children from SC, ST, Muslim, girl children, children with disabilities etc.

3.3 Recommendations for IASEs/ University support: Immediate

1. Upgrade the Department of Education at the Patna University as an **IASE**.
2. Provide all necessary support to at least four more universities of the state for **creating and developing 4 full-fledged Departments of Education** under capable academic leadership, even if this means making a search at an all-India level.
3. The University Departments of Education must be networked with each other and SCERT and the DIETs/PTECs need to be affiliated with the Universities for the purpose of conducting M.Phil. and Ph.D. programmes in multidisciplinary framework in education and related disciplines of social science, science and humanities.

4. The University Departments of Education must be provided financial support to organize conferences, seminars, symposia and workshops at national and international levels for connecting with latest researches and idea. The State government may also begin consulting the faculty of these departments on a regular basis for policy formulation, educational planning, surveys and curricular reforms.

3.4.1 Recommendations for DIETs: Immediate

1. **Address Critical Infrastructure Needs**
   a. Improve basic facilities like adequate toilets, class rooms, ICT, canteen, sports facilities
   b. Provide staff residences / hostels
   c. Provide learning resource centers, library etc

   Ensure Quality Leadership in DIETs
   . Select high quality leaders as DIET heads
1. Ensure minimum tenure of 3 years for DIET Heads, average 5 years based on performance
   a. Provide management and leadership training to DIET Heads

   Address Critical Manpower Issues
   . Sanction and recruit for additional posts to meet NCTE norms
   a. Fill positions according to NCTE norms on qualifications
   b. Selection of DIET Faculties – must be chosen on the basis of strong selection criteria evolved through a rigorous process.
   c. Develop a competency framework for this group (leaders, faculty and staff). Provide induction and on-going training for new / existing faculty

   Streamline Budgeting Process
   . Simplify process of releasing and approving budgets
a. Ensure timely release of budgets
b. Allow flexibility in utilization of funds

3.4.2 Recommendations for DIETs - Medium-term:

5. **Greater Autonomy and Flexibility**
   a. Allow financial autonomy within a broad framework
   b. Re-organize wings as required to fulfill primary academic goals
   c. Ensure academic autonomy of faculty members, and a decentralized planning process
   d. Backward and Forward Linkages of TEIs
6. **Academic Resources:**
   e. Libraries to be updated with current and relevant books, journals, films etc. e.g. all NCF documents including the focus group papers; all new NCERT textbooks; all NCERTs source books on assessment
   f. b. Computers must be available, repaired and internet-enabled (wherever possible) – make available ICT resources like films, prepared material is essential.
   g. c. Laboratories for all science subjects, mathematics, language and curriculum development laboratories to be set up and updated
7. **Separate Academic Cadre**

h. Create a specialized cadre of Academic Resource People as SCERT/DIET faculty, based on academic qualifications and inclination
i. Consider separate and direct recruitment process for DIET
j. Develop a performance management system based on academic work for career progression e.g. School -> BRC -> DIET -> SCERT

8. **DIET as Academic Leader in the District**

a. DIET to take ownership of complete academic programs required to achieve UEE.

b. Ensure close coordination between DIET, DEO, DPO, SSA and SCERT through regular meetings or formal reporting mechanisms

c. Consider appointing SCERT mentors for each DIET. Ensure monthly visits from these mentors to the DIET. SCERT mentors should take demonstration classes which DIET faculty can observe

d. Institute strong links with local schools (beyond just 'model schools') to ensure the constant link between theory and practice.

e. The idea of DIET mentors for blocks exists – they need to be revived

f. DIET faculty must visit schools every month and take classes for teachers to observe

g. Institute strong partnerships with higher education institutions and education organizations at the district/state level.

h. A district academic resource group could be formed including faculty from Kendriya Vidyalayas, Navodaya Vidyalayas, local colleges/university departments, organizations, retired teachers, professors and teacher educators, working in education. This group could meet regularly and discuss ideas to improve classroom practice and contribute to teacher professional development

i. Develop and mandate the use of quality monitoring tools and institutional accreditation processes to promote excellence.

4. Training of Untrained Teachers [academic and professional]

Key Concerns: The funding issue for the enrichment component for the teachers who had already undergone IGNOU training is still unresolved at the level of MHRD. Certificates of those who had completed the training and exam results are yet to be provided by IGNOU. The training of remaining teachers through IGNOU is still to be undertaken. There is as yet no data on how many teachers who already are in the teaching force have completed class XII with requisite percentage. A systemic policy for academic training of those who do not have the qualifications is yet to be put in place.

Recommendations for Untrained Teachers:

1. The Government of Bihar needs to initiate a **mapping of the academic qualifications** of all the teachers in the system.

2. Where teachers do not possess these qualification, there is need to **provide opportunities through open learning systems** to acquire these qualifications. For Teachers who have not passed Class 12, or have passed below the minimum requirement of 40-45%: One approach to qualify them is to enroll them in Open School system. Some relaxation can be done for those who are retiring in the next 2 years. Those who have not got 40%, they will have to now re-obtain the qualifications.

3.   Bihar is still recruiting teachers with academic qualifications of class XII with requisite marks and who have passed TET. But several girls and SC, ST candidates have not passed TET. This means they will not be inducted into the teaching force, adversely affecting the inclusive ethos in the teaching community and more gravely, is likely to affect the access and enrolment of children of these communities. As the teacher qualifications are tied with NCTE/RTE, and in any case dilution of teacher qualification cannot contribute to quality school education, and the ethos of life-long learning is a valuable the teaching profession, the Government of Bihar can consider providing **coaching to SC, ST, girls and Muslims for TET**, using the central funds available with the Ministry of Women's Development, SC/ST and Minority Commissions for such purposes.

4.   Another 70,000 teachers are still pending with the IGNOU program. These must be expedited. This will still leave the huge task of training the lakhs of untrained teachers and have qualified TET and who are now being recruited.

5. Pre-Service Teacher Education

Key Concerns: The pre-service teacher education has been re-started after two decades. The present status is not encouraging. There are no resource materials in place, teacher educators are not in place. All visits of JRM to 6 DIETs reveal that the per-service D.Ed. is inadequate. In many districts there were just 2-3 Faculty members. In some DIETs, school experience program had not taken place even though 6-8 months of the course has gone by. Class-rooms and building at large are not conducive to support the vision of TE.

Recommendations for Pre-service TE:

1.   2013-14 should be treated as the year to place and prepare teacher educators, resource materials, teacher-education culture and ethos along with collective visualizing of the kind of teacher education required.

2.   All teacher educators must be oriented academically to the new teacher education curriculum as a whole as well as specialized orientation for the courses they teach. They require reading materials and orientation to understand that teaching is only one step of an educator's task-developing attitude, skills and application and testing of the knowledge in real-life classrooms and reflecting back are equally important processes of teacher education. There is also need to realize that teacher education is inter-disciplinary and does not have a linear relationship with the higher education courses that teacher educators would have undergone. Teacher educators would have to be in learning mode to be prepared.

3. New teacher preparation (pre-service) curricula need to be designed based on the National Curriculum Framework for Teacher Education (NCFTE)**.** Areas should include

- Knowledge and understanding of the subject
- Pedagogic (teaching) skills specific to the subject/s
- Observing children and understanding how they learn
- Nature of knowledge
- Ability to access/develop contextualized teaching learning resource
- Sensitivity to and respect for learners
- Inclusive, non-discriminatory spirit

- Vision and understanding of society, education and children
- Develop language, communication and facilitation skills
- Focus on social orientation

4. There is need to establish strong connection between theory and practice, and for use of processes that encourage conceptual thinking, analysis and reflective practice including reading, discussions, debate, presentations, observation studies, film/book reviews, journal writing.
5. The eligibility criteria for Upper Primary school teachers needs to be upgraded to graduate level, with subject specialization especially for Science and Maths.

6. In-service Training of Teachers

Key Concerns: Little integration of various training programs could be found by the JRM team while going through the modules and field observations as well. It seems that almost all the in service trainings are being imparted in isolation and without due preparedness. There was no mechanism for post training follow up anywhere. Currently there is a centralized generic training module that is designed at the State level as 'one-size-fits-all' and delivered to all teachers across the state. Unfortunately this is not able to take into account the actual needs of teachers or their ground realities and challenges. There are no mechanisms to walk the teacher through what she has learnt to be tried out in classrooms and learn from the experience. Community of teachers who can deliberate among themselves has also not created. Not surprisingly, all the training year on year does not necessarily result in changes in classroom processes and in children's learning.

Recommendations for In-service Training – Immediate:

1. In-service teacher development modules must be need-based and prepared by DIET faculty based on the principles of NCFTE. Develop field-and-forum approaches:
   a. Meet for a training program and learn about a new idea
   b. Get back to their classrooms and try out the new idea
   c. Return to the training program to discuss their experiences.

   Implement a credit-based system using a cafeteria approach**:** Each DIET/PTEC should prepare a list of possible training workshops that can be offered during the year keeping in mind the need and local specificity – offer them to teachers (as a 'cafeteria' approach) and let teachers choose according to their areas of interest. Teachers should be given a choice of what kinds/topics of trainings they wish to attend. Encourage teachers to form voluntary professional forums where they discuss academic issues and decide their areas of training need. Teachers can be granted certain credits for each training workshop they attend, leading to some form of certificate over the course of 2-3 years which could be linked to promotions/ increments, based on some kind of classroom evaluation to see if they are applying training inputs in their classroom.

   The State must implement a scientific, research-based approach to identification of teachers' training needs, through a combination of methods such as classroom observations, surveys, focus group discussions with teachers and CRC/BRC trainers, and thorough assessment of teachers' knowledge, skills, attitudes and subject mastery.

State should implement a strong Teacher Management Information System maintained at District Level, with an ICT-enabled database of all teachers' profiles and needs, including teacher's qualifications, experience, specializations, nature of training attended in the past, teachers' interests or talents, training needs, innovation or research undertaken by the teacher, etc. This should then form the basis of designing training programmes and selecting which teachers are sent for which trainings.

Provide Teacher Fellowships/ scholarships for teachers to undertake collaborative, classroom-based action research under the guidance of a Mentor, to analyze their own practice and research solutions for difficulties they face in the classroom.

Strengthen linkage between BRC and CRC trainings, by setting clear expected outcomes for teachers and children, which should be monitored and discussed during CRC meetings.

Recommendations for In-service Training - Medium-Term:

7.   Teachers and CRCCs must be involved in designing decentralized training programmes that are more relevant to their actual ground realities. Locate in-service programs in current teacher practices it will help make the programs relevant and real to teachers.

8.   Design a long-term (at least 3-year) plan for teachers' continuous professional development, with a combination of distance-cum-contact sessions and a rich basket of opportunities for teachers to learn, over a period of time.

9.   Books, articles, teachers' magazines in digital and print formbooks and organize regular Book Clubs where teachers can read and discuss these, as well as training and facilities to access internet resources

10.   Identify innovative schools in the state (either government, private or NGO-led) where teachers can be taken for exposure visits to observe and learn from their practices

11.   Organize Faculty exchange programmes where teachers exchange places with CRC/ BRC/ DIET faculty for short periods of time, so that teachers can grow and also trainers can develop more classroom teaching experience

12.   Implement a system of Teacher Mentors, by identifying dedicated people from among CRCs, BRCs, DIET faculty, University professors, retired teachers, etc. who will meet with selected teachers individually at least 2-3 times over the course of the year. This could be dovetailed with the new 'Teacher Report Card' that teachers are required to fill, which could be done in discussion with the Mentor.

13.   DIET/BRC/CRC must have a calendar of activities for the whole year. Conscious and detailed pre-planning should be taken to help restrain fall-outs during trainings, ensure distribution of material on time, and sticking to a time schedule, to create a conducive atmosphere for focusing on pedagogical transaction within the training hall.

14.   Undertake stronger documentation and monitoring of trainings and training **impact,** including regular impact studies, learning assessment of students, videography of good classroom practices as motivational examples which can be shown and analyzed during CRC meetings.

8. Pedagogic Shifts across SE and TE

8.1   Key Concerns: Despite many attempts and trainings aimed at shifting classroom processes, the JRM team during school visits found that unfortunately classroom processes do

not reflect the changes desired and aimed at by policy documents. Despite the rhetoric in policy documents and training programmes, in reality in discussion with individuals at all levels the JRM found relatively low focus or sense of urgency in bringing changes in classroom processes. It is also not surprising that teachers still resort to traditional methods of teaching, when one takes a look at the teaching methods used in Pre-service Training classrooms – which is very similar to the traditional methods one sees at the school level.

8.2   Recommendations for Shifts in Pedagogy - Immediate:

a.   Greater thrust needs to be placed across the system on bringing changes in classroom processes, ensuring that all stakeholders including trainers, administrators, teachers, HMs, parents have a clear understanding of the kinds of changes in pedagogy being sought, and this should also be reflected in training programmes, school monitoring visits, the kind of things teachers get rewarded for, etc.

b.   Design capacity-building programmes for DIET and BRC/CRC Teacher Educators that focus on changing the training methodology used in all Training Programmes (e.g. facilitation skills, group work, discussions, reflection, role play, case studies, problem-solving, microteaching, demonstrations, use of videos with reflective discussions)

c.   Design training programmes for teachers, trainers and administrators that focus on challenging dominant beliefs and attitudes, engage them in discussions, reflection and questioning of traditional attitudes towards marginalized groups, beliefs about children, learning, hierarchy, commitment, etc.

d.   Develop a simple Format for Classroom Observations which lists out clearly what are the expected outcomes/ changes we expect teachers to implement in their classroom processes. This should be used during practice teaching in both PS and IS trainings, as well as for monitoring visits by CRC/BRCs, to identify which skills/ aspects are teachers not able to implement, and what further support they need

Recommendations for Shifts in Pedagogy - Medium Term

e.   Strong capacity-building programmes needed for BRC/CRC Facilitators in conducting effective school-based trainings and onsite support, to observe teachers' classroom processes and give constructive feedback and encouragement, and to facilitate teachers' own reflection processes on their classroom practice.

f.   Collect/ develop/ document videos of effective classroom processes to be shown to teachers during trainings, accompanied by collective reflection and critical discussions to analyze these classroom processes, and develop teachers' capacity to reflect on and critique their own and others' teaching practice.

g.   Institute a strong mechanism for generating research data around learning levels as well as issues affecting learning and learning processes, from the classroom level and reaching all the way to the state level, which can feed into designing appropriate interventions and trainings to address emerging issues. This should take the form of a longitudinal study, starting with a baseline, and tracking improvement over the years. Help may be taken from external agencies, but the capacity of the system itself should also be built to undertake this kind of in-depth research on a continuous basis.

h.   Undertake a thorough review of the new textbooks in the context of BCF 2008. Such a review, involving national Resource Persons, should examine the textbooks in terms of their age-appropriateness, learning-appropriateness, context-appropriateness, inclusion, implementability, and teachers' capacity to transact.

8. BRC/CRC and Teacher Support Mechanisms:

Recommendations:
1.   No mechanism for assessing quality could be observed in any of the TEIs. TEIs need to work towards collective, goals for performance-criteria oriented academic vision.
2.   The freeing of BRCCs and CRCCs from administrative burden needs to be taken forward further by determining the reporting hierarchy. These accountability procedures must factor in feedback from teachers who the CRCs and BRCs engage with; the DIETs and SCERTs as these are the academic structures on the ground. DIETs, SCERTs must be oriented towards building their capacities to perform the supporting and reporting role. Currently, teacher education heads report to the Block and district level officers of the Department of HRD, who perform administrative functions.
3.   The idea of CRC co-coordinators visiting the schools and observing classroom practices and offering support is good in principle. It must be implemented, primarily to develop a partnership of engagement between CRCs and schools. However, to assume that the CRCC will be able to provide solutions to real life classroom problems and challenges by being in the classroom is unrealistic. Reality issues are complex, and do not lend themselves to immediate quick fix solutions. They require observation, acknowledgement, reflection, sharing with fellow teachers, and from diverse settings including the research community, tentative ideas, experimentation, and learning. It is recommended that while such school engagement is put in place, a more structured reflection of experiences especially among teachers themselves needs to be put in place.

9. Social and Gender Inclusion

Concerns: Various discussions in the course of the JRM showed that gender and social inclusion were not conscious agendas of teacher education, teacher behavior, school environment or practices. At best these were imbibed and practiced by a few teachers out of personal conviction or through orders and circulars from above. There was no effort to analyze dominant paradigms of power and privileges and how this negatively impacts the learning opportunities of marginalized children or their communities. Inclusion continues to be narrowly defined and transacted to mean inclusion of children with disability and does not include the complex forms of exclusion and the expanded and deeper forms of social and gender inclusion necessary in our context.

Recommendations for Social Inclusion – Immediate:

1.   Expand the 'social equity-inclusion' dimensions of quality education building conceptual clarity, curriculum, reading materials, teacher education and monitoring mechanisms.
2.   Include the contextual issues of children from SC, ST and Muslim communities in teacher training curriculum, training modules. Ensure adequate and up to date reading materials on these in the TE institutes.

3.   Enroll local civil society organizations with have track records on working with marginalized communities to collaborate with teacher education institutions and processes.

4.   Include social equity and social inclusion as indicators for quality under Samjhe – Seeken or any other monitoring – CCE formats used in the schools.

Recommendations for Social Inclusion – Medium-term:

5.   Create healthy environment for students to debate and discuss issues of SC, ST, Muslim and girl children as well as their communities in respectful manner, creating opportunities for them to interrogate their own perceptions and beliefs.

6.   Create opportunities for student-teachers to have guest lectures on these issues with experts and practitioners in these from a wider human rights perspective.

7.   Equip teachers with skills to promote inclusion actions with children in schools

8.   Equip Tola Sevaks and Talimi Markus with skills to better support children, schools and communities

9.   Undertake research that focused on the issues of SC, ST, Muslim children, girl children, migrant children, urban poor children etc as part of their training.

10.   Involve PRI/ULB/SMC members from the marginalized communities to share their experiences and strategies to eliminate discrimination of all sorts from schools/class rooms.

11.   Ensure disaggregated data and tracking of the school participation and learning of the most vulnerable sections and take necessary corrective actions.

12.   Ensure that specific funds like Scheduled Caste Sub Plan, Tribal Sub Plan and Minority funds in education are used strategically to support specific needs of these children and promote inclusion.

10. Subject-Specific Issues in Teacher Education

Recommendations:
1. Strengthening the foundational theory disciplines: Philosophical vision, psychological insight, sociological concern and historical perspective together educate the person within a teacher; a revitalization of these courses is urgently called for.
2. Developing subject specific theory of knowledge: Students need to engage with the ways in which knowledge in different disciplines is generated, validated and represented in texts.
3. Facilitating theory-based practice to suitably address the tension between theory and practice in education. The practice has to be in consonance with our understanding of the subject, learners and pedagogy.
4. In-build reflection into teacher preparation Educationists world-wide now advocate the need to help future teachers evolve into 'reflective practitioners'. Day to day teaching provides the teachers with many opportunities to reflect on broader issues and interpret their experiences in light of these issues. For instance, an analysis of common errors made by students in a particular subject may encourage the teacher to analyze these errors and provide her with useful insights into the way children learn.
5. EVS in BCF-2008: Though the document advocates an integrated view of knowledge, yet it digresses from the NCF 2005 perspective in a significant way by suggesting two

separate textbooks in EVS from grade 3 onward but does not build a powerful argument for it.

6. Arriving at a shared understanding of science and science education To make any kind of meaningful intervention in science, it is important that all stakeholders across all levels come together at a common platform and discuss core questions pertaining to the nature of the discipline such as 'what is science', 'how is science done' or 'how do children learn science' etc.

7. Making research inform practice: One way of instituting reform in science education would be that teachers, while they are being prepared for their profession, are trained to make use of the available research evidence to plan their teaching learning sessions.

11. Teacher Professionalism and Working Conditions

Key Concerns: The JRM team's meeting with a group of CSOs brought sharply to focus that in many schools, just 2 hours of actual teaching takes place, children do not stay after Mid-day meal; teachers are tired, dispirited and there is no energy in schools. The school working conditions (PTR, classroom space, etc) are far from ideal for the realization of quality teaching. Another major concern is that there seem to be many things that are actually keeping teachers away from just being in the classroom helping children learn. Also, in many discussions with teachers and civil society groups, the high disparity in teacher salary scales was repeatedly highlighted as a major source of teachers' discontent, poor motivation and non-cooperation. A careful look also needs to be given to addressing poor levels of motivation and commitment to the job by creating a culture of professionalism among teachers, in addition to improving their working conditions.

Recommendations for Teacher Professionalism - Immediate:

1. There is urgent need to expedite the process of filling up all teacher vacancies and rationalizing the pupil-teacher ratio. The state leadership should institute a good strategy of supportive incentives to get teachers to move to remote rural locations, especially those with predominantly marginalized communities.

2. A variety of urgent measures need to be taken to ensure that teachers are freed from non-teaching duties and that they have sufficient time to plan, teach, and review children's learning progress. First, a look needs to be taken at all the non-teaching works that teachers currently have, and whatever can be delegated to others, should (E.g. management of Mid-day Meals to Mahila Samakhiya groups; or one extra clerical person could be provided at the school).

3. Various formats that teachers/ schools are required to fill need to be relooked at, rationalized and streamlined to avoid repetition and reduce the time needed for filling them. The frequency of data reporting also needs to be carefully considered.

4. Create an agreeable solution in consultation with teachers to the issue of salary disparity for *Niyogit* teachers, by creating more scope for salary increments and career mobility linked to good performance.

Recommendations for Teacher Professionalism – Medium-term:

5. Ensure that BRC/CRC trainings do not interfere with children's learning, so that children get their full 200/220 days of teaching in a year. (E.g., CRC trainings could be held on one Saturday a month instead of weekdays; implement a system of Substitute Teachers using Tola Sevaks or educated youth from the community or retired teachers; rationalize the periods when different trainings by different organizations take place)
6. The state needs to put in place a mechanism for measuring teachers' performance based on basic professional standards for teachers agreed upon by teachers and teacher managers, and for linking salary increments to good performance.

7. For teacher agency and empowerment, teacher collectives or networks should be initiated as forums where they can share their concerns or issues, as well as showcase their innovations and reflections.

8. Steps need to be taken to shift the culture of the school and education system to one that values teachers' dignity and seeks their equal collaboration and inputs as professionals. E.g. Involve teachers themselves in formulating policies/ programmes that affect them, and in designing training modules; Some orientation should be given to Administrative and Monitoring officials on working with teachers in a more democratic and collaborative mode of partnership rather than as 'inspectors'

9. Steps need to be taken to encourage a culture of professionalism, reflection and collaboration among teachers, such as:

a. Implement a mechanism for the teachers of the same school to sit together at least once or twice a month, to discuss the problems that the school is facing, and what measures they can take to improve students' attendance and learning.

b. Provide affirmation and support to well-performing teachers, and bring role models to the forefront.

c. Create forums for a Learning Community of teachers and educators, including platforms and mechanisms which enable teachers to interact as professionals, not only among themselves but also with other professionals such as scientists, scholars and college teachers, to use libraries, laboratories or internet facilities.

12. Capacity Building and Leadership for TE

Recommendations:

4. The academic preparation for all TEIs to work together once linked, is a hug**e** task requiring massive preparations and capacity building. This exercise needs to be immediately engaged in with support of a strong network of academics, drawn from institutions of higher education and research institutions.

5. The capacity building of teacher educators would require academic refreshers to ensure both academic content and pedagogic expertise. The Government of Bihar needs to urgently revive and initiate institutions of higher education in the State where the newly recruited teacher educators can enroll for carefully structured courses on distance be encouraged to take such courses in any university.

6. According the Bihar Common School Commission Report, Bihar has a requirement of 4000 teacher educators, and the process needs to be on-going. A carefully worked out teacher: teacher educator ratio needs to be worked out, akin to student: teacher ratio in RTE. Such large

numbers of teachers being re-deployed as teacher educators will leave a shortage of teachers on the ground; hence these numbers need to be added to the number of teachers needed for schools.

7.   The Government of Bihar has sanctioned a sum of Rs. 2 lakh per DIET for library resources. The sanction of Rs. 2 lakhs for library has not yet reached the DIETs. Even when it does, it needs careful thought for best use. Materials need to be carefully chosen, and student teachers and teacher educators, themselves with poor experience of their own education need to be carefully introduced to the materials. This will require academic resource persons who are familiar with the materials, make the materials available freely to students and engage with them in representative but close reading, seek opinions, and generate discussions,. In short, mere supply of resources, unless accompanied with engagement with both materials and readers is not likely to be useful

8.   Suggested Areas for DIET leaders – Education Domain Understanding, Teacher Professional Development, Social Context and Social Orientation, Communication and Facilitation, Strategic Planning, Building and Managing Relationships, Analytical thinking

9.   Suggested Competency Areas for teacher educators– Teacher Professional Development, Domain and Subject Knowledge, Communication and Facilitation, Social Context and Social Orientation, Research.

10.   Teacher educators must have three to five years classroom teaching experience at the elementary level.

11.   Develop a rigorous selection process based on the competency framework. A suggestive framework has been provided in the longer report.

13. Developing Collective Vision and Outcomes-based Plans for TE

Concerns: Although the top level administrative leadership at state level had some idea of changes they wished to bring in education, unfortunately this kind of vision was not evident across all levels and stakeholders,. Many of the interventions tend to be episodic, moving from activity to activity. There is little co-ordination between activities, and a coherent understanding has not developed among teachers and teacher educators. For the most part, TEIs in the state seem to operate on the 'input' mode which is not linked with processes and most important outcomes which is assumed as a given. In general, the JRM team found a tendency to make major decisions and policy changes without consulting the people who will be most significantly affected by such decisions – especially teachers.

Recommendations - Immediate:

1.   The state should initiate a state-wide campaign with wide scale discussions on Quality Education, to develop a shared collective understanding of what we mean by quality education and what quality changes the state intends to bring about, including large-scale discussion of policy documents such as NCF 2005, BCF 2008, and RTE 2009. This should involve parents, children, community leaders, teachers, NGOs, media, professionals, administrators, trainers, academics, etc., and could be done through a combination of media advocacy, TV and newspaper spots, seminars and workshops, collaborative discussions and visioning workshops at various levels of the system.

2.   The state should initiate a process of institutional vision-building where each institution (Teacher Education Institutes, BRC/CRCs, and schools) sits together with all stakeholders

(including community, NGOs, teachers, administrators) to design their own vision of how they wish to develop as an institution in the next few years.

3.   The state should immediately initiate collective planning process involving a variety of stakeholders (universities, NGOs, TEIs, teachers, private partners, national RPs, etc.) for developing a long-term, outcome-based 5-year Roadmap for Teacher Education reform, with clear expected outcomes for children and teachers, and detailed processes to achieve this vision. (This may be made a condition for the next release of funds under the TE scheme)

4.   There needs to be much greater convergence in thinking, planning, and institutional linkages between the SSA and TE schemes, and to see teacher education in continuation with school education.

5.   The state should initiate mechanisms (e.g. bimonthly meetings at block or district levels) where the voices of teachers, communities, NGOs and other ground-level stakeholders can be heard, and where they together discuss issues and collaboratively come up with solutions to solve existing problems towards improving quality of education, or to obtain feedback on state-designed interventions.

14. Partnerships in Teacher Education: Universities, CSOs, INGOs and PPP

Concerns: The biggest challenge in promoting the right of all children to education is the enormity of the task in terms of scale, community engagement, support to teachers, various levels of facilitative processes, application to individual/group children's needs, consistency and rigor in improving school standards, meeting curriculum needs, pedagogy processes, to name just a few. Surely this has not been possible in other countries without diverse stakeholders coming together in a massive scale to give it the initial push and build systems that will follow it up. The Shiksha ka Haq Abhiyan meant to create such a push unfortunately did not carry it so. The State needs to build systemic collaboration with civil society organizations to promote ALL children's right to education as an important step.

Recommendations:

1.   Map civil society organizations located across the state including small community led ones in remote corners of the state and invite them to be part of the 'education for all' process. The Shiksha ka Haq is a good concept, re-visiting its original form and strategy.

2.   Create formal spaces for regular planning/review meetings between government and civil society organization platforms at the block/district/state levels. These need be formalized at the various levels meeting together on monthly basis to review how schools function and children learn. An important space is also for identified civil society organizations to engage with various teacher training processes.

3.   Identify experts among civil society organizations that can contribute to specialized tasks in education be they curriculum building, pedagogy etc. Care should however be taken to consult the wider civil society forums and communities in this regard. These engagements can be based on funding arrangements between the government and individual organizations. Some important areas in which civil society organizations in Bihar are already engaged with schools and communities are in i) strengthening meena manches, ii) strengthening baal sansads, iii) promoting inclusion and energy through khel-se-mel. These initiatives can be spread to cover all

schools and the Tola Sevaks and Talimi Markaz can be effectively engaged in promoting these three processes to energize schools.

4.   Hold large celebrations to promote confidence and sense of progress in the community. at various levels, block/district and state with different stakeholders bringing children and community together to create confidence among them about the intentions and efforts of the government. These become spaces for innovation and inspiration for all. Civil society organization can be effectively engaged to create these processes.

5.   Re-strategize the organizational ways of engaging with Tola Sevaks and Talimi Markaz. A possible and tested structure is along the lines of Mahila Samakhya programme.

6.   Universities: Patna University Department of education must urgently be upgraded to IASE. The Government of Bihar is relying on Azim Premji Foundation, Homi Bhabha Centre for Science Education, Vidya Bhavan Society. It will be useful to work with all the Bihar University Departments to set up an Inter-University Centre for Elementary Education. With orientation from APF, HBCSE, VBS, they may be able to develop autonomously to become a lasting academic resource for the State of Bihar.

7.   INGOs/Bi-lateral Institutions: Bihar has a long standing collaboration with UNICEF, World Bank, DfID among others. It is important to develop synergy among the work of the partners especially since all their work converges in TEIs and schools. It is also important that the work of these agencies flows into the vision of the TEIs for their own work that is arrived at by working with State Departments. If this is not done, TEI functionaries literally lurch from project to project, with hardly any time to think of their own role and work autonomously. There is need to rationalize the periods when such trainings take place so that children get their full 200 days of teaching in a year.

15. ICT, MIS in Teacher Education

Concerns: There is huge technology deficit in TEIs other than SCERT. Most institutions are waiting for equipment. There is no provision for computer operators. ICT appears to be the last in the list of priorities. In-service teacher education does not include provision of basic computer skills. The State has a plan but this is not publicized or communicated to implementing functionaries. ICT is not a stand -alone concept and needs to be considered in context. Without ICT support, teachers do not get information regarding trainings on time. It restricts their pre-preparedness and holistic understanding of objectives of training programs. There is no district level database of teachers and teacher educators. The Computer literacy component at pre-service level is not being implemented due to lack of facilities in DIETs. At the ground level, functionaries have little or no orientation to ICT and its possibilities.

Recommendations:

1. ICT needs to become part of mainstream schools and teacher education curriculum and practice. The Kerala model of IT@Schools could provide useful insights in this regard.
2. Training of teachers in ICT must be a regular and on-going process. All existing modules must be inter-woven with ICT. These must be introduced in stages beginning with basic internet, emails, paint, and image editing, downloading, and browsing for reading materials. Gradually it can be upgraded into installation of software as teachers get into a comfort zone with ICT, introduce hardware, trouble shooting, uploading content, reading journals, publishing articles and

sharing materials on web-sites, explore digital resources and sharing materials, files and presentations, social networking and cyber security, FOSS-free and open software source and thus move from computer literacy to ICT.

3. Every DIET, BRC, CRC must have their website and office automation be mandatory even if paper and voice modes are in vogue. Bio-metrics, CCTV can be explored for some functions.

4. Some DIETs must be developed as ICT hubs.

5. Detailed database of teachers and teacher educators must be initiated immediately, as a long term and on-going process.

6. Students in Pre-service education must be linked to nearby higher secondary schools to share ICT resources in the immediate term.

7. All TEIs must be provided with ICT equipment immediately even if building infrastructure is in the making. ICT does not have to wait for that to be completed.

An excellent model of MIS for TEIs is described by DIET, Lucknow in the first issue of Voices for Teachers and Teacher Educators, an e-journal on the MHRD website tindia@nic.in

16. Financial Management

Progress

The AWP &B for 2012-13 of the Government of Bihar and presented at the Teacher Education Appraisal Board Meeting of the MHRD and the first installment of 50% of the Central share for 24 DIETs, 4 CTEs and SCERT amounting to Rs. 291.29 Crores has been sanctioned of which Rs. 1. 37 lakhs has been released. after adjusting of unspent balance of Rs. 119.23 lakhs.

The JRM team was not able to obtain specific details regarding the training organized for 2012-13 despite several reminders and phone calls to Director, SCERT till an hour prior to finalizing this report. This section relies on data and accounts provided in interview with one team Member, Shri Pallav Kumar, Azim Premji Foundation.

Ten DIETs -Patna, Begusarai, Darbhanga, Nalanda, Madhuwani, Katihar, E. Champaran, Saran, Siwan and Samastipur have been allotted funds for new construction. The work is proposed to be to be commenced in March, 2013. Six DIETs-Buxer, Kaimur, Banka, Kisanganj, Araria and Lakhisarai have been allotted funds for upgradation of existing structure, where, renovation work has been initiated. Three CTEs, i.e. Muzaffarpur, Bhagalpur and Samastipur have also been allotted funds for renovation and work has been initiated. SCERT has also been allotted a fund of Rs. 91 Lakhs for renovation of existing building and the work is still to start. New Construction for 4 BITEs- Katihar (Musapur), E. Champaran (Dariyapur), Darbhanga (Madhopatti) and W. Champaran (Walmiki nagar) have been initiated and an amount of Rs. 1560 Lakhs have been released for the purpose.

Almost all the planned activities have been initiated with limited bandwidth and competence but are in systematic progression. Under Contingency (sanctioned to 22 DIETs@Rs. 15lakh), the expenditure plan seems to be like stated under. Besides, a sum of 3.00Lakh have provided to be spent on vehicle; 2.00 Lakhs have for regular contingency expenditure and 10.00 Lakhs from to

Educational Infrastructural Development Corporation for purchasing of equipment and furniture. That has duly been done by the BEIDC.

Key Concerns:

The Government of Bihar has been making tremendous efforts towards school and teacher education in recent years. It has been providing infrastructure support from State funds, spending as much as 20% SDP on education. Still the resources are not sufficient. The work to be done is huge, and both the Hon'ble Minister of Education and Principal Secretary, Government of Bihar stated that Bihar should not be viewed through the same lens as States like Andhra Pradesh and Maharashtra. The Principal Secretary also stated that in three years, the teacher education sector will be fully in place. As Education is a concurrent subject, the Centre should make provisions for providing additional resources to redress the accumulated neglect of education in Bihar.

Recommendations

The JRM team is of the view that the request for additional funding and timely and full release of funds to Bihar under TE and related schemes be considered favorably. The JRM team also learnt that Bihar has provisions under the Central Scheme where for some components, they can avail of funds in the centre: state ratio of 90:10, and other components 75:25 and still other components on 50:50 sharing. Bihar can seek funding through all three combinations. The JRM recommends that the Centre communicates these detailed provisions to the Government of Bihar, and that Government of Bihar may apply expeditiously for said funds.

Joint Review Mission on Teacher Education
Bihar
17-23 February, 2013

1. JRM on Teacher Education Team and process

1.1 A team comprising of the following Members was constituted by the MHRD to review Teacher Education in the State of Bihar:

1. Prof. Janaki Rajan, Jamia Millia Islamia, New Delhi
2. Dr. Kamal Mahendroo, Vidya Bhawan Society, Udaipur
3. Dr. Annie Namala, Centre for Social Equity and Inclusion, New Delhi
4. Dr. Sharda Kumari, DIET, R. K. Puram, New Delhi
5. Ms.Suzana Brinkman, Consultant, UNICEF, New Delhi
6. Ms. Lalita Pradeep, Principal, DIET, Lucknow
7. Mr. Pallav Kumar, Azim Premji Foundation, Uttaranchal
8. Dr. Gurjeet Kaur, Jamia Millia Islamia

1.2 The Mission Objectives, guiding principles and focus terms of reference for the team as defined by MHRD were as follows:

1. To review the status of progress and issues related to planning, implementation, monitoring and evaluation of teacher education.
2. To serve as a learning mission to assess
3. Progress made against agreed indicators and processes
4. Cross-sharing of experiences that highlight strength and weaknesses with a view to strengthening implementation gaps and comprehensive review regarding:
   a.   AWP& B approvals and budget releases for 2012-13
   b.   Progress on process and performance indicators for 2012-13
   c.   FMRs for 2011-12, audited accounts 2010-11, GOI budget allocations for 2012-13
   d.   Progress made on utilization of funds at institutional level
   e.   Quality of training curriculum for pre-service and modules for in-service teacher education
   f.   Processes and pedagogical practices in delivery of programs
   g.   Quality of resource materials used by trainees and teacher educators
   h.   Qualification and experience of teacher educators
   i.   Contribution of institutions in content development, research and action research.

j.   Issues of governance, linkages across institutions, cadre management, filling vacant posts
k.   Efforts take to integrate ICT with teacher education
l.   Quality and adequacy of infrastructural and institutional facilities in institutions
m.   Knowledge and understanding of NCFTE 2009 and implications for teacher education
n.   Steps taken to re-align Teacher Education curriculum with NCFTE 2010
o.   Development of library and resource materials (print and ICT) to conform with NCFTE
p.   Professional development of institutions
q.   Linking Teacher Education Courses with vision and expectations of RTE
r.   Identifying and drawing partners in collaborative practice from higher education, NGOS, civil society
s.   Developing strategies in teacher preparation for inclusive teaching-learning, multi-linguality, assistive technologies
t.   Identifying centres of excellence.

1.3   This JRM Mission was fortunate in that it had team members with a wide range of expertise and were drawn from multiple sectors-government, private, NGOs. All have had long-term engagement with various processes in school and teacher education; inclusion, organizational leadership, and classroom practices. The team prepared for the JRM by desk study of the following documents:

1. Vision of Teacher Education in India: quality and Regulatory Perspective, MHRD, GOI.
2. Re-Structuring and Re-organization of the Centrally Sponsored Scheme on Teacher Education
3. Draft Guidelines for Teacher Education Scheme
4. Teacher Education Planning Handbook 2012-13
5. Bihar Common School Commission
6. Evaluation of the Diploma in Primary Education Programme through Distance Education
7. Scheduled Caste and Scheduled Tribes Education: Problems and Challenges, ICSSR
8. Annual Plan Proposal 2012-13, Government of Bihar
9. Appraisal Note on the AWP&B, Government of Bihar
10. State Plan for Reviving Teacher Education in Bihar, UNICEF, 2011
11. 11th SSA JRM Aide Memoire, 2010
12. Program Advisory Board Report 2012-13

1.4 The JRM team visited Bihar between the 17th and 22nd February 2013 with a de-briefing meeting on 23rd February in Delhi. The team records its deep appreciation for the tremendous and unstinting support of a large number of officials of the Department of Education, SCERT, DIETs, BRCS, CRCs and Research and Training Department of the Government of Bihar. The team records it's thanks to the Shri P. K. Sahi, Hon'ble Minister for Education, Principal Secretary, Shri Amarjeet Sinha, State Project Director, Shri Rahul Singh, Director, Department

of Research and Training, Dr. Pandya, Director, SCERT, Shri Hasan Waris and officials who freely gave of their time to brief the JRM team. The team also wishes to record its heartfelt thanks to the members of civil society organizations, NGOS, community based NGOs, members of the Mahila Samakhya and others who took time to brief the JRM.

1.5 Meetings and Interactions:

1. Meeting with Civil Society Organizations, SCERT, SSA Mahila Samakhya, Bihar; NGOS, community groups
2. SCERT Faculty
3. Faculty, student teachers, BOs and officials of DIETs at Nalanda, Gaya, Arariya, Betia, Patna and
4. Faculty and Training at BRCs in Nalanda, Gaya, Arariya, Darbanga, Betia, Vikram
5. CRC Faculty and teachers at Nalanda, Gaya, Arariya, Darbanga, Betia, Vikram
6. College of Teacher Education
7. Primary Teacher College
8. Patna University Department and College of Education
9. Private Teacher Training College
10. State Project Director, Government of Bihar
11. Principal Secretary, Government of Bihar
12. Hon'ble Minister of Education, Government of Bihar
13. Secretary, Bihar Madhyamik Teachers Association
14. Director, RMSA, Government of Bihar
15. Director, Department of Research and Training, Government of Bihar

2.   Overview of Context and Status of TE and TEIs in Bihar

2.1   Historical overview

The history of teachers' education in Bihar may be traced to 1908, when Patna Training College was opened (DIET Evaluation Report, 2000). On the recommendation of the Patna University Committee (1913), Government sanctioned separate arrangements for the training of graduates in Education under the Patna University and under-graduates under the Education Department. Subsequently, a degree course on Education was started in Patna Training College in 1927 and 2-year diploma course in Primary Education in 1931. In 1934, the degree course in Patna Training College on Education was replaced by the Master's degree in Education (M Ed). Till 1950, there was only one training college in the state-Government Training College, Patna - which offered diploma (both primary & secondary) and M Ed degree. Later, four new training colleges were established in Turki, Muzaffarpur (1951), Women's Training College, Patna (1952) and Bhagalpur (1954) and Ranchi (1955). These four teacher training colleges conferred diploma in Education under the Director of Public Instruction till 1963-64, when the Government decided to transfer the control of academics to the concerned Universities. Thus, by 1965 there were five

Teacher's Training Colleges in Bihar including one for women. The number of government run teacher training college rose to 10 by 1989. These colleges are now referred to as B Ed Colleges.

Training Schools in Bihar evolved out of the system initiated in Bengal. The nomenclature and structure of these Training Schools underwent several changes over the years. By 1925-26 and until the advent of independence, these were classified as:

- Secondary Training Schools (First Grade Training Schools)
- Elementary Training Schools (Guru Training Schools for Guruji Meyanji Schools for Molvisheb)
- The Bad Shah Nawab Rizvi Training College and other Elementary Training classes for women (Govt. aided)
- Privately managed training classes for men (Grant-in-aid)
- Privately managed training classes for women (Grant-in-aid)

First Grade Training Schools trained teachers for lower classes of High Schools and upper classes of Middle English and Vernacular Schools. The Elementary Training Schools trained the teachers for in Primary Schools. In 1941-42, there were 55 Elementary Training Schools in Bihar with total intake of about 1200 students. There were also other systems and methods to train teachers in schools like 'Circle Pandits' who trained teachers of ' Circle Schools' and 'Guru Instructors' for training teachers in each *thana*. Basic Training Schools started in 1938, to train teachers of basic education, was a landmark in the history of teacher's education in Bihar (DIET Evaluation Report, 2000). These Elementary Training Schools were later renamed as Primary Teacher Education Colleges (PTECs). By 1991, there were 60 PTECs and 6 B Ed Colleges in the present geographical area of Bihar State.

In Bihar, 6 PTECs were upgraded into DIET in 1992-93. These were in Patna, Saran, Gaya, Purnea, Madhubani and Munger. In the second phase, 12 PTECs were upgraded into DIETs and in third phase, 6 more PTECs were upgraded. In all, there are 24 DIETs in the State and 2 are under consideration. DIETs in Bihar are under the administrative control of Commissioner of HRD. There are three levels of control on DIETs. The Administrative Control rests with the Directorate of Primary Education, while the academic control is with the Directorate of SCERT and financial control with the Directorate of Research and Training. (DIET Evaluation Report, 2000). The status remains the same today.

Government of Bihar discontinued pre-school training of primary teachers in PTECs and B Ed colleges since July 1993 when policy decision was taken that pre-service teacher training qualification is not needed for appointment as teachers in elementary school. This decision led to non -functioning of the teacher training institutes and induction of untrained teachers in the system However, these PTECs and DIETs conducted SOPT and NFE training programmes, besides long term in-service training programme for untrained teachers and short term in-service training programme for teachers in DPEP districts.

A number of problems that are being faced today, i.e. (a) dearth of professionally qualified teachers and (b) acute shortage of quality teacher educators in the teaching schools date back to the decision of 1993. The long closure, non-functional and non-comprehensive existing Teacher

Training programmes have further deteriorated in terms of infrastructure and human resource (professionally qualified teacher educators). After two decades when Teacher education was defunct, when infrastructure had collapsed, the Government of Bihar has since made considerable progress in revitalizing Teacher Education Institutions over the last 3 years.

A study on DIETS in Bihar conducted by UNICEF in 2000 noted that a majority of the DIETs were upgraded PTECs and hence DIETs in true sense had not been established. The study found that:

- DIETs in Bihar are only partially functional and the condition in DIETs is far from satisfactory. They lack infrastructure and the buildings are in dilapidated condition in the absence of repair and maintenance.
- Understaffing is a major problem
- Most of the DIETs lack easy accessibility - also no vehicle or telephone connection.
- A number of DIETs face encroachment and litigation
- Placement of DIETs in the administrative structure of Education Department led to isolation of DIETs from the main administrative structure and hence lacks requisite attention of the state government.
- Even at the SCERT level, there is no serious thinking on planning and academic activities at DIETs.
- DIETs under BEP districts appear to be more active. But with the support from BEP, the focus of DIET has lost and it has become a centre to carry out the training and workshops of BEP.

As against this background, whatever little function these DIETs were able to perform, speaks high degree of staff motivation. The study recommended that apart from civil work and appointment of the staff, the State needs to create a separate cell in SCERT to monitor the progress of DIET scheme. It also suggested forming Programme Advisory Committees in districts.

2.3 The Bihar Common School Commission, 2007

The Government of Bihar set up the Bihar Common School Commission under the Chairmanship of Sri. Muchkund Dubey with Shri Madan Mohan Jha, then Principal Secretary, Government of Bihar and Prof. Anil Sadgopal, Former Dean, Department of Education, University of Delhi. The Commission prepared a detailed report which was submitted to the government in 2007. The Commission has recommended a complete overhaul of the institutions of teachers' training, starting from University Departments of Education and SCERT to the BRCs and CRCs. Norms have been recommended for equipping both new and existing teachers' education institutions, putting the entire infrastructure in place and restoring the entire faculty and other staff strength. The Commission has also suggested a revamped programme of activities for these institutions. The Commission recommended that adequate facilities will be provided for teachers to innovate, experiment and undertake research activities, be a platform for the exchange of experience among teachers, learning from best practices and innovating new methods in consultation with and with the assistance of peers. A sum of Rs.5 crores per annum

was recommended to be set apart in the budget of the SCERT to award fellowships to those teachers who have demonstrated their capability to conduct research and have formulated projects for this purpose. A selection of the recommendations of the Commission is placed in Annexure 1.

2.4 Government of Bihar-UNICEF Study, 2010

A study jointly conducted by UNICEF, Patna and state government (Nov, 2010) found that there are 24 DIETs, 36 PTECs and 6 CTEs in the state, besides 2 B Ed colleges run by Patna University and around 46 private B Ed training institutions.

- 75% of the teachers training Institutes have not conducted any training programmes or workshops in the last three years. They have also not undertaken their primary functions – pre-service training, resource support and action research. Majority of the DIETs, PTECs and CTEs are not functional and merely exist in records or in the form of immovable properties. 2 IASE has been sanctioned but yet to be established in the state.
- 90% of the institutes have land but buildings, rooms and residential quarters in 95% of the Institute are in dilapidated condition. Most of the office rooms, lecture halls and residential quarters are not usable. Majority of institutions are without electricity connectivity. Though toilets are available in all the institutions but only few are in usable status. Majority of them need immediate repair. 50% of institutes lack drinking water facility.
- More than 80% of the Institutes do not have equipment like computers, fax, LCD projector, photocopier and furniture like desk, chair, almirah, etc is not in usable states. All the classrooms do not possess blackboards.
- None of the DIETs have the sanctioned strength of 48 as spelt out in the guidelines. On an average, there are only 12 sanctioned teaching posts (as against the requisite number of 26) and 7 sanctioned non-teaching posts (as against the requisite number of 22). These institutes are dumping ground for officers who are considered to be non-performers by the HRD department
- The problem of inadequate number of sanctioned posts in DIETs is compounded by large number of vacancies against sanctioned posts in all teacher training Institutes. One third of the posts of Principals, and more than two-third of the Lecturer posts are vacant in DIETs/PTECs. The situation with respect to non-teaching staff is not different. The various posts of DIET staff have been linked to various administrative ranks of the State Education Department. States have not created a separate cadre of teacher educators, leading to dilution of the quality of the academic functions in the SCERT, DIET/PTECs and CTE.
- Inadequate number of posts and large number of vacancies are further aggravated as most of the teaching staff is under qualified. Only 15% of the teaching staff in the DIETs in Bihar fulfills the minimum requisite qualification as per DIET guidelines and those posted have minimal suitability and qualifications, which in turn affect the quality of education provided to children.
- Except in 20 DIETs where D Ed course was found to be running, none of the other DIET was found to have conducted any academic programme in last 5 years. All the seven components of DIET are not visible in any of the DIETs. A few DIETs and PTECs have conducted long-term training of untrained teachers, but DIETs/PTECs have not established linkages with the field or with other Institutions, neither at the district nor at the block level. No significant

action research has been taken up by any institute. No linkage found between SCERT-DIET/PTEC-BRC-CRC-School.

- These institutes are often places where officers who are considered to be non-performers by the HRD department are posted. The problem of inadequate number of sanctioned posts in DIETs is compounded by large number of vacancies against sanctioned posts in all teacher training Institutes. One third of the posts of Principals, and more than two-third of the Lecturer posts are vacant in DIETs/PTECs. The situation with respect to non-teaching staff is not different. The various posts of DIET staff have been linked to various administrative ranks of the State Education Department. States have not created a separate cadre of teacher educators, leading to dilution of the quality of the academic functions in the SCERT, DIET/PTECs and CTE. Inadequate number of posts and large number of vacancies are further aggravated as most of the teaching staff is under qualified.
- Only 15% of the teaching staff in the DIETs in Bihar fulfills the minimum requisite qualification as per DIET guidelines and those posted have minimal suitability and qualifications, which in turn affect the quality of education provided to children.
- Except in 20 DIETs where D Ed course was found to be running, none of the other DIETs was found to have conducted any academic programme in last 5 years.
- All the seven components of DIET are not visible in any of the DIETs. A few DIETs and PTECs have conducted long-term training of untrained teachers, but DIETs/PTECs have not established linkages with the field or with other Institutions, neither at the district nor at the block level. No significant action research has been taken up by any institute. No linkage found between SCERT-DIET/PTEC-BRC-CRC-School.
- DIETs in Bihar have only four academic branches – PSTE, IFIC, DRU and PM. DIET's transitional approach to be child centred and activity based, making education a joyful, innovative and satisfying learning activity rather than a system of rote, cheerless and authoritarian instruction. Each DIET has to establish close linkages not only with the field but also with the different Institutes at different levels. These linkages should be meaningful and means to share problems, experience and achievements, information and also resources among all Institutes. All this very much depends on the DIETs having its full organization structure.

2.5   The present: Renewal of Teacher Education

The Government of Bihar initiated processes for the renewal of teacher education in early 2000. Based on the State reviews in collaboration with UNICEF, and the Common School Commission, the government has take clear steps to turn the tide. Some of the measures taken were:

a. Tied up with IGNOU for providing D.Ed. (Distance Mode) for 1.62 lakh teachers.
b. Aligned all TEIs into the governmental structure which in principle provides space for SCERT-DIET/PTEC-BRC-CRC linkages.
c. Separated the data gathering function of BRCs/CRCs from CRCCs and on the way to appoint a different set of persons for this function.
d. Identified 500 qualified persons from the school system as teacher educators for the TEIs.
e. Tied up with Azim Premji Foundation for the capacity building of the newly identified teacher educators.

f. Brought in qualified and committed persons as Principals, DIETs. Tied up with Azim Premji Foundation for capacity building of Heads of DIETs.
g. Created the Bihar State Curriculum Framework in 2008.
h. Organized preparation of textbooks in line with the BCF 2008 at SCERT with support from researchers and scholars from Bihar, Homi Bhabha Centre for Science Education, Vidya Bhavan Society and researchers from Delhi University.
i. Initiated Report cards for children, teachers, and schools to be in place from 2013.
j. Re-started infrastructural re-building in TEIs
k. Resurrected D.Ed. Pre-service teacher education in DIETs/PTEs.
l. Strengthened SCERT building, infrastructure and functions
m. All SCERT Faculty provided with computers desk and laptop
n. Designated SCERT as the Academic Authority under RTE
o. Aligned training under a Department of Research and Training

It is in this context that the JRM attempted to assess teacher education in Bihar. The JRM draws upon the learning from these key reports.

3.0 State/District-level Institutions: IASEs, SCERT, CTE , DIETs,

SCERT, Patna

3.1 Progress and achievements

The government of Bihar has taken several concerted policy steps towards re-vitalizing teacher education in Bihar. A Department of Research and Training has been established which has studies the situation on the ground and take several concrete steps. The best part is that Bihar State has attempted perspective planning and a holistic thinking for TE aligning with national policy and state needs in context. A State framework, the Bihar Education Framework (BCF) was formulated in 2008 in line with the National Curriculum Framework 2005. The BCF 2008 has recognized the social context of Bihar as well as diversity in terms of social groups, geographic regions/issues, gender, and disabilities. A syllabus for D. Ed. has been prepared and is being followed in the state presently. New syllabus has been developed and is in the process of being implemented. A road map has been prepared for the state. Majority of the plan is being implemented. Like the department has already advertised and identified personnel in the system who have requisite qualification and identified personnel have gone through one round of

capacity building and waiting for posting. Similarly a road map for new cadre has been developed and it is lying in the finance for approval. Pre-service has been started in all DIET and PTEC. Majority of the recommendations have either implemented or in the pipe line. All DIETs have prepared plans of action, new DIETs have been approved and funds are awaited. The different plans execution is in different stages due to non-availability of funds and human resource.

Teacher education institutions have been aligned into a single structure, for SCERT-DIETs-BRCs-CRCs through government order. This is a welcome step and can go a long way in bringing coherence into teacher education. Hitherto, in almost all states, the BRCs and CRCs are under SSA and SCERT-DIETs under the Centrally Sponsored Scheme for Teacher Education. However, the effect of this in the state is yet to reach the ground.

The Government of Bihar has selected around 500 teachers with requisite qualifications to become teacher educators. This again is a welcome step. A process for their capacity building in collaboration with Azim Premji Foundation is underway. This step will address the huge shortage of qualified teacher educators to some extent, but not all the requirement. The government also plans to have 50% of teacher educators coming from open selection.

3.4 SCERT

The Mission spent one day interacting with SCERT faculties and observed the infrastructure, training modules, supplementary reading materials and other guidelines.

Progress

The SCERT has undertaken the following programs

Sl. No.	Name of module	Target Group	Duration
1	TALEEM	All secondary school teachers	7 Days
2	UTPRERAK	Science teachers of all secondary schools	5 Days
3	BHASKAR	Mathematics teachers of all secondary schools	5 Days
4	JAGRITI	Head Teachers of secondary and senior secondary schools	4 Days
5	PUSTAKALAYAM	orientation of Newly recruited Librarians of secondary and senior secondary schools	5 Days
6	PRATIBADHATA	Teacher Educators	12 Days
7	PRERNA	Induction module for newly recruited teachers	30 days
8	BODHI SAMWAD	Elementary teachers	10 days

a.   All the TEIs including DIET, PTEC and CTEs have been placed under academic control of SCERT. The curriculum of D.Ed. has duly been revised and efforts have also been made to develop reading materials for D.Ed. students in collaboration with local and national experts and agencies.

b.   Under In service Training Program also SCERT has started taking onus gradually from SSA and a number of modules have been developed involving teachers, faculties and experts but in absence of a structured analysis of training and developmental needs of the target audience they tend not to be so effective.

c.   In SCERT most of the faculty positions have been filled but their capabilities and qualification do not meet the required criteria.

d.   The infrastructure has been strengthened, training rooms created with conference level facilities. Faculty has been IT enabled with computers and laptops.

e.   Faculty has been undergoing orientation at national level agencies such as NCERT, IGNOU, NUEPA, NIOS.

f.   SCERT has been organizing training of Master trainers for BRCs, CRCs.

g.   SCERT has been declared as the academic authority of the state but there seems to be urgency for evolving a shared understanding about the term-"Academic Authority" in the light of the RTE act.

h.   The SCERT has been very successful in getting partners in higher education/research agencies all over India to work with them. That is a special leadership sign.

The impression of the team was that the Government of Bihar has initiated the Teacher and School Education renewal project with great speed and detail. The SCERT has successfully fulfilled its responsibilities to the new roles being entrusted to them-complex tasks such as State curricula and textbooks.

Concerns

The JRM team members had the opportunity to interact with various Heads of Departments of the HRD Department. The JRM was much struck by the clarity of vision and planning at each level. The SCERT work, while highly laudable, given the hiatus they had been in, left an impression that it is not up to the speed and range of the other departmental vision and planning. Some members of the JRM team felt that the SCERT is yet to grasp the enormity and complexity of their role. Things were still 'input' oriented and described in terms of days of training and numbers of material produced. Grasp of the conceptual aspects of these products, and the purpose of the productions did not quite come through. This is not to say that SCERT has not performed magnificently-they have; it is a question of moving to a different level. Some cases in point: Quality of Master Trainers and process of their preparation also seemed to be an important area for SCERT. Yet, members of the team who studied the materials were of the view that the training modules could have been more contextualized and created for specific needs.. Integration of in service programs and inputs seem to be an important agenda for SCERT. No such integration could be found while going through the modules and field observations as well. It seems that almost all the in service trainings are being imparted in isolation and without due

preparedness. Ideally there should be a mechanism for identifying training needs followed by some research on the content and process of the training inputs, rigorous preparation of MTs, tryouts and them to deliver the module. There was no mechanism for post training follow up anywhere. As a result, trainings in general do not tend to get translated into classrooms. Ideally it should be designed in such a way that participants should get ample opportunities for training and application both. It is recommended to opt for a training – application –coaching mode for imparting in service program. It did not seem that SCERT had fully realized the enormity of their role as academic authority.

The major challenge with SCERT and DIETs as observed can be categorized as stated under.

1. Lack of a long term institutional vision and perspective
2. Capabilities of faculties (however, lots are being done but not in an organized manner)
3. Inadequate infrastructure
4. Issues related to planning and organizing including a proper MIS in place

Among other key issues

- Insufficient resources and Faculty strength and capacity building for their role
- Absence of specialist teachers in all subjects
- Lack of proper mechanism for preparation for the academic leadership
- Lack of interdepartmental coordination
- There is no mechanism for refreshing or enhancing subject competence and periodic orientation for refresher courses of contemporary studies.
- Lack of knowledge of interdepartmental work responsibilities and system integration.
- Vacant Positions

Recommendations

There is a lot being done by SCERT in collaboration with a number of institutions and organizations, but there needs to be a clear roadmap and strategies to utilize their expertise and resources optimally.

a.   Inter departmental convergence and alignment among various stakeholders can be seen as the next important step, state should take forward in order to streamline and sustain its efforts.

b.   For In service Teacher Training following modules have been developed and training is going on across the state. Evolving a long term plan and roadmap for strengthening of academic support system right from SCERT to CRCs and this should be considered to be the basis of collaboration with national and international agencies. Otherwise, lots of projects would be commenced without a clear goal and vision and nothing much would happen in spite of the sincere efforts being made here.

c.   Lists of district-wise high-quality education resource organizations across the country need to be prepared as a resource inventory for SCERTs and DIETs**.** Lists of resource people/groups (subject-wise) across the country need to be prepared as an information base for SCERTs and DIETs**.** Reading and resource material in local languages (non-English) need to be identified and organized for dissemination

to all SCERTs and DIETs. On-site support to teachers, Resource materials, role of BRC/CRC, continuity between BRC/CRC trainings, monitoring and accountability, all these need to be collectively deliberated upon with teachers and teacher educators at district levels.

d.   SCERT is also involved with several partnerships with NGOs and private sector partners. The team could not help but notice that the status of SCERT compared to the line Departments of HRD is not on par. The Faculty was also driven externally rather than on their own institutional mandate.

e.   Regarding the structure of SCERT, there was no Department of Foundations of Education which could deal with philosophical, sociological and psychological dimensions of education, nor is there a department that studies the issues relating to equality and social justice in relation to school structure and culture, teacher-student relationship and quality of education. SCERT has been designated Academic Authority under RTE, yet SCERT did not seem to have cognitive space to internalize the implications of this role.

f.   SCERT needs systemic linkages with higher/research education institutions. A vision statement of SCERT should be prepared, which should put its redefined role and functions in the proper perspective. The Director of SCERT should be envisaged as a position of dynamic leadership, academic excellence and critical responsibility in the State for guiding policy formulation, designing programmes and catalyzing curricular and pedagogic reforms.

g.   SCERT must not be content with just producing materials, whether it is textbooks, of training modules. Built into this process, must be systematic studies to obtain feedback from the users-teachers and children. The Feedback study on SCERT textbooks conducted by Delhi can provide a useful template for triggering ideas.

h.   Academic Authority Cell needs to be urgently constituted comprising of eminent members from higher education from multiple disciplines associated with school and teacher education as well as inter-disciplinary disciplines including critical studies, pedagogic studies, child and gender rights, inclusion, art, aesthetics and physical education from Bihar, as well as those from Bihar who work elsewhere in India and abroad who can advise the SCERT on its role as academic authority. The quality of the Academic Authority will determine the quality of teacher and school education in Bihar

h.   TEIs create spaces for discussions and debates on challenges faced by teacher educators when they begin their career as teachers. Some of these include issues of children from SC, ST, Muslim, girl children, children with disabilities etc. It is also important to connect the experiences of teacher educators themselves that also represent these various social groups in a way that recognizes and affirms their identity and issues.

