



## Teacher Education Institutional Development Index (TEIDI)



### **Baseline Study of Government Teacher Education Institutions in Bihar**

State Council of Education Research and Training, Bihar

May 2016

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The Report "Baseline Survey of Teacher Education Institutions in Bihar" is available on request

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This report is prepared by SCERT with technical and expert assistance from World Bank

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## Abbreviations

BIET	Block Institute for Education and Training
BRC	Block Resource Center
BI	Block Institution
CTE	College for Teacher Education
CSS	Centrally Sponsored Scheme
CWSN	Children With Special Needs
DIs	District Institutions
DIET	District Institute for Education and Training
GIS	Geographical Information System
GOB	Government of Bihar
ICT	Information and Communication Technology
IT	Information Technology
NCF	National Curriculum Framework
NCTE	National Council for Teacher Education
NPE	New Policy on Education
NCFTE	National Curriculum Framework for Teacher Education
NCERT	National Council for Education Research and Training
PTR	Pupil Teacher Ratio
PH	Physical Handicapped
PMU	Project Management Unit
PTEC	Primary Teacher Education College
RTE	Right to Education
SCERT	State Council for Education Research and Training
TEI	Teacher Education Institution
TEIDI	Teacher Education Institutional and Development Index

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## Preface

With the enactment of Right to Education Act 2009, ensuring adequate numbers and quality of teachers became a legal obligation for the states. Several states including Bihar struggled to match the number of teachers required to maintain the PTR as laid down by RTE. In Bihar, to meet the numbers, a large number of teachers were recruited through Panchayati Raj Institutions.

Although this recruitment process has helped to get more teachers, it has also stemmed into a larger challenge of training them as majority of them lies in untrained teacher's category.

For the past few years, the state Government has struggled to ensure the certified training of these untrained teachers. In this process, a good number of private partners have entered into the training business as well. At present only one- third of the total teachers are being trained by the government training institutions.

To improve the quality of teachers, the **World Bank** has come forward and agreed to support Government teacher education institutions in Bihar. This support would be provided to institutions at state and at the block level. Four areas of improvement have been identified. These are **infrastructure, equity, academics and institutional capacity / effectiveness**.

So, a baseline of the present scenario is necessary before implementing any program, a study has been conducted at state level (SCERT), 60, district level (DIETs, PTECs and BIETs) and 184 block level institutions (BRCs).

In this report, an effort has been made to summarize the findings of the baseline survey done. This document gives a comprehensive picture of the present state of affairs in these Government Teacher Education Institutions. It may act as a benchmark to measure improvement in these institutions over the coming years.

I express my sincere thanks to Mr. K. Senthil Kumar, I.A.S. Director DRT Bihar, Patna, Task Team Leader Ms. Shabnam Sinha from World Bank, Mr. Fabian Toegel, consultant WB and WB team of the project who efficiently guided us to complete this task. The present study could not have been completed without the active support from my colleagues in state office, SCERT, DIETs, PTECs, CTEs, BRCs and experts from PMU, World Bank project "Enhancing Teacher effectiveness in Bihar operation". I sincerely thank all of them.

I earnestly hope that this document will be useful to policy makers, planners, researchers and all others who are embarking to improve the quality in teacher and development of the Government institutions in the Bihar state and even across the country.

**Sanjwan Sinha**

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May 2016



# Executive Summary

## Introduction

Over 60% of the total teaching staff out of about in 70 thousand elementary schools of the state remains untrained. This is one of the biggest hurdles in achieving quality in education.

The quality of teacher education needs improvement and it has to be lead by the SCERT, which is the state level apex institution to regulate monitor and support teacher training institutions in Bihar. SCERT, the apex institution is supported by categories of institutions set up by government at different level-

## Categories of Institution

These institutions are as follows;

1. District level Institutions. This Includes DIETs, PTECs and BIETs. At present there 33 District Institute for Education and Training (DIETs), 23 Primary Teacher Education College (PTECs) and 4 Block Institute for Education and Training (BIETs) in the state.
2. Block Level Institutions 184 BRCs have been developed as Block level institutions. These institutions are supporting the recurrent training and CPD programmes.
3. College for Teacher Education. There are 6 such institutions in Bihar. These Institutions are government teacher training colleges reorganized by NCTE and affiliated by universities.
4. Open Universities. Nalanda Open University has been established under Open University Act. Apart from this IGNOU is also operating through its study centers in the State. Colleges established in private sector. These colleges have been running as affiliated units of different universities. The combined intake of private colleges is three times more than the combined intake of institutions established in government sector.

The government has direct control over DIETs, PTECs, BIETs, CTEs and BRCs. The world Bank has agreed to support the state government institutions in improving their performance and efficiency. Four teacher education institution development indicators have been agreed on which the World Bank will support Government of Bihar. These indicators are infrastructure, equity, academics and institutional capacity / effectiveness. For each of the indicators, the sub indicators are agreed on. These sub indicators vary depending on the category and level of institution.

## Baseline Study: a pre-requisite for any development program

In order to assess the present scenario, a baseline study was conducted. For this purpose, weightage for indicators and their sub-indicators were agreed and finalized. Based on the framework, 3 questionnaires were developed for the three levels of institutions namely state, district and block.

### Indicators and Weightage

Performance Indicators	Weightage
Infrastructure	35 %
Equity	15 %
Academics	35 %
Institutional Capacity / Effectiveness	15 %

### The Survey and data Analysis

The data was collected on real time basis, compiled, processed and analyzed to get the performance indices of institutions operating in government sector at state, district and block level. These indices will be benchmarks to measure the improvement taking place in future. To measure the improvement overtime same indicators (questionnaires) will be administered.

### Baseline Index of state level institution

At state level, the baseline survey is conducted in SCERT. The figure below tells us that the institution is running much below the standards on performance efficiency. A lot has to be done to improve infrastructure and equity indicators. The performance of indicators in other two areas namely academic and institutional capacity / effectiveness is average

### Performance Baseline of State Level Institutions (SCERT)

Indicators	Performance Index of the Indicator	Weightage of the indicator in total (in percentage)	Overall Performance Index of DIs
Infrastructure	0.23	35	<b>0.34</b>
Equity	0.12	15	
Academic	0.50	35	
Institutional capacity / Effectiveness	0.48	15	

### Baseline performance Index of district level institution (DIETs, PTECs and BIETs)

After remaining in an almost defunct state for a long time, the district level institutions have been active for last few years. The performance efficiency index of this level of organization is same as SCERT. These institutions, when compared to SCERT, perform better on the indicator of Equity but under-perform in academics and institutional capacity/effectiveness. On equity, the performance of the district level institutions is better compared to SCERT but in academics and institutional capacity / effectiveness the state institution are in much better position. The institutions at this level were also found to be functioning much below the standards on performance efficiency.

#### Performance Baseline for District Level Institutions (DIETs, PTECs and BIETs)

Indicators	Performance Index of the Indicator	Weightage of the indicator in total (in percentage)	Overall Performance Index of DIs
Infrastructure	0.21	35	0.34
Equity	0.36	15	
Academics	0.44	35	
Institutional Capacity / Effectiveness	0.39	15	

### Baseline performance Index of Block level institution (BRCs)

The Block level institutions are being developed to cater the in-service developmental needs of the teachers. These institutions are seen as centers for Continuous Professional Development (CPD). Although conceptualized in early 90s, now, these have been developed as more autonomous bodies to cater the emerging needs of the teachers posted in primary and elementary schools. The overall performance index of block level institutions are slightly better than the State and district level institutions.

#### Performance Baseline for Block Level Institutions (BRCs)

Institution	Performance Index of the Indicator	Weightage of the indicator in total (in percentage)	Overall Performance Index of DIs
Infrastructure	0.24	35	0.37
Equity	0.20	15	
Academics	0.52	35	
Institutional Capacity / Effectiveness	0.49	15	

## Conclusion

- The baseline study suggests that much has to be done to meet the modern day standards set for educational institutions established at different levels.
- Improvements are urgently required in ' **infrastructure** ' of the institutions.
- More exposure is also required to introduce new 'teaching- learning methodologies'.
- Vacant positions are required to be filled as early as possible. Efforts to assess additional staff requirements should also be made.
- A good monitoring and support system would boost the system.
- Efforts are required to improve the overall efficiency which is the key to effective performance of all individuals and institutions .

# CHAPTER 1 INTRODUCTION

## 1.1 Background

Improving teachers' quality and the need to enhance the relevance and quality of teacher education in India has been pronounced in the national policies of education and curriculum frameworks since 1968 (NPE, 1968; 1986/1992; NCTE regulation, 1998; NCF, 2005; NCFTE 2010). The quest for quality teachers and the need for high quality teacher education programme are gaining momentum with the implementation of Right to Education Act.

The Right to Education act clearly guided states to ensure appropriate numbers of qualified teachers possessing specific qualities to impart quality education.

To meet the requirements of NCF and RTE, a framework for teachers' education aligned with the changing educational environment was also developed in 2010.

In light of RTE, a large number of teachers have been recruited through a decentralized recruitment process. These teachers have been recruited through 'Panchayati Raj Institutions'. Although, the number gap was filled to a certain extent; however, through this process a large numbers of untrained teachers were recruited into the system. Their training has now become a huge challenge for the government. It has become mandatory as well under National Council of Teacher Education (NCTE) regulations.

The escalating demand for trained teachers and the belief that a training certificate acts as a collateral against future employment has led to proliferation of private Teacher Education institutions. It has witnessed a rapid expansion and mushrooming of the private sector teacher education institutions with less robust and weak implementation of NCTE regulations on monitoring, the quality of such programs goes un-monitored with poor information on the competency levels of teachers graduating from these private institutions. Over the decades, the total teacher education institutions have grown manifold, most of them in the private sector with an uneven distribution across the states, districts and blocks.

Bihar has been grappling with inadequate resources and in-capacity to address this task of immense magnitude. The institutions are burdened with lack of capacity, including inadequate modern facilities, technology, or computers. Bihar requires teacher education institution (TEIs) with strong service delivery mechanisms and governance to reverse years of neglect in the sub-sector. To address this situation the Government of Bihar (GoB) asked for support from the World Bank to improve the situation of teacher development at Government institutions so that the quality and quantity matches the demand for qualified and trained teachers.

### 1.1.2 NCERT study

An evaluative study on CSS (Centrally Sponsored Scheme) of teacher education conducted by NCERT in 2010 reveals deficit in the infrastructural, learning resources, and human resources. These deficits become an obstacle for realizing the mission and vision of these institutions. While taking cognizance of these issues, it proposes higher financial allocation to strengthen these institutions by identifying several performance indicators. They include –

- Expansion and strengthening of DIETs, PTECs, BITEs & CTEs together with SCERTs serving as state nodal agencies;
- Engagement of DIETs to provide both pre and in service teacher training at secondary level;
- Setting up centres on curriculum and pedagogy;
- Creation of a cadre of teacher educators and filling up vacancies;
- Professional development of teachers, head teachers and teacher educators; etc.
- Integration of technology into teacher education (i.e. ICT) and creation of synergic linkages amongst the institutions.

### 1.1.3 Institutions in place

SCERT is leading DIETs PTEC, CTE and BITEs in the state. The following are the number of institutions under SCERT in Bihar.

**Table 1 Number of Institutions in Bihar**

SL	Name of Institution	Number of Institutions
	College for Teacher Education - CTE	06
	District Institute for Education and Training- DIET	33
	Primary Teacher Education College – PTEC	23
	Block Institute for Education and Training	4
	BRC	184 (under phase-1 of the programme)

Apart from above mentioned institutions there is large number of institutions opened in private sector. The government sector has only 25 % of the total seats approved by NCTE, rest 75 percent students are studying in private sector.

### 1.1.4 The Challenge

One of the persisting concerns in teacher education is enhancement of its relevance, quality and inclusion for an optimal impact; however the growth of teacher education systems and institutions, over the decades, has been resisting any changes in the process of teacher preparation. Further, the teacher education curriculum and practices are yet to incorporate and

evolve methodologies to increase community participation, use of ICT and distance education as enshrined in NCFTE 2010. The financing of teacher education institutions is a challenge in terms of poor infrastructure, deficient learning recourses and sub-optimal access and human resource inputs. Expenditure for preparing teachers, therefore, varies across the states. In this context, the challenges before teacher education reforms program are three fold:

- a. One that needs to deal with quantity i.e. of producing large number of teachers required for the system;
- b. One that needs to deal with quality, in which the teacher education system itself needs to reform to meet the new developments in pedagogy and training; and
- c. One where the system develops a way to ensure that not only adequate numbers of teachers are produced and provided with quality education, but also provided with a mechanism to develop and grow in their career i.e. developing a teacher professional development program.

One of the ways to evolve solutions around these issues is through an effective and timely information system not only on quantitative parameters but also on qualitative and procedural parameters.

Department of Education, Government of Bihar is developing a series of tools to help improve the information system of Teacher Education Institutions like Annual Work Planning and Budget documents, GIS mapping and an Index to capture qualitative processes in the institutions and provide necessary technical and financial support to improve the overall quality of the institutions and thereby the teachers.

### **1.1.5 World Bank Intervention**

The World Bank financed program titled “Enhancing Teacher Effectiveness in Bihar Operation” aims to develop an effective teacher management system with rigorous monitoring and evaluation mechanism. The state has developed a TEIDI framework with technical assistance from the **World Bank**. TEIDI is a reporting format that is aimed at assessing institutional functioning for their eventual grading. Institutions are assessed based on four key parameters: (1) Infrastructure (2) Equity (3) Academic (4) Institutional Capacity/Effectiveness. The TEIDI has a quantified and weighted checklist of indicators to measure institutional performance. The TEIDI aims to inform planning for effective decision making at the state and institutional levels.

This document is a comprehensive framework to develop the Teacher Education Institutional Development Index (TEIDI). The framework is visualized as a dynamic and comprehensive approach for the planning, management and governance of teacher education institutions and diagnosing institutional strengths and weaknesses.

The framework would help in immediate and sustainable planning process. It would also help in mapping the progress of each institution through regular flow of information. Further, TEIDI would help capture micro-level information and aggregate it at the District level and Block Level. The TEIDI would help in identifying areas where resources need to be deployed and generate group specific assessments to help focus on minority groups, women and other disadvantaged sections. This framework will be usefu measure to assess coherence between different stages of planning, resource investment, implementation and the subsequent results.

## 1.2 Goals and Objectives

The **Goal** of the Teacher Education Institutional Development Index (TEIDI) Framework is to provide a tool to identify the needs for teacher education provisioning, institutional requirements, pedagogical readiness levels, efficient service delivery mechanism, including sensitivity to the needs of the disadvantaged and minority groups, to improve the accountability of the school system and prepare good quality teachers. The **Vision** of the framework is to institutionalise the concept of Teacher Education as a continuum and further professionalise the teacher education programme. It strengthens the World Bank assisted project “Enhancing Teacher Effectiveness in Bihar Operation” by addressing the following needs:

- Access to good quality teacher education institutions to meet the supply and demand of teachers at elementary and secondary level;
- Increased provisioning of teacher education institutions for teachers from socially disadvantaged and minority groups to address the equity need of the schooling process;
- Improved quality of teacher education institutions by strengthening inputs, processes, and outputs for improved performance;
- Enhanced accountability in teacher education institutions through a transparent assessment strategy;

The major objectives of developing the Framework for TEIDI are to:

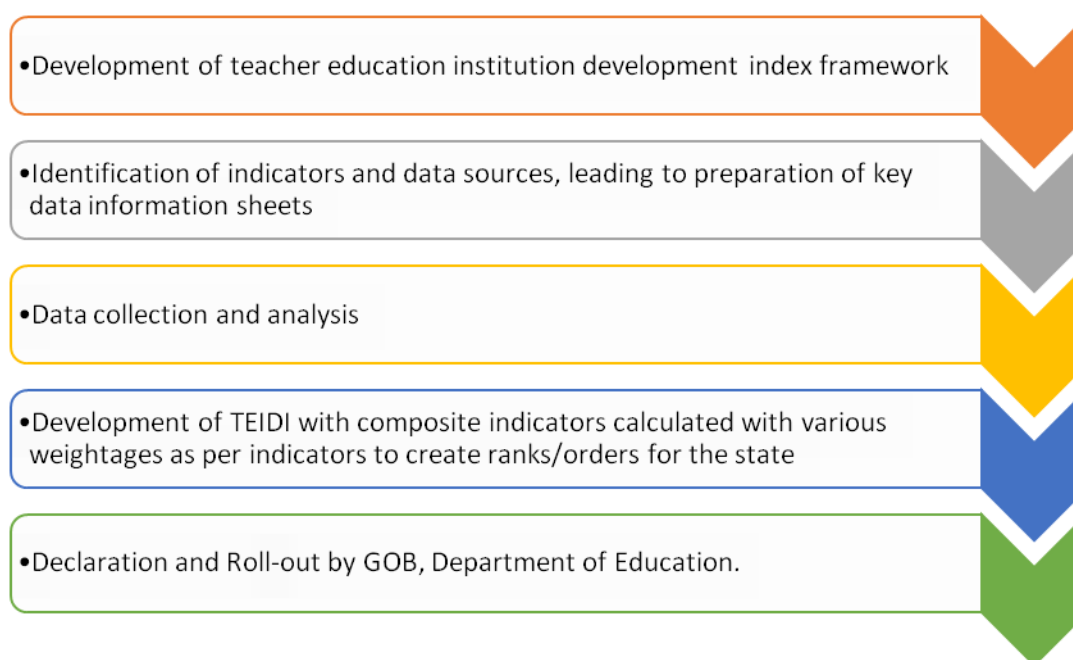
- Map the readiness of the teacher education institutions in terms of access, location and jurisdiction to meet the demands especially in the educationally backward districts, minority dominant districts and SC/ST dominant regions;
- Assess the quality infrastructural facilities, learning resources, and human resources as per the prescribed standards and specific needs;
- Evaluate curricular shifts and innovative approaches of teacher education curriculum and pedagogic practices reflected in NCFTE-2010;
- Develop a successful indicator system, at state, district and sub-district levels to assess the performance readiness and suggest solutions for teacher education at elementary and secondary levels;
- Develop a matrix of indicators for developing the TEIDI to inform planning and implementation for effective decision-making at the District and Block levels.

## 1.3 Approach towards Teacher Education Institutional Development Index (TEIDI) Framework of the study

An inclusive approach for developing a framework for TEIDI has been attempted. The objective of the TEIDI is to develop a method for estimating a comprehensive SCERT (state level), DIETs (district levels), and BRCs (sub-district or block levels) indicators that builds on the existing information and can be used to assess the efficiency of teacher education system and identify further challenges. The approach is consistent with many of the policy- governed principles underlying recent educational reforms reflected in NCF-2005, NCFTE 2010. The steps to develop the framework for TEIDI are as follows:



**Figure 1 Development framework of TEIDI**



## **1.4 Methodology**

### **1.4.1 Development of tools**

For this survey, questionnaires were developed and tried out in Bhojpur and Vaishali district of Bihar. After tryout, questionnaires were fine tuned and used to collect information from the Teacher Education Institutions.

The teacher development framework aims to measure the preparedness of the teacher education institutions in order to produce better quality teachers. A number of indicators, namely access, equity, support to schools, pedagogy in pre-service training, methods of in-service training, ICT preparedness, governance, etc. have been clubbed into four key domains i.e. Infrastructure, Equity, Academic and Institutional capacity/Effectiveness.

### **1.4.2 Indicators and sub indicators of Tools Developed**

The data collection format has 5 parts. First part is about basic information, second part is focused on infrastructure, third part is on equity, fourth part is all about academic information and in last part, the issues related to institutional capacities / effectiveness have been captured.

#### Basic Information and Physical Access

It is important to map the physical location of the institution in order to assess balanced reach between districts and even remote places. This is important from the point of view of prospective students getting constrained to join institutions due to the lack of distance or connectivity. Physical access index would measure the coverage of teacher education institutions per district and the availability of public transportations to the institutions.

## Infrastructure

Institutional infrastructure, facility, and learning resources index measures access of students to learning resources and measured against the norms prescribed by the NCTE and MHRD. Even though all other indicators are achieved and students from various backgrounds are admitted, if the teacher education institutions do not have adequate infrastructure, facility, and learning resources, students will not have access to learning.

Quality of teaching depends not only on availability of learning resources and facility but also on how frequently are the resources updated, upgraded and utilized. It, therefore, is important to keep track of the quality of infrastructure including books, labs, computers, equipment etc.

Use of ICT index measures the availability of ICT at teacher education institutions, training courses provided for trainees on various tools utilizing ICT and available online teacher education courses and digital resources for teacher education. It also captures information on how computers and IT-based learning materials are being used and their application in classroom teaching.

## Equity

Equity index assesses the institutions' capacity to admit students who are women and from marginalized groups. The indicators comprise of the share of students admitted from minority groups and who are women as well from diverse backgrounds. The student diversity is important not only from the point of view of equal participation from all communities and classes but also given the field reality where students may prefer teachers with whom they could relate to more easily. The equity index addresses this issue to ensure that teacher education institutions are providing equal opportunities to women and other marginalized groups through enabling provision of learning resources. To add to it, the share of under privileged candidates admitted to course is also a determining factor.

Financial access index would measure the provision of enabling conditions and scholarships for poor students, especially from disadvantaged sections.

Admission index would look at the selection of students in each institution and also the capacity of the institutions to admit students who have applied. The balance between openness and competitiveness has to be maintained in terms of gender composition at admission and dropout rates of female against male should be considered to maintain a balance.

## Academic

In addition parameters like frequency of the training programs, methodologies used in the training, need assessment and its inputs in the design of such programs are also captured. Quality of teacher educators is an important component to improve the quality of teaching. This index assesses the quality of teacher educators by developing profile of teacher educators, including their teaching experience, academic background, completion of necessary trainings and fellowship and awards received. In addition, this index assesses the availability and contribution of teacher educators in their own professional development program as well.

With the recent curriculum reform at the national level, it is important to ensure that the state syllabus of teacher education is aligned with the NCFTE 2010 and national level policy reforms.

### Institutional Capacity/Effectiveness

The administrative and management processes in the institution carry the same importance as the teaching practices in achieving institutional excellence. Whether it is statutory compliances or putting together governance structures, the efficient running of the institution has a direct correlation to the quality of teaching and learning. The table given below prepares the framework of data collection Format developed to collect data from the three levels of the institutions.

**Table 2 Data Collection format summary**

<b>Key Indicators</b>	<b>Sub- Indicators</b>
I. Infrastructure	<ol style="list-style-type: none"><li>1. Basic Information and Physical Access</li><li>2. Availability of utility and facility services</li><li>3. Building conditions</li><li>4. Safety and environmental friendliness</li><li>5. Availability of ICT facilities and its usage for training</li><li>6. Availability of training hall</li><li>7. Availability of alternate source of energy</li></ol>
II. Equity	<ol style="list-style-type: none"><li>1. Applicability of gender composition in admission.</li><li>2. Dropout rate of female against male in the sections.</li><li>3. Share of under privileged candidates admitted in courses being offered.</li><li>4. Share of students receiving scholarships.</li><li>5. Availability of utility and facilities services and physically challenged persons.</li></ol>
iii. Academic	<ol style="list-style-type: none"><li>1. Training and material development efficiency.</li><li>2. Research activities under taken or initiated at the level of TEIs.</li><li>3. Filled in faculty positions and their qualifications with their respective TEIs.</li><li>4. Programme initiated for the capacity development and strengthening of faculties development.</li><li>5. Capacity utilization and its trainees performance at the TEIs.</li><li>6. Mode of teacher- taught interaction and teacher taught ratio out of TEIs.</li><li>7. RPs in position against sanctioned standard.</li></ol>
iv. Institutional Capacity / Effectiveness.	<ol style="list-style-type: none"><li>1. Share of non teaching HR in position at TEIs.</li><li>2. Use of ICT in academic and administration at TEIs.</li><li>3. Availability of grievance redressal mechanism, existence of academic planning and review group at TEIs.</li><li>4. Budget utilization and use of ICT in its accounting.</li><li>5. Existence of website for TEIs and its updation.</li></ol>

#### **1.4.3 Sample Design**

The target population of the survey was all teacher education institutions including all DIETs, all PTECs, 6 CTEs 4 BITEs and selected 184 BRCs from phase 1 of the programme.

#### 1.4.4 Data Collection

TEIDI baseline survey of 250 Teacher Education institutions was conducted in two phases, first in May 2015 and second in February 2016.

#### 1.5 Weightage and Indexing

The index provides information on the strength and effectiveness of the organization and leadership of the institution. The index measures among other aspects the quality assurance and accountability of the institution, and existence of policy compliance mechanisms. The index further captures the extent of partnerships and networks which the institute is proactively developing to ensure non-duplication of work, best practices compilation and knowledge management.

