



Re-thinking teacher's role expectations & evaluation from policies lens in Indian context

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Abstract

Over the years, there has been growing momentum of the linkages between teacher effectiveness and student learning outcomes. In the background of elevating educational outcomes through teacher quality, it is critical to relook that how education policies have interpreted this aspect. Through the secondary literature, this article engages with Policy Storyline through the blend of roles and responsibilities of teacher with teacher evaluation in Indian Context. There are continuous reiterations of the lofty expectation posed from teachers by Education Policies but it is often taken in a lighter way with lack of support for inculcation of these qualities. On the other hand, it is apparent from the critical analysis that Teacher evaluation has been under consideration from years both at central and state level but question of bringing uniformity has still not found final answer. The mismatch between role expectation from teachers posed by policies framework, work assigned to teachers in school, and domains considered for evaluation of Teacher performance need to be addressed.

Keywords: teacher evaluation, Indian education policy, teacher role, teacher quality, teacher effectiveness, teacher appraisal

1. Introduction

Knowledge and Service economy of 21st century society, being complex, diverse, globalized, and market oriented in nature, has posed new expectations from education system (Kellner, 2008). In this competitive era, to address the expectations, Indian Education system while crossing the restructuring and reforming phase, has undergone notable changes with the sharp increase in literacy and student enrolment (Batra, 2012). But the imperfection of system can be identified from PISA rankings, ASAR reports, and many other researches, which indicated low student learning outcomes (Akiba, 2013). There has been broadening consensus on the aspect of Teacher Quality in uplifting student learning across the world. International and National researches have proved that the quality of an education system cannot exceed the quality of its teachers (Barber & Mourshed, 2007; Goldhaber and Anthony, 2007; Hanushek, 2010; Hattie, 2009; Liu and Zhao, 2013).

From decades, National Policies on Education [NPE] (1968, 1986), National Commission on Teachers (1983-85), National Curriculum Framework for Teacher Education (NCFTE, 2009), and Right to Education Act (RTE, 2009) while acknowledging the teacher's centrality in Educational reforms, has paid serious attention towards teacher roles and evaluation. On the whole, idea that "master makes the school" strongly provokes to undertake steps for uplifting declining teacher status along with holding them accountable for work through evaluation. It is a well known fact that evaluating the work performance of teachers and developing their teaching skills is crucial part of improving teaching quality.

It is essential to understand that how teacher role and evaluation are interlinked. The first step in teacher appraisal is about defining and knowing quality teaching (Andrews, 2004, p. 73). However, there is lack of consensus on how the profession should define "good teaching" to track the teacher accountability (Danielson, 2017). There is also lack of well developed understanding about the teacher role and

responsibilities while on the other side, they are also expected to perform broader roles at the individual student level, at classroom level, at school level, at level of parents as well as at wider community level (OECD, 2005).

Mostly, teacher performance is assessed on the performance standards. The performance standards define the criteria expected when teachers perform their major tasks and duties. In other words, an accurate description of the teacher's roles and responsibilities can serve as framework for evaluating the teacher performance. Focusing on this angle, this paper will provide us insight through policy lens in Indian Context.

2. Methodology

In consonance with the objectives, the study was structured around tapping information and gathering insights from all the essential sources. The data was collected primarily from the secondary sources. It include regulatory bodies' documents at Central and State level, such as National Education Policy (1968, 1986); National Commission on Teachers (1983-85); National Curriculum Framework (NCF, 2005), National Curriculum Framework for Teacher Education (NCFTE, 2009); Justice Verma Committees Report (2013) etc. Moreover government publications, including books, journals and other documentation from public institutions along with several National and International documents were also examined to get an insight.

3. The Clouded Outlook

The criterion, standards, methods and most importantly domains on which teachers are evaluated varies from country to country as per their educational context. Charlotte Danielson Framework for Teaching, Robert Marzano Teacher Evaluation Model, Tulsa Model, and Stronge Teacher Effectiveness Performance Evaluation System are some of the prominently followed models. The table 1 provides a brief picture of model and domains covered used in different countries.

