

**PROCEEDINGS OF STATE PROJECT DIRECTOR,
SARVA SHIKSHA ABHIYAN, ANDHRA PRADESH: HYDERABAD.
PRESENT: Smt.V.Usha Rani, IAS.**

RC.No. 25/SSA/A3/2014

Dt. 30-08-2014

Sub:-SSA,A.P., Hyderabad- Performance indicators PINDICS for teachers of Andhra Pradesh developed by NCERT suggested by MHRD-further instructions- issued-Reg.

Ref: Rc.No.25/SSA/A3/2014-Dated: 02-08-2014

In continuation of the instructions issued in the reference cited, All the District Educational Officers, the Project Officers of SSA and the Principals of DIETs in the Districts are follow the instructions as here under for effective implementation of Performance indicators PINDICS in the schools.

- To print the required formats of PINDICS, as per prescribed norms at district level.
- Two copies of the formats of PINDICS should reach to each teacher and School Complex HM for assessment of the teacher performance.
- The copies of (PINDICS) should reach to all MEOs also to implement the performance appraisal and for taking further course of action in the matter accordingly.

Use of PINDICS

- PINDICS can be used by teachers themselves for assessing their own performance and to make continuous efforts to reach the highest level.
- These can also be used for teacher appraisal by the school complex HMs to assess and provide constructive feedback for the improvement of teacher performance.
- 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
- If the teacher performs tasks in an innovative way and makes extra efforts for improving student performance can be rated as beyond the expected standard.

Guidelines for teachers (for PS & UPS)

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

- Fill up the teacher identification information on page 1 of the format (PINDICS).
- No item should be left blank
- Teachers should read each performance indicator carefully and reflect on it in the context of their classroom practice and give rating point in appropriate box.
- Each teacher should give rating point on the four point scale according to the teacher performance against each indicator.
- Work out total score on the performance standard (area) by adding scores on each indicator of the standard.
- Prepare a descriptive report on the basis of teacher assessment. The report may also include the areas in which help is required.

Guidelines for School Complex Head Masters(for PS&UPS)

Assessment by **School Complex Head Master** should be carried out twice (First quarter ending and third quarter ending) in a year keeping in view following points.

- School Complex HMs should assess the each teacher performance report (PINDICS) at their cluster level twice in a year.
- School Complex HMs should consolidate the rating points of each Standards of the teacher and should give appropriate rating to each performance standards of the teacher.
- Complex HMs should submit the rating points of the each standard of the teacher to MEOs at mandal level.
- Teacher's self-assessment record (PINDICS) should be considere
- 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 the 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 – at complex level.

All the DEOs and POs(SSA) are requested to take necessary action for communication of the above instructions to all the teachers & school complex H.Ms in the respective districts for effective implementation of PINDICS in the schools.

This has got approval of the State Project Director

copy to
The DEOs and POs of SSA in the state.

MV Fakhru 23/8/14
For State Project Director

23/8/14

Teacher Identification Information

Year:

I / II / III / IV Quarter

School Address

DISE Code No.....

State/UT.....

District.....

Mandal

School complex

Name of the Teacher

Academic Qualification with Subjects

Intermediate

Graduation

Post-Graduation.....

Professional Qualification

Any Other

Teaching Experience (in yrs.).....

Teaching: Class (es).....

Subject(s).....

In-service Education Programmes attended during last five years.....

Achievements (Awards/ Distinctions) if any.....

