

Performance Indicators (PINDICS) for Elementary School Teachers – A Means for Self-appraisal

Padma Yadav*

ABSTRACT

Performance Indicators (PINDICS) are designed to assess the performance and progress of elementary school teachers. These indicators have been developed by National Council of Educational Research and Training (NCERT) on the request of Ministry of Human Resource and Development (MHRD) for implementation of Sarva Shiksha Abhiyan (SSA) and Right to Education (RTE) Act, 2009. Every teacher ought to be competent in teaching that means, having rich knowledge base, favourable attitude towards teaching and learning, and innumerable skills for learning and transaction. High-quality teacher performance is essential for ensuring quality school education. Teachers should make continuous efforts to improve their performance. This tool PINDICS is mainly developed for helping teachers understand their performance level. By using this they will also be aware of their roles and functions and the expectations from them as an effective teacher. Teachers should use PINDICS as a self-development tool and continuously make efforts to reach the higher level and try to upgrade their performance. It can also be used by the administrators/supervisors/Head of the Institutions to appraise their teacher's performance and should not be used for harassing teachers in any way.

Introduction

PINDICS is based on the provisions in sections 24, 29 and the schedule specifying norms and standards for schools in the RTE Act, 2009, NCF-2005 and SSA Framework-2011. It

has been further fine-tuned using the feedback received from the NCERT study entitled, 'In-service Education for Teachers (INSET)-Impact on Classroom Transaction' conducted in 2010-11 and try-out with primary and upper primary school teachers

* Associate Professor, Department of Elementary Education, NCERT, New Delhi-110016

from Delhi, Haryana and comments received from state level officers from SCERT and SPO, teacher organisations and teacher education professionals.

PINDICS consists of Performance Standards (PS), Specific Standards (SS) and Performance Indicators (PI). Performance Standards are the areas in which teachers perform their tasks and responsibilities. Under each performance standard there are some specific tasks which teachers are expected to perform. These have been termed as 'Specific Standards'. From Specific Standards, Performance Indicators have been derived.

Performance Standards (PS)

Performance Standards communicate expectations for each responsibility area of the job performance. The following Performance Standards have been identified:

- Designing Learning Experiences for Children
- Knowledge and Understanding of Subject Matter
- Strategies for Facilitating Learning
- Interpersonal Relationship
- Professional Development

- School Development
- Teacher Attendance.

A three-tier approach has been followed to implement PINDICS to assess the progress of practitioners.

Teachers themselves may use PINDICS for assessing their own performance and to make continuous efforts to reach the highest level. At the second level, these can also be used for teacher-appraisal by the supervisory staff/mentor to assess and to provide constructive feedback for the improvement of teacher performance. At the third level, CRC personnel may assess the data for further improvement of teacher's performance, planning teacher training programmes at cluster level and for monitoring school development activities.

Guidelines for Teachers

Self-assessment by the teacher should be done at least twice in a year, one ending first quarter and the second, ending third quarter.

Teachers are required to complete the Teacher Identification Information given on the first page of the PINDICS.

Teacher Identification Information

School Address
 DISE Code No.
 State/UT
 District
 Block
 Cluster
 Name of the Teacher

Academic Qualification with Subjects

Senior Secondary
Graduation
Post-Graduation
Professional Qualification
Teaching Experience
Teaching: Class Subject.....
Class Subject.....
No. of days of In-service Education Programmes attended during last five years
Achievements, (Awards/Distinctions) if any

Teachers are expected to read each performance indicator carefully and reflect on it in the context of her/his classroom practice and give rating in the appropriate box placing herself/himself on a point on the four point scale according to her/his performance against each indicator. Each performance indicator is rated on four point scale ranging from 1 to 4 indicating the levels of performance. The rating points are:

1. Not meeting the expected standard
2. Approaching the expected standard
3. Approached the expected standard
4. Beyond the expected standard.

A teacher can be rated as beyond the expected standard if she/he performs tasks in an innovative way and makes extra efforts for improving student performance.

Example:

A Teacher can read the indicators as given below while rating herself/himself

I use textbooks and other relevant documents while planning for designing learning experiences.

