



Teacher Performance in Bihar, India: Implications for Education (Directions in Development)

Shabnam Sinha, Rukmini Banerji, Wilima Wadhwa

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Teachers and Teacher Performance in Bihar: Implications for Teacher Education is a study undertaken in the low income state of Bihar in India to create effective teacher performance measuring standards. Undertaken as a World Bank and Govt. of Bihar collaborative initiative to study has developed benchmarks against which teachers' performance were assessed so that the quality of pre-service training and continuous professional development can be reviewed and improved. These teacher performance standards track (i) teacher subject knowledge; (ii) classroom teaching; and (iii) time on task. These inputs and index based scores of teacher performance feed into and inform the development of Bihar's teacher training strategy.

This study undertaken by the ASER Center of Pratham explores a set of interrelated factors that influence how teachers teach. Designed as a series of data collection exercises that were conducted between July 2013 and December 2014, the study covered 400 schools and over 2200 teachers tracked during visits to each school. The study uses teacher surveys and classroom and school observations methods. It evaluates teachers' subject matter knowledge, ability to communicate as well as their ability to learn from children's work. The findings generated by the study provide significant inputs and suggestions for designing future teacher training and teacher professional development programs. The research potentially has utility not only in India but more widely to influence teacher policy reform, identifying cost effective financing strategies, developing accountability measures for effective management of teacher education.

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