

Teacher Education Institutional Development Index (TEIDI)

Endline Report



December 2020

© **State Council of Educational Research and Training, Bihar, Patna**

The Report “Teacher Education Institutional Development Index (TEIDI) Endline Report, Bihar is available on request.

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This report is prepared by SCERT and ISA Team with technical and expert assistance from the World Bank.

Foreword

The Bihar government's initiative *Enhancing Teacher Effectiveness in Bihar Operation (ETEBO)* focuses on enhancing effectiveness of elementary school teachers in Bihar. The key result areas of this project were developing high quality teacher education institutions for improved program delivery, certification of unqualified elementary school teachers and their continuous professional development, developing an effective teacher management system with a robust monitoring and evaluation mechanism, improving accountability mechanisms at school level, and improved financial and governance mechanisms.

Through various measures we kept track on progress and direction of the project. This helped us in realigning strategies to achieve the expectation. A benchmark study on Teacher Education Institution Development Index (TEIDI) was conducted in May 2016 followed by midline survey in 2019. The present end-line survey completed by ISA has observed distinct improvement against all four dimensions of performance: infrastructure, equity, academic and institutional capacity/effectiveness. The overall increase from baseline to endline survey at State and District level are by 0.32 and 0.37 points, respectively. Although it is still lagging from the desired ratio of one, it is hoped that this will be achieved with sustainable effort by State, Districts, and Block level Teacher Education Institutions.

Sustainable effort from all concerned agencies involved in implementation of the project has led to good results in all performance indicators. The infrastructure facilities have improved significantly. More than 40 percent vacant positions have been filled up and it is hoped that rest of the positions will also be filled up soon. The administration in terms of institutional capacity / effectiveness has also improved due to efficient use of available human resources as guest faculty, use of Information and Communication Technology (ICT) in training as well as in administration and effective running of teacher development activities.

In terms of efficacy of project results, it is worth mentioning that about 98 percent District level TEIs have shown overall improvement against performance dimensions of infrastructure, equity, academics, and institutional capacity/governance. The maximum progress is observed against the infrastructure indicators where about 98 percent institutions have shown improvement from the Baseline. In terms of Equity and Academics about 80 percent institutions have progressed in the range of 10 percent to 70 percent, which is remarkable. Although we need to focus on institutional capacity/governance where about 28 percent TEIs have shown no improvement from the Baseline.

Soon an MIS system will be in place to monitor the parameters. There is need to revisit to the data collected and parameters designed to develop a dashboard based effective MIS system to show progress in terms of four major parameters and their sub parameters.

I would like to thank the World Bank team, Director SCERT, Director DRT, faculty of SCERT and all the professionals from ISA-SCERT and PMU who contributed to development of this document. It will help the institutions and researchers to use the insights of this report in improving effectiveness of teachers which would ultimately improve learning level of students in elementary classes.

Sanjay Singh (I.A.S.)
Managing Director
Bihar State Educational Infrastructure Development Council (BSEIDC)

Prologue

The Bihar government's project on *Enhancing Teacher Effectiveness in Bihar Operation* aims to improve teacher effectiveness. It believes that teachers' effectiveness can improve by improving infrastructure, establishing social and gender equity, initiating academic activities, and ensuring effective governance of teacher education institutions. SCERT as an apex academic institution plays an important role in supporting district and block level teacher education institutions in enhancing teacher effectiveness.

To know the effectiveness of the Teacher Education Institutions (TEIs) a baseline and midline study on Teacher Education Institute Development Index (TEIDI) were conducted in 2016 and 2019, respectively. The effectiveness of the institution was assessed in terms of development index on four performance dimensions: infrastructure, academics, equity and institutional capacity/effectiveness. For calculating development index, the weightage given to infrastructure and academics is 35% whereas for equity and institutional capacity/effectiveness, it is 15% each. Each of these dimensions is calculated as weighted index of sub indicators. The effectiveness of the institutions was measured at State, District, and Block level.

To understand the progress of effectiveness of the TEIs, Baseline was conducted in 2016. Midline and endline are conducted to observe the progression on performance effectiveness in 2019 and 2020, respectively. The process of data collection for the end-line study was initiated in December 2019 and draft report was submitted in July 2020. The data on Block Resource Centers (BRCs) could not be collected due to COVID-19 lockdown as face-to-face training activities could not be conducted during that time. Thereafter, the project was extended by four months and during the month of September 2020, data from 122 BRCs was collected and the findings were integrated with the report submitted in December 2020.

The endline survey data at State, District and Block levels shows encouraging results. The overall increase at State level seen against the midline was 0.08 points, whereas increase from baseline was observed by 0.32 points. The similar increase is observed at District and Block level TEIs from midline to endline and baseline to endline. The corresponding increase at district level is 0.05 points and 0.37 points. The block level increase in overall score on Gross Index performance indicators from baseline to midline and from midline to end line were 0.08 and 0.37 respectively, which is appreciated. Despite the increase in performance indicators from baseline, the end-line data is still far from the desired ratio of expectation of achievement which is one for all the dimensions. It is suggested to put a sustainable focus on continuous professional development (CPD) of faculty at SCERT, CTEs, DIETs, PTECs and Block level institution.

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

Giriwar Dayal Singh (I.A.S.)
Director,
State Council of Educational Research and Training (SCERT)

Preface

Bihar Government with the support of World Bank has taken initiative to improve teacher training institutions in the State. The collaborative effort believes that teachers' effectiveness can improve by improving infrastructure, establishing social and gender equity, initiating academic activities, and ensuring effective governance of teacher education institutions. The Government of Bihar (GoB) initiative aimed to improve the effectiveness of elementary school teachers in Bihar by supporting the State to develop robust teacher education architecture to produce teachers who are effective, qualified, accountable, and responsive.¹ SCERT as an apex academic institution plays an important role in supporting State, District, and Block level teacher education institutions in enhancing teacher effectiveness.

The State has developed a TEIDI framework with technical assistance from the World Bank as a tool to assess the readiness of teacher education institutions to deliver quality teacher education programs and monitor accountability. The TEIDI has a quantified and weighted checklist of indicators to measure institutional performance. This aims to inform planning for effective decision-making at the State and institutional levels. Based on this framework, baseline, midline and endline studies on Teacher Education Institute Development Index (TEIDI) were conducted in 2016, 2019 and 2020, respectively to see the growth of TEIs on three different timelines. The effectiveness of the institutions was assessed in terms of development index on four performance dimensions: infrastructure, equity, academic and capacity/effectiveness. Each of these dimensions is calculated as weighted index of sub indicators.

The data captured during the endline survey at State, District and Block level shows encouraging results. The overall performance weighted increase at State level seen against the midline was 0.08 points, whereas increase from baseline was observed by 0.32 points. The similar increase in performance gross index score is observed at district and block level TEIs from mid-line to end-line and baseline to end-line. The corresponding increase at District level is 0.04 points and 0.37 points. The Block level increase in performance indicator from baseline to midline and from midline to endline is also noteworthy. Despite the increase in performance indicators from baseline, the end-line data is still far from the desired ratio of expectation of achievement which is one for all the four performance dimensions. It is suggested to put a sustainable focus on continuous professional development (CPD) of teachers and teacher educators on priority.

Considerable improvement has been observed for both District and Block level TEIs from Baseline. The endline survey data indicate that about 98 percent district level TEIs have shown overall improvement against performance dimensions of infrastructure, equity, academics, and institutional capacity/governance. As far as improvement in block level institutions are concerned, 90 percent institutions have observed improvement against overall performance dimensions of TEIDI. The improvement is observed against infrastructure, equity, and academic indicators but the same is not reflected against the institutional capacity at both District and Block level institutions. I understand that focus may be given on improving institutional capacity/governance.

It is appreciated that despite facing challenges the State Government has been able to appoint teacher educators against more than 50 percent vacant positions in all TEIs. It is expected that Government will complete the appointment of teacher educators against the rest vacant positions in near future.

¹ PAD Document on Enhancing Teacher Effectiveness in Bihar Operation, 2015

This is advised that SCERT should make effort to establish an MIS system based on TEIDI development indexing at SCERT so that data of effectiveness and improvement of TEIs are captured and analysed on regular basis. An IT team may be hired at SCERT to develop a centralized dashboard of institutions where online real time data are available to the planners to use the available resources at the optimum level.

I express my sincere thanks to Sh. Sanjay Kumar Singh (IAS), Project Director, Sh. Giriwar Dayal Singh (IAS), Director, SCERT, Patna, Dr. Shabnam Sinha, Lead Education Specialist, World Bank, India and Mr. Kumar Vivek, Education Specialist, World Bank, India, who efficiently guided to make things happen on the ground. The present study could not have been completed without the active support from members of ISA and PMU. I sincerely thank all of them.

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

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Abbreviations

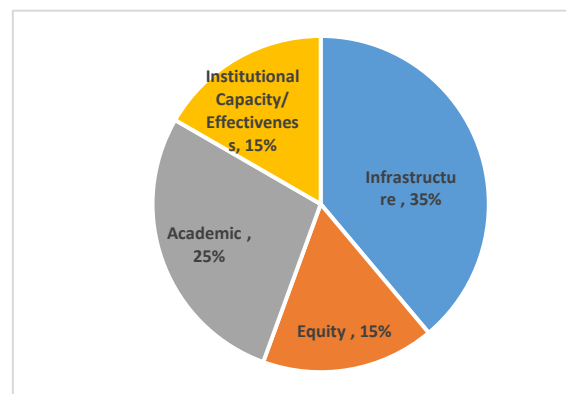
BITE	Block Institute of Teacher Education
BRC	Block Resource Centre
CRC	Cluster Resource Centre
CTE	College of Teacher Education
CWSN	Children with Special Needs
DIET	District Institute of Education and Training
DPEP	District Primary Education Programme
ICT	Information and Communication Technology
ISA	Implementation Support Agency
IT	Information Technology
LS	Lok Sabha
NCFTE	National Curriculum Framework for Teacher Education
NCTE	National Council for Teacher Education
PMU	Project Management Unit
PTEC	Primary Teacher Education College
SCERT	State Council of Educational Research and Training
SIET	State Institution of Educational Technology
SSA	Sarva Shiksha Abhiyan/ Samagra Shiksha Abhiyan
TEI	Teacher Education Institution
TEIDI	Teacher Educational Institution Development Index

Executive Summary

1.1: Enhancing Teacher Effectiveness in Bihar Operation (ETEBO), a World Bank Funded Project, implemented by Government of Bihar aimed to develop effective Teacher Training Institutions (TTIs) in Bihar, equip teachers with skills and knowledge so that they can bring the required pedagogical changes in the classroom and enhance overall performance of teachers.

1.2: To analyze the progress of Teacher Education Institutes (TEIs) effectiveness, Government of Bihar, in consultation with the World Bank, formulated development-indices called Teacher Education Institutional Development Index (TEIDI). The Index is based on four key parameters: (1) Infrastructure (2) Equity (3) Academic (4) Institutional Capacity/Effectiveness.

1.3: The objective of this Index is to monitor the functioning of TEIs on a regular basis and grade them based on their performance. TEIDI framework is based on quantifiable and weighted indicators developed to measure institutional performance.



Weightage of TEIDI Constituents

1.4: The Index is prepared separately for State, District and Block level institutions. A common framework for development of Index is used during baseline, midline and endline surveys.

1.5: The baseline survey for TEIDI was conducted at the time of project inception in 2016; midline was held in 2019; and the endline, current survey, was conducted in 2020.

1.6: A component-wise and overall comparative statement of scores of baseline, midline and endline for the State Level (SCERT) is presented in table 1.

Comparison of TEIDI Baseline, Midline, and Endline Findings: SCERT (State Level TEI)

Component	Performance Index			Overall Performance Index		
	Baseline	Midline	Endline	Baseline	Midline	Endline
Infrastructure	0.23	0.64	0.69	0.34	0.58	0.66
Equity	0.12	0.45	0.60			
Academic	0.50	0.51	0.59			
Institutional Capacity / Effectiveness	0.48	0.73	0.80			

Source: TEIDI Baseline, Midline and End-line Survey

1.7: The overall State level Index is found to have increased from 0.34 in baseline to 0.58 in midline and further to 0.66 in the endline. Since the time lag between baseline, midline and endline survey is not uniform, the index values may seem skewed. In the component-wise comparison, it is found that the infrastructure, Equity and Institutional Capacity/Effectiveness components have risen significantly, by 0.46, 0.48 and 0.32 points respectively. Whereas the Academic component increased only by 0.09 points during the project period.

1.8: A component-wise and overall comparative statement of scores of baseline, midline and endline for the District Level TEIs is presented in table 2.

Table 2: Comparison of TEIDI Baseline, Midline, and Endline Findings: District Level TEIs

Component	Performance Index			Overall Performance Index		
	Baseline	Midline	Endline	Baseline	Midline	Endline
Infrastructure	0.21	0.70	0.74	0.34	0.67	0.71
Equity	0.36	0.73	0.86			
Academic	0.44	0.67	0.73			
Institutional Capacity / Effectiveness	0.39	0.57	0.60			

Source: TEIDI Baseline, Midline and Endline Survey

1.9: At District level, the overall weighted development index improved from 0.34 in baseline to 0.71 in the end-line survey. The increase in 0.37 points from baseline and 0.04 points from mid-line is remarkable. The consistent increment is observed against all four indicators.

1.10: The endline survey data indicate that about 98 percent District level TEIs have shown overall improvement against performance dimensions of infrastructure, equity, academics, and institutional capacity/governance. The maximum progress is observed against the infrastructure indicators where about 28 percent institutions have shown more than 70 percent improvement in index score. Data also indicates that in terms of equity and academics about 80 percent institutions have progressed in the range of 10 percent to 70 percent, which is remarkable.

1.11: A challenging task of filling up vacancies of the teacher educators (Lecturers) in District level TEIs was eventually achieved by the Govt. of Bihar – the exercise resulted in joining of 455 lecturers in various District level TEIs.

1.12: A component-wise and overall comparative statement of scores of baseline, midline and endline for the Block Level TEIs is presented in the table 3.

Table 3: Comparison of TEIDI Baseline, Midline, and Endline Findings: Block Level TEIs

Component	Performance Index			Overall Performance Index		
	Baseline	Midline	Endline	Baseline	Midline	Endline
Infrastructure	0.24	0.56	0.73	0.37	0.58	0.74
Equity	0.20	0.67	0.75			
Academic	0.52	0.54	0.80			
Institutional Capacity / Effectiveness	0.49	0.64	0.61			

Source: TEIDI Baseline, Midline and Endline Survey

1.13: At Block level, index improvement has been more consistent - from baseline to midline the improvement is 0.21 points and midline to endline 0.16 points. The components-wise progress is better spread over components. While the top 3 components index increased significantly, the Institutional Capacity/effectiveness index rose the least.

1.14: Block level endline survey indicates that more than 90 percent institutions have shown improvement against overall indicators over the baseline. Although there were 10 percent institutions which did not show any improvement from the baseline survey. In terms of infrastructure index, more

than 90 percent institutions have shown improvement between 10 percent to 70 percent. Equity Index also reported an improvement over the baseline survey - about 80 percent institutions have shown improvement ranging between 10 percent and 70 over the baseline. Academics Index showed distinct improvement in 95 percent institutions against the baseline survey. Minimum increase could be seen in the institutional capacity/effectiveness Index at Block Level.

1.15: SCERT campus has been upgraded into an Information and Communication Technology (ICT) enabled campus. Internet, Wi-fi has been installed and all faculty members are interacting with District level officials through video conferencing. Online, offline (with contact programmes) and face-to-face courses are designed and online courses have already been initiated for teachers. An account of number and percentage of institutions made progress from the baseline is provided in table below:

Table: Institutions marked progress from baseline to endline

Particulars	State Level Institutions	District Level Institutions*	Block Level Institutions**
% of institutions marked progress	100%	98.03%	89.9%**
No. of institutions marked progress	1	50	97

* District level Institutions for which comparable data was available

** Block level TEIs for which comparable data was available

Way forward

1.16 There is an urgent need to fill the vacant positions of Professor (5 positions), Reader (14 positions) and Lecturer (15 positions) in SCERT. In the present times when ICT is gaining ground, these professionals can be trained on IT skills so that they are better utilized in content development.

1.17 Although considerable progress is made in filling up vacancies of lecturer at the District level TEIs but still in many subjects' vacancies exist in TEIs. Filling up of vacancies would improve ownership and would also promote other activities in the institution. Filling up of non-teaching staff and support staff, institutionalization of grievance redressal cell, monthly meeting of academic planning committees would improve efficiency of district level institutions. Academic activities including, research, action research, material development, module development, training program, etc. need to be conducted in the institutions.

1.18 At Block level there is need to use old Block Resource Centre (BRC) and new Block level education infrastructure in coordinated manner. There is a need to improve old BRC building facilities with minor modification of existing toilets to transform them into female toilets, retrofitting for toilets for physically challenged persons as early as possible. Research activities / action research etc. need to be promoted further. Based on the research findings, additional training programs and material may also be developed accordingly from time-to-time.

1.19 Centrally sponsored teachers training program, National Initiative for Schools Heads' Teachers' Holistic Advancement ('NISHTHA) has been successful in terms of its spread and perception. Teaching Learning Centers have become resource for BRCs which in turn have evolved into become the nodal

centers for contact classes for online teacher training program. Despite this, there is need for continuous training of resource and people.

1.20 The BRCs need to improve in terms of using computer in maintenance of attendance record, accounts, and all correspondence.

1.21 The TEIDI must be institutionalized to experience the changes occurring in the effectiveness of the institutions from time-to-time. To keep track of changes that are taking place, an MIS system for the institutions can be put in place. Regular monitoring through online MIS would feed into efficient decision-making process. This MIS needs to be TEIDI compliant. This would help in getting biannual report on performance of progress of teacher education institutions. Time to time third party assessment may also help in improving overall conditions of TEIs.

1.22 A software-based accounting system is required to be in place at all levels and the accounts staff is required to be trained on its use to improve financial efficiency of the institution.

Project Team

Advisory Group

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Sh. Giriwar Dayal Singh (IAS)	Director, SCERT
Dr. Binodanand Jha	Director, DRT
Dr. Ram Vinay Paswan	HOD, Inclusive Education and ODL, SCERT

Data Collection and Survey

Team PMU (Project Management Team)
Team ISA (Implementation Support Agency)

Data Processing Team

ISA Team,

Report Writing Team

ISA Team, IPE Global

Graphics and Designing

ISA Team

Snapshot of Education Institutions in the State

Sl. No.	Particulars	Total Numbers
1	Total Districts	38
2	Total Administrative Blocks	534
3	Administrative Blocks covered under World Bank Project (ETEBO)	184
4	CTEs established	6
5	New CTEs established	8
6	Established DIETs	33
7	New DIETs	5
8	PTECs	27
9	Number of BRCs covered under World Bank Project (ETEBO)	184
10	Number of CRCs (approx.)	4,500
11	Number of Elementary School (approx.)	71,000
12	Number of Higher Secondary Schools (approx.)	6,400
13	Total Number of Teachers (approx.)	433 Thousand
14	Total number of students (approx.)	21.6 million

1 Introduction

Bihar government's programme "Enhancing Teacher Effectiveness in Bihar Operation" aims to develop an effective teacher management system with rigorous monitoring and evaluation mechanism. The Operation is considered strategically relevant to improve the schooling system in Bihar. It addresses the entire gamut of teachers' issues faced by the state; namely, infrastructure deficit, training capacity constraints, ineffective monitoring mechanisms for quality teacher performance and deficient fiduciary and governance mechanisms.

The State has developed a Teacher Education Institutional Development Index (TEIDI) framework with technical assistance from the World Bank. For this a quantified and weighted checklist of indicators to measure institutional performance has been prepared. Following process were followed for developing an effective system of TEIDI:

- Mapping the readiness of teacher education institutions in terms of access, location, and jurisdiction to meet the demands of the Right of Children to Free and Compulsory Education Act, 2009 (RTE Act), especially in educationally backward Districts, minority dominant Districts and SC/ST dominant regions.
- Assessing infrastructural facilities, learning resources, and human resources as per prescribed standards and State-specific requirements.
- Evaluating curricular shifts and innovative approaches of teacher education curriculum and pedagogic practices reflected in the Bihar Curriculum Framework.
- Developing a successful indicator system at the State level to assess the performance of DIETs and PTECs and suggest strategic and time-bound solutions².

The comprehensive framework of TEIDI followed a dynamic and comprehensive approach for the planning, management and governance of teacher education institutions and diagnosing institutional strengths and weaknesses.

The TEIDI aims to inculcate planning for effective decision making at the State and Institutional levels. 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 Framework would help capture micro-level information and aggregate it at the District and Block Level.

In addition, TEIDI will 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 useful to assess coherence between different stages of planning, resource investment, implementation, and subsequent results.

For this purpose, weightage for indicators and their sub-indicators were agreed and finalized. Based on the framework, 3 questionnaires were developed for three levels of institutions namely- State, District, and Block.

1.1 Indicators and Weightage

Weightage and performance indicators are tabulated in table 4 below:

² PAD Document on Enhancing Teacher Effectiveness in Bihar Operation, 2015

Table 1 Performance Indicators and Weightage

Performance Indicators	Weightage
Infrastructure	35 %
Equity	15 %
Academics	35 %
Institutional Capacity / Effectiveness	15 %
Total	100%

Details of sub-indicators and weightage of State level TEIs are as under (Table 2):

Table 2 Sub-indicators and weightage of state level TEIs

Principal Dimension	Indicator	Indicator Weight	Dimension Weight
Infrastructure	Condition of building	25%	35%
	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%	
Equity	Toilet for females	60%	15%
	Toilets for physically handicapped	40%	
Academic	Training/material development	15%	35%
	Research Activities	25%	
	Share of filled-in faculty positions	20%	
	Faculty qualifications	20%	
	Faculty development	20%	
Institutional Capacity / Effectiveness	Use of computers in academic & administration	20%	15%
	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%	

Details of sub-indicators and weightage of District level TEIs are as under (Table 3)

Table 3 Sub-indicators and weightage of district level TEI

Principal Dimension	Sl. No.	Indicators	Indicator Weight	Dimension Weight
Infrastructure	1.1	Condition and availability of building	25%	35%
	1.2	Availability of toilet facilities	20%	
	1.3	Safety and environment-friendliness	10%	
	1.4	Availability of ICT equipment	25%	
	1.5	Availability of electricity (hours during workday)	20%	
Equity	2.1	Gender composition at admission	40%	15%
	2.2	Dropout rates of women against men	20%	
	2.3	Share of underprivileged candidates admitted in courses	30%	
	2.4	Share of students receiving scholarship	10%	
Academic	3.1	Capacity utilization	15%	35%
	3.2	Performance of graduating candidates	25%	
	3.3	Share of filled faculty positions	20%	
	3.4	Faculty qualifications	20%	
	3.5	Faculty development	20%	
Institutional Capacity /Effectiveness	4.1	Share of filled non-teaching staff positions	10%	15%
	4.2	Use of computers in academic & administration	20%	
	4.3	Grievance redressal mechanisms	10%	
	4.4	Existence of academic planning and review group or committee	10%	
	4.5	Budget utilization	20%	
	4.6	Availability of financial management staff	10%	
	4.7	ICT in accounting	10%	
	4.8	Website of TEI and its updation	10%	

Details of sub-indicators and weightage of block level TEIs are as under (Table 4)

Table 4 Sub-indicators and weightage of Block level TEIs

Principal Dimension	Sl. No.	Indicators	Indicator Weight	Dimension Weight
Infrastructure	1.1	Available training hall	25%	35%
	1.2	Toilets facilities	25%	
	1.3	Safety and environment-friendliness	25%	
	1.4	ICT infrastructure	25%	
Equity	2.1	Gender composition	70%	15%
	2.2	Toilet for physically challenged	30%	
Academic	3.1	Academic interaction	50%	35%
	3.2	Resource persons in position	50%	
Institutional Capacity /Effectiveness	4.1	Use of computers in administration	40%	15%
	4.2	Budget utilization	40%	
	4.3	Availability of financial management staff	20%	

2 TEIDI Survey: Methodology and Sampling

The Baseline, Mid-line and End-line survey was conducted to ascertain the progress at different time intervals against all four major performance indicators namely, Infrastructure, Equity, Academics and Institutional Capacity/Governance. This helped in understanding the quantum and direction of change that has taken place during the project period. The responsibility of doing survey remained with the SCERT under whose guidance the studies were conducted. The below mentioned processes were followed:

1. SCERT commissioned a survey team
2. Survey team comprised of members of SCERT, ISA and PMU
3. Orientation of survey team members
4. Data collection and analysis
5. Report preparation
6. Feedback and corrections

2.1 Survey tools

Three different questionnaires for State, District, and Block level TEI were developed after field trials in districts of Bihar for baseline survey. The same baseline survey tools are used for end-line survey (Refer annexure 2,3,4). Each of the data collection formats have four sections relating to each indicator.

