

# Teachers Evaluation Procedure in Besant Theosophical College, Madanapalle, Chittoor District

Dr. D.Vishnu Priya

Reader & HOD of Commerce (P.G.), B.T.College, Madanapalle, Chittoor Dist

**Abstract:** *As the most significant in educational institutions, teachers are critical to raise education standards. Improving the efficiency and equity of college depends, in large measure on ensuring that teachers are highly skilled, well resourced and motivated to perform at their best. Raising teaching performance is perhaps the policy direction most likely to lead substantial gains in student learning (OECD 2005). In turn, the effective monitoring and evaluation of Teaching is central to the continuous improvement of the effective teaching in a college. It is essential to know the strengths of teachers and those aspects of their practice which could be further developed. TALIS results reveal that the great majority of teachers report that the appraisal and feedback they receive is beneficial, fair and helpful for their development as teachers.*

**Keywords:** Evaluation, Development, Feedback

## 1. Need for the Study

It is essential for any educational institution to have effective teachers to raise educational standards. If educational institution's authorities and other authorities are more interested in evaluation of teacher's effectiveness then the evaluation purpose could be achieved. It is felt that evaluation procedures are highly helpful for all the educational institutions.

From this perspective, the article addresses the evaluation procedure in degree colleges with particular reference to B.T.College, Madanapalle with the following objectives.

## 2. Objectives of the study

- 1) To examine the main objectives of teachers evaluation.
- 2) To know the accountability of teachers
- 3) To assess the role of different authorities in teachers evaluation
- 4) To find out the procedure for teachers evaluation.

## 3. Methodology

The required data for teacher's evaluation is collected by using questionnaires and from the literature, journals, material provided by the authorities.

## 4. Introduction

In teacher's evaluation a key challenge is to understand the complex range of features associated with teacher's evaluation. The following figure provides a conceptual frame work summarizing the aspects of involved and the way they interconnect. The over arching policy objective is to ensure that teacher evaluation contributes to the improvement of student through enhanced teaching performance and improved teaching practices. The conceptual framework has six main interrelated aspects. Like ...

Who? - Who should be evaluated?

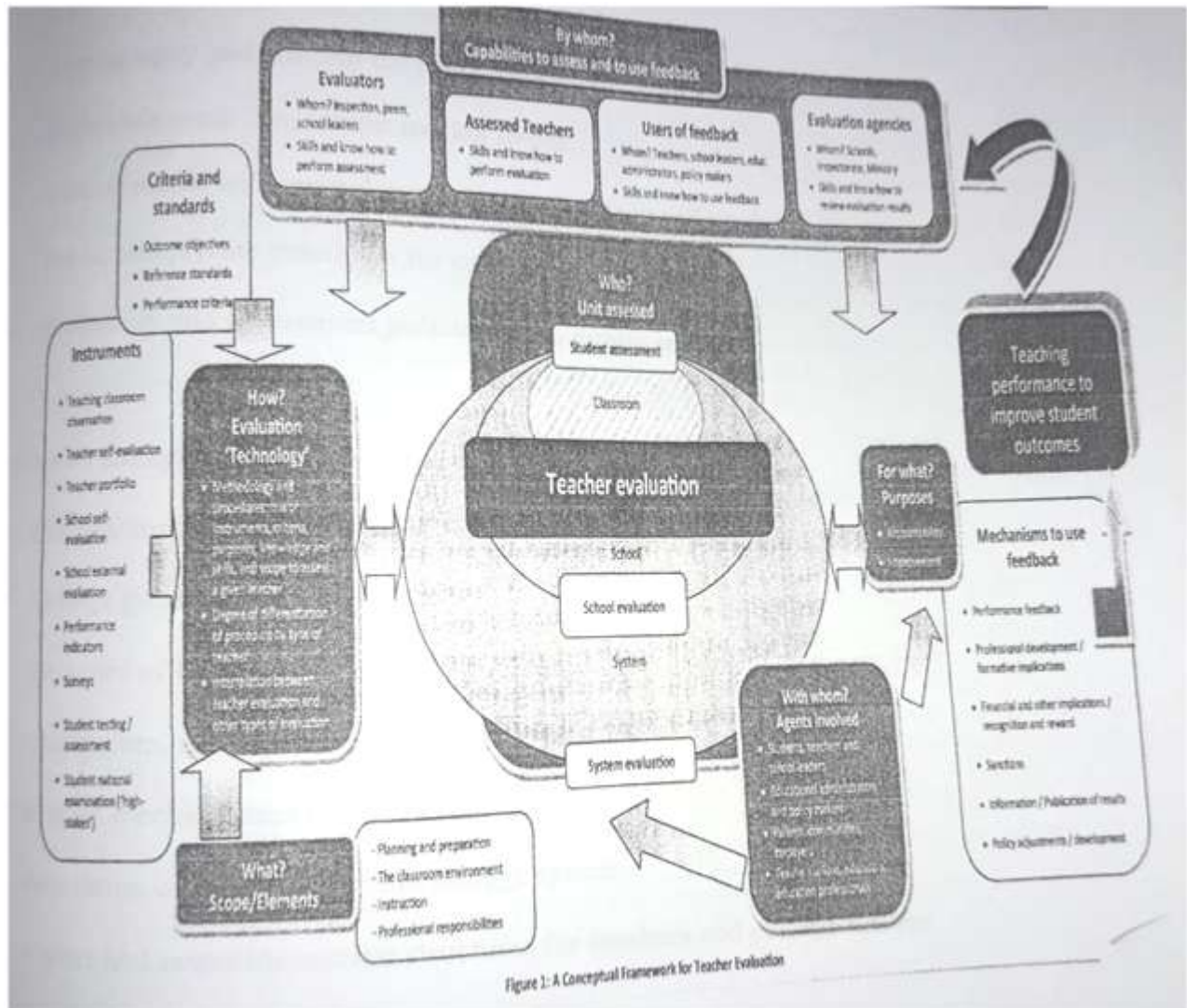
By whom? - Peer, college internal authorities etc.

