Swami Keshvanand Institute of Technology,
Management & Gramothan

(Accredited by NAAC with 'A^{++}' Grade)

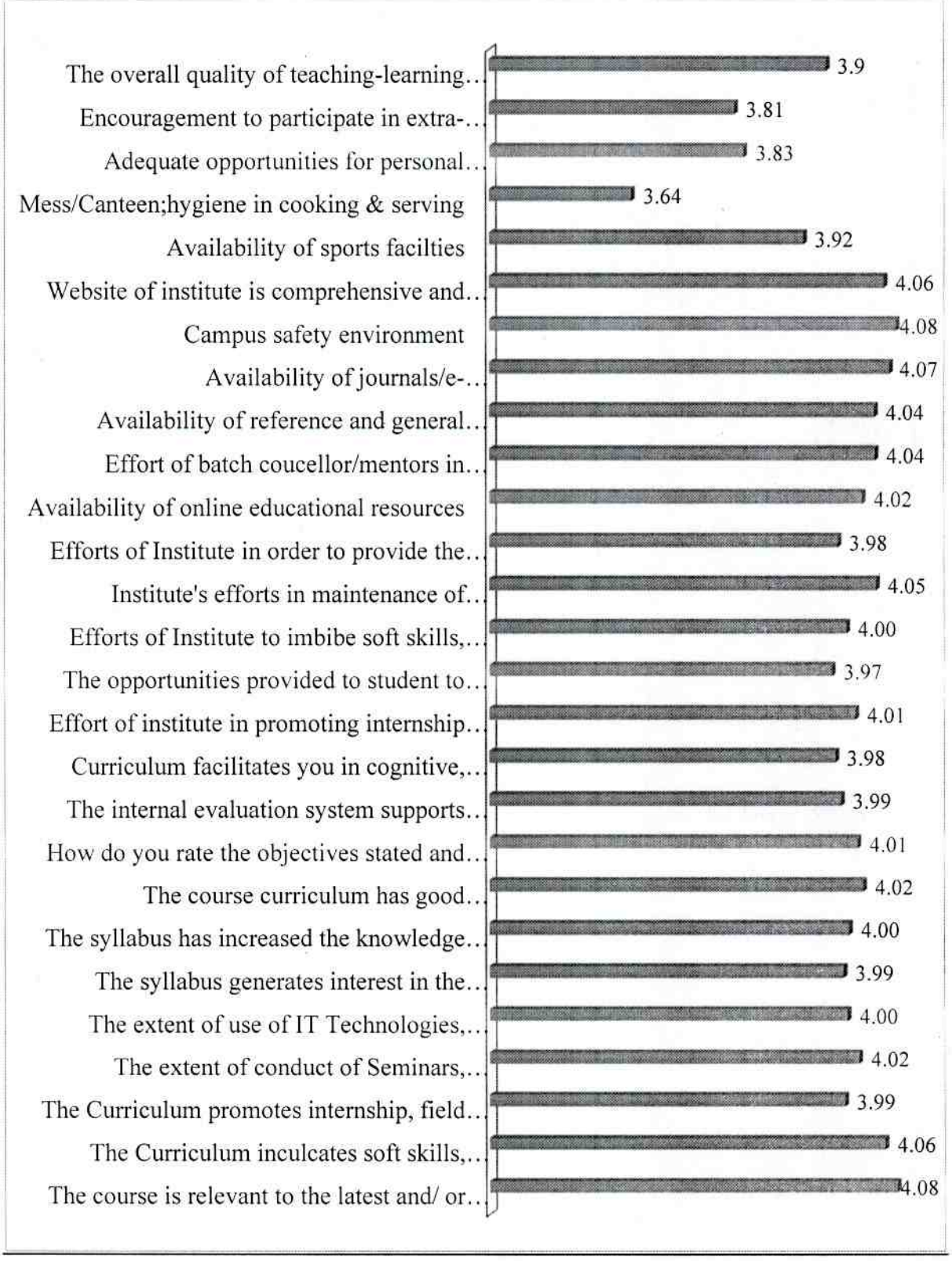
Approved by AICTE, Ministry of Education, Government of India
Recognized by UGC under Section 2(f) of the UGC Act, 1956
Affiliated to Rajasthan Technical University, Kota

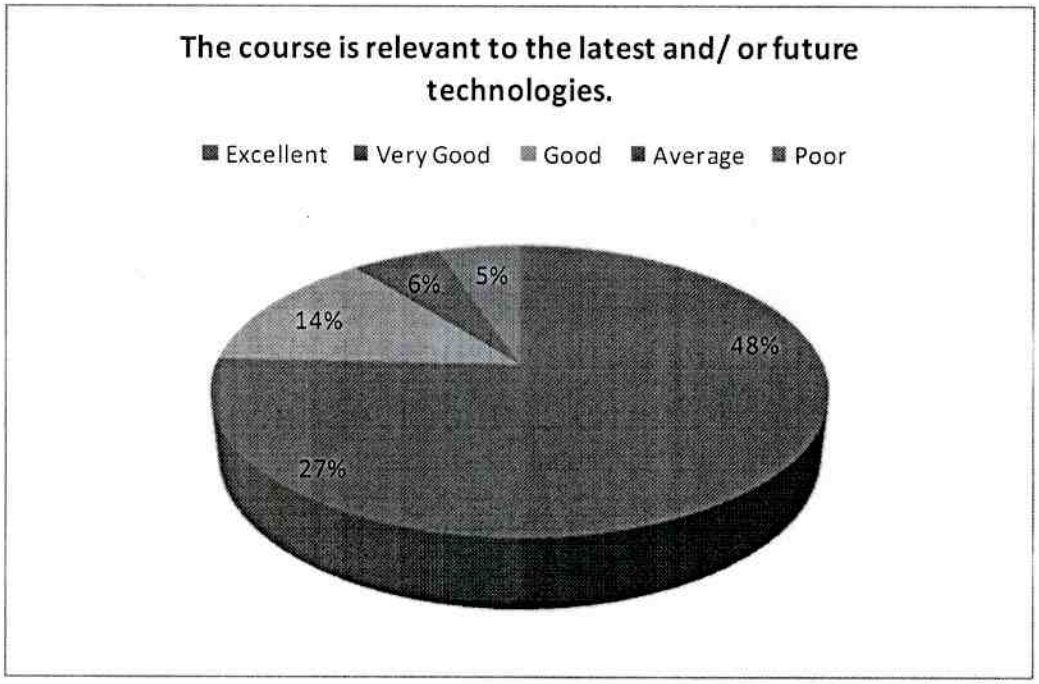
1.4.1/1.4.2 Students Feedback Analysis (2022-23)

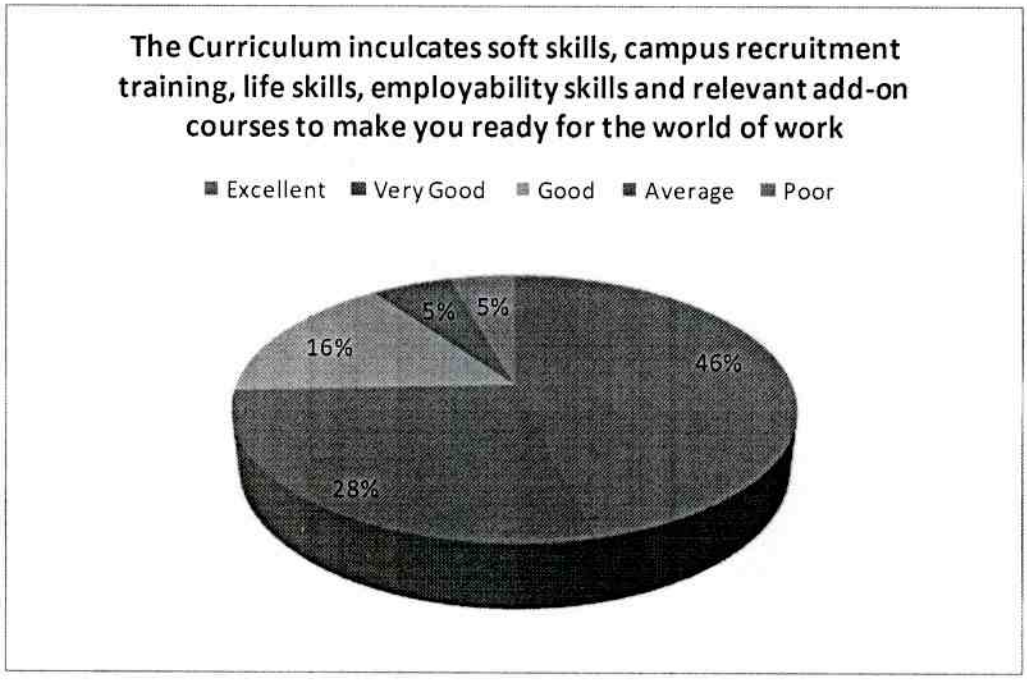
: RAMNAGARIA (JAGATPURA), JAIPUR-302017 (RAJASTHAN), INDIA
: +91-141-3500300, 2752165, 2752167, 2759609 | : 0141-2759555
: info@skit.ac.in | : www.skit.ac.in

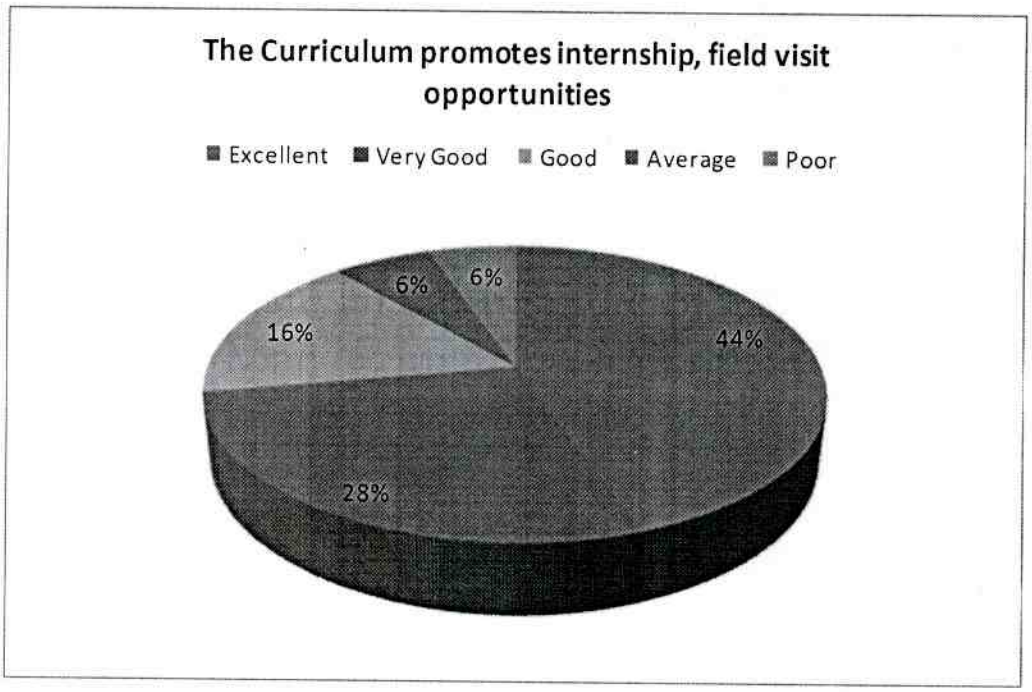
Feedback on Central Facilities

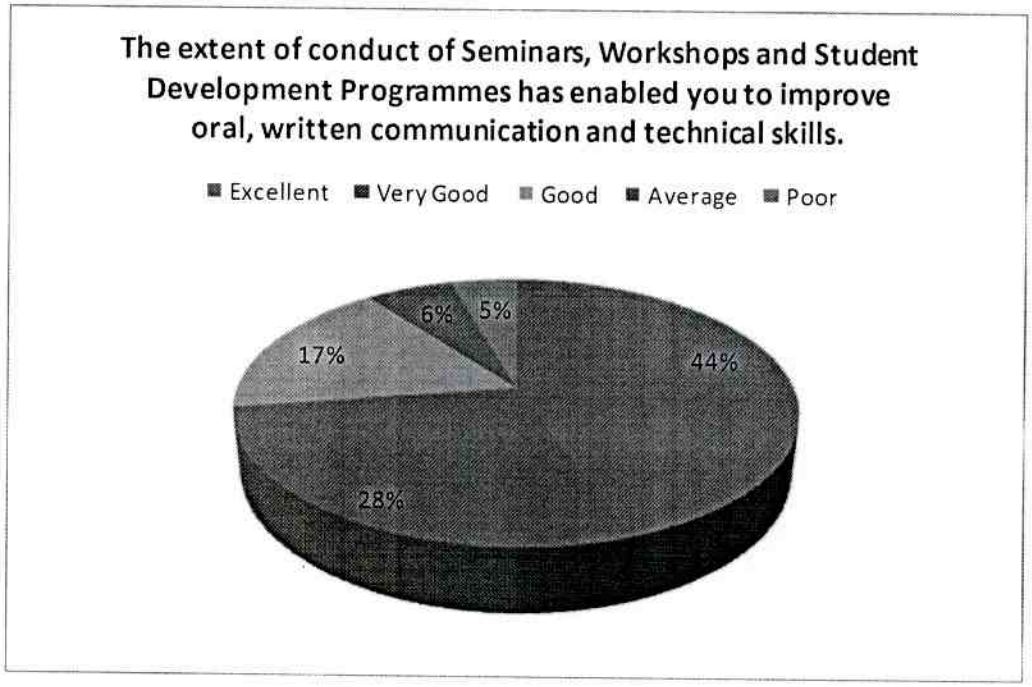
Feedback on Central facilities and curriculum

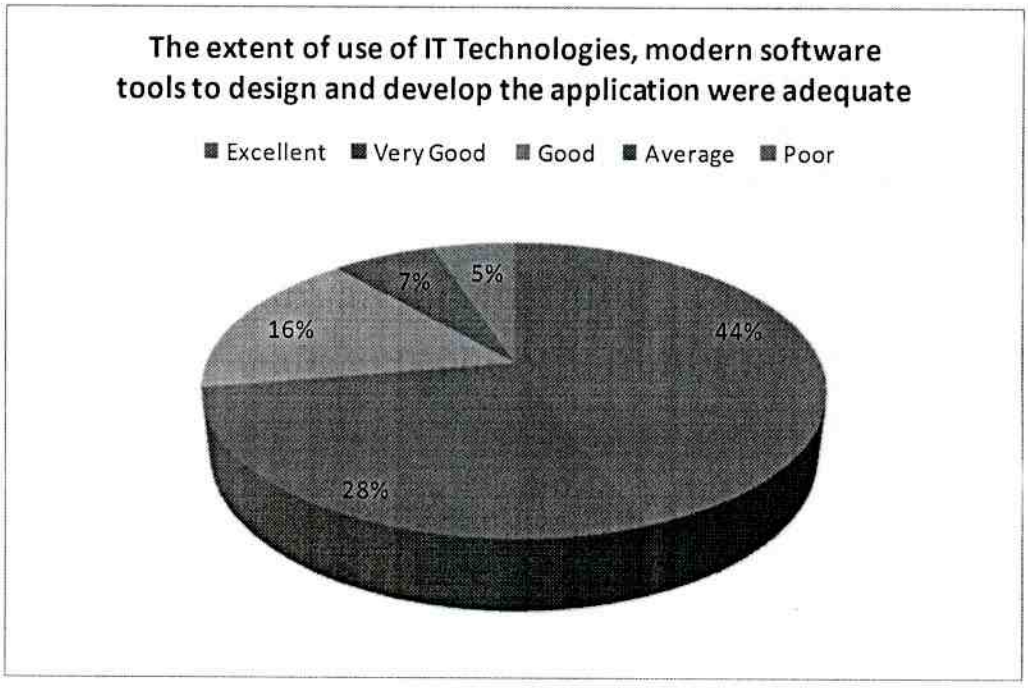


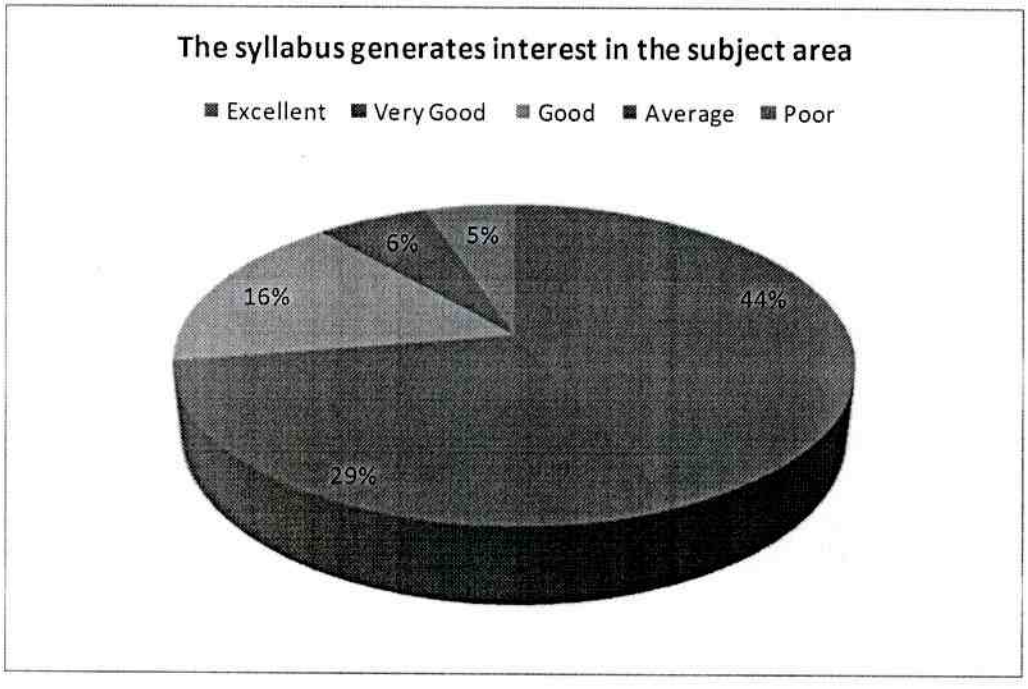

The course is relevant to the latest and/ or future technologies.
Excellent
Very Good
Good
Average
Poor
5%
6%
14%
48%
27%

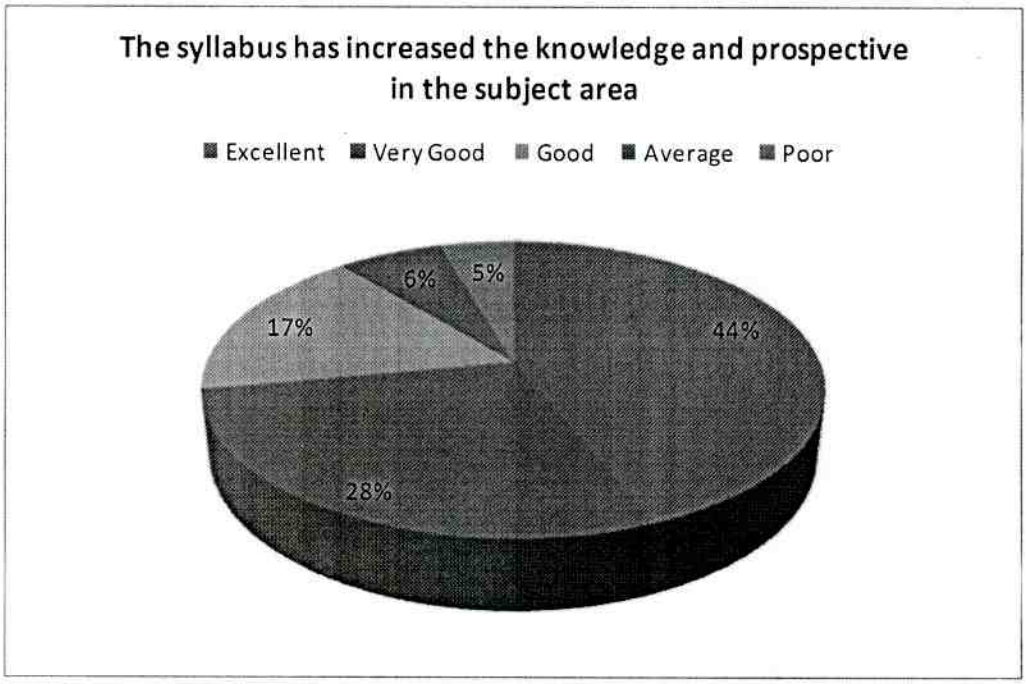

The Curriculum inculcates soft skills, campus recruitment training, life skills, employability skills and relevant add-on courses to make you ready for the world of work
Excellent
Very Good
Good
Average
Poor
5%
5%
16%
46%
28%

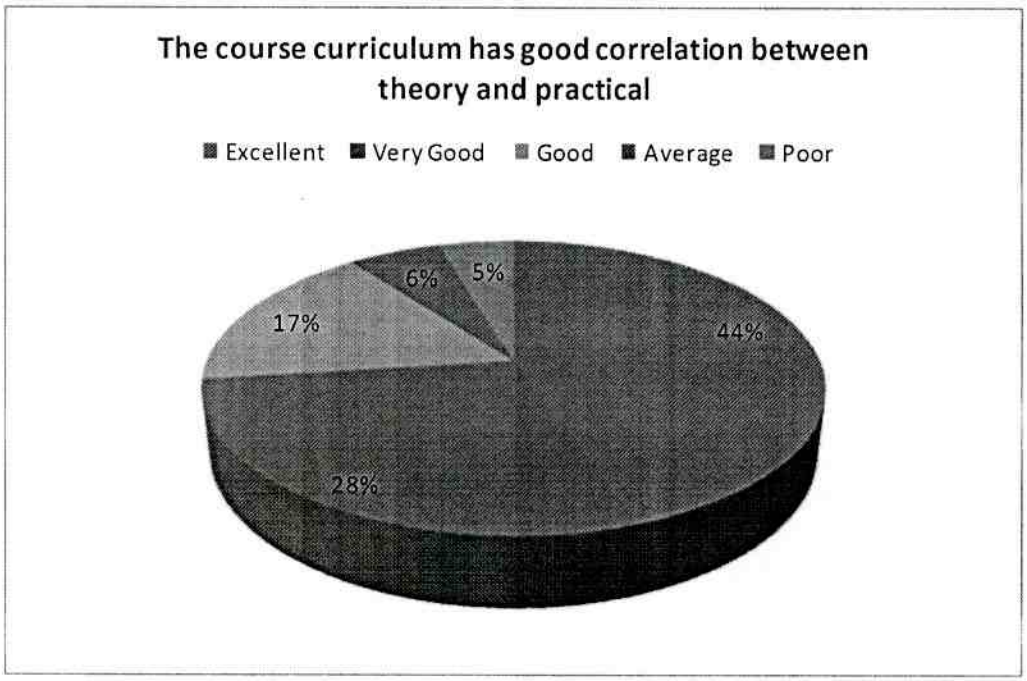

The Curriculum promotes internship, field visit opportunities
Excellent
Very Good
Good
Average
Poor
6%
6%
16%
44%
28%

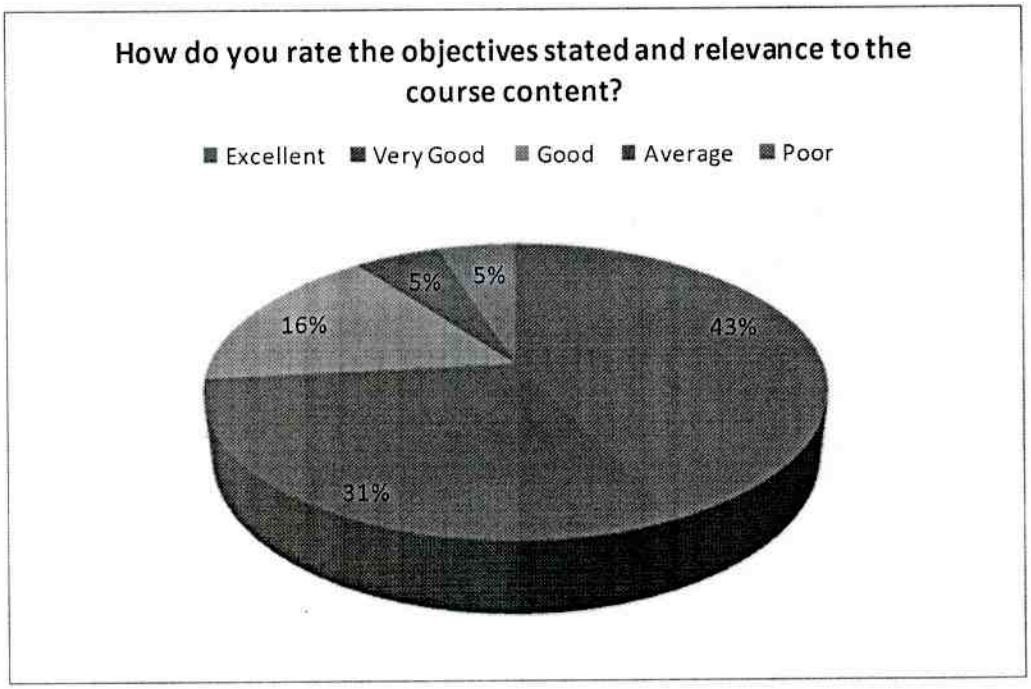

The extent of conduct of Seminars, Workshops and Student Development Programmes has enabled you to improve oral, written communication and technical skills.
Excellent
Very Good
Good
Average
Poor
6%
5%
17%
44%
28%

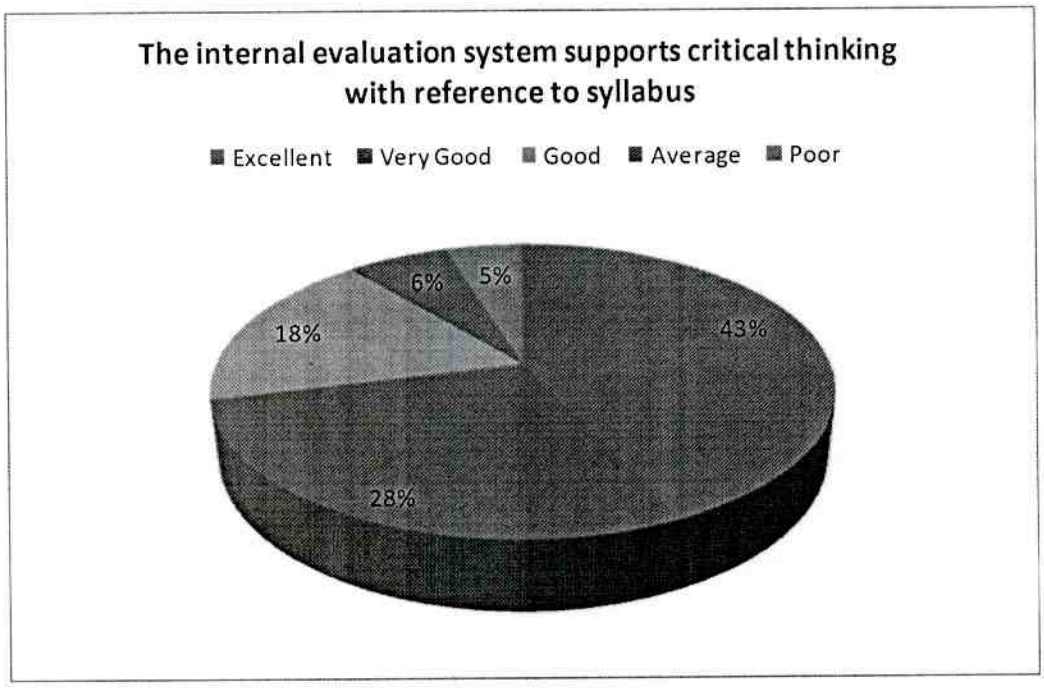

The extent of use of IT Technologies, modern software tools to design and develop the application were adequate
Excellent
Very Good
Good
Average
Poor
5%
7%
16%
44%
28%

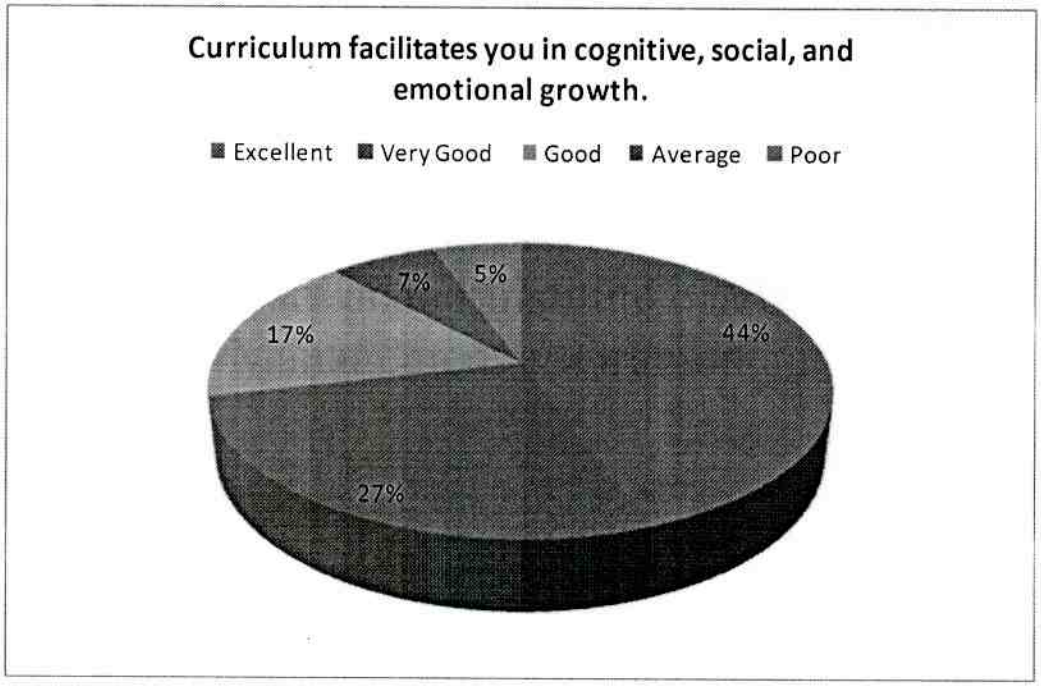

The syllabus generates interest in the subject area
Excellent
Very Good
Good
Average
Poor
5%
6%
16%
44%
29%

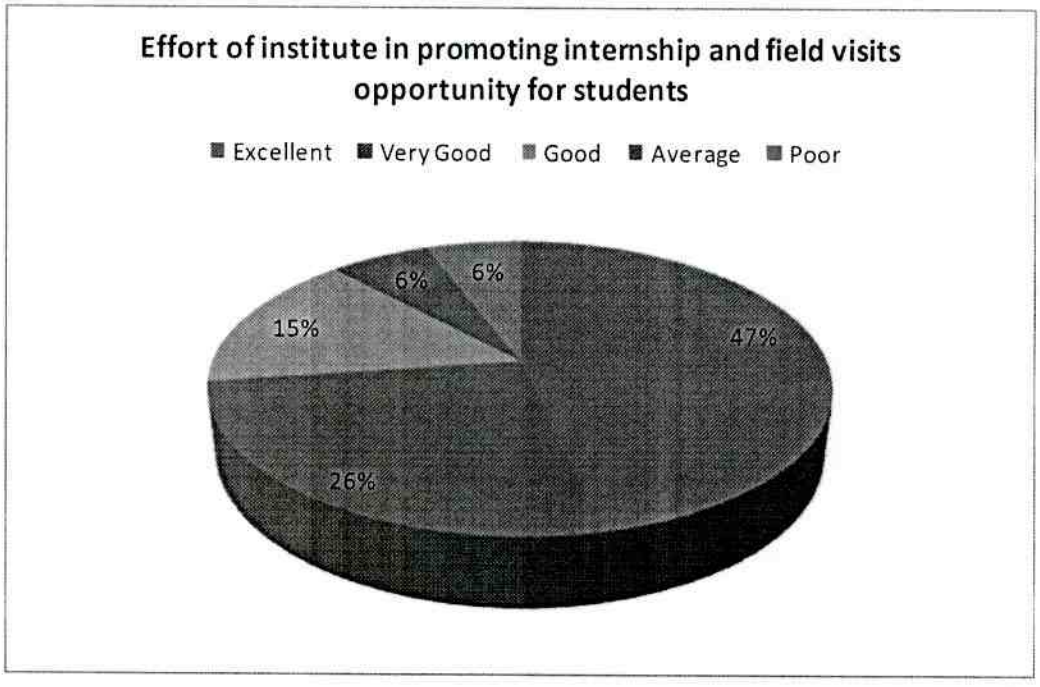

The syllabus has increased the knowledge and prospective in the subject area
Excellent
Very Good
Good
Average
Poor
6%
5%
17%
44%
28%

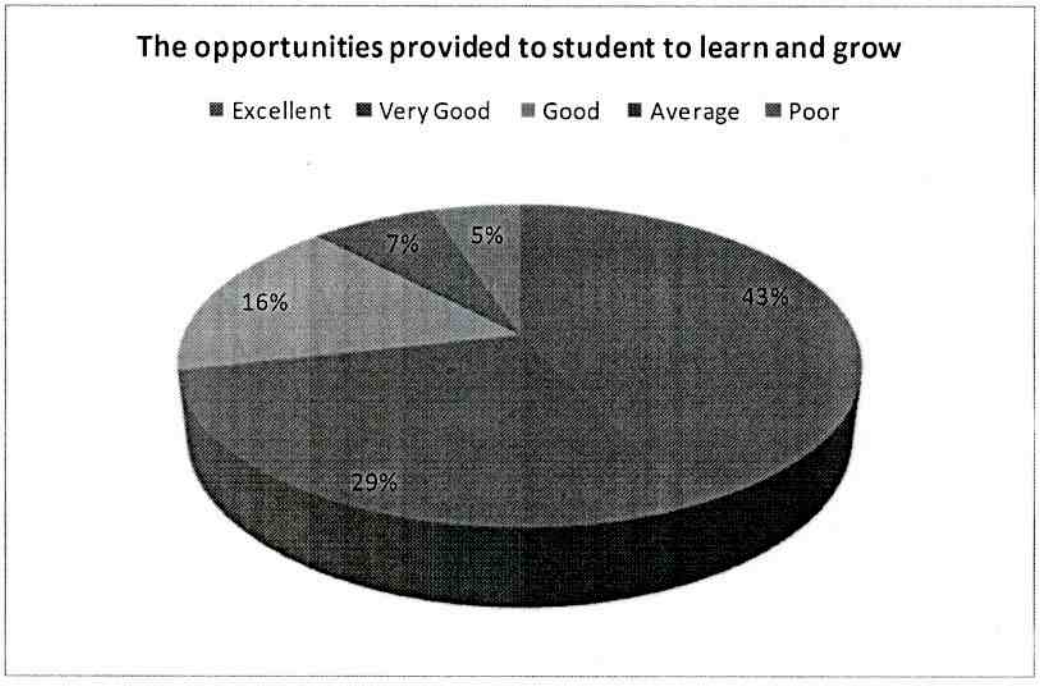

The course curriculum has good correlation between theory and practical
Excellent
Very Good
Good
Average
Poor
6%
5%
17%
44%
28%

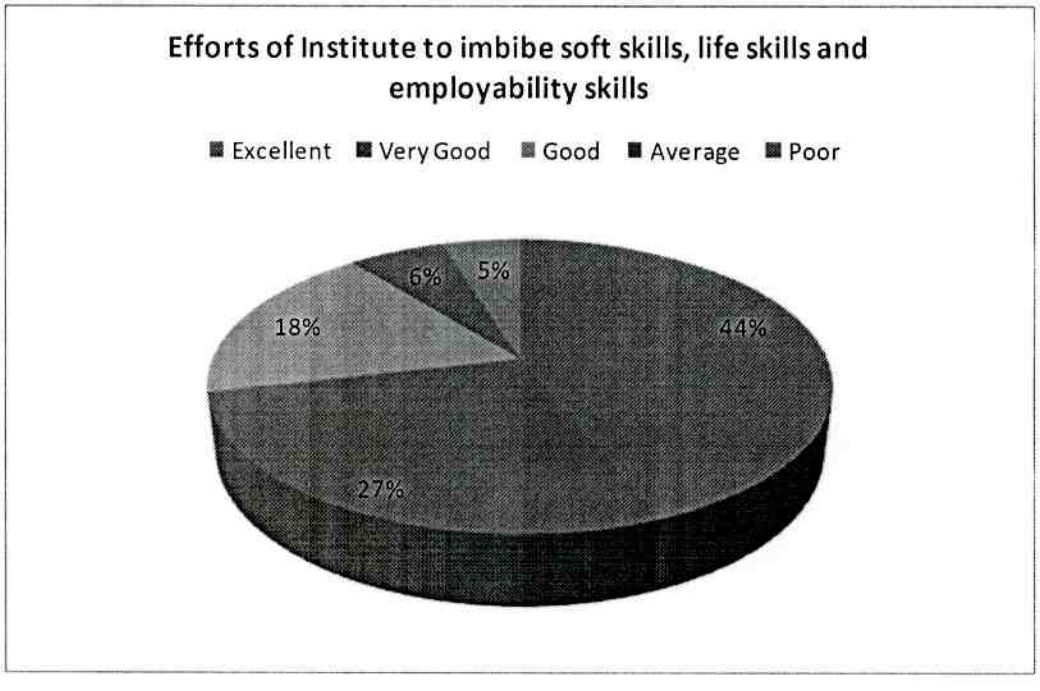

How do you rate the objectives stated and relevance to the course content?
Excellent
Very Good
Good
Average
Poor
5%
5%
16%
43%
31%

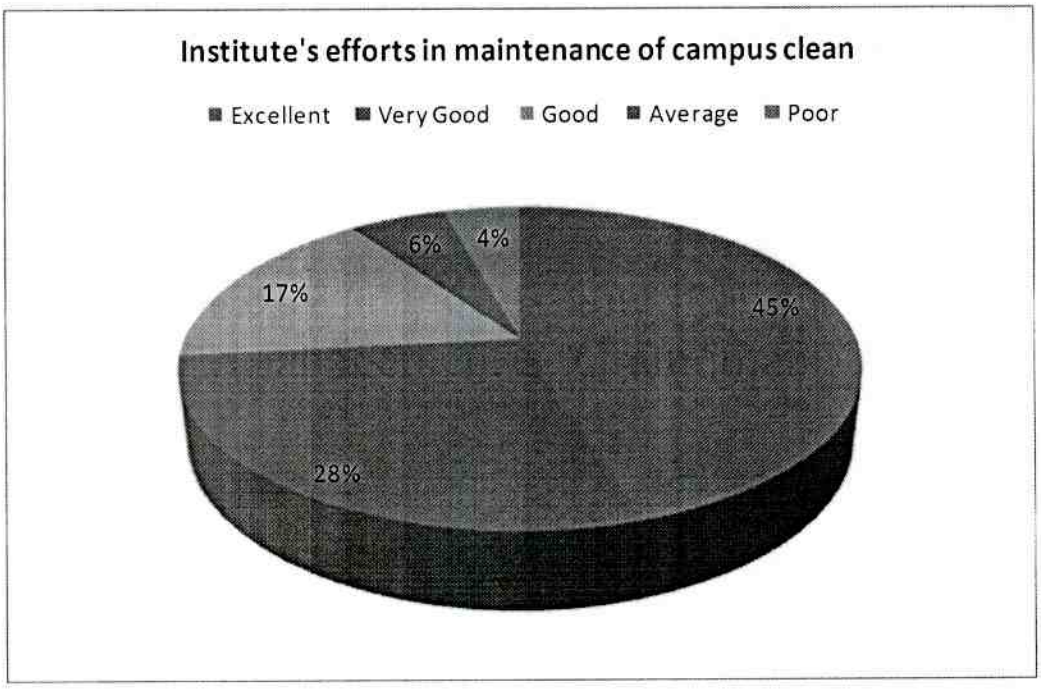

The internal evaluation system supports critical thinking with reference to syllabus
Excellent
Very Good
Good
Average
Poor
6%
5%
18%
43%
28%

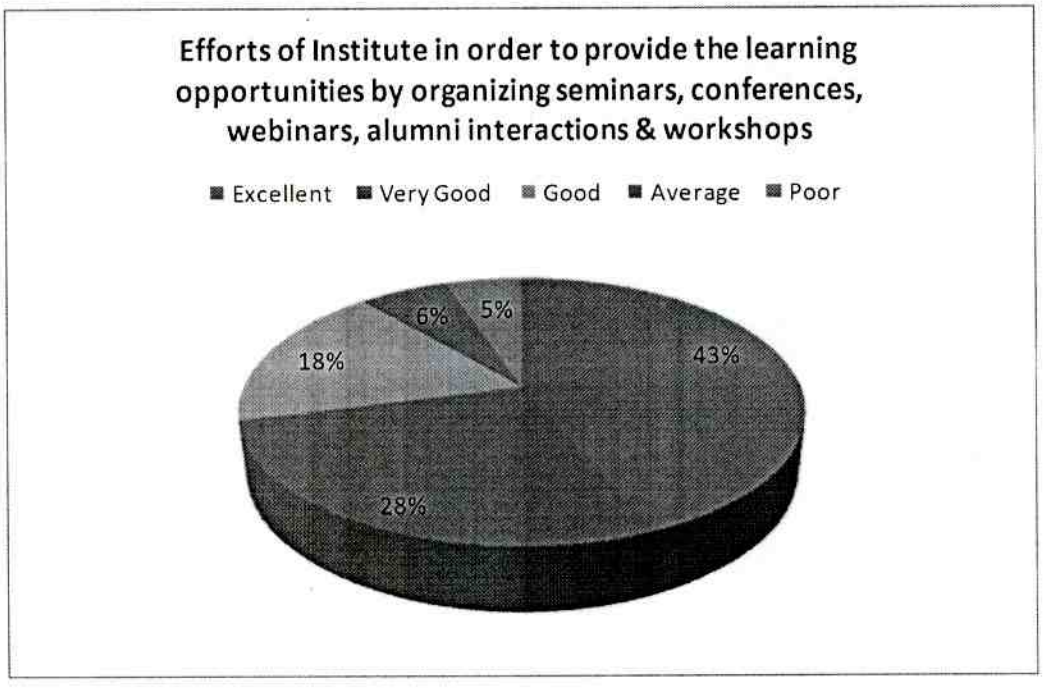

Curriculum facilitates you in cognitive, social, and emotional growth.
Excellent
Very Good
Good
Average
Poor
5%
44%
27%
17%
7%

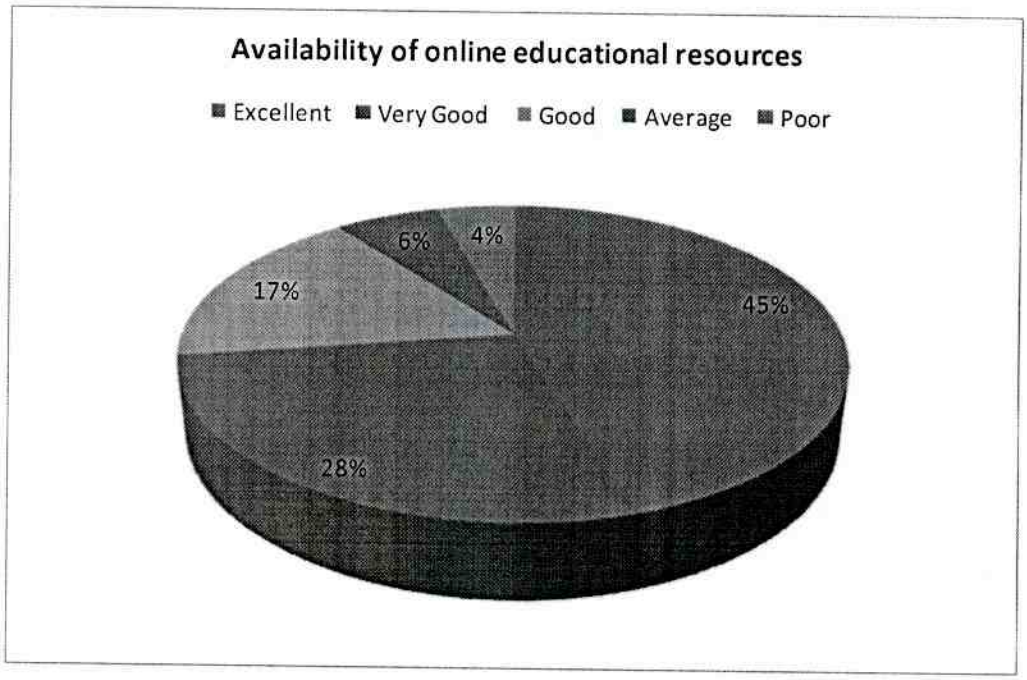

Effort of institute in promoting internship and field visits opportunity for students
Excellent
Very Good
Good
Average
Poor
6%
47%
26%
15%
6%

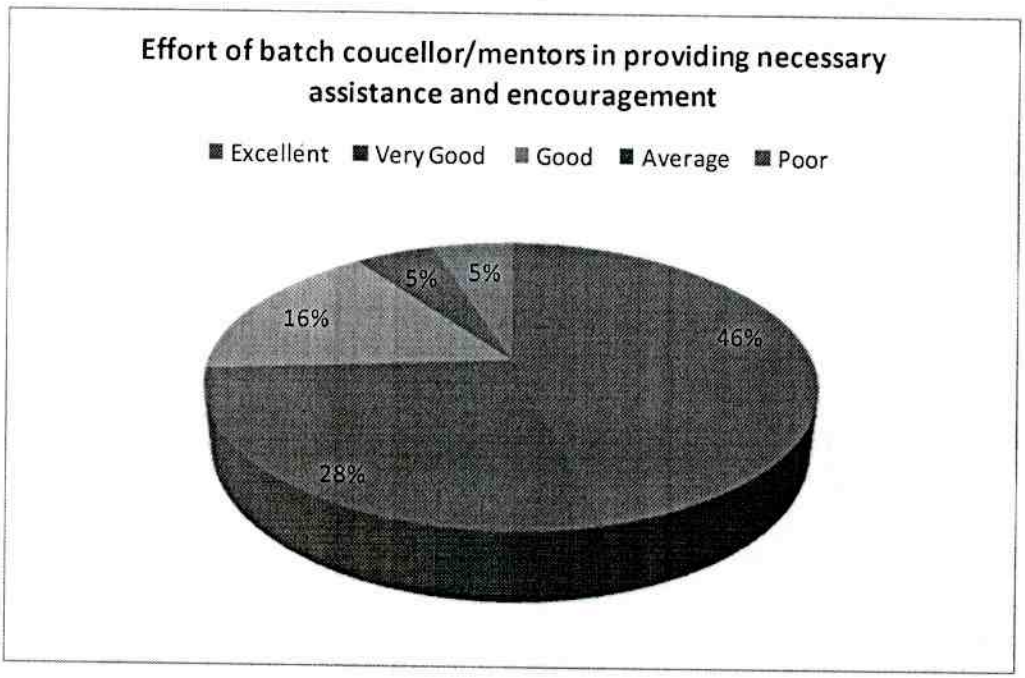

The opportunities provided to student to learn and grow
Excellent
Very Good
Good
Average
Poor
5%
7%
16%
43%
29%

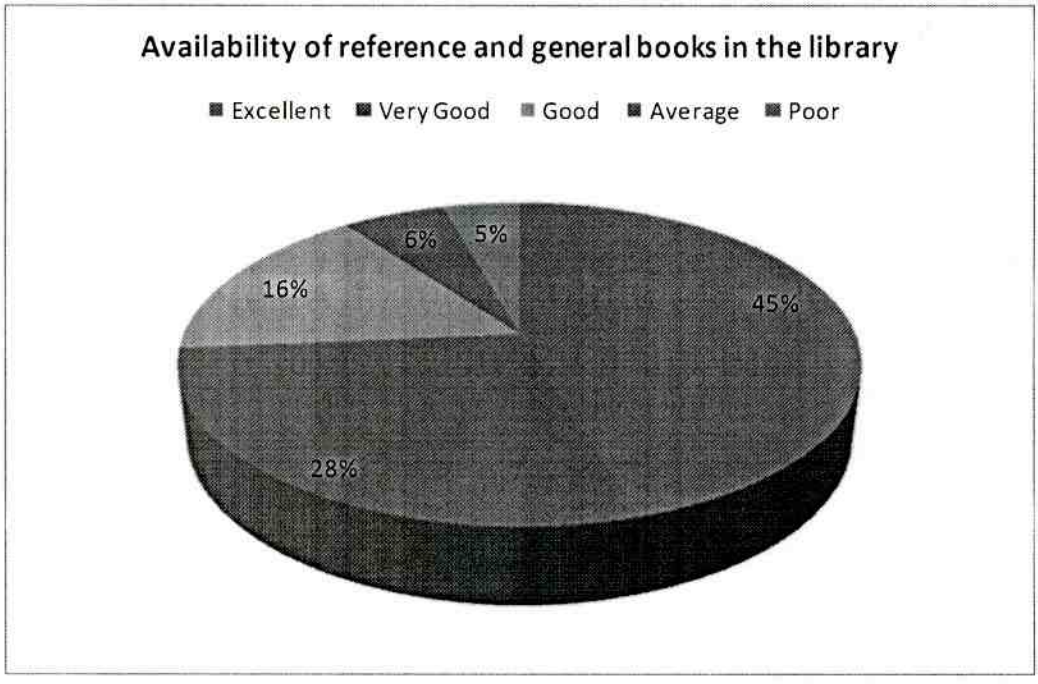

Efforts of Institute to imbibe soft skills, life skills and employability skills
Excellent
Very Good
Good
Average
Poor
5%
6%
18%
44%
27%

