

CRITERIA FOR TEACHER ASSESSMENT

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SYNOPSIS

There is a continuous shortage of dedicated teachers. Those in senior position are picked up from lecturers. It is therefore, necessary to screen amongst lecturers those who are dedicated to teaching and will be in a position to develop technical education.

In this connection, a self assessment career plan and self & student evaluation is proposed to be implemented, for further follow up in as many colleges as possible. Paper outlines proposed methods of obtaining desired results.

Introduction :

Government of India's new educational policy under plan of action for Technical Education as well as University Grants commission have laid considerable emphasis on assessment of teachers. Authorities are conscious of the fact, that to implement it, is beneficial and it will be necessary to introduce it in the beginning for lecturers, who are going to be tomorrow's leaders of technical education. It was felt that dedication to teaching needs to be looked into more seriously if improvement in technical education is to be achieved to the extent desired for development of the country. Problem gets compounded since there is acute shortage of teachers specially those who are willing to adopt innovations in methods of teaching. In our country, teaching methods have already reached their nadir in obsolescence and hardly any important head way into it is made. Even importance of

communication skill is not appreciated fully. Under these circumstances, it is necessary that dedicated teachers be identified and given encouragement for further improvement of their career and teaching methodology for benefit of students in general and services to the country in particular. Interim assessment is precluded in the present set up since all posts are by selection and there is hardly time to review performance of a teacher and his contribution as a teacher to the college or department. Performance selection committee is guided by information of the Head of Institution or department in addition to publication of candidates and his career. Such an adhoc method of selection results in number of undesirable candidates getting selected as lecturers, Assistant professors etc. These selection committees which adopt snap judgement, due to extenuating circumstances about availability of properly qualified candidates, leave no incentives or urge for teaching improvement and work of the

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department. As a matter of fact primary duty of a teacher namely teaching effectively gets the least importance. It is, therefore, very heartening to know that the U.G.C./A.I.C.T.E. Pay scale has provided 2 stage scale in which a lecturer is assessed before being granted senior scale; since no creation of new post etc. is involved assessment can be quantised and used for creating a band of dedicated teachers who will someday occupy senior position and be responsible not only in the college concerned but also in administration of technical education in state as well as country.

1) **Career plan** : It is proposed that a lecturer on appointment in the college be asked to prepare a comprehensive career plan of himself together with expectation of facilities from the institution in which he is working. Such a self authored career plan will create more sense of involvement, belonging and dedication. Complying with it becomes a commitment and will also indicate whether a concerned lecturer is more inclined towards research in his specialisation or educational methodology or both. There is need for a judicious mix of teachers at lecturers level having all three types of attributes. Many a times it so happens that research in specialisation is difficult to assess in view of nebulous outcome. However, after teaching a particular subject for a period of time, teacher even at lecturer's level feels about shortcoming his teaching methodology is suffering from. Methods to be adopted to improve are Animation or Audio visual presentation or setting up of test, tutorials of challenging nature. If he is encouraged to apply his mind in providing these materials with assurance of its recognition in providing senior scales then more and more people will be attracted to it rather than pursuing research even if not interested leading to fruitless end. Hence equal weightage is to be given for development in education technology and publication and research in field of

specialisation.

Aims of research will also be met since improvement in teaching methodology requires dovetailing importance of topic to professional use. This will require awareness of current practices and hence identify fields of research.

ii) **Monitoring of Career Plan** : After getting career plan of a lecturer senior teachers of the institute and head of institution can look into it and assess potentiality of a teacher concerned, make necessary changes in the plan after discussion with concerned teacher so as to dovetail his career plan with development plan of the department and institution. This becomes a document which an institution as well as the lecturer is committed to, over a period of time, financially as well as gradewise. On such assured recognition it is likely that lecturer will perform atleast to the 2/3 rd of the target of career plan which may be considered satisfactory. Taking corrective measures for those who do not achieve self identified goals, becomes easier and objective. In view of the benefit such assessment will bring, in self discipline and work culture, will go a long way in weeding out undesirable casual teachers leaving behind a desirable band of dedicated teachers. All future promotions can be based on this career plan only. A start in this direction in the lectures scale as given by University Grants Commission is a correct step in the direction. Enclosed questionnaire is suggested as pointer to a lecturer in drawing his career plan.

