

## INDEX

CONTENT		Page No.
<b>Declaration</b>		i
<b>Certificate</b>		ii
<b>Acknowledgement</b>		iii
<b>Index</b>		v
<b>List of Table</b>		xv
<b>List of Figure</b>		xxx
<b>List of Appendices</b>		xxxi
<b>Abbreviation</b>		xxxii
<b>Chapter I: Introduction</b>		<b>1-24</b>
<b>1.0.</b>	Introduction	1
<b>1.1.</b>	Policy Perspectives	2
<b>1.1.1.</b>	Secondary Education Commission (1952)	2
<b>1.1.2.</b>	National Policy on Education (1986)	3
<b>1.1.3.</b>	National Curriculum Framework (2000)	3
<b>1.1.4.</b>	National Curriculum Framework (2005)	3
<b>1.1.5.</b>	NEP 2020	3
<b>1.2.</b>	The Need for Teacher Evaluation	4
<b>1.3.</b>	Evaluation: Meaning and Concept	6
<b>1.4.</b>	Teacher Evaluation: Meaning and Concept	6
<b>1.5.</b>	Purposes of Teacher Evaluation	7
<b>1.6.</b>	Types of Teacher Evaluation	9
<b>1.6.1.</b>	Formative Teacher Evaluation	9
<b>1.6.2.</b>	Summative Teacher Evaluation	10
<b>1.7.</b>	Sources of Teacher Evaluation	11
<b>1.7.1.</b>	Teacher self-evaluation	11
<b>1.7.2.</b>	Classroom Observation	11
<b>1.7.3.</b>	Student Evaluation of Teacher Performance	12
<b>1.7.4.</b>	Peer Evaluation	12
<b>1.7.5.</b>	Parents Survey	13
<b>1.7.6.</b>	Teaching Artifact	13

<b>1.8.</b>	Performance Standards of Teacher Evaluation	13
<b>1.9.</b>	Guidelines for successful teacher evaluation	15
<b>1.9.1.</b>	Step 1: Teacher's Involvement in Designing the Performance Evaluation System.	15
<b>1.9.2.</b>	Step 2: Protect Opportunities to Learn and Grow.	15
<b>1.9.3.</b>	Step 3: Hone Principals' Skill at Observing and Consulting with Teachers.	16
<b>1.9.4.</b>	Step 4: Make Instructional Improvement a Priority.	16
<b>1.9.5.</b>	Step 5: Build Time for Teacher Evaluation into Principals' Workload	16
<b>1.9.6.</b>	Accountability	17
<b>1.9.7.</b>	Teacher Evaluation Culture	17
<b>1.9.8.</b>	Fair Evaluation	18
<b>1.9.9.</b>	Follow up Work	18
<b>1.9.10.</b>	Training of Teacher Evaluator	19
<b>1.9.11.</b>	Report of Teacher Evaluation	19
<b>1.10.</b>	Teacher Evaluation: Present Scenario	19
<b>1.11.</b>	Rationale for the study	21
<b>1.12.</b>	Title of the study	23
<b>1.12.1.</b>	Objectives of the Study	23
<b>1.12.2.</b>	Explanation of the terms	23
<b>1.12.2.1.</b>	Teacher Evaluation	23
<b>1.12.2.2.</b>	School Functionaries	23
<b>1.12.2.3.</b>	Superior	23
<b>1.12.2.4.</b>	Principal	23
<b>1.12.3.</b>	Operational definition of the term	24
<b>1.12.3.1.</b>	Perception	24
<b>1.12.4.</b>	Delimitation of the study	24
<b>Chapter II: Review Related Literature</b>		<b>25 - 70</b>
<b>2.0.</b>	Introduction	25
<b>2.1.</b>	Classification of Review of Related Literature	25

<b>2.1.1.</b>	Studies related to Teacher Evaluation Practices and Impact and Professional development	25
<b>2.1.1.1.</b>	Study related to Policy and Practice	25
<b>2.1.1.2.</b>	Studies related to impact of Teacher Evaluation Practices and Professional development	29
<b>2.1.2.</b>	Studies related to Perception towards Teacher Evaluation System	41
<b>2.1.3.</b>	Studies related to Methods of Teacher Evaluation	56
<b>2.1.3.1.</b>	Review of studies related to Self-Evaluation	56
<b>2.1.3.2.</b>	studies related to Peer Evaluation	61
<b>2.1.3.3.</b>	Studies related to Portfolio	62
<b>2.1.4.</b>	Studies related to Barrier to Teacher Evaluation	64
<b>2.2.</b>	Implications for the Present Study	66
<b>Chapter III: Methodology of the Study</b>		<b>71 - 86</b>
<b>3.0.</b>	Introduction	71
<b>3.1.</b>	Research Design of the Study	71
<b>3.2.</b>	Population of the Study	71
<b>3.3.</b>	Sample of the Study	71
<b>3.4.</b>	Description of the Tools	73
<b>3.4.1.</b>	Questionnaires for Teachers, Principals, CRC Coordinators and Block Resource Person	73
<b>3.4.1.1.</b>	Questionnaire for Teachers	73
<b>3.4.1.2.</b>	Questionnaire for Principals	74
<b>3.4.1.3.</b>	Questionnaire for CRC Coordinators and Block Resource Persons	75
<b>3.4.2.</b>	Perception Scales	76
<b>3.4.2.1.</b>	Perception Scale for Teachers	76
<b>3.4.2.2.</b>	Perception Scale for Principals	79
<b>3.5.</b>	Validation of the Tools	83
<b>3.6.</b>	Data Collection Procedures	84
<b>3.7.</b>	Data Analysis	84
<b>3.7.1.</b>	Objectives 1, 3 and 4 related Data Analysis	84
<b>3.7.2.</b>	Objectives 3 related Data Analysis	85

3.8.	Conclusion	86
<b>Chapter IV: Data Analysis and Interpretation</b>		<b>87 - 401</b>
4.0.	Introduction	87
4.1.	Analysis and Interpretation of Data Objective Wise	87
4.1.1.	Objective No. 1	87
4.1.1.1.	Need and objective of Teacher Evaluation	87
4.1.1.2.	Teacher Evaluation System and Programs	100
4.1.1.3.	Criteria / Standards of Teacher Evaluation	102
4.1.1.4.	Teacher Evaluation Tool	111
4.1.1.5.	Sources and Methods / Techniques of Teacher Evaluation	117
4.1.1.6.	Selection of School for Teacher Evaluation	122
4.1.1.7.	Frequency, Regularity and Timely Teacher Evaluation	123
4.1.1.8.	Declaration of Plan / Schedule of Teacher Evaluation and Preparation	139
4.1.1.9.	Dimensions of Teacher Evaluation	150
4.1.1.10.	Competency of Evaluator and Co-operation of Staff	162
4.1.1.11.	Teacher Evaluation and Novice Teacher	169
4.1.1.12.	Difference between regular Teacher Evaluation and Evaluation under Special Program	173
4.1.1.13.	Effectiveness of Window Observation	174
4.1.1.14.	Acceptance of Teacher Evaluation	175
4.1.1.15.	Feedback	175
4.1.1.16.	Follow up Work	190
4.1.1.17.	Grading System	195
4.1.1.18.	Encouragement by Educational Personnel	197
4.1.1.19.	Note, Reports of Teacher Evaluation and Review	198
4.1.1.20.	Outcomes of Teacher Evaluation	214
4.1.1.21.	Power of Teacher Evaluator	216
4.1.1.22.	Professional Development of Teacher Evaluator	222
4.1.1.23.	Gunotsav	226
4.1.1.24.	Data Analysis and Interpretation of Inspection	251
4.1.1.25.	Self-evaluation	263

<b>4.1.1.26.</b>	Peer Evaluation and Student Evaluation of Teacher	272
<b>4.1.1.27.</b>	Relationship of Teachers with Evaluators	272
<b>4.1.1.28.</b>	Effective Source of Teacher Evaluation	278
<b>4.1.1.29.</b>	Influence of various Effect of Teacher Evaluation	284
<b>4.1.2.</b>	Objective No. 2	293
<b>4.1.2.1.</b>	Perceptions of School Teachers	293
<b>4.1.2.1.1.</b>	Teachers' attitude towards Teacher Evaluation System	293
<b>4.1.2.1.2.</b>	Teachers' perception on Competency of Evaluators	300
<b>4.1.2.1.3.</b>	Teachers' Perception on Teacher Evaluation Procedure	302
<b>4.1.2.1.4.</b>	Teachers' Perception on Feedback	311
<b>4.1.2.1.5.</b>	Teachers' Perception on Teacher Evaluation Outcomes	315
<b>4.1.2.1.6.</b>	Teachers' Perception on Reward/Award	323
<b>4.1.2.1.7.</b>	Teachers' Perception on Satisfaction with Present Teacher Evaluation System	327
<b>4.1.2.2.</b>	Perception of School Principals	329
<b>4.1.2.2.1.</b>	Perception of Principals towards Role and Goal of Teachers	329
<b>4.1.2.2.2.</b>	Perception of Principals on Accountability	332
<b>4.1.2.2.3.</b>	Attitude of Teachers towards Teacher Evaluation	334
<b>4.1.2.2.4.</b>	Evaluation Tool	336
<b>4.1.2.2.5.</b>	Preparation done by Evaluator	338
<b>4.1.2.2.6.</b>	Perception of Principals on Time Management	341
<b>4.1.2.2.7.</b>	Perception of Principals on Competency of Evaluator	344
<b>4.1.2.2.8.</b>	Perception of Principals on Source of Data	348
<b>4.1.2.2.9.</b>	Perception of Principals on Review of Performance	352
<b>4.1.2.2.10.</b>	Perception of Principals on Feedback	354
<b>4.1.2.2.11.</b>	Feeling of Comfort	358
<b>4.1.2.2.12.</b>	Follow up Work	360
<b>4.1.2.2.13.</b>	Perception of Principals on Outcomes of Teacher Evaluation	361
<b>4.1.2.2.14.</b>	Perception of Principals on Satisfaction with Teacher Evaluation System	375
<b>4.1.3.</b>	Objective No. 3	376

4.1.3.1.	Problems of Teacher Evaluation	377
4.1.3.2.	Satisfaction with Present Teacher Evaluation	391
4.1.4.	Objective No. 4	394
4.1.4.1.	Suggestions for improvement of Teacher Evaluation	394
<b>Chapter V: Summary, Findings and Conclusion</b>		<b>402 - 487</b>
5.0.	Introduction	402
5.1.	Policy Perspectives	402
5.2.	The Need for Teacher Evaluation	403
5.3.	Evaluation: Meaning and Concept	405
5.4.	Teacher Evaluation: Meaning and Concept	405
5.5.	Purposes of Teacher Evaluation	406
5.6.	Types of Teacher Evaluation	406
5.7.	Source of Teacher Evaluation	407
5.8.	Guidelines for Successful Teacher Evaluation	409
5.9.	Teacher Evaluation: Present Scenario	412
5.10.	Rationale of the study	412
5.11.	Title of the Study	414
5.11.1	Objectives of the Study	414
5.11.2.	Explanation of the Terms	415
5.11.3.	Operational Definition of the Term	415
5.11.4.	Delimitation of the Study	415
5.12.	Review of Related Literature: Implications for the Present Study	415
5.13.	Methodology of the Study	420
5.13.1.	Research Design	420
5.13.2.	Population	420
5.13.3.	Sample	420
5.13.4.	Description of Tools	421
5.13.4.1.	Questionnaires for Teachers, Principals, CRC. Coordinators and Block Resource Persons (BRP)	421
5.13.4.2.	Questionnaire for Teachers	422
5.13.4.3.	Questionnaire for Principals	423

<b>5.13.4.4.</b>	Perception Scale for Teachers	424
<b>5.13.4.5.</b>	Perception Scale for Principals	424
<b>5.13.5.</b>	Validation of the Tools	424
<b>5.13.6.</b>	Data Collection Procedure	425
<b>5.13.7.</b>	Data Analysis	425
<b>5.13.7.1.</b>	Objective 1, 3 and 4 related Data Analysis	425
<b>5.13.7.2.</b>	Objective 2 related Data Analysis	425
<b>5.14.</b>	Major findings	426
<b>5.14.1.</b>	Major findings of Objective No.1	426
<b>5.14.1.1.</b>	Need and Objectives of Teacher Evaluation	426
<b>5.14.1.2.</b>	Teacher Evaluation System Decided by Government	427
<b>5.14.1.3.</b>	Teachers' Involvement in Deciding Objectives	427
<b>5.14.1.4.</b>	Support and resources provided to teachers to fulfill teacher evaluation objectives	427
<b>5.14.1.5.</b>	Standard /Criteria for Teacher Evaluation	427
<b>5.14.1.6.</b>	Availability of Readymade Format/Performa for Teacher Evaluation	427
<b>5.14.1.7.</b>	Involvement of Teachers' Suggestions in Designing Teacher Evaluation Format / Teacher Evaluation Process	428
<b>5.14.1.8.</b>	Regular Teacher Evaluation conducted by Superiors	428
<b>5.14.1.9.</b>	Sources of Teacher Evaluation	428
<b>5.14.1.10.</b>	CRC Coordinators and BRPs on Visits of Schools for Teacher Evaluation	429
<b>5.14.1.11.</b>	Frequency of Teacher Evaluation in a Year and Surprise Visits	429
<b>5.14.1.12.</b>	Timely Conduct of Teacher Evaluation	430
<b>5.14.1.13.</b>	Time Devoted on Individual Teachers by the Principal	430
<b>5.14.1.14.</b>	Prior Declaration of Date of Teacher Evaluation	430
<b>5.14.1.15.</b>	Prior Information of Plan/Schedule of Teacher Evaluation	430
<b>5.14.1.16.</b>	Preparation for Teacher Evaluation	431
<b>5.14.1.17.</b>	Basis of Performance Evaluation of Teachers	431
<b>5.14.1.18.</b>	Dimensions of Teacher Evaluation	432
<b>5.14.1.19.</b>	Window Observation on Teacher Performance	433

<b>5.14.1.20.</b>	Adequate Co-operation	433
<b>5.14.1.21.</b>	Feedback	434
<b>5.14.1.22.</b>	Difficulty in Accepting Suggestions	435
<b>5.14.1.23.</b>	Implementation of Advice in Practice according to Principal	435
<b>5.14.1.24.</b>	Teachers' Perception on Competency of Evaluators	435
<b>5.14.1.25.</b>	Effect of Teacher Evaluation on their Career	435
<b>5.14.1.26.</b>	Follow-up Work after Teacher Evaluation	436
<b>5.14.1.27.</b>	Grade given on Teachers' Performance	436
<b>5.14.1.28.</b>	Documentation of Teacher Evaluation	436
<b>5.14.1.29.</b>	Writing of Evaluation Notes/Reports	436
<b>5.14.1.30</b>	Review of Teacher Evaluation Report	437
<b>5.14.1.31</b>	Sending Teacher Evaluation Reports to Higher Authority	437
<b>5.14.1.32</b>	Power of Evaluators to take Action on Ineffective Teacher Performance	437
<b>5.14.1.33</b>	Teacher Encouragement by Educational Personnel	438
<b>5.14.1.34</b>	Training of Teachers	439
<b>5.14.1.35</b>	Training of Evaluators for Teacher Evaluation	439
<b>5.14.1.36</b>	Paying more Attention on Novice Teachers	439
<b>5.14.1.37</b>	Taking Help of Staff for Teacher Evaluation if Needed	440
<b>5.14.1.38</b>	Experience Sharing Meeting	440
<b>5.14.1.39</b>	Gunotsav	440
<b>5.14.1.40</b>	Inspection	443
<b>5.14.1.41</b>	Self-evaluation	444
<b>5.14.1.42</b>	Teacher Evaluation System other than Government Systems	445
<b>5.14.1.43</b>	Relationship of Teachers with Evaluators	446
<b>5.14.1.44</b>	Effective Sources of Teacher Evaluation	446
<b>5.14.1.45</b>	Influence of Various Effects on Teacher Evaluation	447
<b>5.14.1.46</b>	Difference between Regular Teacher Evaluation and Special Evaluation program	447
<b>5.14.2.</b>	Major Findings of Objective No. 2	447



5.14.2.1.	Perceptions of Teachers toward Teacher Evaluation System	448
5.14.2.2.	Perception of Principals towards Teacher Evaluation System	449
5.14.3.	Major findings of Objective No. 3	450
5.14.3.1.	Influence of Various effect on Teacher Evaluation	450
5.14.3.2.	Difficulty faced by Evaluator	452
5.14.3.3.	Satisfaction with Present Teacher Evaluation System	452
5.14.4.	Major Findings of Objective No. 4	453
5.14.4.1.	Teachers' Suggestions	453
5.14.4.2.	Principals' Suggestion for Improvement of Teacher Evaluation System	455
5.15.	Discussion of Major Findings	456
5.15.1.	Need and Objectives of Teacher Evaluation	456
5.15.2.	Teacher Evaluation System Decided by Government	457
5.15.3.	Teachers' Involvement in deciding Objectives, Formats and Process	457
5.15.4.	Standard /Criteria for Teacher Evaluation	458
5.15.5.	Availability of Readymade Format/Performa for Teacher Evaluation	459
5.15.6.	Teacher Evaluation by Superiors	460
5.15.7.	School Visits for Teacher Evaluation	461
5.15.8.	Frequency of Teacher Evaluation	461
5.15.9.	Timely Conduct of Teacher Evaluation	462
5.15.10.	Time Devoted on Individual Teachers	463
5.15.11.	Prior Declaration of Date of Teacher Evaluation	463
5.15.12.	Preparation for Teacher Evaluator	464
5.15.13.	Dimensions of Performance Evaluation of Teachers	464
5.15.14.	Window Observation on Teacher Performance	465
5.15.15.	Adequate Co-operation	466
5.15.16.	Feedback and Follow-up Work	466
5.15.17.	Effect of Teacher Evaluation on their Career	468
5.15.18.	Documentation of Teacher Evaluation	468

<b>5.15.19.</b>	Review of Teacher Evaluation Report	469
<b>5.15.20.</b>	Sending Teacher Evaluation Reports to Higher Authority	469
<b>5.15.21.</b>	Power of Evaluators to take Action on Ineffective Teacher Performance	469
<b>5.15.22.</b>	Teacher Encouragement by Educational Personnel	471
<b>5.15.23.</b>	Paying more Attention on Novice Teachers	471
<b>5.15.24.</b>	Assistance in Conducting Teacher Evaluation	471
<b>5.15.25.</b>	Experience Sharing Meeting	472
<b>5.15.26.</b>	Gunotsav	472
<b>5.15.27.</b>	Inspection	474
<b>5.15.28.</b>	Self-Evaluation	476
<b>5.15.29.</b>	Teacher Evaluation System other than Government Systems	477
<b>5.15.30.</b>	Relationship of Teachers with Evaluators	478
<b>5.15.31.</b>	Effective Sources of Teacher Evaluation	478
<b>5.15.32.</b>	Influence of Various Effects on Teacher Evaluation	479
<b>5.15.33.</b>	Perceptions of Teachers towards Teacher Evaluation System	479
<b>5.15.34.</b>	Perception of Principals	481
<b>5.15.35.</b>	Problems and suggestions for Teacher Evaluation System	482
<b>5.16.</b>	Educational Implication of the Present Study	485
<b>5.17.</b>	Suggestions for Further Research Suggestions for Further Research	486
<b>5.18</b>	Conclusion	487
<b>Bibliography</b>		<b>xxxiii</b>
<b>Appendices</b>		

### List of Tables

<b>Table No.</b>	<b>Title of the Table</b>	<b>Page No.</b>
<b>3.1</b>	List of Dimensions and Components with their respective item Numbers in Perception Scale for Teachers	<b>78</b>
<b>3.2</b>	List of Dimensions and their respective item Numbers in Perception Scale for Principals	<b>81</b>
<b>3.3</b>	Objective wise Tools and Data Analysis Techniques	<b>84</b>
4.1	Responses of Principals on Need of Teacher Evaluation System	87
4.2	Response of CRC Coordinators and BRPs on Need Requirement of Teacher Evaluation	88
4.3	Responses of Teachers on Objectives of Teacher Evaluation	88
4.4	Response of Principals on Objectives of Teacher Evaluation	90
4.5	Response of Teachers on Fulfillment of Criteria of Teacher Evaluation Objectives	94
4.6	Response of Teachers on Involvement of Teachers in Deciding Objectives	96
4.7	Response of Principals on Teachers' Involvement in Deciding Objectives	97
4.8	Response of Teachers on Support (Co-operation) and Resources provided to Teachers to fulfill Teacher Evaluation Objectives	98
4.9	Response of Teachers on their Expectations for Support (Co-operation) and Resources	99
4.10	Response of Principals on Teacher Evaluation System Decided by Government	100
4.11	Response of Principals on Programs of Teacher Evaluation	101
4.12	Response of Teachers on Teacher Evaluation Programs conducted in the Schools	102
4.13	Response of Principals on Communication of Standards/Criteria to the Teachers by them	103
4.14	Response of Principals on Mode of Communicating Criteria/Standards to Teachers	104

4.15	Response of CRC Co-ordinators and BRPs on Communicating Criteria/ Standard of Teacher Evaluation to Teachers	104
4.16	Response of Teachers on Standard /Criteria for Teacher Evaluation	105
4.17	Response of Principals on Criteria/Standards of Teacher Evaluation	108
4.18	Response of CRC Coordinators and BRPs on Criteria/ Standards followed for Teacher Evaluation	110
4.19	Response of Principals on Availability of Readymade Format/Performa for Teacher Evaluation	111
4.20	Responses of Principals on Readymade Format/Performa for Teacher Evaluation	112
4.21	Response of Teachers on Availability of Prepared Format for Teacher Evaluation	113
4.22	Response of CRC Coordinators and BRPs on Availability of Readymade Format for Teacher Evaluation	115
4.23	Response of Principals on Involvement of Teachers' Suggestions in Designing Teacher Evaluation Format / Teacher Evaluation Process	116
4.24	Response of Teachers on Sources of Teacher Evaluation	117
4.25	Reponses of Principals on Source of Teacher Evaluation followed in the Schools	120
4.26	Response of Principals on Methods/Techniques followed by them to Evaluate Teachers	121
4.27	Response of CRC Coordinators and BRPs on Methods/Technique for Teacher Evaluation	122
4.28	Response of CRC Coordinators and BRPs on Selection of Schools for Teacher Evaluation	122
4.29	Response of CRC Coordinators and BRPs on Number of Schools Visited in One Week	123
4.29.1	Response of CRC Coordinators and BRPs on more than Five times Schools Visited in One Week	123
4.30	Response of CRC Coordinators and BRPs on Frequency of Visits per School in one Year	124
4.30.1	Response of CRC Coordinators and BRPs on more than Thrice of Visits per School in one Year	124

4.31.	Response of Teachers on Frequency of Teacher Evaluation	125
4.32.	Response of Principals on Frequency of Teacher Evaluation by them	129
4.32.1	Response of Principal on more than 4 Times Annual Frequency of Teacher Evaluation	130
4.33	Response of CRC Coordinators and BRPs on Evaluating all Individual Teachers	131
4.34	Response of CRC Coordinators and BRPs on frequency of Evaluating of Individual Teachers	131
4.34.1	Response of CRC Coordinators and BRPs on More than Thrice of Evaluating of Individual Teachers	132
4.35.	Response of Principals on Surprise Visits taken by them for Teacher Evaluation	132
4.36.	Response of Teachers on Regular Teacher Evaluation done by Superior	133
4.37	Response of Principals on their Observation on Timely Teacher Evaluation	134
4.38	Response of Principals on Time Allotted for Individual Teacher Evaluation	137
4.39	Response of CRC Coordinators and BRPs on time Allocated to Evaluation of Individual Teachers	138
4.40	Response of Teachers on Prior Declaration of Date of Teacher Evaluation	139
4.41	Response of Principals on Communicating Prior Plan of Teacher Evaluation	141
4.42	Response of Principals on Prior Information of Teacher Evaluation Plan in terms of Days	142
4.43	Response of CRC Coordinators and BRPs on Communicating Plan/schedule prior to Evaluation	143
4.44	Response of CRC Coordinators and BRPs on Plan or schedule informed before	143
4.45	Response of Principals on Teachers' Preparation on given Prior Evaluation Plan	144

4.46	Response of CRC Coordinators and BRPs on Preparation for Evaluation done by Teachers	145
4.47	Response of Principals on Preparation for Teacher Evaluation done by them	145
4.48	Response of Principals on Preparation for Teacher Evaluation done by them	147
4.49	Response of CRC Coordinators and BRPs on their own Preparation for Teacher Evaluation	148
4.50	Response of CRC Coordinators and BRPs on own Preparation for Evaluating Teachers	149
4.51	Response of Principal Basis of the Teacher Evaluation of Teachers	150
4.52	Response of CRC Coordinators and BRPs on Basis of Teacher Evaluation	152
4.53	Response of Teachers on Dimensions of Teacher Evaluation	153
4.54	Response of Principals on Dimensions of Teacher Evaluation	156
4.55	Response of CRC Coordinators and BRPs on Dimensions of Teacher Evaluation	160
4.56	Response of Teachers on Teachers' Perception on Competency of Evaluators	162
4.57	Response of Teachers on Reasons of Incompetency of Teacher Evaluators	162
4.58	Responses of Principals on Getting Adequate Co-operation from Teachers	163
4.59	Response of Principals on Reasons of getting Adequate Co-operation from Teachers	164
4.60	Response of CRC Coordinators and BRPs on Getting Cooperation from Teachers	166
4.61	Response of CRC Coordinators and BRPs on Reasons for Getting Cooperation from Teachers	167
4.62	Response of Principals on Taking Help of Staff for Teacher Evaluation if Needed	168
4.63	Response of Principals on Taking Help from Various School Functionaries	168

4.64	Response of Principals on Paying more Attention on Novice Teachers	169
4.65	Response of CRC Coordinators and BRPs on Paying more Attention to Novice Teachers	170
4.66	Response of Principals on Reasons for Paying more Attention to Novice Teachers	170
4.67	Responses of Principal on Reasons for not Paying more Attention to Novice Teacher	172
4.68	Response of CRC Coordinators and BRPs on Difference between Regular Teacher Evaluation and Special Evaluation program	173
4.69	Response of Principals on Effectiveness of Window Observation	174
4.70	Response of CRC Coordinators and BRPs on Acceptance of Teacher Evaluation Positively by the Teachers	175
4.71	Response of Teachers on Feedback Provided to them	175
4.72	Response of Principals on Feedback Provided to Teachers	176
4.73	Response of CRC Coordinators and BRPs on Giving Feedback after Evaluation	177
4.74	Response of Teachers on Frequency of Feedback by Evaluator	177
4.75	Response of Principals on Providing Timely Feedback	178
4.76	Response of Principals on their Observation about Timely Feedback given by various Evaluators	179
4.77	Response of Principals on Way of Giving Feedback	180
4.78	Response of CRC Coordinator and BRPs on Way of Giving Feedback	181
4.79	Response of Teachers on Form of Feedback	181
4.80	Response of Principals on Type of Feedback Given by them	182
4.81	Response of Teachers on Effectiveness of Feedback given by the Evaluators	183
4.82	Response of CRC Coordinators and BRPs on Effectiveness of Feedback	186
4.83	Response of CRC Coordinator and BRPs on Effectiveness of Feedback	186
4.84	Response of Teachers on Difficulty in Accepting Suggestions	187

4.85	Response of Teachers on Reasons for Non- Acceptance of Suggestions	187
4.86	Response of Principals regarding Following of Advice by Teachers	188
4.87	Response of Principals on Frequency of Following of Advice by Teachers	188
4.88	Response of CRC Coordinators and BRPs on Frequency of Guidance followed by teachers	189
4.89	Response of Teachers on Follow-up Work after Teacher Evaluation	190
4.90	Response of Principals on Regular Follow up Work after Teacher Evaluation	190
4.91	Response of CRC Coordinator and BRPs on Follow up work	191
4.92	Response of Teachers on Types of Follow up work	191
4.93	Response of Principals on Type of Follow up Work	192
4.94	Response of CRC Coordinators and BRPs on Type of Follow up work	193
4.95	Response of Principals on Timely Follow up Work Conducted by Evaluators	193
4.96	Responses of CRC Coordinators and BRPs on Training of Teachers	194
4.97	Responses of CRC Coordinators and BRPs on Suggestions for Teacher Training asked from them by Higher Authorities	194
4.98	Response of Principals on Grade given on Teachers' Performance	195
4.99	Response of Teachers on Grades given on Teacher Performance	195
4.100	Response of Principals on Grades given on Teacher Performance	196
4.101	Response of Teachers on Satisfaction with Grade received from Evaluators	196
4.102	Response of Principals on Teacher Encouragement by Educational Personnel	197
4.103	Response of Principals on Documentation of Teacher Evaluation	198
4.104	Response of Principals on Teacher Evaluation Notes/Reports Shown to Teachers	199
4.105	Response of Teachers on Showing of Evaluation Notes/Reports	200
4.106	Response of CRC Coordinators and BRPs on Report/ Note of Teacher Evaluation shown to Teachers	201



4.107	Response of Teachers on Teacher Evaluation Notes/Reports Shown by Evaluators	202
4.108	Responses of Principals on Notes/Reports of Teacher Evaluation Shown to Teachers	204
4.109	Response of Teachers on Context when Evaluation Note/Report Shown	205
4.110	Response of Principals on Context of Teacher Evaluation Note/Report shown	207
4.111	Response of CRC Coordinators and BRPs on Context of Showing Report/Note	208
4.112	Response of Principals on Sending Evaluation Report to Higher Office	209
4.113	Response of CRC Coordinators and BRPs on Sending Report to Higher Office	210
4.114	Response of CRC Coordinators and BRPs on Names of Office	210
4.115	Response of Teachers on Review of Teacher Evaluation Report	210
4.116	Response of Teachers about Review of Report	211
4.117	Response of Teachers on Criteria for Reviewing Teacher Evaluation Report	211
4.118	Response of Principals on Review of Report	212
4.119	Response of Principals on Consideration for Review of Report	213
4.120	Response of Teachers on Effect of Teacher Evaluation on their Career	214
4.121	Response of Principals on for Making Decisions on Basis of Teacher Evaluation	215
4.122	Response of CRC Coordinators and BRPs on Evaluation Data as Rationale for Decision- Making	216
4.123	Response of Teachers on Power of Evaluators to take Action on Ineffective Performance	216
4.124	Responses of Teachers on Power of Evaluators to take Action against Ineffective Performance	217
4.125	Responses of Principals on Power to take Decisions on Poor Performance of Teachers	218

4.126	Response of Principals on Power to take Decisions	220
4.127	Responses of Principals on their Need of Power	221
4.128	Responses of Principals on Getting Training for Teacher Evaluation	222
4.129	Response of CRC Coordinators and BRPs on Training on Teacher Evaluation	223
4.130	Response of Principals on Time Period of Training Program	223
4.131	Response of CRC Coordinators and BRPs on Period of Teacher Evaluation Training	224
4.132	Response of CRC Coordinators and BRPs on Experience Sharing Meeting	224
4.133	Response of CRC Coordinators and BRPs on Experience Sharing Meetings at Different Levels	224
4.134	Response of CRC Coordinators and BRPs on Frequency of Experience Sharing Meetings	225
4.135	Response of CRC Coordinators and BRPs on Effectiveness of Experience Sharing Meetings	226
4.136	Response of Teachers on Types of Gunotsav	226
4.137	Response of Teachers on having same Criteria for School Selection under Gunotsav for External Evaluation Every Year	227
4.138	Response of Teachers on Different Criteria of School Selection for External Evaluation under Gunotsav	228
4.139	Response of Teachers on Arrival of External Evaluators prior to Evaluation	229
4.140	Response of Teachers on Sources of Teacher Evaluation Implemented in Gunotsav	230
4.141	Responses of Teachers on Basis of Teacher Evaluation in Gunotsav	230
4.142	Response of Teachers on Student Remedial Work	231
4.143	Response of Teachers on Identification of students for Remedial Work	231
4.144	Response of Teachers on Preparation for Gunotsav	232
4.145	Response of Teachers on Time Allotted for Remedial Work	233
4.146	Response of Teachers on Time duration for Remedial Work	234
4.147	Response of Teachers on Remedial Work Data send to SSA Office	234

4.148	Response of Teachers on Surprise Visits taken by Officers or Resource Persons to Monitor Remedial Work	235
4.149	Response of Teachers on Visits taken by following Officers and Resource Persons	236
4.150	Response of Teachers on Purpose of Visits	237
4.151	Response of Teachers on Nature of Evaluators	238
4.152	Response of Teachers on Feedback given by Evaluators for Gunotsav	244
4.153	Response of Teachers on Effectiveness of Feedback given by Evaluators	245
4.154	Response of Teachers on Fair Self-evaluation conducted in Gunotsav	248
4.155	Response of Teachers on Fear of Gunotsav	249
4.156	Response of Teachers on Reasons of Fear of Gunotsav	249
4.157	Response of Teachers on Feeling of Satisfaction with Grade Obtained	250
4.158	Response of Teachers on Inspection in Schools	251
4.159	Response of Teachers on Number of Members in Inspection Panel	251
4.160	Response of Teachers on Total Number of Classroom Visits faced during Inspections	252
4.161	Response of Teachers on Classroom Observation More than Twice in their Career	253
4.162	Response of Teachers on Time Allocated to Classroom Observation during Inspection	254
4.163	Response of Teachers on More than 15 minutes	254
4.164	Response of Teachers on Preparation for Inspection	256
4.165	Response of Teachers on Dimensions of Teacher Evaluation in Inspection	257
4.166	Response of Teachers on Getting Feedback in Inspection	259
4.167	Response of Teachers on Effectiveness of Feedback	259
4.168	Response of Teachers on Behavior of Evaluators in Inspection	260
4.169	Response of Teachers on Follow up Work after Inspection	262
4.170	Response of Teachers on Fear of Inspection	262
4.171	Response of Teachers on Filling of Confidential Report after Inspection	263

