

4.0. Introduction

This chapter presents the analysis and interpretation of the data objective wise in depth. As explained in the earlier chapter, the present chapter deals with the analysis and interpretation of data collected from the teachers, principals, CRC Coordinators and BRPS. The analysis has been done by calculating the frequency and percentage. The values in the brackets indicate percentages presented in the following tables.

4.1. Analysis and Interpretation of Data Objective Wise

4.1.1. Objective No. 1

To study the teacher evaluation followed in different types of schools of Tapi district in terms of

- a. Self -evaluation
- b. Peer -evaluation
- c. Evaluation by superiors
- d. Student -evaluation
- e. Classroom observation

4.1.1.1. Need and objective of Teacher Evaluation

Table 4.1: Responses of Principals on Need of Teacher Evaluation System

Types of Schools	No. of Schools	Principals n	Need of Teacher Evaluation System	
			Yes	No
Jilla Panchayat School	80	80	65 (81.25)	15 (18.75)
Ashram Shala	6	6	6 (100)	0 (0)
Private School	4	4	4 (100)	0 (0)
JNV	1	1	1 (100)	0 (0)
EMRS	1	1	1 (100)	0 (0)
Total	92	92	77 (83.70)	15 (16.30)

From table 4.1 it can be observed that, 81.25% principals of jilla panchayat schools replied positively and 18.75% replied negatively on the need of teacher evaluation system. All teachers of ashram shalas, private schools, JNV and EMRS replied positively agreeing on the need for a teacher evaluation system. Overall, 83.70% principals of all types of schools replied positively whereas, 16.30% principals of all types of schools replied negatively on the need of teacher evaluation system.

Table 4.2: Response of CRC Coordinators and BRPs on Need Requirement of Teacher Evaluation

Evaluator	Sample n	Need of Teacher Evaluation	
		Yes	No
CRC Co-Ordinator	30	28 (93.33)	2 (6.67)
BRP	4	4 (100)	0 (0)

From the table 4.2 it can be observed that, 93.33% CRC coordinators and cent percent BRPs replied positively that they felt the need of teacher evaluation. only 6.67% CRC coordinators replied negatively on the need of teacher evaluation system.

Table 4.3: Responses of Teachers on Objectives of Teacher Evaluation

Statements	Types of Schools					
	Jilla Panchayat School [80]	Ashra m Shala [6]	Private School [4]	JNV [1]	EMRS [1]	Total [92]
	n=214	n=24	n=19	n=5	n=5	n=267
Quality Improvement of Education	49 (22.90)	0 (0)	7 (36.84)	0 (0)	5 (100)	61 (22.85)
Guidance	53 (24.87)	24 (100)	0 (0)	0 (0)	0 (0)	77 (28.84)
Monitoring	09 (4.21)	10 (41.67)	0 (0)	0 (0)	0 (0)	19 (7.12)
To Measure Effectiveness of	33 (15.42)	20 (83.33)	0 (0)	03 (60)	0 (0)	56 (20.97)

Teaching Practices						
To Evaluate Teachers through Evaluation of Students	21 (9.81)	05 (20.83)	0 (0)	0 (0)	5 (100)	31 (11.61)
To Know Proficiency and Professional Readiness of Teachers.	25 (11.68)	0 (0)	11 (57.89)	5 (100)	0 (0)	41 (15.36)
To Be Helpful in Developing Professional Readiness of Teachers	12 (5.61)	0 (0)	0 (0)	0 (0)	0 (0)	12 (4.49)
To Develop Sense of Confidence in Teachers	05 (2.34)	0 (0)	0 (0)	0 (0)	0 (0)	05 (1.87)
To Motivate Teachers	16 (7.48)	0 (0)	7 (36.84)	4 (80)	5 (100)	32 (11.99)
Educational Planning	0 (0)	01 (4.17)	0 (0)	0 (0)	0 (0)	01 (0.37)

Amongst those who replied positively, table 4.3 reveals that 22.90% teachers of jilla panchayat schools, 36.84% teachers of private schools, all teachers of EMRS and a total of 22.85% teachers of all types of elementary schools of Tapi district responded that the objectives of teacher evaluation was to improve the quality of education. 24.87% teachers of jilla panchayat schools, all teachers of ashram shalas and overall, 28.84% teachers of all types of schools stated that teacher evaluation provided guidance to the teachers on the objectives of teacher evaluation. 4.21% teachers of jilla panchayat schools, 41.67% teachers of ashram shalas and a total of 7.12% teachers of all types of schools stated that the objective of teacher evaluation was monitoring. 15.42% teachers of jilla panchayat, 83.33% teachers of ashram shalas, 60% teachers of JNV and a total of 20.97% teachers of all types of schools mentioned that the objectives of teacher evaluation was to measure effectiveness of teaching. 9.81% teachers of jilla panchayat schools, 20.83% teachers of private schools, cent percent teachers of EMRS and a total of 11.61% teachers of all types of schools stated the objective of teacher evaluation was to evaluate teachers through the

evaluation of students. 11.68% teachers of jilla panchayat schools, 57.89% teachers of private schools, all teachers of JNV and a total of 15.36% teachers of all types of schools stated that the objective of teacher evaluation was to know proficiency and professional readiness of teachers. 5.61% teachers of jilla panchayat schools and total 4.49% of all types of schools mentioned that the objective of teacher evaluation was helpful in the development of professional readiness. 2.34% teachers of jilla panchayat schools and a total of 1.87% teachers of all types of schools mentioned that the objective of teacher evaluation was to help teachers in developing a sense of confidence. 7.48% teachers of jilla panchayat schools, 36.84% teachers of private schools, 80% teachers of JNV, cent percent teachers of EMRS and a total of 11.99% teachers of all types of elementary schools of Tapi district mentioned that the objective of teacher evaluation was to motivate teachers where as 4.17% teachers of ashram shalas and a total of 0.37% teachers of all types of schools mentioned educational planning as the objective of teacher evaluation. Quality improvement of education, guidance and measuring effectiveness of teaching practice immersed as prominent objectives of teacher evaluation

Table 4.4: Response of Principals on Objectives of Teacher Evaluation

Statements	Types of Schools					
	Jilla Panchayat School [80]	Ashram Shala [6]	Private School [4]	JNV [1]	EMRS [1]	Total [92]
	n=65	n=6	n=4	n=1	n=1	n=77
To Provide Guidance	25 (38.46)	5 (83.33)	2 (50)	0 (0)	1 (100)	33 (42.86)
To Enhance Quality of Education	10 (15.38)	4 (66.67)	2 (50)	1 (100)	0 (0)	17 (22.08)
To Observe the Effectiveness of Teaching Practices	24 (36.92)	0 (0)	1 (25)	0 (0)	0 (0)	25 (32.47)
To Identify Strength and Weakness of Teachers	06 (9.23)	0 (0)	1 (25)	0 (0)	0 (0)	7 (9.09)

To Help Teacher Achieve their Goals	0 (0)	0 (0)	1 (25)	0 (0)	0 (0)	1 (1.30)
To develop Teaching Learning Techniques of Teachers	0 (0)	0 (0)	1 (25)	0 (0)	0 (0)	1 (1.30)
To help Teachers to Improve their Subject Teaching Skills	0 (0)	0 (0)	1 (25)	0 (0)	0 (0)	1 (1.30)
To know Students Learning Outcomes	4 (6.15)	0 (0)	1 (25)	0 (0)	0 (0)	5 (6.49)
To help evaluator to take Corrective Measures on Time	2 (3.08)	0 (0)	0 (0)	0 (0)	0 (0)	2 (2.60)
To take Administrative Decision	0 (0)	0 (0)	1 (25)	0 (0)	0 (0)	1 (1.30)
To Appraise Teachers' Performance	2 (3.08)	0 (0)	0 (0)	0 (0)	0 (0)	2 (2.60)
To Encourage Teachers to Learn new Skills	0 (0)	0 (0)	0 (0)	0 (0)	1 (100)	1 (1.30)
To Inspire Teachers for Innovation	0 (0)	0 (0)	0 (0)	0 (0)	1 (100)	1 (1.30)
To make Teachers Aware of their Duties and Responsibilities	31 (47.69)	0 (0)	0 (0)	0 (0)	0 (0)	31 (40.26)

Educational Planning	10 (15.38)	0 (0)	2 (50)	0 (0)	0 (0)	10 (12.99)
Monitoring of Government Programs	0 (0)	1 (16.67)	0 (0)	0 (0)	0 (0)	1 (1.30)

Table 4.4 reveals the various themes that have emerged pertaining to the objectives for the teacher evaluation after content analysis. 38% principals of jilla panchayat schools, 83.33% principals of ashram shalas, 50% principals of private schools, cent percent principals of EMRS and a total of 42.86% teachers of all types of schools stated that the objectives of teacher evaluation was to provide guidance to the teachers.

15.38% principals of jilla panchayat schools, 66.67% principals of ashram shalas, 50% principals of private schools, cent percent principals of JNV and a total of 22.08% principals of all types of schools stated that the objectives in this regard was to enhance the quality of education. 36.92% principals of jilla panchayat schools and one principals of private schools and a total of 32.47% mentioned that the objectives also included the observation of the present teaching practices and its effectiveness. 9.23% principals of jilla panchayat schools and 25% principals of private schools and a total of 9.09% mentioned that the identification of strengths and weaknesses of teachers was another important objective. One principal of private schools and a total of 1.30% of all types of schools responded that the objectives for teacher evaluation were varied, such as to help the teachers to achieve their goals, to develop teaching learning techniques, to help teachers to improve their subject teaching skills and to take administrative decisions. 6.15% principals of jilla panchayat schools and one principal of private schools and a total of 6.49% principals of all types of schools mentioned that one of the reasons for teacher evaluation was to know learning outcomes of the students. 3.08% principals of jilla panchayat schools and a total of 2.60% principals of all types of shcools mentioned the objectives of teacher evaluation were to help teachers to take corrective measures on time and to appraise teachers' performance. cent percent principals of jilla panchayat schools and a total of 1.30% principals of all types of schools mentioned the objectives for the teacher evaluation were to encourage teachers to learn new skills and to inspire teachers for innovation. 47.69% principals of jilla panchayat schools and a total of 40.26% teachers of all types of schools responded that the objectives also included to make teachers aware of their duties and responsibilities while 15.38% principals of jilla panchayat schools and 50% principals of

private schools and a total of 12.99% principals of all types of schools mentioned that teacher evaluation would lead to better educational planning. 16.67% principals of ashram shala and a total of 1.30% teachers of all types of schools responded that one of the important objectives for teacher evaluation was monitoring of government programs. Guidance, to observe effectiveness of teaching practice and to enhance quality of education were prominently found as objectives and responses of principal.

Response of CRC Coordinators and BRPs on Objectives of Teacher Evaluation

According to CRC Coordinators, the objectives of teacher evaluation was to know effectiveness of classroom practice and teaching skills of teachers. CRC coordinators also responded that the objective of teacher evaluation was to ensure the effectiveness and joyful classroom teaching was going on applying appropriate methods and techniques considering child psychology. Teacher evaluation also served objective of teacher development. According to them continuous monitoring helped teacher to increase teacher readiness. It was helpful to develop hidden skills of teachers. It also served the objectives of being helpful by giving guidance to solve their confusion problems through discussion and sharing information on innovation and program. It also developed teachers' understanding of content. It improved teaching method.

BRP

BRPs responded that the objectives of teacher evaluation were to monitor classroom teaching and guiding them accordingly. It also ensured teaching work was going on as per guideline of government program. It also became helpful to develop hidden skills of teachers.

Table 4.5: Response of Teachers on Fulfillment of Criteria of Teacher Evaluation Objectives

Criteria of Teacher Evaluation Objectives	Types of Schools											
	Jilla Panchayat School [80]		Ashram Shala [6]		Private School [4]		JNV [1]		EMRS [1]		Total [92]	
	n=214		n=24		n=19		n=5		n=5		n=267	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Accurate	177 (82.71)	37 (17.29)	19 (79.17)	5 (20.83)	13 (68.42)	6 (31.58)	4 (80)	1 (20)	5 (100)	0 (0)	218 (81.65)	49 (18.35)
Measurable	187 (87.38)	27 (12.62)	22 (91.67)	2 (8.33)	15 (78.95)	4 (21.05)	1 (20)	4 (80)	5 (100)	0 (0)	230 (86.14)	37 (13.86)
Achievable	197 (92.06)	17 (7.94)	19 (79.17)	5 (20.83)	18 (94.74)	1 (5.26)	5 (100)	0 (0)	5 (100)	0 (0)	244 (91.39)	23 (8.61)
Real	188 (87.85)	26 (12.15)	23 (95.83)	1 (4.17)	12 (63.16)	7 (36.84)	1 (20)	4 (80)	5 (100)	0 (0)	229 (85.77)	38 (14.23)
Time bound	154 (71.96)	60 (28.04)	23 (95.83)	1 (4.17)	7 (36.84)	12 (63.16)	3 (60)	2 (40)	5 (100)	0 (0)	192 (71.91)	75 (28.09)

In response to fulfillment of criteria of teacher evaluation objectives such as accuracy, measurable, achievable, real and timebound, table 4.5 shows 82.71% teachers of jilla panchayat schools, 79.17% teachers of ashram shalas, 68.42% teachers of private schools 80% teachers of JNV, all teachers of EMRS and a total of 81.65% teachers of all types of schools replied positively that objectives of teacher evaluation were accurate. However, 17.29% teachers of jilla panchayat schools, 20.83% of ashram shalas 31.58% of private schools 20% teachers of JNV, and total 18.35% teachers of all types of schools replied negatively that they didn't find objectives of teacher evaluation accurate.

87.38% teachers of jilla panchayat schools, 91.67% teachers of ashram shalas, 78.95% of private schools, 20% teachers of JNV, all teachers of EMRS and a total of 86.14% teachers of all types of schools replied positively that objectives of teacher evaluation were measurable. On the other hand, 12.62% teachers of jilla panchayat schools, 8.33% teachers of ashram shalas 21.05% teachers of private schools 80% teachers of JNV, none of EMRS and a total of 13.86% teachers of all types of schools replied negatively that objectives of teacher evaluation were not measurable

92.06% teachers of jilla panchayat schools, 79.17% teachers of ashram shala 94.74% teachers of private schools cent percent teachers of JNV, cent percent teachers of EMRS and total 91.39% teachers of all types of schools replied positively that objectives of teacher evaluation were achievable. On other hand, 7.94% teachers of jilla panchayat schools, 20.83% teachers of ashram shala 5.26% of private schools and a total of 8.61% teachers of all types of schools replied negatively that the objectives of teacher evaluation were not achievable.

87.85% teachers of jilla panchayat schools, 95.83% of ashram shalas 63.16% of private schools 20% teachers of JNV, cent percent teachers of EMRS and total 85.77% teachers of all types of schools replied positively that objectives of teacher evaluation were real. However, 12.15% teachers of jilla panchayat schools, 4.17% of ashram shalas 36.84% of private schools 80% teachers of JNV, none of EMRS and a total 14.23% teachers of all types of schools were found to be negative in their response that objectives of teacher evaluation was not real.

71.96% teachers of jilla panchayat schools, 95.83% teachers of ashram shalas, 36.84% teachers of private schools, 60% teachers of JNV, cent percent teachers of EMRS and

a total of 71.91% teachers of all types of schools replied positively that objectives of teacher evaluation were time bound. On other hand 28.04% teachers of jilla panchayat, 4.17% teachers of ashram shalas, 63.16% teachers of private schools 40% teachers of JNV and total 28.09% teachers of all types of elementary schools replied negatively that objectives of teacher evaluation were not time bound.

Table 4.6: Response of Teachers on Involvement of Teachers in Deciding Objectives

Types of Schools	No. of schools	Teachers n	Involvement of Teacher in Deciding Objectives	
			Yes	No
Jilla Panchayat School	80	214	128 (59.81)	86 (40.19)
Ashram Shala	6	24	12 (50)	12 (50)
Private Schools	4	19	08 (42.11)	11 (57.89)
JNV	1	05	0 (0.00)	05 (100)
EMRS	1	05	05 (100)	0 (0.00)
Total	92	267	153 (57.30)	114 (42.70)

From table 4.6 it reveals that, 59.81% teachers of jilla panchayat schools, 50% teachers of ashram shalas, 42.11% teachers of private schools, cent percent teachers of EMRS replied positively that they were involve in deciding their objectives of their own achievement for the present year. On the other hand, no teachers of JNV replied positively about their involvement in deciding objectives. However, 40.19% teachers of jilla panchayat schools, 50% teachers of ashram shala, 57.89% teachers of private schools cent percent teachers of JNV and no teachers from EMRS replied negatively about their involvement in deciding objectives of their own achievement. So, overall, 57.30 teachers were found positive on the other hand, 42.70% negative in their responses that they were involved in deciding objectives of their own achievement.

Table 4.7: Response of Principals on Teachers' Involvement in Deciding Objectives

Types of Schools	No. of Schools	Principals n	Teachers' Involvement in Deciding Objectives	
			Objectives of Teacher Evaluation	Objectives of Self-Achievement for the Present Year
Jilla Panchayat School	80	80	6 (7.5)	74 (92.65)
Ashram Shala	6	6	0 (0)	6 (100)
Private School	4	4	1 (25)	4 (100)
JNV	1	1	1 (100)	1 (100)
EMRS	1	1	0 (0)	1 (100)
Total	92	92	8 (8.70)	86 (93.48)

Table 4.7 shows that, 7.5% principals of jilla panchayat, cent percent principals of JNV, one principal of private school stated that the teachers were involved in deciding the objectives of teacher evaluation. However, none of the principal of ashram shalas and EMRS were involved in deciding the objectives of teacher evaluation. 92.5% principals of jilla panchayat schools, cent percent teachers of ashram shala, private schools, JNV and EMRS stated that the teachers were involved in deciding the self-achievement objectives for the present year. So, overall, it was found that the most of 93.48% principals of all types of schools responded that the teachers were involved in deciding objectives of self-achievement for the present year and 8.70% principals only responded that they were involved in deciding objectives of teacher evaluation.

Table 4.8: Response of Teachers on Support (Co-operation) and Resources provided to Teachers to fulfill Teacher Evaluation Objectives

Types of Schools	No. of schools	Teachers n	Support and Resources provided to Teachers	
			Yes	No
Jilla Panchayat School	80	214	186 (86.92)	28 (13.08)
Ashram Shala	6	24	23 (95.83)	01 (4.17)
Private School	4	19	19 (100)	0 (0)
JNV	1	05	05 (100)	0 (0)
EMRS	1	05	05 (100)	0 (0)
Total	92	267	238 (89.14)	29 (10.86)

Table 4.8 reveals that 86.92% teachers of jilla panchayat schools, 95.83% teachers of ashram shalas, cent percent teachers of private schools, JNV and EMRS and a total of 89.14% teachers of all types of schools replied positively that cooperation and resources were provided to teachers to fulfill teacher evaluation objectives. However, 13.08% teachers of jilla panchayat schools, 4.17% teachers of ashram shalas and a total of 10.86% teachers of all types of schools replied about providing cooperation and resources to the teachers by school authority.

Table 4.9: Response of Teachers on their Expectations for Support (Co-operation) and Resources

Types of Schools	No. of schools	Teachers n	Support and Resources Expected by Teachers						
			TLM	Human Resource	Proper Guidance/ Suggestions	To be Informed about Current Program	Not Involve in Extra Activities such as Census, BLO	Provide Physical Resource/ Learning Material for Students	Include Suggestion of Teacher in Administration
Jilla Panchayat School	80	28	20 (71.43)	0 (0)	4 (14.29)	4 (14.29)	2 (7.14)	9 (32.14)	01 (3.57)
Ashram Shala	6	1	1 (100)	1 (100)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Private School	4	0	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
JNV	1	0	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
EMRS	1	0	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Total	92	29	21 (72.41)	01 (3.45)	4 (13.79)	4 (13.79)	2 (6.90)	9 (31.03)	1 (3.45)

Table 4.9 revealed that 71.43% teachers of jilla panchayat schools and cent percent teachers of ashram shala and a total of 72.41% teachers of all types of schools responded that they expected TLM from the school authority. Besides these cent percent teachers of ashram shalas and a total of 3.45% of all types of schools stated that they expected support of human resources from the school authority. 14.29% teachers of jilla panchayat schools and a total of 13.79% teachers of all types of schools stated that they expected proper guidance/ suggestion and also expected that they were informed about current program. 7.14%, 32.14% and 3.57% teachers of jilla panchayat schools responded that they had expectations such as they should not be involved in extra activities such as census, BLO; they should be provided physical resources or learning material for students and suggestion of teachers should be included in administration respectively.

4.1.1.2. Teacher Evaluation System and Programs

Table 4.10: Response of Principals on Teacher Evaluation System Decided by Government

Types of Schools	No. of Schools	Principals n	Teacher Evaluation System Decided by Government		If Response is “No” then by Whom
			Yes	No	
Jilla Panchayat School	80	80	80 (100)	0 (0)	NA
Ashram Shala	6	6	6 (100)	0 (0)	NA
Private School	4	4	0 (0)	4 (100)	By School
JNV	1	1	1 (100)	0 (0)	NA
EMRS	1	1	1 (100)	0 (0)	NA
Total	92	92	88 (95.65)	4 (4.35)	

In response to the question about having teacher evaluation system decided by the government, table 4.10 shows that all the principals of jilla panchayat schools, ashram shala and JNV replied positively that they had teacher evaluation system decided by the government. On the other hand, all principals of private schools replied negatively

to having the government decide the teacher evaluation system for their teachers but they had their own institutional teacher evaluation system decided by their schools.

Table 4.11: Response of Principals on Programs of Teacher Evaluation

Types of Schools	No. of Schools	Principal n	Program of Teacher Evaluation			
			Inspection by External Agency	Own Institutional Program	Gunotsav	SSA
Jilla Panchayat School	80	80	80 (100)	0 (0)	80 (100)	80 (100)
Ashram Shala	6	6	0 (0)	0 (0)	6 (100)	6 (100)
Private School	4	4	1 (25)	4 (100)	0 (0)	0 (0)
JNV	1	1	1 (100)	0 (0)	0 (0)	0 (0)
EMRS	1	1	0 (0)	0 (0)	1 (100)	1 (100)
Total	92	92	83 (90.22)	85 (4.35)	87 (94.57)	87 (94.57)

From table 4.11, it can be observed that cent percent principals of jilla panchayat schools, ashram shala and EMRS with a total of 94.57% teachers of all types of schools responded that Gunotsav and evaluation by SSA were in practice in their present schools. Besides these, all the principals of jilla panchayat schools along with cent percent principals of JNV and 25% principals of private schools also stated that there was also inspection by external agency conducted in their schools. Cent percent principals of private schools and a total of 4.35% principals of all types of schools mentioned their own institutional programs for teacher evaluation too.

Table 4.12: Response of Teachers on Teacher Evaluation Programs conducted in the Schools

Types of Schools	No. of Schools	Teachers n	Types of Evaluation				
			Gunotsav	Inspection	SSA	Principal	Supervisor
Jilla Panchayat School	80	214	214 (100)	214 (100)	214 (100)	214 (100)	NA
Ashram Shala	6	24	24 (100)	NA	24 (100)	24 (100)	NA
Private School	4	19	0 (0)	5 (26.31)	0 (0)	19 (100)	10 (52.63)
JNV	1	05	00 (0)	5 (100)	0 (0)	5 (100)	NA
EMRS	1	05	5 (100)	NA	5 (100)	5 (100)	NA
Total	92	267	243 (91.01)	224 (83.89)	243 (91.01)	267 (100)	10 (3.74)

Table 4.12 shows, all the teachers of jilla panchayat schools, ashram shalas, private schools, JNV and EMRS responded that the teacher evaluation by the principal was in practice in their schools. Besides this, all teachers of jilla panchayat schools, ashram shalas and EMRS stated that there were teacher evaluation programs such as Gunotsav and evaluation by SSA staff were existed. So, overall, 91.01% teachers of all types of elementary schools reported the program such as Gunotsav and SSA teacher evaluation programs existed. Along with all the teachers of jilla panchayat, and JNV, 26.31% teachers of private schools reported that the program of inspection by private external agency for teacher evaluation were conducted in their schools. So, a total of 83.89% teachers of all types of elementary schools responded that there was school inspection in the teacher evaluation program. Besides these programs, there were 52.63% teachers of private schools and a total of 3.74% teachers of all types of schools who replied that the evaluation by supervisor was being done in their schools.

So, overall, it was found that teacher evaluation by principal was a common program in all types of the elementary schools of Tapi district. Gunotsav and evaluation by SSA were common programs which existed in jilla panchayat schools, ashram shala and EMRS whereas evaluation by supervisor existed only in private schools.

Table 4.13: Response of Principals on Communication of Standards/Criteria to the Teachers by them

Types of Schools	No. of Schools	Principals n	Communication of Criteria/Standard to the Teachers by Principals	
			Yes	No
Jilla Panchayat School	80	80	77 (96.25)	3 (3.75)
Ashram Shala	6	6	6 (100)	0 (0)
Private School	4	4	4 (100)	0 (0)
JNV	1	1	1 (100)	0 (0)
EMRS	1	1	1 (100)	0 (0)
Total	92	92	89 (96.74)	3 (3.26)

From table 4.13 it can be observed that, 96.25% principals of jilla panchayat schools replied positively and 3.75% negatively that they communicate criteria/standard of teacher evaluation to the teachers. Cent percent principals of ashram shalas, private schools, JNV and EMRS replied positively about communication of criteria/standards to the teachers.

4.1.1.3. Criteria / Standards of Teacher Evaluation

Table 4.14: Response of Principals on Mode of Communicating Criteria/ Standards to Teachers

Types of Schools	No. of Schools	Principals n	Mode of Communicating Criteria/Standards to Teachers	
			Oral	Written
Jilla Panchayat School	80	77	59 (76.62)	21 (27.27)
Ashram Shala	6	6	6 (100)	0 (0)
Private School	4	4	3 (75)	1 (25)
JNV	1	1	1 (100)	1 (100)
EMRS	1	1	1 (100)	0 (0)
Total	92	89	70 (78.65)	23 (25.84)

Amongst those who replied affirmatively, table 4.14 reveals that, 76.62% principals of jilla panchayat schools stated that they communicated the criteria/standard orally and 27.27% stated in written form. The principals of ashram shala and EMRS communicated them in oral mode whereas principal of JNV communicate in both modes.75% principals of private schools communicated in oral mode and 25% in written form.

Table 4.15: Response of CRC Co-ordinators and BRPs on Communicating Criteria/ Standard of Teacher Evaluation to Teachers

Evaluator	Sample n	Communicating Criteria/ Standards of Teacher Evaluation to Teachers		Mode of Communicating Criteria/ Standards of Teacher Evaluation		
		Yes	No	Oral	Written	Both
CRC Co-Ordinator	30	29 (96.67)	1 (3.33)	22 (73.33)	5 (16.67)	2 (6.67)
BRP	4	4 (100)	0 (0)	4 (100)	0 (0)	0 (0)

Table 4.15 showed that 96.67% CRC coordinators and cent percent BRPs replied positively that they communicated standards/criterial of teacher evaluation to the teachers whereas, 3.33% CRC coordinator also replied negatively in this regard. 73.33% CRC coordinators and cent percent BRPs stated that they communicated standards/criteria in the oral mode to the teachers. 16.67% CRC coordinator stated they communicated in the written mode and 6.67% of coordinators stated that they communicated in both oral and written modes.

Table 4.16: Response of Teachers on Standard /Criteria for Teacher Evaluation

Standard / Criteria	Types of Schools					
	Jilla Panchayat School [80]	Ashram Shala [6]	Private School [4]	JNV [1]	EMRS [1]	Total [92]
	n=214	n=24	n=19	n=5	n=5	n=267
Reading Writing Arithmetic Skills of Students	95 (44.39)	19 (79.17)	0 (0)	0 (0)	0 (0)	114 (42.70)
Learning Outcomes/SCE	93 (43.46)	21 (87.50)	0 (0)	0 (0)	05 (100)	119 (44.57)
Following Training/ Program Criteria	7 (3.27)	3 (16.67)	0 (0)	0 (0)	5 (100)	15 (5.62)
Use of TLM	13 (6.07)	3 (16.67)	0 (0)	0 (0)	0 (0)	16 (5.99)
Project Work	0 (0)	2 (8.33)	0 (0)	0 (0)	0 (0)	2 (0.75)
Communication Skill of Teachers	0 (0)	3 (16.67)	5 (26.32)	0 (0)	0 (0)	8 (3.00)
Teaching Skills of Teachers	8 (3.74)	2 (8.33)	4 (21.05)	0 (0)	0 (0)	14 (5.24)
Syllabus Coverage	0 (0)	0 (0)	10 (52.63)	5 (100)	0 (0)	15 (5.62)
Target of Passing Student	0 (0)	0 (0)	0 (0)	5 (100)	0 (0)	5 (1.87)

with Target Percentage						
80% subject average marks	0 (0)	0 (0)	0 (0)	4 (80)	0 (0)	4 (1.50)
Activity based Learning	0 (0)	0 (0)	5 (26.32)	0 (0)	0 (0)	5 (1.87)
Innovation in Teaching	0 (0)	0 (0)	2 (10.53)	0 (0)	0 (0)	2 (0.75)
Achievement of Students in Curricular and Co-curricular Activity	8 (3.74)	0 (0)	3 (16.79)	0 (0)	0 (0)	11 (4.12)
Use of Reference	7 (3.27)	0 (0)	0 (0)	0 (0)	0 (0)	7 (2.65)
Planning of Syllabus	6 (2.80)	0 (0)	0 (0)	0 (0)	0 (0)	6 (2.25)
Use of teaching Method according to Content	2 (0.93)	0 (0)	0 (0)	0 (0)	0 (0)	2 (0.75)
Use of Technology	2 (0.93)	0 (0)	0 (0)	0 (0)	0 (0)	2 (0.75)
Involvement of Students	1 (0.47)	0 (0)	0 (0)	0 (0)	0 (0)	1 (0.37)
Teaching according to Pragna	10 (4.67)	0 (0)	0 (0)	0 (0)	0 (0)	10 (3.75)
Teacher Development	0 (0)	0 (0)	5 (26.32)	0 (0)	0 (0)	5 (1.87)

Table 4.16 showed that 44.39% teachers of jilla panchayat schools, 79.17% teachers of ashram shalas and a total of 42.70% responded that they were evaluated considering the criteria of reading, writing and arithmetic skills of the students.

43.46% teachers of jilla panchayat, 87.50% teachers of ashram shala, cent percent teachers of EMRS and a total of 44.57% of all types of schools stated that teachers were evaluated on the basis of learning outcomes or SCE of students.

3.27% teachers of jilla panchayat, 16.67% teachers of ashram shala, cent percent teachers of EMRS and a total of 44.57% stated that on the basis of learning outcomes

(SCE), teachers were evaluated. With this regard, 6.07% teachers of jilla panchayat, 16.67% teachers of ashram shalas and a total of 5.99% teachers stated the use of TLM by teachers was a criterion for teacher evaluation. 8.33% teachers of ashram shala and a total of 0.75% teachers of all types of schools mentioned project work of the students was also one of criteria. 16.67% teachers of ashram shala, 26.32% teachers of private schools and a total of 3.00% teachers of all types of the schools stated the criteria of communication skill of teacher was considered to evaluate teachers. 3.74% teachers of jilla panchayat schools, 8.33% teachers of ashram shalas, 21.05% teachers of private schools and overall, 5.24% teachers of all types of the schools stated teaching skill of teachers as a criteria of teacher evaluation. 52.63% teachers of private schools and cent percent teachers of JNV and a total of 5.62% teachers of all types of schools stated syllabus coverage, 100% and 80% teachers of JNV and overall, 1.87% and 1.50% teachers of all types of schools stated the criteria of target of students with target percentage and 80% subject average marks respectively.

26.32% teachers of private schools and an overall of 1.87% teachers of all types of schools stated that activity-based learning, improvement in teaching was different criteria for evaluation. 10.53% teachers of private schools and a total of 0.75% teachers of all types of schools also mentioned innovation in teaching as a criterion for teacher evaluation.

3.74% teachers of Jilla panchayat schools, 16.79% teachers of private schools and a total of 4.12% of all types of schools stated achievement of students in curricular and cocurricular activities for teacher evaluation. 3.27%, 2.80%, 0.93%, 0.93%, 0.47%, 4.67% teachers of jilla panchayat schools responded teacher evaluation was conducted on the basis of criteria such as use of references books, planning of syllabus, use of methods of teaching according to content, use of technology, involvement of students and teaching according to the Pragna program. So, overall, it was found that 2.65%.2.25%, 0.75%, 0.75%, 0.37% and 3.75% teachers of all types of schools responded regarding the above criteria.

Table 4.17: Response of Principals on Criteria/Standards of Teacher Evaluation

Criteria/ Standards	Types of Schools					
	Jilla Panchayat School [80]	Ashram Shala [6]	Private School [4]	JNV [1]	EMRS [1]	Total [92]
	(n=77)	(n=6)	(n=4)	(n=1)	(n=1)	(n=89)
Achievement in Basic Learning Skills	51 (66.23)	4 (66.67)	0 (0)	0 (0)	0 (0)	55 (61.80)
Learning Outcome- of Students	45 (58.44)	4 (66.67)	2 (50)	0 (0)	1 (100)	52 (58.43)
Participation of Students	4 (5.19)	2 (33.33)	0 (0)	0 (0)	0 (0)	6 (6.74)
Students’ Achievement	1 (1.30)	0 (0)	2 (50)	0 (0)	1 (100)	4 (4.49)
Use of TLM	12 (15.58%)	0 (0)	0 (0)	0 (0)	0 (0)	12 (13.48)
Daily Lesson Planning	9 (11.69)	0 (0)	0 (0)	0 (0)	0 (0)	9 (10.11)
Teaching Method & Techniques	3 (3.90)	0 (0)	0 (0)	0 (0)	0 (0)	3 (3.37)
Monthly/ Yearly Planning and Implementation	2 (2.60)	0 (0)	0 (0)	0 (0)	0 (0)	2 (2.25)
Time Management	2 (2.60)	0 (0)	0 (0)	0 (0)	0 (0)	2 (2.25)
Presentation of Content	6 (7.79)	0 (0)	0 (0)	0 (0)	0 (0)	6 (6.74)
Activities based on Curriculum/ Co-curricular	3 (3.90)	0 (0)	0 (0)	0 (0)	0 (0)	3 (3.37)
Checking of Written Work of Students	2 (2.60)	0 (0)	0 (0)	0 (0)	0 (0)	2 (2.25)
Punctuality and Honesty	2 (2.60)	0	0	0	0	2 (2.25)

		(0)	(0)	(0)	(0)	
Use of Back board	1 (1.30)	0 (0)	0 (0)	0 (0)	0 (0)	1 (1.12)
Following of Gov. rules & Norms	0 (0)	3 (50)	0 (0)	0 (0)	0 (0)	3 (3.37)
Giving Project Work to the Students	0 (0)	0 (0)	2 (50)	0 (0)	0 (0)	2 (2.25)
Classroom Observation	0 (0)	0 (0)	0 (0)	1 (100)	0 (0)	1 (1.12)
Assessment of Students Record	0 (0)	0 (0)	0 (0)	1 (100)	0 (0)	1 (1.12)

From table 4.17 it can be observed that, amongst the principals who replied positively, 66.23% teachers of jilla panchayat schools, 66.67% principals of ashram shalas and overall, 61.80% principals of all types of schools responded that they considered achievement of students in basic learning skills such as reading, writing and arithmetic skills. Besides this, 58.44% principals of jilla panchayat schools, 66.67% principals of ashram shalas, 50% principals of private schools cent percent principal of JNV and a total of 58.43% principals of all types of elementary schools stated that learning outcome of the students as an important criterion for teacher evaluation. 5.19% principals of jilla panchayat schools, 33.33% principals of ashram shala and a total of 6.74% principals of all management types of elementary schools evaluated teachers on the basis of student participation. 1.30% principals of jilla panchayat schools, 50% principals of private schools, cent percent principal of EMRS and a total of 4.49% principals of all management types of elementary schools stated student achievement as a criteria/ standard of teacher evaluation.

15.58%, 11.69%, 3.90%, 2.60%, 2.60%, 3.90%, 2.60%, 2.60% teachers of Jilla panchayat schools stated that criteria/ standards such as use of TLM, daily lesson planning, use of appropriate teaching methods and techniques used by teachers, monthly, and yearly planning and its implementation, time management, effective implementation of curricular/ cocurricular activities, checking of written work of the students and punctuality and honesty of teachers respectively were considered by them while evaluating teachers. So, in this regard overall, 13.48%, 10.11%, 3.37%, 2.25%,

2.25%3.37%, 2.25% and 2.25% principals of all types of schools followed the criteria/ standards such as use of TLM, daily lesson planning, teaching method and techniques used by teachers, monthly and yearly planning and its implementation, time management, effective implementation of curricular/ cocurricular activities, checking of written work of the students and punctuality and honesty of teachers respectively. 50% of principals of ashram shala along with 3.37% principals responded that they followed the criteria of working as per government rules while 50% principals of responded giving project work to students as a criterion of evaluation by them. There were also cent percent principal of JNV and a total of 1.12% of all management types of schools who stated that they followed the criteria of classroom observation and assessment of student records while evaluating teachers.

Table 4.18: Response of CRC Coordinators and BRPs on Criteria/ Standards followed for Teacher Evaluation

Standard /Criteria for Teacher Evaluation	CRC Co-Ordinator n=29	BRP n=4
Basic skills of Reading, Writing, Arithmetic	8 (27.59)	0 (0)
Teaching based on Learning Outcomes	7 (24.14)	1 (25)
Content Mastery	5 (17.24)	0 (0)
Classroom Management	4 (13.79)	0 (0)
Effective Implementation of Curriculum	4 (13.79)	0 (0)
Methodology of Teaching	3 (10.34)	1 (25)
TLM	3 (10.34)	1 (25)
Performance and Progress of Students	3 (10.34)	0 (0)
Project Work	3 (10.34)	0 (0)
Implementation of Circular, Programs, Superior's Suggestions	3 (10.34)	2 (50)

From table 4.18 it can be observed that 27.59% CRC coordinators responded that the basic skills were reading, writing and arithmetic of the students on which performance of the teachers was evaluated. 24.14% CRC coordinators and one BRP stated that they considered one of the criteria was teaching based on learning outcomes. 17.24% CRC coordinators considered content mastery as a one of criteria of evaluation. 13.79% CRC coordinators considered classroom management and implementation of syllabus and the entire curriculum effectively in the classroom while evaluating teachers. 10.34% and 25% BRP stated that they followed criteria such as effective methodology of teaching and effective use of TLM. 10.34% CRC coordinators considered the criteria of performance and progress of the students and their project work while evaluating teachers. 10.34% CRC coordinators and 50% BRP observed if implementation of circulars, programs and suggestions given by superiors were followed effectively.

4.1.1.4. Teacher Evaluation Tool

Table 4.19: Response of Principals on Availability of Readymade Format/ Performa for Teacher Evaluation

Types of Schools	No. of Schools	Principals N	Readymade format/Performa	
			Yes	No
Jilla Panchayat School	80	80	66 (82.5)	14 (17.5)
Ashram Shala	6	6	4 (66.67)	2 (33.33)
Private School	4	4	3 (75)	1 (25)
JNV	1	1	1 (100)	0 (0)
EMRS	1	1	1 (100)	0 (0)
Total	92	92	75 (81.52)	17 (18.48)

From table 4.19, it can be observed that 82.5% principals of jilla panchayat schools, 66.67% principals of ashram shalas, 75% principals of private schools, two principals of EMRS and JNV and 81.52% principal of all types of schools replied positively that they had readymade format/Performa being used for teacher evaluation. 17.5%

principals of jilla panchayat schools, 33.33% principals of ashram shalas, 25% principals of private schools, and a total of 18.48% principals of all types of schools replied negatively that they had no readymade format/performa being used for teacher evaluation. So, overall, it was found that 81.52% principals of different types of schools were positive whereas only 18.48% negative in their response.

Table 4.20: Response of Principals on Readymade Format/Performa for Teacher Evaluation

Types of Schools	No. of Schools	Principals n	Readymade Format/Performa					
			Principal	CRC Coordinator	Supervisor	BRC	Inspection	Logbook
Jilla Panchayat School	80	66	0 (0)	16 (24.24)	NA	16 (24.24)	49 (74.24)	7 (10.60)
Ashram Shala	6	6	4 (66.67)	2 (33.33)	NA	0 (0)	0 (0)	0 (0)
Private School	4	4	3 (75)	0 (0)	1 (25)	(NA)	0 (0)	0 (0)
JNV	1	1	1 (100)	0 (0)	NA	(NA)	0 (0)	0 (0)
EMRS	1	1	0 (0)	1 (100)	NA	0 (0)	NA	0 (0)
Total	92	78	8 (10.26)	19 (24.36)	1 (1.28)	16 (20.51)	49 (62.82)	7 (8.97)

Table 4.20, reveals none of principal of jilla panchayat schools, 66.67% principals of ashram shalas, 75% principals of private schools, cent percent principal of JNV, cent percent principal of EMRS and a total of 10.26% principals of all types of schools responded that there was a readymade format available for evaluation done by principals. 24.24% principals of Jilla panchayat schools, 33.33% principals of ashram shalalas, one principal of EMRS stated there were readymade format available for evaluation by CRC Coordinators. 25% of principal of private school and a total of 1.28% principal of all types of schools reported that there was readymade tool for evaluation by supervisor. Only 24.24%, 74.24% and 10.60% principals of Jilla panchayat schools revealed that there was a readymade format for teacher evaluation

by BRC Coordinator, inspection and logbook for principals respectively. It was also found that there were some principals in whose schools, these kinds of practice s did not exist replied in . so, overall, 20.51%, 62.82% and 8.97% principals of all types of schools reported that there was a readymade format for teacher evaluation by BRC Coordinator, inspection and logbook for principals respectively.

Table 4.21: Response of Teachers on Availability of Prepared Format for Teacher Evaluation

Format		Types of Schools					
		Jilla Panchayat School [80]	Ashram Shala [6]	Private School [4]	JNV [1]	EMRS [1]	Total [92]
		n=214	n=24	n=19	n=5	n=5	n=267
Gunotsav		214 (100)	24 (100)	NA	NA	5 (100)	243 (100)
Inspection		214 (100)	NA	5 (26.32)	5 (100)	0 (0)	224 (100)
Self-evaluation		214 (100)	NA	5 (100)	5 (100)	NA	224 (100)
Teacher Evaluation by	Principal	144 (67.29)	10 (41.67)	18 (94.74)	5 (100)	2 (100)	179 (67.04)
	Vice Principal	NA	NA	5 (26.32)	0 (0)	NA	5 (50)
	Supervisor	NA	NA	5 (26.32)	NA	NA	5 (100)

	BRC Coordinator	182 (85.05)	11 (45.83)	NA	NA	NA	193 (76.47)
	CRC Coordinator	214 (100)	24 (100)	NA	NA	5 (100)	243 (100)
	BRP	131 (61.21)	NA	NA	NA	NA	131 (61.21)
	Teacher Trainer	82 (38.32)	NA	NA	NA	NA	82 (38.32)
	Pedagogy Co-Ordinator	26 (12.15)	NA	NA	NA	NA	26 (12.15)

From table 4.21 it can be observed that, cent percent teachers of jilla panchayat schools, ashram shalas and EMRS and a total of 100% teachers of all types of elementary schools stated they had prepared readymade format of evaluation of students on which they were evaluated. Cent percent teachers of Jilla panchayat schools, 26.32% teachers of private schools and a total of 100% teachers of all types of schools stated that they had readymade inspection format. cent percent teachers of Jilla panchayat schools, cent percent of JNV and a total of 100% teachers of all types of schools agreed that they had readymade self-evaluation format. 67.29% teachers of jilla panchayat schools, 41.67% teachers of principals of ashram shalas, 100% teachers of private schools and overall, 100% teachers of all types of schools responded that they had readymade format for evaluation done by the principals whereas only 26.32% teachers of private schools and 3.75% teachers of all types of schools responded that they had readymade teacher evaluation format for evaluation by the vice principal. 26.32% teacher of private schools and 50% teachers of all types of schools reported that they had supervisor evaluation format.

85.05% teachers of jilla panchayat schools, 45.83% teachers of ashram shala and overall, 76.47% teachers of all types of schools agreed that they had BRC evaluation format. cent percent teachers of jilla panchayat schools, ashram shala, CRC Coordinator and 100% teachers of all types of elementary schools stated that they had CRC Coordinator evaluation format. 61.21% teachers of jilla panchayat schools, and overall, 61.21% teachers of all types of schools reported that there was a readymade format for evaluation by BRP.

There was no evaluation by supervisors in jilla panchayat schools, JNV, ashram shalas and EMRS. It was also found there was no practice of evaluation by vice principals in Jilla panchayat schools, ashram shalas and EMRS. There was no Gunotsav practice in private schools and JNV, whereas evaluation by SSA staff was not found in private schools and JNV. 38.32% teachers of jilla panchayat schools and 38.32% teachers of all types of schools reported that there was a readymade available format for evaluation by teacher trainer under SSA. Besides this there were also 12.15% teachers of Jilla panchayat schools and 12.15% teachers of all types of schools reported that there was a readymade format available for evaluation by the pedagogy coordinator. Practice of BRC coordinator found in Jilla panchayat schools and ashram shalas. Evaluation by SSA staff such as, TT, Pedagogy coordinator and BRP found in Jilla panchayat schools only, so, their format for evaluation were available.

Table 4.22: Response of CRC Coordinators and BRPs on Availability of Readymade Format for Teacher Evaluation

Evaluator	Sample n	Readymade Format	
		Yes	No
CRC coordinator	30	30 (100)	0 (0)
BRP	4	4 (100)	0 (0)

Table 4.22 shows that, cent percentage CRC coordinators and BRPs replied positively that they had readymade format for teacher evaluation.

Table 4.23: Response of Principals on Involvement of Teachers' Suggestions in Designing Teacher Evaluation Format / Teacher Evaluation Process

Types of Schools	No. of Schools	Principals n	Involvement of Teachers' Suggestion in Designing Teacher Evaluation Format or Process	
			Yes	No
Jilla Panchayat School	80	66	13 (19.70)	53 (80.30)
Ashram Shala	6	6	0 (0)	6 (100)
Private School	4	4	0 (0)	4 (100)
JNV	1	1	0 (0)	1 (100)
EMRS	1	1	0 (0)	1 (100)
Total	92	78	13 (16.67)	65 (83.33)

From table 4.23, it can be observed that 10.70 % principals of Jilla panchayat schools replied positively and 80.30% replied negatively that their suggestions were involved in in designing teacher evaluation format or teacher evaluation process. cent percent principals of ashram shala, private schools, JNV and EMRS replied negatively about their suggestion being asked in the designing teacher evaluation formator their involvement in the teacher evaluation process. So, overall, it was found that 16.67% principals were positive and 83.33% were negative in their response about their involvement in the process of teacher evaluation or consideration of their suggestions in designing the teacher evaluation format/proforma.

4.1.1.5. Sources and Methods / Techniques of Teacher Evaluation

Table 4.24: Response of Teachers on Sources of Teacher Evaluation

Sources of Teacher Evaluation		Types of Schools					
		Jilla Panchayat School [80]	Ashram Shala [6]	Private School [4]	JNV [1]	EMRS [1]	Total [92]
		n=214	n=24	n=19	n=5	n=5	n=267
Self-Evaluation		214 (100)	NA	5 (26.32)	5 (100)	NA	219 (8.20)
Evaluation by Superior	Principal	214 (100)	24 (100)	19 (100)	5 (100)	5 (100)	267 (100)
	Vice Principal	NA	NA	5 (26.32)	5 (100)	NA	10 (3.75)
	Supervisor	NA	NA	10 (52.63)	NA	NA	10 (3.75)
	BRC	132 (61.68)	8 (33.33)	NA	NA	NA	140 (52.43)
	CRC	214 (100)	24 (100)	NA	NA	5 (100)	243 (91.01)
	BRP	121 (56.54)	2 (8.33)	NA	NA	NA	123 (46.07)
	Education Inspector	115 (53.74)	NA			NA	

	Inspecti on Team	214 (100)	NA	5 (26.32)	5 (100)	NA	224 (83.90)
	Teacher Trainer	23 (10.75)	NA	NA	NA	NA	23 (8.61)
	Pedagogy Co-Ordinator	7 (3.27)	NA	NA	NA	NA	7 (2.62)

Table 4.24 reveals that, all the teachers of jilla panchayat schools, 26.32% of private schools, all teachers of JNV and a total of 8.20% teachers of all types of elementary schools responded that there was the source of self-evaluation which was in practice in their schools. All teachers of all types of schools such as jilla panchayat schools, ashram shalas, private schools, JNV and EMRS responded that evaluation by principals was followed in their schools. 26.32% teachers of private schools, cent percent teachers of JNV and a total of 3.75% of all types of schools stated that the source of evaluation by vice principals was in practice in their schools whereas only 52.63% teachers of private schools responded about having evaluation done by the supervisors and so overall 3.75% teachers of all types of schools mentioned the source of evaluation by supervisor was in practice. 61.68% teachers of jilla panchayat schools, 33.33% teachers of ashram shalas and a total of 52.43% teachers of all types of the schools mentioned that the source of teacher evaluation by BRC Coordinator was in practice. All teachers of jilla panchayat schools, ashram shalas, EMRS and a total of 91.01% teachers of all types of the schools responded that the source of evaluation by CRC Coordinator was in practice in their schools. 56.54% teachers of jilla panchayat schools, 8.33% teachers of ashram shalas and a total of 46.07% teachers of all types of schools responded that the source of evaluation by BRP was followed in their schools. 53.74% teachers of jilla panchayat schools and a total of 43.07% teachers of all types of schools responded that the source of evaluation done by education inspectors was followed in their schools where as cent percent teachers of jilla panchayat schools, 26.32% teachers of private schools, cent percent teachers of JNV and a total of 83.90% teachers of all types of schools responded that the source of evaluation by the inspection team was in practice in their schools.

10.75% teachers of jilla panchayat schools and a total of 8.61% teachers of all types of schools mentioned that the source of evaluation was by the teacher trainer where as 3.27% teachers of jilla panchayat schools and 2.62% teachers of all types schools mentioned that the source of evaluation by the pedagogy coordinator was followed in their schools.

Table 4.25: Responses of Principals on Sources of Teacher Evaluation followed in the Schools

Types of Schools	No. of Schools	Principals n	Sources of Teacher Evaluation					
			Self-Evaluation by Teachers	Peer Evaluation of Teacher	Student Evaluation of Teacher	Evaluation of Teachers by Superior	Supervisor	Review of Report
Jilla Panchayat School	80	80	80 (100)	0 (0)	0 (0)	80 (100)	0 (0)	0 (0)
Ashram Shala	6	6	0 (0)	0 (0)	0 (0)	6 (100)	0 (0)	0 (0)
Private School	4	4	1 (25)	0 (0)	0 (0)	4 (100)	2 (50)	1 (25)
JNV	1	1	1 (100)	0 (0)	0 (0)	1 (100)	0 (0)	1 (100)
EMRS	1	1	0 (0)	0 (0)	0 (0)	1 (100)	0 (0)	0 (0)
Total	92	92	82 (89.13)	0 (0)	0 (0)	92 (100)	2 (2.17)	2 (2.17)

From table 4.25, it was observed all principals of jilla panchayat schools, 25% principals of private schools, cent percent principals of JNV and 89.13% principals of all types of elementary schools responded that the source of self-evaluation was practiced in their schools. Cent percent principals of all types of schools such as jilla panchayat schools, ashram shalas, private schools, JNV, EMRS stated that the source of evaluation by the superior which included them. 50% principals of private schools and total of 2.17% teachers of all types of schools responded that the source of teacher evaluation by supervisors was followed in their schools. There was no self-evaluation in ashram shala, EMRS and the evaluation by supervisors did not exist in jilla panchayat schools, ashram shala, JNV and EMRS. There was no peer evaluation of teachers and student evaluation of teachers in all types of schools. One principal of JNV and one principal of private school 2.17% principal of all types of schools responded that the review of report also existed in evaluation.

Table 4.26: Response of Principals on Methods/Techniques followed by them to Evaluate Teachers

Types of Schools	No. of Schools	Principal n	Sources of Teacher Evaluation			
			Observation of Classroom Teaching	Interview	Review of Performance	Assessment of Student Performance
Jilla Panchayat School	80	80	65 (81.25)	0 (0)	0 (0)	60 (75)
Ashram Shala	6	6	2 (33.33)	0 (0)	0 (0)	6 (100)
Private School	4	4	4 (100)	0 (0)	1 (25)	2 (50)
JNV	1	1	1 (100)	0 (0)	1 (100)	1 (100)
EMRS	1	1	1 (100)	0 (0)	0 (0)	1 (100)
Total	92	92	71 (77.17)	0 (0)	2 (2.17)	70 (76.08)

Table 4.26 reveals that, 81.25% principals of jilla panchayat schools, 33.33% principals of ashram shalas, cent percent principal of private schools, cent percent principal of

JNV, cent percent principal of EMRS and 77.17% principals of all types of elementary schools mentioned that the observation of classroom teaching as a method/techniques of teacher evaluation. cent percent principals of JNV and one principal of private school and overall, 2.17% principals of all types of elementary schools mentioned that the review of performance was a method/technique for teacher evaluation. 75% principal of jilla panchayat schools, cent percent principals of ashram shalas, 50% principal of private schools, cent percent principal of JNV, cent percent principal of EMRS and 76.08% principal of all types of elementary schools mentioned that the assessment of student performance as a method/technique for teacher evaluation and was included in their evaluation. No school principal of any management type replied that the interview method/techniques was used in teacher evaluation.

Table 4.27: Response of CRC Coordinators and BRPs on Methods/Technique for Teacher Evaluation

Evaluator	Sample n	Technique for Teacher Evaluation	
		Observation	Rating
CRC Coordinator	30	30 (100)	0 (0)
BRP	4	4 (100)	0 (0)

Table 4.27 reveals that All CRC Coordinators and BRP responded that they applied observation technique in their teacher evaluation.

4.1.1.6. Selection of School for Teacher Evaluation

Table 4.28: Response of CRC Coordinators and BRPs on Selection of Schools for Teacher Evaluation

Evaluator	Sample n	Selection of Schools for Teacher Evaluation	
		School selected by State	Schools selected as per Sambhavit (Probable) Diary
CRC Co-Ordinator	30	30 (100)	0 (0)
BRP	4	0 (0)	4 (100)

From the table 4.28, it can be observed that cent percent coordinators responded that they selected schools on the basis of planning done by the Education Department Gujarat state, whereas cent percent BRP responded that they selected schools for teacher evaluation on the basis of ‘Sambhavit diary’ (probable diary) where planning was done by the BRP.

4.1.1.7. Frequency, Regularity and Timely Teacher Evaluation

Table 4.29: Response of CRC Coordinators and BRPs on Number of Schools Visited in One Week

Evaluator	Sample n	Number of Schools Visited in One Week			
		3	4	5	More
CRC Co-Ordinator	30	4 (13.33)	5 (16.67)	0 (0)	21 (70)
BRP	4	0 (0)	0 (0)	0 (0)	4 (100)

Table 4.29.1: Response of CRC Coordinators and BRPs on more than Five times Schools Visited in One Week

Evaluator	Sample n	More		
		6 Times	7 to 8 Times	15 Times
CRC Co-Ordinator	21	20 (95.24)	1 (4.76)	0 (0)
BRP	4	2 (50)	1 (25)	1 (25)

Table 4.29 reveals that 13.33% and 16.67% CRC coordinators responded that they visited three to four schools respectively in a week for teacher evaluation. 70% CRC coordinators and cent percent BRPs stated that they visited 5 schools in a week. Amongst those who responded for more than five schools, table 4.29.1 shows 95% CRC coordinators and 50% BRPs stated that they visited 6 schools in a week. However, 4.76% CRC Coordinators and 25% BRP (1) stated that they visited 7 to 8 schools in a week. 25% (1) BRP also stated 15 schools were visited in a week.

Table 4.30: Response of CRC Coordinators and BRPs on Frequency of Visits per School in one Year

Evaluator	Sample n	Frequency of Visits per School in one Year			
		1	2	3	More than Thrice
CRC Co-Ordinator	30	2 (6.67)	3 (10)	5 (16.67)	20 (66.67)
BRP	4	0 (0)	0 (0)	1 (25)	3 (75)

Table 4.30.1: Response of CRC Coordinators and BRPs on more than Thrice of Visits per School in one Year

Evaluator	Sample n	Frequency of Visits More than Thrice in a Year			
		4 times	5 to 12 times	13 to 20 times	More
CRC Co-Ordinator	20	0 (0)	8 (60)	12 (40)	0 (0)
BRP	3	3 (100)	0 (0)	0 (0)	0 (0)

Table 4.30 revealed that 6.67% and 10% CRC coordinators responded that they took visits of two and three times the same schools respectively in a year. 23.33% CRC coordinators and 25% BRP stated that they visited same schools thrice in a year. 66.67% CRC coordinators and 75% BRPs stated that the same schools were visited more than thrice in a year. Amongst those who replied more than thrice as a frequency of visiting the same schools, table 4.30.1 shows cent percent BRPs stated that they visited the same school four times in a year. 60% CRC coordinators reported 5 to 12 times frequency of visiting the schools whereas, 40% CRC coordinators reported that they visited the same schools 13 to 20 times in a year. The majority of the CRC coordinator visited the same school in the range of 5 to 20 times in a year and BRP almost 4 times in a year.

