

Project Profile

# Capacity building of primary teachers



Gujarat CSR Authority

# Project Profile – Capacity building of primary teachers

## Background & Rationale

Teachers at the primary level are often regarded as the foundation of most educational systems. Their performance is closely linked to achieving educational outcomes for both learners and the system alike. It is argued that educational

reforms can, at best, be marginally successful until capacities of teachers are also built in a substantive manner. In spite of the fact that India has the second largest infrastructure for education (next only to China) and more than 30% of our population is below the age of 15, it was noted that males in India complete 2.9 years of schooling on an average, while females complete lesser at just 1.8 years<sup>1</sup>. The introduction of flagship programmes like the Sarva Shiksha Abhiyaan (SSA) has made some improvements in this direction. A recent estimate (2010) by World Bank suggest that the average years of schooling has increased to 5.1 years, which is still lower in comparison to our immediate neighbours - Bangladesh (5.8 years) and Pakistan (5.6 years).

Encouraged by the increasing evidence in support of a connection between education and socio-economic development (Dreze and Sen, 2013), as well the rights-based approach to look at development from a social perspective (De, Khera, Samson and Kumar, 2011), both national and international stakeholders have, time and again, strongly pushed for a more comprehensive approach to education in the country<sup>2</sup>. Historically, in response to the National Policy on Education (1986), the late 1980s and the early 1990s did witness many new schemes implemented to extend the coverage of quality primary education. The District Primary Education Programme (DPEP) was one of the key programs initiated at the district level in many states of the country. The focus of this program was to provide universal access to primary education. DPEP expanded its coverage across districts progressively through a phase-wise approach until it was subsumed by Sarva Shiksha Abhiyan (SSA) in 2001. SSA retained most of the DPEP goals extending it beyond primary (grades 1-5) to elementary (grades 1-8) schools<sup>3</sup>.

Such initiatives in the education sector has definitely led to an improvement in enrolment rates and reducing drop outs. However, the development in quality aspects has not kept pace with improved access and infrastructure. The concern in quality of education at primary level correspond to factors such as quality of teachers, pupil-teacher ratio, learning levels of students, among others. This widening gap between access and quality, if not filled in time, can possibly negate / reverse the developments made so far.

## Quality of teachers and related concerns

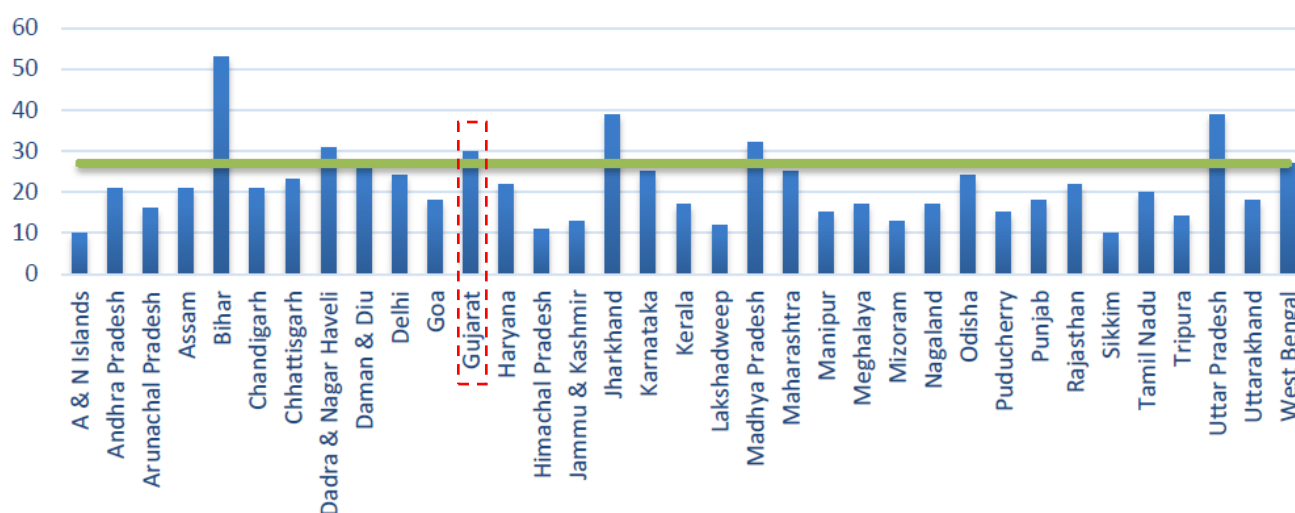
Learning environment is a matter of concern for many students, especially those in government schools in the rural areas. In general, it is observed that a primary school in rural areas has limited infrastructure (1-2 rooms), only one teacher for multiple grades and the student : teacher ratio is also on a higher side. The average pupil teacher ratio (PTR) as calculated from the 2012-13 DISE data was 27 at the all-India level, while in Gujarat it was 30. Issues emanating from high student-teacher ratios are further compounded by high levels of teacher absence and low levels of teaching activity.

