Swami Keshvanand Institute of Technology,
Management & Gramothan

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 Student Feedback Analysis (2021-22)

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Analysis of Student Feedback on Academics

Department of Mechanical Engineering

Analysis of Student Feedback

Program:	B.Tech (2nd Year)	Semester:	IV	Session:	2021-2022

1. No of Students Providing Feedback: 49

2. Feedback Collection Dates: 22nd June, 2022

3. Feedback Questions and Answer Option for Theory Courses:

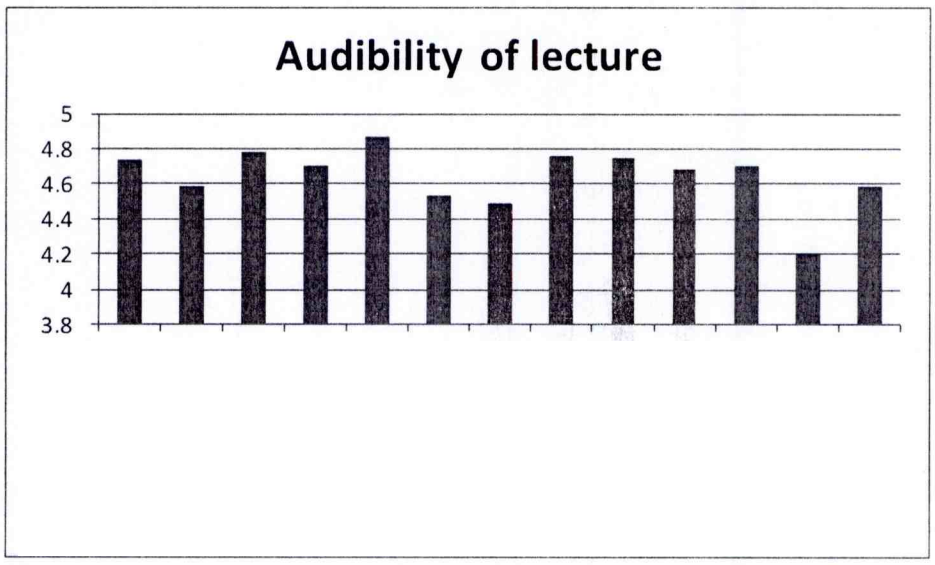
S. No.	Questions	Answer Options
1	Audibility of lectures	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
2	Clarity of presentation	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
3	Skill of linking subject to life experience & creating interest in the subject	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
4	Numerical problems/discussed case studies	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
5	Chalk board, OHP work, PPT work	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
6	Teaching methodology	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
7	Availability of teacher after the class	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
8	Teacher's attitude towards teaching and students	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
9	Overall quality of teaching	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
10	Completes Syllabus Timely	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	Usefulness of course	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
2	Emphasis on methodical and systematic working	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
3	Availability of laboratory instruction sheet/ other material	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
4	Feedback on report/ sessional work by teacher	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
5	Interaction with faculty during the class	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
6	Helps student in exploring the area of study involved in the experiment	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
7	Overall quality of lab	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)

5. Point-wise Feedback Analysis of Theory Courses

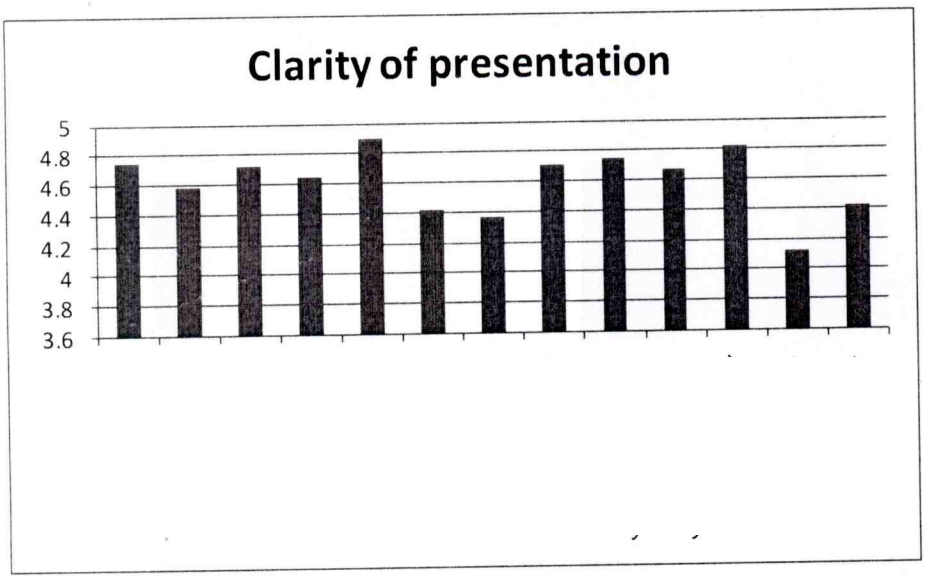
5.1 Audibility of lectures



Action Taken:

- Faculty members especially
  Sharma with low scores were advised to increase their pitch and voice intensity during classes.
- Other faculty members who have good scores were motivated to keep this trend and continue the good practices of teaching-learning process.

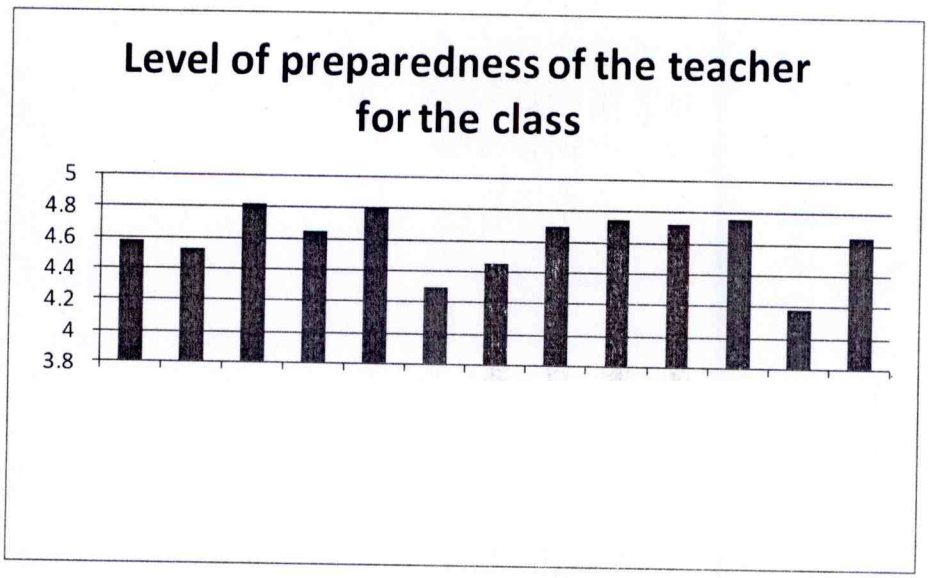
5.2 Clarity of presentation:



Action Taken :

- Faculty members having low scores in this particular aspect were intimated about the same and they were advised to improve their skills in this aspect.
- Other faculty members who have good scores were motivated to keep this trend and continue the good practices of teaching-learning process.

5.3 Level of preparedness of the teacher for the class:



Action Taken :

- Faculty members having low scores in this particular aspect were intimated about the same and they were advised to improve their skills in this aspect.
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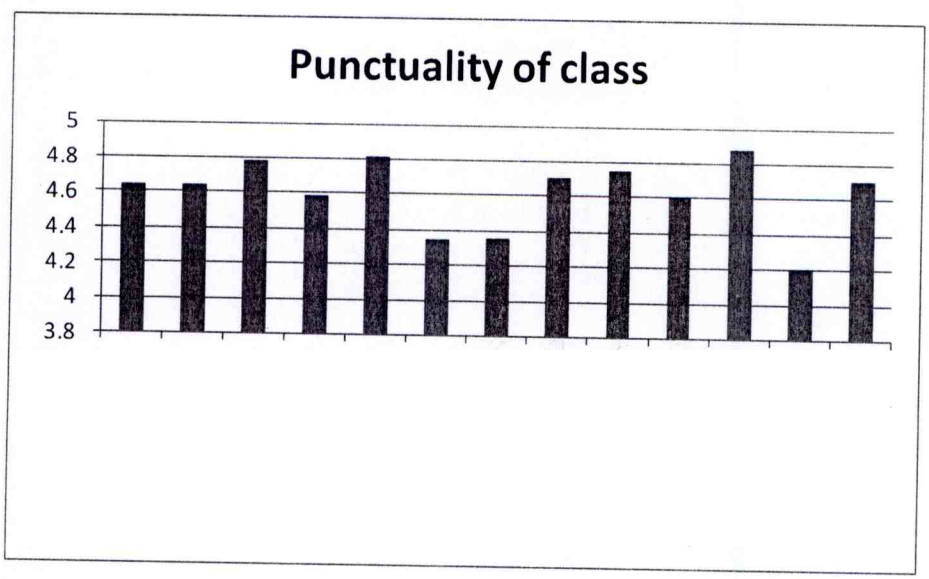
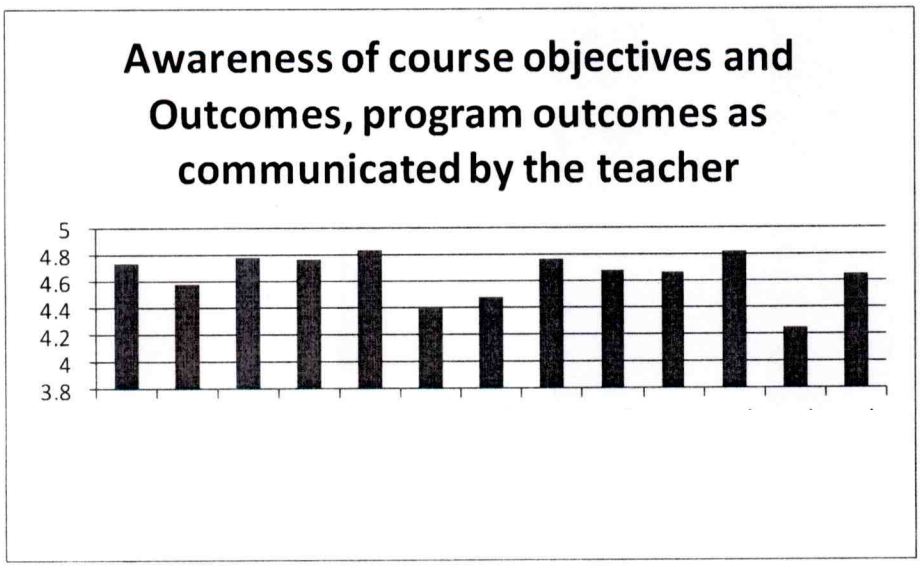
5.4 Punctuality of class:



Action Taken:

- Faculty members having low scores in this particular aspect were intimated about the same and they were advised to improve their skills in this aspect.
- Other faculty members who have good scores were motivated to keep this trend and continue the good practices of teaching-learning process.

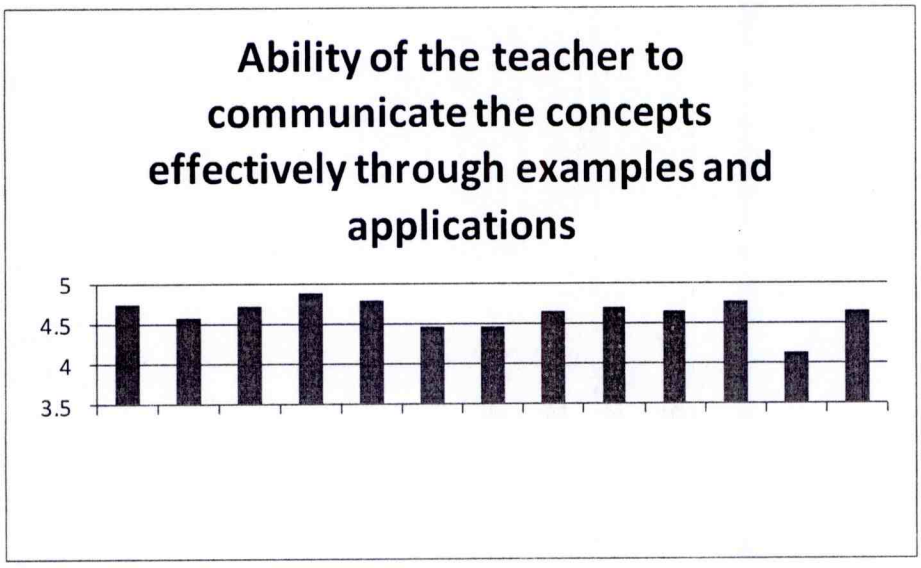
5.5 Awareness of course objectives and Outcomes, program outcomes as communicated by the teacher:



Action Taken:

- Faculty members having low scores in this particular aspect were intimated about the same and they were advised to improve their skills in this aspect.
- Other faculty members who have good scores were motivated to keep this trend and continue the good practices of teaching-learning process.

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



Action Taken :

- Faculty members having low scores in this particular aspect were intimated about the same and they were advised to improve their skills in this aspect.
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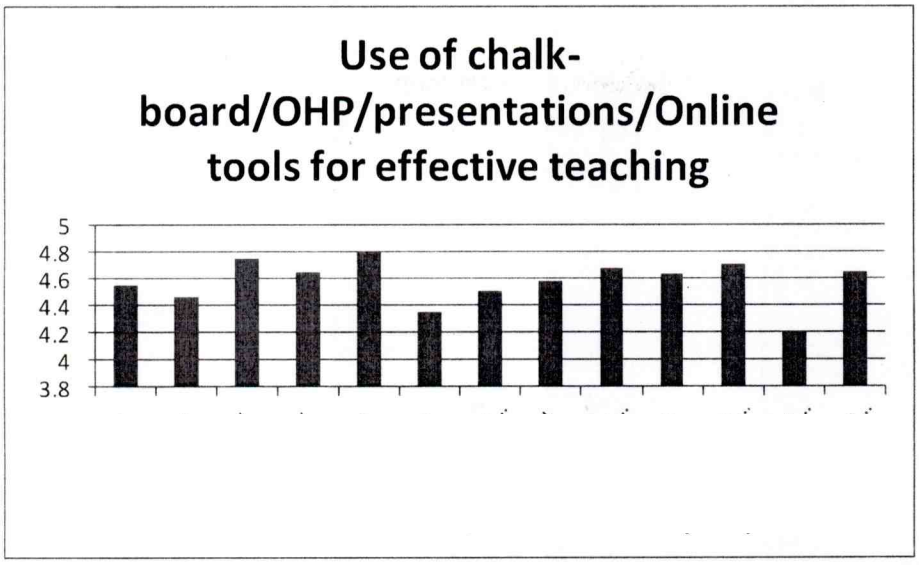
5.7 Use of chalk-board/OHP/presentations/Online tools for effective teaching:



Action Taken :

- Faculty members having low scores in this particular aspect were intimated about the same and they were advised to improve their skills in this aspect.
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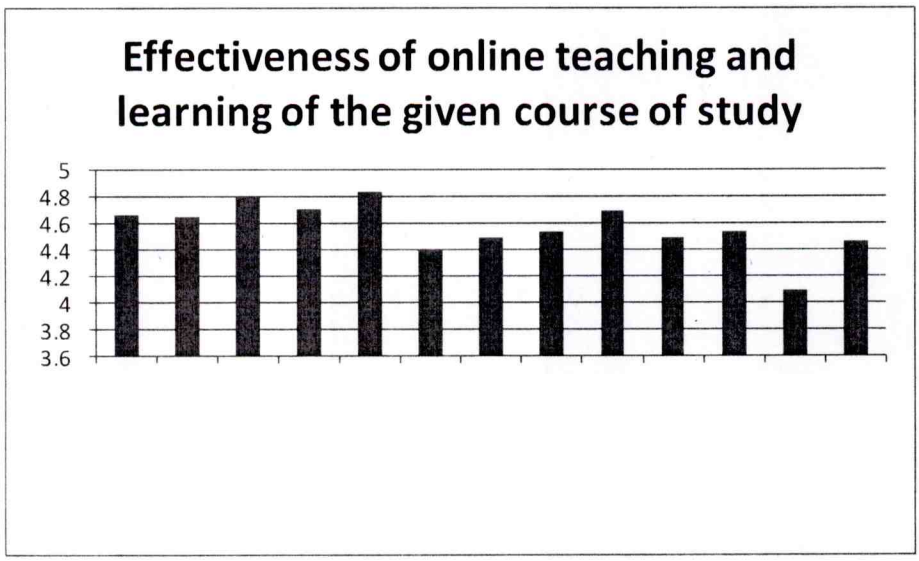
5.8 Effectiveness of online teaching and learning of the given course of study:



Action Taken :

- Faculty members having low scores in this particular aspect were intimated about the same and they were advised to improve their skills in this aspect.
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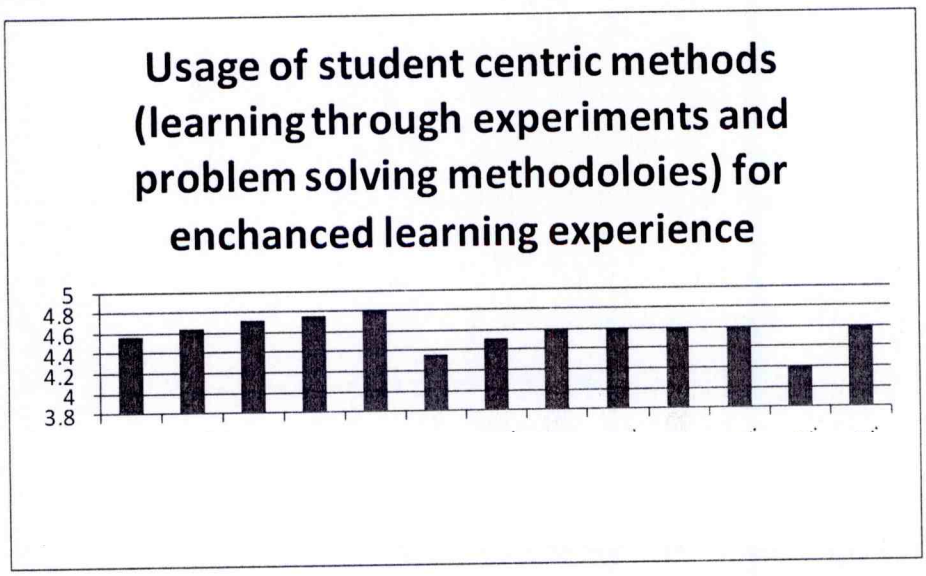
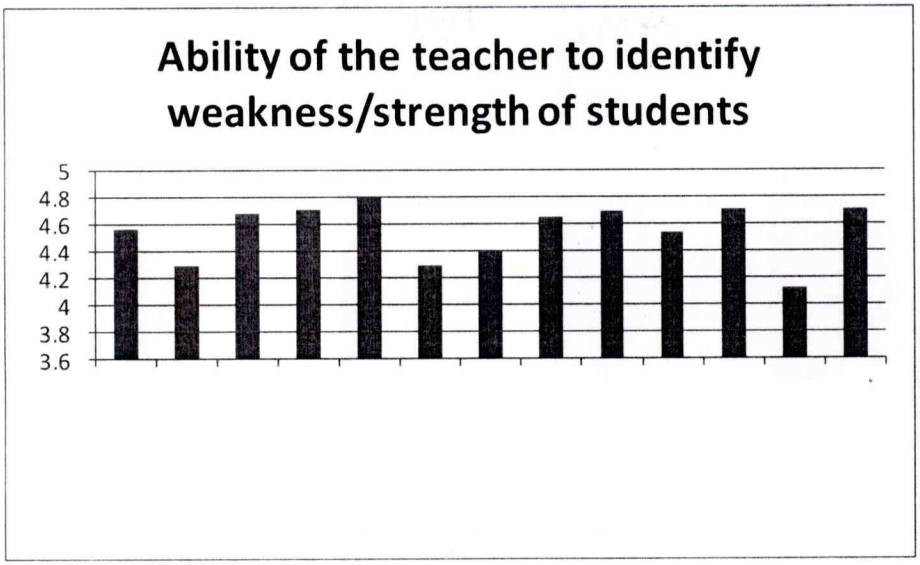
5.9 Usage of student centric methods (learning through experiments and problem solving methodoloies) for enchanced learning experience:



Action Taken :

- Faculty members having low scores in this particular aspect were intimated about the same and they were advised to improve their skills in this aspect.
- Other faculty members who have good scores were motivated to keep this trend and continue the good practices of teaching-learning process.

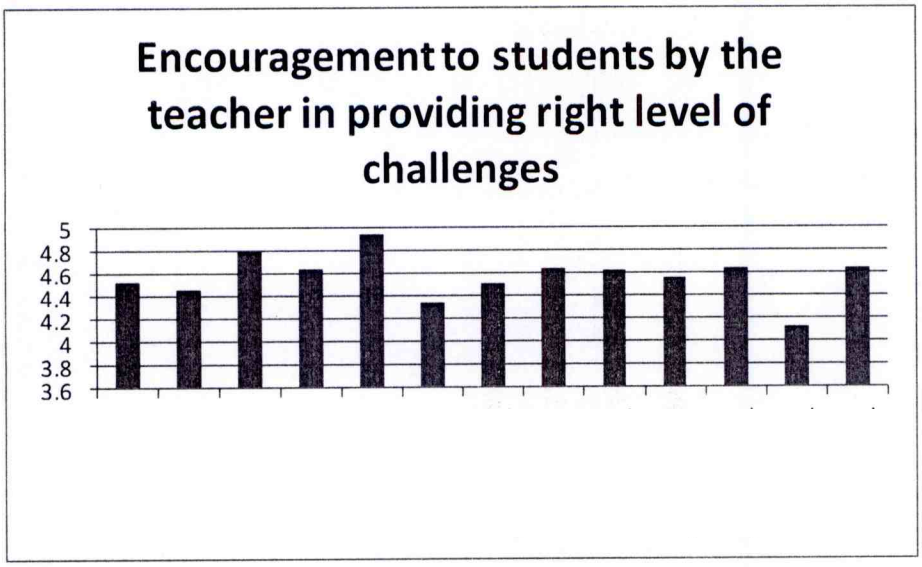
5.10 Ability of the teacher to identify weakness/strength of students:



Action Taken :

- Faculty members having low scores in this particular aspect were intimated about the same and they were advised to improve their skills in this aspect.
- Other faculty members who have good scores were motivated to keep this trend and continue the good practices of teaching-learning process.

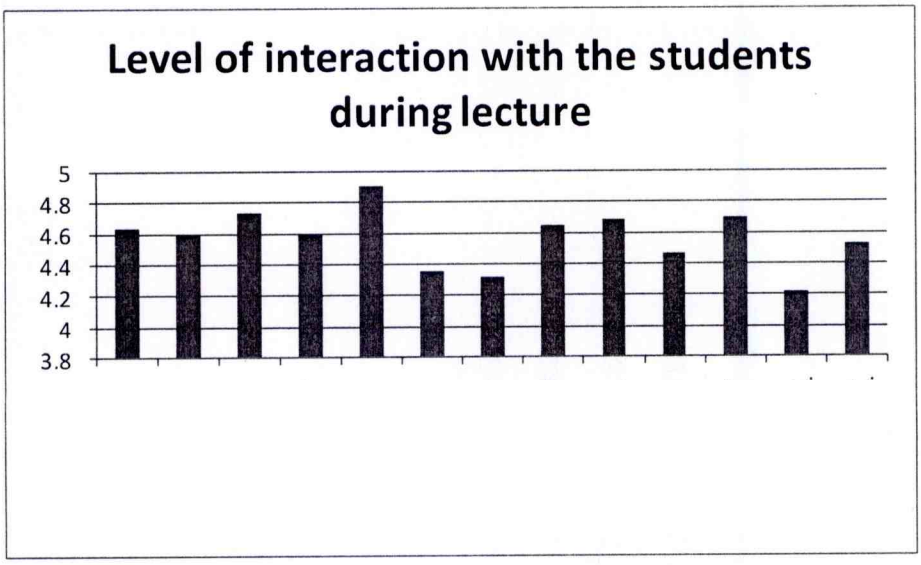
5.11 Encouragement to students by the teacher in providing right level of challenges



Action Taken:

- Faculty members having low scores in this particular aspect were intimated about the same and they were advised to improve their skills in this aspect.
- Other faculty members who have good scores were motivated to keep this trend and continue the good practices of teaching-learning process.

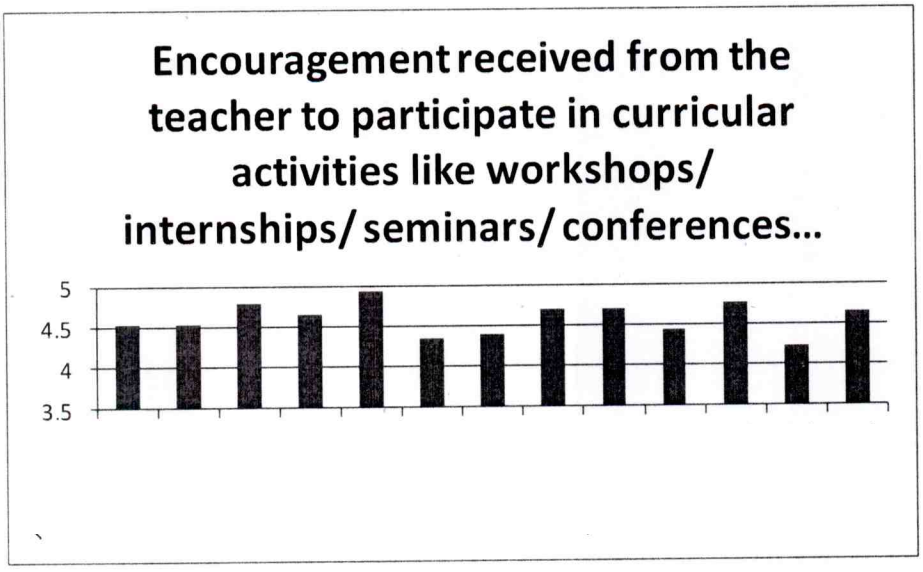
5.12 Level of interaction with the students during lecture



Action Taken:

- Faculty members having low scores in this particular aspect were intimated about the same and they were advised to improve their skills in this aspect.
- Other faculty members who have good scores were motivated to keep this trend and continue the good practices of teaching-learning process.

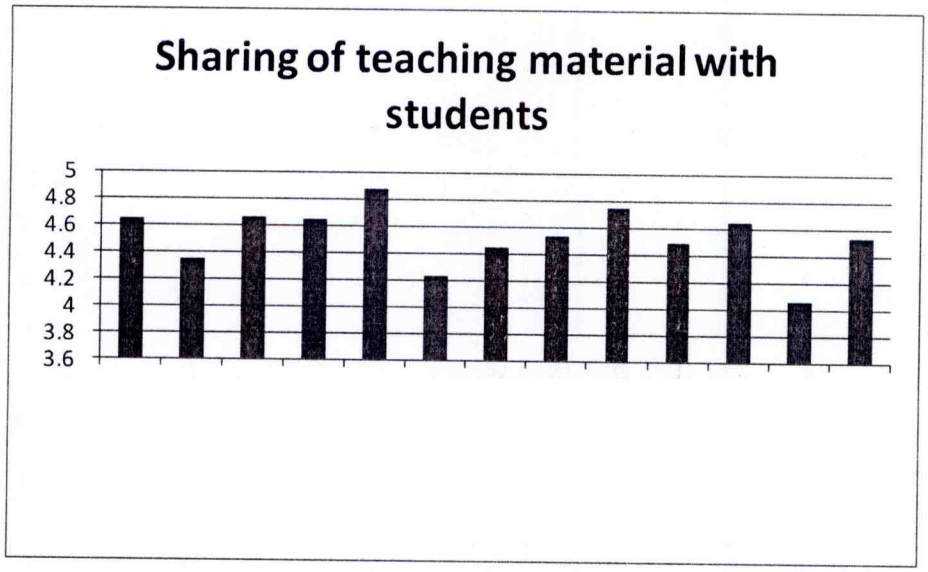
5.13 Encouragement received from the teacher to participate in curricular activities like workshops/ internships/ seminars/ conferences and MOOCs to earn credits etc:



Action Taken:

- Faculty members having low scores in this particular aspect were intimated about the same and they were advised to improve their skills in this aspect.
- Other faculty members who have good scores were motivated to keep this trend and continue the good practices of teaching-learning process.

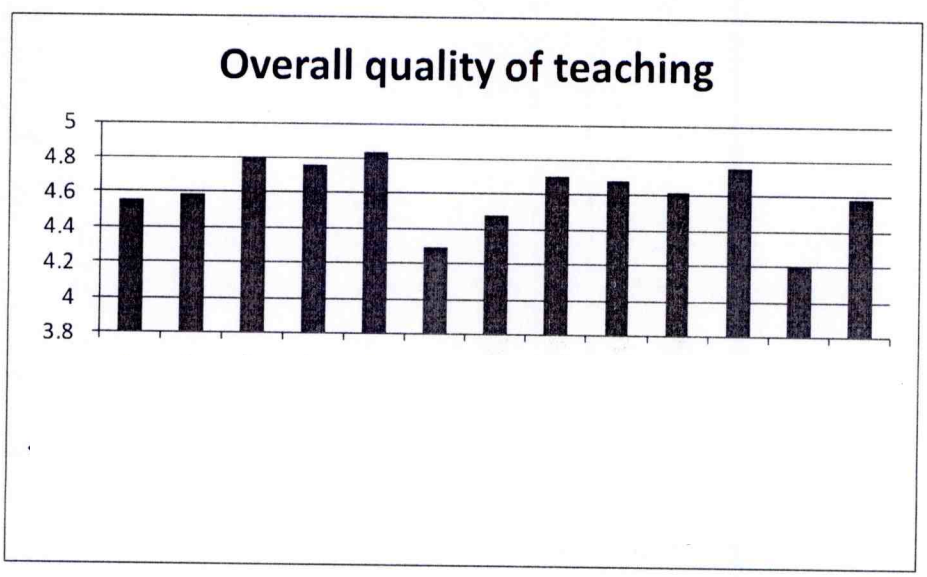
5.14 Sharing of teaching material with students :



Action Taken :

- Faculty members having low scores in this particular aspect were intimated about the same and they were advised to improve their skills in this aspect.
- Other faculty members who have good scores were motivated to keep this trend and continue the good practices of teaching-learning process.

5.15 Overall quality of teaching:

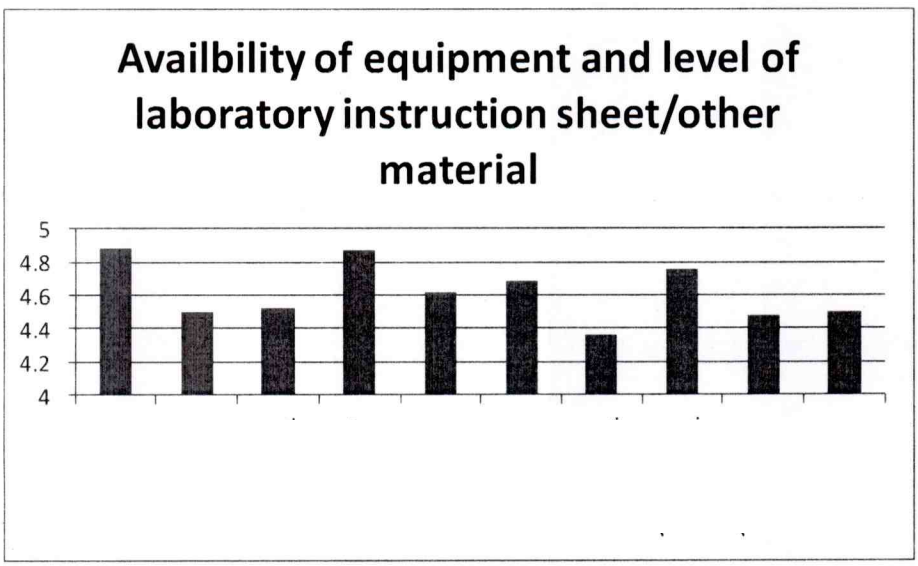


Action Taken :

- Faculty members having low scores in this particular aspect were intimated about the same and they were advised to improve their skills in this aspect.
- Other faculty members who have good scores were motivated to keep this trend and continue the good practices of teaching-learning process.

6. Point-wise Feedback Analysis of Laboratory Courses

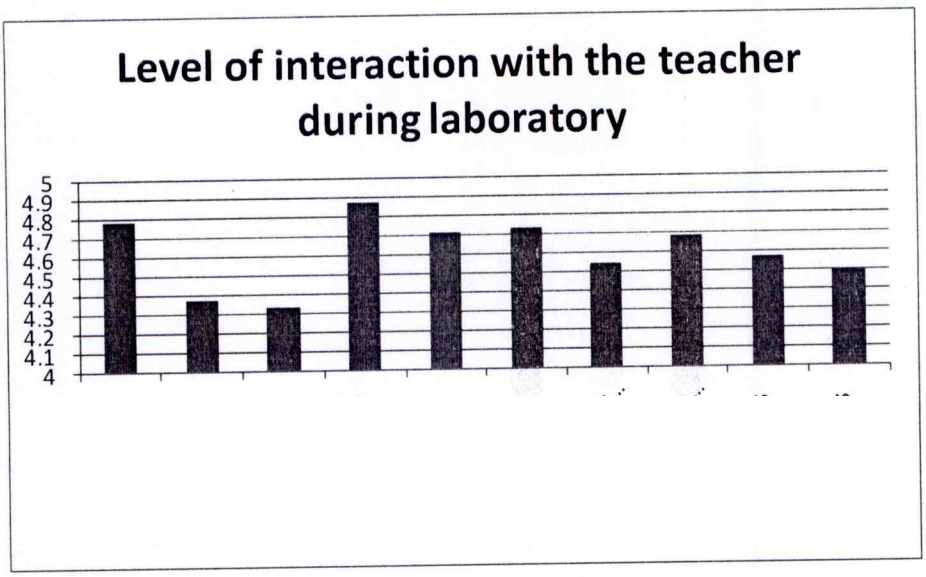
6.1 Availability and level of laboratory instruction sheet/other material:



Action Taken:

- Faculty members having low scores in this particular aspect were intimated about the same and they were advised to improve their skills in this aspect.
- Other faculty members who have good scores were motivated to keep this trend and continue the good practices of teaching-learning process.

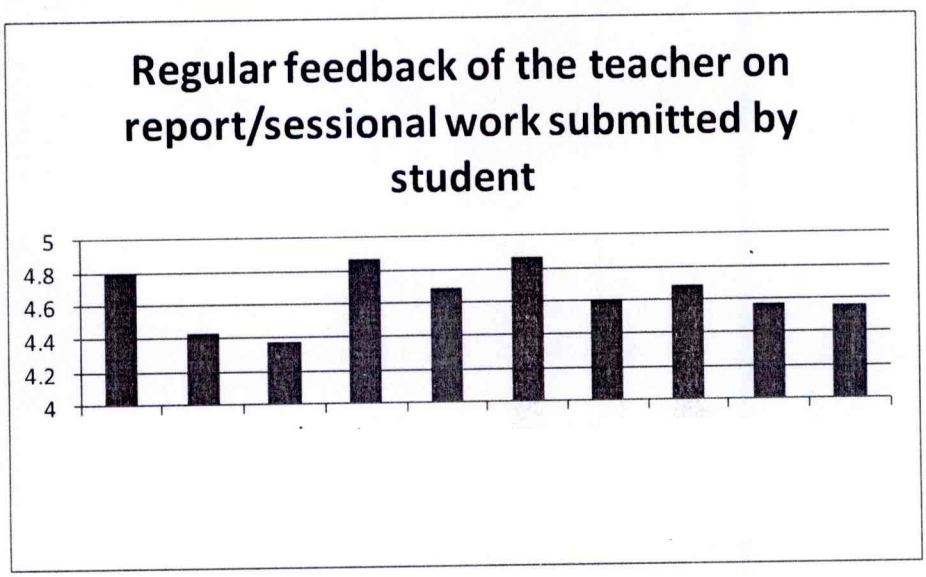
6.2 Level of interaction with the teacher during laboratory:



Action Taken:

- Faculty members having low scores in this particular aspect were intimated about the same and they were advised to improve their skills in this aspect.
- Other faculty members who have good scores were motivated to keep this trend and continue the good practices of teaching-learning process.

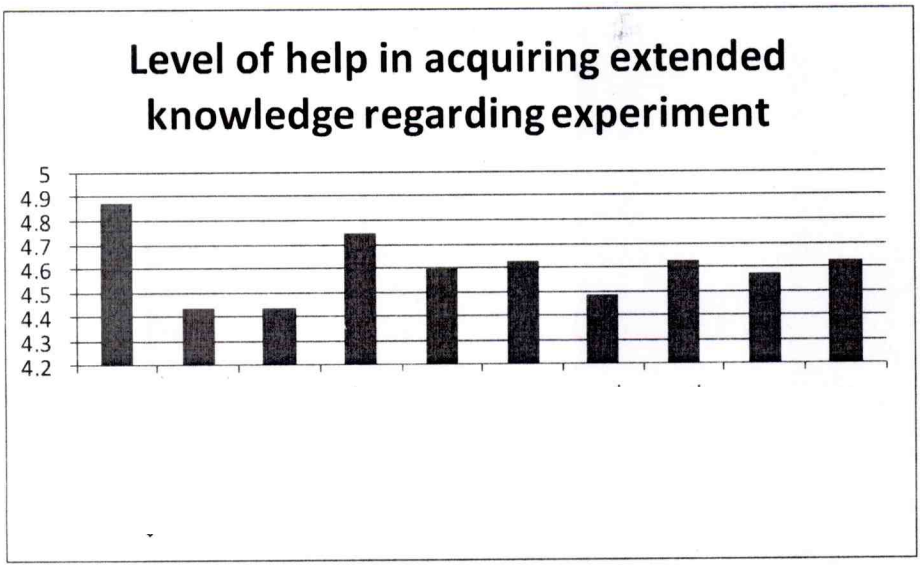
6.3 Regular feedback of the teacher on report/sessional work submitted by student:



Action Taken:

- Faculty members having low scores in this particular aspect were intimated about the same and they were advised to improve their skills in this aspect.
- Other faculty members who have good scores were motivated to keep this trend and continue the good practices of teaching-learning process.