Table 4.31: Response of Teachers on Frequency of Teacher Evaluation

Teacher Evaluators		Types of Schools					
		Jilla Panchayat School [80]	Ashram Shala [6]	Private School [4]	JNV [1]	EMRS [1]	Total [92]
		n=214	n=24	n=19	n=5	n=5	n=267
Principal	1	37 (17.29)	1 (4.17)	6 (31.58)	4 (80)	0 (0)	48 (17.98)
	2	26 (12.15)	1 (4.17)	0 (0)	0 (0)	0 (0)	27 (10.11)
	3	32 (14.55)	2 (8.33)	13 (68.42)	0 (0)	0 (0)	47 (17.60)
	More	117 (54.67)	20 (83.33)	0 (0)	1 (20)	5 (100)	143 (53.56)
Vice principal	1	NA	NA	0 (0)	0 (0)	NA	0 (0)
	2	NA	NA	0 (0)	0 (0)	NA	0 (0)
	3	NA	NA	5 (26.32)	5 (100)	NA	10 (3.75)
	More	NA	NA	0 (0)	0 (0)	NA	0 (0)
Supervisor	1	NA	NA	0 (0)	NA	NA	0 (0)
	2	NA	NA	6 (31.58)	NA	NA	6 (2.25)
	3	NA	NA	4 (21.05)	NA	NA	4 (1.50)
	More	NA	NA	0 (0)	NA	NA	0 (0)
BRC Coordinator	1	44 (20.56)	6 (25)	NA	NA	0 (0)	50 (18.73)
	2	42 (19.63)	3 (12.5)	NA	NA	0 (0)	45 (16.85)
	3	29 (13.55)	0 (0)	NA	NA	(0)	29 (10.86)
	More	1 (0.47)	0 (0)	NA	NA	0 (0)	1 (0.37)
	1	32	6	NA	NA	1	39

CRC Coordinator		(14.95)	(25)			(20)	(14.61)
	2	25 (11.68)	0 (0)	NA	NA	0 (0)	25 (9.36)
	3	68 (31.78)	10 (41.66)	NA	NA	1 (20)	79 (29.59)
	More	72 (33.64)	8 (33.33)	NA	NA	3 (60)	83 (31.09)
BRP	1	51 (23.83)	0 (0)	NA	NA	NA	51 (19.10)
	2	29 (13.55)	0 (0)	NA	NA	NA	29 (10.86)
	3	43 (20.09)	4 (16.67)	NA	NA	NA	43 (17.10)
	More	20 (9.35)	0 (0)	NA	NA	NA	20 (7.49)
Education Inspector	1	86 (40.19)	0 (0)	NA	NA	NA	86 (32.21)
	2	17 (7.94)	0 (0)	NA	NA	NA	17 (6.37)
	3	10 (4.67)	0 (0)	NA	NA	NA	10 (3.75)
	More	9 (4.21)	0 (0)	NA	NA	NA	9 (3.37)
Teacher Trainer	1	29 (13.55)	0 (0)	NA	NA	NA	29 (10.86)
	2	3 (1.40)	0 (0)	NA	NA	NA	3 (1.12)
	3	0 (0)	0 (0)	NA	NA	NA	0 (0)
	More	11 (5.14)	0 (0)	NA	NA	NA	11 (4.12)
Pedagogy coordinator	1	2 (0.93)	0 (0)	NA	NA	NA	2 (0.75)
	2	0 (0)	0 (0)	NA	NA	NA	0 (0)
	3	0 (0)	0 (0)	NA	NA	NA	0 (0)
	More	0 (0)	0 (0)	NA	NA	NA	0 (0)

From table 4.31, it can be observed that 17.29% teachers of jilla panchayat, 4.17% teachers of ashram shalas, 31.58% teachers of private schools, 80% teachers of jilla panchayat schools, and 17.98% teachers of all types of elementary schools stated that the frequency of evaluation by principals was once in a year. 12.15% teachers of jilla panchayat schools, 4.17% teachers of ashram shalas, and 10.11% teachers of all types of elementary schools stated that the principals evaluated teachers twice in a year. 14.55% teachers of jilla panchayat schools, 8.33% teachers of ashram shalas, 68.42% teachers of private schools, and 17.60% teachers of all types of elementary schools stated that the principals evaluated teachers thrice in a year. 54.64% teachers of jilla panchayat schools, 83.33% teachers of ashram shalas, 20% of teachers of JNV, cent percent teachers of EMRS and 53.56% teachers of all types of elementary schools stated that the principals evaluated teachers more than thrice in a year.

26.32% teachers of private schools responded that the frequency of teacher evaluation by vice principal was thrice in a year. cent percent of teachers of JNV responded that frequency of teacher evaluation by the principal was thrice in a year. So, overall, it was found that that 3.75% teachers of all types of elementary schools responded that the frequency of teacher evaluation by vice principals was thrice in a year.

With regard to teacher evaluation by the supervisors, 31.58% teachers of private schools responded that the frequency of teacher evaluation was twice in a year but 21.05% teachers of private schools also responded that the frequency was more than thrice in a year. So, overall, it was found that that 2.25% teachers of all types of elementary schools responded that the frequency of teacher evaluation by supervisors was twice in year and 1.50% also responded that the frequency of teacher evaluation thrice in a year.

With regard to evaluation by BRC coordinator, 20.56% teachers of jilla panchayat schools, 25% teachers of ashram shalas and overall, 18.73% teachers of all types of elementary schools stated that teacher evaluation was done once in a year. 19.63% teachers of jilla panchayat schools, 12.5% teachers of ashram shalas and overall, 16.85% teachers of all types of elementary schools stated that the evaluation by BRC Coordinator was done twice in a year in their schools. Whereas there were also 13.55% teachers of jilla panchayat schools and a total of 10.86% teachers of all types of elementary schools who mentioned that the frequency was thrice in a year. Only 0.47%

teachers and a total 0.37% stated that evaluation by BRC Coordinator was done more than thrice in a year.

14.95% teachers of jilla panchayat, 25% teachers of ashram shalas, 20% teachers of EMRS and a total of 14.61% teachers of all types of elementary schools responded that the frequency of teacher evaluation by CRC Coordinator was once in a year. 11.68% teachers of jilla panchayat schools and overall, 9.36% teachers of all types of elementary schools mentioned that the frequency of teacher evaluation by CRC Coordinators was twice in a year. 31.78% teachers of Jilla panchayat, 46.66% teachers of ashram shalas, 20% teachers of EMRS and a total of 29.59% teachers of all types of elementary schools responded that the frequency of teacher evaluation by CRC Coordinator was thrice in a year. 33.64% teachers of Jilla panchayat schools, 33.33% teachers of ashram shalas, 60% teachers of EMRS and a total of 31.09% teachers of all types of elementary schools responded that the frequency of teacher evaluation by CRC Coordinator was more than thrice in a year.

23.83% teachers of jilla panchayat schools and 19.10% teachers of all types of elementary schools responded that the frequency of teacher evaluation by BRP was once in a year; 13.55% teachers of jilla panchayat schools and a total of 10.86% teachers of all types of elementary schools mentioned the frequency was to be twice in a year. 20.09% teachers of jilla panchayat schools, 16.17% teachers of ashram shalas and a total of 17.10% mentioned the frequency to be thrice in a year. 9.35% teachers of jilla panchayat schools and 7.49% teachers of all types of elementary schools stated that the teacher evaluation by BRP was conducted more than thrice in a year.

Teachers of jilla panchayat schools stated the frequency of the education inspector. 19%, 7.94%, 4.67% and 4.21% teachers of jilla panchayat responded that frequency of teacher evaluation by the educational inspector was once, twice, thrice and more than thrice in a year respectively. So, overall, it was found that that 32.21% teachers of all types of elementary schools responded that frequency of teacher evaluation by educational inspector was once in a year; 6.37% responded twice; 3.75% responded thrice and on other hand 3.37% teachers also responded more than thrice in a year.

13.55% teachers of jilla panchayat responded that the frequency of teacher evaluation by TT was once in a year and 1.40% responded twice in a year. So, overall, it was found that that 10.86% teachers of all types of elementary schools responded that the

frequency of teacher evaluation by TT was once in a year and 1.12% responded twice in a year.

0.93% teachers of Jilla panchayat schools responded that frequency of teacher evaluation by the Pedagogy Coordinator was once in a year. So, overall, it was found that that 0.75% teachers of all types of elementary schools responded that the frequency of teacher evaluation by the pedagogy co-ordinator was once in a year.

Table 4.32: Response of Principals on Frequency of Teacher Evaluation by them

Types of Schools	No. of Schools	Principals n	Annual Frequency of Teacher Evaluation done by Principals				
			Once in a Year	Twice in a Year	Thrice in a Year	Four times in a Year	More than Four Times
Jilla Panchayat School	80	80	7 (8.75)	26 (32.5)	22 (27.5)	8 (10)	17 (21.25)
Ashram Shala	6	6	0 (0)	1 (16.67)	2 (33.33)	3 (50)	0 (0)
Private School	4	4	1 (25)	2 (50)	0 (0)	1 (25)	0 (0)
JNV	1	1	1 (100)	0 (0)	0 (0)	0 (0)	0 (0)
EMRS	1	1	0 (0)	0 (0)	0 (0)	1 (100)	0 (0)
Total	92	92	9 (9.78)	29 (31.52)	24 (26.09)	13 (14.13)	17 (18.47)

Table 4.32 reveals that 8.75% principals of jilla panchayat schools, 25% principals of private schools, cent percent principals of JNV, and total of 9.78% principals of all types of schools stated that annual frequency of teacher evaluation done by them was once in a year. 32.5% principals of jilla panchayat schools, 16.67% of principals of ashram shalas, 50% principals f private schools, and total of 31.52% principals of all types of elementary schools stated that annual frequency of teacher evaluation done by them was twice in a year. 27.5% principals of jilla panchayat schools, 33.33% of principals of ashram shalas, none principals of private schools, none of principals of JNV, and a total of 26.09% principal of all types of elementary schools stated that annual frequency of teacher evaluation done by the principals was thrice in a year. 10%

principals of jilla panchayat schools, 50% of principals of ashram shalas, 25% principals of private schools, cent percent of principals of EMRS and sum total of 14.13% principal of all types of elementary schools stated that annual frequency of teacher evaluation done by the principals was four times in a year. 21.25% principals of jilla panchayat schools, and a total of 18.47% principal of all types of elementary schools stated that the annual frequency of teacher evaluation done by the principal was more than four times in a year.

Table 4.32.1: Response of Principal on more than 4 Times Annual Frequency of Teacher Evaluation

Types of Schools	No. of Schools	Principals n	More than 4 times	
			5 to 10 times	More than 10
Jilla Panchayat School	80	17	12 (70.59)	5 (29.41)
Ashram Shala	6	0	0 (0)	0 (0)
Private School	4	0	0 (0)	0 (0)
JNV	1	0	0 (0)	0 (0)
EMRS	1	0	0 (0)	0 (0)
Total	92	17	12 (70.59)	5 (29.41)

Amongst the principals who replied that the frequency of teacher evaluation done by them was more than four times, table 4.32.1 shows only 70.59% and 29.41% principals of jilla panchayat schools responded that they conducted teacher evaluation 5 to 10 times and more than 10 times respectively. So, overall, 70.59% and 29.41% principals of all types of schools responded that they conducted teacher evaluation 5 to 10 times and more than 10 times respectively.

Table 4.33: Response of CRC Coordinators and BRPs on Evaluating all Individual Teachers

Evaluator	Sample n	Evaluating all Individual Teaches	
		Yes	No
CRC Co-Ordinator	30	24 (80)	6 (20)
BRP	4	3 (75)	1 (25)

Table 4.33 reveals that 80% CRC Coordinators and 75% BRPs replied positively that it was possible for them to evaluate all teachers individually in a year where as 20% CRC coordinators and one BRP replied negatively in this regard.

Table 4.34: Response of CRC Coordinators and BRPs on Frequency of Evaluating of Individual Teachers

Evaluator	Sample n	frequency of Evaluating of Individual Teachers			
		Once in a year	Twice in a year	Thrice in a year	More than Thrice
CRC Co-Ordinator	24	3 (12.5)	3 (12.5)	8 (33.33)	10 (41.67)
BRP	3	3 (100)	0 (0)	0 (0)	0 (0)

From table 4.34 it can be observed that amongst those who replied positively, 12.5% CRC coordinators and cent percent BRPs stated that they evaluated each individual teacher once in a year. 12.5% and 33.33% CRC coordinators responded that the frequency of evaluating individual teachers was twice and thrice respectively. There were also 41.67% CRC coordinators who responded that they evaluated all individual teachers more than thrice in a year.

Table 4.34.1: Response of CRC Coordinators and BRPs on More than Thrice of Evaluating of Individual Teachers

Evaluator	Sample n	Evaluation of individual Teachers More than Thrice per Year	
		4 to 5 times	More than 10 times
CRC Co-Ordinator	10	9 (90.00)	1 (10)
BRP	4	3 (75)	0 (0)

Table 4.34.1 shows that amongst those who responded about the evaluation of individual teachers more than thrice in a year, 90.00% CRC coordinators and 75% BRPs stated that they evaluated each teacher 4 to 5 times in a year whereas 10% CRC coordinators also mentioned that each teacher was evaluated more than ten times in a year.

Table 4.35: Response of Principals on Surprise Visits taken by them for Teacher Evaluation

Types of Schools	No. of Schools	Principals n	Surprise Visit taken by Principal for Teacher Evaluation	
			Yes	No
Jilla Panchayat School	80	80	75 (93.75)	5 (6.25)
Ashram Shala	6	6	6 (100)	0 (0)
Private School	4	4	4 (100)	0 (0)
JNV	1	1	1 (100)	0 (0)
EMRS	1	1	1 (100)	0 (0)
Total	92	92	87 (92.55)	5 (5.32)

From table 4.35 it can be observed that 93.75% principals of jilla panchayat schools replied positively and 6.25% negatively that they took surprise visit without declaring date. Cent percent principals of ashram shala, private schools, JNV and EMRS also replied positively about their surprise visits of classrooms. So, overall it was found that

92.55% principals of all types of school positively responded about their surprise visits to the classroom where as 5.32% principals did not take any surprise visits.

Table 4.36.: Response of Teachers on Regular Teacher Evaluation done by Superior

Regular Teacher Evaluation done by Superior	Types of Schools					
	Jilla Panchayat School [80]	Ashram Shala [6]	Private School [4]	JNV [1]	EMRS [1]	Total [92]
	n=214	n=24	n=19	n=5	n=5	n=267
Principal	214 (100)	24 (100)	19 (100)	5 (100)	5 (100)	267 (100)
Vice Principal	NA	NA	5 (26.32)	5 (100)	0 (0.00)	10 (3.75)
Supervisor	NA	NA	10 (52.63)	NA	NA	10 (3.75)
CRC Coordinator	162 (75.70)	23 (95.83)	NA	NA	5 (100)	190 (71.16)
BRP	89 (41.59)	6 (25)	NA	NA	NA	95 (35.58)
BRC Coordinator	115 (53.74)	7 (29.17)	NA	NA	NA	122 (45.69)
Educational Inspector	105 (49.07)	NA			NA	105 (39.33)
Teacher Trainer	23 (10.75)	NA	NA	NA	NA	23 (8.61)
Pedagogy Co-Ordinator	23 (10.75)	NA	NA	NA	NA	23 (8.61)
Other (Ashram Shala Adhikari)	NA	2 (8.33)	NA	NA	NA	2 (0.75)

From table 4.36 it can be observed that cent percent teachers of all types of schools such as jilla panchayat schools, ashram shalas, private schools, JNV, EMRS replied that they had regular teacher evaluation conducted by the principals. Only 26.32% teachers of cent percent teachers of JNV and a total of 3.75% replied that teacher evaluation was done regularly by the vice principals. 52.63% teachers of private schools responded about having evaluation done by supervisors regularly. So overall it was seen that 3.75% teachers of all types of elementary schools who replied about having regular practice of evaluation by the supervisors. 75.70% teachers of jilla panchayat schools, 95.83% ashram shalas, cent percent teachers of EMRS and overall, 71.16% teachers of all types of the schools responded that there was regular practice of evaluation done by CRC coordinators in their schools. 41.59% teachers of jilla panchayat schools, 25% teachers of ashram shalas and overall, 35.58% teachers of all types of the schools replied that BRP conducted evaluation in their schools regularly. 53.74% teachers of Jilla panchayat, 29.17% and a total of 45.69% teachers of all types of elementary schools stated evaluation by BRC coordinator was done regularly. 49.07% teachers of jilla panchayat schools and a total of 39.33% teachers responded that the inspection was done regularly in their schools. 10.75% teachers of jilla panchayat schools and a total of 8.61% responded that evaluation by teacher trainer and pedagogy coordinator was done regularly, whereas 8.33% teachers of ashram shalas and a total of 0.75% responded that evaluation by ashram shala Adhikari was done regularly

Table 4.37: Response of Principals on their Observation on Timely Teacher Evaluation

Types of Evaluation	Frequency of Evaluation	Types of Schools					
		Jilla Panchayat School [80]	Ashram Shala [6]	Private School [4]	JNV [1]	EMRS [1]	Total [92]
		n=80	n=6	n=4	n=1	n=1	n=92
Self-Evaluation	Most of times	58 (72.5)	0 (0)	1 (25)	1 (100)	0 (0)	60 (65.22)
	Some times	18 (22.5)	0 (0)	0 (0)	0 (0)	0 (0)	18 (19.57)
	Never	1 (1.25)	0 (0)	0 (0)	0 (0)	0 (0)	1 (1.09)

Supervisor	Most of time	0 (0)	0 (0)	2 (50)	0 (0)	0 (0)	2 (2.17)
	Some times	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	Never	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Vice-Principal	Most of time	0 (0)	0 (0)	0 (0)	1 (100)	0 (0)	1 (1.09)
	Some times	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	Never	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Gunotsav	Most of times	46 (57.5)	4 (66.67)	0 (0)	0 (0)	0 (0)	50 (54.35)
	Some times	30 (37.5)	2 (33.33)	0 (0)	0 (0)	1 (100)	33 (35.87)
	Never	4 (5)	0 (0)	0 (0)	0 (0)	0 (0)	4 (4.35)
Inspection	Most of times	26 (32.5)	0 (0)	0 (0)	0 (0)	0 (0)	26 (28.26)
	Some times	20 (25)	0 (0)	1 (25)	0 (0)	0 (0)	21 (22.83)
	Never	2 (2.5)	0 (0)	0 (0)	0 (0)	0 (0)	2 (2.17)
CRC Co-Ordinator	Most of times	53 (66.25)	4 (66.67)	0 (0)	0 (0)	1 (100)	58 (63.04)
	Some times	24 (30)	2 (33.33)	0 (0)	0 (0)	0 (0)	26 (28.26)
	Never	3 (3.75)	0 (0)	0 (0)	0 (0)	0 (0)	0 (3.26)
Teacher Trainer	Most of time	8 (10)	0 (0)	0 (0)	0 (0)	0 (0)	8 (8.70)
	Some times	17 (21.25)	0 (0)	0 (0)	0 (0)	0 (0)	17 (18.48)
	Never	6 (7.5)	0 (0)	0 (0)	0 (0)	0 (0)	6 (6.52)

Pedagogy Co-Ordinator	Most of times	2 (2.5)	0 (0)	0 (0)	0 (0)	0 (0)	2 (2.17)
	Some times	15 (18.75)	0 (0)	0 (0)	0 (0)	0 (0)	15 (16.30)
	Never	9 (11.25)	0 (0)	0 (0)	0 (0)	0 (0)	9 (9.78)

Table 4.37 reveals that 72.5 % principals of jilla panchayat schools, 25% principals of private schools, cent percent principal of JNV and a total of 65.22% principals of all types of schools stated that self-evaluation was conducted timely most of the time. 22.5% principals of jilla panchayat schools and a total of 19.5% principals of all types of schools responded that self-evaluation was done timely sometimes and 1.25% principals of jilla panchayat schools and a total of .09% principals of all types of schools responded that self-evaluation was never done timely in their schools. Cent percent principals of private schools and a total of 2.17% principals of all types of schools observed that evaluation by supervisors was conducted timely most of the time in their schools. Cent percent principals of private schools and a total of 2.17% principals of all types of schools observed that evaluation by vice principals was conducted timely most of the time in their schools.

57.5% principals of jilla panchayat elementary schools, 66.67% principals of ashram shalas and a total of 54.3% teachers of all types of schools stated that they observed that Gunotsav was conducted timely most of the time whereas 37.5% principals of Jilla panchayat schools, 33.33% principals of ashram shalas, cent percent principal of EMRS and a total of 35.87% teachers of all types of schools responded that they observed Gunotsav was conducted timely sometimes in the schools. 5% principals of Jilla panchayat schools and a total 4.35% principals of all types of schools responded that they observed that Gunotsav was never conducted on time.

32.5% principals of Jilla panchayat schools and a total of 28.2% principals of all types of schools observed that inspection was conducted timely most of the time. 25% principals of Jilla panchayat schools, 25% principals of private schools and a total of 22.8% principals of all types of schools stated that they observed inspection was done timely sometimes in their schools. 2.5% principals of Jilla panchayat schools and a total

of 2.17% principals of all types of schools observed the inspection was never conducted on time in their schools.

66.25% principals of Jilla panchayat schools, 66.67% principals of ashram shalas, cent percent principal of EMRS and a total and a total of 63% teachers of all types of schools stated that they observed evaluation by CRC coordinator was done timely most of the time. 30% principals of Jilla panchayat school, 33.33% principals of ashram shalas and a total of 28.26% principals observed that evaluation by CRC coordinator was conducted timely sometime. Whereas 3.75% principals of Jilla panchayat schools and a total of 3.26% principals of all types of schools stated that they observed evaluation by CRC Coordinator was never conducted on time.

2.5% principals of of Jilla panchayat and a total of 8.70% principals of all types of schools observed that teacher evaluation by teacher trainer done timely most of the time where as 21.25% principals of Jilla panchayat schools and a total of 18.4% observed that teacher trainer conducted evaluation timey sometimes. There were also 7.5% principals of Jilla panchayat schools and 6.52% principals of all types of schools who observed evaluation by teacher trainer was never done timely.

Besides these 2.5% principals of Jilla panchayat schools and a total 2.17% principals of all types of schools replied that they observed pedagogy coordinator conducting evaluation timely most of the time. 18.75% principals of Jilla panchayat schools and a total of 16.30% principals of all types of schools mentioned that pedagogy coordinator conducted teacher evaluation timely sometimes where as 11.25% principals of Jilla panchayat schools and a total 9.78% principals of all types of schools said that teacher evaluation was never done timely.

Table 4.38: Response of Principals on Time Allotted for Individual Teacher Evaluation

Types of Schools	No. of Schools	Principals n	Time Allotted for Individual Teacher Evaluation			
			5 minutes	10 minutes	20 minutes	1 period
Jilla Panchayat School	80	80	7 (8.75)	15 (18.75)	22 (27.5)	36 (45)

Ashram Shala	6	6	0 (0)	1 (16.67)	2 (33.33)	3 (50)
Private school	4	4	0 (0)	1 (25)	1 (25)	2 (50)
JNV	1	1	0 (0)	0 (0)	0 (0)	1 (100)
EMRS	1	1	1 (100)	0 (0)	0 (0)	0 (0)
Total	92	92	8 (8.70)	17 (18.48)	25 (27.17)	42 (45.65)

Table 4.38 shows that 8.75% principals of jilla panchayat schools, one principal of EMRS and a total of 8.70% principals of all types of schools responded that they allotted five minutes for teacher evaluation. 18.75% principals of jilla panchayat schools, 16.67% principals of ashram shalas, 25% principals of private schools and a total of 18.48% principals of all types of elementary schools stated that they allotted ten minutes for teacher evaluation in their schools. 27.5% principals of jilla panchayat schools, 33.33% principals of ashram shalas, 25% principals of private schools and 27.17% principals of all types of elementary schools stated that they allotted one period for teacher evaluation in their schools.

Table 4.39: Response of CRC Coordinators and BRPs on time Allocated to Evaluation of Individual Teachers

Evaluator	Sample n	Time Allocated to Evaluation of Individual Teachers		
		10 minutes	20 minutes	1 period
CRC Co-Ordinator	30	5 (16.67)	6 (66.67)	19 (63.33)
BRP	4	1 (25)	0 (0)	3 (75)

From the table 4.39 it can be observed that 16.67% CRC coordinators and one BRP replied that they allocated 10 minutes for evaluation of individual teachers. 66.67% CRC coordinators replied that 20 minutes time was given for evaluation of individual teachers. However, 63.33% CRC Coordinators and 75% BRPs reported 1 period (35 minutes) for the evaluation of individual teachers.

4.1.1.8. Declaration of Plan / Schedule of Teacher Evaluation and Preparation

Table 4.40: Response of Teachers on Prior Declaration of Date of Teacher Evaluation

Sources of Teacher Evaluation		Types of Schools					
		Jilla Panchayat School [80]	Ashram Shala [6]	Private School [4]	JNV [1]	EMRS [1]	Total [92]
		n=214	n=24	n=19	n=5	n=5	n=267
Teacher Evaluation by Principal	Yes	38 (17.76)	3 (12.5)	0 (0)	0 (0)	0 (0)	41 (15.36)
	NO	176 (82.24)	21 (87.5)	19 (100)	5 (100)	5 (100)	226 (84.64)
Teacher Evaluation by Vice Principal	Yes	NA	NA	0 (0)	0 (0)	NA	10 (3.75)
	NO			5 (26.31)	5 (100)		
Teacher Evaluation by Supervisor	Yes	NA	NA	0 (0)	NA	NA	0 (0)
	NO			10 (52.63)			10 (52.63)
Teacher Evaluation by CRC Co-Ordinator	Yes	27 (12.62)	0 (0)	NA	NA	0 (0)	27 (11.11)
	NO	187 (87.38)	24 (100)			5 (100)	216 (88.88)
Teacher Evaluation by BRP	Yes	14 (6.54)					14 (6.54)
	NO	200 (93.64)					200 (93.64)
Teacher Evaluation by BRC Co-Ordinator	Yes	16 (7.48)	0 (0)	NA	NA	NA	16 (6.72)
	NO	125 (58.41)	9 (37.5)				134 (56.30)
Teacher Evaluation by Inspection Team	Yes	115 (53.74)	NA	5 (26.32)	5 (100)	NA	125 (55.80)
	NO	63 (29.44)		0 (0)	0 (0)		63 (28.12)

Teacher Evaluation by Gunotsav	Yes	204 (95.33)	21 (87.5)	NA	NA	5 (100)	230 (94.65)
	NO	10 (4.67)	3 (12.5)			0 (0)	13 (5.35)
Teacher Evaluation by Teacher Trainer	Yes	0 (0)	NA	NA	NA	NA	00
	NO	23 (10.75)					23 (10.75)
Teacher Evaluation by Pedagogy Co-Ordinator	Yes	3 (1.40)	NA	NA	NA	NA	3 (1.40)
	NO	4 (1.87)					4 (1.87)

From table 4.40 it can be observed that 17.76% teachers of jilla panchayat schools, 12.5% teachers of ashram shalas and a total of 15.36% teachers of all types of elementary schools replied positively that date of teacher evaluation was declared in advance. However, 82.24% teachers of jilla panchayat schools, 87.5% teachers of ashram shalas, cent percent teachers of private schools, cent percent teachers of JNV, cent percent teachers of EMRS and a total of 84.64 teachers of all types of the schools replied negatively about the date given for evaluation by the principals was given in advance. All teachers of private schools, cent percent teachers of JNV and overall, cent percent teachers of all types of schools replied negatively regarding date given advance for evaluation conducted by vice principal. 52.63% teachers of private schools and a total of 3.75% teachers of all types of elementary schools replied negatively that date for teacher evaluation by supervisor was not given in advance.

Very few i.e., 12.62% teachers of jilla panchayat schools and a total of 11.11% teachers of all types of schools replied positively about the prior declaration of date of teacher evaluation by CRC coordinators. However, 87.38% teachers of jilla panchayat schools, cent percent teachers of ashram shalas, cent percent teachers of EMRS and a total of 88.88% teachers of all types of schools replied negatively about the prior declaration of date for teacher evaluation by CRC Coordinators.

6.54% teachers of teachers of jilla panchayat schools replied positively and 93.64% replied negatively about the declaration of date for evaluation by BRP.

7.48% teachers of jilla panchayat schools and overall, 6.72% teachers of all types of elementary schools were replied affirmatively about the prior declaration of date for evaluation by BRC Coordinators. On the other hand, the most of 58.41% teachers of jilla panchayat schools, 37.5% teachers of ashram shalas and a total of 56.30% teachers of all types of elementary schools replied negatively that date of evaluation by BRC coordinators was not declared in advance.

53.74% teachers of jilla panchayat schools. 26.32% teachers of private schools, cent percent teachers of JNV and a total of 55.80% teachers of all types of elementary schools replied affirmatively that the date of teacher evaluation by the inspection team was declared in advanced. However, there were 29.44% teachers of jilla panchayat schools and overall, 28.12% teachers of all types of elementary schools were found to be negative in their responses regarding the date of declaration of inspection.

95.33% teachers of jilla panchayat schools, 87.5% teachers of ashram shalas, all teachers of EMRS and 94.65% teachers of all types of schools replied affirmatively that the date of teacher evaluation by Gunotsav team was declared in advance. Whereas in this regard, 4.67% teachers of jilla panchayat schools, 12.5% teachers of ashram shalas and a total of 5.35% teachers of all types of schools replied negatively. 10.75% teachers of jilla panchayat schools and a total of 10.75% teachers of all types of elementary schools replied negatively about the declaration of date for evaluation by the Teacher trainer (T. T.) 1.40% and 1.87% teachers of jilla panchayat schools replied positively and negatively respectively about the declaration of date for teacher evaluation by the pedagogy coordinator.

Table 4.41: Response of Principals on Communicating Prior Plan of Teacher Evaluation

Types of Schools	No. of Schools	Principals n	Communicating Prior Plan of Teacher Evaluation	
			Yes	No
Jilla Panchayat School	80	80	30 (37.5)	50 (62.5)
Ashram Shala	6	6	1 (16.67)	5 (83.33)

Private School	4	4	0 (0)	4 (100)
JNV	1	1	1 (100)	0 (0)
EMRS	1	1	0 (0)	1 (100)
Total	92	92	32 (34.78)	60 (65.21)

From table 4.41, it can be observed that 37.5% principals of jilla panchayat schools, 16.67% teachers of ashram shalas, one principal of JNV and a total of 34.78% teachers of all types of schools replied positively that they communicate prior plan or schedule of teacher evaluation. 62.5% teachers of jilla panchayat schools, 83.33% teachers of ashram shalas, cent percent teachers of EMRS replied negatively in this regard.

Table 4.42: Response of Principals on Prior Information of Teacher Evaluation
Plan in terms of Days

Types of Schools	No. of Schools	Principals n	Prior Information of Teacher Evaluation Plan				
			1 day	2 days	3 to 7 days	15 days	30 days
Jilla Panchayat School	80	30	8 (26.67)	4 (13.33)	14 (46.67)	2 (6.67)	2 (6.67)
Ashram Shala	6	1	1 (100)	0 (0)	0 (0)	0 (0)	0 (0)
Private School	4	0	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
JNV	1	1	1 (100)	0 (0)	0 (0)	0 (0)	0 (0)
EMRS	1	0	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Total	92	32	10 (31.25)	4 (12.5.)	14 (43.75)	2 (6.25)	2 (6.25)

Table 4.42 reveals that 26.67% principals of jilla panchayat schools, cent percent principals of ashram shalas and a total of 31.25% principals of all types of the schools stated that they informed their plan/ schedule to their teachers 1 day before in advance for their evaluation. 13.33% principals of Jilla panchayat schools and a total of 12.5% principals of all types of the schools stated that they informed their plan of teacher

evaluation 2 days before in advance. 46.67% principals of Jilla panchayat schools and overall, 43.75% principals of all types of the schools stated they informed their teachers 3 to 7 days before about their plan of evaluation. 6.67% principals of jilla panchayat schools and a total of 6.25% principals of all types of schools mentioned that 15 days and 1 month before in advance about their plan/schedule for teacher evaluation.

Table 4.43: Response of CRC Coordinators and BRPs on Communicating Plan/schedule prior to Evaluation

Evaluator	Sample n	Communicating Plan/schedule Prior to Evaluation	
		Yes	No
CRC Co-Ordinator	30	12 (40)	18 (60)
BRP	4	1 (25)	3 (75)

Table 4.43 shows that 40% CRC coordinators and one BRP respond that they communicated about their plan/schedule to teachers prior to the evaluation process.

Table 4.44: Response of CRC Coordinators and BRPs on Plan or schedule informed before

Evaluator	Sample n	Plan/ Schedule Communicated prior to Evaluation		
		1 day	2 days	7 days
CRC Co-Ordinator	12	3 (25)	6 (50)	3 (25)
BRP	1	0 (0)	0 (0)	1 (100)

Table 4.44 shows that 25% and 50% CRC Coordinators responded that they informed their plan/schedule of teacher evaluation to the teachers one day before and two days before respectively prior to evaluation. However, 25% CRC coordinators and one BRP stated that they informed teachers before seven days before in this regard.

Table 4.45: Response of Principals on Teachers' Preparation on given Prior Evaluation Plan

Types of Schools	No. of Schools	Principals (n)	Teachers' Preparation on given Prior Evaluation Plan						
			Preparation for Class and updating Records	Daily lesson Planning	Practice of Pedagogy	Preparing Students	Book Reading	TLM	Other
Jilla Panchayat School	30	30	30 (100)	9 (30)	2 (6.67)	10 (33.33)	0 (0)	3 (10)	2 (6.67)
Ashram Shala	1	1	0 (0)	1 (100)	1 (100)	1 (100)	1 (100)	1 (100)	0 (0)
Private School	0	0	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
JNV	1	1	1 (100)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
EMRS	0	0	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Total	32	32	31 (96.88)	10 (31.25)	3 (9.38)	11 (34.38)	1 (3.13)	4 (12.5)	2 (6.25)

From table 4.45 it can be observed that according to cent percent principals of jilla panchayat schools, one principal of JNV and a total of 96.88% principals of all types of schools, teachers did preparation for class and updated records if teachers were given the evaluation plan by principals in advance. 30% principals of jilla panchayat schools, cent percent teachers of ashram shalas and overall, 31.25% principals stated that teachers did daily lesson planning. 6.67% principals of Jilla panchayat schools, cent percent teachers of ashram shalas and overall, 9.38% principals stated that teachers were involved in pedagogical practices. 33.33% principals of jilla panchayat schools, cent percent teachers of ashram shalas and overall, 34.38% principals stated that teachers prepared students for various task.

10% principals of jilla panchayat schools, cent percent teachers of ashram shalas and overall, 12.5% principals stated that teachers prepared TLM. Besides these, 6.67%,

teachers of jilla panchayat schools and a total of 6.25% principals of all types of schools mentioned that they did preparation such as checking written work of students, planning implementation of curriculum, preparing projects, activities and classroom management.

Table 4.46: Response of CRC Coordinators and BRPs on Preparation for Evaluation done by Teachers

Evaluator	Sample n	Preparation done by Teachers			
		No Preparation	Teaching Method	Curricular related Preparation	Updating Records
CRC Co-Ordinator	12	4 (20)	0 (0)	5 (25)	3 (15)
BRP	1	0 (0)	1 (100)	0 (0)	0 (0)

From the table 4.46 it can be observed that 20% CRC coordinators responded that teachers did not do any preparation even if the plan of evaluation was given in advance. Cent percent BRPs responded that the teachers did preparation of teaching methods. But such preparation was not noted by CRC coordinators. 25% and 15% CRC coordinators reported that teachers did preparation related to curricular activities and updated records respectively. However, the BRP did not come across any curricular related preparation and updating of records.

Table 4.47: Response of Principals on Preparation for Teacher Evaluation done by them

Types of Schools	No. of Schools	Principals N	Preparation for Teacher Evaluation by Principal	
			Yes	No
Jilla Panchayat School	80	80	48 (60)	32 (40)
Ashram Shala	6	6	1 (16.67)	5 (83.33)
Private School	4	4	3 (75)	1 (25)
JNV	1	1	1 (100)	0 (0)

EMRS	1	1	0 (0)	1 (100)
Total	92	92	53 (57.60)	39 (4.39)

From table 4.47, it can be observed that 60% principals of jilla panchayat schools, 16.67% principal of ashram shala, 75% principals of private schools, one principal of JNV replied positively that they did preparation for teacher evaluation. however, 40% principals of jilla panchayat schools, 83.33% principals of ashram shala, one principal of private schools, one principal of EMRS and a total of 4.39% principals of all types of schools replied negatively in this regard.

Table 4.48: Response of Principals on Preparation for Teacher Evaluation done by them

Types of Schools	No. of Schools	Principals n	Preparation for Teacher Evaluation done by Principals									
			Reading	Planning of Curricular Activity	To study Learning outcomes	Evaluating Teachers' Lesson Plans and Time Table	Daily/ monthly/ Annual lesson Planning checking	Pre-Performance Observation and Retention	Opinion of other Principal	Preparing Performance and other related Records	Working for pedagogy and Paper Work	To know teacher's Behaviour with Students
Jilla Panchayat School	80	48	24 (50)	7 (14.58)	2 (4.17)	0 (0)	10 (20.83)	0 (0)	0 (0)	3 (6.25)	2 (4.17)	1 (2.08)
Ashram Shala	6	1	1 (100)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Private School	4	3	0 (0)	0 (0)	0 (0)	1 (33.33)	0 (0)	1 (33.33)	1 (33.33)	0 (0)	0 (0)	0 (0)
JNV	1	1	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (100)	0 (0)	0 (0)
EMRS	1	0	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Total	92	53	25 (47.17)	7 (13.21)	2 (3.77)	1 (1.89)	10 (18.87)	1 (1.89)	1 (1.89)	4 (7.55)	2 (3.77)	1 (1.89)

From table 4.48, it can be observed that 50% principal of jilla panchayat schools, cent percent principals of ashram shalas and a total of 47.17% principals of all types of schools responded that they read books such as textbooks, reference books to guide their teachers. 14.58% principals of jilla panchayat schools and a total of 13.21% of all types of elementary schools mentioned planning of curricular activities existed. 4.17% principals of jilla panchayat schools and a total of 3.77% of all types of elementary schools mentioned that they studied about learning outcomes subject wise. 33.33% principals of private schools and a total of 1.89% of all types of elementary schools mentioned that they evaluated teacher's lesson plans and timetables. 20.83% principals of jilla panchayat schools and a total of 18.87% of all types of elementary schools mentioned that they did daily/monthly and annual lesson planning. 33.33% teachers of private schools and overall, 1.89% teachers of all schools replied that they did preparation such as pre performance observation and retention and took opinion of other principals. 6.25% principals of jilla panchayat schools, cent percent principals of JNV and 7.55% principals of all types of school mentioned preparation performa and other related records. 4.17% principals of jilla panchayat schools and a total of 3.77% of all types of elementary schools mentioned that they worked for pedagogy and paperwork. 2.08% principals of jilla panchayat schools and a total of 1.89% of all types of elementary schools mentioned that they attempted to know teacher's behaviour with students.

Table 4.49: Response of CRC Coordinators and BRPs on their own Preparation for Teacher Evaluation

Evaluator	Sample n	Own Preparation of CRC Coordinators and BRPs for Teacher Evaluation	
		Yes	No
CRC Co-Ordinator	30	23 (76.67)	7 (23.33)
BRP	4	3 (75)	1 (25)

Table 4.49 reveals that 76.67% CRC coordinators and 75% BRPs replied positively that they did some preparation for teacher evaluation before going for classroom

observations. However, 23.33% CRC coordinators and one BRP replied negatively regarding doing any preparation for teacher evaluation.

Table 4.50: Response of CRC Coordinators and BRPs on own Preparation for Evaluating Teachers

Own Preparation for Evaluating Teachers	Evaluator	
	CRC Coordinator n=23	BRP n=4
Study of Textbooks Standard wise	10 (43.48)	2 (50)
Planning for Teacher Evaluation	2 (8.70)	1 (25)
Reading of Reference books	2 (8.70)	1 (25)
Study of Circulars	2 (8.70)	1 (25)
Study of Learning Outcomes	2 (8.70)	0 (0)
Review of pre work as per Observation Sheet	2 (8.70)	0 (0)
Methodology of Teaching	2 (8.70)	0 (0)
Sharing Information on Innovative Practices	2 (8.70)	0 (0)

From the table 4.50, it can be observed that 43.48% CRC coordinators and 50% BRPs responded that they studied textbook standard wise to update their academic knowledge. 8.70% CRC coordinators and one BRP stated that they did planning for teacher evaluation. 8.70% CRC coordinators and one BRP also responded that they read reference books and also studied circulars related to programs and guidelines for teaching. Besides these, 8.70% CRC coordinators also did some preparations such as study of learning outcomes, review of prework as per observation sheet, enhancing their knowledge about methodologies of teaching and gathering information on innovative practices.

4.1.1.9. Dimensions of Teacher Evaluation

Table 4.51: Response of Principal Basis of the Teacher Evaluation of Teachers

Basis of Teacher Evaluation	Types of Schools					
	Jilla Panchayat School [80]	Ashram Shalas [6]	Private School [4]	JNV [1]	EMRS [1]	Total [92]
	n=80	n=6	n=4	n=1	n=1	n=92
Planning	0 (0)	0 (0)	3 (75)	1 (100)	0 (0)	4 (4.34)
Teaching - Learning Processes	75 (93.75)	6 (100)	3 (75)	1 (100)	1 (100)	86 (93.48)
Community Approach	0 (0)	0 (0)	3 (75)	0 (0)	0 (0)	3 (3.26)
Cocurricular Activities	44 (55)	5 (83.33)	2 (50)	1 (100)	1 (100)	53 (57.61)
Student Achievement	55 (68.75)	5 (83.33)	3 (75)	0 (0)	1 (100)	64 (69.57)
Organizing /Involvement in Intra inter House Activities/ Committees	0 (0)	0 (0)	1 (25)	1 (100)	0 (0)	2 (2.17)
Personal Attributes	55 (68.75)	0 (0)	1 (25)	0 (0)	0 (0)	56 (60.87)
Intra and Interpersonal Relationship	28 (35)	0 (0)	0 (0)	0 (0)	0 (0)	28 (30.43)

Assessment Tools	0 (0)	0 (0)	1 (25)	1 (100)	0 (0)	2 (2.17)
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From table 4.51, it can be observed that 75% principals of private schools, cent percent principal of JNV and a total of 4.34% principals of all types of elementary schools stated that teachers were evaluated on the basis of planning by them. 93.75% principals of jilla panchayat schools, cent percent principals of ashram shalas, 75% principals of private schools, cent percent principals of JNV and EMRS and overall, 95.48% principals of all types of elementary schools stated that the teacher evaluation was done on the basis of teaching learning process. 75% principals of private schools mentioned community approach whereas 55% principals of jilla panchayat schools, 83.33% principals of ashram shalas, 50% principals of private schools, cent percent principals of JNV and EMRS and overall, 57.61% principals of all types of schools mentioned that cocurricular activities was a performance base of evaluation. Besides these, 68.75% principals of jilla panchayat schools, 83.33% principals of ashram shalas, 75% principals of private schools, cent percent principals of EMRS and a total of 69.57% principals of all types of elementary schools stated achievement of the students was a basis on which teachers were evaluated. 25% principals of private schools, cent percent principal of JNV and a total of 2.17% of all types of schools stated that organization of events and involvement of events of teachers in intra inter house activities was the base on which teachers were evaluated. 68.75% principals of jilla panchayat schools, 25% principal of private schools and a total of 60.87% principals of all types of schools stated that teachers were evaluated on the basis of personal attributes such as attitudes and characteristics. 35% principals of jill panchayat and an overall 30.43% principals of all types of schools mentioned that inter- relationship of teachers with staff whereas there were also 25% principals of private schools, one principal of JNV and overall, 2.17% principals of all types of schools who stated teachers were evaluated on the basis of assessment tools/ planned and adopted by them.

Table 4.52: Response of CRC Coordinators and BRPs on Basis of Teacher Evaluation

Basis of teacher evaluation	CRC Coordinator n= 30	BRP n= 4
Methodology of Teaching	25 (83.33)	4 (100)
Cocurricular Activities	17 (56.67)	4 (100)
Result of Students	16 (53.33)	4 (100)
Teaching Attitude	16 (53.33)	4 (100)
Behaviour of teacher (Interpersonal relationship)	18 (60.00)	1 (25)
Performance of Students	24 (80)	4 (100)

From table 4.52, it can be observed that 83.33% CRC coordinators and cent percent BRPs stated that on the basis of methodology of teaching, teachers were evaluated. 56.67% CRC coordinators and cent percent BRPs stated cocurricular activities was one of the criteria for teacher evaluation. 53.33% CRC coordinators and cent percent BRPs stated result of the students and teaching attitude of teachers were basis on which teachers were evaluated. 60% CRC coordinators and one BRP stated behavior of teachers (interpersonal relationship) as a basis on which teachers were evaluated. Besides these, 80% CRC coordinators and cent percent BRPs reported performance of students was a basis on which teacher evaluation was conducted. It can be interpreted that the majority of CRC coordinators considered the criteria such as methodology of teaching, cocurricular activities, result of the students, teaching attitude, behavior of teacher and performance of students, while they evaluated their teachers. Majority of the BRPs considered the criteria for teacher evaluation such as methodology of teaching, cocurricular activities, result of the students, teaching attitude and performance of students, while they evaluated their teachers. Therefore, it was clear that the same criteria for teacher evaluation was emerged for the evaluation by CRC coordinators and BRPs except criteria of behavior of teachers by majority of BRPS.

Table 4.53: Response of Teachers on Dimensions of Teacher Evaluation

Dimensions of Teacher Evaluation	Types of Schools					
	Jilla Panchayat School [80]	Ashram Shala [6]	Private School [4]	JNV [1]	EMRS [1]	Total [92]
	n=214	n=24	n=19	n=5	n=5	n=267
Teaching Method	205 (95.79)	23 (95.83)	17 (89.47)	5 (100)	5 (100)	255 (95.50)
Classroom Management	205 (95.79)	23 (95.83)	18 (94.74)	5 (100)	5 (100)	256 (95.88)
Use of TLM	207 (96.73)	23 (95.83)	16 (84.21)	5 (100)	5 (100)	256 (95.88)
Use of Technology	84 (39.25)	24 (100)	18 (94.74)	5 (100)	5 (100)	136 (50.94)
Student Participation	201 (93.93)	24 (100)	18 (94.74)	4 (80)	5 (100)	252 (94.38)
Basic Skill	207 (96.73)	24 (100)	0 (0)	0 (0)	1 (20)	232 (86.89)
Syllabus Completion	204 (95.33)	23 (95.83)	16 (84.21)	5 (100)	3 (60)	251 (94.01)
Written Work of Students	207 (96.73)	15 (62.50)	16 (84.21)	4 (80)	5 (100)	247 (92.51)
Milestone Completion	139 (64.95)	0 (0)	0 (0)	0 (0)	0 (0)	139 (52.06)
Identification of Card and Chhabadi	135 (63.08)	0 (0)	0 (0)	0 (0)	0 (0)	135 (50.56)
Attendance	196 (91.59)	23 (95.83)	16 (84.21)	5 (100)	5 (100)	245 (91.76)
Communication Skill	0 (0)	0 (0)	17 (89.47)	4 (80)	0 (0)	21 (7.87)
Content Mastery	0 (0)	0 (0)	17 (89.47)	5 (100)	0 (0)	22 (8.24)
Recapitulation	0 (0)	0 (0)	11 (57.89)	4 (80)	0 (0)	15 (5.62)
Reinforcement	0 (0)	0 (0)	12 (63.16)	5 (100)	0 (0)	17 (6.37)
Time Management	0 (0)	0 (0)	14 (73.68)	5 (100)	0 (0)	19 (7.12)

Analytical Ability and Assessment	0 (0)	0 (0)	13 (68.42)	4 (80)	0 (0)	17 (6.37)
Attitude of Teachers towards work	0 (0)	0 (0)	13 (68.42)	4 (80)	0 (0)	17 (6.37)
Sense of Responsibility	0 (0)	0 (0)	07 (36.84)	4 (80)	0 (0)	11 (4.12)
Maintenance of Discipline	0 (0)	0 (0)	17 (89.47)	5 (100)	0 (0)	22 (8.24)
Interpersonal Relationship	0 (0)	0 (0)	03 (15.79)	4 (80)	0 (0)	7 (2.62)

From table 4.53, it can be observed that 95.79%, teachers of Jilla panchayat schools, 95.83% teachers of ashram shalas, 89.47% teachers of private schools, cent percent teachers of JNV, cent percent teachers of EMRS and 95.50% teachers of all types of schools stated that the teaching methods were observed in teacher evaluation.

95.79% teachers of jilla panchayat school, 95.83% teachers of ashram shalas, 94.74% teachers of private schools, cent percent teachers of JNV, cent percent teachers of EMRS and 95.88% teacher responded that classroom management was observed in teacher evaluation. According to 96.73% teachers of jilla panchayat schools, 95.83% teachers of ashram shalas, 84.21% teachers of private schools, cent percent teachers of JNV, cent percent teachers of EMRS and 95.88% teacher of all types of schools, use of teaching aid was observed in teacher evaluation.

39.25% teachers of jilla panchayat schools, cent teachers of ashram shalas, 94.74% teachers of private schools, cent percent teachers of JNV, cent percent teachers of EMRS and 50.94% teacher mentioned used of technology as a dimension of teacher evaluation.

93.33% teachers of jilla panchayat schools, cent percent teachers of ashram shalas, 94.74% teachers of private schools, 80 teachers of JNV, cent percent teachers of EMRS and 94.38% teacher mentioned that student participation was a dimension of teacher evaluation.

96.73% teachers of jilla panchayat schools, cent percent teachers of ashram shalas, 20% teachers of EMRS and 86.89% teacher responded that the students' achievement in basic skills was observed in teacher evaluation

According to 95.33% teachers of jilla panchayat schools, 95.83% teachers of ashram shalas, 84.21% teachers of private schools, cent percent teachers of JNV, 60% teachers of EMRS and 94.01% teacher, syllabus completion was observed during teacher evaluation.

96.73% teachers of jilla panchayat schools, 62.50% teachers of ashram shalas, 84.21% teachers of private schools, 80% teachers of JNV, cent percent teachers of EMRS and 92.51% teacher responded that written work of students was observed in teacher evaluation.

64.95% teachers of jilla panchayat schools and 52.06% teachers of all types of schools mentioned that milestone was completed. 63.08% teachers of jilla panchayat schools and 50.56% teachers of all types of schools mentioned that identification of card and chhabadi as dimension of teacher evaluation.

According to 91.59% teachers of jilla panchayat schools, 95.83% teachers of ashram shalas, 84.21% teachers of private schools, cent percent teachers of JNV, cent percent teachers of EMRS and a total of 91.761% teacher of all types of elementary schools, attendance was observed in teacher evaluation.

89.57% teachers of private schools, 80% teachers of JNV and a total of 7.87% teachers of all types of elementary schools mentioned that communication skill was observed where as 89.47% teachers of private schools, cent percent teachers of JNV and a total of 8.24% teachers of all types of schools mentioned that mastery on content as a dimension was observed in teacher evaluation.

57.89% teachers of private schools and 80% of teachers of JNV and a total of 5.62% teacher of all types of elementary schools mentioned recapitulation was dimension in teacher evaluation. 63.16% teachers of private schools and cent percent of teachers of JNV and a total 6.37% teacher of all types of elementary schools mentioned that reinforcement was a dimension in teacher evaluation. 73.68% teachers of private at schools and cent percent of teachers of JNV and a total of 7.12% teachers of all types

of elementary schools mentioned that time management was one of dimensions considered in teacher evaluation

68.42% teachers of private schools and 80% of teachers of JNV and a total of 6.37% teachers of all types of elementary schools mentioned that analytical ability and assessment were observed during teacher evaluation. 68.42% teachers of private schools and 80% of teachers of JNV and a total of 6.37% teacher of all types of elementary schools mentioned that the attitude of teachers towards work was one of the important dimensions observed during teacher evaluation 36.84% teachers of jilla panchayat schools and 80% of teachers of JNV and a total of 4.12% teachers of all types of elementary schools mentioned that the responsibility undertaken by teachers was observed in teacher evaluation 89.47% teachers of private schools and cent percent of teachers of JNV and a total of 8.24% teachers of all types of elementary schools mentioned that the maintenance of discipline was important. 15.79% teachers of private schools and 80% of teachers of JNV and a total of 2.62% teachers of all types of elementary schools mentioned interpersonal relationship also observed during teacher evaluation.

Table 4.54: Response of Principals on Dimensions of Teacher Evaluation

Dimension of Teacher Evaluation	Types of Schools					
	Jilla Panchayat School [80]	Ashram Shala [6]	Private School [4]	JNV [1]	EMRS [1]	Total [92]
	n=80	n=6	n=4	n=1	n=1	n=92
Lesson Planning	28 (35)	3 (50)	0 (0)	0 (0)	0 (0)	31 (33.70)
Student Performance	75 (93.75)	6 (100)	0 (0)	0 (0)	0 (0)	81 (88.04)
Methodology of Teaching	43 (53.75)	4 (66.67)	4 (100)	1 (100)	1 (100)	53 (57.61)
Content Mastery	50 (62.5)	6 (100)	2 (50)	1 (100)	1 (100)	60 (65.22)
Communication Skill	36 (45)	0 (0)	4 (100)	1 (100)	1 (100)	42 (45.65)
Effective use of Blackboard	31 (38.75)	4 (66.67)	4 (100)	1 (100)	1 (100)	41 (44.57)

Use of TLM & Technology	35 (43.75)	4 (66.67)	4 (100)	1 (100)	1 (100)	45 (48.91)
Classroom Management	37 (46.25)	4 (66.67)	4 (100)	1 (100)	1 (100)	47 (48.91)
Student Participation	47 (58.75)	6 (100)	4 (100)	1 (100)	1 (100)	59 (64.13)
Recapitulation skill	33 (41.25)	4 (66.67)	2 (50)	1 (100)	1 (100)	41 (44.57)
Reinforcement Skill	34 (42.5)	5 (83.33)	3 (75)	1 (100)	1 (100)	44 (47.83)
Time Management	36 (45)	0 (0)	3 (75)	1 (100)	0 (0)	40 (43.48)
Analytical ability & Assessment	0 (0)	0 (0)	4 (100)	1 (100)	0 (0)	5 (5.43)
Attitude towards Work	0 (0)	0 (0)	2 (50)	1 (100)	0 (0)	3 (3.26)
Sense of Responsibility	0 (0)	0 (0)	4 (100)	1 (100)	0 (0)	5 (5.43)
Maintenance of Discipline	0 (0)	0 (0)	3 (75)	1 (100)	0 (0)	4 (4.35)
Interpersonal Relationship	0 (0)	0 (0)	2 (50)	1 (100)	0 (0)	3 (3.26)
Timely work Accomplishment	0 (0)	0 (0)	3 (75)	1 (100)	0 (0)	4 (4.35)
Student Attendance	47 (58.75)	6 (100)	0 (0)	0 (0)	0 (0)	53 (57.61)
Daily planning by Teachers	52 (65)	5 (83.33)	0 (0)	0 (0)	1 (100)	58 (63.04)
School Comprehensive Evaluation (SCE)	42 (52.5)	5 (83.33)	0 (0)	0 (0)	1 (100)	48 (52.17)
Record of Students Work as per Milestones	55 (68.75)	0 (0)	0 (0)	0 (0)	0 (0)	55 (59.78)
Co-curricular Activities	36 (45)	5 (83.33)	0 (0)	0 (0)	0 (0)	41 (44.57)

From table 4.54 observed that, 35% principals of jilla panchayat schools, 50% principals of ashram shalas and overall ,33.30% principals of all types of elementary

principals of all types of schools responded that they evaluated teachers on the basis of effective use of recapitulation skill.

42.5% principals of jilla panchayat schools, 83.33% principals of ashram shalas, 75% principals of private schools, cent percent principals of JNV, cent percent principals of EMRS and overall, 47.83 % principals of all types of schools responded that they evaluated teachers considering reinforcement skill as an important dimension for teacher evaluation. 45% principals of jilla panchayat schools, 75% principals of private schools, cent percent principals of JNV and overall, 43.83 % principals of all types of schools responded that they evaluated teachers considering their time management skill.

Cent percent principals of private schools, cent percent principal of JNV and a total of 5.43% principals of all types of elementary schools stated that they considered dimensions such as analytical ability and assessment, sense of responsibility of the teachers during teacher evaluation.

50% principals of private schools, cent percent principal of JNV and a total of 3.26% principals of all types of elementary schools stated that they considered dimensions such as attitude of teacher towards work and interpersonal relationship during teacher evaluation.

75% principals of private schools, cent percent principal of JNV and a total of 4.35% principals of all types of elementary schools stated that they considered dimensions such as maintenance of discipline and completion of timely work during teacher evaluation

58.75% principals of jilla panchayat schools and cent percent principals of ashram shalas and overall, 57.61% principals of all types of elementary schools stated that they considered student attendance while evaluating teachers. 65% principals of Jilla panchayat schools and 83.33% principals of ashram shalas, cent percent principals of EMRS and overall, 63.04% principals of all types of elementary schools stated that they considered daily planning by teachers while evaluating teachers.

There were 52.5% principals of Jilla panchayat schools and 83.33% principals of ashram shalas, cent percent principals of EMRS and overall, 52.17% principals of all

types of elementary schools who stated that they considered School comprehensive evaluation (SCE) records maintained by teachers during evaluation of teachers. 68.75% principals of Jilla panchayat schools and a total of 59.78% principals of all types of elementary schools stated that on the basis of student's work record as per decided milestones of the pragna approach, teachers were evaluated. 45% principals of Jilla panchayat, 83.33% principals of ashram shalas and overall, 44.57% principals of all types of elementary schools responded that they also considered co-curricular activities as a dimension on which performance of teacher were evaluated.

Table 4.55: Response of CRC Coordinators and BRPs on Dimensions of Teacher Evaluation

Dimensions of Teacher Evaluation	Evaluator	
	CRC Coordinator n= 30	BRP n= 4
Performance of students	20 (66.67)	4 (100)
Reading, Writing and Arithmetic Skills of Students	28 (93.33)	4 (100)
Methodology of Teaching	18 (60)	4 (100)
Content Mastery	21 (70)	4 (100)
Communication Skill of Teachers	16 (53.33)	4 (100)
Effective Use of Black board	21 (70)	4 (100)
Use of TLM & Technology	17 (56.67)	2 (50)
Classroom Management	15 (50)	4 (100)
Participation of the Students	25 (83.33)	4 (100)
Recapitulation	23 (76.67)	4 (100)
Reinforcement	18 (60)	4 (100)
Curricular Activities	15 (50)	4 (100)

Attendance of Students	20 (66.67)	4 (100)
Daily Planning of Teachers	25 (83.33)	4 (100)
Comprehensive Evaluation of Students (SCE)	25 (83.33)	4 (100)
Students' Performance as per Milestone noted in Teachers' Register	21 (70)	2 (50)
Understanding of Students to work as per Pragna Approach	22 (73.33)	2 (50)

From the table 4.55, it can be observed that 66.67% CRC coordinators and cent percent BRPs responded that they evaluate teachers on the basis of performance and attendance of the students. 93.33% CRC coordinators and cent percent BRPs stated basic skills of reading, writing and arithmetic as a dimension of teacher evaluation. 60% CRC coordinators stated that they considered methodology of teaching and effective use of black board as a dimension of teacher evaluation. 70% CRC coordinators and cent percent BRPs considered content mastery. 53.33% CRC coordinators and cent percent BRPs considered communication skill of teachers while evaluating teachers. 56.67% CRC coordinators 50% BRPs considered the use of TLM & technology. 50% CRC coordinators and cent percent BRPs considered classroom management and curricular activities while evaluating teachers. 83.33% CRC coordinators and cent percent BRPS considered participation of the student, daily planning of teachers, comprehensive evaluation of students (SCE) as a dimensions of teacher evaluation. 76.67% and cent percent BRPs considered recapitulation whereas, 60% CRC coordinators and cent percent BRPs considered reinforcement as dimensions of teacher evaluation. 73.33% CRC coordinators and 50% BRPs considered understanding of students to work as per Pragna approach as the dimensions of teacher evaluation. 70% C RC coordinators and 50% BRPs considered student performance as per Milestone noted in Teachers Register as important dimension for evaluating Pragna classroom teaching.

4.1.1.10. Competency of Evaluator and Co-operation of Staff

Table 4.56: Response of Teachers on Teachers' Perception on Competency of Evaluators

Types of Schools	No. of Schools	Teachers n	Competency of Evaluators	
			Yes	No
Jilla Panchayat School	80	214	200 (99.46)	14 (6.54)
Ashram Shala	6	24	24 (100)	0 (0)
Private School	4	19	19 (100)	0 (0)
JNV	1	05	5 (100)	0 (0)
EMRS	1	05	5 (100)	0 (0)
Total	92	267	253 (94.76)	14 (5.24)

Table 4.56 reveals that, 99.46% teachers of jilla panchayat schools responded positively and 6.54% negatively that they felt their evaluators were competent enough to evaluate them. cent percent teachers of ashram shalas, private schools, JNV and EMRS responded positively about their perception regarding competency of evaluators. So, overall, it was found that 94.76% teachers of all types of school were positive and only 5.24% negative in their response about competency of their evaluators.

