Report of the Academic Audit done on 24.06.2022 at
Dr S. R Chandrashekhar Institute of Speech and Hearing, Bangalore

This evaluation aimed to serve as an opportunity for self-reflection and provide feedback to faculty/teaches related to their teaching. The evaluation involved a two-pronged approach. Teachers filled self-evaluation forms related to different attributes of teaching. Teachers conducted short teaching sessions of about 15-20 minutes which were observed by a two-member team, who provided ratings and comments on different aspects of the teaching session.

The following faculty members were observed by Dr. Lakshmi Venkatesh (external member) and Dr Premalatha/ Dr Anitha (Internal member).
1. Ms. Mereen, Assistant Professor
2. Ms. Prajna, Assistant Professor
3. Mr. Nithin, Assistant Professor
4. Ms. Nisha, Clinical Supervisor
5. Ms. Nikitha, Clinical Supervisor
6. Ms. Arunima, Clinical Supervisor
7. Ms. Shiji, Clinical Supervisor
8. Ms. Sreelakshmi, Assistant Professor
9. Ms. Aishwarya Dinesh, Assistant Professor
10. Ms. Sara, Clinical Supervisor
11. Ms. Sheron, Clinical Supervisor
12. Ms. Shweba, Clinical Supervisor

Teacher assessment or evaluation should be integrated, reflective, and go beyond a singular class observation. The individual teacher ratings/scores filled during the observation of teaching must be interpreted within this context.

The observations of teaching sessions were shared during the debriefing. The key strengths and suggestions for improvement are summarised below. These are based on the observations of the microteaching sessions, self-evaluations by the faculty and the discussions during the debriefing session.

Strengths observed

- Overall, all the teachers demonstrated rapport and were comfortable with the learners irrespective of their years of teaching experience.

- They demonstrated good understanding of the topics they were teaching.

- The teachers used slides, whiteboard, and other visual aids like videos appropriately.

- They facilitated interactive learning by asking questions to the learners, pausing, and checking for comprehension.

- The delivery of content was impressive with appropriate use of voice and pronunciation. The body language was appropriate and indicated confidence and enthusiasm in the delivery of the classes.

- Teachers reviewed students' prior knowledge at the beginning of the class in some form and summarized the lesson content at the end of the session.

Specific suggestions for improvement at an individual level

- An area of improvement may be to elicit participation from and involve the less active group of students in a classroom. Teachers were encouraged to explore small group activities and use online interaction tools within the classroom for ensuring participation from all the students in the class. Examples of tools such as kahoot, menti ment, Socrative, and poll everyone were discussed during the feedback session.

- Teachers may ensure that the content on the slides is visible till the last row of the class. Smaller fonts were not visible in a few sessions.

- Specific reading materials and references which are accessible to the students and relevant to the topic being discussed in the session may be provided at the beginning of the classes (both UG and PG classes). The PG classes incorporated the reference readings appropriately in the slides.

General suggestions

The following areas for improvement were identified based on gaps identified by faculty in the self-reflections provided by them as emerging areas of skills and the discussions during the debriefing. Faculty development programs may address some of these topics.

- *Writing specific learning outcomes*
  A general observation in all classes except one was the need to state specific learning outcomes for each session. The classes would benefit from an increased structure by stating and communicating learning outcomes at the outset of the class. The specific learning outcomes written for each session using measurable verbs would help us describe observable knowledge, skills and attitudes (Bloom's taxonomy, 1956).

- *Selection of a variety of teaching-learning methods*
- *Matching teaching-learning methods and assessment to specific learning outcomes*
  Discussions with the faculty indicated that while some of the clinical supervisors were aiming to focus on the development of skills as outcomes in their teaching sessions, their teaching content and teaching methods were largely focused on the knowledge level. In contrast, the use of demonstrations, viewing video demonstrations, role-play and simulations would have been more effective teaching strategies for developing skills. Effective lesson planning will help match the specific learning outcomes with the teaching-learning method and appropriate assessment methods.

The majority of the faculty members have identified the following areas as emerging skills and will benefit from additional inputs through a faculty development program.

- *Online/digital teaching-learning tools to encourage blended learning and encourage participation from all students.*

- *Evaluation methods: Planning both formative and summative evaluation activities to monitor student progress; provide feedback as quickly as possible; establishing expectations for students based on their ability levels*

- *Provide opportunities for individual differences/learning styles – Use knowledge of individual students to design educational experiences; Provide multimodal instruction to accommodate a variety of learning styles; Use grouping to encourage peer group interaction*

The individual rating forms and this report may be shared with the respective faculty members as per the decision of the institute.