3.5 IASEs

Currently there are no IASEs in Bihar.

B.Ed students in Department of Education, Patna University – the only Government-run Graduate School of Education in the State.

Recommendations

Upgrade the Department of Education at the Patna University as an IASE. Provide all necessary support to at least four more universities of the state for creating and developing full-fledged Departments of Education under capable academic leadership, even if this means making a search at an all-India level. The University Departments of Education must be networked with each other and SCERT and the DIETs/PTECs need to be affiliated with the Universities for the purpose of conducting M.Phil. and Ph.D. programmes in multidisciplinary framework in education and related disciplines of social science, science and humanities. The University Departments of Education must be provided financial support to organize conferences, seminars, symposia and workshops at national and international levels for connecting with latest researches and idea. The State government may also begin consulting the faculty of these departments on a regular basis for policy formulation, educational planning, surveys and curricular reforms.

3.6 DIETs

The Mission spent 4 days in field observing DIETs, BRCs, CRCs, schools and In service training programs followed by series of interactions with various stakeholders. The Mission visited six districts, i.e., Araria, W. Champaran, Nalanda, Darbhanga, Patna and Gaya to observe DIETs, BRC, CRC, schools and processes.

The Government of Bihar is making sincere efforts are being made to rejuvenate all 66 TEIs after a long gap of almost 17 years. Strengthening of Institutions being the main focus, funds are being made available for infrastructure development including libraries, equipment and furniture. In almost all the institutions the post of Principal have been filled through deputation and some kind of induction and refresher trainings like DTS and others have been imparted to the principals and faculties as well. In addition to this participation of SCERT and TEI faculties into the workshops and orientations being organized by NUEPA,INTEL, CCRT, NCERT, RIE are considered to be the other avenues for capability enhancement of faculties but largely they are meant for some specific purposes and so has a limited role in institution building processes.

Further to this all TEI principals have been sent to Azim Premji University for a consultative workshop to be followed by a long term capability development program which includes Perspective building – Personal effectiveness and Role Effectiveness**.**

Largely this has been observed that no other wings of TEI are functional across the state except the PSTE. In addition to infrastructure, there is acute shortage of faculty and other support staffs, however, there is a process going on to recruit faculty members for TEIs. As said, around 300 such candidates have been shortlisted and analysis of their training and developmental needs are being carried out and they are to be placed in various DIETs, PTECs, BITEs and CTEs in next month. On the basis of the findings of the DNA, a long term plan is to be evolved for capability development of newly recruited faculties. This will include building their perspective, visioning of DIET as an academic light house of the districts, subject specific orientations and regular onsite support. As observed, provisions have been made for deployment of night guards, furniture (4.5 lakhs), equipment and setting up of a vibrant library. Funds have also been given for creating Web Site. The control of BRCs and CRCs has been shifted to DIETs from DEO; however, in practice it is still functioning as earlier. The process of selecting 5500 CRC/BRC coordinators has been initiated through DIETs and PTEC to be followed by their trainings and orientations. For MIS and administrative purposes, SSA is to recruit 3 persons per block. This will free up the DIET, CRCC and BRCC for academic work. Hopefully, this will help DIETs in institution building process in a long run. The Mission also observed that the existing processes of TEIs such as classroom transactions, practice teaching, action research requires strengthening in most DIETs. In Nalanda DIET, students-teachers had not yet undergone school experience programme even though the academic year is coming to a close. The documentation of action researches shows that there is need for strengthening the research and analytical skills of educators and student teachers.

Concerns

- Lack of long-term vision/ perspective at most levels other than the top level. Also not much institutional memory.
- Also, the mandate is not clear to each of the institutions – what is their role and mandate
- Issue of alignment between the different institutions. Lack of horizontal linkages between various TEIs. Isolation.
- Virtually no avenues of collaboration with Higher Education or with NGOs.
- DIETs are not empowered to take autonomous decisions
- DIETS don't have much understanding of their own district – what are the challenges, resources, context of their own district
- Poor state of infrastructure across the board, poor equipment, minimal educational resources. They need to set up the infrastructure and resources ASAP.
- DIETs very poorly staffed. According to SPD, there seems to be a move to fill up DIET positions.
- Capacity-building programmes for DIET faculty are being organized with help of APF
- Case study of Arariya DIET (Kamal to write) – but most other DIETs not very
- Policy-wise the BRC/CRCs have come under DIETs which is positive, but in practice on the ground this has not really begun happening.

- In all the DIETs, there is a syllabus but not much reading materials or books for the students to read (A set of reading materials/ CD based on the new D.Ed. syllabus has been put together by the State, but this has not been printed and distributed to all TEIs. Although it was present in Arariya DIET, it was not in Nalanda or Betia. Moreover some DIETs do not even have computers or printers, so could not have used CDs or printed out the materials for themselves).
- Attendance in DIETs is an issue – seems to be 60-75%
- School Experience Programme – 15 days per year (in Gaya) – total 40 days. In Patna DIET, it was used well and included cultural programmes, organizing Assembly, community survey, etc. But in other DIETs it was not so well organized – included only things like Action Research.
- Present DIET faculty is not very empowered to teach the revised D.Ed. syllabus.

Recommendations

9. **Address Critical Infrastructure Needs**
a. Improve basic facilities like adequate toilets, class rooms, ICT, canteen/mess facilities, sports facilities – study budgetary allocations, spending and decide an adequate allotment
b. Provide staff residences / hostels - Considering the geographical terrain of some of the districts, special allotment of resources be considered for i) Lodging/boarding in an emergency ii) Safety and maintenance of infrastructure
c. Provide learning resource centers, library etc
d. Allocate adequate budgets for the creation of infrastructural and resource-rich centers.
10. **Ensure Quality Leadership in DIETs**
 . Select high quality leaders as DIET heads
a. Ensure minimum tenure of 3 years for DIET Heads, average 5 years based on performance
b. Provide management and leadership training to DIET Heads
11. **Address Critical Manpower Issues**
 . Sanction and recruit for additional posts to meet NCTE norms
a. Fill positions according to NCTE norms on qualifications
b. Selection of DIET Faculties – must be chosen on the basis of strong selection criteria evolved through a rigorous process.
c. Develop a competency framework for this group (leaders, faculty and staff). Provide induction and on-going training for new / existing faculty
12. **Streamline Budgeting Process**
 . Simplify process of releasing and approving budgets
a. Ensure timely release of budgets
b. Allow flexibility in utilization of funds
13. **Greater Autonomy and Flexibility**
 . Allow financial autonomy within a broad framework
a. Re-organize wings as required to fulfill primary academic goals
b. Ensure academic autonomy of faculty members, and a decentralized planning process
c. Backward and Forward Linkages of TEIs
14. **Academic Resources:**

. Libraries to be updated with current and relevant books, journals, films etc. e.g. all NCF documents including the focus group papers; all new NCERT textbooks; all NCERTs source books on assessment

a. b. Computers must be available, repaired and internet-enabled (wherever possible) – make available ICT resources like films, prepared material is essential.

b. c. Laboratories for all science subjects, mathematics, language and curriculum development laboratories to be set up and updated

15. **Separate Academic Cadre**

. Create a specialized cadre of Academic Resource People as SCERT/DIET faculty, based on academic qualifications and inclination

a. Consider separate and direct recruitment process for DIET

b. Develop a performance management system based on academic work for career progression e.g. School -> BRC -> DIET -> SCERT

16. **DIET as Academic Leader in the District – Institutional Processes**

. DIET to take ownership of complete academic programs required to achieve UEE.

a. Ensure close coordination between DIET, DEO, DPO, SSA and SCERT through regular meetings or formal reporting mechanisms

b. Consider appointing SCERT mentors for each DIET. Ensure monthly visits from these mentors to the DIET. SCERT mentors should take demonstration classes which DIET faculty can observe

c. Institute strong links with local schools (beyond just 'model schools') to ensure the constant link between theory and practice.

d. The idea of DIET mentors for blocks exists – they need to be revived

e. DIET faculty must visit schools every month and take classes for teachers to observe

f. Institute strong partnerships with higher education institutions and education organizations at the district/state level.

g. A district academic resource group could be formed including faculty from Kendriya Vidyalayas, Navodaya Vidyalayas, local colleges/university departments, organizations, retired teachers, professors and teacher educators, working in education. This group could meet regularly and discuss ideas to improve classroom practice and contribute to teacher professional development

h. Develop and mandate the use of quality monitoring tools and institutional accreditation processes to promote excellence.

17. **Organization of Trainings**

. **Nurture initial enthusiasm:** A handful of enthusiastic new-comers who join schools through the pre-service training has little scope to impact the prevailing work-culture. BRC personnel are familiar with training mechanism, but they need lot of specialized guidance. Since DIET is now a new entry, that too, in lead role, they need to learn to trust the existing resource group at BRC, and utilize their experiences to continue the process. In-service training is a routinized activity that is not linked to expectations for classroom pedagogy and is not likely to do not lead anywhere. Training is presently routinized. This needs to change.

a. DIET/BRC/CRC must have a calendar of activities for the whole year. This is non-negotiable. A calendar of activities for functionaries to work in a much more

in systematic mode. Conscious and detailed pre-planning helps restraining fall-outs during training. Detailed planning ensures distribution of material on time, sticking up to the time-schedule and creating a conducive ambience for the trainees to believe that it is something they have not been exposed before.

   b. Data base of teachers at DIET/BRC, and CRC levels in some form or other. BRCs have mobile numbers of HTs of schools only.

   c. Documentation of training processes as narrative/video/audio

4.Training of Untrained Teachers Academic and Professional

a. Professional

The neglect of teacher education since the 1990s in Bihar is well documented. The Government of Bihar has made determined efforts to provide professional training to untrained teachers through the distance education programme of IGNOU for around 1.52 lakh teachers. The effort, given the large number of teachers involved ran into difficulties both on part of the provider and the receivers. Lesson to be learnt here is the perils of attempting distance education tested on a small scale being rolled out to hundreds of thousands without accounting for factors related to up scaling including manifold need of academic support for mentoring, assessing and database management. The report of the Distance Education in Bihar is placed on the MHRD teindia@nic.in is comprehensive and is not being reproduced here for the sake of brevity. Professional development is the most challenging task because of the multiple entry system of teachers' induction that the State has to deal with. At Vikram, DIET, Patna, we were told that there are 05 study centres in the district, out of which 03 are located at school buildings, and 02 centres were operating at DIET level to cater a group of 1000 in two batches simultaneously. The teacher educators (Counselors) are key to effective professional development. Primary teachers as Counselors have now been replaced by secondary teachers, but the need for professionally trained teacher educators is undeniable. At the time of the JRM visit, some of the pending concerns had still not been addressed.

The work of teacher education requires essential person-to-person interaction, reflection and mentoring between student teachers, teachers and teacher educators. In the case especially of our country, the

profiles of people desiring to, or have become teachers, their own schooling experiences tend to be inadequate that has not provided them with the positive experiences to draw upon: teacher education needs to 'replace' and provide them with new ways of thinking about schools, schooling and pedagogy. For this direct work with teachers is crucial. ICT or distance base modules need to be planned to support and extend the reach of face-to-face programmes.

Concerns

- The training of remaining 40,000 teachers through IGNOU is still to be undertaken.
- The funding issue for the enrichment component for the teachers who had already undergone IGNOU training is still unresolved at the level of MHRD.
- Certificates of those who had completed the training and exam results are yet to be provided by IGNOU.

b. Academic

The Government of Bihar has re-focused its attention on teacher education only recently. There is need to examine the academic qualifications of teachers already in place. There is a distinct possibility as in the North-Eastern States, that there would be teachers recruited prior to RTE who do not have academic qualifications of requisite percentage at Class XII, or, there are those who have not studied till Class XII.

Concerns:

- There is as yet no data on how many teachers who already are in the teaching force have completed class XII with requisite percentage.
- There is as yet no data on how many teachers who already are in the teaching force have completed class XII with requisite percentage.
- A systemic policy for academic training of those who do not have the qualifications is yet to be put in place.

Recommendations

a.   The Government of Bihar needs to initiate a mapping of the academic qualifications of all the teachers in the system. Where teachers do not possess these qualification, there is need to provide opportunities through open learning systems to acquire these qualifications.

b.   Teachers who have not passed Class 12, or have passed below the minimum requirement of 40-45%. One approach to qualify them is to enroll them in Open School system. Some relaxation is done for those who are retiring in the next 2 years. Those who have not got 40%, they will have to now re-obtain the qualifications.

c.   Bihar is still recruiting teachers with academic qualifications of class XII with requisite marks and who have passed TET. But several girls and SC, ST candidates have not passed TET. This means they will not be inducted into the teaching force, adversely affecting the inclusive

ethos in the teaching community and more gravely, is likely affect the access and enrolment of children of these communities. As the teacher qualifications are tied with NCTE/RTE, and in any case dilution of teacher qualification cannot contribute to quality school education, and the ethos of lifelong learning is a valuable the teaching profession, the Government of Bihar can consider providing coaching to SC, ST, girls and Muslims for TET, using the central funds available with the Ministry of Women's Development, SC/ST and Minority Commissions for such purposes.

d.   Another 70,000 teachers are still pending with the IGNOU program. These must be expedited. This will still leave the huge task of training the lakhs of untrained teachers and have qualified TET and who are now being recruited.

e.   Now a new programme planned with Word Bank in collaboration with SCERT. Clear outcomes based performance indicators and evaluation needs to be drawn up.

5. Pre-Service Teacher Education

5. Pre-Service Teacher Education

One of the DIETs visited by the JRM team. Students sit and listen while the teacher lectures in Hindi about the 'merits and demerits of different methods of English language instruction', and gets them to copy down as he dictates in English a list of the merits and demerits.

The pre-service teacher education has been re-started after two decades. The present status is not encouraging. There are no resource materials in place, teacher educators are not in place. All visits of JRM to 6 districts reveal that the per-service D.Ed. is inadequate. In many districts there were just 2-3 Faculty members. In some DIETs, school experience program had not taken place even though 6-8 months of the course has gone by. The present batch of students are going to be trend-setter in times to come. DIETs need to navigate this training with lot of expertise. State is suggested to ensure study material for teacher-trainees. There is urgent need to build upon the energy of trainees. They are bubbling with desire to learn, and to make themselves fit-for-the-job ahead. Class-rooms and building at large are not conducive to support the vision of TE. It is important what can best be done for them immediately.

While acknowledging that work has restarted on TEIs, in the immediate term, there is need toilet facilities for trainees and staff, two training rooms need to be repaired and maintained, office equipments to assist their smart-working to deliver the best, ICT-enabled office system, data card for internet, photocopiers, one desk top computer. If these equipments are not immediately forthcoming outsourced services need to be put in place. DIET can start data management system with current student teachers' expanded profile. Trainees along with faculty should be asked to read original authentic policy documents. This would ensure understanding of sentiments imbibed in RtE, BCF/NCF/NCFTE etc. ICT is an integral part of

syllabus, so it's very important not to miss it waiting for better system to come in future. They can be linked with CAL labs in higher secondary schools for basic orientation in operating on computers. There were trainees who are a bit familiar with working on computers, they need to be encouraged to take it a bit forward within the class-rooms. School teachers impact the ethos of pre-service teachers, so it is suggested that good teachers are invited to interact with Pre-service student teachers time and again, to work as a bridge. Internship needs to be re-conceptualized.

The JRM team visited 6 DIETs. At two DIETs, Gaya and Patna and have been there 2.5 years and were part of BEP. Gaya Principal focused more on buildings, the one in Patna both academic and administrative aspect. There were 5 Faculty in Gaya and 6 in Patna. There was no Faculty for Art or Work education. Faculty focused only in the paper they were to teach. They had not seen any of the other subject syllabi and did not know what the syllabus as a whole looks like. Art education classes were not being conducted. Both were from schools and did not seem to have additional interest to go the extra mile for students. Language teacher educators in both DIETs had a literature background. They were not aware of the linguistic aspects or reading, listening, speaking, writing skills. They also had difficulty in teaching nature of language, how children learn language, language across the curriculum, multi-linguality as they had not studied these. They said they taught from IGNOU's Teaching of Hindi D.Ed. booklet, a capsule of 5-6 pages on this topic. All educators stated that they were unclear about integrating CCE in the classroom, they said they can only teach this as a concept. This held true for all subjects with all teacher educators.

On inclusive education, they had heard of the concept at Gaya, but could not discuss this further beyond the terms. At Patna, they were more familiar with inclusion could discuss this, but the discussion was limited to the challenge of having to keep in mind the children of the marginalized, the Muslims, but did not appear to have strategies. The textbook had an activity on observe a vendor on the street and to imitate his actions. The team asked how could this activity be translated for a child with hearing impairment, they had no ideas. They also had no knowledge of assistive technologies such as tactile globes. They stated that they had not come across any such student so the question did not arise. But children with such impairments will be in schools, and unless the educator discusses these with student teachers, they cannot be oriented towards their inclusion. In both DIETs, as there was no physical education teacher educator, no physical education classes in theory or practice. They also felt that as schools will have separate teachers for physical education, there is no need for student teachers to acquire these skills. Clearly the idea of school that these teacher educators went with, was an idea of a school with all teachers in place. The reality is that these student teachers are more likely to teach in schools with one or two teachers, and physical education is an essential knowledge and skill in teacher preparation. The team asked if they organize lectures or workshops on contemporary issues such as gender, and they responded that these are not organized. The teacher educators were clearly surprised that issues such as gender are academic issues requiring orientation. DIET Gaya had excellent building, newly constructed. All DIETS had very good quality furniture. All DIETs had large campus area, so the potential for their development exists. No DIET had language, science, or any kind of lab. DIET Gaya had no library. DIET Nalanda had two shelves of a book case that constituted the library. The titles were drawn largely those from the 1970s and 80s. Patna DIET had an excellent library. Hindi translations of fine works were available, such as Summer Hill, Democratic Schools, Gijubhai Badeka, Why children fail, etc.

The teaching-learning processes varied across DIETs. At Gaya and Nalanda, it tended to be pedantic and didactic. The Bo, who was visiting the DIET asked the student teachers why they wanted to become a teacher. The responses the team heard were muted and on expected lines of socially acceptable answers relating to patriotism or service. The culture was one of subservience from students. At Nalanda, the Principal was critical and antagonistic to the student teachers of the second year. At Patna the teaching-learning processes were collaborative, used the critical theory approach. The team sat in on a class where

the topic centred around 'The ASER Report' and its implications for pre-service teacher education. The deliberations were of very high order in Patna.

DIETs Gaya, Nalanda and Patna had plan provisions for hostels for boys and girls, but currently only boys hostel was running, the hostel in Nalanda was in very poor condition. In many DIETs funds have been sanctioned and building work is due to start soon, so the situation is likely to improve in a few years.

 Recommendation

i.   2013-14 be treated as the year to place and prepare teacher educators, resource materials, teacher-education culture and ethos along with collective visualizing of the kind of teacher education required.

ii.   All teacher educators must be oriented academically to the new teacher education curriculum as a whole as well as specialized orientation for the courses they teach. They require reading materials and orientation to understand that teaching is only one step of an educator's task-developing attitude, skills and application and testing of the knowledge in real-life classrooms and reflecting back are equally important processes of teacher education. There is also need to realize that teacher education is inter-disciplinary and does not have a linear relationship with the higher education courses that teacher educators would have undergone. Teacher educators would have to be in learning mode to be prepared.

iii.   New teacher preparation (pre-service) curricula need to be designed based on the National Curriculum Framework for Teacher Education (NCFTE)**.** Areas should include
- Knowledge and understanding of the subject
- Pedagogic (teaching) skills specific to the subject/s
- Observing children and understanding how they learn
- Nature of knowledge
- Ability to access/develop contextualized teaching learning resource
- Sensitivity to and respect for learners
- Inclusive, non-discriminatory spirit
- Vision and understanding of society, education and children
- Develop language, communication and facilitation skills
- Focus on social orientation
- Establish strong connection between theory and practice
- Use processes that encourage conceptual thinking, analysis and reflective practice including reading, discussions, debate, presentations, observation studies, film/book reviews, journal writing

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6.In-service Teacher Education

Teachers engaged in group work on discussing the benefits of different types of teaching methods, at a monthly CRC meeting, as part of their in-service training.

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The in-service teacher education is the heart of the quality of school education. The culture of schools is set by the teachers in-service. Even the best designed per-service teacher education and students entering the system will not be able to dent the culture of teachers already within service. One question that policy makers are faced with is, why does training not necessarily translate into pedagogical shifts in classrooms? It is the teaching force in the school system who determine the school culture. They constitute 97% of the teaching community. Attrition and new recruits are only 3% of the work force. So, no matter how intensive pre-service teacher education is, it is the teachers in-service that define quality in schools. This brings to sharp focus the importance of in-service teacher education. The TE Scheme of the GOI provides for 20 day training per year for each teacher@200/day. This is adequate resource to envision a needs-based, cumulative training program that builds year or year.

6.1. Achievements:

Although Bihar had almost no Pre Service Teachers' training since the last 20 years, many in-service training programmes have been taking place since BEP days. Modules such as Ujala (1995), Ujala 1 (1998), and Ujala 2 (1999) were used to train teachers to bring quality-changes in the classroom transactions, seeking to inculcate child-friendly methodology by creating a good institutional support system, and aiming to shift the role of the teacher to that of facilitator. Under "Ujala", nearly 90000 teachers were trained in 17 districts in undivided Bihar. Today, in 2013, we are still talking about the same or almost similar challenges, but it's very heartening that teachers and education managers do have memories of "Ujala". The state is still struggling with low motivational level amongst teachers.

Currently under SSA, in-service training is conducted every year based on the 'Bodhi Samvad' modules that have been developed for 10-days Block-level training, focusing on issues of quality education, how children learn, inclusive education, CCE, lesson plans, objectives of language teaching, teaching of Maths, EVS. This is followed by 1-day monthly meetings at the CRC, where typically teachers share their teaching problems and brainstorm solutions together, engage in group work on educational topics and on subject-specific content. 30-days induction training is also being carried out for newly inducted teachers using the 'Prerna' module, focusing on introduction to SSA and other schemes for UEE, basics of NCF 2005 and BCF 2008, linkages

between various educational institutions, Inclusive Education (CWSN), learning without burden, and becoming an effective teacher.

It was apparent from the field visits by the JRM team that BRC trainings as well as monthly CRC meetings are taking place, and appear to be taking place with regularity. In some of the CRC and BRC meetings that the JRM team visited, it was good to observe that the trainers seemed quite committed and engaged, and seemed to have a friendly relationship with the participants, engaging them in group work and interactive discussions.

6.2. Key Concerns regarding in-service training:

The reality in which many teachers have to teach… for which their training programmes often do not prepare them to handle, on how to do 'activity-based learning' in this kind of situation.

6.2.2. Needs-based training: Currently there is a centralized training module that is designed at the State level and delivered to all teachers across the state. Unfortunately this is not able to take into account the actual needs of teachers or their ground realities and challenges. It seems like similar generic trainings on the same general topics are being given every year for the past 10 years, but without stopping to analyze why these trainings have not had the desired impact in changing classroom processes, and what needs to be done *differently* based on what teachers actually need. There also exists lack of clarity on the basis of teacher selection for a particular

programme; thus a teacher often undergoes training which may not even be relevant to what they actually need. Currently the district/block-level education authorities do not have a comprehensive database which provides information on who among the existing teachers have received what kind of in-service training.

Moreover, in order to adequately prepare teachers to use new pedagogies, training needs to be focused on identifying the practical challenges that teachers face in the classroom day-to-day: classrooms of sometimes 100 children, one or two teachers in the entire school, multi-grade classrooms, children who have never before attended school, high rates of teacher and student absenteeism. For example, in the Induction and CRC trainings observed by the JRM team, while there was a theoretical discussion of concepts such as 'child-centred' or 'activity-based learning', the discussions didn't go deeper into really how to implement this in the classroom ground realities, and how to tackle the challenges they will face on the ground. Teachers require strategies that are implementable in these diverse and difficult contexts, and the training must offer simple strategies and doable remedies that teachers can use to tackle these common challenges.

6.2.3. Objective of Training: Developing Teachers as Reflective Practitioners
The dominant 'content-and-skills' model of training followed in many parts of the country including in Bihar tends to view teachers as mere technicians, who do not have knowledge, skills, values and attitudes of their own, and must simply implement the ideas of others. The focus is on imparting externally-designed content and skills, seeing teachers merely as the recipients of other people's knowledge, rather than building on, and extending, what teachers already know and are doing. The problem with this model is that it ends up dominated by *content*; *skills* are only addressed to a limited extent due to the short duration and limited capacity of trainers to build skills; and there is no impact on teachers' *attitudes* including their willingness or motivation to adopt training messages. Innovations that have not evolved from within school processes and from teachers themselves are not likely to find traction long-term.
For long-lasting reform, teachers must be the key players. This sort of change cannot be imposed by the system from the top; the desire and vision for change must come from within teachers themselves. Research from around the world suggests that teachers are more likely to change their teaching when they are empowered to think for themselves and design changes in their own schools, pedagogy and classrooms. In this scenario, the role of the system is not to *impose* change on teachers, but to *empower* teachers to think, discuss, reflect, and themselves take ownership over their curriculum and teaching process, coming up with their own solutions to learning issues. A successful model of training seeks to build teachers as Reflective Practitioners, preparing them to engage with children's learning and their own roles as active and reflective facilitators of that learning in heterogeneous contexts.

For this, research and development that is interwoven into teacher education and schooling with strong academic support may well yield far better results. Collaborative, classroom-based action research under the guidance of a Mentor becomes an important tool for teachers to analyze their own practice and research solutions for difficulties they face in the classroom. This kind of 'teacher as researcher' approach sees teachers not as 'technicians' implementing the ideas of others, but as professionals who, by reflecting on their own practice, can bring about significant improvement in their own practice without having to depend on external 'experts'. The point is

to shift the focus of all discussions to children's learning, and to help teachers identify how they can overcome barriers to learning in order to help every child succeed.

6.2.4. Approach to Training: Long-term Plan for Continuous Professional Development

If the goal is to develop teachers as Researchers and Reflective Practitioners, then the approach to training needs to become radically different from what it currently is. One-off isolated training workshops will not serve the purpose; it needs to be seen as a long-term process for teachers' continuous professional development, with a combination of distance-cum-contact sessions and a rich basket of opportunities for teachers to learn, over a period of time. This could include opportunities such as:

- Workshop sessions for interaction and problem solving
- Hands-on activities such as textbook analysis, developing learning materials, designing activities
- post-training activities such as self-study, experimentation, observation, completion of projects, etc.
- Teacher fellowships or scholarships for teachers to conduct classroom-based action research
- Distribution of good books, articles, teachers' magazines, and regular Book Clubs where teachers can read and discuss these
- skills and facilities to access internet resources
- exposure visits to innovative schools
- lectures by inspiring speakers
- Faculty exchange programmes where teachers exchange places with CRC/ BRC/ DIET faculty for short periods of time, so that the trainers also develop more classroom experience
- Teachers, BRPs and CRCCs are asked to maintain portfolios containing good practices or innovative initiatives undertaken by them.

6.2.5. Linkage between BRC and CRC trainings with clearly-defined expected outcomes:
The JRM team found that there did not seem to be much linkage between pre-service and in-service training, and between BRC and CRC level trainings. For example, on the one hand, in the CRC meetings observed, it was positive that there was at least some collaborative discussion was happening of the problems teachers face in the classroom. However it was not clear where that was leading to – there wasn't a clear progression of expected outcomes, or what was hoped to be achieved through the CRC meetings over the course of the year. Greater thought needs to be given to how the BRC training inputs will dovetail into follow-up and extension activities at the CRC level, especially since the cascade mode used for BRC trainings does not differentiate between different teachers' needs, which can be better addressed at the CRC level.

6.2.6. Role of Mentors: The kind of continuous professional development discussed above cannot be brought about without a supportive mentor who can guide and encourage teachers through this process. Currently teachers have no one who can offer the kind of hands-on support, encouragement and appreciation that they need to grow as professionals. The CRC may not be able to play the one-on-one kind of mentoring role that is needed for all the teachers in a cluster. One option could be to identify people from among CRCs, BRCs, DIET faculty, University professors, retired teachers, etc. who can undertake at least 4-5 teachers that they will mentor by

meeting with them individually at least 2-3 times over the course of the year. This could be dovetailed with the new 'Teacher Report Card' that the teachers will now have to fill 3 times a year – this could be done in collaborative discussion with a mentor who could help them reflect on their performance and identify areas and strategies for personal growth.

6.2.7. Organization of training: It is important also for each DIET to maintain an annual calendar of training activities, which is regularly shared with sub-district officials, based on which each block can make its training calendar aligning with district programs of activities. Planning would lead to understanding of serializing them, and a carry-forward strategy of programs is the most natural outcome of such detailed plans. The best advantage of such planning is to avail unlimited timelines in terms of preparedness and dealing with administrative emergencies. This calendar should include roles and responsibilities of all functionaries, monitoring mechanism, and should also include all-possible activities happening at the level concerned.
For teachers, every district should aspire to create a firm data base of teachers either manually, or the State can outsource some agency to give the campaign technological support. Although DIETs are still in the process of being set up with the needed technological hardware, it is advisable to start capacity building of Faculty members on computers. It would be a good step to identify teachers from the sector who are technology-friendly to form a small community and utilize their contribution to expand the group.

Documentations also appeared as one area of concern during the JRM visit. At one BRC, when asked for report of the most recent training program, the person turned up with a few loose sheets of attendance and random scribbling. It is suggested that capacity building of DIET faculty and of BRCCs and CRCCs must be done as soon as possible. Documentation of events would help to strengthen institutional memory.

6.2.8. Induction Training: The 30-days Induction Training is an important opportunity for orienting new teachers on the new perspectives, and should be utilized well. Earlier, it included a practical component of about 20 days to amount to 51-days of training; but now this has been curtailed to only 2 days of practical teaching – though it is not clear why the change took place. Two days is a very short period; it may be more useful to have a longer 20 days practical component, but with more structured expectations for what specific changes they are expected to implement in their school experience, rigorous observations using well-developed Classroom Observation Formats, and well-facilitated critical reflection/discussion/ feedback/ suggestions based on their classroom experience.

