



RASHTREEYA SIKSHANA SAMITHI TRUST

RV COLLEGE OF ENGINEERING®

(Autonomous Institution affiliated to Visvesvaraya Technological University, Belagavi)
Approved by All India Council for Technical Education, New Delhi.

COUNSELLING PROCESS

- One faculty will be allotted 20 to 22 students to counsel in the first year and same faculty will be continued as faculty counsellor till the student graduates
- There are about 220 faculty counsellors for BE program and 26 faculty counsellors for PG program
- Faculty counsellor will conduct a Meeting with their mentee students frequently (minimum once in fortnight) to discuss with them their academic performance and help for holistic development
- Counsellors maintain a file for each of their mentee which includes details such as semester registration forms, academic performance, participation certificate in Extracurricular/Co- curricular events
- Counsellors also maintain a file for each of their mentee which includes the details of activities done by students towards earning AICTE Activity points and also advise students to work for social cause

Specific tasks of DSA (Dean Student Affairs)

- Organizing and managing all matters related to students' welfare, conduct and discipline.
- Organizing students counselling, mentoring and other related activities
- Liaison with parents/guardians about their ward's progress and problems in consultation with Dean, Academic
- Coordinating merit cum means scholarships
- Maintaining a ragging free campus
- Organizing extra-curricular activities in association with Dean Cultural Activity Team.
- Strengthening Professional and Student chapters

Role of counsellors

- Help students navigate the choices they have at RVCE, serving as a liaison, between the students and the faculty and the academic requirements of the institution
- Provide moral support for needy students to face challenges during their stay at RVCE and help them to become a successful engineer along with good human being
- Help students choose among the wealth of opportunities available at RVCE, and help them deal with registration issues and navigate the institution's academic rules and procedures





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Duties & Responsibilities of counsellor

- Maintenance of personal files of students
- Display of contact time of counsellor availability
- Meeting of their group students once in a week and discuss with the students and counsel them;
- Sending Progress reports of attendance & Marks of CIE to parents
- Ensure that the students return the copy of the progress reports duly signed by their parents/guardian
- Create group email ids of their mentee and contact them frequently
- Creating the database of mentee parent's mobile numbers and email ids (for contacting during emergencies)
- Collecting medical certificates from the students immediately after reporting to classes; in case the student is absent due to medical emergency
- Identifying and Meeting slow learners frequently and counselling them;
- Sending SMS/email/ post to parents of slow learners

