

Social Assessment Study on Teacher Education in Bihar

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

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

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

- ◆ Analyse and develop a profile of teachers' education and its various components in state of Bihar,
- ◆ Identify potential social impacts, including adverse social impacts, early in project cycle, and
- ◆ Identify and outline broad guidelines, measures, processes, institutional arrangements, procedures and instruments (of both public and private sector institutions) that need to be adopted and integrated



into project implementation to mitigate and redress any adverse social impacts that may undermine social inclusion, recognition and participation of stakeholders.

■ **Social Assessment Approach and Methodology**

The study has employed two approaches to carry out social assessment. First approach involved documentary research that facilitated institutional analysis of organizational and legal framework of centrally sponsored schemes of Teacher Education and *Sarva Shiksha Abhiyan*. On the other hand, second approach undertook a participatory research. By way of stakeholders' consultations it took note of their positive and negative concerns. The study also assessed whether project implementation process can have more severe implications for stakeholders from marginalised segments of community, e.g. women, minorities, scheduled caste, scheduled tribe and other backward castes.

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

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

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

