



Swami Keshvanand Institute of Technology, Management & Gramothan

(Accredited by NAAC with 'A++' Grade)

Approved by AICTE, Ministry of HRD, 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 2023-24

🏠: RAMNAGARIA (JAGATPURA), JAIPUR-302017 (RAJASTHAN), INDIA

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Feedback on Central Facilities



Swami Keshvanand Institute of Technology, Management & Gramothan

Ramnagar, Jagatpura, Jaipur-302017

Feedback Analysis

The Feedback has been received from 3666 students.

Feedback was taken on the basis of 26 various criteria. Feedback for most of the categories was in good to excellent range. The bar graph and pie chart for most of the feedbacks received represent positive feedback from the students towards central and overall facilities of the institute as well as the curriculum.

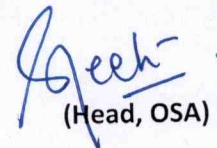
Positive Feedback

1. Most of the students were quite satisfied with the curriculum of the university.
2. Students were agreed that curriculum inculcates soft skills, campus recruitment training, life skills, employability skills and relevant add-on courses to make them ready for the world of work
3. There were ample opportunities for the students for field visit and internships.
4. Institute has conducted enough number of relevant Seminars, Workshops, Alumni Interactions and Student Development Programmes to improve oral, written communication and technical skills for students.
5. The use of information technology and modern software tools to design and develop the applications were adequate.
6. Most of the students agreed that the syllabus has increased their interest, knowledge and prospective in the subject area.
7. The course curriculum has good correlation between theory and practical and institute has enough resources to complete it.
8. Students were fully satisfied with the internal evaluation system which supports critical thinking with reference to syllabus.
9. Students agreed that the curriculum facilitates them in cognitive, social, and emotional growth.
10. Most of the students believed that the institute promotes internship and field visits opportunity for them.
11. Institute has made enough efforts to imbibe soft skills, life skills and employability skills and opportunities to learn and grow.
12. Student find the campus clean, calm, safe, secure, peaceful and ideal place for learning and development.
13. Institute's library is enriched with abundant sources of on line educational resources and lecture videos.
14. Students very much appreciated the batch counselling system of the college which supports and encourages them in all aspects.
15. Other than curriculum books, library is enriched with journals, magazines, newspapers and books belonging to literature and other motivational speakers.
16. Student are highly impressed by the overall teaching-learning method, experienced faculty members and infrastructure in the labs etc.
17. Students are also satisfied with the access of Science direct journals.
18. Students were satisfied with the skill grooming facilities like public speaking and English learning of toast masters club, softs kill cells etc.
19. Students were satisfied that the NSS cell provides them a platform to contribute for the welfare of society and needy ones.

Areas which need attention Students require more facilities in mess/canteen in the form of hygiene, quality and taste of food. They need more encouragement for participation in extra-curricular activities.

Actions Taken The mess issues were discussed with mess in-charge, hostel warden and mess & canteen monitoring team in the presence of college management and they were further instructed to take utmost care of these issues. ECA in-charge was also requested to increase the number of events in the college and as a positive result, in annual fest, student participation was increased.

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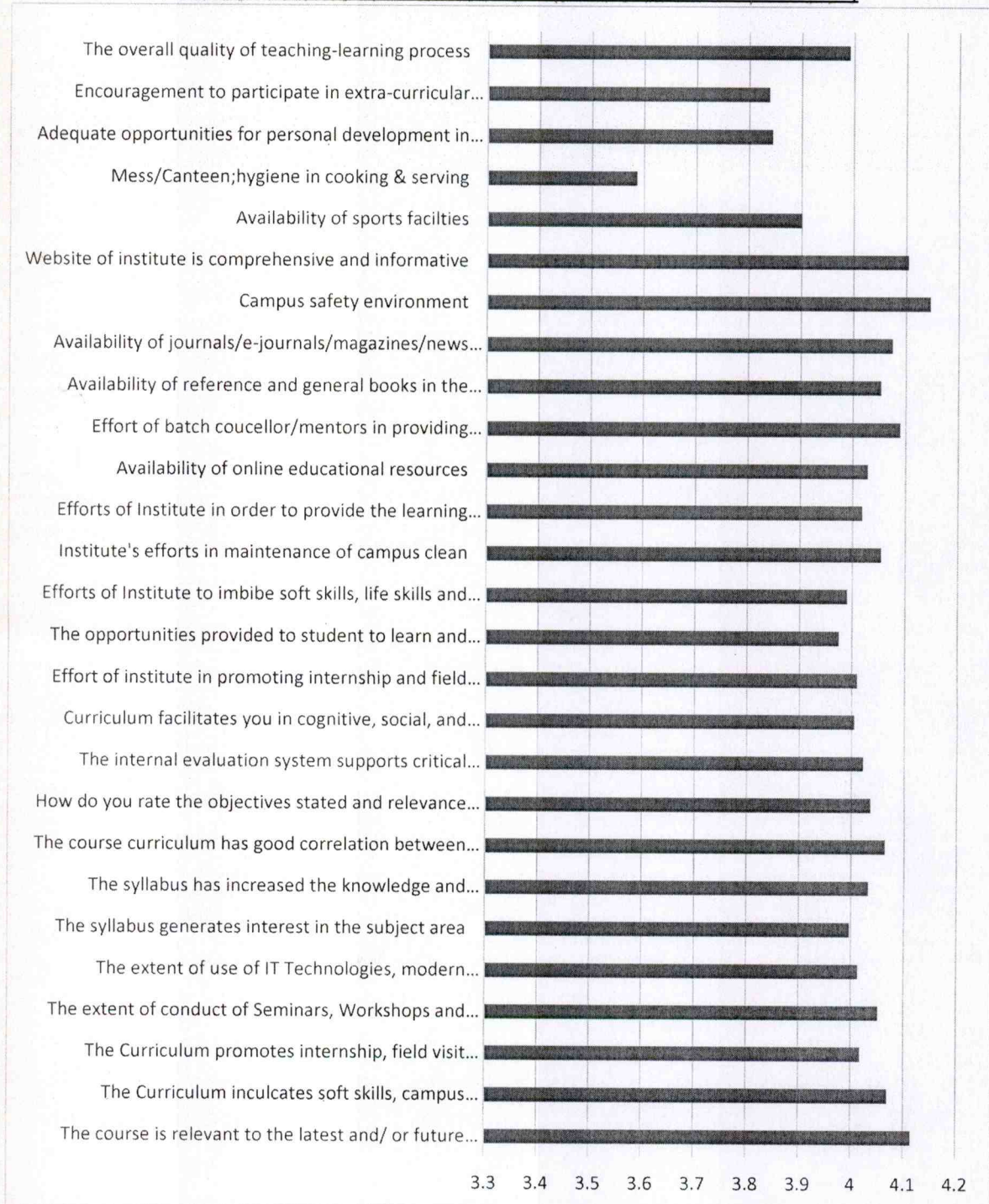

(Head, OSA)



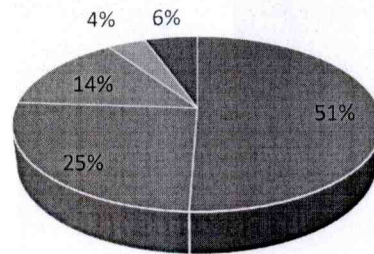
Swami Keshvanand Institute of Technology, Management & Gramothan

Ramnagaria, Jagatpura, Jaipur-302017

Feedback on Central facilities and curriculum (2023-24 Odd Sem)

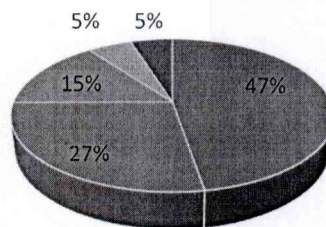


The course is relevant to the latest and/ or future technologies



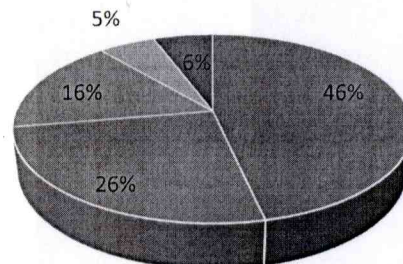
■ Excellent ■ Very Good ■ Good ■ Average ■ Poor

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



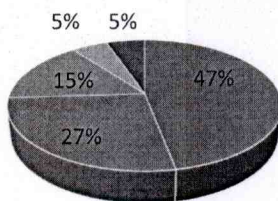
■ Excellent ■ Very Good ■ Good ■ Average ■ Poor

The Curriculum promotes internship, field visit opportunities



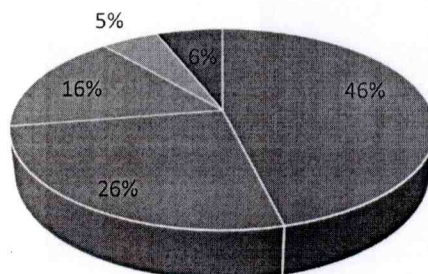
■ Excellent ■ Very Good ■ Good ■ Average ■ Poor

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



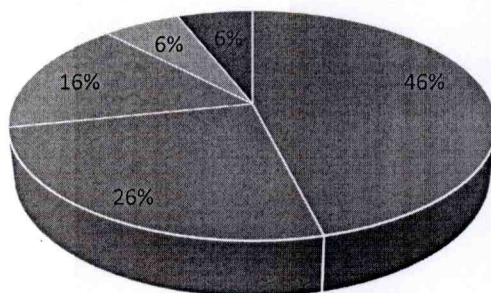
■ Excellent ■ Very Good ■ Good ■ Average ■ Poor

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



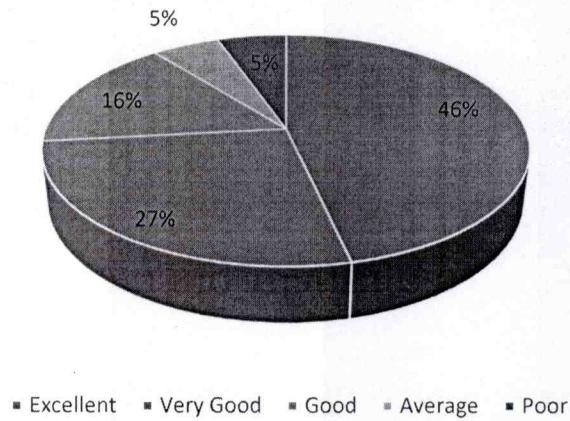
■ Excellent ■ Very Good ■ Good ■ Average ■ Poor

The syllabus generates interest in the subject area

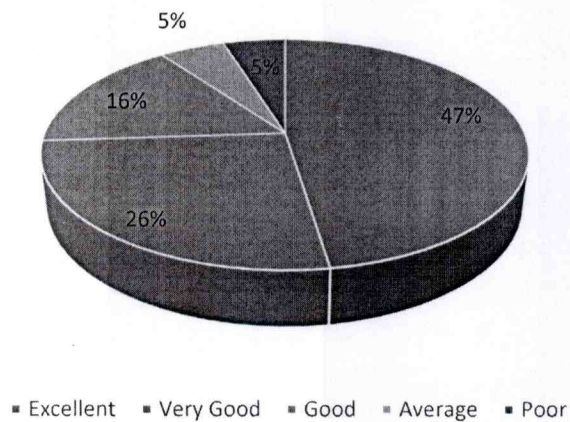


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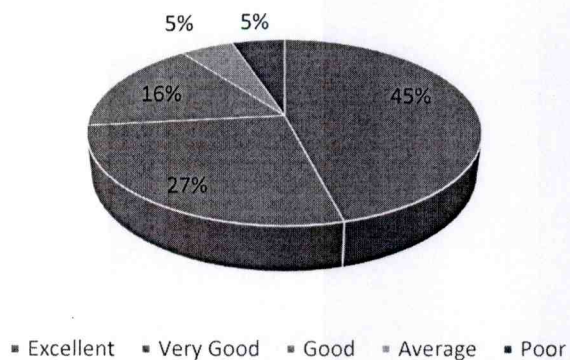
The syllabus has increased the knowledge and prospective in the subject area



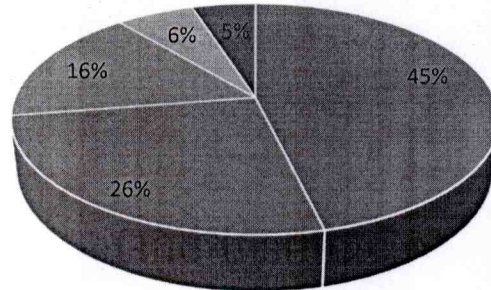
The course curriculum has good correlation between theory and practical



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

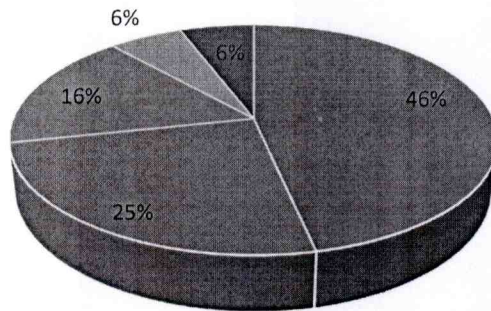


The internal evaluation system supports critical thinking with reference to syllabus



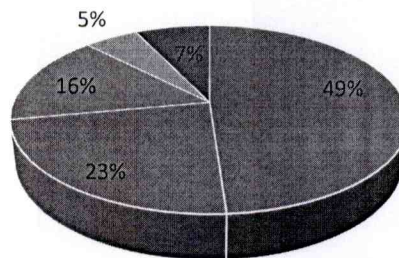
■ Excellent ■ Very Good ■ Good ■ Average ■ Poor

Curriculum facilitates you in cognitive, social, and emotional growth



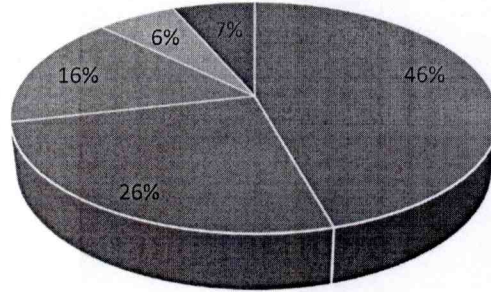
■ Excellent ■ Very Good ■ Good ■ Average ■ Poor

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



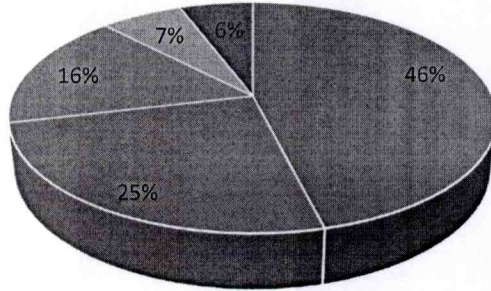
■ Excellent ■ Very Good ■ Good ■ Average ■ Poor

The opportunities provided to student to learn and grow



■ Excellent ■ Very Good ■ Good ■ Average ■ Poor

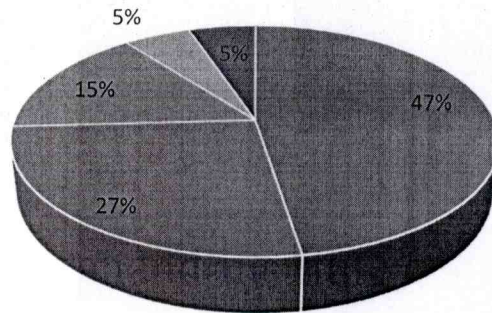
Efforts of Institute to imbibe soft skills, life skills and employability skills



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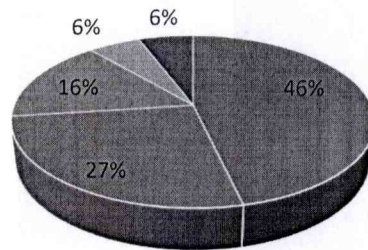


Institute's efforts in maintenance of campus clean



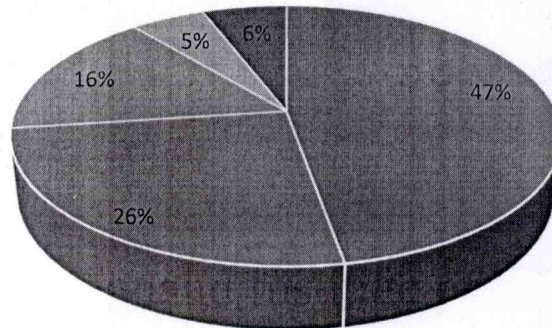
■ Excellent ■ Very Good ■ Good ■ Average ■ Poor

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



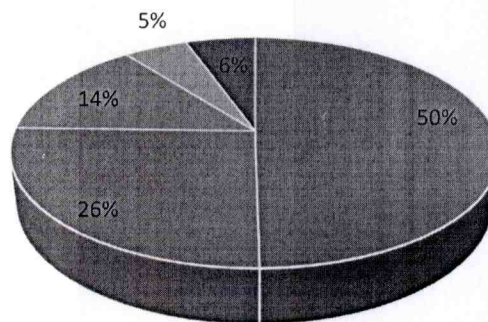
■ Excellent ■ Very Good ■ Good ■ Average ■ Poor

Availability of online educational resources



■ Excellent ■ Very Good ■ Good ■ Average ■ Poor

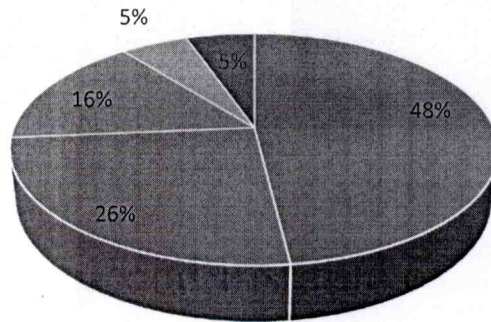
Effort of batch coucellor/mentors in providing necessary assistance and encouragement



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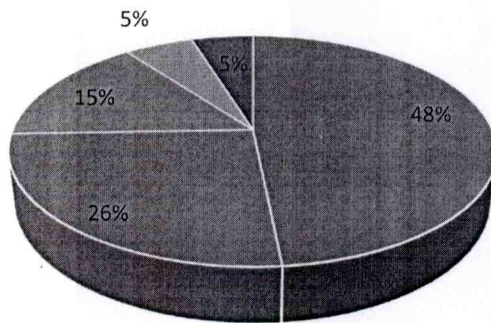


Availability of reference and general books in the library



■ Excellent ■ Very Good ■ Good ■ Average ■ Poor

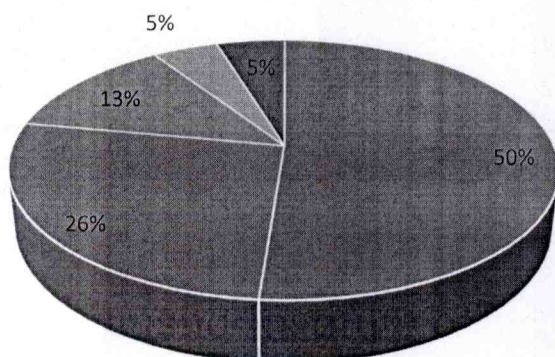
Availability of journals/e-journals/magazines/news paper in library



■ Excellent ■ Very Good ■ Good ■ Average ■ Poor

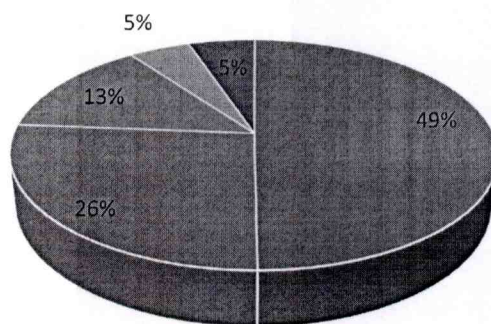


Campus safety environment



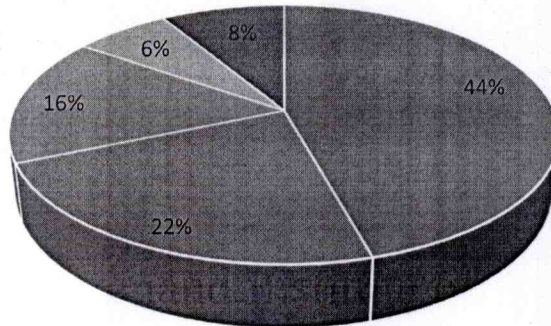
■ Excellent ■ Very Good ■ Good ■ Average ■ Poor

Website of institute is comprehensive and informative



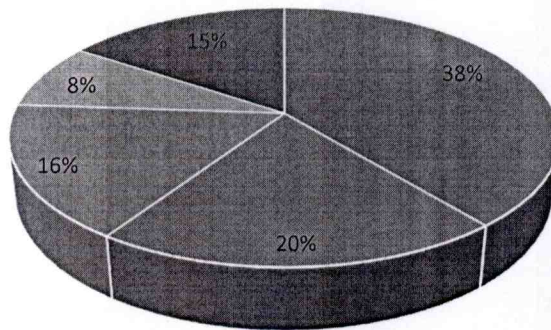
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Availability of sports facilities



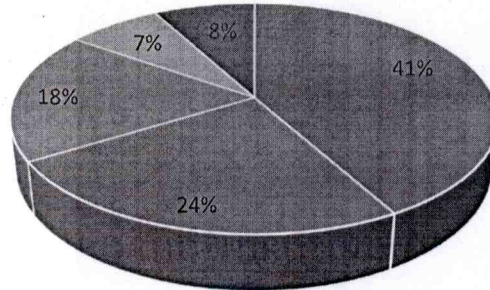
■ Excellent ■ Very Good ■ Good ■ Average ■ Poor

Mess/Canteen; hygiene in cooking & serving



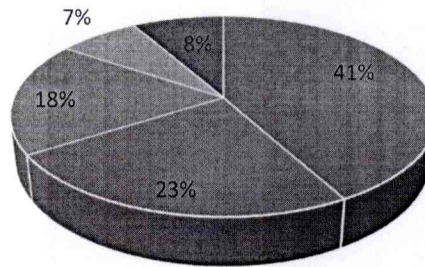
■ Excellent ■ Very Good ■ Good ■ Average ■ Poor

Adequate opportunities for personal development in hobby clubs



■ Excellent ■ Very Good ■ Good ■ Average ■ Poor

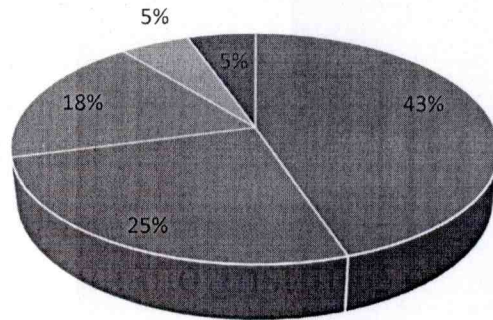
Encouragement to participate in extra-curricular activities like NSS, Games & Sports etc



■ Excellent ■ Very Good ■ Good ■ Average ■ Poor



The overall quality of teaching-learning process



■ Excellent ■ Very Good ■ Good ■ Average ■ Poor



Swami Keshvanand Institute of Technology, Management & Gramothan

Ramnagaria, Jagatpura, Jaipur-302017

Feedback Analysis (2023-24) Central Facilities

The Feedback has been received from 3568 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

The following feedbacks lie in very good to excellent range

1. The students were very much satisfied with the environment of campus especially with respect to the security, greenery and the cleanliness of the campus.
2. Efforts of batch counselors and training and placement mentors for providing assistance to students is praise worthy.
3. Students were highly satisfied with the overall quality of teaching-learning process
4. Institute website is quite easy to understand and very informative.
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 organizes large number of conferences, seminars, workshops and student development programs which have enabled students to improve their oral, written communication and technical skills.
11. Institute provides great efforts to imbibe soft skills, life skills and employability skills
12. Institute promotes internship and field visits opportunity for students
13. Curriculum facilitates cognitive, social, and emotional growth.
14. The internal evaluation system supports critical thinking with reference to syllabus
15. Theory and practical subjects are quite interrelated.
16. The syllabus has increased the knowledge and prospective in the subject area
17. The extent of use of IT Technologies, modern software tools to design and develop the applications are adequate
18. The Curriculum is designed in such a way that it promotes internship, field visit etc.
19. 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
20. 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, hobby clubs and games/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 well facilitated sports complex is ready to 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.

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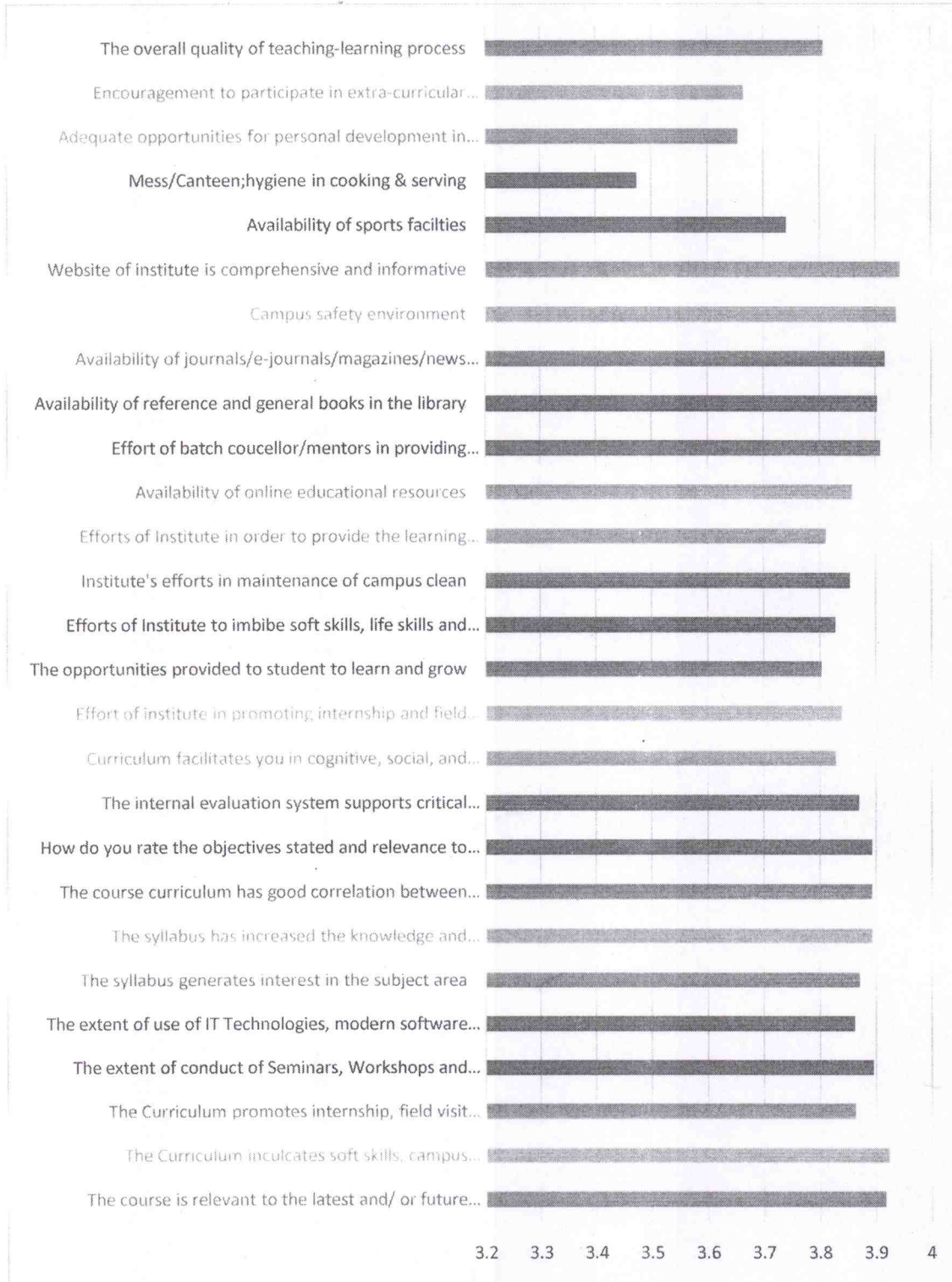

(Head, OSA)



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Ramnagar, Jagatpura, Jaipur-302017

Feedback on Central facilities and curriculum(2023-24)

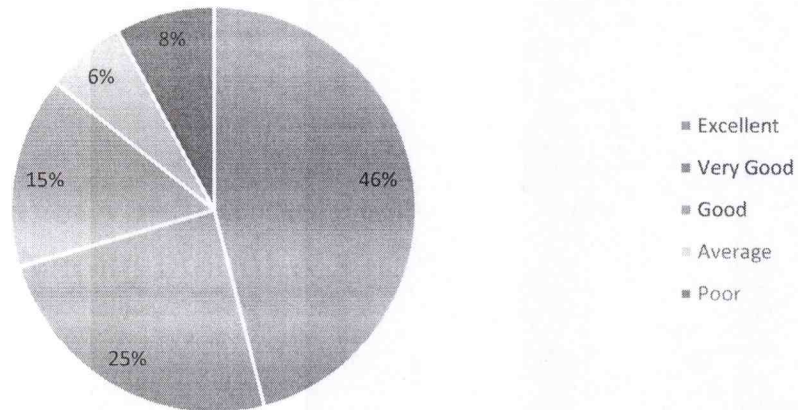




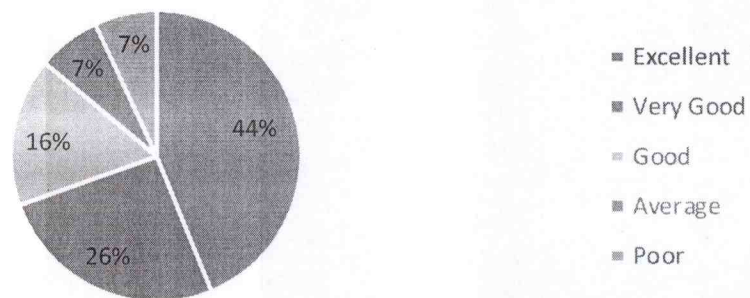
Swami Keshvanand Institute of Technology, Management & Gramothan

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

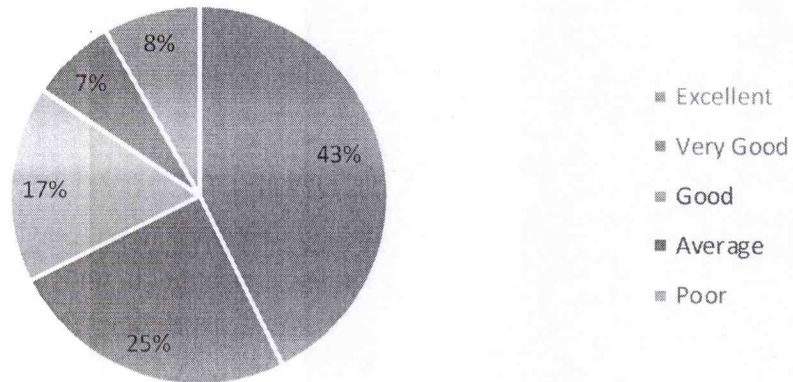


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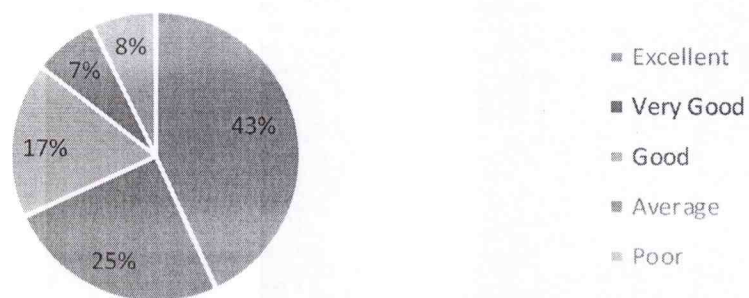




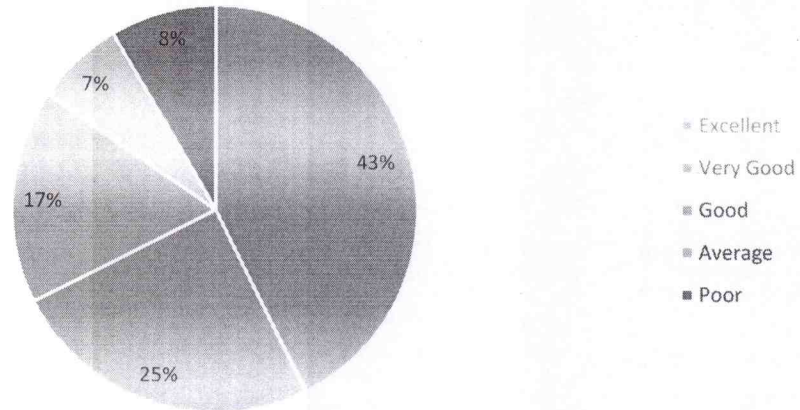
The Curriculum promotes internship, field visit opportunities



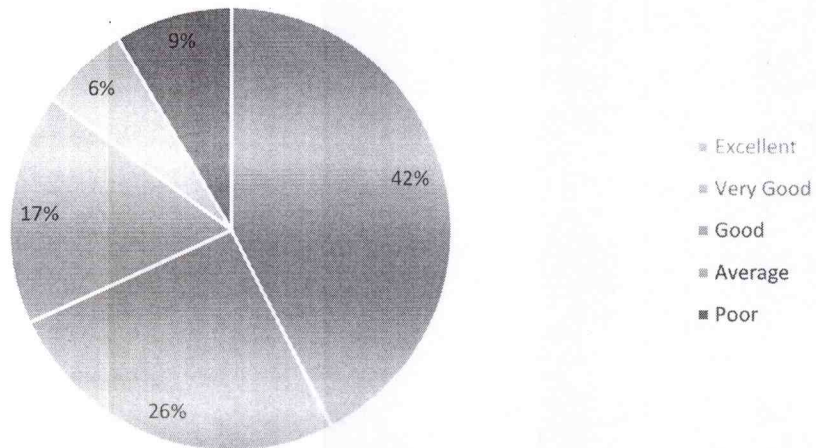
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The extent of use of IT Technologies, modern software tools to design and develop the application were adequate

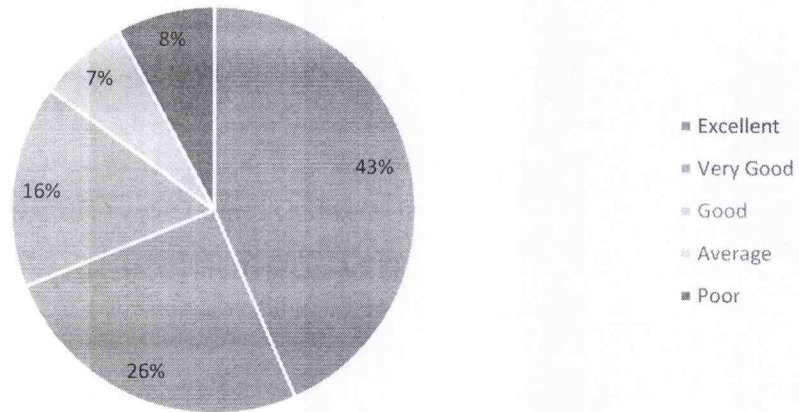


The syllabus generates interest in the subject area

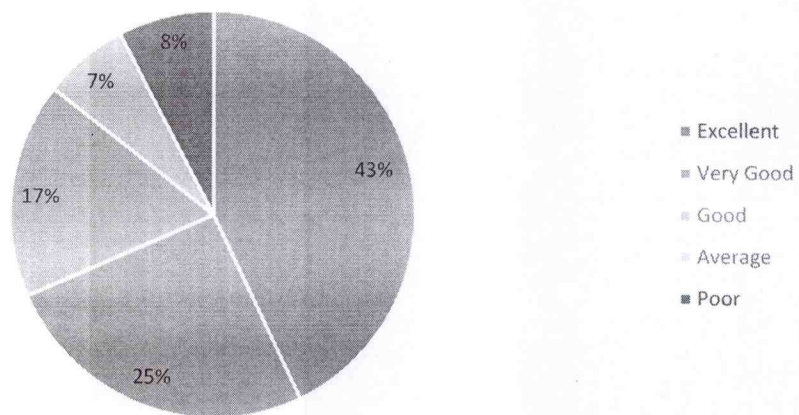




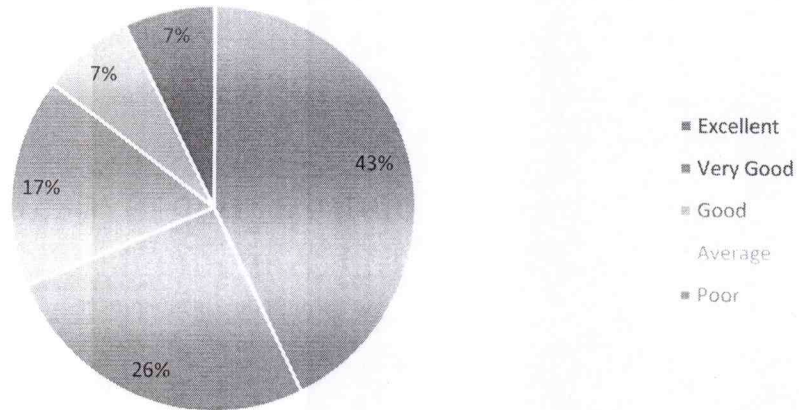
The syllabus has increased the knowledge and prospective in the subject area



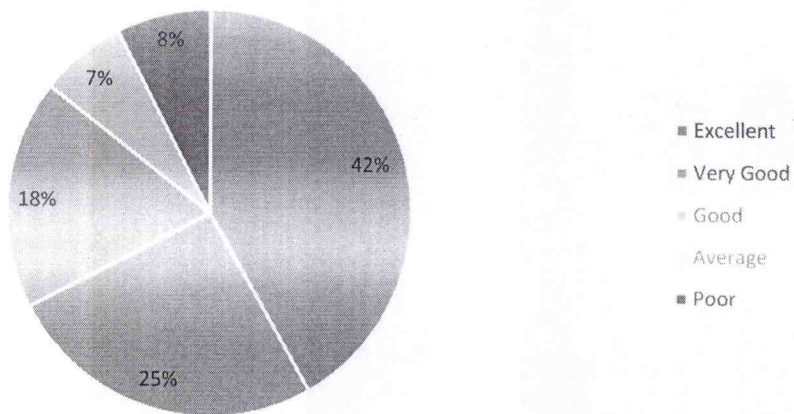
The course curriculum has good correlation between theory and practical



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

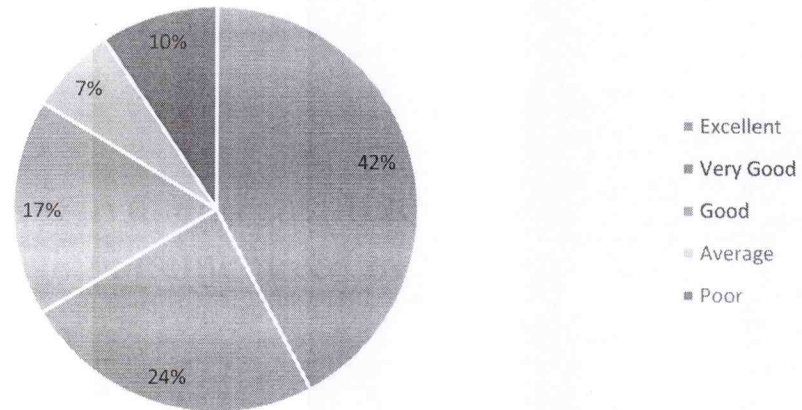


The internal evaluation system supports critical thinking with reference to syllabus

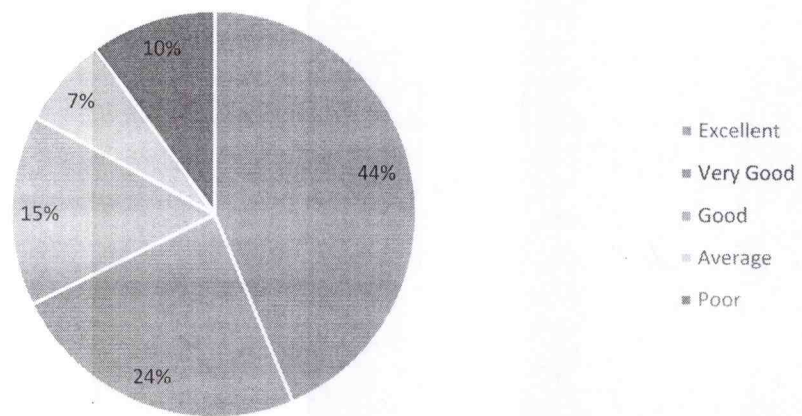




Curriculum facilitates you in cognitive, social, and emotional growth.