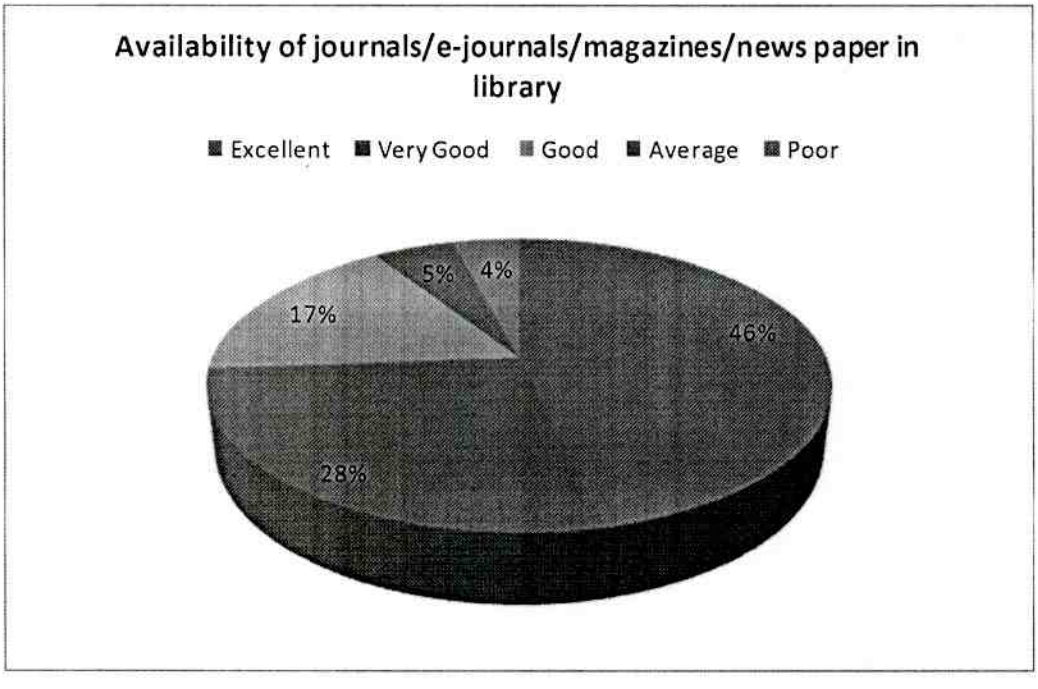

Institute's efforts in maintenance of campus clean
Excellent
Very Good
Good
Average
Poor
6%
4%
17%
45%
28%

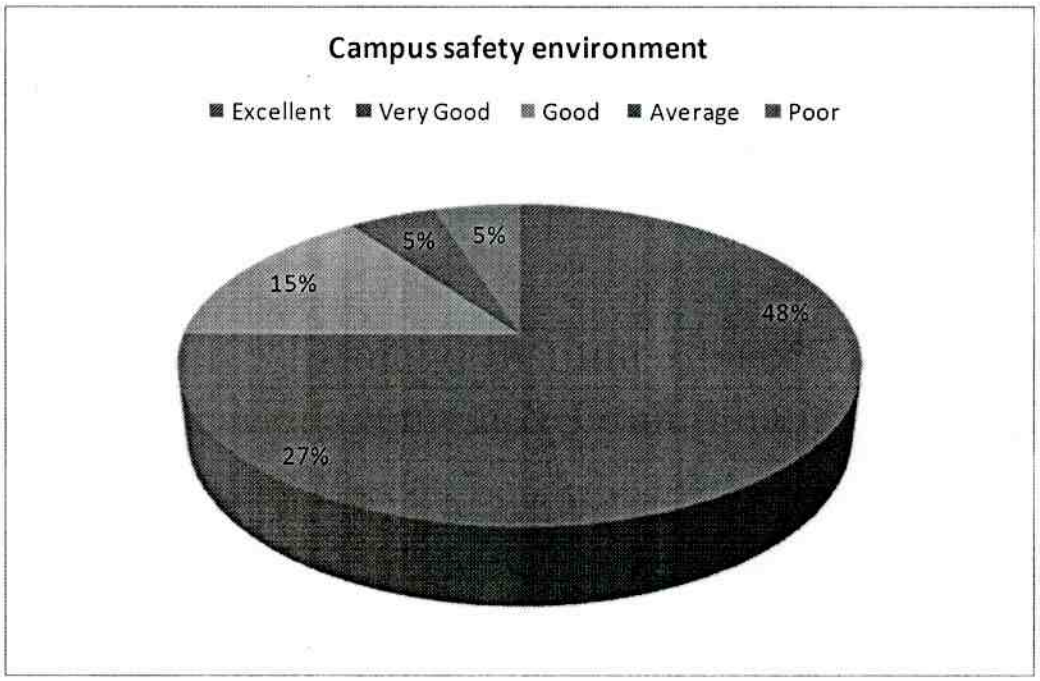

Efforts of Institute in order to provide the learning opportunities by organizing seminars, conferences, webinars, alumni interactions & workshops
Excellent
Very Good
Good
Average
Poor
6%
5%
18%
43%
28%

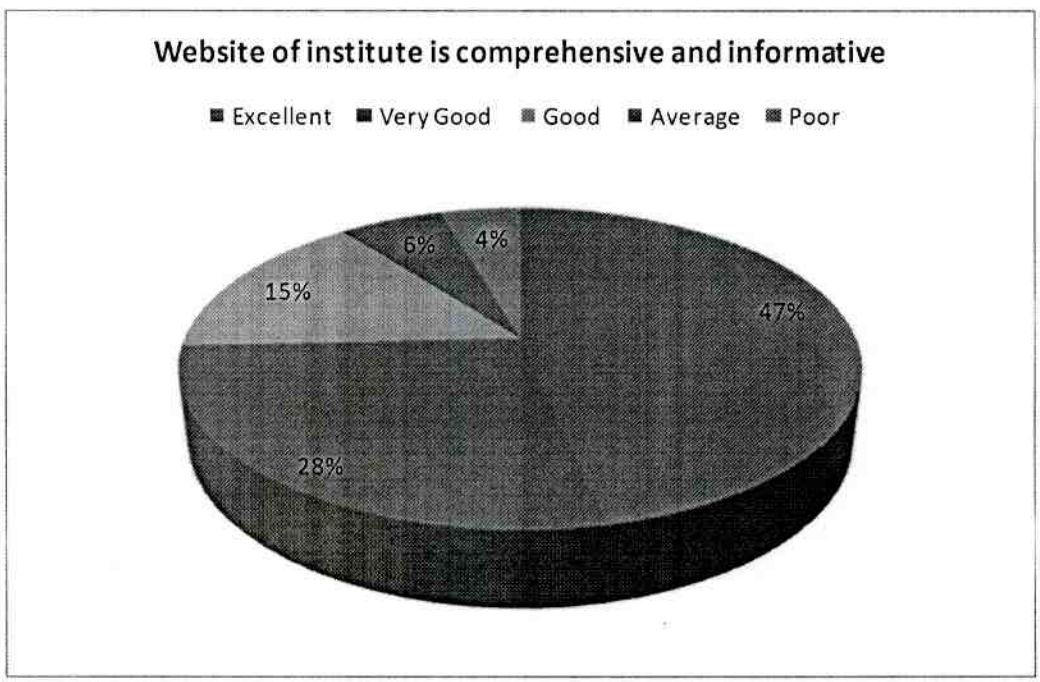

Availability of online educational resources
Excellent
Very Good
Good
Average
Poor
6%
4%
17%
45%
28%

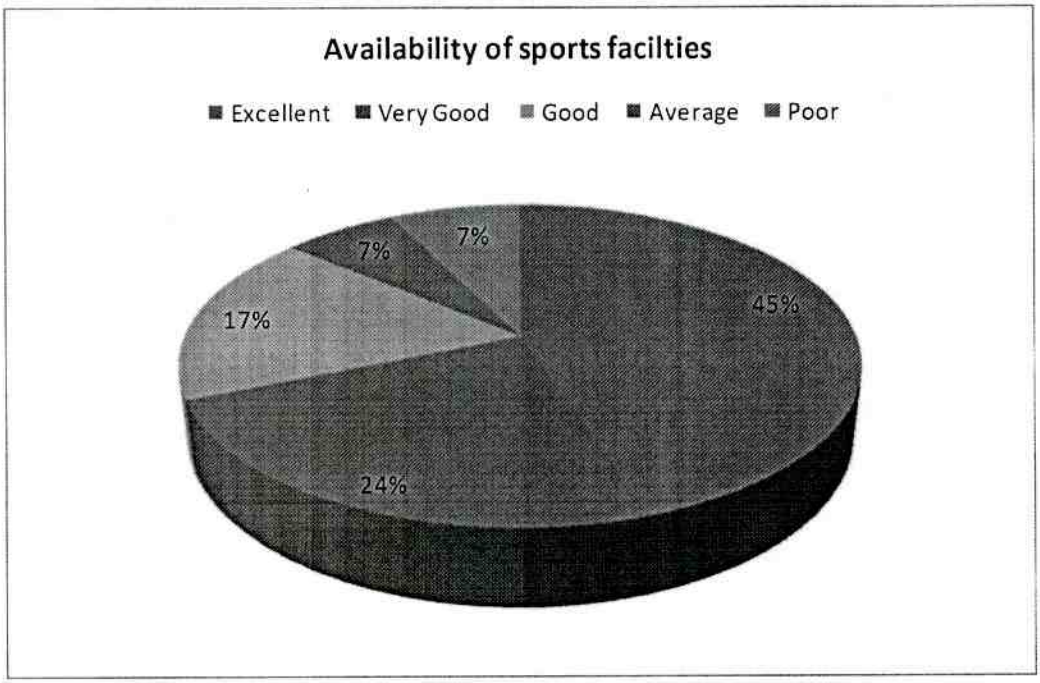

Effort of batch coucellor/mentors in providing necessary assistance and encouragement
Excellent
Very Good
Good
Average
Poor
5%
5%
16%
46%
28%

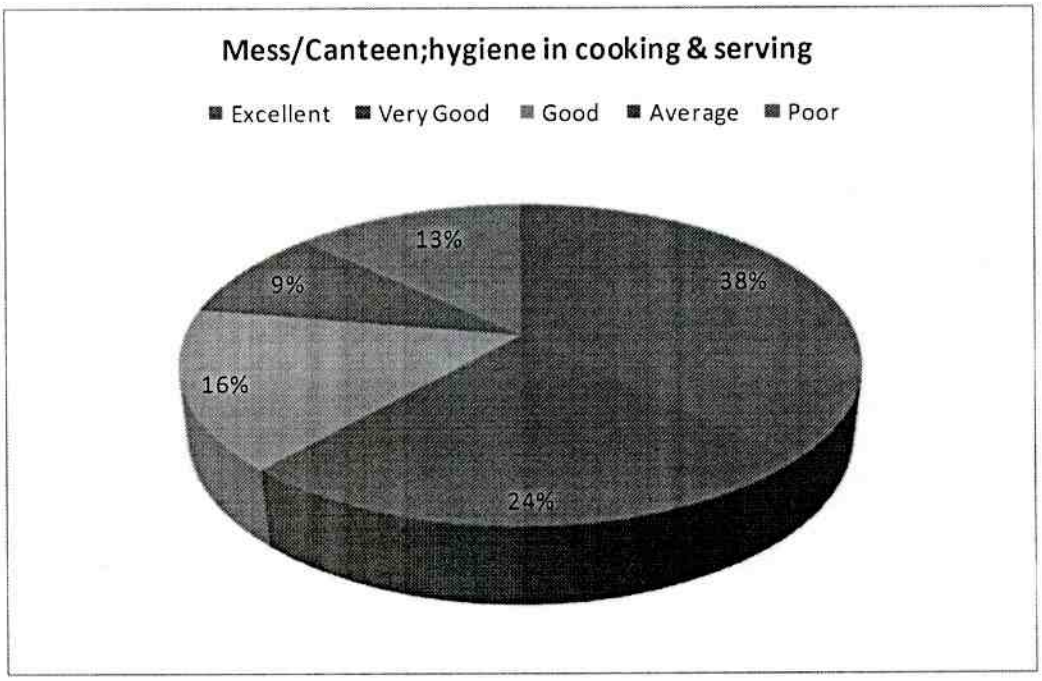

Availability of reference and general books in the library
Excellent
Very Good
Good
Average
Poor
6%
5%
16%
45%
28%

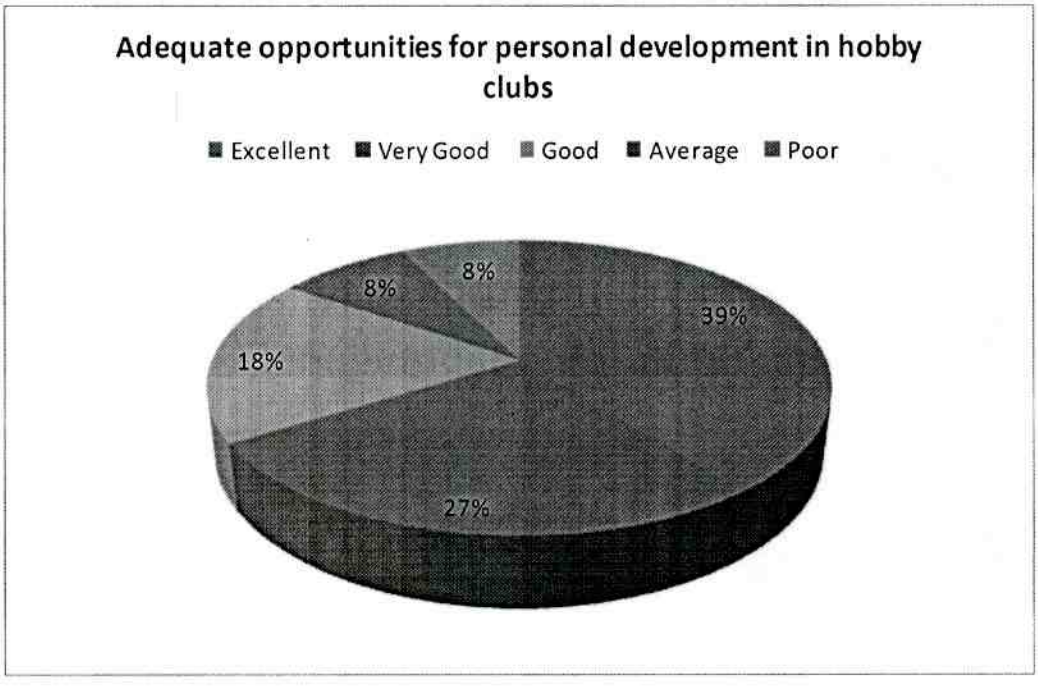

Availability of journals/e-journals/magazines/news paper in library
Excellent
Very Good
Good
Average
Poor
5%
4%
17%
46%
28%

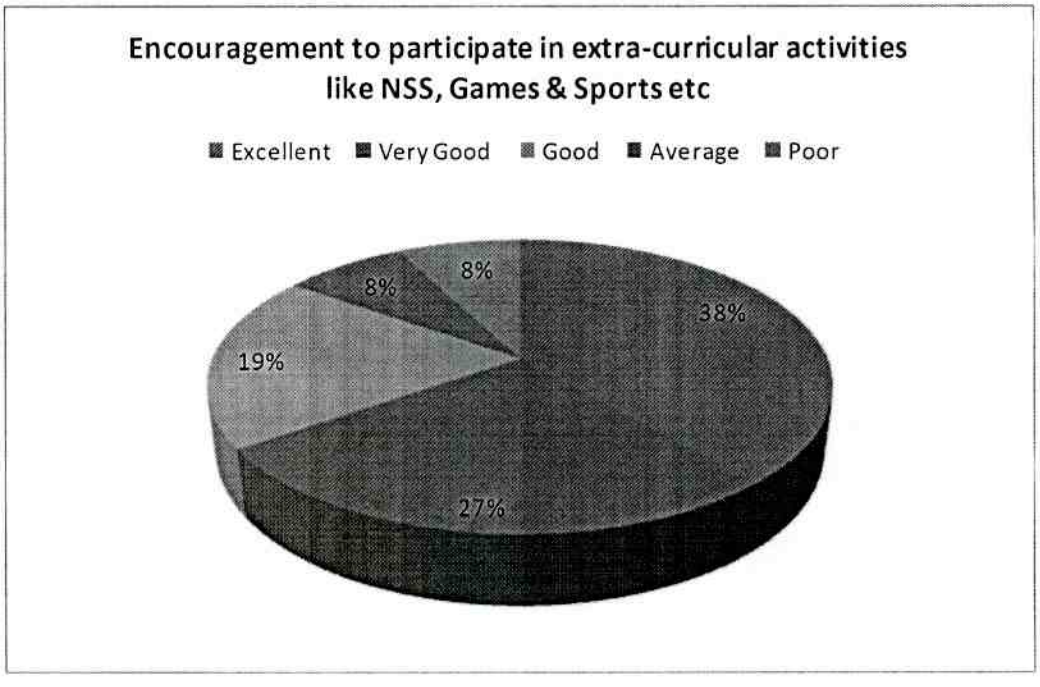

Campus safety environment
Excellent
Very Good
Good
Average
Poor
5%
5%
15%
48%
27%

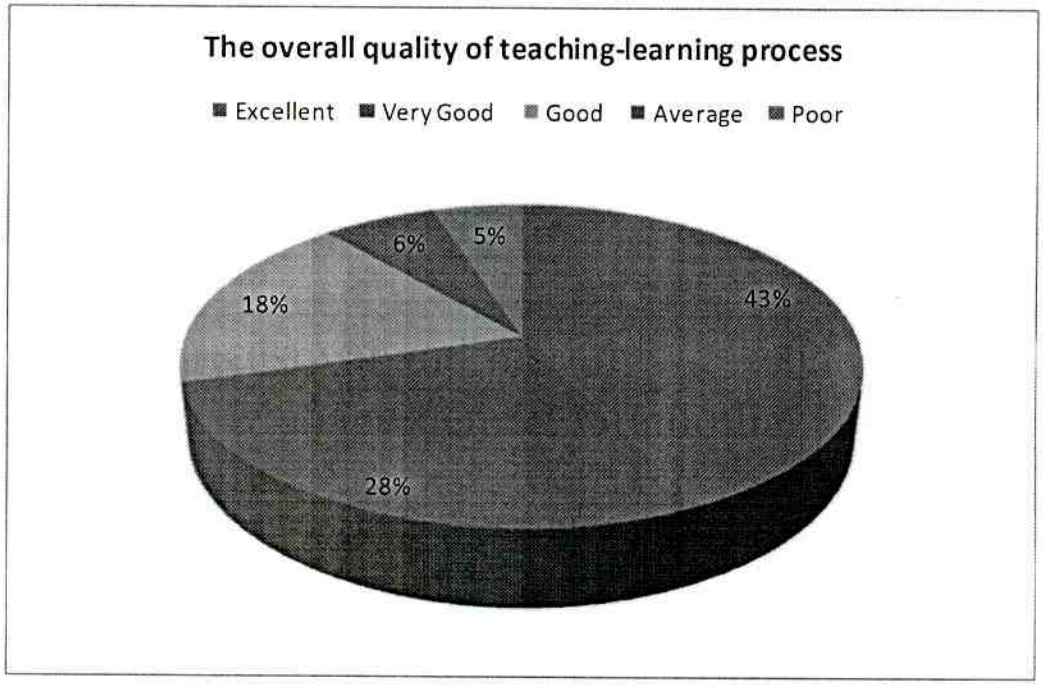

Website of institute is comprehensive and informative
Excellent
Very Good
Good
Average
Poor
6%
4%
15%
47%
28%


Availability of sports facilties
Excellent
Very Good
Good
Average
Poor
7%
7%
45%
17%
24%


Mess/Canteen;hygiene in cooking & serving
Excellent
Very Good
Good
Average
Poor
13%
9%
38%
16%
24%


Adequate opportunities for personal development in hobby clubs
Excellent
Very Good
Good
Average
Poor
8%
8%
39%
18%
27%


Encouragement to participate in extra-curricular activities like NSS, Games & Sports etc
Excellent
Very Good
Good
Average
Poor
8%
8%
38%
19%
27%


The overall quality of teaching-learning process
Excellent
Very Good
Good
Average
Poor
6%
5%
18%
43%
28%

Swami Keshvanand Institute of Technology,
Management & Gramothan
Ramnagaria, Jagatpura, Jaipur-302017

Feedback Analysis

The Feedback has been received from 3696 students.
The bar graph and pie chart for most of the feedbacks received reflects a very positive & satisfactory response. Major percentage of feedback received lies in very good to excellent range.

Positive Feedback

1. Students are very much satisfied with the infrastructure, lab facilities, campus greenery and experienced faculty members
2. They appreciated the knowledge of faculty members about the subject along with the teaching methodology.
3. Each and every doubt of the students were cleared up to their satisfaction level.
4. The mentor-mentee system of the college is much admired and the student found batch counsellors as their guardians and were free to discuss any of their problems.
5. Students also praised the discipline and attendance monitoring system.
6. Girls also find the institute a safe place for them.
7. There are ample opportunities for the students for the development of their personality and making themselves ready to face the challenges of outside world.
8. Students are also happy with the mentoring in NPTEL courses as well as in training and placement.
9. Students are highly pleased with the library facility of the college. The peaceful environment of the library attracts the students to study in the library after college hours also.
10. There is a good facility to access notes and video lectures of faculty members.
11. Other than curriculum books, library is enriched with journals, magazines, newspapers and books belonging to literature and other motivational speakers.
12. Students are also satisfied with the access of Science direct journals.
13. Students find toast masters club, soft skill cells etc as an excellent tool to groom themselves in public speaking and English learning.
14. Students are also satisfied with the industrial tour and visits.
15. The NSS cell provides the students a platform to contribute for the welfare of society and needy ones.
16. Students are also pleased with the information broadcast system of the college i.e. ERP, Website, WhatsApp messages etc.
17. Students are satisfied with continuous and regular evaluation system of the college in the form of midterm exams, assignments, quizzes, unit tests etc.
18. There are enough opportunities in the college to raise their employability.
19. The incubation cell of the college provides the students a platform to develop their innovative ideas for setting start-ups.

Areas which need attention

Students require some improvements in mess/canteen facilities and also need more exposure for participation in intercollege events

Actions Taken

The In- charges of Mess/canteen were informed for the improvement required in these areas and had been requested to do the needful at the earliest. Institute provides On-Duty Leave to students who wish to participate in the events outside the college.

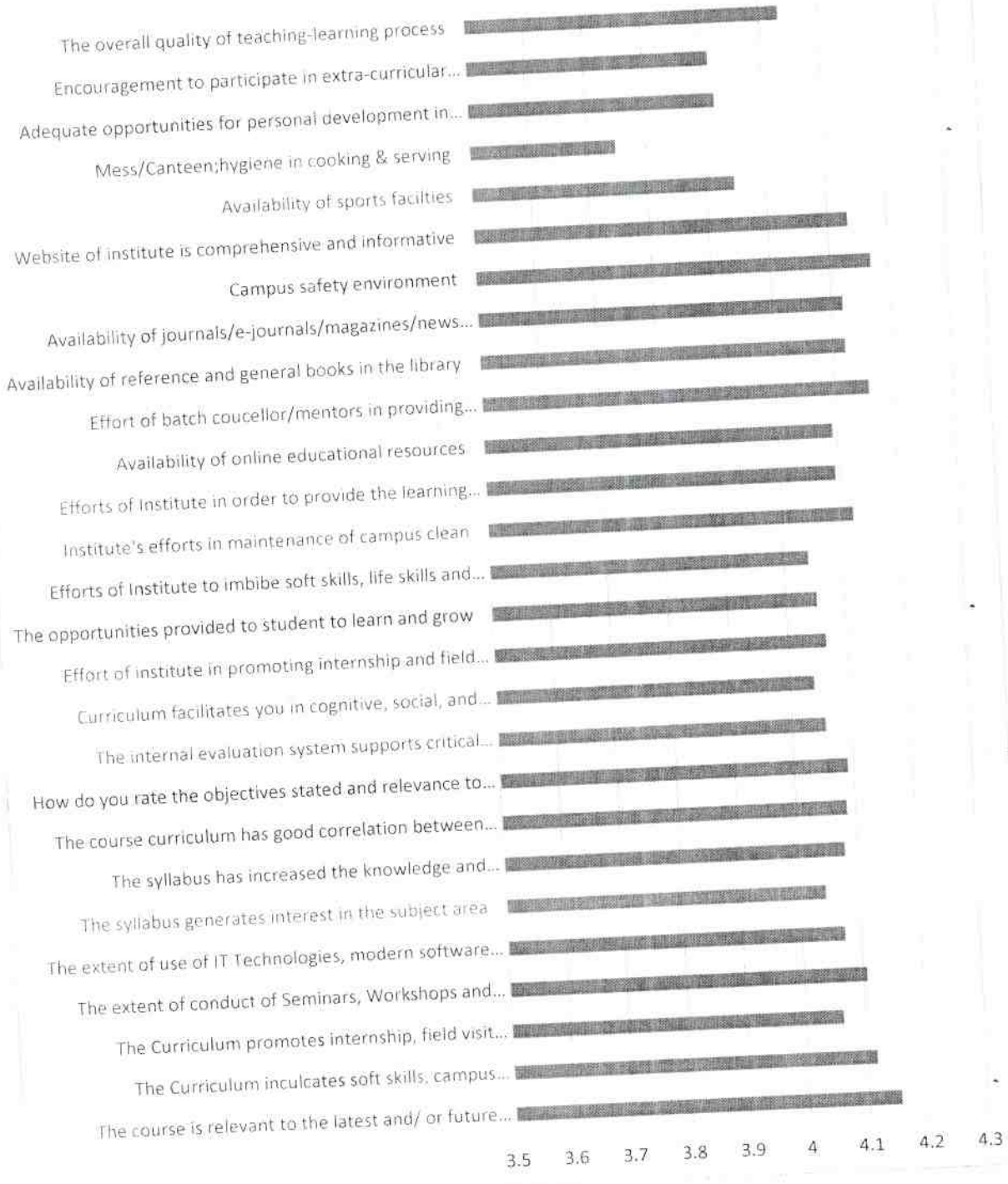
Copy to: IQAC

(Head, OSA)

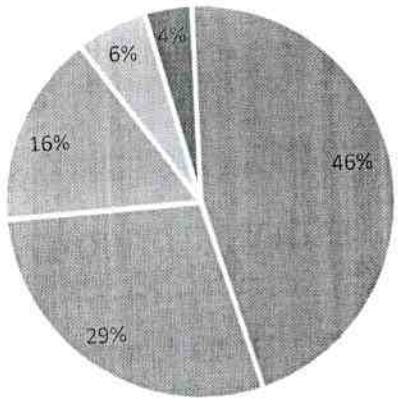
Swami Keshvanand Institute of Technology, Management & Gramothan

Ramnagaria, Jagatpura, Jaipur-302017

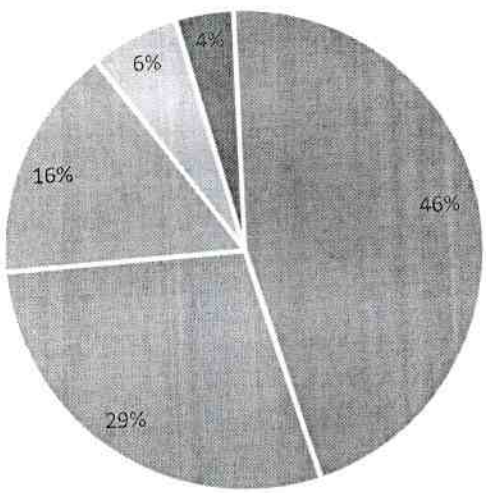
Feedback on Central facilities and curriculum – 2022-23.



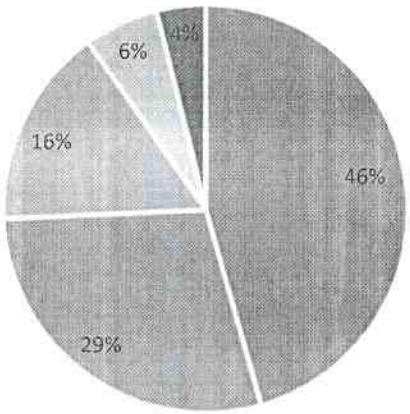
The course is relevant to the latest and/ or future technologies.



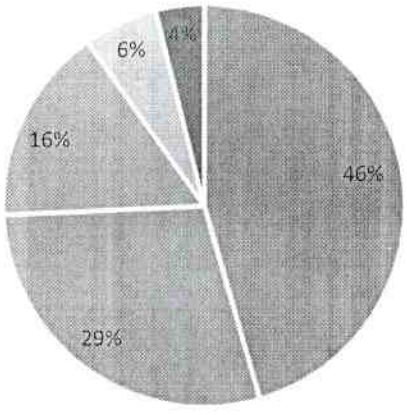
The Curriculum inculcates soft skills, campus recruitment training, life skills, employability skills and relevant add-on courses to make you ready for the world of work



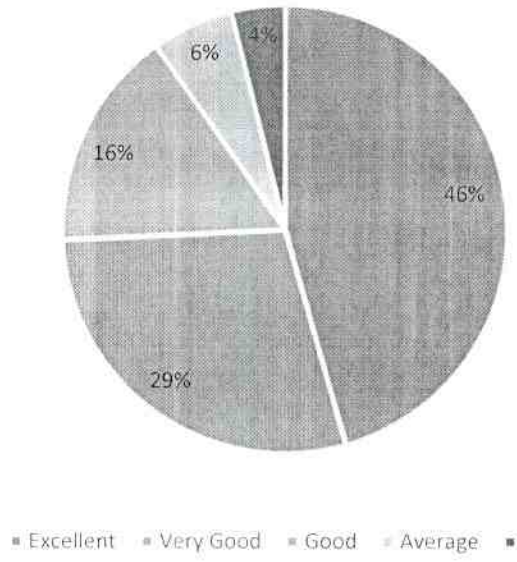
The Curriculum promotes internship, field visit opportunities



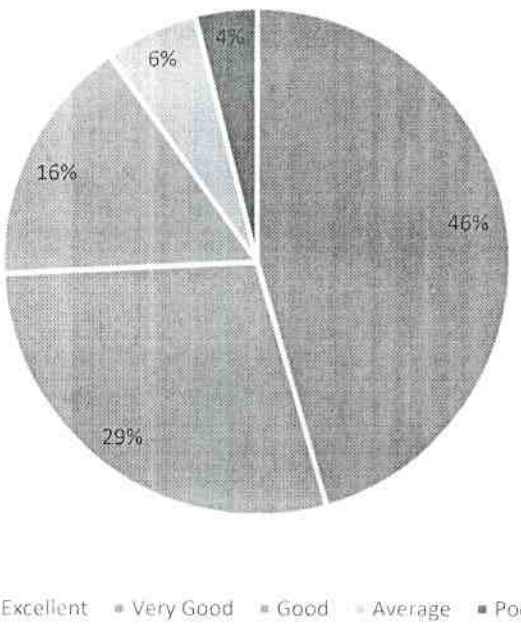
The extent of conduct of Seminars, Workshops and Student Development Programmes has enabled you to improve oral, written communication and technical skills.



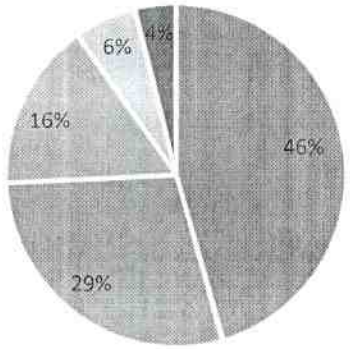
The extent of use of IT Technologies, modern software tools to design and develop the application were adequate



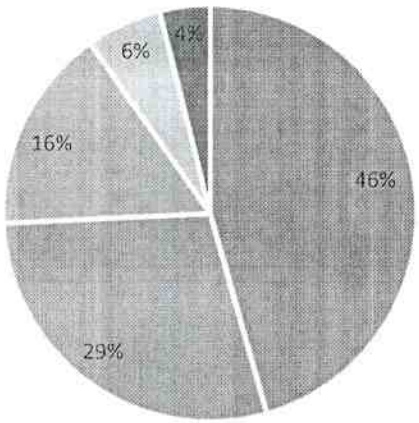
The syllabus generates interest in the subject area



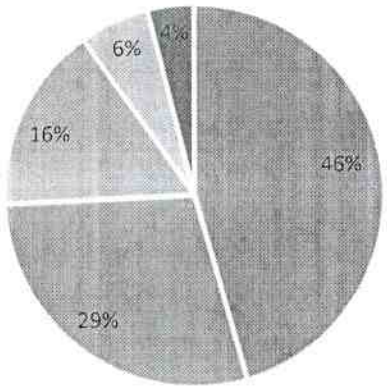
The syllabus has increased the knowledge and prospective in the subject area



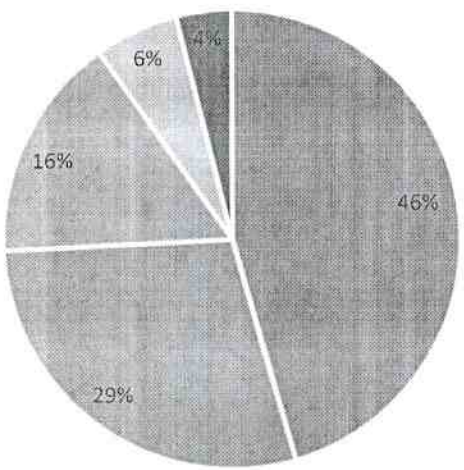
The course curriculum has good correlation between theory and practical



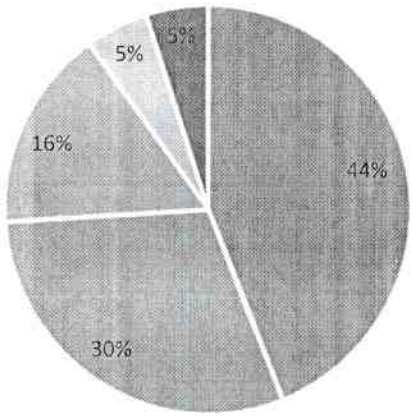
How do you rate the objectives stated and relevance to the course content?



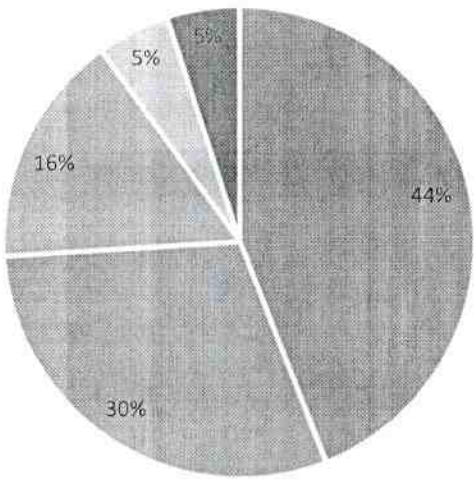
The internal evaluation system supports critical thinking with reference to syllabus



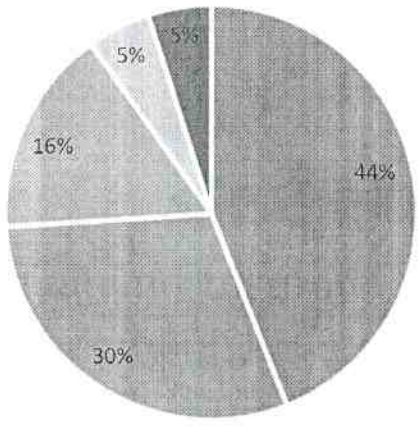
Curriculum facilitates you in cognitive, social, and emotional growth.



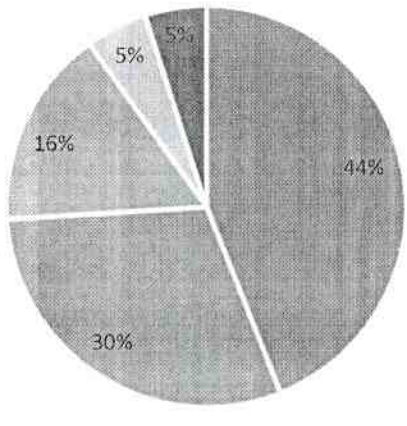
Effort of institute in promoting internship and field visits opportunity for students



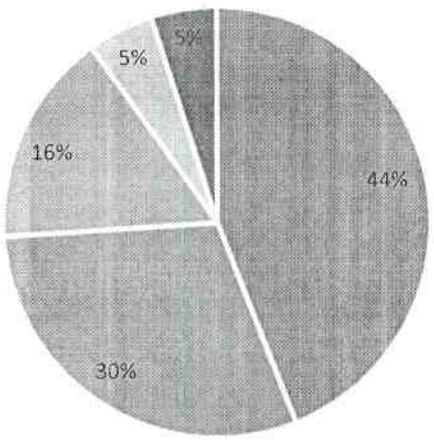
The opportunities provided to student to learn and grow



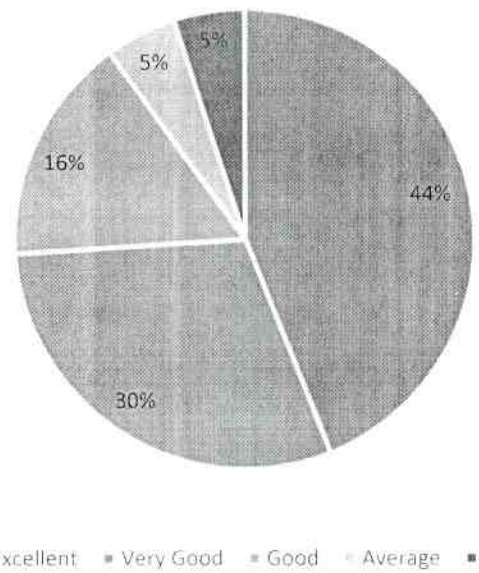
Efforts of Institute to imbibe soft skills, life skills and employability skills



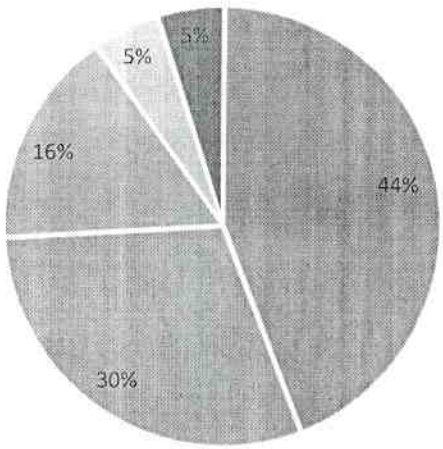
Institute's efforts in maintenance of campus clean



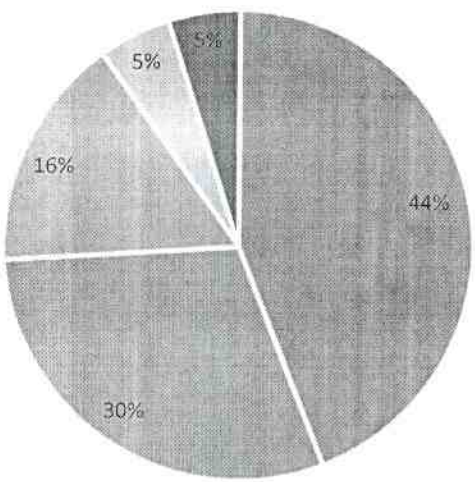
Efforts of Institute in order to provide the learning opportunities by organizing seminars, conferences, webinars, alumni interactions & workshops



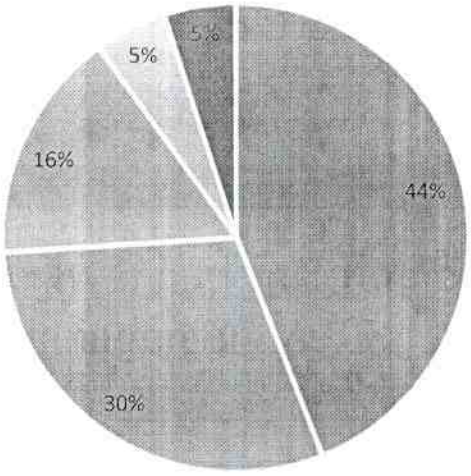
Availability of online educational resources



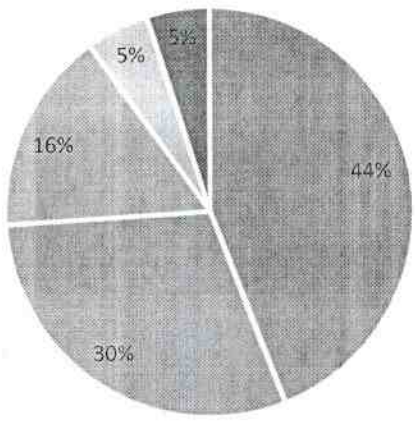
Effort of batch coucellor/mentors in providing necessary assistance and encouragement



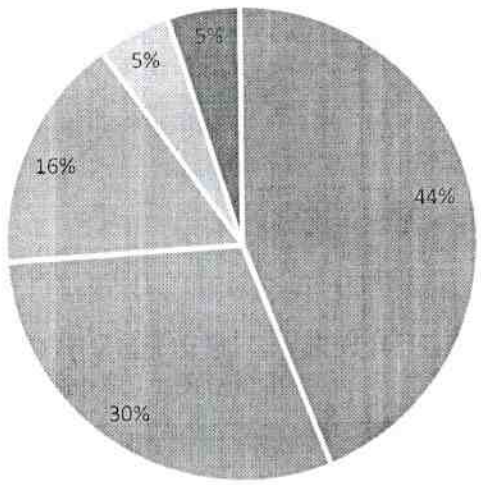
Availability of reference and general books in the library



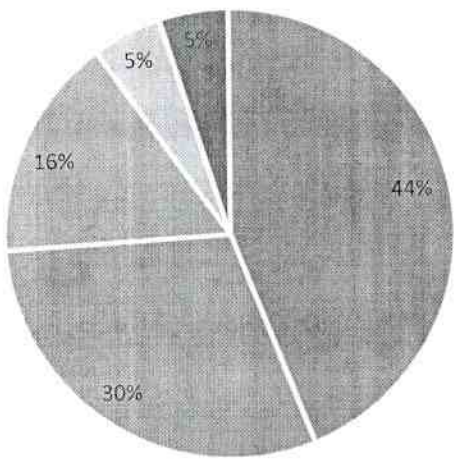
Availability of journals/e-journals/magazines/news paper in library



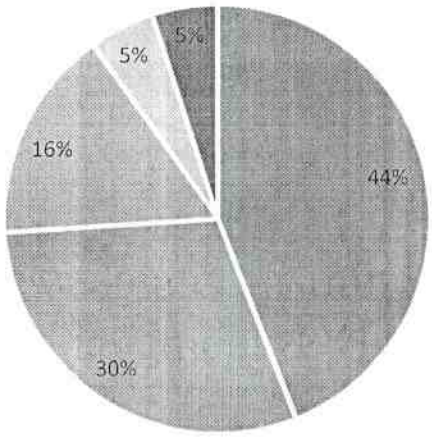
Campus safety environment



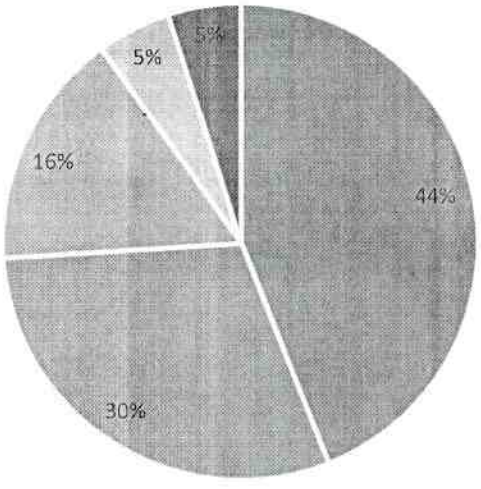
Website of institute is comprehensive and informative



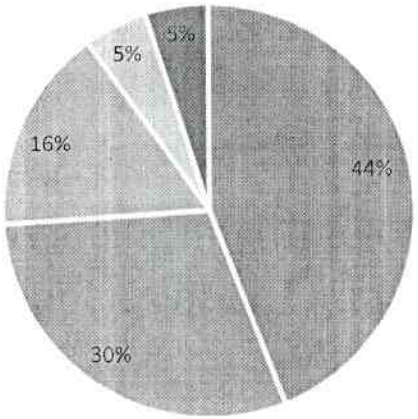
Availability of sports facilties



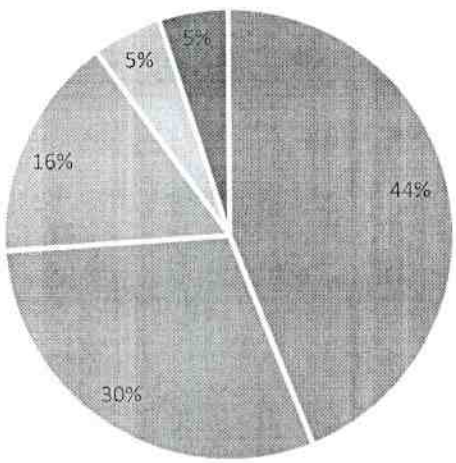
Mess/Canteen;hygiene in cooking & serving



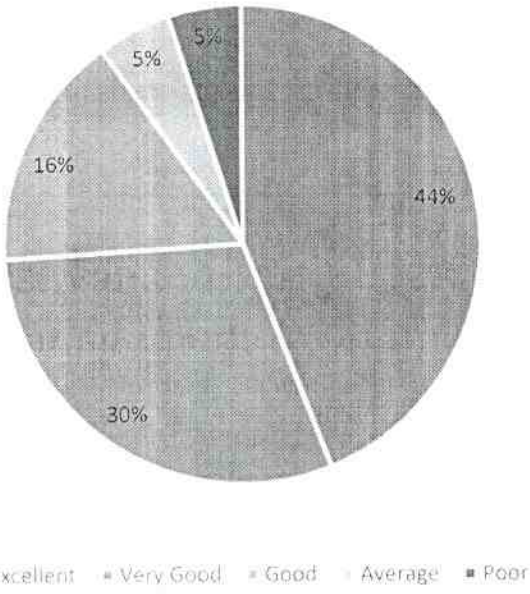
Adequate opportunities for personal development in hobby clubs



Encouragement to participate in extra-curricular activities like NSS, Games & Sports etc



The overall quality of teaching-learning process



Swami Keshvanand Institute of Technology,
Management & Gramothan
Ramnagaria, Jagatpura, Jaipur-302017

Feedback Analysis

The Feedback has been received from 3072 students.
The bar graph and pie chart for most of the feedbacks received reflects a very positive & satisfactory response.
Major percentage of feedback received lies in very good to excellent range.

Positive Feedback

1. The students were very much satisfied with the environment of campus, their security and efforts of batch counselors and training and placement mentors for providing assistance.

The other following feedbacks also lie in very good to excellent range

2. Students were highly satisfied with the overall quality of teaching-learning process
3. Adequate opportunities for personal development in hobby clubs
4. Institute website is quite easy to understand, very informative, all latest updates have been given there.
5. Campus and hostel premises are safe for girls and other students also.
6. Library is quite enriched with latest journals, books, magazines in various fields of science, technology and literature.
7. Notes of faculty members on D-space are easy to access.
8. Availability of online educational resources is adequate
9. Library has access to the journal of Science Direct.
10. Institute provide ample opportunities by organizing conferences, seminars and workshops etc.
11. Institute has maintained the greenery and cleanliness
12. Efforts of Institute to imbibe soft skills, life skills and employability skills
13. Effort of institute in promoting internship and field visits opportunity for students
14. Curriculum facilitates cognitive, social, and emotional growth.
15. The internal evaluation system supports critical thinking with reference to syllabus
16. Rating the objectives stated and relevance to the course content.
17. Theory and practical subjects are quite interrelated.
18. The syllabus has increased the knowledge and prospective in the subject area
19. The extent of use of IT Technologies, modern software tools to design and develop the application were adequate
20. The extent of conduct of Seminars, Workshops and Student Development Programmes has enabled to improve oral, written communication and technical skills.
21. The Curriculum is designed in such a way that it promotes internship, field visit etc.
22. The Curriculum inculcates soft skills, campus recruitment training, life skills, employability skills and relevant add-on courses to make students ready for the world of work
23. The course is very much designed according to latest and/ or future technologies

Areas which need attention

The bar graph & the pie chart reflect that student require a little more improvement towards mess/canteen facility and slightly more degree of encouragement towards extra-curricular activities and sports events.

Actions Taken

The In charges of Mess/canteen facility & Coordinators of Sports and Extra-Curricular Activities were informed by mail for the improvement required in these areas and had been requested to do the needful at the earliest. The improvement in Mess/canteen is reflected by positive feedback of students. A sports complex is almost ready to facilitate and strengthen the sports facilities. A grand extracurricular event "Pravah" was organized in the month of April, 2023, where the students were able to showcase their talents on a wider scale.

Copy to: IQAC

(Head, OSA)

Feedback on Academics

OSA.