Specific Standards	Performance Indicators	Levels of performance (Write the rating point)				Observation (if any)
		1	2	3	4	
PS 1. Designing Learning Experiences for Children						
Planning for designing learning experiences	<ul style="list-style-type: none"> • Uses textbooks and other relevant documents while planning 					
	<ul style="list-style-type: none"> • Uses record of students performance 					
	<ul style="list-style-type: none"> • Plans for engaging children in learning activities 					
	<ul style="list-style-type: none"> • Collects and prepares relevant teaching learning materials 					
PS 2. Knowledge and Understanding of Subject Matter						
Knowledge and understanding of the content	<ul style="list-style-type: none"> • Demonstrates content knowledge with conceptual clarity using appropriate examples 					
	<ul style="list-style-type: none"> • Uses subject knowledge for making it responsive to the diverse needs of children 					
	<ul style="list-style-type: none"> • Uses subject knowledge for completing entire syllabus within specified time 					
	<ul style="list-style-type: none"> • Corrects errors made by students 					
PS 3. Strategies for Facilitating Learning						
Enabling learning environment and classroom management	<ul style="list-style-type: none"> • Uses available space in the classroom and school adequately 					
	<ul style="list-style-type: none"> • Maintains cleanliness and safety of children in the classroom 					
	<ul style="list-style-type: none"> • Displays teaching learning material in the classroom for ready use 					
	<ul style="list-style-type: none"> • Displays work of students in classroom/school 					
	<ul style="list-style-type: none"> • Arranges furniture and room space for organising different activities 					
	<ul style="list-style-type: none"> • Encourages self-discipline, punctuality and regularity 					
	<ul style="list-style-type: none"> • Acts immediately to address problems of discipline such as bullying, abuse etc. 					
	<ul style="list-style-type: none"> • Treats all children in a fair and consistent manner 					
<ul style="list-style-type: none"> • Does not resort to physical punishment and mental harassment of children 						

	<ul style="list-style-type: none"> Identifies irregular students and makes effort to improve their attendance 					
	<ul style="list-style-type: none"> Identifies potential dropouts in the class and makes special efforts to prevent dropout 					
	<ul style="list-style-type: none"> Utilises school time effectively 					
Learning strategies and activities	<ul style="list-style-type: none"> Uses child-centered activity based learning strategies 					
	<ul style="list-style-type: none"> Provides opportunity for all children participation in discovery, exploration and experimentation 					
	<ul style="list-style-type: none"> Acknowledges students' responses and encourages their participation 					
	<ul style="list-style-type: none"> Responds to students verbal and non-verbal cues 					
	<ul style="list-style-type: none"> Encourages children to question 					
	<ul style="list-style-type: none"> Uses different resource materials like teacher guide, source book, ICT, etc. other than textbook for effective transaction 					
Communication Skills	<ul style="list-style-type: none"> Listens to children patiently 					
	<ul style="list-style-type: none"> Uses simple language 					
	<ul style="list-style-type: none"> Uses home language of children wherever needed 					
	<ul style="list-style-type: none"> Demonstrates legible writing 					
	<ul style="list-style-type: none"> Exhibits concern, care and respect for the students while communicating verbally/non-verbally 					
Assessment and Feedback	<ul style="list-style-type: none"> Assesses student learning and provides immediate feedback for improving learning and performance 					
	<ul style="list-style-type: none"> Maintains student profile of learning and performance (record of different tests/ assignments/written work/Projects, anecdotes etc.) 					
	<ul style="list-style-type: none"> Shares children progress with parents and SMC members 					
PS 4. Interpersonal Relationship						
Relationship with students	<ul style="list-style-type: none"> Shows respect and care towards students 					
	<ul style="list-style-type: none"> Easily approachable to children (without fear and hesitation) 					
	<ul style="list-style-type: none"> Recognizes and appreciates student contribution 					
Relationship	<ul style="list-style-type: none"> Shows respect towards colleagues 					

with Colleagues						
	<ul style="list-style-type: none"> • Appreciates other colleagues for their contribution 					
	<ul style="list-style-type: none"> • Cooperates and collaborates with the members of the staff in conducting school activities 					
Relationship with parents and community	<ul style="list-style-type: none"> • Involves members of the community for organising different activities and programmes in the school 					
	<ul style="list-style-type: none"> • Participates in the community activity such as cultural and social programmes 					
PS 5. Professional Development						
Self-study participation in in-service education programmes	<ul style="list-style-type: none"> • Updates subject knowledge through self study 					
	<ul style="list-style-type: none"> • Participate in in-service education programmes as per need and requirement 					
	<ul style="list-style-type: none"> • Participates and contributes regularly in cluster resource centre/Block Resource Centre meetings 					
Engagement in innovation and research	<ul style="list-style-type: none"> • Engages himself/herself in innovative and research activities 					
	<ul style="list-style-type: none"> • Participates and presents paper in regional, state, national and international level seminars 					
	<ul style="list-style-type: none"> • Publishes articles/papers in various journals, magazines etc. 					
	<ul style="list-style-type: none"> • Contributes in developing of teaching learning materials 					
PS 6. School Development						
Contributes to the organisation of school activities	<ul style="list-style-type: none"> • Organises/participates and contributes in SMC and other meetings 					
	<ul style="list-style-type: none"> • Takes responsibility for organising school functions like morning assembly, cultural programmes, sports and games, celebration of national days etc. 					
	<ul style="list-style-type: none"> • Cooperates in organising school activities such as gardening, health and hygiene, mid-day meals etc. 					
PS 7. Teacher Attendance						
Regularity and Punctuality	<ul style="list-style-type: none"> • Attends school regularly 					
	<ul style="list-style-type: none"> • Arrives and leaves the school according to school time 					

