

Teacher Evaluation A Study of Teacher Evaluation of Secondary School in Nanded District

Dr. K. H. Kulkarni

Indira College of Education (M.Ed.)
Vishnupuri Nanded.

Abstract

Evaluation practices carried out in schools aim to measure the knowledge and understanding outcomes of the learners neglecting the evaluation of higher mental abilities. The national policy on education (1986) and the programme of action (1992) followed by the national curriculum framework of school education (1986) & 2000 stressed the point that the evaluation should be comprehensive in nature. Teacher Trainee in the Secondary school. Teacher education institute is so matured that he can evaluate himself i.e. evaluation about his performance. In Teacher Training Institute there is an internal evaluation as per the syllabus framed by concerned as per the syllabus framed by concerned university. Trainee has to participate in various practical implemented by Institute.

Introduction

Every practical has same objectives which can be achieved by implementing practical, successfully. Students develop their confidence, ability through that practical and their performance is evaluated by teacher Educator. Students can also evaluate their performance themselves which is known as self evaluation. Researcher think that there should be correlation between evaluation by Teacher educator and Self evaluation.

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Background of the Study

It was found that the teachers were not equipped with skill of evaluating students continuously. This paper focuses on problems in the

implementation of formative evaluation as well as to find out the possible remedies.

Objectives

1. To find out the theoretical and practical components of evaluation of Secondary Teacher.
2. To compare the self evaluation among language of Secondary Teacher.
3. To study opinion of school heads about formative evaluation.

Sampling

1. Research Method for the study is descriptive method which school survey method was chosen.
2. Nanded district was identified as the site for carrying out the study. Total 3 primary schools of Marathi medium were identified as the sample of the study through random sampling.

Sampling Chart district Nanded

Sr. No.	Name of the School	No. of Teachers	Number of Schools Heads
1	Saraswati Vidyalaya, Kailas Nagar, Nanded	22	1
2	Pratibha Niketan High School Nanded	7	1
3	Rani Laxmibai Vidyalaya, Yeshwant Nagar, Nanded	21	1
Total :		50	

Instruments used :

In order to study the awareness about formative evaluation and the problems in the implementation of formative evaluation of the teachers the following instruments were used.

1. Teacher Schedule : This was developed with the purpose of the studying the teachers awareness about secondary teacher formative evaluation. This consist of 30 items dealing with
2. Meaning and purpose.
3. Techniques and tools of assessment
4. Recording procedure of activities
5. Reporting techniques : This schedule contains items dealing with problems encountered in implementing teacher formative evaluation as well as suggestion for its improvement.
6. Interview schedule for the school heads : This was developed with the purpose of studying problems in the implementation of formative evaluation and the role of the school heads for effective implementation of secondary formative evaluation.

Implementation of the Study :

The study was carried out in two phases

- 1) Collecting information from teachers by using schedule.
- 2) Conducting interview of school heads.

Analysis of the Study :

Statically techniques used for analysis is percentile.

1) Analysis of teacher's awareness about formative evaluation.

1. Most of the teachers think that Formative evaluation is necessary.
2. Most of the teachers are satisfied with the training given to them for implementation of "Formative Evaluation."
3. Formative evaluation was not followed systematically.
4. There is no uniformity in recording the assessment.
5. Teachers are having lost of confusion about formative evaluation.

2) Problems of teachers in the implementation of formative evaluation.

1. Few teachers are not agreeing with the necessity of formative evaluation.
2. Some teachers are not satisfied with the training given to them.
3. Nearly all teachers need extra time for formative Evaluation.
4. Because of Formative Evaluation they can't give justice to syllabus.
5. 75% teachers are satisfied and 26% teachers are not satisfied with Formative evaluation.
6. Lack of time and compulsion of passing of every student are the major limitation of these evaluation.
7. All teachers make changes in their teaching according to the response of formative evaluation.
8. 60% teachers suggest changes in formative evaluation while rest are satisfied with current format.
9. Benefits of formative evaluation are, nurturing student's creativity, so tension of pass or fail evaluation of every aspect of development.

Analysis of interview schedule of school heads :

- a. Formative evaluation is a very good trend in evaluation system and we have take it positively for all round development of students personality.
- b. It is usefull for releasing stress form students mind.
- c. Teachers must go through the theoretical part of formative evaluation. Because of formative evaluation teachers can find out weak points in pupils behavior, communication and practical skills.

Suggestions for overcoming the problems of formative evaluation :

1. For increasing student's participation in various activities we can give awards, economical help as well as compulsory participation in various activities.
2. While conducting projects, give them topic of their interest so that they can do it by heart.
3. For overcoming problems in practical work, the suggestions are
4. Essential guidance should be provided to the students for conducting experiments and demo of each experiment should be done by the guide first.
5. For developing personality of students various value education programmes should be introduced in the curriculum.
6. Formative evaluation should accompany summative evaluation.

7. There should be special time span for formative evaluation.

Conclusions :

In current scenario we really need such type of evaluation system which is multi dimensional giving justice to every aspect of personality. So it is essential for teachers to well familiar with the concept, need and importance of formative Evaluation. Also schools heads are playing a major role in the effective implementation of formative evaluation and they have to make their view more positive about formative evaluation as well as promote teachers for formative evaluation.

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