6.2.9. Monitoring of Training Impact: Training monitoring and follow-up strategy seems to be weak in the entire design of training. Training outcomes tend to be defined by the timetable and by number of teachers who attended the training; and if they are at all present, they tend to be generally teaching rather than learning aims. Without this framework, there is nothing against which achievement of outcomes can be evaluated, leaving no feedback loop between trainers and teachers – which is essential for formative feedback to promote quality improvement. Having clear pre-determined training objectives makes it easier to design a mechanism by which one can assess the training's effectiveness in achieving these objectives. This can be done through a

combination of Feedback Forms, pre-tests and post-tests, ongoing classroom observations, tracking improvement in children's learning, and larger research studies.

6.3. Recommendations for Training

1. In-service teacher development modules must be need-based and prepared by DIET faculty based on the principles of NCFTE. Develop **field-and-forum approaches**:
a. Meet for a training program and learn about a new idea
b. Go back to their classrooms and try out the new idea
c. Return to the training program to discuss their experiences.

2. Implement a credit-based system using a cafeteria approach: Each DIET/PTEC should prepare a list of possible training workshops that can be offered during the year keeping in mind the need and local specificity – offer them to teachers (as a 'cafeteria' approach) and let teachers choose according to their areas of interest. Teachers should be given a choice of what kinds/topics of trainings they wish to attend. Encourage teachers to form voluntary professional forums where they discuss academic issues and decide their areas of training need.

3. **There needs to be clear affiliation with university, syllabus approval, qualification of teacher educator, certification that is based on credits** that can build up over the years to a diploma or degree are essential. Teachers can be granted certain credits for each training workshop they attend, leading to some form of certificate over the course of 2-3 years which could be linked to promotions/ increments, based on some kind of classroom evaluation to see if they are applying training inputs in their classroom.

4. **The State must implement a scientific, research-based approach to identification of teachers' training needs**, through a combination of methods such as classroom observations, surveys, focus group discussions with teachers and CRC/BRC trainers, and thorough assessment of teachers' knowledge, skills, attitudes and subject mastery.

5. **Teachers and CRCCs must be involved** in designing decentralized training programmes that are more relevant to their actual ground realities. Locate in-service programs in current teacher practices it will help make the programs relevant and real to teachers.

6.Teachers should be given a choice of what kinds/topics of trainings they wish to attend, rather than all teachers being sent for all trainings that may not be relevant to their needs. This will also generate a more positive attitude towards the training if teachers feel they have gone there by their own choice.

7.State should implement a strong Teacher Management Information System, with an ICT-enabled database of all teachers' profiles and needs to be maintained at the District level. This will compile data on each teacher's qualifications, experience, specializations, nature of training attended in the past, teachers' interests or talents, training needs, innovation or research undertaken by the teacher, etc. This should then form the basis of designing training programmes and selecting which teachers are sent for which trainings, and can also become a resource pool for identifying which teachers can be called as Resource Persons for which trainings.

8.Design a long-term (at least 3-year) plan for teachers' continuous professional development, with a combination of distance-cum-contact sessions and a rich basket of opportunities for teachers to learn, over a period of time.

9.In-service teachers should also be able to **re-orient themselves on core disciplines** of philosophy, sociology, child development, pedagogies and subject enrichment.

10.Provide Teacher Fellowships/ scholarships for teachers to undertake collaborative, classroom-based action research under the guidance of a Mentor, to analyze their own practice and research solutions for difficulties they face in the classroom.

11.Provide books, articles, teachers' magazines, and organize regular Book Clubs where teachers can read and discuss these, as well as training and facilities to access internet resources

12.Identify innovative schools in the state (either government, private or NGO-led) where teachers can be taken for exposure visits to observe and learn from their practices

13.Organize Faculty exchange programmes where teachers exchange places with CRC/ BRC/ DIET faculty for short periods of time, so that teachers can grow and also trainers can develop more classroom teaching experience

14.Strengthen linkage between BRC and CRC trainings, by setting clear expected outcomes for teachers and children, which should be monitored and discussed during CRC meetings.

15.Implement a system of Teacher Mentors, by identifying dedicated people from among CRCs, BRCs, DIET faculty, University professors, retired teachers, etc. who will meet with selected teachers individually at least 2-3 times over the course of the year. This could be dovetailed with the new 'Teacher Report Card' that teachers are required to fill, which could be done in discussion with the Mentor.

16.DIET/BRC/CRC must have a calendar of activities for the whole year. Conscious and detailed pre-planning should be taken to help restrain fall-outs during trainings, ensure distribution of material on time, and sticking to a time schedule, to create a conducive atmosphere for focusing on pedagogical transaction within the training hall.

17.Undertake stronger documentation and monitoring of trainings and training impact, including regular impact studies, learning assessment of students, videography of good classroom practices as motivational examples which can be shown and analyzed during CRC meetings.
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7. Pedagogic Shifts across School and Teacher Education

7.1 Achievements

7.1.1. Sustained attempts to bring changes in school pedagogy: Bihar has had a rich history of innovative curricula, materials and pedagogical models right from the time of Bihar Education Project (BEP), which has been imparted to teachers through numerous rounds of training, earlier in the Ujala training modules and now in the more recent Bodhi Samvad. All these trainings have focused on changing the role of the teacher to that of a facilitator, and to make classroom processes more joyful and interactive. One significant step in moving towards this renewed pedagogy has been in the development of Bihar Curriculum Framework (BCF) 2008 which is based on the National Curriculum Framework 2005 and calls for a shift in pedagogy towards more child centred and active pedagogical processes. This renewed perspective has in turn been translated into revised textbooks based on BCF 2008. In general, from the interaction with teachers and observations of trainings, the JRM team found that teachers are now at least aware of terms such as child-centred or joyful learning, and are aware that the goal is to move towards using more activities and TLMs during the teaching-learning process in order to keep children more engaged in learning.

7.1.2 Pedagogical shifts in in-service trainings: During visits to BRC and CRC level training programmes, the JRM team noted that the training processes were interactive and were not just relying on lecture-based methods. The Trainers were facilitating group work and participatory discussions, where they drew out ideas from participants themselves rather than handing down the 'right' answer, and asked questions that made participants think. Teachers seemed to be quite engaged in participating in discussions.

In the majority of classrooms visited, the preferred teaching method is still through reading the textbook, lecturing, occasional use of blackboard, and getting students to copy and memorize.

Students intent on the task they have been assigned – to memorize and copy out one of the poems in the textbook.

Key Concerns about Pedagogical Shifts:

7.2.1. New pedagogy still not evident at classroom level: Despite many attempts and trainings aimed at shifting classroom processes, the JRM team during school visits found that

unfortunately classroom processes do not reflect the changes desired and aimed at by policy documents. The most common teaching methods observed seemed to be the teacher reading out loud from the textbook with some explanation, asking children to read on their own or memorize, and children copying out the text or question answers into their notebooks. This is confirmed by recent research that found that even after many years of the Ujala training programmes, classroom transactions in most schools were still mostly teacher-centred and passive, with the preferred methods of teaching being lecturing, giving students writing work, getting students to recite poems or text, and using the blackboard to some extent[#]. Learners rarely get a chance to participate or discuss with each other or engage in activities.

7.2.2. Lack of thrust on bringing changes in pedagogy: Despite the rhetoric in policy documents and training programmes, in reality in discussion with individuals at all levels the JRM found relatively low focus or sense of urgency in bringing changes in classroom processes. The general impression even among senior administrators seems to be that getting children into schools and attending more regularly is the major battle and that once that happens the rest will sort itself out. Thus the major focus in the state in the last decade has been on issues of infrastructure, enrolment and attendance, but much less emphasis seems to have been placed on learning processes and outcomes. For example the list of school indicators that are monitored as part of the *Samjhe Sikhe* initiative focus on all kinds of logistical and infrastructural elements but almost none of them look at the teaching-learning processes. Even among teachers, when the JRM team asked a group of teachers in a CRC meeting what new or useful things they had learned from their in-service training that is applicable in their classrooms, the majority of teachers could not say much. When asked what they felt needs to improve in their training, most of the answered on the logistics of the training, with nothing being said about the actual content or methodology of the training, even after repeated prodding. While the JRM team appreciates that aspects such as getting sufficient buildings and teachers in place and improving attendance are considerable challenges that must be overcome, this cannot be done at the cost of sacrificing quality – perhaps we do our children greater injustice by forcing them to sit still all day inside a school building if we fail to provide them with any real positive learning experiences.

7.2.3. Lack of enabling conditions for activity-based pedagogy: In a way it is not surprising that teachers are unable to practice the new pedagogy when one looks at the conditions of the classrooms in which they are asked to implement these ideas. Starting from the number of teachers in a school, the number of children in one classroom which was often found to be over 70, the seating arrangement which is mostly children sitting crammed on long benches in rows or on the floor, the space available in classrooms which is often non-existent, the TLMs and resources accessible in the classrooms – none of these conditions were found to be really conducive for activity-based learning. It would be a rare teacher that could implement active pedagogy in such a situation.

7.2.4. Pedagogy in Teacher Education Programmes: It is also not surprising that teachers still resort to traditional methods of teaching, when one takes a look at the teaching methods used in Pre-service classrooms – which is very similar to what one sees at the school level. Teachers will teach as they have been taught, and for the most part the methods observed in the DIETs visited were largely lecture based, with barely much preparation by the Teacher Educators, and with Teacher Educators dictating answers to be memorized while students sat in rows listening

passively and copying the teachers' words, with only occasional Question & Answers or some discussion. We cannot expect teachers to teach differently using learner-centred methods unless we first equip our Teacher Educators to train using learner-centred methods of training: by relating theory to teachers' real-life experiences in the classroom, and engaging teachers in lively discussions and reflection exercises so that they arrive at conclusions on their own rather than merely handing down new concepts for them to memorize. Training must be participatory, drawn from teachers' own needs, interests and experience, and with the Trainer merely guiding them through a process of thinking, discovering and applying their own solutions and insights.

While the training methodologies observed in the BRC/CRC Trainings were found a bit more participatory and learner-centred than those observed in DIETs, it was found that BRC/CRC trainers still need more training on facilitation skills. There did not seem to be much effort or skill in drawing out and including all participants in discussions; in the training observed, even when there was discussion, mostly the same 2 or 3 people (often male) were dominating the discussion, while other teachers sat quietly or passively.

7.2.5 Beliefs and attitudes restricting a shift in pedagogy: Learner-centred pedagogy in many ways requires a cultural shift in dominant beliefs and attitudes which are deeply rooted and not easy to change. In the JRM team's discussions with teachers, trainers and administrators, several common mindsets emerged that may in fact be hindering the desired shift in pedagogy:

- Many believe that children from poor/ low caste backgrounds cannot be expected to learn, that they are not able to learn to the same levels or have low IQ.
- When asked why children are not learning, the blame is immediately placed on parents or on children themselves; teachers are not willing to acknowledge their own responsibility in ensuring children's learning. There is a sense that the teacher's duty is to simply 'cover the syllabus' – if students have not learned, it is their own fault or parents' fault.
- Many believe that the fear of exams or of hitting is necessary for children to learn, and that children are not coming to school because there are now no exams and they can no longer punish children.
- A belief that there is one right answer, that the textbook is the only source of valid knowledge, and that no learning has taken place unless students write the 'correct'/ textbook answer.
- A hierarchical culture where authority figures decide and others listen and obey; or a reluctance to 'go down' to the level of children or to engage in playing/ dancing/ singing with children which is viewed as below one's dignity
- A belief that play and learning are completely separate things, and that if we spend too much time on activities, then there is no time left for learning
- A belief that all children/ teachers will learn in the same way and thus require the same inputs (whether teaching or training)

Many of these beliefs which emerged during the discussions are actually wider cultural beliefs that are reflected at different levels of the system, not only among teachers. Thus far trainings have focused more on imparting technical skills rather than also addressing these deeply rooted beliefs. Thus any changes during training are only superficial – once teachers return to the classroom, they fall back on the beliefs that they have grown up with and that they are

surrounded by every day. In order to truly bring about the shifts in pedagogy and inclusion that are mandated by RTE, training programmes must engage teachers in reflecting upon and questioning these kinds of attitudes towards marginalized groups or beliefs about children, learning, hierarchy, etc.

7.2.6. Teachers' skills to implement the new pedagogy: Another factor that may be affecting teachers' shift in pedagogy may be that while teachers have a broad idea of terms such as 'joyful learning' or 'child-centred learning', many have neither conceptual clarity on what these pedagogies look like in practice, or the skills needed for implementing this in their own classrooms. One common misconception is a tendency to focus on doing activity 'for activity's sake', without focusing on how the activity will lead to a certain learning outcome. Often much training time is devoted to making teaching learning materials and learning songs and poems which have become elevated to an end in themselves, rather than as means to the end of learning. Many of the teachers that the JRM team interacted with seemed to have a limited notion of what is an 'activity'; when asked, teachers could only come up with few examples like bringing a plant from outside, using flashcards, balls for counting, globe, etc. Moreover, by describing mostly 'ideal lesson' models of an activity-based lesson, the training often fails to address the practical realities that teachers face or to give teachers enough experiential exposure of how to create activities that relate to the textbooks, how to conduct them with students in their own classroom reality, how to manage multi-grade situations, etc. During training sessions, teachers must have a chance to apply what they have learned in a real-life classroom setting, preferably with real children, while receiving encouragement and constructive feedback from peers and Trainer. This also allows the Trainer to assess how much the teachers have understood and are able to apply the new methods, and what kind of additional support they need. The state currently plans to implement more school-based in-service trainings at the CRC level which holds good potential for such kind of opportunities for practice teaching under guided supervision. However for such school-based trainings to be successful, this requires a much smaller Teacher: Teacher Educator ratio, as well as strong capacity-building of CRC trainers to serve as effective facilitators in giving on-site support. ICT may also be useful in this regard for showing videos to teachers of effective classroom processes and developing their capacity to reflect on and critique their own and others' teaching practice.

7.2.7. Monitoring of changes in pedagogy in both schools and training programmes: At present, even when CRC/BRCs do visit schools, much of the focus is more on infrastructural and logistical issues rather than on observing changes in classroom processes. There is little clarity among teachers, trainers and monitoring officials of practically what are the concrete changes we wish to see in pedagogical processes – in either school classrooms or training halls. Moreover, often the authorities to whom teachers must report (whether headmasters, school inspectors or administrative officers) do not have a clear understanding of the new pedagogy either, thus teachers receive mixed messages about what behaviors they are expected to implement and are rewarded or reprimanded for. This clarity needs to be built in at all levels of the system. Finally, there needs to be a more research-driven evidence base for tracking changes in learning processes and in students' learning, and for analyzing the issues affecting progress in learning and learning processes, which can feed into designing appropriate interventions and trainings to address these issues.

7.2.8. Textbooks and learning materials: Although it is positive that new textbooks have been implemented based on BCF 2008, the brief examination of some of the textbooks by the JRM team raised some concerns about whether the textbooks truly reflect the spirit of NCF 2005 and BCF 2008, in terms of whether they support linkages to diverse children's context and community, encourage children to construct knowledge, explore ideas and engage in activities, and whether they include the perspectives of marginalized groups. Moreover, in light of the concerns expressed at highest levels about children's learning levels, as well as the challenges being faced by teachers in implementing the new pedagogy with the new textbooks, it was felt by the JRM team that there is need to undertake a thorough review of the new textbooks in the context of BCF 2008. Such a review, involving national Resource Persons, should examine the textbooks in terms of their age-appropriateness, learning-appropriateness, context-appropriateness, inclusion, implementability, and teachers' capacity to transact.

7.3 Recommendations for Shifts in Pedagogy:

1. Greater thrust needs to be placed across the system on bringing changes in classroom processes. Efforts must be made to ensure that all stakeholders including trainers, administrators, teachers, HMs, parents have a clear understanding of the kinds of changes in pedagogy being sought, and this should also be reflected in training programmes, school monitoring visits, the kind of things teachers get rewarded for, etc.

2. Design capacity-building programmes for DIET and BRC/CRC Teacher Educators that focus on changing the training methodology used in all Training Programmes (e.g. facilitation skills, use of group work, critical discussions, encouraging reflection, role play, case studies, problem-solving, microteaching, demonstrations of practical classroom issues, use of video recordings of teachers followed by reflective discussions, etc.)

3. Design training programmes for teachers, trainers and administrators that focus on challenging dominant beliefs and attitudes, that engage them in discussions, reflection and questioning of traditional attitudes towards marginalized groups, beliefs about children, learning, hierarchy, commitment, etc.

4. Strong capacity-building programmes needed for CRC Facilitators in conducting effective school-based trainings and onsite support, to observe teachers' classroom processes and give constructive feedback and encouragement, and to facilitate teachers' own reflection processes on their classroom practice.

5. Collect/ develop/ document videos of effective classroom processes to be shown to teachers during trainings, accompanied by collective reflection and critical discussions to analyze these classroom processes, and develop teachers' capacity to reflect on and critique their own and others' teaching practice.

6. Develop a Format for Classroom Observations which lists out clearly what are the expected outcomes/ changes we expect teachers to implement in their classroom processes. This should be used during practice teaching in both PS and IS trainings, as well as for monitoring

visits by CRC/BRCs, to identify which skills/ aspects are teachers not able to implement, and what further support they need, which should then be followed up in the CRC monthly meetings.

7.   Institute a strong mechanism for generating research data around learning levels as well as issues affecting learning and learning processes, from the classroom level and reaching all the way to the state level, which can feed into designing appropriate interventions and trainings to address emerging issues. This should take the form of a longitudinal study, starting with a baseline, and tracking improvement over the years. Help may be taken from external agencies, but the capacity of the system itself should also be built to undertake this kind of in-depth research on a continuous basis.

8.   Undertake a thorough review of the new textbooks in the context of BCF 2008. Such a review, involving national Resource Persons, should examine the textbooks in terms of their age-appropriateness, learning-appropriateness, context-appropriateness, inclusion, implementability, and teachers' capacity to transact.

7.4   Reflections from experiences from the Field

This section is built based on the institutions visited by two of the JRM team.

A sincere, dedicated CRC Coordinator facilitating group discussions on teachers' difficulties at the monthly CRC meeting.

The 'school library' proudly shown to the JRM Team in one of the schools in West Champaran district.

8. BRCs, CRCs and Teacher Support and Monitoring Mechanisms

Young teachers in a BRC participating in an interactive discussion about various teaching skills, at the 30-day Induction Training offered to recently recruited teachers.

An elementary school, Srinagar (Baiju Bigha) : Schools are sites that ought to reflect our collective academic wisdom .These are the places where the system's pedagogic and socio cultural understanding should play out in its full resplendence. We stopped to take a look at one school..The school did not have a boundary. The school has 8 grades and three rooms. One room which is meant to serve as the cluster resource centre also serves as a classroom. There are 4 toilets two for boys and two for girls but they were locked. However the stench was nauseating. The children shared that the toilets were filthy and they preferred not to us them. Grade I and II students were sitting together outside in the playground. The students remained un attended . Many of them could count orally. They had their notebooks which had 3-4 filled pages. Some were checked. Several of the students were not in uniform because a majority of the children did

not have the required 75% attendance and so they could not avail the uniform facility. The school has 5-member School Management committee in place. Two classes were being held in the veranda. The students were carrying the textbooks. In grade VI, the students informed that 11 chapters in science had been completed but they had not performed or even seen the teacher perform any of the activities suggested in the textbook. The headmaster informed that the school had not had a science teacher for the last one month. The students shared that usual teaching strategy followed was that the students were turn wise made to read out the chapter aloud in class and then expected to answer the questions given.

DIET, Gaya : There are 100 seats from this year. Only boys are enrolled. Practice Teaching is held for 15 days in each year. At the time of our visit, the II year practice teaching had been completed. The DIET has 10 associated lab schools and one abhyas pathshala. There is no faculty member with academic background in science. There is also no science lab. There were no ICT facilities available.

There is a Block Resource Centre on the same premises and one training session was in progress that we got to observe and participate in. we also got a chance to interact with the District Education Officer who happened to be present at the time of our visit.

Magadh College of Education (private) ; This is a private college. The infrastructure is well in place and there is ample of space This is the fourth session in progress. There are 100 seats for which the college received about 250 applications. There is a library with 4000 books We were informed that there exists a well equipped science lab but we could not observe it on that day because the key was not available. There are faculty members with Maths and Science background available. ICT facilities are available as there is a well equipped computer lab.

Department of Education, Magadh University. : Magadh University has 40 affiliated colleges. The university only conducts exams while the fee structure is determined by individual colleges. B. Ed. is offered through distance as well as regular mode. There are faculty members with Maths and Science background available. The department is in the process of putting in place well-designed impressive infrastructure.

Primary Teacher Education College, Patna : The college runs a two year D. Ed. Programme. There are 50 seats available in each year. The admission is advertised through DEO. The college has 7 member faculty members consisting of 6 teachers and one principal. There is one teacher with the academic background in science. There is a library and a science lab and also a laboratory assistant. The college has provision for residential facilities for students. Only boys are enrolled at present but from the next session, both girls as well as boys will be enrolled. Teaching Practice takes place in 10 lab schools and there is one associated *abhyas pathshala*.

Issues and Concerns

The following emerge as areas of key challenges of teacher education in Bihar:

Lack of human resources : There is a clear dearth of human resource at all levels and this also figured as an issue of urgent prominence on the cognitive canvas of the administration Schools

do not have adequate number of teachers. Also there is not adequate provision in the state for preparing teacher educators. Teacher Education institutions are in need of faculty, if not in terms of number then certainly in terms of the different disciplinary backgrounds. For instance, at DIET (Gaya) there is no faculty member with academic background in Science. Faculty members placed in an institution also need to be drawn from both natural as well as life sciences. Evolving a comprehensive HR framework would be helpful in addressing the situation

Lack of infrastructure : School infrastructure needs urgent attention. Adequate space and resources need to be put in place. The teacher preparation institutions though had adequate space available but lacked in other areas such as library or teaching learning material. ICT facilities can be a major means to gain access to wealth of information and network with other institutions and overcome intellectual insulation.

Teachers' Conceptual and Pedagogical Needs : While at school, we got to observe the classes of the B.Ed. students of Magadh University. One of the students was teaching the solar system. He had drawn a diagram of the solar system on board and wrote the names of the planets sequentially while also eliciting a few names from the students. The diagram was unlabelled. The Practicing teacher had written prominently on board. 'Hamare Saur Mandal Mein Nau Grah Hain' but there were only eight names on board. When the teacher went out to receive a call, the students were asked why their teacher had written so. A girl sharply replied, ' kyunki pehle to nau the na'. Obviously the children are sharp, well informed and eager to learn and looking at the system to provide this learning. It becomes the responsibility of the system to nurture this enthusiasm and guide it creatively.

While interacting with the participant teachers during a training session being organized at the Block Resource Centre, we invited the teachers to come up and 'teach' different topics. The transactional strategies adopted even in a simulated situation were teacher centric with the teachers preferring to adopt an 'explanatory' style. The explanations and examples thought to be sufficient in helping learners understand such concepts as that of 'living' and 'non living' with the teacher listing the characteristics of 'living' things and then proceeding to explain these characteristics. The characteristics listed were gati, vriddhi, poshan, shvasan..These words, by the teachers' own admission were unlikely to be a part of the everyday vocabulary of young children. Similarly one of the teachers was asked to explain how she would convince the young learners of the fact that $2/3 > 3/5$. The teacher proceeded to explain visually by drawing two rectangles dividing one of these into 3 and the other into 5 equal parts. However the rectangle that was divided into 5 equal parts was bigger in size as compared to the first. Consequently when she shaded three of the five parts of this rectangle, they looked visibly bigger than the two shaded parts in the first rectangle. The teacher apparently perplexed at the contradiction went on to 'explain' that though 3/5 looked bigger, the case was actually the opposite. Only one of the rest 28 participants was able to figure out the anomaly and that too after much prodding. This is despite the fact that concepts such as 'living-nonliving' and 'fractions' have been written widely about in the education literature. The evidence though anecdotal should inform us about the conceptual needs of our teachers and encourage us to work more rigorously with them.

Planning of Teaching Learning sessions : Lesson Plan formats that we got to see continue to reflect the primacy of the teacher in the teaching learning process. The transaction is split into

teacher activities and student activities. While the teacher activities consisted of explaining and demonstrating, students were expected to listen carefully, note down in their note books or respond to teachers' queries. This was more true in the case of social studies. Though science plans in the private college that we visited were activity based, the same was not true of the Maths plans. On being queried if it was not possible to concretize at least some of mathematical concepts, the concerned teacher replied that 'possible to hai par ho nahin pata hai'. Though later he agreed that it was indeed possible and desirable. Lack of suitably qualified faculty members in DIETs also comes across as a major problem. For example, in the Gaya DIET, there is no faculty member with an academic background in science or mathematics. This DIET invites school teachers identified on the basis of their strengths, to help out.

The Text books: BCF- 2008 has made an honest attempt to contextualize NCF-2005 with respect to Bihar. The understanding about children and their teaching –learning advocated by NCF-2005 is appropriately carried forward. While the science and mathematics textbooks written post BCF-2008 reflect this vision this understanding does not seem to have permeated the classrooms.

The TE Curriculum : All the Teacher Education colleges of Gaya follow the syllabus prescribed by Magadh University. The syllabus could be revisited The science education syllabus , for example, has no focus on learners' ideas and their conceptual difficulties. The content is in fact missing. A syllabus is always interpreted in the light of suggested readings that are not provided. National Curriculum Framework for Teacher Education (2009) which is the most recent guiding document for teacher education in India, specifically talks about the importance of engaging the future teachers with the conceptual knowledge that they have gained through general education. NCFTE (2009) notices that most teacher education courses do not focus on subject content because it is assumed that teacher trainees already possess that knowledge which they can draw upon whenever required but if we want our future teachers to present the subject content in developmentally appropriate ways, then they will have to be made to revisit and reconstruct various theoretical concepts critically in the light of their epistemological and ideological assumptions (p.34). The modified D.Ed. Curriculum needs to be reflected upon.

The administrative point of view: Building the infrastructure and meeting the number challenge was justifiably the foremost concern of every administrative officer that we met. The District Education officer(Gaya) while expressing his concern over the inadequate number of teachers shared that in one of the schools there were 4/5 teachers for 2400 students. The secondary level teacher scarcity is met by Private College trainees who move in and out in phases. Getting adequate number of teachers into the schools is the top most agenda at present In face of this voluminous task that the state is staring at, the texture of the teaching learning process has not even begun to become a priority.

Recommendations

Certain fundamental recommendations that emerge from field experiences are as under:

Bringing the child into focus: Despite the policy rhetoric and the new textbooks, the learner has still not been able to acquire the centre stage in the classroom processes. One reason for this could be that teacher driven classroom methodologies are easier to implement, require less intellectual labour and do not bring the teachers' own capacities into question. Teachers find it relatively safer to theorize than conduct activities that may not lead to expected results or encourage students to raise questions that they themselves may not have answers to. A kind of intensive attitude building will have to be done in this regard. The process needs to be initiated at the pre service stage, where there should be an all pervading effort to acknowledge and respect the child's perspective in all ways, and sustained throughout the career of a teacher. The perspective needs to be reflected in all aspects of teacher preparation programme- the syllabus, the projects and assignments, the lesson plans and the co curricular activities. A piece meal approach cannot be expected to bring about the attitudinal readiness that we are aspiring for. .

Providing continuous support: Focused efforts towards providing in service training to teachers are clearly visible. SCERT has developed many theme based and subject specific modules(bhaskar, utprerak) that attempt to engage the teachers with the contemporary policy perspectives and also conceptual underpinnings and pedagogical considerations of academic disciplines like Maths and science.. However the teachers and teacher educators that we interacted with still did not display a ready awareness of the policy issues. Though they were familiar with the names of documents like NCF-2005 and BCF-2008 but specific and pointed queries drew extremely vague responses. A more sustained dialogue would probably be more helpful. Also the need is to view in service education as a continuum as ad hoc interventions cannot be expected to take us too far

Trusting the teacher and building an academic culture : The fact merits appreciation that certain members from the teaching fraternity itself are identified to function as CRC coordinators or as resource persons during the in service training sessions at BRCs. However the system needs to learn to place confidence in the abilities of all teachers and cater to their need to participate. Teachers have to be enthused towards their work and one way to do this could be to respect them as professionals and creators of knowledge. They have to be encouraged to look upon their school as a site for learning and research. Establishing science teacher networks with yearly seminars in which teachers get to exchange their views, share their research findings or seek answers to their queries and encouraging teachers to publish could be stimulating steps in this direction. Research grants for minor projects could be made available to teachers In this regard the Teachers' Union (Bihar Madhyamic Shikshak Sangh) initiative of providing financial assistance of Rs, 25,000 to teachers who wish to publish a book deserves favourable mention.

*Forming feedback loops : S*chools are the ultimate litmus test of the strength of any teacher education programme. Our teacher education agencies need to seek a consistent feedback from the school, children and community regarding their expectations. Their concerns will have to be taken on board and adequately responded to during policy formulations and programme planning.

Respecting Community as a learning resource: While establishment of School management Committees has given a legitimate space to community in school governance, this has to be accompanied by a shift in the way education system views community. .Community is the social formation consisting of people who are engaged in different types of work and who practice

different arts and crafts. Community cannot be looked upon only as consumer of our academic services but also respected as a source of wealth of craft culture and traditional technological traditions. Bihar has a rich tradition of indigenous knowledge that needs to be brought into the classrooms There is a need to bridge the gulf between formal knowledge and live, indigenous, knowledge forms. A craft is much more than a trade. It is essentially a socio-economic enterprise that provides an opportunity to learn from the life situations of the craftspeople and artisans. The economics of art and craft pertains not only to the livelihood of people associated with it but also to the productivity of the nation. The procurement of materials, their measurement, estimation and the associated technology all lead to the kind of knowledge that is very 'real' and rooted in society and not in contrived classroom situations

Finding ways to link school curriculum with this 'real' knowledge could be an extremely enriching exercise. The teacher preparation systems, in turn, will also have to ready themselves for preparing teachers who are pedagogically enabled for transacting this kind of community oriented curriculum.

Showcasing best practices: There is probably nothing more motivating than to be recognized among one's peers for one's strengths. Exemplary teaching learning practices or initiatives need to be widely shared, disseminated and incentivized. Even a small isolated innovation that made a difference needs to be appreciated and made an example of.

8. BRCs, CRCs and Teacher Support and Monitoring Mechanisms

Monitoring Mechanism

Since majority of the TEIs have been started after a long gap of 16 years, it is quite obvious that it would take time in putting processes in place and academic monitoring and support as envisioned for education system is one of the important process still to take place in Bihar. As revealed by the AWP&B, this year, the thrust has been given to rejuvenating TEIs mainly in terms of infrastructure, human and other resources and building perspective of TEI leaders. 60 institutions have been made functional by placing principals and some faculties in place and 54 of them have started imparting D.Ed. with limited bandwidth and competencies. However, a number of initiatives have been taken by GoB for the strengthening of Academic support and institutions, such as, shifting control of BRC/CRC to DIETs, declaring SCERT as the academic authority of the state, assigning tasks to CRC, BRC, DIET,CTE and SCERT to visit schools regularly, periodic tracking of physical and financial progress, etc but largely they are being done in absence of a shared vision.