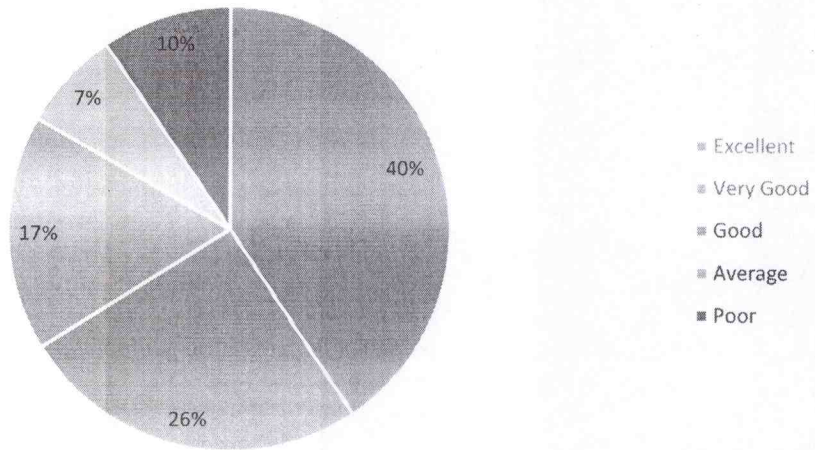


Effort of institute in promoting internship and field visits opportunity for students

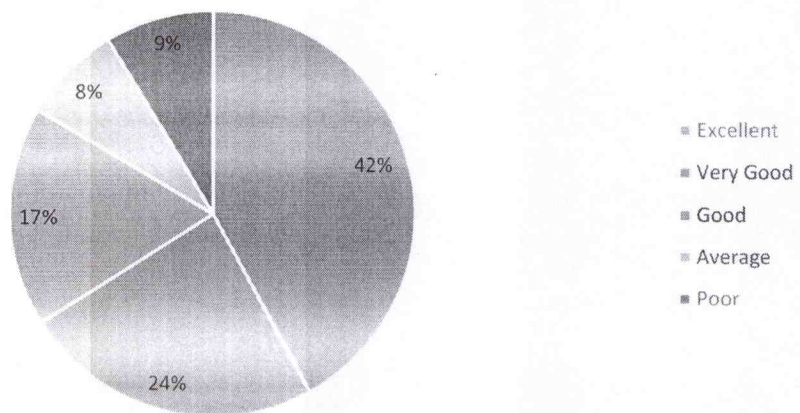




The opportunities provided to student to learn and grow

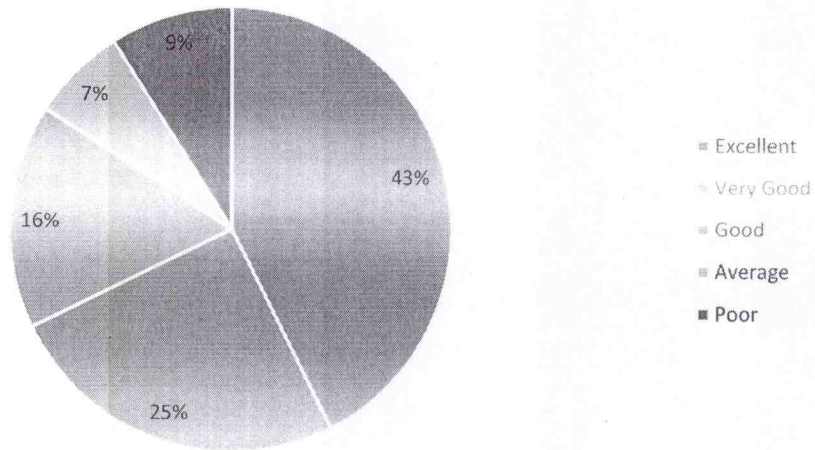


Efforts of Institute to imbibe soft skills, life skills and employability skills

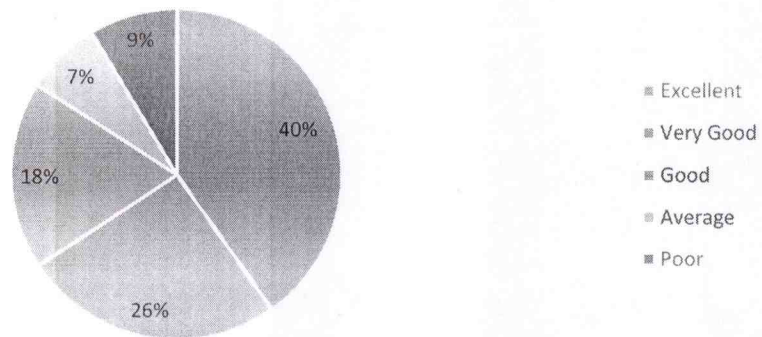




Institute's efforts in maintenance of campus clean

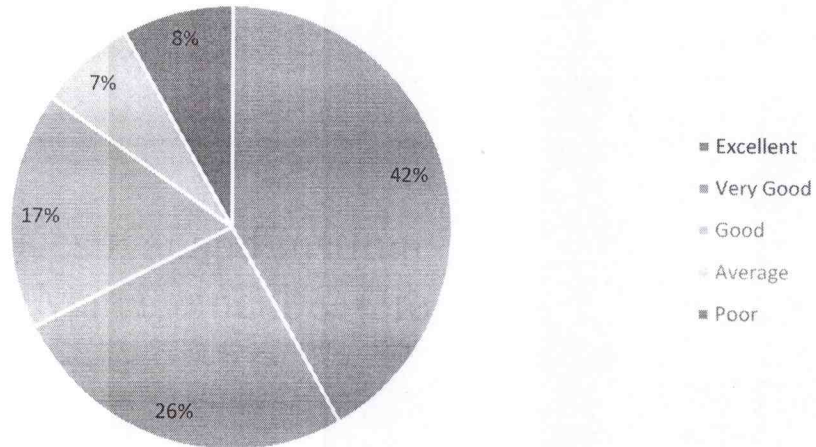


Efforts of Institute in order to provide the learning opportunities by organizing seminars, conferences, webinars, alumni interactions & workshops

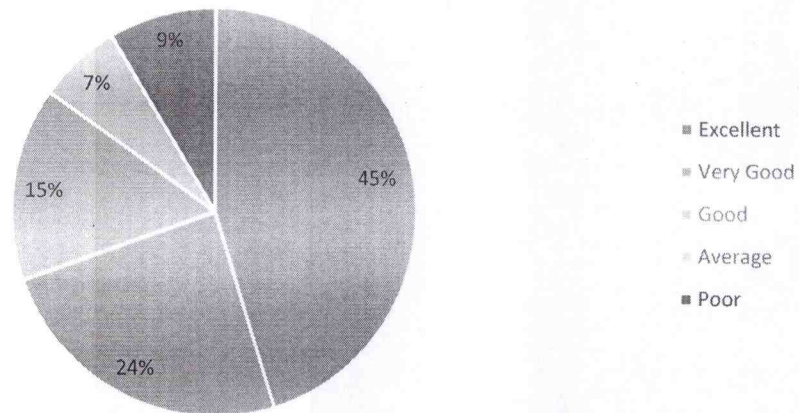




Availability of online educational resources

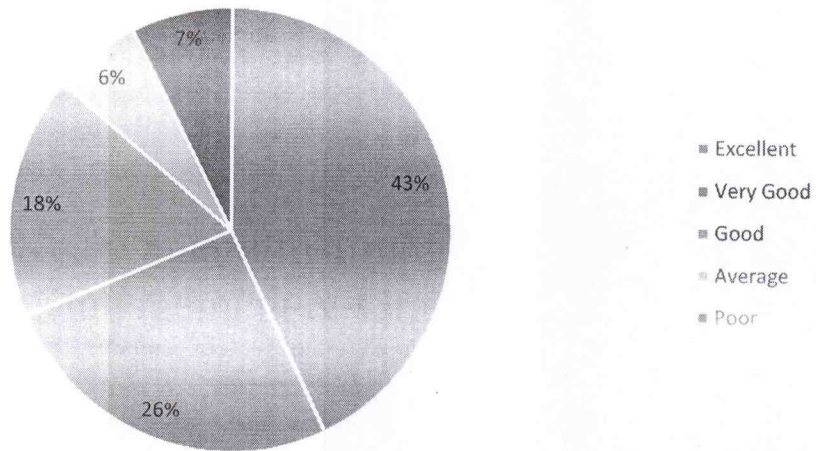


Effort of batch coucellor/mentors in providing necessary assistance and encouragement

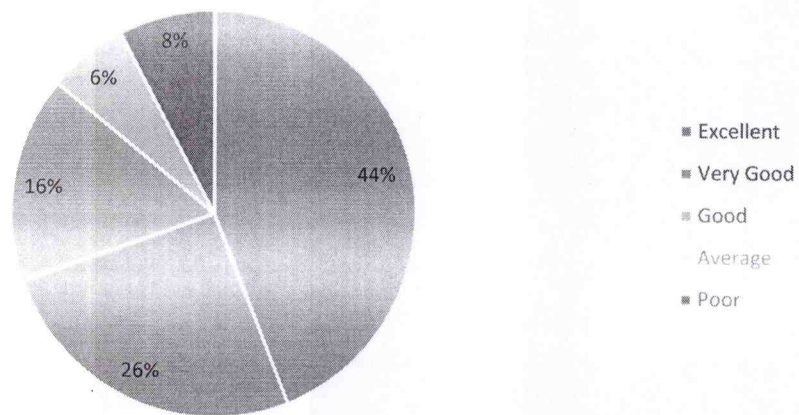




Availability of reference and general books in the library

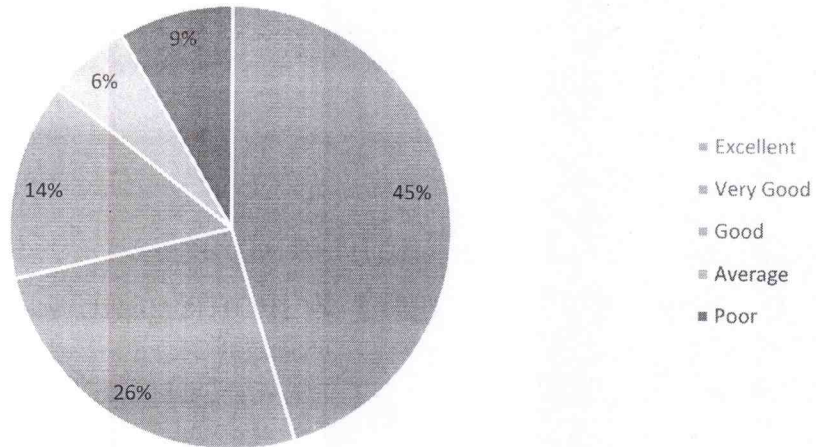


Availability of journals/e-journals/magazines/news paper in library

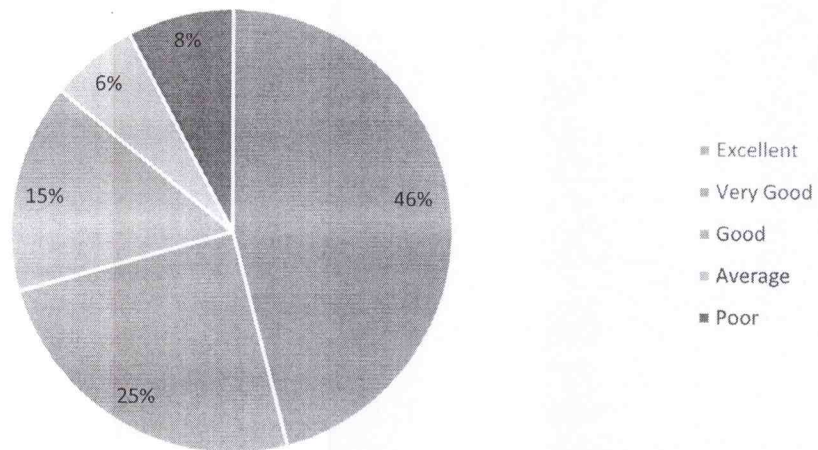




Campus safety environment

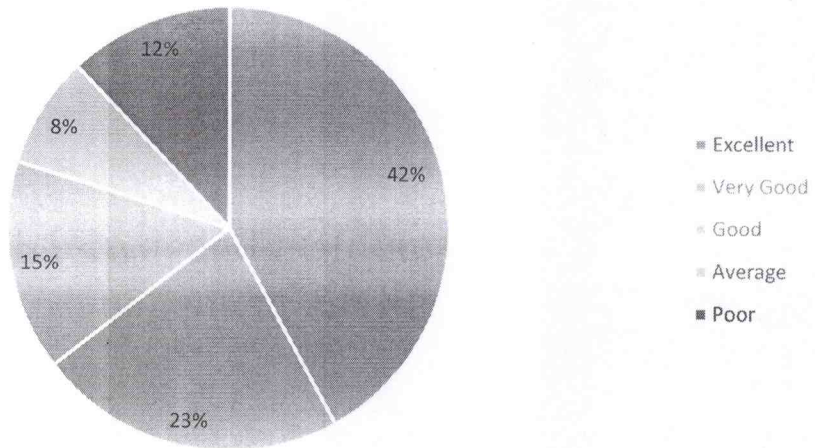


Website of institute is comprehensive and informative

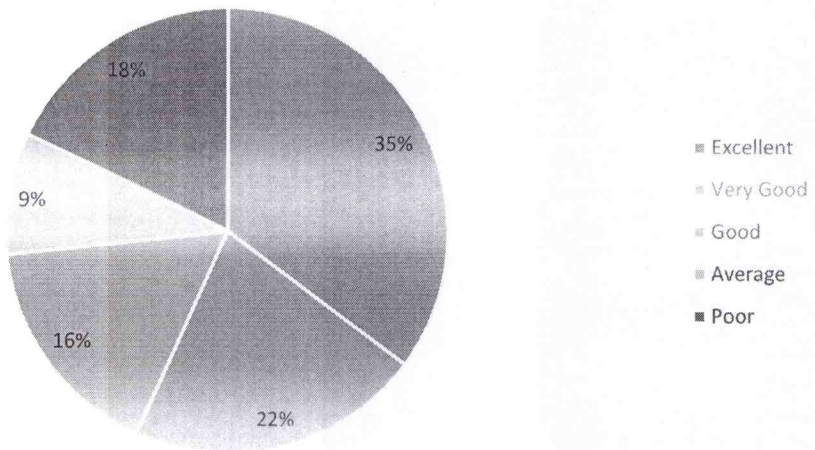




Availability of sports facilities

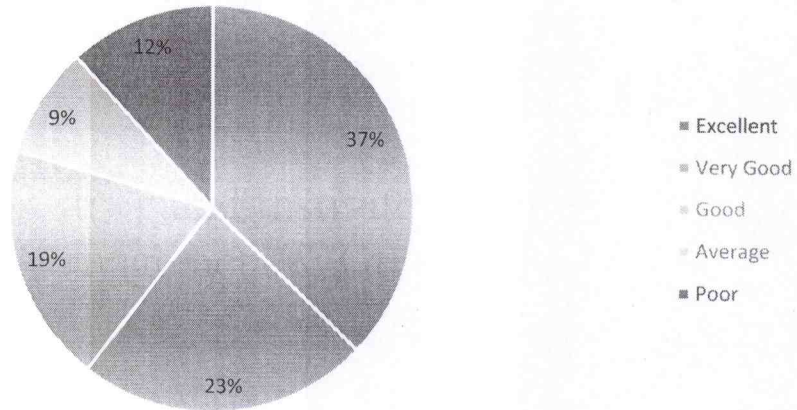


Mess/Canteen; hygiene in cooking & serving

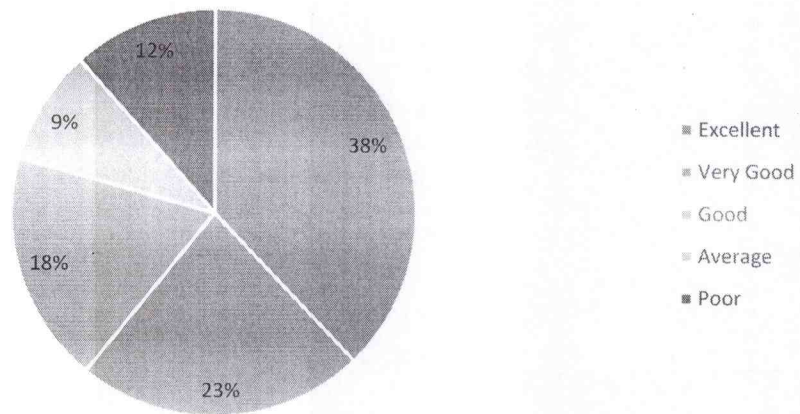




Adequate opportunities for personal development in hobby clubs

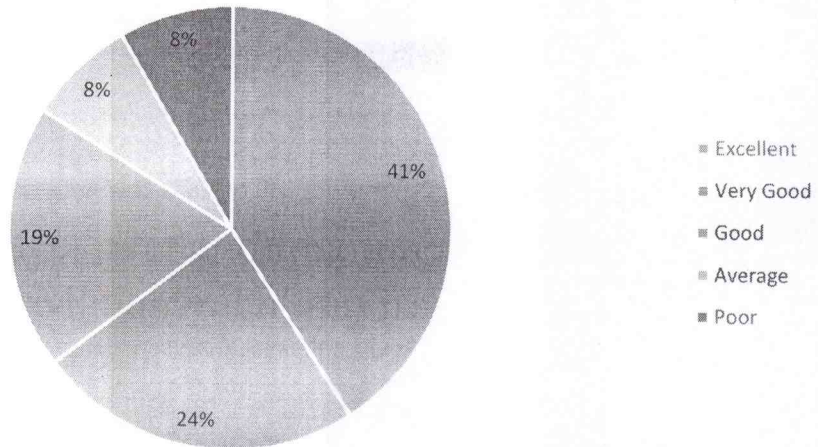


Encouragement to participate in extra-curricular activities like NSS, Games & Sports etc





The overall quality of teaching-learning process



Feedback on Academics



Swami Keshvanand Institute of Technology, Management & Gramothan

Approved by AICTE, Ministry of HRD, Government of India
Affiliated to Rajasthan Technical University, Kota

DEPARTMENT OF ELECTRICAL ENGINEERING

Analysis of Student Feedback

Program:	UG	Semester:	VIII	Session:	2023-24
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1. No. of Students Providing Feedback: 142

2. Feedback Collection Dates: 22/04/2024, 23/04/2024

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)

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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)

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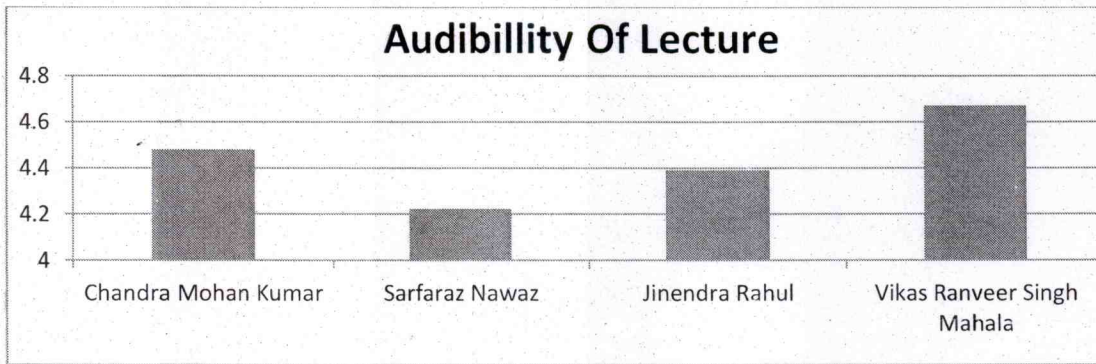
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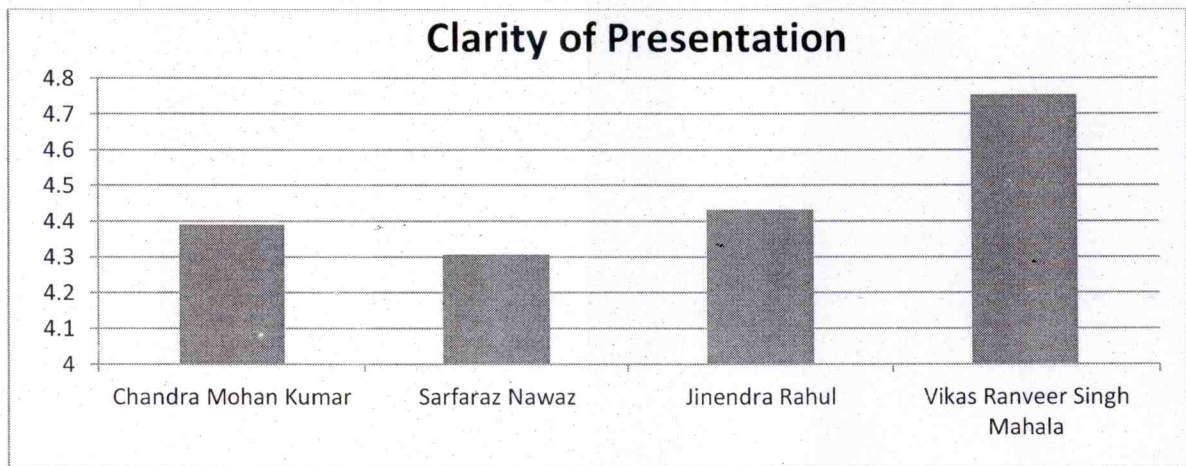
5. Point-wise Feedback Analysis of Theory Courses

5.1 Audibility of lectures:



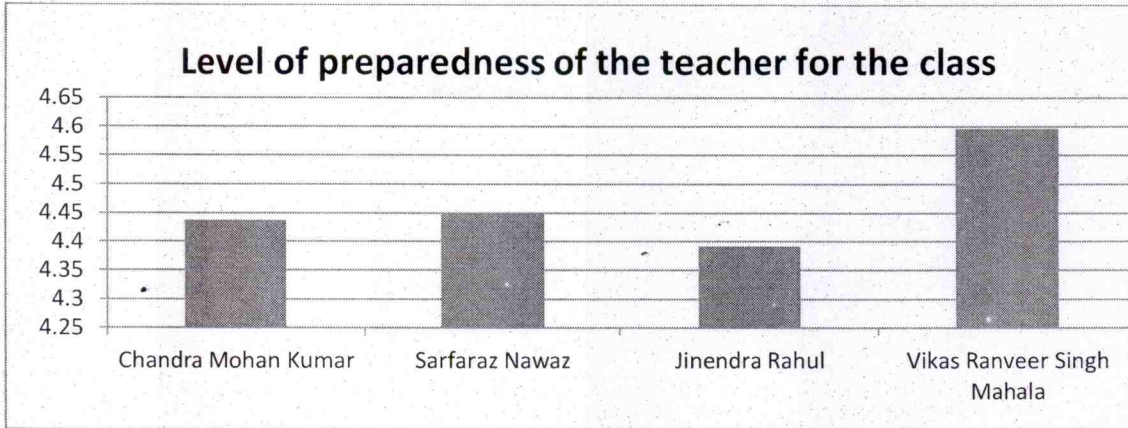
Action Taken: Some students have complained about audibility clarity just before break time so faculty members are suggested to not to leave the class early.

5.2 Clarity of presentation:



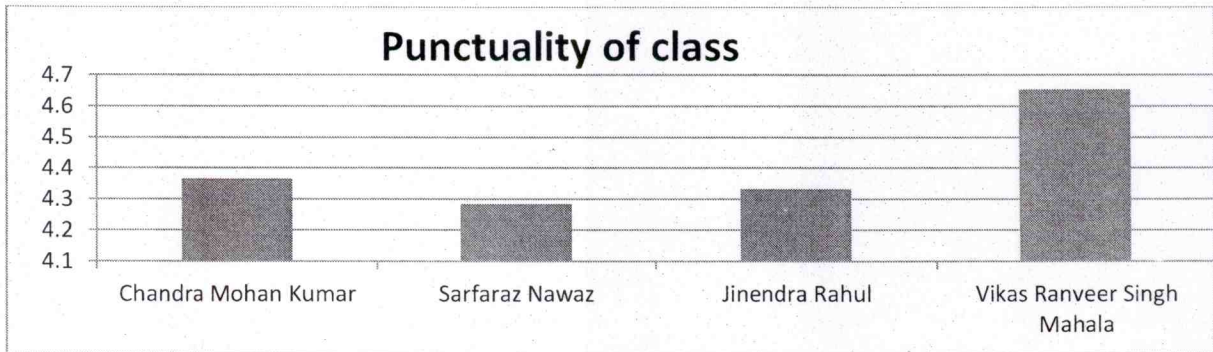
Action Taken: All faculty members have been asked to prepare Power Point presentation on the content either on content of subject curriculum or any latest topic of area, which will be delivered.

5.3 Level of preparedness of the teacher for the class:



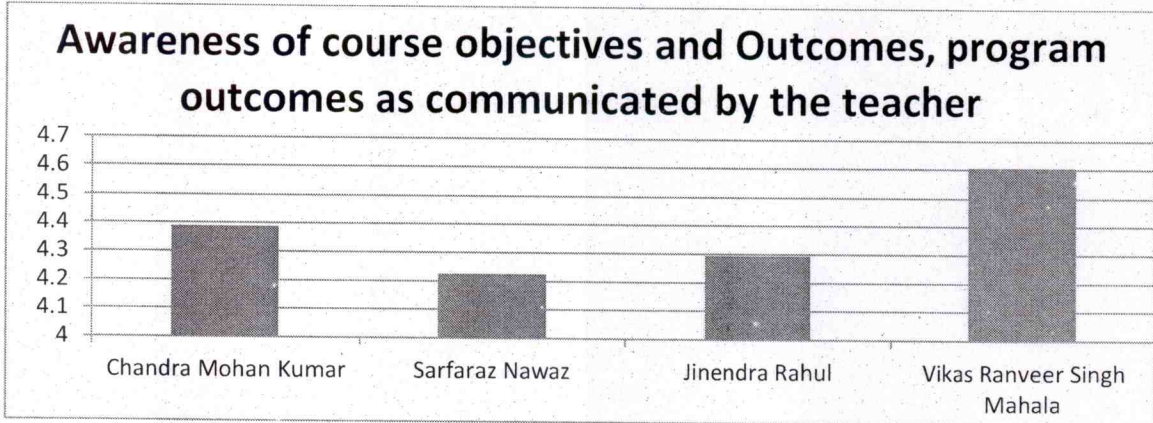
Action Taken: Faculty members are encouraged to prepare at least 3-5 lectures ahead of time. They're also told to interact with the faculties, taking same subject in another class. Faculty members should also make notes in such a way that students are interested in the subject and it must be available on ERP.

5.4 Punctuality of class:



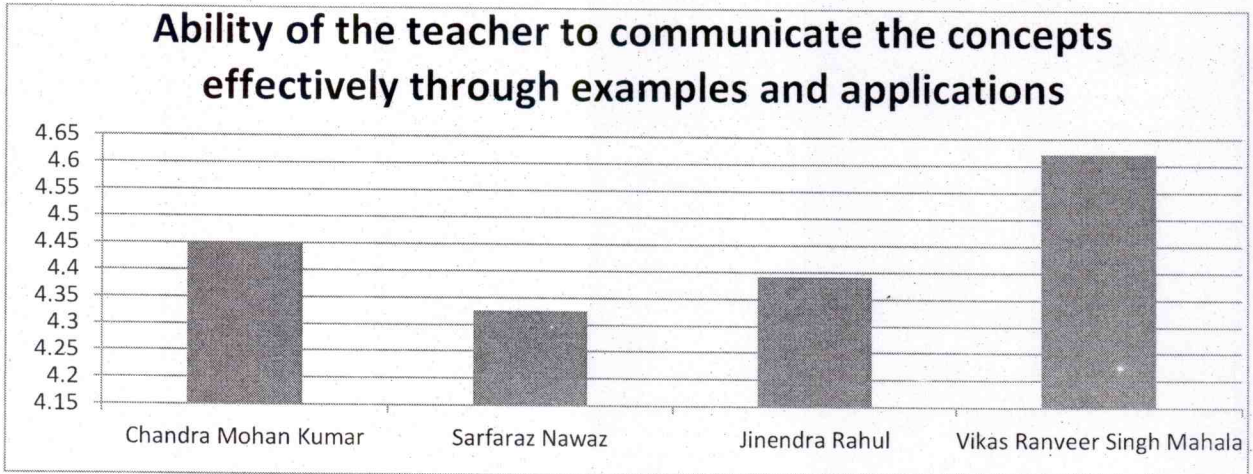
Action Taken: Faculty members are advised to be punctual for the classes specially during first lecture and lecture after lunch.

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



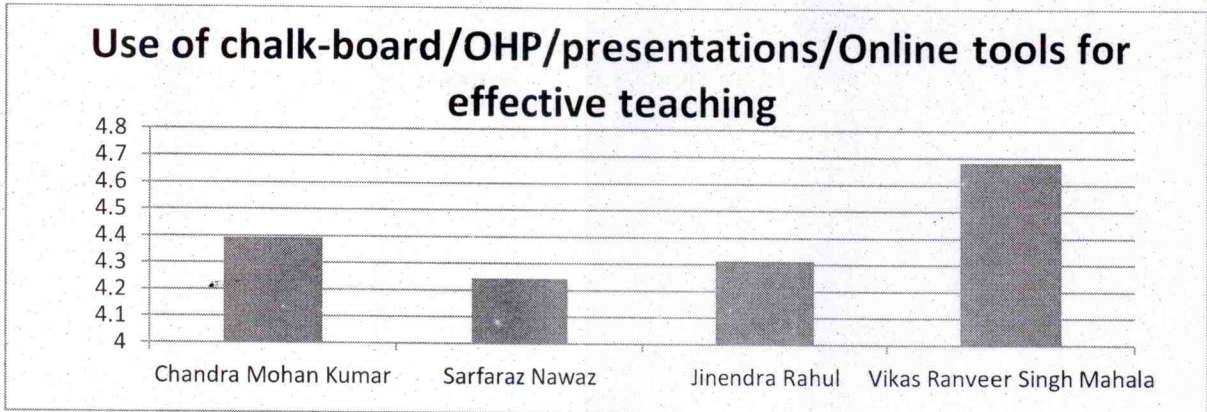
Action Taken: It has been communicated to all faculty members that the course objectives and outcomes should be discussed in the introductory class.

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



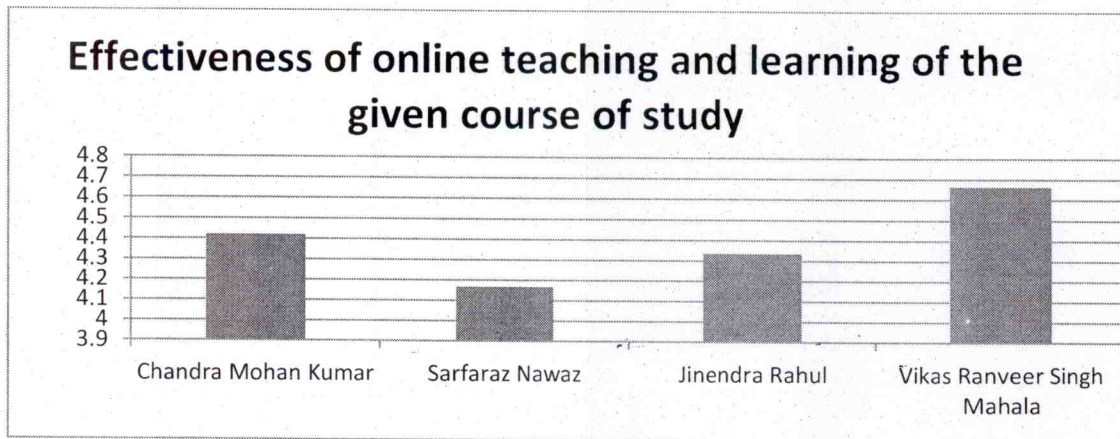
Action Taken: Faculty members are advised to design their teaching methods in such a way that students can grasp the concept/facts about the issue correctly. In a departmental meeting, the HOD recommended everyone focus on real-world examples in the classroom so that students can correctly grasp facts and concepts.

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



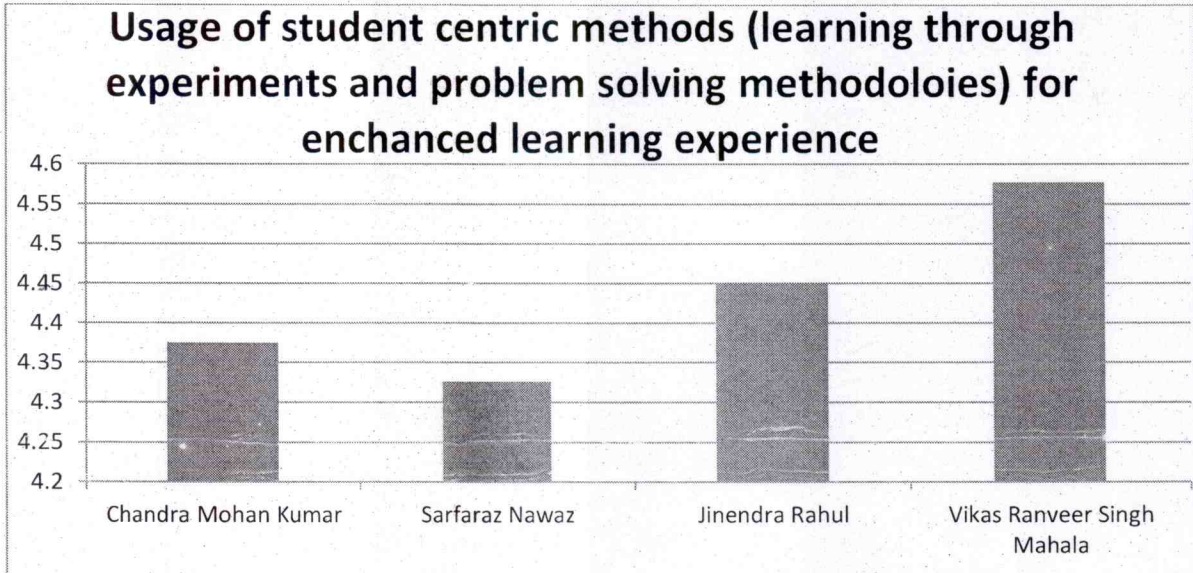
Action Taken: It has been suggested to all the faculty members to use the PPT/modern tool usage for better understanding of the topic.

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



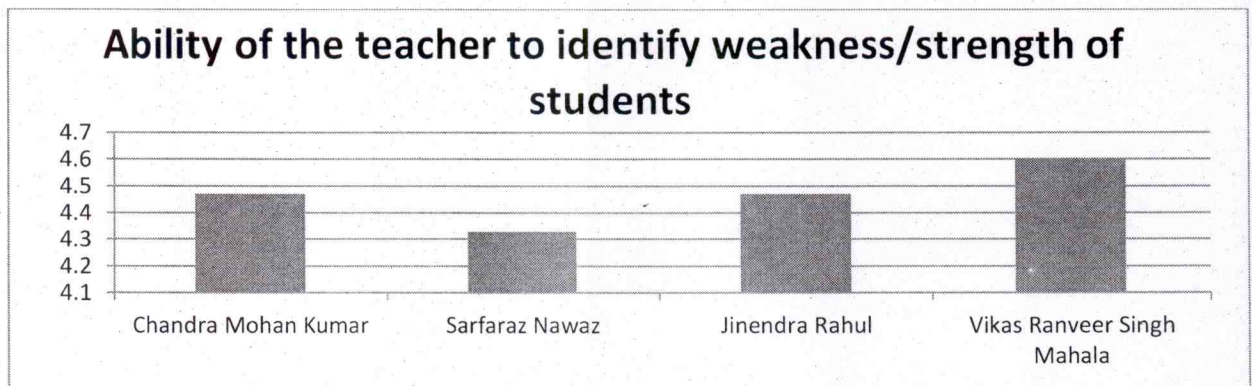
Action Taken: The faculty members are advised to share the online contents available with the students. By modern tool usage, faculty members are instructed to raise the quality level of teaching.

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



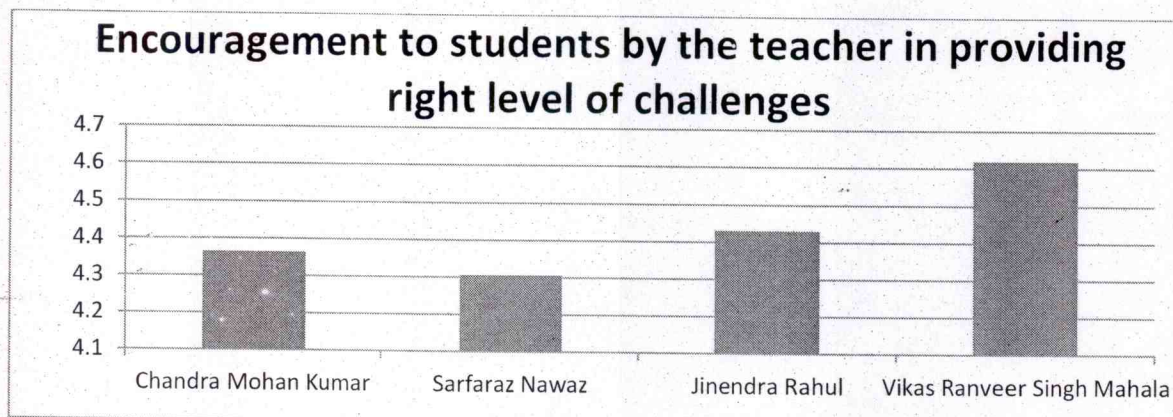
Action Taken: It has been instructed by HOD to discuss case studies based problems during the classes.