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

Physical locations of institutions were mapped to assess balanced reach between Districts and remote places. This is important from the point of view of prospective students getting constrained to join institutions due to remote distance or difficult connectivity. Physical access index would measure the coverage of teacher education institutions per district and the availability of public transportation facilities to the institutions.

Infrastructure

Institutional infrastructure, facility, and learning resources index measures the access of students to learning resources, and measured against the norms prescribed by the National Council for Teacher Education (NCTE) and Ministry of Education. Even though students from various backgrounds are admitted, this has to verify whether the teacher education institutions do have adequate infrastructure, facility, and learning resources; and whether students have access to learning.

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

ICT index measures the availability of ICT at TEIs provided to trainees 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 institution's capacity to admit students from disadvantaged groups and women. The student diversity is important not only from the point of view of equal participation from all communities and social categories. The equity index assesses this issue to ensure that teacher education institutions are providing equal opportunities to women and other disadvantaged groups through enabling provision of learning resources. To add, the share of disadvantaged candidates admitted to the course is also a determining factor.

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

Admission index looks at the selection of students in each institution and the capacity of the institutions to admit students who have applied. The balance between openness and competitiveness must be maintained in terms of gender composition at admission.

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 captured. 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.

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 framework of data collection format developed to collect data from the three levels of institutions.

2.2 Sample Design

The institutions are categorized on the basis of - State level, District level and Block level. At State level there is only one institution i.e. State Council of Educational Research and Training (SCERT). At District level there are District Institute for Education and Training (DIET), Primary Teacher Education Colleges (PTEC) and Block Institute of Teacher Education (BITE). At present, there are 33 DIETs, 23 PTEC and 4 BITEs. Apart from this, there are 6 functional Colleges of Teacher Education (CTE). Eight new CTE and five new DIETs have been established. The process of taking affiliation for these new institutions have been initiated.

Baseline

During the baseline survey conducted in the year 2016, following no. of TEIs were covered (Table 5):

Table 5: Number of TEIs from where Baseline Survey Data is collected

Level	No of TEIs	Data Collected for study
State Level	1	1
District Level	67	60
Block Level	184	184

Midline

Midline survey was conducted in the year 2019 to ascertain the indicative result of interventions carried out in TEIs to make the institutions effective. During collection of samples, consideration was given to geographical diversity. Table 6 below gives details of no. of institutions covered for analysis :

Table 6: No. of TEIs from where Midline Survey Data was collected

Particulars	State level Institution	District level Institution.	Block level Institutions where WB interventions have been made
Total Institutions	1	70	184
Sampled Institution	1	18	12
Sample Percentage	100%	22%	6%

Endline

Endline survey was conducted in the year 2020 to ascertain the outcome of the interventions carried during the project period. To make robust methodology, institutions were selected on random basis by keeping geographical divisions and district diversity into consideration. The justification for sample selection is as under:

The end-line survey adopted random sampling with an assumed sampling error of +/- 5 percent. A confidence level of 95 percent was adopted to ensure requisite precision and a representative sample. The sample was drawn at both district and block level for DIETS and BRCs, respectively. Further, to ensure access to meaningful information, data was collected from all relevant geographies.

Target Institutions: All DIETs and BRCs

Sampling Frame: List of district and Blocks within each district was used as sampling frame for random selection of DIETs and BRCs.

Precision and Statistical Confidence: The 95 percent confidence level is almost universally taken as the standard and the sample size necessary to achieve was calculated accordingly.

Sample size: Estimation of Sample Size: At 95% confidence level and P=.5, deff=2, non-response rate=10%

Estimation of Sample Size: At 95% confidence level and P=.5, deff=2,

$$n = \frac{N}{1 + N(e)^2}$$

Table 7: Sample Collection Table for End-line Data

Particulars	DIETs	Particulars	BRCs
Number of DIETs	67	Number of BRCs	182
At 95% confidence level and P=.5	$n=67/(1+67(.05)^2)$	At 95% confidence level and P=.5	$n=182/(1+182(.05)^2)$
Required Sample Size (n)	n=57	Required Sample Size (n)	n=125
Actual Sample	56	Actual Sample	122

Evidence generated through random sampling of DIETs and BRCs as indicated in the table above will provide sufficient representation regarding the end-line status of all DIETs and BRCs.

Due to pandemic and restriction in movement the data collection was done both offline and online. Initially, the survey team was able to reach district level TEIs but once the restrictions in movement took place, the data collection was done online. Data from 56 district level institutions were collected, which is around 80 percent of total district level institutions in the state. While sampling, the phase I and Phase II interventions were kept into consideration to make representation proportional.

Block level data was entirely collected online by survey team. The formats were sent to Block Education Officer (BEOs), online orientation was done, and data captured was collected through e-mail/WhatsApp. In total data from 122 BRCs could be collected i.e. 67.77 percent of total BRCs in the State covered in the World Bank intervention program.

2.3 Data Collection

Different strategies were adopted for data collection for baseline, midline and endline survey.

In Baseline survey the State PMU team visited the TEIs at all level and they did the data entry of all the formats collected. At state level the data is collected from the SCERT. At district level the data collected from 60 CTE/DIET/PTEC, and BITEs. At block level the data were collected and compiled from 184 block level institutions.

Midline study was done on sample basis. The ISA, PMU and the SCERT jointly collected the data from the sample institution. It covered SCERT, 17 District level Institutions and 11 Block level Teacher Education Institutions.

In End-line survey team collected data both offline and online. SCERT data was captured by visiting the institution. Initially DIET/PTEC/BITECTE's were visited by survey team members but when institutions were closed due to pandemic online survey format were distributed and data collected online. Similar strategy was adopted in collection of Block level learning institutions as well. Following this strategy data was collected from 56 District level institutions and 122 Block level institutions.

2.4 Orientation of Team

SCERT organized a training session for surveyors on 12th June 2019, covering following topics:

1. About the survey
2. Roles and responsibilities of the surveyor
3. Data collection process
4. Other important information to be gathered
5. Last minute team adjustment if any
6. Collection districts visit plan from team members for arrangement of vehicle

This was good opportunity to collate other information such as photograph, video, documents, success stories innovations. The surveyors got a chance to interact with principal, faculty, and students. The quotes from these stakeholders added value to the survey report.

Following are the output of the orientation program;

- Clear understanding of the format
- Finalization of teams
- Final distribution of districts among teams
- District visit plan
- Letter to all concerned districts and block level TEIs, cc to all team members

Consistency Check and Validation of Data

Data was entered and consistency was checked based on monthly reports available at BSEIDC website. Again, data validation was done based on reports and further interaction with concerned resource persons.

Report Writing

A team was constituted to prepare end-line survey report based on the data analysis. The team designed the framework of the report and put the analysis and interpretation of data collected from State, District, and Block level TEI in a report.

This report is divided into 9 chapters

1. Introduction
2. Methodology and Sampling
3. Institutions
4. Baseline TEIDI Study
5. Midline Study
6. Endline Study
7. TEIDI Survey Findings – Comparative Study
8. Comparison of TEIs from Baseline to Endline
9. Way forward

Risks

- Difficulty in collecting data due to Covid-19 pandemic and lockdown.

3 Institutions

3.1 State Level Teacher Education Institution

The apex institution State Council of Educational Research and Training (SCERT) is the only State level organization which gives academic leadership at the State level. It is functioning along the lines of National Council of Educational Research and Training (NCERT), providing advice to State government on policy issues, supporting implementation, appraisal of programs and undertaking activities for quality improvement in school education and teachers' education.



Over the years, the role of SCERT as a State resource institution, has expanded to include: academic support at all stages of education, undertake co-ordination of all academic matters relating to school education, maintain appropriate linkages with other educational organisations and provide supervision/support to the district and sub-district level institutions. Other major functions of the SCERT includes: development of curriculum, instructional material, textbooks, conduct research programs, provide guidance and support to state department of education and provide supplementary materials to address the needs of all children including children with special needs and of teachers. Further, SCERT is also expected

to perform a variety of roles for national level institutions: NCERT, National Institute of Educational Planning and Administration (NIEPA) and NCTE, in the conduct of State level studies and surveys; take lead in major national initiatives such as Digital India, Skill India and Swachh Bharat-in collaboration with other state level institutions working in the area.

In addition, SCERT has a wider role in development of curriculum and textbooks across stages infusing concerns of inclusion and maintaining linkages across stages; models for restructuring are proposed including relevant and adequate divisions, departments and faculty positions.

In Bihar, SCERT is the apex level academic body in the State for school and teachers' education and their functions are mentioned below:

- Conduct action research and continuous evaluation. Further, they are also involved with development of new technologies for learners' evaluation
- Curricular research, development, design and curriculum renewal
- Textbook renewal
- Develop modules/materials for teacher training
- Develop teaching learning material
- Mentor and provide guidance to DIETs
- Train Teachers Educators, teachers, supervisors and junior level administrative personnel on educational management
- Develop new methodologies for learning / curriculum transaction

- Addressing the numeric need of teachers in the state, both in elementary and secondary education
- Addressing the capacity development of in-service teachers to handle complex school learning situations and reality-based difficulties in transacting school curriculum.
- Attention to professional development of teacher educators in DIETs and other institutions
- Monitoring post training implementation In June 2011, SCERT was working with 38, District Institute of Education and Training (DIET), 27 PTEC, imparting two-year full time diploma program in elementary teachers' education.

To track progress of SCERT under the **Enhancing Teacher Effectiveness in Bihar Operation** project funded by the World Bank, an assessment tool has been developed to get the baseline index on infrastructure, equity, academic and effectiveness. Same tool has been used to get the end-line development index.

Infrastructure, equity, academic and effectiveness index have been given weightage of 35 %, 15% ,35% and 15 % respectively, to get the overall development index of the institution. Further, each of these dimensions have been calculated, based on development index of the related indicators. At each dimension level the weightage of sub-indicators is fixed.

Under the World Bank project, a guest house with dining hall has been constructed in SCERT Campus and a four storied administrative building is constructed with lecture theaters, ICT hall and alongside, a library is being constructed. These two buildings will further be furnished with the required equipment.

3.2 District Level Teacher Education Institution

District Institutes of Education and Training (DIETs) were envisioned in the National Policy of Education, 1986, and were created by the Government of India, Ministry of Education in the early 1990s to strengthen elementary education and support the decentralization of education at the district level. DIETs were conceived as the third addition- district level- tier to the support system, which would be closer to the field, and therefore more aware to its problems and needs.

The DIET is located at an important level of decentralization – District Level. However, they have remained marginal to the key activities of the state in teacher professional development and school improvement; they are inadequately integrated into the state's systems. The multiple tasks linked to departmental programs with different foci, draw DIET in different directions and produce divergent institutional goals. Furthermore, outdated institutional structures also create expectations regarding work which are not realized or realizable, and contribute to a sense of dysfunctionality. Administrative tasks assigned to DIET, although they keep it connected to the wider state machinery, take away institutional time and energy in routine work that lack academic purpose. There is therefore a need to reformulate the vision of this institution so that DIETs can contribute to fulfilling the mandate under the RTE Act, in matters relating to continuous teacher professional development, school support and improvement.

The integrated scheme for school education envisages a strong District institution that would support pre-service and in-service work with teachers at school Level. To support the universalisation of quality education and achieve quality in adult and life-long education, DIETs are visualized to infuse the system with the following essential inputs:

- 1) Provision of pre-service and in-service teacher education programs.
- 2) Conducting District and Block level educational research on issues pertaining to enrolment, retention, achievement, gender parity, proficiency and drop-outs
- 3) Facilitating collaborative action research to enable practicing teachers to address classroom issues

- 4) Scouting innovative practices of primary/upper primary teachers and disseminating them among their colleagues, by organizing periodical district level seminars and releasing news bulletins which carry information on innovative classroom processes
- 5) Providing resource support to non-formal education sector by extending DIET expertise in developing curriculum and supplementary learning materials to adult learners
- 6) Designing and developing trainer manuals for *Anganwadi* workers and for addressing social concerns: crisis and disaster management, gender sensitivity, leadership manual for school heads

At present, DIET has a critical role in providing quality pre-service and in-service teacher training to student trainees and in-service teachers. It is imperative that DIET rises to the challenges and emerges as a robust unit, for professional development of teachers and becomes a model for other private institutions in the Districts.

In addition, PTEC and CTEs are also established to provide pre-service teachers' training in the State.

At District level, the end-line survey is conducted in 56 District level institutions. To obtain the overall understanding, following District level intuitions have been surveyed:

1. CTEs
2. DIETs
3. PTECs



Most of the district level institutions now have better infrastructure facilities. There are ample spacious rooms with administrative buildings and the rooms can be used for lectures, practical classes and library.

Many institutions now have good ICT facilities. The task is now to make these institutions vibrant in terms of classes and use of academic and ICT laboratory.

Most of the institutions have 100 bed hostel facilities for boys and girls. In addition, a warden room and a residence for principal has also been constructed.



3.3 Block Level Teacher Education Institution



Block level TEIs give support to teachers at local level. The Block level institutions are in regular touch with cluster resource centers (CRC) coordinators. Their role is to understand education related problems and sort it out in consultation with CRC. They develop training and support material for teachers serving in a geographical boundary of a Block.

The Block level institutions design and develop training programs which will eventually address local education quality related issues. The functionaries working at this level visit schools for a follow up of training programs. They provide on-site support to teachers while visiting schools.

Under Enhancing Teacher Capacity in Bihar Operation Project supported by World Bank, the performance index of

Block level institutions is also prepared. Four broad performance dimensions and their weightage taken for assessment are same as that at the District and State level. Sub-indicators under the performance indicators are different at the Block level.

The survey of 122 BRCs were done and findings are mentioned in following pages.

4 Baseline TEIDI study

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

4.1 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. To measure the improvement overtime, same indicators (questionnaires) will be administered.

4.2 Baseline Index of State Level Institution

At state level, the baseline survey is conducted in SCERT. The below (Table no. 8) indicates that the institution is running much below the standards of performance efficiency. A lot was done to improve infrastructure and equity indicators. The performance of indicators in other two areas- namely academic and institutional capacity / effectiveness was average.

Table 8: baseline weighted development index – SCERT

Performance Dimensions	Performance Index of the Indicator	Weightage of the indicator in total (in percentage)	Overall Performance Index of SCERT
Infrastructure	0.23	35	0.34
Equity	0.12	15	
Academic	0.50	35	
Institutional capacity / Effectiveness	0.48	15	

The above table indicates overall baseline development index of SCERT Bihar was 0.34. This means only about one-third capacity of the institution was leveraged. Equity and infrastructure were major areas of concern. Deployment of staff, development of learning material, promotion of research and use of ICT in administration are other areas of concern.

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

The District level institutions have been active in last few years. The overall performance efficiency index at District level was same as SCERT. These institutions, when compared to SCERT, perform better on the indicators of equity but did not perform well in academics and institutional capacity/effectiveness. The institutions at this level were also found to be functioning much below the standards of performance efficiency.

Table 9: Baseline Weighted Development Index - DIET / PTEC /BIET

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 data indicated overall condition of buildings and toilets were in poor condition. Investment was required for ICT and creation of a safe environment. The survey revealed only 7% of DIETs / PTEC / BIETs had adequate principal rooms; 3 % institutions did not have a principal room; 54 % required repairing and 35 % of principals' room required rebuilding. Data suggested, the level of utilization of existing capacities of faculties were adequate whereas faculty development had been largely ignored. Only one-third of the total sanctioned faculty strength were in-position. Approximately 50 % of the faculties had appropriate qualifications. 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.

Baseline data provided a significant knowledge on existing institutional capacity / effectiveness of the DIETs, PTECs and BIETs. Out of 60 institutions, only 21 had established grievance cell. At the time of survey, the cell was more involved in complying with RTI than addressing internal grievances. Approximately 27 % positions of non-teaching staffs were found to be vacant. Although 75 % institutions had computers and laptops, only 25 % were using it for administrative purposes. Only 5 % institutions had internet connection through wi-fi and 15 % through LAN. This highlighted the need to improve reporting system in these institutions. Accountants were not in position in two third of institutions. Moreover, there was poor utilisation of funds, over 40% were under-utilized at the time of survey.³

4.4 Baseline performance Index of Block level institution (BRCs)

The Block level institutions are being developed to cater in-service developmental needs of teachers. These institutions are centers for continuous professional development (CPD). Conceptualized in early 90s, they have been developed as autonomous bodies to cater to the emerging needs of teachers posted in primary and elementary schools. The overall performance index of Block level institution was slightly better than State and District level institutions.

Table 10: Baseline Weighted Development Index BRC

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

³ TEIDI Baseline Report, 2016

Data captured at Block level educational institutions revealed only 25 % surveyed BRCs had a training hall and over 56 % had functional toilet facilities. Safety and environment friendliness were areas of concern. Despite availability of computers-poor maintenance and inability to use technology was reflected in poor ICT infrastructure score. It was observed, 41.3% of total participants were women, who took admission for in-service and certification courses. In each BRC, a total of 3 resource persons were expected to be in position. However, academic interactions did not take place as expected.

In addition, the academic staff was supported by guards, peons and assistant/clerk. In total, 46 % positions of assistant/ clerks and 30 % positions of guards and peons were found to be vacant. In 4% of BRCs, attendance of trainees were maintained in computers and 3 % of BRCs were maintaining accounts in computers.

In baseline survey, following recommendations were made:

- Progress has to be initiated to meet modern day standards set for educational institutions established at different levels
- Improvements were urgently required in 'infrastructure' of institutions
- More exposure was required to introduce new 'teaching learning methodologies'
- Vacant positions were 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 were required to improve the overall efficiency which is the key to effective performance of all individuals and institutions

5 Midline TEIDI Study

Midline survey was completed in the year 2019. It was done on sample basis with an objective to know the progress over the baseline TEIDI.

It was jointly done by ISA-SCERT and PMU. Data from 20% District level institutions and 5% Block level institutions were captured in the same format as used in the baseline to ascertain broad changes in the effectiveness of institutions. While selecting institutions on sampling basis, geographical diversity was taken into consideration. The details of participating institutions are given in the table below:

Table 11: Midline Survey Coverage detail

Particulars	State level Institution	District level Institution.	Block level Institutions where WB interventions have been made
Total Institutions	1	70	184
Sampled Institution	1	18	12
Sample Percentage	100%	20%	5%

At the State level, the final performance index of all four dimensions is mentioned in the table below. Data indicates, capacity/effectiveness/governance score has observed maximum growth. However, considering the weightage in overall institutional development index, infrastructure growth has seen the maximum progress over the baseline.

Table 12: Midline Weighted Development Index SCERT

State level TEI (SCERT) Development Index			
Dimensions	Weightage of the indicator in total (in percentage)	Weighted Performance Index of the Indicator Midline TEIDI	Overall Weighted Performance Index of SCERT Mid-line TEIDI
Infrastructure	35	0.64	0.58
Equity	15	0.45	
Academic	35	0.51	
Capacity / Effectiveness/ governance	15	0.73	

Table above indicates that overall midline development index of SCERT Bihar was 0.58. It has been observed, there is consistent growth against infrastructure, and governance. Deployment of staff, development of learning material, promotion of research and use of ICT in administration remained areas of concerns.

5.1 Infrastructure SCERT

Table 13: Midline Weighted Infrastructure Development Index - SCERT

Sub Indicators Infrastructure – SCERT TEIDI Midline (0.64)						
Indicator	Building Facility	Toilet Facility	Safety	ICT facility	Computer in Training	Alternative Energy
Weightage	25	20	10	10	15	20
Weighted performance Index	0.84	1.00	0.80	0.00	1.00	0.00

Among the sub-indicators in infrastructure, the above table indicates that SCERT performed poorly in ICT and alternative energy.

5.2 Equity SCERT

Table 14: Midline Weighted Equity Development Index - SCERT

Sub Indicators Equity – SCERT TEIDI Midline (0.45)		
Indicator	Female Toilet	CWSN Toilet
Weightage Percentage	60	40
Weighted performance Index	0.75	0.00

Due to non-availability of CWSN toilets, corresponding weighted index is zero. Female toilet facility is also a matter of concern.

5.3 Academics SCERT

Table 15: Midline Weighted Academic Development Index - SCERT

Sub Indicators Academics – SCERT TEIDI Midline (0.51)					
Indicator	Training / Material Development	Research Activities	Faculty position	Faculty qualification	Faculty development
Weightage	15	25	20	20	20
Weighted performance Index	0.66	0.00	0.75	0.75	1.00

In academics, the SCERT has performed below the satisfactory level. Against the marked 25% weightage in research activities, the performance weightage is zero. However, despite low faculty position index, the weighted index in faculty development is good.

5.4 Governance SCERT

Table 16: Midline Weighted Governance Development Index - SCERT

Sub Indicators Governance – SCERT TEIDI Midline (0.73)							
Particulars	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
Weightage	20%	10%	20%	10%	10%	20%	10%
Performance Weighted Index	1.00	1.00	0.25	1.00	0.00	1.00	0.80

The above table indicates, despite good overall performance in governance index, the SCERT performed poorly in budget utilization and use of ICT in accounting.

5.5 District Level TEIDI

Table 17: Midline Weighted Development Index District Level Institutions

District Level TEI Performance Index			
Dimensions	Weightage	Weighted Performance Index of the Indicator Midline TEIDI	Overall District level Mid-line Development Index
Infrastructure	35%	0.70	0.67
Equity	15%	0.73	
Academic	35%	0.67	
Capacity / Effectiveness	15%	0.57	

District level overall performance index shows marked improvement over baseline. The overall development index is 0.67. Against all indicators, the capacity/effectiveness does not mark good performance, as other mentioned indicators. The Infrastructure, equity, academic and capacity measures 0.70, 0.73, 0.63 and 0.57 respectively against the weightage.

5.6 Infrastructure (District TEIs)

Table 18: Midline Weighted Infrastructure Development Index District Level Institutions

Sub Indicators Infrastructure - Midline TEIDI (0.70)					
Particulars	Building Facility	Toilet Facility	Safety	Availability of computer for training	Availability of alternate source of power
Weighted Performance Index	0.64	0.80	0.60	0.64	0.80

From the above-mentioned table, it is evident that infrastructure sub-indicators: building facility, safety and availability of computer training are below the weighted index of toilet facility and availability of alternative energy.

5.7 Equity (District TEIs)

Table 19: Midline Weighted Equity Development Index of District Level Institutions

Sub Indicators Equity - Midline TEIDI (0.73)				
Particulars	Weighted Gender Index	Under- privileged Enrolment Weighted Index	Weighted Scholarship Index	Weighted Drop out Index
Weighted Performance Index	0.82	0.83	0	0.80

Other than performance weighted index of scholarship (0.00), index Districts TEIs performed quite well on all equity sub-indicators like weighted gender index (0.82), under-privileged enrollment (0.83) and drop-out index (0.80).