CRCs do visit schools but probably in a clean slate approach and same as the others. Further to this, there is no mechanism to refer their visit report while planning or devising strategies. This has been conceived largely as a routine work. Although control of CRC and BRC has been transferred to DIETs but during field visits this was largely been observed that they were doing the MIS of SSA and other secretarial works as usual. Of course it will take some time to re-establish the monitoring and support system but lack of alignment among various institutions like SCERT, SSA, RMSA, etc, the BRC and CRC seemed to be confused and harassed due to redundancy and sometimes duplicating of work. As per the proposed academic cadre of the state, fresh selection of CRCs and BRCs is going on in the state with a view to streamline the academic support system and this is to be followed by periodic trainings and orientations with this hope that they will understand their actual role and will start acting accordingly. Currently, each CRC is assigned to visit 2 schools per week to observe academic processes of the school and to provide onsite support but in practice (s)he visits 6-7 schools on an average to comply to SSA reports and information without any academic vision. BRCs on the other hand are largely doing program management role in imparting various in service training programs in well-known cascade mode resulting in lack of integration among various training programs, transmission loss and total disconnect between in service training and actual classroom transaction. The problem doubles if any school is facing high PTR due to insufficient number of teachers. As decided by GoB, the BRCs and CRCs will be under the direct control of Diets and are to play the most pivotal role in establishing linkage of elementary schools with DIETs. DIETs are supposed to organize periodic orientations and trainings for them and also to visit schools regularly primarily with two reasons – to take stock of existing practices and to help CRCs and BRCs in developing a long term academic vision of schools keeping in mind the needs and local specificity. This has been decided and probably being followed also that each DIET would visit at least 2 elementary schools per month in addition to that being done by BRCs and CRCs. Secondary schools will primarily be monitored by the CTEs but districts without a

CTE will be taken care of by Diets and PTECs. Efforts have also been made to establish linkages with higher education institutions. The teacher educators of University, private TEIs, professionals of Mathematics, Science, History and other subjects have been involved time to time in developing/modifying curriculum. This needs to be systematized and more university departments involved. No mechanism for assessing quality could be observed in any of the TEIs. TEIs need to work towards collective, goals for performance-criteria oriented academic vision.

9.   Gender and Social Inclusion in Teacher Education

The JRM framework to assess teacher education in the light of school education- education experiences of children in schools provided valuable synergy and cohesiveness to the entire JRM process. The team integrated the two in all discussions, visits and reviews. The end objective of education in promoting children's learning and development, transformation in society and empowerment tool for girls and marginalized sections were placed at the core of the JRM. Teacher education and performance were placed in this context. Inclusion requires a cultural shift – greater visibility and identity for marginalized groups. Right now this cultural dimension has been left out. Need to look at inclusion both within the textbooks, as well as in all the training programmes in terms of curriculum as well as pedagogy.

This section reviews the situation of 'social and gender inclusion ' of SC, ST and Muslim children and girls in schools and then moves on to review teacher education dimensions in the light of it.

9. Social and Gender Inclusion

This commendable teacher has to manage nearly 450 Class 1-3 children every day, with the help of only one other teacher. These children sit every day underneath a tree in an empty lot behind the school building with two teachers handling them, since the school does not have enough classrooms or teachers. It is a predominantly minority and SC-dominated school.

A group of lively young girls at a KGBV in West Champaran district. Their overwhelming request to the JRM team was: what will happen to us after we finish Class 8?

9.1.1 Achievement in Social and Gender Inclusion: Increased Enrolment of SC, ST children in schools:

The focus on universalizing elementary education has facilitated almost all children from SC and ST communities to be enrolled in primary/elementary classes. The enrolment for SC, ST girls too has increased. SC children constitute 18.28% of all children enrolled in elementary schools while their population proportion is 15.7%. ST children are 1.95% of all children enrolled in elementary school while the population is 0.9%.

9.1.2 Reverse Gender Gap: Enrolment of girls in government schools have steadily increased over the years and the Annual Work Plan and Budget (AWP&B), 2012-13 reported the increased enrolment of girls at both primary and upper primary levels and 7% reverse gender gap.[#] It is also encouraging to note that average attendance among girls is better than boys and their dropout rates lower too.

Various efforts of the department like NPEGEL, KGBV and Mahila Samakhya in addition to incentives provided to girls have contributed to an extent in this change.

9.1.3 Recruitment of Tola Sevaks and Talime Markaz: Recognizing the education inequalities and deprivation among some of the scheduled caste and Muslim communities, the state recruited Tola Sevaks from SC and Talime Markaz among Muslim communities to function as habitation level education volunteers. This has given impetus to the enrolment and retention of children from these communities. It has also created better interface between these communities and the government.

Two out of the four SSA objectives i) reducing gender inequalities and ii) reducing social group inequalities can be considered on track.

9.2 Concerns in social and gender inclusion:

9.2.1 Low enrolment of Muslim children: Unlike the increased enrolment of both SC and ST children, the proportion of Muslim children is 13.99%, below their population of 16.53%[#]. It may be argued that Muslim children had not figured in the SSA targets and hence necessary strategic interventions were not in place.

9.2.2 High levels of dropouts: While enrolment inequalities are closing, dropout rates continue to be higher for children from SC, ST and Muslim communities. Child labour among Muslim children is highest.

9.2.3 Lack of disaggregated data for the most vulnerable groups: While the overall enrolment situation of the SC children has improved, certain communities within the SC

community like the Musahar, Dom, Mehtar have very poor literacy and education levels. In 2001 the literacy rate among Musahar community was 9.0 percent and only 10% of Musahar children attended school[#]. While the severe deprivation is recognized by the state, data on their status is not captured by the state in its annual school education reports. The available data from decadal census is too far apart to plan strategic interventions in the Five Year and Annual Plans. There are also very little other reports or research studies to understand the gaps among them. Similarly there is very little information on education status of children from Muslim or Tribal sub groups.

9.2.4 Non implementation of specific budget provisions for SC, ST, Muslim children: Unlike the dedicated budgets allocated for specific interventions for girls education under the dept at the centre and state, the budgets allocated under Scheduled Caste Sub Plan (SCSP), Tribal Sub Plan (TSP) and under the Prime Minister's 15 point programme are not planned to make strategic education interventions for children from these communities. Rather they are accounted technically based on the proportion of children from these communities into the budget.

9.3 Education of SC, ST and Muslim children and girls are negatively impacted by their Identities:

Caste, tribal and religious affiliations locate and define people including children in our society. These are circumscribed by hierarchies, untouchability, discrimination and exclusion in society. These are reflected in the education sector where social norms describe dominant caste children as being more smart, more intelligent, born to study and do well, born to lead and achieve etc. On the other hand the norms place Dalit children as born to serve, born to obey without questioning, born to do unclean occupations, not born to live in luxury, not born for high education or status etc. Similarly mainstream social norms describe Tribal children as born to live in the forests, born to a life of subsistence, born to contribute to the well being of others and born to sacrifice for the larger good of society to name a few. Muslim children are also victims of prejudice describing them as unclean/dirty, prone to anger and violence, not committed to national goals etc. It is unrealistic to expect that these behavior and attitudes will not be replayed inside schools and class rooms. In fact, various studies in education and experiential accounts recount how these norms negatively impact the education, confidence and performance of these children.

Girl's/women's position in our society is strongly held by the patriarchal values and norms which place them in dependent position in all spheres of life – be it mobility, education and skills, employment or decision making. Girls across caste, religion and communities face these to one degree or the other. Girls from SC, ST and Muslim communities experience multiple forms of discrimination and deprivation given the intersection of their identity with gender. The gender norms of 'the good- ideal girls/women' and force/coerce girls to fit into these models. Early marriages are norms for girls given the overbearing role ascribed to them in marriage and families. The exclusion and discrimination to both SC/ST/Muslim children is also reflected in the poorer infrastructure and services provided in schools where they are the majority, worse indicators of PTR, lack of Urdu language teachers, lack of opportunities to study science, Maths or commerce to name a few. The negative and long term impact of these cannot be ignored.

9.4 Teacher Education in the context of social and gender inclusion:

Education and the schooling system becomes an important means to confront and address these given social conditions. Addressing them in the school situation is important given the objectives of education and its role in social transformation and nation building. Facilitating teachers to confront own positions or power and privilege through pre-service and in-service programmes and promoting alternate values is placed in this context. Additionally, it is important to monitor class room behavior and practices to identify discrimination of all forms and take corrective measures. Going beyond, teachers and schools must also be supported/ facilitated to promote desirable practices in schools through child friendly means.

The JRM team reviewed some of the teacher training frameworks, modules, interacted with DIET faculty, BRC and CRC facilitators, interacted with student-teachers and also observed teaching processes. The JRM is of the opinion that except for the BCF, there is negligible focus and discussion on social realities, context of marginalized children, gender issues in the curriculum and text books. The TE institutions did not have additional reading materials on them. There was no effort to and record the experiences of different groups of children in the class room (ensuring dignity and respect). Thus one more or less comes to the conclusion that teacher training overlooks the issues of large sections of children in the class/school. Their realities are marginalized, excluded and silenced, given the school environment, curriculum and teaching-learning process assumes dominant male centric perspective. Below are reviews in a few instances:

9.4.1 The BCF (2008), drawing upon the NCF (2005), recognizes the need for contextualizing the schooling system to children's realities and everyday lives. Social justice, adherence to Constitutional values and ensuring the larger objectives of education is well articulated in the framework. This provides a conducive backdrop for detailing and further contextualizing the realities of diverse groups of children in the state and promoting their development through education. It recognizes that i) the continued stronghold of caste based social hierarchy and its negative impact on equality and liberty; ii) the poverty context in Bihar, iii) the context of conflict, iv) the impact of globalization in education[#]. It further recognizes the diversity of children in terms of religion, ethnicity and caste and children who come from families that are below poverty line and them being first generation learners and recommends that curriculum and pedagogy be made suitable to the context of the children. It encourages the 'child centred/focused education' as a way of overcoming labeling girls based on their gender and promoting their skills and participation based on their individual interests. Chapter 7 focuses on inclusion of children with disabilities under 'inclusive education'.

While the BCF reflects fair amount of contextualizing and foregrounds the issues of SC, ST and Muslim children and girl children, it stops short of naming discrimination in schools. The analysis places the burden of learning disabilities more on family than on school conditions. In the section on gender disabilities, it does not recognize the multiple burdens of identity and gender on girls from SC, ST and Muslim communities. Similarly 'inclusive education' is given its traditional understanding of inclusion of children with disabilities/special needs.

9.4.2 Pre-service Teacher Training (D. Ed. course): JRM members had opportunities to visit various DIETS and a few private teacher training institutes providing the two year D.Ed. course. The course curriculum[#] provided spaces for promoting understanding and integrating the

experiences of marginalized children into the school curriculum. It includes spaces for interface across children and communities. However, D.Ed. institutions did not expand on these issues or link it to children from marginalized communities. There was little or relevant reading materials for student-teachers. The teaching-learning methodology did not have built-in process to help teachers to integrate these into their perspectives or practices.

In the discussions with the teachers in Betia DIET, JRM team did not get any idea that these were matters of discussion and debate in their training process. Observing the class in St Theresa's institute, the lecture on social transformation dealt on the means of communication being the biggest drivers of social transformation. In addition the lecture went on to present the caste system in India as benign division of labour and occupations and how social transformation is taking place there. While SC and ST girl students were in the class room, there was no effort to discuss their perspectives or experiences on the matter. The overwhelming sense was that the pre-service training programmes did not create opportunities for student teachers to understand their own realities in terms of privileges and non-privileges[#], the realities of their students and much less on how to promote equitable opportunities, gender and social inclusion.

9.4.3 Prerna-Induction Module: Review of the thirty days induction module for newly recruited 'niyojit teachers' does not include a section on SC, ST or Muslim children or girl children or on gender issues. The module refers to "inclusive education" only in the context of inclusion of children with special needs which is covered as a full chapter. While there is a section on 'child', it does not recognize the diversity of children that attend schools today and their specific context of privileges and disabilities in accessing school education, the chapter does not discuss the specific needs of different groups of children to complete school education.

Observing the teaching process of the induction module in one of the BRCs (name..), the students showed their understanding about some of the prominent forms of discrimination that have been studied and reported as – to pay attention to children at the back who may come from SC, ST communities, to not allow discrimination in mid day meals, use of water and toilets etc. This made it possible to bring these issues into the teacher training agenda and influence teacher attitudes and behavior in schools and classrooms.

9.4.4 The 'Bodhi Samvad: the 10 days in-service training module does not include a section on the issues of SC, ST, Muslim or other marginalized children or girl children.

9.4.5 CRC Monthly Meeting: The JRM interacted with about 30 teachers who attended the CRC monthly training programme in ... BRC. The CRC was quite innovative and energetic and sought ways to promote teacher interest and provide support. They also reviewed their learning of the previous trainings in their session. A discussion ensued on how teachers perceive interest and learning of children from marginalized communities. The discussion reported the dominant prejudices as –families are not interested in educating children, parents are more interested in short term benefits by putting children to work, despite various benefits from the school they do

not study and so on. The 'burden on the teachers to visit their homes and bring them to school was not in keeping with the dignity of the teacher'. As against this, discussion with children in class VIII revealed why some children do not perform equal to others/lag behind, the children spoke from their own experiences: study at home was not conducive, they had household responsibilities.

Various discussions in the course of the JRM showed that gender and social inclusion were not conscious agendas of teacher education, teacher behavior, school environment or practices. At best these were imbibed and practiced by a few teachers out of personal conviction or through orders and circulars from above. There was no effort to analyze dominant paradigms of power and privileges and how this negatively impacts the learning opportunities of marginalized children or their communities.

9.4.6. Samajhe – Seeken: There is no mention of promoting non discrimination or social and gender equity and inclusion within the 20 points[#] under 'Samajhe Seekein' which is currently adopted as the first step in promoting quality education.

9.5 Conceptual Issues: The JRM also found certain conceptual issues that need to be reviewed to promote gender and social inclusion in schools.

9.5.1 – SSA framework talks about reducing social and gender inequalities in learning. Programmes and processes were put in place to achieve them and positive changes in the enrolment rates are evident. There was no focus on Muslim children and one finds that they lag behind others in Bihar. The RtE has highlighted additional rights issues like – right against discrimination, rights against corporal punishment, rights against undue screening etc. However, these equity issues have not been sufficiently expanded or communicated in the school curriculum or processes. Additionally, SSA framework talks about "reducing inequalities" and not about "promoting inclusion". Hence the latter needs to be embedded more robustly in the system.

9.5.2 Inclusion: Inclusion continues to be narrowly defined and transacted to mean inclusion of children with disability and does not include the complex forms of exclusion and the expanded and deeper forms of social and gender inclusion necessary in our context. This is reflected in the AWP&B and training modules. Hence the broader nature of exclusion-inclusion needs better explication in the system.

9.5.3 Discrimination has come down in Bihar: A predominant sense JRM members got from education officers and administration was that discrimination has come down in Bihar. These may be owing to various reasons – the assertion of middle castes, the higher rates of SC, ST and girl children in schools or others. Hence there was little attention paid to these issues in the education system without recognizing the need to verify these perceptions with the marginalized sections themselves[#]. The education system does not provide opportunities for the marginalized

sections to voice their issues and problems even as part of the SMCs, which are more or less non-functional at this point in time.

9.5.4: Perception that members of the reserved category are more corrupt: A teacher representative functionary reported similar sentiments during the JRM visit, once again showing that caste or other discriminations continue to be dominant part of the reality.

9.6. Recommendations:

1. Expand the 'social equity-inclusion' dimensions of quality education building conceptual clarity, curriculum, reading materials, teacher education and monitoring mechanisms.
2. Include the contextual issues of children from SC, ST and Muslim communities in teacher training curriculum, training modules. Ensure adequate and up to date reading materials on these in the TE institutes.
3. Create healthy environment for students to debate and discuss issues of SC, ST, Muslim and girl children as well as their communities in respectful manner, creating opportunities for them to interrogate their own perceptions and beliefs.
4. Create opportunities for student-teachers to have guest lectures on these issues with experts and practitioners in these from a wider human rights perspective.
5. Equip teachers with skills to promote inclusion actions with children in schools
6. Equip tola sevaks and talimi markaz with skills to better support children, schools and communities
7. Enroll local civil society organizations with have track records on working with marginalized communities to collaborate with teacher education institutions and processes.
8. Undertake research that focused on the issues of SC, ST, Muslim children, girl children, migrant children, urban poor children etc as part of their training.
9. Involve PRI/ULB/SMC members from the marginalized communities to share their experiences and strategies to eliminate discrimination of all sorts from schools/class rooms.
10. Include social equity and social inclusion as indicators for quality under Samjhe – Seeken or any other monitoring – CCE formats used in the schools.
11. Ensure disaggregated data and tracking of the school participation and learning of the most vulnerable sections and take necessary corrective actions.
12. Ensure that specific funds like Scheduled Caste Sub Plan, Tribal Sub Plan and Minority funds in education are used strategically to support specific needs of these children and promote inclusion.
13. TE and Curricula must gendered and inclusive with special reference to article 29/35 RTE

10. Subject-specific Issues in Teacher Education

The team was interested in looking into the elements that comprise teacher education curriculum. Too often, policy and programmatic aspects take precedence over what is being taught. The issues discussed in this section are applicable for both pre- and in-service teacher education.

10. Subject-Specific Issues in Teacher Education

While this DIET does have a library which was opened just a few months ago by the new DIET Principal, most of the books are quite dusty and outdated, and according to the students quite hard to find.

The team studied the D.Ed. Curriculum of 2009 and have reflected as follows:

10.1 Strengthening the foundational theory disciplines : Foundational theory course build up critical attitudes among the students. The function of these courses is formative in nature as they influence the values and beliefs of the teachers. Philosophical vision, psychological insight, sociological concern and historical perspective together educate the person within a teacher and hence a revitalization of these courses is urgently called for. For instance, a philosophical study cannot be confined to a mere familiarization with the different philosophical schools or with the views of various thinkers. Any philosophical study that ignores the questions of theory of knowledge and nature of reality would fail to meet its objective of cultivating a philosophical approach among our teachers.

10.2 Developing subject specific theory of knowledge : A fundamental assumption that seems to underpin the teacher education curricula, in general, is that questions of axiology, ontology and epistemology can be raised only as part of foundational theory courses but this tendency needs to be rethought. These core issues need to be extended to the pedagogical content if we are to build an adequate response among the future teachers. Here the emphasis rests upon the nature of subject matter as distinguished from its organization as subjects. Students need to engage with the ways in which knowledge in different disciplines is generated, validated and represented in texts. The focus in general disciplinary courses at undergraduate or post graduate level is largely on the products of academic endeavors and on clever problem solving. There is hardly any scope time wise or content wise to go much beyond procedures and algorithms. Teacher preparation programmes are an appropriate juncture to encourage future teachers to revisit and reconstruct disciplinary knowledge from a meta perspective.

10.3 Facilitating theory based practice The apparent tension between theory and practice in education needs to be suitably addressed. The practice has to be in consonance with our understanding of the subject, learners and pedagogy. If we view learners not as blank slates but as individuals who bring a wealth of prior knowledge to class and who construct their own knowledge, then our curricular choices and classroom practices have also to be depictive of this stance. Dichotomized lesson plans that view teaching learning in terms of teachers' activities as

explaining, demonstrating etc. and learners' activities as listening carefully, responding to teachers' questions etc militate against our contemporary view of learners and teaching learning and therefore need to be revised.

10.4 Building in reflection into teacher preparation Theoretically, educationists worldwide now advocate the need to help future teachers evolve into 'reflective practitioners'. Day to day teaching provides the teachers with many opportunities to reflect on broader issues and interpret their experiences in light of these issues. For instance, an analysis of common errors made by students in a particular subject may encourage the teacher to analyze these errors and provide her with useful insights into the way children learn. Encouraging teachers to record and reflect on these observations can help sharpen their analytical skills and help them grow as professionals. Innovative programmes of teacher education encourage their interns to maintain reflective journals. This could be a useful exercise and could be helpful in crystallization of reflection as an intellectual habit.

10.5 EVS in BCF-2008 **:** BCF 2008 suggests that while in grades I and II, there should be no textbook in EVS but from grade III onward there should be two textbooks in EVS, one that relates to natural objects and events and the other which has society as its focus. Though the document advocates an integrated view of knowledge, yet it digresses from the NCF 2005 perspective in a significant way by suggesting two separate textbooks in EVS from grade 3 onward but does not build a powerful argument for it.

10.6 Science at higher secondary level in BCF-2008 **:** BCF-2008 suggests that science at higher secondary stage may be split into academic and vocational streams with there being a difference in perspective of the two streams. It is suggested that in 'vocational' stream, the 'application aspect' of science should be emphasized. This kind of fractured view of higher secondary science is indeed questionable. It may be pointed out that it is important for all students to engage with the theoretical as well as 'application aspect' of science. The intellectual vs. vocational dichotomy not only creates undesirable and hierarchical categories of knowledge but also siphons off several potential scientists early from the mainstream by bracketing them into a specific category and putting general education out of their reach

10.7Arriving at a shared understanding of science and science education To make any kind of meaningful intervention in science, it is important that all stakeholders across all levels come together at a common platform and discuss core questions pertaining to the nature of the discipline such as 'what is science', 'how is science done' or 'how do children learn science' etc. Efforts and events such as 'science exhibitions' or 'vigyan sangoshthis' may be reduced to mere tokenisms if they do not resonate with the common vision of science and to build this vision there would have to be provided a space for dialogue and debate among administrators, children, community, teacher educators and teachers.

10.8 Making research inform practice **T**here is extensive research being carried out in the area of science education but there are no systemic mechanisms that ensure that teachers take this research into account while working out the teaching learning strategies for their students. Specifically in science we find that in recent past, an enormous amount of research has been conducted on children's ideas, the way they learn and the common errors they commit. However,

this understanding does not seem to have fed into the regular classroom practices of teachers. One way of instituting reform in science education would be that teachers, while they are being prepared for their profession, are trained to make use of the available research evidence to plan their teaching learning sessions.

10.9 Understanding Sociology of science : For long science has been looked at as an objective, de contextualized, value neutral subject that is free from the subjectivity that was thought to be a characteristic of the social studies. Interestingly science as a discipline affirmed its superiority over other disciplines primarily because of its apparent objectivity. As our understanding has matured, we have realized that this blinkered and monolithic perception of science does not gel with the way science has historically progressed. For instance, it is quite possible that two scientists investigating the same problem under same conditions may end up getting different results or draw different inferences from the same results. Indeed subjectivity steps in the moment a scientist chooses to investigate a *particular* problem because the problem itself is determined by the prevalent paradigm. It is important that our future science teachers come to view science realistically. Issues such as those of culture, class and gender in science will have to be raised as significant part of science education curricula during teacher preparation.

11. Teacher Professionalism and Working Conditions

Achievements: Bihar has succeeded in the unprecedented effort of recruiting over 2 lakh teachers over the last few years. While still short of the required teacher : pupil ratio, nevertheless, schools do have teachers. The actual requirement of teachers on the ground is proving to be difficult to estimate accurately as several children are enrolled both in the government school and also in teaching shops and private schools. These children do not come to school regularly. In Bihar, parents still prefer that their children. Principal Secretary pointed out that it would not be possible for teachers to be paid Pay Commission scales as the State finances cannot support such outlays. He however agreed that teachers must be able to look forward to career enhancement. He cited the Shiksha karmi experience, and said this is the model they are looking at for the Niyojit teachers in Bihar. This model involves raises in teacher salaries at 8 different stages that is tied to performance at each stage, so that those teachers who fulfill performance criteria, would end up being paid on par with teachers recruited under sanctioned posts.

Children sit and study quietly since their teacher is away at a monthly CRC meeting.

Concerns

11.1 Classroom working conditions including PTR and classroom space: Teachers' practice depends not only on their own abilities or even desire to teach well, but as much on the conditions, expectations and rules of engagement of their working environment. Research suggests that teachers in many parts of the country are struggling with low levels of energy and motivation, and high levels of dissatisfaction. This was indeed found to be the case among teachers in Bihar. The JRM team's meeting with a group of Civil Society Organizations brought sharply to focus that in many schools, just 2 hours of actual teaching takes place, children do not stay after Mid-day meal; teachers are tired, dispirited and there is no energy in schools. During the team's visits to schools and classrooms, it was not surprising to see why teachers were far from able to implement rhetoric such as activity-based learning – it would require a superhuman teacher to implement such pedagogy in a class with 90 children crammed into a tiny and dingy room, some on benches and most sitting crowded on the floor, with little more than a blackboard as a resource – it is no wonder that teachers fall back to textbook-centred teaching in such conditions. The conditions are far from ideal for the realization of quality teaching. In one school that the team visited in Betia (West Champaran district), there were 983 students for only 10 teachers. The PTR varied from 70 to 147 (most classes ranged from 78 to 95). Even more shocking was the condition of the primary section: not only were there no classrooms for them, but they had merely 2 teachers handling nearly 500 children all sitting underneath a tree in an

open ground behind the school. Indeed, when one looks at the state-level figures, it turns out 85% primary and 89% upper primary schools have adverse PTR, while 64% primary and 89% upper primary schools have adverse Student-Classroom Ratio. Many of the new classrooms sanctioned under SSA are yet to be built: out of 21,419 primary classrooms sanctioned, only 11,000 have been either started or completed. Similarly, SSA has upgraded 20,182 PS to UPS but only 32,919 additional class rooms have been sanctioned for the up gradation, which is far lower than the requirement of three classrooms for upper primary. 870 schools do not have black board, 5645 schools (8%) do not have drinking water facility, 43,383 schools (63%) do not have separate girl's toilet and 38% of the schools are single teacher (Source: PAB minutes 2012). It is positive that about 1.4 lakh teachers are in the process of being recruited, but the state will still require over a lakh more teachers even after this to fill all vacancies, which is alarming given the RTE deadline in April 2013.

11.2 Teachers' time away from teaching: Another major concern is that there seem to be many things that are actually keeping teachers away from just being in the classroom helping children learn. In many of the schools that the JRM team visited, there were often at least 2 or 3 classrooms without any teacher present: either the school had only 2-3 teachers available, or half the teachers had been sent away for CRC-level meetings. In these classrooms students were just sitting by themselves either reading/ memorizing the textbook, or without much to do. In one discussion with teachers at a CRC meeting, when the JRM team asked teachers what were the problems due to which children were not learning adequately, an overwhelming majority of teachers said that they were not able to focus on teaching due to being burdened with many non-teaching duties: e.g. teachers are given the charge of managing the whole Mid-day Meal process (which earlier was much easier when this was handled by Mahila Samakhya groups); they also need to oversee Civil Works, are sent out for census and election duties, oversee the disbursement of entitlements and scholarships, and are often asked to fill up repeated formats sometimes with the same data time and again. For example, currently there are many different types of formats and initiatives which require schools to provide data. for e.g.: School and Teacher Report Cards, DISE, SSA Quarterly Progress Reports, Samjhe Shikhe, etc. With so many non-teaching duties, teachers cannot be expected to have the time to do the considerable preparation and review that is needed for things like activity-based learning and CCE, which are needed to ensure children learn and which require a lot of time outside the class time. The teachers' cry seems to be: 'if you just let us teach, our children will learn'.

11.3 Teacher Salaries and Career Progression opportunities: In many discussions with teachers and civil society groups, the high disparity in teacher salary scales was repeatedly highlighted as a major source of teachers' discontent, poor motivation and non-cooperation. Currently, new teachers hired (known as 'Niyojit' teachers) earn Rs. 7000 if they are trained and Rs. 6000 if untrained, with increments of Rs. 500 and Rs. 300 to trained and untrained teachers respectively available every 3 years for those who clear a departmental exam conducted centrally by SCERT. This means that even if you are a trained teacher who joins the profession, after 20 years of working well and receiving all increments, the highest you could earn is only about Rs. 11,000. In contrast, all teachers working under the old pay scale, which is about a third of Bihar's teachers, earn about Rs. 40,000. This creates a huge inequality among working teachers, and very little incentive for even a committed teacher to work well with no prospect of a decent salary or working conditions. This was cited by teachers as being also linked to an issue of

dignity – teachers said they felt humiliated that they were referred to as the '6,000 Rs. Teachers'. Thus besides an urgent need to sort out the salary disparities, there also needs to be some mechanism for measuring teachers' performance based on basic professional standards for teachers agreed upon by teachers and teacher managers, and for linking salary increments to good performance, rather than basing these on clearing an exam which does not have any impact on teacher performance. Moreover, besides the salary increments, there are hardly any incentives for teachers who show a high level of classroom attendance, commitment and performance on the job. The lack of promotion opportunities and other incentives for good teacher performance have been cited by research as key factors hindering teacher motivation and commitment. Avenues should be created for teachers' promotion and career mobility, like in Kerala and Tamil Nadu where teachers are encouraged to upgrade their educational qualifications, are granted leave to study and take examinations, and are given opportunities to move up the education system ladder to join a high school, DIET or even become an SCERT Director.

11.4 Changing the culture of the school, promoting a culture of teacher professionalism: A careful look also needs to be given to addressing poor levels of motivation and commitment to the job by creating a culture of professionalism among teachers, in addition to improving their working conditions. First of all this requires shifting the whole culture of the school and education system, from a hierarchical top-down culture that sees teachers as lowly recipients and implementers of instructions, to one that shows that it values teachers and seeks their equal collaboration and inputs as professionals. Many teachers that the JRM team interacted with repeatedly pointed out the issue of teachers' dignity, and voiced that teachers' dignity was being undermined not only by the salary disparity, but also when they were made to go house to house to bring in children who are out of school, or when there is not proper toilets and water in the training venue, or that they felt humiliated when parents came to fight for the scholarship money, or even by the way that they were treated by administrators. Teachers said they often feel anxious or scared even at the sound of the officer's vehicle pulling in to the school compound; they would like instead to be treated in a friendly manner by administrative officers. Perhaps there needs to be some orientation for administrative officers on their attitudes toward teachers and working with them in a more collaborative mode of partnership rather than as 'inspectors'. A system that truly values teachers needs to create spaces for teachers to have input and influence over school practices that contribute to enhanced teacher motivation and commitment, and to be involved more in policy dialogues. Moreover, there is currently no provision for the teachers of the same school to sit together and discuss the problems that the school is facing, or what measures they can take to improve students' attendance and learning, or to discuss other academic issues, to create a culture of professional collaboration in the school. Finally, other systems of appreciating well-performing teachers need to be initiated, such as giving innovative teachers a chance to share during CRC or BRC meetings, or other ways to affirm the good work they are doing.

