

A study of Teacher Evaluation System in the Elementary Schools of Tapi District of Gujarat

A Synopsis of the Thesis

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1. INTRODUCTION

Knowledge is power in the 21st century. The goal of education is empowerment of people and empowerment brings development. It has been observed that after the 1980s there was shift from economic to human resource development. For the development of human resource, UNDP (United Nations Development Program) identified five interlinked and interdependent energizers of human resource development i.e.1. Health and nutrition, 2. Environment, 3. Employment, 4. Political and Economic freedom and 5. Education. It considered education as a basis of all these. Education is both the goal and the means of development. Education is not only responsible for the development of vocational skills for better employment but it also prepares good citizens for the nation. The Indian Education Commission (1964) rightly states that “Destiny of India is being shaped in her classroom.” And “Teachers truly shape the future of our children - and, therefore, the future of our nation. It is because of this noblest role that the teacher in India was the most respected member of society.” NEP (2019)

Elementary education is the foundation and a crucial stage in a child’s formative development. It shapes the child into a learner, thinker, and a social being. It empowers future citizens with analytical abilities and gives them better confidence. It plays a vital role in improving the socioeconomic condition of a nation and significant investment in primary education ensures growth of economic and social development. UNESCO also believes that the social return in primary education is higher than higher education. “Basic education allows personal development, intellectual autonomy, integration into professional life and participation in the development of society in the context of democracy.” (The Dakar Framework for Action, 2000). Primary education makes people free from the shackles of superstition and they will be aware of their rights, new development, government schemes and live a healthy life. This basic knowledge becomes a strong foundation for secondary and higher education and prepares skilled manpower for the future. It is vital for the progress of the country.

Article 45, directive principle in the constitution states to provide free and compulsory education to the children of 6 to 14 years Jain (2002). The 86 amendments included elementary education in Right to Live by inserting it in article 21. In 2009, the Right of Children to Free and Compulsory Education Act was enforced. Various schemes had been implemented by the government such as National Literacy Mission (NLM), Operation Blackboard, District Primary Education Program (DPEP), Janshala, Lokjumbesh, Mahila Samkhya etc. to achieve the goals of primary education. To encourage girl’s education; NPGEL (National program of Education

for Girls at Elementary Level), Kasturba Gandhi Balika Vidyalaya (KGBV) programmes have been implemented. To strengthen primary education, Sarva Shiksha Abhiyan (SSA, 2001) has been implemented with three major goals i.e. 100% enrolment, ensuring retention and enhancing quality. In the present time, the improvement of quality is one of the major focuses of primary education. It has been observed that Infrastructural facilities, administration, academic & nonacademic achievements, teaching –learning process etc. are all indicators of quality of a school. It is without doubt that the quality of the teaching- learning process is the soul of the education system. Effective and efficient teachers play a vital role in quality education because the standard of education to a large extent is determined by teachers. To achieve quality in education, to develop competencies of teachers and for achieving the goals of education, there should be a system to evaluate the teachers' work. The effectiveness of a teacher's work can be measured and they can be guided to develop their potential. It is therefore necessary to carry out the evaluation of teachers in order to sustain the quality in education.

1.2. Policy Perspectives

For qualitative improvement of teachers, teacher evaluation is important. The recommendations made by various committees and commissions enforce this.

Secondary Education Commission (1952)

According to Secondary Education Commission, the true role of an Inspector should be to study the problems of each school and view them comprehensively in the context of educational objectives, to formulate suggestions for improvement and to help the teachers to carry out his advice and recommendations. In order to evaluate the academic side of activities of a school there should be a panel of experts with the Inspector as Chairman to inspect the schools. Special Inspectors or panels of Inspectors should be appointed to inspect the teaching of special subjects like Domestic Science, Art, Music, etc.

National Policy on Education (1986)

The National policy on Education laid stress on performance and accountability at all levels. It strongly advocated the need for a more reliable and opens system of teacher appraisal to link teacher's performance with accountability.

National Curriculum Framework (2000)

NCF 2000 recommended design an institutional appraisal system for institution to ensure effective curriculum transaction and overall improvement in educational scenario by

implementing gradation system. Gradation system must ensure some kind of uniformity in standards. There is continuous monitoring and introduction of corrective and remedial and enrichment measures in implementation of curricular transaction through educational management at all levels. Here headmaster and principal have the role of manager, facilitator. They have to be suitably trained too.

National Curriculum Framework (2005)

The monitoring system put in place must be carefully analyzed in relation to its objectives and the norms and practices that are to be institutionalized to achieve objectives. It must provide for sustained interaction within individual schools in terms of teaching- learning processes within the classroom context.

NEP 2020

NEP 2020 stated that teachers doing outstanding work must be recognized and promoted, and given salary raises, to incentivize all teachers to do their best work. Therefore, a robust merit-based structure of tenure, promotion, and salary structure will be developed, with multiple levels within each teacher stage, that incentivizes and recognizes outstanding teachers. A system of multiple parameters for proper assessment of performance will be developed for the same by State/UT Governments that is based on peer reviews, attendance, commitment, hours of CPD, and other forms of service to the school and the community or based on NPST (National Professional Standards for Teachers). In this Policy, in the context of careers, ‘tenure’ refers to confirmation for permanent employment, after due assessment of performance and contribution, while ‘tenure track’ refers to the period of probation preceding tenure.

So, “All aspects of teacher career management, including tenure, professional development efforts, salary increases, promotions, and other recognitions will be determined based on NPST. Promotions and salary increases will not occur based on the length of tenure or seniority, but only on the basis of such appraisal.”

1.3. The Need for Teacher Evaluation

There is a quest for quality in all types of elementary schools. Under the flagship SSA, attempts are going on to improve the standard of elementary education in government schools. It is an urgent need of the present times. Today there is not only hunger for education but hunger for quality education. Poor parents too aspire for quality education for their children.

They are dissatisfied with the functioning of the local government schools. According to PROBE (1999) survey “as parents see it, the main advantage of private schools is that, being more accountable, they have higher levels of teaching activity.” The number of students is decreasing day by day in government schools. Children who reach the final year of lower primary school often have mastered less than half the curriculum taught the year before- (World Bank,1997). 10.6% of grade 2 students, 53.7% of grade 5 students, 73.2 of grade 8 students can only read the textbook of std 2 level ASER (2019). “Among children in Std III, 5.8% cannot even recognize numbers 1-9, 26.1% can recognize numbers up to 9 but cannot recognize numbers up to 99 or higher, 42.5% can recognize numbers up to 99 but cannot do subtraction, 23.3% can do subtraction but cannot do division, and 2.3% can do division” ASER (2019).

A school which has an adequate number of teachers who are neither empowered nor professionally qualified are not committed to be basic ideas of the profession with low morale and self-esteem are likely to do more damage than good to students (Nawami, 2008). According to PROBE (1999) the DIETs (District Institute of Education & Training) also fail to give hands- on training. They were meant to work with local schools and develop them as models where good teaching could be demonstrated. There is no demonstration of good model teaching.” In-service training programme according to the survey found little evidence of impact of the training on classroom process. In the remote area the problem of absenteeism, late coming and less attendance were high. This happens partially because of their engagement in non-teaching activities.” The PROBE survey came across many instances where an element of negligence was also involved. These include several cases of irresponsible teachers keeping a school closed or non-functional for months at a time and teachers being drunk. The teachers’ major focus was to pass the students in exam through rote memorizing. The teacher’s major concentration is just chasing government target, which is reflected on paper work; but is not completely a reality. Govinda & Bandyopadhyay (2008) found poor quality of teaching learning processes in many schools which result in low levels of basic skill attainment, i.e. reading, writing and arithmetic which is often after attending five or even at eight years of schooling. All these need evaluations of performance of the teacher to correct it and guide them in properly. So, things cannot get worst. Therefore, teacher evaluation is an important part.

Effective teacher evaluation pay attention on actual teacher and their performance and accomplishment. “It recognizes student achievement, acknowledges good practice, support teacher goal, shape performance, motivates to improve on weakness and removes the rare bad teacher from the profession.” (Peterson & Peterson, 2006). Excellence of teacher performance

deserves documentation as it provides basis for research, development and reform in school rather than having agenda for change driven by non-teacher dialogues. Successful system uses multiple classroom observations, expert evaluators, multiple sources of data are timely and provide meaningful feedback to the teacher. (Darling-Hamond, Amerein-Beardsley & Haertel et.al., (2012).

So, for improvement of the teaching standards, a more supportive work environment and enhanced accountability of the teachers are required. Because “The public has come to believe that the key to educational improvement lies in upgrading the quality of teachers rather than in changing school structure or curriculum.” (Darling-Hamond, Wise & Pease 1983). **Zarro (2005)** study strongly supported the concept that quality professional development and a healthy school culture are catalysts for improving classroom instruction and student learning. Therefore, major concentration should be on the continuous development of the teachers. According to Denielson & McGreal (2000) teachers tend to know where their areas of strength and relative weakness lie and are keen to bring all areas of their practice to higher levels. The evaluation of the performance of teachers would go a long way to achieve the goal. According to NPE (National policy of Education) (1986) “professional improvement and career enhancement depending on performance evaluation of teachers should be addressed on a continuous basis. Through the help of feedback, teachers know the best practice and drawback, hindrances as well as the way of improvement can be identified. Performance evaluation makes the teacher conscious about their work, outcome, and mistakes and get guidance how to reach at the destination. This makes them accountable. It also provides an opportunity to appraise the performance of teacher. In short, through continuous engagement of teacher in updating knowledge, skill acquisition and refinement to practice, students’ learning need can be met effectively. So teacher evaluation is needed for self-discovery for improvement of quality of education and development of healthy culture of learning.

1.4. Evaluation: Meaning and Concept

Macmillan English dictionary (2002) gives meaning of evaluation as to think carefully about something before making a judgment about its value, importance and quality.

Oxford Dictionary & Thesaurus gives meaning of evaluate as appraise, assess, estimate, judge, value, colloquial weigh up, calculate value of, compute work out.

Darling-Hammond & et.al (1983) define evaluation as "collecting and using information to judge."

Evaluation entails gathering, ordering and making judgments about information in a methodical way. It proves that something is working or needed to improve. It involves careful judgement about the work, and its significance.

1.5. Teacher Evaluation: Meaning and Concept

According to Smith, M. (2006) Teacher Evaluation is the systematic exploration and judgement of working processes, experiences and outcomes. It pays special attention to aims, values, perceptions, needs and resources.”

According to Kocak (2006) “Performance evaluation is a process of measurement and appraisal of employee’s individual achievement and behaviour that is performed in certain interval.”

According to Sawchuk (2015) “In general, teacher evaluation refers to the formal process a school uses to review and rate teachers’ performance and effectiveness in the classroom. Ideally, the findings from these evaluations are used to provide feedback to teachers and guide their professional development.”

Bambewale & et.al. (2018) has stated the following definitions given below.

“Teacher evaluation is a continuous process to understand teachers; knowledge, skills and attitudes in order to take actionable steps for teaching and learning improvement.”

“Teacher evaluation is a process to understand the approach that teachers use to carry out the different tasks and responsibilities they undertake with the purpose of facilitating student learning, their own ongoing development, and contributing to the educational eco-system.”

“A continuous process of evaluating, reflection, feedback to understand the effectiveness of the multiple roles that a teacher performs within the school and broader context aimed at enhanced and sustainable teacher improvement.”

Teacher and Administrator Performance Evaluation Policy Document (2010) explains Teacher Evaluation as the process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or leadership and management situation, based on predetermined criteria, through periodic observation and other documentation such as portfolios, peer reviews, products and performances. Evaluation shall also include the establishment and monitoring of a professional growth plan.”

Evaluation entails gathering, ordering and making judgments about information in a methodical way. It proves that something is working or needed to improve. It involves careful judgement about the work, and its significance. “The evaluation system involves direct inspection of teachers’ work-

monitoring lesson plans, classroom performance, and performance results; the school administrator is seen as the teachers' supervisor." (Darling-Hamond, Wise & Pease, 1983) Evaluation is an integral part of staff development because with the help of teacher evaluation, teachers' performance level, problems, good practices can be identified and treated accordingly.

The concept of teacher evaluation gives way for the important purposes of teacher evaluation which have been described below.

1.6. Purposes of Teacher Evaluation

Santiago & Benavides (2009) "Teacher evaluation has typically two major purposes. First, it seeks to improve the teacher own practice by identifying strengths and weaknesses for further professional development – *the improvement function*. Second, it is aimed at ensuring that teachers perform at their best to enhance student learning – *the accountability function*."

According to Gage (1961) the purpose is to facilitate administrative decisions; to diagnose strengths and weaknesses in order to allow for self-improvement; to provide certain criteria for determining what good teaching is.

According to Campbell (2014) "the general purpose of teacher evaluation is to safeguard and improve the quality of instruction received by the students, therefor it is vital that process is provided that allows and encourages supervisors and teachers to work together to improve and enhance classroom instructional practice."

To clarify the concept of Teacher evaluation three terms i.e. detecting teacher incompetencies, preventing incompetency and correcting deficiencies explained by Darlinag-Hamond, Wise & Pease (1983) become helpful. They stated that "detecting teacher incompetence involves the development and careful application of reliable, generalizable measures of teaching knowledge or behavior. Preventing incompetency implies the development of either a foolproof approach to teacher training or a teacher proof approach to instruction. Correcting deficiencies seem approachable objective however; this is the point at which research on teaching effectiveness leaves off and where summative and formative evaluations collide."

According to Carnot, Cooper & et.al. (2006), The primary purposes of the evaluation system are to:

- improve the quality of instruction by ensuring accountability for classroom performance

- contribute to successful achievement of the goals and objectives defined in the vision, mission, and goals
- provide a basis for instructional improvement through productive teacher appraisal and professional growth
- share responsibility for evaluation between the teacher and the evaluation team in a collaborative process that promotes self-growth, instructional effectiveness, and improvement of overall job performance.

So, the major purposes of teacher evaluation are accountability, remedy, maintenance and development. Hence, there are two purpose formative and summative. Formative purpose is to enhance motivation and efficacy among teachers and summative evaluation is to take personnel decision such as hiring, firing, incentives, tenure and policy making.

NEA (2010) found practice of reward punishment as a purpose. so. Instead of “reward-punishment framework which aimed 1, measure effectiveness of each teacher 2. Categorized and ranked teacher 3. Reward those are at top 4. Fire those are at bottom”; the core purpose of teacher assessment and evaluation should be to strengthen the knowledge, skills, dispositions, and classroom practices of profession educators. “comprehensive assessment system provides targeted support, assistance, and professional growth opportunities based on teachers’ individual need as well as the needs of their students, schools, and district.” NEA (2010).

1.7. Types of Teacher Evaluation

The purpose of teacher evaluation can be met by two kinds of evaluation i.e. formative teacher evaluation and summative teacher evaluation.

Formative Teacher Evaluation

Formative evaluation is a system of feedback for teachers that are designed to help them improve on an ongoing basis. Egelson & MacClosky (1998) It is not extremely controlled and judgmental but teacher directed, individualized, and supportive for personal growth. The purposes of Formative evaluation are to provide day to day feedback and to encourage the teachers for professional development as there is a close connection between behavior and feedback. It also aims to encourage quickly a good desirable behavior, discouraging undesirable behavior immediately so attention is paid to apply own competencies towards the correct direction. It is a continuous process addressing the area of professional development whether teacher is experienced or novice. According to MaQuarrier & Wood (1991) during this process teacher should be supported as professionals as they reflect upon, experiment with,

adapt and refine their classroom practice. The criteria /standards of achievement remain same in both kind of teacher evaluation but while evaluating teacher formally, teacher should be ensured the liberty of threat of punishment, employment related decision and also not promise the teacher for reward too. The teacher must have clear understanding of the formative teacher evaluation process and data collection method. So teacher can understand the benefits of the teacher evaluation and student outcomes. formative evaluation process tend to provide teachers with supportive resources such as peer coaching, in-service training and workshops that help improve teaching performance Wakim (2013). with principal, professional coach/trainer, expert peer should also provide feedback to teachers. So it boosts confidence, enthusiasm, aspiration of teachers towards the improvement of performance and learning.

Summative Teacher Evaluation

“Summative evaluation is a system of feedback for teacher that is designed to measure their teaching competencies” Egelson & MacClosky (1998). The summative evaluation of teacher is the assessment of performance based on clear set of performance standards at the end of the established period. It tends to judge job performance and job status. Summative evaluation is usually done annually on a formalized basis and involves evaluatee and evaluator to measure individual performance for the progress of an organization. It tries to find out the achievement of set goals / objectives which are decided at beginning of the year and helps to take administrative decisions about tenure and merit paying, personnel assignment, transfer, dismissal and ensuring recruitment procedure by evaluating beginner teacher’s teaching skills. “To the extent that making judgements (the accountability function requires clear evaluative criteria, the citing and weighing of evidence, and the neutralization of bias, evaluation appears inconsistent with the more supportive, nonjudgmental demeanor that most people associate with coaching (the professional development function)”. Charlotte. (2000). This type of evaluation is useful to search shortfalls/ constraints and to evaluate present steps which are taken for quality of education and plan future actions. This way institute gets opportunity to identify both kind of the teachers i.e. effective teacher and teachers who need to have professional development remedial plan. So, Assistance is provided to improve performance and the quality of the teaching force is maintained as a result of summative evaluation. Summative evaluation is also helpful to know the progress of organization. It adheres to strict guidance, forms and timeline.

“When coupled; formative and summative evaluation can be powerful tools for informing decision about teachers’ professional development opportunities as well as tenure.” Mathers,

Oliva & Laina (2008). But “Summative evaluation criteria must be more narrowly defined if they are to be applied uniformly, thus limiting their use for formative purposes. Furthermore, constraints on classroom behaviour intended to weed out incompetent teachers may prevent good teachers from exercising their talents fully.” (Darling-Hammond & Wise 1981).

In order to carry out either formative evaluation or summative evaluation in elementary schools’ different methods are required to be followed. The methods are given below.

1.8. Methods of Teacher Evaluation

The major methods of teacher evaluation are as follows

Teacher self-evaluation

In teacher evaluation, teacher self-evaluation is a common source. “Self- evaluation can be accomplished through such methods as self- reports, self- study materials. Self- rating forms, comparison of oneself to one’s peers and videotaping and analyzing one’s teaching” Barrette, Morton & Tozecu, (1995). The self report practice may take in form of survey, instructional log and interview Goe & Bell. C (2009). The perspective of the teacher being evaluated is essential, because it allows teachers to express their own views about their performance, and reflect on the personal, organizational and institutional factors that had an impact on their teaching. Interview is often used to review performance following administrator observation and have unique role in “gathering information on perceptions and opinions that describe the “whys” and “hows” of teacher performance and its impact. Study of Santos- Camerinoc (2005) & Graham (2004) also revealed that teachers using the self evaluation process were aware of their own strength and weakness and sought out knowledge to improve their teaching. This helps to encourage professionalism and long-term goal accomplishment. However, due to its subjective nature it suffers from low reliability

Classroom Observation

This is common practice generally done by a superior such as a principal, a vice principal, or a supervisor. Teaching practices and evidence of student learning are likely to be the most relevant sources of information about professional performance. As a result, teacher evaluation is typically firmly rooted in classroom observation. Most key aspects of teaching are displayed while teachers interact with their students in the classroom. Classroom observation is the most common source of evidence. Classroom observation is used both summatively and formatively. Evaluator rates teaching performance of teacher during a classroom visit. “Advantages are that the evaluation is based on relevant, observable criteria which often have been determined by

faculty and administrators together; also the teacher usually receives post-observation feedback but there is a disadvantage in cases where evaluators are not trained, they can be judgmental and biased as well as unsystematic” Barrette, Morton & Tozecu (1995). So, evaluator should be trained and have knowledge of content as well as pedagogy.

Student Evaluation of Teacher Performance

Students are the direct observer of teacher’s behavior and routine teaching process and therefore they are in a good position to evaluate their teacher’s performance. Denielson, C (2000) states student survey must be appropriate to the age of the students and should ask questions about the class, rather than about the teachers.” This evaluation includes the most observable teaching habits of teachers in classroom situations to the personal attributes encompassing communication styles, attitudes, competencies, behaviour and other character tendency observable in a teacher. Introducing student evaluation of their teachers systematically will contribute to improving teaching standards. It gives voice the student in their own education. Items of the tool should be clear and representative of teacher effectiveness on the basis of set objectives. For the multi-dimensionality of the tool, factors should be identified with respect to existing socio-cultural context. Moreover, factors should be culturally free and fair for diversified culture in India.” Role of student as evaluator is important so, Cook (1989) advocated training student-raters is an effort to reduce the halo effect on Lickert Scale evaluation instrument and to help produce quality rating. Denielson (2000) also states the survey could ask students to agree or disagree with such statement as all student are treated fairly in the class.” There should be a scope for two-way dialogues prior taking any administrative decision against a teacher using students’ rating of a teacher.

Peer Evaluation

In Peer Evaluation, the evaluation of teacher performance of teachers is done by the peers. Peer evaluation is commonly done through classroom observation, visiting another teacher’s class for actual teaching assessment. The method of peer evaluation provides more constructive feedback for the improvement of teachers’ performance. This encourage idea/ experience sharing and establish fear free environment due to peer as evaluator. “On the negative side, this method may have low reliability; may involve a conflict of interest resulting in biased reviews, especially if results are used for summative purposes; and criteria are sometimes open to various interpretation and may have fear of damaging relationship” Barrette,Morton, & Tozecu (1995).

Parents Survey

Parents also a source of data for teacher evaluation. “Parents surveys should pose questions that parents can reasonably answer and should not be excessively detailed. They could comment on whether the teacher was accessible to them when they needed to contact that teacher or whether the teacher returned phone calls promptly.” Denielson (2000). This can be helpful to understand community communication of teachers and which ultimately help teacher in child learning.

Teaching Artifact

Teacher artifacts considers “lesson plans, teacher assignments, assessments, scoring rubrics, student work and other artifacts to determine the quality of instruction in a classroom”. Little, Goe & Bell (2009) “Students experience their teachers’ skill not only in their direct interaction; they also encounter artifacts created or selected by their teachers, such as assignments, worksheets, and project direction. When teaching artifacts are included in a system for evaluation, they provide a window into classroom life not accessible through planning documents alone. These artifacts provide evidence not only of classroom life and of the teacher’s thinking, but of the teacher’s skill in planning. Artifacts, combined with classroom observation, enable an evaluator to witness a teacher’s plans coming to life for students” Denielson (2000).

Portfolio

“Portfolio are collection of materials compiled by teachers to exhibit evidence of their teaching practices, school activities and student progress. One of the most beneficial aspects of teaching portfolios is their comprehensiveness- they can capture effective teaching that occurs both inside and outside of the classroom and can be specific to any grade level, subject matters, or student population” Goe & Bell (2009). There are not only teaching related document such as lesson plan, schedules, assignments, assessments, student work samples, videos of classroom instruction and instruction, reflective writing but also notes from parents, special awards or recognitions. It is useful tool of self- reflection and formative evaluation. It is time consuming yet Attinello (2004) found teachers and administrators perceived that teacher portfolio were more accurate and comprehensive than one shot observation, portfolio was reasonable and have an effect on teaching practice.

Different methods of teacher evaluation can be implemented in elementary schools having various data sources. However, the use of any of these methods would be successful to the extent that performance standards or criteria are defined with a lot of clarity.

1.9. Performance Standards of Teacher Evaluation

Performance standards are criteria followed by indicators which are expected when teacher perform their major duties based on clearly defined their role. Major standards of teacher evaluation covers area such as content mastery, teaching method & techniques, classroom, management, rapport with students, school staff and parents, assessment of students, personal traits and professional development. All these can be possible to reflect in teachers' performance when the teacher internalizes professional ethics and take responsibility and show positive attitude towards professional development.

Performance Evaluation for Teachers and Administrators, (2010), (Arnold, Bain & et.al,2011) mentioned the standards such as Knowledge of Curriculum, designing instruction planning Instructional Delivery Implementation of technology, classroom management, assessment of/ for Student Learning, student academic progress, collaboration with colleagues/parents/others, professionalism & professional development, educational leadership

Danielson, C (2013) gave rubrics for assessment of teachers in following four domains.

Domain 1 Planning and preparation

First domain includes demonstration of teacher's knowledge of content & pedagogy, demonstration of knowledge of students, setting instructional outcomes, demonstration of knowledge of Resources, designing coherent instruction, designing Student Assessment

Domain 2. The Classroom Environment

Second domain includes creation of environment of respect & rapport, establishing culture for learning, managing classroom culture, managing student behavior, organizing physical space

Domain 3 Instruction

Third domain includes communication with students, use of questioning & discussion technique, engaging students in learning, using assessment in instruction, demonstration flexibility & responsiveness

Domain 4 Professional Responsibilities

Fourth domain includes the reflection on teaching, maintaining accurate record, communicating with family, participating in the professional community, Growing & developing professionally and showing professionalism.

These are the duties, responsibilities of teachers to perform in the educational institution. On the basis of these, performances of teachers are evaluated. Performance standards were

followed by performance indicators. Achievement of all these standards/ rubrics by teachers done fulfilling indicators which evaluator observes in practice or artifacts. Clearly defined standard/criteria and procedure are very important in teacher evaluation. Teachers must be acknowledged and communicated these criteria/standards before evaluation procedure. Then only good result can be expected. These are the standards are what **institute** expect from the teacher.

Effective evaluation of teacher on the basis of above mention criteria/standards is possible if following prerequisites are followed effectively.

1.10. Guidelines for successful teacher evaluation

For the successful teacher evaluation, the role of teachers as well as evaluators are equally important who carry out the procedure. Donaldson, Morgan & Donaldson (2012) gave five steps to stronger teacher evaluation considering leadership.

Step 1: Teacher ‘s Involvement in Designing the Performance Evaluation System.

