

**Sarva Shiksha Abhiyan**

# **ADEPTS**

**(Advancement of Educational Performance through Teacher Support)**

**An MHRD-Unicef Initiative**

**June 2006 - January 2007**

## FOREWORD/MESSAGE FROM DSEL, MHRD

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*Preface*

ADEPTS is a project that really grew in the making. Its origin lies in the strongly felt need for the fruits of in-service teacher training to be visible in the classroom processes and in children's learning. The effort to articulate performance standards rapidly took a life of its own as state teams seized the opportunity to come together four times on the issue. Starting from a somewhat stiff, 'official' interaction, the ADEPTS gathering soon evolved into lively, stimulating and insightful interactions, with 'truth telling' and reflection increasing over time. Participants brought their own ideas, experiences and enthusiasm in generous measure, with several state teams even using the time between the workshops to 'pilot' their emerging understanding in the field.

At no point though could ADEPTS be called 'easy'. Trying to identify and express performance standards is a bit like picking a grain of rice while wearing thick leather gloves – you are left wishing you had a pair of forceps! Discussions, too, soon lose their satisfactory edge as the reality of one's own responsibility – both in things being what they are as well as what they might be – sinks in. The challenge of realising our inadequacies in terms of conceptual understanding, strategies and their implementation towards Advancement of Educational Performance through Teacher Support needs to be urgently addressed. As a participant said, the price of our shortcomings is paid by our children.... and they deserve that we be the best we can be.

To the state teams who stuck it out through the process and still show undimmed zeal to bring about improved performance standards – my appreciation and gratitude. Unflagging support from officials of MHRD, in particular Vrinda Sarup and Richa Sharma, and colleagues in TSG (especially Binay Pattanaik) is what really made ADEPTS 'happen'. The State Project Directors of SSA states readily sustained their teams' participation over the duration of the project. The active participation of the entire educational fraternity of Unicef across different offices, led by Samphe Lhalungpa and Chetana Kohli, provided the basis for the project while enriching the quality of the process. Resource persons – from NCERT, NGOs as well as professionals – contributed in no small measure to the 'solidity' of the ADEPTS outcomes. To all of them, my team and I owe a great debt.

*Subir Shukla*  
National Coordinator, ADEPTS

## ADEPTS: AN OVERVIEW

### *Background*

While issues of access and retention have been addressed to a fair extent in the Sarva Shiksha Abhiyan (SSA), the quality of education and learning achievement remain key areas of concern. In this context, enhancing teacher performance is critical. However, in the absence of an overtly stated set of 'performance standards' – for teachers as well as the teacher support system consisting of the Cluster Resource Centre (CRC), Block Resource Centre (BRC), District Institute of Education and Training (DIET) and the State Council of Education Research and Training (SCERT) – improving teacher performance becomes difficult. In this situation, training programmes tend to focus on 'coverage' of topics rather than what the teacher will *do* differently after such training. This results in insufficient means of assessing performance or directing inputs towards desired improvement in classroom performance, with teachers at different levels of performance all receiving the same input. This realization led to a collaborative project of MHRD and Unicef for the Advancement of Educational Performance through Teacher Support (ADEPTS).

### *Objectives*

ADEPTS addresses the key questions of:

- How to improve teachers' performance – based on what they actually *do* in class?
- How to enable CRCs-BRCs-DIETs to enable improved teacher performance?

Towards this, through a rapid (7-month long) consultative process in Phase 1, ADEPTS aimed to:

- Identify performance standards for teachers, trainers, and support institutions in dialogue with practitioners/implementers, and develop them in the form of a 'ready reckoner'
- Assess the gap between the desired standard and existing performance of teachers and development/support system, through
  - a peer state review, involving cross-state visits, to assess the existing levels of performance
  - an in-depth review of in-service teacher training and teacher support practices in the SSA states, involving state teams and resource persons
- Evolve appropriate strategies to help the states bridge the gaps in performance.

In Phase 2, which is now underway (Feb 07 onwards) the main objective is to:

- Implement identified strategies/programmes in an indicator-based, phased manner.

### ***Structure and Participants***

ADEPTS evolved through teams formed at various levels, including:

- The State Core Teams to represent the state and coordinate the process
- The State Field Teams to visit another state
- The ADEPTS team coordinated by the National Coordinator and entrusted with implementing the process (MHRD, TSG, Unicef)
- A National Core Team involving representatives of key institutions and teachers' unions, which has been formed and has met once.
- Resource Persons, who were involved at different stages and included the National Council of Educational Research and Training (NCERT), Technical Support Group of Educational Consultants India Limited (TSG-Ed.CIL), State Project Directors (SPDs) and other accomplished Sarva Shiksha Abhiyan (SSA) personnel, Unicef technical personnel, NGO-INGO members, independent professionals/consultants and ADEPTS team members.

### ***The Process***

The process entailed a set of three Regional Consultations interspersed with cross-state field visits. The First round of Regional Consultations was held at Hyderabad, Delhi and Kolkata (July-August 06), and led to the identification of standards, draft tools and design for peer assessment.

In the next stage (September – October 06, in Chennai, Ranchi and Raipur), Field Teams were oriented for cross-state visits, with the help of the finalised tools. During October and November 06, 18 state teams visited other states to assess the ground level situation with regard to teacher performance (including the role and performance of support institutions), while 7 more visited field areas in their own states.

In the Second round of Regional Consultations held at Pune, Ahmedabad and Bhubaneswar (November-December 06), the cross-state visit reports were prepared and finalised, the performance standards refined, existing teacher training programmes reviewed, and the process of evolving strategies begun.

In the Final round of Regional Consultations held at Trivandrum, Lucknow and Guwahati (December 06 and January 07), state-specific (or 'customised') versions of the standards were evolved. The State teams identified the standards they intend to attain in FY07-08, analysed their existing situation, identified strategies to bridge the gap and developed plans to bring about improved performance. A National Support Plan towards this end also began to emerge.

### ***Field Visits by State Field Teams***

The following table presents the 18 Cross-state and 7 internal Field Visits that took place over October-December 2006.

<b>South</b>	<b>East</b>	<b>North</b>
Tamil Nadu → Andhra Pradesh (AP)	Arunachal → Meghalaya	Himachal Pradesh (HP) → Uttaranchal
AP → Kerala	Meghalaya → Arunachal	Uttaranchal → HP
Kerala → Tamil Nadu	Bihar → West Bengal	Gujarat → Chhattisgarh

Karnataka → Maharashtra	West Bengal → Orissa	Chhattisgarh → Gujarat
Maharashtra → Karnataka	Orissa → Bihar	Punjab, Madhya Pradesh, Rajasthan visited their own districts in December
Pondicherry → Goa:	Assam → Jharkhand	Though Jammu & Kashmir was oriented for the field visit, due to the transfer of the key person involved the field visit did not take place
Goa → Pondicherry:	Jharkhand → Assam	Chandigarh, Delhi, Uttar Pradesh (UP) and Haryana did not take part, though Delhi and UP did join the Final Regional Consultation in Lucknow
Andaman → Andaman	Sikkim, Mizoram, Tripura visited their own districts in December ; however, Tripura could not attend the Final Regional Consultation	
Dadra Nagar Haveli, Lakshadweep, Daman & Diu did not participate	Manipur and Nagaland did not participate , though they did join the Final Regional Consultation in Guwahati	

Note: Chandigarh, Dadra Nagar Haveli, Daman & Diu, Delhi, Lakshadweep, Haryana, Manipur, Nagaland and Uttar Pradesh missed out on the field visits.

### ***ADEPTS' Special Characteristics***

At all stages, ADEPTS' intention has been to develop ownership and enthusiasm among those responsible for improving teacher performance. Towards this end, ADEPTS envisaged and implemented a process that involved:

- working in a participatory and consultative manner with the state teams on all aspects including a review of the prevailing status
- focusing on enabling tangible, long-term improvement
- ensuring joint implementation of adopted measures and strategies as a systemic process
- achieving a proper balance between customization and 'contextuality', and promoting 'fitness to purpose' by recalling that standards orientation does not equate to standardization
- providing an opportunity to consult the best practitioners and thinkers in the field
- grounding the project in field realities and practitioner orientation.

### ***ADEPTS: Outputs***

The following outputs emerged from Phase I of ADEPTS:

1. Standards for Teacher Performance
2. Standards for Trainer Performance
3. Standards for HMs, CRCs, BRCs, DIETs and SCERTs
4. State-specific versions of standards
5. Tools (for assessing current performance against the standards)
6. Peer State Reviews
7. Desk Reviews of Teacher Training
8. Inputs towards improved planning for quality improvement

9. State-specific performance 'targets' (these were identified and strategies to attain the targets initiated).
10. A long-term strategy or a National Support Plan for ADEPTS (this was being evolved on the basis of suggestions and needs expressed by the state teams).

### *Phase II*

Phase II of ADEPTS, focusing on implementation, involves the following:

- National activities such as:
  - Involving leadership and key stakeholders at various levels in engaging with the outcomes achieved till now and in furthering the process
  - Supporting the states in their Annual Work Plan and Budget (AWPB) preparation, orientating appraisal teams, enabling the states to incorporate the 'roll out' of ADEPTS in their regular activities. (A teleconference has already taken place in this regard)
- Regional activities such as workshops on:
  - Academic issues (such as constructivism or evaluation, that are troubling state personnel)
  - Skill development/capacity enhancement as needed, especially in terms of trainer development
- State specific inputs as needed.

The outcome from this phase is intended to be actual improvement in teacher performance, visible in classrooms across the school system.

### *Some Feedback from the State Teams*

- 'ADEPTS showed us where we are, where we need to reach, and simplifies the planning process for getting there.'
- 'The real strength of ADEPTS is that the practitioners, academics and administrators came together.'
- 'So far we had heard that there are vision documents for the nation and the state, but after evolving the standards, we came to a decentralised version... each and every teacher can think about his vision for his school, this is a new direction in which to go.'
- 'I'm in a state of shock.... So much to do, how little has been done, and there is so little time (the tip of the iceberg).'
- 'Helps us on how to come out of the traditional methods we are caught in...'
- 'I now have a sense of direction, and feel optimistic....'
- 'This is only the beginning of the beginning....'

## About the Performance Standards that Emerged in ADEPTS

### *Who Evolved the Standards, and Why*

It was intended from the beginning that ADEPTS would not evolve guidelines/standards at the national level and then 'hand them over' to the states for implementation; instead, the project would enable state teams to develop performance standards they could connect with, visualise in terms of their field situations and ultimately deliver. In keeping with this, the role of the *practitioners* was emphasised. Accordingly, the state core teams and field teams often consisted of those with teaching background, as well as block and district level trainers, state level training/quality coordinators and DIET as well as SCERT representatives – in sum, those responsible at the field level for bringing about improved actual performance.

They were provided resource support by academics and professionals from the NCERT, TSG, NGOs and the ADEPTS team.

### *The Scope*

The focus of ADEPTS has been on regular teachers within the formal government school (primary and elementary). However, most standards can reasonably be applied to other categories of schools such as EGS centres, if necessary with some adaptation.

The training standards defined are limited to *in-service* training and do not cover *pre-service* or *induction* training. However, as many elements are likely to be common, other kinds of training programmes would benefit from an examination and adaptation as necessary of these standards.

As far as the institutions such as DIETs and SCERTs are concerned, the mandate of ADEPTS was restricted to the SSA-related in-service training and teacher support activities leading to improved teacher performance.

### *How 'Performance' Has Been Viewed*

The ADEPTS process distinguished between 'competence', 'performance' and 'effectiveness'. An explanation of how these three terms differ is provided in Box 1.

### Box 1. Competence is not the same as Performance....

**Teacher competency:** Any single knowledge, skill, or professional value position, the possession of which is believed to be relevant to the successful practice of teaching.

**Teacher competence:** The repertoire of competencies a teacher possesses.

**Teacher performance:** What the teacher does on the job rather than what she or he can do. Teacher performance is specific to the job situation; it depends on the competence of the teacher, the context in which the teacher works, and the teacher's ability to apply his or her competencies at any given point in time.

**Teacher effectiveness:** The effect that the teacher's performance has on pupils. Teacher effectiveness depends not only on competence and performance, but also on the responses pupils make. Just as competence cannot predict performance under different situations, teacher performance cannot predict outcomes under different situations.

Excerpted from Medley, D. M. (1982). *Teacher competency testing and the teacher educator*. Charlottesville: Association of Teacher Educators and the Bureau of Educational Research, University of Virginia

The standards developed in ADEPTS relate to *performance* rather than *competence* or *effectiveness*. However, the distinction between the three is not always as clear or simply tackled as seen below.

#### *Enhancing Teacher Performance*

From a programme perspective, it is not enough to have qualified/competent teachers alone. It is equally critical to create *enabling* conditions for teachers within which they may actually *make use of* their competence. Examples of these might be availability of physical infrastructure, minimal educational materials, a reasonable Pupil Teacher Ratio (PTR), and the like. Thus:

Competence + enabling conditions → performance

It is for this reason that a suggested list of enabling conditions precedes the Teacher Performance Standards, for only with these conditions in place would it be fair to expect teachers to perform. While developing their Annual Work Plans (AWPs), states might consider incorporating the enabling conditions (although, to a great extent, SSA has succeeded in improving conditions such as the physical infrastructure over the last few years).

There is also a need to recognise that the teacher's performance may not be sufficient in itself to attain the desired effectiveness. Certain *supportive* conditions might be needed to ensure that the performed standards attain the desired impact. Performance tracking and support, recognition, and strong institutional backing are examples of supportive conditions. Thus:

Performance + supportive conditions → effectiveness

To those seeking to bring about an improvement in teacher performance, it is equally necessary to plan in terms of creating the enabling and supportive conditions, along with initiating a standards-oriented performance enhancement process.

### ***How 'Performance Standard' Has Been Understood/Evolved***

The word 'performance' has been taken to mean 'what we want to see the teacher (or trainer, or the teacher support institutions) doing', while 'standard' has been understood as a 'reference point or a basis for comparison and evaluation'. Though every effort has been made to state them as precisely as our abilities permitted, because many aspects are difficult to pinpoint or accurately articulate, these standards on occasion may have been only broadly stated. As the process of articulating standards progressed, it became clear that the really specific expectations were actually *indicators* of the more broadly stated principles or standards. This led to the kind of categorisation that may now be seen, where a broadly stated 'standard' is then detailed in terms of more specific 'indicators'.

### ***Is There a 'Model' of Pedagogy Behind the Standards?***

The model of pedagogy underlying the standards is based on the experiences and views of the different participants articulated over the process. It has been informed by notions of active learning that have been prevalent from District Primary Education Programme (DPEP) onwards and now constructivism as articulated in the National Curriculum Framework (NCF 05). To a great extent commitment to children and their learning, and common sense based on experience has influenced the outcomes. Also, the role of the Coordinating Team was more to *derive* the model (or sets of assumptions) *with* the state teams rather than to *provide* them a given frame or module. At the same time, the spirit of the NCF 05 served as a broad reference point.

The models of pedagogy, or training, or enabling teacher performance (through support institutions) – more in terms of certain assumptions that participants agreed upon – are stated at the beginning of each set of standards. It would be fair to state that at present these are only loosely stated, and need to be firmed up with greater rigour over time. Many debatable issues also remain unresolved (e.g. is 'homework' a good idea? Should teacher be seen as a 'curriculum designer'?). Overall thus, the standards though they may seem slippery, should be viewed as 'best intent', with some rough edges and an occasional inconsistency retained, because they *are* there!

### ***'Teacher Support' in ADEPTS***

While the centrality of the teacher's role is universally emphasised, teachers are typically seen as villains (and occasionally victims) in the system. The usual tendency is to look upon a teacher's performance as an outcome of the teacher's own will and competence. The view taken in ADEPTS is that the teacher's performance is really the outcome of a chain of connected colleagues and institutions – the head teacher, the trainer, the CRCC, the BRC, the DIET, and the SCERT. Putting the onus on the teacher and developing performance standards only for the teacher is unlikely to yield improvement. It was agreed that real improvement is possible only if those in the entire chain perform according to desired standards and *support* or *enable* the

teacher to bring about a vibrant, learning classroom. Hence a *linked* set of standards have been evolved, for teachers, trainers and the teacher support system. The intention is to move beyond the 'giving instructions' mode to a partnership approach with teachers. Thus the TS in ADEPTS is not a convenient or 'smart' acronym, but an expression of belief.

### ***How 'School' and 'School Quality' Have Been Viewed***

1. Over the discussions initiated under ADEPTS, it was agreed that a school comprises of a set of

- RELATIONSHIPS (across stakeholders) and
- PROCESSES (especially related to learning)

*designed* to result in the *desired* education.

This led to an emphasis on what we want to see the teacher doing in terms of relationships (with children or colleagues or the community) and processes (e.g. during or after a lesson/classroom session).

2. The relationships and processes mentioned above are supported by components such as curriculum, textbooks, materials, classroom organisation, planning, and evaluation. Hence the many standards related to these components.

3. As the list of expectations (i.e. potential standards and indicators) grew, and it became difficult to discard a majority since they all seemed appropriate to retain, it also became apparent that the emerging standards actually described four dimensions, or 'environments' that made up the school: the physical (as in infrastructure), cognitive (related to enabling learning), social (in terms of relationships, values - especially equity - and the emotional environment), and organisational (i.e. school as a well-managed institution linked to the community). This led to the teacher performance standards being organised according to these four dimensions or environments.

At all three stages described above, it became apparent that a *balanced* or *holistic* approach was needed, and focusing on any one aspect/component/dimension at the cost of another would result in less than the desired outcomes.

4. In framing the standards, there was recognition that when a classroom or school is functioning, it is difficult to separate all the different components and dimensions mentioned above. What we really get to see/experience, it was agreed, may be called the *Active Environment* of the school. It is the simultaneous implementation of the many standards that influence the active environment that determines the quality of education/school (the assumption, of course, being that the desired qualities/standards will lead to the desired learning process as well as achievement).

Thus, the overall objective of quality improvement efforts is to bring about *tangible and agreed upon improvement(s) in the Active Environment of all our schools*. The Performance Standards are related to this end and designed to enable this improvement.

5. Interestingly, training programmes (whether workshops, meetings or on-site support) and teacher support systems are also amenable to being seen in terms of

relationships and processes, components and 'environments', though with varying degree of emphasis on the different aspects. It would be worthwhile to explore the extent to which, DIETs and SCERTs for instance, have 'cognitive' or 'social' environments. The standards development process for training and teacher support systems in ADEPTS, however, focused mainly on relationships and processes, and to a limited extent on components.

### *The Standards as a READY RECKONER*

As the number of emerging standards proliferated, it also became apparent that some were more difficult to implement than others. Even if they could not be put into a strict hierarchy of complexity (of implementation), they lent themselves broadly to four levels of difficulty. Hence the indicators below each standard were categorised into levels, converting them into a Ready Reckoner. That is, a person holding the standards and observing a teacher work in a classroom should be able to assess the 'level' at which a teacher is performing, and would be aware of the next level to which a teacher might be supported to move. This ability to rapidly assess the level of performance enables appropriate corrective measures to be taken.

The process of 'rating' of our expectations – that is, assessing which level of difficulty they fall into – has been somewhat subjective and therefore no claim is made for its infallibility. It is offered as prevailing 'group wisdom' that needs to be built upon through greater experience and especially, rigorous research. At the same time, in so far as in a majority of areas, the proposed ratings represent fairly commonsensical indicators, they seem good enough to initiate the work towards teaching improvement (rather than delay those efforts for want of a 'fully final' set of standards).

