

1.0. 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 resources, 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 (2020)

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. It is also believed 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 essential 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. It brought out The Right of Children to Free and Compulsory Education Act 2009 which came on force from 1st

April 2010 in Gujarat. Various schemes had been implemented by the government such as Operation Blackboard, District Primary Education Program (DPEP), Janshala, Lokjumbesh, 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) now Samagra Shiksha Abhiyan 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 & non-academic 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.

1.1. Policy Perspectives

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

1.1.1. Secondary Education Commission (1952)

According to Secondary Education Commission (1952), the true role of an Inspector should be to comprehend the problems of every school with a view to provide suggestions to overcome. They should provide assistance to the school to carry out his advice recommendation for solution of problem. In order to evaluate the academic aspects of school, Secondary Education Commission (1952) recommends that “the academic work of the school should be thoroughly inspected by a panel of experts with the Inspector as Chairman and this should be done once in three years.” Further it clarifies that “three persons may be chosen from senior teachers or headmasters to visit schools in the company of the Inspector and to spend two or three days with the staff, discussing with them all aspects of school life-the library and laboratory facilities, the curriculum, the organization

of extra-curricular activities, the use of the holidays and all other problems connected with school activities. Through these full and frank discussions, the inspectors will be in a far better position to help in the improvement of the schools.”

1.1.2. 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 open, participative and databased system of teacher evaluation to link teacher’s performance with accountability. It recommended “incentives for good performance and disincentives for non-performance.” It also stated to provide reasonable opportunity to the teacher for promotion to higher grade.

1.1.3. National Curriculum Framework (2000)

To ensure effective curriculum transaction, NCF 2000 recommended to design an institutional appraisal system by implementing gradation system. Gradation system must ensure some kind of uniformity in standards. It also put stress on “continuous monitoring and introduction of corrective and remedial and enrichment measures in implementation of curricular transaction through educational management at all levels”. Therefore, all school headmasters and principals have the role of manager, facilitator. They have to be suitably trained too.

1.1.4. National Curriculum Framework (2005)

NCF 2005 stated that “the monitoring system put in place must be carefully analysed in relation to its objectives, and the norms and practices that are to be institutionalised to achieve the objectives. It must provide for sustained interaction with individual schools in terms of teaching-learning processes within the classroom context.” It put emphasize on constructive feedback.

1.1.5. NEP 2020

For the performance management, Outstanding work of teachers should be rewarded in term of recognition, promotion or salary raises and also incentives should be given to encourage teachers to carried out best. Therefore, NEP (2020) stated “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)". Teachers' tenure, a confirmation of permanent employment will be decided after due assessment of performance and contribution. 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. NEP (2020)" This NPST based performance appraisal carried out periodically. Professional Standard Setting Body (PSSB) will develop the standards by 2022 and review of the standards will be carried out after every 10 years.

1.2. The Need for Teacher Evaluation

There is a quest for quality is in all sorts of elementary schools. Under the flagship of Samagra Shiksha Abhiyan, attempts are going on to improve the standard of elementary education. Yet, it was found in ASER (2019) report that 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. "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" PROBE (1999). 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 upon many instances wherever a component of negligence conjointly occurred. These embody 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 simply chasing government target, that is reflected on paper work; but is not completely a reality.

Govinda & Bandyopadhyay (2008) found poor quality of teaching learning processes in many schools that consequence in low levels of basic skill achievement, 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 properly. Therefore, teacher evaluation is an important part in schools.

Effective teacher evaluation pay attention on actual teacher and their performance and accomplishment. According to Peterson & Peterson (2006), “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.” Excellence of teacher performance deserves documentation as it provides basis for research, development and reform in school instead of having agenda for charge 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 National policy on Education (NPE,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.

1.3. 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 is methodical way of assembling, ordering and making judgments about information. It proves that something is working or needed to improve. It involves careful judgement about the work and its significance.

1.4. Teacher Evaluation: Meaning and Concept

According to Smith, (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 involves gathering, ordering and making judgments about collected data 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.

1.5. 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 full proof 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 elementary 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 reward punishment as a purpose of teacher evaluation in a practice. According to NEA (2010) Reward-punishment framework intends to measure effectiveness of each teacher. It categorizes and rank the teachers. It also intends to take decision about rewarding those teachers who are at top and fire those who are at bottom. Instead of that, the core purpose of teacher evaluation should be to strengthen the knowledge, skills, dispositions, and classroom practices of the teachers. Therefore,

achievement can be possible as stated by NEA (2010) that “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).

1.6. 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.

1.6.1. 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 tends 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. Therefore, it boosts confidence, enthusiasm, aspiration of teachers towards the improvement of performance and learning.

1.6.2. 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, non-judgmental demeanour 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 behavior 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.

1.7. Sources of Teacher Evaluation

The major sources of teacher evaluation are as follows.

1.7.1. Teacher self-evaluation

In teacher evaluation, teacher self-evaluation is a common source. It is crucial to consider the perspective of the teacher being evaluated, because it enables teachers to express their own opinion about their performance, and reflect on the personal, organizational and institutional factors that affect on their teaching. Barrette, Morton & Tozecu, (1995) states that “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 analysing one’s teaching”. “The self-report practice may take in form of survey, instructional log and interview” Goe & Bell. C (2009). 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- Camerino (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. Beaty (1989) recommended five strategies for self-evaluation to utilize in elementary school i.e. goal setting, growth contracting, self-observation, self-rating and self-ranking. Self-evaluation is always used in conjunction with other types of teacher evaluation.

1.7.2. Classroom Observation

This is common practice executed by a superior such as a principal, a vice principal, or a supervisor. Teaching practices and proof of student learning area unit possible to be the foremost relevant sources of data regarding skilled performance. So, consequently classroom observation is typically as vital as a root in teacher evaluation. It is observed that interaction between teacher and students in the classroom exhibits the most significant aspects of teaching. Classroom observation becomes the most primary source of evidence. Classroom observation is used both summatively and formatively. Evaluator rates teaching performance of teacher during a classroom visit. Barrette, Morton & Tozecu (1995) explained advantage and disadvantages of classroom observation by stating that “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". So, evaluator should be trained and have sound knowledge of content as well as pedagogy.

1.7.3. 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, (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 to 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. For this culture free factors are recommended and should be fair for diversified culture of nation. Role of student as evaluator is important so, Cook (1989) advocated training of student-raters which can be considered as an effort to reduce the Halo effect on Likert Scale evaluation instrument. This can be helpful to produce quality rating. Danielson (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.

1.7.4. 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 encourages 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).

1.7.5. Parents Survey

Parents are also a source of data for teacher evaluation. According to Danielson (2000) “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.” This can be helpful to understand community communication of teachers and which ultimately help teachers in child learning.

1.7.6. 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). Teachers’ skills are experienced not only in their skills of direct interaction with students but also their expertise in artifacts which created or selected by the teachers. According to Danielson (2000), “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”.

1.8. 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 cover 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 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 (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 communicated these criteria/standards before evaluation procedure. Then only good result can be expected. These are the standards are that schools expect from the teachers.

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

1.9. 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.

1.9.1. 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. They stated "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.

1.9.2. 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, (2013) also come with findings that "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 plentiful and frequent feedback to build their awareness of the several different things going on in their classrooms. Feedback should be given timely to individual teacher or all of them together, calling them in meetings. 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.

All the above can be made possible by providing opportunities of self -evaluation. The study 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.

1.9.3. Step 3: Hone Principals' Skill at Observing and Consulting with Teachers.

The teacher evaluator should have the potential to evaluate the teachers. For that the following qualities 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 provide 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 who is capable to build trust while sharing potentially unwelcome or discomfiting information.
- Teacher evaluator can develop and supervise implementation of action plans as appropriate.

1.9.4. 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 each 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.

1.9.5. 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 to build time for teacher evaluation into principals' workload. 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. Both novice teachers and the

teachers with serious question raising performance 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.

1.9.6. 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 are also informed the objectives to achieve in the present year. So, he/she chases 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 / criteria 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.

1.9.7. 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 prerequisites 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 be a typically, conservative as traditional evaluators, but helpful. He should have a sense of understanding the teacher. He should understand the difficulties of teachers to achieve their set of goals and by giving suggestions and assists them by providing practical illustrations of teaching in the class. If it is not possible for them to be given in-service training by the resource persons.

1.9.8. Fair Evaluation

Teacher evaluation should be conducted fairly. Well prepared principals (evaluator) are more confident and can be fairer in work. Teacher evaluators “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 will 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 effect, same as me effect, different from me effect, performance factor order for fair evaluation.

1.9.9. Follow up Work

Teacher evaluation must not be a mere procedure. But it should be a continuous process of evaluation and re-evaluation 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 suggestions for training given to higher authorities for conducting trainings.

1.9.10. Training of Teacher Evaluator

Practice makes a man perfect and training leads man towards perfection. Teacher evaluators also need training to develop competencies as an evaluator. Policy Report of North Carolina Teacher Evaluation Process (2009) also recommended evaluator to take part in training to understand the implementation of the teacher evaluation process effectively. Training helps evaluator to develop requisite skills for identification and assistance, and divide the role of assistance and summative judgment.

1.9.11. Report of Teacher Evaluation

At the end of the academic session, report of individual teacher should be prepared in which the achieved set of standards as well as remaining standards 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. The 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.