I use record of student's performance for designing learning experiences.

I plan for engaging children in learning activities while designing learning experiences.

I collect and prepare relevant teaching-learning materials for designing learning experiences.

Heads of the Institutions can read the indicators as given below while rating a teacher.

She uses textbooks and other relevant documents while planning for designing learning experiences.

She uses record of student's performance for designing learning experiences.

She plans for engaging children in learning activities while designing learning experiences.

She collects and prepares relevant teaching-learning materials for designing learning experiences.

According to *NCF-2005* role of teacher is as a facilitator. Teacher is expected to design learning experiences

Performance Standard No. 1: Designing Learning Experiences						
Specific Standards	Performance Indicators	Not meeting the expected standard	Approaching the expected standard	Approached the expected standard	Beyond the expected standard	Observation (if any)
		1	2	3	4	
Planning for designing learning experiences for all	Use(s) textbooks and other relevant documents while planning					
	Use(s) record of students performance					
	Plan(s) for engaging children in learning activities					
	Collect(s) and prepare(s) relevant teaching-learning materials					

in such a way that the students can discover and learn on their own. While designing learning experiences she is supposed to look into teacher's handbook, related resources in the library and other print and audio-video materials besides textbooks. She is also expected to take into account student's performance in the concerned subject to understand the learning difficulties of students and to design age appropriate and developmentally appropriate activity. She must have plans for engaging children in learning activities.

The teacher can self-assess and can rate herself. If she finds she was not aware of the things she was supposed to do for designing learning experiences for children and she discovers that she is not meeting the expected standard then she can tick or rate herself on the score 1, and in the observation column she can write that she was not aware of the documents she should refer for designing age appropriate and developmentally appropriate learning experiences, and request the Head of the Institution to provide the documents for reference

Performance Standard No. 2: Knowledge and Understanding of Subject Matter						
Specific Standards	Performance Indicators	Not meeting the expected standard	Approaching the expected standard	Approached the expected standard	Beyond the expected standard	Observation (if any)
		1	2	3	4	
Knowledge and understanding of the content	Demonstrate(s) content knowledge with conceptual clarity using appropriate examples					
	Use(s) subject knowledge for making it responsive to the diverse needs of children					
	Use(s) subject knowledge for completing entire syllabus within specified time					
	Correct(s) errors made by students					

or arrange the training programmes for teachers like her.

This tool can also be helpful for the Head of the Institution, as they know their teachers work and they can regularly observe and rate the teacher's performance with the help of Performance Indicators listed. They should take into account the teacher filled PINDICS for assessing their needs and for providing support in the desired areas. Teachers should not be penalised or humiliated instead they should be supported and guided for self-development. Sometimes it

may happen that teacher is beyond the expected standard but has rated herself as approaching or approached the expected standard. Then Head of the Institution can also rate her as 4 and mention in his report at the space provided in the tool. It can also happen that some teachers are overconfident, and they may rate themselves at 4, though they are not so, then it will be a challenge for Head of the Institution to deal with such cases. Heads can ask for evidence and support and guide them to understand their needs and direct

them to participate in orientations and training programmes.

In order to teach all students' according to their needs; teachers need to understand subject matter deeply so that they can relate one idea to another for children. They are expected to have deep knowledge of the subject matter / content and they should be able to use their knowledge for helping children learn through concrete examples and activities. If they have in-depth subject knowledge then they can easily relate the ideas well and may also be able to help children understand the course content without undue pressure. As a result children may learn better and teachers may also be able to complete the syllabus on time (demanded by Right to Education (RTE) Act, 2009). If teachers know the content well and are sensitive towards children's learning then they would surely correct the errors made by children and make an effort for improvement.

Some teachers have in-depth subject knowledge but are not able to teach.

Performance standard No. 2 is based on knowledge and understanding of subject matter. Teacher needs to reflect on self. She can introspect and see if she is able to make use of clear and appropriate examples to teach abstract concepts to children making use of her knowledge base then she can rate herself 3, i.e., approached the expected standard. If she thinks that she is making efforts then she can rate as 2, i.e., approaching the expected standard. But if the teacher feels that certain concepts are not clear to her for teaching to children and needs clarity, then she can mention in the observation column that support is required to understand the concepts, theories or principles. Then it will be the supervisor's or Head's role to help and support the teacher. Cluster Resource Coordinator (CRC) can collect this information from school and organise training programme accordingly.

Performance Standard No. 3: Strategies for Facilitating Learning						
Specific Standards	Performance Indicators	Not meeting the expected standard	Approaching the expected standard	Approached the expected standard	Beyond the expected standard	Observation (if any)
		1	2	3	4	
Enabling learning environment and classroom management	Use(s) available space in the classroom and school adequately					
	Maintain(s) cleanliness and safety of children in the classroom					

	Display(s) teaching learning material in the classroom for ready use					
	Display(s) work of students in classroom/school					
	Arrange(s) furniture and room space for organising different activities					
	Encourage(s) self-discipline, punctuality and regularity					
	Act(s) immediately to address problems of discipline such as bullying, abuse etc.					
	Treat(s) all children in a fair and consistent manner					
	Do(es) not resort to physical punishment and mental harassment of children					
	Identifie(s) irregular students and makes effort to improve their attendance					
	Identifie(s) potential dropouts in the class and makes special efforts to prevent dropout					
	Utilise(s) school time effectively					
Learning strategies and activities	Use(s) child-centered activity based learning strategies					
	Provide(s) opportunity for all children participation in discovery, exploration and experimentation					

	Acknowledge(s) students' responses and encourages their participation					
	Respond(s) to students verbal and non-verbal cues					
	Encourage(s) children to question					
	Use(s) different resource materials like teacher guide, source book, etc., other than textbook for effective transaction					
	Make(s) use of ICT appropriately					
Communication Skills	Listen(s) to children patiently					
	Use(s) simple language					
	Use(s) home language of children wherever needed					
	Demonstrate(s) legible writing					
	Exhibit(s) concern, care and respect for the students while communicating verbally/non-verbally					
Assessment and Feedback	Assess(es) student's learning and provide immediate feedback for improving learning and performance					
	Maintain(s) students' profile of learning and performance (record of different tests/ assignments/written work/Projects, anecdote etc.)					
	Share(s) students' progress with parents and students'					

Types of learning strategies, the facilitator (teacher) will use, depends on purpose, content and the children in the classroom. Teachers' role is to create enabling environment for children so that children can learn on their own; discover knowledge for themselves. For this teacher as a facilitator/teacher needs to make use of space available in the classroom and school adequately; maintain cleanliness and safety of children in the classroom; display teaching-learning material in the classroom for ready use; display work of students in classroom/school; arrange furniture and room space for organising different activities; encourage self-discipline, punctuality and regularity; act immediately to address problems of discipline such as bullying, abuse etc.; treat all children in a fair and consistent manner; does not resort to physical punishment and mental harassment of children; identify irregular students and make efforts to improve their attendance; identify potential dropouts in the class and make special efforts to prevent dropout; utilise school time effectively.

A good teacher uses variety of teaching-learning strategies like child-centered, activity based learning strategies; provides opportunity for child participation in discovery, exploration and experimentation;

acknowledges students' responses and encourages their participation; responds to students verbal and non-verbal cues; encourages children to question; uses different resource materials like teacher guide, source book, etc., other than textbook for effective transaction; makes use of ICT appropriately.

The communication skill of a teacher needs to be very strong. They are expected to listen to children patiently; use simple language; make use of home language of children wherever needed; demonstrates legible writing; exhibits concern, care and respect for the students while communicating verbally/non-verbally.

An effective teacher makes use of continuous and comprehensive evaluation for assessment of children's learning and provides constant immediate feedback for improving learning and performance. Maintains students' profile of learning and performance (record of different tests/

Assignments/written work/projects, anecdote etc., and shares students' progress with parents and students'.

Teacher is expected to read the performance indicators given as above and rate herself. Heads and supervisors can also rate the teacher if they observe the following indicators during classroom observation.

Performance Standard No. 4: Interpersonal Relationship						
Specific Standards	Performance Indicators	Not meeting the expected standard	Approaching the expected standard	Approached the expected standard	Beyond the expected standard	Observation (if any)
		1	2	3	4	
Relationship with students	Show(s) respect and care towards students					
	Easily approachable to children (without fear and hesitation)					
	Recognise(s) and appreciates students contribution					
Relationship with Colleagues	Show(s) respect towards colleagues					
	Appreciate(s) other colleagues for their contribution					
	Cooperate(s) and collaborate(s) with the members of the staff in conducting school activities					
Establish rapport with parents/ community	Involve(s) members of the community for organising different activities and programmes in the school					
	Participate(s) in the community activity such as cultural and social programmes					

Teachers are expected to respect and care children. She should be easily approachable to children. If students contribute in enhancing teaching-learning process, school development

programmes, maintenance and upkeep of school, garden, morning assembly, etc., then teachers' should recognise and appreciate the efforts of children. There should be respectful

atmosphere in the school. Teachers should respect each other. Appreciate colleagues for their contribution in various fields of social development; cooperate and collaborate with the

members of school staff in conducting school activities. She should be able to involve the members of the community for organising different activities and programmes in the school. She should

Performance Standard No. 5: Professional Development						
<i>Specific Standards</i>	<i>Performance Indicators</i>	<i>Not meeting the expected standard</i>	<i>Approaching the expected standard</i>	<i>Approached the expected standard</i>	<i>Beyond the expected standard</i>	<i>Observation (if any)</i>
		1	2	3	4	
Self-study participation in in-service education programmes	Update(s) subject knowledge through self study					
	Participate(s) in In-service Education Programmes as per need and requirement					
	Participate(s) and contribute(s) regularly in Cluster Resource Centre/ Block Resource Centre meetings					
Engagement in innovation and research	Engage(s) herself/himself in an innovative and research activities					
	Participate(s) and present(s) papers in regional, state, national and international level seminars					
	Publish(s) articles/papers in various Journals, magazines etc.					
	Contribute(s) in developing of teaching-learning materials					

also participate in the community activity such as cultural and social programmes. Teachers can use the above indicators for introspection and rate her performance accordingly. If she feels that orientation is required for understanding the involvement of parents and community in education of children and her participation in community programmes then she should mention in the observation column. It is duty of the Head or Supervisor or CRC to help and support teacher. Similarly Head or supervisors can also appraise

teachers' performance by observing her relationship with children, colleagues, parents and community.

Teacher should constantly work hard for her professional growth. Update her subject knowledge through different sources regularly. She should participate in the In-service Education programmes organised by different Departments according to her need. She should participate in her own Departmental, Cluster Resource Centre or Block Resource Centre meetings to keep her updated. If the teachers are doing it then its fine

Performance Standard No. 6: School Development						
Specific Standards	Performance Indicators	Not meeting the expected standard	Approaching the expected standard	Approached the expected standard	Beyond the expected standard	Observation (if any)
		1	2	3	4	
Contributes to the organisation of school activities	Organise(s)/ participate(s) and contribute(s) in SMC and other meetings					
	Take(s) responsibility for organising school functions like morning assembly, cultural programmes, sports and games, celebration of national days etc.					
	Cooperate(s) in organising school activities such as gardening, health and hygiene, mid-day meals etc.					

otherwise, they should make efforts in direction of self improvement and it should be the duty of the Head teacher or CRC to support and guide the teacher.

Contribution of teachers to organisation of school activities is important. Head teacher cannot do all work alone, support of teachers is required. Teachers are required to organise and participate in the School Management Committee(SMC)

meetings and organise and participate in other meetings also from time to time. She should contribute in the organisation of school programmes like morning assembly, cultural programmes, sports and games, celebration of cultural and national festivals. She should also contribute in beautification of school, gardening, organising health and hygiene programmes, distribution of mid-day meal, etc.

Performance Standard No. 7: Teacher Attendance						
Specific Standards	Performance Indicators	Not meeting the expected standard	Approaching the expected standard	Approached the expected standard	Beyond the expected standard	Observation (if any)
		1	2	3	4	
Regularity and Punctuality of Teachers	Attends school regularly					
	Arrives and leaves the school according to school time					

Teacher attendance not only in the school but also in the classroom is of utmost importance. She is expected to arrive and leave the school according to school time. She should helping children learn regularly. If teacher is regular and teaches in class regularly, student's attendance also goes up. Children also learn the values like punctuality and regularity from their teachers. So the teachers can self check if they are regular, punctual and if they are regular and punctual,

then, are they teaching in the class regularly?