Swami Keshvanand Institute of Technology, Management & Gramothan

Department of Mechanical Engineering

Analysis of Student Feedback

B. Tech. III Semester 2022-23

1. No of Students Providing Feedback: 27

2. Feedback Collection Dates: End of Odd Semester, 2022-23.

3. Feedback Questions and Answer Option for Theory Courses:

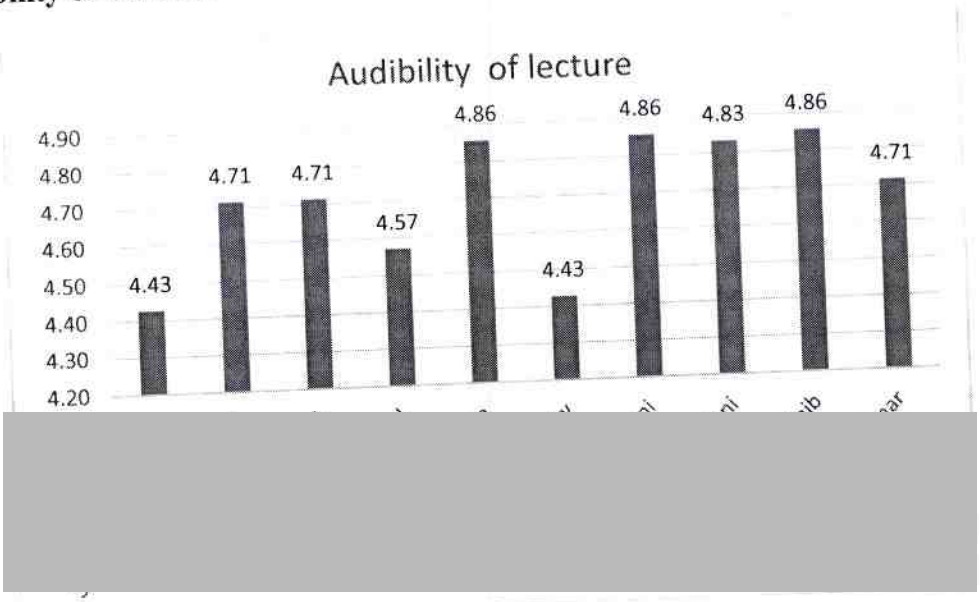
S. No.	Questions	Answer Options
1	Audibility of lecture	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
2	Clarity of presentation	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
3	Level of preparedness of the teacher for the class	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
4	Punctuality of class	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
5	Awareness of course objectives and Outcomes, program outcomes as communicated by the teacher	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
6	Ability of the teacher to communicate the concepts effectively through examples and applications	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
7	Use of chalk-board/OHP/presentations/Online tools for effective teaching	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
8	Effectiveness of online teaching and learning of the given course of study	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
9	Usage of student centric methods (learning through experiments and problem solving methodologies) for enhanced learning experience	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
10	Ability of the teacher to identify weakness/strength of students	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
11	Encouragement to students by the teacher in providing right level of challenges	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
12	Level of interaction with the students during lecture	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
13	Encouragement received from the teacher to participate in curricular activities like workshops/ internships/ seminars/ conferences and MOOCs to earn credits etc.	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
14	Sharing of teaching material with students	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
15	Overall quality of teaching	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)

4. Feedback Questions and Answer Option for Laboratory Courses:

S. No.	Questions	Answer Options
1	Availability of equipment and level of laboratory instruction sheet/other material	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
2	Level of interaction with the teacher during laboratory	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
3	Regular feedback of the teacher on report/sessional work submitted by student	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
4	Level of help in acquiring extended knowledge regarding experiment	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
5	Ease in performing experiments online over real lab	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
6	Overall quality of laboratory	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)

5. Point-wise Feedback Analysis of Theory Courses

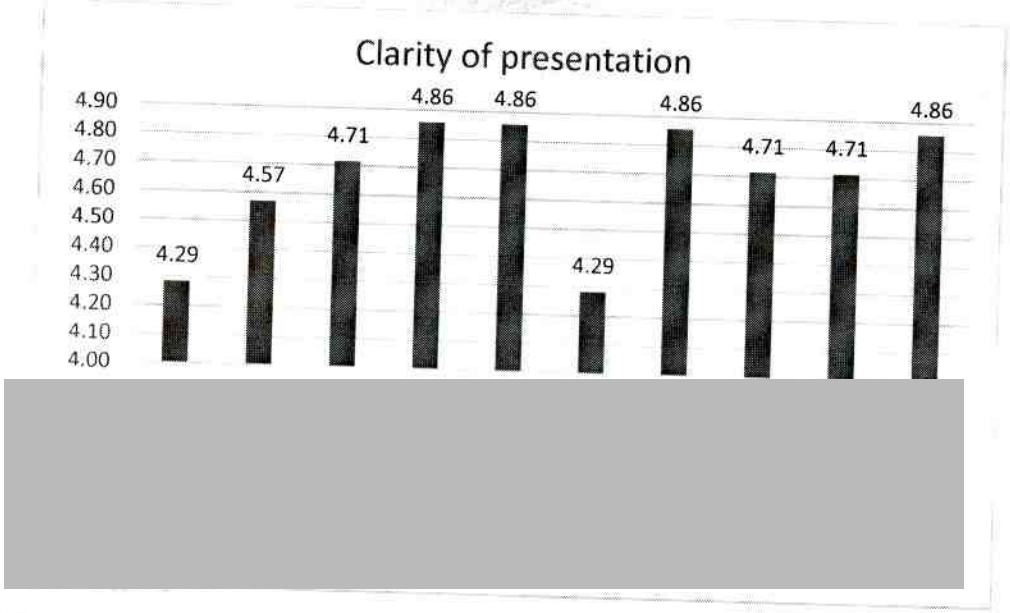
5.1 Audibility of lectures



Action Taken:

- Faculty members have been advised to administer classes with an adequate voice.
- Faculty members having the low feedback in this criteria were personally intimated about the same requested to avoid the problem of lecture audibility in classes of coming semesters.

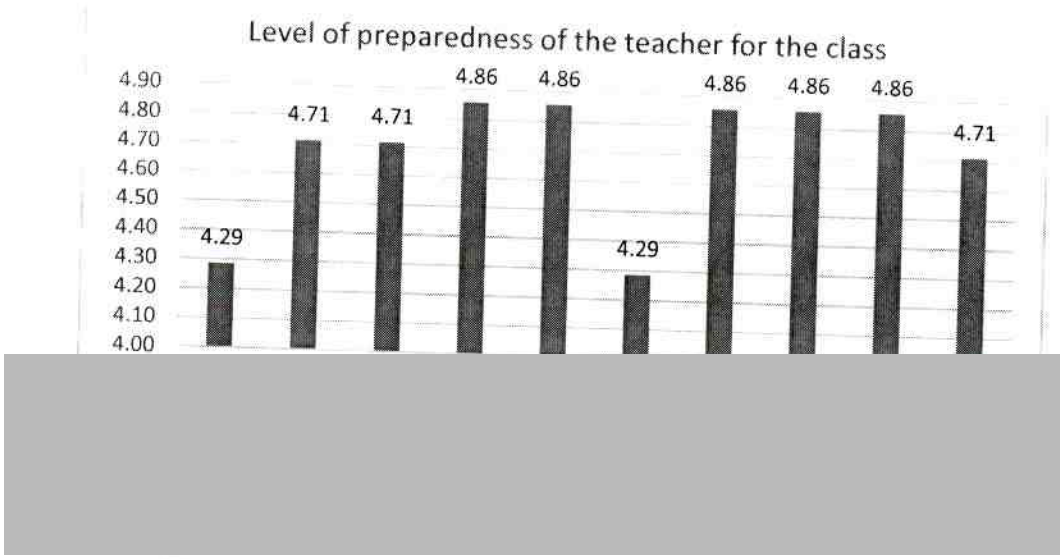
5.2 Clarity of presentation:



Action Taken:

- The students have shown good response in clarity of presentation, however in case of few faculty members there seems some scope of improvement. The concerned faculty members were advised to alter/modify their teaching methodology so that students can learn easily.

5.3 Level of preparedness of the teacher for the class:

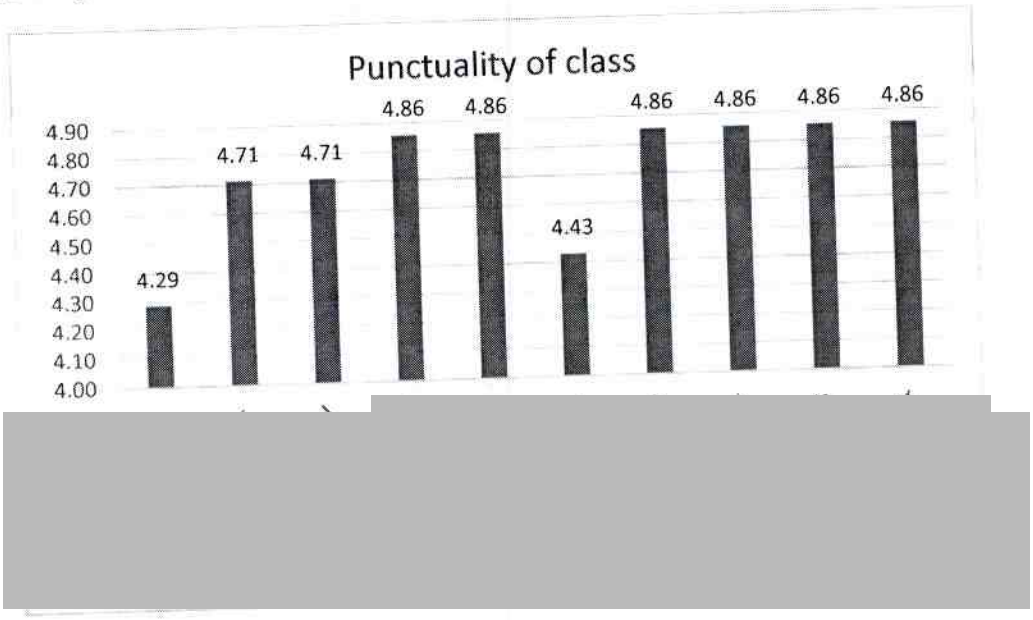


Action Taken:

- Faculty members were advised to re-look into their explanation methods and techniques especially when a new concept is introduced to students.

- During every semester, the course files and teaching aids of faculty members are being reviewed by DPAQIC as an integral part of academic audit. The faculty with low score in this point were requested to redesign their notes and literature.
- Some faculty members were asked to undertake help and guidance of their respective course coordinators for improvement particularly in mathematics course.

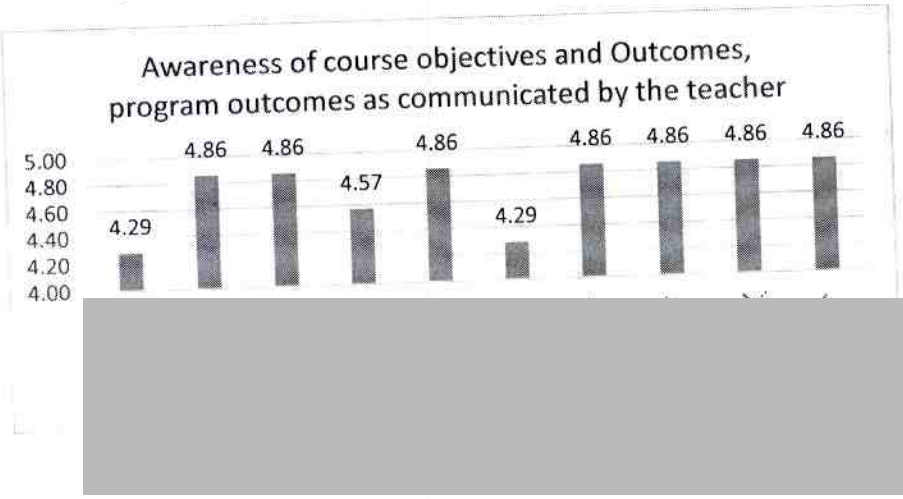
5.4 Punctuality of class:



Action Taken:

- When explored about the reason of low feedback in some cases, faculty members shared that they had to postpone and reschedule their classes due to some academic, administrative or personal assignments. They were advised NOT to change class timings until it is extremely necessary.
- In addition, faculty were advised in general meeting that if regular class cannot be organized due to some inevitable reasons, faculty may swap the class (with HOD permission) with some other faculty taking class of same section.

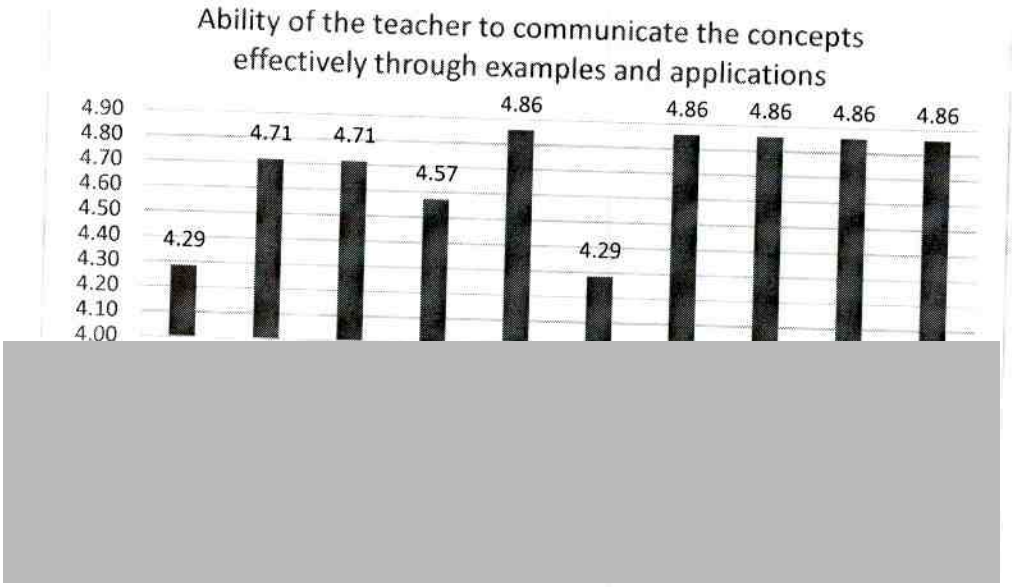
5.5 Awareness of course objectives and Outcomes, program outcomes as communicated by the teacher:



Action Taken:

- Usually, faculty members make the students aware about the COs, POs in their introductory classes. It may be possible that some irregular students may miss the orientation class, hence, they are unaware of same.
- On the basis of feedback, it has been decided that faculty members will periodically repeat about COs, POs for necessary understating of students about outcome based education (OBE).

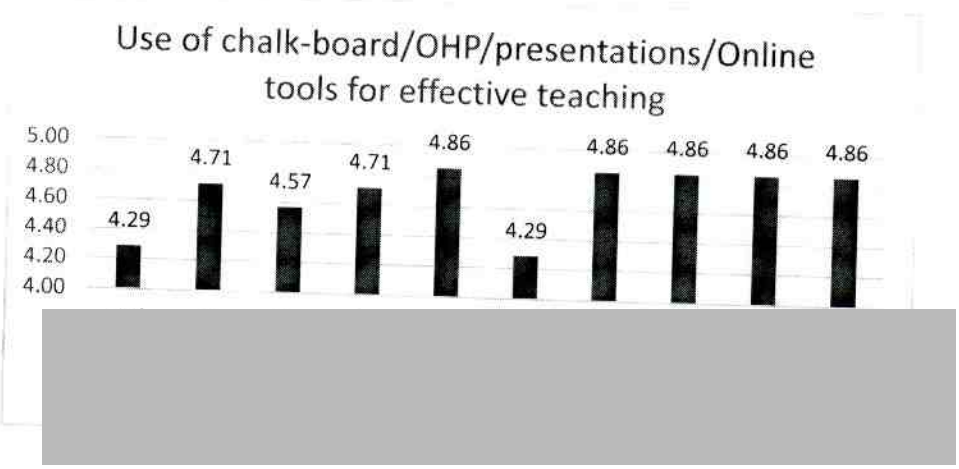
5.6 Ability of the teacher to communicate the concepts effectively through examples and applications:



Action Taken:

- Faculty were requested to use extensive examples and practical relevance of any particular topic. This will increase interest and learning of students as well.
- A special attention will be given by DPAQIC during academic audit towards tutorial sheets and numerical questions administered by faculty members.

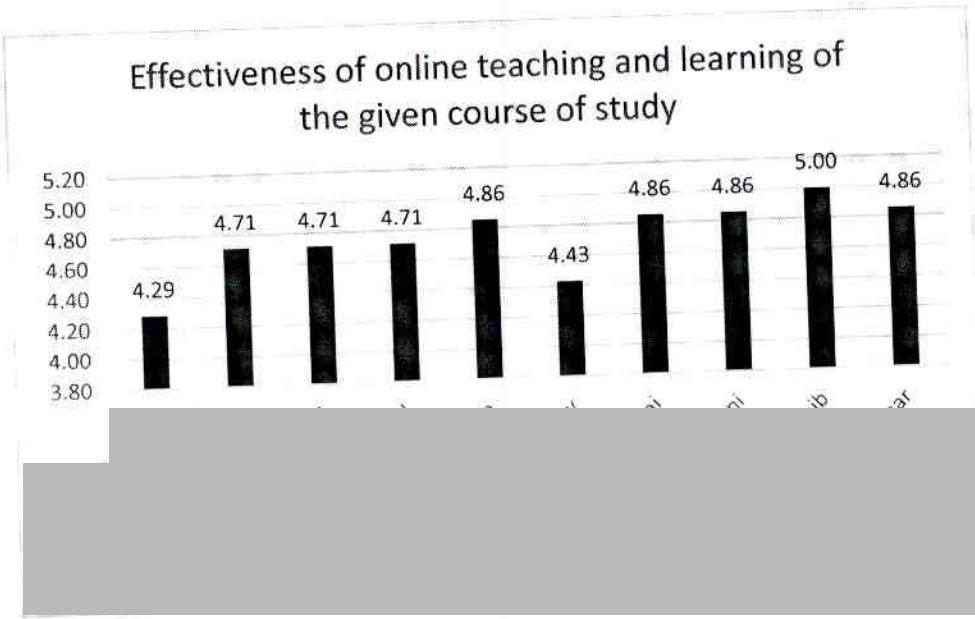
5.7 Use of chalk-board/OHP/presentations/Online tools for effective teaching:



Action Taken:

- The faculty members having low score in this point were advised to improve in coming classes.
- Faculty members who used PPTs and audio-video tools were advised to bring out a balance between chalk-and-talk and PPT based teaching. Wherever necessary, concepts should be taught on board in addition of audio-visual teaching.

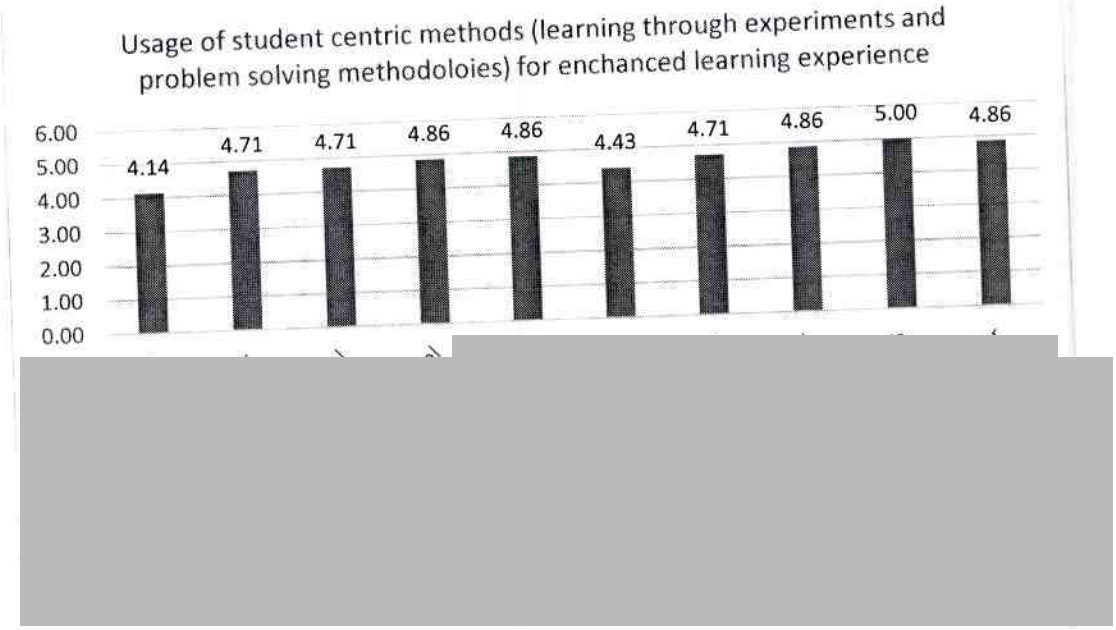
5.8 Effectiveness of online teaching and learning of the given course of study:



Action Taken:

- If students feel difficulty in understanding some topics in regular classes, faculty members employed online learning tools. As discussed with faculty, there may be some issues of poor network and low bandwidth which will be taken care of in future.

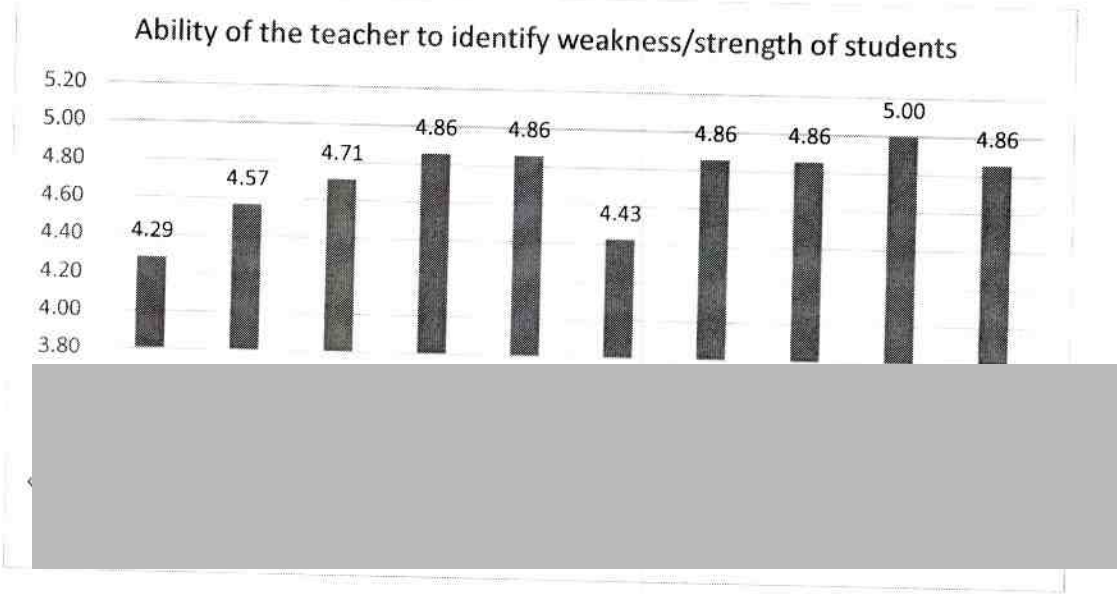
5.9 Usage of student centric methods (learning through experiments and problem solving methodologies) for enhanced learning



Action Taken:

- To overcome the low feedback in some particular cases, faculty members were advised to relate the theory with laboratory courses wherever possible.
- In some courses like mathematics, due to absence of any physical laboratory students might have faced problems in understanding the concepts.
- Concerned faculty were advised to design small case-base problems for student-centric learning of students. In addition, the tutorial sheets have also been reviewed by DPAQIC members.

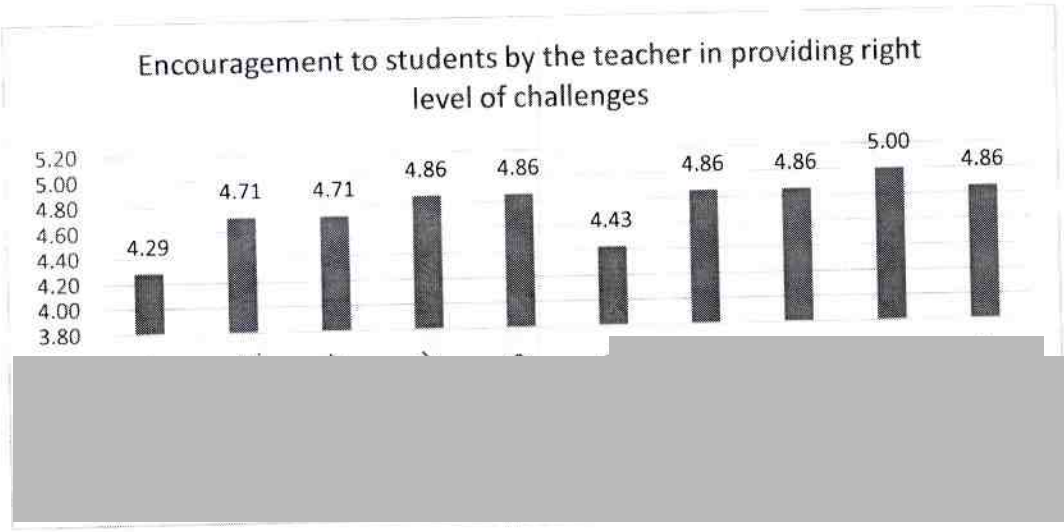
5.10 Ability of the teacher to identify weakness/strength of students



Action Taken:

- The feedback in some particular cases seems low. Concerned faculty members have been advised to improvise on this issue.
- As a corrective action, faculty members were asked to plan small mock tests, quizzes in classes to identify the weak students so that more attention can be given to them.
- The faculty members were asked to identify particular weaknesses of students such as poor communication skills, lack of interest in academics etc. so that same can be rectified through soft skills and other courses.

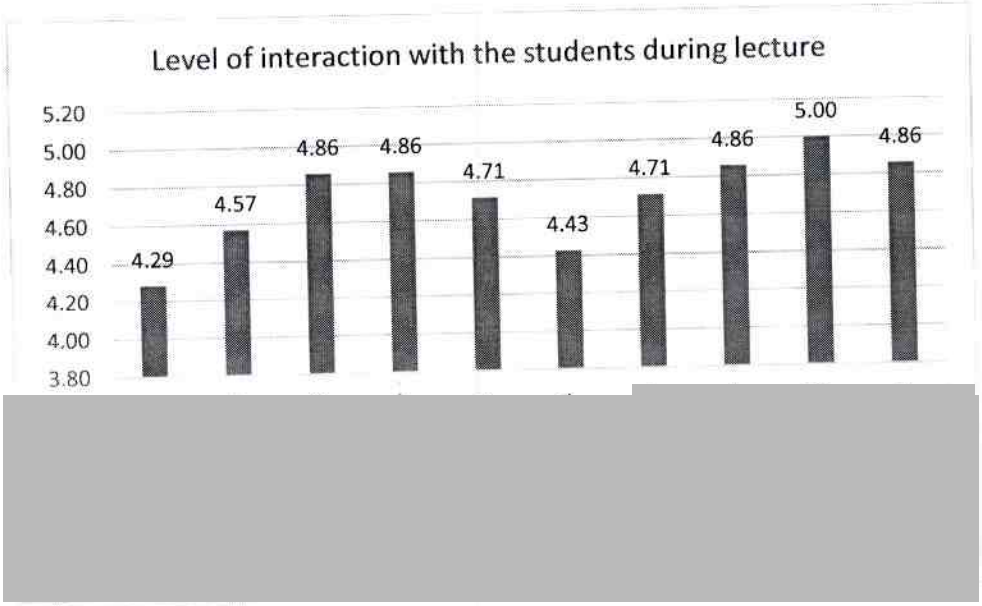
5.11 Encouragement to students by the teacher in providing right level of challenges:



Action Taken:

- As per feedback, some faculty members have not been able to interact with students regarding professional challenges related issues. They have been asked to encourage students in coming semester about the same

5.12 Level of interaction with the students during lecture

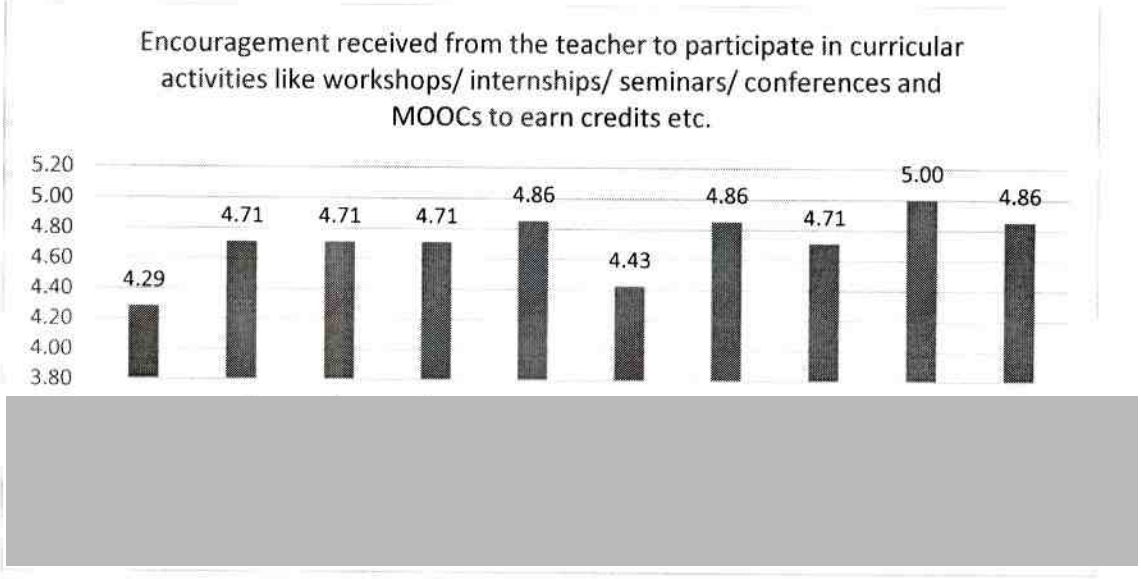


Action Taken:

- Faculty members were advised to use question-answer technique for ensuring active student participation.
- In addition, they were advised to form small buzz groups in some classes through which student-student learning can be ensured.

- As another step, faculty members were asked to provide self-learning assignments to students so that they explore the literature and thereby develop self-learning skills.
- In addition, the exemplary students should be praised and awarded appreciation in class for motivation among peers.

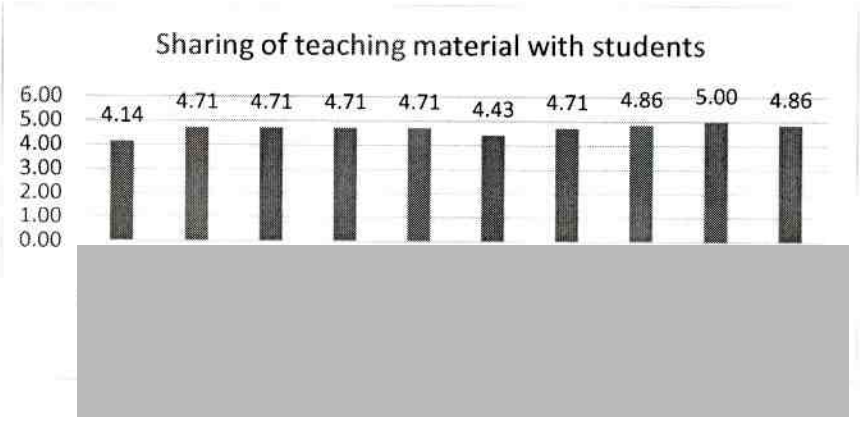
5.13 Encouragement received from the teacher to participate in curricular activities like workshops/ internships/ seminars/ conferences and MOOCs to earn credits etc.



Action Taken:

- Faculty members usually motivate students about participation in workshops, seminars, conferences, NPTEL, MOOC etc.
- Faculty having low score in this area have been advised to interact students about the same in coming semesters.
- In coming sessions, faculty members were asked to intensify their efforts in enrollment, registration, assignment submission and successful completion of NPTEL/MOOC courses.
- In general, departmental meeting, it was surmised by HOD that each faculty during his/her classes should impress among students the need of participation in professional development activities for their holistic development.

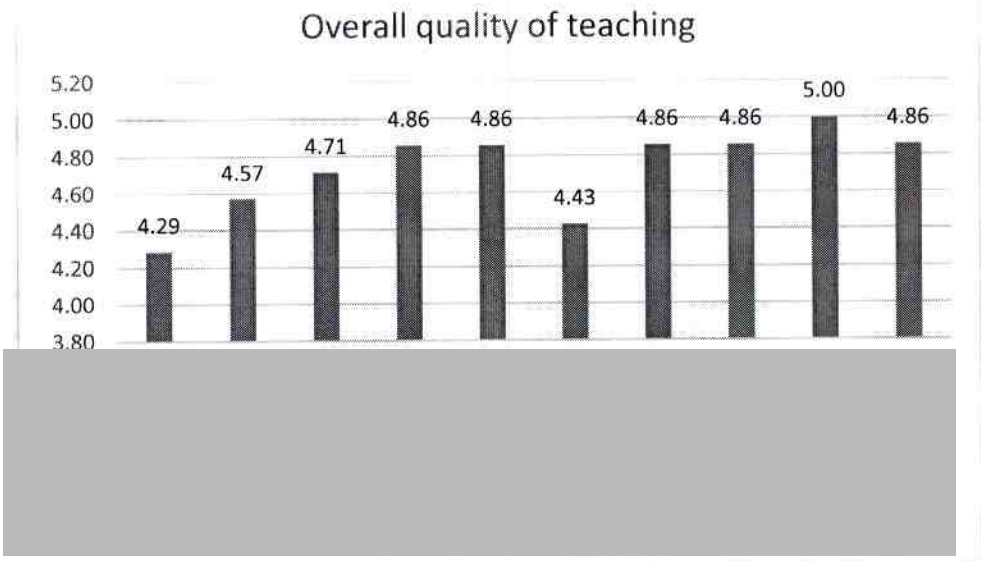
5.14 Sharing of teaching material with students



Action Taken:

- A lot of study material has been provided to students through institute website/DSpace. These include faculty notes, faculty lectures as recorded during e-SLATE project of Institute, You tube links, library resources using subscription IDs etc.
- The faculty members having low score in this point were especially advised to look into the problem from student end so that proper dissemination of study material is there in future.

5.15 Overall quality of teaching

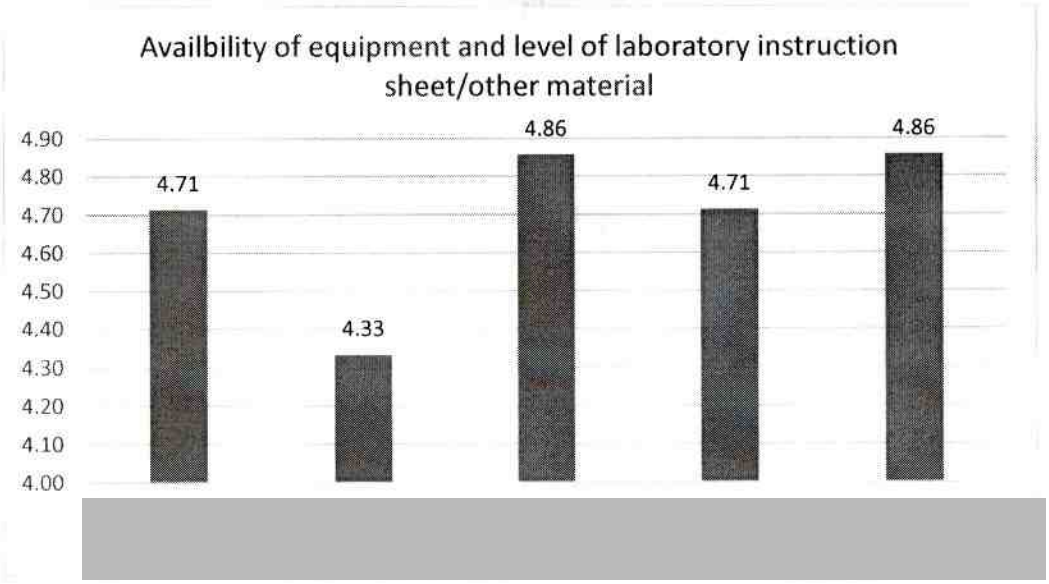


Action Taken:

- As evident from feedback, most of the faculty have received nearly 90% score in the overall quality of teaching.
- Some faculty who scored less have been personally advised by HOD to improve upon the points (as also mentioned above) so that student satisfaction and learning can be enhanced in the coming semester classes.

6. Point-wise Feedback Analysis of Laboratory Courses

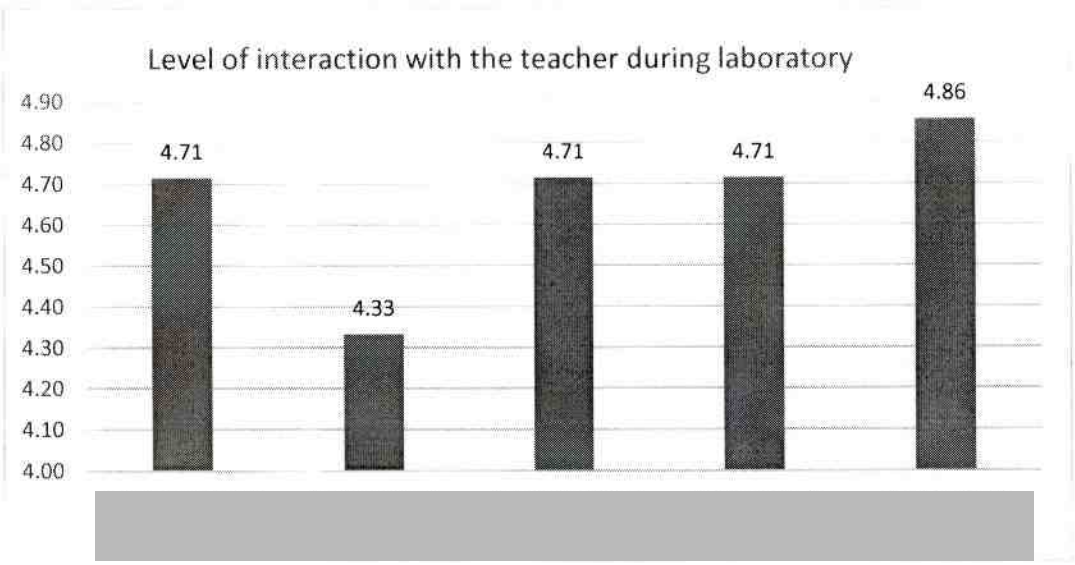
6.1 Availability of equipment and level of laboratory instruction sheet/other material:



Action Taken:

- As a routine procedure, laboratory manuals and instruction material of all laboratories is periodically reviewed by DPAQIC/ Office of Faculty Affairs (OFA).
- In some laboratory courses, as evident from feedback students could not get instruction sheet on time, therefore, faculty members were asked to look into this condition.

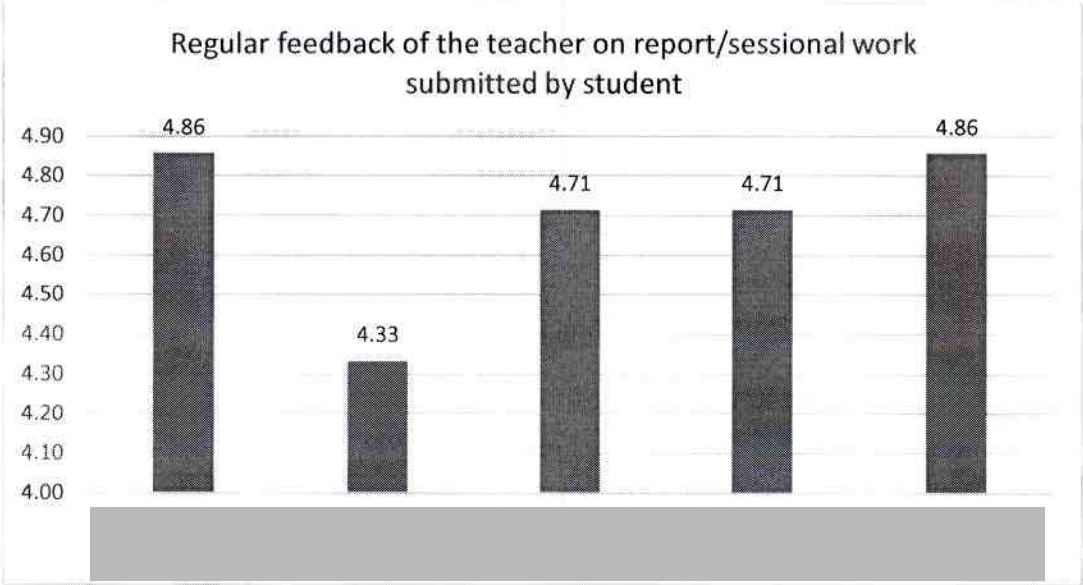
6.2 Level of interaction with the teacher during laboratory:



Action Taken:

- During general meeting, faculty members were asked to make the laboratory classes more student-centric. Students should be divided in groups and faculty should interact with these groups during experimentation.

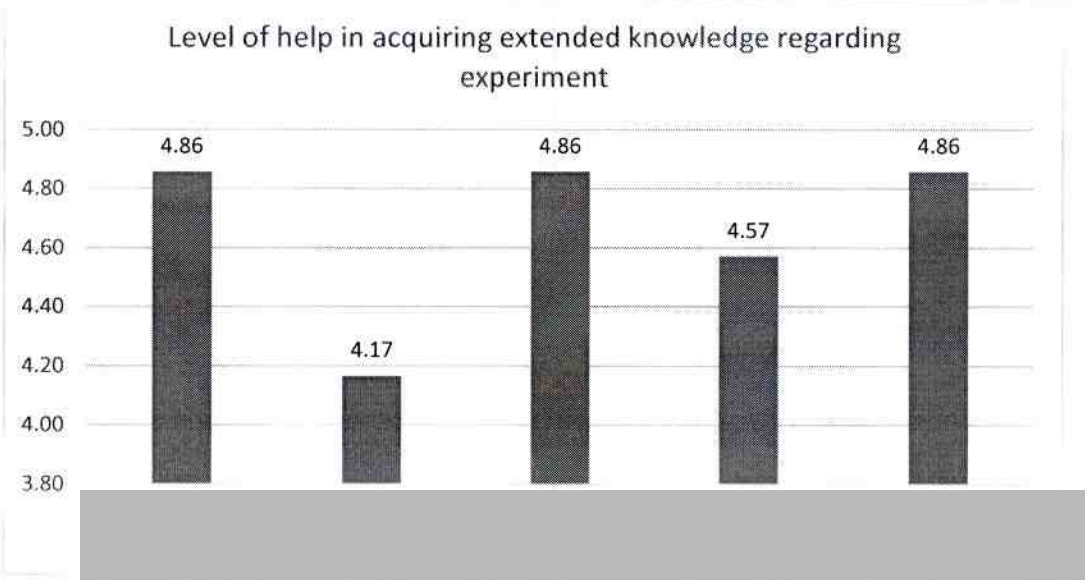
6.3 Regular feedback of the teacher on report/sessional work submitted by student:



Action Taken:

- It was advised to faculty that student records should be periodically reviewed and commented for continuous improvement.
- To ensure regular feedback of lab work, all faculty members mark the experiment-wise marks/grades of each student in attendance registers.
- It will be ensured that students are well informed of their performance for their continuous progress and make up in case of aberration.

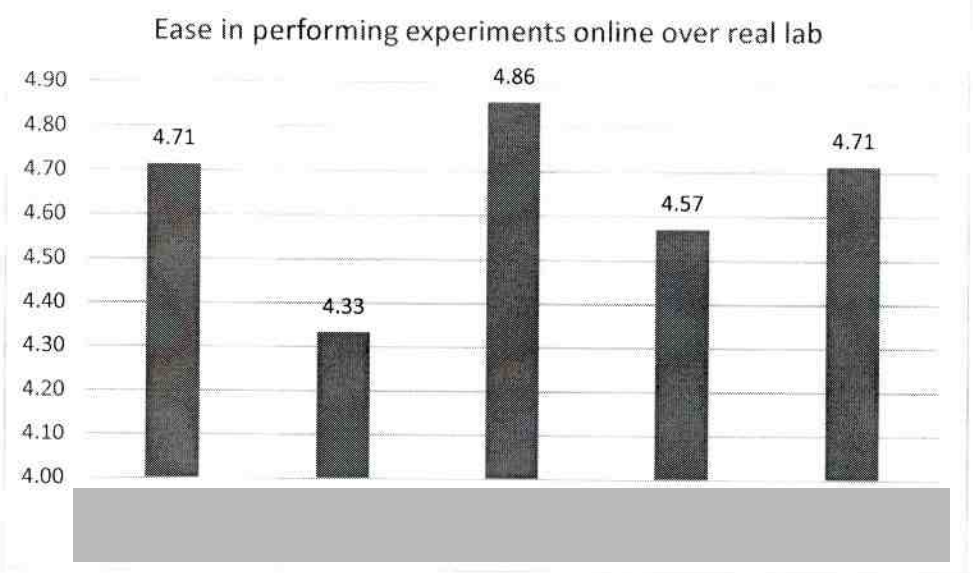
6.4 Level of help in acquiring extended knowledge regarding experiment:



Action Taken:

- In some particular lab courses where this feedback is low, faculty members were advised to add some recent applications and literature related to particular experiments.
- As another measure, some variants or extensions of experiments on virtual lab platforms or internet will be administered to students in coming sessions.

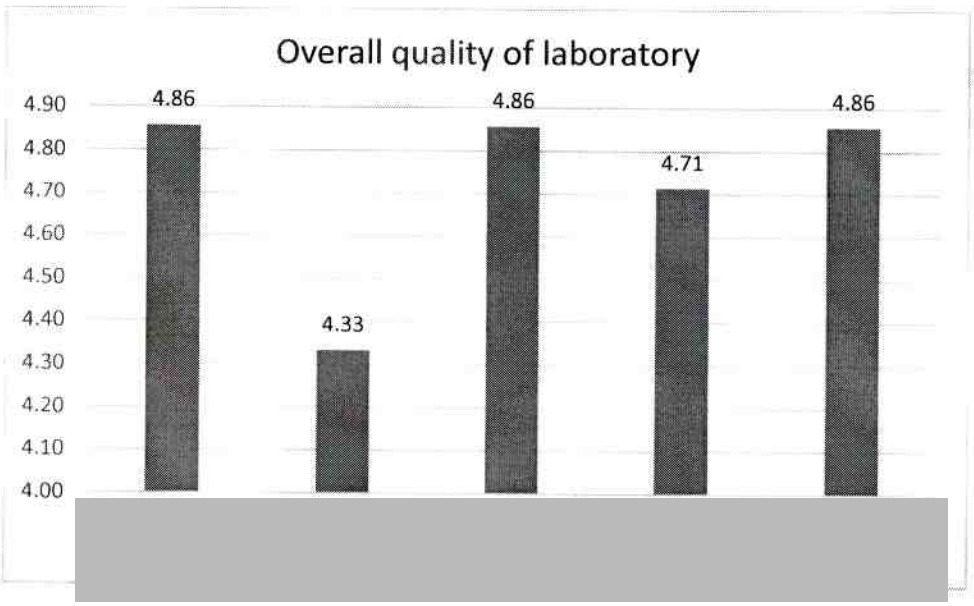
6.5 Ease in performing experiments online over real lab



Action Taken:

- In some labs where feedback is low, reasons have been explored and concerned faculty members have been advised to improve on the same.

- **6.6 Overall quality of laboratory:**



Action Taken:

- The overall feedback is nearly 90% as seen from the feedback. The students by-and-large are quite satisfied by the laboratory classes administered with them.
- To have continuous improvement, the grey areas in few laboratory courses have been identified and problems will be rectified in the next semester.

7. General Actions Taken by Department

- As evident, the feedback received from III semester students is quite encouraging and motivating for the department.
- There are few problems or minor aberrations in case of some courses as evident from analysis. The department has taken necessary cognizance of the same for improvement in coming semester and session.
- To ensure availability of proper study material to students, all faculty members were asked to share clear, lecture-wise notes with students after the class so that they can better understand the concepts.
- In the general departmental meeting, faculty members have been intimated about the feedback. At the same time, in some cases individual faculty members were provided constructive feedback and suggestions for improvement by undersigned.
- HOD interacted with students in the class and they have also been advised to essentially purchase at least one hard copy of text book of each subject.
- During COVID pandemic, under the e-SLATE project of Institute, the e-lectures have already been recorded in Institute for all courses. The students were advised to use them and clear doubts, if any.
- The general points for improvements in the feedback have been identified and discussed in the general department meeting for improvement in coming semester.

Prof. Dheeraj Joshi

Head, Mech Engg. Deptt.

12/4/23

Copy to:

- Director (Academics)
- Principal
- *IQAC*

OSA

Swami Keshvanand Institute of Technology, Management & Gramothan

Department of Mechanical Engineering

Analysis of Student Feedback

B. Tech. V Semester 2022-23

1. No of Students Providing Feedback: 90

2. Feedback Collection Dates: End of odd semester, 2022-23

3. Feedback Questions and Answer Option for Theory Courses:

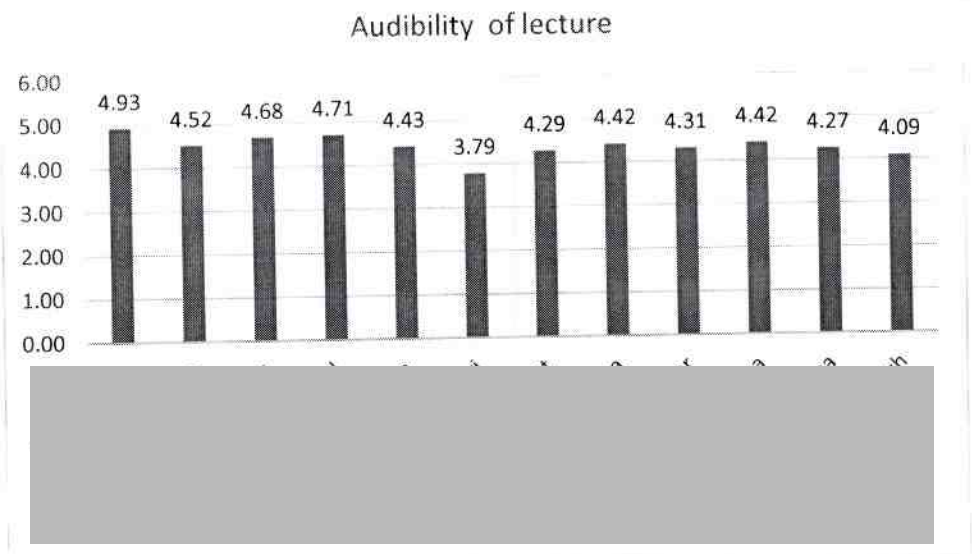
S. No.	Questions	Answer Options
1	Audibility of lecture	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
2	Clarity of presentation	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
3	Level of preparedness of the teacher for the class	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
4	Punctuality of class	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
5	Awareness of course objectives and Outcomes, program outcomes as communicated by the teacher	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
6	Ability of the teacher to communicate the concepts effectively through examples and applications	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
7	Use of chalk-board/OHP/presentations/Online tools for effective teaching	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
8	Effectiveness of online teaching and learning of the given course of study	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
9	Usage of student centric methods (learning through experiments and problem solving methodologies) for enhanced learning experience	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
10	Ability of the teacher to identify weakness/strength of students	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
11	Encouragement to students by the teacher in providing right level of challenges	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
12	Level of interaction with the students during lecture	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
13	Encouragement received from the teacher to participate in curricular activities like workshops/ internships/ seminars/ conferences and MOOCs to earn credits etc.	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
14	Sharing of teaching material with students	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
15	Overall quality of tea	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)

4. Feedback Questions and Answer Option for Laboratory Courses:

S. No.	Questions	Answer Options
1	Availability of equipment and level of laboratory instruction sheet/other material	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
2	Level of interaction with the teacher during laboratory	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
3	Regular feedback of the teacher on report/sessional work submitted by student	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
4	Level of help in acquiring extended knowledge regarding experiment	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
5	Ease in performing experiments online over real lab	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
6	Overall quality of laboratory	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)

5. Point-wise Feedback Analysis of Theory Courses

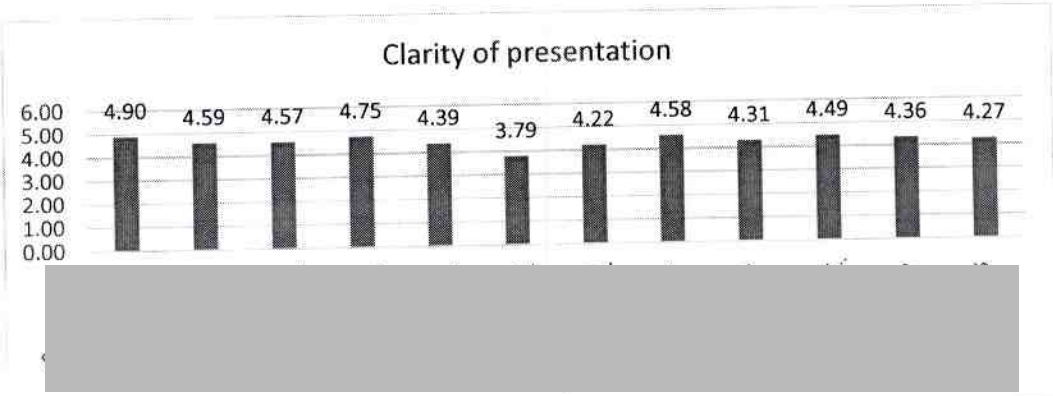
5.1 Audibility of lectures



Action Taken:

- As a general action, faculty members having low pitch and voice level were asked to improve on this point.

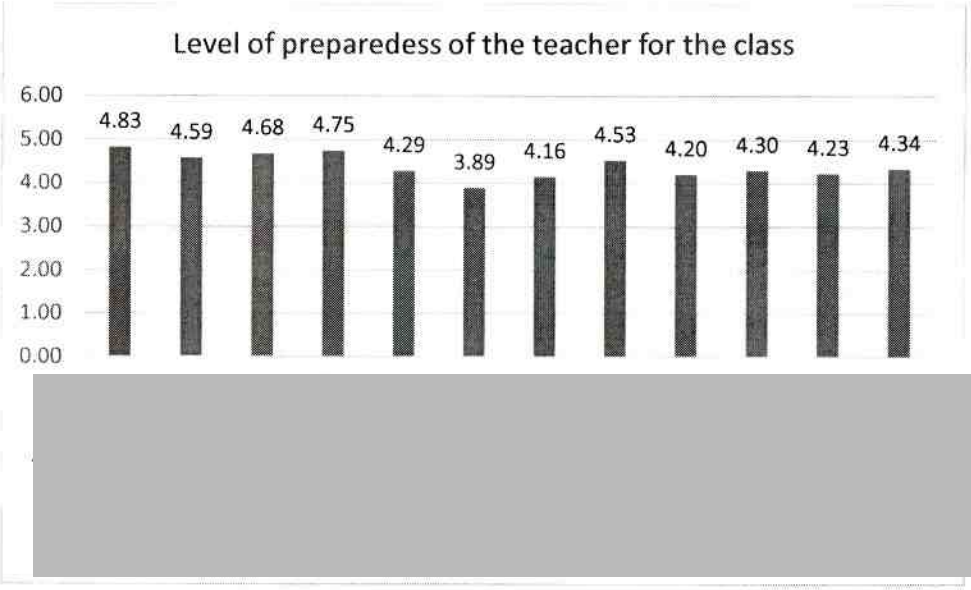
5.2 Clarity of presentation:



Action Taken :

- From the feedback, it can be seen that students found it difficult to understand the concepts in case of some faculty. The concerned faculty members were advised to alter/modify their teaching methodology.
- Faculty members administering analytical courses were especially requested to use proper tools and methods for interactive and effective teaching.

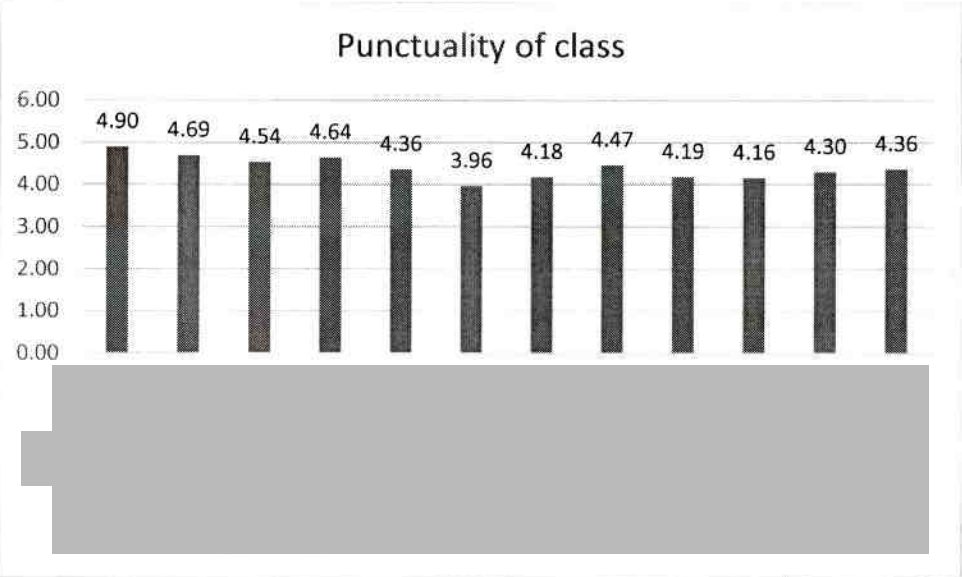
5.3 Level of preparedness of the teacher for the class:



Action Taken:

- In general, all faculty were advised to pre-plan their lectures for proper and effective delivery in the class.
- The course files and teaching aids of faculty were reviewed by DPAQIC which is already an integral part of academic audit.
- In addition, some of the faculty members were asked to undertake help and guidance of their respective course coordinators for improvement.

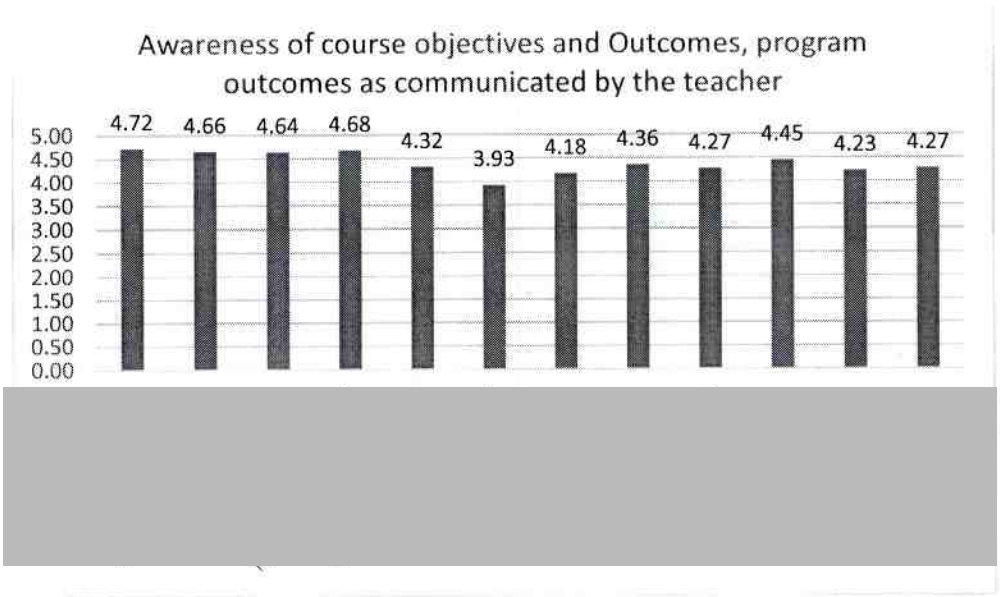
5.4 Punctuality of class:



Action Taken:

- As per feedback, some faculty members have postponed their classes due to some academic, administrative or personal assignments. They were advised NOT to change class timings as per their convenience.
- They may, however, with HOD permission swap the class with some other faculty taking class of same section, if regular class cannot be organized due to some inevitable reasons.

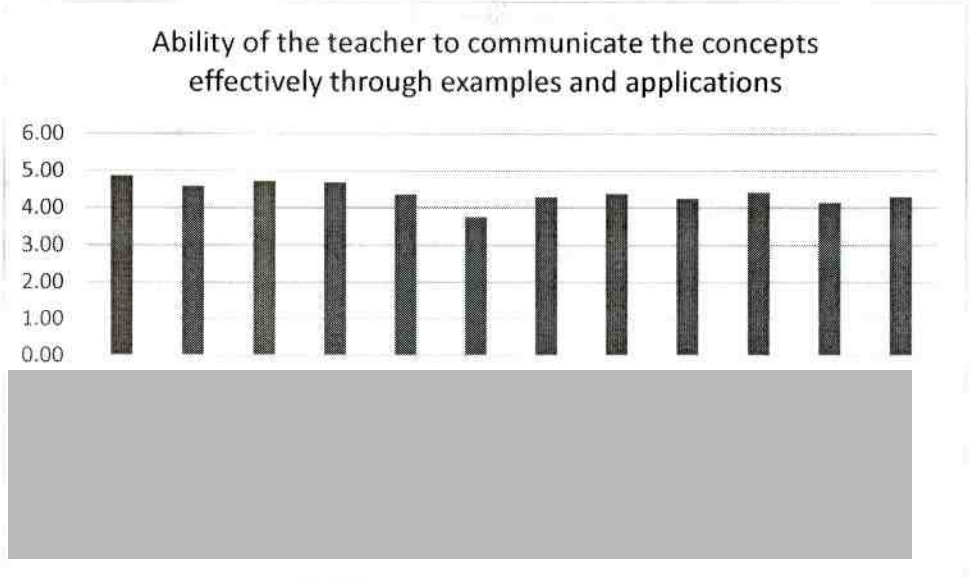
5.5 Awareness of course objectives and Outcomes, program outcomes as communicated by the teacher:



Action Taken:

- To appreciate OBE philosophy in teaching-learning, faculty members usually make the students acquaint about the COs, POs in their introductory classes. However, some irregular students may miss the orientation class, hence, they are unaware of same.
- As a corrective action, faculty members were advised to periodically stress about this important information for students in the classes.

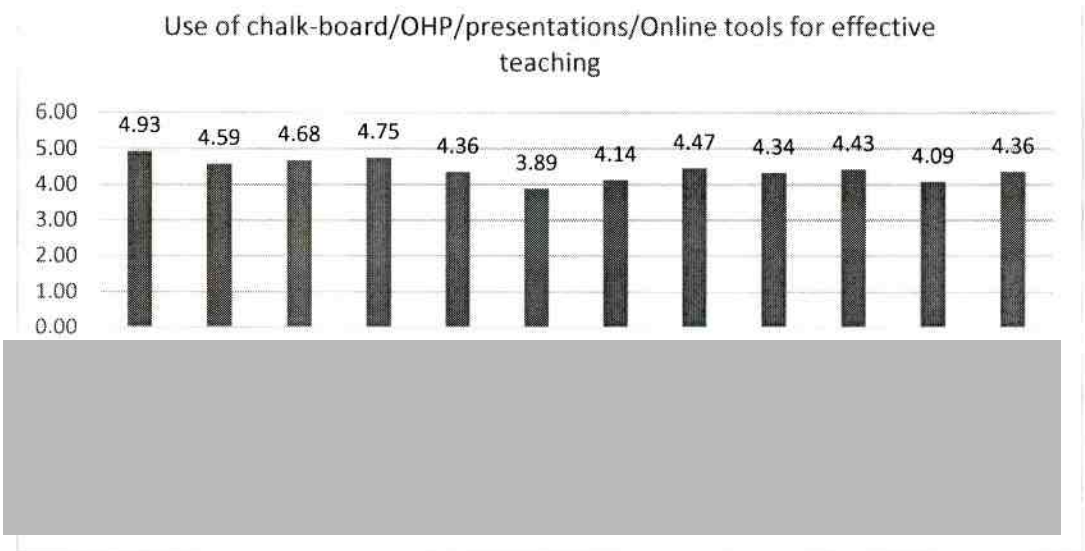
5.6 Ability of the teacher to communicate the concepts effectively through examples and applications:



Action Taken:

- Looking to the expectations of professional course, and to increase interest and learning of students, faculty members were advised to incorporate relevant study materials containing sufficient examples and applications.
- Particularly, in analytical courses, special attention was given and faculty tutorial sheets and numerical questions will be reviewed by DPAQIC during academic audit.

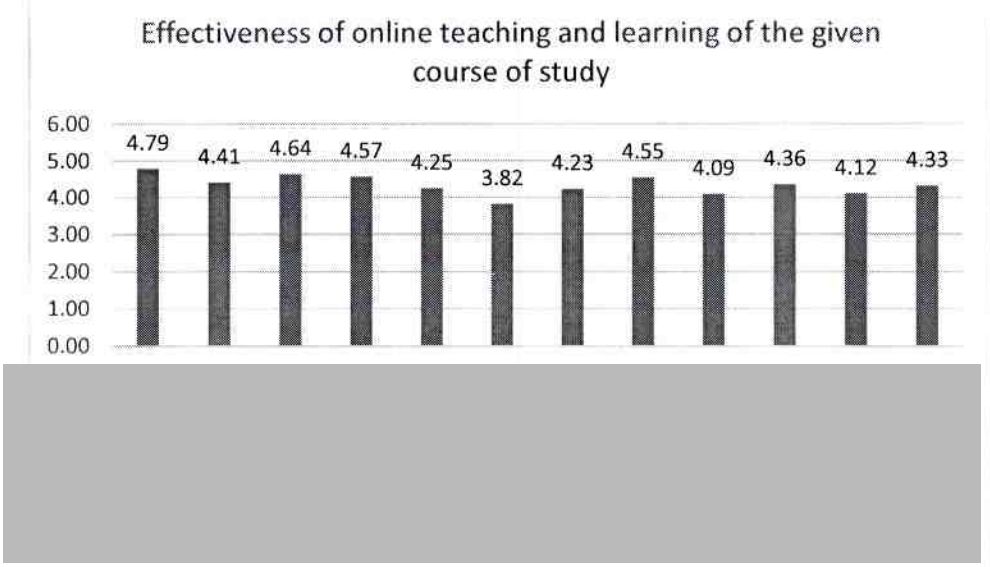
5.7 Use of chalk-board/OHP/presentations/Online tools for effective teaching:



Action Taken:

- Some faculty members who scored less in this criterion were advised to plan some topics on digital board/pen-tablet to enhance interactive learning.

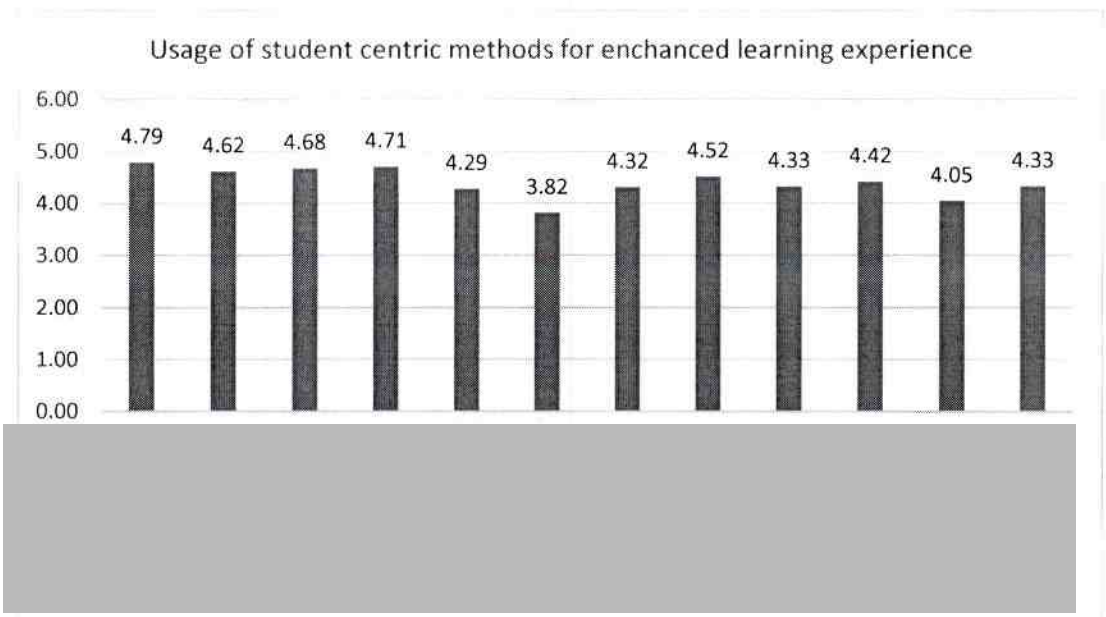
5.8 Effectiveness of online teaching and learning of the given course of study:



Action Taken:

- Some faculty members administered online classes beyond regular time table primarily to handle problems faced by students in particular topic(s). They were advised to ensure proper audio-visuals are maintained throughout the class.

5.9 Usage of student centric methods (learning through experiments and problem solving methodologies) for enhanced learning

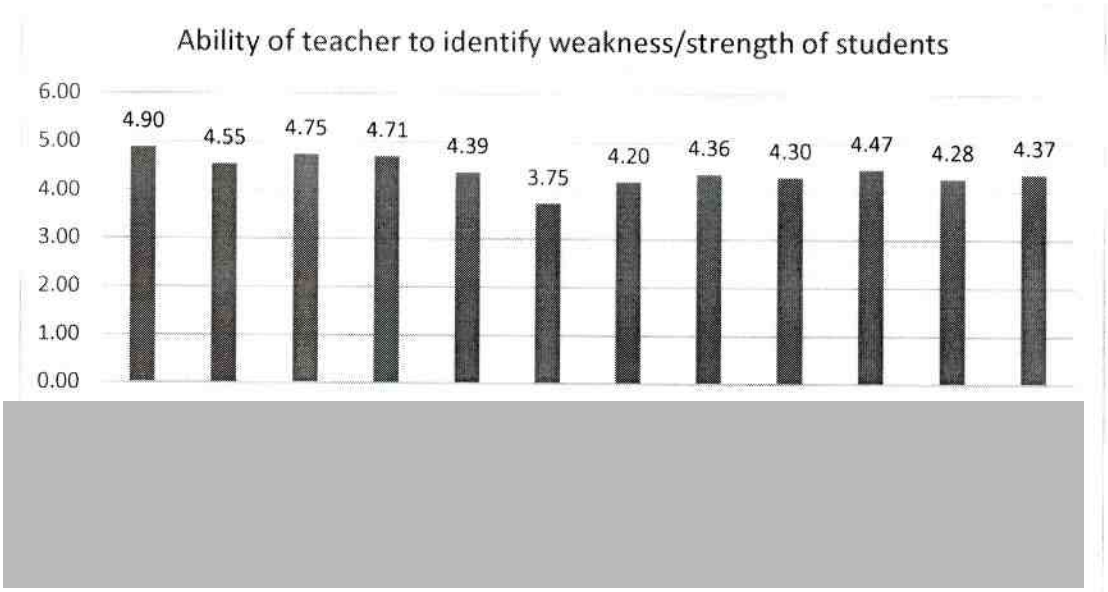


Action Taken:

- As a corrective action, the tutorial sheets/numerical have been reviewed by course coordinators and domain incharges as well as DPAQIC members.

- In some courses wherein no tutorials are prescribed in RTU curriculum, faculty members have been advised to administer sufficient numerical problems as ad-on study material in the light of competitive and GATE examination.

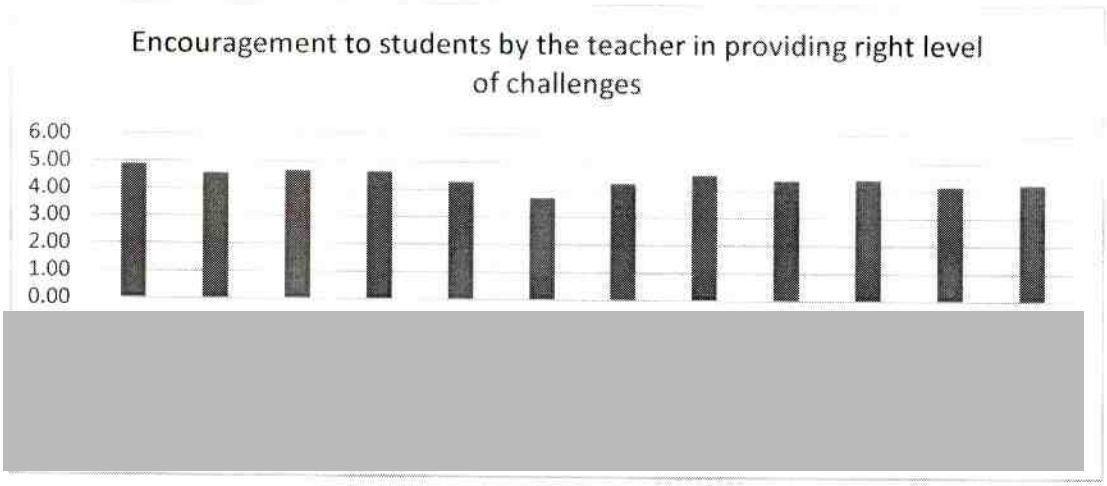
5.10 Ability of the teacher to identify weakness/strength of students



Action Taken:

- Faculty members were advised to critically analyze the I mid-term results so that weak students can be identified timely.
- At the same time, students who scores exemplary marks should also be highlighted in class for the motivation of others.
- Faculty members were advised to give self-learning assignments to students so that they explore the literature and thereby develop self-learning skills.
- In addition, the exemplary students should be praised and awarded appreciation in class for motivation among peers.

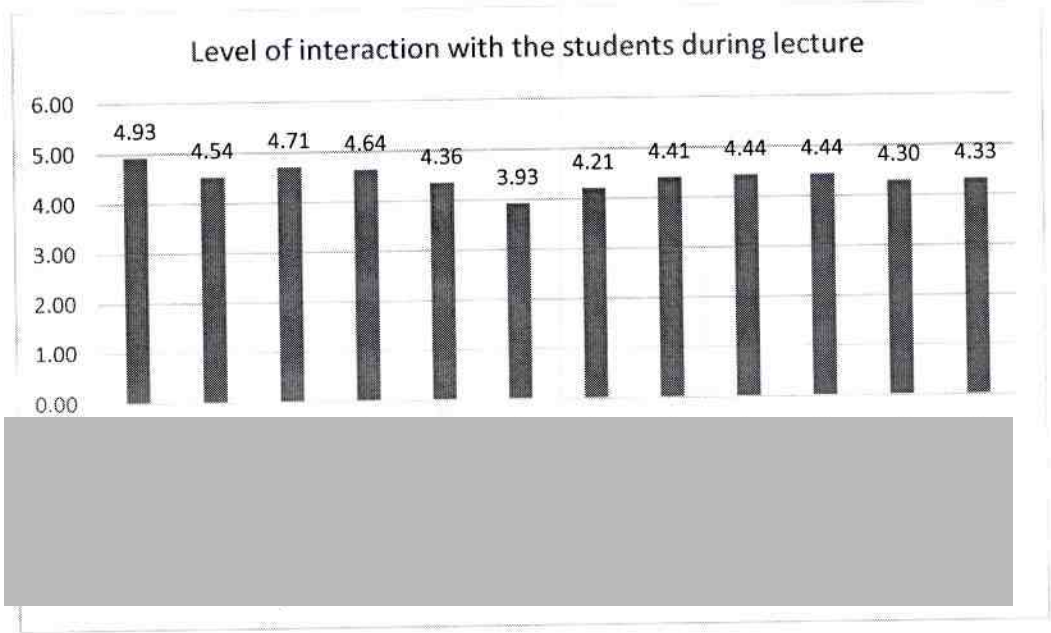
5.11 Encouragement to students by the teacher in providing right level of challenges:



Action Taken:

- Library assignments/mini-project activities on online mode were identified for such courses.

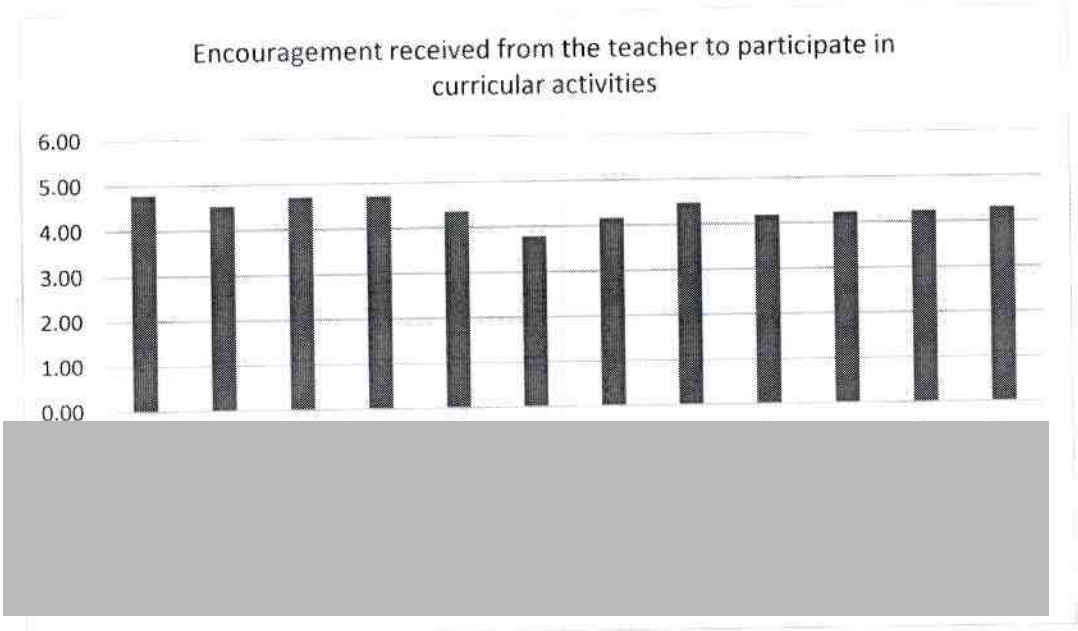
5.12 Level of interaction with the students during lecture



Action Taken:

- Faculty members were advised to administer periodic 'Question-Answer technique' during class and also motivate students so that lectures become more interactive.
- At the same time, some physical models and interactive tools can be utilized in class to enhance the interaction.

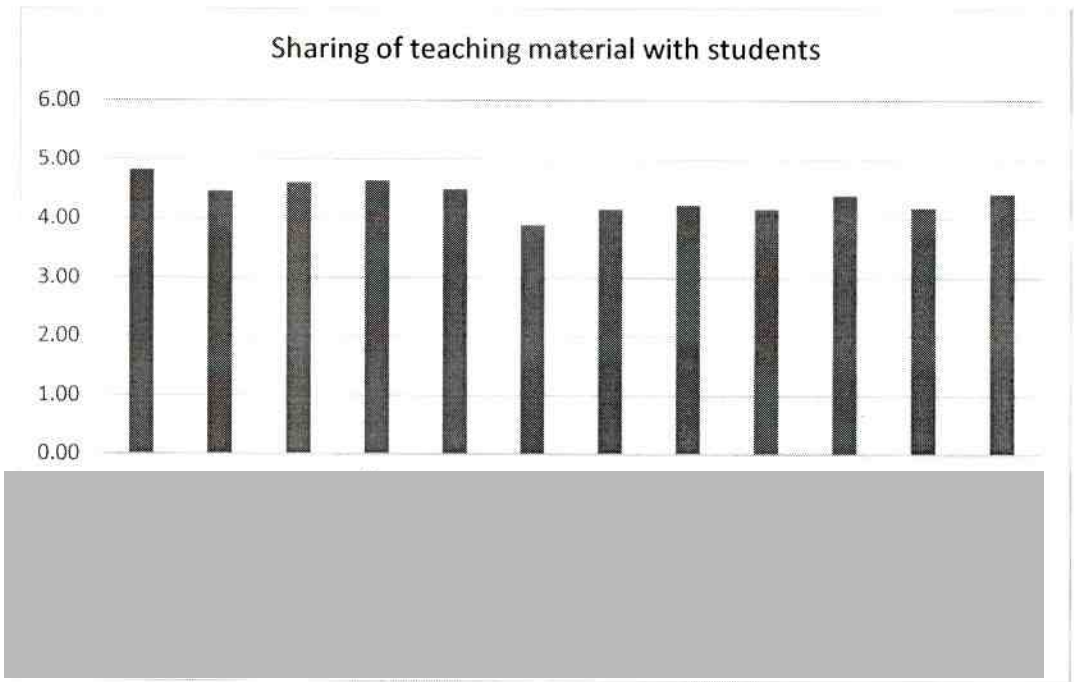
5.13 Encouragement received from the teacher to participate in curricular activities like workshops/ internships/ seminars/ conferences and MOOCs to earn credits etc.



Action Taken:

- As evident, many faculty members have already impressed to students the need and importance of MOOC and related courses in earning extra credits and hence honors degree.
- In coming sessions, faculty members were asked to intensify their efforts in enrollment, registration, assignment submission and successful completion of NPTEL/MOOC courses.
- In some courses wherein no ad-courses are available, additional library assignments will be given to students for developing interest in the subject. Also students will be asked to attend the related STTPS, Workshops etc. to enhance their knowledge

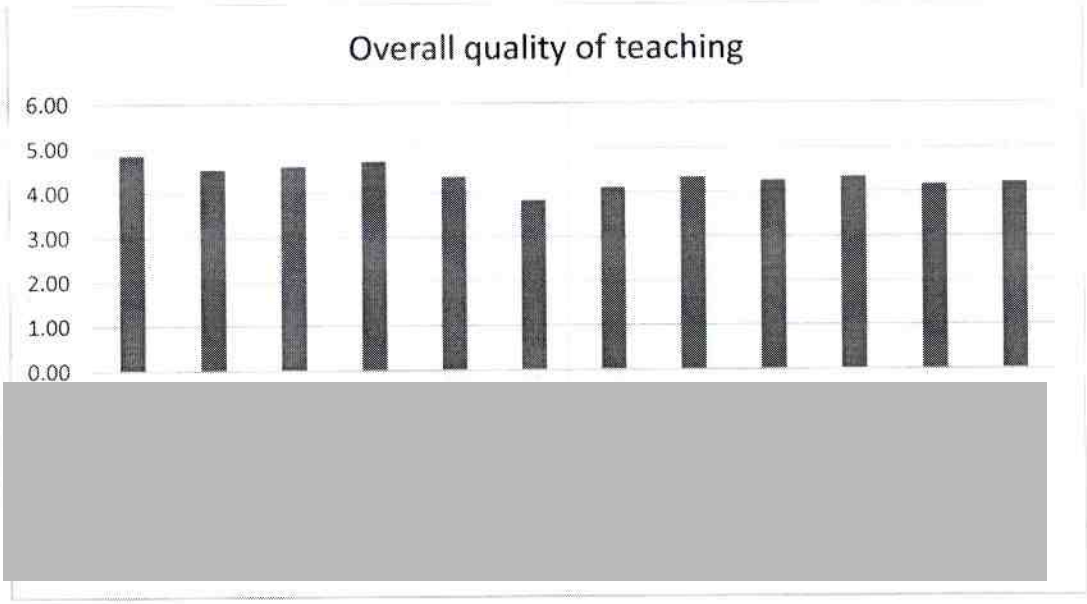
5.14 Sharing of teaching material with students



Action Taken:

- Faculty members were advised to share the lecture-wise notes to students rather than consolidated ones.
- In addition, they were advised that notes should be shared timely preferably on the same day when class is scheduled.
- At the same time, faculty members were advised to ensure that each student purchase a paperback version of one text book prescribed in the course.

5.15 Overall quality of teaching

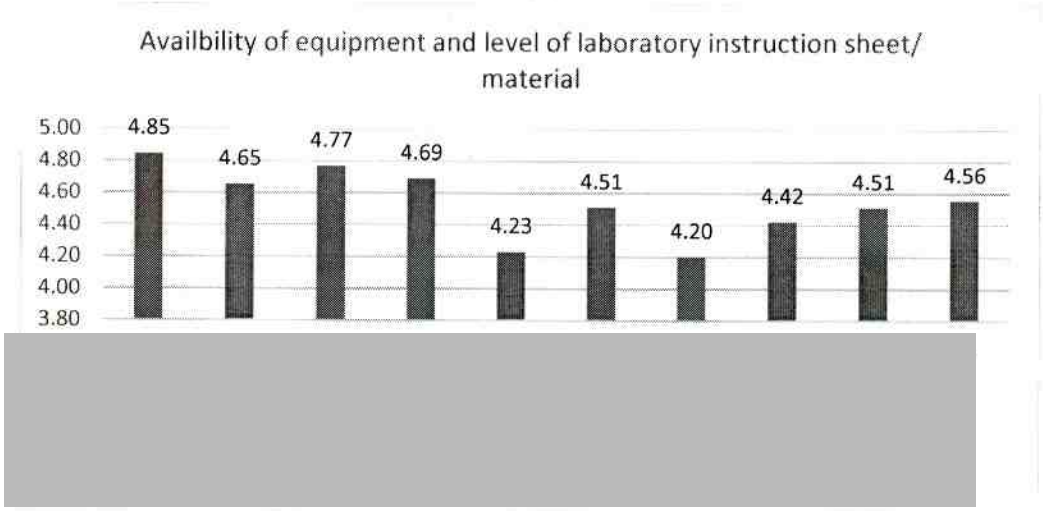


Action Taken:

- On an average, the overall quality of teaching seems quite promising for the faculty members of the department.
- However, some areas of improvements have been identified as per the feedback received under above-mentioned points.
- Faculty members have been personally advised by HOD to work upon those points for the benefit of students and improvements in the teaching-learning process.

6. Point-wise Feedback Analysis of Laboratory Courses

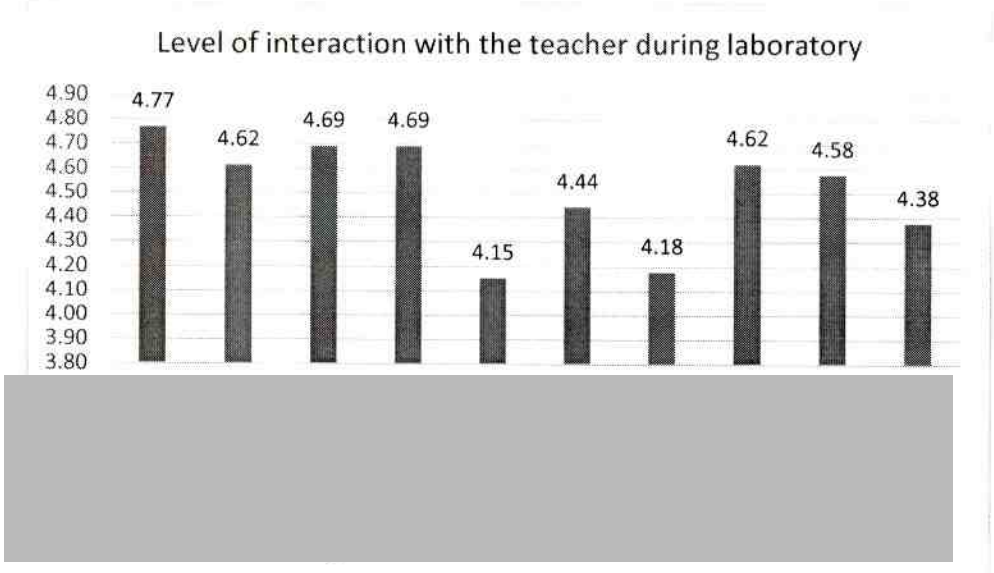
6.1 Availability of equipment and level of laboratory instruction sheet/other material:



Action Taken:

- The department has all latest equipment and facilities necessary to cater the experiments as per RTU curriculum. Even many equipment are also there for administering beyond curriculum experiments.
- On the basis of feedback, laboratory manuals and instruction manuals of all laboratories were reviewed by DPAQIC.
- In some laboratory courses, as evident from feedback students could not get instruction sheet on time, therefore, faculty members were asked to look into this condition.

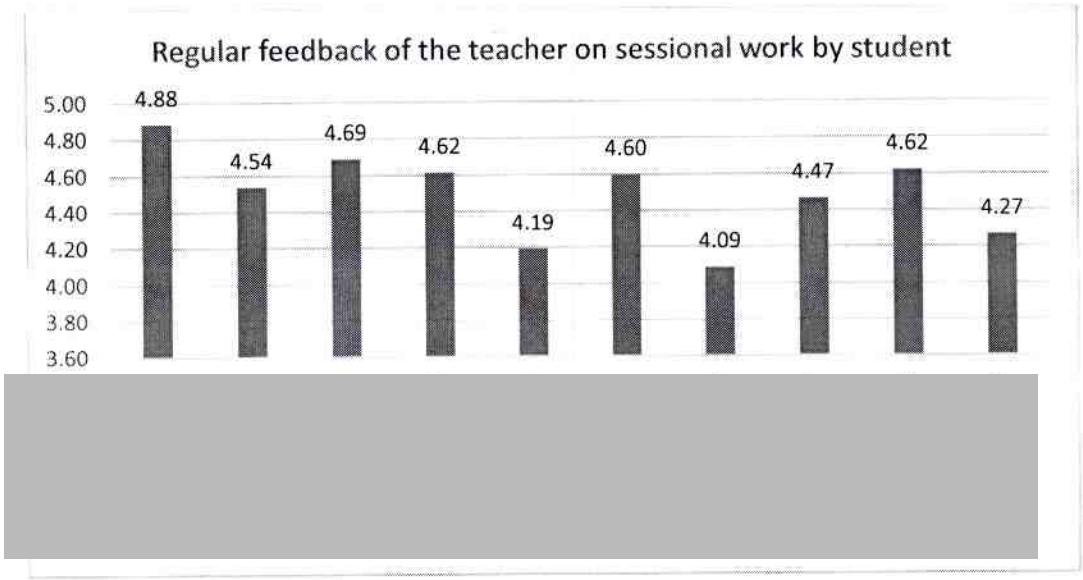
6.2 Level of interaction with the teacher during laboratory:



Action Taken:

- Faculty members were asked to make the lab classes more student-centric.
- It was surmised to faculty to ensure that students do the experiments repeatedly by themselves, till they develop enough confidence in the same.

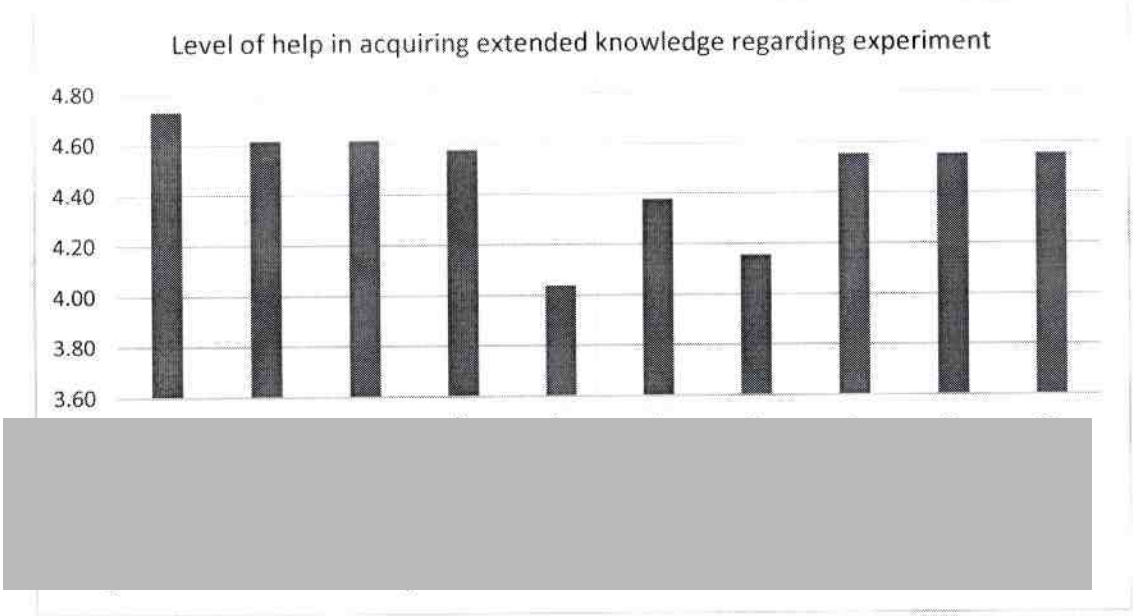
6.3 Regular feedback of the teacher on report/sessional work submitted by student:



Action Taken:

- It was informed to faculty that regular grading of experiments should be furnished to students for their continuous progress.
- In addition, the students who do not submit report timely should be penalized in marks.

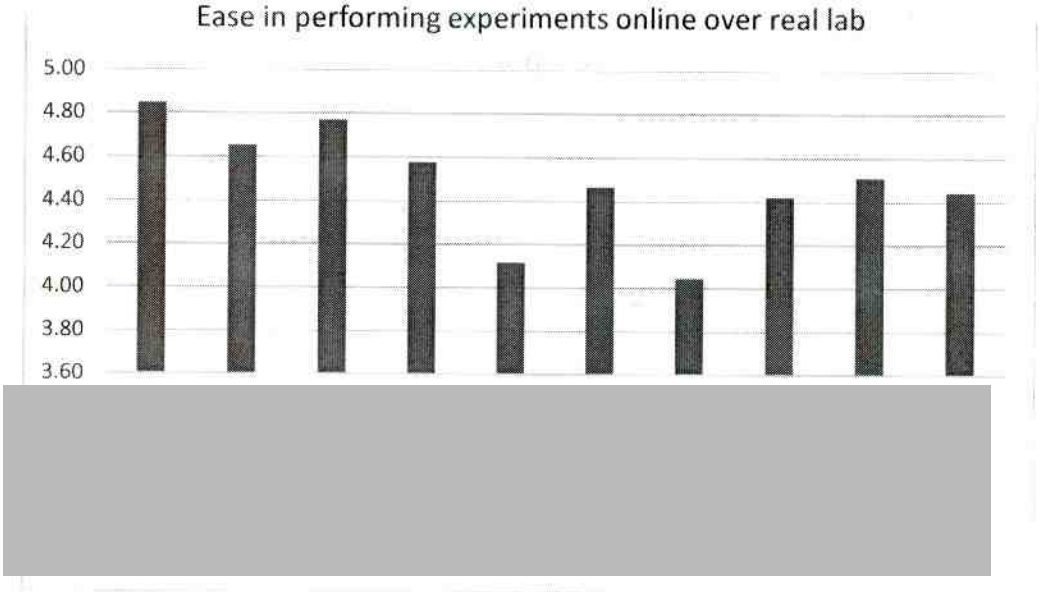
6.4 Level of help in acquiring extended knowledge regarding experiment:



Action Taken:

- To provide the extended knowledge about experiment, faculty members were asked to add some recent applications, literature related to particular experiments.
- In addition to routine experimental details, it will be ensured by faculty that some variants or extensions of experiments on virtual lab platforms or internet will be administered to students in coming sessions.

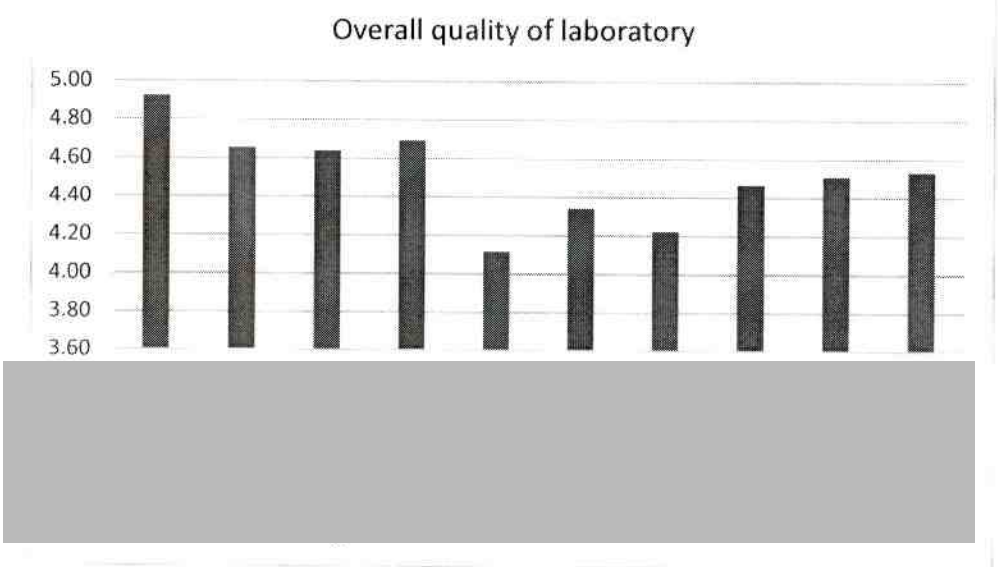
6.5 Ease in performing experiments online over real lab



Action Taken:

- Most of the laboratories in the department already have state-of-the art infrastructure.
- However, as seen in feedback, few labs can be augmented with additional equipment and infrastructure.
- A meeting with lab incharge and purchase committee has already been undertaken in this regard.
- New equipment have been purchased in Metrology Lab, Material Science & Testing Lab, Production Lab as well as Renewable Energy Lab.

6.6 Overall quality of laboratory:



Action Taken:

- As seen from the feedback, the students by-and-large are satisfied by the laboratory classes delivered to them.

- The minor grey areas in few laboratory courses have been identified and improvements have been targeted for next session.

7. General Action Taken by Department

- As seen from feedback, the overall experience by V semester students seems quite promising both for theory and laboratory classes administered to them. Most of the faculty have received scores above 4 on a 5-point scale.
- However, there are minor aberrations in few points and department has taken necessary cognizance of the same for improvement in coming session or semester.
- HOD provided constructive feedback and suggestions for improvement to the faculty members who received slightly low scores in analysis.
- The notes and study material of the faculty members have been reviewed by the DPAQIC. All faculty have been asked to share clear, lecture-wise notes with students after the class so that they can understand the concepts effectively.
- At the same time, students were advised that they should essentially purchase at least one hard copy of text book of each subject.
- It has been ensured that central library of Institute has enough number of paperback as well as e-books which can be used as text and reference books in various courses administered in department.
- In addition, the e-lectures have already been recorded in Institute under the e-SLATE initiative during COVID pandemic. Students have been advised to refer them and clear doubts, if any, as and when needed on or off-campus.

12/4/2024

Prof. Dheeraj Joshi

Head, Mech Engg. Deptt.