Apart from serving as a Ready Reckoner, the rating of our expectations according to the complexity of implementation also turned out to have many advantages as follows:

#### In the Immediate Present

- *Gives us hints about why our training programmes may not have had the desired result.* It became apparent that often we have concentrated on higher order expectations without ensuring that teachers were prepared to implement the basics in their classrooms. In that sense the foundation for many long-held expectations is actually missing.
- *Reveals to us what we believe about teachers.* For example, is the expectation about 'the teacher coming to school on time and teaching for the duration of the school hours' an 'easy' (level 1) or 'difficult' (level 3) one? The answer depends on whether we have faith in teachers and in our ability to help teachers be different.
- *Helps us apply standards in a more discerning way.* We found that teachers are often condemned for not doing what is difficult, but allowed to get away with not doing what is very easy to do. This is something that monitoring needs to take into account.

## For the Future

- *Appropriately sequenced standards provide a teacher development 'curriculum' – or a sequence of learning based on which to 'roll out' training programmes.*
- *The standards make it possible now to sequentially set performance targets within a unit such as a cluster, block, district or state. For instance, by the end of the first year, 'all teachers will at least be at level 1', or 'at least 30 percent teachers will be in level 2.' This graduated approach comes in useful when planning, implementing and undertaking follow up on in-service teacher training.*
- *The ratings enable the rating and rewarding of teachers to be done on a relatively more objective basis. In turn this ensures that Resource Persons/ CRCCs / BRG / DRG can be drawn from among those who demonstrate level 3 or 4 performance. Similarly, those selected for awards, or such recognition as being included in out-of-state study could be from among those demonstrating higher order performance. Similarly, a school/cluster could be declared a high performing one on meeting the agreed upon criteria.*
- *Training and other inputs can be focused on those at specific levels. Currently, all teachers receive the same inputs, irrespective of their actual classroom performance. The 'Ready Reckoner' approach allows for more differentiated inputs/support.*

Some fears were also raised, mainly by the NCERT faculty. Would not the teachers rebel against being thus rated? And what if an experienced teacher is seen to be a 'low' performer, while a younger, less experienced teacher turns out to be a 'high' performer? However, when consulted at different forums, both the teachers and the state personnel put these fears at rest. The teachers pointed out that the standards were not just for the teachers, but included the entire system. Secondly, they said, the levels offer a teacher a means for self-analysis, and a way forward to improve himself or herself (this suggested that the standards need to be made widely available to the teachers). The state personnel said that an assessment of teacher performance *is* necessary, and this is the way they can bring about improvement, which includes enabling even experienced teachers to become aware of their low performance and hence begin to work at bettering it.

At the same time, the dangers of 'labelling' teachers were appreciated by all, keeping in mind that it is really our expectations rather than teachers *per se* that are being placed at various levels.

### ***'Don't the Standards Seem to Be Too Many?'***

A glance at the long list of standards may well lead to the feeling that these are too many! There are several responses that can help address this fear:

- When implementing these standards, the expectation is that teachers will start with the easiest (i.e. level 1), and *focus on only a few, say 4-7 key indicators, at a time* during a quarter.

- As these are attained, more standards will progressively be added every quarter, such that over a period of 2-3 years, the teacher's classroom will be transformed, in a *phased* manner.
- It is not as if these expectations are currently missing. Every in-service programme generates tons of expectations, with sincere teachers struggling to bring about the desired change without really being aware of those parameters where *they are more likely to experience success*.
- Thus, though the list overall is large, for purposes of implementation, it is always proposing a manageable number.
- Finally, there is only a point up to which simplification is worthwhile, after which it tends to get reductive and defeats the purpose.

### *In Sum*

In summation, of the standards to have emerged it can be said that they are:

- Focused on performance (in most cases an effort has been made to articulate them as tangibly as possible)
- Informed by the shift in pedagogy advocated by NCF 05, and take the constructivist approach into account
- Linked across different levels: from Teacher → Trainer → CRC-BRC → DIET → SCERT
- Graded according to the complexity of the performance expected of teachers
- Designed to enable both the assessment of performance as well as a means to enable a sequenced growth of the capability to perform.

Finally, the emerging standards were used to identify observation questions for Field Visits during Peer Assessment.

### *Some Issues Still Remain...*

Though exciting, the ADEPTS process is not free from difficulties or further amendment and supplementation. While these standards are being offered *as a beginning* set of measures it is recognised that many issues will need to be addressed over the years. The following are some issues pointed out by participants:

- It is often difficult to state our expectations in the language of standards, even though we are convinced they are valid (e.g. a teacher too will learn while teaching, or will be honest in dealing with students but such learning or behaviour may not fit any given expectation or standard).
- Standards need to be stated such that we do not have them interpreted differently by different people who observe a class. For instance, the requirement that 'the teacher maintains a congenial atmosphere in the classroom' can have a different meaning to different people.
- At times, our points are only broadly stated, or tasks, roles and standards tend to get blurred (see comment in section on Standards for Teacher Support Institutions). It is difficult to distinguish when one is being platitudinous, and when it is really professional standards that are being concretely talked about.

- The standards are essentially the manifestations of basic principles – how do we encourage teachers to find context specific manifestations?
- Many terms still need clarification (e.g. ‘construction of knowledge’) or need to be revisited (such as ‘curricular, co-curricular, and extra-curricular’) and the question asked if they are still needed (e.g. what is not curricular?).
- A fair degree of duplication exists that needs to be sorted out and the degree of difference between levels made clearer.

As part of the National Support Plan, it is intended to take up some of the issues mentioned above for discussion through academic workshops at the national and regional level, with support from national institutions. In the meantime, FY 07-08 will witness the first attempts to implement performance standards oriented teacher training and support efforts.

**ADEPTS  
SUMMARY OF STANDARDS  
April 2007**

This section lists the standards that emerged from the ADEPTS process. These are more in the form of *generic* statements, with the details/indicators and background considerations given in the sections that follow.

**PERFORMANCE STANDARDS FOR TEACHERS**

**COGNITIVE DIMENSION** [what learning consists of and how it is enabled]

1. *Understands children and relates with them*
2. *Understands curriculum, content and prepares accordingly*
3. *Generates effective learning experiences (Uses contemporary methods, with a focus on relationships and diversity)*
4. *Uses materials effectively*
5. *Ensures learning for ALL/Creates a classroom for ALL*
6. *Communicates effectively*
7. *Collaborates with children*
8. *Creates conducive learning environment/relates with children*
9. *Manages/organises classroom to optimize learning*
10. *Plans for enabling learning*
11. *Undertakes assessment and evaluation, and uses outcomes to improve learning*

**SOCIAL DIMENSION** [Relationships, values (especially equity), and emotional environment, also among peers]

1. *Values children, their cultural context, and relates with them in a non-discriminatory manner*
2. *Promotes co-curricular activities, development of values, and enables overall development of children*
3. *Promotes democratic processes*
4. *Relates and works with colleagues and the community*

**PHYSICAL DIMENSION** [physical environment as an enabling factor]

1. *The teacher facilitates a clean environment*
2. *Creates a conducive environment*

**ORGANISATIONAL DIMENSION** [school as an institution linked to the community]

1. *Displays professional commitment/accountability*
2. *Develops himself/herself professionally*
3. *Works with colleagues as a team, optimizes resources*
4. *Undertakes reflective practice*

5. *Participates in management and implementation.*

The indicators for these standards are categorised into four levels according to the complexity of implementation.

## **PERFORMANCE STANDARDS FOR TRAINERS**

### **1. Develops, Plans, Prepares, and Organises for training**

*1.1 Understands/Assesses needs of trainees*

1.1.1 Understands context

1.1.2 Identifies and agrees upon needs (jointly with teachers)

1.1.3 Correlates training with needs

*1.2 Undertakes academic preparation*

1.2.1 Participates in the opportunities provided for preparation

1.2.2 Has a vision

1.2.3 Creates training programmes/workshops

1.2.4 Details the workshop's design

1.2.5 Undertakes the required preparatory tasks (all to be done well in advance)

*1.3 Takes care of Logistical aspects*

### **2. Possesses Knowledge, Understanding and Experience**

### **3. Transacts and Interacts**

*3.1 Conducts sessions*

3.1.1 Generates learning experiences for trainees/Facilitates the process

3.1.2 Relates training to the classroom

3.1.3 Maintains focus

3.1.4 Plays the role of a facilitator

*3.2 Communicates effectively*

*3.3 Creates conducive environment/relates with participants*

*3.4 Works with peers*

*3.5 Obtains Feedback/Follows up*

### **4. Generates Effective Relationships (especially with participants)**

*4.1 Respects and appreciates participants, and is sensitive to their views and needs*

*4.2 Displays positive personal qualities*

*4.3 Creates space for participants*

*4.4 (Ensures effective relationships) During Sessions.*

### **5. Manages (the organizational and other aspects of training)**

### **6. Assesses, Reflects and Follows up**

*6.1 During training workshops*

*6.2 After training*

### **7. Develops Him/Herself Professionally**

*7.1 Shows professional qualities*

*7.2 Reflects on training conducted*

7.3 Updates him/herself constantly

7.4 Ensures accountability.

## STANDARDS FOR TEACHER SUPPORT INSTITUTIONS

Note: Each level incorporates all supporting groups, e.g. CRG/BRG/DRG/SRG, and all other bodies involved (e.g. SIET)

The standards are grouped around the six key roles expected of each level, in terms of enhanced performance.

<i>CRC</i>	<i>BRC</i>	<i>DIET</i>	<i>SCERT</i>
1. Generates effective relationships and motivation to perform			
2. Establishes vision of improved performance and sets goals			
3. Builds capacity through planned measures			
4. Assesses and monitors performance			
5. Responds to emerging situations			
6. Generates further human resources towards sustained improvement			

**ADEPTS**  
**PERFORMANCE STANDARDS FOR TEACHERS**  
**2006-7**

**BACKGROUND**

These performance standards spell out 'what we want to see teachers doing' and 'how well'. Teachers can use these to examine their own teaching process, while others responsible to help teachers improve their classroom processes – trainers, Cluster Resource Centre Coordinators (CRCCs), Block Resource Centre Coordinators (BRCCs), District Institutes of Education and Training (DIETs) and State Councils for Educational Research and Training (SCERTs) – can identify the nature of support they need. In addition, the performance standards for the support agencies have been formulated and are included in the sections that follow.

***Enabling Conditions***

These standards apply to regular teachers teaching in formal government schools at the primary and elementary level, covered under the SSA. They are not meant for schools falling under the Education Guarantee Scheme (EGS) or Alternative and Inclusive Education (AIE), though there is nothing to prevent these schools from incorporating many of the elements included here.

Before these standards can be put into practice, however, some enabling conditions are needed. It is only when teachers are operating within these that they will be able to attain the desired standards. Some of these enabling conditions are:

- A functional building (according to the State norms of space and quality of construction)
- A sufficient number of teachers i.e., whether the pupil teacher ratio (PTR) is at near acceptable or below the desirable level. (Note: in the case of single teacher schools, even if a teacher is handling only 35 children but in four-five classes, these standards would be difficult to implement.)
- Water supply/toilet
- Supply of textbooks
- Teachers' access to curriculum document
- Availability of a minimum length of teaching time.

The States are encouraged to examine and incorporate other aspects they find worth including as enabling conditions.

***Diversity as the Key Context***

The standards take into account that schools are very different from each other, and within each school as well, great diversity prevails in terms of pupil levels, background, pace of learning, and the way in which different children learn. The standards are based on an assumption that the multi-grade situation is the most common and that even in a mono-grade setting, multi-level teaching is strongly

prevalent. Other aspects considered include teaching requirements in tribal areas or multi-lingual contexts, and those arising from the inclusion of children with disabilities or from the most marginalized groups.

It is believed these standards should and can be applied in a context specific manner. Though the standards do not spell it out, diversity (including the multi-grade situation) is not seen as a disadvantage but as an enriching context that can help promote learning.

### ***The 'Model' of Pedagogy***

The following paragraphs describe the key principles or expectations in terms of pedagogy, on the basis of which the standards have been evolved. These principles were derived from the discussions that took place, are in keeping with the National Curriculum Framework (NCF) 2005, and broadly constitute the recommended model of pedagogy.

#### **Pedagogy as Understood in ADEPTS**

The overall impact desired is an *enhanced children's agency* (i.e. the state of being in action or exerting the power to do things) in their own learning process as well as in the running of the class and the school.

To promote learning the teacher may use a range of methods, the basic objectives being to enable children to:

- Respond to challenges generated for them in the classroom,
- Reflect as a result of these different experiences,
- Correlate and/or apply different aspects of learning, and
- Think for themselves, on their own or with others, with a view to coming to their own understanding of what is being taught.

A guided/facilitated process supported by the teacher and appropriate learning materials would enable such active learning to take place. It would require generating through various means a sense of belonging in children and ensuring they feel at home in the physical as well as the cognitive/social environment.

Where a 'whole class' approach is taken, i.e., where the teacher looks upon children as a homogenous group and provides the same 'inputs' or experience to all, a large number of children experience 'waiting time', or time spent during a lesson when they are not learning. This is because what is being taught is either too easy, or too difficult, or not contextual enough for them to relate with. To address this situation, it is expected that the teacher would move towards recognizing the diversity among children, adapt the teaching process and contextualize learning, thereby increasing the student 'engagement time', the opposite of 'waiting time'. Such a 'classroom for all' would require giving greater time and attention to those who need it more, and being sensitive to the social/cultural barriers to learning.

Such a differentiated teaching learning process would need to be planned for, managed and be open to mid-course correction during implementation. It would require advance planning and preparation, classroom organisation, and using

evaluation as an enabling practice. In this approach, *management*, whether of the classroom, the learning process or of the school, emerges as a critical enabler that optimizes resources and outcomes. Putting into action democratic values and working with children as team mates would be part of this approach.

The ADEPTS process looks upon the teacher as a *professional* working with colleagues in the interests of children and their learning (moving away from the platitudinous approach and empty rhetoric of teachers being the ‘creators of the future of the nation’ that is not backed by real support to either the teachers or the students). It is envisaged that over a period, teachers will be supported and enabled to become accountable, reflective practitioners.

***Supportive Conditions***

Supportive conditions are steps taken or conditions brought about that enable the teacher’s performance to be converted into effective outcomes for children. This includes ensuring the desired achievement by children along with the achievement of other educational outcomes as envisaged in the state curriculum framework. The supportive elements include an effective training programme, regular and timely on-site support that addresses teachers’ needs, recognition, peer sharing etcetera. Along with implementing the proposed standards, it would help the State teams to put in place the supportive conditions that would allow the impact of improved teacher performance to be visible.

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**PERFORMANCE STANDARDS FOR TEACHERS**  
**Arranged according to levels of complexity of implementation**

In the matrix below, the standard statements are presented in *italics*, with the indicators placed below along different levels of complexity. The numbers in front of the indicators mark the level assigned by the State teams; these have been retained in the final version to show where the indicator was originally placed. Often an indicator might be repeated in the next level though in a more complex form. Some indicators are still being debated while others are not fully clear; however, they have been retained as they are, with the belief that they will eventually be refined and the differences over them resolved. It is not our endeavour to present something ‘neat’ – developing standards is neither easy nor tidy!

*Finally, these are not ‘National Standards’ – they are more in the nature of a ‘base document’ that reflects the views of all participating teams. From this base document, the States have created and are encouraged to continue to create their own ‘customized’ versions.*

Level 1	Level 2	Level 3	Level 3
<b>COGNITIVE DIMENSION OF A SCHOOL</b> [what learning consists of and how it is enabled]			

<i>1. Understands children and relates with them</i>			
<p>1 Understands the background of children, as well as their different academic levels.</p> <p>1 Appreciates children's work (and displays them in the classroom).</p> <p>2 Knows their family background, socio- economic conditions, and linguistic background.</p>	<p>2 Understands/identifies children's individual strengths/weaknesses and talents (as well as the cultural and social issues emerging from their backgrounds).</p> <p>2 Allows children to ask questions, and encourages them to be curious.</p> <p>2 Does not use discouraging words and negative comparisons (respects their feelings, relates with them).</p>	<p>3 Understands/ identifies how different children learn, along with individual differences in learning.</p> <p>3 Maintains a profile (health, attendance, background, baseline) of each and every child.</p> <p>3 Interacts affectionately with students as his or her own children, and does not use rude words.</p> <p>4 Acts as a participant in the learning process in the classroom.</p>	<p>4 Understands/ identifies how different children prefer to learn.</p> <p>4 Maintains a profile of each and every child (in terms of interest, performance etcetera).</p> <p>3 Motivates/inspires children in their times of difficulty.</p>
<i>2. Understands curriculum, content and prepares accordingly</i>			
<p>1 The teacher possesses a good understanding of the textbook and TLM and effectively utilizes them.</p> <p>1 Adequately understands the content of TLM and textbook and incorporates them into the teaching learning process.</p>	<p>2 Is aware of the need to enable children to construct their knowledge, prepares accordingly, and helps them by using textbooks and material toward this end.</p> <p>2 Possesses a good understanding of syllabi (is able to differentiate it from the curriculum) and utilizes it well.</p> <p>2 Gives enough reading and writing practice to children.</p> <p>2 Makes effective use of local context-specific activities during teaching learning processes (draws on examples from the classroom situation, and materials or examples from the local environment</p> <p>2 Uses children's/ country's cultural heritage as a resource.</p> <p>2 Prepares for lessons before conducting/ transacting in the class.</p>	<p>3 Has adequate understanding of the constructivist approach and is aware of age-appropriate learning objectives/levels and milestones, textbooks and material, as well as syllabus, and prepares accordingly.</p> <p>3 Possesses a good understanding of the curriculum and utilizes it well.</p> <p>3 Understands the principles of learning and gives children enough opportunity/ activities to learn from the environment/ surroundings.</p> <p>3 Interprets the curriculum to make it locally relevant and does so, even if the original lesson plan does not contain any specific hints.</p> <p>3 Displays/makes effective use of a thorough command over the subject/content areas, related areas, and TLM.</p> <p>3 Takes responsibility for students' performance.</p>	<p>4 Has adequate understanding of the constructivist approach and is aware of age-appropriate competencies/levels and milestones, as well as of curricular objectives, syllabus, textbooks, and material, and prepares accordingly.</p> <p>4 Adapts the curriculum to local situations, and ensures the incorporation of local content.</p> <p>4 Teacher/Head Teacher plans for (locally relevant) pedagogical processes for the school, in tune with the aims of education specified in the curriculum, and accordingly organizes the classroom processes as well as the overall school experience of children.</p> <p>4 Works as a curriculum designer (and is able to adapt the given curriculum to create a curriculum suitable to his/her pupils in keeping with their context and needs).</p> <p>4 Displays accountability in respect of ensuring</p>

			children's learning.
3. Generates effective learning experiences (Uses contemporary methods, with a focus on relationships and diversity)			
<p>1 Carries out activities that are interesting for children and enable them to learn.</p> <p>1 Conducts activity with enthusiasm.</p> <p>1 Enables children to 'construct knowledge' by using examples given in the textbook (i.e. the teacher is able to conduct the 'supplied' activities).</p> <p>1 Has awareness of different learner-oriented teaching-learning practices (states using this indicator would need to add examples here)</p> <p>1 Involves children in class work both individually and in groups.</p> <p>1 Uses morning assembly for learning purposes.</p>	<p>2 Enables children to 'construct knowledge'– by asking students simple and appropriate questions.</p> <p>2 Has knowledge of different kinds of activities and how to do them.</p> <p>2 Plans and chooses appropriate activities.</p> <p>2 Understands the experience/knowledge/ability children already have and utilizes that understanding to build on their ability.</p> <p>2 Enables interactive teaching-learning in a planned manner, ensuring the participation / involvement of all (at least in a broad way).</p> <p>2 Functions as a facilitator i.e., leads children into learning experiences/knowledge.</p> <p>2 Creates an opportunity for peer/group learning and self-learning.</p> <p>2 Forms groups of children, understands the need for group learning, and works with them (i.e. groups).</p> <p>2 Correlates topics with daily life, and cites relevant and interesting examples from children's experiences/contexts/ immediate environment.</p> <p>2 Uses and participates in different <i>types</i> of activities with a focus on the construction of knowledge.</p> <p>3 Uses local data/information for enriching classroom processes (e.g. in a tribal area, develops stimulating contextual material).</p> <p>1 Sums up at the end of a period/session of teaching.</p>	<p>Enables children to 'construct knowledge' by using a range of strategies, including the use of tasks and activities.</p> <p>3 Enables children to <i>do it for them selves</i>, i.e. helps children acquire skills, not just information.</p> <p>3 Enables interactive teaching-learning to give all learners a chance to deal with the challenges of learning.</p> <p>3 Functions as a facilitator i.e., not just 'tells' children, but encourages them to create their own understanding.</p> <p>3 Enhances the thinking ability of children through questioning, extended discussions, or putting open ended questions.</p> <p>3 Has awareness of and actually uses different learner-oriented teaching-learning practices on the basis of need; shuns unproductive/counter-productive practices; identifies student strengths/weaknesses; and gives special attention to those needing it.</p> <p>3 Forms groups of children and works with them to ensure greater participation.</p> <p>3 Promotes peer learning (same level).</p> <p>3 Provides references (relating to the textbook as well as beyond it).</p> <p>3 The teacher too, learns while teaching. That is, when working with children, in accordance with the demands of the emerging situation, the teacher modifies the teaching learning</p>	<p>Enables children to 'construct knowledge' by using a mix of thought provoking questions and tasks.</p> <p>Adapts to differences (is not seen to be teaching all the children the same thing in the same way, but with differences in accordance with the diversity of learners).</p> <p>Ensures the participation and involvement of all by taking into account individual differences (such as learning needs and pace of learning, special needs etcetera).</p> <p>4 Promotes peer learning (mixed level).</p> <p>4 Uses the child's context and culture while teaching and encouraging participative learning.</p> <p>4 Ensures the involvement of all by incorporating an element of challenge in the learning experiences generated in such a way that all children are engaged.</p> <p>4 Provides references relating to both the curriculum and the textbook, as well as what is beyond the textbook.</p> <p>4 Ensures that children too are able to provide references and examples from the local situation, in different aspects being learnt in class.</p>

