

INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, IT & MANAGEMENT

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STUDENT FEED BACK: A TOOL TO ENHANCE QUALITY IN ENGINEERING EDUCATION**VEERANNA.D.K****ASST.PROFESSOR****SAMBHRAM INSTITUTE OF TECHNOLOGY****BANGALORE****DR. ANAND.K.JOSHI****PROFESSOR & DEAN****WELLINGAKAR INSTITUTE OF MANAGEMENT STUDIES & RESEARCH****BANGALORE****ABSTRACT**

In an environment of global competitiveness it is important to see that our products of technical education institutions are as competent as graduates of any other country, not only in their scholastic attainment but also in terms of the value system and richness of their personality. Unless the quality and standard of our technical education institutions are enhanced zealously and sustained at a high level through innovation, creativity and regular monitoring. One of the most difficult problems in engineering education is concerned with the evaluation of the effectiveness of teaching. Teaching is complex process which involves the selection of ideas like concepts, values, skills and planning of experiences designed to foster mastery of these ideas in the people subjected to the educational process. Evaluation is inevitable in education and is required in all phases and at all levels of the education. There are different methods to evaluate a teacher; this paper concentrates on the faculty appraisal by students to enhance the quality in technical education.

KEYWORDS

Evaluation, Feedback, Quality.

INTRODUCTION

Elterbran (2008) suggests that teaching is a complex process that “involves the interweaving of content knowledge, pedagogy skills and a knowledge and appreciation of the multi-faceted nature of students to, in the end, be able to point to evidence that learning has occurred. The process of learning is one of the key elements of education; without it there is no legitimacy for any educational institution. Any discussion about education quality should refer to the learning process and its results, proven by the students through various tests, competitions, examinations. In order to accomplish a quality education, it is necessary that students prove a thorough learning process. This is possible only if students are motivated in this respect. In order to be motivated, it is essential to involve the students, especially in the relationship with the faculty, a relationship which must be profound. All these types of assessment reflect a facet of the faculty and together they offer the whole portrait, as it is perceived in the educational environment. The quality of education provided to the students relies on the quality of academic staff, as a result of the analysis of three components: student assessment, peer assessment and institutional assessment of the teaching staff. Without diminishing the importance of any of these evaluations, we consider that the influence of the interaction with students by means of the educational and teaching process is a very important and accurate one. Actually, it defines the faculty's pedagogical and teaching dimension and justifies his/her presence in that educational context. This aspect of the faculty's image is as it is perceived by the students.

NECESSITY OF EVALUATION

Regardless of purpose of student evaluations, formative or summative, their use implies belief in the following principles (Stockham & Amann, 1994):

1. Learning is an active process and student involvement is an integral part of that process.
2. Student characteristics and behaviors impact perception of and interaction with the teacher.
3. Teachers view their teaching with regard to the paradigms of their students in order to facilitate change and build for growth.
4. Teachers recognize that students can make important contributions to the teaching-learning process.
5. The teaching-learning process is dynamic and should change over time and with context.
6. It acts as a measure of control.
7. It makes accountability of the teaching-learning process.
8. Acts as a media to evaluate faculty.
9. Creates the assessment feature in students' fraternity.
10. Builds relation between the faculty and students.

OTHER SIDE OF THE RIVER

Usually in all academic activities the learner is always assessed at regular intervals and that makes him to improve, but here in the faculty assessment the student is on the other side of the context, getting a chance to assess the teacher by sitting on the other side of the river.

Students need not be silent partners in the improvement of teaching learning process. Students have a front row seat to observe teachers' behavior and class room processes and are the best judge of what they have learned (Scriven, 1995). Actively seeking students' responses in colleges and universities are sending the message that they honor and support the teaching-learning process. Students' evaluations provide important feedback from the consumer's point of view. The use of standardized evaluations implies, though, that students have the ability to make fair, overall judgments about teaching effectiveness based on legitimate factors that actually relate to effective teaching and learning (Harrison, 1996) have suggested that college students in general possess self-insight in to how they make judgments concerning their faculties since they have an implicit awareness of the relative importance of the factors they are considering.

NEGATIVE IMPLICATIONS IN THE STUDY

Wachtel (1998) question whether students have the capacity to actually evaluate teaching and teaching effectiveness. Although hundreds of papers have been written regarding the effectiveness of student evaluations on faculty performance, such papers cannot be easily summarized. Researcher's opinions run the gamut from valid, reliable, and useful to invalid, unreliable, and useless. Many articles appear in journals that focus, not on how to more effectively teach the discipline, but on how faculty teaching is evaluated. Researchers frequently point out that because student's ratings are often used to both establish teaching competence and as a component of overall faculty evaluation, the origins of the ratings and the influences on the ratings are critical to consider. Moore (2008) notes many of these controversies in a recent work that also addresses the perceptions students hold regarding evaluation processes. Published studies of course and faculty evaluation by students generally fall into two separate but related areas. The first area addresses the accuracy of perceptions by students' on faculty performance, while the second research focuses on the sources of students' perceptions about teaching effectiveness. The first area, accuracy of perceptions, often involves grading leniency as related positively to student evaluation, a commonly held perception among faculty. The students who extended effort learned more and were subsequently rewarded, rated faculty more highly than simply expected grade.

BASIS FOR EVALUATION

Feldman (1988) compared the opinions of college faculty with those of college students as to what teacher characteristics resulted in what one might call good teaching. Faculty and students agreed on nine points. They are as follows.

1. Knowledge in the subject/discipline;
2. Course preparation and organization;
3. Clarity and understandability in the course;
4. Enthusiasm for subject/teaching;
5. Sensitivity and concern with students' level and learning progress;
6. Availability and helpfulness;
7. Quality of examinations;
8. Impartiality in evaluating students; and
9. Overall fairness to students.

