

Idea of Teachers' evaluation by their students for Quality Assurance**Archana Gautam¹ and Prof. Sarnath Singh²**DOI: <https://doi.org/10.5281/zenodo.18342244>**Review: 01/01/2026****Acceptance: 02/01/2026****Publication: 23/01/2026****Abstract:**

Teachers are the builders of our future lives since ancient times; the teacher has held the highest place in society. This was because a teacher devoted his entire life to educating and training his students in every possible way. However, in the present time, the status of teachers is no longer the same as before. One major reason for this is that somewhere there has been a decline in the commitment and responsibility in teachers' work, or teachers are not fully fulfilling their responsibilities. Therefore, feedback on teaching and evaluation of teachers' performance is now being carried out by teachers themselves, their colleagues, administrators, and students. The development of specialized knowledge and skills through higher education plays a significant role in national development. Students are directly and indirectly influenced by their teachers, the effectiveness of teaching has a direct impact on students. Through this process, it is expected that teaching practices will have a positive impact on the teaching-learning process.

Keywords- Evaluation, Teaching, Quality assurance**Introduction:**

In today's time, it is impossible to imagine a good life for students without acquiring good education. A good lifestyle can only be adopted when an individual receives quality education. This is possible only when a teacher, along with training students academically, also provides them with practical knowledge. It is clear that teachers occupy a prestigious position in society and are considered the builders of the nation. In other words, teachers are like the backbone of the social body and essential part without a teacher society cannot function. According to the Kothari Commission, "The future of India is being shaped in the classrooms." This clearly indicates that the future of India ie; the students, will be bright only when they are provided with quality education. This task can be successful only when teachers perform their teaching responsibilities with full dedication. In the current scenario, questions are being raised about teachers' teaching styles, as there are shortcomings in fulfilling teaching responsibilities. Therefore, to make teaching effective, the need for evaluation of teachers' teaching work is strongly felt. This process is already being implemented in various colleges and universities, where teachers are being evaluated.

Meaning of Teacher Evaluation:

Teacher evaluation does not mean evaluating teachers personally but it is evaluating their teaching work so that teachers can receive feedback on their performance and improve the effectiveness of teaching. Since students are the most affected by a teacher, and are continuously associated with the teacher, it is appropriate that teachers should be evaluated by students. This paper also discusses certain reasons for shortcomings in teaching work. Teaching effectiveness is directly related to students' development. To achieve educational objectives, teachers

¹**Research Scholar**, Department of Education, University of Lucknow, Lucknow, Lucknow, Uttar Pradesh, (India)

²**Professor**, Department of Education, University of Lucknow, Lucknow, Uttar Pradesh, (India)

should use their knowledge, skills, attitudes, and motivation effectively. Evaluation of teaching can be done through observation of teaching methods used in the classroom, the way content is delivered, and whether students are satisfied or not. This helps determine how effective teaching actually is. Students are completely connected with the teaching process teachers should be evaluated by students. Whenever students must conduct this evaluation with fairness and responsibilities keeping in mind the respected position of teachers.

Reasons of reduction in quality assurance

Some reasons for shortcomings in teachers' teaching work and students' achievement are as follows:

1. Teacher absenteeism in classrooms – Teachers acts as role models for students. A teacher has a disciplined and respected personality and is considered a source of knowledge. However, nowadays teachers are increasingly staying away from classrooms and many do not take regular classes. This situation presents a negative role model for students. According to a UNESCO study, about 25% of teachers in India remain absent from classrooms, which is among the highest in the world. This situation has increased the decline in teaching effectiveness, student achievement, school reputation, and student attendance.

2. Issues in quality of teaching and learning – Teaching and learning quality is suffers in primary secondary and as well as higher education also. Teachers have burden with other activities (nonacademic activities) like census, election duties, health drives, and government scheme implementation work etc. this type of work on teacher's shoulders then quality of teaching and learning obviously suffers.

3. Shortage of teachers- primary secondary and higher education immense with shortage of faculties. Classrooms are overcrowded in schools colleges and universities. It is indicating that how students' futures are suffered with quality teaching.

4. Deficiencies of skill- lack of skill in teachers is also a reason ineffective teaching.

5. Obsolete of opportunities- critical thinking, analytical reasoning, problem-solving, and collaborative work is absent in students due to non-skill teachers.

6. Separation among research and teaching- Separation among research and teaching in education system is the result of reduced student exposure.

7. Corruption in education - Corruption in education is continuously increasing. Excessive political interference in education, such as political influence on teachers and students, negatively impacts the teaching-learning process. All these factors have contributed to the decline in teaching effectiveness. Lack of effective and quality administration and shared responsibility among state, central authorities, teachers, and students

8. Deficiencies in the evaluation process- Ineffective approaches, lack of readiness, poor planning, and lack of formative feedback is responsible for deficiencies in education system.

Teachers

The caliber of instruction is contingent upon the proficiency, diligence, and commitment of the instructor. Failure to remain abreast of the swift advancements in science and education would result in an educator becoming ineffectual and unproductive. A teacher is regarded as the most critical factor in the grassroots implementation of all instructional reforms. Academic credentials, subject matter expertise, teaching competence and proficiency, and instructor dedication all undeniably exert a significant influence on the teaching and learning process. Teachers' competency according to Druva and Anderson (1983), have the most significant impact on student learning. When assuming this duty, specific attributes contribute to enhanced student learning. "Dimensions of teacher effectiveness" is another name for these qualities. Teacher effectiveness encompasses various facts that

are anticipated of an educator, including personality, attitudes, instructional process, and output variables such as student achievement and teaching outcomes. However, all these aspects could be narrowed down to the following five important dimensions:

Teacher competency: Dealing with whom, how a person and what behavior is to be performed or not to be in a teacher all are in teacher traits workers. Fundamentally, this dimension is about the way a teacher handles the challenges in the job and establishes positive relationships with the wide array of people they work with each day, namely students, parents, and colleagues.