Copy to: Director (Academics), Principal, IQAC

Swami Keshvanand Institute of Technology, Management & Gramothan

Department of Mechanical Engineering

Analysis of Student Feedback

B. Tech. VII Semester 2022-23

1. No of Students Providing Feedback: 168

2. Feedback Collection Dates: End of Odd Semester, 2022-23

3. Feedback Questions and Answer Option for Theory Courses:

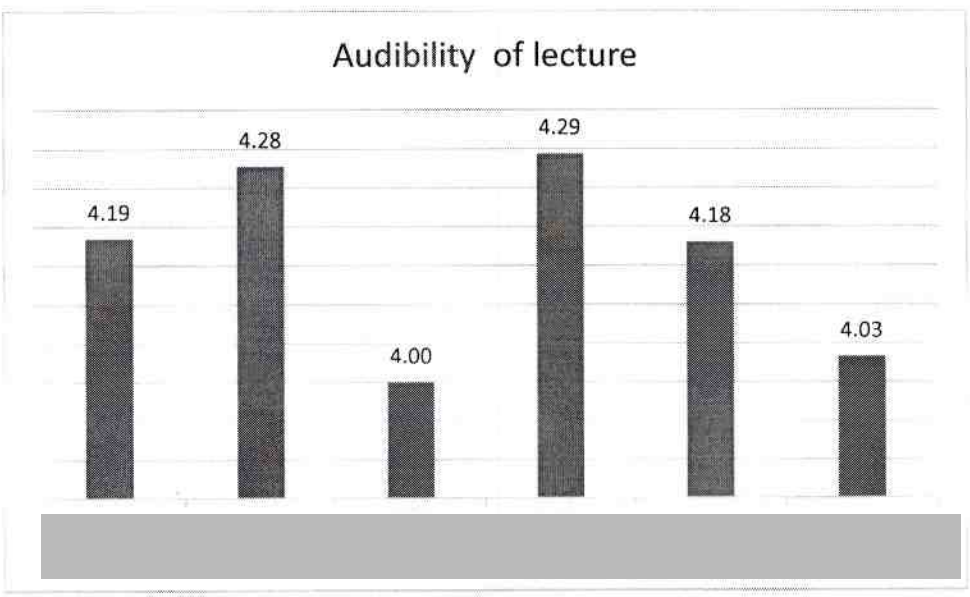
S. No.	Questions	Answer Options
1	Audibility of lecture	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
2	Clarity of presentation	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
3	Level of preparedness of the teacher for the class	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
4	Punctuality of class	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
5	Awareness of course objectives and Outcomes, program outcomes as communicated by the teacher	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
6	Ability of the teacher to communicate the concepts effectively through examples and applications	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
7	Use of chalk-board/OHP/presentations/Online tools for effective teaching	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
8	Effectiveness of online teaching and learning of the given course of study	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
9	Usage of student centric methods (learning through experiments and problem solving methodologies) for enhanced learning experience	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
10	Ability of the teacher to identify weakness/strength of students	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
11	Encouragement to students by the teacher in providing right level of challenges	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
12	Level of interaction with the students during lecture	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
13	Encouragement received from the teacher to participate in curricular activities like workshops/ internships/ seminars/ conferences and MOOCs to earn credits etc.	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
14	Sharing of teaching material with students	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
15	Overall quality of teaching	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)

4. Feedback Questions and Answer Option for Laboratory Courses:

S. No.	Questions	Answer Options
1	Availability of equipment and level of laboratory instruction sheet/other material	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
2	Level of interaction with the teacher during laboratory	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
3	Regular feedback of the teacher on report/sessional work submitted by student	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
4	Level of help in acquiring extended knowledge regarding experiment	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
5	Ease in performing experiments online over real lab	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
6	Overall quality of laboratory	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)

5. Point-wise Feedback Analysis of Theory Courses

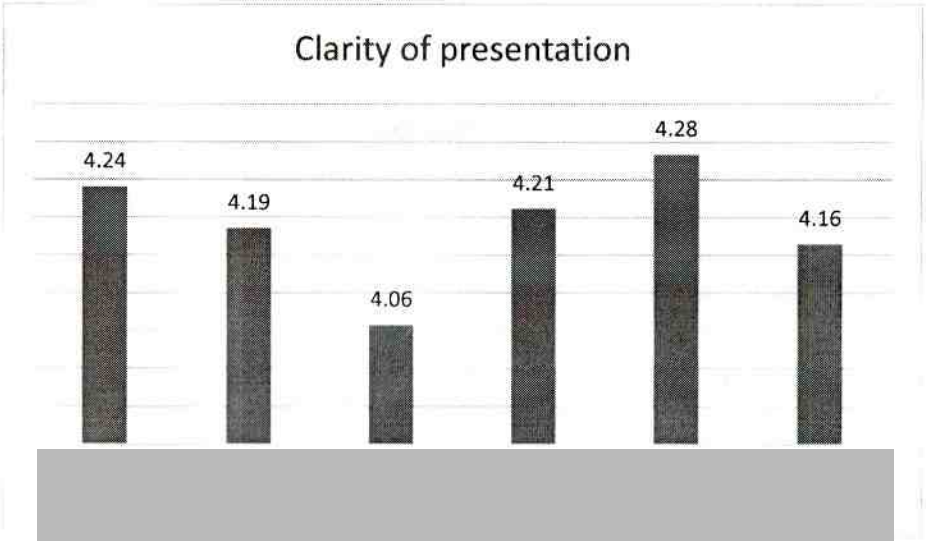
5.1 Audibility of lectures



Action Taken:

- As per feedback, the audibility of lectures with most of the course faculty is found to be satisfactory. However, there seems improvement in one or two faculty. They have been advised to maintain proper voice, pitch and modulation in lectures.

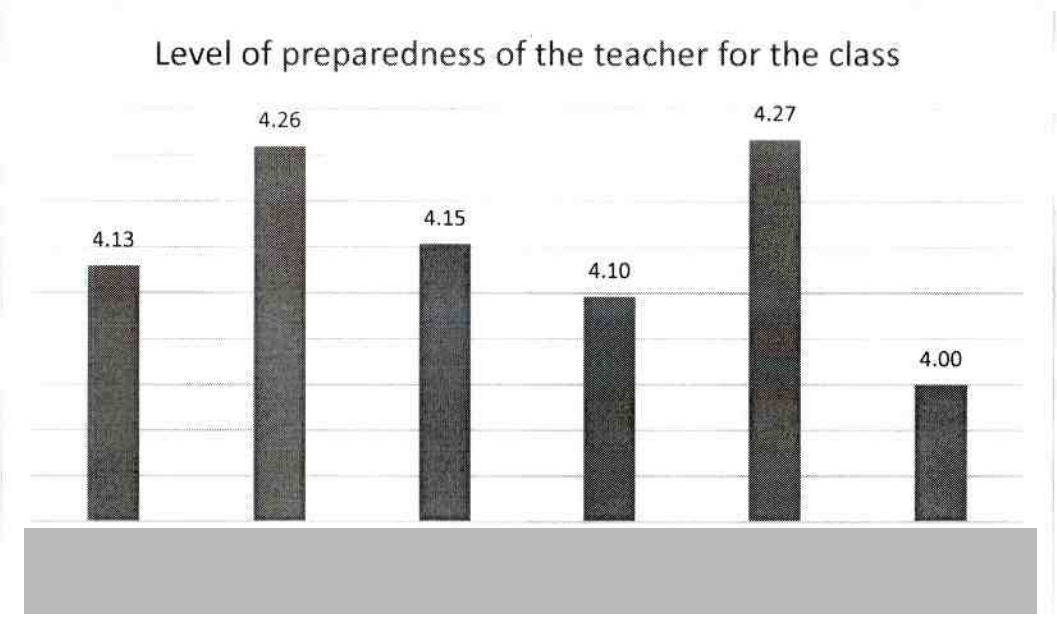
5.2 Clarity of presentation:



Action Taken:

- In general, the clarity of presentation / delivery during the lectures was found up to the mark. Faculty with low score has been advised to increase chalk-talk and interactive medium of instruction for enhancing clarity of presentation.

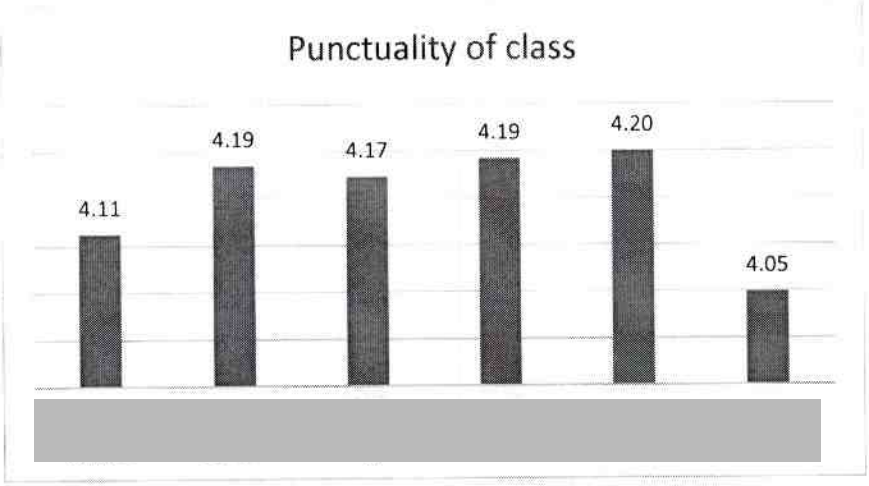
5.3 Level of preparedness of the teacher for the class:



Action Taken:

- Faculty have been advised to be well prepare before the commencement of lecture. As shown in bar chart the preparedness of faculty members was found to be good in most of the cases.
- The preparedness of faculty members is also ensured through periodic review of course files and teaching aids by DPAQIC as an integral part of academic audit.

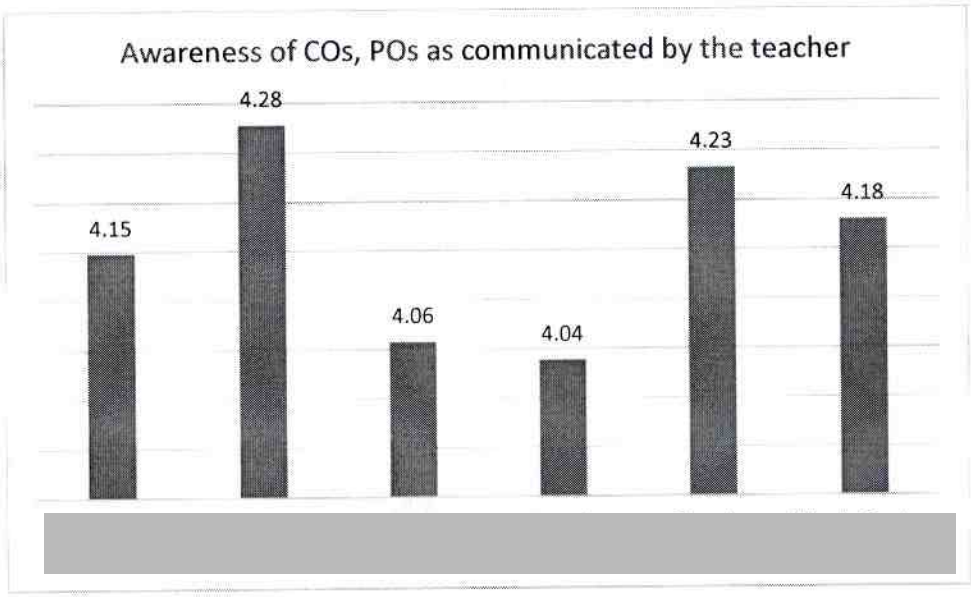
5.4 Punctuality of class:



Action Taken:

- Looking to the aspect that punctuality is a very essential quality to be inculcated in students, faculty have already been advised to practice the same as they are the role model for students.
- Most of the faculty members take their classes on time. They have again been impressed on the punctuality issue as per the feedback received.

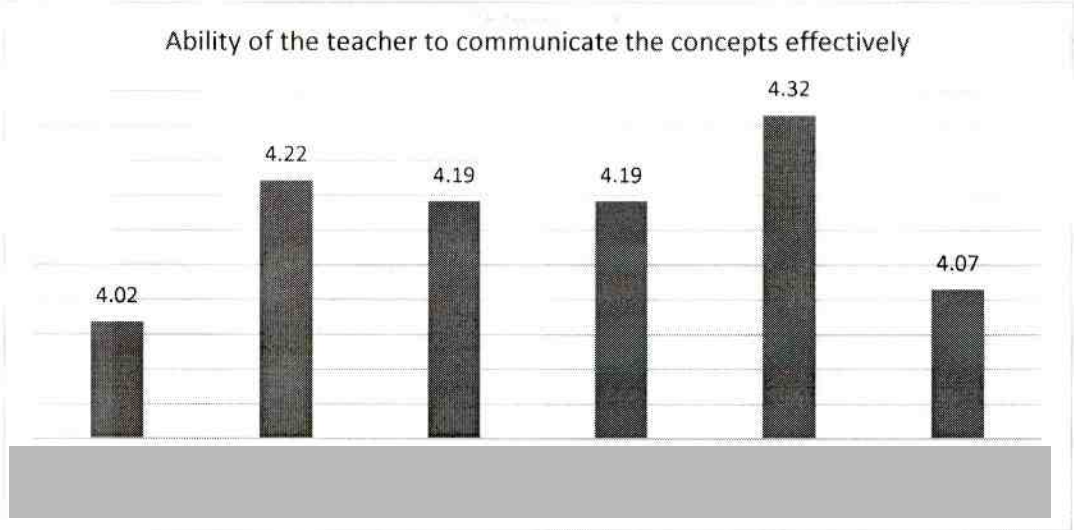
5.5 Awareness of course objectives and Outcomes, program outcomes as communicated by the teacher:



Action Taken:

- Generally, in the initial classes, students are acquainted about the COs, POs and OBE philosophy. However, some irregular students may miss the orientation class, hence, they are unaware of same.
- To overcome this, faculty members were advised to put re-stress on the CO, PO etc. for such students in their regular classes.

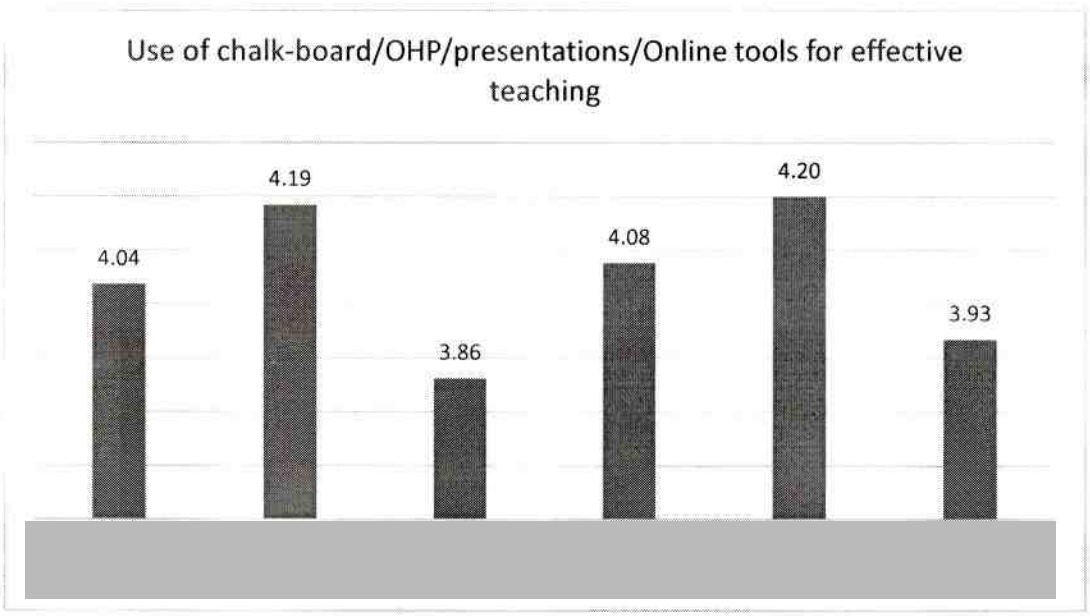
5.6 Ability of the teacher to communicate the concepts effectively through examples and applications:



Action Taken:

- Most of the faculty have scored good numbers in this point as many of the course faculty use extensive examples and draw practical relevance of the subject.
- For further improvement, faculty members were advised to incorporate relevant study materials containing sufficient examples and applications.

5.7 Use of chalk-board/OHP/presentations/Online tools for effective teaching:

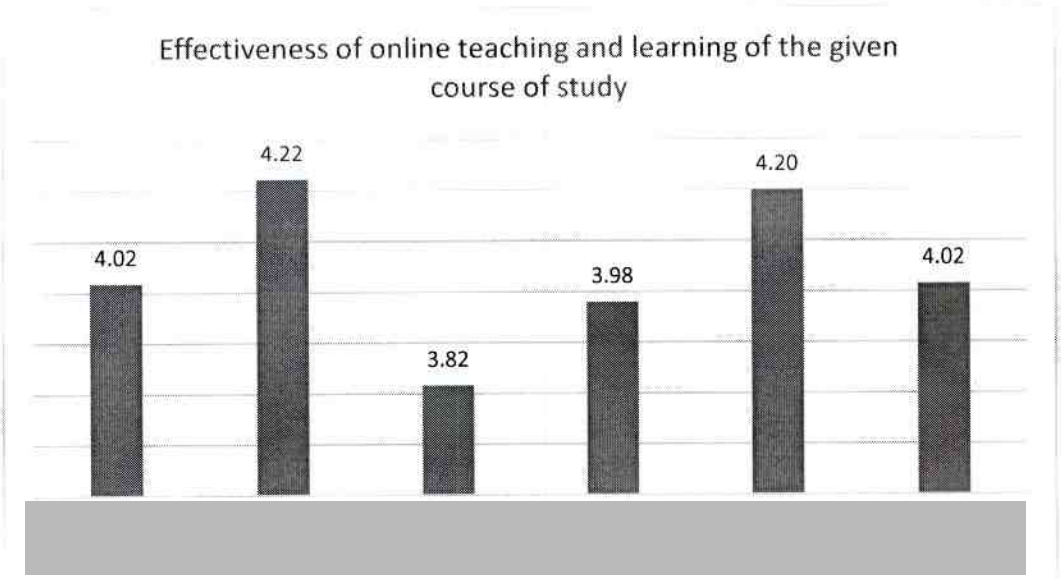


Action Taken:

- The feedback reveals that most of the students were satisfied with the way of using teaching aids.

- Some faculty members who were using extensive PPTs and audio-video tools were advised to plan conceptual topics on chalk-talk method to enhance interactive learning.

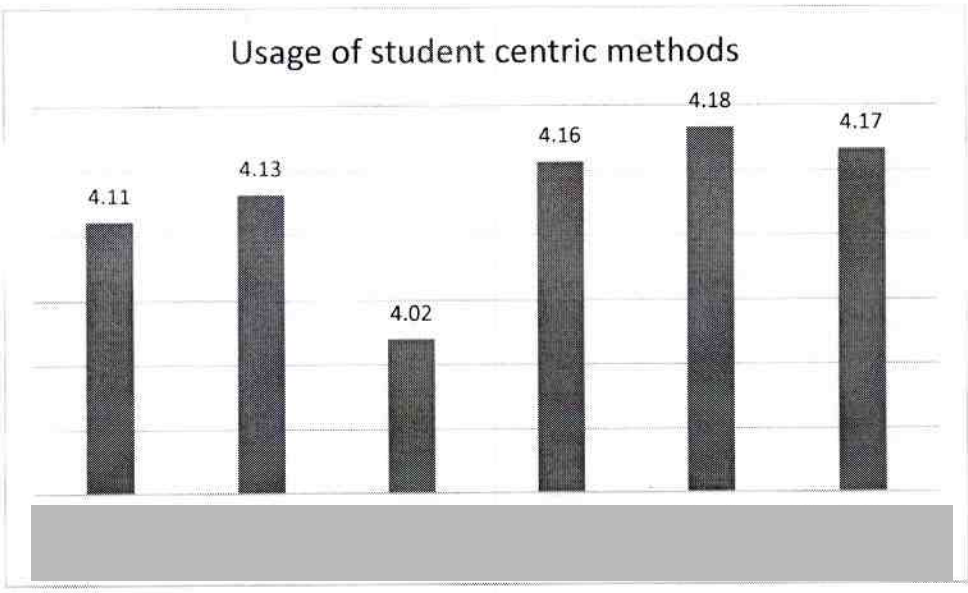
5.8 Effectiveness of online teaching and learning of the given course of study:



Action Taken:

- Some online classes were held beyond regular time table for solving doubts of the students and issue of low-bandwidth and poor connectivity may be there.
- Faculty were advised to look into these issues for improving student experience in online classes whenever being held.

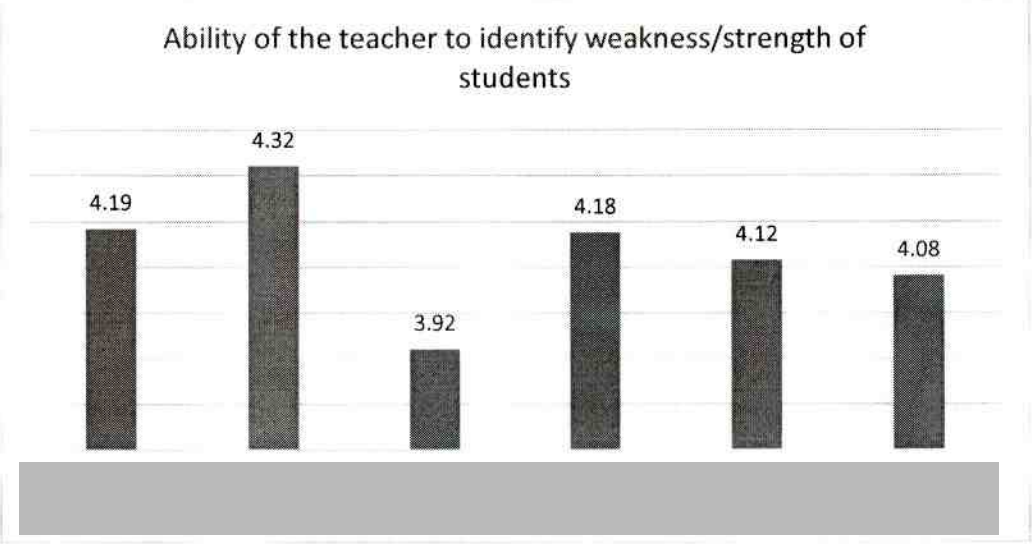
5.9 Usage of student centric methods (learning through experiments and problem solving methodologies) for enhanced learning



Action Taken:

- Faculty were advised to strengthen student learning through experiments and problem solving methodologies. For this, tutorial sheets/numerical have been reviewed by course coordinators and DPAQIC members.

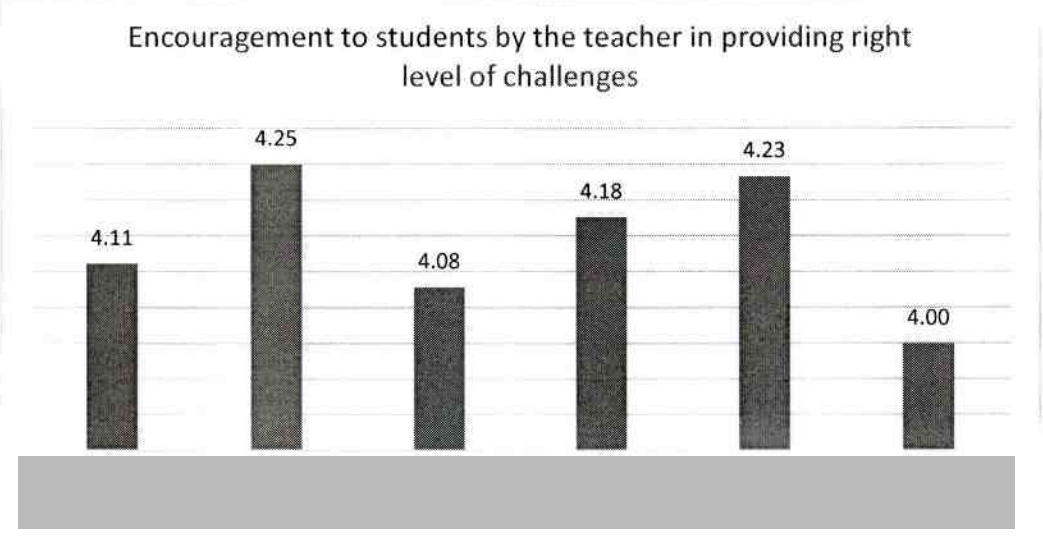
5.10 Ability of the teacher to identify weakness/strength of students



Action Taken:

- Faculty members in general are regularly advised to interact with students to identify weakness and strength.
- As per the I midterm marks & periodic tests, weak and bright students are identified by faculty and corrective actions are being taken accordingly.
- Faculty members were advised to critically analyze the mid-term results so that weak students can be identified timely. At the same time, students who scores exemplary marks should also be highlighted in class for the motivation of others

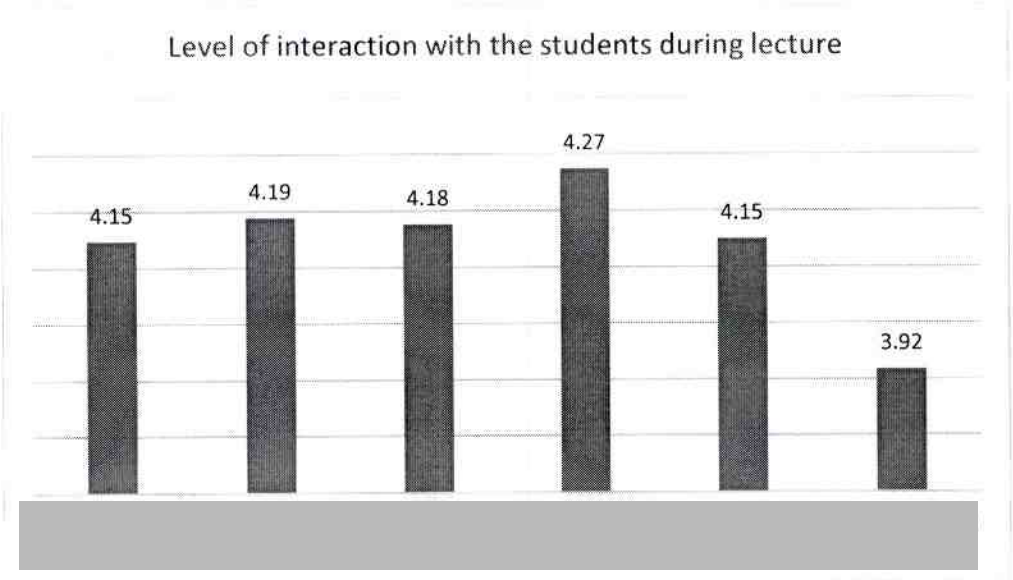
5.11 Encouragement to students by the teacher in providing right level of challenges:



Action Taken:

- . It has been ensured that faculty will give more concept based and challenging problems/ mini problems to students so that they can develop self-learning skills and thereby enhancing their confidence level as well.

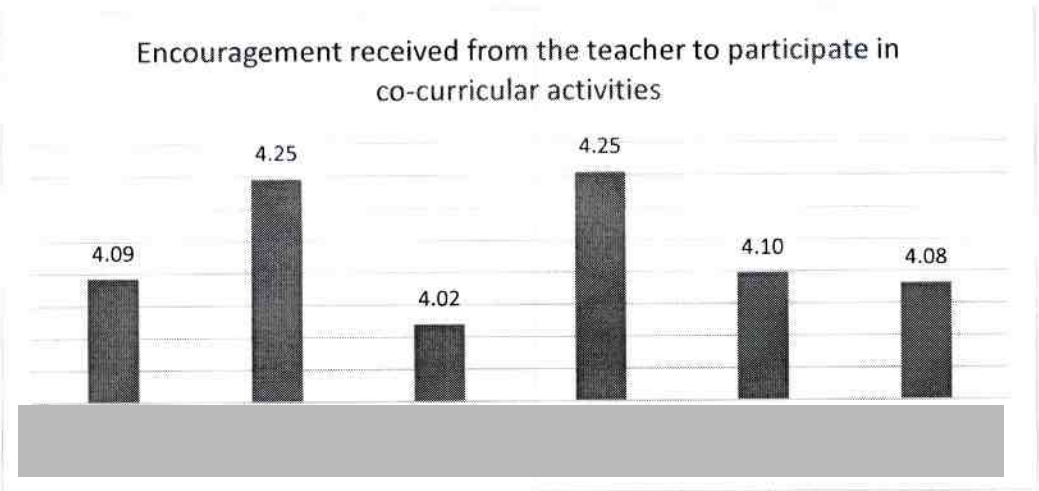
5.12 Level of interaction with the students during lecture



Action Taken:

- The feedback shows that classes are by-and-large are quite encouraging.
- Faculty members with low score were advised to increase their interaction with students through various tools such as question-answer technique, visual display etc. during class.

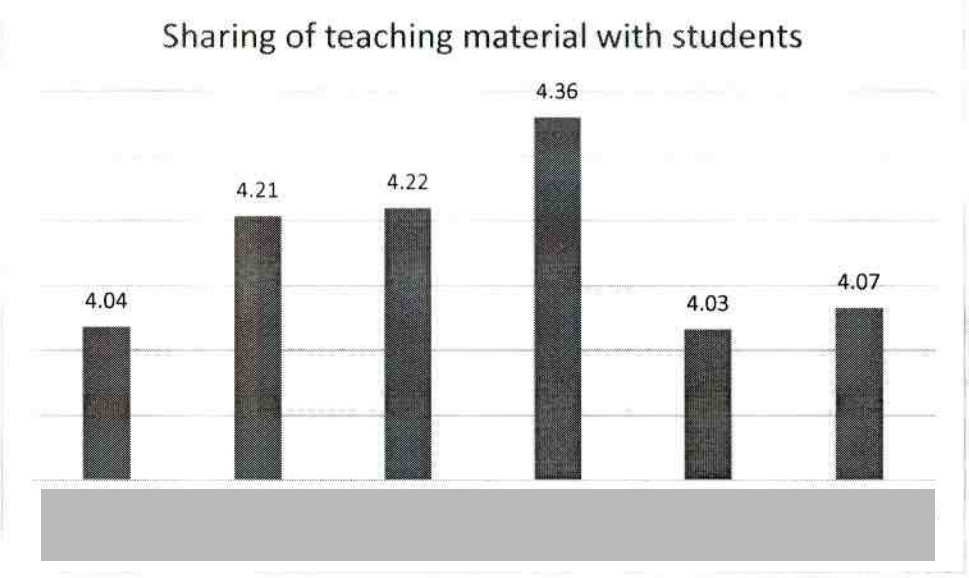
5.13 Encouragement received from the teacher to participate in co-curricular activities like workshops/ internships/ seminars/ conferences and MOOCs to earn credits etc.



Action Taken:

- As evident from feedback received, most of the faculty members have already impresses to students the need and importance of workshops, seminars, conferences and MOOC courses in earning extra credits and hence honors degree.
- Also the faculty members were asked to intensify their efforts in enrollment, registration, assignment submission and successful completion of NPTEL/MOOC courses.

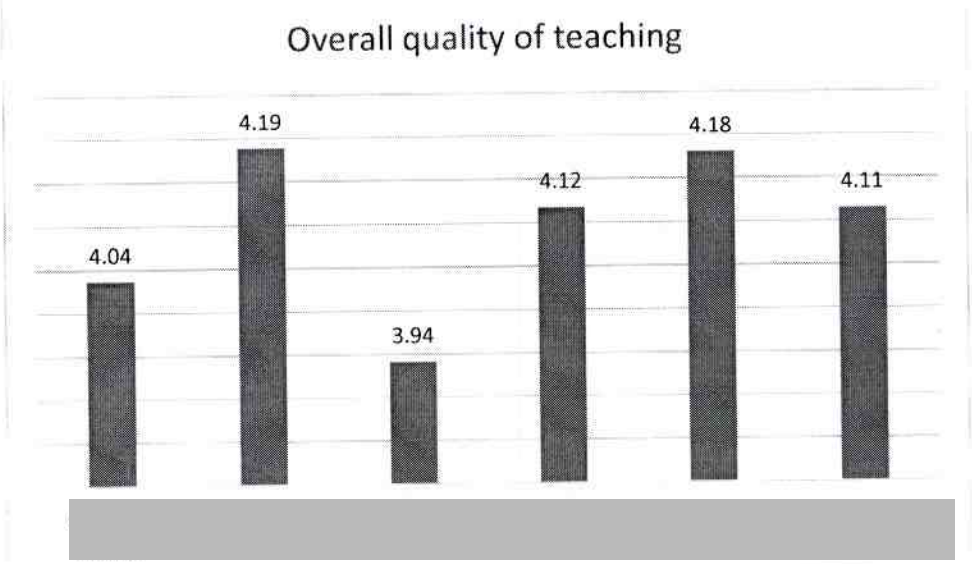
5.14 Sharing of teaching material with students



Action Taken:

- Students can easily refer the lecture notes on DSpace platform of the Institute. In addition, faculty also furnish the notes to students on google classroom, e-mails etc.
- Faculty have been further advised to improve the quality and delivery of study material regularly.

5.15 Overall quality of teaching

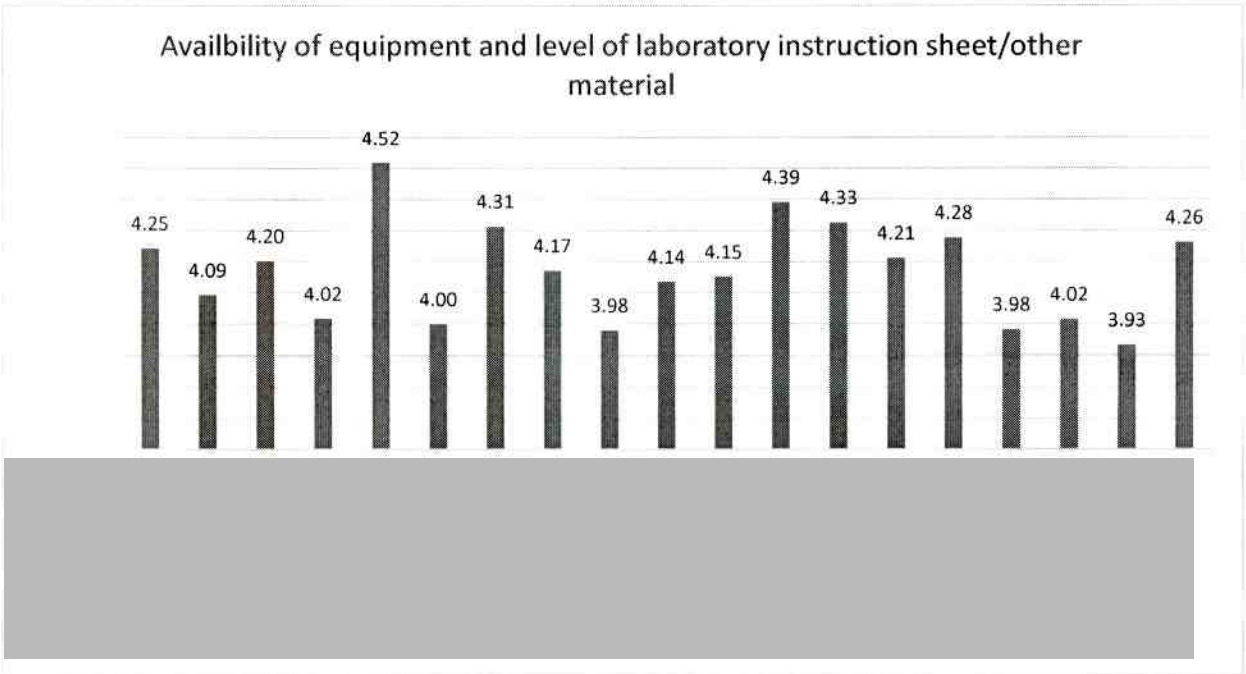


Action Taken:

- As evident, the overall quality of teaching is found to be good except one or two faculty.
- Faculty members having slightly poor feedback were asked to put more efforts towards the teaching quality and student learning.

6. Point-wise Feedback Analysis of Laboratory Courses

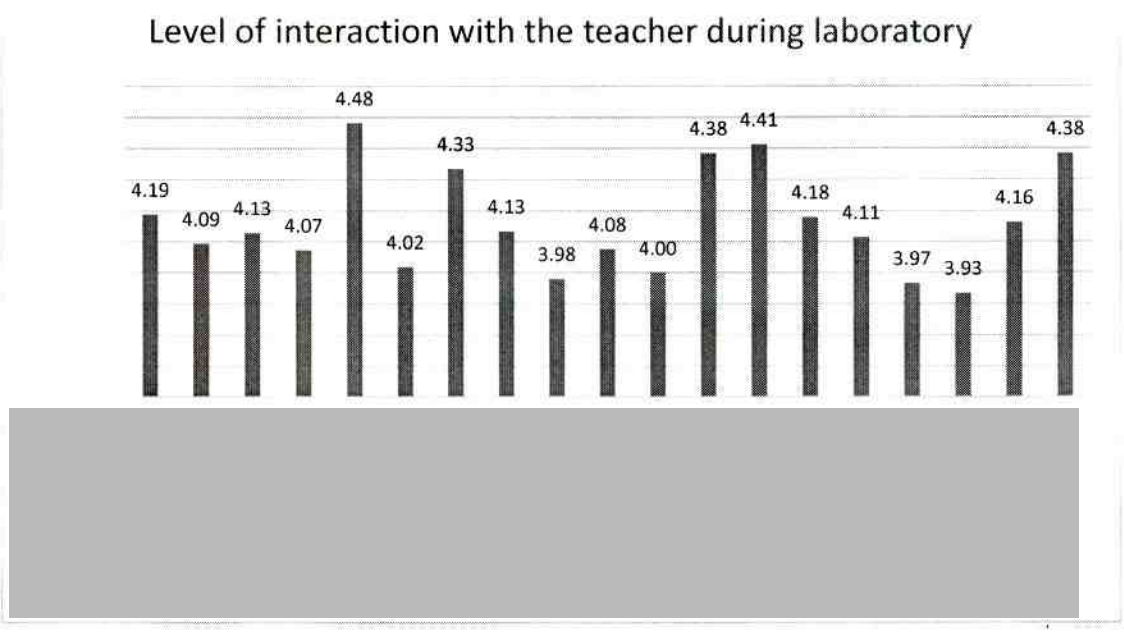
6.1 Availability of equipment and level of laboratory instruction sheet/other material:



Action Taken:

- The feedback reveals that the students are satisfied with the availability of equipment and level of laboratory instruction sheets in most of the laboratories.
- For further improvement, laboratory manuals and instruction manuals of all laboratories were reviewed by DPAQIC.

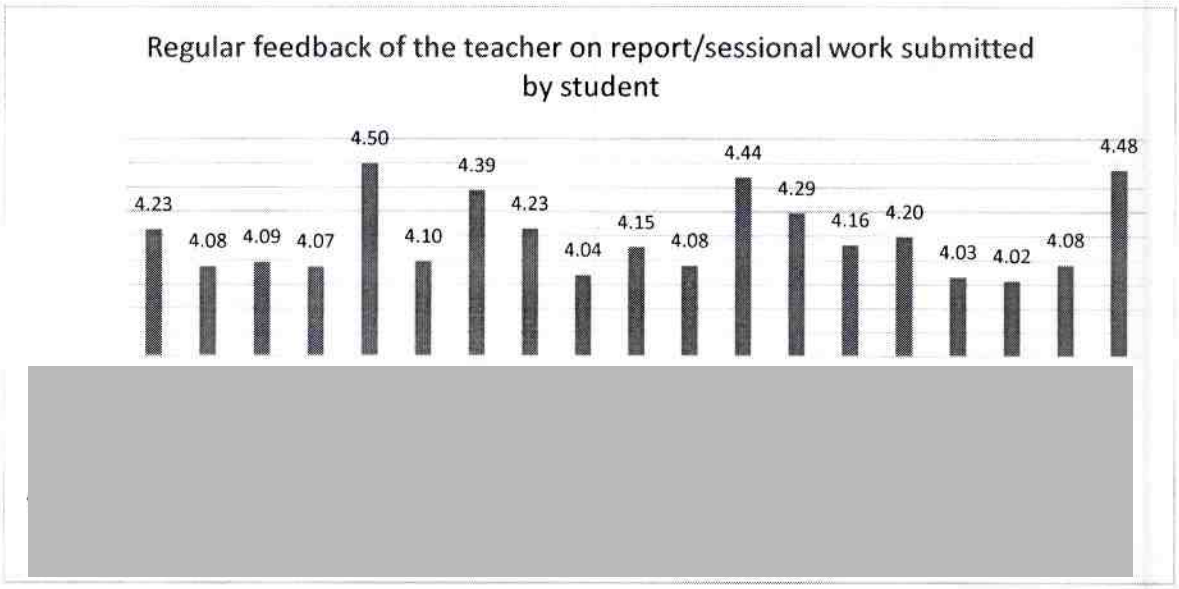
6.2 Level of interaction with the teacher during laboratory:



Action Taken:

- Except two or three faculty, there seems good interaction of the teacher with students during laboratory classes.
- The faculty members with low scores were told to make the laboratory classes more interactive and student centric.

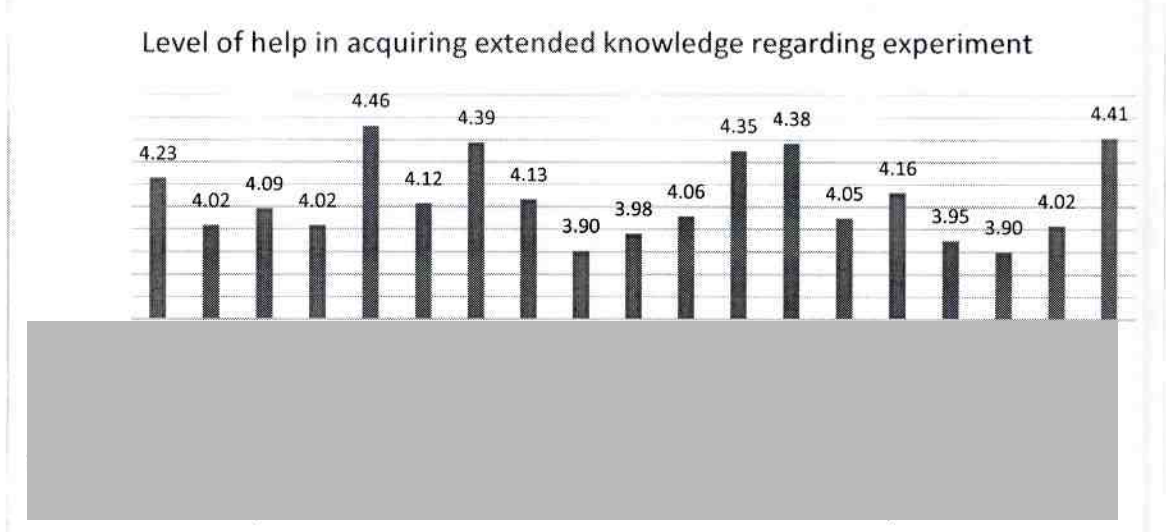
6.3 Regular feedback of the teacher on report/sessional work submitted by student:



Action Taken:

- Faculty were asked to regularly review and grade the experiments done by students. Some faculty members with low scores were advised to observe this practice properly.

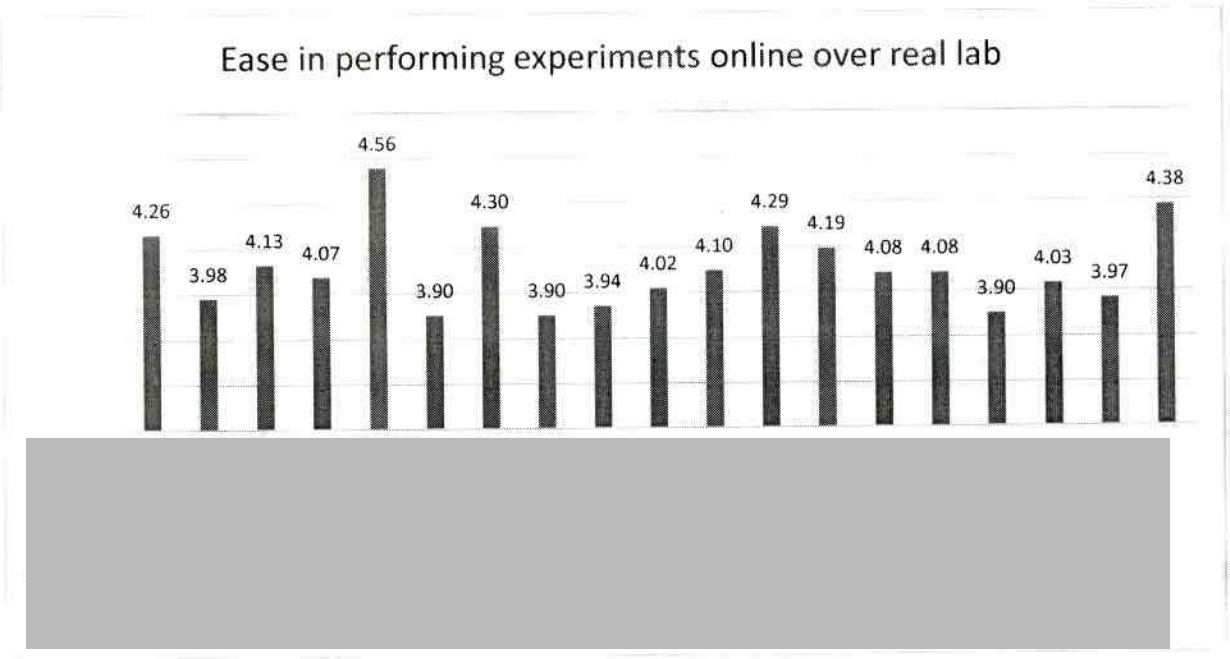
6.4 Level of help in acquiring extended knowledge regarding experiment:



Action Taken:

- Besides routine experimental details, faculty members were advised to use some variants or extensions of experiments on virtual lab.

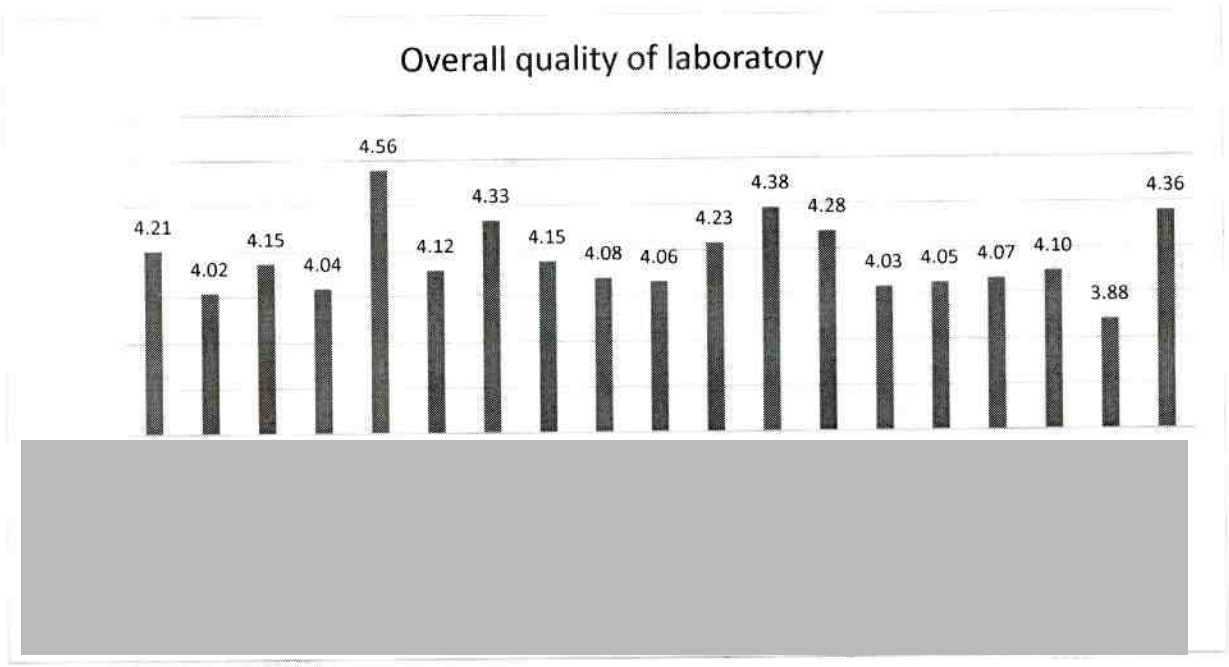
6.5 Ease in performing experiments online over real lab



Action Taken:

- Looking to the batch size and resource availability, there are ample opportunities for students to perform experiments with ease and attention.
- The laboratories in the department already have state-of-the art infrastructure as well defined procedure of each experiment.

6.6 Overall quality of laboratory:



Action Taken:

- The feedback shows that the students are quite satisfied by the quality of laboratory classes delivered to them.
- There seem some grey areas in few laboratory courses which have been identified and improvement mechanism has already been discussed with faculty concerned.

