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Lärarförbundet
SWEDISH TEACHERS' UNION

Evaluation of MEMBERSHIP EDUCATION PROJECT IN INDIA Phase III (Uttar Pradesh & Bihar)



Evaluation of

Membership Education Programme in India

Phase III (Uttar Pradesh & Bihar)

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Mondira Dutta

PREFACE

The All India Primary Teachers' Federation is happy to share with all our partners the report of the external evaluation of Membership Education programme in the phased-out states namely Bihar and Uttar Pradesh.

AIPTF is indebted to Lärarförbundet who has partnered with AIPTF since 1991 for their assistance to strengthen the state affiliates and AIPTF at national level through various project activities; capacity building and in providing membership education. It has also encouraged participation of women to bring in gender equality and active participation of youth in union's activities. One of the main objectives of the programme is to increase membership and thus enhancing financial sustainability. The long-term goal of the programme is ultimately to develop AIPTF and its state affiliates into strong, democratic and independent teachers' union.

Lararforbundet has collaborated with AIPTF in running various project activities like Teachers' for Organizational Development (TOD) and Study Circle to strengthen the state affiliates to support the membership education program. The states where project activities were implemented have shown a remarkable progress.

The purpose of this evaluation was to analyse the results and impact of the project in the two phased-out states of Uttar Pradesh and Bihar for assessing the performance of these affiliates in achieving sustainability and understanding of strategies adopted by them towards being self-reliant. The recommendations and the lessons learnt during this study will be shared and replicated in the states which will be phased-out in due course of time.

The AIPTF expresses its gratitude to Prof (Dr.) Mondira Dutta as an Evaluator for her valuable time

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Ram Pal Singh
President, AIPTF

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EXECUTIVE SUMMARY

Project Background

Lararforbundet adopted the 'Membership Education' programme (MEP) on the lines of Education International's (EI) concept of 'Development Cooperation' in partnership with the All India Primary Teachers Federation (AIPTF). The MEP, has two main components. These were namely the Study Circle which includes activities such as Conveners Workshop, Seminars, Creating awareness programme among the union members and so on. Next was the Teachers' for Organization Development (TOD). This is a skill development programme for the leaders of the union at different levels. The activities of the programme were so designed such that the host organization is eventually able to run the activities funded by its own budget when the project gets phased-out. The purpose of the present evaluation is an attempt to:

- Analyze the impact of MEP in the phased out states of Uttar Pradesh and Bihar
- Document the partnership and activities as adopted by MEP
- Assess the preparedness of the states for being phased out
- Understand the strategies adopted by the phased out states
- Assess the performance through indicators for achieving sustainability and independence
- Evaluate the future priorities and whether they were in sync with AIPTF goals
- Highlight the lessons learned and suggest policy recommendations for the future

Methodology

This is the Phase III of the evaluation study of MEP which concerns the two phased-out states of Uttar Pradesh and Bihar in 2013 and 2014 respectively. The unions were the Uttar Pradeshiya Prathamik Shikshak Sangh (UPPSS) and the Bihar Rajya

Prathamik Shikshak Sangh (BRPSS). The methodology undertook Focused Group Discussion (FGD) based on Stratified Random Sampling at the district and state levels. The field visit undertaken involved series of interviews and focused group discussion (FGD) among the various stakeholders. A report was prepared consisting of five sections, namely Introduction, Methodology, Findings & Analysis, Lessons Learned and Recommendations. The entire analysis was based on questions as per the Terms of Reference (ToR).

Key Findings

Project Planning and Implementation

- a) To what extent did the project prepare the state to be phased out?*
- b) Role played by the union in educational issues of the state*
- c) How relevant and useful were the project activities for the union?*
- d) Strengths and weaknesses of project planning and implementation-including documentation, baseline and reporting both on the state level, as well as support and coordination from AIPTF*

The state of Uttar Pradesh (UP) seemed to have been prematurely phased out under the Membership Education Programme while Bihar was relatively comfortable for being phased-out especially after a year's extension. Uttar Pradesh is the fourth largest state and the most populous state of India with 75 districts and 973 blocks. In terms educational activity of the State UPPSS has been amply reflected while BRPSS involvement has been rather restricted. The relevance and usefulness of the activities under the MEP were well demonstrated in the vigorous agitations that have been held from time to time by the unions from the pre phase-out to the post phase-out stages. This

clearly reflects the empowerment and capacity building measures were sufficiently activated. Although documentation and baseline reporting have been the weakest links for both UPPSS and BRPSS but the strengths of the activities of MEP programme over the years have helped to push the unions to achieve gains that other states are still struggling for.

Membership and Dues

- a) Growth in Membership highlighting the increase by gender***
- b) Changes in Membership Dues***

The increase in the membership of both UPPSS and BRPSS has not been a significant one although there has been no decline in the membership. Men seem to have dominated the membership particularly in the post phase-out stage. In terms of membership fees there has been a jump of 200% for UPPSS and 500% for BRPSS from the pre phase-out to the post phase-out period. Nevertheless this is far below the global standard. Nevertheless it gets compensated to some extent due to the large number of members in the unions. Undoubtedly the total fees collected in comparison to other states are huge.

Women and Youth Representation

- a) Participation of women in the union and women in leadership positions at various levels***
- b) Role and responsibilities of youth and women in unions***
- c) Are there exclusive activities for women members***

Its alarming to note that in states where the government policies have adopted a 50/50 proportion for recruiting men and women teachers, both UPPSS and BRPSS show that women are practically absent from leadership roles and major decision making bodies. Women mostly stay confined in taking care of the needs of the society,

the children and tackling hazards in addition to the regular duties as assigned by the government from time to time. Some youth members of UPPSS displayed some exemplary talents and responsibilities in networking with the grass roots. Women seem to be exclusively for undertaking social responsibilities, participate in Outreach Programme, conduct surveys and create Women Committee.

Membership Service and Training

- a) Recruitment and Retention of members-development before-during-after phase-out?***
- b) Did the concept of Study Circle help the union to increase the membership?***
- c) Which services are offered by the unions to the members?***
- d) How are those services valued?***
- e) Types of activities and their frequencies for members***

The recruitment of members in UPPSS and BRPSS has been a smooth and steady process throughout the various phases of the MEP. For UPPSS barring 2010, the growing trend has been fast while BRPSS though slower in pace but nevertheless a steady one. In 2010, the policy for retirement of UP primary school teachers changed and the age of retirement became 62 from 60. Therefore many teachers retired in 2012. Retention of members has never been in declining mode. The Concept of Study Circle has contributed immensely not only in enhancing membership but also in retaining them. Both UPPSS and BRPSS have been successful in developing a confidence among their members by providing them a series of services in order to ensure their safety and financial security. The services provided by the Union are treasured by the members, who believe that the Union is the platform from where their future strength and empowerment process will emanate and take them miles in achieving their rightful demands. Activities in the

post phase-out stage seem to be adopting new characteristics. It is more informal, shorter in duration, and not so regular. Such a change was adopted in order to cater to the local needs and existing circumstances.

Impact and Sustainability

- a) To what extent were the states able to achieve their long term goals or objectives**
- b) Have priorities changed after phase-out or are they the same? Are they harmonized with AIPTF?**
- c) Are activities continued? Do they have a sustainable impact? What were the major strategies for sustainability (e.g. financial, technical, skills, know-how, leadership, other capacities)?**
- d) Has sustainability been achieved in terms of Administration, Finance, Leadership, other capacities and other union skills offered by the program?**

The Unions of UPPSS and BRPSS have been able to transform into independent unions that carry forward their agenda on their own to achieve their long term rightful demands and goals. They are among the few states of India who have achieved in getting their salary structure at par to the nation. The priorities post phase-out in UPPSS and BRPSS have not undergone any change although the concept is carried forward in a different nature. It is based on the local needs and depends upon the prevailing circumstances. However, most of the activities are well matched and in tune with the activities of AIPTF. The unions of UPPSS and BRPSS seem to be sustainable In terms of leadership skills, capacity measures in launching independent movements through their vigorous agitations. Activities that are in sync with AIPTF are sustainable and secure. Some of the other activities at the local level seem to be performing well too. Sustainability in terms of Leadership and Skill Development does not seem to be under any particular threat but caution needs to be taken as

far as Administration and Finance is concerned. However academic activities, involvement of youth and women lack visibility.

Lessons Learned

- Lack of documentation in the collection of information was a major hindrance for assessing the programme activities in the right perspectives.
- Language was a major problem and the little information that was available was not in a common understandable language.
- KPSTU shared their responsibilities into important subdivisions called Cells. These were meaningful but the functions and job responsibilities are yet to be spelled out. If activated these would impact the programme enormously.
- Both the unions of UPPSS and BRPSS clearly displayed their financial constraints. They accepted the fact that they cannot manage 50% of the total expenses of the union without outside aid. Financial sustainability may be a problem in the future.
- Enhancing the membership fees is a huge task for the state affiliates. When it comes to regular subscription they are reluctant but for constructing office buildings, rising to the occasion of any eventuality/natural hazard all members come forward willingly and none of these are on loans. This speaks volumes of their loyalty and devotion towards the Union.
- Women Committee in the districts and blocks exist in some places but they are yet to take off. There have been conferences and seminars organized by them. But discussion on official responsibilities involving shoulder to shoulder participation with men.
- There is a fear among them to discuss They seem to steer clear from any discussion of taking on official responsibilities involving shoulder to shoulder participation with men seemed to be a taboo and a strict no-no.

- Senior retired members are still keen in the union's activities and growth. Their experience, guidance and handholding support is an asset which can usher in continuity and stability in the programme.

Recommendations

1. Lärarförbundet may consider visiting/revisiting selected State level training programme and activities under the MEP. At least one state which is in the last leg of phase-out per year may be visited/revisited for ushering in greater visibility and a long lasting impact
2. The Project Committee must be activated and made more functional in terms of creating a data bank and maintaining records of activities, participants attending these activities, document agenda and minutes of all bi-annual meetings held. These need to be sent regularly to the national level to AIPTF. AIPTF in turn may send reminders if necessary to the unions in order to ensure that the documents are being received on time.
3. Engagement of only one coordinator for MEP, including from amongst those who may have been former coordinators. Such a position should not be frequently changed. It is also recommended that the Project Committee may invite at least two members from the senior/retired members as invitees to the meetings held by the Project Committee for guidance and support.
4. It is thus recommended that UPPSS be given one more year's extension for training of the new members and holding of Study Circles along with TOD activities.
5. A combined effort must be undertaken conscientiously by all organizations towards the upliftment of women in a planned manner. Steps need to be identified to take responsibility by funders for various segments of gender equality and empowerment of women and avoid duplication of activities. The synergy of the joint effort will in turn enhance Women's Committee to be more pro-active.
6. The bylaws get amended to incorporate an automatic increase in the fees by Rs 100/- over and above the fees that is prevailing in the union, with every annual increment in the salary of the members. An additional contribution of Rs 5/- be then put aside towards Lararforbundet's MEP activities over and above the present contribution.
7. Women's Committee needs to organize an annual get together for the women along with her spouse for greater interaction. Similarly there should be an annual cultural programme organized by the youth, for the youth and of the youth. These activities may purely be on voluntary basis without any financial implications for the Unions.
8. All reserved posts for women members must be filled up by motivating the women through Women Committees for contesting elections. These posts must be discussed in the Women's Committee meetings and women be nominated on the basis of eligibility and as per the constitution of the union.
9. One post of office bearers may be reserved for the new comers who should have a minimum of three years of experience
10. In order to make the policy stronger for Women and Youth, an additional amount of Rs 5/- each must be reserved for the youth and women. These would be over and above their normal share.
11. A study may be undertaken to review the original concept versus the new concept of Study Circles and other MEP activities for comparing and understanding whether it is more member friendly, ideal duration necessary, economic and suiting to the local needs and present circumstances.

I. INTRODUCTION

I.1 Context

Bringing together the primary school teachers of India onto a common platform was indeed a path breaking process. This has been carried forward for decades by Lärarförbundet (the Swedish Teachers Union) in order to create the necessary awareness among the teachers about their rights and privileges. Lärarförbundet adopted the 'Membership Education' programme (MEP) on the lines of Education International's (EI) concept of 'Development Cooperation' in partnership with the All India Primary Teachers Federation (AIPTF). This programme marched ahead towards building of strong unions through a series of training programmes organized on a regular basis for ushering in capacity building, strengthening the bargaining ability and increasing trade union awareness. The role of youth and women were of particular significance. The idea was to develop independent and sustainable unions in accordance to Education International (EI) Policy for providing equal opportunity to and promoting equal involvement of all men and women primary school teachers in India. The core principle and objectives of EI being governed by the concept of Development Cooperation (DC) based on the principles of:

- Partnership
- Needs-based and context specific
- Accountability and Transparency
- Long-term in order to achieve impact and sustainability
- Strategic Vision with clear objectives and adequate flexibility

Thus began the journey of the 'Membership Education' Programme in India in partnership with the AIPTF and their state affiliates. The AIPTF takes along with more than 2.3 million member

teachers represented through 25 state primary teachers' organization in India. Today AIPTF enjoys the synergy of several internal and external linkages painstakingly developed over the years. AIPTF is looked upon as an organization that would deliver services to its affiliates and continues to work conscientiously towards achieving universal primary education. The main objectives of the 'Membership Education' programme focuses upon:

- Organizational Development
- Strengthening the organization through recruitment of more members
- Enhance the trade union awareness and capacity of members and trade union officials
- Improvement in overall communication within the organization
- Increase participation of women and youth in the union's activities
- Develop the negotiating capacity

I.2 Membership Education Programme

The MEP has two main components. These are:

I.2.1 The Study Circle

The concept of a 'Study Circle' includes activities such as Conveners Workshop, Seminars, Creating awareness programme among the union members and so on. The Conveners Workshop is a methodology used to train the Conveners to spread the concept of Study Circles. The training prepares the members to develop leadership qualities and become subject experts. It helps to unionise the members providing quality teaching and education. It identifies crucial issues that affect society and children in particular and addresses them with simple feasible solutions. It also develops a professional and social accountability among the

teachers. After obtaining training the members return to their own blocks and districts and impart activities and training to other members at the local level. Usually the total number of members selected in a group at the local level consists of 10 to 11 members. In the post phase-out stage many of the Unions have converted the study circle into weekend seminars/one day workshop which were considered more effective, need based and relevant in the present context.

I.2.2 Teachers' for Organization Development (TOD)

This is a skill development programme for the leaders of the union at different levels. The training is given on leadership skills, decision-making, communication, unionism etc for better administration of the union. Strategies adopted under this programme is to organise members in the unorganized blocks and districts, involve and allot responsibilities to youth and women and fix targets to mobilize membership, create women cells in each block and generate awareness for the union.

The activities of the programme have been so designed such that the host organization is eventually able to run the activities funded by its own budget when the project gets phased-out. As per the MoU, the states that have attained sustainability and financial self-reliance have been phased out from the mainstream project activities. These states are namely West Bengal, Tamil Nadu and Kerala phased-out in 2009, Uttar Pradesh and Odisha in the year 2013 and Bihar in the year 2014. The first phase of the evaluation study for the phased out states were for Tamilnadu and Odisha. The present evaluation study under Phase II covers the states of Kerala and West Bengal.

I.3 Purpose of the Evaluation

The purpose of the present evaluation is an attempt

to:

- Analyse the results to study the impact of MEP in the phased out states of West Bengal and Kerala
- Document the partnership and activities as adopted by MEP
- Assess the preparedness of the states for being phased out
- Understand the strategies adopted by the phased out states
- Assess the performance of the states through indicators for achieving sustainability and independence
- Evaluate the future priorities and whether they are in sync with AIPTF goals
- Highlight the lessons learned and suggest policy recommendations for the future

I.4 Background of the Phased-Out States

The states of Uttar Pradesh and Bihar phased out in the year 2013 and 2014 respectively. The state of Uttar Pradesh is located in the north of the country and is the most populous state in the country with (199,581,477 people, as per the Census of India, 2011), contributing more than 16% to India's population. Uttar Pradesh has 75 districts. Each district is divided into sub-divisions and further into blocks. The blocks consist of rural Panchayats and urban town municipalities. The State's sex ratio is 908 women to 1000 men, much lower than the national figure of 940. The Human Development Index (HDI) in the year 1999-2000 had registered a value of 0.360 which is much lower than the national figure of 0.609.

