

## TEACHER APPRASIAL SYSTEM IN INDIA: STATUS, PRINCIPLES AND FRAMEWORK

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### Abstract

*The quality of education is depending upon the quality of a teacher. J. S. Verma Committee was set up with the intervention of the Supreme Court of India has interpreted the terms of references in its true spirit and attempted to problem its task accordingly. In this paper an attempt is made to know the readers about the recommendations made by Verma Committee on teacher appraised system in India. It also focuses on present status of teacher appraisal system, guiding principles for teacher appraisal and framework for assessment of teacher performance.*

**Keywords:** Appraisal, assessment, performance, framework, RTE Act, KVS, NVS, NPE

### Introduction

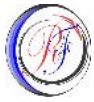
The current paper throws light on teacher appraisal system in India – current status, guiding principles and framework for assessment of teacher performance. The source is obtained from the report of the high powered commission on teacher education constituted by hon'ble Supreme Court of India. The Chairman of this committee was Justice J. S. Verma. It was published in the gazette of India on 28<sup>th</sup> June, 2011.

The National Council for Teacher Education (NCTE) was established by an Act of parliament (Act No. 73 of 1993) “with a view to achieving planned and coordinated development of the teacher education system throughout the country, the regulation and proper maintenance of norms and standards in the teacher education system and for matters connected there with.”

“Fellow citizens, why do you turn and scrap every stone to gather wealth and so little care for your children to whom one day must you relinquish it all?” --Socrates

These words are even in the modern reality of materialism dominating the current ethos. Mahatma Gandhi said: Education is, “the basic tool for development of consciousness and reconstruction of society.” The University declaration of Human Rights, 1948 (UDHR) states: “Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages, Elementary education shall be compulsory....” The current 21<sup>st</sup> century is the century of knowledge.

Teacher is one of the cardinal agents determining the success or failure of the educational system in a country. Now public awareness is increased. They have high expectations from the educational system as well as teachers. It finds that the teaching community exposed to public criticism and scrutiny through print and electronic media. There is question mark about the teachers professional. The demand is that to hold them accountable for their lapses and failure to fulfill the professional obligations.



It is need of the hour to audit systematically the performance of the teachers. Corrective measures should be applied which would lead to improvement in teacher effectiveness which, in turn, would enhance effectiveness of schools. It is important that measures of teacher accountability are clearly tied to institutional provisions that enable teachers to work. The need for making periodic teacher audit as a part of service conditions of teacher is generally accepted. However, there are different viewpoints about the audit of the teacher's performance. Now teachers undertake 'self-assessment' on the basis of set criteria. Besides, a teacher's performance can also be audited by his / her immediate supervisors, peers, students, parents and local community.

### **Current status of teacher appraisal system**

The different commissions and committees have been expressed effective system of teacher appraisal from time to time.

\* National policy on education – 1986

It has highlighted the need for evolving data based, open, transparent. The intention of this recommendation was to consider teachers' appraisal as an instrument of their professional development and not as a mere administrative tool. Before suggesting any new framework for teacher appraisal, the commission felt that a close scrutiny of the existing system is essentially required.

The commission obtained information from all the state Governments, who are the largest employers of school teachers,

- a. The Kendriya Vidyalaya Sangathan (KVS)
- b. Navodaya Vidyalaya Samiti (NVS)

The information is obtained regarding the existing practices and procedures followed by school management on teacher performance and teacher audit.

Information furnished by Delhi, Haryana, Goa, and Himachal Pradesh and by KVS, NVS indicates that variety of approaches, procedures and instrumentalities are utilized by school management to evaluate and assess teacher performance. These include.

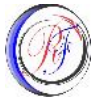
1. Annual confidential / performance Reports of teachers by supervisory level.
2. Lesson observation and feedback by supervisor or principal.
3. School inspection
4. Teacher performance based on student's performance – board exam. – vis-a vis

The committee concludes that information was received only from a limited number of states, documentation on teacher performance system in private unaided schools, which now constitute over 25% of schools at the elementary level, is also not readily available. There is need to develop an overall framework and guiding principles governing teacher performance and teacher audit.

### **Guiding principles for teacher appraisal**

It is fact that teachers are not a homogeneous entity.

- They work under varied school managements.
- Service terms and conditions are different.
- Varied functions and responsibilities.
- Different levels of motivation.



- Worked in different environment.
- Working in rural – urban area.

Taking into the account of this circumstance, it is not desirable to have a uniform set of procedures and instruments for assessing teacher performance. But basic principles can serve as a guide.

1. The performance of a teacher is closely linked to the school and the school setting and work conditions in which she / he works.
2. The duties and functions she/he is expected to perform school management may assign or even prioritize role and functions for a teacher which may have wide variations even under the same school management. RTE Act, 2009, section 24 specified the duties of school teachers.
3. Terms and conditions of service of a teacher.  
Teacher performance is also closely linked with the terms and conditions of service of teachers.
4. Holistic assessment of a teacher.  
Personal attributes ought to be taken into consideration. These affects the teachers efforts as well as the work output. The separate weightage in the overall teacher appraised system to be given. The teacher appraisal or audit should also take into consideration whether the teacher has fulfilled his / her personal obligations or not. The NCTE prepared a code of professional Ethics for Teachers in 2010, which enunciates teacher's professional obligations. It should be shared with all the state governments.
5. School environment is also important factor which the school management offers to a teacher for professional development, opportunities for skill enhancement, training etc. which directly impact teacher performance in the classroom.

### **Framework for assessment of teacher performance**

Several countries in the world have developed system of school assessment which incorporates within their framework detailed assessment of the teachers of the school. U K has an institutional mechanism which is independent of the Government Structure. The committee has given the following guidelines for framework for assessment of teacher performance.

1. Assessment of the school.  
Given the diverse socio – economic backgrounds of children attending schools, including first generation learners, the starting point of assessment of teacher performance is assessment of the school through an independent institutional mechanism.  
State governments need to develop a framework which would include –
  - a) The formation of an independent institutional mechanism to undertake comprehensive audit of schools.
  - b) Qualitative and quantitative measures to be covered on process, systems, learning environment, teacher performance, motivation.
  - c) An audit may involve preparation of self- evaluation reports prior to school visit, a visit of at least 2-3 days of a team of auditors which would interact school management, teachers, other technical and non – technical support staff, parents, children, community, leaders etc.
  - d) The school audit should also recommend measures for important.



2. The other parameters of assessing teacher performance are –
  - a) Annual performance report.
  - b) Feedback of parents, children
  - c) Classroom observations
  - d) Peer review etc.

### **Conclusion**

The Verma Committee recommends that the central Government, in consultation with the state Governments and other school managements should develop a framework along the lines suggested above, and taking into account the guiding principles enumerated, for independent school audit, and assessment of teacher performance.

### **References**

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