

# **Evaluation of teacher performance in classroom**

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Teachers are the fulcrums that determine the performance of any educational institution, which aspires to be successful. Hence, every aspect of the performance of highly skilled and knowledgeable teachers plays a vital role in deciding the success of an Institution. Also it is imperative to consistently evaluate the performance of teachers for improving the quality of educational institutions. It is understood that in order to be a successful teacher, one should possess excellent subject knowledge and skills. However, class room teaching requires more of teaching skills apart from subject knowledge and other skill sets. The objective of this article is to highlight on the various methods of evaluation of teacher performance followed in PSG Institute of Technology and Applied Research.

## **Role of Faculty in higher education**

A faculty member working in a higher educational institution plays a versatile role. He/she serves as a counselor, researcher and administrator besides being a teacher. It is important to know that among all the above roles, his/her fundamental role is teaching. Hence, various assessment tools are available for evaluating the performance of a faculty working in a university where the emphasis is more on research and publication. The evaluation of a faculty member working in an engineering college is mainly based on class room teaching. Primarily, the evaluation process of class room teaching is done by students and peers. Students learn a lot from a faculty who has better teaching performance than the one who is not up to the mark. The various evaluation methods used are peer evaluation, micro-teaching, informal feedback and formal feedback by students.

## **Peer evaluation**

A new faculty member is asked to present his/her lecture to a team of senior faculty colleagues. After the presentation is over, a detailed feedback on the performance of the new faculty is shared by the senior faculty. In addition to it, some useful ideas pertaining to teaching methodology are also highlighted. If in case, the performance of the new faculty is not up to the mark, he/she is requested to assist a senior faculty member for a few years, in classroom teaching. Until the new faculty acquires required teaching skills, he/she continues to be the assist. However, the concept of peer evaluation is limited to evaluate only the technical knowledge and skills of the faculty.

## **Micro-teaching**

Micro-teaching as a training technique where by the teacher reviews a videotape of the lesson after each session, in order to conduct a "post-mortem". Teacher finds out what has worked, which aspects have fallen short, and what needs to be done to enhance his/her teaching technique.

A teacher, after peer evaluation, presents his / her sample lecture to the head of the Institution and the head of the department. The proceedings are video graphed. Techniques related to voice, body language, black board writing, usage of multi-media and visual aids etc., are closely monitored and

suggestions are provided to the new faculty member immediately. This technique is used only for assessing their teaching skills rather than technical skills.

Faculty members are directed to handle a class in the following semester only after their successful performance in peer evaluation and micro-teaching. In general, the performance of teachers is evaluated by the head of the institution, head of the department and students in various occasions.

### **Evaluation by the head of the institution**

Teacher performance is also monitored by the head of the institution through tutor ward meeting, class committee meeting and HODs meeting.

*Tutor ward meeting* is conducted by the tutor of the class every week. During this meeting, students discuss the class room teaching and effectiveness of teaching – learning process. The minutes of the meeting is sent to the Principal through the respective heads of the department.

*Class committee meeting* is held once in a month in which four/six students represent the class and share their collective views on teaching learning process in all the subjects for that semester.

Head of the Institution gets informal feedback about the teaching learning process whenever he/she meets the students in various classes.

Though the above informal discussions may not give a quantitative feedback, extreme positive and negative performances are brought to limelight during these discussions.

### **Students' feedback**

Student evaluation of teacher's performance, or student ratings, is one of the common but debatable techniques employed to identify the performance of faculty members. Students' feedback may be obtained by formal as well as informal method.

- **Informal feedback by students**

Initially, after a few classes are over, faculty members seek students' feedback about their teaching process in the respective classes. Based on the suggestions received from the students, they try to change the teaching methodology. This process not only helps the new faculty members to fine tune their teaching skills but also provides them an opportunity to cater to the requirements of the students.

- **Formal feedback by students**

Formal feedback is obtained through online system where the students evaluate the performance of all faculty members. In general there is an opinion that a strict faculty member is given less score or ratings about teaching compared to a lenient faculty member. Some faculty members have an opinion that students are not mature enough to provide feedback about their teachers. But then, a collective decision is arrived at by observing the scores against various parameters in the feedback form.

### **Eligibility for providing students' feedback**

A student who is absent for majority of the classes cannot give a reliable feedback. Hence, some colleges fix a minimum attendance for giving students' feedback. A minimum academic performance level may also be fixed as an eligibility criterion for obtaining the students' feedback. As of now, no eligibility criterion is fixed; however, discussions come about at HoDs meeting and other committee meetings regarding the eligibility criterion.

### **Factors in students' feedback**

The factors which are to be rated are related to teaching – learning process only. Teacher performance is based on the following factors at PSGiTech.

- 1) The instructor clearly explains the concepts
- 2) The instructor uses effective teaching methods/aids to enhance my learning
- 3) The instructor encourages me to raise questions
- 4) The instructor is well organized and prepared
- 5) The instructor is available on individual basis outside the class when I request
- 6) The instructor is punctual to the class and handles the class for the entire duration
- 7) The instructor completes the syllabus and the pace of coverage is more or less uniform
- 8) The class has increased my interest in the field of study
- 9) The assignments in this course has enhanced my learning
- 10) The tests accurately assess what I have learnt in this course

Other than the ratings students are also asked to give suggestions for improvement in each course. This type of open ended question allows the students to express an unconstrained opinion about the teaching- learning process.

The rating has a scale of 5. Many colleges prefer a scale of 5 where 5 stands for excellence, 4 stands for above average, 3 stands for average, 2 stands for below average and 1 stands for poor performance.

The rating is to be administered such that students give their honest opinion. Online feedback of students is preferred compared to the manual feedback due to the simplicity involved in the process of analysis.

### **Frequency of receiving students' feedback**

In a semester scheme, it is good to get the students' feedback during the mid and end semesters.

Mid semester feedback analysis may be used for the improvement of the teaching-learning process in the same semester itself. End semester feedback may be used for evaluation of performance of faculty during annual review/ promotion etc,. Feed back is obtained twice at PSG Institute of Technology using online system. The maximum time a class requires for receiving the feedback for six subjects and three labs is half an hour.

### **Analysis of teacher performance**

Students' rating can be compared with various batches of students as well as rating for the same course in other branches of students. If the same faculty gets widely varying ratings for the same course by the various batches of students, there may be some other factors influencing the students' rating.

Students' feedback is analyzed by the Principal immediately after the feedback session is completed. Faculty members who have scored less than 75 % are counseled and advised to improve their performance next time. A written commitment is also obtained for their improvement in teaching-learning process.

Faculty members who have scored more than 90 % are awarded with an appreciation card.

It is observed that there is good correlation between the students rating and their comments/suggestions. Whenever a faculty handles the same course for more than one branch, good correlation was observed in their rating in other branches also.

### **Conclusion**

Among the various teacher evaluation processes, students' feedback is critical as the main stake holder in the education process is the student. Suitable filtering technique is to be employed to get additional and more useful data from the feedback. There is always a scope for improvement in the teaching-learning process. Therefore, teachers should be open to receive criticism, be aware of their strengths and weaknesses and be willing to change their teaching methods.