
FEEDBACK SYSTEM FOR PERFORMANCE APPRAISAL OF TEACHERS IN TECHNICAL INSTITUTES.

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ABSTRACT

The role of teachers in technical institution is many fold. This can be fulfilled and justified only if the teachers are responsive and they understand the seriousness of teaching and the other duties in an institute. It is necessary that the teacher should know what is expected of him, how much is expected of him and what happens if he does better or worse than the expectation. Every teacher will be able to spellout clearly about his research activities publications, projects, consultancy, students activities, but no teacher will be able to say concretely on quality of his/her teaching in the class room. Class room teaching and interaction with the students is very important aspect of the teachers study which has to be given the maximum weightage in the performance appraisal system. For this purpose each institute has to constitute a feed back unit with a very senior faculty and reputed Professor as the head of that unit. A group of students of each course of class are to be invited for the feedback of the teachers about their teaching capacity and other related qualities, Students are the best judge for assessing the teachers performance in class room as it is the students in class who are involved while teachers are teaching.

INTRTODUCTION

Teaching is considered to be the art of stimulating and directing and learning of others and the goal of education is to help the individual students become increasingly self directive and self innovative. Technical education provides, the firm foundation upon which the engineering graduate can build professional and social competence after leaving the institute. The personilaty and professional development of technical graduates is to a great extent, the reflection of the sum total of faculty influences to which he has been subjected during his study career, in this critical formative

period, when youth grows into manhood, the manner of person who teachers the future technocrate is of great importance. A good teachers is one who has the sincerty of purpose that springs from shear honesty of heart; the intellectual capacity and energy, gained through knowledge of his subjects; the deep personal interest in students that motivates him to do the best teaching which he is capable; the spectrum of knowledge contribute to both the professional and personal developments of his students; a forceful personality embodying those traits which enable him to work gracefully with people; and great enthusiasm for his work.

The job of teachers is very sensitive and important and equally vulnerable. Therefore, performance appraisal system is of great importance in the present rapidly changing socio-economic and industrial scenario of the country. The performance of a teacher is to be considered from several angles; a teacher is performing variety of duties starting from preparation for the class lectures to different extra curricular activities alongwith motivation of the students and his junior faculty. It is not easy to keep a track of the activities and nature of performance by any head or principal. For this purpose feedback system approach is to be used for correctly making the appraisal of teachers. This paper is an attempt in this direction.

PERFORMANCE APPRAISAL SYSTEM

An effective performance appraisal system for faculty is vital for optimising the contribution of individual faculty to institutional performance and for enabling them to demonstrate accountability. Such a system has to be considered mainly as one which would help him/her grow academically and professionally and to perform effectively in the multiple roles and not cause regimentation, curb innovations or exercise controls which would inhibit the creativity and ingenuity of individual faculty.

The appraisal system need to be as simple as possible to facilitate implementation. It has to be open participative and data based and directly of feedback in nature. Other important factors to be considered are the minimisation of subjectivity, high level of acceptability by faculty and a adaptability to widely differing institutional structures and environments.

The present scenario is widely varying, have deficiencies in most of the institutions. These deficiencies are related to the lack of openness, objectivity, inadequate participa-

tion, the data available being so scarce for any rational decision making for rewards, promotions or career developments. For having a proper databank about the various activities of teachers, it is required that each institute should evolve a direct feedback unit or cell to get the feedback of all faculty members with respect to their different type of activities

FEEDBACK UNITS FOR PERFORMANCE APPRAISAL

Every institute should have a feedback cell or unit which should be controlled by the most senior prominent and most respected faculty member. He should be provided with the required official machinery to conduct the activities of the cell. There should be the record of all the teacher's activities which include academic, research, extra curricular, wardenship, sports, clubs etc. The information about everybody's involvements, action and achievement should be allowed to interact with the feedback unit, in time.

To keep a watch about the various teaching related activities, a sub unit is to be formed which can gather information regarding most of the following activities:

- i) Class room teaching activities, Evaluation of students.
- ii) Preparatory work by teachers including teaching aids.
- iii) Evaluation, assignments and tutorial project works.
- iv) Course Planning activities.
- v) Students Counselling activities.
- vi) Evaluation by staff Council through Seminars and other campus activities
- vii) Departmental governance activities.

- viii) Motivation to students and faculty for academic excellence.
- ix) Original research work.
- x) Innovative Laboratory development.
- xi) Consultation and other industrial collaboration work.

Such information can be collected by feedback units from the concerned Head of the Departments also from time to time. About the various activities of the teachers, teacher can be called personally to fill up the appraisal performa which will include the questions dealing with several aspects of teachers job. The teacher will be able to spell clearly most of the points in the honest and true manner. One thing which he/she will not be able to clearly state is his class room performance.

For any teaching institute, the weightage which is to be attached to the students evaluation of the teacher should be adequate because the students are the products of the system and quality of the project is the true indication of the system as a whole. For this purpose, the feedback cells should have a students feedback sub cells also.

STUDENTS FEEDBACK SUB UNIT CELL

The feedback unit should conduct this activity for evaluating the teachers performance in the class during his lectures and over all impression the teacher is making on students personality. For this purpose the feedback should call the students from different classes and courses and this should be of five to six students. They should be given a Feedback questionnaires which can include the following components.

1. Knowledge of the subject.
2. Ability to explain.
3. Attitude toward subject.

4. Black Board presentation.
5. Attitude toward students.
6. Tolerance to disagreement.
7. Presentation of class material.
8. Appreciation of student activities.
9. Frequency of tests.
10. Home Assignments.
11. Humiliating the students.
12. Resource Utilisation.
13. Stimulating of thinking.
14. Use of teaching aids.
15. Punctuality of Academic work.
16. Fair and impartial.
17. Participation in extra curricular activities.
18. Ability to relate the subject to real situations.
19. Opportunity for discussion.
20. How would you rate this teacher.

These points are more or less the same as given by ISTE. The numerical grading of teachers can be done by the students. The record of such feedback reports is to be maintained properly by the Feedback unit. Many other points which have not been considered here can be brought in this frame work. In this way by streamlining the Feedback system, performance appraisal can be made effectively and can be utilised for the growth of faculty.

COUNSELLING OF TEACHERS

On the basis of feedback over a period of one year, the faculty who is lacking in attaining certain standards, should be counselled in a friendly way and suitable advice and guidance should be given so that those who can improve themselves, can do so for

their own benefit and for the benefit of the system as a whole.

CONCLUSION

Finally it is suggested that feedback units are of great importance in technical institute for the effective performance appraisal system and developments of the faculty and their students. Students feedback about their teachers should also become a culture of the institutes and be acceptable to all, with proper weightage to views and evaluation. In the conclusion we would like to state that the students qualifications must include ability to learn and desire to grow. The teachers qualification must include qualities of inspirational leadership, the

desire to teach, knowledge of the subject and its relationship to other fields which lie at its borders, and ability to transmit knowledge to the student so that it is alive and meaningful.

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