

# Adopting Micro-Systems for Monitoring of Teaching, Learning, Evaluation Practices: An Institutional Case

P. M. Suresh Kumar

Department of Social Work, Priyadarshini College of Arts and Science, Kerala-676517, India

Orcid ID 0002-9540-0909

E-mail: [sureshkumarpmk\[at\]gmail.com](mailto:sureshkumarpmk[at]gmail.com)

**Abstract:** Higher education institutions strive to incorporate quality in its services in order to fulfil the needs and expectations of its stakeholders. Students are the prime beneficiaries of its services. Teaching, Learning and Evaluation (TLE) constitute the three main pillars on which modern education system is built. These three are inter-related. Learning is the process of assimilation of knowledge imparted through teaching, and evaluation is intended to measure the level of learning as well as effectiveness of teaching. Monitoring mechanisms act as checks and controls. This paper focus on the experience of evolving micro-systems for monitoring teaching, learning and evaluation practices revealed from a case study of a sub-urban graduate school in southern India.

**Keywords:** Evaluation, Learning, Monitoring, Micro-systems, Teaching

## 1. Introduction

Institutions of higher education function as centres of learning, imparting education through formally structured curriculum, systematically devised pedagogy and its effective transaction with the learners. Quality education prepares students to be competitive in attaining desirable learning outcomes which enhance employability, create commitment to society and develop quest for creativity resulting in productive efficiency and fulfillment. Various strategies adopted by institutions to enhance the effectiveness of teaching, learning and evaluation could be integrated into micro-monitoring system to increase operational effectiveness of monitoring.

## 2. Methodology

A sub-urban graduate school in South Karnataka (India) has been adopted for case study investigation. Data is collected through focus group discussions and employing secondary sources.

## 3. Hypotheses

Effectiveness of Teaching, Learning and Evaluation (TLE) could be enhanced through instituting monitoring mechanisms. Institutional mechanisms for monitoring TLE practices become visible when it is operationalized at the level of the curriculum, faculty and students. Participation gives collective responsibility to the primary stakeholders in

the process. Participatory monitoring serves to integrate institutional and stakeholder interests, at the same time ensure sustainability of monitoring mechanisms. Monitoring moves from simple to complex, as it travels from teaching to learning and finally arriving at evaluation. The various mechanisms of monitoring act as micro-systems that put together becomes an integrated monitoring system impacting the teaching, learning and evaluation practices.

## 4. The Focus

Higher education institutions are keen on incorporating quality in its services to fulfill the needs and expectations of its stakeholders. Students are the prime beneficiaries of its services. The intended learning outcomes envisages transforming them into intellectually robust, economically productive, emotionally balanced, socially sensitive and spiritually inclined persons who would contribute to a harmonious and self-reliant society. Teaching, Learning and Evaluation (TLE) represent a triad that signify the focus of academic activity and standards to be set by the educational institution to achieve these objectives. Curriculum is translated into learning through teaching. Teaching is carried out through a host of mechanisms such as lecture, discussion, case study, seminars, assignments, projects, internships etc. Learning takes place when these mechanisms result in enhancing subject knowledge, professionalism, employability skills, emotional maturity, scientific temper, critical thinking and character formation. The outcome of learning is measured through evaluation.