7. General Action Taken by Department

- The VII semester students have given good feedback both for theory and laboratory classes except in few cases.
- Some of the faculty members who have received slightly low scores in analysis were advised to emphasized on concerned areas.
- There are minor aberrations in few points and department has taken necessary cognizance of the same for improvement in coming session.
- In general meeting of the department, faculty were asked to share proper lecture-wise notes with students after the class so that they can better understand the concepts.
- The e-lectures have already been recorded (during COVID pandemic) for all courses by e-SLATE project using high-definition professional cameras. These have been furnished through ERP to students so that they can refer them and clear doubts, if any, as and when needed at remote location.
- Faculty members have been advised to administer problem classes to solve difficulties of students and also to target their concept building through numerical problems.

12-4-2023.

Prof. Dheeraj Joshi

Head, Mech Engg. Deptt.

Copy to:

- Director (Academics)
- Principal
- *IQAC*

Swami Keshvanand Institute of Technology, Management & Gramothan

Department of Mechanical Engineering

Analysis of Student Feedback

B. Tech VIII Semester, 2022-23

1. No of Students Providing Feedback: 137

2. Feedback Collection Dates: June 2023

3. Feedback Questions and Answer Option for Theory Courses:

S. No.	Questions	Answer Options
1	Audibility of lecture	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
2	Clarity of presentation	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
3	Level of preparedness of the teacher for the class	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
4	Punctuality of class	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
5	Awareness of course objectives and Outcomes, program outcomes as communicated by the teacher	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
6	Ability of the teacher to communicate the concepts effectively through examples and applications	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
7	Use of chalk-board/OHP/presentations/Online tools for effective teaching	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
8	Effectiveness of online teaching and learning of the given course of study	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
9	Usage of student centric methods (learning through experiments and problem solving methodologies) for enhanced learning experience	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
10	Ability of the teacher to identify weakness/strength of students	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
11	Encouragement to students by the teacher in providing right level of challenges	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
12	Level of interaction with the students during lecture	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
13	Encouragement received from the teacher to participate in curricular activities like workshops/ internships/ seminars/ conferences and MOOCs to earn credits etc.	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
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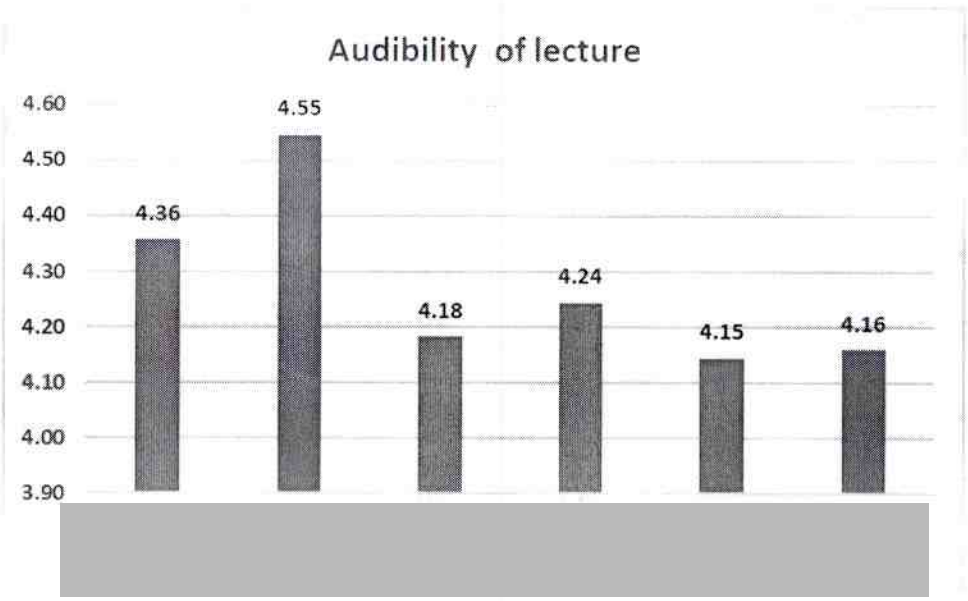
15	Overall quality of teaching	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)

4. Feedback Questions and Answer Option for Laboratory Courses:

S. No.	Questions	Answer Options
1	Availability and level of laboratory instruction sheet/other material	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
2	Level of interaction with the teacher during laboratory	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
3	Regular feedback of the teacher on report/sessional work submitted by student	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
4	Level of help in acquiring extended knowledge regarding experiment	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
5	Availability of experiments and required tools, software/hardware in the laboratory	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
6	Overall quality of laboratory	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)

5. Point-wise Feedback Analysis of Theory Courses

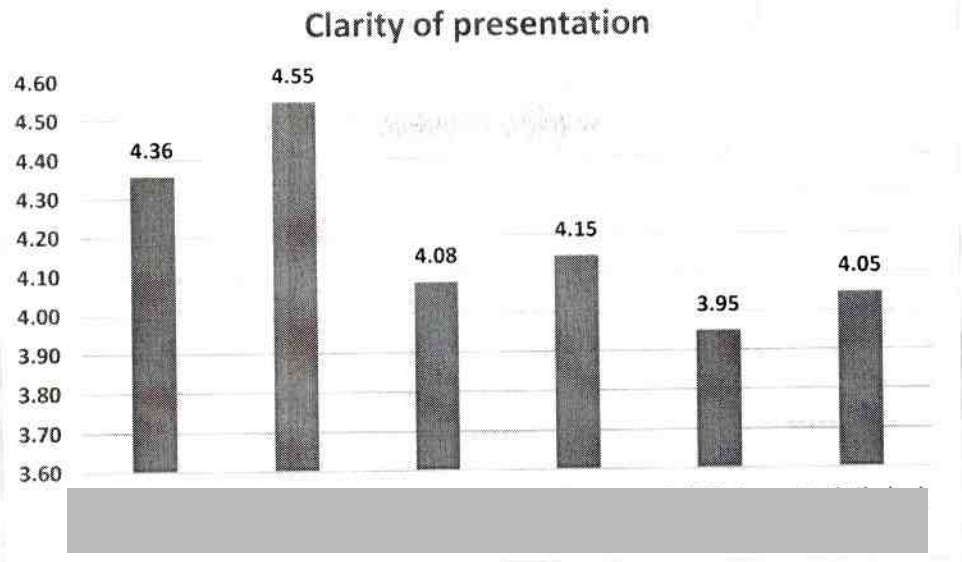
5.1 Audibility of lectures



Action Taken:

- Faculty member having low score in this point was asked to improve the audibility.

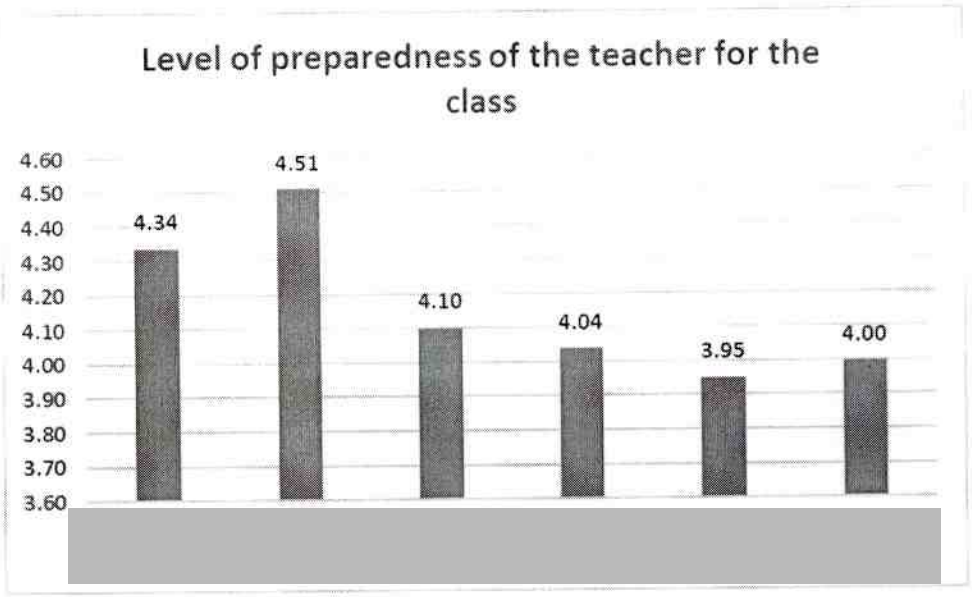
5.2 Clarity of presentation:



Action Taken:

- From the feedback, it can be seen that some students found it difficult to understand the concepts. The concerned faculty members were advised to alter/modify their teaching methodology.
- HOD discussed the faculty members about this important domain of feedback. The faculty also raised one important concern that irregularity of students may be cited as one important reason for not grasping the concept.

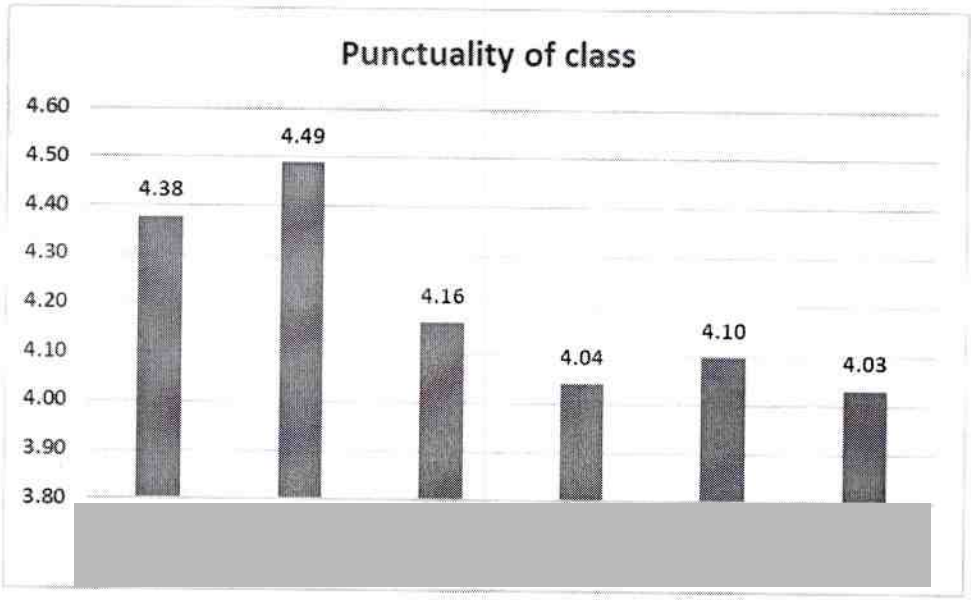
5.3 Level of preparedness of the teacher for the class:



Action Taken:

- The feedback statistics reveals that faculty members are well prepared for their respective classes.

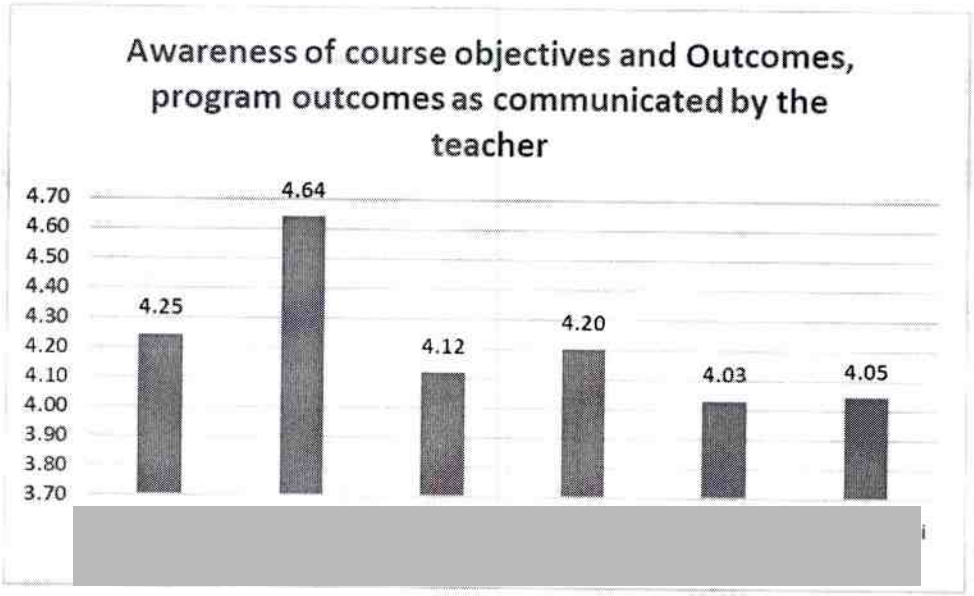
5.4 Punctuality of class:



Action Taken:

- Faculty admitted that they have very occasionally postponed their classes due to some academic, administrative or personal assignments.
- HOD advised them NOT to change class timings until extreme and relevant reason. They should with HOD permission swap the class with some other faculty taking class of same section, if regular class cannot be organized due to some inevitable reasons.

5.5 Awareness of course objectives and Outcomes, program outcomes as communicated by the teacher:

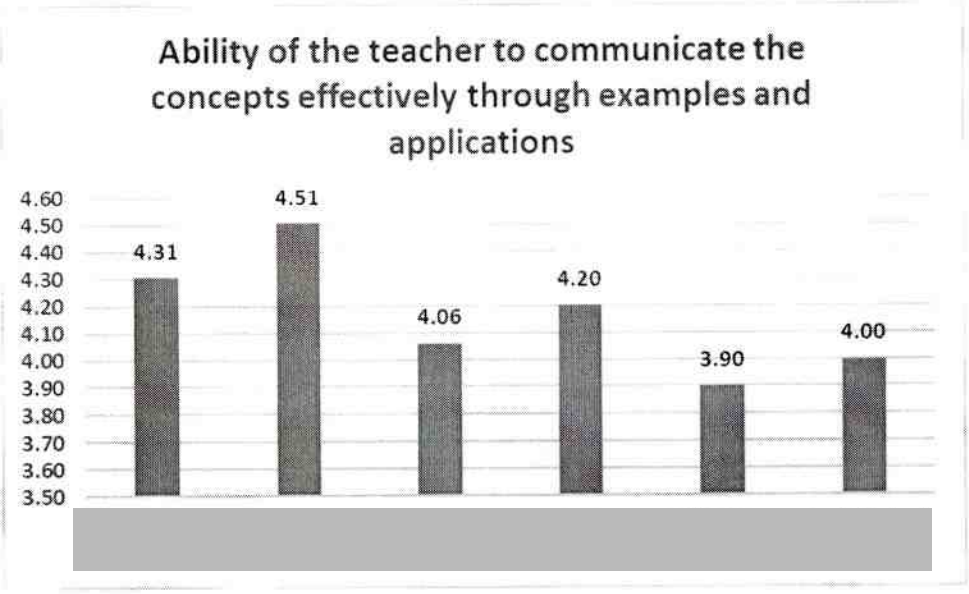


Action Taken:

- The faculty members in the department have very good awareness about the Outcome Based Education (OBE) philosophy of the NBA.

- Faculty members usually make the students acquaint about the COs, POs in their introductory classes. However, some irregular students may miss the orientation class, hence, they are unaware of same.
- To avoid this, the faculty members were advised to repeat periodically in 2-3 minutes this important information for such students.

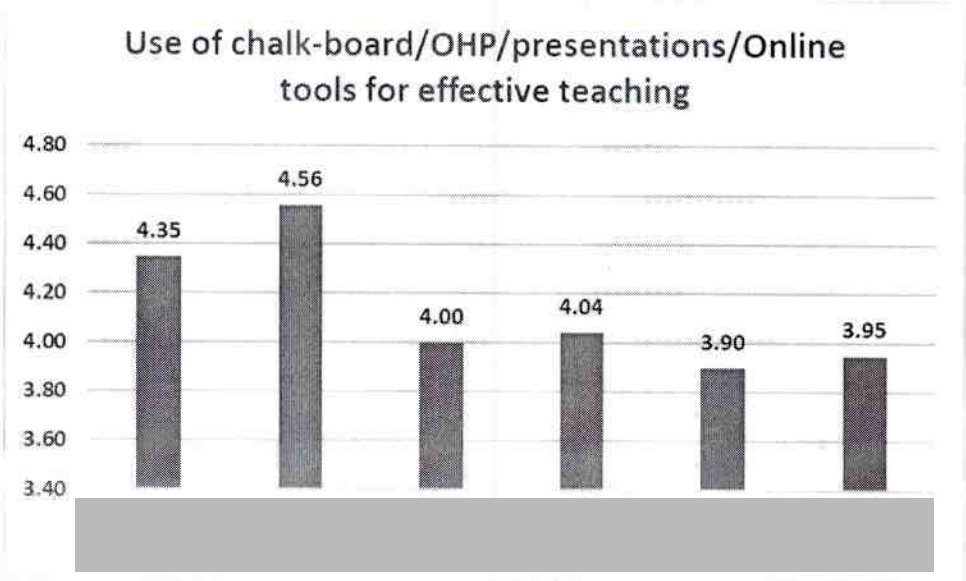
5.6 Ability of the teacher to communicate the concepts effectively through examples and applications:



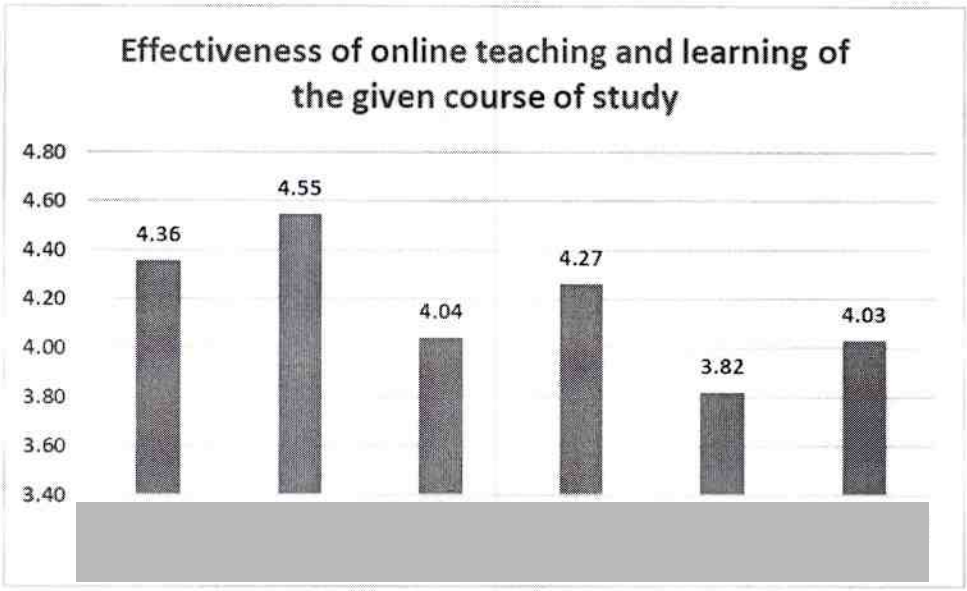
Action Taken :

- In some courses where numerical problems are involved, faculty members were advised to lay more stress on the same through increased number of examples and questions.
- In addition, special attention was given to tutorial sheets and numerical questions that are periodically reviewed by DPAQIC during academic audit.
- The instructions for improvement were also disseminated in general departmental meeting.

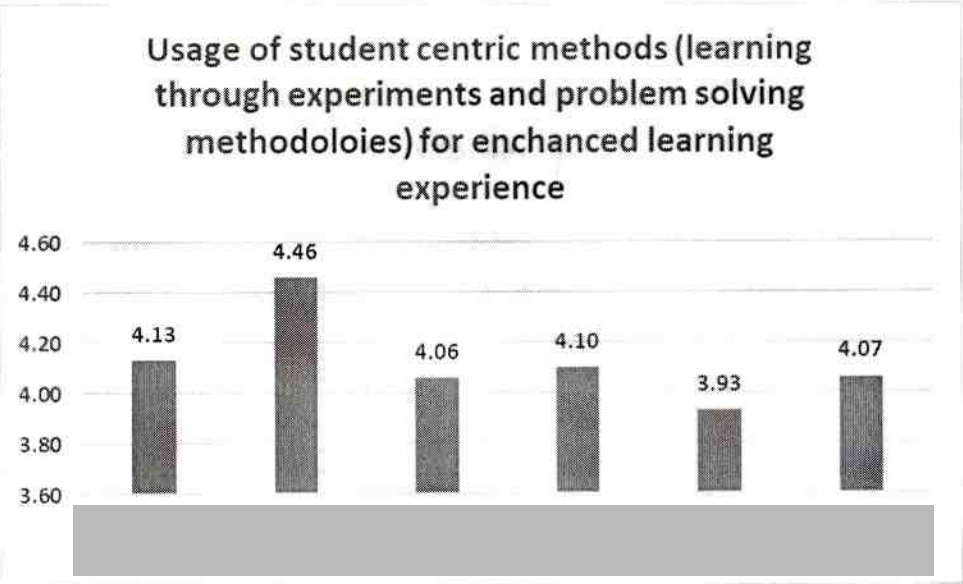
5.7 Use of chalk-board/OHP/presentations/Online tools for effective teaching:



5.8 Effectiveness of online teaching and learning of the given course of study:



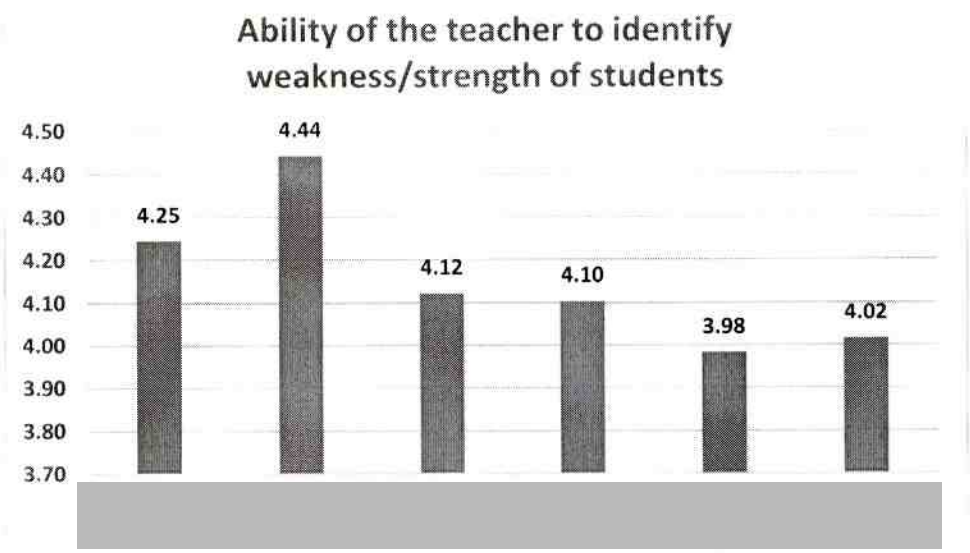
5.9 Usage of student centric methods (learning through experiments and problem solving methodologies) for enhanced learning experience



Action Taken:

- In some courses, the feedback in this regard seems low. Concerned faculty members have been advised to improvise on this issue.
- Library assignments/mini-project activities were identified for such courses.

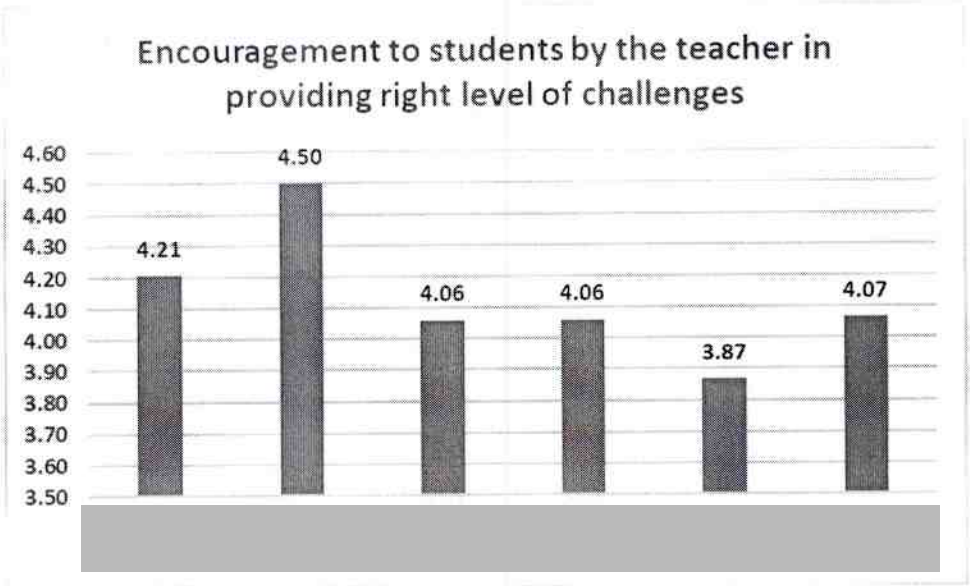
5.10 Ability of the teacher to identify weakness/strength of students



Action Taken:

- Faculty members were advised to critically analyze the I mid-term results so that weak students can be identified timely.
- In addition, students who scores exemplary marks should also be highlighted in class for the motivation of others.

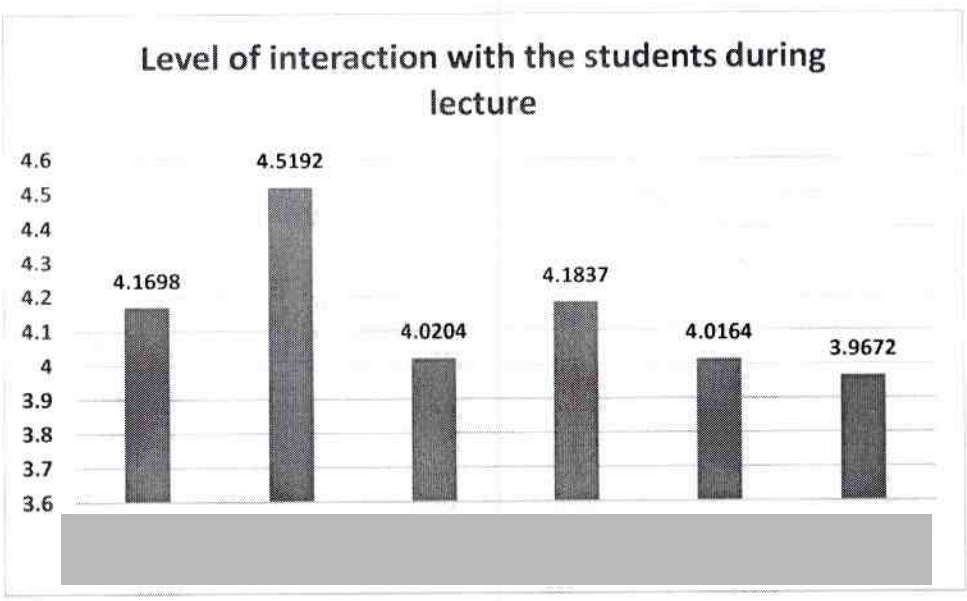
5.11 Encouragement to students by the teacher in providing right level of challenges



Action Taken:

- Faculty members were advised to provide some exercises, mini project etc. to students so that their learning can be enhanced beyond curriculum.
- Faculty members were advised to give self-learning assignments to students so that they explore the literature and thereby develop self-learning skills.

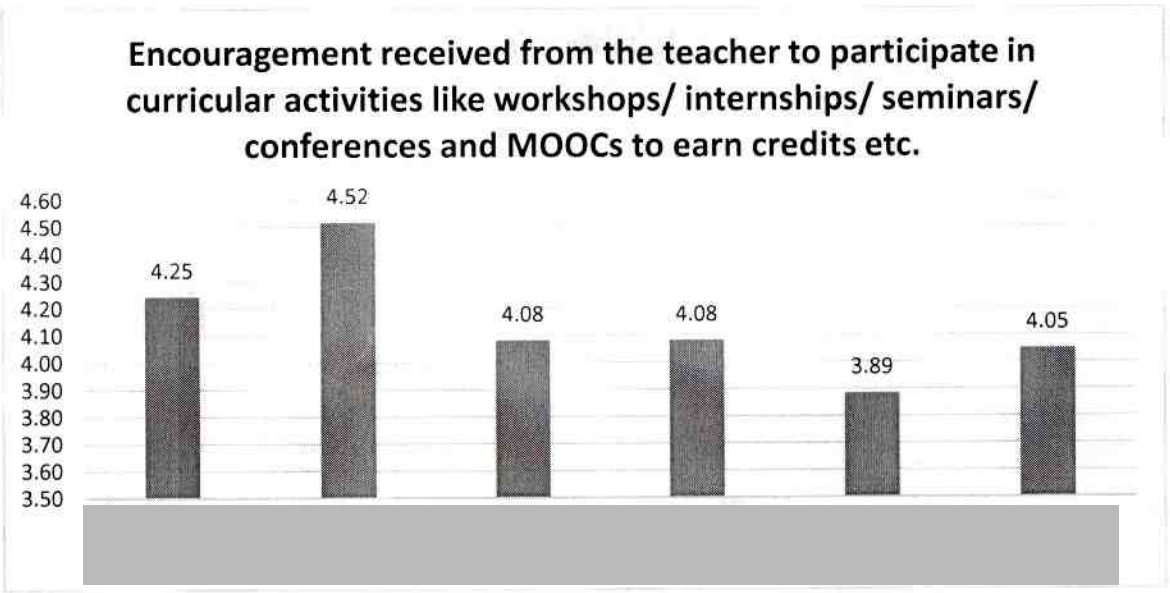
5.12 Level of interaction with the students during lecture



Action Taken:

- Faculty members were advised to administer periodic 'Question-Answer technique' during class and motivate students so that lectures become more interactive.

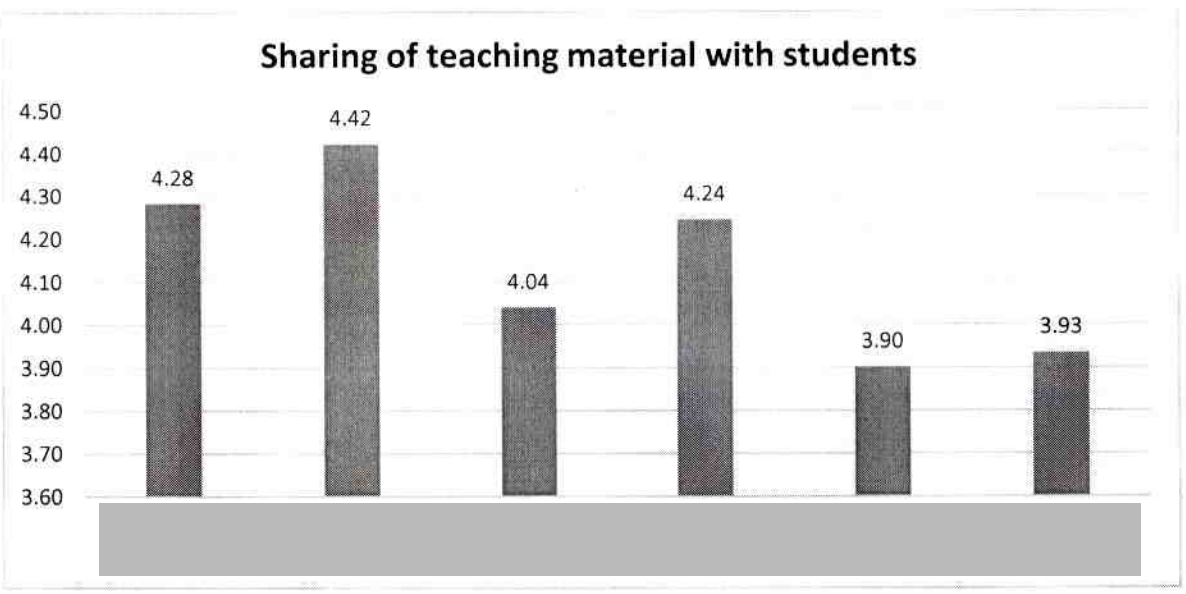
5.13 Encouragement received from the teacher to participate in curricular activities like workshops/ internships/ seminars/ conferences and MOOCs to earn credits etc.



Action Taken:

- As evident, many faculty members have already impresses to students the need and importance of MOOC and related courses in earning extra credits and hence honors degree.
- In coming sessions, faculty members were asked to intensify their efforts in enrollment, registration, assignment submission and successful completion of NPTEL/MOOC courses.
- In some courses wherein no ad-courses are available, additional library assignments will be given to students for developing interest in the subject. Also students will be asked to attend the related STTPS, Workshops etc. to enhance their knowledge.

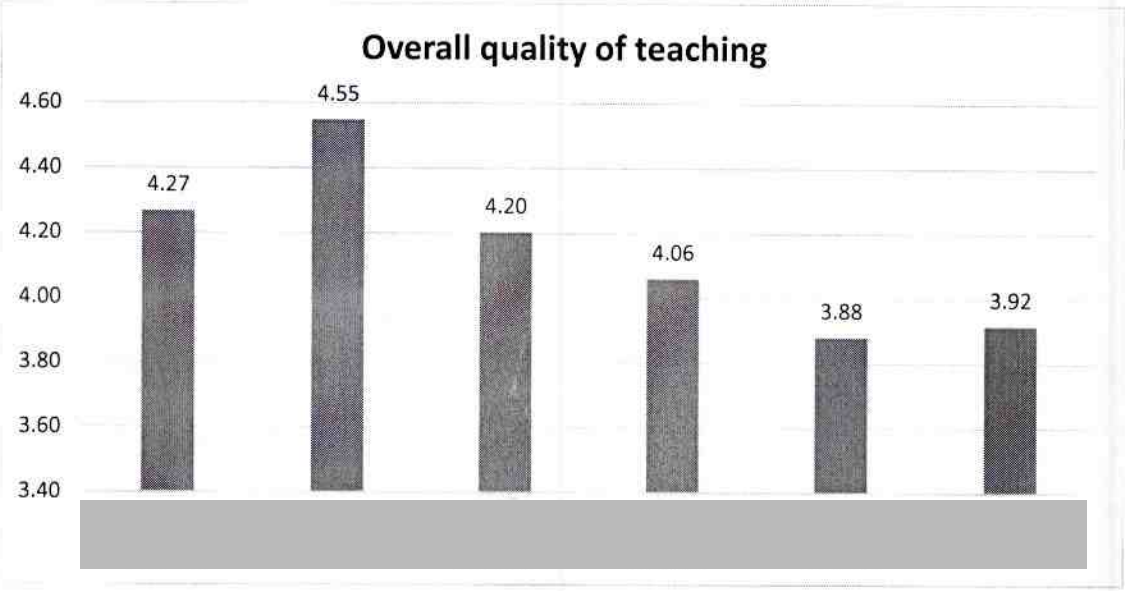
5.14 Sharing of teaching material with students



Action Taken:

- Lectures notes are usually shared by faculty members with respective students of the class. In some cases, where there was slight delay in sharing notes and hence faculty was advised to timely share the study material.
- In addition, all faculty were advised that notes should be shared timely preferably on the same day when class is scheduled.
- At the same time, faculty members were advised to ensure that each student purchase a paperback version of one text book prescribed in the course.

5.15 Overall quality of teaching

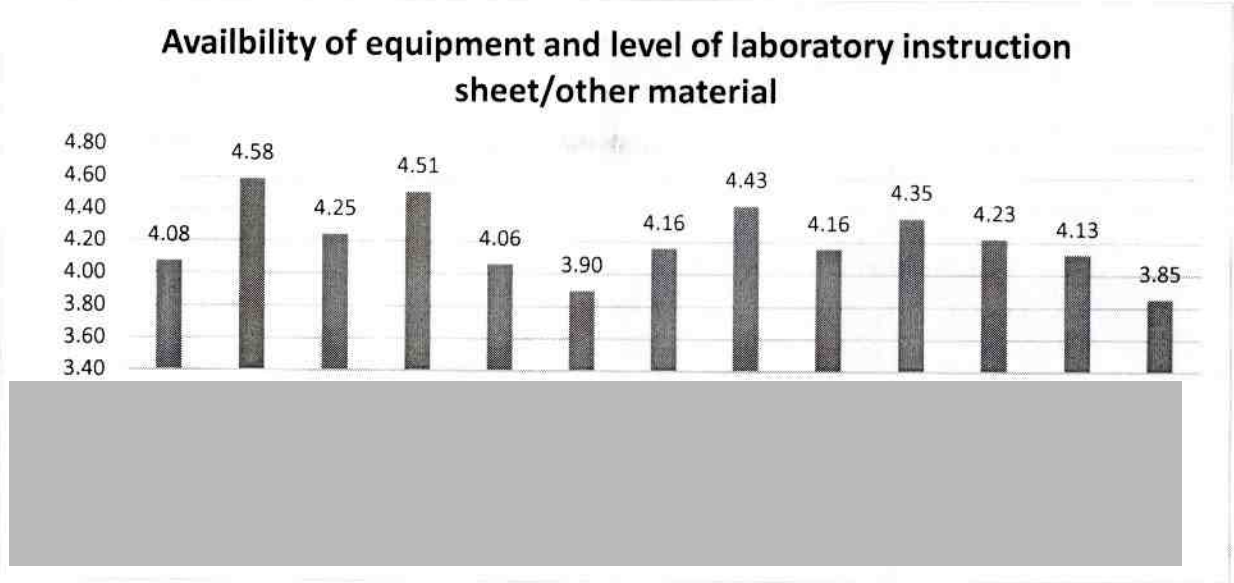


Action Taken:

- The overall feedback of theory courses is quite promising except in one or two cases.
- Faculty members were appreciated who scored good feedback in overall quality of teaching and were advised to improvise more in coming sessions.
- Faculty members with low scores were individually counseled to devise means and mechanisms so that better scores can be obtained in next sessions.

6. Point-wise Feedback Analysis of Laboratory Courses

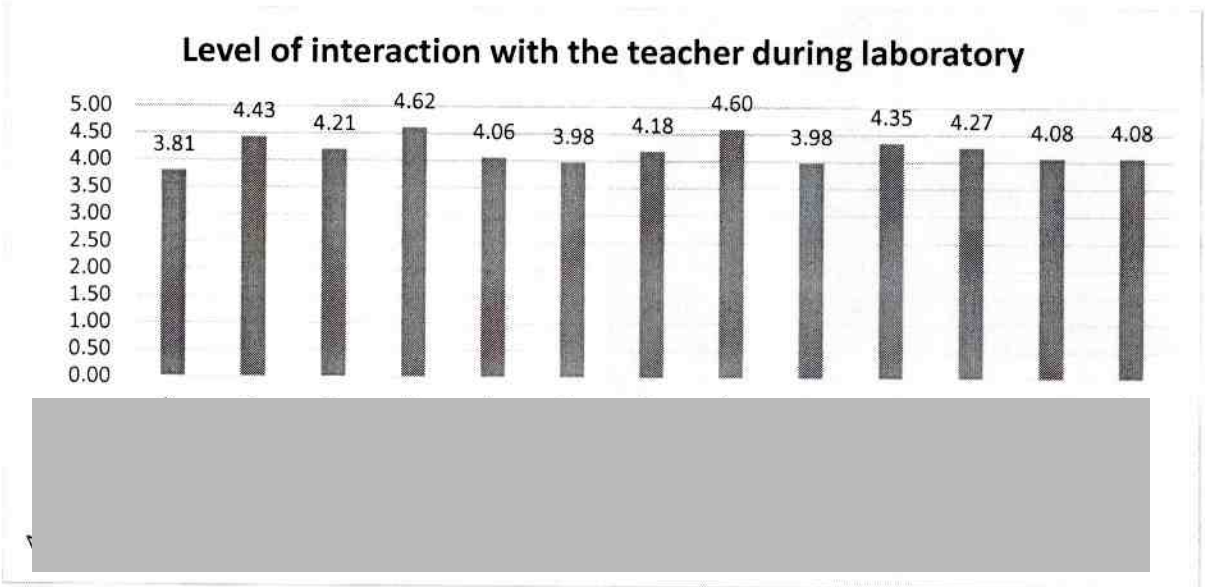
6.1 Availability and level of laboratory instruction sheet/other material:



Action Taken:

- The laboratory manuals are furnished to students during the experiment and also on a prior basis on e-mails or DSpace.
- The DPAQIC reviews the same on a periodic basis.
- As evident from feedback, some students could not get instruction sheet on time, therefore, faculty members were asked to look into this condition.

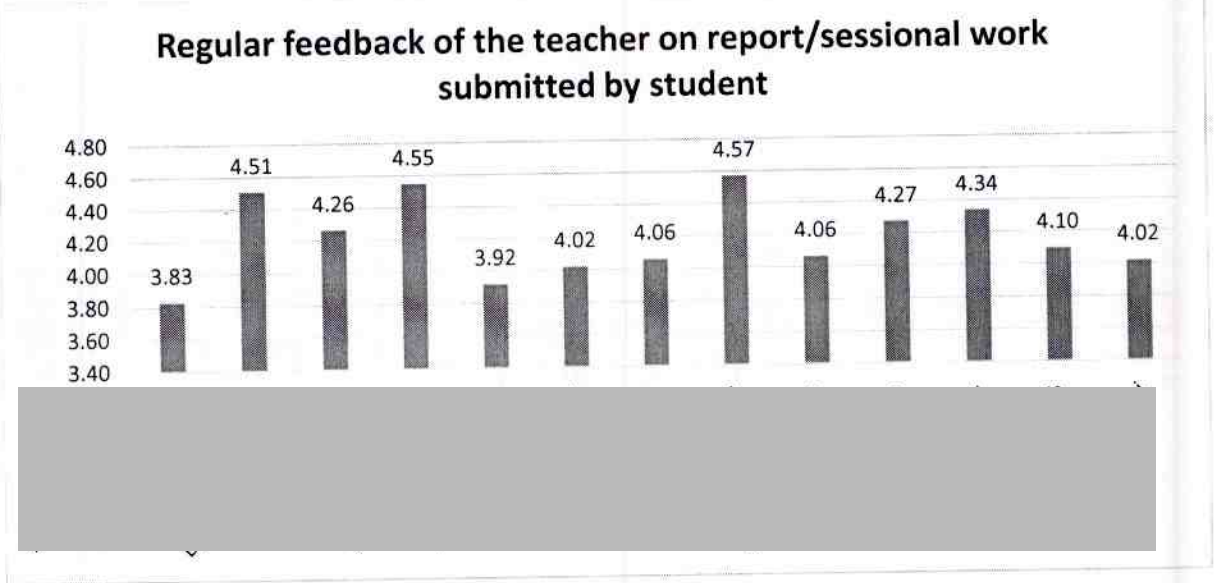
6.2 Level of interaction with the teacher during laboratory:



Action Taken:

- Faculty members were asked to make the lab classes more student-centric.
- To increase the interaction level of students, it should be ensured that students turn on their mic and camera when asked to do so.

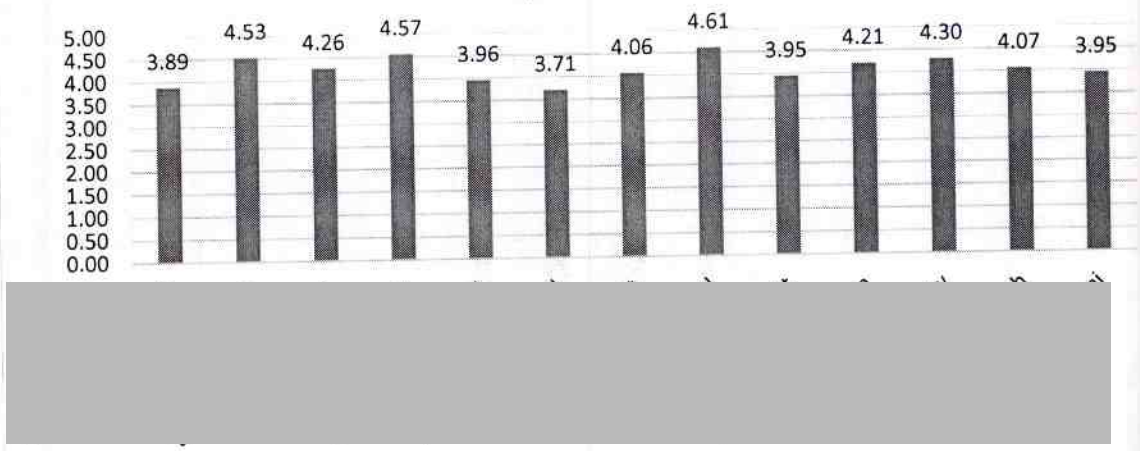
6.3 Regular feedback of the teacher on report/sessional work submitted by student:



Action Taken:

- It was informed to faculty that regular grading of experiments should be furnished to students for their continuous progress.
- In addition, the students who do not submit report timely should be penalized in marks.

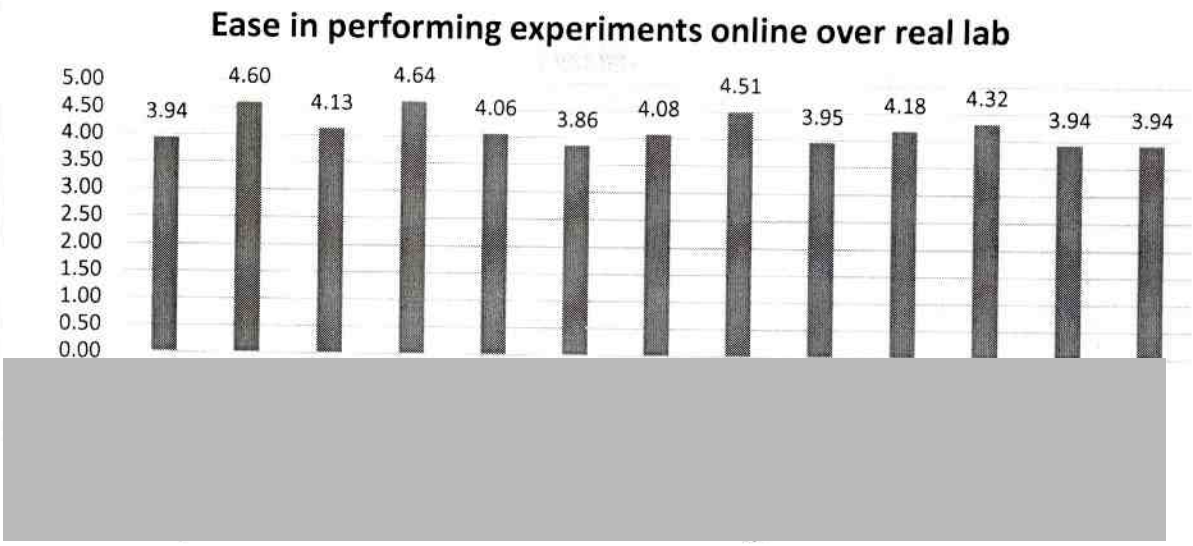
6.4 Level of help in acquiring extended knowledge regarding experiment:



Action Taken:

- To provide the extended knowledge about experiment, faculty members were asked to add some recent applications, literature related to particular experiments.
- In addition to routine experimental details, it will be ensured by faculty that some variants or extensions of experiments on virtual lab platforms or internet will be administered to students in coming sessions.

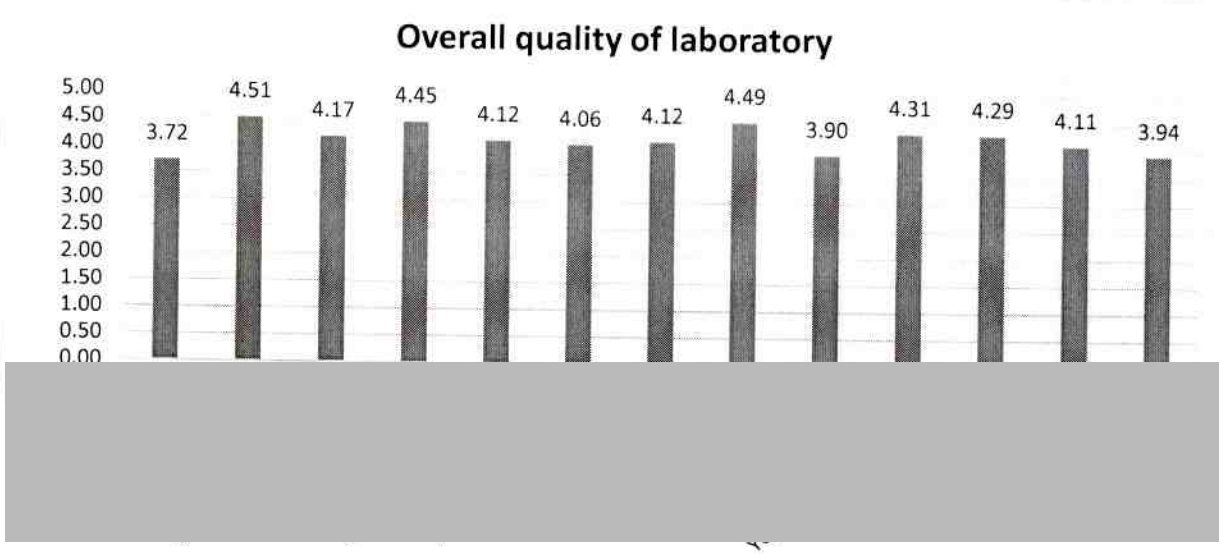
6.5 Ease in performing experiments online over real lab:



Action Taken:

- Most of the laboratories in the department already have state-of-the art infrastructure.
- However, as seen in feedback, few labs can be augmented with additional equipment and infrastructure. A meeting with lab in-charge and purchase committee has already been undertaken in this regard.

6.6 Overall quality of lab:



Action Taken:

- The students by-and-large are satisfied by the laboratory classes delivered to them. The minor grey areas have been identified and improvements have been targeted for next session.