4.172	Response of Teachers on Having Self- Evaluation System in their Schools	263
4.173	Response of Teachers on Frequency of Self-Evaluation	264
4.174	Response of Teachers on Setting own Performance Objectives	264
4.175	Response of Teachers on Allocating Sufficient Time for Self - evaluation	265
4.176	Response of Teachers on Tools used for Self-evaluation	265
4.177	Responses of teachers on Aspects for Self- Evaluation	266
4.178	Response of Teachers on Fair Self- Evaluation	266
4.179	Response of Teachers on Developing Deficient Skills after Self Evaluation	267
4.180	Response of Teachers on Self-Development after Self-Evaluation	267
4.181	Response of Teachers on Expressing dimensions in Self Evaluation Report	268
4.182	Response of Teachers on Advantage of Self-Evaluation	269
4.183	Response of Teachers on Problems faced by Teachers in Self-evaluation	270
4.184	Response of Principals on Teacher Evaluation System other than Government decided Systems	270
4.185	Response of Teachers on Teacher Evaluation System other than Government decided Systems	271
4.186	Response of Teachers on their Relationship with Evaluators	272
4.187	Response of Teachers on Effective Sources of Teacher Evaluation	278
4.188	Response of Teachers on Influence of Effects on Teacher Evaluation	284
4.189	Perception of jilla panchayat School Teachers on their Attitude towards Teacher Evaluation System	293
4.190	Perception of Ashram Shala Teachers on their Attitude towards Teacher Evaluation System	295
4.191	Perception of Private School Teachers on their Attitude towards Teacher Evaluation System	296
4.192	Perception of Jawahar Navodaya Vidyalaya (JNV) Teachers on their Attitude towards Teacher Evaluation System	298

4.193	Perceptions of Eklavy Model Residential School (EMRS)Teachers on their attitude towards Teacher Evaluation System	299
4.194	Perception of Jilla panchayat School Teachers on Competency of Evaluators	300
4.195	Perception of Ashram Shala Teachers on Competency of Evaluators	300
4.196	Perception of Private School Teachers on Competency of Evaluators	301
4.197	Perception of Jawahar Navodaya Vidyalaya (JNV)Teachers on Competency of Evaluators	301
4.198	Perception of EMRS Teachers on Competency of Evaluators	301
4.199	Perception of Jilla Panchayat School Teachers on Teacher Evaluation Procedure	302
4.200	Perception of Ashram Shala Teachers on Teacher Evaluation Procedure	304
4.201	Perception of Private School Teachers on Teacher Evaluation Procedure	306
4.202	Perception of Jawahar Navodaya Vidyalaya (JNV)Teachers on Teacher Evaluation Procedure	308
4.203	Perceptions of EMRS Teachers on Teacher Evaluation Procedure	309
4.204	Perception of Jilla Panchayat School Teachers on Feedback	311
4.205	Perception of Ashram Shala Teachers on Feedback	312
4.206	Perception of Private School Teachers on Feedback	312
4.207	Perception of Jawahar Navodaya Vidyalaya (JNV)Teachers on Feedback	313
4.208	Perceptions of EMRS Teachers on Feedback	314
4.209	Perception of Jilla Panchayat School Teachers on Teacher Evaluation Outcomes	315
4.210	Perception of Ashram Shala Teachers on Teacher Evaluation Outcomes	317
4.211	Perception of Private School Teachers on Teacher Evaluation Outcomes	318
4.212	Perception of Jawahar Navodaya Vidyalaya (JNV)Teachers on Teacher Evaluation Outcomes	320
4.213	Perceptions of EMRS Teachers on Teacher Evaluation Outcomes	321

4.214	Perception of Jilla Panchayat School Teachers on Reward/Award	323
4.215	Perception of Ashram Shala Teachers on Reward/Award	324
4.216	Perception of Private School Teachers on Reward/Award	324
4.217	Perception of Jawahar Navodaya Vidyalaya (JNV)Teachers on Reward/Award	325
4.218	Perceptions of EMRS Teachers on Reward/Award	326
4.219	Perception of Jilla panchayat School Teachers on Satisfaction with Present Teacher Evaluation System	327
4.220	Perception of Ashram Shala Teachers on Satisfaction with Present Teacher Evaluation System	327
4.221	Perception of Private School Teachers on Satisfaction with Present Teacher Evaluation System	328
4.222	Perception of Jawahar Navodaya Vidyalaya (JNV)Teachers on Satisfaction with Present Teacher Evaluation System	328
4.223	Perceptions of EMRS Teachers on Satisfaction with Present Teacher Evaluation System	328
4.224	Perception of Principals of Jilla Panchayat Schools on Role and Goal of Teachers	329
4.225	Perception of Ashram Shala Principals on Role and Goal of Teachers	329
4.226	Perception of Private School Principals On Role and Goal of Teachers	330
4.227	Perception of JNV Principal On Role and Goal of Teacher	331
4.228	Perception of EMRS Principals on Role and Goal of Teachers	332
4.229	Perception of Jilla Panchayat School Principals on Accountability	332
4.230	Perception of Ashram Shala Principals on Accountability	333
4.231	Perception of Private School Principals on Accountability	333
4.232	Perception of JNV Principal on Accountability	334
4.233	Perception of EMRS Principal on Accountability	334
4.234	Jilla Panchayat School Principals on their Attitude towards Teacher Evaluation	334
4.235	Perception of Ashram Shala Principals on their Attitude towards Teacher Evaluation	335