5.8 Academics District

Table 20: Midline Weighted Academic Development Index District Level Institutions

Sub Indicators – Academic - TEIDI Midline Survey (0.67)					
Particulars	Academic Capacity Utilization Weighted Index	Filled Faculty Weighted index	Faculty Qualification weighted index	weighted Faculty Development	Weighted Graduating Index
Weighted Performance Index	0.73	0.30	0.95	0.35	0.96

Above table on academic sub-indicators indicate that vacancy in faculty positions (0.30) related to faculty development (0.35) are a matter of concern for all District TEIs. This has reduced the overall score in academic indicator (0.67) in comparison to other indicators. Although recently, State government has appointed persons against the vacant positions which would reflect in another TEIDI study.

5.9 Governance District

Table 21: Midline Weighted Governance Development Index District Level Institutions

Sub Indicators of Governance: Midline TEIDI								
Particulars	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
Weighted Performance Index	0.60	0.95	0.60	0.40	0.65	0.30	0.30	0.40

From the above table, it can be ascertained that TEI governance has not performed against the given sub-indicators. The scores are against the sub-indicators of governance. Planning group/committee (0.40), FM staff in position (0.30), website of TEIs (0.40) scores poorly in comparison to non-teaching staff position (0.60), use of computers (0.95) and budget utilization (0.65).

5.10 Block Level TEIDI

Table 22: Midline Overall Performance Development Index for Block Level Institutions

Block Level TEI Performance Index			
Dimensions	Weightage	Gross Performance Index of the Indicator Midline TEIDI	Overall Block Level End-line Development Index
Infrastructure	35	0.56	0.58
Equity	15	0.67	
Academic	35	0.54	
Capacity / Effectiveness	15	0.64	

Midline weighted index at Block level indicates overall score of 0.58 which is more than 0.21 points than the baseline study. The improvement is clearly visible in infrastructure and equity dimensions which observed improvement by more than 0.25 points each.

5.11 Infrastructure

Table 23: Midline Infrastructure Performance Development Index for Block Level Institutions

Infrastructure Index				
Indicator	Training hall Facility	Toilet Facility	Safety and Environment Friendliness	ICT Facilities
Performance Index	0.72	0.63	0.75	0.13

The above table shows that Block level TEIs has shown remarkable improvement in sub-indicators of infrastructure- training hall facility (0.72), toilet facility (0.63) and safety and environment friendliness (0.75). The only exception is the ICT facility, which reflected poor improvement (0.13).

5.12 Equity

Table 24: Midline Equity Performance Development Index for Block Level Institutions

Equity Index		
Indicator	Gender Composition	CWSN Toilet
Performance Index	0.76	0.45

Equity sub-indicators of gender composition (0.76) and CWSN (Children with Special Needs) toilet (0.45) shows good improvement.

5.13 Academics

Table 25: Midline Academic Performance Development Index for Block Level Institutions

Academic Index		
Indicator	Academic Interaction	Resource person in position
Weighted Performance Index	0.40	0.67

Due to deputation of resource persons at Block level alongside their involvement; the academic sub-indicators of academic interaction (0.40) and resource person in position (0.67) show good improvement.

5.14 Governance

Table 26: Midline Governance Performance Development Index Block Level Institutions

Governance/Institutional Capacity / Effectiveness Index			
Indicator	Computer in Administration	Spent Amount	Financial Management Staff
Weighted Performance Index	0.24	0.95	0.82

In the governance dimension, institutional capacity at the block level does not indicate remarkable progress due to less use of computers in administration (0.24) and positioning of financial staff (0.82).

6 Endline TEIDI Study

As explained in the sampling methodology earlier, and keeping the proportional representation of sampling into consideration, data from 56 District level institutions and 122 Block level institutions were collected. The total institutions from where data could be obtained are mentioned in the table below:

Table 27: TEIDI End-line Survey Coverage

Particulars	State level Institution	District level Institution. In baseline it covered the following CTE -6 DIET – 33 PTEC 27 BIET 4	Block level Institutions where WB interventions have been made
Total Institutions	1	70	184
Sampled Institution	1	56	122

TEIDI - SCERT

TEIDI End-line survey at State level indicates, overall there was good progress (0.66). The table below clearly shows that this progress is not only reflected in most obvious and visible dimension of infrastructure (0.69) rather it is seen in other dimensions of equity (0.60), academic (0.59) and capacity/effectiveness (0.80) as well.

Table 28: End-line Weighted Development Index - SCERT

Dimensions	Weightage of the indicator in total (in percentage)	Weightage Score*	Gross Performance Index score**	Overall Weighted Performance Index
Infrastructure	35%	24.15	0.69	0.66
Equity	15%	9.00	0.60	
Academic	35%	23.01	0.59	
capacity / Effectiveness	15%	12.00	0.80	

*Weightage score is the actual weight assigned to dimensions/indicators.

** Gross performance score is converting the weightage score in percentage points against 100.

Dimension wise State (SCERT) performance is mentioned below -:

Infrastructure SCERT

Table 29: End-line Weighted Infrastructure Development Index - SCERT

Indicator	Building Facility	Toilet Facility	Safety	ICT facility	Computer in Training	Alternative Energy
Weightage	25%	20%	10%	10%	15%	20%
Weighted Index	24	20	10	00	15	00
Gross Performance Index score	0.96	1.00	1.00	0.00	1.00	0.00

The infrastructure development index (0.69) shows remarkable improvement over the baseline although ICT facility and alternative energy have not shown improvement and need to be addressed.

Equity SCERT

Table 30: End-line Weighted Equity Development Index - SCERT

Indicator	Female Toilet	CWSN Toilet
Weightage Percentage	60%	40%
Weighted Index	60	0 .00
Gross Performance Index score	1.00	0.00

To address the safety concern of females, the number of toilet seats in the institutions have increased by 2 units, index increase has been from 0.45 to 0.60. The non-availability of CWSN toilet is still a matter of concern for SCERT.

Academics SCERT

Table 31: End-line Weighted Academic Development Index - SCERT

Particulars	Training / Material Development	Research Activities	Faculty position	Faculty qualification	Faculty development
Weightage	15%	25%	20%	20%	20%
Weighted Index	10	08	06	15	20
Gross Performance Index score	0.66	0.32	0.30	0.75	1.00

The faculty position (0.30) and research activities (0.32) are a matter of concern. There is a need to conduct more research activities at SCERT level.

Governance SCERT

Table 32: End-line Weighted Governance Development Index - SCERT

Particulars	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
Weightage	20%	10%	20%	10%	10%	20%	10%
Weighted Index score	20	10	05	10	10	20	05
Weightage Performance Index score	1.00	1.00	0.25	1.00	1.00	1.00	0.50

In accounts, computer is being used for accounting. Tally software is used for accounts in the ETEBO project. Budget Utilisation (0.25) is a matter of concern for SCERT.

District Level TEIDI – Endline Survey

District level findings of TEIDI shows, overall (0.71) improvement from baseline and midline survey. Table below indicates good improvement in infrastructure (0.74), equity (0.86) and academic (0.73) dimensions. Although, institutional effectiveness/capacity (0.60) remains a matter of concern.

Table 33: Endline Weighted Development Index - District Level Institutions

Dimensions	Weightage	Weightage score	Weighted Performance Index	Overall District level Development Index
Infrastructure	35%	26.25	0.74	0.71
Equity	15%	12.9	0.86	
Academic	35%	25.55	0.73	
Capacity / Effectiveness	15%	9.00	0.60	

The survey findings of sub-indicators related to different dimensions provide a good picture of progress under different heads in tables below:

Infrastructure District

Table 34: End-line Weighted Infrastructure Development Index - District Level Institutions

Particulars	Weighted Infra Index	Weighted Toilet Facility	Safety weighted Index	Weighted index ICT Facility available	Weighted index for alternative energy
Weighted Percentage	25%	20%	10%	25%	20%
Weighted Index	0.16	0.15	0.07	0.20	0.16
Gross Performance Index score	0.64	0.75	0.70	0.80	0.80

All infrastructure sub-indicators in the table above show improvement. ICT facility (0.80) and solar panels (0.80) have distinctly improved the overall infrastructure score.

Equity District

Table 35: Endline Weighted Equity Development Index - District Level Institutions

Particulars	Gender Admission Weighted index	Admission Social Weighted Index	Weighted scholarship Index	Drop Out Weighted Index
Weightage Percentage	40%	30%	10%	20%
Weighted Index score	0.38	0.30	0.00	0.20
Gross Performance Index score	0.95	1.00	0.00	1.00

Among all equity sub-indicators, scholarship index (0.00) has not shown any improvement. All sub-indicators have performed well, which is reflected in the captured score.

Academics District

Table 36: Endline Weighted Academic Development Index - District Level Institutions

Particulars	Academic Capacity Utilization Weighted Index	Filled Faculty Weighted index	Faculty Qualification weighted index	weighted Faculty Development	Weighted Graduating Index
Weightage	15%	20%	20%	20%	25%
Weightage Index score	0.14	0.17	0.16	0.02	0.24
Gross Performance Index Score	0.93	0.85	0.80	0.10	0.96

State Government has appointed faculty in all TEIs against vacant positions (0.85) and this has improved the overall academic score (0.74). Faculty development is already in the process and eventually it would improve the academic performance score.

Governance District

Table 37: End-line Weighted Governance Development Index - District Level Institutions

Particulars	Non-Teaching Staff	Use of Computer in	Grievance redressal cell	Planning Group/Committee	Budget Utilisation	FM staff in Position	ICT in Accounting	Website of TEIs and its updation
Weightage	10%	20%	10%	10%	20%	10%	10%	10%
Weighted Index	0.07	0.19	0.06	0.04	0.13	0.03	0.03	0.04
Gross Performance Index (in percent terms)	0.70	0.95	0.60	0.40	0.65	0.30	0.30	0.40

Overall governance development score (0.60) has not seen comparable improvement. Planning (0.40), ICT in accounting (0.30) and website (0.40) have been a matter of concern.

Block Level TEIDI – Endline Survey

Block level findings of TEIDI show overall achievement of 0.73 points, indicating improvement of 0.52 points from baseline and 0.03 points over midline survey. Table below indicates good performance against all the dimensions mentioned below. Although the institutional effectiveness/capacity (0.60) continues to remain a matter of concern.

Table 38: Endline Weighted Development Index - Block Level Institutions

Dimensions	Weightage	Weighted Index score	Gross Performance Index score	Overall Block level Development Index
Infrastructure	35%	0.25	0.73	0.74
Equity	15%	0.11	0.75	
Academic	35%	0.28	0.80	
Capacity / Effectiveness	15%	0.92	0.61	

The survey findings of sub-indicators related to different dimensions provide a fine picture of progress under different headings in tables below:

Infrastructure

Table 39: Endline Weighted Infrastructure Development Index - Block Level Institutions

Particulars	Infra Index	Toilet Facility	Safety Index	ICT Facility available
Weighted Percentage	25%	25%	25%	25%
Weighted Index score	0.24	0.24	0.14	0.11
Gross Performance Index score	0.96	0.96	0.56	0.44

All infrastructure sub-indicators in the table above shows improvement. ICT facility (0.44) and safety index need further improvement.

Equity

Table 40: Endline Weighted Equity Development Index - Block Level Institutions

Particulars	Gender Composition Weighted index	Toilet for physically challenged Weighted Index
Weightage Percentage	70%	30%
Weighted Index score	0.59	0.16
Gross Performance Index score	0.84	0.53

Among all equity sub-indicators, toilets for physically challenged (0.53) require improvement.

Academics

Table 41: End-line Weighted Academic Development Index - Block Level Institutions

Particulars	Academic Interaction Weighted Index	Resource Persons in Position Weighted index
Internal Weightage	50%	50%
Weightage Index score	0.33	0.47
Gross Performance Index score	0.66	0.94

Resource persons are appointed in all BRCs and this has shown improvement in the mentioned indicator. At Block level, even during pandemic, online training program (NISHTHA) was conducted - so overall performance has increased substantially.

Governance

Table 42: Endline Weighted Governance Development Index - Block Level Institutions

Particulars	Use of Computers in Administration Weighted Index	Budget Utilisation Weighted Index	Availability of Financial Management Staff weighted Index
Weighted Percentage	40%	40%	20%
Weighted Index score	0.08	0.35	0.17
Weightage Performance Index score	0.20	0.88	0.85

Overall governance development score (0.73) has not seen comparable improvement. Use of Computers in administration and accounts (0.20) has been a matter of concern.

6 TEIDI Survey - Comparative study

Data captured on all three timelines: baseline, midline and endline are compared for State, District and Block level TEIs. The comparative findings are mentioned below -:

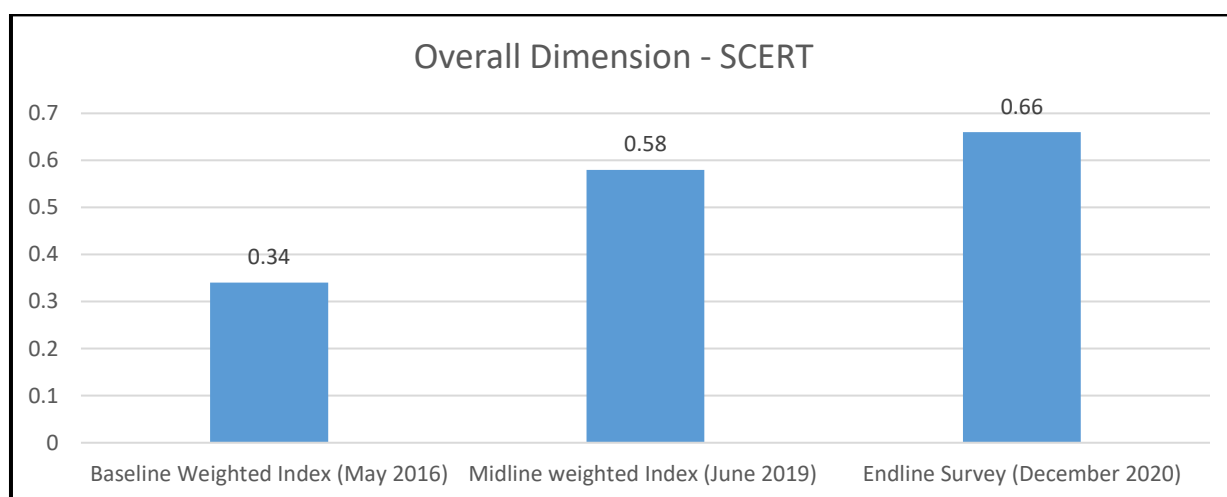
6.1 State level (SCERT) TEIDI Comparison – Baseline to End-line

Overall performance of SCERT

Table 43 Weighted Development Index - Over the Project Period of SCERT

TEIDI Survey	Gross Performance Index
Baseline Weighted Index (May 2016)	0.34
Midline weighted Index (June 2019)	0.58
Endline Survey (December 2020)	0.66

Figure 1



There is significant development at the SCERT level. The overall weighted endline index for State level institution has increased from 0.34 to 0.66. All four dimensions have registered a positive change.

The infrastructure index has improved from 0.23 to 0.64 because of renovation work, construction of toilets and use of ICT in administration, training and development of website.

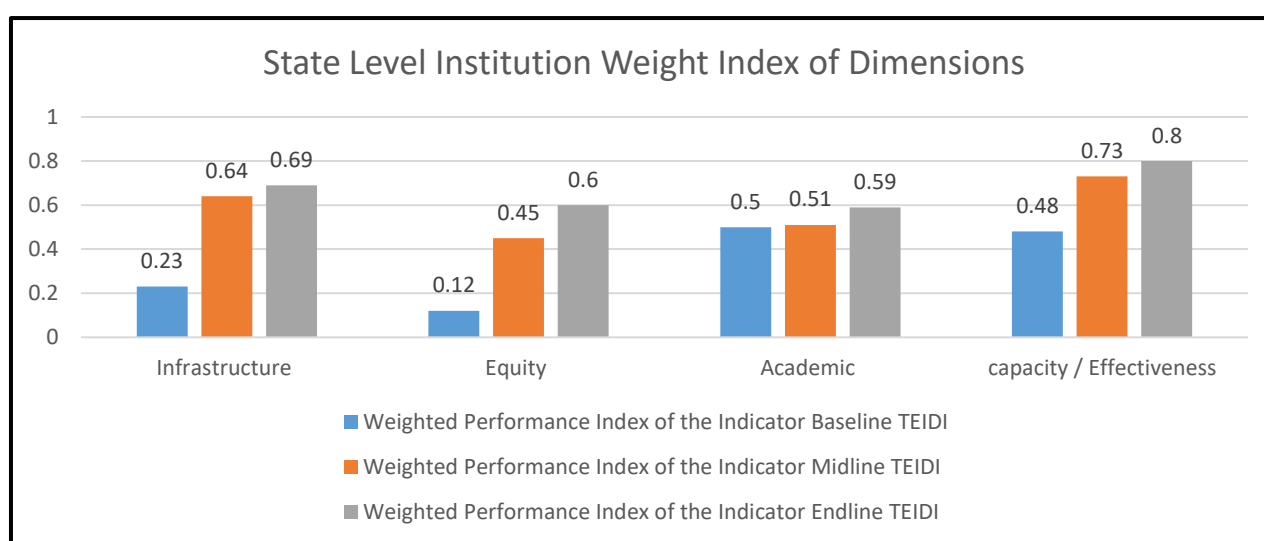
As a result of construction of female toilets, the equity index has improved from 0.12 to 0.45.

Involvement of faculty members in teacher education program, has reflected in improving academic index marginally. Appointment of faculty, engagement of faculty in research, paper presentation and absence of ICT in training facilities, remain areas of concern.

On capacity/effectiveness front, the index has improved from 0.48 to 0.63 because of better performance in grievance redressal, website of SCERT, use of computer in administration and academics and availability of financial management staff. Budget utilization and use of ICT in accounting are areas to be improved.

Table 44: Comparison of Weighted Index –Over the Project Period of SCERT

Dimensions	Gross Performance Index of the Indicator Baseline TEIDI	Gross Performance Index of the Indicator Midline TEIDI	Gross Performance Index of the Indicator Endline TEIDI
Infrastructure	0.23	0.64	0.69
Equity	0.12	0.45	0.60
Academic	0.50	0.51	0.59
capacity / Effectiveness	0.48	0.73	0.80

Figure 2

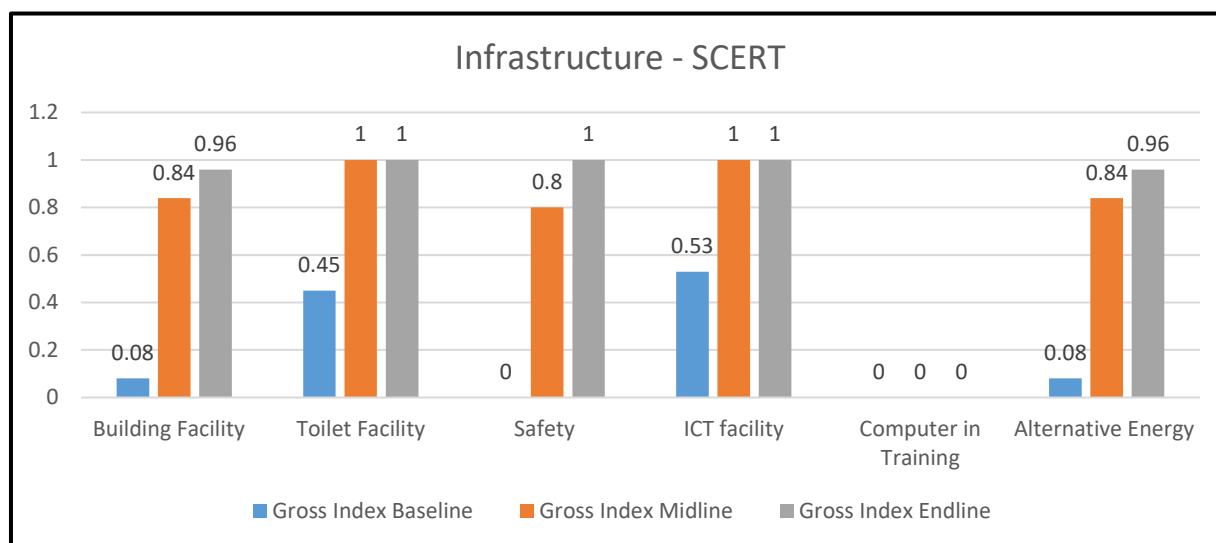
The graph above indicates that there is clear improvement from baseline to mid-line and mid-line to end-line against all four dimensions.

6.2 Infrastructure – State level

Table 45: Comparison of Weighted Infrastructure Index -Over the project period of SCERT

Sub Indicators Infrastructure SCERT						
Indicator	Building Facility	Toilet Facility	Safety	ICT facility	Computer in Training	Alternative Energy
Gross Index Baseline	0.08	0.45	0	0.53	0	0.08
Gross Index Midline	0.84	1	0.8	1.00	0	0.84
Gross Index Endline	0.96	1	1	1.00	0	0.96

Figure 3



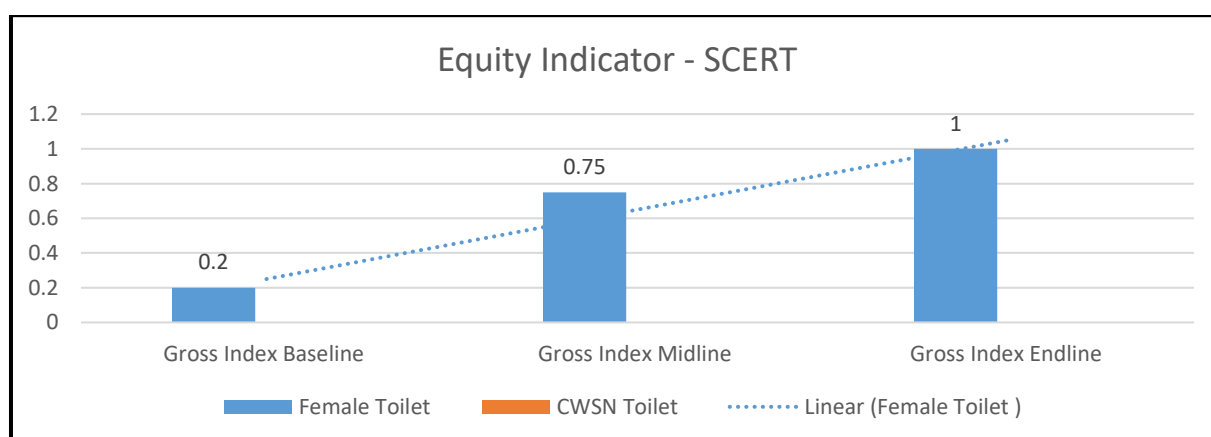
The Bar chart above indicates that at SCERT level, availability of ICT facility and alternative is a matter of concern. Recently SCERT has initiated to make the campus linked to wi-fi , with the support of BSEIDC and procurement is made for IT equipment.

