



# **BANGALORE INSTITUTE OF TECHNOLOGY**

## **POLICIES ON FACULTY PERFORMANCE ANALYSIS, COUNSELING AND FEEDBACK IMPLEMENTATION**

**CHAIRMAN: PRINCIPAL, BIT**

**CO-ORDINATOR: DR. J PRAKASH**

**PROFESSOR & HEAD**

**DEPT. OF ISE. , B I T**

**BANGALORE INSTITUTE OF TECHNOLOGY**

**POLICIES  
ON  
FACULTY PERFORMANCE ANALYSIS  
COUNSELING AND FEEDBACK  
IMPLEMENTATION COMMITTEE**

**CHAIRMAN: PRINCIPAL, BIT**

**CO-ORDINATOR: DR. J. PRAKASH**

**PROFESSOR & HEAD**

**DEPT. OF ISE., B I T**

**MEMBERS:**

SL NO	NAME	DESIGNATION	DEPT.
1.	DR. REDDAPPA H N	ASSOCIATE PROFESSOR	MECH ENGG
2.	PROF. DAVY GEARGE	ASSOCIATE PROFESSOR	IEM
3.	DR. S. SWARNALATHA	ASSOCIATE PROFESSOR	EEE
4.	VENKATESHA MURTHY	ASSISTANT PROFESSOR	EIE
5.	N. CHETAN ANAND	ASSOCIATE PROFESSOR	TCE
6.	DR. BYRAREDDY	PROFESSOR	ECE
7.	DR. KEMPANNA	ASSOCIATE PROFESSOR	CSE
8.	M. SHILPA	ASSISTANT PROFESSOR	ISE
9.	B. C. BASAVARAJ	ASSISTANT PROFESSOR	BASIC SCIENCES
10.	MADHU H K	ASSISTANT PROFESSOR	MCA
11.	DR. DEEPAK K V	ASSISTANT PROFESSOR	MBA

**BANGALORE INSTITUTE OF TECHNOLOGY**

**POLICIES  
ON  
FACULTY PERFORMANCE ANALYSIS  
COUNSELING AND FEEDBACK  
IMPLEMENTATION COMMITTEE**

**CHAIRMAN: PRINCIPAL, BIT**

**CO-ORDINATOR: DR. J PRAKASH**

**PROFESSOR & HEAD**

**DEPT. OF ISE., B I T**

**MEMBERS:**

SL NO	NAME	DESIGNATION	DEPT.	SIGNATURE
1.	DR. REDDAPPA H N	ASSOCIATE PROFESSOR	MECH ENGG	
2.	PROF. DAVY GEARGE	ASSOCIATE PROFESSOR	IEM	
3.	DR. S. SWARNALATHA	ASSOCIATE PROFESSOR	EEE	
4.	VENKATESHA MURTHY	ASSISTANT PROFESSOR	EIE	
5.	N. CHETAM ANAND	ASSOCIATE PROFESSOR	TCE	
6.	DR. BYRAREDDY	PROFESSOR	ECE	
7.	DR. KEMPANNA	ASSOCIATE PROFESSOR	CSE	
8.	M. SHILPA	ASSISTANT PROFESSOR	ISE	
9.	B. C. BASAVARAJ	ASSISTANT PROFESSOR	BASIC SCIENCES	
10.	MADHU H K	ASSISTANT PROFESSOR	MCA	
11.	DR. DEEPAK K V	ASSISTANT PROFESSOR	MBA	

## CONTENTS

TITLE		PAGE NO
<b>SECTION - I</b>		<b>6</b>
<b>FACULTY PERFORMANCE APPRAISAL AND DEVELOPMENT SYSTEM (FPADS)</b>		
OBJECTIVES		6
PREAMBLE		6
<b>1</b>	<b>BIT STAFF APPRAISAL SYSTEM (BIT-SAS)</b>	<b>7</b>
	1.1 Rationale	8
	1.2 General Objectives	8
	1.3 General Guidelines	8
	1.4 Responsibility and Evaluation	9
	1.5 Procedure	9
<b>2</b>	<b>EVALUATION COMPONENTS</b>	<b>10</b>
	2.1 Teaching (50-60%) - General Guidelines	10
	2.2 Evaluation Rubrics	11
	2.3 Performance Metrics	11
	2.4 Research & Scholarship (20-40%)- General Guidelines	11
	2.5 Evaluation Rubrics	12
	2.6 Performance Metrics	12
	2.7 Services And Personal Development (10-30%)-General Guidelines	12
	2.8 Evaluation Rubrics	13
	2.9 Performance Metrics	13
	2.10 Conclusion and Recommendations	14
<b>SECTION – II</b>		<b>15</b>
<b>NORMS RELATED TO FACULTY</b>		
<b>3</b>	<b>ROLES AND RESPONSIBILITIES OF FACULTY MEMBERS</b>	<b>15</b>
	3.1 General	15
	3.2 Behavioral	16
	3.3 Academic	16
	3.4 Classroom Management	17
	3.5 Student Related	18
	3.6 Roles as Counselor	18
<b>SECTION – III</b>		<b>19</b>
<b>ROLES AND RESPONSIBILITIES OF ACADEMIC ADMINISTRATORS</b>		
<b>4</b>	<b>RESPONSIBILITES AND FUNCTIONS OF VARIOUS OFFICIALS INCHARGE OF ACADEMIC ADMINSTRATION</b>	<b>19</b>
	4.1 Principal	19
	4.2 Head of Department	20

	4.3	Faculty of the Cadre of Professor	21
	4.4	Faculty of the Cadre of Associate Professor	22
	4.5	Faculty of The Cadre of Assistant Professor	23
	4.6	Poor Performance	24
<b>SECTION-IV</b>			25
<b>FEEDBACK PROCESS: PERFORMANCE ASSESSMENT OF FACULTY BY STUDENTS</b>			
PREAMBLE			25
VISION			25
MISSION STATEMENTS			25
5	<b>PROPOSED METHODOLOGY FOR TEACHING EFFECTIVENESS SURVEY</b>		26
	5.1	Feedback strategies - Organizational Strategies	26
	5.2	Instructional Strategies	26
	5.3	Content Knowledge	26
	5.4	Presentation Skills	26
	5.5	Clarity	27
	5.6	Useful Feedback is	27
	5.7	Class Room Teaching includes	27
	5.8	HODs role	28
	5.9	Principal role	28
	5.10	Requesting Feedback: Some General Considerations	29
	5.11	Conclusions and Recommendations	29
		<i>Appendix – I: Self-Assessment Form – General Template</i>	31
		<i>Appendix – II: Annual Performance Appraisal Form Template</i>	35
		<i>Appendix-III- Student Feedback form Template (Term-I and Term-II)</i>	37

**FACULTY PERFORMANCE ANALYSIS, COUNSELING AND FEEDBACK IMPLEMENTATION  
COMMITTEE REPORT**

**SECTION – I**

***Faculty Performance Appraisal and Development System (FPADS)  
“Where to Improve? How?”***

**Objective:**

***“To enhance working efficiency and to make functioning cordial and smooth so as to achieve our goal ‘To Develop Bangalore Institute of Technology’ with integrity”***

**Preamble:**

Bangalore Institute of Technology (BIT) believes in the premise that people are more productive when they agree on what is expected of them and receive feedback on their performance. The success of the appraisal process is essentially associated with establishing a constructive dialogue between the appraisers and appraised. This can be a valuable process for both the college and faculty as it improves communication channels between both sides.