For indexing of institutions some weightage has been given to these parameters. Under each indicator of development, there are sub indicators and weightage also assigned to these indicators and sub-indicators. Following table would give us clear-cut understanding about weightage assigned for indexing. At different level, there are differences in number of sub indicators and weightage assigned to them

**Table 3 Indicators, Sub-indicators and weightage for indexing of performance of SCERT**

Principal Dimension	Indicators	Indicator Weight	Dimension Weight
<b>Infrastructure</b>	Condition of building	25%	<b>35 %</b>
	Availability of toilet facilities	20%	
	Safety and environment-friendliness	10%	
	ICT Facilities	10%	
	Availability of Computers for Training	15%	
	Availability of Alternate Source of Energy	20%	
<b>Equity</b>	Toilet for Females	60%	<b>15 %</b>
	Toilets for Physically Handicapped	40%	
<b>Academic</b>	Training/Material development	15%	<b>35 %</b>
	Research Activities	25%	
	Share of filled-in faculty positions	20%	
	Faculty qualifications	20%	
	Faculty development	20%	
<b>Institutional Capacity / Effectiveness</b>	Use of computers in academic & administration	20%	<b>15 %</b>
	Grievance redressal mechanisms	10%	
	Budget utilization	20%	
	Availability of financial management staff	10%	
	ICT in Accounting	20%	
	Website of TEI and its updation	10%	
	Share of filled-in non-teaching Staff positions	10%	

**Table 4 Indicator, Sub-Indicator and their Weightage for indexing of performance of District Institutions**

	Principal Dimension		Indicators	Indicator Weight	Indicator Weight Totals
<b>1</b>	<b>Infrastructure</b>	<b>1.1</b>	Condition of buildings	25%	35%
		<b>1.2</b>	Availability of toilet facilities	20%	
		<b>1.3</b>	Safety and environment-friendliness	10%	
		<b>1.4</b>	ICT facilities	10%	
		<b>1.5</b>	Availability of computers for training	15%	
		<b>1.6</b>	Availability of alternative source of energy	20%	
<b>2</b>	<b>Equity</b>	<b>2.1</b>	Toilets for female	60%	15%
		<b>2.2</b>	Toilets for Physically Handicapped	40%	
<b>3</b>	<b>Academic</b>	<b>3.1</b>	Training/Material development	15%	35%
		<b>3.2</b>	Research Activities	25%	
		<b>3.3</b>	Share of filled-in faculty positions	20%	
		<b>3.4</b>	Faculty qualifications	20%	
		<b>3.5</b>	Faculty development	20%	
<b>4</b>	<b>Institutional Capacity/ Effectiveness</b>	<b>4.1</b>	Use of computers in academic and administration	20%	15%
		<b>4.2</b>	Grievance redressal mechanisms	10%	
		<b>4.3</b>	Budget utilization	20%	
		<b>4.4</b>	Availability of financial management staff	10%	
		<b>4.5</b>	ICT in Accounting	20%	
		<b>4.6</b>	Website of TEI and its updation	10%	
		<b>4.7</b>	Share of filled-in non-teaching staff positions	10%	

**Table 5 Indicator, Sub-Indicator and their Weightage for indexing of performance of BRCs**

Principal Dimension		Indicators	Indicator Weight	Dimension Weight
<b>Infrastructure</b>	<b>1.1</b>	Available Training Hall	25%	<b>35%</b>
	<b>1.2</b>	Toilets Facilities	25%	
	<b>1.3</b>	Safety and environment-friendliness	25%	
	<b>1.4</b>	ICT Infrastructure	25%	
<b>Equity</b>	<b>2.1</b>	Gender composition	70%	<b>15%</b>
	<b>2.2</b>	Toilet for Physically Challenged	30%	
<b>Academic</b>	<b>3.1</b>	Academic Interaction	50%	<b>35%</b>
	<b>3.2</b>	Resource Persons in Position	50%	
<b>Institutional Capacity /Effectiveness</b>	<b>4.1</b>	Use of computers in administration	40%	<b>15%</b>
	<b>4.2</b>	Budget utilization	40%	
	<b>4.3</b>	Availability of financial management staff	20%	

Across state, district and block level institutions, the indexing of each institution saw 35% weightage was given to the Infrastructure and Academic components each and 15% weightage was given to the equity and institutional capacity / effectiveness components. These major areas of improvement are in-turn divided into sub-areas. The sub-areas are different in different level of institutions. The data collected on the above indicators and sub-indicators were considered for the construction of the overall index, averaged across the institutions of the district-level (DIETs, PTECs, BITEs) and block level (BRCs).

#### **Administration of Tools:-**

The set of questionnaire were developed with the expert guidance and technical support of World Bank and used for data capturing and collection through personal visits by field investigators comprising of PMU officials.

#### **1.6 Data Management and Analysis**

Based on the above weightage, the data was collected, compiled, processed and then analysed to get the institution level wise indices on four indicators. These indices give present status or baseline of the Teacher Education Institutions. After an interval, the same exercise with same sub-indicators and their weightage a survey will be conducted in-order to understand the direction in which these institutions are heading.

The baseline data also highlights the areas in which more in-depth focus and thrust would be required. The index can help in assessing the efficiency of training institutions and be a source of information to identify any issues pertaining to training the prospective teachers.

## CHAPTER 2 STATUS OF SCERT

### 2.1 Role of SCERT

SCERT is visualized as the apex academic and academic planning institution at state level providing support to different types of institutions and also engaging in educational research and training. It is engaged in providing advice to state governments on policy issues, support to implementation and appraisal of programmes and to undertake programmes for quality improvement in school education and teacher education. Some of the envisaged roles are as follows:-

- SCERT will have to play a lead academic institution role, providing support to DIETs, PTCEs, BITEs and CTEs and also engaging in educational research and training. They would also provide policy advice to state governments, support implementation and undertake programs for quality improvement in school education and teacher education.
- SCERT would also function as the academic authority to lay down the curriculum and evaluation procedure to be followed by the schools in the elementary level.
- SCERT would function as the nodal agency in the state for coordination and collaboration amongst Board of Textbooks, Board of Secondary Education, and Board of Elementary education etc.
- SCERT in addition to the current in-service training programs would also evolve short-term and long-term teacher education programs on specific themes of specialization for secondary and senior secondary teachers, administrators and teacher educators.
- SCERT would also have to offer doctoral and PG programs in education/ teacher education.
- Develop and conduct training through resource persons for educational administrators, head teachers in planning and management.
- Conduct training of the newly recruited teacher educators and faculty of the DIETs etc.

### 2.2 Areas of Improvement

Based on the TEIDI baseline, the SCERT, Department of Education and GOB may create a State level Dashboard which could have one glance information about number and types of institutions, vacancies, projected growth and gaps, school information on enrolment, as well as trained and untrained teachers.

A similar compilation could be done at the district level. These compilations would be helpful in assessing the resources at each level and map them in a way to optimize for effective resource utilization in every institution. This way some targeted strategies and resources could be envisaged to improve teacher quality in those institutions or regions.

The SCERT could also assess training capacities in different institutions and make provisions to rationalise seats in a way to respond to the demand of teachers and availability of prospective students. SCERT could also simultaneously plan to enhance seats in the existing institutions, and



may explore partnerships in capacity building of State level master trainers, use of technology in communication, monitoring and evaluation or reaching the difficult areas. The SCERT may also think of ways to enrich and update state teacher education curriculum with the help of experts.

## 2.3 Baseline Study

Baseline data of SCERT on infrastructure, equity, academics and institutional capacity / effectiveness has been collected and analysed to know the index of development of the institution. The data collection format is there as annexure 1 of this document. For Indexing, the analysis has been done on the basis of weightage assigned to different indicators (ref Table 3)

### 2.2.1 Baseline of Infrastructure in SCERT

Infrastructure baseline was done on building condition, toilet facilities, safety and environment friendliness, ICT facilities, availability of computers and alternative energy sources. The information gathered around these indicators as given in Annexure 1. These information are then compared to the standards to arrive at infrastructure development index. Total weightage to infrastructure index on overall indexing of SCERT is 35 %, which is similar to all other TEIs surveyed.

**Table 6 Baseline Infrastructure: SCERT**

Code	Name Address	Building Condition	Toilet Facilities	Safety and Environment friendliness	ICT Facilities	Availability of Computers for training	Availability of alternative source of energy	Infrastructure Development Index
1	SCERT	0.09	0.43	0.00	0.40	0.50	0.00	<b>0.23</b>

The building condition is almost 10 % of the standard requirement. The facilities like toilets, ICT and computers are fulfilling almost half of the requirements. It would require improving safety and environment friendliness outlook and need to install alternative energy plants like solar energy equipment as back-up power arrangement. The infrastructure index in 0.225 which means infrastructure wise the institution is meeting about one-fourth of the total requirement.

### 2.2.3 Baseline of equity in SCERT

This baseline index in this dimension was done on the basis of two sub-indicators i.e. female toilets and toilets for physically handicapped. Total weightage to equity index on overall indexing of SCERT is 15% .

**Table 7 Baseline Equity: SCERT**

Code	Name_Address	Toilets for female	Toilets for PH	Equity Development Index
1	SCERT	0.20	0.00	<b>0.12</b>

AS per information available the toilet facility for female staff is not sufficient, it needs to improve by 5 times to meet the standard requirement. The institution does not have toilet for the physically handicapped. This facility need to be installed as early as possible.

### 2.2.2 Baseline Academics of SCERT

This index is related to academic environment in SCERT. The overall index on this front is 0.5. In this section, information about the training material, research activities and faculty positions, their qualifications and self development have been considered. On each of the activity, a number of information gathered. Following table gives the index of each indicator in SCERT. The weightage to academics in overall indexing of SCERT is 35 %.

**Table 8 Baseline Academics: SCERT**

Cod e	Name Address	Training / Material Development	Research Activities	Faculty position	Faculty qualification	Faculty development	Academic Development Index
1	SCERT	0.46	0.59	0.16	0.85	0.41	<b>0.50</b>

The above analysis shows that more training materials need to be developed and research activities to be undertaken and promoted. It also shows that a large number of positions of academic staffs are vacant. The institution is working on almost 20 % of staff. The qualification of the staff is good but still it needs to take steps for faculty development.

### 2.3.4 Baseline of Institutional Capacity / Effectiveness of SCERT

The table below shows the indices of the indicators taken into consideration for calculation of baseline of institutional capacity and effectiveness of the institution. These indicators collectively tell us how well the institution is being governed. Its weightage in overall SCERT development index is 15 % . The focus is on availability of non teaching staff, management and use of modern concepts and ICT in the administration.

**Table 9 Baseline Institutional Capacity / Effectiveness: SCERT**

Code	Name Address	Use of Computer in Academic & Admin	Grievance redressal cell	Budget Utilization	FM staff in Position	ICT in Accounting	Website and its updating	Non Teaching Staff Positions	Institutional Capacity/Effectiveness Development Index
1	SCERT	0.50	0.00	0.91	1.00	0.00	0.50	0.50	<b>0.48</b>

The above analysis shows that the institution is good at budget utilization which is good. Most of the institutions could not perform because of poor fund absorption capacities. It may be because of un-availability of full strength of finance management staff. We need to do little in-depth analysis to know if the present funding is enough for the institution or not. If allocation is sufficient and utilization percentage is high then only it is good. The above table also highlights need to improve the working style. The computer is not being utilized sufficiently by the administrative staff. The accounting is still being done manually. Half of the non teaching staff positions are still vacant.

## 2.5 Overall Performance of SCERT

Following table gives summary of the performance of SCERT. It suggests that the infrastructure of SCERT needs to be improved on priority basis. This could also address the equity issue. The academic and Institutional capacity / effectiveness indicators show that currently SCERT meets about half of the achievable target.

**Table 10 Baseline Overall Development Index: SCERT**

Indicators	Performance Index of the Indicator	Weightage of the indicator in total (in percentage)	Overall Performance Index of DIs
Infrastructure	<b>0.23</b>	<b>35</b>	<b>0.34</b>
Equity	<b>0.12</b>	<b>15</b>	
Academic	<b>0.50</b>	<b>35</b>	
Institutional capacity / Effectiveness	<b>0.48</b>	<b>15</b>	

## Conclusion

Overall baseline development index of SCERT Bihar is **0.34**. This means only about **one- third capacity** of the institution is being leveraged. Much could be done to improve infrastructure facilities. Deployment of staff, development of learning material, promotion of research and use of ICT in administration are the other areas of concerns.

## CHAPTER 3 STATUS OF DIET, PTEC AND BITE

### 3.1 Role of DIETs, PTECs and BITEs

DIETs are nodal institutions for improving the quality of elementary education in the district. They are mandated to transact pre-service and in-service training programs for elementary school teachers. In their current form, DIETs would benefit from being strengthened in all respects, in terms of organizational structure, physical infrastructure, academic programmes, human resources and financial support. The DIETs envisage with many-fold responsibilities and not limited to teacher training but as an institution to manage quality aspects in schools, professional development of teachers, intra-district academic coordination in the district, active academic monitoring, action research and academic planning in the district. Some of the envisaged roles of DIET as per the GOI sponsored Teacher Education Scheme are -

- DIET would continue to be nodal institutions at the district level to transact pre-service and in-service training for elementary school teachers.
- DIET will also be responsible for in-service training of secondary school teachers, if there is no CTE for the district or the existing CTE is not able to fulfil the requirement due to its incapacity or the large number of teachers to be trained.
- DIET would also organise and support teacher professional development and leadership development programs for Head Masters, senior teachers, and School Management Committees on a continued basis.
- DIET would perform Academic monitoring and supervision of schools, school improvement and school development.
- Serve as an Education Resource Centre for the district in conjunction with BITEs, BRCs, CRCs.
- Address district specific material development, action research programs for special groups in the District.
- Develop district academic plans and monitor the teaching-learning quality in schools and its teaching-learning practices to be followed on regular basis.
- Design interventions for direct support to schools and work with special groups in the district.

### 3.2 Baseline of DIET, PTEC and BIETs

The baseline data has been collected from all 33 DIETs, 23 PTECs and 4 BITEs. The data collection format was used to collect information with regard to **infrastructure, equity, academic and institutional capacity / effectiveness** from these institutions ( refer to annexure 2 of this document). For indexing of these institutions weightages were assigned to the above mentioned four indicators. For, **Infrastructure** and **academics**, each were assigned 35 % weightage. For **equity** and **institution capacity / effectiveness**, each were assigned 15 % weightage.

Under each of the indicators, there are sub-indicators. These sub-indicators have further assigned weightage as percentage of the major indicator. The table 4 given on page 20 gives the detail of the weightage assigned to indicators and sub-indicators.

### 3.2.1 Baseline Infrastructure of DIETs, PTECs and BIETs

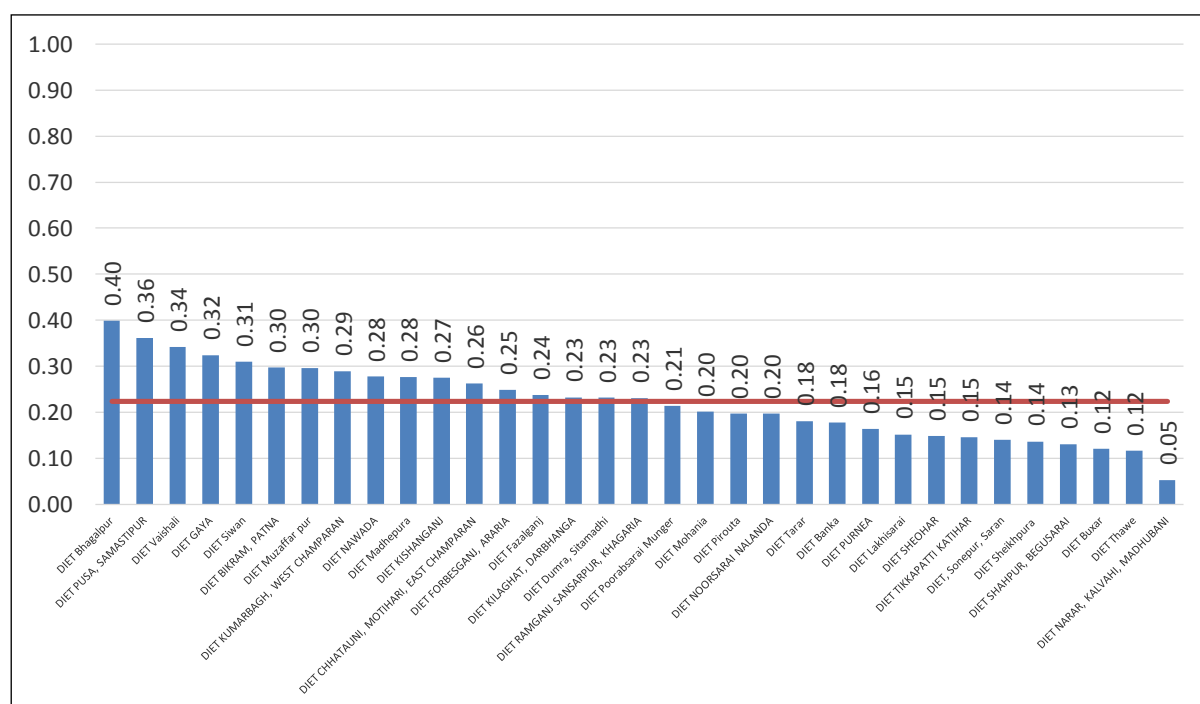
The baseline survey collected Infrastructure related information under 5 sub- indicators. These sub indicators are condition of building and other facilities, availability of toilet facilities, safety and environment friendliness, availability of ICT equipment as per BSEIDC specification and availability of electricity.

**Table 11 Baseline Infrastructure DIETs, PTECs and BIETs**

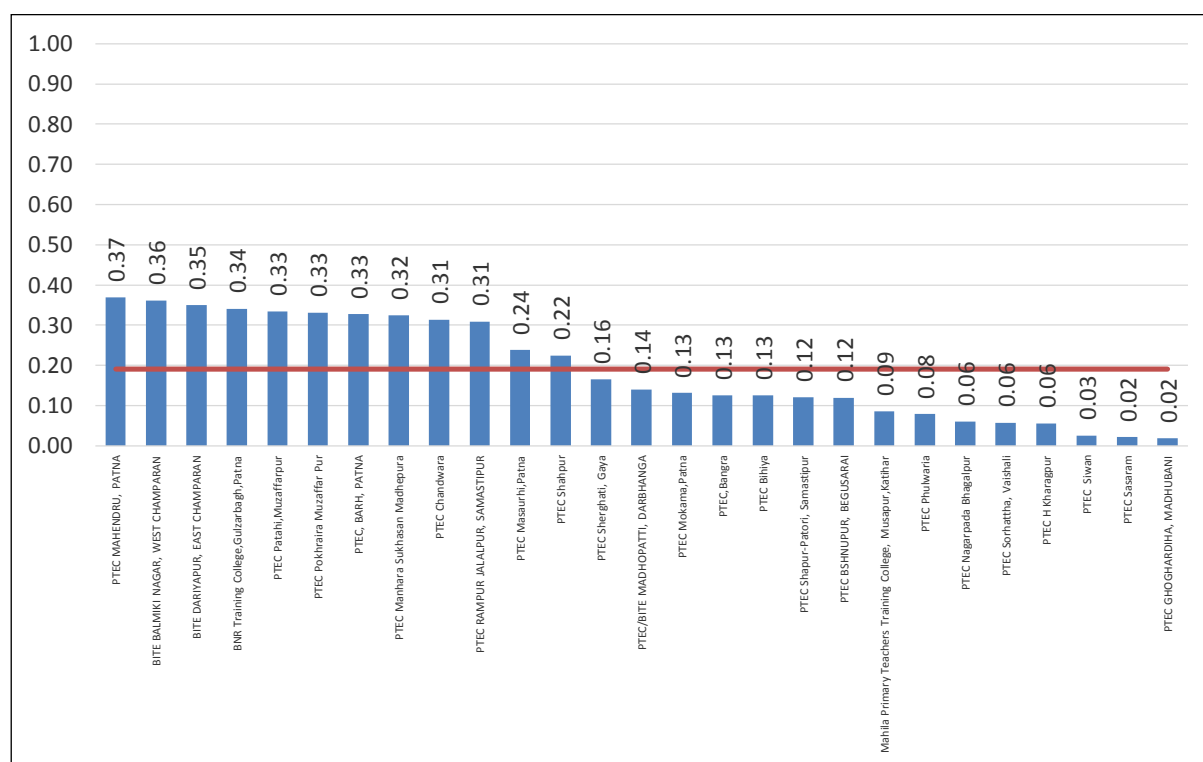
Institutions	Building Condition	Toilet	Safety	ICT	Electricity	Infrastructure Index
DIETs , PTECs and BIETs	0.17	0.13	0.05	0.18	0.45	<b>0.21</b>

Above analysis shows that the overall condition of building and toilets are shabby, requiring heavy infrastructure investments. Another area of improvement is ICT. Similar to the SCERT, these institutions also need to ensure much better safety conditions. the overall infrastructure index is 21 or about one-fifth of the achievable target.

**Figure 2 Baseline Infrastructure of DIETs**

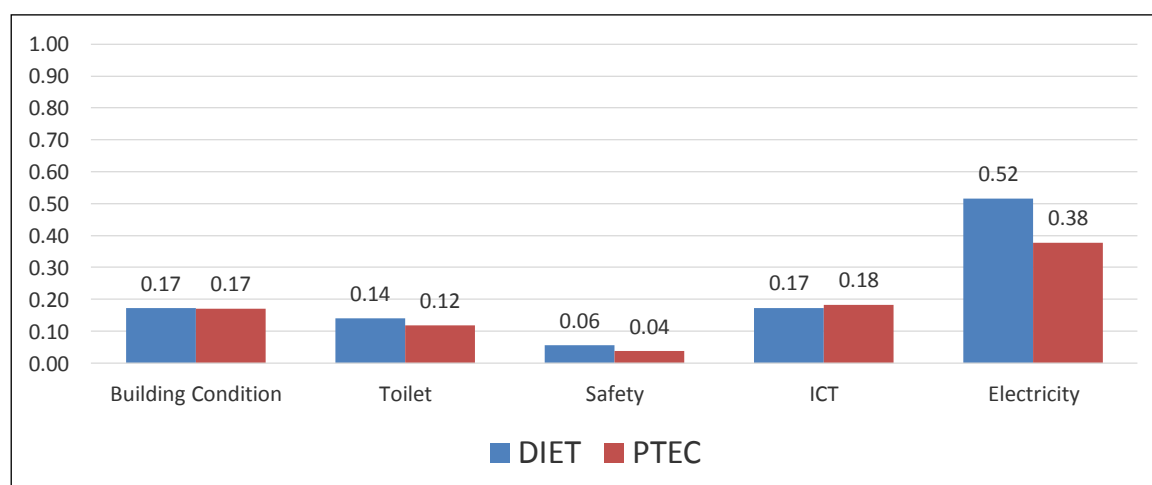


**Figure 3 Baseline Infrastructure PTEC**



If we compare the infrastructure facilities between DIET and PTEC, there is a very little difference except in the case of availability and use of electricity. This may be due to the location of these institutions. The DIETs are located in comparatively prosperous pockets of economies.

**Figure 4 Baseline Infrastructure Comparison between DIETs and PTECs**

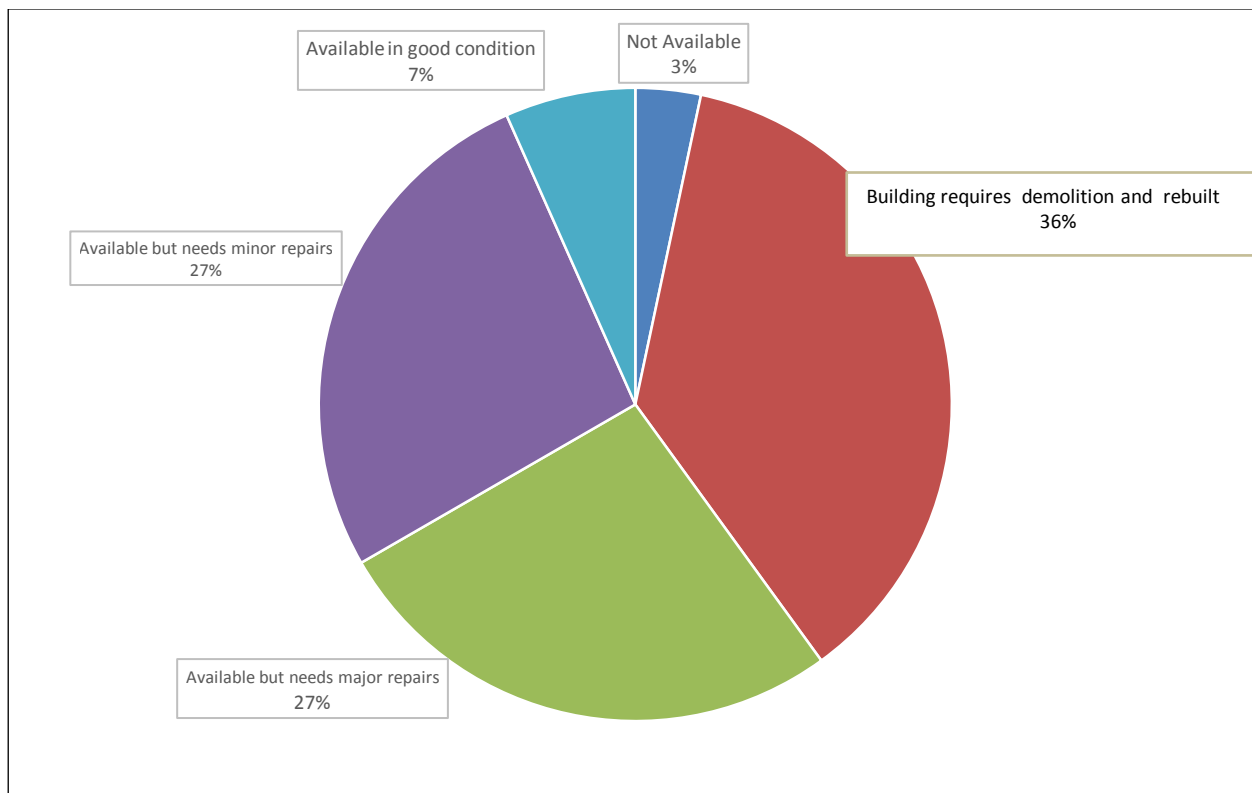


### Principal's Room

The room for the head of the institution is very essential in any organization. This is the place where almost all the managerial decisions are taken. The baseline survey reveals that only 7% of DIETs / PTEC / BIETs have adequate principals' room.

According to the survey, 3 % institutions don't have this room, 54 % require minor-major repairing and about 35 % of the Principals' room need to be demolished and rebuilt.