6.3 Equity Index SCERT

Table 46: Comparison of Weighted Equity Index -Over the Project Period of SCERT

Indicator	Female Toilet	CWSN Toilet
Gross Index Baseline	0.2	0
Gross Index Midline	0.75	0
Gross Index Endline	1	0

Figure -3



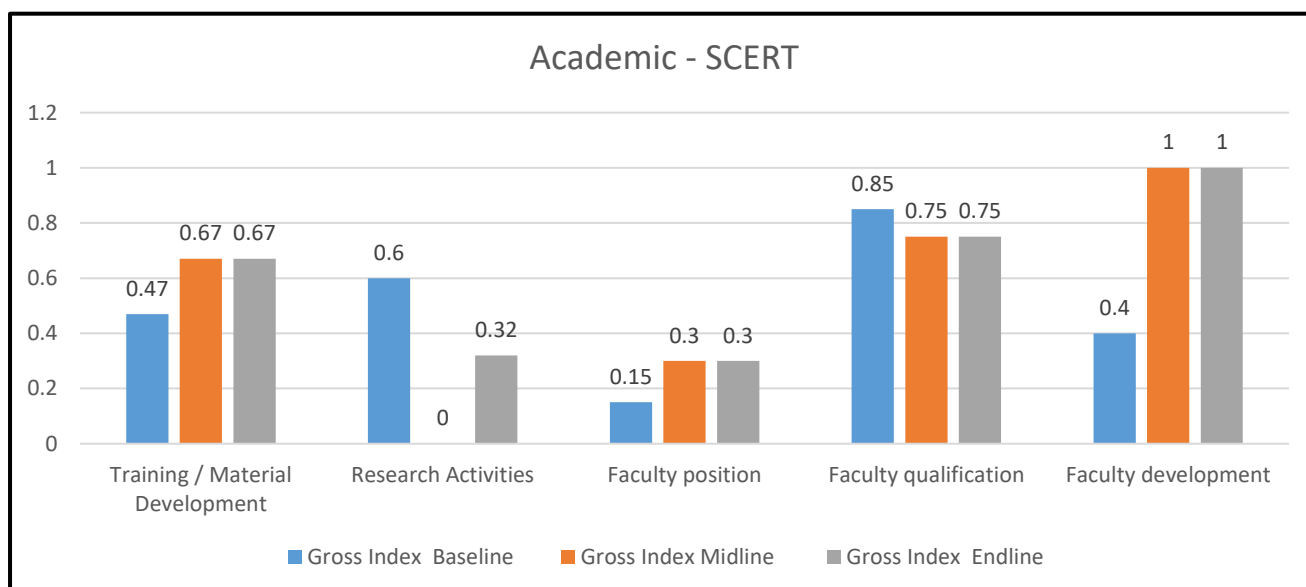
The equity graph is quite encouraging because of improvement in female toilets. Although the CWSN toilet has not been addressed, reflected in the graph above.

6.4 Academic Index- SCERT

Table 47: Comparison of Weighted Academic Index -Over the Project Period of SCERT

Particulars	Training / Material Development	Research Activities	Faculty position	Faculty qualification	Faculty development
Gross Index Baseline	0.47	0.6	0.15	0.85	0.4
Gross Index Midline	0.67	0	0.3	0.75	1
Gross Index Endline	0.67	0.32	0.3	0.75	1

Figure 4



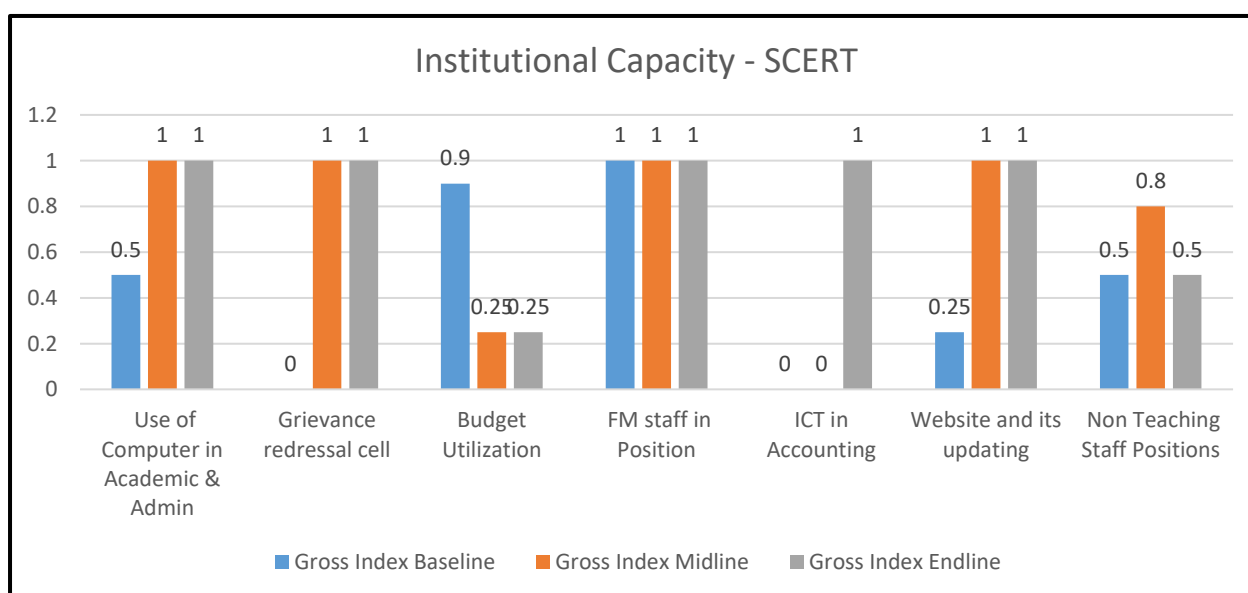
The above mentioned graph indicates that faculty position is putting the academic score down for SCERT. Similarly, the research activities are required to be taken into account.

6.5 Institutional Capacity/Governance Index SCERT

Table 48: Comparison of Weighted Governance Index -Over the Project Period of SCERT

Particulars	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
Gross Index Baseline	0.5	0	0.9	1	0	0.25	0.5
Gross Index Midline	1	1	0.25	1	0	1	0.8
Gross Index Endline	1	1	0.25	1	1	1	0.5

Figure 5



The graph above clearly indicates that budget utilization at SCERT is not satisfactory and there exists a vacancy in non-teaching staff position at SCERT level.

6.6 District level TEIDI Comparison – Baseline to End-line

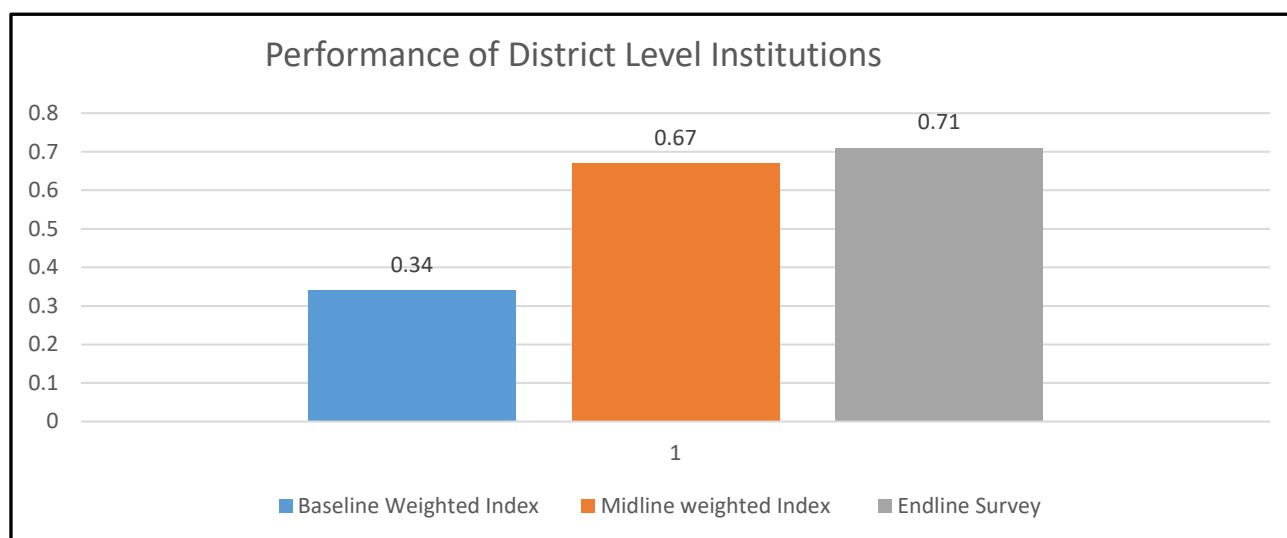
Overall Index- District level

Overall performance of District level institutions is quite encouraging, which is reflected from the table below:

Table 49: Comparison of Weighted Development Index -Over the Project Period of District Level Institution

TEIDI Survey	Weighted Index
Baseline Weighted Index	0.34
Midline weighted Index	0.67
Endline Survey	0.71

Figure 6



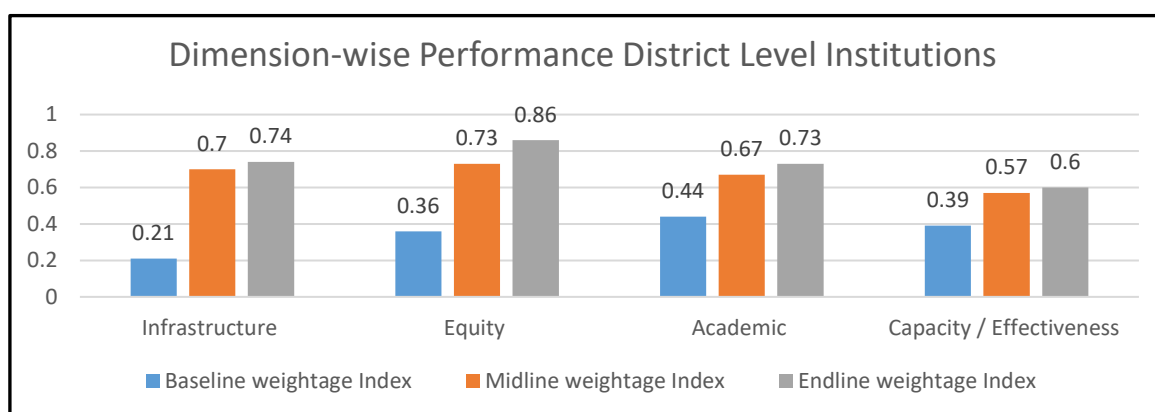
The table above indicates that continuous progress is observed from baseline to endline for District level TEIs. The gross performance score has moved up from 0.34 to 0.71. Improvement of 0.37 has been quite remarkable in the project period.

6.7 Comparison against all dimensions index- District level

Table 50: Comparison of Weighted Development Index of 4 Dimensions-Over the Project Period of District Level Institution

Dimensions	Baseline Gross Index	Midline Gross Index	Endline Gross Index
Infrastructure	0.21	0.70	0.74
Equity	0.36	0.73	0.86
Academic	0.44	0.67	0.73
Capacity / Effectiveness	0.39	0.57	0.60

Figure 7



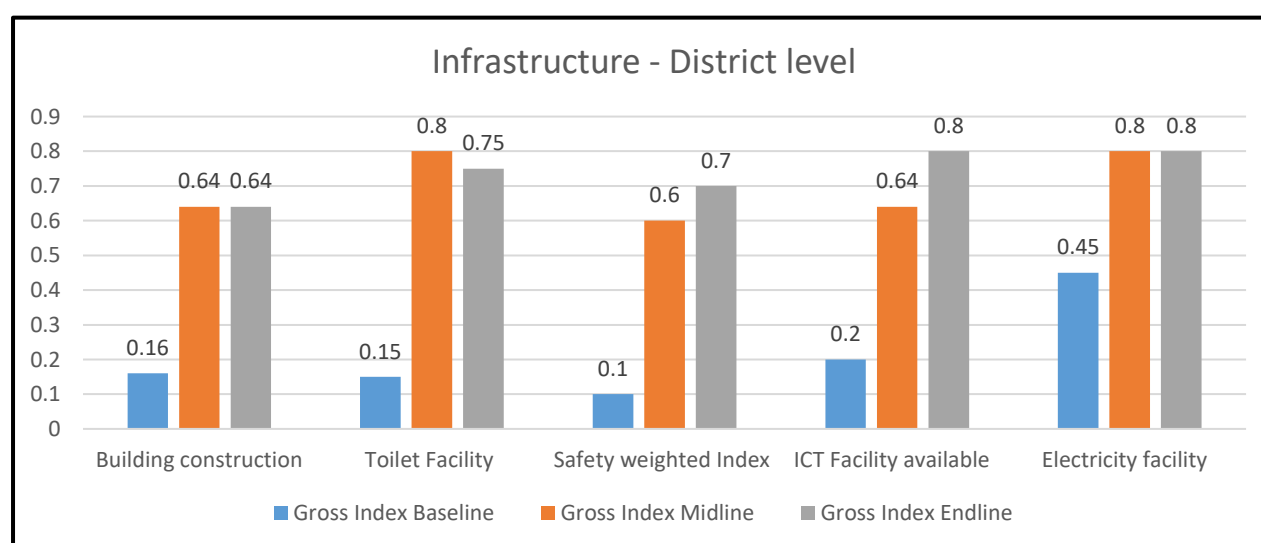
The overall TEIDI performance at District level TEIs is quite encouraging against all dimensions. The relative score indicates that in capacity/effectiveness indicator, there is not much difference from mid-line to end-line. Although the improvement from baseline against all dimension is quite visible from the above graph.

6.8 Comparison against infrastructure indicators- District level

Table 51: Comparison of Infrastructure Development -Over the Project Period of District Level Institution

Particulars	Building construction	Toilet Facility	Safety weighted Index	ICT Facility available	Electricity facility
Gross Index Baseline	0.16	0.15	0.1	0.2	0.45
Gross Index Midline	0.64	0.8	0.6	0.64	0.8
Gross Index Endline	0.64	0.75	0.7	0.8	0.8

Figure 8



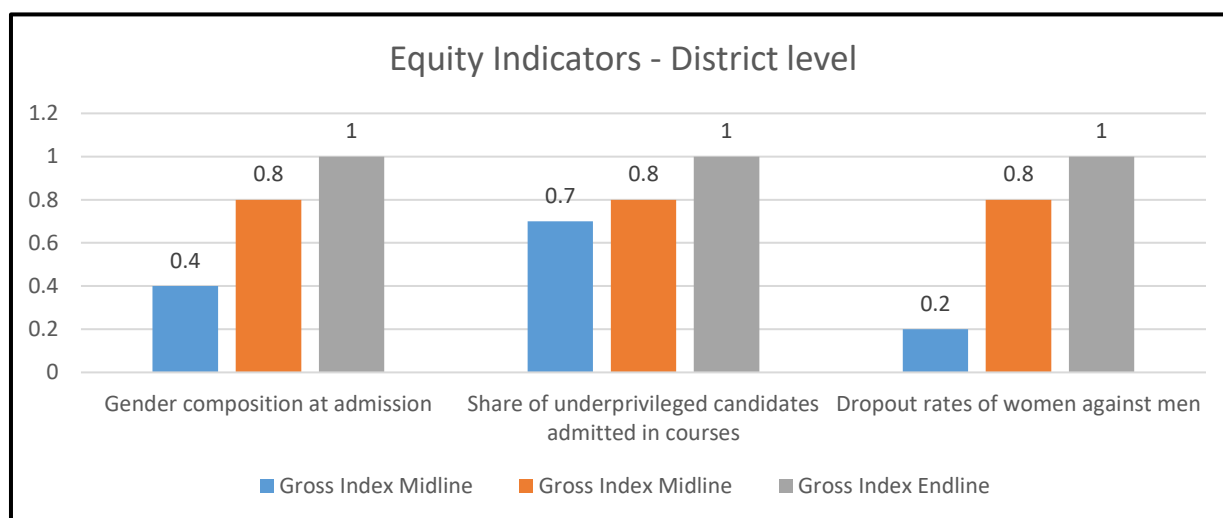
The above graph shows that less improvement is visible from mid-line to end-line but marked improvement is seen from baseline to end-line.

6.9 Comparison against equity indicators- District level

Table 52: Comparison of Weighted Equity Development Index -Over the Project Period of District Level Institution

Particulars	Gender composition at admission	Share of underprivileged candidates admitted in courses	Dropout rates of women against men
Gross Index Midline	0.4	0.7	0.2
Gross Index Midline	0.8	0.8	0.8
Gross Index Endline	1.0	1.0	1.0

Figure 9



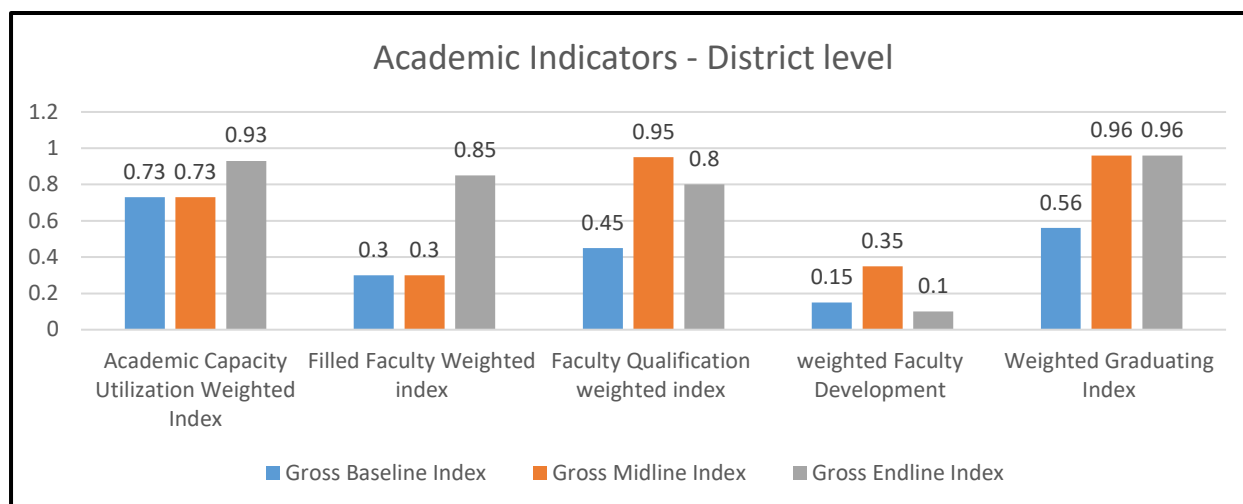
The equity issue has been addressed well at the District level. This has been reflected in the table above where gender composition at admission, share of underprivileged candidates admitted in courses and reducing the drop-out rates have been improved against the timelines. The same is visible in the graph as well.

6.10 Comparison against academic indicators- District level

Table 53: Comparison of Weighted Academic Development Index -Over the Project Period of District Level Institution

Particulars	Academic Capacity Utilization Weighted Index	Filled Faculty Weighted index	Faculty Qualification weighted index	weighted Faculty Development	Weighted Graduating Index
Gross Baseline Index	0.73	0.30	0.45	0.15	0.56
Gross Midline Index	0.73	0.30	0.95	0.35	0.96
Gross Endline Index	0.93	0.85	0.80	0.10	0.96

Figure 10



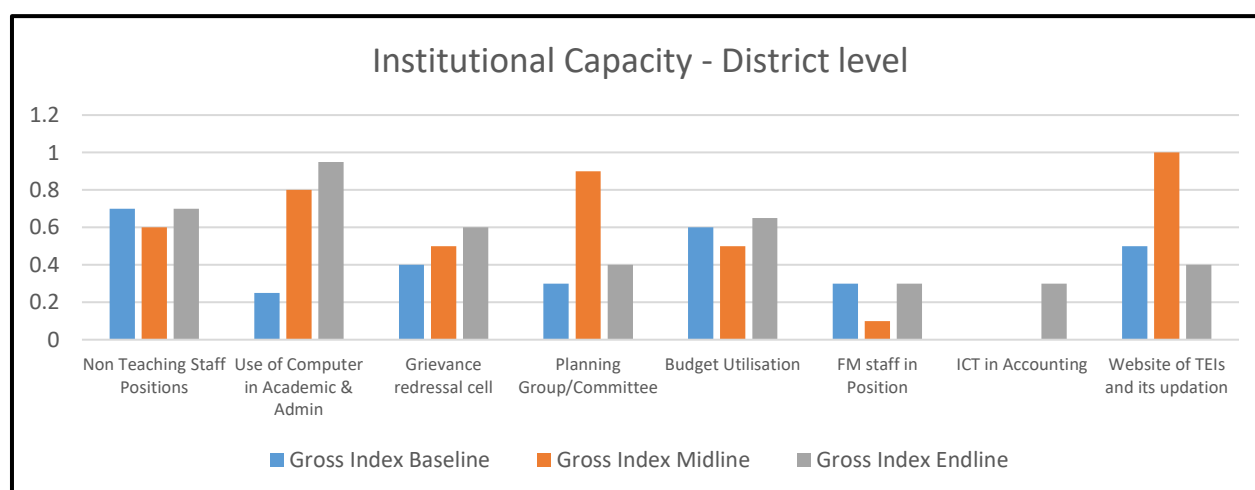
The graph and table above indicate that districts have improved its score in terms of faculty positions and capacity utilization. Although marginal decrease is observed against faculty development and qualification indicators.

6.11 Comparison against institutional effectiveness/governance indicators- District level

Table 54: Comparison of Weighted Governance Development Index -Over the Project Period of District Level Institution

Particulars	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
Gross Index Baseline	0.7	0.25	0.4	0.3	0.6	0.3	0	0.5
Gross Index Midline	0.6	0.8	0.5	0.9	0.5	0.1	0	1
Gross Index Endline	0.7	0.95	0.6	0.4	0.65	0.3	0.3	0.4

Figure 11



The governance sub-indicators where the score has dipped from mid-line are planning group/committee and website development. The grievance redressal cell at District level TEIs will have to address improvement of governance score.

6.12 Block Level TEIDI Comparison – Baseline to End-line

The end-line data from the block level institutions could not be collected due to COVID-19 lockdown and subsequent restricted movement of field staff. So, it was decided that findings of mid-line may be considered in end-line study report.

The midline report was sample based study which covered only 37 institutions at State, division, District, and Block level. The present project end-line report has covered all the institution at State, division and District level but could not cover Block level institutions which were covered under the baseline study. The mid-line analysis of Block level institution might be considered as a part of this report.

Table 55: Comparison of Weighted Development Index -Over the Project Period of Block Level Institution

TEIDI Survey	Overall TEIDI
Baseline Survey	0.37
Midline Survey	0.58
Endline Survey	0.74

Figure -12

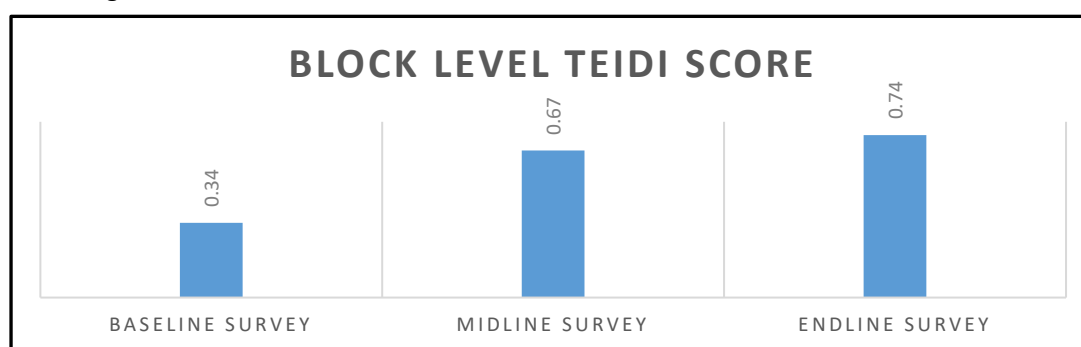


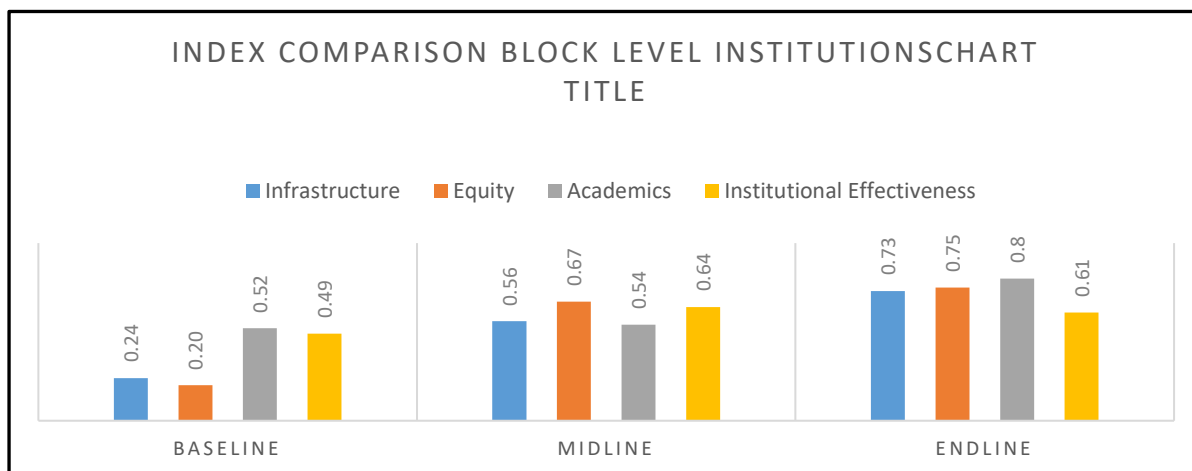
Table and graph above indicates there is consistent improvement of overall score from baseline to endline.

