

Teacher Recruitment Framework

TABLE OF CONTENTS

List of Tables	3
List of Figures.....	3
List of Appendices.....	3
Abbreviation.....	4
1. Introduction	
1.1. Background and Context.....	5
1.2. Scope of Framework	5
1.3. Guiding Principles of the Framework.....	6
1.4. Methodology.....	6
1.5. Architecture of the Framework.....	7
2. Competencies for Recruitment of Pre-Primary Teacher	9
2.1. Core Competencies and Assessment Methods.....	9
3. Competencies for recruitment of Primary, Upper Primary and Secondary Teachers	12
3.1. Core Competencies and Assessment Methods.....	12
4. Teacher Recruitment Process	15
4.1. Steps for the Teacher Recruitment Framework.....	18
4.1.1. Calculation of Vacancies.....	19
4.1.2. Notification.....	19
4.1.3. Mandate TET as the gateway	19
4.1.4. Application and submission of documents.....	19
4.1.5. Screening and verification of documents.....	20
4.1.6. Paper-pencil test.....	20
4.1.7. Other modes of assessment.....	20
4.1.8. Announcement of the merit list.....	21
4.1.9. Probation period.....	21
4.1.10. Re-Licensure	21

5. Conclusion	24
6. Glossary	25
7. Bibliography	27

LIST OF TABLES

Table 1: Competencies for Level – 1	9
Table 2: Competencies for Level – 2.....	10
Table 3: Competencies for primary, upper primary and secondary.....	12
Table 4: List of responsibilities of the Panel Members.....	17
Table 5: Information to communicate to prospective candidates.....	17
Table 6: Distribution of responsibilities for smooth functioning of recruitment	22

LIST OF FIGURES

Figure 1: The methodology followed to develop the Framework.....	6
Figure 2: Structure for Teacher Recruitment Framework.....	7
Figure 3: Suggested steps for the teacher recruitment process.....	18

LIST OF APPENDICES

I. Sample Question paper (Pre-primary Level 1).....	30
II. Interview tool (Pre-primary Level 1)	38
III. Sample Question paper (Pre-primary Level 2)	42
IV. Demonstration Tool (Pre-primary Level 2)	47
V. Demonstration Tool (Primary –Secondary)	52
VI. Interview Tool (Primary - Secondary)	56

Abbreviations

1	ASER	Annual Status of Education Report
2	AWW	Anganwadi Worker
3	B.Ed.	Bachelor of Education
4	BRC	Block Resource Coordinator
5	CDPO	Child Development Project Officer
6	CK	Content Knowledge
7	CRC	Cluster Resource Coordinator
8	CTE	College of Teacher Education
9	CTET	Central Teacher Eligibility Test
10	D.El.Ed	Diploma in Elementary Education
11	DIET	District Institute of Education and Training
12	DMHO	District Medical and Health Officer
13	DWCD	Department of Women and Child Development
14	DWO	District Welfare Officer
15	ECCE	Early Childhood Care and Education
16	ECE	Early Childhood Education
17	ICDS	Integrated Child Development Scheme
18	MHRD	Ministry of Human Resource Development
19	NCERT	National Council of Educational Research and Training
20	NCF	National Curriculum Framework
21	NCTE	National Council for Teacher Education
22	NIPCCD	The National Institute of Public Cooperation and Child Development
23	PCK	Pedagogical Content Knowledge
24	RDO	Revenue Division Officer
25	RTE	Right to Education
26	SCERT	State Council of Educational Research and Training
27	SMC	School Management Committee
28	TET	Teacher Eligibility Test
29	UPSC	Union Public Service Commission

Chapter I

Introduction to the Document

I.1 Background and Context

The quality of learning to a large extent depends on the quality of teachers. Vegas and Ganimian's study (2011) on teacher policies states that recent research in India and across the globe on 'quality and learning' has shown that teacher effectiveness is "the most important school-based predictor of student learning and that several consecutive years of outstanding teaching can offset the learning deficits of disadvantaged students..." (as cited in Ramachandra, Beteille, Linden, Dey, Goyal, & Chatterjee, 2015). The annual learning assessment surveys of Pratham India (ASER Survey), large scale surveys executed by National Achievement Survey (NAS), State Achievement Survey (SAS) and the Educational Initiatives (EI), the periodic surveys conducted by Azim Premji Foundation on learning levels of children — tells us in different ways that all is not well with what our children are able to learn in our education system. Hiring more teachers may not solve the learning problem. The need of the hour is to hire teachers who not only fulfil the qualification criteria but also fulfil the basic skills and competency criteria. The quality of teachers greatly depends on the means deployed for selection, procedures used for training, and the strategies adopted for recruitment.

I.2 Scope of the Framework

It is imperative to have recruitment procedures which facilitate the selection of quality teachers. The teacher recruitment framework is a step forward in the direction of laying emphasis on teacher competencies and skills as selection criteria rather than merit alone. The focus in the framework is on beginner teacher¹ and aims to provide a guideline for states and school systems to recruit beginner teachers into their education system in a structured and transparent manner. This is based on the belief that concentrating on quality standards at entry level will ensure a gradual improvement in the pool of teachers in the system.

Key Highlights of the Framework

- Provides guidelines to recruit quality teachers at the entry level (for beginner teachers)
- Lays emphasis on testing competencies and skills of the candidates (as per the NCTE recommendations for pre-service teacher education) across levels - from pre-primary to secondary level
- Recommends multiple levels in the selection process using different methods of assessment to ensure validity and quality of recruitment and holistic assessment of candidates

The Framework has teacher competencies that outline components of teacher quality. The rationale for including teacher competencies at all levels in the framework is to ensure that the framework is in sync with (i) the initiatives taken by the Indian Government to provide education to every child in the country to be in line with the UNESCO's 'education for all' campaign and (ii) the proposal made in the draft plan of National Education Policy 2016 for ensuring seamless transition of pre-school children to formal school education and quality education across levels from pre-primary to secondary.

The Framework also outlines some guidelines for teacher recruitment processes. These guidelines are developed on the basis of some national and international policy documents on teacher recruitment as well as state-wise

¹ Beginner Teacher: teachers who have successfully completed the required pre- service teacher education qualifications as per National Council for Teacher Education (NCTE) norms and are entering the profession of teaching for the first time

analysis of teacher recruitment processes followed in six states (*Chhattisgarh, Delhi, Karnataka, Puducherry, Rajasthan, Uttarakhand*) and by the Kendriya Vidyalaya Sangathan (KVS) and Navodaya Vidyalaya Samiti (NVS).

1.3 Guiding Principles of the Framework

1. Competencies outlined in the framework are aligned with NCTE recommendations for the pre-service teacher education programs [Diploma in Elementary Education (D.El.Ed.) and Bachelor of Education (B.Ed.)].
2. Competencies are drawn from careful examination of best practices and are simplified further for ease of implementation at a state level.
3. Competencies have been prioritized for the purpose of recruitment of a beginner teacher.
4. Competencies in this framework may lend themselves to various modes of assessment, however, for the purpose of recruitment at large scale, they have been aligned to either one or two modes.

Possible users of the Framework:

- The state education and private school systems can use the framework to outline their recruitment policies and processes to recruit beginner teachers
- Can be customized for teachers who have experience in teaching and want to make lateral transitions

1.4 Methodology

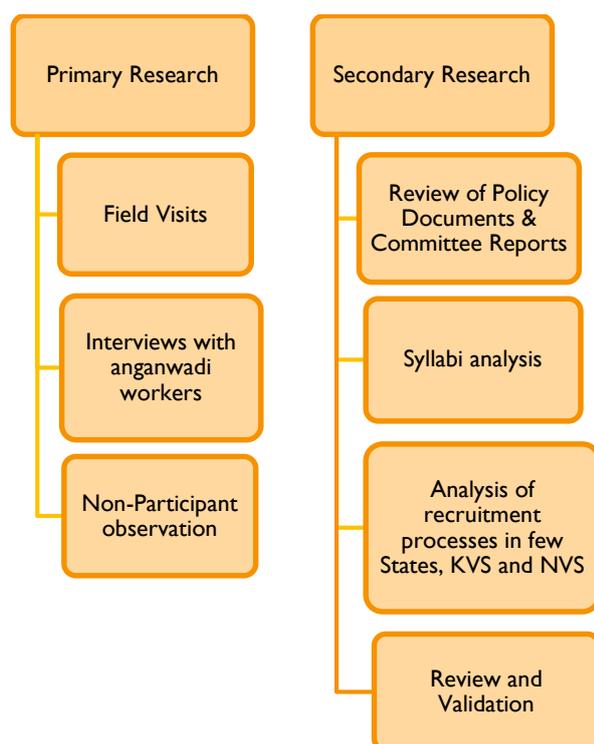


Figure 1: The methodology followed to develop the Framework

The framework is based on primary and secondary research, focusing majorly on the latter. The primary research is based on experiences from field visits and classroom observation of several anganwadis and pre-schools around the country and interviews with anganwadi workers/teachers (AWW). The secondary research is based on reviewing Policies and Committee reports [*National Curriculum Framework (2005), National Early Childhood Care and*

Education Policy (2013), National Curriculum Framework for Teacher Education (NCFTE), Justice Verma Committee report (2012), Right to Free and Compulsory Education Act (2009) and National Policy of Education (NPE 1986, 1992) and Draft Plan 2016], Syllabi analysis (NCFTE, CTET, B.Ed. and D.Ed.) and analysis of the recruitment processes followed by Kendriya Vidyalaya Sangathan (KVS), Navodaya Vidyalaya Samiti (NVS) and six states in India where the Foundation has been working for a long time (Chhattisgarh, Delhi, Karnataka, Puducherry, Rajasthan, Uttarakhand). The secondary research together with field experiences gave insights on the functioning of the pre-school education system and its requirements, the best practices followed by the states to recruit teachers at primary, upper primary and secondary level and few of the existing loop holes in the recruitment system. The information thus collected were reviewed and validated by few members of the Foundation.

1.5 Architecture of the Framework

The Teacher Recruitment Framework is organized into two main components – (i) recruitment of pre-primary teachers (ii) recruitment of teachers from primary to secondary level.

- (i) Recruitment of pre-primary teachers: Two levels of competencies have been proposed for recruiting teachers at this level. Candidates who have qualified the Class X Board Exam and aspiring for the post of anganwadi workers/teachers will be recruited bases the Level 1 competencies (basic skills that an 18-year old would possess). A second level of screening on the basis of the Level 2 competencies have been proposed after the completion of a year as an anganwadi worker/teacher. The assessment methods suggested for the recruitment of candidates at Level 1 are through paper-pencil test and interview. For Level 2 screening, paper-pencil test followed by demonstration class have been suggested.
- (ii) Recruitment of primary, upper primary and secondary teachers: a list of core competencies have been suggested together with their assessment methods (paper-pencil test, demonstration class followed by an interview). The competencies would be kept the same at all levels but the difficulty standards would vary with the levels for which they are being recruited.

Multiple methods of assessment have been suggested for holistic assessment of the candidate and to ensure reliability and validity of recruitment.

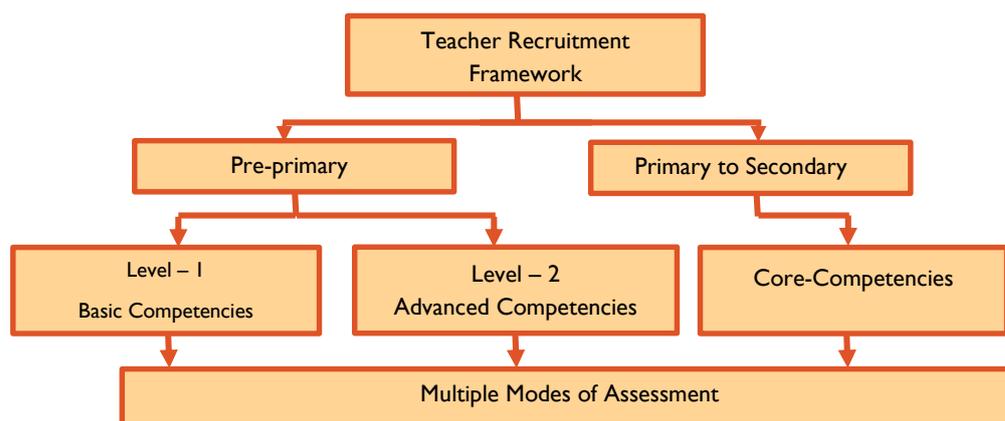


Figure2- A pictorial representation of the structure for Teacher Recruitment Framework

The Teacher Recruitment Framework deals with recruitment of beginner teachers for state education and private school systems in India across levels from pre-primary to secondary. Chapter 1 on introduction brings out the importance of the framework, guiding principles, the methodology applied and the architecture of the framework. Chapter 2 deals with the competencies required to recruit teachers at pre-primary level. This chapter also includes the suggestive assessment techniques to assess the mentioned competencies. Chapter 3 deals with the

competencies needed for recruiting teachers from primary through secondary level along with some suggestive assessment methods. Chapter 4 deals with the recruitment process and guidelines that are needed for the smooth functioning of recruitment. The concluding chapter recommends introducing the periodic re-licensure for teachers in order to develop and sustain teacher quality standards. The document is followed by glossary, bibliography and annexures.