		<p>process, incorporates new insights or acquires further understanding as needed.</p> <p>3 The teacher encourages Reflective practice and its sustained use.</p> <p>2 Uses and participates in different types of activities (ranging from simple to complex or <i>vice versa</i>) including projects, surveys etcetera with a focus on the construction of knowledge [Level 3?]</p>	
<i>4. Uses materials effectively</i>			
<p>1 Identifies appropriate TLM (i.e. connected with curricular objectives) and Displays the initial use of TLM i.e. at least uses it him/herself, for purposes of demonstration</p> <p>2 Uses the blackboard properly.</p>	<p>2 Uses TLM in a purposive way and ensures that students handle it and benefit from it.</p> <p>2 Selects and utilises TLM effectively.</p> <p>2 Uses available physical facilities (such as the floor, wall, blackboard) properly.</p> <p>2 Ensures proper maintenance of the school library; motivates children to read.</p> <p>2 Uses library books as part of the teaching learning process.</p>	<p>3 Uses TLM well; identifies multiple, simple-to-make TLM from the local environment.</p> <p>3 Prepares and utilises TLM, and selects and uses SLMs (self-learning materials) effectively.</p> <p>3 Uses (readily available) audio-video material/CAL (computer aided learning) material.</p>	<p>4 Uses TLM well; ensures it is easily made by all, is practicable, versatile, and challenging.</p> <p>4 Prepares/ selects and utilises TLM/SLMs* effectively [*different states retain different views on whether TLM is distinct from SLM, and whether it is the job of teachers to prepare SLM. Since no agreement was reached, this is being retained as it is.]</p> <p>REVIEW YOUR TEXT TO SEE IF YOU WANT IT IN THIS FORM</p> <p>4 Uses ICT (information communication technology) to transact curriculum.</p> <p>4 Incorporates technology into teaching-learning processes effectively, including through self created materials.</p>
<i>5. Ensures learning for ALL/Creates a classroom for ALL</i>			
<p>2 Relates with what is known about the background and levels of children and ensures that each child gets ample learning opportunities (from her or his</p>	<p>3 Gives attention to those needing greater/specific support, enables them to optimize /maximize their learning, helps them achieve desired competencies, and provides appropriate</p>	<p>3 Provides opportunities to all during interaction.</p> <p>2 Provides opportunities to children, respecting their internal directions/capacities.</p>	<p>4 Identifies individual differences with a view to giving differential opportunity to each child (to each according to her or his need).</p> <p>4 Takes an inclusive approach and pays non-discriminatory,</p>

immediate environment).	opportunities to harness the child's potential. 3 Involves all students in the process of learning irrespective of their level, ability, social background, and gender.		greater attention to those who need it. 4 Displays sensitivity to the needs of differently-abled/vulnerable children, and sensitizes other children towards them. 4 Creates a democratic classroom. (Some indicators of a democratic classroom are teacher's willingness to talk and encourage students to talk, how the teacher relates to children, elicits their responses and evolves classroom process/activities along with the seating arrangement to serve those democratic ends).
<i>6. Communicates effectively</i>			
1 Communicates in simple language and in the language of children. 1 Smiles/is friendly to children.	2 Gives prior information/hints about what is to be learnt next. 2 Shares experience/ views with children/ teachers/parents about what is happening at various levels of learning. 2 Uses humour. 3 Links current teaching with what is learnt next		
<i>7. Collaborates with children</i>			
1 Works with children as teacher's team mates: activities require the teacher and children to work together.	2 Works with children as teacher's team mates: activities require children to help each other learn (teacher is not the sole source of knowledge). 2 Views and presents teaching as a two-way process (it is not as if children have to only give the answer that is in the teacher's mind). Accepts the child's response, builds on it according to the situation and the learning objective. 2 Uses talents of children to support the learning process.	3 Works with children as teacher's team mates, and is able to establish common goals with children. (The teacher has teaching objectives, and students have learning objectives, which makes them a team).	
<i>8. Creates a conducive learning environment/relates with children</i>			
1 Recognizes	2 Establishes a rapport	3 Creates encouraging	3 Displays innovation

<p>children, calls them by name.</p> <p>1 Encourages children to ask questions and clear doubts/answer each other.</p> <p>1 Displays positive attitude towards children.</p> <p>1 Ensures cleanliness and personal hygiene of children.</p>	<p>with children to create a cordial environment. (Makes all children feel welcome).</p> <p>2 Enables children to both ask and answer questions (uses open ended questions) in a non-threatening environment where asking questions is viewed as 'safe' and there is full recognition that children have a right to ask any kind of question. [Should this be Level 3 ?]</p> <p>2 Encourages children to directly ask/answer and address each other's doubts.</p> <p>2 Gets children to work in groups (i.e. think together, rather than just sit together)</p>	<p>conditions and space for all children to express themselves.</p> <p>3 Keenly observes and motivates children (encourages participation and asking of questions, appropriately appreciates and commends them, and <i>enables all to experience success</i>).</p> <p>3 Empathizes with children, and sees their world view.</p> <p>3 Uses humour in teaching, contextually and appropriately.</p>	<p>in classroom and outside.</p>
<p><i>9. Manages/organizes the classroom to optimize learning</i></p>			
<p>1 Teacher moves around in the class, understanding children and their work, uses effective verbal/nonverbal cues [smiles a lot].</p> <p>1 Organizes class sitting arrangement according to the need of the activity/ learning technique.</p>	<p>2 Provides equal opportunity to all children to play their roles and undertake responsibilities.</p> <p>2 Maximizes learning time for children (not merely through punctuality, but also through genuinely ensuring that children get as much learning time as is possible and needed).</p> <p>2 Manages time to consolidate the period's learning.</p> <p>2 Shares responsibilities of running the class or school activities with children.</p> <p>2 Organizes the classroom, including the seating arrangement, according to the needs of learners and the lesson.</p> <p>2 Rotates sitting arrangement so that no group of children continues to get the advantage of being close to the front (unless they need it for a specific reason).</p> <p>2 Organizes different</p>	<p>3 Creates a congenial teaching learning environment with the participation of all (focusing on such key aspects as cleanliness, availability and use of material).</p> <p>3 Ensures better management: acts affectionately, counsels, recognizes effort, agrees with children on ground rules (and agrees on what is to be done if these are broken), interacts with parents to apprise them about student activities/ progress /relations.</p> <p>2 Attends to every child, and supports different groups in the class, (continuously and purposefully) moving around as and when necessary.</p>	<p>4 Promotes self-learning.</p>

	learning corners/clubs.		
<i>10. Plans for enabling learning</i>			
<p>1 Teacher undertakes some preparation (e.g. gets material or space ready) before commencing to teach.</p> <p>1 Makes a short-term plan on the basis of an initial understanding of the textbook and TLM (or curriculum where there are no given textbooks)</p>	<p>2 Profiles each child according to the child's background and learning levels.</p> <p>2 Plans, designs and implements the lesson according to clear goals/objectives, and the teaching method used reflects these goals clearly.</p> <p>2 In specific lessons, especially those involving fundamental concepts, diagnoses children's needs to ensure that the lesson is organically linked to the previous knowledge level of children.</p> <p>2 Makes long-term plans (weekly, monthly and annual) based on an emerging understanding of the curriculum and syllabus.</p> <p>2 Is aware of the need for flexibility. Updates plans according to context.</p>	<p>3 Plans and teaches according to the student profiles developed by her/him and ensures a visibly differentiated approach to teaching-learning.</p> <p>3 Prepares and implements a plan that includes activities/ learning experiences which are according to the levels, interests and learning paces of children.</p> <p>3 Plans for children falling below their optimal level of learning or tending to fall behind others.</p> <p>3 Plans for and addresses the needs of children who are unable to attend school regularly, and bring in those children who are at risk of dropping out.</p> <p>3 Incorporates sufficient flexibility as needed.</p>	<p>3 Plans and prepares for class, based on an understanding of children's background, levels, experiences and needs; decides upon the methods, teaching material, and assessment tools to be used.</p> <p>4 The teacher's plan incorporates other aspects such as health improvement.</p> <p>4 Takes into account the emerging issues in the classroom, prepares accordingly to facilitate learning of <i>all</i> children in the class through direct experience, exposure to sites, and use of resource materials.</p>
<i>11. Undertakes assessment and evaluation, and uses outcomes to improve learning</i>			
<p>1 Teacher integrates evaluation in the regular/daily teaching learning process - uses simple recall questions.</p> <p>1 Keeps records to monitor progress in each key area.</p>	<p>2 Integrates evaluation in the daily teaching learning process, and uses complex/higher order questions. While teaching, is alert to whether students are understanding, and modifies the teaching strategy if needed.</p> <p>2 Corrects students' work regularly.</p> <p>2 Gives regular and constructive individual feedback to children and parents about student attainment, behaviour, and other information as relevant.</p> <p>2 Makes an extra effort for those falling behind.</p> <p>2 Partners with parents to make assessment more effective [communicates, shares with and involves parents before and after assessment].(Transfer to Level 3?)</p>	<p>3 Assesses the teaching process and learning as it is happening, and modifies further work/interaction as needed. (This indicator assumes that the teacher has the skill to analyse and interpret data).</p> <p>3 Prepares and uses competency-based test items (in a non-threatening way).</p> <p>3 Does follow up of evaluation, and keeps a record of progress.</p> <p>3 Takes further follow up action emerging from student evaluation, to address different learning needs of children.</p> <p>3 Maintains records of child-wise progress, analyses them, monitors and evaluates the child's</p>	<p>4 Enables the child to evaluate her/himself.</p> <p>4 Promotes the peer evaluation process.</p> <p>3 Makes the child responsible for her or his own learning (i.e. the child knows what she or he is supposed to learn, is aware of lag, and able to make up).</p> <p>3 Organises public demonstration of children's performance.</p>

	2 Teacher maintains the child's records, and routinely analyses, monitors and evaluates them to ensure the child's progress.	progress, and plans accordingly.	
<b>SOCIAL DIMENSION OF A SCHOOL</b> [Relationships, values (especially equity), emotional environment, also the relationship among peers]			
<i>1. Values children, their cultural context, and relates with them in a non-discriminatory manner</i>			
<p>1 Creates a fear-free encouraging classroom environment.</p> <p>1 Creates a warm and supportive emotional environment.</p> <p>1 Displays a positive/ friendly attitude towards children,</p> <p>2 Knows the family background and socio- economic conditions of each child.</p>	<p>2 Identifies the strengths/weaknesses of learners, and gives special attention to those needing it.</p> <p>2 Demonstrates affection for children and makes all children feel welcome.</p> <p>2 Motivates children by correlating curriculum topics with daily life, and citing relevant and interesting examples.</p>	<p>3 Maintains a profile of each and every child (health, attendance, interest, background, performance, baseline).</p> <p>3 Displays sensitivity to the needs of different children, and sensitizes children towards each other. (Some indicators are: the teacher does not persist in what s/he is doing without taking into account what the children like or are doing; talks/relates well to children; specially interacts with those tending to be left out, encouraging them to participate).</p> <p>3 Uses the child's context and culture while teaching.</p> <p>3 Is aware of 'hidden curriculum' possibilities.</p> <p>3 Demonstrates through his own practice and behaviour the acceptance of all children especially on an emotional basis. Shows concern/care for each child.</p> <p>2 Models the values, habits, attitudes s/he wants students to develop e.g. protection of environment/public assets; appreciation of and pride in culture, language, traditions; individual ethics, and citizenship responsibilities etcetera.</p>	<p>4 Besides academic aspects, addresses social and emotional problems of students.</p> <p>4 Takes an inclusive approach: pays non-discriminatory, greater attention to those who need it.</p> <p>4 Guides/nurtures the child through the different stages of learning/growing up (e.g. enables children to confide in the teacher, share their feelings, and helps them discriminate and make choices).</p> <p>4 Creates a classroom based on trust.</p> <p>3 Encourages students to reflect on good values and attitudes.</p>
<i>2. Promotes the development of values and enables the overall development of children</i>			

<p>1 Conducts and participates in such “co-curricular” activities as are implemented in the school.</p>	<p>2 Teacher organizes, conducts and ensures participation in sports, games, cultural activities, quiz, and other competitions  2 Actively promotes universal values such as kindness, honesty, and respect for each other.  2 Encourages children to engage in activities for their overall development (beyond the formal curriculum), including opportunities presented by the morning assembly.  2 Keeps records to monitor progress in each key area (of children’s overall development).  2 Interacts with parents regarding the strengths of the child and the follow up action to be taken at home.</p>	<p>3 Organizes health campaigns.  3 Guides children in activities suitable for their overall development (beyond the formal curriculum).  3 Promotes healthy relationships through personal example, demonstrates good qualities of citizenship and socially acceptable behaviour.  3 Facilitates student government and participation in school.  4 Models values/good practices and leads by example.  3 Ensures each child participates in the area of her/his own interest.</p>	<p>4 Undertakes ‘social work’ in the community/society outside school.</p>
<p><i>3. Promotes democratic processes</i></p>			
<p>2 Ensures children have the freedom to freely express themselves in the classroom</p>	<p>2 Relates with children in a democratic, non-threatening, equitable and empathetic manner (encourages democratic functioning in the classroom).</p>	<p>3 Ensures classroom and school processes incorporate democratic practices, and the required social skills are taught.</p>	<p>4 Supports and enables children’s participation in decision making and the resolution of issues.</p>
<p><i>4. Relates and works closely with colleagues and the community</i></p>			
<p>1 Mobilizes the community to enroll their children in school and ensures the children attend school regularly.  1 Establishes a close school-community relationship (i.e. initiates SMC/PTA/VEC constitution and meetings).</p>	<p>2 Communicates /interacts with parents, especially on attendance and other relevant issues such as the child’s progress, pattern of behaviour, health and wellbeing.  2 Understands the need to relate with the community and parents.  2 Encourages participation of the community in school programmes (planning and implementation).  2 Makes the community aware of the adequacy or not of school infrastructure and encourages it to be involved in the development and improvement of school facilities.</p>	<p>3 Develops and consistently maintains a good rapport with the community and colleagues, to correctly analyze and collectively address the emerging challenges (in class or related to the home and children’s background).  3 Enables participation of the community in the creation of the school development plan, its implementation and continuous monitoring.  3 Mobilizes resources from the local community (including from ‘diasporas’ or Non-Resident Villagers) for the school.</p>	<p>4 Involves parents/ community in pedagogical activities utilizing their knowledge resources in designing, contextualizing and implementing the curriculum.  Formulates effective transaction methodology/processes after discussion with the parents.</p>

		3 Involves parents/ community in the preparation of TLM.	
<b>PHYSICAL DIMENSION OF A SCHOOL</b> [physical environment as an enabling factor]			
<i>1. The teacher facilitates a clean environment</i>			
1 Teacher encourages children to promote the overall maintenance of the school and tidiness of the classroom.	2 Creates a congenial teaching learning environment with the participation of all (cleanliness, availability and responsible use of material). 2 Enables the upkeep and cleanliness of the school and its surrounding environment, including the planting of trees etcetera. 2 Creates a clean and hygienic environment by ensuring personal cleanliness and responsible usage of toilets, and the availability of safe drinking water facility for all children in school, in convergence with the community.	3 Ensures maintenance of basic infrastructure (toilet, garden, drinking water, other child-friendly amenities) with the help of the community and the students. 3 Sensitizes children to the value and benefits of a sustainable healthy environment.	4 Sensitizes children and the community on sustaining the quality and maintenance of the classroom and the school. 4 Constantly works with and motivates the community to improve the school environment and maintain it.
<i>2. Creates a conducive environment</i>			
1 Displays children's work in the classroom.	2 Creates a colourful and attractive physical and emotionally supportive learning environment (e.g. designs and creates colourful, cheerful corners in the classroom, and regularly displays children's work in the classroom). 2 Begins to examine the safety aspects in the environment – i.e. elements that might put children to danger of injury or ill health. 2 Teacher ensures the effective management of the mid-day meal scheme (timeliness and regularity of the meal service). 2 Teacher facilitates beautification of classrooms, which is conducive to effective	3 Improves 'child friendly elements' [e.g play equipment, colourful wall displays, etc.; specifications needed] and barrier free environment [in particular for children with disabilities; again specifications needed] 3 Makes logistical arrangements (seating arrangement, positioning of children's blackboard to make it accessible and clearly visible to all, use of space outside the blackboard, display of charts, pictures etcetera) as per the pedagogical and special needs of children. 3 Facilitates the beautification of the school campus, which is conducive to an	4 Ensures safe environment

	teaching learning.	effective teaching learning process. 3 Ensures that the sitting arrangement is flexible and movable. 3 Focuses on safety.	
<b>ORGANISATIONAL DIMENSION OF A SCHOOL</b> (school as an institution linked to the community)			
<i>1. Displays professional commitment/accountability</i>			
1 Arrives on time and stay at least till school closing/leaving time, and utilizes school hours fully. 1 Maintains a high level of attendance in school.	2 Ensures student attendance by creating an attractive and congenial classroom atmosphere. 2 Identifies with the institution and with the profession e.g. by taking lead in all activities, striving for the improved attainment of children (taking pride in 'our school, our children'). 2 Displays accountability through full use of the time available, to ensure optimal learning of all children. 2 Communicates /interacts with parents, especially on attendance issues, and other relevant issues such as health, behaviour, and progress.	3 Teacher's love and enjoyment of teaching can be seen. (Among others, through the prevailing class atmosphere, children's participation and response, and the 'face-reading' or facial expressions of the children and the teacher).	4 Takes responsibility for student failure and accountability for ensuring improved learning. 4 Has an articulated view of professional commitment or a code of conduct. 4. Is committed to attaining excellence in professional work and visibly strives towards it.
<i>2. Develops her/himself professionally (individually and as member of a team)</i>			
1 Reads the support material provided. 1 Participates in different professional development activities, including training programmes.	2 Regularly refreshes his/her subject knowledge and pedagogy skills [e.g. through reading, discussion with colleagues, trying out new methods and materials]. 2 Updates her or his knowledge with the help of reference material. 2 Strives consistently for her/his own professional growth (through improved understanding, skills, relationships, performance in accordance with these standards, and innovation). 2 Takes interest in professional self-	3 Takes interest in professional self-development as seen through implementation of what is learnt in training.  2 Reflects on classroom practice regularly (e.g. through a 'learning journal' recording experiences in the classroom and school, and including her or his reflection on the experience).  Is member of professional bodies of teachers.	4 Supports the concept of the 'teacher as a learner': Is seen to be learning, wanting to find out; keeps him/herself up to date; reflects on her or his own teaching style in order to improve. (Some suggested indicators are: The teacher is seen to improve from one session to the next, shares problems with supervisors, changes teaching strategies in the light of gained experience, has something to say about and deals with each new batch of children with understanding, tries to do something

