

PROJECT INFORMATION DOCUMENT (PID) CONCEPT STAGE

Report No.: PIDC635

Project Name	India: Enhancing Teacher Effectiveness through ICT in Bihar (P132665)
Region	SOUTH ASIA
Country	India
Sector(s)	General education sector (100%)
Lending Instrument	Specific Investment Loan
Project ID	P132665
Borrower(s)	Department of Economic Affairs, Ministry of Finance, Government of India
Implementing Agency	Government of Bihar
Environmental Category	B-Partial Assessment
Date PID Prepared/ Updated	10-Jan-2013
Date PID Approved/ Disclosed	16-Jan-2013
Estimated Date of Appraisal Completion	30-Jul-2013
Estimated Date of Board Approval	17-Sep-2013
Concept Review Decision	Track II - The review did authorize the preparation to continue

I. Introduction and Context

Country Context

Bihar is India's poorest State, with income per person at about 39 percent of the national average with a poverty incidence of 56 percent (2009-10 National Sample Survey and Planning Commission Poverty Line). Not surprisingly, human development indicators are extremely low: the literacy rate is 73 percent among men and 53 percent among women. Bihar is ranked 35th in the country in Educational Development Index (EDI) ranking (District Information System for Education (DISE) 2010-11), an index generated from 20 variables covering outcomes, access, infrastructure, and teachers. Most of the districts of Bihar are in the bottom quartile for the EDI distribution for the country.

The Government of Bihar (GoB) launched a comprehensive reform process in 2005 including a range of administrative reforms that have led to citizen-centric governance, better public financial management and improvement in development indicators. Public spending for development programs has increased significantly and utilization of centrally-sponsored schemes like the Sarva

Shiksha Abhiyan has improved. The World Bank-supported Bihar Development Policy Loan/Credit of \$225 million for the period December 2007 to December 2009 (Project ID:P102737) was targeted to support the implementation of critical structural reforms to attain sustainable and inclusive development over the medium term, while improving the delivery of key public services. Reforms were pursued across multiple sectors, including education (see below).

Sectoral and Institutional Context

The Sarva Shiksha Abhiyan (SSA), the national program for universalization of elementary education in India supported by the World Bank, has successfully brought in about 20 million out-of-school children into the school system since 2002-03. The 2010-11 District Information System for Education (DISE) reports approximately 193 million students in the elementary education (Elementary education includes grades 1-8 (primary grades 1-5 and upper primary grades 6-8). However, despite impressive improvements in access and retention, learning outcomes of children remain a serious concern. The Approach Paper for the 12th Five Year Plan reports that nearly half the children in Grade 5 are unable to read a Grade 2 text and the 2011 Annual Status of Education Report (ASER), shows that the results have not shown improvement over the last few years. The National Achievement Survey (NAS), 2012 Report results show that students from minority groups, Scheduled Castes, Scheduled Tribes and other Backward Categories scored significantly lower in achievement tests.

The goal of achieving good quality universal elementary education will remain elusive unless the centrality of the teacher is recognized in the process of educational reforms. To improve learning outcomes, a key challenge is to improve teacher quality and performance which in the Indian context, is a daunting proposition with large scale hiring of teachers, often of variable quality to meet the guidelines of the Right to Education (RTE) Act, which stipulates a pupil teacher ratio (PTR) of 30:1 at primary and 35:1 at upper primary level. Recent analysis (Report of the Working Group on Teacher Education for the 12th Five Year Plan, Department of School Education and Literacy, Ministry of Human Resource Development, October 2011, New Delhi) made by the Ministry of Human Resource Development shows that at present there are 523,000 vacant teacher positions at the elementary level and the provisions of Pupil Teacher Ratio specified in the Schedule of the RTE Act would lead to additional requirement of around 510,000 teachers in the country. Moreover, around 774,000 current teachers do not possess the prescribed qualifications. Further, there are large inter-state variations in terms of percentage of unqualified teachers, vacancy of teacher posts, and additional requirement of teachers under the RTE and the limited capacity of the Teacher Education Institutions (TEIs) to prepare professionally trained teachers. Bihar and seven other states (Assam, Bihar, Chhattisgarh, Jammu & Kashmir, Jharkhand, Orissa, Uttar Pradesh and West Bengal) together account for 606,000 unqualified teachers and 973,000 teacher vacancies. These states also have inadequate capacity for teacher preparation.

Bihar has close to 70,000 elementary schools, teaching about 20 million children. The state has a total of 343,000 teachers out of which 257,000 are contract teachers that have been hired by the Panchayats (local bodies at the village level) – a significant number of which are not trained. The state needs to hire another 205,000 teachers to meet RTE norms. Recognizing the importance of teacher quality, the state is embarking on a major reform in the area of teacher development and management, continuous professional development and social accountability. The proposed Bank project is expected to support these reforms further.