Chapter 2

Competencies for the Recruitment of Pre-Primary Teachers

The pre-primary or the pre-school teachers play a significant role in facilitating children (3-6 years' age) in attaining the necessary developmental milestones that are required for the smooth transition to primary education. Research studies on early childhood have shown that 3-6 years is the critical time when children need to be exposed to a child-friendly learning environment to enhance their all-round development that lays the foundation for formal school education. Thus, the integration of pre-school and formal school education is of critical importance for an easy transition.

In India, the government's initiative for the holistic development of a child is implemented through the Integrated Child Development Scheme (ICDS). For the effective implementation of the pre-school programs [also known as Early Childhood Education (ECE) programs], we need to have motivated and appropriately trained teachers. Currently, in the absence of any minimum professional standards for pre-school teachers, a call for a systematic competency-based approach for recruiting and retaining professionals in the field is required.

In this chapter the core areas and competencies for the recruitment of the pre-school teachers have been listed. For each of the competencies listed, 2 to 3 methods of recruitment have been suggested.

Given the current context of pre-primary education system prevailing in India, two levels of competencies have been proposed for recruiting teachers at this level. Candidates who have qualified the Class X Board Exam and are aspiring for the post of anganwadi workers/teachers will be recruited based on the Level I competencies. At this stage, the candidates generally are not exposed to the principles of early childhood education and have not got the opportunity to formally acquire skills to engage with children. After one year of teaching at the anganwadi centers/schools, the candidate gains the necessary skills and experiences needed in engaging with pre-school children. It is now imperative for them to go through a second level of screening test on the basis of Level 2 competencies. This two-level screening enhances teacher quality and therefore has been suggested.

2.1. Competencies and Assessment methods

LEVEL-I: The following are the basic competencies recommended for recruitment of anganwadi workers (AWW) who have no exposure to prior professional training in pre-school education.

Table 1: Competencies for Level-I

Level I Competencies	Assessment methodologies	
	Paper-pencil test	Interview
1. Discusses the significance of health, identifies symptoms of common diseases and suggests basic remedies (e.g. importance of vaccination, symptoms of common diseases like diarrhea, first-aid etc.).	✓	✓
2. Explains ways of creating a child-friendly, safe and healthy environment (e.g. avoiding sharp and dangerous objects, encouraging healthy food habits, giving space for children's narratives etc.).	✓	✓

3. Discusses the importance of various nutrients and designs balanced diet plans for children (e.g. <i>importance of vitamins, carbohydrates, proteins and fats</i>).	✓	✓
4. Describes ways of maintaining personal and community hygiene at personal and surrounding levels (e.g. <i>washing hands, taking bath, brushing teeth, cutting nails, keeping sitting area clean etc.</i>).	✓	✓
5. Lists play-based activities for promoting imagination, exploration, logical thinking and creativity (e.g. <i>story-telling, role-play, action songs etc.</i>).	✓	✓
6. Suggests ways to introduce/increase exposure to sounds, letters and text in a creative way (e.g. <i>audio-visual aids, folk songs, story books, etc.</i>).	✓	✓
7. Demonstrates problem solving abilities and provides alternative solutions (e.g. <i>understanding the reason behind child's behavior and providing solutions etc.</i>).	✓	✓
8. Demonstrates data handling skills like recording, calculating, organizing, reading and interpreting data (e.g. <i>keeping a well- maintained record of the children, understanding the needs of lactating mothers etc.</i>).	✓	
9. Suggests ways on how to integrate children's contexts into classroom activities (e.g. <i>celebrating local festivals etc.</i>).	✓	✓
10. Lists out ways to identify disengagement and disinterest of a child in a classroom activity.	✓	✓
11. Provides a list of local resources to use during an activity in forms of books, songs, plays or poems (e.g. <i>folk songs, local stories etc.</i>).	✓	✓
12. Demonstrates clarity, audibility and appropriate expressions while communication (e.g., <i>voice modulation, appropriate gestures, intonation etc.</i>).		✓
13. Engages in conversations and expresses her/his views about how children in the early childhood phase learn (e.g. <i>can discuss the importance of engaging children in their home language, importance of exploration and experimentation</i>).		✓
14. Expresses respect and dignity for children from different socio-economic backgrounds, castes, creed, race, language or religion.		✓

LEVEL- 2: The following are the advanced competencies recommended for recruitment of anganwadi workers/ teachers (AWW) who have undergone one-year training as anganwadi workers/ teachers.

Table 2: Competencies for Level-2

Level 2 Competencies	Paper-pencil test	Demonstration
1. Describes early childhood curriculum (e.g. <i>integrated approach to ECCE curriculum, is aware of the importance of play, exploration and social interactions as key aspects of the curriculum etc.</i>).	✓	✓
2. Analyses how children think and learn based on the theories of learning and development and connects it to the teaching learning process (e.g. <i>Piaget, Vygotsky, Bronfenbrenner etc.</i>).	✓	

3. Designs developmentally appropriate, holistic, challenging and stimulating activities for children across the four developmental domains namely physical, cognitive, language and socio-emotional.	✓	✓
4. Identifies children with special needs and designs appropriate Individualized Education Plans (IEPs).	✓	
5. Organises supportive learning environment by taking care of aspects such as physical environment and equipment, groupings, and sequencing of activities.	✓	✓
6. Creates profile of each child based on the developmental checklist.	✓	
7. Facilitates good nutrition routines, health habits, hygiene practices and basic life-skills in children necessary for personal social well-being (e.g. <i>balanced diets, daily routines for cleanliness and hygiene among children, brushing teeth, washing hands, bathing etc.</i>).	✓	
8. Recognizes signs of abuse, neglect and emotional distress. (e.g. <i>physical marks of abuse should be reported, emotional instability in a child should be investigated with local resources etc.</i>).	✓	
9. Explains the significance of involving parents, family and community for providing stimulating learning environment for the child.	✓	
10. Recognizes the significance of home language and implements curriculum respecting the linguistic/cultural diversity. (e.g. <i>children with different dialects would require the story or a poem to be told in their own dialects, celebrating festivals of all communities etc.</i>).	✓	✓
11. Discusses the policies and reforms in early childhood education (e.g. <i>ICDS, ECCE Policy – Ministry of Women and Child Development, Govt. Of India, NCF ECCE 2014, Right to Education etc.</i>).	✓	
12. Reflects on one's position, views and beliefs on issues (e.g. <i>corporal punishment, education for all etc.</i>)- identify assumptions and thoughts that guide these.		
13. Accepts diverse points of view, demonstrates openness to learning and works in collaboration with peers.		

Chapter 3

Competencies for the Recruitment of Primary, Upper Primary and Secondary Teachers

The competencies and skills that are required for recruiting primary, upper primary and secondary level teachers are very different from those that of pre-primary levels. For teachers at this level, it is imperative for them to have a deep expertise in the subject content, pedagogical content knowledge² and the required values and attitudes.

The core competencies identified for recruiting primary, upper primary and secondary teachers are the same. However, their difficulty standards would vary with the levels for which they are being recruited. As mentioned earlier, to make the recruitment process valid, reliable and holistic, 2 to 3 modes of assessment have been suggested.

3.1 Core Competencies and Assessment Methods

The core competencies listed in the table below tests the content knowledge (CK), the pedagogical content knowledge (PCK), knowledge of the curriculum, the knowledge of education (context, sociological and psychological aspects) and the values and attitudes of the candidates. A holistic approach to teacher selection could involve assessment of the candidates through a subject-specific paper-pencil test and a practical component assessed through a demonstration class. The values and attitudes of the candidate could be tested through a paper-pencil test and interview.

The table below highlights the core competencies and their modes of assessment.

Table 3: Competencies for primary, upper primary and secondary

Competencies	Assessment Methodology		
	Paper-pencil test (subject-specific)	Demonstration Class	Interview
1. Examines school curriculum specific to the level (e.g. NCF 2005, State curriculum for Primary, Upper Primary and Secondary school levels)	✓		
2. Draws linkages between the horizontal and vertical progression of concepts in her/his subject.	✓	✓	
3. Demonstrates effective transaction of the lesson (lesson coherence, sequence, age appropriateness, contextualization, error-free)		✓	

² Pedagogical content knowledge includes the pre-requisites for teaching a concept, the knowledge of illustrations, representations, examples and non-examples to explain a specific topic, the preconception and misconception and the ways /approaches to address the same (Shulman, 1986).

<i>content, appropriate use of resources, assessment inter-woven into teaching-learning).</i>			
4. Displays a deep understanding of the subject matter.	✓	✓	
5. Manages and uses resources effectively.		✓	
6. Displays appropriate communication skills (both verbal and non-verbal).		✓	✓
7. Illustrates the use of appropriate pedagogic approaches to teach specific concepts in the respective subject.	✓	✓	
8. Identifies common misconceptions in learners related to their subject and is able to suggest approaches to develop conceptual clarity.	✓		
9. Integrates assessment into teaching-learning process in a seamless manner.	✓	✓	
10. Explains the systemic reforms and programs/interventions in education being implemented at the national/state level (e.g. RTE 2009, CCE, MDM)	✓		✓
11. Explains the administrative structures of the education system, how they have evolved and their functions including interdependencies and inter-linkages (e.g. MHRD, NCERT, SCERT, DIET, Blocks, Clusters etc.)	✓		✓
12. Describes how context of students affects her/his education and why it is important for a teacher to understand it. (e.g. in terms of family, socio-cultural-economic status, first generation learner, etc.).	✓		✓
13. Analyzes the implications of a child's developmental stages and milestones on learning (e.g. physical, cognitive, social & emotional stages with special reference to adolescence etc.).	✓		✓
14. Explains how children think and learn based on the theories of learning and development	✓		✓

and connects it to the teaching-learning process (e.g. Piaget, Vygotsky, Kohlberg, Bandura, Bloom, Gardener, etc.).			
15. Demonstrates critical thinking and reflection.	✓		✓
16. Exhibits passion for teaching.			✓
17. Expresses openness to learn.			✓
18. Displays commitment to democratic values.	✓	✓	✓

Chapter 4

Teacher Recruitment Process

In the present education system in India, the recruitment process for school teachers are not uniform across states and across levels. In order to create national standards and benchmarks for recruiting teachers, the Teacher Eligibility Test (TET) was debuted in 2011. While at the primary and upper primary levels (Class I to VIII), it is mandatory for the candidates to qualify the Teacher Eligibility Test (TET) to apply for teaching jobs in the government and government-aided schools, for the secondary level teachers there is no such mandate. Keeping the objectives of TET in mind and to bring uniformity in the process of recruitment of teachers, this document proposes to make TET the initial criterion to apply for the post of a teacher for secondary teachers too. Thereafter, different levels of screening in the recruitment process using multiple methods is suggested (*paper-pencil test, demonstration class and interview*). The rationale for having multiple methods of assessment is that information through multiple lens helps in forming a narrative that tells the story of an individual's learnings, values and principles (Maki, 2002). Besides ensuring holistic assessment, multiple methods of assessment also makes assessment reliable and valid.

The details of the assessment methods are explained below:

(i) Paper-pencil test – For candidates seeking to become pre-school teachers, at the initial stage they need to qualify the Level-I test which would mainly focus on the skills and basic competencies to engage with young children. The test would assess the candidates' perspective towards early childhood education, their opinions on the pedagogy and their analytical and planning skills. The recruited AWWs undergo numerous trainings during their probation period to strengthen their capacities. After the end of the probation, the candidate would appear for another paper-pencil test (Level 2) based on the learnings and experiences of the year. This Level-2 test would focus on the content and pedagogical content knowledge.

The paper-pencil test for the aspirants for primary and upper primary level would test a broader spectrum of their subject knowledge, pedagogical content knowledge, foundations in education (historical, sociological and psychological aspects in education) and curricular knowledge.

For candidates aspiring to teach at the secondary level, testing their knowledge on the subject is crucial as they are handling high school students and preparing them for the Board Exam. These candidates possess a Bachelor's or Master's degree in her/his respective subject along with a Bachelors of Education (B.Ed) degree. For them, adequate knowledge of the subject would mean testing the content knowledge, pedagogical content knowledge and curricular knowledge. The curricular knowledge is important at this stage as most of the subjects which are taught at the secondary stage have implications in other subjects as well. The position papers of teaching of all school subjects highlight this category of knowledge at the secondary stage which hints towards this interdisciplinary approach. It is thus important for a teacher at the secondary grades to be

Suggested recommendations in the recruitment process for maintaining the quality standards in teaching:

1. Mandate TET as the gateway to apply for the post of a teacher at the secondary level too
2. Develop clear, transparent and uniform recruitment process across levels
3. Design several layers of screening in the recruitment process using multiple methods of assessment to ensure holistic, reliable and valid assessment of a candidate
4. Designate separate committees for academic and administrative functions specifying clearly their roles and responsibilities for the smooth functioning of the recruitment process
5. Provide continuous support in the form of mentoring, guiding and trainings of the new recruits in order to enhance their teaching skills
6. Introduce the concept of periodic re-licensure for teachers (once at the end of the probation period and thereafter once in every 10 years) for enhancing and sustaining the quality standards in teaching

well versed with this *lateral curricular knowledge*³(Shulman, 1986). Hence, expertise in the above areas should be prerequisite for teachers teaching in the secondary grades. In addition to the subject knowledge, it is also equally important for teachers of secondary grades to be well versed with the knowledge of educational contexts in India along with a thorough understanding of child development and its implications in adolescence.