	development e.g. through participation in training or monthly meetings.		'new' and shows willingness and enthusiasm to challenge the status quo).
<i>3. Works with colleagues as a team and optimizes resources</i>			
<p>1 Participates in CRC meetings and shares good practices with colleagues (in school and at the Cluster level).</p> <p>2 Shares training outcomes with other teachers and colleagues.</p>	<p>2 Develops a rapport with the CRC.</p> <p>2 Discusses content/process issues with colleagues (shares experiences/difficulties/situations).</p> <p>2 Shares classroom practices and experiences with other teachers within and across schools.</p> <p>2 Actively shares best practices, success stories and failures in CRC/BRC meetings as well as at other sharing platforms.</p> <p>2 Appreciates 'good practices' of other teachers and community members and adapts useful elements from such practices for his or her own school's quality improvement.</p> <p>2 Collaborates with Resource Persons from DIETs, BRCs, and CRCs by accepting and following up on their valid suggestions in a positive spirit.</p>	<p>3 Develops a rapport with the BRC and DIET.</p> <p>3 Uses the resource support of the CRC-BRC as learning institutions.</p> <p>3 Shares her or his concerns and children's concern with each other and the community.</p> <p>3 Works with other teachers to address common/unique difficulties faced in teaching children.</p> <p>3 Shares the experience of dealing with different children (and their differing needs), which can impact the school's overall performance and functioning</p> <p>3 Develops and maintains a good rapport with the community and colleagues to analyze and collectively address challenges (in class, about children, the background and specific constraints of children etcetera).</p> <p>3 Shares the learning progress of children with the community/parents and involves them in school quality improvement activities.</p> <p>3 Strives to amicably resolve conflicts with colleagues.</p>	<p>4 Collaborates with other teachers to think as a team.</p> <p>4 Develops an institutional plan and classroom plans for effective learning.</p> <p>4 Displays resourcefulness (for maintaining a high quality of the teaching learning process) by utilizing the support of colleagues, resources from the environment, community, and using materials in diverse/multiple ways.</p> <p>Shows the capability of mobilizing and optimizing resources in their totality (including content/material/resource persons). Does not see him/herself as the sole resource, but as having a team/collection of resources to support him.</p>
<i>4. Undertakes reflective practice</i>			
<p>Understands the need to reflect on her or his tasks.</p>	<p>2 Participates regularly in joint reflection with colleagues, at the end of the school day.</p> <p>2 Reflects on classroom practice regularly.</p>	<p>3 Implements and shares innovative practices where applicable. (Reflects, and identifies gaps in learning, and relies on innovation to correct the gaps).</p> <p>3 Learns on an ongoing basis, along</p>	<p>4 Constantly evaluates and reflects individually and collectively with others (teachers, community, resource agencies) to bring about further development of students.</p> <p>4 Undertakes action</p>

		with children and colleagues.	research in relevant areas.
<i>5.. Participates in Management and implementation</i>			
1 Maintains her own class records and school records.	2 Undertakes/manages 'non-class' in-school activities appropriately (e.g. Mid-day-meal). 2 Uses class and school records for planning and management (e.g. in planning for school improvement, and monitoring it).		

**ADEPTS  
PERFORMANCE STANDARDS FOR TRAINERS  
2006-7**

## **BACKGROUND**

### *How 'Training' Has Been Understood*

As previously mentioned, ADEPTS' focus is on in-service training within SSA. Training is also viewed comprehensively. Going beyond workshops, it is presumed to encompass follow up visits and on-site support rendered to teachers, periodic supply of support materials, and monthly meetings or other academic interaction designed to enable improved performance.

The sections below outline the preparatory steps leading to decisions regarding the content and nature of training, and the face to face interaction during workshops and meetings. Follow up activities are covered under the standards for Teacher Support Institutions.

### *Operational Definitions*

- Training design = the overall picture, including the various components of training, implementation and financial aspects
- Training programme = the overall set of inputs meant to bring about improvement in the teacher's work
- Training workshop = one unit of implementation + one methodology
- Training module = one part of training, specifically a self-contained unit of a particular topic.

### *How Training Leads to Learning in Teachers*

ADEPTS views training as a partnership between the trainer/facilitator and the trainees/participants towards bringing about agreed upon changes. In this approach trainers need to ask themselves the question – what will the teachers be doing after this training that is different from before? Therefore, what do they need from the training? And what would be the best way to enable them to develop the competence to put the performance indicators into practice?

Training ideally brings together the *desirable* and the *feasible*. While trainers expect to share with teachers a vision of what might be, they also need to work collaboratively with them towards *how* it might be attained. The intention is to enable teachers to envision the new classroom, be aware of the details involved in bringing about the change, as well as the sequence in which to attempt this change for the greatest likelihood of success.

The training experience visualized under ADEPTS will present to teachers a range of experiences on which they will be 'incited' to reflect and consider how they would apply the insights gained from such reflection into their own classroom situation. This reflective process has to occur before the emerging consensus is consolidated by the facilitator. Thus the learning process within a training interaction mirrors the kind of pedagogy described in the previous section. In other words, the approach to training needs to *model* the qualities of the classroom that are desired to be communicated. *Experiencing* such learning perhaps communicates much more to teachers than handouts, lectures or presentations.

The above approach inevitably requires the trainers to have a certain degree of autonomy in conducting the training and related decision-taking. The trainer is not merely a recipient of training to be passed on, but 're-constructs' it according to specific situation / needs of his trainees, which is what leads to more effective training.

The nature of relationships generated within a training programme is critical to its success. Starting out as 'trainees', participants eventually become 'colleagues' of the trainer at which stage, real change begins to occur. Experiencing success within a training programme as well as getting mutual respect and acceptance appears to trigger the desire to bring about improvement. This is naturally more possible in workshops and programmes where the same group of trainers consistently interacts with a group of teachers. Training programmes that rely on a 'visiting faculty' approach tend not to attain worthwhile results.

Here, too, enabling teachers to learn during training requires an equally great attention to planning, preparation and management. Finally, ensuring effective follow up allows the impact of training to be actually visible in the classroom.

A key concern and criticism is that training still tends to take a 'one size fits all' approach. Using an analogy from irrigation, there is a need to move away from 'flood irrigation' to 'drip irrigation'.

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## **PERFORMANCE STANDARDS FOR TRAINERS**

### **Arranged according to levels of complexity of implementation**

- Trainers are considered to be all those who regularly conduct training, from the cluster to the state level (others such as crafts persons may also be brought in as trainers; while their presence is a welcome addition, the present discussion does not include them).
- It is assumed that the trainer possesses most of those skills and standards that are expected of the teacher, especially in terms of the knowledge of the curriculum, pedagogy and materials.
- It is assumed that the same trainer/ trainer team continues throughout a workshop, in order for many standards to hold true
- The standards below are somewhat generic and could apply to all those responsible for 'dealing' with teachers at different levels – whether school inspectors, administrators, or others.

- Though these are standards for trainers, with very little effort they can be converted into standards for training. Also, in the document below, at places the word 'trainer' may be used interchangeably with 'training institute'.

## 1. Develops, Plans, Prepares, and Organizes for Training

### 1.1 Understands/assesses needs of trainees

#### 1.1.1 Understands context

1 Has clear awareness and understanding of the background of participants, including previous trainings attended (if necessary, draws upon case studies).	2 Maintains profiles of trainees (at different levels). 2 Has clarity about the role of self and the institution in bringing about the desired change.	3 Accesses and analyses different data, especially related to children's learning achievement, which would have a bearing on what training should include. Evolves the overall training design, strategies and inputs accordingly.
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#### 1.1.2 Identifies and agrees (with teachers) upon needs

Identifies needs. Classifies needs.	2 <i>Negotiates with trainees to arrive at the objectives, methods and other components of the training; enables participants to own the outcomes/learning of the interaction. (See note on Negotiated Objectives and Methods at the end of the document).</i>	3 Trainer undertakes SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis of the trainees as also of the trainer to decide on the next steps, direction, working mode etcetera. Each school/trainer team may vary, which has to be taken into account (in profiling teachers/schools).
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#### 1.1.2 b Identifies training needs (across levels 1-3)

Identifies training needs taking into account both what is desired and the difficulties faced by teachers and children. This is based on observation, feedback and other means, which include

- felt/perceived needs
- the performance noted by the CRC through actual observation
- the desirables as spelt out in national/state imperatives.

The gap between the desired and the prevailing situation constitutes the need to be addressed. (See note on Training Needs at the end of the document).

#### 1.1.3 Correlates training with needs

1 Plans and prepares well in advance according to the target group, the number of sessions, thematic content, methodology, and is clear about the objectives and outcomes of the training. 1 Correlates the conduct of the training programme with the needs of the trainees.		
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### 1.2 Undertakes academic preparation

#### 1.2.1 Participates in opportunities provided for preparation

1 Participates in ToT (with experts), or other inputs designed to prepare the trainer for training.		
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#### 1.2.2 Has a vision

<p>1 Has a complete overview of the total training design (a perspective plan) including training objectives, content, transaction methodology, evaluation of training, and operational aspects such as finance, schedule etcetera.</p> <p>1 Is aware of national aims and objectives, including contemporary trends as well as the curriculum.</p> <p>1 Is aware of the goal of training in its entirety, and the sequence/linkages of different trainings at the state, district, block, cluster or his/her own level, through the course of the year.</p>	2 Develops her/his vision related to teacher empowerment.	
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#### 1.2.3 Creates training programmes/workshops

	2 Creates training content that is firmly linked to the ground realities and the actual classroom situation faced by teachers. In designing the content, takes the teachers' specific as well as the overall broader context into account.	<p>3 Trainers relate to the different objectives of the programme, and accordingly develop specific schedules that are understood both by the trainee teachers and the trainers. They approach training as a joint plan/venture to achieve different but commonly agreed upon <i>change objectives</i>.</p> <p>3 Plans and organizes the training programme in a way that enables the understanding of concepts and development of skills through practising, doing and experiencing, rather than just by telling; and encourages group, peer, and self-assessment of sessions</p>
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#### 1.2.4 Details the workshop design

1 Before conducting the training, the trainer designs strategies and techniques with the help of other trainers and experts; is aware of or ready with the 'module' well in time (it is preferable if s/he is involved in the module's development).	2 Designs and conducts the training with flexibility to serve the needs of the situation. (Though the objectives are not compromised, the trainer permits the methods, sequence and other aspects of the training to evolve	
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<p>1 Devises session plans, ground rules, and division of responsibilities, along with documentation/reporting requirements.</p> <p>1 Prepares session plans, reference and other material including stationery, base papers etcetera.</p>	<p>according to the contextual requirements).</p>	
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1.2.5 Preparatory tasks (all to be done well in advance)

<p>1 Based on the design, the trainer identifies Resource Persons (RPs), supporting institutions, and the flow of activities.</p> <p>1 Has the required reading material, handouts, and discussion points for trainees.</p> <p>1 Ensures the preparation and circulation of follow up materials, including assignments.</p> <p>1 Develops/provides TSM (teacher support material), and effectively utilizes different materials and examples from the available context. Makes optimal use of whatever is available modifying the training materials to suit the needs of the situation</p> <p>1 Acquaints him/herself with all the resources in the vicinity that can be used.</p> <p>1 Carefully prepares and plans for the training before each session, is sure of the training design, prepares the needed material, and ensures all the RPs meet a day or two in advance of the training.</p>	<p>1 Ahead of the training ensures that the trainees come with some advance preparation for the training along with specified assignments or projects. Develops handouts with the help of and inputs from trainees.</p>	
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*1.3 Takes care of logistical aspects*

<p>1 Plans for the training programme(s) and the logistics requirements; prepares the calendar (for the year) along with the detailed schedule (for a specific programme).</p> <p>1 Checks out the logistics for the training programme. Among others, ensures that all the required equipment is</p>	<p>2 Ensures efficient time management, monitoring, and time keeping, along with the desired flexibility (including mid-course corrections) to suit the specific needs of the situation.</p>	
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<p>available and functioning, and the support staff is oriented.</p> <p>1 Organizes the seating arrangement according to the needs of individual sessions, in a manner that encourages discussion and friendliness.</p> <p>1 Arranges the proper display of materials.</p> <p>1 Undertakes the selection of the venue, and its proper preparation to facilitate the conduct of the training.</p>		
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## 2. Possesses Knowledge, Understanding and Experience

<p>1 Shows clarity of thought about whatever is to be discussed in terms of ideas and content, and is well organized to effectively convey those to the trainees.</p> <p>1 Understands the training curriculum.</p> <p>1 Has sound knowledge of the school curriculum, syllabi, texts, TLM etcetera and uses it to conduct the training on an informed basis. Makes evident his experience as well as knowledge in content and pedagogy within training program (Trainer incorporates a mastery of content areas in transaction.)</p>	<p>2 Shows proper understanding of her/his own role as a trainer-motivator.</p>	<p>3 Has rich field experience and shows a keen observation of ongoing activities. <i>Takes into account the participants' experience, and builds on it.</i> Is open to the fact it is not necessary that everyone has to arrive at the same conclusion.</p>
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## 3. Transacts and Interacts

### 3.1 Conducts sessions

#### 3.1.1 Generates learning experiences for trainees

<p>1 Carries out activities with optimism and enthusiasm.</p> <p>1 Conducts different kinds of <i>training activities</i> involving all participants (in the same participative environment as is desired in a classroom).</p> <p>1 Creates an experiential training environment, generating experiences of different kinds through activities, role play, games etcetera.</p>	<p>2 Makes effective use of the training transaction methodologies of various kinds, including ICT.</p> <p>2 Uses different techniques such as worksheet, brainstorming, group work and other participatory approaches.</p>	<p>3 Keeps in mind that teachers are experienced professionals (and adults!) and ensures their experience is incorporated in the training outputs. Gets teachers to think for themselves, and arrive at conclusions or outcomes as a result of <i>their own thinking</i> rather than receiving them readymade from the RP. Generates ownership of the outputs of</p>
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<p>1 Demonstrates concepts through examples reflecting actual classroom situation, and encourages the teachers to discuss difficulties faced by them when teaching.</p> <p>1 Identifies the reference materials and uses them well.</p> <p>1 Takes the trainees outdoors for external activities that relate to the outside.</p>		<p>the training programme among the participants.</p> <p>3 Organizes and moderates discussions to arrive at a <i>group</i> decision.</p> <p>3 Accepts varying levels and capabilities among teachers undergoing the training, and applies differential and/or constructivist training strategies to help trainees learn.</p>
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### 3.1.2 Relates training to the classroom

<p>1 Relates training to the classroom situation, enabling teachers to think of applying what is taught to their classrooms.</p>	<p>2 Brainstorms with trainees on the adoption and development of locally relevant/specific activities and methods.</p> <p>2 Links pedagogy with relevant content, and theoretical concepts with practical applications.</p>	
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### 3.1.3 Maintains focus

<p>1 Ensures that the training schedule optimizes the time available for learning (among others by avoiding long inauguration and other ceremonies, coffee breaks, etcetera).</p> <p>1 Sticks to the course content.</p>	<p>2 Displays presence of mind and creative initiative in supplementing the content missing from the module.</p> <p>2 Is focused on ensuring the achievement of the training objectives, aware of progress towards objectives, and willing to take the required corrective steps.</p> <p>2 Makes training output-oriented (not just providing information, but helping teachers actually develop plans/materials, an aspect that can be monitored and supported).</p> <p>2 Is able to modify the training in the light of the feedback received from the participants, and identify future needs and issues to be addressed.</p> <p>2 Manages time expertly.</p>	
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### 3.1.4 Plays the role of a facilitator

<p>1 Ensures that each trainee is contributing something to the training.</p> <p>2 Instead of dominating the session himself/herself,</p>	<p>2 Has the belief that each trainee is a resource and an asset.</p> <p>2 Acts as a guide and facilitator to encourage active participation by the trainees,</p>	<p>2-3 Allows trainees to raise doubts and clarifies them. (Among others, creates an opportunity for the trainees to share experiences, interact with each other, and arrive at</p>
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<p>involves all participants in the training, and creates a team spirit among the trainees.</p>	<p>enabling them to contribute to their own and the group's learning.</p>	<p>their own understanding of what is being taught). Rather than provide the solution, the trainer provides trainees with the stimulus to devise their own solutions. In this process, the trainer may draw on examples, organize exposure/field visits, encourage collaborative thinking, and use other pedagogic means  3 Strives to fulfill the expectations/objectives of all trainees.  3 Acts as a change manager to enable change in teachers and institutions (such as schools, CRCs, BRCs, DIETs etcetera).</p>
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### *3.2 Communicates effectively*

<p>1 Articulates and sums up the salient points of the discussion.  1 Formulates the ground rules for the training closely involving the participants (in a democratic manner).  1 Makes training a participatory process wherein each trainee can participate and the views/inputs of each person are given the required attention.  1 Possesses a good sense of humour and persuasive power along with other skills necessary for effective training.  1 Listens and observes well.  1 Smiles and adopts other mannerisms to convey a welcoming receptive approach.  1 Uses good communication skills.  Makes effective use of the blackboard, charts, and other available devices.</p>	<p>2 During the training, evinces effective communication skills (clarity of words, voice modulation, humour, avoiding monotony by not resorting to lecture-based training etcetera).  2 Makes effective use of all teaching aids and technological support devices, appropriately fitting them to the purpose and context of what is being taught.  2 Handles debates/controversies in a creative manner keeping in view the goals of training.  2 Uses the available ICT to the extent required.  2 Relies on different training and communication methods especially experiential and participatory ones in keeping with the requirements of training.</p>	<p>3 Models what s/he is advocating.</p>
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### *3.3 Creates a conducive environment/relates with participants*

<p>1 Creates a friendly and receptive environment to involve all participants in the training/learning process.</p>	<p>2 Is able to gain acceptance.  2 Recognizes varying levels of experience and skills among the trainees, and</p>	<p>3 Utilizes the experience of the trainees to help them construct their understanding and derive intervention</p>
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<p>1 Has patience.</p> <p>1 The trainer's body language reflects confidence, acceptance, and purposefulness.</p> <p>1 Encourages questions, debates and dialogue among the trainees.</p> <p>1 Promotes group work/ collective thinking, and provides the needed support to achieve a participative process.</p>	<p>applies appropriate differential/constructivist training strategies to the participants.</p> <p>2 Encourages peer learning and demonstration during the training session.</p>	<p>strategies to help improve teacher performance.</p>
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### 3.4 Works with peers [i.e. others responsible to support and enable teachers]

<p>1 Shares the content of training with the monitoring officials along with the different means and methods to be used.</p>	<p>2 Develops a rapport and coordinates with fellow trainers, and ensures consistency of approach among them.</p>	<p>3 As needed, involves participants as peer Resource Persons (RPs).</p>
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### 3.5 Obtains feedback and follows up