Three key areas that the proposed project will address are:

Teacher recruitment and pre-service training: With support from the World Bank-supported Bihar DPL, the state has put in place a system of hiring teachers at the Panchayat level with standardized recruitment criteria and transparency in candidate review and selection process. In addition, for appointing new teachers, GoB has recently introduced a state Teacher Eligibility Test (TET). This is an important innovation since it assesses the relevant competencies of applicants for the teaching profession. With more than 200,000 newly recruited Panchayat teachers requiring pre-service training, the state government is keen to set up a system to deal with this important issue. The GoB tried to have the required certification for the newly recruited teachers through distance education in collaboration with the Indira Gandhi National Open University (IGNOU). However, this program could not effectively meet its objectives for reasons cited in the Report of the Expert Committee set up by the National Council of Teacher Education (Evaluation of the Diploma in Primary Education through Distance Education (State of Bihar), National Council for Teacher Education, New Delhi (accessed through http://www.teindia.nic.in/js/Report_on_IGNOU_%20DPE_Prog%20by_NCTE_experts.pdf) which were : lack of an implementable action plan to train the huge backlog of untrained teachers and newly recruited untrained teachers; non-contextual modules (the training modules used had been prepared for the North Eastern states and Sikkim in the late 1990s), limited capacity of the DIETs and teacher training institutions identified as the nodal centers for the training, dearth of teacher educators resulting in inadequate and generic counseling sessions and feedback provided to the trainees, insufficient monitoring of the program, and very limited use of multi-media/ICT for the training Given the continuing challenge of a huge cadre of untrained teachers in the state, and taking lessons from this report the state now wishes to address this issue through a professionally delivered distance education program for pre-service teacher education that would use ICT resources substantively and integrally.

Continuous Professional Development: Nationally as well as in Bihar, the quality and quantity of ongoing professional development for teachers has become an issue of concern. This is especially true for the increasing number of non-accredited programs and institutions providing often sub-standard and unregulated pre and in-service diplomas and degrees – thus devaluing the authenticity of professional credentials. The State Council of Educational Research and Training (SCERT), the nodal academic authority identified under the RTE, is responsible for teacher professional development in the State but its capacity is weak to develop a suitable, scalable face to face or distance teacher education materials and to deliver them appropriately. The proposed project will support its strengthening through institutional reform and capacity building initiatives for enhanced service delivery. As part of its institutional reform agenda, the Bihar Government is also considering setting up a Teacher Regulatory Authority for Quality, which the proposed program will support. This will focus in the first instance on the regulation of training providers including those in the private sector and to eventually accredit and provide quality assurance of CPD programs of different institutions. Strong academic support has been envisaged at district and sub-district level TE institutions like the District Institutes of Education Training (DIETs), Block Resource Centers (BRCs) and Cluster Resource Centers (CRCs).

Teacher Performance: There is as yet no large scale, strategic and objective means of measuring teacher performance in India. The only attempt that has made has been through a small project of Pratham (ASER) supported by UNICEF and UNESCO (Inside Primary Schools: A Study of Teaching and Learning in Rural India, ASER, Pratham, October 2011) covering five states of India (Jharkhand, Rajasthan, Himachal Pradesh, Assam and Andhra Pradesh). One of the study

components was studying patterns in teacher characteristics and teaching ability and relating them to students' learning outcomes. The results show interesting possibilities of scaling up and studying teacher performance and its resultant student achievement level impacts. Under the proposed Bank-supported project preparation, discussions are on with credible institutions /Non-Governmental Organization (NGOs) for studying existing teacher performance levels and their impact on student learning for potentially developing teacher professional standards. The project will also initiate some Public Private Partnership (PPP) models to strengthen teacher education institutions and provide incentives to teachers to improve their performance and accountability.

The program will supplement the 12th Five Year Plan priorities through infusing TE reform with the use of ICT. This will promote openness for adaptability to new technology for developing professionalism; encourage practicing innovation through introduction of new methods that are extremely interactive; go beyond classroom traditional methods, make learning enjoyable, and promote self-study and self-paced learning (Report of the Working Group on Teacher Education for the 12th Five Year Plan, Department of School Education and Literacy, Ministry of Human Resource Development, Government of India, October 2011 (pg 41).

Relationship to CAS

The project is aligned to the third pillar of the Country Strategy 2009-12 for increasing the effectiveness of service delivery, which mentions that Bank will support improvements in the organization and delivery of publicly-financed services and enhance their development effectiveness in education. The project also aligns well with the CAS strategy of providing support to low income states. The project tackles systemic issues which are common to many states, especially in the large low income states.