The Uttar Pradeshiya Prathamik Shikshak Sangh (UPPSS) is one among the major unions in Uttar Pradesh. The members of the union believe that the government is trying to split them by acknowledging the junior teachers as separate from them with the result that now the latter have a separate union. Nevertheless a large number of

the junior teachers continue to be part of the UPPSS. The total number of teachers in Uttar Pradesh is 378847. The total members in UPPSS is 293783 (includes the junior and primary teachers). Among these members 130565 are women and 163218 are men. Although the policy of the state is to recruit 50 percent women teachers, but the total number of women teachers in the state is far below the target of 189424.

The decision making bodies of the UPPSS includes the

Executive Council consisting of 1993 members with hardly 15% women members.

Office Bearers consisting of 27 members out of which 4 are women. The members include

- President or the *Adhyaksh*,
- Senior Vice President or the *Varishta Upaadhyaksh*,
- five Vice Presidents or the *Upadhyaksh* (one being reserved for women),
- General Secretary or the *Maha Mantri*,
- Joint General Secretary or the *Sanyukt Maha Mantri*,
- five Secretary or the *Mantri* (one reserved for women),
- five Organizing Secretary or the *Sangathan Mantri*, (One being reserved for women),
- five Public Relations Officer or the *Prachar Mantri*, (One reserved for women),
- Treasurer or the *Koshadhyaksh*,
- Accountant,
- Internal Auditor or the *Aay-Vyay Nirikshak* (the internal auditor does not form a part of the Executive Council).

In addition the UPPSS also has a State Project Committee consisting of nine members, all of them are the nominated members. Out of this 3 are women. It includes two Coordinators, President, General Secretary, Treasurer and other four members.

The Women Network Committee consists of eight

members all of which are nominated and are women. It consists of one Chairperson, Deputy Chairperson, and other six members. In addition it also includes the President, General Secretary and the Treasurer. 48 districts out of 75 have Women's Network Committees. Some of the block level also have a Women's Network committee.

The elections in UPPSS are held once in 3 years. At the block level members are elected for the General Council for the state in the proportion of 100: 1. At the district level the Council elects in the proportion of 10:1 member. So total members for the Council becomes $(184320/100)$ 1843. This forms as the total Council Members. In addition it also includes all the district Presidents and Secretaries ($2 \times 75 = 150$), taking the total number of Executive Council members to the tune of 1993. Out of this 15% tends to be women. Usually the Council members select 10 members from among them who then represent them at the national level. This is according to their bylaws and regular constitution.

The state of Bihar is located in the east of the country and is the third largest state of India by population with 104,099,452 people according to the 2011 Census of India. According to Wikipedia, almost 58% of the state's population are below the age of 25, which is the highest in India. The literacy rate of the state is 63.82% with women's literacy rate being 53.33% and men being 73.39%. The sex ratio is at a low of 916 as against the national average of 940. The HDI shows a minimum of 0.292.

The Bihar Rajya Prathamik Shikshak Sangh (BRPSS) are spread across the state from the lowest levels beginning from the block, *anumandal* (sub division), *Jilla* (district), the *parmandal* (combination of 4 to 6 districts) and finally the State. Elections are held at different levels in proportion to total members. At the Block level the proportion is 80:1 member, at the

anumandal/Subdivision level the proportion is 20:1 member. At the *Jilla*/district level the proportion is 40:1 member and so on. At the state level the election is referred to as the 'Pratinidhi' election which elects its office bearers. Every level has the following:

- President
- Two Senior Vice Presidents
- Three Vice Presidents
- One Gen Secretary
- Three Secretaries (one is reserved for women)
- Two Deputy Secretary
- One Office Secretary
- One Treasurer
- Auditor

This takes the total number of members as office bearers to 15. All the office bearers are men. In Bihar all para teachers are permanent teachers. Many of them are members of BRPSS. Several others are yet to join BRPSS.

Nearly 95% of the primary schools in Bihar are government owned. These vary from school to school and some are even up to classes VIII. There are some aided schools which are in Urdu and

Bengali medium. In addition there are the private schools. Teachers are categorized into assistant teachers, and other permanent teachers and both are considered as permanent teachers. Many of the teachers are part of resource persons' team as and when needed but there is no involvement of any primary teachers in the designing of syllabus, curriculum, and writing of text books for primary schools. Distribution of primary schools in Bihar is rather haphazard among the schools. While one school may consist of all science teacher while another may have a large concentration of mathematics teachers. All subject teachers are not evenly distributed among the schools. A large chunk of schools are devoid of any head teacher putting an extra load on the Teacher-in Charge. Like several other states in the country, member teachers of BRPSS, also are over burdened with mid-day meals, survey for the Census of India, election duty and many such non-academic duties. The mid day meals on a regular basis take a huge toll on the teachers' time affecting their performance in school.

II METHODOLOGY

II.1 Scope of the Study

Phase III of the evaluation study of MEP, considers the two phased-out states of Uttar Pradesh and Bihar. The concerned unions are the Uttar Pradesh Prathamik Shikshak Sangh (UPPSS) and the Bihar Rajya Prathamik Shikshak Sangh (BRPSS) respectively.

A brief on the methodology to be adopted was described to the unions concerned initially in a meeting organized by the AIPTF. Following which in consultation with all, the field visit itinerary for UP and Bihar (Refer Annexure I & II) was fixed. The methodology adopted in consultation with Lararforbundet, AIPTF and concerned states was to undertake a focused group discussion based on Stratified Random Sampling explained further in this section (Refer Annexure No III on FGD). Two focussed group discussions were held at the district level and one at the state level in each of the states. The unions were briefed about the data required and to prepare all detailed information related to MEP. In consultation with AIPTF and the Unions, the field visit itinerary was chalked out with specified dates and places to be visited. The field visit was thus undertaken to collect the primary sources of information from the two states of Uttar Pradesh and Bihar with the help of a structured questionnaire (Refer Annexure No IV for questionnaire). The period of the field visit was for seven days each. The dates for the field visit were as follows:

- Uttar Pradesh (7 - 15 February 2016), districts covered include Agra and Azamgarh
- Bihar (22 - 28 Feb 2016), districts covered include Patna, Ara and Buxar

The field visits undertaken involved a series of interviews and focussed group discussion (FGD) among the stakeholders, women's network committees, youths, primary school teachers (beneficiary and non - beneficiary), few non - members of the union and office bearers of the

state/district/block levels. The list of stakeholders to be interviewed was identified in consultation with AIPTF/ UPPSS/BRPSS. They included the following:

- AIPTF President, Secretary, National Coordinator and other officials
- The State, district and block level leaders and Programme Coordinators of Membership Education Programme of UPPSS and BRPSS
- Few non-beneficiaries and non-members of UPPSS and BRPSS
- Women's Network Committees in UPPSS
- Youth members of the UPPSS and BRPSS
- Some school children, parents and Head Teachers, UPPSS
- Visit to one primary school in Agra
- Education Minister, Government of Bihar, Dr Ashok Chaudhary, Secretariat Patna
- Principal Secretary, Govt of Bihar, Shri Dharmendra Singh Gangwar,
- Media Reporters with BRPSS
 - o Mr Alok Kumar, 'Kashish News'
 - o Mr Dharmendra Kumar
 - o Mr Aftab, 'Rashtriya Sahara'
 - o Mr Krishna Ranjan, 'Rashtriya Sahara'
 - o Mr Anupam, 'Prabhat Khabar'

The evaluation methodology involved the following activities:

- An initial meeting was held on 9 Dec 2015, to discuss and explain to the concerned Unions regarding the details of data that was required for the evaluation study and to organize the meetings according to the methodology based on Stratified Random Sampling. The areas for field visit were identified keeping the time required and distance from the centre for travelling.
- A desk review of documentation of literature/reports and other conference proceedings, media reporting available at AIPTF, UPPSS, and BRPSS were studied.
- Interviews and discussions with all stakeholders in Uttar Pradesh and Bihar were undertaken as per the scheduled itinerary

- Interviews and observations from the officials, government departments and other related persons wherever available were documented.
- All documentation were checked and rechecked with supported minutes of the meetings, photographs and media reporting.
- Information and research from other sources and stakeholders which had been carried out by independent teacher members were also looked into
- Report writing and dissemination of the report through de-briefing/presentation was held with Lärarförbundet, AIPTF, UPPSS and BRPSS. All suggestions and changes as necessary were incorporated into the final report.

Data was collected through focused group discussions, questionnaires, field visit observation, e-mails/phone, meetings and study of media coverage. The composition of the focused group meetings at the State and district levels was as stated below. At the State Level a minimum of 30/35 members were invited as per the classification given below:

- Members of the State Executive Committee (10 members, active during and after phasing-out)
- State Project Committee (10 members, during and after phasing-out)
- Women Network Committee (10 other members, during and after phasing-out)

At the district Level a minimum of 20/25 members were invited as per the classification below:

- Women and Youth member representatives
- Some of the State Office-bearers, former coordinators and 5/6 members, who were present when the union got recognition and project was started in the state.

The evaluation study followed the research questions as put forward under ToR for an in depth analysis of the study.

II.2 Limitations of the Study

The study has the following limitations:

Inadequate Documentation: Documentation of records has resulted in creating a gap among the various phases of the programme. It affected the

continuity and visibility of the programme. This was especially conspicuous in the post phase-out stage. It was extremely difficult to compare and study the impact of the programme over the period of time with the available documentation. Without proper data, the evaluation was affected especially when cross analysis of several indicators were concerned, restricting the study to only those indicators for which the information was available. Carrying forward whatever has been achieved will eventually be lost in the absence of proper documentation.

Common Language: All the material provided were not available in a common language. The local language used is best for the local members but with international funding it is of importance that all reports, media reporting, and other important information be available in a common international language. It is essential to keep a translation of all written material in English so that much time can be saved by not having to translate the available documents. It is difficult to keep reverting to the President/Secretary of the Union for the translated version all the time. Moreover every state has a different language and there was no provision of an expert translator.

Projected Information: The BRPSS had authenticated data only till 2011. All information pertaining to membership after 2011 is projected data and thus an approximation. BRPSS will have their magnitude of members based on the voters list post elections, expected to be held this year.

II.3 Organization of the Study

The organization of the report has five sections in addition to a series of annexure. These are:

Section I:	Introduction
Section II:	Methodology
Section III:	Findings & Analysis
Section IV:	Lessons Learned
Section V:	Recommendations
Annexure	

III FINDINGS & ANALYSIS

III.1 Project Planning and Implementation

a) To what extent did the project prepare the state to be phased out?

The state of Uttar Pradesh (UP) seems to have been prematurely phased out under the Membership Education Programme while Bihar is relatively more comfortable to be phased-out after being given a year's extension. Uttar Pradesh is the fourth largest state and the most populous state of India with 75 districts and 973 blocks

Both the states of Uttar Pradesh and Bihar are at the lower end of the development parameters. The Human Development Index (HDI) of UP and Bihar is extremely low in value with 0.360 and 0.292 respectively as compared to the national norm of 0.609. Thus the two states under concern are not particularly in good health. The sex ratio for the states has been at a low of 908 for UP and 916 for Bihar as compared to the national average of 940. Uttar Pradesh and Bihar are the larger states of the country with UP constituting of 75 districts and Bihar constituting of 38 districts. These two states are some of the most populated states of the country ranking the highest and the third highest respectively.

The UPPSS expressed that UP was a large state consisting of a huge number of districts constituting 973 blocks and three years notice was simply not enough for phasing out Uttar Pradesh. According to the former General Secretary Shri Vedpal Singh, 83,000 have been appointed out of the total vacancy of 214373 leaving a total of 131373 positions unfilled. Moreover there was the probability that 1, 72,000 Shiksha Para Teachers were to join subject to permission being granted by the Hon'ble Supreme Court. When the UPPSS got an ultimatum about the phase-out, they held a

mass meeting in 2013 out of panic. A large proportion of the new appointments had only just started then. These new appointees needed training in addition to the huge load of the para teachers who were on the verge of becoming permanent teachers and needed training as well. With the money allotted at Rs 5/- towards the project fund, it was felt that this was simply unfeasible task to carry on with the activities of the Union with the insufficient funds that was at disposal.

The UPPSS pointed out that there were no pension available like earlier days. So "when the members retired they would simply perish away". There were 4000 pensions available for more than 100,000 takers. There were no emergency funds available either for meeting any kind of eventuality. When earthquake hit parts of UP, teachers came forward willingly to contribute one day salary for the earthquake affected victims. Thus they emphasized about the monetary deficit that faced the union.

Bihar was given a year's extension under MEP which the union found to be extremely useful albeit there was a rush to complete the entire training and other activities at the earliest. However BRPSS stated that it was hard to extend MEP activities and training to all the members of BRPSS. Monetary support seemed to be a major problem here too. Members from BRPSS stated that the membership fees are not collected as per schedule. Sometimes they pay once in three years. Although the Study Circles were powerful in attracting members especially the women but the Union felt, in the present times it was difficult to continue so the objectives needed to be broadened in order to cover the entire State. Bihar has a total of 407135 teachers as per 2015 data, out of which 232151 (projected) are members of BRPSS which is about 57 percent.

b) Role played by the Union in Educational Issues of the State

UPPSS has been amply reflected in many of the educational activity of the State while in the case of BRPSS such a picture appears to have been restricted

The members from UPPSS have been well utilized in the activities of the State's educational development like designing of course contents, development of curriculum and in the framing of educational activities of the State. The union is actively involved in the process where books are to be passed and sanctioned for the schools under the scheme of *Basic Shiksha Parishad*. They are also involved in preparation of the *Khel Kud*, a scout's guide for sports activities. They are responsible in the designing of the Syllabus and Curriculum and assist with the district planning (*Jilla Yojana*). They are also involved in the activities of the *Sarva Shiksha Abhiyan* (SSA). They give and receive training and often act as resource persons.

In the case of Bihar, the members felt that the State government has ignored them and they were not involved in any of such activities. In a meeting with the Education Minister Dr Ashok Chaudhary (Refer Annexure No IX - Interview with the Education Minister), the evaluator along with the BRPSS Office Bearers impressed upon the Minister regarding the various problems faced by the Primary school teachers and especially the non involvement of primary teachers in the designing of syllabus, curriculum, and writing of text books for primary schools in Bihar. In response the Minister accepted that the primary school teachers need to be involved and hoped to do this soon. The Minister Dr Ashok Chaudhary also pointed out that the proportion of pupil teacher ratio was not in place. Although the government has been trying to address this issue but monitoring at the grass roots has been weak. He also pointed out about a mass scale induction of teachers who were in

possession of forged certificates for getting their appointment. These also needed to be identified. The minister stated that the department is looking into all the core areas and a feasible plan is going to be worked out.

The syllabus in the primary school was designed by Professors of Universities rather than the Primary school teachers themselves making the contents heavy and boring. The resource persons happen to be from among the primary school teachers but remain out of the framework of designing the syllabus and course contents. In fact teachers are utilised and involved in the Block and Cluster Resource Centres (BRC/CRC), in order to provide academic structures that support and improve the quality of education in schools but despite this education in Bihar continues to suffer according to Shri M.P Shahi, the General Secretary of BRPSS. The President of BRPSS Shri Brij Nandan Shrama, is a member of the committee for mid-day meals, represents the State for the Teacher Welfare Council at the national level and is a member of Teachers' Award for State in which all the district presidents and Secretaries are also members. THE BRC/CRC were initially set up under the District Primary Education Programme (DPEP) which was implemented in a phased manner in selected districts of the country and later expanded through the *Sarva Siksha Abhiyan* (SSA) Programme.

c) How Relevant and Useful were the Project Activities for the Union?

The relevance and usefulness of the activities under the MEP are very well demonstrated through the vigorous agitations that have been held from time to time by the unions from the pre phase-out to the post phase-out stages, clearly reflecting the empowerment and capacity building measures are sufficiently activated.