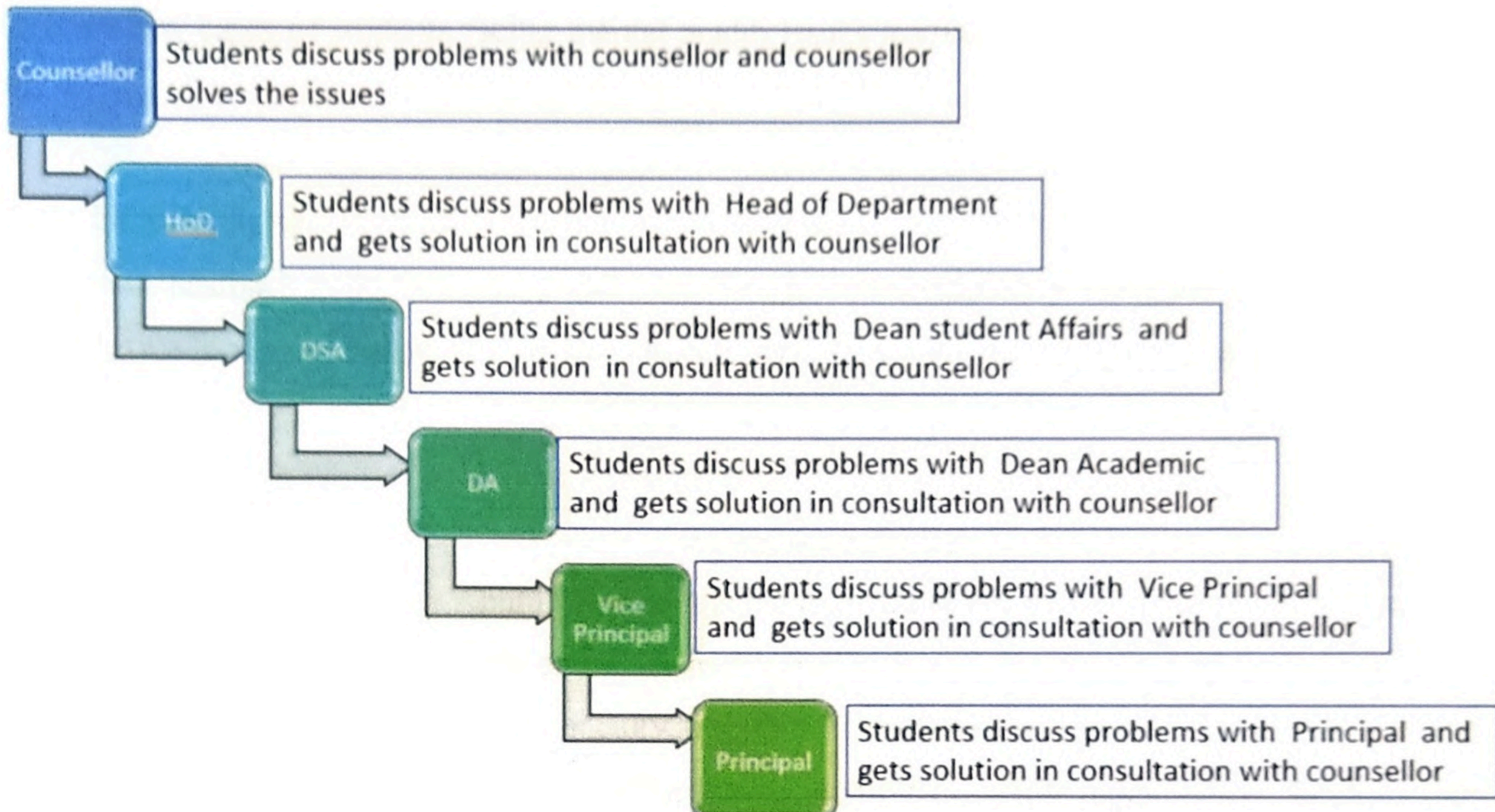
Duties of Students

- Note down the contact time of counsellor availability
- Meet counsellor once in a week, discuss the problems and plan the activities
- Submit Registration form in the beginning of semester
- Submit CIE progress report after parents/Guardian signature
- Inform about unavoidable leaves to be taken during academic period and submit the necessary document immediately after reporting to classes
- Attest medical certificates by RVCE campus doctors; (Mandate)
- Submit the certificate of participation or winning in any co-curricular/ cultural/sports activity
- Inform and submit certificates of any online course taken by the student
- Submit the certificate for participation in any activity related to AICTE activity points





Process at RV College of Engineering



Parent Teacher Meeting:

- Parent teacher meeting will be held once in a semester preferably after CIE 1 and this meeting is held common to all branches of First year students and is organized by central office
- Parent teacher meeting will be held once in a semester organized by respective departments for 2nd, 3rd, 4th Year students

Efficacy of the mentoring System

Some students perceive the difficulty in handling the academic load during first year of their study in various program. Such students are identified by the faculty counsellors and counsellors along with HoD/dean student affairs/dean academic discuss the matter and develop a plan to continue his/her studies.

Few students take decision to discontinue studies due to academic stress in 2nd year and faculty counsellor/ HoD/dean student affairs/dean academic advise them and suggest alternate plan to cope up with academic stress so that they will be able to continue their studies





Counsellors regularly monitor the academic progress of the students and identify low performers. Such students are provided guidance to improve their performance by advising them to attend additional classes, prepare study plan and select suitable mode of study

There are few cases of students facing mental health issues leading to depression. Counsellors along with parents take support of expert counsellors and help them to improve their status

Feedback analysis and reward/corrective measures taken

The student feedback collection set up and execution is done completely using the Quiklrn platform. There are two feedbacks collected from the students across the undergraduate and graduate programs at RVCE.