Table 4.57: Response of Teachers on Reasons of Incompetency of Teacher Evaluators

Reason incompetency of Evaluators	Types of Schools					
	Jilla Panchayat [80]	Ashram Shala [6]	Private School [4]	JNV [1]	EMRS [1]	Total [92]
	n= 14	n=0	n=0	n=0	n=0	n=14
Lack of Knowledge of Personnel other than Educators	5 (35.71)	0 (0)	0 (0)	0 (0)	0 (0)	5 (35.71)

Need of more Frequent Teacher Evaluation	5 (35.71)	0 (0)	0 (0)	0 (0)	0 (0)	5 (35.71)
Lack of Sufficient Time for Evaluation	3 (21.43)	0 (0)	0 (0)	0 (0)	0 (0)	3 (21.43)
Need of Resource	1 (7.14)	0 (0)	0 (0)	0 (0)	0 (0)	1 (7.14)

From table 4.57, it can be observed that only teachers of jilla panchayat schools found incompetency in their evaluators. They gave several reasons for their incompetency. Amongst the reasons 35.71% teachers of jilla panchayat schools responded that educational functionaries other than educators involved in school education did not have effective knowledge of the elementary education system. 35.71% teachers stated that evaluation was a continuous process. Therefore, it required more frequent teacher evaluation. 2.43% teachers of jilla panchayat schools also stated that there was lack of sufficient time with the evaluators. 7.14% expressed that there was need of resources to create an evaluation environment.

Table 4.58: Responses of Principals on Getting Adequate Co-operation from Teachers

Types of Schools	No. of Schools	Principals n	Adequate Co-operation of Teachers	
			Yes	No
Jilla Panchayat School	80	80	80 (100)	0 (0)
Ashram Shala	6	6	6 (100)	0 (0)
Private School	4	4	4 (100)	0 (0)
JNV	1	1	1 (100)	0 (0)
EMRS	1	1	1 (100)	0 (0)
Total	92	92	92 (100)	0 (0)

From table 4.58 it can be observed that cent percent principals of all types of the schools replied positively that they got adequate cooperation from their teachers.

Table 4.59: Response of Principals on Reasons of getting Adequate Co-operation from Teachers

Reasons for getting Cooperation		Types of Schools					
		Jilla Panchayat School [80]	Ashram Shala [6]	Private School [4]	JNV [1]	EMRS [1]	Total [92]
		n=80	n=6	n=4	n=1	n=1	n=92
Good Mutual Relations	1	30 (37.5)	1 (16.67)	3 (75)	0 (0)	0 (0)	34 (36.96)
	2	20 (25)	2 (33.33)	0 (0)	1 (100)	0 (0)	23 (25)
	3	11 (13.75)	0 (0)	1 (25)	0 (0)	1 (100)	13 (14.13)
	4	19 (23.75)	3 (50)	0 (0)	0 (0)	0 (0)	22 (23.91)
Compulsory Evaluation System	1	23 (28.75)	3 (50)	0 (0)	0 (0)	1 (100)	27 (29.35)
	2	21 (26.25)	1 (16.67)	1 (25)	0 (0)	0 (0)	23 (25)
	3	18 (22.5)	1 (16.67)	1 (25)	0 (0)	0 (0)	20 (21.74)
	4	18 (22.5)	1 (16.67)	2 (50)	1 (100)	0 (0)	22 (23.91)
Teachers to prove their Self-Worth	1	15 (18.75)	1 (16.67)	0 (0)	0 (0)	0 (0)	16 (17.39)
	2	24 (30)	0 (0)	3 (75)	0 (0)	0 (0)	27 (29.35)
	3	29 (36.25)	4 (66.67)	1 (25)	1 (100)	0 (0)	35 (38.04)
	4	12 (15)	1 (16.67)	0 (0)	0 (0)	1 (100)	14 (15.22)
Teachers' Aspiration to improve Performance	1	12 (15)	1 (16.67)	2 (50)	1 (100)	0 (0)	16 (17.39)
	2	22 (27.5)	3 (50)	0 (0)	0 (0)	1 (100)	26 (28.26)
	3	22 (27.5)	1 (16.67)	1 (25)	0 (0)	0 (0)	24 (26.09)
	4	24 (30)	1 (16.67)	1 (25)	0 (0)	0 (0)	26 (28.26)

In response to getting cooperation from the teachers, table 4.59 reveals 37.5% principals of Jilla panchayat schools, 16.67% principals of ashram shalas, 75% principals of private schools, and a total of 36.96% principals of all types of schools gave 1st rank to good mutual relationship as a reason of getting cooperation from the teachers. 25% principals of Jilla panchayat schools, 33.33% principals of ashram shalas, cent percent principal of JNV and a total of 25% principals of all types of schools gave 2nd rank to mutual relationship. 13.75% principals of jilla panchayat schools, 25% of private schools, cent percent principal of EMRS and a total of 14.13% principal gave 3rd rank to good mutual relationship. There were also 25.75% principals of jilla panchayat schools, 50% principals of ashram shala and a total of 23.35% principals gave 3rd rank to to good mutual relationship as a reason of getting cooperation from the teachers.

In response to getting cooperation from the teachers, 28.5% principals of jilla panchayat schools, 50% principals of ashram shala, cent percent principal of EMRS and a total of 29.35% principals of all types of schools gave 1st rank to compulsory evaluation of teachers as a reason of getting cooperation from the teachers. With this regard, 26.25% principals of Jilla panchayat schools, 16.67% principals of ashram shalas, and a total of 25% principals gave 2nd rank. 22.5% principals of Jilla panchayat schools, 16.67% principals of ashram shala, 25% principals of private school and 21.74% principals of all types of schools gave 3rd rank. 22.5% principals of jilla panchayat schools, 16.67% principal of ashram shala, 30% principals of private schools, cent percent of JNV and 23.91% principals of all types of the schools gave 4th rank to good mutual relationship as a reason of getting cooperation from the teachers.

In response to getting cooperation from the teachers, 18.75% principals of jilla panchayat schools, 16.67% principals of ashram shala and 17.39% responded that they gave 1st rank to prove teacher's self-worth. In this regard, 30% principals of Jilla panchayat schools, 75% principals of private schools and a total of 29.35% principals of all types of schools gave 2nd rank. 36.25% principals of jilla panchayat schools, 66.67% principals of ashram shala, 25% principal of private school, all teachers of JNV and a total of 38.94% principals of all types of schools gave 3rd rank. 15% principals of jilla panchayat schools, 16.67% principal of ashram shala, cent percent principal of EMRS and a total of 15.22% of principals of all types of schools gave 4th rank to prove teachers' self-worthiness.

In response to get cooperation from the teachers to evaluator, 15% % principals of jilla panchayat schools, 16.67% principals of ashram shala and 50%, one principal of JNV and a total of 17.39% principals of all types of schools responded that they gave 1st rank to teachers' aspiration to improve performance as a reason for giving cooperation to them. 27.5% principals of jilla panchayat schools, 50% principals of ashram shala, one principal of EMRS and a total 28.26% principals of all types of schools gave 2nd no to teachers' aspiration to improve performance. In this regard, 27.5% principals of jilla panchayat schools, 16.67% principal of ashram shala, 25% principal of private schools and a total of 26.09% principals of all types of schools gave 3rd rank to teachers' aspiration to improve performance. 30% principals of jilla panchayat schools, 16.67% principal of ashram shalas, 25% principal of private schools and a total of 28.26% principals of all types of elementary schools responded that they gave 4th rank to teachers' aspiration to improve performance as a reason of giving cooperation to the them.

Table 4.60: Response of CRC Coordinators and BRPs on Getting Cooperation from Teachers

Evaluator	Sample n	Cooperation from Teachers	
		Yes	No
CRC Co-Ordinator	30	30 (100)	0 (0)
BRP	4	4 (100)	0 (0)

From the table 4.60 it can be observed that cent percent CRC Coordinators and BRPs replied affirmatively that they got cooperation from the teachers.

Table 4.61: Response of CRC Coordinators and BRPs on Reasons for Getting Cooperation from Teachers

Evaluator	Sample n	Reasons for getting Cooperation from Teachers			
		Good Mutual Relationship	Compulsory for Teachers to be Evaluated	To prove their Worthiness	To Improve Teaching Proficiency
CRC Co- Ordinator	30	17 (56.67)	17 (56.67)	9 (30)	17 (56.67)
BRP	4	4 (100)	2 (50)	2 (50)	4 (100)

With regard to getting cooperation from the teachers, table 4.61 shows that, 56.67% CRC coordinators and cent percent BRPs stated the reasons on the basis of their experience that good mutual relationship between teachers and them was one of the important reasons.

56.67% CRC coordinators and BRPs stated that as evaluation was compulsory, teachers cooperated in this regard. 30% CRC coordinators and 50% BRPs also stated the reason that the teachers wanted to prove their worthiness whereas, 56.67% CRC coordinators and cent percent BRPs stated that the teachers wanted to improve their teaching proficiency and so they cooperated with them. The three major reasons that emerged for teachers' cooperation with the CRC Coordinators included good mutual relationship, compulsory teacher evaluation and teacher's desire to improve teaching proficiency whereas, besides these reasons, the BRPs also added the reason of teachers wanting to prove their worthiness.

Response of CRC Coordinators and BRPs on not Getting Cooperation for Teacher Evaluation and its Reasons

No CRC Coordinator or BRP responded negatively regarding not getting cooperation from the teachers. Therefore, there were no responses related with non-cooperation with CRC coordinators and BRPs during the evaluation process. Therefore, it was clear that the CRC Coordinators and BRPS did not face any non-cooperation from the teachers.

**Table 4.62: Response of Principals on Taking Help of Staff for Teacher
Evaluation if Needed**

Types of Schools	No. of Schools	Principals n	Help of Staff	
			Yes	No
Jilla Panchayat	80	80	25 (31.20)	55 (68.75)
Ashram Shala	6	6	1 (16.67)	5 (83.33)
Private School	4	4	4 (100)	0 (0)
JNV	1	1	1 (100)	0 (0)
EMRS	1	1	0 (0)	1 (100)
Total	92	92	31 (33.69)	61 (66.30)

From table 4.62 it can be observed that 31.20% principals of jilla panchayat schools, 16.67% principals of ashram shala, cent percent principals of private schools, one principal of JNV and a total of 33.69% principals of all types of schools replied affirmatively that they took help of senior teachers for teacher evaluation. Contrary to this, 68.75% principals of jilla panchayat schools, 83.33% ashram shala, one principal of EMRS and a total of 66.30% replied negatively that they did not take help of senior teachers.

**Table 4.63: Response of Principals on Taking Help from Various School
Functionaries**

Types of Schools	No. of Schools	Principals n	Help taken by the Principal for Teacher Evaluation		
			Vice Principals	Supervisor	Senior Teacher
Jilla Panchayat School	80	25	0 (0)	0 (0)	25 (100)
Ashram Shala	6	1	0 (0)	0 (0)	1 (100)
Private School	4	4	1 (25)	2 (50)	1 (25)

JNV	1	1	1 (100)	0 (0)	0 (0)
EMRS	1	0	0 (0)	0 (0)	0 (0)
Total	92	31	2 (6.45)	2 (6.45)	27 (87.10)

From table 4.63 it can be observed that, amongst those who replied positively, cent percent principals of jilla panchayat schools, ashram shalas, one principal of private school and a total of 87.10% principals responded that they took help of senior teachers in evaluation when they needed. One principal of JNV, one principal of private school and a total of 6.45% principal of all types of schools stated that they took help of vice principals. However, 50% principals of private schools and a total of 6.45% principals of all types of schools stated that they took help of supervisor in evaluation of teachers.

4.1.1.11. Teacher Evaluation and Novice Teacher

Table 4.64: Response of Principals on Paying more Attention on Novice Teachers

Types of Schools	No. of Schools	Principals n	Paying more Attention to Novice Teacher	
			Yes	No
Jilla Panchayat	80	80	33 (41.25)	47 (58.75)
Ashram Shala	6	6	1 (16.67)	5 (83.33)
Private School	4	4	4 (100)	0 (0)
JNV	1	1	0 (0)	1 (100)
EMRS	1	1	0 (0)	1 (100)
	92	92	38 (41.30)	54 (58.70)

Table 4.64 showed that 41.25% principals of jilla panchayat schools, 16.67% principals of ashram shalas, cent percent principals of private schools and a total of 41.30% principals of all types of schools replied affirmatively that they paid more attention to the novice teacher than the senior teachers in teacher evaluation. On the other hand, 58.75% principals of jilla panchayat schools, 83.33% principals of ashram shalas, one

principal of JNV and one principal of EMRS replied negatively that they did not pay more attention to novice teachers and gave equal attention to all teachers.

Table 4.65: Response of CRC Coordinators and BRPs on Paying more Attention to Novice Teachers

Evaluator	Sample n	Paying Attention to Novice Teachers	
		Yes	No
CRC Co-Ordinator	30	8 (26.66)	22 (73.33)
BRP	4	0 (0)	4 (100)

Table 4.65 revealed that 26.66% CRC coordinators replied positively that they paid more attention to novice teacher. However, 73.33% CRC coordinators and cent percent BRPs replied negatively that they did not pay extra attention to novice teacher and treated them same as the senior teachers.

Reason of Paying more attention Novice Teacher

CRC Coordinator and BRPs play vital role as hand holder of teachers. So, special attention is paid to novice teachers properly.

Table 4.66: Response of Principals on Reasons for Paying more Attention to Novice Teachers

Reason for Paying more Attention on Novice Teachers	Types of Schools					
	Jilla Panchayat School	Ashram Shala	Private School	JNV	EMRS	Total
	[80]	[6]	[4]	[1]	[1]	[92]
	n=33	n=1	n=4	n=0	n=0	n=38
Effectiveness of Teaching	1 (3.03)	0 (0)	1 (25)	0 (0)	0 (0)	2 (5.26)
Removal of Fear in Novice Teacher	0 (0)	0 (0)	1 (25)	0 (0)	0 (0)	1 (2.63)

Removal of Doubts	4 (12.12)	0 (0)	0 (0)	0 (0)	0 (0)	4 (10.53)
Less Work Experience	13 (39.39)	1 (100)	0 (0)	0 (0)	0 (0)	14 (36.84)
To help Teachers Acquaint with School Culture	0 (0)	0 (0)	1 (25)	0 (0)	0 (0)	1 (2.63)
To provide Guidance	8 (24.24)	0 (0)	1 (25)	0 (0)	0 (0)	9 (23.68)
To help understand Social Economic Status of Students	2 (6.06)	0 (0)	0 (0)	0 (0)	0 (0)	2 (5.26)

From table 4.66 it can be observed that 3.03 % principals of jilla panchayat schools, one principal of private school and a total of 5.26% or all types of schools stated that the reason to pay more attention to the novice teachers was because they wanted to know the effectiveness of teacher performance.

25% principal of private schools and 2.63% principal of all types of school stated that they paid more attention to novice teachers order to remove their initial fear. 12.12% principals of jilla panchayat schools and a total of 10.53% principals of all types of schools stated that they paid more attention because they wanted to remove doubts in the minds of teachers related to their profession. 39.39% principals of jilla panchayat schools, one principal of ashram shala and a total of 36.84% teachers of types of school stated the novice teacher had less experience. one principal of private school and 2.63% principals of all types of schools stated they spent more time during the evaluation of novice teachers in order to acquaint with school culture. 24.24% principals of jilla panchayat schools and one principal of private school and a total of 23.68% principals of all types of schools stated that they provided guidance to new teachers. 6.06% principals of jilla panchayat schools and a total of 5.26% principals of all types of schools mentioned that another reason for paying more attention to beginner teachers was to make them understand the social economic status of the students. Therefore, all the above reasons made the principal gave more attention to the novice teachers than

the experience teachers during evaluation teachers., Due to these reasons attention was paid to performance more to novice teachers than experienced teachers.

Table 4.67: Responses of Principal on Reasons for not Paying Extra Attention to Novice Teacher

Reason for not Paying extra Attention to Novice Teacher	Types of Schools					
	Jilla Panchayat School	Ashram Shala	Private School	JNV	EMRS	Total
	[80]	[6]	[4]	[1]	[1]	[92]
	n=47	n=5	n=0	n=1	n=1	n=54
No new teachers in school (NA)	11 (23.40)	0 (0)	0 (0)	NA	0 (0)	11 (20.37)
Qualified new Teachers Appointed	03 (6.38)	1 (20)	0 (0)	0 (0)	0 (0)	4 (7.40)
New and Senior Teachers having equal Professional Competence	17 (36.17)	0 (0)	0 (0)	0 (0)	1 (20)	18 (33.33)
New Teachers Enthusiastic and Active	06 (12.77)	0 (0)	0 (0)	0 (0)	0 (0)	6 (11.11)
Well Trained new Teachers	5 (10.64)	0 (0)	0 (0)	0 (0)	0 (0)	5 (9.26)
Teaching Proficiency Demonstrated	7 (14.89)	4 (80)	0 (0)	0 (0)	0 (0)	11 (20.37)
New Teachers possess latest Knowledge and Skills	2 (4.25)	0 (0)	0 (0)	0 (0)	0 (0)	2 (3.70)

From table 4.67 it can be observed that 23.30% principals of jilla panchayat schools and a total of 20.37% principals stated that there were no new teachers in the school. So, it

was not applicable for them. 6.38% teachers of jilla panchayat schools, 20% principals of private schools and a total of 7.40% principals of all types of schools stated that qualified teachers were appointed so that no need to paid more attention to novice teachers. 36.17% principals of jilla panchayat schools, one principal of EMRS and a total 33.33% principals of all types of schools stated that they did not pay more attention to the novice teachers because they felt that new and senior teachers had equal professional competence. 12.77% principals of jilla panchayat schools and a total of 11.11% principals of all types of schools responded the novice teacher were enthusiastic and active where as 10.64% principals of jilla panchayat schools and a total of 9.26% responded that novice teachers were trained well. There were also 14.89% principals of jilla panchayat schools, and a total of 20.37% principals of all types of schools responded that novice teachers demonstrated teaching proficiency. 4.25% principals of jilla panchayat schools and 3.70% principals of all types of schools also responded that they did not pay more attention to the teachers because they found that new teachers possess latest knowledge and skills.

4.1.1.12. Difference between regular Teacher Evaluation and Evaluation under Special Program

Table 4.68: Response of CRC Coordinators and BRPs on Difference between Regular Teacher Evaluation and Special Evaluation program

Differences in between Regular and Special Teacher Evaluation	Evaluator	
	CRC Coordinator n= 30	BRP n= 4
No difference	7 (23.33)	0 (0)
Goal oriented work	13 (43.33)	2 (50)
Accuracy in Work	4 (13.33)	2 (50)
Continuous monitoring	1 (3.33)	0 (0)
Teacher Awareness	1 (3.33)	0 (0)
Timely Completion of goal	2 (6.67)	0 (0)

Difficulties in Individual Student Evaluation	2 (6.67)	0 (0)
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From table 4.68 it can be observed 23.33% CRC coordinators found no difference between regular teacher evaluation and special evaluation program of student remedial work by teachers. But those who found differences, amongst them 43.33% CRC coordinators and 50% BRPs mentioned that special program was goal-oriented with focused on goals only and due to it, 13.33% CRC coordinators and 50% BRPs felt that work was done more accurately than regular work. 3.33% CRC coordinators also mentioned that continuous monitoring was going on to achieve progress in the special evaluation program. So, according to 3.33% CRC coordinators, teachers were more aware in the special program than regular evaluation practice. 6.67% CRC coordinators also stated that there was pressure of completing the goals on the target time in the special program. 6.67% CRC coordinators also reported that they faced difficulties in evaluating every individual student frequently in order to measure the progress of teacher's work. Therefore, the main differences that were prominently found between the regular teacher evaluation and special evaluation program of student remedial work by teachers was goal-oriented work and accuracy in the evaluation of remedial work.

4.1.1.13. Effectiveness of Window Observation

Table 4.69: Response of Principals on Effectiveness of Window Observation

Types of Schools	No. of Schools	Principals N	Opinion of Principal on Effectiveness of Window Observation	
			Yes	No
Jilla Panchayat School	80	80	48 (60)	32 (40)
Ashram Shala	6	6	5 (83.33)	1 (16.67)
Private School	4	4	2 (50)	2 (50)
JNV	1	1	1 (100)	0 (0)
EMRS	1	1	1 (100)	0 (0)
Total	92	92	57 (61.96)	35 (38.04)

From table 4.69 it can be observed that 60% principals of jilla panchayat schools, 83.33% principals of ashram shala, 50% principals of private schools, one principal of

JNV , one principal of EMRS and a total of 61.96% principals of all types of schools replied positively that the observation of teachers was conducted through classroom windows were effective 32% principals of jilla panchayat schools, 16.67% principals of ashram shala, 50% principals of private schools and a total of 38.04% principals of all types of schools replied negatively about window observation being effective.

4.1.1.14. Acceptance of Teacher Evaluation

Table 4.70: Response of CRC Coordinators and BRPs on Acceptance of Teacher Evaluation Positively by the Teachers

Evaluator	Sample n	Acceptance of Teacher Evaluation Positively by the Teachers	
		Yes	No
CRC Co-Ordinator	30	30 (100)	0 (0)
BRP	4	4 (100)	0 (0)

Table 4.70 shows all the CRC Co-ordinators and BRPs replied positively that teachers accepted teacher evaluation positively.

4.1.1.15. Feedback

Table 4.71: Response of Teachers on Feedback Provided to them

Types of Schools	No. of Schools	Teachers n	Feedback Provided to Teachers	
			Yes	No
Jilla Panchayat School	80	214	212 (99.07)	2 (0.93)
Ashram Shala	6	24	24 (100)	0 (0)
Private School	4	19	19 (100)	0 (0)
JNV	1	05	5 (100)	0 (0)
EMRS	1	05	5 (100)	0 (0)
Total	92	267	265 (99.25)	2 (0.75)

Table 4.71 reveals 99.07% teachers of jilla panchayat schools replied positively whereas only 0.93% negatively that feedback was given to them by the evaluators. cent

percent teachers of ashram shalas, private schools, JNV, and EMRS replied positively about feedback given by the evaluators. So, overall, it was found that 99.25% teachers of all types of school agreed that they were given feedback whereas 0.75% teachers disagreed.

Table 4.72: Response of Principals on Feedback Provided to Teachers

Types of Schools	No. of Schools	Principals n	Feedback Provided to Teachers	
			Yes	No
Jilla Panchayat School	80	80	79 (98.75)	1 (1.25)
Ashram Shala	6	6	6 (100)	0 (0)
Private School	4	4	4 (100)	0 (0)
JNV	1	1	1 (100)	0 (0)
EMRS	1	1	1 (100)	0 (0)
Total	92	92	91 (98.91)	1 (1.09)

From table 4.72, it can be observed that 98.75% principals of jilla panchayat schools cent percent principals of ashram shalas, private schools, JNV and EMRS and a total of 98.91% teachers of all types of schools replied positively that they provided feedback to the teachers during teacher evaluation. On the other hand, 1.25% principals of jilla panchayat and overall, a total of 1.09% principals of all types of schools replied negatively that they did not provide feedback to the teachers.

Table 4.73: Response of CRC Coordinators and BRPs on Giving Feedback after Evaluation

Evaluator	Sample n	Feedback given to the Teachers	
		Yes	No
CRC Co-Ordinator	30	30 (100)	0 (0)
BRP	4	4 (100)	0 (0)

Table 4.73 shows all the CRC coordinators and BRPs replied positively that they gave feedback to the teachers after teacher evaluation.

Table 4.74: Response of Teachers on Frequency of Feedback by Evaluators

Types of Schools	No. of Schools	Teachers n	Frequency of Feedback		
			Every time	Most of time	Sometimes
Jilla Panchayat School	80	212	90 (42.45)	89 (41.98)	33 (15.57)
Ashram Shala	6	24	10 (41.67)	13 (54.17)	1 (4.17)
Private School	4	19	7 (36.84)	11 (57.89)	1 (5.26)
JNV	1	05	5 (100)	0 (0.00)	0 (0.00)
EMRS	1	05	0 (0.00)	0 (0.00)	5 (100)
Total	92	265	112 (42.26)	113 (42.64)	42 (15.85)

From table 4.74 it can be observed that 42.45% teachers of jilla panchayat schools, 41.67% teachers of ashram shalas, 36.84% teachers of private schools, cent percent teachers of JNV and 42.26% teachers of all types of schools stated that the evaluators gave feedback every time to their teachers after each evaluation. 41.98% teachers of jilla panchayat schools, 54.17% teachers of ashram shalas 57.89% private schools and a total of 42.64% teachers of all types of schools stated that the evaluators gave

feedback most of the time after evaluation. However, there were also 15.57% teachers of jilla panchayat schools, 4.17% teachers of ashram shalas, 5.26% teachers of private schools, cent percent teachers of EMRS and a total of 15.85% teachers of all types of schools admitted that only sometimes the evaluators provided feedback to them after teacher evaluation.

Table 4.75: Response of Principals on Providing Timely Feedback

Types of Schools	No. of Schools	Principals n	Timely Feedback	
			Yes	No
Jilla Panchayat Schools	80	79	64 (81.01)	15 (18.99)
Ashram Shala	6	6	5 (83.33)	1 (16.67)
Private School	4	4	4 (100)	0 (0)
JNV	1	1	1 (100)	0 (0)
EMRS	1	1	1 (100)	0 (0)
Total	92	91	75 (82.42)	16 (17.58)

From table 4.75, it can be observed that amongst those principals who replied positively about giving timely feedback to the teachers included 81.01% principals of jilla panchayat schools, 83.33% principals of ashram shalas, cent percent principal of JNV and EMRS and a total of 82.42% principals of all types of schools. On the other hand, 18.99% principals of jilla panchayat school, 16.67% principals of ashram shalas and a total of 17.58% principals of all types of the schools replied negatively that they did not provide timely feedback to the teachers.

Table 4.76: Response of Principals on their Observation about Timely Feedback given by various Evaluators

Types of Schools	No. of Schools	Principals n	Feedback given Timely						
			Supervisor	Vice Principal	Educational Inspector	CRC Coordinator	BRC coordinator	BRP	Ashram Shala Adhikari
Jilla Panchayat School	80	80	NA	NA	15 (18.75)	33 (41.25)	16 (20)	31 (38.75)	0 (0)
Ashram Shala	6	6	NA	NA	NA	5 (83.33)	3 (50)	NA	2 (33.33)
Private School	4	4	2 (50)	1 (25)	NA	NA	NA	NA	0 (0)
JNV	1	1	NA	1 (100)	NA	NA	NA	NA	0 (0)
EMRS	1	1	NA	NA	NA	1 (100)	NA	NA	0 (0)
Total	92	92	2 (50)	2 (100)	15 (18.75)	39 (44.83)	19 (22.09)	31 (38.50)	2 (2.33)

From table 4.76, it can be observed that 50% principal of private schools and a total of 50% principal of all types of elementary schools responded that they observed timely feedback given by the supervisors. 25% principal of private school, cent percent principals of JNV and a total of 100% principals of all types of elementary schools stated that they observed vice principals giving timely feedback. In this regard 18.75% principals of jilla panchayat schools responded that they observed educational inspectors giving timely feedback. 41.25% principals of jilla panchayat schools, 83.33% principals of ashram shalas, one principal of EMRS and a total of 44.83% principals of all types of elementary schools responded that they observed CRC coordinators providing feedback timely. 20% principals of jilla panchayat schools, 50% principals of ashram shalas, and a total of 22.09% principals of all types of elementary schools responded that they observed BRC coordinators giving timely feedback. 38.75% principals of jilla panchayat schools and a total of 38.75% principals of all types of elementary schools responded that they observed BRP providing timely feedback. 33.33% principals of ashram shala and a total of 33.33% principals of all types of elementary schools responded that they observed BRP giving timely feedback.

Table 4.77: Response of Principals on Way of Giving Feedback

Types of Schools	No. of Schools	Principals n	Way of Giving Feedback		
			Individually	Meeting	Both
Jilla Panchayat School	80	79	35 (44.30)	23 (29.11)	21 (26.58)
Ashram Shala	6	6	3 (50)	2 (33.33)	1 (16.67)
Private School	4	4	2 (50)	0 (0)	2 (50)
JNV	1	1	0 (0)	0 (0)	1 (100)
EMRS	1	1	0 (0)	0 (0)	1 (100)
Total	92	91	40 (43.96)	25 (27.47)	26 (28.57)

From table 4.77, it was observed that 44.30% principals of Jilla panchayat schools, 50% principals of ashram shalas, 50% principals of Private School and a total of 43.96%

principals of all types of schools responded that they gave feedback individually to the teachers. 29.11% principals of Jilla panchayat schools, 33.33% principals of ashram shalas, and a total of 27.47% principals of all types of schools responded that they gave feedback in staff meetings to the teachers. 26.58% principals of Jilla panchayat schools, 16.67% principals of ashram shalas, 50% principals of private schools, cent percent principal of JNV, cent percent principal of EMRS and a total of 28.57% principals of all types of schools responded that they gave feedback individually and also in staff meetings.

Table 4.78: Response of CRC Coordinator and BRPs on Way of Giving Feedback

Evaluator	Sample n	Way of Giving Feedback		
		individual	In a Meeting	Both
CRC Co-Ordinator	30	14 (46.67)	2 (6.67)	14 (46.67)
BRP	4	3 (75)	0 (0)	1 (25)

From the table 4.78, it can be observed that 46.67% CRC coordinators and 75% BRPs responded that they gave feedback individually whereas 6.67% CRC coordinators gave feedback in meetings. 46.67% CRC coordinators and one BRP also reported that they gave feedback in both ways individually and in meetings. CRC coordinator gave equally two ways individually and both individually and in meeting. So, it can be interpreted that the prominent way of given by the CRC coordinators and BRPs was individual feedback.

Table 4.79: Response of Teachers on Form of Feedback

Types of Schools	No. of Schools	Teachers n	Form of Feedback		
			Oral	Written	Both
Jilla Panchayat School	80	212	85 (40.09)	9 (4.24)	118 (55.66)
Ashram Shala	6	24	13 (54.17)	0 (0)	11 (45.83)
Private School	4	19	13 (68.42)	0 (0)	6 (31.58)

JNV	1	05	0 (0)	0 (0)	5 (100)
EMRS	1	05	0 (0)	0 (0)	5 (100)
Total	92	265	111 (41.88)	9 (3.40)	145 (54.71)

From table 4.79, it can be observed that 40.09% teachers of jilla panchayat schools, 54.17% teachers of ashram shalas, 68.42% teachers of private schools and a total of 41.88% teachers of all types of schools stated that they were given feedback in oral form. 4.24% teachers of jilla panchayat schools and overall, 3.40% teachers of all types of schools stated that they were given feedback in written form. There were also 55.66% teachers of jilla panchayat schools, 45.83% teachers of ashram shalas, 31.58% teachers of private schools, cent percent teachers of JNV, cent percent teachers of EMRS and overall, 54.71% teachers of all types of schools stated that teachers were given feedback in both oral and written form.

Table 4.80: Response of Principals on Type of Feedback Given by them

Types of Schools	No. of Schools	Principals n	Type of Feedback		
			Positive	Negative	Both
Jilla Panchayat School	80	79	60 (75.95)	1 (1.27)	18 (22.78)
Ashram Shala	6	6	5 (83.33)	0 (0)	1 (16.67)
Private School	4	4	1 (25)	0 (0)	3 (75)
JNV	1	1	0 (0)	0 (0)	1 (100)
EMRS	1	1	0 (0)	0 (0)	1 (100)
Total	92	91	66 (72.53)	1 (1.10)	24 (26.37)

From table 4.80, it can be observed that 75.95% principals of jilla panchayat schools, 83.33% principals of ashram shalas, 25% principal of private school and a total of 72.53% principals of all types of elementary schools stated that they gave positive feedback to the teachers. Only 1.27% principal of jilla panchayat school and a total of

1.10% principal reported that he/she gave negative feedback. 22.78% principals of Jilla panchayat schools, 16.67% principal of ashram shala, 75% principal of private schools, cent percent principal of JNV, cent percent principal of EMRS and a total of 26.37% principals of all types of elementary schools stated that they gave both positive and negative feedback to the teachers after teacher evaluation.

Table 4.81: Response of Teachers on Effectiveness of Feedback given by the Evaluators

Effectiveness of Feedback given by the Evaluator		Types of Schools					
		Jilla Panchayat [80]	Ashram Shala [6]	Private School [4]	JNV [1]	EMRS [1]	Total [86]
		n= 212	n=24	n=19	n=5	n=5	n=265
Principal	Very Effective	40 (18.87)	14 (58.33)	15 (78.95)	2 (40)	1 (20)	72 (27.16)
	Effective	169 (79.72)	10 (41.67)	4 (21.05)	3 (60)	4 (80)	190 (71.69)
	Less Effective	3 (1.42)	0 (0)	0 (0)	0 (0)	0 (0)	3 (1.13)
Vice Principal	Very Effective	NA	NA	2 (40)	1 (20)	NA	3 (30)
	Effective	NA	NA	3 (60)	3 (60)	NA	6 (60)
	Less effective	NA	NA	0 (0)	1 (20)	NA	1 (10)
Supervisor	Very Effective	NA	NA	3 (30)	NA	NA	3 (30)
	Effective	NA	NA	7 (70)	NA	NA	7 (70)
	Less Effective	NA	NA	0 (0)	NA	NA	0 (0)
CRC Coordinator	Very Effective	45 (21.23)	9 (37.5)	NA	NA	5 (100)	59 (24.48)
	Effective	159 (75)	15 (62.5)	NA	NA	0 (0)	174 (72.20)
	Less Effective	8 (3.74)	0 (0)	NA	NA	0 (0)	8 (3.32)
BRP	Very Effective	39 (18.40)	0 (0)	NA	NA	0 (0)	39 (18.40)
	Effective	121 (57.07)	0 (0)	NA	NA	0 (0)	121 (57.07)

	Less Effective	1 (0.47)	0 (0)	NA	NA	0 (0)	1 (0.47)
BRC Coordinator	Very Effective	34 (16.04)	4 (16.67)	NA	NA	NA	38 (16.10)
	Effective	126 (59.43)	2 (8.33)	NA	NA	NA	128 (52.24)
	Less Effective	2 (0.93)	0 (0)	NA	NA	NA	2 (0.85)
Education inspector	Very Effective	37 (17.45)	NA	NA	NA	NA	37 (17.45)
	Effective	117 (55.18)	NA	NA	NA	NA	117 (55.18)
	Less Effective	12 (5.66)	NA	NA	NA	NA	12 (5.66)

Table 4.81 revealed that, 18.87% teachers of jilla panchayat schools, 58.33% teachers of ashram shalas, 78.95% teachers of private schools, 40% teachers of JNV, 20% teachers of EMRS and a total of 27.16% responded that feedback given by principals was very effective. In this regard, 79.72% teachers of jilla panchayat schools, 41.67% teachers of ashram shalas, 21.05% teachers of private schools, 60% teachers of JNV, 80% teachers of EMRS and a total of 79.69% principals responded that feedback given by principals was effective. Only 1.42% teachers of jilla panchayat schools, and a total of 1.13% responded that feedback given by principals was less effective.

40% teachers of private schools, 20% teachers of JNV and a total of 30% teachers responded that feedback given by vice principals was very effective. 60% teachers of private schools, 60% teachers of JNV and a total of 60% responded that feedback given by vice principals was effective. Whereas, only 20% teachers of JNV and a total of 10% responded that feedback given by vice principals was less effective.

30% teachers of private schools and a total of 30% teachers of all types of schools stated that the feedback given by supervisors was very effective. On the other hand, 70% teachers of private schools and a total of 70% teachers stated that the feedback given by supervisors was effective

21.23% teachers of jilla panchayat schools, 37.5% teachers of ashram shala, cent percent teachers of EMRS and a total of 24.48% teacher of all types of schools replied that the feedback given by CRC coordinators was very effective. 74.75% teachers of

jilla panchayat schools, 62.5% teachers of ashram shala, and a total of 72.20% teacher of all types of schools replied that the feedback given by CRC oordinators was effective. However, 1.42% teachers of jilla panchayat schools and a total of 1.24% teachers of all types of schools replied that the feedback given by CRC coordinators was less effective.

There were 18.40% teachers of jilla panchayat schools and a total 18.40% teachers of all types of schools who responded that BRPs gave very effective feedback. 57.07% teachers of jilla panchayat schools and a total of 57.07% teachers of all types of schools responded that BRPs gave effective feedback. On other hand, there were only 0.47% teacher of jilla panchayat schools and overall, 0.47% teacher of all types of schools stated that BRPs gave less effective feedback.

16.04% teachers of jilla panchayat schools, 16.67% teachers of ashram shalas and a total of 16.10% teachers of all types of schools responded that BRC Coordinators gave very effective feedback. 59.43% teachers of jilla panchayat schools, 8.33% teachers of ashram shalas and a total of 54.23% teachers of all types of schools responded that BRC coordinators gave effective feedback. Only 0.94% teachers of jilla panchayat schools, and a total of 0.84% teachers of all types of schools responded that BRC coordinators provided less effective feedback.

17.45% teachers of jilla panchayat schools and a total of 17.45% teachers of all types of schools responded that educational inspectors provided very effective feedback. 55.18% teachers of jilla panchayat schools and a total of 55.18% teachers of all types of schools responded that educational inspectors gave effective feedback. However, 5.66% teachers of jilla panchayat schools and a total of 5.66% teachers of all types of schools responded that educational inspectors gave less effective feedback.

Table 4.82: Response of CRC Coordinators and BRPs on Effectiveness of Feedback

Evaluator	Sample n	Effectiveness of Feedback		
		Individual	In a Meeting	Both individually and in Meetings
CRC Co-Ordinator	30	15 (50)	6 (20)	9 (30)
BRP	4	3 (75)	0 (0)	1 (25)

The table 4.82 revealed that 50% CRC coordinators and 75% BRPs responded that they found the feedback given to the teachers individually was effective whereas 20% CRC coordinators found that the feedback given in meetings was effective. 30% CRC coordinators and 25% BRPs also stated that feedback given to the teachers in both ways individually and in a meeting was effective. Therefore, feedback given individually to the teachers by the CRC coordinators and BRPs was emerged most effective than any other one.

Table 4.83: Response of CRC Coordinator and BRPs on Effectiveness of Feedback

Evaluator	Sample n	Effectiveness of feedback		
		Positive	Negative	Both
CRC Co-Ordinator	30	19 (63.33)	0 (0)	11 (36.37)
BRP	4	3 (75)	0 (0)	1 (25)

Table 4.83 shows that 63.33% CRC coordinator and 75% BRPs stated that they felt positive feedback given to the teachers was effective. However, no CRC coordinators or BRP felt effectiveness of negative feedback given to the teachers. Both 36.37% CRC coordinators and 25% (1) BRP reported that they found that the combination of both kinds of positive and negative feedback was effective. Therefore, it was clearly observed that positive feedback given by both CRC coordinators and BRPs was emerged as most effective feedback.

Table 4.84: Response of Teachers on Difficulty in Accepting Suggestions

Types of Schools	No. of Schools	No. of Teachers n	Difficulty in Accepting Suggestions	
			Yes	No
Jilla Panchayat	80	212	9 (4.25)	203 (95.75)
Ashram Shala	6	24	0 (0)	24 (100)
Private School	4	19	0 (0)	19 (100)
JNV	1	05	0 (0)	05 (100)
EMRS	1	05	0 (0)	05 (100)
Total	92	265	9 (3.40)	256 (96.60)

From table 4.84, it can be observed that 4.25% teachers of jilla panchayat schools and a total of 3.40% teachers of all types of schools replied positively that they had difficulty in accepting suggestions given by the evaluators. On the other hand, 95.75% teachers of jilla panchayat schools and cent percent teachers of ashram shalas, private schools, JNV, EMRS and a total of 96.60% teachers of all types of schools replied negatively that they did not feel any difficulty in accepting suggestions given by the evaluators.

Table 4.85: Response of Teachers on Reasons for Non- Acceptance of Suggestions

Types of Schools	No. of Schools	Teacher n	Reasons for Non- Acceptance of Suggestions	
			Lack of proper guidance	Lack of understanding students' situation
Jilla Panchayat	80	9	1 (11.11)	8 (88.89)
Ashram Shala	6	0	NA	NA
Private School	4	0	NA	NA
JNV	1	0	NA	NA
EMRS	1	0	NA	NA
Total	92	9	1 (11.11)	8 (88.89)

From table 4.85, it can be observed that only teachers of jilla panchayat schools felt difficulty in accepting suggestion given by their evaluators. Amongst them, 11.11% teachers stated the reasons such as lack of proper guidance given by evaluators and 88.89% teachers stated lack of understanding student's situation like their social economic status.

Table 4.86: Response of Principals regarding Following of Advice by Teachers

Types of Schools	No. of Schools	Principals n	Following of Advice by Teachers	
			Yes	No
Jilla Panchayat School	80	79	75 (94.94)	4 (5.06)
Ashram Shala	6	6	6 (100)	0 (0)
Private School	4	4	4 (100)	0 (0)
JNV	1	1	1 (100)	0 (0)
EMRS	1	1	1 (100)	0 (0)
Total	92	91	87 (95.60)	4 (4.40)

From table 4.86 it can be observed that 94.94% principals of jilla panchayat schools replied positively and 5.06% negatively that they felt teachers put their advice into practice. Cent percent principals of ashram shalas, private schools, JNV and EMRS replied positively that they felt teachers followed their advice. So, overall, it was found that 95.60% principals of all types of schools were positive whereas 4.40% were negative in their response about teachers following their advice.

Table 4.87: Response of Principals on Frequency of Following of Advice by Teachers

Types of Schools	No. of Schools	Principals n	Frequency of Following of Advice		
			Every Time	Most of Times	Sometimes
Jilla Panchayat	80	75	31 (41.33)	34 (45.33)	10 (13.33)
Ashram Shala	6	6	4 (66.67)	2 (33.33)	0 (0)

Private School	4	4	1 (25)	2 (50)	1 (25)
JNV	1	1	0 (0)	1 (100)	0 (0)
EMRS	1	1	1 (100)	0 (0)	0 (0)
Total	92	87	37 (42.53)	39 (44.82)	11 (12.64)

From table 4.87 it can be observed that 41.33% principals of jilla panchayat schools, 66.67% principals of ashram shalas, one principal of private school, one principal of EMRS and a total of 42.53% principals of all types of elementary schools stated that teachers put advice of principals into practice every time. 45.33% principals of jilla panchayat schools, 33.33% principals of ashram shalas, 50% principal of private schools, one principal of JNV and a total of 44.82% principals of all types of elementary schools responded that teachers put advice of principals into practice every time. 13.33% principals of jilla panchayat schools, 25% principal of private school and a total of 12.64% principals of all types of schools stated that their advice was put into practice sometimes by the teachers.

Table 4.88: Response of CRC Coordinators and BRPs on Frequency of Guidance followed by teachers

Evaluator	Sample n	Guidance Followed by Teachers		
		Every time	Most of time	Sometimes
CRC Co-Ordinator	30	3 (10)	22 (73.33)	5 (16.67)
BRP	4	0 (0)	4 (100)	0 (0)

Table 4.88 showed that 10% CRC coordinators stated that teachers followed their guidance every time. In this regard 73.33% CRC coordinators and all BRPs stated the teachers followed guidance most of the times. There were also 16.67% CRC coordinators who reported their guidance was followed sometimes by teachers. So, it can be clearly interpreted that the most of the teachers followed that guidance given by the CRC coordinators and BRPs the most of the time.

4.1.1.16. Follow up Work

Table 4.89: Response of Teachers on Follow-up Work after Teacher Evaluation

Types of Schools	No. of Schools	Teachers n	Follow up work after Teacher Evaluation	
			Yes	No
Jilla Panchayat	80	214	195 (91.12)	19 (8.88)
Ashram Shala	6	24	24 (100)	0 (0)
Private School	4	19	19 (100)	0 (0)
JNV	1	05	5 (100)	0 (0)
EMRS	1	05	5 (100)	0 (0)
Total	92	267	248 (92.88)	19 (7.12)

From table 4.89, it can be observed that 91.12% teachers of jilla panchayat schools replied positively and 8.88% negatively that follow up work suggested was done after teacher evaluation. Cent percent teachers of ashram shalas, private schools, JNV and EMRS replied positively about follow up being done after teacher evaluation was over. So, overall, it was found that 92.88% teachers of all types of schools were positive and 7.12% were negative in their response about the follow up work being done after teacher evaluation.

Table 4.90: Response of Principals on Regular Follow up Work after Teacher Evaluation

Types of Schools	No. of Schools	Principals n	Regular Follow up Work after Teacher Evaluation	
			Yes	No
Jilla Panchayat	80	80	75 (93.75)	5 (6.25)
Ashram Shala	6	6	6 (100)	0 (0)
Private School	4	4	4 (100)	0 (0)
JNV	1	1	1 (100)	0 (0)

EMRS	1	1	1 (100)	0 (0)
Total	92	92	87 (94.57)	5 (5.43)

From table 4.90 it can be observed that in response to regular follow up after teacher evaluation, 75% principals of jilla panchayat schools replied positively and 6.25% negatively. Cent percent principals of ashram shala, private schools, JNV and EMRS replied positively that there was regular follow up work after teacher evaluation. So, overall, it was found that most of 94.57% principals of all types of schools were positive and 5.43% negative in their response about regular follow up work after teacher evaluation.

Table 4.91: Response of CRC Coordinator and BRPs on Follow up Work

Evaluator	Sample n	Follow up Work	
		Yes	No
CRC Co-Ordinator	30	29 (96.67)	1 (3.33)
BRP	4	4 (100)	0 (0)

From the table 4.91, it can be observed that 96.67% CRC coordinators and BRPs replied positively that they did follow up work regularly whereas, there was also 3.33% CRC coordinators who replied negatively about follow up work. It can be interpreted that follow up was common practice followed by both CRC coordinators and BRPs.

Table 4.92: Response of Teachers on Types of Follow up work

Types of Schools	No. of Schools	Teachers n	Types of Follow up Work		
			Frequent Evaluation	Training	Guidance
Jilla Panchayat	80	195	139 (71.28)	90 (46.15)	0 (0)
Ashram Shala	6	24	9 (37.5)	15 (62.5)	1 (4.17)
Private School	4	19	11 (57.89)	3 (15.79)	7 (36.84)
JNV	1	05	5 (100)	5 (100)	0 (0)
EMRS	1	05	5 (100)	5 (100)	0 (0)
Total	92	248	169 (68.15)	118 (47.58)	8 (3.23)

From table 4.92, it can be observed that 71.28% teachers of jilla panchayat schools, 37.5% teachers of ashram shalas, 57.89% teachers of private schools, cent percent teachers of JNV, cent percent teachers of EMRS and 68.15% teachers of all types of schools stated that frequently evaluation was done as follow up work in their schools. 46.15% teachers of jilla panchayat schools, 62.5% teachers of ashram shalas, 15.79% teachers of private schools, cent percent teachers of JNV, cent percent teachers of EMRS and 47.58% teachers of all types of schools stated that training was conducted as follow up work after teacher evaluation. 4.17% teachers of ashram shalas, 36.84% teachers of private schools and 3.23% teachers of all types of schools stated guidance as follow up work done in their schools.

Table 4.93: Response of Principals on Type of Follow up Work

Types of Schools	No. of Schools	Principals n	Type of follow up work	
			Guidance	Training
Jilla Panchayat School	80	75	65 (86.67)	22 (29.33)
Ashram Shala	6	6	6 (100)	0 (0)
Private School	4	4	4 (100)	2 (50)
JNV	1	1	1 (100)	1 (100)
EMRS	1	1	1 (100)	1 (100)
Total	92	87	77 (88.51)	26 (29.89)

Table 4.93 shows that 86.67% principals of jilla panchayat schools, cent percent principals of ashram shalas, private schools, JNV, EMRS and a total of 88.51% principals of all types of schools responded that they gave guidance to the teachers as a follow up work after teacher evaluation. 29.33% principals of jilla panchayat schools, 50% principals of private schools, one principal of JNV, one principal of EMRS and 29.89% principals of all types of schools stated that they organized training programmes for teachers as a follow up work after evaluation.

Table 4.94: Response of CRC Coordinators and BRPs on Type of Follow up work

Evaluator	Sample n	Types of follow up work	
		Guidance	Training
CRC Co-Ordinator	29	26 (89.66)	13 (44.83)
BRP	4	4 (100)	2 (50)

Table 4.94 reveals that 89.6% CRC coordinators and BRPs stated that they gave guidance to the teachers. 44.83% CRC coordinators and 50% BRPs stated training as follow work done by the evaluators. Therefore, its guidance was emerged as follow of work generally practice by CRC coordinators. Besides this, BRPs also added training as a common practice of follow up work.

Table 4.95: Response of Principals on Timely Follow up Work Conducted by Evaluators

Types of Schools	No. of Schools	Principals n	Timely Follow up Work Conducted by Evaluators				
			Supervisors	Vice principals	Education inspectors	CRC Coordinators	BRPs
Jilla Panchayat School	80	80	NA	NA	13 (16.25)	64 (80)	17 (21.25)
Ashram Shala	6	6	NA	NA	NA	3 (50)	0 (0)
Private School	4	4	2 (50)	1 (25)	NA	NA	NA
JNV	1	1	0 (0)	1 (100)	NA	NA	NA
EMRS	1	1	0 (0)	NA	NA	1 (100)	0 (0)
Total	92	92	2 (50)	2 (100)	13 (16.25)	68 (73.56)	17 (21.25)

Table 4.95 revealed that follow up work done by the various evaluators included supervisors, vice principals, principals, educational inspectors, CRC coordinators and BRPs in different management types of elementary schools of Tapi district. 50% principals of private schools and a total of 50% principals of all types of schools responded that they observed that follow up work by the supervisors was done timely. 25% principals of private schools, one principal of JNV and a total of 100% principals of all types of schools responded that they observed that the follow up work by vice principals was conducted on time. 16.25% principals of jilla panchayat schools and 14.13% principals of all types of schools mentioned that education inspectors conducted follow up work timely. 80% principals of jilla panchayat schools, 50% principals of ashram shalas, cent percent principal of EMRS and overall, 73.56% principals of all types of schools stated that follow up work by CRC coordinator was done in a timely manner. Besides these, 21.25% principals of jilla panchayat schools and 21.25% principals of all types of schools stated that follow up work by BRPs was done in a timely fashion.

Table 4.96: Responses of CRC Coordinators and BRPs on Training of Teachers

Evaluator	Sample n	Training of Teachers	
		Yes	No
CRC Co-Ordinator	30	15 (50)	15 (50)
BRP	4	4 (100)	0 (0)

From the table 4.96, it can be observed that 50% CRC Coordinators and cent percent BRPs replied affirmatively that they arranged training on the basis of teacher evaluation data whereas, 50% CRC Coordinator replied negatively in this regard.

Table 4.97: Response of CRC Coordinators and BRPs on Suggestions for Teacher Training asked from them by Higher Authorities

Evaluator	Sample n	Suggestions for Teacher Training	
		Yes	No
CRC Co-Ordinator	30	25 (83.33)	3 (10)
BRP	4	3 (75)	1 (25)

Table 4.97 shows that 83.33% CRC coordinators and 75% BRPs replied positively that suggestions for teacher training were asked from them by higher authorities. However, 10% CRC coordinators and 25% BRPs replied negatively that suggestion for teachers training was not asked from them.

Table 4.98: Response of Principals on Grade given on Teachers' Performance

Types of Schools	No. of Schools	Principals n	Grade given on Teachers' Performance	
			Yes	No
Jilla Panchayat School	80	80	0 (0)	80 (100)
Ashram Shala	6	6	0 (0)	6 (100)
Private School	4	4	0 (0)	4 (100)
JNV	1	1	0 (0)	1 (100)
EMRS	1	1	0 (0)	1 (100)
Total	92	92	0 (0)	92 (100)

From table 4.98, it can be observed that cent percent principals of all types of schools such as jilla panchayat schools, ashram shalas, private schools, JNV, EMRS replied negatively that principals did not give grade after evaluating teacher performance.

4.1.1.17. Grading System

Table 4.99: Response of Teachers on Grades given on Teacher Performance

Types of Schools	No. of Schools	Teachers n	Basis of Grade given to Teachers		
			Assessment of Work Output	Assessment of Personal Attributes	Assessment of Functional Competencies
Private School	4	19	NA	NA	NA
JNV	1	05	NA	NA	NA
Total	5	24	NA	NA	NA

Table 4.99 shows that, Teachers of all types of schools replied that the grading system was not followed in teacher evaluation conducted by principals of their schools. Therefore, no grade was assigned to the individual teacher after teacher evaluation. The different criteria related to assessment of work output and personal attributes and functional competencies were not applicable according to the teachers.

Table 4.100 Response of Principals on Grades given on Teacher Performance

Types of Schools	No. of Schools	Teachers n	Basis of Grade given to Teachers		
			Assessment of Work Output	Assessment of Personal Attributes	Assessment of Functional Competencies
Private School	4	19	NA	NA	NA
JNV	1	05	NA	NA	NA
Total	5	24	NA	NA	NA

Table 4.100 shows that, Principals of all types of schools replied that the grading system was not followed in teacher evaluation conducted by principals of their schools. Therefore, no grade was assigned to the individual teacher after teacher evaluation. The different criteria related to assessment of work output and personal attributes and functional competencies were not applicable according to the teachers.

Table 4.101: Response of Teachers on Satisfaction with Grade received from Evaluators

Types of Schools	No. of schools	Teachers n	Grade received from Evaluators	
			Yes	No
Private School	1	19	NA	
JNV	1	5	NA	
Total	2	9	NA	

Table 4.101 reveals that, Teachers of all types of schools replied not applicable in their schools.

4.1.1.18. Encouragement by Educational Personnel

Table 4.102: Response of Principals on Teacher Encouragement by Educational Personnel

Types of Schools	No. of Schools	Principals n	Encouraging Teachers by Educational Personnel				
			Certificates	Awards	Promotion	Increment in Salary	Recognition
Jilla Panchayat School	80	80	38 (47.5)	9 (11.25)	0 (0)	0 (0)	30 (37.5)
Ashram Shala	6	6	4 (66.67)	2 (33.33)	0 (0)	0 (0)	0 (0)
Private School	4	4	2 (50)	2 (50)	1 (25)	3 (75)	0 (0)
JNV	1	1	1 (100)	1 (100)	0 (0)	0 (0)	1 (100)
EMRS	1	1	0 (0)	1 (100)	0 (0)	0 (0)	0 (0)
Total	92	92	45 (48.91)	15 (16.30)	1 (1.09)	3 (3.26)	31 (33.70)

From table 4.102 it can be observed that, 47.5% principals of jilla panchayat schools, 66.67% principals of ashram shalas, 50% principals of private schools, cent percent principals of JNV a total of 48.91% principal of all types of schools stated that the teachers were encouraged by higher authorities by giving them certificates. 11.25% principals of jilla panchayat schools, 33.33% principals of ashram shala, 50% principals of private schools, one principal of JNV, one principal of EMRS and a total 16.30% principals of all types of schools stated that awards were given to encourage teachers for a better performance. One principal of private school and a total of 1.09% principal of all types of schools stated that teachers were encouraged by giving them promotion whereas 3.36% teachers of private schools and a total of 3.26% principals of all types of schools stated that they were encouraged when the school authority gave increment in their salaries.

Response of CRC Coordinators and BRPs on Encouraging Teachers

CRC Coordinators encouraged teachers by appreciating excellent work of teachers personally and giving their examples in public. They also informed about their excellent

work at BRC level and to the district level officers. The teachers were also given acknowledgement and award in public. The CRC Coordinators also reported that they built rapport with teachers. They also stated that they observed work of teachers and showed positive attitude towards them in order to encourage them. The CRC Coordinators also stated that they provided correct information related to various government programs which were being implemented presently. They also shared innovative practices and guided the teachers effectively in their work. They also removed confusion of teachers related to content and methodology and gave positive reinforcement which was encouraging.

BRP

The Block resource persons (BRP) encouraged teachers appreciating their good job. They encouraged teachers giving them relevant information related to the newly launched programme or already implemented programs specially in their subject areas. They also provided guidance and training how to teach the students in an interesting manner. Besides these, the BRPs also tried to develop positive attitudes in the teachers by sharing with them the innovative ideas of other teachers. So, the teachers could implement some innovative ideas in their present practices and come out of their classroom problems.

4.1.1.19. Note, Reports of Teacher Evaluation and Review

Table 4.103: Response of Principals on Documentation of Teacher Evaluation

Types of Schools	No. of Schools	Principals n	Documentation of Teacher Evaluation				
			Logbook	Readymade Performa	Confidential Report	Principal's Diary	Teachers' File
Jilla Panchayat School	80	80	65 (81.25)	15 (18.75)	0 (0)	0 (0)	0 (0)
Ashram Shala	6	6	6 (100)	0 (0)	0 (0)	0 (0)	0 (0)
Private School	4	4	1 (25)	1 (25)	0 (0)	1 (25)	1 (25)
JNV	1	1	0 (0)	1 (100)	0 (0)	0 (0)	0 (0)

EMRS	1	1	1 (100)	0 (0)	0 (0)	0 (0)	0 (0)
Total	92	92	73 (79.35)	17 (18.48)	0 (0)	1 (1.09)	1 (1.09)

Table 4.103 reveals that, 81.25% principals of jilla panchayat schools, cent percent principals of ashram shalas, one principal of private school, one principal of EMRS and a total of 79.35% principals of all types of schools responded that they documented teacher evaluation data in a logbook. 18.75% principals of jilla panchayat schools, 25% principal of private school, one principal of JNV and a total of 18.48% principals of all types of schools stated that they documented data of teacher evaluation in the readymade Performa. Besides these, there were also 22.5% principals of jilla panchayat schools and 19.56% principals of all types of schools responded that they kept data of teacher evaluation in confidence reports. one principal of private school and 1.09% principal of all types of schools mentioned principal's diary for documenting data of teacher evaluation. 25% principal of private school and a total of 1.09% of principal mentioned that that they maintained teacher's file in which record of teacher evaluation was kept.

Table 4.104: Response of Principals on Teacher Evaluation Notes/Reports

Shown to Teachers

Types of Schools	No. of Schools	Principals N	Teacher Evaluation Notes/Reports Shown to Teachers	
			Yes	No
Jilla Panchayat School	80	80	63 (78.75)	17 (21.25)
Ashram Shala	6	6	2 (33.33)	4 (66.66)
Private School	4	4	3 (75)	1 (25)
JNV	1	1	1 (100)	0 (0)
EMRS	1	1	0 (0)	1 (100)
Total	92	92	69 (75)	23 (25)

From table 4.104 it can be observed that, 78.75% principals of jilla panchayat schools, 33.33% principals of ashram shalas, 75% principals of private schools, one principal of JNV and a total of 75% replied affirmatively that notes/ reports written on teacher evaluation by them was shown to teachers. 21.25% teachers of jilla panchayat schools, 66.66 teachers of ashram shala, one principal of private school and one principal of EMRS and a total of 25% principals of all types of schools replied negatively that they did not show any notes/reports of teacher evaluation to their teachers.

Table 4.105: Response of Teachers on Showing of Evaluation Notes/Reports

Types of Schools	No. of schools	Teachers n	Writing of Evaluation Notes/Reports	
			Yes	No
Jilla Panchayat School	80	214	146 (68.22)	68 (31.78)
Ashram Shala	6	24	0 (0)	24 (100)
Private School	4	19	5 (26.32)	14 (73.68)
JNV	1	05	5 (100)	0 (0)
EMRS	1	05	0 (0)	5 (100)
Total	92	267	156 (58.43)	111 (41.57)

From table 4.105 it can be observed that, 68.22% teachers of jilla panchayat schools, 26.32% teachers of private schools, cent percent teachers of JNV and a total of 58.43% teachers of all types of schools replied affirmatively that they were shown notes/report of teacher evaluation written by their evaluators. However, 31.78% teachers of jilla panchayat schools, cent percent teachers of ashram shalas, cent percent teachers of EMRS replied negatively that they were not shown any notes/reports of teacher evaluation by their evaluators.

