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"School Flopped"

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Abstract

To understand teachers and teaching, the study has several interlinked part eg. family background, qualification, training and experience. All teachers in the selected schools were covered in the survey. About 22 percent were regular teachers, they got full salary. 23 percent teachers are Panchayat /Niyojit teacher. About half of the total comprised block level teachers. The Panchyat /Block/Niyojit teachers are contractual teachers. They don't get full salary, they appointed at the level of village panchyat for class 1-5 and block level for class 5-8. It is clear that regular teachers are in minority in the government schools. Close to three quarters of all teachers are on contract basis. One fourth of the teachers having professional qualification like B.ed./ M.ed. or diploma while half said that they do not have any professional qualification. The majority of teachers find the highest grade {5to8 class} hardest to teach for Niyojit teachers. For regular teachers, class 8 was most difficult to teach. This paper provides an overview of a representative sample of elementary school teachers in Bihar. Many are contract teachers and are still quite young. They live in the rural areas, their educational background is Intermediate or Graduate but they don't have professional qualification in teaching. So school has flopped.

Key words:

A. Panchyat/ Niyojit/ Block teacher; they don't get full salary by Government of Bihar, India.
B. Regular teachers ; They get full salary by government of Bihar.
C. B.Ed. ; Bacelor of education.
D. M.Ed., Master of education.
E. Highest grade ; from five class to eight class.
F. Intermediate ; 10+2
G. Graduate; 10+2+3

Introduction:

Bihar's economic growth averaged 13 percent for fiscal years 2005-06 and in 2009-10 this was higher than the national growth rate of 8.2 percent. The state remains crucial to India's overall progress on making growth more inclusive. Only 62.8 percent of Bihar's population is literate. [Male 71.2 percent and female 52.5 percent] in 2015, a report released by the Integrated Child Development Services [I.C.D.S.] 50 percent of Bihar's children are malnourished. Bihar's maternal mortality ratio remains low, with 261 women per 100,000 live births dying. In 2009 the

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government of India set an ambitious goal to improve access to quality of education through RTE Act. The act prescribed strict standards and norms that all schools are required to meet standards followings.

1. Free and compulsory education to all children from six to fourteen age.
2. Provision of appropriate infrastructure and learning material for all school
3. Pupil teacher ratio of 30:1 at the primary level and 35:1 at the upper primary level by 2015, with teacher's meeting minimum professional qualification.

Previously Bihar was considered for severe lack of pedagogical resources and infrastructures in primary education. For example low attendance rates, out of school children and very high pupil teacher-ratio [80.1] one of the highest in India. Under the SSA Programme the main vehicle for RTE is implementation, Bihar has seen an increase in access rates, a significant increase in comprehensive classroom infrastructure and reduce pupil teacher ratio. But Bihar is still grappling in improving the quality of education. International evidence suggests that once children enter school, the single most important determinant of learning is teacher performance, and its benefits are expected to translate into national economic growth. The economic value of higher teacher quality in the U.S.A. Hanushek, Link and Woessmann[2011] found that a teacher who is one standard deviation above mean teacher effectiveness would generate annual marginal gains of U.S. $ 400,000 in terms of the present value of the future student earnings and potentially more when other conditions change. While no such calculation exist for India, a recent regional study on the quality of education in south Asia reported that the economic value of better teacher quality is bound to be large because the role of teachers is magnified when children are first generation schoolgoers and home inputs are limited. [Dunder et al. 2014]

Through the massive hiring of about 350,000 contract teachers in the primary schools from 2006 to 2014, leading to reduce pupil teacher ratio as needed under RTE Act .Underinvestment since 1990's in teacher programmes has led to low academic content, ineffectual teaching practice, high absenteeism and outdated monitoring and governance arrangements.

Work load

A school Principle has many tasks, including finance, managing teachers and engaging communities and parents in the education system. Inadequate incentive mechanism, including entry level teacher pay and unappealing working conditions for talented candidates have led to gap in teacher motivation. Bihar experienced a 10 percent reduction in absenteeism rates between 2003 and 2010 as a result of improved inspection and monitoring. (Murlidharan et al.2014). However, low rates of teacher time on task are still major problems in education service. Lack of teacher performance has made it virtually impossible for the state teacher education system to be able to track the impact of teacher development and management efforts on teacher performance and to link teacher evaluations and career development.