Both the unions of UPPSS and BRPSS unanimously accepted the fact that the project activities have given a voice and leadership

capabilities to their union leaders. The unions have forged ahead in launching successful protests for acclaiming their rightful demands. During the field visit, many of the members recalled how difficult some of the challenges were in the earlier days. In the *tehsil* of Bah in Agra, members expressed the times when kidnapping used to be a regular feature in the dacoit areas. In 2006, a teacher named Shri Sevaram was kidnapped and the kidnappers demanded a ransom. There was an agitation for 24 days. Many were put into jail and ultimately the teacher members were successful in saving and getting Mr Sevaram free. The UPPSS has fought many a battle and brought back respect and dignity for their teachers. The UPPSS have also formed a committee to take immediate action for children who may get lost. A young boy whose father was a rickshaw puller was lost. It was with help of UPPSS that he was discovered from Kolkata. Many drunken men were also taught a lesson. Innumerable such cases were stated with newspaper clippings at the state meeting in Agra by the district President Shri Rajendra Singh Rathore.

In Bihar, the state Resource person Shri Kameshwar Tiwari from Siwan district stated that the concept of Study Circle had instilled an element of cooperative learning and cooperation among the colleagues. BRPSS had agitated in 2015 and were successful in getting the government to agree for the regular pay. This was the election time and BRPSS did not miss the opportunity to 'strike the iron while its hot'. However enhanced arrears are yet to be received by the members. Members of BRPSS expressed that they have full confidence on their Union and in case of any eventuality, they are sure that at the end of the day, it is their union which will come to their rescue.

In fact if one studies the list of agitations undertaken by the unions of UPPSS and BRPSS (Refer Annexure No VIII.a & VIII.b on Agitations), these were more vigorous in the post phase-out period in terms of *dharna*, rally, marches, hunger strike, *jail*

bharo (getting arrested), violence movement, strike, workshops and awareness campaign as compared to the pre phase-out and phase-out stages. Among some of the major achievements, members from UPPSS struggled for enhancing the retirement age from 60 to 62 years and in 2010 and eventually achieved the same. They even protested against the unjust policies of the government such as distribution of milk through the mid-day meal scheme in August 2015 and the milk distribution was discontinued. Members from BRPSS similarly struggled to get the para teachers to become regular permanent teachers. The Government was compelled to accept the demand and implemented the pay scales making all the teachers as regular in the state vide their notification dated 22 July 2015. The BRPSS also managed to force the Bihar government to bring their pay scale at par to the Central Government. Nevertheless both UPPSS and BRPSS found the project activities most relevant and useful for the growth and development of the union particularly in binding the members together and taking forward their movement with a massive strength and support. Every agitation had the prerequisite numbers necessary to march on. The office bearers were also of the opinion that giving a call was much easier and members are ready to participate in any movement or agitation for obtaining their rightful demands.

d) Strengths and weaknesses of project planning and implementation - including documentation, baseline and reporting both on the state level, as well as support and coordination from AIPTF.

Although documentation and baseline reporting have been the weakest link for both UPPSS and BRPSS like many other states, but it would be incorrect to over look the strengths that the unions have gained over the years from the activities of MEP

Documentation and maintenance of records has been a drawback in the programme. It was a difficult

proposition to retrieve something that was of importance. File maintenance and compilation of information was incoherent. However the little information that was clumsily stored revealed the strengths of the programme. The concept of Study Circle was an instant hit among the members particularly the women. The members found it so simple to understand and easy to implement in day to day lives. Although the visibility of the programme was tarnished but the fruits of the activities seemed to have been imbedded into the system of the unions. Many of them craved to join the earlier Study Circles which they never got a chance to. The limited evidence displayed that undoubtedly a lot of work had happened in the past but these were neither filed systematically nor computerized and recorded in a structured manner.

Documenting the innumerable strengths listed out by the unions, would have brought about greater visibility to MEP. As a result a gap in the information collection, collation and dissemination seemed to have been created. Continuity seemed to be getting brittle. Whether it was records related to Study Circles, TOD, expenditure statements, or any other documentation they existed in a rather disjointed manner without any date/description/outcome specified. Coordinators appointed were new and needed training.

Thus although the programme has been implemented for more than two decades it lacked severely in maintaining a regular base line survey, collection of information and proper documentation. There have been no evaluation mechanisms (internal /external) undertaken from time to time. It was a pity to listen to the millions of interesting incidents on how they had faced the challenges in undertaking the TOD, Study Circles, agitations, other seminars and activities but most of this could not be corroborated with evidence based facts and figures.

Undoubtedly women seemed to have benefitted most from the MEP activities. They got a platform

through the Study Circles and also at the Women's Committee. The Women Committee was appreciated by the women greatly. Women were of praises for the MEP activities and looked forward to many such gatherings where they could talk freely without hesitation. The most important strength of the programme was a common bonding that developed over the years among the members. This strengthened them to carry forward their movement to logical ends. One and all seemed to be united in every agitation that the union took up whether it was for para teachers, regular teachers or individual cases.

The most important strength of the programme was to empower the union and make them strong independent unions who would be ready to fight their own battle and win their rights with dignity. The long duration of training, TOD and other activities had made the members fearless and speak up at public places, negotiate with government and refuse to be brow beaten. UPPSS undertook district level demonstration in all 75 districts of UP for the restoration of Old Pension scheme on 23 October 2012. A state level demonstration for medical allowance was also launched on 20 September 2013. The members of UPPSS also protested on 8th Jan 2014, against the extra non-professional activities such as undertaking surveys, Census, mid day meals, etc. Anomalies in pay structure were also protested against and this was won on 19.12.2013. Agitations also resulted in reducing the promotion duration from 5 years to 3 years for the scheme "Die in Harness".

III.2 Membership and Dues

a) Growth in Membership Highlighting the Increase by Gender

The increase in the membership of both UPPSS and BRPSS has not been a substantial one although there has not been a decline in the membership. Men seem to have dominated the membership particularly in the post phase-out stage.

Both the states have a education policy of recruiting teachers in the proportion of 50 percent men and 50 percent women. The earlier picture among the teachers is now slowly changing with a slight increase in the women teachers as compared to men for both the states. The trend lines among the teachers and members in UPPSS and BRPSS, display a more or less parallel picture, implying a constant overall growth which seems to have been maintained from pre phase-out to post

phase-out stages with no consequential changes. Among the members in both the unions, men continue to dominate as far as the numbers are concerned. Although the state's new education policy on recruitment of teachers seem to be reflected in the trend lines, however a similar pattern for members of UPPSS and BRPSS does not emerge from Figure Nos I & II, based on data provided by UPPSS and the projected data of BRPSS.

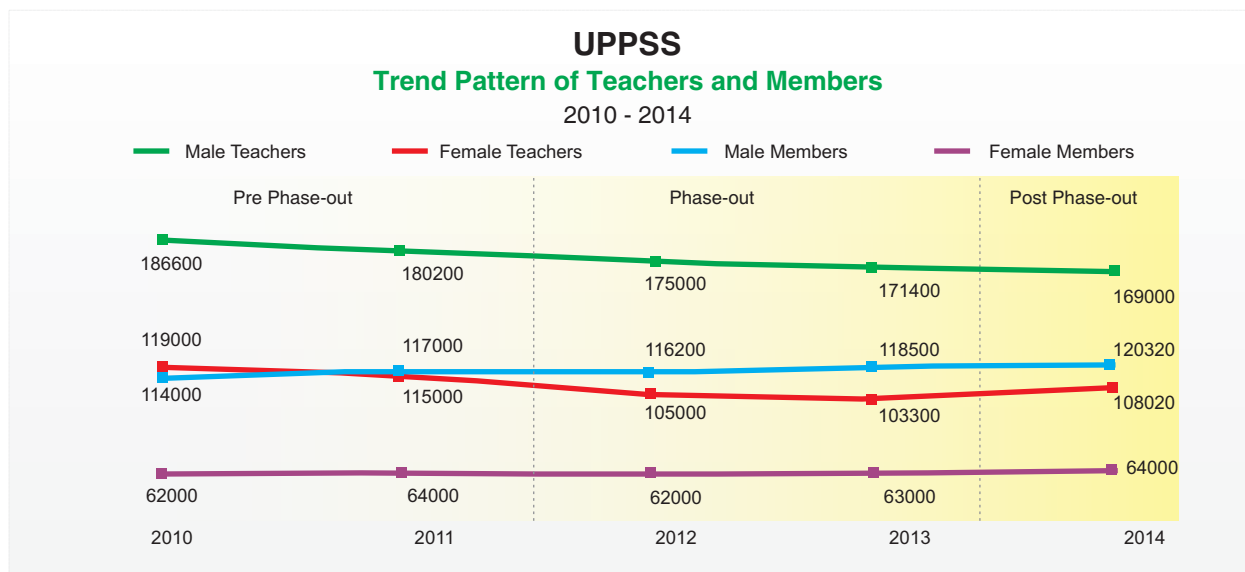


Fig I

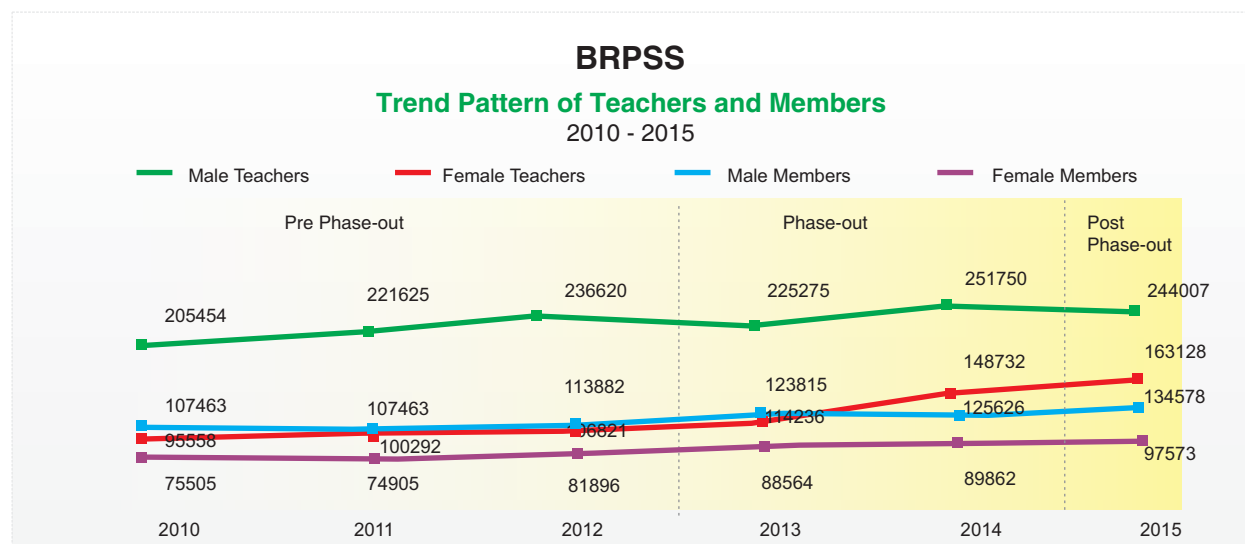


Fig II

The overall trend pattern in the total membership may be concluded as an increasing trend particularly in the post phase-out stages. Fig Nos XI

& XII shows that for UPPSS there is a sharp decline in the members in 2012 due to the revised age of retirement being 62 instead of 60 years. Thus those

of the members who were to retire in 2010 did not do so and instead many retired in 2012. Following which the trend started to increase again. Hence it may be concluded that the trend overall for both the unions is an increasing one but women members seem to be lagging far behind in UPPSS as well as BRPSS.

The statutory bodies as per the Constitution of BRPSS AND UPPSS both adopt the 33% reservation for women. Out of the total teachers of

Uttar Pradesh (289320), UPPSS constitute the largest with 67% as its members. In terms of the male teachers, 71% are members of UPPSS and among the female teachers 59% of women teachers are members of UPPSS (Refer Fig No III). In the case of Bihar 57% of the total projected teachers (407135) are members of BRPSS. Among the male teachers, 55% are members of BRPSS and 60% of the women teachers are members of BRPSS. This leaves plenty of scope for enhancing the membership of BRPSS.

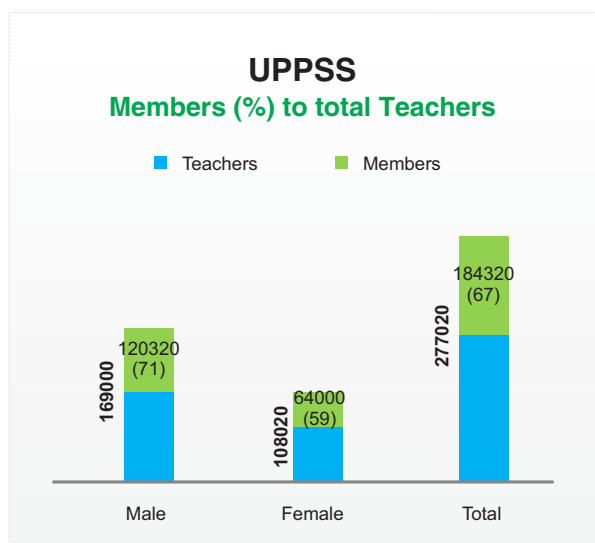


Fig III

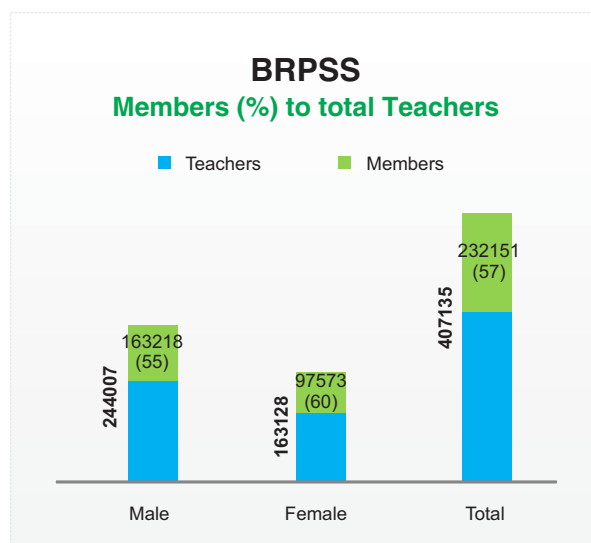


Fig IV

According to UPPSS, around 58000 new teachers have been recently recruited out of 72000 vacancies. Another 25000 were also recruited in the junior primary high school. So an overall around 83000 new teachers have been recruited. All these teachers are permanent. Despite this, there is an overall vacancy of 131373 positions yet to be filled. Besides in UPPSS there are a potential number of 172000 para teachers who are yet to be regularised and ultimately will become members of UPPSS since UPPSS is fighting for their regularisation. So the total number of potential members are 255000 (83000 + 172000). Hence there are a huge number of potential members that can surge the total strength of members in the

union. In BRPSS a large number of para teachers have been regularised and have joined BRPSS. Nevertheless BRPSS still has a large number of potential members who may be tapped for becoming members.

A glance at the district wise distribution of members, Figure no V, shows the top twelve districts where more than 90% of the teachers are UPPSS members and Fig no VIII shows the lowest ten districts which have the least proportion of members, that is less than 63% of the teachers in UP. The district of Azamgarh has the highest number of UPPSS members while Sultanpur has the lowest proportion (40%) of UPPSS members.

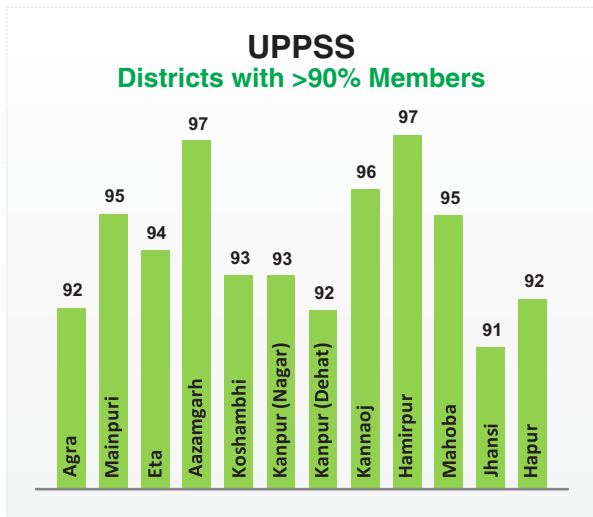


Fig V

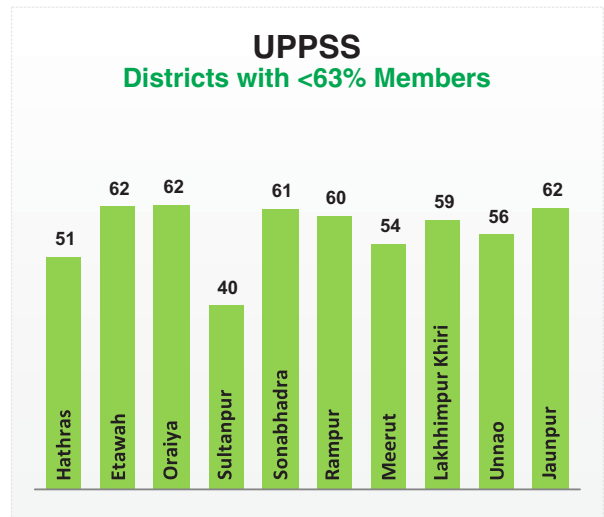


Fig VI

Percentage of members in BRPSS district wise is depicted in Fig No VII. The highest concentration of BRPSS members is concentrated in Nawada

(90%) followed by Buxar (89%) and the lowest proportion is in the district of Vaishali (19%).