Table 4.106: Response of CRC Coordinators and BRPs on Report/ Note of Teacher Evaluation shown to Teachers

Evaluator	Sample n	Report/ Note of Teacher Evaluation Shown to Teachers	
		Yes	No
CRC Co-Ordinator	30	18 (60)	12 (40)
BRP	4	3 (75)	1 (25)

Table 4.106 reveals that 60% CRC Coordinators and 75% BRPs replied affirmatively that report/note of teacher evaluation were shown to teachers by them whereas, 12% CRC coordinators and 25% BRPs replied negatively regarding report/note of teacher evaluation shown to the teachers. It prominently emerged that CRC coordinators and BRP showed note/report of teacher evaluation to the teachers.

Table 4.107: Response of Teachers on Teacher Evaluation Notes/Reports Shown by Evaluators

Types of Schools	No. of schools	Teacher n	Teacher Evaluation Notes/Reports Shown by Evaluators							
			Principal	CRC Co-Ordinator	BRP	BRC Co-Ordinator	Education Inspector	TPEO	DPEO	Gunotsav Report
Jilla Panchayat School	80	146	103 (70.54)	23 (15.75)	8 (5.48)	9 (6.16)	6 (4.11)	2 (1.37)	1 (0.68)	1 (0.68)
Ashram Shala	5	0	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Private School	4	5	5 (100)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
JNV	1	5	5 (100)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
EMRS	1	0	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Total	91	156	113 (72.44)	23 (14.75)	8 (5.13)	9 (5.77)	6 (3.85)	2 (1.28)	1 (0.64)	1 (0.64)

From table 4.107, it can be observed that 70.54% teachers of jilla panchayat schools, cent percent teachers of private schools, JNV and 72.44% teachers of all types of schools responded that notes/ reports of teacher evaluation written by principals were shown to the teachers. 15.75% teachers of jilla panchayat and overall, 14.75% teachers of all types of schools responded that note/reports of teacher evaluation by CRC Coordinators was shown to the teachers. 5.48% teachers of jilla panchayat schools and overall, 5.13% teachers of all types of schools responded that notes/reports of teacher evaluation by BRP was shown to the teachers. 6.16% teachers of jilla panchayat schools and overall, 5.77% teachers of all types of schools responded that notes/reports of teacher evaluation by BRC Coordinators was shown to the teachers. 4.11% teachers of jilla panchayat schools and overall, 3.85% teachers of all types of schools responded that notes/reports of teacher evaluation written by educational inspectors were shown to teachers. 1.37% teachers of jilla panchayat schools and overall, 1.28% teachers of all types of schools responded that note/report of teacher evaluation by TPEO was shown to teachers. 0.68% teachers of jilla panchayat schools and overall, 0.64% teachers of all types of schools responded that notes/reports of teacher evaluation by DPEO and /Gunotsav reports was shown to the teachers.

Table 4.108: Responses of Principals on Notes/Reports of Teacher Evaluation Shown to Teachers

Types of Schools	No. of Schools	Principals n	Notes/Reports of Teacher Evaluation Shown to Teachers							
			Logbook		Readymade Performa		Confidential report		Principal's diary	
			Every time	Sometimes	Every time	Sometimes	Every time	Sometimes	Every time	Sometimes
Jilla Panchayat School	80	63	40 (63.49)	11 (17.46)	10 (17.54)	1 (1.75)	0 (0)	0 (0)	0 (0)	0 (0)
Ashram Shala	6	0	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Private School	4	3	0 (0)	1 (33.33)	1 (33.33)	0 (0)	0 (0)	0 (0)	0 (0)	1 (33.33)
JNV	1	1	0 (0)	0 (0)	1 (100)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
EMRS	1	0	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Total	92	67	40 (62.5)	12 (15.28)	12 (16.67)	1 (1.39)	0 (0)	0 (0)	0 (0)	1 (1.39)

From table 4.108 it can be observed that 63.49% principals of jilla panchayat schools, cent percent principals of ashram shalas and a total of 62.5 principals of all types of schools responded that they showed the logbooks to the teachers every time after the evaluation process where as 17.46% principals of jilla panchayat schools and 33.33% principals of ashram shalas and overall, 15.28% principals of all types of schools responded sometimes hat sometimes they showed logbook to the teachers.

17.54% principals of jilla panchayat schools, 33.33% principals of private schools, cent percent principals of JNV and a total of 16.67 teachers of all types of schools responded that they showed readymade Performa to the teacher every time after the evaluation was done whereas only 1.75% principal of jilla panchayat school overall 1.39% principals of all types of schools responded sometimes they showed readymade Performa to the teacher.

Only 33.33 principals of private school and so overall, 1.39% principals of all types of school mentioned that they showed principal's diary sometimes.

Table 4.109: Response of Teachers on Context when Evaluation Note/Report Shown

Types of Schools	No. of schools	Teacher n	Context when Evaluation Note/Report Shown		
			Negative Remark is given	Positive Remark is given	After every Evaluation conducted
Jilla Panchayat School	80	146	01 (0.68)	06 (4.11)	139 (95.21)
Ashram Shala	6	00	0 (0)	0 (0)	0 (0)
Private School	4	05	0 (0)	01 (20)	04 (80)
JNV	1	05	0 (0)	0 (0)	05 (100)
EMRS	1	00	0 (0)	0 (0)	0 (0)
Total	92	156	1 (0.64)	7 (4.49)	148 (94.87)

From table 4.109 it can be observed that 0.68% teachers of jilla panchayat schools and 0.64% teachers of all types of schools stated that teacher evaluation note/ report was shown only when some negative remarks were given by the evaluators. 4.11% teachers of jilla panchayat schools, one teacher of private schools and a total of 4.49% stated that the evaluation note/ report was shown when some positive remarks were given. 95.21% teachers of jilla panchayat schools, 80% teachers of private schools, cent percent teachers of JNV and overall, 94.87% teachers of all types of schools stated that teacher evaluation note/report was shown by the evaluators after every evaluation conducted and it was a part of regular practice.

Table 4.110: Response of Principals on Context of Teacher Evaluation Note/Report Shown

Types of Schools	No. of Schools	Principals n	Context of Teacher Evaluation Note/Report shown									
			Logbook			Readymade Performa			Confidential report			Principal's Diary
			Adverse Remarks Given	Teachers Ask for it	As A Part of Regular Practice	Adverse Remarks Given	Teachers Ask for It	As A Part of Regular Practice	Adverse Remarks Given	Teachers Ask for It	As A Part of Regular Practice	As A Part of Regular Practice
Jilla Panchayat School	80	63	26 (41.27)	13 (20.63)	24 (38.09)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Ashram Shala	6	0	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Private School	4	3	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	2 (66.67)	0 (0)	0 (0)	0 (0)	1 (33.33)
JNV	1	1	0 (0)	0 (0)	0 (0)	1 (100)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
EMRS	1	0	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Total	92	67	26 (38.81)	13 (19.40)	28 (41.79)	1 (1.49)	0 (0)	2 (2.98)	0 (0)	0 (0)	0 (0)	1 (1.49)

Table 4.110 reveals that 41.27% principals of jilla panchayat schools, and a total of 40.29% principals of all types of schools responded that they showed logbook when adverse remarks were given to the teachers. 20.63% teachers of jilla panchayat schools and a total of 19.40% principals of all types of schools stated that they showed the logbooks if teachers asked for it. 38.09% principals of all types of schools and a total of 41.79% principals of all types of schools stated that they showed the logbooks as a part of regular practice. one principal of JNV and a total of 1.49% principals of all types of schools mentioned that they showed readymade Performa when adverse remark was given to the teachers. 66.67% principals of private schools and a total of 2.98% principals of all types of schools stated that they showed the evaluation format as a part of the regular practice after teacher evaluation was conducted. 33.33% principal of private schools and a total of 1.49% responded that they showed principal's diary as a part of the regular practice.

Table 4.111: Response of CRC Coordinators and BRPs on Context of Showing Report/Note

Evaluator	Sample n	Context of Showing Report/Note			
		Adverse Remark Given	Positive Remark Given	Teacher Ask for It	As a Part of Regular Practice
CRC Co-Ordinator	18	0 (0)	2 (11.11)	3 (16.66)	13 (72.22)
BRP	3	0 (0)	0 (0)	3 (100)	0 (0)

Table 4.111 was observed that 11.11% CRC coordinators stated that they showed their report/note of teacher evaluation when positive remarks were given by them. 16.66% CRC coordinators and all BRPs stated that they showed that report/note if teachers asked for it. 72.22% CRC coordinators also stated that they showed it after every evaluation as a part of their regular practice. Therefore, it clearly emerged that note/reports was shown as a part of regular practice by the CRC coordinators and BRPs showed the reports only if teachers asked for it.

Table 4.112: Response of Principals on Sending Evaluation Report to Higher Office

Types of Schools	No. of Schools	Principals n	Sending Report to Higher office		Names of Higher Office		
			Yes	No	Tribal Department Office	Tustees' office	Regional Office
Jilla Panchayat School	80	80	0 (0)	80 (100)	0 (0)	0 (0)	0 (0)
Ashram Shala	6	6	0 (0)	6 (100)	0 (0)	0 (0)	0 (0)
Private School	4	4	1 (25)	3 (75)	0 (0)	1 (25)	0 (0)
JNV	1	1	1 (100)	0 (0)	0 (0)	0 (0)	1 (100)
EMRS	1	1	1 (100)	0 (0)	1 (100)	0 (0)	0 (0)
Total	92	92	3 (3.26)	89 (96.73)	1 (100)	1 (25)	1 (100)

From table 4.112, it can be observed that cent principals of illa panchayat schools and ashram shala replied negatively that teacher evaluation report conducted by them was not sent to the higher office. 75% principals of private schools replied negatively but 25% replied positively that he sent report to trustee's office. Principal of JNV replied positively that he sent report to regional office. The principal of EMRS also replied positively that he sent report to the tribal office. So overall, it was found that most of the 96.73% principals of all types of schools replied negatively except 3.26% principals about sending note report to higher authority.

Amongst those who replied positively one principals of all types of schools responded that teacher evaluation note/report was sent to tribal department office whereas one principal reported trustee's office and also one principal reported regional office.

Table 4.113: Response of CRC Coordinators and BRPs on Sending Report to Higher Office

Evaluator	Sample n	Report/note sent to any Office	
		Yes	No
CRC Co-Ordinator	30	30 (100)	0 (0)
BRP	4	4 (100)	0 (0)

Table 4.113 reveals that, all CRC Coordinators and BRPs replied affirmatively that teacher evaluation report/note was sent to higher offices.

Table 4.114: Response of CRC Coordinators and BRPs on Names of Office

Evaluator	Sample n	Name of office		
		Block BRC Bhavan	District SSA Office	State Education Department
CRC Co-Ordinator	30	17 (56.67)	4 (13.33)	26 (86.67)
BRP	4	4 (100)	1 (25)	4 (100)

Table 4.114 reveals that, 56.67% CRC Coordinators and all BRPS stated that they sent reports/notes of teacher evaluation to the block level office i.e. BRC Bhavan. 13.33% CRC coordinators and a BRP sent to the district level office. 86.67% CRC coordinators and cent percent BRPs stated that they sent their classroom observation data to state education department on online mode. So, it is clearly that data was sent to both Education Department at the state level and BRC bhavan at the block level.

Table 4.115: Response of Teachers on Review of Teacher Evaluation Report

Types of Schools	No. of Schools	Teachers n	Review of Teacher Evaluation Report	
			Yes	No
Private School	4	19	04 (21.05)	15 (78.95)
JNV	1	05	05 (100)	0 (0)
Total	5	24	09 (37.50)	15 (62.50)

From table 4.115 it can be observed that, 21.05% teachers of private schools replied that their evaluation report was reviewed and 78.95% teachers of private schools negatively that their teacher evaluation report was not reviewed. cent percent teachers of JNV replied affirmatively that their report was reviewed. So, overall, 37.50% were affirmative and 62.50% were negative in their response regarding review of teacher evaluation report.

Table 4.116: Response of Teachers about Review of Report

Types of Schools	No. of Schools	Teachers n	Review of Report		
			Principal	Trustees	Regional Office
Private School	4	19	0 (0)	4 (100)	0 (0)
JNV	1	05	05 (100)	0 (0)	5 (100)
Total	5	24	5 (55.56)	4 (44.44)	5 (20.83)

From table 4.116 it can be observed that cent percent teachers of private school stated that trustees and cent percent teachers of JNV stated that Principal reviewed their teacher evaluation reports conducted by vice principal and annual final confidential report was reviewed by regional office. So overall, it was found that 55.56% replied that principals and 44.44% trustees reviewed the teacher evaluation report.

Table 4.117: Response of Teachers on Criteria for Reviewing Teacher Evaluation Report

Types of Schools	No. of schools	Teachers n	Criteria for Reviewing Teacher Evaluation Report					
			Objective Completions	Strengths	Shortfalls	Constrain	Extra Achievement	Significant failure
Private School	1	4	4 (100)	4 (100)	4 (100)	3 (75)	2 (50)	4 (100)
JNV	1	5	5 (100)	5 (100)	5 (100)	5 (100)	5 (100)	5 (100)
Total	2	9	9 (100)	9 (100)	9 (100)	8 (88.89)	7 (77.78)	9 (100)

From table 4.117 it can be observed that cent percent teachers of private schools, JNV and a total of cent percent teachers of all types of schools replied that the evaluators considered the accomplishment of objectives while reviewing the report. cent percent teachers of private schools, JNV and cent percent teachers of both types of schools mentioned that the strengths of teachers were considered while reviewing the report by the reviewers. Cent percent teachers of private schools, JNV and cent percent teachers of both types of schools mentioned that shortfalls were considered while reviewing of the evaluation reports by the reviewers. 75% teachers of private school, cent percent teachers of JNV and 88.89% teachers of all types of school teachers mentioned that constraints and problems faced by the teachers were considered while reviewing of the report by the reviewers. 50% teachers of private schools, cent percent teachers of JNV and 77.78% teachers of all types of schools mentioned that the extraordinary achievement of teachers were considered when the reviewers reviewed their reports. Cent percent teachers of private schools, JNV and teachers of all types of schools mentioned that the significant failure of teachers were considered during the review of the evaluation report.

Response of Teachers on Remark given by of Reviewer

The teachers of JNV reported that they were given remark generally in area of teaching such as improvement of teaching learning process and student achievement. The teachers of private school stated that overall general remark such as personality development, discipline strictness was given to the teachers.

Table 4.118: Response of Principals on /Review of Report

Types of Schools	No. of Schools	Teachers n	Review of Report		
			Principal	Trustees	Regional Office
Private School	4	4	0 (0)	1 (25)	0 (0)
JNV	1	01	1 (100)	0 (0)	1 (100)
Total	5	5	1 (20)	1 (20)	1 (20)

From the table 4.118, it can be observed that in one private school trustee reviewed the teacher evaluation report. In JNV, principal reviewed teacher evaluation report

conducted by vice principal and assistant commissioner reviewed annual report at regional office

Table 4.119: Response of Principals on Consideration for Review of Report

Types of Schools	No. of Schools	Principals n	considering while reviewing teacher evaluation note/report				
			Objective completion	strength	Shortfalls	Constrain	Extraordinary achievement
Private School	1	1	0 (0)	1 (25)	0 (0)	0 (0)	1 (25)
JNV	1	1	1 (100)	1 (100)	1 (100)	0 (0)	0 (0)
Total	2	2	1 (50)	2 (100)	1 (50)	0 (0)	1 (50)

From table 4.119 it can be observed that, principals of JNV, and 50% principals of all types of schools responded that objective completion was considered while reviewing report. Cent percent principal of private school, JNV and cent percent principals of all types of schools responded strength was considered while reviewing report. Principal of JNV, and a total of 50% principals of all types of schools mentioned that they considered shortfall while reviewing report of teacher evaluation. One principal of private school, and a total of 50% principals of all types of schools mentioned that they considered shortfall while reviewing report of teacher evaluation.

General remark given by the officer

In jilla panchayat schools, JNV and EMRS it was not applicable. On the other hand, 25% principal of private school stated that overall general remark such as personality development, discipline strictness was given to the teachers.

4.1.1.20. Outcomes of Teacher Evaluation

Table 4.120: Response of Teachers on Effect of Teacher Evaluation on their Career

Types of Schools	No. of Schools	Teachers n	Effect of Evaluation on Teacher's Career					
			Motivation for Better Performance			Administrative Decisions		
			Principal	Vice Principals	Supervisor	Principal	Vice Principals	Supervisor
Private School	4	19	19 (100)	5 (26.32)	8 (42.11)	8 (42.11)	5 (26.32)	1 (5.26)
JNV	1	05	5 (100)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Total	5	24	24 (100)	5 (20.83)	8 (33.33)	8 (33.33)	5 (20.83)	1 (4.17)

From table 4.120 it can be observed that, cent percent teachers of private schools and cent percent teachers of JNV and cent percent teachers of all types of schools mentioned that evaluation by principals motivated teachers for better performance in their career. 26.32% teachers of private schools and 20.83% teachers of all types of schools stated that evaluation by vice principals motivated teachers for better performance in their career. 42.11% teachers of private schools and 33.33% teachers of all types of schools stated evaluation by supervisors motivated teachers for better performance. Therefore, motivation was an important factor in order to encourage teachers' performance.

42.11% teachers of private schools and 33.33% teachers of all types of schools stated that on the basis of evaluation by principals, administrative decisions were taken which affected their career. 26.32% teachers of jilla panchayat schools and 20.83% principals of all types of schools stated that on the basis of evaluation by vice principals, administrative decisions were taken which affected their career. 5.26% teachers of private schools and 4.17% teachers of all types of schools stated that on the basis of evaluation by supervisors, administrative decisions were taken which impacted their career.

Table 4.121: Response of Principals on for Making Decisions on Basis of Teacher Evaluation

Types of Schools	No. of Schools	Principals n	Making Decisions on Basis of Teacher Evaluation						
			Tenure	Award	Promotion	Transfer	Training	Counselling	Policy related decisions
Jilla Panchayat	80	80	9 (13.04)	34 (49.28)	5 (7.25)	2 (2.90)	32 (46.38)	9 (13.04)	13 (18.84)
Ashram Shala	6	6	0 (0)	0 (0)	0 (0)	0 (0)	6 (100)	0 (0)	0 (0)
Private School	4	4	3 (75)	3 (75)	2 (50)	0 (0)	2 (50)	2 (50)	0 (0)
JNV	1	1	0 (0)	0 (0)	0 (0)	0 (0)	1 (100)	0 (0)	0 (0)
EMRS	1	1	0 (0)	1 (100)	0 (0)	0 (0)	1 (100)	0 (0)	1 (100)
Total	92	92	12 (13.04)	38 (41.30)	7 (7.60)	2 (2.17)	42 (45.65)	11 (11.95)	14 (15.21)

From table 4.121 it can be observed that 13.04% principals of jilla panchayat schools, 75% principals of private schools and a total of 13.04% principals of all types of schools stated that teacher evaluation provided sound basis for giving tenure for teachers.

49.28% principals of jilla panchayat schools, 75% principals of private schools, cent percent of EMRS and a total of 41.30% principals of all types of schools stated that teacher evaluation provided a rationale for giving awards, 7.25% principals of jilla panchayat schools, 50% principals of private schools and 7.60% principals of all types of schools stated that teacher evaluation provided a basis for promotion of teachers. 2.90% principals of jilla panchayat schools and 2.17% principals of all types of schools mentioned that teacher evaluation provided a rationale for transfer of teachers. 46.38% principals of jilla panchayat schools, cent percent principals of ashram shalas, 50% principals of private schools, cent percent principal of JNV, EMRS and 45.65% principals of all types of schools stated that teacher evaluation provided a basis for in-service training of teachers. 13.04% principals of jilla panchayat schools, 50% principals of private schools and a total of 11.95% principals of all types of schools stated that teacher evaluation provided a basis for the organization of counselling for

teachers. 18.84% principals of Jilla panchayat schools, one principal of EMRS and 15.21% principals of all types of schools stated that teacher evaluation provided the justification for policy related decisions,

Table 4.122: Response of CRC Coordinators and BRPs on Evaluation Data as Rationale for Decision- Making

Evaluator	Sample n	Evaluation Data as Rationale for Decision-making				
		Tenure	Promotion	Training	Counselling	Award
CRC Co-Ordinator	30	4 (13.33)	2 (6.67)	16 (53.33)	9 (30)	11 (36.37)
BRP	4	0 (0)	0 (0)	2 (50)	2 (50)	2 (50)

From the table 4.122, it can be observed that 13.33% CRC Coordinators stated that teacher evaluation data provided a rationale for tenure job of teachers. 6.67% CRC Coordinators stated it was the basis for promotion. 53.33% CRC Coordinators and 50% BRPs stated that it provided rationale for training of teachers whereas, 30% CRC Coordinators and 50% BRPs stated it to be a basis for counselling. 36.37% CRC Coordinators and 50% BRPs stated that teacher evaluation provided a rationale for awards to be given to the teachers.

4.1.1.21. Power of Teacher Evaluator

Table 4.123: Response of Teachers on Power of Evaluators to take Action on Ineffective Performance

Types of Schools	No. of schools	Teachers n	Action on Ineffective Performance	
			Yes	No
Jilla Panchayat	80	214	141 (65.89)	73 (34.11)
Ashram Shala	6	24	20 (83.33)	04 (16.67)
Private School	4	19	19 (100)	0 (0)
JNV	1	5	05 (100)	0 (0)
EMRS	1	5	0 (0)	05 (100)
Total	92	267	185 (69.29)	82 (30.71)

From table 4.123 it can be observed that 65.89% teachers of jilla panchayat schools, 83.33% teachers of ashrama shalas, cent percent private schools, cent percent teachers of JNV and a total of 69.29% teachers of all types of schools replied affirmatively that evaluators had power to take action against poor performance. However, 34.11% teachers of jilla panchayat schools, 16.67% teachers of ashram shalas cent percent teachers of EMRS and a total of 30.71% teachers of all types of schools replied negatively that their evaluators had no power to take action against poor performance.

Table 4.124: Response of Teachers on Power of Evaluators to take Action against Ineffective Performance

Evaluators	Types of Schools					
	Jilla Panchayat [80]	Ashram Shala [6]	Private School [4]	JNV [1]	EMRS [1]	Total [92]
	n= 141	n=20	n=19	n=5	n=5	n=190
Principal	79 (56.03)	0 (0)	19 (100)	5 (100)	0 (0)	103 (54.21)
Vice Principal	NA	NA	5 (26.32)	0 (0)	NA	5 (50)
Education Inspector	130 (92.20)	NA	NA	NA	NA	130 (92.20)
External Agency of Gunotsav	63 (44.68)	0	NA	NA	0	63 (37.95)
CRC Co-Ordinator	60 (42.55)	0 (0)	NA	NA	0 (0)	60 (36.14)
BRC Co-Ordinator	54 (38.30)	0 (0)	NA	NA	NA	54 (33.54)
Ashram Officer	NA	20 (100)	NA	NA	NA	20 (100)
Government	NA	NA	NA	NA	5 (100)	5 (100)
Society	NA	NA	NA	NA	5 (100)	5 (100)

(percentage of vice principal was counted considering 5 sample only wher evaluation by principal existed.)

From table 4.124 it can be observed that, 56.03% teachers of jilla panchayat schools, cent percent principals of private schools, JNV and 54.21% teachers of all types of schools responded that the principals had power to take action against ineffective performance of the teachers.

26.32% teachers of private schools and a total of 50% teachers of all types of schools responded that vice principals had power to take action against ineffective performance. 92.20% teachers of jilla panchayat schools and 92.20% teachers of all types of schools responded that education inspectors had power to take action against ineffective performance. 44.68% teachers of jilla panchayat schools and a total of 37.95% teachers of all types of schools mentioned that external agency of Gunotsav. 42.55% teachers of jilla panchayat schools and a total of 36.14% teachers of all types of schools stated that CRC Coordinators had power to take action against them. Whereas there were 38.30% teachers of jilla panchayat schools and a total of 33.54% teachers of all types of schools stated that BRC Coordinator had power to take action. In matter of ashram shala, cent percent teachers of ashram shalas and a total of cent percent teachers stated that ashram shala Adhikari had power to take action against poor performance of the teachers. Cent percent teachers of EMRS and overall, a total of cent percent teachers stated that government and society could take action against poor performance.

Table 4.125: Response of Principals on Power to take Decisions on Poor Performance of Teachers

Types of Schools	No. of Schools	Principals n	Power to take Decisions on Poor Performance of Teachers	
			Yes	No
Jilla Panchayat	80	80	11 (13.75)	69 (86.25)
Ashram Shala	6	6	0 (0)	6 (100)
Private School	4	4	3 (75)	1 (25)
JNV	1	1	0 (0)	1 (100)
EMRS	1	1	1 (100)	0 (0)
Total	92	92	15 (16.30)	77 (83.70)

From table 4.125 it can be observed that, 13.75% principals of jilla panchayat schools, 75% principals of private schools, one principal of EMRS and a total of 16.30% principals of all types of schools replied positively that they had power to take decision against poor performance of the teachers. On the other hand, 86.25% principals of jilla panchayat schools, one principal of private schools, one principal of JNV and overall, 83.70% principals of all types of schools replied negatively that they didn't have any power against poor performance.

Table 4.126: Response of Principals on Power to take Decisions

Types of Schools	No. of Schools	Principals n	Power to take following Decisions					
			Relieving Teachers	Reporting to higher Authority against Renewal of Contractual Teachers	To provide Training to Teachers	To give Notice/ memo	To take Corrective Measures for Teachers	To inform Higher Authority about Complex Issues.
Jilla Panchayat	80	11	0 (0)	0 (0)	0 (0)	4 (36.36)	4 (36.36)	3 (27.27)
Ashram Shala	6	0	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Private School	4	3	2 (50)	0 (0)	1 (25)	0 (0)	0 (0)	0 (0)
JNV	1	0	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
EMRS	1	1	0 (0)	1 (100)	0 (0)	0 (0)	0 (0)	0 (0)
Total	92	15	2 (13.33)	1 (6.67)	1 (6.67)	4 (26.67)	4 (26.67)	3 (20)

From table 4.126 it can be observed that, 50% principals of private schools and a total of 13.33% principals of all types of schools had the power to relieve teachers from their jobs. One principal of EMRS and overall, 6.67% principals of all type of schools stated that they had power to report to higher authorities only about the inefficiency of the teachers and communicate to them not to renew the orders of inefficient contractual teachers. One principal of private school and a total of 6.67% principals of all types of schools stated that they had power to arrange training according to the needs of teachers. Besides these, 36.36% principals of jilla panchayat schools and a total of 26.27% principals of all types of schools stated that they had power to give notice as a warning to the poor performing teachers and on the other hand, they also had the power to provide corrective measures for teacher improvement. 27.27% teachers of jilla panchayat schools and 20 % principals of all types of schools stated that they had power to inform higher authorities about complex issues that they could not solve.

Table 4.127: Responses of Principals on their Need of Power

Statements	Types of Schools					
	Jilla Panchayat [80]	Ashram Shala [6]	Private School [4]	JNV [1]	EMRS [1]	Total [92]
	n=69	n=6	n=1	n=1	n=0	n=77
To stop increment	11 (15.94)	4 (66.67)	0 (0)	0 (0)	0 (0)	11 (14.29)
To deduct salary	2 (2.90)	0 (0)	0 (0)	0 (0)	0 (0)	2 (2.60)
Transfer	1 (1.45)	0 (0)	0 (0)	0 (0)	0 (0)	1 (1.30)
To note in service books	1 (1.45)	0 (0)	0 (0)	0 (0)	0 (0)	1 (1.30)
To take opinion on for increment, in writing of CR report	1 (1.45)	0 (0)	0 (0)	0 (0)	0 (0)	1 (1.30)
Don't need power	17 (24.64)	2 (33.33)	0 (0)	0 (0)	0 (0)	19 (24.68)
Undecided	36 (52.17)	0 (0)	0 (0)	1 (100)	0 (0)	37 (48.05)

From table 4.127 it can be observed that 15.94% principals of jilla panchayat schools, 66.67% principals of ashram shalas and a total 14.29% principals of all types of schools stated that they want different powers which includes the power to stop increment of teachers on the basis of teacher evaluation done by them. 2.90% and 1.45% principals of jilla panchayat schools and a total of 2.60% and 1.30% principals of all types of schools stated that they wanted power to deduct salaries and transfer teachers and to note evaluative comments in the service- books of teachers and have the power to give opinion on the increment salary of teachers and be involved in the writing of Confidential Report. There were also 24.64% principals of jilla panchayat schools, 33.33% principals of ashram shalas and a total of 24.68% principals of all types of schools stated that they did not need any more power than what they already had. One principal of JNV and 52.17% principals of jilla panchayat schools and 48.05% principals of all types of schools were undecided about their need of power.

4.1.1.22. Professional Development of Teacher Evaluator

Table 4.128: Response of Principals on Getting Training for Teacher Evaluation

Types of Schools	No. of Schools	Principals n	Getting Training for Teacher Evaluation	
			Yes	No
Jilla Panchayat	80	80	7 (8.75)	73 (91.25)
Ashram Shala	6	6	0 (0)	6 (100)
Private School	4	4	2 (50)	2 (50)
JNV	1	1	0 (0)	1 (100)
EMRS	1	1	0 (0)	1 (100)
Total	92	92	9 (9.78)	83 (90.22)

Table 4.128 reveals that 8.75% principals of jilla panchayat schools, 50% principals of private schools and a total of 9.78% principals of all types of schools replied affirmatively that they got training of how to conduct teacher evaluation. However, 91.25% principals of jilla panchayat schools, cent percent principals of ashram shalas, 50% principals of private schools and one principal of JNV, one principal of EMRS

and a total of 90.22% principals of all types of schools stated that they had no training programmes were conducted for them in how to do teacher evaluation. Those principals of jilla panchayat schools who replied positively considered that teacher evaluation component as a small part of content related and HTAT training given by the government.

Table 4.129: Response of CRC Coordinators and BRPs on Training on Teacher Evaluation

Evaluator	Sample n	Training on Teacher Evaluation	
		Yes	No
CRC Co-Ordinator	30	13 (43.33)	17 (56.67)
BRP	4	1 (25)	3 (75)

From the table 4.129 it can be observed that, 43.33% CRC coordinators and one BRPsreplied positively that they got training on conducting teacher evaluations. However, 56.67% CRC coordinators and 75% BRPs replied negatively that they did not get any training on teacher evaluation process.

Table 4.130: Response of Principals on Time Period of Training Program

Types of Schools	No. of Schools	Principals n	Time Period of Training Program		
			3 days	15 days	18 days
Jilla Panchayat School	80	7	4 (57.14)	0 (0)	3 (42.86)
Ashram Shala	6	0	0 (0)	0 (0)	0 (0)
Private School	4	2	1 (50)	1 (50)	0 (0)
JNV	1	0	0 (0)	0 (0)	0 (0)
EMRS	1	0	0 (0)	0 (0)	0 (0)
Total	92	9	5 (55.56)	1 (11.11)	3 (33.33)

Table 4.130 reveal that, 57.14% principals of jilla panchayat schools, 50% principals of private schools, and a total of 55.56% principals of all types of schools mentioned

that they took training of 3 days of content related training which had a small component of teacher evaluation. 50% principals of private schools and overall, a total of 11.11% principals of all types of school stated they took training of 15 days which was content related. 42.86% principals of jilla panchayat schools and a total of 33.33% of all types of schools stated that they had taken 18 days training after clearing Head Teacher Aptitude Test (HTAT). According to them this training threw some lights on teacher evaluation.

Table 4.131: Response of CRC Coordinators and BRPs on Period of Teacher Evaluation Training

Evaluator	Sample n	Period of Teacher Evaluation Training				
		1 day	2 days	3 days	5 days	10 days
CRC Co-Ordinator	13	1 (7.69)	1 (7.69)	4 (30.77)	2 (15.38)	5 (38.46)
BRP	4	0 (0)	0 (0)	0 (0)	1 100)	0 (0)

From the table 4.131 it can be observed the mentioned period of teacher evaluation training was varied. 7.69% coordinators stated that they took training of teacher evaluation for one day and two days. 30.77% CRC coordinators reported training of three days. 15.38% CRC coordinators and cent percent BRP stated that they took teacher evaluation training of 5 days. There were also 38.46% CRC coordinators who mentioned that they took training of teacher evaluation of ten days. The training consisted of content of various subjects and programs which would be helpful to the CRC coordinators and BRP for evaluations. It prominently emerged most of the training conducted on teacher evaluation was 4 days or 10 days for CRC coordinators. However, it was 5 days for BRPS.

Table 4.132: Response of CRC Coordinators and BRPs on Experience Sharing Meeting

Evaluator	Sample n	Experience Sharing Meeting	
		Yes	No
CRC Co-Ordinator	30	30 (100)	0 (0)
BRP	4	4 (100)	0 (0)

From the table 4.132 it can be observed that, all the CRC coordinators and BRP replied affirmatively that experience sharing meeting was conducted with their higher authorities.

Table 4.133: Response of CRC Coordinators and BRPs on Experience Sharing Meetings at Different Levels

Evaluator	Sample n	Experience Sharing Meetings		
		Block	District	State
CRC Co-Ordinator	30	26 (86.67)	15 (50)	0 (0)
BRP	4	4 (100)	4 (100)	0 (0)

From table 4.133, it can be observed that 86.67% CRC coordinators and all BRPs stated that experience sharing meetings were conducted at block level in BRC Bhavan. In this regard, 50% CRC coordinators and cent percent BRPs stated that the meeting was conducted the district level.

Table 4.134: Response of CRC Coordinators and BRPs on Frequency of Experience Sharing Meetings

Level	Duration	Sample	
		CRC Coordinator	BRP
Block level	15 Days	0 (0)	0 (0)
	1 Month	30 (100)	4 (100)
	2 Months	0 (0)	0 (0)
	3 Months	0 (0)	0 (0)
District level	15 Days	0 (0)	0 (0)
	1 Month	30 (100)	4 (100)
	2 Months	0 (0)	0 (0)
	3 Months	0 (0)	0 (0)

Table 4.134 reveals that all the CRC coordinators and BRPs responded that experience sharing meeting was conducted once in a month at the block level (BRC) and also at the district level.

Table 4.135: Response of CRC Coordinators and BRPs on Effectiveness of Experience Sharing Meetings

Evaluator	Sample n	Effectiveness of Experience Sharing Meetings		
		Less effective	Effective	Very effective
CRC Co-Ordinator	30	2 (6.67)	24 (80)	4 (13.33)
BRP	4	0 (0)	4 (100)	0 (0)

Table 4.135 reveals that, 6.67% CRC coordinators stated that sharing experience sharing meeting was less effective. 80% CRC coordinators and cent percent BRPs stated that experience sharing meetings were effective. However, 13,33% CRC coordinator found that it was very effective

4.1.1.23. Gunotsav

Table 4.136: Response of Teachers on Types of Gunotsav

Types of Schools	No. of schools	Teacher n	Types of Gunotsav		
			Self-evaluation	External Evaluation	Both
Jilla Panchayat Schools	80	214	5 (2.34)	0 (0)	209 (97.66)
Ashram Shala	6	24	0 (0)	0 (0)	24 (100)
Private School	4	0	NA	NA	NA
JNV	1	0	NA	NA	NA
EMRS	1	05	0 (0)	0 (0)	5 (100)
Total	92	243	5 (2.06)	0 (0)	238 (97.94)

Table 4.136 reveals that, there were two types of Gunotsav conducted in the schools. 97.66% of teachers of jilla panchayat schools, cent percent teachers of ashram shalas and cent percent teachers of EMRS stated that they had both self- evaluation and external evaluation in Gunotsav in their schools where as only 2.34% of teachers of jilla panchayat schools responded that they had self-evaluation in Gunotsav in their schools. So, overall, 97.94 teachers of all types of school responded both kind of self-evaluation and external evaluation was conducted in their schools in Gunotsav. Very few 2.06 % of teachers of all types of schools responded that only self-evaluation in Gunotsav was conducted in their school.

Table 4.137: Response of Teachers on having same Criteria for School Selection under Gunotsav for External Evaluation Every Year

Types of Schools	No. of Schools	Teacher n	Same Criteria for School Selection under Gunotsav for External Evaluation	
			Yes	No
Jilla Panchayat Schools	80	214	48 (22.43)	166 (77.57)
Ashram Shala	6	24	0 (0)	24 (100)
EMRS	1	05	0 (0)	5 (100)
Total	87	243	48 (19.75)	195 (80.25)

In a response to following the same criteria every year for selection of schools under Gunotsav for external evaluation, table 4.137 shows 22.43% teachers of jilla panchayat schools and a total of 19.75% teachers of all types of schools responded that there were same criteria for school selection for external evaluation in Gunotsav. Whereas 77.57% teachers of jilla panchayat schools, cent percent teachers of ashram shalas, cent percent teachers of EMRS and a total of 80.25% teachers of all types of schools reported that there were different criteria for selecting schools for external evaluation under Gunotsav.

Table 4.138: Response of Teachers on Different Criteria of School Selection for External Evaluation under Gunotsav

Types of Schools	No. of schools	Teachers n	Criteria of Selecting School for External Evaluation			
			Schools with low Grade in Previous Year	Drastic Change in Grades	Schools not Selected for External Gunotsav as yet	Type of Schools Selected
Jilla Panchayat School	80	166	72 (43.37)	136 (81.92)	133 (80.12)	122 (73.49)
Ashram Shala	6	24	24 (100)	24 (100)	21 (87.50)	21 (87.50)
EMRS	1	05	5 (100)	5 (100)	5 (100)	5 (100)
Total	87	195	101 (51.79)	165 (84.61)	159 (81.53)	148 (75.89)

Table 4.138 reveals that, amongst teachers who responded negatively about having the same criteria for school selection for external evaluation in Gunotsav; there were 43.37% teachers of jilla panchayat schools, cent percent teachers of ashram shalas, EMRS and a total of 51.79% teachers of all types of schools who stated the the schools having low grade in the previous years were selected. 81.92% teachers of jilla panchayat schools, cent percent teachers of teachers of ashram shalas, EMRS and a total of 84.61% teachers of all types of schools responded that schools which showed drastic change in terms of grade in the last Gunotsav were selected for external evaluation. 80.49% teachers of jilla panchayat schools, 87.50% teachers of ashram shalas, cent percent teachers of EMRS and a total of 75.89% teachers of all types of schools responded that schools were selected for external evaluation on the basis of their management types.

Table 4.139: Response of Teachers on Arrival of External Evaluators prior to Evaluation

Types of Schools	No. of schools	Teacher n	Arrival of External Evaluators prior to Evaluation		No of Days Prior to Evaluation			
			Yes	No	1 Day	2 Day	3 Day	More than 3 Days
Jilla Panchayat School	80	214	182 (85.05)	32 (14.95)	91 (50)	39 (21.42)	16 (8.79)	36 (19.78)
Ashram Shala	6	24	24 (100)	0 (0)	20 (83.33)	0 (0)	4 (16.67)	0 (0)
EMRS	1	05	5 (100)	0 (0)	5 (100)	0 (0)	0 (0)	0 (0)
Total	87	243	211 (86.93)	32 (13.16)	116 (54.97)	39 (18.48)	20 (9.47)	36 (17.06)

Table 4.139 shows that, 85.05% teachers of jilla panchayat schools, cent percent teachers of ashram shalas and EMRS and 86.93% teachers of all types of schools replied positively where as 14.95% teachers of jilla panchayat schools and a total of 13.16% teachers of all types of schools replied negatively that the schools were informed about the arrival of external evaluator in prior to Gunotsav.

Amongst those who replied positively, 50% teachers of jilla panchayat schools, 83.33% teachers of ashram shalas, cent percent teachers of EMRS and 54.97% teachers of all types of schools responded that they were informed about the arrival of external evaluators one day before in advance. 21.42% teachers of jilla panchayat schools and a total of 18.48% teachers of all types of schools responded that they were told two days before regarding the arrival of external evaluators. It was also found that 19.78% teachers of jilla panchayat schools and overall, a total of 17.06% of all types of schools responded that they were informed about the arrival of external evaluators more than three days before evaluation process.

Table 4.140: Response of Teachers on Sources of Teacher Evaluation Implemented in Gunotsav

Types of Schools	No. of schools	Teacher n	Sources of Teacher Evaluation Implemented in Gunotsav	
			Evaluation by Superiors on the Basis of Students' Basic Skills	Self -Evaluation on the Basis of Student Performance
Jilla Panchayat School	80	214	214 (100)	214 (100)
Ashram Shala	6	24	24 (100)	24 (100)
EMRS	1	05	5 (100)	5 (100)
Total	87	243	243 (100)	243 (100)

In response to sources applied in Gunotsav table 4.141 reveals that, all teachers of jilla panchayat schools, ashram shalas, EMRS responded that there were both kinds of evaluation, evaluation conducted by superiors and self- evaluation conducted by the teachers on the basis of student performance.

Table 4.141: Responses of Teachers on Basis of Teacher Evaluation in Gunotsav

Types of Schools	No. of schools	Teacher n	Basis of Teacher Evaluation in Gunotsav	
			Basic skills of Reading, Writing, Arithmetic	Evaluation on Core School Subjects
Jilla Panchayat School	80	214	214 (100)	214 (100)
EMRS	1	05	5 (100)	5 (100)
Total	87	243	243 (100)	243 (100)

From table 4.141, it was observed that cent percent teachers of jilla panchayat schools, ashram shalas and EMRS stated they were evaluated on the basis of performance of their students in reading, writing and arithmetical skills from std. two to eight. In addition to this the performance of the students from six to eight classes in a test

conducted in the subjects of Gujarati, Mathematics, Social Science and Science, English, Hindi and Sanskrit were also considered under Gunotsav.

Table 4.142: Response of Teachers on Student Remedial Work

Types of Schools	No. of schools	Types of Schools	Student Remedial Work	
			Basic skills of Reading, writing and arithmetic	Subject Content
Jilla Panchayat School	80	214	208 (97.20)	180 (84.11)
Ashram Shala	6	24	24 (100)	24 (100)
EMRS	1	05	5 (100)	5 (100)
Total	87	243	237 (97.53)	209 (86.01)

Table 4.142 reveals that, 97.20% teachers of jilla panchayat schools, cent percent teachers of ashram shalas, EMRS and a total of 97.53% teachers responded that the remedial program for students was conducted on the basis skills of reading, writing and arithmetic learnt by their students. Whereas, 84.11% teachers of jilla panchayat schools, cent percent teachers of ashram shalas, EMRS and a total of 86.01% also responded that the remedial program was conducted on the basis of the learning outcomes shown by the students of classes six to eight in the various subjects of the curriculum.

Table 4.143: Response of Teachers on Identification of students for Remedial Work

Types of Schools	No. of schools	Teacher n	Identification of Students for Remedial Work		
			Obtaining Marks of Students in Reading Writing and Arithmetic Skills in the last Gunotsav	Testing Students in Reading, Writing, and Arithmetic Skills	Taking Test of Students in Core Subjects
Jilla Panchayat	80	214	167 (78.04)	184 (85.98)	90 (42.06)
Ashram Shala	6	24	10 (41.67)	24 (100)	10 (41.67)

EMRS	1	05	5 (100)	5 (100)	5 (100)
Total	86	243	182 (74.90)	213 (87.65)	105 (43.21)

Table 4.143 shows that, 78.04% teachers of jilla panchayat schools, 41.67% teachers of ashram shalas, cent percent teachers of EMRS and a total of 74.90% teachers of all types of schools responded that they identified students for remedial work on the basis of obtaining marks of students in reading writing and arithmetic skills in the last Gunotsav whereas, 85.98% teachers of jilla panchayat schools, cent percent teachers of ashram shalas, EMRS and 87.65% teachers of all types of schools responded that they tested students in basic skills of reading, writing and arithmetic. Besides these, there were 42.06% teachers of jilla panchayat schools, 41.67% teachers of ashram shalas, cent percent teachers of EMRS and a total of 43.21% teachers of all types of schools who responded that they took tests of std. 6 to 8 students in their core subjects and identified students for the remedial class.

Table 4.144: Response of Teachers on Preparation for Gunotsav

Types of Schools	No. of Schools	Teacher n	Preparation of Gunotsav		Types of Preparation	
			Yes	No	Teaching Aids Preparation	Collection of Learning Material for Reading, Writing and Arithmetic Skills
Jilla Panchayat School	80	214	208 (97.20)	6 (2.80)	170 (81.73)	188 (90.38)
Ashram Shala	6	24	24 (100)	0 (0)	17 (70.83)	18 (75)
EMRS	1	05	5 (100)	0 (0)	5 (100)	5 (100)
Total	87	243	237 (97.53)	6 (2.47)	192 (81.01.01)	211 (89.03)

Table 4.144 reveals that, 97.20% teachers of jilla panchayat schools, cent percent teachers of ashram shalas, EMRS and a total of 97.53% replied positively that they did some preparation for Gunotsav whereas, 2.80% teachers of jilla panchayat schools and

a total of 2.47% teachers of all types of schools replied negatively that they did not do any preparation for Gunotsav.

Amongst those who replied positively about doing preparation for Gunotsav, 81.73% teachers of jilla panchayat schools, 70.83% teachers of ashram shalas, cent percent teachers of EMRS and a total of 81.01% teachers of all types of elementary schools responded that they prepared teaching aids. 90.38% teachers of jilla panchayat schools, 75% teachers of ashram shalas, cent percent teachers of EMRS and a total of 89.03% teachers of all types of elementary schools responded that they collected teaching-learning material for enhancing reading, writing and arithmetic skills of the students.

Table 4.145: Response of Teachers on Time Allotted for Remedial Work

Types of Schools	No. of schools	Teacher n	Time for Remedial Work			
			1 period	2 periods	3 periods	4 periods
Jilla Panchayat School	80	214	91 (42.52)	89 (41.59)	33 (15.42)	1 (0.47)
Ashram Shala	6	24	8 (33.33)	12 (50)	4 (16.67)	0 (0)
EMRS	1	05	0 (0)	5 (100)	0 (0)	0 (0)
Total	87	243	99 (40.74)	106 (43.62)	37 (15.23)	1 (0.41)

Table 4.145 reveals that there was a variation in allocating time for remedial work by the teachers. 42.52% teachers of jilla panchayat schools, 33.33% teachers of ashram shalas and a total of 40.74% responded that they did remedial work for one period. 41.59% teachers of jilla panchayat schools, 50% teachers of ashram shalas, cent percent teachers of EMRS and 43.62% teachers of all types of schools stated that two periods were allocated for remedial work. 15.42% teachers of jilla panchayat schools, 16.67% teachers of ashram shalas and a total of 15.23% teachers responded that they conducted remedial work in one period. On the other hand, very few 0.47% teachers of jilla panchayat schools and a total of 0.41% teachers of all types of elementary schools responded that four periods were allocated for the remedial class before Gunotsav.

Table 4.146: Response of Teachers on Time duration for Remedial Work

Types of Schools	No. of schools	Teacher n	Time Duration for Remedial Work			
			Time period Prescribed by Government	3 months	More time on the basis of Students' Need than Prescribed	Continues Remedial till few Days before Gunotsav
Jilla Panchayat School	80	214	140 (65.42)	22 (10.28)	91 (42.52)	10 (4.67)
Ashram Shala	6	24	3 (12.50)	0 (0)	21 (87.50)	0 (0)
EMRS	1	05	5 (100)	0 (0)	0 (0)	0 (0)
Total	87	243	148 (60.90)	22 (9.05)	112 (46.09)	10 (4.11)

Table 4.146 reveals that, 65.42% of teachers of jilla panchayat schools, 12.50% teachers of ashram shalas, cent percent teachers of EMRS and 60.90% teachers of all types of schools stated that they conducted remedial work during time period prescribed by the government. 10.28% teachers of teachers of jilla panchayat schools and a total of 9.05% responded that they conducted remedial work for three months where as 42.52% teachers of jilla panchayat schools, 87.50% teachers of ashram shalas and 46.09% teachers of all types of schools responded that they conducted remedial work for more time on the basis of student's need than the prescribed time period by the government. 4.67% teachers of jilla panchayat schools and overall, 4.11% teachers of all types of elementary schools responded that they conducted continuous remedial classes till a few days before the Gunotsav.

Table 4.147: Response of Teachers on Remedial Work Data send to SSA Office

Types of Schools	No. of Schools	Teacher n	Remedial Work Data send to SSA Office	
			Yes	No
Jilla Panchayat School	80	214	212 (99.07)	2 (0.93)
Ashram Shala	6	24	24 (100)	0 (0)
EMRS	1	05	5 (100)	0 (0)

Total	87	243	241 (99.18)	2 (0.82)
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In a response to the data sent to SSA office table 4.147 shows that, 99.07% teachers of jilla panchayat schools, cent percent teachers of ashram shalas, EMRS and a total of 99.18% teachers of all types of schools replied positively that the data of remedial work were sent to SSA office whereas, 0.93% teachers of jilla panchayat schools and a total of 0.82% teachers of all types of schools replied negatively about sending the data to the SSA office.

Table 4.148: Response of Teachers on Surprise Visits taken by Officers or Resource Persons to Monitor Remedial Work

Types of Schools	No. of schools	Teacher n	Surprise Visits taken by Officers or Resource Persons to Monitor Remedial work	
			Yes	No
Jilla Panchayat School	80	214	212 (99.07)	2 (0.93)
Ashram Shala	6	24	24 (100)	0 (0)
EMRS	1	05	5 (100)	0 (0)
Total	87	243	241 (99.18)	2 (0.82)

Table 4.148 reveals that, 99.07% of teachers of jilla panchayat schools, cent percent teachers of ashram shalas, EMRS and 99.18% teachers of all types of schools replied positively that surprise visits were taken by the officers or resource persons for monitoring remedial work. However, 0.93% teachers of jilla panchayat schools and a total of 0.82% teachers of all types of schools replied negatively regarding the surprise visits of officers or resource persons in their schools.

Table 4.149: Response of Teachers on Visits taken by following Officers and Resource Persons

Types of Schools	No. of Schools	Teacher n	Visits taken by following Officers and Resource Persons						
			Principal	Block Resource person	CRC Co-Ordinator	BRC Co-Ordinator	Edu. Inspector	Taluka Primary Education Officer	District Primary Education Officer
Jilla Panchayat School	80	212	193 (91.03)	157 (74.05)	201 (94.81)	134 (63.20)	59 (27.83)	112 (52.83)	102 (48.11)
Ashram Shala	6	24	24 (100)	3 (12.50)	18 (75)	3 (12.50)	0 (0)	0 (0)	0 (0)
EMRS	1	05	5 (100)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Total	87	241	222 (92.11)	160 (66.39)	219 (90.87)	137 (56.84)	59 (24.48)	112 (46.47)	102 (42.32)

From the table 4.149, it can be observed that, amongst the teachers who replied positively about surprise visits, 91.03% teachers of jilla panchayat schools, cent percent teachers of ashram shalas, EMRS and a total of 92.11% teachers of all types of schools stated that principals took surprise visits for monitoring remedial work.

74.05% teachers of jilla panchayat schools, 12.50% teachers of ashram shalas and a total of 66.39% teachers of all types of elementary schools stated that surprise visits were taken by block resource persons. 94.81% teachers of jilla panchayat schools, 75% teachers of ashram shalas and a total of 90.87% teachers of all types of elementary schools stated that surprise visits were taken by CRC oordinators. 63.20% teachers of jilla panchayat schools, 12.50% teachers of ashram shalas and a total of 56.84% teachers of all types of elementary schools stated that surprise visits were taken by BRC coordinators.

27.83% principals of jilla panchayat schools and a total of 24.48% teachers of all types of schools mentioned that the education inspectors took surprise visits for monitoring remedial work. 52.83% teachers of jilla panchayat schools and a total of 46.47% teachers of all types of schools mentioned that taluka primary education officer (TPEO) took surprise visits where as 48.11% teachers of jilla panchayat schools and a total of 42.32% teachers of all types of schools also mentioned DPEO took surprise visits for surprise checking.

Table 4.150: Response of Teachers on Purpose of Visits

Types of Schools	No. of schools	Teacher n	Purpose of Visits by Evaluators			
			Monitoring Gunotsav Preparation	Enhancing Teaching	To Guide Teachers	Cross Verification of Data of Remedial Work
Jilla Panchayat Schools	80	212	74 (34.90)	138 (65.09)	171 (80.66)	13 (6.13)
Ashram Shala	6	24	24 (100)	6 (25)	21 (87.5)	4 (16.67)
EMRS	1	05	1 (20)	5 (100)	2 (40)	0 (0)
Total	87	241	99 (41.07)	149 (61.82)	194 (80.49)	17 (7.05)

Table 4.150 reveals that, 34.58% teachers of jilla panchayat schools, cent percent teachers of ashram shalas, 20% teachers of EMRS and a total of 41.07% teachers of all types of elementary schools responded that they felt that the purpose of visits by various evaluators was monitoring Gunotsav preparations. 65.09% teachers of jilla panchayat schools, 25% teachers of ashram shalas, cent percent teachers of EMRS and a total of 61.82% teachers of all types of elementary schools responded that they felt the purpose of visits was enhancing teaching skills. 80.66% teachers of jilla panchayat schools, 87.5% teachers of ashram shalas, 40% teachers of EMRS and a total of 80.49% teachers of all types of elementary schools responded that they felt the purpose of visits was to guide teachers to improve their teaching. 6.13% teachers of jilla panchayat schools, 16.67% teachers of ashram shalas and a total of 7.05% of all types of schools stated that they felt that the purpose of visits was cross verification of data of remedial work.

Table 4.151: Response of Teachers on Nature of Evaluators

Nature of teacher evaluators		Types of Schools			
		Jilla Panchayat [80]	Ashram Shala [6]	EMRS [1]	Total [87]
Evaluator (Pre-Gunotsav)	Nature of Evaluator	n= 214	n=24	n=5	n=243
Principal	Supportive	107 (50)	22 (87.50)	4 (80)	133 (54.73)
	Controlling	7 (3.27)	0 (0)	0 (0)	7 (2.88)
	Criticizing	7 (3.27)	0 (0)	0 (0)	7 (2.88)
	Fault-finding	4 (1.87)	2 (8.33)	0 (0)	6 (2.47)
	Laissez Faire	2 (0.93)	0 (0)	0 (0)	2 (0.82)
	Neutral	85 (39.72)	0 (0)	1 (20)	86 (35.39)
CRC Co-ordinator	Supportive	114 (53.27)	21 (87.5)	1 (20)	136 (55.97)
	Controlling	19 (8.88)	0 (0)	0 (0)	19 (7.82)
	Criticizing	1 (0.47)	0 (0)	0 (0)	1 (0.41)

	Fault-finding	1 (0.47)	0 (0)	0 (0)	1 (0.41)
	Laissez faire	3 (1.40)	0 (0)	0 (0)	3 (1.23)
	Neutral	51 (23.83)	3 (12.5)	4 (80)	58 (23.86)
BRP	Supportive	95 (44.39)	NA	NA	95 (44.39)
	Controlling	18 (8.41)	NA	NA	18 (8.41)
	Criticizing	1 (0.47)	NA	NA	1 (0.47)
	Fault-finding	1 (0.47)	NA	NA	1 (0.47)
	Laissez faire	0 (0)	NA	NA	0 (0)
	Neutral	50 (23.36)	NA	NA	50 (23.36)
BRC Co-ordinator	Supportive	73 (34.11)	04 (16.67)	NA	77 (32.35)
	Controlling	15 (7.01)	0 (0)	NA	15 (6.30)
	Criticizing	3 (1.40)	0 (0)	NA	3 (1.26)
	Fault-finding	0 (0)	0 (0)	NA	0
	Laissez faire	0 (0)	0 (0)	NA	(0)
	Neutral	31 (14.49)	0 (0)	NA	31 (13.03)
Education Inspector	Supportive	54 (25.23)	0 (0)	NA	54 (25.23)
	Controlling	15 (7.01)	NA	NA	15 (7.01)
	Criticizing	0 (0)	NA	NA	0 (0)
	Fault-finding	6 (2.80)	NA	NA	6 (2.80)
	Laissez faire	0 (0)	NA	NA	0 (0)
	Neutral	45	NA	NA	45

		(21.03)			(21.03)
TPEO	Supportive	47 (21.96)	NA	NA	47 (21.96)
	Controlling	20 (9.35)	NA	NA	20 (9.35)
	Criticizing	1 (0.47)	NA	NA	1 (0.47)
	Fault-finding	4 (1.87)	NA	NA	4 (1.87)
	Laissez faire	0 (0)	NA	NA	0 (0)
	Neutral	67 (31.31)	NA	NA	67 (31.31)
DPEO	Supportive	39 (18.22)	NA	NA	39 (18.22)
	Controlling	24 (11.21)	NA	NA	24 (11.21)
	Criticizing	19 (8.88)	NA	NA	19 (8.88)
	Fault-finding	4 (1.87)	NA	NA	4 (1.87)
	Laissez faire	0 (0)	NA	NA	0 (0)
	Neutral	59 (27.57)	NA	NA	59 (27.57)
Nature of Evaluator (During Gunotsav)					
External Evaluator	Supportive	64 (30.62)	11 (45.83)	0 (0)	75 (31.51)
	Controlling	12 (7.74)	2 (8.33)	0 (0)	14 (5.88)
	Criticizing	1 (0.48)	0 (0)	0 (0)	1 (0.42)
	Fault-finding	0 (0)	0 (0)	0 (0)	0 (0)
	Laissez faire	1 (0.48)	1 (4.17)	0 (0)	2 (0.84)
	Neutral	110 (52.63)	10 (41.67)	5 (100)	125 (52.52)

Liaison Officer	Supportive	66 (31.58)	15 (62.50)	0 (0)	81 (34.03)
	Controlling	3 (1.44)	2 (8.33)	0 (0)	5 (2.10)
	Criticizing	1 (0.48)	0 (0)	0 (0)	1 (0.42)
	Fault-Finding	0 (0)	0 (0)	0 (0)	0 (0)
	Laissez faire	0 (0)	0 (0)	0 (0)	0 (0)
	Neutral	104 (49.76)	7 (29.17)	5 (100)	116 (48.74)

(Percentage of teachers of jilla panchayat school was counted considering total number of 209 and total considering 238 teachers for external evaluators nature)

From table 4.151 it was observed that, the different evaluators were different in their nature of behaviour, such as principals, SSA staffs, jilla panchayat school staffs and external evaluators of Gunotsav prior and during the program.

50% teachers of jilla panchayat schools, 87.50% teachers of ashram shalas, 80% teachers of EMRS and a total of 54.73% of all types of elementary schools responded that they felt nature of principals were supportive. 3.27% teachers of jilla panchayat schools and a total of 2.88% teachers of all types of elementary schools felt the nature of principals was controlling and criticizing. 1.87% teachers of jilla panchayat schools, 8.33% teachers of ashram shalas and a total of 2.47% felt nature of principals were fault finding whereas, 0.93% teachers of teachers of jilla panchayat schools and a total of 0.82% teachers of all types of schools felt nature of principals were laissez faire. 39.72% teachers of jilla panchayat schools, 20% teachers of EMRS and a total of 35.39% stated that they felt the nature of principals were neutral in their behaviour to their staff member without showing bias.