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



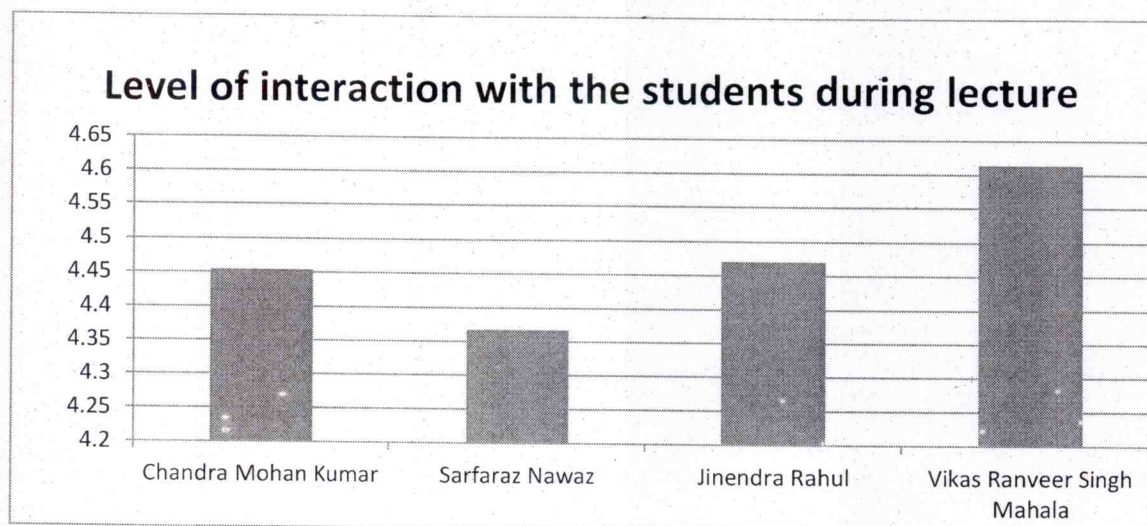
Action Taken: It has been advised that students' weaknesses and strengths be identified so that they can be motivated in the proper way. During lecture hours, faculty members are encouraged to ask questions from the students.

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



Action Taken: The faculty members are requested to engage the students in carrier oriented talks during the class hours to enhance their performance.

5.12 Level of interaction with the students during lecture:

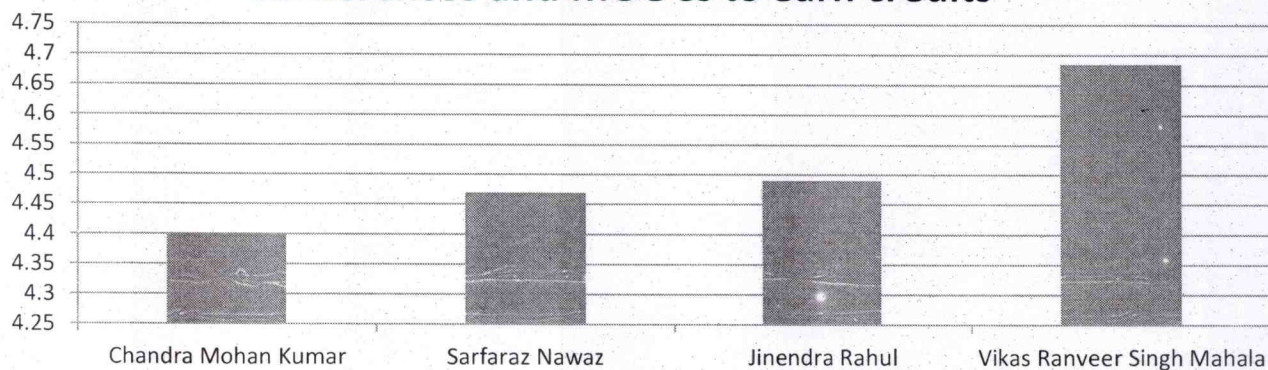


Action Taken: Faculty members are advised to increase the level of interaction with the students after the class so that they can share the problem they are facing during the classes. Faculty members are expected to create a welcoming environment during the class so that students can ask questions without fear of being judged.

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

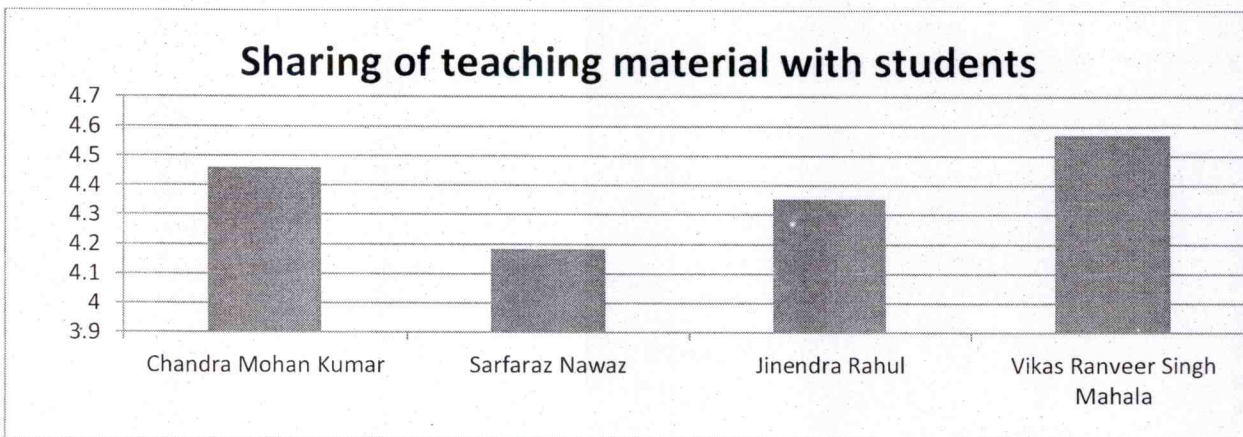


Encouragement received from the teacher to participate in curricular activities like workshops/ internships/ seminars/ conferences and MOOCs to earn credits



Action taken: Faculty members are asked to motivate the students to register for the MOOCs courses/seminars/conference/ to earn the credit during their UG program as per the norms and motivate them to get the degree with Honours.

5.14 Sharing of teaching material with students:



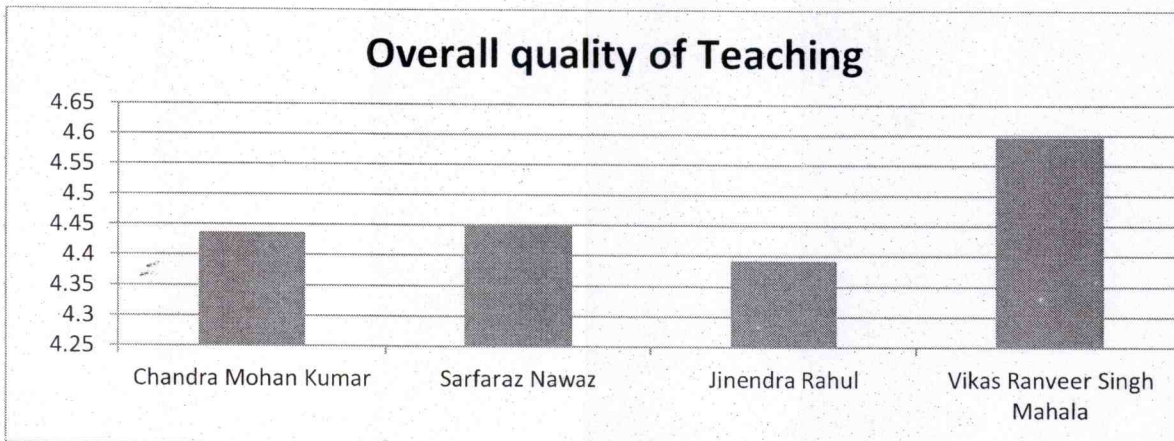
Action taken: Faculty members are advised to share the hand written notes, tutorial sheets before the class, so that the student can access the material during the lecture hours. They are also advised to share the assignment sheets/Tutorial sheets in ten different sets among the students.

5.15 Overall quality of teaching:



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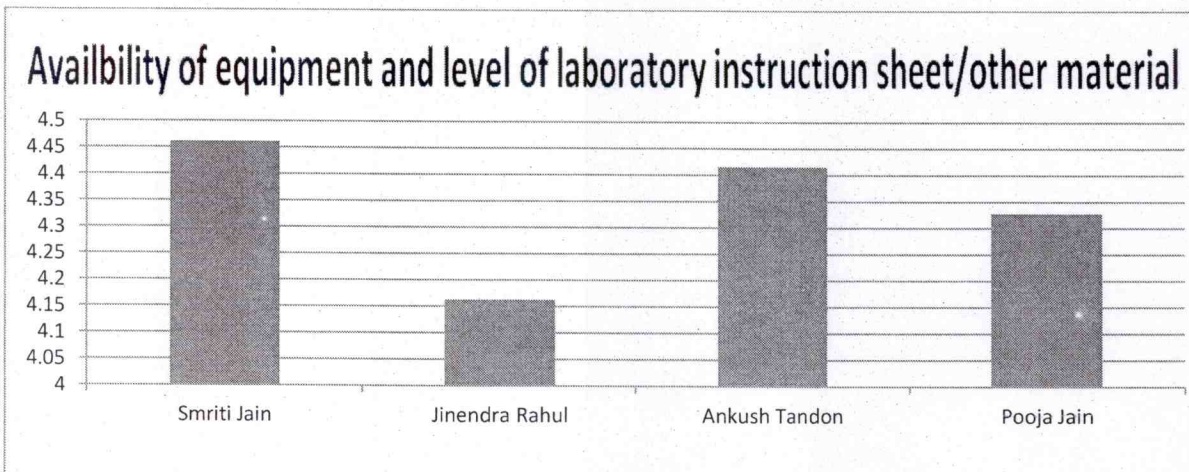
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Action Taken: Faculty members are suggested that they must raise the overall quality of the teaching by providing the good quality of the content to the students. They are also asked to be well prepared before the class.

6. Point-wise Feedback Analysis of Laboratory Courses

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



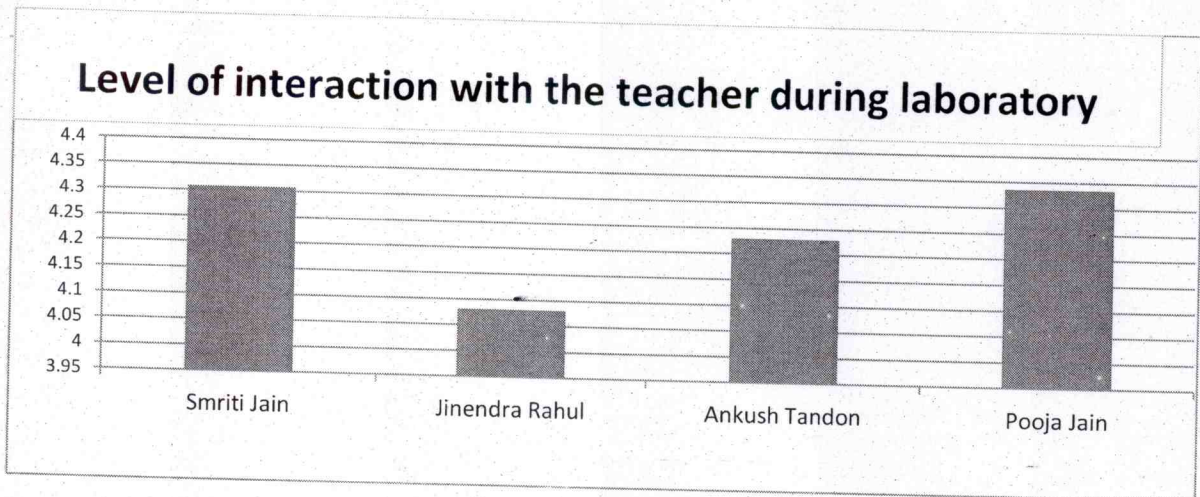
Action Taken: It is suggested that faculty members tell all students in the introductory class about laboratory instruction and marks bifurcations. The prerequisites for the experiment that will be performed must be well explained.

6.2 Level of interaction with the teacher during laboratory:

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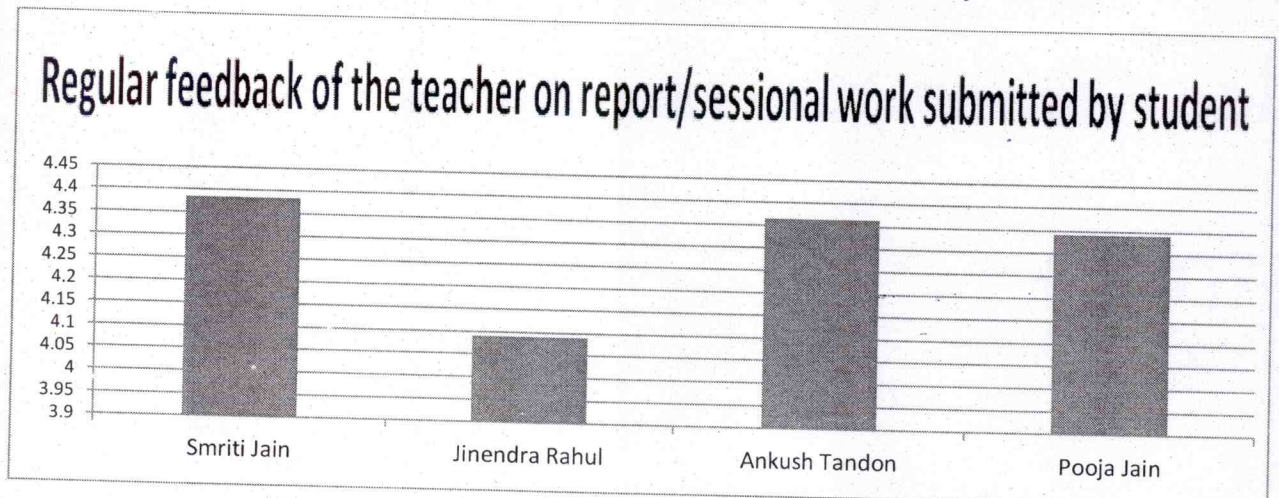
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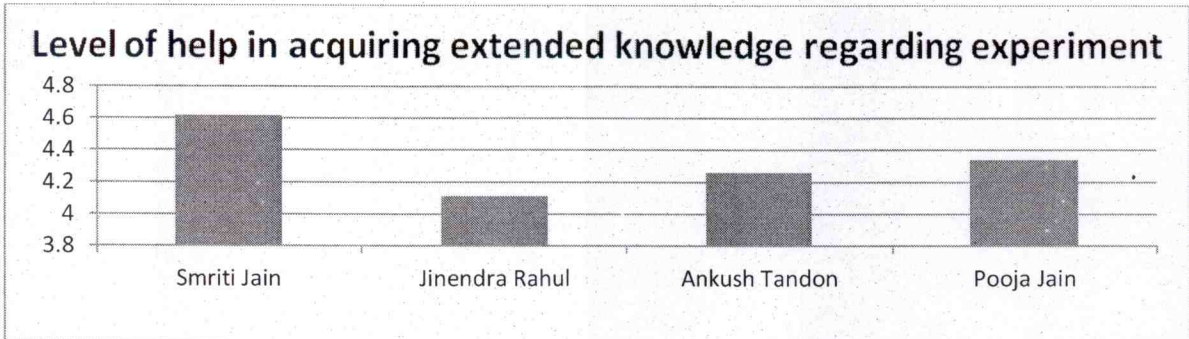
Action Taken: During lab hours, faculty members are encouraged to connect with each student and try to solve their issues regarding the lab.

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



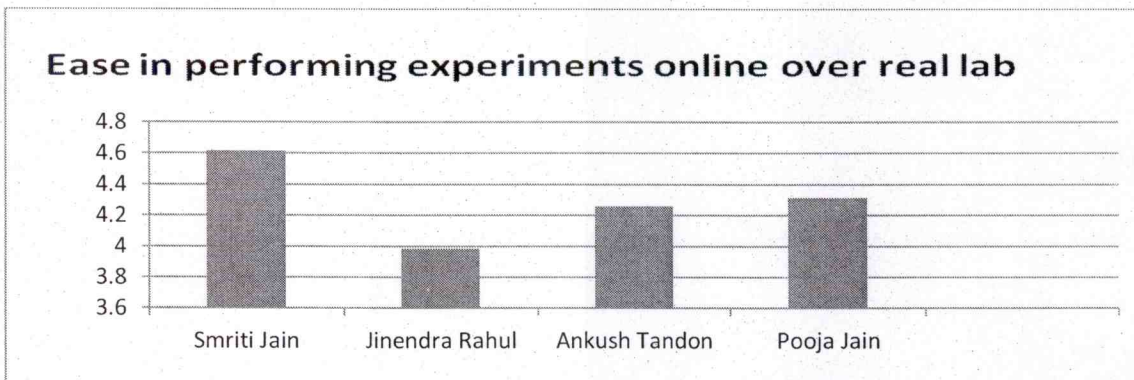
Action Taken: It is suggested that faculty members tell all students about the importance of the lab syllabus and how it is useful in the engineering module. Faculty members are advised to do the weekly assessment of the practical record of the students and award the grades accordingly.

6.4 Level of help in acquiring extended knowledge regarding experiment:



Action Taken: Faculty members are encouraged to develop in their students a desire to learn more about the syllabus in a practical setting and how it may be applied in lifetime learning.

6.5 Ease in performing experiments online over real lab:



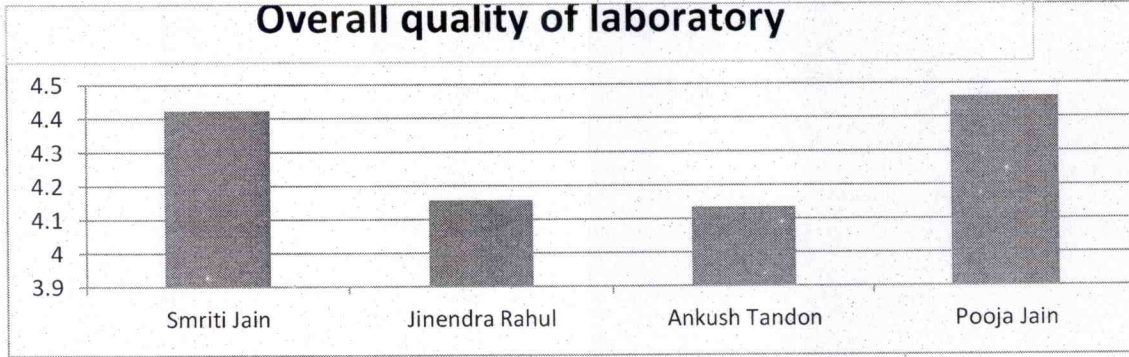
Action Taken: Faculty members are suggested to activate systematic working environment by making aware of concerned virtual laboratory to perform better in real laboratory. Virtual Labs refers to a virtual teaching and learning environment aimed at developing students' laboratory skills. As one of the most important eLearning tools, they allow the student to conduct various experiments without any constraints to place or time, in contrast to the constraints of real labs. They also offer students access to a realistic lab experience that will allow them to perform experiments and practice their skills in a risk-free and interactive learning environment.

6.6 Overall quality of laboratory:



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Action Taken: It has been advised that all Faculty members/TA keep a suitable work plan for equipment maintenance and update the notice board accordingly so that the general quality of the lab is good and all equipment is in working order.

7. General Action Taken by Department

After receiving the feedback from the students all the issues are raised in the Departmental meeting through the proper channel. HOD has suggested some points to overcome the shortcomings observed in the feedback. Students are facing some serious issues which are also discussed likewise

Issue 1: Students asked about the core companies visiting the institute for the recruitment.

Action Taken: Placement Coordinators shared the details of Electrical core companies such as Indus Towers, GENUS Power, Reliance industries, Pinnacle Infotech, Cape Electric, VDC Technoogies etc.

Issue 2: Students were worried about the attendance for the days of placement drives.

Action Taken: The attendance on the days of placements must be taken care by T& P cell.

Issue 3: Few students were interested to conduct the project expo at intra level with coordination with faculty members .

Action Taken: Project Expo at institute level had been organized b department of EE.

Finally it has been concluded in the meeting that the overall standard of the teaching and laboratory are satisfied.

HOD

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DEPARTMENT OF ELECTRICAL ENGINEERING

Analysis of Student Feedback

Program:	UG	Semester:	VI	Session:	2023-24
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1. No. of Students Providing Feedback: 71

2. Feedback Collection Dates: 5-6 June, 2024

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)
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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)

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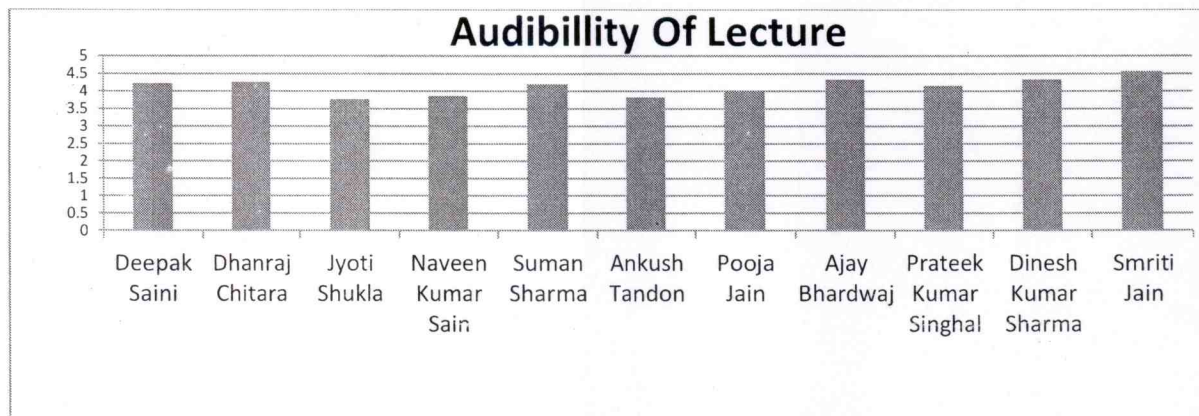
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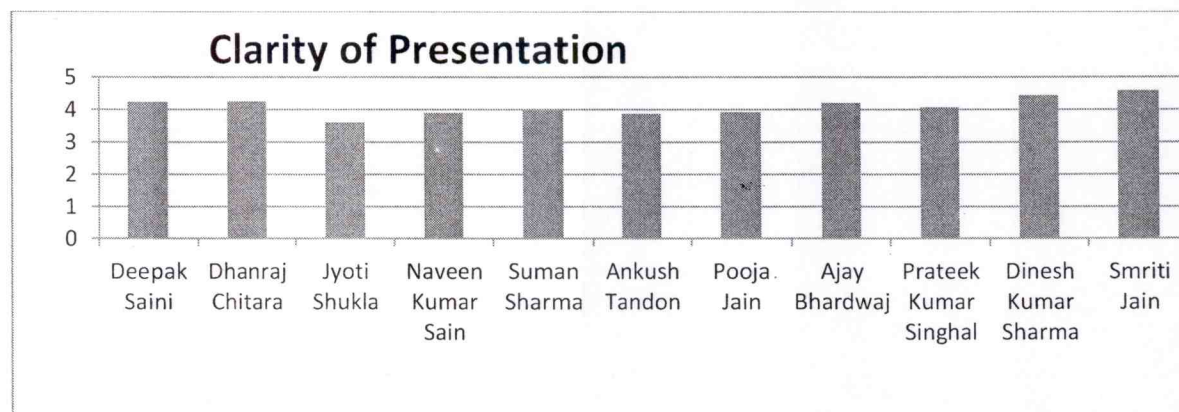
5. Point-wise Feedback Analysis of Theory Courses

5.1 Audibility of lectures:



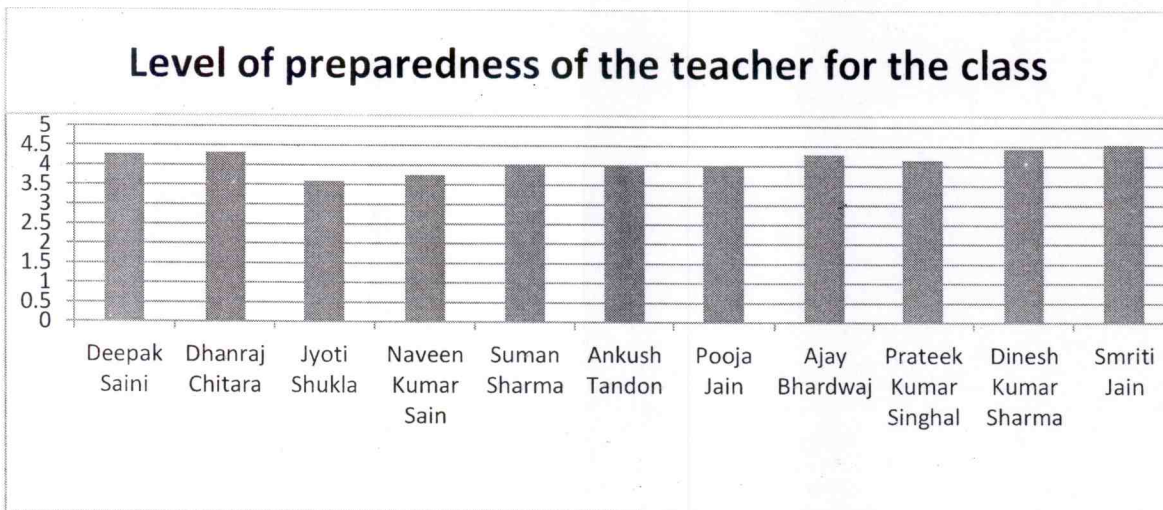
Action Taken: Some students have complained about audibility clarity just before break time so faculty members are suggested to not to leave the class early.

5.2 Clarity of presentation:



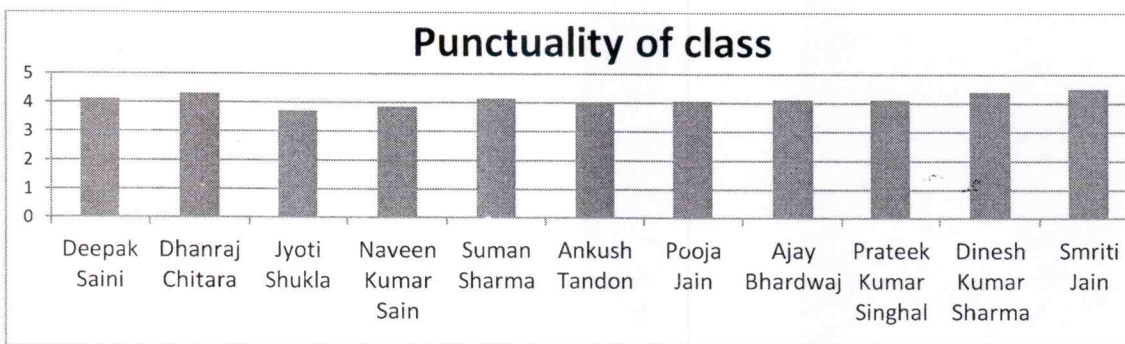
Action Taken: All faculty members have been asked to prepare Power Point presentation on the content either on content of subject curriculum or any latest topic of area, which will be delivered.

5.3 Level of preparedness of the teacher for the class:



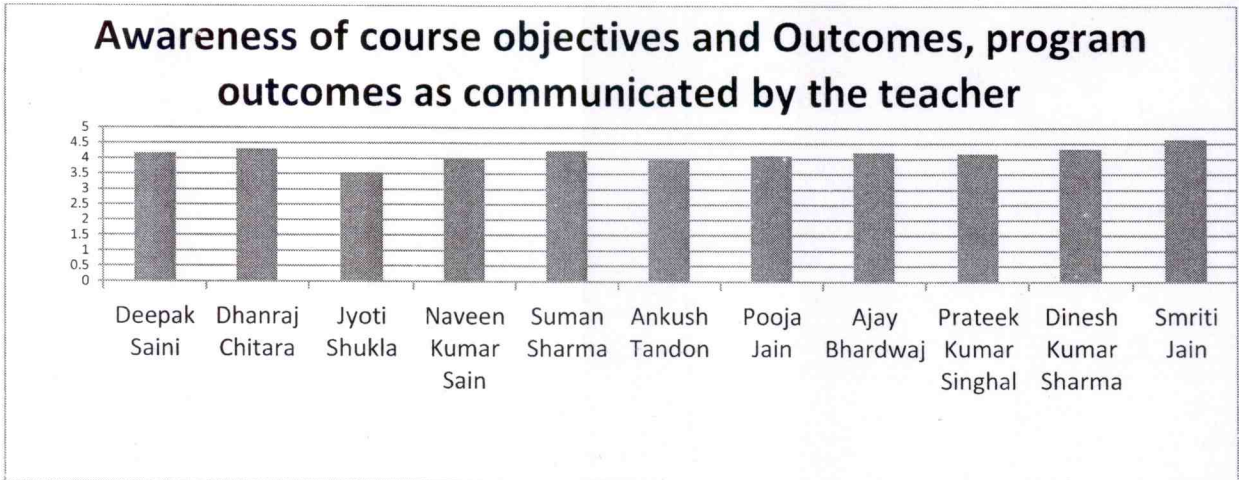
Action Taken: Faculty members are encouraged to prepare at least 3-5 lectures ahead of time. They're also told to interact with the faculties, taking same subject in another class. Faculty members should also make notes in such a way that students are interested in the subject and it must be available on ERP.

5.4 Punctuality of class:



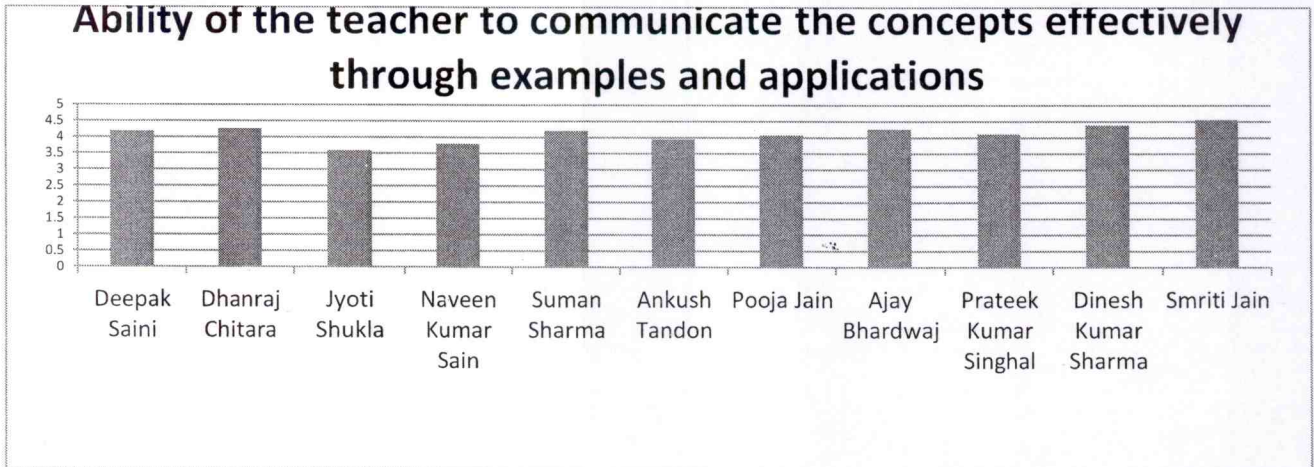
Action Taken: Faculty members are advised to be punctual for the classes especially during first lecture and lecture just after lunch time .

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



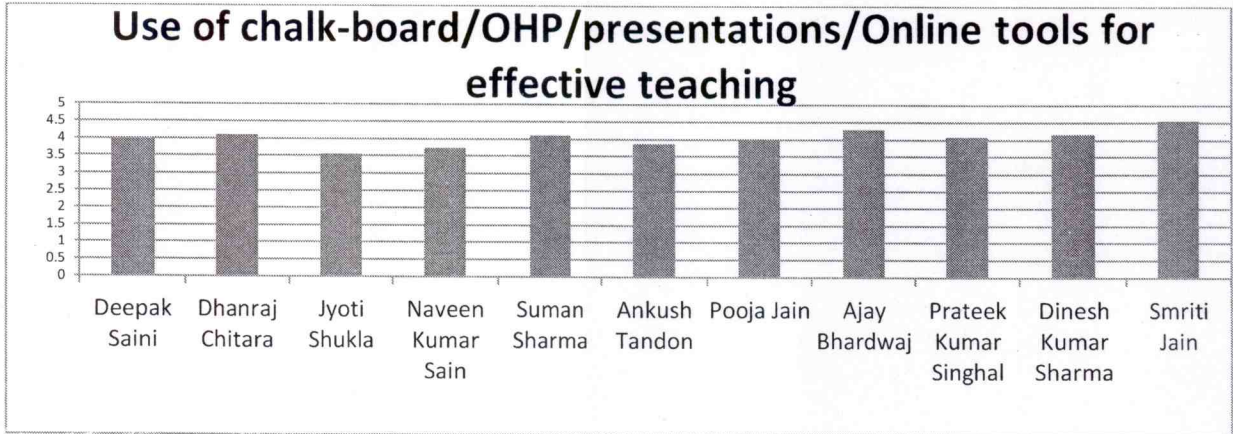
Action Taken: It has been communicated to all faculty members that the course objectives and outcomes should be discussed in the introductory class.

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



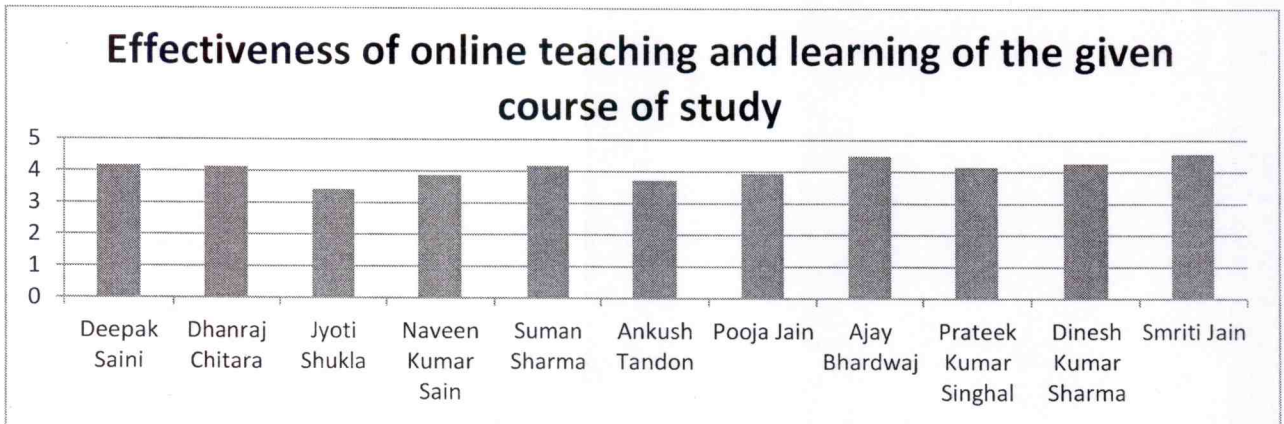
Action Taken: Faculty members are advised to design their teaching methods in such a way that students can grasp the concept/facts about the issue correctly. In a departmental meeting, the HOD recommended everyone focus on real-world examples in the classroom so that students can correctly grasp facts and concepts.

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



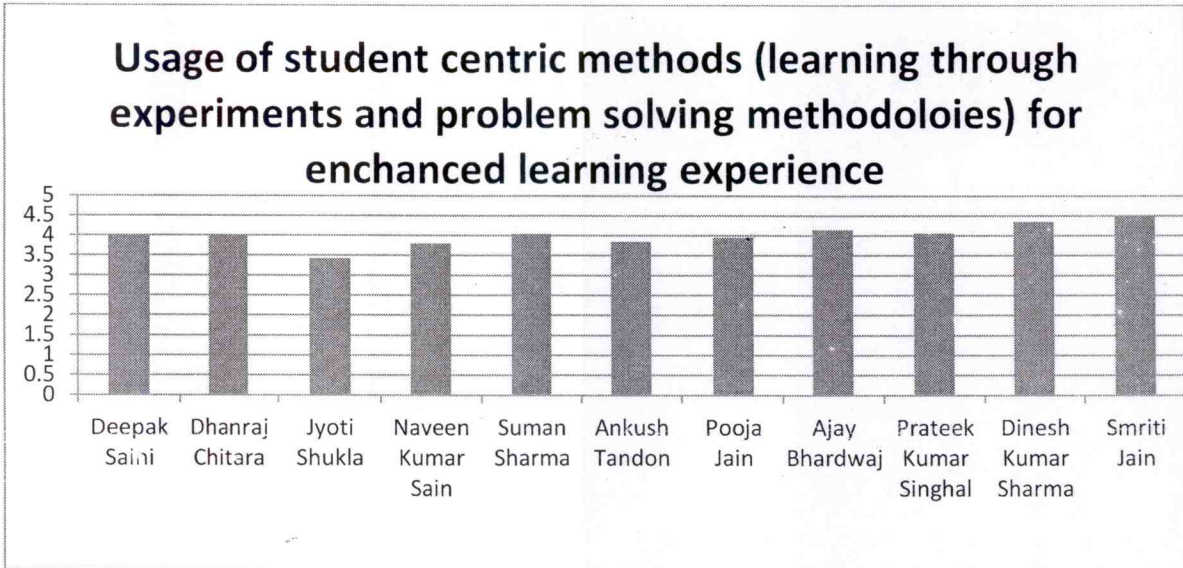
Action Taken: It has been suggested to all the faculty members to use the PPT/modern tool usage for better understanding of the topic.

