



**Shri Ramdeobaba College of Engineering and Management
Nagpur - 440013**

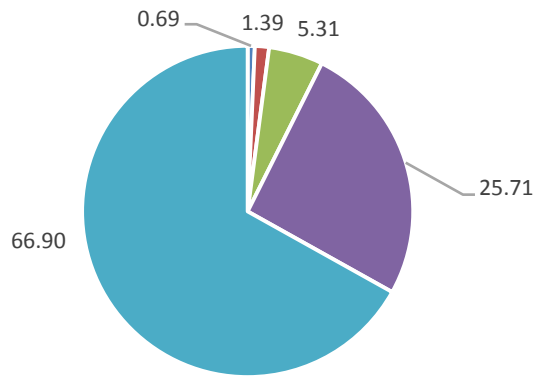
An Autonomous Institute Affiliated to Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur
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INTERNAL QUALITY ASSURANCE CELL (IQAC)

**ASSESSMENT OF TEACHING
LEARNING PROCESS
ANALYSIS**

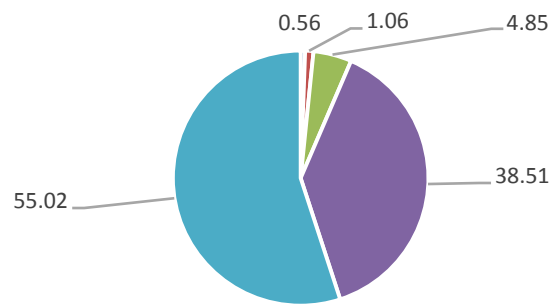
2018-19

Q. 1. Degree of syllabus coverage in the class



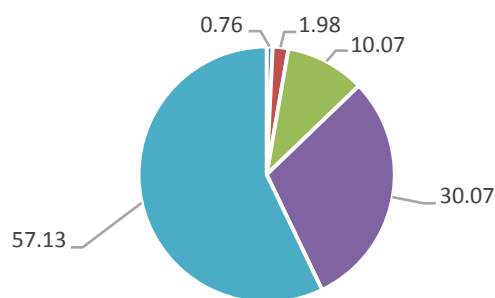
■ 0 - Below 30% ■ 1- 30 to 54% ■ 2 - 55 to 69% ■ 3 - 70 to 84% ■ 4 - 85 to 100%

Q. 2. Teacher's preparedness for delivery of courses in the classes



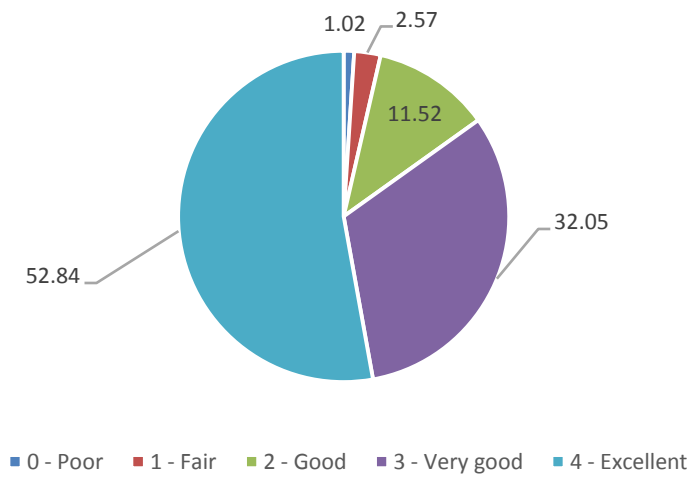
■ 0 - Won't teach at all ■ 1 - Indifferently ■ 2 - Poorly ■ 3 - Satisfactorily ■ 4 -Thoroughly

