

# *Performance Indicators (PINDICS) for* Elementary School Teachers

Name of the Teacher with Designation	
Working Place	
Inspecting Officer	
Academic Year	<b>2016-17</b>
Cycle	<b>I / II</b>

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## **Note to the Submission of Filled-in PINDICS DCFs**

<b>Cycle</b>	<b>Last date by the Head of the Schools</b>	<b>Last date by the Deputy Inspector of Schools/ BRCs</b>
I	29.12.2016	09.01.2017
II	15.02.2017	24.02.2017

- BRTEs are requested to distribute and collect the DCFs for the schools under the control of JD, DDE (W) and CEO.
- Schools covered under the control of JD, DDE (W) and CEO shall submit the filled-in DCFs to their respective BRCs.
- For Cycle-I, in Student's Learning Level (CCE Assessment Overall Marks), kindly fill the Term-I marks only.

## **PERFORMANCE INDICATORS (PINDICS)**

**2016 – 2017**

### **Context**

PINDICS are based on the provisions in sections 24, 29 and the schedule specifying norms and standards for schools in the RTE Act 2009, NCF-2005, SSA Framework-2011, as supporting documents for working out PINDICS. The performance indicators have been fine-tuned on the basis of feedback received from the NCERT Study (INSET impact on classroom transaction conducted in 2010-11), the primary and upper primary school teachers and feedback received from state level officers from SCERT and SPO, and teacher educational professionals.

It is necessary to evaluate the performance of each and every teacher in designing classroom activities to improve the level of learning among the students. In order to evaluate the skill of activity designing of teachers these simple indicators are developed.

### **Performance Standards**

1. Designing Learning Experience 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
8. Health and Hygiene

### **Use of PINDICS**

The teachers could use PINDICS for themselves to assess their own performance and to make continuous efforts to upgrade and update their performance 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 their teaching process. Each performance indicator is rated on four point scale ranging from 1,2,3 & 4 corresponding to the levels of performance as:

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

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

## **Guidelines for teachers**

- Complete the teacher identification information. No item should be left blank.
- Read each performance indicator carefully and reflect on it in the context of your classroom practice.
- Assess yourself as per the four point scale based on your performance against each indicator.
- Prepare a descriptive report on the basis of your assessment. The report may also include the areas in which assistance is required.
- Supporting documents like details of In-service Training attended, duties performed in organising school functions and community activities, maintenance of students profile (like Anecdotes), details of innovative and research activities undertaken (like Action Research), should be attached with this format, photos of TLM developed by the teacher is also recommended.

## **Guidelines for Inspecting Officer/ Head Teacher**

- Assessment by Head Teacher should be carried out twice in a year.
- Use teacher's self-assessment record; Observe actual classroom processes
- Present a brief report based on self-observation and report collected from the teacher
- Interact with teachers, students and SMC members to supplement teacher's report.
- Link information from teachers' assessment using PINDICS with information about student attendance, curriculum coverage and student learning outcomes from Quality Monitoring Tools (QMT)
- Completed Supervisor's consolidation sheet shall reach the concern Head of Office on time.

## **Note**

- Two forms for cycle I and Cycle II for each teacher will be issued to the school.
- This format is issued to teachers working in Govt. and Govt. Aided schools having I- standard to VIII – standard
- Teachers will fill their self- evaluation information in this format for First and Third Term, which will be attached along with the report by the Head of Office.
- Submitted format by the teachers are collected at CRC/ BRC level.
- After the classroom observation, the Head of office shall record their descriptive report at school level itself.

**PERFORMANCE INDICATORS – PINDICS**

Year: ..... - .....

**CycleI/ Cycle II**

**District:**

**Name of theBRC:**

**Name of theCRC:**

**Name of the School with full Address:**

**U- DISE Code:**

**I. Teacher Identification Information:-**

1. Name of the Teacher: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

2. Employee Code: \_\_\_\_\_

Contact No.: \_\_\_\_\_

3. Sex (Male – 1, Female – 2):

E-mail ID.: \_\_\_\_\_

4. Name of the Post when Joining: \_\_\_\_\_

Date of Joining on that Post: \_\_\_\_\_

5. Name of the Post at present: \_\_\_\_\_

Date of Joining on that Post: \_\_\_\_\_

**II. Academic Qualification:-**

High School	Higher Secondary	Bachelor Degree and Subject	Master Degree and Subject	Others

**Professional Qualification:**

Diploma/ Equivalent	UG	PG	Others

**Additional Education Qualification:**

M.Phil	Ph.D	Others

**III. Teaching Experience till date:-**

(Completed years)

**IV. Details of In-service training attended in last two years:-**

<b>Sl. No.</b>	<b>Name of the Training</b>	<b>Topic</b>	<b>No. of Days</b>	<b>Conducting Institute/ Organization</b>

**Mention the ways of practicing the experience in the classroom:**

- 1.
- 2.
- 3.

**Mention other trainings attended apart from In-service training:**

- 1.
- 2.