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



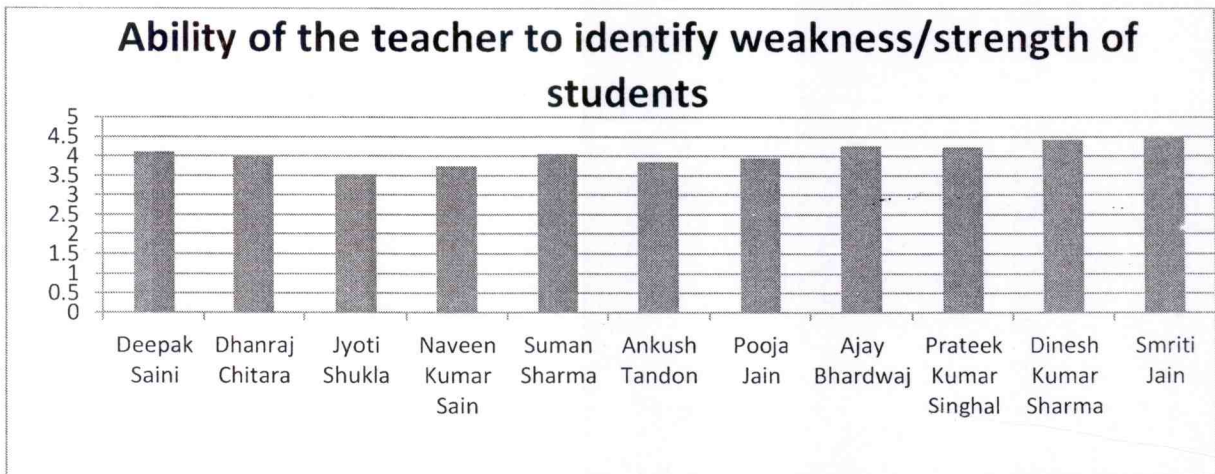
Action Taken: The faculty members are advised to share the online contents available with the students. By modern tool usage, faculty members are instructed to raise the quality level of teaching.

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



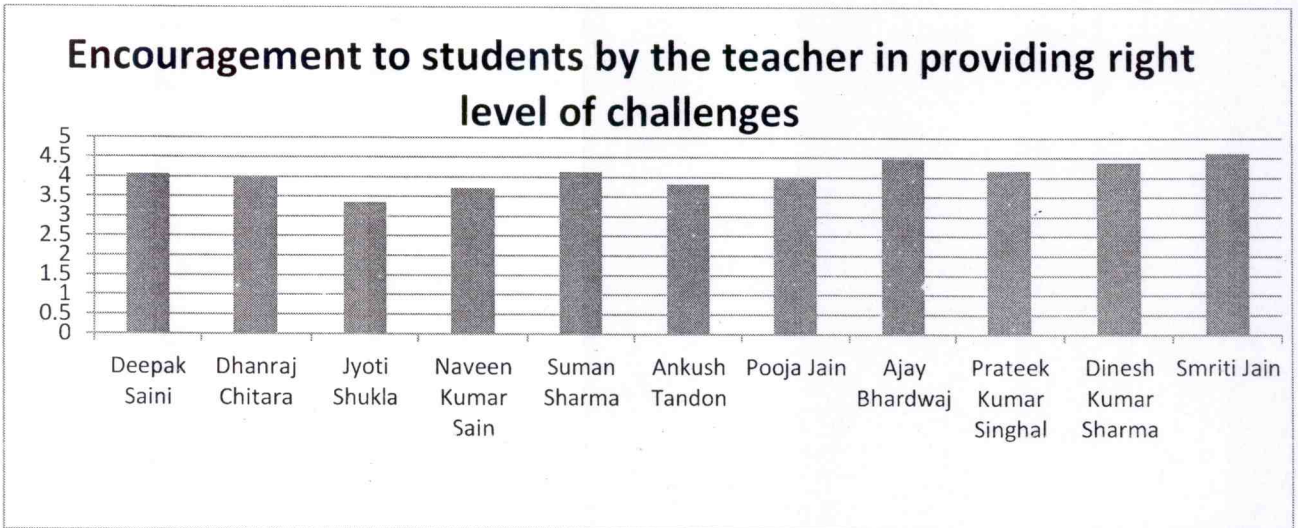
Action Taken: It has been instructed by HOD to discuss case studies based problems during the classes.

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



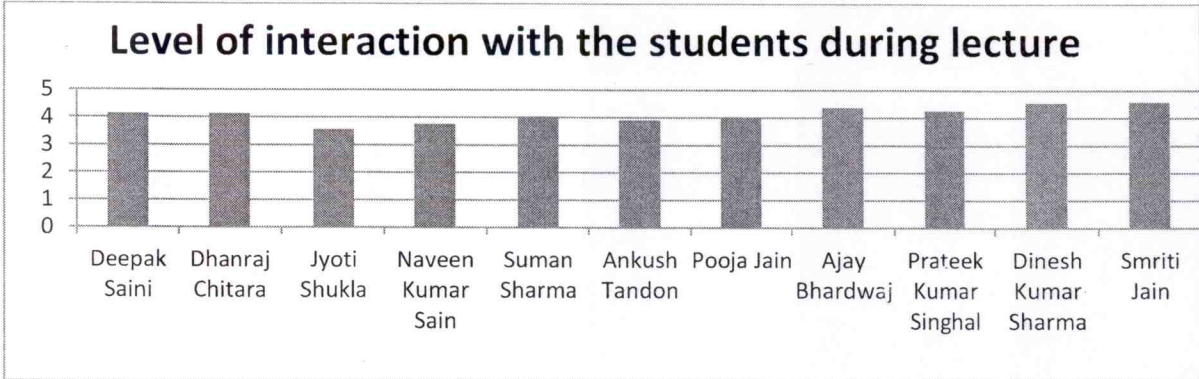
Action Taken: It has been advised that students' weaknesses and strengths be identified so that they can be motivated in the proper way. During lecture hours, faculty members are encouraged to ask questions from the students.

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



Action Taken: The faculty members are requested to engage the students in carrier oriented talks during the class hours to enhance their performance.

5.12 Level of interaction with the students during lecture:



Action Taken: Faculty members are advised to increase the level of interaction with the students after the class so that they can share the problem they are facing during the classes. Faculty members are expected to create a welcoming environment during the class so that students can ask questions without fear of being judged.

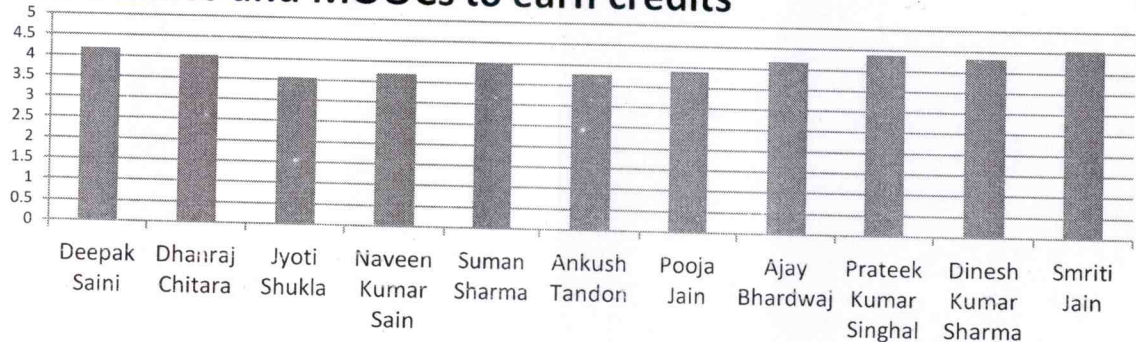
5.13 Encouragement received from the teacher to participate in curricular activities like workshops/ internships/ seminars/ conferences and MOOCs to earn credits etc.



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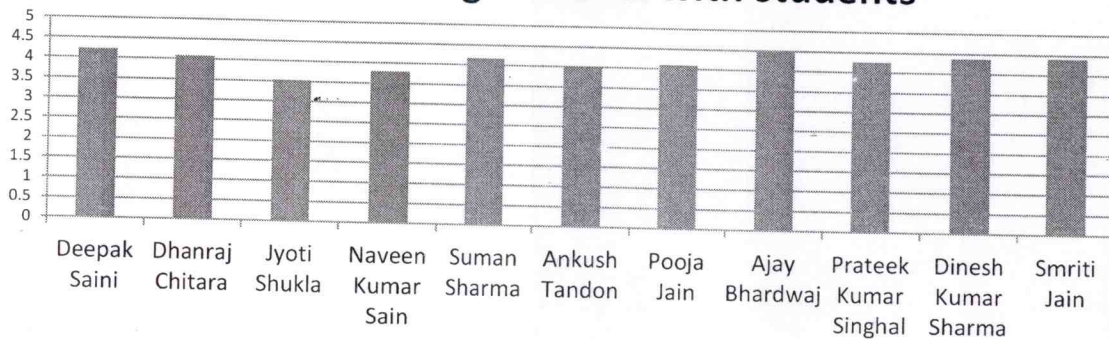
Encouragement received from the teacher to participate in curricular activities like workshops/ internships/ seminars/ conferences and MOOCs to earn credits



Action taken: Faculty members are asked to motivate the students to register for the MOOCs courses/seminars/conference/ to earn the credit during their UG program as per the norms and motivate them to get the degree with Honours.

5.14 Sharing of teaching material with students:

Sharing of teaching material with students



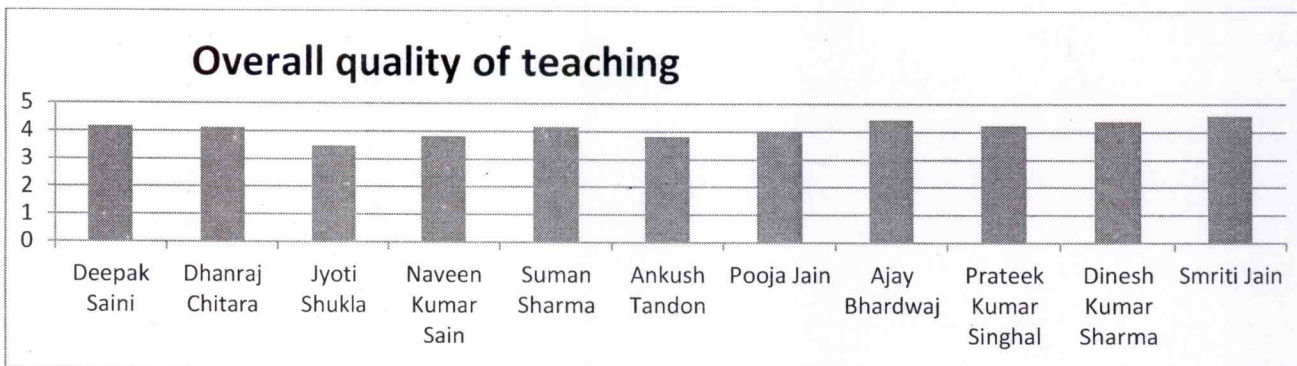
Action taken: Faculty members are advised to share the hand written notes, tutorial sheets before the class, so that the student can access the material during the lecture hours. They are also advised to share the assignment sheets/Tutorial sheets in ten different sets among the students.

5.15 Overall quality of teaching:

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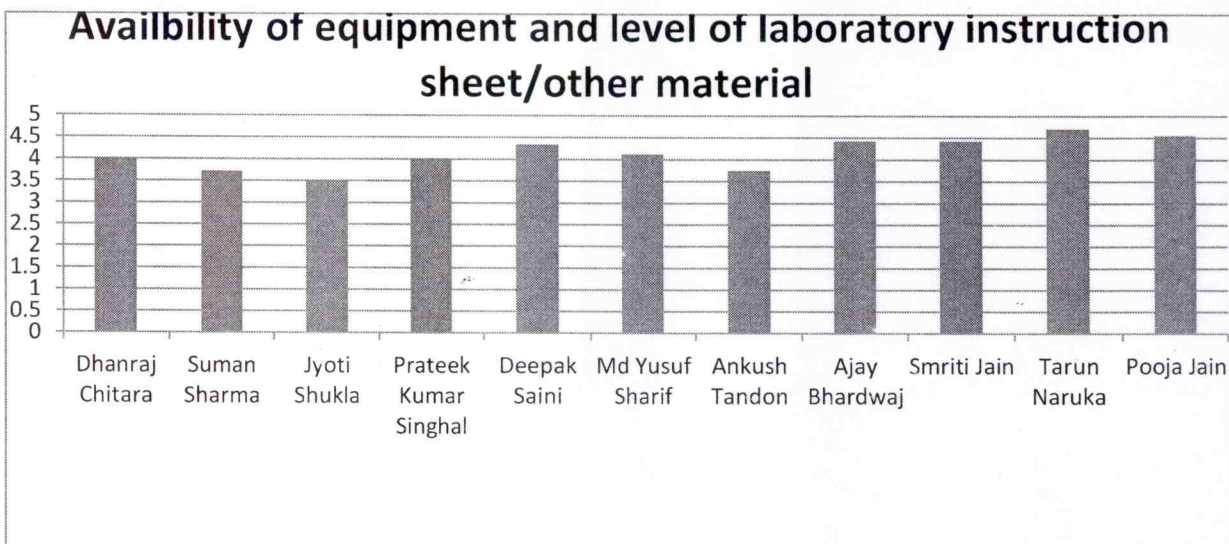
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Action Taken: Faculty members are suggested that they must raise the overall quality of the teaching by providing the good quality of the content to the students. They are also asked to be well prepared before the class.

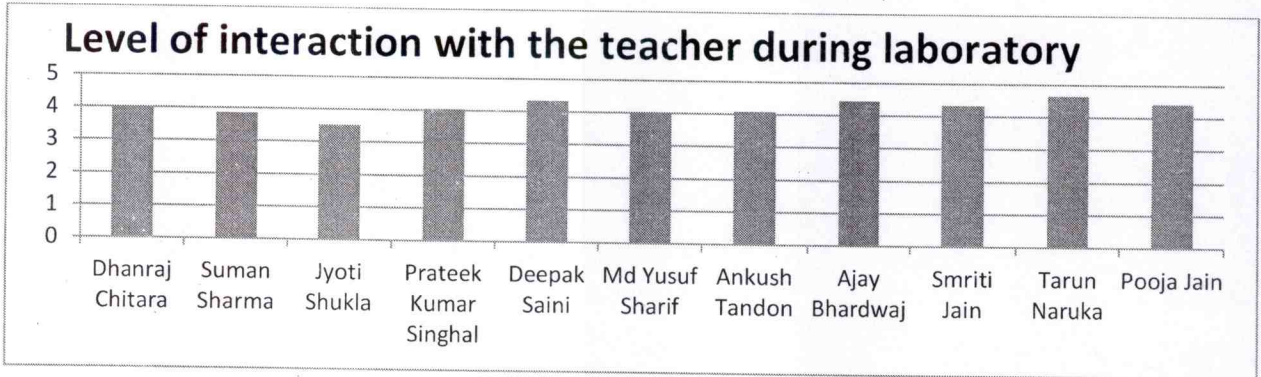
6. Point-wise Feedback Analysis of Laboratory Courses

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



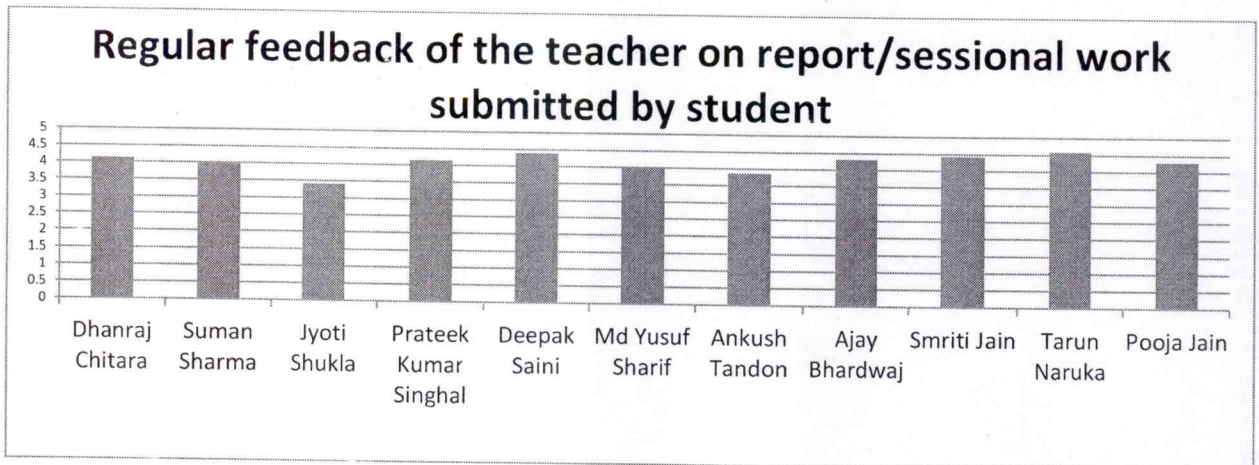
Action Taken: It is suggested that faculty members tell all students in the introductory class about laboratory instruction and marks bifurcations. The prerequisites for the experiment that will be performed must be well explained.

6.2 Level of interaction with the teacher during laboratory:



Action Taken: During lab hours, faculty members are encouraged to connect with each student and try to solve their issues regarding the lab.

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



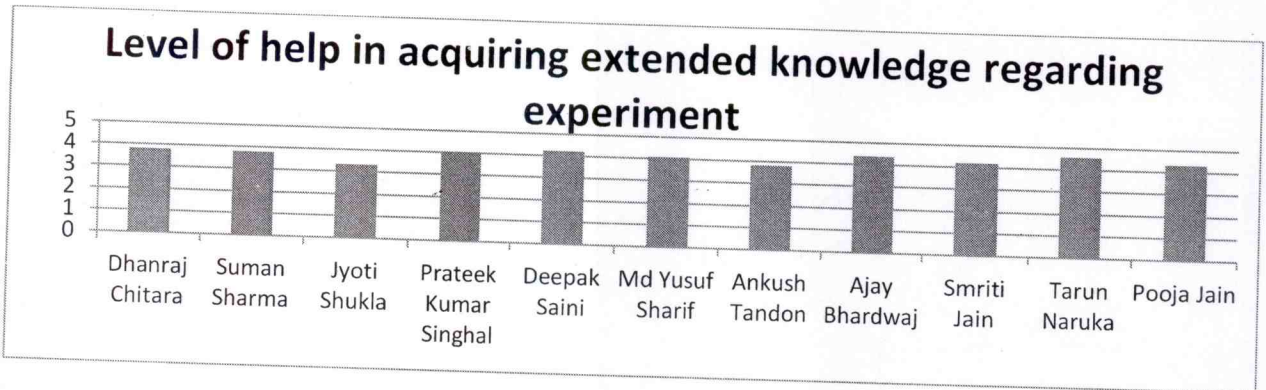
Action Taken: It is suggested that faculty members tell all students about the importance of the lab syllabus and how it is useful in the engineering module. Faculty members are advised to do the weekly assessment of the practical record of the students and award the grades accordingly.

6.4 Level of help in acquiring extended knowledge regarding experiment:



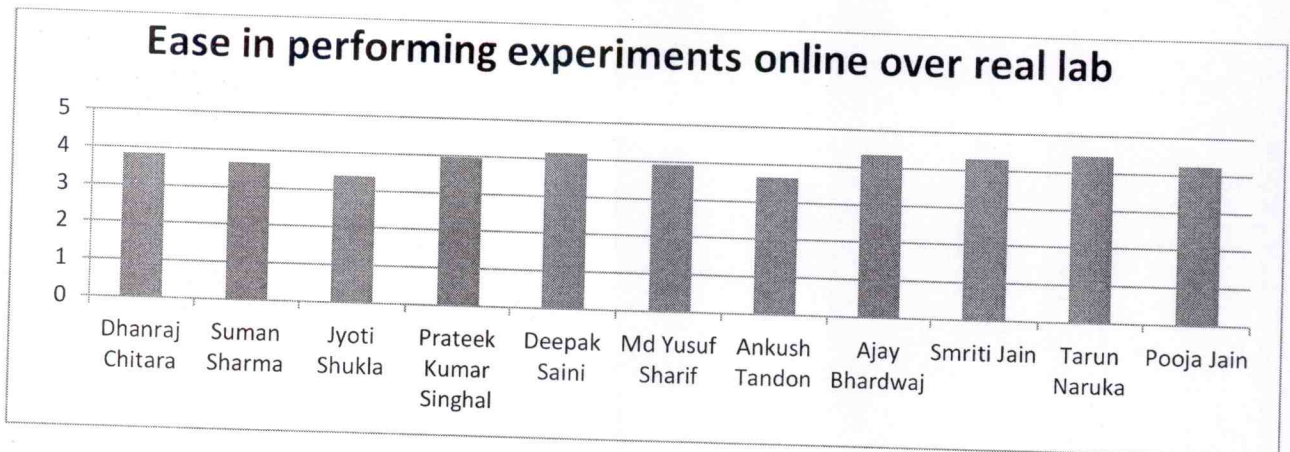
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Action Taken: Faculty members are encouraged to develop in their students a desire to learn more about the syllabus in a practical setting and how it may be applied in lifetime learning.

6.5 Ease in performing experiments online over real lab:



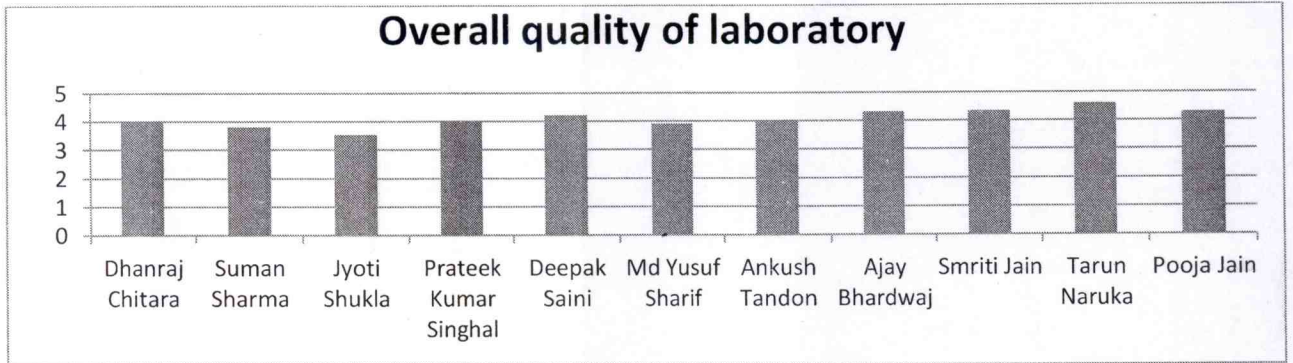
Action Taken: Faculty members are suggested to activate systematic working environment by making aware of concerned virtual laboratory to perform better in real laboratory. Virtual Labs refers to a virtual teaching and learning environment aimed at developing students' laboratory skills. As one of the most important eLearning tools, they allow the student to conduct various experiments without any constraints to place or time, in contrast to the constraints of real labs. They also offer students access to a realistic lab experience that will allow them to perform experiments and practice their skills in a risk-free and interactive learning environment.

6.6 Overall quality of laboratory:

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Action Taken: It has been advised that all Faculty members/TA keep a suitable work plan for equipment maintenance and update the notice board accordingly so that the general quality of the lab is good and all equipment is in working order.

7. General Action Taken by Department

After receiving the feedback from the students all the issues are raised in the Departmental meeting through the proper channel. HOD has suggested some points to overcome the shortcomings observed in the feedback. Students are facing some serious issues which are also discussed likewise

Issue 1: Students requested for the conduction of industrial visits in this semester.

Action Taken: Industrial Visits at 220 KV GSS, Biomass plant and automation industries were organized successfully for students of sixth semester.

Issue 2: As observed in some of the report, that attendance of the lecture is not marked properly.

Action Taken: Faculty members are already being instructed to update attendance on ERP regularly. Also they have been talked to cross check the attendance of students on ERP.

Finally it has been concluded in the meeting that the overall standard of the teaching and Laboratories are satisfied.

(HOD)



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DEPARTMENT OF ELECTRICAL ENGINEERING

Analysis of Student Feedback

Program:	UG	Semester:	IV	Session:	2023-24
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1. No. of Students Providing Feedback: 54

2. Feedback Collection Dates: 5,7 June 2024

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)

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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)

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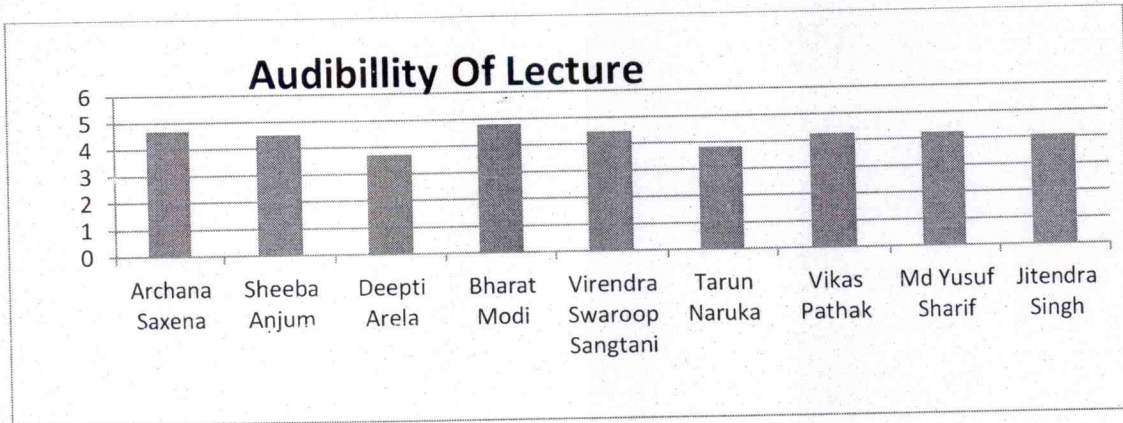
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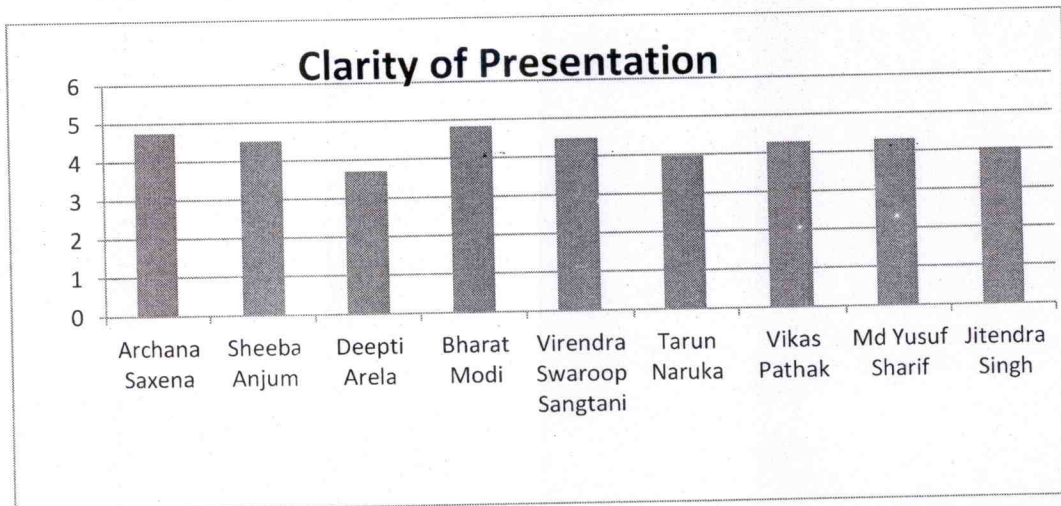
5. Point-wise Feedback Analysis of Theory Courses

5.1 Audibility of lectures:



Action Taken: Some students have complained about audibility/clarity just before break time so faculty members are suggested to not to leave the class early.

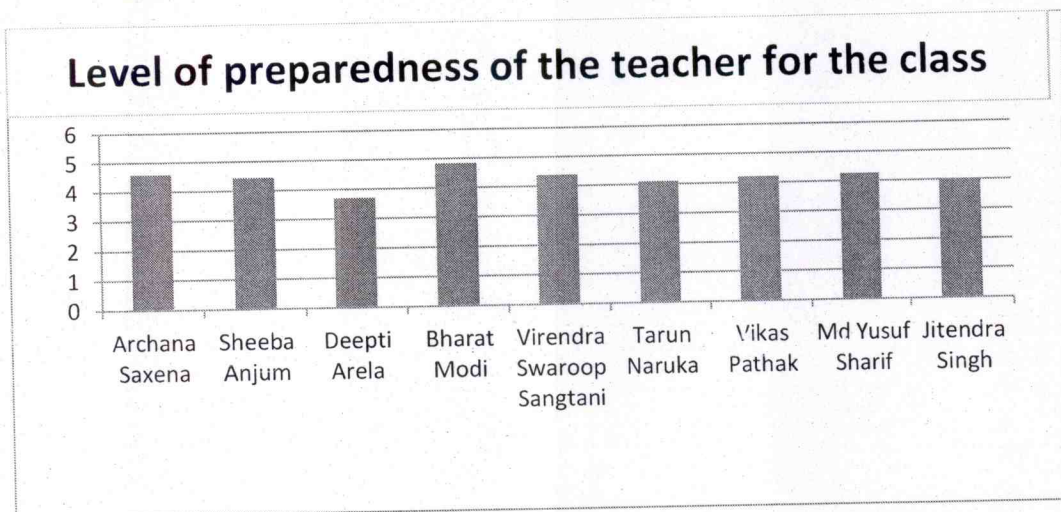
5.2 Clarity of presentation:



Action Taken: All faculty members have been asked to prepare Power Point presentation on the content either on content of subject curriculum or any latest topic of area, which will be delivered.

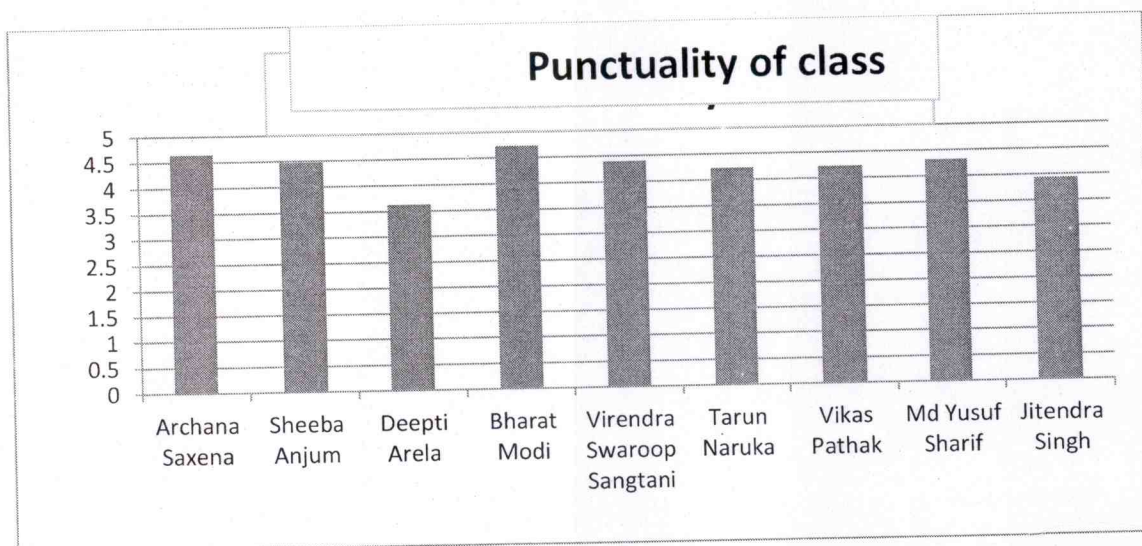


5.3 Level of preparedness of the teacher for the class:



Action Taken: Faculty members are encouraged to prepare at least 3-5 lectures ahead of time. They're also told to interact with the faculties, taking same subject in another class. Faculty members should also make notes in such a way that students are interested in the subject and all the notes must be available on ERP.

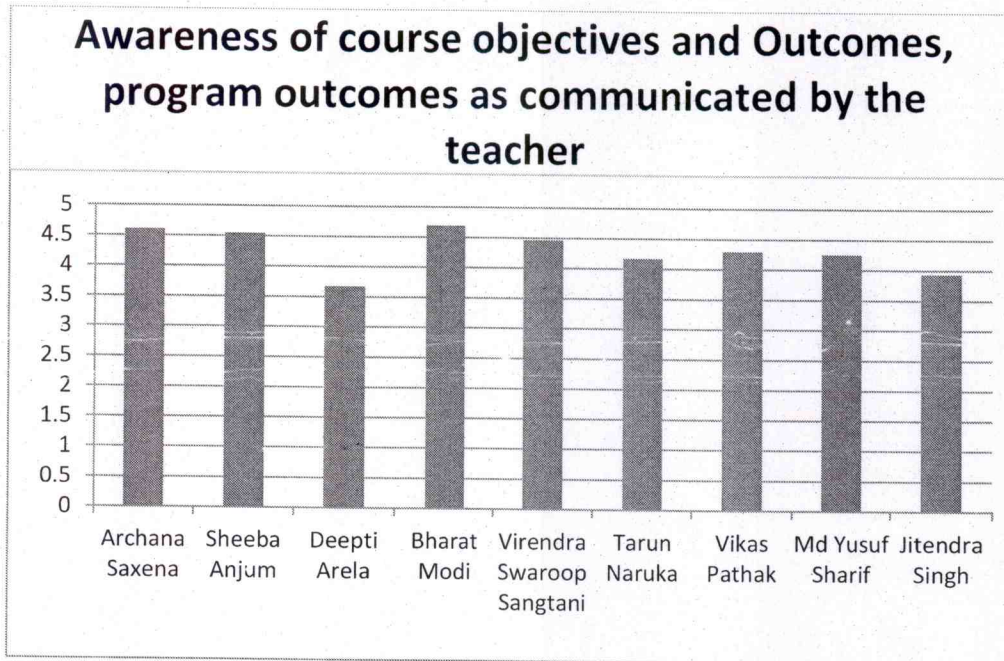
5.4 Punctuality of class:



Action Taken: Faculty members are advised to be punctual for the classes specially during first lecture and lecture after lunch.

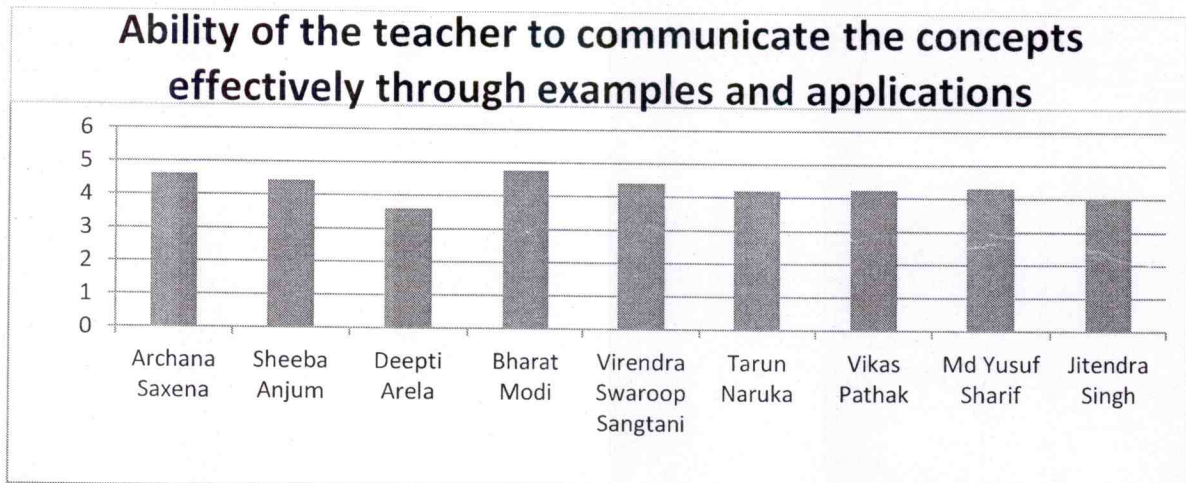


5.5 Awareness of course objectives and Outcomes, program outcomes as communicated by the teacher:



Action Taken: It has been communicated to all faculty members that the course objectives and outcomes should be discussed in the introductory class and a session during orientation has also been conducted for the same. .

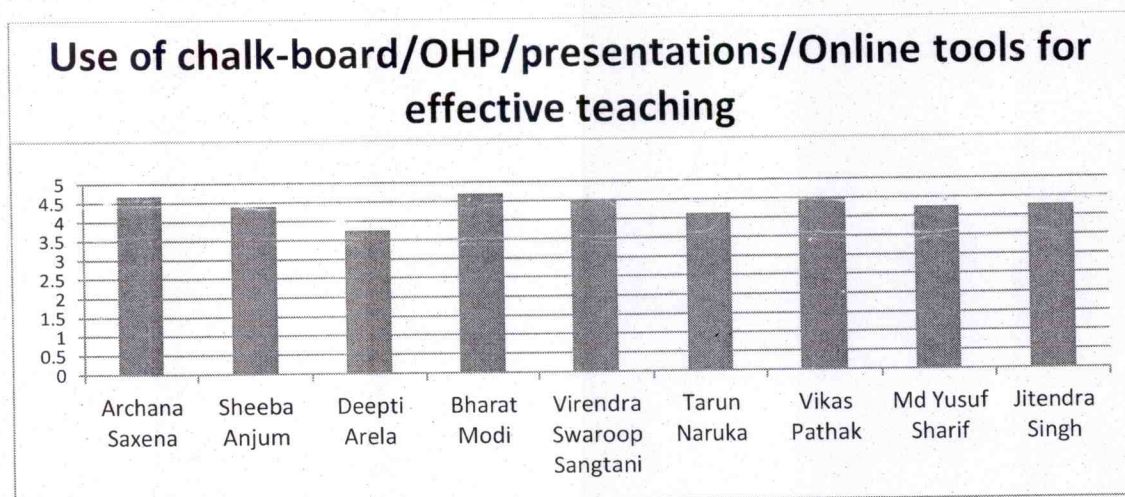
5.6 Ability of the teacher to communicate the concepts effectively through examples and applications:





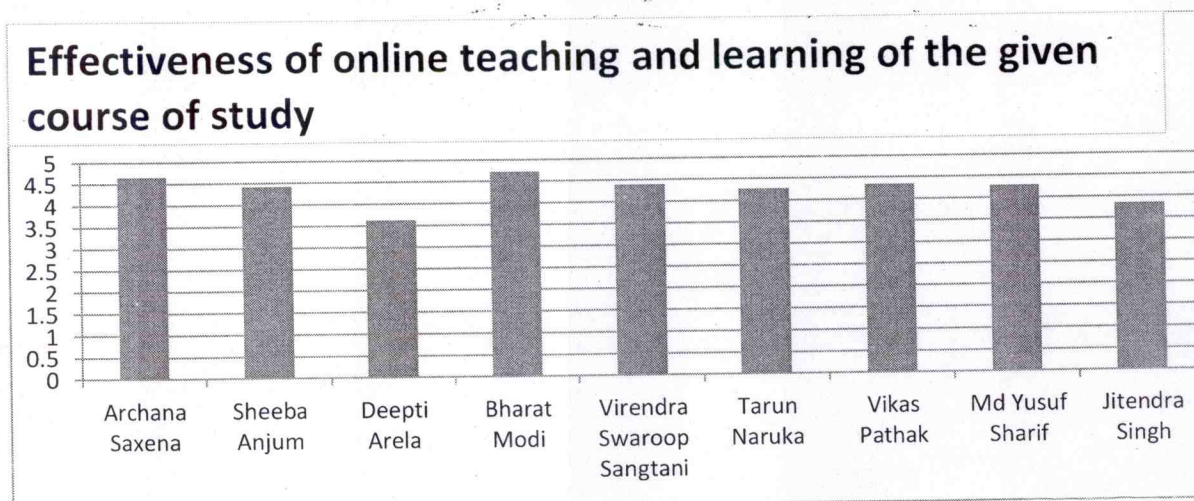
Action Taken: Faculty members are advised to design their teaching methods in such a way that students can grasp the concept/facts about the issue correctly. In a departmental meeting, the HOD recommended everyone focus on real-world examples in the classroom so that students can correctly grasp facts and concepts.