Q. 3. Communication skills of teachers

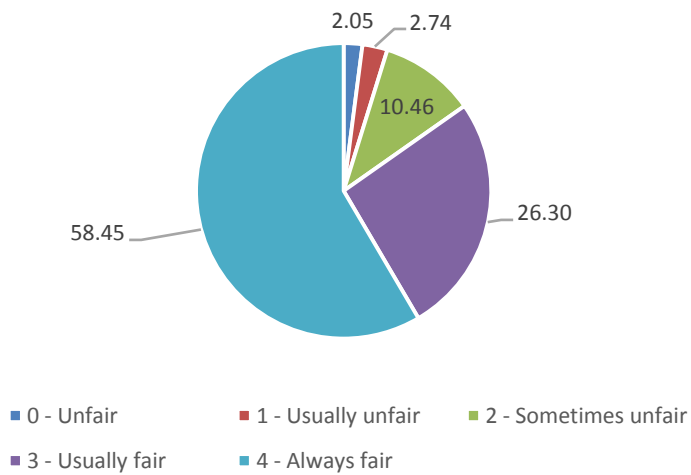


■ 0 - Very poor communication ■ 1 - Generally ineffective
 ■ 2 - Just satisfactorily ■ 3 - Sometimes effective
 ■ 4 - Always effective

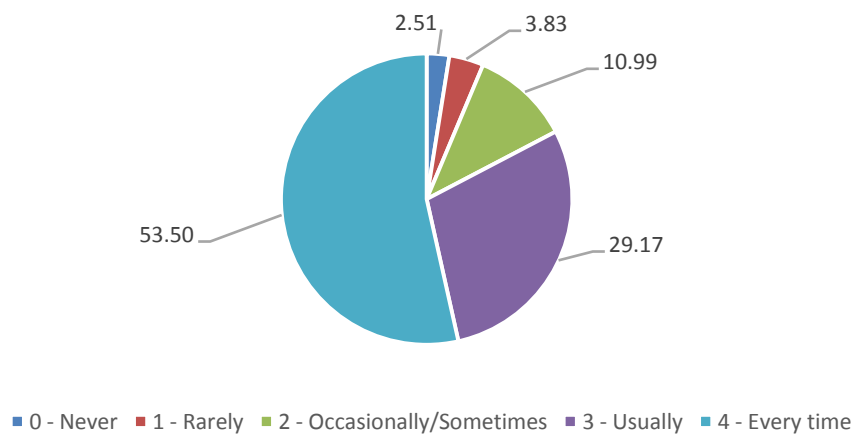
Q. 4. Teachers approach for teaching the courses



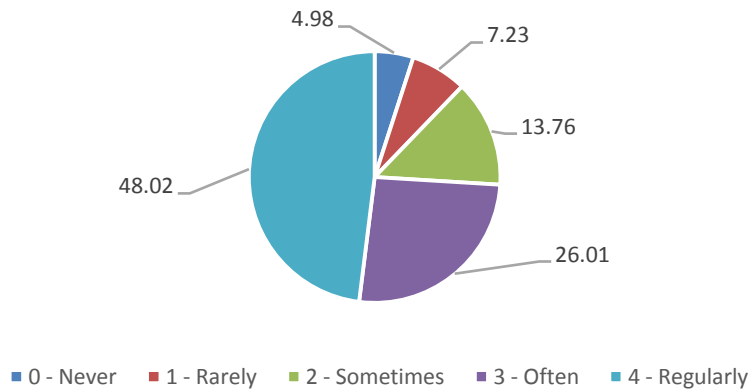
Q. 5. Unbiased approach in evaluation process



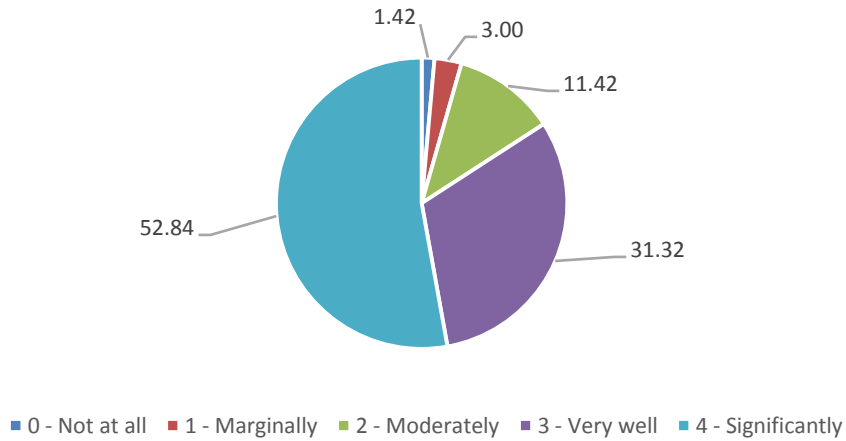
Q. 6. Performance in the assignments given were discussed with the students