**V. Individual talent of the teacher:-**

**VI. Achievement (Awards/ Pass percentage of Public Examination/ Students, School, Social Concern, etc.,)**

**VII. Classes taught for the Subject: (Put ☑ mark appropriately)**

Subject	Class							
	1	2	3	4	5	6	7	8
Tamil								
English								
Maths								
Science/ E.V.S								
Social Science								
Physical Education								

Class & Section	Subject taught	Class Strength	Student's Learning Level ( CCE Assessment Overall Marks )					
			No. of Students scored below 40%		No. of Students scored between 40% &80%		No. of Students scored above 80 %	
			Term - I	Term - II	Term - I	Term - II	Term - I	Term - II

**Note** :i) Mention the methods that you have planned to improve the Learning Outcomes of the Low Achievers.

ii) Compare student's two term scores and mention the reasons for low level achievement of students.

## Teacher's Self-Assessment Form

Sl.No.	Specific Standard	Performance Indictors	Not meeting the expected standard	Approaching the expected standard	Approached the expected standard	Beyond the expected standard
1.	<b>Planning in designing learning experience</b>	Using textbooks and other relevant documents while planning				
		Planning to engage children in learning activities				
2.	<b>Knowledge and understanding of Subject Matter</b>	Using subject knowledge for completing entire syllabus within specific time				
3.	<b>Strategies for Facilitating Learning</b>					
A.	<b>Enabling learning environment and classroom management</b>	Using enough teaching learning materials from School and classroom and displays it in the classroom				
		Treating all children in a fair and consistent manner and they does not resort to physical punishment and mental harassment				
		Identifying potential dropouts and makes effort to improve their attendance				
B.	<b>Learning strategies and activities</b>	Using child-centered activity based learning strategies				
		Providing opportunity for all children participation in discovery, exploration and experimentation				
		Using simple language and home language of children wherever needed				
		Demonstrating legible writing				



Sl.No.	Specific Standard	Performance Indicators	Not meeting the expected standard	Approaching the expected standard	Approached the expected standard	Beyond the expected standard
C.	<b>Assessment and Feedback</b>	Assessing student learning and provides immediate feedback for improving learning and performance				
		Maintaining student profile of learning and performance (record of different tests/ assignments/ written work/ Projects, anecdotes, etc.)				
		Sharing children progress with parents and SMC members				
<b>4.</b>	<b>Interpersonal Relationship</b>					
A.	<b>Relationship with students</b>	Showing respect, care towards students and easily approachable to children (without fear and hesitation)				
		Recognizing and appreciating student's contribution				
B.	<b>Relationship with Colleagues</b>	Showing respect towards colleagues and appreciates their contribution				
C.	<b>Relationship with parents and community</b>	Participating in the community activity such as cultural and social programmes and also involves members of the community for organising different activities and programmes in the school				
<b>5.</b>	<b>Professional Development</b>					
A.	<b>Self-study participation in In-service education programmes</b>	Updating subject knowledge through self study				
		Participating in In-service education programmes as per need and requirement and contributing regularly in CRC/ BRC meetings				

Sl.No.	Specific Standard	Performance Indicators	Not meeting the expected standard	Approaching the expected standard	Approached the expected standard	Beyond the expected standard
B.	<b>Engagement in innovation and research</b>	Engaging himself/ herself in Innovative and Research activities				
		Participating and presents paper in regional, state, national and international level seminars				
		Publishing articles/ papers in various journals, magazines, etc.				
6.	<b>School Development</b>	Organising/ participating and contributes in SMC and other meetings				
		Taking responsibility for organising school functions like morning assembly, cultural programmes, sports and games, celebration of national days etc.				
7.	<b>Teacher Attendance</b>	Arriving and leaving the school according to school time				
8.	<b>Health and Hygiene</b>	Keenly observing students and motivating them to follow hygiene and clean practices.				
		Steps taken to keep classrooms and school campus clean. Insisting to avoid contamination by wastes and its quick disposal.				

**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.**

**Signature of the Teacher:**

## Head Teacher's consolidation sheet

Name of the Teacher: -

Cycle I / Cycle II

Sl.No.	Specific Standard	Not meeting the expected standard	Approaching the expected standard	Approached the expected standard	Beyond the expected standard
1.	Planning in designing learning experience				
2.	Knowledge and understanding of Subject Matter				
3.	Strategies for Facilitating Learning				
4.	Interpersonal Relationship				
5.	Professional Development				
6.	School Development				
7.	Teacher Attendance				
8.	Health and Hygiene				

Based on the profile emerging from teacher 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.

Signature of the Head Teacher:

## Teacher Assessment Sheet - By the Head of Office

Name of the Teacher: -

Cycle I / Cycle II

Sl.No.	Specific Standard	Not meeting the expected standard	Approaching the expected standard	Approached the expected standard	Beyond the expected standard
1.	Planning in designing learning experience				
2.	Knowledge and understanding of Subject Matter				
3.	Strategies for Facilitating Learning				
4.	Interpersonal Relationship				
5.	Professional Development				
6.	School Development				
7.	Teacher Attendance				
8.	Health and Hygiene				

Based on the profile emerging from teacher 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.

Signature of the Head of Office: