



Performance Appraisal System of College Teachers in India

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Abstract

In India, education is now universally recognized to be the prime key to moral, political, cultural and social economic development of the nation. Education is the way of life for information passion, facts and feelings, understanding and appreciation to human beings. It is responsible for explore the character and attitude of an individual skills, abilities and techniques to earn livelihood and better life. A teacher appraisal can be a key lever for increasing the focus on teaching quality and to understanding of the various aspects of successful performance and development system. The researcher selected the area of college education as the focus of the study as Performance appraisal of college teachers in India.

Keywords: Teacher, appraisers of performance, teacher's performance, performance appraisal system of Teacher

Introduction:

The quality of education depends on the high performance of the teacher. A teacher is main role in the learning process and nation building is very important. Teacher's performance is very crucial in child's development. The identification and development of talents is one of the main responsibilities of the teachers. As a teacher he has to place new knowledge and new experience within the context of what is already known and understood by the students. He has to understand a great deal about the way in which the people at various ages and stages development perceive the world around them. As a teacher he has to guide and learn rather than stuff in his mind accurate information. A effective teacher was one who quite consistently achieved which either directly or indirectly focused on the learning of the students and excellence complicated process.

The recent, hefty pay hike for college teachers in the state has come with a

price tag and accountability. The state has issued a government resolution to ensure that college teachers' performances are appraised on an annual basis from now on. The state education department sources will be in keeping with certain academic performance indicators. The indicators measure the teacher's involvement through the number of research papers drawn up books read for capacity building, workload, number of lectures taken, seminars conducted and co-curricular activities. The form of appraisal was one of the prerequisites specified by UGC before granting the pay hike according to the Sixth Pay Commission. Performance assessment is the evaluation of worth, quality or merit. The Indian institute of personnel management (IIPM) is a Technique which endeavors to assess, as impartially as possible attributes of individual teacher.

In other words by the scott and others performance evaluation is a process of evaluating an employee's performance of a job in terms of its requirements. The



main objective of appraisal system is usually use for performance, ability and career needs. Appraisal system beneficial and provides opportunity to manger and employees what sort of things can be improve and necessary for employee better performance. It helps to build their own strength and enable workers for performance more bitterly.

Need for the study:

In the recent sturdy pay hike for college teachers in the state has come with a price tag and accountability. The state has issued a government resolution (GR) to ensure that the college teaches performances are appraised on an annual basis from now on. The GS is in accordance with UGC guidelines. The GR specifies that each college will have to conduct self assessment cum performance appraisal for teachers. The study is under taken to know the performance appraisal system of teachers followed by UGC norms and to discuss various aspects of performance appraisal of college teachers at different universities.

Objective of the study:

1. To know the performance appraisal system of teachers.
2. To study the different types of performance appraisal of teachers

Research Study:

For the study is based on secondary data.

Reviews of Literature:

OECD,(2013B) standards are used in many performance appraisal schemes t evaluate and guide teacher development, with a general agreement that standards and a shared understanding of quality teaching are foundations of any effective appraisal system.

Australian Professional Standards for Teachers (2011). The performance appraisal process is standards provide scope for teachers and school leaders to make informed decisions about teaching performance and may assist in identifying future areas for growth and development. In Australia, a description of what constitutes teaching quality is encapsulated.

Celik (2011) According to the study the standards describe actions and performance thus outlining the functions of individuals within a profession.

Kennedy(2010). For teachers, standards attempt to define quality teaching. Standards are used in many performance appraisal schemes to evaluate and guide teacher development.

Weisberg, Sexton, Mulhern and Keeling (2009). A study on performance appraisal systems many performance appraisals have failed to inform teachers about what needs to be improved or supported their development to do so.

Duffe, Frakas, Rotherham &Silva, (2008) the surveys yielded simalr results, with 69% of respondents in the study claiming performance appraisal was a just a formality.

OECD(2009A). The study results another 62% believing that appraisals were undertaken largely to meet administrative requirements.

Bartlett (2000). Many performance appraisal systems are weighted heavily toward accountability rather than the growth and development of teachers and their teaching practices.

Darling & Hammond (2000). Argued that the teachers who had more preparation for teaching are more confident and



successful with students that those who had little or none. The programs with extended clinical preparation interwoven with coursework during learning and teaching produce teachers are more effective.

Goldhabour (1999) According to concept of teacher performance evaluation regarding to above mentioned studies, the relation between administrator, teachers, students, education system and their environments. According to researcher the teacher who perceived by students are dynamic competent and trustworthy. Whereas the students more expected to provide the positive feedback to teachers who is more competent, as not trustworthy or dynamic, only because lack of knowledge of the subjects matter.

Performance Appraisers of teachers:

The most significant and interesting aspect relating to performance appraisal of college teachers is that whom the performance should be appraised. There is no. of performance appraisals that who can evaluate the performance of teachers. The evaluation of each person's has own limitations and apprehensions among teachers. In this context that are

1. Evaluation of teacher by students: It is generally believed that the students are the best of teaching, often the general reputation that the teacher based on the c=evaluators of the performance of teachers. While a formal system of evaluation of teachers by students does not generally exist in educational institutional in India, it is a fact that the students form their own opinion about the quality of teaching. Teachers generally find the remarks by their students to be of great value in their self appraisal and for continuous improvement in their teaching technique.

2. Evaluation by Head of the department: it is other party that may be suggested as an appraiser is head of the department or the senior most member of the department. It is believed that the person who is in constant touch with the teacher, he can assess the performance of his colleagues. It is generally objected on the ground that the discrimination against a teacher developed year after year are likely to influence the evaluation.

3. Evaluation by Principal: Evaluation by principal it is an industrial and governmental organization the evaluation by the supervisor may be valid in the case of other organizations even though there is a possibility of subjectivity. Bu in intuitions of higher learning, it may not have that much of validity. One significant draw of principals evaluation is the lack of educational authenticity on the part of the principal. As teachers in higher education belong to a wide spectrum of disciplines, no single principal has the academic competence to evaluate all of them.

4. Evaluation by experts: it is generally believed that if a person, who has direct and regular interaction with the teacher is assigned with the task of evaluation, there is always a possibility of unfairness creeping into the evaluation. Moreover, the evaluation becomes subjective. Hence it is felt that if the task of evaluation is assigned to outside subject experts the appraisal can be done objectively.

5. Self performance appraisal: Self appraisal is another viable exercise in this regard. Every teacher is asked to submit a periodical self assessment report on all the facts of his work such as



teaching, research and extracurricular activities. The exercise will provide the individual teachers a valuable opportunity of detailed introspection. Self correction and self improvement. The mehrotra committee has also suggested self-appraisal by teachers. In the opinion of the committee, the self appraisal of their performance by teachers should be given a high priority and introduced immediately in all institutions of higher learning.

Indicators of teacher's performance:

In our country to identify teachers effectiveness with student achievement, taken in terms of number passes and failures in examinations. A system where examinations themselves are generally suspected as unreliability examination results can not serve as effective indicators of teacher effectiveness. In multi instructional situation that prevails in our colleges, universities students are simultaneously exposed to several teachers are responsible for the examination performance of a single student, group of students. Student achievement depends also on several other factors like mental habits, campus atmosphere and home environment. Teacher is only a facilitator of learning. Student examination is not a valid indicator or teacher performance.

The studies also revealed that examination marks scored in periodical tests marks, or field work , assignments students participation in seminars, group discussions in the class room were not consider to be correct indicators of teachers performance.

In performance appraisal there will be deficient in teachers performance making the assessment of teachers performance all the more a difficult task. The teachers

performance cannot be measured exclusively in terms of the quality of students, because the quality of the students shall be influenced by a number of factors and the teacher is only a facilitator.

Conclusion:

It has been quarrel that the key to effective appraisal is getting the balance right between assessing performance and assisting personal development. As per the review it is difficult to isolate the influences need to be considered as a part of a wider more complex of factors that impact in significant ways. The performance appraisal is essential and clear about the purpose. Most of them are against being appraised by head of the department or principal of the college. Most of them accepted evaluation of students or an outside subject expert or self appraisal of performance. Considering the view of the majority of the teaches a of the performance appraisal system for college teachers has been designed.

The performance appraisal of the teacher will be three cleft in self appraisal by the teacher , evaluation by the student and assessment by outside subject experts.

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