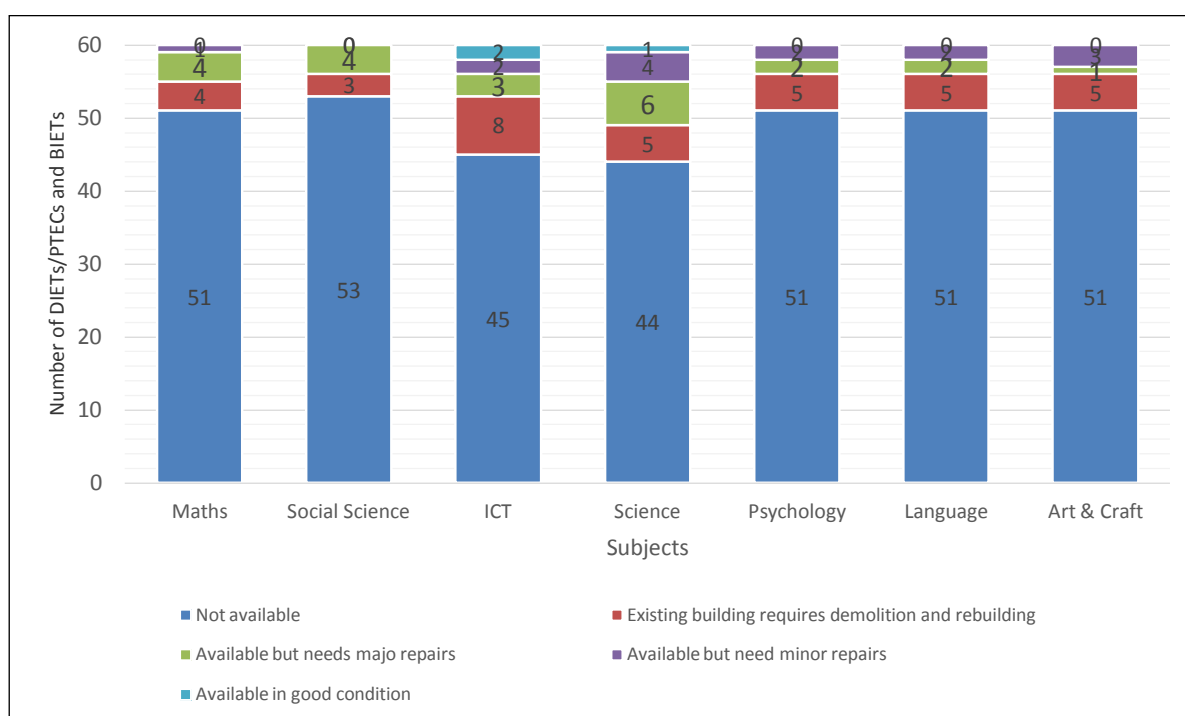
**Figure 5 Baseline principal's Room**



### Resource Rooms

Availability of Resource room for different subjects is very much required as per NCTE infrastructure norm. These resource rooms are generally not available in these institutions at the time of baseline survey.

**Figure 6 Baseline of Availability of Resource Rooms in DIETs / PTECs and BIETs**

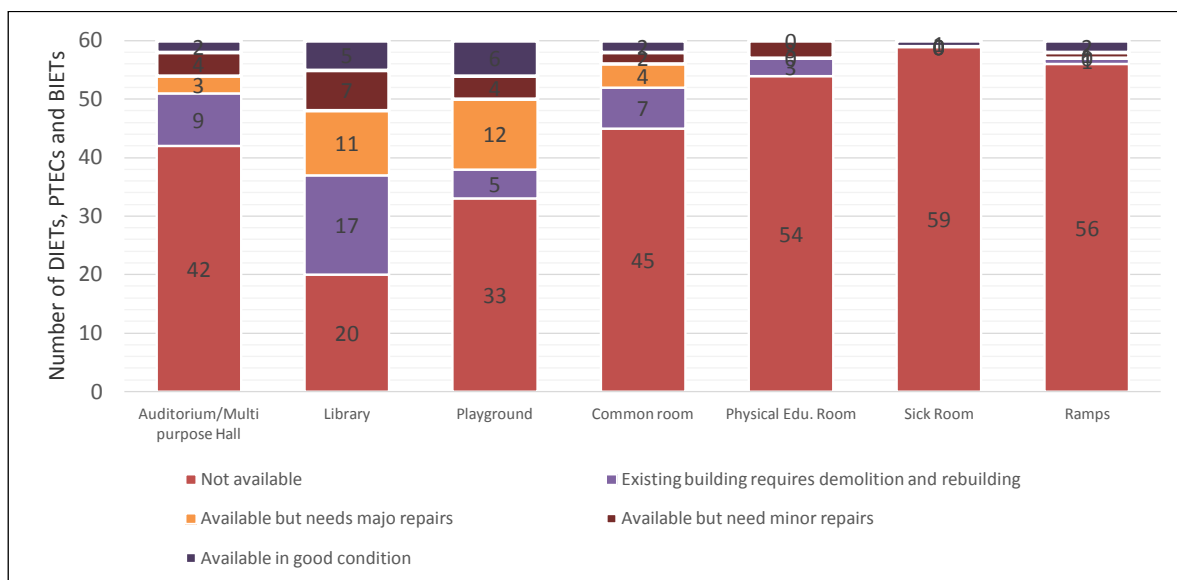




## Support Infrastructural Facilities

Library, laboratories and computer rooms are backbone of educational institution of modern era. These institutions are lagging behind on this front largely.

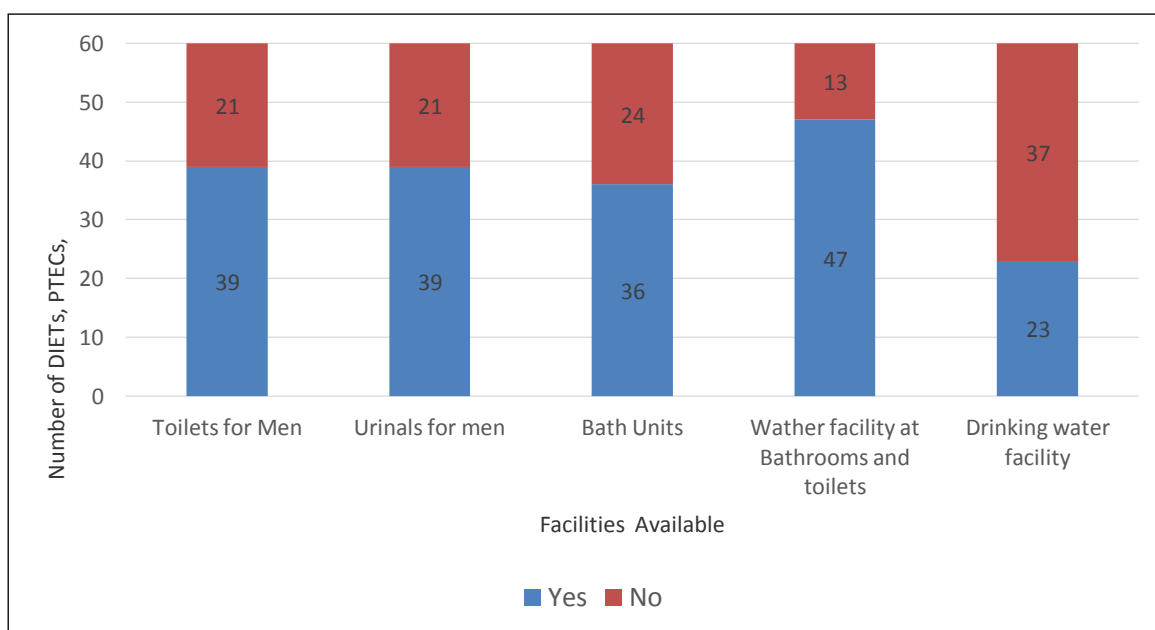
**Figure 7 Baseline Availability of support infrastructure in DIETs, PTECs and BIETs**



## Toilet Facilities

The baseline figures reveal that 21 District level institutions neither have toilets nor urinal for men. Out of 60 DIETs/PTECs/BIETs 37 didn't have appropriate drinking water facility. All the training institutes are supposed to be residential but 40 % institutions didn't have bath facilities.

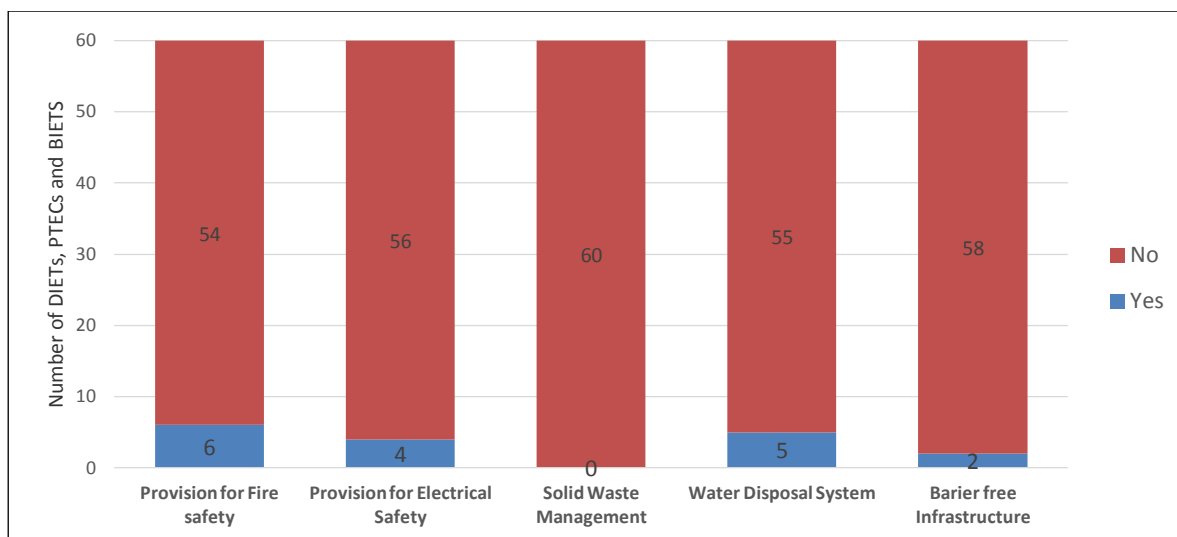
**Figure 8 Baseline of Toilet Facilities in DIETs, PTECs and BIETs**



## Safety and environment friendly provisions.

The overall score on safety and environment provisions was found to be lacking. Information on five aspects was collected but the result is not very encouraging. Also, it is really strange to find that these institutions do not have solid waste management system.

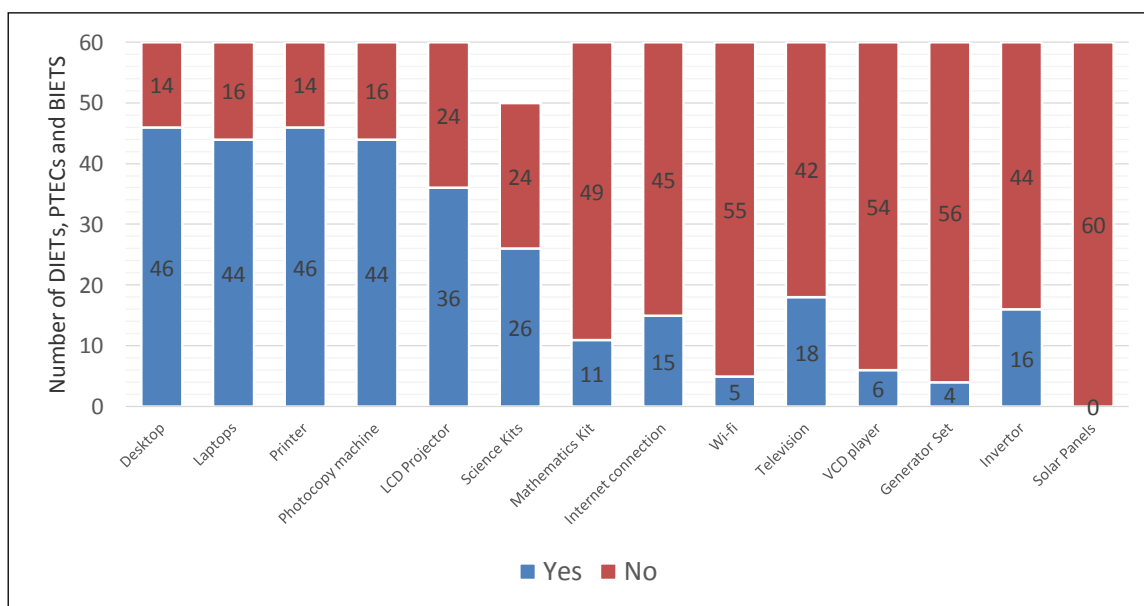
**Figure 9 Baseline Safety and Environment Friendly Provisions in DIETs, PTECs and BIETs**



## Teaching Aids and Equipment

Following figure describes the availability and range of teaching aids and equipment used at this level of institutions. Most institutions were running without internet facility, without printers and without photocopy machine at the time of survey. Electricity availability was intermittent and very few institutions had invertors or generators and nor had solar panels.

**Figure 10 Baseline Teaching Aids and Equipment**



### 3.2.2 Baseline Equity of DIETs, PTECs and BIETs

Equity addresses issues around gender composition and disadvantaged groups. The baseline survey tried to access the equity issues in DIETs PTECs and BIETs in terms of gender composition, number of dropouts, students getting enrolled in reservation quota and distribution of scholarships. Regarding gender composition, the percentage of enrolment of male and female student- teachers were recorded. Similarly the dropout percentages of male and female student teachers were compared. All the above information's were then compared with population norms to get the index numbers for each of the sub indicators.

**Table 12 Baseline Equity in DIETs, PTECs and BIETs**

Institutions	Gender composition	Dropouts	Reservation share	Scholarship	Equity Index
DIETs, PTECs and BIETs	0.34	0.19	0.60	0.09	<b>0.36</b>

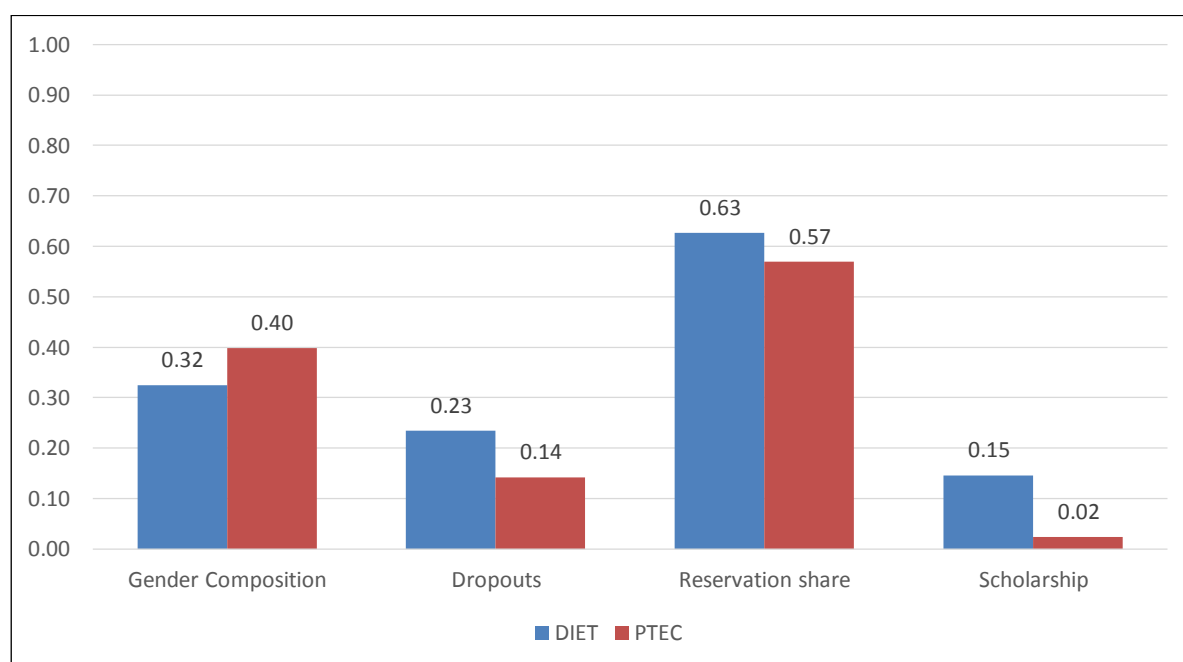
Despite the prevalent notion that a large number of female candidates are showing interest in teaching job but the table above depicts that the reserved seats are not filling up. There may be many reasons for this result.

It is good that dropout level is low.

#### Comparison between DIET and PTEC

In DIETs the dropout percentage was found to be higher than in PTECs. Comparatively lesser number of females have been enrolled in the DIETS than PTECs. The scholarship distribution in PTEC is poorer than in DIETs.

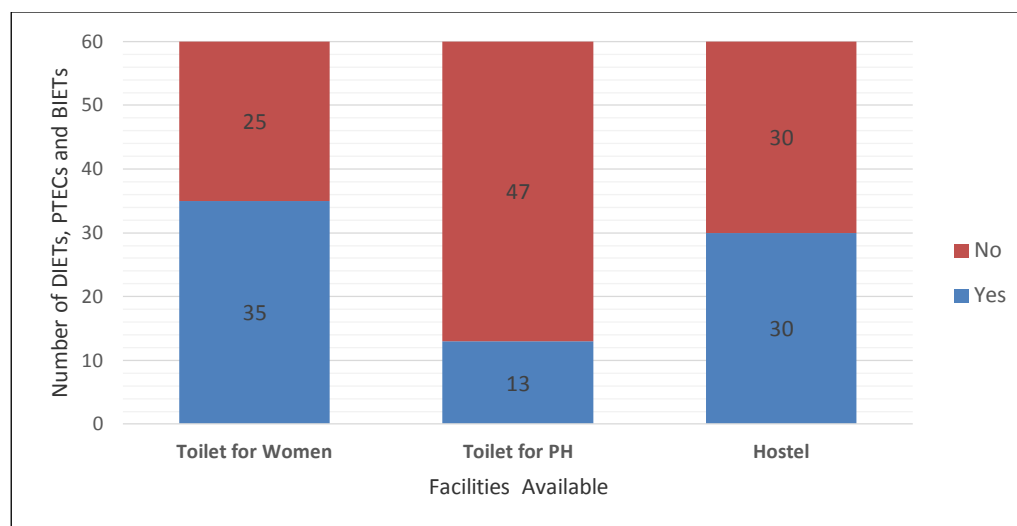
**Figure 11 Baseline Comparison Between DIETs and PTECs**



## Toilet facilities

In 25 institutions the toilets for women were either not available or non-functional. Except for 13 institutions, rest institutions there were no toilet for physically handicapped. Only half of the institutions have hostel facilities. Although the institutions having hostel facilities, they may not have students residing there.

**Figure 12 Baseline Toilet Facilities for women & handicapped and Hostel facilities**



## Enrolment Caste category wise

SC, ST and backward category female candidates are not were not enrolled as per the quota available for the course at DIETs and PTECs.

**Table 13 Baseline Enrolment Composition**

Caste Category	Enrolment percentage
GEN	37.06%
BC	28.84%
EBC	21.14%
SC	9.28 %
BC (female)	2.34%
Physically Handicapped	1%
ST	0.33%

## Hostel Facilities

Total capacity of hostel for male students in the state is 400 seats but only 37 male students were residing in hostels. Out of this, 69% students belong to same district in which TEIs are located. The capacity of hostel for female is 170 seats but no-one resides in the female hostels.

## Scholarship

The baseline study reveals that out of 287 male students who applied for scholarship only 41 students received the same. In case of female students, 81 students applied for and only 4 of them received it.

In baseline survey it had been revealed that the applicant for scholarships applied for it independently. The TEIs did not have any say on it, which is again surprising fact.

### 3.2.3 Baseline of Academic Performance in DIETs, PTECs and BIETs

Several indicators were gathered to measure the academic environment (refer to annexure 2). To measure academic performance, information was recorded around capacity utilisation, performance of trainees and faculty working in these institutions. This indicator has been assigned 35 % weightage in overall performance of DIETs, PTECs and BIETs. The performance index of this indicator for above mentioned institutions is 0.44.

**Table 14 Baseline Academic Environment of DIETs, PTECs and BIETs**

Institutions	Capacity utilization	Trainee Performance	Faculty in-position	Faculty qualification	Faculty development	Academic Index
DIETs, PTECs and BIETs	0.73	0.57	0.32	0.47	0.15	<b>0.44</b>

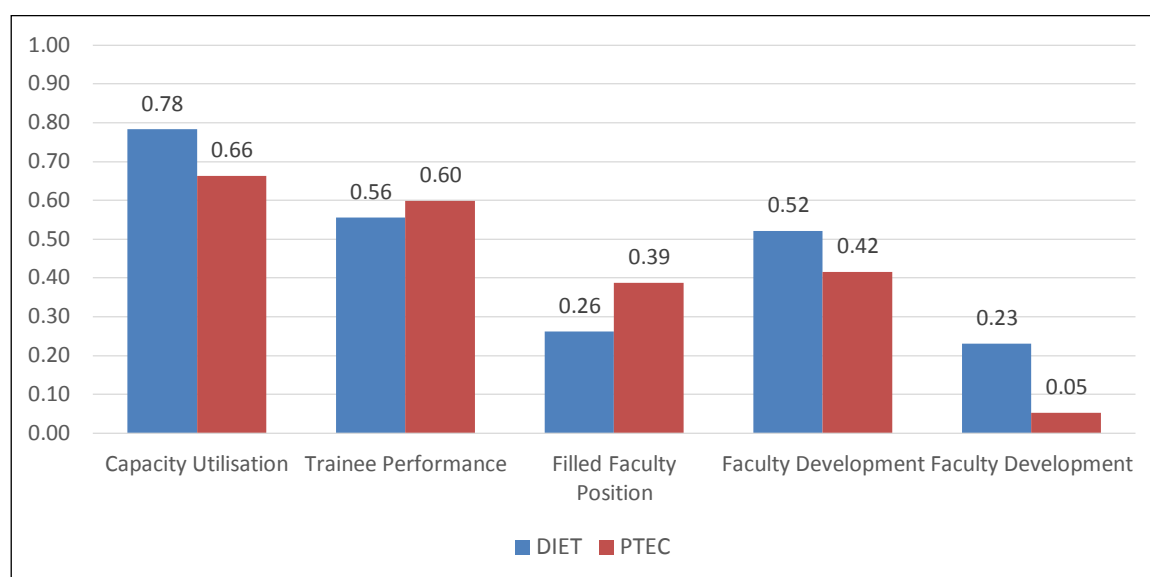
Above table provides details about the academic performance of these institutions. It suggests that the level of utilization of existing capacities is adequate whereas the faculty development has been largely ignored. Only one third of the total sanctioned faculty strength is in-position with many vacant positions. Approximately 50 % of the faculties were found to have appropriate qualification.

Performance of trainees as a critical indicator of all academic indicators showed deficiencies with the trainees performance index being just half (57%) of the expected level .

### Comparison between DIET and PTEC

On the basis of trainees performance one may infer that the DIETs are running slightly poorer than the PTECs. Generally, on infrastructure and equity parameters DIETs and PTECs are almost same but in terms of faculty development there is significant gap.

**Table 15 Baseline Comparison of Academic performance Between DIET and PTEC**



Almost 90 % male and female candidates pass final exams. Among male, 32 % pass with first division marks and only 15 % of females pass with first division marks. The performance of female student-teacher were therefore significantly lower.

### **Faculty**

Over 90 % of the faculty had a post graduation degree, only, 0.31 % had done an M.Phil and 9.22% had a Ph.D . All of them had on-the- job experience with; 2 % faculty having less than 2 years teaching experience, 15 % faculty having 2 to 5 years teaching experience and rest 83% having more than 5 years of teaching experience.

### **Training Programme conducted**

The DIETs, PTECs and BIETs are comparatively less engaged in in-service training programmes. Following table provides details about the number of institutions which conducted in-service training programmes.

**Table 16 Baseline of Training Programme Conducted by DIETs, PTEs and BIETs**

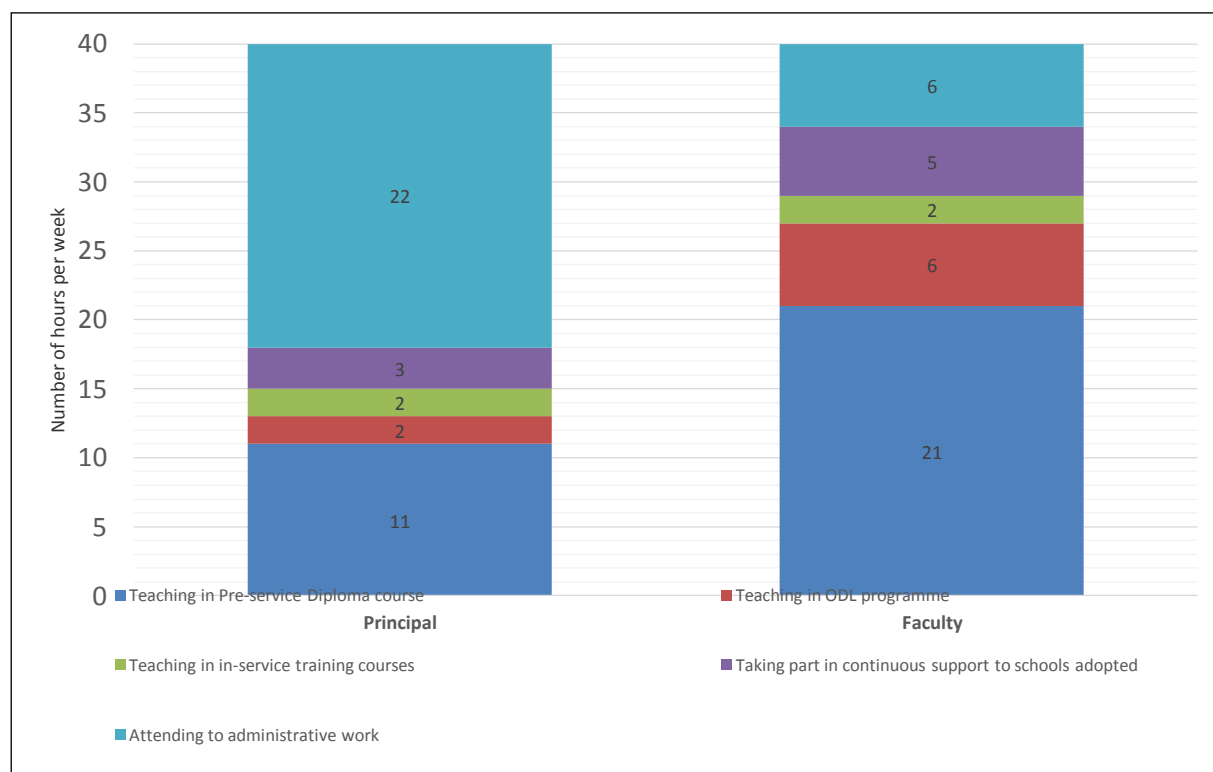
SL	Training Programmes	Number of Institutions who conducted such programmes	Percentage of Institutions
1	In-service training programmes for teacher educations conducted at DIET/PTECs	33	55
2	Other in-service training programmes/ workshops conducted	17	28
3	For Professional development of faculty of DIET/PTEC	20	33
4	On the spot support provided to BRCs, CRCs and school	24	40

### Engagement of Principal and Faculty

Per week hour engagement analysis shows that at the time of survey, more than half of the time of the principal was spent on administrative work. Furthermore, the faculty was also engaged in administrative work with about 15 % of their time spent on it. This situation might be because of the fact that there may be less number of administrative staffs positioned in these institutions

Both, Principal and faculty, were found to spend more time with pre-service diploma students. Overall 15 % of the week's engagement was for the ODL programme. The faculty reported that the ODL programme generally runs on Saturdays and Sundays.