4.236	Perception of Private School Principals on their Attitude towards Teacher Evaluation	335
4.237	Perception of JNV Principals on their Attitude of towards Teacher Evaluation	336
4.238	Perception of EMRS Principals on their Attitude towards Teacher Evaluation	336
4.239	Perception of Jilla Panchayat School Principals on Evaluation Tool	336
4.240	Perception of Ashram Shala Principals on Evaluation Tool	337
4.241	Perception of Private School Principals on Evaluation Tool	337
4.242	Perception of JNV Principal on Evaluation Tool	337
4.243	Perception of EMRS Principal on Evaluation Tool	338
4.244	Perception of Jilla Panchayat School Principals on Preparation done by them	338
4.245	Perception of Ashram Shala Principals on Preparation done by them	339
4.246	Perception of Private School Principals on Preparation done by them	339
4.247	Perception of JNV Principal on Preparation done by him	340
4.248	Perception of EMRS Principal on Preparation done by them	341
4.249	Jilla Panchayat School Principals on Time Management	341
4.250	Perception of Ashram Shala Principals on Time Management	342
4.251	Perception of Private School Principals on Time Management	343
4.252	Perception of JNV Principal on Time Management	343
4.253	Perception of EMRS Principals on Time Management	344
4.254	Perception of Jilla Panchayat School Principal on their Competency as an Evaluator	344
4.255	Perception of Ashram Shala School Principals on their Competency as an Evaluator	345
4.256	Perception of Private Schools Principals on their Competency as an Evaluator	346
4.257	Perception of JNV Principal on his Competency as an Evaluator	347
4.258	Perception of EMRS Principal on his Competency as an Evaluator	347
4.259	Jilla Panchayat School Principals on Source of Data	348
4.260	Perception of Ashram Shala Principals on Source of Data	349
4.261	Perception of Private School Principals on Source of Data	350

4.262	Perception of JNV Principal on Source of Data	350
4.263	Perception of EMRS Principals on Source of Data	351
4.264	Jilla Panchayat School Principals on Review of Performance	352
4.265	Perception of Ashram Shala Principals on Review of Performance	352
4.266	Perception of Private School Principals on Review of Performance	353
4.267	Perception of JNV Principal on Review of Performance	353
4.268	Perception of EMRS Principals on Review of Performance	353
4.269	Perception of Jilla Panchayat School Principals on Feedback	354
4.270	Perception of Ashram Shala Principals on Feedback	355
4.271	Perception of Private School Principals on Feedback	355
4.272	Perception of JNV Principal on Feedback	356
4.273	Perception of EMRS Principals on Feedback	357
4.274	Perception of Jilla Panchayat School Principals on Feeling of Comfort	358
4.275	Perception of Ashram Shala Principals on Feeling of Comfort	358
4.276	Perception of Principals of Private School Principals on Feeling of Comfort	359
4.277	Perception of JNV Principals on Feeling of Comfort	359
4.278	Perception of EMRS Principal on Feeling of Comfort	359
4.279	Perception of Jilla Panchayat School Principals on Follow up Work	360
4.280	Perception of Ashram Shala Principals on Follow up Work	360
4.281	Perception of Principals of Private School Principals on Follow up Work	360
4.282	Perception of JNV Principals on Follow up Work	361
4.283	Perception of EMRS Principals on Follow up Work	361
4.284	Perception of Jilla Panchayat School Principals on Outcomes of Teacher Evaluation	361
4.285	Perception of Ashram Shala Principals on Outcomes of Teacher Evaluation	364
4.286	Perception of Private School Principals on Outcomes of Teacher Evaluation	367
4.287	Perception of JNV Principal on Outcomes of Teacher Evaluation	370
4.288	Perception of EMRS Principals on Outcomes Of Teacher Evaluation	372



4.289	Perception of Jilla Panchayat School Principals on Satisfaction with Teacher Evaluation System	375
4.290	Perception of Ashram Shala Principals on Satisfaction with Teacher Evaluation System	375
4.291	Perception of Private school Principals on Satisfaction with Teacher Evaluation System	375
4.292	Perception of JNV Principal on Satisfaction with Teacher Evaluation System	376
4.293	Perception of EMRS Principal on Satisfaction with Teacher Evaluation System	376
4.294	Response of Teachers on Problems of Teacher Evaluation	377
4.295	Response of Principals on Difficulties faced by them	388
4.296	Response of Principals on Difficulties faced by them	389
4.297	Response of CRC Coordinators and BRPs on Difficulties in Teacher Evaluation	390
4.298	Response of CRC Coordinators and BRPs on Various Difficulties felt by them	391
4.299	Response of Principals on Satisfaction with Present Teacher Evaluation System	391
4.300	Response of CRC Coordinators and BRPs on Satisfaction with Present Teacher Evaluation System	393
4.301	Response of Principals on Need of Change in the Present Teacher Evaluation System	394
4.302	Response of Teachers on Need of Improvement in Existing Teacher Evaluation System	395
4.303	Suggestions for Improvement in Present Teacher Evaluation System	395
4.304	Response of CRC Coordinators and BRPs on Need of Change in Existing Teacher Evaluation System	400

## **List of Figure**

<b>Figure No.</b>	<b>Title of the Figure</b>	<b>Page No.</b>
<b>3.1</b>	Teacher's (Sample) selection for the study	72
<b>3.2</b>	Dimensions of Teacher Evaluation n Teacher Perception Scale	77
<b>3.3</b>	Dimensions of Teacher Evaluation n Principal Perception Scale	80