1. Student feedback for Faculty-Appraisal process
2. Course-End Survey

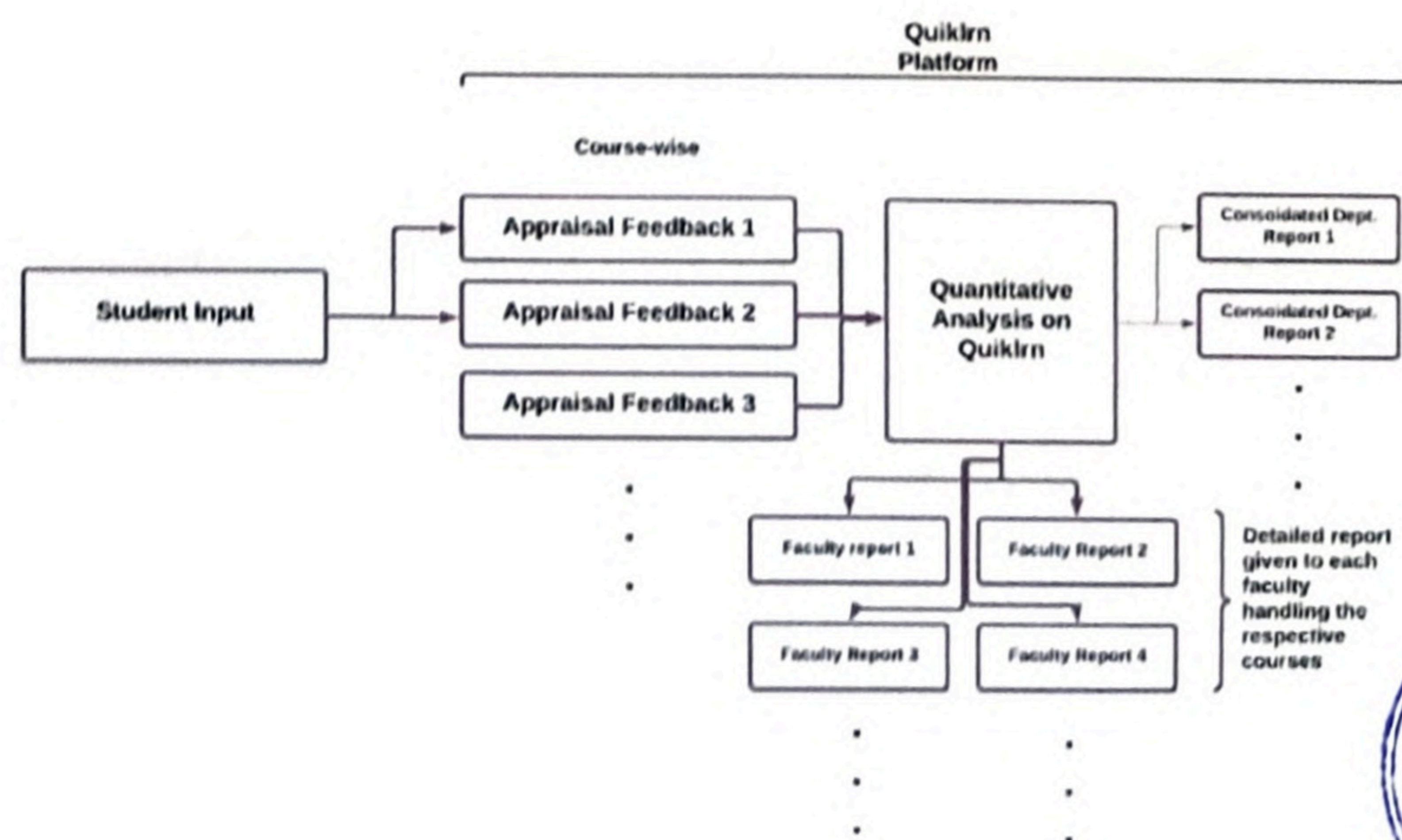
The student feedback – Faculty Appraisal is conducted to appraise the faculties based on the feedback given by the students. The measurement indices in this feedback process are designed to understand the course delivery and performance by the faculty, during the semester.

The feedback taken for the faculty appraisal process is completely anonymous, where faculties only receive reports on completion of the process. Student responses are not disclosed to any of the stakeholders.

The course-end survey is conducted to assess the effectiveness of the courses in the curriculum. The measurement indices in this feedback process are aligned to the course outcomes and is an indirect method of assessment of CO attainment. They also give pointer for the curriculum development process.

Feedback Collection Process –

1. Faculty Appraisal





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Feedback Setup

Faculty appraisal feedbacks for each course across the undergraduate and postgraduate programs are setup centrally on the Quiklrn platform. Each faculty appraisal feedback consists of 24 questions, under the categories –

1. Explanation about the Importance of the Course
2. Course Execution and Course Delivery
3. Practical Application and the treatment in the Course
4. Assessment quality
5. Teacher Traits and Behaviours that Make a Difference

Students share their feedback on a scale of one to five (one being the lowest and five being the highest).

The values attached to these numbers are listed below.

Number	Value
1	Strongly Disagree
2	Disagree
3	Neutral
4	Agree
5	Strongly Agree

Feedback Collection

Students log into their individual Quiklrn access and submit feedbacks for faculty appraisal, course wise. Deadlines are setup to ensure all students participate in the feedback process, and the feedback process is closed once a minimum participation of 80% is met.

Quantitative Analysis and Reporting

On completion of the feedback collection process, the feedbacks are consolidated – department- wise and faculty wise. An average rating is calculated for each course taken by a faculty, and an overall average rating and percentage is calculated across all courses taken by this faculty.

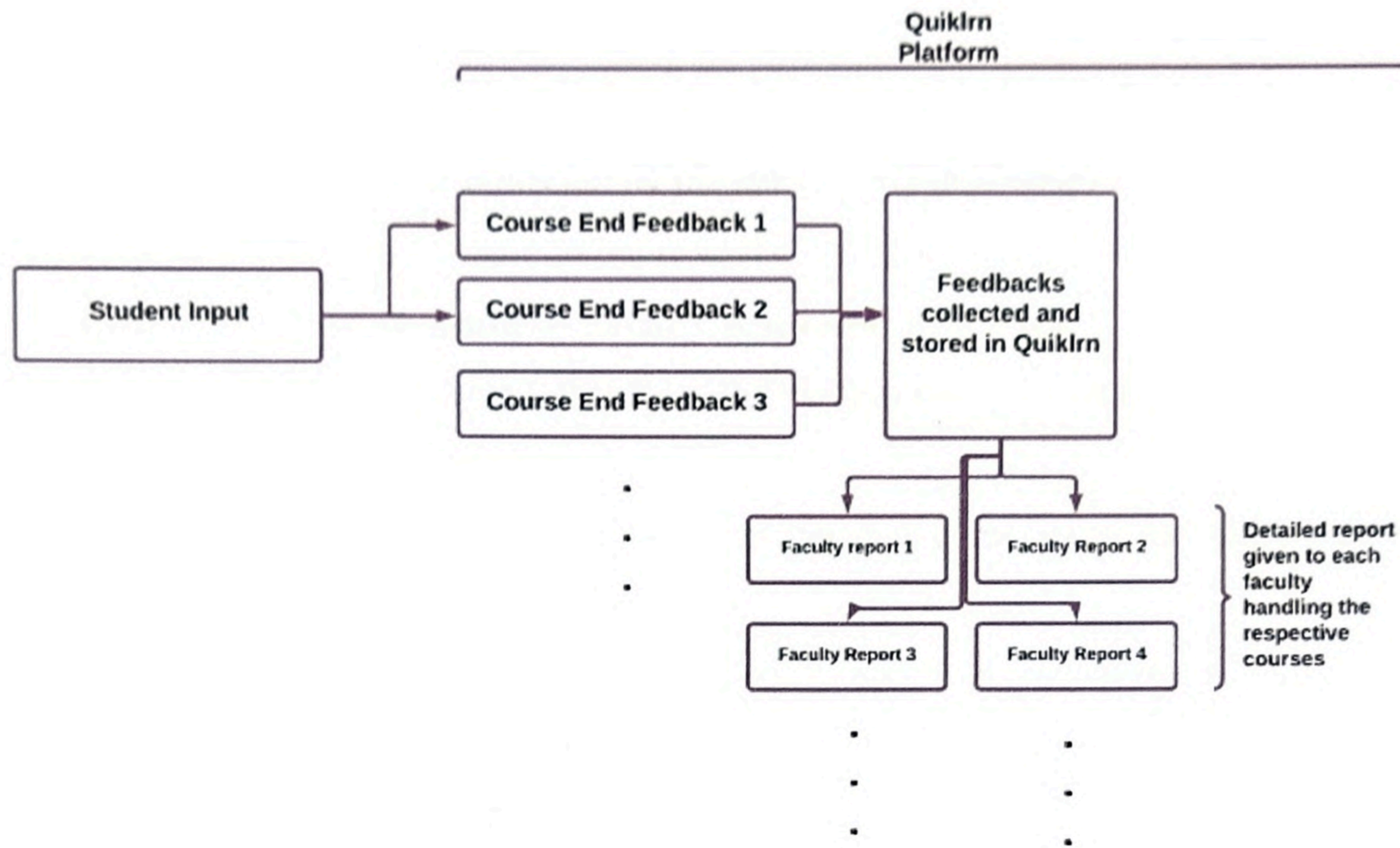
A consolidated department report, consisting of appraisal feedbacks for all associated faculty is created and shared with the Head of the Departments.

