

## **Baseline Study of Teacher Performance in Bihar**

Supported by the World Bank

**Background and overview:** Bihar is in the process of implementing a series of far reaching changes to its elementary education system, aiming to address both access and quality issues in schooling. An area of particular focus is the recruitment of elementary school teachers in very large numbers, together with a range of initiatives to improve teacher capability and performance, such as the creation of quality pre-service training programs and opportunities for continuous professional development. These and other changes to policy and practice are intended to bring about a large scale transformation of teaching in elementary schools in order to ensure quality education to children.

Given the ambitious scope and scale of the interventions aimed both at increasing the quantity and quality of teachers in the system, it is important to develop methods and measures that will provide timely information about whether intended objectives are being achieved. The development of contextually relevant and useful benchmarks of teacher performance early in the process can provide regular information to planners and policy makers about the areas in which progress is satisfactory and those which need additional attention. Regular assessment of teacher performance against predefined benchmarks could also provide important feedback for the design of teacher pre-service or in-service training programs by identifying specific gaps and deficiencies that could be targeted by these programs.

The project comprised a 3 phase data collection and covered a comprehensive baseline study of teacher performance in Bihar. The design of the study envisaged tracking a randomly selected group of schools, teachers and students over the course of one academic year in order to document teacher attributes and performance characteristics as well as indicators related to school organization and functioning; and subsequently to assess the relationship between these indicators and student learning outcomes. The ultimate objective was to identify specific teacher, classroom and school characteristics that are currently associated with better student learning.

Findings and lessons learned from analyses of these data will influence the design of a series of teacher and school performance benchmarks. These can subsequently be used to assess changes in teacher performance and school organization over time as well as to design strategies aimed at strengthening teacher capability.

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