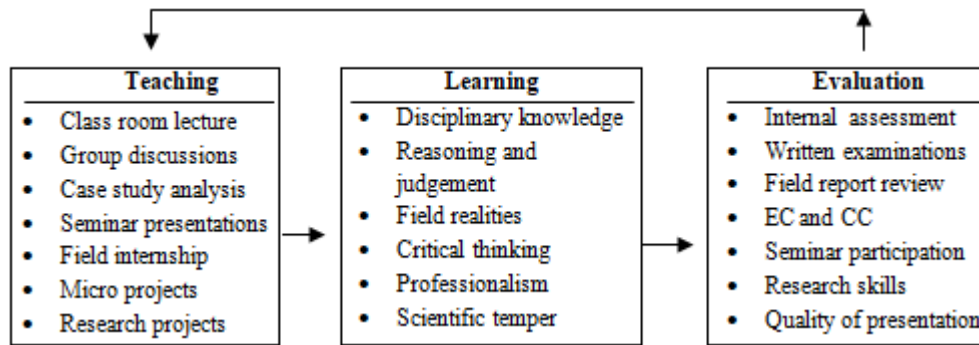


Figure 1: TLE Flow Chart

## 5. Curriculum Monitoring

Curriculum design and development play an important role in establishing its relevance to time. A well structured curriculum is positively oriented to employability goals. Gearing curriculum to employability demands that job market and employer concerns are well integrated. Reflecting the needs and relevance of the industry in the curriculum through dove-tailing employability skills may be called as operational restructuring of curriculum. Effective restructuring of the curriculum demands that institutions network with industry and job market to incorporate new knowledge into the curriculum. It also means that the pass-outs would be job-ready equipped with the latest trends in the industry. This alignment is secured through a variety of ways. Industry visits equips students with the right kind of orientation. Mini research projects focus on investigating industry relevant problems undertaken as part of the course requirement. Internships as part of curriculum give opportunity to interact with industry more closely. Executives from industry visit the institution periodically for invited lectures and experience sharing. Developing micro-project software also form part of curricular requirements in certain programmes. Field work in industry helps students to study the day-to-day functioning. Together these transforms into a networking that yields mutual benefit to industry and institution.

Curriculum feedback is collected through multiple ways.

- Alumni form a major source of feedback. Curriculum and its relevance to job market requirements are discussed in meetings with the alumni annually.
- Academic peers in closer and wider circle are consulted on curriculum improvement. Their opinions find place in forums for planning and development.
- Employer concerns are addressed during regular updating of curriculum to suit industry standards.
- Demand for admissions spring from assessment of the utility of the programme by parents and general public. This can considerably capture an impression of public image of the institution.
- Student feedback on curriculum collected at the end of each year provides a valuable input in anticipating changing requirements.

## 6. Monitoring of Student Progression

Learning outcomes are certain specifications of what a student should learn and demonstrate at the end of the

course. The learning outcomes clearly reflect the vision, mission and objectives of the institution. Monitoring of academic progression could be visualised under three monitoring modes namely Attendance monitoring, Activity monitoring and Assessment monitoring. Each of this act as a micro-system.

- Activity monitoring: Activity appraisal systems such as lesson based assignments and group activities, individual and group presentations, case analysis, laboratory practical and simulations such as role play, give considerable insight into the students' growth.
- Attendance monitoring: Maintaining the attendance record of each individual student on a regular basis and periodically evaluating it for attendance shortage is vital to attendance monitoring. Information is conveyed periodically to students and their parents through telephonic texts.
- Assessment monitoring: Regular conduct of examinations and evaluation of answer books are a key to fair assessment. Internal assessment follows set parameters. Low performance is intimated to the mentors to extend remedial classes and tutorial sessions.

## 7. Faculty Performance Monitoring

Performance of a teacher is directly correlated with the result of the students in the subject that he teaches. In general poor results point to low level of efficiency of the teacher. Hence result analysis is often undertaken to evaluate faculty performance. However this is not always reliable since results are dependent on many other factors. In the past, role of a teacher was confined to the class room. He was acting as a dispenser of knowledge. This concept underwent a sea change over the years that present day teacher is a "resource" who play multiple roles such as guide, companion, mentor, an inspiration and a role model. He is not merely sharing knowledge. On the contrary he is inspiring the students to search, find and pursue knowledge so as to transform them into lifelong learners. This shift has converted him to a multi-faceted figure rendering any evaluation complex. The present trend is to collect student feedback directly through faculty appraisal forms. These appraisal forms are carefully devised taking into account selected parameters that reflect the competency of a teacher is arranged in the form of a scale. Low score in student assessment is attributed to poor faculty performance. A sample appraisal format is provided here. Arranged in the form of a scale enables to compute the total score and grading appropriate to each performance indicator.

**Table 1:** Student Feedback Format

Sl. No.	Performance indicators	Degree of Ranking (High Low)									
		10	9	8	7	6	5	4	3	2	1
1	Regularity in conducting classes										
2	Time consciousness										
3	Preparation for the class										
4	Syllabus completion in time										
5	Competency in the subject										
6	Language and presentation										
7	Voice										
8	Clarity										
9	Methodology in teaching										
10	Interaction with students										
11	Accessibility outside class										
12	Sociability										
13	Helpfulness										

(Maximum marks 13 X 10 = 130)

## 8. Vertical and Horizontal Evaluation

Various monitoring mechanisms are used as micro-systems for evaluation of the impact of teaching-learning strategies.

- Continuous internal assessment – Internal assessment of student is carried out according to norms set by the institution. In consultation with the academic head, the course co-ordinators prepare schedules for internal assessment.
- Term-end examinations-Examinations are conducted as per the rules, regulations and guidelines issued by the university from time to time.
- Evaluation of assignment-Assignments are prepared on topics consulting reference sources and submitted before deadline. The qualities of the assignment as well as punctuality in submission are assessed.
- Evaluation of participation in EC & CC – Participation of the student in extra-curricular and co-curricular activities is assessed.
- Evaluation of subject knowledge-Viva-voce examination is an essential component of internal assessment. The performance in the viva is linked to grading.
- Evaluation through report writing – Field work is done under the supervision of a guide. The quality of the report is a prime consideration in assessment. So also the viva.
- Evaluation through presentations-Topical assignments and its presentation are part of the curriculum in all courses. Seminar presentations obtain additional points in overall assessment.
- Evaluation of all-round performance – Healthy competition is created among students through recognising best outgoing student considering their all-round performance.
- Evaluation of interpersonal relations and habits – Student representatives are chosen on the basis of inter-personal effectiveness.

## 9. Evolving a Perspective Plan

A strategy of participatory monitoring involving teachers and students in teaching, learning and assessment activities form the basis for developing a perspective plan. The Academic Head initiates an engagement plan in consultation

with course co-ordinators defining the policies and procedures for framing guidelines pertaining to admission, placement, discipline, grievance, counselling, training services etc. This is converted into an implementation plan that takes care of functioning of the institute. Committees are formed to execute the activities in the plan and students are involved to coordinate activities. Teachers contribute in planning the conduct of day-to-day academic activities of the institute. Students support to maintain discipline. The delivery of the content of all programmes is aimed at achieving the intended learning outcomes. Mutual accountability is created among all. Students are equally valued during their learning journey with the institute. Eventually the curriculum, its teaching, learning and evaluation become student-centric.

## 10. Conclusion

Curriculum is the fundamental instrument in the learning process. A well defined curriculum dictates the scope of learning. Pedagogy is the methodology used for translating curriculum into learning. Learning could be defined as the overall growth created in the learner on account of teaching. It bridges the distance between teacher and the taught in the realm of knowledge and skills intended to be conveyed. Growth is reflected in the enhancement of domain specific knowledge and appropriate skills. The goal of learning is still further. Such for instance, development of desirable attitude, temperament, achievement orientation and fulfillment are eventually the goals of learning. Evaluation maps the progress of the learner in his journey towards attainment of the objectives of learning. Capturing this in entirety is rather difficult. Monitoring moves from simple to complex, as it travels from teaching to learning and finally arriving at evaluation.

## References

- [1] P. S. Aithal, P. M. Suresh Kumar, Theory A for Optimizing Human Productivity, International Journal of Management and Social Sciences, Vol.4, No.2, 2016. ISSN: 2455-2267.
- [2] P. S. Aithal, P. M. Suresh Kumar, Organizational Behaviour in 21<sup>st</sup> Century – ‘Theory A’ for Managing People for Performance, IOSR Journal of Business and Management. Vol.18, July, 2016, pp.126-134. ISSN: 2319-7668.
- [3] Kumar, Suresh P. M, Curriculum Enrichment for Learning Outcomes in Higher Education, International Journal of Scientific Research and Modern Education (IJSRME), Vol.1, Issue II, 2016. ISSN 2455-5630.
- [4] Kumar, Suresh P. M, Leadership Development and Quality Enhancement in Higher Education, International Journal of Advanced Trends in Engineering and Technology (IJATET), Vol.1, Issue I, 2016. ISSN: 2456-4664.
- [5] P. S. Aithal, P. M. Suresh Kumar, Analysis of Choice Based Credit System in Higher Education, International Journal of Engineering Research and Modern Education (IJERME), Vol.1, Issue I, 2016, ISSN 2455-4200.
- [6] Kumar, Suresh P. M, Community Engagement Initiatives in Higher Education, International Journal of Engineering Research and Modern Education

(IJERME), Vol.2, Issue I, 2017, ISSN 2455-5630, I. F.  
= 6.525.

- [7] Kumar, Suresh P. M, Perspectives and Approaches to Internationalisation of Higher Education, International Journal of Development Research, Vol.11, Issue 04, April 2021, pp.46319-46322, ISSN: 2230-9926