What ? - It covers areas such as planning, classroom instructions, responsibilities as a teacher

How? - i.e. technology used in evaluation process

For What? - Purpose of Evaluation

With whom?- Involvement of a range of stakeholders such as parents, students, teachers college leaders, teacher unions and policy makers etc.



Teacher's Evaluation issues cannot be studied in isolation, social, college system and college level factors all influence the design of teacher evaluation policies. To have effective approach of teacher's evaluation one should have understanding of these factors:

### 1) Social factors : Which include

- Political Environment
- Role of media and general perceptions of college and teachers
- Public and Private resources for college

### 2) College system factors : Which include –

- Distribution of responsibilities and educational authorities
- Structure of college
- Curriculum, academic standards
- Career and reward incentive structures for teachers and college leaders

### 3) College level factors : Which include

- Socio-economic content of colleges
- Management leadership within the college
- Professional activities of teachers
- Leaving conditions, support structures

Teacher Evaluation has typically two major purposes:

- It seeks to improve the teacher own practice by identifying strengths and weaknesses for further professional development – “the improvement function”
- It is aimed at ensuring that teachers, perform at their best to enhance student learning – “the accountability function”.

Establishing effective teacher evaluation procedure is challenging at several levels – accuracy of the measurement, inclusion of the dimensions of what is meant to be measured consisting with the goals of the feedback, cost effectiveness and practical feasibility.

Teacher Evaluation requires the establishment of reference standards and evaluation criteria to all proper assessments of performance to be made.

Thus, in Evaluation procedure, the three key aspects should be analyzed

- Character and nature of evaluation
- Reference standards aspects evaluated, evaluation criteria
- Instruments and information sources

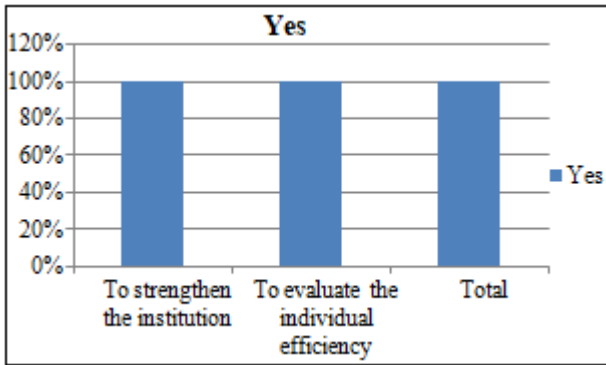
### 5. Findings & Results

A structured questionnaire given to the teaching staff of the college relating to the aspects such as Evaluation Procedure, responsibilities of authorities, teachers themselves and period for the evaluation etc.

The results of the analysis are represented in the form of tables and charts.

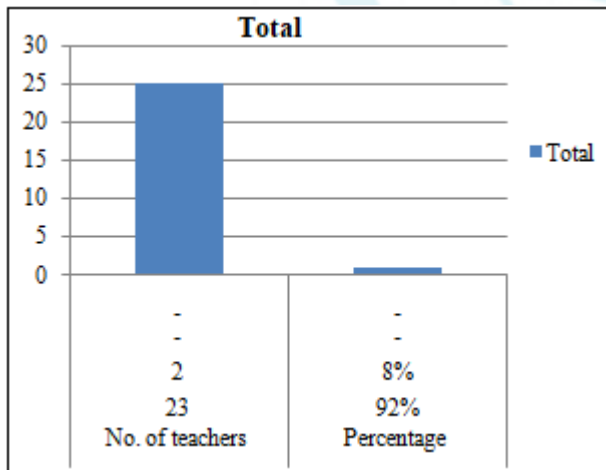
### 6. Objective of Teachers' Evaluation