Donaldson, Morgaen & Donaldson (2012) states five strong steps to strengthen teacher evaluation. One of them is to include teachers in designing the performance evaluation system. If the school system’s goal is to promote student learning, teachers must endorse that goal and feel confident that their participation in performance assessment will help them progress toward that goal. So, teachers should be included in policy making, deciding goal/objectives. Leung & Sun (2009) also support that teachers’ participation in decision making of school, policies should be perceived as the essential pathway to professional development.

Step 2: Protect opportunities to learn and grow.

One of the five steps of strengthening teacher evaluation given by Donaldson, Morgaen & Donaldson (2012) suggested to Protect opportunities to learn and grow. The study of Musser, S. (2013) teacher evaluation empowers teachers to assess their own practice; self-diagnose areas for growth and generate goals through a continuous process of feedback, conversation and support.

When a teacher and administrator identify a skill that needs developing, professional development environment must be flexible enough to support the teacher’s pursuit of that skill. For that following should be done

- **Feedback:** Teachers should be provided ample and frequent feedback to build their awareness of the myriad things going on in their classrooms. Feedback should be given

timely to individual teacher or all of them together calling in meeting. Feedback can be given orally or written effectively. It should be easy to interpret and understand.

- Sharing knowledge: colleagues' help to develop specific techniques and confirm that those techniques work especially in case of novice teachers.

It can be possible through providing opportunity of self-evaluation. The study data of Graham, (2004) indicated that teachers using the self-evaluation process were aware of their own strengths and weaknesses and sought out knowledge to improve their skills.

Step 3: Hone. Principals' skill at observing and consulting with teachers.

The teacher evaluator should have potential to evaluate the teacher. For that following quality must be possessed

- The principal should possess a sound knowledge of pedagogy and curriculum.
- The teacher evaluator should possess a sound knowledge of method, technique and procedure of teacher evaluation. He should have Knowledge and understanding of the Professional Teaching Standards
- The teacher evaluator should possess consulting skills to deliver feedback that teachers find both valid and constructive. A teacher's growth requires a careful balance of constructive and critical performance feedback. He must be an empathetic consultant capable of building trust while sharing potentially unwelcome or discomfiting information.
- Teacher evaluator can develop and supervise implementation of action plans as appropriate.

Step 4: Make Instructional Improvement a Priority.

One of the five steps of strengthens teacher evaluation given by Donaldson, Morgaen & Donaldson (2012) suggests to make instructional improvement a priority. When a leader clearly and persistently pursues assessment and growth for every staff member, teachers stay focused on their own growth, as well as their students' growth. Funding for teacher development should not be cut. And believe that "all teachers can learn". Policy Report of North Carolina Teacher Evaluation Process (2009) reflects that formation and accurately reflects the teacher's performance.

Step 5: Build Time for Teacher Evaluation into Principals' Workload

One of the five steps of strengthens teacher evaluation given by Donaldson, Morgaen & Donaldson (2012) suggested the process of effective performance review and improvement is time-consuming and often intense work. It requires careful consideration of observational and other data and discussion about alternative strategies, followed up by more observation. Principal should give proper time and distribute workload with supervisors. Teachers whose performance has raised serious questions and novice teachers are evaluated primarily by administrators.

The review of the literature on teacher evaluation suggests other criteria for the implementation of successful teacher evaluation are mentioned below.

Accountability

In the school, principal must become quality control officer and create climate for accountability of his/her teacher. For that following two things must be clarified to teachers.

- **Role and Goal Clarity**

This is the very first clarity one must have when appointed for the job. The teacher must have clarification of the role to perform and the goal to achieve. So teacher is not confused ambiguous and have a clear vision what to do. Teachers also inform the objectives to archive at present year. So, he/she chase the objectives. Objectives of teacher evaluation must be stated clearly and shortly.

- **Standard/ criteria of teacher evaluation**

For the performance evaluation of teacher, there must be a clear set of standard/ criteria/rubrics developed. The school authority should communicate these at the commencement of the year on which his or her performance is going to be evaluated. These standards / criterions greatly help the teacher to understand that to what extends the administrator expect from him/ her to perform and want outcomes from him/her. So, teacher can understand the expectation of the evaluator. So at the end or during term as stated by Walker (2004) the teacher evaluation system provides opportunity for benchmark analysis for teachers' targeted goal. So, administrators can review the gap between the actual performance and desired performance of the teacher and decide future action. The achievement of set of standard determines the proficiency of the teacher and also becomes helpful in identifying difficulties faced by teachers. This way it makes teacher accountable for his/her job.

Teacher Evaluation Culture

The school should have a positive culture of teacher evaluation. The study of McKay (1998) revealed that there is need of attention on school culture for the development of teacher evaluation practice and the study of Wissam (2005) revealed that “ the principal has the potential to change the culture of school to reduce isolation, create communities of professional learner and elevate the status of the teachers”. For that there are some prerequisite such as

- Teachers should be very well acquainted with the purpose of the teacher evaluation both formative as well as summative. They should realize/imbibe that teacher evaluation is not for criticizing job done by him. The purpose is professional development, identifying difficulties facing during teaching procedure and taking decision such as training. Its major intention is to help teacher. Sharing and caring teacher to enhance teaching learning procedure.
- Administrators behaviour must not conservative types of evaluator but helpful. He has a sense of understanding teacher. He should understand the difficulties of teachers to achieve a set of goals and giving suggestions and assist him providing practical illustration of teaching in class. If it is not possible to share with staff of resource person. So any solution the teacher can get.

Fair Evaluation

Teacher evaluation should do fairly. Well prepared principals (evaluator) are mere confident and can be fairer in work. Teacher evaluator “Supervise the Teacher Evaluation Process and ensure that all steps are conducted according to the approved process.” Policy Report of North Carolina Teacher Evaluation Process (2009). So, question of unfairness not to be raised. Teacher evaluator should avoid some effect such as Sympathy Effect, Halo effect, Horn effect, Central tendency, Strict evaluation, Lenient evaluation, Status effect, Spillover effect, Initial impression effect, Latest behaviour, Same as me, Different from me, Performance factor order for fair evaluation.

Follow up work

Teacher evaluation must not be mere procedure. But it should be a continuous process of evaluation and reevaluation and development. After evaluation, there must be follow up work done by the teacher evaluator. There is a session of guidance and training for further development of professional competencies to come right back on track. On the basis of need of teacher, teacher training should be conducted or suggestion for training given to higher authority for training

Training of Teacher Evaluator

Practice makes a man perfect and Training leads man towards perfection. Teacher evaluator also needs training to develop competencies as an evaluator. Policy Report of North Carolina Teacher Evaluation Process (2009) also recommended evaluator to participate in training to understand and implement the Teacher Evaluation Process. Training helps evaluator to develop requisite skills for identification and assistance, and divide the role of assistance and summative judgment.