RATING CONCEPTS

The followings are the few rating concepts,

1. **Halo effect:** Rating a staff excellent in one quality, which in turn influences the rater to give a similar rating or a higher than deserved rating on other qualities.
2. **Horn effect:** Rating a staff unsatisfactory in one quality, which in turn influences the rater to give a similar rating or a lower than deserved rating on other qualities.
3. **Central tendency:** Providing a rating of average or around the midpoint for all qualities. Since many staff do perform somewhere around average, it is an easily rationalized escape from making a more meaningful appraisal.
4. **Strict rating:** Rating consistently lower than the expected norm or average; being constantly harsh in rating performance qualities.
5. **Lenient rating:** Rating consistently higher than the expected norm or average; being overly generous in rating performance qualities. This is probably the most common form of rating error. A major reason for this error is to avoid conflict; it provides a path of least resistance.
6. **Latest behavior:** Rating influenced by the most recent behavior; failing to recognize the most commonly demonstrated behaviors during the entire appraisal period.
7. **Initial impressions:** Rating based on first impressions; failing to recognize most consistently demonstrated behaviors during the entire appraisal period.
8. **Spill over effect:** Allowing past performance appraisal ratings to unjustly influence current ratings.
9. **Same as me:** Rating higher than deserved because the person has qualities or characteristics similar to those of the rater (or similar to those held in high esteem).
10. **Different from me:** Rating lower than deserved because the person has qualities or characteristics dissimilar to the rater (or similar to those held in low esteem).
11. **Need to criticize:** Since every staff can potentially improve performance, raters sometime focus on small or inconsequential issues and often offend the best producers. Criticisms and suggestions for improvement.

WAY OF COLLECTING FEEDBACK

Two basic principles governing distribution, collection, and handling of evaluation instruments are anonymity and confidentiality preferably. Faculty would not be present while students are completing questionnaires in an attempt to control please for sympathy or indulgence by the teacher (Scriven, 1995). Questionnaires should be distributed and collected by a non-teaching employee or designated student representative, who delivers the completed questionnaires to the appropriate official, where they remain until grades are administered.

CASE STUDY

A case study has been taken to evaluate the effectiveness of the feedback system in Sambhram Institute of Technology, Bangalore, India, during the last semester. In the college the feedback is collected after every internal test to assess the effect of the teaching –learning process. The following tables show the difference between the feedbacks which were collected after first test (Table-1) and third test (Table-2).

Feed back of teaching staff for FIFTH semester August 2010

Date: 24 - 08- 2010

TABLE-1: FEED BACK AFTER THE FIRST TEST

Sl.No	Particulars	06AL51 M&E	06ME52 DME-I	06ME53 DOM	06ME54 ENR.ENG	06ME55 TURBO M/C	06ME56 ENGG. ECO.
1	Subject Knowledge	5	3	3	4	4	5
2	Ability to Explain	5	3	4	4	4	5
3	Language and clarity	5	4	3	3	4	5
4	Motivation	5	3	4	3	5	5
5	Clearing the doubts	4	3	3	4	3	4
6	Syllabus coverage	5	4	2	3	4	5
7	Effective utilization of 60 min.	4	5	2	4	5	4
8	Punctuality	3	4	3	4	4	3
9	Controlling the Class	3	3	4	4	3	3
10	Personal appearance & Body Language	3	2	5	3	3	2
	Total	42	34	33	33	39	41

Grade: Excellent: 5

Very good: 4

Good: 3

Fair: 2

Poor: 1

TABLE-2: FEED BACK AFTER THE THIRD TEST

Sl .No	Particulars	06AL51 M&E	06ME52 DME-I	06ME53 DOM	06ME54 ENRG. ENGG	06ME55 TURBO M/C	06ME56 ENGG. ECO.
1	Subject Knowledge	5	5	5	5	5	5
2	Ability to Explain	5	5	5	5	5	5
3	Language and clarity	4	4	5	5	5	5
4	Motivation	4	5	4	5	5	5
5	Clearing the doubts	4	5	5	4	5	5
6	Syllabus coverage	5	4	5	5	5	5
7	Effective utilization of 60 min.	5	4	4	5	5	5
8	Punctuality	5	5	5	4	5	5
9	Controlling the Class	5	4	4	4	5	4
10	Personal appearance & Body Language	5	5	4	4	4	5
Total		47	46	46	46	49	49

Grade: Excellent: 5 Very good: 4 Good: 3 Fair: 2 Poor: 1

COMMENTS

It is evident that the rating of the faculty is increased from the first test to the third test; following measures were taken to improve the quality in engineering education.

1. Compulsory attendance of the students to all the classes.
2. All faculties are informed to cover the 100% syllabus, and the same is monitored at regular intervals.
3. Faculties are advised to prepare notes by referring the prescribed text books.
4. Junior faculties are given orientation regarding the class handling.
5. Faculties are advised to handle class with enthusiasm and informed not to talk negative thoughts in the class.
6. Faculties are explained about the importance of the body language in the teaching-learning process.

CONCLUSION

Evaluation of teaching has been around for a long time and is usually concerned with accountability - to assure the student and relevant authorities of the standards of teaching at the institution. Regrettably, evaluation of teaching has had a lot of opposition and lots of controversy, even to date. However, evaluation has got accepted and is widespread. The evidence has shown that students taught by highly rated teachers tend to learn the subject matter better than those taught by lower rated teachers. However, it must be admitted that student evaluation of teaching does not tell the whole story and can be lacking in scope to measure the worth of academic standards, and must always be supplemented by other sources of data on teaching and academic contribution. The quality of teaching in the academic department improved after evaluation of teaching was introduced. The purpose of a case study is to review the impact of student evaluation of teaching, which definitely shows the positive impact in the academia.

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