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TEACHER APPRAISAL A SUBSET OF INSTITUTIONAL APPRAISAL

----- B. VALLI

INTRODUCTION

Education system in India has undergone a tremendous change over a period of time. Right from the 50s when UGC came into existence to the current idea of NCHER which on the threshold of materializing, attempts have been made to bring in quality in all levels of higher education. Quality education is that which will bring about equality now and sustainability in future. It is also an effective lever of economic growth and development.

A quality education understands the past, is relevant to the present, and has a view to the future. A quality education reflects the importance of living in a way that promotes equality in the present and fosters a sustainable future (Pigozzi 2008)

There is a dire need for evaluation for maintaining the quality of our higher education since in near future our institutions may have to compete with international institutions wanting to start their own programme here. Evaluation of the total educational programme has many sub elements under it. It is basically done to place a value judgment on all of the opportunity provided in the institution for educational engagements.

THE EVOLUTION IN QUALITY MANGEMENT

The hierarchy of the quality management methods has originated in the form of inspection, quality control, quality assurance and total quality management. It can be described in the following way.

Inspection - an after the event process

Quality control - checks process in action

Quality assurance - documentation of procedures, inclusion of processes before and after service /operation

Total quality management - considers all aspects of the business to contribute towards quality; philosophy of continuous improvement (figure 1)

The author would like to focus one step ahead of TQM that is total quality person TQP. TQM is sometimes criticized for emphasizing the external control it exerts. Hutchins (Hutchins, 1992 in Watson and Gallagher, 2007) suggests TQM is a subset of total quality. In his opinion the word management means authoritative control over the affairs of others does nothing to encourage the cascade of quality responsibility down through the workforce

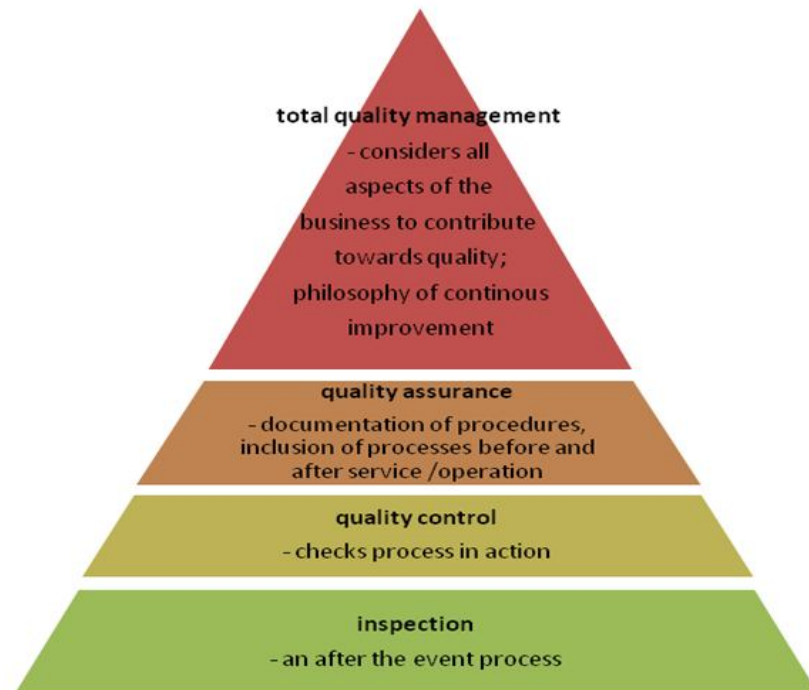


Figure 1 The hierarchy of the quality management methods inspection , quality control, quality assurance and total quality management
(Adapted from Watson and Gallagher,2007)

THE NEED FOR APPRAISAL

Appraisal is one step in evaluation; it is evaluation of worth, quality or merit. Effective appraisal can ward off global competition and bring about customer satisfaction. It is key for maintaining standards and giving accountability that the resources and money spent on it doesn't go waste.

Appraisal and other quality checks will improve the status of the institutions and boost the morale of the employees.