53.27% teachers of jilla panchayat schools, 87.5% teachers of ashram shalas, 20% teachers of EMRS and a total of 55.97% teachers of all types of elementary schools responded that they felt that the nature of CRC coordinators was supportive. 8.88% teachers of jilla panchayat schools and a total 7.82% teachers of all types of schools responded that they felt that the nature of CRC coordinators was controlling. 0.47% teachers of jilla panchayat schools and a total 0.41% teachers of all types of schools

responded that they felt that the nature of CRC coordinators was criticizing and fault finding. 1.40% teachers of jilla panchayat schools and a total 1.23% teachers of all types of schools responded that they felt that the nature of CRC coordinators was laissez faire. 23.83% teachers of jilla panchayat schools, 12.5% teachers of ashram shalas, 80% teachers of EMRS and a total 23.86% teachers of all types of elementary schools responded that they felt the nature of CRC Coordinators was neutral.

44.39% teachers of jilla panchayat schools and a total of 44.39% teachers of all types of elementary schools responded that they felt that nature of BRPs were supportive. However, 0.47% teachers of jilla panchayat schools and a total of 0.47% teachers of all types of schools responded that they felt that the nature of BRP was criticizing and fault finding. On the contrary, 23.36% teachers of jilla panchayat schools and a total of 23.36% teachers of all types of schools stated that they felt that the nature of BRPs was neutral.

34.11% teachers of jilla panchayat schools, 16.17% teachers of ashram shalas and a total of 32.35% teachers of all types of elementary schools responded that they felt that the nature of BRC coordinators was supportive where as 7.01% teachers of jilla panchayat schools and a total of 6.30% teachers of all types of schools responded that they felt that the nature of BRC coordinators was controlling. There were also 1.40% teachers of jilla panchayat schools and a total of 1.26% responded that they felt that the nature of BRC coordinators was criticizing. There were also 14.49% teachers of jilla panchayat schools and a total of 13.03% teachers of all types of elementary schools responded that they felt that the nature of BRC coordinators was neutral.

25.23% teachers of jilla panchayat schools and total of 25.23% teachers of all types of schools responded that they felt that the nature of education inspectors was supportive where as 7.01% teachers of jilla panchayat schools and a total of 7.01% teachers of all types of schools felt the nature of educational inspectors was controlling. There were also 2.80% teachers of jilla panchayat schools and 2.80% teachers of all types of schools responded that they felt that the nature of educational inspectors was fault finding. Besides these, 21.03% teachers of jilla panchayat schools and overall, a total of 21.03% teachers of all types of schools responded that they felt that the nature of educational inspectors was neutral.

21.96% teachers of jilla panchayat schools and a total of 21.96% teachers of all types of elementary schools responded that they felt that the nature of TPEOs was supportive, whereas 9.35% teachers of jilla panchayat schools and a total of 9.35% teachers of all types of teachers responded that they felt that the nature of TPEOs were controlling. 0.47% teachers of jilla panchayat schools and a total of 0.47% teachers of all types of schools responded that they felt that the nature of TPEOs was criticizing. 1.87% teachers of jilla panchayat schools and a total of 1.87% teachers of all types of schools responded that they felt that the nature of TPEOs were fault finding. 31.31% teachers of jilla panchayat schools and a total of 31.31% teachers of all types of schools responded that they felt the nature of TPEOs was neutral.

18.22% teachers of jilla panchayat schools and a total of 18.22% teachers of all types of elementary schools responded that they felt that the nature of DPEO was supportive, whereas, 11.21%% teachers of jilla panchayat schools and a total of 11.21% teachers of all types of teachers responded that they felt that the nature of DPEO was controlling. 8.88% teachers of jilla panchayat schools and a total of 8.88% teachers of all types of elementary schools responded that they felt that the nature of DPEO was criticizing. 1.87% teachers of jilla panchayat schools and a total of 1.87% teachers of all types of teachers responded that they felt that the nature of DPEO was fault finding. 27.57% teachers of jilla panchayat schools and a total of 27.57% teachers of all type of schools reported that they felt the nature of DPEO was neutral.

On Gunotsav day, external evaluators and liaison officers came to evaluate teachers through evaluation of students. 30.62% teachers of jilla panchayat schools, 45.83% teachers of ashram shalas, and a total of 31.51% mentioned that the nature of external evaluators was supportive. However, 5.74% teachers of jilla panchayat schools, 8.33% teachers of ashram shalas and a total of 5.88% teachers of all types of elementary schools responded that they felt that the nature of external evaluators during Gunotsav was controlling. 0.48% teachers of jilla panchayat schools, and a total of 0.42% teachers of all types of elementary schools responded that they felt that the nature of external evaluators was criticizing and lassieze faire. But 52.63% teachers of jilla panchayat schools, 41.67% teachers of ashram shalas, cent percent teachers of teachers of EMRS and a total 52.52% responded that they felt that the nature of external evaluators was neutral.

31.58% teachers of jilla panchayat schools, 62.50% teachers of ashram shalas and 34.03% teachers of all types of schools responded they felt that the nature of liaison officers was supportive. 1.44% teachers of jilla panchayat schools, 8.33 teachers of ashram shalas and 2.10% teachers of all types of teachers stated that they felt that the nature of liaison officers was controlling, 0.48% teachers of jilla panchayat schools and 0.42% teachers of all types of school felt the nature of liaison officers was criticizing. However, 49.56% teachers of jilla panchayat schools, 29.17% teachers of ashram shalas, cent percent teachers of EMRS and 48.74% teachers of all types of schools responded that they felt that the nature of liaison officers was neutral towards all.

Table 4.152: Response of Teachers on Feedback given by Evaluators for Gunotsav

Types of Schools	No. of schools	Teacher n	Feedback given by Evaluators	
			Yes	No
Jilla Panchayat School	80	214	208 (97.20)	6 (2.80)
Ashram Shala	6	24	18 (75)	6 (25)
EMRS	1	05	5 (100)	0 (0)
Total	87	243	231 (95.06)	12 (4.94)

From table 4.152 it can be observed that, 97.20% teachers of jilla panchayat schools, 75% teachers of ashram shalas, cent percent teachers of EMRS and a total of 95.06% teachers of all types of schools replied affirmatively that the evaluators gave feedback to the teachers. However, 2.80% teachers of jilla panchayat schools, 25% (1) teacher of ashram shalas and a total of 4.94% teachers of all types of schools replied negatively about feedback given by the evaluators.

Table 4.153: Response of Teachers on Effectiveness of Feedback given by Evaluators

Effectiveness of Feedback given by Evaluators (Pre-Gunotsav)		Types of Schools			
		Jilla Panchayat [80]	Ashram Shala [6]	EMRS [1]	Total [87]
Evaluator (Pre-Gunotsav)	feedback	n= 208	n=18	n=5	n=231
Principal	Very Effective	21 (10.10)	3 (16.67)	2 (40)	26 (11.26)
	Effective	162 (77.88)	15 (83.33)	3 (60)	180 (77.92)
	Less Effective	5 (2.40)	0 (0)	0 (0)	5 (2.16)
CRC Co-ordinator	Very Effective	6 (2.55)	4 (22.22)	0 (0)	10 (4.33)
	Effective	45 (21.63)	11 (61.11)	5 (100)	61 (26.41)
	Less Effective	1 (0.48)	0 (0)	0 (0)	1 (0.43)
BRP	Very Effective	24 (11.54)	NA	NA	24 (10.86)
	Effective	126 (60.58)	NA	NA	126 (57.61)
	Less Effective	5 (2.40)	NA	NA	5 (2.26)
BRC Co-ordinator	Very Effective	24 (11.54)	0 (0)	NA	24 (10.62)
	Effective	115 (55.29)	0 (0)	NA	115 (50.88)
	Less Effective	0 (0)	0 (0)	NA	0 (0)
Education Inspector	Very Effective	28 (13.46)	NA	NA	28 (13.46)
	Effective	65 (31.25)	NA	NA	65 (31.25)
	Less Effective	0 (0)	NA	NA	0 (0)
TPEO	Very Effective	34 (16.35)	NA	NA	34 (16.35)
	Effective	93 (44.71)	NA	NA	93 (44.71)
	Less Effective	0 (0)	NA	NA	0 (0)

DPEO	Very Effective	28 (13.46)	NA	NA	28 (13.46)
	Effective	80 (38.46)	NA	NA	80 (38.46)
	Less Effective	23 (11.06)	NA	NA	23 (11.06)
Effectiveness of Feedback given by Evaluator (During Gunotsav)					
External Evaluator	Very Effective	24 (11.54)	3 (1.67)	0 (0)	27 (11.69)
	Effective	129 (62.02)	12 (66.67)	5 (100)	146 (63.20)
	Less Effective	2 (0.96)	0 (0)	0 (0)	2 (0.87)
Liaison Officer	Very Effective	41 (19.71)	3 (1.67)	0 (0)	44 (19.05)
	Effective	71 (34.13)	13 (72.22)	5 (100)	89 (38.53)
	Less Effective	1 (0.48)	0 (0)	0 (0)	1 (0.43)

From table 4.153 it can be observed that, 10.10% teachers of jilla panchayat schools, 16.17% teachers of ashram shalas, 40% teachers of EMRS and 11.26% teachers of all types of elementary schools responded that the feedback given after evaluating teachers by principals prior to Gunotsav was very effective. 77.88% teachers of jilla panchayat schools, 83.33% teachers of ashram shalas, 60% teachers of EMRS and a total of 77.92% teachers of all types of elementary schools responded that feedback given by principals was effective whereas, 2.40% teachers of jilla panchayat schools and 2.16% teachers of all types of elementary schools responded that feedback was less effective in terms of making preparation for Gunotsav.

According to 2.55% teachers of jilla panchayat schools, 22.22% teachers of ashram shalas and 4.33% teachers of all types of elementary schools, feedback given by CRC coordinators was very effective. According to 21.63% teachers of jilla panchayat schools, 61.11% teachers of ashram shalas, cent percent teachers of EMRS and overall, 26.11% teachers of all types of elementary schools, the feedback given by the CRC coordinators was effective. However, according to 0.48% teachers of jilla panchayat schools and a total of 0.43% teachers of all types of elementary schools, feedback given by CRC coordinators was less effective for readiness of the Gunotsav program.

11.54% teachers of jilla panchayat schools and a total of 11.54% teachers of all types of elementary schools responded that they found the feedback given by the BRPs was very effective. 60.58% teachers of jilla panchayat schools and a total of 60.58% teachers of all types of elementary schools responded that they found the feedback given by the BRP was effective. A very few 2.40 % teachers of jilla panchayat schools and a total of 2.40% teachers of all types of elementary schools responded that they found the feedback given by the BRP was less effective.

11.54% teachers of jilla panchayat schools, and a total of 2.26% teachers of all types of elementary schools responded that feedback after evaluation by BRC coordinator was very effective. 55.29 teachers of jilla panchayat schools, and a total of 50.88% teachers of all types of elementary schools responded that feedback given by BRC coordinators was effective.

13.46% teachers of jilla panchayat schools, and 13.46% teachers of all types of elementary schools responded that feedback given by the educational inspectors was very effective. 31.25% teachers of jilla panchayat schools, and a total of 31.25% teachers of all types of elementary schools responded that feedback given by educational inspectors was effective for getting ready to meet the objectives of Gunotsav.

16.35% teachers of jilla panchayat schools, and 16.35% teachers of all types of elementary schools responded that feedback given by TPEO was very effective in terms of meeting the goals of Gunotsav. 44.71% teachers of jilla panchayat schools, and a total of 44.71% teachers of all types of elementary schools responded that feedback given by the TPEOs was effective.

13.46% teachers of jilla panchayat schools, and 13.46% teachers of all types of elementary schools responded that feedback given by the DPEO was very effective in terms of enhancing their present practices for Gunotsav. 38.46% teachers of jilla panchayat schools, and a total of 38.46% teachers of all types of elementary schools responded that feedback given by the DPEO was effective. 11.06 % teachers of jilla panchayat schools, and a total of 11.06% teachers of all types of elementary schools responded that the feedback given by the DPEO was less effective.

11.54% teachers of jilla panchayat schools, 1.67% teachers of ashram shalas and a total of 11.69% teachers of all types of elementary schools stated that the feedback given by external evaluators during Gunotsav was very effective in stating about the effectiveness of their performance and its improvement. 62.02% teachers of jilla panchayat schools, 66.67% teachers of ashram shalas, cent percent teachers of EMRS and a total of 63.20% teachers of all types of elementary schools stated that feedback given by the external evaluator was effective. 0.96% teachers of jilla panchayat schools and a total of 0.87% teachers of all types of elementary schools stated that the feedback given by the external evaluators was less effective.

19.71% teachers of jilla panchayat schools, 1.67% teachers of ashram shalas and a total of 19.05% teachers of all types of elementary schools stated that feedback given to them by liaison officers based on the performance of their students was very effective. 34.13% teachers of jilla panchayat schools, 72.22% teachers of ashram shalas, cent percent teachers of teachers of EMRS and a total of 38.53% teachers of all types of elementary schools stated that the feedback given by the liaison officer was effective. 0.48% teachers of jilla panchayat schools and a total of 0.43% teachers of all types of elementary schools stated that the feedback given by the liaison officers was less effective in terms of improving their performance.

Table 4.154: Response of Teachers on Fair Self-evaluation conducted in Gunotsav

Types of Schools	No. of schools	Teacher n	Fair Self - evaluation conducted in Gunotsav	
			Yes	No
Jilla Panchayat School	80	214	208 (97.20)	6 (2.80)
Ashram Shala	6	24	24 (100)	0 (0)
EMRS	1	05	5 (100)	0 (0)
Total	87	243	237 (97.53)	6 (2.47)

Table 4.154 reveals that 97.20% teachers of jilla panchayat schools, cent percent teachers of ashram shalas, EMRS and a total of 97.53% teachers of all types of schools replied positively by admitting that self-evaluation was conducted fairly in Gunotsav

by teachers themselves whereas 2.80% teachers of jilla panchayat schools and teachers of ashram shalas and overall, 2.47% teachers of all types of schools replied that self-evaluation was not conducted fairly by teachers.

Table 4.155: Response of Teachers on Fear of Gunotsav

Types of Schools	No. of schools	Teacher n	Fear of Gunotsav	
			Yes	No
Jilla Panchayat School	80	214	40 (18.69)	174 (81.31)
Ashram Shala	6	24	7 (29.17)	17 (70.83)
EMRS	1	05	0 (0)	5 (100)
Total	87	243	47 (19.34)	196 (80.66)

Table 4.155 reveals that 18.69% of teachers of jilla panchayat schools, 29.17% teachers of ashram shalas and overall, 19.34% teachers of all types of elementary schools stated that they felt fear of Gunotsav. On the other hand, 81.31% teachers of jilla panchayat schools, 70.83% teachers of ashram shalas, cent percent teachers of EMRS and a total of 80.66% teachers of all types of schools replied negatively that they did not feel the fear of Gunotsav.

Table 4.156: Response of Teachers on Reasons of Fear of Gunotsav

Types of Schools	No. of schools	Teacher n	Reasons of Fear of Gunotsav			
			Teacher's Fear of Students' Performance	Teacher's Fear about Student's Fear	Teachers's Fear about Understanding of Local Context by External Evaluators	Teacher's Fear of Grade
Jilla Panchayat Schools	80	40	21 (52.5)	25 (62.5)	22 (55)	9 (22.5)
Ashram Shala	5	7	5 (71.42)	5 (71.42)	3 (42.85)	0 (0)
EMRS	1	0	0 (0)	0 (0)	0 (0)	0 (0)
Total	86	47	26 (55.31)	30 (63.82)	25 (53.19)	9 (19.14)

Table 4.156 reveals that, amongst the teachers who had fear of Gunotsav, 52.5% teachers of jilla panchayat schools, 71.42% teachers of ashram shalas and a total of 55.31% teachers of all types of schools felt the fear of students' ineffective performance in front of the evaluators. 62.6% teachers of jilla panchayat schools, 71.42% teachers of ashram shalas and a total of 63.82% teachers of all types of schools felt the fear of whether external evaluators would be able to make students fearless and encouraged them to them to performance well. 55% teachers of jilla panchayat schools, 42.85% teachers of ashram shalas and a total of 53.19% teachers of all types of schools felt the fear that the external evaluators would not be able to understand the local context and evaluate the students' performance accordingly. 22.5% teachers of jilla panchayat schools and a total of 19.14% teachers of all types of schools felt fearful that their career would be impacted by the grade given on the basis of Gunotsav.

Table 4.157: Response of Teachers on Feeling of Satisfaction with Grade Obtained

Types of Schools	No. of schools	Teacher n	Feeling of Satisfaction with Grade Obtained	
			Yes	No
Jilla Panchayat Schools	80	214	184 (85.98)	30 (14.02)
Ashram Shala	6	24	24 (100)	0 (0)
EMRS	1	05	5 (100)	0 (0)
Total	87	243	213 (87.65)	30 (12.35)

Table 4.157 reveals that, 85.98% teachers of jilla panchayat schools, cent percent teachers of ashram shalas, EMRS and a total of 87.65% replied positively admitting that they felt satisfied with the grade given after teacher evaluation. However, 14.02% teachers of jilla panchayat schools and 12.35% teachers of all types of schools replied negatively that they did not have a feeling of satisfaction with the grade assigned to them in Gunotsav.

Response of Teachers on Reasons of Dissatisfaction with Grades Obtained

Teachers of jilla panchayat schools stated that the reason for their dissatisfaction with grades given in Gunotsav such as due to technical fault teachers were not getting good

grade after good performance of their student. Grade was not on the basis of reality. It was not as accordingly hard work of teachers. Sometimes hardworking teacher got less grade than less hardworking teacher. Officer who as external evaluator came to school did not evaluate students. Infront of external evaluator who was outsider students could not perform openly because of hesitation. So, it affects to grade. Thus, in spite of hard work, due to improper performance of students, teachers did not get satisfactory grade.

4.1.1.24. Data Analysis and Interpretation of Inspection

Table 4.158: Response of Teachers on Inspection in Schools

Types of Schools	No. of schools	Teachers N	Inspection in School	
			Yes	No
Jilla Panchayat Schools	80	214	214 (100)	0
Ashram Shala	6	24	(0)	24 (100)
Private School	4	19	05 26.31	14 (73.68)
JNV	1	05	05 (100)	0
EMRS	1	05	0 (0)	5
Total	92	267	224 (83.90)	43 (16.10)

From the table 4.158 it can be observed that, cent percent teachers of jilla panchayat schools and 26.31% teachers of private schools and cent percent teachers of JNV and a total of 83.90% teachers of all types of schools replied positively that the inspection was in practice in their schools. However, cent percent teachers of ashram shalas and 73.68% teachers of private schools, cent percent teachers of EMRS and a total of 16.10% teachers of all types of schools replied negatively about having an inspection practice in their schools.

Table 4.159: Response of Teachers on Number of Members in Inspection Panel

Types of Schools	No. of Schools	Teachers n	Number of Members in Panel			
			2	3	4	More than 4
Jilla Panchayat Schools	80	214	4 (9.87)	29 (13.55)	65 (30.37)	116 (54.21)

Private School	1	05	01 (20)	0 (0)	04 (80)	0 (0)
JNV	1	05	0 (0)	0 (0)	05 (100)	0 (0)
Total	82	224	5 (2.23)	29 (12.94)	65 (29.01)	116 (51.78)

Table 4.159 shows that, 9.87% teachers of jilla panchayat schools, 20% teachers of ashram shalas and a total of 2.23% responded that there were two members in the inspection panel who came to the school for inspection, 13.55% teachers of jilla panchayat schools and a total of 12.94% stated that there were three members in the inspection panel. On the other hand, 30.37% teachers of jilla panchayat schools, 80% teachers of private schools, cent percent teachers of JNV and a total of 29.01% teachers of all types of elementary schools stated that there were four members in the panel, whereas 54.21% teachers of jilla panchayat schools, and a total of 51.78% teachers of all types of schools replied that there were more than four members in the inspection.

Table 4.160: Response of Teachers on Total Number of Classroom Visits faced during Inspections

Types of Schools	No. of Schools	Teachers	Classroom Observations during Inspection in their Career			
			None	Once	Twice	More
Jilla Panchayat School	80	214	0 (0)	41 (19.16)	25 (11.68)	148 (69.15)
Private School	1	5	0 (0)	4 (80)	1 (20)	0 (0)
JNV	1	5	0 (0)	1 (20)	0 (0)	4 (80)
Total	82	224	0 (0)	46 (20.54)	26 (11.60)	152 (67.85)

The table 4.160 revealed that, 19.16% teachers of jilla panchayat schools, 80% teachers of private schools, 20% teachers of JNV and a total of 20.54% teachers of all types of schools stated that classroom observations were done once in their career till now. 11.68% teachers of jilla panchayat schools, 20% teachers of private schools, and a total of 11.60% teachers of all types of schools stated that classroom observations were done twice in their career. The majority of 69.15% teachers of jilla panchayat schools, 80% teachers of JNV and a total of 67.85% teachers of all types of schools stated that their classroom observations were done more than twice in their career till now.

Table 4.161: Response of Teachers on Classroom Observation More than Twice in their Career

Types of Schools	No. of Schools	Teachers n	Observations more than Twice					
			3 to 5 times	6 to 10 times	11 to 15 times	16 to 20 times	21 to 25 times	More than 25 times
Jilla Panchayat School	80	248	47 (31.75)	57 (38.51)	15 (10.14)	13 (8.78)	7 (4.73)	9 (6.08)
Private School	1	0	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
JNV	1	4	0 (0)	1 (20)	1 (20)	1 (20)	1 (20)	0 (0)
Total	82	152	47 (30.92)	58 (38.15)	16 (10.53)	14 (9.21)	08 (5.26)	9 (5.92)

Amongst those teachers who responded that the observations were done more than twice shows in table 4.161 is that, 31.75% teachers of jilla panchayat schools and total of 30.92% teachers of all types of schools stated three to five times observations. 38.51% teachers of jilla panchayat schools, 20% teachers of JNV and a total of 38.15% teachers of all types of schools mentioned the observations being six to ten times in their careers so far. 10.14% teachers of jilla panchayat schools, 20% teachers of JNV and 10.53% teachers of all types of schools mentioned their observation ranging from eleven to fifteen times in their year of service so far. 6.07% teachers of jilla panchayat schools, 20% teachers of JNV and a total of 9.21% teachers of all types of teachers reported 16 to 20 times in their career. 4.73% teachers of jilla panchayat schools, 20% teachers of JNV and 5.26% teachers of all types of schools mentioned 21 to 25 times of observations. 6.08% teachers of jilla panchayat and a total of 5.92% teachers of all types of schools mentioned more than 25 times in their career, classroom observations were done.

Table 4.162: Response of Teachers on Time Allocated to Classroom Observation during Inspection

Types of Schools	No. of Schools	Teachers n	Time allocated for Classroom Observation			
			5 minutes or less	10 minutes	15 minutes	More than 15 minutes
Jilla Panchayat School	80	214	01 (2.34)	01 (2.34)	55 (25.70)	157 (73.36)
Private School	1	05	2 (40)	2 (40)	0 (0)	1 (20)
JNV	1	05	0 (0)	0 (0)	0 (0)	5 (100)
Total	82	224	3 (1.34)	3 (1.34)	55 (24.55)	163 (72.76)

From table 4.162 it can be observed that, 2.34% teachers of jilla panchayat, 40% teachers of private schools and a total of 1.34% teachers of all types of schools stated that time of observation allocated during inspection was five minutes or less than five minutes. 2.34% teachers of jilla panchayat schools, 40% teachers of private schools and a total of 1.34% of all types of schools mentioned that they were observed for ten minutes. 25.70% teachers of jilla panchayat schools and a total of 24.55% teachers of all types of schools mentioned fifteen minutes were allocated for classroom observation. However, a majority of 73.36% teachers of jilla panchayat schools, 20% teachers of private schools, cent percent teachers of JNV and a total of 72.76% mentioned that more than 15 minutes was devoted to each class for classroom observation during the inspection.

Table 4.163: Response of Teachers on More than 15 minutes

Types of Schools	No. of Schools	Teachers n	More than 15 minutes				
			20 to 25 minutes	40 to 45 minutes	1 period	1 ½ periods	2 period
Jilla Panchayat School	80	157	8 (5.10)	1 (0.64)	98 (62.42)	2 (1.27)	48 (30.57)
Private School	1	01	01 (100)	0 (0)	0 (0)	0 (0)	0 (0)

JNV	1	05	0 (0)	04 (80)	01 (20)	0 (0)	0 (0)
Total	82	163	09 (5.52)	05 (3.07)	99 (60.73)	2 (1.23)	48 (29.45)

Amongst those who responded for observations being more than twice shows in table 4.163 is that, 5.10% teachers of jilla panchayat schools, 20% teacher of private schools and a total of 5.52% teachers of all types of schools mentioned that 20 to 25 minutes were devoted for classroom observation during the inspection. 0.64% teachers of jilla panchayat schools, 80% teachers of JNV and a total of 3.07% teachers of all types of schools mentioned that 40 to 45 minutes for classroom observation was being done. 62.42% teachers of jilla panchayat schools, 20% teachers of JNV 60.73% teachers of all types of schools mentioned 1 periods time devoted for classroom observation. 1.27% teachers of jilla panchayat and a total of 0.23% teachers of all types of schools mentioned 1 1/2 period for classroom observation during inspection

30.57% teachers of jilla panchayat and a total of 29.45% teachers of all types of elementary schools mentioned 2 periods were devoted for classroom observation during inspection.

Table 4.164: Response of Teachers on Preparation for Inspection

Types of Schools	No. of Schools	Teachers n	Preparation done by the teachers for Inspection					
			Preparing TLM	Checking Written Work of Students	Updating Daily Planning	Collecting Proof Project work. Activities Proof	Practicing Teaching Lesson	Other
Jilla Panchayat School	80	214	190 (88.78)	214 (100)	211 (98.60)	210 (98.13)	161 (75.23)	6 (2.80)
Private School	1	19	5 (100)	5 (100)	5 (100)	5 (100)	5 (100)	0 (0)
JNV	1	05	5 (100)	5 (100)	5 (100)	4 (80)	4 (80)	0 (0)
Total	82	267	200 (89.28)	224 (100)	221 (82.77)	219 (97.76)	170 (89)	6 (2.25)

From table 4.164 it can be observed that, 88.78% teachers of jilla panchayat schools, cent percent teachers of private schools, JNV and a total of 89.28% teachers of all types of schools stated that they prepared TLM for inspection. All the teachers of jilla panchayat schools, private schools, JNV and overall, all types of schools stated that they completed their checking of written work of students. 98.60% teachers of jilla panchayat schools, cent percent teachers of private schools, JNV and 82.77% teachers of all types of schools mentioned that they updated the daily planning. 98.13% teachers of jilla panchayat schools, cent percent teachers of private schools, 80% teachers of JNV and a total of 97.96% teachers of all types of schools stated that they collected project work and proof of other activities. 75.23% teachers of jilla panchayat schools, cent percent teachers of private schools, 80% teachers of JNV and a total of 89% teachers of all types of schools stated they practiced lesson teaching. There were also 2.80% teachers of jilla panchayat and overall, a total 2.25% teachers of all types of schools stated that they did other preparations such as preparing profile of student, updating SCE format, updating remedial class file and completing cleanliness of classroom and updating library book issue register.

Table 4.165: Response of Teachers on Dimensions of Teacher Evaluation in Inspection

Dimension For Teacher Evaluation	Types of School			
	Jilla panchayat [80]	Private [1]	JNV [1]	Total [82]
	n=214	n=5	n=5	n=224
Teaching Method	201 (93.92)	5 (100)	5 (100)	211 (94.19)
Classroom Management	203 (94.86)	5 (100)	5 (100)	213 (95.08)
Use of TLM	214 (100)	5 (100)	5 (100)	224 (100)
Use of Technology	187 (87.38)	5 (100)	5 (100)	197 (87.94)
Involvement of Students	209 (97.66)	5 (100)	5 (100)	219 (97.76)
Basic skills of Learning of Students	214 (100)	5 (100)	2 (40)	221 (98.66)

Completion of Syllabus	207 (96.73)	5 (100)	4 (80)	216 (96.42)
Written work of Students	211 (98.60)	5 (100)	5 (100)	221 (98.66)
Completion of Milestone (Pragna)	143 (66.82)	NA	NA	143 (63.83)
Identification of Chhabadi/leader (Pragna)	118 (55.14)	NA	NA	118 (52.67)
Attendance of Students	176 (82.24)	5 (100)	5 (100)	176 (78.57)

Table 4.165 revealed that, 93.92% teachers of jilla panchayat schools, cent percent teachers of private schools, JNV and a total of 94.19% teachers of all types of schools stated that teaching methods were an important dimension that was observed during the school inspection. 94.86% teachers of jilla panchayat schools, cent percent teachers of private schools, JNV and a total of 95.08% teachers of all types of schools stated that they observed classroom management in inspection which emerged as another prominent dimension. All the teachers of jilla panchayat schools, private schools, JNV and overall, all types of schools mentioned use of TLM and there was a total agreement on this by all the teachers.

97.66% teachers of jilla panchayat schools, cent percent teachers of private schools, JNV and a total of 97.76% teachers of all types of schools stated that they observed involvement of the students during inspection.

All the teachers of jilla panchayat schools, 40% teachers of JNV and 98.66% teachers of all types of schools stated that basic foundational skills of the students was observed during inspection.

96.73% teachers of jilla panchayat schools, cent percent teachers of private schools, 80% of JNV and a total of 96.42% teachers of all types of schools stated that completion of syllabus on time.

98.60% teachers of jilla panchayat schools, cent percent teachers of private schools, cent percent teachers of private schools, JNV and a total of 98.66% teachers of all types of schools stated that the written work of the students was one of the critical dimensions observed during inspection. 66.82% teachers of jilla panchayat schools and stated that

in std. 1 and 2, completion of milestones of the students was important. 55.14% teachers of jilla panchayat schools and a total of 52.67% teachers of all types of schools stated that identification of chhabadi leader was observed during inspection in the Pragna class evaluation. However, it was observed that pragna approach was not practice in the private schools and JNV.82.24% teachers of jilla panchayat schools, cent percent teachers of private schools, JNV and a total of 78.57% teachers of all types of schools stated attendance of students was considered while evaluating teachers during inspection.

Table 4.166: Response of Teachers on Getting Feedback in Inspection

Types of Schools	No. of Schools	Teachers n	Getting feedback in Inspection	
			Yes	No
Jilla Panchayat School	80	214	186 (86.92)	28 (13.08)
Private School	1	05	05 (100)	0 (0)
JNV	1	05	05 (100)	0 (0)
Total	82	224	196 (87.5)	28 (12.5)

Table 4.166 reveals that, 86.92% teachers of jilla panchayat schools, cent percent teachers of both private schools and JNV and 87.5% teachers of all types of schools replied positively that they were given guidance after inspection process was over. 13.98% teachers of jilla panchayat schools and total of 12.5% teachers of all types of schools replied negatively that feedback was not given after inspection.

Table 4.167: Response of Teachers on Effectiveness of Feedback

Types of Schools	No. of Schools	Teachers n	Effectiveness of feedback					
			Education Inspector			Members of Inspection Panel		
			Very effective	Effective	Less effective	Very effective	Effective	Less effective
Jilla Panchayat School	80	186	47 (25.26)	98 (52.69)	0 (0)	55 (29.56)	131 (70.43)	0 (0)

Private School	1	5	0 (0)	5 (100)	0 (0)	1 (20)	4 (80)	0 (0)
JNV	1	5	5 (100)	0 (0)	0 (0)	0 (0)	05 (100)	0 (0)
Total	82	196	52 (26.53)	103 (52.55)	0 (0)	56 (28.57)	140 (71.43)	0 (0)

From table 4.167, it can be observed that, 25.26% teachers of jilla panchayat schools, cent percent teachers of JNV and a total 26.53% teachers of all types of schools found the feedback given by the education inspector/ head of panel was more effective whereas 52.69% teachers of jilla panchayat schools, cent percent teachers of private schools and 52.55% teachers of all types of schools stated that they found feedback given by the education inspectors/head was effective. 28.57% teachers of jilla panchayat schools, 20% teachers of private schools and 25% teachers of all types of schools observed that feedback of the inspection panel was more effective. 70.43% teachers of jilla panchayat schools, 80% teachers of private schools and cent percent teachers of JNV and 71.43% teachers of all types of schools observed that feedback given by the inspection panel was effective.

Table 4.168: Response of Teachers on Behavior of Evaluators in Inspection

Behavior of Evaluators		Types of schools			
		Jilla panchayat School [80]	JNV [1]	Private School [1]	Total [82]
Evaluator	Nature	n=214	n=5	n=5	224
Education Inspector/ main Officer of Inspection	Supportive	84 (39.32)	4 (80)	5 (100)	93 (41.52)
	Controlling	1 (0.47)	0 (0)	0 (0)	1 (0.45)
	Criticizing	0 (0)	0 (0)	0 (0)	0 (0)
	Fault finding	4 (1.87)	0 (0)	0 (0)	4 (1.78)
	Lassize faire	0 (0)	0 (0)	0 (0)	0 (0)
	Neutral	89 (41.59)	1 (20)	0 (0)	90 (40.18)
Inspection Panel	Supportive	100 (46.73)	4 (80)	5 (100)	109 (48.66)
	Controlling	4 (1.87)	0 (0)	0 (0)	4 (1.79)

	Criticizing	0 (0)	0 (0)	0 (0)	0 (0)
	Fault finding	2 (0.93)	0 (0)	0 (0)	2 (0.89)
	Lassize faire	0 (0)	0 (0)	0 (0)	0 (0)
	Neutral	108 (50.47)	1 (20)	0 (0)	109 (48.66)

From table 4.168 it can be observed that, 39.32% teachers of jilla panchayat schools, 80% teachers of JNV, cent percent teachers of private schools and 41.52% teachers of all types of schools reported that they received supportive behavior from the education inspectors / head of panel during inspection. 0.47% teachers of jilla panchayat schools and a total of 0.45% teachers of all types of schools reported that behavior of the education inspector/head of panel was controlling. There were also 1.87 % teachers of jilla panchayat schools and a total of 1.78% teachers of all types of schools who stated that the behavior of the education inspectors /head of panel was fault finding. 41.59% teachers of jilla panchayat schools, 20% teachers of private schools and 40.18% teachers of all types of schools stated that the behavior of education inspectors/head of panel was neutral.

46.73% teachers of jilla panchayat schools, 80% teachers of private schools, cent percent teachers of JNV and a total of 48.66% of all types of schools reported that the behavior of the inspection panel was supportive. 1.87% teachers of jilla panchayat schools and a total of 1.79% teachers of all types of schools stated that the behavior of the inspection panel was controlling. Besides these, 0.93% teachers of jilla panchayat and a total of 0.89% teachers of all types of schools stated that they found the nature of the inspection panel was fault finding. However, majority of 50.47% teachers of jilla panchayat schools, 20% teachers of private schools and a total of 48.66% teachers of all types of schools stated that they found the nature of members of inspection panel was neutral. Therefore, it is clear that the members of the inspection panel demonstrated largely neutral behaviour during inspection.

Table 4.169: Response of Teachers on Follow up Work after Inspection

Types of Schools	No. of Schools	Teachers n	Follow up Work after Inspection	
			Yes	No
Jilla Panchayat School	80	214	187 (87.38)	27 (12.62)
Private School	1	5	02 (40)	03 (60)
JNV	1	5	05 (100)	00 (0)
Total	82	224	194 (86.60)	30 (13.39)

From table 4.169, it can be observed that 87.38% teachers of jilla panchayat schools, 40% teachers of private schools, cent percent teachers of JNV, and a total of 86.60% teachers of all types of schools replied positively that follow up work was done after inspection.

12.62% teachers of jilla panchayat schools, 60% teachers of private schools and 13.39% teachers of all types of schools replied negatively about follow up work after inspection. It is clear follow up work treated seriously in all schools after except in the case of private schools

Table 4.170: Response of Teachers on Fear of Inspection

Types of Schools	No. of Schools	Teachers n	Fear of Inspection	
			Yes	No
Jilla Panchayat School	80	214	18 (8.41)	196 (91.58)
Private School	1	5	01 (20)	04 (80)
JNV	1	5	00	5 (100)
Total	82	224	19 (8.48)	205 (91.52)

Table 4.170 reveals that, 91.58% teachers of jilla panchayat schools, 80% teachers of private schools and cent percent teachers of JNV replied that they did not feel any fear of inspection. Only 8.41% teachers of jilla panchayat schools, 20% of private schools

replied that they had fear of Inspection. So overall, 91.52% teachers were free from the fear of Inspection.

Table 4.171: Response of Teachers on Filling of Confidential Report after Inspection

Types of Schools	No. of Schools	Teachers n	Filling of Confidential Report after Inspection	
			Yes	No
Jilla Panchayat School	80	214	182 (85.06)	32 (14.95)
Private School	4	05	0 (0)	5 (0)
JNV	1	05	05 (100)	0 (0)
Total	92	224	187 (83.48)	32 (16.52)

Table 4.171 shows that 85.06% teachers of jilla panchayat schools, cent percent teachers of JNV abd a total of 83.48% replied positively that confidential report was filled up later on the basis of the inspection conducted where as a very few 14.95% replied negatively in this regard..

4.1.1.25. Self-evaluation

Table 4.172: Response of Teachers on Having Self- Evaluation System in their Schools

Types of Schools	No. of Schools	Teachers n	Having self-evaluation system	
			Yes	No
Jilla Panchayat school	80	214	214 (100)	0 (0)
Ashram Shala	5	24	0 (0)	24 (100)
Private School	4	19	5 (26.31)	14 (73.68)
JNV	1	05	5 (100)	0 (0)
EMRS	1	05	0 (0)	5 (100)
Total	92	267	224 (83.90)	43 (16.10)

From table 4.172 it can be observed that, cent percent teachers of jilla panchayat schools, 26.31% teachers of private school and cent percent teachers of JNV replied positively that they had self-evaluation system in the schools. On the other hand, cent percent teachers of ashram shalas, 73.68% teachers of private schools, EMRS and a total of 16.10% teachers of all types of schools replied negatively about having a self-evaluation system.

Table 4.173: Response of Teachers on Frequency of Self-Evaluation

Types of Schools	No. of Schools	Teachers n	Frequency of Self-Evaluation		
			Once	Twice	More
Jilla Panchayat School	80	214	214 (100)	0 (0)	0 (0)
Private school	1	5	0 (0)	5 (100)	0 (0)
JNV	1	5	5 (100)	0 (0)	0 (0)
Total	82	224	219 (97.77)	5 (2.23)	0 (0)

Table 4.173 shows that, cent percent teachers of jilla panchayat schools and JNV and a total of 97.77 teachers of all types of schools stated that the frequency of self-evaluation was once in a year. On the other hand, cent percent teachers of private school and a total of 2.23% teachers of all types of schools stated twice in a year.

Table 4.174: Response of Teachers on Setting own Performance Objectives

Types of Schools	No. of Schools	Teachers n	Setting Objectives to achieve every year to Evaluate own Performance	
			Yes	No
Jilla panchayat School	80	214	19 (8.88)	195 (91.12)
Private School	1	5	5 (100)	0 (0)
JNV	1	5	5 (100)	0 (0)
Total	82	224	29 (12.95)	195 (87.05)

From table 4.174 it can be observed that, only 8.88% teachers of jilla panchayat schools replied positively and 91.12% replied negatively about setting objectives every year in order to evaluate their own performance. cent percent teachers of private schools and JNV replied positively that they set objectives of achievement every year to evaluate their own performance. So, overall, it was found that 12.95% were positive and 87.05% negative in their response about setting their own objectives for self-evaluation.

Table 4.175: Response of Teachers on Allocating Sufficient Time for Self - evaluation

Types of Schools	No. of Schools	Teachers n	Allocating Sufficient Time for Self -evaluation	
			Yes	No
Jilla Panchayat School	80	214	190 (88.79)	24 (11.21)
Private School	1	5	5 (100)	0 (0)
JNV	1	5	5 (100)	0 (0)
Total	82	224	200 (89.29)	24 (10.71)

From table 4.175 it can be observed that, 88.79% teachers of jilla Panchayat schools replied positively and 11.21% replied negatively that they devoted sufficient time for self-evaluation practice. cent percent teachers of private schools and JNV also agreed about devoting sufficient time for self-evaluation. So, overall, 89.29% teachers of all types of schools were positive about devoting sufficient time for self-evaluation.

Table 4.176: Response of Teachers on Tools used for Self-evaluation

Types of Schools	No. of Schools	Teachers n	Tool used for Self -evaluation		
			Rating scale	Questionnaire	Self-evaluation booklet
Jilla Panchayat School	80	214	0 (0)	214 (100)	0 (0)
Private School	1	5	0 (0)	5 (100)	0 (0)
JNV	1	5	0 (0)	5 (100)	0 (0)
Total	82	224	0 (0)	224 (100)	0 (0)

From table 4.176 it can be observed that, cent percent teachers of all types of schools replied that questionnaire was used as a tool for self-evaluation.

Table 4.177: Responses of teachers on Aspects for Self- Evaluation

Types of Schools	No. of Schools	Teachers n	Aspect for self-evaluation			
			Teaching Learning Process	Community Interface	Co-Curricular Activities	Organizing Inter Activity
Jilla Panchayat School	80	214	214 (100)	0 (0)	0 (0)	0 (0)
Private School	1	5	5 (100)	5 (100)	5 (100)	5 (100)
JNV	1	5	5 (100)	0 (0)	5 (100)	5 (100)
Total	82	224	224 (100)	5 (2.23)	10 (4.46)	10 (4.46)

From table 4.177 it was observed that, all the teachers of jilla panchayat schools, private schools, JNV and overall, all teachers of all schools stated that teaching-learning practices under curricular activities was as base of self-evaluation. Cent percent teachers of private schools and JNV stated the aspects of self-evaluation were also cocurricular activities and organizing inter- house activities on which teachers evaluated themselves. cent percent teachers of private schools and overall, 2.23% teachers of all types of schools also mentioned community interface on which the teachers evaluated themselves.

Table 4.178: Response of Teachers on Fair Self- Evaluation

Types of Schools	No. of schools	Teachers n	Fair Self-Evaluation	
			Yes	No
Jilla Panchayat School	80	214	200 (93.46)	14 (6.54)
Private School	1	05	05 (100)	0 (0)
JNV	1	05	05 (100)	0 (0)
Total	82	224	210 (93.75)	14 (6.25)

Table 4.178 reveals that in response to evaluating own self fairly, 93.46% teachers of jilla panchayat schools, cent percent teachers of private schools, JNV and a total of

93.75% teachers of all types of the schools replied positively. However, 6.54% teachers of jilla panchayat schools and 6.54% teachers of all types of schools replied honestly that they did not evaluate themselves fairly.

Table 4.179: Response of Teachers on Developing Deficient Skills after Self Evaluation

Types of Schools	No. of Schools	Teachers n	Developing lacking skill after self-evaluation	
			Yes	No
Jilla Panchayat School	80	214	209 (97.66)	5 (2.34)
Private School	1	5	5 (100)	0 (0)
JNV	1	5	5 (100)	0 (0)
Total	82	224	219 (97.77)	5 (2.23)

Table 4.179 reveals that, 97.66% teachers of jilla panchayat schools, cent percent teachers of private schools, JNV and a total of 97.77% teachers of all types of schools replied positively that they made efforts to develop deficient skills after self-evaluation. However, 2.34% teachers of jilla panchayat schools 2.23% teachers of all types of the schools replied negatively admitting that they did not make any effort to develop any deficient skill after self-evaluation.

Table 4.180: Response of Teachers on Self-Development after Self-Evaluation

Types of Schools	No. of Schools	Teachers n	Self-Development after Self-Evaluation		
			Comparing Actual Performance with target	Comparing own Performance with last Performance	Comparing own Performance with others
Jilla Panchayat School	80	214	0 (0)	194 (90.65)	20 (9.35)
Private School	5	5	0 (0)	05 (100)	0 (0)
JNV	1	5	04 (80)	01 (20)	0 (0)
Total	82	224	4 (1.79)	200 (89.29)	20 (8.93)

Table 4.180 reveals that 80% teachers of JNV and a total of 1.79% teachers of all types of schools stated that they came to know about their development of deficient skills by comparing actual performance with the set targets. 90.65% teachers of jilla panchayat schools, cent percent teachers of private schools, 20% teachers of JNV and a total of 89.29% teachers of all types of schools responded that they knew about their development after self-evaluation by comparing their performance with their own last performance. 9.35% teachers of jilla panchayat schools and 8.93% teachers of all types of schools stated that they knew their development by comparing performance with performance of other teachers.

Table 4.181: Response of Teachers on Expressing dimensions in Self Evaluation Report

Types of Schools	No. of Schools	Teachers n	Indicating following in Self-Evaluation report			
			Unachieved objectives	Shortfalls	Constraints	Achievement
Jilla Panchayat School	80	214	14 (6.54)	0 (0)	0 (0)	200 (93.46)
Private school	1	5	5 (100)	0 (0)	0 (0)	05 (100)
JNV	1	5	1 (20)	4 (80)	0 (0)	5 (100)
Total	82	224	20 (8.93)	4 (1.79)	0 (0)	210 (93.75)

From table 4.181 it can be observed that, 6.54% teachers of jilla panchayat schools, cent percent teachers of private schools, cent percent teachers of JNV and a total of 8.93% teachers of all types of elementary schools stated that they mentioned unachieved objectives in the self-evaluation format. 80% teachers of JNV and a total of 1.79% teachers of all types of schools mentioned their own shortfalls in their report. However, 93.46% teachers of jilla panchayat schools, cent percent teachers of private schools, JNV and a total of 93.75% teachers of all types of schools stated that they mentioned their achievements only which emerged prominently in their self-evaluation report.

Table 4.182: Response of Teachers on Advantage of Self-Evaluation

Types of Schools	No. of Schools	Teachers n	Advantage of Self-Evaluation					
			Maximizing Self Discovery	Self Motivation	Identifying Strength & Weakness	Solution Of Problem	Commitment For Work	Easy to accept Result Of Self
Jilla Panchayat School	80	214	116 (54.2)	46 (21.50)	147 (68.69)	115 (53.74)	48 (22.43)	101 (47.20)
Private School	4	05	0 (0)	04 (80)	02 (40)	01 (20)	0 (0)	0 (0)
JNV	1	05	05 (100)	04 (80)	04 (80)	0 (0)	02 (40)	0 (0)
Total	85	224	121 (54.02)	54 (24.11)	153 (68.30)	116 (51.79)	50 (22.32)	101 (45.09)

From table 4.182, it can be observed that, 54.2% teachers of jilla panchayat schools, cent percent teachers of JNV and a total of 54.02% teachers of all types of elementary schools stated that self-discovery that is discovering dormant skills was an important advantage of self-evaluation. 21.50% teachers of jilla panchayat schools, 80% teachers of private schools, 80% teachers of JNV and a total of 24.11% teachers of all types of schools stated that the advantage of self-evaluation was self- motivation. 68.69% teachers of jilla panchayat schools, 40% teachers of private schools, 80% teachers of JNV and a total of- 68.30% teachers of all types of elementary schools reported that self-evaluation helped them to identify their strengths as well as weaknesses. 53.74% teachers of jilla panchayat schools, 20% teachers of private schools and a total of 51.79% teachers of all types of schools stated that teachers got solution of own problems and they considered this as an advantage of self-evaluation. 22.43% teachers of jilla panchayat schools, 40% teachers of JNV and a total 22.32% teachers of all types of schools stated that self-evaluation motivated teachers to be committed in their jobs. 47.20% teachers of jilla panchayat schools and a total of 45.09% teachers of all types of schools stated that the advantage of self-evaluation was to accept the results of self-evaluation easily as it was their own evaluation.

Table 4.183: Response of Teachers on Problems faced by Teachers in Self-evaluation

Types of Schools	No. of Schools	Teachers (N)	Problems faced by teachers in self-evaluation		
			Difficulty in Recalling	Collecting factual data	Reporting nonachievement
Jilla Panchayat School	80	214	150 (70.09)	104 (48.59)	50 (23.36)
Private school	4	05	0 (0)	0 (0)	2 (40)
JNV	1	05	0 (0)	0 (0)	0 (0)
Total	85	224	150 (66.96)	104 (46.43)	52 (23.21)

From table 4.183 it can be observed that, 70.09% teachers of jilla panchayat schools and a total of 66.96% teachers of all types of schools stated that they felt difficulty in recalling some asked data which was needed to fill up in the evaluation report. 48.59% teachers of jilla panchayat schools and a total of 46.43% teachers of all types of schools reported that collecting factual data was a problem in filling up teacher evaluation format. 23.36% teachers of jilla panchayat schools, 40% teachers of private schools and a total of 23.21% teachers of all types of schools stated that reporting their achievements honestly as problems faced by them in self-evaluation.

Table 4.184: Response of Principals on Teacher Evaluation System other than Government decided Systems

Types of Schools	No. of Schools	Principals n	Teacher Evaluation System other than Government decided Systems	
			Yes	No
Jilla Panchayat School	80	80	0 (0)	80 (100)
Ashram Shala	6	6	0 (0)	6 (100)
Private School	4	4	0 (0)	4 (100)

JNV	1	1	0 (0)	1 (100)
EMRS	1	1	1 (100)	0 (0)
Total	92	92	1 (1.09)	91 (98.91)

Table 4.185: Response of Teachers on Teacher Evaluation System other than Government decided Systems

Types of Schools	No. of Schools	Principals n	Teacher Evaluation System other than Government decided Systems	
			Yes	No
Jilla Panchayat	80	214	0 (0)	214 (100)
Ashram Shala	6	24	0 (0)	24 (100)
Private School	4	19	0 (0)	19 (100)
JNV	1	5	0 (0)	5 (100)
EMRS	1	5	5 (100)	0 (0)
Total	92	224	5 (1.87)	262 (98.13)

From table 4.184 and 4.185, it can be observed that one principal and all teachers of EMRS replied positively that they had teacher evaluation system besides the government decided one in their schools. cent percent principals and teachers of jilla panchayat schools, ashram shalas, private schools and JNV replied negatively that the school had no other teacher evaluation system besides the government decided one. Therefore, it clearly emerged that the government decided evaluation system was prominent system of teacher evaluation among most of the taken schools.

In EMRS, initiative of alternative teacher evaluation system was taken by the principal in his school only. In the school there were committees formed for work distribution. Students of school decided objectives and evaluated work of every committee

observing every week and on the basis of it, committee as well as the in-charge teacher was evaluated. In the assembly. student and teachers were encouraged by giving them small reward every week for good job done by the teachers and students. The all the teachers also felt comfortable and Feedback was given in oral form. According to principal and the teachers, the advantage of this system was due to healthy competition, hard work of committees was going on easily and better way.

4.1.1.26. Peer Evaluation and Student Evaluation of Teacher

Peer Evaluation and Student Evaluation of Teacher were not reported by none of the sample of the study.

4.1.1.27. Relationship of Teachers with Evaluators

Table 4.186: Response of Teachers on their Relationship with Evaluators

Relationship with Evaluators		Type of Schools					
Evaluator	Relationship	Jilla Panchayat School [80]	Ashram Shala [6]	Private School [4]	JNV [1]	EMRS [1]	Total [91]
		n=214	n=24	n=19	n=5	n=5	n=267
Principal	Very Good	112 (52.34)	11 (45.83)	14 (73.68)	3 (60)	5 (100)	145 (54.31)
	Good	80 (37.38)	8 (33.33)	5 (26.32)	2 (40)	0 (0)	95 (35.58)
	Satisfactory	18 (8.41)	5 (2.83)	0 (0)	0 (0)	0 (0)	23 (8.61)
	Unsatisfactory	04 (1.87)	0 (0)	0 (0)	0 (0)	0 (0)	4 (1.50)

Vice Principal	Very Good	NA	NA	4 (80)	3 (60)	0 (0)	7 (70)
	Good	NA	NA	1 (20)	2 (40)	0 (0)	3 (30)
	Satisfactory	NA	NA	0 (0)	0 (0)	0 (0)	0 (0)
	Unsatisfactory	NA	NA	0 (0)	0 (0)	0 (0)	0 (0)
Supervisor	Very Good	NA	NA	7 (70)	NA	NA	7 (70)
	Good	NA	NA	3 (30)	NA	NA	3 (30)
	Satisfactory	NA	NA	0 (0)	NA	NA	0 (0)
	Unsatisfactory	NA	NA	0 (0)	NA	NA	0 (0)
CRC coordinator	Very Good	79 (36.92)	5 (20.83)	NA	NA	1 (20)	85 (34.97)
	Good	114 (53.27)	14 (58.33)	NA	NA	3 (60)	131 (53.90)

	Satisfactory	21 (9.81)	5 (20.83)	NA	NA	1 (20)	27 (11.11)
	Unsatisfactory	0 (0)	0 (0)	NA	NA	0 (0)	0 (0)
BRC Coordinator	Very Good	71 (33.18)	0 (0)	NA	NA	NA	71 (26.59)
	Good	90 (42.06)	05 (20.83)	NA	NA	NA	95 (35.58)
	Satisfactory	25 (11.68)	0 (0)	NA	NA	NA	25 (9.36)
	Unsatisfactory	0 (0)	0 (0)	NA	NA	NA	0 (0)
BRP	Very Good	61 (28.50)	NA	NA	NA	NA	61 (22.85)
	Good	102 (47.66)	NA	NA	NA	NA	102 (38.20)
	Satisfactory	34 (15.89)	NA	NA	NA	NA	34 (12.73)

	unsatisfactory	0 (0)	NA	NA	NA	NA	0 (0)
Education inspector	Very Good	58 (27.10)	NA	0 (0)	0 (0)	NA	58 (27.10)
	Good	69 (32.24)	NA	0 (0)	0 (0)	NA	69 (32.24)
	Satisfactory	39 (18.22)	NA	0 (0)	0 (0)	NA	39 (18.22)
	Unsatisfactory	0 (0)	NA	0 (0)	0 (0)	NA	0 (0)
Gunotsav officer	Very Good	42 (19.63)	15 (62.5)	NA	NA	1 (20)	58 (23.87)
	Good	89 (41.59)	5 (20.83)	NA	NA	4 (80)	93 (38.27)
	Satisfactory	63 (23.43)	4 (16.67)	NA	NA	0 (0)	67 (27.57)
	Unsatisfactory	15 (7.01)	0 (0)	NA	NA	0 (0)	0 (0)
Ashrm shala	Very Good	NA	8 (33.33)	NA	NA	NA	8 (33.33)

	Good	NA	6 (25)	NA	NA	NA	6 (25)
	Satisfactory	NA	6 (25)	NA	NA	NA	6 (25)
	Unsatisfactory	NA	0 (0)	NA	NA	NA	0 (0)

From table 4.186 it can be observed that, 52.34% teachers of jilla panchayat schools, 45.83% teachers of ashram shalas, 73.68% teachers of private schools, 60% teachers of JNV, cent percent teachers of EMRS and a total of 54.31% teachers of all types of schools stated that their relationship with their principals was very good. 37.38% teachers of jilla panchayat schools, 33.33% teachers of ashram shalas, 26.32% teachers of private schools, 40% teachers of JNV and a total of 35.58% teachers of all types of schools responded that their relationship with principals was good. 8.41% teachers of jilla panchayat schools, 2.83% teachers of ashram shalas, and a total of 8.61% teachers of all types of schools stated that their relationship with their principal was satisfactory. 1.87% teachers of jilla panchayat schools, and a total of 1.50% teachers of all types of schools stated that their relationship with their principals was satisfactory. It is clear from the table, largely the relationship of the teachers with their principals ranged from good to very good

21.05% teachers of private schools, 60% teachers of JNV and 70% teachers of all types of schools stated that their relationship with their vice principal was very good. 5.26% teachers of private schools, 40% teachers of JNV and 30% teachers of all types of schools stated that their relationship with their vice principal was good.

36.84% teachers of private schools and a total of 70% teachers of all types of schools stated that their relationship with their supervisors was very good. There were also 15.79% teachers of private schools and a total of 30% teachers of all types of schools stated their relationship with their supervisor was good.

36.92% teachers of jilla panchayat schools, 20.83% teachers of ashram shalas, 20% teachers of EMRS and a total of 34.97% teachers of all types of schools stated that their relationship with their CRC Coordinators was very good. 53.27% teachers of jilla panchayat schools, 58.33% teachers of ashram shalas, 60% teachers of EMRS and a total of 53.90% teachers of all types of schools stated that their relationship with CRC Coordinators was good. 9.81% teachers of jilla panchayat schools, 20.83% teachers of ashram shalas, and a total of 11.11% teachers of all types of schools stated that their relationship with CRC Coordinator was satisfactory. It is seen that largely the teachers' relationship with their CRC Coordinators was good.

33.18% teachers of jilla panchayat schools and a total of 26.59% teachers of all types of elementary schools stated that their relationship with BRC Coordinator was very good, 42.06% teachers of jilla panchayat schools and a total of 20.83% teachers of ashram shalas and 35.58% teachers of all types of elementary schools stated that their relationship with BRC Coordinator was good. 11.68% teachers of jilla panchayat schools and a total of 9.36% teachers of all types of schools stated that their relationship with BRC Coordinator was satisfactory. It is found that majority of teachers of Jilla panchayat schools, ashram shalas had a good relationship with their BRC Coordinators.

28.50% teachers of jilla panchayat schools and a total of 22.85% teachers of all types of schools responded that their relationship with their BRP was very good. 47.66% teachers of jilla panchayat schools and a total of 38.20% teachers of both types of schools was very good. 15.89% teachers of jilla panchayat schools and a total of 12.73% teachers of all types of schools responded that their relationship with BRP was satisfactory. It was clear that largely the relationship of teachers with their BRP was good.

27.10% teachers of jilla panchayat schools, 21.05% private schools and 60% teachers of JNV and a total of 24.34% teachers of all types of schools responded that their relationship with the education inspectors was very good. 32.24% teachers of jilla panchayat schools, 5.26% private schools and 40% teachers of JNV and a total of 26.97% teachers of all types of schools responded that their relationship with the education inspector was good. 18.22% teachers of jilla panchayat schools, a total of 14.61% teachers of all types of schools responded that their relationship with education inspector was satisfactory. on the whole it can be interpreted relationship of educational inspectors with the teachers was good.

19.63% teachers of jilla panchayat schools, 62.5% teachers of ashram shalas, 20% teachers of EMRS and a total of 21.72% teachers of all types of schools responded that their relationship with Gunotsav officers was very good. 41.59% teachers of jilla panchayat schools, 20.83% teachers of ashram shalas, 80% teachers of EMRS and a total of 35.05% teachers of all types of schools responded that their relationship with Gunotsav officers was good. However, 22.43% teachers of jilla panchayat schools, 16.67% teachers of ashram shalas, and a total of 19.48% teachers of all types of schools responded that their relationship with Gunotsav officers was satisfactory. on the whole, it was clear that the relationship of teachers with their external evaluators was good. 33.33% teachers of ashram shalas and a total 3% of all types of schools responded that their relationship with ashram shala Adhikari was very good. 25% teachers of ashram shalas and a total 2.25% of all types of schools responded that their relationship with ashram shala Adhikari was good and satisfactory respectively. It can be clearly interpreted that the relationship of teachers with ashram shala Adhikari was very good. It was found that largely the relationship of teachers with their all their evaluators ranged from good to very good.

