

## 1. Title of the practice:

### **Faculty Self-Appraisal Report**

## 2. Objectives of the practices.

- To evaluate the faculty performance in teaching learning,
- To involve the faculty to contribute for the development of the department/institution through participation in academic and administrative committees and responsibilities.
- To motivate the faculty to organize and attend the professional development activities such as FDPs, Seminars, Conferences and short-term training Programmes, refresh courses, soft skills development programme.
- To ensure the faculty to take membership [New Faculty] and participate in professional body activities.
- To appraise the faculty to turn into research activities such as publishing papers in standard peer reviewed journals/IEEE conferences and apply research projects and patents and consultancy work and guidance to research scholar.
- To initiate the faculty to participate and associate the students by involving in social responsibility activities.

## 3. The Context

To adapt the curriculum changes and day to day ramp in technology trends both in academics and research in higher educational institutions. Faculty have to participate and work in all dimensions according to the institute designed framework called “self-appraisal report” in accordance with UGC’s and AICTE guidelines.

Faculty Members of the Chaitanya Bharathi Institute of Technology have to perform a variety of tasks pertaining to diverse roles that include instructions, Teaching, Innovation and conducting Research, keeping abreast with changes in Technologies, develop expertise for effective implementation of Curricula, provide Services to the Industry and Community by contributing solutions to problems in Industry, shouldering of Administrative responsibilities and Co-operation with other Faculty, HoDs and the Principal. It is therefore important that an effective Performance Appraisal System for Faculty has to be put in place which will be vital for optimising the contribution of Individual Faculty to the overall performance of the Institute and also comply to the Regulatory

Guidelines o UGC, AICTE and other Approval Authorities. Thus, it is necessary to assess and evaluate the performance of the Teaching Staff in the CBIT Institute on a Scientific basis in order to raise the standards of the Education based on NIRF Parameters, NBA Assessment procedures, AICTE and UGC Guidelines.

1. Effective use of ICT tools to meet the objectives of OBE.
2. Increase the number of publications in standard referred journals/IEEE conference.
3. Increase the collaborate work either in the Institute or Industry/Universities.
4. To enhance the R&D proposals.
5. Involvement of the entire faculty in different administrative works.

The following are the contextual features considered in the design implementation of SAR.

**Accountability:** Every individual employee is responsible, accountable and answerable for his/her performance.

**Participation:** Involve employees in the process of setting of objectives and achieving the targets.

**Motivation:** Faculty have to self-motivate towards Research and Innovations.

#### **4. The Practice**

At the end of each academic year, each faculty member is required to fill the SAR. SAR contains data of Courses handled in the two semesters, major administrative functions, and Research activities.

It also contains a quantitative rating of the teacher by the HOD on six different traits.

- Teaching and Learning Activities.
- Faculty Skills and Attributes.
- Academic Extension Activities.
- Professional Knowledge.

## 5. Evidence of Success

This practice made all the faculty to be alert and duty conscious in fulfilling the guidelines and satisfying the goals. It also motivates to become good teachers and improves academic culture among the faculty and participation in research and administrative activities.

- Use ICT-enabled tools including online resources for effective teaching and learning
- Number of teachers who were awarded national / international fellowship(s) for advanced studies/research during the year- **08**
- Grants received from Government and Non-Governmental agencies for research projects, endowments, Chairs during the year.

**INR Lakhs: 237.59786**

- Number of teachers having research projects during the year: **05**
- Number of teachers recognised as research guides: **45**
- Number of departments having research projects funded by Government and Non-Government agencies during the year:**04**
- Number of PhD candidates registered per teacher (as per the data given with regard to recognized PhD guides/ supervisors during the year:**06**
- Revenue generated from consultancy and corporate training during the year (INR in lakhs): **1.386**
- Number of extension and outreach programmes conducted by the institution through NSS/NCC/Red Cross/YRC, etc. during the year (including Government-initiated programmes such as Swachh Bharat, AIDS Awareness, and Gender Sensitization and those organised in collaboration with industry, community and NGOs):**11**
- Number of students participating in extension activities during the year: **201**
- All the teaching faculty have undergone online/ face-to-face Faculty Development Programmes during the year:(Professional Development Programmes, Orientation / Induction Programmes, Refresher Courses, Short-Term Course, etc.)