The paper-pencil test should be of 100 marks. Paper-pencil test for pre-primary recruitment should have 60% weightage on engagement with children and health and hygiene and 40% on language abilities and reasoning and problem solving skills. Paper-pencil test for primary to secondary recruitment should have 60% weightage on the content, pedagogical content knowledge and the curricular knowledge, the rest 40% on the perspectives of education. The paper-pencil test should have a mix of item formats – multiple choice questions (MCQs) and open ended questions including caselets followed by MCQs. Considering the large number of test takers, for the ease of evaluation, around 80% of the questions should be MCQs and the rest 20% of the questions should be open ended. Each MCQ should have 4 options with only one correct answer. Options like ‘*all of the above*’ and ‘*none of the above*’ should be avoided. In order to evaluate the open ended questions objectively, scoring guides and rubrics must be developed. These should be fairly exhaustive and should provide scope for incorporating contextual differences, examples of wrong answers and various perspectives of answers. In open ended items, scoring guides should allow for multiple perspectives to surface in the answer rather than emphasizing on one correct answer.

(ii) **Demonstration Class:** Observing a demonstration class is an opportunity to see real life teaching situations – ‘*the way the curriculum is transacted*’. The demonstration class would be the second level in the screening process for pre-primary teachers who have completed a year as teachers at the anganwadi centres and for the candidates who aspire to become primary to secondary level teachers. The demonstration class would test the planning of the lesson, subject matter knowledge of the lesson transacted, resources used, communication skills and assessment strategies used by the candidates.

At the pre-primary level, the demonstration class would be a real class with children. Since such classes are mostly directed by the children’s responses and their interests, it becomes extremely difficult to assess beginner teachers through a demonstration of a real class. For the beginner teachers at the pre-primary level therefore, there would be no assessment through a demonstration class. Once the beginner teacher at the pre-primary level clears the Level 1 paper-pencil test,

she/he will be sent for the interview. Pre-primary teachers who have completed a year at the anganwadi centres have gained some experience in dealing with young children. For them, a demonstration class with real children becomes mandatory soon after they clear the Level 2 paper-pencil test. For the demonstration class, the teacher needs to prepare their daily routine plan and share it with the assessor/s before the start of the demonstration. It needs to have details of every activity to be administered and its objectives.

For assessing candidates aspiring for the post of a primary to secondary level teacher, the demonstration class could be a real or mock class (consisting of a panel with only few assessors’ or 2-3 assessors’ and few students). Regardless of the audience, candidates need to be told to treat the audience as though they were

Who can be the assessors?

Pre-primary	Primary to Secondary
A panel consisting of: <ul style="list-style-type: none"> • Supervisors • CDPOs • NIPCCD officials 	A panel consisting of: <ul style="list-style-type: none"> • School Principals • CRCs and BRCs • DIET faculties • Members from SCERT • SMC member • Pool of subject resource persons with teaching experience of minimum 10 years

³ Lateral curricular knowledge relates to the knowledge of the curriculum being taught to the curriculum that students are learning in other classes and in other subjects (Shulman, 1986).

students. It is best to ask the candidates to come prepared with a lesson plan on the day of the demonstration. A list of topics for the demonstration lesson could be given to the candidates in advance as an option to choose from or the candidates may be asked to give a demonstration on any topic of their choice; however, their lesson plan should be in consistence with the level for which they have applied for. *Example, for candidates who have applied for the post of a primary teacher, their lesson plan should pitch at any grades between I to V; for candidates aspiring to teach upper primary need to pitch their lesson between grades VI to VIII and for candidates who want to teach at the secondary level should have their lesson plan pitched at grades IX or X.* The tables below list the logistics for conducting a demonstration class and the type of communication that needs to go to the candidates appearing for the demonstration class.

Table 4: Logistics for a demonstration class

1. Decide on the type of demonstration class (real or mock). This depends on the number of candidates appearing for the demonstration class each day.
2. Develop a plan for the demonstration class (the venue, timetable for assessing each candidate, a timetable for the assessors – who observes which candidate etc.).
3. Communicate to the Department entrusted with the administrative role (administrative cell) to inform the selected candidates about the demonstration class (*day, time and venue*) and the other requirement (*example – need to carry a lesson plan/daily routine plan, the rubrics on which they will be assessed etc.*). (*Refer the table on communication to the candidates given below*).
4. Orient the assessors on the observation tool and rubrics shared by NIPCCD/SCERT on the demonstration class and interview.
5. Prepare the list of the selected candidates who qualifies the demonstration and interview and send the merit list to the administrative cell.

Table 5: Information to the prospective candidates about the demonstration class

Communication to the candidates on the following:

1. The venue, day (*date*) of the demonstration class specifying the time and duration of the demonstration class.
2. The type of the demonstration class – ‘real’ or a ‘mock class’ (explaining the constitution of the mock class) and at the same time stating that the candidates should treat the assessors as ‘students’.
3. For pre-primary teachers, one needs to prepare and share their daily routine plan with the assessor/s with the details of the activities to be performed and the objectives of the particular activity.
4. For primary to secondary teachers, one needs to come prepared with a lesson plan on the day of the demonstration class. The topic/concept chosen for the lesson plan to adhere to the level applied by the candidate. The lesson plan need to mention the grade, subject/topic, objectives/learning outcomes of the lesson and the assessment strategies used.
5. Share with the candidates the rubrics for assessment:
 - i. Transaction - overall flow of the content, the sequence of the plan, error-free factual content, interactive classroom and appropriate use of resources; whether the content and activities planned are pitched at the correct level and whether assessment was interwoven into teaching-learning.
 - ii. Communication (verbal and non-verbal): pitch, tone and intonation, audibility, the way instructions are given, legible writing on the board and the creative use of board space.
 - iii. Assessment Strategies: formative or only summative, the type of questions asked and the purpose for which they were asked etc.

(iii) Interview: The interviews are an effort to understand the personality of the candidate and would assess the values and attitudes that are essential for the teaching profession. It is necessary to understand the candidate’s passion for the profession, whether they are open to learn, reflective in nature and have adequate communication skills like proper intonation, facial expressions etc. To assess these skills an interview seems to be an appropriate method. For the beginner teachers at the pre-primary level, this is the second and final round in the screening process once they qualify the Level 1 paper-pencil test. For pre-primary teachers who have cleared the Level 2 paper-pencil test and the demonstration class, there will be no interview following the demonstration class as they already had a round of interview after completion of Level 1 paper-pencil test. For other levels (primary, upper primary and secondary), the candidates need to appear for an interview soon after the demonstration class, only if they qualify the demonstration round. This will be their final round of selection. An interview tool with guidelines based on the listed competencies would assist the assessors to evaluate the candidates objectively. The demonstration class will be followed by an interview on the same day.

The final list of the selected candidates will be based on the combination of weighted results at each assessment methods.

The recruitment process stated in the framework does not end with the recruitment of a candidate as a teacher but goes one step further and provides suggestions on the kind of support that could be provided to the new teacher at the time of probation. Once a candidate is recruited as a teacher, support to the new recruits especially in the formative stage of their career (*probation period*) becomes extremely important. This would help the new recruits to improve their teaching practices, thus ensuring quality in a sustained manner. The framework also emphasizes the need for introducing periodic re-licensure of the teaching license once in every 10 years in order to sustain and enhance the teacher quality. The process of re-licensure could be tied up with promotion and other benefits.

4.1 Steps for the Teacher Recruitment process

There needs to be a systematic process which entails the following steps:

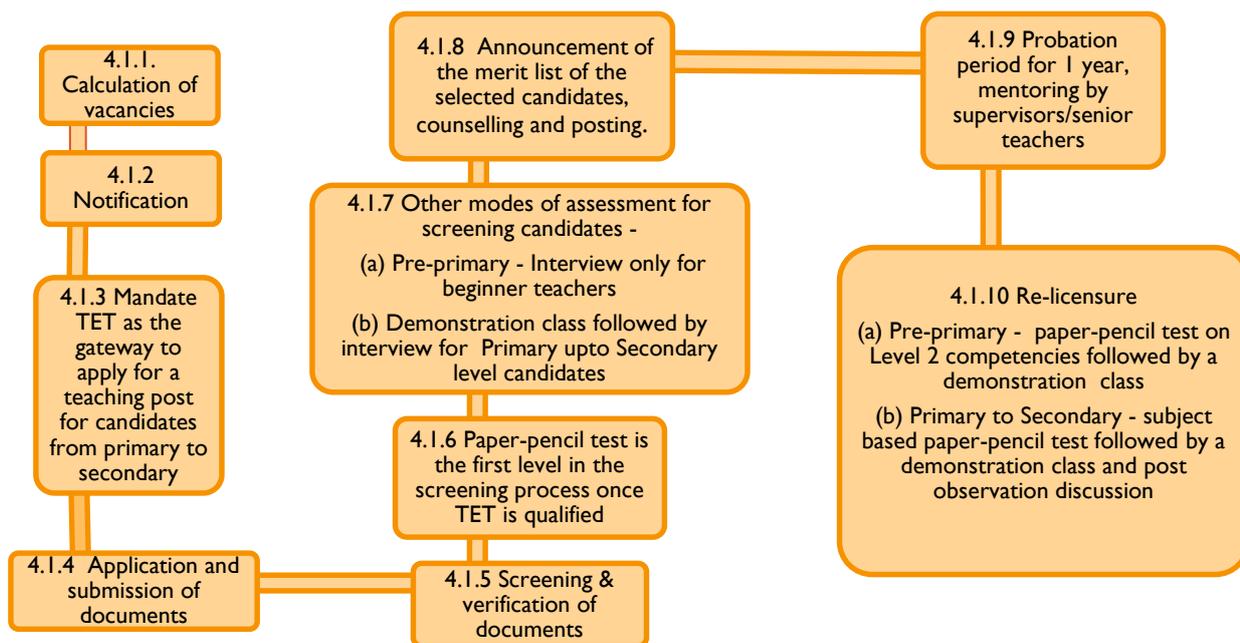


Figure 3- Suggested steps for the teacher recruitment process

4.1.1 Calculation of vacancies:

Vacancies for anganwadi workers/teachers (pre-primary education) need to be managed centrally by Ministry of Women and Child Development. The department of Women and Child Development in each district will streamline the process of calculating vacancies through the help of supervisors in each block. The vacancies can be calculated on the basis of retirement estimation, teachers on deputation, promotion, student-teacher ratio and new posts created. The number of vacancies may be consolidated at the district level and then the final list can be issued at the state level.

For the calculation of vacancies of teachers at the primary, upper primary and secondary level, the principal at each school needs to submit the list of vacancies (vacancies decided as per the RTE/RMSA norms) to the Education Officer at the Block level (Block Education Officer or BEO). The lists from each block level may then be consolidated at the district level (District Institutes) by the Deputy Director of Public Instruction (DPPI) and then all district level requirements for new teachers to be sent to the Commissioner of Public Instruction (CPI). The CPI in consultation with the Education Department will finalize the list of new recruits at the state level. The State Service Selection Board of the respective states, will then release the number of vacancies, level-wise and subject-wise.

4.1.2 Notification: The total number of vacancies in each district (for anganwadi workers/teacher) and states (for teachers from primary to secondary level) will be notified periodically through advertisements in the newspapers, official websites or on centralized portal which have links with District Institute of Education and Training (DIET) and Block Resource Coordinator (BRC) office. For anganwadi workers/teachers, the notification needs to mention the name of the position, eligibility criteria (age, educational qualifications, residence and priority in selection); for recruitment of teachers for schools (primary to secondary) the notification needs to specify the details of the vacancy (subject, level i.e. whether for primary, upper primary or secondary, total number of vacancies, pay band and grade pay, reservation, age, qualifications, job charts, method of selection, application process, the website from where the application form may be downloaded, time and dates when the form is available in the website to download, to whom the filled-in form should reach, the last date for receipt of filled-in application, the documents that need to be submitted along with the application forms, fees to be paid at the time of submission of the documents etc.).

4.1.3 Mandate TET as the gateway to apply for the teaching post for all teachers across grades: In accordance with the provisions of sub-section (1) of section 23 of the Right of Children to Free and Compulsory Education (RTE) Act, 2009, the National Council for Teacher Education (NCTE) has laid down the minimum qualifications of a person to be eligible for appointment as a teacher in class I to VIII, vide its Notification dated August 23, 2010. One of the essential qualifications for a person to be eligible for appointment as a teacher in any of the schools referred to in clause (n) of section 2 of the RTE Act is that she/he should qualify the Teacher Eligibility Test (TET) which will be conducted by the appropriate Government. However, no such eligibility criteria is mandated for pre-primary as well as secondary teachers. In this document we propose that TET should be mandated for teachers across grades (primary to secondary). This would ensure selection of candidates based on the national standards and benchmarks as laid down by the NCTE and thus assure uniformity in the recruitment process.

