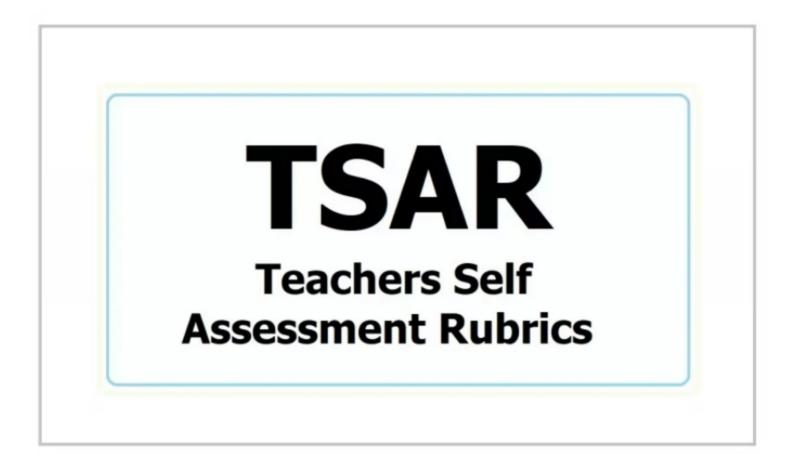# UN SCHOOL VOLUNTEERS

India

Teachers Performance Assessment

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TSAR
Teachers Self Assessment Rubrics

Teachers Self Assessment Rubrics 2023

Teachers have the opportunity to improve their performance if they are aware of their strengths and weaknesses. Through this the school education department knows what

subjects to train teachers. As a result, students get quality education.

To that end, the National Council for Educational Research and Training (NCERT) has developed guidelines for self-assessment of teacher performance. NCERT, which compiled the Performance Indicators (PINDICS) for teachers of grades 1-8 seven years ago, has recently designed TSAR to apply to teachers of grades 1-12.

Awareness on TSAR was created by SSA through online i.e., virtual mode for teachers in the state. A TSAR mobile app has also been developed for performance assessment. Through this a self-assessment is done annually. It is possible to take these standards as a standard for future transfers and promotions.

Although these TSAR guidelines are designed to apply to teachers who teach up to 12th grade, the Inter Board in the state is

not within the purview of the school education department. For this reason only PGTs are teaching inter lessons are considered in the 194 model schools under the school education department.

Performance standards, performance indicators and performance descriptors: Six performance criteria for self-assessment were identified. Teachers have to answer the indicators prescribed by NCERT in the mobile app. The principal, MEO and DEO will then have to review and approve them.

TSAR, 6 performance standards, 40 performance indicators are available and each performance indicator has 4 performance descriptors. Four types of grades are given dependin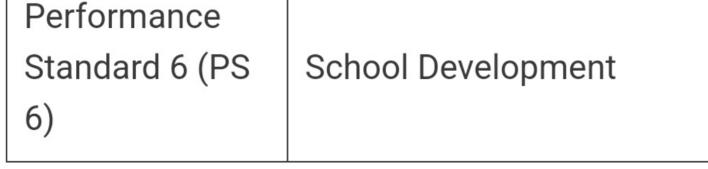g on the performance of the teachers. L-1 (unsatisfactory performance), L-2 (satisfactory), L-3 (efficient), L-4 (abnormal performance). The detailed performance

indicators and its descriptors are provided below.

Performance Standard Code	TSAR Performance Standards
Performance Standard 1 (PS 1)	Designing Learning Experiences
Performance Standard 2 (PS 2)	Knowledge and Understanding of Subject Matter
Performance Standard 3 (PS 3)	Strategies for Facilitating Learning
Performance Standard 4 (PS 4)	Interpersonal Relationship
Performance Standard 5 (PS 5)	Professional Development
Performance Standard 6 (PS 6)	School Development

Performance Standards

PS 1 : Designing Learning Experiences

1.1 Use existing knowledge and experiences of learners while planning

1. Occasionally consider learners existing knowledge & experiences
2. Often use learners existing knowledge & experiences
3. Usually draw upon an analysis and appropriate use of learners' existing knowledge and experiences
4. Always use suitable strategies to prompt learners to come up with their existing knowledge and experiences