<p>1 As continuation and part of training, offers on-site help to teachers if needed.</p> <p>1 Undertakes external as well as informal feedback from the group.</p> <p>1 Observes and continuously assesses how well participants are able to follow and modifies the training strategy as required.</p>	<p>2-3 Evaluates the impact of training on classroom processes.</p> <p>2 Ensures assessment, feedback, analysis, reflection, and improvement of the training process on an on-going basis.</p>	<p>3 Creates an environment whereby the teachers themselves approach the trainer for further training.</p> <p>3 Uses observable indicators to enable teachers to get a feedback on their own performance, and generates motivation through the improvement they observe in themselves.. Motivates them to undertake self-observed improvement.</p>
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## 4. Generates Effective Relationships (Especially with Participants)

### 4.1 Respects and appreciates participants, and is sensitive to their needs and views

<p>1 Appreciates participants and values their experience and inputs.</p>	<p>2 Cultivates and demonstrates an attitude of respect for the knowledge and views of others. Eschews the "<i>Mein Sab Jaanta Hun</i>" ("I Know it All") stance.</p> <p>2 Works in a gender sensitive manner.</p>	<p>2-3 Does not make negative remarks about or ridicule participants, but is able to give them appropriate constructive feedback; avoids fault finding, instead relying on constructive criticism (i.e. on work but not person); gives feedback in a positive way without hurting the receiver's sentiment. Helps the participants to discover their own strengths as well as limitations, and provides them an opportunity</p>
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		<p>to discover a better approach, understanding and attitude to address their limitations, so that participants feels s/he has gained something.</p> <p>Uses other methods including peer review.</p> <p>Where values are involved, ensures that there is frank, rigorous discussion, and that the 'non-negotiables' are firmly asserted.</p> <p>Most importantly, is seen to be impartial (identifies weaknesses and limitations of all - from the trainer and the trainee to the system).</p>
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*4.2 Displays positive personal qualities*

<p>2 Has the required leadership quality, and ability to adjust to the varying needs and talents of a heterogeneous group.</p>	<p>2 Conducts himself in a poised manner – with dignity, without insecurity – i.e. the trainer is comfortable with himself and has a positive attitude towards others.</p> <p>2 Has a pleasant demeanor and is empathetic towards the participants and their needs.</p>	
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*4.3 Creates an adequate space for the participants*

<p>1 Is accessible to all participants.</p>	<p>2 Discusses and negotiates with the trainees to arrive at shared objectives of training and decide on the methodology of training; enables participants to own the learning and other outcomes of the interaction.</p> <p>2 Creates space for participants to freely express their views, ideas and opinions, and welcomes/addresses disagreements with the trainer.</p> <p>2 Does not impose his/her ideas on trainees and works democratically.</p>	
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*4.4(Ensures effective relationships) During sessions*

<p>1 During or after the sessions, maintains a rapport through regular interaction</p>	<p>2 Builds confidence among participants.</p>	
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and meetings with the participants. 1 While conducting the training, moves around, maintains eye contact, and pays attention to all the participants.		
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### **5. Manages the Organizational and Various Other Aspects of Training**

Manages the financial aspects responsibly and efficiently (keeping the expenditure strictly within the budget, and ensuring transparency and honesty in accounting).	2 Coordinates with and fully utilizes all the trainers who form part of the training team. 2 Manages time efficiently by following the pre-planned agenda, while also being flexible according to the needs of the situation. 2 Sequences activities in such a way that the optimal time on a given task is ensured.	3 Works systematically and ensure that all components of the training are organically linked to each other. 3 Foregrounds goals/outputs in action, and manages progress towards them – i.e. at all times keeps in focus the objectives and ensures that teachers move towards them.
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### **6. Assesses, Reflects and Follows Up**

Feedback may related to long term or short term objectives; it may be available at the end of a session or at end of a day. It is assumed that all modifications to what has been planned would be based on feedback.

#### *6.1 During training workshops*

1 Assesses and evaluates his/her own performance as well as that of the trainees.	2 Plans according to the needs of the trainees and carefully monitors the training process to achieve the desired impact. (Observes the responses of participants, verifies who is or is not responding, and based on that assessment, changes the design or methodology of training as necessary). 2 Takes notes and later, compiles and analyses them, referring to them before the next session/interaction, and incorporating the findings as necessary into the trainers' manual.	
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#### *6.2 After training*

1 Ensures the proper documentation and dissemination of training outcomes through follow up reports, especially highlighting success stories. 1 Takes proper feedback	2-3 Designs follow up exercises after the training programme to monitor what the teacher is actually doing in the class and how well the acquired learning is being put to use by the trained teacher.	3 Works to improve the enabling conditions for the trained teachers (such as infrastructure, administrative support etcetera).
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<p>from the trainees and reflects on the effectiveness of the training (module, programme schedule etcetera).          Ascertains from trainees the difficulties faced by them in an actual classroom setting, and based on the feedback, refines the content of and approach to training.</p>	<p>This requires the trainer to identify the teacher's performance indicators in the light of the training conducted, provide on-site support, and arrange monthly meetings to review performance.</p>	
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## 7. Develops Her/Himself Professionally

### 7.1 Professional qualities

<p>1 Has a positive attitude towards him/herself and others, and fosters a positive overall environment.          2 Is ready to learn new things.</p>	<p>2 Has a vision (of empowerment of teacher)          2 Is a role model for the trainees and leads by example doing all that is expected of the participants.</p>	<p>3 Takes interest in human resource development (HRD) and quality improvement (and shares the belief that teachers/adults can learn as well as contribute to learning).</p>
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### 7.2 Reflects on the training conducted

<p>1 Post training collects feedback based on a well designed format.          1 Pays observation visits to schools to monitor and support the usage of training. Throughout the academic year, observes at least some of the teachers trained or is expected to train.          1 Analyses the feedback from the participants on the value and impact of training.          1 Throughout the year remains in constant touch with teachers via different means (such as visits, studies, and newsletters).</p>	<p>2 Based on the feedback from participants and through follow up studies, determines the changes needed and accordingly revises the training programme.          2 Reflects on the training conducted, and takes help from the peers to tackle and overcome constraints.          2 Documents and disseminates the relevant findings.</p>	
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### 7.3 Updates him/herself constantly

<p>2 Keeps pace with pedagogic renewal processes and programme.</p>	<p>2-3 Reads a lot, is well informed about educational policies, reforms and recent trends at the national and international levels.          2 Updates her/himself in new training techniques (including interactive methods, use of ICT, constructive training methodology etcetera).</p>	<p>3 Takes interest in and values research, and collects materials for the enrichment of the training programme.</p>
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#### *7.4 Accountability*

What expectations would be appropriate when it comes to Trainer's accountability? When children are not able to perform, teachers are usually held responsible. So when teachers do not perform, or are not able to perform, to what extent can trainer be held responsible? Also, are there some conditions under which such accountability can justifiably be expected? On these issues, it was difficult to come to any immediate understanding.

What was clear though was that at the least trainers are accountable as a team, to coordinate with each other and work as a team, and to constantly keep the focus not on inputs alone but whether the desired outputs and outcomes are being attained, and what needs to be done to achieve them.

**ADEPTS  
STANDARDS FOR THE  
TEACHER SUPPORT SYSTEM  
2006-7**

**BACKGROUND**

The Teacher Support System, comprising of the HM, CRC, BRC, DIET and SCERT, is of obvious importance to enhancing quality education. Devising standards for these upper echelons in the educational hierarchy is a challenge for many reasons. One main reason is that customarily educational standard setting has focused on classroom processes or teachers in respect of which/whom it has seemed more natural to articulate expectations in terms of standards. Another factor that has constrained the setting of standards for the support institutions is the confusion between the *tasks, roles and standards* expected of them. Past efforts at standard setting have been undermined by the tendency to mistakenly equate tasks with standards or roles and vice versa. ADEPTS has made a conscious effort to untangle this mess.

*Tasks and Standards*

To avoid confusing tasks with standards and roles, ADEPTS defines *performance* differently from the *performance standard* to which the person, institution or the educational system should aspire. In ADEPTS' perception accordingly, *Performance* relates to what we want to see an institution/person doing (i.e., what is to be *done*) whereas *performance standard* incorporates the quality/qualities desired in what we want to see (i.e., how *well* it is to be done). The following example helps illustrate the difference between a given task and the qualities associated with the task.

An example of a 'Task' is:

- CRCC conducts monthly meetings.

The 'Qualities' associated with this task (which would then make it a performance standard) would be to organise a monthly meeting that:

- Ensures the participation of all
- Is held with adequate preparation
- Relates to/emerges from documented field visits and interactions
- Incorporates adequate scope for focused/guided sharing of experience among teachers
- Addresses issues that the teachers have expressed a desire to discuss
- Leads to practicable and desirable contextual planning and implementation by teachers
- Is well-documented, and therefore followed up.

### *Enabling Versus Delivery Agencies*

A reason why tasks get confused with standards, and roles are insufficiently or incorrectly perceived is because the teacher support institutions are seen as *delivery* mechanisms rather than as *enabling* agencies. While a delivery agency would focus mainly on implementation of given plans, enabling agencies have a wider agenda, of enabling other to conceive, plan and implement according their needs and plans. The features that characterize an enabling agency as distinguished from a delivery agency are included in the box below.

#### **Characteristics of An Enabling Agency**

When a body/institution functions as an *enabling* agency rather than solely a *delivery* mechanism, some of its key characteristics are:

- Does not feel that it has to undertake all the implementation itself. At the same time, it will prefer not to outsource key components which can inhibit the development of internal capacity. Rather than restrict internal development to implementation ability, the focus of an enabling agency is on developing 'resource ability'.
- Does not hesitate to undertake large-scale work (within its area of coverage), as it does not envision implementing all the aspects itself. Instead of simply reacting to needs as they arise, it anticipates and at times even *generates* needs, especially within the system.
- An enabling agency seeks to have experience in micro as well as macro level efforts. Is not restricted to its limited area and actively seeks to know what happens in areas outside its coverage.
- In its activities/programmes, does not seek to transfer ready-made 'products' (e.g. a textbook made by itself which it expects the system to implement). Instead, it seeks to transfer 'processes', along with the skills and abilities involved (e.g. the ability to develop a good textbook, which would then be more *owned* and therefore better implemented).
- As an enabler, develops and implements high quality *models* on a limited scale, but thereafter focuses on the (rapid) scaling up of these models through synergising with others.
- Sees itself as being able to generate ownership and stake in others as well as build their capacities in order to make large scale efforts possible.
- Seeks to be proactive rather than reactive – that is, anticipates emerging needs and prepares for them rather than 'discovering a pit by falling in it'. It functions on a long-term vision/agenda and strategy of intervention, through its various programmes and activities

### *Roles and Standards*

ADEPTS perceives 'role' as 'what the institutions are used for/ the purpose for which they exist' e.g., to enable the desired quality-related changes to take place in the system, or monitor classroom processes, or provide on-site support etcetera. For bringing about enhanced performance on a sustained basis, standards were developed along the following six roles that were identified for the teacher support institutions (CRC/BRC, DIET & SCERT):

Roles:

1. Generating the motivation to perform through effective relationships
  2. Setting goals/establishing vision of improved performance
  3. Building capacity through planned measures, to generate performance (in others and in the support institution itself)
  4. Assessing and monitoring performance (in others and itself)
  5. Acting as reliable response mechanism to ensure continued performance
  6. Generating resources to enable sustained and ever-improving performance.
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**ADEPTS  
STANDARDS FOR  
THE TEACHER SUPPORT SYSTEM  
2006-7**

- An interconnectedness of standards has been attempted, from the classrooms to the SCERT.
- The standards for teachers and trainers are intended for individual personnel, while those for CRC-BRC are meant for personnel as well as institutions, and those for DIETs and SCERTs are intended specifically for institutions. These differentiations have implications for the manner in which the standards would need to be shared with those concerned, and the way in which they might be implemented.
- For purposes of these standards, each level/unit (i.e. cluster, block, district and state) includes all the key institutions and groups associated with it (e.g. the CRPs, BRGs, SIET, the District Training Coordinator and the State Pedagogy Team in the SPO). PRIs, wherever appropriate, might also be considered along with each level.
- The standards are based on the six key roles related to enhancing the performance of teachers and support personnel indicated earlier.
- For each institution, ADEPTS felt it necessary to spell out the minimum enabling conditions that would be required for the standards to be implemented, e.g. library, space, equipment or capacity building.
- In the standards listed below, a need was felt to distinguish between tasks and standards and this distinction should not be lost sight of when implementing the standards.
- It is obvious that many inputs are required to attain the qualities/performance standards listed below. *Clearly, a manual needs to be developed for many of the items listed here.*

## ***HEAD MASTER (HM)***

### **Generates effective relationships and the motivation to perform**

- Relates well with all the key stakeholders; develops strong rapport with children, fellow teachers, parents, community members, CRC-BRC, DIET personnel, managers, and old students.
- Makes an effort to know the children in his/her charge and in the locality; understands their needs by interacting with them inside and outside the school; and tracks their progress by maintaining their profiles and periodically examining their records as well as outputs.
- Mentors staff.
- Forms School Development Committees (SDCs), e.g. PTA/MTAs, SMCs, and discusses school development issues with them. Appreciates and involves them in planning and implementation.

### **Establishes a vision of improved performance and sets goals**

- In collaboration with all the stake holders develops/facilitates a vision and plan for school development, based on children's needs, issues, and from their perspective.
- Arrives at and agrees upon 'desired practices'/guidelines for all stakeholders in the light of the vision articulated for the school.
- Enables collective preparation of all stakeholders in order to impact classroom processes.

### **Builds capacity through planned measures**

- Supports the development and use of contextual materials, beyond the ones prescribed.
- Promotes the use of the library, and fosters reading habits among teachers, children, and others.
- Encourages children's and teachers' exposure to a wide range of experiences (sending teams to places, inviting resources).
- Enables regular capacity building through discussions, debates, sharing, reading, and reflection etcetera.
- Undertakes mentoring for the professional growth of teachers, giving suggestions, advice, and following up on concrete issues.
- Proactively collaborates with the CRCs, other resource agencies, for school and cluster interventions. (Takes a systematic approach by being ready with inputs on those points where they are needed; goes to CRC-BRC meetings with own agenda of needs).

### **Assesses and monitors performance**

- Personally inspects school premises for cleanliness and other aspects.
- Ensures coordination with teachers, old students, parents, and the community to keep them aware (of what is being achieved in class and school) and get their feedback.
- Ensures systematic management of resources.
- Regularly evaluates all initiatives through internal discussion with the PTA and others, and periodic monitoring of performance.
- Authenticates data, and isolates trends and exceptions.
- Practices transparency.
- Ensures a two-way feedback and communication.

### **Responds to emerging situations**

- Demonstrates problem solving skills and mindset.
- Consistently identifies learning difficulties/issues and solves them collectively.

- Undertakes the constitution of student governance, to enable students to share the responsibility for improved school governance and environment.
- Sets up a feedback box for children and parents.

**Generates and develops human resources towards sustained improvement**

- Maintains quality and timely distribution of Mid-Day-Meal (involving older children in supporting and helping younger children).
- Enables peer group learning.
- Develops a resource centre by collecting stories and materials, especially those locally applicable and available. Uses the locality and neighbourhood around the school as a resource.
- Keeps the surrounding communities informed, enlisting their support in kind and also as knowledge partners.
- Ensures the effective utilization of funds.
- Collaborates with the CRC, BRC, and DIET etcetera.

***CLUSTER RESOURCE CENTRE (CRC)***

**Generates effective relationships and the motivation to perform**

- Maintains frequency of and ensures a proper duration for the CRC's interaction with the schools through monthly meetings and additional other interface (in accordance with the minimum/special needs of all schools).
- Pays regular friendly visits as needed to the schools and uses the visits to identify and address their felt needs, assess performance in a sympathetic and constructive manner, commend good performance where detected, and foster responsible documentation of school performance. Works with the teachers to assess the actual time spent by them and the students on learning.
- Recognizes teachers in different ways (e.g., through designating someone who has done good work or brought about special improvement in their classroom/school or collaborated with the community for school improvement as 'Teacher of the Month').
- Is accessible to the teachers and heads of institutions at the cluster level.
- Involves teachers as RPs in Teacher Training (TT) thereby enlarging the training team and resources.
- Involves teachers in generating resources and trusts them to do it well.
- Maintains a friendly relationship with all, especially the subordinates and does not come across as a fault-finding or bossy superior.
- Is a role model for the teachers and all relevant others.
- Provides ample opportunities to teachers and children for attaining small, quick successes, and recognizes/appreciates good performance.
- Does not damage the school head's dignity (e.g. by criticising her/him in front of teachers)
- Has a friendly, facilitative attitude of an equal, and successfully identifies the skills and resources available among teachers.
- Is self-motivated, energetic, dynamic, and enthuses others.
- Maintains regular interaction horizontally and vertically with all stakeholders (including NGOs, support institutions etcetera) to discuss issues and share experiences and innovations.
- Promotes convergence and collaboration (by working in a collegial spirit with others in key meetings and with all stakeholders); practices team approach and consensus building.
- Documents and gives importance to the views and experiences of stake holders.

- Involves key institutional stakeholders (DIETs, NGOs, experts, others) at all stages from planning to implementation, and shares the belief that their involvement leads to greater competence.
- Communicates well with all stakeholders in the cluster and willingly shares new developments with them.
- Establishes him/herself as a resource for the cluster.

#### **Establishes a vision of improved performance and sets goals**

- Identifies needs/gaps (based on an analysis of strengths, weaknesses, socio-economic profile of the students, and actual classroom difficulties encountered); prioritizes areas for training (to be designed at higher levels) along with cluster level activities; fits performance goals and further training to the levels at which the schools are presently performing, area specific objectives, etcetera.
- Arranges goals from simple to complex (in terms of implementation) so that schools can identify their own implementation levels and goals. This listing need not be lengthy. It should preferably be categorized into the different dimensions (i.e. cognitive, social, etcetera) and arranged according to levels.
- Develops in self and others the institutional vision/goals in consultation with all.
- Fosters an understanding of the common goal of the SSA in self and others.
- Enables CRCs to share the vision document/plan with all schools to enable them to formulate their own vision/plan. (This should emerge from either a process of schools first developing their plans or be jointly developed along with schools?)
- Develops a perspective plan, and sets long- and short-term goals jointly with all stakeholders. (These goals need to be revised from time to time to fit the changing needs).
- Develops a 'Cluster Improvement Plan' based on the cluster context, needs, and priorities in terms of stages of achievable, concrete sub-objectives.
- Makes the yearly calendar, sets goals/performance targets in consultation with teachers, HMs, and based on inputs from BRC/DIETs.
- Sets short-term objectives for each school with a defined time line.
- Develops a training calendar for all teachers (keeping in view the cluster perspective plan and the needs of the cluster, and the different categories of teachers and schools) and provides the necessary inputs to cover pedagogic and co-curricular areas in concurrence with vision.
- Closely monitors the progress and obtains feedback on the vision/goals, and takes corrective measures.
- Shares success stories, and enables exposure visits to observe 'good practices'.

#### **Builds capacity through planned measures**

- Develops the cluster development plan for creating an enabling environment (in terms of school support, capacity building of teachers, etcetera), along with who will take these steps.
- Holds regular monthly meetings, ensures convergence, and undertakes reviews at the CRC level. (This needs to be a two-way process that entails eliciting feedback and inputs, sharing of experiences, assessment of standards being attained, identification of emerging issues, and formulation of strategies).
- Promotes inter-cluster sharing and exposure field-visits.
- Arranges for visits by teachers to each other's schools to observe good practices (and learn from any mistakes). (If found helpful, such visits can be organized twice a year. In addition, the Cluster meetings can be held in schools where good work is being done to enable exposure to good practices).
- Brings teachers together in monthly meetings, and provides learning opportunities through collegial sharing of best practices.
- Ensures that the CRP briefs teachers/HTs about the training he/she has received at various levels.