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The number of certified teachers in the Bihar is still lower than what is required for effective teaching and learning environment. Bihar needs to train at least 10 times more teachers annually than existing capacities, by 2020 the total number of teachers is expected to exceed 600,000. Because of flattened salary trajectory and varying educational backgrounds, these teachers, plus others already in the system require continuous support to improve their effectiveness in the classroom. Many teachers were appointed by Panchyat Mukhiya/Pradhan on the basis of bribe eg. two lakh or three lakh, these teachers lack the qualification, knowledge and capacity to teach the subject. The teachers were asked to mark their highest educational qualification out of the given five options were;

1. Below Matric.
2. Matric.
3. Intermediate.
4. Graduate.
5. Post graduate.

The level of educational qualification reported by teachers is shown in figure 1

School type	N	Percentage
Primary	559	24.82
Primary and upper Primary	1693	75.18
Total	2252	100

vTeacher Type	Primary		
	n	%	n %
Head	15	2.7	41 2.4
Regular	55	9.8	446 26.4
Panchayat	467	83.5	45 2.7
Block	22	3.9	1160 68.6
Total	559	100	1,692

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100

About 48 percent of all teachers are Graduate or above, 33 percent have Graduate qualifications and 16 percent have Post Graduate qualification. Regular teachers are distributed relatively across the qualification spectrum. However, Panchayat and Block teachers are mostly Intermediate level/ college level. Teachers were also asked if they have receive any professional training, for this teachers were asked to mark any one of the following options, no professional qualification, diploma, B.ed. / Med. or other qualification related to the teaching profession. One fourth of the teachers reported having some kind of professional qualification (apart from B.ed, Med or diploma) while half said that they do not have any professional qualification 1.15

professional qualification	**n**	**percent**
None		
Diploma	313	14.2
B.ed.	215	9.7
M.ed.	16	0.7
	1,109	50.2
Other	557	25.2
Total	2210	100

Table1.15

Select it

After teachers are appointed they are offered a variety of in-service training each year. These trainings range from one-day meeting to explain, for instance, filling formats, to longer capacity-building exercise. Based on the data we find that 65 percent did not receive any training during the year 2015-16 table 1.16. Although most teacher had attended one-day meeting or trainings.

Age distribution by teacher type

Percent

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Age (Years)	Head	Regular	Panchyat	Total	Block
Younger than 20	3.6	2.0	28.4	28.3	21.8
20- 29	14.3	11.6	55.2	54.1	43.9
30 -39	23.2	39.6	13.9	15.7	20.8
40 -49	58.9	46.8	2.5	2.0	13.5
Total	100	100	100	100	100

Table 1.4

None	1,384	62.7	782	35.5
1-5	245	245.1	435	19.7
5-10	349	15.8	841	38.2
More than 10	228	10.8	146	6.6
Total	2206	100	2204	100

In 2017, NIOS had announced D.EL.ED. Course for in service untrained teachers those who are working in primary/ upper primary private or governments schools of different states of the country. The aim of this programme is enabling the target group to develop in them skills, competencies, attitude and understanding to make teaching and learning more effective. 15 lakh untrained teachers enroll for HRD course D.El.Ed. 9.25 lakh teacher from private schools and 3.53 lakh teachers employed in Govt. schools.1.95 lakh candidates registered from Bihar, while1.91 lakh from Madhya Pradesh, 1.69 lakh from West Bengal. The number of teachers from Delhi who have registered for the course are 1018. The Rajya Sabha on first August 2017 passed the right of children to free and compulsory education (amendment} Bill 2017, extending the dead line for teachers to acquire the prescribe minimum qualification for appointment by four years. Under the new Act, the teacher who do not possess the minimum qualification within a stipulated period of time four years, that is by March, 2019. A mobile application has been developed to help teachers seek any clarification and solutions. The programme has been developed by the academic department NIOS, on the initiatives of MHRD, Govt. of India, keeping in the view of NCF2005, RTE 2009 and NCFTE 2010. “Quality of education is the right of students and in order to ensure that we need to have quality teachers. NIOS has developed the

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course for upgrading the professional competence and information and communication based capacity building for teachers" The HRD minister Prakash Javedker said at the launch of the course.