Option	Yes	No
To strengthen the institution	100%	-
To evaluate the individual efficiency	100%	-
Total	100%	-



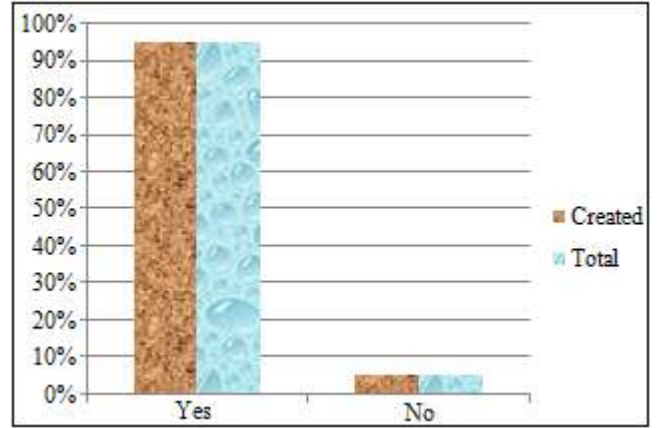
### Role of Authorities in Evaluation

Option	No. of teachers	Percentage
Strongly agree	23	92%
Agree	02	8%
Strongly disagree	-	-
Disagree	-	-
Total	25	100%



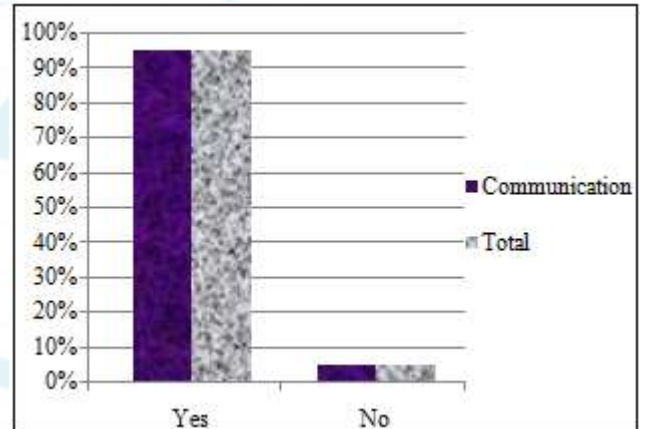
### Role of Authorities in Evaluation

Option	Yes	No
Created	95%	5%
Total	95%	5%



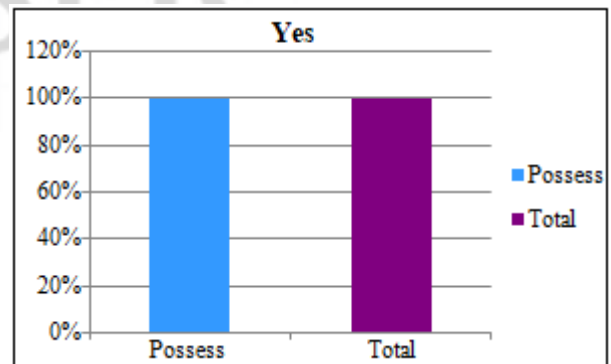
### Communication of instructions

Option	Yes	No
Communication	95%	5%
Total	95%	5%



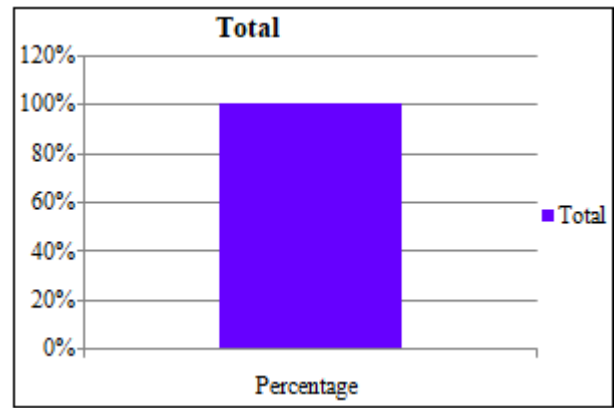
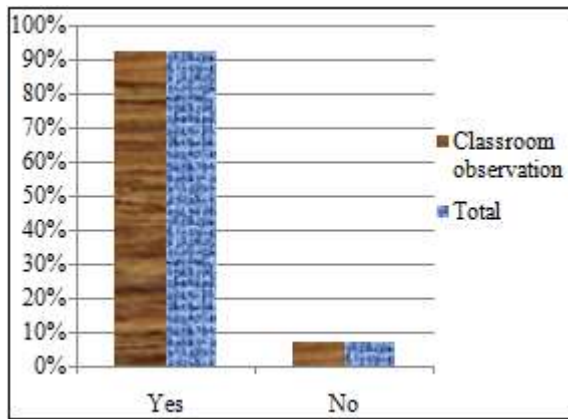
### Possessing Prof. Responsibilities

