

PINDICS

Context

Performance Indicators (PINDICS) are used to assess the performance and progress of teachers. It consists of performance standards (PS), specific standards and performance indicators. Performance standards are the areas in which teachers perform their tasks and responsibilities. Under performance standards there are some specific tasks which are expected to be performed by the teachers. These are termed as specific standards. From specific standards performance indicators have been derived.

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-‘In-service Education for Teachers (INSET) impact on classroom transaction’ conducted in 2010-11, try out with primary and upper primary school teachers and comments received from state level officers from SCERT and SPO, and teacher education professionals.

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

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 supervisory staff/mentor to assess and to 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

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

- Complete the teacher identification information on page 1.
- No item should be left blank
- Read each performance indicator carefully and reflect on it in the context of your classroom practice and give rating point in appropriate box.
- Place yourself on a point on the four point scale according to your 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 your 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 in view following points.

- 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.