Compilation of Data received from PINDICS

Teacher can assess her twice in a year. She can further work out total score on the performance standard (area) by adding scores on each indicator of the standard and prepare a descriptive report on the basis of her/his assessment. The report may also include the areas in which help is required.

**Guidelines for Head Teacher/
CRCC/Nodal Head Teacher/BRCC**

Assessment by Head teacher/CRCC/
Nodal head teacher/BRCC should be
carried out twice in a year keeping
following points. One who is assessing
is expected to:

- use teacher’s self-assessment record;
- observe actual classroom processes;
- have dialogue with teachers, students and SMC members to supplement teacher’s report;
- prepare a descriptive report based on self-observation and report collected from the teacher;

- discuss the report with the teacher concerned to improve his/her level of performance;
- link information from teacher’s assessment using PINDICS with information about student attendance, curriculum coverage and student learning outcomes from Quality Monitoring Tools (QMTs);
- complete Teacher Performance Sheet and Consolidation Sheet – CRC level for onward transmission to BRC.

Nodal Head Teacher or CRCC can collect the information of each

Teacher Assessment Sheet–By CRCC/Nodal Head Teacher

Name of Teacher: _____ School: _____
Year: _____ Cycle (I or II): _____

Sl. No	Performance Standards	Consolidated Rating of teacher				Total
		Not meeting the expected standard	Approaching the expected standard	Approached the expected standard	Beyond the expected standard	
		1	2	3	4	
1	Designing Learning Experiences					
2	Knowledge and Understanding of Subject Matter					
3	Strategies for facilitating learning					
4	Interpersonal Relationship					
5	Professional Development					
6	School Development					
7	Teacher Attendance					
Grand Total						
Overall performance						

teacher's performance of the school and consolidate the information to have a complete picture of teacher performance of a school or a cluster and if required for Block and District for further necessary action in the sheet given below.

This table will give information about teachers' performance on

Are teacher's self motivated? Are they making efforts to improve themselves? etc.

This table provides information up to cluster level. This collected information can be flow upwards level viz., Block, District or to State level.

Cluster Resource Centre Coordinator's Consolidation Sheet

Name and Address of Cluster: _____

Total No. of School in Cluster: _____

Total No. of Teachers in the Cluster: _____

Year: _____ Cycle(I or II): _____

Sl. No.	Performance Standards	Number of Teachers				Total
		Not meeting the expected standard	Approaching the expected standard	Approached the expected standard	Beyond the expected standard	
		1	2	3	4	
1	Designing Learning Experiences					
2	Knowledge and Understanding of Subject Matter					
3	Strategies for facilitating learning					
4	Interpersonal Relationship					
5	Professional Development					
6	School Development					
7	Teacher Attendance					
Overall Performance						

different performance standards. How many teachers are not able to meet the expected standards? So, what support can be provided to them for their professional growth?

Implications and Way Forward

Quality of teachers can be improved. Teachers themselves can monitor their progress and work for self improvement. Head of the Institution

can play the role of facilitator and provide support to teachers in their professional growth. The gap between teaching competencies expected and practiced can be addressed very easily through PINDICS.

PINDICS will be used by all the teachers for their self-assessment. All States and UTs may use it to assess the level of teachers' performance in their States and UTs. It may be translated in various Indian languages.

Acknowledgements to PINDICS development core committee:

Professor Parvin Sinclair, Director, NCERT, New Delhi (Chairperson); Professor B.K. Tripathi, Joint Director, NCERT, New Delhi; Professor N.K. Jangira, former Head DTE, NCERT, New Delhi; Professor S.K. Yadav, former Head DTE, NCERT, New Delhi (Convenor); Dr Padma Yadav, Associate Professor DEE, NCERT; Dr Vijayan and Dr J.K.Patidar, Assistant Professor DTE, NCERT, New Delhi.