Option	Yes	No
Possess	100%	-
Total	100%	-



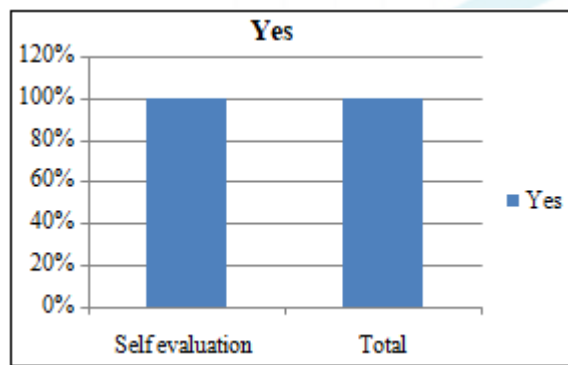
### Classroom Observation

Option	Yes	No
Classroom observation	93%	7%
Total	93%	7%



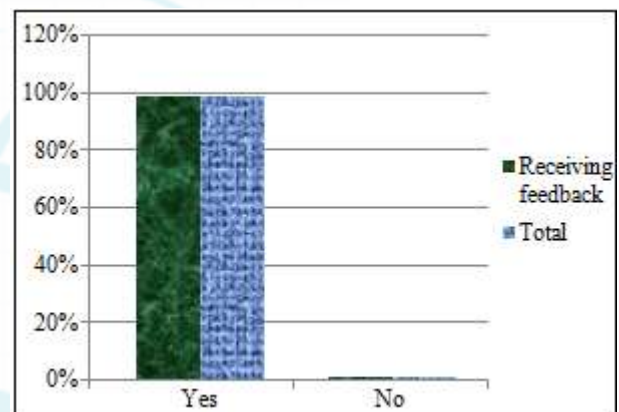
**Teacher’s self evaluation programs**

Option	Yes	No
Self evaluation	100%	-
Total	100%	-



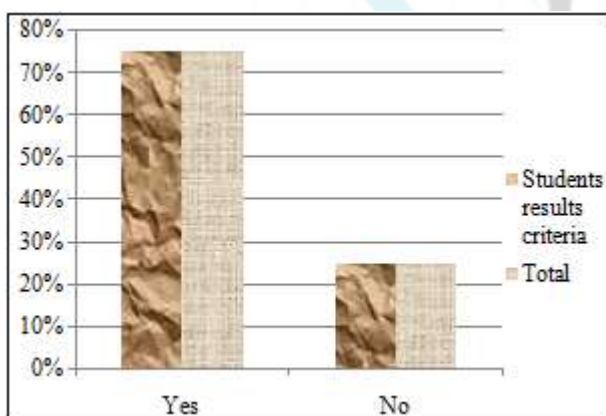
**Feedback on the evaluation process**

Option	Yes	No
Receiving feedback	99%	1%
Total	99%	1%



**Student results are the best criteria for teacher’s evaluation**

Option	Yes	No
Students results criteria	75%	25%
Total	75%	25%



**Period of evaluation**

Option	Percentage
Once in 3 months	98%
Once in 6 months	2%
At time of results	-
Total	100%

**7. Summary of Findings**

From the data analysis, it is found that all the teachers unanimously agreed that, evaluation procedure has been achieved the objective of the institution.

The study reveals that, almost all the teachers created classroom environment and teachers have proper communication skills.

The Analysis clearly shows that the institutions authorities had played active role and providing immediate feedback on their evaluations. It could help the teachers to work with more enthusiasm. It is so clear that student’s results are not that much best criteria for teacher evaluation (75%).

Through this analysis I would like to make some suggestions regarding Teacher’s evaluation.

- 1) It is suggested that evaluation should be done with fairness ie. Irrespective of cadre and other things
- 2) Evaluation procedure should not be as one shot affair it should becomes a continuous phenomenon.

**8. Conclusion**

Promoting teacher evaluation is clearly a national interest as well as serving students and their families with proper guidance. “Teacher’s Evaluation” procedure acts as an



effective supporting role in developing colleges as professional learning instruments.

## References

- [1] Records of the college
- [2] A book on Teacher's Evaluation – Dr. S.K.Bhatia
- [3] Journals on Evaluation process
- [4] [www.google.com](http://www.google.com)
- [5] Creative Training Techniques Hand Book – Robert W.I Pike, Third Edition, Page No : 163 to 175
- [6] Training Evaluation and Measurement Methods – Jack.J.Phillips, Third Edition, Page No. 204 to 211