An individual faculty-wise report, consisting of all courses taken by the faculty in the current semester is created and shared to each faculty by the head of the department.





2. Course-End Survey



Feedback Setup

Faculty appraisal feedbacks for each course across the undergraduate and postgraduate programs are setup centrally on the Quiklrn platform. Each faculty appraisal feedback consists of 6 questions, that are aligned to all the course outcomes aligned to each course.

Students share their feedback on a scale of one to four (one being the lowest and four being the highest). The values attached to these numbers are listed below.

Number	Value
1	Non-satisfactory
2	Satisfactory
3	Good
4	Excellent





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Feedback Collection

Students log into their individual Quiklrn access and submit feedbacks for faculty appraisal, course wise. Deadlines are setup to ensure all students participate in the feedback process, and the feedback process is closed once a minimum participation of 80% is met.

Reporting

A detailed report for the feedbacks collected by the students (course wise) is shared with the concerned faculty. This report is used as a measure to improve the course delivery, in the semesters to follow.

Basis of reward / corrective measures – Faculty Appraisal Feedback

Based on the student feedback collected, faculty with feedback greater than 60% (on a scale of 0 to 100) are appraised based on their performance.

Parallely, the head of departments (HoDs) suggest corrective measures and improvements to the faculties having feedback lesser than 60%.

Course-End Feedback

The course end feedback reports are shared and discussed with the Head of the Department. The HoD consults the academic advisory team and suggests corrective measures on course delivery and the teaching learning process.

Indices used for measuring quality and summary of index values for all courses / teachers Faculty

Appraisal Feedback – Measuring Indices

Category	Question (Faculty Appraisal Feedback)
Explanation about the Importance of the Course	The purpose of the course and its fitment into the program structure were explained during the first week of the course
	The organization of the units was explained along with suitable aids or diagrams in the first few hours of the course
	The prerequisites of the course including mathematics/ analytical background were discussed in the initial lectures of the course
	The ordering of the unit topics (1 to 5) was explained with suitable requirements during the first few weeks
	The final objectives of the course along with an overview of applications were explained in the first few weeks of the course
Course Execution and Course Delivery	Interfacing of units with previous and subsequent units is discussed at the start of each unit
	Interlinking of Topics in the same unit, and for all course units is very clear to you
	When dealing with a topic, the concepts used and the derivation philosophy was explained before going into the actual derivation





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	When dwelling on a topic numerical examples were discussed with clear explanation of parameters involved along with their practical values
Practical Application and the treatment in the Course	The course was run as series of lectures, demonstrations and tests with clear explanation and linkages to practical applications
	The topics in the course were discussed linking with real-time applications
Assessment quality	The topics covered in the course were mapped to subject matter in the prescribed text books and reference books.
	Separate Tutorials were held covering Quantitative/Analytical topics at regular intervals, during the course.
	Pattern of the Test paper questions for all topics including analytical portions was explained prior to the test to prepare confidently
	The level of assignment questions given for the topics were appropriate
Teacher Traits and Behaviors that Make a Difference	Assertive – the teacher has a strong personality, is independent, competitive, and persuasive
	Responsive – the teacher has compassion, is helpful, sincere, approachable, and sensitive to student needs
	Clear – the teacher presents content in ways that students can understand, answers questions, and has clear course objectives
	Relevant – the teacher uses examples, explanations, and exercises that make the course content relevant to students' careers and personal goals
	Competent – the teacher is a content expert, intelligent, and knows how to teach
	Trustworthy – the teacher is honest, genuine, and abides by ethical standards
	Caring – the teacher cares about students, understands them, and thinks in the best interest of the student
	Immediate – the teacher's nonverbal communication is appropriate; the teacher smiles, nods, uses gestures, makes eye contact, and doesn't speak in a monotone
	Discloses – the teacher reveals an appropriate amount of his professional details/Achievements information when it's relevant to the topic





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Faculty Appraisal Feedback – Measuring Values