<sup>1</sup> Public Report of Basic Education, 1999

<sup>2</sup> <http://globalcenters.columbia.edu>

<sup>3</sup> In-service Teacher Training for Public Primary Schools in Rural India, CGC|SA Working Paper No. 12, August 2013

Figure 1: Pupil teacher ratio at state level (DISE-2012-13)



Source: DISE 2012-13

Teachers are undoubtedly the most crucial component of a schooling system. They are the costliest resource in schools (OECD, 2005). No education reform effort can be effective unless the competency and quality of the teachers is ensured. In many a past researches, it has been highlighted that other than challenges of education financing and incentivisation of teachers to improve performance; the quality of teachers and their continuous training continues to be a challenge. The importance of teachers in student learning is proven through numerous studies, wherein it has been concluded that the same student performs better with better equipped teachers.

### **Policy and structure of teacher training in India**

The teacher education policy in India has evolved over time and in the current scenario is characterised by a rapid expansion of teacher training institutions. The demand for teachers also has been on a constant rise. The increasing demand for trained teachers and the perceived association between teacher training and employability have also led to the increase in teacher training institutions. In spite of this, **pre-primary, primary and secondary teachers continue to be isolated from centres of ‘quality’ higher learning and their needs for professional development have largely remained unaddressed.**

**The National Curriculum Framework for Teacher Education (NCFTE, 2009)** has underlined the need for urgent and comprehensive reform in teacher education. The NCFTE elaborates the content, concerns and vision for teacher education.

*“The length of academic preparation, the level and quality of subject matter knowledge, the repertoire of pedagogical skills the teachers possess to meet the needs of diverse learning situations, the degree of commitment to the profession, sensitivity to contemporary issues and problems as also to learners and the level of motivation critically influence the quality of curriculum transaction in the classrooms; and thereby pupil learning and the larger processes of social transformation.”-- NCFTE (2009)*

### **In-Service Teacher Education**

In-service teacher education has been recognised as an essential input for the development of knowledge and pedagogy for teachers. In order to improve the quality of teaching learning in English at the primary stage, to enhance communication skills of teachers and enable them to teach English using appropriate methodology,

every state/ UT organizes in-service teachers' training programs at various levels. In Gujarat, SSA has made provision to train the teachers under Society for Creation of Opportunity for Proficiency in English (SCOPE). This organization also conducts assessment exams at various levels.

## Objectives of the project

The broader objective of the project is to enhance the capacities of teachers at primary level in government schools in the subjects of Mathematics and English. These two subjects are considered to be the most vital for primary students and it has been noted that the gap between expected learnings and delivery by teachers is the highest across these subjects. The specific objectives of the project include:

- to assist teachers in developing a good command of the subject matter for Mathematics and English
- equip teachers with necessary pedagogic skills, to enable them strike a balance between theoretical and practical knowledge
- enabling teachers to acquire understanding of child psychology, so that they are able to appreciate the difficulties experienced by children and evolve on the new modes and methods of teaching
- enabling teachers to make proper use of instructional facilities
- enabling teachers to design tests and assessments for continuous learning of students

## Expected Benefits

The support provided by companies would result in tangible and intangible benefits for the Sponsor Company as outlined below:

Tangible Benefits	Intangibles
<ul style="list-style-type: none"> <li>❖ Stronger relations within communities through stakeholder engagement</li> <li>❖ Community support &amp; appreciation, enhancing the social license to operate</li> <li>❖ Recognition through awards</li> </ul>	<ul style="list-style-type: none"> <li>❖ Enhanced reputation by way of supporting projects benefitting communities at the 'bottom of the pyramid'</li> <li>❖ Social branding</li> <li>❖ Enhanced learning levels of students in primary section</li> <li>❖ Increase in enrolments and transition rates and decrease in school drop-outs.</li> </ul>

## Opportunities for CSR intervention

Robust pre-service and in-service training programmes are critical for improvement of the teacher preparation system in India. The country currently faces a shortage of 12 lakh teachers<sup>4</sup>. The quality of pre-service training is also a significant challenge with only 2.8% of graduates able to pass the Central Teacher Eligibility Test (CTET) for teaching in higher classes in 2014<sup>5</sup>. In addition, the majority of teachers (78% of elementary teachers in 2013-2014) do not receive any in-service training<sup>6</sup>.