6.13 Comparison against all Dimensions Indicators- Block level

Table 56: Comparison of Weighted Development Index of Dimensions -Over the Project Period of Block Level Institution

Dimensions	Baseline Index of development dimensions	Midline Index of development dimensions	Endline Index of development dimensions
Infrastructure	0.24	0.56	0.73
Equity	0.20	0.67	0.75
Academic	0.52	0.54	0.80
Institutional Capacity	0.49	0.64	0.61

Figure 11



From the above graph, it can be seen that other than academics where there is just a marginal increase, in all other three performance dimensions, the improvement is visible.

In End-line the same protocols are followed which were used to calculate baseline.

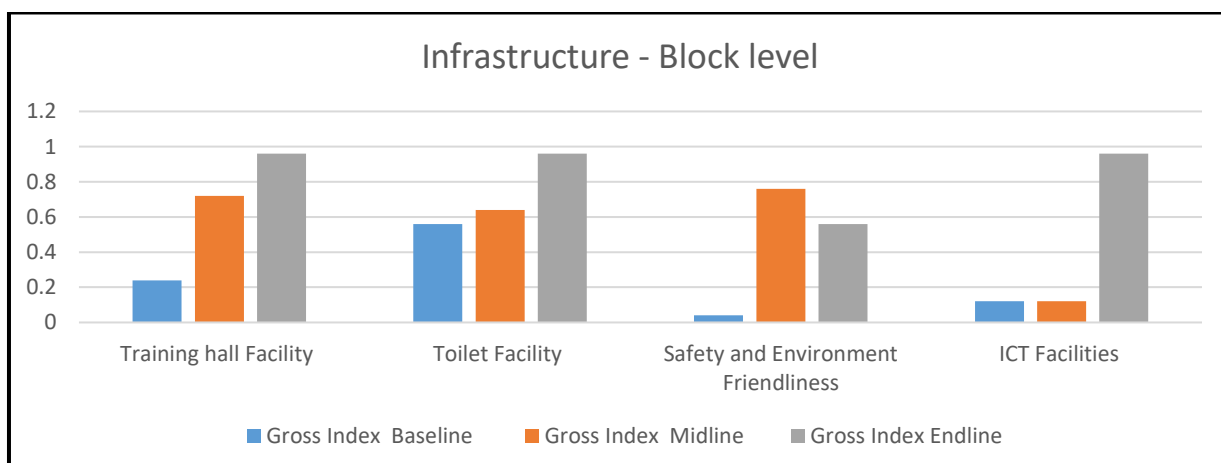
6.14 Comparison against Infrastructural Indicators- Block level

There are only four indicators to measure infrastructure index. These indicators are given in the table below. All the four indicators have been assigned equal weightage (25%). The basis of calculation for the indicators are given in the annexure.

Table 57: Comparison of Weighted Infrastructure Development Index -Over the Project Period of Block Level Institution

Indicator	Training hall Facility	Toilet Facility	Safety and Environment Friendliness	ICT Facilities
Gross Index Baseline	0.24	0.56	0.04	0.12
Gross Index Midline	0.72	0.64	0.76	0.12
Gross Index Endline	0.96	0.96	0.56	0.96

Figure 12



The Block level infrastructure developed under this project is in addition to the existing infrastructure created under district primary education program phase III (DPEP-III) and under Sarva Shiksha Abhiyaan (SSA). Baseline study talks about infrastructure created under the above mentioned two programs.

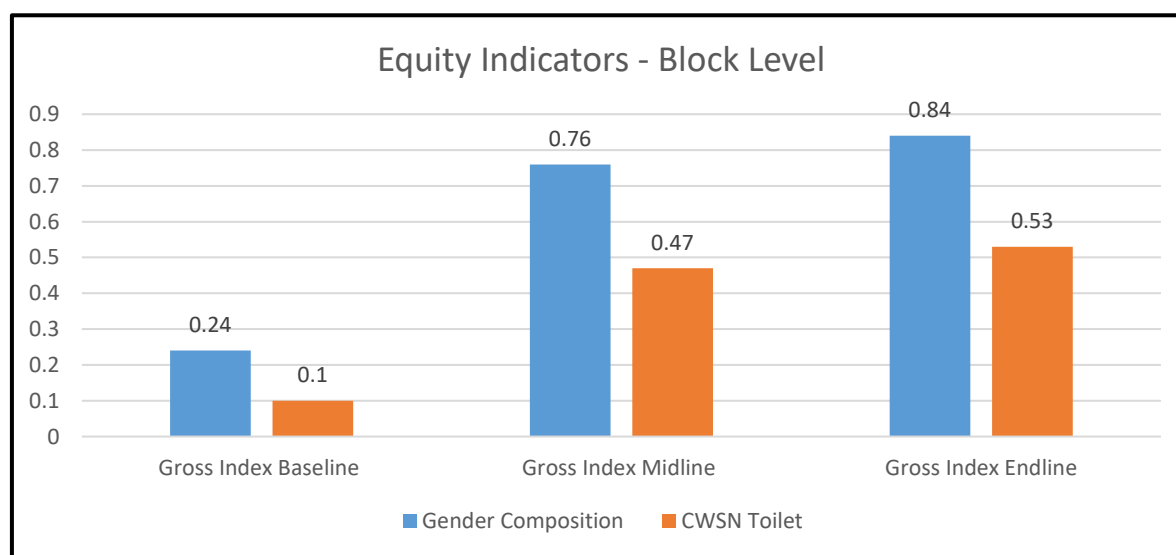
Through the above table, it is evident that the training hall facility, toilet facility and safety parameters are placed at a good level. During the project, BRCs have been equipped with ICT infrastructure. . Major concern is about the environmental friendliness elements like solid waste management and drainage water management. Data indicates that most of the BRCs still lack the facility of non-conventional energy.

6.15 Comparison against equity indicators- Block level

Table 58: Comparison of Weighted Equity Development Index -Over the Project Period of Block Level Institution

Indicator	Gender Composition	CWSN Toilet
Gross Index Baseline	0.24	0.10
Gross Index Midline	0.76	0.47
Gross Index Endline	0.84	0.53

Figure 13



Participation of women in training program and in terms of resource person has increased during the project period. Similarly, data indicates that toilets for physically challenged persons have also increased.

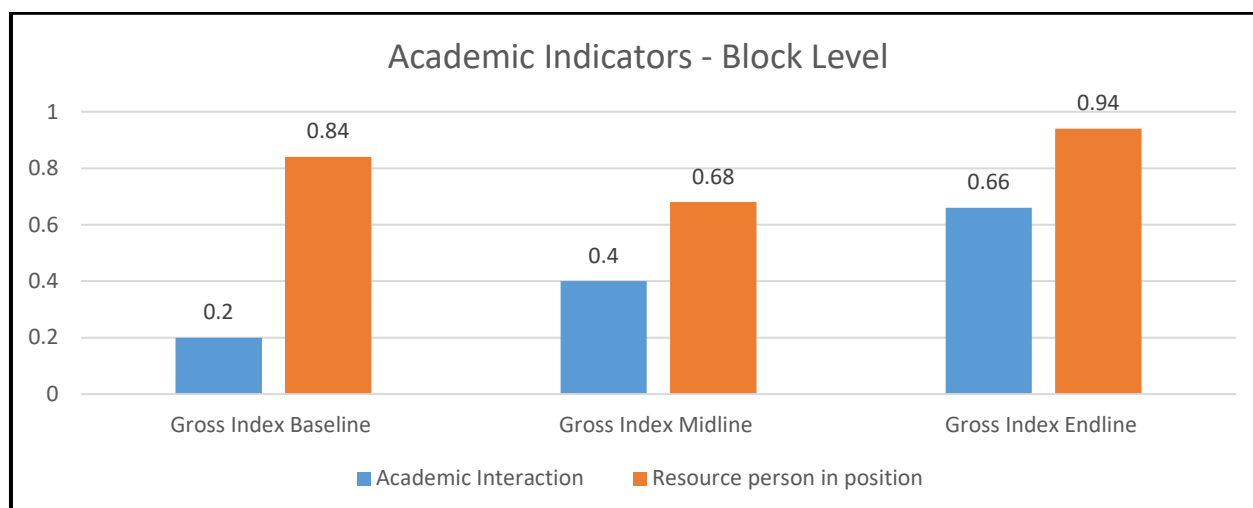
6.16 Comparison against academics indicators - Block level

The academic index is calculated based on two indicators. Both indicators have been assigned equal weightage. These indicators are different from State and District level academic index indicators.

Table 59: Comparison of Weighted Academic Development Index -Over the Project Period of Block Level Institution

Indicator	Academic Interaction	Resource person in position
Gross Index Baseline	0.2	0.84
Gross Index Midline	0.4	0.68
Gross Index Endline	0.66	0.94

Figure 14



Data indicates that almost all BRCs have appointed Block resource persons to provide academic and training support in block.

The academic interaction ratio is calculated as an average of face to face, offline and online interaction happening in the BRC. Involvement of teachers in NISHTHA training program is praiseworthy which is reflected in the data.

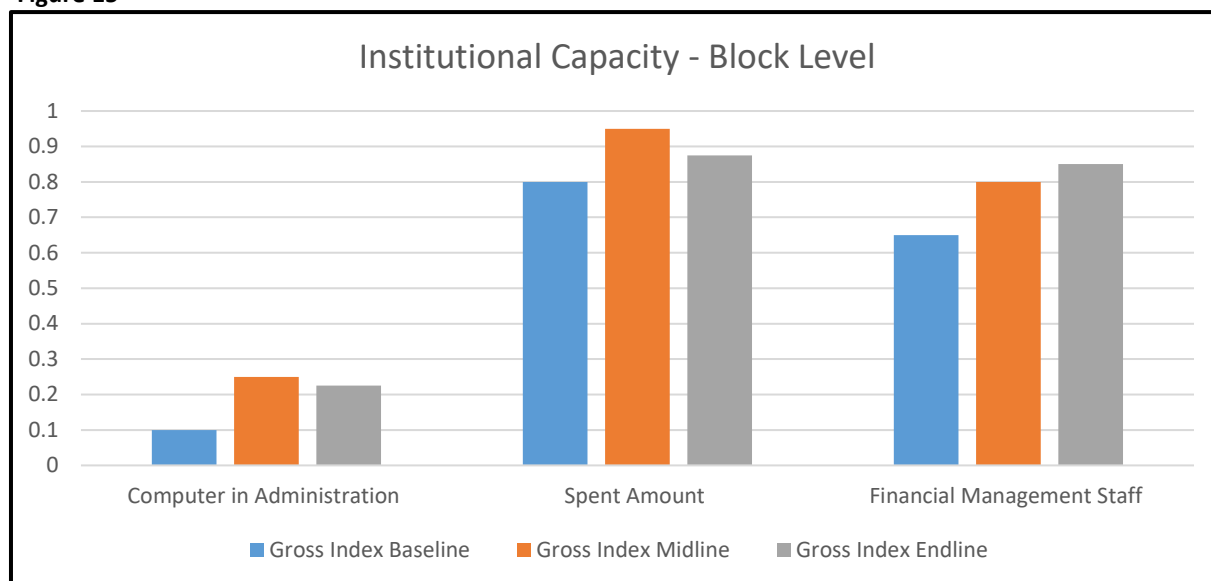
6.17 Comparison against institutional effectiveness - Block level

This index has three indicators targeted towards use of computer for admin and finance purposes. These indicators are use of computer in administration, utilization of allocated budget and availability of financial management staff. Weightage of availability of financial staff is 20% and for the other two indicators, it is 40 % each.

Table 60: Comparison of Weighted Governance Development Index -Over the Project Period of Block Level Institution

Indicator	Computer in Administration	Spent Amount	Financial Management Staff
Gross Index Baseline	0.1	0.8	0.65
Gross Index Midline	0.25	0.95	0.8
Gross Index Endline	0.23	0.86	0.85

Figure 15



The Block level institutions are weak in using computer in administration. It has the following three components:

- Use of computer in maintenance of attendance record on computer;
- Computerization of accounts and;
- Use of mail to communicate

Use of computer in administration is the weakest among the three indicators.

Data indicates, use of computer still requires attention and persons appointed require training and incentives for its use in administration.

7 TEIs Progress from Baseline to Endline

The project effectiveness of interventions has been measured through TEIDI indicators and is reflected in analysis done against all three timelines of baseline, midline and endline, respectively. The qualitative analysis of each timeline and comparative analysis have been made in previous chapters. In this chapter, effort will be made to observe the progress made in TEIs at District and Block levels. It is to be noted that at the State level only SCERT has been taken into comparison so qualitative analysis shown in Chapter 7 suffices the findings. In Chapter 8, findings from data will be presented on the progress observed for District level TEIS and Block level learning centers, popularly known as BRC (Block Resource Centre). To observe the pattern of growth against baseline, change is calculated against the same TEIs that have been categorized into five score range to generalize the growth pattern.

Methodology for comparing the improvement in number of TEIs from baseline to end-line, is done by looking at the range of improvement each TEI has progressed through. Comparison is made by looking at the difference in gross scores mentioned in decimals (0.7 score is equals to 70 percent and 0.5 is 50 percent and so on). To make the generalization in improvement observed in TEIs from baseline to endline, difference in gross index scores have been categorized into five ranges; (i) difference in score is equal to zero or less than zero (≤ 0), (ii) difference in score is more than zero and equal to or less than 0.1 (0-0.1), (iii) difference in score is more than 0.1 and equal to or less than 0.5 (0.1-0.5), difference in score is more than 0.5 and equal to or less than 0.7 (0.5-0.7) and difference in score is more than 0.7 (>0.7).

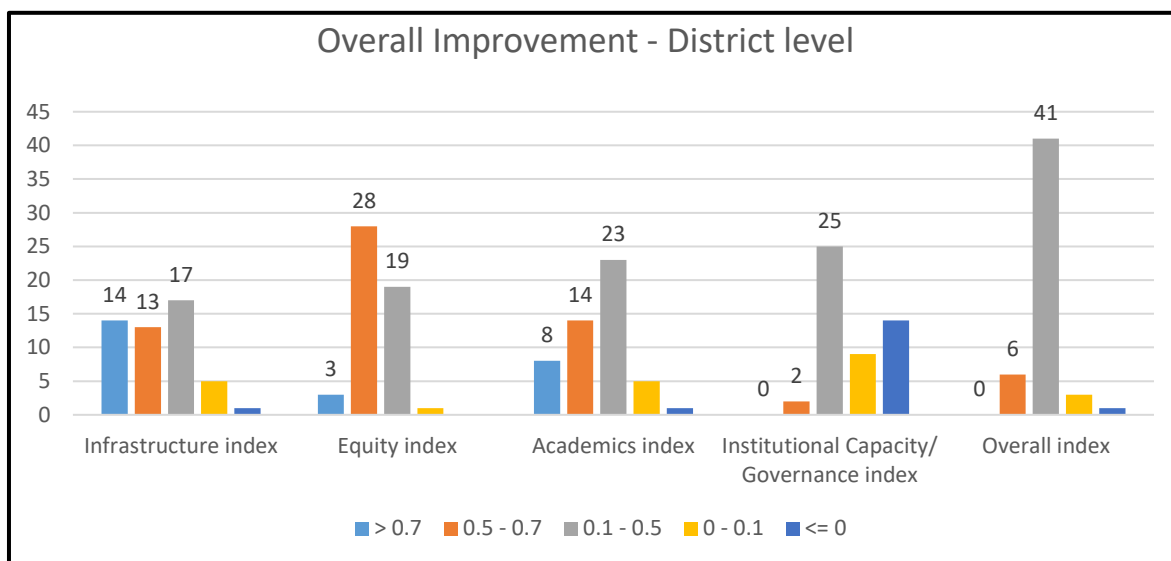
7.1 Progress against overall Performance Dimension

Table below shows the overall progress made by District level TEIs against the baseline. Difference in gross scores from endline to baseline has been observed and overall index has been calculated.

Table 61: Number of District level TEIs showing improvement through range of difference from Baseline to Endline in overall performance indicators

Range of difference in gross basis point	Infrastructure index	Equity index	Academics index	Institutional Capacity/ Governance index	Overall index
> 0.7	14	3	8	0	0
0.5 - 0.7	13	28	14	2	6
0.1 - 0.5	17	19	23	25	41
0 - 0.1	5	1	5	9	3
≤ 0	1	0	1	14	1

Figure 16



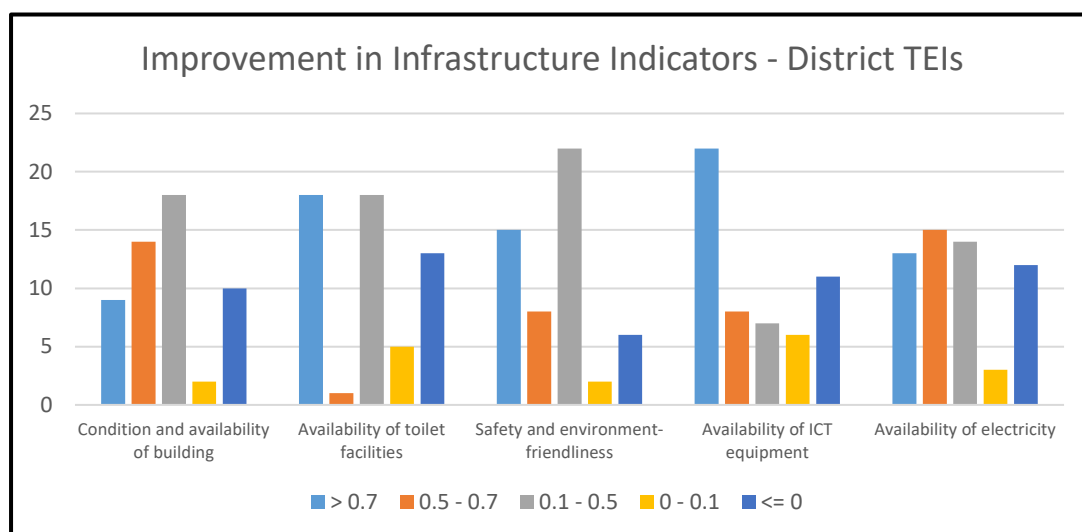
The endline survey data indicates that about 98 percent district level TEIs have shown overall improvement against performance dimensions of infrastructure, equity, academics, and institutional capacity/governance. The maximum progress is observed against the infrastructure indicators where about 28 percent institutions have shown more than 70 percent improvement in gross score. Data also indicates that in terms of equity and academics about 80 percent institutions have progressed in the range of 10 percent to 70 percent, which is quite remarkable. The table above shows that less progress is observed in institutional capacity and governance where about 28 percent TEIs have shown no improvement against the baseline.

7.2 Progress against infrastructural indicators – District TEIs

Table 62: Number of TEIs showing improvement through range of difference in Infrastructure indicators -

Range of difference in basis point	Condition and availability of building	Availability of toilet facilities	Safety and environment-friendliness	Availability of ICT equipment	Availability of electricity
> 0.7	9	18	15	22	13
0.5 - 0.7	14	1	8	8	15
0.1 - 0.5	18	18	22	7	14
0 - 0.1	2	5	2	6	3
<= 0	10	13	6	11	12

Figure 17



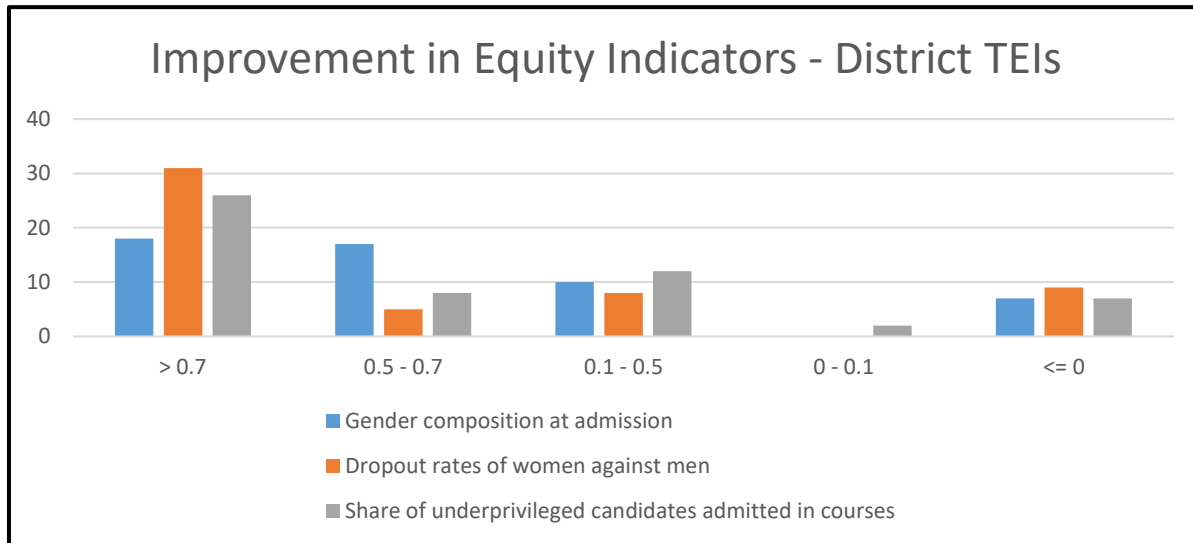
Above figure indicates that considerable progress has been observed in infrastructure facilities against baseline. 80 percent institutions have shown more than 10 percent improvement in condition and availability of buildings, in which about 18 percent TEIs have observed more than 70 percent improvement whereas 70 percent institutions have shown improvement between 10 percent and 70 percent. In terms of availability of toilet facilities, 70 percent TEIs have shown improvement from the baseline where more than 35 percent have shown improvement of more than 70 percent. Safety environment have shown improvement in about 85 percent of the institutions with about 28 percent observed more than 70 percent improvement. Some improvement is also seen in terms of availability of ICT Equipment in TEIs. More than 75 percent institutions have shown progress from the baseline, out of which 40 percent institutions have shown improvement by more than 70 percent. Availability of electricity in Institutions have improved in more than 75 percent institutions. The table above indicates that there are institutions which have not shown improvement against baseline.

7.3 Progress against equity – District TEIs

Table 63: Number of TEIs showing improvement through range of difference in Equity indicators :

Range of difference in basis point	Gender composition at admission	Dropout rates of women against men	Share of underprivileged candidates admitted in courses
> 0.7	18	31	26
0.5 - 0.7	17	5	8
0.1 - 0.5	10	8	12
0 - 0.1	0	0	2
<= 0	7	9	7

Figure 18



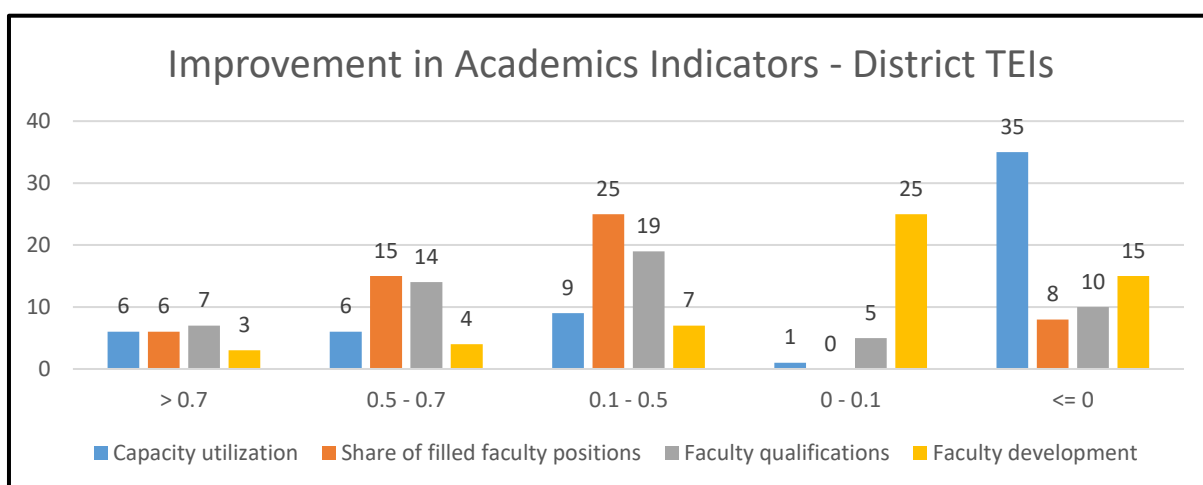
The table above indicates that District TEIs have performed well in terms of all equity indicators. In terms of gender composition at admission, drop-out rates of women against men and share of under privileged candidates in admission, more than 80 percent institutions have shown progress.

