

## **Geological exploration faculty**

The field of education is ever evolving, and so are the expectations and demands on educators, as they are responsible for shaping a student's future, which goes far beyond just imparting knowledge. Evaluating teachers is the basis of determining the competency of teachers and is done to promote their professional enhancement and development. It is integral to maintaining the standard and quality of the educational eco-system. The results of the head count and evaluation conducted among students are presented on the website and are publicly available. The purpose of this procedure is to provide students with the opportunity to express their opinion about the quality of the educational process, which is provided at the faculty.

Some of the important criteria and their descriptors are given below and the evaluator has to check whether the teacher fulfils the same.

- 1. Effective Planning** - follows the prescribed curriculum and lesson-plan
- 2. Implementation of the Lesson** - makes the lesson objectives clear to the students
- 3. Student Interaction and Motivation** - displays concern for students
- 4. Subject/Curriculum Knowledge** - exhibits accurate and up-to-date subject and curriculum knowledge
- 5. Effective Communication** - speaks clearly with proper pronunciation, intonation, and voice modulation
- 6. Student Achievement** - clearly communicates performance expectations to students
- 7. Effective Time-Management and Class Management** - schedules learning time and is punctual

There are three main purposes of teacher evaluation:

- Improve the performance of teachers by evaluating them at regular intervals of time.
- Assignment of precise ranks to all the teachers according to their respective abilities and contribution.
- Unproductive teachers can be asked to quit and efficient teachers must be hired to maintain a quality of education.

On the part of the students, this procedure was met satisfactorily. The students expressed their hope that such an initiative would continue in the future. In general, the evaluation process is seen as a positive step towards improving the quality of the

study process. In addition, teaching staff can also improve teaching methods and approaches based on feedback received from evaluation.

Teachers were evaluated by students according to various criteria on a scale from 1 to 5.

№	Teacher name	Average value per each evaluation criteria							Total Average
		1	2	3	4	5	6	7	
1	Abdulla-zada M.Ch.	4.92	4.92	4.92	4.98	4.94	4.94	4.96	4.94
2	Samadzada A.A.	4.89	4.85	4.83	4.87	4.85	4.83	4.84	4.85
3	Aghayeva M.A.	4.76	4.80	4.82	4.82	4.86	4.80	4.89	4.82
4	Babayev G.R.	4.82	4.80	4.71	4.87	4.77	4.82	4.89	4.81
5	Poqorelova Y.Y.	4.76	4.76	4.74	4.74	4.60	4.68	4.72	4.71
6	Gafarova T.F.	4.68	4.63	4.66	4.78	4.61	4.73	4.73	4.69
7	Abbasova V.J.	4.63	4.56	4.59	4.66	4.63	4.66	4.66	4.63
8	Jabbarova K.I.	4.61	4.59	4.68	4.65	4.61	4.56	4.68	4.63
9	Huseynaliyev Y.P.	4.60	4.62	4.60	4.60	4.62	4.55	4.62	4.60
10	Jabrayilova A.A.	4.61	4.54	4.59	4.59	4.59	4.66	4.63	4.60
11	Valiyeva Y.A.	4.61	4.59	4.60	4.60	4.55	4.56	4.66	4.59
12	Jabrayilov R.A.	4.54	4.54	4.56	4.69	4.56	4.59	4.61	4.58
13	Huseynov A.R.	4.46	4.56	4.54	4.56	4.59	4.56	4.56	4.55
14	Baghiyev V.L.	4.56	4.54	4.41	4.56	4.46	4.55	4.54	4.52
15	Isgandarov E.H.	4.53	4.53	4.60	4.51	4.44	4.51	4.51	4.52
16	Nasibova N.P.	4.55	4.51	4.49	4.51	4.46	4.50	4.59	4.52
17	Samadova S.R.	4.51	4.49	4.49	4.61	4.49	4.55	4.53	4.52
18	Ganbarova Sh.A.	4.44	4.56	4.29	4.56	4.38	4.38	4.46	4.44
19	Abbasov K.F.	4.08	4.08	3.98	4.22	4.10	4.03	4.21	4.10