1.2 Consider Learning Outcomes (LOs)while planning

- Occasionally consider/include Learning outcomes in planning
- Often consider/include Learning Outcomes in planning
- Usually learning outcomes in planning appropriate learning strategies

- Always consider/include Learning Outcomes in planning appropriate and multiple learning strategies

1.3 Plan for engaging all learners in different activities

- Occasionally design learning activities for engaging learners
- Often design learning activities that motivate and engage some learners
- Usually design learning activities that are likely to motivate and engage most of the learners during the lessons
- Consistently design innovative learning activities that motivate and engage most of the learners during lessons, independent work, and home work

1.4 Collect, prepare and integrate the relevant teaching learning materials (TLMs)

- Occasionally collect, prepare and integrate TLMs

- Often collect, prepare and integrate: (1) TLMs taking care of children with special needs (2) ICT resources relevant to learning needs of all students
- Usually collect, prepare and integrate: (1) TLMs taking care of children with special needs (2) ICT resources relevant to learning needs of all learners
- Always collect, prepare, integrate as well as share: (1) TLMs taking care of children with special needs (2) ICT resources relevant to learning needs of all learners by involving the peers

1.5 Planning assessment strategies

- Occasionally design assessment strategies while planning; Plan only pen and paper test to assess the end product
- Include different assessment strategies for assessing desired learning outcomes while planning

- Include learner centric process such as peer assessment, self assessment, rubrics, etc. for assessing the learners continuously
- Include multiple ways of assessment integrated with teaching learning process such as peer assessment, self assessment, rubrics, etc.; Develop plans for recording evidence of assessment; Provide scope for learners' participation in developing assessment tools.

PS 2: Knowledge and Understanding of Subject Matter

2.1 Exhibit content knowledge with conceptual clarity using appropriate examples

1. Require help in delivering the content in familiar language; Occasionally use examples to clarify the concepts
2. Make minimal content errors and generally present content in a logical

manner, but some parts are unclear or developmentally inappropriate; Often use examples to clarify the concepts

3. Provide authentic content knowledge and consistently present the content in a logical manner; Usually link the abstract concepts with concrete examples

4. Consistently and effectively present the content accurately; Effectively provide real life examples; Connect the conceptual knowledge with concepts across the chapters in the same subject and other subjects where ever it is required

2.2 Address the conceptual errors/difficulties/misconceptions of learners

- Occasionally address the conceptual errors/ difficulties/misconceptions of learners

- Often address the conceptual errors/difficulties/ misconceptions of learners
- Well aware of conceptual errors/ difficulties/ misconceptions of learners & usually address them
- Design learning experiences keeping in view probable alternative ideas/misconceptions of learners. Create learning situations by providing challenging tasks to encourage learners' alternative ideas/ address misconceptions

PS 3: Strategies for Facilitating Learning

PS 3A: Creating Conducive Learning Environment

3A.1 Use available space in the classroom to organize different activities

- Occasionally use available space in the classroom (such as science corner/ class library/ artifacts/display boards/ seating

arrangement) to organize different activities

- Often use available space in the classroom (such as science corner/ class library/artifacts/display boards/seating arrangement) to organize different activities
- Usually use available space in the classroom (such as science corner/class library/ artifacts/display boards/seating arrangement) judiciously and innovatively for collaborative work and optimization of students' learning
- Always use available space in the classroom (such as science corner/class library/ artifacts/display arrangement) judiciously and innovatively for collaborative work and optimization of students' learning

3A.2 Ensure cleanliness in classrooms and school

- Aware of about the importance of cleanliness
- Involved in cleanliness of classrooms and school; Maintain it properly
- Proactively take precautionary measures for cleanliness; Maintain it beyond classrooms
- Involved in cleanliness of the school along with students and other colleagues; Maintain it beyond classroom and take initiative for cleanliness of school