7.4 Progress against academic indicators – District TEIs

Table 64: Number of TEIs showing improvement through range of difference in Academic sub - indicators -

Range of difference in basis point	Capacity utilization	Share of filled faculty positions	Faculty qualifications	Faculty development
> 0.7	6	6	7	3
0.5 - 0.7	6	15	14	4
0.1 - 0.5	9	25	19	7
0 - 0.1	1	0	5	25
<= 0	35	8	10	15

Figure 19



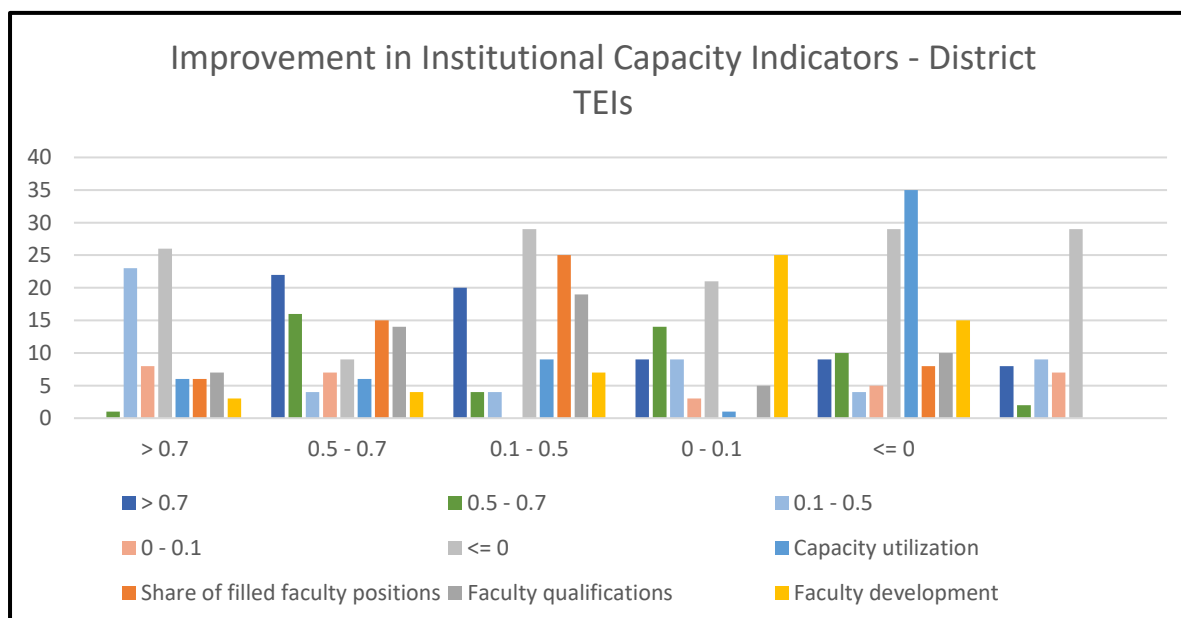
In terms of academics progress, data indicates that the significant improvement against all academic indicators have not been observed since baseline survey. Less than half of the institutions have shown improvement on capacity utilization indicator. 60 percent institutions have not shown any improvement. As faculty positions in recent years have increased, the same is reflected in the survey data. More than 80 percent institutions have shown remarkable progress on share of filled faculty positions indicator. Similarly, faculty qualifications have increased by more than 75 percent. The area of faculty development still requires improvement where more than 70 percent institutions show less than 10 percent improvement since baseline.

7.5 Progress against institutional capacity indicators – District TEIs

Table 65: Number of TEIs showing improvement through range of difference in Institutional Capacity /Effectiveness sub - indicators -

Range of difference in basis point	Share of filled non-teaching staff positions	Use of computers in academic & administration	Grievance redressal mechanisms	Existence of Academic Planning and Review Group or Committee	Budget utilization	Availability of financial management staff
> 0.7	0	22	20	9	9	8
0.5 - 0.7	1	16	4	14	10	2
0.1 - 0.5	23	4	4	9	4	9
0 - 0.1	8	7	0	3	5	7
<= 0	26	9	29	21	29	29

Figure 20



The above table indicates that among all the performance dimensions, institutional capacities/ governance has improved least against all its indicators. The sharing of filling non-teaching staff position

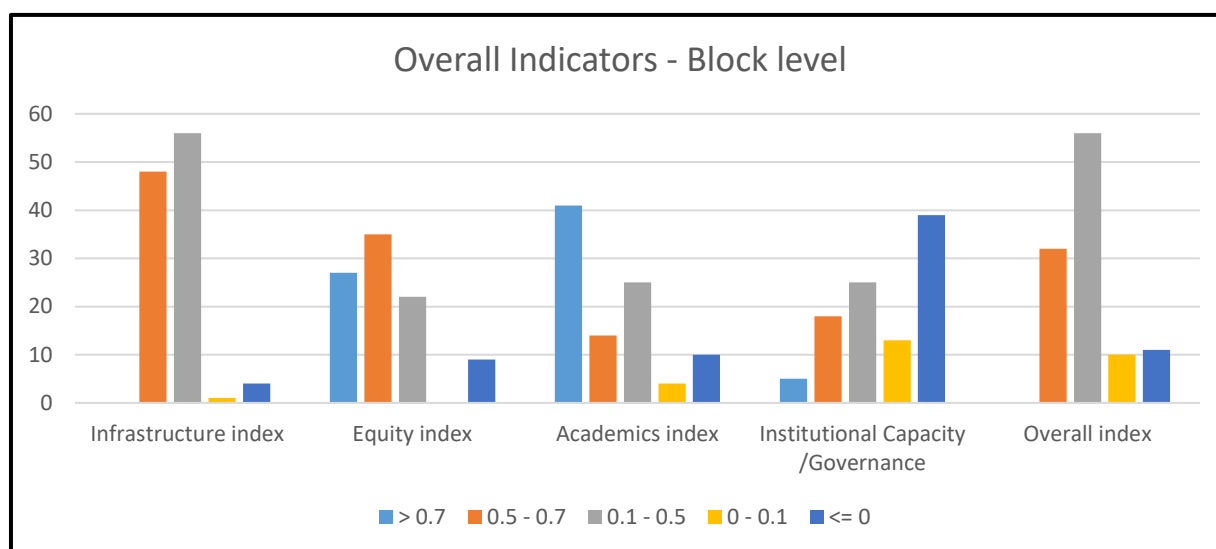
has not improved since baseline survey. More than 50 percent institutions have shown no improvement from the baseline. In terms of using computers in academics and administration, situation has improved because of establishment of IT facilities in the TEIs. This has been reflected in the survey data which shows more than 40 percent institutions have shown improvement by more than 70 percent. Grievance redressal mechanism indicator observes that more than 50 percent institutions have not improved since baseline. Budget utilisation and availability of financial management staff in TEIs have shown dismal performance. On both the indicators, only 50 percent institutions have shown improvement.

8 Progress against overall Dimensions – Block TEIs

Table 66: Number of Block level TEIs showing improvement through range of difference from baseline to endline in overall performance indicators -

Range of difference in basis point	Infrastructure index	Equity index	Academics index	Institutional Capacity /Governance	Overall index
> 0.7	0	27	41	5	0
0.5 - 0.7	48	35	14	18	32
0.1 - 0.5	56	22	25	25	56
0 - 0.1	1	0	4	13	10
<= 0	4	9	10	39	11

Figure 21



Comparing the endline survey data with the baseline data for Block level institutions provide a good understanding of the improvement made in these institutions against all performance dimensions of TEIDI. The overall index indicates that more than 50 percent institutions have shown improvement ranging from 10 percent to 50 percent whereas about 30 percent indicates the progress between 50 percent to 70 percent. Although there were 10 percent institutions which showed no improvement against the baseline data. In terms of infrastructure index, more than 90 percent institutions have shown improvement between 10 to 70 percent. Equity Index also provides improvement from the baseline survey data. About 25 percent institutions have shown improvement by more than 70 percent whereas 55 percent institutions have shown improvement between 10 to 70 percent against the baseline. The Table also indicates that about 10 percent institutions have not shown improvement.

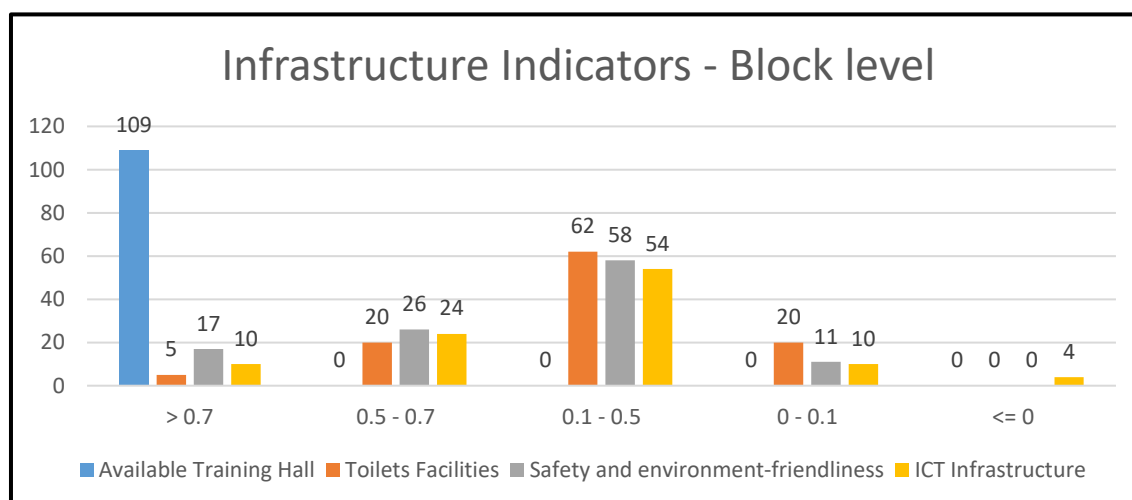
Academics index show distinct improvement. About 40 percent institutions have shown improvement by more than 70 percent whereas 25 percent TEIs have shown improvement between 10 percent to 50 percent and 25 percent. TEIs have observed improvement between 50 percent to 70 percent against the baseline survey data. Akin to district level, at Block level also institutional capacity and governance issue remains the concern. About 38 percent TEIs have shown no improvement from the baseline whereas about 60 percent shows improvement from 1 percent to more than 70 percent.

8.1 Progress against infrastructure indicators – Block TEIs

Table 67: Number of TEIs showing improvement through range of difference in Infrastructure indicators -

Range of difference in basis point	Available Training Hall	Toilets Facilities	Safety and environment-friendliness	ICT Infrastructure
> 0.7	109	5	17	10
0.5 - 0.7	0	20	26	24
0.1 - 0.5	0	62	58	54
0 - 0.1	0	20	11	10
<= 0	0	0	0	4

Figure 22



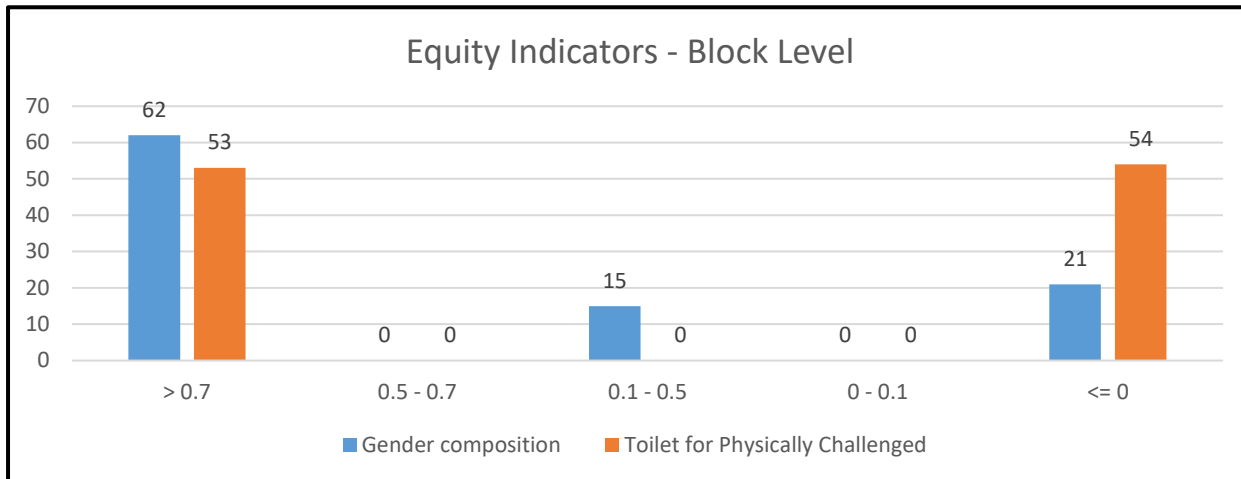
In terms of infrastructure facility, in Block level data, reveal that training halls are available in all blocks and blocks have been taken into consideration for existing training infrastructure. Toilet facilities have also shown remarkable improvement against the baseline survey results. All TEIs have observed improvement as visible from the table above. Safety and environment friendliness and ICT infrastructure have also indicated remarkable progress.

8.2 Progress against equity indicators – Block TEIs

Table 68: Number of TEIs showing improvement through range of difference in Equity indicators -

Range of difference in basis point	Gender composition	Toilet for Physically Challenged
> 0.7	62	53
0.5 - 0.7	0	0
0.1 - 0.5	15	0
0 - 0.1	0	0
<= 0	21	54

Figure 23



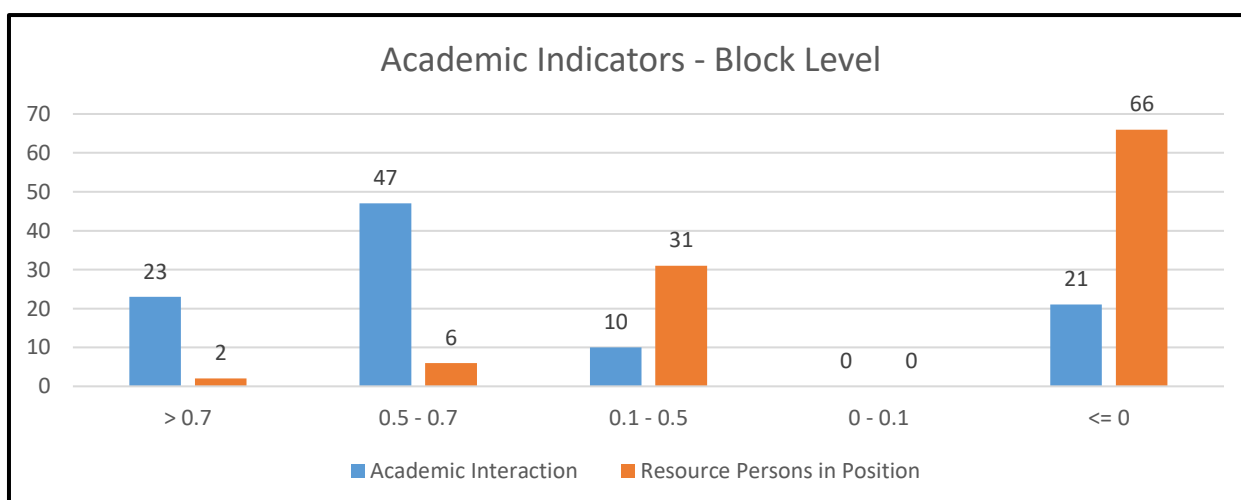
The equity performance indicator ascertains more than 70 percent TEIs have shown improvement in gender composition in admission. The major concern was observed in availability of toilets for physically challenged persons. More than 50 percent institutions lack toilets.

8.3 Progress against academic indicators – Block TEIs

Table 69: Number of TEIs showing improvement through range of difference in Academic indicators -

Range of difference in basis point	Academic Interaction	Resource Persons in Position
> 0.7	23	2
0.5 - 0.7	47	6
0.1 - 0.5	10	31
0 - 0.1	0	0
<= 0	21	66

Figure 24



Academic performance indicators at Block level TEIs have shown remarkable improvement in academic interaction. About 80 percent TEIs have shown improvement from baseline, in which about 20 percent TEIs have obtained progress of more than 70 percent from the baseline. In terms of positioning of

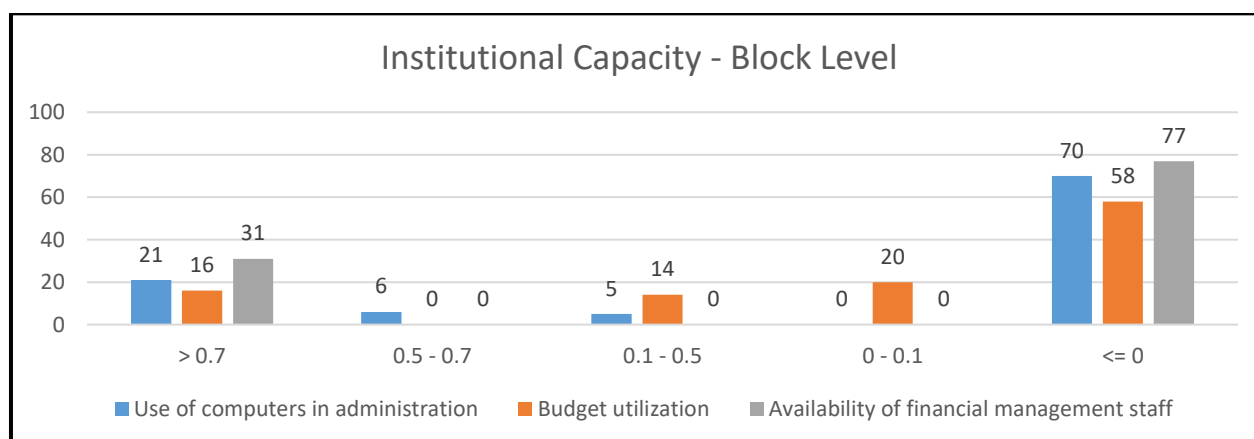
resource persons in block level, 35 percent of TEIs have shown improvement against the baseline. Further probe indicated, in most of the Block level institutions, resource persons were in place.

8.4 Progress against institutional capacity indicators – Block TEIs

Table 70: Number of TEIs showing improvement through range of difference in Institutional Capacity /Effectiveness - indicators -

Range of difference in basis point	Use of computers in administration	Budget utilization	Availability of financial management staff
> 0.7	21	16	31
0.5 - 0.7	6	0	0
0.1 - 0.5	5	14	0
0 - 0.1	0	20	0
<= 0	70	58	77

Figure 25



Among the institutional capacity /effectiveness, about 30 percent TEIs have shown improvement in using computers in administration, while 40 percent of TEIs have shown improved budgetary utilisation. In terms of availability of financial management staff, about 30 percent have indicated about having trained persons in position.

9 Way Forward

Based on the discussion in previous pages, some suggestions have been listed below:-

9.1 Suggestions: State level TEI

I. Infrastructure

- Although wi-fi internet facility has been installed in two building, hostel, conference rooms require Wi-fi for trainees and resource persons
- Use of multi-media in training
- Installation of alternative energy plant
- ICT Equipment such as projectors, smart board should be procured as early as possible

II. Equity

- More toilet for females and atleast one toilet with retrofitting for differently abled ('divyang') people need to be constructed
- The toilets in general, should be designed and designated as female toilets

III. Academic

- Appointment of faculty members against the vacant positions is necessary to improve overall efficiency of institutions. As persons are not appointed against the vacant positions, research associates are not in place. There are untrained persons who have been given additional responsibilities of research. As a result, the environment for research could not be developed. The purposeful research including action research need to be promoted. The findings should be used to improve learning of students
- The faculty also needs to be motivated to write and publish papers
- Research work, action research paper presentation, attending online courses, need to be attached with annual increment and overall promotion of the faculty
- After appointment of faculty, long term face to face, online, offline and distance mode course with contact programs may also be conducted at State level
- ICT lab would improve outlook of the institution and it would benefit the trainees and the faculty

IV. Effectiveness

- By the court order, the positions of SITE are merged with SCERT, in this process the SCERT scored very high on being companionate but lost efficiency. On the other hand, the SIET professionals are under-utilized. In the present era when ICT is gaining ground, these professionals may be trained on IT skills and they may be better utilized in content development.
- Installation of accounting software, training of accountancy software need to be introduced and the account staff need to be trained at state level to improve financial efficiency of the institution

9.2 Suggestions: District level TEI

Monthly report of the year, October 2020, regarding construction of DIET/PTEC/CTE/BITE buildings show that at thirteen places, work is still in progress. Construction of CTE buildings at Suhath, Saharsa have not yet started. During the visit, it was found that at places where buildings are completed, students are not residing in hostels. Similarly, the faculty members and principal quarters have remained vacant. Due to non-utilisation of the buildings, maintenance of buildings are in poor shape.



Similarly, it was observed that computer labs and libraries are also not optimally utilized. The campus needs to be wi-fi enabled to make ICT more fruitful for students and teacher educators.

9.3 Few other suggestions based on observations are as follows:

I. Infrastructure

- ICT lab at block level TEI

II. Equity

- More toilet for female and at least one toilet with retrofitting for differently abled ('divyang') people need to be developed
- Half of the toilets need to be refurbished as female toilets

III. Academic

- The district level institutions need to be engaged more in research activities and based on findings the materials may also be developed accordingly
- Full time faculty members must be engaged as early as possible
- These positions should be filled as per set norms and standards
- Regular faculty development programmes shall run to improve their usefulness and effectiveness in the system

IV. Effectiveness

- The district level institutions are presently not using ICT in accounting
- Full time financial management staff must be appointed
- Budget allocation expenditure need to be monitored on regular basis to improve budget utilization



- Installation of accounting software ,training of accountancy software, need to be introduced and the account staff need to be trained at state level to improve financial efficiency of the institution

9.4 Suggestions: Block Level TEI

BSEIDC's monthly report of the year October 2020, indicates that out of 185 building, where construction was planned under the project, construction of 12 buildings did not start and 13 buildings were still in the process of being constructed.

During interaction, it was found that at many places, even though construction was completed, the buildings were not handed over to concerned Block education officer.

It was found that at some places, buildings were constructed away from the present location of block resource centre and this made it difficult for block authorities to utilize the buildings for training purposes.

At some places, construction of building required maintenance. Block authorities have narrated that clear guidelines are required on this matter .



Teachers Learning Centre, Majghaulia

I. Infrastructure

- The old BRC infrastructure should be used in coordinated manner to get maximum benefit out of available resources.

II. Equity

- More girls shall participate in training programs.

III. Academic

- BRC Resource Person need to be appointed
- Provisioning of offline and online interaction facilities need to be installed and used



Teachers Learning Centre, Baria

IV. Effectiveness

- The block level institutions are weak in using computer in administration. It has following three components.
 - Use of computer in maintenance of attendance record on computer
 - Computerization of accounts, and
 - Use of mail to communicate
- Installation of accounting software, training of accountancy software to improve financial efficiency of the institution to develop BRC as an institution for



Teachers Learning Centre, Narkatiaganj

teacher education, proper resource planning and procurement of human and material resources is required.