Report of Teacher Evaluation

At the end of the academic session, report of individual teacher should prepare in which achieved set of standards as well as remaining standard to be achieved clearly mentioned. It is on the basis of evaluator's primary observation estimation and also summary of other objective data collected from various resources. At the end of report clear recommendation for summative evaluation to take decisions such as promotion, incentives, and award and also take action against poorly incompetent teacher, and in very rare case for firing teacher too. Concluded data of teacher evaluation report clearly presents the picture of academic progress of the school. It also provides opportunity to appraise the effective performance of the teacher.

1.11. Teacher Evaluation: Present Scenario

Various schools have their own methods of teacher evaluation. At present various teacher evaluation activities are carried out in elementary education in Gujarat. The implementation of Gunotsav is an important programme which was introduced in 2009 in the zilla panchayat schools and Ashram Shala schools. The purpose of this program is to bring about qualitative improvement in academic and administrative activities. Gunotsav is a measurement of every activity done by the teachers in the classroom and in the school. This is conducted with the help of the Gunotsav Evaluation Booklet. The teachers are evaluated giving 7 types of grade – A+, A, B, C, D, E, and F on the basis of previous year performance. There were 2 types of Gunotsav. 1. Gunotsav done by external evaluator such as politician, public administrative officers, principals or excellent teachers of secondary or Higher secondary schools with help of liason officer. In Gunotsav reading, writing and counting (arithmetic) skills of the students of 2 to 8 was evaluated and exam of 5 subjects such as Maths, Science, Gujarati, Social Science of students of 6 to 8 were conducted. On the basis of the performance of the students, the teachers were evaluated and grade was assigned. Now from 2019 second semester, new version of Gunotsav 2.0 have been introduced once in every semester. There are qualified

School Inspector (SI) are appointed for Gunotsav. No date is given in advance. The school is selected from Gandhinagar and the school is informed in the evening a day before. So, the SI can observe routine work from the morning assembly to teaching. It is a school accreditation program which includes four areas such as teaching- learning with 56% weightage, school administration with 26%, co-curricular activities 12%, and use of resource 8 % weightage. In each and every teacher's classroom observation is done by the SI and various written material such as notebook, dairy, periodical assessment book, answer sheets of exam, result format C, format A and online marks entry are checked randomly. Besides these, various files of activities, school development plan, school safety, eco- club, tour, science exhibition, scholarship exam, khelmahakumbh, photo albums, reports, library book issue registers, daily planning, registers of Pragna are checked as proof of academic and scholastic activities.

Besides these, inspection is a common practice in central as well as state government and private school. It is conducted regularly every year. The inspection group includes an HTAT qualified principal, Kendra shikshak, CRC coordinator, and expert teachers of various subjects. In the inspection process both academic and administrative aspects are included for evaluation. On the basis of inspection CR reports of the school staff is filled. It is divided in two parts; the first one is the self-evaluation of teacher and the second part is filled up by Taluka Primary Education Officer. For HTAT principal there is different format in which first part is self - evaluation and second part is evaluation done by Taluka Primary Education Officer.

For monitoring and supervision, there is SSA staff. At the CRC level, the CRC coordinator visits schools and fills observation form online. At block level BRC coordinator and BRP evaluate the teachers to monitor quality of education. The duty of SSA is to provide guidance to the teachers and monitoring implementation of government program and practice in school on regular basis.

For Various private and government schools have their own method of teacher evaluation which could be of summative and formative type and include different methods of evaluation. Classroom observation by the Principal is a common method practiced for formative evaluation in the elementary schools of Gujarat.

2. Summary of Review of Related Literature

A lot of significant fact that are useful for this study came to light after this review of related literature. The researcher limited the studies for review of related literature to school level only. The observation of review of related literature makes it clear that various researches have been

carried out in the field of Teacher Evaluation. Through the review of related literature, it is found that teacher evaluation is a common practice at present time. The researcher came across many studies related to teacher evaluation system, most of them are conducted abroad. Review of studies related to teacher evaluation Policies, Practices and Impact and professional development. The researcher conducted review on Perception towards Teacher Evaluation Systems, Methods of Teacher Evaluation, problems (Barriers) to Teacher Evaluation. Out of review of related literature, the researcher found the most of the studies conducted abroad. In India, the researcher could not find study specially related to teacher evaluation system at school level. The researcher doesn't find any studies in teacher evaluation in different management types of school. So, researcher decides to undertake study. The present study is undertaken to find out different practices related teacher evaluation going on in the elementary schools of Tapi run by different management.

2.1 Rationale of the study

The Universalization of elementary education has always stressed on three major goals i.e. access, retention and quality of education. The RTE Act 2009 has also emphasized on quality of education. The 6th goal of the Dakar framework includes commitment to improve “every aspects of the quality of education and ensuring their excellence so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skill.” (Dakar Framework for action, 2000). The quality of elementary education must be strengthened as it is the foundation for quality higher education.

Besides the infrastructure, administration, organizational climate; students' achievement and quality of education majorly depends upon the teaching competencies of the teachers of the schools. The teachers must be acquainted with their competencies and institution should appraise their efficient work time to time for further motivation. If something is lacking in their practice, they should be given guidance to proceed in the correct direction. Here emerges the role of an evaluation system.

Teacher evaluation is helpful for both novice and experienced teachers. First, evaluation of novice teacher provides an opportunity to know the progress of the teacher till date. The teachers' attitude, skills, knowledge strength, weakness and development area can be identified and according to them, training can be provided to lead them towards the correct direction. Therefore, evaluation of teacher is of paramount importance to improve the quality of the teaching –learning process. Evaluation develops sense of accountability in teachers as they are

accountable to their students, parents, their institutions and the community at large. The evaluation process helps them to become more accountable.

Therefore, it becomes important to develop and strengthen a systematic evaluation process so that a teacher's strengths and weaknesses can be identified and remedial measures can be given. It seems that many times evaluation of teachers is not systematic, methodical, formative and regular. If the evaluation system is effective and formative evaluation is done skillfully from time to time, the problems can be found out and remedy can be suggested to teachers to guide them in the correct direction. An effectively organized teacher evaluation system provides motivation to the teachers to perform their duty well.

In the different types of schools there are different evaluation methods. In Gujarat, initiative program Gunotsav and inspection and SSA program have teacher evaluation. The other private and central government schools have their own methods of evaluation. There is a need to study the process of evaluation that is going on in different institutions.

Through the review of the related literature researcher came across several studies which were majorly conducted in abroad. At the elementary level the researcher does not come across studies specially related teacher evaluation in Gujarat. So there is a scope of study in this area.