3A.3 Take care of safety of students in the classroom

- Occasionally take care of safety of students in the classroom
- Often take care of safety of students in the classroom
- Usually take care of safety of students in the classroom; Proactively take precautionary measures for safety of students

- Always take care of safety of students in the classroom; Take initiative for safety of students in the classroom, school and beyond school

3A.4 Address the issues of personal health & hygiene

- Occasionally address the issues of personal health & hygiene
- Often address and discuss issues of personal health & hygiene
- Usually address, discuss and arrange expert talks; Liaison with health and social welfare departments to organize activities related to health and hygiene
- Always address, discuss and arrange expert talks for students and parents; Make them aware about nutritional aspects; Liaison with health and social welfare departments to organize activities related to health and hygiene

3A.5 Display teaching-learning materials and learners work in the classrooms

- Occasionally display TLMs & learners' work in the classrooms
- Often display TLMs & learners' work in the classrooms
- Usually display TLMs & learners' work for qualitative teachinglearning process in the classrooms
- Organise TLMs' exhibition at various levels and disseminate these with other stakeholders; Make use of these displayed materials in the teaching learning process

3A.6 Use appropriate strategies for ensuring classroom discipline

- Occasionally use some strategies to ensure and maintain classroom discipline
- Act immediately to address problems of discipline such as bullying, abuse, calling

- names, etc. among students in the classroom
- Encourage students for self-discipline, punctuality, regularity, cordial relationship amongst themselves in the classroom
- Treat all children in a fair and consistent manner and ensure that students are actively involved in maintaining the discipline of the classroom, and that they are punctual and regular in the school

3A.7 Strengthening learners' regularity of attendance in classroom/ school

- Occasionally identify irregular learners and make efforts to improve their attendance
- Often identify irregular learners and make efforts to improve their attendance
- Usually make efforts to improve their attendance through proactive measures,

which involve learners' active participation

- Always identify irregular learners and take proactive measures to increase the interest of learners; Discuss with parents and community for support, orient the learners and thus, ensure their active classroom participation

PS 3B: Learning Strategies and Activities

3B.1 Use learner centred strategies (engaging students in creative and critical thinking, inquiry, investigation, and problem-based learning; encouraging discussion, dialogue, debate, cooperative and collaborative activities, etc.)

- Learning activities are mostly teacher directed; Learners remain passive
- Often provide learners' centered and activity based learning experiences in the classroom

- Usually engage learners in activity based teaching learning depending on the needs of the learners; Take care of CWSN
- Act as a facilitator while learners are involved in activity based learning; Learners take the responsibility of their learning; Encourage self-directed learning; Sensitize learners towards CWSN

3B.2 Provide opportunities to all learners to participate in discovery, exploration and experimentation

- Occasionally provide opportunities to learners to participate in discovery, exploration and experimentation
- Often provide opportunities to learners to participate in discovery, exploration and experimentation
- Usually provide opportunities to stimulate learners' thinking; Facilitate

them to participate in learning through inquiry and/or experimentation

· Facilitate learners to refer multiple resources for exploration and experimentation; Act as a coconstructor and provide multiple opportunities to involve all the learners in selfgenerated inquiry

3B.3 Acknowledge learners' responses and encourage their participation

· Occasionally acknowledge learners' responses and encourage their participation

· Often acknowledge learners' responses and encourage their participation

· Usually acknowledge all learners' responses and encourage their participation

· Always acknowledge all learners' responses through positive

reinforcement and encourage sustained participation of all learners

3B.4 Encourage learners to ask questions

- Occasionally encourage learners to ask questions
- Often encourage learners to ask questions
- Usually encourage learners to ask critical questions
- Provide conducive environment to the learners to work collaboratively which arouses their curiosity and develops their questioning ability

3B.5 Develop ICT skills amongst learners

- Occasionally encourage learners to learn through various ICT resources
- Often encourage learners to learn through various ICT resources
- Usually encourage learners to learn through various ICT resources and give assignments

- Always encourage learners to learn through various ICT resources and organize presentations at class/interclass/house level

3B.6 Use different teaching-learning resource materials like textbooks, teachers' sourcebooks, print & digital materials, web resources, etc.