D.El.ED. course is compulsory for all primary school teachers it was taken to tackle the issues of under qualified teachers in school across the board, especially government runs ones. However private schools coming forward to say that the rule does not make sense. As most of their teachers have much more advance qualification, but still rendered technically untrained without this diploma. Even if a teacher has B.Ed/ Med., they are unqualified without D.EL.ED. Good candidates and this certification are not at all synonymous. Then what is the aim of new diktate?

More than one lakh ninety thousand applicant have applied from merely Bihar. Most of the applicants have paid 20000 to 30000 rupees to the private school's principal for certification as a teacher in his school. NIOS has provided a unique chance to earn money for private school's principal. Those teachers are certified as an untrained teacher by private school's principals, are fake teachers. They are working in the private company in Punjab, Gujarat and so on. N.I.O.S. has produced a large number of trained but imbecile, unemployed teachers.

Traditional Teaching and Classroom Activities

Teaching in Bihar's elementary school is carried out in a traditional way. Students sit in rows and work individually. There is hardly any group work. The observation of classroom interaction indicates that the teaching was almost entirely driven by textbook content. Most teachers were observed to be reading from textbook [90 percent] and asking oral questions to students from the text book [68 percent] or asking students to recite [51percent] , fifty-seven percent of teachers were observed writing on the black board usually content from the textbook and 45 percent of the classes, students were asked to write on the slates or note book. Hardly any material other than textbook were used- either by teachers or students. World Bank will be supporting the state with US$250 million loan to improve the effectiveness of elementary school teachers in Bihar at elementary level. The project focuses on (A) Developing high quality teacher education institutions for improved programmed delivery. (B)Enabling certification of unqualified elementary school teachers and their continuous professional development. (C) Developing an effective teacher management system with a robust monitoring and evaluation mechanism.(D)Improving financial and governance mechanism

Gap between Talk and Action

There seems to be substantial differences between what was self reported by teachers and what they were observed to be doing in a classroom, 80 percent teachers reported that they were often used teaching learning materials [TLM] other than textbook during a class. However, classroom observations do not suggest that this is the case. In less than 17 percent of classroom was any

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material other than textbook visible. Half the teachers said that they used activities other than what is suggested in the textbook. But such practices were rarely seen when classroom were being observed. More than 80 percent of the teachers said they encourage their children to work in groups.

The gap between talk and action suggests that teachers know what should be done but are unable to get it done. Teachers seems to know what elements of good teaching are, for instance, organizing group work, assigning task to student to do their own, contextualizing task etc. But they are unable to actually do it in their classroom. A clear implication of this discrepancy is that when teachers are being trained in-service or pre-service a great deal of attention has to be paid to demonstrate and help teachers to translate theoretical concepts into practice. Knowing about child centered pedagogy is not help full unless the teachers are actually able to do it.

All teachers in the primary schools sampled for the study were asked to participate in paper and pen assessment. Most of the tasks that the teachers were asked to do in the questionnaire and assessments were common activities expected to be seen in a typical primary classroom.

Weak in Math;

Teachers were given very basic kinds of task to solve a long division problem, show correct use of brackets and operations, compute percentage or calculate area. All of these are math problem from primary level. Two third of the teachers could do question correctly. Similarly in the language. The others who are weak in the basic skills need to identify early in their career and given necessary help and support. It is wronged to assume that all teachers have basic language or math skills, in the recruitment process, the testing can be focused on ensuring that the incoming or selected teachers are beyond the basic level.

Weak in translating content and process into practice;

A key part of any teacher's work is able to help children to build skills in a manner that they are able to comprehend and engage. Knowing how to translate teaching into learning for all children is essential. Here is an example, 77 percent of teachers could do a long division problem correctly, when it came to explaining the correct steps to solve a division problem, only 9 percent of teachers got all the steps right. Similarly there is a huge gap in the case of solving a percentage problem and explaining the correct steps to solve the problem. For example, in the case of having to solve a percentage problem, 62.1 percent of teachers could answer the question correctly, but only 12.1 percent got the right answer and also showed the correct and complete steps to reach the answer. Traditional Indian elementary school class room, it is expected that the teacher will be able to comprehensively and correctly explain the concept being taught and lay out step by step the process or the operations that the child has to learn. Most textbooks contain examples of such explanations. However, data from this study suggest that a large number of teachers need

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help in providing complete, correct and comprehensive explanations to children. In training may be worth reinforcing exactly how basic operations are to be taught and if possible practice these explanations in the presence of faculty or trainers.

Need to learn about children from correcting their work

Teachers spend a considerable part of their time in correcting children's work. Yet question in this study that asked teachers to think about what they learned from looking at children's work were not easy for them to answer. For example, teachers were shown examples of students' written work and asked to identify mistakes in spelling and grammar. These were three mistakes, close to half the teachers could only identify one mistake, and one-third could not identify any mistakes. This evidence suggests that it would be pertinent to collect and use samples of children's work (both from academically good and weaker students) as a part of teacher training modules. This can be done in the each subject and as a part of teaching of any concept during the teacher training. Such samples could be purposively chosen to prepare teachers to learn from children's work.

The outcome of the study strongly suggested that teacher training modules should integrate children's work with the core content in a systematic way. It will strengthen teacher preparation and professional development and prepare teachers for the actual ground level realities they face in the class room.

Contextualizing teaching to connect to children's everyday lives and knowledge;

The NCF- 2005 stressed the need to be able to connect what is happening in the class room to children's life outside the classroom. The ability to formulate both questions from numbers and language is a particular problem for the teacher. Many teachers did not perform well in these tasks. Any teacher training module should incorporate practice of how this contextualization of teaching is to be done their previous knowledge and lives.

Teachers ability; it is often thought that teachers with higher qualification will be able to teach better. In fact the RTE act lay down norms for educational standards that teachers must meet. In terms of average scores in Hindi and Arithmetic, teachers with higher educational qualifications score slightly higher. It is also the case that scores need to be higher across the distribution of teacher qualification. The relationship between years of teaching or professional qualifications and teacher scores is much more mixed. If the composition of the composite teacher score moves beyond subject matter knowledge to other aspect of teaching, the difference between different kinds of teachers may become even less clear.

The way forward/conclusion;

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The current study looked at a variety of dimensions of teachers and teaching to provide a comprehensive view of baseline stage in Bihar periodic follow up studies can be done to provide a feedback loop into the content and delivery of the ongoing teacher training programs so that the process evolves in sync with the needs of the teachers. The current classroom observation format was designed to generate such information and the observation format can be used as template that could be further enhanced for more sophisticated use, based on the level of training of the observers.

More and more teachers joined schools and as more investments are made in teacher training and professional development, it is hoped that this would lead to improve the class room interactions and practices especially if training is targeted at changing some of the traditional teaching behavior that is commonly seen in Bihar's school. Understanding the teachers was the first step before diving deeper into what classrooms are like or how teachers teach? The data indicate that many are contract teachers (Panchyat shikshak or Block/ Prakhand shikshak) and are still quite young. They live in the rural areas often less than an hour away from the school in which they teach. Their educational background is either at the intermediate or graduate levels, but most do not have professional qualification or certifications in teaching or education.

Notes

1. Teacher Education Department, Ministry of Human Resource Development, government of India.

2. The actual amount of focused engagement and time spent by teachers on instructional process and teaching.

3. In collaboration with the Bihar government and UNICEF, the ASER centre/ Pratham conducted a state- level student achievement study in every district in Bihar in May 2014. Many of areas in which student performance was poor are the same as those in which the teachers were found to be weak in the present study. Hence, the suggestions in this document also draw from the results from other studies.

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