Tapi is a tribal district which formed in 2007. It has 7 talukas. Tapi is one of the representative districts of Gujarat state. The schools of Tapi district represent the schools having evaluation practices followed elsewhere in Gujarat. It would be important to know about teacher evaluation in the different schools of Tapi district.

3. SPECIFICATION OF THE PROBLEM

3.1. Statement of the problem

A study of Teacher Evaluation System in the Elementary Schools of Tapi District of Gujarat

3.2. Objectives of the study

- 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.
- 2. To study the perception of school functionaries towards the present system of teacher evaluation.
- 3. To study the problems of teacher evaluation in different types of schools.

3.3. Explanation of the terms

1. **Teacher Evaluation:** Teacher evaluation is the process of assessment of teachers' performance on the basis of well-defined criteria/standard of evaluation to judge for further development.
2. **School functionaries:** School functionaries include CRC coordinators, principals and teachers.
3. **Superior :** Superior word is used in reference to principal, CRC coordinator, Block resource person

3.4 Operational definition of the term

1. **Perception:** Perception in this study refers to the score obtained in the perception scale administered to the school functionaries.

3.5. Delimitation of the study

The study is delimited to elementary schools managed by Zillah Panchayat Shikshan Samiti, Ashram shala, private schools, Eklavya Model Residential schools, elementary section of which have KG to Higher secondary or 6 to 12.

4. Methodology

4.1. Design of the study

The investigator adopted descriptive survey method for the present study.

4.2. Target Population

All the principals and teachers of 802 government elementary schools managed by Zillah Panchayat Shikshan Samiti, 57 Ashram schools, 32 Private schools, 4 Ekalavy schools, and 65 CRC coordinators, 35 BRP constituted the population of the study.

4.3. Sample

10% Sample from the target population for the study were selected applying stratified random sampling technique. 80 government elementary schools managed by Zillah Panchayat Shikshan Samiti, 6 Ashram schools, 4 Private schools, 1 Eklavy Model Residential schools,

and CRC coordinators of the selected sample schools' cluster, 4 BRP constituted the sample of the study. 5 teachers of every selected schools and all the principals from the selected schools constituted the final sample of the study.

4.4. Description of Tools and Techniques

For the study, the following tools and techniques were prepared and implemented

1. Questionnaire for principals, teachers, and CRC coordinators with block resource person were prepared to meet objective 1. The different dimension was include the different methods followed for teacher evaluation, the process involved, types of evaluation, frequency of evaluation, problem and suggestion.
2. Perception scale was developed to meet objective 2 for teachers and principals in order to study their perception towards the present system of teacher evaluation. It included dimensions such as quality, appropriateness, timelines, methods, types of evaluation etc. of the teacher evaluation practices followed in the schools.
3. Questionnaires were constructed for the principals, teachers and CRC co-ordinators. Block Resource persons to meet objective 3 It included different dimension including academic and administrative problem (barriers).

4.5. Data collection

Data was collected by the researcher personally with the help of questionnaire and perception scale during academic sessions 2018-19 from the Elementary schools of Tapi district.

4.6. Data Analysis

The collected data were analysed quantitatively as well as qualitatively. Data collected using questionnaires were analysed applying frequency, percentage and content analysis and data collected using perception scale was analysed applying percentage and intensity index.

5. Major Findings

- Gunotsav, Inspection, evaluation by resource persons of SSA and principal are common program of teacher evaluation found in practice in the Zilla Panchayat elementary schools. Gunotsav and evaluation by principal are generally in practice in Ashram schools and Eklavya Model Residency schools where as Inspection and evaluation by principal are found common practice in central government schools and private schools.
- The majority of school functionaries stated the purpose of the teacher evaluations is to brings awareness about duty of teachers to perform, to identify their weakness as well

as strength, to guide them, to improve the performance, to improve the quality of education, to monitor the classroom procedure of teaching and learning.

- Majority of the teacher of different management types of the schools stated that the objectives of the teacher evaluation program fulfil the criteria such as specific, measurable achievable, realistic and time bound. They were involved in deciding the performance objectives to achieved by them. Most of the schools' authority communicate the standard /evaluation criteria to the teacher orally such as achievement in learning outcomes of students, achievement of the students in basic skill such as reading, writing and arithmetic skills., achievement in unit test, exam, remedial work, achievement of Statement mentioned in school comprehensive evaluation.
- Besides, Gunotsav and Inspection, majorly the principal, CRC coordinator, block resource persons and Block resource coordinator are evaluators who evaluate the teacher regularly in the government elementary schools, ashram schools and Eklavya schools stated by most of the teachers of zilla panchayat schools, ashram schools and Eklavy Model Residency schools.
- Majority of the teachers, principal of government, ashram schools, Eklavya schools and Private schools stated that the method of teacher evaluation commonly followed in the schools is evaluation done by principals. Besides this method teachers of zilla panchayat schools also mentioned other method such as self-evaluation, evaluation by superior majorly done by the principal, CRC coordinator, BRC coordinator, EI, Inspection team.
- Majority of the teachers of zilla panchayat stated the date of evaluation is informed in advance in Gunotsav and inspection and have surprised visit of classroom by the principal and SSA resource persons such as CRC coordinator, BRC Coordinator, block resource person. The principals and the CRC coordinator are evaluator who take more visit of classroom in government schools. stated by teachers.
- Majority of the teachers and principals of the zilla panchayat schools, central government school, private schools, ashram schools, Eklavy school, CRC coordinators, Block Resource persons responded that the teacher evaluation done considering dimension such as written material by students, classroom management, method, knowledge of content, use of technology, attendance of the students, use of teaching aid. Zilla Panchayat' teachers also stated other major dimension milestone achievement

(pragna), use of chhabdi by students (Pragna), basic skill (i.e. reading, writing, arithmetic skill), attendance in government schools.

- Most of the teachers of zilla panchayat schools, central government schools, private schools, Eklavy schools, Ashram schools felt that their evaluator is competent to evaluate them effectively. Most of the time they get feedback in form of oral and sometimes in both forms. Feedback given by evaluators found effective. Most of the teacher were found positive to accept suggestion given by the evaluator.
- Most of the school functionaries responded affirmatively that there is follow up work done after teacher evaluation such as frequent teacher evaluation and training.
- Most of the Zilla Panchayat teachers and principals responded affirmatively that they are shown evaluation report /written note after evaluation usually most of time by the principal and the CRC Co-ordinator every time.
- Power to take steps against the poor performance of the teachers; most of the teachers of zilla panchayat responded affirmatively that the evaluator has power to take step against the poor performance of the teacher. The most of teacher felt that education inspector, principal, Gunotsav evaluator, CRC Co-ordinator and BRC Coordinator respectively have most power to take steps against poor performance.