4.1.4 Application and submission of documents: The candidates need to download the form from the website and refer the prospectus to fill-in the details. Along with the relevant documents (TET qualifying

certificate, academic and professional qualification certificates as per the NCTE notification) and the prescribed fees, the candidates will submit the same within the specified dates.

4.1.5 Screening & verification of documents: For anganwadi workers/teachers, the first level of screening will be done by the Child Development Projects Officer (CDPOs) based on their merit, age and location. A provisional list will be prepared and physical verification of the original certificates of the applicants will be done by the CDPO. The CDPOs will fix one or two days as per the need for verifying the certificates and the date of verification will be informed to all the applicants through Supervisors. Residence certificate, Class X Board Exam pass certificate or any other certificate such as caste certificate, birth certificate etc. attached would be physically verified by the CDPO of that region. The tentative list will be sent to the District Selection Committee comprising of officials such as Collector, District Welfare Officer (DWO), District Medical and Health Officer (DMHO), Revenue Division Officer (RDO) etc. to prepare a final list for the entrance test (paper-pencil test).

For candidates aspiring to be teachers at the primary/upper primary/secondary level, applications will be screened on the basis of qualifying criteria [academic and professional qualifications and State or Central Teacher Eligibility Test (TET/CTET)] and other qualifying criteria (e.g. reservation) as per the NCTE notification and as mentioned in the application form.

4.1.6 Paper-pencil test: Once the screening and verification of documents are done, the candidates across grades need to appear for a paper-pencil test which is the 1st level of screening in the recruitment process, once the candidate clears the TET. The pre-primary teachers will be assessed as per the competencies listed in Level I. The candidates for primary, upper primary and secondary level will be tested on their content knowledge and pedagogical content knowledge of a subject, knowledge of curriculum as well as the knowledge of education (context, sociological and psychological aspects). Candidates aspiring to become primary and upper primary teachers have already written a paper-pencil test in the TET exam. However, the TET may not be sufficient to test the broad spectrum of the candidate's subject knowledge. Thus the rationale for having another paper-pencil test at the initial phase in the recruitment process. The candidates aspiring for the pre-primary teaching post will be sent for interview if they qualify the paper-pencil test, while the candidates at other levels (primary, upper primary and secondary level) go for the demonstration class.⁴

4.1.7 Other modes of assessment: At the pre-primary level, it would be difficult to assess a beginner teacher based on observation of pre-school classes as such classes are mostly directed by the children's responses and their interests. Thus it would be convenient to assess the candidates at the pre-primary level only through the 'paper-pencil test' followed by an interview. The interview would help understand the candidate's opinions and thoughts on childhood and child care and their attitude towards handling children below 6 years. To manage a pre-school, a teacher requires a lot of energy and passion which can only be assessed through an interview. For the candidates at the primary, upper primary and secondary level, a demonstration class would help assess the candidates' practical aspects of teaching (planning, transaction of the lesson and communication etc.). The demonstration class could be a real or a mock class. Candidates who qualify the demonstration round would be interviewed in order to gain insights on their values and attitudes towards teaching.

⁴ In case the number of candidates aspiring to be teachers at the primary and upper primary levels are too large, then the paper-pencil test for them may be done away with as they have already written the TET exam. In such cases the TET scores may be considered for screening for the next level.

- 4.1.8 Announcement of the merit list of the selected candidates, counselling and posting:** The final list of the selected candidates will be based on the combination of weighted results at each assessment methods. The final selection list of the pre-primary candidates will be prepared and displayed in Collectorate, DWO and CDPO offices. Once the merit list is announced, the candidates will be called for counselling where the final posting will be decided. For selected candidates at primary, upper primary and secondary level, the merit lists will be published by the respective Educational Boards / Departments in their official websites. Dates for counselling will then be announced. During the counselling, the short-listed candidates will be shown the vacancy list in their district and they will be given the option to choose their block. Preference to choose their blocks may be given on the basis of their rank in the merit list as well as on the basis of the reservation quota. Post counselling, the candidates will be given their appointment letters along with their date of joining.
- 4.1.9 Probation period for 1-2 years and mentoring by supervisors/senior teachers:** Probation period is a period of engaging an employee to test her/his performance on the suitability of her/his position. As beginner teachers have no prior experience teaching in a classroom, for the first few years on the job it becomes extremely important to provide them with quality mentoring, supervision and orientation into the profession and help them develop the skills necessary for successful teaching as well as gain the support and confidence they need to remain in the teaching profession. For anganwadi workers/teachers, the supervisors' role is to monitor the functioning of the anganwadi centre and the teacher's performance. Anganwadi workers/ teachers, once recruited, would be under probation for a year. After the completion of a year, the anganwadi worker/teacher needs to clear the Level 2 paper-pencil test followed by a demonstration class. Once they qualify, the teacher/worker will be given the license of an Early Childhood Education (ECE) educator. The supervision, however, will continue. For teachers at the primary, upper primary and secondary level, during the probation period (1-2 years), experienced senior teachers, Head Teachers or Cluster or Block resource persons, can serve as mentors and guide and provide one-on-one support to these teachers. Mentoring will be done by providing assistance in planning for their class, observing their class and giving individualized and regular feedback, allowing them to observe a senior teacher's class and by organizing on-going professional development workshops for them. At the end of the probation period, based on the appraisal by their mentors, the teachers will get a permanent teaching license. However, they need to get their teaching license renewed after every 10 years.
- 4.1.10 Re-licensure:** Knowledge base of the subjects are dynamic and a teacher needs to keep herself/himself updated and informed of the changes. After every 10 years it is imperative for all teachers to undergo a periodic renewal of license. A team of professionals could be entrusted to look at the competency standards that would guide the re-licensure process. Re-licensure could be tied up with promotions and other benefits.

For the smooth functioning of the process of recruitment and thereafter, it is important to delegate clear responsibilities to the members of the selection committees. At present multiple institutions [National Institute of Public Cooperation and Child Development (NIPCCD), State Council Educational Research and Training (SCERT), Union Public Service Commission (UPSC), Department of Women and Child Development (DWCD), Boards and External vendors] play different roles for the recruitment of teachers. In order to streamline the process for selection of new teachers, the specific roles and responsibilities for the departments need to be

spelled out with no overlaps. To have a uniform recruitment of teachers', two committees might be set up with specific responsibilities.

NIPCCD might be assigned to manage the academic functions for the recruitment of the pre-school teachers while SCERT might form a committee to handle the academic functions for the recruitment of primary to secondary teachers. The administrative functions could be solely entrusted to the DWCD for the recruitment of pre-school teachers and the UPSC for the primary to secondary level teachers. Both the departments (academic and administrative) however should work in close collaboration for seamless and smooth running of the processes.

Table- 6: A distribution of responsibilities for smooth functioning of recruitment

Academic Functions NIPCCD – pre-primary teachers SCERT – primary to secondary teachers	Administrative Functions DWCD – pre-primary teachers UPSC – primary to secondary teachers
<ol style="list-style-type: none"> 1. Create a teacher competency framework. Align the teacher profile (<i>clear statement of what teachers are expected to know and be able to do</i>) to the teacher competency framework 2. Design assessment frameworks for each subject to operationalize the competencies and skills to be tested through multiple modes of assessment 3. Develop blueprints aligned to the assessment framework clearly stating the content areas, competencies/skills to be tested along with a considerable balance between various cognitive dimensions (recall of factual knowledge, conceptual understanding, application, problem solving, reasoning and critical thinking) 4. Design the structure of the question paper for the paper-pencil test – guidelines, number of items, duration of the test, item format, marks distribution etc. 5. Create an item bank; review and panel items 6. Pilot the items and create the question paper. 7. Develop scoring guides and rubrics for the open ended questions (if any) 8. Design Demonstration class observation schedule and the rubric for assessment. The schedule will cover aspects of transaction, communication and strategies for assessment. The rubric will help the assessors to evaluate the candidates objectively 9. Prepare teacher interview questions and the rubric for assessment. The questions will 	<ol style="list-style-type: none"> 1. Identify vacancies: <ol style="list-style-type: none"> a. Pre-primary: prepare a list of vacant positions through the existing process of attendance b. Primary to Secondary: prepare a list of the number of district-wise vacancies available in a state – subject-wise and grade-wise 2. Develop a uniform recruitment notification format across states - notifications specifying the eligibility criteria (<i>age and qualifications</i>), job-chart /teacher profile (<i>the expected roles and responsibilities of the teacher - both academic and administrative roles</i>), pay-scale, reservation criteria, retirement age, details about online application, timelines, documents required, last date for submission, fees (wherever applicable), admission and selection process 3. Develop a defined and consistent timeline each year for the process of recruitment, starting from notification to appointment. Example: A fixed timeline to conduct the paper pencil test (TET) each year is critical since this is directly linked to the recruitment process 4. Publish the list of eligible candidates: <ol style="list-style-type: none"> a. Pre-primary: A list of candidates eligible for the paper-pencil test and interview after the physical verification should be announced b. Primary to secondary: The initial screening based on the academic and TET results (for

<p>focus on personal values and attitudes that are considered essential for teaching as a profession</p> <p>10. Develop a point-based system and assign weightage to pre- service degree qualifications, scores in Class X Board Exam (for pre-primary teachers), scores in TET (for primary, upper primary teachers), paper-pencil test (entrance test), demonstration class and interview to help screening candidates at each level and select the final candidates.</p> <p>11. Orient the assessors on the different modes of assessment (<i>paper-pencil test, scoring guides and rubrics for evaluation; tools and rubrics on demonstration class observation and interview</i>) and the processes of recruitment</p> <p>12. Provide the assessors with a selection-strategy checklist for the execution of the process</p>	<p>primary and upper primary) should be published for the next level of screening</p> <p>5. Inform the candidates who have qualified the paper-pencil test (Entrance Test) and are selected for the next level – Interview (for Pre-Primary) and demonstration class followed by an interview (for Primary –Secondary).</p> <p>6. Publish the merit list of the selected candidates <i>who have qualified all the levels of screening [Paper-pencil test (Entrance test), Demonstration class and Interview]</i>.</p> <p>7. Announce dates for counselling</p> <p>8. Issue appointment letters to the selected candidates post counselling stating their place of posting and the joining date</p> <p>9. The identification of teachers who have completed the probation period and granting teaching license</p> <p>10. Dissemination of confirmation or re-licensure of the teachers</p>
---	--

Note The administrative group in order to work effectively can function by developing a centralized information portal which will have links on websites of DWCDs, DIETS, CTE's and other teacher education colleges and at Block level offices. Having a centralized portal would enable the members of the administrative cell to reach a larger number of aspirants. All communication on teacher recruitment to be done through this portal.*

For all the above recommendations suggested, all stakeholders have a huge role to play in this area. They need to assure that qualified candidates are recruited into the system and they continue to remain in their profession providing quality education to children.

Conclusion

It is a common knowledge that the academic and professional standards of teachers constitute a critical component of the essential learning conditions for achieving the educational goals (NCTE, 2009). Research studies on quality learning have proved that the student achievements are primarily linked with teachers' competence, effectiveness and motivation (Dundar et al, 2014). Therefore, selecting the right candidate as teacher for quality learning becomes essential.

In India, the demand for professionally qualified teachers increased manifold with the enactment of the Right of Children to Free and Compulsory Education (RTE) Act, 2009. A large number of teachers had to be recruited within a short span of time. To ensure that quality teachers are recruited into the education system and the selection process of quality teachers does not get diluted, the National Council for Teacher Education (NCTE) introduced Teacher Eligibility Test (TET) as the minimum qualification for a person to be eligible for appointment as a teacher in government and government-aided schools from class I to VIII. The rationale for introducing TET was to bring national standards and benchmarks in the teacher recruitment process. However, TET as the minimum qualification is not a mandate for candidates aspiring to become teachers at the pre-primary and secondary grades. The process of teacher recruitment also differs across states.

In the Teacher Recruitment Framework, an attempt has been made to develop a uniform process of recruitment of beginner teachers across the country and across grades (pre-primary to secondary). The framework proposes that TET should be the minimum qualification for all candidates (from pre-primary to secondary level) to be eligible to apply for a teaching post in the schools in India. Once a candidate qualifies the TET and applies for a teaching post, there would be a vigorous selection process with several levels of screening using multiple methods of assessment – paper-pencil test (1st round of screening), demonstration class and interview (final round of screening). The final list of the selected persons will be based on the combination of weighted results at each assessment methods. The use of multiple methods of assessment in the recruitment process would also ensure reliability, validity and holistic assessment of the candidate. The framework also lays emphasis on testing the skills and competencies of the candidates (*as per the NCTE recommendations for pre-service teacher education*), and not their academic merit alone.

The other highlight of the framework is that, the recommendations in the recruitment process made does not stop with the recruitment of a candidate as a teacher but goes one step further by providing suggestions on ways to sustain and enhance the quality of the teachers recruited into the system. It lays emphasis on continuous guidance of the new recruits during the probation period by an experienced teacher who act as a mentor. Such guidance will help the beginner teacher to develop into an effective teacher. At the end of the probation period, through a system of appraisal either by the Head Teacher or the mentor, a permanent license may be given to the teacher which needs to get renewed periodically once in every 10 years. Such periodic renewal of license will help the teachers to remain updated of the new knowledge and findings of her/his respective subjects. This process of periodic licensure could be tied up with promotions and other benefits. A team of professionals could be entrusted to look at the competency standards that would guide the re-licensure process.