iii) **Evaluation by students** : Quality of teaching and its effect on students gets percolated to administration very slowly and by that time it may be late. Hence evaluation by students on long term basis is necessary for which proforma of self assessment as well as evaluation by students as prepared by Indian society for technical education given

in the annexure can be a starting point. Usual fear of possibility that evaluation may be biased exists and cannot be denied. However, statistical methods applied to these assessment over a period of time alongwith university result analysis and if possible Alumini feed back will enable corrective action for improvement in teaching and recognition of dedicated teachers. Hence in absence of a more specific one assessment form prepared by Indian Technical society as enclosed may be followed for evaluation.

Conclusions : 1) It is necessary to screen dedicated teachers to meet shortage of qualified teachers. 2) Self Assessment, students assessment and career plan should be intermixed for homogenous assessment of a lecturer. 3) Efforts made in education methodology should be given weightage similar to research in the field of specialisation.

Annexure I

Questionnaire : Since it appears that you have decided to take teaching as a career for life and are planning to spend rest of your working life in this college, following becomes relevant and your observation pointwise are necessary for college to take decision in this and subsequent matters. In this connection, you are requested to note that at some point of time due to creation of additional post or sanction of post-graduate activity higher posts will be created in the department and you are expected to give below how you are planning to make yourself suitable for it :

- 1) Subjects teaching giving critical observation of the experience over a period of years regarding :-
 - a) Follow up by studying of University result regarding performance of students.

- b) Attempts made to pinpoint with the help of students, their difficulties in understanding the subject,
 - c) Steps taken to improve teaching for example by use of Audio - visual methods, preparation of transparencies more challenging tutorial sheets and improvement in laboratory work for stimulating the interest,
 - d) Participation in departmental activity connected with plan of Action as given by Govt. of India.
 - e) Interest in research in the subject of specialisation or teaching methods if any and efforts made to pursue the same,
 - f) Considering your vast experience what in your opinion are drawbacks of technical education as imparted in the college and how these drawbacks can be rectified,
 - g) Your experience about motivation of students, if it indicates insufficient motivation, in what way it can be improved.
- A) Your career plan and expectations timewise from the college.
 - B) What steps you are taking to make yourself further qualified academically.
 - C) Have you evaluated yourself as a teacher and attempts made for the evaluation through students, who are primary beneficiaries,
 - D) Your rapport with students and how you have tried to establish it.
 - E) Whether you think research either in

the subject, advanced topics in the discipline of the department and or teaching technology necessary, if so steps taken by you in this direction.

- F) What facilities you expect from college for your future work, Have you explored Possibilities provided by Deptt. of Science & Technology CSIR, BARC etc.?
- G) Outline steps you will take to improve if you are made incharge of Lab./Deptt.
- H) Do you think that number of publications mentioned indicates efforts made by you? If not how you have communicated to others your experiences of better teaching and motivation of students.
- I) Do you feel that a college magazine devoted to teaching experience of teachers in college will encourage sharing of views; if so, how can each teacher be persuaded to contribute to it atleast once in two years.

Annexure II

Check your teaching ability

A Performance Appraisal form for self/peer evaluation of teachers is given below. Five ratings are given for each item 0, 1, 2, 3, 4, 0 never; 1 rarely; 2 sometimes; 3 frequently; 4 always; Rate yourself and see where you stand. (Give rating to each item and add numbers)

- 1) Aims/objective's of each lesson clear to teacher and studnets.
- 2) Lessons content appropriate to the level of students.
- 3) Teaching technique appropriate to the content.
- 4) Content broken into small bits to enable students learn step by step.