**Figure 13 Baseline Average Number of Hours Spent Per Week**

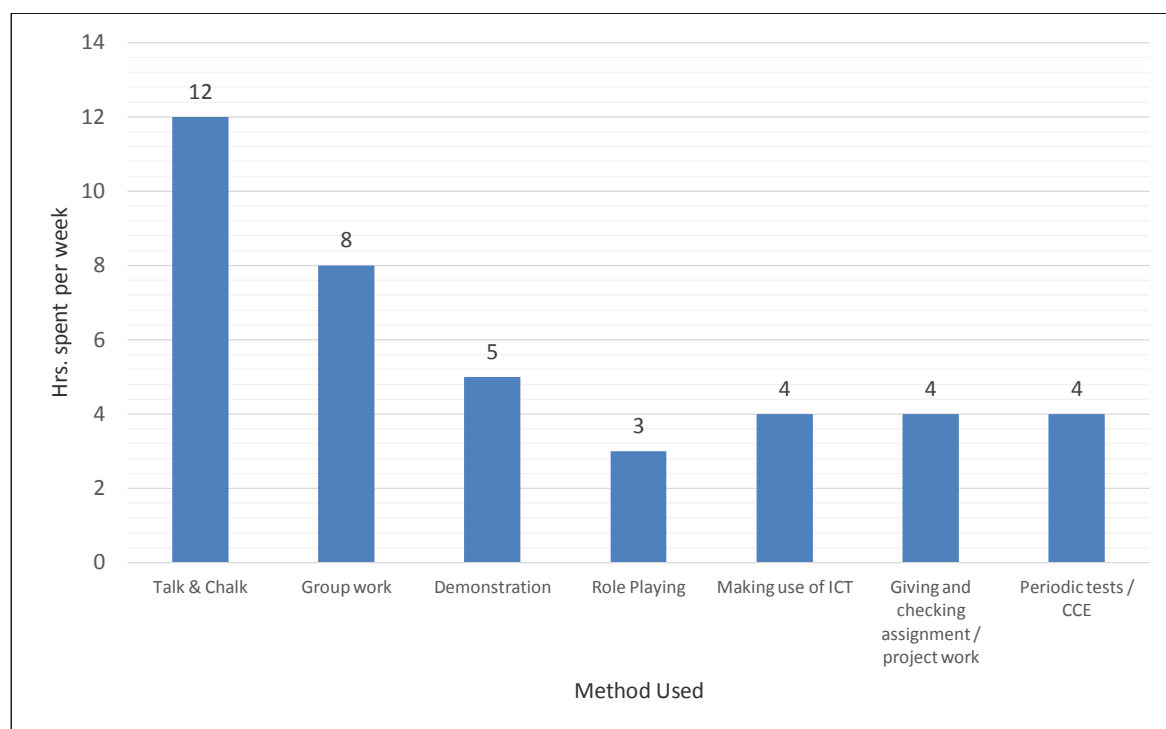


### Teaching Methods Used

During their engagement with students, the faculty and Principal reported to use different teaching methods. This information is based on the declaration by the respondents.

About half of the total time spent using two techniques, namely chalk and talk (group work). They reported that 10 % of the time was spent with ICT, which may be surprising, given the low penetration of such equipments.

**Figure 14 Baseline of Teaching Method Used Per Week (In Hours)**



### 3.2.4 Baseline of Institutional Capacity/ Effectiveness in DIETs, PTECs and BIETs

Internal efficiency is related with the appointment and functioning of non-teaching staff, use of computers, planning, budgeting and fund utilisation. The grievances redressal mechanisms are an important management aspect. This performance indicator has been assigned 15 % weightage in overall performance of DIETs, PTECs and BIETs. The performance index of this indicator for above mentioned institutions is 0.39, it means the present level of office efficiency is 39 % as per weightage assigned to different performance sub indicators, showing large room for improvement.



**Figure 15 Baseline Of Institutional Capacity / Effectiveness Of DIETs, PTECs and BIETs**

<b>Institutions</b>	<b>Non Teaching Staff Positions</b>	<b>Use of Computer in Academic &amp; Admin</b>	<b>Grievance redressal cell</b>	<b>Planning Group/Committee</b>	<b>Budget Utilisation</b>	<b>FM staff in Position</b>	<b>ICT in Accounting</b>	<b>Website of TEIs and its updation</b>	<b>Institutional Capacity/Effectiveness Index</b>
<b>DIETs, PTECs and BIETs</b>	0.73	0.25	0.35	0.26	0.61	0.33	0.00	0.50	<b>0.39</b>

Above table gives an idea about institutional capacity / effectiveness of the DIETs, PTECs and BIETs. The constitution and effectiveness of the grievance cell addresses the overall efficiency of the system. Out of 60 institutions only 21 had established Grievance Cell. At the time of survey the cell was more involved in complying RTI than addressing internal grievances if there is any.

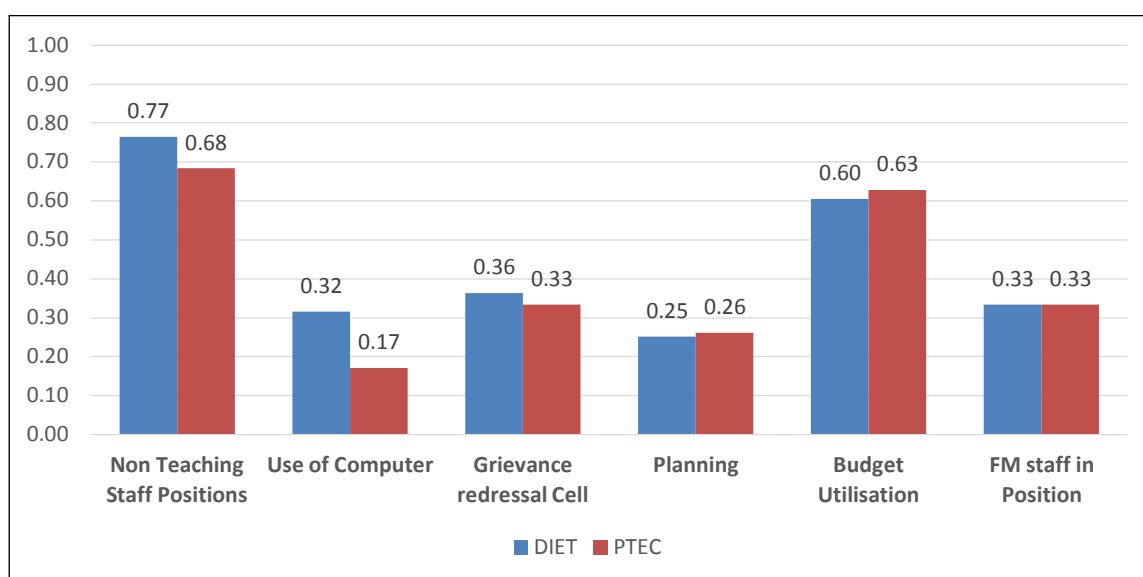
At present, approximately 27 % positions of non-teaching staffs were found to be vacant. Although 75 % institutions have computers and Laptops and only about 25 % of them are using it in administrative purposes. Only 5 % institutions have internet connection through wi-fi and 15 % through LAN. This highlights the need to improve the reporting system in these institutions.

Accountants are not in position in two-third of institutions. There was also poor utilisation of funds by these institutions, with about 40% of the funds still un-utilized at the time of survey.

### **Comparison between DIETs and PTECs**

The institutional capacity / effectiveness of both the institutions in terms of performance sub-indicators were shown to be similar, in terms of more than two-thirds of having non-teaching staff positions in place, about one-third having grievance redressal cell and accountants in place. The use of computers was significantly more prevalent in DIETs compared to PTECs, but low on average (32%).

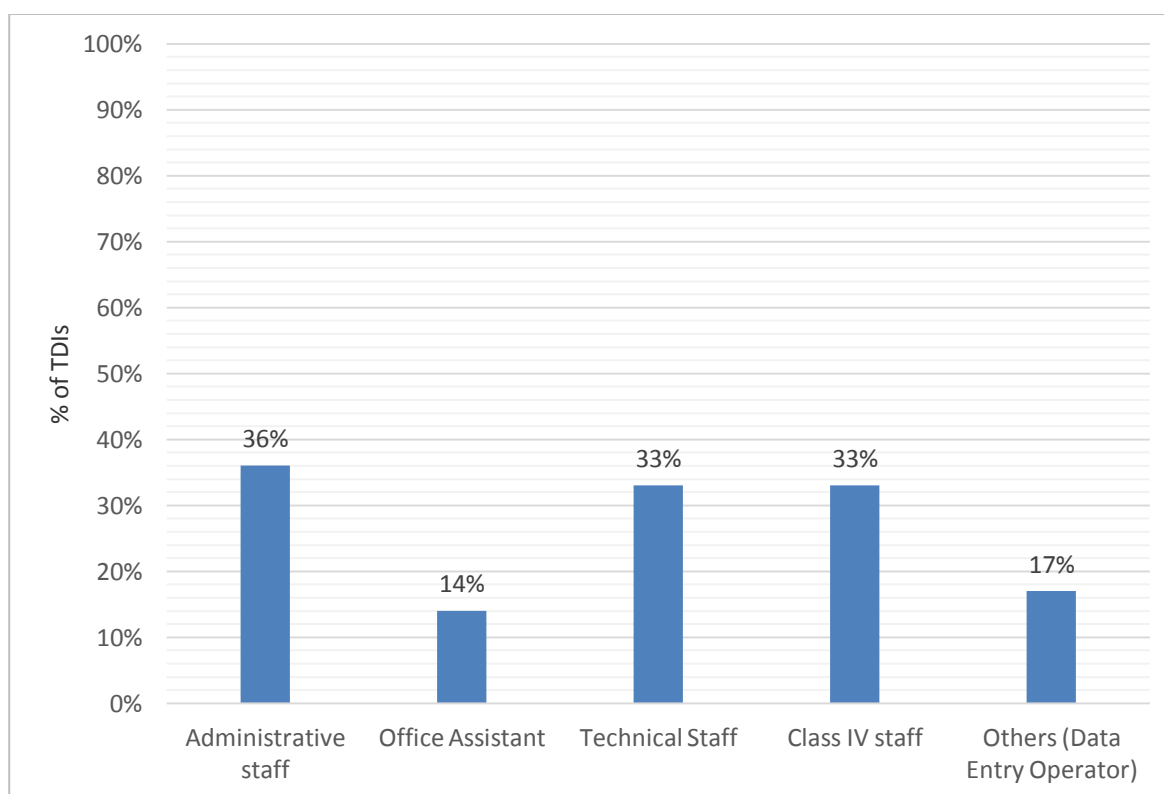
**Figure 16 Baseline Institutional Capacity / Effectiveness between DIETs and PTECs**



## Vacancies

Up to two-third of the administrative staff, technical staff and class IV staff were found to be vacant at the time of survey. The proportion of vacancies for office assistants and data entry operators was even higher. The below figure showcase the positions that were filled at the time of survey.

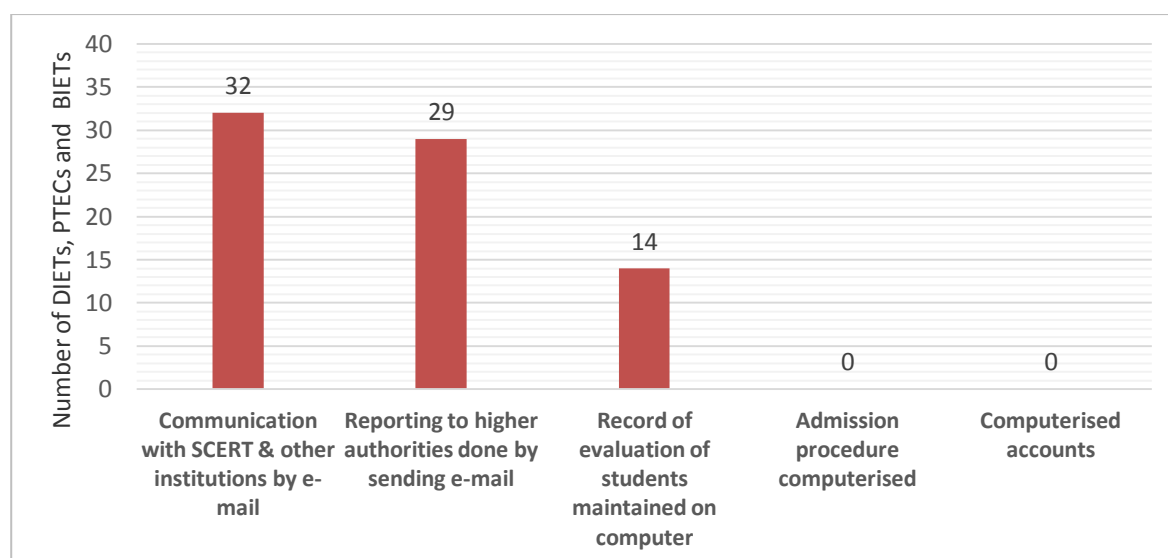
**Figure 17 Baseline Vacancies in DIETs, PTECs and BIETs**



## Use of Computers

Computers were being largely used for reporting purposes; however, none of the institutions had computerized their admission process or accounting work. Only 14 institutions maintained students' evaluation records in computers.

**Figure 18 Baseline Use of Computers in DIETs, PTECs and BIETs**

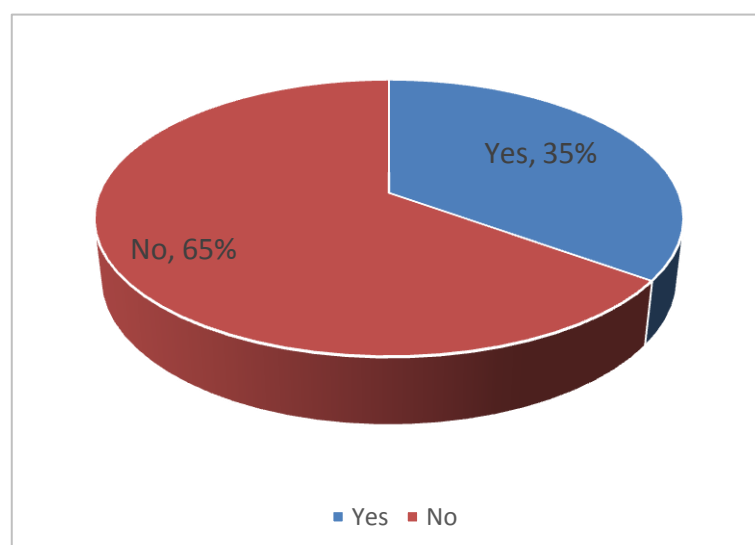


## Grievance Cell

Out of 60 TEIs, only 21 TEIs had grievance redressal cells which on an average took 30 days to reply RTI requests. 53 TEIs reported that meeting of faculty/students were held to discuss the issue related to complaints/feedback of faculty members, trainees or teachers. 29 TEIs reported that complaints were generally forwarded to higher authorities for appropriate action.

## Academic Planning

**Figure 19 Baseline Academic Planning in DIETs, PTECs and BIETs**



Only 21 (out of 60) TEIs have Academic Planning and Review Group or Committee, which on average held 6 to 12 meetings of Academic Planning and Review Group or Committee is held per year and every committee has 6 members comprises of head of the institution, faculty and student teacher.

## Financial Management

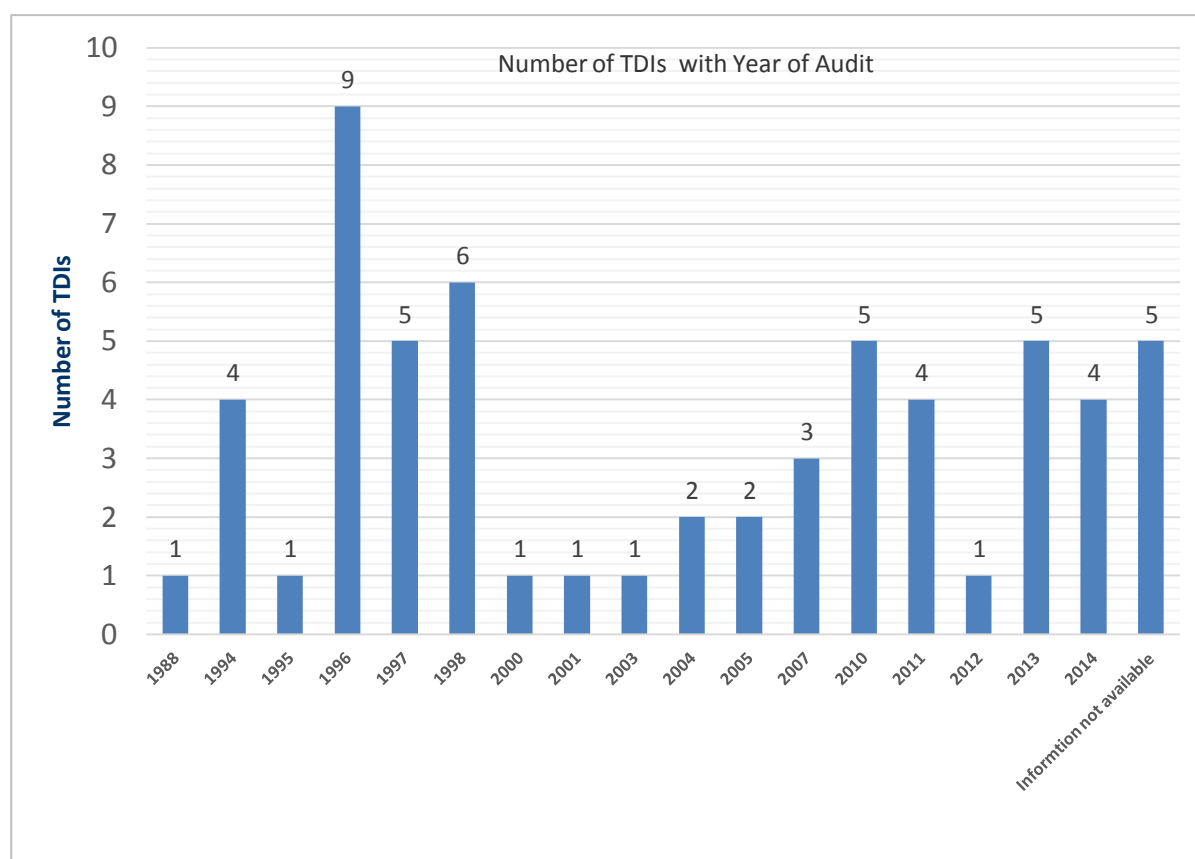
Both, state and central government fund these TEIs with state Govt. funding for Program & activities, annual function, faculty training and Salary and central Govt. funds are for faculties training, Seminar and workshops and special programmes for disadvantaged group.

None of the TEIs has provided information related to budget and expenditure of construction work Only 2 TEIs (out of 60) have provided budget information related to Furniture & Equipment.

Out of total 60 District level institutions only 44 District Institutions (DIs) could provide information related to budget of teaching and non-teaching staff salaries. Only 9 TEIs have given information related to budget of Scholar Funds. 12 TEIs provided information related to budget of other items.

Out of 60 DIs 20 do not have dedicated staff for Financial Management. 5 TEIs have not provided information related to year of Audit. Book of Accounts is maintained by all TEIs. In all 60 TEIs, accounting is done manually, due to unavailability of accounting software and lack of ICT enabled mechanism. Audit is performed by Accountant General Office, Finance Department, Govt. of Bihar. Figure given in next page gives an idea about the audit status of the TEIs.

**Figure 20 Baseline Year of Audit of PTECs, DIETs and BIETs**



About 41 institutions have got their audit done before 2010. Only 14 DIs have got their Audit done in last 5 years prior to the survey. It is strange to note from above figure that 5 DIs are not aware about their audit status.

### 3.2.5 Overall Performance of DIs (DIETs, PTECs and BIETs)

The overall performance of the District level institutions is shown below;

Indicators	Performance Index of the Indicator	Weightage of the indicator in total (in percentage)	Overall Performance Index of DIs
Infrastructure	0.21	35	<b>0.34</b>
Equity	0.36	15	
Academics	0.44	35	
Institutional Capacity / Effectiveness	0.39	15	

Although indicator wise performance indices are different for SCERT and DIs but the overall performance indices for state and district level teacher training institutions are same. The overall performance indicators of the DIs suggest that these institutions are working at 34 % of their capacities.

## CHAPTER 4 STATUS OF BRCs

### 4.1 Role of BRC in Teacher Education

BRCs or the Block Recourse Centres are entrusted with imparting in-service training with the help of qualified BRPs (Block Resource Persons) with their (allied) specific subject expertise. BRPs are trained by SCERT. BRPs discuss learning outcomes, difficult concepts / hard spots in teaching, teaching-learning methodologies and also suggest remedial measures.

### 4.2 Baseline Survey and Weightage

Baseline survey of 184 BRCs of phase 1 of the programme was conducted during the same period using the questionnaire in annexure 3 of this document. As with the SCERT and district level institutions, the four indicators were to measure overall performance of block level institutions are the same but the sub-indicators differ based on the role of BRC play. The indicators, sub indicators and their corresponding weightage have been mentioned in the table given below;

**Table 17 Indicators and Weightage for Block level Teacher Education Institution**

Indicator and Weightage	Sub Indicators	Weightage
<b>Infrastructure / Access (35%)</b>	Available Training Hall	25%
	Toilet facilities	25%
	Safety and environment-friendliness	25%
	ICT infrastructure	25%
<b>Equity (15 %)</b>	Percentage of Female participation in CPD & Certification	70%
	Toilet facilities for physically challenged	30%
<b>Academic (35 %)</b>	Academic Interaction	50%
	RPs in position	50%
<b>Institutional Capacity /Effectiveness (15%)</b>	Use of computers in academic & administration	40%
	Budget utilization	40%
	Availability of financial management staff	20%

#### 4.2.1 Baseline of Infrastructure of BRC

The BRCs were established, constructed and furnished under DPEP-III and SSA programme. These BRCs have training hall, dormitories for ladies and gents, separate toilets for male and female, library, kitchen and two office rooms. This infrastructure was originally conceptualized as teachers' resource centers at Block level with main functions to conduct training of teachers.

Later these institutions were equipped with computers and are developed as Block Information Centers. This facility helped education department in preparing all types of reporting and documentation. Later a space in this BRC is used to support children with special needs (CWSN) children and one room was developed as Resource room. Previously this infrastructure was also used as focal point for distribution of books and other learning materials also.

**Table 18 Baseline of Infrastructure of Block Level Institutions (BRCs)**

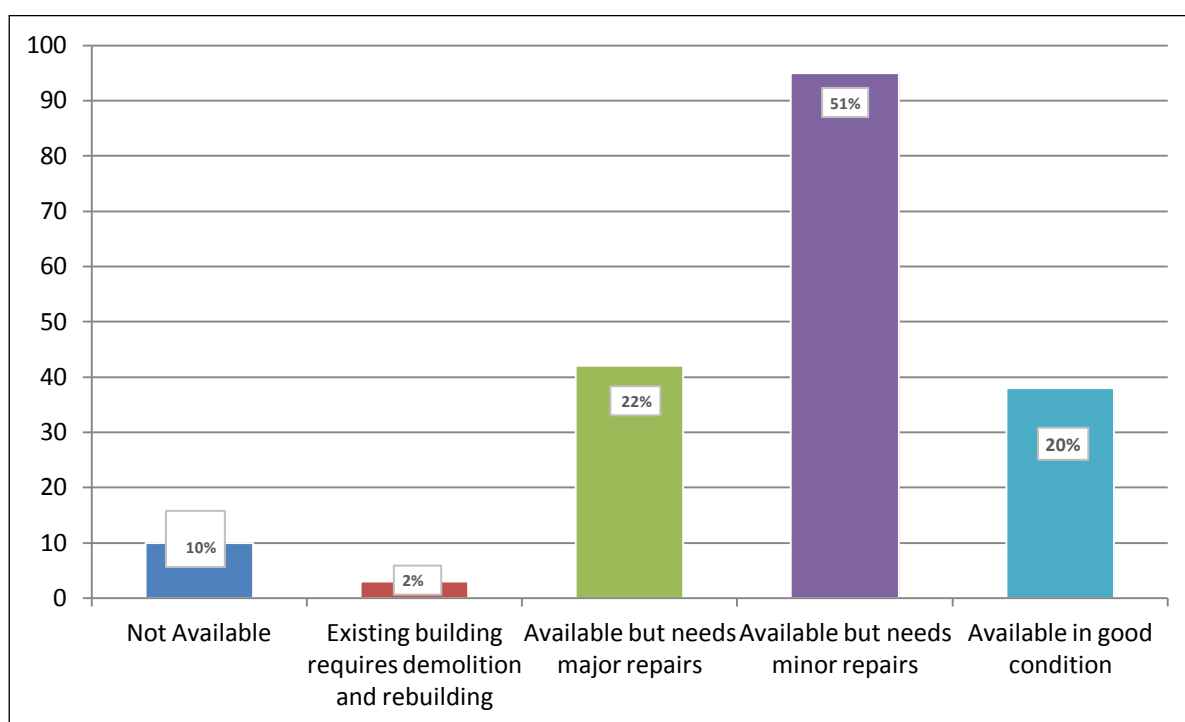
<b>Institution</b>	<b>Available Training Hall</b>	<b>Toilet facilities</b>	<b>Safety and environment friendliness</b>	<b>ICT infrastructure</b>	<b>Performance Index</b>
<b>Infrastructure</b>	0.25	0.56	0.04	0.10	<b>0.24</b>

All BRCs are equipped with a training hall and toilet facilities but the baseline reveals that only 25 % surveyed BRCs had a training hall and only 56 % had functional toilet facilities. The Safety and environment friendliness aspect was shown to be low. Despite all the BRCs have been provided with desktop computers when the Block Information Centers were established; aspects like poor maintenance and lack of ability to use or obsolete technology, the ICT infrastructure score is poor.

### **Training Hall**

Training hall is the most important space required for any teacher training to take place. Although training halls exist, training halls were found to be in good conditions in 20 % of the cases, half of them require minor repairing and 22 % of it need major repairing work.

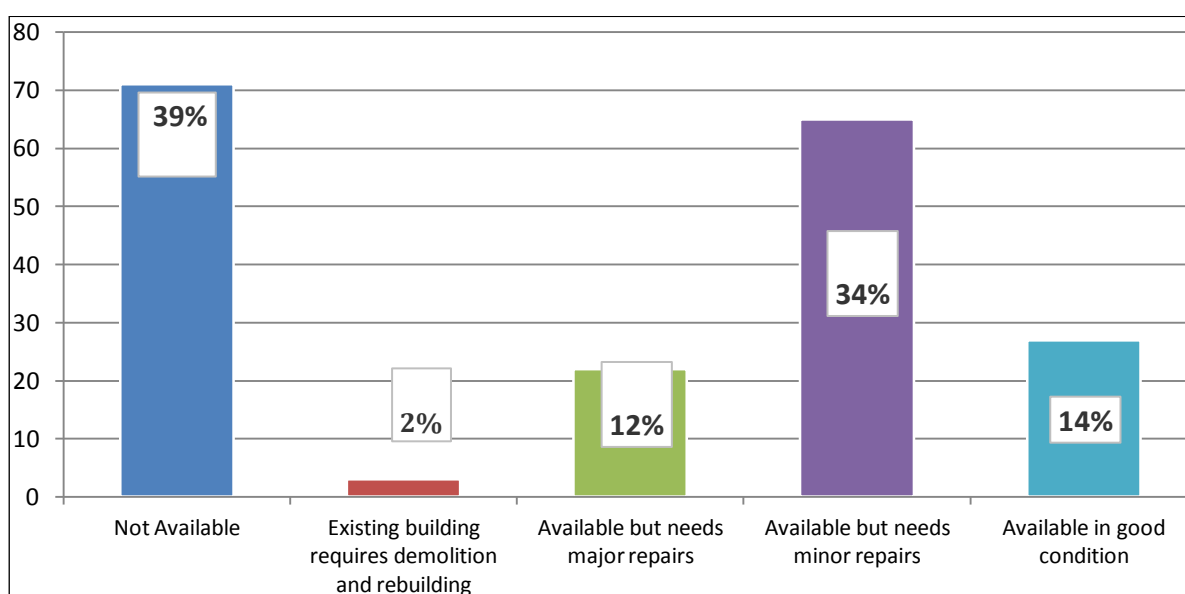
**Figure 21 Baseline Training Hall BRCs**



## ICT Room

Only 14% are in good condition, in 39% of institutions it was not available and 46% required repairing.

**Figure 22 Baseline ICT Room in BRCs**

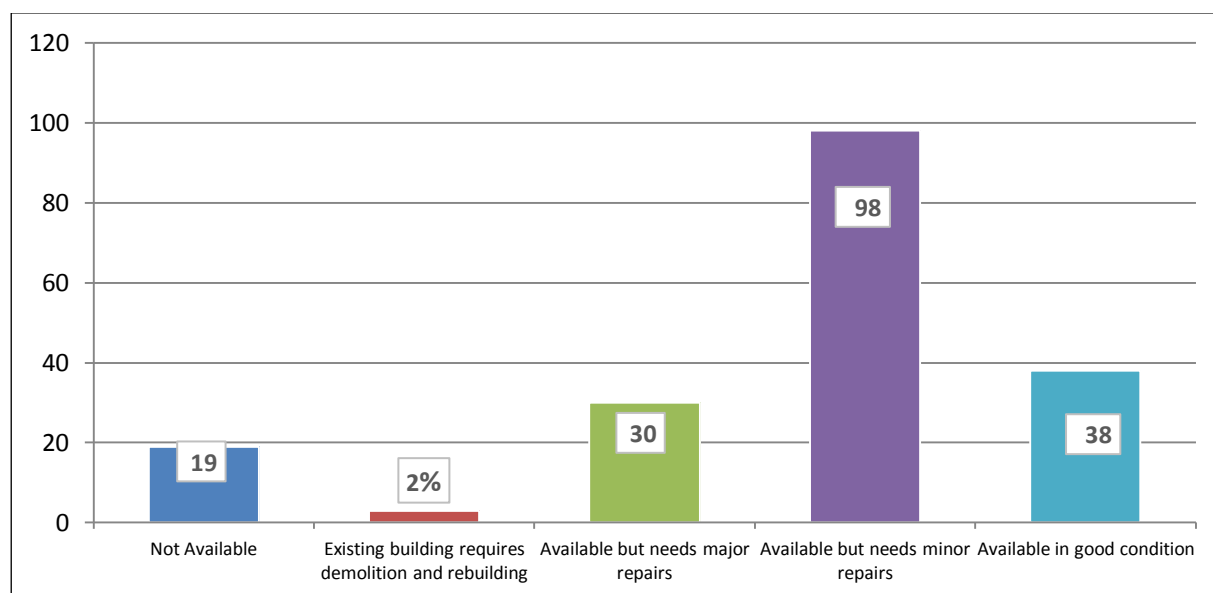




## Office Room

Office is key place in any organization. Organized office reflects the zeal of the head of the institution to work. Out of 184 offices only 38 were found in good condition. About 70 % needed repairing. 19 BRCs were running without specified office room.

Figure 23 Baseline Office Room in BRCs



## Toilets

BRCs were constructed to include toilets both for men and women. In the survey it was revealed that 19 % percent BRCs had reported that there is no toilet for men and women. Only 18 % BRCs had urinals.

### 4.2.2 Baseline of Equity in BRCs

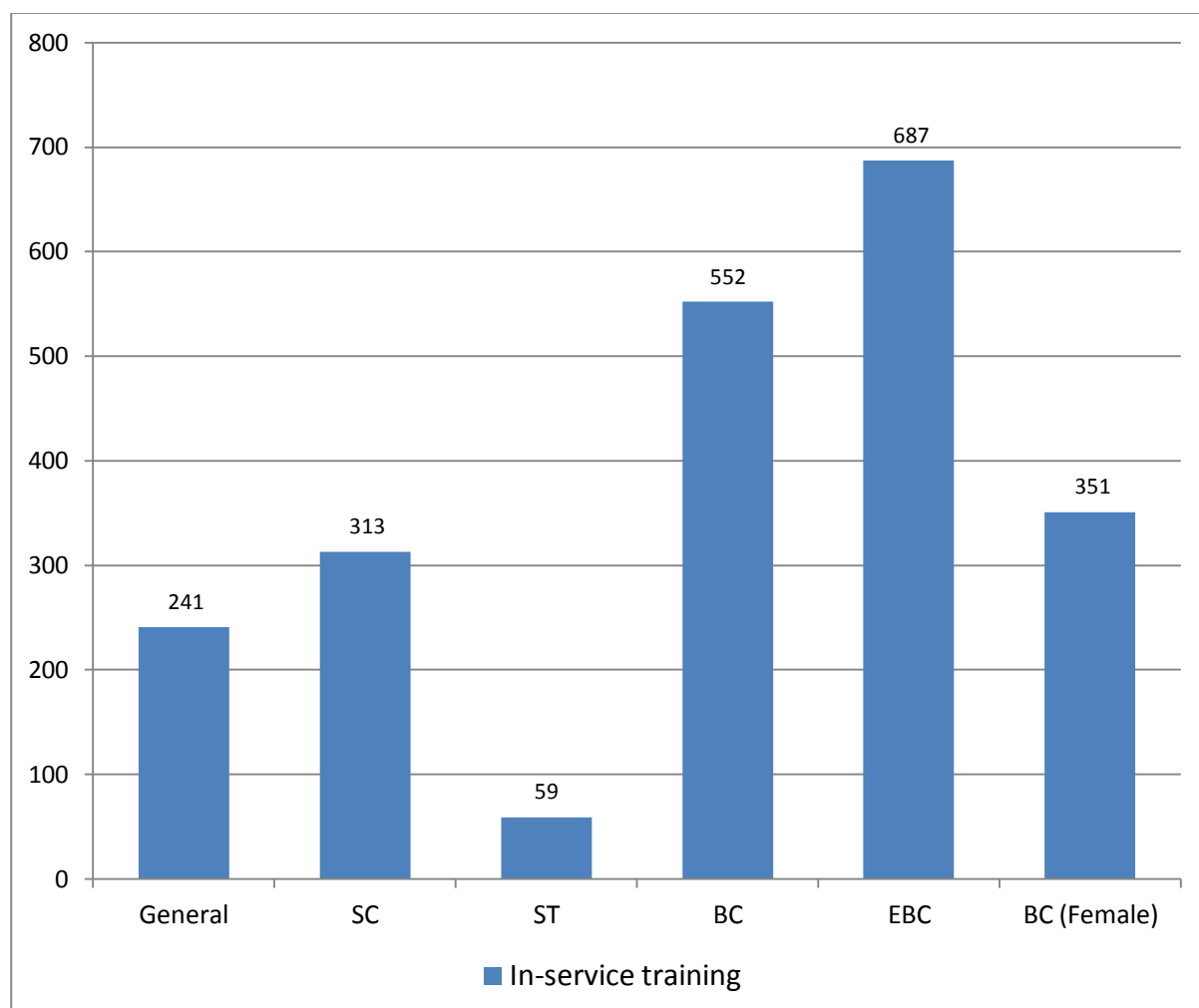
For BRCs there are only two sub-indicators to measure equity index. First, on total percentage of female participation in the in-service training and certification programme and second, on toilet facilities available for the physically challenged student-teacher. Their weightage are 70 % and 30% respectively. The overall weightage of this indicator in determining performance index of BRCs is only 15 %.

Table 19 Baseline Equity Index of BRC

Institution	Female participation in in-service & Certification	Toilet facilities for physically challenged	Equity Index
BRC	0.24	0.09	0.20

An encouraging 41.3% of total participants were women who took admission for in-service and certification courses. 10% of students took admission for Urdu subject. The share of Physically Challenged students in admission was 3%. The detail of participation of student teachers in the in-service training and and certification programme is given below

**Figure 24 Baseline Students Participating in in-service Course**



#### 4.2.3 Baseline Academic Performance of BRCs

The academic performance of the BRCs was measured in terms of academic interaction taking place at the BRC level and availability of the resource persons there. The weightage of this indicator in overall performance index of the BRC is 35%.

The BRCs are facilitating in-service training programmes for the teachers. Areas of training are Assessment / CCE, EVS/Social Studies/Science, Math, Primary Language and Secondary language. Training are specially organised for Primary/Upper Primary level teachers. These training programme are supported by SSA and DIETs. The in-service training programmes like *Falak*, *Prerna*, *Udbhav* and Inclusive education etc are conducted in BRCs.

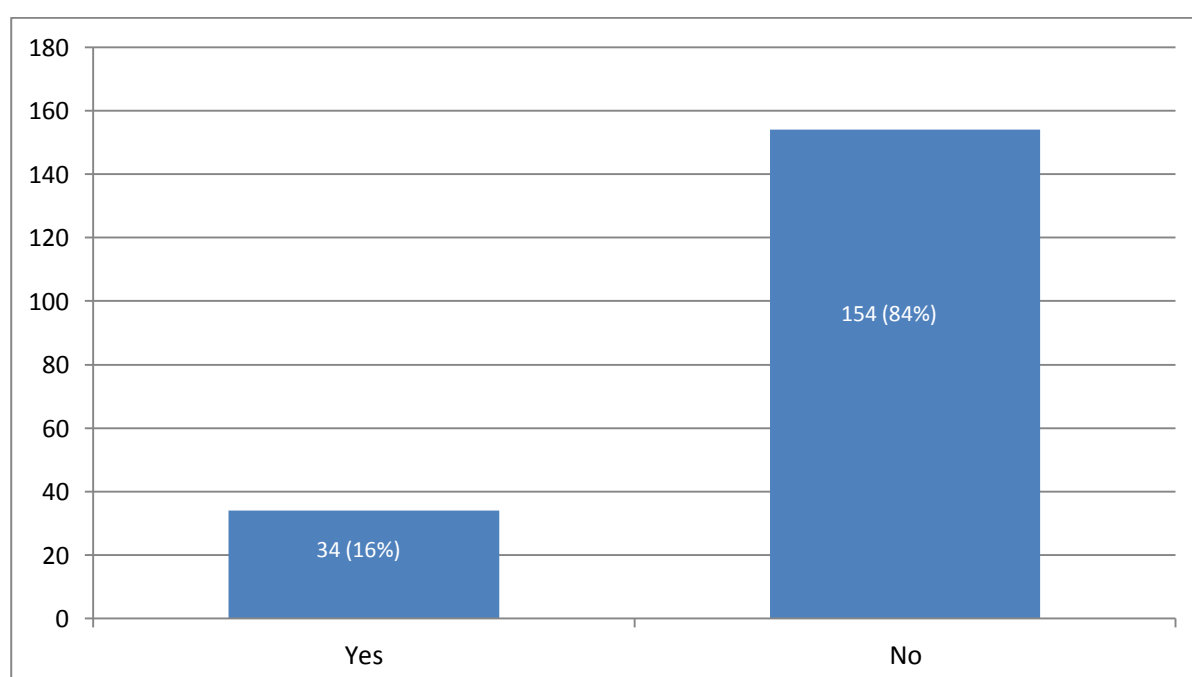
Total 64% BRCs are facilitating in-service training.

**Table 20 Baseline of Academic Index of BRCs**

Institution	Academic Interactions	RPs in Position	Academic Index of BRC
BRC	0.19	0.84	0.52

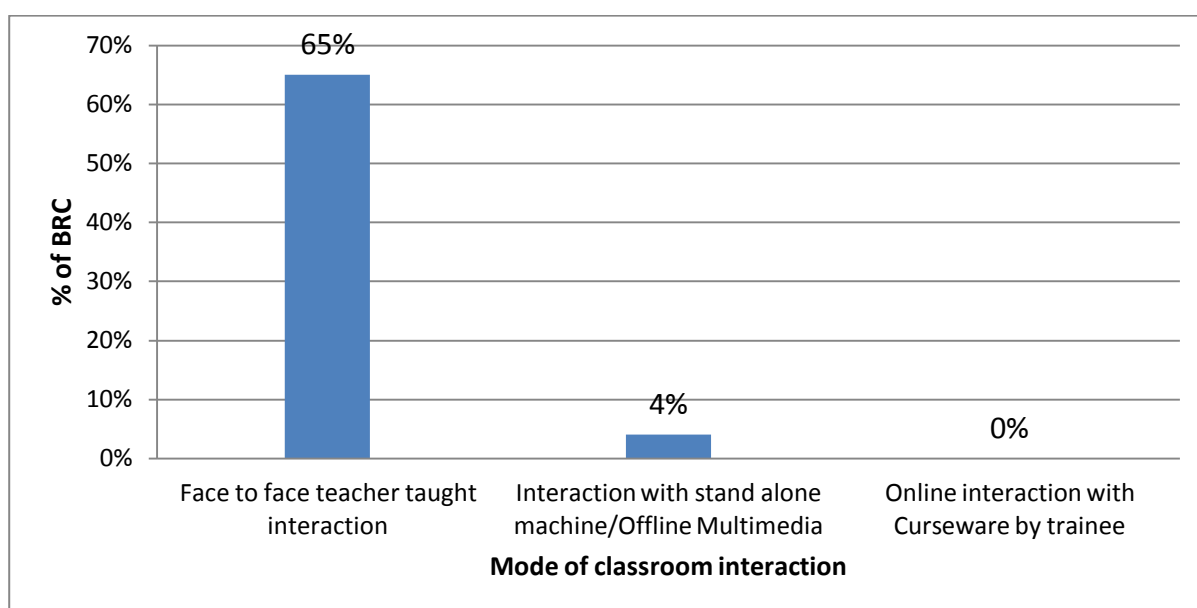
In each BRCs a total of 3 resource persons are supposed to be in position which was largely found to be the case. However, academic interactions are not happening as per expectation.

**Figure 25 Baseline BRCs Functions as Study Center**



In the BRCs, where study centers have been established, most of the interventions were taking place in face to face manner. Interactions with standalone machine/Offline Multimedia percentage were low due to lack of interaction platforms and skills. Online interactions with the students is yet to start in the BRCs.

**Figure 26 Baseline Mode of interaction in BRCs**



#### 4.2.4 Baseline Institutional Capacity / effectiveness of BRCs

Under this performance indicator, there are three performance sub-indicators, which were looked at the use of computers in academic and administrative work, budget utilization and availability of financial management staff in the BRC. Compared to the use of computers in administrative and academics work, the other two performance sub-indicators were found better. To measure this indicator, 40% weightage is given on each of first two sub indicators. The overall weightage of this performance indicator on performance of BRC was 15 %.

**Table 21 Baseline of Institutional Capacity / Effectiveness**

Institution	Use of Computer in academics and administration	Budget utilization	Availability of Financial Management Staff	Institutional Capacity / Effectiveness Index
BRCs	0.09	0.81	0.66	<b>0.49</b>

#### Staff In position

In 95% of BRCs the Coordinators had been posted and 84 % BRPs are in position. These academic staff are supported by guard cum peon and Assistant cum clerk. Total 46 % positions of Assistant cum clerks and 30 % Guard cum peon positions are vacant.

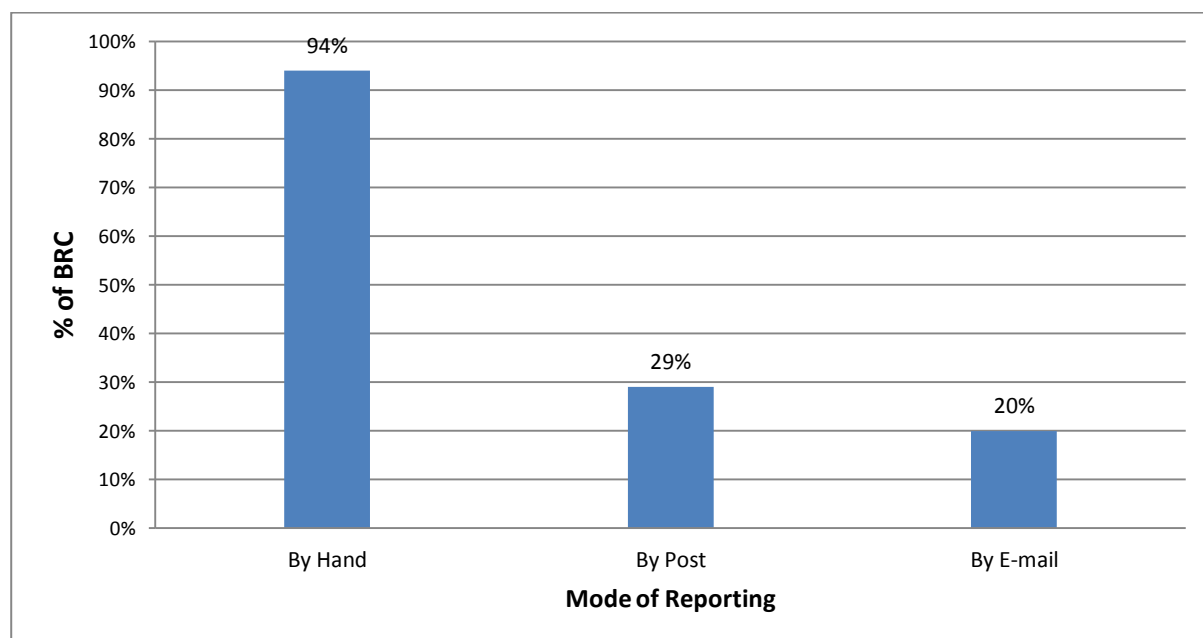
#### Use of computers

In 4% of BRCs attendance of trainees are maintained in computers and 3 % of BRCs are maintaining accounts in computers.

## Reporting channel

The reports were generally sent by hand. One third of the reports were sent through posts. One-fifth of the BRCs had started using Emails also to send their reports. The detail of mode of reporting is as follows;

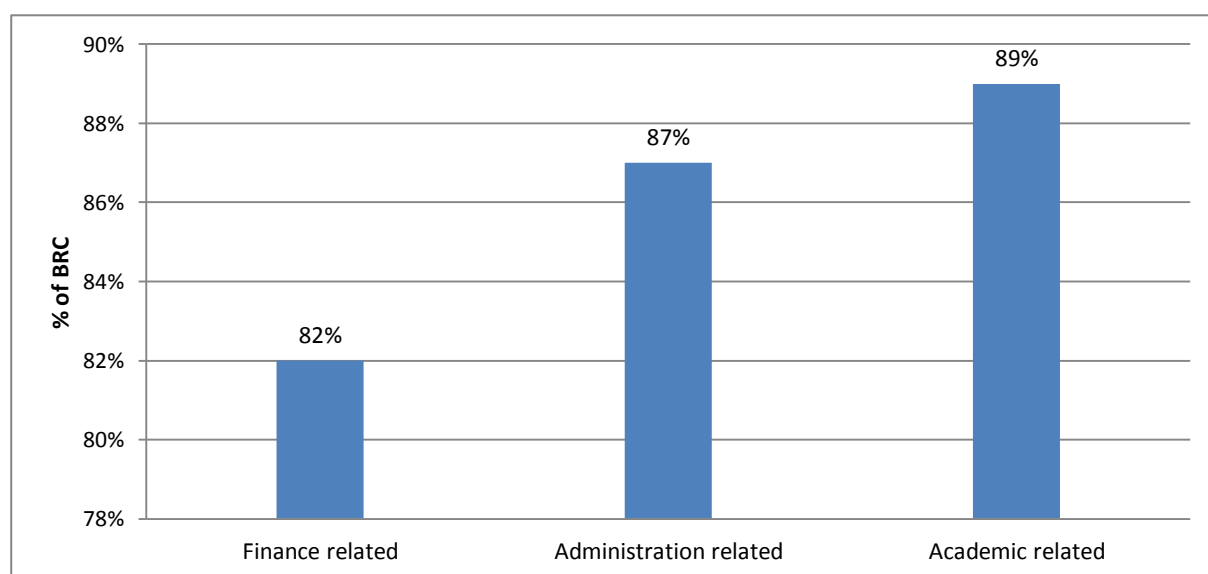
**Figure 27 Baseline Mode of Reporting in BRCs**



## Type of Reports

These reports may be categorized into three types, **finance related**, **Administration Related** and **academics related**. Almost 90 % of the BRCs maintained reports on the latter aspect.