This document aims at helping faculty get a clearer idea of their expected important roles in the College, given that academic staff members are the essence of the education system. Institution can have the best infrastructure and can adopt and develop the best curricula, yet ultimately it is the caliber and standards of the faculty members that have the most influence on the education process. Planning is part of the process of assisting faculty members improve such standards.

According BIT Education System, faculty members are expected to:

1. Provide up-to-date reports involving teaching activities and student advising as assigned by the department.
2. Be responsible for course development and participate in curriculum and program development.
3. Fulfill all instructional and advising responsibilities as specified in the policies and procedures.
4. Participate in scholarly and research activities which enhance their professional development and contribute to their discipline.
5. Serve as appropriate in, the department, college and university committees.
6. Provide professional services to the Institution and community.

In addition, criterion 5 of NBA, the accreditation body for engineering programs, focuses on faculty members. It states that "The faculty is the heart of any educational program. The faculty must be of sufficient number and must have the competencies to cover all of the curricular areas of the program. There must be sufficient faculty to accommodate adequate levels of student-faculty interaction, student advising and counseling, university service activities, professional development, and interactions with industrial and professional practitioners, as well as employers of students.

The program faculty must have appropriate qualifications and must have and demonstrate sufficient authority to ensure the proper guidance of the program and to develop and implement processes for the evaluation, assessment, and continuing improvement of the program, its educational objectives and outcomes. The overall competence of the faculty may be judged by such factors as education, diversity of backgrounds, engineering experience, teaching experience, ability to communicate, enthusiasm for developing more effective programs, level of scholarship, participation in professional societies, and licensure as Professional Engineers."

Performance appraisals are essential for the effective management and evaluation of staff. Appraisals help develop individuals, improve organizational performance, and feed into academic planning. It generally reviews each individual's performance against objectives and outcomes set by the institution.

Performance appraisals are important for staff motivation, attitude and behaviour development, communicating and aligning individual and organizational aims, and fostering positive relationships between management, staff and students. Performance appraisals provide a formal, recorded, regular review of an individual's performance, and a plan for future development.

## **1 BIT STAFF APPRAISAL SYSTEM (BIT-SAS)**

### **1.1 Rationale**

Performance appraisal is a vital tool to measure the frameworks set by any Institution to its employees. It is utilized to track individual contribution and performance against organizational goals and to identify individual strengths and opportunities for future improvements and assessed whether organizational goals are achieved or serves as basis for the institutes future planning and development.

Bangalore Institute of Technology has decided to develop a customized version of appraisal system. The rationale behind this move is:

1. Embedding the "professional" nature of the college in the system by linking courses to industry, design, and real world problems.
2. Targeting a simpler but more effective and relevant evaluation system.
3. Having a clearer link to the development system for faculty members which are one of the main aims of the evaluation system. Based on the department need, there should be a mutual agreement between the head and the faculty member on whether to continue developing their strength areas, or to focus on their weak areas or a combination of both.
4. Determining the intellectual value added by each faculty member.
5. Capitalizing on the role of different ranked faculty members in the education process.

### **1.2 General Objectives**

The Staff performance appraisal and evaluation system of BIT has the following main objectives:

- i. Helping faculty members to recognize the areas in need of development or improvement, and to capitalize on their areas of strength.
- ii. Building a database that can be used for promotion applications.
- iii. Helping the college set a program for faculty development.
- iv. Creating a fair indication for annual merit increases and other rewards programs to be developed.
- v. Provide opportunities for discussion and feedback in order to identify problems, obstacles, or difficulties that hinder progress and institution development.

### **1.3 General Guidelines**

The evaluation system should be applied to all "Regular Faculty members" working in BIT.

"Regular faculty members are full-time individuals who hold full professional ranks and who are appointed by the Institute to fulfill the following functions and duties:

1. Teaching and scholarly endeavors
2. Program and course development
3. Student advisement
4. Institute and community services
5. Other functions and duties necessary by the Institute and University



However, Temporary/visiting faculty members may be subject to the system if they can potentially be considered for full time positions. Faculty members on special assignments may be subject to a special evaluation that better reflects their duties, especially when it comes to the distribution of the efforts. This process is conducted annually, and the outcome of the evaluation is confidential and is by no means a way to compare one faculty member against another.

#### **1.4 Responsibility and Evaluation**

Conducting the departmental evaluation is the sole responsibility of the department head, and should not be delegated to any other member of the department unless this is approved by the Principal. However, and in alignment with the rules, the head can seek help from other faculty members to conduct specific tasks in the evaluation process. It is recommended though that this is kept to the minimum.

After the departmental evaluation, the Principal will review it and send a recommendation to the Management for verification and authorization of the department head evaluation. The appraisal system will follow the rules and the evaluation system which define the evaluation areas to be:

1. Teaching and instruction
2. Research and development
3. Institute, University and community services.

However, the definition of accomplishment within each area as well as the rubric for achievement may vary from time to time.

#### **1.5 Procedure**

- 2** During the first week of the semester, each department head should hold a department meeting during which the following should be addressed:
  - a. Refresh the team with the vision and mission of the department.
  - b. Update on the status of implementation of the department academic plan and advisory committee recommendations.
  - c. Agree on the annual plan for the department.
  
- 3** During the following week, the head should hold an individual meeting with each department faculty member. During this meeting, they discuss the individual plan of the member in terms of teaching, research, and services, as well as the College and Department strategic plans. The development plan of the member should then be addressed, and required resources should be

agreed upon. The plan will include agreement on special distribution of effort over the three evaluation areas such as teaching, research, and services.

- 4 Within two days of the meeting, the member should submit hard/soft copy of his/her plan for the current academic year
- 5 The head should then confirm that the plan is in line with the discussion agreement in the meeting.
- 6 A follow up meeting is to be held whenever needed (recommended at least twice during the evaluation year).
- 7 Faculty members are required to upload their achievements and any supporting document to the online faculty appraisal system or submit the hard copy to departmental head. They are also required to identify the course file to be used in the evaluation of the teaching component.
- 8 Department heads are to hold appraisal meetings with faculty members in the department to go over achievements and to provide feedback.
- 9 Faculty members are required to sign the summary sheet for evaluation which is an indication that they have seen the scores of evaluation.
- 10 Faculty member signature on the form doesn't necessarily mean that the member agrees with the result.
- 11 Any appeal on the evaluation results should be submitted to the Principal within two weeks of the meeting with the department head.
- 12 Department heads should submit the evaluation summary of faculty members to the Principal by the end of the semester

## **2 EVALUATION COMPONENTS**

### **2.1 Teaching (50-60%) - General Guidelines**

- i. Each faculty member should submit course files for all taught courses that include all course materials together with samples of students work.
- ii. The average student feedback score should be used in the evaluation and not a certain course feedback.
- iii. Course improvement may involve adopting new teaching pedagogies, new assessment methods, new technology or software, new applications related to local industry, converting a course to be an online course, or combinations of these.
- iv. All courses should be managed using Blackboard to achieve the minimum score of "satisfactory".
- v. For faculty with reduced loads or with buyout time, teaching weight can be reduced to 40%. Further reduction in teaching weight should receive advance approval from the Principal.