## 6. Problems Encountered and Resources Required

It is difficult to depute faculty for long-term FDPs, Refresher Courses, Orientation Programmes, etc., during the semesters when academic sessions are in progress.

## 7. Notes (optional)

### **1. Title of the Practice:**

#### **Three level Audit systems on courses**

### **2. Objectives of the Practice**

- To strengthen the teaching and learning process
- To facilitates educational quality improvement practices
- To assess, evaluate, appraise, rectify

### **3. The Context**

Academic audit is a tool used to measure the adequacy of academic inputs. An academic audit reviews the processes and procedures used by an institution to enhance the quality of the TLP. Academic audits focus on strategies that an institution uses to assure quality education, how these are organized and how well they perform. The audit assesses the program on several parameters such as the performance of students in exams, evaluation methods, etc. It provides an opportunity for regular strategic overview of teaching learning process.

### **4. The Practice**

The Academic Audit is a peer review process conducted by peers from other department in the institution. The review involves assessing a program in detail and generating a report which will enhance the quality of programme. The purpose of an academic audit is to encourage the institution to regularly and continuously evaluate the quality of education and to enable the faculty to improve the quality of teaching and learning on an ongoing basis.

Academic audit gives an opportunity for continuous improvement on the part of faculty, thereby ensuring transparency in teaching-learning, evaluation, assessment and thus promoting holistic growth of students. An audit of this nature brings transparency, openness and accountability in the manner in which internal evaluation is conducted and has a noticeable impact the quality of teaching.

**The academic audit is normally conducted thrice in a semester.**

- Academic audit committee is being constituted with six members of different departments by IQAC
- Once the committee is constituted, the date and time of the academic

audit will be informed to the respective audit committee and Head of the departments well in advance.

- Each faculty is expected to get ready with the recorded documents and display them before the Academic Audit Committee.

## Resources

Documents required for conduct of Academic Audit:

- Syllabus.
- Course Lesson Plan.
- Evaluation Scheme.
- Hard / Soft copies of Materials discussed other than Text Books prescribed.
- Attendance Sheet with Number of Hours Engaged with percentage attendance for each Student.
- Award Lists and Consolidated marks sheets.
- Question Papers for Assignments and Slip Tests.
- Selected Answer Sheets of Assignments (Soft / Hard) / Tests.
- Timeline for Implementation

There are three phases to the Academic audit:

**Pre-Audit Phase:** The preparation for the audit starts at the commencement of the academic year by maintaining various documents on conducting of college activities. Each faculty member is given a file to maintain the documents mentioned above. The first academic audit is conducted in the first week of semester class work for all the teachers which involves the verification of academic documents related to correlation matrix i.e mapping of COs, POs and PSOs, to reflect Outcome Based Education. In this process, the auditors also verify the Course file of respective faculty. a. The audit findings shall be addressed and fulfilled by the respective faculty through the respective Head of the department

**Second Audit:** The second audit shall be planned in the 9th/10th week of semester. In this audit, the auditors verify the Question papers of Class Test, Slip Test, Assignments and evaluation process of the same. Auditors also verify, whether the faculty are adopting Blooms Taxonomy levels and CO mappings in the questions. The requirement of conducting remedial classes for the students by the respective faculty is also considered in the auditing process.

**Third Audit:** The third audit shall be concluded when the respective faculty completes the CO attainment calculations based on the performance of both CIE and SEE i.e after declaration of the Semester End Examination results. The Audit Committee chairperson prepares the audit report incorporating all the observations made during the audit process and suggestions for improvement. Where the audit is mandatory, a copy of the Audit report is sent to the IQAC

## **5. Evidence of Success**

- The Academic audit has helped the faculty to implement and standardize useful practices such as creation of course plans, course implementation, Remedial classes, etc.
- It has ensured effective and proper maintenance of all documents and other essential records.
- Teaching methodologies have improved, with more teachers adopting innovative techniques.
- Question papers for CIE, sample SEE and question bank prepared using blooms Taxonomy and mapped to Course Outcomes.
- The quality of assignments and Question papers has improved.
- Lecture notes/Hand outs/E-copy of Lecture notes accessible to the students through LMS.

## **6. Problems Encountered and Resources Required**

No Difficulties Anticipated

## **7. Notes (Optional)**