1.10. Teacher Evaluation: Present Scenario

Various schools have their own methods of teacher evaluation. At the 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 jilla panchayat schools, Ashram Shala schools and Eklavy Model Schools. The purpose of this program was to bring about qualitative improvement in academic and administrative activities. Gunotsav was a measurement of every activity done by the teachers in the classroom and in the school. This was conducted with the help of the Gunotsav Evaluation Booklet. The teachers were evaluated giving seven types of grades – A+, A, B, C, D, E, and F on the basis of previous years performance. There were two types of Gunotsav. 1. Gunotsav done by external evaluators such as politicians, public administrative officers, principals or exemplary teachers of secondary or higher secondary schools with help of liaison officers. In Gunotsav reading, writing and counting (arithmetic) skills of the students of classes two to eight were evaluated and test of core subjects such as Maths, Science, Gujarati, Social Science, English, Sanskrit of students of class 6 to 8 were

conducted. On the basis of the performance of the students, the teachers were evaluated and grades were assigned. According to Patel (2020) Gunotsav was a successful program in terms of awareness about quality education among teachers and guardians. The study further clarified that 50.17% principals believed that Gunotsav was a successful program for quality improvement in education. The principals believed that remedial work after diagnosis was useless for intelligent students. 90.42% principals gave opinion that Gunotsav was more effective in std. 1 to 5 for educational achievement. 47.70% principals believed that Gunotsav program was not effective for education achievement of std, 6 to 8 students. According to teachers, due to result based remedial work intelligent students time was getting wastage. 51.38% principals believed that there was no vast difference in achievement of arithmetic skill of students. The teachers suggested that Gunotsav program should be conducted neutrally and there should be strict monitoring during remedial work.

Now from academic year 2019-20, a new version called Gunotsav 2.0 has been introduced once in every semester. There are qualified School Inspectors (SI) who are appointed for Gunotsav 2.0. No date is given in advance. The school is selected from Education Department 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 notebooks, dairies, periodical assessment books, 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, report of all programmes and activities, library book issue registers, daily lesson planning, documentary proof of competitive exam registers of Pragna are checked as proof of academic and scholastic an co-scholastic activities.

Besides these, inspection is a common practice in central as well as state government and some private schools. It is conducted regularly every year. The inspection panel 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 bifurcated 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 monitoring and supervision, there is SSA staff. At the CRC level, the CRC coordinator visits schools and fills the observation forms online. At the block level the BRC coordinator and BRP evaluate the teachers to monitor quality of education. Besides these, there was also Teacher trainers and pedagogy coordinators who randomly visit the school to observe the implementation and effectiveness of training. The duty of SSA officials is to provide guidance to the teachers and monitor the implementation of government programs, training and practice in school on a regular basis.

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. Besides principals, the school where vice principals and supervisors are appointed, they also have responsibility to observe the class for quality enhancement.

1.11. 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 aspect 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 from 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 teachers is of paramount importance to improve the quality of the teaching –learning process. Evaluation develops a sense of accountability in teachers as they are accountable to their students, parents, their schools 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, programs Gunotsav, inspection and teacher evaluation by SSA officials are observed. The other private and central government schools have their own methods of evaluation. There are evaluation by principals, vice principal, SSA staff and inspection practices prevailing in the elementary schools of Gujarat. There is a need to study the process of evaluation that is going on in different types of schools.

Out of literature reviewed the researcher came across several studies which were conducted abroad. At the elementary level the researcher did not come across many studies specially related teacher evaluation in Gujarat. Therefore, the present study is undertaken Tapi is a tribal district which was formed in 2007. It has seven talukas. Tapi is one 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 the teacher evaluation system in the different types schools of Tapi district.

Research Questions

On the basis of rational presented above, the following research questions are formulated;

1. How are the teacher evaluation practices conducted in different types of schools of Tapi district?
2. How do the different stakeholders perceive the existing teacher evaluation system?
3. What are the different problems faced by different educational functionaries and suggestion offered?

1.12. Title of the Study

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

1.12.1. Objectives of the Study

The study has been carried out with following objectives:

1. To study the teacher evaluation practices 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.
4. To suggest measures for improvement of teacher evaluation system.

1.12.2. Explanation of the Terms

Some major terms have been used in the present study context; the researcher explained them as follow;

1.12.2.1. 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 of teachers.

1.12.2.2. School Functionaries: School functionaries include principals and teachers.

1.12.2.3. Superior: Superior is referred to principal, CRC coordinator, Block, educational inspectors, Taluka primary education officers, District primary education officers, vice principal, supervisor, resource person

1.12.2.4. Principal: Principals are also referred as head teacher of the elementary schools who has responsibility as head of school.

1.12.3. Operational Definition of the Term

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

1.12.4. Delimitation of the Study

The study is delimited to elementary schools managed by Jilla Panchayat Shixan Samiti, Ashram shala, Jawahar Navodaya Vidyalaya, Eklavy Model Residential schools, elementary section of private schools which may have KG to higher secondary or only elementary section only.