## 2.2 Evaluation Rubrics:

**Score - 5:** Excellent student evaluation (greater than 95%), outstanding course file(s), substantial improvement in a course or introduction of a new course, and an excellent effort for self-improvement through attending workshops. Examples of excellent performance indicators include winning teaching prizes, writing a journal paper in the area of teaching, delivering presentations, conferences and demonstrating exceptional skills in teaching/learning.

**Score - 4:** Very good student evaluation (greater than 85%), very good course file(s), good improvement in a course, and an obvious effort for self-improvement through participating in workshops, delivering presentations, conferences.

**Score - 3:** Good student evaluation (greater than 75%), a good and complete course file(s), some improvement in a course, and a reasonable effort for self-improvement through attending workshops, presentations, conferences

**Score - 2:** Fair student evaluation (greater than 60%), course file is not complete, no course improvement, and no evidence of self-development.

**Score - 1:** Poor student evaluation (< 60%). No course file. Faculty member will be given a warning and further action may be considered.

## 2.3 Performance Metrics:

1. Student Evaluation: 35%
2. Content and Quality of Course File : 30%
3. Course Improvement: 20%
4. Self-Development: 15%

## 2.4 Research & Scholarship (20-40%) - General Guidelines

- I. Each faculty member should include his/her recent publication record (past 3 years included) for the head to check the progress.
- II. Senior faculty members are expected to publish in first tier journals of their field (e.g. international well reputed, indexed journals with high impact factor in its field).
- III. Research in priority areas of the department should have a higher weight.
- IV. Collaborative research is highly recommended.
- V. Research funding and intellectual property generation should be counted.
- VI. For faculty members with reduced load due to "buy in time from research funds", the ratio of load reduction must be accompanied by a corresponding increased weighting for research.

- VII. Submission of research grants counts towards the self-development component of the research category.
- VIII. A leading author is the author whose name appears as a single or first author on a jointly published paper, or the second author on a paper whose first author is a Research Scholar or a Post graduate student supervised by the second author.

## **2.5 Evaluation Rubrics:**

**Score - 5:** A leading author on at least three papers in significant indexed journals over the past two years, receiving a significant external grant as Principal Investigator (PI) or an industrial grant with similar value in the current year which is in line with department's goals/areas of interest, and solid efforts in research development including submission of research grants.

**Score - 4:** A leading author on at least two papers in significant indexed journals over the past two years, or receiving an external grant as Principal Investigator (PI) or an industrial grant of similar value in the current year which is in line with department's goals/areas of interest, or receiving a patent, and a very good effort in research development including submission of research grants in the department.

**Score - 3:** Publishing one paper in significant indexed journals over the past two years, or a leading author on at least two papers in an international and significant conference over the past two years, receiving research grants in the role of PI or Co-PI and a good effort in research development including submission of research grants.

**Score - 2:** No journal or conference publications in the past two years with little efforts to improve research capabilities.

**Score - 1:** No publications at all over the past three years with no effort to improve research capabilities.

## **2.6 Performance Metrics:**

1. Publications: 40%
2. Research Grants: 40%
3. Self-Development: 20%

## **2.7 SERVICES AND PERSONAL DEVELOPMENT (10-30%)-General Guidelines:**

- I. It is the role of the head to capitalize on the strength of each member of the department by nominating them to different university, Institution, and department committees or assigning them other special duties such as coordinators for different works.

- II. Faculty members involved in services outside the Institution should keep the Principal/head informed about their activities and their exact roles and contributions.
- III. All faculty members are expected to be members of professional societies both local and international. Every effort must be deployed to achieve this target.
- IV. All faculty members are expected to engage in the implementation of the college and department strategic plan by being involved in relevant projects or tasks.
- V. All faculty members are expected to engage in their personal development in one or several of the areas of teaching, research or community service so as to improve in any area of perceived weakness or in areas where the faculty wants to go from an excellent assessment to an outstanding assessment.
- VI. Services are expected to be delivered to the department, college, university, community, and the profession through all available venues.

## 2.8 Evaluation Rubric

**Score-5:** Exceptional contribution to and/or impact on a department /college/ university committee, an active/leading role in supporting technical publications (journals, conferences), giving at least one seminar a year, exceptional student advising, providing consulting services, and outstanding self-development efforts, an excellent attitude and high level of collegiality.

**Score-4:** Effective contribution to internal committees, active support of professional organizations, good and effective student advising, and clear self-development efforts, very good attitude and collegiality.

**Score-3:** Acceptable contribution to internal committees, basic contribution to student advising, occasional support of professional organizations, and minimum self-development efforts. Good attitude and collegiality.

**Score-2:** Contribution to committees is attendance at most, weak student advising, no involvement in professional societies, and no sign of self-development.

**Score-1:** No involvement in department, college or university services/activities, no student advising, and no evidence of personal development. The faculty member will get a warning and further action may be taken.

## 2.9 Performance Metrics:

1. Attitude of collegiality and initiative (15%)
2. Contributions to department/colleges/university committees-(30-50%)
3. External committees/consulting, journal editorial duties or membership in conference TPC (Technical Program Committees), reviewer for technical publications; external service: (10-30%)

4. Student advising: 15%
5. Self-development, seminars/courses, etc. (10%)

## **2.10 Conclusion and Recommendations**

Appraisal of faculty is essential to maintaining continuous development of academic staff in the areas of teaching, Research and Development, scholarship, and community service. While the faculty member is expected to use his/her existing knowledge and skills, this is insufficient. It is expected that the faculty member will motivate and inspire his/her students and colleagues, actively seek to improve in any area of weakness, mentor other colleagues such as new and junior faculty, and -generally speaking- show an attitude of cooperation and collegiality. The evaluation system is intended to be a tool to help the faculty improve and progress along these lines and prevent him/her from failing. It is also a tool for the college administration to reward such progress and preserve the interest of students and the community.

Therefore, the evaluation report must be professionally prepared to reflect its importance and be *well structured to aid the evaluator read it without having to dig here and there* looking for supporting documentation

### **ENCLOSURES:**

Appendix – I: Self-Assessment Form - General

Appendix – II: Annual Performance Appraisal Form

**SECTION – II**  
**NORMS RELATED TO FACULTY**

**3 ROLES AND RESPONSIBILITIES OF FACULTY MEMBERS**

The faculty shall adhere to the Rules/ Regulations/ Responsibilities at all times. The rules, regulations & responsibilities are only indicative and not exhaustive. Non-adherence or non-compliance to the rules, regulations & responsibilities will be treated as dereliction of duties and suitable disciplinary action will be initiated against such employees/faculty members.

**3.1 GENERAL**

1. The faculty members must be punctual to duty
2. He/she shall stay within the campus during the working hours of the College
3. He/She shall discharge the responsibilities assigned in teaching/research/consultancy and administrative diligently in honest and un-biased manner with total commitment
4. The faculty members are expected to conduct themselves in a professional and co-operative manner
5. Take precautions to protect equipment, materials and facilities of the college
6. Attend and participate in the meetings, activities called/assigned by the HOD and Principal
7. To take up other duties and responsibilities prescribed by the HOD and Principal/Management not limited to Academic and Evaluation duties
8. To undertake Research/Consultancy Activities constantly in addition to teaching particularly at the level of Professor and Associate Professor.
9. The faculty are required to conform to & follow the rules & regulations in force and brought in force from time to time
10. He/she shall not engage/take private tuitions
11. He/She shall wear a decent and formal dress
12. He/she shall finish the evaluation work of Internal Assessment (IA) and University Semester End Examinations (USEE) on priority without causing any inconvenience to the evaluation process.
13. He/she shall not accept/proceed to undertake any duties/works outside the college without prior approval of the authorities concerned namely HOD, Principal and Management.
14. Whenever a faculty is deputed / permitted to take up an assignment outside the college, the concerned should submit proof of attendance and the same should be recorded in the department.

### **3.2 BEHAVIORAL**

The teaching profession expects high standards of ethical behavior. The faculty members are expected to conduct themselves in professional and befitting manner. The faculty member shall adhere to ethical codes of conduct listed below.

1. The faculty shall not indulge in rude or abusive behavior, comment against superiors, and make negative comments about other staff members, verbal attacks, which are of a personal, threatening, abusive and irrelevant nature or go beyond fair and professional conduct.
2. The faculty shall desist from un-authorized distribution of printed material etc. The faculty shall also desist from falsifying/tampering any records or documents.
3. The faculty shall desist from getting involved in un-authorized activities leading to financial benefit.
4. The faculty shall desist from exhibiting non-ethical behavior that jeopardizes the moral standards of the Institution.
5. The faculty shall comply with rules, regulations, and policies of Management from time to time.

### **3.3 ACADEMIC**

The objective of academic works of faculty is to help each student follow an individualized path through the curriculum, allowing that student to meet his or her personal, professional, and academic goals.

1. The academic work should compliance and consistent with Vision, Mission , PEOs, COs and POs of the department/Institute
2. The faculty should incorporate novelty in Teaching Learning Process
3. To conduct the assigned classes as per schedule
4. To maintain the record of Course file and other relevant documents of the courses handled by them
5. To implement designated curriculum with the said objectives and out comes
6. To participate in professional development opportunities/ activities and apply the concepts in academic activities such as class room delivery & also in practical sessions
7. The faculty shall share information, work on projects, enable students to reflect on learning that takes place in internships, or outdoor activities thereby help in improving Teaching and Learning Process.



### 3.4 CLASSROOM MANAGEMENT

Classroom management is used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students. The term also implies the prevention of disruptive behavior. Classroom management and management of student conduct are skills that teachers acquire and hone over time. Skills such as effective classroom management are central to teaching and require common sense, consistency, an often undervalued teacher behavior, a sense of fairness, and courage.

1. To come well prepared for the class and stay focused on the topic/content
2. Be present in classroom right in time.
3. Mark attendance of the scheduled class hour regularly.
4. Commence the class by recapitulating the main points of previous class in order to help bridging the memory drift and to reinforce the concepts and ideas.
5. To share knowledge in a manner that encourages effective two-way communication
6. Be organized and in order to make efficient use of time and move in a planned and systematic direction.
7. To be self-confident and facilitate quality delivery of the subject.
8. Involve visual and activity based learning wherever possible, make Power Point Presentations (PPT) in addition to conventional use of black board depending on the subject & necessity
9. Provide real time case studies whenever possible to employ appropriate strategies to achieve desired objective of learning.
10. To pose questions to the students which inculcate out of box thinking
11. To summarize the concepts at the end of every class
12. After every test, the faculty shall discuss about the common mistakes made by students and explain how to overcome it
13. To evaluate the test answer books within the stipulated time of academic calendar and make the scheme of evaluation transparent.
14. The faculty member shall meet all the academic and evaluation deadlines prescribed from time to time
15. The faculty shall not pre-pone, post-pone, let-off or suspend a scheduled class without authorization from the concerned HOD/Principal
16. The faculty shall handle the assigned practical classes and be available in the designated place for the full time;
17. A class be it theory or practical or tutorial a teacher shall handle the class for the complete duration of the said class;
18. Absence from duty without authorization is not permitted and will be viewed seriously.

### **3.5 STUDENT RELATED**

1. To motivate students to show interest and learn the most
2. To be available for the students even after class hours to clarify their doubts, if any
3. To provide students a detailed set of possible questions for all the topics in order to guide/prepare them for enhancing their knowledge & face the examinations confidently.
4. To treat students with respect, and teach them to treat others with respect
5. To motivate and help students to do minor educational projects in related area/topics so that their analytical and self-learning skills improve
6. Feel comfortable working with exceptional learners/slow learners and learners with diverse needs
7. To handle gently but firmly, any misbehavior of students and weed out the cause.

### **3.6 ROLES AS COUNSELOR**

The role of a Counselor is to offer support to the students to deal with a wide range of concerns be it academic, personal, emotional, family or peer related through Counseling. The Counselor should meet the students and their parents as and when needed. The process is confidential except in a condition where disclosure is necessary to protect you or another person or abide by the institute policy. Counseling is necessary to have a healthy working atmosphere amongst staff, students and parents. The counselor should help the students and parents to record their complaints and solve their problems related to academic, resources and personal grievances.

1. As a Counselor, the faculty shall advise/counsel the student on all the academic matters
2. The faculty should get filled "Student Proctor book" from assigned students and keep with them for the entire program duration.
3. He/she must meet the assigned students at least once in a month.
4. The faculty shall report to the HOD/Principal about those students who avoid meeting the counselor
5. He/she shall understand student difficulties and counsel as per individual situations. Ensure that the academic progression of a student is continuously monitored and assessed
6. Keep the parents apprised about the academic progress and general behavior of their wards.
7. To demonstrate communication and interpersonal skills as they relate to interaction with students, Parents, colleagues, Staff, and Administrators.
8. To ensure maintenance of Student Proctor diary in accurate, complete, and appropriate manner. The diary is to be regularly updated with the comprehensive information of the student's academic progress with proper verification
9. The counselor should serve as a friend, philosopher and guide.

**SECTION – III**  
**NORMS RELATED ACADEMIC ADMINISTRATORS**

**4. RESPONSIBILITES AND FUNCTIONS OF VARIOUS OFFICIALS INCHARGE OF ACADEMIC ADMINSTRATION**

**4.1 PRINCIPAL**

The Principal shall provide leadership for the academic administration and create an effective environment conducive for learning. He shall ensure that quality education is imparted to the students and fosters the holistic development of the students. He shall ensure all round development of the Institute and achievement of strategic goals of the institution.

1. The Principal shall Report to the Chairman, Governing Council (GC) on all matters.
2. The Principal is the Head of the Institution and shall act as a link between the Staff, Students and Management.
3. In the capacity of Member-GC, he shall put-forth proposals in all administrative/academic/finance related matters and seeks approval and ensures its apt implementation.
4. The Principal shall assess the HR requirement and make recruitments as per the procedures and norms.
5. The Principal shall act as a link between external agencies and the Institutional faculties.
6. The Principal shall facilitate all the stakeholders to provide the necessary impetus for growth and development of the Institution.
7. The Principal shall ensure that proper administrative and evaluation process in addition to addressing to the rightful grievances of the students, staff and faculty members.
8. The Principal shall from time to time prepare Strategic Plan for the Institution which sets the milestones to be achieved.
9. The Principal shall be the executive in-charge of all academic and administrative bodies and ensure adherence of all regulations framed by GC.
10. Conduct regular meetings among various bodies as necessary, for proper functioning of the Institution.
11. Comply in a timely fashion all records and reports required by the various agencies like UGC, AICTE, DTE, VTU and others.
12. Promote accreditation activities and facilitate agencies like NBA, NAAC etc by complying in a timely fashion all records and reports required by the agencies.
13. To take all necessary actions for smooth conducting of internal and external examinations.
14. He shall advise and monitor the functioning of the Hostels and ensure congenial environment for the hostilities.
15. Any other duties and responsibilities assigned by the Management from time to time.