6.4 Level of help in acquiring extended knowledge regarding experiment:



Action Taken:

- Faculty members having low scores in this particular aspect were intimated about the same and they were advised to improve their skills in this aspect.
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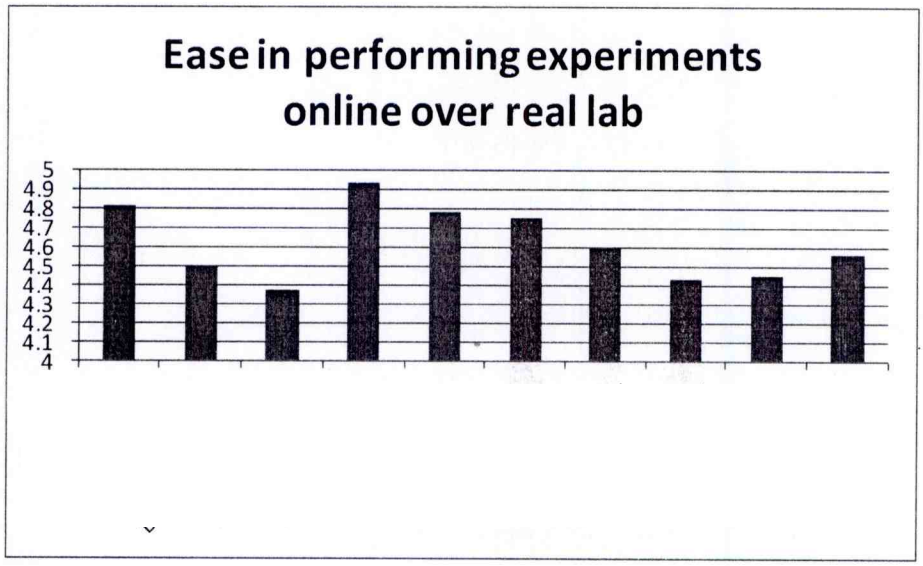
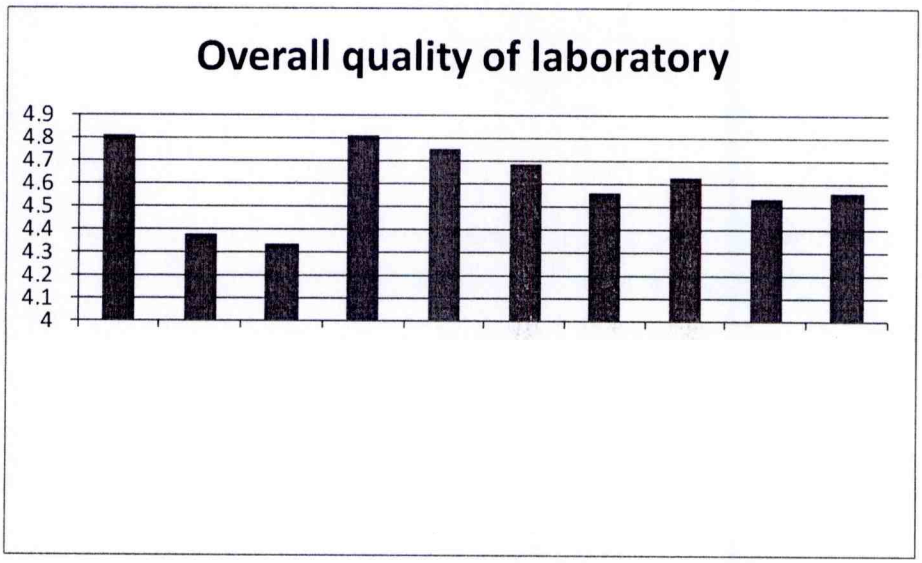
6.5 Ease in performing experiments online over real lab:



Action Taken:

- Faculty members having low scores in this particular aspect were intimated about the same and they were advised to improve their skills in this aspect.
- Other faculty members who have good scores were motivated to keep this trend and continue the good practices of teaching-learning process.

6.6 Overall quality of laboratory:



Action Taken:

- Faculty members having low scores in this particular aspect were intimated about the same and they were advised to improve their skills in this aspect.
- Other faculty members who have good scores were motivated to keep this trend and continue the good practices of teaching-learning process.

7. General Action Taken by Department

- The feedback was disseminated to faculty by two ways:
  - During personal meeting in HOD cabin
  - During general departmental meeting
- The points in which there was very low scores of particular faculty were discussed personally and methods and means were advised to faculty for improvement in coming session.
- A general departmental meeting was organized in department on feedback analysis issue. The faculty members were informed about the general comments by students on teaching-learning and other functions of Institute and department.
- Some points which were common were discussed in general meeting and undersigned advised faculty members to improve on grey areas. In addition, faculty having good scores were asked to interact and suggest best practices with other faculty to improve on the same.
- Some of the grey areas were highlighted in the meeting such as audibility of lectures, clarity of presentation, availability of faculty after class, furnishing of teaching materials to students etc. All faculty members were advised to share clear, lecture-wise notes with students after the class so that they can better understand the concepts.
- On particular comments of faculty, the concerned faculty members were counseled by undersigned in isolation for their professional growth.

- The faculty members teaching analytical subjects were asked to continue one extra lecture in their courses in next session also so that proper contact hours are available to students for building their concepts.

(HOD, ME Deptt.)

Department of Mechanical Engineering

Analysis of Student Feedback

Program:	B.Tech (3rd Year)	Semester:	VI	Session:	2021-2022

1. No of Students Providing Feedback: 88

2. Feedback Collection Dates: 27th May, 2022

3. Feedback Questions and Answer Option for Theory Courses:

S. No.	Questions	Answer Options
1	Audibility of lectures	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	Skill of linking subject to life experience & creating interest in the subject	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
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8	Teacher's attitude towards teaching and students	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
9	Overall quality of teaching	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
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4. Feedback Questions and Answer Option for Laboratory Courses:

S. No.	Questions	Answer Options
1	Usefulness of course	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
2	Emphasis on methodical and systematic working	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
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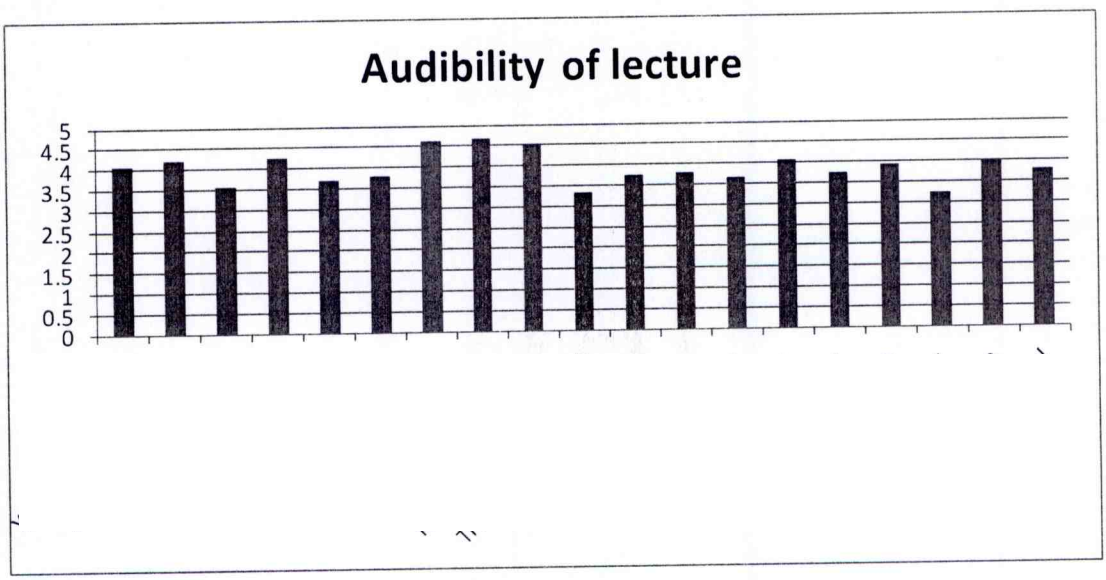
6	Helps student in exploring the area of study involved in the experiment	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
7	Overall quality of lab	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)

5. Point-wise Feedback Analysis of Theory Courses

5.1 Audibility of lectures

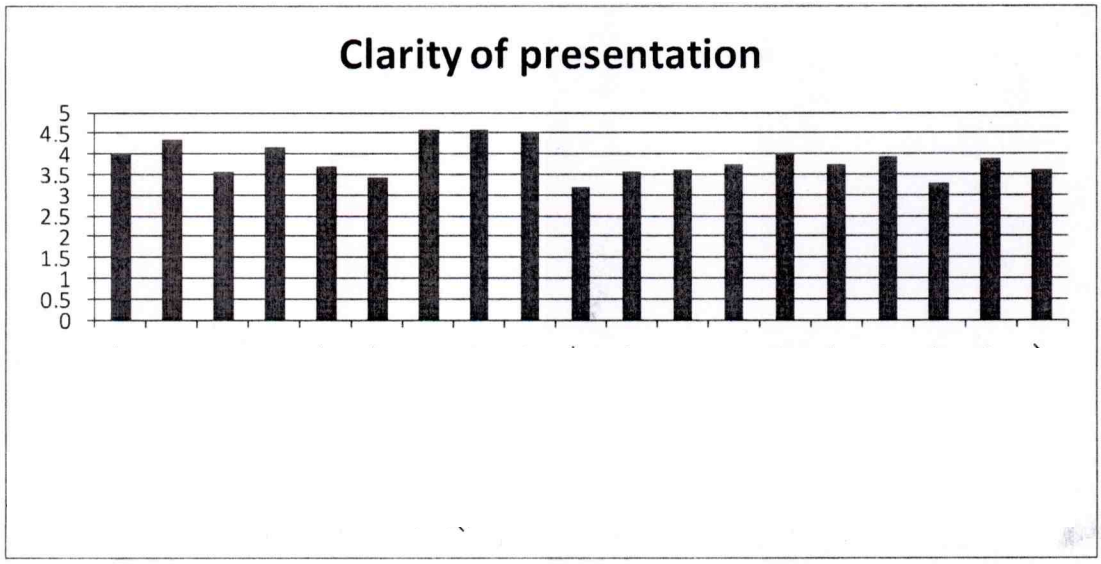


Action Taken:

- Faculty members having low scores in this particular aspect were intimated about the same and they were advised to improve their skills in this aspect.

- Other faculty members who have good scores were motivated to keep this trend and continue the good practices of teaching-learning process.

5.2 Clarity of presentation:



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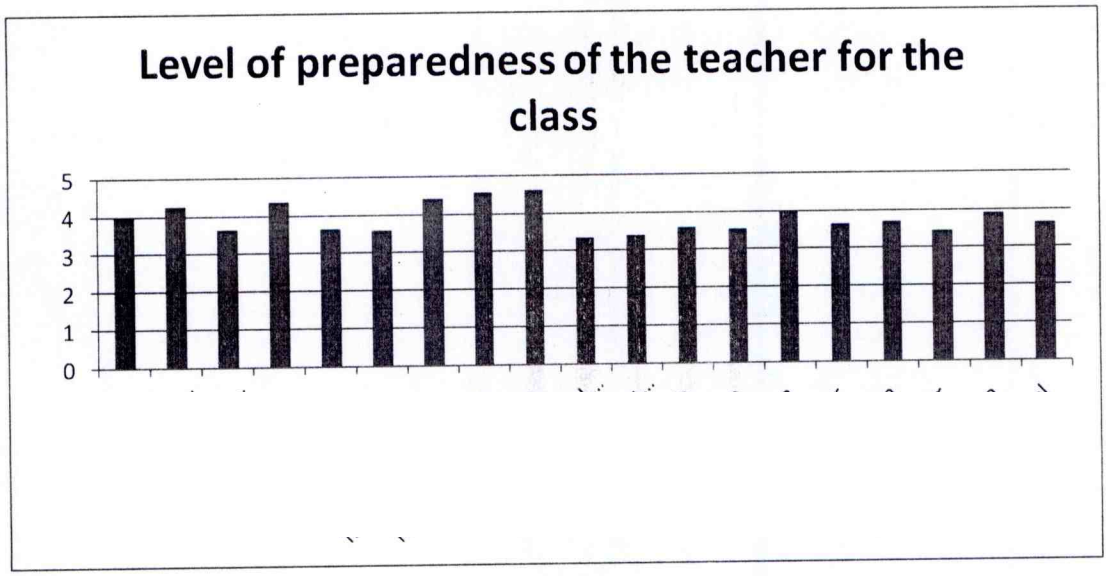
5.3 Level of preparedness of the teacher for the class:



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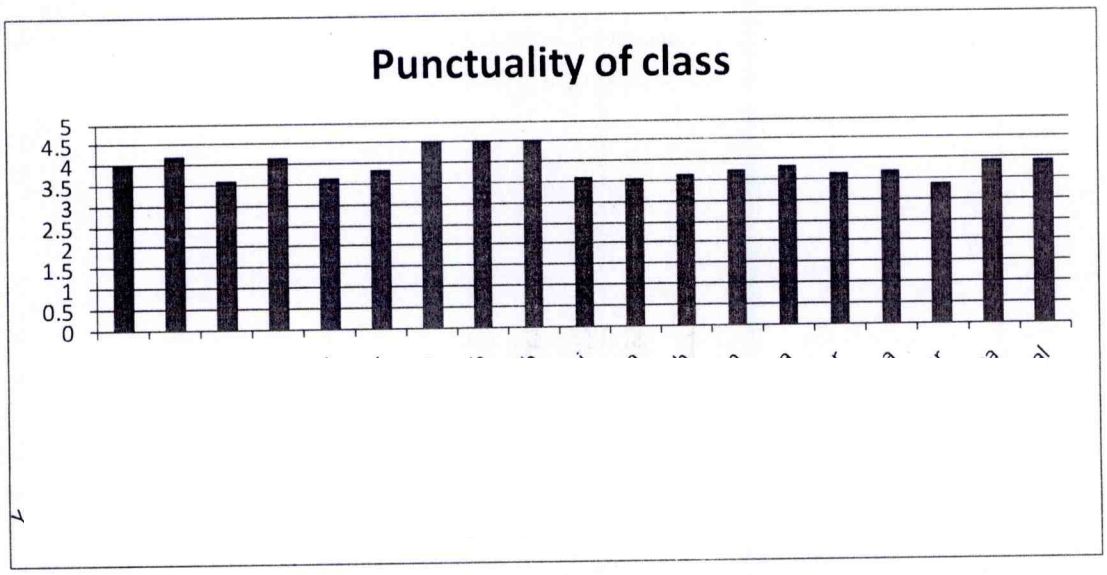
5.4 Punctuality of class:



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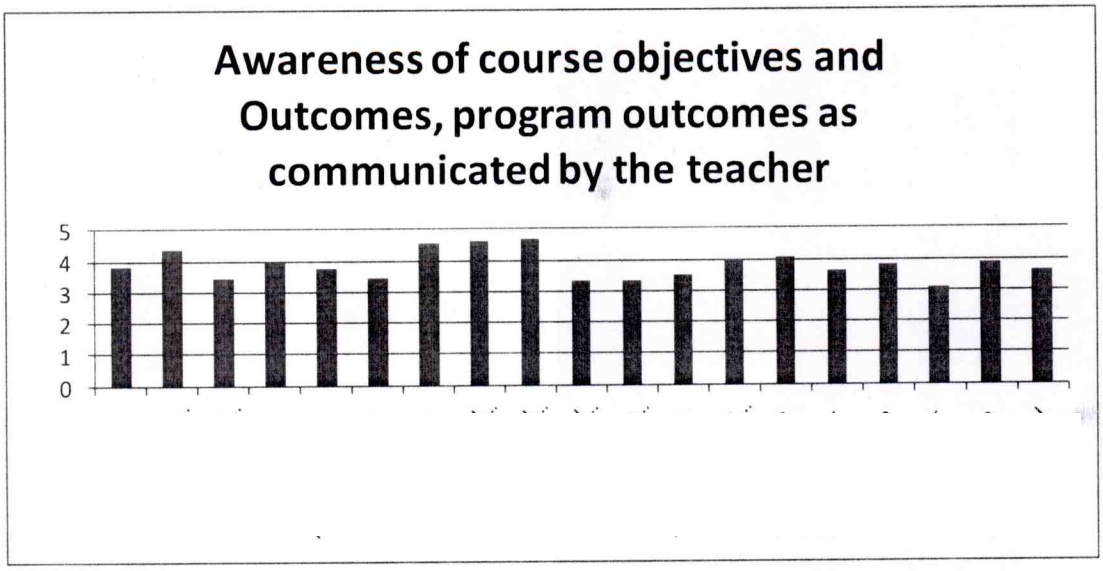

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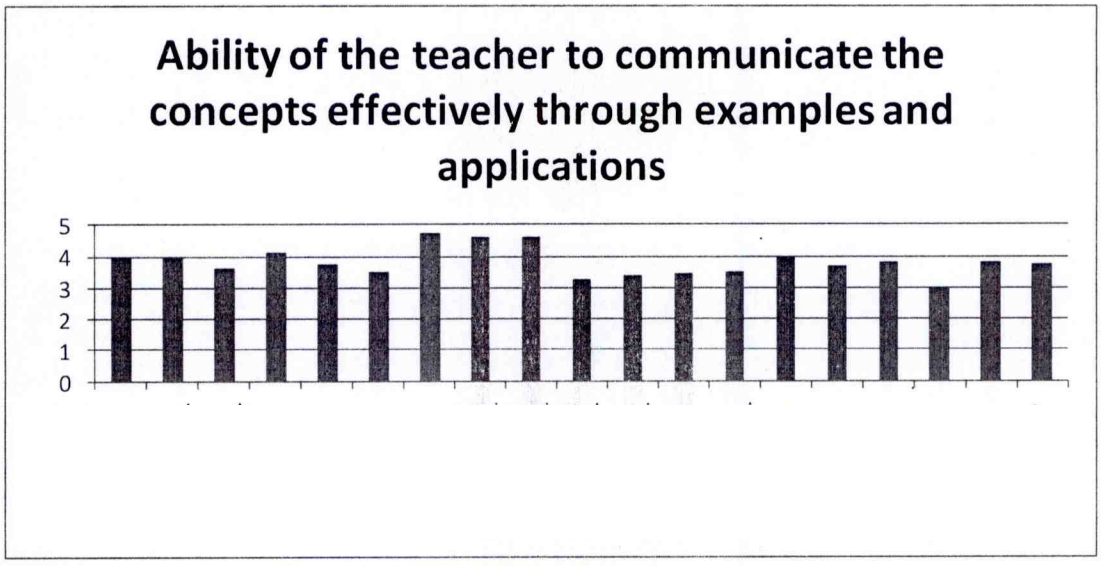

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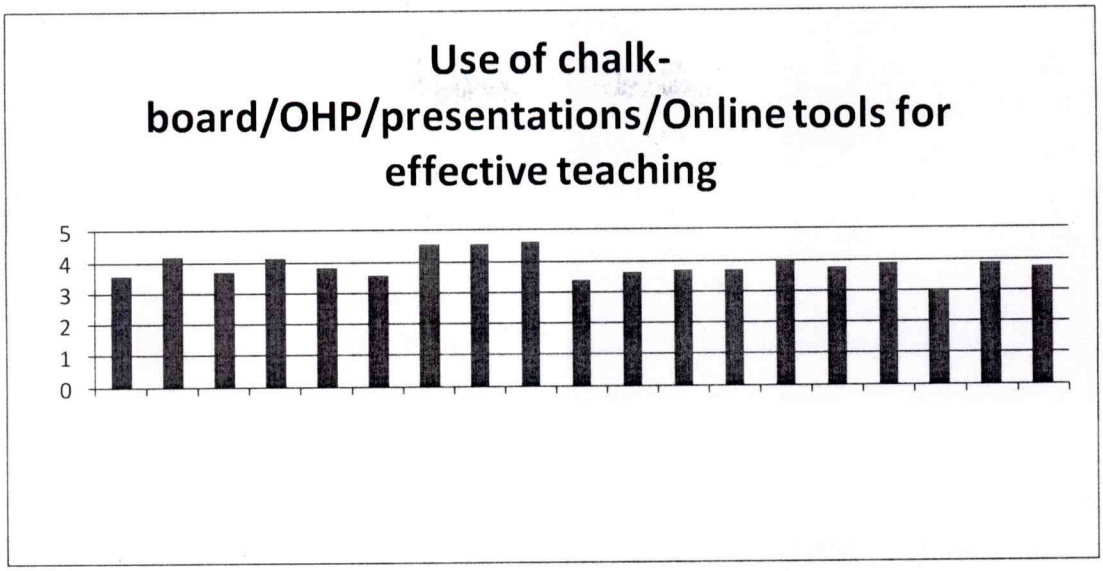
5.7 Use of chalk-board/OHP/presentations/Online tools for effective teaching:



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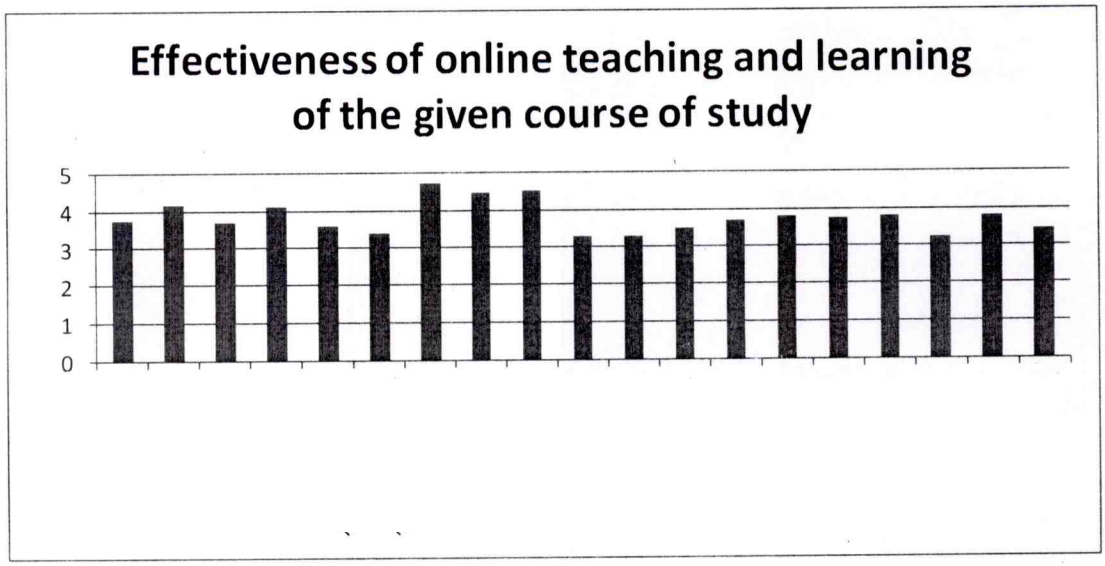

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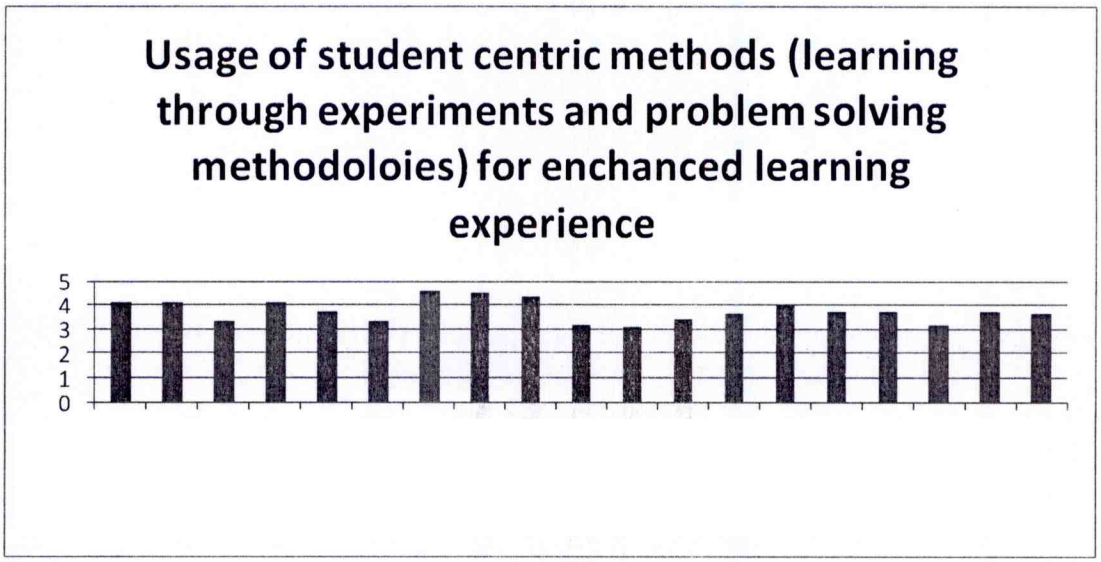

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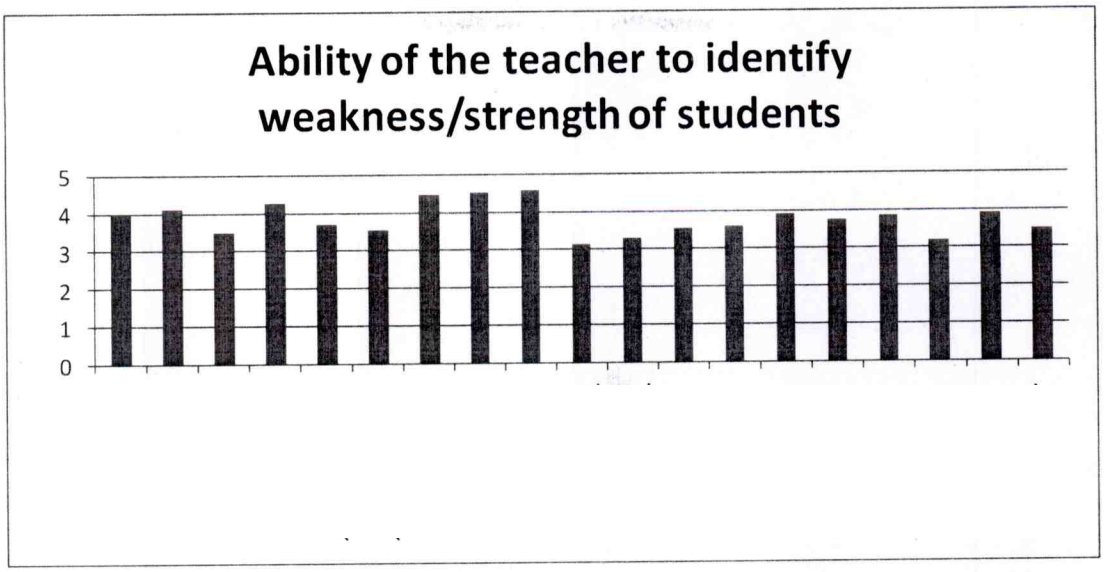

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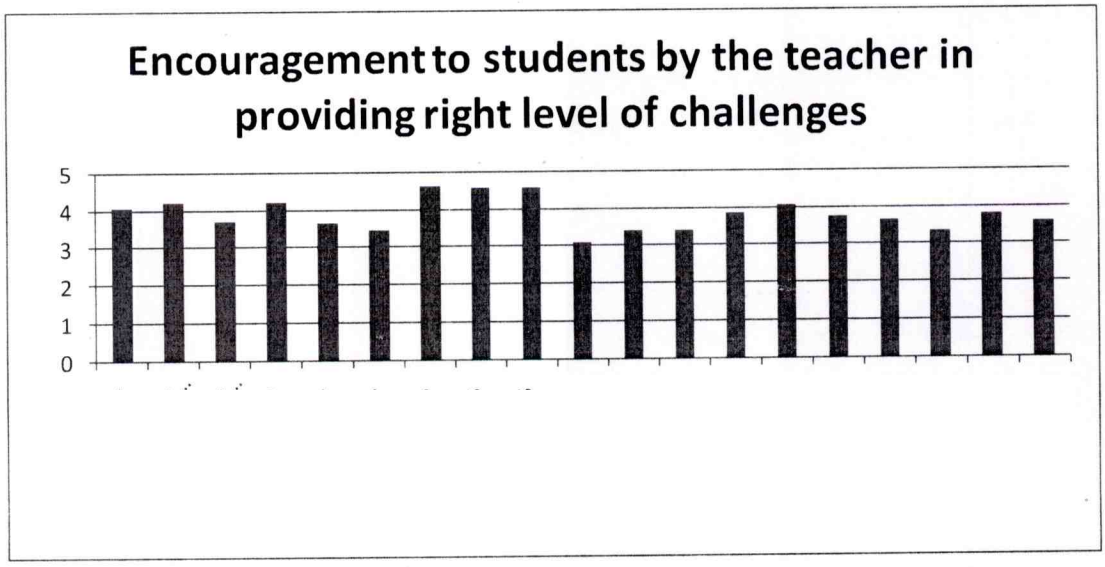

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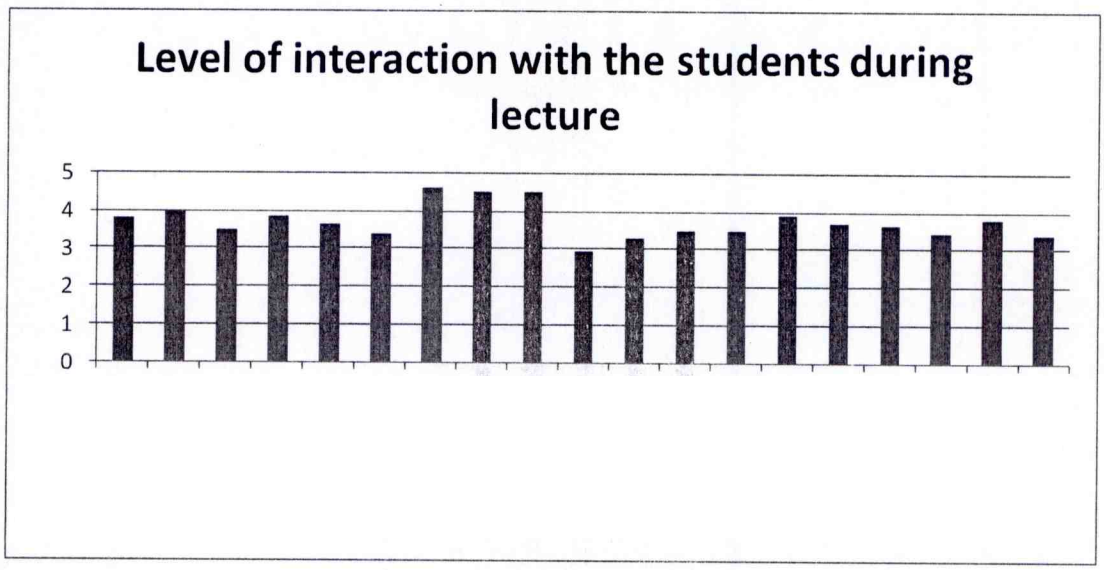

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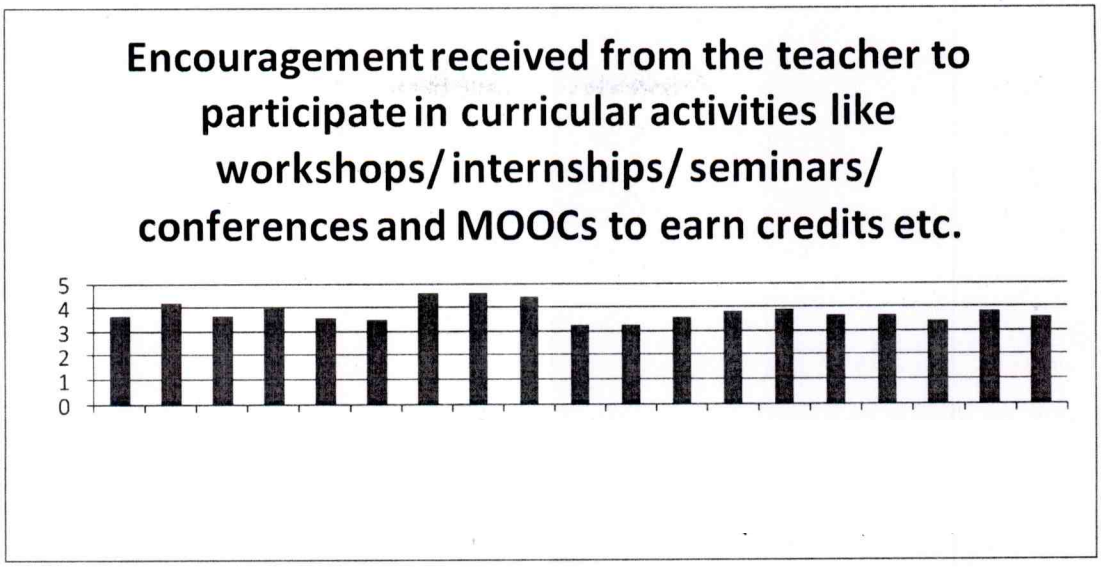

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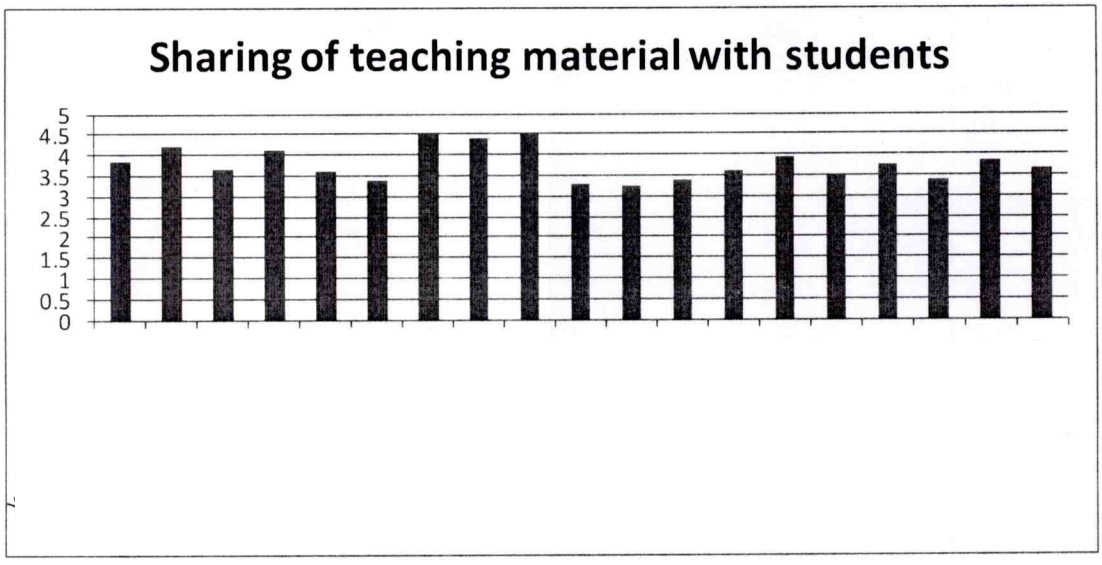

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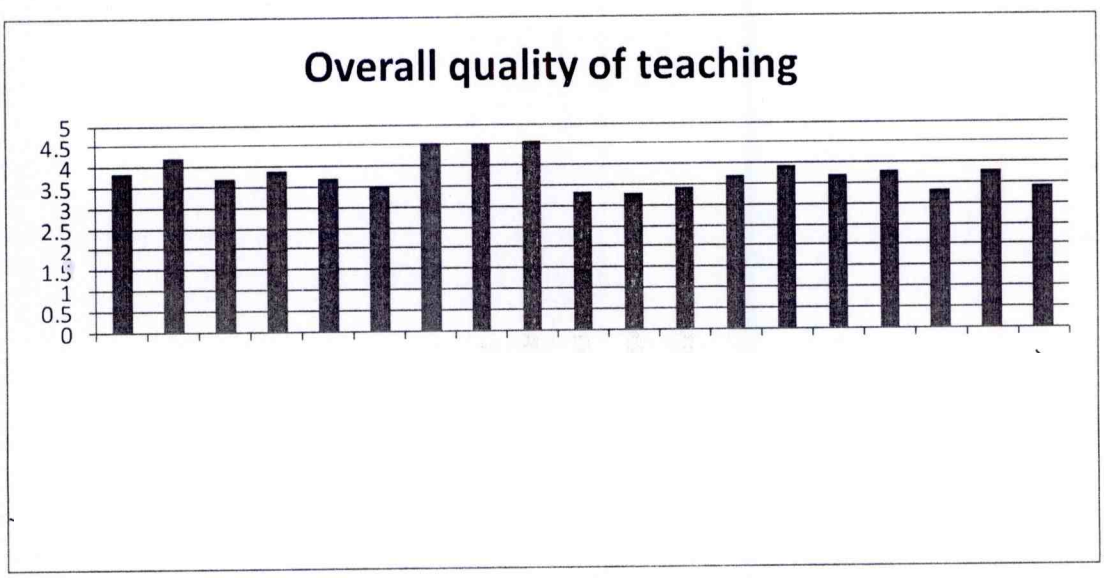

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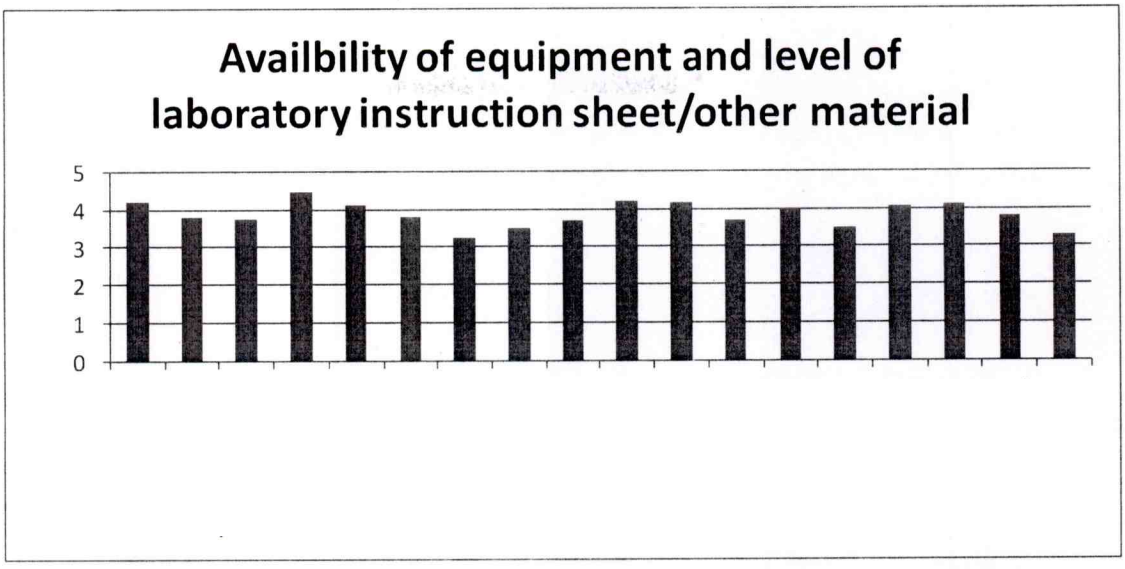
6. Point-wise Feedback Analysis of Laboratory Courses

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



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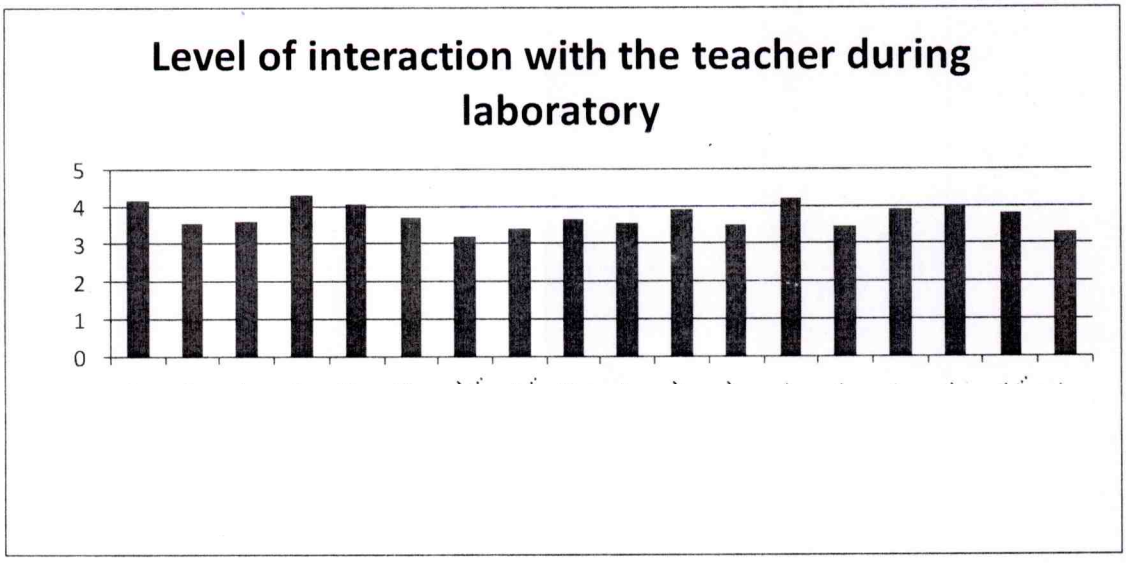