The framework will provide guidance to all stakeholders involved in the teacher recruitment process.

GLOSSARY

Serial No.	Terms	Explanation
1.	Anganwadi centres	The word ' <i>angan</i> ' means courtyard in Hindi. It is a courtyard play centre - located within the village or a slum is the focal point for delivery of all the services under ICDS programme in an integrated manner to children and women.
2.	Anganwadi worker (AWW)/teacher	A lady selected from the local community, is a community based frontline honorary worker of the ICDS Programme. She is responsible for the successful delivery of the several services under the ICDS programme.
3.	Child Development Project Officer (CDPO)	Child Development Project Officer (CDPO) is in overall in-charge of an ICDS Project and is responsible for planning and implementation of the Project. A CDPO is supported by a team of 4-5 Supervisors who guide and supervise AWWs. In large ICDS Projects, where there are more than 150 AWCs in a Project, an Assistant Child Development Project Officer is also a part of the team.
4.	ICDS Programme	Integrated Child Development Scheme is a government programme in India which provides food, pre-school education, and primary healthcare to children under 6 years of age and their mothers
5.	Mentor	An individual with expertise who can help develop the career of a mentee. A mentor has two primary functions for the mentee. The career related function establishes the mentor as a coach who provides advice to enhance the mentee's professional performance and development. The psychosocial function establishes the mentor as a role model and support system for the mentee.
6.	Pre-primary	A starting stage of formal education of a child. It caters to children within the age of birth to 6 years. The curriculum basically play-based and caters to holistic development of the child
7.	Primary Teacher	A teacher who handles students from class I to V (Primary Stage).
8.	Probation period	Probation period is a period of engaging an employee to test his/her performance on the suitability of a position. If an employee's performance is found to be unsatisfactory, the employer can terminate the employee's services and the same cannot be construed illegal.
9.	Quality Education	Quality education is one that provides all learners with capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being.
10.	Re-licensure	Like many other professional licenses, the teaching license in many countries expire after a certain period of time, so one has to renew it from time to time.
11.	Secondary Teacher	Secondary School Education in India comprises of two years of Lower Secondary (students aged 14 to 16 years and in class IX and X) and two years of Higher Secondary Education (Senior Secondary, students aged 16+ 18 years and in class XI and XII). In this document, Secondary teachers referred to are teachers teaching in the Lower Secondary i.e. handling class IX and X.
12.	Supervisor	A Supervisor has the responsibility of supervising 20, 25 and 17 Anganwadi Workers (AWW) in rural, urban and tribal projects respectively. A Supervisor

		guides an AWW in planning and organizing delivery of ICDS services at AWC and also gives on the spot guidance and training as and when required.
13.	Teacher Competency	Teacher competency refers to the set of knowledge, skills or professional value position that the teacher has mastered, the possession of which is believed to be relevant to the successful practice of teaching.
14.	Teacher Effectiveness	Teacher effectiveness refers to 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.
15.	Teaching License	A teaching license refers to the teaching credential that is needed to allow one to legally work as a teacher within a given area (own country or abroad). Teaching license is alternatively known as a teaching certification, qualification or credential. The teaching license is accredited by the appropriate governing body.
16.	Teacher Performance	Teacher performance refers to what the teacher does on the job rather than to what she or he can do (that is, how competent she or he is). 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.
17.	U-DISE	Unified District Information System for Education - is a database of information about schools in India. The database was developed at the National University for Educational Planning and Administration.
18.	Upper-Primary Teacher	The next stage after primary is the middle school or upper primary. A teacher at the upper primary level handles students from class VI to VIII.

Bibliography

1. *Annual Status of Education Report (ASER)*. (2005 to 2014). Retrieved from <http://www.asecentre.org>
2. Bill and Melinda Gates Foundation. (2010). *Classroom Observations and MET project*. Retrieved from: https://www.teachertoolkit.co.uk/wp-content/uploads/2018/06/Classroom_Observation_092110.pdf
3. Central Teacher Eligibility Test.(n.d.). *Structure and content of syllabus*. Retrieved from: <http://ctet.nic.in/CMS/Handler/FileHandler.ashx?i=File&ii=15&iii=Y>
4. Centre for Early Childhood Education and Development. (2014). *ECCE training module for anganwadi workers*. Retrieved from: <http://ceced.net/wp-content/uploads/2018/03/ECCE-Training-Module-for-Anganwadi-Workers.pdf>
5. Department of Administrative eforms and Public Grievances. (2017). *Integrated Child Development Scheme(ICDS) manual for district level functionaries*. Retrieved from: <https://darpg.gov.in/sites/default/files/ICDS.pdf>
6. Educational Initiatives. (2010). *Teachers Needs Assessment*. EI Working Paper Series Issue-8. Retrieved from: <http://www.ei-india.com/wp-content/uploads/2012/07/Teacher-Needs-Assessment-Issue-8.pdf>
7. Employment, C. f. (2008). *Early Childhood Educator Competencies*. In Bellm, D. (Ed.). California: Center for the Study of Child Care Employment.
8. ETS Professional Educator Programs.(2018). *Technical Manual for the Praxis Tests and Related Assessments*. Retrieved from: https://www.ets.org/s/praxis/pdf/technical_manual.pdf
9. Ministry of Human Resource Development (1986). *National Policy on Education*. New Delhi. Retrieved from: http://mhrd.gov.in/sites/upload_files/mhrd/files/document-reports/NPE86-mod92.pdf
10. Ministry of Human Resource Development. (2009). *The Right Of Children To Free And Compulsory Education Act, 2009*. Retrieved from: http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/RTE_Section_wise_rationale_rev_0.pdf
11. Ministry of Human Resource Development.. (2012). *Vision of Teacher Education in India Quality and Regulaotry Perspective* Retrieved from: http://mhrd.gov.in/sites/upload_files/mhrd/files/document-reports/JVC%20Vol%201.pdf
12. Ministry of Human Resource Development (2017). *National Achievement Survey*. New Delhi. Retrieved from: <http://mhrd.gov.in/NAS/>
13. Ministry of Women and Child Development (n.d.). *National Early Childhood Care and Education Framework*.Retrieved from: http://www.wcd.nic.in/sites/default/files/national_ecce_curr_framework_final_03022014%20%28%29.pdf
14. Ministry of Women and Child Development. (2011-2016). *Five Year Strategic Plan*. Retrieved from website: http://wcd.nic.in/sites/default/files/MWCD_Strategic_Plan_10-02-2011.pdf

15. National Council for Education Research and Training. (2005). *National Curriculum Framework*
Retrieved from: <http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf>
16. National Council of Educational Research and Training. (2016). *Syllabus for Bachelor of Education Programme (B.Ed.)*. Retrieved from:
http://www.ncert.nic.in/departments/nie/dtee/activities/pdf/Syllabus_BEEd.pdf
17. National Council for Teacher Education. (n.d.). *Syllabus Diploma in Elementary Education*. Retrieved from: <http://www.ncte-india.org/DED.pdf>
18. National Council for Teacher Education. (2012). *National curriculum framework for teacher education*
Retrieved from: http://ncte-india.org/ncte_new/pdf/NCFTE_2010.pdf
19. Ramachandra, V., Beteille, T., Linden, T., Dey, S., Goyal, S., & Chatterjee, P. G. (2015). *Teachers in the Indian Education System: How we manage the teacher workforce in India*. New Delhi: National University of Educational Planning and Administration (NUEPA).
20. Shulman, L (1986). Those Who Understand: Knowledge Growth in Teaching. *Educational researcher*, 4-14.
21. Teacher Education India (n.d.). *Preparing Teachers for Early Childhood Care and Education*. Retrieved from: http://www.teindia.nic.in/e9-tm/Files/Preparing_Teacherins_for_Early_Childhood_care_and_Education.pdf

Appendices

SAMPLE QUESTION PAPER
PRE-PRIMARY EDUCATION- Level I

Instructions

1. Read the questions carefully and attempt all the questions given in the paper
2. There are two types of questions- Multiple Choice Questions and Open-Ended Questions.
3. In each of the Multiple Choice Questions there are 4 options given as A, B, C, and D. Of the options given, only one has the correct answer. Identify the correct option and draw a circle around A or B or C or D.
4. All the Open-Ended Questions should be answered in the space provided.
5. This paper has 4 sections:
 - a. Part A- Engagement with children
 - b. Part B- Health and Hygiene
 - c. Part C- Language Abilities
 - d. Part D- Reasoning and Problem Solving

Part A- (Engagement with Children)

1. You are engaged in a story-telling activity with the children. You see that a 5-year-old boy, who always used to love listening to stories, suddenly does not seem interested. What do you think is the issue with the child?

- A. He wants to trouble the teacher
- B. He does not find the story interesting
- C. He has some genetic difficulty
- D. He has attention deficit disorder

2. List down 3 required measures for the safety of a child in a preschool

1.	
2.	
3.	

3. A 4-year-old is trying to fill water into a glass and happens to spill water on the ground. On such a situation what should the preschool teacher do or say?

- A. Ask the child to repeat the activity under supervision
- B. Rebukes and asks the child to not repeat such activities again
- C. Explain to the child that what he was doing was wrong
- D. Do not respond or react in any way and get the floor cleaned up

Read the statements given in the box below to answer Question No 4.

- | |
|---|
| <ul style="list-style-type: none"> i. A father hitting a 5-year-old child for not pulling the chair for him to sit. ii. The mother angrily explaining the 4-year-old daughter harms of violence. iii. The uncle forcing the 4-year-old girl to watch movies with inappropriate scenes. iv. The brother takes away a pen from his sister's bag without informing her |
|---|

4. Which statements given in the box can be considered as cases of child abuse?

- A. Statements (iii) & (iv)
- B. Statements (i) & (iii)
- C. Statements (i) & (ii)
- D. Statements (ii) & (iv)

5. The **MOST** dangerous object, out of the given options, for a 4-year-old child in a classroom is

- A. Uncovered sockets
- B. Ants
- C. Dirty mats
- D. Wooden dusters

Part B- (Health and Hygiene)

- 6. Identify the disease which could be prevented through vaccination**
- A. Polio
 - B. Asthma
 - C. Malaria
 - D. Diabetes
- 7. Which one of the following diseases is NOT communicable?**
- A. Tuberculosis
 - B. Leprosy
 - C. Measles
 - D. Polio
- 8. If a child suffers from severe diarrhoea, then what is the immediate action one can take before consulting a doctor**
- A. Give the child food to eat since his stomach is empty
 - B. Give the child Oral Rehydration Solution
 - C. Give the child lots of rest
 - D. Give the child lots of water to drink
- 9. What is a balanced diet?**
- A. A large amount of all vitamins and minerals
 - B. A large amount of protein with all other nutrients in right amounts
 - C. A good amount of all nutrients in right quantities with water
 - D. A good amount of all nutrients in right quantities with roughage and water
- 10. Disease caused by deficiency of Iron is**
- A. Goitre
 - B. Anaemia
 - C. Polio
 - D. Loss of vision/night blindness

Part C- (Language Abilities):

Read the passage and answer question no. 11

One day the mother-in-law of a Santhal bridegroom cooked a special dish for him when he visited her. The son-in-law asked, "This curry is delicious. What is it?" The mother-in-law pointed at the bamboo door. Next morning, just as he was about to leave, he remembered that there was no bamboo in his village. So he removed the bamboo door and carrying it with him left for his home. On reaching his village, he told his wife, "Make curry with this bamboo door." She was shocked. "How can I make curry out of a bamboo door?" "Come, I'll help you by chopping up the bamboo," he said. His wife boiled it and boiled it. Later when her husband tasted it he said, "It's too hard to eat. You don't know how to cook." His wife added more water and boiled it and boiled it. "It's still too hard. I can't eat it." The in-laws came to visit the young couple that evening. They all laughed at his foolishness. The mother-in-law said, " Didn't you know the curry was made from bamboo shoot and not from bamboo door ?

11. Why was the wife not able to prepare the special dish cooked by her mother?

- A. She did not add enough water to cook
- B. The ingredient was too hard to cook
- C. The couple did not know the correct ingredient
- D. The bamboo was not chopped properly

The underlined words in the following passage have not been used appropriately. Select the correct option for the underlines words from the given options in question no 12 and 13.

Emperor Aurangzeb (12) banning /-----the playing of a musical instrument called *pungi* in the royal residence for it had a shrill unpleasant sound. *Pungi* became the generic name for people (13) playful/ ----
-----wind instruments. Few had thought that it would one day be revived. A barber of a family of professional musicians, who had access to the royal palace, decided to improve the tonal quality of the *pungi*. He chose a pipe with a natural hollow stem that was longer and broader than the *pungi*, and made seven holes on the body of the pipe.