- 5) Concepts and Principles illustrated with concrete examples.
- 6) Sequencing logical.
- 7) Active student participation ensured in class.
- 8) Question posed to students at proper level/time.
- 9) Students free to raise doubts/ask questions.
- 10) Communication effective.
- 11) Chalkboard work systematic and effective.
- 12) Students interest sustained throughout class.
- 13) Proper link up of main points at the end of class.
- 14) Planning and preparation for teaching evident.
- 15) Confidence in subject matter evident.
- 16) Homework, assignments, examined and returned within reasonable time.
- 17) Engages class punctually.
- 18) Engages classes regularly and syllabus covered satisfactorily.

Score Board

Maximum score	$18 \times 4 = 72$
55 and above	Ecellent teacher
40 to 54	Good teacher, can improve much.
30 to 39	Average, needs considerable improvement.
Below 25	No comments. God save the students.

Annexure III

Student Evaluation of Instruction

1. Knowledge of Subject

- 4. Exceedingly well informed
- 3. Adequately informed
- 2. Not well informed
- 1. Scantly informed.

2. Attitude Toward Subject

- 4. Enthusiastic
- 3. Rather interested
- 2. Only routine interest
- 1. Uninterested.

3. Ability to Explain

- 4. Clear and well defined
- 3. Adequate
- 2. Inadequate
- 1. Totally Inadequate

4. Tolerance to disagreement

- 4. Encourages and values disagreement
- 3. Accept disagreement fairly well
- 2. Discourages disagreement
- 1. Intolerant to disagreement

5. Attitude towards students

- 4. Sympathetic, helpful
- 3. Usually sympathetic and helpful.
- 2. Avoids personal contact
- 1. Cold and Aloof

6. Opportunity for question and discussion

- 4. Ample opportunity
- 3. Occasional opportunity
- 2. Rare opportunity
- 1. Never

7. Presentation of the class material

- 4. Well organised
- 3. Adequately organised
- 2. Inadequate organisation
- 1. Confused & Unsystematic.

8. Appreciation of students activities

- 4. Always
- 3. Frequently
- 2. Rarely
- 1. Never

9. Frequency of tests

- 4. Right number; well timed
- 3. Frequent
- 2. Rare
- 1. Never

10. Content of test

- 4. Satisfactory
- 3. Too detailed
- 2. Not comprehensive enough
- 1. Wrong type of test

11. Assignments

- 4. Assignments clear and reasonable.
- 3. Clear but too long
- 2. Not clear
- 1. Always unclear and unreasonable.

12. Humiliating the students

- 4. Always
- 3. Frequently
- 2. Rarely
- 1. Never.

13. Utilisation of Resources for maximum benefit of students.

- 4. Always
- 3. Frequently
- 2. Rarely
- 1. Never

14. Stimulation of thinking

- 4. Stimulating
- 3. Frequently
- 2. Rarely
- 1. Never

15. Use of examples to clarify the material

- 4. Many
- 3. Adequate
- 2. Few
- 1. Never

16. Use of Teaching aids in the class

- 4. Always
- 3. Frequently
- 2. Rarely
- 1. Never

17. Punctuality in Academic Work

- 4. Punctual
- 3. Usually punctual
- 2. Rarely punctual
- 1. Never punctual

18. Fair and impartial

- 4. Fair and impartial
- 3. Usually fair
- 2. Rarely fair
- 1. Always unfair

19. Participation in extra-curricular activities

- 4. Always
- 3. Sometimes
- 2. Rare
- 1. Never

20. How would you rate this Instructor

- 4. Very good
- 3. Good
- 2. Fair
- 1. Poor

Instructions : 4 choices are given for each item. Scores are indicated as 4, 3, 2 and 1. The student will tick appropriate choice under each item. Add the scores and find your score out of 80.

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