Action Taken:

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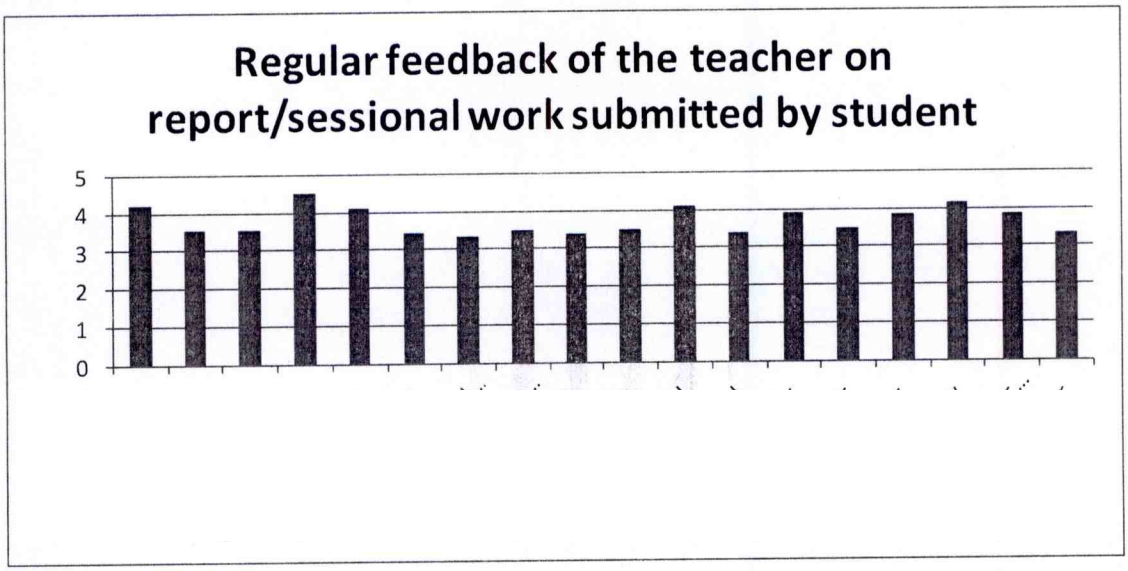
6.3 Regular feedback of the teacher on report/sessional work submitted by student:



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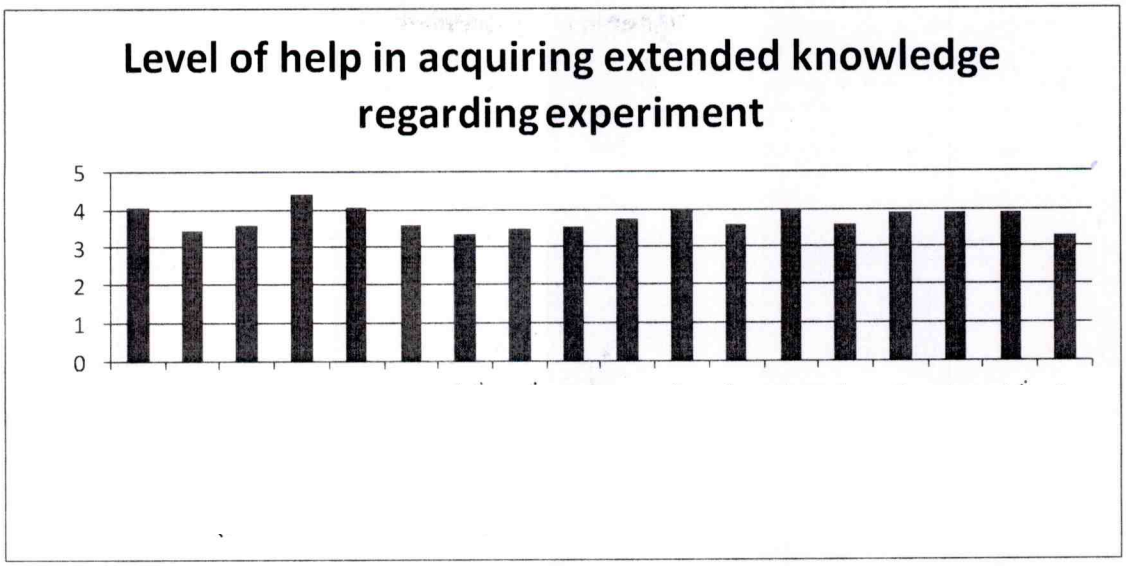
6.4 Level of help in acquiring extended knowledge regarding experiment:



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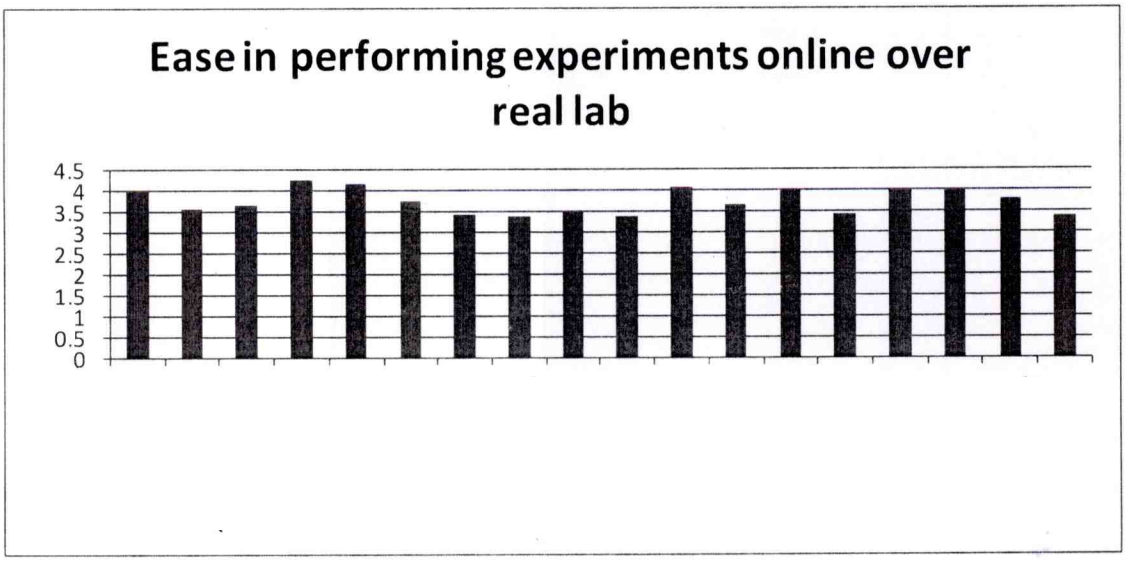
6.5 Ease in performing experiments online over real lab:



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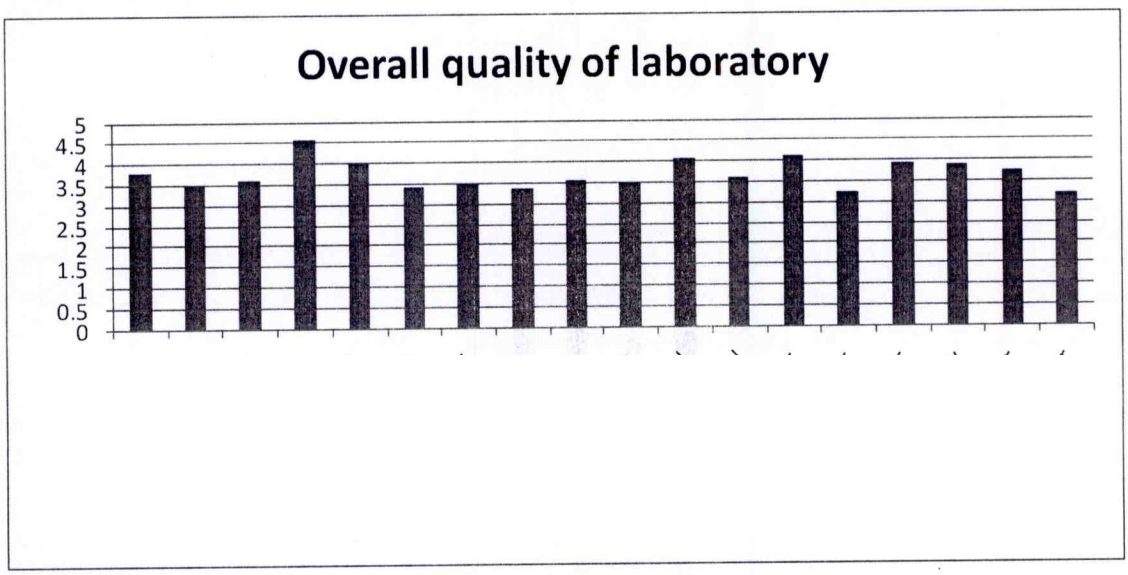
6.6 Overall quality of laboratory:



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7. General Action Taken by Department

- The feedback was disseminated to faculty by two ways:
  - During personal meeting in HOD cabin
  - During general departmental meeting

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

Deepraj Joshi

(HOD, ME Deptt.)

Department of Mechanical Engineering

Analysis of Student Feedback

Program:	B.Tech (4th Year)	Semester:	VIII	Session:	2021-2022

1. No of Students Providing Feedback: 88

2. Feedback Collection Dates: 25th May, 2022

3. Feedback Questions and Answer Option for Theory Courses:

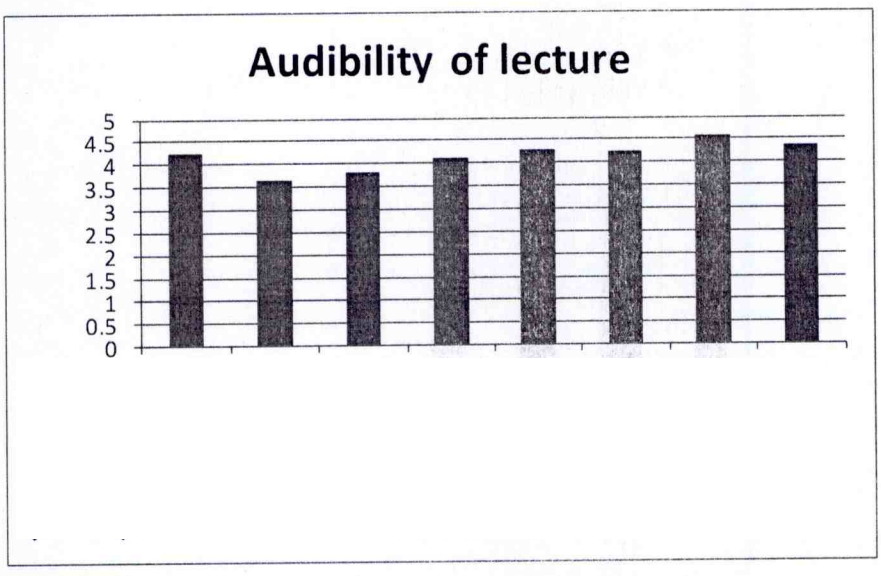
S. No.	Questions	Answer Options
1	Audibility of lectures	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
2	Clarity of presentation	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
3	Skill of linking subject to life experience & creating interest in the subject	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
4	Numerical problems/discussed case studies	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
5	Chalk board, OHP work, PPT work	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
6	Teaching methodology	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
7	Availability of teacher after the class	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
8	Teacher's attitude towards teaching and students	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
9	Overall quality of teaching	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
10	Completes Syllabus Timely	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	Usefulness of course	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
2	Emphasis on methodical and systematic working	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
3	Availability of laboratory instruction sheet/ other material	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
4	Feedback on report/ sessional work by teacher	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
5	Interaction with faculty during the class	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
6	Helps student in exploring the area of study involved in the experiment	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
7	Overall quality of lab	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)

5. Point-wise Feedback Analysis of Theory Courses

5.1 Audibility of lectures



Action Taken:

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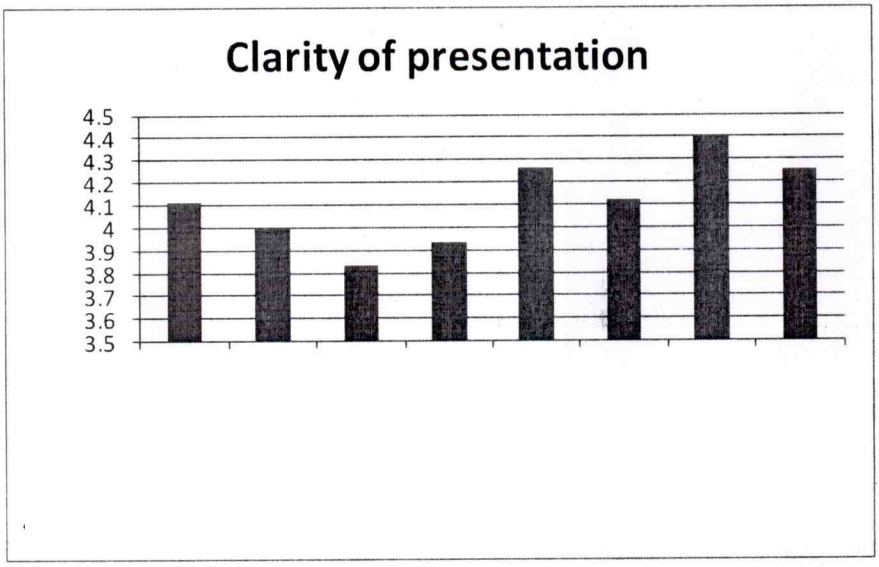
5.2 Clarity of presentation:



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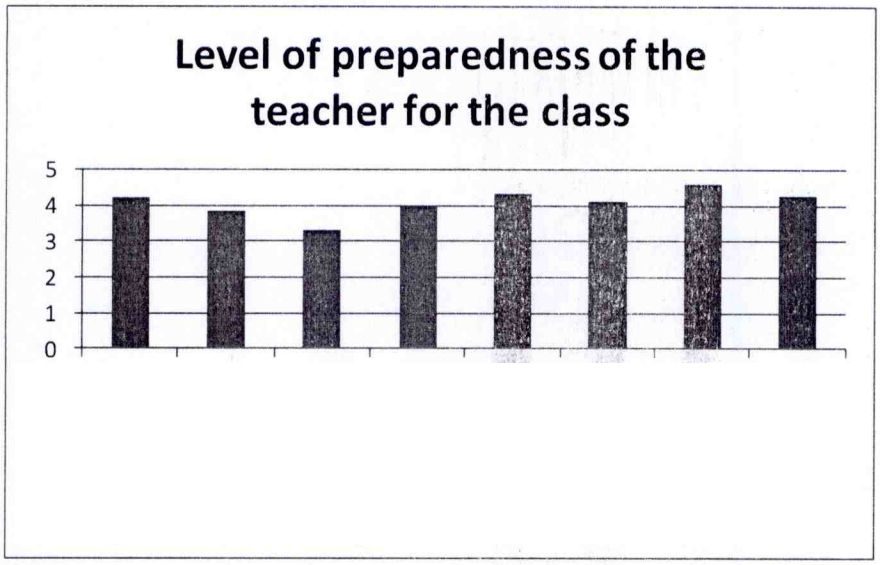
5.3 Level of preparedness of the teacher for the class:



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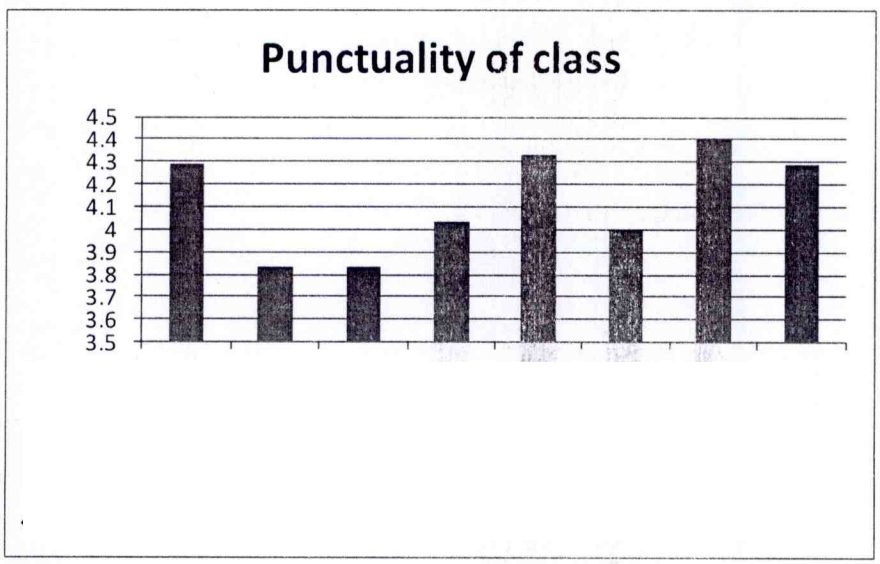

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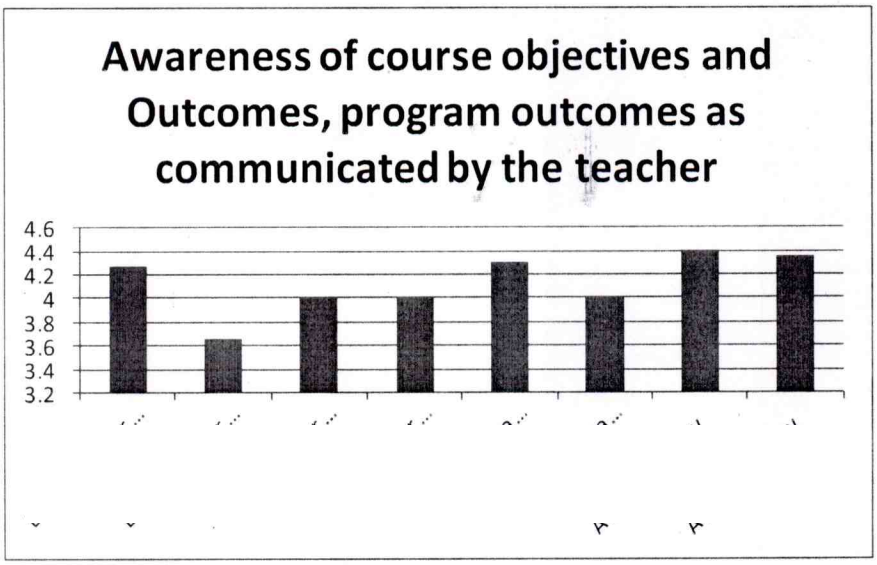
5.5 Awareness of course objectives and Outcomes, program outcomes as communicated by the teacher:



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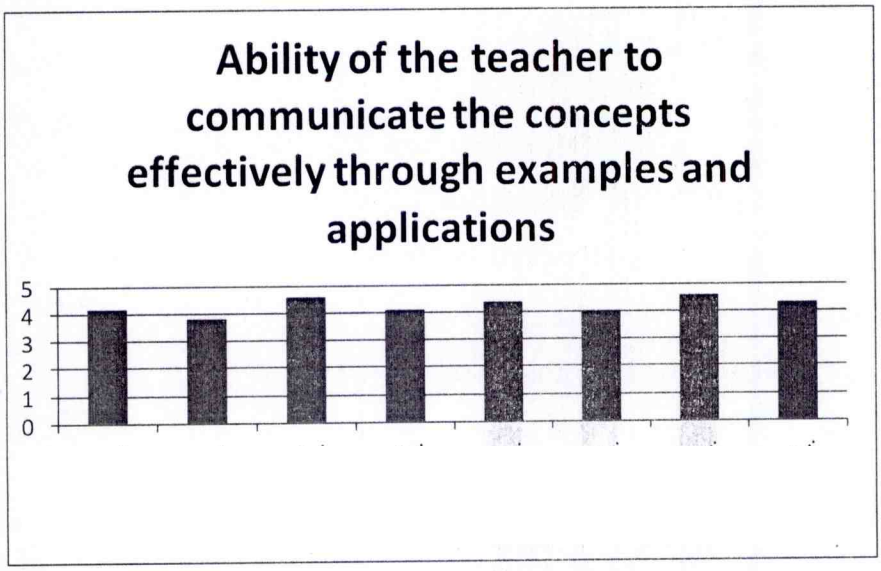
5.6 Ability of the teacher to communicate the concepts effectively through examples and applications:



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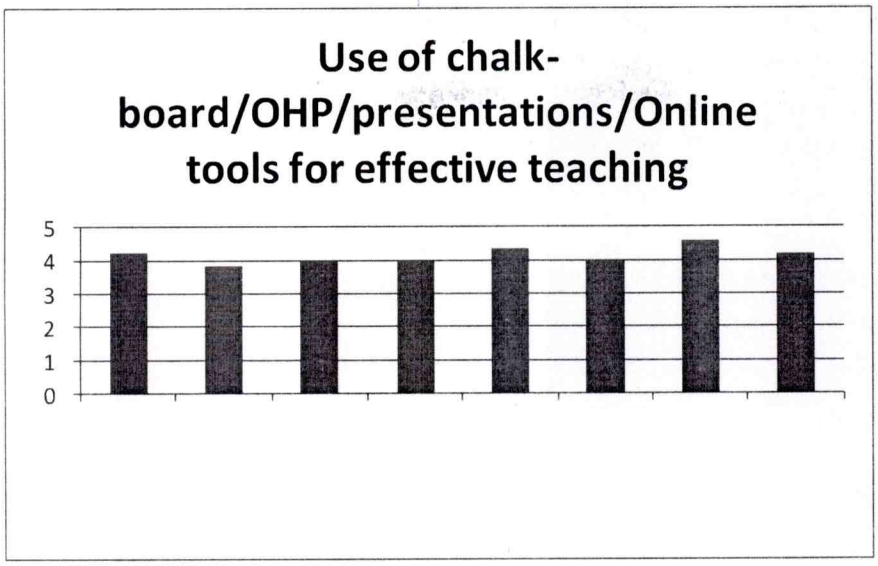

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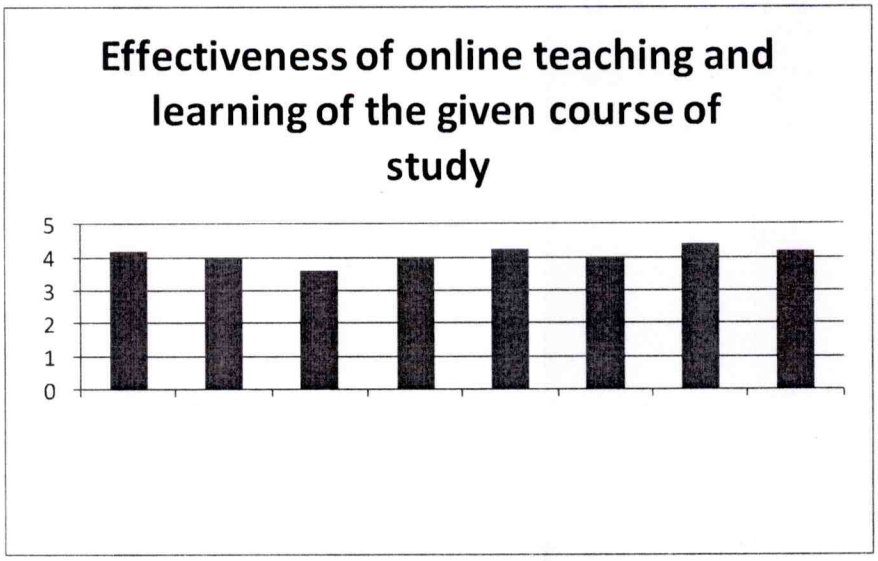

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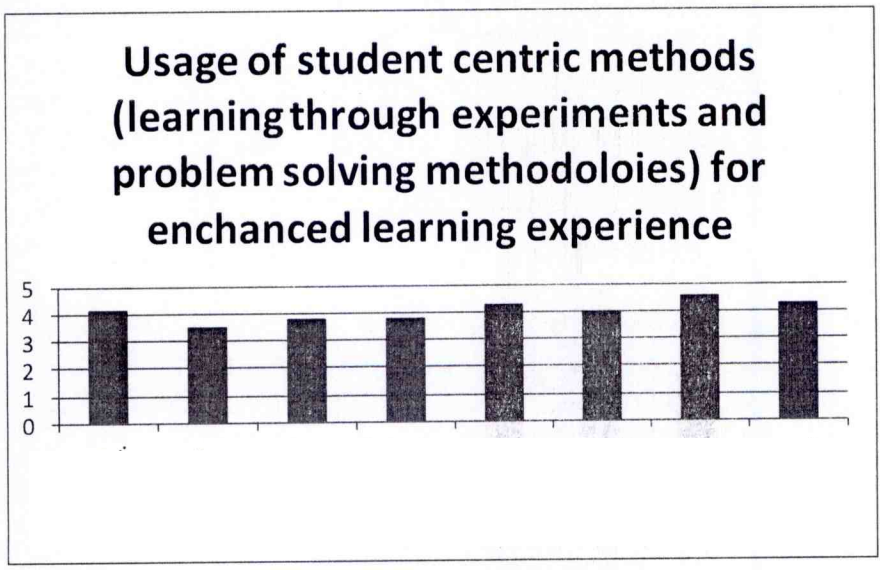

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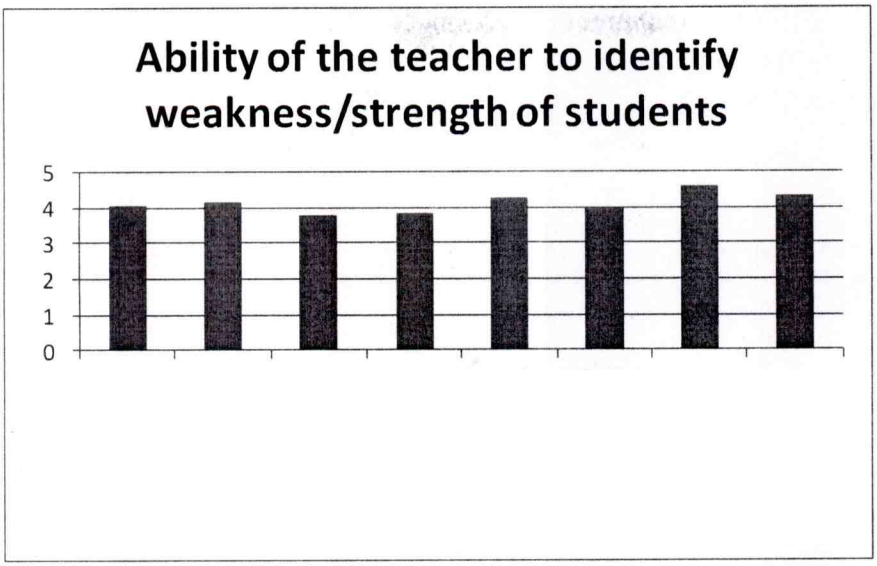

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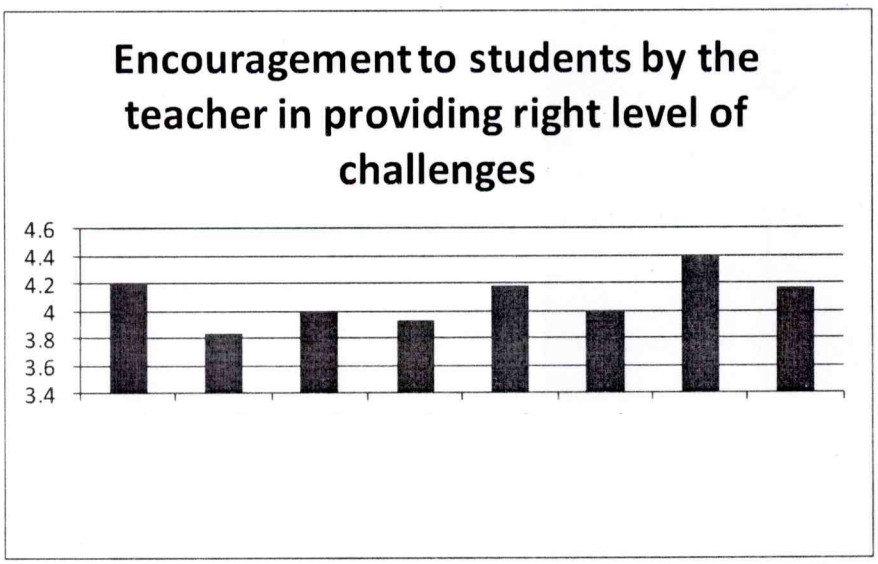

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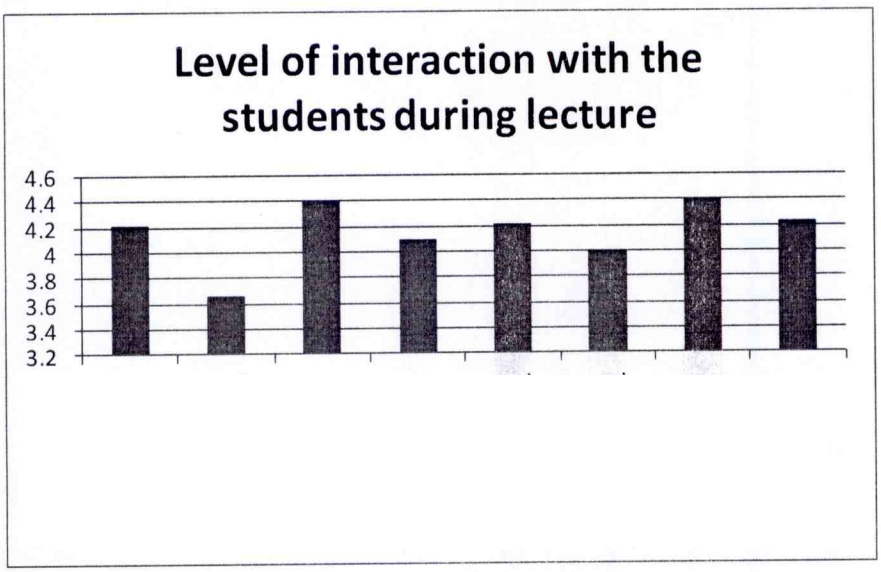

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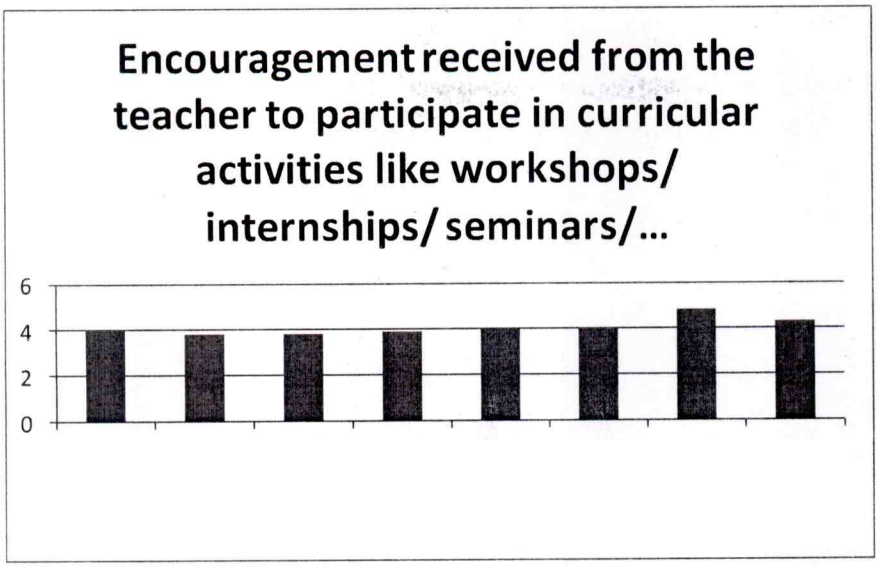

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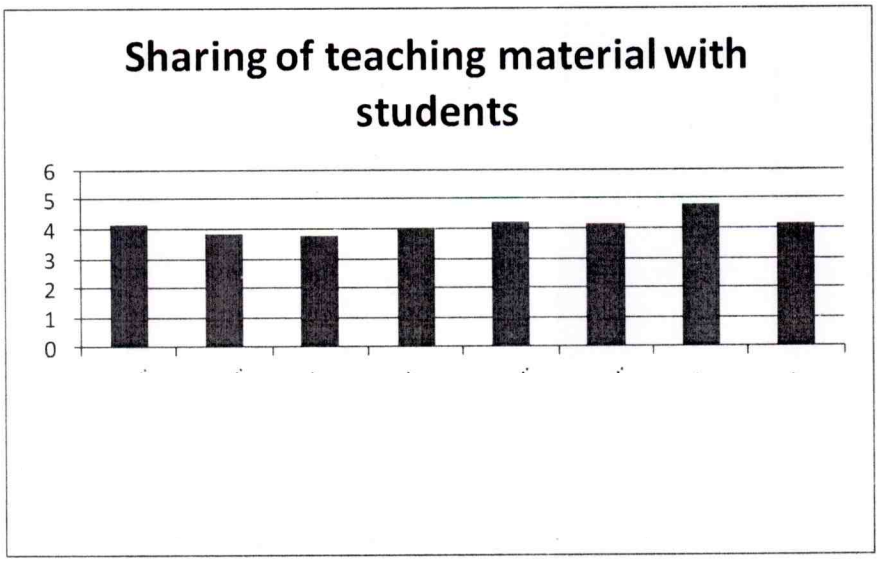

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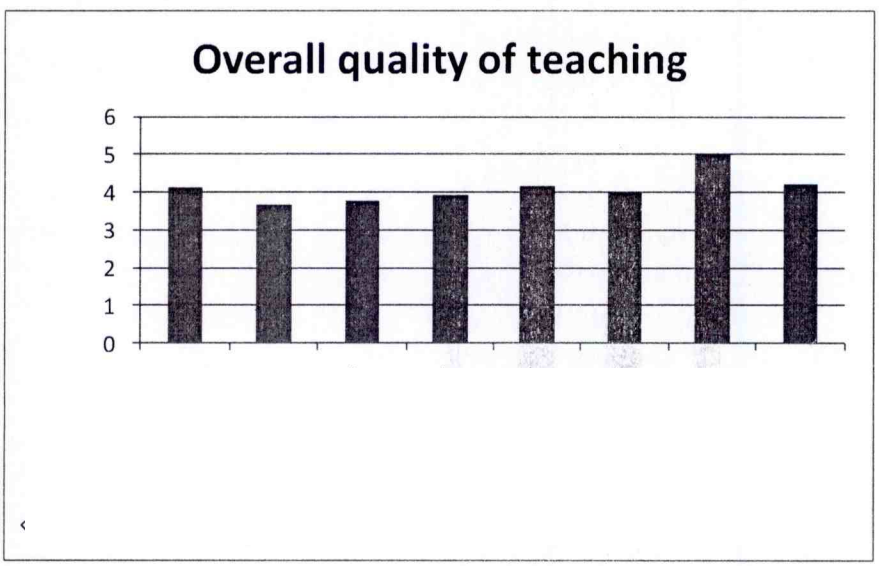

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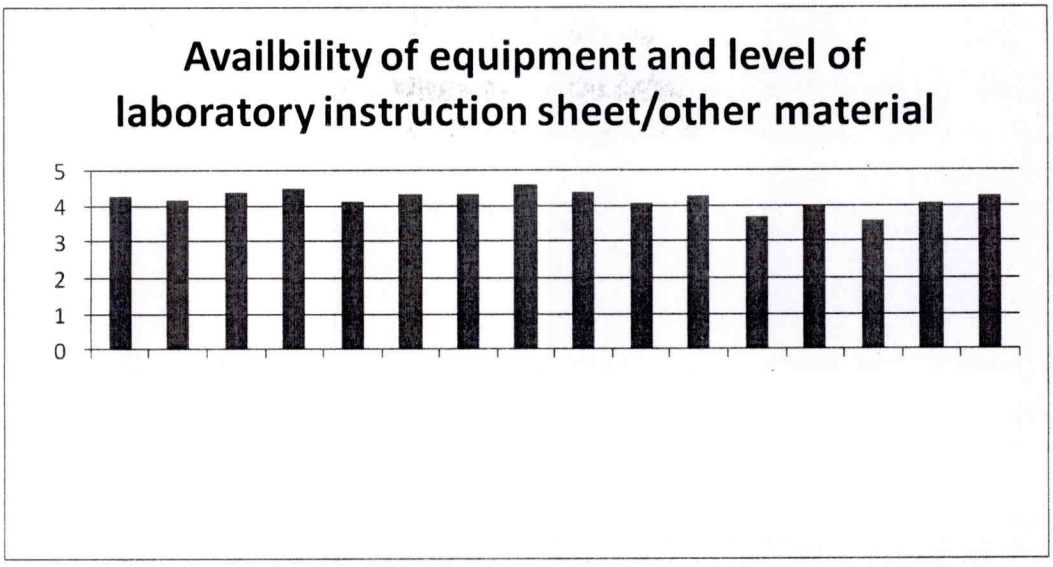

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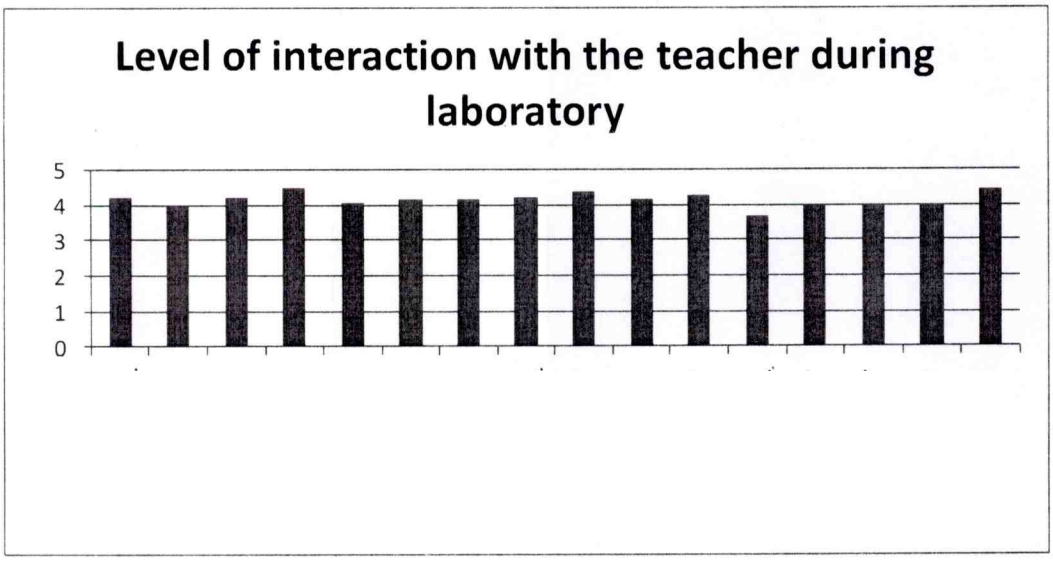
- Other faculty members who have good scores were motivated to keep this trend and continue the good practices of teaching-learning process.

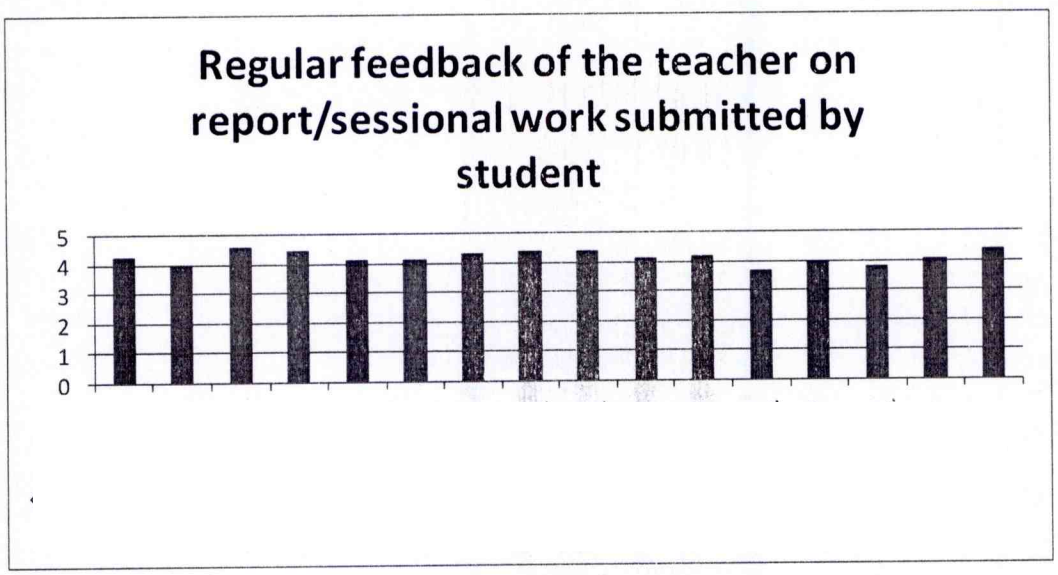
6.2 Level of interaction with the teacher during laboratory:



Action Taken:

- Faculty members having low scores in this particular aspect were intimated about the same and they were advised to improve their skills in this aspect.
- Other faculty members who have good scores were motivated to keep this trend and continue the good practices of teaching-learning process.

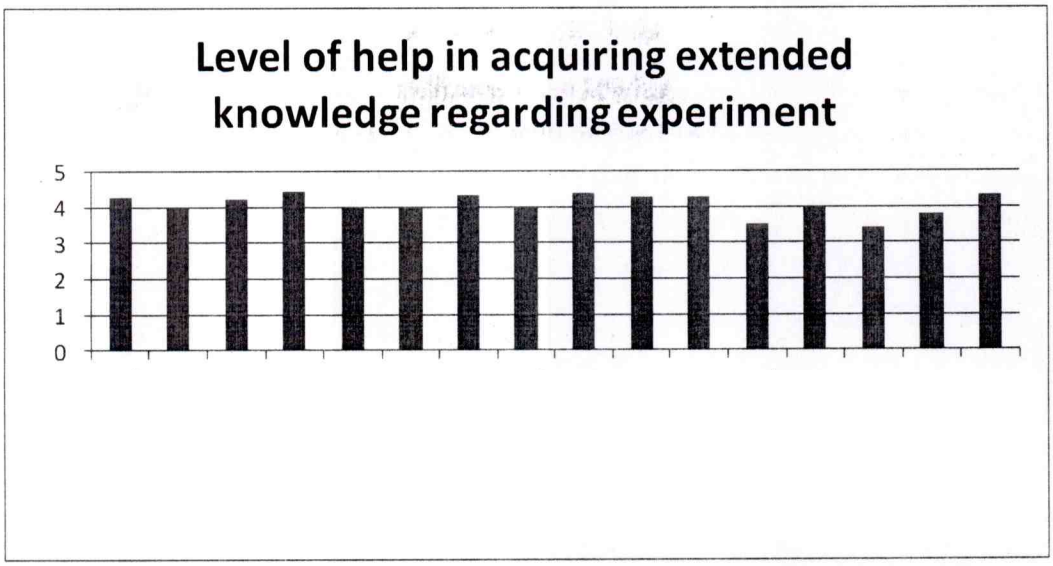
6.3 Regular feedback of the teacher on report/sessional work submitted by student:



Action Taken:

- Faculty members having low scores in this particular aspect were intimated about the same and they were advised to improve their skills in this aspect.
- Other faculty members who have good scores were motivated to keep this trend and continue the good practices of teaching-learning process.

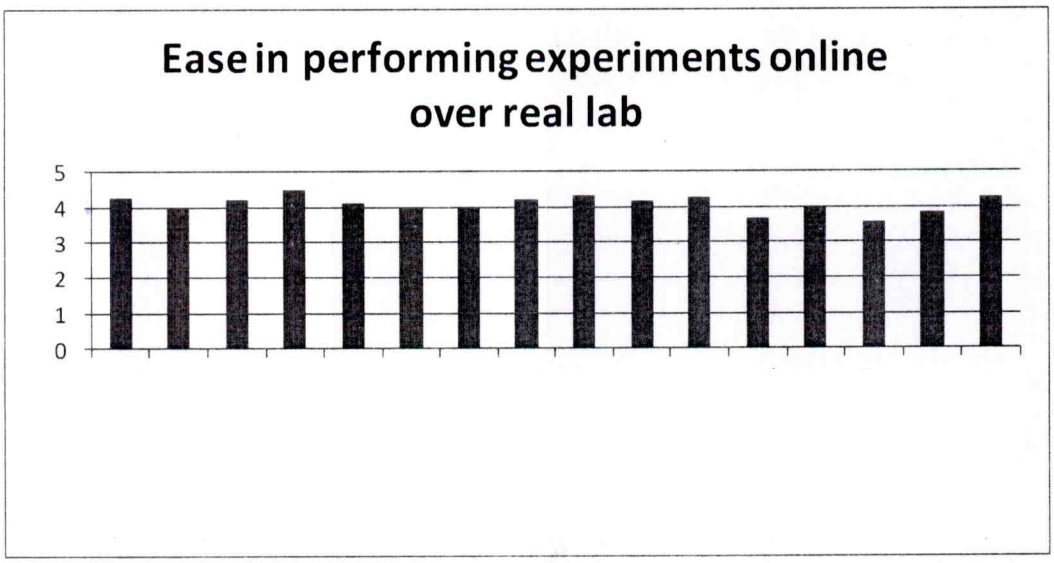
6.4 Level of help in acquiring extended knowledge regarding experiment:



Action Taken:

- Faculty members having low scores in this particular aspect were intimated about the same and they were advised to improve their skills in this aspect.
- Other faculty members who have good scores were motivated to keep this trend and continue the good practices of teaching-learning process.

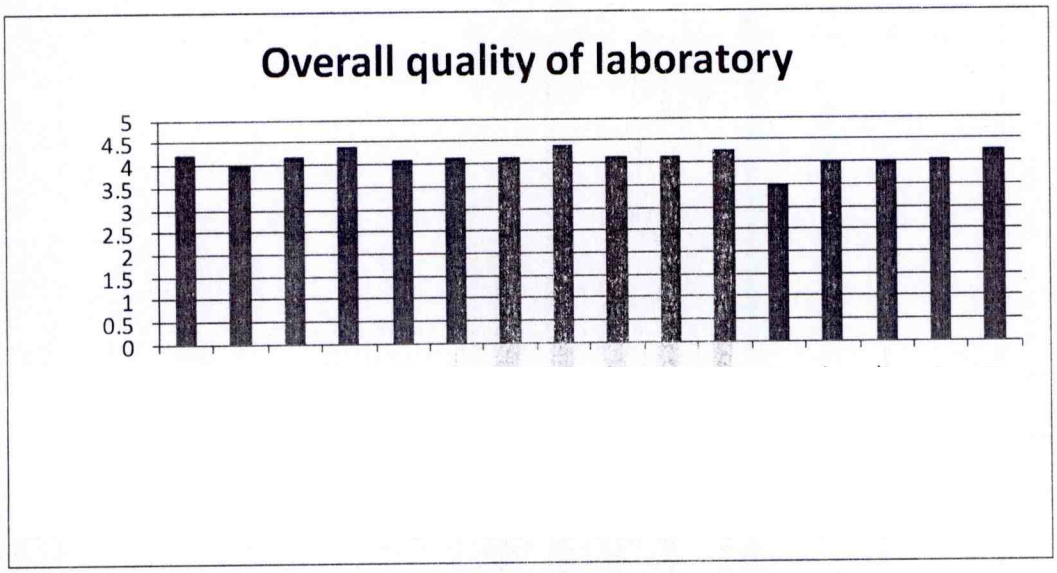
6.5 Ease in performing experiments online over real lab:



Action Taken:

- Faculty members having low scores in this particular aspect were intimated about the same and they were advised to improve their skills in this aspect.
- Other faculty members who have good scores were motivated to keep this trend and continue the good practices of teaching-learning process.

6.6 Overall quality of laboratory:



Action Taken:

- Faculty members having low scores in this particular aspect were intimated about the same and they were advised to improve their skills in this aspect.
- Other faculty members who have good scores were motivated to keep this trend and continue the good practices of teaching-learning process.

7. General Action Taken by Department

- The feedback was disseminated to faculty by two ways:
  - During personal meeting in HOD cabin
  - During general departmental meeting

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

Deepraj Joshi

(HOD, ME Deptt.)

Swami Keshvanand Institute of Technology, Management & Gramothan

Department of Mechanical Engineering

Analysis of Student Feedback

B. Tech. III Semester 2021-22

1. No of Students Providing Feedback: 87

2. Feedback Collection Dates: Jan., 2022

3. Feedback Questions and Answer Option for Theory Courses:

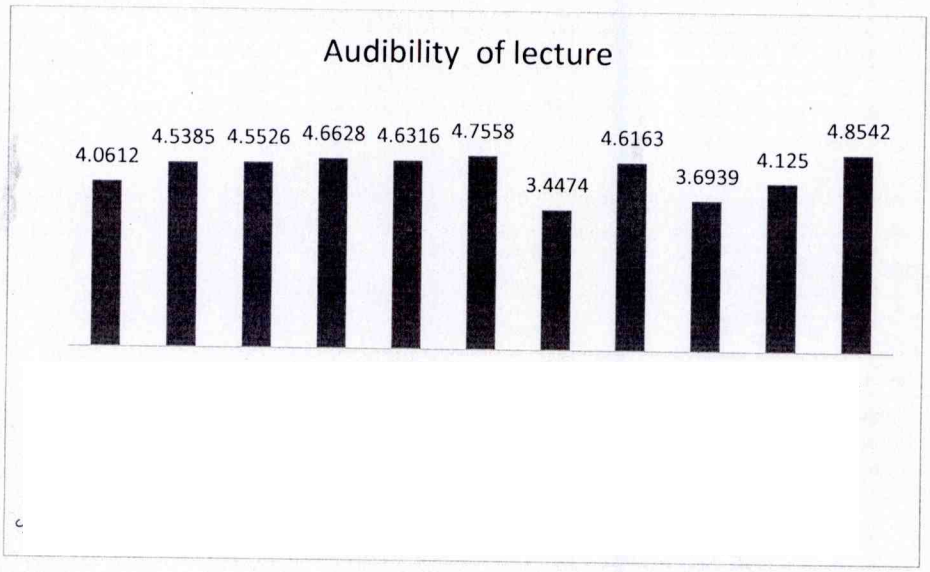
S. No.	Questions	Answer Options
1	Audibility of lecture	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
2	Clarity of presentation	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
3	Level of preparedness of the teacher for the class	Strongly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

4. Feedback Questions and Answer Option for Laboratory Courses:

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

5. Point-wise Feedback Analysis of Theory Courses

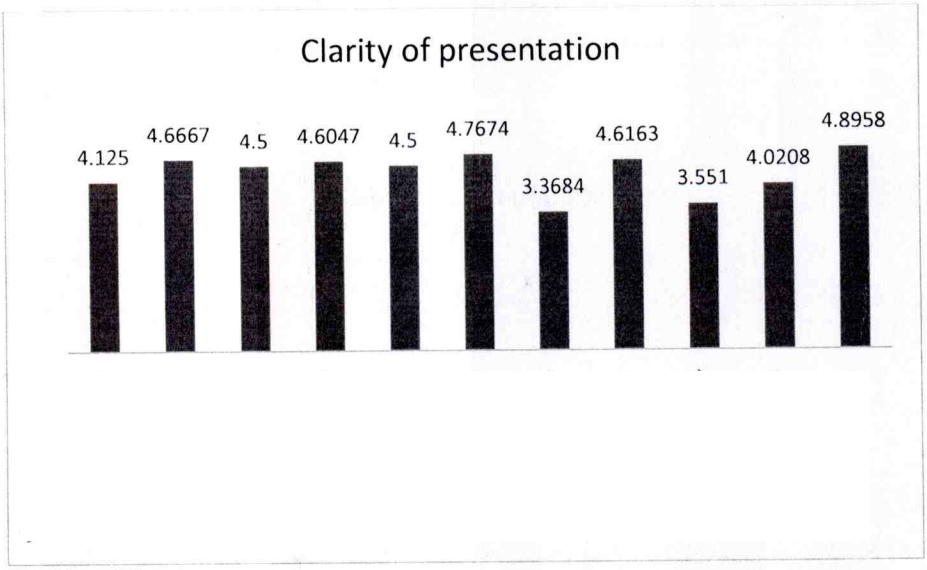
5.1 Audibility of lectures



Action Taken:

- As enquired from faculty, the problem of low audibility of lecture is mainly due to low bandwidth of internet from students' end. However, faculty members have been advised to administer classes with an alternate internet source.
- Prof. Bhandari and Mr. Arun Beniwal were personally intimated about the low feedback in this criteria and requested to avoid the problem of lecture audibility in classes of coming semesters. Faculty members, in general departmental meeting, have been advised to avoid low pitch and voice level during classes.

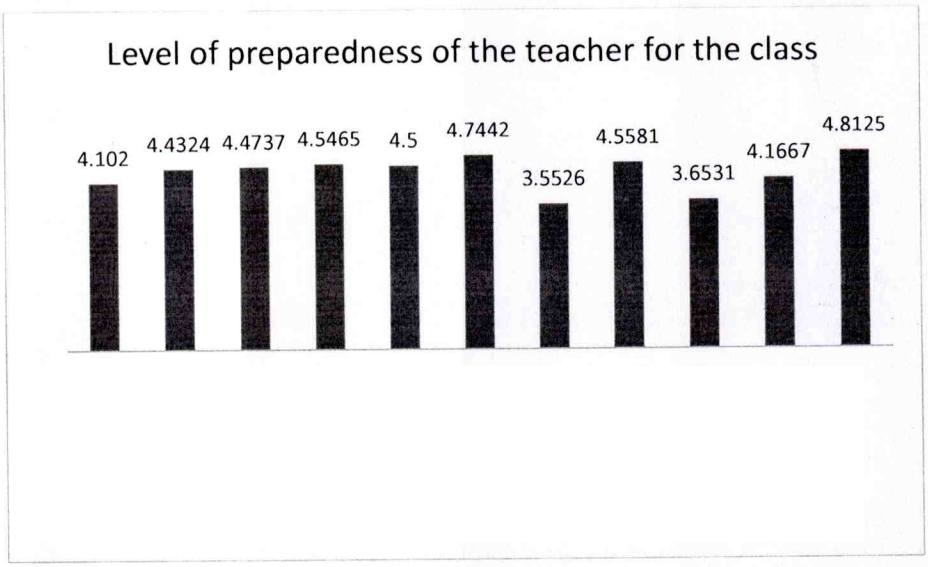
5.2 Clarity of presentation:



Action Taken:

- The students have shown good response in clarity of presentation, however in case of few faculty members there seems some scope of improvement. The concerned faculty members were advised to alter/modify their teaching methodology so that students can learn easily.
- Most of the classes in this semester have been undertaken on online mode, faculty members administering analytical courses have already used pen-tablet, digital board etc. for interactive and effective teaching. This has been reflected in feedback also.

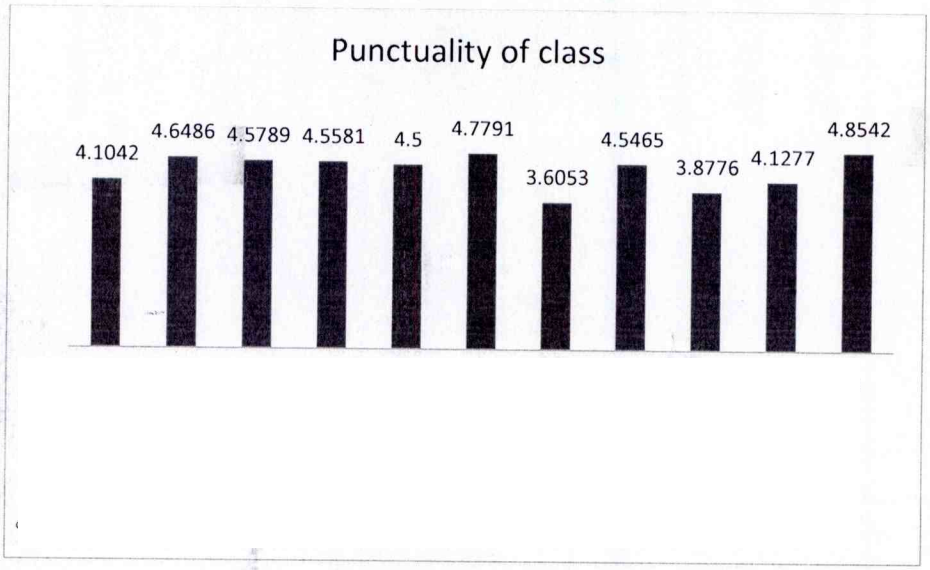
5.3 Level of preparedness of the teacher for the class:



Action Taken:

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

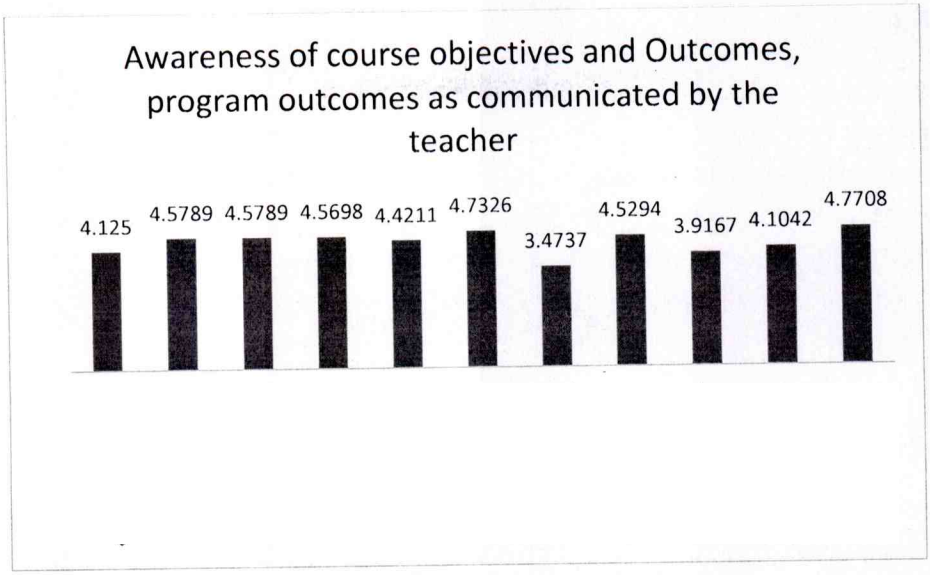
5.4 Punctuality of class:



Action Taken:

- Some faculty members have postponed and rescheduled their classes due to some academic, administrative or personal assignments. They were advised NOT to change class timings until it is extremely necessary.
- If regular class cannot be organized due to some inevitable reasons, faculty may swap the class (with HOD permission) with some other faculty taking class of same section.

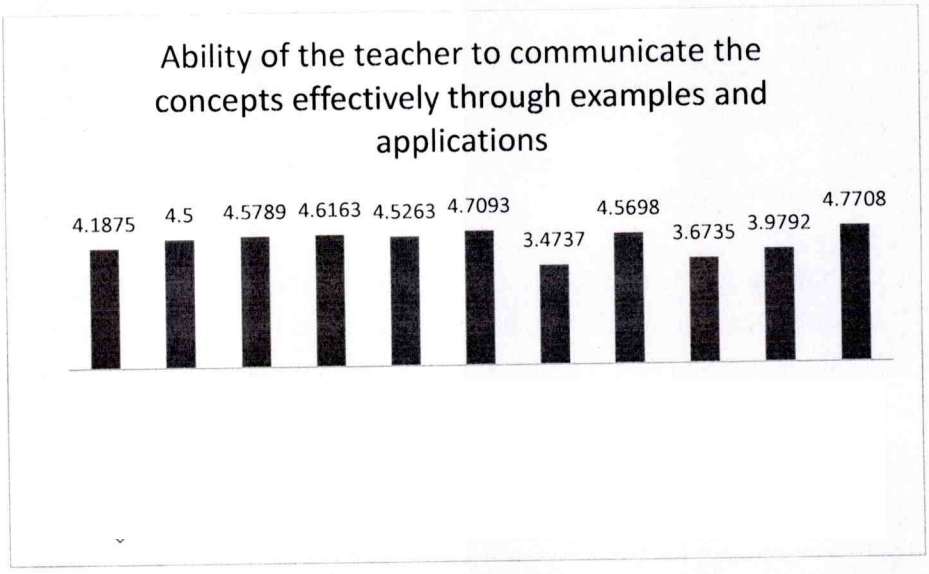
5.5 Awareness of course objectives and Outcomes, program outcomes as communicated by the teacher:



Action Taken:

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

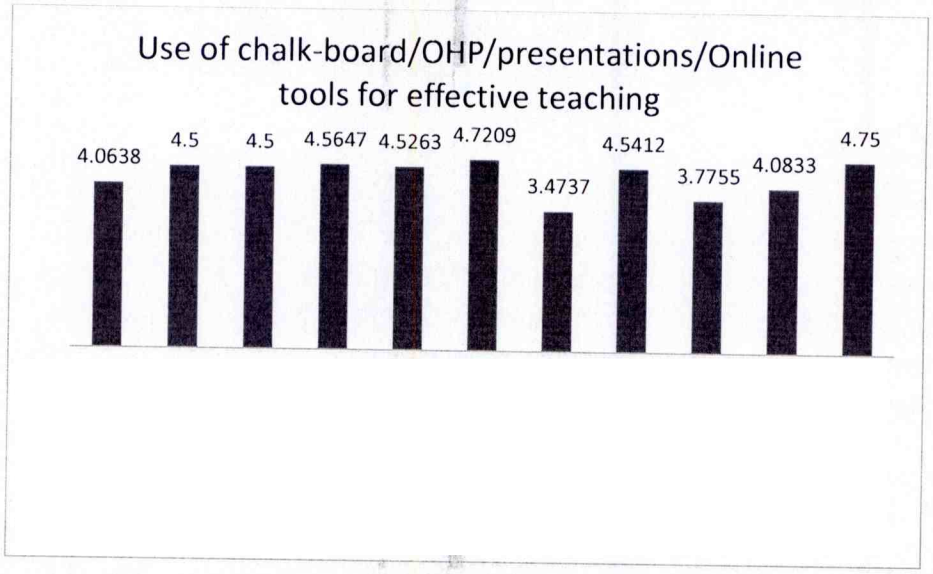
5.6 Ability of the teacher to communicate the concepts effectively through examples and applications:



Action Taken:

- In some analytical courses, faculty members were specifically advised to incorporate relevant study materials containing sufficient examples and applications. This will increase interest and learning of students as well.
- A special attention will be given by DPAQIC during academic audit towards tutorial sheets and numerical questions administered by faculty members
- In general departmental meeting, the instructions for improvement were also given to faculty members.

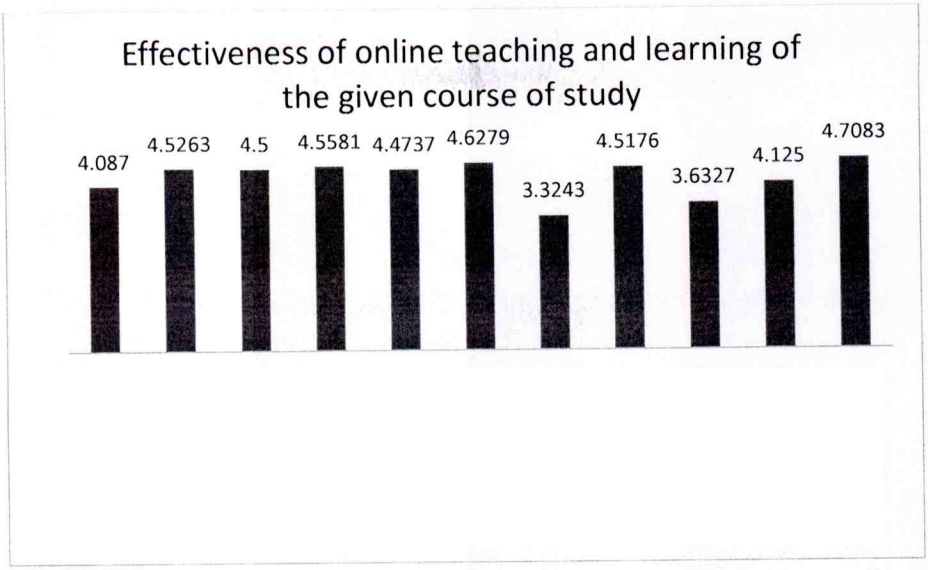
5.7 Use of chalk-board/OHP/presentations/Online tools for effective teaching:



Action Taken:

- The faculty members having low score in this point were advised to improve in coming classes.
- Due to online teaching, most of the faculty members have employed pdfs or PPTs of their notes for teaching which was necessary in these pandemic times.
- Faculty members who used PPTs and audio-video tools were advised to plan lectures on digital board/pen-tablet to enhance interactive learning.

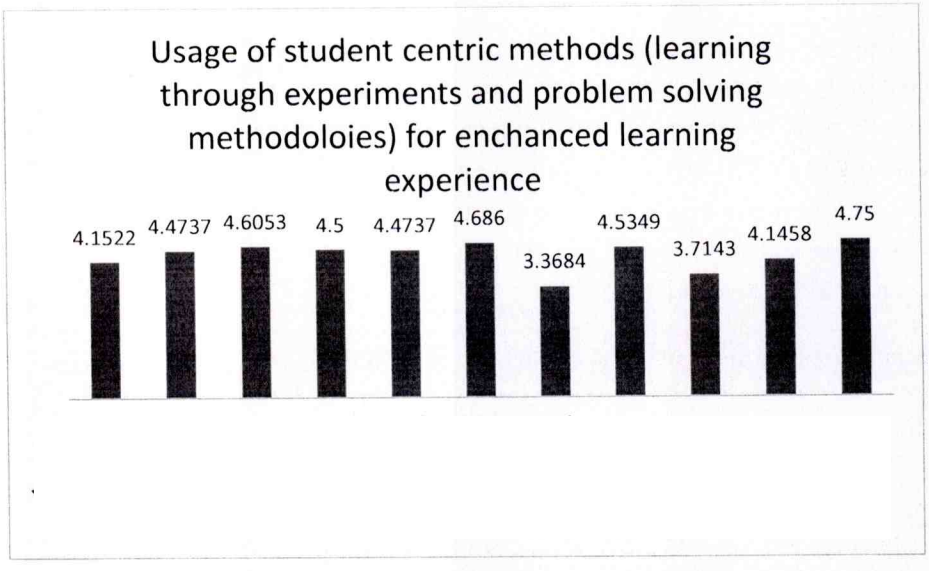
5.8 Effectiveness of online teaching and learning of the given course of study:



Action Taken:

- The department already has sufficient PCs and desktops with good LAN connections for administering online classes.
- The use of mobile phones for conducting classes has already been demotivated by undersigned.
- On the basis of feedback, faculty members were further advised to employ pdf editing tools like FoxitReader, Adobe editor etc. to teach in a step by step manner about any concepts to students. A blank template should be created and numerical and all analytical portions should be explained in real time by sharing the screen.

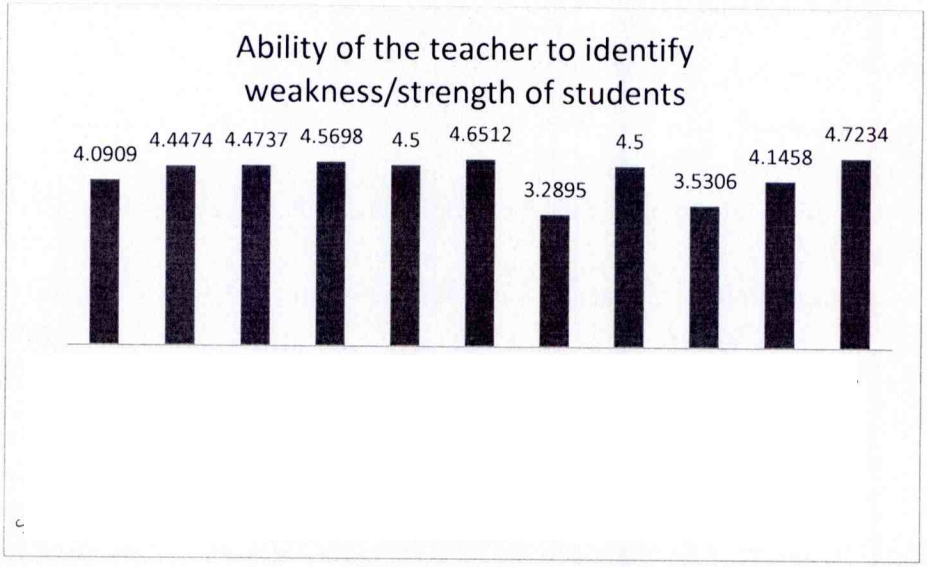
5.9 Usage of student centric methods (learning through experiments and problem solving methodologies) for enhanced learning



Action Taken:

- For enhanced learning, faculty members were advised to relate the theory with laboratory courses wherever possible.
- They were further advised to design small case-base problems for student-centric learning of students. In addition, the tutorial sheets have also been reviewed by DPAQIC members.
- The courses wherein no tutorials are prescribed in RTU curriculum, faculty members have been advised to administer sufficient numerical problems as ad-on study material in the light of competitive and GATE examination.

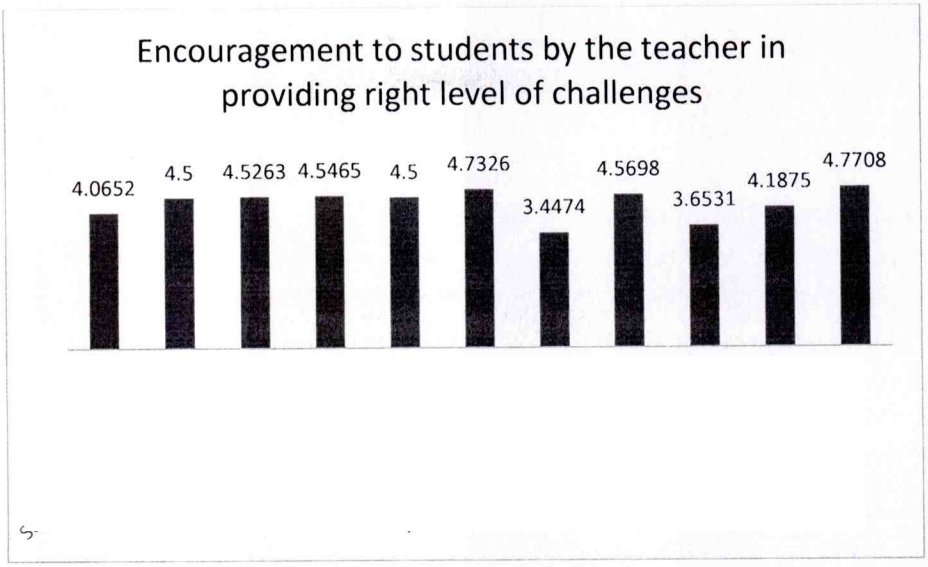
5.10 Ability of the teacher to identify weakness/strength of students



Action Taken:

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

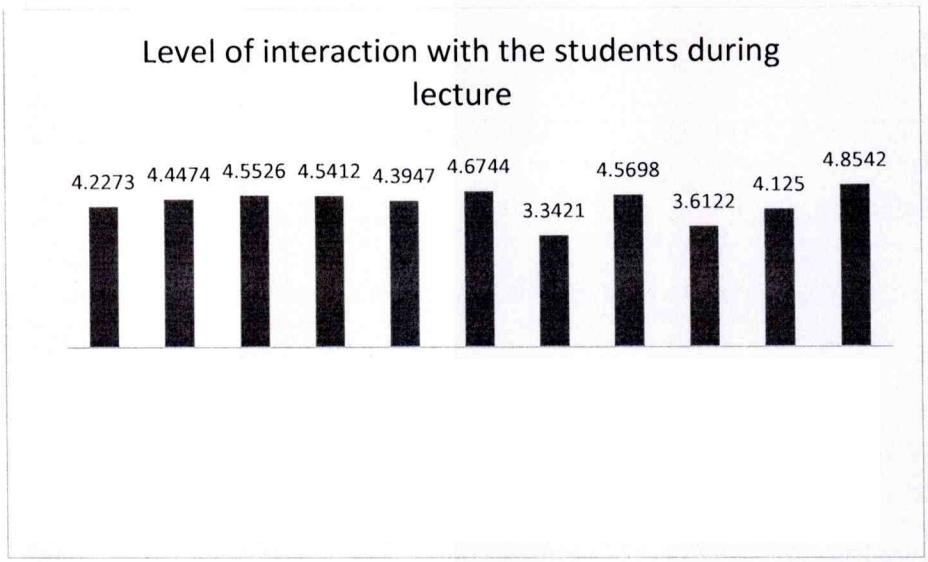
5.11 Encouragement to students by the teacher in providing right level of challenges:



Action Taken:

- As per feedback, some faculty members have not been able to interact with students regarding professional challenges related issues. They have been asked to encourage students in coming semester about the same.
- Students who scores exemplary marks should be highlighted in class by teachers for the motivation of others.

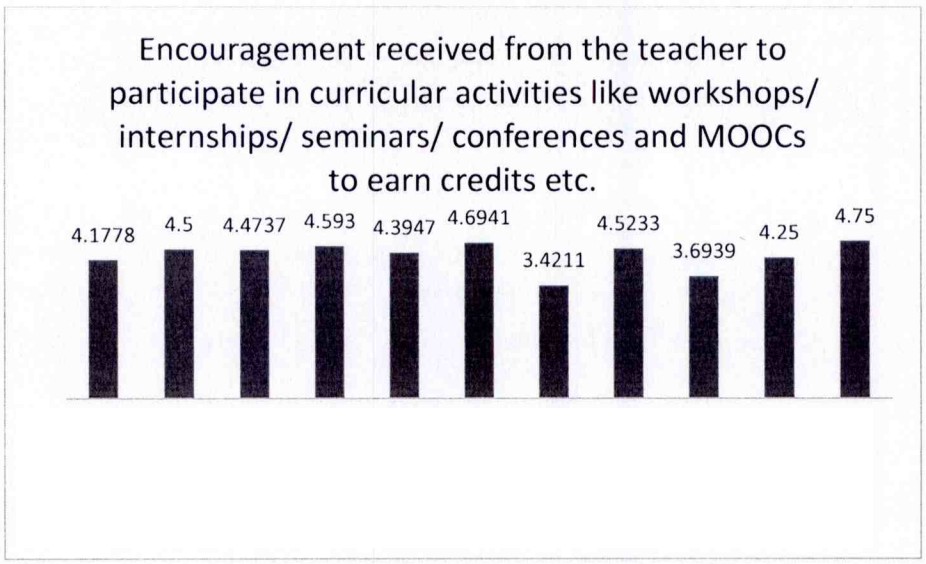
5.12 Level of interaction with the students during lecture



Action Taken:

- Faculty members were advised to use question-answer technique for ensuring active student participation.
- In addition, they were advised to form small buzz groups in some classes (during coming offline classes) through which student-student learning can be ensured.
- As another step, faculty members were asked to provide self-learning assignments to students so that they explore the literature and thereby develop self-learning skills.
- In addition, the exemplary students should be praised and awarded appreciation in class for motivation among peers.

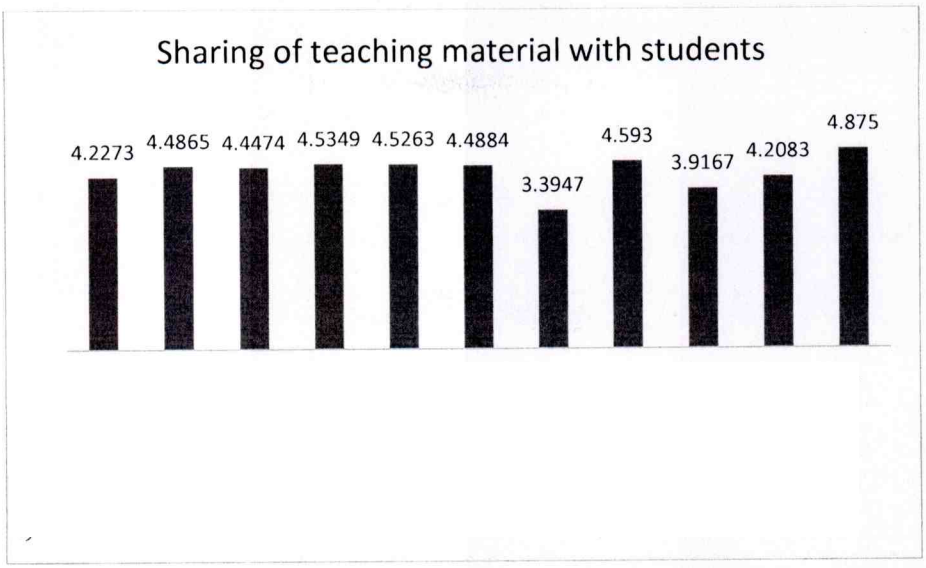
5.13 Encouragement received from the teacher to participate in curricular activities like workshops/ internships/ seminars/ conferences and MOOCs to earn credits etc.



Action Taken:

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

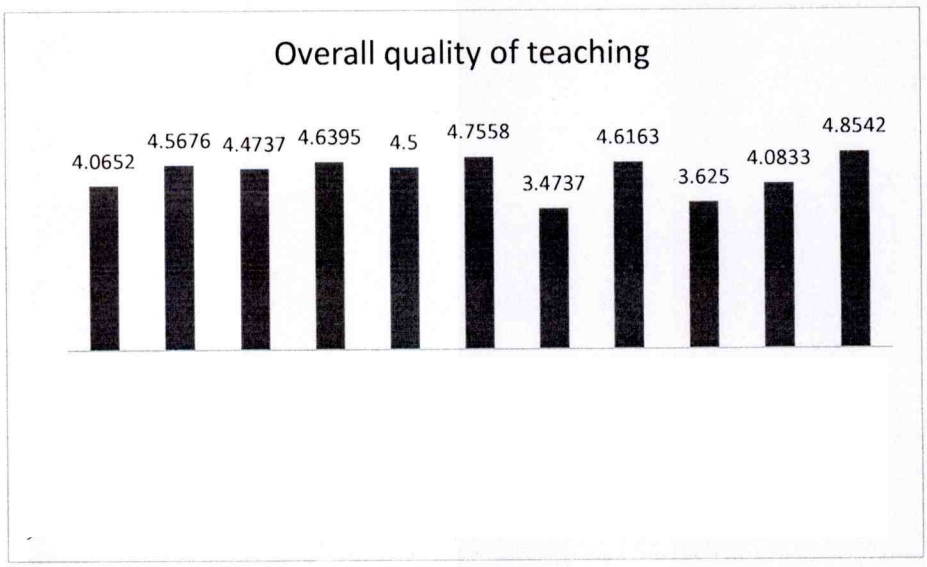
5.14 Sharing of teaching material with students



Action Taken:

- During online classes, a lot of study material was provided to students by faculty, department and Institute as well. These include faculty notes, faculty lectures as recorded during e-SLATE project of Institute, you tube links, library resources using subscription IDs etc.
- The faculty members having low score in this point were especially advised to look into the problem from student end so that proper dissemination of study material is there in future.

