



Internal Quality Assurance Cell

Rubrics for Faculty Feedback

Faculty Feedback Evaluation by Students:

AY: 2022 – 23

The number rating stands for the following:

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

Feedback Level	Parameters	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
Initial & Mid Level	Course Outcomes and expected revised Blooms knowledge levels are explained	Explained all the course outcomes and all the revised Blooms knowledge levels effectively.	Partially explained the course outcomes and revised Blooms knowledge levels effectively.	Explained course outcomes and not explained Blooms knowledge level.	Not Explained the course outcomes and explained Blooms knowledge level.	Not Explained the course outcomes and Blooms knowledge level.
	Using Teaching Aids	Teaching aids are used effectively during teaching.	Teaching aids are used partially during teaching.	Teaching aids are used whenever is required during teaching.	Teaching aids are used fairly during teaching.	Teaching aids are not used during teaching.
	Practice Collaborative active learning with good communication	Teaching methodology involves ensuring that 100% of sessions are effective collaborative learning with outstanding communication.	Teaching methodology involves ensuring that 80% of sessions are effective collaborative learning with good communication.	Teaching methodology involves ensuring that 60% of sessions are effective collaborative learning with fair communication.	Teaching methodology involves ensuring that 40% of sessions are effective collaborative learning with minimal communication.	Teaching without collaborative learning & with normal communication.


Initial & Mid Level	Parameter	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
	Inspiration level	Faculty inspired the students effectively in all the aspects.	Faculty inspired the students partially in all the aspects.	Faculty inspired the students fairly in all the aspects.	Faculty inspired the students fairly only for teaching learning process	There is no inspiration from the faculty to the students.
	Imbibe Higher Order Thinking and Create interest in Course	Teaching level is in higher order thinking and created interest on the course among all the students effectively.	Teaching level is in higher order thinking and created interest on the course among few students effectively.	Teaching level is not in higher order thinking and created interest on the course partially among the students.	Teaching level is not in higher order thinking and created interest on the course partially among the few students.	Teaching level is not in higher order thinking and not created interest on the course.
	Examples, case studies are given or discussed which includes environment protection and sustainability	Case studies are discussed effectively related to environment protection and sustainability during teaching.	Case studies are discussed normally related to environment protection and sustainability during teaching.	Case studies are discussed normally not related to environment protection and sustainability during teaching.	Case studies are discussed partially not related to environment protection and sustainability during teaching.	Case studies are not discussed related to environment protection and sustainability during teaching.
	Preparing students towards the end semester examinations and Outcome attainment	Prepared students effectively towards end semester examinations and Outcome attainment.	Prepared students effectively towards end semester examinations and normally towards Outcome attainment.	Prepared students normally towards end semester examinations and Outcome attainment.	Prepared students only for end semester examinations and not for outcome attainment.	Not prepared students for end semester examinations and outcome attainment.
	Ability of teacher for clarification	Teacher able to clarify all the doubts effectively.	Teacher able to clarify few doubts effectively.	Teacher able to clarify all doubts normally.	Teacher able to clarify few doubts fairly.	Teacher not able to clarify the doubts.

Final Level	Parameter	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (4)	Strongly Disagree (1)
	Syllabus covered by the Teacher as prescribed by University/ College/ Board?	Teacher completed 100% of syllabus as prescribed by the University.	Teacher completed 90% of syllabus prescribed by the University	Teacher completed all the 80% of the syllabus as prescribed by the university.	Teacher completed all the 70% of the syllabus as prescribed by the university.	Teacher completed all the 50% of the syllabus as prescribed by the university.
	Teacher covered relevant topics beyond syllabus	Teacher covered the relevant topics beyond the syllabus in all the modules.	Teacher covered the topics beyond the syllabus in only three modules.	Teacher covered the few topics beyond the syllabus in only two modules.	Teacher covered the few topics beyond the syllabus.	Teacher didn't covered the topics beyond the syllabus.
	Effectiveness of Teacher in terms of: (a) Technical content/course content (b) Communication skills (c) Use of teaching aids	Teacher having effectiveness in Technical content, Communication skills and Use of teaching aids.	Teacher having effectiveness in Technical content and Communication skills.	Teacher having effectiveness in Communication skills and Use of teaching aids.	Teacher having effectiveness only in Use of teaching aids.	Teacher don't have effectiveness in Technical content, Communication skills and Use of teaching aids.
	Pace on which contents were covered	Contents of the syllabus covered peaceably throughout the semester.	Few contents of the syllabus covered peaceably throughout the semester.	Contents of the syllabus covered peaceably till Second IA.	The contents of the syllabus were covered very quickly during IA tests.	Contents of the syllabus did not covered peaceably throughout the semester.
	Motivation and inspiration for students to learn	The Teacher motivated and inspired the students effectively towards the learning process.	The Teacher motivated and inspired the students partially towards the learning process.	The Teacher only motivated the students towards the learning process.	The Teacher only inspired the students towards the learning process.	The Teacher did not motivated and did not inspired the students towards the learning process.

	Parameter	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
Final Level	Support for the development of Students' skill (i) Practical demonstration (ii) Hands on training	The teacher gave complete support to students for the development of skills in Practical demonstration and Hand on training.	The teacher gave partial support to students for the development of skills in Practical demonstration and Hand on training.	The teacher gave partial support to students only for the development of skills in Practical demonstration.	The teacher gave partial support to students only for the development of skills in Hand on training.	The teacher did not give complete support to students for the development of skills in practical demonstration and hands-on training.
	Clarity of expectations of students	The teacher reached the expectations of students completely.	The teacher reached the expectations of students nor completely and nor partially.	The teacher reached the expectations of students partially.	The teacher did not reached the expectations of students partially.	The teacher did not reached the expectations of students completely.
	Feedback provided on Students' progress	The teacher provided the excellent feedback for students progress.	The teacher provided the good feedback for students progress.	The teacher provided the average feedback for students progress.	The teacher provided the few feedback for students progress	The teacher did not provided any feedback for students progress
	Willingness to offer help and advice to students.	The teacher has an excellent willingness to offer help and advice to students.	The teacher has a good willingness to offer help and advice to students.	The teacher has a good willingness to offer help or advice to students.	The teacher has willingness only to offer help to students.	The teacher doesn't have the willingness to offer help and advice to students.


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