Classroom Teaching-Learning Based Performance Appraisal Scale for Teacher Educators

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Introduction

All the level of education provides different experiences to the individual, who help them to build character and serve the nation with their expanded experiences as well as it is the key which allows people to move up in the world, seek better jobs and ultimately succeed in their lives. Education may be compared to kalpvriksha as it fulfils human desire. It sharpens the intelligence of a person, give them speech, make them work and earn their livelihood. Realizing the importance of education at different levels the Indian government has heavily subsidized the education as per demand and needs. For the purpose all levels of education, from primary to higher education, reviewed by Department of School Education and Literacy and the Department of Higher Education such that no one will be deprived from it nor develop feeling of being inferior or substandard. Moreover, to keep the pace with the competitive and globalized environment during last fifty years, higher education expanded in India remarkably.

According to University Grant Commission (UGC) report the number of universities increased form mere 20 at the independence to about 41 central, 285 state, 130 deemed and 115 private universities; in all 571 universities and the number of colleges increased form less than 500 to more than 22,000. Further, for reforming higher education the National Knowledge Commission (2008) recommends establishment of 1500 universities and now 800 by 2015 to attain a gross enrollment ratio of 15 percent. But in such cases the adequate faculties to impart them skills are mirage and a big question in front of us is whether the quality is ensured or not. It is saddening to note that 128 universities who got themselves accredited by the National Accreditation and Assessment Council (NAAC) only 32 per cent could get 'A' or above level of rating while another 52 per cent of them could manage with

'B' or above grade. The remaining 16 per cent fall in grade 'C' or above. NAAC assessment further indicates that 68% of colleges are rated as 'B' while another 23% colleges is rated as 'C' grade; and only the remaining 9% are 'A' grade. In all such quantitative expansion authorities forgot to upgrade the system with quality. At higher education quality management systems like International Standardization Organization (ISO) 9001 certification, six sigma, NAAC and National Board of Accreditation (NBA) accreditation came up but results are known to all, it's same like NAAC attained. So the need is to find and look upon the loop wholes or the alarming part of education systems. The need arouse to build system that can appraise minute things in educational institution most likely the grass root level worker. Here, core is the educators teaching in the institution for generating knowledge, so UGC started Performance Based Appraisal System (PBAS) for teachers at higher education level.

Need of Institution Specific Appraisal System

National Policy on Education (NPE) (1986):'professional improvement and career enhancement depending on performance evaluation of teachers should be addressed on a continuous basis. Only the best teacher through feedback mechanism can teach in better way; if teacher teaches in better way, learning process is automatically affected and that in turn improves evaluation process of the overall teaching' and had recommended for "Annual Performance Appraisal" of the teachers of educational institutions. Also University Grant Commission (UGC) (1988) issued a notification regarding 'Accountability in Higher Education' for all the Universities that Self Appraisal Performance of the teachers is to be made mandatory as a requirement of Career Advancement Scheme (CAS) for the award of new pay scales and be implemented within a year. Looking into all these sections it is very clear that as appraisal of teacher educator's performance is necessary at regular interval such that accountability of work will maintain. In this concern Academic Performance Indicator (API) and Performance Based Assessment System (PBAS) are also launched by UGC with its amendment in 2010, 2013, 2014 and recently in 2016. But only broad areas are mapped out in it in general and for all teachers of higher education. Here, the university need to develop their own performance appraisal form for their teachers following API based PBAS. So, it is a need of every institution to develop their performance appraisal scale. This scale must involve each and every aspects of teacher's performance so that teacher can rectify it and give advanced result. Moreover, in education system teacher education institutions are preparing future teachers and it is likely to have advanced appraisal system in teacher education institution for teacher educators to encompass all the aspect of the field.

Status of Teacher Education Institution

In the race of opening of other institution of higher education teacher education is not behind. The National Council for Teacher Education (NCTE) as a statutory body came into existence in pursuance of the National Council for Teacher Education Act, 1993 on the August 17, 1995. With a prime objective to achieve planned and coordinated development of Teacher Education system throughout the country, regulation and proper maintenance of norms and standards in teacher education system and the matters connected therewith. As per recent National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2014, total of 1116 Government TEIs and 14946 Private TEIs were recognised by NCTE till 2013 with an intake capacity of 78017 (Government TEIs) and 1217784 (Private TEIs) respectively and a total of 15 different types of degrees programs are in voyage, those courses are imparted in institutions such as 7292 D.El.Ed. (764 Government and 6528 Private), 6848 B.Ed. (226 Government and 6622 Private), 909 M.Ed. (72 government and 837 Private), 1013 other institutions like D.P.Ed. / B.P.Ed./ M.P.Ed. (54 Government and 959 Private) institutions.