5.15 Overall quality of teaching



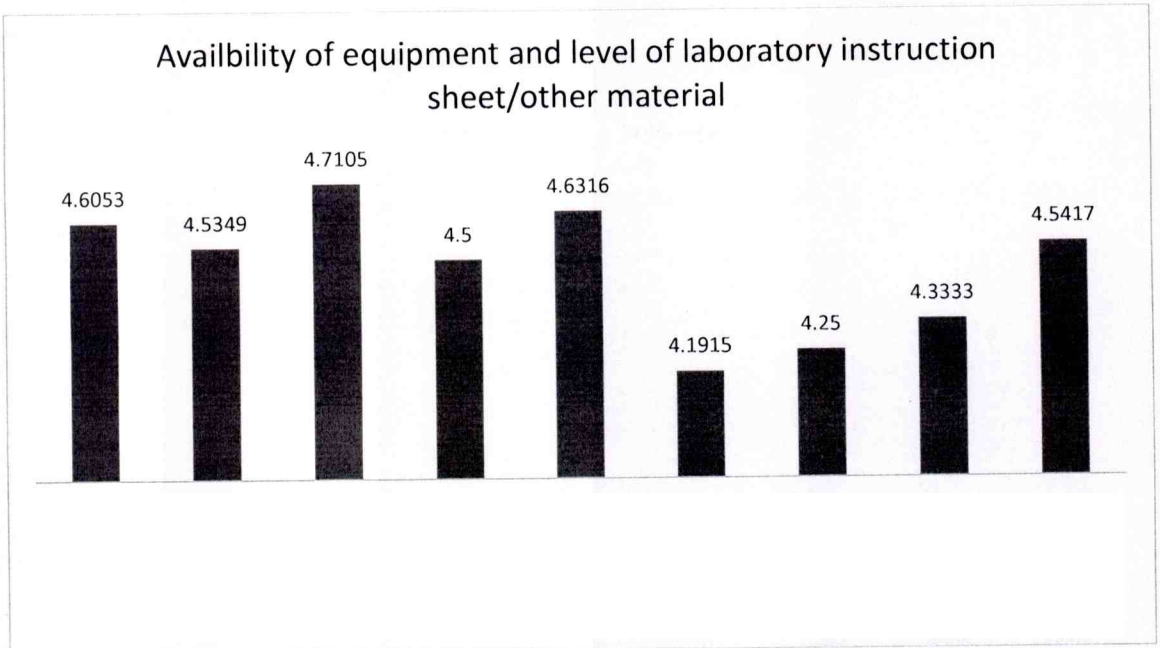
Action Taken:

- As evident from feedback, most of the faculty have received nearly 90% score in the overall quality of teaching

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

6. Point-wise Feedback Analysis of Laboratory Courses

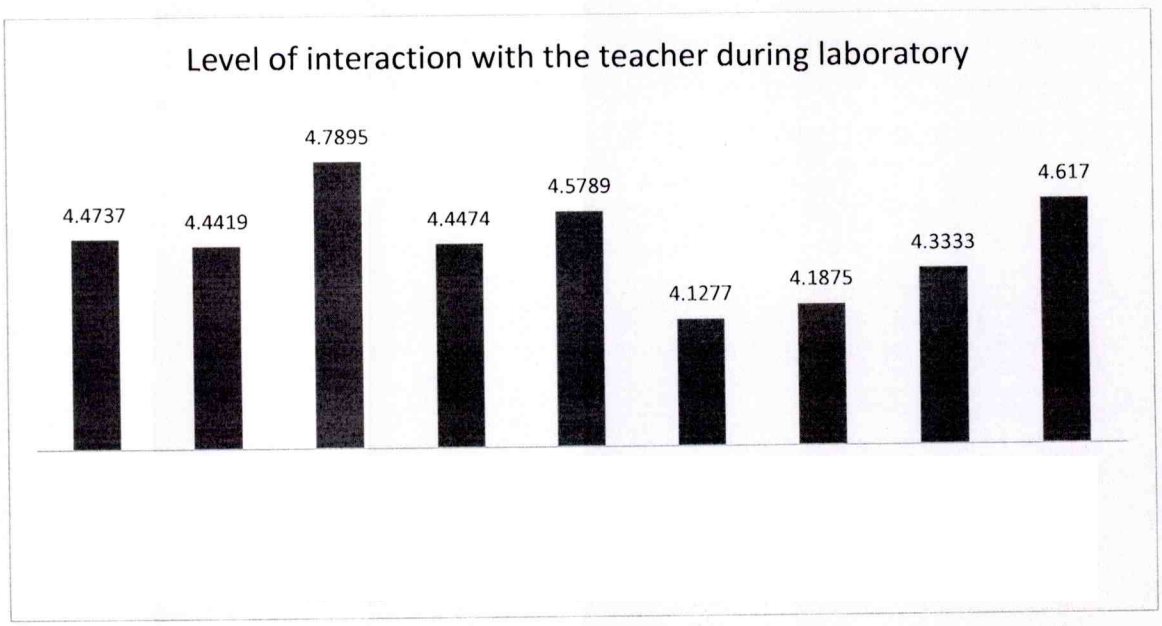
6.1 Availability of equipment and level of laboratory instruction sheet/other material:



Action Taken:

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

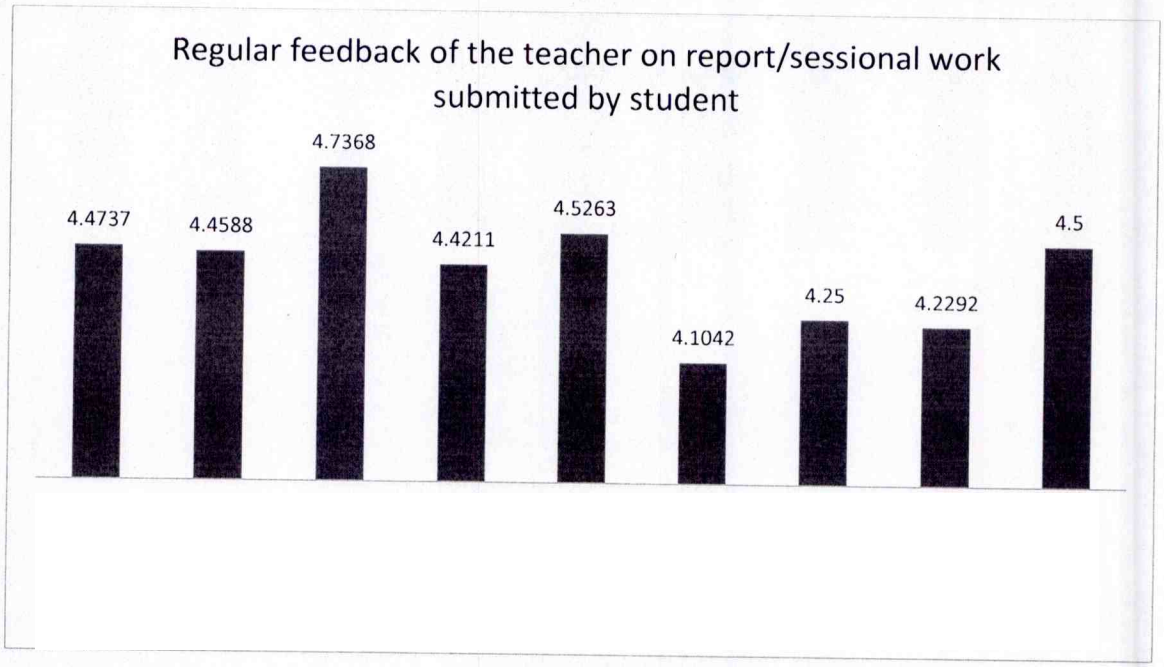
6.2 Level of interaction with the teacher during laboratory:



Action Taken:

- During general meeting, faculty members were asked to make the laboratory classes more student-centric. Students should be divided in groups and faculty should interact with these groups during experimentation.
- As some classes were conducted online, the interaction level of students was found low with those students who do not turn on their mic and camera.

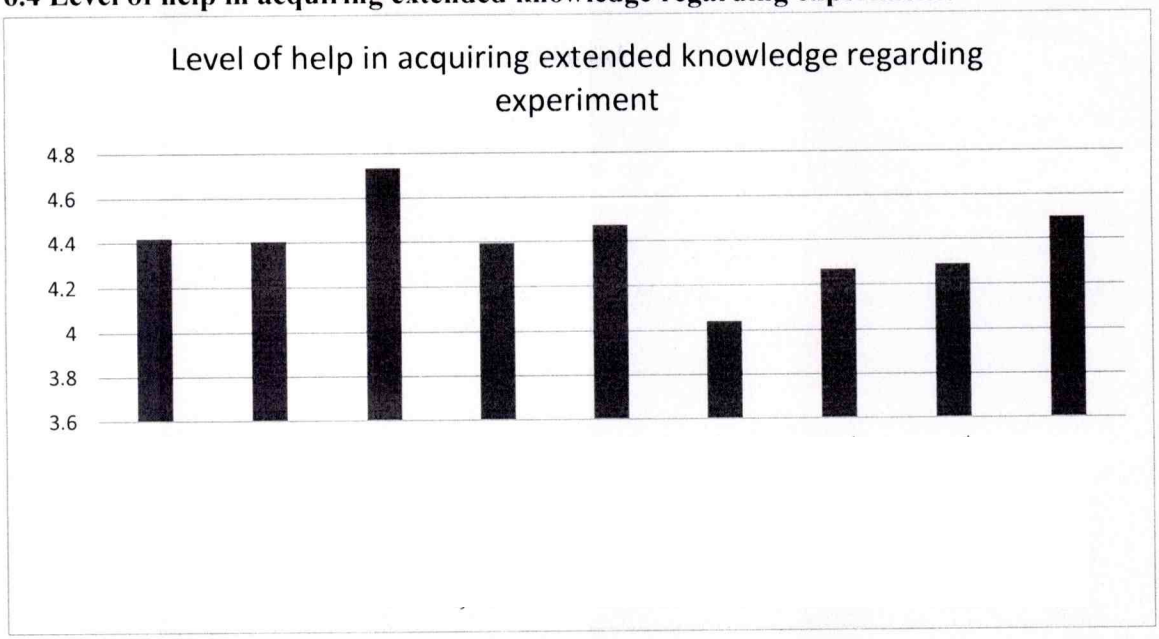
6.3 Regular feedback of the teacher on report/sessional work submitted by student:



Action Taken:

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

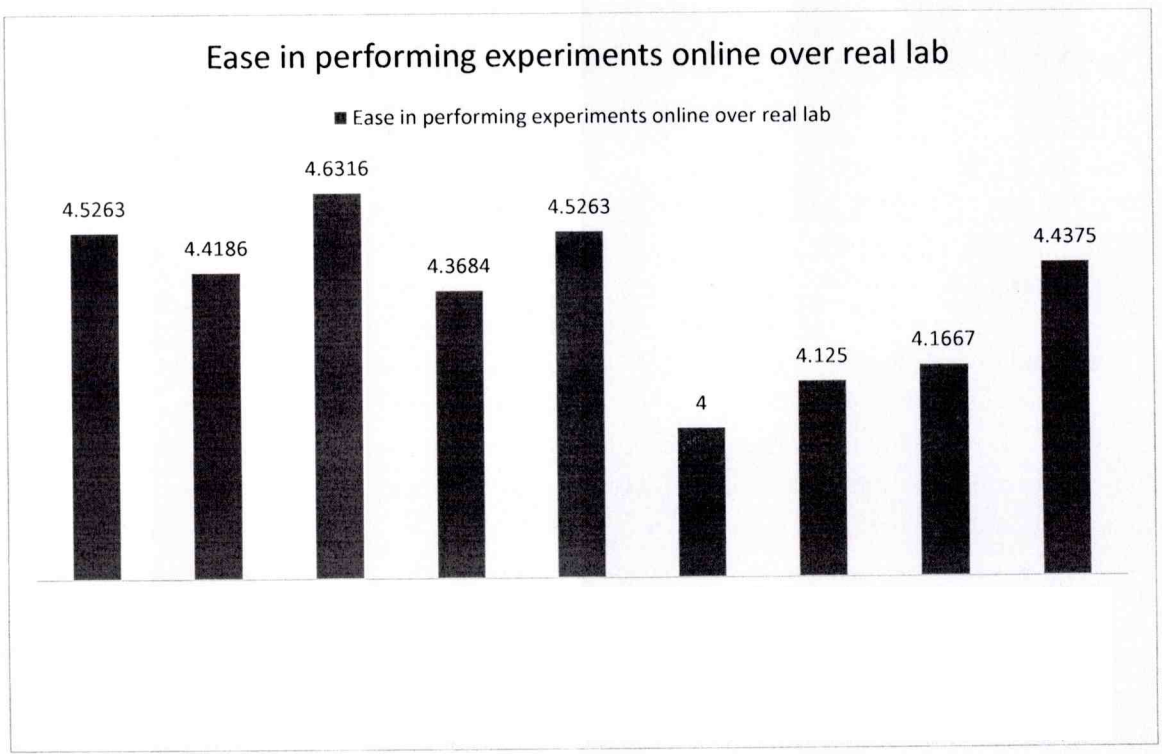
6.4 Level of help in acquiring extended knowledge regarding experiment:



Action Taken:

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

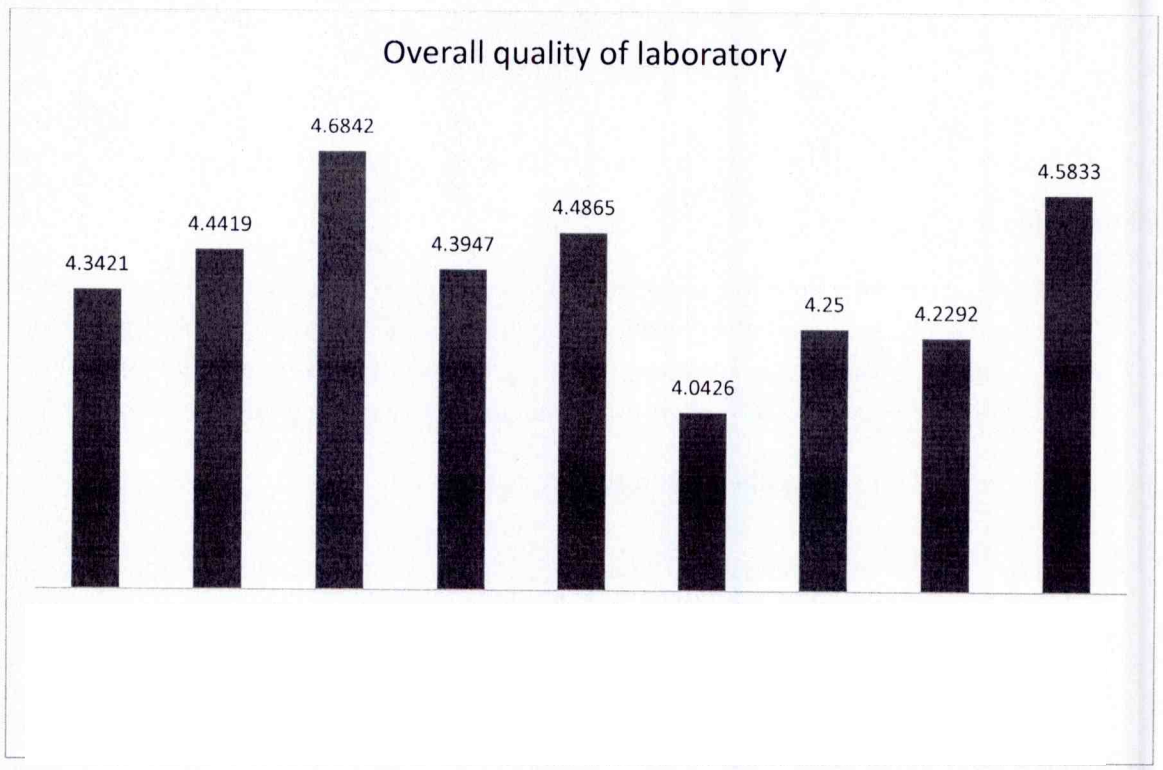
6.5 Ease in performing experiments online over real lab



Action Taken:

- In this semester most of the laboratory classes were conducted in online mode. The feedback received in this category is quite encouraging.
- In some labs where feedback is low, reasons have been explored and concerned faculty members have been advised to improve on the same.

- **6.6 Overall quality of laboratory:**



Action Taken:

- The overall feedback is nearly 85% as seen from the feedback. The students by-and-large are quite satisfied by the laboratory classes administered with them.
- To have continuous improvement, the grey areas in few laboratory courses have been identified and problems will be rectified in the next semester.

7. General Actions Taken by Department

- The feedback received from III semester students is quite encouraging and motivating for the department.
- However, there are few problems or minor aberrations in case of some courses as evident from analysis. The department has taken necessary cognizance of the same for improvement in coming semester and session.
- During general departmental meeting, faculty members have been intimated about the feedback. At the same time, in some cases individual faculty members were provided constructive feedback and suggestions for improvement by undersigned.
- The majority of the classes were administered in online mode, there were issues both from faculty and student side on this 'new normal of education'. Most of these issues were related to internet bandwidth issues, interactive teaching by faculty, quality of pdf notes furnished, quality of AV during class, changes in class timings etc. these have been properly addressed in department general meeting so that faculty can improvise in coming session.
- To ensure availability of proper study material to students, all faculty members were asked to share clear, lecture-wise notes with students after the class so that they can better understand the concepts.
- At the same time, students have also been advised that they should essentially purchase at least one hard copy of text book of each subject.
- Under the e-SLATE project of Institute, the e-lectures have been recorded in Institute in all courses. The students may refer them and clear doubts, if any, as and when needed even at their residence.
- The points for improvements in the feedback have been identified and discussed in the general department meeting. These will be addressed in the next semester for continuous improvement.

Prof. Dheeraj Joshi

Head, Mech Engg. Deptt.

Copy to:

- Director (Academics)
- Principal
- *IQAC*

Swami Keshvanand Institute of Technology, Management & Gramothan

Department of Mechanical Engineering

Analysis of Student Feedback

B. Tech. V Semester 2021-22

1. No of Students Providing Feedback: 168

2. Feedback Collection Dates: Jan., 2022

3. Feedback Questions and Answer Option for Theory Courses:

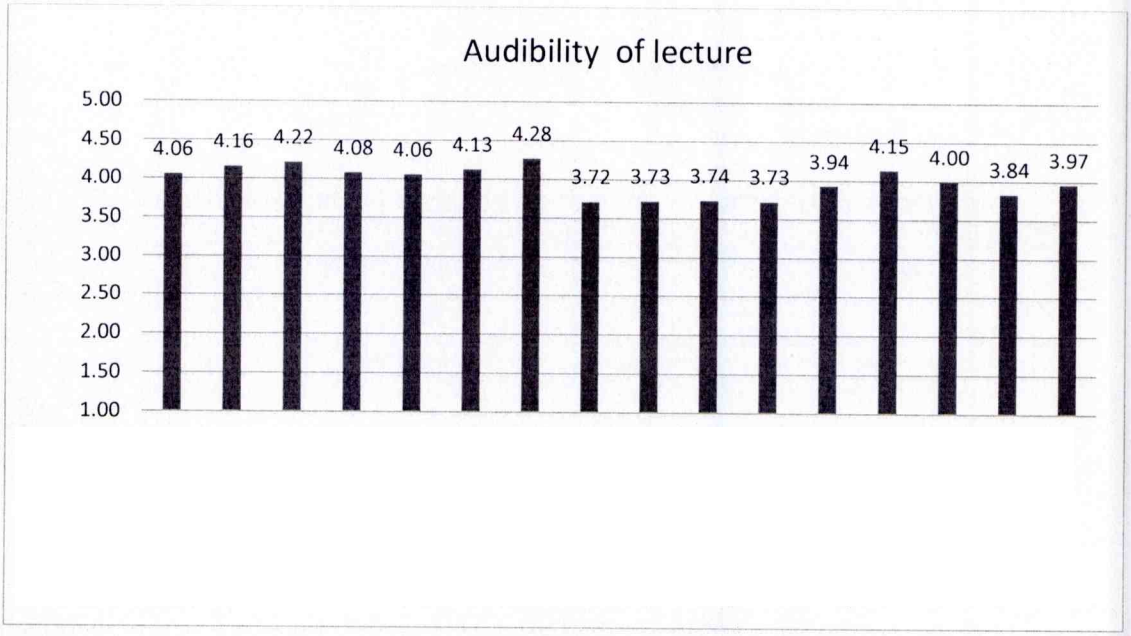
S. No.	Questions	Answer Options
1	Audibility of lecture	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
2	Clarity of presentation	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
3	Level of preparedness of the teacher for the class	Strongly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

4. Feedback Questions and Answer Option for Laboratory Courses:

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

5. Point-wise Feedback Analysis of Theory Courses

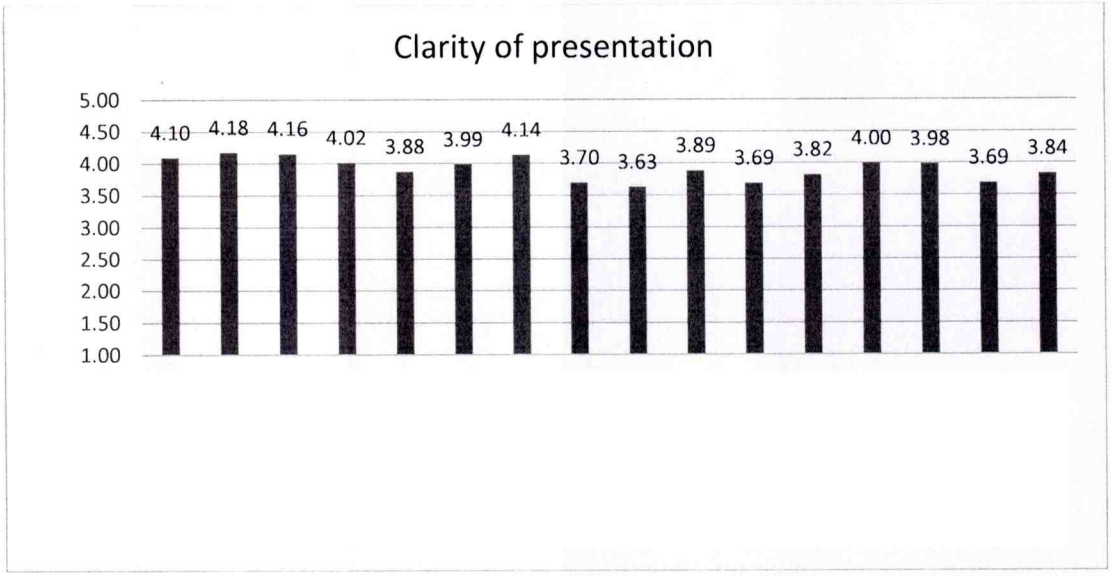
5.1 Audibility of lectures



Action Taken:

- During online classes, this problem is mainly due to low bandwidth of internet from students' end. However, faculty members have been advised to administer classes with an alternate internet source.
- As a general action, faculty members having low pitch and voice level were asked to improve on this point.

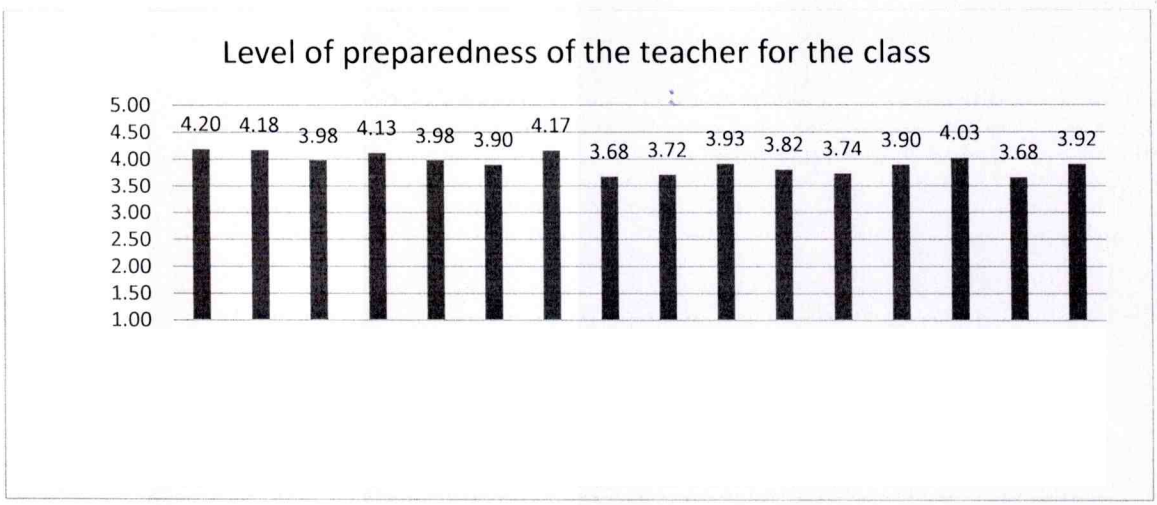
5.2 Clarity of presentation:



Action Taken :

- As evident, the students found it difficult to understand the concepts in case of some faculty. The concerned faculty members were advised to alter/modify their teaching methodology.
- As the classes in this semester/session have been undertaken on online mode, faculty members administering analytical courses were especially requested to use pen-tablet, digital board etc. for interactive and effective teaching.
- HOD personally met the faculty members with low score in this important domain of feedback.

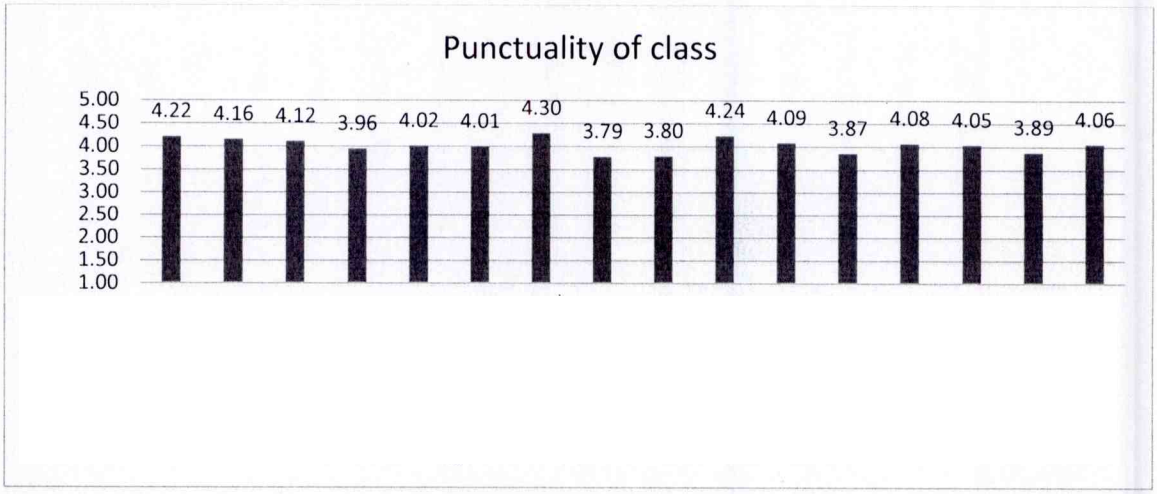
5.3 Level of preparedness of the teacher for the class:



Action Taken :

- To handle this aspect, the course files and teaching aids of faculty were reviewed by DPAQIC as an integral part of academic audit.
- Some faculty members were asked to undertake help and guidance of their respective course coordinators for improvement.

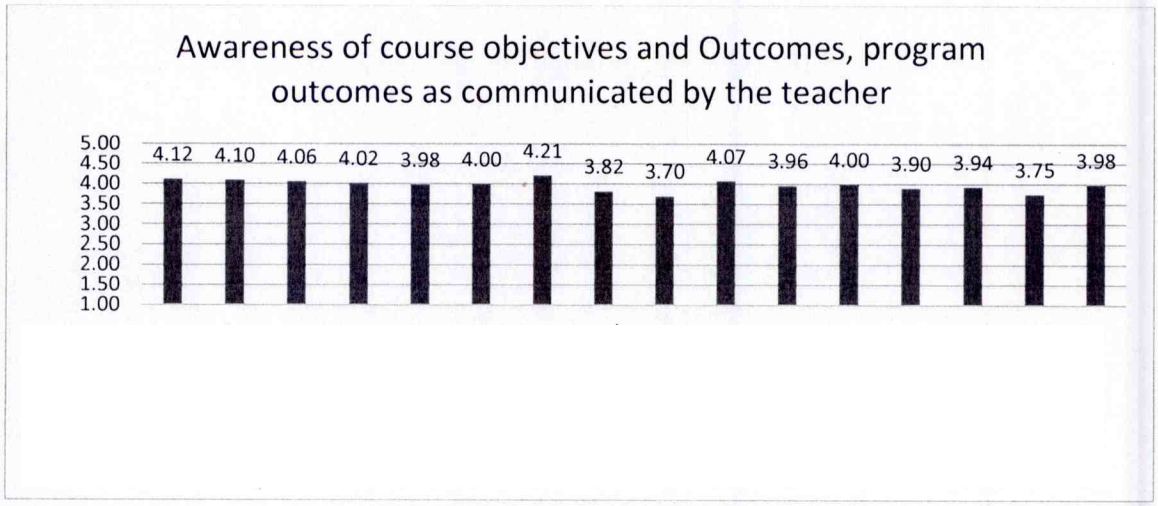
5.4 Punctuality of class:



Action Taken:

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

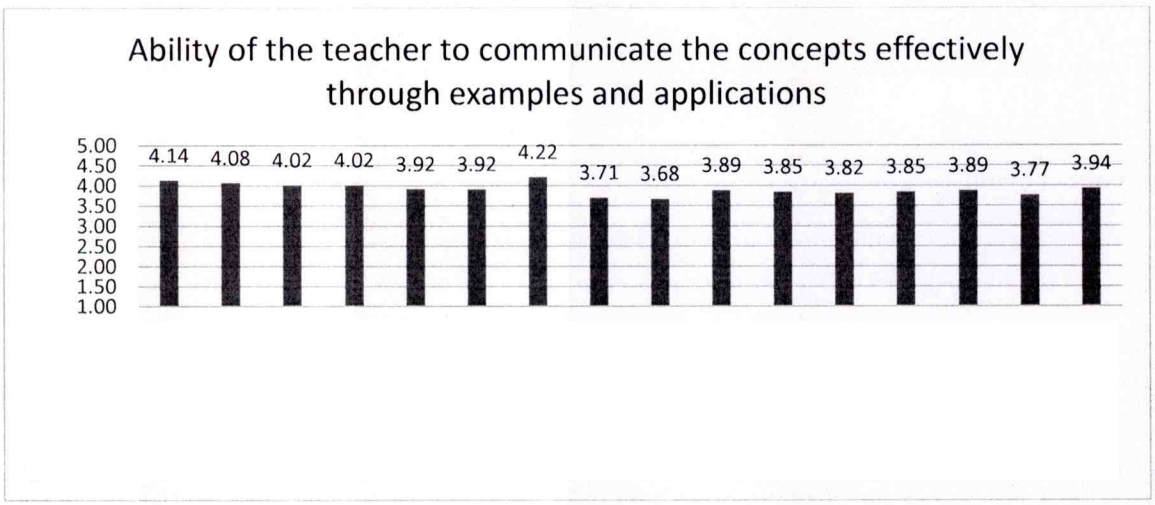
5.5 Awareness of course objectives and Outcomes, program outcomes as communicated by the teacher:



Action Taken:

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

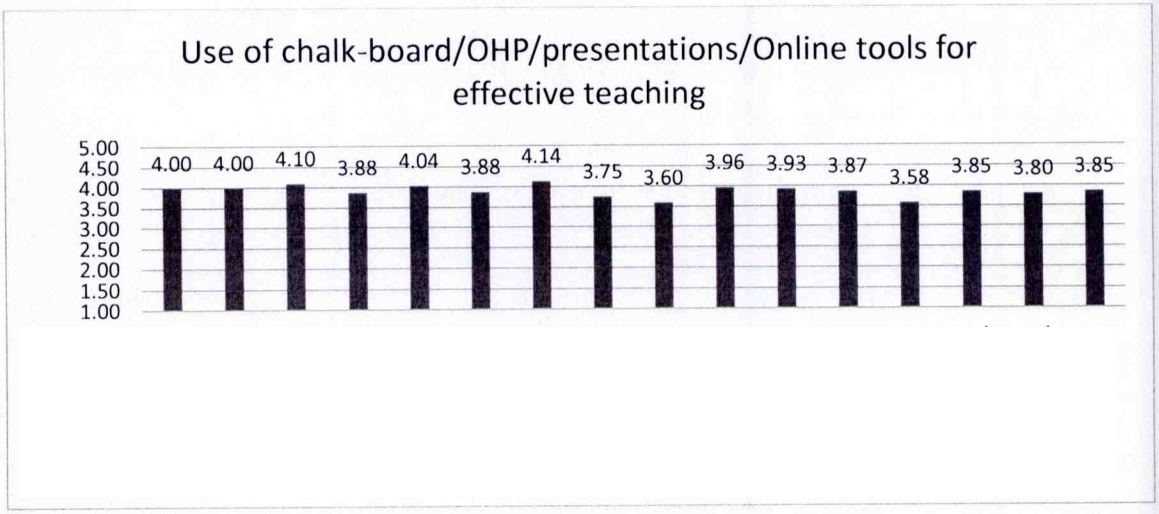
5.6 Ability of the teacher to communicate the concepts effectively through examples and applications:



Action Taken:

- To increase interest and learning of students, faculty members were advised to incorporate relevant study materials containing sufficient examples and applications.
- In analytical courses, special attention was given and faculty tutorial sheets and numerical questions will be reviewed by DPAQIC during academic audit.
- The instructions for improvement were also disseminated in general departmental meeting.

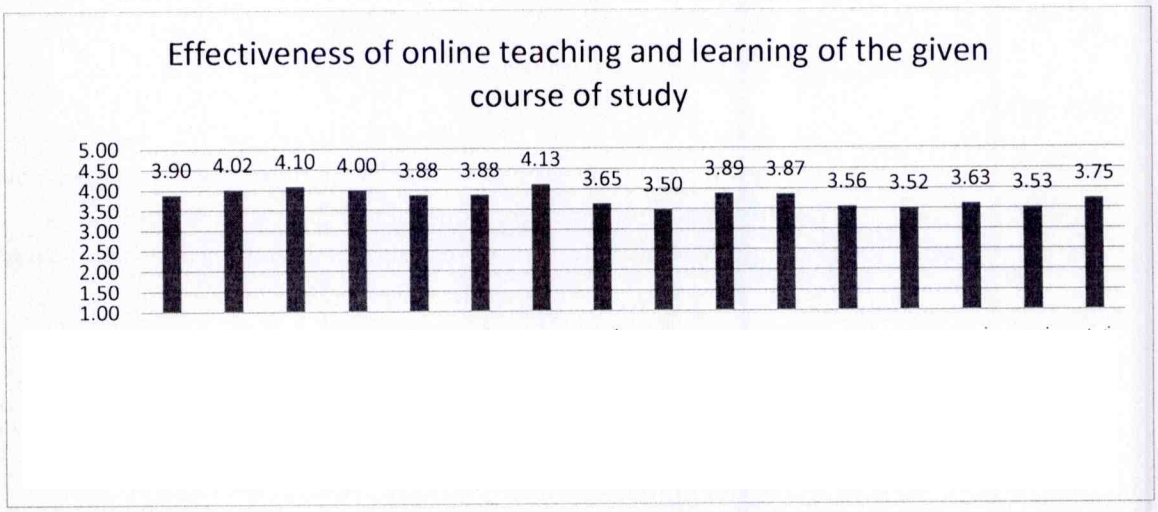
5.7 Use of chalk-board/OHP/presentations/Online tools for effective teaching:



Action Taken:

- Due to online teaching, most of the faculty members have employed pdfs or PPTs of their notes for teaching which was necessary in these pandemic times.
- However, faculty members who were using PPTs and audio-video tools extensively were advised to plan some topics on digital board/pen-tablet to enhance interactive learning.

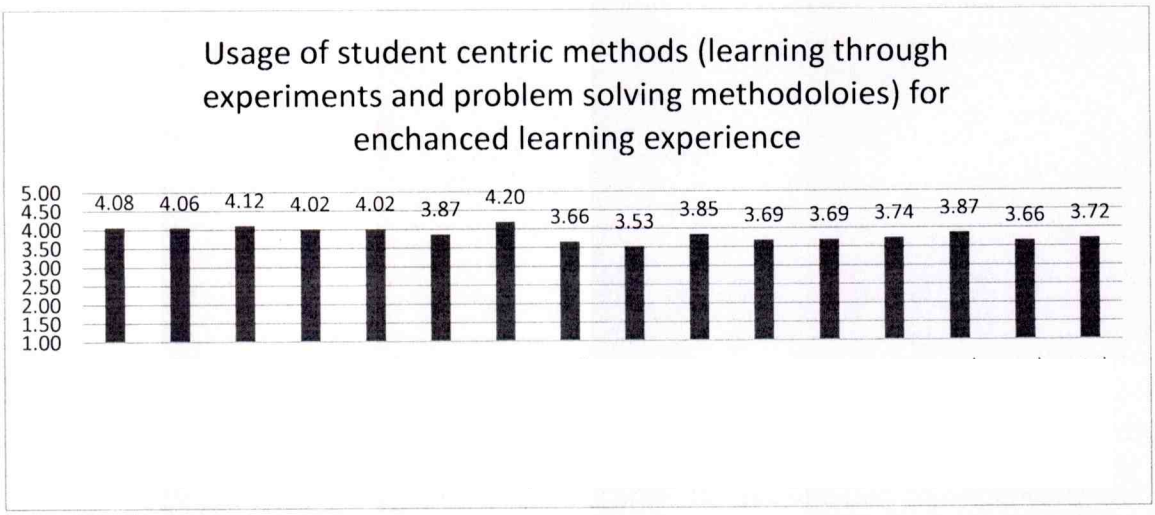
5.8 Effectiveness of online teaching and learning of the given course of study:



Action Taken:

- PCs and desktops with good LAN connections were provided to individual faculty for administering online classes for next/current semesters.
- The use of mobile phones for conducting classes was demotivated by undersigned.
- Faculty members were advised to employ pdf editing tools like FoxitReader, Adobe editor etc. to teach step by step about any concepts to students. A blank template is to be created and numerical and all analytical portions should be explained in real time by writing and sharing the screen.