- Enables teachers to plan for their own classes and monitors their progress.
- Compiles profiles of the teachers and schools, identifies their issues, and takes the necessary measures to address them.
- Identifies the problems faced by teachers in a classroom setting; analyses the time required to device inputs for improving performance, and makes provision for it (including with the help of other teachers in the cluster).
- Provides on the job support through demonstration lessons (on areas teachers find difficult to tackle), helping the teachers to reflect on their own practices. (Creates acceptance by focusing on how to do something well, so that the teachers are motivated rather than feeling they are not good enough).
- Provides training to the teachers to conduct action research to identify solutions.
- Organizes school visits in a productive manner. (Models pedagogy in an actual classroom, shows it can be done and done well, discusses/ addresses issues, boosts teacher's confidence; also learns how to teach/apply pedagogy himself/herself, shares good practices observed in other schools, and facilitates interaction among teachers in the school).
- Uses cross-school resource sharing to help teachers access more resources (e.g. schools exchanging a set of library books would increase the number of books their children can use).
- Builds the capacity and involvement of the community and of the other stake holders.
- Taps community resources in various ways (among others, by drawing upon the knowledge heritage of the community, its monitoring support and other support for the school staff, and by bringing in experienced community members to the cluster meetings).
- Plans and organizes contextually appropriate programmes (e.g. science fair, tournament) for the students and teachers at the CRC/school/village level.
- Provides exposure visits to various sites by students and teachers.
- Builds own capacity by participating in seminars, workshops, *and also in teaching*.
- Ensures that the CRP provides resource material to and supports TLM development by the teachers, and equips the CRC with the required resource materials.
- Develops CRC as a stimulating place where teachers want to come.
- Develops a Resource Centre to serve the needs of the cluster schools and equips it through compilation of data, TLM, TSM, print resource and drawing on community and other resources.

#### **Assesses and monitors performance**

- Assesses children's performance, interacts with them to understand their difficulties, and if necessary demonstrates how these can be addressed in the classroom.
- Monitors student enrolment, attendance, retention, achievement (subject-wise, class-wise etcetera) and transition from one level to the next with a view to ensure the achievement of SSA's objectives. Ensures monitoring is intense, accurate, timely, and its findings are analysed and correlated, and enabled to feed into the programme.
- Ensures that a record is kept of the performance of each child on key curricular parameters (at the school level, and where possible, with a copy of the records retained at the CRC level, preferably in an electronic form where the facility is available).
- Assesses teacher performance in terms of different levels as spelt out in the teacher standards.
- Categorizes teachers in terms of need, level, training strength, and further training requirements, so that different teachers can get different inputs.
- Decides on the performance indicators jointly with the teachers based on the capacity building activities undertaken in the cluster for them.
- Shares monitoring formats with the teachers, HMs, and VECs, and prepares the monitoring schedule.

- Budgets intelligently and realistically for the teachers' time to be devoted to the assigned tasks (enhances the allotted time as well as the quality of its use in terms of priorities).
- Analyses the gathered data to improve her/his own performance as a Resource Person.
- Goes beyond the data collecting function to attain reliability as a resource, and takes measures to avoid transmission loss.
- Works in a supportive and not supervisory spirit.
- Elicits and procures the required feedback from all the stakeholders. Uses a variety of means to obtain the feedback (including information collected during school visits).
- Formulates a well-designed monitoring system.
- Ensures if training is being effectively implemented by undertaking impact assessment.
- Maintains a database of teachers to track improvements and needs, taking help of VECs and the community if needed. [ CRC visit can record level of each teacher's performance on a 3-point scale - X (not able to do at all), ? (trying though not fully succeeding yet), Y (successful in attaining desired indicator) - and measure performance as well as improvement accordingly.]
- Devises a system by which information concerning different aspects of school can be graphically presented and analysed easily at the cluster level.

#### **Responds to emerging situations**

- Is familiar with the status and needs of teachers and schools; uses MIS to identify issues (MIS in this context refers to the routine data that the CRC usually collects and the analysis that a CRC level person can commonly undertake, and not to any sophisticated kind of data collection and analysis that only experts can undertake).
- Is available to the teachers to help meet their requirements.
- Ensures easy, effective communication - both horizontally and vertically - in the system.
- Analyses the gathered data, identifies difficult areas and gaps, and plans for corrective measures.
- Creates a suggestion box to facilitate feedback.
- Reviews reports of school inspection and visits.
- Strengthens regular monthly meetings and undertakes individual counselling as per needs.
- Extends material or reference support to teachers.
- Maintains a support group to help respond as needed, especially for teachers who are not performing well.
- Produces teaching learning material for teachers, using the local context.
- Provides training inputs to fit the emerging needs and situations of teachers/teaching.
- Responds to the calls of teachers and children for help inside and outside the classroom through demonstration and other means.
- Shares findings of monitoring/assessment with the teachers and helps in collectively generating solutions.
- Uses monthly meetings to share the experiences of teachers so that typical mistakes or difficulties are prevented from occurring in the future.

#### **Generates and develops human resources towards sustained improvement**

- Is able to identify, create, and empower resource persons (RPs) within the CRC and efficiently utilize them through regular training and exposure to other RPs/teachers, and convening frequent seminars/discussions/debates.
- Develops a strong collaborative relationship with the village bodies/community and generates resources with their help.

- Establishes close linkages with the different agencies in the area (such as others clusters, NGOs, institutions, colleges).
- Generates learning resources with the help of teachers and the local community (identifying other potential colleagues who can be part of the team).
- Is aware of the material and human resources available at the school, village, and cluster levels as well as in the neighbouring clusters, and enables their efficient utilization.
- Provides a platform for the regular sharing of best practices, interesting incidents, experiences, problems encountered, and solutions tried in the schools/classrooms.
- Fosters ownership by involving teachers in creating plans, solutions, TLM etcetera.
- Keeps the community informed of the measures taken by teachers to generate more resources for school improvement.

### ***BLOCK RESOURCE CENTRE (BRC)***

#### **Generates effective relationships and motivation to perform**

- Involves key institutional stakeholders (DIETs, DEOs administrative staff, inspectors, NGOs, experts, teachers, CRCs, others) along with the elected people's representatives at all stages from planning to implementation. (Recognizes that such involvement leads to greater competence).
- Actively participates in the block, district, cluster and school level programmes, and recognizes that only through such participation can she/he motivate others.
- Promotes the sharing of acquired knowledge within the block and cluster schools, and modifies the application of such knowledge to fit the local contexts/needs.
- Implements a team approach to working and tackling the block level problems (e.g. involves RPs and NGOs for strengthening various aspects and subjects).
- Supports clusters in developing locally relevant intervention strategies for sustaining motivation
- Maintains a close relationship with the teachers, HM, SMC/community, CRC, DIET, DPC and others, and fosters a sustained and live interaction for exchanging views.
- Involves other stakeholders enabling them to take ownership, and work towards common goals for planning, execution, monitoring and evaluation.
- Recognises the effort of teachers, appreciates their good work, and shares their positive experience/ outputs with other teachers.
- Maintains close linkages with other relevant government departments such as health, ICDS, etcetera.

#### **Establishes a vision of improved performance and sets goals**

- Develops an education vision for the block and works to achieve that vision with the involvement of all stakeholders at all stages including monitoring.
- In support of the vision formulates targets in collaboration with all the key stakeholders; identifies needs and gaps to be filled keeping in mind their local context and variations; designs intervention strategies to achieve the stated vision and goals; and generates a common commitment (at the emotional and practical level) to the shared vision.
- Analyses the existing situation to plan and execute capacity building programmes.
- Is aware of the block's progress and current status in achieving UEE, and has a clear understanding and plan for increasing enrolment, access, retention, and quality education.
- Is aware of the SSA's objectives, norms, scope, resources and funds available (and the purposes for which they are intended).
- Identifies educational needs and bottlenecks along with a strategy to overcome them.

- Categorizes aims/objectives into short and long-term targets that are concrete, observable, achievable, and time-bound. (Recognizes that phased achievement leads to better motivation).
- Creates awareness of and support for universal school enrolment in the community, youth, parents and others.

#### **Builds capacity through planned measures**

- Brings in experts as needed and available for specific aspects that require strengthening.
- Identifies available resources and uses them well.
- Maintains an updated data base of RPs, HMs, teachers and others to draw on their skills and expertise as necessary.
- Provides new challenges to the faculty to motivate them to continue to enrich their knowledge and improve their skills through research and other means.
- Develops the BRC as a stimulating place that attracts teachers and CRC personnel to it.
- Updates knowledge through the regular use of all the available sources including multimedia, and shares what is learnt during meetings with the CRCs and teachers.
- Develops innovative, interactive teaching/learning methods jointly with the CRCs and RPs for better classroom processes.
- Assesses the capacity of teachers and schools, categorises them into levels, and designs training according to their level, eventually enabling them to get to the higher levels of training.
- Develops appropriate skills to use technology.
- Conducts review meetings with the CRC and the community to identify the level of goals achieved, the problems and difficulties encountered and ways to address them.
- Provides the required resource support to the schools and clusters.
- Enables the CRCs to use computers for efficient record keeping.
- Works as an educational laboratory (using schools along with the CRC and BRC as labs for teacher development).

#### **Assesses and monitors performance**

- Supports and undertakes periodic school visits to understand classroom transaction /level of teacher and CRC performance. Understands this is a two-way process.
- Monitors the performance of clusters, providing a platform for sharing best practices, and eliciting appropriate feedback.
- Provides a platform for the development of assessment tools.
- Supports schools/clusters in the better implementation of training.
- Develops and administers a checklist for self-assessment, and critically evaluates the results.
- Ensures that the evaluation report on the implementation of the annual work plan is compiled and its findings shared in review meetings. [Gujarat]
- Develops indicators to assess the performance status of schools, TT, VEC, community participation and contribution etcetera.
- Develops a strategy to grade clusters and motivate them to reach a higher level.
- Ensures the proper maintenance of accounts at the school and cluster levels on all parameters.
- Works in a supportive manner without assuming an imposing stance.

#### **Responds to emerging situations**

- Uses assessment/monitoring to accurately know what is needed.
- Develops and updates a data base for evolving a response plan for the block to address the needs/issues identified.
- Ensures the implementation of strategies in the areas identified in the response plan.

- Involves all partners (NGOs, others) and ensures convergence with other sectors/government departments in sustaining the implemented strategies. Works closely with the VECs/NGOs to involve them in sustaining and supporting the strategies.
- Develops a mechanism for responding to issues/situations at the school, CRC and BRC level. (Among others, has access to a number of support groups, officials and others, and ensures they are tapped when needed. Can also create resource groups whose contact details are available to all for calling on their help in times of need). Through these resources, is able to ensure that the response is rapid, and administered within a short duration to address the need.
- Maintains a help box/help line for teachers and the CRCCs/CRPs at the BRC to invite responses (queries, suggestions, appreciation) and to help develop an action plan.
- Identifies a response mechanism at the CRC level during the monthly meetings, carefully setting filters to determine which problem will be addressed at which level, and which kind of issues need to be sent for resolution to higher levels.
- Ensures that the monthly meetings are based on analysing problems and difficulties and directed to addressing them.
- Receives a feedback from the teachers on how the visit of the CRC helped.
- Understands teachers' problems and responds with remedial measures.
- Facilitates inter-cluster sharing of ideas, and ensures the work plan is compiled and its findings shared in review meetings.

#### **Generates and develops human resources towards sustained improvement**

- Identifies and involves various stakeholders in the school/classroom interactions.
- Taps the potential of identified stakeholders and builds it for improved further outcomes.
- Prepares a plan of action for utilizing these resources.
- Develops PIP (Personal Improvement Plan) to improve the quality of individual performance.
- Equips itself with the latest technique and uses it to plan and create a vision for the block.
- Taps/mobilizes all available resources optimally at the village and community level.

### ***DISTRICT INSTITUTE OF EDUCATION & TRAINING (DIET)***

#### **Generates effective relationships and motivation to perform**

- Initiates planning in consultation with the DPO/DEO/Boards.
- Involves key institutional stakeholders (DIETs, SCERT, SPO, district and block functionaries, teachers, NGOs, experts, others) at all stages from planning to implementation. (Recognizes that involvement leads to greater competence).
- Ensures regular visits to the CRC, BRC, and all the schools. Adopts a friendly, sympathetic approach to assess performance and identify and address needs. Willingly commends good performance. (Where applicable, uses DEd students as the 'eyes and ears', DRG or other 'friends of DIET' for the purpose).
- Adopts the lab area approach (This entails identifying and educationally developing the neediest area in the district, entrusting a faculty member with the responsibility to work on its advancement, and using it as a laboratory for trying various experiments and innovative practices. The purpose is to demonstrate that even in the most difficult contexts, improvement is possible).
- In addition to the lab approach, uses school adoption as a means to make a 'model' school that can be used for its demonstration effect.

- Organises regular (whenever possible monthly) review meetings at the BRC/CRC level to review progress and action taken based on the previous meeting's deliberations, conclusions and recommendations.
- Ensures linkages with all the agencies involved in the promotion of elementary education in the district including the BRCs/CRCs, and communicates regularly through various means such as information sharing, review meetings etcetera, to report on the previous meeting's outcomes and develop plans for the coming month.
- Recognizes good performance by teachers, BRPs/CRPs and schools, in collaboration with the DPO. (The means for recognition are best left to the discretion of individual states).
- Involves good teachers in material development, action research, as trainers, and as CRG, BRG, and DRGs.
- Promotes innovation and good practices, and publicizes success stories and teacher recognition through newsletters, newspapers, and the electronic media.
- Ensures a good relationship with and coordination among the branches of the DIET, and arranges efficient distribution of work to minimize the risk of any conflict and overlap.

#### **Establishes a vision of improved performance and sets goals**

- Undertakes a needs assessment of the district, involving teachers, CRC/BRC/DPO and other stake holders, as well as compilation and analysis of data acquired from various sources.
- Prepares an action plan for each target, keeping in mind the overall vision.
- Ensures the key performance/achievement indicators are identified along the various relevant parameters.
- Undertakes a mid-term appraisal, revising the goal and vision if needed.
- Creates working models (of schools, CRCs, BRCs) as a demonstration/manifestation of the vision.
- Sets goals in support of the State, BRC/CRC visions, to be realized through interventions encompassing research, training, material and faculty development including at the BRCs/CRCs.
- Prepares an annual work plan and budget (for all funding sources) that is well coordinated, addresses the adopted vision/goals, and efficiently utilizes all resources.
- Profiles teachers, clusters, and blocks to ensure improved planning, training, and teacher development inputs.
- Organizes occasional meetings (on a sample basis) with the VECs/SMCs to understand the issues and review the performance of teachers and schools.

#### **Builds capacity through planned measures**

- Designs programmes in a participatory manner, around identified needs.
- Develops appropriate models in light of curricular needs, ways in which teachers learn best, which allow practical implementation by trainer, and are known to lead to desired impact.
- Identifies resource persons within and without the institution, expanding the *partnership* of the resource team.
- Uses advance planning to efficiently implement activities contained in the plans. (The plans detail the correct desired sequence of actions, the materials/ items needed to carry out the activities, including a logistical support plan).
- Uses school adoption as a means of building DIET's capacity for using the school and the classroom for demonstration, implementation, and follow up of proposed measures.
- Develops DIET as a stimulating place where teachers want to come.
- Conducts interaction to enable the teachers, CRCs, BRCs, and RPs to express their perceived needs.

- Organizes capacity building programmes for various categories of personnel and the community.
- Plans for effective capacity building of DIET staff (through various means such as generating/acquiring new pedagogical understanding and skills, action research, evaluation techniques etcetera). For new staff, undertakes special measures including their mentoring by senior staff, encouraging their participation in seminars and workshops at different levels, inviting RPs to strengthen training inputs, etcetera.
- Ensures proper debriefing for the benefit of all others by anyone participating in a capacity building event outside the institution.
- Promotes the creation of institutional memory through continuity and consistency of work distribution (for instance, through retaining the same person for an allocated job).
- For greater efficacy, promotes localization of inputs including materials from the state to the school level.
- Maintains a data base of DIET trainees (and all others trained there), in terms of performance level and needs.
- Emphasises the appropriate utilisation of TLM grants, school improvement grants and other inputs.
- Uses school placement as a means of capacity building for the DIET faculty, BRCCs, and CRCCs.
- Arranges training in ICT (information communication technology) aspects as needed.
- Builds capacity of functionaries such as education officers as well as DRG/BRG (district and block resource groups)

#### **Assesses and monitors performance**

- Undertakes the identification of performance indicators.
- Develops appropriate data capturing proforma or tools, using the required software for its compilation and follow up.
- Utilizes various networks to get proper feedback.
- Schedules visits from various levels (DIET, BRC, CRC) to schools or cluster / block resource centres.
- Ensures process documentation as needed.
- Arranges for frequent review/sharing/reflection meetings and uses their findings as a basis to address the identified gaps.
- Undertakes reviews of progress on the adopted targets.
- Assesses the performance of the CRC, BRC, and the faculty.
- Analyses performance and identifies gaps.
- Ensures academic monitoring for timely achievement – i.e. tracks progress of learning achievement to ensure that children / classes / schools are not falling behind.
- Supports the development of assessment and monitoring tools and their localisation.
- Helps the BRC/CRC in monitoring of the schools.
- Recognises blocks/clusters based on their grading in terms of the achievement of activities.
- Undertakes self-assessment and self-evaluation of the DIET.

#### **Responds to emerging situations**

- Establishes a mechanism to obtain regular feedback from the field.
- Develops appropriate groups/individuals with specific responsibilities to respond to emerging needs and situations.
- Promotes documentation/dissemination around known issues/needs, containing good practices that are appropriate for the context.
- Uses stakeholder consultation as a means of understanding performance of schools and system.
- Promotes vertical and horizontal networking/convergence towards supporting the schools.

- Shows readiness to clarify doubts and provide solutions to local problems during school visits as well as during training.
- Analyses various reports provided to it.

#### **Generates and develops human resources towards sustained improvement**

- Develops a 'battery' of RPs from within and outside the district (based on their profile); also involves involve CSOs (civil society organisations) and others.
- Acquires current information, TLM and updates
- Involves all available human and material resources - from individual professionals, institutions and NGOs to crafts persons and others - to optimise their participation.
- Translates/develops materials to fit the local context and needs.
- Maximizes financial support through convergence and regular sharing of resources/amenities with the relevant government departments such as health, ICDS etcetera. Generates resources with the help of public representatives, voluntary agencies, different departments, and state agencies. *(Has the autonomy towards this, though)*
- Creates vibrant DRGs.

### **STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING (SCERT)**

#### **Generates good relationships and motivation to perform**

- Involves key institutional stakeholders (DIETs, NGOs, experts, and others including national agencies) at all stages, from planning through implementation (it is this involvement that would lead to competence on part of the institutions involved).
- Values their participation, gives them due respect and recognition, and ensures that the relevant documentation acknowledges their participation.
- Ensures they are involved in further extension of any project they were involved with initially (for example, towards the ongoing improvement in a module).
- Networks horizontally and vertically with institutions at the national, state and cluster levels through various means.
- Elicits the required feedback, especially on good practices and success stories from the various institutional and other players in the state, ensures the sharing of useful material and practices from other state agencies and government departments, and develops common and/or linked websites for widest exposure and dissemination of sound ideas, approaches and practices.
- Utilizes the programme advisory committee to strengthen relationships.
- Generates a healthy competition among DIETs, assesses their performance, and assists them in achieving higher levels of performance.
- Create opportunities for joint professional development.
- Is sensitive to the views and needs of the faculty members.