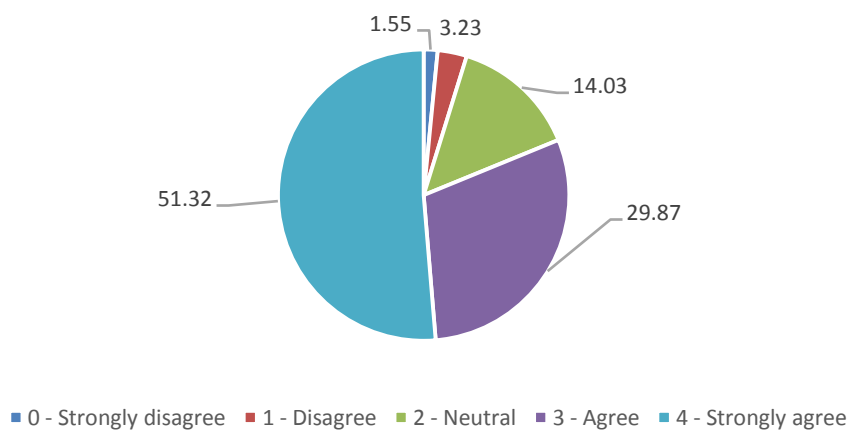
Q. 7. Opportunities provided for internship, student exchange, field visit for students



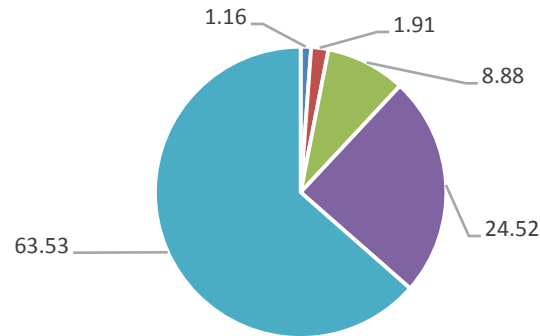
Q. 8. Effectiveness of teaching and mentoring process



Q. 9. Multiple opportunities provided to learn and grow

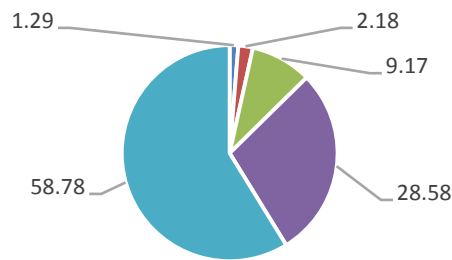


Q. 10. Are the course outcomes, programme outcomes and required skill sets discussed



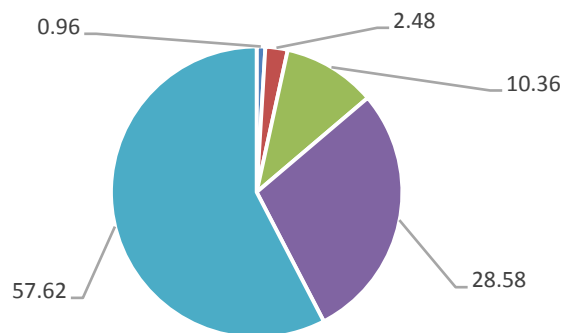
■ 0 - Never ■ 1 - Rarely ■ 2 - Occasionally/Sometimes ■ 3 - Usually ■ 4 - Every time