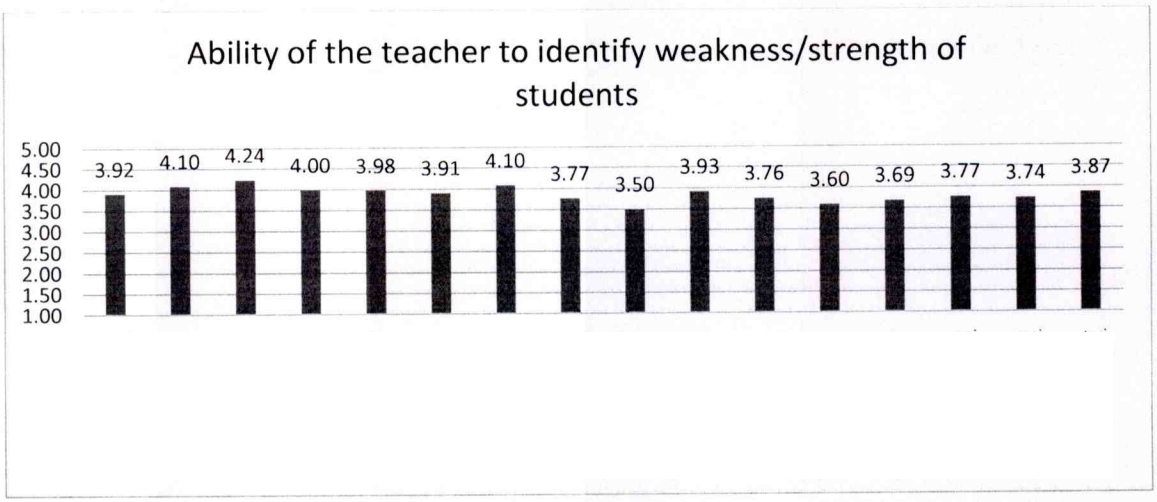
5.9 Usage of student centric methods (learning through experiments and problem solving methodologies) for enhanced learning



Action Taken:

- The feedback in this particular point has been shared individually with faculty.
- The tutorial sheets/numerical have been reviewed by course coordinators and domain incharges as well as DPAQIC members.
- In some courses wherein no tutorials are prescribed in RTU curriculum, faculty members have been advised to administer sufficient numerical problems as ad-on study material in the light of competitive and GATE examination.

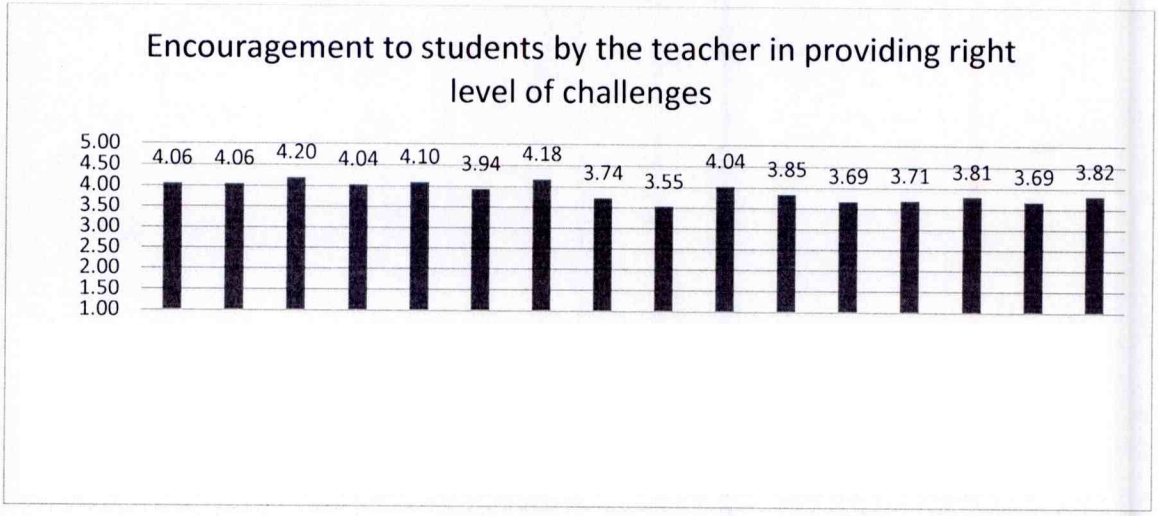
5.10 Ability of the teacher to identify weakness/strength of students



Action Taken:

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

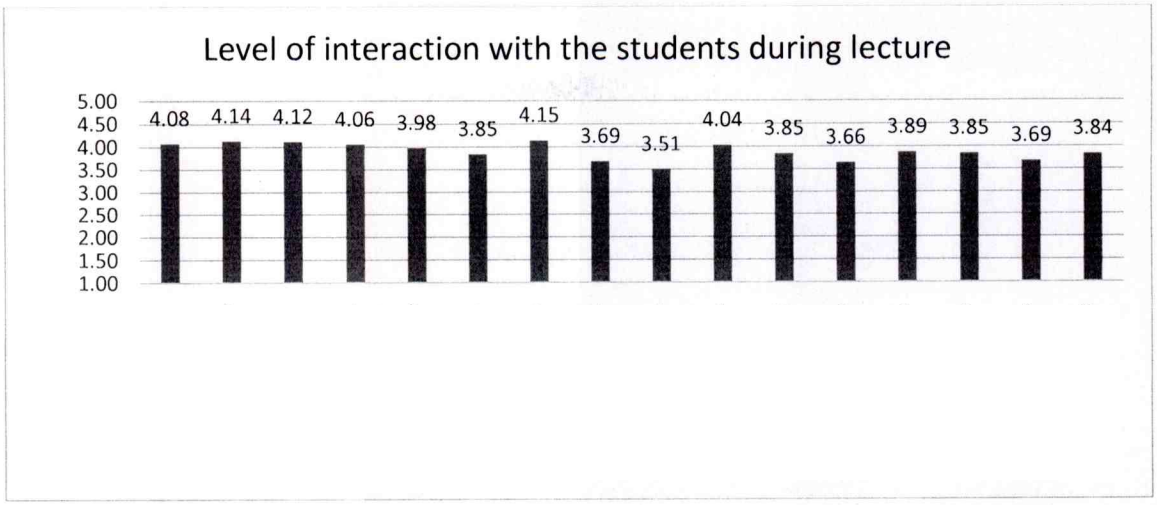
5.11 Encouragement to students by the teacher in providing right level of challenges:



Action Taken:

- In some courses, the feedback in this regard seems low. Concerned faculty members have been advised to improvise on this issue.
- Faculty members were advised to critically analyze the I mid-term results so that weak students can be identified timely.
- At the same time, students who scores exemplary marks should also be highlighted in class for the motivation of others.

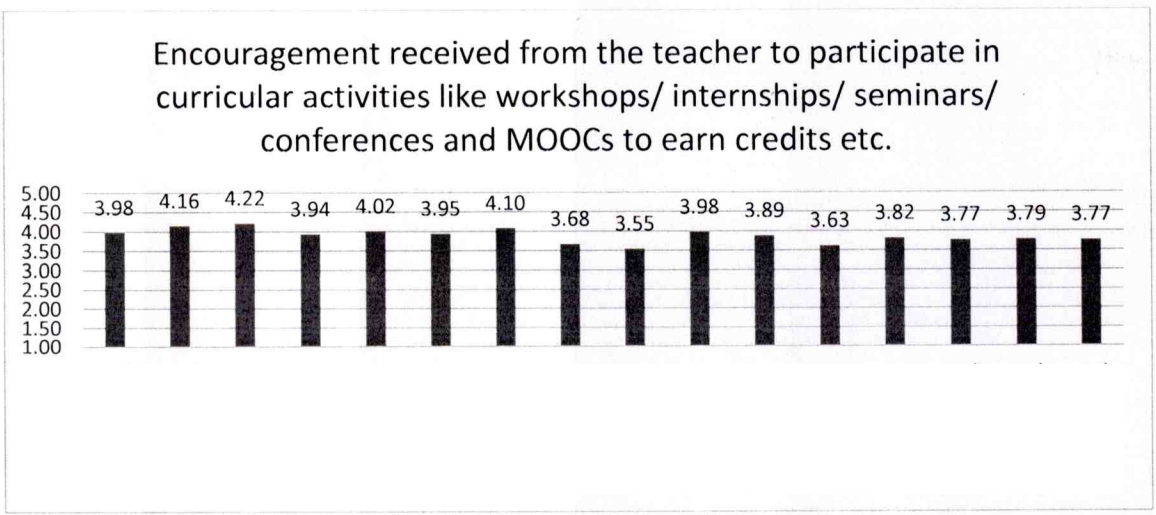
5.12 Level of interaction with the students during lecture



Action Taken:

- Faculty members were advised to give self-learning assignments to students so that they explore the literature and thereby develop self-learning skills.
- In addition, the exemplary students should be praised and awarded appreciation in class for motivation among peers.

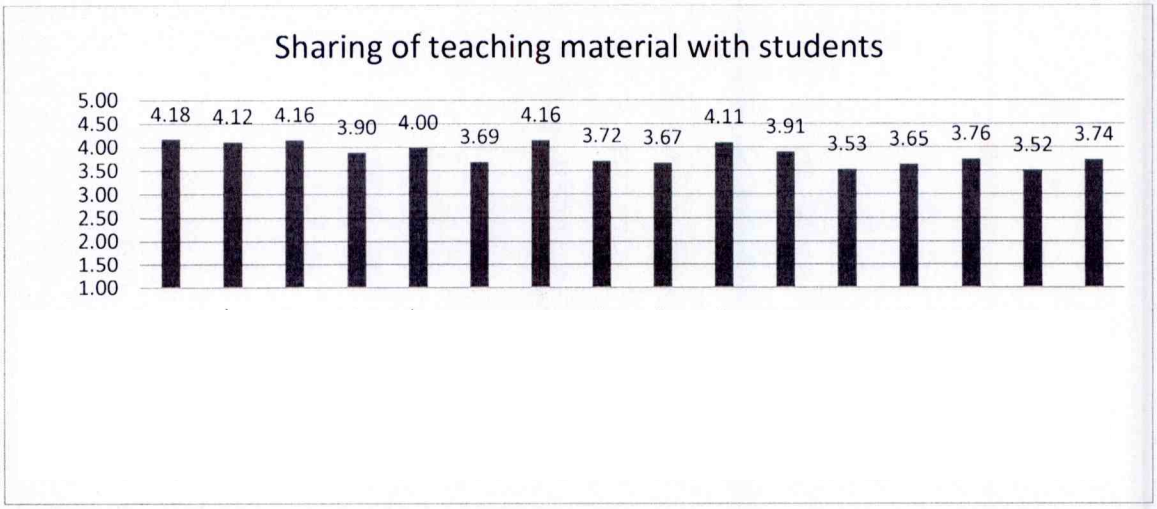
5.13 Encouragement received from the teacher to participate in curricular activities like workshops/ internships/ seminars/ conferences and MOOCs to earn credits etc.



Action Taken:

- Most of the students do not turn on their audio or video in online class even after instruction of faculty to so. This is one big reason of low interaction.
- Faculty members were advised to administer periodic 'Question-Answer technique' during class and also motivate students so that lectures become more interactive.

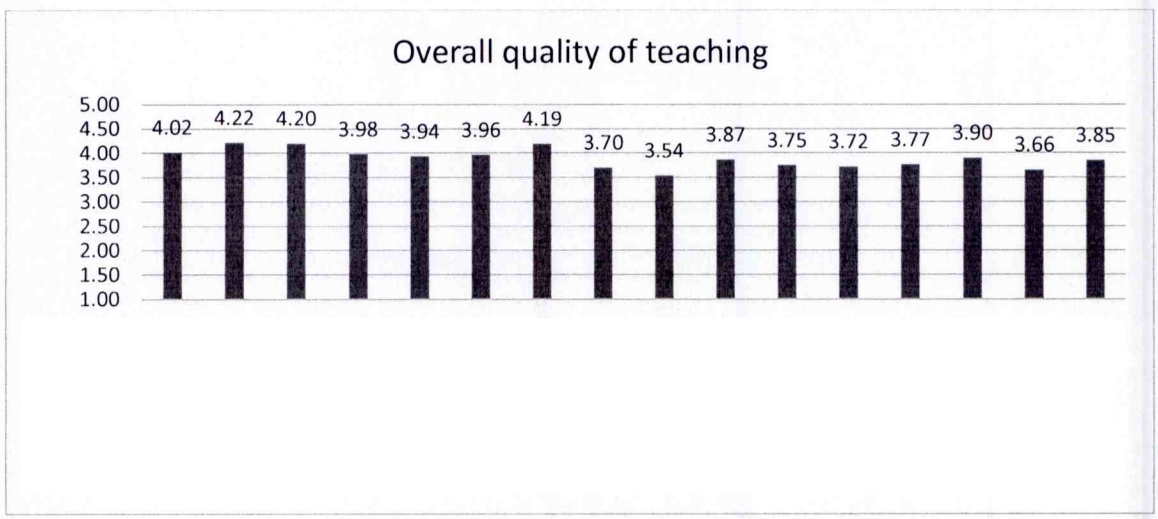
5.14 Sharing of teaching material with students



Action Taken:

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

5.15 Overall quality of teaching



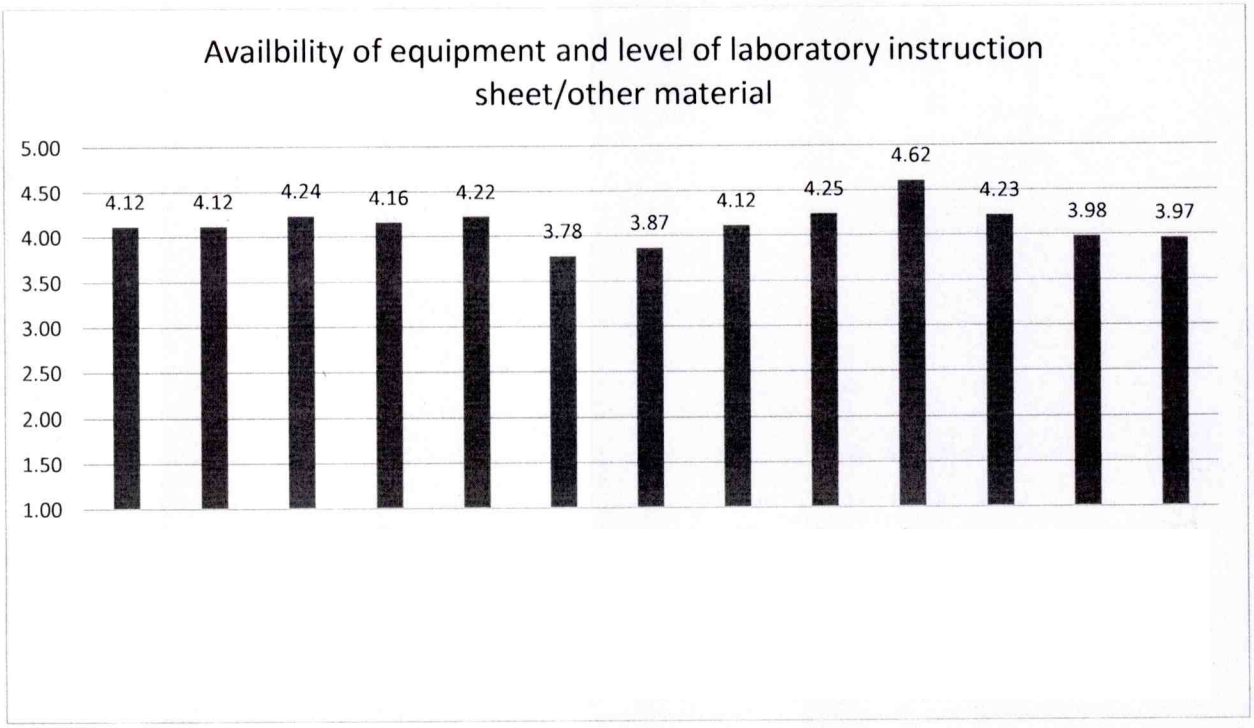
Action Taken :

- Faculty members were advised to share the lecture-wise notes to students rather than consolidated ones.

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

6. Point-wise Feedback Analysis of Laboratory Courses

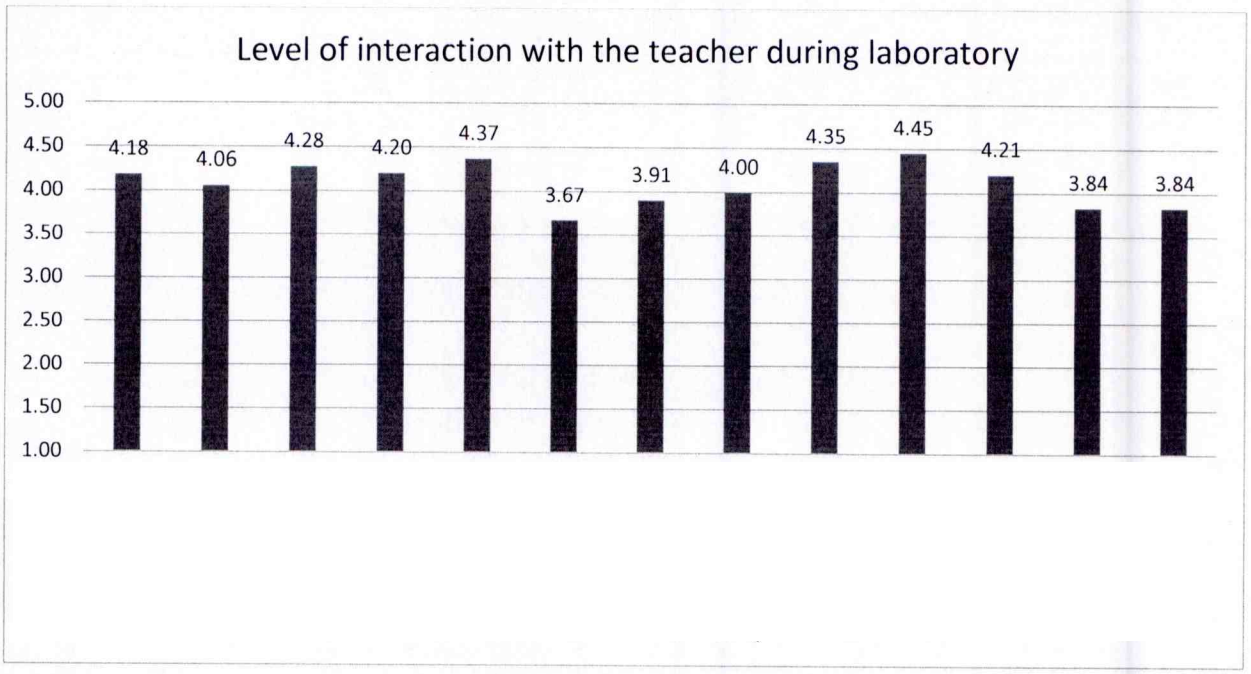
6.1 Availability of equipment and level of laboratory instruction sheet/other material:



Action Taken:

- Laboratory manuals and instruction manuals of all laboratories were reviewed by DPAQIC.
- In some laboratory courses, as evident from feedback students could not get instruction sheet on time, therefore, faculty members were asked to look into this condition.
- Faculty were advised to ensure that short videos of experiments should be prepared and submitted to students if the online mode continues due to COVID pandemic.

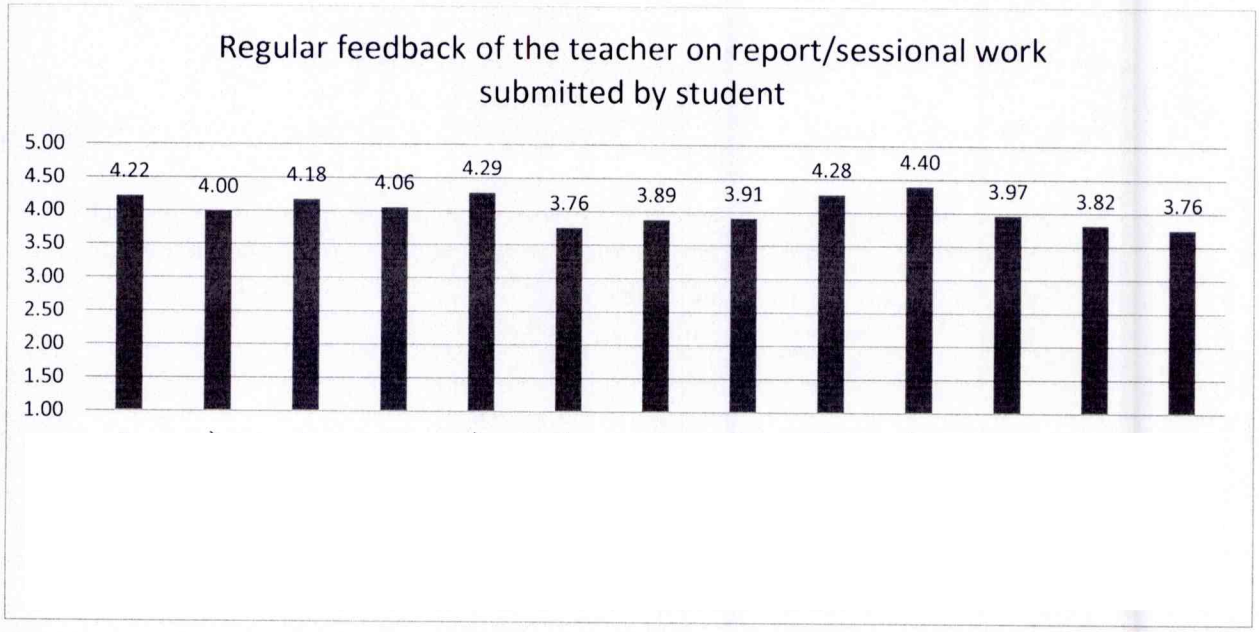
6.2 Level of interaction with the teacher during laboratory:



Action Taken:

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

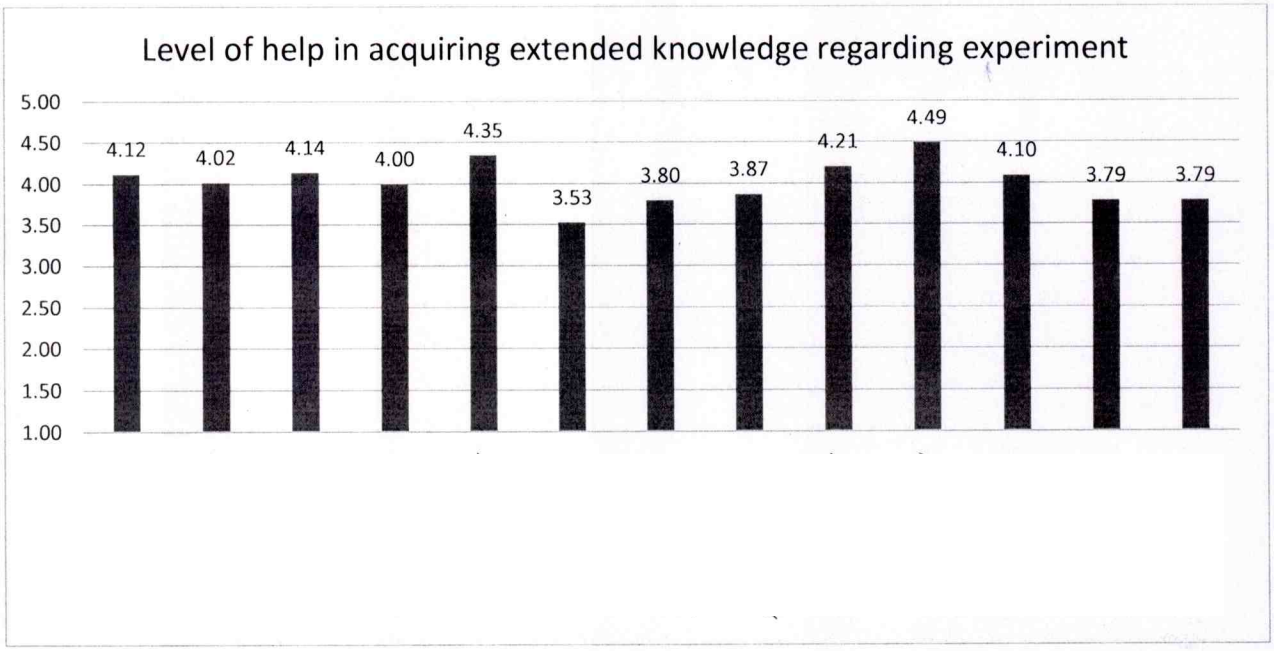
6.3 Regular feedback of the teacher on report/sessional work submitted by student:



Action Taken:

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

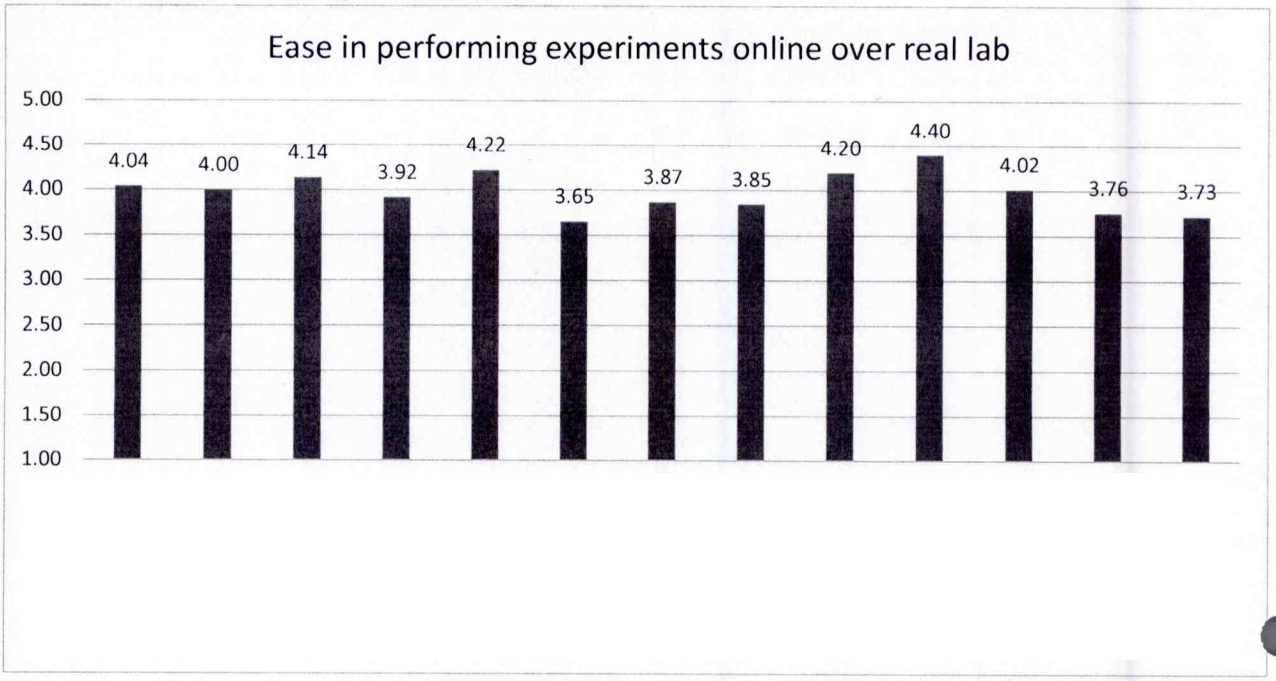
6.4 Level of help in acquiring extended knowledge regarding experiment:



Action Taken:

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

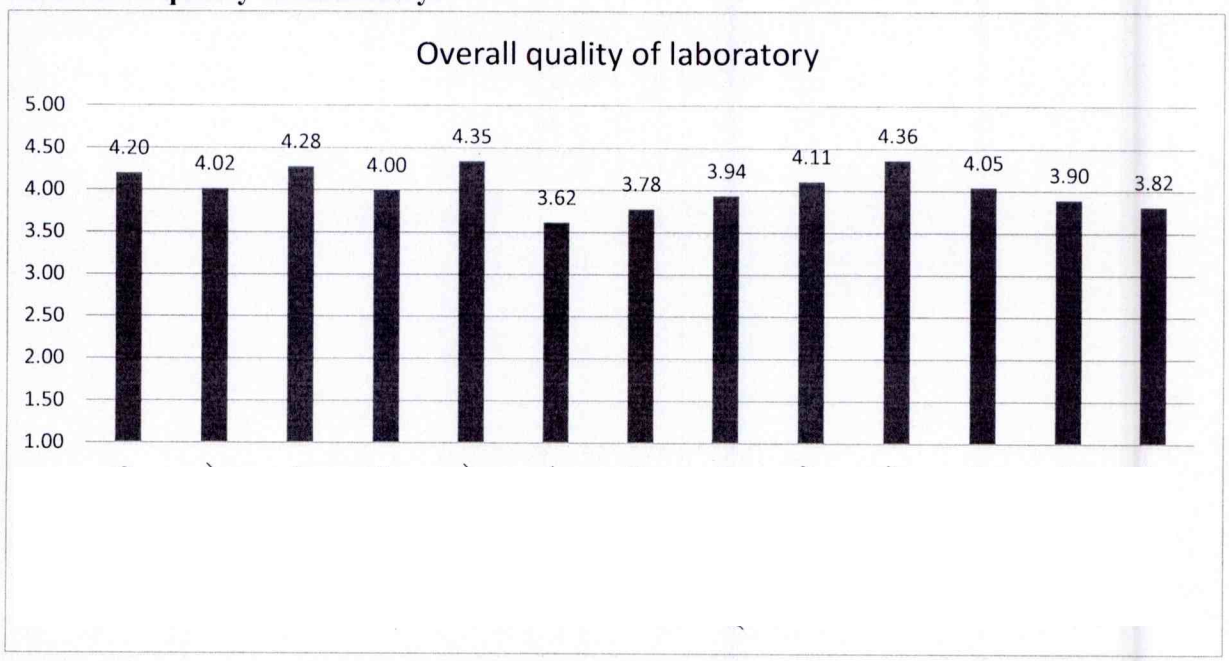
6.5 Ease in performing experiments online over real lab



Action Taken:

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

6.6 Overall quality of laboratory:



Action Taken:

- As seen from the feedback, the students by-and-large are satisfied by the laboratory classes delivered to them.
- The minor grey areas in few laboratory courses have been identified and improvements have been targeted for next session.

7. General Action Taken by Department

- It can be observed that the overall feedback by V semester students seems quite promising both for theory and laboratory classes administered to them. Most of the faculty have received scores above 4 on a 5-point scale.
- There are minor aberrations in few points and department has taken necessary cognizance of the same for improvement in coming session or semester.
- The faculty members who received slightly low scores in analysis were provided constructive feedback and suggestions for improvement by undersigned.
- As most of the classes were administered in online mode, there were issues both from faculty and student side on this 'new normal of education'. Most of these issues were related to internet bandwidth issues, interactive teaching by faculty, quality of pdf notes furnished, quality of AV during class, changes in class timings etc. these have been properly addressed in department general meeting so that faculty can improvise in coming session.
- The notes and study material of the faculty members have been reviewed by the DPAQIC. All faculty have been asked to share clear, lecture-wise notes with students after the class so that they can understand the concepts effectively.
- At the same time, students were advised that they should essentially purchase at least one hard copy of text book of each subject.
- It has been ensured that central library of Institute has enough number of paperback as well as e-books which can be used as text and reference books in various courses administered in department.
- The faculty members teaching analytical subjects have already started using digital/electronic pads or pen-paper with video as their teaching tool and the problem of interactive teaching has been tackled effectively.
- The e-lectures have been recorded in Institute under the e-SLATE initiative. These have been furnished to students so that they can refer them and clear doubts, if any, as and when needed on or off-campus.

Prof. Dheeraj Joshi

Head, Mech Engg. Deptt.

Copy to:Director (Academics), Principal, IQAC

Swami Keshvanand Institute of Technology, Management & Gramothan

Department of Mechanical Engineering

Analysis of Student Feedback

B. Tech. VII Semester 2021-22

1. No of Students Providing Feedback: 183

2. Feedback Collection Dates: Jan. 2022

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)
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3	Level of preparedness of the teacher for the class	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
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4. Feedback Questions and Answer Option for Laboratory Courses:

S. No.	Questions	Answer Options
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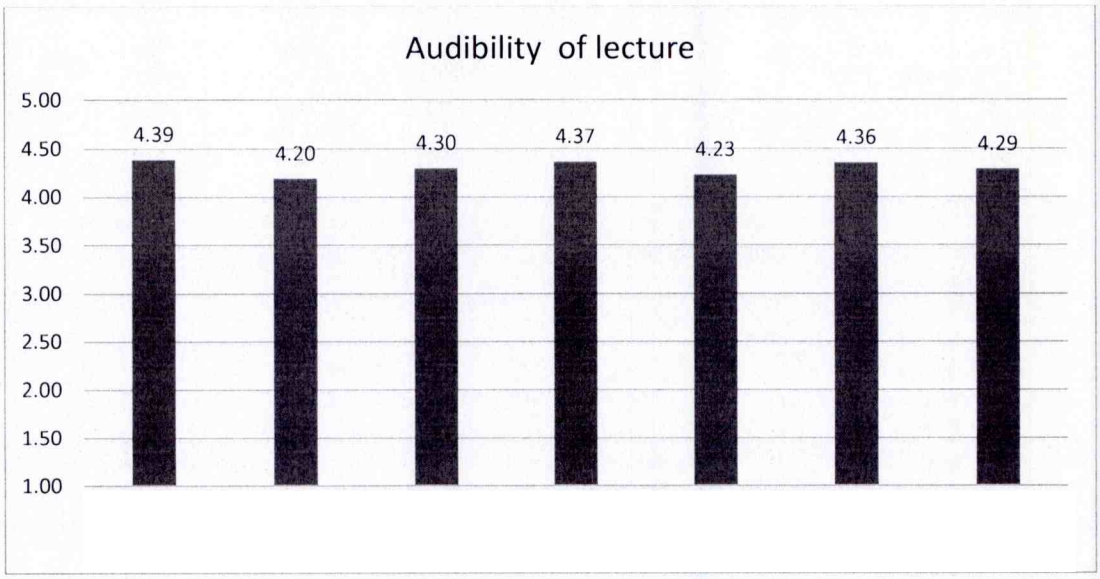
5. Point-wise Feedback Analysis of Theory Courses

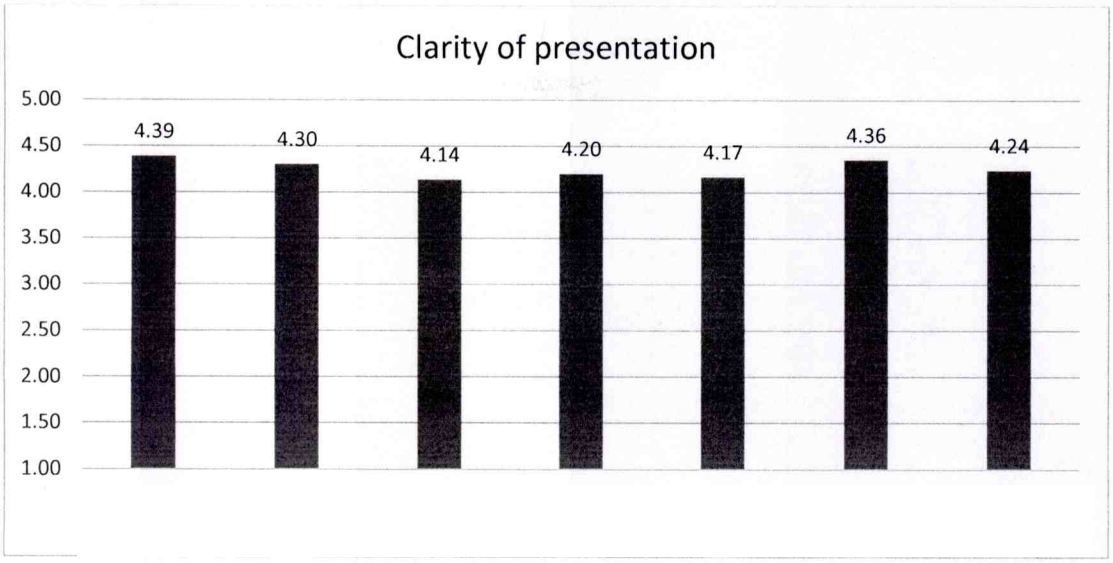
5.1 Audibility of lectures



Action Taken:

- The audibility of lectures in most of the subjects reported by students is found to be satisfactory.
- As a general action, faculty were advised to maintain proper voice, pitch and modulation in lectures.

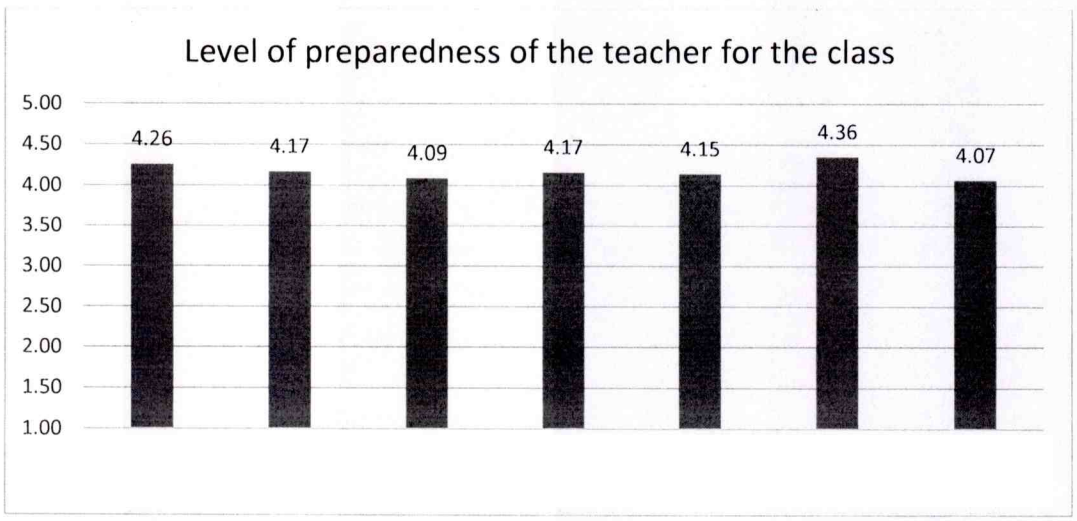
5.2 Clarity of presentation:



Action Taken:

- In general, the clarity of presentation / delivery during the lectures was found up to the mark.
- As the classes in this semester/session have been undertaken on online as well as off-line mode, faculty members administering analytical courses were especially requested to use pen-tablet, digital board etc. for interactive and effective teaching.