12. A. ban B. banned C. unbans D. band
13. A. play B. display C. played D. playing

14. What does the girl respond to the question asked by the boy? Select an answer from the given options



- A. I visited Kolkata this weekend
- B. I love the colour of my dress
- C. I bought it from Kolkata
- D. The dress is very expensive

Part D- (Reasoning and Problem Solving)

16. Aman and Nina are 59 and 37 years, respectively. What was the ratio of the ages of Aman and Nina 13 years ago?

- A. 3:2
- B. 8:3
- C. 23:12
- D. 46:25

The following table gives the marks obtained by seven students in six different subjects in an examination. Based on the table answer question no. 19.

The Numbers in the Brackets give the Maximum Marks in Each Subject.

Student	Subject (Max. Marks)					
	Maths	Chemistry	Physics	Geography	History	Computer Science
	(150)	(130)	(120)	(100)	(60)	(40)
Ayush	90	50	90	60	70	80
Aman	100	80	80	40	80	70
Sajal	90	60	70	70	90	70
Rohit	80	65	80	80	60	60
Muskaan	80	65	85	95	50	90
Tanvi	70	75	65	85	40	60
Tarun	65	35	50	77	80	80

17. What is the aggregate marks obtained by Muskaan?

- A. 440
- B. 510
- C. 575
- D. 465

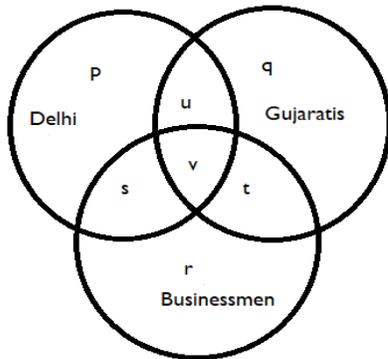
18. Vivek says, pointing to a man, "he is the brother of my uncle's daughter". What is Vivek's relation with the man?

- A. Uncle
- B. Cousin
- C. Brother
- D. Nephew

**19. Which word comes third after arranging the following words in an alphabetical order
1) Parasite 2) Paste 3) Prawns 4) Petal 5) Party**

- A. Paste
- B. Prawns
- C. Party
- D. Parasite

20. In the following figure choose the letter of the region which represents Gujaratis who live in Delhi and are not businessmen.



- A. p
- B. s
- C. u
- D. v

INTERVIEW TOOL- PRE-PRIMARY

Guidelines for the Interview

1. Initiate the interview by striking up a rapport with the candidate. (example – About family members, likes and dislikes etc....)
2. The purpose of the interview is to evaluate the essential values and attitudes of the candidate that are much needed in a pre-school educator
3. The assessor should practice active listening and refrain from giving her/his opinion
4. The probable questions for the interview given in the tool are suggestive and by no means prescriptive
5. The suggested questions are based on some given situations. This will help the assessors focus attention on the objectives of the interaction; the assessor may use other questions / statements that trigger off the desired thought process in the candidate in an attempt to get the desired data
6. It might be necessary to probe initial responses further; this is contingent upon the initial responses of the candidate and hence cannot be defined beforehand
7. The probable responses of the candidates in the tool are levelled low, medium and high. The responses may be different for different candidates but on the whole low level means where the candidates have given a negative, biased or an irrelevant response; medium for partial response and high for a well-organized and detailed response
8. Responses in the low category are the ones which we would not like to see in a candidate and have assigned 0 score; for medium and high category responses, the score assigned are 1 and 2 respectively

Rubric for Evaluation

Indicators	Interview Questions	Rubrics			Score on the practice
		Low	Medium	High	Tick the appropriate level & score Low- 0 Medium – 1 High - 2
Indicator I: Demonstrates effective communication skills					
I.1. Ability to engage the children with appropriate voice modulation, gestures and intonation to keep the children engaged	How will you introduce a song or a poem or a story to 3-4-year-old children in a classroom?	Fails to demonstrate any activity or is not able to demonstrate appropriate gestures and voice modulation for the rhyme or song. Is simply singing the song in a monotone or lacks the spirit of engagement.	The song or a poem is not pitched at the level of a 3-4 year old child but the delivery of the song or poem was appropriate as per the energy level, body-gestures, facial expressions etc.	Delivers an age-appropriate rhyming poem or song with easy familiar words. Demonstrates clarity in voice and uses appropriate gestures with the flow of the poem/rhyme, story or song. Is filled with energy during the demonstration. Able to bring in intonation while reciting poems and not merely saying the words.	Low <input type="checkbox"/> Medium <input type="checkbox"/> High <input type="checkbox"/> Score: <input type="checkbox"/>
I.2. Ability to engage child in home language, understands the importance of home language.	How will you engage a child with a home language different than the existing medium of instruction? Do you see the importance of home language in pre-school?	Is not able to respond to the question even with probes from the interviewee, or, suggests punitive measures or negligence as a method to handle such situations	Suggests one method, either to be adopted by the parents or by the teacher. <i>Example: Asking parents to speak in the dominant language, communicate more in the dominant language so that the child ends up learning it, Conversing in the dominant language for the child to learn quickly etc.</i>	Is able to provide 2 or more examples of engaging such a child and suggests the importance of home language for a pre-schooler. Shows interest in learning basic communication skills of the dialect to engage the child.	Low <input type="checkbox"/> Medium <input type="checkbox"/> High <input type="checkbox"/> Score: <input type="checkbox"/>

			Is not able to explain the importance of home language.		
Indicator 2: Displays balanced perspectives on children and society					
2.1. Ability to understand that environment (society, parents, relatives, neighbours etc.) influences the development of a child.	In what ways do you think the society influences a child's development?	Is not able to answer the question even with guidance from interviewee and gives irrelevant answer. Or believes that child is a blank slate and it's the responsibility of the elders around the child to make him learn about the world with number of probes from the interviewee	Able to express that society influences a child's development but supplements with only one example which may not be a very detailed one.	Able to give 2 or more examples on how society has a major role to play in a child's development. Presents the perspective that the child is an active learner with minimum guidance from the interviewee. <i>Example: Language from elders, imitates gestures, etc.</i>	Low <input type="checkbox"/> Medium <input type="checkbox"/> High <input type="checkbox"/> Score: <input type="checkbox"/>
Indicator 3: Engages thoughtfully with children					
3.1. Ability to handle problem situations with a child-centred approach	Two children crying for one toy. How will you handle such a situation?	Suggests an authoritarian approach with stern instructions or suggests punitive measures of disciplining or to show negligence as a method of controlling crying/ unwanted behaviour or gives irrelevant answers even with probes from interviewee	Suggests a permissive approach with warm responses but does not mention about rules. Shows a more lenient take on the situation. <i>Example: coaxing the children and taking away the toy.</i>	Suggests an authoritative approach by explaining expectations, by valuing independence and stating out clear rules. <i>Example: explaining the concept of 'sharing' and implementing it in daily classroom routine. Putting forward clear rules within classroom setting etc.</i>	Low <input type="checkbox"/> Medium <input type="checkbox"/> High <input type="checkbox"/> Score: <input type="checkbox"/>
3.2. Ability to appreciate diversity and inclusion (Testing for views towards inclusiveness)	Do you think children with visual impairment/ physical disability should be a part of a pre-school?	Suggests that children with disabilities should be kept within households and should not be	Suggests that they should be in separate special schools as teaching such a child should be handled by specialists.	Suggests that a child with physical disability should be part of the pre-school with other children.	Low <input type="checkbox"/> Medium <input type="checkbox"/> High <input type="checkbox"/>

Interview Tool

	If yes, How will you engage with such a child?	together with other children.		Candidate provides several methods of engaging with the child. <i>Example: giving extra time, repeating instructions, intense supervision for safety etc.</i>	Score: <input type="checkbox"/>
3.3. Ability to appreciate diversity and inclusion (Testing for views on diversity)	Do you think a group of children from a certain background should be aware of different cultures and practices? If yes, How would you introduce diversity to pre-schoolers?	Suggests that the children at this age need to know only their own cultural practices Or, Provides irrelevant answers even with probes from interviewee	Suggests children should know about all the cultures but when probed suggests passive ways of introducing diversity to pre-school children. <i>Example: a speech on diversity, a conversation, a talk, discussion etc.</i>	Suggests it is necessary for children to be aware and be accepting of all cultures. And, Suggests various methods for the children to participate, to be aware of the different cultures and practices. <i>Example: Celebrating festivals, singing or listening to different folk songs, themed paintings or drawings etc.</i>	Low <input type="checkbox"/> Medium <input type="checkbox"/> High <input type="checkbox"/> Score: <input type="checkbox"/>
Aggregate score on all the indicators					<input type="checkbox"/>

SAMPLE QUESTION PAPER
PRE-PRIMARY EDUCATION- Level 2

Instructions

1. Read the questions carefully and attempt all the questions given in the paper
2. There are two types of questions- Multiple Choice Questions and Open-Ended Questions.
3. In each of the Multiple Choice Questions there are 4 options given as A, B, C, and D. Of the options given, only one has the correct answer. Identify the correct option and draw a circle around A or B or C or D.
4. All the Open-Ended Questions should be answered in the space provided.

1. **Which of the following reflect social functions of play?**
 - A. Increased ability to cope emotional conflict
 - B. Increased creativity
 - C. Improved balance and co-ordination
 - D. Increased affiliation with peers

2. **Which of the following statements largely define Piaget's theory of cognitive development?**
 - A. Children learn when guided by a more knowledgeable one
 - B. Children are both learners and teachers
 - C. Children construct own knowledge through experimenting
 - D. Children learning cannot be understood without its cultural context

3. **Teacher is engaged in story-telling session. One of the children is not listening to the teacher and running around the classroom. Which one of the following techniques should the teacher apply?**
 - A. Ask the child sternly to sit and inculcate fear
 - B. Explain why it is important to sit and listen
 - C. Wait for the child to realize his mistake and return back.
 - D. Leave the child unattended since eventually the child will return.

4. **Select the activity that would stimulate fine-motor skills of a 3-year-old child**

A. Swinging on the swings	C. Stringing beads
B. Playing catch-ball	D. Playing with balloons

5. **Which one of the following symptoms imply that the child has learning disability?**
 - A. Trouble understanding social rules and customs such as taking turns
 - B. Trouble paying attention and problem in reading
 - C. Repetitive body movements with a resistance to change
 - D. Trouble maintaining eye contact with continuous staring at lights

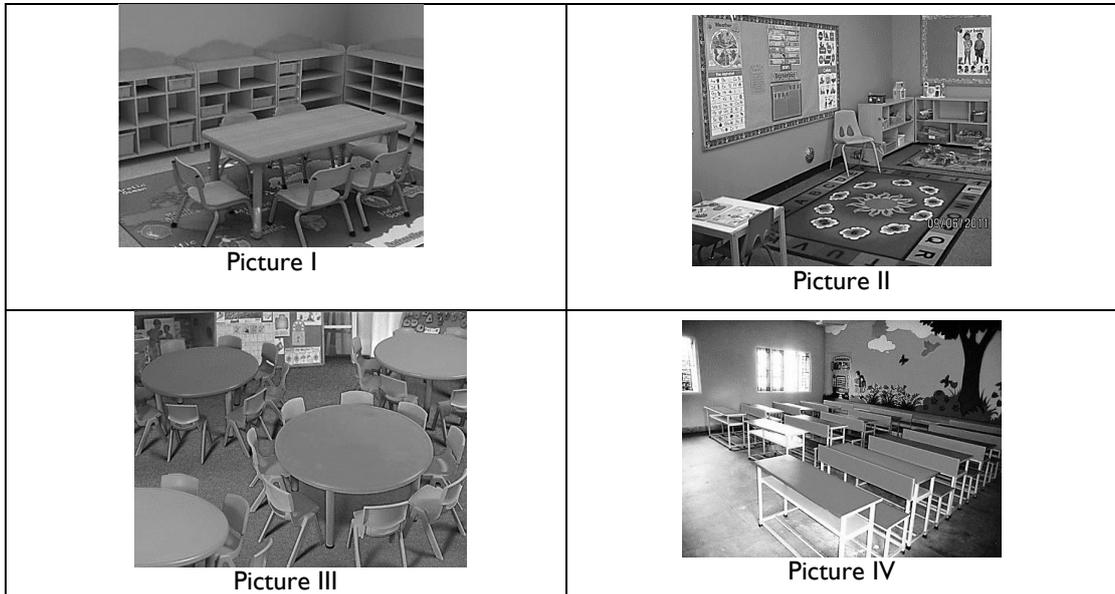
6. **List 3 causes for disability in children**
 - (i) _____
 - (ii) _____
 - (iii) _____

7. **A child stumbles on a rock and starts crying. When the teacher hits the rock and blames the rock for her fall she gets convinced and stops crying. What is the age-group of this child, according to you?**