- Use textbooks only for classroom transaction
- Often use different resource materials like textbooks, teachers' sourcebooks, print & digital materials, web resources, etc.
- Usually move beyond textbooks and use different resource materials like teachers' sourcebooks, print & digital materials, web resources, etc.; Develop different resources
- Always move beyond textbooks and use different resource materials like teachers'

sourcebooks, print & digital materials, web resources, etc.; Develop different resources; Encourage learners to develop materials for use in effective classroom transaction

3B.7 Provide opportunities to learners for development of qualities like care, concern, compassion, sympathy, empathy, and stress management

- Occasionally discuss values of sympathy, care and love, and provide opportunities for cooperative & collaborative work
- Often help learners to experience and value care, sympathy, love and compassion by providing opportunities for cooperative and collaborative work
- Usually help learners to explore values of love, care, compassion, sympathy, empathy & other social skills through cooperative and collaborative work

- Always involve learners to participate in activities which develop love, care, concern, compassion, sympathy and empathy; Create an atmosphere for stress management & other social skills through cooperative & collaborative work

PS 3C: Communication Skills

3C.1 Listen to learners patiently

- Occasionally listen to learners when they speak/ask questions
- Often listen to learners when they speak/ask questions
- Usually listen to learners when they speak/ ask questions, patiently and respond to their questions
- Always encourage learners to ask questions, share their views and listen patiently

3C.2 Use the home language of learner wherever needed

1. Occasionally use learner's home language in the class
2. Often use learner's home language in the class; Seek help from others to learn the home language of the learner
3. Usually use home language of the learner for better understanding of the concept/ text; Seek help from other students as well as teachers for the same
4. Besides using learner's home language, take initiative to promote these as well; Make efforts to learn the home language of the learner

3C.3 Write grammatically correct sentences with proper spacing and punctuation marks

1. Occasionally write grammatically correct sentences with proper spacing and punctuation marks

2. Often write grammatically correct sentences with proper spacing and punctuation marks
3. Usually write grammatically correct sentences with proper spacing and punctuation marks in legible handwriting
4. Always write grammatically correct sentences with proper spacing and punctuation marks in legible handwriting; Encourage learners to write with appropriate punctuation marks and spacing in legible handwriting to express themselves well

PS 3D: Assessment and Feedback

3D.1 Assess students' learning and provide feedback for improving learning

1. Occasionally assess students' learning and provide feedback
2. Assess students' learning with a focus on Learning Outcomes and providing

feedback often

3. Assess students' learning with a focus on Learning Outcomes and providing timely feedback individually; Promote peer assessment and self assessment

4. Design and use innovative tools and techniques, for example self assessment rubrics, peer questioning, technology based assessment, etc. to assess a variety of curricular experiences by providing multiple learning situations, like debate, drama, painting, improvisation of apparatus, etc.; Facilitate learners to develop rubrics for self assessment and peer assessment

3D.2 Maintain students' profile of learning and performance (record of different tests, assignments, written work, projects, anecdotes, etc.)

1. Maintain students' profiles of learning and mandatory records as per school's policy
2. Maintain students' profiles of learning and records by using a variety of available tools
3. Maintain students' profiles of learning and records based on a variety of provided/ self developed tools and techniques; Use the same for identification of learning gaps and to provide enriching learning experiences
4. Involve parents, colleagues/ peers and learners for designing innovative tools and use them for assessment of students' learning

3D.3 Share learners' progress with parents/guardians

1. Give information to parents about learners' performance through reports and parent teacher meeting

2. Communicate with parents about their children' performance through reports and share the same during parent teacher meeting
3. Communicate usually and proactively with parents about their children's performance; Seek inputs from parents to support learners' performance and guide parents to be a partner in their child's learning; Sometimes use technology for sharing reports
4. Device innovative strategies to communicate and collaborate with parents to support learners' performance; Conduct discussions and usually use technology as we ll as social media for sharing the reports