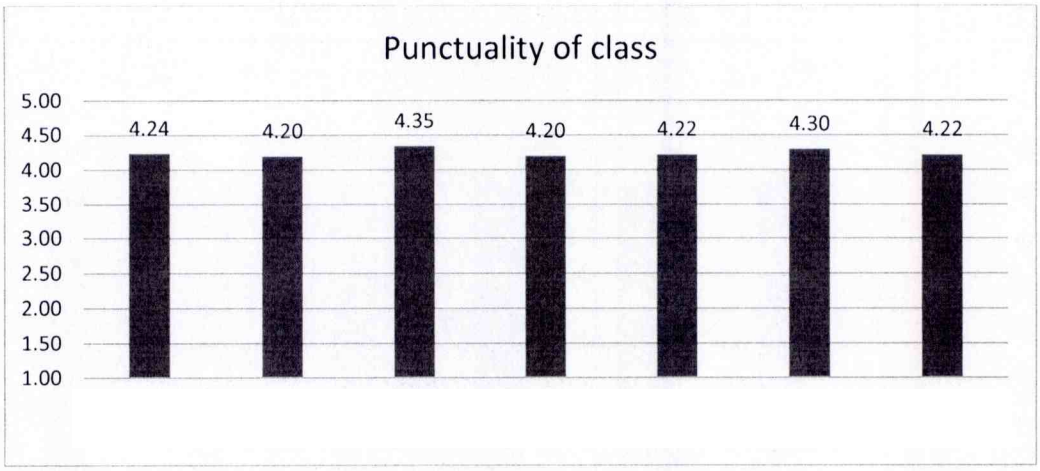
5.3 Level of preparedness of the teacher for the class:



Action Taken:

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

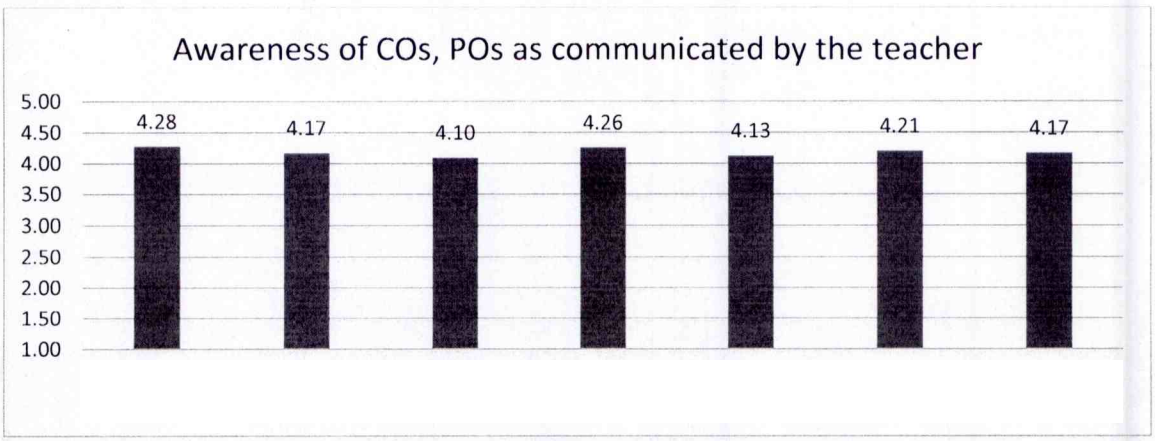
5.4 Punctuality of class:



Action Taken:

- Most of the faculty members take their classes on time. They may, however, with HOD permission swap the class with some other faculty taking class of same section, if regular class cannot be organized due to some inevitable reasons.

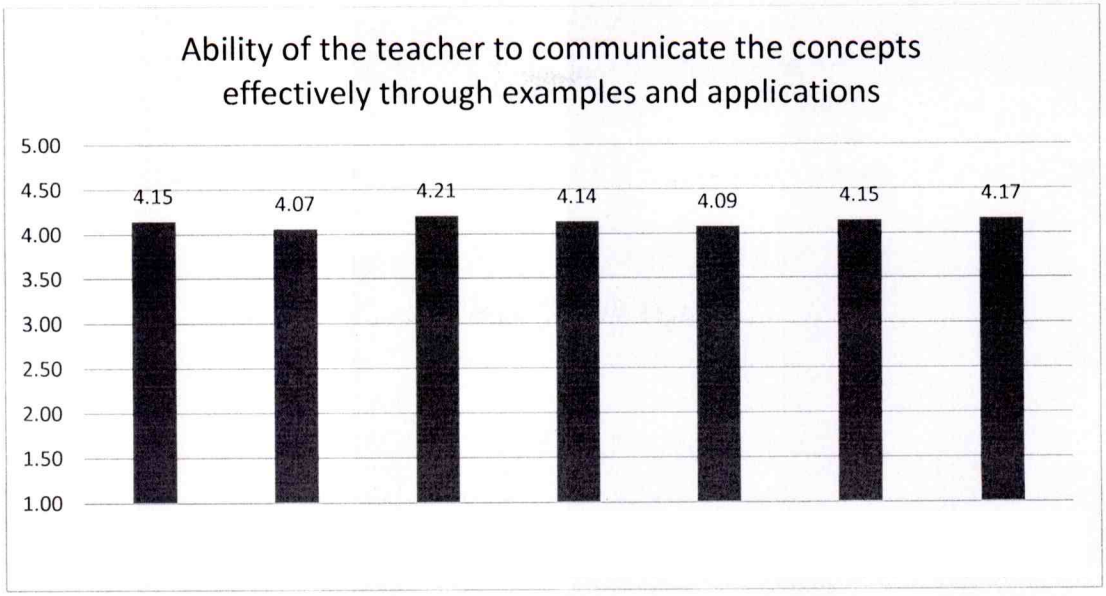
5.5 Awareness of course objectives and Outcomes, program outcomes as communicated by the teacher:



Action Taken:

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

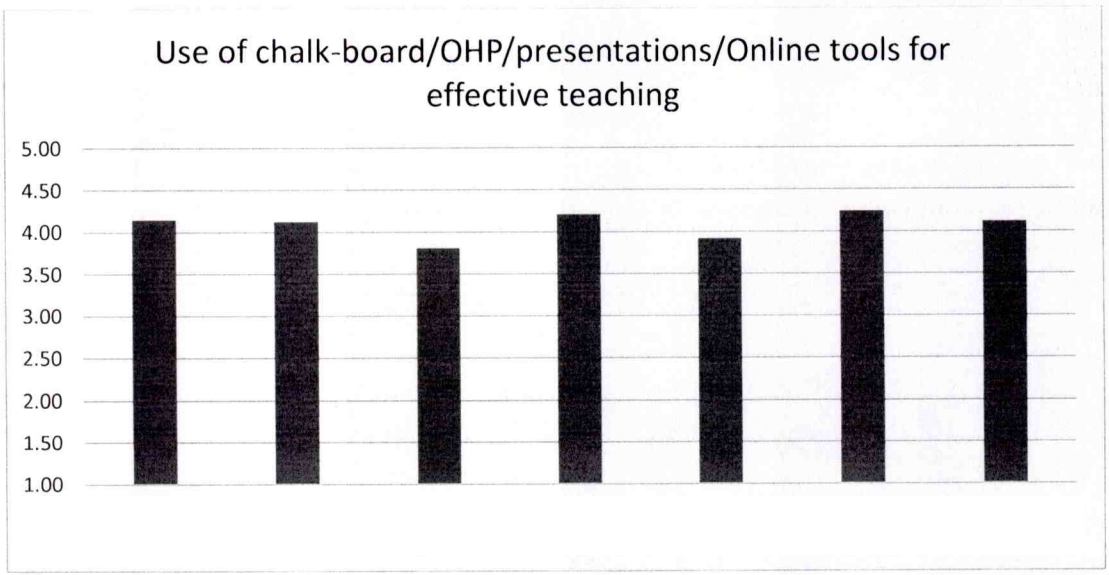
5.6 Ability of the teacher to communicate the concepts effectively through examples and applications:



Action Taken:

- As per the feedback received the level of interaction between faculty and student is good.
- For further improvement, faculty members were advised to incorporate relevant study materials containing sufficient examples and applications.

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

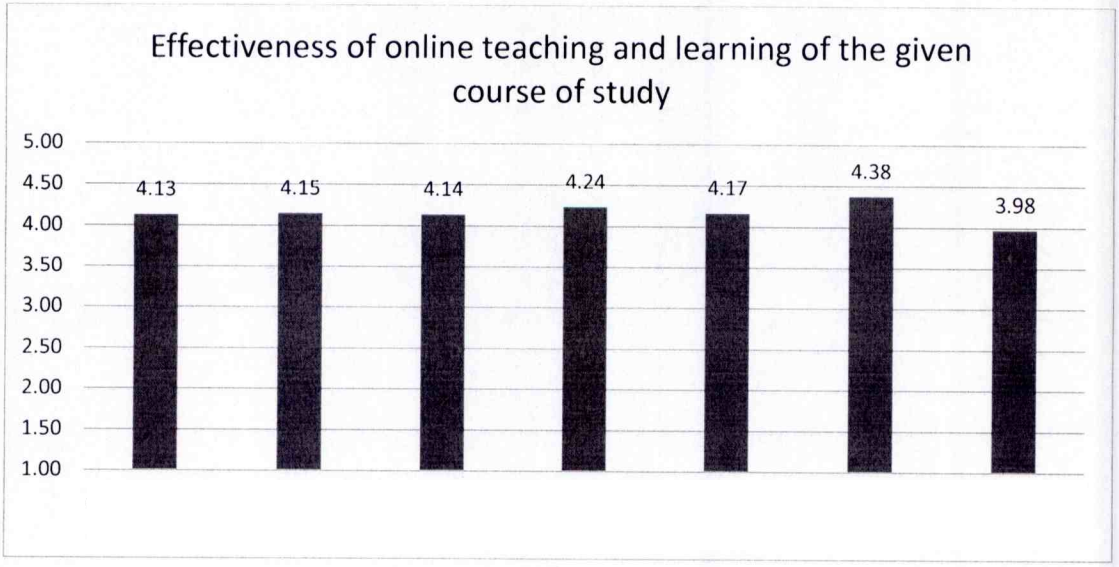


Action Taken:

- As shown in bar chart, most of the students were satisfied with theway of using teaching aids.

- However, faculty members who were using PPTs and audio-video tools extensively were advised to plan some topics on board/digital board/pen-tablet to enhance interactive learning.

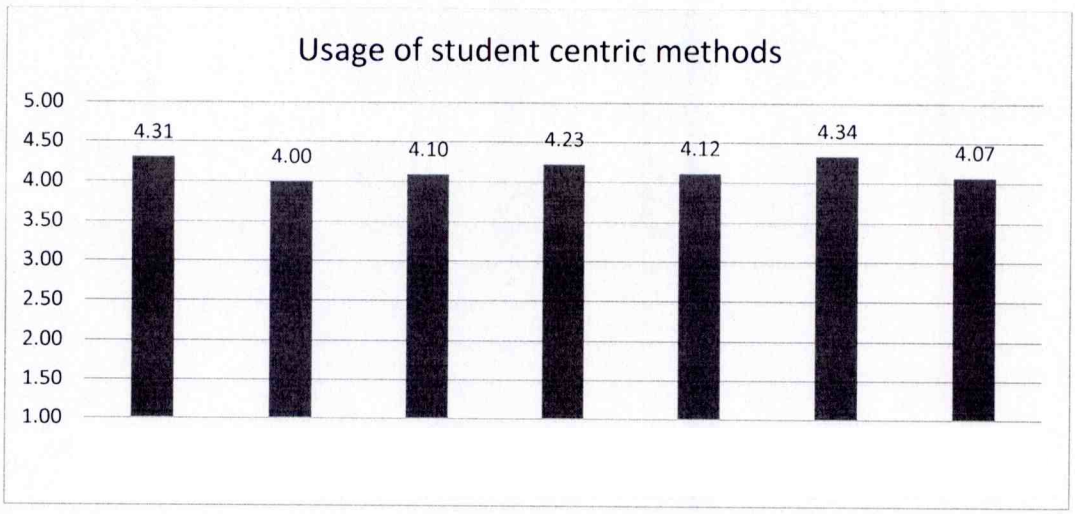
5.8 Effectiveness of online teaching and learning of the given course of study:



Action Taken:

- Students were found to be satisfied with most of the faculty members regarding effectiveness of online teaching.
- The use of mobile phones for conducting classes was demotivated and faculty members were told to employ more innovative ways to deliver the online lectures.

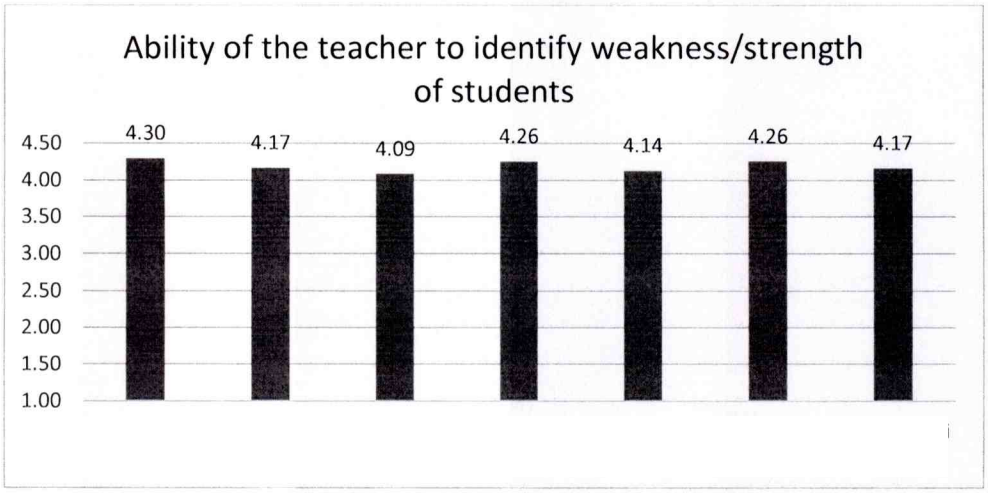
5.9 Usage of student centric methods (learning through experiments and problem solving methodologies) for enhanced learning



Action Taken:

- Again the students were quite satisfied on this particular point.
- To strengthen learning through experiments and problem solving methodologies, tutorial sheets/numerical have been reviewed by course coordinators and DPAQIC members.

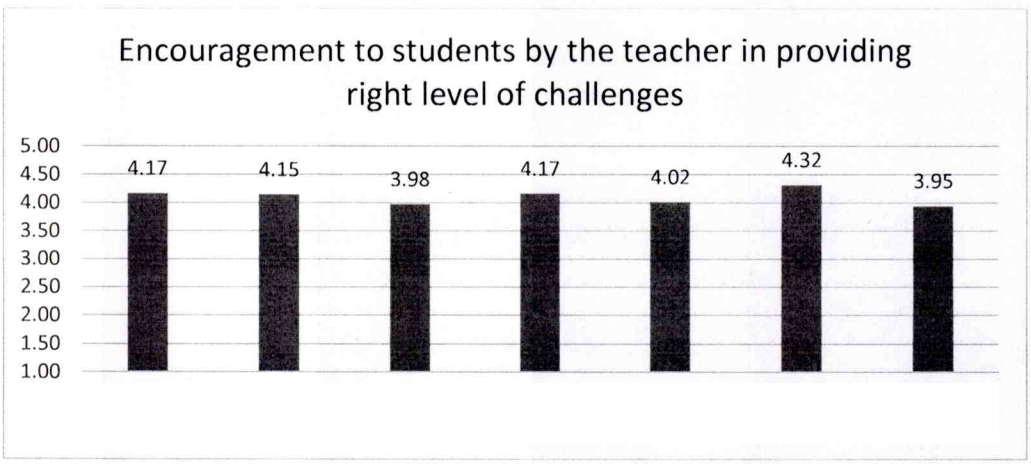
5.10 Ability of the teacher to identify weakness/strength of students



Action Taken:

- In all the courses, the feedback in this regard seems good. Concerned faculty members have been advised to improvise on this issue.
- Faculty members in general are regularly advised to interact with students to identify weakness and strength.

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

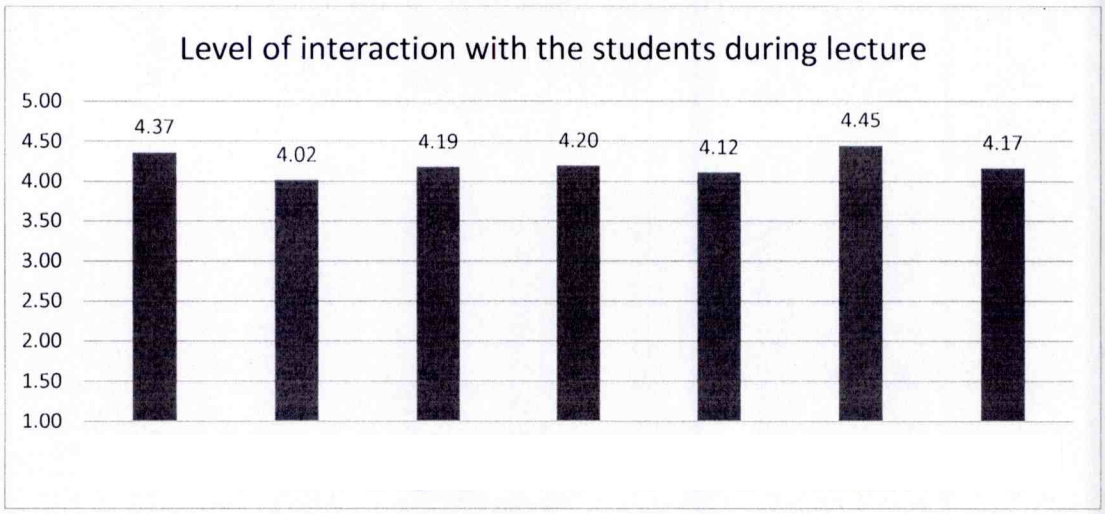


Action Taken:

- In most of the cases, the feedback in this regard seems good. Some faculty members have been advised to improvise on this issue.

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

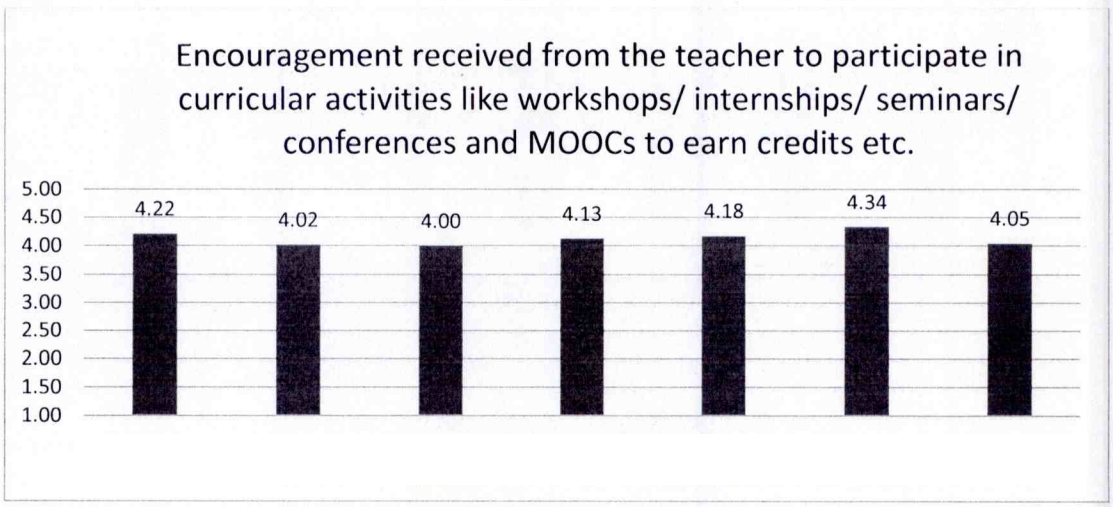
5.12 Level of interaction with the students during lecture



Action Taken:

- As per the feedback received most of the faculty member are interactive during the classes.
- Some faculty members were advised to increase their interaction with students particularly during online classes. Faculty members were advised to administer periodic 'Question-Answer technique' during class and also motivate students so that lectures become more interactive.

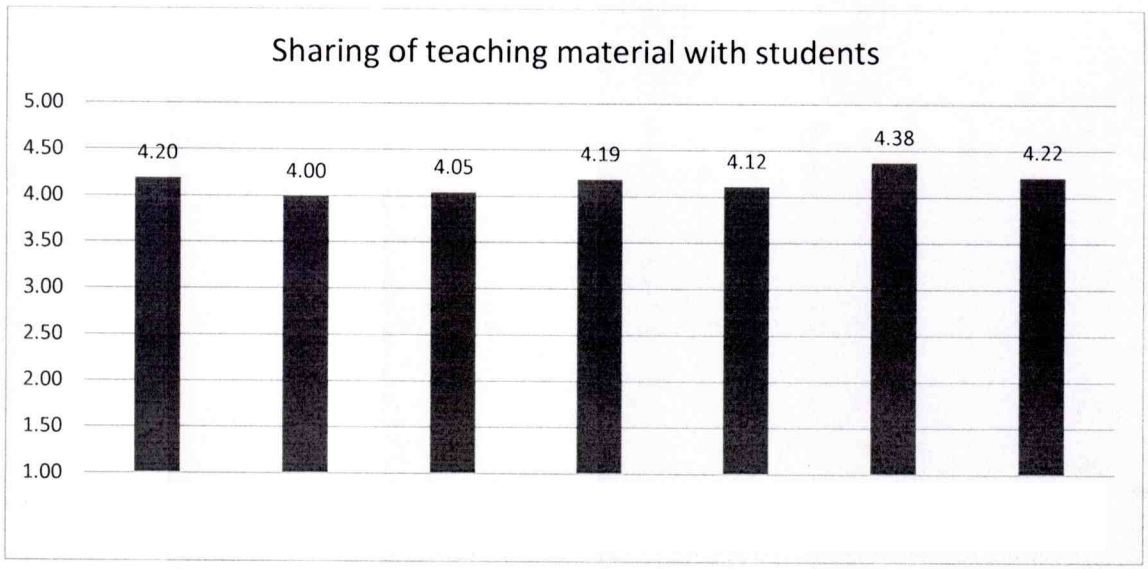
5.13 Encouragement received from the teacher to participate in curricular activities like workshops/ internships/ seminars/ conferences and MOOCs to earn credits etc.



Action Taken:

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

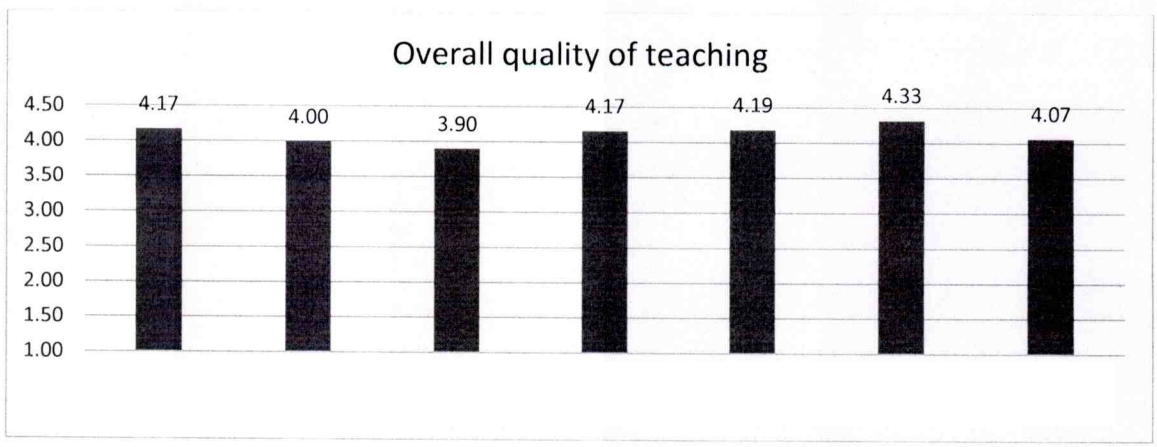
5.14 Sharing of teaching material with students



Action Taken:

- All the faculty members share the notes with students regularly. They are further advised to improve the quality of teaching material regularly.

5.15 Overall quality of teaching

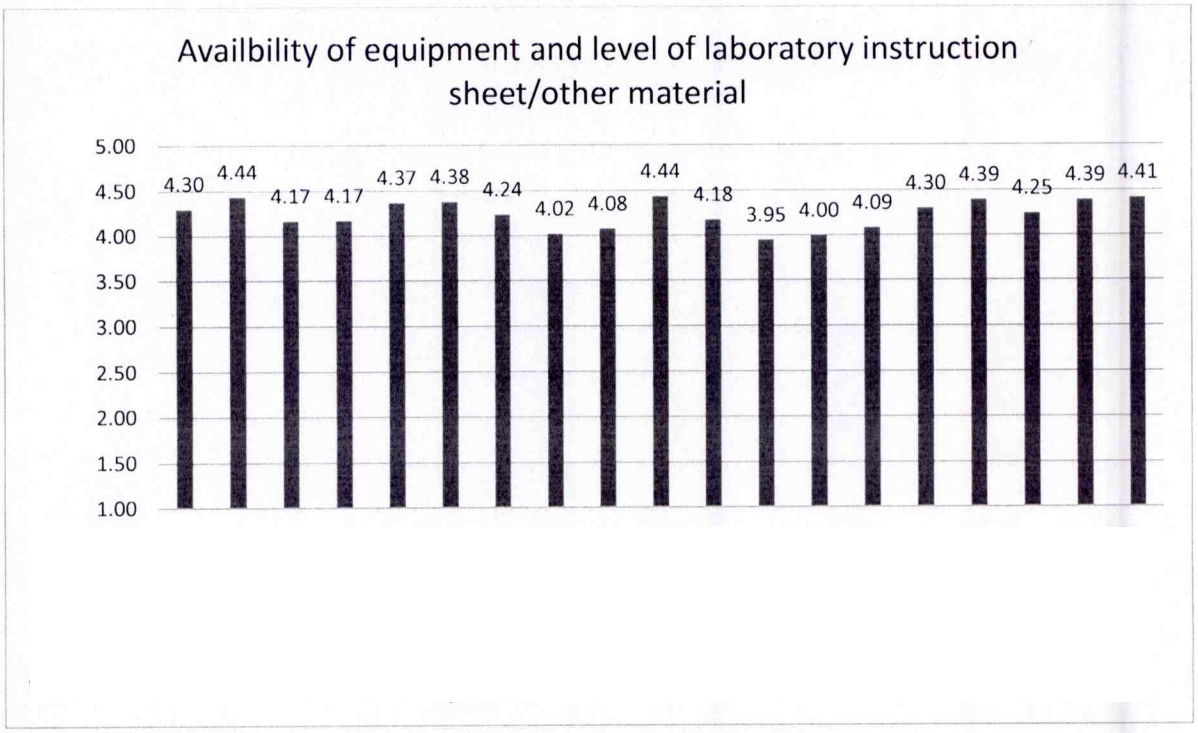


Action Taken:

- In most of cases, overall quality of teaching is found to be satisfactory.
- Faculty members having slightly poor feedback were asked to put more efforts towards the teaching quality.

6. Point-wise Feedback Analysis of Laboratory Courses

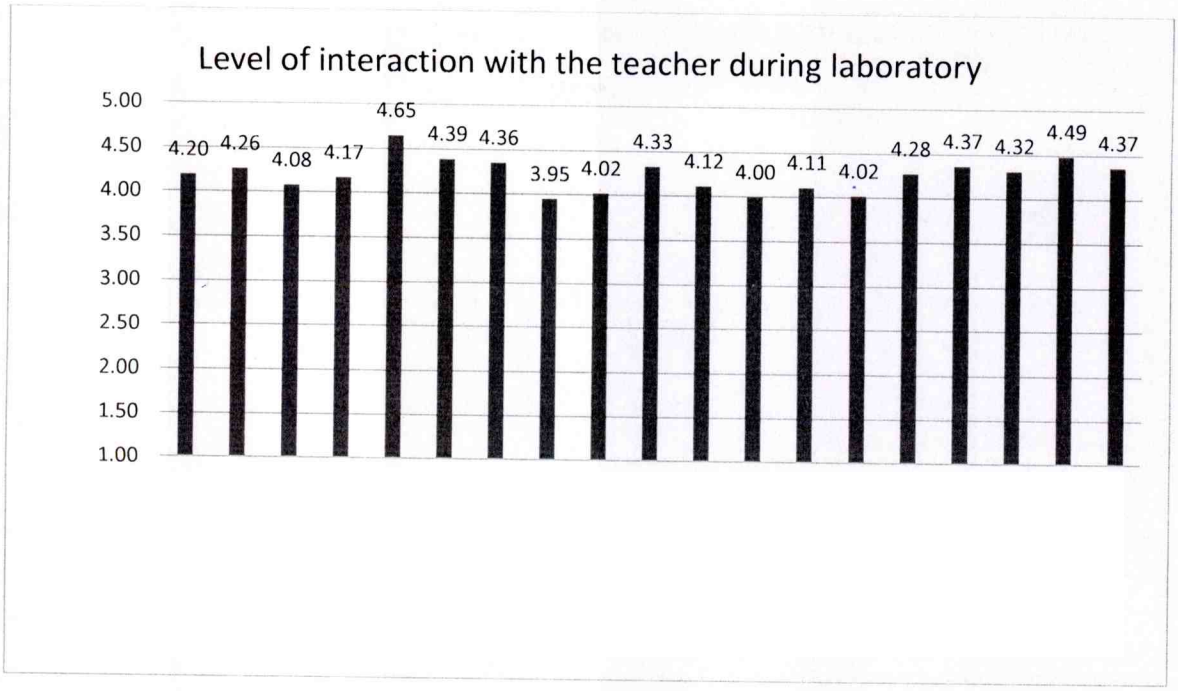
6.1 Availability of equipment and level of laboratory instruction sheet/other material:



Action Taken:

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

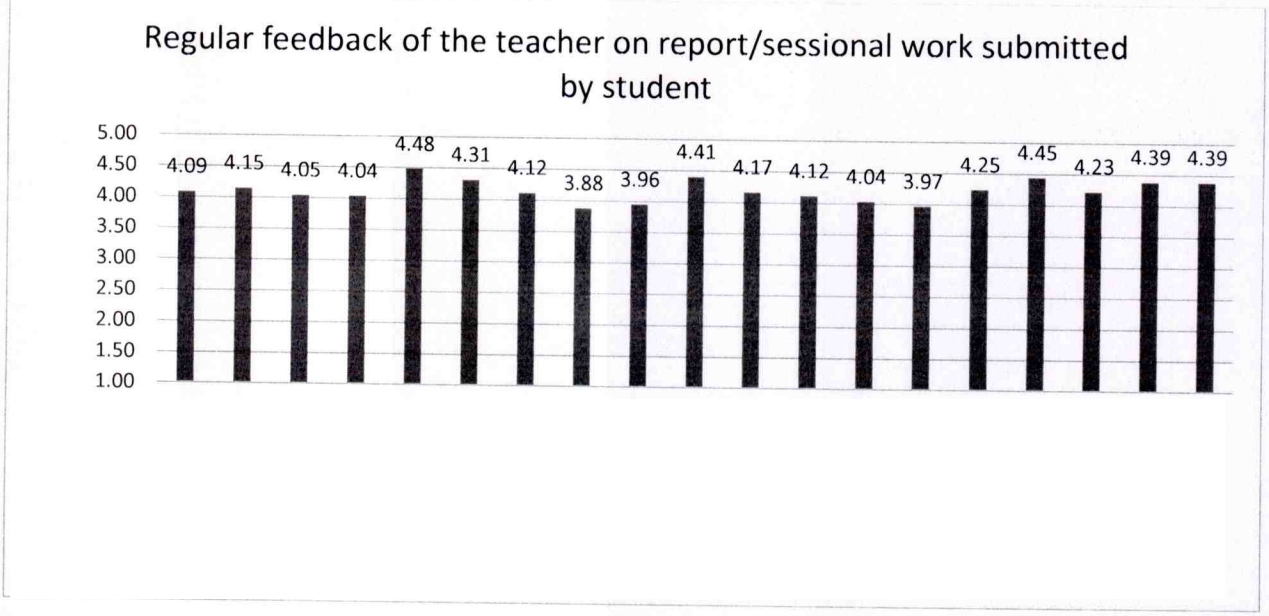
6.2 Level of interaction with the teacher during laboratory:



Action Taken:

- However, the feedback on this point is quite good, faculty members were told to make the lab classes more interactive and student centric.

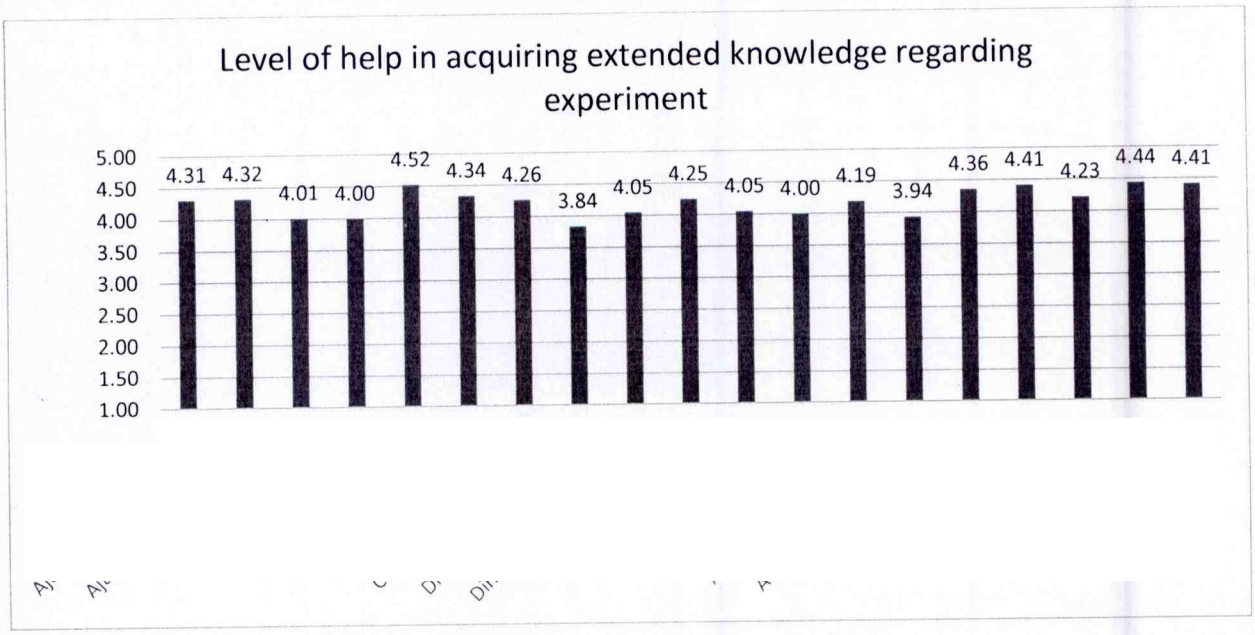
6.3 Regular feedback of the teacher on report/sessional work submitted by student:



Action Taken:

- In most of the laboratories the regular evaluation and monitoring is done by concerned faculty members. Some faculty members were advice to strengthen this practice.

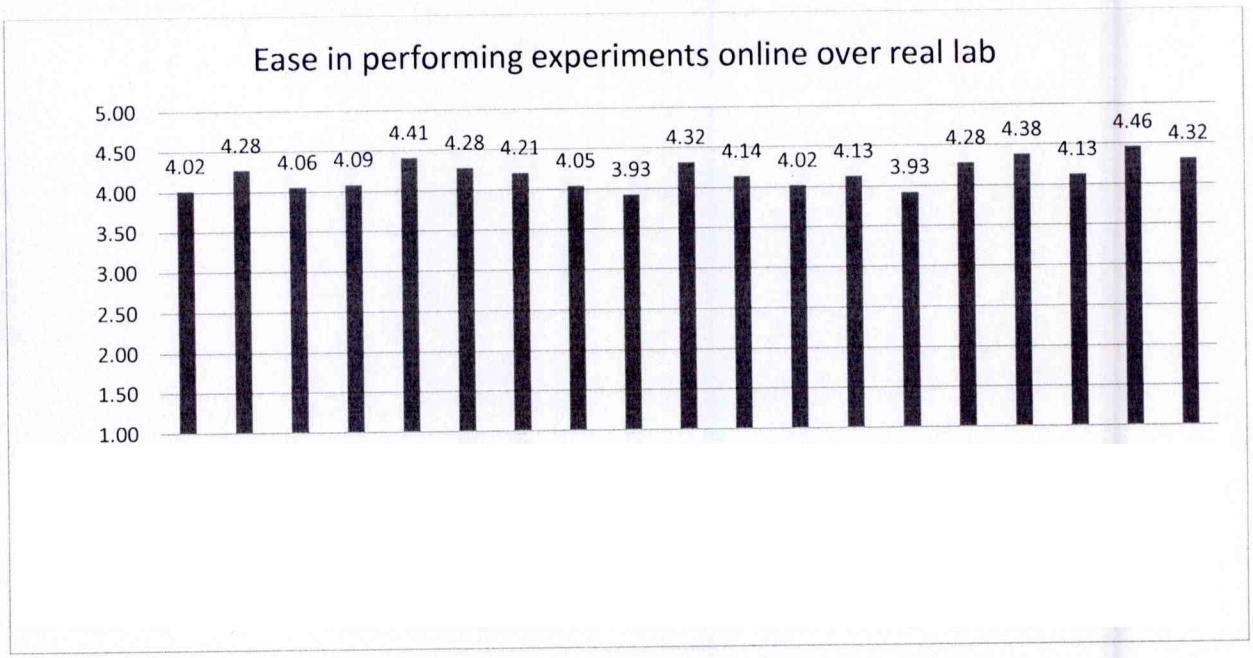
6.4 Level of help in acquiring extended knowledge regarding experiment:



Action Taken:

- Student feedback on this point is quite good.
- In addition to routine experimental details, faculty members were advised to use some variants or extensions of experiments on virtual lab.

6.5 Ease in performing experiments online over real lab

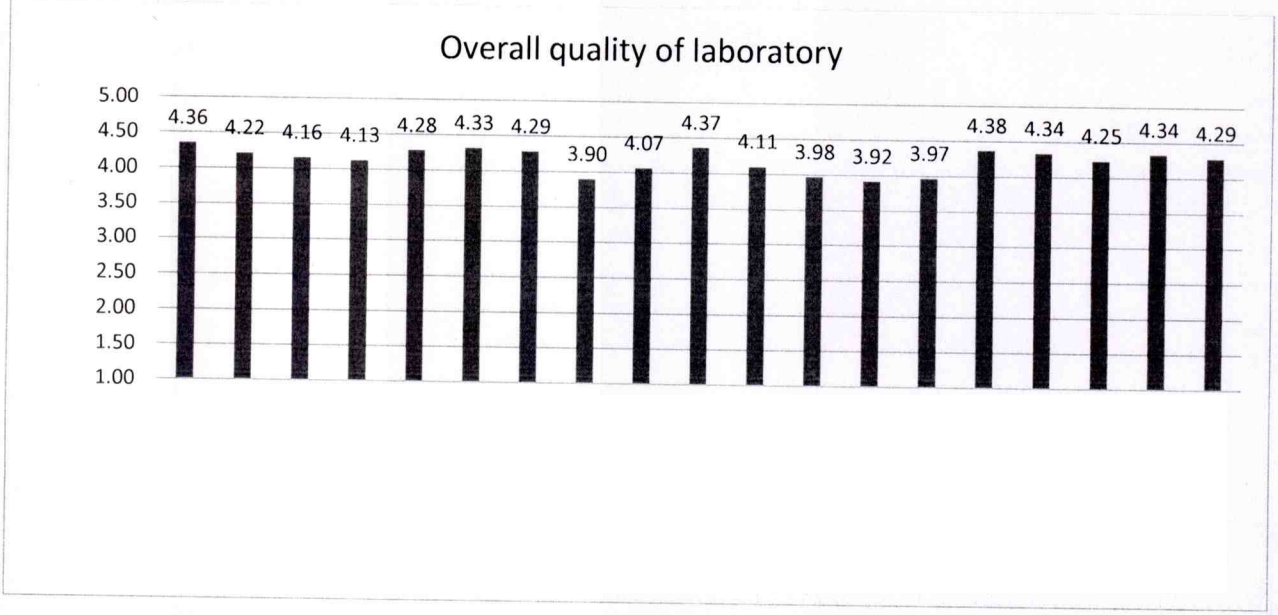


Action Taken:

- Feedback regarding ease in performing experiments is found to be satisfactory.