4.1.1.28. Effective Source of Teacher Evaluation

Table 4.187: Response of Teachers on Effective Sources of Teacher Evaluation

Effective source of Teacher Evaluation		Types of School					
		Jilla Panchayat School	Ashram Shala	Private School	JNV	EMRS	Total
		[80]	[6]	[4]	[1]	[1]	[92]
		80	5	4	1	1	91
Gunotsav Self-Evaluation	1	68 (31.78)	12 (50)	NA	NA	2 (40)	82 (33.74)
	2	34 (15.89)	2 (8.33)	NA	NA	0 (0)	36 (14.81)
	3	25 (11.68)	1 (4.17)	NA	NA	0 (0)	26 (10.70)
		n=214	n=24	n=19	n=5	n=5	n=267
Principal	1	38 (17.76)	4 (16.67)	16 (84.21)	2 (40)	5 (100)	65 (24.34)
	2	29 (13.55)	11 (45.83)	2 (10.53)	3 (60)	0 (0)	45 (16.85)
	3	54	4	1	0	0	59

		(25.23)	(16.67)	(5.26)	(0)	(0)	(22.09)
BRC Co-Ordinator	1	7 (3.27)	0 (0)	NA	NA	0 (0)	7 (2.94)
	2	15 (7.01)	1 (4.17)	NA	NA	0 (0)	16 (6.72)
	3	15 (7.01)	4 (16.67)	NA	NA	0 (0)	19 (7.98)
CRC Co-Ordinator	1	18 (8.41)	2 (8.33)	NA	NA	0 (0)	20 (8.23)
	2	28 (13.08)	7 (29.17)	NA	NA	3 (60)	35 (14.40)
	3	52 (24.30)	6 (25)	NA	NA	0 (0)	58 (23.87)
BRP	1	0 (0)	0 (0)	NA	NA	0 (0)	0 (0)
	2	9 (4.21)	0 (0)	NA	NA	0 (0)	9 (4.21)
	3	26 (12.15)	2 (8.33)	NA	NA	0 (0)	26 (12.15)
Educational Inspector	1	18 (8.41)	NA	0 (0)	NA	0 (0)	18 (8.41)
	2	11 (5.14)	NA	0 (0)	NA	0 (0)	11 (5.14)
	3	5 (1.40)	NA	0 (0)	NA	0 (0)	5 (1.40)
Inspection Team	1	26 (12.15)	NA	0 (0)	NA	0 (0)	26 (11.61)
	2	40 (18.69)	NA	0 (0)	NA	0 (0)	40 (17.86)
	3	20 (9.35)	NA	0 (0)	NA	0 (0)	20 (8.92)
Self-Evaluation	1	39 (18.22)	NA	2 (10.53)	3 (60)	NA	44 (19.64)
	2	48 (22.43)	NA	2 (10.53)	1 (20)	NA	51 (22.77)
	3	17 (7.94)	NA	1 (5.26)	1 (20)	NA	19 (8.48)
External Gunotsav	1	0 (0)	5 (20.83)	NA	NA	0 (0)	5 (2.06)
	2	0 (0)	3 (12.50)	NA	NA	0 (0)	3 (1.24)

	3	0 (0)	3 (12.50)	NA	NA	3 (60)	6 (2.47)
Vice - Principal	1	NA	NA	0 (0)	0 (0)	NA	0 (0)
	2	NA	NA	5 (100)	1 (20)	NA	6 (60)
	3	NA	NA	0 (0)	4 (80)	NA	4 (40)
Supervisor	1	NA	NA	1 (10)	NA	NA	1 (10)
	2	NA	NA	1 (10)	NA	NA	1 (10)
	3	NA	NA	8 (80)	NA	NA	8 (80)
Ashram Shala Adhikari	1	NA	1 (4.17)	NA	NA	NA	1 (4.17)
	2	NA	0 (0)	NA	NA	NA	0 (0)
	3	NA	4 (16.67)	NA	NA	NA	4 (16.67)

From table 4.187 it can be observed that, in response to most effective sources of evaluation, teachers of different types of schools assigned no 1 to 3 to different sources. 31.78% teachers of jilla panchayat schools, 50% teachers of ashram shalas, 40% teachers of EMRS and a total of 33.74% teachers of all types of schools gave no.1 to Gunotsav self-evaluation. 15.89% teachers of jilla panchayat schools, 8.33% teachers of ashram shalas and a total of 14.81% teachers of all types of schools responded that they gave no 2 to Gunotsav self-evaluation. 11.68% teachers of jilla panchayat schools, 4.17% teachers of ashram shalas and a total of 10.70% teachers of all types of schools assigned no 3 to Gunotsav self- evaluation. Therefore, it is clear that according to the responses of the teachers the most effective method of teacher evaluation was Gunotsav self-evaluation.

17.76% teachers of jilla panchayat schools, 16.67% teachers of ashram shalas, 84.21% teachers of private schools, 40% teachers of JNV, cent percent teachers of EMRS and a total of 24.34% teachers assigned no 1 to evaluation done by principals. On the other hand, 13.55% teachers of jilla panchayat schools, 45.83% teachers of ashram shalas, 10.53% teachers of private schools, 60% teachers of JNV and a total of 16.85% teachers assigned no 2 to evaluation conducted by principal. No. 3 was assigned to the source of

teacher evaluation that is evaluation done by principals by 25.23% teachers of jilla panchayat schools, 16.67% teachers of ashram shalas, 5.26% teachers of private schools and by 22.09% teachers of all types of schools.

3.27% teachers of jilla panchayat schools and a total of 2.94% teachers of all types of schools assigned no 1 to BRC coordinators. There were 7.01% teachers of jilla panchayat schools, 4.17% teachers of ashram shalas and a total of 6.72% teachers of all types of schools who assigned no 2 to evaluation by BRC Coordinators, whereas 7.01% teachers of jilla panchayat schools, 16.67% teachers of ashram shalas and a total 7.98% teachers of all types of schools assigned no 3 to evaluation by BRC Coordinators.

8.41% teachers of jilla panchayat schools, 8.33% teachers of ashram shalas and a total of 8.23% teachers of all types of schools assigned no 1 to evaluation by CRC coordinators. 13.08% teachers of jilla panchayat schools, 29.17% teachers of ashram shalas, 60% teachers of EMRS and a total of 14.40% teachers of all types of schools assigned no 2 to evaluation by CRC coordinator. 24.30% teachers of jilla panchayat schools, 25% teachers of ashram shalas and a total of 23.87% teachers of all types of schools assigned no 3 to evaluation by CRC coordinators.

4.21% teachers of jilla panchayat schools and a total of 4.21% teachers of all types of schools responded that they assigned no 2 to evaluation by BRP. 12.15% teachers of jilla panchayat schools, 12.15% teachers of ashram shalas and a total of 10.92% assigned no 3 to evaluation by BRP.

8.41% teachers of jilla panchayat schools and 8.41% teachers of all types of schools assigned no 1 to evaluation by education inspector. 5.14% teachers of jilla panchayat schools and 5.14% teachers of all types of schools assigned no 2 to education inspector. 1.40% teachers of jilla panchayat schools and a total of 1.40% teachers of all types of schools assigned no 3 to education inspector.

12.15% teachers of jilla panchayat schools and a total of 11.61% teachers of all types of schools responded that they assigned no. 1 to inspection team. 18.69% teachers of jilla panchayat schools and a total of 17.86% teachers of all types of schools responded that they assigned no. 2 to inspection team. 9.35% teachers of jilla panchayat schools and a total of 8.92% teachers of all types of schools responded that they assigned no. 3 to inspection team.

18.22% teachers of jilla panchayat schools, 10.53% teachers of private schools, 60% teachers of JNV and a total of 19.64% teachers of all types of schools assigned no. 1 to self-evaluation. 22.43% teachers of jilla panchayat, 10.53% teachers of private schools,

20% teachers of JNV and a total of 22.77% teachers of all types of schools assigned no. 2 to self-evaluation. 7.94% teachers of jilla panchayat, 5.26% teachers of private schools, 20% teachers of JNV and a total of 8.48% teachers of all types of schools assigned no. 3 to self-evaluation.

20.83% teachers of ashram shala and a total of 2.06% teachers of all types of schools responded that they assigned no. 1 to external Gunotsav. 12.50% teachers of ashram shala and a total of 1.24% teachers of all types of schools responded that they assigned no. 2 to external Gunotsav. 12.50% teachers of ashram shala, 60% teachers of EMRS and a total of 2.47% teachers of all types of schools responded that they assigned no. 3 to external Gunotsav.

Cent percent teachers of private schools, 20% teachers of JNV and 60% teachers of all types of schools gave no 2 to evaluation by vice principals. 80% teachers of JNV and a total 40% teachers of all types of schools assigned no 3 to evaluation by vice principal. 10% teachers of private schools and a total of 10% teachers of all types of schools responded that they assigned no 1 and also 2 to evaluation by supervisor. There were also 80% teachers of private schools and a total of 80% teachers of all types of schools responded that they assigned no 3 to evaluation by supervisor.

4.17% teachers of ashram shalas and a total 4.17% teachers of all types of schools responded that they assigned no 1 and 3 to evaluation by ashram shala Adhikari.

Gunotsav self-evaluation. emerged as most of popular method of teacher evaluation as the most of the teachers assigned first rank position.

Response of Teachers on Reasons for Choosing effective sources of evaluation

Jilla Panchayat schools

The teachers of jilla panchayat schools gave their reasons for effective, favoured sources of evaluation such as teacher evaluation being compulsory, being done regularly and practically. They also felt that the teacher evaluation was being done honestly and effectively by the evaluators and teacher evaluation improved the quality of education. Due to teacher evaluation, teachers got inspiration to be committed with work and do effectively. It helped to the teachers to improve their professional readiness. The Strength and weakness of teachers easily could be located due to Evaluation done by external, Evaluation by superior. So, teachers got opportunity to improve it immediately.

Evaluator behave nicely to the teachers. It is an opportunity to show good practice of teachers going on in the classroom. Data of student was updated and teacher always have knowledge of own students. Self-evaluation made teacher free from tension. Self-evaluation was done honestly by teachers Evaluation program such as Gunotsav, inspection was informed in advance. So, preparation was done better way. Evaluator such as education inspector, CRC coordinator had good knowledge of teaching method can do evaluation neutrally. Teacher evaluation was conducted by evaluator belongs to education department. It helped to know achievement, shortcomings. It helpful to know effectiveness of own performance. Principal evaluation made teacher comfortable and also help teachers when needed. Proper guidance/feedback/suggestion, assistance was given to the teachers. Evaluation done frequently. so, asking for follow up after every evaluation. CR is filled on the basis of evaluations. So, it is effective method. Neutral Teacher evaluation was done. Teacher evaluation done seriously. Principal was close to teacher. So, he/she can evaluate effectively.

Ashram shala

According to the teachers, one of the reasons for most effective source of evaluation was that frequent visits were taken by external evaluators and that made the teachers perform effectively at all times. The preferred method was Gunotsav self-evaluation because Grade was given on the basis of Gunotsav. Innovative ideas for teaching learning was implemented by the teacher due to teacher evaluation. Proper guidance and feedback were given to the teachers by evaluators. Teachers' work was appreciated. Teacher evaluation was neutral.

JNV

Teacher of JNV gave reasons for effective/ favoured source such as good suggestion was given by evaluator. Without pressure teacher can evaluate own self and bring improvement in the performance in self-evaluation.

Private schools

Teacher of private schools gave reasons for effective/ favoured source such as Evaluators were supportive and helpful Teacher evaluation was helpful to know shortcoming of own self. Positive attitude of principal to encourage teachers. Evaluator gave good proper guidance and advice to the teachers. Effective suggestions were given by the evaluator.

EMRS

Teacher of EMRS gave reasons for effective/ favoured source such as guidance was given by the evaluator. on the basis of evaluation, CR was filled up which affects contract renewal.

4.1.1.29. Influence of various Effect of Teacher Evaluation

Table 4.188: Response of Teachers on Influence of Effects on Teacher Evaluation

Types of Schools	Teachers n	Influence of Effects on Teacher Evaluation					
		Internal Agency			External Agency		
		Principal	Vice - Principal	Supervisor	Gunotsav	Inspection	SSA
Sympathy Effect							
Jilla Panchayat School	214	117 (54.67)	NA	NA	46 (21.50)	48 (22.43)	56 (26.17)
Ashram Shala	24	16 (66.6)	NA	NA	6 (25)	NA	9 (37.50)
Private School	19	6 (31.58)	2 (40)	4 (40)	NA	0 (0)	NA
JNV	05	4 (80)	0 (0)	NA	NA	0 (0)	NA
EMRS	05	4 (80)	NA	NA	1 (20)	NA	0 (0)
Total	267	147 (55.06)	2 (40)	4 (40)	53 (21.81)	48 (21.42)	65 (26.745)
Hallo effect (Positive aspect influence whole evaluation)							
Jilla Panchayat School	214	65 (30.37)	NA	NA	97 (45.33)	76 (35.51)	34 (15.89)
Ashram Shala	24	8 (33.33)	NA	NA	8 (33.33)	NA	7 (29.17)

Private School	19	6 (31.58)	2 (40)	2 (20)	NA	0 (0)	NA
JNV	05	1 (20)	1 (20)	NA	NA	0 (0)	NA
EMRS	05	4 (80)	NA	NA	0 (0)	NA	0 (0)
Total	267	84 (31.46)	3 (30)	2 (20)	105 (43.21)	76 (33.9)	41 (16.87)
Horn effect (Negative aspect influence whole evaluation)							
Jilla Panchayat School	214	44 (20.56)	NA	NA	44 (20.56)	44 (20.56)	34 (15.89)
Ashram Shala	24	1 (4.17)	NA	NA	3 (12.50)	NA	1 (4.17)
Private School	19	1 (5.26)	0 (0)	4 (40)	NA	0 (0)	NA
JNV	05	0 (0)	0 (0)	NA	NA	0 (0)	NA
EMRS	05	0 (0)	NA	NA	NA	NA	0 (0)
Total	267	46 (17.23)	0 (0)	4 (40)	47 (19.34)	44 (19.64)	35 (14.40)
Central tendency (average evaluation)							
Jilla Panchayat School	214	44 (20.56)	NA	NA	52 (24.30)	62 (28.97)	14 (6.54)
Ashram Shala	24	4 (16.17)	NA	NA	5 (20.83)	NA	3 (60)
Private School	19	2 (10.53)	0 (0)	2 (10.53)	NA	0 (0)	NA
JNV	05	0 (0)	0 (0)	NA	NA	0 (0)	NA
EMRS	05	0 (0)	NA	NA	2 (40)	NA	0 (0)
Total	267	50 (18.73)	0 (0)	2 (2-)	59 (24.27)	62 (27.68)	17 (7)
Strict evaluation							
Jilla Panchayat School	214	58 (27.10)	NA	NA	79 (36.92)	61 (28.50)	23 (10.75)

Ashram Shala	24	7 (29.17)	NA	NA	10 (41.67)	NA	1 (4.17)
Private School	19	5 (26.32)	0 (0)	1 (20)	NA	0 (0)	NA
JNV	05	0 (0)	0 (0)	NA	NA	0 (0)	NA
EMRS	05	0 (0)	NA	NA	0 (0)	NA	0 (0)
Total	267	70 (26.22)	0 (0)	1 (10)	89 (36.63)	61 (27.23)	24 (9.88)
Lenient evaluation (generous evaluator)							
Jilla Panchayat School	214	61 (28.50)	NA	NA	40 (18.69)	30 (14.02)	32 (14.95)
Ashram Shala	24	6 (25)	NA	NA	1 (4.17)	NA	3 (12.50)
Private School	19	2 (10.53)	0 (0)	0 (0)	NA	0 (0)	NA
JNV	05	0 (0)	0 (0)	NA	NA	0 (0)	NA
EMRS	05	0 (0)	NA	NA	0 (0)	NA	0 (0)
Total	267	69 (25.84)	0 (0)	0 (0)	41 (16.87)	30 (13.39)	35 (14.40)
Status effect of teacher							
Jilla Panchayat School	214	20 (9.35)	NA	NA	23 (10.75)	28 (13.08)	6 (2.80)
Ashram Shala	24	1 (4.17)	NA	NA	1 (4.17)	NA	0 (0)
Private School	19	9 (47.37)	0 (0)	2 (20)	NA	0 (0)	NA
JNV	05	0 (0)	0 (0)	NA	NA	0 (0)	NA
EMRS	05	0 (0)	NA	NA	0 (0)	NA	0 (0)
Total	267	30 (11.24)	0 (0)	2 (20)	24 (9.88)	28 (12.5)	06 (2.47)
Spillover effect (Effect of last evaluation)							

Jilla Panchayat School	214	42 (19.63)	NA	NA	36 (16.82)	36 (16.82)	25 (11.68)
Ashram Shala	24	2 (8.33)	NA	NA	1 (4.17)	NA	0 (0)
Private School	19	0 (0)	0 (0)	0 (0)	NA	0 (0)	NA
JNV	05	0 (0)	0 (0)	NA	NA	0 (0)	NA
EMRS	05	0 (0)	NA	NA	0 (0)	NA	0 (0)
Total	267	44 (16.48)	0 (0)	0 (0)	37 (15.23)	36 (16.07)	25 (10.29)
Initial impression effect							
Jilla Panchayat School	214	53 (24.77)	NA	NA	43 (20.09)	48 (22.43)	34 (15.89)
Ashram Shala	24	4 (16.67)	NA	NA	0 (0)	NA	0 (0)
Private School	19	2 (10.53)	0 (0)	0 (0)	NA	0 (0)	NA
JNV	05	0 (0)	0 (0)	NA	NA	0 (0)	NA
EMRS	05	0 (0)	NA	NA	0 (0)	NA	0 (0)
Total	267	59 (22.10)	0 (0)	0 (0)	43 (17.70)	48 (21.42)	34 (13.99)
Latest behavior							
Jilla Panchayat	214	67 (31.31)	NA	NA	52 (24.30)	55 (25.70)	33 (15.42)
Ashram Shala	24	7 (29.17)	NA	NA	7 (29.17)	NA	7 (29.17)
Private School	19	7 (36.84)	1 (20)	2 (20)	NA	0 (0)	NA
JNV	05	0 (0)	0 (0)	NA	NA	0 (0)	NA
EMRS	05	0 (0)	NA	NA	0 (0)	NA	0 (0)
Total	267	81 (30.34)	1 (10)	2 (20)	59 (24.28)	55 (24.55)	40 (16.46)
Same as me							
Jilla Panchayat School	214	56 (26.64)	NA	NA	38 (17.76)	32 (14.95)	12 (5.61)

Ashram Shala	24	1 (4.17)	NA	NA	2 (8.33)	NA	4 (16.67)
Private School	19	9 (47.37)	0 (0)	0 (0)	NA	0 (0)	NA
JNV	05	0 (0)	0 (0)	NA	NA	0 (0)	NA
EMRS	05	0 (0)	NA	NA	0 (0)	NA	0 (0)
Total	267	66 (24.72)	0 (0)	0 (0)	40 (16.46)	32 (14.29)	16 (6.58)
Different from me							
Jilla Panchayat School	214	36 (16.82)	NA	NA	22 (10.28)	36 (16.82)	12 (5.61)
Ashram Shala	24	0 (0)	NA	NA	0 (0)	NA	3 (12.50)
Private School	19	3 (15.79)	0 (0)	0 (0)	NA	0 (0)	NA
JNV	05	0 (0)	0 (0)	NA	NA	0 (0)	NA
EMRS	05	0 (0)	NA	NA	0 (0)	NA	0 (0)
Total	267	39 (14.61)	0 (0)	0 (0)	22 (9.05)	36 (16.07)	15 (6.17)
Performance Factor							
Jilla Panchayat School	214	14 (6.54)	NA	NA	18 (8.41)	16 (7.48)	5 (2.34)
Ashram Shala	24	0 (0)	NA	NA	0 (0)	NA	0 (0)
Private School	19	2 (10.53)	0 (0)	0 (0)	NA	0 (0)	NA
JNV	05	0 (0)	0 (0)	NA	NA	0 (0)	NA
EMRS	05	0 (0)	NA	NA	0 (0)	NA	0 (0)
Total	267	16 (5.99)	0 (0)	0 (0)	18 (7.41)	16 (7.14)	5 (2.05)

From table 4.188 it can be observed that, teachers of different types of schools felt different types of effect which influenced teacher evaluation.

Amongst them, 54.67% teachers of jilla panchayat schools, 66.67% teachers of ashram shalas, 31.58% teachers of private schools, 80% teachers of JNV, EMRS and a total of

55.06% teachers of all types of schools responded that they felt influence of sympathy effect on principal's evaluation. 40% teachers of private schools and a total of 40% of all types of elementary schools felt influence of sympathy effect on evaluation by vice principal. 40 teachers of private schools and a total of 40% teachers of all types of schools felt this effect on evaluation by supervisors. 21.50% teachers of jilla panchayat schools, 25% teachers of ashram shalas and 20% teachers of teachers of EMRS and 21.81% teachers of all types of schools felt sympathy effect on Gunotsav. 22.43% teachers of jilla panchayat schools and a total of 21.42% teachers of all types of schools felt effect of sympathy on inspection. 26.17% teachers of jilla panchayat schools, 37.50% teachers of ashram shalas and a total of 26.75% teachers of all types of schools responded that they felt effect of sympathy on evaluation by SSA staff.

30.27% teachers of jilla panchayat schools, 33.33% teachers of ashram shalas, 31.58% teachers of private schools, 20% teachers of JNV, 80% teachers of EMRS and a total of 31.46% teachers of all types of schools responded that they felt halo effect (positive aspect influence whole evaluation) on evaluation by the principal. 40% teachers of private schools, 20% teachers of JNV and a total of 30% teachers of all types of schools responded that they felt this effect on evaluation by vice principal. 20% teachers of private schools and a total of 20% teachers of all types of schools felt hallow effect on evaluation by supervisor. 45.33% teachers of jilla panchayat schools, 33.33% teachers of ashram shalas and a total of 43.21% teachers of all types of schools stated that they felt halo effect on Gunotsav. 35.51% teachers of jilla panchayat schools, and a total of 33.9% teachers of all types of schools responded that they felt halo effect on evaluation inspection. There were also 15.89% teachers of jilla panchayat schools, 29.17% teachers of ashram shalas and a total of 16.87% teachers of all types of schools who responded that they felt halo effect on evaluation by SSA staff.

20.56% teachers of jilla panchayat schools, 4.17% teachers of ashram shalas, 5.26% teachers of private schools and a total of 17.23% teachers of all types of schools responded that they felt horn effect (negative aspect influence whole evaluation) on evaluation by principals. 40% teachers of private schools and 40% teachers of all types of schools responded that they felt horn effect on evaluation by supervisor. 20.56% teachers of jilla panchayat schools, teachers of ashram shalas and a total of 19.47% teachers of all types of schools felt horn effect on Gunotsav. 12.50% . 20.56% teachers

of jilla panchayat schools and 19.64% teachers of all types of schools responded that this effect influenced on inspection. 15.89% teachers of jilla panchayat schools, 4.17% teachers of ashram shalas and a total 14.40% teachers of all types of schools felt this effect on evaluation by SSA staff.

20.56% teachers of jilla panchayat schools, 16.17% teachers of ashram shalas, 10.53% teachers of private schools, and a total of 18.73% teachers of all types of elementary schools responded that they felt influence of effect central tendency on evaluation by principals. 20% teachers of private schools and a total 20% teachers of all types of schools responded central tendency influenced evaluation by supervisor. 24.30% teachers of jilla panchayat schools, 20.83% teachers of teachers of ashram shalas and a total 22.10% teachers of all types of schools responded that they felt this effect influenced on Gunotsav. 28.97% teachers of jilla panchayat schools and a total 27.68% teachers of all types of schools responded that they felt this effect influenced inspection. 6.54% teachers of jilla panchayat, 60% teachers of ashram shalas and a total 17% teachers of all types of schools stated that central tendency influenced teacher evaluation by SSA staff.

27.10% teachers of jilla panchayat schools, 29.17% teachers of ashram shalas, 26.32% teachers of private schools and a total of 26.22% teachers of all types of schools responded that they felt influence of strict evaluation on evaluation by principals. 20% teachers of private schools and a total of 10% teachers of all types of school responded that they felt influence of strict evaluation on evaluation by supervisor. 36.92% teachers of jilla panchayat schools, 41.67% teachers of ashram shalas and a total 36.63% teachers of all types of schools felt influence of this effect on Gunotsav. 28.50% teachers of jilla panchayat schools and a total 27.23% teachers of all types of schools stated that influence of strict evaluation was felt on inspection. 10.75% teachers of jilla panchayat schools, 4.17% teachers of ashram shalas and 9.88% teachers of all types of schools stated that influence of strict evaluation was felt on evaluation by SSA staff.

28.50% teachers of jilla panchayat schools, 25% teachers of ashram shalas, 10.53% teachers of private schools and a total of 25.84% teachers of all types of schools stated that influence of lenient evaluation was felt on evaluation by principals. 18.69% teachers of jilla panchayat schools, 4.17% teachers of ashram shalas and a total of 16.87% teachers of all types of schools reported that the influence of lenient evaluation

was felt on Gunotsav. 14.2% teachers of jilla panchayat schools and a total of 13.39% teachers of all types of schools felt influence of lenient evaluation on inspection. Besides this, 14.95% teachers of jilla panchayat schools, 12.50% teachers of ashram shalas and 14.40% teachers of all types of schools felt lenient evaluation on evaluation by SSA staff.

9.35% teachers of jilla panchayat schools, 4.17% teachers of ashram shalas, 47.37% teachers of private schools and a total of 11.24% teachers of all types of schools responded that they felt status effect of teacher influenced evaluation by principal. 20% teachers of private schools and a total 20% teachers of all types of schools responded that they felt status effect of teacher influenced evaluation by supervisor. 10.75% teachers of jilla panchayat schools, 4.17% teachers of ashram shalas, and a total of 9.88% stated that status effect of teachers influence Gunotsav. 13.08% teachers of jilla panchayat schools and a total 12.5% felt the same effect on inspection. 2.80% teachers of jilla panchayat schools and a total 2.47% teachers of all types of schools felt status effect of teachers on evaluation by SSA staff.

19.63% teachers of jilla panchayat schools, 8.33% teachers of ashram shalas and 16.48% teachers of all types of schools responded that they felt effect of spillover effect (effect of last evaluation) on evaluation by principals. 16.82% teachers of jilla panchayat schools, 4.17% teachers of ashram shalas and a total of 15.23% teachers of all types of schools responded that they felt effect of spillover effect on Gunotsav. 16.82% teachers of jilla panchayat schools and a total of 16.07% teachers of all types of schools felt this effect on inspection. 11.68% teachers of jilla panchayat schools and a total of 10.29% teachers of all types of schools responded that they felt spillover effect on evaluation by SSA staff.

24.77% teachers of jilla panchayat schools, 16.67% teachers of ashram shalas, 10.53% teachers of private schools and a total 22.10% teachers of all types of schools responded felt that initial impression effect influence evaluation by principal. 20.09% teachers of jilla panchayat schools and 17.70% teachers of all types of schools felt that initial impression effect influenced Gunotsav. 22.43% teachers of jilla panchayat schools and a total 21.42% teachers of all types of schools felt that initial impression effect influenced inspection. There were also 15.89% teachers of jilla panchayat schools and

a total of 13.99% who responded that initial impression influenced evaluation by SSA staff.

31.31% teachers of jilla panchayat schools, 29.17% teachers of ashram shalas, 36.84% teachers of private schools and a total 30.34% teachers of all types of schools responded that latest behavior effect influenced evaluation by principal. 20% teachers of private schools and a total of 10% teachers of all types of schools felt this effect on evaluation by vice principal. 20% teachers of private schools and a total of 20% teachers of all types of elementary schools felt this effect on evaluation by supervisor. 24.30% teachers of jilla panchayat schools, 29.17% teachers of ashram shalas and a total of 24.28% felt this effect on Gunotsav. 25.70% teachers of private schools and a total of 24.55% teachers of all types of schools felt this effect on inspection. 15.42% teachers of jilla panchayat schools, 29.17% teachers of ashram shalas and a total of 16.46% felt latest behavior effect on evaluation by SSA staff.

26.64% teachers of jilla panchayat schools, 4.17% teachers of ashram shalas, 47.37% teachers of private schools and a total of 24.72% teachers of all types of schools stated that they felt influence of same as me effect on evaluation by principal. 17.76% teachers of jilla panchayat schools, 8.33% teachers of ashram shalas and total of 16.46% teachers of all types of schools stated that they felt influence of same as me effect on Gunotsav. 14.95% teachers of jilla panchayat schools and a total of 14.29% teachers of all types of schools stated that they felt influence of same as me on inspection. 5.61% teachers of jilla panchayat schools, 16.67% teachers of ashram shalas and a total of 6.58% teachers of all types of schools stated that the influence of same as me effect was felt on evaluation by SSA staff.

16.82% teachers of jilla panchayat school 15.79% teachers of private schools, and a total of 14.61% teachers of all types of school stated that they felt effect of different from me influenced evaluation by principal. 10.28% teachers of jilla panchayat schools and 9.05 % teachers of all types of schools stated that they felt effect of different from me influenced Gunotsav. 16.82% teachers of jilla panchayat schools and a total of 16.07% teachers of all types of school stated that they felt effect of different from me influenced on inspection. 5.61% teachers of jilla panchayat schools, 12.50% teachers of ashram shalas and 6.17% teachers of all types of schools stated that they felt the effect of different from me influenced the evaluation by SSA staff.

6.54% teachers of jilla panchayat schools, 10.53% teachers of private schools and a total of 5.99% teacher of all types of schools stated that they felt influence of performance factor in evaluation by principals. 8.41% teachers of jilla panchayat schools and 7.41% teachers of all types of schools stated that they felt influence of performance factor on Gunotsav. 7.48% teachers of jilla panchayat schools and a total of 7.14% teachers of all types of schools felt influence of performance factor on inspection. 2.34% teachers of jilla panchayat schools and a total of 2.05% teachers of all types of schools felt influence of performance factor on evaluation by SSA staff.

4.1.2. Objective No. 2

To study the perception of school functionaries towards the present system of teacher evaluation

4.1.2.1. Perceptions of School Teachers

4.1.2.1.1. Teachers' attitude towards Teacher Evaluation System

Table 4.189: Perception of jilla panchayat School Teachers on their Attitude towards Teacher Evaluation System

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II	A II
1	I feel that teacher evaluation focuses on my growth.	57 (26.64)	125 (58.41)	19 (8.88)	13 (6.07)	0 (0)	4.06	4.17
2	Teacher Evaluation makes me accountable.	79 (36.92)	117 (54.67)	13 (6.08)	3 (1.40)	2 (0.93)	4.25	
3	Teacher evaluation develops sense of confidence in me.	79 (36.91)	123 (57.48)	7 (3.27)	5 (2.34)	0 (0)	4.29	
4	I have positive attitude	85 (39.71)	127 (59.35)	1 (0.47)	1 (0.47)	0 (0)	4.38	

	towards teacher evaluation.							
5	Teacher evaluation increases job satisfaction of teachers.	56 (26.17)	87 (40.65)	61 (28.51)	10 (4.67)	0 (0)	3.88	

Table 4.189 revealed that, 26.64% teachers of jilla panchayat schools strongly agreed, 58.41% agreed, 8.88% were undecided and 6.07% disagreed on the statement that they felt that teacher evaluation focused on their growth. However, none of the teachers strongly disagreed with the statement. The intensity index of 4.06 showed that their perception was favourable.

36.92% teachers of jilla panchayat schools strongly agreed, 54.67% agreed, 6.08% were undecided, 1.40% disagreed and 0.93% strongly disagreed that teacher evaluation made them accountable. The intensity index of 4.25 showed that their perception was favourable.

36.91% teachers of jilla panchayat schools strongly agreed, 57.48% agreed and 3.27% were undecided and 2.34% disagreed on statement that teacher evaluation developed a sense of confidence in them. The intensity index of 4.29 showed that their perception was favourable.

39.71% teachers of jilla panchayat schools strongly agreed, 59.35% agreed, 0.47% were undecided and 0.47% disagreed on the statement that they had a positive attitude towards teacher evaluation. The intensity index of 4.38 showed that their perception was favourable.

26.17% teachers of jilla panchayat schools strongly agreed, 40.65% agreed, 28.51% were undecided and 4.67% disagreed on the statement that teacher evaluation increased the job satisfaction of teachers. The intensity index of 3.88 showed that their perception was favourable

The average intensity index of 4.17 showed that perception related to the attitude of jilla panchayat school teachers was favourable towards the teacher evaluation system.

**Table 4.190: Perception of Ashram Shala Teachers on their Attitude towards
Teacher Evaluation System**

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	I I	A I I
1	I feel that teacher evaluation focuses on my growth.	6 (25)	12 (50)	6 (25)	0 (0)	0 (0)	4.00	4.13
2	Teacher Evaluation makes me accountable.	3 (12.5)	21 (87.5)	0 (0)	0 (0)	0 (0)	4.13	
3	Teacher evaluation develops sense of confidence in me.	9 (37.5)	15 (62.5)	0 (0)	0 (0)	0 (0)	4.38	
4	I have positive attitude towards teacher evaluation.	9 (37.5)	14 (58.33)	1 (4.17)	0 (0)	0 (0)	4.33	
5	Teacher evaluation increases job satisfaction of teachers.	4 (16.67)	13 (54.17)	6 (25.00)	1 (4.17)	0 (0)	3.83	

25% teachers of ashram shalas strongly agreed, 50% agreed and 25% were undecided from table 4.190 it was observed that, on the statement that they felt that teacher evaluation focused on their growth. The intensity index of 4 showed that their perception was favourable.

12.5% teachers of ashram shalas strongly agreed and 87.5% agreed on the statement that teacher evaluation made them accountable. The intensity index of 4.13 showed that their perception was favourable.

37.5% teachers of ashram shalas strongly agreed and 62.5% agreed on the statement that teacher evaluation develops sense of confidence in them. The intensity index of 4.38 showed that their perception was favourable.

37.5% teachers of ashram shalas strongly agreed, 58.33% agreed and 4.17% were undecided on the statement that they had positive attitude towards teacher evaluation". The intensity index of 4.33 showed that their perception was favourable.

16.67% teachers of ashram shalas strongly agreed, 54.17% agreed, 25.00% were undecided and 4.17% disagreed on the statement that teacher evaluation increased job satisfaction of teachers. The intensity index of 3.83 showed that their perception was favourable.

The average intensity index of 4.13 showed that perceptions of ashram shala teachers related to attitudes of ashram Shala teachers were favourable towards teacher evaluation system.

Table 4.191: Perception of Private School Teachers on their Attitude towards Teacher Evaluation System

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II	A II
	I feel that teacher evaluation focuses on my growth.	5 (26.32)	14 (73.68)	0 (0)	0 (0)	0 (0)	4.26	4.02
2	Teacher Evaluation makes me accountable.	4 (21.05)	14 (73.68)	1 (5.26)	0 (0)	0 (0)	4.16	
3	Teacher evaluation develops sense of	3 (15.79)	16 (84.21)	0 (0)	0 (0)	0 (0)	4.16	

	confidence in me.							
4	I have positive attitude towards teacher evaluation.	3 (15.79)	15 (78.95)	1 (5.26)	0 (0)	0 (0)	4.11	
5	Teacher evaluation increases job satisfaction of teachers.	0 (0)	8 (42.11)	11 (57.89)	0 (0)	0 (0)	3.42	

Table 4.191 shows that, 26.32% teachers of private schools strongly agreed and 73.68% agreed on the statement that they felt that teacher evaluation focused on my growth. The intensity index of 4.26 showed that their perception was favourable.

21.05% teachers of private schools strongly agreed, 73.68% agreed and 5.26% were undecided on the statement that teacher evaluation made them accountable. The intensity index of 4.16 showed that their perception was favourable.

15.79% teachers of private schools strongly agreed and 84.21% agreed on the statement that teacher evaluation developed sense of confidence in them. The intensity index of 4.16 showed that their perception was favourable.

15.79% teachers of private schools strongly agreed, 78.95% agreed and 5.26% were undecided on the statement that they had positive attitude towards teacher evaluation. The intensity index of 4.11 showed that their perception was favourable.

42.11% teachers of private schools agreed and 57.89% were undecided on the statement that teacher evaluation increased job satisfaction of teachers. The intensity index of 3.42 showed that their perception was favourable.

The average intensity index of 4.02 showed that perceptions related attitudes of private school teachers were favourable towards teacher evaluation system.

**Table 4.192: Perception of Jawahar Navodaya Vidyalaya (JNV) Teachers on
their Attitude towards Teacher Evaluation System**

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	I I	A I I
1	I feel that teacher evaluation focuses on my growth.	4 (80)	1 (20)	0 (0)	0 (0)	0 (0)	4.8	4.44
2	Teacher Evaluation makes me accountable.	4 (80)	1 (20)	0 (0)	0 (0)	0 (0)	4.8	
3	Teacher evaluation develops sense of confidence in me.	3 (60)	2 (40)	0 (0)	0 (0)	0 (0)	4.6	
4	I have positive attitude towards teacher evaluation.	1 (20)	4 (80)	0 (0)	0 (0)	0 (0)	4.2	
5	Teacher evaluation increases job satisfaction of teachers.	0 (0)	4 (80)	1 (20)	0 (0)	0 (0)	3.8	

Table 4.192 reveals that, 80% teachers of JNV strongly agreed and 20% agreed on the statement that they felt that teacher evaluation focuses on their growth. The intensity index of 4.8 showed that their perception was favourable.

80% teachers of JNV strongly agreed and 20% agreed on the statement that teacher evaluation made them accountable. The intensity index of 4.8 showed that their perception was favourable.

60% teachers of JNV strongly agreed and 40% agreed on the statement that teacher evaluation developed sense of confidence in teachers. The intensity index of 4.6 showed that their perception was favourable.

20% teachers of JNV strongly agreed and 80% agreed on the statement that they had positive attitude towards teacher evaluation. . The intensity index of 4.2 showed that their perception was favourable.

80% teachers of JNV agreed and 20% were undecided on the statement that teacher evaluation increased job satisfaction of teachers. The intensity index of 3.8 showed that their perception was favourable.

The average intensity index of 4.44 showed that perception related attitudes of JNV teachers was favourable towards teacher evaluation system.

Table 4.193: Perceptions of Eklavy Model Residential School (EMRS) Teachers on their attitude towards Teacher Evaluation System

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	I I	A I I
1	I feel that teacher evaluation focuses on my growth.	2 (40)	3 (60)	0 (0)	0 (0)	0 (0)	4.4	4.08
2	Teacher Evaluation makes me accountable.	1 (20)	4 (80)	0 (0)	0 (0)	0 (0)	4.2	
3	Teacher evaluation develops sense of confidence in me.	1 (20)	4 (80)	0 (0)	0 (0)	0 (0)	4.2	
4	I have positive attitude towards teacher evaluation.	1 (20)	4 (80)	0 (0)	0 (0)	0 (0)	4.2	
5	Teacher evaluation increases job satisfaction of teachers.	0 (0)	2 (40)	3 (60)	0 (0)	0 (0)	3.4	

Table 4.193 reveals that, 40% teachers of EMRS strongly agreed and 60% agreed on the statement that they felt that teacher evaluation focused on their growth. The intensity index of 4.4 showed that their perception was favourable.

20% teachers of EMRS strongly agreed and 80% agreed on the statement that teacher evaluation made them accountable. The intensity index of 4.2 showed that their perception was favourable.

20% teachers of EMRS strongly agreed and 80% agreed on the statement that teacher evaluation developed sense of confidence in them. The intensity index of 4.2 showed that their perception was favourable.

20% teachers of EMRS strongly agreed and 80% agreed on the statement that they had positive attitude towards teacher evaluation. The intensity index of 4.2 showed that their perception was favourable.

40% teachers of EMRS agreed and 60% were undecided on the statement that teacher evaluation increased job satisfaction of teachers. The intensity index of 3.4 showed that their perception was favourable.

The average intensity index of 4.08 showed that perceptions related attitudes of EMRS teachers were favourable towards teacher evaluation system.

4.1.2.1.2. Teachers' perception on Competency of Evaluators

Table 4.194: Perception of Jilla panchayat School Teachers on Competency of Evaluators

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II
1	Evaluators are competent to evaluate the performance of teachers.	57 (26.64)	97 (45.33)	45 (21.03)	15 (7)	0 (0)	3.92

Table 4.194 shows that, 26.64% teachers of jilla panchayat schools strongly agreed, 45.33% agreed, 21.03% were undecided and 7.00% disagreed on the statement that evaluators were competent to evaluate the performance of teachers. The intensity index of 3.92 showed that their perception was favourable.

Table 4.195: Perception of Ashram Shala Teachers on Competency of Evaluators

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II
1	Evaluators are competent to evaluate the performance of teachers.	5 (20.83)	11 (45.83)	8 (33.33)	0 (0)	0 (0)	3.88

It is observed from table 4.195 that, 20.83% teachers of ashram shalas strongly agreed, 45.83% agreed and 33.33% were undecided on the statement that evaluators were competent to evaluate the performance of teachers. The intensity index of 3.88 showed that their perception towards competency of evaluators was favourable.

Table 4.196: Perception of Private School Teachers on Competency of Evaluators

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	I I
1	Evaluators are competent to evaluate the performance of teachers.	8 (42.11)	11 (57.89)	0 (0)	0 (0)	0 (0)	4.42

Table 4.196 reveals that, 42.11% teachers of private schools strongly agreed and 57.89% agreed on the statement that evaluators were competent to evaluate the performance of teachers. The intensity index of 4.42 showed that their perception towards competency of evaluators was favourable.

Table 4.197: Perception of Jawahar Navodaya Vidyalaya (JNV) Teachers on Competency of Evaluators

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	I I
1	Evaluators are competent to evaluate the performance of teachers.	0 (0)	4 (80)	1 (20)	0 (0)	0 (0)	3.8

Table 4.197 shows that, 80% teachers of JNV agreed and 20% were undecided on the statement that evaluators were competent to evaluate the performance of teachers. The intensity index of 3.8 showed that their perception towards competency of evaluators was favourable.

Table 4.198: Perception of EMRS Teachers on Competency of Evaluators

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	I I
1	Evaluators are competent to evaluate the performance of teachers.	0 (0)	2 (40)	1 (20)	2 (40)	0 (0)	3

It is observed from table 4.198 that, 40% teachers of EMRS agreed, 20% were undecided and 40% disagreed on the statement that evaluators were competent to

evaluate the performance of teachers. The intensity index of 3.00 showed that their perception towards competency of evaluators was favourable.

4.1.2.1.3. Teachers' Perception on Teacher Evaluation Procedure

Table 4.199: Perception of Jilla Panchayat School Teachers on Teacher Evaluation Procedure

No.	Statement	SA (%)	A (%)	U (%)	D (%)	SD (%)	II	A I I
1	Teacher evaluation is done timely in my school.	48 (22.43)	84 (39.25)	68 (31.78)	14 (6.54)	0 (0)	3.78	3.90
2	Evaluators evaluate me objectively.	39 (18.22)	128 (59.81)	34 (15.89)	13 (6.08)	0 (0)	3.90	
3	I reflect or review my performance frankly and objectively in self-evaluation.	84 (39.25)	118 (55.14)	12 5.61	0 (0)	0 (0)	4.34	
4	Teacher Evaluation based on students' performance gives the correct picture of my actual performance .	102 (47.67)	77 (35.98)	25 (11.68)	7 (3.27)	3 (1.40)	4.25	
5	Evaluator helps teacher when special	36 (16.82)	82 (38.32)	74 (34.58)	21 (9.81)	1 (0.47)	3.61	

	assistance needed after evaluating the teacher.						
6	Follow up work is done regularly.	43 (20.09)	110 (51.40)	56 (26.17)	5 (2.34)	0 (0)	3.89
7	I feel a stress -free environment during teacher evaluation by external agency.	42 (19.63)	94 (43.93)	38 (17.76)	29 (13.55)	11 (5.14)	3.59

It is found from table 4.199 that, 22.43% teachers of jilla panchayat schools strongly agreed, 39.25% agreed, 31.78% were undecided and 6.54% disagreed on the statement that teacher evaluation was done timely in their school. The intensity index of 3.78 showed that their perception was favourable.

18.22% teachers of jilla panchayat schools strongly agreed, 59.81% agreed, 15.89% were undecided and 6.08% disagreed on the statement that evaluators evaluated them objectively. The intensity index of 3.90 showed that their perception was favourable.

39.25% teachers of jilla panchayat schools strongly agreed, 55.14% agreed and 5.61% were undecided on the statement that they reflected or reviewed their performance frankly and objectively in self- evaluation. The intensity index of 4.34 showed that their perception was favourable.

47.67% teachers of jilla panchayat schools strongly agreed, 35.98% agreed, 11.68% were undecided, 3.27% disagreed and 1.40% strongly disagreed on the statement that teacher evaluation based on students' performance gave the correct picture of their actual performance. The intensity index of 4.25 showed that their perception was favourable.

16.82% teachers of jilla panchayat schools strongly agreed, 38.32% agreed, 34.58% were undecided, 9.81% disagreed, and 0.47% strongly disagreed on the statement that evaluator helped teacher when special assistance needed after evaluating the teacher. The intensity index of 3.61 showed that their perception was favourable.

20.09% teachers of jilla panchayat schools strongly agreed, 51.40% agreed, 26.17% were undecided and 2.34% disagreed on the statement that follow up work was done regularly. The intensity index of 3.89 showed that their perception was favourable.

19.63% teachers of jilla panchayat schools strongly agreed, 43.93% agreed, 17.76% were undecided, 13.55% disagreed and 5.14% strongly disagreed on the statement that they felt a stress -free environment during teacher evaluation by external agency. The intensity index of 3.59 showed that their perception was favourable.

The average intensity index of 2.75 showed that perception of jilla panchayat school teachers were favourable towards teacher evaluation procedure.

Table 4.200: Perception of Ashram Shala Teachers on Teacher Evaluation Procedure

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II	A II
1	Teacher evaluation is done timely in my school.	3 (12.50)	10 (41.67)	11 (45.83)	0 (0)	0 (0)	3.67	3.85
2	Evaluators evaluate me objectively.	1 (4.17)	22 (91.67)	1 (4.17)	0 (0)	0 (0)	4.00	
3	I reflect or review my performance frankly and objectively in self- evaluation.	7 (29.17)	14 (58.33)	3 (12.50)	0 (0)	0 (0)	4.17	
4	Teacher Evaluation based on students' performance gives the correct picture of my actual performance.	5 (20.83)	14 (58.33)	5 (20.83)	0 (0)	0 (0)	4.00	

5	Evaluator helps teacher when special assistance needed after evaluating the teacher.	2 (8.33)	16 (66.67)	6 (25)	0 (0)	0 (0)	3.83
6	Follow up work is done regularly.	5 (20.83)	12 (50)	7 (29.17)	0 (0)	0 (0)	3.92
7	I feel a stress - free environment during teacher evaluation by external agency.	1 (4.17)	10 (41.67)	9 (37.50)	4 (16.67)	0 (0)	3.33

Table 4.200 reveals that, 12.50% teachers of ashram shalas strongly agreed, 41.67% agreed and 45.83% were undecided on the statement that teacher evaluation was done timely in their school. The intensity index of 3.67 showed that their perception was favourable.

4.17% teachers of ashram shalas strongly agreed, 91.67% agreed and 4.17% were undecided on the statement that evaluators evaluated them objectively. The intensity index of 4.00 showed that their perception was favourable.

29.17% teachers of ashram shalas strongly agreed, 58.33% agreed and 12.50% were undecided on the statement that they reflected or reviewed their performance frankly and objectively in self-evaluation. The intensity index of 4.17 showed that their perception was favourable.

20.83% teachers of ashram shalas strongly agreed, 58.33% agreed and 20.83% were undecided on the statement that teacher evaluation based on students' performance gave the correct picture of their actual performance. The intensity index of 4.00 showed that their perception was favourable.

8.33% teachers of ashram shalas strongly agreed, 66.67% agreed and 25% were undecided on the statement that evaluator helped teachers when special assistance needed after evaluating the teachers. The intensity index of 3.83 showed that their perception was favourable.

20.83% teachers of ashram shalas strongly agreed, 50% agreed and 29.17% were undecided on the statement that follow up work was done regularly. The intensity index of 3.92 showed that their perception was favourable.

4.17% teachers of ashram shala strongly agreed, 41.67% agreed, 37.50% were undecided and 16.67% were disagreed on the statement that they felt a stress-free environment during teacher evaluation by external agency. The intensity index of 3.33 showed that their perception was favourable.

The average intensity index of 3.85 showed that perception of ashram shala school teachers were favourable towards teacher evaluation procedure.

Table 4.201: Perception of Private School Teachers on Teacher Evaluation Procedure

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II	A II
7	Teacher evaluation is done timely in my school.	14 (73.68)	0 (0)	5 (26.32)	0 (0)	0 (0)	4.47	3.94
8	Evaluators evaluate me objectively.	1 (5.26)	15 (78.95)	3 (15.79)	0 (0)	0 (0)	3.89	
9	I reflect or review my performance frankly and objectively in self-evaluation.	0 (0)	5 (26.32)	14 (73.68)	0 (0)	0 (0)	3.26	
10	Teacher Evaluation based on students' performance gives the correct picture of my actual performance.	0 (0)	15 (78.95)	4 (21.05)	0 (0)	0 (0)	3.79	
11	Evaluator helps teacher when special assistance needed after evaluating the teacher.	1 (5.26)	16 (84.21)	2 (10.53)	0 (0)	0 (0)	3.95	
12	Follow up work is done regularly.	1 (5.26)	16 (84.21)	2 (10.53)	0 (0)	0 (0)	3.95	
13	I feel a stress -free environment during	9 (47.37)	6 (31.58)	4 (21.05)	0 (0)	0 (0)	4.26	

	teacher evaluation by external agency.							
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Table 4.201 shows that, 73.68% teachers of private schools strongly agreed and 26.32% were undecided on the statement that teacher evaluation was done timely in their school. The intensity index of 4.47% showed that their perception was favourable.

5.26% teachers of private schools strongly agreed, 78.95% agreed and 15.79% were undecided on the statement that evaluators evaluated them objectively. The intensity index of 3.89 showed that their perception was favourable.

26.32% teachers of private schools agreed and 73.68% were undecided on the statement that they reflected or reviewed their performance frankly and objectively in self-evaluation. The intensity index of 3.26 showed that their perception was favourable.

78.95% teachers of private schools agreed and 21.05% were undecided on the statement that teacher evaluation based on students' performance gave the correct picture of their actual performance. The intensity index of 3.79% showed that their perception was favourable.

5.26% teachers of private schools strongly agreed, 84.21% agreed and 10.53% were undecided on the statement that evaluator helped teachers when special assistance needed after evaluating the teachers. The intensity index of 3.95 showed that their perception was favourable.

5.26% teachers of private schools strongly agreed, 84.21 % agreed and 10.53% were undecided on the statement that follow up work was done regularly. The intensity index of 3.95 showed that their perception was favourable.

47.37% teachers of private schools strongly agreed, 31.58% agreed and 21.05% were undecided on the statement that they felt a stress-free environment during teacher evaluation by external agency. The intensity index of 4.26% showed that their perception was favourable.

The average intensity index of 3.94 showed that perception of private school teachers was favourable towards teacher evaluation procedure.

**Table 4.202: Perception of Jawahar Navodaya Vidyalaya (JNV) Teachers on
Teacher Evaluation Procedure**

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	I I	A I I
1	Teacher evaluation is done timely in my school.	0 (0)	5 (100)	0 (0)	0 (0)	0 (0)	4	3.91
2	Evaluators evaluate me objectively.	0 (0)	5 (100)	0 (0)	0 (0)	0 (0)	4	
3	I reflect or review my performance frankly and objectively in self-evaluation.	0 (0)	3 (60)	2 (40)	0 (0)	0 (0)	3.6	
4	Teacher Evaluation based on students' performance gives the correct picture of my actual performance.	1 (20)	4 (80)	0 (0)	0 (0)	0 (0)	4.2	
5	Evaluator helps teacher when special assistance needed after evaluating the teacher.	0 (0)	5 (100)	0 (0)	0 (0)	0 (0)	4	
6	Follow up work is done regularly.	0 (0)	4 (80)	1 (20)	0 (0)	0 (0)	3.8	
7	I feel a stress -free environment during teacher evaluation by external agency.	0 (0)	4 (80)	1 (20)	0 (0)	0 (0)	3.8	

Table 4.202 reveals that, Cent percent teachers of JNV agreed on the statement that teacher evaluation was done timely in their school. The intensity index of 4 showed that their perception was favourable.

Cent percent teachers of JNV agreed on the statement that evaluators evaluated them objectively. The intensity index of 4 showed that their perception was favourable.

60% teachers of JNV agreed and 40% were undecided on the statement that they reflected or reviewed their performance frankly and objectively in self- evaluation. The intensity index of 3.6 showed that their perception was favourable.

20% teachers of JNV strongly agreed and 80% agreed on the statement that teacher evaluation based on students' performance gave the correct picture of their actual performance. The intensity index of 4.2 showed that their perception was favourable.

cent percent teachers of JNV agreed on the statement that evaluator helped teacher when special assistance needed after evaluating the teacher. The intensity index of 4 showed that their perception was favourable.

80% teachers of JNV agreed and 20% were undecided on the statement that follow up work was done regularly. The intensity index of 3.8 showed that their perception was favourable.

80% teachers of JNV agreed and 20% were undecided on the statement that I felt a stress -free environment during teacher evaluation by external agency. The intensity index of 3.8 showed that their perception was favourable.

The average intensity index of 3.91 showed that perception of JNV teachers was favourable towards teacher evaluation procedure.

Table 4.203: Perceptions of EMRS Teachers on Teacher Evaluation Procedure

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II	A II
1	Teacher evaluation is done timely in my school.	0 (0)	0 (0)	5 (100)	0 (0)	0 (0)	3	3.57
2	Evaluators evaluate me objectively.	0 (0)	2 (40)	1 (20)	2 (40)	0 (0)	3	
3	I reflect or review my performance frankly and objectively in self-evaluation.	2 (40)	3 (60)	0 (0)	0 (0)	0 (0)	4.4	
4	Teacher Evaluation based on students' performance gives the correct picture of my actual performance.	0 (0)	5 (100)	0 (0)	0 (0)	0 (0)	4	
5	Evaluator helps teacher when special assistance needed after evaluating the teacher.	0 (0)	2 (40)	3 (60)	0 (0)	0 (0)	3.4	

6	Follow up work is done regularly.	0 (0)	5 (100)	0 (0)	0 (0)	0 (0)	4	
7	I feel a stress -free environment during teacher evaluation by external agency.	0 (0)	3 (60)	0 (0)	2 (40)	0 (0)	3.2	

It is observed from table 4.203 that, Cent percent teachers of EMRS were undecided on the statement that teacher evaluation was done timely in their school. The intensity index of 3 showed that their perception was favourable.

40% teachers of EMRS agreed, 20% were undecided and 40% disagreed on the statement that evaluators evaluated them objectively. The intensity index of 3 showed that their perception was favourable.

40% teachers of EMRS strongly agreed and 60% agreed on the statement that they reflected or reviewed their performance frankly and objectively in self- evaluation. The intensity index of 4.4 showed that their perception was favourable.

cent percent teachers of EMRS agreed on the statement that teacher evaluation based on students' performance gave the correct picture of their actual performance. The intensity index of 4 showed that their perception was favourable.

40% teachers of EMRS agreed and 60% were undecided on the statement that evaluators helped teachers when special assistance needed after evaluating the teacher. The intensity index of 3.4 showed that their perception was favourable.

cent percent teachers of EMRS agreed on the statement that follow up work was done regularly. The intensity index of 4 showed that their perception was favourable.

60% teachers of EMRS agreed and 40% disagreed on the statement that they felt a stress -free environment during teacher evaluation by external agency. The intensity index of 3.2 showed that their perception was favourable.

The average intensity index of 3.57 showed that perception of EMRS teachers was favourable towards teacher evaluation procedure.

4.1.2.1.4. Teachers' Perception on Feedback

Table 4.204: Perception of Jilla Panchayat School Teachers on Feedback

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	I I	A I I
1	Feedback has strong positive effect on my performance .	59 (27.57)	122 (57.01)	31 (14.49)	2 (0.93)	0 (0)	4.11	3.83
2	Evaluator gives negative feedback with specific and clear examples/ evidence and explanation.	41 (19.16)	67 (31.31)	80 (37.38)	22 (10.28)	4 (1.87)	3.56	

Table 4.204 reveals that, 27.57% teachers of jilla panchayat schools strongly agreed, 57.01% agreed, 14.49% were undecided and 0.93% disagreed on the statement that feedback had strong positive effect on their performance. The intensity index of 4.11 showed that their perception was favourable.

19.16% teachers of jilla panchayat schools strongly agreed, 31.31% agreed, 37.38% were undecided, 10.28% disagreed and 1.87% strongly disagreed on the statement that evaluators gave negative feedback with specific and clear examples/ evidence and explanation. The intensity index of 3.56 showed that their perception was favourable.

The average intensity index of 3.83 showed that perception of jilla panchayat school teachers was favourable towards feedback.

Table 4.205: Perception of Ashram Shala Teachers on Feedback

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II	A II
1	Feedback has strong positive effect on my performance.	2 (8.33)	17 (70.83)	5 (20.83)	0 (0)	0 (0)	3.88	3.75
2	Evaluator gives negative feedback with specific and clear examples/ evidence and explanation.	3 (12.50)	9 (37.50)	12 (50)	0 (0)	0 (0)	3.63	

Table 4.205 shows that, 8.33% teachers of ashram shalas strongly agreed, 70.83% agreed and 20.83% were undecided on the statement that feedback had strong positive effect on their performance. The intensity index of 3.88 showed that their perception was favourable.

12.50% teachers of ashram shalas strongly agreed, 37.50% agreed and 50% were undecided on the statement that evaluator gave negative feedback with specific and clear examples/ evidence and explanation. The intensity index of 3.63 showed that their perception was favourable.

The average intensity index of 3.75 showed that perceptions related attitude of ashram shalas teachers were favourable towards feedback.

Table 4.206: Perception of Private School Teachers on Feedback

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II	A II
1	Feedback has strong positive effect on my performance.	0 (0)	18 (94.74)	1 (5.26)	0 (0)	0 (0)	3.95	3.68

2	Evaluator gives negative feedback with specific and clear examples/ evidence and explanation.	0 (0)	14 (73.68)	3 (15.79)	0 (0)	2 (10.53)	3.42	
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Table 4.206 reveals that, 94.74% teachers of private schools agreed and 5.26% were undecided on the statement that feedback had strong positive effect on their performance. The intensity index of 3.95 showed that their perception was favourable. 73.68% teachers of private schools agreed, 15.79% were undecided and 10.53% strongly disagreed on the statement that evaluators gave negative feedback with specific and clear examples/ evidence and explanation. The intensity index of 3.42 showed that their perception was favourable.

The average intensity index of 3.68 showed that perceptions related attitude of private school teachers were favourable towards feedback.

Table 4.207: Perception of Jawahar Navodaya Vidyalaya (JNV) Teachers on Feedback

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II	A II
1	Feedback has strong positive effect on my performance.	0 (0)	4 (80)	1 (20)	0 (0)	0 (0)	3.8	3.90
2	Evaluator gives negative feedback with specific and clear examples/ evidence and explanation.	0 (0)	5 (100)	0 (0)	0 (0)	0 (0)	4	

Table 4.207 reveals that, 80% teachers of JNV agreed and 20% were undecided on the statement that feedback had strong positive effect on their performance. The intensity index of 3.8 showed that their perception was favourable. cent percent teachers of JNV agreed on the statement that evaluator gave negative feedback with specific and clear examples/ evidence and explanation. The intensity index of 4.00 showed that their perception was favourable.

The average intensity index of 3.90% showed that perceptions related attitude of JNV teachers were favourable towards feedback.