Recommendations:

1. In order to make teachers' working conditions conducive to quality teaching and also in light of the RTE deadline regarding school-based PTR, there is urgent need to expedite the process of filling up all teacher vacancies and rationalizing the pupil-teacher ratio. The state leadership should institute a good strategy of supportive incentives to get teachers to move to remote rural locations, especially those with predominantly marginalized communities.

2. A variety of urgent measures need to be taken to ensure that teachers are freed from non-teaching duties and that they have sufficient time both in and out of the classroom to plan, teach, and review children's learning progress. First, a look needs to be taken at all the non-teaching works that teachers currently have, and whatever can be delegated to others should: for example, management of Mid-day Meals could be re-assigned to Mahila Samakhya groups; or one extra clerical person could be provided at the school to do the various clerical/ data collection/ non-academic work that is needed, as per one DEO's suggestion.

3. Various formats that teachers/ schools are required to fill need to be relooked at, rationalized and streamlined to avoid repetition and reduce the time needed for filling them. The frequency of data reporting also needs to be carefully considered: for example under the new Teacher Report Cards, asking teachers to fill up a list of 70 questions three times a year may not be needed, when once or twice a year may equally serve the purpose since many of the answers may not change in just a few months.

4. Alternatives need to be explored in consultation with teachers for holding BRC/CRC trainings in ways that do not interfere with children's learning. For examples, CRC trainings could be held on one Saturday a month. Another option could be to implement a system of substitute teachers, where Tola Sevaks or educated youth from the community or retired teachers are provided a lesson plan and paid a basic stipend to facilitate children's learning activities if the teacher is away or absent for a day or two. There are also a large number of bi-lateral and NGO initiatives in schools, and teachers (and teacher educators) are often away from their work for weeks due to training. There is need to rationalize the periods when different trainings take place so that children get their full 200/220 days of teaching in a year.

5. There needs to be some consultation with teachers to come to some agreeable solution to the issue of salary disparity for *Niyogit* teachers, by creating more scope for salary increments and career mobility linked to good performance.

6. The state needs to put in place a mechanism for measuring teachers' performance based on basic professional standards for teachers agreed upon by teachers and teacher managers, and for linking salary increments to good performance.

7. Steps need to be taken to shift the culture of the school and education system to one that values teachers' dignity and seeks their equal collaboration and inputs as professionals, for example through the following measures:

a.   Involving teachers themselves in formulating policies and programmes that affect them, inviting their input into school decisions, in determining training needs and topics, and in designing training modules
b.   Some orientation should be given to Administrative and Monitoring officials on building caring and democratic relationships with teachers, and working with them in a more collaborative mode of partnership rather than as 'inspectors'

9.Steps need to be taken to encourage a culture of professionalism, reflection and collaboration among teachers, such as:

a.   A mechanism for the teachers of the same school to sit together at least once or twice a month, to discuss the problems that the school is facing, and what measures they can take to improve students' attendance and learning.

b.   Providing affirmation and support to well-performing teachers, and bringing role models to the forefront - Any examples of good practices should be publically appreciated, documented and disseminated, to create an environment where teachers are motivated to experiment new things.

c.   Creating forums for a Learning Community of teachers and educators, including platforms and mechanisms which enable teachers to interact as professionals, not only among themselves but also with other professionals such as scientists, scholars and college teachers, to use libraries, laboratories or internet facilities, to access interesting teaching and learning material, meet other teachers and educators, and attend workshops of their choice

d.   Encouraging a culture of lifelong learning, instilling in teachers a love of reading, a desire to improve, helping them identify areas in which they want to grow, and providing exposure to good reading materials

12.Capacity Building and Leadership for TE

Children sit idle with nothing to do while their teacher is away.

Capacity Building and Leadership for TE

All training modules recognize the diversity of children in our schools, with information on the context and issues of the various groups of children. This should necessarily include issues of SC, ST, Muslim minority children, girl children, children with disability, children in various difficult contexts like conflict, disaster, difficult to access etc. A more deeper and nuanced approach of multiple deprivations, inter-sectional exclusions need also integrated in the understanding on equity and inclusion and must be reflected in the training of the teachers, not incorporated into the training module.

Recommendations

i.   The academic preparation for all TEIs to work together once linked, is a huge task requiring massive preparations and capacity building. This exercise needs to be immediately engaged in with support of a strong network of academics, drawn from institutions of higher

education and research institutions. There is indeed a pressing need for capacity-building of Teacher Educators at all levels, need for Training of administrators on Quality issues/ beliefs and attitudes, HOS, Induction to teacher educators.

ii.   The freeing of BRCCs and CRCCs needs to be taken forward further by determining the reporting hierarchy. These accountability procedures must factor in feedback from teachers who the CRCs and BRCs engage with; the DIETs, and SCERTs as these are the academic structures on the ground. DIETs, SCERTs must be oriented towards building their capacities to perform the supporting and reporting role. Currently, teacher education heads report to the Block and district level officers of the Department of HRD, who perform administrative functions.

iii.   The capacity building of teacher educators would require academic refreshers to ensure both academic content and pedagogic expertise. The capacity building process, from what the JRM could ascertain, appears to focus on team building, personal capacity building, which are necessary but not sufficient condition for effective capacity building of teacher educators. The Government of Bihar needs to urgently revive and initiate institutions of higher education in the State where the newly recruited teacher educators can enroll for carefully structured courses on distance be encouraged to take such courses in any university. According the Bihar Common School Commission Report, Bihar has a requirement of 4000 teacher educators, and the process needs to be on-going. A carefully worked out teacher: teacher educator ratio needs to be worked out, akin to student: teacher ratio in RTE. Such large numbers of teachers being re-deployed as teacher educators will leave a shortage of teachers on the ground, hence these numbers need to be added to the number of teachers needed for schools.

iv.   The Government of Bihar has initiated a process for in-situ teacher support, inside the schools where the teachers teach, apart from training at the site of CRC. In principle, this is a welcome step.

v.   The idea of CRC co-coordinators visiting the schools and observing classroom practices and offering support is good in principle. It must be implemented, primarily to develop a partnership of engagement between CRCs and schools. However, to assume that the CRCC will be able to provide solutions to real life classroom problems and challenges by being in the classroom is unrealistic. Reality issues are complex, and do not lend themselves to immediate quick fix solutions. They require observation, acknowledgement, reflection, sharing especially with fellow teachers, and from diverse settings including the research community, tentative ideas, experimentation, learning. It is recommended that while such school engagement is put in place, a more structured reflection of experiences especially among teachers themselves needs to be put in place.

vi.   The Government of Bihar has sanctioned a sum of Rs. 2 lakh per DIET for library resources. Learning resources are of utmost importance to teacher education, especially print materials in Hindi for both student teachers and teacher educators. These resources, if used well, can create an ambience of co-learning that is invaluable for both teachers and educators. The sanction of Rs. 2 lakhs for library has not yet reached the DIETs. Even when it does, it needs careful thought for best use. Materials need to be carefully chosen, and student teachers and teacher educators, themselves with poor experience of their own education need to be carefully introduced to the materials. This will require academic resource persons who are familiar with the materials, make the materials available freely to students and engage with them in representative but close reading, seek opinions, and generate discussions, elicit responses on whether the readings are pertinent to the readers, if yes, why, if not, why. In short, mere supply of resources, unless accompanied with engagement with both materials and readers is not likely

to be useful and could well be seen as a burden. The team was able to demonstrate such an exercise in one DIET during the visit to good effect.

Capacity building-areas requiring attention

a.   Education Domain Understanding, Teacher Professional Development, Social Context and Social Orientation, Communication and Facilitation, Strategic Planning, Building and Managing Relationships, Analytical thinking

b.   Suggested Areas for teacher educators– Teacher Professional Development, Domain and Subject Knowledge, Communication and Facilitation, Social Context and Social Orientation, Research. Teacher educators must have three to five years classroom teaching experience at the elementary level. They must develop a rigorous selection process based on the competency framework.

c.   Capacity building for all teacher educators:
- Subject/domain knowledge (assess procedural and conceptual understanding)
- Observation of classroom processes (assess facilitation, student-teacher relationship, social orientation, understanding of pedagogy)
- Interviews (should assess analytical skills; understanding of education and teacher professional development)
- Specially-designed psychometric tests for attitude/personality
- Analysis of applicant's previous experience in terms of attempts at innovation and experiments
- Design relevant and rigorous preparation and continuous development programs for those selected
- Suggested Areas – Perspective and Vision, Domain understanding, Pedagogic Content Knowledge, Teacher Professional Development, Leadership, Research.
- All selected candidates should go through programs depending on their levels of preparation and areas of need.
- Institute a "re-licensing/re-certification" process every five years for those leaders and faculty who enter this stream
- This is a critical part of having a separate cadre of academic resource people
- This process should include analysis of the experience so far; understanding of current issues in education and teacher professional development; enhancement of subject understanding
- Provide a strong and clear career path for those selected

13.   Developing Collective Vision and Outcomes-based Plans for TE

Achievements:

13.1. It is good to note that the leadership at State level seems quite intent and confident in bringing changes in the quality of schools and teacher education in the next few years. One significant step towards outlining an articulated vision towards education quality has been in the development of Bihar Curriculum Framework 2008 and its subsequent translation into textbooks. Moreover, in Jan 2011 the Principal Secretary HRD and Director SCERT along with UNICEF organized a 5-day consultation to develop a roadmap for reviving the Teacher Education

Institutions in Bihar. This resulted in quite a comprehensive document with short-term and medium-term recommendations for reviving teacher education in the state.

Concerns:

13.2   Collective visioning process around quality education

Although the top level administrative leadership at state level had some idea of changes they wished to bring in education, unfortunately this kind of vision was not evident across all levels and stakeholders, and many of the stakeholders were not even aware of the initiatives being planned from the top. The general impression even among administrators is that getting children into schools and attending more regularly is the major battle and that once that happens the rest will sort itself out. However evidence has shown that what happens inside the classroom is equally important in determining whether or not children learn – but there seems to be little clear vision at all levels about what the state means by quality education and what are the changes desired in classroom processes and relationships. There is need for wide scale mass collective discussions across the state involving parents, children, community leaders, teachers, NGOs, media, professionals, administrators, trainers, academics, etc. to develop a shared understanding of what we mean by quality education and what quality changes the state intends to bring about, including large-scale discussion of policy documents such as NCF 2005, BCF 2008, RTE 2009. (Sadly it was found during several of the visits that even within DIETs, many had not even heard of NCF 2005 or knew very little about RTE 2009). This could be done through a combination of media advocacy, TV and newspaper spots, organizing seminars and workshops on these issues, collaborative discussions and visioning workshops at various levels of the system. Through this process, a collective model can emerge that is commonly shared by society in general and teachers in particular, to answer the question "What kind of a teacher are we looking for?", which can lead to a long-term perspective on teacher training for achieving this vision, keeping in mind the current ground realities and the step-by-step efforts needed to achieve these goals. Similarly, there is strong need for institutional vision-building especially of Teacher Education Institutes, BRC/CRCs, and ultimately schools – for each of these institutions to sit together with all stakeholders (including community, NGOs, teachers, administrators) and design their own vision of how they wish to develop as an institution in the next 5 years. While this kind of visioning process is mandated for schools under RTE through the SMC and School Development Plans (SDPs), strategies to facilitate these are currently not in place.

13.3   Long-term plan for Quality Education including Teacher Education

Despite a lot of work having been done over the last 5-6 years, many of the interventions tend to be episodic, moving from activity to activity. There is little co-ordination between activities, and a coherent understanding has not developed among teachers and teacher educators. For instance, Bihar was one the few states that has developed its State Curriculum Framework for School Education, prepared new textbooks, and prepared new syllabi for D.Ed., but these are not converged or iterated. Such convergence is also not very evident in the planning and coordination between budgets and plans for SSA and for Teacher Education, and for various interventions such as LEP (Learning Enhancement Programme under SSA), different training programmes, etc.; planning seems to be more event- or input-oriented, rather than converging based on a rigorous analysis of gaps in the teaching learning process. Indeed, an impact evaluation of in-service training programmes in the state (Singh 2006) found that one of the major reasons training programmes are not having the desired impact in classrooms in Bihar is

that planning is largely done in a project-style with isolated events and less attention to context, long-term continuity and synergistic area-wise planning needed to create the critical mass for change. There needs to be much greater convergence in thinking between the SSA and TE schemes, and to see teacher education in continuation with school education, as one tool for achieving quality education in schools over a long-term perspective.

13.4   Setting clear expected outcomes for children, teachers and TEIs

For the most part, TEIs in the state seem to operate on the 'input' mode which is not linked with processes and most important outcomes which is assumed as a given. The time needed for planning, preparation and the academic resources required have to be factored in; clear goals set, and performance indicators at the level of the child's learning set out *before* initiating activities. This is applicable to all TEI activities: it is not sufficient to simply plan routine training programmes every year; there needs to first be a clear spelling out of what concrete changes will be brought about in teachers and ultimately in children's learning as a result of the training – which should form the basis for how the programme is designed and for monitoring the program's impact. Even the Annual Work Plan 2012-13 submitted by the state for the TE scheme seemed to focus more on quantitative measures of budgets and *inputs* such as numbers of buildings, routine trainings to be conducted, etc., rather than presenting a clear vision for the *outcomes* that will be achieved for teachers and TEIs as a result of all the activities, and steps to achieve this vision. There needs to be a much more rigorous collective planning process to develop a long-term perspective plan for at least 5 years, and for each year within that, based on 1. concrete goals for Teacher Education with expected outcomes in each area, 2. a deeper analysis of what are the issues or barriers preventing the state from achieving desired changes in classrooms/children's learning, 3. a coherent set of strategies and processes for overcoming identified barriers including what they will do *differently* this year and how, 4. clear responsibility and timeline for each action proposed, and 5. strong monitoring/support mechanisms for ensuring results.

13.5   Wide-scale consultations with all stakeholders

In general, the JRM team found a tendency to make major decisions and policy changes in a rather top-down manner without consulting the people who will be most significantly affected by such decisions – especially teachers. For example, the state is in the process of introducing School and Teacher Report cards where each teacher will have to fill out a list of 70 indicators, three times a year, in addition to other formats they are already required to fill. While this measure is intended for promoting teacher reflection and self-development, it will mean a further increase in the teacher's workload, but it is not clear to what extent teachers were consulted and involved in developing this initiative which is meant for their own self-development. Such top-down processes understandably end up creating lack of ownership and resistance from teachers as well as other stakeholders who are affected by the decisions. In fact, rather than an atmosphere of trust and democratic collaborative problem-solving, there seems to be a fair degree of animosity between different groups of educational stakeholders. For e.g.: between parents and teachers, between teachers and administrators, etc.

Recommendations:

1.   The state should initiate a state-wide campaign with wide scale discussions to develop a shared collective understanding of what we mean by quality education and what quality changes the state intends to bring about, including large-scale discussion of policy documents such as NCF 2005, BCF 2008, RTE 2009. This should involve parents, children, community leaders, teachers, NGOs, media, professionals, administrators, trainers, academics, etc., and could be done through a combination of media advocacy, TV and newspaper spots, seminars and workshops, collaborative discussions and visioning workshops at various levels of the system.

2.   The state should initiate a process of institutional vision-building where each institution (Teacher Education Institutes, BRC/CRCs, and schools) sits together with all stakeholders (including community, NGOs, teachers, administrators) to design their own vision of how they wish to develop as an institution in the next few years.

3.   There needs to be much greater convergence in thinking, planning, and institutional linkages between the SSA and TE schemes, and to see teacher education in continuation with school education.

4.   The state should immediately initiate collective planning process involving a variety of stakeholders (universities, NGOs, TEIs, teachers, private partners, national RPs, etc.) for developing a long-term, outcome-based 5-year Roadmap for Teacher Education reform, with clear expected outcomes for children and teachers, and detailed processes to achieve this vision. (This may be made a condition for the next release of funds under the TE scheme)

5.   The state should initiate mechanisms (e.g. bimonthly meetings at block or district levels) where the voices of teachers, communities, NGOs and other ground-level stakeholders can be heard, and where they together discuss issues and collaboratively come up with solutions to solve existing problems towards improving quality of education, or to obtain feedback on state-designed interventions.

14.   Partnerships in Teacher Education: Universities, CSOs, INGOs and PPP

14.1 Civil Society Organization partnerships

The JRM team had the opportunity to interact with members of the civil society organizations and learn from their experiences at the state level as well as in West Champaran of working with children and communities in diverse arenas including education. This provided important insights into their engagement in education as well as how community and wider society perceive the education system and children's learning. Significantly the civil society organizations were concerned about the huge challenges in the field of education, in particular, translating the right to education to every child in the state. There was concern that the government efforts were piecemeal at the state level and did not present the coordinated long-term strategies necessary to turn the system around. Most of all the government efforts did not bear fruits in the functioning of schools on various fronts –teacher responsibilities, community engagement and children's learning. There was all-round concern that children, particularly from the marginalized sections of society largely do not find schools enjoyable.

14.1.1 **On the Positive:**

On the positive side, the state has been a leader in civil society engagement for social change, with a long history in pursuit of social transformation. The Jay Prakash movement was national call for social change. The movement in addition to giving national call had brought backward and Musahar communities into the process. Many of these movement activists later created civil society organizations and continue to work with these communities in various spheres including education. In addition, there are many civil society organizations spread across the state, some well known and many not so known, some more engaged with the state and some not so engaged. The state has periodically utilized their expertise in research, consultations and as sounding boards. The experiences of Vidya Bhavan Society in developing Bihar Curriculum Framework (BCF), the partnership with Nari Gunjan for promoting education among Musahar girls, East and West Society in building a framework for education, Aga Khan Foundation on early childhood education, Save the children for teacher education are well known. In addition, civil society interventions have clearly influenced the state in developing education strategies for the most marginalized communities. Tola Sevaks and Talimi Markaz, Uthan Kendra in many ways scale up and carry forward strategies adopted by civil society organizations. Thus, instances of collaborative efforts between the government and the civil society organizations exist that can be further expanded to promote all children's right to education. Though not engaged as civil society organizations, promoting Tola Sevaks and Talime Markaz from the Mahadalit and Muslim communities, is a bold and important step to promote education in these communities. For the first time, these communities feel connected to the state in a large manner. Positive outcomes are also reported in anecdotal fashion in the absence of any systematic planning, support or monitoring of their work. Review of their roles and responsibilities, more robust capacity building for them, and putting in place an administrative mechanism that can combine the strengths of the government and civil society organizations would be an ideal process to promote education for ALL children, with focused attention on the children of the marginalized communities-the SC, ST, OBC, Muslims, girls; urban and rural poor.

14.1.2 **Challenges and Concerns-The enormity of the challenge:**

The biggest challenge in promoting the right of all children to education is the enormity of the task in terms of scale, community engagement, support to teachers, various levels of facilitative processes, application to individual/group children's needs, consistency and rigor in improving school standards, meeting curriculum needs, pedagogy processes, to name just a few. Surely this has not been possible in other countries without diverse stakeholders coming together in a massive scale to give it the initial push and build systems that will follow it up. The Shiksha ka Haq Abhiyan meant to create such a push unfortunately did not carry it so. The State needs to build systemic collaboration with civil society organizations to promote ALL children's right to education as an important step.

14.1.3 **Engaging the agency of the marginalized themselves:**

Education demands nuanced and dynamic interventions to make it relevant, contextual, ***inclusive#***, and progressive to meet current and futurist needs of concerned communities. The agency of the concerned communities in bringing in their needs, aspirations, knowledge and cooperation needs to take centre-stage to ensure its fit to ALL children. In this context, the role of the marginalized communities needs special recognition. As mentioned earlier, the current education system, content and methodologies are informed by dominant perspectives and thus lacks in integrating the

perspectives of diverse groups that are marginalized from the education system and processes. Educated youth from the marginalized communities have promoted civil society organizations and work in remote corners of the state. Engaging these organizations provide greater value in translating the policies and provisions to the community level and building sustainability in the processes.

14.1.4 Partnership Relationship:

Collaboration between the state and civil society organizations need be laid on a genuine partnership model recognizing each other's roles, strength and limitations. The state has power and resources on its side, while the civil society organizations bring in community rapport, passion and specialized expertise. The two has proven complementary, constructive and creative in many initiatives and can be once again engaged within the realm of promoting mass quality education. Trust and respect become   central.

14.1.5 Systematic capacity building and engagement with the Tola Sevak and Talime Markaz:

As mentioned earlier these two come from communities with the poorest education indicators. However more thinking needs to be on how they are structured, how they interface with schools and the education administration, what capacities they need, how they are monitored etc. At present, their energy is being spent in many ways including teaching in schools, which is not desirable.

14.1.5 Recommendations/ Possible Strategies Ahead:

a. Map civil society organizations located across the state including small community led ones in remote corners of the state and invite them to be part of the 'education for all' process. The Shiksha ka Haq is a good concept, re-visiting its original form and strategy.

b. **Creating formal spaces** for regular planning/review meetings between government and civil society organization platforms at the block/district/state levels (given the very limited space at the cluster, it may not be feasible to add a layer at the cluster). These need be formalized at the various levels meeting together on monthly basis to review how schools function and children learn. It is recommended that this does not become a process of financing individual civil society organizations, but collective planning and review processes where the costs of travel and meetings are absorbed by the government. It is recommended that based on commonly identified needs/strategies, government provides support to the civil society platform at block/district/state levels to implement time bound, specific interventions with clearly identified outputs where the government and the civil society plays complementary and supportive roles. Experiences in Andhra Pradesh between civil society organizations with the rural development department over the past few years may provide some lessons in this direction. An important space is also for identified civil society organizations to engage with various teacher training processes. They can contribute considerably to the in-service teacher trainings at the cluster and block levels bringing in their community knowledge and rapport as well as facilitation skills.

c. **Identify experts** among civil society organizations that can contribute to specialized tasks in education be they curriculum building, pedagogy etc. Care should however be taken to consult the wider civil society forums and communities in this regard. These engagements can be based on

funding arrangements between the government and individual organizations. Some important areas in which civil society organizations in Bihar are already engaged with schools and communities are in i) strengthening Meena Manches, ii) strengthening Bal Sansads, iii) promoting inclusion and energy through khel-se-mel. These initiatives can be spread to cover all schools and the Tola Sevaks and Talime Markaz can be effectively engaged in promoting these three processes to energize schools. The International Non-Government Organizations (INGOs) have international experience and expertise in specific areas and can prove important allies in promoting various dimensions in education.

d. **Hold large celebrations** to promote confidence and sense of progress in the community: Hold education celebrations at various levels, block/district and state with different stakeholders bringing children and community together to create confidence among them about the intentions and efforts of the government. These become spaces for innovation and inspiration for all. Civil society organization can be effectively engaged to create these processes. **Re-strategize the organizational** ways of engaging with Tola Sevaks and Talime Markaz. A possible and tested structure is along the lines of the Mahila Samakhya programme.

14.2 Universities

HEI support to teacher education in Bihar is poor and limited to a few B.Ed., M.Ed. degrees. This has to change. The breadth and depth of academic support required, the large variety of disciplines that encompass school and teacher education for a state requires nothing less than institutionalized structures such as State University of Education with both face-to-face and distance modes. Continuous external support of the range required is not feasible in the long run.

Discipline based resource groups at block level such as the sociology of education group, Mathematics groups are required to keep alive academic curiosity and innovation. Independent conferences, Networks such as Research Associations can be considered under CSR.

Patna University Department of education must urgently be upgraded to IASE. The Government of Bihar is relying on Azim Premji Foundation, Homi Bhabha Centre for Science Education, Vidya Bhavan Society. It will be useful to work with all the Bihar University Departments to set up an Inter-University Centre for Elementary Education. With orientation from APF, HBCSE, VBS, they may be able to develop autonomously to become a lasting academic resource for the State of Bihar.

All TEIs need to recognize that their own effectiveness is dependent on the extent to which children learn in schools, especially children of the marginalized. Training for, and preparing a five year perspective plan as recommended by the MHRD in its guidelines could be a first step in the process. This requires strong TEI-community linkages.

The Government of Bihar has a comprehensive plan to link SMCs to PRI. In that case, SMC members will be elected as per the composition laid out in RTE. This is a welcome step. For the present, the team saw no signs of School Management Committees. The older VEC and Mata groups still exist in people's memories. The present thinking of having SMCs elected under PRI would be a good step in the direction of decentralized management and accountability

14.3 INGOs/Bi-lateral Institutions/CSR/PPP

Bihar has a long standing collaboration with UNICEF, World Bank, DfID among others. It is important to develop synergy among the work of the partners especially since all their work converges in TEIs and schools. It is also important that the work of these agencies flows into the vision of the TEIs for their own work that is arrived at by working with State Departments. If this is not done, TEI functionaries literally lurch from project to project, with hardly any time to think of their own role and work autonomously. There is need to rationalize the periods when such trainings take place so that children get their full 200 days of teaching in a year. For instance, one day every month is lost due to CRC meetings. Some team Members, during the field visits did not find evidence of the long-term efforts of agencies such as UNICEF to render the classrooms more child friendly with teaching-learning materials. Bihar has a rich history of innovative curricula, materials and pedagogical models such as BEP. It is amazing that little of these were reflected inside the schools or DIETs. The lesson to be drawn is that innovations that have not evolved from within school processes are not likely to find traction long-term. Research and development that is interwoven into teacher education and schooling with strong academic support may well yield far better results.

In collaboration with UNICEF, report cards have been prepared for students, teachers and schools. This initiative needs to be digitalized so that a beginning can be made for data base generation under CSR/PPP. TEIs currently operate on the 'input' mode which is not linked with processes and most important outcomes which is assumed as a given. The time needed for planning, preparation and the academic resources required have to be factored in; clear goals set, and performance indicators at the level of the child's learning set out *before* initiating activities. This is applicable to all TEI activities.

A helpline along the lines of Orissa's initiative could go a long way in bringing the community closer to the governance structures in school and teacher education.

15. ICT, MIS in Teacher Education

15.1 Policy context:

Information and Communication technology is a powerful tool to enhance quality, range and reach in the education sector. It can transcend biases and prejudices prevalent in society. ICT can help to leap frog over rural-urban divides, the divides due to diverse languages, traditions, socio-economic structures. It generates entirely new world of possibilities in planning, processes, research, documentation, assessment and data base creation.

The IT policy in school education recommends promotion of universal, equitable, open and free access to state-of-the-art ICT and ICT enabled tools and resources to all students and teachers. It further recommends development of   localized high quality content to enable students and teachers to partner in development and sharing digital resources through professional networks of teachers, resource persons, to catalyze and support resource sharing, content for education, guidance and counseling, academic support, management and networking of school managers

and administrators for improved efficiencies. The Information and Communication Technology Policy in School Education-2009 (Draft) Link: http://digitalknowledgecentre.in/files/2012/02/ National-Policy-on-ICT-in-education.pdf provides useful ideas for ICT which are applicable to teacher education.

15.2 Progress

The Government of Bihar has put in place an ICT Policy in 2011 which includes integration of computer literacy at school level and IT enabled training for youth. The State has committed to setting up world-class IT structure to bring in citizens services into interactive mode. SCERT has a functional web-site. All Faculty members have been provided with laptops and desk tops. The SSA has a portal. Some DIETs have internet connectivity. KGBVs have computers and they are operative everywhere with instructor in place. Most girl students use the computers. Higher secondary schools also have computer labs and instructors. District Educational offices are partly autonomous and correspond through emails. Some DIET Faculty. The State has signed an MOU with the World Bank and TESS-India to promote ICT in teacher education. The pre-service teacher education curriculum has a computer literacy component.

15.3 Concerns

There is huge technology deficit in TEIs other than SCERT. Most institutions are waiting for equipment. There is no provision for computer operators. ICT appears to be the last in the list of priorities. In-service teacher education does not include provision of basic computer skills. The State has a plan but this is not publicized or communicated to implementing functionaries. ICT is not a stand -alone concept and needs to be considered in context. Without ICT support, teachers do not get information regarding trainings on time. It restricts their pre-preparedness and holistic understanding of objectives of training programs. There is no district level database of teachers and teacher educators. The Computer literacy component at pre-service level is not being implemented due to lack of facilities in DIETs. At the ground level, functionaries have little or no orientation to ICT and its possibilities.

During JRM team's visit at various places, functionaries at various levels shared that they are often asked to fill up repeated formats sometimes with the same data. For example, currently there are many different types of formats and initiatives which require schools to provide data: Egg. School and Teacher Report Cards, DISE, SSA Quarterly Progress Reports, Samjhe Shikhe, etc.

MIS in education sector has yet to be fully supported with technology. General understanding of the bottom-link functionaries about data management is very mechanical, and it is drawn from their day-to-day experience.

School-level: Head teachers' complain is that they are more into filling vertical and horizontal formats for the purposes literally unknown to them, because, it's format that reaches to them, not the objective. They are made to spend most of their time into assisting CRCs to fill information in different settings.

Cluster-Level: At Cluster level, they are supposed to compile data from 10-12 schools regarding civil works, MDM, entitlements and scholarships, teachers' data, report cards, school-performance etc. Interestingly, BRC does not have detailed data-base of Teachers in that particular block. They depend on CRC to provide them.

Block-Level: Blocks are pooling-zone of all major academic and non-academic information. They collect from schools and flow them unto district levels. It's important to strengthen Blocks to be expert in data management. Interestingly, during our visit to two blocks in district Araria, we found them as weakest link. When asked about different formats and reports, they could not come up with any detailed basic data of the block. They shared that whenever they are asked to send any report or statistic to District, they in turn call CRCC to supply it to them.

District Level: Similar is the story at this level. They said that they too suffered with horizontal and vertical syndrome. DIET as an institution, has no such responsibility till now, but in changing set of administration, they need to have a complete detailed data base on various academic issues.

We realize that DIET is still not ready in terms of infrastructure and they are the ill-equipped centres. It was a pleasure to see DEO's office. Though it too needs lot of support, Office Automation can lead to strong MIS which is non-repetitive, interesting and most important, generating insight for future planning even at district and block level.

15.4 Recommendations:

1.ICT needs to become part of mainstream schools and teacher education curriculum and practice. The Kerala model of IT@Schools could provide useful insights in this regard.

2.Training of teachers in ICT must be a regular and on-going process. All existing modules must be inter-woven with ICT. These must be introduced in stages beginning with basic internet, emails, paint, image editing, downloading, browsing for reading materials. Gradually it can be upgraded into installation of software as teachers get into a comfort zone with ICT, introduce hardware, trouble shooting, uploading content, reading journals, publishing articles and sharing materials on web-sites, explore digital resources and sharing materials, files and presentations, social networking and cyber security, FOSS-free and open software source and thus move from computer literacy to ICT.

3.Every DIET, BRC, CRC must have their website and office automation be mandatory even if paper and voice modes are in vogue. Bio-metrics, CCTV can be explored for some functions.

4.Some DIETs must be developed as ICT hubs. Patna DIET, and office of DPO, Araria can be taken up as pilot to develop it as ICT hub, so that gradually other colleagues can learn just visiting there for their own motivation.DEO, Araria shared his vision of a fully automated office system with us. He showed keen interest in ICT and rationalizing of MIS as well.