....the growing diversification of societies, largely as a result of migration, urbanization and cultural change, joined with increased sensitivity to the national, regional, gender, cultural, ethnic, and religious bases of individual and group identity, is placing fresh demands upon education systems and is challenging assumptions about the purpose and functions of education (Pigozzi 2008)

PERFORMANCE APPRAISAL

TQP is a concept related to improving the quality of the individual or an employee. Performance appraisal is a systematic and objective way of judging the worth of an employee in performing his job and his potential for development. Various terms used to denote appraisal have been performance appraisal, merit ranking, behavioural assessment, employee evaluation, personnel review, staff assessment, employee annual confidential report. But the term performance appraisal is more common. The following table indicates the difference between the earlier and the present one

Table 1 : Trends in performance appraisal

Item	Earlier emphasis	Present emphasis
Terminology	Merit ranking	Employee appraisal performance appraisal
Purpose	Determining qualification for wage increase, transfer , promotion , lay off	Development of personnel, improve performance on the job, and providing emotional security
Application	Hourly paid workers	Technical , professional, and managerial personnel
Factors related	Heavy emphasis on personal attributes	Results , accomplishments , performance
Techniques	Rating scales, statistical manipulation of data for comparison purposes	Mutual goal setting , critical incidents, group appraisal, performance standards , less quantitative
Post appraisal interview	Superior communicates his rating to employee and tries to sell his evaluation to him ; seeks to have employee conform to his view	Superior stimulates employee to analyse himself and set own objectives inline with the requirement superior is a helper and counselor

(Table adapted from Dale Beach,1980 in Prasad, 2007)

TEACHER APPRAISAL

Some of the parameters under which a teacher can be evaluated may be

- Work performance in terms of quality
- Knowledge about the job
- Knowledge about the organizational policies , procedures and rules
- Teachers ability for team work
- Ability to work hard and conscientious on job
- Teachers potential
- Scope for training and development

All universities should adopt the practice of performance appraisal of teachers initiated through self appraisal based on objective parameters. There is a strong need for improving the quality of the *Orientation Programmes* and *Refresher Courses* so that these result in actual development of professional competence of the faculty and not taken in a routine manner with the mere objective of facilitating promotion and career growth. *Academic Staff Colleges* should use high quality faculty, who could also act as role models and mentors as resource persons for their programmes.(CABE,2005). Evidences for appraisal can be gathered in the following way

At the personal level does the teacher show evidence of:

- tolerance
- respect
- equality
- effective communication
- openness
- reconciliation
- solidarity

At the classroom level, does the teacher show evidence of:

- recognition of diversity and disparity
- co-operative group work
- open and respectful student/staff relationships

At the school level, does the teacher show evidence of:

- creating a secure and non-threatening climate

- following school rules
- giving supportive pastoral care
- participates in appropriate educational activities
- take part in staff development programs

At the community level ,does the teacher show evidence of:

- participation in service programs
- outreach programs
- demonstrates leadership qualities
- awareness of problems and contributions to solutions
- takes part in partnerships with member of other schools

APPROACHES TO APPRAISAL

There are various ways the appraisals can be viewed

1. Behaviourist approach to appraisal

Emphasizes the ways external stimuli influence learning; manipulation of external rewards and incentives and the creation of structure that guide and direct the actions of individuals; behavioural position allows individuals to learn in small steps at their own pace and to develop skills to competent levels. Natural interest in improving may begin to wane as they begin to feel controlled by the reward.

2. Cognitivist approach to appraisal

Deals with how sensory inputs is transformed , reduced, elaborated stored recovered and used to solve problems; information processing can occur at a conscious level of awareness but our ability to do so is typically viewed as limited; it requires activity to engage the individuals

3. Humanist approach to appraisal

Emphasizes the development of the whole person by integrating the cognitive and affective aspects of learning helping individuals to explore content on their own to work with others to use resources when they need them to reflect on joys excitement frustration and other emotions

EFFECTS OF APPRAISAL

Price 1984 (in Watson and Gallagher, 2007) states that there are three rules of quality control

No inspection or measurement without proper recording

No recording without analysis

No analysis without action

In similar manner evidences need to be collected and recorded and the recorded evidences need to be analysed and direction for action should proceed from a fair and just analysis

CONCLUSION

Systematic performance appraisal is a measurement process and as such must be accurate and consistent. If teachers who are central to any educational set up are taken care of it will result in improvement in the educational institution too.

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