Table 1: Model and Domains Covered Used in Different Countries

Model	Domain
Charlotte Danielson Framework (2013)	Planning and Preparation, Classroom Environment, Instruction, Professional Responsibilities
TULSA Model (2012)	Classroom Management, Instructional Effectiveness Professional Growth & Continuous Improvement Interpersonal Skills Leadership
Marzano Teacher Evaluation Model(2013)	Classroom strategies and behavior, Planning and preparation, Reflection on teaching, Collegiality and Professionalism
Stronge Teacher Evaluation (2012)	Professional Knowledge, Instructional Planning, Instructional Delivery, Assessment of Learning, Learning Environment, Professionalism and student progress
Portugal Teacher Appraisal (OECD, 2012)	Professional, social and ethical aspects; development of education & learning; participation at school and relationship with education community, lifelong professional development and vocational training
Tennessee Teacher Evaluation (2009)	Planning, Teaching strategies, Assessment and evaluation, learning environment, Professional growth, Communication
North Carolina Teacher Evaluation (2009)	Teachers demonstrate leadership, Teachers establish a respectful environment for a diverse population of students, Teachers know the content they teach, Teachers facilitate learning for their students, Teachers reflect on their practice

In India, National system of teacher appraisal has undergone a range of adjustments in states like Delhi, Haryana, as writing of annual confidential report of teachers by the supervisory level, Lesson observation, feedback by supervisor/ principal, school inspection etc are utilized to evaluate and assess the teacher performance (MHRD, 2012).The present system of evaluation of teacher performance in school education in most of the states like Punjab is Self-appraisal form in High Schools. Teacher Appraisal as source of performance evaluation is limited to few indicators like Personal attributes; Professional knowledge, Community relations, and student achievement. Apart from this, differences also exist under different levels and under different management like under government and private managed schools. It provides documentary evidence of the performance when a teacher gets promotion, rewards, or other incentives in schools. It is also used to punish teachers, if performance is continuously low and marked negatively on all indicators of appraisal or evaluation.

Although until now, little attention has been paid towards policy aspect of teacher evaluation in the background of teacher role expectations. Moreover, this is important as over the last few years improving teachers performance has emerged as a dominant theme in the education sector.

4. Education Network to Policy Framework: The Visible Gaps

Teacher is apt to be more accountable than any other public servant based on the expectations posed upon them. In India keeping teachers at the central stage of the education reform process, Commissions, Committees and Research reports have suggested wide-ranging recommendations. Highlighting important role of teachers, University Education Commission (1948-49) stressed that the teacher's duty is one of the great responsibility because on the manner of its discharge depends the teacher's effectiveness as an influence in the moral and intellectual growth of youth. Teacher is expected to stimulate thinking, develop deeper intellectual interests, and develop better perception of values. It has rightly pointed out that teacher success should be measured not in terms of percentage of passes alone, but through the quality, of life and character of men and women whom he has taught.

Education Commission (1964-66) in a comprehensive manner also addressed the aspects of teacher management, motivation, and performance. It stated, *“Of all the different factors which influence the quality of education and its contribution to*

national development, the quality, competence, and character of teachers are undoubtedly the most significant.”

In the mid 1980’s one of the most significant policy document National Commission on Teachers stated that poor teacher performance like a wide spread disease has injured nation’s education services. It pointed out that teacher’s perception of responsibility is too limited with the focus on teaching of 3r’s as the primary task should be character, to prepare students for examinations, open the world of knowledge and most importantly man making. It suggested to keep a check on performance, it also demands for the recognition of meritorious and disciplining of non-performing with disciplinary proceedings. It called for restoring the mutuality and reciprocity of security and performance thus removing existing "over security" of service in government institutions. The recommendations call for teacher standards but unfortunately it did not clearly articulate enough for implementation in policy framework. The Question posed by it, “Where is teacher accountability and duty mindedness” is unanswered until today.

Highlighting the importance of Teachers the NPE (1986) devoted a section to Teachers, envisages, “The status of teachers reflects the socio-cultural ethos of society, it is said that no people can rise above the level of its teachers”. Focusing directly on teacher evaluation NPE, demanded it to be open, participative and data based with provision of the reasonable opportunities of promotion to higher grades. Unfortunately, it is still based on certain limited qualitative indicators, which seem to be far away from the roles performed by teachers and thus lacks comprehensive database to assess the teachers. There are no provisions of any type of strict action to be taken against the non-performing teachers. In fact, there are no specific performance indicators to distinguish teachers between performing and non-performing teachers.

