



New Performance Appraisal Policy (NPAP) - 2020

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Abstract

Every effective educator recognizes the need of a thorough performance review process. The New Performance Appraisal Policy (NPAP) for teachers offers an organized framework for creating and maintaining a community of professionals dedicated to serving the educational requirements of all children. Teachers are more effective and motivated in their jobs because they are aware of their strengths and areas for development. This process can be made easier and more beneficial for all parties with the correct performance appraisal instrument.

Keywords: NPAP, MLL, Performance Appraisal Tool.

“What teachers know and can do makes the most difference in what children learn.”

~Linda Darling-Hammond

All students have faith in their ability to enjoy learning, succeed, and take control of their destiny. Three fundamental assumptions regarding teaching and learning form the foundation of the New Performance Appraisal Policy-2020:

1. Teachers have a significant impact on students' academic performance.
2. Developing and retaining content knowledge, pedagogical knowledge and abilities, and the information and skills required to integrate technology into teaching and learning all depend on professional growth.
3. Professional relationships enhance commitment to continuous school improvement and professional growth.

New Performance Appraisal Policy-2020 has been introduced for improving the quality education and it was approved by Board of Governors of TSWREI Society.

It is proposed to introduce the same i.e. new performance appraisal policy-2020 (NPAP-2020) in TTWREIS on par with TSWREIS for improving minimum levels of learning (MLL) emerges to improve the quality of education to the students from class-V to Intermediate and to assess the performances of the Junior Lecturers and teachers for fixing scale of punishment / rewards.

Further, it is submitted the guidelines for assessment for the performance of the Junior Lecturer and Teacher and the scale of punishment and rewards are submitted below on par with TSWREIS in following Annexure for your kind perusal & approval of chairperson TTWREIS.

GUIDELINES PROPOSAL FOR NEW PERFORMANCE APPRAISAL POLICY

Need to Assess a Teacher based on Minimum levels of Learning (MLL) and Basic Skills

- The quality of teaching can be judged in terms of learning and performance capabilities of students.
- The need of improving Minimum levels of Learning (MLL) emerges to improve the quality of Education.
- The MLL is one of the crucial conditions for giving the organization a sense of purpose and opening the door to increased accountability.
- A teacher's performance Assessment must be done based on the achievement of MLL and basic skills of the students. The following criteria can be taken into consideration to assess the teachers handling classes 5th to 9th.

I. Tools for Teacher Assessment (TGT/ PGT): For classes 5th to 9th

S. No	Description	Marks
1.	Summative Assessment – 1 (10M – pass percentage, 15M mean score)	25
2.	Summative Assessment – 2 (10M – pass percentage, 15M mean score)	25
3.	Reading skills of the students	20
4.	Writing skills of the students	20
5.	Panel Inspection Assessment	10
	Total	100

II. Scale for pass percentage for Class V to IX: (10 marks)

S. No.	Pass Percentage	Marks for Classes V to IX
1.	91-100	10
2.	81-90	9
3.	71-80	8
4.	61-70	7
5.	51-60	6
6.	41-50	5
7.	Less than 41	No marks

III. Proportionate Scale for Mean Score (15 Marks)

S. No.	Classes	Mean Score	Marks
1.	V to IX for SA-1 & SA-2 for (80 marks)	68-80	15
		63-67	14
		59-62	13
		54-58	12
		49-53	11

	45-48	10
	40-44	9
	35-39	8
	31-34	7
	0-30	No Marks

IV. Procedure to award Marks for Reading and Writing Skills of the students

- a. A set of 2 subject experts per subject must be sent from one school to another school to test the reading and writing skills of the students i.e.
 - 2 TGTs for classes 5,6,7
 - 2 PGTs for classes 8,9
- b. The subject experts must be informed about this only one day before and not prior to that.
- c. The subject experts must be sent twice in a year. One before SA1 and another one are before SA2. An average of these 2 tests will be considered.
- d. The same subject experts should not be sent for the second time and must not be exchanged between 2 schools.
- e. Planning the above procedure is the responsibility of the Regional Coordinator.

V. Assessment of Reading skills of students (20 Marks)

- **Reading test** must be conducted for all the subjects. In a class of 40 students, for each student the marks may be allotted as below:
 - If the student reads fluently, 1 mark will be awarded. If not, 0 will be given.
 - In this way depending on the class strength the marks are calculated for 20M.

VI. Assessment of Writing skills of students (20 Marks)

- To test the **writing skills** of the students, a dictation of keywords from the completed lessons as per the syllabus division must be conducted.
- Writing test must be conducted for all subjects. In a class of 40 students for each student, the marks shall be allotted as below:
 - If a student writes 10 to 20 words correctly, one (1) mark will be allotted. If not “0” will be given.
 - In this way depending on the Class 10 the marks are calculated for 20 marks.

VII. Panel Assessment

- The marks given by the Panel team must be concise to **10 Marks**.

VIII. Rewards / Scale of punishments under New Performance Appraisal Policy (NPAP)

A. Teachers (TGT&PGT) (100 Marks):

Marks	Rewards/ Punishment to be award
81 – 100 Marks	Commendation Letter, Preference in transfers
71 – 80 Marks	Trainings type “A”(3 days)
61 – 70 Marks	Censure and trainings type “B”(4 days)
51 – 60 Marks	One Annual Grade Increment without cumulative effect = Trainings type “C” (5 days)

Less than 50 Marks	Two annual Grade Increments without cumulative effect + Trainings type “D” (6 days)
Note: The marks obtained by the teacher (TGT&PGT) for the entire classes handle must be added and an average of this will be considered.	

- Part-time teachers who are working in Gurukulam also comes under this NPAP.
- Punishments imposed under New Performance Appraisal Policy (NPAP) shall not affect promotions.

Conclusion:

High-quality instruction increases student outcomes and closes achievement gaps. Teaching is a complex process with many dynamic activities. The Assessment teachers' performance is similarly can't done one time or on one day. It should be a continuous and perennial process. One can't come to a conclusion on a teacher merely observing certain records of a particular period. The Appraisal should offer constructive suggestions for the improvement of the teachers' performance for the betterment of the students and professional career of the teachers.

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