

PERFORMANCE EVALUATION OF FACULTIES IN HIGHER EDUCATIONAL INSTITUTIONS IN WEST BENGAL

Sayantani Ghosh and Niladri Das***

Abstract: *This study is conducted to assess the performance of teachers in private higher educational institutions in West Bengal. The objective of the study is to analyze the classroom behavior of faculties in private higher educational institutions in West Bengal. Through this research paper factors are identified that affects teaching effectiveness of faculties in these institutions.*

Keywords: *Performance evaluation, classroom behavior, higher educational institutions, positive characteristics.*

Objectives of the Study: *1. To analyze the classroom behavior of faculties in private higher educational institutions in West Bengal. 2. To identify the factors that affects teaching effectiveness of faculties in these institutions.*

INTRODUCTION

To enable public sector higher educational institutions management have been given greater autonomy in the delivery of education and the deployment of resources. The ultimate aim of higher institution based management is to empower these institutions to develop their own characteristics and deliver quality education to meet the needs of their pupils, improving their achievement and learning outcomes. To practice higher institutions-based management, colleges have to set goals, draw up their personnel, resource and instructional policies and conduct self-evaluation. Performance assessment continues to occupy a major place due to the importance on the quality of outcomes. With a result -oriented system and emphasis on placements, performance of faculties are a major cause of concern among the management and other stakeholders of these institutes. With the help of this paper factors are identified those are important for every faculty when the person is in classroom.

* Assistant Professor, Academy of Professional Courses, Dr. B. C. Roy Engineering College, Durgapur, E-mail: sghosh030@gmail.com

** Assistant Professor, Department of Management Studies, Indian School of Mines, Dhanbad-826004, E-mail: niladri_pnu2003@yahoo.co.in

LITERATURE REVIEW

According to "Education and Manpower Bureau " February 2003 in "Teacher Performance management" it is focused about the objective and structure (appraisal cycle, selection and training of appraiser, Areas and Criteria of Appraisal, Appraisal Methods, Appraisal Report, Complaints Procedures, Follow-up Phase) of performance management, Procedures for Establishment of Appraisal System, Models of Teacher Appraisal.

With the help of "performance appraisal of Experienced Teacher" in Ontario has focused on Performance Appraisal of Experienced Teachers, Experienced Teachers Purpose of the Technical Requirements Manual (Amended 2009), Organization of the Technical Requirements Manual, and Development of the Performance Appraisal Process for Experienced Teachers Performance Appraisal Framework for Experienced Teachers.

Douglas N. Harris, Tim R. Sass in their "Skills, Productivity and the Evaluation of Teacher Performance" in Andrew Young School of Policy Studies Research Paper Series (March 2012) says that the measurement and prediction of worker productivity using a sample of teachers and school principals. We find that principals' evaluations are positively associated with teachers' estimated contributions to students' test scores (value-added), and are better predictors of teacher value-added than are teacher credentials.

Karthik Muralidharan, Venkatesh Sundararaman in "TEACHER PERFORMANCE PAY: EXPERIMENTAL EVIDENCE FROM INDIA" says that Performance pay for teachers is frequently suggested as a way of improving education outcomes in schools, but the theoretical predictions regarding its effectiveness are ambiguous and the empirical evidence to date is limited and mixed. This paper focused on Performance pay for teachers is an idea with strong proponents, as well as opponents, and the empirical evidence to date on its effectiveness has been mixed. In this paper, we present evidence from a randomized evaluation of a teacher incentive program in a representative sample of government-run rural primary schools in the Indian state of Andhra Pradesh, and show that teacher performance pay led to significant improvements in student test scores, with no evidence of any adverse consequences of the program. Additional schooling inputs were also effective in raising test scores, but the teacher incentive programs were three times as cost effective in raising test scores.