II. Proposed Development Objective(s)

Proposed Development Objective(s) (From PCN)

Increased access to quality teacher education and continuous professional development for improved teacher performance and accountability.

Key Results (From PCN)

- At least x% of untrained teachers successfully complete and receive certification through a high-quality pre-service elementary teacher program by 2018
- y% of teachers having access to competency based quality professional development programs
- Teacher performance enhanced by xxxx % over measured baseline competencies long term sustainable reforms and innovations introduced in teacher training
- Specific sustainable reforms and innovations introduced in teacher training

III. Preliminary Description

Concept Description

The project will disburse against achievement of results and the results may be tracked through Disbursement Linked Indicators (DLIs) and technical assistance that could cover the following project sub-components and activities:

Component 1: Enhancing Teacher Effectiveness through results based funding:

The project will disburse against achievement of results and the results may be tracked through

Disbursement Linked Indicators (DLIs) that could cover the following project sub-components:

Sub-Component I: Developing a certification high-quality pre-service elementary teacher program, adapted for delivery to untrained elementary teachers

- Capacity of TE Institutions (SCERT, DIETs, BECs, CRCs) enhanced to undertake teacher education including distance education programs
- Functionality of Teacher Education MIS (TEMIS) ensured with full online teacher information monitoring systems in place
- Design of high-quality, two-year distance primary teacher certification program undertaken for delivery to elementary teachers

Sub-Component II: Strengthening Teacher Education institutions (in public and private sectors) and accrediting them for effective teacher education and continuous professional development (CPD) program delivery

- Design and functionality of a Teacher Quality Accreditation Agency ensured to undertake quality assurance of CPD programs (both in the public and private sectors)
- Pilot public private partnership program undertaken for TE institutional strengthening and effective program delivery

Sub-Component III: Teachers' classroom performance and attendance enhanced over measured baselines through improved social accountability mechanisms

- Strong school leadership systems put in place and SDMCs trained on school management and teacher performance tracking
- Pilot survey of students achievement tracking to trace improvement on achievement levels through exposure to teachers having access to improved TE program
- Pilot program undertaken to test out teacher incentive program on teacher accountability and performance

Component 2: Technical Assistance:

The small TA component is expected to finance selected, well-defined activities around (i) implementation support and capacity-building activities (such as quality assurance, curriculum development, high-level planning and improving the state TET); (ii) efforts to strengthen fiduciary, safeguard, and monitoring and evaluation systems (such as procurement procedures both for civil works, ICT hardware, and consulting services); and (iii) independent, rigorous validations, audits, and operational and impact evaluations of selected reforms and activities.

On issues related to Safeguards (environment and social development issues) the proposed project support will include training on safeguards which will be integrated as part of the overall institutional and organizational strengthening planned for the Bihar Teacher Education project especially the SSA SIS, an autonomous society under the Human Resource Development (HRD) department and the Bihar Education Infrastructure Development Corporation (BSEIDC) that has been proposed to be the procurement arm for the project. A detailed capacity assessment will be carried out as part of safeguards studies, based on which propositions will be made for creating/strengthening Borrower's institutional capacity on safeguards.

IV. Safeguard Policies that might apply

Safeguard Policies Triggered by the Project	Yes	No	TBD
Environmental Assessment OP/BP 4.01	x		
Natural Habitats OP/BP 4.04		x	
Forests OP/BP 4.36		x	
Pest Management OP 4.09		x	
Physical Cultural Resources OP/BP 4.11		x	
Indigenous Peoples OP/BP 4.10		x	
Involuntary Resettlement OP/BP 4.12		x	
Safety of Dams OP/BP 4.37		x	
Projects on International Waterways OP/BP 7.50		x	
Projects in Disputed Areas OP/BP 7.60		x	

V. Tentative financing

Financing Source	Amount
BORROWER/RECIPIENT	241.00
International Development Association (IDA)	217.00
Total	458.00

VI. Contact point

World Bank

Contact: Shabnam Sinha
Title: Senior Education Specialist
Tel: 5785+445
Email: ssinha5@worldbank.org

Borrower/Client/Recipient

Name: Department of Economic Affairs, Ministry of Finance, Government of India
Contact:
Title:
Tel:
Email:

Implementing Agencies

Name: Government of Bihar
Contact: Mr. Amarjeet Sinha
Title: Principal Secretary
Tel: 91-612-2217016
Email: amarjs57@gmail.com,

VII. For more information contact:

The InfoShop
The World Bank
1818 H Street, NW
Washington, D.C. 20433
Telephone: (202) 458-4500
Fax: (202) 522-1500
Web: <http://www.worldbank.org/infoshop>