Q. 11. Necessary follow-up of the assigned tasks is done



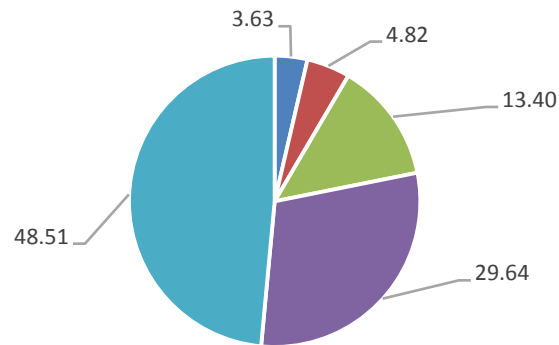
■ 0 - I don't have a mentor ■ 1 - Rarely ■ 2 - Occasionally/Sometimes
 ■ 3 - Usually ■ 4 - Every time

Q. 12. Are the concepts explained with suitable examples and applications



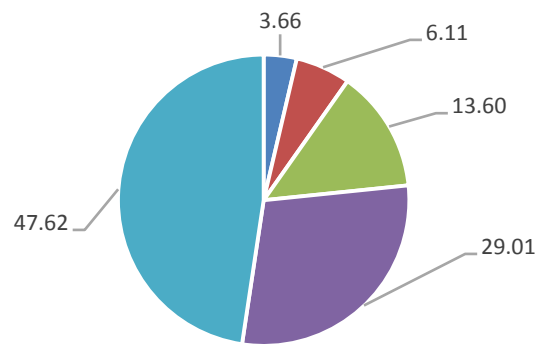
■ 0 - Never ■ 1 - Rarely ■ 2 - Occasionally/Sometimes ■ 3 - Usually ■ 4 - Every time

Q. 13. Are your strengths identified and encouraged



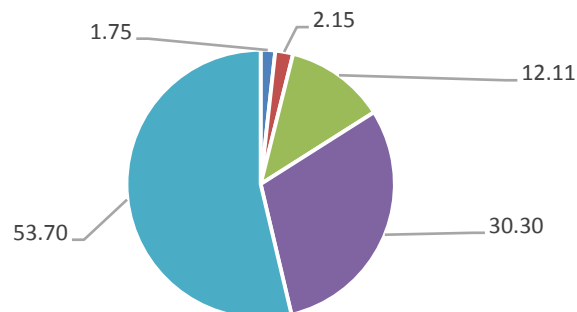
■ 0 - Unable to ■ 1 - Slightly ■ 2 - Partially ■ 3 - Reasonably ■ 4 - Fully

Q. 14. Are your weaknesses identified and help extended to overcome them



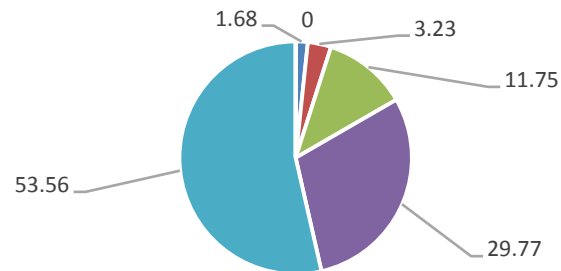
■ 0 - Never ■ 1 - Rarely ■ 2 - Occasionally/Sometimes ■ 3 - Usually ■ 4 - Every time

Q. 15. Degree of your involvement in the monitoring, review and continuous quality improvement of the teaching learning process of the institute



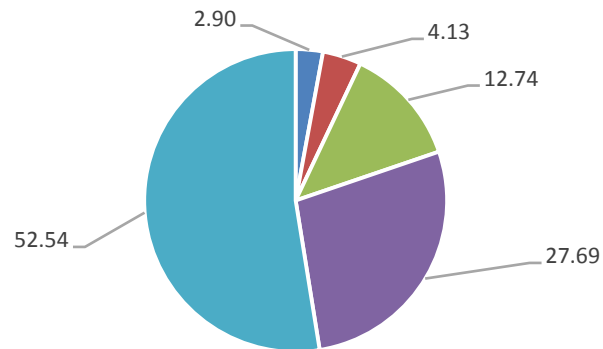
■ 0 - Strongly disagree ■ 1 - Disagree ■ 2 - Neutral ■ 3 - Agree ■ 4 - Strongly agree