Lakshmi Venkatesh

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Dr Lakshmi Venkatesh
Associate Professor
Sri Ramachandra Faculty of
Audiology and Speech-Language Pathology
Sri Ramachandra Institute of
Higher Education and Research (Deemed to be University)
Chennai

Academic Audit - 24th June 2022

sl no	Name	Designation	Class	Topic	Time	Supervisor Internal	Supervisor External
1	Dr. Mereen	Asst. Professor	Msc 2nd year	Assessment of Swallowing	9.00 - 1.00	Dr. Anita	Dr. Lakshmi Venkatesh
2	Ms. Prajna	Asst. Professor	Msc 2nd year	Management in NSD			
3	Mr. Nitin	Asst. Professor	3rd year BSc	Implant candidacy			
4	Ms. Nisha	CS	1st year BSc	Assessment of Autism			
5	Ms. Nikitha	CS	1st year BSc	Articulation assessment & its significance			
6	Ms. Arunima	CS	1st year BSc	Assessment of NNF			
7	Ms. Shiji	CS	1st year BSc	Assessment procedure of Comdell			
8	Ms. Sreelakshmi	Asst. Professor	3rd year BSc	Cluttering VS Stuttering		Dr. Premalatha	
9	Ms. Aishwarya	Asst. Professor	3rd year BSc	Metaphonic therapy for phonological disorders			
10	Ms. Sara	CS	2nd year BSc	Significance of OPME in children with Autism/ASD	2.00 - 3.00		
11	Ms. Sheron	CS	2nd year BSc	Different approaches in Autism			
12	Ms. Priyanka	CS	2nd year BSc	Different diagnosis between ADHD and ASD	Leave		
13	Ms. Shweba	CS	2nd year BSc	Cleft proforma and universal parameters			

Dr.S.R.Chandrasekhar Institute of Speech and Hearing
Lingarajapuram, Bangalore, India

Evaluation/Calibration of teaching staff by external expert

Name and designation of the staff: ~~_____~~ , Assistant Professor.

Qualification: Course: Dysphagia

Class/ semester: MSc 2nd Year.   Date: 24/6/2022

Topic being taught at evaluation hour: Subjective assessment of swallowing.

S.No.	Instructional dimension	Dimension being assessed	Opinion on depth and method	Rating 1-5 (1-least effective, 5-most effective)
1.	Teacher's knowledge of the subject*	• Knowledge of the teacher on the basis of what is being taught on that day	Whether interactive class/ asks questions/ gets answers etc.	5
2.	Communication and elocution skills	• communication clarity • Presentation style • Course material used • Ability to explain	Curriculum focus present/absent	5
3.	Teacher's ability to motivate and keep learning interest of students	• Rapport with students • Encouraging students to ask questions • Motivate them to learn	May collect feedback from students in absence of teacher	4
4. **	Teacher's concern, respect and approachability	• How the interaction with students especially who are not star performers	May collect feedback from students in absence of teacher	4
5.	Appearance and personality	• Formal dressing • Body language	Can be observed	5

* By qualification/By number of years of teaching /By number of years of teaching the same subject
** from students' feedback

Remarks/ suggestions if any: Loved the class; Prereadings given.   ~~_____~~

Signature

? Plan objectives that can be met in the class.
Verb- perform independently - skill level
            ↳ class at knowledge level.
↳ Demonstrations performed

Readings provided in each slide / A-V resources given

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Lingarajapuram, Bangalore, India

Evaluation/Calibration of teaching staff by external expert

Name and designation of the staff:

Qualification: Course: MSD.

Class/ semester: Msc 2nd Year. Date: 24/8/2022

Topic being taught at evaluation hour: Neurophysiology

S.No.	Instructional dimension	Dimension being assessed	Opinion on depth and method	Rating 1-5 (1-least effective, 5-most effective)
1.	Teacher's knowledge of the subject*	• Knowledge of the teacher on the basis of what is being taught on that day	Whether interactive class/ asks questions/ gets answers etc.	5
2.	Communication and elocution skills	• communication clarity • Presentation style • Course material used • Ability to explain	Curriculum focus present/absent	4
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* By qualification/By number of years of teaching /By number of years of teaching the same subject
** from students' feedback

Remarks/ suggestions if any: Great energy.
Passionate about topic.
Acronyms helped. / Slide images helpful
and animations

Signature

\# Presented contents for presentation - suggest writing learning objectives.

- Used board and slides very effectively
- Used analogies to explain concept.