Table 4.208: Perceptions of EMRS Teachers on Feedback

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II	A II
1	Feedback has strong positive effect on my performance.	0 (0)	5 (100)	0 (0)	0 (0)	0 (0)	4	3.50
2	Evaluator gives negative feedback with specific and clear examples/ evidence and explanation.	0 (0)	1 (20)	3 (60)	1 (20)	0 (0)	3	

It is observed from table 4.208 that, Cent percent teachers of EMRS agreed on the statement that feedback had strong positive effect on their performance. The intensity index of 4.00 showed that their perception was favourable.

20% teachers of EMRS agreed, 60% were undecided and 20% were disagreed on the statement that evaluators gave negative feedback with specific and clear examples/ evidence and explanation. The intensity index of 3.00% showed that their perception was favourable.

The average intensity index of 3.50% showed that perceptions related attitude of EMRS teachers were favourable towards feedback.

4.1.2.1.5. Teachers' Perception on Teacher Evaluation Outcomes

Table 4.209: Perception of Jilla Panchayat School Teachers on Teacher Evaluation Outcomes

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II	A II
1	Setting of objectives motivates me to compete with myself to reach my goal.	76 (35.51)	125 (58.41)	12 (5.61)	1 (0.47)	0 (0)	4.29	4.16
2	Teacher evaluation encourages me to evaluate student effectively and keep record of it.	95 (44.39)	109 (50.93)	9 (4.21)	1 (0.47)	0 (0)	4.39	
3	I find my strength as well as my weaknesses through teacher evaluation.	86 (40.18)	105 (49.07)	22 (10.28)	1 (0.47)	0 (0)	4.29	
4	Teacher evaluation provides opportunity for experience sharing.	46 (21.49)	123 (57.48)	44 (20.56)	1 (0.47)	0 (0)	4.00	
5	Teacher evaluation system provides sufficient and accurate, reliable and	53 (24.77)	96 (44.86)	47 (21.96)	16 (7.48)	2 (0.93)	3.85	

	credible data of teacher performance.							
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Table 4.209 reveals that, 35.51% teachers of jilla panchayat schools strongly agreed, 58.41% agreed, 5.61% were undecided and 0.47% disagreed on the statement that setting of objectives motivated them to compete with themselves to reach their goal. The intensity index of 4.29% showed that their perception was favourable.

44.39% teachers of jilla panchayat schools strongly agreed, 50.93% agreed, 4.21% were undecided and 0.47% disagreed on the statement that teacher evaluation encouraged them to evaluate student effectively and kept record of it. The intensity index of 4.39 showed that their perception was favourable.

40.18% teachers of jilla panchayat schools strongly agreed, 49.07% agreed, 10.28% were undecided and 0.47% disagreed on the statement that they found their strength as well as their weaknesses through teacher evaluation. The intensity index of 4.29 showed that their perception was favourable.

21.49% teachers of jilla panchayat schools strongly agreed, 57.48% agreed, 20.56% were undecided, 0.47% disagreed on the statement that teacher evaluation provided opportunity for experience sharing. The intensity index of 4.00 showed that their perception was favourable.

24.77% teachers of jilla panchayat schools strongly agreed, 44.86% agreed, 21.96% were undecided, 7.48% disagreed, and 0.93% strongly disagreed on the statement that teacher evaluation system provided sufficient and accurate, reliable and credible data of teacher performance. The intensity index of 3.85 showed that their perception was favourable.

The average intensity index of 4.16 showed that perceptions related attitudes of jilla panchayat school teachers were favourable towards teacher evaluation outcomes.

Table 4.210: Perception of Ashram Shala Teachers on Teacher Evaluation**Outcomes**

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II	A II
1	Setting of objectives motivates me to compete with myself to reach my goal.	3 (12.50)	11 (45.83)	9 (37.50)	1 (4.17)	0 (0)	3.67	3.87
2	Teacher evaluation encourages me to evaluate student effectively and keep record of it.	7- (29.17)	14 (58.33)	2 (8.33)	1 (4.17)	0 (0)	4.13	
3	I find my strength as well as my weaknesses through teacher evaluation.	8 (33.33)	14 (58.33)	2 (8.33)	0 (0)	0 (0)	4.25	
4	Teacher evaluation provides opportunity for experience sharing.	3 (12.50)	13 (54.17)	7 (29.17)	1 (4.17)	0 (0)	3.75	
5	Teacher evaluation system provides sufficient and accurate, reliable and	1 (4.17)	11 (45.83)	12 (50)	0 (0)	0 (0)	3.54	

	credible data of teacher performance.							
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Table 4.210 shows that, 12.50% teachers of ashram shalas strongly agreed, 45.83% agreed, 37.50% were undecided and 4.17% disagreed on the statement that setting of objectives motivated them to compete with themselves to reach their goals. The intensity index of 3.67 showed that their perception was favourable.

29.17% teachers of ashram shalas strongly agreed, 58.33% agreed, 8.33% were undecided and 4.17% disagreed on the statement that teacher evaluation encouraged them to evaluate student effectively and kept record of it. The intensity index of 4.13 showed that their perception was favourable.

33.33% teachers of ashram shalas strongly agreed, 58.33% agreed and 8.33% were undecided on the statement that they found their strength as well as their weaknesses through teacher evaluation. The intensity index of 4.25 shows that their perception was favourable.

12.50% teachers of ashram shalas strongly agreed, 54.17% agreed, 29.17% were undecided and 4.17% disagreed on the statement that teacher evaluation provided opportunity for experience sharing. The intensity index of 3.75 showed that their perception was favourable.

4.17% teachers of ashram shalas strongly agreed, 45.83% agreed and 50% were undecided, on the statement that teacher evaluation system provided sufficient and accurate, reliable and credible data of teacher performance. The intensity index of 3.87 showed that their perception was favourable.

The average intensity index of 3.87 showed the perceptions related attitudes of ashram shala teachers were favourable towards teacher evaluation outcomes.

Table 4.211: Perception of Private School Teachers on Teacher Evaluation

Outcomes

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II	A II
16	Setting of objectives motivates me	1 (5.26)	17 (89.47)	1 (5.26)	0 (0)	0 (0)	4.00	4.06

	to compete with myself to reach my goal.							
17	Teacher evaluation encourages me to evaluate student effectively and keep record of it.	11 (57.89)	7 (36.84)	1 (5.26)	0 (0)	0 (0)	4.53	
18	I find my strength as well as my weaknesses through teacher evaluation.	2 (10.53)	16 (84.21)	1 (5.26)	0 (0)	0 (0)	4.05	
19	Teacher evaluation provides opportunity for experience sharing.	2 (10.53)	10 (52.63)	7 (36.84)	0 (0)	0 (0)	3.74	
20	Teacher evaluation system provides sufficient and accurate, reliable and credible data of teacher performance.	2 (10.53)	15 (78.95)	2 (10.53)	0 (0)	0 (0)	4.00	

Table 4.211 reveals that, 5.26% teachers of private schools strongly agreed, 89.47% agreed and 5.26% were undecided on the statement that setting of objectives motivated them to compete with themselves to reach their goals. The intensity index of 4.00 showed that their perception was favourable.

57.89% teachers of private schools strongly agreed, 36.84% agreed and 5.26% were undecided on the statement that teacher evaluation encouraged them to evaluate student

effectively and kept record of it. The intensity index of 4.53 showed that their perception was favourable.

10.53% teachers of private schools strongly agreed, 84.21% agreed and 5.26% were undecided disagreed on the statement that they found their strength as well as their weaknesses through teacher evaluation. The intensity index of 4.05 showed that their perception was favourable.

10.53% teachers of private schools strongly agreed, 52.63% agreed and 36.84% were undecided on the statement that teacher evaluation provided opportunity for experience sharing. The intensity index of 3.74 showed that their perception was favourable.

10.53% teachers of private schools strongly agreed, 78.95% agreed and 10.53% were undecided on the statement that teacher evaluation system provided sufficient and accurate, reliable and credible data of teacher performance. The intensity index of 4.00 showed that their perception was favourable.

The average intensity index of 4.06 showed that perceptions related attitudes of private school teachers were favourable towards teacher evaluation outcomes.

Table 4.212: Perception of Jawahar Navodaya Vidyalaya (JNV) Teachers on Teacher Evaluation Outcomes

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	I I	A I I
1	Setting of objectives motivates me to compete with myself to reach my goal.	0 (0)	5 (100)	0 (0)	0 (0)	0 (0)	4	3.92
2	Teacher evaluation encourages me to evaluate student effectively and keep record of it.	0 (0)	5 (100)	0 (0)	0 (0)	0 (0)	4	
3	I find my strength as well as my weaknesses through teacher evaluation.	0 (0)	5 (100)	0 (0)	0 (0)	0 (0)	4	
4	Teacher evaluation provides opportunity for experience sharing.	0 (0)	3 (60)	2 (40)	0 (0)	0 (0)	3.6	

5	Teacher evaluation system provides sufficient and accurate, reliable and credible data of teacher performance.	0 (0)	5 (100)	0 (0)	0 (0)	00 (0)	4	
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It is observed from table 4.212 that, Cent percent teachers of JNV agreed on the statement that setting of objectives motivated them to compete with themselves to reach their goal. The intensity index of 4.00 showed that their perception was favourable.

Cent percent teachers of JNV agreed on the statement that teacher evaluation encouraged them to evaluate student effectively and kept record of it. The intensity index of 4.00 showed that their perception was favourable.

Cent percent teachers of JNV agreed on the statement that they found their strength as well as their weaknesses through teacher evaluation. The intensity index of 4.00 showed that their perception was favourable.

60% teachers of JNV agreed and 40% were undecided on the statement that teacher evaluation provided opportunity for experience sharing. The intensity index of 3.6 showed that their perception was favourable.

cent percent teachers of JNV agreed on the statement that teacher evaluation system provided sufficient and accurate, reliable and credible data of teacher performance. The intensity index of 4.00 showed that their perception was favourable.

The average intensity index of 3.92 showed that perceptions related attitudes of JNV teachers were favourable towards teacher evaluation outcomes.

Table 4.213: Perceptions of EMRS Teachers on Teacher Evaluation Outcomes

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	I I	A I I
1	Setting of objectives motivates me to compete with myself to reach my goal.	0 (0)	5 (100)	0 (0)	0 (0)	0 (0)	4	3.96
2	Teacher evaluation encourages me to evaluate student effectively and keep record of it.	1 (20)	3 (60)	1 (20)	0 (0)	0 (0)	4	

3	I find my strength as well as my weaknesses through teacher evaluation.	0 (0)	4 (80)	0 (0)	1 (20)	0 (0)	3.6
4	Teacher evaluation provides opportunity for experience sharing.	1 (20)	4 (80)	0 (0)	0 (0)	0 (0)	4.2
5	Teacher evaluation system provides sufficient and accurate, reliable and credible data of teacher performance.	0 (0)	5 (100)	0 (0)	0 (0)	0 (0)	4

It is found from table 4.213 that, Cent percent teachers of EMRS agreed on the statement that setting of objectives motivated them to compete with themselves to reach their goals. The intensity index of 4.00 showed that their perception was favourable.

20% teachers of EMRS strongly agreed, 60% agreed and 20% were undecided on the statement that teacher evaluation encouraged them to evaluate student effectively and kept record of it. The intensity index of 4.00 showed that their perception was favourable.

80% teachers of EMRS agreed and 20% disagreed on the statement that they found their strength as well as their weaknesses through teacher evaluation. The intensity index of 3.6 showed that their perception was favourable.

20% teachers of EMRS strongly agreed and 80% agreed on the statement that teacher evaluation provided opportunity for experience sharing. The intensity index of 4.2 showed that their perception was favourable.

cent percent teachers of EMRS agreed on the statement that teacher evaluation system provided sufficient and accurate, reliable and credible data of teacher performance. The intensity index of 4.00 showed that their perception was favourable.

The average intensity index of 3.96 showed that perceptions related attitudes of EMRS teachers were favourable towards teacher evaluation outcomes.

4.1.2.1.6. Teachers' Perception on Reward/Award

Table 4.214: Perception of Jilla Panchayat School Teachers on Reward/Award

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	I I	A I I
1	I get appropriate grade as per my performance	68 (31.78)	114 (53.27)	24 (11.21)	7 (3.27)	1 (0.47)	4.13	4.13
2	Rewarding excellent performance of teacher after teacher evaluation attracts me to perform better.	73 (34.11)	103 (48.13)	33 (15.42)	4 (1.87)	1 (0.47)	4.14	

Table 4.214 reveals that, 31.78% teachers of jilla panchayat schools strongly agreed, 53.27% agreed, 11.21% were undecided, 3.27% disagreed and 0.47% strongly disagreed on the statement that they got appropriate grade as per their performance. The intensity index of 4.13 showed that their perception was favourable.

34.11% teachers of jilla panchayat schools strongly agreed, 48.13% agreed, 15.42% were undecided, 1.87% disagreed and 0.47% strongly disagreed on the statement that rewarding excellent performance of teacher after teacher evaluation attracted them to perform better. The intensity index of 4.14 showed that their perception was favourable.

The average intensity index of 4.13 showed that attitude of jilla panchayat teachers were favourable towards teachers' perception on reward/award.

Table 4.215: Perception of Ashram Shala Teachers on Reward/Award

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II	A II
1	I get appropriate grade as per my performance.	1 (4.17)	17 (70.83)	6 (25)	0 (0)	0 (0)	3.79	3.88
2	Rewarding excellent performance of teacher after teacher evaluation attracts me to perform better.	2 (8.33)	19 (79.17)	3 (12.50)	0 (0)	0 (0)	3.96	

It is observed from table 4.215 that, 4.17% teachers of ashram shala strongly agreed, 70.83% agreed and 25% were undecided on the statement that they got appropriate grade as per their performance. The intensity index of 3.79 showed that their perception was favourable.

8.33% teachers of ashram shala strongly agreed, 79.17% agreed and 12.50% were undecided strongly disagreed on the statement that rewarding excellent performance of teacher after teacher evaluation attracted them to perform better. The intensity index of 3.96 showed that their perception was favourable.

The average intensity index of 3.88 showed that attitude of ashram shalas teachers were favourable towards teachers' perception on reward/award.

Table 4.216: Perception of Private School Teachers on Reward/Award

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II	A II
21	I get appropriate grade as per my performance.	0 (0)	0 (0)	19 (100)	0 (0)	0 (0)	3.00	3.68

22	Rewarding excellent performance of teacher after teacher evaluation attracts me to perform better.	8 (42.11)	10 (52.63)	1 (5.26)	0 (0)	0 (0)	4.37	
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Table 4.216 shows that, Cent percent teachers of private schools were undecided on the statement that they got appropriate grade as per my performance. The intensity index of 3.00 showed that their perception was favourable.

42.11% teachers of private schools strongly agreed, 52.63% agreed and 5.26% were undecided on the statement that rewarding excellent performance of teachers after teacher evaluation attracted them to perform better. The intensity index of 4.37 showed that their perception was favourable.

The average intensity index of 3.68 showed that attitude of private school teachers were favourable towards teachers' perception on reward/award.

Table 4.217: Perception of Jawahar Navodaya Vidyalaya (JNV) Teachers on Reward/Award

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	I I	A I I
1	I get appropriate grade as per my performance.	0 (0)	3 (60)	2 (40)	0 (0)	0 (0)	3.6	3.80
2	Rewarding excellent performance of teacher after teacher evaluation attracts me to perform better.	0 (0)	5 (100)	0 (0)	0 (0)	0 (0)	4	

Table 4.217 shows that, 60% teachers of JNV agreed and 40% were undecided on the statement that they got appropriate grade as per their performances. The intensity index of 3.6 showed that their perception was favourable.

Cent percent teachers of JNV agreed on the statement that rewarding excellent performance of teacher after teacher evaluation attracted them to perform better. The intensity index of 4.00 showed that their perception was favourable.

The average intensity index of 3.80 showed that attitude of JNV teachers were favourable towards teachers' perception on reward/award.

Table 4.218: Perceptions of EMRS Teachers on Reward/Award

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II	A II
1	I get appropriate grade as per my performance.	0 (0)	5 (100)	0 (0)	0 (0)	0 (0)	4	3.8
2	Rewarding excellent performance of teacher after teacher evaluation attracts me to perform better.	0 (0)	3 (60)	2 (40)	0 (0)	0 (0)	3.6	

It can be observed from 4.218 that, Cent percent teachers of EMRS agreed on the statement that they got appropriate grade as per their performance. The intensity index of 4.00 showed that their perception was favourable.

60% teachers of EMRS agreed and 40% were undecided on the statement that rewarding excellent performance of teacher after teacher evaluation attracted me to perform better. The intensity index of 3.6 showed that their perception was favourable.

The average intensity index of 3.80 showed that attitude of EMRS teachers were favourable towards teachers' perception on reward/award.

4.1.2.1.7. Teachers' Perception on Satisfaction with Present Teacher Evaluation System

Table 4.219: Perception of Jilla panchayat School Teachers on Satisfaction with Present Teacher Evaluation System

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II
1	I am satisfied with present teacher evaluation system.	45 (21.02)	119 (55.61)	31 (14.49)	14 (6.54)	5 (2.34)	3.86

Table 4.219 shows that, 21.02% teachers of jilla panchayat schools strongly agreed, 55.61% agreed, 14.49% were undecided, 6.54% disagreed and 2.34% strongly disagreed on the statement that they were satisfied with present teacher evaluation system. The intensity index of 3.86 showed that their perception was favourable.

Table 4.220: Perception of Ashram Shala Teachers on Satisfaction with Present Teacher Evaluation System

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II
1	I am satisfied with present teacher evaluation system.	2 (8.33)	18 (75.00)	3 (12.50)	1 (4.17)	0 (0)	3.88

Table 4.220 shows that, 8.33% teachers of ashram shalas strongly agreed, 75.00% agreed, 12.50% were undecided and 4.17% disagreed on the statement that they were satisfied with present teacher evaluation system. The intensity index of 3.88 showed that their perception was favourable.

Table 4.221: Perception of Private School Teachers on Satisfaction with Present Teacher Evaluation System

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II
1	I am satisfied with present teacher evaluation system.	1 (5.26)	16 (84.21)	2 (10.53)	0 (0)	0 (0)	3.95

Table 4.221 shows that, 5.26% teachers of private schools strongly agreed, 84.21% agreed and 10.53% were undecided on the statement that they were satisfied with present teacher evaluation system. The intensity index of 3.95 showed that their perception was favourable.

Table 4.222: Perception of Jawahar Navodaya Vidyalaya (JNV) Teachers on Satisfaction with Present Teacher Evaluation System

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II
1	I am satisfied with present teacher evaluation system.	0 (0)	4 (80)	1 (20)	0 (0)	0 (0)	3.8

Table 4.222 reveals that, 80% teachers of JNV agreed and 20% were undecided on the statement that they were satisfied with present teacher evaluation system. The intensity index of 3.8 showed that their perception was favourable.

Table 4.223: Perceptions of EMRS Teachers on Satisfaction with Present Teacher Evaluation System

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II
1	I am satisfied with present teacher evaluation system.	0 (0)	5 (100)	0 (0)	0 (0)	0 (0)	4

Table 4.223 reveals that, Cent percent teachers of EMRS agreed on the statement that they were satisfied with present teacher evaluation system. The intensity index of 4.00 showed that their perception was favourable.

4.1.2.2. Perception of School Principals

4.1.2.2.1. Perception of Principals towards Role and Goal of Teachers

Table 4.224: Perception of Principals of Jilla Panchayat Schools on Role and Goal of Teachers

No.	Statements	SA (%)	A (%)	U (%)	D (%)	S D (%)	II	A II
1	Teacher evaluation provides better clarity of teachers' job and responsibility.	32 (40)	37 (46.25)	11 (13.75)	0 (0)	0 (0)	4.26	4.24
2	I let my teachers to decide objectives to achieve in the present year.	21 (26.25)	55 (68.75)	4 (5)	0 (0)	0 (0)	4.21	

Table 4.224 reveals that, 40% principals of jilla panchayat schools strongly agreed, 46.25% agreed and 13.75% were undecided on the statement that teacher evaluation provided better clarity of teachers' job and responsibility. The intensity index of 4.26 showed that their perception was favourable. 26.25% principals of jilla panchayat schools strongly agreed, 68.75% agreed, and 5% were undecided on the statement that they let their teachers to decide objectives to achieve in the present year. The intensity index of 4.21 showed that their perception was favourable. The average intensity index of 4.24 showed that perceptions of jilla panchayat school principals was favourable on the role and goals of the teachers.

Table 4.225: Perception of Ashram Shala Principals on Role and Goal of Teachers

No.	Statements	SA (%)	A (%)	U (%)	D (%)	S D (%)	II	A II
1	Teacher evaluation provides better clarity of	2 (33.33)	4 (66.67)	0 (0)	0 (0)	0 (0)	4.33	4.5

	teachers' job and responsibility.							
2	I let my teachers to decide objectives to achieve in the present year.	4 (66.67)	2 (33.33)	0 (0)	0 (0)	0 (0)	4.67	

It can be observed from table 4.225 that, 33.33% principals of ashram shala strongly agreed and 66.67% agreed on the statement that teacher evaluation provided better clarity of teachers' job and responsibility. The intensity index of 4.33 showed that their perception was favourable. 66.67 % principals of ashram shala strongly agreed, and 33.33% agreed on the statement that they let their teachers to decide objectives to achieve in the present year. The intensity index of 4.67 showed that their perception was favourable. The average intensity index of 4.5 showed that perceptions of ashram shala principals was favourable on the role and goals of teachers.

Table 4.226: Perception of Private School Principals on Role and Goal of Teachers

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II	A II
1	Teacher evaluation provides better clarity of teachers' job and responsibility.	3 (75)	1 (25)	0 (0)	0 (0)	0 (0)	4.75	4.37
2	I let my teachers to decide objectives to achieve in the present year.	0 (0)	4 (100)	0 (0)	0 (0)	0 (0)	4	

It can be observed from table 4.226 that,75% principals of private schools strongly agreed and 25% agreed on the statement that teacher evaluation provided better clarity of teachers' job and responsibility. The intensity index of 4.75 showed that their perception was favourable. Cent percent principals of private schools agreed on the statement that they let their teachers to decide objectives to achieve in the present year. The intensity index of 4 showed that their perception was favourable. The average intensity index of 4.37 showed that perception of private school principals was favourable on the role and goals of teachers.

Table 4.227: Perception of JNV Principal on Role and Goal of Teacher

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II	A II
1	Teacher evaluation provides better clarity of teachers' job and responsibility.	0 (0)	1 (100)	0 (0)	0 (0)	0 (0)	4	4
2	I let my teachers to decide objectives to achieve in the present year.	0 (0)	1 (100)	0 (0)	0 (0)	0 (0)	4	

It can be observed from table 4.227 that, one principal of JNV agreed on the statement that teacher evaluation provided better clarity of teachers' job and responsibility. The intensity index of 4 showed that his/her perception was favourable.

One principal of JNV agreed on the statement that he let his teachers to decide objectives to achieve in the present year. The intensity index of 4 showed that his perception was favourable. The average intensity index of 4 showed that perceptions of JNV was favourable on the role and goals of teachers.

Table 4.228: Perception of EMRS Principals on Role and Goal of Teachers

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II	A II
1	Teacher evaluation provides better clarity of teachers' job and responsibility.	0 (0)	1 (100)	0 (0)	0 (0)	0 (0)	4	4
2	I let my teachers to decide objectives to achieve in the present year.	0 (0)	1 (100)	0 (0)	0 (0)	0 (0)	4	

It is observed from table 4.228 that, one principal of EMRS agreed on the statement that teacher evaluation provided better clarity of teachers' job and responsibility. The intensity index of 4 showed that his perception was favourable. One principal of EMRS agreed on the statement that he let his teachers to decide objectives to achieve in the present year. The intensity index of 4 showed that his perception was favourable. The average intensity index of 4 showed that perceptions of EMRS was favourable on role and goal.

Average intensity index of all types of schools showed that perception of EMRS principal was favourable on the role and goals of teachers.

4.1.2.2.2. Perception of Principals on Accountability

Table 4.229: Perception of Jilla Panchayat School Principals on Accountability

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II
1	Teacher evaluation makes teacher accountable	22 (27.5)	52 (65)	4 (5)	2 (2.5)	0 (0)	4.18

	for his/her work.						
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It is observed from table 4.229 that, 27.5% principals of jilla panchayat schools strongly agreed, 65% agreed and 5% were undecided on the statement that teacher evaluation made teachers accountable for their work. The intensity index of 4.18 showed that their perception was favourable.

Table 4.230: Perception of Ashram Shala Principals on Accountability

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II
1	Teacher evaluation makes teacher accountable for his/her work.	4 (66.67)	2 (33.33)	0 (0)	0 (0)	0 (0)	4.67

It is observed from table 4.230 that, 66.67% principals of ashram shalas strongly agreed and 33.33% agreed on the statement that teacher evaluation made teacher accountable for their work. The intensity index of 4.67 showed that their perception was favourable.

Table 4.231: Perception of Private School Principals on Accountability

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II
1	Teacher evaluation makes teacher accountable for his/her work.	3 (75)	1 (25)	0 (0)	0 (0)	0 (0)	4.75

It is observed from table 4.231 that, 75% principals of private schools strongly agreed and 25% agreed on the statement that teacher evaluation made teacher accountable for their work. The intensity index of 4.75 showed that their perception was favourable.

Table 4.232: Perception of JNV Principal on Accountability

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II
1	Teacher evaluation makes teacher accountable for his/her work.	0 (0)	0 (0)	1 (100)	0 (0)	0 (0)	3

Table 4.232 shows that, one principal of JNV was undecided on the statement that teacher evaluation made teachers accountable for their work. The intensity index of 3 showed that his perception was favourable.

Table 4.233: Perception of EMRS Principal on Accountability

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II
1	Teacher evaluation makes teacher accountable for his/her work.	0 (0)	1 (100)	0 (0)	0 (0)	0 (0)	4

Table 4.233 shows that, one principal of EMRS agreed on the statement that teacher evaluation made teacher accountable for their work. The intensity index of 4 showed that the perception was favourable.

4.1.2.2.3. Attitude of Teachers towards Teacher Evaluation

Table 4.234: Jilla Panchayat School Principals on their Attitude towards Teacher Evaluation

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II
1	Teacher evaluation is helpful to develop positive attitude in teacher.	16 (20)	59 (73.75)	4 (5)	1 (1.25)	0 (0)	4.13

Table 4.234 shows that, 20% principals of jilla panchayat schools strongly agreed, 73.75% agreed, 5% were undecided and 1.25% disagreed on the statement that teacher

evaluation was helpful to develop positive attitude in teachers. The intensity index of 4.13 showed that their perception was favourable.

Table 4.235: Perception of Ashram Shala Principals on their Attitude towards Teacher Evaluation

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II
1	Teacher evaluation is helpful to develop positive attitude in teacher.	4 (66.67)	2 (33.33)	0 (0)	0 (0)	0 (0)	4.67

Table 4.235 reveals that, 66.67% principals of ashram shala strongly agreed and 33.33% agreed on the statement that teacher evaluation was helpful to develop positive attitude in teachers. The intensity index of 4.67 showed that their perception was favourable.

Table 4.236: Perception of Private School Principals on their Attitude towards Teacher Evaluation

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II
1	Teacher evaluation is helpful to develop positive attitude in teacher.	1 (25)	1 (25)	2 (50)	0 (0)	0 (0)	3.75

Table 4.236 reveals that, 25% principals of private schools strongly agreed, 25% agreed and 50% were undecided on the statement that teacher evaluation was helpful to develop positive attitude in teachers. The intensity index of 3.75 showed that their perception was favourable.

Table 4.237: Perception of JNV Principals on their Attitude of towards Teacher Evaluation

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II
1	Teacher evaluation is helpful to develop positive attitude in teacher.	0 (0)	0 (0)	1 (100)	0 (0)	0 (0)	3

Table 4.237 reveals that, one principal of JNV was undecided on the statement that teacher evaluation is helpful to develop positive attitude in teachers. The intensity index of 3 showed that their perception was favourable.

Table 4.238: Perception of EMRS Principals on their Attitude towards Teacher Evaluation

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II
1	Teacher evaluation is helpful to develop positive attitude in teacher.	0 (0)	0 (0)	1 (100)	0 (0)	0 (0)	3

Table 4.238 reveals that, one principal of EMRS was undecided on the statement that teacher evaluation was helpful to develop positive attitude in teachers. The intensity index of 3 showed that their perception was favourable.

4.1.2.2.4. Evaluation Tool

Table 4.239: Perception of Jilla Panchayat School Principals on Evaluation Tool

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II
1	Readymade Performa of teacher evaluation is comprehensive.	13 (16.25)	29 (36.25)	32 (40)	6 (7.5)	0 (0)	3.61

Table 4.239 reveals that, 16.25% principals of jilla panchayat schools strongly agreed, 36.25% agreed, 40% were undecided and 7.5% strongly disagreed on the statement that

readymade performa of teacher evaluation was comprehensive. The intensity index of 3.61 showed that their perception was favourable.

Table 4.240: Perception of Ashram Shala Principals on Evaluation Tool

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II
1	Readymade Performa of teacher evaluation is comprehensive.	1 (16.67)	3 (50)	2 (33.33)	0 (0)	0 (0)	3.83

It can be found from table 4.240 that, 16.67% principals of ashram shala strongly agreed, 50% agreed and 33.33% were undecided on the statement that readymade Performa of teacher evaluation was comprehensive. The intensity index of 3.83 showed that their perception was favourable.

Table 4.241: Perception of Private School Principals on Evaluation Tool

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II
1	Readymade Performa of teacher evaluation is comprehensive.	0 (0)	1 (25)	3 (75)	0 (0)	0 (0)	3.25

It can be found from table 4.241 that, 25% principals of private schools agreed and 75% were undecided on the statement that readymade Performa of teacher evaluation was comprehensive. The intensity index of 3.25 showed that their perception was favourable.

Table 4.242: Perception of JNV Principal on Evaluation Tool

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II
1	Readymade Performa of teacher evaluation is comprehensive.	0 (0)	1 (100)	0 (0)	0 (0)	0 (0)	4

It can be found from table 4.242 that, one principal of JNV agreed on the statement that readymade Performa of teacher evaluation was comprehensive. The intensity index of 4 showed that his perception was favourable.

Table 4.243: Perception of EMRS Principal on Evaluation Tool

No.	Statements	SA (%)	A (%)	U (%)	D (%)	S D (%)	I I
1	Readymade Performa of teacher evaluation is comprehensive.	0 (0)	0 (0)	1 (100)	0 (0)	0 (0)	3

It can be found from table 4.243 that, one principal of EMRS was undecided on the statement that readymade performa of teacher evaluation was comprehensive. The intensity index of 3 showed that his perception was favourable.

4.1.2.2.5. Preparation done by Evaluator

Table 4.244: Perception of Jilla Panchayat School Principals on Preparation done by them

No.	Statements	SA (%)	A (%)	U (%)	D (%)	S D (%)	I I	A I I
1	I do some preparation before going to evaluate teacher.	21 (26.25)	42 (52.5)	15 (18.75)	2 (2.5)	0 (0)	4.03	4.08
1	I check the lesson plan prepared by the teachers properly.	24 (30)	42 (52.5)	14 (17.5)	0 (0)	0 (0)	4.13	

It can be observed from table 4.244 that, 26.25% principals of jilla panchayat schools strongly agreed, 52.5% agreed and 18.75% were undecided and 2.5% disagreed on the statement that they did some preparation before going to evaluate teachers. The intensity index of 4.03 showed that their perception was favourable.

30% principals of jilla panchayat schools strongly agreed, 52.5% agreed, and 17.5% were undecided on the statement that check the lesson plan prepared by the teachers properly. The intensity index of 4.13 showed that their perception was favourable.

The average intensity index of 4.08 showed that perceptions of jilla panchayat school principals was favourable on preparation done by evaluator.

Table 4.245: Perception of Ashram Shala Principals on Preparation done by them

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II	A II
1	I do some preparation before going to evaluate teacher.	3 (50.00)	3 (50.00)	0 (0)	0 (0)	0 (0)	4.50	4.17
1	I check the lesson plan prepared by the teachers properly.	0 (0)	5 (83.33)	1 (16.67)	0 (0)	0 (0)	3.83	

It can be observed from table 4.245 that, 50% principals of ashram shalas strongly agreed and 50% agreed on the statement that they did some preparation before going to evaluate teacher. The intensity index of 4.50 showed that their perception was favourable.

83.33% principals of ashram shalas agreed and 16.67% were undecided on the statement that they checked the lesson plan prepared by the teachers properly. The intensity index of 3.83 showed that their perception was favourable.

The average intensity index of 4.17 showed that perceptions of ashram shala principals was favourable on preparation done by the evaluators.

Table 4.246: Perception of Private School Principals on Preparation done by them

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II	A II
1	I do some preparation before going to evaluate teacher.	3 (75)	1 (25)	0 (0)	0 (0)	0 (0)	4.75	4.75
2	I check the lesson plan prepared by the teachers properly.	3 (75)	1 (25)	0 (0)	0 (0)	0 (0)	4.75	

It can be observed from table 4.246 that, 75% principals of private schools strongly agreed and 25% agreed on the statement that they did some preparation before going to evaluate teachers. The intensity index of 4.75 showed that their perception was favourable.

75% principals of private schools strongly agreed and 25% agreed on the statement that they checked the lesson plan prepared by the teachers properly. The intensity index of 4.75 showed that their perception was favourable.

The average intensity index of 4.75 showed that perception of private school principals was favourable on preparation done by evaluators.

Table 4.247: Perception of JNV Principal on Preparation done by him

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II	A II
1	I do some preparation before going to evaluate teacher.	0 (0)	1 (100)	0 (0)	0 (0)	0 (0)	4	4
2	I check the lesson plan prepared by the teachers properly.	0 (0)	1 (100)	0 (0)	0 (0)	0 (0)	4	

It can be observed from table 4.247 that, one principal of JNV agreed on the statement that they do some preparation before going to evaluate teacher. The intensity index of 4 showed that his perception was favourable.

One principal of JNV agreed on the statement that they checked the lesson plan prepared by the teachers properly. The intensity index of 4 showed that his perception was favourable.

The average intensity index of 4 showed that perceptions of JNV principal was favourable on preparation done by evaluator.

Table 4.248: Perception of EMRS Principal on Preparation done by them

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II	A II
1	I do some preparation before going to evaluate teacher.	0 (0)	0 (0)	1 (100)	0 (0)	0 (0)	3	3
2	I check the lesson plan prepared by the teachers properly.	0 (0)	0 (0)	1 (100)	0 (0)	0 (0)	3	

It can be observed from table 4.248 that, one principal of EMRS were undecided on the statement that they did some preparation before going to evaluate teachers. The intensity index of 3 showed that his perception was favourable.

cent percent principal of EMRS were undecided on the statement that they checked the lesson plan prepared by the teachers properly. The intensity index of 3 showed that his perception was favourable.

The average intensity index of 3 showed that perceptions of EMRS was favourable on preparation done by evaluator.

4.1.2.2.6. Perception of Principals on Time Management

Table 4.249: Jilla Panchayat School Principals on Time Management

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II	A II
1	I conduct teacher evaluation as scheduled.	11 (13.75)	36 (45)	30 (37.5)	3 (3.75)	0 (0)	3.69	3.98
2	Teacher evaluation is time consuming procedure.	34 (42.5)	36 (45)	7 (8.75)	3 (3.75)	0 (0)	4.26	

Table 4.249 shows that, 13.75% principals of jilla panchayat schools strongly agreed, 45% agreed and 37.5% were undecided on the statement that they conducted teacher evaluation as scheduled. The intensity index of 3.69 showed that their perception was favourable.

42.5% principals of jilla panchayat schools strongly agreed, 45% agreed, 8.75% were undecided and 3.75% disagreed on the statement that teacher evaluation was time consuming procedure. The intensity index of 4.26 showed that their perception was favourable.

The average intensity index of 3.98 showed that perceptions of jilla panchayat school principals was favourable on time management.

Table 4.250: Perception of Ashram Shala Principals on Time Management

No.	Statements	SA (%)	A (%)	U (%)	D (%)	S D (%)	I I	A I I
1	I conduct teacher evaluation as scheduled.	2 (33.33)	3 (50)	1 (16.67)	0 (0)	0 (0)	4.17	4.34
2	Teacher evaluation is time consuming procedure.	3 (50)	3 (50)	0 (0)	0 (0)	0 (0)	4.50	

Table 4.250 shows that, 33.33% principals of ashram shalas strongly agreed, 50% agreed and 16.67% were undecided on the statement that they conducted teacher evaluation as scheduled. The intensity index of 4.17 showed that their perception was favourable.

50% principals of ashram shalas strongly agreed and 50% agreed on the statement that teacher evaluation was time consuming procedure. The intensity index of 4.50 showed that their perception was favourable.

The average intensity index of 4.34 showed that perceptions of ashram shala principals was favourable on time management.

Table 4.251: Perception of Private School Principals on Time Management

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II	A II
1	I conduct teacher evaluation as scheduled.	2 (50)	1 (25)	1 (25)	0 (0)	0 (0)	4.25	3.75
2	Teacher evaluation is time consuming procedure.	0 (0)	2 (50)	1 (25)	1 (25)	0 (0)	3.25	

Table 4.251 shows that, 50% principals of private schools strongly agreed, 25% agreed and 25% were undecided on the statement that they conducted teacher evaluation as scheduled. The intensity index of 4.25 showed that their perception was favourable.

50% principals of private schools agreed, 25% were undecided and 25% disagreed on the statement that teacher evaluation was time consuming procedure. The intensity index of 3.25 showed that their perception was favourable.

The average intensity index of 3.75 showed that perceptions of private school principals was favourable on time management.

Table 4.252: Perception of JNV Principal on Time Management

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II	A II
1	I conduct teacher evaluation as scheduled.	0 (0)	0 (0)	1 (100)	0 (0)	0	3	2.5
2	Teacher evaluation is time consuming procedure.	0 (0)	0 (0)	0 (0)	1 (100)	0	2	

Table 4.252 shows that, one principal of JNV was undecided on the statement that they conducted teacher evaluation as scheduled. The intensity index of 3 showed that his perception was favourable.

One principal of JNV disagreed on the statement that teacher evaluation was time consuming procedure. The intensity index of 2 showed that his perception was not favourable.

The average intensity index of 2.5 showed that perceptions of JNV principal was not favourable on time management.

Table 4.253: Perception of EMRS Principals on Time Management

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II	A II
1	I conduct teacher evaluation as scheduled.	0 (0)	0 (0)	0 (0)	1 (100)	0	2	2
2	Teacher evaluation is time consuming procedure.	0 (0)	0 (0)	0 (0)	1 (100)	0	2	

Table 4.253 shows that, one principal of EMRS disagreed on the statement that he conducted teacher evaluation as scheduled. The intensity index of 2 showed that his perception was not favourable.

One principal of EMRS disagreed on the statement that teacher evaluation was time consuming procedure. The intensity index of 2 showed that his perception was not favourable.

The average intensity index of 2 showed that perceptions of EMRS principal was not favourable on time management.

4.1.2.2.7. Perception of Principals on Competency of Evaluator

Table 4.254: Perception of Jilla Panchayat School Principal on their Competency as an Evaluator

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II	A II
1	I have good academic knowledge to evaluate teachers of different subject.	12 (15)	38 (47.5)	14 (17.5)	15 (18.75)	1 (1.25)	3.56	3.81

2	Through the demonstration of teaching, I provide the example of excellent teaching.	27 (33.75)	39 (48.75)	6 (7.5)	8 (10)	0 (0)	4.06	
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It can be found from table 4.254 that, 15% principals of jilla panchayat schools strongly agreed, 47.5% agreed, 17.5% were undecided, 18.75% disagreed and 1.25% strongly disagreed on the statement that they had good academic knowledge to evaluate teachers of different subjects. The intensity index of 3.56 showed that their perception was favourable.

33.75% principals of jilla panchayat schools strongly agreed, 48.75% agreed, 7.5% were undecided and 10% disagreed on the statement that through the demonstration of teaching, they provided the example of excellent teaching. The intensity index of 4.06 showed that their perception was favourable.

The average intensity index of 3.81 showed that perceptions of jilla panchayat principals was favourable on competency of evaluator.

Table 4.255: Perception of Ashram Shala School Principals on their Competency as an Evaluator

No.	Statements	SA (%)	A (%)	U (%)	D (%)	S D (%)	I I	A I I
1	I have good academic knowledge to evaluate teachers of different subject.	2 (33.33)	4 (66.67)	0 (0)	0 (0)	0 (0)	4.33	4.42
2	Through the demonstration of teaching, I provide the example of excellent teaching.	4 (66.67)	1 (16.67)	1 (16.67)	0 (0)	0 (0)	4.50	

Table 4.255 reveals that, 33.33% principals of ashram shalas strongly agreed and 66.67% agreed on the statement that they had good academic knowledge to evaluate teachers of different subjects. The intensity index of 4.33 showed that their perception was favourable.

66.67% principals of ashram shalas strongly agreed, 16.67% agreed and 16.67% were undecided on the statement that through the demonstration of teaching, they provided the example of excellent teaching. The intensity index of 4.50 showed that their perception was favourable.

The average intensity index of 4.42 showed that perceptions of ashram shala principals was favourable on competency of evaluator.

Table 4.256: Perception of Private Schools Principals on their Competency as an Evaluator

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II	A II
1	I have good academic knowledge to evaluate teachers of different subject.	4 (100)	0 (0)	0 (0)	0 (0)	0 (0)	5	4.38
2	Through the demonstration of teaching, I provide the example of excellent teaching.	1 (25)	1 (25)	2 (50)	0 (0)	0 (0)	3.75	

Table 4.256 shows that, cent percent principals of private schools strongly agreed on the statement that they had good academic knowledge to evaluate teachers of different subjects. The intensity index of 5 showed that their perception was favourable.

25% (1) principals of private schools strongly agreed, 25% (1) agreed and 50% were undecided on the statement that through the demonstration of teaching, they provided the example of excellent teaching. The intensity index of 3.75 showed that their perception was favourable.

The average intensity index of 4.38 showed that perceptions of private schools was favourable on competency of evaluator.

Table 4.257: Perception of JNV Principal on his Competency as an Evaluator

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II	A II
1	I have good academic knowledge to evaluate teachers of different subject.	0 (0)	1 (100)	0 (0)	0 (0)	0 (0)	4	4
2	Through the demonstration of teaching, I provide the example of excellent teaching.	0 (0)	1 (100)	0 (0)	0 (0)	0 (0)	4	

Table 4.257 shows that, one principal of JNV agreed on the statement that he had good academic knowledge to evaluate teachers of different subjects. The intensity index of 4 showed that his perception was favourable.

One principal of JNV agreed on the statement that through the demonstration of teaching, he provided the example of excellent teaching. The intensity index of 4 showed that his perception was favourable.

The average intensity index of 4 showed that perceptions of JNV principal was favourable on competency of evaluator.

Table 4.258: Perception of EMRS Principal on his Competency as an Evaluator

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II	A II
1	I have good academic knowledge to evaluate teachers of different subject.	0 (0)	0 (0)	0 (0)	1 (100)	0 (0)	2	3
2	Through the demonstration of teaching, I provide the example of excellent teaching.	0 (0)	1 (100)	0 (0)	0 (0)	0 (0)	4	

Table 4.258 shows that, one principal of EMRS disagreed on the statement that he had good academic knowledge to evaluate teachers of different subjects. The intensity index of 2 showed that his perception was not favourable.

One principal of EMRS agreed on the statement that through the demonstration of teaching, he provided the example of excellent teaching. The intensity index of 4 showed that his perception was favourable.

The average intensity index of 3 showed that perception of EMRS principal was favourable on competency of evaluator.

4.1.2.2.8. Perception of Principals on Source of Data

Table 4.259: Jilla Panchayat School Principals on Source of Data

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II	A II
1	The observation technique gives complete picture of teacher's performance.	30 (37.5)	34 (42.5)	12 (15)	4 (5)	0 (0)	4.13	4.06
2	Through the evaluation of students, teacher can be evaluated correctly.	24 (30)	41 (51.25)	9 (11.25)	5 (6.25)	1 (1.25)	4.03	
3	Self-evaluation inspires teacher for self-development.	15 (18.75)	54 (67.5)	9 (11.25)	2 (2.5)	0 (0)	4.03	

It can be observed from table 4.259 that, 37.5% principals of jilla panchayat schools strongly agreed, 42.5% agreed, 15% were undecided and 5% disagreed on the statement that the observation technique gives complete picture of teacher's performance. The intensity index of 4.13 showed that their perception was favourable.

30% principals of jilla panchayat schools strongly agreed, 51.25% agreed, 11.25% were undecided, 6.25% disagreed and 1.25% strongly disagreed on the statement that through the evaluation of students, teacher could be evaluated correctly. The intensity index of 4.03 showed that their perception was favourable.

18.75% principals of jilla panchayat schools strongly agreed, 67.5% agreed, 11.25% were undecided and 2.5% disagreed on the statement that self-evaluation inspired teacher for self-development. The intensity index of 4.03 showed that their perception was favourable.

The average intensity index of 4.06 showed that perceptions of jilla panchayat school principals was favourable on source of data.

Table 4.260: Perception of Ashram Shala Principals on Source of Data

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II	A II
1	The observation technique gives complete picture of teacher's performance.	5 (83.33)	1 (16.67)	0 (0)	0 (0)	0 (0)	4.83	4.5
2	Through the evaluation of students, teacher can be evaluated correctly.	3 (50.00)	3 (50.00)	0 (0)	0 (0)	0 (0)	4.50	
3	Self-evaluation inspires teacher for self-development.	1 (16.67)	5 (83.33)	0 (0)	0 (0)	0 (0)	4.17	

It can be observed from table 4.260 that, 83.33% principals of ashram shalas strongly agreed and 16.67% agreed on the statement that the observation technique gave complete picture of teacher's performance. The intensity index of 4.83 showed that their perception was favourable.

50% principals of ashram shalas strongly agreed and 50 % agreed on the statement that through the evaluation of students, teacher could be evaluated correctly. The intensity index of 4.5 showed that their perception was favourable.

16.67% principals of ashram shalas strongly agreed and 83.33% agreed on the statement that self-evaluation inspired teachers for self-development. The intensity index of 4.17 showed that their perception was favourable.

The average intensity index of 4.5 showed that perception of ashram shala principals was favourable on source of data.

Table 4.261: Perception of Private School Principals on Source of Data

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II	A II
1	The observation technique gives complete picture of teacher's performance.	3 (75)	1 (25)	0 (0)	0 (0)	0 (0)	3.75	4.08
2	Through the evaluation of students, teacher can be evaluated correctly.	0 (0)	4 (100)	0 (0)	0 (0)	0 (0)	4	
3	Self-evaluation inspires teacher for self-development.	2 (50)	2 (50)	0 (0)	0 (0)	0 (0)	4.5	

7 It can be observed from table 4.261 that, 5% principals of private schools strongly agreed and 25% agreed on the statement that the observation technique gave complete picture of teacher's performance. The intensity index of 3.75 showed that their perception was favourable.

cent percent principals of private schools agreed on the statement that through the evaluation of students, teacher could be evaluated correctly. The intensity index of 4 showed that their perception was favourable.

50% principals of private schools strongly agreed and 50% agreed on the statement that self-evaluation inspired teachers for self-development. The intensity index of 4.5 showed that their perception was favourable.

The average intensity index of 4.08 showed that perceptions of private schools was favourable on source of data.

Table 4.262: Perception of JNV Principal on Source of Data

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II	A II
1	The observation technique gives	0 (0)	1 (100)	0 (0)	0 (0)	0 (0)	4	3.67

	complete picture of teacher's performance.							
2	Through the evaluation of students, teacher can be evaluated correctly.	0 (0)	0 (0)	1 (100)	0 (0)	0 (0)	3	
3	Self-evaluation inspires teacher for self-development.	0 (0)	1 (100)	0 (0)	0 (0)	0 (0)	4	

It can be observed from table 4.262 that, one principal of JNV agreed on the statement that the observation technique gave complete picture of teacher's performance. The intensity index of 4 showed that their perception was favourable.

One principal of JNV was undecided on the statement that through the evaluation of students, teacher can be evaluated correctly. The intensity index of 3 showed that his perception was favourable.

One principal of JNV agreed on the statement that self-evaluation inspired teachers for self-development. The intensity index of 4 showed that his perception was favourable. The average intensity index of 3.67 showed that perceptions of JNV was favourable on source of data.

Table 4.263: Perception of EMRS Principals on Source of Data

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II	A II
1	The observation technique gives complete picture of teacher's performance.	0 (0)	0 (0)	1 (100)	0 (0)	0 (0)	3	3.67
2	Through the evaluation of students, teacher can be evaluated correctly.	0 (0)	1 (100)	0 (0)	0 (0)	0 (0)	4	
3	Self-evaluation inspires teacher for self-development.	0 (0)	1 (100)	0 (0)	0 (0)	0 (0)	4	

It can be observed from table 4.263 that, one principal of EMRS was undecided on the statement that the observation technique gave complete picture of teacher's performance. The intensity index of 3 showed that his perception was favourable.

One principal of EMRS agreed on the statement that through the evaluation of students, teacher could be evaluated correctly. The intensity index of 4 showed that his perception was favourable.

One principal of EMRS agreed on the statement that self-evaluation inspired teacher for self-development. The intensity index of 4 showed that his perception was favourable.

The average intensity index of 3.67 showed that perceptions of EMRS was favourable on source of data.

4.1.2.2.9. Perception of Principals on Review of Performance

Table 4.264: Jilla Panchayat School Principals on Review of Performance

No	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II
1	Performance review of teacher is done properly.	12 (15)	48 (60)	19 (23.75)	1 (1.25)	0 (0)	3.89

It can be observed from table 4.264 that, 15% principals of jilla panchayat schools strongly agreed, 60% agreed, 23.75% were undecided and 1.25% disagreed on the statement that performance review of teacher was done properly. The intensity index of 3.89 showed that their perception was favourable.

Table 4.265: Perception of Ashram Shala Principals on Review of Performance

No	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II
1	Performance review of teacher is done properly.	3 (50)	3 (50)	0 (0)	0 (0)	0 (0)	4.50

Table 4.265 reveals that, 50% principals of ashram shalas strongly agreed and 50% agreed on the statement that performance review of teacher was done properly. The intensity index of 4.50 showed that their perception was favourable.

Table 4.266: Perception of Private School Principals on Review of Performance

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II
1	Performance review of teacher is done properly.	2 (50)	2 (50)	0 (0)	0 (0)	0 (0)	4.5

Table 4.266 reveals that, 50% principals of private schools strongly agreed and 50% agreed on the statement that performance review of teacher was done properly. The intensity index of 4.5 showed that their perception was favourable.

Table 4.267: Perception of JNV Principal on Review of Performance

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II
1	Performance review of teacher is done properly.	0 (0)	1 (100)	0 (0)	0 (0)	0 (0)	4

Table 4.267 reveals that, one principal of JNV agreed on the statement that performance review of teacher was done properly. The intensity index of 4 showed that his perception was favourable.

Table 4.268: Perception of EMRS Principals on Review of Performance

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II
1	Performance review of teacher is done properly.	0 (0)	0 (0)	0 (0)	1 (100)	0 (0)	2

Table 4.268 reveals that, one principal of EMRS disagreed on the statement that performance review of teacher done properly. The intensity index of 2 showed that his perception was not favourable.

4.1.2.2.10. Perception of Principals on Feedback

Table 4.269: Perception of Jilla Panchayat School Principals on Feedback

No.	Statements	SA (%)	A (%)	U (%)	D (%)	S D (%)	II	A II
1	I manage to provide frequently and timely feedback.	16 (20)	39 (48.75)	17 (21.25)	8 (10)	0 (0)	3.79	3.83
2	The teachers recognize the negative feedback with a constructive intention	3 (3.75)	35 (43.75)	31 (38.75)	10 (12.5)	1 (1.25)	3.36	
3	Complimenting performance of teachers encourages teacher.	29 (36.25)	49 (61.25)	2 (2.5)	0 (0)	0 (0)	4.34	

Table 4.269 shows that, 20% principals of jilla panchayat schools strongly agreed, 48.75% agreed, 21.25% were undecided, and 10% disagreed on the statement that they managed to provide frequently and timely feedback. The intensity index of 3.79 showed that their perception was favourable.

3.75% principals of jilla panchayat schools strongly agreed, 43.75% agreed, 38.75% were undecided, 12.5% disagreed and 1.25% strongly disagreed on the statement that the teachers recognized the negative feedback with a constructive intention. The intensity index of 3.36 showed that their perception was favourable.

36.25% principals of jilla panchayat schools strongly agreed, 61.25% agreed and 2.5% were undecided on the statement that complimenting performance of teachers encouraged teacher. The intensity index of 4.34 showed that their perception was favourable.

The average intensity index of 3.83 showed that perceptions of jilla panchayat school principals was favourable on feedback.

Table 4.270: Perception of Ashram Shala Principals on Feedback

No	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II	A II
1	I manage to provide frequently and timely feedback.	2 (33.33)	4 (66.67)	0 (0)	0 (0)	0 (0)	4.33	4.56
2	The teachers recognize the negative feedback with a constructive intention.	4 (66.67)	2 (33.33)	0 (0)	0 (0)	0 (0)	4.67	
3	Complimenting performance of teachers encourages teacher.	4 (66.67)	2 (33.33)	0 (0)	0 (0)	0 (0)	4.67	

Table 4.270 shows that, 33.33% principals of ashram shalas strongly agreed and 66.67% agreed on the statement that they managed to provide frequently and timely feedback. The intensity index of 4.33 showed that their perception was favourable.

66.67% principals of ashram shalas strongly agreed and 33.33% agreed on the statement that the teachers recognized the negative feedback with a constructive intention. The intensity index of 4.67 showed that their perception was favourable.

66.67% principals of ashram shalas strongly agreed and 33.33% agreed on the statement that complimenting performance of teachers encouraged teacher. The intensity index of 4.67 showed that their perception was favourable.

The average intensity index of 4.56 showed that perceptions of ashram shala was favourable on feedback.

Table 4.271: Perception of Private School Principals on Feedback

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II	A II
1	I manage to provide frequently and timely feedback.	2 (50)	2 (50)	0 (0)	0 (0)	0 (0)	4.5	4.17

2	The teachers recognize the negative feedback with a constructive intention.	0 (0)	3 (75)	1 (25)	0 (0)	0 (0)	3.75	
3	Complimenting performance of teachers encourages teacher.	1 (25)	3 (75)	0 (0)	0 (0)	0 (0)	4.25	

Table 4.271 shows that, 50% principals of private schools strongly agreed and 50% agreed on the statement that they managed to provide frequently and timely feedback. The intensity index of 4.5 showed that their perception was favourable.

75% principals of private schools agreed and 25% were undecided on the statement that the teachers recognized the negative feedback with a constructive intention. The intensity index of 3.75 showed that their perception was favourable.

25% principals of private schools strongly agreed and 75% agreed on the statement that complimenting performance of teachers encouraged teacher. The intensity index of 4.25 showed that their perception was favourable.

The average intensity index of 4.17 showed that perceptions of private schools was favourable on feedback.

Table 4.272: Perception of JNV Principal on Feedback

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II	A II
1	I manage to provide frequently and timely feedback.	0 (0)	1 (100)	0	0 (0)	0 (0)	4	3.67
2	The teachers recognize the negative feedback with a constructive intention	0 (0)	0 (0)	1 (100)	0 (0)	0 (0)	3	
3	Complimenting performance of teachers encourages teacher.	0 (0)	1 (100)	0	0 (0)	0 (0)	4	

Table 4.272 shows that, one principal of JNV agreed on the statement that they managed to provide frequently and timely feedback. The intensity index of 4 showed that his perception was favourable.

One principal of JNV were undecided on the statement that the teachers recognized the negative feedback with a constructive intention. The intensity index of 3 showed that his perception was favourable.

One principal of JNV agreed on the statement that complimenting performance of teachers encouraged teacher. The intensity index of 4 showed that his perception was favourable.

The average intensity index of 3.67 showed that perceptions of JNV principal was favourable on feedback.

Table 4.273: Perception of EMRS Principals on Feedback

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II	A II
1	I manage to provide frequently and timely feedback.	0 (0)	0 (0)	1 (100)	0 (0)	0 (0)	3	3
2	The teachers recognize the negative feedback with a constructive intention.	0 (0)	0 (0)	0 (0)	1 (100)	0 (0)	2	
3	Complimenting performance of teachers encourages teacher.	0 (0)	1 (100)	0 (0)	0 (0)	0 (0)	4	

Table 4.273 shows that, one principal of EMRS were undecided on the statement that he managed to provide frequently and timely feedback. The intensity index of 3 showed that his perception was favourable.

One principal of EMRS disagreed on the statement that the teachers recognized the negative feedback with a constructive intention. The intensity index of 2 showed that his perception was not favourable.

One principal of EMRS agreed on the statement that complimenting performance of teachers encouraged teachers. The intensity index of 4 showed that his perception was favourable.

The average intensity index of 3 showed that perception of EMRS principal was favourable on feedback.

4.1.2.2.11. Feeling of Comfort

Table 4.274: Perception of Jilla Panchayat School Principals on Feeling of Comfort

No	Statements	SA (%)	A (%)	U (%)	D (%)	S D (%)	I I
1	Teacher feels comfortable when I evaluate him/her.	12 (15)	36 (45)	15 (18.75)	16 (20)	1 (1.25)	3.53

Table 4.274 reveals that, 15% principals of jilla panchayat schools strongly agreed, 45% agreed, 18.75% were undecided, 20% disagreed and 1.25% strongly disagreed on the statement that teacher felt comfortable when they evaluated him/her. The intensity index of 3.53 showed that their perception was favourable.

Table 4.275: Perception of Ashram Shala Principals on Feeling of Comfort

No	Statements	SA (%)	A (%)	U (%)	D (%)	S D (%)	I I
1	Teacher feels comfortable when I evaluate him/her.	4 (66.67)	1 (16.67)	0 (0)	0 (0)	0 (0)	4.00

Table 4.275 reveals that, 66.67% principals of ashram shalas strongly agreed and 16.67% agreed on the statement that teacher felt comfortable when they evaluated them. The intensity index of 4 showed that their perception was favourable.

Table 4.276: Perception of Principals of Private School Principals on Feeling of Comfort

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II
1	Teacher feels comfortable when I evaluate him/her.	1 (25)	1 (25)	2 (50)	0 (0)	0 (0)	3.75

Table 4.276 reveals that, 25% (1) principals of private schools strongly agreed, 25% (1) agreed and 50% were undecided on the statement that teacher felt comfortable when they evaluated them. The intensity index of 3.75 showed that their perception was favourable.

Table 4.277: Perception of JNV Principals on Feeling of Comfort

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II
1	Teacher feels comfortable when I evaluate him/her.	0 (0)	0 (0)	1 (100)	0 (0)	0 (0)	3

Table 4.277 reveals that, one principal of JNV were undecided on the statement that teacher felt comfortable when he evaluated them. The intensity index of 3 showed that his perception was favourable.

Table 4.278: Perception of EMRS Principal on Feeling of Comfort

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II
1	Teacher feels comfortable when I evaluate him/her.	0 (0)	0 (0)	1 (100)	0 (0)	0 (0)	3

Table 4.278 reveals that, one principal of EMRS were undecided on the statement that teacher felt comfortable when he evaluated them. The intensity index of 3 showed that his perception was favourable.