## 4.2 Head of the Department

*The prime role of the Head of an Academic Department is to provide strong academic leadership.*

1. The Head of Department is required to lead, manage and develop the department to ensure it achieves the highest possible standards of excellence in all its activities.
2. Responsible for ensuring the educational progress and welfare of students.
3. To plan and prepare proposals for development of the department.
4. Involve self and the other faculty in the process of curriculum development, in updating and revision on continued basis to meet the requirement of industry.
5. To organize the academic work load of the department as per norms indicated by Principal/AICTE/VTU.
6. To supervise the attendance of students in classes and laboratories and to scrutinize the academic progress of students.
7. Ensure smooth conduction of examinations in co-ordination with staff
8. To continuously encourage Research, collaborations, consultancy amongst faculty and students.
9. To ensure proper maintenance and upkeep of the Department. Ensure that the laboratories in the department are well equipped and maintained according to the curriculum/Research/Consultancy requirements.
10. Prepare departmental Budget. Responsible for the effective financial management of the department in accordance with the financial procedures and as delegated by the Principal.
11. Responsible for faculty development including (i) training, development and career management and (ii) day-to-day management matters, such as leave of absence, sick leave, etc.
12. Provide in a timely fashion of all records and reports required by the concerned College office to comply with agencies like UGC, AICTE, DTE, VTU and others.
13. Promote accreditation activities and facilitate agencies like NBA, NAAC etc.
14. To have regular meetings with faculty/staff (min one per month) in order to assess the academic progress. To ensure that the department is aware of all the policies.
15. Ensure Safety Objectives/security measures are in place.
16. To undertake any other tasks as and when assigned by the Principal/Management from time to time

### **4.3 FACULTY OF THE CADRE OF PROFESSOR**

A Professor shall provide academic leadership in creating an effective learning environment for students. The minimum hours of work in the Department and College are 40 hours per week. The Direct Teaching and Laboratory hours shall be not less than 08 hours/week out of which 04 hours shall be theory.

#### **Duties:**

1. Design/revision and up-gradation of course structure and course files.
2. Deliver lecture, practical skills, methods and techniques to students using innovative methods and technology.
3. Prepare course material, lesson plans for the courses assigned.
4. Take-up on priority mandatory works of the college like paper setting, invigilation, evaluation etc.
5. Conduct internal tests, university examination with utmost integrity.
6. Monitor [Counsel/Proctoring] students.
7. Supervise [innovative] student projects.
8. Involve in the departmental activities (strengthening laboratories, organizing & developing new methods in academic/administrative activities.
9. Involve in the process of procuring course materials/textbooks, laboratory equipment's.
10. Participate in all departmental and College activities as prescribed.
11. Publish at least one paper in conference [Ntl/Intl] in a year.
12. Any other responsibilities assigned by the HOD/Principal/Management from time to time.

#### **Responsibilities:**

1. Continue research work, Postdoctoral fellowship at reputed Universities /Organizations.
2. To prepare and submit proposals for external funding agencies like VTU, AICTE, DST etc.
3. Guide Research Scholars for PhD.
4. To make presentations at national and international conferences and similar events.
5. Publish at least three papers in refereed & non-paid journals [Ntl/Intl] in three years in association with PhD scholars.
6. Writing Text Books/Manuals/Monographs etc.
7. Developing products & applying for patents.
8. Undertake consultancy works
9. Keep abreast of current developments in their respective fields.

#### **Mandatory Requirement:**

1. Under student evaluation a minimum of 60% feedback is necessary.
2. Proctoring of the Students

**Desirable Activities:**

1. Conduct/organize FDPs [workshop/conference/STTP] one in a year.
2. Deliver Guest / Invited lectures [one in a year] at other Institutions [without affecting the scheduled class works at the Department]

**4.4 FACULTY OF THE CADRE OF ASSOCIATE PROFESSOR**

The minimum hours of work in the Department and College are 40 hours per week. The Direct Teaching and Laboratory hours shall be not less than 14 hours/week out of which 08 hours shall be theory.

**Duties:**

1. Involve in Design/revision and up-gradation of courses and course files.
2. Deliver lecture using innovative methods and technology and also transfer knowledge like practical skills, methods and techniques.
3. Prepare course material, lesson plans for the courses assigned.
4. Take-up on priority mandatory works of the college like paper setting, invigilation, evaluation etc.
5. Conduct internal tests & university examination with utmost integrity.
6. Submit annual performance commitment before the commencement of the academic year and deliver the same.
7. Monitor [Counsel/Proctoring] students.
8. Supervise student projects.
9. Publish at least one paper in conference [Ntl/Intl] in a year.
10. Participate in all departmental and College activities as prescribed.
11. Any other responsibilities assigned by the HOD/Principal/Management from time to time.

**Responsibilities:**

1. Pursue research & Consultancy works
2. To prepare and submit proposals for external funding agencies like VTU, AICTE, DST etc.
3. To make presentations at national and international conferences and similar events.
4. Keep abreast of current developments in their respective fields

**Mandatory Requirement:**

1. Under student evaluation a minimum of 60% feedback is necessary.
2. Counseling/Proctoring of the Students

**Desirable Activities:**

1. Publish at least one paper in refereed journal [Ntl/Intl] in a year.
2. Writing Text Books/Manuals/Monographs etc.
3. Developing products & applying for patents.
4. Conduct/organize FDPs [workshop/conference/STTP] one in a year.
5. Deliver Guest / Invited lectures [one in a year] at other Institutions [without affecting the scheduled class works at the Department].

**4.5 FACULTY OF THE CADRE OF ASSISTANT PROFESSOR**

The minimum hours of work in the Department and College is 40 hours per week The Direct Teaching and Laboratory hours shall be not less than 16 hours/week out of which 08 hours shall be theory.

**Duties:**

1. Prepare course material, lesson plans for the courses assigned.
2. Deliver lectures using innovative methods and technology.
3. Submit annual performance commitment before the commencement of the academic year and deliver the same.
4. Assist students for improving their learning in academics.
5. Supervise student projects.
6. Monitor [Counsel/Proctoring] students.
7. Accompany students during field trips and industrial visits.
8. Take-up on priority mandatory works of the college like paper setting, invigilation, evaluation etc.
9. Conduct internal tests & university examination with utmost integrity.
10. Attend at least Two FDP [workshop/conference/STTP] during lean period [The duration of the programme shall not be less than Three days]
11. Involve in the departmental activities (strengthening laboratories, organizing & developing new methods in academic/administrative activities).\
12. Involve in the process of procuring course materials/textbooks, laboratory, equipment etc.
13. Participate in all departmental and College activities as prescribed.
14. Any other responsibilities assigned by the HOD/ Principal/ Management from time to time.