A. 0-2 years	C. 7-11 years
B. 2-7 years	D. 0-5 years

8. **Why are efficient caregivers important for the growing child, especially during early childhood years?**
- A. Early years are critical years for brain development
 - B. Children in early childhood are new to world and requires supervision
 - C. Early years are considered blank slate and requires adult supervision
 - D. Early childhood is an age of immaturity and irresponsibility
9. **What should the teacher do when a child speaks a different home language than the one spoken in the pre-school?**
- A. Leave the child to be on her own and wait for her to pay attention
 - B. Scold the child and try to bring her attention back to the activity
 - C. Try to learn some basic keywords of the dialect to engage the child
 - D. Ask the child's parents to speak in Hindi at home and teach her Hindi.
10. **A 4-year-old child irregularly attends school. Often he walks alone from his home and sometimes his mother drops and leaves. Why is there a need to develop a positive relationship with the child's parents and family?**
- A. They are the decision makers for the child
 - B. To instruct them on how to socialize the child at home
 - C. It helps the teachers to understand the needs and issues of the child
 - D. To complain about the child's misbehavior in school
11. **A 2-year-old child is trying to hold a ball with both his arms and is unable to use his hands and fingers. Which principle of development would this pattern fall under?**
- A. Developmental proceeds from Centre to Extremities
 - B. Development proceeds from Head to Toe
 - C. Development is from Simple to Complex
 - D. Development pace differs from one child to another
12. **Below are developmental domains paired with one of its stimulating activities. Choose the pair with the incorrect activity for the domain.**
- A. Gross-Motor Development-Climbing stairs
 - B. Cognitive Development- identifying different tastes
 - C. Language Development- Paper-folding
 - D. Fine-Motor Development- Threading

Look at the pictures below to answer Question No. 13



13. Which one of the given seating arrangement would be suitable inside a pre-school?

- A. Picture I
- B. Picture II
- C. Picture III
- D. Picture IV

14. Which of the following diseases is a form of protein energy malnutrition?

- A. Anaemia
- B. Marasmus
- C. Polio
- D. Diarrhoea

15. Which of the following has an effect on learning ability?

- A. Low nutrition
- B. No play material
- C. Minimal clothing
- D. Multiple care-givers

16. Why is it important to maintain personal hygiene, especially during early childhood years?

- A. To look beautiful and make friends
- B. To keep away germs and illnesses
- C. To inculcate a habit in children for later years
- D. To prevent growth stunting

17. Which of the following methods would not be appropriate to assess a 3-year-old child's cognitive learning?

- A. Observation
- B. Checklist
- C. Paper-pencil test
- D. Case Studies

18. Which of the following statements of a child's behaviour shows inference and not a statement of behaviour?

- A. Maya sat in one corner for the whole day and did not speak to anyone
- B. Maya sat in one corner and restricted herself from engaging with people
- C. Maya sat in one corner and stayed silent the whole day indicating some distress
- D. Maya sat in one corner and decided to stay away from people

19. What is there a need for pre-school education for children below 6 years? Because at this age-

- A. Children are at a critical age of development and requires stimulation
- B. Children are blank slates and they need to be trained early
- C. Children are fragile beings and are dependent on the elders for everything
- D. Children are wet clay and need to be moulded by elders accordingly

20. Which of the following is an incorrect reason to document and record data in a preschool space?

- A. To assess self- performance
- B. To identify services that need improvement
- C. To assess utilization of services
- D. To present a formal report to the parents

DEMONSTRATION TOOL- PRE-PRIMARY

Guidelines for the Demonstration Class

1. Approach the candidate with sensitivity and respect
2. The demonstration class will be for 40 minutes – 5 minutes at the start of the demonstration class may be used by the assessor to develop a rapport with the candidate (*asking his/her name and also for going through the lesson plan/daily routine plan submitted by the candidate; glancing through the plan before the start of the demonstration class will give the assessor an idea of the activity to be performed and the objectives of the activity chosen by the candidates*); the next 30 minutes can be for observing the transaction and the last 5 minutes for a wrap up discussion (*the assessor can ask for any clarificatory questions/doubts on the session observed*).
3. The demonstration class would be any normal anganwadi session the candidate would be assessed on the indicators mentioned in the tool.
4. The assessor/s should be non-participant observer/s of the class and refrain from engaging in the classroom activities.
5. The focused areas of observations under each indicator is to guide the assessor/s what one should look for while observing the demonstration class
6. The practices under each indicator has been categorized into 'low', 'medium' and 'high' levels
7. The practices under the low category are the ones which we would not want to see in a classroom and are scored 0. Medium and high level practices are scored 1 and 2 respectively

Rubric for Evaluation

I. Indicator: Integrates Early Childhood Care and Education curriculum into the daily plan				
Focus areas for observation	Low	Medium	High	Tick the appropriate box for the final score & score Low- 0 Medium – 1 High - 2
<ul style="list-style-type: none"> • How well is the daily routine plan integrated with ECCE curriculum? <ul style="list-style-type: none"> ○ How well is play integrated in the plan? ○ How well the activities are aligned to early childhood development? 	<p>The lesson plan has more of cognitive activities with no integration of play</p> <p><i>Example: There are more of formal activities like-writing 1,2,3... or A,B,C,.....</i></p> <p><i>The plan is more oriented for class I or even Class II. There is a lot of writing activities, board writing etc.</i></p>	<p>The plan has play activities well-integrated but solely teacher directed.</p> <p>There is no space for the child to play on her/his own. There is no space for free play. The plan has only inside activities and lacks outside activities.</p>	<p>The plan has activities well-balanced with age-appropriate play.</p> <p><i>Example: The lesson plan has activities taken into account various principles of ECCE curriculum- more child-centric and play-based activities, space to explore, create, etc. There is a balance of inside and outside activities.</i></p>	<p>Low <input type="checkbox"/></p> <p>Medium <input type="checkbox"/></p> <p>High <input type="checkbox"/></p> <p>Score: <input type="checkbox"/></p>
<ul style="list-style-type: none"> • Are the activities mentioned in the plan designed addressing all the developmental domains? • Are the activities mentioned in the plan age-appropriate and challenging enough to hold the attention of 3-6-year-old children? 	<p>Designs activities which are not age-appropriate.</p> <p><i>Example- not challenging enough for 3-6 year olds.</i></p> <p>Or,</p> <p>Designs irrelevant activity for <i>example: designs activity which are not aligned to the domains of development.</i></p>	<p>Activities from all the 4 domains are appropriately mentioned in the plan/daily routine but details not explained or,</p> <p>Details of only 1-2 activities for 1-2 domains explained.</p>	<p>Activities with details are designed for all the 4 domains namely physical, cognitive, language, socio-emotional.</p> <p>Activities are challenging enough and age-appropriate. <i>For example: fine motor development through threading beads for a 3 year old, turn-taking</i></p>	<p>Low <input type="checkbox"/></p> <p>Medium <input type="checkbox"/></p> <p>High <input type="checkbox"/></p> <p>Score: <input type="checkbox"/></p>

			activity for social development, etc.	
2. Indicator: Demonstrates effective communication skills				
<ul style="list-style-type: none"> Is the voice and instructions clear enough and easy to understand? Is the teacher using appropriate intonation, body language, gestures in transaction? 	<p>Fails to demonstrate any effective communication skills</p> <p><i>Example: demonstrates with unclear voice without any intonation and/or body-gestures. Instructions given are not clear.</i></p>	<p>Is able to communicate in loud and clear voice but does not provide precise instructions. No intonation in singing or any body-gestures while singing songs or rhymes</p>	<p>Is able to communicate instructions in a clear and loud voice. Repeats her/his instructions when needed. Able to use intonation while singing songs or rhymes.</p>	<p>Low <input type="checkbox"/></p> <p>Medium <input type="checkbox"/></p> <p>High <input type="checkbox"/></p> <p>Score: <input type="checkbox"/></p>
<ul style="list-style-type: none"> Does the teacher use home language? 	<p>The teacher does not include any aspect of culture and language. The teacher speaks in the dominant language.</p> <p><i>Example: If a child is unable to understand the dominant language, the teacher scolds, neglects, rebukes or forces the child to speak in the dominant language.</i></p>	<p>The teacher uses the home language of the community. In case of a child speaking different dialect the teacher is sympathetic but does not engage or put in any effort to include the child in the activities.</p>	<p>The teacher uses the home language of the community and brings in cultural context during play. Uses terms and words which can be easily understood by the children. Puts in effort to learn the dialect or language if different from her/his mother tongue</p>	<p>Low <input type="checkbox"/></p> <p>Medium <input type="checkbox"/></p> <p>High <input type="checkbox"/></p> <p>Score: <input type="checkbox"/></p>
3. Indicator: Organizes supportive learning environment				

<ul style="list-style-type: none"> Is the sequencing of activities done as per the developmental needs of the children? Does the routine provide space for structured and unstructured activities in a balanced manner? <p>For example:</p> <ul style="list-style-type: none"> Structured activity followed by unstructured activity Indoor play followed by outdoor activity Active session followed by quiet session Individual activity followed by group activity etc. 	<p>The transaction is not well-sequenced neither is developmentally appropriate. <i>Example: A very long story telling session followed by another sit and listen session. The activities requiring movement are all clubbed together and all the calm activities are set aside for later.</i></p>	<p>The transaction is well sequenced but not developmentally appropriate. <i>Example: Sharing a complex story without the use of pictures or visual aids, or talking for a longer time, giving long instructions etc.</i></p>	<p>The transaction is well-sequenced and developmentally appropriate. <i>Example: Finger painting followed by free play, storytelling session followed by singing rhymes etc. The activities are allotted smaller time span since the attention span of a preschool child is lesser comparatively.</i></p>	<p>Low <input type="checkbox"/></p> <p>Medium <input type="checkbox"/></p> <p>High <input type="checkbox"/></p> <p>Score: <input type="checkbox"/></p>
--	---	--	---	--

4. Indicator: Recognizes the significance of respecting the cultural diversity.

<ul style="list-style-type: none"> Does the teacher gives respect to diversity and creates an inclusive environment? 	<p>The teacher does not respect the cultural diversity and fails to make the classroom culturally inclusive. <i>Example: Children from diverse cultures are neglected by the teacher. The teacher mentions incidents which are culturally irrelevant for the children.</i></p>	<p>Uses some terms and words of a different language/dialect which are not easily understood. The transaction includes context specific aspects of the dominant culture only (<i>This is applicable only if the group is a heterogeneous group of children with different culture and dialects</i>).</p>	<p>Using material culture (<i>example: attires, utensils, religious institutions, flora-fauna etc.</i>) or festivals or other cultural practices or customs to explain any concept. In case of diverse group of children, the teacher puts in extra effort to include the children from</p>	<p>Low <input type="checkbox"/></p> <p>Medium <input type="checkbox"/></p> <p>High <input type="checkbox"/></p> <p>Score: <input type="checkbox"/></p>
---	---	--	---	--

			<p>different communities too. Example: <i>Using keywords of their dialect, referring to specific customs or practices of that particular community etc.</i></p>	
Aggregate score on all the indicators				<input type="text"/>

DEMONSTRATION TOOL- PRIMARY TO SECONDARY

Guidelines for the Demonstration Class

1. Approach the candidate with sensitivity and respect
2. The demonstration class will be for 30 minutes – 5 minutes at the start of the demonstration class may be used by the assessor to develop a rapport with the candidate (*asking his/her name and also for going through the lesson plan submitted by the candidate; glancing through the lesson plan before the start of the demonstration class will give the assessor an idea of the topic to be taught, the lesson objectives and the resources that will be used by the candidates*); the next 20 minutes can be for observing of the lesson transaction and the last 5 minutes for wrap up discussion (*the assessor can ask for any clarificatory questions/doubts on the lesson observed*)
3. In case the demonstration class is a mock class, the assessor/s to convey to the candidates to treat them (assessor/s) as though they were students in her/his class
4. The demonstration class have 5 focused areas for observation – (i) planning of the lesson (ii) subject matter knowledge of the lesson transacted (iii) resources used (iv) communication skills (v) assessment strategies used
5. The focused areas of observations under each indicator is to guide the assessor/s what one should look for while observing the demonstration class
6. The practices under each indicator has been categorized into ‘low’, ‘medium’ and ‘high’ levels
7. The practices under the low category are the ones which we would not want to see in a classroom and are scored 0. Medium and high level practices are scored 1 and 2 respectively
8. Candidates scoring 50% and above will be qualified for the next level of the recruitment process i.e. the interview

Rubrics for Evaluation

1. Indicator: Demonstrates effective planning of the lesson transacted				
Focus areas for observation	Low	Medium	High	Tick the appropriate level & score Low- 0 Medium – 1 High - 2
<ul style="list-style-type: none"> How well planned is the lesson? <ul style="list-style-type: none"> Was the lesson coherent and sequenced? Was it age-appropriate and contextualized? Were the lesson topic and their objectives / learning outcomes shared at the beginning of the lesson transaction? 	<ul style="list-style-type: none"> The classroom transaction seems impromptu There is lack of evidence of prior planning: <ul style="list-style-type: none"> the lesson/topic to be taught and the objectives / learning outcomes of the lesson not shared The content taught is not sequenced and fails to build connections between the topics taught 	<ul style="list-style-type: none"> Shares the classroom plan with broad objectives in mind at the time of introduction Addresses most of the objectives of the lesson being taught The sequence of the lesson plan is as per the textbook and is not contextualized 	<ul style="list-style-type: none"> Shares and addresses all the objectives of the lesson being taught in the class and consciously plans to fulfil them. Presents the content in a sequence and aligns it to the lesson objectives (e.g. smooth transition of content, sequence in teaching points etc.). The lesson is coherent, sequenced, age appropriate and planned keeping the learner's context in mind 	<p>Low <input type="checkbox"/></p> <p>Medium <input type="checkbox"/></p> <p>High <input type="checkbox"/></p> <p>Score <input type="checkbox"/></p>
2. Indicator: Displays a deep understanding of the subject matter				
<ul style="list-style-type: none"> How well does the teacher understand the subject that she/he is teaching? What kind of examples, analogies, 	<ul style="list-style-type: none"> Presents factually incorrect / incoherent information 	<ul style="list-style-type: none"> Provides learners with subject matter that is factually correct 	<ul style="list-style-type: none"> Presents accurate subject matter going beyond textbooks 	<p>Low <input type="checkbox"/></p> <p>Medium <input type="checkbox"/></p>