Q. 16. Usage of student centric methods such as experimental learning, participative learning and problem solving methodologies for enhancing learning experience



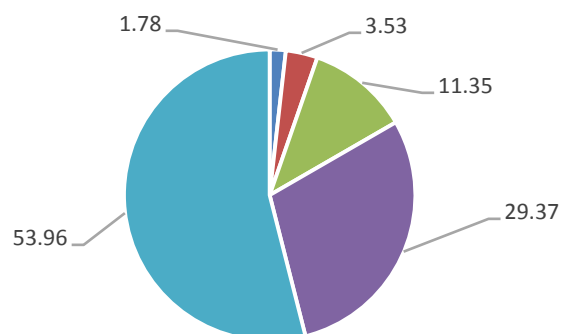
0 - Not at all 1 - Very little 2 - Some what
3 - Moderate 4 - To a great extent

Q. 17. Encouragement for participation in curricular, co-curricular and extracurricular activities



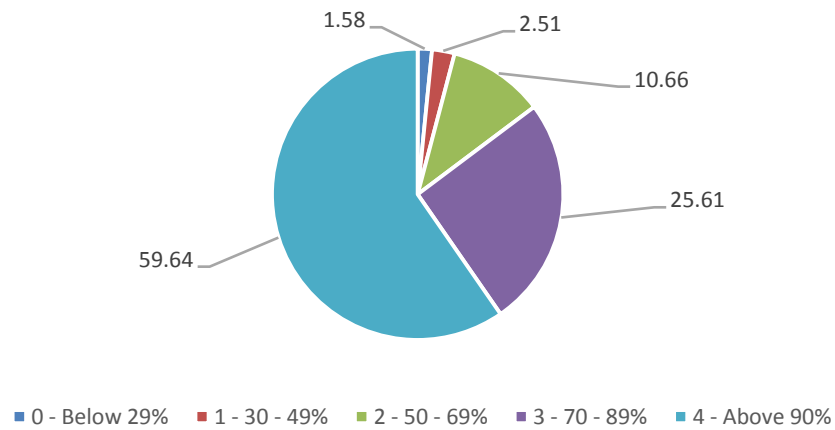
0 - Strongly disagree 1 - Disagree 2 - Neutral 3 - Agree 4 - Strongly agree

Q. 18. Efforts to inculcate employability, life skills, soft skills and value based learning

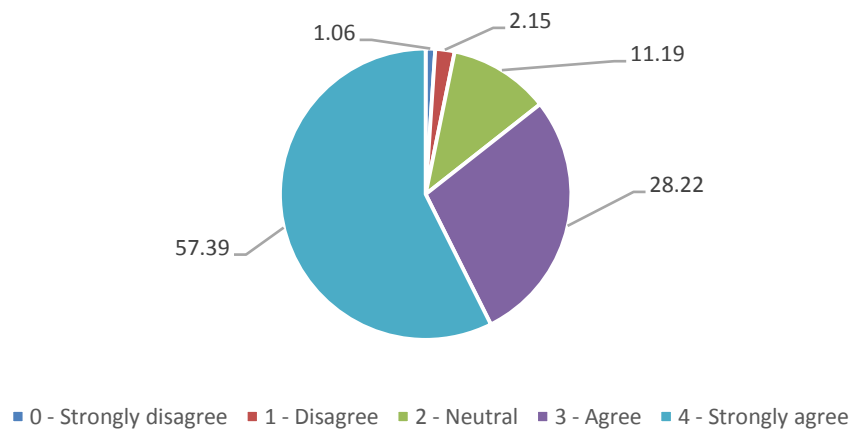


0 - Not at all 1 - Very little 2 - Some what 3 - Moderate 4 - To a great extent

Q. 19. Degree of usage of ICT tools such as LCD projector, Multimedia etc. while teaching



Q. 20. The overall quality of teaching-learning process in your institute



M. Hasamnis

Dr. (Mrs.) Meghana A. Hasamnis
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