The MHRD also sanctioned 648 Districts Institutes of Education and Training (DIETs) / District Resource centres (DRCs), 122 college of Teacher Education (CTEs), 39 Institution of Advance Study in education (IASEs) and 122 Basic Institution of Teacher Education (BITEs) for bringing quality in Primary and secondary Teachers. Out of these sanctioned institutions 614 DIETs/DRCs, 120 CTEs, 31 IASEs and 25 BITEs are functioning (MHRD, 2015).

From the aforesaid data it is clear that the numbers of TEIs are in big number. Also at the same time courses provided are also in quite large number. Absolutely there is quantitative growth in TEIs since independence and area of NCTE is becoming wider and expanded. So, UGC-PBAS (2009) and successive refinement in 2010, 2013, 2014 and 2016 were not sufficient as these all were common for all higher education institutions.

Need of PBAS at Teacher Education Level

Now, it is very clear that proliferation of teacher education institutions made remarkable impact on quality aspect. The need is to find the way out to bring quality in teacher education and make necessary suggestion to the NCTE for its affiliation and permitting institutions. In general terms quality teacher education refers to "A system which provides upgraded material and human resources based on innovations and requirements of the system such that teacher educators utilized it for providing better learning experiences to the future teachers to adjust

and endure in the competitive world and sustain in their profession, further keeping in mind the requirements of the present school education" so it is very much necessary to update present teacher education. To be in the profession it is also needed to well equip with professional requirements and be familiar with needs of the stake holders. For the purpose it is necessary to appraise performance of Teacher Educators to guide them and give idea about their performance. These few needs **(Wilson, 1998)** of the appraisal of Teacher Educators are as under.

- To encourage continual professional growth
- To give feedback on performance of Teacher Educators
- To identify educators training needs
- To identify in-service and staff development needs and plan programs
- To help pupils through supporting their teachers
- To develop a sound 'knowledge base' from appraisal reports To facilitate communication between educators and administrator
- To help Teacher Educators in understanding their roles and responsibilities
- To identify among teachers, those areas where good quality needs to be maintained or where improvement is desirable
- To identify both strengths and challenges among teachers
- To help Teacher Educator in giving career advancement and other rewards
- To provide the opportunity diagnosis and remedies and further development
- To provide remedies for deficient performance that fail to contribute to productive professional and educational environment
- Performance appraisal takes into account the past performance of the Teacher Educator and focuses on the improvement of the future performance

Performance appraisal help teachers at different levels, like Competent and good teacher can enhance their skills and expertise in the field, job satisfaction, motivation, in sharing ideas and expertise with others about their experience, support each other, new initiatives and staff development can be raised; moreover, restore self-esteem among and between them.

Performance Appraisal

Performance appraisal is the systematic, periodic and an impartial rating of an employee's excellence in the matters pertaining to his present job and his potential for a better job.   -Flippo

Performance appraisal can be defined as the continuous and systematic process of obtaining, recording, analyzing information about the relative worth of an employee to the institution and using results for improvement, change or praise the performance for the development of institution and developing whole-person. And it is generally review the performance of the teachers over a given period of time, to judge the gap between the actual and the desired performance, to help the management in exercising institutional control and to diagnose the training and development needs of the future.

Role of Teacher Educator in Teacher Education institutes

- Teach compulsory paper consisting foundation courses
- Teach special area consist of topics related to school education of student's interest
- Teach method paper consist content cum pedagogy s
- Take remedial classes
- Demonstrate and teach each practical work containing skills, practice teaching lessons, preparation of teaching aid, blue-print, assignments
- Observe the student teacher on practicing lessons at micro teaching, simulation, stray-lessons, block teaching etc.
- Give feedback to the student teacher on practicing lessons at micro teaching, simulation, stray-lessons, block teaching etc.
- Evaluate student on their practical as well as theoretical work and Prepare results
- Assess student's assignment and projects
- Manage daily classroom time table
- Prepare school timetable for practicing school
- Take part in admission and recruitment process
- Manage relation with other staff members
- Perform duty as invigilator or examiner
- Solve student's problem and guide them
- Handle classroom situations affectionately
- Make action research on problems
- Organizing field trips and educational tour
- Planning, executing and organizing co-curricular activities such as celebration of national days, days related to educationist and freedom fighters, other cultural events.

Performance Appraisal of Teacher Educator

As seen in teacher educators' role it was very clear that they have to perform many tasks and be abreast of innovations in education sector, technological changes in the global world and knowledge around. To be in the profession it is also needed to well equip with professional requirements and need of the stake holders. For the purpose it is necessary to appraise performance of teacher educators to guide them and give idea about their performance. These requirements of the appraisal of teacher educators are as under

- To identify educators training needs
- To identify in-service and staff development needs and plan programs
- To help pupils through supporting their teachers
- To develop a sound 'knowledge base' from appraisal reports To facilitate communication between educators and administrator
- To encourage continual professional growth
- To provide remedies for deficient performance that fail to contribute to productive professional and educational environment
- Performance appraisal takes into account the past performance of the teacher educator and focuses on the improvement of the future performance
- To give feedback on performance of teacher educators
- To help teacher educators in understanding their roles and responsibilities
- To identify among teachers, those areas where good quality needs to be maintained or where improvement is desirable
- To identify both strengths and challenges among teachers
- To help teacher educator in giving career advancement and other rewards
- To provide the opportunity diagnosis and remedies and further development
- Competent and good teacher can enhance job satisfaction, motivation, share ideas and expertise with others about their experience,
- To support, new initiatives and staff development and raise or restore self-esteem among and between them.

Research gaps

Author came across many studies related to classroom teaching, effectiveness of teaching through different methods, interpersonal relation in institution and classroom, classroom management, professional development and others related to Performance Appraisal. From

the reviewed literature, author had found following research gaps pertaining to various aspects. Viz.

- There is a lack of clarity about the factors affecting the performance of the teachers at the various levels
- A need was felt about the comprehensive tool to appraise the performance of the teacher educators.
- Scarcity of the researches related to the performance appraisal at the higher education level specially Teacher Education level. As many studies were found at the school and Intermediate level.
- Scarcity of research related to the performance appraisal at the higher education level in the Gujarat state.
- Recently UGC had come up with the Performance Based Appraisal System (PBAS) along with the Academic performance Indicators (API) effective from June 30, 2010 and progressive amendment in 2013, 2014 and 2016. Going through the PBAS system it was found that it appraises research and extension related activities well, but the recommended tool to appraise the performance in classroom based aspect was missing. Also, there is no scope of the student's & peer evaluation of the performance of teachers. So the researcher felt that there is a need to construct a comprehensive system to appraise the performance of the Teacher Educators systematically. Studies on performance appraisal in higher education for teachers after UGC's recent regulations in line with 6th pay commission were not found.
- There is a lack of latest studies in the area of performance appraisal.
- The researcher could not locate study related to performance appraisal of teacher educators by both self and students rating.
- There was no general consensus about "who could best appraise the performance of the teacher?" whether it is student or peer teachers or self?
- UGC implemented API based PBAS is effective in Research and Extension related aspect but it lack in Classroom Teaching-learning, evaluation and feedback based appraisal.

All these thoughts made the researcher to leading to formulate the current piece of research. In the light of the aforesaid, being part and parcel of teacher education, this study was undertaken with a view to find systematically the answers if any for the following research questions coming to every concerned mind related with the field of education.

Research Questions

1. What are the different components that describe teacher educators' performance for appraisal?
2. What type of structure needed for appraising performance of teacher educators?
3. What is the relevance of appraisal made by teacher educators themselves, peers, head and students about their performance?
4. Is there any relevance in appraisal made by self and student teachers?

The hunch for locating the answers for the aforesaid questions and efforts to provide a comprehensive tool for appraising the performance of the teacher educators founds the rationale for the present study entitled as follows.

Title of the Study

'Classroom Teaching-Learning Based Performance Appraisal Scale for Teacher Educators'

Explanation of the term

Teacher Educator:

Teachers who are working in the secondary teacher education institutions in one year duration and teaching compulsory course, method course, and special field further taking practical work related to the course as well as evaluate them will be considered as teacher educator.

Objectives of the Study

1. To identify the components to Appraise Teacher Educators' Performance
2. To develop Classroom Teaching-Learning Based Performance Appraisal Scale for Teacher Educators

Based on the requirements the components were found out to appraise teacher educators at different place and at different aspects.

Objective 1: To Identify the Components to Appraise Teacher Educators' Performance

To achieve first objective that is identifying components for the study author has taken support of role and responsibilities of Teacher educator, appraisal needs of teacher educators and need of stakeholders form Teacher educator.

Components to Appraise Teacher Educators' Performance

The system of performance appraisal is an organized work to appraise the performance of the teacher educator and is aimed to review the performance of the teachers over a given period of time, to judge the gap between the actual and the desired performance, to fulfill the first objective of the study: To identify the Components to Appraise Teacher Educators' Performance. For identifying component role and need of teacher educators with stakeholders need were taken into consideration. Aforesaid three things will make the base of system for appraising the teacher's performance. Based on that below mentioned components with its indicators were located for the present study.

- **Classroom teaching contains:** Classroom management, Content mastery, Observation and Feedback, Pedagogical skill, Communication skill, Inter-personal relation.
- **Practicum contains:** Planning and execution, Planning and execution, Resource management (practical)
- **Evaluation contains:** Paper setting, Invigilation duty, Formative (Classroom) evaluation, summative evaluation, Conducting exams, Objective assessment, Feedback and guidance

These were the components to appraise performance which further can be specified in their descriptors through statements. So that everyone could easily comprehend and appraise. The performance of teacher educators was appraised by head of the institution, peers, and students and by self so that got the idea of teachers' performance from every angle and from different perspective. Comprehensive and developmental picture be drawn out from it.

For the present study 'Teaching is a well defined teacher's behaviour with necessary skills for imparting instruction, sharing ideas and experiences with students to make desired changes in their behaviour intended for specific objectives of the course.

Classroom Teaching

1. Classroom management
   a. Creates safe environment which facilitates learning
   b. Proper planning of lesson to achieve the set of pre-decided objectives
   c. Arrange classroom design so as to ensure maximum participation of students in teaching-learning process
   d. Specially monitors and develop plans for those who are not meeting academic goals so that they can be mainstreamed in class

    e.   Organize remedial teaching to mainstream the academically weak students

    f.   Engage whole class in the process of learning

    g.   Appropriate feedback to make student comfortable in classroom

    h.   Motivate student to lead discussion and conversation

2.   **Content Mastery**

    a.   Teach subject with ease using appropriate language skills to cater the need of learner

    b.   Solve the problem of student with confidence

    c.   Use appropriate teaching techniques to teach particular concept

    d.   Give variety of examples to clarify the doubts.

    e.   Teach each and every content in righteous manner

3.   **Pedagogical skill**

    a.   Use different technology, Teaching Aids, technological Gadgets to serve needs of learner.

    b.   Use appropriate instruction skill to develop content.

    c.   Able to integrate course material with environment, values, general awareness, other issues and other courses.

    d.   Able to contextualize & linking curriculum to suit local needs.

    e.   Use variety of instruction materials which caters to all level of learners.

    f.   Uses available human and material resource to support instructional program.

4.   **Communication skill**

    a.   Teaching with ease and fluency using appropriate language skills.

    b.   Intonation, Stimulus variation, clear voice, Laudability,

    c.   Effective listening skills and Writing Skills (CB/BB skills…)

    d.   Use written and spoken language well with simplicity and clarity.

    e.   Conduct self as positive role model for student-teacher in the class and staff at outside the classroom.

5.   **Inter-personal relation**

    a.   Taking care of student's feelings/emotions.

    b.   Exhibits caring / appropriate actions when students feel physically or emotionally disturbed.

    c.   Accessible in and out of the classroom.

6.   **Planning and execution**

    a.   In advance annual and monthly plans are ready

   b.   Lesson are timely and effective everyday (lesson planning)

   c.   Resources are arranged in advance to avoid negligence

   d.   Execution of plans are timely and effective

Practicum: For the study Practicum carries Practical work along with Practice Teaching. Practical work is the significant component of Teacher education and practice teaching is to provide real experience to prospective teachers to exercise their skills and get command over.

1.   Classroom management

   a.   Creates safe environment which facilitates learning

   b.   Specially monitors and develop plans for those who are not meeting academic goals so that they can be mainstreamed in class.

   c.   Engage whole class in the process of learning.

   d.   Appropriate feedback and healthy evaluation practice to make student comfortable in classroom.

   e.   Motivate student to lead discussion and conversation.

2.   Observation and Feedback

   a.   Observe the students in class and at practice teaching carefully

   b.   Give necessary suggestions to improve their behaviour

   c.   Corrects lesson plans timely and make necessary suggestions.

   d.   Give guidance before going for any practice lesson and make aware about evaluation scheme.

   e.   Provide appropriate feedback with suggestions to the students on their lessons at the practice teaching

   f.   Provide adequate guidance and supervise student.

   g.   Use appropriate testing techniques to monitor learning and progress of student.

   h.   Assess the outcomes objectively and provide necessary feedback.

3.   Communication skill

   a.   Teaching with ease and fluency using appropriate language skills.

   b.   Intonation, Stimulus variation, clear voice, Laudability,

   c.   Effective listening skills and Writing Skills

   d.   Use written and spoken language well with simplicity and clarity.

   e.   Conduct self as positive role model for student-teacher in the class and staff at outside the classroom.

5.   Inter-personal relation

a. Taking care of student's feelings/emotions.

b. Exhibits appropriate actions when students feel physically or emotionally disturbed.

c. Accessible in and out of the classroom.

d. Assist students, other member of institution and staff of practicing schools with understanding, adhering to laws, rules and regulation of the institution

6. Planning and execution

a. In advance annual and monthly plans are ready

b. Arrangement of lesson for students are timely (practice teaching)

c. Resources are arranged in advance to avoid negligence

d. Execution of plans are timely and effective

e. Resources and other required material arranged in advance for practice teaching and also for any other practical work

Evaluation: it is a systematic determination of a subject's merit, worth and significance, using criteria governed by a set of standards. For the study an evaluation is an activity to appraise students' work against expected outcome, give necessary suggestions for improvement and motivate them to achieve the educational objectives.

1. Paper setting

2. Invigilation duty

3. Formative (Classroom) evaluation

a. Appropriate feedback and healthy evaluation practice to make student comfortable in classroom.

b. Assesses each and every aspects of learning

c. Evaluation system is such that all round development can be measured

d. Quality of student can be drawn out from it

4. Summative evaluation

a. Paper is according to the blueprint

b. The time span between two Summative evaluation is optimum

c. All the concept should be covered before summative evaluation

5. Assess students' practical work

a. Assess students' book review, assignments and projects objectively

b. Assess TLM prepared by students

c. Evaluate blueprint prepared by students

    d. Observe performance of students in skit, celebration of different days, quizzes and other competitions

6. Evaluation at practice teaching

    a. Evaluate microteaching minutely and give feedback

    b. Stimulate students for simulation and give proper direction

    c. Assesses lesson plans before actual teaching and provide adequate solution

    d. Give proper guidance and code of conduct before going school that have to follow by students in school

    e. Evaluate practice teaching lessons of students.

7. Conducting exams

    a. Planning of exam

    b. Managing the resources for exams (rooms, benches with roll no.s, supervisors, answer books, etc.)

    c. Making exam papers ready

8. Feedback and guidance

    a. Provide adequate guidance and supervise student.

    b. Use appropriate testing techniques to monitor learning and progress of student.

    c. Assess the answers/outcomes objectively and provide necessary feedback.

    d. Provide necessary feedback, gives results immediately.

    e. Corrects lesson plans timely and make necessary suggestions.

    f. Give guidance before going for any practice lesson and make aware about evaluation scheme.

Locating components from conceptualization of study and reviewed literature sent to the experts for their opinion. After consulting experts in the field the above components with indicators were converted into statements for rating by four appraisers. This helped to achieve second objective.