Corporates may find teacher training a synergistic area for involvement given their own commitment to ongoing professional development efforts targeted at own employees. Their involvement could also bring recognition to the critical importance of teachers, bringing greater dignity to the profession. The possible areas of intervention that could be explored by companies in this area could be:

<sup>4</sup> Namita Kohli, "Not in the class: A story of India's missing teachers," *Hindustan Times*, September 18, 2014.

<sup>5</sup> "Only 2.8% pass CTET for higher classes," *The Times of India*, October 9, 2014

<sup>6</sup> *DISE Flash Statistics 2013-2014* (New Delhi: National University of Educational Planning and Administration, and Department of School Education and Literacy, 2014).

- **Funding:** sponsoring/funding an NGO to carry out in-service teacher training, which can both remediate gaps in teachers' pre-service education and provide for continued growth. Within in-service training, programmes may focus on areas such as content knowledge, pedagogical practice or personal development. The programme needs to improve teachers' ability to teach mathematical concepts to their students and focus on teachers' abilities to better impact their English language skills. In-service training programmes can also be delivered in a variety of formats, from self-paced online content to ongoing workshops in schools to intensive programmes during the summer holiday. Programmes may work with all teachers in a given set of schools, for teachers struggling in a particular area (English or mathematics) or for teachers identified as potential agents of transformation.
- **Establish and fund a PPP model for teacher training:** under this model, a corporate and its NGO partner can engage with the State Government of Gujarat to implement teacher training programs. The NGO would implement the programme, while the corporate would subsidise costs not covered by the Government.

## Potential project area

Potential project locations would be rural areas of **all districts in the state of Gujarat**, primarily covering the government primary schools. In cases where both primary and upper primary sections are taught in the same school, teachers from the primary section will be considered eligible for such trainings. The selection of a school could be done post a preliminary evaluation of the teachers in the school for their comprehension and skills in the areas of Mathematics and English.

## Target group

The target population for the project will be all the teachers in primary Government schools across rural Gujarat. In case a teacher is involved in teaching both primary and upper primary sections, those teachers would also be included for trainings.

## Project Implementation

### A. Implementation

**The implementation can be done in the two following ways:**

1. *Companies affiliated with GCSRA can hire services of specialist Resource Organisations, for trainings to be provided to teachers from target schools in locations where they intend to spend their CSR funds. The implementation can happen either at the panchayat level or the block level depending on the number of teachers, wherein the trainings could be provided in a batch of 20-25 teachers at one go for 3 days each for English and Mathematics. As a shared responsibility, Corporates can consider engaging themselves in delivery of training as well as monitoring the progress in this instance.*
2. *Corporates can chose to sponsor the recruitment of trainers for one Taluka by funding an implementing agency (NGO etc.) through GCSRA. A corporate can collaborate with the implementing agency (NGO etc.) for assessing the teacher's as well as the trainer's technical/operational competence, and then recruit the required number of trainers as per the need. GCSRA would act as the advisory and monitoring agency for the entire project and ensure all compliance requirements are fulfilled by the implementing agency (including reporting).*

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## **Process of Implementation:**

### **1. Stage 1: PLANNING**

- Identification of the macro-geography where corporate is inclined to fund
- Post a commitment by Corporates on recruitment of trainers for identified government schools/ teachers to be trained, the GCSRA identifies local implementing agency for the implementation.
- Identified implementing agency would then conduct the initial competency assessment and identify number of teachers requiring training support in each subject (English and Mathematics).

### **2. Stage 2: IMPLEMENTATION**

- Implementing agency would start the recruitment process for hiring trainers
- Implementing agency would provide technical support for the following:
  - Recruitment of required no. of trainers in English and Mathematics, basis the number of teachers identified for training, on the premise that the ratio of trainer to teacher should not be more than 1:20. A small size of the class will help the trainer provide individual attention to all trainees.
  - Provide support in terms of creating and developing the training material and learning support.
- GCSRA would be involved (alongwith curriculum review specialists) to review the training material developed and also to screen the trainers recruited for each subject.