**Mandatory Requirement:**

1. Counseling/Proctoring of the Students.
2. The faculty with three years and more of experience in the college shall compulsorily register for PhD degree.

**Responsibilities:**

1. Keep abreast of current developments in their respective fields.
2. Publish at least one good quality technical paper in a year in their respective field. [In case of joint authors only fractional weightage will be considered].

**Preferred Activities:**

1. Publish Papers in refereed Journals.
2. Present papers in conferences.
3. Developing products & applying for patents.

**4.6 POOR PERFORMANCE****POLICY AND MONITORING GUIDELINE FOR ASSESSMENT AND EVALUATION OF THE FACULTY PERFORMANCE BASED WITH REGARD TO POOR PERFORMANCE RATED THROUGH STUDENT FEEDBACK.**

The Principal/Management has introduced a policy and monitoring guideline for assessment and evaluation of the faculty performance based on the ratings of student feedback and to implement the following policy with regard to faculty rated below the threshold (60%) through student feedback:

1. To issue a warning in respect of the faculty who has been rated poor in one feedback processes.
2. To withhold one increment (without cumulative effect) in respect of the faculty who has been rated poor in two feedbacks.
3. To withhold one increment (with cumulative effect) in respect of the faculty who has been rated poor in three feedbacks.
4. The faculty with lower feedback (below threshold) shall not be eligible for any special benefits such as deputation for seminars, workshops, conference, higher studies etc. However, they shall be deputed to appropriate Development Programs to improve their skills and teaching abilities with due recommendation of the concerned HOD and approval of the Principal.



## **SECTION-IV**

### **FEEDBACK PROCESS: PERFORMANCE ASSESSMENT OF FACULTY BY STUDENTS**

#### ***(Student Feedback)***

#### **PREAMBLE**

The purpose of this document is to define the Bangalore Institute of Technology's policy for conducting peer observation of class room teaching to improve effective teaching-learning skills of teachers. The goal is to provide formative feedback that suggests and supports teachers to develop their teaching skills. Practice on its own does not necessarily improve one's teaching ability. Practice needs to be complemented by carefully designed formative feedback that offers teachers, whether beginning or experienced, guidance as they develop as good teachers.

As an educator, a teacher gains valuable information about his/her role as a mentor when he/she has an opportunity to receive different types of feedback. The primary purpose of feedback is to improve teaching. Consistent, structured and constructive feedback about the performance of his/her duties and responsibilities will improve teaching performance, which in turn builds confidence and creates a positive cycle. Additionally, undergraduate students deserve an opportunity to provide feedback to let the teacher and department know how his/her learning is being supported or how the teaching could be improved. The opportunity to provide feedback lets students know that their input is valued and tends to result in increased communication between the teachers and students. Lastly, the departmental heads will gain a greater understanding of how to advise future teachers regarding how to conduct class room teaching, laboratories, tutorial, or discussion sessions. Teachers should keep in mind that these formative feedback tools are only a small part of a continuous teaching improvement process.

#### **VISION:**

***“To enhance teaching learning skill through class room observations by getting a formative feedback from students for continuous teaching learning improvement process”***

#### **MISSION STATEMENTS:**

- ***It is a review of the Teacher's performance through classroom observation and is an assessment that will serve as input for making appointment, promotion, and tenure decisions***

- *Consistent, structured and constructive feedback about the performance of his/her duties and responsibilities will improve teaching performance, which in turn builds confidence and creates a positive cycle.*
- *Peer observations will serve to supplement existing mechanisms that assess student perceptions of classroom teaching.*

## **5. Proposed Methodology for Teaching Effectiveness Survey**

### **5.1 FEEDBACK STRATEGIES - ORGANIZATIONAL STRATEGIES:**

#### ***Issues to focus on include:***

Was the Teacher well-prepared for class? Were the objectives of the class clearly stated? Did the Teacher state the relation of the lecture to the previous one? Did the Teacher use class time efficiently? Were the learning activities well organized? Did the class remain focused on its objectives? Did the Teacher summarize periodically and at the end of class?

### **5.2 INSTRUCTIONAL STRATEGIES:**

#### ***Issues to focus on include:***

Was the Teacher's choice of teaching techniques appropriate for the goals? Does the Teacher have good questioning skills? Does the Teacher raise stimulating and challenging questions? Does the class schedule proceed at an appropriate pace? Is board work legible and organized? Does the Teacher effectively hold class attention? Does the Teacher provide an effective range of challenges?

### **5.3 CONTENT KNOWLEDGE:**

#### ***Issues to focus on include:***

Is the Teacher knowledgeable about the subject matter? Is the Teacher confident in explaining the subject matter? Does the Teacher focus on important content in the field? Does the Teacher demonstrate intellectual curiosity toward new ideas or perspectives?

### **5.4 PRESENTATION SKILLS:**

#### ***Issues to focus on include:***

Is the Teacher an effective speaker? Does the Teacher employ an appropriate rate of speech? Is the Teacher enthusiastic about the subject matter? Does the Teacher make the subject matter interesting? Is the Teacher's command of English adequate?

### **5.5 CLARITY:**

#### ***Issues to focus on include:***

Does the Teacher define new terms or concepts? Does the Teacher clearly elaborate complex reformation, and repeat it when necessary? Does the Teacher use examples to explain content? Does the Teacher respond to questions clearly? Does the Teacher pause during explanations to allow students to ask questions? Does the Teacher relate course material to practical situations?

### **5.6 Useful feedback is**

- Descriptive rather than judgmental
- Specific rather than general
- Focused on behavior rather than the person
- Focused on helping rather than hurting
- Focused on behavior that the teacher can do something about, not inferences
- Provided with opportunities for further discussion
- Provided with clear suggestions for improvement
- Based on observations
- An opportunity to learn!

### **5.7 Class Room Teaching Includes**

- Puts outlines on blackboard or overhead screen, so always accessible
- States learning objectives, outcomes and goals
- Uses headings and subheadings to organize material
- Situates material relative to the course
- Gives several examples of each concept, some being concrete everyday examples
- Defines new or unfamiliar terms
- Confirms students' understanding
- Offers help to students
- Handles student problems and concerns effectively
- Builds student rapport
- Provides opportunities for student questions

- Incorporates student ideas into lesson
- Asks students and the whole class questions
- Responds effectively to student questions
- Demonstrates respect around issues of diversity
- Uses teaching aids effectively (blackboard, whiteboard or overhead)
- Uses a variety of activities in class
- Demonstrates equipment/techniques effectively
- Uses graphs, diagrams, images to facilitate explanation
- Demonstrates enthusiasm for the subject
- Employs moderate pace
- Maintains eye contact
- Uses voice (speed, tone, volume, clarity) effectively
- Demonstrates mastery of the subject material
- Maintains appropriate movement throughout the room

### ***5.8 HODs Role.***

1. What the Teacher's major strengths and weaknesses are as demonstrated in this observation?
2. How organized and clear is the presentation?
3. What overall impressions do you think students left this lesson with in terms of the teaching process and its relationship to their learning?
4. Describe the level of student interest and participation
5. What specific suggestions would you make concerning how this particular class could have been improved?
  - Provide any additional comments that may help to assess the Teacher's teaching capabilities
  - Submit a peer observation of teaching report of individual staff to Principal

### ***5.9 Principal Role***

- Provide continual formative guidance to help faculty to enhance their teaching skills through effective training programs.
- Peer observation of teaching report is mandatory and is used where appropriate, to interpret for Annual increments/reappointments/Promotion review/Tenure decisions etc.
- Instruct the teacher regarding implementation of student suggestions immediately or at a future date, as well as plan how he/she will address the generated feedback with his/her students.