10 Project feasibility and further opportunity of change

The significant improvement over baseline clearly indicates success of the project.

Academics index at all three levels has improved significantly over baseline. There is a need to put resources for longer period in faculty development, research and IT skills of the professionals and engaging them to improve soft skills in the institutions, particularly in IT.

To improve capacity / effectiveness at all levels, there is a need to focus more on installation of software-based accounting system and train staff as well.

A development index report generation software may be developed and institutionalized to get bi-annual report on TEIDI. The process may involve third party for a seamless execution of the process.

Annexure – 1 Weightage and Indexing

The index provides information on the strength and effectiveness of the organization and leadership of the institution. The index measures 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 is also assigned to these indicators and sub-indicators. Following table below 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 71: Indicators and Weightage SCERT

Principal Dimension	Indicators	Indicator Weight	Dimension Weight
Infrastructure	Condition of building	25%	35%
	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%	
Equity	Toilet for Females	60%	15%
	Toilets for Physically Handicapped	40%	
Academic	Training/Material development	15%	35%
	Research Activities	25%	
	Share of filled-in faculty positions	20%	
	Faculty qualifications	20%	
	Faculty development	20%	
Institutional Capacity / Effectiveness	Use of computers in academic & administration	20%	15%
	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%	

INDEX GENERATION FRAMEWORK FOR SCERT

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 generated 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.

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

4.5 ICT 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).

4.6 Website: 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).

Table 72: Indicator and Weightage DIET / PTEC / BIET

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

INDEX GENERATION FRAMEWORK (District Level Teacher Education Institutions)

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 Grievance Redressal:** 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).

Table 73: Indicator and Weightage BRC

Principal Dimension	Sl. No.	Indicators	Indicator Weight	Dimension Weight
Infrastructure	1.1	Available Training Hall	25%	35%
	1.2	Toilets Facilities	25%	
	1.3	Safety and environment-friendliness	25%	
	1.4	ICT Infrastructure	25%	
Equity	2.1	Gender composition	70%	15%
	2.2	Toilet for Physically Challenged	30%	
Academic	3.1	Academic Interaction	50%	35%
	3.2	Resource Persons in Position	50%	
Institutional Capacity /Effectiveness	4.1	Use of computers in administration	40%	15%
	4.2	Budget utilization	40%	
	4.3	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 equity and institutional capacity / effectiveness components. These major areas of improvement are in-term 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)

INDEX GENERATION FOR Block Level Teacher Education Institutions

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.

11 Annexure – 2 Questionnaire for SCERT

(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.
1.	Academic								
	(i) Director								
	(ii) Jt. Director (Acad)								
	(iii) Head of Deptt.								
	(iv) Reader								
	(v) Lecturer								
	(vi) Research Officer								
2.	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) | <input type="text"/> |
| (v) | Drinking water Units | <input type="text"/> |
| | Filtered or RO treated (1) ; Unfiltered (2) | <input type="text"/> |
| (vi) | Water Supply | <input type="text"/> |

(c) ICT Facilities

- | | | |
|-------|---|----------------------|
| (i) | No. of computers for training purpose | <input type="text"/> |
| (ii) | Internet facilities | <input type="text"/> |
| (iii) | Wi-fi facilities | <input type="text"/> |
| (iv) | Use of multi-media (subject wise) for teachers training purpose | <input type="text"/> |
| (v) | Virtual classes facilities (if yes) | <input type="text"/> |
| (vi) | Whether virtual classes being conducted? | <input type="text"/> |

(d) Social Effectiveness Facilities

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

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) | <input type="text"/> |
| (b) | When was the last revision? Year : | <input type="text"/> |
| (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				

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 equipment 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		
Total		

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		
	Total (b) to d)		

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 Yearly

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. Data base

- (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. Governing Body

- (a) Number of members in governing Body of SCERT
- (b) How often did it meet in 2013-14
- (c) Does SCERT have an Advisory body?
- (d) How often did it meet in 2013-14?

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

- (a) Number of Institutions
- (b) Project Completed
- (c) Name of the Project and the Institution

Name of Project	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.

(i)	Textbook Bureau	
(ii)	Board of School education	
(iii)	University of Patna	
(iv)	SSA	
(v)	RMSA	
(vi)	Any other please specify	

Signature of the Director

12 Annexure – 3 Questionnaire for DIET /PTEC/BITEs

For DIETs/PTECs/BITEs

Name & 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 rooms)			15	Cafeteria		
				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. 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) 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

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.N.	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				
	Total				

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

(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 st year		2 nd year		Total pass out students	
	Total	Female	Total	Female	Total	Female
1 st Batch						
2 nd 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 1st div.

c. No. of students passed in 2nd div.

d. No. of students passed in 3rd 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. No.	Title for training programme	No. of participant	Date		Course (main covered)	content topics	Affiliation of 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. n.	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)

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? Put tick mark

(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 (b) Quarterly (c) Annually

(4)Mention what does the report cover normally?

Finance related

Administration related

Academic related

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.

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
Capital (non-recurring)				
Construction work				
Furniture, Equipment				

Recurrent				
Teaching staff salaries				
Non- teaching staff salaries				
Scholar Fund				
Other items				
Total				

37. Financial Management

a) No. of dedicated Staff

Sanctioned,

Vacant posts

b) Agencies performing Audit

c) Year of Audit_____

d) Compliance and Status of Audit Report_____

e) Maintenance of Book of Accounts,

f) Software used for accounting

(Manual_____, Offline_____, Online_____)

g) Existing Auditing System_____

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

Annexure – 4 Questionnaire for BRC

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 & 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

1. **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

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				
	Total				

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 standalone 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

13 Annexure -5 Field visit Instructions

District level TEI format (collected from CTE, DIET, PTEC and BIET)

The format received from the TEI has been given to each surveyor. For verification of this format following are the mandatory fields

Basics

- If the format is blank, please cross check it with institution head
- **Data should be filled as per instruction given in the format (check for code, percent etc.)**

Ensure following basic information is filled properly on the first page

1. Principal's Name
2. Phone number
3. Email ID of the Institution not of a person
4. Website (if any)

Other information

Serial number in Data collection format	Heading	Items to be checked
1	Building and other facility table	Check for sq. ft. and sq. m. (1 sq ft = 0.093 Sq m and 1 Acre = 4048 sq m) Condition of building should be in 1 to 4 code
2	Toilet facility	Check 2a, 2b and 2e are properly filled
5	Safety and environmental friendly provisions	Check 5a, 5b, 5c, 5d, 5e and 5f are properly filled
6	Equipment and Teaching Aids	Ensure Information about laptop and desktop and solar panels are properly filled
7	Availability of electricity	This should be in number of hours
8	Table given in 8 d	Minimum admission data should be there
14	Drop out	14 a and 14 b data should be there
15	Performance	% of boys and girls passed in examination held in last financial year

		(Number of boys passed *100/Total number of boys enrolled in that year and similarly Number of girls passed *100/Total number of girls enrolled in that year)
16	Sanctioned and Vacant posts	Ensure 16 a, 16b and 16c are properly filled
17 (1)	Qualification of faculty	Ensure information on 17(1) a 17(1) b and 17 (1) c are properly filled
18	In service training programme for teacher educators	Ensure information are given properly
19 (a)	In service training for Head teachers and teachers	Ensure information are given properly
19 (b)	Professional Development of Faculty	Ensure information are given properly
24 B	No of research studies completed No of action research supervised	Probe and get it filled
25	Books material etc developed	Probe and get it filled
27	Information about non-teaching staff	Table filled properly
29	29 (1), 29 (2) and 29 (3)	
30	30(1), 30 (2), 30 (3), 30 (4) and 30 (5)	All information correctly filled
32	32 a to 32 d on Annual Plan	Information shall be there
33	33 a	Information shall be there
35	35a to 35 d	
36	Finance	Amount approved and amount spent should be there
37	Financial Management	Information on 37 a and 37b shall be there

Block Level Data Collection Format to be collected from BRC

This format has been filled by concerned BRCC. The surveyor may take help from DIET or any other person. Once filled and submitted this needs to be checked by the surveyor. For verification of BRC format following are the mandatory fields.

Basics

- If the format is blank, please cross check it with institution head
- **Data should be filled as per instruction given in the format (check for code, percent etc.)**

Ensure following basic information is filled properly on the first page

- Principal's Name
- Phone number
- Email ID of the Institution not of a person
- Website (if any)

Other information

Serial number in DCF	Heading	Information on these items are mandatory
1.	Building and other facilities	Whole table with condition codes need to be there
2	Toilet facilities	Ensure information are properly given for item no. 2a and 2 b and 2d
3	Safety, and environmental friendly provisions	Ensure information are properly given for item no.. 3(a) to 3(f)
4	Equipment and Teaching aids available and used	Information about desktop and laptop should be mentioned
5	For the Certification or CPD course provide the following information about students	Ensure information are properly given for item no.5c
9	What mode/s are being used for classroom interaction in certification programme	Ensure information are properly given for item no. a b and c
14	Coordinator and Resource Persons (supporting Certification and CPD training)	Ensure information are properly given for item no.14
15	Academic and supporting staffs	Ensure information are properly given for item no. 15 (whole table)
16	Use of computers in administration	Ensure information are properly given for item no.16(1), 16 (2) 17 (1)c
17	Computer use	Ensure information are properly given for item no.17(1)c
19	Expenditure under the project for the financial year	Approved and spent amount should be there
20	Financial Management	Ensure information are properly given for item no.20 a

B. Apart from task related to DCF following also need to be collected from the sites the surveyor would visit.

- Photographs of institution, ICT room and labs (science lab, maths lab, social science lab language lab etc.) library, dormitory classroom and ongoing activities. Photographs of the documents may also be useful.
- Video of processes the surveyor finds useful like classroom activities, library activities, lab activities etc. Discussion with principal, faculty, students.
- Punchlines from the discussions with principal, faculty, students etc.
- Documents: The surveyor may collect documents (original or photocopy) the surveyor finds useful.

14 Annexure – 6 Minutes of the TEIDI planning-cum-orientation meeting

A meeting was held at the ISA conference room on 11.6.2019 at SCERT to prepare for the TEIDI mid-line survey in June 2019.

At the outset Dr. Emteyaz Alam, Nodal Officer, SCERT and Mr. Binay Pattanayak, Team Leader, ISA for the ETEBO project welcomed the participants from SCERT, PMU and ISA and familiarised all with the objectives. Preparations related to the mid-line survey including the field visit, data collection and verification, coverage, sampling size, etc. were discussed.

Objectives of the meeting:

- To make surveyors familiarise with the importance of survey
- To understand the data entry format and other documentation requirements
- To finalize schedule for field visit
- To discuss logistic issues
- Any other administrative issues related to survey

Mr. Neeraj Das Guru, ISA familiarised all the participants with the TEIDI formats and the indicators which were used for the base-line study. Each participant went through the TEIDI tools designed for DIETs, PTECs, and BITEs for greater clarity. The SCERT related TEIDI format was discussed separately with Dr. Emteyaz Alam for the data collection.

In consultation with the participants the survey coverage, sample size, teams for visit, tour schedule and other logistic matters were discussed. The list of teams and their travel schedule is at Annex 2 for reference.

This activity is part of the Annual Work Plan & Budget of SCERT-ISA for 2019-20 and was approved by the Director, SCERT. This is reflected in the Aide Memoire of the World Bank Mission date 26-29 March 2019.

It was planned that SCERT would write letters this week to the concerned DIETs, PTEC, CTE and BITEs about the TEIDI mid-line survey, teams to visit and cooperation needed at their end.

14 Annexure – 7: Letter from Director, SCERT and DRT regarding collection of Data

प्रेषक
निदेशक,
एससीईआरटी, बिहार

सेवा में

सभी सम्बंधित सीटीई, डायट, पीटीईसी, बाईट एवं बीआरसी

विषय: टीईआईडीआई (TEIDI) के मिड-लाइन सर्वे के सम्बन्ध में

महाशया / महाशय

आप अवगत हैं की प्रदेश में वर्ल्ड बैंक के सहयोग से एक शिक्षकों की क्षमता वर्धन के लिए एक कार्यक्रम (Enhancing Teacher Effectiveness in Bihar Operation) चलाया जा रहा है। इसके अंतर्गत राज्य, जिला एवं प्रखंड स्तर पर शिक्षक प्रशिक्षण संस्थानों के उन्नयन के लिए आधारभूत संरचना, समता, अकादमिक, एवं प्रबंधन के क्षेत्र में सहयोग किया जा रहा है।

इसके लिए वर्ष 2015-16 में बेसलाइन सर्वे कर संस्थाओं के इंडेक्स तैयार किये गए थे। आज की तिथि में प्रगति की आकलन के लिए एक बार पुनः सर्वे के माध्यम से संस्थाओं का इंडेक्स तैयार किया जाना है। इस कार्य के लिए राज्य स्तर पर एक टीम का गठन किया गया है।

आपसे आग्रह है की उक्त सर्वे कार्य में सूचि संलग्न टीम का सहयोग करें।

विश्वसनीय
विनोद कुमार सिंह (भा प्र से)
निदेशक एससीईआरटी, बिहार

संलग्नक

1. सर्वे टीम के सदस्यों की सूचि
2. संस्थानों की सूचि

प्रतिलिपी

सभी सम्बंधित संकाय सदस्य, आई एस ए सदस्य एवं पी एम यू सदस्य

हो

विनोद कुमार सिंह (भा प्र से)
निदेशक एससीईआरटी, बिहार
11/6

15 Annexure – 8: Letter from Director, SCERT and DRT regarding collection of Data

पत्रांक-20/वि1-13/2015
बिहार सरकार
शिक्षा विभाग

प्रेषक,
डॉ० विनोदानन्द झा
निदेशक, शोध एवं प्रशिक्षण,
बिहार, पटना।

सेवा में,
सभी जिला शिक्षा सहायक, बिहार।

विषय- अध्यापक शिक्षा संस्थान एवं ब्लॉक लर्निंग सेन्टर के विकास सूचकांक संबंधी स्थिति को साझा करने एवं उस पर कार्रवाई करने के संबंध में।

महोदय,
विश्व बैंक संपोषित परियोजना "Enhancement of Teacher Effectiveness in Bihar Operation" कार्यक्रम के अंतर्गत किये गए विकास कार्य के प्रभाव के आकलन हेतु अध्यापक शिक्षा संस्थानों के विकास के सूचकांक (TEIDI) का Endline सर्वे किया जा रहा है।
आपसे अनुरोध है कि सभी सूची सलग बी०आर०सी० जहाँ विश्व बैंक के द्वारा नये भवन बनाये गए हैं उनके बी०इ०ओ०/बी०आर०पी० के द्वारा उपरोक्त फॉर्मेट भरकर निदेशालय को (directoratraining@gmail.com) एवं SCERT को (directorscert@gmail.com) पर भेजने के लिए निदेशित करें। इसे अत्यावश्यक समझा जाए।

अनुलग्नक:

1. बी०आर०सी० की सूची जहाँ से फॉर्मेट भरा जाना है।
2. TEIDI फॉर्मेट

विश्वासभाजन
ह०/-

(विनोदानन्द झा)

निदेशक, शोध एवं प्रशिक्षण,
बिहार, पटना।

ज्ञापक- 20/वि1-13/2015 88

पटना, दिनांक 03/09/20

प्रतिलिपि- प्रबंध निदेशक, BSEIDC, बिहार पटना को सूचना एवं आवश्यक कार्यार्थ प्रेषित।

निदेशक, शोध एवं प्रशिक्षण,

16 Annexure – 9: Gross Index Score of TEIs – District Level and Block levels

Table No. 76 Phase I district Progress

Sl. No.	TEI	Infra Index Score		difference	Equity Index Score		difference	Quality/Academic Index score		difference	Governance Index Score		difference	Gross Index -4		difference
		Baseline	Endline		Baseline	Endline		Baseline	Endline		Baseline	Endline		Baseline	Endline	
1	PTEC Siwan	0.03	0.86	0.83	0.33	0.90	0.57	0.51	NA	NA	0.32	0.32	0.00	0.28	0.76	0.48
2	DIET Sheohar	0.15	0.96	0.82	0.28	0.90	0.62	0.59	0.73	0.14	0.69	0.90	0.21	0.39	0.86	0.47
3	DIET Sheikhpura	0.14	0.91	0.77	0.22	0.90	0.68	0.23	0.81	0.58	0.42	0.74	0.33	0.21	0.85	0.64
4	DIET Tarar	0.18	0.94	0.76	0.24	0.90	0.66	0.74	0.72	-0.02	0.46	0.85	0.39	0.44	0.84	0.41
5	DIET Thawe	0.12	0.87	0.76	0.62	0.90	0.28	0.74	0.68	-0.06	0.58	0.78	0.20	0.46	0.80	0.33
6	BIET Madhopatti	0.14	0.90	0.76	0.37	0.82	0.45	0.56	0.80	0.24	0.50	0.77	0.28	0.37	0.83	0.47
7	DIET Kishanganj	0.27	1.00	0.73	0.55	0.70	0.15	0.38	0.66	0.28	0.67	0.49	-0.17	0.38	0.76	0.37
8	PTEC Shahpur Patori	0.12	0.82	0.70	0.41	NA	NA	0.80	NA	NA	0.29	0.66	0.37	0.44	0.81	0.37
9	PTEC Sherghati, Gaya	0.16	0.86	0.69	0.46	0.90	0.44	0.51	NA	NA	0.41	0.42	0.01	0.36	0.77	0.41
10	PTEC H Kharagpur	0.06	0.73	0.68	0.02	NA	NA	0.10	NA	NA	0.41	0.25	-0.16	0.10	0.69	0.59
11	DIET Kumarbagh	0.29	0.91	0.62	0.31	0.90	0.59	0.37	0.65	0.28	0.57	0.69	0.12	0.35	0.78	0.43
12	BITE Dariyapur	0.35	0.96	0.61	0.09	0.69	0.60	0.40	0.67	0.27	0.40	0.73	0.33	0.35	0.78	0.44
13	DIET Lakhisarai	0.15	0.76	0.60	0.62	0.90	0.28	0.44	0.64	0.20	0.59	0.61	0.02	0.36	0.71	0.36
14	BNR Training College, Gulzarbagh	0.34	0.91	0.57	0.63	0.90	0.27	0.58	0.65	0.07	0.45	0.61	0.16	0.47	0.77	0.30
15	PTEC Pokhrai Muzaffarpur	0.33	0.86	0.53	0.07	NA	NA	0.41	0.58	0.17	0.75	0.40	-0.35	0.38	0.78	0.40
16	DIET Begusarai	0.13	0.65	0.52	0.24		-0.24	0.75	0.64	-0.11	0.25	0.46	0.21	0.40	0.52	0.12
17	PTEC Mokama, Patna	0.13	0.63	0.50	0.23	0.83	0.60	0.33	0.74	0.41	0.37	0.50	0.13	0.25	0.69	0.45
18	DIET Poorabsarai Munger	0.21	0.70	0.49	0.30	0.90	0.60	0.35	0.38	0.03	0.53	0.73	0.20	0.31	0.62	0.31
19	PTEC, Barh	0.33	0.77	0.44	0.29	0.90	0.61	0.33	0.78	0.45	0.72	NA	NA	0.37	NA	NA
20	DIET Buxar	0.12	0.51	0.38	0.41	0.90	0.49	0.74	0.52	-0.22	0.29	0.66	0.37	0.41	0.59	0.18
21	PTEC Manhara Sukhasan Madhepura	0.32	0.67	0.34	0.20	0.88	0.68	0.57	NA	NA	0.35	0.23	-0.12	0.41	0.67	0.26

22	DIET Dumra	0.23	0.53	0.30	0.20	0.90	0.70	0.62	0.69	0.07	0.57	0.51	-0.06	0.42	0.64	0.22
23	PTEC Mahendru	0.37	0.62	0.25	0.43	0.90	0.47	0.56	0.75	0.19	0.60	0.50	-0.10	0.47	0.68	0.21
24	DIET Pirouta	0.20	0.42	0.23	0.39	0.90	0.51	0.75	0.87	0.12	0.20	0.38	0.18	0.44	0.64	0.21
25	DIET Bhagalpur	0.40	0.61	0.21	0.30	0.89	0.59	0.57	0.64	0.07	0.44	0.81	0.37	0.46	0.69	0.23
26	DIET Gaya	0.32	0.44	0.11	0.56	0.90	0.34	0.73	0.79	0.06	0.63	0.69	0.07	0.54	0.67	0.13
27	DIET Quilaghat	0.23	0.34	0.11	0.52	0.90	0.38	0.79	0.64	-0.15	0.78	0.54	-0.23	0.54	0.56	0.02
28	DIET Fazalganj	0.24	0.32	0.09	0.32	0.90	0.58	0.73	0.73	0.00	0.35	0.76	0.41	0.45	0.62	0.16
29	DIET Mohania	0.20	0.27	0.07	0.31	0.90	0.59	0.83	0.69	-0.14	0.45	0.61	0.16	0.49	0.56	0.07
30	DIET Madhepura	0.28	0.32	0.04	0.22	0.90	0.68	0.59	0.70	0.10	0.31	0.51	0.21	0.40	0.57	0.16
31	DIET Muzaffarpur	0.30	0.33	0.03	0.22	0.90	0.68	0.25	0.65	0.40	0.44	0.44	0.00	0.28	0.54	0.26
32	DIET Vaishali	0.34	0.37	0.03	0.62	0.90	0.28	0.39	0.75	0.37	0.56	0.70	0.14	0.41	0.63	0.22
33	PTEC Sasaram	0.02	0.00	-0.02	0.68	NA	NA	0.74	NA	NA	0.25	NA	NA	0.40	NA	NA
34	BIET Musapur	0.09	0.00	-0.09	0.33	NA	NA	0.50	NA	NA	0.60	NA	NA	0.33	NA	NA
35	DIET Pusa	0.36	0.27	-0.09	0.62	0.80	0.18	0.72	0.39	-0.33	0.64	0.52	-0.12	0.56	0.43	-0.13
36	PTEC Shahpur Arangabad	0.22	0.00	-0.22	0.23	NA	NA	0.31	0.81	0.49	0.35	NA	NA	0.27	NA	NA
37	BITE Balmikinagar	0.36			0.57	NA	NA	0.71	NA	NA	0.64	NA	NA	0.55	NA	NA