### **3. Stage 3: MONITORING & REPORTING**

- Implementing agency will continuously monitor the entire process from development of training modules to hiring of trainers till actual trainings and report back to GCSRA on the progress and also maintain a trainer database. A training report should be submitted by the implementing partner within 5 days of completion of the training outlining the key highlights and learnings gained.
- Implementing agency will report on the physical and financial progress to GCSRA, collated on a bi-monthly basis and shall also provide GCSRA with a draft report on the CSR activities under the corporate sponsorship.
- GCSRA shall undertake an impact assessment every 12 months to understand the impact created by trainings provided on learning levels of children.

## **List of success indicators**

### **Project Outputs**

- Development of training modules and pedagogy for English and Mathematics to train primary school teachers, which can be replicated across locations.
- Creating a pool of trainers with in-depth expertise of providing training to primary school teachers on the subjects of English and Mathematics
- Creating a pool of trained teachers who have enhanced teaching skills to improve upon the learning levels of children in primary sections



## Desired Outcomes

- Enhanced learning levels of students in primary sections, as evidenced by improvement in problem solving (Mathematics) and reading & language (English) skills
- Better pass percentage and performance in the class, especially in the subjects of English and Mathematics

## Potential impact

- Increase in transition rates from primary to upper primary and reduction in drop outs.
- Enhanced self-confidence among teachers and self-driven learning approach by them at the end of the training.

## B. Implementing agency

The Project shall be implemented by GCSRA as an oversight & monitoring agency, with support from NGO/Implementing agency (having expertise in development of training modules for primary teachers) being tasked to provide such trainings at the ground level. The GCSRA/implementing agency shall work in collaboration with Corporates and government functionaries (primarily SSA, Gujarat).

### Roles and responsibilities

- **GCSRA:** advisory and monitoring agency for the CSR activities i.e. strategic plan for the project, coordination between donors, technical service providers, monitoring & evaluation, documentation and (physical/financial) reporting for the Project, issuing compliance certificate for the CSR activities.
- **Implementation partner:** technical support for development of training modules, training of teachers and continuous assessment of teaching and learning levels
- **Government:** linkages with local government stakeholders and officials
- **Corporates:** funding the initiative

## C. Partnerships

- **Government Institutions:** Department of Education, Sarv Shiksha Abhiyan (SSA), Govt. of Gujarat
- **Resource Organisations:** involved in content development and training

## D. Anticipated benefits from the project

Given the fact that there is a paucity of quality teachers for Mathematics and English subjects in Government primary schools in rural areas, this initiative will help bridge the gap between access and quality education. It will provide teachers with the opportunities to learn specific skills, techniques and new approaches that they can use in their own teaching styles. The short and long term benefits from the programme could be identified as:

- overcome the inadequacies of existing Teacher Training Programmes;
- provide opportunities for updating subject matter knowledge;
- acquire improved understanding of generally applicable pedagogical techniques and those reinforcing equitable teaching practices; and
- learn and practice new teaching techniques, including exposure to effective new techniques and developments in informational educational technology.

## Work Plan

#	Activity Description	Month					
		M1-M2	M3-M4	M5-M6	M7-M8	M9-M10	M11-M12
1.	Identification and engagement of implementation partner for development of training modules						
2.	Identification and recruitment of subject matter experts for content development for training modules						
3.	Development of training modules for primary teachers for English and Mathematics						
4.	Identification and engagement of implementation partner for conducting trainings						
5.	Initial survey of teachers at government primary schools (in one block) to understand competency levels in English and Mathematics						
6.	Finalise the number of teachers who require trainings (in 1 block)						
7.	Identification and recruitment of trainers						
8.	Training of trainers for the finalised training module						
10.	Conduct trainings of one batch at a time						
11.	Conduct a post training assessment for each batch to understand comprehension levels						
12.	Monitoring of CSR activities by GCSRA						
13.	Impact Assessment & Reporting						



## Estimated Financial Costs

The estimated financial costs for supporting an existing Teacher Training centre is provided below. The costs also include 4% administration costs to be paid to GCSRA as an overall agency for monitoring and managing the project. The cost as outlined below is for the development of training modules (1-time fixed cost) and organising a training for a batch of 20 teachers in each subject-Maths and English (40 teachers in total) by two trainers (one for each subject) for a period of 3 days.