Knowledge:- How well they know the material they are teaching in terms of how well they can learn it remember it understand it and use it. Teaching it includes making material, summarizing writing and focusing students' attention on key aspects of the teaching and learning process.

Planning and Preparation:- How well the instructor enacts (i.e. uses classes of resources to construct, plan, and organize) lessons to fulfill the goals of the course.

Classroom Management- Which encompasses how well a teacher is able to relay information (in a democratic educational setting) to the students, how effectively he/she engages them and how efficiently he/she maintains discipline in the classroom.

Evaluation: This includes appraisal of academic and non-academic aspects of education. It is a process of making judgments that are to be used as a basis for planning of teaching-learning process.

Nowadays evaluation of students is necessary same as evaluation of teachers. It is very important for growth of quality of education.

Suggestions:

Effective education hinges on a strong foundation qualified teachers and engaged students. Traditionally, course content, peer reviews, and faculty self-evaluations have measured teaching quality. However, Student Evaluation of Teaching (SETs) has emerged as a valuable tool for assessing teacher efficacy. Evaluation is an essential component of any educational program. It allows educators to gauge its effectiveness and make necessary adjustments. Students are active participants in the teaching and learning process, and their involvement in the assessment phase is crucial. Evaluation is a continuous process that happens throughout the learning journey. It shapes students' values and judgments related to their academic achievements and positions. Just as teaching and learning are intertwined, evaluation is too. It's an intrinsic part of the educational process, regardless of the specific educational setting. Evaluation tools and strategies play a significant role in the classroom. They help assess individual and collaborative work in group projects, providing valuable feedback for both students and teachers. At numerous colleges, student evaluations are employed as the primary and sometimes sole means of assessing the instructional caliber of professors, courses, and academic departments. The increased significance of contracts and tenure on academic careers means that a great deal of focus has been placed on the reliability and validity of student ratings in years past. There have been many concerns about the validity and reliability of student evaluations of university teaching (SETs) SETs have been found to be valid, Fair, and reliable (Marsh & Roche, 1997; Marsh, 1987). That being claimed, majority of the past exploration is quantitative assessment strategies and gives very little space to simply stratagem and instrument for scholar appraisal. We know very little about students' perspectives and practices when they become graders. Likewise, many works are devoted to the study of the students' assessment rating linked to their own traits, only a few analyze the impact of the students' roles as well as the importance of student in the assessment process on their assessment rating. After almost twenty years of

research on student ratings of instruction identifies a need for further research on the students themselves as raters. Teaching effectiveness can be improved by addressing the above factors. Therefore, teacher evaluation is essential, and this evaluation should be conducted by students to achieve accurate results. Only those students should participate in the evaluation that has at least 75% attendance in the class.

REFERENCES

1. <http://www.google.co.in/search?site=webhp&q=role+of+teacher+in+higher+education+pdf&revid=1117577566&sa=Xsved=OCDsQ1QloAGoVChMlxP-ibDkxwlVRRiOCh1LRASn>
2. ISSACS, Jeffrey S. (2003). A Study of Teacher Evaluation Methods Found in Select Virginia Secondary Public Schools Using the 4x4 Model of Block Scheduling. Dissertation. Virginia: D.Ed, Polytechnic Institute and State University. Retrieved from <http://scholar.lib.vt.edu/theses/available/etd-01262004-152326/unrestricted/etdissacs1-25.pdf>
3. Laxmi, S. (2004). Teacher Education of In-service. Encyclopaedia of Indian Education. Vol II. Noida; NCERT. p. 1648
4. Mavi, N.S and Sheela Mangla.(2004). Teacher Behaviour Encyclopaedia of Indian Education. Vol II (L-Z). Noida; NCERT. pp. 1632-1639
5. Murcia, Juan Antonio Moreno, Yolanda Silveira Torregrosa, and Noelia Belando Pedreno (2015). Questionnaire Evaluating Teaching Competencies in the University Environment. Evaluation of Teaching Competencies in the University. New Approaches in Educational Research, vol 4. No. 1. January 2015. Pp 54-61
6. Pandey, Saroj. (2004). Teacher Appraisal. Encyclopaedia of Indian Education. Vol II. Noida; NCERT. pp. 1624-1627
7. The new teacher project (2010). Teacher Evaluation 2.0. Retrieved from www.tntp.org/widget
8. The new teacher project (2009). The Widget Effect: Our National Failure to Acknowledge and Act on Differences in Teacher Effectiveness. Retrieved from www.tntp.org
9. Tuteja, Dimple. (2015). Innovative teaching strategies and curriculum for development of 21st century skills. National Seminar Proceedings, Lucknow, pp. 67–70.
10. Yadav, Rajnesh Kumar. (2015). Ethical values of higher education in the Indian scenario. National Seminar Proceedings, Lucknow, pp. 99–102.
11. www.cetla.howard.edu/teaching-resources/teaching-evaluation/studentevaluations.html