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



Action Taken: It has been suggested to all the faculty members to use the PPT/modern tool usage for better understanding of the topic.

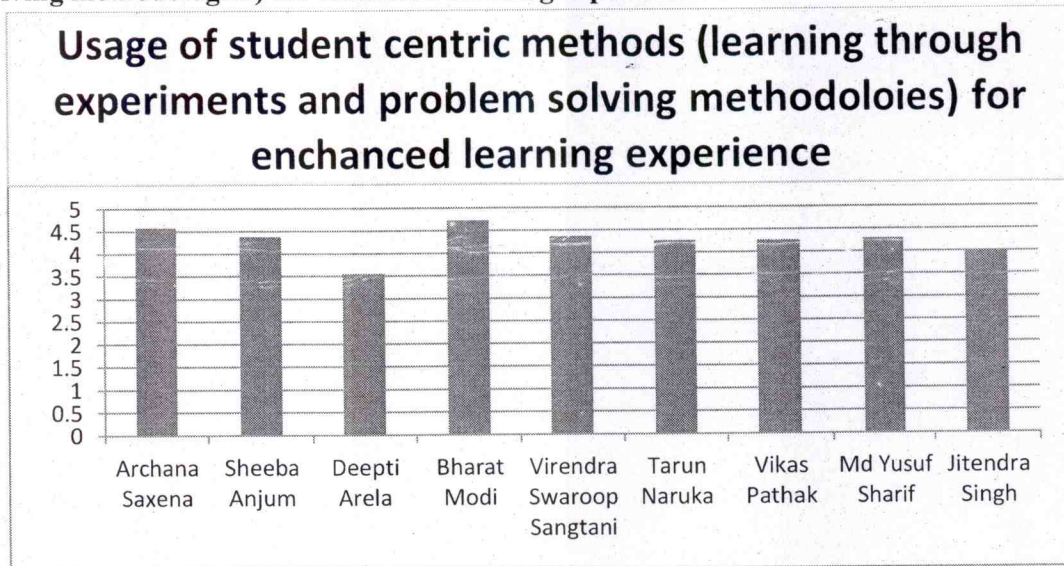
5.8: Effectiveness of online teaching and learning of the given course of study:





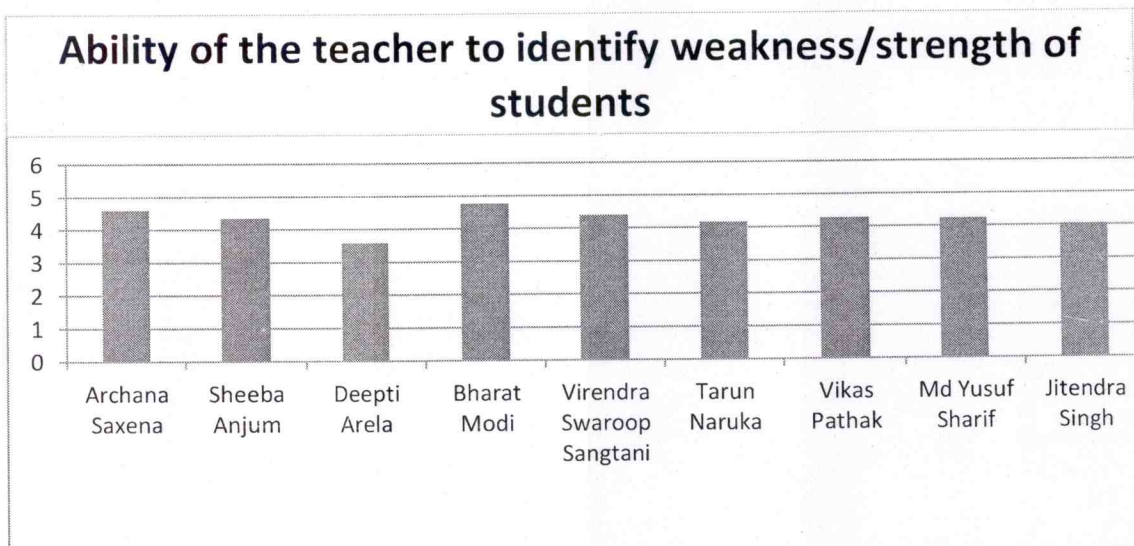
Action Taken: The faculty members are advised to share the online contents available with the students. By modern tool usage, faculty members are instructed to raise the quality level of teaching.

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



Action Taken: It has been instructed by HOD to discuss case studies based problems during the classes.

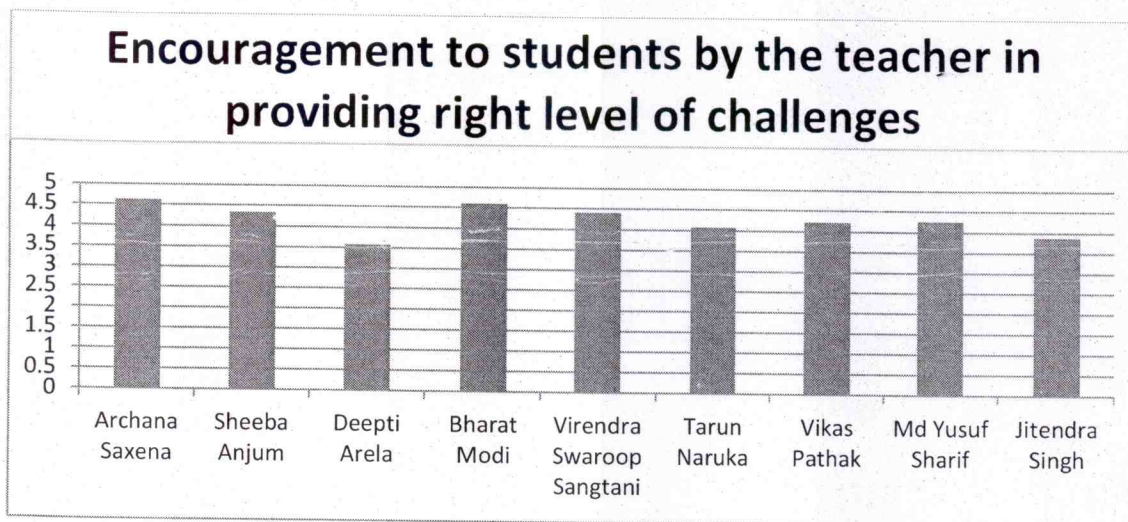
5.10 Ability of the teacher to identify weakness/ strength of students:





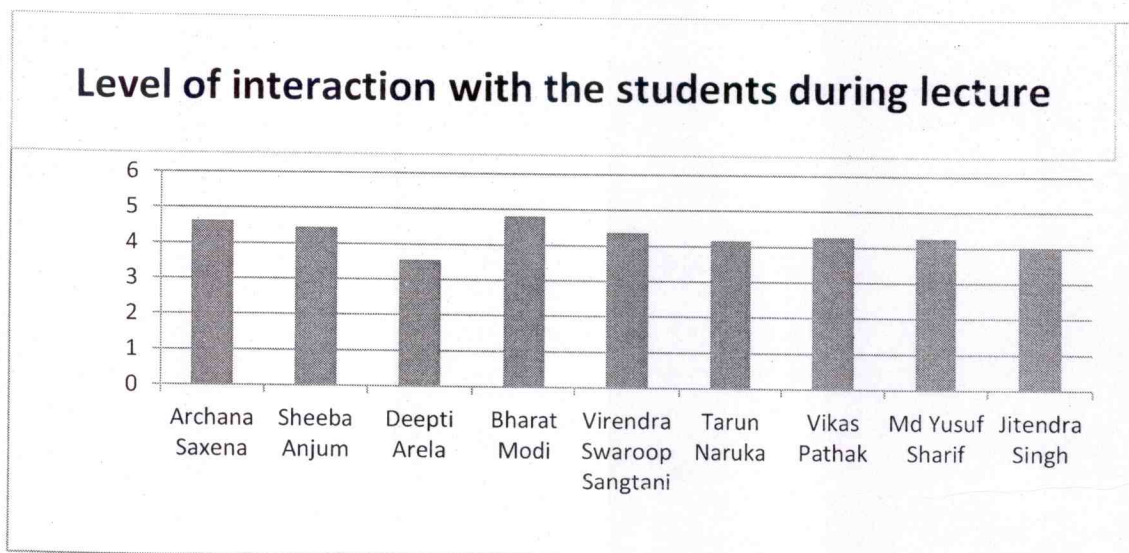
Action Taken: It has been advised that students' weaknesses and strengths be identified so that they can be motivated in the proper way. During lecture hours, faculty members are encouraged to ask questions from the students.

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



Action Taken: The faculty members are requested to engage the students in carrier oriented talks during the class hours to enhance their performance.

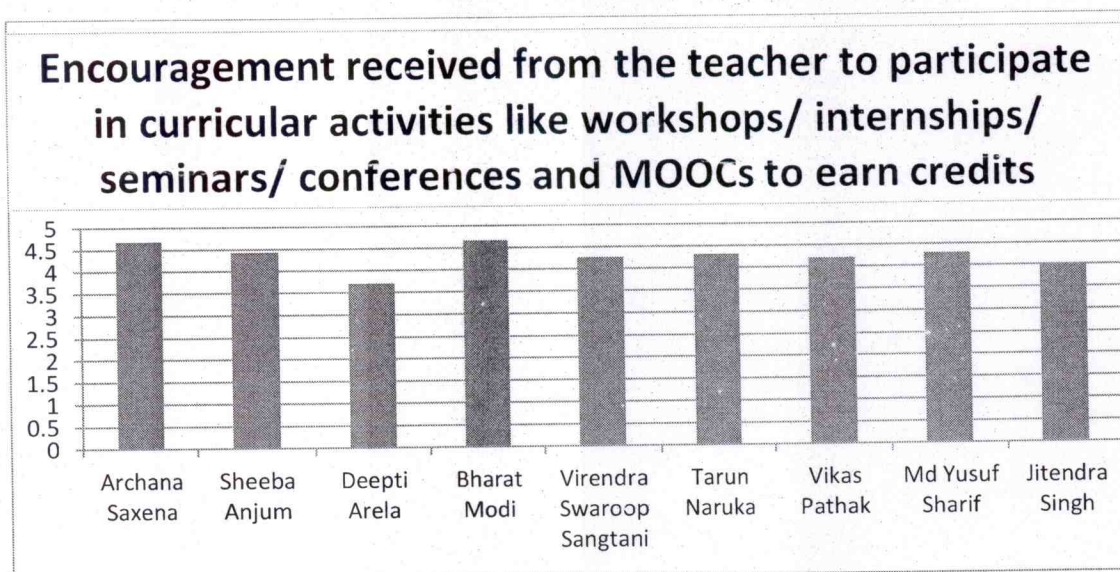
5.12 Level of interaction with the students during lecture:





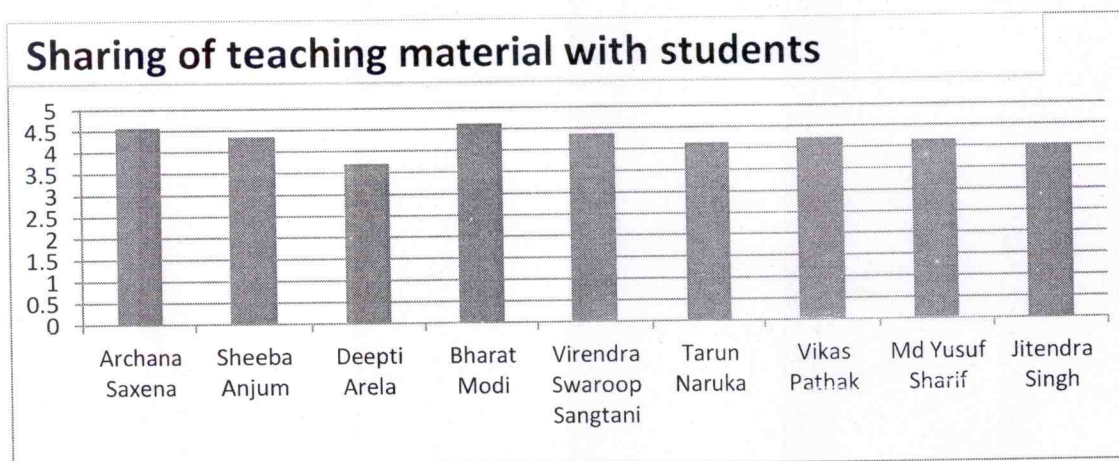
Action Taken: Faculty members are advised to increase the level of interaction with the students after the class so that they can share the problem they are facing during the classes. Faculty members are expected to create a welcoming environment during the class so that students can ask questions without fear of being judged.

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 are asked to motivate the students to register for the MOOCs courses/seminars/conference/ to earn the credit during their UG program as per the norms and motivate them to get the degree with Honours.

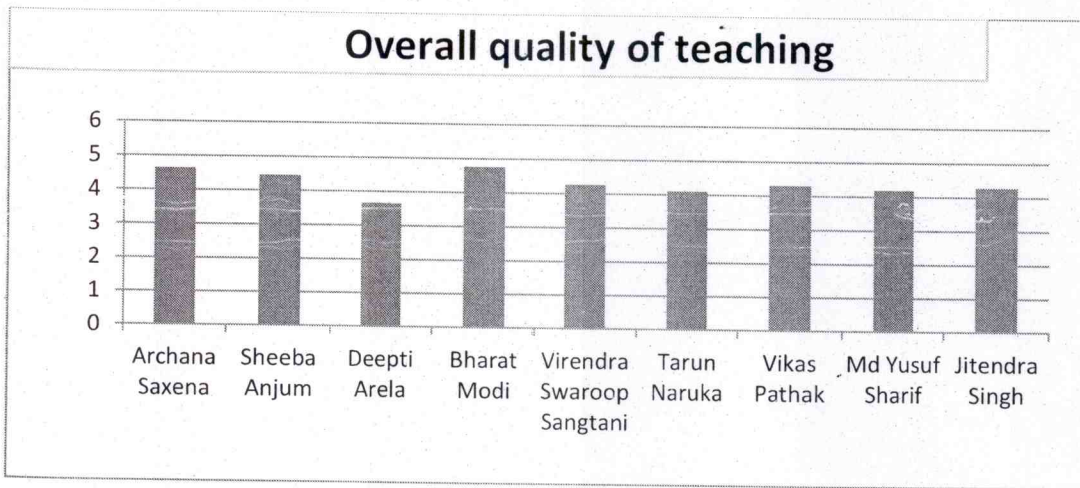
5.14 Sharing of teaching material with students:





Action taken: Faculty members are advised to share the hand written notes, tutorial sheets before the class, so that the student can access the material during the lecture hours. They are also advised to share the assignment sheets/Tutorial sheets in Ten different sets among the students.

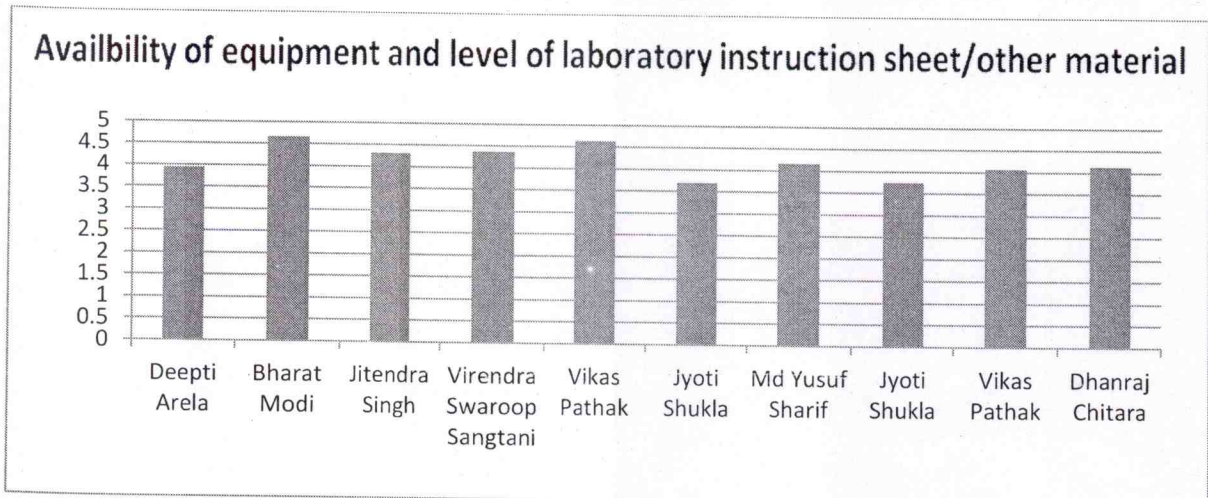
5.15 Overall quality of teaching:



Action Taken: Faculty members are suggested that they must raise the overall quality of the teaching by providing the good quality of the content to the students. They are also asked to be well prepared before the class.

6. Point-wise Feedback Analysis of Laboratory Courses

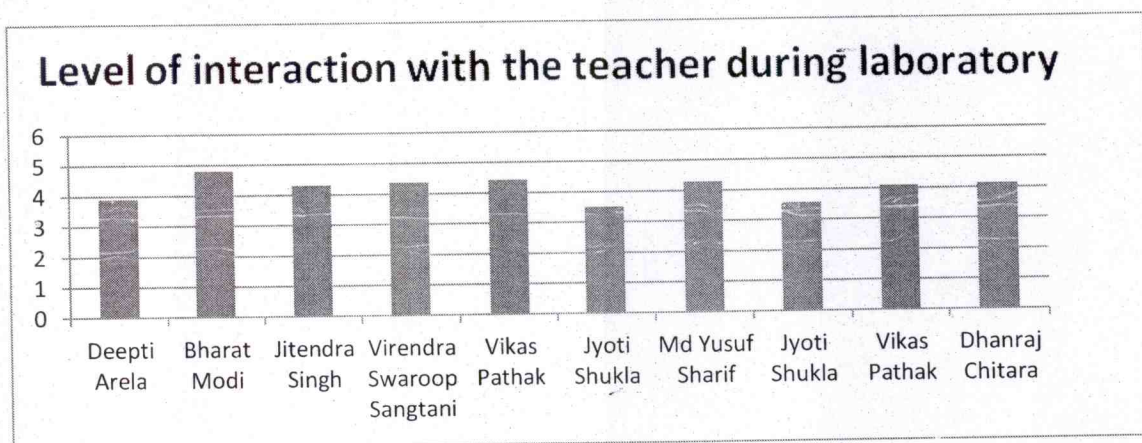
6.1 Availability and level of laboratory instruction sheet/ other material:





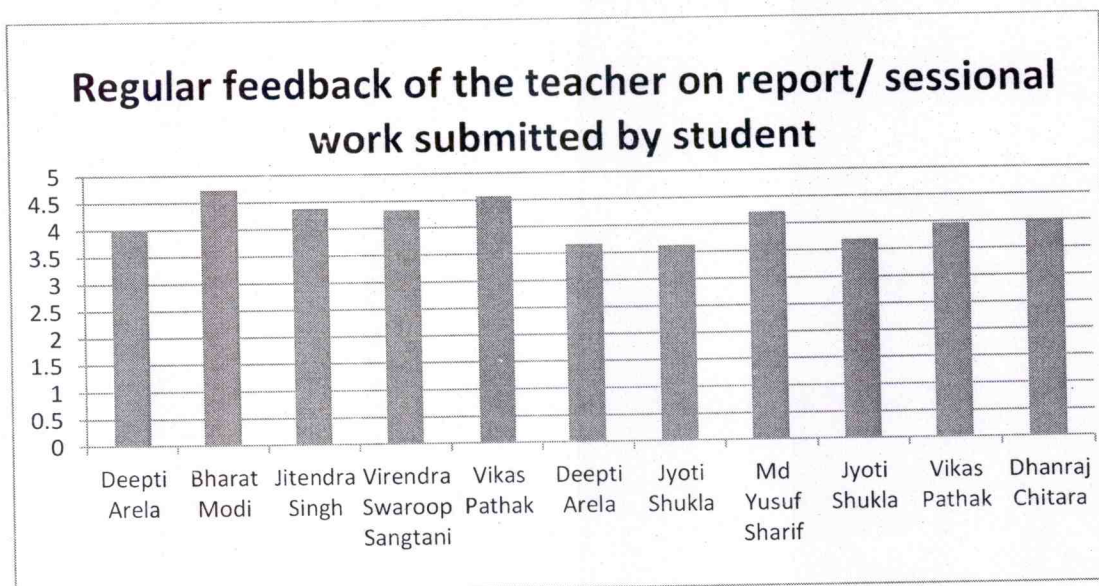
Action Taken: It is suggested that faculty members must inform all students in the introductory class about laboratory instruction and marks bifurcations. The prerequisites for the experiment that will be performed must be well explained.

6.2 Level of interaction with the teacher during laboratory:



Action Taken: During lab hours, faculty members are encouraged to connect with each student and try to solve their issues regarding the lab.

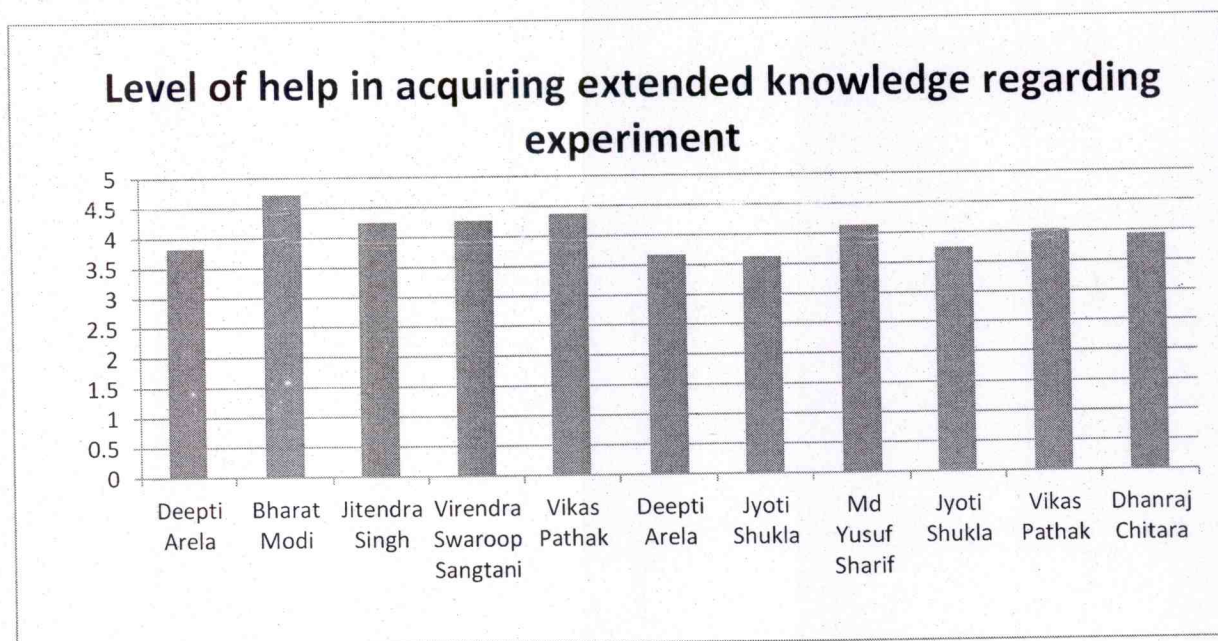
6.3 Regular feedback of the teacher on report/ sessional work submitted by student:





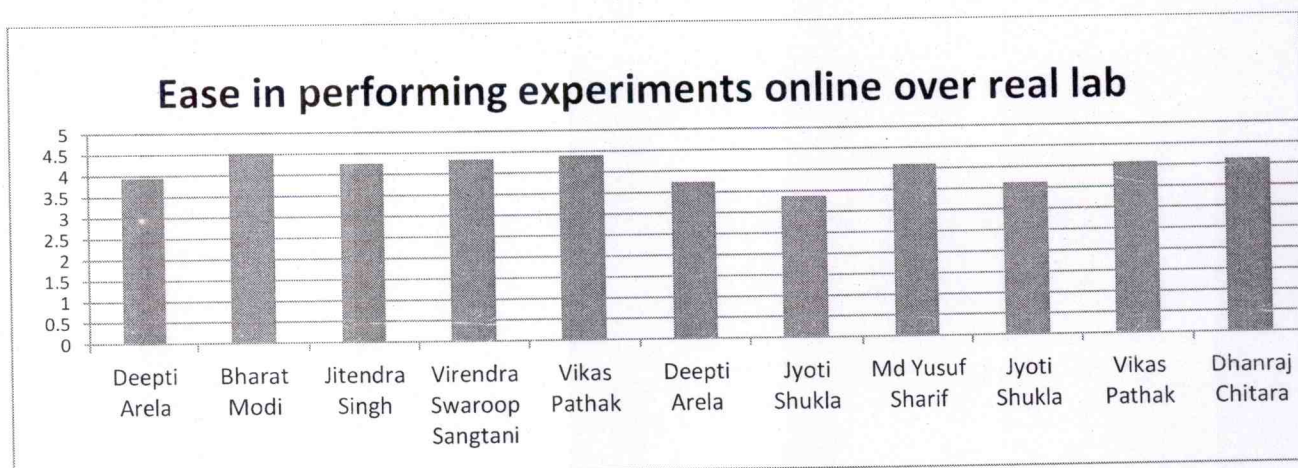
Action Taken: It is suggested that faculty members tell all students about the importance of the lab syllabus and how it is useful in the engineering module. Faculty members are advised to do the weekly assessment of the practical record of the students and award the grades accordingly.

6.4 Level of help in acquiring extended knowledge regarding experiment:



Action Taken: Faculty members are encouraged to develop in their students a desire to learn more about the syllabus in a practical setting and how it may be applied in lifetime learning.

6.5 Ease in performing experiments online over real lab:



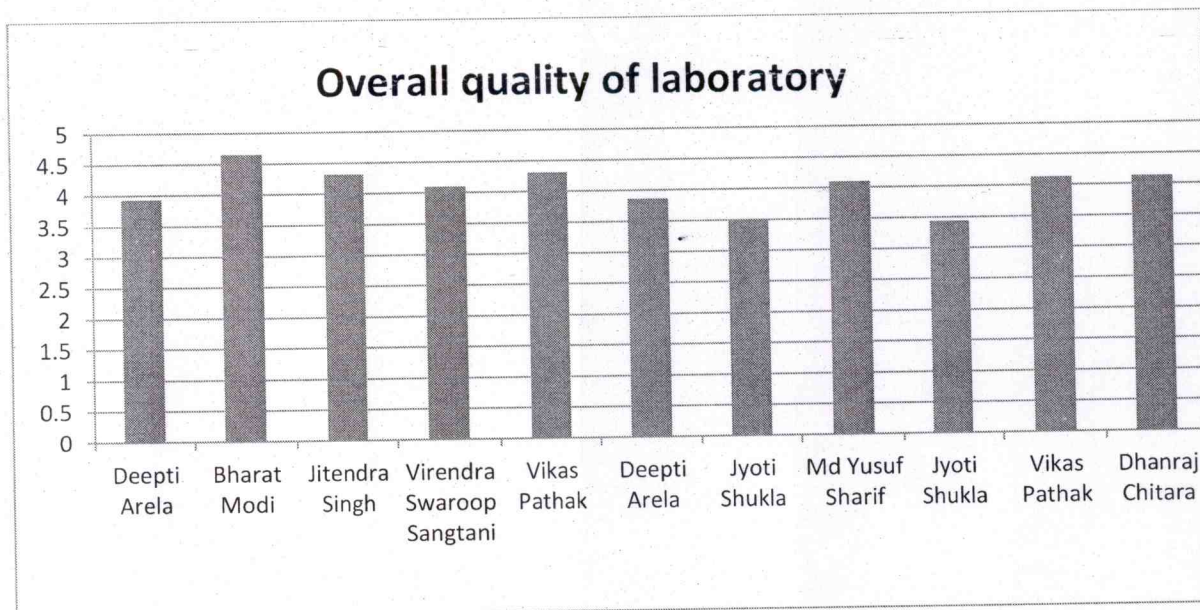


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Action Taken: Faculty members are suggested to activate systematic working environment by making aware of concerned virtual laboratory to perform better in real laboratory. Virtual Labs refers to a virtual teaching and learning environment aimed at developing students' laboratory skills. As one of the most important eLearning tools, they allow the student to conduct various experiments without any constraints to place or time, in contrast to the constraints of real labs. They also offer students access to a realistic lab experience that will allow them to perform experiments and practice their skills in a risk-free and interactive learning environment.

6.6 Overall quality of laboratory:



Action Taken: It has been advised that all Faculty members/TA keep a suitable work plan for equipment maintenance and update the notice board accordingly so that the general quality of the lab is good and all equipment is in working order.

7. General Action Taken by Department

After receiving the feedback from the students all the issues are raised in the Departmental meeting through the proper channel. HOD has suggested some points to overcome the shortcomings observed in the feedback. Students are facing some serious issues which are also discussed likewise

Issue 1: Students requested to conduct expert talk and awareness session for GATE Exam.

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Action Taken: Expert talk and Sessions for GATE classes had been arranged by experts.

Issue 2: As observed in some of the report, that attendance of the lecture is not marked properly.

Action Taken: Faculty members are already being instructed to update attendance on ERP regularly. Also they have been talked to cross check the attendance of students on ERP.

Finally it has been concluded in the meeting that the overall standard of the teaching and laboratory are satisfied.

(HOD)

Dr. Sarfraz Nazki

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DEPARTMENT OF ELECTRICAL ENGINEERING

Analysis of Student Feedback

Program:	UG	Semester:	VII	Session:	2023-24
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1. No. of Students Providing Feedback: 146

2. Feedback Collection Dates: 04/12/2023, 05/12/2023 and 06/12/2023

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)

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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)

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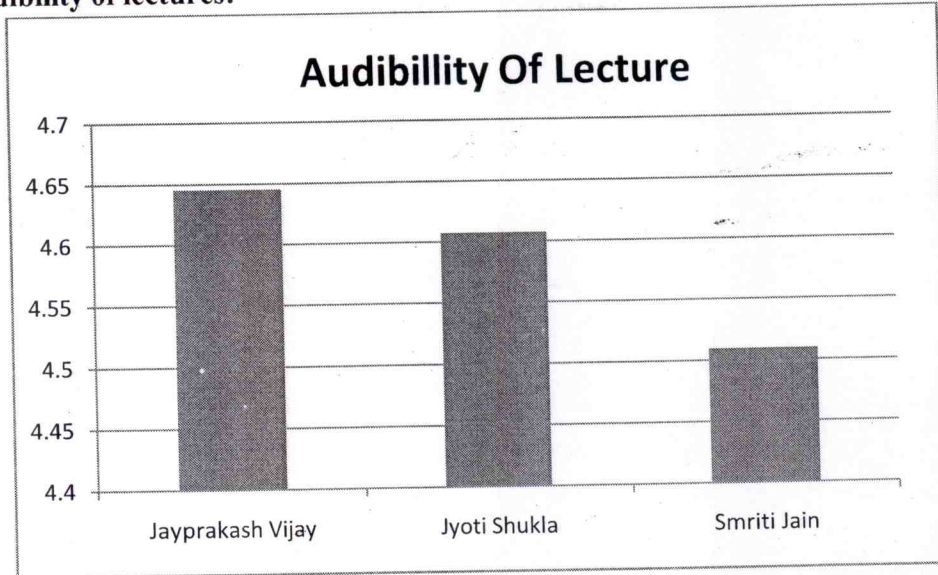
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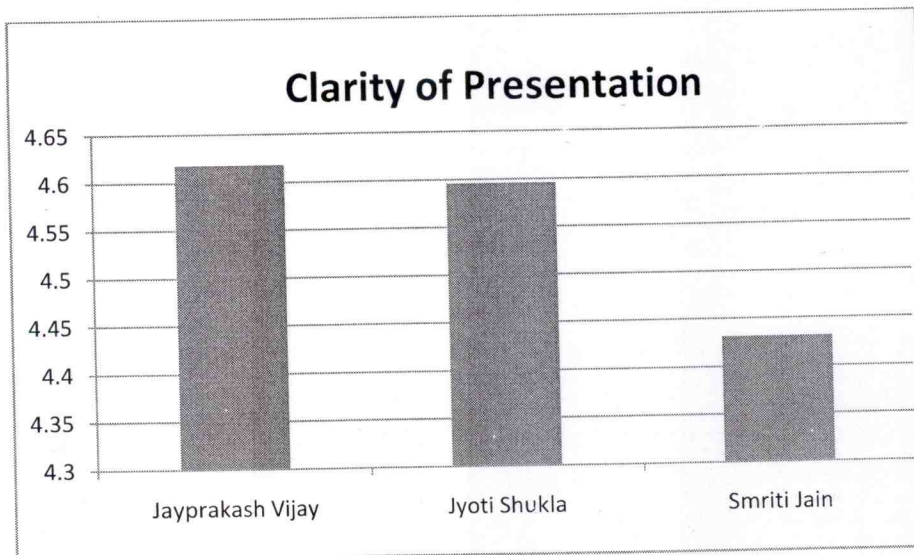
5. Point-wise Feedback Analysis of Theory Courses

5.1 Audibility of lectures:



Action Taken: Some students have complained about speech clarity during power point presentation at seminar hall so one extra projector has been installed in lecture room in the department and faculty members are suggested to speak loudly in the classroom so it become audible for every student.

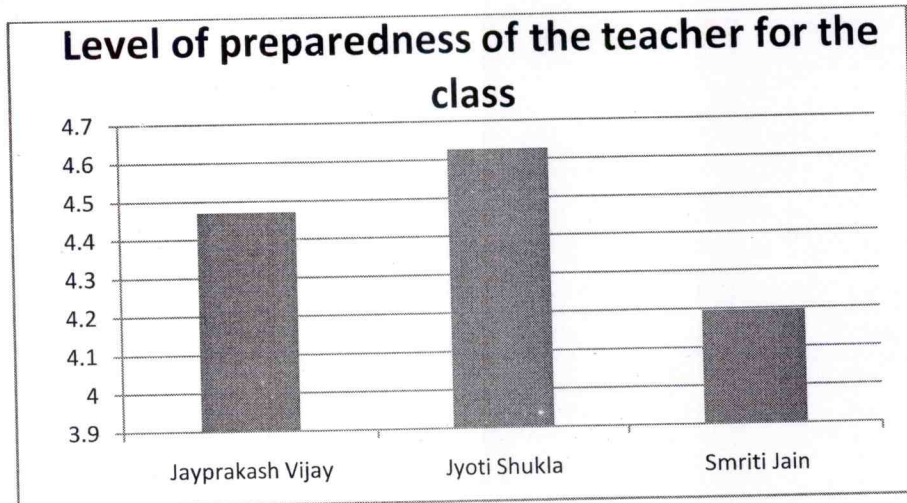
5.2 Clarity of presentation:





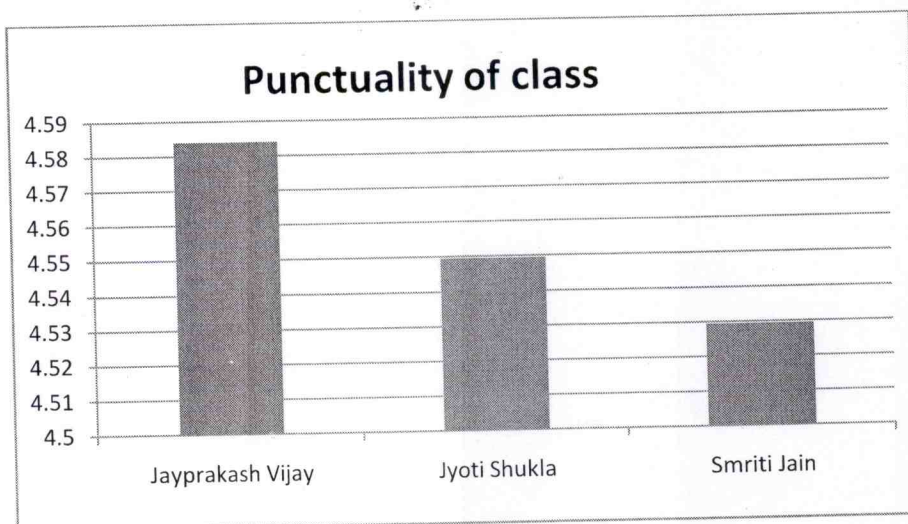
Action Taken: All faculty members have been asked to prepare Power Point presentation on the content either on content of subject curriculum or any latest topic of area, which will be delivered.

5.3 Level of preparedness of the teacher for the class:



Action Taken: Faculty members are encouraged to prepare at least 2-3 lectures ahead of time. They're also told to interact with the faculties, taking same subject in another class. Faculty members should also make notes in such a way that students are interested in the subject and it must be available on ERP.