In the early twenty first century, NCF (2005) further setting the lofty expectations, called teacher a facilitator who encourages learner to reflect, analyze, and interpret in knowledge construction along with participating in syllabi, textbooks etc. There is lack of autonomy and support to teachers to play an active role in the design of learning materials, and most importantly in adequate training to have knowledge and skills for organizing meaningful learning experiences.

Taking this aspect to next level, National Focus group on Teacher Education for Curriculum renewal (2006) in clear words highlighted “Teacher need to recognize herself as a professional endowed with the necessary knowledge, attitudes,

competence, commitment, capable of reflection, sensitive and perceptive to not only the learners and institution but also the emergent concerns in the larger social perspectives within which one functions.” As the roles and responsibilities of teachers provide the ground on basis, of which the teacher performance can be evaluated.

National Knowledge Commission (2006–09), paid attention towards evaluating teacher’s performance supplemented by adequate feedback, which will enable the teacher to know his/her strengths, deficiencies. In 2007, UNICEF supported innovative tool called ADEPTS- Advancement of Educational Performance through Teacher support, laid the performance standard on dimensions, cognitive, physical, and social organization.

RTE, 2009 has given further impetus on teacher responsibilities by placing them under a law. In the context of RTE, professional code of ethics is also reviewed focusing on teacher roles and responsibilities where the focus is on the obligation towards students, parents, community and colleagues so that with clear role and responsibilities teachers performance can be enhanced. JVC (2013) also highlighted the need “*To evolve standards and norms for evaluating teacher performance and audit of teachers*”. In response to the continuous reiterations, the steps undertaken in practicality by few states alike Haryana, Andhra Pradesh and even performance Indicators by NCERT are still in the blossoming stage Large mass of Commission reports as exhortations are indeed an expression of the important role played by the teachers as transmitters, inspirers, and promoters of man’s eternal quest for Knowledge however the teachers are still evaluated base on the limited dimensions of Effective teaching. It seems to be far behind on comparison with the effective teaching standards of other countries which are research based. Moreover, the status of teachers has been declining over years at the implementation level in contrast to the lofty expectations posed from teachers. The policy documents fail to give direction as there are few concrete suggestions on how to integrate in practice. The need of the hour is take concrete steps to show special recognition to the status and dignity of teachers with the provision of adequate support in the form of training, incentives to improve.

The secondary sources also reveal poor monitoring and evaluation of teacher quality and performance at the system, school and at the individual level. There is absence of teacher evaluation model to gauge the performance of teachers and make them accountable for performance. Therefore, adequate steps are yet to be laid down in order to address the nearby challenges where teacher performance evaluation along with the setting of performance standards needs to be framed.

5. Discussion and Conclusion

The thorough review of policies exposed that discussion on teacher evaluation to uplift the falling performance of teachers keep coming to the fore shortly now and then, but there is no sustained follow up to work out and enforce the policy implication. It is a matter of serious concern that continuous reiterations of the roles and responsibilities of teachers is taken in a lighter way with lack of support for inculcation of these qualities by teachers. There is clear-cut gap between policy pronouncements and implementation of the recommendations. No doubt, there has been diminutive progress in some areas yet much more has remained which requires attention. In the

implementation of the lofty ideals, there are certain glaring missing steps.

The mismatch between the role expectation, performance of teachers, and the domain of evaluation need further assessment. There is deficiency of teacher performance evaluation model to assess the performance of teachers and to make them accountable for their performance. Evaluation need to redesign in alignment with role expectations in the form of teacher standards for the effective teaching learning process. Most importantly, evaluation needs to be further supplemented through feedback, support, and recognition they deserve. Adequate policy approved steps are yet to be taken to address the present challenges and to achieve a distant dream of achieving higher level of learning outcomes.

As concluding remarks, there is requirement of comprehensive framework with the clear understanding of clear and concise statements on what teachers are expected to do and able to do taking into background Policy consideration and above all these profile need to be embedded in school and teacher education system. It will not only help teachers to understand their roles and responsibilities but will also help to Evaluate teachers based on their assigned role. In other words teacher evaluation system needs to be marked by clear cut standards and performance indicators to become basis of evaluation. The reasons behind the non achievement of policy also need to be worked out. The macro and micro details need to be discussed with the teachers, policy maker, school head, and most importantly student unions to arrive at consensus on effective teaching qualities.

6. References

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