PS 4: Interpersonal Relationship

4.1 Relationship with students

1. Occasionally acknowledge students' rights and appreciate their efforts

2. Often acknowledge students' rights and appreciate their efforts; Approachable to some students
3. Usually acknowledge students' rights and appreciate their efforts; Easily approachable to all; Provide support and encouragement to all students
4. Always acknowledge all students, appreciate their efforts, and motivate them; Easily approachable to all; Provide support and encouragement to all students; Make efforts to build self-confidence in each student

4.2 Relationship with colleagues

1. Occasionally interact and share experiences with a few colleagues
2. Often interact and share experiences, and learn from the experiences of colleagues
3. Mutual interaction and sharing of experiences with colleagues to improve

students' learning and for one's own professional improvement in an ongoing basis

4. Motivate other teachers and collaborate with them; Take initiative in creating teachers' network for professional development of all teachers

4.3 Relationship with parents and community

1. Occasionally participate in community activities and involve community members in school's activities
2. Often participate in community activities and involve parents and community members in school's activities
3. Usually participate in the community activities and involve parents and community members in school's activities

4. Always take initiative for the development of community resources and involve parents and community members in school's activities for the development of school

PS 5: Professional Development

5.1 Update subject knowledge through self- learning

1. Occasionally update subject knowledge through self learning
2. Often update subject knowledge through self learning
3. Usually update subject knowledge through self learning as per the requirements using reference books and online materials
4. Always work towards advancement of subject knowledge and allied areas through self learning, for example through reference books, completing

online courses, distance programmes, etc.

5.2 Participate in in-service education programmes as per need and requirement

- Attend inservice programmes casually when deputed
- Participate in inservice education programmes whenever deputed
- Actively participate in inservice education programmes whenever deputed; Seek opportunities for professional learning programmes and participate actively
- Take a lead in and seek opportunities for professional learning programmes for self and colleagues; Share experiences gained with colleagues

5.3 Participate in in-service education programmes for improving ICT skills

1. Occasionally attend programmes to develop ICT skills and digital literacy/ICT

literacy

2. Often attend programmes to develop ICT skills and digital literacy/ICT literacy
3. Usually attend programmes to develop ICT skills and digital literacy/ICT literacy; Attend online professional development courses and massive open online courses (MOOCs)
4. Always attend programmes to develop ICT skills and digital literacy/ICT literacy; Attend online professional development courses and massive open online courses (MOOCs); Support peers to undertake online professional development courses

5.4 Engage in innovative and action research activities

1. Occasionally engage in innovative and action research activities
2. Often engage in innovative and action research activities related to different

aspects of teaching and learning
3. Usually undertake action research and make use of research findings for improvement of classroom activities
4. Regularly conduct action research and use the results in teaching learning process, school and community

5.5 Participate and present papers in seminars/ conferences/ workshops and publish articles/papers in various journals, newspapers, magazines, etc.

1. Participate in seminars/conferences/workshops
2. Participate and present papers in seminars/ conferences/ workshops
3. Participate and present papers in seminars/ conferences/ workshops; Publish articles/papers in various journals, newspapers, magazines, etc.
4. Organise, participate, and present papers in seminars/ conferences/

workshops; Publish articles/papers in various journals, newspapers, magazines, etc.

PS 6: School Development

6.1 Organise/participate and contribute in School Management Committee (SMC)/ Parent Teacher Meeting (PTM)/Parent Teacher Association (PTA) activities

1. Occasionally participate in SMC/PTM/PTA activities
2. Participate and sometimes contribute in SMC/PTM/PTA activities
3. Participate and contribute in SMC/PTM/PTA activities, and organize meetings as and when required
4. Contribute significantly in SMC/PTM/PTA activities and motivate colleagues and other community members to ensure their participation in school development activities

6.2 Discharge duties of various committees responsibly and take initiative for organizing activities for those committees (such as morning assembly, time-table, examination, sports, cultural day celebration, public relations, excursions, etc.)