5.For all TEIs, there is provision under the Teacher Education Scheme for Computers-25, Laptop1, Printer-3, scanner-1, internet connectivity, digitalXerox-,1 projector-2, digital camera-4, video-recorder-2, DVD player-2, Television-2, 2in1 with sound system-1, Educational CDs, Almirah-5, Presentation screen-3 etc. All TEIs in Bihar can be provided this under the Scheme immediately even if building infrastructure is in the making. ICT does not have to wait for that to be completed.

6. Detailed dynamic data-base of all teachers should be created immediately. It is a huge job, but very productive in longer run. It is suggested that a study group can be sent to DIET in Lucknow, UP, for the Teacher Training Management Software it is using to facilitate ISTs in the district. (Article related to TTMS, Lucknow can be viewed at: http://www.teindia.nic.in/Files/Voices/Voices_1.pdf

7.Teacher educators will be suitably oriented and trained to use ICT in their pre-service teacher training programmes. They will also be expected to enable pre-service teachers to be sensitized to and practice the use of ICT.

8.Students in Pre-service education must be linked to nearby higher secondary schools to share ICT resources in the immediate term. All teacher trainees passing out of teacher education programmes will have obtained adequate levels of competency in ICT and ICT-enabled education. This proficiency will form a part of the eligibility criteria for teacher appointments

9.School heads will play an important role in establishment and optimal utilization of ICT and ICT enabled education practices in the school. All school heads will undergo appropriate orientation in ICT and ICT enabled education training programmes. School heads will also be trained in processes leading to automation of administration, management and monitoring of the school system and will play a proactive role in the implementation of School Education Management Information System (SEMIS). School heads will be oriented to ensure the upkeep and safety of the ICT infrastructure and the optimum use of the ICT facilities.

10.States / Districts Education Department personnel at all levels will be oriented to infuse ICT into their work. They will also be oriented to various aspects related to the ICT implementation at the school level, SEMIS and sustenance of the ICT infrastructure. Office management is very poor at all levels in the districts. There is no faster way to communicate till block level functionaries. They still use traditional way to exchange information. MIS is mostly State-driven. It does not reflect local concerns. MIS must be used for local use of schools and communities.

18. Financial Management

The AWP &B for 2012-13 of the Government of Bihar and presented at the Teacher Education Appraisal Board Meeting of the MHRD and the first installment of 50% of the Central share for

24 DIETs, 4 CTEs and SCERT amounting to Rs. 291.29 Crores has been sanctioned of which Rs. 1. 37 lakhs has been released. after adjusting of unspent balance of Rs. 119.23 lakhs.

According to information provided to the team, the financial picture for the year 2012-2013 is as follows:

Cash Flow of TEIs in Bihar

I.   Civil Works

As per the work plan of 2012-13, total Rs. 5004 lakhs have been sanctioned under Non recurring expenditure (Civil works) with central share of Rs. 3753 Lakhs. Following table shows the detail of the fund.

Sl. No.	Institution	TEAB Sanctioned Position	Remarks			
		No.	Total amount	Central	State	
1	DIETs	10	1950.00	1462.50	487.50	New Const.
2	Upgraded DIETs	6	1170.00	877.50	292.50	New Const.
3	CTEs	3	91.00	68.25	22.75	Renovation
4	SCERT	1	233.73	175.30	58.43	renovation
5	BITEs	4	1560.00	1170.00	390.00	New Const.
6	**TOTAL**	**24**	**5004.73**	**3753.55**	**1251.18**	

Ten DIETs -Patna, Begusarai, Darbhanga, Nalanda, Madhuwani, Katihar, E. Champaran, Saran, Siwan and Samastipur have been allotted funds for new construction. The work is proposed to be to be commenced in March, 2013. Six DIETs-Buxer, Kaimur, Banka, Kisanganj, Araria and Lakhisarai have been allotted funds for upgradation of existing structure, where, renovation work has been initiated. Three CTEs, i.e. Muzaffarpur, Bhagalpur and Samastipur have also been allotted funds for renovation and work has been initiated. SCERT has also been allotted a fund of Rs. 91 Lakhs for renovation of existing building and the work is still to start. New Construction for 4 BITEs- Katihar (Musapur), E. Champaran (Dariyapur), Darbhanga (Madhopatti) and W. Champaran (Walmiki nagar) have been initiated and an amount of Rs. 1560 Lakhs have been released for the purpose.

II.   Equipment (Non-recurring)

An amount of 270 lakhs have been released for equipments which include furniture, computers and almirah for libraries. Provision for night guard has also been made for security of the purchased equipment. Following table shows the institution-wise details.

Sl.	Institution	TEAB Sanctioned	Remarks			

No.		Position				
		No.	Total amount	Central	State	
1	DIETs	10	100.00	75.00	25.00	New Construction
2	Upgraded DIETs	6	60.00	45.00	15.00	New Construction
3	CTEs	0	00.00	0.00	0.00	Renovation
4	SCERT	1	30.00	22.50	7.50	renovation
5	BITEs	4	80.00	60.00	20.00	New Construction
6	**TOTAL**	**21**	**270.00**	**202.50**	**67.50**	

III. **Special cell**

A total 50.00Lakhs have been sanctioned to constitute a special cell (D.El.Ed.-DL) at SCERT for training of untrained teachers through distance mode.

IV. **Programs and activities**

Total 331.76 lakhs have been issued under this head for following activities.

S. No.	Item	No. of DIETs	Amt per DIET	Total (lakhs)
1	Research and Action research	22	1,50,000	33
2	TNA Class 1&2 teachers	22	50,000	
3	Study on causes of low attendance	22	50,000	
4	Action research	22	50,000	
5	Resource Centre and Documentation			
6	Documenting local personality	22	1,00,000	
7	Documentation of educational history	22	1,00,000	
8	Hindi translation of books/materials	22	50,000	
9	Orientation training for BRCCs, CRCCs, SMC members	22		103.75
10	Skill Development for Technology in Education	22	2,00,000	44
11	Orientation on development and use of TE MIS	22	1,50,000	
12	Orientation on computer efficiency	22	50,000	
13	Innovation in teacher education- activities like total enrolment, retention, learning in lab area schools for children of deprived sections	22	1,50,000	33

14	Material development-modules for BRCC, CRCCs, SMCs and teachers of class 1 and 2 and publication of institute's magazine	22	4,00,000	88
15	On-site support for visiting schools	22	3,00,000	
16	Visit to BRCs, CRCs	22	2,00,000	

A total amount of Rs.110 Lakhs have been released to 22 DIETs. In addition to the above, a sum of Rs. 55 Lakhs have been given to 22 DIETs for Faculty Development under which following activities are to be carried out.

S.No.	Activities	Amount
1	Training of 3 Teacher Educator for Science/Maths per DIET	1.10
2	Training of 3 TEs of language per DIET	1.10
3	Training of 2 Teachers of EVS per DIET	.55
4	Training of 2 Teachers of Social Science per DIET	.55
5	Training of 3 TE/DIET for Research and action research	1.10
6	Exposure Visit	50.60
7	TOTAL	55 Lakh

Almost all the planned activities have been initiated with limited bandwidth and competence but are in systematic progression. Under Contingency (sanctioned to 22 DIETs@Rs. 15lakh), the expenditure plan seems to be like stated under. Besides, a sum of 3.00Lakh have provided to be spent on vehicle; 2.00 Lakhs have for regular contingency expenditure and 10.00 Lakhs from to Educational Infrastructural Development Corporation for purchasing of equipment and furniture. That has duly been done by the BEIDC.

CTEs

Four CTEs have been released funds as per the details given below.

1. Research and Action Research – Problem analysis of Mathematics teaching in secondary schools @Rs.1 lakh per CTE; Action Research @Rs.50,000 per CTE. Thus total 6 lakhs have been released for the purpose.
2. Resource Center & Documentation – Documentation of local folk tales @ Rs. 50,000 /CTE and publishing magazine@ Rs.50,000 per CTE. Thus total 4 lakhs have been released for the purpose.
3. Training/Orientation – Orientation of teachers on Constructivist approach @ Rs.80,000 per CTE and for Child Evaluation @ Rs.80,000 per CTE. Total Rs.6.40 Lakhs have been released for the purpose.
4. Technology for teacher education – orientation of teacher educators on computer literacy @ Rs. 1.30Lakh/CTE and orientation on Teacher Education MIS @ Rs.1.30 lakh per CTE. Total for the section is 10.40 Lakhs.

5. Innovation – Development and use of TLM in teaching of Maths of class IX @Rs.1.25 lakhs/CTE and of science of class IX @ Rs. 1.25 lakhs. Total for the section is Rs. 10 lakhs.
6. Material development – Need based module development @ Rs. 1.00 Lakh per CTE and thus total for the section is Rs.4.00 Lakh.
7. On Site support – 2 schools/teacher educator/month @ 1.50 lakh per CTE and Visit to 1 TEI/Teacher Educator/month @ Rs.50,000 per CTE. Total for the section is Rs.8 lakhs.

SCERT

i. Specific Project for Academic Activities @Rs.20 Lakhs

incapacity Development of SCERT faculties @Rs. 10 Lakhs

iii.Training program for head teachers @ Rs. 15.20 Lakhs

iv. Induction Training of Teacher Educators @ Rs.12.76 Lakhs

TOTAL for SCERT – Rs. 57.96 Lakhs

The list of items under equipment and furniture provided/to be provided to DIETs , CTEs and BITEs are stated below by.

S.No.	Details	Items	Amount
1	Office	Furniture,Almirah-7,Computer with printer-3,Photocopier – 1, Laptop -1(Principal),Phone-1,Fax-1,Internet connectivity, Electric fan and light and other consumable	5.00 lakh/ DIET
2.	Classroom and Multipurpose Hall	Furniture for 250 students; Lecture Table-5; Electric Board -5;Furniture for multipurpose hall, presentation board-1,Television with big screen – 1, electric fan and light	6.00 lakh/DIET
3.	ICT Lab	Furniture for 50, Computer 25,Laptop 1,Printer-3, scanner-1,internet connectivity, digital Xerox-1,projector-2,digital camera-4,video recorder-2,DVD player-2,Television-2,2in1 with sound system-1,Educational CDs, Almirah-5, Presentation screen-3, Air conditioner, Fan and light	12.00 lakh/ DIET
4.	Science and Maths Lab	Furniture, Science Lab Table, Math lab table, science equipment +kits, Computer printer-1,Internet connectivity, Almirah-4	4.50 lakh/DIET
5.	Language Lab	Furniture, Equipment, Computer printer-1, Internet connectivity, Almirah-1,Fan & Light	2.00Lakhs/DIET
6.	Psychology Lab	Furniture, Equipment and psycho tests, Computer + printer, Internet, Almirah-2, Fan and Lights	2.00Lakhs/ DIET
7.	Art Craft and	TEI need specific	1.00Lakh/DIET

	Sports		
8.	Library	Sitting arrangement for 50 students, furniture for staff,computer-3,printer-2+1, Photocopier-1,Internet,Bookself-10,Almirah-5,Books & Magazines	8.00Lakh/DIET
9.	Hostel	Furniture for hostel	2.00Lakh/ DIET

In Conclusion

This report is by no means comprehensive. It is based on what the JRM team learnt through the desk studies of documents and field trip to DIETs, BRC, CRC, schools in six districts: Gaya, Arariya, Betia, West Chamapran, Patna and Samastipur; Patna University, private teacher training colleges and extensive interviews with administrators and leaders of the Human Resource Department of Bihar.

Teacher Education is too complex to be bound by definitive conclusions. The team relies on the section-wise accounts with progress, concerns and recommendations for the kind consideration for action by stakeholders at the district, state and central levels.


Note: I would like to place on record my deep appreciation to each of the JRM Team Members for their unstinting, generous time and effort that made this report possible. Members spent countless hours sharing their observations, reflecting, analyzing, and emerging with suggestions. Each Member has contributed to each of the sections through observations and writing of the report. In particular, thanks are due to each of the Members who took leadership in crafting particular sections: Annie Namala for Gender and Social Gaps, Suzana Brinkman for Teacher Working Conditions and In-service Teacher Education, Sarada Kumari and Gurjeet Kaur for field Report, Pre-Service Teacher Education and In-Service Education; Pallav Kumar for Monitoring systems of BRCs, CRCs; Financial Management, Capacity Building of Teacher Educators; Lalita Pradeep for ICT and MIS; Kamal Mahendroo, for his thoughtful and incisive remarks orienting us on the great strides made in Bihar teacher education, especially SCERT. Special thanks to Suzana for her tremendous editorial support. It was a great pleasure and privilege to work with such a talented team. Any omissions and errors are mine.

Janaki Rajan
JRM TE Mission Leader, Bihar

यकिबे अग्निया
मिस मनोरमा के

राजकीय मध्य विद्यालय
फ्रीनगर बैजू बिगहा
अंचल बोधगया , बिहार
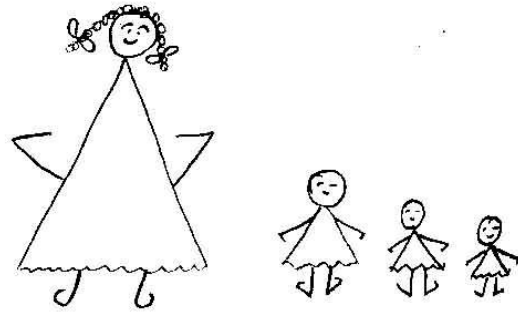
१६ फरवरी ,२०१३ यानी कि बिहार
में दूसरा दिन । राष्ट्रीय राजमार्ग पर गाड़ी कुलाँचें भर - भर दौड़ रही हैं ।
माघ की मस्ती से मौसम कुछ अलसाया तो कुछ इतराया सा है ।
पीली आभा बिखेरती सरसों और सुनहरे रंग दिरकाते गेंदा अपने
सौंदर्य से राजमार्ग के दोनों ओर की गंदगी को छिपाने का असफल प्रयास
कर रहे हैं । गाड़ी अचानक एक तिराहे के मोड़ पर आ खड़ी होती है ।
वाहन चालक से गाड़ी रूकने का कारण पूछना स्वाभाविक है ।
" आप बोले थे न कि पाठशाला जाना है ? "
" पर किधर है पाठशाला ? "
" अपनी बाँई तरफ देखिए न ।"
अपनी बाँई तरफ निगाह घुमाती हूँ । राजमार्ग से दायीं तरफ जाती हुई
सड़क के एकदम कोने पर दो खजूरनुमा दरख्त अपने आँचल में ढेर सा
कूड़ा समेटे खड़े हैं । कुछ खंदकनुमा ऊबड़ खाबड़ जमीन और एक चौरस
सा कमरा जिसके ऊपर बड़े-२ शब्दों में लिखा है –

          राजकीय मध्य विद्यालय
          श्रीनगर बैंजू बिगहा
          अंचल बौधगया ।

दीवार पर लिखे इस नाम के साथ-साथ कमरे के बाहर खड़े कुछ
बच्चों की उपस्थिति भी इस बात का एहसास करवाने की कोशिश

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कर रही हैं कि हम किसी स्कूल ही आकर रूके हैं ।

कोई पचासेक बच्चे होंगे । लड़कियों की संख्या अधिक है ।

कुछ लड़कियाँ असमानी दुपट्टा गहरी नीली सलवार कमीज में हैं ।
संभवतः यहाँ का गणवेश ।

फैशन डिज्ञायनिंग की दुनिया में धूम मचाने वाले हमारे फैशन
डिज्ञाइनरों या फिर राष्ट्रीय फैशन डिज्ञायनिंग संस्थान (निफ्ट)
क्या कभी यह सोच सकते हैं स्कूल के प्रांगण में खेलते-कूदते
बचपन को इस नीले गणवेश से हुई दिलवड़ि आस । मुझे मेरी
माँ ने बताया था कि उनकी वरदी का रंग भी ऐसा ही था ।
कमरे के बाहर खड़े बच्चों के साथ एक अधेड़ उम्र का और एक
कुछ कम उम्र का व्यक्ति खड़ा है ।

चिरपिरे की आवाज़ करते वे सभी गाड़ी को आकर घेर लेते हैं । उनकी
आँखों में जिज्ञासा है कि उनके आज़ाद दिन की शुरूआत में यह किस तरह
का आक्रमण ? एक बड़ी सी दिख रही लड़की गाड़ी के पास सिमट आए बच्चों
को आकर च्यिकियाती हैं ,'' ए बच्चन लोग समझत नाही क ? इनीसपैंक्शन
गाड़ी आवत रही , लइनवा बना रहो ।'' फिर वह सभी बच्चों की कतारें
बनवाती हैं । उन कतारों के साथ कुत्ते पिल्ले मीमने और एक बड़ा
सींगदार बकरा भी है ।

उधर वह लड़की प्रार्थना शुरू करवा रही हैं और इधर हम अधेड़ उम्रवाले
व्यक्ति को पता बता रहे हैं कि हम कहाँ से आए हैं । अपना प्रयोजन भी
बताते हैं । प्रयोजन जानकर दोनों जीवों में कुछ हलचल सी होती है ।
वे अपना परिचय उस विद्यालय के अध्यापक के रूप में देते हैं । बताते हैं
कि चाबी बड़े सर के पास हैं । आते ही होंगे । विद्यालय में मात्र ३+१

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कमरे हैं, तीन कक्षा कक्ष व एक संकुल संसाधन केन्द्र। तीनों का रूप रंग कुछ ऐसा कि छोटे से कस्बे का काफी हाउस आँखों के सामने आ जाता है। एक अध्यापक अपने सैलफोन से किसी को सम्पर्क करते हैं और दूसरे अध्यापक बच्चों की प्रार्थना में जुड़ जाते हैं। बहुत ही बेसुरे से हो कर सभी गा रहे हैं -
"तू ही राम है तू रहीम है . . . . "

· इन स्वरों में शामिल है सड़क पर चलते वाहनों का कोलाहल,
· दौड़ कर आते बच्चों की आवाजें, " अबे जल्दी कर प्रार्थना शुरू हो गई। "

· छोटे बच्चों का क्रन्दन जो अपने बड़े भाई बहन के साथ आए हैं,
· मैमने पिल्लों की आवाजें।
· सब्जी वाले की आवाजें।

पर इन सबसे बेखबर बच्चे अपनी आँखों को भींचने की जबरदस्ती कोशिश करते हुए गाए जा रहे हैं - " तू ही राम है . . . . "
कब यह गीत शुरू हुआ कब खत्म हुआ और कब 'सावधान' होने का आदेश हुआ कि राष्ट्रगान शुरू हो गया है। इस दौरान भी बच्चे आते रहे, लाइनों में जुड़ते रहे और बकरा अपने सींगों से एक बच्चे को ठेलता रहा। सड़क पर आवाजाही बनी रही।

राष्ट्रगान का अभी आखिरी जय हे बाकी थी कि उसी बड़ी सी दिखने वाली लड़की ने झाँसी की रानी की मुद्रा में आकर हाथ लहरा कर बुलन्द आवाज में तीन बार जयहिन्द व वंदेमातरम् के नारे लगाए और बाकी सभी बच्चों ने इस जोशीलेपन का स्वागत करते हुए दुगुने जोश से नारे लगाए फिर भी आस-पास की जिंदगी पर असर नहीं पड़ा। साइकिलों, वाहनों की आवाजाही नहीं रुकी। आस-पास चलते लोग, जानवर सभी पहले से चलते रहे, हाँ कुत्ते दो-चार आकर और जुट गए।

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उस बड़ी सी दिख रही लड़की में गज़ब की फुर्ती थी । नारों के एकदम बाद वह
कूदकर विद्यालय के पिद्वाड़े गई । लौटी थी तो हाथ में खजूर के पत्तों की
तीन-२ झाड़ूएँ थी । वहीं खड़े टिन्ने मिन्ने से लड़कों को झाड़ू पकड़ाई ।
आँखों ही आँखों में न जाने क्या आदेश हुआ कि उन लड़कों ने आस-पास
झाड़ू लगाना शुरू किया । बुहारी हुई जगह पर वह लड़की झपट-झपट कर
कुछ छोटे बच्चे लाती । उनके हाथ से घर से लाई चटाईनुमा पट्टी बिछाती व
उन्हें आदेश देती "बैठ , बस्ता खोल ।" तकरीबन तीन स्थानों पर ऐसा
करने के बाद वह एक अध्यापक के पास आई , " सर जी आप पढ़ा लो
कक्षा तैयार है ।"

पता चला यह साक्षी कुमारी है । कक्षा आठ में पढ़ती है ।

अब तक चाबी आ चुकी थी और दरवाज़े खुलने लगे । दरवाज़े खुलते ही
बड़े बच्चे कमरों के भीतर जाने लगे कि चाबी लाने वाले व्यक्तिगण ने -
आप कक्षा ७ व ८ इकट्ठा बैठेंगी क्योंकि संकुल की बैठक है आप
तो कमरा खाली नहीं मिलेगा ।

अब तक कमरों में बच्चे प्रवेश कर चुके थे , कक्षा एक से तीन के बच्चे
बाहर बैठे थे, कच्चे फर्श पर अपनी-२ टाटपट्टी पर , कमरों के अंदर
लंबी-२ बैंचें-मेज़ थी जो राजमार्गों पर बने तीसरी श्रेणी वाले
ढाबों का सा एहसास दिला रही थी ।

हम तीनों सदस्य अभिवादन की औपचारिकता पूरी करके एक-एक कक्ष में
चले गए । मैं कक्षा आठ व सात के बच्चों के साथ थी ।

कमरे की बनावट अच्छी थी , अष्टकोण ही था । पर साज़सज्जा
कुछ ऐसी कि पढ़ना तो दूर बैठक मनाने का भी जी न करे वहाँ पर
रैक बनी हुई थी जिनमें सूखे हुए उपले, टूटी मेज़ , दो-चार बारलियाँ
रखी हुई थी । श्यामपटु भी बदरंग सा हो चला था और 'फेशियल'
की मांग कर रहा था । लड़कियाँ बिना किसी के कुछ कहे ही

५)

दाहिनी ओर रखी बैंचों की ओर जाकर बैठ गईं। इसी प्रकार लड़के भी उनसे दूरी बनाकर बायीं ओर रखी बैंचों पर बैठ गए। यह सब बहुत ही स्वाभाविक रूप से हुआ। जिन लड़के-लड़कियों ने कक्षा में देर से प्रवेश किया उन्होंने भी यही कोशिश की कि वे अलगवार ही बैठे। कक्षा में लड़कियों की संख्या अधिक थी और बैंचे तुलनात्मक रूप से कम थी। लड़को की तरफ बैंचो पर जगह खाली थी पर न तो कोई लड़की उधर आई बैठने और न ही किसी लड़के ने यह कोशिश की कि वह अपनी तरफ लड़कियों को बैठने के लिए आमंत्रित करें। जगह कम होने से लड़कियां सट-सट कर बैठी थी, इतनी सटकर कि पुस्तक खोलने-पलटने में भी मुश्किल पड़ रही थीं। मुझे लगा कि अध्यापक इनमें से कुछ लड़कियों को लड़को के पास वाली खाली जगह पर बैठने के लिए कहेंगे पर ऐसा नहीं हुआ। अन्ततः मैंने यह सुझाव उनके पास रखा। विद्यार्थियों समेत अध्यापक के लिए यह सुझाव अप्रत्याशित था। अध्यापक का कहना था कि "मैंडम, कच्ची उम्र ही है न। यो मेल-जोल को बढ़ावा देना ठीक नहीं।"

कम से कम पन्द्रह मिनट बैठने की व्यवस्था में लगे। मगध विश्वविद्यालय के विद्यार्थी अपने पाठ प्रदर्शन हेतु तैयार थे। एक विद्यार्थी द्वारा उपस्थिति ली गई क्रमांक बोलकर और छोटी सी पर्ची में अनुपस्थित विद्यार्थी का क्रमांक दर्ज करके बाहर अध्यापिका को देने चली गयी। इसी बीच साक्षी कुमारी ने अपनी पुस्तिकाओं आदि के साथ प्रवेश किया। उसने कक्षा के चारों ओर नज़रें दौड़ाई ऐसा लग रहा था कि कक्षा की व्यवस्था का मुआयना कर रही हो। एक ओर एक लड़की सिर खुजलाती सी दिखी, उसने उसके हाथ को नीचे की पटका और आँखों ही आँखों में समझाया कि ऐसा करना अशिष्टता है। ऐसे ही दो लड़के आपस में सिर भिड़ा रहे थे

5)

उसने इशारे से उन्हें भी ऐसा करने से रोका। एक बार फिर नज़र पूरी कक्षा में दौड़ाई। कुछ संतुष्ट सा भाव लेकर बी.एड के विद्यार्थी को आदेशात्मक लहज़े में कहा – " भाई जी, पढ़ाई शुरू करो। " ऐसा कहते-२ वह मेरे पास आकर बैठ गई। मेरे पास बैठते ही मेरे कान में फुसफुसाई, " सुना है दिल्ली से आई हो, एक ज़रूरी बात कहनी है। "

" क्या कहना है ? बाद में बात करें ? " मैंने बी.एड के छात्राध्यापक, की तरफ़ संकेत करते हुए फुसफुसाया।

" जहीं, बात अभी, बाद में तो तुम चली आओगी।" उसने और दिया और मेरे दूसरी ओर बैठी तीन लड़कियों को भी अपनी बातचीत में शामिल करते हुआ हुए उनसे सवाल सा किया - " ए लरकिनो, बाहर जाने की पैसा पूछे कि नहीं क ? "
बाकी लड़कियों ने सिर हिलाकर मना किया।
उन्हें लगभग झिड़कते हुए ललकारा, " कहती क्यों नहीं ? तड़ से उत्तर देलिनि क ? " फिर मेरे कान में फुसफुसाते हुए कहा, " लउकिनि को स्कूल से दूर घुमाय ले जाने का पैसा आया कि नहीं ? "
अभी शायद और बात कहती कि सामने दरवाज़े से उसकी अध्यापिका ने उसे बाहर बुलाया हाथ का संकेत देकर।
वापसी आकर वह मेरे पास नहीं बैठी।
बी.एड. छात्र अध्यापक कक्षा प्रबंधन की सभी तरकीबें अपना चुका था पर कक्षा में शान्ति बहाल नहीं हो पा रही थी।
उसने साक्षी कुमारी की ओर याचना भरी दृष्टि से देखा।

साक्षी कुमारी ने उसके मंतव्य को समझा और फिर से पूरी कक्षा को
फटकार लगाई। मुझे भी मुँह पर उँगली रखकर चुप रहने कहा और
छात्रअध्यापक से कहा, "स्टार्ट किए क?"
छात्रअध्यापक ने गला खेंखारा और कहा -
गुडमार्निंग बच्चों। बोलिए न गुडमार्निंग।
जाइए बैठे अपनी जगह, गुड मार्निंग।
(आवाज़ में दम नहीं था)
उसे समझ नहीं पड़ा कि क्या करें तो मेज़ पर रखी अपनी कॉपी के
पन्ने पलटे फिर चॉक उठाकर श्यामपट्ट पर लिखा -
class VII VIII   दिनांक 19.2.2013
Period I st
Subject - civics
फिर पलटकर बोलना शुरू किया -
हम लोग सड़क के बायें तरफ ही क्यों चलते हैं?
बोलो। ठीक है कि नहीं हम बायें तरफ ही क्यों चलते हैं?
क्योंकि ऐसा नियम है।
यह सुरक्षा के लिए है।
15 बरस तक के बच्चों को कड़ी मेहनत के काम में क्यों नहीं लगाना
चाहिए?
यह भी एक नियम है।
उन्हें सिर्फ पढ़ने का अधिकार है।
तो सड़क के बाईं तरफ चलने का नियम है।
तो आज हम आपको 'कानून की समझ' बताकर पढ़ारेंगे।
(पूरी कक्षा में मात्र आगे की दो बैंचों से उसका संवाद हो पा रहा था। वह
श्यामपट्ट की और मुड़ा और पुस्तक हाथ में लेकर लिखा -
                        7)

प्रकरण – कानून की समझ

छात्रअध्यापक ने चॉक हाथ में घुमाते-२ फिर से बोलना शुरू किया –
कानून सबके लिए एक सा बनाया , नेता ड्राइवर शिक्षक , लड़का-
लड़की । कानून बनता कैसे है ?
संशोधन कैसे होता है ? ये जानना ठीक है ।
जैसा कि 8 वर्ष के बच्चे का विवाह नहीं करना चाहिए ।
हर व्यक्ति कानून के बंधन में ।
(छात्र अध्यापक मेज पर रखी किताब पर झुका । कुछ पढ़ा , सिर उठाया
फिर पन्ना पलटकर कुछ पढ़ा ।)
सपोज कीजिए हम एक परिवार के लोग हैं । विद्यालय है , क्लास है ।
क्लास कम्बाइंड नही लेना चाहिए ।
भिन्न-२ बच्चे झगड़ा करने लगेंगे ।
नहीं सर चापॉकल होना चाहिए । दूसरा बोला – नही सर , बगल वाले
चापॉकल बिगार देंगे ।
तो इसमें सब सगऊने लगेंगे । अब हम क्या करेंगे ?
आप खड़ा हो । (उसने एक लड़की को कहा । वह खड़ी हो गई पर
कुछ उत्तर नहीं दिया ।) उसने एक लड़के को खड़ा किया । वह भी
चुप रहा । दोनो को बैठने को कहा । खोिाते हुए बात शुरू की –
इसमें हम जितने भी टीचर लोग हैं , सचिव . मैम्बर , अध्यक्ष ,
बच्चा लोग । सभी लोग मिलकर शेयर करते हैं कि यहाँ क्या होना चाहिए।
(छात्रअध्यापक ने किताब देखी)
फिर क्या होगा ? प्रिंसीपल के पास गया । उनके साइन होगा ।
प्रखण्ड विकास अधिकारी , फिर डिस्ट्रिक्ट में जाएगा ।
ठीक है भई । सब समझ रहे हैं क्या ? (उसने बच्चों से पूछा)

8)

कोई प्राब्लम ?

सभी बच्चे चिल्लाए, नो सर !

समझ में आया, छात्र अध्यापक ने पूछा।

"यस सर।" अबकी बार बच्चों की आवाज़ और भी तेज़ थी।

छात्रअध्यापक ने प्रसन्न और विजय भाव से मेरी ओर देखा।

मैं असंजस में थी कि विद्यार्थियों की कौन सी बात समझ में आई
जिसके लिए ये 'यस सा' कह रहे थे।

छात्रअध्यापक ने बात आगे बढ़ाई —

" तो आगे चलें ?

कुछ लोग बोले चापाँकल रौड पर लगेगा। कुछ लोग नही कि बाउन्डरी
पर लगेगा। कान्नून इसी तरह बनता है।

समझ रहे हैं न।

(सभी बच्चों ने उसपर दयाभाव दर्शाते हुए फिर समवेत स्वर में
बोला - यस सर ssssss ।)

छात्रअध्यापक पुनः बोला —

दाएँ तरफ़ चलेगें तो क्या होगा ?

हाथ उठाओ अरे बताइन न। (विद्यार्थी को संकेत करते हुए कहा)
गाड़ी से ठोकर खाएँगे। दुर्घटना होगी। इसलिए बायीं तरफ़ चलते हैं।

छात्र अध्यापक ने दायी तरफ़ एक किनारे बैठी लड़की को उठाया। बीच
वाली बैंच के कोने में बैठी लड़की को उठाया। दोनों को एक दूसरे की
ज्गाह बैठने को कहा। फिर कहा -

तो हम बाई तरफ़ चलते हैं।

तो यह कान्नून है। पेज न. खोलो - - - - -

हम पढ़ेंगे — कान्नून कैंसे बनता हैं ?

9)

छात्र अध्यापक ने पुस्तक हाथ में ली, श्यामपट्ट की ओर मुड़ा।
लिखा - कानून कैसे बनता है ?
पीछे विद्यार्थियों की मुड़कर कहा - " अरे भई, तुम्हें भी
लिखना है। बोलना नहीं है। पढ़ना नहीं है। लिखना है मेरे भाई।
जनता का मुद्दा। समाज की चर्चा - - - -
इससे पहले कि वह और कुछ लिखता, मैंने शिष्टता के साथ कक्षा
समाप्त करने का आग्रह किया। मैंने इच्छा जताई कि मैं भी कक्षा
लेना चाहूँगी।
उसने मेरे आग्रह को सहर्ष स्वीकार किया (मानों मुक्ति मिली)
मैंने विद्यार्थियों की ' बिंगो - मैं कौन ' गतिविधि करवाई।
एक-2 विद्यार्थी ने उत्साह के साथ गतिविधि में भाग लिया।
एक बात गौर करने लायक थी। मैंने श्यामपट्ट पर 'अंगूर' लिखा
था। लगभग दस-एक कॉपी देखी। उन सभी ने 'अंगुर'
लिखा था।
कक्षा के आखिर में एक लड़की ने बहुत सुंदर लोकगीत सुनाया,
राजू नाम के लड़के ने कुछ चुलबुलाहट भरा लोकगीत सुनाया।
इस प्रकार कक्षा में गीत सुनाना तथा मेरे द्वारा ' अरे यार,
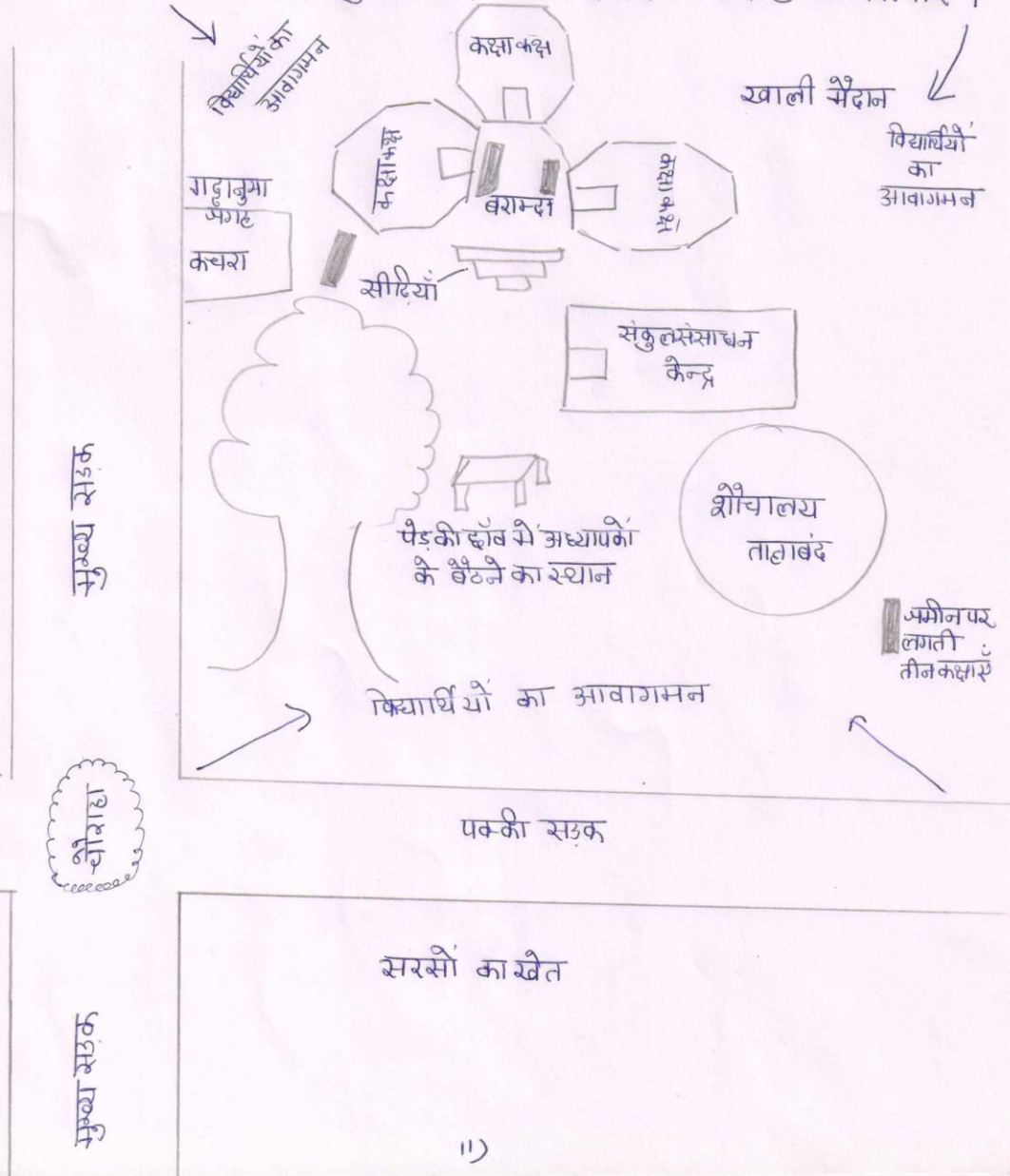आगे आओ न ' का संबोधन उन सबके लिए अचरज का विषय
था। 'यार' कहना अच्छी बात नहीं है कक्षा में। ये शब्द घर-बाहर
बोल सकते हैं। स्कूल में नहीं। " ऐसा मुझे नुप्पहत ने समझाया।

10)

राजकीय मध्य विद्यालय
प्रीनगर, बैंपुबिगहा
अंचल बोधगया

एक निगाह —
— ✗ — ✗ —

भौगोलिक स्थिति — मुख्य सड़क पर एकदम चौराठे के किनारे।

कक्षा कक्ष

विद्यार्थियों का आवागमन

खाली मैदान

विद्यार्थियों का आवागमन

गद्दानुमा जगह

कक्षा कक्ष

कक्षा कक्ष

बरामदा

कचरा

सीढ़ियाँ

संकुलसंसाधन केन्द्र

कच्चे रास्ते

पेड़ की छाँव में अध्यापकों के बैठने का स्थान

शौचालय ताहाबंद

जमीन पर लगती तीन कक्षाएँ

विद्यार्थियों का आवागमन

चापाहा

पक्की सड़क

सरसों का खेत

कच्चे रास्ते

(1)

A| विद्यालय भवन –

वर्ष १९७२ से लेकर २००२ तक कच्ची झोपड़ी थी ।
गाया डायट के प्राचार्य श्री मुईन जी की भाग दौड़ से पक्की
इमारत के रूप में तीन कक्ष व शौचालय मिला ।
चारदीवारी नहीं है ।

तीनों कमरों की बनावट बहुत अच्छी है । हवादार, रोशनीदार व
ऊंची छत वाले हैं ।

इस समय रंगरोगन व साज सज्जा की ज़रूरत है ।
तीन कमरों के साथ २ संकुल संसाधन केन्द्र होने के कारण एक
चौरस और मिल गया है कमरा ।

A| शौचालय – चौरस कमरे की ही बगल में गोलाकार आकृति
में दो शौचालय हैं । एक समय में पूरा रखरखाव
था पर अभी लगभग आठ महीने से बंद हैं । क्योंकि चापाकल खराब
हैं । पानी की व्यवस्था न होने से सफ़ाई नहीं हो पाती ।
लड़कों के लिए तो अपार स्थान है मूत्रव्याग आदि के लिए । छोटी
वय की लड़कियाँ भी सड़क किनारे उगी ऊंची घास की आड़ में हो
जाती हैं । बड़ी लड़कियाँ घर चली जाती हैं ।
कक्षा तीन की रिमझिम कुमारी के शब्दों में – दो तीन घंटा तो
टिक लेगी । जब
तेजी से लगती है तो घर ही दौड़ पड़ती है । अम्मा कह रहिन –
पेट में मूत टिकाना ठीक नहीं बीमारी हो जाती है । अब दौड़ तो लगेगी
न । मन किया तो वापसी नहीं तो घर रह लेती है । भईया रह
लेता है पूरे का दिन ।

महत्वपूर्ण → एक ठो मिस आई थी , मनोरमा मिस । यहाँ रेन्ट लेकर रहीं थी ।

उन्होंने बिगरे चॉपाकल को ठीक करवाया था। बहुत बढ़िया
थी। टसपुर होके चलनी। उनके रहने से बढ़िया। चॉपाकल
चलती थी फर-फर। लैटरीन भी घुलती थी दो बारी।
लड़किन को घर की दौड़ लगाने की ज़रूरत नहीं पड़ती थी।
अब कोई अमको टिकार न चाहबैं तो कि करों।
अब तो कोई चॉपाकल बनवाता नहीं। बिगड़ा है तो बिगड़ा रहेगा।
गारमी में और दिक्कत है।
(रिमझिम कुमारी धनबाद से आई है।)

※ पेयजल व्यवस्था   विद्यालय में पेयजल के नाम पर किसी तरह
~ ~ ~ ~ ~ ~ ~ ~   की व्यवस्था नहीं है। घर से बोतल लाने
की प्रथा भी नहीं देखी। किसी के पास भी बोतल नहीं दिखी।
किसी भी तरह से बालटी या डिब्बों में भरकर पानी का इन्तज़ाम नहीं
देखा है।
छठी कक्षा की अंजलि कुमारी, चौथी का सूरज, सातवीं की नाजिया
परवीन सभी का कहना है कि अभी हलक ज्यादा नहीं सूखता,
सरदी है न। पर छोटी क्लास को तो सरदी में भी लगती है व्यास
क्योंकि दौड़-भाग खेलकूद खूब करी। हम व्यास के डर से अब
उछल कूद नहीं करते। यहीं बैठ लेते हैं कक्षा में। मिउडे मील भी व्यास
के रहते नहीं लेते।

※ फरनीचर —   6-7 पूरी लंबी बेंचे व मेजे तीनों कमरों में
~ ~ ~ ~ ~   थीं। हर कमरे में लगभग 12-12।
कुछ-कुछ टूटी हुई भी थीं। ये बड़ी कक्षाओं के लिए थीं।
छोटी कक्षा के विद्यार्थी अपने-2 घर से प्लास्टिक की पट्टियाँ

13)

(आटे सीमेन्ट आदि के थैलों को सीकर बनायी गयी चटाई नुमा पट्टी)
लाकर अपने - अपने बैठने का प्रबंध करते हैं ।

सब बच्चों के स्थान नियत हैं । पहली कक्षा में प्रजातंत्र अधिक है।
जगह की अदली- बदली हो जाती है ।

तीसरी चौथी में लड़कियों ने वर्चस्व बनाया हुआ है। समतल
सपाट व ओट वाली जगह अपने लिए आरक्षित कर रखी है ।
लड़के इधर- उधर टिक लेते हैं । रूक रॉकी नामक लड़के को बीच में
बैठने की जगह मिल जाती है । कुसुम का कहना था कि ये सबको
खूब घंसाता है तो इसे जगह दे देते हैं ।

"अभी तो मौसम ठीक है तो रोज आयेंगे न गरमी में कैसे बैठेंगे
खूब झपेड़े लगते हैं । ऑक्सिन सूरज न आए, आ डर के स्कूल नही
आती ।"

खेलने का मैदान -   नही है । विद्यालय कक्षों के सामने की
जगह ऊँची- नीची है । आस- पास जमीन
बहुत है पर ऊबड़- खाबड़ खन्दकी जगह है । बाहर कूड़े के
ढेर है । सड़क पार ढाबे व दुकानों का कूड़ा यही फिंकता है ।
अध्यापकों के बैठने का स्थान तीन-चार फीट की दूरी पर है ।
खन्दकी (गड्ढेनुमा) जगह होने के कारण पिछले सप्ताह हुई
बारिश का पानी जमा है । अंजलि कुमारी पासवान के अनुसार
गड्ढों में पानी होना फायदेमंद है क्योंकि पहली कक्षा में पढ़ रहे
अपने छोटे भाई बहिन को टट्टी धुलाने में आसानी होती है।

शैक्षणिक पहलू

पाठ्यपुस्तकें - सभी के पास थीं । 3 अध्यापिकाओं के पास

14)

अपने-२ सैट थे पुस्तकों के ।

बच्चों के पास पुस्तकों की स्थिति देखकर लग रहा था कि वे प्रतिदिन खोली जाती हैं । किनारे मुड़े हुए, पन्ने पीले व हाथ की मैल से धूसर हो चले थे । यहां-तहां तारीखें पड़ी थी । पैन पैंसिल से लिखे हुए शब्द व वाक्य थे । कहने का तात्पर्य यह है कि पुस्तकें खुलती हैं, इस बात के कई प्रमाण थे । कक्षा 5 के एक विद्यार्थी की पुस्तक गणित की कौरी की कौरी थी पर शेष पुस्तकें कट-फट चली थीं । उसने बताया कि उसे गणित पसंद नहीं हैं । वह चुपचाप बैठ जाएगा, ज्यादा से ज्यादा अध्यापिका को दिखाने के लिए श्यामपट्ट से चीजें उतार लेगा । मैडम को एहसास दिलाता रहता है कि वह उनकी बात समझ रहा है । मैथ के लिए उसने कोई कापी नहीं बनाई है । और विषयों की कापियों में सवाल उतारने का अभिनय करता है ।

A) पाठ्य पुस्तक से इतर पुस्तकें / बाल साहित्य
—×——×——×——×——×——— इस सवाल पर सभी चौंके थे । बड़ा अप्रत्याशित मेरा प्रश्न था यह । न कोई ऐसा बक्सा देखा जिसमें पुस्तकें तालों में बंद हो न ही किसी के पास । विद्यार्थियों या अध्यापकों को इस अवधारणा की समझ ही न थी कि कहानी-कविता नाटक की पुस्तकें विद्यालय में पढ़ी जा सकती हैं । जिन बच्चों से संवाद हुआ वे पत्र-पत्रिकाओं की पहुंच तक अपने लिए को नहीं ले जा पा रहे थे । पाठ्यपुस्तकों की मौजूदगी व स्वामित्व उनके लिए बहुत बड़ी शान की बात थी । उनके लिए कल्पना करना मुश्किल हो रहा था कि बच्चे पाठ्य पुस्तक से इतर भी कुछ पठन-पाठन की सामग्री लेने / पढ़ने का हक रखते हैं । चंदन, नंदन एवं अन्य कई नाम (एकलव्य व एन बीटी के) अध्यापकों की ज्ञान राशि का

15)

हिस्सा न थे ।

पर यहीं कहीं फिर से मनोरमा मिस का जिक्र हुआ । एक लड़की ने याद सा करने की भंगीमा बनाते हुए कहा , " मनोरमा मिस लाती थी न पढ़ैबो की खातिर । कितना- कितना किस्सा पढ़ाय रहे । "

लिखित एवं मुद्रण समृद्ध परिवेश

— x — x — x — x — शून्य से भी नीचे । कमरों में या बाहर भी विद्यालय के नाम के अतिरिक्त किसी तरह का मुद्रण समृद्ध परिवेश रचने की सायास या अनायास कोशिशें कहीं भी नहीं थी । इस संदर्भ में अध्यापकों को बताया गया कि कैसे वे इस तरह का माहौल बना सकते हैं ।

सहायक शिक्षण सामग्री — श्यामपट्ट व चॉक एकमात्र स्रोत नज़र आए — x — x — x — दो कमरों के श्यामपट्ट अच्छी स्थिति में थे । एक बदरंग सा हो चला था । पता चला सर जी खूब लिखवाते हैं , ' चितर- उतर ' बनाते हैं न , तो करि के बिगर गया , नाहिं रई भ- खूब चमकदार रहिनवा । "

क्या सर्वशिक्षा अभियान से मिलने वाली राशि का (₹ 500/-) का उपयोग वे कर पाते हैं , इस बारे में किसी तरह की जानकारी नहीं मिली । छठवीं कक्षा का एक विद्यार्थी अच्छी चित्रकारी कर लेता है उसके बनाए हुए दो चित्र (महापुरूषों के) उसकी अपनी कक्षा में नज़र आए । वह मास्टर जी की नक्शे बनाने में (श्यामपट्ट) पर मदद कर देता है । ग्लोब इत्यादि जैसी वस्तु सुनी सुनाई बात लग रही थी कि " हाँ , होता है पर ... " पर्यावरण अध्ययन के दौरान आस-पास की उपलब्ध सामग्री का उपयोग कैसे व कितना हो पाता है , यह बता पाना मुश्किल जान पड़ रहा था ।

16)

खेलकूद, शारीरिक व्यायाम व सांस्कृतिक कार्यक्रम
~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ .

सभी अध्यापक सहमत थे कि हमारे कर्तव्य हैं कि हम ये सब करवाएँ
पर करवाते नहीं हैं। " देखिए न। कोई जगह देख पा रही है क?
रात्रा में पैर पड़ी कि मोच को बुलावा हो जाए। ऐसी ऊबड़ खाबड़
जमीन, कॉटज ही कॉटज, का तो खेल करिबो. क कदुऔर। फिर
छोटा बच्चा लोग तो अपने आप से बहुत खेलकूद कर लेत हैं।"
छठवीं-सातवीं की लड़कियों ने बताया कि वे घर से लाती थी रस्सी और
खुद ही काँटे हटाकर जगह साफ की थी। यहाँ वे पकऊम पकऊई,
रस्सी कूद करती थी तो अध्यापिका ने कहा -
" तुम दौड़ती हो न तो तुम्हारा दाँतो उछलती है। आस-पास का लोग देखी
तो क्या कहि? ठीक नहीं है न।"
इस तरह वे खेलना बंद कर चुकी हैं। अध्यापिका को यह भी सतराज या
कि वे कमरे के पीछे जाकर खेलती हैं।
(दरअसल सामने तो जमीन थी ही कम, जो थोड़ी बहुत थी भी तो
वहाँ अध्यापकों की मेज कुर्सी थी। पीछे जमीन ही जमीन थी रेतीली
कॅटीली पर बच्चों ने साफ करके खेलने लायक बना ही ली थी।)
शारीरिक व्यायाम वाले अध्यापक जब थे तो दैनिक रूप से कुछ
व्यायाम करवाते थे पर अभी उनकी ड्यूटी इसेर स्कूल में लड़कियों को
फुटबाल खिलाने में लगी हुई है। वे इस विद्यालय आ नहीं पाते।
फिलहाल तो हाथ ऊपर उठाकर तीन बार जयहिन्द का नारा लगाना
ही एकमात्र शारीरिक व्यायाम था।
कार्य शिक्षा, कला शिक्षा सांस्कृतिक कार्यक्रमों के संदर्भ में भी
उदासीनता ने डेरा डाल रखा था। महत्वपूर्ण दिवसों पर 'सर जी'

'प्रवचन' देते हैं । रॉकी और सीमा कुमारी (सुरीले गले वाले
छात्र अवसर के अनुकूल गीत सुना देते हैं , कोई-२ पाठ्य-
पुस्तक से याद की गई कविता सुना देते हैं ।
फिल्मी गीत गाना वर्जित है ।
क्विज, अन्त्याक्षरी हो सकती है ऐसा प्रशिक्षण में जाना है पर कभी
किया नहीं ।

कार्य शिक्षा व कला शिक्षा —   कार्य शिक्षा व कार्य अनुभव से तो पूरी
~~~~~~~~~~~~~~   तरह अनभिज्ञता जाहिर की । कला
शिक्षा में चित्रकारी करवा लेता है कोई-२ । जब-जब दफ्तरी काम
करते हैं । चित्रकारी बनने देते हैं । कभी-२ ऊपर से प्रतियोगिता आती
है तब तो करवाना ही करवाना है ।

सभी अध्यापकों को आनंददायी शिक्षण, गतिविधि परक शिक्षण,
बच्चों के पूर्व अनुभवों का प्रयोग , बच्चे का भाषा का उपयोग, यह सब
बातें पता थी । वे सब इन बातों का प्रयोग इस तरह कर रहे थे गोया कि
इस जानकारी पर उन्हें पुरस्कार मिलने वाला है । लगभग सभी बढ़चढ़ कर
अपनी इस जानकारी का उत्साहपूर्वक प्रदर्शन कर रहे थे । पर उनके
पढ़ाने के तरीकों में ये बातें अनुदित नहीं हो पा रही थी ।
जानकारी व समझ होते हुए भी यह बेरूख्वापन सरल नहीं है समझना ।
दो तरह के वेतन वाले काम कर रहे हैं एक जगह । दर्द था कि मैं मात्र
रू ७,०००/- ले रहा हूँ जबकि दूसरा पूरा वेतन व अन्य सुविधाएँ भी
लेता है । महिला अध्यापकों का कहना था कि स्थानान्तरण की ठोस नीति
नहीं है । वे सरकारी परिवहन से किस तरह से आ पाती हैं वे ही जानती
हैं । घुटने टूटना, साड़ी फटना, भीड़ में चूड़ियाँ किरचना आसान है क्या
स्कूल पहुँचना । माथा एकदम फट जाती है । जिस दिन ठीक ठाक से पहुँच

18)

जाती है, खूब उछल-उछल के पढ़ाती हैं नही तो अपने घुटने ही
सहलाती रह जाती हैं ।

सामाजिक समानता व समरसता - सभी बच्चे एक ही भाव
— x — x — x —x —x — का शिकार थे ' बेरूखी'
अनुसूचित जाति, अन्य पिछड़ा वर्ग, मुस्लिम बच्चे सभी थे पर सबसे
समान भाव से ' बेरूखी' का व्यवहार स्पष्ट दीखता था ।
इमारत भी ' बेरूखी' का शिकार थी ।
सोच का विषय यह था कि जहाँ अपने जीवन के बहुत से पल बिताने हैं
उसकी साजसज्जा साफ सफाई पर खुद की पहल मेहनत नही हो सकती ?
' सरकार ही करेगी' ऐसा भाव क्यो ? कम से कम गेंदा के बीज छिटका
गेंदा तो लग ही सकता था जो कि हमें पूरे रास्ते जहाँ-तहाँ खिला नज़र
आया, चित्रकार बच्चे की हुनर क्षमता का उपयोग कर सुंदर चित्र
टॉंग सकते थे । पांच-२ रैंक (टैंड) थी हर कमरे में, बच्चों से मिट्टी
आदि के खिलौने बनवाए जा सकते हैं ।
साक्षी ने बताया कि " पासवान है, यादव है, मुस्लिम है पर सब बराबर
अगर डॉट पड़नी है तो बराबर की डॉट पड़ेगी । ईद पर हम विश करते हैं,
दीवाली पर करेंगे विश, स्कूल में कुछ नही मानते । २६ जनवरी मनाएंगे ।
यूनिफार्म अगर मुझे नही मिली तो नाजिया परवीन की भी नही मिलेगी।
75% उपस्थिति चाहिए । अब आप बतारएं कि बीमारी पर किसका बस है,
मेहमान घर आए तो अम्मा का हाथ बटाने को रूकना पड़ेगा तो उपस्थिति
पूरी कैसे होगा । वैसे भी मुझे रंग पसन्द नही । मेरी गाज़री रंग की साड़ी
हाथ में लेकर कहा - ' थे रंग की वरदी मिले तो बात है । मरा मरा सा
रंग कौन पहने एकदम म्हटयार लगते हैं ।"

19)

विज्ञान की पढ़ाई — विज्ञान के संदर्भ में अध्यापक बिहार पाठ्यचर्या
—x— —x— —x— रूपरेखा की सिफारिशों से परिचित थे जैसे बच्चे
प्रयोग करें, उन्हें खोजने की आज़ादी हो। "बच्चे जिज्ञासु होते हैं",
यह तो सभी की ज़ुबान पर था। पर उस जिज्ञासु प्रवत्ति को पोषित
पल्लवित कैसे करना है इसका क्रियान्वन निस्तेज अवस्था में था।
अंदर से उत्कंठा ही जैसे नहीं थी कि इन बच्चों को उस नज़रिए की ज़रूरत
हो सकती है।

विद्यालय में विज्ञान की कक्षाएँ तो आयोजित हुई थी क्यों कि बच्चों
ने बताया कि ग्यारहवाँ अध्याय चल रहा था कि मैंडम दूसरे जगह
चली गई। अब जो मैंडम हैं वे सिर्फ गणित गणित पढ़ाती है।
विज्ञान के ग्यारह अध्याय कैसे पढ़े — बच्चों ने बताया कि बारी-२
से एक-एक टुकड़ा पढ़ लेते हैं फिर मिल बैठकर प्रश्नों के जवाब
बना लेते हैं और
कॉपी में लिख लेते हैं। कुछ बच्चों की कापियाँ जँची हुई थी। उन्होंने
बताया कि ये उनके ट्यूशन वाले भईया ने जाँची है।

विज्ञान की पाठ्यपुस्तक में जितनी भी गतिविधियाँ थी, वे पढ़ी गई
थीं, करवाई नहीं गई थी। अध्यापिका का कहना था कि जगह देख रही हैं
आप। एक जना भी हिल नहीं पाविगा। इसी बात गतिविधि करके किसी
नतीजे पर तो पहुँच नहीं पाते। पढ़ के कम से कम ये तो लगता है कि
कुछ ठोस पढ़ा है।

इन्हीं अध्यापिका का यह भी कहना था कि बच्चे गतिविधि करके ज्ञान
को अच्छी तरह पकड़ लेते हैं।

विद्यालय में प्रयोगशाला की बात करना ही उन्हें हास्यापद लगा। "स्तर देख
रही है न एक ठो कुरसी तो नसीब नहीं, प्रयोगशाला की बात खूब बूझा।"

२०)

भाषा की पढ़ाई –   प्रसन्नता की बात थी कि अध्यापक
~ ~ ~ ~ ~ ~ ~ ~ ~ ~   राष्ट्रीय एवं राज्य पाठ्यचर्या रूपरेखा के
उस मार्गदर्शक सिद्धांत के प्रति स्वीकृति दे चुके थे कि कक्षा में
घर की बोली को स्वीकृति मिलनी चाहिए । वे इस बात से भी
वाकिफ़ थे कि शुरुआती दौर में वर्तनी व उच्चारण को लेकर चिन्ता
न की जाए । कक्षा में इन तथ्यों की पुष्टि नहीं हो पा रही थी जैसा
कि एक कक्षा की तस्वीर देखें –

कक्षा – 3

व्याकरण

सभी अपनी कॉपी निकाल लो । आज तुम्हें संज्ञा पढ़ाऊँगी ।
पहले पढ़ा है क्या ? नहीं , गुड तो आज संख्या पढ़ेंगे । निकालो
अपनी कापी, लिखो ....   आँचल, क्या देख रही हो इधर-उधर
कापी निकालो । जो मैं आज लिखा रही हूँ वह किसी बुक में
नहीं है । लिखो ....
किसी भी वस्तु .... वस्तु माने क्या ? हाँ-२ ठीक है ठीक है
वस्तु माने क्या ? चीज़ । सिम्पल सी बात है । तो किसी वस्तु
स्थान, स्थान माने क्या ? ऐसे जगह तो किसी वस्तु
स्थान और व्यक्ति, व्यक्ति माने क्या ठीक-ठीक है कोई
आदमी, पहाड़, जानवर, नदी के नाम को संज्ञा देते कहते
हैं । संज्ञा व्याकरण की पहली सीढ़ी है । ये नहीं समझ आई
तो दूसरी व्याकरण की सीढ़ी करने समझ नहीं पड़ेगी । समझें
क्या ? सभी ने लिखा क्या ?
मेरी तरफ़ मुड़कर → ९ मैडम श्यामपट होता तो लिखकर दिखाती
न बोलने की इतनी माथापच्ची से बच लेती । अभी इतना माथा
खपाया है पर गारन्टी नहीं कि कोई सही लिख कर देखा ।

२१)

मेरे मन में सवाल कौंध रहा था कि लिखने लायक बोला क्या गया है।

विद्यार्थियों ने लिखने का उपक्रम अवश्य किया पर मालूम था कि एक-आध शब्द ही लिखा गया होगा। बी-एड वाले छात्र अध्यापकों को कॉपी जाँचने के लिए कहा गया।

अब पहली कक्षा में पढ़ाई (भाषा) की बात हुई थी तो बताया गया कि वे एक दुविधा में हैं। क्यों जिस तरीके से पढ़े हैं, वह इतना खुद में रचा-बसा है कि हटना मुश्किल है। शुरुआत बातचीत से करते हैं पर आटोमेटिकली अ, आ, ई पर आ जाते हैं वह आसान है उससे पता चलता है किस बच्चे को अ, आ पहुँचा कि नहीं पर बीएसएफ से तत्काल कुछ पता नहीं चलता कि कौन बच्चा कहाँ तक पहुँचा।

पाठ्यपुस्तकों में शुरूआती दौर में बनी तस्वीरों पर कैसे बातचीत हुई इस पर टिप्पणी थी कि विद्यार्थी अब तब इन तस्वीरों को देखते हैं और खुद ही बातचीत करते रहते हैं। वे तस्वीरों में दिख रहे पात्रों को अपनी तरफ से नाम दे देते हैं फिर कुछ का कुछ बोलते रहेंगे। हमें बात करवाने की ज़रूरत ही नहीं पड़ती।

उनका सुझाव था कि बारहखड़ी बहुत फायदेमंद है, इससे कई सारे शब्द मूर्त रूप में सिखा सकते हैं।

A) विद्यालय में नामांकन की स्थिति : अकादमिक सत्र २०१२-१3

कुल विद्यार्थी : ३५१

कक्षावार नामांकन

कक्षा	लड़कियाँ	लड़के	कुल
प्रथम	११	२०	३१
द्वितीय	१७	१४	३१
तृतीय	१६	१७	३३
चतुर्थ	१३	११	२४
पंचम	४३ १२	स ११	२३
षष्ठ	४३	२१	६४
सप्तमी	४४	३५	७९
अष्ठम	४१	२३	६४