7. General Action Taken by Department

- As per the feedback received, the students seem quite satisfied as regards the theory and laboratory classes administered to them.
- There are few areas where improvements can be made; the minor aberrations in few points have been observed and necessary cognizance of the same has been taken for improvement in the coming session.
- A constructive feedback was provided by undersigned to the faculty members who received slightly low scores in analysis, also suggestions for improvement by undersigned were provided.
- All faculty were asked to share clear, lecture-wise notes with students after the class so that they can better understand the concepts.
- In addition, in that particular section notes of some other faculty members teaching same course were also furnished as a secondary literature/study material for understanding of students.
- Students were advised that they should essentially purchase at least one hard copy of text book of each subject.
- A request has been sent to central library with the titles of e-books that institute can purchase for the benefit of students.
- Many faculty members teaching analytical subjects have already started interactive teaching.
- In order to have convenience of slow-learners, the e-lectures have been recorded in Institute in all courses at sophisticated recording studios with high-definition professional cameras. These have been furnished to students so that they can refer them and clear doubts, if any, as and when needed at remote location.

Dheeraj Joshi

Prof. Dheeraj Joshi
Head, Deptt. of Mechanical Engg.

Swami Keshvanand Institute of Technology, Management & Gramothan

Department of Mechanical Engineering

Analysis of Student Feedback

B. Tech. VI Sem., 2022-23

1. No of Students Providing Feedback: 83

2. Feedback Collection Dates: June, 2023

3. Feedback Questions and Answer Option for Theory Courses:

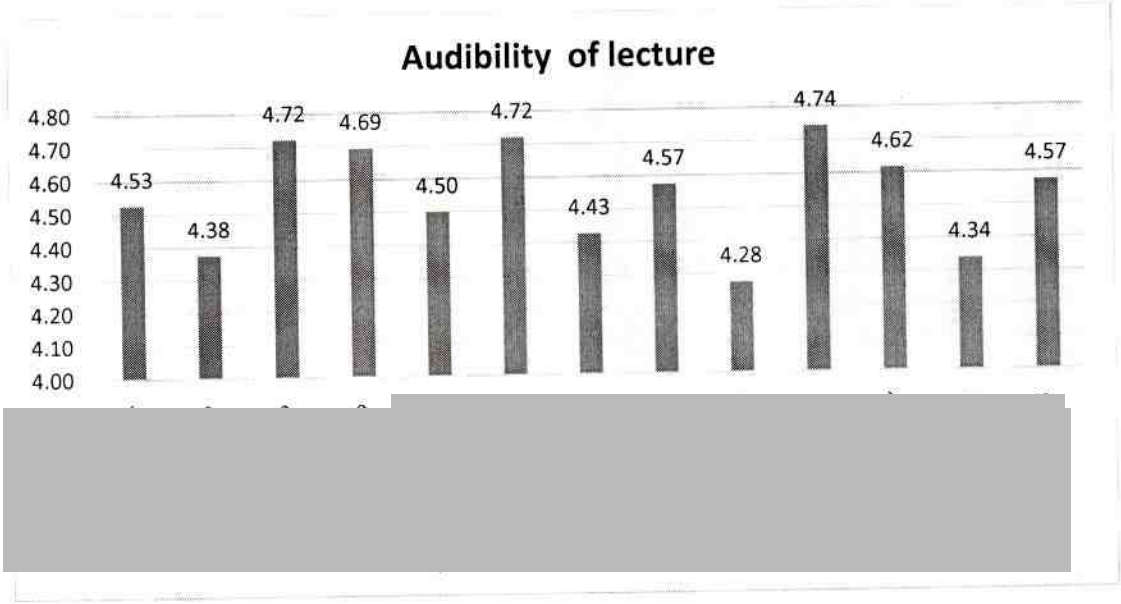
S. No.	Questions	Answer Options
1	Audibility of lecture	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
2	Clarity of presentation	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
3	Level of preparedness of the teacher for the class	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
4	Punctuality of class	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
5	Awareness of course objectives and Outcomes, program outcomes as communicated by the teacher	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
6	Ability of the teacher to communicate the concepts effectively through examples and applications	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
7	Use of chalk-board/OHP/presentations/Online tools for effective teaching	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
8	Effectiveness of online teaching and learning of the given course of study	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
9	Usage of student centric methods (learning through experiments and problem solving methodologies) for enhanced learning experience	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
10	Ability of the teacher to identify weakness/strength of students	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
11	Encouragement to students by the teacher in providing right level of challenges	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
12	Level of interaction with the students during lecture	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
13	Encouragement received from the teacher to participate in curricular activities like workshops/ internships/ seminars/ conferences and MOOCs to earn credits etc.	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
14	Sharing of teaching material with students	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
15	Overall quality of tea	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)

4. Feedback Questions and Answer Option for Laboratory Courses:

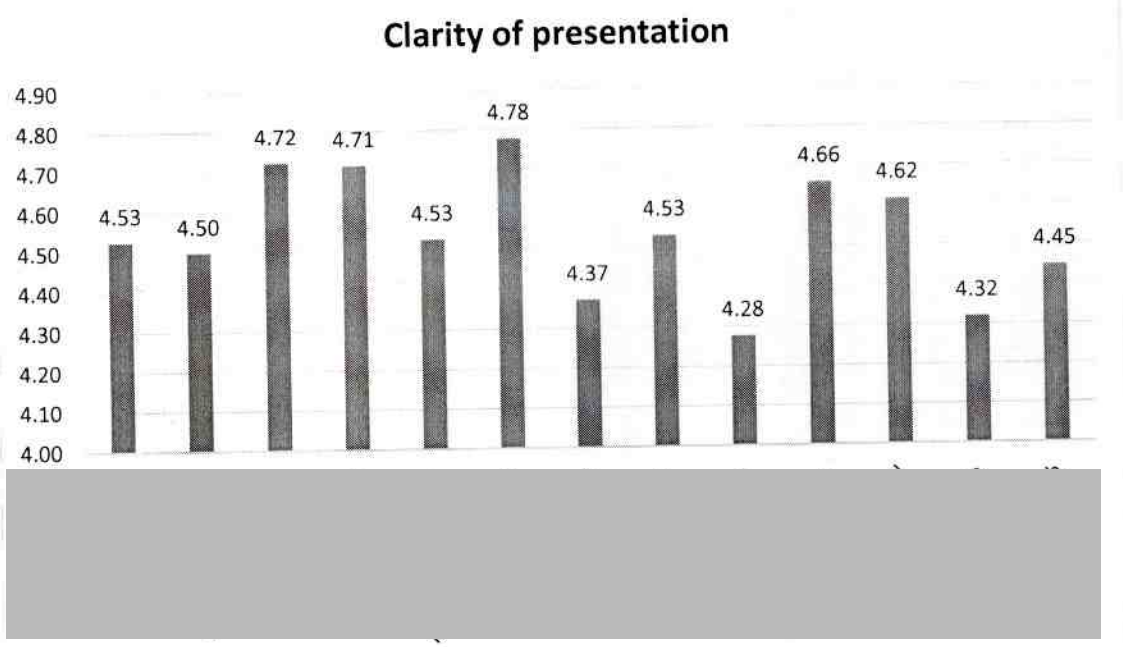
S. No.	Questions	Answer Options
1	Availability and level of laboratory instruction sheet/other material	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
2	Level of interaction with the teacher during laboratory	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
3	Regular feedback of the teacher on report/sessional work submitted by student	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
4	Level of help in acquiring extended knowledge regarding experiment	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
5	Ease in performing experiments online over real lab	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
6	Overall quality of laboratory	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)

5. Point-wise Feedback Analysis of Theory Courses

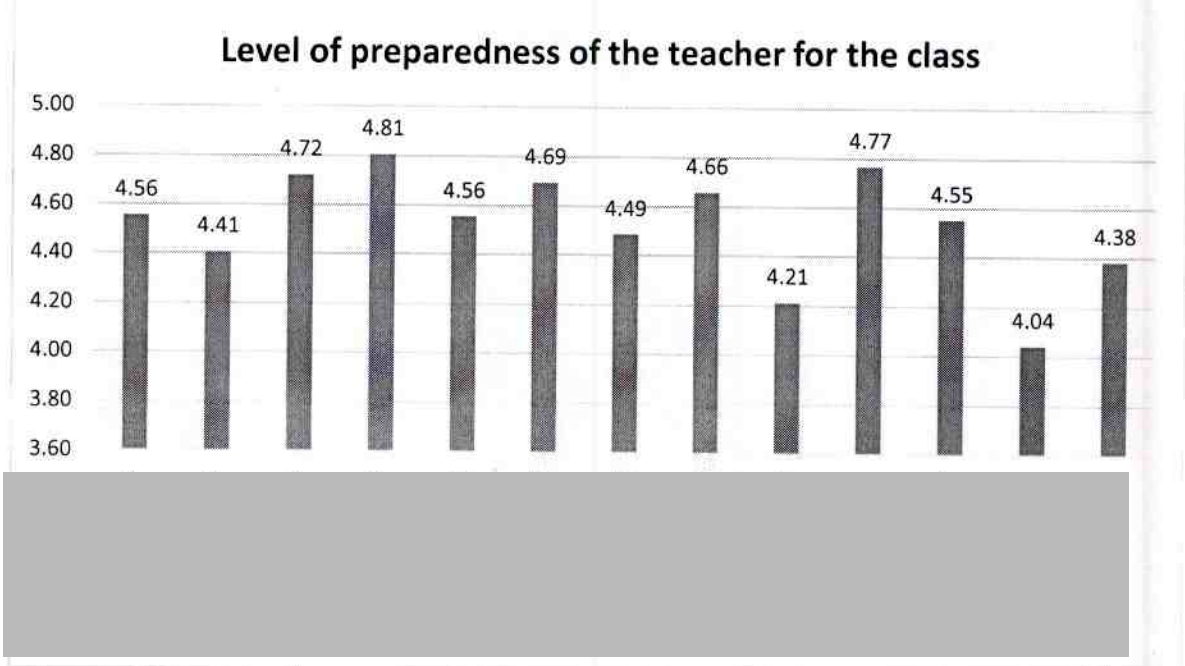
5.1 Audibility of lectures



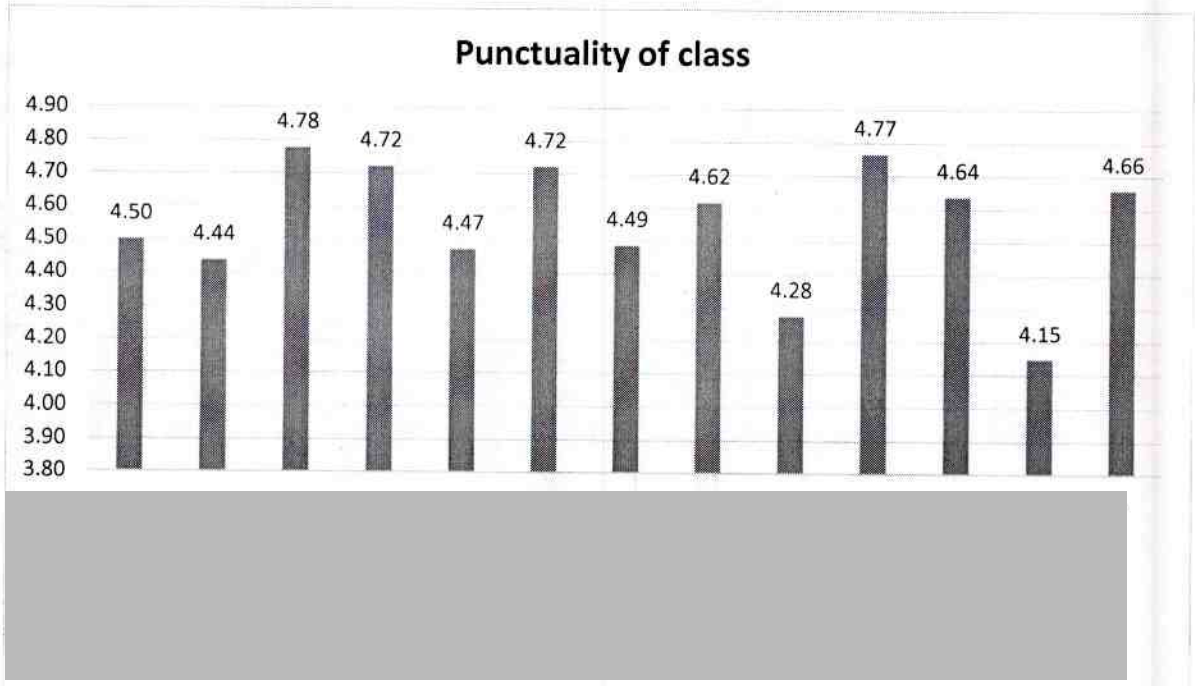
5.2 Clarity of presentation:



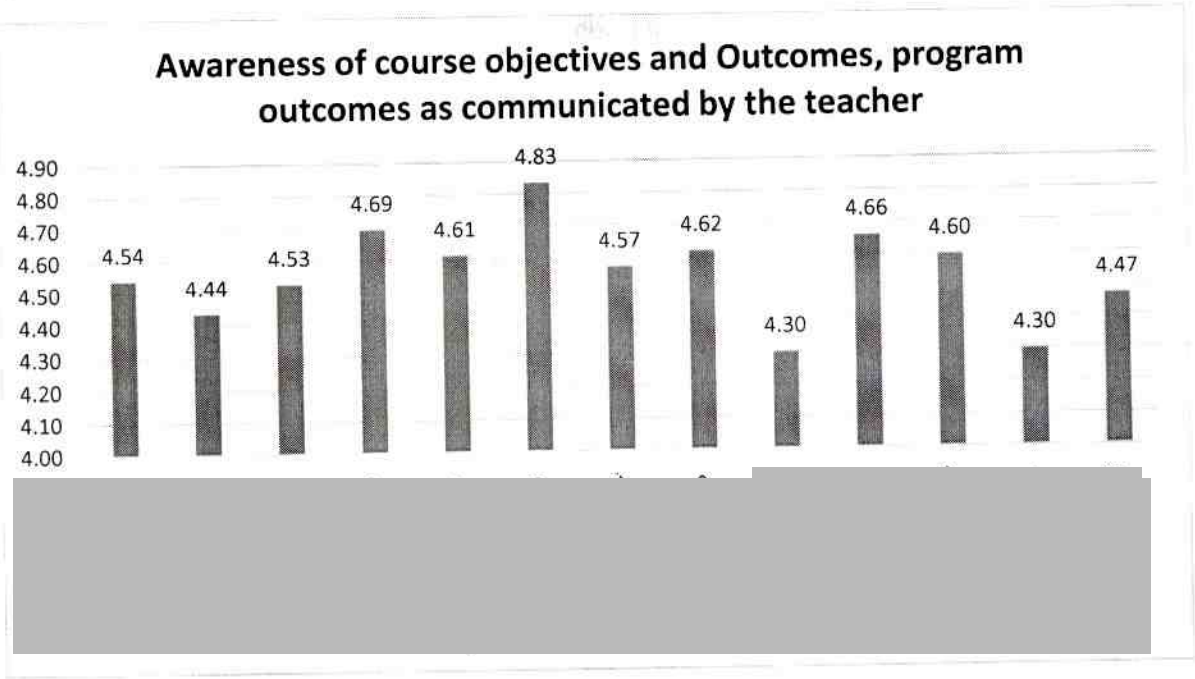
5.3 Level of preparedness of the teacher for the class:



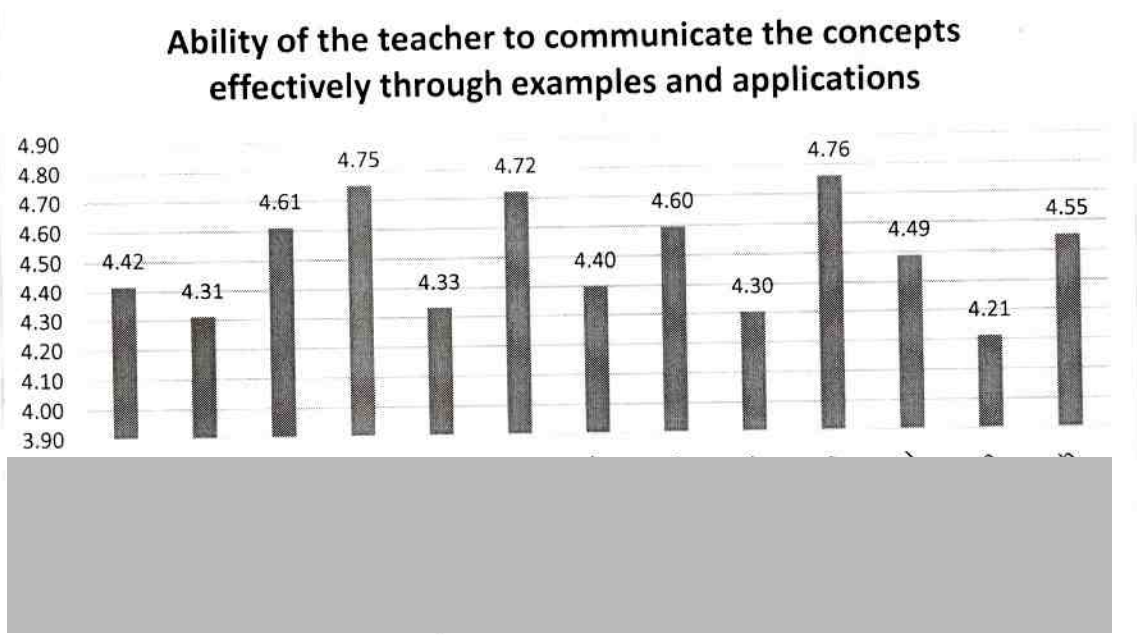
5.4 Punctuality of class:



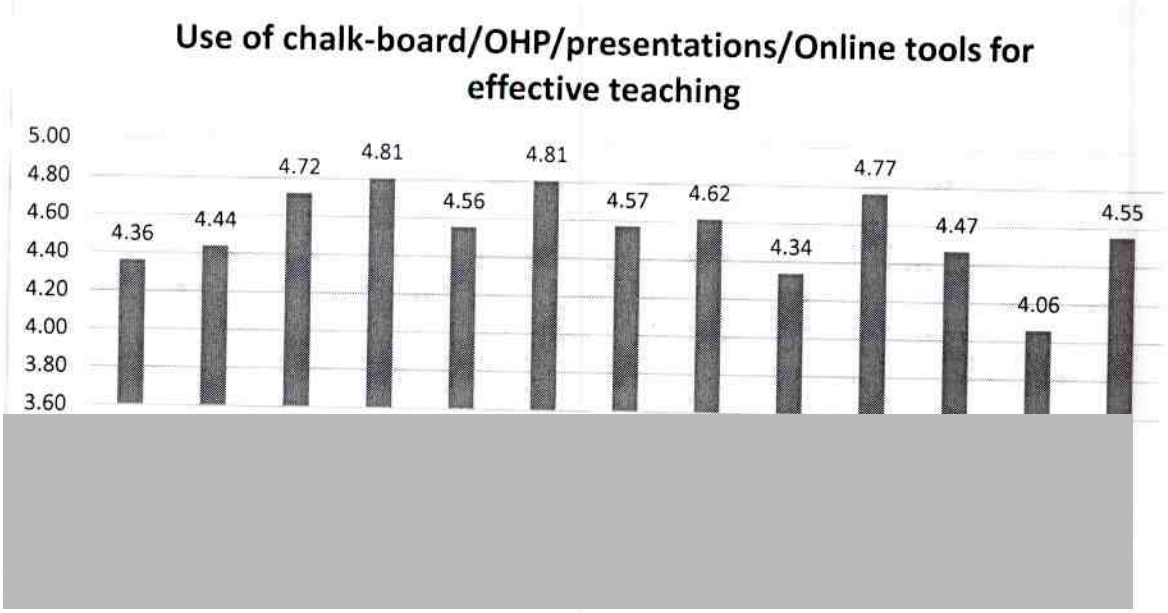
5.5 Awareness of course objectives and Outcomes, program outcomes as communicated by the teacher:



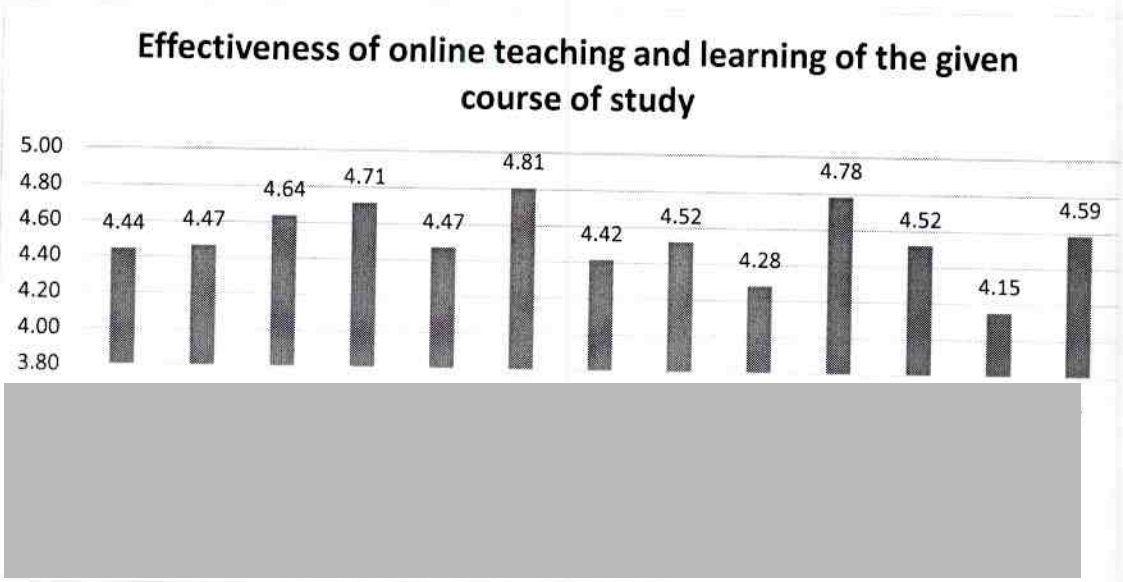
5.6 Ability of the teacher to communicate the concepts effectively through examples and applications:



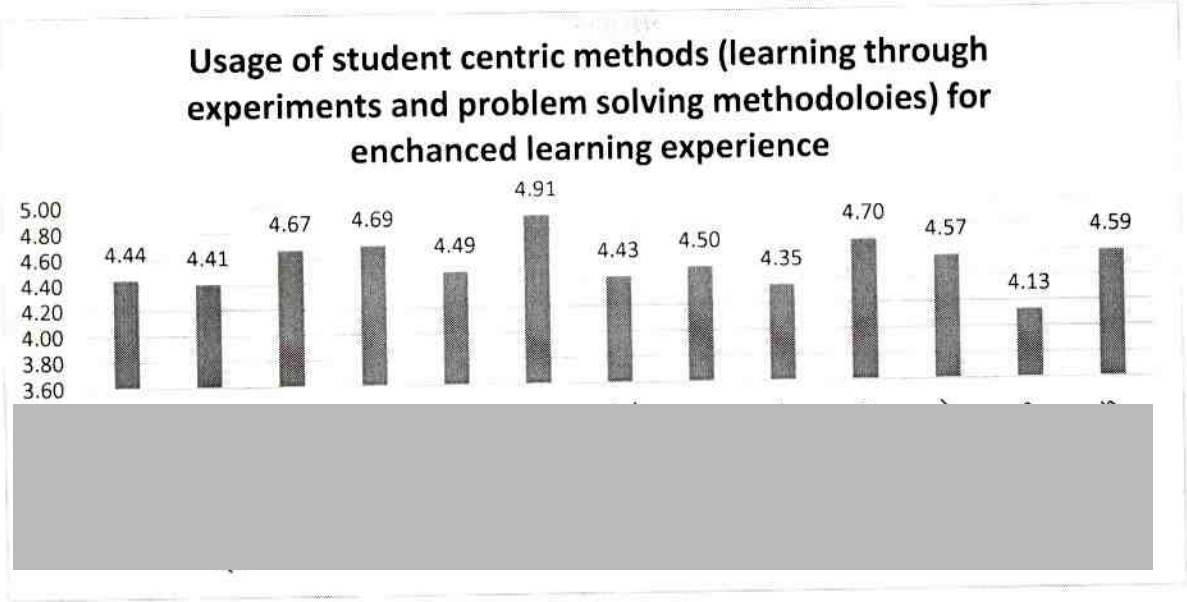
5.7 Use of chalk-board/OHP/presentations/Online tools for effective teaching:



5.8 Effectiveness of online teaching and learning of the given course of study:



5.9 Usage of student centric methods (learning through experiments and problem solving methodologies) for enhanced learning experience



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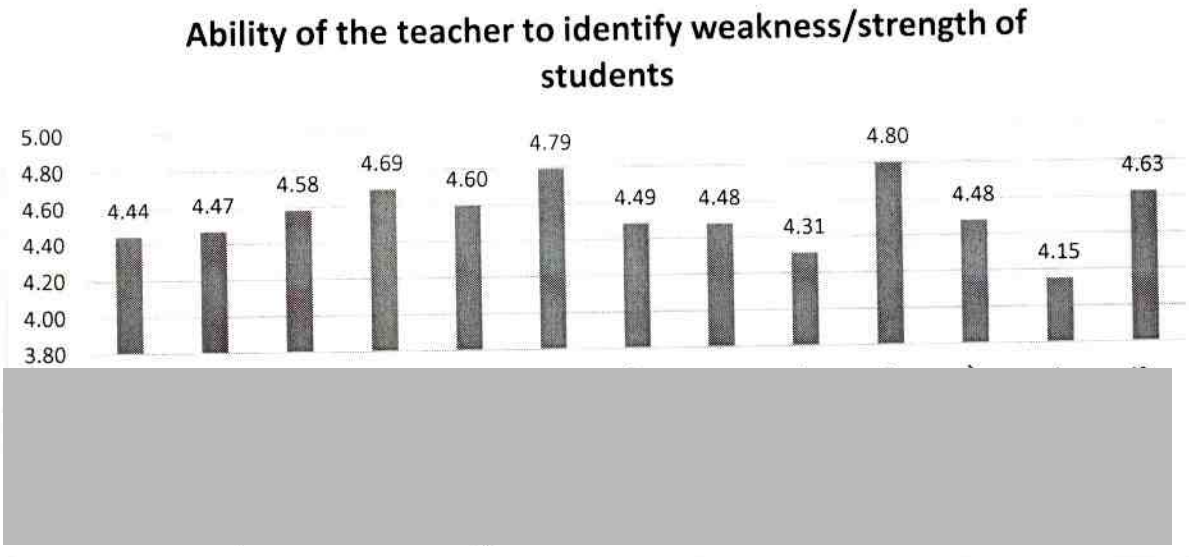
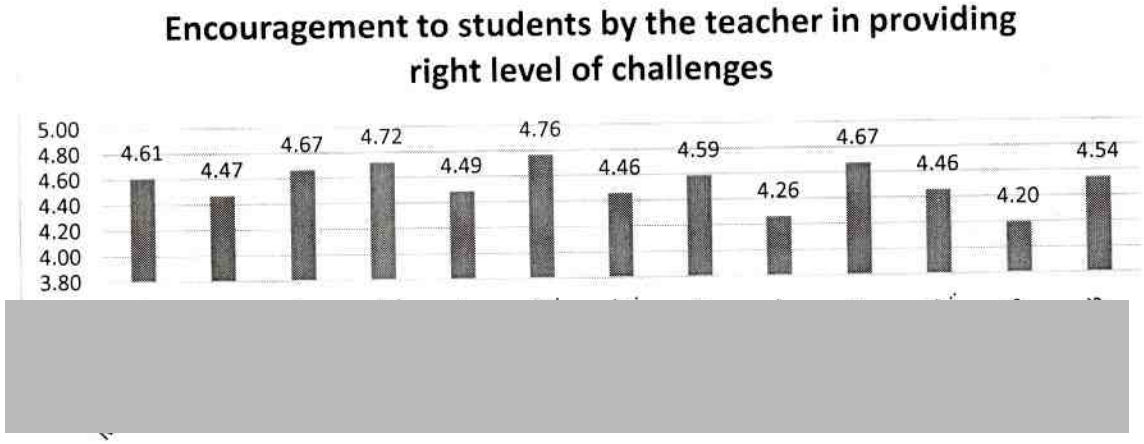
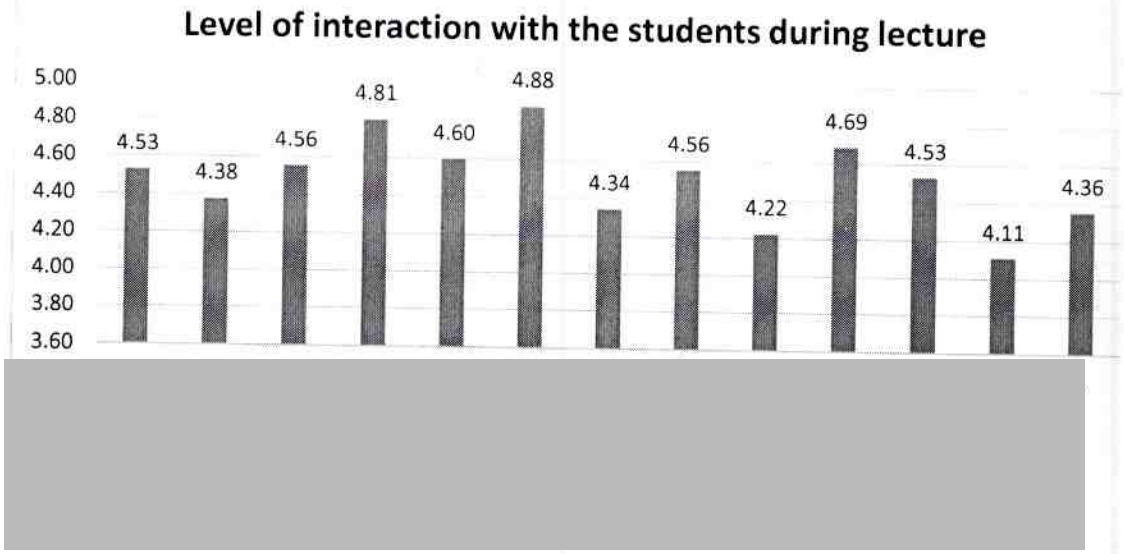


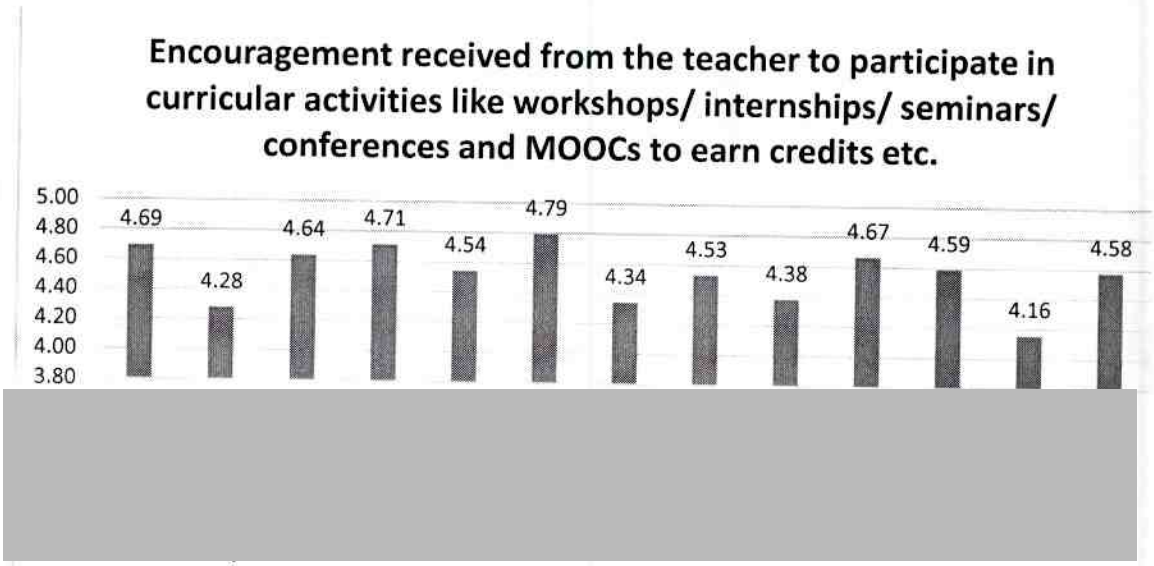
5.11 Encouragement to students by the teacher in providing right level of challenges



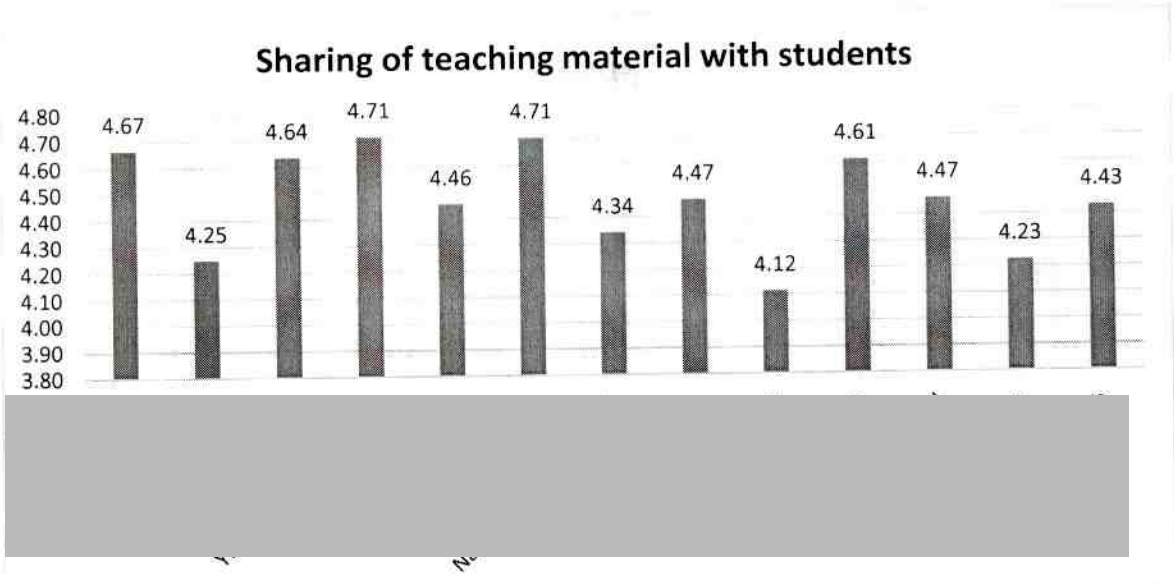
5.12 Level of interaction with the students during lecture



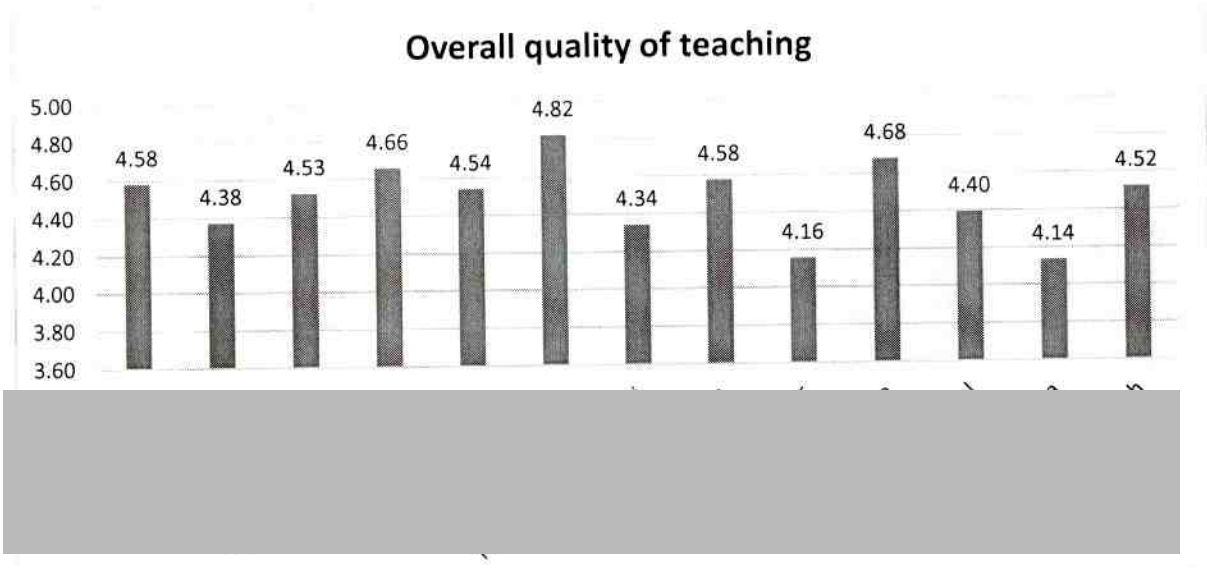
5.13 Encouragement received from the teacher to participate in curricular activities like workshops/ internships/ seminars/ conferences and MOOCs to earn credits etc.



5.14 Sharing of teaching material with students

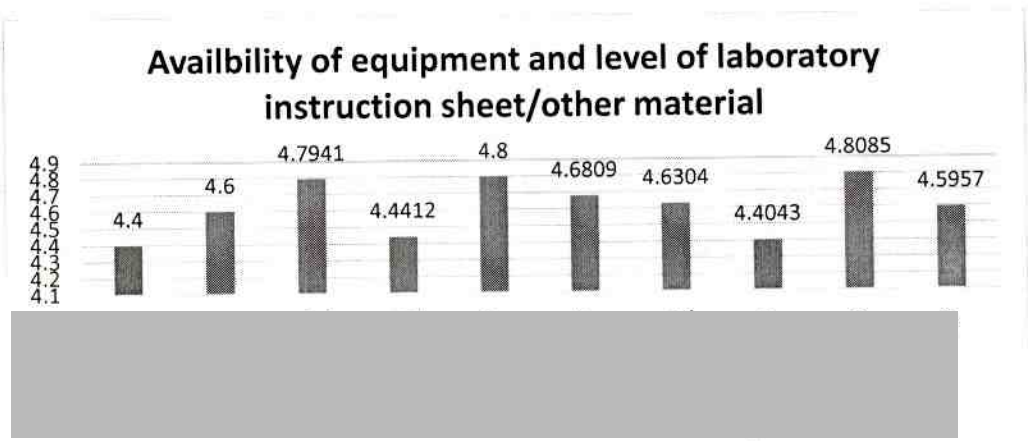


5.15 Overall quality of teaching

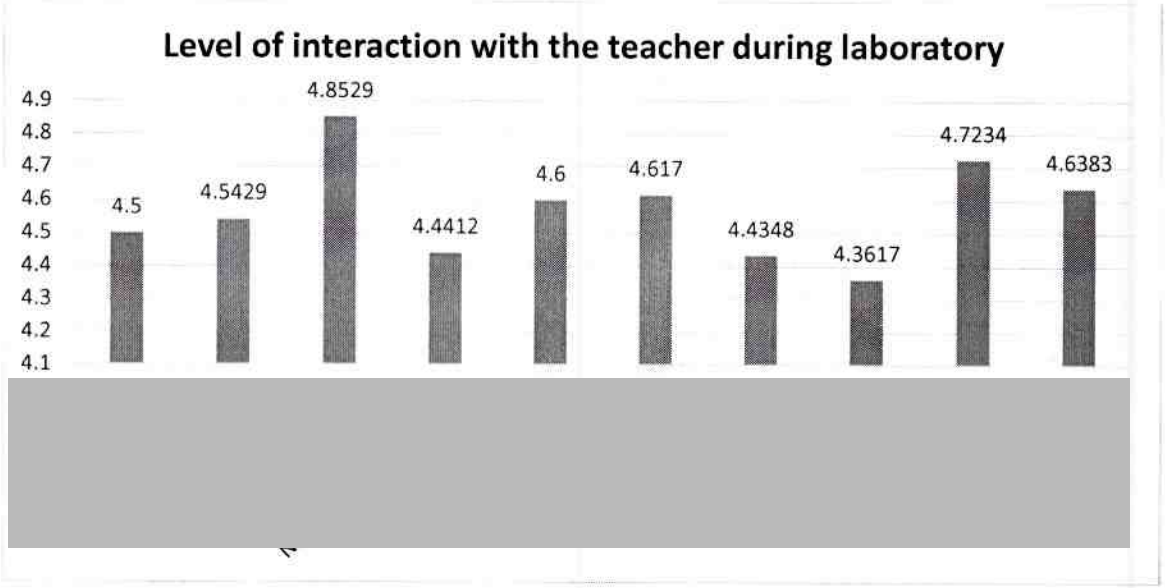


6. Point-wise Feedback Analysis of Laboratory Courses

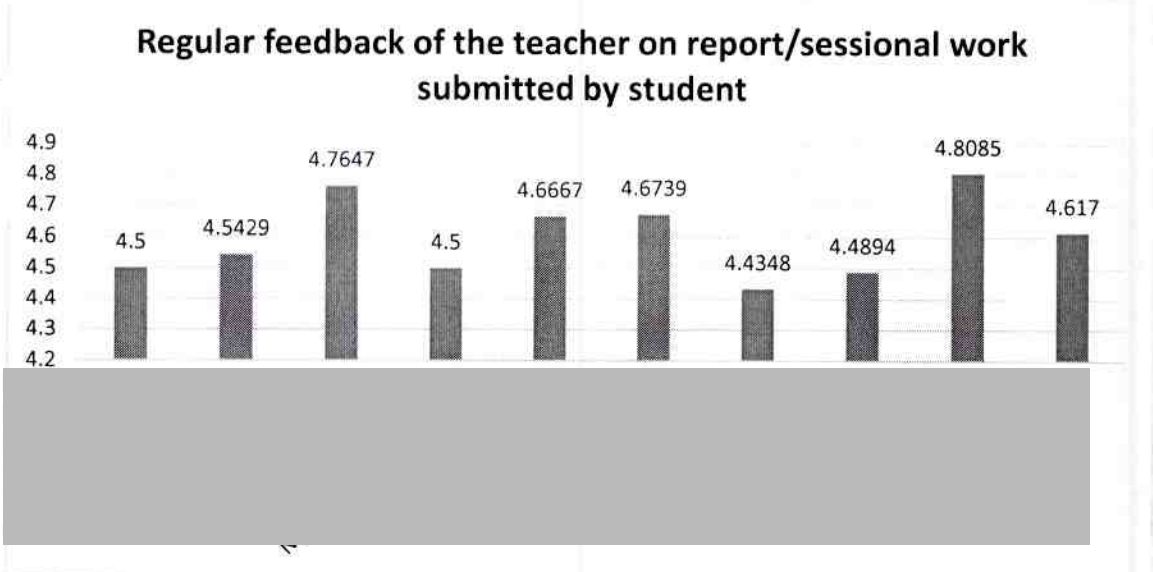
6.1 Availability and level of laboratory instruction sheet/other material:



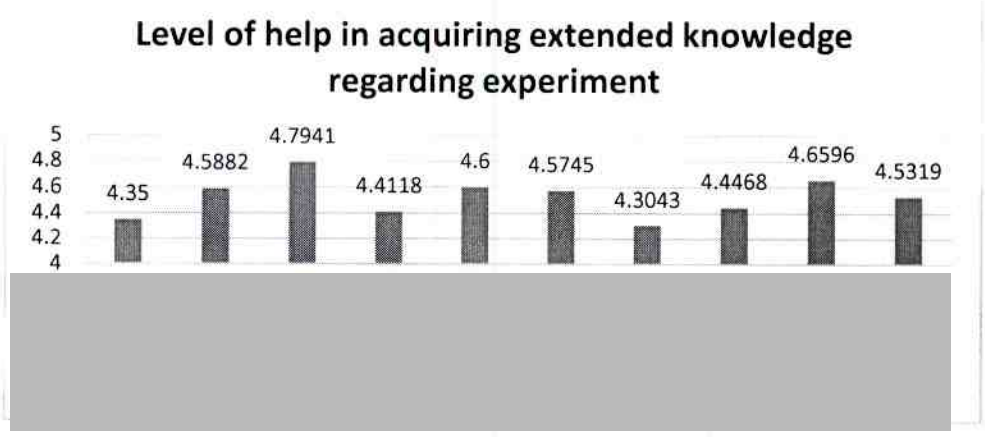
6.2 Level of interaction with the teacher during laboratory:



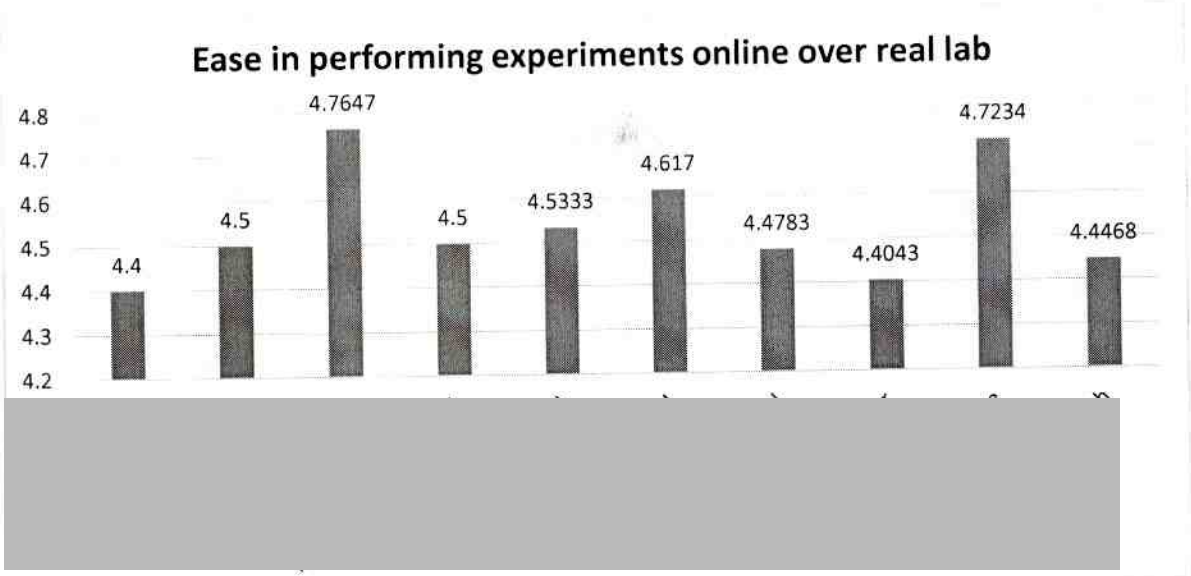
6.3 Regular feedback of the teacher on report/sessional work submitted by student:



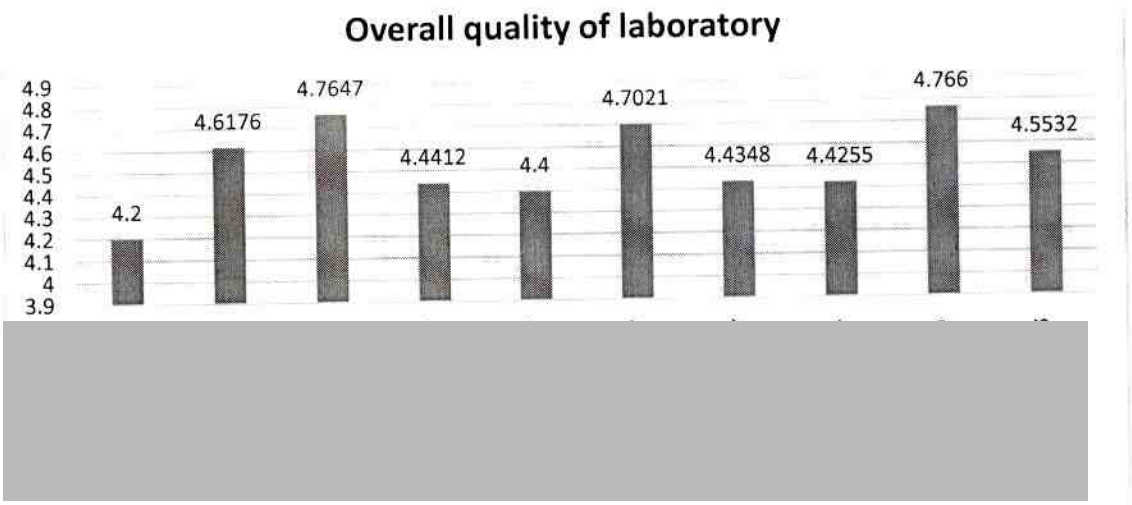
6.4 Level of help in acquiring extended knowledge regarding experiment:



6.5 Ease in performing experiments online over real lab:



6.6 Overall quality of lab:



7. General Actions taken by department

- The overall feedback by VI semester students seems quite satisfactory. However, there are some grey areas in few points and department has taken necessary steps of the same for improvement.
- The faculty members who received slightly poor feedback were provided constructive feedback and suggestions for improvement by HOD.
- Faculty members were told to share detailed quality notes with students after the class.
- Faculty members were advised to motivate students to purchase at least one hard copy of text book of each subject from good publisher.
- A request has been sent to central library with the titles of e-books that institute can purchase for the benefit of students.
- In general, faculty members concerned were advise to take their classes on time. As per feedback, 2-3 faculty members have postponed their classes due to some

academic, administrative reasons. They were advised NOT to change class timings as per their convenience. They may, however, with HOD permission swap the class with some other faculty taking class of same section.