- Monitor action plan taken by the department to improve continual teaching learning process.
- Indicate any significant program improvement based upon recent peer observation evaluations.

### **5.10 Requesting feedback: Some general considerations**

- Always ensure that feedback is anonymous. Students must feel secure that their feedback will not affect their future.
- Remember to limit feedback questions to areas in the course that the teacher or head of department has control over.
- Do not solicit or encourage comments on the personal aspects of a teacher.
- Clearly state the purpose of the feedback form. (For example, to improve/enhance teaching learning process).
- Assign the work of getting feedback to a teacher who is not handling any sessions for the students in that term.
- Explain carefully to students why we are asking for their feedback and how their comments will be used.
- Ask students to answer only about items they are able to judge.

### **5.11 Conclusions and Recommendations**

The feedback system helps the Teachers

- *To evolve and understanding of how best the teacher can teach and to alter the way they teach.*
- *To enrich the knowledge, capacity, and skill required to support a diverse range of students*
- *Creating good learning environments entails creating meaningful formal professional development programs and other opportunities for teachers to learn, as well as implementing policies and practices in colleges that nurture cultures of learning for teachers and students alike.*
- *To offering teachers learning opportunities tailored to their specific needs and offered in ways that support cumulative learning over time.*

*The committee recommended the following opinions for implementing effective feedback system to enrich the teaching learning pedagogicals.*

1. *Make the campus with full Wi-Fi and the students enable to access the internet, and course materials through ICT*
2. *Provide Student ID to monitor the activities of the students’.*
3. *Make the student feedback system and evaluation on line*
4. *Create unafraid environment to provide fair feedback*
5. *Take suitable action to improve poor performed teachers*
6. *Provide suitable environment to encourage teachers and students to improve their learning levels.*
7. *Make available the Student Welfare Officer (SWO) to resolve grievances of students*
8. *Employ a Male and a female counseling officer to counsel students (Institution Level)*
9. *Provide infrastructure and separate counseling rooms for girls and boys.*
10. *Employ (Part time)a male and a female doctor (Psychiatric) for counseling*
11. *Insist the staff to monitor the students meticulously*
12. *Provide ample opportunities to staff and students to improve themselves in academics.*


***Appendix-I: SAR Template***

***Appendix-II: Annual Faculty Assessment Form – Template***

***Appendix-III: Student Feedback form Template (Term-I and Term-II)***

APPENDIX-I

SAR – TEMPLATE

	<b>BAGALORE INSTITUTE OF TECHNOLOGY</b> <b>Department of Information Science and Engineering</b> <b>SELF-ASSESSMENT FORM</b> <b>(For Faculty Members)</b>
---	--

**PART A: GENERAL INFORMATION**

1. **NAME (In Block Letter):**
2. **Father's/ Husband's Name:**
3. **Department:**
4. **Current Designation & Grade Pay:**
5. **Date of last Promotion:**
6. **Address for Correspondence:**

7. **Permanent Address:**

**Mobile No.-**

**E-mail:**

8. **Whether acquired any degrees or academic qualifications during the period:**

**PART B: ACADEMIC PERFORMANCE**

**CATEGORY I: Teaching, Learning & Evaluation related Activities**

(i) **Lectures, Tutorials, Practicals, Seminars, Contact hours (Give details yearly)**

Sl. No.	Course/Paper (Code)	Level (UG/PG)	Mode of teaching*	No. of classes allotted/ week	Total No. of classes engaged as per documented record

\* **Lecture (L), Tutorial (T), Practical (P)**

**(ii) Use of Participatory and Innovative Teaching-Learning methodologies, Updating of Subject Content, Course Improvement etc.**

Sl. No.	Short Description	Remarks

**(iii) Examination Duties Assigned & Performed**

Sl. No.	Duties assigned	Extent to which carried out (%)	Remarks

**CATEGORY II: Co-curricular, Extra-curricular, Community work Activities, Professional development related Activities etc.**

Sl. No.	type of activity organized/participated	Remarks

**CATEGORY III: Research, Publication & Academic Contribution related Activities**

**A) Published Papers in Journals**

Sl. No.	Title with Page nos.	Name of Journal with Vol., Page No. Year etc.	ISSN/ ISBN No.	Peer Reviewed /Impact factor, if any	No. of co-authors	Whether you are main author	Remarks

**B) Published Full Papers/ Presented in Conference Proceedings**

Sl. No.	Title with Page nos.	Details of Conference Publications	ISSN/ ISBN No.	No. of co-authors	Whether you are main author	Remarks

**C) Book(s)/Article(s)/Chapter(s) published**

Sl.	Title with Page nos.	Book Title,	ISSN/	Whether	No. of	Whether you	Remarks
-----	----------------------	-------------	-------	---------	--------	-------------	---------



No.		Editor and Publisher	ISBN No.	peer reviewed	co-authors	are main author	

**D) Ongoing and Completed Research Projects/Consultancies**

Sl. No.	Title	Agency	Period	Grant/Amount Mobilized (Rs. In Lakh)	Remarks

**E) Project/Research Guidance**

Degree	Number Enrolled	Thesis Submitted	Degree Awarded	Remarks
UG Projects				
PG Projects				
MSc Engg. Equivalent				
Ph. D or Equivalent				

**Orientation/Refresher course etc. attended during the period of review:**

Name of the course / Summer School	Place	Duration	Sponsoring Agency

**F) Training Courses, Teaching-Learning Evaluation Programme, Faculty Development Programme attended**

Sl. No.	Programme	Duration	Organized by	Remarks

**G) STUDENT'S FEEDBACK Index:**

**Summary of Scores:**

Criteria	Last Academic	Total Score for Assessment

		Year	Period
<b>I</b>	<b>Teaching, Learning &amp; Evaluation related Activities</b>		
<b>II</b>	<b>Co-curricular, Extra-curricular, Professional development related Activities</b>		
<b>III</b>	<b>Research, Publication related Activities</b>		
	<b>Total (I + II + III)</b>		

**PART C: OTHER RELEVANT INFORMATION**

Please give details of any other credential, significant contributions, awards received etc. not mentioned earlier.

Sl. No.	Details ( Mention Year, Value etc. where relevant)

**LIST OF ENCLOSURES: (Please attach copy of certificates, papers etc., wherever necessary)**

- 1.
- 2.
- 3.
- 4.

I certify that the information provided is correct as per records available with the Institute and/or documents enclosed with the duly filled proforma.