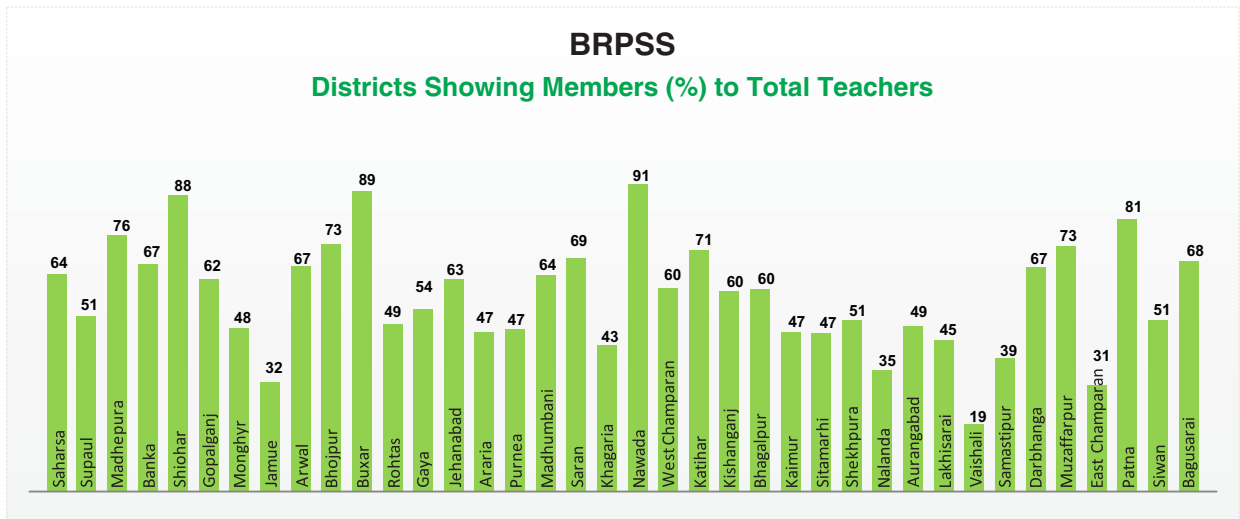


Fig VII

b) Changes in Membership Dues

In terms of membership fees there has been a jump of 200% for UPPSS and 500% for BRPSS from the pre phase-out to the post phase-out period. Nevertheless this is far below the global standard and is a pittance in terms of percentage. However when compared to the large number of members who contribute to the unions, the total fees collected in comparison is undoubtedly much more than any other state.

The present membership fees are Rs 100 per annum for UPPSS, out of which Rs 40 is for the Block, Rs 40/- for the district and the remaining Rs 20/- is for the State. A total of Rs 5/- is kept aside for MEP activities. The BRPSS in 2016 also endorsed to enhance its membership to Rs 100 + 5/-. Out of Rs 5/- an amount of Rs 2/- goes to jilla (district) and Rs 3/- is for seminar and one day workshops (all combined).

The UPPSS has had a jump in the membership fees from Rs 50 in 2010 (pre phase-out) to Rs 100/- in

2015 (Post-phase out stage), implying a 200% increase. In the case of BRPSS, a 500 percent increase has taken place from 20 rupees in 2010 (pre phase-out) to 100 rupees in 2016 (the post phase-out stage). However this amount is still far below the international standards and does not form even 0.3 percent of their salary. A yearly contribution of Rs 5 is put aside from the membership fees towards the expenditure on MEP activities. However most of the local participants bear the expenditures incurred as a result of their

travel, tea/refreshments themselves. Therefore expenditure on most of these activities does not become a burden for the union.

Although the unions of UPPSS and BRPSS are one of the largest unions in the state, but there are presence of numerous rival organizations that charge very nominal fees. So this makes the atmosphere competitive and one cannot raise the membership fees suddenly, lest it becomes detrimental to enhancing the membership.

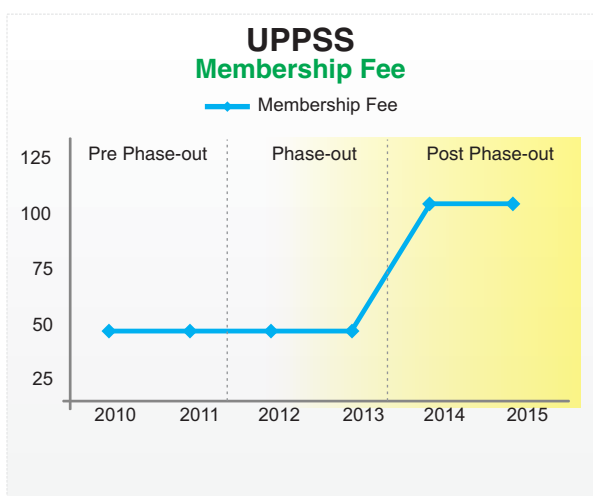


Fig VIII

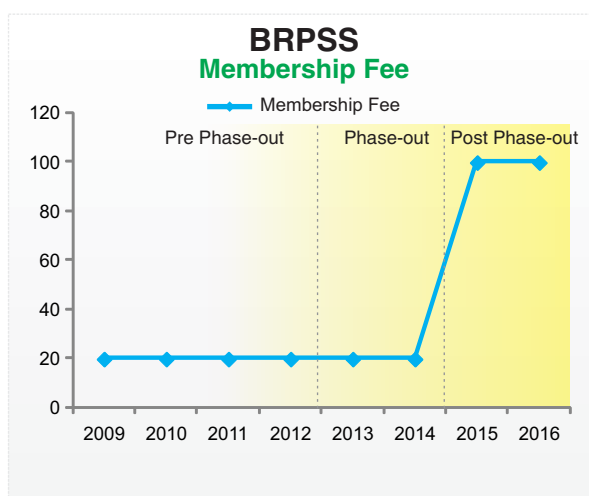


Fig IX

In Uttar Pradesh there are other organizations (>7 approximately) who are competitive and are supported by the ruling party. Increasing membership fees needs to be approved by the

General Council and the bylaws which is a cumbersome process. A similar situation is in Bihar as well. This enhancement of fees has come about after three years in the post Phase-out stage.

III.3 Women and Youth Representation

a) Participation of Women in the Union and Women in Leadership Positions at Various Levels

Its alarming to note that in states where the government policies have adopted a 50/50 proportion for recruiting men and women teachers, both UPPSS and BRPSS show a depressing situation where it would not be wrong to state that women are practically absent from all leadership roles and decision making bodies

Fig No X, shows a rather bleak picture where women are simply absent from the decision making bodies as per the current data.

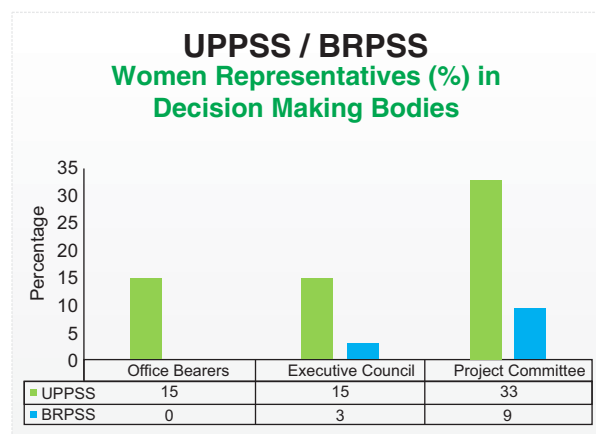


Fig X

From among the 27 Office Bearers of UPPSS only 4 (about 15%) are women. From among the 1993 Executive members of UPPSS only 299 (15%) are women. The UPPSS has a project committee consisting of 9 members of which 3 (33%) are women. Similarly for BRPSS, there are no women members among the 15 office bearers. The General Council of BRPSS consists of 2216 members out of which only 56 (< 3%) are women. The project committee for BRPSS consists of 11 members out of which only one member (9%) is a woman. This is despite the fact that both the unions follow a policy of 33 % reservation for women. It is unfortunate to

note that even posts that are reserved for women go uncontested.

In terms of men and women composition in the unions, UPPSS has 37% women and BRPSS has 42% women showing a clear picture of male domination. During the focussed group discussions, women were very few particularly for BRPSS. Speaking to the women independently in a separate meeting, it was revealed that they were reluctant to participate in election process because their family members and spouse were against this. They were not allowed to undertake lots of travelling or moving outside their homes. Some of them even stated that their job in itself was a reason of conflict at home. Their priorities are for the children and home. Unless and until there is support system and encouragement from the family members, women will always remain behind the veil and will be reluctant to come out openly for taking on greater responsibilities. Yet these women are always in the forefront when it comes to participating in the agitations or helping the society to recuperate from damages and injury. They are therefore happy to be at the backdrop of any such programme as long as they are not the ones shouldering the main responsibilities.

b) Role and Responsibilities of Youth and Women in Unions

Women mostly stay confined to taking care of the needs of the society, the children and other hazards in addition to the regular duties as assigned by the government from time to time; Youth members although few, displayed some exemplary talents and job responsibilities in networking with the grass roots. Such instances were mostly displayed by youth members of UPPSS.

Women in the two unions of UPPSS and BRPSS are not different from other states under Phase I

and II. In fact in the case of UPPSS and BRPSS women were far and few during the focussed group discussion. They were more like silent observers and preferred remaining in the background. The Evaluation team had to insist in having a meeting to talk separately with the women where they were more comfortable to speak up. However they do participate in large numbers for agitations and come forward for every demonstration. But when it comes to contesting elections they shy away. With the State's education policy now adopting a 50/50 recruitment policy for men and women, one could hope that the status of women improves and the unions concerned adopt a measure of 33% reservation for women in the true spirit.

Although their roles are confined to activities outside the ambit of decision making bodies but at the same time they have been instrumental in marching forward shoulder to shoulder along with the men colleagues for all kinds of demands. In September 2014, there was a 42-day agitation held in Agra to protest against the cases of sexual harassment where more than 1000 members participated who were mostly women (Refer Annexure VIII a). Agitations have always taken everyone along, including women and youth.

During the focussed group discussion, a separate meeting with the women stated that they live in a patriarchal society. "We are thus handicapped, can't drive or can't even run around, we can only create awareness". Many of the women and some of the youth members were of the opinion that solving block level problems such as promotion, transfers and suspension will automatically trigger off to set the ball rolling in the union. The BRPSS women members expressed that 621 teachers had got time bound promotion which normally comes in the 12th year, then subsequently in the 24th year and so on. But from 1988, all teachers were upgraded after 24 years and this was because of the strength of BRPSS. There were exclusive 16 'Bolo Re' (Speak Up) agitations in 2014/2015

where all were women participants. A special outreach programme was organized by BRPSS in collaboration with other local NGOs to distribute 200 blankets and food to widows. Mr Shahbag Ahmed, senior Vice President from Koyelwar block stated about the teacher members involvement on *Bhagidari* (Participation) programme where 100% were women beneficiaries.

In terms of youth, the president of Agra district of UPPSS, Shri Rajendra Singh Rathore, displayed some exemplary leadership skills. Even when UPPSS at the state level had only 67% as members out of the total teachers and 59 -60% of its male and female teachers as members, Agra district under the leadership of its President showed almost 80% of its female teachers as well as the total teachers as members. Newspapers are splashed with the district level news regarding the agitations to be made launched by the members of UPPSS. With a young team the President, Secretary and the Treasurer are all youth. There is ample evidence of women in large numbers holding conferences for education based issues and women's empowerment in 2014, 2015 - the post phase-out stages. The UPPSS in Agra has also taken up joint collaboration with NCE on 26 Apr to 2nd May for EFA Global Action Week and the SAARC Teachers meet in 2015. The team has been forthright in agitating against corrupt officials, sexual abuse, and fighting for the rightful demand. The district of Agra has fixed every 20th of the month for holding a monthly meeting of the union. All the 16 blocks of Agra district are always present for this meeting. File records are maintained and decisions of the meetings are methodically documented in registers. All the teachers from block level bring forward their problems and issues are discussed and solved among themselves as far as possible. Complainants of women abuse were taken up and the employer got suspended. Ms Babita Verma a Block President stated that the Child Care Leave was now easily sanctioned without having to pay a

bribe and all arbitrary transfers have been stopped since 2007. The insurance scheme of *Shikshak Sarathi* has now been enhanced from 1 lakh to 5 lakhs. The young President of Agra district, made sure that the Group insurance which assures a sum of Rs 10 lakhs to an individual is in place among all the blocks of Agra and even extended to 27 other districts of UP. They even maintained a blood group of all their district members with spouse and children, medical policy, donate blood twice a year at the district and block level and many more activities.

c) Are there Exclusive Activities for Women Members

Women seem to be exclusively for undertaking social responsibilities, participate in Outreach Programme, conduct surveys and create Women Committee.

Traditionally women in India are mostly concentrated in the professions of Nursing and Teaching. They carry the same gender stereotype roles in the society and are perhaps considered a misfit for taking on leadership roles and hence remain confined to education and social problems that are so often visible in schools and community at large. A Women committee being in place helps the women to discuss and air their views freely without any inhibition or fear. However BRPSS stated that not much is being done for the Women Committee. However some old records show that women have always participated in generating awareness through Women Committee. The district level women conference held in Darbhanga district on 19 March, 2005, the formation of Women

Committee in the twelve districts of Bihar on 14 November 2006, the meeting held in Patna office on 26 March 2009, and so on suggests that the Women Committee did play a role earlier in BRPSS. During the focussed Group Discussion in Bihar, Ms Madhu from Patna stated that she had come initially from Samastipur Women Committee when there were very few members. She met the neighbours and started bringing them together and asked them to join the union. She proudly stated that today they were 100 members. Therefore it is evident that some kind of informal women's forum does exist if not a formal Women Committee through which women stay connected.

UPPSS has a Women Committee in the state, 27 districts out of 75 do not have a Women Network Committee. Some old documentation showed that Seminars and women awareness programme were a regular feature of the Women Committee. Records of meetings that were available showed that four Women Presidents were elected on 10 March 2004 in Bahraich, where a Women's conference was held. There were 700 women participants from the districts of Pratapgarh, Kaushambi, Allahabad, etc. The document also put on record that 'due to Study Circle Project more women had started participating in the project activities'. In addition there have been several Women awareness programme that have been held. More current data was not available.

BRPSS similarly has Women Committee in 21 out of the 38 districts of the state. However these Women Committees need to be activated and be more pro-active.

UPSS Women Committee



Map No. 1

BRPSS Women Committee



Map No. 2

III.4 Membership Service and Training

a) Recruitment and Retention of members - development before, during and after phase-out?

The recruitment of members in UPPSS and BRPSS has been a smooth and steady process throughout the various phases of the MEP. For UPPSS following 2010, the growing trend has been fast while BRPSS though slower in pace but nevertheless a steady one. Retention of members has never been a declining trend.

The recruitment and retention for both the unions of UPPSS and BRPSS display a more or less steady process throughout the pre phase-out to post phase-out stages. The trend lines (Refer Fig Nos XI and XII) show a sharp fall in the year 2012 for UPPSS. This drop can be attributed to the fact that there was a change in the retirement age from 60 to 62 years in 2010. So a large number of teachers

who were to retire in 2010, got another two years and retired instead in 2012 resulting in the loss of a large number of members. UP is the only state where the retirement of teachers is 62 years. Despite a fresh recruitment of a total number of 83000 teachers, the state of UP still has a huge number of posts (to the tune of more than 130000) lying vacant. Another 172000 para teacher is waiting for the final nod from the court following which they will become regular teachers and eventually members of UPPSS. In Bihar all para teachers have already become permanent regular teachers. Some have joined BRPSS and others are yet to join. Given the background, the recruitment and retention of teachers have been fairly satisfactory. Fig Nos XI & XII clearly show that the recruitment in both UPPSS and BRPSS have been promising.