Descriptive Assessment and Feedback

Based on the assessment of PINDICS prepare a self assessment report highlighting the points that you feel satisfying and the areas in which you need help for improvement.

(Teacher's Signature)

Based on the profile emerging from teachers self assessment and your own observation, prepare a report on teacher's performance in the specific standards (PINDICS). Also plan action points for improving his/her performance.

(Head Teacher/Supervisor's Signature)

Teacher Performance Sheet

(To be completed by Head Teacher)

Name of Teacher: _____ School: _____
 Year: _____ Quarter: I/ II /III / IV

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 for Children					
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						

Note: Consolidated rating in each of the performance standard should be based on self assessment report of the teacher, classroom observation, and dialogue with teachers and students. It can be computed by dividing the total rating point under performance standard by total number of performance indicators approximated to the nearest whole number.

Overall Performance can be computed by dividing the grand total by 7 (total number of Performance Standards) approximated to the nearest whole number.

Consolidation Sheet – School Level

(To be completed by School HM)

Name and Address of School: _____

Total No. of Schools: _____ Total No. of Teachers in the school: _____

Year: _____ Quarter: I / II / III / IV

Sl. No	Performance Standards	Number of Teachers			
		Not meeting the expected standard	Approaching the expected standard	Approached the expected standard	Beyond the expected standard
1	Designing Learning Experiences for Children				
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*					

Note - Same Information can flow upwards level viz- Block, District or State

** Based on the information from Teacher Assessment Sheet–By Nodal Head Teacher/CRCC*

Note: Consolidated rating in each of the performance standard should be based on self assessment report of the teacher, classroom observation, and dialogue with teachers and students. It can be computed by dividing the total rating point under performance standard by total number of performance indicators approximated to the nearest whole number.

Overall Performance can be computed by dividing the grand total by 7 (total number of Performance Standards) approximated to the nearest whole number.

Consolidation Sheet – School Complex Level

(To be completed by School complex HM)

Name and Address of Cluster: _____

Total No. of Schools in the Cluster: _____ Total No. of Teachers in the Cluster: _____

Year: _____

Quarter: I / II / III /IV

Sl. No	Performance Standards	Number of Teachers			
		Not meeting the expected standard	Approaching the expected standard	Approached the expected standard	Beyond the expected standard
1	Designing Learning Experiences for Children				
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*					

Note - Same Information can flow upwards level viz- Block, District or State

** Based on the information from Teacher Assessment Sheet–By Nodal Head Teacher/CRCC*

Note: Consolidated rating in each of the performance standard should be based on self assessment report of the teacher, classroom observation, and dialogue with teachers and students. It can be computed by dividing the total rating point under performance standard by total number of performance indicators approximated to the nearest whole number.

Overall Performance can be computed by dividing the grand total by 7 (total number of Performance Standards) approximated to the nearest whole number.

Consolidation Sheet – Mandal Level

(To be completed by MEO)

Name and Address of MEO: _____

Total No. of Schools in the Mandal: _____ Total No. of Teachers in the Mandal: _____

Year: _____

Quarter: I / II / III /IV

Sl. No	Performance Standards	Number of Teachers			
		Not meeting the expected standard	Approaching the expected standard	Approached the expected standard	Beyond the expected standard
1	Designing Learning Experiences for Children				
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*					

Note - Same Information can flow upwards level viz- Block, District or State

** Based on the information from Teacher Assessment Sheet–By Nodal Head Teacher/CRCC*

Note: Consolidated rating in each of the performance standard should be based on self assessment report of the teacher, classroom observation, and dialogue with teachers and students. It can be computed by dividing the total rating point under performance standard by total number of performance indicators approximated to the nearest whole number.

Overall Performance can be computed by dividing the grand total by 7 (total number of Performance Standards) approximated to the nearest whole number.