Objective 2: To develop Classroom Teaching-Learning Based Performance Appraisal Scale for Teacher Educators

The second objective of the study was, *"To develop Classroom Teaching-Learning Based Performance Appraisal Scale for Teacher Educators"* To achieve this objective, tools named 'Classroom Teaching-Learning Based Performance Appraisal Scale' CTLBAPS were constructed by the researcher. With consideration that appraisal from four dimensions those
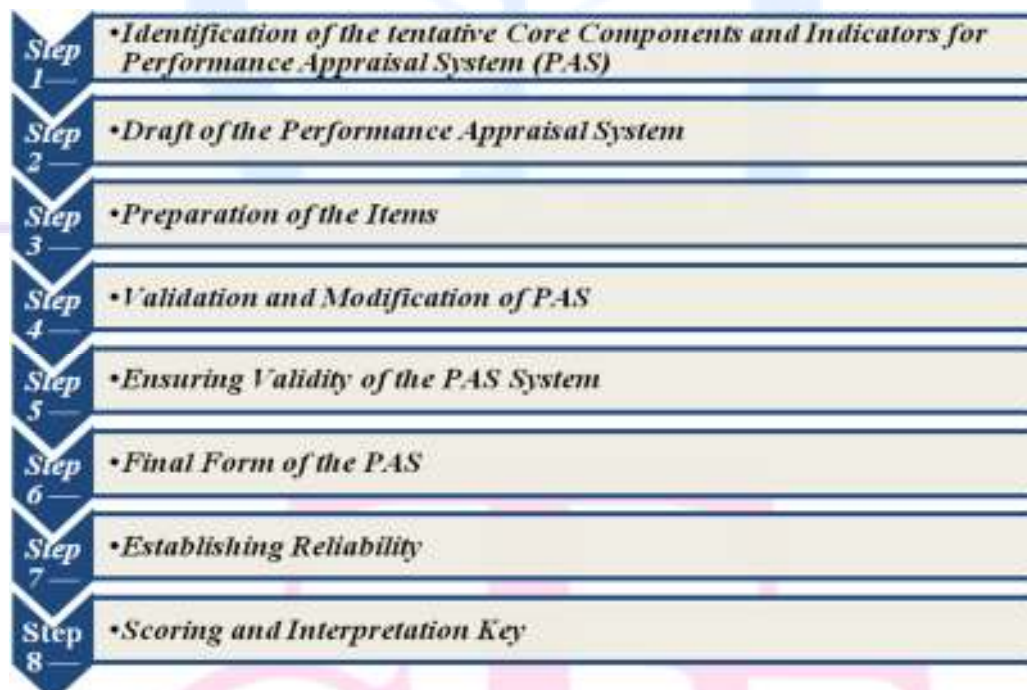
are by self, students, head, colleagues, then feedback to the teacher educator, Re-appraisal of teacher educator would be done.

The detailed process of development of the Performance Appraisal System (PAS) is elaborated in the following section.

Steps Involved in the Development of Performance Appraisal System

The chart 1 depicts the steps involved in the development of the Classroom Teaching-Learning Based Performance Appraisal Scale for Teacher Educators.

Chart 1: Steps involved into the Classroom Teaching-Learning Based Performance Appraisal Scale

Step 1	• *Identification of the tentative Core Components and Indicators for Performance Appraisal System (PAS)*
Step 2	• *Draft of the Performance Appraisal System*
Step 3	• *Preparation of the Items*
Step 4	• *Validation and Modification of PAS*
Step 5	• *Ensuring Validity of the PAS System*
Step 6	• *Final Form of the PAS*
Step 7	• *Establishing Reliability*
Step 8	• *Scoring and Interpretation Key*

The elaborations of the steps are as follows:

Step 1— Identification of the tentative Core Components for Performance Appraisal System (PAS): As mentioned in objective 1 that from the role of teacher educators in the present context, Researchers' Personal Experience as Teacher Educator, Theoretical Framework of the present research, Analysis of Reviewed Literature related to the Performance Appraisal & Teachers' Effectiveness and Discussions with the experts in the field of teacher education, the Core Components and Indicators for teacher educators were identified and finalized. It was decided on the first step of tool construction that Classroom Teaching-Learning Based Performance Appraisal covers Teaching-Learning & Evaluation related to the Classroom and for that five major components was included into this category namely

     i. *Classroom Management,*

   ii. *Feedback*

   iii. *Communication Skills*

   iv. *Interpersonal Skills and*

   v. *Pedagogic Skills*.

The details under these are further elaborated in the subsequent sections.