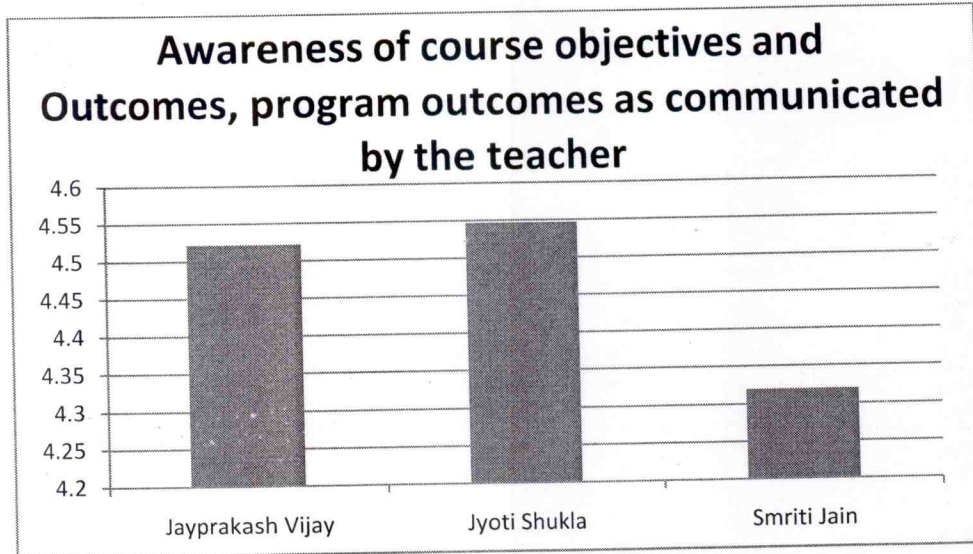
5.4 Punctuality of class:





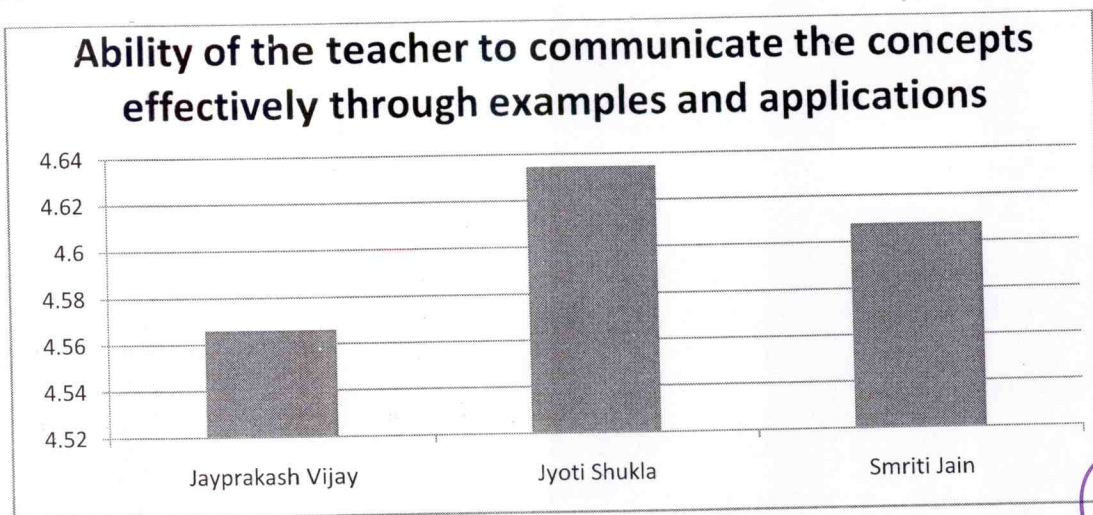
Action Taken: Faculty members are advised to be punctual for the classes specially during first lecture.

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



Action Taken: It has been communicated to all faculty members that the course objectives and outcomes should be discussed in the introductory class.

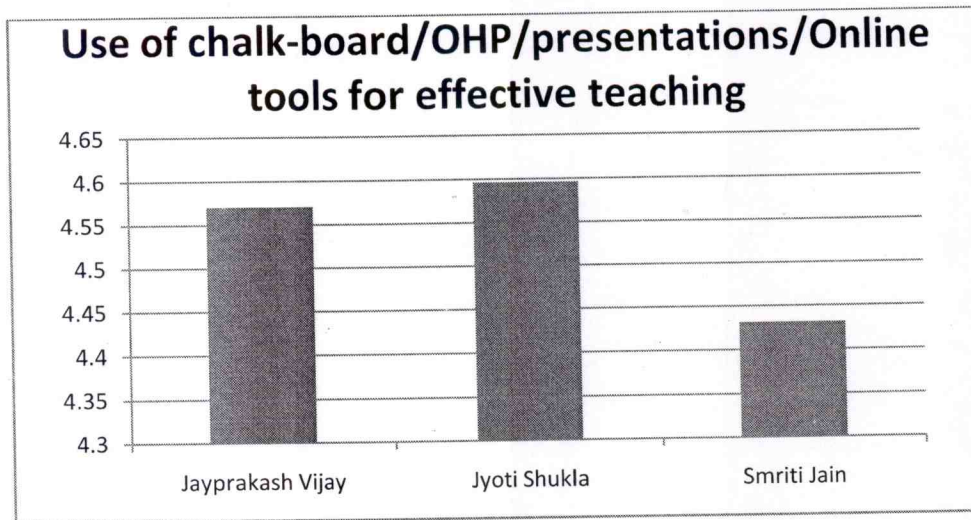
5.6 Ability of the teacher to communicate the concepts effectively through examples and applications:





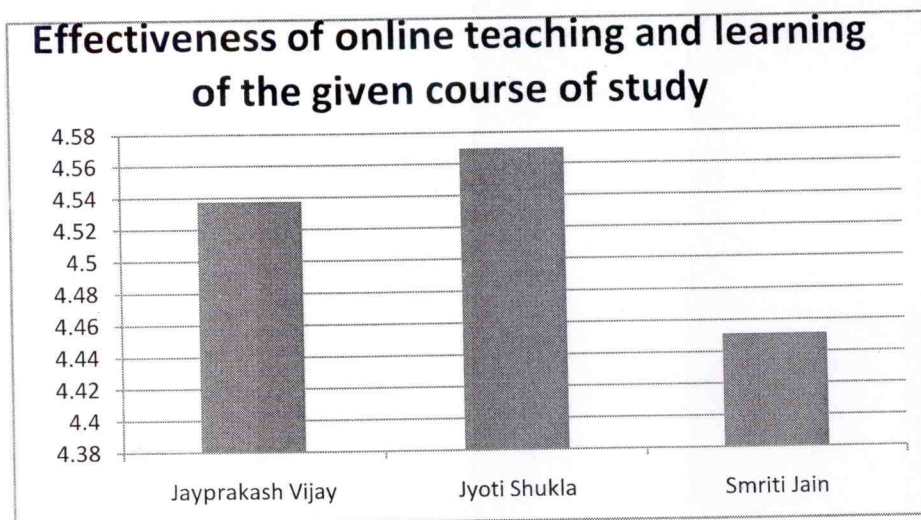
Action Taken: Faculty members are advised to design their teaching methods in such a way that students can grasp the concept/facts about the issue correctly. In a departmental meeting, the HOD recommended everyone focus on real-world examples in the classroom so that students can correctly grasp facts and concepts.

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



Action Taken: It has been suggested to all the faculty members to use the ppt/modern tool usage for better understanding of the topic.

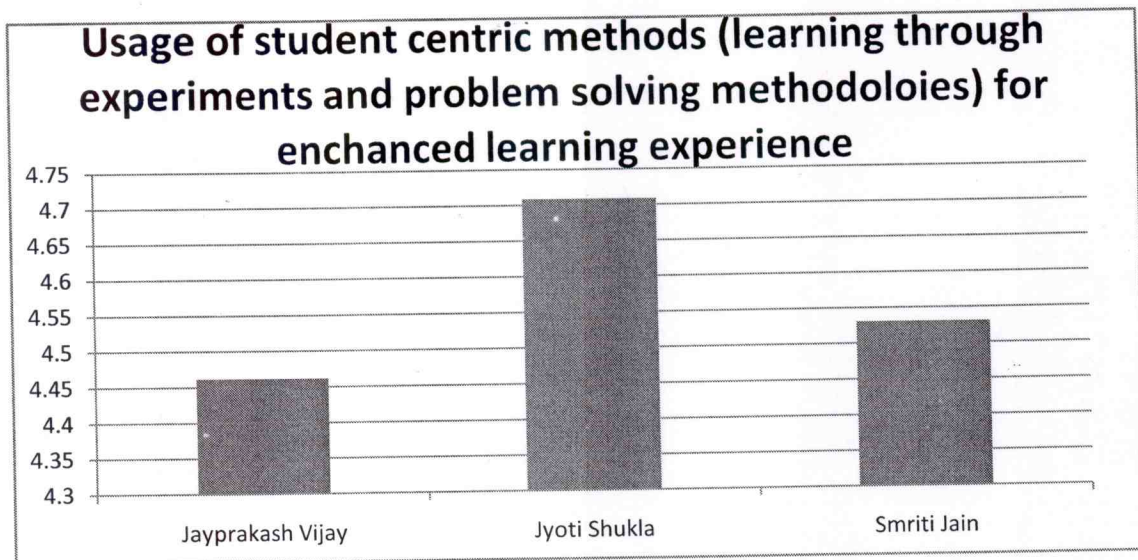
5.8: Effectiveness of online teaching and learning of the given course of study:





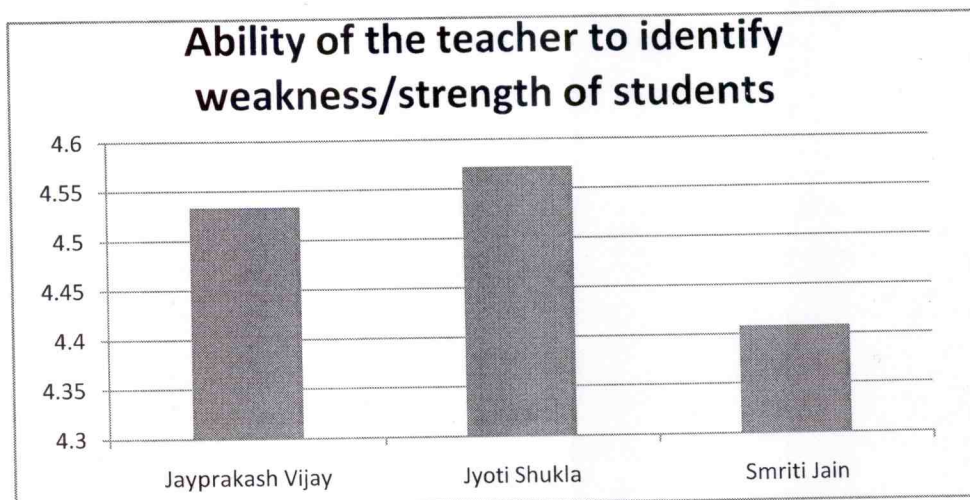
Action Taken: The faculty members are advised to share the online contents available with the students. By modern tool usage, faculty members are instructed to raise the quality level of teaching.

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



Action Taken: It has been instructed by HOD to discuss case studies based problems during the classes.

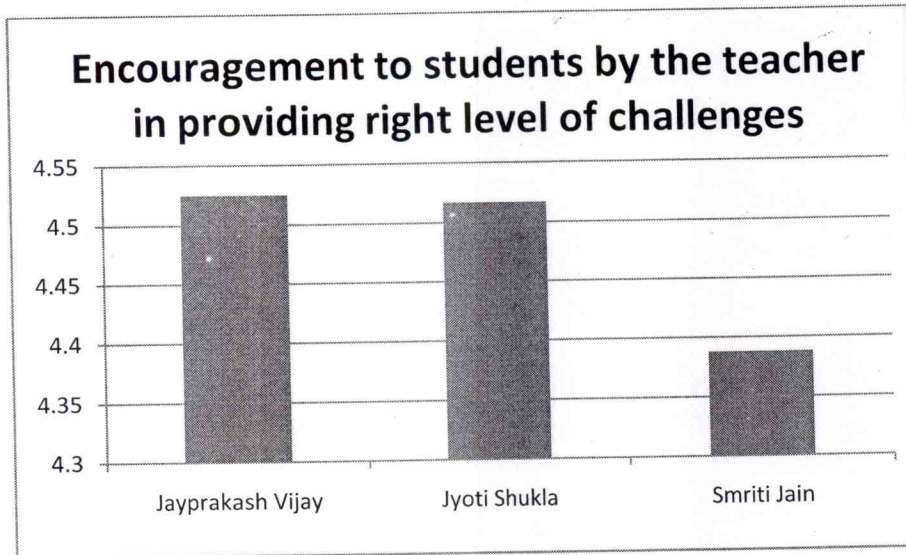
5.10 Ability of the teacher to identify weakness/ strength of students:





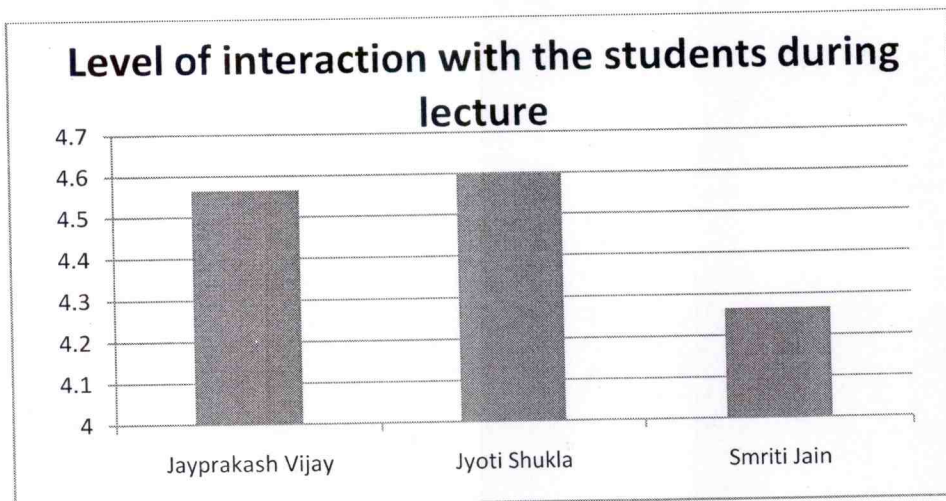
Action Taken: It has been advised that students' weaknesses and strengths be identified so that they can be motivated in the proper way. During lecture hours, faculty members are encouraged to ask questions from the students.

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



Action Taken: The faculty members are requested to engage the students in carrier oriented talks during the class hours to enhance their performance.

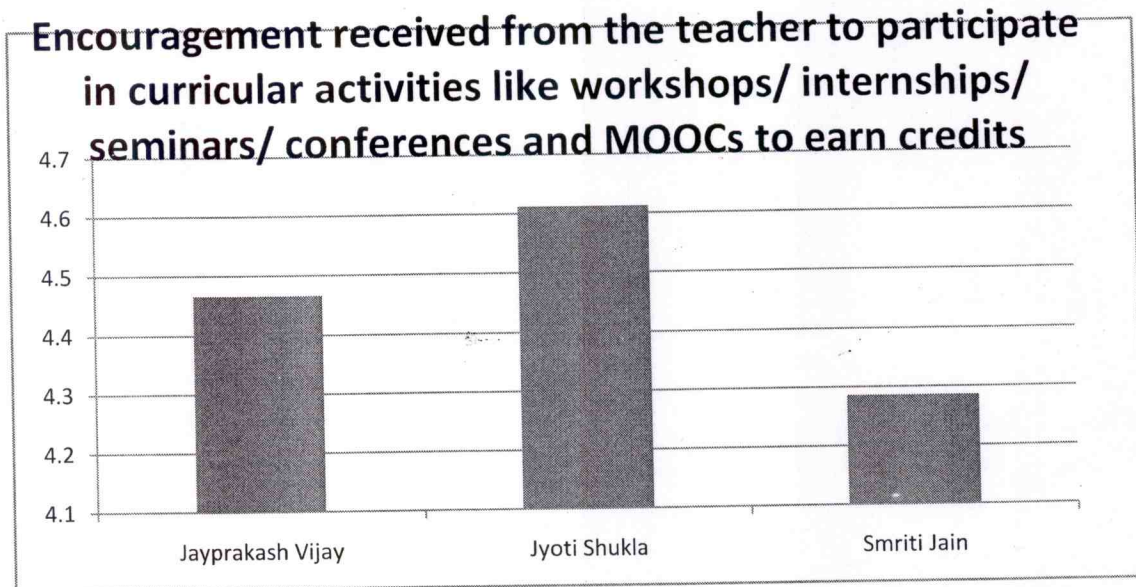
5.12 Level of interaction with the students during lecture:





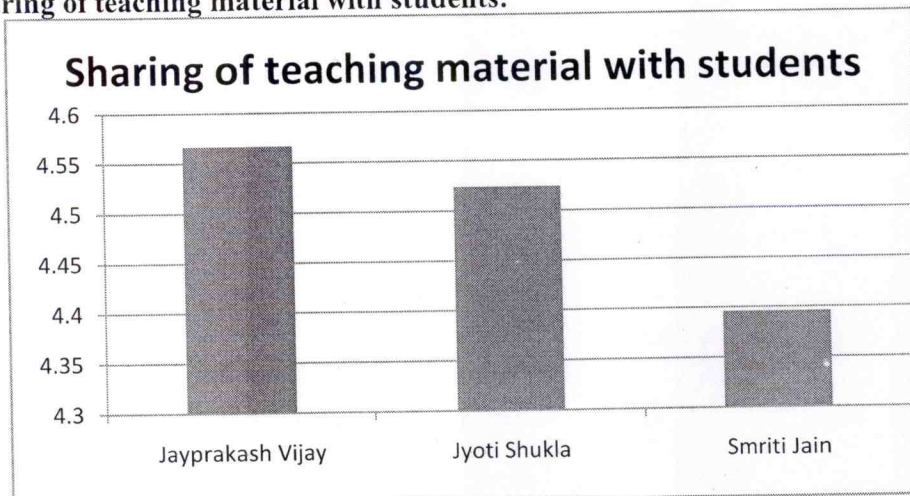
Action Taken: Faculty members are advised to increase the level of interaction with the students after the class so that they can share the problem they are facing during the classes. Faculty members are expected to create a welcoming environment during the class so that students can ask questions without fear of being judged.

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 are asked to motivate the students to register for the MOOCs courses/seminars/conference/ to earn the credit during their UG program as per the norms.

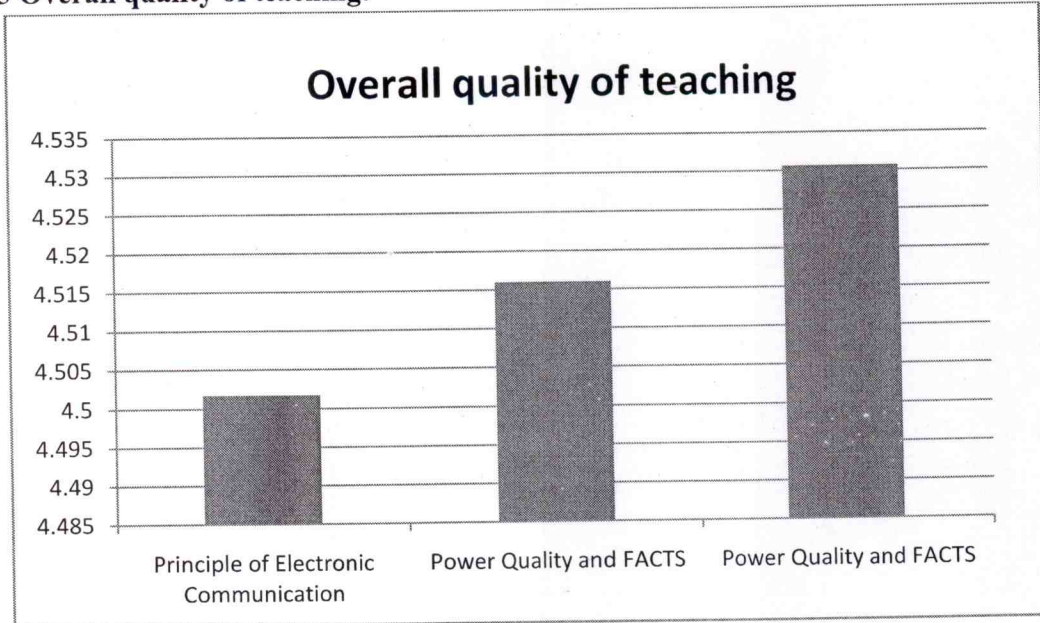
5.14 Sharing of teaching material with students:





Action taken: Faculty members are advised to share the hand written notes, tutorial sheets before the class, so that the student can access the material during the lecture hours. They are also advised to share the assignment sheets/Tutorial sheets in five different sets among te students.

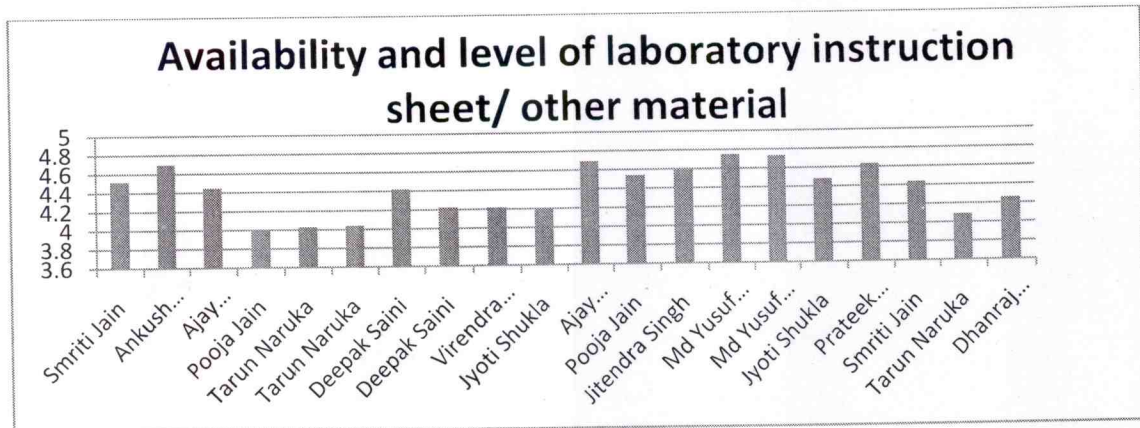
5.15 Overall quality of teaching:



Action Taken: Faculty members are suggested that they must raise the overall quality of the teaching by providing the good quality of the content to the students. They are also asked to be well prepared before the class.

6. Point-wise Feedback Analysis of Laboratory Courses

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

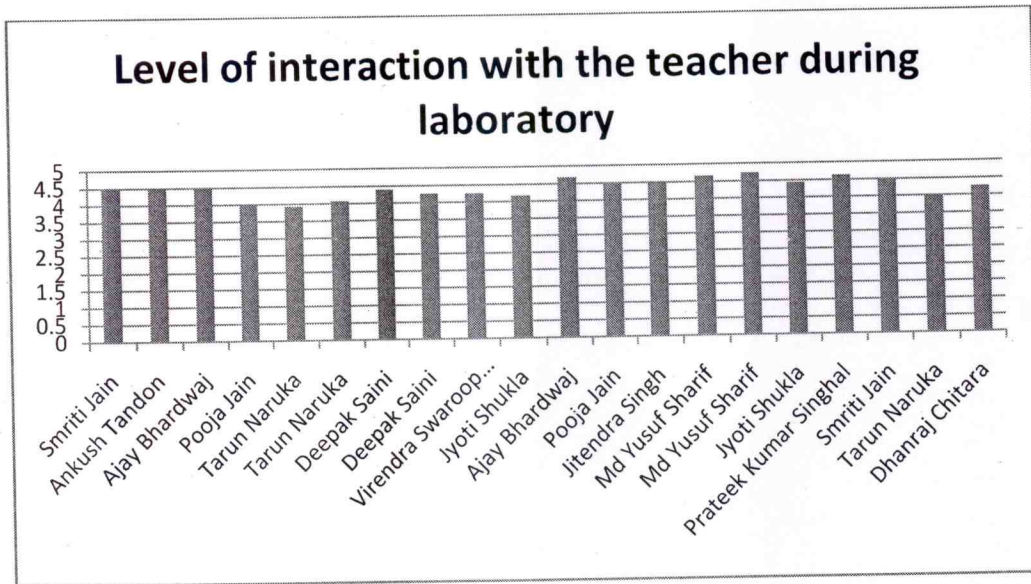


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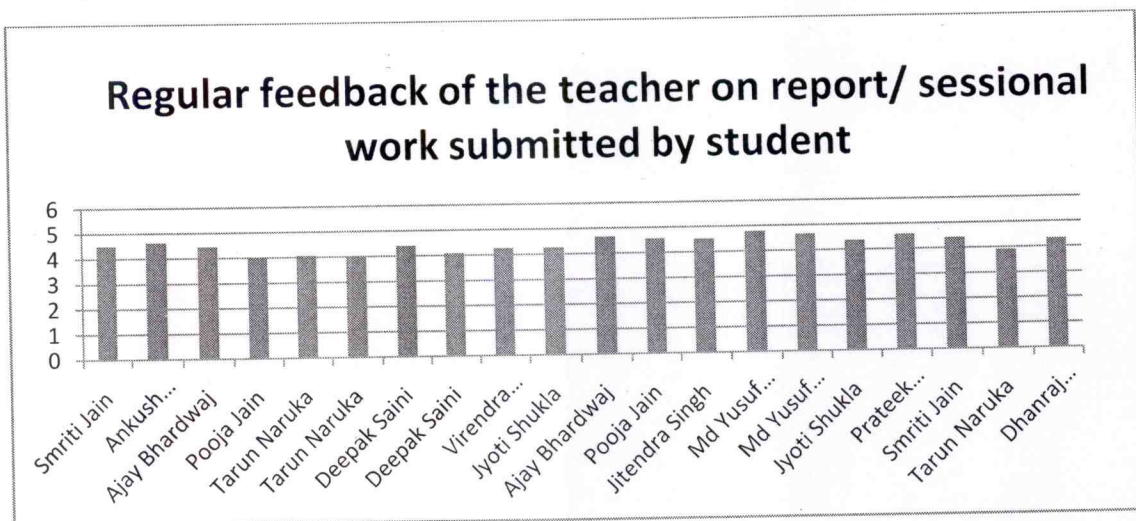
Action Taken: It is suggested that faculty members tell all students in the introductory class about laboratory instruction and marks bifurcations. The prerequisites for the experiment that will be performed, must be well explained.

6.2 Level of interaction with the teacher during laboratory:



Action Taken: During lab hours, faculty members are encouraged to connect with each student and try to solve their issues regarding the lab.

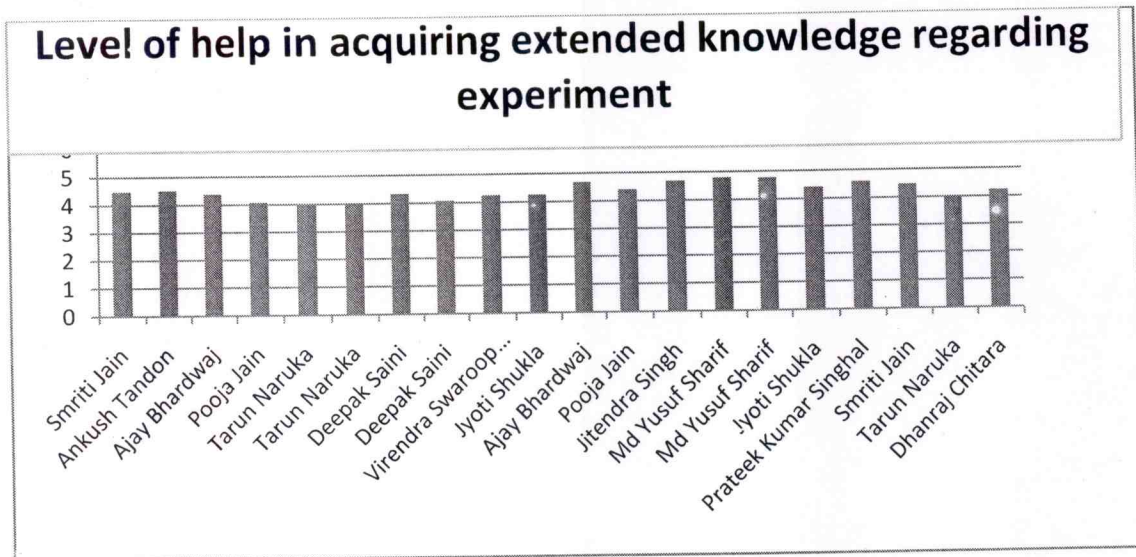
6.3 Regular feedback of the teacher on report/ sessional work submitted by student:





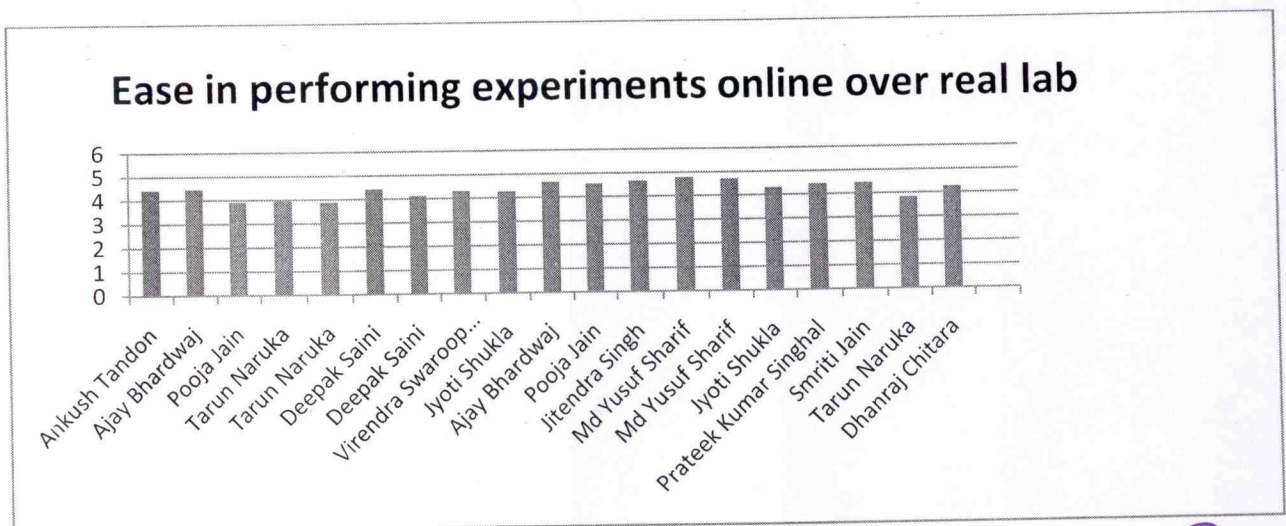
Action Taken: It is suggested that faculty members tell all students about the importance of the lab syllabus and how it is useful in the engineering module. Faculty members are advised to do the weekly assessment of the practical record of the students and award the grades accordingly.

6.4 Level of help in acquiring extended knowledge regarding experiment:



Action Taken: Faculty members are encouraged to develop in their students a desire to learn more about the syllabus in a practical setting and how it may be applied in lifetime learning.

6.5 Ease in performing experiments online over real lab:



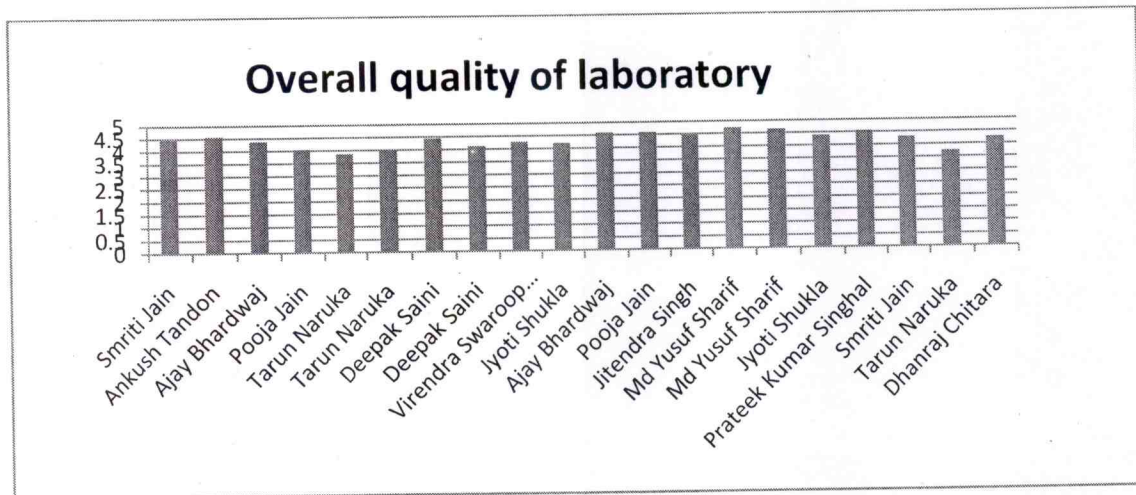


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Action Taken: Faculty members are suggested to activate systematic working environment by making aware of concerned virtual laboratory to perform better in real laboratory. Virtual Labs refers to a virtual teaching and learning environment aimed at developing students' laboratory skills. As one of the most important eLearning tools, they allow the student to conduct various experiments without any constraints to place or time, in contrast to the constraints of real labs. They also offer students access to a realistic lab experience that will allow them to perform experiments and practice their skills in a risk-free and interactive learning environment.

6.6 Overall quality of laboratory:



Action Taken: It has been advised that all Faculty members/TA keep a suitable work plan for equipment maintenance and update the notice board accordingly so that the general quality of the lab is good and all equipment is in working order.

7. General Action Taken by Department

After receiving the feedback from the students all the issues are raised in the Departmental meeting through the proper channel. HOD Sir has suggested some points to overcome the shortcomings observed in the feedback. Students are facing some serious issues which are also discussed likewise

Issue 1: Students asked about the core companies visiting the institute for the recruitment.

Action Taken: Placement Coordinators shared the details of Electrical core companies such as GENUS Power, POLYCAB, Pinnacle Infotech, Cape Electric, Renew Power

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Issue 2: Students were curious for upcoming placement drives.

Action Taken: Separate placement whatsapp group has been made and all information regarding placement have been circulated.

Issue 3: Students were worried about the attendance for the days of placement drives.

Action Taken: The attendance on the days of placements must be taken care by T&P cell.

Issue 4: Few students were interested in higher studies and asked few queries regarding higher studies through GATE and CAT.

Action Taken: GATE Coordinator explained the importance of higher studies and their scope.

Finally it has been concluded in the meeting that the overall standard of the teaching and laboratory are satisfied.

HOD)



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DEPARTMENT OF ELECTRICAL ENGINEERING

Analysis of Student Feedback

Program:	UG	Semester:	V	Session:	2023-24
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1. No. of Students Providing Feedback: 72

2. Feedback Collection Dates: 8/12/2023 and 13/12/2023

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)

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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)

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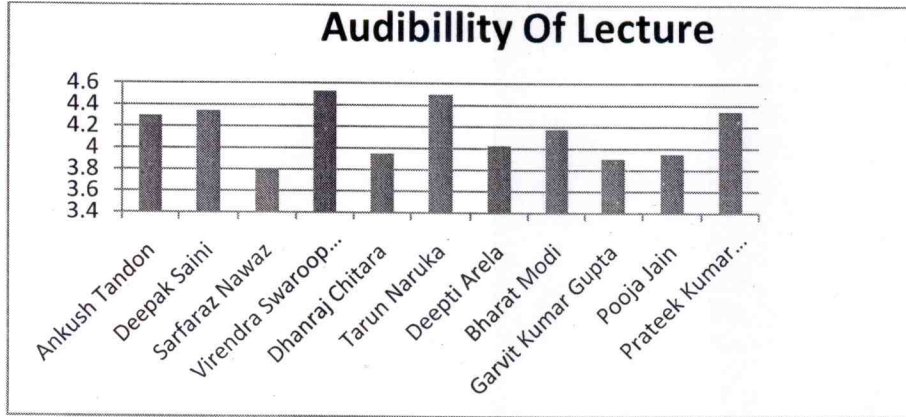
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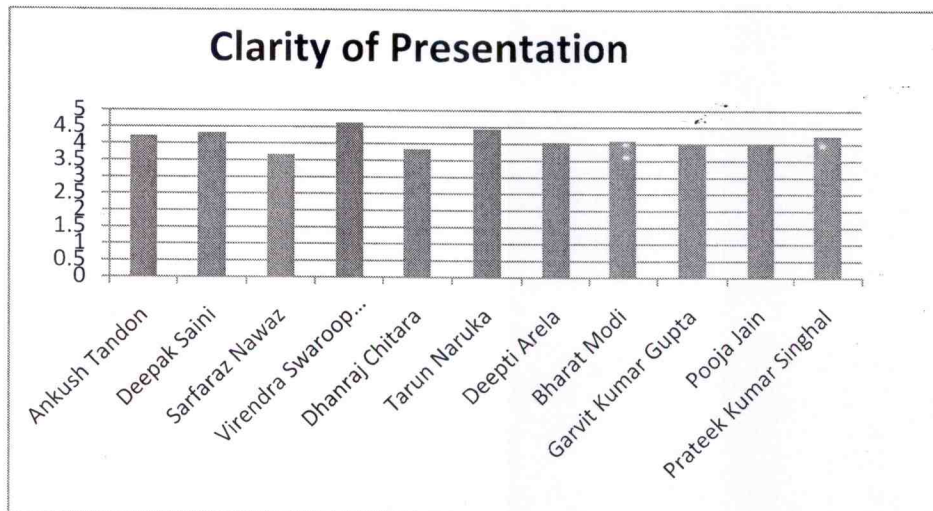
5. Point-wise Feedback Analysis of Theory Courses

5.1 Audibility of lectures:



Action Taken: Some students have complained about speech clarity during power point presentation at seminar hall so one extra projector has been installed in lecture room in the department and faculty members are suggested to speak loudly in the classroom so it become audible for every student.

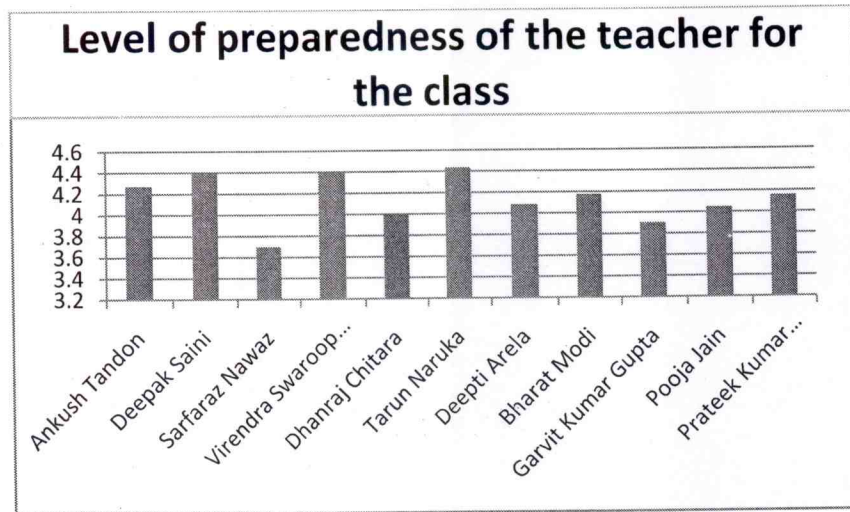
5.2 Clarity of presentation:





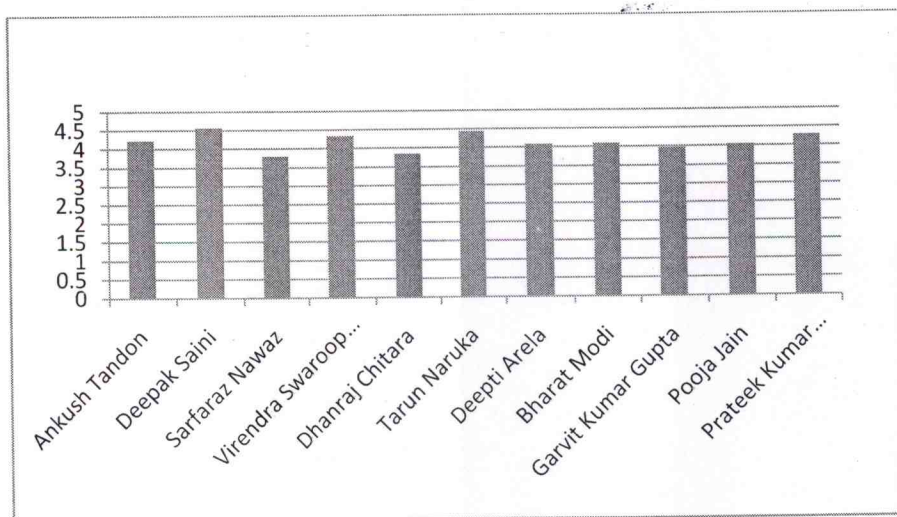
Action Taken: All faculty members have been asked to prepare Power Point presentation on the content either on content of subject curriculum or any latest topic of area, which will be delivered.