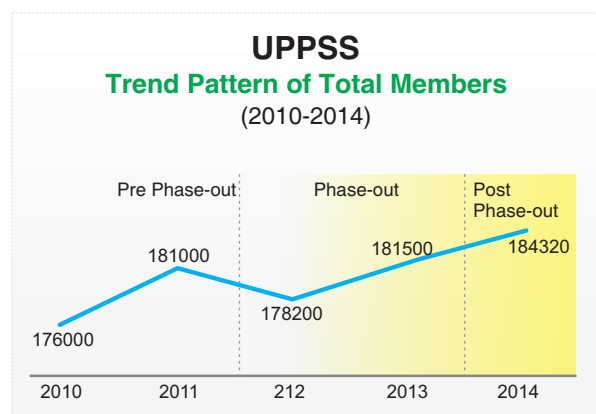


Fig XI

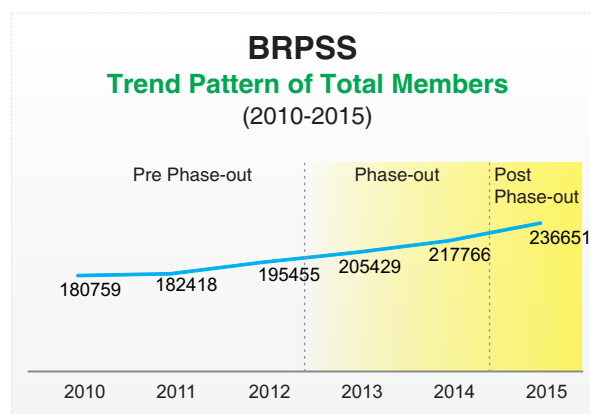


Fig XII

The state of UP as discussed earlier has a total of 277020 teachers out of which 67 percent are members of UPPSS while in the case of BRPSS,

the total number of teachers are 407135 out of which 57% are members.

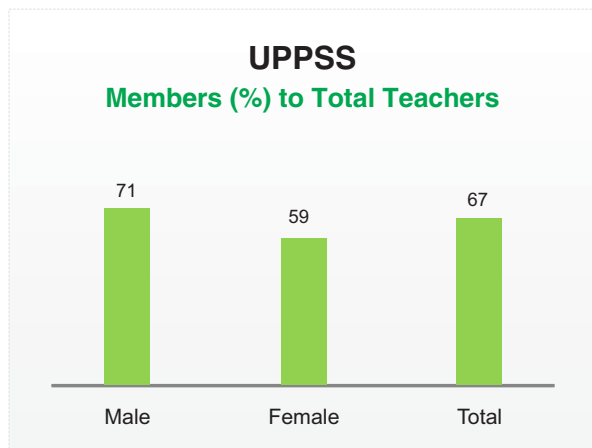


Fig XIII

In the case of UPPSS, Fig No XIII, displays 71% of all male teachers are members and 59 percent of all female teachers are members. This is despite the fact that UP have many rival organisations that are close to the government and also a sum of 172000 para teachers who are yet to be regularised. This shows that the retention of members in UP have been substantial.

In the case of BRPSS, out of a total 407135 members only 57 percent are members. Fig No XIV shows that 55 percent of the male teachers and 69% of the female teachers are members of BRPSS. There were no cases reported by either of the union about members who had left their organisation. Nevertheless BRPSS needs to influence more members from the total teachers to become members, given the fact that the para teachers have all been regularised now. So far the recruitment has been marginal and retention seems satisfactory.

b) Did the Concept of Study Circle help the Union to Increase the Membership?

The Concept of Study Circle contributes immensely not only in enhancing membership but also in retaining the members

Although it is difficult to bring out the empirical evidence to show that there is positive correlation between the Study Circles and growth of membership for want of proper data, nevertheless throughout the focussed group discussion in both

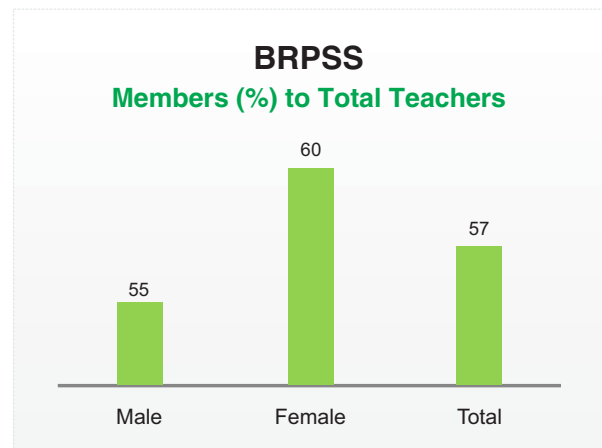


Fig XIV

the states of Bihar and UP, members expressed their appreciation for such an activity. There were many new members who were aware about the Study Circles and were keen to attend a similar programme. Though this was being practiced in the concerned unions but the characteristic of the programme was different. Some of the members stated that their parents have been the earlier members of the union and had the opportunity of attending these activities. Women seemed to be the most appreciative of the Study Circles. A lady teacher called Ms Maya from Begusarai Primary School, Koelsa block in UP stated that, "UPPSS is alive because of the good work at the block level and we are fighting fit because of our union and all this is only because of the Study Circle project".

Dr. Ram Sajjan Singh, a resource person from BRPSS stated that the Study Circles are not being followed in the same manner but is tailored to suit the concept of Cluster Resource Centres of Bihar. Therefore it is broadened the scope of Study Circles. The concept of CRC covers the entire state. A meeting is held once a month to discuss all programme activities including, PDP, EI, Lärarförbundet and others. This concept will target in enhancing membership. Members stated that at one point of time, many unions were formed but the BRPSS members fought and all Presidents, Head Masters went on an indefinite hunger strike. The government now mostly listens to BRPSS. Ms Smita Kumar from Buxar, Bihar stated that she

became aware of her rights only after joining the union in Nov 2014. She now regularly gets her salary without having to bribe anyone. Ms Archana Kumar from Patna stated that after joining BRPSS, she was sent to attend a seminar of PDP. Subsequently she got introduced to 'Study Circles'. The Study Circles made her come out of her shell and interact with the union members who helped her in forming the 'Meena Manch' (a platform for Girls), 'Bal Panchayat' (Child Parliament) and other children oriented programme. Ever since 2007, when she joined her job, she was shocked to find a Class V girl getting married, but her intervention has yielded result and there have been no more cases of any child marriages in the Primary and Upper Primary schools of her block. Members stated that the Study Circles do take place once a month. Members come in large numbers to attend the one-day workshop. It was through these Study Circles that members came together to launch a

major agitation in 2015, when the Bihar government had to yield to give them the regular pay at par to the Central government employees.

According to information available from BRPSS regarding Conveners trained, participants attending Study Circles etc were only for the pre phase-out and phase-out stages. A comparison between these and the members have been depicted in Fig No XV. An attempt has been made to study the relationship between study circles' participants and growth of membership (actual no of study circles were not available). The line graphs depict that the indicators of Study Circle participants, Conveners trained and membership in 1000s are all parallel to each other depicting a positive correlation between them. The greater the Study Circles, the greater are the members and vice versa. The post phase-out stage data was not available.

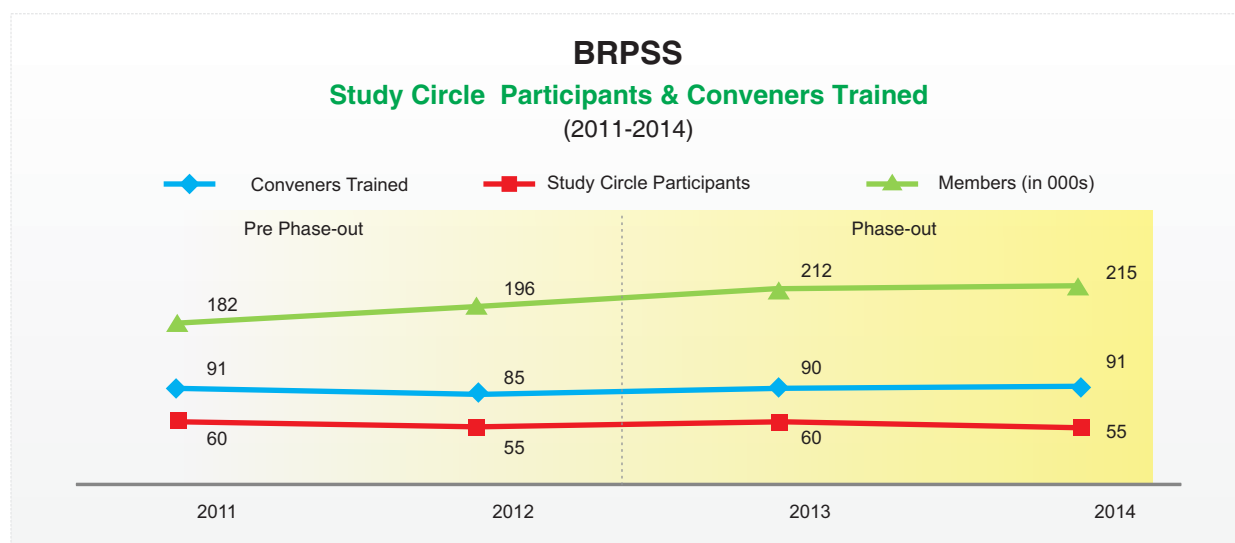


Fig XV

Shri Umesh Kumar, a resource person from Jahanabad, Bihar stated how Study Circle concept had helped in undertaking his duties as a SSA resource person. He organized a group of teachers from 10 schools taking one teacher per school and started to interact with each other. Soon they started to visit each other's school to see that there were no absentees. This attracted the women members to gradually join. Soon new teachers

came and joined the teaching profession, some became leaders also. There were strikes held by the smaller unions however it the BRPSS who had the achievement. Based on the concept of the Study circles, one-day workshop is held once a month. Soon the members started enhancing. In SSA there were 40 members in 2007/2008. He made them all members and life members. A life member pays a one-time payment of Rs 200/-.

Similarly many of the members stated how they could attract more members through the concept of Study Circles.

C) Which services are offered by the unions to the members?

Both UPPSS and BRPSS have been successful in developing a confidence among their members through providing them a series of services in order to ensure their safety and financial security

UPPSS and BRPSS have always been in the forefront to safeguard the rights and interest of its members. All issues are democratically discussed with a bottom up approach before taking a final decision. The UPPSS have conscientiously worked towards improving the negotiating capacity of the leaders through training and holding agitations taking along all their members. During their long struggle they have seen many governments such Mr Kalyan Singh who used to be anti teachers, Shri Rajnath Singh - the present Home Minister who used to support their rightful demands.

During the focussed group discussion Shri Sanjay Kumar Mishra, the former State President and a member of the Project Committee from Maharajganj known as the (New Nepal) spoke about the difficulties that they faced being a border district with Nepal. Hit by massive earthquakes in April 2015, it was the members of UPPSS who came forward to donate monetary and physical help to the people of the earthquake hit region. All UPPSS members donated one days salary in favour of the disaster hit areas to the tune of 35 lakhs of rupees. The UPPSS has constructed a structure and created a system for the Union scheduling the future activities to be undertaken.

The UPPSS stated that they are not under any pressure and hence have a greater bonding which is difficult to break. They have put a stop to the frequent transfers particularly for the women

members after an agitation of 18 days. UPPSS has solved all cases of unnecessary harassment and fighting against the corrupt officials who demanded bribes. The union was successful in solving the case a lady member who was being abused. The Union helped in registering an FIR in collaboration with AIPTF. Ultimately the police had to relent. According to Shri Rajendra Singh Rathore, President of Agra, ten corrupt officials are in jail even today only because of the union being active. It was the union who got them a salary at par to the Central government. Three lakhs of teachers agitated since 1986. Today UP is the only state which has 62 years as the retirement age for Primary School Teachers. In many other states it is 56 years. Some of the agitations that the Union undertakes carries on since generations like introducing a pension scheme, reinstating people back into employment that were suspended and so on.

The BRPSS has its election once in three years and has some of the senior most members as their leaders duly elected by the members. The government of Bihar does give a patient hearing to the BRPSS union leaders, partly because of their stature and partly because of their influence over the more than 4 lakhs of members. Shri Umesh Kumar, a resource person from Jahanabad, Bihar stated that when he joined his job 1994, he had no idea about a union or its strengths. It was the festival of '*Chat Puja*' which is considered as one of the main festivals of Bihar. The district Magistrate (DM) was Mr Hukum Singh Meena who refused to declare the day as a holiday. So teachers took the day off for the occasion. The DM conducted a raid and the salary of all the teachers who were not on duty was stopped. The BRPSS President requested the DM but he remained adamant. A one-day rally was undertaken by the teachers and within a day the circular was taken back. Shri Umesh Kumar stated that, "It was then that I understood the strengths of a Union. Union is definitely stronger than an individual".

Both UPPSS and BRPSS are actively involved in introducing the Health Insurance Scheme; bring about a unified Syllabus for attracting more children and teachers, sanction of maternity leave, paternity leave, LTC and so on. The unions are both active in ushering in to abolish the TET, fight against the Public Private Partnership (PPP), the RTE act along with others and introduction of new education policy. PPP, New pension scheme, uniform pay scales across the country, Head Teacher for all schools, no detention policy, Medical insurance, etc. The UPPSS is still in the process of regularizing the teachers that are working on contractual basis. The BRPSS is also trying to streamline the demand for "Die in Harness" where employment post death is being done on pick and choose basis by the government of Bihar since 2006.

d) How are those services valued?

The services provided by the Union are treasured by the members, who believe that the Union was a platform from where their future strength and empowerment process would emanate and take them miles in achieving their rightful demands.

The gradual increase in the membership growth is an indicator enough to prove that, the services provided by the Unions of UPPSS and BRPSS were of value to the members. Both the Unions were appreciative that their salary was better now and at par with the Central Government pay scales. Most of the women members were grateful that they have all the benefits related to maternity and child care. They were also confident that they could now depend upon the union in case of any harassment or abuse. They were better equipped for training programme and other participation in the conferences and skill development activities. The union seemed to be the closest to them and was like a family. Issues such as the sudden transfers and closure of schools seemed to be getting taken care of.

Members from UPPSS and BRPSS expressed their satisfaction in getting an opportunity to attend new training programme and be more aware about the new education policy and quality education. Due to proper training, office bearers were also able to put forward their points better. The two unions were able to draft their grievances and follow up the cases better. The BRPSS put forward their grievances before the Education Minister in the presence of the Evaluation team and even threatened a stir. Under the Union's banner, placing their rightful demands had become easy and these demands has been put before the Education Minister time and again. Some of these demands include reviving of old pension scheme, quality education as per RTE act, regularising the para teachers, Implementation of 'Die in Harness', etc. Members are aware of their rights and know that 'Unity is Strength'. Women in particular were bolder and did not hesitate bringing their complaints to the grievance platform. It was not easy to bully them or extract bribes for releasing their salary or sanctioning their maternity leave, etc.

e) Types of Activities and their Frequencies for Members

Activities in the post phase-out stage seem to be adopting new characteristics. It is more informal, shorter in duration, and not so regular. Such a change has been adopted on the need based priorities.

From the pre phase-out to the post phase-out period, the nature of activities have diminished both in terms of frequency and duration. The pace at which they used to be held are much lesser now. The five-day Conveners Workshop which used to be very active during the pre phase-out stages is now being held not on such a regular basis. Unfortunately expenditure on each of the above mentioned activities was not available for the post phase-out stage, so it was not possible to comment on the thrust areas during the post phase-out stages.

In the post phase-out stages both UPPSS and BRPSS have made the frequency of Seminars and Conferences more flexible to suit the local needs. The BRPSS have made these to suit the CRC in order to give a wider coverage. Taking into account the induction of new members, the study circles had to be converted into one-day workshop once a month. The unions stated that the number of members has now got enhanced. Moreover the unions needed to keep in mind that many other

unions are emerging and one needs to be strong and learn not only to enhance but also how to retain its members. In the case of BRPSS, the government at present seemed to give a sympathetic hearing to the union's demands but financial crisis may hit them the most.