1. Occasionally take responsibilities for organizing different curricular activities whenever assigned
2. Often take responsibilities for organizing different curricular activities whenever assigned
3. Usually take responsibilities for organising curricular activities and organize them effectively; Take initiative to organize different activities
4. Always take responsibilities for organising curricular activities and organize them effectively; Take initiative to organize different activities and

encourage students to actively participate in them

6.3 Take responsibilities for organizing activities-Guidance & Counselling, NCC, NSS, Scouts & Guides, Red Cross, various club activities, resource mobilization, and school budgeting

1. Occasionally take responsibilities for organizing activities
2. Often take responsibilities for organizing activities
3. Usually take responsibilities for organizing activities
4. Highly prompt in taking multiple roles and responsibilities, and perform them with a very high level of satisfaction

6.4 Discharge all kinds of duties as assigned by the authority

1. Perform duties casually and sometimes perform duties beyond school hours

2. Perform duties responsibly and often perform duties beyond school hours
3. Perform duties very responsibly and usually perform duties beyond school hours
4. Perform duties very responsibly and always ready to perform duties beyond school hours

How to calculate Performance Level of each Performance Standard or Teachers Performance? For example, here we will take the Performance Standard (PS1): Designing Learning Experiences and its Performance Indicators (Code) are 1.1, 1.2, 1.3, 1.4 and 1.5. We would like to take the Consolidated Rating of Teacher L1(1), L2(2), L3(3), L4(4) for each indicator. So, PS 1 Average is Total/No. of Indicators is equal to Level of Performance.

In detailed, average means total rating point for all the indicators under a PS

divided by the number of indicators approximated to one decimal. For example, if under PS1 the ratings of teacher given for 5 indicators are 2, 3, 2, 1, 4, then, the total would be 12 and average equals 12/5, which is approximated to 2.4.

Rating of Descriptors OR 4 Point Rating Scale: Each performance indicator is rated on a four-point scale ranging from 1 to 4 indicating the levels of performance. Performance Levels or Descriptors of each Performance Indicator as follows. The rating points are

Performance descriptors	Details
Occasionally	Occasionally means the presence (frequency) of the activities under the given performance indicator ranges between 0 to 30%
Often	Often means the presence of the activities under the given performance indicator ranges between 31% to 60%
Usually	Usually means the presence of the activities under the given performance indicator ranges between 61% to 90%
Always.	Always means the presence of the activities under the given performance indicator ranges between 91% to 100%

Details of Performance descriptors

Performance level (L1): **L1 means much effort is needed to reach the expected standard**. It's descriptor is below Satisfactory Performance: (a) Teacher's performance does not meet the expectations, roles and responsibilities of a teacher; (b) Needs more effort to achieve proficiency to become an effective teacher; (c) Requires continuous professional support to achieve proficiency

Performance level (L2): **L2 means approaching the expected standard.** It's descriptor is Satisfactory performance: (a) Making efforts to achieve the required proficiency to become an effective teacher; (b) Requires professional support to achieve proficiency; (c) Needs improvement in his/her performance

Performance level (L3): **L3 means approached the expected standard.** It's

descriptor is Effective performance: (a) Meets the requirements of teaching job; (b) Demonstrates a willingness to learn and applies new teaching skills; (c) Sustains high performance over a period of time; (d) Exhibits behaviour that has a positive impact on students' learning

Performance level (L4): **L4 means Beyond the expected standard.** It's descriptor is Exceptional performance: (a) Consistently exhibits behaviours that have a strong positive impact on learners and school's climate; (b) Serves as a role model to others; (c) Innovatively performs tasks and makes extra efforts for improving students' performance

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Sources of Evidence: Under each performance indicator, the teacher has to assess his/her performance as per any one of the four levels mentioned above. He/she

should provide evidence or reason for his/her rating against each such indicator. If specific pieces of evidence are not available, the teacher may write the reason, why he/she has been placed at that particular level. The teacher may use the following types of evidence during the self assessment:

Teachers' Diaries; Lessons' Notes; Instances of Daily Interaction between Learners and Teachers; Video Recordings; Recordings of Assessment; Learners' Worksheets; Learners' Activity Books; Learners' Secondary Board Results; TLMs; Learners' Portfolios; Attendance Register of Learners; Learners' Notebooks; Photographs; Record of Learners' Participation in various Activities (eg. Annual Day); Learners' Diaries; Learners' Feedback Form (on specific activity); Progress Report Cards;

Monitors' Diaries; School Magazine; School Website; Time Tables/Activity Charts; Display Boards; Visitors' Register; Inspection Register; Teaching Resources Developed and Used by Teachers; Certificates of Workshops, Conferences, In-service Teachers' Training, etc.; Teachers' Publications; Case Studies & Project Reports; Teachers' Meeting Records; Students' Feedback about their Learning; Students' Participation in District Level or State Level Competitions; Counseling Services; Other Duties; etc. as performed by the teacher.

Guidelines for Teachers: Self-assessment by the teacher should be done once in an academic year, preferably at the end of the first quarter. The following points need to be taken care of while undertaking the self assessment:

- Complete the teacher's profile. If you are using the online/mobile app, please register.
- Read each performance indicator carefully and reflect on it in the context of your classrooms' as well as school's practices. Each indicator contains four descriptors. Read all the descriptions carefully and select the descriptor that best describes your performance.
- Provide evidence/reason for the selection of a particular level.
- Complete Table 1 by providing a rating point for each indicator. An example of the same has been given in Appendix 2.
- Calculate the total score for each Performance Standard by adding scores of Performance Indicators under that PS.
- Prepare a descriptive report based on your assessment in Table 2 (Appendix 3).

The report may also include the areas in which help is required.

- Submit a copy of the filled-in tool along with the descriptive report to the Head Teacher/ Principal/CRC/BRC/DIET so that they can provide you further professional support and mentoring.
- If you are using the online tool or mobile app, please get a printed copy of the report.
- If any of the performance indicators/descriptors are not applicable in your context, please write NA in the Remark Column with a valid reason for the same.

Guidelines for Head Teacher/Principal/CRC/BRC/DIET: The self assessment data submitted by the teachers should be tabulated and analysed for identifying the areas/themes for future in-service programmes of

teachers. The following need to be taken care of:

- After collecting the self assessment report from all the teachers, Head Teacher/Principal needs to forward the same to CRC/BRC (for elementary teachers) and DIET (for secondary and senior secondary teachers).
- CRC/BRC/DIET has to consolidate the data obtained from the schools in Table 3 (Appendix 4) provided. An example of the same has been given in Appendix 5.
- From the consolidated data, CRC/BRC/DIET has to identify the major standards/areas/ themes, and how many teachers are under Level 1 and Level 2 (Appendix 5).
- These areas/themes need to be prioritized while organising in-service programmes/on-site support/mentoring.

- Self assessment data should only be used to provide professional support and mentoring to teachers.

Guidelines for Administrators (District/State level): For effective use of this tool, the following activities need to be undertaken by the administrators at state and district levels:

- An orientation programme needs to be organised for teachers as well as head teachers/ principals.
- Orientation should include familiarisation with the tool, its use and how it will help the teachers in their professional development.
- State and district may appoint a State Nodal Officer and a District Nodal Officer, respectively. For elementary level, there should be Cluster and Block level Nodal Officers.

- A state may form a state-level Resource Group for this purpose. Similarly, each district may form a district-level resource group(s).
- The data submitted by teachers shall reach the cluster/block/district-level Nodal Officer and after the completion of Table 3, the same may be forwarded to the state-level Nodal Officer.
- The district/state-level Nodal Officers should analyse the data based on table 3 and identify the themes in which teachers require in-service programmes/on-site support.
- In the case of primary/upper primary teachers, cluster/block level officers can analyse the data and chalk out the plan for in-service programmes/on-site support.