Number	Value
1	Strongly Disagree
2	Disagree
3	Neutral
4	Agree
5	Strongly Agree

Course End Survey – Measuring Indices

Sl.No	Index (Course End Feedback)
1	How well have you acquired fundamental knowledge in the course? (CO1)
2	How well you can apply the concepts learnt to solve Engineering Problems? (CO2)
3	How well have you been able to identify, formulate and analyze the problems? (CO3)
4	How do you feel that this course would help you to opt for advanced course relevant for latest technological advancement? (CO4)
5	How useful were the tutorials in learning the contents of the course? and did it help you to understand the concept better? (C01, C02, C03, C04)
6	Did the experiential learning component help you to explore your ideas, out of box thinking? (C01, C02, C03, C04)

Course End Feedback – Measuring Values

Number	Value
1	Non-satisfactory
2	Satisfactory
3	Good
4	Excellent





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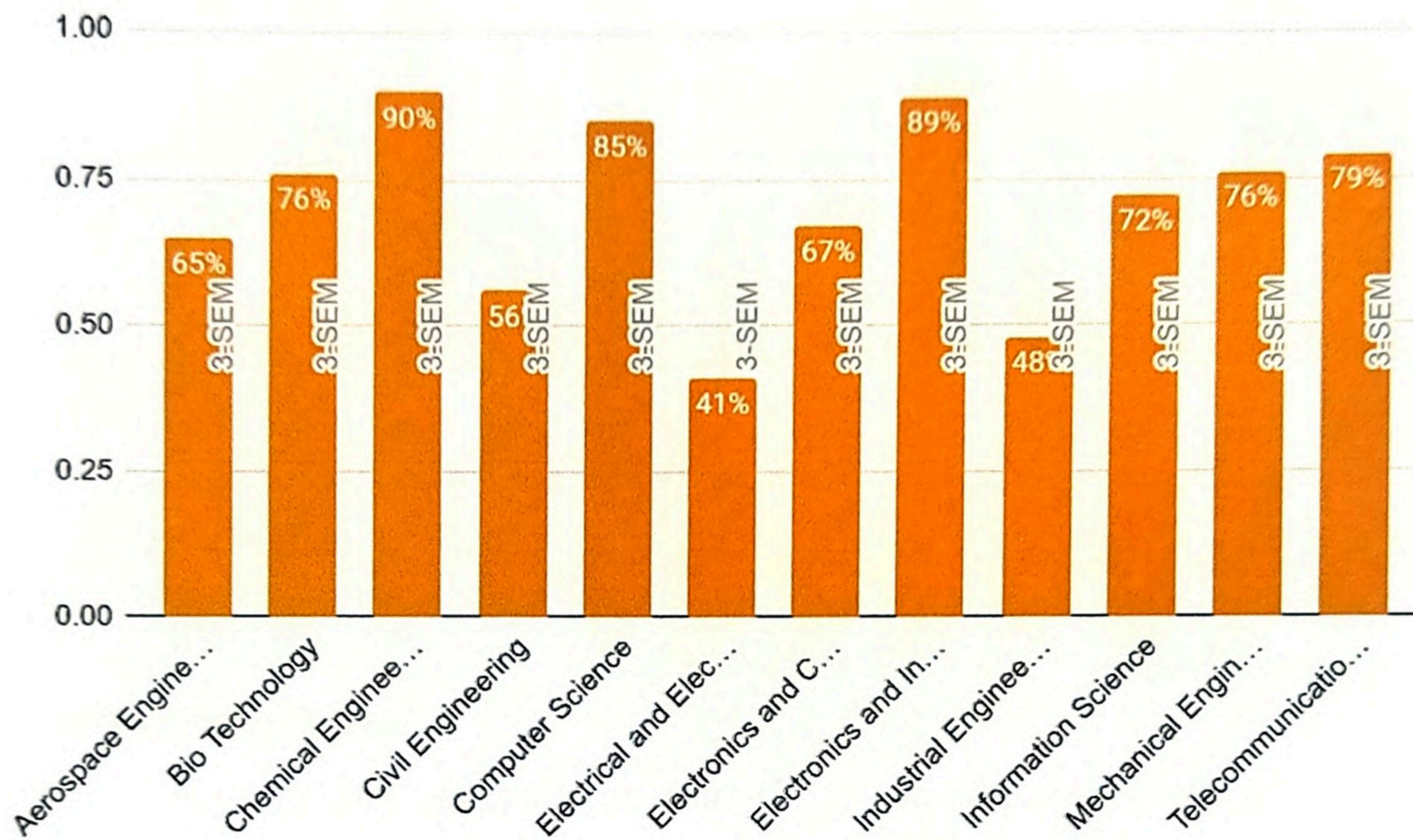
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Number of Corrective Actions Taken