4.1.2.2.12. Follow up Work

Table 4.279: Perception of Jilla Panchayat School Principals on Follow up Work

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II
1	I manage to do follow up work regularly.	6 (7.5)	52 (65)	11 (13.75)	11 (13.75)	0 (0)	3.67

It can be observed from table 4.279 that, 7.5% principals of jilla panchayat schools strongly agreed, 65% agreed, 13.75% were undecided and 13.75% disagreed on the statement that they managed to do follow up work regularly. The intensity index of 3.67 showed that their perception was favourable.

Table 4.280: Perception of Ashram Shala Principals on Follow up Work

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II
1	I manage to do follow up work regularly.	2 (33.33)	4 (66.67)	0 (0)	0 (0)	0 (0)	3.6

It can be observed from table 4.280 that, 33.33% principals of ashram shalas strongly agreed and 66.67% agreed on the statement that they managed to do follow up work regularly. The intensity index of 3.6 showed that their perception was favourable.

Table 4.281: Perception of Principals of Private School Principals on Follow up Work

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II
1	I manage to do follow up work regularly.	2 (50)	2 (50)	0 (0)	0 (0)	0 (0)	3.6

It can be observed from table 4.281 that, 50% principals of private schools strongly agreed and 50% agreed on the statement that they managed to do follow up work regularly. The intensity index of 3.6 showed that their perception was favourable.

Table 4.282: Perception of JNV Principals on Follow up Work

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II
1	I manage to do follow up work regularly.	0 (0)	0 (0)	1 (100)	0 (0)	0 (0)	3

It can be observed from table 4.282 that, one principal of JNV was undecided the statement that he managed to do follow up work regularly. The intensity index of 3 showed that his perception was favourable.

Table 4.283: Perception of EMRS Principals on Follow up Work

No	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II
1	I manage to do follow up work regularly.	0 (0)	0 (0)	1 (100)	0 (0)	0 (0)	3

It can be observed from table 4.283 that, one principal of EMRS were undecided on the statement that he managed to do follow up work regularly. The intensity index of 3 showed that his perception was favourable.

4.1.2.2.13. Perception of Principals on Outcomes of Teacher

Evaluation

Table 4.284: Perception of Jilla Panchayat School Principals on Outcomes of Teacher Evaluation

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II	A II
1	I am aware of area where my teachers require improvement.	18 (22.5)	59 (73.75)	2 (2.5)	1 (1.25)	0 (0)	4.18	4.05
2	Objective evaluation of teacher	42 (52.5)	24 (30)	5 (6.25)	9 (11.25)	0 (0)	4.24	

	enhances the quality of education.							
3	I know the effectiveness of the performance of the teachers through the performance of the students.	27 (33.75)	50 (62.5)	2 (2.5)	1 (1.25)	0 (0)	4.29	
4	Through teacher evaluation, teacher gets innovative idea.	9 (11.25)	51 (63.75)	19 (23.75)	0 (0)	1 (1.25)	3.83	
5	Teacher evaluation is more helpful to the novice teachers than experienced teacher.	7 (8.75)	25 (31.25)	30 (37.5)	17 (21.25)	1 (1.25)	3.25	
6	I also learn through teacher evaluation.	26 (32.5)	54 (67.5)	0 (0)	0 (0)	0 (0)	4.33	
7	Teacher evaluation builds mutual understanding between principal and teachers.	23 (28.75)	47 (58.75)	10 (12.5)	0 (0)	0 (0)	4.16	
8	The Teacher evaluation let the school authority to develop professional	18 (22.5)	48 (60)	13 (16.25)	1 (1.25)	0 (0)	4.04	

	development plan.							
9	Rewarding excellent performance of teacher after teacher evaluation provides extrinsic motivation to the teachers to perform better.	24 (30)	48 (60)	0 (0)	8 (10)	0 (0)	4.1	

It is found from table 4.284 that, 22.5% principals of jilla panchayat schools strongly agreed, 73.75% agreed, 2.5% were undecided and 1.25% disagreed on the statement that they were aware of area where their teachers required improvement. The intensity index of 4.18 showed that their perception was favourable.

52.5% principals of jilla panchayat schools strongly agreed, 30% agreed, 6.25% were undecided and 11.25% disagreed on the statement that objective evaluation of teacher enhanced the quality of education. The intensity index of 4.24 showed that their perception was favourable.

33.75% principals of jilla panchayat schools strongly agreed, 62.5% agreed, 2.5% were undecided and 1.25% disagreed on the statement that they knew the effectiveness of the performance of the teachers through the performance of the students. The intensity index of 4.29 showed that their perception was favourable.

11.25% principals of jilla panchayat schools strongly agreed, 63.75% agreed, 23.75% were undecided and 1.25% strongly disagreed on the statement that through teacher evaluation, teacher got innovative idea. The intensity index of 3.83 showed that their perception was favourable.

8.75% principals of jilla panchayat schools strongly agreed, 31.25% agreed, 37.5% were undecided and 21.25% disagreed and 1.25% strongly disagreed on the statement that teacher evaluation was more helpful to the novice teachers than experienced teacher. The intensity index of 3.25 showed that their perception was favourable.

32.5% principals of jilla panchayat schools strongly agreed and 67.5% agreed, on the statement that they also learnt through teacher evaluation. The intensity index of 4.33 showed that their perception was favourable.

28.75% principals of jilla panchayat schools strongly agreed, 58.75% agreed and 12.5% were undecided on the statement that teacher evaluation built mutual understanding between principal and teachers. The intensity index of 4.16 showed that their perception was favourable.

22.5% principals of jilla panchayat schools strongly agreed, 60% agreed, 16.25% were undecided and 1.25% disagreed on the statement that the teacher evaluation let the school authority to develop professional development plan. The intensity index of 4.04 showed that their perception was favourable.

30% principals of jilla panchayat schools strongly agreed, 60% agreed, and 10% disagreed on the statement that rewarding excellent performance of teacher after teacher evaluation provided extrinsic motivation to the teachers to perform better. The intensity index of 4.1 showed that their perception was favourable.

The average intensity index of 4.05 showed that perceptions of jilla panchayat school principals was favourable on outcomes.

Table 4.285: Perception of Ashram Shala Principals on Outcomes of Teacher Evaluation

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II	A II
1	I am aware of area where my teachers require improvement.	5 (83.33)	1 (16.67)	0 (0)	0 (0)	0 (0)	4.83	4.41
2	Objective evaluation of teacher enhances the quality of education.	3 (50.00)	3 (50.00)	0 (0)	0 (0)	0 (0)	4.50	

3	I know the effectiveness of the performance of the teachers through the performance of the students.	3 (50.00)	3 (50.00)	0 (0)	0 (0)	0 (0)	4.50
4	Through teacher evaluation, teacher gets innovative idea.	2 (33.33)	3 (50.00)	1 (16.67)	0 (0)	0 (0)	4.17
5	Teacher evaluation is more helpful to the novice teachers than experienced teacher.	1 (16.67)	5 (83.33)	0 (0)	0 (0)	0 (0)	4.17
6	I also learn through teacher evaluation.	5 (83.33)	1 (16.67)	0 (0)	0 (0)	0 (0)	4.83
7	Teacher evaluation builds mutual understanding between principal and teachers.	2 (33.33)	4 (66.67)	0 (0)	0 (0)	0 (0)	4.33
8	The Teacher evaluation let the school authority to develop professional development plan.	2 (33.33)	4 (66.67)	0 (0)	0 (0)	0 (0)	4.33
9	Rewarding excellent performance of teacher after teacher evaluation	2 (33.33)	2 (33.33)	2 (33.33)	0 (0)	0 (0)	4.00

	provides extrinsic motivation to the teachers to perform better.							
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It is found from table 4.285 that, 83.33% principals of ashram shalas strongly agreed and 16.67% agreed on the statement that they were aware of area where their teachers required improvement. The intensity index of 4.83 showed that their perception was favourable.

50% principals of ashram shalas strongly agreed and 50% agreed on the statement that objective evaluation of teacher enhanced the quality of education. The intensity index of 4.50 showed that their perception was favourable.

50% principals of ashram shalas strongly agreed and 50% agreed on the statement that they knew the effectiveness of the performance of the teachers through the performance of the students. The intensity index of 4.50 showed that their perception was favourable.

33.33% principals of ashram shala strongly agreed, 50% agreed and 16.67% were undecided on the statement that through teacher evaluation, teacher got innovative idea. The intensity index of 4.17 showed that their perception was favourable.

16.67% principals of ashram shala strongly agreed and 83.33% agreed, on the statement that teacher evaluation was more helpful to the novice teachers than experienced teacher. The intensity index of 4.17 showed that their perception was favourable.

83.33% principals of ashram shala strongly agreed and 16.67% agreed, on the statement that they also learnt through teacher evaluation. The intensity index of 4.83 showed that their perception was favourable.

33.33% principals of ashram shalas strongly agreed and 66.67% agreed on the statement that teacher evaluation built mutual understanding between principal and teachers. The intensity index of 4.33 showed that their perception was favourable.

33.33% principals of ashram shalas strongly agreed and 66.67% agreed on the statement that the teacher evaluation let the school authority to develop professional development plan. The intensity index of 4.33 showed that their perception was favourable.

33.33% principals of ashram shalas strongly agreed, 33.33% agreed, and 33.3% were undecided on the statement that rewarding excellent performance of teacher after

teacher evaluation provided extrinsic motivation to the teachers to perform better. The intensity index of 4.00 showed that their perception was favourable.

The average intensity index of 4.41 showed that perception of ashram shala principals was favourable on outcomes.

Table 4.286: Perception of Private School Principals on Outcomes of Teacher Evaluation

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II	A II
1	I am aware of area where my teachers require improvement.	2 (50)	2 (50)	0 (0)	0 (0)	0 (0)	4.5	4.42
2	Objective evaluation of teacher enhances the quality of education.	1 (25)	3 (75)	0 (0)	0 (0)	0 (0)	4.25	
3	I know the effectiveness of the performance of the teachers through the performance of the students.	1 (25)	3 (75)	0 (0)	0 (0)	0 (0)	4.25	
4	Through teacher evaluation, teacher gets innovative idea.	2 (50)	2 (50)	0 (0)	0 (0)	0 (0)	4.5	
5	Teacher evaluation is more helpful	1 (25)	2 (50)	1 (25)	0 (0)	0 (0)	4	

	to the novice teachers than experienced teacher.							
6	I also learn through teacher evaluation.	2 (50)	2 (50)	0 (0)	0 (0)	0 (0)	4.5	
7	Teacher evaluation builds mutual understanding between principal and teachers.	1 (25)	2 (50)	1 (25)	0 (0)	0 (0)	4	
8	The Teacher evaluation let the school authority to develop professional development plan.	3 (75)	1 (25)	0 (0)	0 (0)	0 (0)	4.75	
9	Rewarding excellent performance of teacher after teacher evaluation provides extrinsic motivation to the teachers to perform better.	4 (100)	0 (0)	0 (0)	0 (0)	0 (0)	5	

It is found from table 4.286 that, 50% principals of private schools strongly agreed and 50% agreed on the statement that they were aware of area where their teachers' required improvement. The intensity index of 4.5 showed that their perception was favourable. 25% (1) principals of private school strongly agreed and 75% agreed on the statement that objective evaluation of teacher enhanced the quality of education. The intensity index of 4.25 showed that their perception was favourable.

25% (1) principal of private school strongly agreed and 75% agreed on the statement that they knew the effectiveness of the performance of the teachers through the performance of the students. The intensity index of 4.25 showed that their perception was favourable.

50% principals of private schools strongly agreed and 50% agreed on the statement that through teacher evaluation, teacher got innovative idea. The intensity index of 4.5 showed that their perception was favourable.

25% (1) principal of private school strongly agreed, 50% agreed and 25%(1) were undecided on the statement that teacher evaluation was more helpful to the novice teachers than experienced teacher. The intensity index of 4 showed that their perception was favourable.

50% principals of private schools strongly agreed and 50% agreed on the statement that they also learnt through teacher evaluation. The intensity index of 4.5 showed that their perception was favourable.

25%(1) principal of private school strongly agreed, 50% agreed and 25%(1) was undecided on the statement that teacher evaluation built mutual understanding between principal and teachers. The intensity index of 4.00 showed that their perception was favourable.

75% principals of private schools strongly agreed and 25% (1)agreed on the statement that the teacher evaluation let the school authority to develop professional development plan. The intensity index of 4.75 showed that their perception was favourable.

cent percent principals of private schools strongly agreed on the statement that rewarding excellent performance of teacher after teacher evaluation provided extrinsic motivation to the teachers to perform better. The intensity index of 5 showed that their perception was favourable.

The average intensity index of 4.42 showed that perception of private school principals was favourable on outcomes.

Table 4.287: Perception of JNV Principal on Outcomes of Teacher Evaluation

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II	A II
1	I am aware of area where my teachers require improvement.	0 (0)	1 (100)	0 (0)	0 (0)	0 (0)	4	3.67
2	Objective evaluation of teacher enhances the quality of education.	0 (0)	1 (100)	0 (0)	0 (0)	0 (0)	4	
3	I know the effectiveness of the performance of the teachers through the performance of the students.	0 (0)	1 (100)	0 (0)	0 (0)	0 (0)	4	
4	Through teacher evaluation, teacher gets innovative idea.	0 (0)	0 (0)	1 (100)	1 (0)	0 (0)	3	
5	Teacher evaluation is more helpful to the novice teachers than experienced teacher.	0 (0)	0 (0)	1 (100)	1 (0)	0 (0)	3	

6	I also learn through teacher evaluation	0 (0)	1 (100)	0 (0)	1 (0)	0 (0)	4	
7	Teacher evaluation builds mutual understanding between principal and teachers.	0 (0)	0 (0)	1 (100)	1 (0)	0 (0)	3	
8	The Teacher evaluation let the school authority to develop professional development plan.	0 (0)	1 (100)	0 (0)	1 (0)	0 (0)	4	
9	Rewarding excellent performance of teacher after teacher evaluation provides extrinsic motivation to the teachers to perform better.	0 (0)	1 (100)	0 (0)	1 (0)	0 (0)	4	

It is found from table 4.287 that, one principal of JNV agreed on the statement that he was aware of area where his teachers require improvement. The intensity index of 4 showed that his perception was favourable.

One principal of JNV agreed on the statement that objective evaluation of teacher enhanced the quality of education. The intensity index of 4 showed that his perception was favourable.

One principal of JNV agreed on the statement that he knew the effectiveness of the performance of the teachers through the performance of the students. The intensity index of 4 showed that his perception was favourable.

One principal of JNV were undecided on the statement that through teacher evaluation, teacher got innovative idea. The intensity index of 3 showed that his perception was favourable.

One principal of JNV were undecided on the statement that teacher evaluation was more helpful to the novice teachers than experienced teacher. The intensity index of 3 showed that his perception was favourable.

One principal of JNV agreed on the statement that he also learnt through teacher evaluation. The intensity index of 4 showed that his perception was favourable.

One principal of JNV were undecided on the statement that teacher evaluation built mutual understanding between principal and teachers. The intensity index of 3 showed that his perception was favourable.

One principal of JNV agreed on the statement that the teacher evaluation let the school authority to develop professional development plan. The intensity index of 4 showed that his perception was favourable.

One principal of JNV agreed on the statement that rewarding excellent performance of teacher after teacher evaluation provided extrinsic motivation to the teachers to perform better. The intensity index of 4 showed that his perception was favourable.

The average intensity index of 3.67 showed that perceptions of JNV principal was favourable on outcomes.

Table 4.288: Perception of EMRS Principals on Outcomes of Teacher Evaluation

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II	A II
1	I am aware of area where my teachers require improvement.	0 (0)	1 (100)	0 (0)	0 (0)	0 (0)	4	3.78
2	Objective evaluation of teacher enhances the quality of education.	0 (0)	1 (100)	0 (0)	0 (0)	0 (0)	4	
3	I know the effectiveness of the performance of	0 (0)	1 (100)	0 (0)	0 (0)	0 (0)	4	

	the teachers through the performance of the students.							
4	Through teacher evaluation, teacher gets innovative idea.	0 (0)	1 (100)	0 (0)	0 (0)	0 (0)	4	
5	Teacher evaluation is more helpful to the novice teachers than experienced teacher.	0 (0)	1 (100)	0 (0)	0 (0)	0 (0)	4	
6	I also learn through teacher evaluation.	0 (0)	1 (100)	0 (0)	0 (0)	0 (0)	4	
7	Teacher evaluation builds mutual understanding between principal and teachers.	0 (0)	0 (0)	1 (100)	0 (0)	0 (0)	3	
8	The Teacher Evaluation let the school authority to develop professional development plan.	0 (0)	0 (0)	1 (100)	0 (0)	0 (0)	3	
9	Rewarding excellent performance of teacher after teacher evaluation provides extrinsic motivation to the teachers to perform better.	0 (0)	1 (100)	0 (0)	0 (0)	0 (0)	4	

It is found from table 4.288 that, one principal of EMRS agreed on the statement that they were aware of area where his teachers required improvement. The intensity index of 4 showed that his perception was favourable.

One principal of EMRS agreed on the statement that objective evaluation of teacher enhanced the quality of education. The intensity index of 4 showed that his perception was favourable.

One principal of EMRS agreed on the statement that he knew the effectiveness of the performance of the teachers through the performance of the students. The intensity index of 4 showed that his perception was favourable.

One principal of EMRS agreed on the statement that through teacher evaluation, teachers got innovative idea. The intensity index of 4 showed that his perception was favourable.

One principal of EMRS agreed on the statement that teacher evaluation was more helpful to the novice teachers than experienced teacher. The intensity index of 4 showed that their perception was favourable.

One principal of EMRS agreed on the statement that he also learnt through teacher evaluation. The intensity index of 4 showed that their perception was favourable.

One principal of EMRS were undecided on the statement that teacher evaluation built mutual understanding between principal and teachers. The intensity index of 3 showed that his perception was favourable.

One principal of EMRS were undecided on the statement that the teacher evaluation let the school authority to develop professional development plan. The intensity index of 3 showed that his perception was favourable.

One principal of EMRS agreed on the statement that rewarding excellent performance of teacher after teacher evaluation provided extrinsic motivation to the teachers to perform better. The intensity index of 4 showed that his perception was favourable.

The average intensity index of 3.78 showed that perception of EMRS was favourable on outcomes.

4.1.2.2.14. Perception of Principals on Satisfaction with Teacher Evaluation System

Table 4.289: Perception of Jilla Panchayat School Principals on Satisfaction with Teacher Evaluation System

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II
1	I am satisfied with present teacher evaluation system.	17 (21.25)	55 (68.75)	7 (8.75)	1 (1.25)	0 (0)	4.1

Table 4.289 shows that, 21.25% principals of jilla panchayat schools strongly agreed, 68.75% agreed, 8.75% were undecided and 1.25% disagreed on the statement that they were satisfied with present teacher evaluation system. The intensity index of 4.1 showed that their perception was favourable.

Table 4.290: Perception of Ashram Shala Principals on Satisfaction with Teacher Evaluation System

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II
1	I am satisfied with present teacher evaluation system.	2 (33.33)	4 (66.67)	0 (0)	0 (0)	0 (0)	4.33

Table 4.290 shows that, 33.33% principals of ashram Shalas strongly agreed and 66.67% agreed on the statement that they were satisfied with present teacher evaluation system. The intensity index of 4.33 showed that their perception was favourable.

Table 4.291: Perception of Private school Principals on Satisfaction with Teacher Evaluation System

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	II
1	I am satisfied with present teacher evaluation system.	0 (0)	4 (100)	0 (0)	0 (0)	0 (0)	4

Table 4.291 shows that, cent percent principals of Private schools agreed on the statement that they were satisfied with present teacher evaluation system. The intensity index of 4 showed that their perception was favourable.

**Table 4.292: Perception of JNV Principal on Satisfaction with Teacher
Evaluation System**

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	I I
1	I am satisfied with present teacher evaluation system.	0 (0)	1 (100)	0 (0)	0 (0)	0 (0)	4

Table 4.292 shows that, one principal of JNV agreed on the statement that they were satisfied with present teacher evaluation system. The intensity index of 4 showed that their perception was favourable.

**Table 4.293: Perception of EMRS Principal on Satisfaction with Teacher
Evaluation System**

No.	Statements	SA (%)	A (%)	U (%)	D (%)	SD (%)	I I
1	I am satisfied with present teacher evaluation system.	0 (0)	1 (100)	0 (0)	0 (0)	0 (0)	4

Table 4.293 shows that, one principal of EMRS agreed on the statement that they were satisfied with present teacher evaluation system. The intensity index of 4 showed that their perception was favourable.

4.1.3. Objective No. 3

To study the problems of teacher evaluation in different types of schools.

4.1.3.1. Problems of Teacher Evaluation

Table 4.294: Response of Teachers on Problems of Teacher Evaluation

No.	Statements & Types of Schools	Evaluators							
		Principal	Vice principal	supervisor	BRP	CRC coordinator	BRC Coordinator	Edu. Inspector	Gunotsav Officials
1.	Fearful/ stressful environment								
	Jilla Panchayat schools	20 (9.35)	0 (0)	0 (0)	5 (2.34)	4 (1.87)	8 (3.74)	23 (10.75)	16 (7.48)
	Ashram Shala	3 (12.50)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	Private schools	4 (21.05)	0 (0)	2 (20)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	JNV	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	EMRS	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	Total	27 (10.11)	0 (0)	2 (20)	5 (2.34)	4 (1.65)	8 (3.36)	23 (10.75)	16 (6.58)
2.	Evaluation just a Ritual								
	Jilla Panchayat schools	24 (11.21)	0 (0)	0 (0)	20 (9.35)	32 (14.85)	13 (6.07)	14 (6.54)	0 (0)
	Ashram Shala	2 (8.33)	0 (0)	0 (0)	0 (0)	6 (25)	0 (0)	0 (0)	0 (0)
	Private School	1 (5.26)	0 (0)	1 (10)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	JNV	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	EMRS	0	0	0	0	1	0	0	2

		(0)	(0)	(0)	(0)	(20)	(0)	(0)	(40)
	Total	27 (10.11)	0 (0)	1 (10)	20 (9.35)	38 (15.63)	13 (5.46)	16 (6.54)	2 (0.82)
3	Time Constraints of Evaluators								
	Jilla Panchayat schools	85 (39.72)	0 (0)	0 (0)	42 (19.63)	70 (32.71)	55 (25.70)	54 (25.23)	0 (0)
	Ashram Shala	3 (12.50)	0 (0)	0 (0)	0 (0)	2 (8.33)	0 (0)	0 (0)	0 (0)
	Private School	10 (52.63)	1 (20)	3 (30)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	JNV	02 (40)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	EMRS	1 (20)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	2 (40)
	Total	101 (37.82)	1 (10)	3 (30)	42 (19.63)	70 (28.81)	55 (23.11)	54 (26.23)	2 (0.82)
4	Constraints of Human Resource								
	Jilla Panchayat schools	42 (19.63)	0 (0)	0 (0)	54 (25.23)	41 (19.16)	39 (18.22)	39 (18.22)	0 (0)
	Ashram Shala	2 (8.33)	0 (0)	0 (0)	0 (0)	6 (25)	0 (0)	0 (0)	0 (0)
	Private School	0	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	JNV	0	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	EMRS	1 (20)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	Total	45 (16.85)	0 (0)	0 (0)	54 (25.23)	41 (16.87)	39 (16.38)	39 (18.22)	0 (0)

5	Lack of Evaluation Material								
	Jilla Panchayat schools	14 (6.54)	0 (0)	0 (0)	4 (1.87)	9 (4.21)	7 (3.27)	5 (2.34)	0 (0)
	Ashram Shala	0 (0)	0 (0)	0 (0)	0 (0)	6 (25)	0 (0)	0 (0)	0 (0)
	Private School	2 (10.53)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	JNV	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	EMRS	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	Total	16 (5.99)	0 (0)	0 (0)	4 (1.87)	9 (3.70)	7 (2.94)	5 (2.34)	0 (0)
6	Lack of Knowledge of Evaluation Techniques								
	Jilla Panchayat schools	16 (7.48)	0 (0)	0 (0)	20 (9.35)	28 (13.08)	19 (8.88)	21 (9.81)	0 (0)
	Ashram Shala	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	Private School	1 (5.26)		1 (10)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	JNV	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	EMRS	0 (0)	0 (0)	0 (0)	0 (0)	2 (40)	0 (0)	0 (0)	0 (0)
	Total	17 (6.37)		1 (10)	20 (9.35)	30 (11.52)	19 (7.98)	21 (9.81)	0 (0)
7	Negative Attitude of Evaluators towards Evaluation								
	Jilla Panchayat schools	18 (8.41)	0 (0)	0 (0)	8 (3.74)	18 (8.41)	10 (4.67)	12 (5.61)	0 (0)
	Ashram Shala	0	0	0	0	0	0	0	0

		(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)
	Private School	3 (15.79)	0 (0)	3 (30)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	JNV	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	EMRS	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	Total	21 (7.87)	0 (0)	3 (30)	8 (3.74)	18 (7.41)	10 (4.20)	12 (5.61)	0 (0)
8	Negative Attitude of Teachers towards Evaluation								
	Jilla Panchayat schools	30 (14.02)	0 (0)	0 (0)	14 (6.54)	15 (7.01)	12 (5.61)	17 (7.94)	0 (0)
	Ashram Shala	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	Private School	3 (15.79)	0 (0)	3 (30)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	JNV	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	EMRS	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	Total	33 (12.36)	0 (0)	3 (30)	14 (6.54)	15 (6.17)	12 (5.04)	17 (7.94)	0 (0)
9	Critical Behaviour of Evaluators								
	Jilla Panchayat schools	20 (9.35)	0 (0)	0 (0)	9 (4.21)	6 (2.80)	6 (2.80)	16 (7.48)	0 (0)
	Ashram Shala	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	Private School	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	JNV	0	0	0	0	0	0	0	0

		(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)
	EMRS	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	Total	20 (7.49)	0 (0)	0 (0)	9 (3.37)	6 (2.25)	6 (2.25)	16 (7.48)	0 (0)
10	Subjective Evaluation								
	Jilla Panchayat schools	28 (13.08)	0 (0)	0 (0)	8 (3.74)	7 (3.27)	10 (4.67)	12 (5.61)	0 (0)
	Ashram Shala	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	Private School	4 (21.05)	0 (0)	4 (40)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	JNV	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	EMRS	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	Total	32 (11.99)	0 (0)	4 (40)	8 (3.74)	7 (2.88)	10 (4.20)	12 (5.61)	0 (0)
11	Personal Values and Biases of Evaluators								
	Jilla Panchayat schools	10 (4.67)	0 (0)	0 (0)	2 (0.93)	8 (3.74)	7 (3.27)	6 (2.80)	0 (0)
	Ashram Shala		0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	Private School	2 (10.53)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	JNV		0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	EMRS		0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

	Total	12 (4.49)	0 (0)	0 (0)	2 (0.93)	8 (3.29)	7 (2.94)	6 (2.80)	0 (0)
12	Lack of Effective Communication								
	Jilla Panchayat	21 (9.81)	0 (0)	0 (0)	27 (12.62)	21 (9.81)	19 (8.88)	13 (6.07)	0 (0)
	Ashram Shala	2 (8.33)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	Private School	4 (21.05)	0 (0)	2 (20)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	JNV	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	EMRS	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (20)
	Total	27 (10.11)	0 (0)	2 (20)	27 (12.62)	21 (8.64)	19 (7.98)	13 (6.07)	1 (0.41)
13	Demotivating Feedback								
	Jilla Panchayat	2 (0.93)	0 (0)	0 (0)	3 (3.40)	4 (1.87)	3 (1.40)	11 (5.14)	0 (0)
	Ashram Shala	1 (4.17)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	Private School	1 (5.26)	0 (0)	1 (10)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	JNV	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	EMRS	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	Total	4 (1.50)	0 (0)	1 (10)	3 (3.40)	4 (1.65)	3 (1.26)	11 (5.14)	0 (0)

Note: Numbers in bracket are percentage of frequency

From table 4.294, it can be observed that 9.35% teachers of jilla panchayat schools, 12.50% of ashram shalas and 21.5% of private schools a total of 10.11% stated that they felt the existence of a fearful and stressful environment during teacher evaluation by the principals. 10.53% teachers of private schools and 20% teachers of all types of schools also responded that the environment was fearful and stressful when evaluation was conducted by the supervisors. According to 2.34% teachers of jilla panchayat schools and 2.34% teachers of all types of schools, they felt that a fearful and a stressful environment existed during the evaluation done by block resource persons. 1.87% teachers of jilla panchayat schools and a total of 1.65% teachers of all types of schools felt that fearful and stressful environment existed during evaluation by CRC Coordinator evaluation. 3.74% teachers of jilla panchayat schools and a total of 2.99% teachers of all types of schools responded that they felt a fearful and a stressful environment during the evaluation done by the Block Resource Coordinators. 10.75% teachers of jilla panchayat schools and a total of 10.75% teachers of all types of schools felt the above kind of environment during the evaluation by educational inspectors and 7.48% teachers of jilla panchayat schools and a total of 6.58% teachers of all types of schools felt this during Gunotsav too.

11.21% teachers of jilla panchayat schools, 8.33% teachers of Ashram Shalas and 5.26% teacher of private schools and a total of 10.11% teacher of all types of elementary schools responded that teacher evaluation by principals was just as ritual. 10% (1) teacher of private school and 10% teachers of all types of schools responded that they felt that the evaluation by supervisors was just like a ritualistic. 9.35% teachers of jilla panchayat schools and a total of 9.35% teachers of all types of schools responded about having ritualistic feeling during evaluation by BRP. 14.85% teachers of jilla panchayat schools, 25% teachers of ashram shalas, 20% teachers of EMRS and a total of 14.23% of all types of schools stated that they found that evaluation by CRC Coordinator was just ritual to be performed regularly. 6.07% teachers of jilla panchayat schools and a total of 14.23% teachers of all types of schools stated that evaluation was ritual during evaluation by the BRC Coordinators. 6.54% teachers of jilla panchayat schools, 10.53% teachers of private schools and a total of 5.46% teachers of all types of schools responded that the evaluation by education inspectors was just a ritual. 40% teachers of EMRS and a total of 0.75% teachers of all types of schools felt evaluation during Gunotsav was just a ritual.

In response to the statement regarding time constraints, 39.72% teachers of jilla panchayat schools, 12.50% teachers of ashrams shalas 52.63% of private schools, 40% of JNV teachers, 20% of EMRS teachers and a total of 37.82% teachers of all types of elementary schools expressed that there was problem of time constraints faced by the principals while evaluating teachers. Only 20% teachers of private schools and a total of 10% replied that the problem of time constraints was found during the evaluation by vice principals. On the other hand, 30% teacher of private schools and a total of 30% teachers of all types of schools observed the same during evaluation by supervisors. 32.71% teachers of jilla panchayat schools and 8.33% teachers of ashram shalas reported problem of time constraint in CRC Coordinator evaluation. 19.63% teachers of jilla panchayat schools replied that there was a problem of time constraints during evaluation by BRPs. 25.23% teachers of jilla panchayat schools and a total of 26.23% teachers of all types of schools also stated about the problem of time constraints during evaluation by BRC. 40% teachers of EMRS and a total of 0.82% teachers of all types of schools mentioned time constraints of evaluators as a problem in Gunotsav too.

19.63% teachers of jilla panchayat schools, 8.13% teachers of ashram shalas and 20% teachers of EMRS, a total of 16.85% teachers of all types of schools replied that there was a problem of constraint of human resources. 25.23% teachers of Jilla panchayat schools and a total of 25.23% teachers of all types of schools responded that human constraints existed in the evaluation by BRPs. 19.16% teachers of Jilla panchayat schools and 25% teachers of ashram Shalas and a total of 16.87% teachers of all types of schools responded about the problem of human constraints in evaluation by CRC coordinators. On the other hand, 18.22% teachers of jilla panchayat schools and a total of 16.38% teachers of all types of schools faced the same problem of human constraints in evaluation by BRC co-ordinator. 18.22% teachers of jilla panchayat schools and a total of 14.60% teachers of all types of schools mentioned it in the evaluation by educational Inspectors.

6.54% teachers of Jilla panchayat schools, 10.53% teachers of private schools and a total of 5.99% teachers of all types of schools replied that there was lack of evaluation material in evaluation by principal where as 1.87% teachers of jilla panchayat schools and a total of 1.87% teachers of all types of schools replied that lack of evaluation materials found in evaluation by BRP (Block resource person). 4.21% teachers of jilla panchayat schools, 25% teachers of ashram shalas and a total of 3.70% teachers of all

types of schools responded problem of lack of evaluation material that they found in evaluation by CRC Coordinator. 3.27% teachers of jilla panchayat schools and a total of 2.94% teachers of all types of schools replied that this problem was also found in evaluation by BRC coordinators. 2.34% teachers of jilla panchayat schools and a total of 2.34% teachers of all types of schools reported the problem of lack of evaluation material in evaluation by educational inspectors.

7.48% teachers of jilla panchayat schools and a total of 5.26% teachers of all types of schools replied that there was a problem of lack of evaluation techniques in evaluation conducted by principals. 10% teachers of private schools and a total of 10% teachers of all types of schools responded that they felt this lack of evaluation techniques even in evaluation done by the supervisors. On the other hand, 9.35% teachers of jilla panchayat schools and a total of 9.35% teachers of all types of schools replied that this problem existed even in evaluation conducted by BRPs. 13.08% teachers of jilla panchayat schools and 11.52% teachers of all types of schools responded that they felt the problem of lack knowledge of evaluation techniques in evaluation conducted by CRC Coordinators, In this regard 8.88% teachers of jilla panchayat schools and a total of 7.12% teachers of all types of schools and 9.81% teachers of jilla panchayat schools and a total of 7.98% teachers of all types of schools responded that they found the problem of lack of knowledge about evaluation techniques in evaluation by BRC Coordinators and in evaluation by educational inspectors. 9.81% teachers pensioned this in evaluation by Inspector

8.41% teachers of jilla panchayat schools, 15.79% teachers of private schools and a total of 7.87% teachers of all types of schools stated the negative attitude of evaluators in evaluation by principals, 30% teachers of private schools and a total of 30% teachers of all types of schools stated that they felt this problem also in evaluation by supervisors. 3.74% teachers of jilla panchayat schools and a total of 3.74% teachers of all types of schools stated that they felt the problem of negative attitude of evaluators in evaluation by BRPs. 8.41% teachers of jilla panchayat schools and a total of 7.41% teachers of all types of schools also felt the same in evaluation by CRC Coordinators. 4.67% teachers of jilla panchayat schools and a total of 4.20% teachers of all types of schools reported the problem of negative attitude of evaluators in evaluation by BRC Coordinators. There were also 5.61% teachers of jilla panchayat schools and a total of

5.61% teachers of all types of schools who responded that the problem of negative attitude existed in evaluation by educational Inspectors.

14.02% teachers of Jilla panchayat schools, 15.79% teachers of private schools and a total of 12.36% teachers of all types of schools stated that negative attitude of teachers towards teacher evaluation in evaluation conducted by principals. On the other hand, 30% teachers and a total of 30% teachers of all types of schools stated that the problem of negative attitude of teachers was also found in evaluation by supervisors. In this regard, 6.54% teachers of jilla panchayat schools and a total of 6.59% teachers of all types of schools stated that the same existed in evaluation by BRPs. 7.01% teachers of jilla panchayat schools and a total of 6.17% teachers of all types of schools responded that they felt a negative attitude of teachers in evaluation by CRC coordinators, whereas 5.6% teachers of jilla panchayat schools and a total of 5.04% teachers of all types of schools felt the same problem in evaluation by BRC Coordinators. There were also 7.94% teachers of jilla panchayat schools and a total of 7.94% teachers of all types of schools who reported the problem of negative attitude of teachers in evaluation by educational Inspectors.

9.35% teachers of jilla panchayat schools, 7.49% teachers of all types of schools expressed the problem of critical behaviour of principals in evaluation done by them. 4.21% teachers of jilla panchayat schools and a total of 3.37 % teachers of all types of schools stated that the same problem existed in evaluation by BRPs. 2.80% teachers of jilla panchayat schools and a total of 2.35% teachers of all types of schools expressed the same problem of critical behaviour shown by the evaluators in evaluation by CRC Coordinators and BRC Coordinators. 7.48% teachers of jilla panchayat schools and a total of 7.48% teachers of all types of schools reported the critical behaviour was demonstrated by educational Inspectors too in evaluation conducted by them.

13.08% teachers of Jilla panchayat and a total of 11.99 % teachers of all types of schools expressed the problem of subjective evaluation in evaluation conducted by principals. On the other hand, 40% teachers of private schools and a total of 40% teachers of all types of schools stated problem of subjective evaluation in evaluation by supervisors. 3.74% teachers of jilla panchayat schools and a total of 3.74% teachers of all types of schools stated that they felt the problem of subjective evaluation in evaluation by BRPs. 3.27% teachers of jilla panchayat schools and a total of 2.88% teachers of all types of

schools in expressed the same problem of subjectivity in evaluation by CRC Coordinators. 4.67% teachers of jilla panchayat schools and a total of 4.20% teachers of all types of schools stated the problem of subjective evaluation in evaluation by BRC coordinators. and 5.61 teachers of jilla panchayat schools and a total of 5.61% teachers of all types of schools responded that they felt the same problem of subjective evaluation in evaluation conducted by the educational Inspectors.

4.67% teachers of Jilla panchayat schools and a total of 4.49% teachers of all types of schools stated the problems of personal values and biases of principals in evaluation done by them.

On the other hand, 0.93% teachers of jilla panchayat schools and a total of 0.93% teachers of all types of schools stated that the values and biases existed in evaluators in the evaluation conducted by BRPs.

There were also 3.74% teachers of jilla panchayat schools and a total of 3.29% teachers of all types of schools who reported personal values and biases was a problem in evaluation by CRC coordinators,

In this regard, 3.27% teachers of jilla panchayat schools and a total of 2.94% teachers of all types of schools also stated the same problem in evaluation by BRC Coordinators. 2.80% teachers of jilla panchayat schools and a total of 2.80% teachers of all types of schools also expressed the problem of values and biases of the evaluators in the evaluation done by educational Inspectors.

9.81% teachers of Jilla panchayat schools, 8.33% teachers of ashram shalas, 21.05% teachers of private schools a total of 10.11% teachers of all types of schools stated problem of lack of effective communication between the evaluator and the evaluatee in evaluation by principals. 20% teachers of private schools a total of 20 % teachers of all types of schools stated the problem of lack of effective communication between the supervisors and the teachers in the evaluation by the supervisors. On the other hand, 12.62% teachers of jilla panchayat schools and a total of 12.62 % teachers of all types of schools stated the problem of lack of effective communication between the teachers and the BRPs in evaluation done by them. The same problem of ineffective communication between the evaluators and the evaluates was stated by 9.81% teachers of jilla panchayat schools and a total of 8.64% teachers of all types of schools in the evaluation by CRC Coordinators. 8.88% teachers of jilla panchayat schools a total of

7.98% teachers of all types of schools stated the problem of lack of effective communication between the teachers and BRC coordinators in the evaluation done by them. 6.07% teachers of jilla panchayat schools a total of 6.7 % teachers of all types of schools stated the problem of ineffective communication existed between evaluators and the evaluatees in the evaluation conducted by educational Inspectors. 20% teachers of EMRS a total of 0.41% teachers of all types of schools stated the problem of lack of effective communication between the evaluators and the evaluatees in the Gunotsav program.

9.93% teachers of Jilla panchayat schools, 4.17% teachers of ashram shalas, 5.26% teachers of private schools, a total of 1.50 % teachers of all types of schools stated the problem of demotivating which was provided in evaluation by principals. 1.40% teachers of jilla panchayat schools, a total of 1.26% teachers of all types of schools stated that they felt the problem of demotivating feedback provided in evaluation by BRPs and BRC Coordinators. 1.87% teachers of jilla panchayat schools, a total of 1.65% teachers of all types of schools expressed that they found problem of demotivating feedback provided in evaluation by CRC Coordinators. There were also 5.14% teachers of jilla panchayat schools and a total of 5.14% teachers of all types of schools who found the same problem of providing demotivating feedback existed in the evaluation by educational Inspectors.

Table 4.295: Response of Principals on Difficulties faced by them

Types of Schools	No. of Schools	Principals (N)	Difficulties faced by the principals	
			Yes	No
Jilla Panchayat	80	80	54 (67.5)	26 (32.5)
Ashram Shala	6	6	3 (50)	3 (50)
Private School	4	4	2 (50)	2 (50)
JNV	1	1	1 (100)	0 (0)
EMRS	1	1	0 (0)	1 (100)
Total	92	92	60 (65.22)	32 (34.78)

Table 4.296: Response of Principals on Difficulties faced by them

Types of Schools	No. of Schools	Principals (n)	Types of Difficulties faced by the principals						
			Time constrains	Resource constrains		Workload	Online submission	Negative Attitude of teacher	Lack of training of evaluator
				Human resource	Physical resource				
Jilla Panchayat	80	54	40 (74.07)	14 (25.93)	1 (1.85)	28 (51.85)	4 (7.41)	3 (5.56)	15 (27.78)
Ashram Shala	6	3	3 (100)	0 (0)	0 (0)	2 (66.67)	0 (0)	0 (0)	0 (0)
Private School	4	2	2 (50)	1 (25)	0 (0)	2 (50)	0 (0)	0 (0)	0 (0)
JNV	1	1	1 (100)	0 (0)	0 (0)	1 (100)	0 (0)	0 (0)	0 (0)
EMRS	1	0	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Total	92	60	46 (76.67)	15 (25)	1 (1.67)	33 (55)	4 (6.67)	3 (5)	15 (25)

From table 4.295 it can be observed that 67.5% principals of jilla panchayat schools, 50% principals of ashram shalas and private schools, one principal of JNV and a total of 65.22% principals of all types of schools replied positively that they faced difficulties in teacher evaluation. However, 32.5% principals of jilla panchayat schools, 50% principals of ashram shalas and private schools, one principal of EMRS and a total of 34.78% principals of all types of schools replied negatively that they did not face any difficulties in teacher evaluation in their schools.

Table 4.296 reveals that majority of 74.07% principals of jilla panchayat schools, cent percent principals of ashram shalas, 50% principals of private schools, one principal of JNV and a total 76.67% principals of all types of schools responded that they faced difficulty of time constraints in their regular practice of teacher evaluation. Besides this, the principals also faced the problem of resource constraints such as human resources and physical resources. Amongst them, 25.93% principals of jilla panchayat schools,

25% (1) principal of private schools and a total 25% principals of all types of schools responded that they faced human resource constraint whereas only 1.85% principal of jilla panchayat schools and 1.67% principal of all types of schools faced difficulty of physical resources. 85% principals of jilla panchayat schools, 66.67% principals of ashram shalas, 50% principals of private schools, one principal of JNV and a total of 55% principals of all types of schools stated that they faced the problem of workload. 7.41% principals of jilla panchayat schools and a total 6.67% principals of all types of schools faced the problem of submitting data online due to poor internet connection. 5.56% principals of jilla panchayat schools and a total of 5% principals of all types of schools responded that they faced the problem of negative attitude of teachers. On the other hand, 27.78% principals of jilla panchayat schools and 25% principals of all types of schools stated the they faced difficulty because of lack of training of evaluators. None of them faced the difficulties in paper work.

Table 4.297: Response of CRC Coordinators and BRPs on Difficulties in Teacher Evaluation

Evaluator	Sample n	Difficulties in Teacher Evaluation	
		Yes	No
CRC Co-Ordinator	30	15	15
BRP	4	3 (75%)	1 (25)

From table 4.297 it can be observed that, 50% CRC Coordinators and 75% BRPS replied positively where as 50% CRC Coordinators and one BRP replied negatively about-facing difficulties in the evaluation of teachers.

Table 4.298: Response of CRC Coordinators and BRPs on Various Difficulties felt by them

Evaluator	Sample n	Various Difficulties				
		Time Constraints	Own Workload	Paper work for Evaluation	Online submission of data	Resources
CRC Co-Ordinator	15	6 (40)	9 (60)	5 (33.33)	3 (20)	
BRP	3	2 (50)	1 (25)	0 (0)	0 (0)	

From table 4.298 it can be observed that 40% CRC Coordinators and 50% BRPs responded that they felt difficulty of time constraints. 60% CRC Coordinators and one BRP felt the burden of their workload. 33.33% and 20% CRC Coordinators felt the problem of paper work for evaluation and online submission of data respectively. However, the BRPs did not feel difficulties such as paper work for evaluation, online submission of data, and lack of resources. It has clearly emerged that CRC Coordinators felt the burden of their own workload and BRPs felt time constraints as difficulties faced by them.

4.1.3.2. Satisfaction with Present Teacher Evaluation

Table 4.299: Response of Principals on Satisfaction with Present Teacher Evaluation System

Types of Schools	No. of Schools	Principals (N)	Satisfaction with Present Teacher Evaluation System	
			Yes	No
Jilla Panchayat	80	80	42 (52.5)	38 (47.5)
Ashram Shala	6	6	6 (100)	0 (0)
Private School	4	4	4 (100)	0 (0)
JNV	1	1	1 (100)	0 (0)

EMRS	1	1	1 (100)	0 (0)
Total	92	92	54 (58.69)	38 (41.30)

From table 4.299 it can be observed that, cent percent principals of ashram shalas, private schools, JNV and EMRS replied positively that they were satisfied with the present teacher evaluation system on the other hand, 52.5% Principals of jilla panchayat schools replied positively and 47.5% replied negatively that they were not satisfied with present teacher evaluation system. So, overall, 58.69% principals were positive and 41.30% principals were negative in their response.

Reasons of Dissatisfaction with Present Teacher Evaluation System

Administrative reasons

The principals stated that there were administrative reasons for dissatisfaction such as insufficient sufficient teaching staff due to retirement or transfer of teachers or some other reasons. So, the focus of principal genuinely shifted from evaluating teachers to teaching. Here Principals preferred to give importance to teaching than evaluating teachers. Besides this, training on teacher evaluation has not been given to the principals and another reason was that the principals had no power to take action against teachers on the basis of teacher evaluation. According to government norms. The none HTAT principal is included under the teacher's category and is counted accordingly in the teacher student ration in the elementary schools. Therefore, the such principal had less time for administrative work which included teacher evaluation.

Attitude

The principals stated that the negative attitude of teachers as reason for dissatisfaction with the present teacher evaluation system. Some teachers were inefficient. So, the dissatisfaction was felt by the principals.

Besides the above reasons, some principals did not have a positive attitude towards teacher evaluation. Therefore, they did not give importance to teacher evaluation.

Procedure Related Reasons

The principals stated the procedure related reasons for dissatisfaction which included reasons like the time table of Gunotsav and Inspection were not given in advance at the

commencement of the academic year. There were inadequate number of experts in the inspection which affected the quality of inspection. The frequency of surprise visits conducted by educational inspectors was not enough as observed earlier. The CRC coordinators paid more attention on collecting data than monitoring the performance of the teachers. The timely feedback was not given and follow up work was not done by various evaluators.

Workload

The principals stated that in many occasions they do not have enough time for both academic and administrative work. Therefore, this caused dissatisfaction and hampered the teacher evaluation process

Table 4.300: Response of CRC Coordinators and BRPs on Satisfaction with Present Teacher Evaluation System

Evaluator	Sample n	Satisfaction with Present Teacher Evaluation System	
		Yes	No
CRC Co- Ordinator	30	28 (93.33)	2 (6.67)
BRP	4	4 (100)	0 (0)

From the table 4.300 it can be observed that, 93.33% CRC Coordinators and cent percent BRPs replied positively that they were satisfied with present teacher evaluation system. However, 6.67% CRC Coordinators replied negatively about their feeling related to satisfaction with the present teacher evaluation system.

Responses of CRC Coordinators and BRPs on Reason of Satisfaction with Present Teacher Evaluation System

The CRC Coordinators expressed the reasons of dissatisfaction with present teacher evaluation system such as more focus on data collection was given rather than focusing on actual teacher evaluation, and the second reason was that more importance was given to knowledge than approach.

4.1.4. Objective No. 4

4.1.4.1. Suggestions for improvement of Teacher Evaluation

Table 4.301: Response of Principals on Need of Change in the Present Teacher Evaluation System

Types of Schools	No. of Schools	Principals (n)	Need of Change in the Present Teacher Evaluation System	
			Yes	No
Jilla Panchayat	80	80	42 (52.5)	38 (47.5)
Ashram Shala	6	6	4 (66.67)	2 (33.33)
Private School	4	4	2 (50)	2 (50)
JNV	1	1	0 (0)	1 (100)
EMRS	1	1	1 (100)	0 (0)
Total	92	92	49 (53.26)	43 (46.73)

From table 4.301 it can be observed that, 52.5% principals of jilla panchayat schools, 66.67% principals of ashram shalas, 50% principals of private schools, one principal of EMRS and a total of 53.26% principals of all types of schools replied positively that there was need of change in the present teacher evaluation system. However, 35% principals of jilla panchayat schools, 33.33% principals of ashram shalas, 50% principals of private schools, one principal of JNV and a total of 46.73% principals of all types of schools replied negatively that they did not feel the need of any change in the present teacher evaluation system

Table 4.302: Response of Teachers on Need of Improvement in Existing Teacher Evaluation System

Types of Schools	No. of Schools	Need of Improvement in Teacher Evaluation		
		Teachers n	Yes	No
Jilla Panchayat Schools	80	214	91 (42.52)	123 (57.48)
Ashram Shala	6	24	15 (62.5)	9 (37.5)
Private School	4	19	5 (26.32)	14 (73.68)
JNV	1	05	04 (80)	01 (20)
EMRS	1	05	05 (100)	0 (0)
Total	92	267	120 (44.94)	147 (55.06)

From the table 4.302 it can be observed that, 42.52% teachers of jilla panchayat schools, 62.5% teachers of ashram shalas, 26.32% teachers of private schools, 80% teachers of JNV and cent percent teachers of EMRS and a total of 44.94% teachers of all types of schools replied positively that there was a need of improvement in the present teacher evaluation system. 57.48% teachers of jilla panchayat schools, 37.5% teachers of ashram Shalas, 73.68% teachers of private schools, 20% teachers of JNV and a total of 55.06% teachers of all types of schools replied negatively that they did not feel that there was need of improvement in the present teacher evaluation system.

Table 4.303: Suggestions for Improvement in Present Teacher Evaluation System

No.	Suggestion Category	Types of Schools					
		Jilla Panchayat (n=214)	Ashram Shala (n=24)	Private School (n=19)	JNV (n=5)	EMRS (n=5)	Total (n=267)
		91	15	5	4	5	117
1.	Gunotsav	71 (78.02)	15 (100)	0 (0)	0 (0)	5 (100)	91 (77.78)
2.	Inspection	61 (67.03)	9 (60)	0 (0)	0 (0)	0 (0)	70 (59.83)

3	School Principals	26 (28.57)	0 (0)	2 (40)	0 (0)	0 (0)	28 (23.93)
4	CRC Coordinators	34 (37.36)	15 (100)	0 (0)	0 (0)	5 (100)	54 (46.15)
5	BRC Coordinators	21 (23.08)	3 (20)	0 (0)	0 (0)	0 (0)	24 (20.51)
6	Block Resource Persons	17 (18.68)	1 (6.67)	0 (0)	0 (0)	0 (0)	18 (15.38)
7	administrative decisions	0 (0)	0 (0)	2 (40)	0 (0)	5 (100)	7 (5.98)
8	General suggestions	41 (45.05)	0 (0)	0 (0)	4 (100)	0 (0)	41 (35.04)

Table 4.303 shows the suggestions for improvement in present Teacher Evaluation system as follow.

Gunotsav

78.02% teachers of jilla panchayat schools suggested that Gunotsav program should be conducted during a particular and appropriate time. The time of Gunotsav should be fixed every year and be completed by the end of December. The Date of Gunotsav should be given much in advance and it was suggested that it should be given at commencement of the school academical year. The Gunotsav program should be conducted in the current semester considering the syllabus of the current semester only. Every school should have the external and self-evaluation component of the Gunotsav at the same time annually. They also suggested that external Gunotsav should be compulsory. Sometimes the government functionaries involved in the Gunotsav panel were not available due to their other work and so the time of conducting Gunotsav gets affected.

The teachers also suggested that surprise Gunotsav should be conducted from time to time The period of time of conducting Gunotsav should be increased from one day as one day for Gunotsav is not enough to evaluate the whole years' work. The other curricular aspects besides reading, writing and arithmetic aspect should be included in the lower primary classes. An important suggestion was that the external evaluators should constitute functionaries from the area of education only.

cent percent teachers of ashram shala also suggested that Gunotsav should be done timely and should be conducted by educational officers. cent percent teachers of Eklavy Model Residential School suggested that Gunotsav should be done timely.

Inspection

67.03% teachers of jilla Panchayat schools gave suggestions related to inspection referring to the time, process and evaluators. The time related suggestions were given such as to decide the inspection date in the annual calendar and that it should be given at the beginning of the academic year or inform the date in advance prior to one week. Inspection should be conducted at a particular time; it should be completed at the end of February. The inspection process related suggestions included that it should not be done like a ritual and should be fear free, build teacher competency and assess creativity of children. Inspection should be done keeping in mind the present physical facilities of individual school not comparing it with other. During inspection feedback should be given. The evaluator related suggestions include that inspection should not be done by familiar, known individuals for greater objectivity. Kendra Shishak should not arrange inspection because inspection done by them was not neutral; The TPEO or educational inspectors should be present there for a bias free inspection.

60% teachers of ashram shalas suggested that inspection should be conducted regularly as done earlier every year.

Teacher Evaluation by Principals

28.57% teachers of jilla panchayat schools gave suggestions related to principal evaluation which includes teacher evaluation by principals to be done timely, continuously, regularly, frequently. More time should be given for evaluation by the principals; principal should be free from prejudices and should not find only fault of teachers, they should give effective guidance and encouragement to motivate teachers.

40% of teachers of private schools suggested that teacher evaluation by principals should be done frequently.

Teacher Evaluation by CRC Coordinators

37.35% teachers of jilla panchayat schools suggested that teacher evaluation should be done regularly and once in a month. Some teachers also suggested that evaluation by CRC Coordinators should be done at least six times every year. They should consider important dimensions in their evaluation. They also suggested that CRC coordinators

should be neutral and lesson demonstration should be given by them. The necessary guidance should be provided timely and they should motivate teachers.

cent percent teachers of ashram shalas gave suggestions on evaluation done by CRC coordinators. They suggested that more frequent visits should be taken by the CRC Coordinators and guidance should be given to the teachers. There should be recruitment of CRC Coordinators on a regular basis but even the in-charge CRC Coordinators should take more visits and evaluate teachers. CRC coordinators should demonstrate lessons for the benefit of the teachers and give effective feedback to them.

cent percent teachers of Eklavy Model Residential school suggested that CRC coordinators should visit every class of every teacher.

Teacher evaluation by Block Resource Centre coordinator (BRC)

23.08% teachers of Jilla panchayat schools suggested that teacher evaluation should be done once in a month and regularly. The schools should be informed in advance so, some preparation can be done. They should give proper guidance to the teachers.

20% teachers of ashram shalas suggested that BRC coordinators should take more visits to the schools.

Teacher Evaluation by Block Resource Person (BRP)

Teachers of Jilla Panchayat give suggestions regarding teacher evaluation by Block Resource person (BRP). They suggested that BRP should take visit twice or thrice yearly. He/she should be. Subject expert and give proper guidance to the teachers.

6.66% teachers of ashram Shala suggested evaluation done by BRP should done frequently.

Administrative Decisions

cent percent teachers of EMRS suggested that teacher who are working at temporary positions should be appointed as permanent staff on the basis of teacher evaluation.

40% teachers of private schools suggested that salary should be increased on the basis of teacher evaluation.

Other Suggestions

45.05% teachers of jilla panchayat schools gave different suggestion on teacher evaluation such as guidance should be given to them for teaching-learning of children with learning disabilities.

cent percent teachers of JNV stated that there should be change in self-evaluation content and other component of child psychology should be added.

60% teachers of private schools suggested that latest teaching aid should be provided by the school authority.

Principals' Suggestion for Improvement of Teacher Evaluation System

Jilla Panchayat Schools

Administration

Administrative decisions should be taken considering teacher evaluation done by the principals. Schools should have enough staff so that principals can evaluate properly. Every school specially those having std. 1 to 8 should be given 1 HTAT principal. The recruitment and transfer of academic staff should be done timely. There should always be fully recruited staff of SSA so that they can visit classroom and guide teachers and would be able to assist the principals such a manner. Punishable action should be taken against poor performance of teachers on the basis of evaluation in order to make work effective. Training should be arranged for the evaluators.

Gunotsav and Inspection

The inspection date should be given one week prior to the tactual process. if possible, the date of Inspection should be declared in the school calendar at the commencement of the year. For Gunotsav, the principals suggested that its date should be decided in advance or the Gunotsav schedule should be given at the commencement of the school academic year. Every school should have external evaluation in Gunotsav at the same time. Every external evaluator should visit classrooms and test basic skills of students in the Gunotsav.

Workload

The principals suggested that if workload of principals should be decreased, the evaluation will be done effectively. The teachers should also be made free from external work, other than educational work such as duty of Booth Level officer (BLO), election duties, census. In small schools, principals take classes so, that they should not be involved in the evaluation process. For principals filling logbooks for teachers should not be compulsory they involved in teaching as well the administrative duties.

Teacher Evaluation Procedure

The principals suggested some procedures such as the resource persons should take more frequent visits of classrooms. The complete evaluation done by the CRC Coordinators should be conducted at least four times in a year. Besides these, teacher evaluation should be done regularly and timely. It should be meaningful, not just like a ritual. So, the focus should be shifted to evaluation with goal and objective, that Teachers should be given freedom to teach according to local context and evaluate them on that basis. Every evaluator should give feedback to the teachers to improve their performance efficiency. Even teaching demonstration of lessons should be given if it is needed. The teachers should also follow instructions of the superior strictly. Encouragement should be provided to the teachers.

Private Schools

The principals of private schools suggested that training on teacher evaluation should be given to the principals. Counselling teachers to digital learning should be provided.

Table 4.304: Response of CRC Coordinators and BRPs on Need of Change in Existing Teacher Evaluation System

Evaluator	Sample n	Need of Change in Existing Teacher Evaluation System	
		Yes	No
CRC Co- Ordinator	30	12 (40)	18 (60)
BRP	4	3 (75)	1 (25)

From the table 4.304 it can be observed that, 40% CRC Coordinators and 75% BRPs replied positively that they were need of change in the present teacher evaluation system. However, 60% CRC Coordinators and 25% BRPs replied negatively that they were no need of change in the teacher evaluation system.

Response of CRC coordinators and BRPs on Improvement of Present Teacher Evaluation System

Suggestions by CRC Coordinators

The CRC Coordinators suggested that every CRC Coordinator should update their knowledge and skills on teacher evaluation timely and be aware of current governmental programmes going on for the teachers in education. They should have less paper work as it acts as a constraint. The CRC Coordinators should be seen as hand holders. The CRC Coordinators should pay more attention on monitoring rather than paying attention on collection of data. The CRC Coordinators also suggested that to strengthen the teacher evaluation system the excellent performance of teachers should be appreciated after teacher evaluation. However, if expected improvement does not appear in performance of teachers after continuous efforts of evaluators, there should be provision of taking action against the poor performing teachers. They also suggested that on the basis of classroom observation, teachers should be assigned a grade and it should be noted in the service book.

BRP

After evaluation of each teacher, discussion should be done on a regular basis and on the basis of evaluation, there should be a procedure of taking action against teachers with poor performance if needed. The evaluation would be more effective if BRPs are given evaluation of teachers in their own subjects and they should not be involved in other activities.