5.3 Level of preparedness of the teacher for the class:



Action Taken: Faculty members are encouraged to prepare at least 2-3 lectures ahead of time. They're also told to interact with the faculties, taking same subject in another class. Faculty members should also make notes in such a way that students are interested in the subject and it must be available on ERP.

5.4 Punctuality of class:



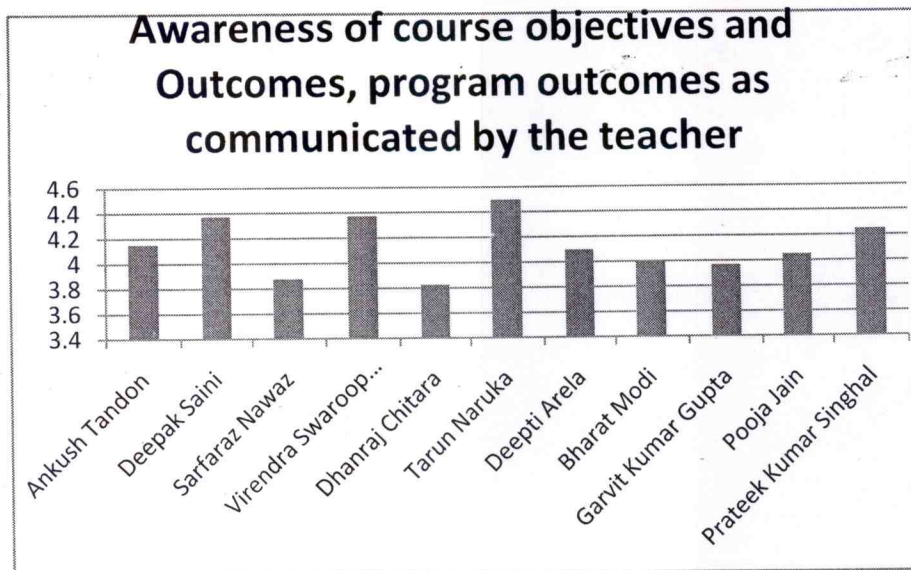


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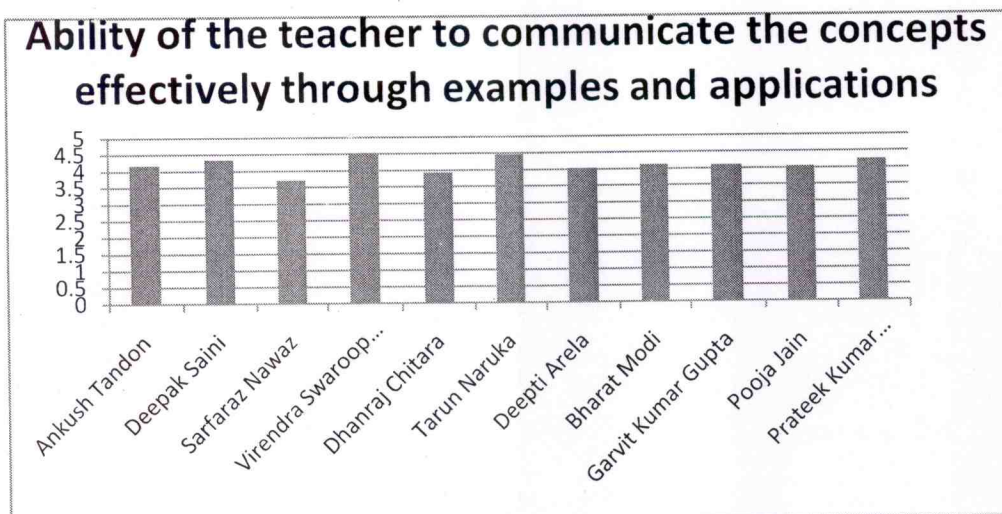
Action Taken: Faculty members are advised to be punctual for the classes specially during first lecture.

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



Action Taken: It has been communicated to all faculty members that the course objectives and outcomes should be discussed in the introductory class.

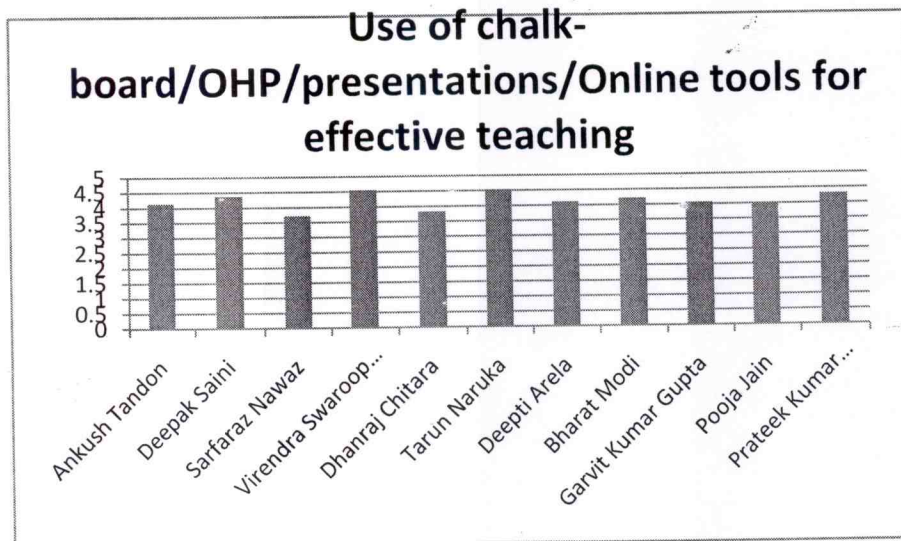
5.6 Ability of the teacher to communicate the concepts effectively through examples and applications:





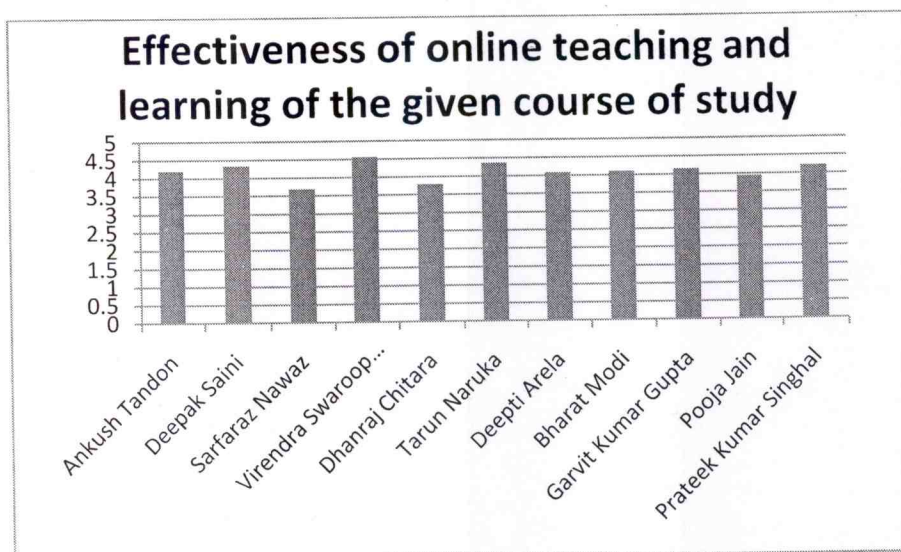
Action Taken: Faculty members are advised to design their teaching methods in such a way that students can grasp the concept/facts about the issue correctly. In a departmental meeting, the HOD recommended everyone focus on real-world examples in the classroom so that students can correctly grasp facts and concepts.

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



Action Taken: It has been suggested to all the faculty members to use the ppt/modern tool usage for better understanding of the topic.

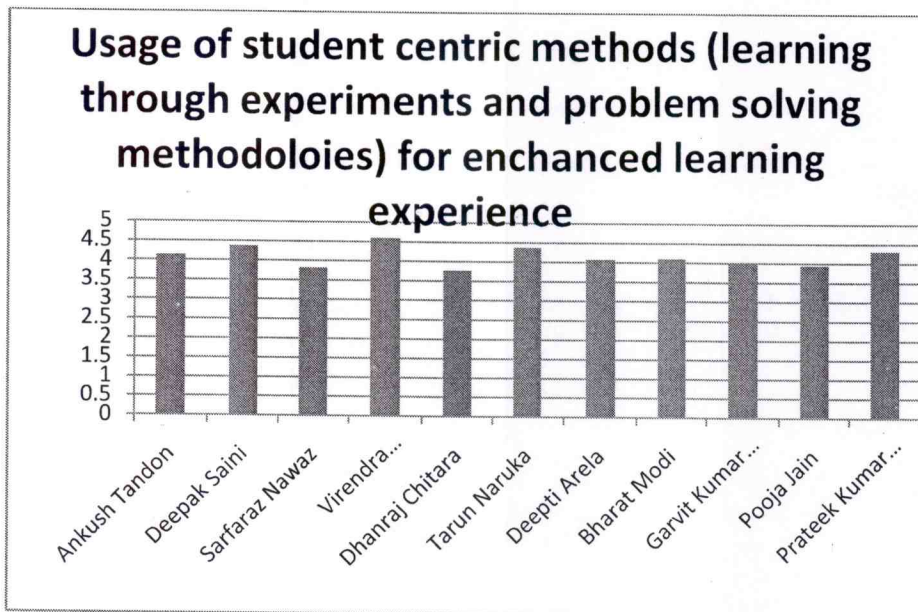
5.8: Effectiveness of online teaching and learning of the given course of study:





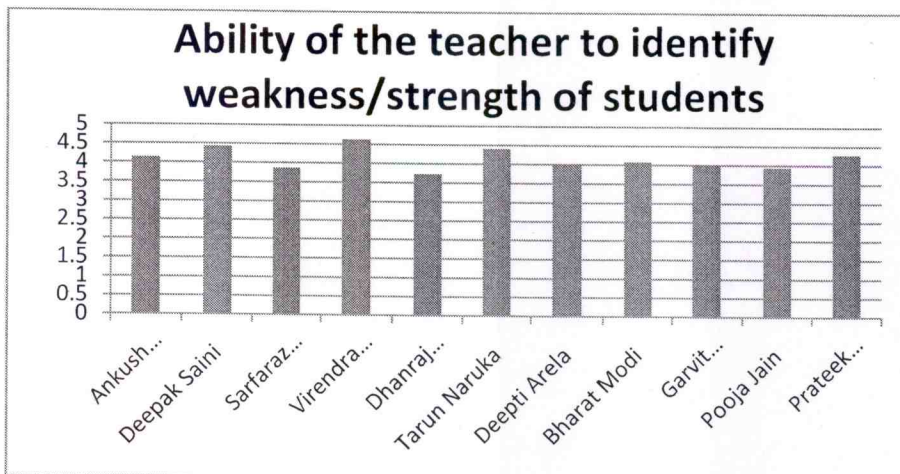
Action Taken: The faculty members are advised to share the online contents available with the students. By modern tool usage, faculty members are instructed to raise the quality level of teaching.

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



Action Taken: It has been instructed by HOD to discuss case studies based problems during the classes.

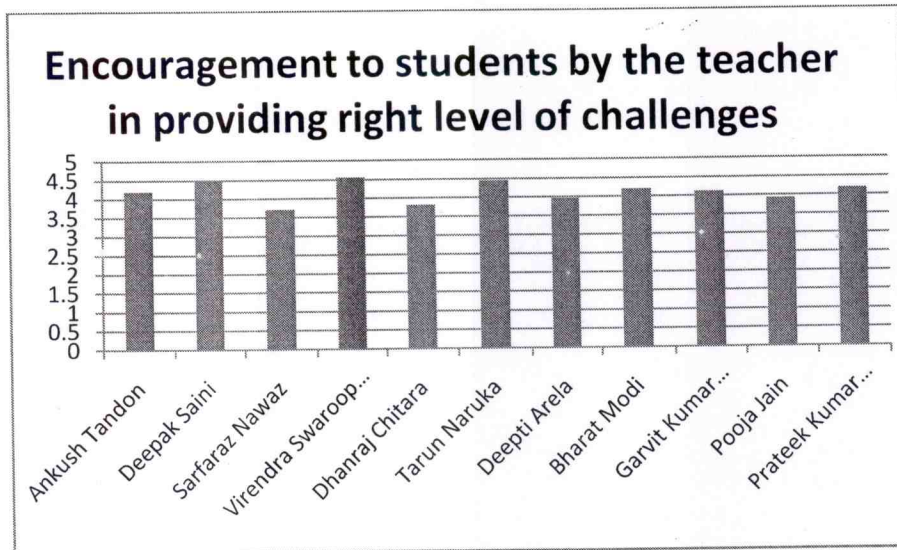
5.10 Ability of the teacher to identify weakness/ strength of students:





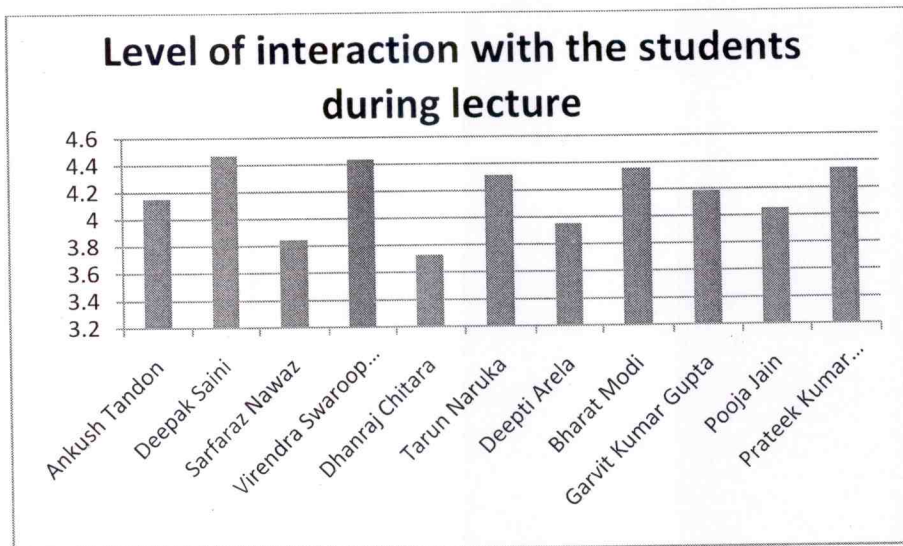
Action Taken: It has been advised that students' weaknesses and strengths be identified so that they can be motivated in the proper way. During lecture hours, faculty members are encouraged to ask questions from the students.

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



Action Taken: The faculty members are requested to engage the students in carrier oriented talks during the class hours to enhance their performance.

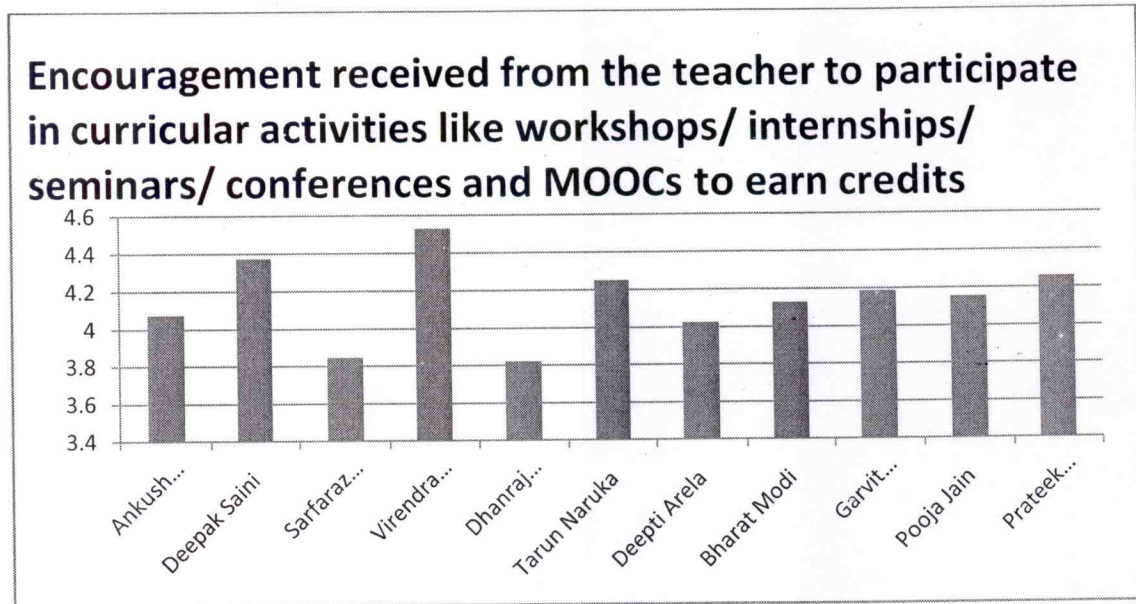
5.12 Level of interaction with the students during lecture:





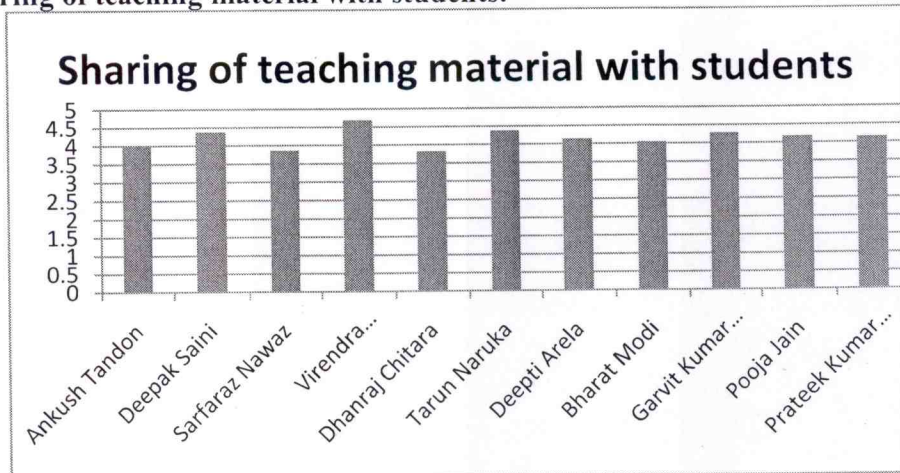
Action Taken: Faculty members are advised to increase the level of interaction with the students after the class so that they can share the problem they are facing during the classes. Faculty members are expected to create a welcoming environment during the class so that students can ask questions without fear of being judged.

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 are asked to motivate the students to register for the MOOCs courses/seminars/conference/ to earn the credit during their UG program as per the norms.

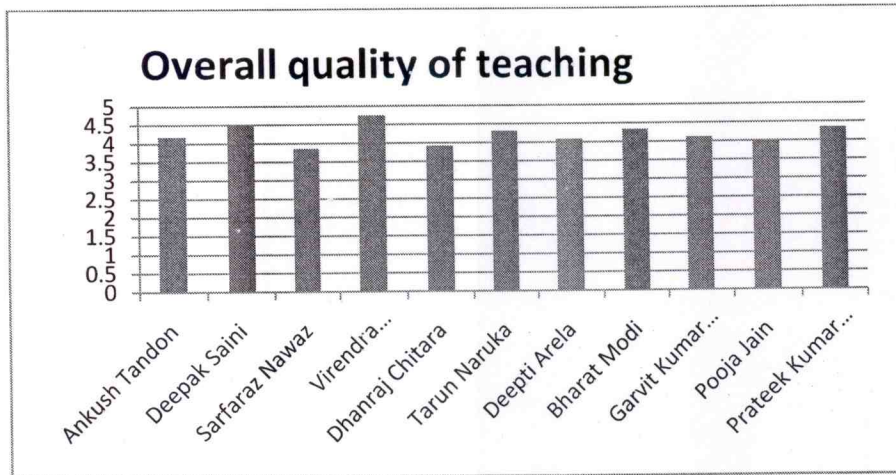
5.14 Sharing of teaching material with students:





Action taken: Faculty members are advised to share the hand written notes, tutorial sheets before the class, so that the student can access the material during the lecture hours. They are also advised to share the assignment sheets/Tutorial sheets in five different sets among te students.

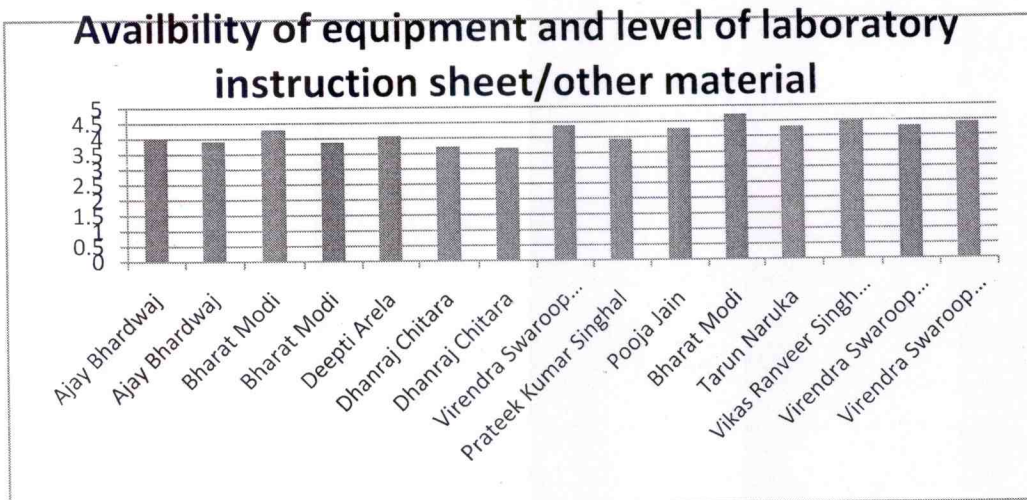
5.15 Overall quality of teaching:



Action Taken: Faculty members are suggested that they must raise the overall quality of the teaching by providing the good quality of the content to the students. They are also asked to be well prepared before the class.

6. Point-wise Feedback Analysis of Laboratory Courses

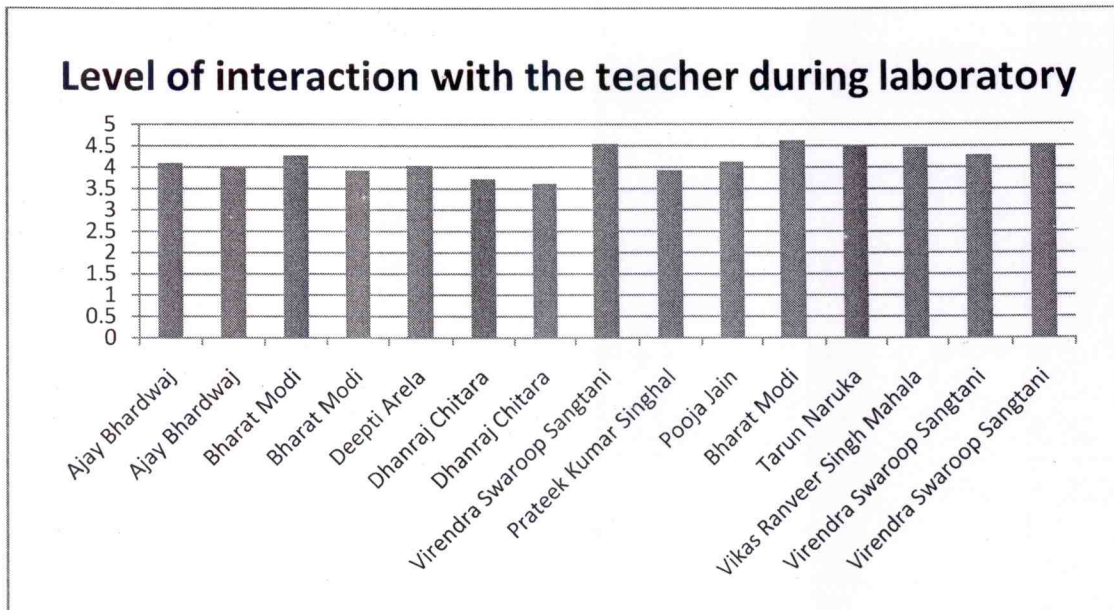
6.1 Availability and level of laboratory instruction sheet/ other material:





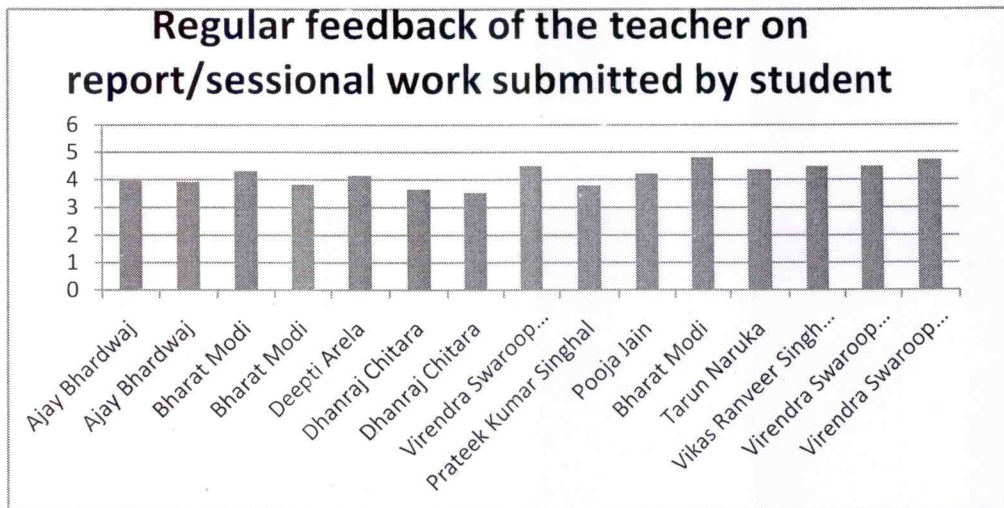
Action Taken: It is suggested that faculty members tell all students in the introductory class about laboratory instruction and marks bifurcations. The prerequisites for the experiment that will be performed, must be well explained.

6.2 Level of interaction with the teacher during laboratory:



Action Taken: During lab hours, faculty members are encouraged to connect with each student and try to solve their issues regarding the lab.

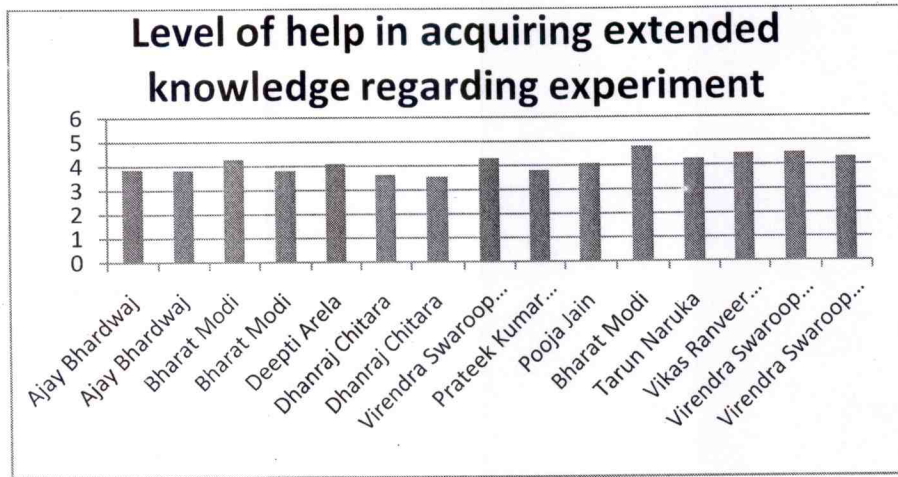
6.3 Regular feedback of the teacher on report/ sessional work submitted by student:





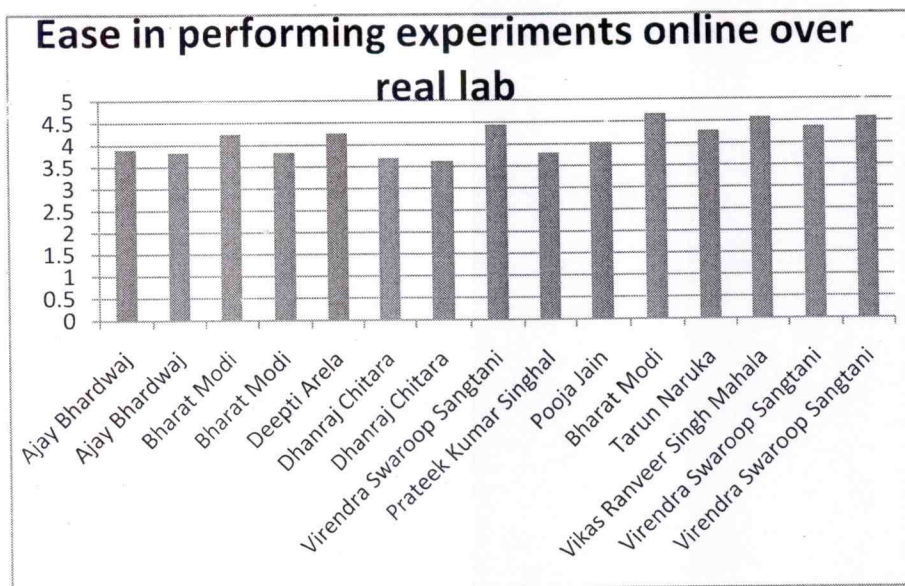
Action Taken: It is suggested that faculty members tell all students about the importance of the lab syllabus and how it is useful in the engineering module. Faculty members are advised to do the weekly assessment of the practical record of the students and award the grades accordingly.

6.4 Level of help in acquiring extended knowledge regarding experiment:



Action Taken: Faculty members are encouraged to develop in their students a desire to learn more about the syllabus in a practical setting and how it may be applied in lifetime learning.

6.5 Ease in performing experiments online over real lab:



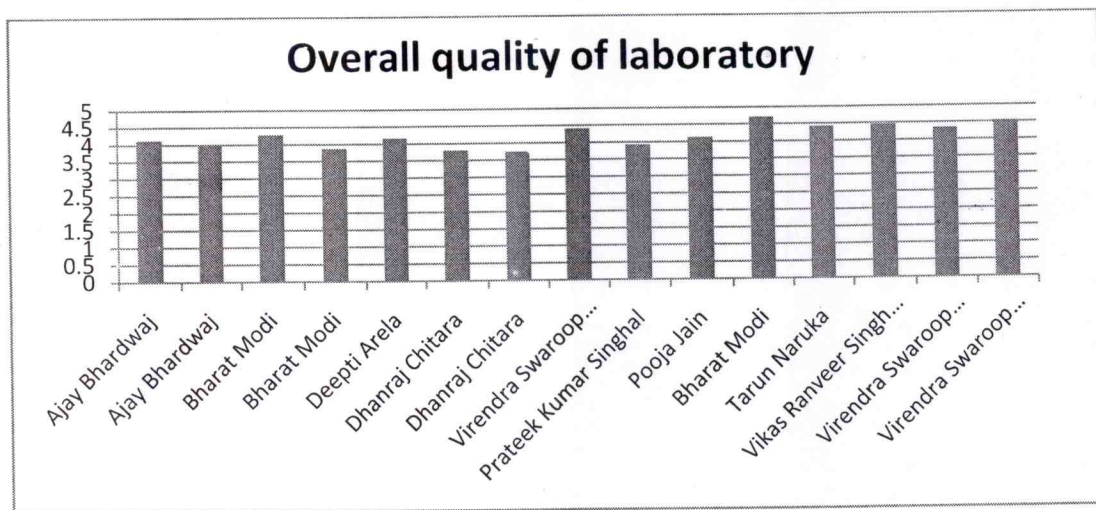


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Action Taken: Faculty members are suggested to activate systematic working environment by making aware of concerned virtual laboratory to perform better in real laboratory. Virtual Labs refers to a virtual teaching and learning environment aimed at developing students' laboratory skills. As one of the most important eLearning tools, they allow the student to conduct various experiments without any constraints to place or time, in contrast to the constraints of real labs. They also offer students access to a realistic lab experience that will allow them to perform experiments and practice their skills in a risk-free and interactive learning environment.

6.6 Overall quality of laboratory:



Action Taken: It has been advised that all Faculty members/TA keep a suitable work plan for equipment maintenance and update the notice board accordingly so that the general quality of the lab is good and all equipment is in working order.

7. General Action Taken by Department

After receiving the feedback from the students all the issues are raised in the Departmental meeting through the proper channel. HOD Sir has suggested some points to overcome the shortcomings observed in the feedback. Students are facing some serious issues which are also discussed likewise

Issue 1: Students requested for the conduction of industrial tour in this semester.

Action Taken: Industrial tour was organized successfully for students of fifth semester.

Issue 2: Students emphasis on conduction of classes for language proficiency and skill development classes for employability.

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Action Taken: The conduction of classes for language proficiency and skill development classes for employability had been scheduled to improve placements.

Issue 3: As observed in some of the report, that attendance of the lecture is not marked properly.

Action Taken: Faculty members are already being instructed to update attendance on ERP regularly. Also they have been talked to cross check the attendance of students on ERP.

Finally it has been concluded in the meeting that the overall standard of the teaching and laboratory are satisfied.

(HOD)



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DEPARTMENT OF ELECTRICAL ENGINEERING

Analysis of Student Feedback

Program:	UG	Semester:	III	Session:	2023-24
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1. No. of Students Providing Feedback: 57

2. Feedback Collection Dates: 11/12/2023 and 12/12/2023

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)

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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)

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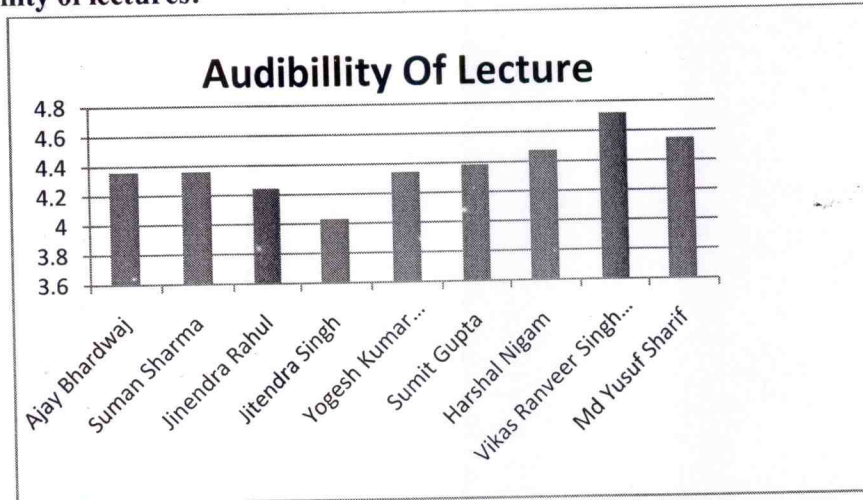


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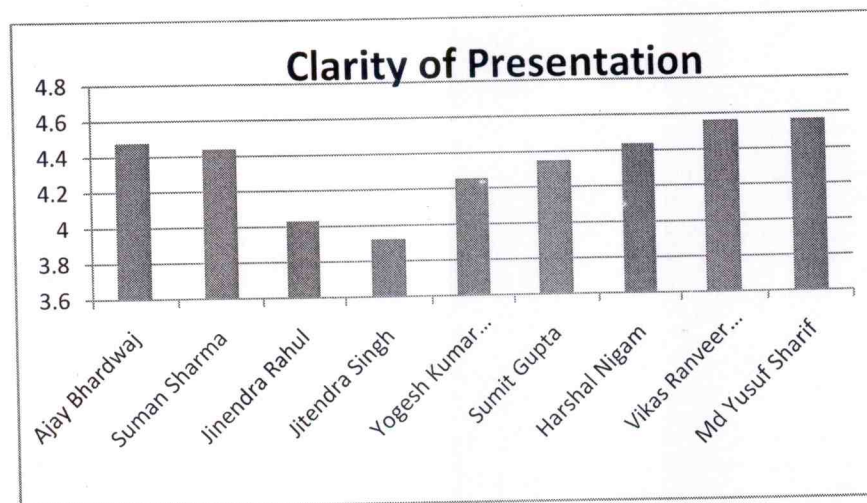
5. Point-wise Feedback Analysis of Theory Courses

5.1 Audibility of lectures:



Action Taken: Some students have complained about speech clarity during power point presentation at seminar hall so one extra projector has been installed in lecture room in the department and faculty members are suggested to speak loudly in the classroom so it become audible for every student.

5.2 Clarity of presentation:



Action Taken: All faculty members have been asked to prepare Power Point presentation on the content either on content of subject curriculum or any latest topic of area, which will be delivered.