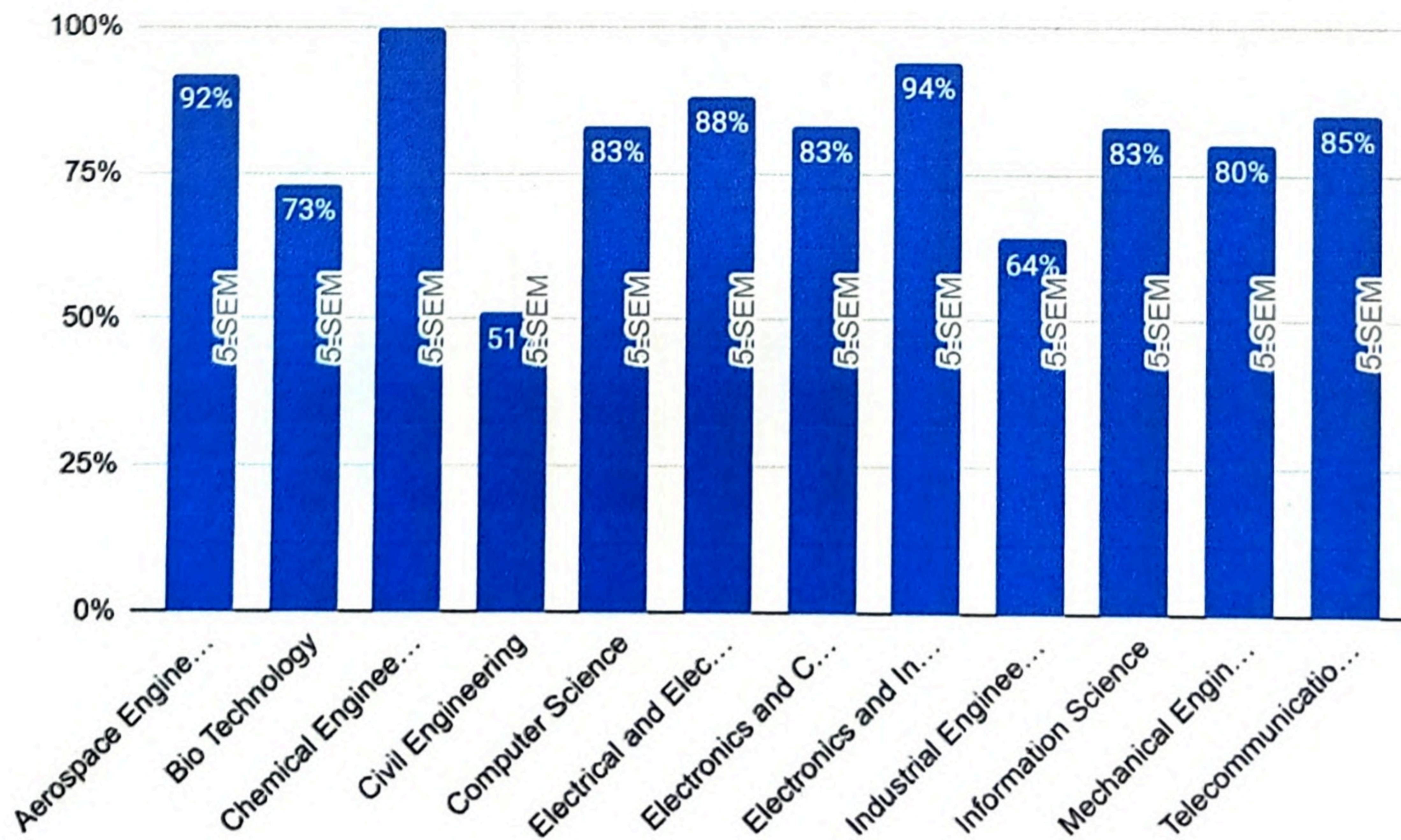
Two corrective actions taken per year.

