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# Evaluation of Lecturer by Students: Self vs. Institutional Evaluation

**Sookdhev Rajkaran**

*Walter Sisulu University, Mthatha, Eastern Cape Province, South Africa, 5100,*
*E-mail: <srajkaran@wsu.ac.za>*

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**ABSTRACT** The aim of this paper is to share the experiences of a lecturer on an evaluation process followed to improve the lecturer's teaching philosophy and to achieve effective learning. This will benefit academics, students, society, grant providers and institutional assessors. Using autoethnography and quantitative methodology (survey approach), information from third year students by means of a questionnaire was solicited. Two steps were followed in data collection and analysis. Firstly, the lecturer personally collected and analysed the data. Secondly, to get an objective view, the Institutional Learning and Teaching Development (LTD) Unit collected and analysed the information independently. The results indicate that the average scores for course evaluation, instructor evaluation, overall course evaluation and overall instructor were over eighty percent. Comments included: good instructor, good motivator, always punctual and very professional. It is recommended that a variety of methods be used to evaluate and assess teaching effectiveness.