Place :

Date :

\_\_\_\_\_

Signature of the faculty

**Remarks of HOD**

Date :

\_\_\_\_\_

Signature of HOD

**APPENNDIX – II**  
**ANNUAL FACULTY ASSESSMENT FORM – TEMPLATE**  
**BANGALORE INSTITUTE OF TECHNOLOGY**  
**K.R Road, V.V Pura, Bangalore 560 004**

Name of Staff:		Designation:	
Department:		Review Period:	

**Rating Scale: 1-Low, 2-Moderate, 3-High**

SI No	Assessment Questionnaire	Rating
<b>SECTION – I : ACADEMIC</b>		
1	Did the staff is assigned by the complete teaching work load (Score-0: Lessthan50%, Score-1: 50% to 74%, Score-2: 75% to 89, Score-3: 90% to 100%)	
2	Percentage of result in the courses handled during review period (Score-0: Lessthan50%, Score-1: 50% to 74%, Score-2: 75% to 89, Score-3: 90% to 100%)	
3	Percentage of Student feedback obtained during the review period (Score-0: Lessthan50%, Score-1: 50% to 74%, Score-2: 75% to 89, Score-3: 90% to 100%)	
4	Academic/Research Publications of staff during the review period (Journals/Conferences) (Score-0: No Publications, Score-1: Manuscript submitted, Score-2: One publication, Score-3: Two publications)	
5	Number of conferences and workshops attended during the review period (Score-0: Not attended, Score-1: One attended, Score-2: Two attended, Score-3: Three attended)	
6	Research grants obtained/Consultancy work taken by the staff for last three years (Score-0: Not submitted Proposals, Score-1: Proposals submitted, Score-2: Obtained the grant below 05 Lakhs, Score-3: Obtained the grant above 05 Lakhs)	
7	Did the staff incorporated any innovative Teaching Learning Methodologies (Score-0: Not adopted, Score-1: Black Board Method, Score-2: Black Board Method with PPT, Score-3: Black Board Method, PPT, AV system with ICT)	
8	Accessibility of Staff: Did the staff available in the department to the students to seek help outside of the class on a regular basis to enhance their academic success (Score-0: Not accessible, Score-1: Rarely available, Score-2: Available and student get benefitted Partially, Score-3: Available and student get benefitted fully)	
9	Did the staff have Membership or Fellowship of Professional / Academic bodies, societies etc. (Score-0: Not a Member, Score-1: Member of One body, Score-2: Member of Two Bodies, Score-3: Member of Three and more bodies)	
10	Did the staff maintains timely and accurate records on student performance and other kinds of required evaluation criteria set forth by the University, the department, and accreditation agencies, etc. (Score-0: Not Maintained, Score-1: Maintained Moderately, Score-2: Maintained Satisfactorily, Score-3: Well Maintained)	

<b>SECTION – II: BEHAVIAROL</b>		
11	Did the staff behaves in a manner consistent with the Institution’s vision, mission and values	
12	Attendance and Punctuality of staff	
13	Ability to work as an Individual, member of a team with good communication skills	
14	Willingness to take on additional responsibilities and act on constructive feedback	
15	Personal appearance and image of staff (Discipline)	
<b>SECTION – III : GENERAL</b>		
16	Administrative ability of Staff	
17	Integrity, attitude, ethics and core values of Staff	
18	Did the staff attended and involved in Techno-cultural fest and Sports activities function of the department and Institution.	
19	Did the staff has knowledge of planning, Budgetary, organizing, coordinating and forecasting about the developmental activities of Department/Institution	
20	Did the staff shows compliance with BIT/RVS policies and Procedures	
<b>Total Rating Points</b>	<b>60</b>	<b>Rating Points obtained</b>

Appraisal Index: (Rating Points Obtained / 60) X 100 % = -----

Grades:

1. Outstanding (90% to 100%)
2. Excellent (80% to 89%)
3. Very Good (70 to 79%)
4. Good (60% to 69%)
5. Average (50% to 59%)
6. Poor (Less than 50%)

**APPENDIX-III**

**STUDENT FEEDBACK TEMPLATE TERM-I**

**BANGALORE INSTITUTE OF TECHNOLOGY K.R Road, V.V Pura, Bangalore 560 004**

**Note:** The students are requested to indicate their honest opinion in the relevant slots given below in respect of teachers handling lecture classes for this semester; their response is valuable for improving the teaching standards of the college.

**“We would appreciate it if you would take a few minutes to answer the questions below regarding how this course is going so far from your perspective. Please be as specific as possible by markings. Your comments will be treated in confidence and will be used to improve the course in the future”**

**Please read each statement carefully and respond using the following scale: ‘1’ for Lowest and ‘10’ for ‘Excellent’**

Dept: .....

Sem: .....

SI No.	Factors/Questionnaires	Subject	I	II	III	IV	V	VI
		Teacher						
1	The teacher seems genuinely interested in teaching.							
2	The teacher comes to the class in time with well preparation and utilizes the complete class hour fruitfully towards teaching learning.							
3	The teacher has a good command of course material with well-organized presentation.							
4	The Teacher presents material clearly with the needs of students and examination.							
5	The teacher uses the class room language with words and expressions within the students’ level of understanding.							
6	The teacher encourages the students to ask questions and motivate them through real world examples.							
7	The teacher Rapport with students with respect to academics.							
8	The teacher organizes and presents the concepts towards the course objectives and course outcomes defined.							
9	The teacher is readily available for consultation with students.							
10	The teacher’s Behavior, Sincerity and Overall Teaching effectiveness							
<b>TOTAL POINTS</b>								

Subject Name						
Teacher’s Name						

Feedback index = Total No of points scored / Total No of students given feedback

**“Thank you for taking the time to provide feedback. The department welcomes all suggestions, but please ensure that your suggestions are about how the Teacher can improve the session and structure. Your suggestions will help us improve for the future”**

**STUDENT FEEDBACK TEMPLATE TERM-II**

**BANGALORE INSTITUTE OF TECHNOLOGY K.R Road, V.V Pura, Bangalore 560 004**

**Note:** The students are requested to indicate their honest opinion in the relevant slots given below in respect of teachers handling lecture classes for this semester, their response is valuable for improving the teaching standards of the college.

**“We would appreciate it if you would take a few minutes to answer the questions below regarding how this course is going so far from your perspective. Please be as specific as possible by markings. Your comments will be treated in confidence and will be used to improve the course in the future”**

**Please read each statement carefully and respond using the following scale: ‘1’ for Lowest and ‘10’ for ‘Excellent’**

Dept: .....

Sem:.....

SI No.	Factors/Questionnaires	Subject	I	II	III	IV	V	VI
		Teacher						
1	The teacher demonstrates and maintains the interest and enthusiasm in teaching							
2	The teacher covers the syllabus contents as per lesson plan and University prescription.							
3	The teacher has a good command on course material with well-organized presentation systematically with same pace							
4	The Teacher completes the course material with the needs of Internals and Examination.							
5	The teacher corrects/evaluates the blue books, assignments and lab records fairly							
6	The teacher Responds effectively to student questions and encourages the students to ask questions and motivate them through real world examples.							
7	The teacher is helpful if I encounter difficulties in understanding the course/subject							
8	The teacher organizes and presents the concepts towards the course objectives and course outcomes defined.							
9	The teacher is approachable and readily available for consultation with students outside class							
10	The teacher’s Behavior, Sincerity, Dedication and Overall Teaching effectiveness							
<b>TOTAL POINTS</b>								

Subject Name						
Teacher’s Name						

Feedback index = Total No of points scored / Total No of students given feedback

**“Thank you for taking the time to provide feedback. The department welcomes all suggestions, but please ensure that your suggestions are about how the Teacher can improve the session and structure. Your suggestions will help us improve for the future”**