Student Participation – Higher Semesters (III, V, VII) – Odd Sem 2021-22

1. Semester III – 2021-22



2. Semester V – 2021-22





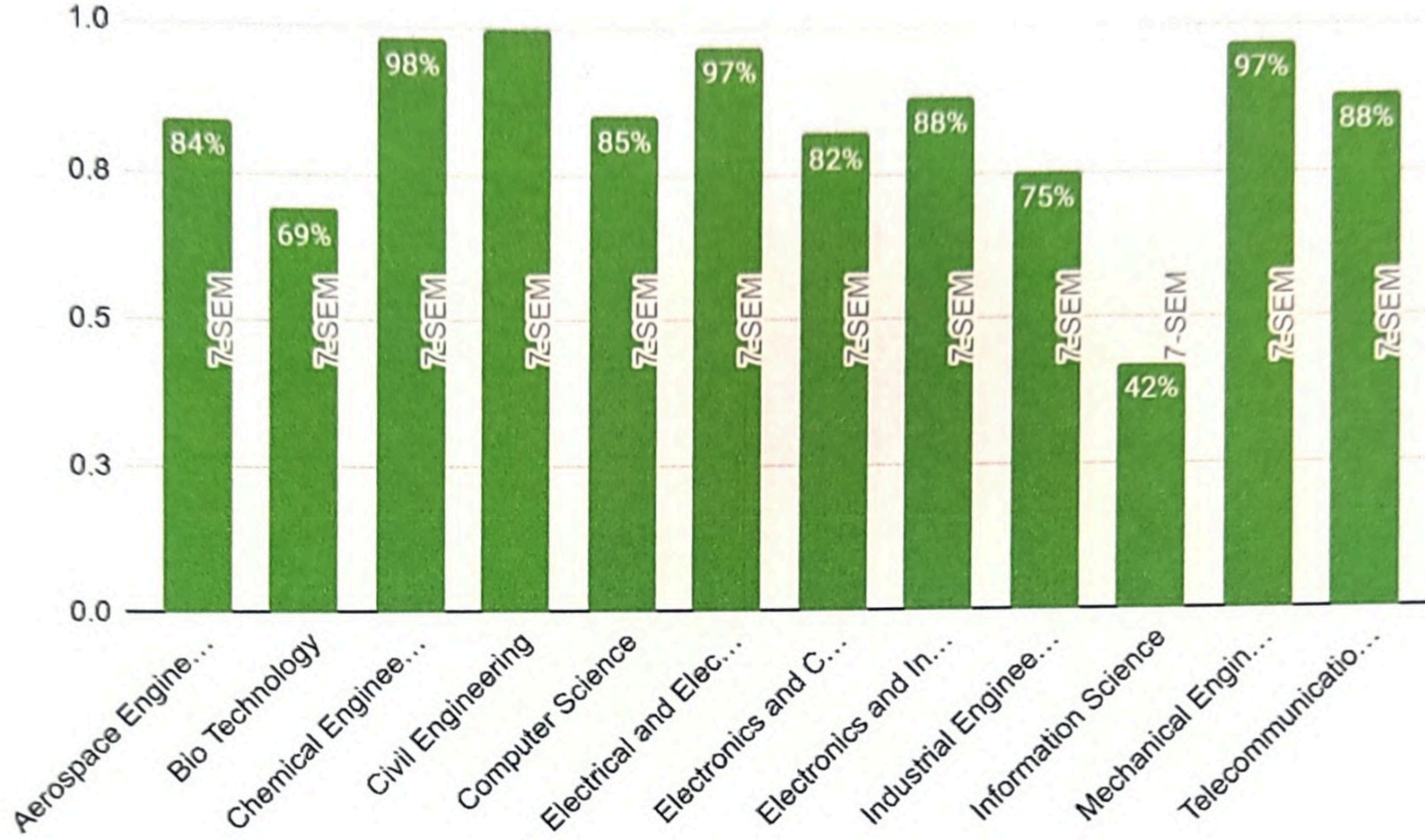
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3. Semester VII – 2021-22



Corrective Measures taken

HoDs of respective department make an analysis of the feedback given by the students related to academic pertaining to teaching learning process. Faculty with low score (65%-75%) are identified by the respective HoD and they are advised through one-on-one session to improve teaching pedagogy so as to address the issues during feedback. If feedback obtained is very poor (less than 60%), such cases are reported to Principal/Vice Principal for guidance. Such issues are handled with sensitivity by HoD, Principal/Vice principal to advice the faculty to bring in reform in their teaching pedagogy for more effectiveness.

The institution uses SAP for performance appraisal of faculty and the rating provided by the students during appraisal is considered for the grading the faculty. If the faculty rating is good, it will add to increase score during annual faculty performance appraisal.

PRINCIPAL
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