Gunotsav

- Majority of the teachers of zilla Panchayat schools, Ashram schools and Eklavy Model Residency school stated that both Self-evaluation and external evaluation of Gunotsav were conducted in all of the schools in the Tapi district. Criteria for external evaluation of Gunotsav differed every year such as lower grade school, school with tremendous grade change, school type, remaining school for external evaluation.
- Majority of the teachers of Zilla panchayat schools, Ashram schools and Eklavy school stated that the schools know the date of Gunotsav but whether school will be selected for external evaluation is informed 1 to 2 day ago. The teachers are evaluated on the basis of basic skill (std. 2 to 8) and evaluating students in major subjects in std. 6 to 8.
- To search the students for Gunotsav remedial class; most of the teachers of zilla panchayat schools, Ashram schools found students data provided by SSA i.e., marks in basic skill, and also take test in basic skill and subjects to finalize the students.
- Most of the teachers of zilla panchayat schools, Ashram schools gave priority to collect learning material than teaching aid to teach the students in the remedial class.

- Most of the zilla panchayat school teachers run the remedial class for the remedial class, most of the teachers contributes 1 period, 2 periods and 3 periods respectively every day. And the most of teachers run this remedial class during suggested periods by zilla panchayat, and as per need of the students respectively. It is found that ashram school teachers run remedial class more than 2 periods and as per the need of the students.
- Most of the teachers of zilla panchayat, ashram schools and Eklavy Model Residency school stated that the data of remedial class is sent to the SSA office. Principals, CRC. coordinator and Block resource persons are the evaluator who mostly take surprisal visit the remedial class. And the teacher felt the purpose of their visit is to provide guidance, to enhance quality and monitoring. And most of the teacher felt that they are supportive and neutral in their nature.
- Most of the teachers of Zilla panchayat schools and ashram schools and Eklavy Model Residency school felt the feedback given by evaluators is effective.
- Most of the teachers of zilla panchayat schools and ashram schools and Eklavy Model Residency school admitted that they self evaluated honestly and have no fear of Gunotsav and satisfied with grade given in Gunotsav.

Inspection

- Most of the teachers of zilla panchayat and central government schools and some private school stated that inspection is common practice found in Inspection is conducted in the school regularly with panel of four or more members.
- The majority of the teachers of zilla panchayat and central government schools responded that they have been evaluated more than twice in their career. The inspection panel member contributed more than 15 minutes (i.e., 1 to 2 periods) for evaluation.
- For the inspection, majority of teachers of zilla panchayat and central government schools and private school stated that they prepare daily plan, teaching aid, checking written materials of students, project work and proof of activities and lesson practicing.
- The majority of the teachers of zilla panchayat and central government school and private school are evaluated on the basis of dimension such as students' performance of basic skill, classroom management, teaching aid, student's participation, attendance, completion of syllabus, written work of students, completion of milestone (pragna in

zilla panchayat schools only), identification of chhabdi, ladder (pragna in zilla panchayat school only) in the inspection.

- Majority of teachers different management types schools felt that the feedback given in inspection is effective.
- Majority of zilla panchayat and central government school teachers felt the nature of edu. Inspector/panel neutral and supportive respectively. So, they have no fear of Inspection
- Majority of zilla panchayat and central government school teachers stated that follow up work is done in inspection.
- Self-evaluation format is filled up honestly admitted by majority of zilla panchayat school teacher and find the advantages such as self-motivation, commitment for work, identifying strength and weakness, easy to accept result and maximizing discovery. There are also teachers who feel difficulties such as collecting information, measurement of achievement, filling up data honestly,
- Majority of the government school teachers believed that on the basis of inspection, confidential report is filled up.
- Besides these methods of evaluation generally practices in school, one method found in a school such as evaluation done by students in a small scale developed by school. Students evaluate the work of committee every day and after on the basis of student's evaluation teachers is appreciated and gift with the students. It encourages teachers to perform better.
- Majority of the teachers of different management types of schools felt that they have very good or good relationship with their evaluators.
- Majority of the teacher of zilla panchayat schools felt that Gunotsav, inspection, evaluation done by principal, resource persons are effective because the reason such as getting guidance, getting knowledge of effectiveness of work, evaluator done superior, quality improvement, compulsion, done properly, done by employee belonged to education and opportunity to understand strength and weakness and confidential report.
- Majority of school functionaries feel the reason of getting cooperation are mutual good relationship, want to improve work and being compulsory.
- Majority of principals of different management types of schools fills the data of evaluation in the logbook and shows every time as part of regular practice.

- Many principals of zilla panchayat schools and central government schools and private schools and Eklavy schools motivate teachers giving appreciation in schools. Majority of CRC coordinator and BRP also appreciate to encourage teacher to perform well.
- Majority of CRC coordinator stated that teacher evaluation data is sent to state office Gandhinagar online by CRC Coordinators.
- Majority of CRC coordinators stated that The CRC coordinators, BRPs have experience sharing meeting and they found it effective stated by the resource persons.
- Majority of teachers of different management types of schools felt influence of effects in evaluation such as sympathy effect, halo effect, horn effect, central tendency, strict evaluation, spill over effect.
- Major problems in teacher evaluation system felt by school functionaries and resource persons are such as time constrain of evaluator, constrain of human resource, evaluation just as ritual, lack of evaluation techniques, lack of proper communication, lack of training, workload, negative attitude of teachers towards teacher evaluation, online data entry.
- Major suggestions given by teachers and principals of different management types of schools and SSA resource persons are sum up as follow to make teacher evaluation system effective in the practice.

Gunotsav should done regularly and timely in fixed period. Employee of Education department should conduct Gunotsav. Frequency of evaluation should be increased. Inspection should be done by educational inspector. Evaluation should be neutral and fearless. Evaluator should be subject expert. Evaluator should not have prejudice for teachers or school. Teacher evaluation should conduct 4 times in a year. Teacher evaluation should be done with definite purpose. Necessary scolding and punishable action have positive effect. So, do accordingly when necessary.

- Majority of the teachers of different types of schools have a positive perception on the dimensions of teacher evaluation system existing in the elementary schools. The government school teachers are satisfied with the teacher evaluation practices of Gunotsav, school inspections and principal observations. However, the competency of evaluators in giving feedback with more examples and evidences can be enhanced.
- The principals of different management types of schools have a positive perception on the dimensions of teacher evaluation system existing in the elementary schools.

However, majority of government schools' principals felt that there is need of observe lesson plan; mange time for teacher evaluation and attempt to get teacher understand the negative feedback with a constructive intention.

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