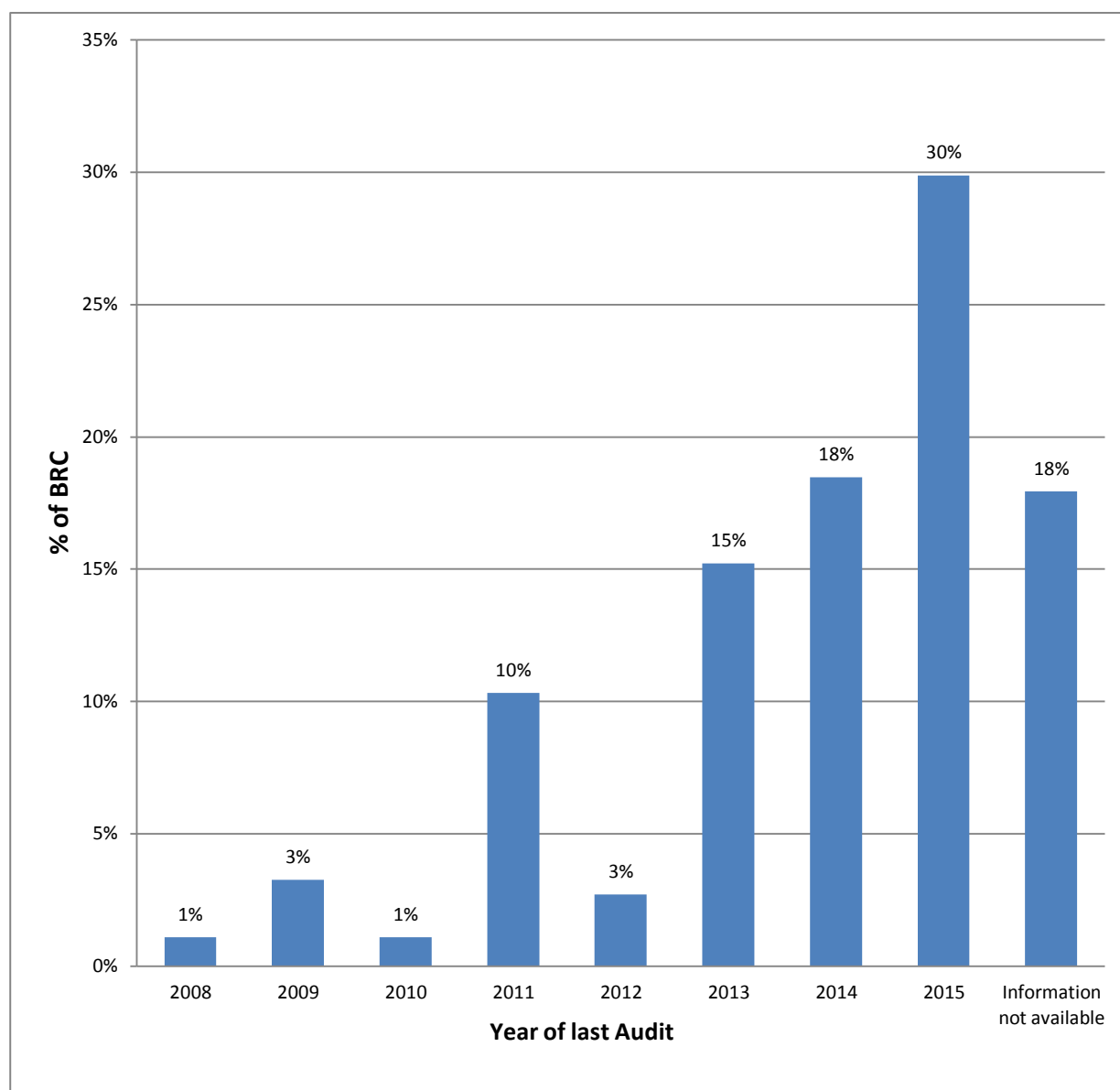
**Figure 28 Baseline Type of Reports Sent to Higher Authority**



## Financial Management

A total of 184 positions for financial management staff were sanctioned, out of which 63 posts or about one-third were vacant. Overall, 90% BRCs maintain their Books of Accounts. BRCs generally maintain accounts manually, of these 97% do it manually and only 3% doing it with computers. Online accounting system has not been introduced yet at this level. The status of Audit performed in BRCs is depicted in the figure given below-

**Figure 29 Baseline Year of last Audit Performed in BRCs**



## Overall Performance index of the BRCs

Regarding the composite TEIDI of BRCs, the first two indicators that is infrastructure and equity were found to be 0.24 and 0.20 respectively and the last two indicators that is academics and institutional capacity / effectiveness were found to be 0.52 and 0.59 respectively. The table below suggests that improvement on the infrastructure and academics score can impact on the overall performance index of the BRCs.

**Table 22 Baseline Overall Performance Index of BRCs**

Institution	Performance Index of the Indicator	Weightage of the indicator in total (in percentage)	Overall Performance Index of DIs
Infrastructure	0.24	35	<b>0.37</b>
Equity	0.20	15	
Academics	0.52	35	
Institutional Capacity / Effectiveness	0.49	15	

The overall baseline performance index of BRCs was higher at 0.37 compared to that of either SCERT or the District level institutions, both of which were calculated to be 0.34.

## CHAPTER 5 STATUS OF CTEs

### 5.1 Role of College for Teacher Education

The colleges of teacher education (CTEs) were established following the National Policy on Education (NPE) 1986, which states that Teacher Education is a continuous process and its pre-service and in-service components are inseparable. The CTEs are meant to work in the field of secondary teacher education- both pre service and in-service . In addition , they also have the responsibility of carrying out research, innovations, material development and provide extension support to schools etc.

- CTEs would continue to conduct pre-service and in-service training programs for secondary school teachers.
- CTEs would conduct training need analysis and baseline surveys for organizing training programs including teacher handbooks and training modules.
- CTEs would conduct impact studies effect of training in classrooms processes and learning outcomes. This would have to be done through substantial school visits and classroom observations.
- CTE would also prepare implementation guidelines for plan activities including training and projects.

#### NOTE:

These are government institutions affiliated with universities although they are covered in baseline survey, but not in the analysis course primarily because, The World Bank Project” Enhancing Teacher Effectiveness in Bihar Operation” is based on to fill the wide ranging gap of trained versus untrained teachers at elementary level schools in Bihar and to the extent improve the classroom transactions at the elementary level in government schools of Bihar.



(To be filled by Director SCERT, Patna)

Name of the Director:

Address:

Phone No.

E-mail:

**1. Sanctioned and filled up posts**

S.No.	Post	Sanctioned Posts	Filled up Posts						
			GN	BC	EBC	SC	ST	Female	Muslim Min.
<b>1.</b>	<u>Academic</u>								
	(i) Director								
	(ii) Jt. Director (Acad)								
	(iii) Head of Deptt.								
	(iv) Reader								
	(v) Lecturer								
	(vi) Research Officer								
<b>2.</b>	Administrative								
	J D (Admn)								
	Dy. Director/ Incharge								
	Head Clerk & Clerk								
	Accountants								
	Lab Asstt								
	Librarian/Asstt Librarian								
	Others								

**2. (a) Academic Staff by subject specialization**

S.No.	Subject	Sanctioned posts	Filled up	Vacancies
-------	---------	------------------	-----------	-----------

(i)	Language (Hindi / Urdu)			
(ii)	English			
(iii)	Mathematics			
(iv)	Science			
(v)	Social Studies/Social Sc.			
(vi)	Psychology			
(vii)	Computer Education			
(viii)	Physical Education			
(ix)	Art & Craft			
(x)	Others (Please Specify)			

(b) Is there any system of maintaining the staff attendance? Yes (1) / No (2)

**3. Long term Training programme**

(a) Is there any regular training programme Yes (1) / No (2)

(If yes, answer the following)

(b) Name of Programme/Course \_\_\_\_\_

(c) Its duration (in months )

(d) No. of trainees enrolled in 2012-13

(e) Category of trainees (teachers/administrators/others) \_\_\_\_\_

**4. Short term training/workshops conducted in 2013-14 on its own or in collaboration with other institutions**

S.No.	Name of programme	Collaborating institution (if any)	Duration (in days)	No. of participants	Category of participants *
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

\*Teacher educators (1), School heads (2), Teachers (3), Administrators (4), others- mention (5)

\_\_\_\_\_

## 5. Physical access to SCERT

(a) Distance of nearest bus stop (in Km)

(b) Distance from the office of State Education Department

(c) Distance from other Departments and institutions which SCERT deals with

Sl.No.	Name	Distance (Km)
(i)		
(ii)		
(iii)		
(iv)		
(v)		

## 6. Facilities and Learning Resources

(a) Rooms and other facilities

Sl.No.	Facilities	Number	Total Area (Sq.m)	Condition good (Y) Needs Improvement (N)	If response is 'N' Please Specify as given below*
1	Director's room				
2	Jt. Director's room				
3	Rooms for HODs/ Faculty Members				
4	Office room(s)				
5	Lecture/Seminar Hall				
6	Library				
7	Staff room				
8	Computer room				
9	Resource Centres/Laboratory				
10	Art & Crafts room				
11	Other rooms (if any)				

\*New Construction (1), Major Repair (2), Minor Repair (3), Need Equipment/Apparatus/Furniture (4), Others (5)

(b) Toilets/Drinking Water

(i) Toilets for males (no. of Toilet Units)

- (ii) Toilets for females (no. of Toilet Units)
- (iii) Urinals for males (no. of Toilet Units)
- (iv) Accessible Toilet facilities for Physically Challenged (no. of Toilet Units)
- (v) Drinking water Units  
Filtered or RO treated (1) ; Unfiltered (2)
- (vi) Water Supply

(c) ICT Facilities

- (i) No. of computers for training purpose
- (ii) Internet facilities
- (iii) Wi-fi facilities
- (iv) Use of multi-media (subject wise) for teachers training purpose
- (v) Virtual classes facilities (if yes)
- (vi) Whether virtual classes being conducted?

(d) Social Effectiveness Facilities

- a. Availability of non-conventional sources of energy (solar panel etc.)
- b. smokeless and soundless generator
- c. Fire safety Arrangements
- d. First Aid arrangements
- e. Barrier Free Access for physically challenged
- f. Solid Waste Management
- g. Attendance

**7. Is the infrastructure of SCERT having sufficient space and capacity for execution of different components of the program?**

**8. Is there any provision of other sources of energy for SCERT building?**

**9. Are those sources meet the criteria as per the norms?**

**10. Curriculum revision**

(a) Has SCERT revised curriculum according to NCF – 2005? Yes (1) No (2)

(b) When was the last revision?

Year :

(c) After how many years it is revised?

**11. Revision of textbooks in last 5 years**

List the textbooks that were revised

S.No.	Textbook	Subject	Class	Year of Revision
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

- 12. Does SCERT have special cells/Resource Centres for some subjects or purposes (e.g. computers, language, Science and Mathematics, teaching, etc.)? If yes, mention their names, exclusive staff and equipment.**

Sl.No.	Name of Special units/Resource Centres and their purpose	Exclusive Staff (number)	Equipped Fully (1); Partly (2); Not at all (3)
1			
2			
3			
4			

**13. Has SCERT devised schemes or procedures for evaluation based on CCE for students in schools?**

Yes (1) / No (2)

If yes, answer the following question

(a) In which year was it developed?

(b) Was there any action taken to introduce it in schools?

(c) Was there any manual or guidelines prepared for implementation of CCE in schools

Yes (1) / No (2)

(d) Where the experts from outside involved in preparation of Manual/Guidelines?

Yes (1) / No (2)

(e) Was there any workshop conducted to train DIET Staff/resource persons/ teachers in implementation of CCE. If yes, please provide the details in response to Q 6.

**14. Has SCERT prepared training modules or other materials for training the staff of DIETs, BITEs and other institutions on**

(a) NCF – 2005/BCF 2008

Yes (1) / No (2)

(b) NCFTE - 2009 / State Curriculum for Teacher Education Yes (1) / No (2)

**15. (a) Did SCERT conduct any training programme for DIET staff on NCF-2005/BCF 2008, NCFTE-2009 / SCTE 2012-13**

Yes (1) / No (2)

(b) If yes, please include details under Q.6

**16. Has SCERT developed curriculum and evaluation procedures for Diploma level pre-service training conducted at DIETs and BITEs**

Yes (1) / No (2)

If yes, in which year (or years)

**17. Has SCERT conducted any training of DIET staffs**

(a) Training about the ODL mode instruction to be given to teachers.

Yes (1) / No (2)

(b) If yes, in which year / years?

**18. If the training on ODL was given**

(i) How many DIETs were covered?

(ii) No. of DIET staffs given training in last 3 years (year-wise)

19. Is any teaching based on practical work/exercise/hands on given to DIET and BITE teaching staff in the training workshop? Yes (1) / No (2)

If yes, what % of time was devoted to practical training out of total time spent on training in 2013-14&14-15?

20. Total number of days on which training of teacher educators of DIETs, PTECs and BITEs was conducted in training workshops during 2013-14&14-15: No. of days

21. Which of the following elements of pedagogy were covered in their training and on which of these training modules or other materials were prepared to be given to trainees? Write (1) for Yes and (2) for no.in the cells against each item.

S.No.	Item	Whether covered in	
		Training workshops	Instructional modules given to trainees
1.	Teaching in multilingual medium (using both state and local dialect while teaching)		
2.	Recent developments in the field of early reading		
3.	Inputs for improving language skills of trainees		
4.	Discussion of children's literature and criteria for evaluating the children's books		
5.	Basic concepts in Mathematics		
6.	Difficulties faced by children in mathematics		
7.	Use of Mathematics kits for clarifying concepts		
8.	Features of Scientific methods and approach of constructing knowledge (constructivist approach)		

9.	Opportunity of working in laboratories/conducting experiments		
10.	Discussion of Social issues of gender equity and marginalized groups		
11.	Use of constructivist approach in Social sciences		
12.	Use of variety of resources and materials in teaching-learning		
13.	Development of inter-disciplinary lesson plans		
14.	Actual use of lesson plans in practice teaching in schools		
15.	Use of ICT in teaching		
16.	Use of local crafts, folk songs as resource in teaching		
17.	Knowledge of different methods of assessment of students		
18.	Giving feedback to students from assessment		
19.	Features of CCE and its use in improving the learning of students		
20.	Findings of Achievement surveys already conducted by NCERT and SCERT and lessons learnt from them.		

## **22. Library**

- (i) Number of books in the library
- (ii) Number of research journals subscribed
- (iii) Number of other periodicals/magazines subscribed
- (iv) Number of books procured in 2013-14
- (v) Number of newspapers subscribed for library
- (vi) Number of reference books, encyclopedia, dictionaries etc. included in total books given under (1)
- (vii) Number of persons who can sit and read in library
- (viii) Maximum number of books that can be issued to academic staff at a time

## **23. Science laboratory**

- (i) No. of experiments for which equipment is available
- (ii) No. of new equipments procured in 2013-14
- (iii) No. of trainees who can work in laboratory at a time
- (iv) No. of experiments performed by trainees in 2013-14



**24. Are there laboratories/special rooms and kits for other subject? Write (1) for YES and (2) for NO.**

(i) Geography lab/room

(ii) Mathematics lab/room

(iii) Science kit for classes \_\_\_\_\_

(iv) Mathematics kit for classes \_\_\_\_\_

**25. Give the number of Teaching-learning materials (TLM) developed at the institute, which can be used by teachers/students in schools in 2013-14**

(i) TLM Developed by SCERT academic staff

(ii) TLM developed by trainees

**26. Number of academic staff members deputed for training/seminar at other institutions in last 3 years**

S.No.	Name	Where	No. of days	Purpose of training
1.				
2.				
3.				
4.				
5.				
6.				

**27. Professional development programmes, seminars and conferences organised at SCERT in last 3 years and number of staff members who attended these programmes.**

S.No.	Programme	Issues* discussed	Duration in days	No. of SCERT participants	Others who attended	No. of outside resource

						persons
1.						
2.						
3.						
4.						
5.						
6.						

**28. Research by SCERT staff in 2013-14**

- a) No. of Research projects undertaken by SCERT in 2013-14
- b) No. of research projects completed at SCERT in 2013-14
- c) No. of research papers published by staff of SCERT
- d) No. of papers presented at various seminars by SCERT staff
- e) No. of Action Research projects undertaken

**29. Mention titles and authors of papers**

S.No.	Title	Author(s)	Where published or presented

**30. a) Whether the training programmes are evaluated by participants**

Yes (1), No (2)

**b) If yes, do the participants gives Comments (1) Grades (2)**

c) No. of training programmes rated over 50% trainees as

Satisfactory (1), average (2), Poor (3)

31. a) Is there a website of SCERT

Yes (1), No (2)

b) If yes, Number of site hits by DIETs, PTCs, BITEs

## GOVERNANCE

32. Budget and expenditure in 2013-14

Budget of SCERT, item-wise, for 2013-14

Item	Amount budgeted	Amount spent
(i) Academic staff salaries		
(ii) Other salaries		
(iii) Training programmes		
(iv) Library books		
(v) TLM and other materials		
(vi) Purchase of new equipment		
(vii) Maintenance of facilities		
(viii) Building of new facilities (non-recurrent)		
(ix) Other items		
<b>Total</b>		

33. Income by Source in 2013-14

Sl.No.	Source	Amount received	Amount spent
a)	Saving from previous year		
b)	Government grant for recurrent expenditure		
c)	Government grant for non-recurrent items		
d)	Funds from other sources and purpose		
	<b>Total (b) to d)</b>		

34. Financial Management

- a) No. of dedicated Staff (sanctioned, Vacant posts)
- b) Agencies performing Audit, Year of Audit, Compliance and Status of Audit Report
- c) Maintenance of Book of Accounts, Software used for accounting (manual, offline, online)
- d) Existing Auditing System

**35. Is there is any reporting system from DIETs to SCERT**

**If yes, please mention**

- Monthly
- Quarterly
- Half early
- Yearly

**36. Governance (mechanism of accountability, performance)**

- a) Number of times SCERT sends reports to the government on its activities in a year
- b) Number of complaints from staff handled by the Director of SCERT in 2013-14
- c) No. of complaints/petitions forwarded to the government for decision in 2013-14
- d) No. of meetings held with academic staff in 2013-14
- e) No. of meetings held with administrative staff in 2013-14

37. (a) Does SCERT have data base of DIETs, PTCs and BITEs  
 (b) Does SCERT publish an annual report of its activities?  
 (c) Does SCERT prepare an annual plan?  
 (d) If yes, is it appraised and approved by the government?


38. (a) Number of members in governing Body of SCERT


- (b) How often did it meet in 2013-14

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- (c) Does SCERT have an Advisory body?

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- (d) How often did it meet in 2013-14?

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39. How many projects are running with SCERT collaboration with other Institutions?

- (a) Number of Institutions

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- (b) Project Completed

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- (c) Name of the Project and the Institution


40. Other agencies with which SCERT coordinates its programmes and from which it gets support?  
 (Mark 1 for YES and 2 for NO) and if yes, give information about the nature of coordination and support.

- (a) Textbooks Bureau

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- (b) Board of School Education

--

(c) University of Patna

☐

(d) SSA

☐

(e) RMSA

☐

(f) Any other (mention)

☐

**Signature of the Director**

**For DIETs/PTECs/BITEs**

Name &amp; Address of institution \_\_\_\_\_

Is it in an area predominantly populated by SC-1 / ST-2 / Muslim Minority-3/OBC-4 ☐Source of Information (census-1 , other – 2 ) ☐

Name of Principal : \_\_\_\_\_

Date of joining: \_\_\_\_\_

Phone no. (a) Landline with Area code \_\_\_\_\_ (b) Mobile \_\_\_\_\_

E-mail address: \_\_\_\_\_

Location (Urban- 1; Rural- 2) ☐Distance from District Hqrs (km) ☐Distance from nearest Railway Station (km) ☐Distance from nearest Bus Station (km) ☐Distance from nearest Post Office (km) ☐Distance from nearest Bank (km) ☐**A. Infrastructure and Facilities**

**1. Building and other facilities** (Codes for condition: Not available-0; Existing building requires demolition and rebuilding-1; Available but needs major repairs-2; Available but needs minor repairs-3; Available in good condition-4)

S. No.	Infrastructure	Area (sq. feet)	Condition	S. No.	Infrastructure	Area (sq. m.)	Condition
1.	Principal Room			13	Auditorium/Multi purpose Hall		
2.	Seminar / Conference Room			14	Library		
3.	Classrooms (no. of			15	Cafeteria		

	rooms ..... )			16.	Store Room		
				17	Room for Warden		
				18	Room for Office Staff		
4.	Meeting Hall			19	Reception Lounge		
5.	Room for Faculty members			20	Hostel- No .of rooms		
6.	Resource Centre for Maths			21	Dormitories		
7.	Resource Centre for Social Sc.			22	Playground		
8.	Resource Centre for ICT			23.	Common Room		
9.	Resource Centre for Science			24.	Physical Edu. Room		
10.	Resource Centre for Psychology			25.	Sick Room		
11.	Resource Centre for Language			26.	Ramps		
12.	Resource Centre for Art & Craft			27.	Any other room		

## 2.ToiletFacilites

(a) Toilets for men (give no. of toilet seats)

(b) Toilets for women (give no. of toilet seats)

(c ) Urinals for men (give number of urinals)

(d) No. of Bath units (bathrooms)

(e) Toilet facilities for physically challenged persons (no. of units)

(f) Water facilities at Bathrooms and toilets (Yes – 1; No – 2)



3. (a) Number of male students who are day scholars



(b) No. of female students who are day scholars

4. (a) Total area of land belonging to DIET (in acres)

(b) Total covered area of DIET building (excluding hostels in sq. m.)

(c) Total areas of hostel/ dormitory building (in sq. meters)

5. Safety, and environmental friendly provisions

a) Provision for fire safety (Yes-1; No-2)

b) Provision for Electrical Safety (Yes-1; No-2)

c) Solid Waste Management (Yes-1; No-2)

d) Water Disposal System (Yes-1; No-2)

e) Barrier free Infrastructure (Yes-1; No-2)

If yes then please details of the provision made

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f) Provisions for non-conventional source of energy (Yes-1; No-2)

If yes please give details \_\_\_\_\_

## 6. Equipment and Teaching Aids

Teaching aids	Available (Give numbers)	Used in teaching and workshops	Used for administrative purposes
Desktop			
Laptops			
Printer			
Photocopy machine			
LCD Projector			
Science kit			
Mathematics kit			
Internet connection			
Wi-fi			

Television			
VCD player			
Computer software(mention names):			
Generator Set			
Invertor			
Solar Panels			
Others			

7. Availability of Electricity (avg. in 24 hours.) : \_\_\_\_\_

8. Drinking water facility : \_\_\_\_\_

### B. Equity

9. For the Pre-service Diploma course provide the following information about students

- a) No. of applicants for admission  % of women applicants
- b) No. of students selected for admission  % of women selected
- c) No. of students who took admission  % of women admitted
- d) Number of SC/ST/EBC/BC/Urdu and Physically Challenged students, who applied for admission, who were selected and who finally took admission

S. No.	Category	No. of Reserved Seats	No. of applicants	Number selected	Number admitted
1	General				
2	SC				
3	ST				
4	BC				
5	EBC				
6	BC (Female)				
7	Urdu				
8	Physically Challenged				
	<b>Total</b>				

e) Total intake of the Institute (Maximum no, of students who can be admitted) .....

f) No. of Hostels

Boys

Girls

g) Capacity of hostel - No. of seats for (a) Male students

(b) Female students

h) Students living in hostel

(a) Male students

(b) Female students

i) Number of students (out of those admitted) who belong to same district in which DIET is located:

10. Scholarships given to students

Male

Female

a. Number of students who applied for scholarship



b. Number of students given scholarship



c. Amount of scholarship per student in a year



d. Comments

e. (if any)



11. Sports/games and other activities in which students participate regularly.

SL	Game/sport/other activities	Facility available Yes (1) / No (2)	% of participation tournaments competition.	female in or	No. of students who took part in tournaments or competitions in Semester.
1	Cricket				
2	Football				
3	Table Tennis				
4	Hockey				
5	Volleyball				
6	Basketball				
7	Athletics				

8	Badminton			
9	Carom			
10	Music			
11	Dance/ drama			
12	Debate/ elocution contests			
13	Art/ craft			
14.	Math Mela			
15	Science Mela			
16	Sports Day			
17	Any Other			

12. Enrolment in Pre-service Diploma course

Batch	1 <sup>st</sup> year		2 <sup>nd</sup> year		Total pass out students	
	Total	Female	Total	Female	Total	Female
1 <sup>st</sup> Batch						
2 <sup>nd</sup> Batch						

13. Give details of prizes, trophies, medals etc won by students in 2013-14

Event/ competition	Who won	Prize/ trophy awarded

14. Dropout from Pre – service Diploma course

a % of female Dropouts

b % of male Dropouts

#### 15. Performance

a. % of pass in the batch

b. No. of students passed in 1<sup>st</sup> div.

c. No. of students passed in 2<sup>nd</sup> div.

d. No. of students passed in 3<sup>rd</sup> div

#### C. Academic

#### 16. Sanctioned and vacant posts of faculty members

(a) Sanctioned posts

(b) Vacant posts

(c) Faculty in Position

#### 17. Faculty Members

1. Percentage (%) of teachers with

a. Ph.D. Degree

b. M. Phil. Degree

c. Masters Degree

2. Percentages of teachers with

a. <2 years of teaching experience at school level/DIET/PTEC

b. 2 to 5 years teaching experience at school level/DIET/PTEC

c. >5 years teaching experiences at school level/DIET/PTEC

3. a. Average no. of instructional hours per week in Diploma course

b. Average no. of instructional hours per week in ODL programme

#### 18. In-service training programmes and support to BRCs, CRCs and Schools

In-service training programmes for teacher educators conducted at DIET/ PTEC/

Sl.	Title for	No. of	Date	Course content	Affiliation of
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No.	training programme	participant			(main topics covered)	Master Trainers
			From	To		
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

19. (a) Provide information about other in-service training programmes/ workshops (e.g. for headmasters and teachers, etc.)

Sl. No.	Title for training programme	Category of participants	No. of participants	Date		Course content
				From	To	
1						
2						
3						
4						

(b) For professional development of faculty of DIET / PTEC

Sl. No.	Title for training programme	Category of participants	No. of participants	Date		Course content
				From	To	
1						
2						
3						
4						

20. On the spot support provided to BRCs, CRCs and schools (through visits)

Sl. No.	Nature of support / mentoring or service given	Total no of faculty member	Number of faculty who covered BRCs	Number of faculty who covered CRCs	No. of schools covered	No. of visits made		
						BRCs	CRCs	Schools
1								
2								
3								
4								
5								
6								

21. Number of schools adopted by the DIET/ PTEC for practice teaching and continuous support:

(a) Primary schools \_\_\_\_\_

(b) Upper Primary schools \_\_\_\_\_

22. Average no. of hours per week spent by faculty members on different academic and other activities of the Institute.

Category	Teaching in Pre-service Diploma course	Teaching in ODL programme	Teaching in in-service training courses	Taking part in continuous Support to Schools Adopted	Attending to administrative work
Principal					
Faculty					

### 23. Research and other activities / achievements

Number of seminars organized by the institute in which experts and faculty members of other institutions participated

Topic	Duration (days)	No. of participants from outside	No. of Faculty members involved in seminar work	No. of papers presented by Faculty members

24. A) Research papers published by faculty members in last 3 years;

Topic of paper	Author(s)	Year	Name of Journal



B) No. of Action Research studies completed

No. of action research supervised

25. Books published/ participation in development of text-books, learning materials etc. by faculty members

Author(s)	Title of book	Publisher	Year

## 26. Teaching methods used

Teaching methods used by most of the faculty members

Method	Hrs. spent per week on each
Talk & Chalk	
Group work	
Demonstration	
Role playing	
Making use of ICT	
Giving and checking Assignment/Project Work)	
Periodic tests/ CCE	

## D. Institutional Capacity / Effectiveness

### 27. Information about non-teaching staff

S. no.	Staff category	Sanctioned posts	Staff in position	Vacant posts
1	Administrative staff			
2	Office Assistant			
3	Technical staff			
4	Class IV staff			
5	Any other			
	Total			

### 28. Management, Planning and Governance

Is there any mechanism of fixing accountability and performance (please Specify)

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29. Do you hold meeting of faculty members to discuss academic/ administrative issues?