*Table 1: Estimated costs for Capacity building of teachers*

#	Activity	Sub-activities	Unit cost (in Rs)	Estimated cost (in Rs)
A	Develop guidelines for service delivery, including guidelines for equipping training centres	Conduct 5 days working session for 4 participants to prepare Guidelines (financing, monitoring and support, assessment and evaluation, accreditation, training centre operation)	@ Rs 3000 per day per person	60,000
		Conduct 2 days working session for 4 participants to review / update guideline before implementation	@ Rs 3000 per day per person	24,000
		Consultancy charges for 4 experts for 10 days	@ Rs 5000 per day per person	2,00,000
<b>Sub-total (A)</b>				<b>2,84,000</b>
B	Establish institutional arrangement for effective delivery of teacher training	Conduct a 1 day orientation session for around 10 stakeholders per block on guidelines for teacher training operationalization, roles and responsibilities of actors	@ Rs 2000 per person	20,000
		<b>Sub-total (B)</b>		
C	Development of training modules	Organise a 3 day workshop for 4 experts to prepare content for adverts (fliers, leaflets, posters) and content for training modules	@ Rs 3000 per person	36,000
		Design and prepare training modules for Maths and English (in a span of 3 weeks)	@4000 per day	60,000
		Distribution/dissemination of advertisement materials		20,000
		Conduct 2 days modules pre-testing session (with 5 participants)	@3000 per day per person	30,000
		Conduct one day module refining working session for 5 experts	@3000 per day per person	15,000
		Printing of modules (hard copies)		25,000
<b>Sub total (C)</b>				<b>1,86,000</b>

#	Activity	Sub-activities	Unit cost (in Rs)	Estimated cost (in Rs)
D	Training of trainers	Conduct a 2 days training session for 10 participants (5 for each subject)	@3500 per day per person	70,000
		Hiring of training venue for 3 days (including food)	@6000 per day	12,000
		Arrangement of food for 10 participants for 2 days	@1200 per day per person	24,000
		Fee for trainers (one for each subject)	@5000 per day	20,000
		Miscellaneous charges (@5%)		4,000
<b>Sub total (D)</b>				<b>1,30,000</b>
E	Training of teachers	Conduct a 3 days training session for 40 participants (20 for each subject)	@3000 per day per person	3,60,000
		Hiring of training venue for 3 days (2 halls)	@6000 per day per hall	36,000
		Arrangement of food for 40 participants for 3 days	@1200 per day per person	1,44,000
		Fee for trainers (one for each subject) for 3 days	@3500 per day	21,000
		Miscellaneous charges (@5%)		28,000
<b>Sub total (E)</b>				<b>5,89,000</b>
<b>Sub Total (A+B+C+D+E)</b>				<b>12,09,000</b>
F	GCSRA administrative costs	For M&E purposes, liaison with government authorities and technical support	@4% of overall cost	50,000
<b>Total Cost (A+B+C+D+E+F)</b>				<b>12,59,000</b>

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## ***Monitoring & Evaluation***

- The process will continuously be monitored under a joint review mechanism with the GCSRA team on a quarterly frequency in the second half of the programme. For each phase, the GCSRA team will develop a list of indicators that shall detail the performance and quality parameters to be assessed. This methodology will measure the effectiveness of the project processes within a results framework of actual outputs, outcomes, and impacts vis-à-vis the intended targets, and shall form the basis of monitoring and evaluation exercises.
- Based upon the perceived progress of the project, GCSRA will provide support to the company to develop a results framework, under which, performance indicators shall be defined and targets defined. Once defined, the targets can then be broken down into half-yearly input-output-outcome targets.
- The monitoring exercises will be aimed at providing feedback on the current progress and performance and also provide recommendations around any issue(s) identified to better service delivery.

## ***Reporting***

The implementing agency would be responsible for the following:

- ensure regular monitoring and follow up and updation of records in the database and generate progress reports for GCSRA and company as per agreed timelines; and
- ensure reporting on CSR activities to GCSRA on monthly and quarterly basis as against the funds disbursed to them.

GCSRA would be responsible for collating the data and then reporting on the overall CSR activity management and annual compliance, followed by the issue of a compliance certificate on the same to the sponsor company.