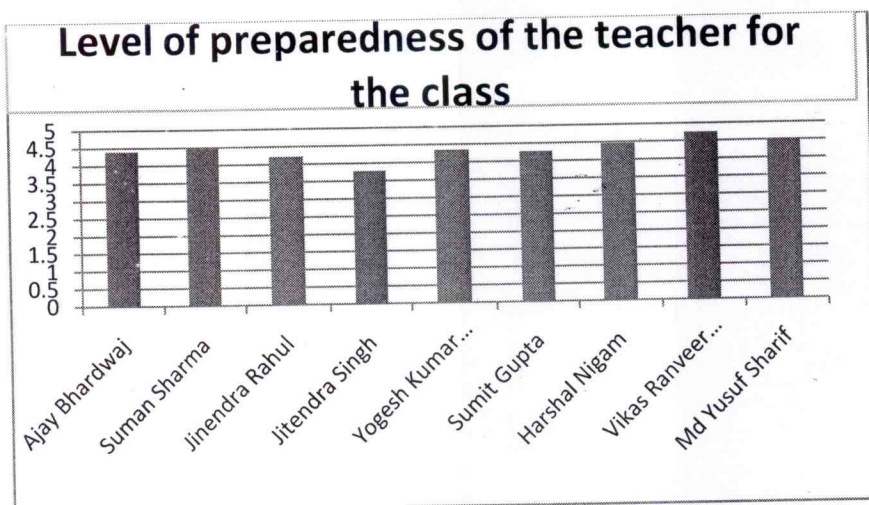
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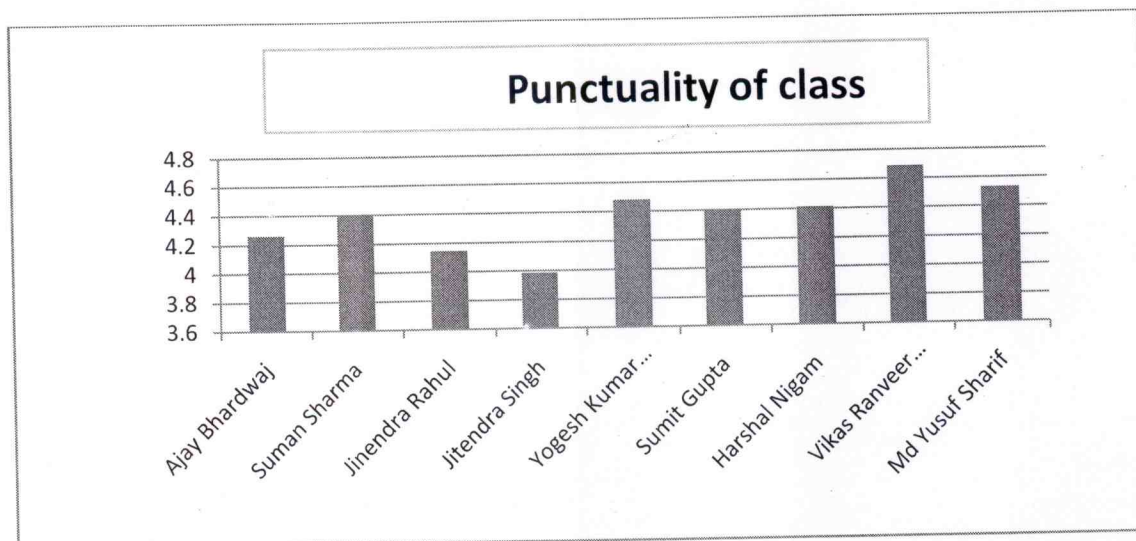


5.3 Level of preparedness of the teacher for the class:



Action Taken: Faculty members are encouraged to prepare at least 2-3 lectures ahead of time. They're also told to interact with the faculties, taking same subject in another class. Faculty members should also make notes in such a way that students are interested in the subject and it must be available on ERP.

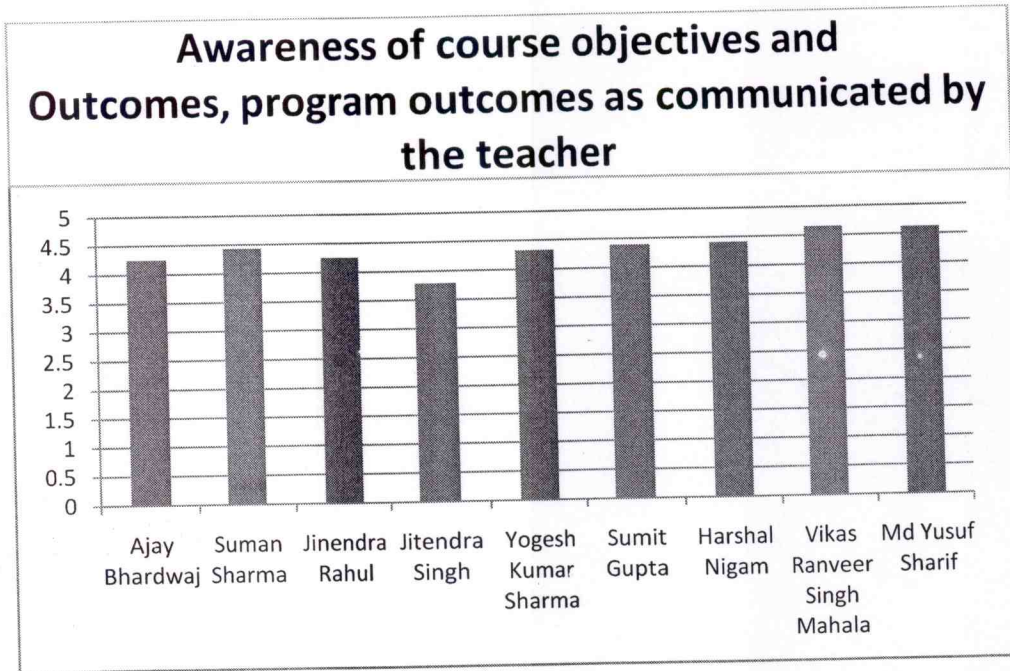
5.4 Punctuality of class:



Action Taken: Faculty members are advised to be punctual for the classes specially during first lecture.

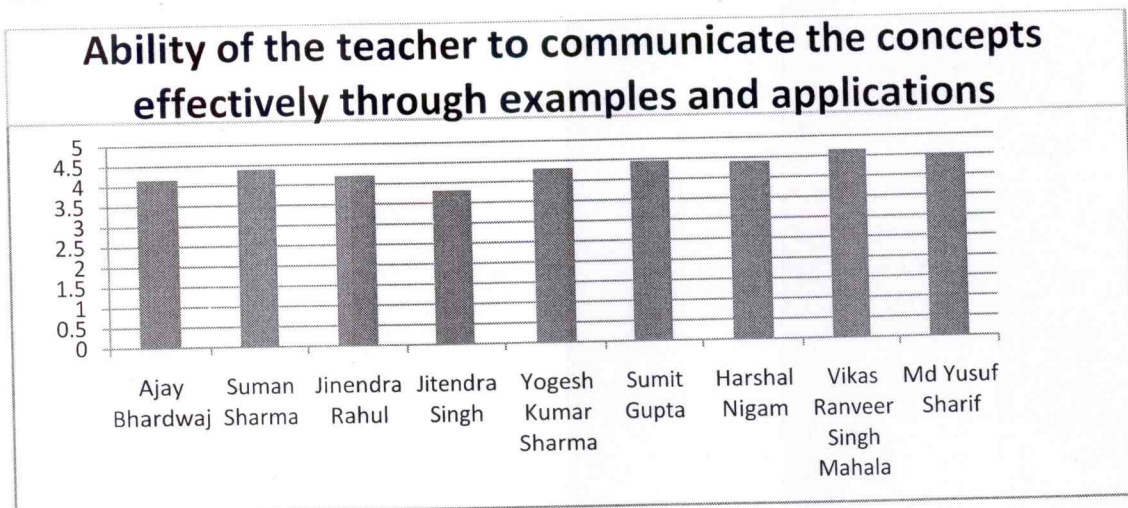


5.5 Awareness of course objectives and Outcomes, program outcomes as communicated by the teacher:



Action Taken: It has been communicated to all faculty members that the course objectives and outcomes should be discussed in the introductory class and a session during orientation programme has also been conducted for the same. .

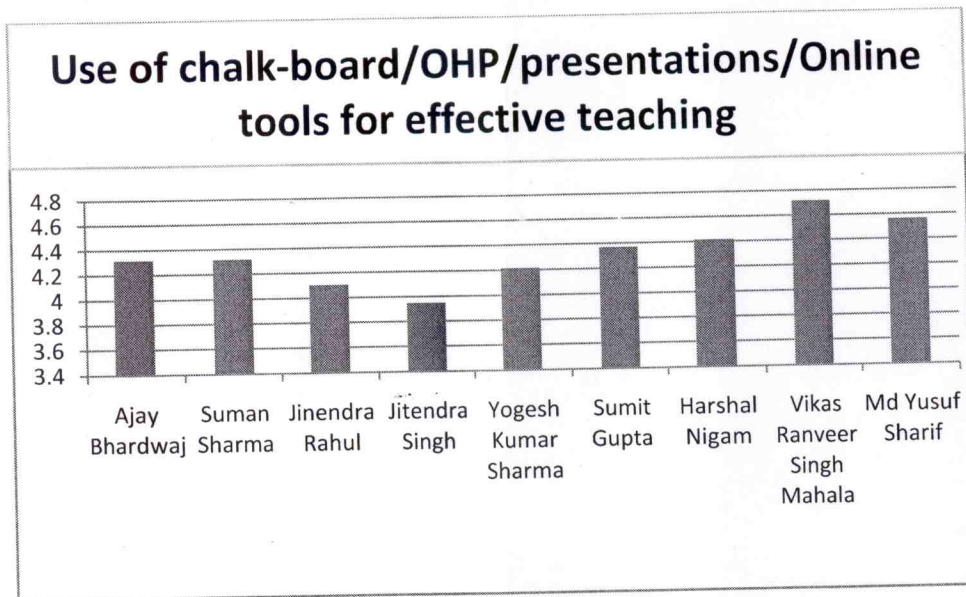
5.6 Ability of the teacher to communicate the concepts effectively through examples and applications:





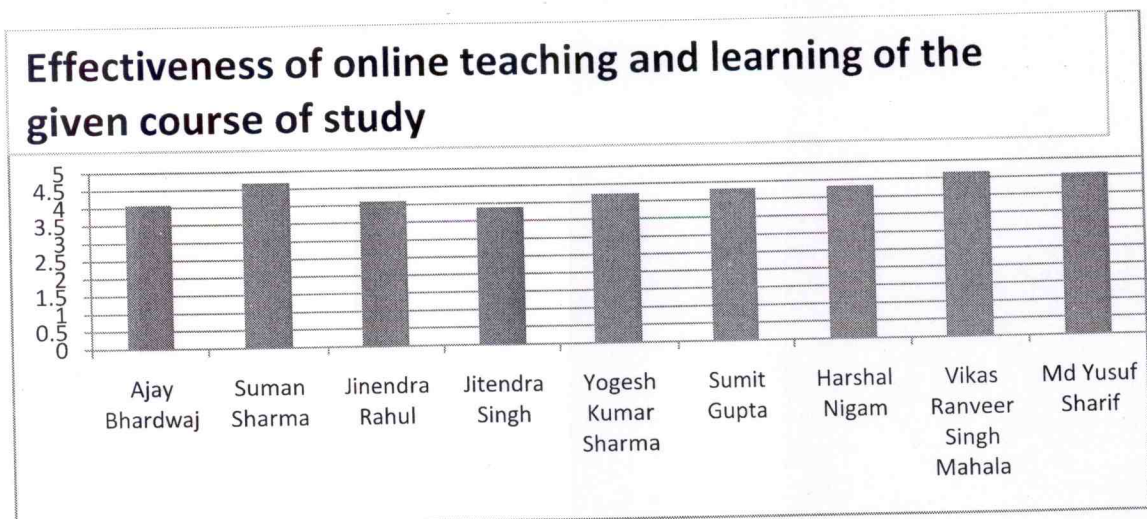
Action Taken: Faculty members are advised to design their teaching methods in such a way that students can grasp the concept/facts about the issue correctly. In a departmental meeting, the HOD recommended everyone focus on real-world examples in the classroom so that students can correctly grasp facts and concepts.

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



Action Taken: It has been suggested to all the faculty members to use the ppt/modern tool usage for better understanding of the topic.

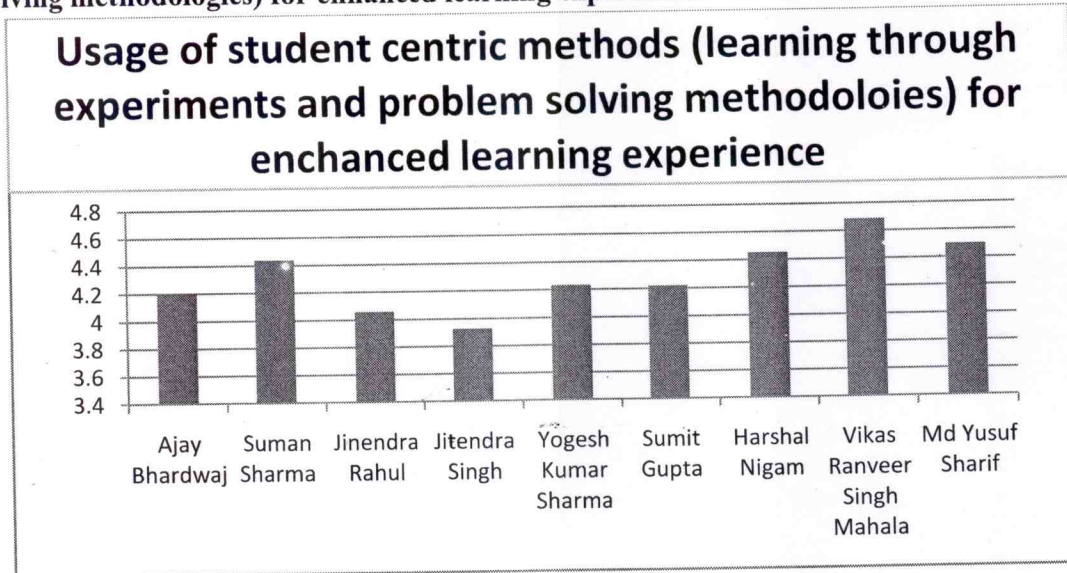
5.8: Effectiveness of online teaching and learning of the given course of study:





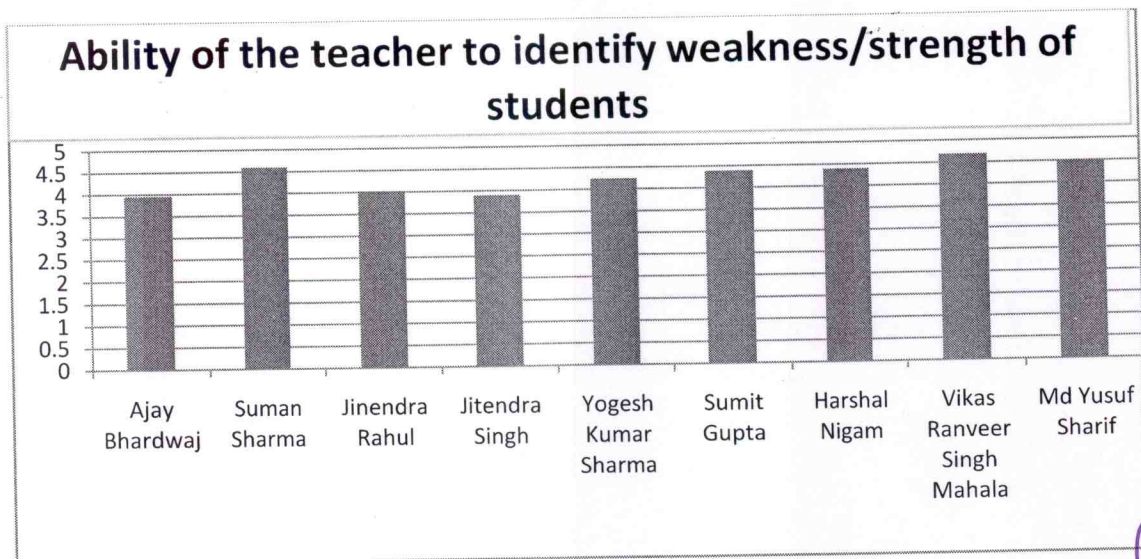
Action Taken: The faculty members are advised to share the online contents available with the students. By modern tool usage, faculty members are instructed to raise the quality level of teaching.

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



Action Taken: It has been instructed by HOD to discuss case studies based problems during the classes.

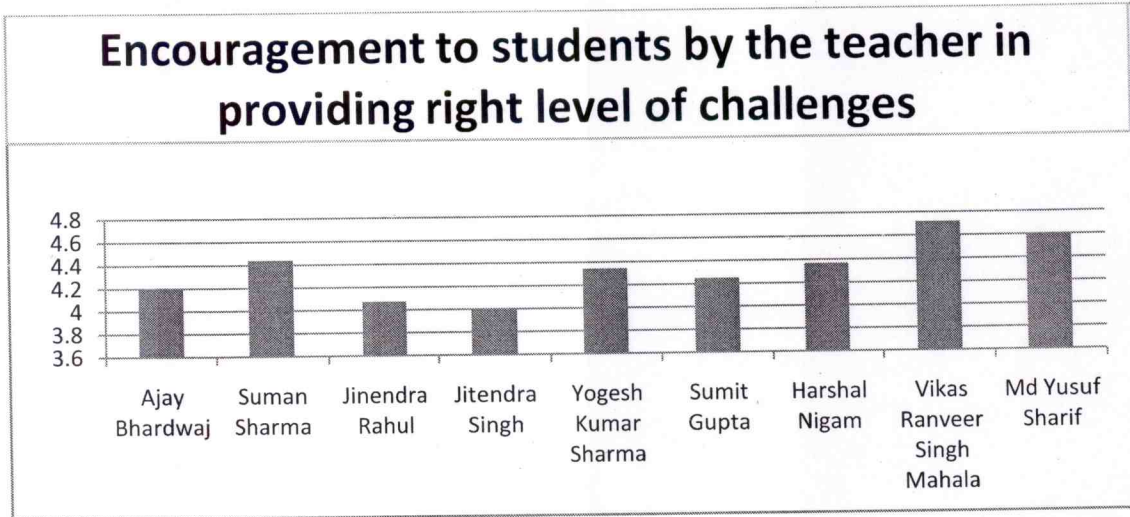
5.10 Ability of the teacher to identify weakness/ strength of students:





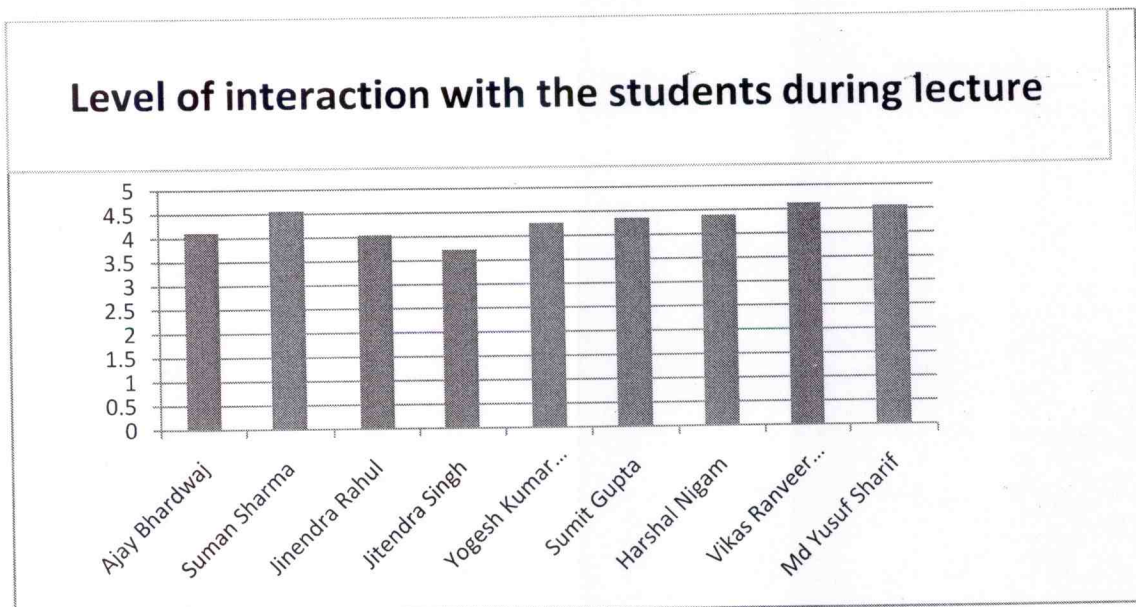
Action Taken: It has been advised that students' weaknesses and strengths be identified so that they can be motivated in the proper way. During lecture hours, faculty members are encouraged to ask questions from the students.

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



Action Taken: The faculty members are requested to engage the students in carrier oriented talks during the class hours to enhance their performance.

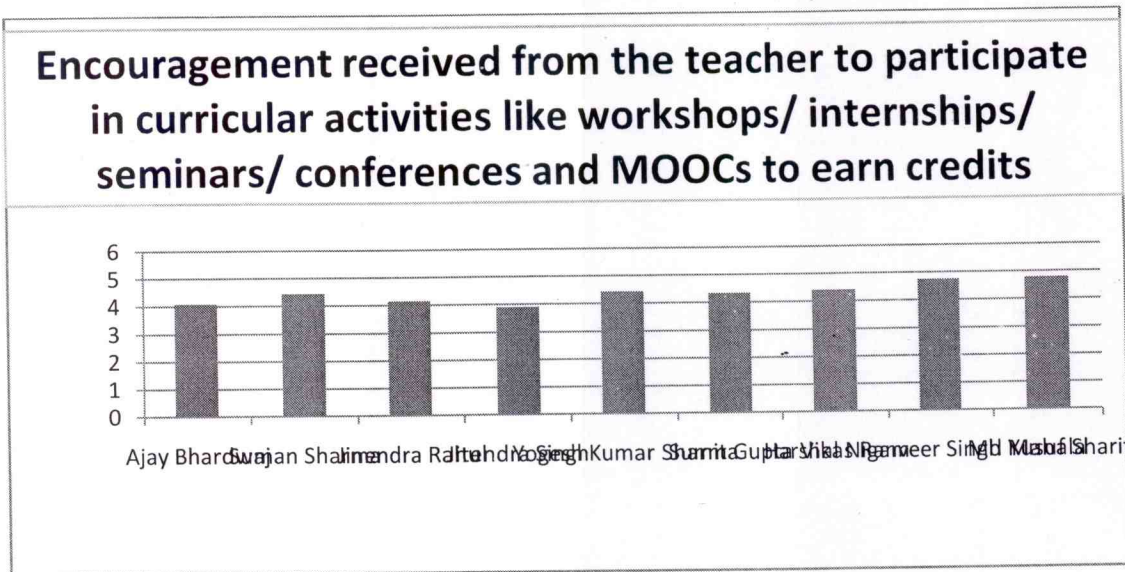
5.12 Level of interaction with the students during lecture:





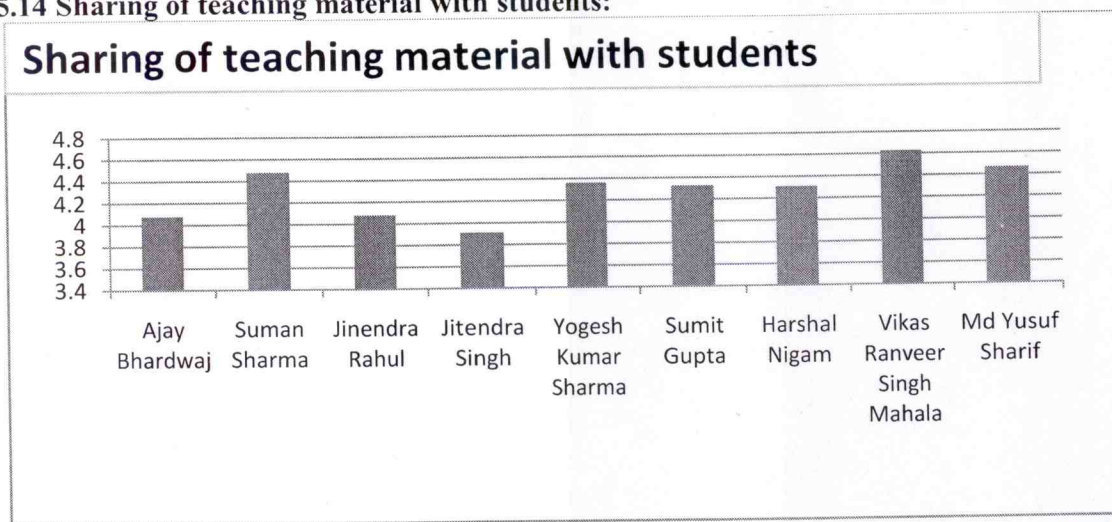
Action Taken: Faculty members are advised to increase the level of interaction with the students after the class so that they can share the problem they are facing during the classes. Faculty members are expected to create a welcoming environment during the class so that students can ask questions without fear of being judged.

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 are asked to motivate the students to register for the MOOCs courses/seminars/conference/ to earn the credit during their UG program as per the norms.

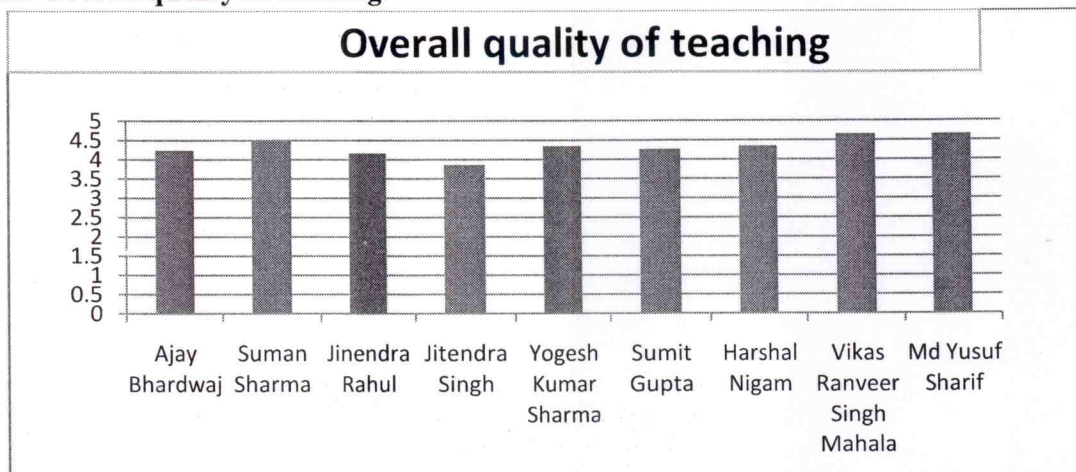
5.14 Sharing of teaching material with students:





Action taken: Faculty members are advised to share the hand written notes, tutorial sheets before the class, so that the student can access the material during the lecture hours. They are also advised to share the assignment sheets/Tutorial sheets in five different sets among te students.

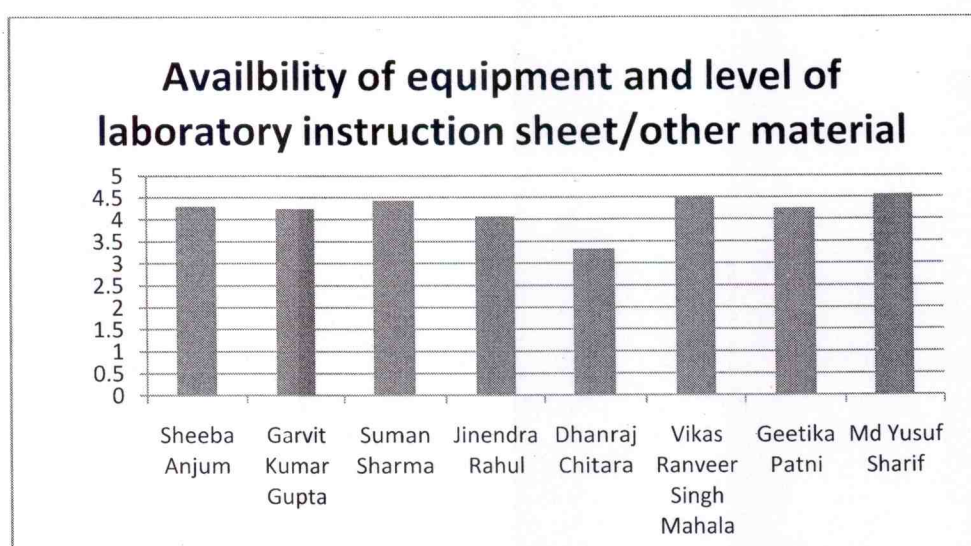
5.15 Overall quality of teaching:



Action Taken: Faculty members are suggested that they must raise the overall quality of the teaching by providing the good quality of the content to the students. They are also asked to be well prepared before the class.

6. Point-wise Feedback Analysis of Laboratory Courses

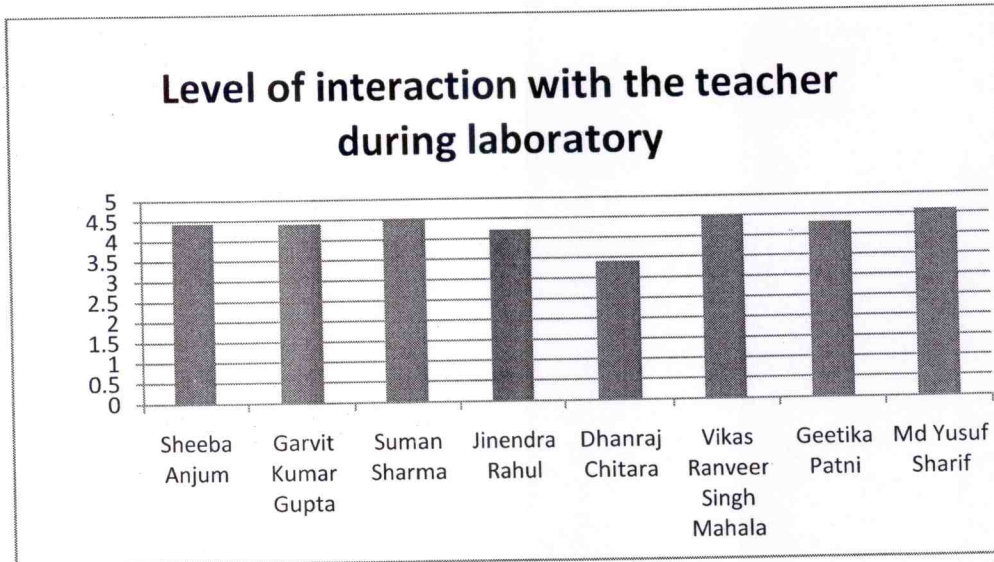
6.1 Availability and level of laboratory instruction sheet/ other material:





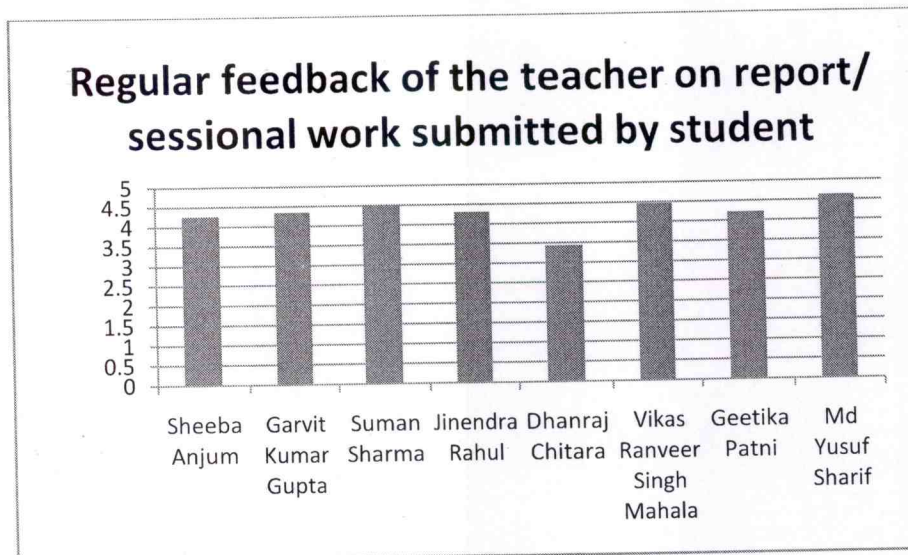
Action Taken: It is suggested that faculty members tell all students in the introductory class about laboratory instruction and marks bifurcations. The prerequisites for the experiment that will be performed, must be well explained.

6.2 Level of interaction with the teacher during laboratory:



Action Taken: During lab hours, faculty members are encouraged to connect with each student and try to solve their issues regarding the lab.

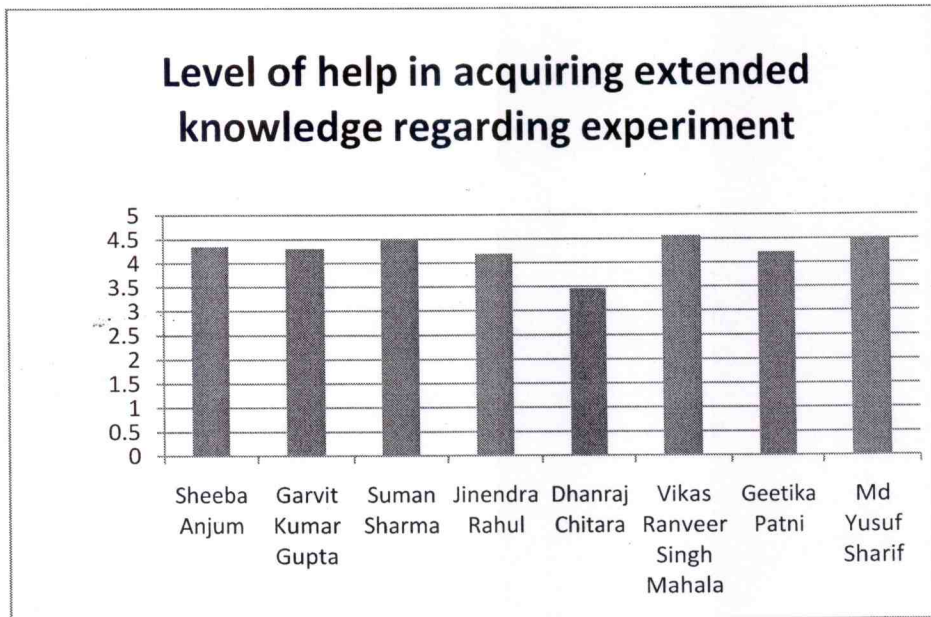
6.3 Regular feedback of the teacher on report/ sessional work submitted by student:





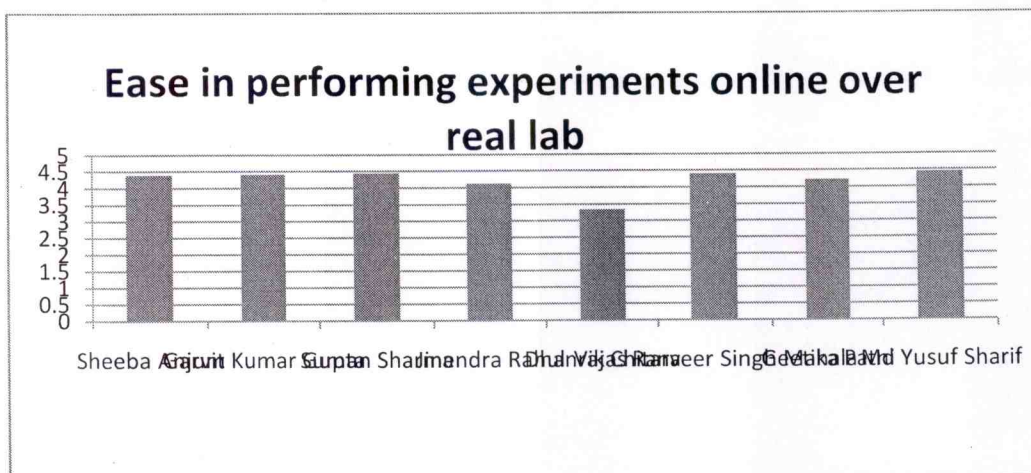
Action Taken: It is suggested that faculty members tell all students about the importance of the lab syllabus and how it is useful in the engineering module. Faculty members are advised to do the weekly assessment of the practical record of the students and award the grades accordingly.

6.4 Level of help in acquiring extended knowledge regarding experiment:



Action Taken: Faculty members are encouraged to develop in their students a desire to learn more about the syllabus in a practical setting and how it may be applied in lifetime learning.

6.5 Ease in performing experiments online over real lab:



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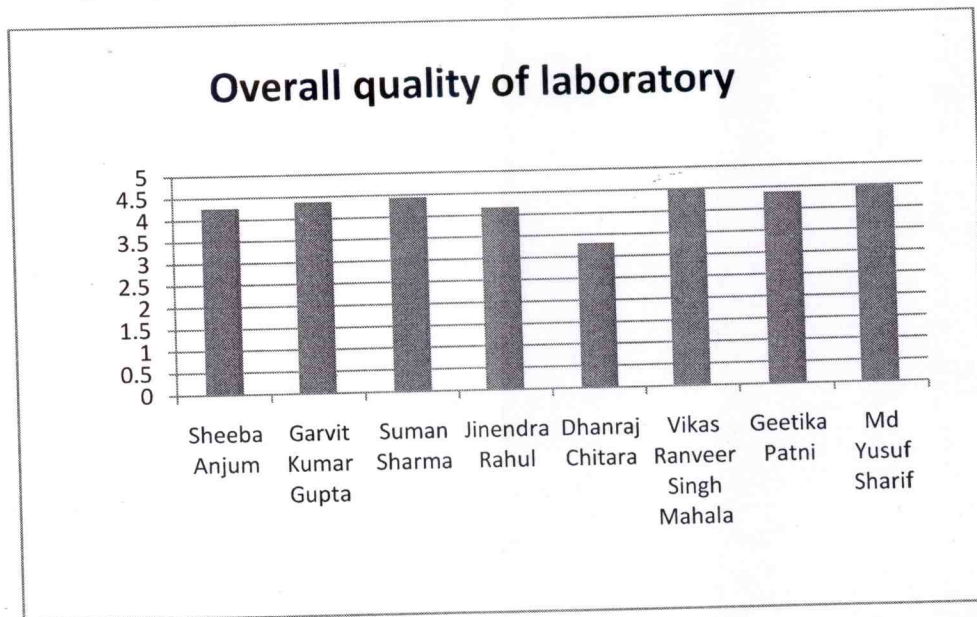


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Action Taken: Faculty members are suggested to activate systematic working environment by making aware of concerned virtual laboratory to perform better in real laboratory. Virtual Labs refers to a virtual teaching and learning environment aimed at developing students' laboratory skills. As one of the most important eLearning tools, they allow the student to conduct various experiments without any constraints to place or time, in contrast to the constraints of real labs. They also offer students access to a realistic lab experience that will allow them to perform experiments and practice their skills in a risk-free and interactive learning environment.

6.6 Overall quality of laboratory:



Action Taken: It has been advised that all Faculty members/TA keep a suitable work plan for equipment maintenance and update the notice board accordingly so that the general quality of the lab is good and all equipment is in working order.

7. General Action Taken by Department

After receiving the feedback from the students all the issues are raised in the Departmental meeting through the proper channel. HOD Sir has suggested some points to overcome the shortcomings observed in the feedback. Students are facing some serious issues which are also discussed likewise

Issue 1: Students requested to conduct extra classes or NPTEL MOOC courses of Circuit Theory.

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Action Taken: Extra Classes had been arranged or NPTEL MOOC Courses y faculty experts.

Issue 2: As observed in some of the report, that attendance of the lecture is not marked properly.

Action Taken: Faculty members are already being instructed to update attendance on ERP regularly. Also they have been talked to cross check the attendance of students on ERP.

Finally it has been concluded in the meeting that the overall standard of the teaching and laboratory are satisfied.

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