#### **Establishes a vision of improved performance and sets goals**

- Develops a vision in a collaborative way ensuring the participation of all stakeholders in vision building.
- In the light of the vision, formulates short- and long-term goals for the state based on a proper analysis of the situation, the prevailing capacity and resources, strengths and weaknesses.
- Develops appropriate, feasible, and effective strategies for achieving the goals, indicating the time frame, distribution of responsibilities, etcetera.
- Undertakes periodic assessments (at least 3-4 times during the course of implementing the vision) to review achievement of goals and undertake mid-course correction as necessary.

- In support of the immediate and long-term goals, develops and provides the required inputs in terms of guidelines, teacher's handbook, syllabi, textbooks, and training for different levels from teacher educators to teachers.
- Assesses the state's academic needs and plans accordingly.
- Promotes research and evidence based vision, goals, planning and interventions.
- Places special emphasis on approach to evaluation and the evaluation processes to be used in the system.
- Becomes an exemplary institution in organising training for the various target groups.

#### **Builds capacity through planned measures**

- Develops a framework for capacity building specifying the training inputs for each level/category of personnel keeping in mind their potential, competency and future role/functions. *Towards this, develops profiles of those for whom the various inputs are planned.*
- Maintains a roster of trainees (to avoid duplication in training).
- Ensures the faculty members are given new challenges so they can continue to enrich themselves through research and other means.
- Defines standards required to carry out the planned range of activities.
- Develops the SCERT as a stimulating place where teachers want to come.
- Empowers and builds capacity through various measures, and ensures the desired research support from the national level. Develops capacity among the district personnel especially on how to analyse and utilize data toward improved planning and implementation.
- Supports the updating of knowledge, techniques and other skills.
- Promotes the use of ICT.

#### **Assesses and monitors performance**

- Develops appropriate indicators and criteria for monitoring along with some simple, transparent monitoring tools to assess the desired performance.
- Trains people to use these tools.
- Analyses the tools and assesses how well they are being applied and how effectively they can help measure performance.
- Formulates models and guidelines for assessment, and evaluates whether these could find a place in the existing set up.
- Involves all stakeholders in a collaborative assessment of quality at all levels, and enables corrective measures.
- Ensures information sharing through dissemination.
- Orients and prepares assessment teams to undertake performance assessment and update the relevant data and information.
- Undertakes the monitoring and evaluation (M&E) of all academic programmes.

#### **Responds to emerging situations**

- Puts in place a regular feedback mechanism for all the activities planned/implemented.
- Develops response-readiness among all those responsible for responding to a situation. This includes developing and providing guidelines for and undertaking orientation of all the partners on the criteria of the response mechanism.
- Strengthens peer systems towards increased mutual support.
- Evolves mechanisms to get and provide feedback to the DIET and to various other levels within the system.
- Based on the feedback, undertakes the planning of research and training materials for various levels.
- Undertakes the field testing and trial of all materials to ensure their efficacy.

### **Generates and develops human resources towards sustained improvement**

- Provides an opportunity to all the stakeholders for the exchange of ideas and experience sharing.
- Ensures recognition of good work, to motivate and sustain performance.
- Disseminate success stories for assisting the growth of others.
- Generates and develops human resources through capacity building and transfer of knowledge/skills from one person/level to another.
- Identifies potential institutions and persons from whom financial resources and other types of support can be drawn.
- Plans the garnering and allocation of resources based on an understanding of what is needed by the partnering institutions and stakeholders; identifies available and potential resources (state, global, and local) and disseminates this information to those in need of the resources.
- Establishes linkages with the other relevant departments of the government to add to the availability of resources.
- Empowers and gives autonomy to the field-level institutions to implement and sustain the various programmes and activities.
- *States might consider having a separate cadre for the SCERT (and perhaps DIETs) in order to enable such expectations to be fulfilled.*

**ADEPTS  
STANDARDS FOR THE  
TEACHER SUPPORT SYSTEM  
2006-7**

**BACKGROUND**

The Teacher Support System, comprising of the HM, CRC, BRC, DIET and SCERT, is of obvious importance to enhancing quality education. Devising standards for these upper echelons in the educational hierarchy is a challenge for many reasons. One main reason is that customarily educational standard setting has focused on classroom processes or teachers in respect of which/whom it has seemed more natural to articulate expectations in terms of standards. Another factor that has constrained the setting of standards for the support institutions is the confusion between the *tasks, roles and standards* expected of them. Past efforts at standard setting have been undermined by the tendency to mistakenly equate tasks with standards or roles and vice versa. ADEPTS has made a conscious effort to untangle this mess.

*Tasks and Standards*

To avoid confusing tasks with standards and roles, ADEPTS defines *performance* differently from the *performance standard* to which the person, institution or the educational system should aspire. In ADEPTS' perception accordingly, *Performance* relates to what we want to see an institution/person doing (i.e., what is to be *done*) whereas *performance standard* incorporates the quality/qualities desired in what we want to see (i.e., how *well* it is to be done). The following example helps illustrate the difference between a given task and the qualities associated with the task.

An example of a 'Task' is:

- CRCC conducts monthly meetings.

The 'Qualities' associated with this task (which would then make it a performance standard) would be to organise a monthly meeting that:

- Ensures the participation of all
- Is held with adequate preparation
- Relates to/emerges from documented field visits and interactions
- Incorporates adequate scope for focused/guided sharing of experience among teachers
- Addresses issues that the teachers have expressed a desire to discuss
- Leads to practicable and desirable contextual planning and implementation by teachers
- Is well-documented, and therefore followed up.

### *Enabling Versus Delivery Agencies*

A reason why tasks get confused with standards, and roles are insufficiently or incorrectly perceived is because the teacher support institutions are seen as *delivery* mechanisms rather than as *enabling* agencies. While a delivery agency would focus mainly on implementation of given plans, enabling agencies have a wider agenda, of enabling other to conceive, plan and implement according their needs and plans. The features that characterize an enabling agency as distinguished from a delivery agency are included in the box below.

#### **Characteristics of An Enabling Agency**

When a body/institution functions as an *enabling* agency rather than solely a *delivery* mechanism, some of its key characteristics are:

- Does not feel that it has to undertake all the implementation itself. At the same time, it will prefer not to outsource key components which can inhibit the development of internal capacity. Rather than restrict internal development to implementation ability, the focus of an enabling agency is on developing 'resource ability'.
- Does not hesitate to undertake large-scale work (within its area of coverage), as it does not envision implementing all the aspects itself. Instead of simply reacting to needs as they arise, it anticipates and at times even *generates* needs, especially within the system.
- An enabling agency seeks to have experience in micro as well as macro level efforts. Is not restricted to its limited area and actively seeks to know what happens in areas outside its coverage.
- In its activities/programmes, does not seek to transfer ready-made 'products' (e.g. a textbook made by itself which it expects the system to implement). Instead, it seeks to transfer 'processes', along with the skills and abilities involved (e.g. the ability to develop a good textbook, which would then be more *owned* and therefore better implemented).
- As an enabler, develops and implements high quality *models* on a limited scale, but thereafter focuses on the (rapid) scaling up of these models through synergising with others.
- Sees itself as being able to generate ownership and stake in others as well as build their capacities in order to make large scale efforts possible.
- Seeks to be proactive rather than reactive – that is, anticipates emerging needs and prepares for them rather than 'discovering a pit by falling in it'. It functions on a long-term vision/agenda and strategy of intervention, through its various programmes and activities

### *Roles and Standards*

ADEPTS perceives 'role' as 'what the institutions are used for/the purpose for which they exist' e.g., to enable the desired quality-related changes to take place in the system, or monitor classroom processes, or provide on-site support etcetera. For bringing about enhanced performance on a sustained basis, standards were developed along the following six roles that were identified for the teacher support institutions (CRC/BRC, DIET & SCERT):

Roles:

7. Generating the motivation to perform through effective relationships
8. Setting goals/establishing vision of improved performance
9. Building capacity through planned measures, to generate performance (in others and in the support institution itself)
10. Assessing and monitoring performance (in others and itself)
11. Acting as reliable response mechanism to ensure continued performance
12. Generating resources to enable sustained and ever-improving performance.

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**ADEPTS  
STANDARDS FOR  
THE TEACHER SUPPORT SYSTEM  
2006-7**

- An interconnectedness of standards has been attempted, from the classrooms to the SCERT.
- The standards for teachers and trainers are intended for individual personnel, while those for CRC-BRC are meant for personnel as well as institutions, and those for DIETs and SCERTs are intended specifically for institutions. These differentiations have implications for the manner in which the standards would need to be shared with those concerned, and the way in which they might be implemented.
- For purposes of these standards, each level/unit (i.e. cluster, block, district and state) includes all the key institutions and groups associated with it (e.g. the CRPs, BRGs, SIET, the District Training Coordinator and the State Pedagogy Team in the SPO). PRIs, wherever appropriate, might also be considered along with each level.
- The standards are based on the six key roles related to enhancing the performance of teachers and support personnel indicated earlier.
- For each institution, ADEPTS felt it necessary to spell out the minimum enabling conditions that would be required for the standards to be implemented, e.g. library, space, equipment or capacity building.
- In the standards listed below, a need was felt to distinguish between tasks and standards and this distinction should not be lost sight of when implementing the standards.
- It is obvious that many inputs are required to attain the qualities/performance standards listed below. *Clearly, a manual needs to be developed for many of the items listed here.*

## ***HEAD MASTER (HM)***

### **Generates effective relationships and the motivation to perform**

- Relates well with all the key stakeholders; develops strong rapport with children, fellow teachers, parents, community members, CRC-BRC, DIET personnel, managers, and old students.
- Makes an effort to know the children in his/her charge and in the locality; understands their needs by interacting with them inside and outside the school; and tracks their progress by maintaining their profiles and periodically examining their records as well as outputs.
- Mentors staff.
- Forms School Development Committees (SDCs), e.g. PTA/MTAs, SMCs, and discusses school development issues with them. Appreciates and involves them in planning and implementation.

### **Establishes a vision of improved performance and sets goals**

- In collaboration with all the stake holders develops/facilitates a vision and plan for school development, based on children's needs, issues, and from their perspective.
- Arrives at and agrees upon 'desired practices'/guidelines for all stakeholders in the light of the vision articulated for the school.
- Enables collective preparation of all stakeholders in order to impact classroom processes.

### **Builds capacity through planned measures**

- Supports the development and use of contextual materials, beyond the ones prescribed.
- Promotes the use of the library, and fosters reading habits among teachers, children, and others.
- Encourages children's and teachers' exposure to a wide range of experiences (sending teams to places, inviting resources).
- Enables regular capacity building through discussions, debates, sharing, reading, and reflection etcetera.
- Undertakes mentoring for the professional growth of teachers, giving suggestions, advice, and following up on concrete issues.
- Proactively collaborates with the CRCs, other resource agencies, for school and cluster interventions. (Takes a systematic approach by being ready with inputs on those points where they are needed; goes to CRC-BRC meetings with own agenda of needs).

### **Assesses and monitors performance**

- Personally inspects school premises for cleanliness and other aspects.
- Ensures coordination with teachers, old students, parents, and the community to keep them aware (of what is being achieved in class and school) and get their feedback.
- Ensures systematic management of resources.
- Regularly evaluates all initiatives through internal discussion with the PTA and others, and periodic monitoring of performance.
- Authenticates data, and isolates trends and exceptions.
- Practices transparency.
- Ensures a two-way feedback and communication.

### **Responds to emerging situations**

- Demonstrates problem solving skills and mindset.
- Consistently identifies learning difficulties/issues and solves them collectively.

- Undertakes the constitution of student governance, to enable students to share the responsibility for improved school governance and environment.
- Sets up a feedback box for children and parents.

#### **Generates and develops human resources towards sustained improvement**

- Maintains quality and timely distribution of Mid-Day-Meal (involving older children in supporting and helping younger children).
- Enables peer group learning.
- Develops a resource centre by collecting stories and materials, especially those locally applicable and available. Uses the locality and neighbourhood around the school as a resource.
- Keeps the surrounding communities informed, enlisting their support in kind and also as knowledge partners.
- Ensures the effective utilization of funds.
- Collaborates with the CRC, BRC, and DIET etcetera.

### *CLUSTER RESOURCE CENTRE (CRC)*

#### **Generates effective relationships and the motivation to perform**

- Maintains frequency of and ensures a proper duration for the CRC's interaction with the schools through monthly meetings and additional other interface (in accordance with the minimum/special needs of all schools).
- Pays regular friendly visits as needed to the schools and uses the visits to identify and address their felt needs, assess performance in a sympathetic and constructive manner, commend good performance where detected, and foster responsible documentation of school performance. Works with the teachers to assess the actual time spent by them and the students on learning.
- Recognizes teachers in different ways (e.g., through designating someone who has done good work or brought about special improvement in their classroom/school or collaborated with the community for school improvement as 'Teacher of the Month').
- Is accessible to the teachers and heads of institutions at the cluster level.
- Involves teachers as RPs in Teacher Training (TT) thereby enlarging the training team and resources.
- Involves teachers in generating resources and trusts them to do it well.
- Maintains a friendly relationship with all, especially the subordinates and does not come across as a fault-finding or bossy superior.
- Is a role model for the teachers and all relevant others.
- Provides ample opportunities to teachers and children for attaining small, quick successes, and recognizes/appreciates good performance.
- Does not damage the school head's dignity (e.g. by criticising her/him in front of teachers)
- Has a friendly, facilitative attitude of an equal, and successfully identifies the skills and resources available among teachers.
- Is self-motivated, energetic, dynamic, and enthuses others.
- Maintains regular interaction horizontally and vertically with all stakeholders (including NGOs, support institutions etcetera) to discuss issues and share experiences and innovations.
- Promotes convergence and collaboration (by working in a collegial spirit with others in key meetings and with all stakeholders); practices team approach and consensus building.
- Documents and gives importance to the views and experiences of stake holders.

- Involves key institutional stakeholders (DIETs, NGOs, experts, others) at all stages from planning to implementation, and shares the belief that their involvement leads to greater competence.
- Communicates well with all stakeholders in the cluster and willingly shares new developments with them.
- Establishes him/herself as a resource for the cluster.

#### **Establishes a vision of improved performance and sets goals**

- Identifies needs/gaps (based on an analysis of strengths, weaknesses, socio-economic profile of the students, and actual classroom difficulties encountered); prioritizes areas for training (to be designed at higher levels) along with cluster level activities; fits performance goals and further training to the levels at which the schools are presently performing, area specific objectives, etcetera.
- Arranges goals from simple to complex (in terms of implementation) so that schools can identify their own implementation levels and goals. This listing need not be lengthy. It should preferably be categorized into the different dimensions (i.e. cognitive, social, etcetera) and arranged according to levels.
- Develops in self and others the institutional vision/goals in consultation with all.
- Fosters an understanding of the common goal of the SSA in self and others.
- Enables CRCs to share the vision document/plan with all schools to enable them to formulate their own vision/plan. (This should emerge from either a process of schools first developing their plans or be jointly developed along with schools?)
- Develops a perspective plan, and sets long- and short-term goals jointly with all stakeholders. (These goals need to be revised from time to time to fit the changing needs).
- Develops a 'Cluster Improvement Plan' based on the cluster context, needs, and priorities in terms of stages of achievable, concrete sub-objectives.
- Makes the yearly calendar, sets goals/performance targets in consultation with teachers, HMs, and based on inputs from BRC/DIETs.
- Sets short-term objectives for each school with a defined time line.
- Develops a training calendar for all teachers (keeping in view the cluster perspective plan and the needs of the cluster, and the different categories of teachers and schools) and provides the necessary inputs to cover pedagogic and co-curricular areas in concurrence with vision.
- Closely monitors the progress and obtains feedback on the vision/goals, and takes corrective measures.
- Shares success stories, and enables exposure visits to observe 'good practices'.

#### **Builds capacity through planned measures**

- Develops the cluster development plan for creating an enabling environment (in terms of school support, capacity building of teachers, etcetera), along with who will take these steps.
- Holds regular monthly meetings, ensures convergence, and undertakes reviews at the CRC level. (This needs to be a two-way process that entails eliciting feedback and inputs, sharing of experiences, assessment of standards being attained, identification of emerging issues, and formulation of strategies).
- Promotes inter-cluster sharing and exposure field-visits.
- Arranges for visits by teachers to each other's schools to observe good practices (and learn from any mistakes). (If found helpful, such visits can be organized twice a year. In addition, the Cluster meetings can be held in schools where good work is being done to enable exposure to good practices).
- Brings teachers together in monthly meetings, and provides learning opportunities through collegial sharing of best practices.
- Ensures that the CRP briefs teachers/HTs about the training he/she has received at various levels.

- Enables teachers to plan for their own classes and monitors their progress.
- Compiles profiles of the teachers and schools, identifies their issues, and takes the necessary measures to address them.
- Identifies the problems faced by teachers in a classroom setting; analyses the time required to device inputs for improving performance, and makes provision for it (including with the help of other teachers in the cluster).
- Provides on the job support through demonstration lessons (on areas teachers find difficult to tackle), helping the teachers to reflect on their own practices. (Creates acceptance by focusing on how to do something well, so that the teachers are motivated rather than feeling they are not good enough).
- Provides training to the teachers to conduct action research to identify solutions.
- Organizes school visits in a productive manner. (Models pedagogy in an actual classroom, shows it can be done and done well, discusses/ addresses issues, boosts teacher's confidence; also learns how to teach/apply pedagogy himself/herself, shares good practices observed in other schools, and facilitates interaction among teachers in the school).
- Uses cross-school resource sharing to help teachers access more resources (e.g. schools exchanging a set of library books would increase the number of books their children can use).
- Builds the capacity and involvement of the community and of the other stake holders.
- Taps community resources in various ways (among others, by drawing upon the knowledge heritage of the community, its monitoring support and other support for the school staff, and by bringing in experienced community members to the cluster meetings).
- Plans and organizes contextually appropriate programmes (e.g. science fair, tournament) for the students and teachers at the CRC/school/village level.
- Provides exposure visits to various sites by students and teachers.
- Builds own capacity by participating in seminars, workshops, *and also in teaching*.
- Ensures that the CRP provides resource material to and supports TLM development by the teachers, and equips the CRC with the required resource materials.
- Develops CRC as a stimulating place where teachers want to come.
- Develops a Resource Centre to serve the needs of the cluster schools and equips it through compilation of data, TLM, TSM, print resource and drawing on community and other resources.

#### **Assesses and monitors performance**

- Assesses children's performance, interacts with them to understand their difficulties, and if necessary demonstrates how these can be addressed in the classroom.
- Monitors student enrolment, attendance, retention, achievement (subject-wise, class-wise etcetera) and transition from one level to the next with a view to ensure the achievement of SSA's objectives. Ensures monitoring is intense, accurate, timely, and its findings are analysed and correlated, and enabled to feed into the programme.
- Ensures that a record is kept of the performance of each child on key curricular parameters (at the school level, and where possible, with a copy of the records retained at the CRC level, preferably in an electronic form where the facility is available).
- Assesses teacher performance in terms of different levels as spelt out in the teacher standards.
- Categorizes teachers in terms of need, level, training strength, and further training requirements, so that different teachers can get different inputs.
- Decides on the performance indicators jointly with the teachers based on the capacity building activities undertaken in the cluster for them.
- Shares monitoring formats with the teachers, HMs, and VECs, and prepares the monitoring schedule.

- Budgets intelligently and realistically for the teachers' time to be devoted to the assigned tasks (enhances the allotted time as well as the quality of its use in terms of priorities).
- Analyses the gathered data to improve her/his own performance as a Resource Person.
- Goes beyond the data collecting function to attain reliability as a resource, and takes measures to avoid transmission loss.
- Works in a supportive and not supervisory spirit.
- Elicits and procures the required feedback from all the stakeholders. Uses a variety of means to obtain the feedback (including information collected during school visits).
- Formulates a well-designed monitoring system.
- Ensures if training is being effectively implemented by undertaking impact assessment.
- Maintains a database of teachers to track improvements and needs, taking help of VECs and the community if needed. [ CRC visit can record level of each teacher's performance on a 3-point scale - X (not able to do at all), ? (trying though not fully succeeding yet), Y (successful in attaining desired indicator) - and measure performance as well as improvement accordingly.]
- Devises a system by which information concerning different aspects of school can be graphically presented and analysed easily at the cluster level.