A study of figure nos XV and XVI show the total number of activities and their participants during the pre phase-out and phase-out stages. Data for the post phase-out stages was not available.

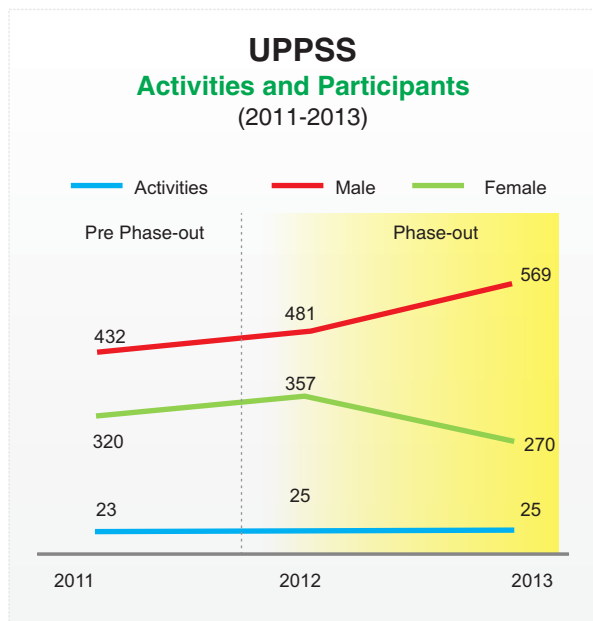


Fig XVI

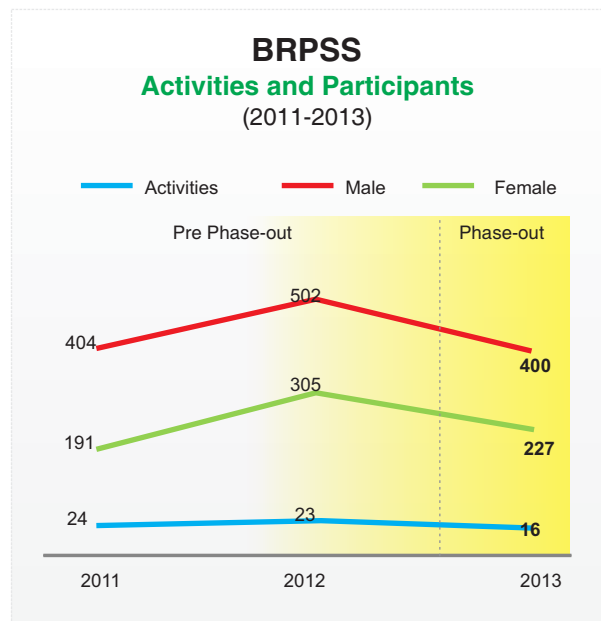


Fig XVII

In terms of activities during the pre phase-out and phase-out stages, both the Unions of UPPSS and BRPSS have similar type of activities with a parallel pattern with no consequential temporal variations. These include Project Committee meetings, Editorial Committee Meetings, Printing of Study Material, Convener's Workshop, Awareness Programme, Skill Development & Training and

Evaluation Meetings. The major thrust of these activities have been on awareness generation and skill development/training throughout the pre phase-out to phase-out stages. The participants of UPPSS seem to be more male dominated in the phase-out stage. BRPSS, is also male dominated but the participants seem to be in a declining trend in the phase-out stage.

III.5 Impact and Sustainability

a) To what extent were the states able to achieve their long term goals or objectives

The Unions of UPPSS and BRPSS have been able to transform into independent unions that can carry forward their agenda to achieve their long term rightful demands and goals.

The unions of UPPSS and BRPSS are lucid in their understanding on how to organize themselves for achieving their long term goals. They are fully aware in taking forward their movement in getting the rightful demands. Both the unions have struggled hard in achieving a major success in the implementation of the 6th pay Commission for the teachers of the state. UPPSS managed to enhance the retirement age of its teachers to 62 years from 60 years. It is the only state where the retirement of teachers is 62. Both BRPSS and UPPSS have been successful in filling up their vacancies. UPPSS still has more than 130000 posts vacant while Bihar too has several posts lying vacant. While UPPSS have still been struggling to convert their para teachers into regular teachers, BRPSS has already achieved this task. The enhancement of members has put forward enormous tasks before the unions. The training and organizing of seminars is a gigantic task before the unions.

Union activities have had to be increased. UPPSS is expected to enhance its membership by another 172000 para teachers whose training etc is the greatest responsibility before the union. The mass meetings have effected in creating the necessary awareness and all want to undergo training but for a shorter duration.

Media reporting displayed the strong steps taken by the unions and the determination and grit to carry on with their agitations for achieving their rights. Members of the union have time and again threatened to picket the office of the district

education officer for their demands. Due to the callous attitude of government officials, promotional benefits were denied to many teachers. So members did not hesitate to threaten for being on strike. Members successfully exposed how the Block Education Officer had been practicing corruption in promotion, transfer and solving the grievances of members. This was displayed by the media on 19th September 2011. In Dec, 2013, UPPSS Block Education Office stayed locked up, due to the ongoing agitation by the members of the UPPSS. Finally on 2 December 2014, the UPPSS celebrated their success when their 11-point demands were accepted by the government in teacher's favour.

The BRPSS Co-ordination committee met on 1 August 2010 to chalk out their plan on agitating for their demands in order to increase the retirement age to 62 from 60 in addition to other demands. Media reports displayed the bold steps taken by BRPSS for various issues that affected the members. On 10 Aug 2010 the teachers of Bihar united together to implement quality education. It held a convention and then took out a rally. The Primary and Secondary level teachers demonstrated in front of the Collectorate and 78 teachers court arrested in demand for their nine point demands on 15 Aug 2010. To express solidarity towards the contractual teachers who were *lathi* (Stick) charged, teachers suspended work for three days as per reports of 10 March 2013. Teachers also boycotted the Mid-Day Meal due to irregularities in supplying of materials and management. This was in the news dated 28 July 2013. Emphasizing on the delay of govt's decision, BRPSS protested against the government's delayed decision further on 10 May 2015 regarding the fixation of salary for Para teachers. Finally it was on 22 July 2015 after a struggle for almost five years the BRPSS were successful implementation of pay scales to all the contract teachers. With this all the para teachers got regularised in the state.

The above shows how the union is in a much better position now to take on cudgels and fight for their rightful demands.

b) Have priorities changed after phase-out or are they the same? Are they harmonized with AIPTF?

The priorities post phase-out in UPPSS and BRPSS have not undergone a change but the concept that is carried forward is as per the local needs and depending upon the prevailing circumstances. However, most of the activities are well matched and in tune with the activities of AIPTF.

It was found that the formal activities under the MEP have undergone a change in terms of its characteristics. However the structure of the programme continues, though the terminology has taken a transformation from five-day convener's workshop to one/three day's workshop or weekend seminar. The activities under Study Circle and TOD seem to be more informal. There are some records that are available which does not speak enough about the meetings held. Without proper documentation and non-availability of expenditures incurred it is difficult to compare the activities between different phases of activities. The expenditure statement does not specify the MEP activities as used to be done in the pre phase-out stages. However from the focused group discussion it was evident the unions did practice a revised version of Study Circles and seminars were held. Basically the concept is the same as that of the older version MEP, although the frequency and duration of the activity is much lesser.

Several of the activities undertaken by UPPSS such as the Public Private Partnership (PPP), the maternity leave/Paternity Leave, LTC (already achieved), and several other pension schemes etc are in perfect harmony with the priorities of AIPTF. Both UPPSS and BRPSS have compatibility with

several of their priority demand with AIPTF. The PPP, New Pension Schemes, Uniform Pay Scales throughout the country, Provision of a Head Teacher in all the Schools and not merely dump all administrative responsibilities on the teacher-in-charge who are already over burdened, the teachers Eligibility Test (TET) which AIPTF has been demanding to be removed for the teachers that have qualified their B.Ed exam. AIPTF believes that if necessary this could be included under the B.Ed/training programme itself. The B.Ed graduates need not be face another exam after clearing their B.Ed. AIPTF has also been supportive and demanding mainstreaming of the teachers who are on contractual basis.

AIPTF has played a crucial role in carrying forward the activities of MEP among the various states of the country. All activities in all the states may not have been a tremendous success but it has provided the necessary strengths to take the activities to its logical end. The leaders of AIPTF with their long time experience and capabilities have been successful in achieving dignity and respect for its organization. The state affiliates look up at AIPTF for all the strengths and solutions. This was clearly reflected during the field visit. While coordinating and supervising the state affiliates AIPTF takes caution to allow the freedom of space that the states need and not interfere too much in the regular functioning and decisions taken by the states. However when it comes to deliverables and commitments, AIPTF makes it clear that certain norms and procedures cannot be ignored and must be maintained.

c) Are activities continued? Do they have a sustainable impact? What were the major strategies for sustainability (e.g. financial, technical, skills, know-how, leadership, other capacities)?

The unions of UPPSS and BRPSS seem to be sustainable In terms of leadership skills,

capacity measures in launching independent movements through vigorous agitations. Activities in sync with AIPTF are sustainable and secure. Other activities for the local needs also seem to be sustainable.

As seen in the earlier sections, most of the initiatives undertaken by the unions are in perfect harmony with AIPTF. Activities as regards the PPP, new Pension Schemes, uniform pay scale throughout the country, provision of a Head Teacher in all the Schools, abolishing the Teachers Eligibility Test (TET) and so on are in place and members are united. Under the aegis of AIPTF several teachers' organizations come forward whole heartedly to participate in all such activities. It was under such a banner that the Right to Education (RTE) was also fought along with other civil society organizations. Finally the enforcement of 'Right to Education' Act brought the country closer to achieving the objectives and mission of the Millennium Development Goals (MDGs) and Education for All (EFA). The act finally came into force on 1st April 2010.

As mentioned earlier those of the agitations which are in harmony with AIPTF, are well participated along with AIPTF and other state affiliates. At the same time there are many other agitations which are local needs based and also continue with result oriented outputs. So one may conclude that sustainability for such of the actions have been met with to a large extent. Demonstrating for their rightful demands is displayed prominently with excellent results.

Although the unions are successful in booking corrupt official, check sexual harassment, and so on, however the academic component needs to be strengthened. Regular ongoing activities such as holding Study Circles, Convener's Workshop, training programme, block level one-day seminars,

district level training, leadership training in the state, etc. still need improvement. Important decisions that were taken by the Women's Network Committee and the conferences held exclusively for women were not properly documented although some photographs did project that a huge gathering collected for the meet.

From the available data, the budget contribution by Lararforbundet and the expenditure by the Union are displayed in Fig nos XVIII and XIX. The trend lines of the budget for Lararforbundet shows a declining one and that of the union is an increasing one. It is apparent that the union has gradually taken over the union's expenses. In addition in the post phase-out stage, UPPSS was also given an additional amount to the tune of Rs 289700/- towards meeting the expenses of capacity building for the newly elected members. The data for post phase-out stage was not available. The distribution of funds over the various phases has thus followed a declining trend by the Lararforbundet. The BRPSS also shows a declining trend of funds that are received from Lararforbundet (Fig No XIX). It has received some small funding even in 2016 like the UPPSS. However there were no extra funds received by BRPSS since it had got a year's extension. So instead of 2013, it phased out in 2014.

The same picture has been depicted through bar diagram in Fig Nos XX and XXI, which shows the contribution from Lärarförbundet to the total union's budget expenses. For UPPSS, the contribution of Lärarförbundet in the pre phase-out stage was to the tune of 39 % that came down to 34 % (out of a total of Rs 1405960/-) in the phase-out stage. BRPSS similarly shows that the contribution from Lärarförbundet to the union budget was 42% which came down to 34% in the phase-out stage (out of a total budget of Rs 1201475/-). The post phase-out stage budget was not available.

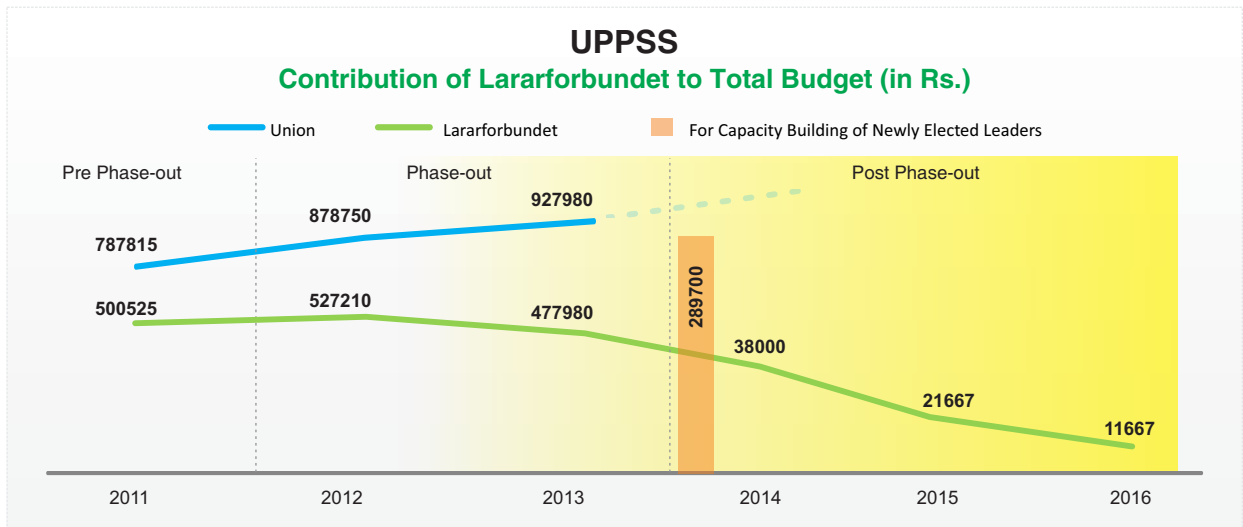


Fig XVIII

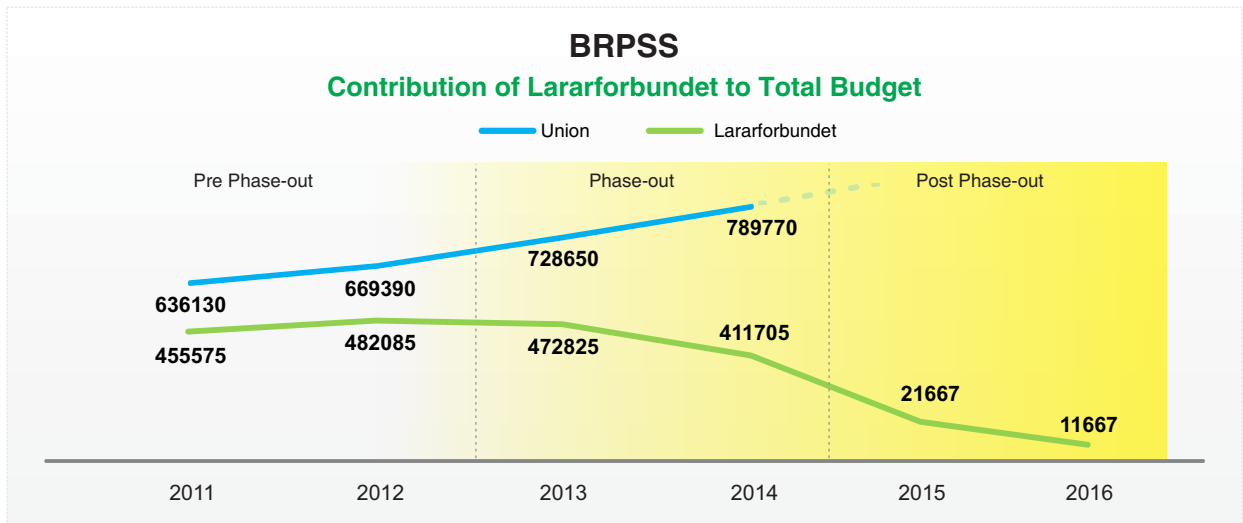


Fig XIX

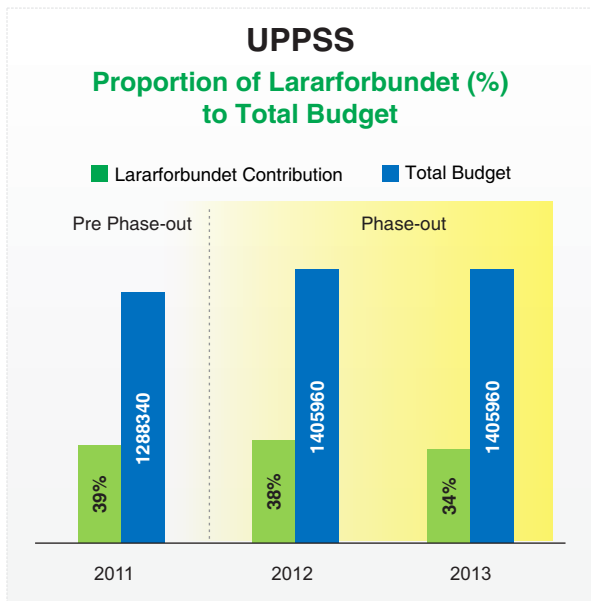


Fig XX

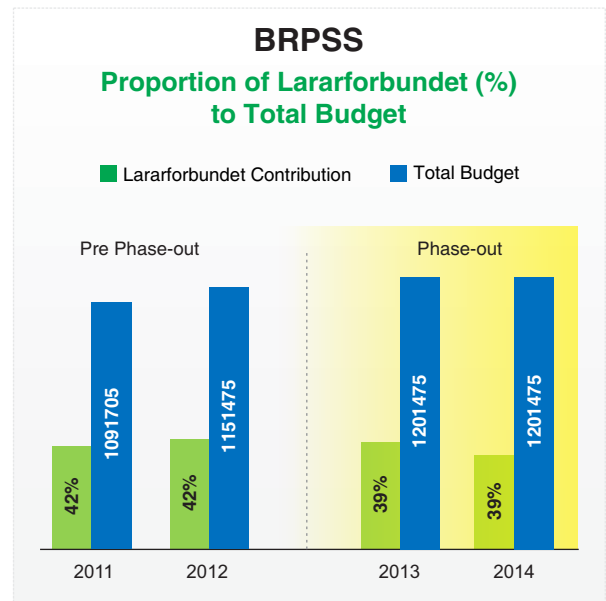


Fig XXI

The unions contribute a small amount from their membership (Rs 5/- each) to continue with the MEP activities. While this contribution seems enough for the time being but may not be so in the long run as more and more members join and needs training. Thus sustainability of academic activities may pose a hurdle in the future. In addition it must be borne in mind that the membership fees are all not paid regularly. Sometimes members pay their fees once in three years.

d) Has sustainability been achieved in terms of Administration, Finance, Leadership, other capacities and other union skills offered by the program?

Sustainability in terms of Leadership and Skill Development is not under any particular threat but one needs to be alert as far as Administration and Finance is concerned. Academic activities, involvement of Youth and Women lack visibility.

Both UPPSS and BRPSS, collect a comparatively meager amount as membership fees. The unions complained about shortage of funds for carrying on day to day activities, training etc. But when it came to constructing office buildings, they all come forward with generous donations and make sure they create an office building. Some of them are even rented. Out of 75 districts of UP 42, districts have office buildings and many blocks also have office buildings of UPPSS. Some even have more than one office building in one district in addition to block level office buildings. Similarly for BRPSS out

of 38 districts 34 own their office building. Both the unions are well organized to elect democratically their leaders and the ones chosen are accepted as the leaders. Elections are held for choosing their leaders at all levels. Skill development is imparted through training programme. Study circles in the post phase-out stage are of a different nature and usually held once a month as one-day workshop, to suit the objective of CRC.

The states have not performed too well where women and youth are concerned. Organizing skills have been well displayed but not in terms of academic component. Although finance is a problem but it's surprising to observe that members do not hesitate to contribute their one-day salary during a period of crisis when a disaster strikes or for constructing an office building. So the unions are able to create their resources somehow in times of need but a regular enhanced contribution is difficult to obtain.

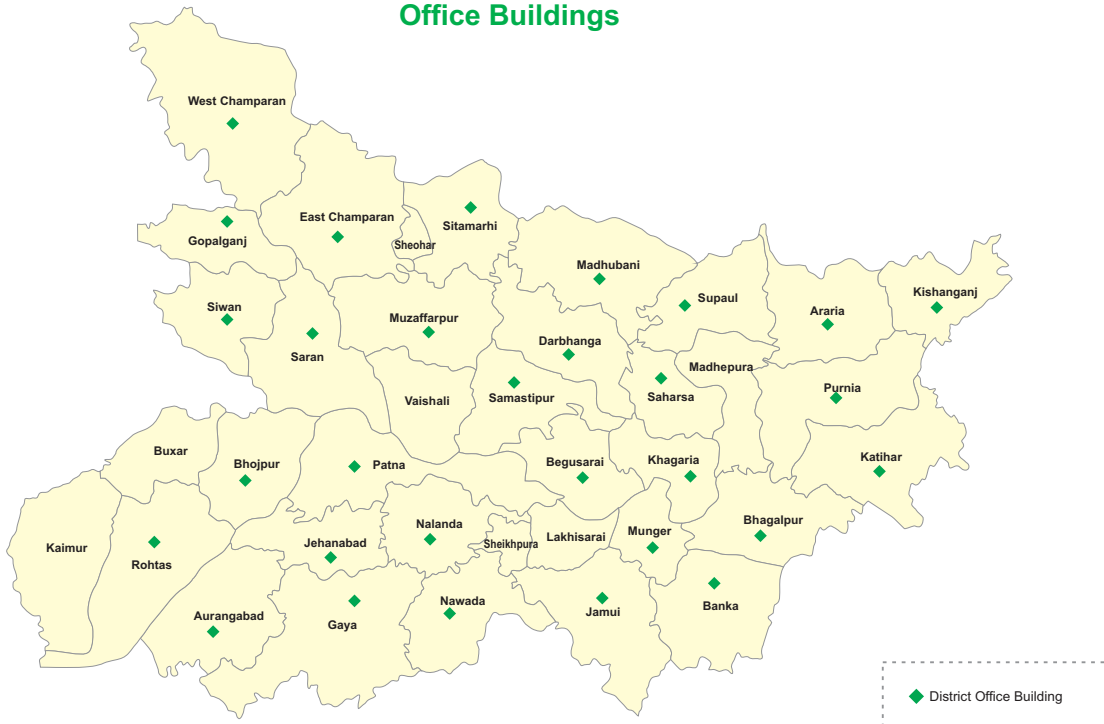
The office building in Azamgarh district of UPPSS is extremely spacious and fairly well maintained. In Agra also the office space is available. They have their staff and all meetings are held in this office. The BRPSS office in Patna is also a big complex with proper space. They have limited staff and most of the work done is volunteered by members. Financial crisis has not been in the way of activities but now with new members growing, the training for such of these members may not be sustainable for a very long time unless there is a buffer created in the budget.

UPPSS Office Buildings



Map No. 3

BRPSS Office Buildings



Map No. 4

IV. LESSONS LEARNED

The third phase of the evaluation study on the MEP for the states of Uttar Pradesh and Bihar suggests the following:

- A Lack of documentation in the collection of information has been a hindrance for assessing the programme activities in the right perspectives. Identifying the measurable performance indicators in the post phase-out stage has been challenging due to a lack of information in the baseline data and discontinuity in the periodic nature of reporting, throughout the various phases of the programme implementation. There lacked a common format in the reporting process among the states concerned. The MEP did not have any fixed structure or questionnaire which would collect information and elaborate the same. What type of information and how these are to be collected, collated and computerized according to objectives were completely missing. The records shared with AIPTF related to finance, number of meetings held, etc were not available for the post phase-out stage.
- Language was another major problem and the little information that was available was not in a common understandable language. This needed to be made available in ready display so that time was not wasted to translate these and get them converted into computerized versions. At least some of the major activities should have been recorded in English which could be immediately circulated. For example there were media reporting and minutes of important meetings. Such of the reporting could be at least maintained thematically with date and name of the newspaper etc in English
- Both the unions of UPPSS and BRPSS clearly displayed their financial constraints. A stratified budget head with its corresponding activities would have made matters easy. The pattern of disbursement of funds for the programme could have been better streamlined based on schedule of activities.
- Enhancing the membership fees is a huge task for the state affiliates. It's a wonder how the members do not hesitate in contributing huge amounts towards constructing office buildings, etc, but when it comes to a regular subscription they draw a blank. For constructing office buildings, rising to the occasion of any eventuality, it is a marvel that all members come forward to join in willingly and none of these are on loans. This shows the loyalty and devotion towards the Union which they consider as their own. Under such cases membership fees become symbolic of their commitment
- The Women Committee is still in a developing stage and needs to be activated further. UPPSS hold meetings at regular intervals and seminars are held by the women members from the Women Committee. According to earlier records dated 14.11.2007, 12 districts in Bihar had Women's Committee. More recent data was not available. In UP similarly old records show that a state level women network awareness Seminar was held on 1 April 2003 with 40 participants representing the districts of Bahraich, Sravasti, Gonda, Faizabad and others from UP. There were report and minutes, available dated 10 March 2004, regarding a one day women awareness programme that was held in Bahraich. Records also showed Study Circles being held in 2003-2004 with participants from the districts of Allahabad, Pratapgarh, Koshambi. Even records showed women Presidents were identified in 4 districts. As early as 15 Jan 2016, Women Committees were formed with seven women nodal officers being selected at the block level.
- In both the unions it was observed that the senior retired members took a keen interest in the union's activities and maintaining of records. Their experience, guidance and handholding support is an advantage that would help in the continuity of the programme.

V. KEY RECOMMENDATIONS

Based on the findings, the following are the key recommendations for MEP:

Members appreciated the PDP activities and the resource persons who had come from Canada for their training programme. It seems appropriate for Lärarförbundet to consider visit/revisit to the State level training programme and activities. This will bring about a long lasting and greater visibility into the programme.

- 1. It is thus recommended that Lärarförbundet consider visiting/revisiting selected State level training programme and activities under the MEP. At least one state which is in the last leg of phase-out per year may be visited/revisited for ushering in greater visibility and long lasting impact***

An inadequate documentation process seems to suggest a change in the characteristic of the programme without bringing out its real visibility in the right perspective. Based on the research questions which are now explicitly stated in the ToR of the evaluation study, the path of data collection for the programme is easily demarcated. These need to be shared among the Unions and the Project Committee members for collecting information in a focused manner.

- 2. It is recommended that the Project Committee be activated and made more functional in terms of creating a data bank and maintaining records of activities held, participants attending these activities, document the agenda and minutes of the bi-annual meetings that are held. These need to be despatched promptly and regularly at the national level to AIPTF. The AIPTF in turn may send reminders if necessary to the unions in order to ensure that the documents are being received on time.***

Several senior retired members at the stakeholders meeting and at the focused group discussions took a keen interest and had a clear understanding of the whole programme and explained the same to the evaluation team. They shared their experiences, knowledge and also suggested directions for carrying this programme forward. It would be a pity to lose out on the training acquired and experiences gathered over the years by these senior retired teachers. Those capable and willing retired members need to be enrolled as additional support for taking MEP further and maintaining its continuity. They may be inducted into all MEP activities including Women Committee, Study Circles, TOD and other record maintaining issues. Both UPPSS and BRPSS have such of these senior retired teachers' segment having their independent organization.

- 3. It is hence recommended to engage only one coordinator who may have been a former coordinator and such a position should not be frequently changed. It is also recommended that the Project Committee may invite at least two members from the senior/retired members as invitees to the meetings held by the Project Committee for guidance and support.***

It was felt that Uttar Pradesh had been phased-out prematurely given the situation and the size of the state

consisting of 75 districts and 973 blocks. With 172000 para teachers to join and another 83,000 vacancies that has got filled up it seems justified to extend the MEP programme activities for UPPSS by one more year.

- 4. It is thus recommended that UPPSS be given one more year's extension for training of the new members and holding of Study Circles along with TOD activities with immediate effect.***

Considering the inadequate representation in leadership roles of the women, it is necessary that special gender specific schemes be introduced by creating awareness in the region through initiatives by various funding agencies already at work. Many activities sponsored by AEU, UNDP, and other similar funding agencies may come forward in creating the necessary awareness and achieve gender equality. A synergy of efforts jointly implemented could bring in the desired results.

- 5. It is thus recommended that a combined effort must be undertaken conscientiously by all organizations towards the upliftment of women in a planned manner. Steps need to be identified to take responsibility by funders for various segments of gender equality and empowerment of women in the state of implementation so as to avoid any duplication. The synergy of the joint effort will in turn enhance the Women's Committee to be more pro-active.***

It was observed that the membership fees collected was at its bare minimum and did not reflect closer to the international standards of 1% of the basic salary. Enhancing the membership fees becomes a big hassle for the Union. An annual increment in the salary must lead to a correspondence increase in the membership fees. Contribution of Rs 5/- each by UPPSS and BRPSS from the membership fees towards Lararförbundet's MEP activities may also be enhanced proportionately.

- 6. It is thus recommended that the bylaws be amended to incorporate an increase in the fees by Rs 100/- over and above the fees that is prevailing in the union, with every annual increment in the salary. This amount be automatically increased per year as membership fees and an additional contribution of Rs 5/- be put aside towards Lararförbundet's MEP activities over and above the total fee that is being put aside for Läraförbundet activities***

The Women Committee has not been activated in the right perspective and needs to do more if they intend to give leadership roles to women. As understood from the field, the women need encouragement from her family especially from the spouse, children and extended family members without which the women are hesitant to come out freely.

- 7. It is therefore recommended that the Women Committee organize every year an annual get together for the women along with her spouse for greater interaction. Similarly there should be an annual cultural programme organized by the youth, for the youth and of the youth. These activities may purely be on Voluntary basis without any financial implications on the Unions.***

All posts reserved for women go uncontested and are hence unable to adopt the 33% reservation policy of the unions. Such of the posts which are reserved for the women does not attract the women to contest and

participate. They are hesitant to get into the complications of competition and campaigning for themselves.

8. It is thus recommended that all reserved posts for women members must be filled up by motivating the women through Women Committees for contesting elections. All reserved posts must be taken up for discussion and women be selected on the basis of eligibility and as per the constitution of the union.

The youth members were too few and not clearly visible in leadership roles. There were many keen youth members who wanted to contribute towards developing this segment and carrying forward the MEP activities but seemed to be handicapped.

9. It is therefore recommended that one of the Office bearers post must be reserved for the newcomers who should have a minimum of three years of experience

Making the visibility of women and youth stronger, it would be meaningful to allocate a segment of the budget for women and youth.

10. In order to make the policy stronger for Women and Youth, an amount of Rs 5/- each must be reserved for the youth and women. These would be over and above their normal share.

During the course of the field visit it was observed that the MEP had started to adopt different characteristics in terms of duration, intensity and frequency although the concept remained the same. For example a 5-day Convenors Workshop is now being undertaken as a one-day / two day workshops. Given the vast increase in the number of teachers, this was considered by the members as more appropriate and need based. It would be interesting to undertake a study to understand the differences in the characteristics adopted then and those that are practiced now. How far have these been effective in meeting the goals of the MEP and whether it is more appropriate in the present times.

11. It is hence recommended that a study may be undertaken to review the original concept versus the new concept of Study Circles; whether it is more member friendly, shorter, more economic and is local need based.