Table No. 77 Phase II – Campus Development and other facilities

Sl. No.	Phase II TEIs	Infra Index Score		Difference	Equity Index Score		Difference	Quality/Academic Index score		Difference	Governance Index Score		Difference	Gross Index -4		Difference
		Baseline	Endline		Baseline	Endline		Baseline	Endline		Baseline	Endline		Baseline	Endline	
1	Babutola, Banka	0.18	0.66	0.48	0.62	0.69	0.07	0.74	0.74	0.00	0.64	0.26	-0.39	0.49	0.63	0.14
2	PTEC Nagarpara, Bhagalpur	0.06	0.95	0.89	0.18	0.90	0.72	0.55	0.75	0.21	0.46	0.38	-0.08	0.31	0.73	0.42
3	PTEC Phulwaria, Bhagalpur	0.08	NA	NA	0.49	NA	NA	0.73	NA	NA	0.63	NA	NA	0.43	NA	NA
4	Forbesganj, Araria	0.25	0.72	0.47	0.08	0.83	0.75	0.42	0.55	0.12	0.48	0.20	-0.28	0.32	0.60	0.27
5	Srinagar Purnea	0.16	0.93	0.76	0.38	0.90	0.52	0.30	0.68	0.38	0.56	0.89	0.33	0.28	0.83	0.55
6	DIET Teekapatti, Katihar	0.15	0.88	0.74	0.30	0.56	0.26	0.49	0.74	0.26	0.72	0.35	-0.37	0.36	0.71	0.35
7	DIET Jawaharnagar, Nawada	0.28	0.83	0.55	0.57	0.90	0.33	0.44	0.78	0.33	0.58	0.79	0.21	0.40	0.81	0.41
8	DIET Begusarai	0.23	0.65	0.42	0.48		-0.48	0.73	0.64	-0.09	0.52	0.46	-0.06	0.49	0.52	0.03
9	DIET Ramganj, Khagaria	0.12	0.98	0.86	0.48	0.90	0.42	0.74	0.41	-0.33	0.42	0.82	0.40	0.43	0.74	0.31
10	PTEC Vishnupur, Begusarai	0.05	NA	NA	0.40	NA	NA	0.29		-0.29	0.54		-0.54	0.23		-0.23
11	DIET Narar, Madhubani	0.02	0.68	0.66	0.38	0.90	0.52	0.33	0.71	0.37	0.15	0.61	0.46	0.19	0.71	0.52
12	PTEC Ghoghardiha, Madhubani	0.31		-0.31	0.32		-0.32	0.81		-0.81	0.48		-0.48	0.53		-0.53
13	PTEC Rampur Jalalpur, Samastipur	0.31		-0.31	0.45		-0.45	0.70		-0.70	0.41		-0.41	0.49		-0.49
14	DIET Siwan	0.14	0.71	0.57	0.46	0.90	0.44	0.80	0.55	-0.24	0.30	0.28	-0.02	0.45	0.62	0.17
15	DIET Sonepur, Saran	0.13	0.97	0.84	0.37	0.90	0.53	0.75	0.79	0.04	0.38	0.87	0.50	0.43	0.88	0.46
16	PTEC Bangra, Saran	0.20		-0.20	0.30		-0.30	0.40		-0.40	0.46		-0.46	0.31		-0.31
17	DIET Noorsarai, Nalanda	0.30	0.88	0.58	0.02	0.90	0.88	0.19	0.84	0.65	0.75	0.78	0.03	0.27	0.85	0.58
18	DIET Vikram, Patna	0.13	0.96	0.83	0.55	0.90	0.35	0.76	0.76	0.00	0.25	0.83	0.58	0.43	0.86	0.43

19	PTEC Bihiya, Bhojpur	0.24	0.55	0.31	0.59	0.90	0.31	0.60	0.65	0.06	0.64	0.68	0.04	0.46	0.66	0.20
20	PTEC Masaurhi, Patna	0.31	0.72	0.40	0.35	0.90	0.55	0.25	0.75	0.51	0.56	0.65	0.09	0.31	0.74	0.42
21	PTEC Chandwara, Muzaffarpur	0.33	0.74	0.40	0.02			0.18	0.78	0.60	0.62	0.57	-0.06	0.27	0.74	0.47
22	PTEC Patahi, Muzaffarpur	0.06	0.90	0.84	0.26	0.90	0.64	0.35	0.76	0.41	0.35	0.60	0.25	0.22	0.81	0.59
23	PTEC Sorhattha, Vaishali	0.26	0.88	0.61	0.37	0.90	0.53	0.51	0.82	0.31	0.40	0.47	0.07	0.39	0.78	0.39
24	DIET Chhatauni, Motihari	0.21	0.98	0.77	0.36	0.90	0.54	0.54	0.63	0.09	0.49	0.60	0.11	0.38	0.79	0.40

Table No. 78 – Block Level Institutions Progress in Percentage

Sl. No.	Name_address of BRCs	Infra Index			Equity Index			Academic/Quality Index			Institutional Effectiveness Index			Gross Index		
		Baseline	Endline	Change	Baseline	Endline	Change	Baseline	Endline	Change	Baseline	Endline	Change	Baseline	Endline	Change
1	BRC Kursakanta, Araria	0.20	0.88	0.68	0.62	1.00	0.38	0.62	1.00	0.38	0.60	0.60	0.00	0.60	0.90	0.30
2	BRC Narpatganj, Araria	0.16	0.00	-0.16	0.77	0.00	-0.77	0.77	0.50	-0.27	0.60	0.20	-0.40	0.64	0.21	-0.43
3	BRC Karpi Arwal	0.30	0.79	0.50	0.30	1.00	0.70	0.30	1.00	0.70	0.00	1.00	1.00	0.45	0.93	0.48
4	BRC Arwal	0.21	0.83	0.62	0.00	0.70	0.70	0.00	1.00	1.00	0.24	1.00	0.76	0.25	0.90	0.65
5	BRC Kutumba, Aurangabad	0.34	0.42	0.08	0.00	1.00	1.00	0.00	0.50	0.50	0.00	0.60	0.60	0.34	0.56	0.22
6	BRC Obara, Aurangabad	0.21	0.71	0.50	0.00	1.00	1.00	0.00	1.00	1.00	0.00	0.60	0.60	0.21	0.84	0.63
7	BRC Belhar, Banka	0.21	0.79	0.58	0.70	1.00	0.30	0.70	1.00	0.30	0.60	1.00	0.40	0.65	0.93	0.27
8	BRC Katoria, Banka	0.27	0.75	0.48	0.42	1.00	0.58	0.42	0.50	0.08	0.53	0.40	-0.13	0.56	0.65	0.09
9	BRC Rajaun, Banka	0.25	0.75	0.50	0.42	1.00	0.58	0.42	1.00	0.58	0.53	0.60	0.07	0.54	0.85	0.32
10	BRC Bakhri, Begusarai	0.35	0.63	0.28	0.00	1.00	1.00	0.00	1.00	1.00	0.56	1.00	0.44	0.43	0.87	0.44
11	BRC, Matihani, Begusarai	0.26	0.71	0.45	0.00	1.00	1.00	0.00	1.00	1.00	0.59	0.60	0.01	0.35	0.84	0.49
12	BRC Naugachia, Bhagalpur	0.14	0.38	0.24	0.49	0.00	-0.49	0.49	0.00	-0.49	0.59	0.00	-0.59	0.47	0.13	-0.34
13	BRC Pirpanti, Bhagalpur	0.19	0.83	0.65	0.50	0.70	0.20	0.50	1.00	0.50	0.59	1.00	0.41	0.53	0.90	0.37
14	BRC Sahkund, Bhagalpur	0.29	0.75	0.46	0.70	1.00	0.30	0.70	0.50	-0.20	0.73	0.40	-0.33	0.75	0.65	-0.10
15	BRC Buxar, Buxar	0.30	0.88	0.57	0.00	0.70	0.70	0.00	1.00	1.00	0.73	0.40	-0.33	0.41	0.82	0.41
16	BRC Chausa , Buxar	0.20	0.79	0.60	0.00	0.70	0.70	0.00	1.00	1.00	0.20	1.00	0.80	0.23	0.88	0.66
17	BRC Baheri, Darbhanga	0.21	0.71	0.50	0.70	0.70	0.00	0.70	1.00	0.30	0.68	1.00	0.32	0.66	0.85	0.19

18	BRC Ghanshyampur, Darbhanga	0.28	0.71	0.43	0.00	1.00	1.00	0.00	1.00	1.00	0.20	0.60	0.40	0.31	0.84	0.53
19	BRC Hanumannagar, Darbhanga	0.34	0.75	0.41	0.00	1.00	1.00	0.00	1.00	1.00	0.34	0.40	0.06	0.39	0.82	0.43
20	BRC Keoti, Darbhanga	0.23	0.92	0.69	0.00	0.70	0.70	0.00	0.50	0.50	0.73	0.80	0.07	0.34	0.72	0.38
21	BRC Manigachhi, Darbhanga	0.16	0.75	0.59	0.00	1.00	1.00	0.00	0.50	0.50	0.54	0.60	0.06	0.24	0.68	0.43
22	BRC Adapur	0.25	0.88	0.62	0.00	1.00	1.00	0.00	1.00	1.00	0.40	0.60	0.20	0.31	0.90	0.58
23	BRC Bankatwa	0.25	0.71	0.45	0.00	0.70	0.70	0.00	0.50	0.50	0.40	0.60	0.20	0.31	0.62	0.30
24	BRC Dhaka	0.43	0.83	0.40	0.00	1.00	1.00	0.00	1.00	1.00	0.53	0.60	0.07	0.51	0.88	0.37
25	BRC Sugauli	0.25	0.00	-0.25	0.00	0.00	0.00	0.00	0.00	0.00	0.40	0.00	-0.40	0.31	0.00	-0.31
26	BRC Chakia	0.29	0.71	0.42	0.30	0.70	0.40	0.30	1.00	0.70	0.40	1.00	0.60	0.50	0.85	0.36
27	BRC Kalyanpur , E Champaran	0.25	0.75	0.50	0.00	1.00	1.00	0.00	1.00	1.00	0.40	1.00	0.60	0.31	0.91	0.60
28	BRC Madhuban , E Champaran	0.44	0.75	0.31	0.00	0.70	0.70	0.00	1.00	1.00	0.40	0.60	0.20	0.50	0.81	0.31
29	Atri, Gaya	0.29	0.75	0.46	0.00	0.70	0.70	0.00	0.50	0.50	0.33	0.60	0.27	0.34	0.63	0.30
30	Imamganj, Gaya	0.22	0.71	0.49	0.31	0.70	0.39	0.31	0.50	0.19	0.00	0.20	0.20	0.37	0.56	0.18
31	Mohan Pur, Gaya	0.20	0.75	0.55	0.00	0.70	0.70	0.00	1.00	1.00	0.40	0.60	0.20	0.26	0.81	0.55
32	Nimchak Bathani, Gaya	0.20	0.79	0.60	0.30	1.00	0.70	0.30	1.00	0.70	0.00	0.60	0.60	0.35	0.87	0.52
33	Wazieganj, Gaya	0.25	0.83	0.59	0.00	1.00	1.00	0.00	1.00	1.00	0.42	0.60	0.18	0.31	0.88	0.57
34	BRC Sidhwalia, Gopalganj	0.23	0.79	0.56	0.00	1.00	1.00	0.00	1.00	1.00	0.20	0.60	0.40	0.26	0.87	0.61
35	BRC Uchkagaon, Gopalganj	0.14	0.75	0.61	0.00	0.70	0.70	0.00	0.50	0.50	0.60	0.60	0.00	0.23	0.63	0.41
36	BRC Thawe ,Gopalganj	0.29	0.79	0.50	0.00	0.70	0.70	0.00	0.50	0.50	0.60	1.00	0.40	0.38	0.71	0.33
37	BRC Jamui, Jamui	0.25	0.08	-0.16	0.00	0.00	0.00	0.00	0.50	0.50	0.24	0.20	-0.04	0.28	0.23	-0.05
38	Sikandara, Jamui	0.26	0.75	0.49	0.00	1.00	1.00	0.00	1.00	1.00	0.60	1.00	0.40	0.35	0.91	0.56
39	BRC Barhat, Jamui	0.30	0.63	0.32	0.48	0.70	0.22	0.48	0.50	0.02	0.60	0.60	0.00	0.64	0.59	-0.05
40	Ghoshi, Jahanabad	0.29	0.75	0.46	0.00	0.70	0.70	0.00	1.00	1.00	0.40	0.60	0.20	0.35	0.81	0.46
41	Jahanabad	0.23	0.83	0.60	0.00	0.70	0.70	0.00	1.00	1.00	0.00	1.00	1.00	0.23	0.90	0.67
42	Kako Jahanabad	0.28	0.83	0.55	0.00	0.70	0.70	0.00	1.00	1.00	0.73	0.60	-0.13	0.39	0.84	0.45

43	BRC Azamnagar, Katihar	0.21	0.67	0.45	0.52	0.70	0.18	0.52	1.00	0.48	0.60	0.60	0.00	0.56	0.78	0.22
44	BRC Kadwa, Katihar	0.11	0.75	0.64	0.49	1.00	0.51	0.49	1.00	0.51	0.60	0.60	0.00	0.45	0.85	0.41
45	BRC Manihari, Katihar	0.24	0.00	-0.24	0.53	0.00	-0.53	0.53	0.00	-0.53	0.60	0.20	-0.40	0.59	0.03	-0.56
46	BRC Mansahi, Katihar	0.21	0.71	0.50	0.31	0.30	-0.01	0.31	1.00	0.69	0.60	1.00	0.40	0.46	0.79	0.34
47	BRC Pranpur, Katihar	0.17	0.83	0.66	0.56	1.00	0.44	0.56	1.00	0.44	0.50	0.60	0.10	0.53	0.88	0.36
48	BRC Beldour, Khagaria	0.20	0.75	0.55	0.00	1.00	1.00	0.00	1.00	1.00	0.53	0.60	0.07	0.28	0.85	0.57
49	BRC Chuatham, Khagaria	0.21	0.79	0.58	0.70	1.00	0.30	0.70	1.00	0.30	0.73	0.40	-0.33	0.67	0.84	0.16
50	BRC Gogari, Khagaria	0.36	0.83	0.47	0.00	0.70	0.70	0.00	1.00	1.00	0.53	0.40	-0.13	0.44	0.81	0.36
51	BRC Parbatta, Khagaria	0.23	0.75	0.52	0.00	1.00	1.00	0.00	1.00	1.00	0.53	0.40	-0.13	0.31	0.82	0.51
52	BRC Terragachh, Kishanganj	0.21	0.79	0.58	0.54	1.00	0.46	0.54	1.00	0.46	0.60	0.60	0.00	0.57	0.87	0.29
53	BRC Barhaiya, Lakhisarai	0.38	0.79	0.41	0.70	1.00	0.30	0.70	1.00	0.30	0.33	0.40	0.07	0.78	0.84	0.06
54	BRC Surajgarha, Alinagar, Lakhisarai	0.21	0.88	0.66	0.70	1.00	0.30	0.70	1.00	0.30	0.60	0.40	-0.20	0.65	0.87	0.21
55	BRC Gwalpada, Madhepura	0.18	0.83	0.65	0.46	1.00	0.54	0.46	1.00	0.54	0.73	1.00	0.27	0.52	0.94	0.42
56	BRC Kumarkhand, Madhepura	0.18	0.88	0.70	0.70	1.00	0.30	0.70	1.00	0.30	0.60	1.00	0.40	0.62	0.96	0.34
57	BRC Puraini, Madhepura	0.18	0.67	0.49	0.70	0.70	0.00	0.70	0.50	-0.20	0.73	1.00	0.27	0.64	0.66	0.02
58	BRC Asarganj, Munger	0.26	0.83	0.57	1.00	1.00	0.00	1.00	1.00	0.00	0.60	0.60	0.00	0.85	0.88	0.03
59	Aurai, Muzaffarpur	0.32	0.79	0.47	0.00	0.70	0.70	0.00	1.00	1.00	0.33	0.60	0.27	0.37	0.82	0.45
60	Bandra, Muzaffarpur	0.21	0.79	0.58	0.00	1.00	1.00	0.00	1.00	1.00	0.39	0.60	0.21	0.27	0.87	0.60
61	BRC Jarangdih, Gayghat, Muzaffarpur	0.32	0.79	0.47	0.00	0.70	0.70	0.00	1.00	1.00	0.37	0.60	0.23	0.38	0.82	0.45
62	BRC Meenapur, Muzaffarpur	0.25	0.79	0.55	0.00	1.00	1.00	0.00	1.00	1.00	0.59	0.60	0.01	0.33	0.87	0.53

63	BRC Motipur, Muzaffarpur	0.25	0.79	0.55	0.00	0.70	0.70	0.00	1.00	1.00	0.52	0.60	0.08	0.32	0.82	0.50
64	BRC Akabarpur,Nawada	0.23	0.63	0.40	0.00	0.70	0.70	0.00	1.00	1.00	0.00	0.60	0.60	0.23	0.76	0.53
65	BRC Narhat,Nawada	0.21	0.58	0.37	0.00	0.70	0.70	0.00	0.50	0.50	0.40	0.60	0.20	0.27	0.57	0.30
66	BRC Fatuha , Patna	0.33	0.63	0.30	0.00	0.30	0.30	0.00	0.50	0.50	0.87	0.60	-0.27	0.46	0.53	0.07
67	BRC Naubatpur , Patna	0.25	0.71	0.45	0.00	0.70	0.70	0.00	1.00	1.00	0.60	0.20	-0.40	0.34	0.73	0.39
68	BRC Dawath , Rohtas	0.43	0.79	0.36	0.00	1.00	1.00	0.00	0.50	0.50	0.87	0.60	-0.27	0.56	0.69	0.13
69	BRC Dinara,Rohtas	0.25	0.79	0.54	0.00	1.00	1.00	0.00	1.00	1.00	0.40	0.60	0.20	0.31	0.87	0.55
70	BRC Karakat , Rohtas	0.23	0.88	0.65	0.00	1.00	1.00	0.00	1.00	1.00	0.84	0.60	-0.24	0.36	0.90	0.54
71	BRC Kargahar , Rohtas	0.25	0.88	0.62	0.00	1.00	1.00	0.00	1.00	1.00	0.70	0.60	-0.10	0.36	0.90	0.54
72	BRC Kochas , Rohtas	0.25	0.88	0.62	0.00	1.00	1.00	0.00	1.00	1.00	0.73	0.60	-0.13	0.36	0.90	0.53
73	BRC Tilouthu , Rohtas	0.40	0.88	0.47	0.00	0.70	0.70	0.00	1.00	1.00	0.59	0.60	0.01	0.49	0.85	0.36
74	BRC Mahensi, Saharsa	0.23	0.75	0.52	0.70	0.70	0.00	0.70	1.00	0.30	0.60	0.60	0.00	0.67	0.81	0.14
75	BRC Navhatta, Saharsa	0.25	0.75	0.50	0.00	0.70	0.70	0.00	1.00	1.00	0.73	0.60	-0.13	0.36	0.81	0.45
76	BRC Samastipur	0.24	0.67	0.43	0.00	0.00	0.00	0.00	0.50	0.50	0.52	0.60	0.08	0.32	0.50	0.18
77	BRC Shivajinagar, Samastipur	0.15	0.63	0.48	0.00	0.30	0.30	0.00	0.50	0.50	0.67	0.60	-0.07	0.25	0.53	0.28
78	BRC Hasanpur, Samastipur	0.21	0.79	0.58	0.00	1.00	1.00	0.00	1.00	1.00	0.57	0.60	0.03	0.30	0.87	0.57
79	BRC Mohanpur, Samastipur	0.28	0.75	0.47	0.00	1.00	1.00	0.00	1.00	1.00	0.53	1.00	0.47	0.36	0.91	0.55
80	BRC Rosada, Samastipur	0.28	0.75	0.47	0.00	1.00	1.00	0.00	1.00	1.00	0.53	0.60	0.07	0.36	0.85	0.49
81	BRC Khanpur, Samastipur	0.23	0.71	0.48	0.00	0.70	0.70	0.00	0.50	0.50	0.53	0.20	-0.33	0.31	0.56	0.25
82	BRC Baniyapur,Chapra	0.20	0.50	0.30	0.01	0.00	-0.01	0.01	0.00	-0.01	0.43	0.00	-0.43	0.26	0.18	-0.09
83	BRC Ekma, Saran	0.37	0.54	0.17	0.70	1.00	0.30	0.70	0.50	-0.20	0.87	0.60	-0.27	0.85	0.60	-0.25
84	BRC Garkha, Saran	0.21	0.79	0.58	0.00	0.70	0.70	0.00	1.00	1.00	0.20	0.60	0.40	0.24	0.82	0.58
85	BRC Riga ,Sitamarhi	0.33	0.75	0.42	0.46	0.70	0.24	0.46	0.50	0.04	0.40	1.00	0.60	0.62	0.69	0.07

86	BRC Runni saidpur, Sitamarhi	0.30	0.46	0.16	0.00	0.70	0.70	0.00	0.50	0.50	0.36	0.60	0.24	0.35	0.53	0.18
87	BRC Suppi, Sitamarhi	0.16	0.83	0.67	0.00	0.70	0.70	0.00	0.50	0.50	0.00	0.80	0.80	0.16	0.69	0.53
88	BRC Pupari,Sitamarhi	0.18	0.88	0.70	0.30	1.00	0.70	0.30	1.00	0.70	0.60	1.00	0.40	0.42	0.96	0.54
89	BRC Basantpur	0.14	0.83	0.70	0.00	1.00	1.00	0.00	1.00	1.00	0.65	0.60	-0.05	0.24	0.88	0.65
90	BRC Darauli ,Siwan	0.16	0.75	0.59	0.70	0.30	-0.40	0.70	0.50	-0.20	0.58	0.20	-0.38	0.60	0.51	-0.09
91	BRC Hussainganj	0.21	0.92	0.70	0.00	1.00	1.00	0.00	1.00	1.00	0.60	0.60	0.00	0.30	0.91	0.61
92	BRC Mairwa	0.21	0.83	0.62	0.00	1.00	1.00	0.00	0.50	0.50	0.51	0.60	0.09	0.29	0.71	0.42
93	BRC Nirmali, Supaul	0.23	0.50	0.27	0.00	0.30	0.30	0.00	0.50	0.50	0.73	0.60	-0.13	0.34	0.49	0.15
94	BRC Pipra, Supaul	0.25	0.71	0.46	0.01	0.30	0.29	0.01	1.00	0.99	0.60	0.60	0.00	0.34	0.73	0.39
95	BRC Pratapganj, Supaul	0.18	0.63	0.45	0.00	0.00	0.00	0.00	0.50	0.50	0.73	0.60	-0.13	0.29	0.48	0.19
96	BRC Raghopur, Supaul	0.20	0.75	0.55	0.01	1.00	0.99	0.01	1.00	0.99	0.60	0.60	0.00	0.29	0.85	0.56
97	BRC Supaul	0.10	0.63	0.53	0.00	0.00	0.00	0.00	0.50	0.50	0.73	0.60	-0.13	0.21	0.48	0.28
98	BRC Biddupur,Vaishali	0.30	0.58	0.29	0.00	0.70	0.70	0.00	0.50	0.50	0.47	0.40	-0.07	0.37	0.54	0.18
99	BRC Desari, Vaishali	0.21	0.83	0.62	0.00	0.70	0.70	0.00	1.00	1.00	0.40	1.00	0.60	0.27	0.90	0.62
100	BRC Goraul	0.28	0.88	0.60	0.00	0.70	0.70	0.00	1.00	1.00	0.73	1.00	0.27	0.39	0.91	0.52
101	BRC Jandaha	0.28	0.75	0.47	0.00	0.70	0.70	0.00	1.00	1.00	0.60	0.60	0.00	0.37	0.81	0.44
102	BRC Mahua	0.21	0.67	0.45	0.00	0.70	0.70	0.00	1.00	1.00	0.40	0.60	0.20	0.27	0.78	0.51
103	BRC Bhitha, W Champaran	0.23	0.92	0.69	0.44	1.00	0.56	0.44	1.00	0.56	0.20	0.60	0.40	0.48	0.91	0.43
104	BRC Bairria, W Champaran	0.20	0.79	0.60	0.70	1.00	0.30	0.70	0.50	-0.20	0.54	0.60	0.06	0.63	0.69	0.07
105	BRC Manjhaulia, W Champaran	0.25	0.75	0.50	0.56	1.00	0.44	0.56	0.50	-0.06	0.59	0.60	0.01	0.61	0.68	0.06
106	BRC Lauriya, W Champaran	0.23	0.71	0.48	0.31	0.30	-0.01	0.31	1.00	0.69	0.60	0.20	-0.40	0.47	0.67	0.20
107	BRC Narkatiaganj, W Champaran	0.28	0.75	0.47	0.56	0.30	-0.26	0.56	0.50	-0.06	0.58	1.00	0.42	0.65	0.63	-0.01
108	BRC Piprasi, W Champaran	0.23	0.92	0.69	0.56	1.00	0.44	0.56	1.00	0.44	0.60	0.60	0.00	0.60	0.91	0.31
109	BRC Sikta, W Champaran	0.23	0.92	0.69	0.70	1.00	0.30	0.70	1.00	0.30	0.60	0.60	0.00	0.67	0.91	0.24

Construction at different levels (Sate, District and Block) under ETEBO