Step 2— Draft of the Performance Appraisal System: After identification of the Core Components and Indicators, statements describing each indicator, a rough sketch of performance appraisal system for teacher educators were created that needed to be appraised by different stake holders' viz. Student-teacher, Self, Head and Peer.

❑ The identified components for **Tool A—'Classroom Teaching-Learning Based Performance Appraisal Scale'** were initially made for different stake holders independently, which was as follows:

1. Appraisal of performance of teacher educators by student-teachers had components viz. Teaching skills

   ▪ Planning, execution, evaluating and providing feedback during simulation / microteaching / internship / different phases of practice teaching along with curricular and co-curricular activities.

   ▪ Evaluating student in compulsory course, providing feedback and arranging remedial classes.

   ▪ Students and educators relation

2. Appraisal of performance of teacher educators by self was containing data viz.

   ▪ Teaching skills

   ▪ Contribution to professional related activities

   ▪ Research related activities

   ▪ Research project, research guidance

   ▪ Refresher course/conference/seminar/workshop participation

   ▪ Participation in institutional committees and other works, awards/ recognitions

   ▪ Extension and co-curricular work

3. Appraisal of performance of teacher educator by peers was containing data viz.

   ▪ Professional relation

   ▪ Appearance (according to profession)

   ▪ General behavior and

   ▪ Attitude towards colleague

4. Appraisal of performance of teacher educator by head was containing data viz.

- Contribution to professional related activities
- Participation in institutional committees and other works, awards/ recognitions
- Extension and co-curricular work
- Research project, research guidance
- Refresher course/conference/seminar/workshop participation
- Evaluation of students and arranging remedial classes

Step 3— Preparation of the Items: As per Expert's suggestions, items were prepared against each indicator. Almost all items of teacher Educator's self appraisal were parallel to Student-teacher's appraisal, Head's appraisal and Peer's appraisal, therefore a single scale was prepared for all stakeholder (assessors), which further named as *'Classroom Teaching-Learning Based Performance Appraisal Scale'.*

For a comprehensive PAS, Items under these three tools were designed and a draft was made by the researcher

Step 4—Validation and Modification of PAS: the tool was sent to experts for Validation and Modification. As per requirement and ability of the items to get desired responses, items were modified/changed after experts' suggestions and were again sent for verification for different components.

- Major components and indicators which experts insisted to involve in **Tool: 'Classroom Teaching-Learning Based Performance Appraisal Scale'** were mentioned in the Table 1.

Table 1: Components and Indicators Approved by Experts' to be included in the Tool

Sr. No.	Component	Indicators
1.	**Classroom Management**	- Motivate students for learning - Involvement of learners in Teaching-Learning - Innovative classroom teaching - Motivate learner to initiate discussion - Teacher educator well prepared to manage time
2.	**Evaluation and Feedback**	- Educator gives proper feedback while teaching - Observes practicing lessons n gives feedback - Give feedback on lesson plan in advance - Take test regularly according to content taught - Gives appropriate feedback on teaching skills

		▪ Assess learners' work objectively
3.	**Communication skill**	▪ Create affective environment ▪ Educator loud and clear in their communication ▪ Appropriate use of language according to subject ▪ Effective in approaching student-teachers ▪ Organize remedial classes to improve skills
4.	**Pedagogical skills**	▪ Teacher-Educator has mastery over subject ▪ Teach subject with ease, giving variety of examples ▪ Teaches with confidence ▪ Innovative in teaching, integrate values in subject
5.	**Interpersonal Relation**	▪ Take care of students emotion while teaching ▪ Accessible in and out of classroom for students ▪ Facilitates cooperation among all ▪ Use written and spoken language well ▪ Exhibits appropriate action for emotionally and or physically disturbed students

▪ Major components and indicators for which experts suggested not to include, in the *Tool 'Classroom Teaching-Learning Based Performance Appraisal Scale'* were

- ▪ Content mastery as a component
- ▪ Emotional attributes
- ▪ Staff and professional obligation
- ▪ Evaluation as the component and not with feedback

Step 5 — Ensuring Validity of the tool: After considering suggestions of experts, pre-final version of CTLBPAS was prepared. *To ensure* 'Face cum Content Validity', the developed CTLBPAS was again send to subject experts and then to Language experts for grammatical and language related errors. For ease of implementation of tool it was also translated into the regional language. The translated tool also finalized by sending subject and language experts.