Annexure I

Uttar Pradeshia Prathamik Shikshak Sangh (UPPSS) Field Visit Itinerary 7 to 15 Feb 2016

Date	Day	Time	Activity
07/02/2016	Sunday	9 am 12 noon 2.30 pm	<ul style="list-style-type: none"> • Departure by Taxi for Agra • Core Group Meeting with Office Bearers & AIPTF leaders • State Level Meeting, Jainson Residency Baluganj
08/02/2016	Monday	10 am 12 noon 2:30 pm	<ul style="list-style-type: none"> • Visit to Jilla Karyalay, (District Office), Baluganj, • Documentation & Meeting with Teachers • District level Meeting, Representatives from Blocks & Office Bearers
09/02/2016	Tuesday	9 am 12 noon	<ul style="list-style-type: none"> • Discussion with Office Bearers • Departure for Delhi by Road
10/02/2016	Wednesday	10-5pm	<ul style="list-style-type: none"> • Meeting of Evaluation Team to Collate & Compare information collected in Agra • Collecting other Data as regards Finance, etc from AIPTF
11/02/2016	Thursday	12noon	<ul style="list-style-type: none"> • Departure to Varanasi by Air • Meeting with UPPSS members
12/02/2016	Friday	10am 2:30 pm 4:30pm	<ul style="list-style-type: none"> • Departure for Azamgarh • Meeting with Office Bearers • Collecting Information and Filling of Questionnaire
13/02/2016	Saturday	11am 4pm 6pm 7pm	<ul style="list-style-type: none"> • District level meeting with representatives from Blocks, Shikshak Bhawan Azamgarh • Women Network Committee Meeting, Shikshak Bhawan • Documentation and checking of file records • Departure to Varanasi from Azamgarh by road
14/02/2016	Sunday	10am onwards	<ul style="list-style-type: none"> • Meeting with Evaluation Team and few UPPSS members • Checking of final collection of information and compilation of data • Filling Questionnaire
15/02/2016	Monday	11 am	<ul style="list-style-type: none"> • Departure for Delhi from Varanasi by Air

Annexure II

Bihar Rajya Prathamik Shikshak Sangh (BRPSS) Field Visit Itinerary 22 - 28 February 2016

Date	Day	Time	Meetings
22/02/2016	Monday	6pm	<ul style="list-style-type: none"> • Arrival in Patna • Initial discussion with Off Bearers & Coordinator
23/02/2016	Tuesday	10am	<ul style="list-style-type: none"> • State level meeting at Shikshak Bhawan, Exhibition Road Patna
		2.30 pm	<ul style="list-style-type: none"> • Meeting with Women Teachers at Shikshak Bhawan, Patna
		4 pm	<ul style="list-style-type: none"> • Meeting with Office Bearers to fill Questionnaire
24/02/2016	Wednesday	6 am	<ul style="list-style-type: none"> • Travel to Ara, Buxar
		9 am	<ul style="list-style-type: none"> • District level Meeting at Buxar
		11 am	<ul style="list-style-type: none"> • District Level meeting at Ara
		7 pm	<ul style="list-style-type: none"> • Meeting with Education Minister of Bihar Govt. - Shri Ashok Chaudhary, Secretariat Patna
25/02/2016	Thursday	9am	<ul style="list-style-type: none"> • District level Meeting, Buxar
		3pm	<ul style="list-style-type: none"> • Documentation , Cross checking of Information among Team Members and filling of Questionnaire
26/02/2016	Friday	10 AM	<ul style="list-style-type: none"> • Patna District level Meeting at Shikshak Bhawan
		4 PM	<ul style="list-style-type: none"> • Clearing doubts and more documentation
27/02/2016		10 am	<ul style="list-style-type: none"> • Interaction with Media Persons <ul style="list-style-type: none"> ○ Mr Alok Kumar, Kashish News ○ Mr Dharmendra Kumar ○ Mr Aftab, Rashtriya Sahara ○ Mr Krishna Ranjan, Rashtriya Sahara ○ Mr Anupam, Prabhat Khabar
		2:30 pm	<ul style="list-style-type: none"> • Questionnaire, Confirming Records and checking of files
28/02/2016		12 noon	<ul style="list-style-type: none"> • Departure for Delhi

Annexure III

**Focused Group Discussion during Field Visit
February 2016
BRPSS & UPPSS
(Based on Stratified Random Sampling)**

(Date)	Exec Com	Proj Com	Wom Net Com	Former Off Leaders	Resource Person	Convenors	Non-Beneficiary	Other Participants	Total (Nos)
BRPSS State Level 23-2-2016	5	4	7 (WOMEN MEMBER S)	0	3	2	0	26	43
BRPSS District Level, Ara 24.02.2016	5	0	2	6	2	3	0	29	45
BRPSS District Level, Buxar 25.02.2016	5	0	3	4	3	5	0	11	30
Total BRPSS	15	4	12	10	8	10	0	66	118
UPPSS State Level, Agra 7.2.2016	2	0	5	1	2	3	0	10	25
UPPSS Dist Level, Agra 8.2.2016	5	0	8	6	3	5	0	6	33
UPPSS Dist Level, Azamgarh 13.2.2016	5	0	5	9	5	3	0	72	97
Total UPPSS	12	0	18	16	10	11	0	88	155
Grand Total	27	4	30	26	18	21	0	154	237

Annexure IV

Questionnaire

I. Identification

1. Name of the Respondent:
2. Gender: Male / Female:
3. Date of Birth:
4. Address:

II. Constitution of Committees (Election /Selection)

- a. State General Councillor
- b. Executive Committee (Members) (By Election)
- c. State Office Bearers
- d. Secretariat if any
- e. State Project Committee (Members) (M/F)
- f. Women Reservation as per the constitution:

III. Basic Information (2015-16)

- a. Total Teachers (M/F)
- b. Total Union Members (M/F)
- c. Present Membership fee (2016)
- d. Why can't the membership fee be enhanced to 1% of the salary as per the global standards
- e. Number of Women holding office-bearers posts
 - (i) State level
 - (ii) District level
 - (iii) Block level
- f. Any Other Classification. Explain
- g. Activities planned (2016-2017): (Name major three)
- h. What were the benefits achieved through the project activities by the Union?
- i. In terms of the following indicators, explain their sustainability for the state to be phased-out
 - 1) Is the financial contribution of the Union able to cater 60% of all expenses of the project budget ?
 - 2) Has the Union been able to function in a organised and democratic manner in choosing their leaders at all levels (from State to Blocks)?
 - 3) Do the Union own/rent their own offices at all levels (from State to Block)
 - 4) State the indicators to suggest a smooth functioning of the administration such as staff, Off equipments, regular meetings, etc
 - 5) Does the Union feel the three years' notice before being phased-out sufficient enough?
 - 6) Do you have a set target for increasing the membership during the next three years. How?

IV. Services Offered by the Union

- i) Services offered
- ii) Which of the above services is compatible with the priorities of AIPTF
- iii) How is the union involved in the strategy of educational development of the state
- iv) State the measures being considered for improving the negotiating capacity of the leaders in the Union

V. Sustainability

Explain how the Union has been able to achieve sustainability in terms of the following indicators

- a) Administrative structure
- b) Finance
- c) Leadership
- d) Democratic Processes adopted (Elections)
- e) Training programme held
- f) Strategy for Recruitment & Enhancing of Trade Union Awareness
- g) Methods to increasing the capacity of members and union leaders
- h) Measures to Improve the communication channels (inter and intra, block, district and state levels)

VI. Gender & Youth Participation

- a) What are the steps undertaken to increase the participation of women in the union' s activities
- b) Measures undertaken for bringing in women members as office-bearers
- c) What are the steps undertaken to increase the participation of youth in the union' s activities
- d) Measures undertaken for bringing in youth (<40 yrs) as office-bearers

VII. Outcomes and Challenges

- a) Name 3 major outcomes of this project?
- b) Name three distinct features that are unique in the project
- c) What are the major gaps in the project

VIII. Visibility

- a) When was the last meeting held at the state/district/block level? State the major decisions adopted and who all were present?
- b) Has Media covered any of your activities? When and Where?
(*PI Produce the media coverage*)

IX. Personal Observations

Annexure V

UPPSS Agitations & Activities 2010 to 2016

SN	Year	Purpose	No. of Participants	Venue	Type of Agitation
1	2010	For promotional benefits and enhancing the retirement age from 60 to 65	NA	BSA offices	Strike and lockout for 9 days
2	2011	Teachers grievances	1000 per district	District headquarters	Hunger strike, rallies, dharna
3	2012 October (30.10.2012)	Exemption from Non-teaching work	Throughout state (approx.. 100,000)	All district head quarters	Picketing and rallies
4	February 2013 (18.2.2013)	Restoration of appointment on compassionate grounds	200-250 from selected district		dharna
5	September 2014	Exploitation of female teachers	1000 members from Agra	Agra	42 days of protest like rally, march, dharna, strike etc.
6	August 2015	Protest against unjust policies of the government like distribution of milk in the Mid-Day meal scheme	1500 members	State capital	Dharna and Memorandum to the chief minister of Uttar Pradesh
7	April 2016	For old pension scheme	Maximum number of teachers	Each school	Protest by wearing black badges
8	January 2016	For the promotional benefits and changes in the pay scale, Revival of old pension scheme	15000 approx. 200 from 75 districts	District head quarters	dharna

Annexure VI

BRPSS Agitations & Activities 2010 to 2015

SN	Year	Purpose	No. of Participants	Venue
1	July 2010	For regularising and pay scales for para-teachers and other demands	6000	Patna
2	August 2010	do	10,000 (Jail Bharo)	All district headquarters
3	February 2012	do	15,000 Demonstration	Patna
4	March 2012	20 point demands	1200 at each district head quarters	District headquarters
	December 2012	3 point demands	Rallies	District headquarters
5	July 2013	Delegating Midday meals responsibility	Boycott by teachers	Government agreed to discuss with teachers after this strike
6	July 2013	For promotional benefits and other grievances	18000	Patna, Bihar
7	February 2014	Promotional benefits and fixation of salary of contract teachers	Hunger strike 15000	Patna, Bihar
8	July 2014	Promotion and salary of contract teachers	1,00,000 teachers participated in rally	All 38 district headquarters
9	July 2014	Promotion and salary of contract teachers	All assembly constituencies (in each constituency 400-500 members took part)	All assembly constituencies
10	April 2015	Salary of contract teachers and guidelines for their service conditions	One day rally 12,000 members	Patna, Bihar
11	22 July 2015	Declaration of pay scales of contract teachers	Government implemented the pay scales and all the teachers were regularised in the state	

Annexure VII

Interview with Education Minister, Govt. of Bihar (in presence of Mr Dharmendra Singh Gangwar, Principal Secretary)



Dr. Ashok Choudhary, Education Minister of Bihar state, holds a PhD in Political Science from Magadh University. Bihar is one of those fortunate states whose primary school teachers get a salary at par to the Centre. The sixth pay commission has been implemented for all teachers. All are permanent teachers and there are no para teachers. Some of the problems highlighted include:

1. There is no involvement of primary teachers in the designing of syllabus, curriculum, and writing of text books for primary schools
2. Schools have had haphazard distribution of teachers. Few schools have a large concentration of science teachers. While others have no science teachers. All subject teachers are not made available to schools
3. Transfer of lady teachers to distant places away from their family needs to be considered before transfer order is made
4. Linking the service book to salary disbursement leads to unnecessary delay in the disbursement of salary to teachers
5. There are a huge number of schools which are without head masters suffer the most. There are a large number of middle schools (39000) and many high schools which badly need Head masters. This needs urgent attention
6. Teachers are over burdened with mid day meals, Census survey, election duty and other such duties. The mid day meals on a regular basis takes a huge toll on the teachers time affecting their performance in school. Some arrangement needs to be made with the help of NGOs and the Panchayat for undertaking such responsibilities.

Minister's Response

The minister appreciated the concerns and stated that the elections were held only recently and the pay scales were all upgraded then and cleared in December. The total quantum of money that needs to be transferred to Bihar is in crores. The govt is still in a position to get the money from the centre and hence needs some more time. However he was critical about any possible strike that was being suggested by the teachers. He stated that everything cant be on the basis of confrontation.

As regards the Syllabus, Curriculum and writing of text books, he accepted that the primary school teachers need to be involved and hopes to do so soon. He is aware of the hardships of lady teachers who get transferred out far away from their family. He also took note of teachers who have to end up doing extra work and spend enormous time in the mid day meals under the SSA.

He was also appreciative of the fact that teachers of a particular subject is concentrating in certain schools. He also pointed out that the proportion of pupil teacher ratio is also not in place. Although the government has tried to address this issue but monitoring at the grass roots has been weak. The transfers of teachers are usually undertaken within the panchayat area. But what is needed is he hoped that some ideal model may be proposed from some corner may be from the primary teachers themselves which could be discussed and debated before being finalized.

He also pointed out about a mass scale induction of teachers who were in possession of forged certificates for getting their appointment. These also needed to be identified. The minister stated that the department is looking into all the core areas and a feasible plan is going to be worked out.

Annexure VIII

BRPSS

(A Case Study - Shri Rajendra Singh Rathore)



The district president of Agra, one of the district of Uttar Pradesh, Rajendra Singh Rathore was born on 19th February 1976. He joined teaching profession in the year 2000. At a young age he has been elected as the district president of Agra, district unit of Uttar Pradeshiya Prathmik Shikshak Sangh, UPPSS for three consecutive terms in 2006, 2009 and 2014 respectively.

He was also elected as the Joint Secretary in the state level team of elected office-bearers in October 2015. His struggle for the benefits and rights of the teachers started in February 2015 when he launched a 18 days long agitation on behalf of 218 teachers who were not paid the salaries for more than 3 months. He also initiated and successfully completed many agitations for the cause of teachers.

He is also involved in various social responsibilities and shouldering them with ease to bring about a change like saving water, promoting girls' education, blood donation camps, distribution of cycles to girls, sweaters and uniform to all the children in his school, donating huge amounts to victims of earthquake and other natural calamities.

He was the pillar when AIPTF decided to host SAARC Teachers' Federation in Agra district and have successfully conducted and organised the conference for the members of SAARC sub-region. Recently he hosted a delegation of Afghanistan teachers union who were on a mission to learn the intricacies of union administration.

Prof. (Dr.) Mondira Dutta

(Brief Profile)



Prof Mondira Dutta, M.A., M.Phil., Ph.D, is currently Professor & the former Chairperson of Centre for Inner Asian Studies, School of International Studies, Jawaharlal Nehru University, New Delhi, India. She has been the Director of UGC Central Asia Area Studies Programme for two consecutive terms. She has been actively involved in teaching and research activities for over three decades and has taught in various universities of the country.

Her fields of specialization include Gender Studies & Human Security with particular reference to Violence against Women in South Asia, Afghanistan and Central Asia. She has undertaken several Evaluation & Impact Studies including Gender and Child Labor. She has been the former Chairperson of the 'Gender Sensitization Committee against Sexual Harassment' (GSCASH), Jawaharlal Nehru University in 2008. She was awarded the **Lifetime Achievement Award**, at the International Congress of Women for Justice, Equality, Peace and Progress, sponsored jointly by United Nations Information Centre for India and Bhutan, Govt of India, FICCI and The India Today Group, New Delhi, on 7th March 2009.

She has been a UN Women consultant from 2009 onwards and also been a Consultant to several national and international organizations. Some of them include the British Council, Ford Foundation, NOVIB (The Netherlands), the DFID, The World Bank, International Human Rights Commission, Geneva, Human Rights Commission (Maldives), UN Women (South Asia), besides the government of India's Department of Administrative Reforms & Public Grievances, Ministry of External Affairs, Ministry of Women and Child Development and the National Commission for Women.

Her impact study on the 'Indian Initiatives for Afghan Women' in 2010 based on primary survey of Afghanistan villages, was sponsored by the Ministry of External Affairs, Government of India. Her books are mostly on Child Labour, Gender and on Afghanistan. Her books include "Emerging Afghanistan in the Third Millennium" and "Capturing Women's Work". Her article on 'Cultural Dimensions of Human Trafficking in India', was published in the **International Journal of Arts & Sciences**, USA, 2011 by InternationalJournal.org.

She has completed (as the team leader) several evaluation studies on the "Anti-trafficking Measures with UN Women. Her study on 'Mapping Vulnerability to Trafficking of Women and Children in India' sponsored by UN Women and the National Commission for Women was completed in 2011. Her study on 'Community Based Preventive Measures to Trafficking of Women and Girls in India' was sponsored by the UN Women. While being a Consultant to UN Women, she was also the Senior Advisor to the Ministry of Women and Child Development, Government of India from Aug 2011 to Dec 2011 for developing the National Strategy on anti-trafficking measures. During this period her study on 'Understanding Gender Equality, 2012' was published by the National Commission for Women, Govt of India in March 2012. She has been a guest researcher at the Stockholm University, Sweden, for a period of one month from September – October 2012 for research and lectures. Presently she is a core member of Disaster Research Programme sponsored by the Ministry of Home Affairs and the National Institute of Disaster Management in partnership with the Jawaharlal Nehru University. She is engaged in a study on 'Disaster Preparedness and Community Response in Uttarakhand post 2013 floods'.