#### **Responds to emerging situations**

- Is familiar with the status and needs of teachers and schools; uses MIS to identify issues (MIS in this context refers to the routine data that the CRC usually collects and the analysis that a CRC level person can commonly undertake, and not to any sophisticated kind of data collection and analysis that only experts can undertake).
- Is available to the teachers to help meet their requirements.
- Ensures easy, effective communication - both horizontally and vertically - in the system.
- Analyses the gathered data, identifies difficult areas and gaps, and plans for corrective measures.
- Creates a suggestion box to facilitate feedback.
- Reviews reports of school inspection and visits.
- Strengthens regular monthly meetings and undertakes individual counselling as per needs.
- Extends material or reference support to teachers.
- Maintains a support group to help respond as needed, especially for teachers who are not performing well.
- Produces teaching learning material for teachers, using the local context.
- Provides training inputs to fit the emerging needs and situations of teachers/teaching.
- Responds to the calls of teachers and children for help inside and outside the classroom through demonstration and other means.
- Shares findings of monitoring/assessment with the teachers and helps in collectively generating solutions.
- Uses monthly meetings to share the experiences of teachers so that typical mistakes or difficulties are prevented from occurring in the future.

#### **Generates and develops human resources towards sustained improvement**

- Is able to identify, create, and empower resource persons (RPs) within the CRC and efficiently utilize them through regular training and exposure to other RPs/teachers, and convening frequent seminars/discussions/debates.
- Develops a strong collaborative relationship with the village bodies/community and generates resources with their help.

- Establishes close linkages with the different agencies in the area (such as others clusters, NGOs, institutions, colleges).
- Generates learning resources with the help of teachers and the local community (identifying other potential colleagues who can be part of the team).
- Is aware of the material and human resources available at the school, village, and cluster levels as well as in the neighbouring clusters, and enables their efficient utilization.
- Provides a platform for the regular sharing of best practices, interesting incidents, experiences, problems encountered, and solutions tried in the schools/classrooms.
- Fosters ownership by involving teachers in creating plans, solutions, TLM etcetera.
- Keeps the community informed of the measures taken by teachers to generate more resources for school improvement.

### ***BLOCK RESOURCE CENTRE (BRC)***

#### **Generates effective relationships and motivation to perform**

- Involves key institutional stakeholders (DIETs, DEOs administrative staff, inspectors, NGOs, experts, teachers, CRCs, others) along with the elected people's representatives at all stages from planning to implementation. (Recognizes that such involvement leads to greater competence).
- Actively participates in the block, district, cluster and school level programmes, and recognizes that only through such participation can she/he motivate others.
- Promotes the sharing of acquired knowledge within the block and cluster schools, and modifies the application of such knowledge to fit the local contexts/needs.
- Implements a team approach to working and tackling the block level problems (e.g. involves RPs and NGOs for strengthening various aspects and subjects).
- Supports clusters in developing locally relevant intervention strategies for sustaining motivation
- Maintains a close relationship with the teachers, HM, SMC/community, CRC, DIET, DPC and others, and fosters a sustained and live interaction for exchanging views.
- Involves other stakeholders enabling them to take ownership, and work towards common goals for planning, execution, monitoring and evaluation.
- Recognises the effort of teachers, appreciates their good work, and shares their positive experience/ outputs with other teachers.
- Maintains close linkages with other relevant government departments such as health, ICDS, etcetera.

#### **Establishes a vision of improved performance and sets goals**

- Develops an education vision for the block and works to achieve that vision with the involvement of all stakeholders at all stages including monitoring.
- In support of the vision formulates targets in collaboration with all the key stakeholders; identifies needs and gaps to be filled keeping in mind their local context and variations; designs intervention strategies to achieve the stated vision and goals; and generates a common commitment (at the emotional and practical level) to the shared vision.
- Analyses the existing situation to plan and execute capacity building programmes.
- Is aware of the block's progress and current status in achieving UEE, and has a clear understanding and plan for increasing enrolment, access, retention, and quality education.
- Is aware of the SSA's objectives, norms, scope, resources and funds available (and the purposes for which they are intended).
- Identifies educational needs and bottlenecks along with a strategy to overcome them.

- Categorizes aims/objectives into short and long-term targets that are concrete, observable, achievable, and time-bound. (Recognizes that phased achievement leads to better motivation).
- Creates awareness of and support for universal school enrolment in the community, youth, parents and others.

#### **Builds capacity through planned measures**

- Brings in experts as needed and available for specific aspects that require strengthening.
- Identifies available resources and uses them well.
- Maintains an updated data base of RPs, HMs, teachers and others to draw on their skills and expertise as necessary.
- Provides new challenges to the faculty to motivate them to continue to enrich their knowledge and improve their skills through research and other means.
- Develops the BRC as a stimulating place that attracts teachers and CRC personnel to it.
- Updates knowledge through the regular use of all the available sources including multimedia, and shares what is learnt during meetings with the CRCs and teachers.
- Develops innovative, interactive teaching/learning methods jointly with the CRCs and RPs for better classroom processes.
- Assesses the capacity of teachers and schools, categorises them into levels, and designs training according to their level, eventually enabling them to get to the higher levels of training.
- Develops appropriate skills to use technology.
- Conducts review meetings with the CRC and the community to identify the level of goals achieved, the problems and difficulties encountered and ways to address them.
- Provides the required resource support to the schools and clusters.
- Enables the CRCs to use computers for efficient record keeping.
- Works as an educational laboratory (using schools along with the CRC and BRC as labs for teacher development).

#### **Assesses and monitors performance**

- Supports and undertakes periodic school visits to understand classroom transaction /level of teacher and CRC performance. Understands this is a two-way process.
- Monitors the performance of clusters, providing a platform for sharing best practices, and eliciting appropriate feedback.
- Provides a platform for the development of assessment tools.
- Supports schools/clusters in the better implementation of training.
- Develops and administers a checklist for self-assessment, and critically evaluates the results.
- Ensures that the evaluation report on the implementation of the annual work plan is compiled and its findings shared in review meetings. [Gujarat]
- Develops indicators to assess the performance status of schools, TT, VEC, community participation and contribution etcetera.
- Develops a strategy to grade clusters and motivate them to reach a higher level.
- Ensures the proper maintenance of accounts at the school and cluster levels on all parameters.
- Works in a supportive manner without assuming an imposing stance.

#### **Responds to emerging situations**

- Uses assessment/monitoring to accurately know what is needed.
- Develops and updates a data base for evolving a response plan for the block to address the needs/issues identified.
- Ensures the implementation of strategies in the areas identified in the response plan.

- Involves all partners (NGOs, others) and ensures convergence with other sectors/government departments in sustaining the implemented strategies. Works closely with the VECs/NGOs to involve them in sustaining and supporting the strategies.
- Develops a mechanism for responding to issues/situations at the school, CRC and BRC level. (Among others, has access to a number of support groups, officials and others, and ensures they are tapped when needed. Can also create resource groups whose contact details are available to all for calling on their help in times of need). Through these resources, is able to ensure that the response is rapid, and administered within a short duration to address the need.
- Maintains a help box/help line for teachers and the CRCCs/CRPs at the BRC to invite responses (queries, suggestions, appreciation) and to help develop an action plan.
- Identifies a response mechanism at the CRC level during the monthly meetings, carefully setting filters to determine which problem will be addressed at which level, and which kind of issues need to be sent for resolution to higher levels.
- Ensures that the monthly meetings are based on analysing problems and difficulties and directed to addressing them.
- Receives a feedback from the teachers on how the visit of the CRC helped.
- Understands teachers' problems and responds with remedial measures.
- Facilitates inter-cluster sharing of ideas, and ensures the work plan is compiled and its findings shared in review meetings.

#### **Generates and develops human resources towards sustained improvement**

- Identifies and involves various stakeholders in the school/classroom interactions.
- Taps the potential of identified stakeholders and builds it for improved further outcomes.
- Prepares a plan of action for utilizing these resources.
- Develops PIP (Personal Improvement Plan) to improve the quality of individual performance.
- Equips itself with the latest technique and uses it to plan and create a vision for the block.
- Taps/mobilizes all available resources optimally at the village and community level.

### ***DISTRICT INSTITUTE OF EDUCATION & TRAINING (DIET)***

#### **Generates effective relationships and motivation to perform**

- Initiates planning in consultation with the DPO/DEO/Boards.
- Involves key institutional stakeholders (DIETs, SCERT, SPO, district and block functionaries, teachers, NGOs, experts, others) at all stages from planning to implementation. (Recognizes that involvement leads to greater competence).
- Ensures regular visits to the CRC, BRC, and all the schools. Adopts a friendly, sympathetic approach to assess performance and identify and address needs. Willingly commends good performance. (Where applicable, uses DEd students as the 'eyes and ears', DRG or other 'friends of DIET' for the purpose).
- Adopts the lab area approach (This entails identifying and educationally developing the neediest area in the district, entrusting a faculty member with the responsibility to work on its advancement, and using it as a laboratory for trying various experiments and innovative practices. The purpose is to demonstrate that even in the most difficult contexts, improvement is possible).
- In addition to the lab approach, uses school adoption as a means to make a 'model' school that can be used for its demonstration effect.

- Organises regular (whenever possible monthly) review meetings at the BRC/CRC level to review progress and action taken based on the previous meeting's deliberations, conclusions and recommendations.
- Ensures linkages with all the agencies involved in the promotion of elementary education in the district including the BRCs/CRCs, and communicates regularly through various means such as information sharing, review meetings etcetera, to report on the previous meeting's outcomes and develop plans for the coming month.
- Recognizes good performance by teachers, BRPs/CRPs and schools, in collaboration with the DPO. (The means for recognition are best left to the discretion of individual states).
- Involves good teachers in material development, action research, as trainers, and as CRG, BRG, and DRGs.
- Promotes innovation and good practices, and publicizes success stories and teacher recognition through newsletters, newspapers, and the electronic media.
- Ensures a good relationship with and coordination among the branches of the DIET, and arranges efficient distribution of work to minimize the risk of any conflict and overlap.

#### **Establishes a vision of improved performance and sets goals**

- Undertakes a needs assessment of the district, involving teachers, CRC/BRC/DPO and other stake holders, as well as compilation and analysis of data acquired from various sources.
- Prepares an action plan for each target, keeping in mind the overall vision.
- Ensures the key performance/achievement indicators are identified along the various relevant parameters.
- Undertakes a mid-term appraisal, revising the goal and vision if needed.
- Creates working models (of schools, CRCs, BRCs) as a demonstration/manifestation of the vision.
- Sets goals in support of the State, BRC/CRC visions, to be realized through interventions encompassing research, training, material and faculty development including at the BRCs/CRCs.
- Prepares an annual work plan and budget (for all funding sources) that is well coordinated, addresses the adopted vision/goals, and efficiently utilizes all resources.
- Profiles teachers, clusters, and blocks to ensure improved planning, training, and teacher development inputs.
- Organizes occasional meetings (on a sample basis) with the VECs/SMCs to understand the issues and review the performance of teachers and schools.

#### **Builds capacity through planned measures**

- Designs programmes in a participatory manner, around identified needs.
- Develops appropriate models in light of curricular needs, ways in which teachers learn best, which allow practical implementation by trainer, and are known to lead to desired impact.
- Identifies resource persons within and without the institution, expanding the *partnership* of the resource team.
- Uses advance planning to efficiently implement activities contained in the plans. (The plans detail the correct desired sequence of actions, the materials/ items needed to carry out the activities, including a logistical support plan).
- Uses school adoption as a means of building DIET's capacity for using the school and the classroom for demonstration, implementation, and follow up of proposed measures.
- Develops DIET as a stimulating place where teachers want to come.
- Conducts interaction to enable the teachers, CRCs, BRCs, and RPs to express their perceived needs.

- Organizes capacity building programmes for various categories of personnel and the community.
- Plans for effective capacity building of DIET staff (through various means such as generating/acquiring new pedagogical understanding and skills, action research, evaluation techniques etcetera). For new staff, undertakes special measures including their mentoring by senior staff, encouraging their participation in seminars and workshops at different levels, inviting RPs to strengthen training inputs, etcetera.
- Ensures proper debriefing for the benefit of all others by anyone participating in a capacity building event outside the institution.
- Promotes the creation of institutional memory through continuity and consistency of work distribution (for instance, through retaining the same person for an allocated job).
- For greater efficacy, promotes localization of inputs including materials from the state to the school level.
- Maintains a data base of DIET trainees (and all others trained there), in terms of performance level and needs.
- Emphasises the appropriate utilisation of TLM grants, school improvement grants and other inputs.
- Uses school placement as a means of capacity building for the DIET faculty, BRCCs, and CRCCs.
- Arranges training in ICT (information communication technology) aspects as needed.
- Builds capacity of functionaries such as education officers as well as DRG/BRG (district and block resource groups)

#### **Assesses and monitors performance**

- Undertakes the identification of performance indicators.
- Develops appropriate data capturing proforma or tools, using the required software for its compilation and follow up.
- Utilizes various networks to get proper feedback.
- Schedules visits from various levels (DIET, BRC, CRC) to schools or cluster / block resource centres.
- Ensures process documentation as needed.
- Arranges for frequent review/sharing/reflection meetings and uses their findings as a basis to address the identified gaps.
- Undertakes reviews of progress on the adopted targets.
- Assesses the performance of the CRC, BRC, and the faculty.
- Analyses performance and identifies gaps.
- Ensures academic monitoring for timely achievement – i.e. tracks progress of learning achievement to ensure that children / classes / schools are not falling behind.
- Supports the development of assessment and monitoring tools and their localisation.
- Helps the BRC/CRC in monitoring of the schools.
- Recognises blocks/clusters based on their grading in terms of the achievement of activities.
- Undertakes self-assessment and self-evaluation of the DIET.

#### **Responds to emerging situations**

- Establishes a mechanism to obtain regular feedback from the field.
- Develops appropriate groups/individuals with specific responsibilities to respond to emerging needs and situations.
- Promotes documentation/dissemination around known issues/needs, containing good practices that are appropriate for the context.
- Uses stakeholder consultation as a means of understanding performance of schools and system.
- Promotes vertical and horizontal networking/convergence towards supporting the schools.

- Shows readiness to clarify doubts and provide solutions to local problems during school visits as well as during training.
- Analyses various reports provided to it.

#### **Generates and develops human resources towards sustained improvement**

- Develops a 'battery' of RPs from within and outside the district (based on their profile); also involves involve CSOs (civil society organisations) and others.
- Acquires current information, TLM and updates
- Involves all available human and material resources - from individual professionals, institutions and NGOs to crafts persons and others - to optimise their participation.
- Translates/develops materials to fit the local context and needs.
- Maximizes financial support through convergence and regular sharing of resources/amenities with the relevant government departments such as health, ICDS etcetera. Generates resources with the help of public representatives, voluntary agencies, different departments, and state agencies. *(Has the autonomy towards this, though)*
- Creates vibrant DRGs.

### **STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING (SCERT)**

#### **Generates good relationships and motivation to perform**

- Involves key institutional stakeholders (DIETs, NGOs, experts, and others including national agencies) at all stages, from planning through implementation (it is this involvement that would lead to competence on part of the institutions involved).
- Values their participation, gives them due respect and recognition, and ensures that the relevant documentation acknowledges their participation.
- Ensures they are involved in further extension of any project they were involved with initially (for example, towards the ongoing improvement in a module).
- Networks horizontally and vertically with institutions at the national, state and cluster levels through various means.
- Elicits the required feedback, especially on good practices and success stories from the various institutional and other players in the state, ensures the sharing of useful material and practices from other state agencies and government departments, and develops common and/or linked websites for widest exposure and dissemination of sound ideas, approaches and practices.
- Utilizes the programme advisory committee to strengthen relationships.
- Generates a healthy competition among DIETs, assesses their performance, and assists them in achieving higher levels of performance.
- Create opportunities for joint professional development.
- Is sensitive to the views and needs of the faculty members.

#### **Establishes a vision of improved performance and sets goals**

- Develops a vision in a collaborative way ensuring the participation of all stakeholders in vision building.
- In the light of the vision, formulates short- and long-term goals for the state based on a proper analysis of the situation, the prevailing capacity and resources, strengths and weaknesses.
- Develops appropriate, feasible, and effective strategies for achieving the goals, indicating the time frame, distribution of responsibilities, etcetera.
- Undertakes periodic assessments (at least 3-4 times during the course of implementing the vision) to review achievement of goals and undertake mid-course correction as necessary.

- In support of the immediate and long-term goals, develops and provides the required inputs in terms of guidelines, teacher's handbook, syllabi, textbooks, and training for different levels from teacher educators to teachers.
- Assesses the state's academic needs and plans accordingly.
- Promotes research and evidence based vision, goals, planning and interventions.
- Places special emphasis on approach to evaluation and the evaluation processes to be used in the system.
- Becomes an exemplary institution in organising training for the various target groups.

#### **Builds capacity through planned measures**

- Develops a framework for capacity building specifying the training inputs for each level/category of personnel keeping in mind their potential, competency and future role/functions. *Towards this, develops profiles of those for whom the various inputs are planned.*
- Maintains a roster of trainees (to avoid duplication in training).
- Ensures the faculty members are given new challenges so they can continue to enrich themselves through research and other means.
- Defines standards required to carry out the planned range of activities.
- Develops the SCERT as a stimulating place where teachers want to come.
- Empowers and builds capacity through various measures, and ensures the desired research support from the national level. Develops capacity among the district personnel especially on how to analyse and utilize data toward improved planning and implementation.
- Supports the updating of knowledge, techniques and other skills.
- Promotes the use of ICT.

#### **Assesses and monitors performance**

- Develops appropriate indicators and criteria for monitoring along with some simple, transparent monitoring tools to assess the desired performance.
- Trains people to use these tools.
- Analyses the tools and assesses how well they are being applied and how effectively they can help measure performance.
- Formulates models and guidelines for assessment, and evaluates whether these could find a place in the existing set up.
- Involves all stakeholders in a collaborative assessment of quality at all levels, and enables corrective measures.
- Ensures information sharing through dissemination.
- Orients and prepares assessment teams to undertake performance assessment and update the relevant data and information.
- Undertakes the monitoring and evaluation (M&E) of all academic programmes.

#### **Responds to emerging situations**

- Puts in place a regular feedback mechanism for all the activities planned/implemented.
- Develops response-readiness among all those responsible for responding to a situation. This includes developing and providing guidelines for and undertaking orientation of all the partners on the criteria of the response mechanism.
- Strengthens peer systems towards increased mutual support.
- Evolves mechanisms to get and provide feedback to the DIET and to various other levels within the system.
- Based on the feedback, undertakes the planning of research and training materials for various levels.
- Undertakes the field testing and trial of all materials to ensure their efficacy.

### **Generates and develops human resources towards sustained improvement**

- Provides an opportunity to all the stakeholders for the exchange of ideas and experience sharing.
- Ensures recognition of good work, to motivate and sustain performance.
- Disseminate success stories for assisting the growth of others.
- Generates and develops human resources through capacity building and transfer of knowledge/skills from one person/level to another.
- Identifies potential institutions and persons from whom financial resources and other types of support can be drawn.
- Plans the garnering and allocation of resources based on an understanding of what is needed by the partnering institutions and stakeholders; identifies available and potential resources (state, global, and local) and disseminates this information to those in need of the resources.
- Establishes linkages with the other relevant departments of the government to add to the availability of resources.
- Empowers and gives autonomy to the field-level institutions to implement and sustain the various programmes and activities.
- *States might consider having a separate cadre for the SCERT (and perhaps DIETs) in order to enable such expectations to be fulfilled.*