(1) Once a week

(2) Once in a month

(3) Any other fixed periodicity (mention periodicity)

30. Use of computers in administration

(1) Is the admission procedure computerized (yes- 1; no- 2)

(2) Is the record of evaluation of students maintained on computer?(yes- 1; no- 2)

(3) Are the accounts computerized? (yes- 1; no- 2)

(4) Is reporting to higher authorities done by sending e-mail? (yes- 1; no- 2)

(5) Do communicate with SCERT & other institutions by e-mail?(yes- 1; no- 2)



31. Do you submit a report to higher authorities about your Institute's activities and data?

(1) If yes ,how ? (a) By hand ( b)By Post (c) By E-mail

☐☐☐

(2) If yes, to whom?

(3)If yes, how often? (a) Monthly (2) Quarterly ) Annually

☐☐☐

(4)Mention what does the report cover normally?

Finance related

☐

Administration related

☐

Academic related

☐

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32. Does the Institute prepare an Annual plan for its future activities, expansion or growth?

(Yes- 1; No- 2)

☐

a) What are the main elements covered or targets fixed in the plan ? Mention in brief.

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b) Who prepares the plan?

c) Who approves the plan?

d) When during the academic year is the plan prepared?

33. a) Is there any grievance redressal cell ?(Yes – 1: No-2)

☐

b) How long it take to reply RTI ?

☐

34.Action is taken on complaints/feedback of faculty members,trainees or teacher.

☐

(1) Meeting of faculty/Students is held to discuss the issue

(2) Complaint is forwarded to higher authorities for appropriate action

☐

35.(a) Is there an Academic Planning and Review Group or Committee?-(Yes-1; No-2)

☐

(b) If yes, how many times in a year does it meet? \_\_\_\_\_

(c) Number of members in it \_\_\_\_\_

(d) Mention in brief important decisions taken by it in its last meeting held on \_\_\_\_\_


### 36. Finances of the Institute

Budget and expenditure for the year

Item of expenditure	Amount approved	Amount spent	Previous unspent sum, if any	Comments
<b>Capital (non-recurring)</b>				
Construction work				
Furniture, Equipment				
<b>Recurrent</b>				
Teaching staff salaries				
Non-teaching staff salaries				
Scholar Fund				
Other items				
<b>Total</b>				

### 37. Financial Management

a) No. of dedicated Staff

Sanctioned,

Vacant posts

b) Agencies performing Audit

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c) Year of Audit\_\_\_\_\_

d) Compliance and Status of Audit Report\_\_\_\_\_

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e) Maintenance of Book of Accounts,

f) Software used for accounting

(Manual\_\_\_\_\_, Offline\_\_\_\_\_, Online\_\_\_\_\_)

g) Existing Auditing System\_\_\_\_\_

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38. Source of funds and amount of grants received -State Government, Central government grants and other grants (Mention amounts and purpose for which it was given).

Source	Amount (in rupees)	Purpose
State Govt.		
Central Govt.		
Other -1		
Other-2		

Mention any other points that highlight

(a) Good achievements of the Institute and

(b) The problems faced in running the institute efficiently.

**Signature of Principal**

**Date**

## TO BE FILLED BY BRCC

Name and address of BRC: \_\_\_\_\_

\_\_\_\_\_

Name of BRC Coordinator: \_\_\_\_\_

Phone no.: (a) Landline: \_\_\_\_\_ (b) Mobile: \_\_\_\_\_

E-mail address: \_\_\_\_\_@\_\_\_\_\_

Location (Urban- 1; Rural- 2)

Distance from District Institute of Education &amp; Training (km)

Distance from nearest Bus Station (km)

Distance from nearest post office (km)

Distance from nearest Bank (km)

Land Area

(a) Total area of land belonging to BRC (in sq. meters)

(b) Total covered area of BRC building

**A. Infrastructure**

- Building and other facilities** (Code for condition: Not available-0; Existing building requires demolition and rebuilding-1; Available but needs major repairs-2; Available but needs minor repairs-3; Available in good condition-4)

S.No.	Infrastructure	Area (sq. m.)	Condition	S.No.	Infrastructure	Area (sq. m.)	Condition
1.	Training Hall			4.	Room for Resource Persons		
2.	Library			5.	Store Room		
3.	Computer Room			6.	Room for office/BRCC		
Any Other (please specify)							
7.	Ramp						

## 2. Toilet Facilities

(a) Toilets for men (give no. of toilet seats)

(b) Toilets for women (give no. of toilet seats)

(c) Urinals for men (give number of urinals)

(d) Toilet facility for physically Challenged (no. of units)

(e) No. of Bath Units (bathrooms)

(f) Water facilities at Bathrooms and toilets (1- Yes 2-NO)

## 3. Safety, and environmental friendly provisions

g) Provision for fire safety (Yes-1; No-2)

h) Provision for Electrical Safety (Yes-1; No-2)

i) Solid Waste Management(Yes-1; No-2)

j) Water Disposal System(Yes-1; No-2)



k) Barrier free Infrastructure (Yes-1; No-2)

If yes then please details of the provision made

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l) Provisions for non-conventional source of energy(Yes-1; No-2)

If yes please give details \_\_\_\_\_

#### 4. Equipment and Teaching aids available and used

Teaching aids	Available (Give numbers)	Used in teaching and workshops	Used for administrative purposes
Desktop			
Laptops			
Printer			
Photocopy machine			
LCD Projector			
Science kit			
Mathematics kit			
Internet connection			
Television			
VCD player			
Computer software(mention names):			
Generator Set			
Solar Panel			

**B. Equity**

5. For the Certification or CPD course provide the following information about students

- e) No. of applicants for course  of women applicants
- f) No. of students selected for course  of women selected
- g) No. of students who took the course  % of women
- h) Number of SC/ST/EBC/BC/Urdu and Physically Challenged students, who finally took the course

Sl. No.	Category	% population in the block	No. of applicants	Number selected	Number who took course
1	General				
2	SC				
3	ST				
4	BC				
5	EBC				
6	BC (Female)				
7	Urdu				
8	Physically Challenged				
	<b>Total</b>				

**C. Academic**

6. Is BRC is working as Study Centre for D.El.Ed. or other teacher education certification programme (if YES 1; NO 2)

7. If yes, please provide the following information about teacher education certification (Diploma) programme.

a) Name of the Programme: \_\_\_\_\_

b) Total no. of seats

c) No. of untrained teachers admitted

Year (batch)	Total of both years of the batch		
	Total	Male	Female

8. How many days contact classes were organized during last year

9. What mode/s are being used for classroom interaction in certification programme

Topics	Specify (Yes/No)	Ratio( If Yes)
Face to face teacher taught interaction		RP:Trainee
Interaction with stand alone machine/Offline Multimedia		Computer:Trainee
Online interaction with Courseware by trainee		Computer:Trainee

10. Whether BRC is facilitating Continuous Professional Development (CPD) Programmes for teachers (Yes -1/ No - 2) \_\_\_\_\_

11. What are the areas of training under CPD of teachers

Topics	Please Tick	Training specially for which group	Training Supported by (eg. SCERT, DIET, SSA, Others)
Assessment/CCE		Primary/ Upper Primary	
EVS/Social Studies/Science		Primary/ Upper Primary	
Math		Primary/ Upper Primary	
Primary Language (Specify)		Primary/ Upper Primary	
Secondary Language (Specify)		Primary/ Upper Primary	
Others		Primary/ Upper Primary	

12. How many teachers are being imparted training under CPD programme during last year.

Month/s & Year	Name of Training	Total No. of Trainees	Male Trainees	Female Trainees

13. What mode/s are being used for classroom interaction in CPD of teachers

Topics	Specify (Yes/No)	If Yes then Ratio
Face to face teacher taught interaction		RP:Trainee
Interaction with stand alone machine/Offline Multimedia		Computer:Trainee
Online interaction with Courseware		Computer:Trainee
Online interaction with of State level Resource Persons		RP:Trainee
Online interaction with of National/International level Resource Persons		RP:Trainee

14. Coordinator and Resource Persons (supporting Certification and CPD training)

Resource Persons for Teacher Education Certification Programme			
Post	Approved Positions	Vacant Position	RP in position
Coordinator			
Resource Persons			

## D. Institutional Capacity/Effectiveness

### 15. Academic and supporting staffs

Academic Staff			
Post	Sanction posts	Vacant Posts	Staff in position
BRCC			
Block Resource Persons (BRP)			
Supporting Staff			
Post	Sanction posts	Vacant Posts	Staff in position
Assistant-cum-Clerk			
Guard-cum-Peon			

### 16. Use of computers in administration

(1) Is the record of attendance of trainees maintained on computer? (yes- 1; no- 2) ☐

(2) Are the accounts computerized? (yes- 1; no- 2) ☐

### 17. Do you submit a report to higher authorities about your Institute's activities and data?

(1) If yes, then specify the mode- By Hand ☐ By Post ☐ By E-mail ☐

(2) If yes, how often? (a) Monthly..... (2) Quarterly.....(3) Annually.....

(3) Mention what does the report cover normally?

Finance related ☐ Administration related ☐ Academic related ☐

### 18. Is there any complaints or feedback mechanism if yes please supply

(1) Decision is taken by you on the spot

(2) Complaint is forwarded to higher authorities for appropriate action

(3) No action is taken; matter is left to the concerned parties to sort out

19. Expenditure under the project for the financial year-

Item	Amount approved	Amount spent	Previous unspent sum,if any	Comments
Honorarium for Coordinator& RPs				
TA for Trainees				
DA for Trainees				
Training Materials				
Maintenance				
Contingencies				

20. Financial Management

e) No. of dedicated Staff

Sanctioned,

Vacant posts

f) Agencies performing Audit

\_\_\_\_\_

g) Year of last Audit\_\_\_\_\_

h) Compliance and Status of Audit Report\_\_\_\_\_

\_\_\_\_\_

i) Maintenance of Book of Accounts,

j) Software used for accounting (Manual\_\_\_\_\_, Offline\_\_\_\_\_, Online\_\_\_\_\_)

k) Existing Auditing System\_\_\_\_\_

21. Mention special achievements and also problems encountered in efficient functioning of the BRC.

**Date**

**Signature of BRCC**

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### Key Dimension 1: Infrastructure

- 1.1 **Building Conditions:** Calculate average of 11 building conditions (rated from 0 to 4) from Item number 6 (1) to Item numbers 6 (11). Further the average is converted on 0 to 1 scale.
- 1.2 **Toilet Facilities:** Calculate the total no. of working toilets from item no. 6(b)i and 6(b)ii (male and female) and divided by 16 (by assuming that SCERT has at least 16 toilets for its 7 departments and one Director cell. i.e. 2 toilets for every department other than in Hostels).
- 1.3 **Safety & Environmental Friendliness:** Average of item no. 6(d)(b) to 6(d)(f) to be calculated. 1(one) for 'yes' and 0(Zero) for 'No' would be reassigned.
- 1.4 **ICT Facilities:** Average of item no. 6(c)(ii) to 6(c)(iv) to be calculated. 1(one) for 'yes' and 0(Zero) for 'No' would be reassigned.
- 1.5 **Availability of Computer for Training:** Total no. of desktops and laptops would be divided by 30 (by assuming that at least 30 computers are required at SCERT for academic or training purpose). Maximum one would be credited under this dimension.
- 1.6 **Availability of Alternative Source of Energy:** Average of availability of generator set and renewal source of energy (Solar Panels) to be calculated. 1(one) for yes and 0(Zero) for No would be reassigned.

### Key Dimension 2: Equity

- 2.1 **Toilets for Females:** Ratio of no. of women toilets to the half of total toilets would be calculated. Maximum score 1.
- 2.2 **Toilet facility for Physically Challenged:** Provision of toilet facility for Physically Challenged persons would be considered as 1 (one) and not provision of the same would be 0 (zero). Maximum score 1.

### Key Dimension 3: Academic

- 3.1 **Training and Material Development:** Calculated from item no.21 by assigning zero for no and one for yes. Total from item no. 21 would be divided by 40 to get score on 0 to 1 scale.
- 3.2 **Research Activities:** Research activities undertaken are considered under this section by assumption that each faculty member do lead one research project. Total research conducted divided by total faculty members would generate the score.
- 3.3 **Filled Faculty Positions:** Total number of faculties in position divided by sanctioned faculty positions from item no. 1.
- 3.4 **Faculty Qualifications:** Percentage of faculties having PhD+ Percentage of faculties having master degree in Education divided by 200. Faculty having master degree and PhD degree are equally weighted for this section.
- 3.5 **Faculty Development:** Faculty members getting in-service training meant for faculty development would be credit this section. The total number of faculty members get training under any faculty development training programme (either in-house or outstation) divided by total number of faculties from. Maximum assigned score to be one (1) for this dimension.

### Key Dimension 4: Institutional Capacity/Effectiveness

- 4.1 **Use of Computers in Academic and Administration:** Calculate the average of scores by assigning 1 for 'YES' and zero for 'No'.
- 4.2 **Grievance Redressal:** Calculate the scores by assigning 1 for 'YES' and zero for 'No'.
- 4.3 **Budget Utilization:** Ratio of total amount spent divided by total amount approved from item number 32.

**4.4Financial Management Staff:** Ratio of staff in position is to sectioned position of financial management staff from item number 34(a). Maximum score 1(One).

**4.5ICT in Accounting:** Availability of computer based accounting (score 0.5) from item no. 34(e) and working on online system of accounting from item no. 34(e) (Score 1).

**4.6Website:** Average of availability of website (maximum Score 1) and updated website at least in a fortnight (maximum Score 1).

**4.7 Filled in position of non-teaching staffs:**Total number of non-teaching staffs in position divided by sanctioned non-teaching staff positions from item no. 1(2).



### Weightage and Index Calculation:

Principal Dimension		Indicators	Indicator or Weight	Dimension Weight
<b>Infrastructure</b>	<b>1.1</b>	Condition of building	25%	<b>35%</b>
	<b>1.2</b>	Availability of toilet facilities	20%	
	<b>1.3</b>	Safety and environment-friendliness	10%	
	<b>1.4</b>	ICT Facilities	10%	
	<b>1.5</b>	Availability of Computers for Training	15%	
	<b>1.6</b>	Availability of Alternate Source of Energy	20%	
<b>Equity</b>	<b>2.1</b>	Toilet for Females	60%	<b>15%</b>
	<b>2.2</b>	Toilets for Physically Handicapped	40%	
<b>Academic</b>	<b>3.1</b>	Training/Material development	15%	<b>35%</b>
	<b>3.2</b>	Research Activities	25%	
	<b>3.3</b>	Share of filled faculty positions	20%	
	<b>3.4</b>	Faculty qualifications	20%	
	<b>3.5</b>	Faculty development	20%	
<b>Institutional Capacity /Effectiveness</b>	<b>4.1</b>	Use of computers in academic & administration	20%	<b>15%</b>
	<b>4.2</b>	Grievance redressal mechanisms	10%	
	<b>4.3</b>	Budget utilization	20%	
	<b>4.4</b>	Availability of financial management staff	10%	
	<b>4.5</b>	ICT in Accounting	20%	
	<b>4.6</b>	Website of TEI and its updation	10%	
	<b>4.7</b>	Filled in position of Non-teaching Staff	10%	

**Key Dimension 1: Infrastructure**

- 1.1 Building Conditions:** Calculate average of 27 building conditions (rated from 0 to 4) from Item number 1 (1) to Item numbers 1 (27). Further the average is converted on 0 to 1 scale.
- 1.2 Toilet Facilities:** Calculate the total no. of toilets from item no. 2(a) and 2(b)(male and female) and divided by 10 (by assuming that each center has at least 100 capacity and one toilet for 10 trainees).
- 1.3 Safety & Environmental Friendliness:** Average of item no. 5(a) to 5(f) to be calculated. 1(one) for yes and 0(Zero) for No would be reassigned.
- 1.4 Availability of ICT Equipment:** Total no. of desktops and laptops would be divided by 30 (by assuming that at least 30 computers are required at TEI). Maximum one would be credited under this dimension.
- 1.5 Availability of Electricity:** available electricity hours (by all means including renewable source of energy) to be divided by 24.

**Key Dimension 2: Equity**

- 2.1 Gender Composition at Admission:** Ratio of no. of women admitted to total number of trainees admitted from item no. 9(c).
- 2.2 Female Dropout:** Female dropout percentage to be divided by male dropout percentage from item number 14(a) and 14(b)
- 2.3 Reserved Category admission:** Ratio of no. of reserved categories admission to half of total number of seats available/intake capacity 9(d).
- 2.4 Scholarship:** Total number of trainees who get scholarship divided by total number of candidate who applied for the scholarship from item no. 10.

**Key Dimension 3: Academic**

- 3.1 Capacity Utilization:** total male and female trainees enrolled to the TEI divided by total capacity of the institute including both years from item no. 12.
- 3.2 Trainee Performance:** Average percentage of male and female results in final examination divided by 100 from item no. 15(a).
- 3.3 Filled Faculty Positions:** Total number of faculties in position divided by sanctioned faculty positions from item no. 16(a) and 16(c).
- 3.4 Faculty Qualifications:** Percentage of faculties having PhD+ Percentage of faculties having master degree in Education divided by 200 from item number 17(1)(c). Faculty having master degree and PhD degree are equally weighted for this section.
- 3.5 Faculty Development:** Faculty members getting in-service training meant for faculty development would be credit this section. The total number of faculty members get training under any faculty development training programme (either in-house or outstation) divided by total number of faculties from. Maximum assigned score to be one(1) for this dimension.

**Key Dimension 4: Institutional Capacity/Effectiveness**

- 4.1 **Non-Teaching Staff in Position:** Total number of non-teaching staffs in position divided by sanctioned non-teaching staff positions from item no. 27.
- 4.2 **Use of Computers in Academic and Administration:** Calculate the average of scores of item numbers 30(1) to 30(5) by reassigning 1 for 'YES' and zero for 'No'.
- 4.3 **GrievanceRedressal:** Calculate the scores of item numbers 33(a) by reassigning 1 for 'YES' and zero for 'No'.
- 4.4 **Academic Planning and Review Group:** Calculate the average scores of item numbers 35(a) [by reassigning 1 for 'YES' and zero for 'No'] and score calculated by 35(b) [by dividing the numbers of meeting held by 12. Maximum score 1].
- 4.5 **Budget Utilization:** Ratio of total amount spent divided by total amount approved from item number 36
- 4.6 **Financial Management Staff:** Ratio of staff in position is to sectioned position of financial management staff from item number 37(a).
- 4.7 **ICT in Accounting:** Average of availability of computer based accounting (maximum Score 1) from item no. 30(3) and working on online system of accounting from item no. 37(f) (maximum Score 1).
- 4.8 **Website of TEI:** Average of availability of website (maximum Score 1) and updated website at least in a fortnight (maximum Score 1).

### Weightage and Index Calculation:

Principal Dimension		Indicators	Indicator Weight	Dimension Weight
<b>Infrastructure</b>	<b>1.1</b>	Condition and availability of building	25%	<b>35%</b>
	<b>1.2</b>	Availability of toilet facilities	20%	
	<b>1.3</b>	Safety and environment-friendliness	10%	
	<b>1.4</b>	Availability of ICT equipment	25%	
	<b>1.5</b>	Availability of electricity (hours during work day)	20%	
<b>Equity</b>	<b>2.1</b>	Gender composition at admission	40%	<b>15%</b>
	<b>2.2</b>	Dropout rates of women against men	20%	
	<b>2.3</b>	Share of underprivileged candidates admitted in courses	30%	
	<b>2.4</b>	Share of students receiving scholarship	10%	
<b>Academic</b>	<b>3.1</b>	Capacity utilization	15%	<b>35%</b>
	<b>3.2</b>	Performance of graduating candidates	25%	
	<b>3.3</b>	Share of filled faculty positions	20%	
	<b>3.4</b>	Faculty qualifications	20%	
	<b>3.5</b>	Faculty development	20%	
<b>Institutional Capacity /Effectiveness</b>	<b>4.1</b>	Share of filled non-teaching staff positions	10%	<b>15%</b>
	<b>4.2</b>	Use of computers in academic & administration	20%	
	<b>4.3</b>	Grievance redressal mechanisms	10%	
	<b>4.4</b>	Existence of Academic Planning and Review Group or Committee	10%	
	<b>4.5</b>	Budget utilization	20%	
	<b>4.6</b>	Availability of financial management staff	10%	
	<b>4.7</b>	ICT in Accounting	10%	
	<b>4.8</b>	Website of TEI and its updation	<b>10%</b>	

### Key Dimension 1: Infrastructure

- 1.1 Training Hall:** Number of Training halls would contribute to this section. It is assumed that four training rooms to be available at BRC. Maximum Score is One (1).
- 1.2 Toilet Facilities:** Calculate the total no. of toilets from item no. 2(a) and 2(b) (male and female) and divided by 10 (by assuming that each center has at least 10 toilets).
- 1.3 Safety & Environmental Friendliness:** Average of item no. 3(a) to 3(f) to be calculated. 1(one) for yes and 0(Zero) for No would be reassigned.
- 1.4 Availability of ICT Equipment:** Total no. of desktops and laptops would be divided by 30 (by assuming that at least 15 computers are required at each BRC). Maximum one would be credited under this dimension as per item no. 4.

### Key Dimension 2: Equity

- 2.1 Gender Composition:** Ratio of no. of women participated to total number of trainees admitted from item no. 9(c). (by assuming that each center has at least 50 percentage female participation)
- 2.2 Toilet facilities for Physically Challenged Trainees:** Get the scores of item numbers 2(d) by reassigning 1 for 'YES' or available toilets for physically challenged and zero for 'No'.

### Key Dimension 3: Academic

- 3.1 Academic Interaction:** Average of a), b) and c) would be calculated
- a) Teacher taught ratio at BRC would contribute this section and calculate by ratio multiplied by 10 (assuming 1:10 is standard teacher taught ratio)
- b) Interaction with stand-alone machines or computers
- c) Interaction with stand-alone machines or computers
- 3.2 Resource Persons in Position:** Ratio of present Resource Persons in position to sanctioned positions of resource persons from item no. 14.

### Key Dimension 4: Institutional Capacity/Effectiveness

- 4.1 Computers in Administration:** Calculate the average of scores of item numbers 16(1), 16(2) and 17(1)(c) by reassigning 1 for 'YES' and zero for 'No'.
- 4.2 Spent Amount:** Calculate the ratio of total amount spent is to total amount approved from item numbers 19.
- 4.3 Financial Management Staff:** Ratio of staff in position is to sanctioned position of financial management staff from item number 20.

### Weightage and Index Calculation:

Principal Dimension		Indicators	Indicator or Weight	Dimension Weight
<b>Infrastructure</b>	<b>1.1</b>	<b>Available Training Hall</b>	25%	<b>35%</b>
	<b>1.2</b>	Toilets Facilities	25%	
	<b>1.3</b>	Safety and environment-friendliness	25%	
	<b>1.4</b>	ICT Infrastructure	25%	
<b>Equity</b>	<b>2.1</b>	Gender composition	70%	<b>15%</b>
	<b>2.2</b>	Toilet for Physically Challenged	30%	
<b>Academic</b>	<b>3.1</b>	Academic Interaction	50%	<b>35%</b>
	<b>3.2</b>	Resource Persons in Position	50%	
<b>Institutional Capacity /Effectiveness</b>	<b>4.1</b>	Use of computers in administration	40%	<b>15%</b>
	<b>4.2</b>	Budget utilization	40%	
	<b>4.3</b>	Availability of financial management staff	20%	

## ANNEXURE -7 INFRASTRUCTURE BASELINE Dis

Code	Name_Address	Building Conditio n	Toilet	Safety	ICT	Electricity	Infrastructure Index
32101	DIET Sheikhpura	0.05	0.00	0.00	0.00	0.63	0.14
19101	DIET Lakhisarai	0.07	0.00	0.00	0.20	0.42	0.15
22101	DIET Poorabsarai, Munger	0.21	0.05	0.00	0.00	0.75	0.21
20201	PTEC Manhara Sukhasan Madhepura	0.32	0.05	0.00	0.40	0.67	0.32
6201	PTEC Nagarpada, Bhagalpur	0.20	0.05	0.00	0.00	0.00	0.06
4101	DIET Banka	0.13	0.10	0.00	0.03	0.58	0.18
6101	DIET Bhagalpur	0.51	0.40	0.17	0.37	0.42	0.40
6202	PTEC Phulwaria	0.16	0.20	0.00	0.00	0.00	0.08
22201	PTEC H Kharagpur	0.22	0.00	0.00	0.00	0.00	0.06
20101	DIET Madhepura	0.16	0.10	0.00	0.20	0.83	0.28
5101	DIET SHAHPUR, BEGUSARAI	0.09	0.10	0.17	0.17	0.15	0.13
9101	DIET KILAGHAT, DARBHANGA	0.08	0.10	0.00	0.23	0.67	0.23
5201	PTEC BSHNUPUR, BEGUSARAI	0.05	0.00	0.17	0.30	0.08	0.12
9301	PTEC/BITE MADHOPATTI, DARBHANGA	0.05	0.10	0.00	0.03	0.50	0.14
10101	DIET CHHATAUNI, MOTIHARI, EAST CHAMPARAN	0.06	0.20	0.17	0.23	0.67	0.26
10301	BITE DARIYAPUR, EAST CHAMPARAN	0.56	0.50	0.00	0.37	0.08	0.35
17101	DIET RAMGANJ SANSARPUR, KHAGARIA	0.06	0.20	0.17	0.13	0.63	0.23
21101	DIET NARAR, KALVAHI, MADHUBANI	0.01	0.00	0.00	0.10	0.13	0.05
21201	PTEC GHOGHARDIHA, MADHUBANI	0.01	0.00	0.00	0.00	0.08	0.02
25101	DIET NAWADA	0.01	0.00	0.17	0.27	0.96	0.28
30101	DIET PUSA, SAMASTIPUR	0.23	0.10	0.17	0.27	1.00	0.36
30201	PTEC RAMPUR JALALPUR, SAMASTIPUR	0.06	0.35	0.00	0.43	0.58	0.31
38101	DIET KUMARBAGH, WEST CHAMPARAN	0.18	0.60	0.00	0.23	0.33	0.29
38301	BITE BALMIKI NAGAR, WEST CHAMPARAN	0.23	0.10	0.17	0.27	1.00	0.36
33101	DIET SHEOHAR	0.08	0.10	0.00	0.10	0.42	0.15
11101	DIET GAYA	0.22	0.30	0.00	0.23	0.75	0.32
23101	DIET Muzaffarpur	0.27	0.10	0.00	0.33	0.63	0.30
37201	DIET Vaishali	0.31	0.20	0.00	0.40	0.63	0.34
34101	DIET Dumra, Sitamadhi	0.14	0.40	0.00	0.33	0.17	0.23

<b>37201</b>	PTEC Sorhattha, Vaishali	0.13	0.00	0.00	0.00	0.13	0.06
<b>23203</b>	PTEC Chandwara	0.15	0.30	0.17	0.13	0.83	0.31
<b>23202</b>	PTEC Pokhrai, Muzaffarpur	0.19	0.05	0.17	0.37	0.83	0.33
<b>23201</b>	PTEC Patahi, Muzaffarpur	0.14	0.25	0.17	0.53	0.50	0.33
<b>11201</b>	PTEC Sherghati, Gaya	0.19	0.30	0.00	0.00	0.29	0.16
<b>16101</b>	DIET TIKKAPATTI, KATIHAR	0.16	0.20	0.17	0.20	0.00	0.15
<b>24101</b>	DIET NOORSARAI, NALANDA	0.09	0.20	0.00	0.33	0.25	0.20
<b>18101</b>	DIET KISHANGANJ	0.21	0.40	0.00	0.07	0.63	0.27
<b>27101</b>	DIET PURNEA	0.07	0.10	0.00	0.00	0.63	0.16
<b>163001</b>	Mahila Primary Teachers Training College, Musapur, Katihar	0.23	0.10	0.00	0.03	0.00	0.09
<b>26204</b>	PTEC Mokama, Patna	0.38	0.10	0.17	0.00	0.00	0.13
<b>26202</b>	PTEC Masaurhi, Patna	0.14	0.10	0.00	0.33	0.50	0.24
<b>26203</b>	BNR Training College, Gulzarbagh, Patna	0.25	0.10	0.00	0.37	0.83	0.34
<b>26101</b>	DIET BIKRAM, PATNA	0.24	0.10	0.33	0.33	0.50	0.30
<b>1101</b>	DIET FORBESGANJ, ARARIA	0.21	0.10	0.33	0.03	0.67	0.25
<b>26205</b>	PTEC MAHENDRU, PATNA	0.06	0.35	0.00	0.47	0.83	0.37
<b>26202</b>	PTEC, BARH, PATNA	0.15	0.20	0.00	0.33	0.83	0.33
<b>15101</b>	DIET Mohania	0.19	0.15	0.00	0.10	0.50	0.20
<b>28101</b>	DIET Fazalganj	0.15	0.00	0.00	0.13	0.83	0.24
<b>8101</b>	DIET Buxar	0.08	0.00	0.00	0.13	0.33	0.12
<b>12101</b>	DIET Thawe	0.33	0.00	0.00	0.07	0.08	0.12
<b>3101</b>	DIET Tarar	0.22	0.00	0.00	0.10	0.50	0.18
<b>7101</b>	DIET Pirouta	0.45	0.00	0.00	0.13	0.25	0.20
<b>31101</b>	DIET, Sonapur, Saran	0.03	0.00	0.00	0.13	0.50	0.14
<b>35101</b>	DIET Siwan	0.36	0.35	0.00	0.10	0.63	0.31
<b>28201</b>	PTEC Sasaram	0.02	0.00	0.00	0.07	0.00	0.02
<b>31201</b>	PTEC, Bangra	0.27	0.00	0.00	0.10	0.17	0.13
<b>35201</b>	PTEC Siwan	0.04	0.00	0.00	0.07	0.00	0.03
<b>3201</b>	PTEC Shahpur	0.23	0.00	0.00	0.07	0.75	0.22
<b>7201</b>	PTEC Bihiya	0.10	0.00	0.00	0.13	0.33	0.13
<b>30202</b>	PTEC Shapur-Patori, Samastipur	0.08	0.00	0.00	0.13	0.33	0.12
	Total	0.17	0.13	0.05	0.18	0.45	0.21



## ANNEXURE -8 EQUITY BASELINE OF Dis

Code	Institution	Gender composition	Dropouts	Reservation share	Scholarship	Equity Index
32101	DIET Sheikhpura	0.22	0.00	0.44	0.00	0.22
19101	DIET Lakhisarai	0.52	1.00	0.36	1.00	0.62
22101	DIET PoorabsaraiMunger	0.30	0.00	0.60	0.00	0.30
20201	PTEC ManharaSukhasanMadhepura	0.00	0.00	0.68	0.00	0.20
6201	PTEC Nagarpada Bhagalpur	0.20	0.00	0.32	0.00	0.18
4101	DIET Banka	0.30	1.00	1.00	0.00	0.62
6101	DIET Bhagalpur	0.36	0.00	0.52	0.00	0.30
6202	PTEC Phulwaria	0.54	0.29	0.72	0.00	0.49
22201	PTEC H Kharagpur	0.00	0.00	0.08	0.00	0.02
20101	DIET Madhepura	0.22	0.18	0.32	0.00	0.22
5101	DIET SHAHPUR, BEGUSARAI	0.20	0.00	0.52	0.00	0.24
9101	DIET KILAGHAT, DARBHANGA	0.34	0.43	1.00	0.00	0.52
5201	PTEC BSHNUPUR, BEGUSARAI	0.64	0.00	0.76	0.00	0.48
9301	PTEC/BITE MADHOPATTI, DARBHANGA	0.18	0.00	1.00	0.00	0.37
10101	DIET CHHATAUNI, MOTIHARI, EAST CHAMPARAN	0.36	0.00	0.76	0.00	0.37
10301	BITE DARIYAPUR, EAST CHAMPARAN	0.02	0.00	0.28	0.00	0.09
17101	DIET RAMGANJ SANSARPUR, KHAGARIA	0.38	0.25	0.60	1.00	0.48
21101	DIET NARAR, KALVAHI, MADHUBANI	0.00	1.00	0.68	0.00	0.40
21201	PTEC GHOGHARDIHA, MADHUBANI	0.20	0.00	1.00	0.00	0.38
25101	DIET NAWADA	0.42	1.00	0.68	0.00	0.57
30101	DIET PUSA, SAMASTIPUR	0.60	0.40	1.00	0.00	0.62
30201	PTEC RAMPUR JALALPUR, SAMASTIPUR	0.36	0.00	0.58	0.00	0.32
38101	DIET KUMARBAGH, WEST CHAMPARAN	0.32	0.00	0.60	0.00	0.31
38301	BITE BALMIKI NAGAR, WEST CHAMPARAN	0.60	0.16	1.00	0.00	0.57
33101	DIET SHEOHAR	0.00	0.00	0.92	0.00	0.28
11101	DIET GAYA	0.48	0.00	1.00	0.65	0.56
23101	DIET Muzaffarpur	0.22	0.00	0.44	0.00	0.22
37201	DIET Vaishali	0.52	1.00	0.36	1.00	0.62
34101	DIET Dumra, Sitamadhi	0.00	0.00	0.68	0.00	0.20
37201	PTEC Sorhattha, Vaishali	0.10	0.00	0.72	0.00	0.26
23203	PTEC Chandwara	0.70	0.00	0.22	0.00	0.35
23202	PTEC PokhraiMuzaffarPur	0.00	0.00	0.24	0.00	0.07
23201	PTEC Patahi,Muzaffarpur	0.00	0.00	0.08	0.00	0.02
11201	PTEC Sherghati, Gaya	0.48	0.00	0.68	0.65	0.46
16101	DIET TIKKAPATTI KATIHAR	0.22	0.00	0.72	0.00	0.30
24101	DIET NOORSARAI NALANDA	0.24	0.00	0.68	0.00	0.30
18101	DIET KISHANGANJ	0.50	0.55	0.80	0.00	0.55

<b>27101</b>	DIET PURNEA	0.42	0.00	0.72	0.00	0.38
<b>163001</b>	Mahila Primary Teachers Training College, Musapur, Katihar	0.00	0.50	0.76	0.00	0.33
<b>26204</b>	PTEC Mokama, Patna	0.40	0.07	0.20	0.00	0.23
<b>26202</b>	PTEC Masaurhi, Patna	0.72	0.25	0.84	0.00	0.59
<b>26203</b>	BNR Training College, Gulzarbagh, Patna	1.00	0.00	0.76	0.00	0.63
<b>26101</b>	DIET BIKRAM, PATNA	0.00	0.00	0.08	0.00	0.02
<b>1101</b>	DIET FORBESGANJ, ARARIA	0.00	0.40	0.00	0.00	0.08
<b>26205</b>	PTEC MAHENDRU, PATNA	0.28	1.00	0.38	0.00	0.43
<b>26202</b>	PTEC, BARH, PATNA	0.60	0.00	0.16	0.00	0.29
<b>15101</b>	DIET Mohania	0.30	0.21	0.44	0.17	0.31
<b>28101</b>	DIET Fazalganj	0.36	0.00	0.60	0.00	0.32
<b>8101</b>	DIET Buxar	0.70	0.00	0.44	0.00	0.41
<b>12101</b>	DIET Thawe	0.42	0.31	0.96	1.00	0.62
<b>3101</b>	DIET Tarar	0.22	0.00	0.52	0.00	0.24
<b>7101</b>	DIET Pirouta	0.42	0.00	0.74	0.00	0.39
<b>31101</b>	DIET, Sonapur, Saran	0.28	0.00	1.16	0.00	0.46
<b>35101</b>	DIET Siwan	0.86	0.00	0.34	0.00	0.45
<b>28201</b>	PTEC Sasaram	0.96	0.00	1.00	0.00	0.68
<b>31201</b>	PTEC, Bangra	0.36	0.00	0.76	0.00	0.37
<b>35201</b>	PTEC Siwan	0.00	0.50	0.76	0.00	0.33
<b>3201</b>	PTEC Shahpur	0.40	0.07	0.20	0.00	0.23
<b>7201</b>	PTEC Bihiya	0.30	1.00	0.76	0.00	0.55
<b>30202</b>	PTEC Shapur-Patori, Samastipur	0.70	0.00	0.44	0.00	0.41
	All DIETs, all PTECs and all BIETS	0.34	0.19	0.60	0.09	0.36

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## ANNEXCURE-9 ACADEMIC BASELINE OF DIS

Co de	Name_Address	Capaci ty utilisat ion	Trainee Performa nce	filled facult y positi on	Faculty qualifica tion	Faculty develop ment	Acade mic Index
32101	DIET Sheikhpura	0.38	0.00	0.16	0.50	0.20	0.23
19101	DIET Lakhisarai	0.76	0.00	0.21	0.63	0.80	0.44
22101	DIET PoorabsaraiMunger	0.54	0.00	0.21	0.50	0.80	0.38
20201	PTEC ManharaSukhasanMadhepura	0.40	1.00	0.50	0.50	0.00	0.51
6201	PTEC Nagarpada Bhagalpur	0.42	1.00	0.30	0.33	0.24	0.49
4101	DIET Banka	1.00	1.00	0.11	0.50	0.25	0.57
6101	DIET Bhagalpur	0.56	1.00	0.16	0.50	0.00	0.47
6202	PTEC Phulwaria	1.00	1.00	0.30	0.33	0.00	0.53
22201	PTEC H Kharagpur	0.04	0.00	0.40	0.25	0.00	0.14
20101	DIET Madhepura	1.00	0.49	0.26	0.60	0.00	0.44
5101	DIET SHAHPUR, BEGUSARAI	1.00	1.00	0.30	0.50	0.00	0.56
9101	DIET KILAGHAT, DARBHANGA	1.00	0.98	0.26	0.60	0.50	0.67
5201	PTEC BSHNUPUR, BEGUSARAI	1.00	1.00	0.26	0.50	0.00	0.55
9301	PTEC/BITE MADHOPATTI, DARBHANGA	1.00	0.50	0.20	0.30	0.00	0.37
10101	DIET CHHATAUNI, MOTIHARI, EAST CHAMPARAN	1.00	0.00	0.26	0.50	0.70	0.44
10301	BITE DARIYAPUR, EAST CHAMPARAN	0.74	0.00	0.47	0.50	0.20	0.35
17101	DIET RAMGANJ SANSARPUR, KHAGARIA	1.00	1.00	0.21	0.50	0.00	0.54
21101	DIET NARAR, KALVAHI, MADHUBANI	0.22	0.44	0.21	0.50	0.00	0.29
21201	PTEC GHOGHARDIHA, MADHUBANI	0.32	0.42	0.32	0.50	0.00	0.31
25101	DIET NAWADA	0.15	0.93	0.37	0.58	0.00	0.44
30101	DIET PUSA, SAMASTIPUR	1.00	0.94	0.26	0.50	0.00	0.54
30201	PTEC RAMPUR JALALPUR, SAMASTIPUR	1.00	1.00	0.70	0.50	0.00	0.64
38101	DIET KUMARBAGH, WEST CHAMPARAN	0.32	0.43	0.26	0.60	0.36	0.40
38301	BITE BALMIKI NAGAR, WEST CHAMPARAN	1.00	0.90	0.26	0.50	0.00	0.53
33101	DIET SHEOHAR	1.00	0.50	0.21	0.60	0.00	0.44
11101	DIET GAYA	1.00	0.49	0.50	0.60	1.00	0.69
23101	DIET Muzaffarpur	0.38	0.00	0.32	0.67	0.00	0.25
37201	DIET Vaishali	0.76	0.00	0.32	0.75	0.00	0.33
34101	DIET Dumra, Sitamadhi	0.40	1.00	0.21	0.50	1.00	0.65
37201	PTEC Sorhattha, Vaishali	0.18	0.50	0.50	0.60	0.00	0.37
23203	PTEC Chandwara	0.00	0.47	0.36	0.50	0.00	0.29

23202	PTEC PokhraiMuzaffarPur	0.54	0.12	0.44	0.23	1.00	0.44
23201	PTEC Patahi,Muzaffarpur	0.04	0.00	0.82	0.43	0.00	0.26
11201	PTEC Sherghati, Gaya	0.75	0.50	0.30	0.55	0.00	0.41
16101	DIET TIKKAPATTI KATIHAR	1.00	0.16	0.33	0.40	0.00	0.34
24101	DIET NOORSARAI NALANDA	0.63	0.00	0.50	0.50	0.50	0.39
18101	DIET KISHANGANJ	1.00	0.00	0.16	0.08	0.00	0.20
27101	DIET PURNEA	0.76	0.00	0.05	0.25	0.00	0.17
163001	Mahila Primary Teachers Training College, Musapur,Katihar	1.00	0.22	0.40	0.25	0.00	0.34
26204	PTEC Mokama,Patna	0.24	0.50	0.40	0.38	0.00	0.32
26202	PTEC Masaurhi,Patna	1.00	0.49	0.40	0.40	0.00	0.43
26203	BNR Training College,Gulzarbagh,Patna	1.00	0.50	0.19	0.50	0.00	0.41
26101	DIET BIKRAM, PATNA	0.04	0.00	0.50	0.50	0.50	0.31
1101	DIET FORBESGANJ, ARARIA	1.00	0.00	0.16	0.50	0.00	0.28
26205	PTEC MAHENDRU, PATNA	1.00	0.50	0.05	0.50	0.00	0.39
26202	PTEC, BARH, PATNA	0.00	0.83	0.40	0.25	0.00	0.34
15101	DIET Mohania	1.00	1.00	0.21	0.50	1.00	0.74
28101	DIET Fazalganj	1.00	1.00	0.21	0.50	0.00	0.54
8101	DIET Buxar	1.00	1.00	0.26	0.50	0.00	0.55
12101	DIET Thawe	1.00	1.00	0.16	0.67	0.00	0.56
3101	DIET Tarar	1.00	1.00	0.26	0.50	0.00	0.55
7101	DIET Pirouta	1.00	1.00	0.26	0.60	0.00	0.57
31101	DIET, Sonepur, Saran	1.00	1.00	0.60	0.58	0.00	0.64
35101	DIET Siwan	0.93	1.00	0.16	0.50	0.00	0.52
28201	PTEC Sasaram	1.00	1.00	0.30	0.42	0.00	0.54
31201	PTEC,Bangra	1.00	1.00	0.40	0.40	0.00	0.56
35201	PTEC Siwan	1.00	0.22	0.40	0.38	0.00	0.36
3201	PTEC Shahpur	0.24	0.50	0.30	0.33	0.00	0.29
7201	PTEC Bihiya	1.00	1.00	0.50	0.35	0.00	0.57
30202	PTEC Shapur-Patori, Samastipur	1.00	1.00	0.60	0.58	0.00	0.64
	All DIETs, all PTECs all BIETs	0.73	0.57	0.32	0.47	0.15	0.44

# ANNEXURE -10 INSTITUTIONAL CAPACITY /EFFECTIVENESS BASELINE OF DIETs

Code	Name_Address	Non Teaching Staff Positions	Use of Computer in Academic & Admin	Grievance redressal cell	Planning Group/Committee	Budget Utilisation	FM staff in Position	ICT in Accounting	Website of TEIs and its updation	Institutional Capacity/Effectiveness
32101	DIET Sheikhpura	0.57	0.40	0.00	0.71	0.47	0.00	0.00	0.50	0.35
19101	DIET Lakhisarai	0.64	0.60	0.00	0.00	0.87	1.00	0.00	0.50	0.51
22101	DIET PoorabsaraiMunger	0.88	0.00	0.00	0.71	0.97	0.00	0.00	0.50	0.40
20201	PTEC ManharaSukhasanMadhepura	0.64	0.00	0.00	0.00	0.80	0.00	0.00	0.50	0.27
6201	PTEC Nagarpada Bhagalpur	0.72	0.00	0.00	0.71	0.86	0.00	0.00	0.50	0.37
4101	DIET Banka	1.00	0.40	0.00	0.67	0.98	0.00	0.00	0.50	0.49
6101	DIET Bhagalpur	0.87	0.60	0.00	0.58	0.00	0.00	0.00	0.50	0.32
6202	PTEC Phulwaria	0.91	0.00	1.00	0.58	1.00	0.00	0.00	0.50	0.50
22201	PTEC H Kharagpur	0.78	0.00	0.00	0.00	0.87	0.00	0.00	0.50	0.30
20101	DIET Madhepura	0.43	0.40	0.00	0.00	0.00	1.00	0.00	0.50	0.27
5101	DIET SHAHPUR, BEGUSARAI	0.71	0.20	0.00	0.00	0.00	0.00	0.00	0.50	0.16
9101	DIET KILAGHAT, DARBHANGA	0.58	0.60	1.00	1.00	0.90	1.00	0.00	0.50	0.71
5201	PTEC BSHNUPUR, BEGUSARAI	0.50	0.00	0.00	1.00	0.84	0.00	0.00	0.50	0.37
9301	PTEC/BITE MADHOPATTI, DARBHANGA	0.64	0.00	0.00	0.08	1.00	1.00	0.00	0.50	0.42
10101	DIET CHHATAUNI, MOTIHARI, EAST CHAMPARAN	0.70	0.00	0.00	0.00	0.94	0.00	0.00	0.50	0.31
10301	BITE DARIYAPUR, EAST CHAMPARAN	0.71	0.00	0.00	0.00	0.93	0.00	0.00	0.50	0.31
17101	DIET RAMGANJ SANSARPUR, KHAGARIA	0.80	0.60	0.00	0.00	0.82	0.00	0.00	0.50	0.41
21101	DIET NARAR, KALVAHI, MADHUBANI	1.00	0.00	0.00	0.54	0.94	0.00	0.00	0.50	0.39
21201	PTEC GHOGHARDIHA, MADHUBANI	0.50	0.00	0.00	0.00	0.00	0.00	0.00	0.50	0.10
25101	DIET NAWADA	0.64	0.60	1.00	0.00	0.85	0.00	0.00	0.50	0.50
30101	DIET PUSA, SAMASTIPUR	0.68	0.40	0.00	0.58	1.00	1.00	0.00	0.50	0.56
30201	PTEC RAMPUR JALALPUR, SAMASTIPUR	0.63	0.60	1.00	0.00	0.36	0.00	0.00	0.50	0.41
38101	DIET KUMARBAGH, WEST CHAMPARAN	0.83	0.40	0.00	0.67	0.87	0.00	0.00	0.50	0.45
38301	BITE BALMIKI NAGAR, WEST CHAMPARAN	0.68	0.40	0.00	0.58	1.00	1.00	0.00	0.50	0.56
33101	DIET SHEOHAR	0.78	0.40	1.00	0.00	0.89	1.00	0.00	0.50	0.59
11101	DIET GAYA	0.71	0.60	1.00	0.92	0.00	1.00	0.00	0.50	0.53
23101	DIET Muzaffarpur	0.67	0.20	1.00	0.00	0.00	1.00	0.00	0.50	0.36
37201	DIET Vaishali	0.87	0.00	0.00	0.00	0.99	1.00	0.00	0.50	0.43
34101	DIET Dumra, Sitamadhi	0.56	0.40	1.00	0.00	0.61	1.00	0.00	0.50	0.51
37201	PTEC Sorhattha, Vaishali	0.50	0.00	1.00	1.00	0.00	0.00	0.00	0.50	0.30
23203	PTEC Chandwara	0.94	0.40	1.00	0.00	0.01	1.00	0.00	0.50	0.43
23202	PTEC PokhraiMuzaffarPur	0.82	0.40	1.00	0.50	0.88	1.00	0.00	0.50	0.64

<b>23201</b>	PTEC Patahi,Muzaffarpur	0.67	0.20	1.00	0.00	0.91	1.00	0.00	0.50	0.54
<b>11201</b>	PTEC Sherghati, Gaya	0.70	0.00	1.00	0.00	0.00	1.00	0.00	0.50	0.32
<b>16101</b>	DIET TIKKAPATTI KATIHAR	0.90	0.40	1.00	0.58	0.58	1.00	0.00	0.50	0.59
<b>24101</b>	DIET NOORSARAI NALANDA	0.93	0.40	1.00	0.00	0.00	0.00	0.00	0.50	0.32
<b>18101</b>	DIET KISHANGANJ	1.00	0.40	1.00	0.00	0.94	0.00	0.00	0.50	0.52
<b>27101</b>	DIET PURNEA	0.73	0.40	1.00	0.00	0.79	0.00	0.00	0.50	0.46
<b>163001</b>	Mahila Primary Teachers Training College, Musapur,Katihar	0.71	0.40	1.00	0.58	0.74	0.00	0.00	0.50	0.51
<b>26204</b>	PTEC Mokama,Patna	0.43	0.40	0.00	0.67	0.48	0.00	0.00	0.50	0.34
<b>26202</b>	PTEC Masaurhi,Patna	0.67	0.60	0.00	0.67	0.78	1.00	0.00	0.50	0.56
<b>26203</b>	BNR Training College,Gulzarbagh,Patna	0.75	0.20	0.00	0.00	0.91	0.00	0.00	0.50	0.35
<b>26101</b>	DIET BIKRAM, PATNA	0.54	0.60	1.00	0.75	0.96	1.00	0.00	0.50	0.69
<b>1101</b>	DIET FORBESGANJ, ARARIA	0.93	0.20	1.00	0.58	0.00	0.00	0.00	0.50	0.34
<b>26205</b>	PTEC MAHENDRU, PATNA	0.70	0.20	0.00	0.58	0.96	1.00	0.00	0.50	0.51
<b>26202</b>	PTEC, BARH, PATNA	0.78	0.40	1.00	0.08	0.99	1.00	0.00	0.50	0.61
<b>15101</b>	DIET Mohania	0.71	0.40	0.00	0.00	0.79	0.00	0.00	0.50	0.36
<b>28101</b>	DIET Fazalganj	0.50	0.00	0.00	0.00	1.00	0.00	0.00	0.50	0.30
<b>8101</b>	DIET Buxar	0.83	0.20	0.00	0.00	0.00	0.00	0.00	0.50	0.17
<b>12101</b>	DIET Thawe	1.00	0.40	0.00	0.00	1.00	0.00	0.00	0.50	0.43
<b>3101</b>	DIET Tarar	0.88	0.20	0.00	0.00	0.79	0.00	0.00	0.50	0.33
<b>7101</b>	DIET Pirouta	0.67	0.00	0.00	0.00	0.00	0.00	0.00	0.50	0.12
<b>31101</b>	DIET, Sonepur, Saran	1.00	0.00	0.00	0.00	0.00	0.00	0.00	0.50	0.15
<b>35101</b>	DIET Siwan	0.71	0.00	0.00	0.00	1.00	0.00	0.00	0.50	0.32
<b>28201</b>	PTEC Sasaram	0.83	0.00	0.00	0.00	0.00	0.00	0.00	0.50	0.13
<b>31201</b>	PTEC,Bangra	0.60	0.00	0.00	0.00	0.99	0.00	0.00	0.50	0.31
<b>35201</b>	PTEC Siwan	0.50	0.20	0.00	0.00	0.63	0.00	0.00	0.50	0.27
<b>3201</b>	PTEC Shahpur	0.50	0.00	0.00	0.00	1.00	0.00	0.00	0.50	0.30
<b>7201</b>	PTEC Bihiya	0.83	0.00	0.00	0.00	0.00	0.00	0.00	0.50	0.13
<b>30202</b>	PTEC Shapur-Patori, Samastipur	0.83	0.20	0.00	0.00	0.00	0.00	0.00	0.50	0.17
		0.73	0.25	0.35	0.26	0.61	0.33	0.00	0.50	0.39