<p>explanations, etc. does she/he use while teaching?</p>	<ul style="list-style-type: none"> Explanations used are inadequate/incomplete 	<ul style="list-style-type: none"> Subject understanding seems largely textbook dependent Uses related examples and/or explanations outlined in the textbook to help learners understand the subject matter 	<ul style="list-style-type: none"> Uses additional relevant examples and/or explanations (beyond those outlined in the textbook) to help learners understand concepts. 	<p>High <input type="checkbox"/></p> <p>Score <input type="checkbox"/></p>
<p>3. Indicator: Manages and uses resources effectively</p>				
<ul style="list-style-type: none"> What are the resources used by the teacher? How appropriate are they in the context of the concept being taught? 	<ul style="list-style-type: none"> Does not use any resource Uses irrelevant resources 	<p>Uses resources that are indicated in the textbook only</p>	<p>Goes beyond the textbook and creates resources in such a way that it is engaging for learners as well as furthers their conceptual understanding</p>	<p>Low <input type="checkbox"/></p> <p>Medium <input type="checkbox"/></p> <p>High <input type="checkbox"/></p> <p>Score <input type="checkbox"/></p>
<p>4. Indicator: Exhibits appropriate communication skills</p>				
<p>Communicates effectively during the demonstration class (<i>both verbal and non-verbal - pitch, tone and intonation, audibility, the way the instructions are given, legible writing on the board</i>)</p> <ul style="list-style-type: none"> What is the tone of communication of the teacher? What is the nature of the teacher's body language- 	<ul style="list-style-type: none"> Voice not audible Provides incomplete and unclear instructions Body language is intimidating 	<ul style="list-style-type: none"> Communicates in simple language Gives audible instructions; writes legibly on the board Has a neutral body language 	<p>Has positive verbal (<i>clear, concise, timely instructions, audible</i>) and non-verbal communication (<i>makes eye contact, smiles</i>).</p>	<p>Low <input type="checkbox"/></p> <p>Medium <input type="checkbox"/></p> <p>High <input type="checkbox"/></p> <p>Score <input type="checkbox"/></p>

intimidating/neutral/engaging?				
5. Indicator: Seamlessly integrates assessments into teaching learning process				
<p>Uses effective strategies for assessing and evaluating learning (<i>The Lesson Plan and the Demonstration class will provide information on assessment</i>)</p>	<ul style="list-style-type: none"> Does not integrate assessment while teaching 	<ul style="list-style-type: none"> Uses summative assessment only at the end of the lesson or during transaction asks only recall type of questions 	<ul style="list-style-type: none"> Asks a range of questions (factual as well as higher order thinking questions) Asks questions at the beginning to test the prior knowledge Asks probing questions while teaching in order to elicit their thinking, questions promoting curiosity and creativity The type of questions asked are aligned to meet the objectives/ learning outcomes. 	<p>Low <input type="checkbox"/></p> <p>Medium <input type="checkbox"/></p> <p>High <input type="checkbox"/></p> <p>Score <input type="checkbox"/></p>
Aggregate score on all the indicators				Final Score: <input type="checkbox"/>

INTERVIEW TOOL- PRIMARY TO SECONDARY

Guidelines for the Interview

1. The interview is a continuation of the demonstration class for candidates who have qualified the second level (demonstration class)
2. The purpose of the interview is to evaluate the essential values and attitudes of the candidate that are much needed in a teaching profession
3. The assessor can strike up a rapport with the candidate by first talking about the class observed (example – the class went well. I liked instances like...)
4. The assessor should practice active listening and refrain from giving her/his opinion
5. The probable questions for the interview given in the tool are suggestive and by no means prescriptive
6. The suggested questions are based on some given situations. This will help the assessors focus attention on the objectives of the interaction; the assessor may use other questions / statements that trigger off the desired thought process in the candidate in an attempt to get the desired data
7. It might be necessary to probe initial responses further; this is contingent upon the initial responses of the candidate and hence cannot be defined beforehand
8. The probable responses of the candidates in the tool are levelled low, medium and high. The responses may be different for different candidates but on the whole low level means where the candidates have given a negative, biased or an irrelevant response; medium for partial response and high for a well-organized and detailed response
9. Responses in the low category are the ones which we would not like to see in a candidate and have assigned 0 score; for medium and high category responses, the score assigned are 1 and 2 respectively
10. The assessor to tick the appropriate box for levelling each practice in the indicator and assign the score; Aggregate scores on the practices of the indicators to be given at the end
11. To qualify the interview round the candidate need to score 50% in the aggregate

Rubrics for Evaluation

Indicators with practices	Questions with situations	Rubrics			Score on the practice
		Low	Medium	High	Tick the appropriate level & score Low- 0 Medium - 1 High - 2
Indicator 1: Demonstrates critical thinking and reflection					
1.1 Reflects one's experiences, thoughts, emotions, and action.	1. How do you think the demonstration class went? List one thing that went well with the class and one challenge faced by you while giving the demo class	Candidate not able to reflect on the things which went well with the class or the challenges faced by her/him; gives irrelevant answers. Has no understanding of her/his abilities and areas of further development.	Candidate is able to reflect on only one aspect of the effectiveness of the class – either what went well or the challenge she/he faced; not able to share the examples in detail. Seems to exhibit an understanding of either on her/his abilities or on the areas of further development, not both.	Candidate examines and cautiously gauge the effectivity of the class that was taught and provides relevant examples of both what went well and the challenges faced thus exhibiting detailed explanation and a balanced understanding of his/her abilities and areas of further development	Low <input type="checkbox"/> Medium <input type="checkbox"/> High <input type="checkbox"/> Score: <input type="checkbox"/>
1.2 Critically thinks how to improve on the work done.	2. If you are given the chance to teach the same lesson once again, would you do anything differently? State 2 things that you would do differently	Candidate unable to state any changes or gives irrelevant suggestions for further improvement of the class	Candidate could state only one thing that he would do differently for further improvement of the class	Candidate actively reflects on one's own knowledge, practices and comes up with relevant suggestions for further improvement of the class	Low <input type="checkbox"/> Medium <input type="checkbox"/> High <input type="checkbox"/> Score: <input type="checkbox"/>

Indicator 2: Exhibits passion for teaching					
2.1 Articulates specific traits in teaching that motivates him/her to be a teacher.	3. Why do you want to become a teacher? / What do you like most about a teaching career?	Candidate gives a broad response by saying that “I always wanted to become a teacher” and does not explain what traits in teaching attracts her/him	Candidate demonstrates that teaching is her/his first choice and gives a generic explanation of what motivates her/him to be a teacher. <i>Example: teaching is a noble profession or teaching helps to eradicate illiteracy from the country etc.</i>	Candidate clearly articulates why she/he wants to be a teacher providing relevant examples from her/his school days of teachers who had motivated her/him and the specific teaching elements that she/he finds satisfying	Low <input type="checkbox"/> Medium <input type="checkbox"/> High <input type="checkbox"/> Score: <input type="checkbox"/>
Indicator 3: Expresses openness to learn					
3.1 Accepts diverse points of view and demonstrates openness to learn	4. While observing your class, a senior teacher points out multiple pointers on how you can improve your class. How would you feel and what would you do to improve your teaching?	Candidate expresses she/he will feel uncomfortable with the situation and indicates that she/he may or may not consider the suggestions	Candidate indicates that she/he will accept the feedback but does not indicate ways of incorporating them	Candidate expresses openness in accepting the feedback and indicates ways of incorporating the feedback. <i>Example: Seeking help from the senior teachers’ for furthering one’s learning and understanding, attending workshops, reading etc.</i>	Low <input type="checkbox"/> Medium <input type="checkbox"/> High <input type="checkbox"/> Score: <input type="checkbox"/>
Indicator 4: Displays commitment to democratic values					
4.1 Justifies the relevance of instituting democratic processes in a	5. If the principal asks you to set a new set of rules for the school, how will you go about doing this task?	Candidate articulates that he/she will create norms and rules for the school on	Candidate articulates that she/he will create norms and rules for the school by	Candidate articulates the need for different processes to set	Low <input type="checkbox"/> Medium <input type="checkbox"/>

school and exhibits the same (Testing for collaboration).		her/his own understanding	themselves or with their peers and will also explain the rationale of these norms	norms for different age groups. <i>Example: For young children, the teachers set the norms and explain the rationale of why they should follow these norms. And for the older children, co-create the norms with the learners and peers</i>	High <input type="checkbox"/> Score: <input type="checkbox"/>
4.2. Demonstrates appreciation for diversity, equity, fairness, differences in opinions, human rights, economic justice while dealing with others in the school. (Testing for Class)	6. Moni, a Grade 6 student comes from a very poor family. Both her parents go to work early in the morning and she has to get ready by herself and also has to look after her young siblings and get them ready for school. In a hurry invariably she forgets to comb her hair, take a bath and many times forgets her books and homework. If you were her teacher what would you do?	Candidate passes judgement and expresses biased responses because of the socio-economic status of the child	Candidate reinforces school rules and regulations to deal with such situations and is rigid in following these rules	Candidate expresses flexibility with school norms and rules. Suggests proactive steps to understand the socio-cultural and economic background of the community from where the learners come and treats children with empathy	Low <input type="checkbox"/> Medium <input type="checkbox"/> High <input type="checkbox"/> Score: <input type="checkbox"/>
4.3. Demonstrates appreciation for diversity, equity, fairness, differences in opinions, human rights, economic justice while dealing with others in the school (Testing for Religion)	7. Some schools conduct prayers of a particular religion during the school assembly. One of the students who belongs to another religion shares his discomfort in joining the prayer. What are your thoughts on the same?	Candidate passes judgement and expresses biased responses because of the religion of the child	Candidate reinforces school rules and regulations to deal with such situations and is rigid in following these rules	Candidate expresses flexibility with school norms and rules. Suggests proactive steps to understand the socio-cultural background of the community from where the	Low <input type="checkbox"/> Medium <input type="checkbox"/> High <input type="checkbox"/> Score: <input type="checkbox"/>

				learners come and treats children with empathy	
<p>4.4. Demonstrates appreciation for diversity, equity, fairness, differences in opinions, human rights, economic justice while dealing with others in the school (Testing for Ability)</p>	<p>8. Varun, is a 10-year-old boy. He takes time to grasp concepts taught in class. The friends tease him for being slow. Almost every day, the teacher has to explain concepts taught in the class multiple times. As a result, the class is always late in completing their lessons. If you were Varun's teacher, how would you deal with this situation?</p>	<p>Candidate passes judgement and expresses biased responses because of the ability of the child <i>Example: The candidate labels the child as a slow learner...expresses that for one child being slow the entire class cannot suffer and therefore she/he would suggest his parents to arrange for him some extra coaching. She/he if expresses her/his belief that all children cannot learn etc.</i></p>	<p>Candidate identifies the problem and expresses sympathy for the child; shares that she/he will give some additional attention to him but does not share the details</p>	<p>Candidate identifies the problem of the child and suggests proactive steps on helping the child. <i>Example: spending some time with him during lunch-break or after school hours; helping him with homework, motivating the child by giving him assurance, trying out different approaches that would help him learn better etc.</i></p>	<p>Low <input type="checkbox"/></p> <p>Medium <input type="checkbox"/></p> <p>High <input type="checkbox"/></p> <p>Score: <input type="checkbox"/></p>
<p>4.5. Demonstrates appreciation for diversity, equity, fairness, differences in opinions, human rights, economic justice while dealing with others in the school (Testing for Gender)</p>	<p>9. You are the teacher of class VIII. Before the assembly there are certain chores that needs to be done by the students of class VIII like cleaning the ground, taking care of primary children, filling water, serving milk, moving benches etc. You have been asked to assign the duties to the children (boys, girls and 3rd gender) of your class. What duties will you assign to whom and why?</p>	<p>Candidate passes judgement and expresses biased responses because of the gender of the child</p>	<p>Candidate reinforces societal norm and regulations to deal with such situations and is rigid in following these rules. <i>Example: the candidate states that there should be no differentiation made on the basis of genders but at the same time expresses inability to treat them equally because of</i></p>	<p>Candidate expresses fairness and empathy towards the treatment of children while assigning duties</p>	<p>Low <input type="checkbox"/></p> <p>Medium <input type="checkbox"/></p> <p>High <input type="checkbox"/></p> <p>Score: <input type="checkbox"/></p>

			<i>the societal norms and pressure</i>		
Aggregate score on the practices of the indicators					Final Score <input type="text"/>