Step 6 — Final Form of the tool: Final version of the CTLBPAS was developed after attaining *Content validity and Face validity* by above mentioned steps. *The Tool 'Classroom Teaching-Learning Based Performance Appraisal Scale' comprised of* forty statements pertaining to classroom teaching. Out of forty items, 9 items were related to 'Classroom Management' component, 9 items were from 'Feedback' component, 6 items for

Communication skill' related component, 11 items were for 'Pedagogical Skill' component and 5 items were for 'Inter personal relation' component were finalized. The *Classroom Teaching-Learning based Performance Appraisal Score* was calculated from this tool.

Step 7 — Establishing Reliability: To establish reliability of the tool a pilot study was undertaken in the teacher education institution named, S.D. Patel B.Ed. College, Sayjipura, Ajwa road, Vadodara in academic year 2012-13, December. The implementation of the tool on pilot sample was found satisfactory in terms of the intended purpose fulfillment.

Step 8— Scoring and Interpretation Key: The detailed Scoring key for obtaining the Classroom Teaching-Learning based Performance Appraisal Score (CTLBPAS) from Tool was prepared by the researcher and further validated by the experts. The scoring keys were developed for consistent interpretation of the scores.

Tool: Classroom Teaching-Learning based Performance Appraisal Scale

For the Tool: Classroom Teaching-Learning based Performance Appraisal Scale scoring key was developed to avoid discrepancy in the score obtained by different appraisers. The tool was validated by the experts and scale was finalized. There were forty (40) Statements in the scale. Appraisers need to respond against each of the Statement and not a single statement left unattended. Here, appraisers need to think about the teacher educators' Class room teaching-Learning performance in mind and rate each teacher educator on eleven point scale, viz. 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

SCORING KEY

In this tool there were forty (40) Statements. The respondents were asked to read each of the Statement carefully and to give their responses against each of the Statement. Leaving of any cell blank, or any Statement unanswered, results in omitting the whole scale. The respondent has to rate each teacher educator on eleven point scale for mentioned Statements under five Components. They can rate teacher-educators' performance any of scale points viz. 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Where 10 imply the highest marks and 0 is the lowest. Also, 0 do not mean the dimension is missing or having none value. Here, rating score is considered as value for the Statement given by respondent and then all forty values are added for the final score for Tool A. The maximum final score would be 40*10=400 and minimum score would be 0.

Further, 40 items were categorized in five different components shown below in Table 2 with its maximum scoring capacity.

Table 2: five different components with its maximum scoring capacity

Sr. No.	Components	Number of Items	Maximum score
1	Classroom Management	9	90
2	Feedback	9	90
3	Communication Skills	6	60
4	Pedagogical Skills	11	110
5	Interpersonal Relation	5	50
	Total Items	**40**	**400**

Classroom Teaching-Learning Based Performance Appraisal Scale, were developed by researcher covers all aspects of teacher educator related to their classroom activities under five components. Here, performance of Teacher Educators were appraised by Self, Peers, Student-teachers and Principal of the institution on same tool, that itself gives reliability of the data in tool.

▪ Teacher educators were appraised on eleven point scale by Self, Peers, Principal and Student-teacher and then mean score for each statement on tool was been calculated based on rating given by four appraiser. The mean scores of each components been calculated separately for comparison and overall performance have measured. That results in improvement of performance of teacher educators.

▪ The forty items were collective set of five major components of classroom. So mean scores of each component for all Educators been calculated. Hence found that performance of Teacher Educators improved significantly in various segments of classroom teaching such as classroom management, feedback, communication skill, interpersonal relation, pedagogical skills.

▪ There wasn't any scheme found in reviewed literature where feedback given to the educators on their performance. In proposed 'Performance Appraisal System' feedback was given to the educators. It showed positive impact on their performance improvement as well performance satisfaction.

Conclusion

Performance Appraisal System helps teacher educator in reinforcing own strength and overcome weaknesses, it creates transparent system of feedback mechanism and help institution to boost teacher educators for positive behavior and delineate negative ones. The performance appraisal of teacher educators provide base to develop and foster teaching competency.

Likewise there is a need of Specific Performance Based Appraisal System in each institution with their requirement and specification such that remarkable development takes place in every sector of education in particular and nation at general.

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