Michael B. Paulsen in his "Evaluating Teaching Performance" focused on The Nature and Sources of Data for the Evaluation of Teaching, Self-Evaluation or Report, Purposes and Uses of Evaluation Data, This chapter examined concepts, principles, and practices of effective contemporary approaches for evaluating faculty teaching performance. The chapter included elements of comprehensive systems for the evaluation of teaching performance, including faculty roles and

responsibilities, criteria and methods for evaluating faculty performance. Next, the sources, types, reliability and validity of data used for evaluation, including student ratings, peer review, self-report and portfolios, were examined in some depth. The roles of rewards, disciplinary perspectives, and institutional teaching cultures in the development of effective teaching evaluation systems were considered from a variety of perspectives.

RESEARCH METHODOLOGY

In This research paper information that has been collected at first hand as primary data. It involves measurement of some sort, whether by taking readings off instruments, conducting interviews (using questionnaire) so, and the questionnaire was made mainly for the students in higher educational institutions. Initially the questionnaire consisted of 18 questions. Also open question in the form of suggestion is also asked. Some Information has been collected by secondary data those include books, articles, journals, research papers, manuals etc. Observation and survey are used as Research Approaches. Questionnaire is used in survey as research instruments. In this survey the sample size 50 and the sample unit is students in higher educational institutions. In this research paper purposive sampling has been used. Then chi-square test is applied in every question. So, here I have used-

$$\chi^2 = \sum (O_i - E_i)^2 / E_i \quad [O_i = \text{observed frequency}, E_i = \text{expected frequency}]$$

Here, Degree of Freedom = $(r-1)(c-1) = 3$

The value of third degree of freedom = 2.37

FINDINGS

1. Most of the respondents are agreed that every faculty maintains prepared teaching plan & main lesson plan throughout the session.
2. Maximum respondents are agreed that every faculty has the ability to be careful and to consistently avoid mistakes in the classroom
3. Maximum respondents said that each faculty has ability to understand instructions and meet changing conditions.
4. Maximum respondents are somewhat agreed that behavior of faculties are polite, considerate and co-operative with others.
5. Most of the respondents are somewhat agreed that every faculty is aware and understand another's feeling.
6. Most of the respondents said that the faculty has ability to adjust and to meet new needs or changing situations.
7. Maximum respondents said that each faculty displays a warm and outgoing attitude towards others.

8. Most of the respondents agreed that faculties have ability to show fairness and straight forwardness in conduct.
9. Some respondents are somewhat agreed that faculties are self-starter rather than waiting to be told by higher authority what to do.
10. Most of the respondents are strongly agreed that every faculty maintains their responsibilities.
11. Some respondents are somewhat agreed that the faculties have the ability to understand pressure and remain calm during crises.
12. Most of the respondents agreed that the faculties have the ability to do and say the right thing at the right time.
13. Maximum respondents are strongly agreed that every faculty discusses the question papers before examination.
14. Maximum respondents are agreed that the faculties provide additional materials for exam-preparation.
15. Most of the respondents are agreed that they maintain a formal relation with the students.
16. Most of the respondents strongly agreed that every faculty discusses the doubts and clarification.
17. Maximum respondents are agreed that the faculties give punishment when students are indiscipline.

SUGGESTIONS

1. To avoid any problems at the end of the semester, the head of the departments may sit with the respective teachers during mid-semester and check whether classes are being handled as planned or not.
2. In higher educational institutions several teaching methodology may be worked due to variety of subjects
3. The management of higher educational institutions should give enough professional autonomy to teachers.

CONCLUSION

The findings of the study reveal details about classroom behavior and teaching effectiveness. The research discloses some analysis about the classroom behavior of faculties in private higher educational institutions in West Bengal. This research paper identifies the variables that affect teaching effectiveness of faculties in these institutions. This paper identifies that alertness, Courtesy, Empathy, Flexibility, Friendliness, Honesty, Initiative, Kindness, Loyalty, Patience, Responsibility, Stability, Tactfulness, Tolerance all these are the positive characteristics of faculties in the classroom. If every factor is present within the faculty's behavior, at that

time students are satisfied with the performance of faculties in higher educational institutions.

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