- Faculty members generally make the students aware about the COs, POs in their initial classes. However, the faculty members were advised to repeat periodically in 2-3 times this important information for the students those were absent in initial classes.
- Concerned faculty members were especially talked and advised to improve their teaching methodology and incorporate relevant study materials containing sufficient examples and applications.
- Faculty members were told to administer proper tutorial sheets and numerical questions will be reviewed by DPAQIC during academic audit.
- Faculty members were asked to put more efforts in enrollment, registration, assignment submission and successful completion of NPTEL/MOOC courses.
- In addition, faculty members were also told to advice students to attend the related STTPS, Workshops etc. to enhance their knowledge.
- As per the feedback from students' laboratory instruction sheets are well developed and available in most of the laboratories.
- Laboratory manuals and instruction manuals of all laboratories were reviewed by DPAQIC and some faculty members were advised to modify the laboratory manuals particularly is sessional courses.
- Faculty members having poor feedback in interactive teaching were asked to add some recent applications, literature related to particular experiments.
- Faculty members were also told to conduct some experiments on virtual lab platforms for the benefit of students.
- The students are satisfied by the laboratory classes delivered to them. However, sessional courses are the grey areas identified and improvements have been targeted for next session.
- Most of the laboratories in the department already have state-of-the art infrastructure. However, as seen in feedback, sessional courses like Machine Design is an issue. So, concerned faculty member was told to include some real life engineering problems in this course.
- Video-lectures recorded with high-definition professional cameras in Institute recording studios have been furnished to students through ERP so that they can refer them and clear doubts at remote location also

Dheeraj Joshi

Prof. Dheeraj Joshi

Head, Deptt. of Mechanical Engg.

Department of Mechanical Engineering

Analysis of Student Feedback

Program:	B.Tech (2nd Year)	Semester:	IV	Session:	2022-2023

1. No of Students Providing Feedback: 25

2. Feedback Collection Dates: June, 2023

3. Feedback Questions and Answer Option for Theory Courses:

S. No.	Questions	Answer Options
1	Audibility of lecture	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
2	Clarity of presentation	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
3	Level of preparedness of the teacher for the class	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
4	Punctuality of class	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
5	Awareness of course objectives and Outcomes, program outcomes as communicated by the teacher	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
6	Ability of the teacher to communicate the concepts effectively through examples and applications	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
7	Use of chalk-board/OHP/presentations/Online tools for effective teaching	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
8	Effectiveness of online teaching and learning of the given course of study	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
9	Usage of student centric methods (learning through experiments and problem solving methodologies) for enhanced learning experience	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
10	Ability of the teacher to identify weakness/strength of students	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
11	Encouragement to students by the teacher in providing right level of challenges	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
12	Level of interaction with the students during lecture	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
13	Encouragement received from the teacher to participate in curricular activities like	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)

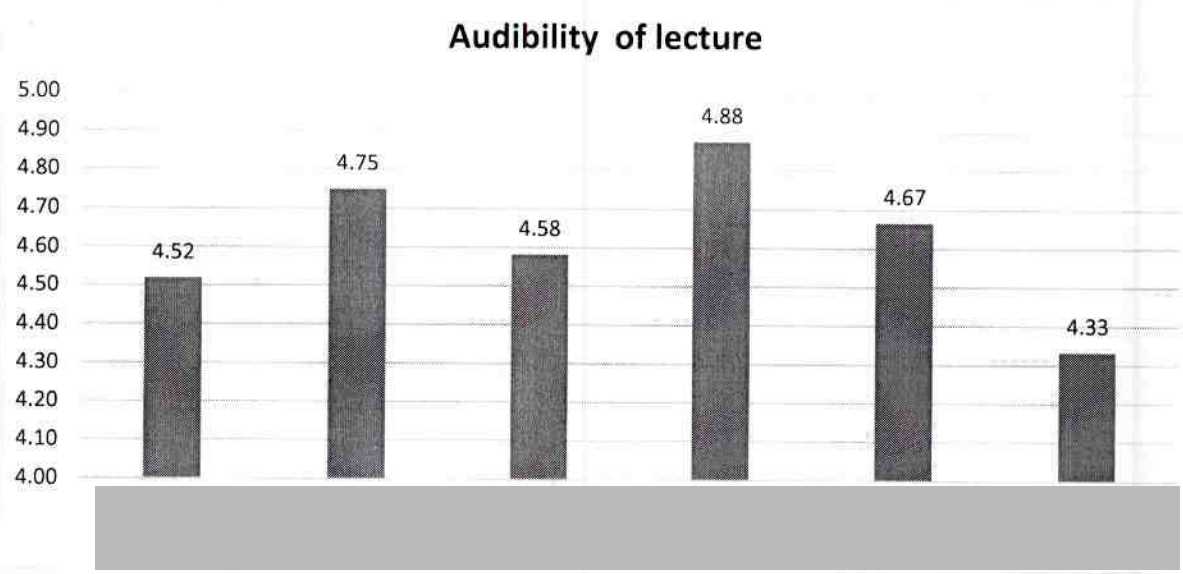
	workshops/ internships/ seminars/ conferences and MOOCs to earn credits etc.	
14	Sharing of teaching material with students	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
15	Overall quality of tea	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)

4. Feedback Questions and Answer Option for Laboratory Courses:

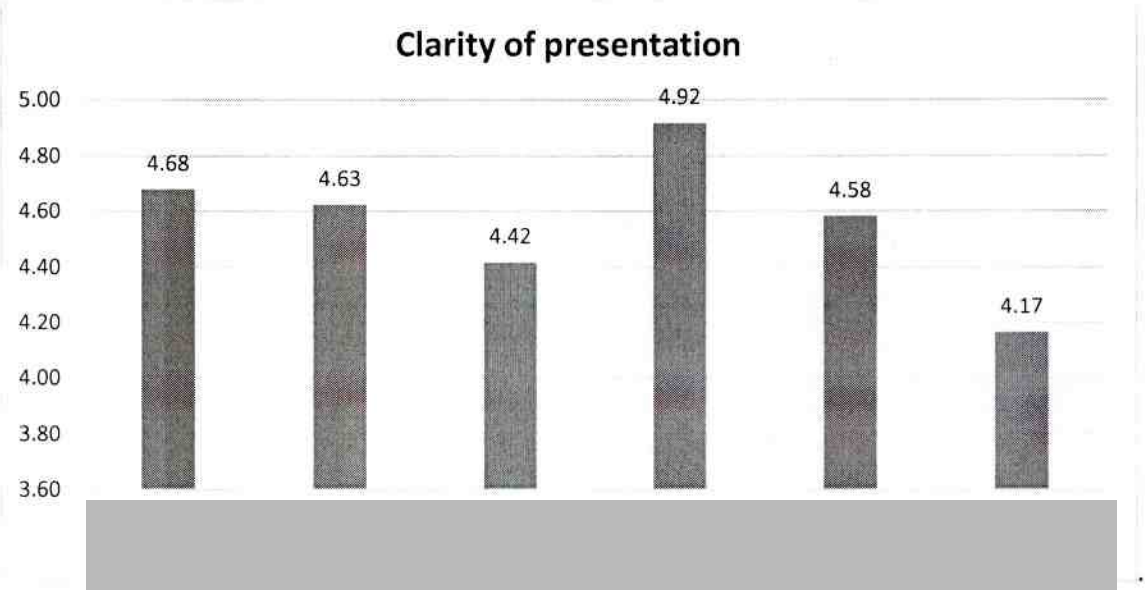
S. No.	Questions	Answer Options
1	Availability of equipment and level of laboratory instruction sheet/other material	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
2	Level of interaction with the teacher during laboratory	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
3	Regular feedback of the teacher on report/sessional work submitted by student	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
4	Level of help in acquiring extended knowledge regarding experiment	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
5	Ease in performing experiments online over real lab	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
6	Overall quality of laboratory	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)

5. Point-wise Feedback Analysis of Theory Courses

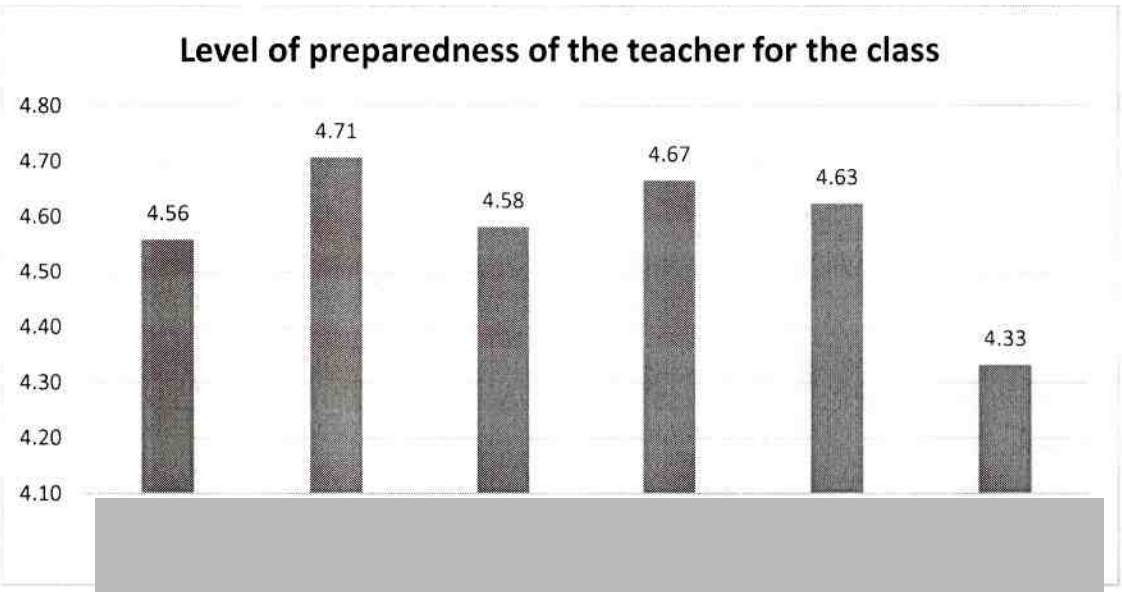
5.1 Audibility of lectures



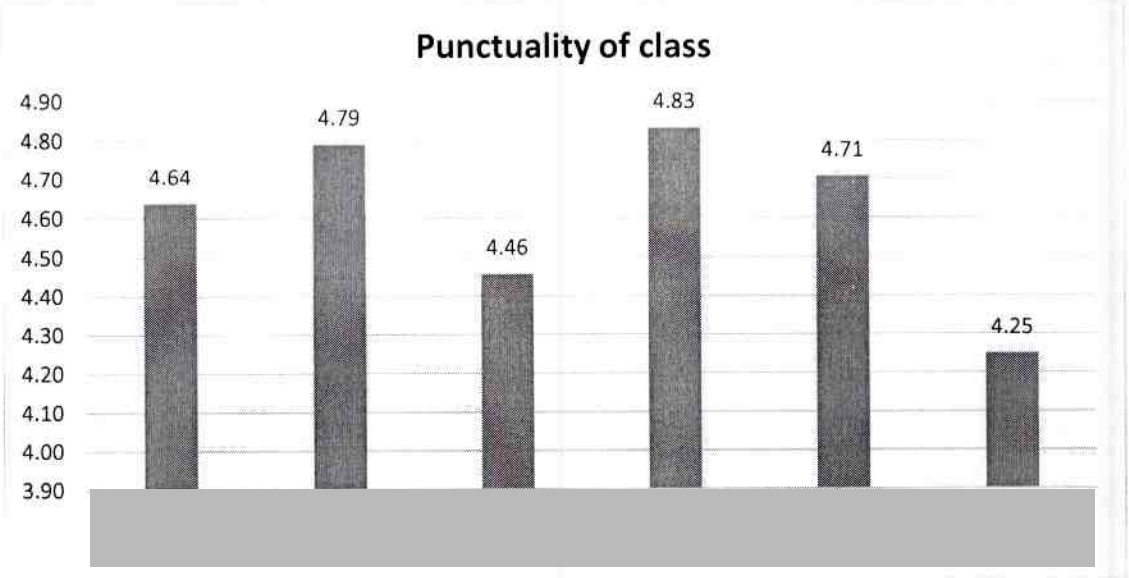
5.2 Clarity of presentation:



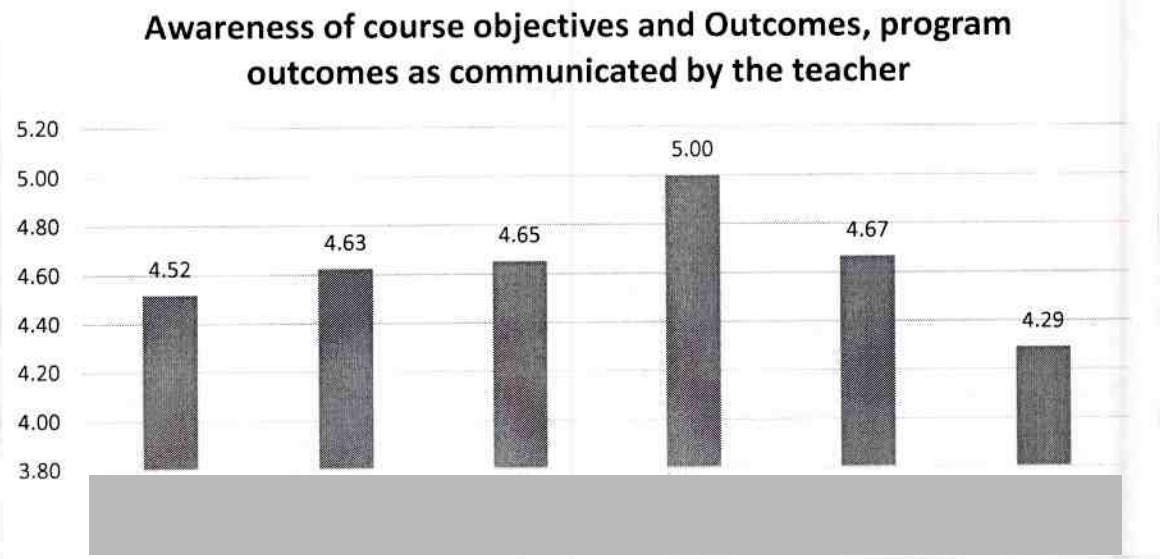
5.3 Level of preparedness of the teacher for the class:



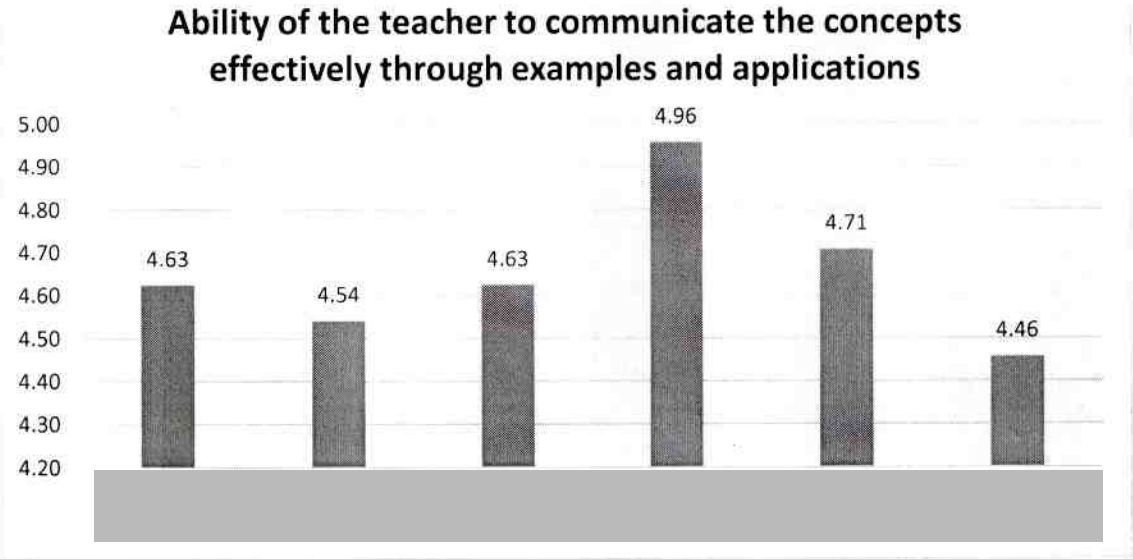
5.4 Punctuality of class:



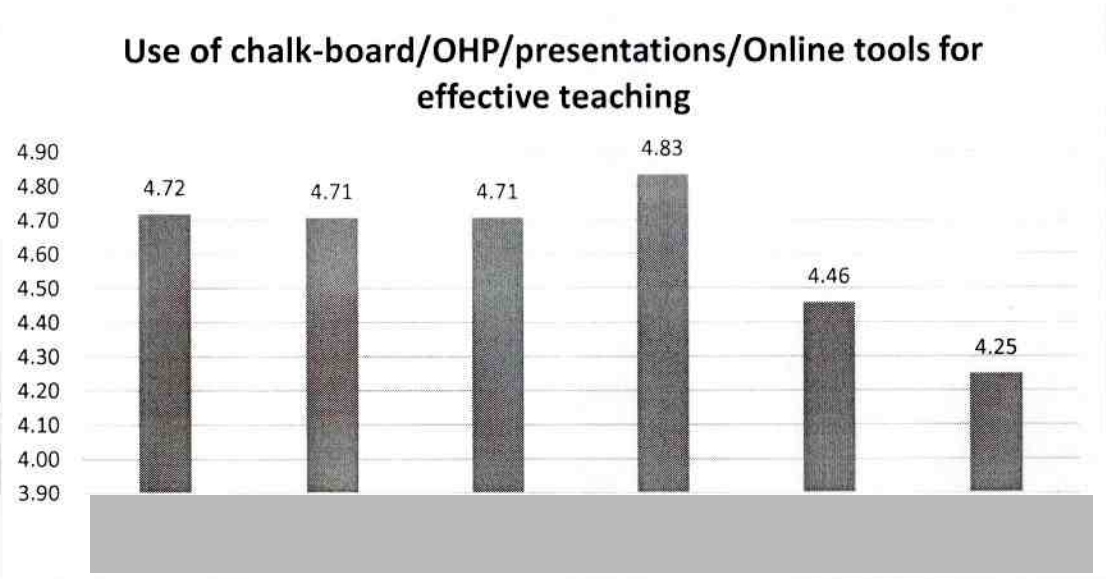
5.5 Awareness of course objectives and Outcomes, program outcomes as communicated by the teacher:



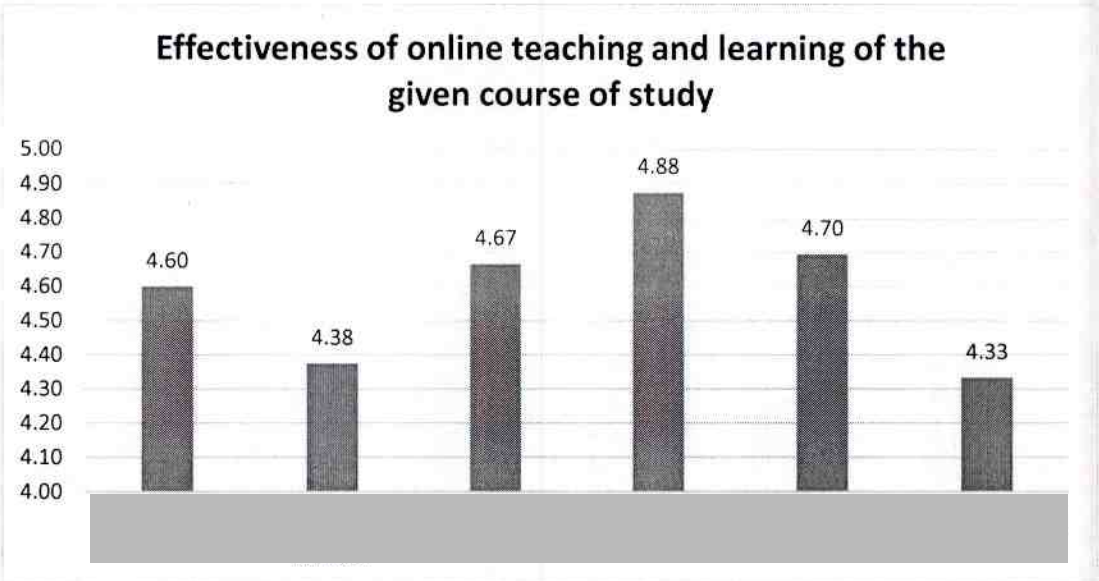
5.6 Ability of the teacher to communicate the concepts effectively through examples and applications:



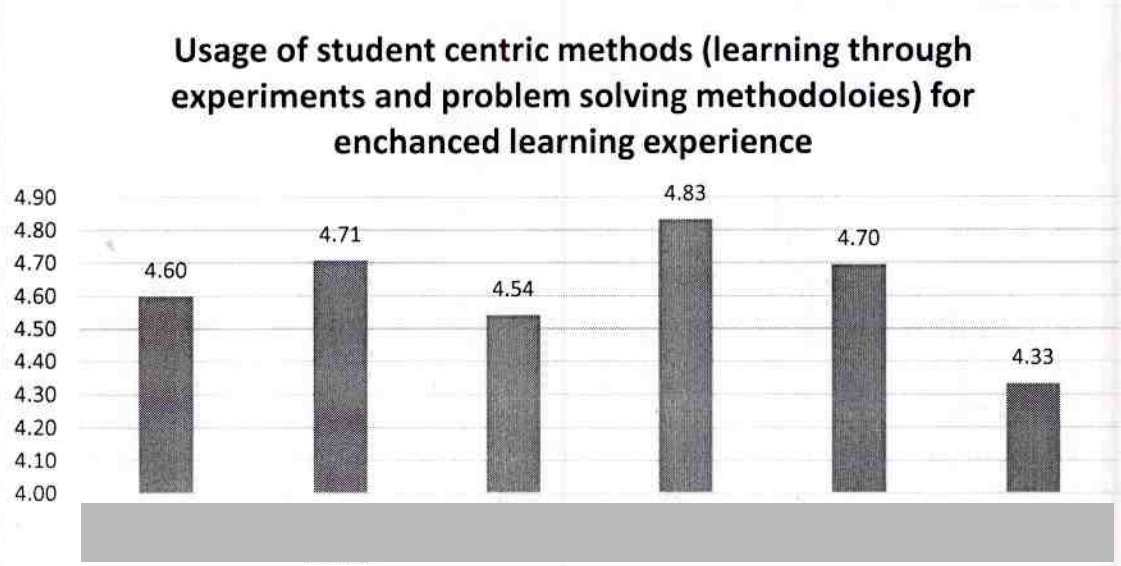
5.7 Use of chalk-board/OHP/presentations/Online tools for effective teaching:



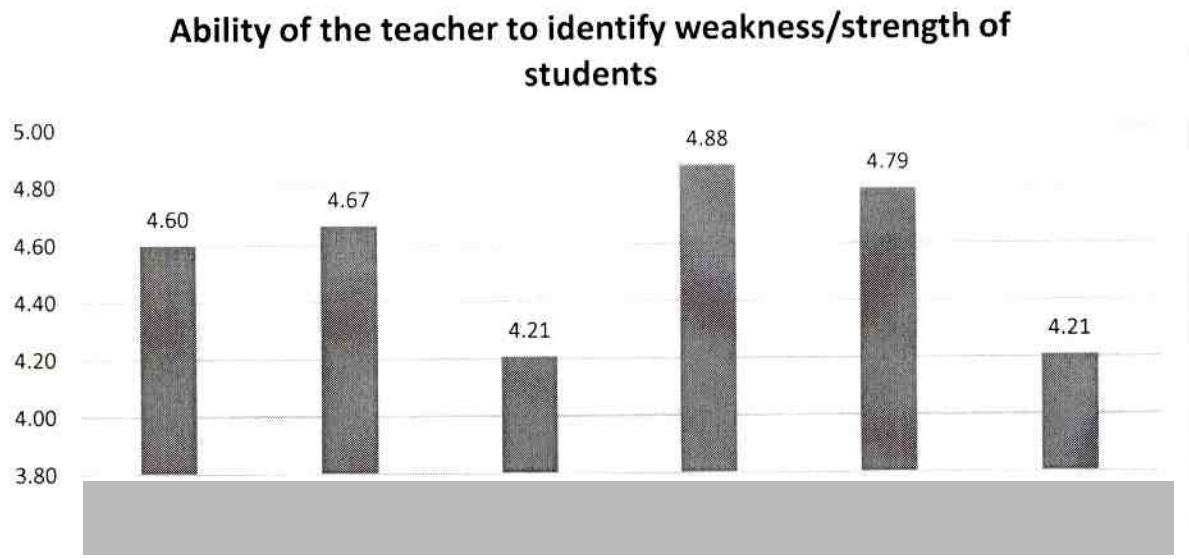
5.8 Effectiveness of online teaching and learning of the given course of study:



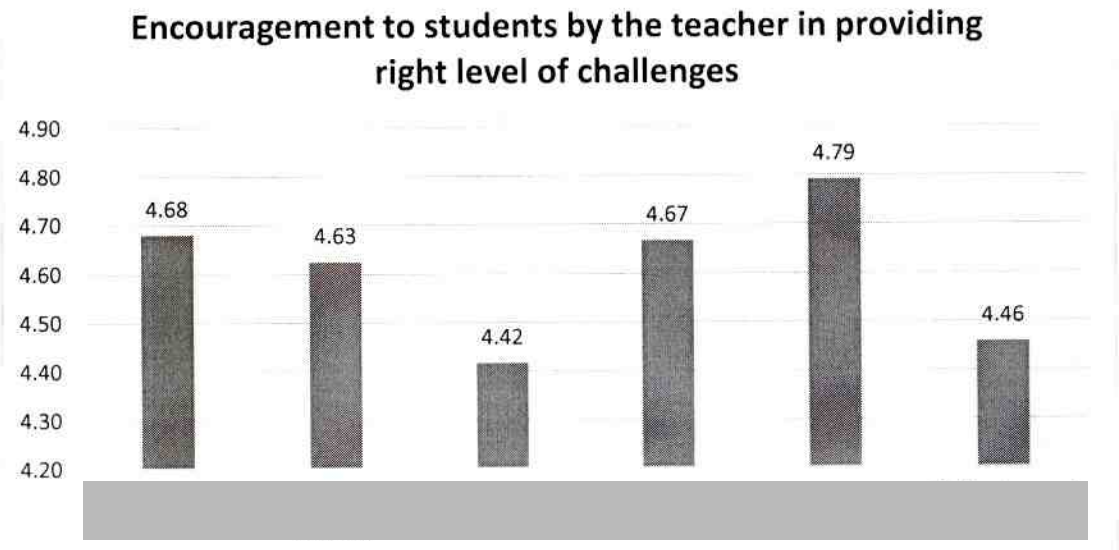
5.9 Usage of student centric methods (learning through experiments and problem solving methodologies) for enhanced learning experience:



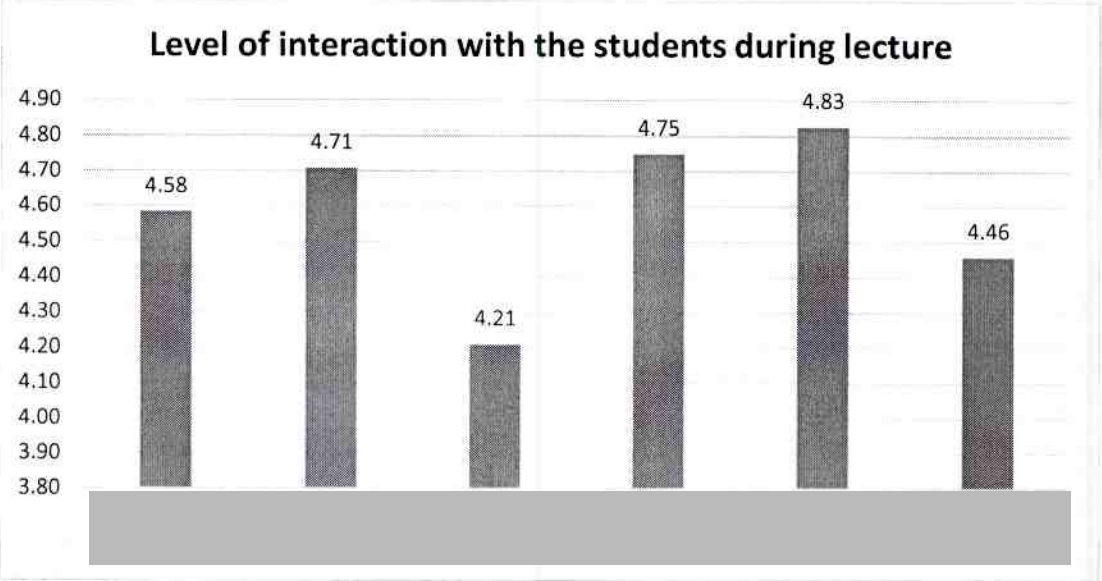
5.10 Ability of the teacher to identify weakness/strength of students:



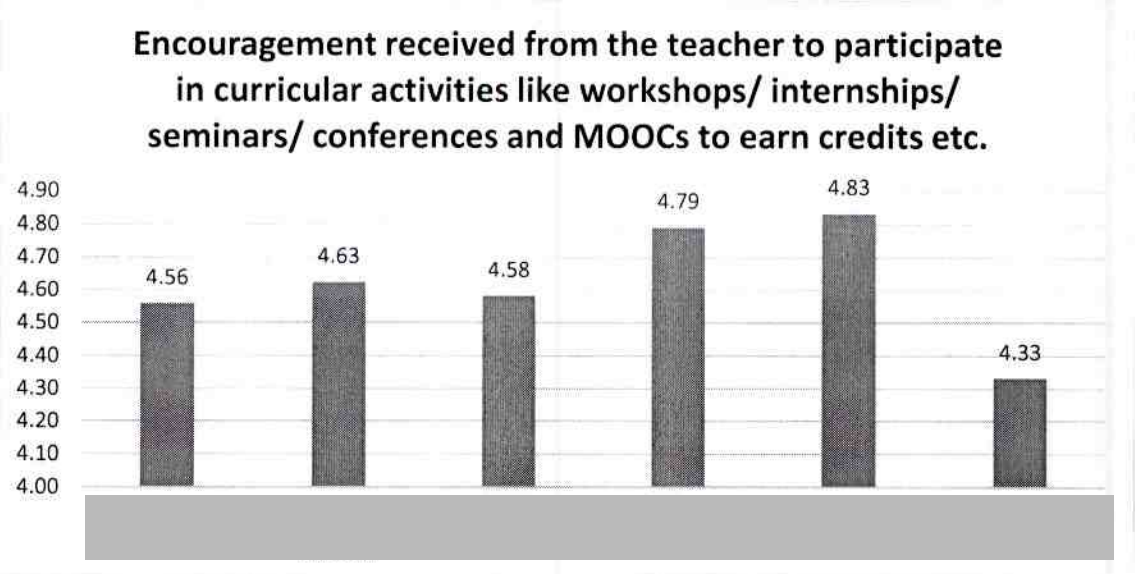
5.11 Encouragement to students by the teacher in providing right level of challenges



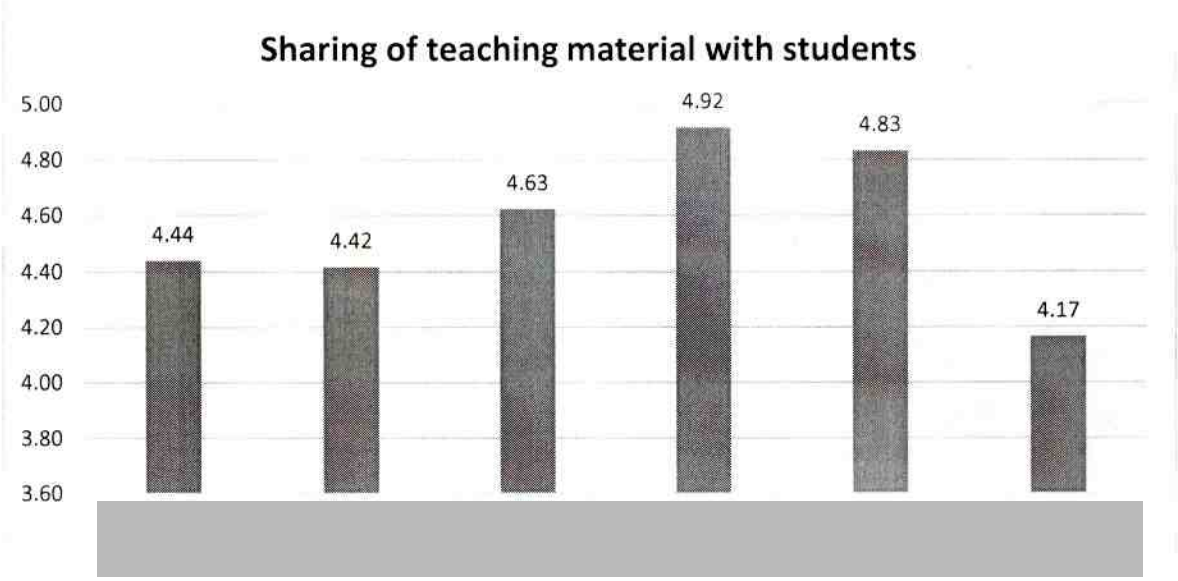
5.12 Level of interaction with the students during lecture



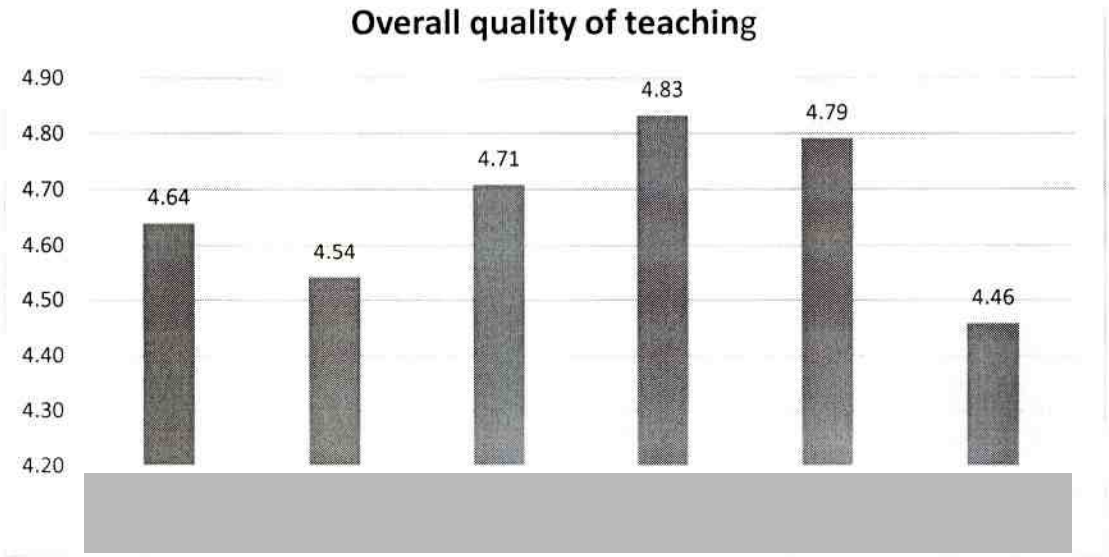
5.13 Encouragement received from the teacher to participate in curricular activities like workshops/ internships/ seminars/ conferences and MOOCs to earn credits etc:



5.14 Sharing of teaching material with students :

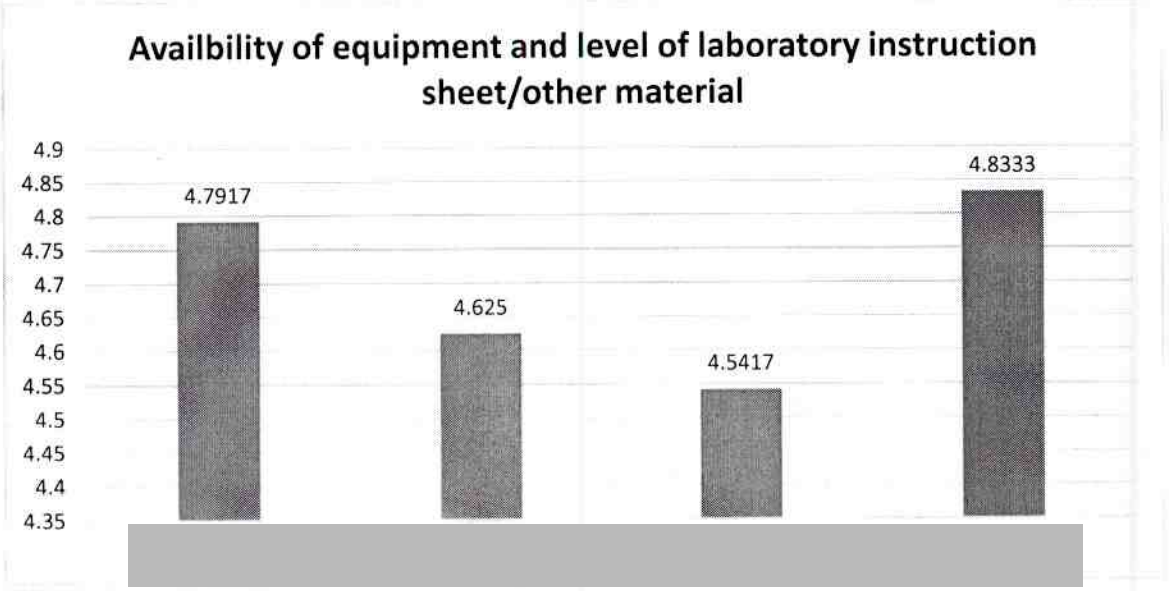


5.15 Overall quality of teaching:

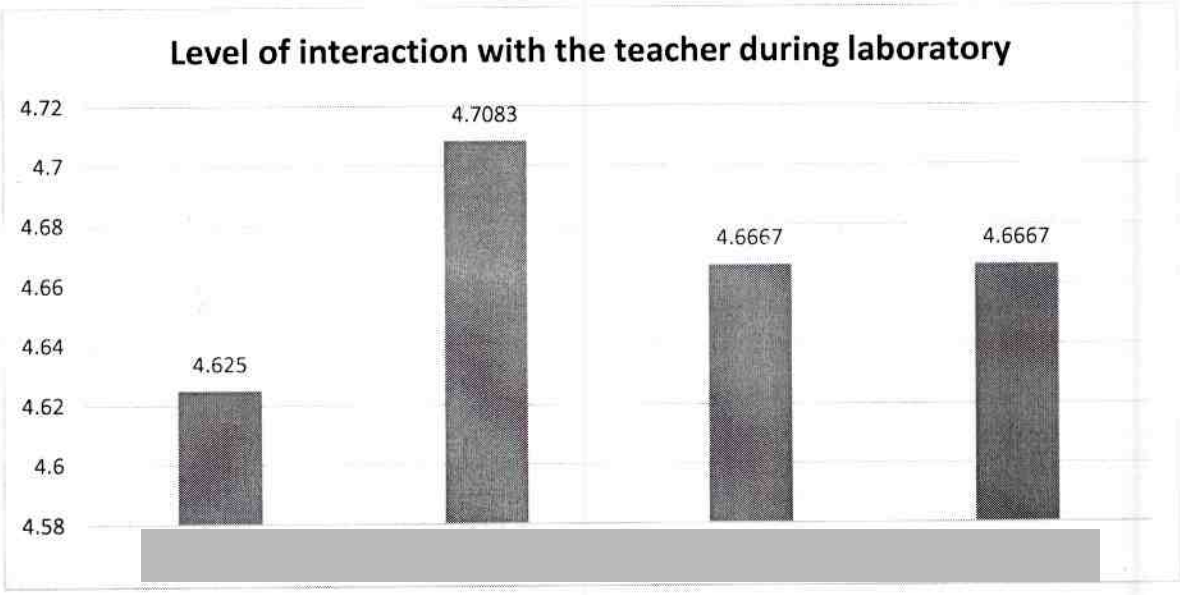


6. Point-wise Feedback Analysis of Laboratory Courses

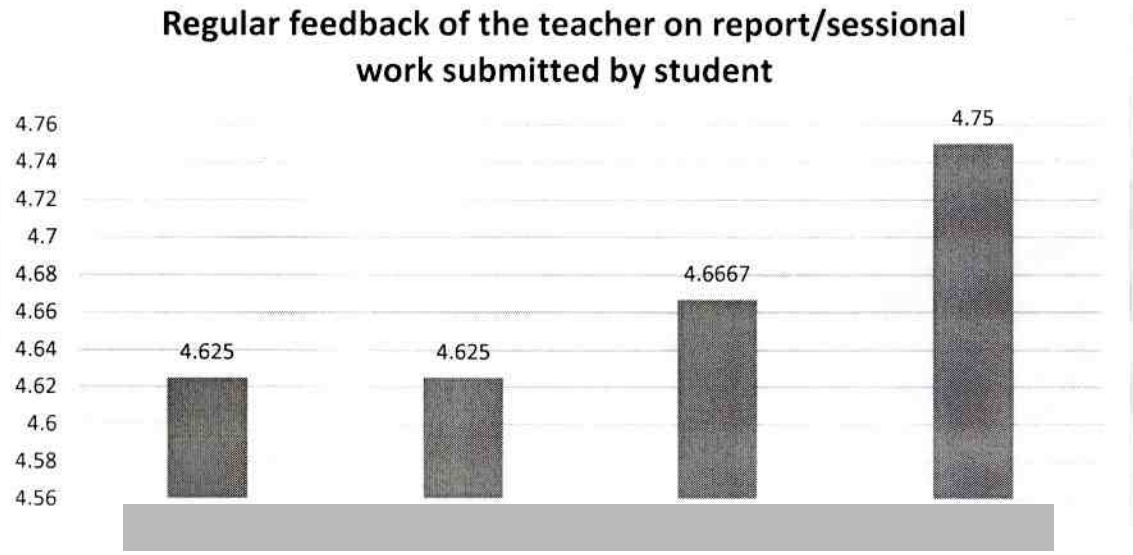
6.1 Availability and level of laboratory instruction sheet/other material:



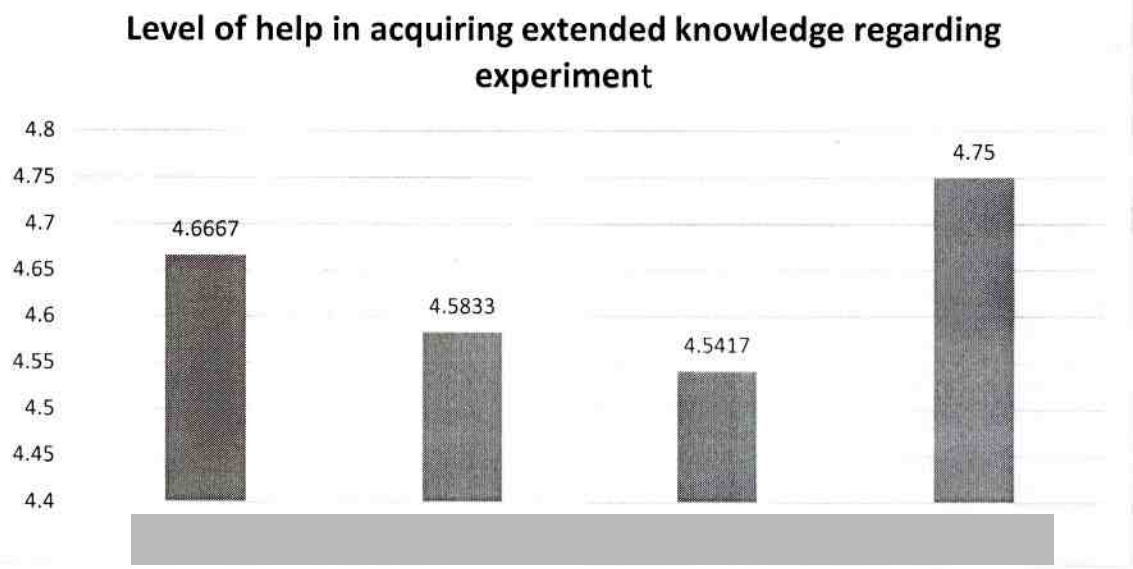
6.2 Level of interaction with the teacher during laboratory:



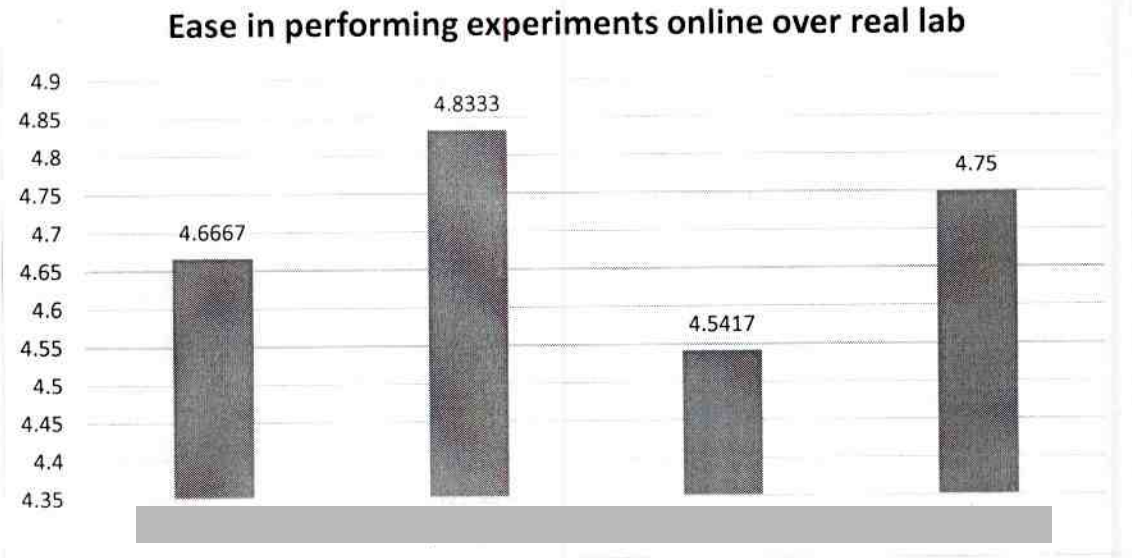
6.3 Regular feedback of the teacher on report/sessional work submitted by student:



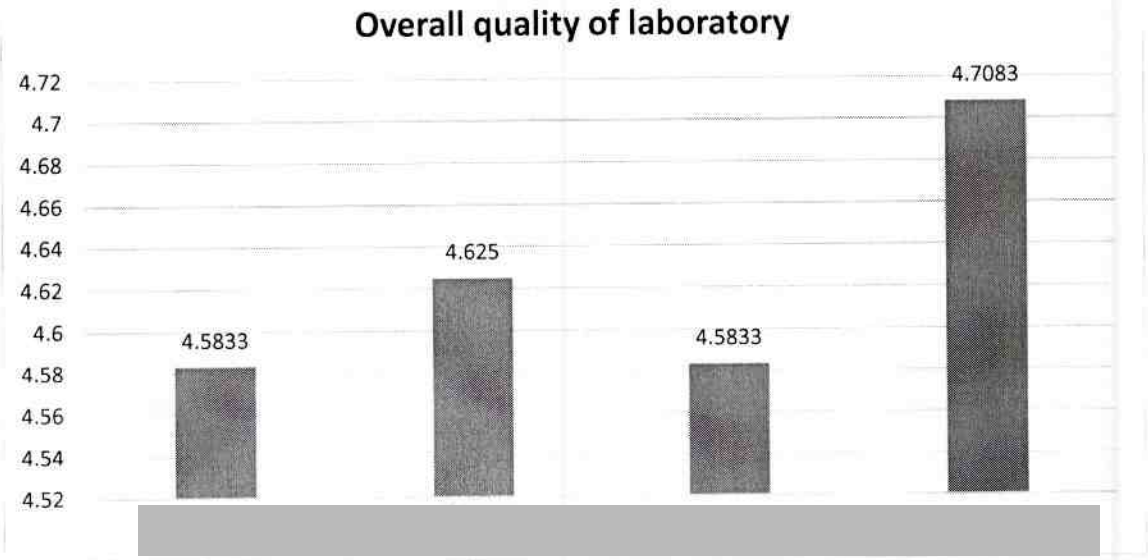
6.4 Level of help in acquiring extended knowledge regarding experiment:



6.5 Ease in performing experiments online over real lab:



6.6 Overall quality of laboratory:



7. General Action Taken by Department

- The feedback was disseminated to faculty by two ways:
  - During personal meeting in HOD cabin
  - During general departmental meeting
- Faculty members having low scores in a particular aspect were intimated about the same and they were advised to improve their skills in this aspect.

- Other faculty members who have good scores were motivated to keep this trend and continue the good practices of teaching-learning process.
- The points in which there was very low scores of particular faculty were discussed personally and methods and means were advised to faculty for improvement in coming session.
- In departmental meetings the common points of feedback analysis were also discussed. The faculty members were informed about the general comments by students on teaching-learning and other functions of Institute and department.
- Some points which were common were discussed in general meeting and undersigned advised faculty members to improve on grey areas. In addition, faculty having good scores were asked to interact and suggest best practices with other faculty to improve on the same.
- Some of the grey areas were highlighted in the meeting such as audibility of lectures, clarity of presentation, availability of faculty after class, furnishing of teaching materials to students etc. All faculty members were advised to share clear, lecture-wise notes with students after the class so that they can better understand the concepts.
- On particular comments of faculty, the concerned faculty members were counseled by undersigned in isolation for their professional growth.
- The faculty members teaching analytical subjects were asked to continue one extra lecture in their courses in next session also so that proper contact hours are available to students for building their concepts.

Deepraj Joshi

(HOD, ME Deptt.)