- Most of the laboratories in the department already have state-of-the art infrastructure as well defined procedure.

6.6 Overall quality of laboratory:



Action Taken:

- As seen from the feedback, the students by-and-large are satisfied by the laboratory classes delivered to them.
- The minor grey areas in project and seminar courses have been identified and improvements have been targeted.

7. General Action Taken by Department

- The feedback received from VII semester students seems quite promising both for theory and laboratory classes.
- There are minor aberrations in few points and department has taken necessary cognizance of the same for improvement in coming session.
- The faculty members who received slightly low scores in analysis were advised to emphasized on concerned areas.
- Faculty members in general meeting were asked to share proper lecture-wise notes with students after the class so that they can better understand the concepts.
- In addition, e-lectures have been recorded for all courses at e-SLATE studios with high-definition professional cameras. These have been furnished through ERP to students so that they can refer them and clear doubts, if any, as and when needed at remote location.
- Faculty members teaching analytical subjects have already started using electronic pads or pen-paper with video as their teaching tool and the problem of interactive teaching has been tackled effectively.

- With the online classes, offline problem classes are also executed to solve difficulties and revision of important topics.

Prof. Dheeraj Joshi

Head, Mech Engg. Deptt.

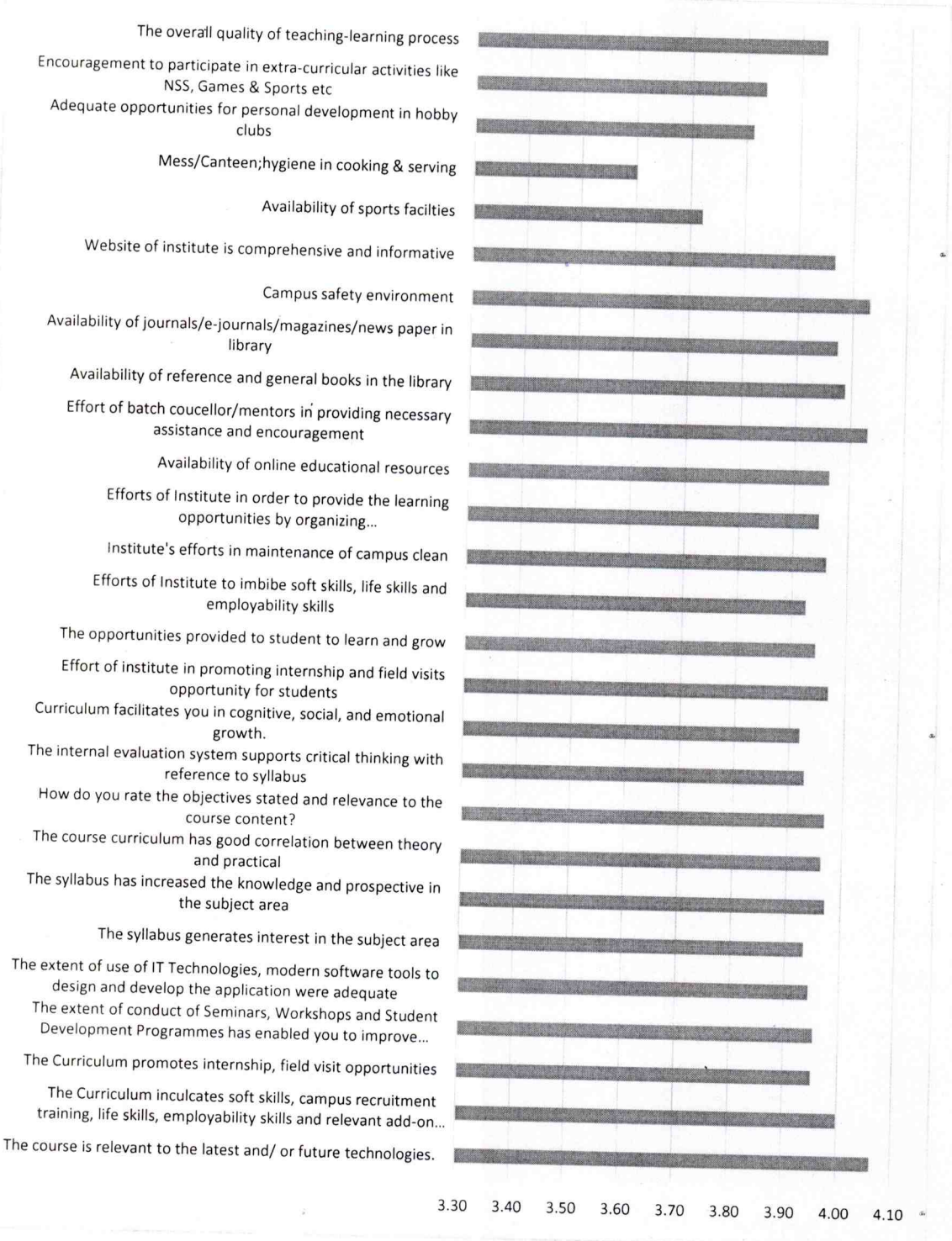
Copy to:

- Director (Academics)
- Principal
- *IQAC*

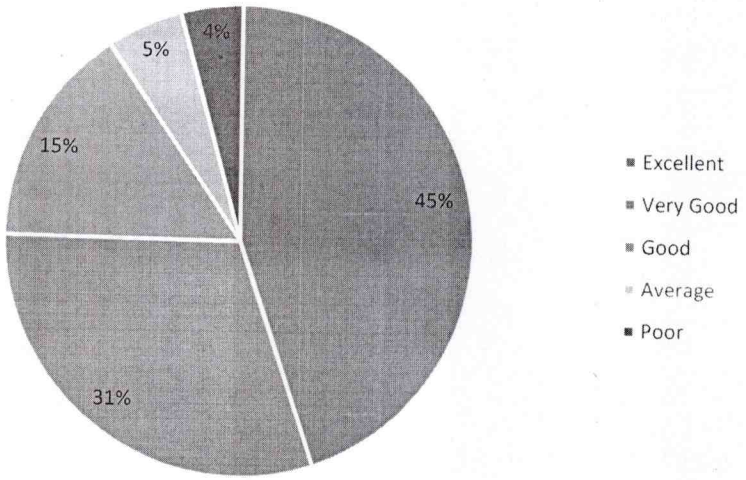
Analysis of Student Feedback on Central Facilities

Feedback on Central facilities and curriculum (Even semester2021-22)

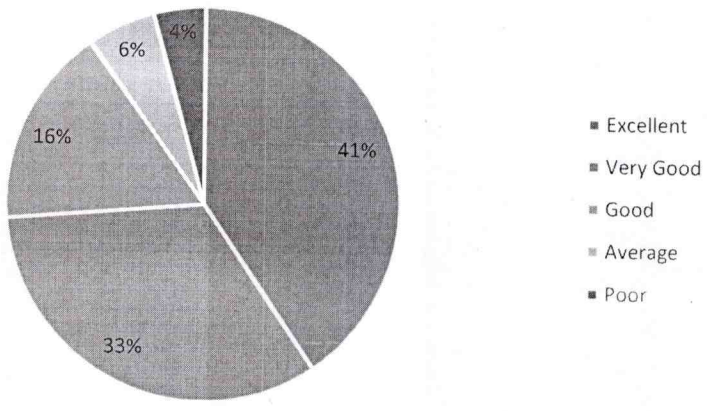
No. of students participated in the analysis: 2358



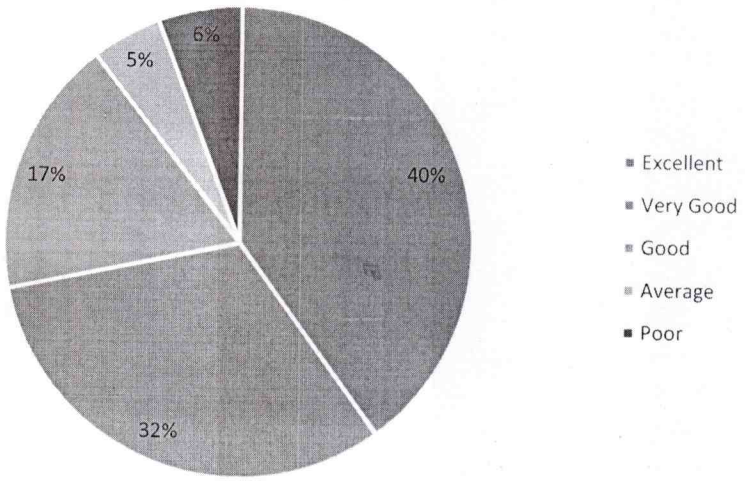
The course is relevant to the latest and/ or future technologies.



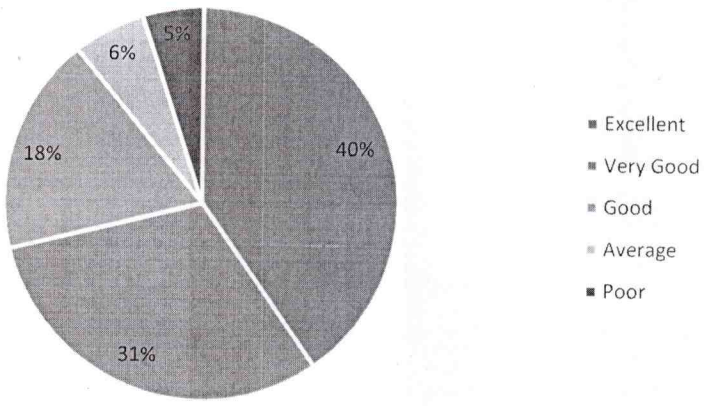
The Curriculum inculcates soft skills, campus recruitment training, life skills, employability skills and relevant add-on courses to make you ready for the world of work



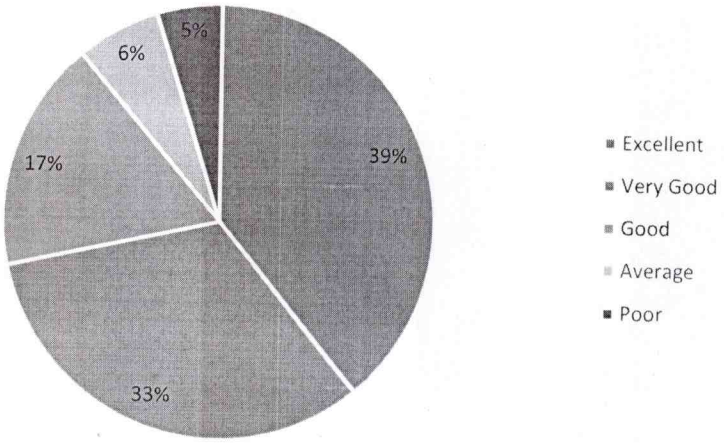
The Curriculum promotes internship, field visit opportunities



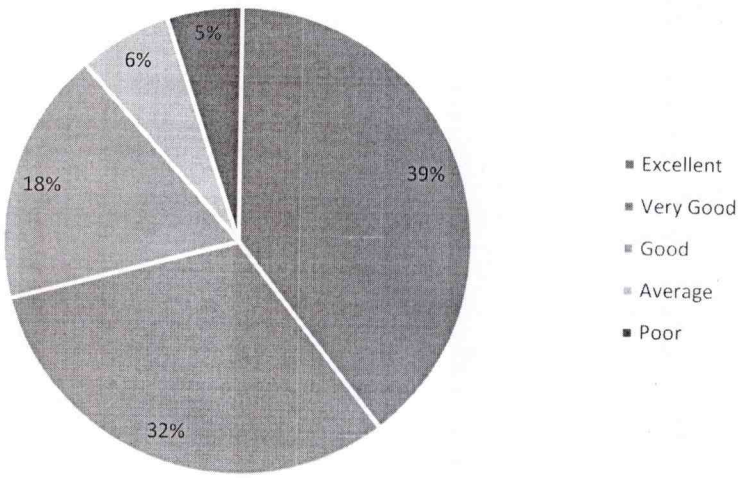
The extent of conduct of Seminars, Workshops and Student Development Programmes has enabled you to improve oral, written communication and technical skills.



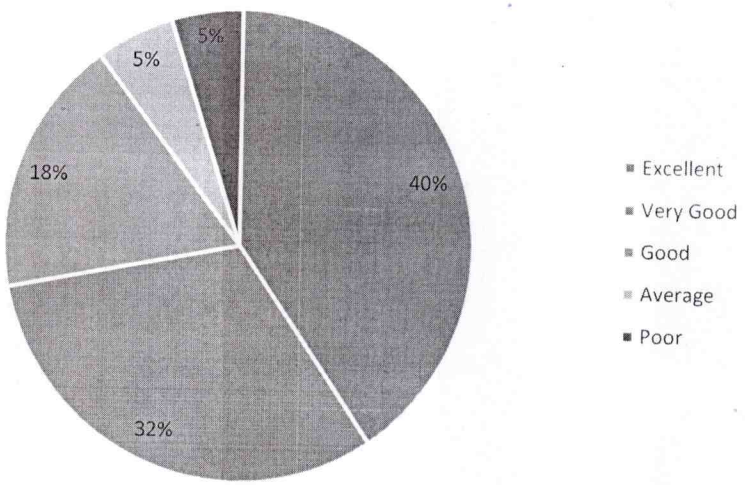
The extent of use of IT Technologies, modern software tools to design and develop the application were adequate



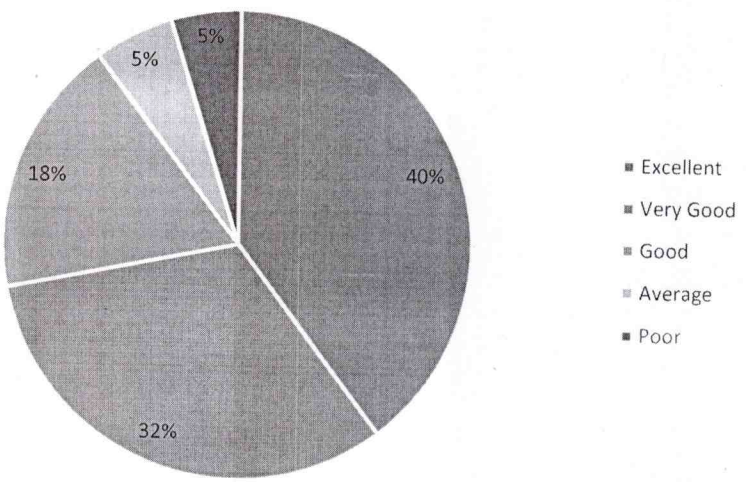
The syllabus generates interest in the subject area

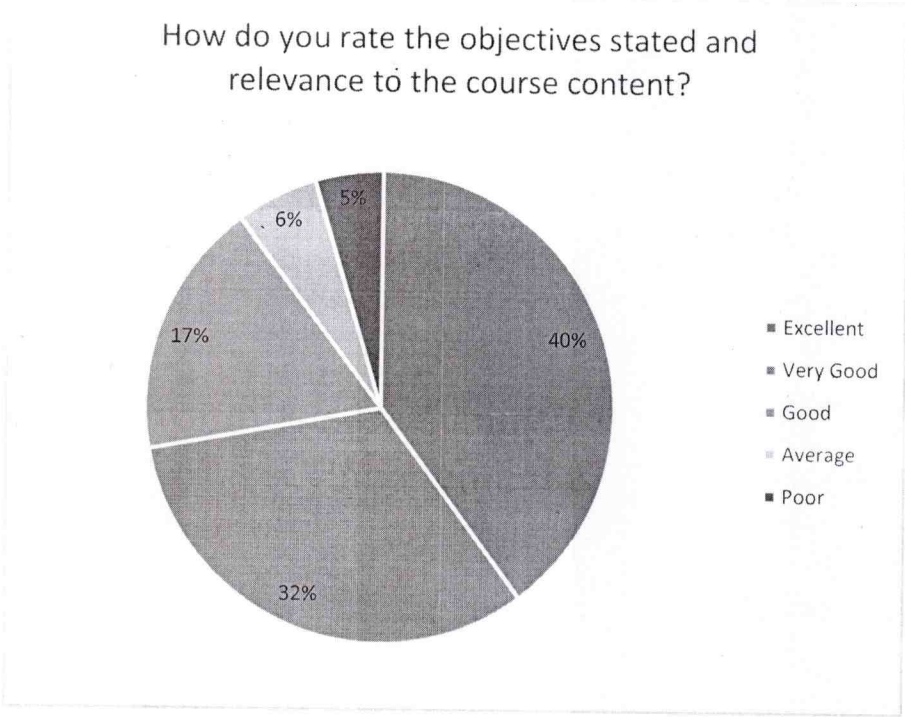


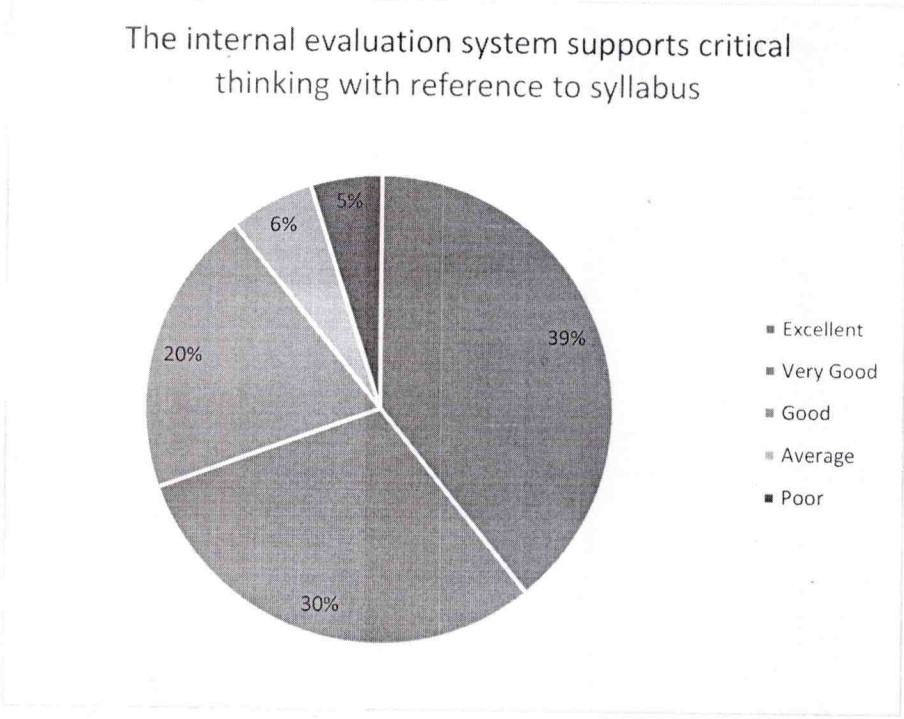
The syllabus has increased the knowledge and prospective in the subject area

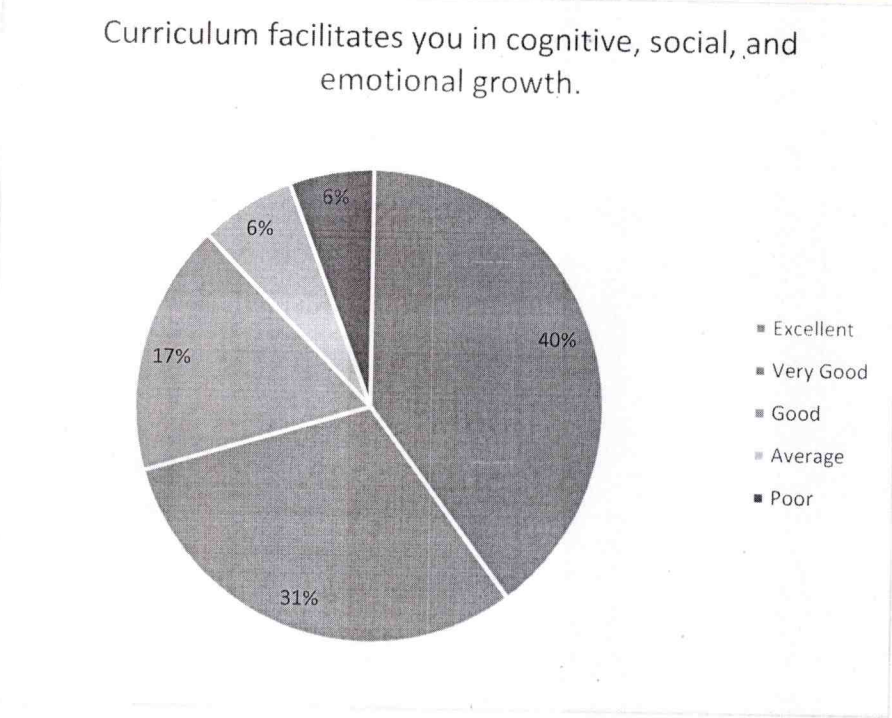


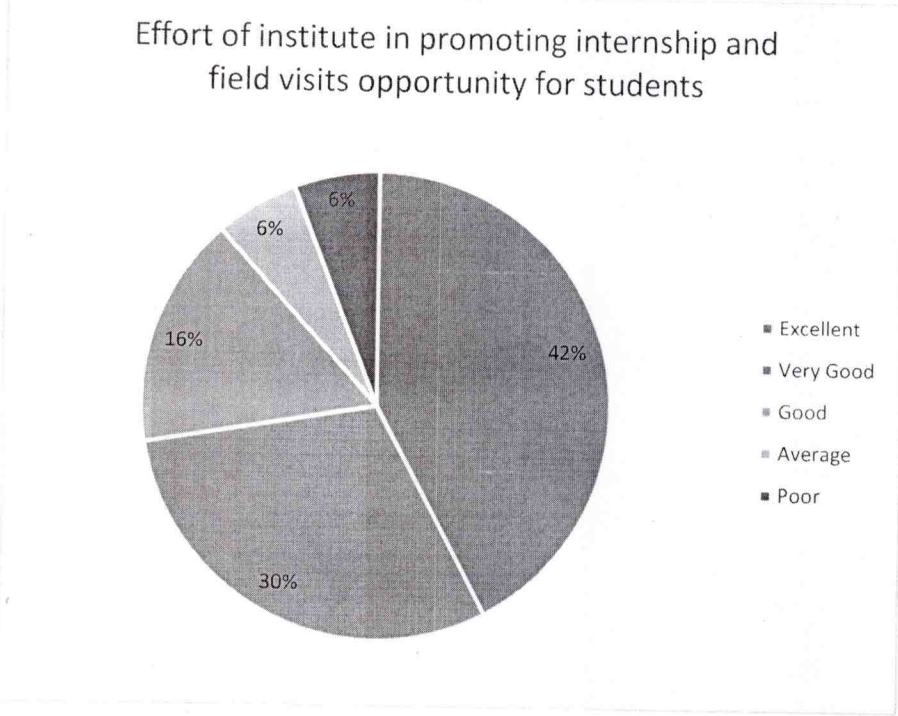
The course curriculum has good correlation between theory and practical



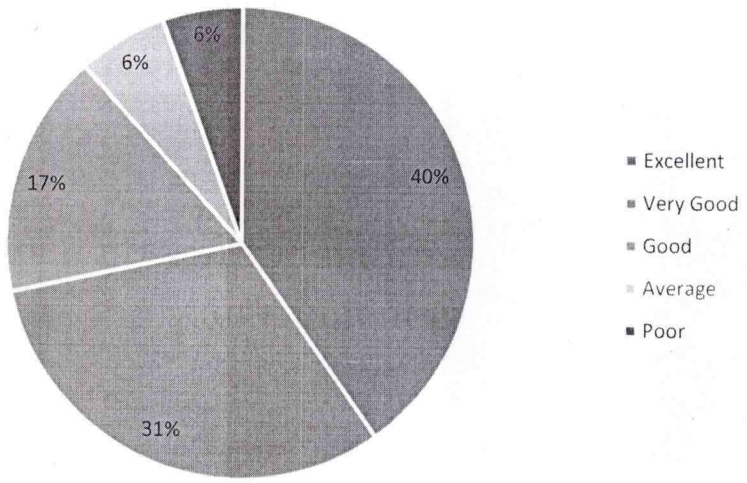

How do you rate the objectives stated and relevance to the course content?
5%
6%
17%
40%
32%
Excellent
Very Good
Good
Average
Poor


The internal evaluation system supports critical thinking with reference to syllabus
5%
6%
20%
39%
30%
Excellent
Very Good
Good
Average
Poor

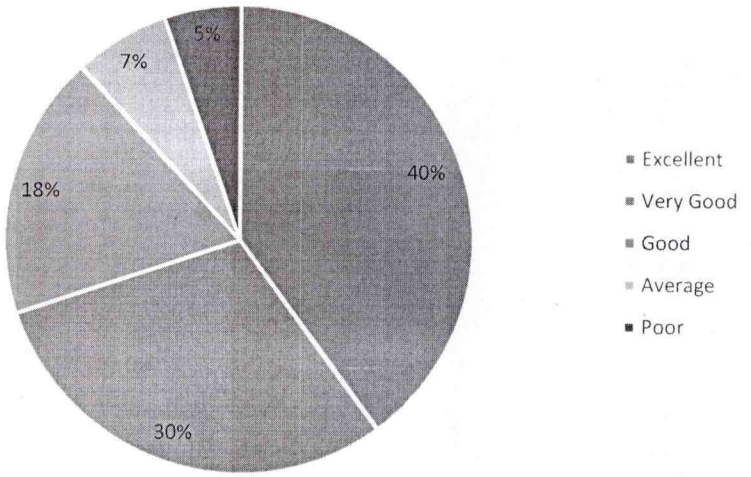

Curriculum facilitates you in cognitive, social, and emotional growth.
6%
6%
40%
17%
31%
Excellent
Very Good
Good
Average
Poor

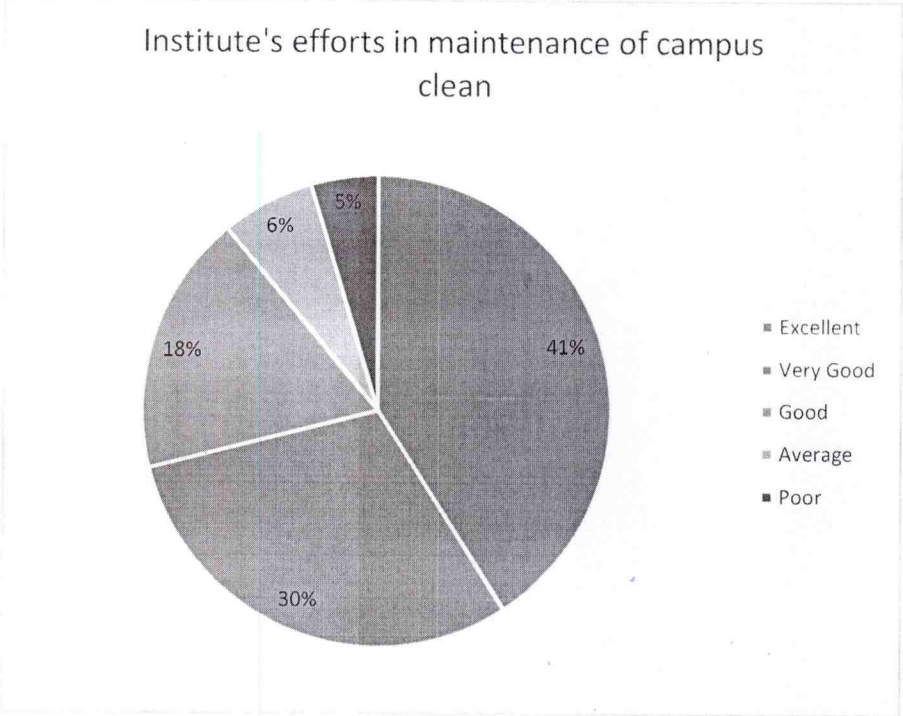

Effort of institute in promoting internship and field visits opportunity for students
6%
6%
42%
16%
30%
Excellent
Very Good
Good
Average
Poor

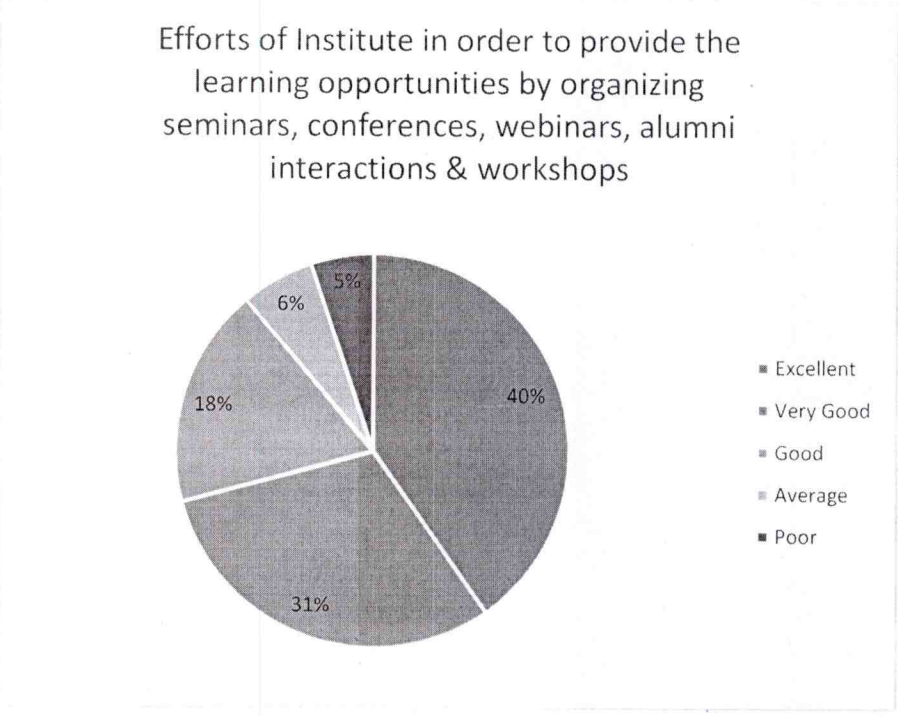
The opportunities provided to student to learn and grow



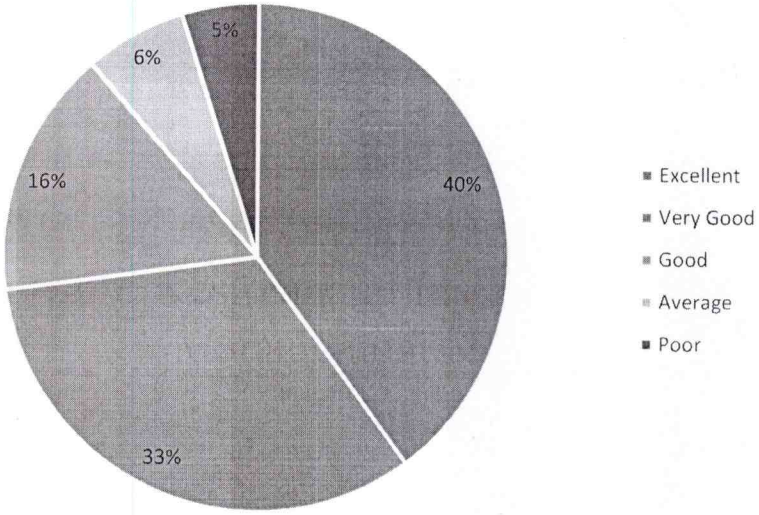
Efforts of Institute to imbibe soft skills, life skills and employability skills



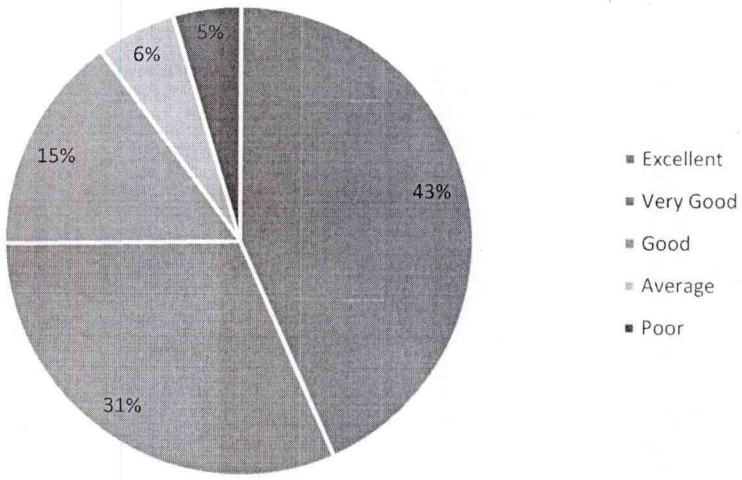

Institute's efforts in maintenance of campus clean
5%
6%
18%
41%
30%
Excellent
Very Good
Good
Average
Poor

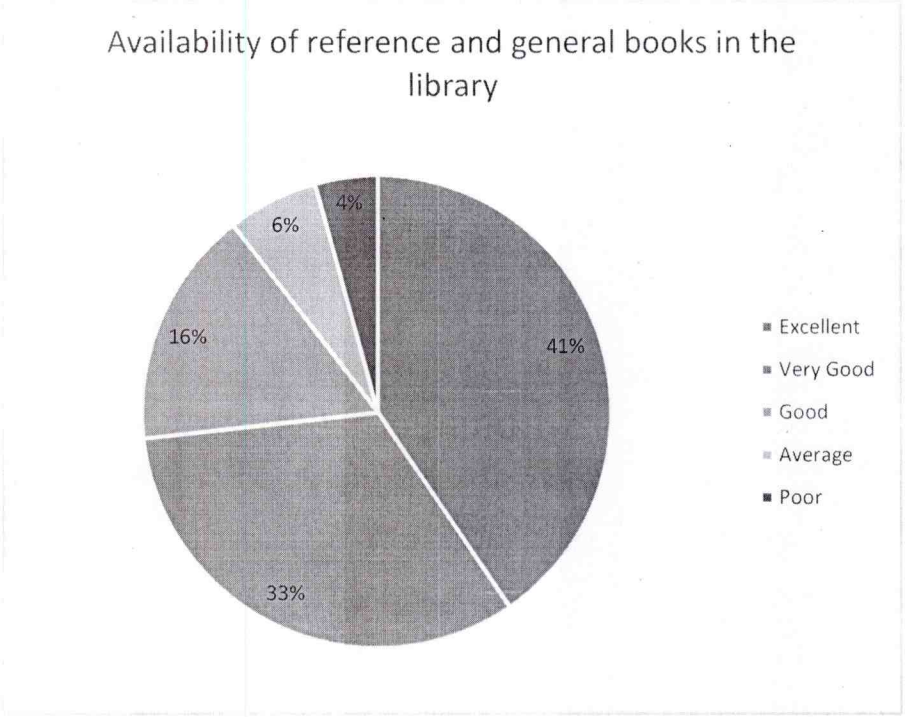

Efforts of Institute in order to provide the learning opportunities by organizing seminars, conferences, webinars, alumni interactions & workshops
5%
6%
18%
40%
31%
Excellent
Very Good
Good
Average
Poor

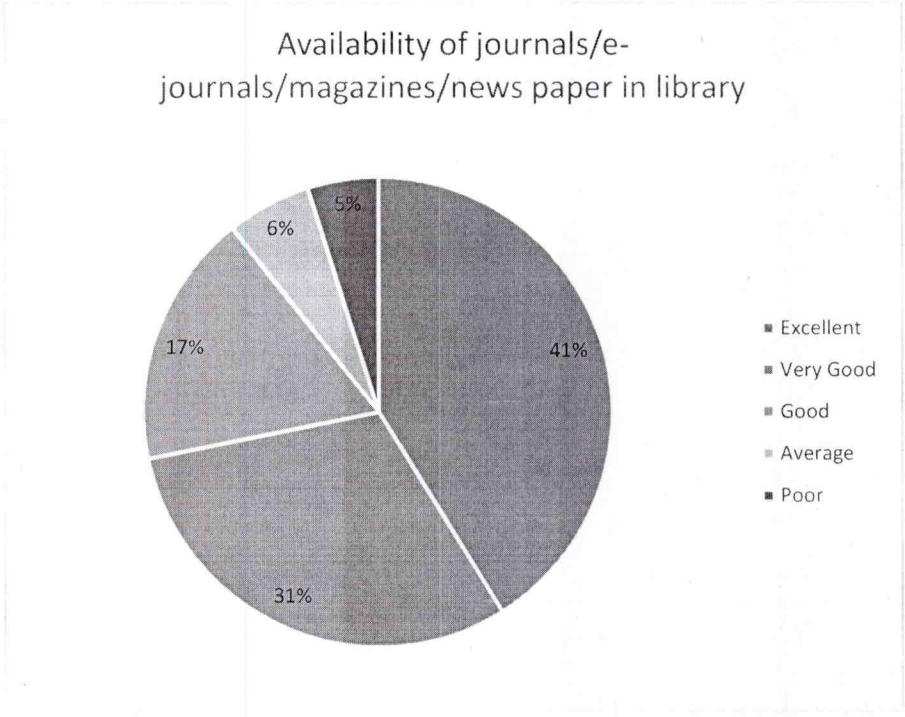
Availability of online educational resources

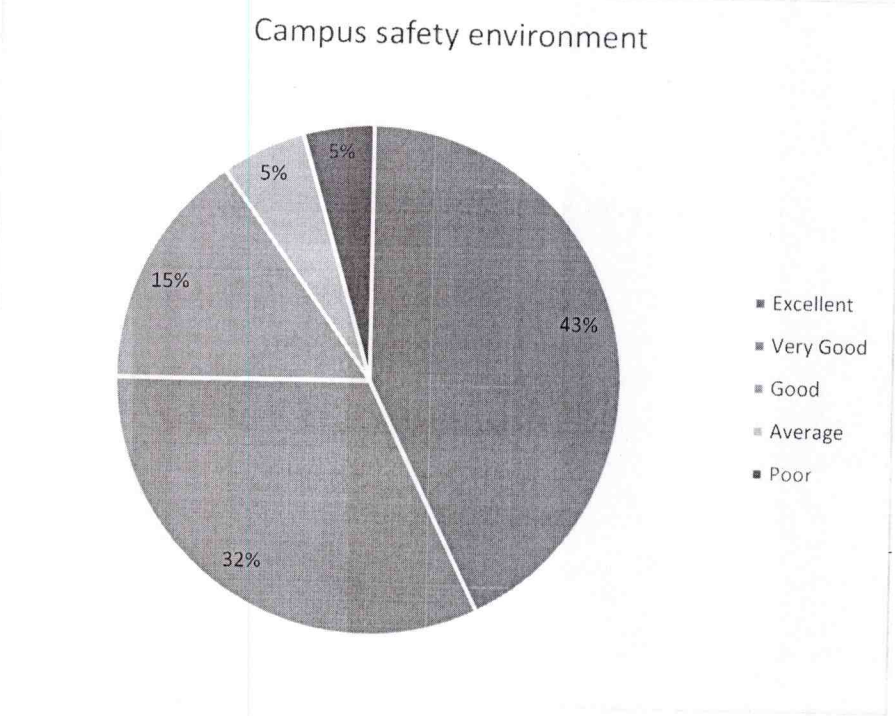


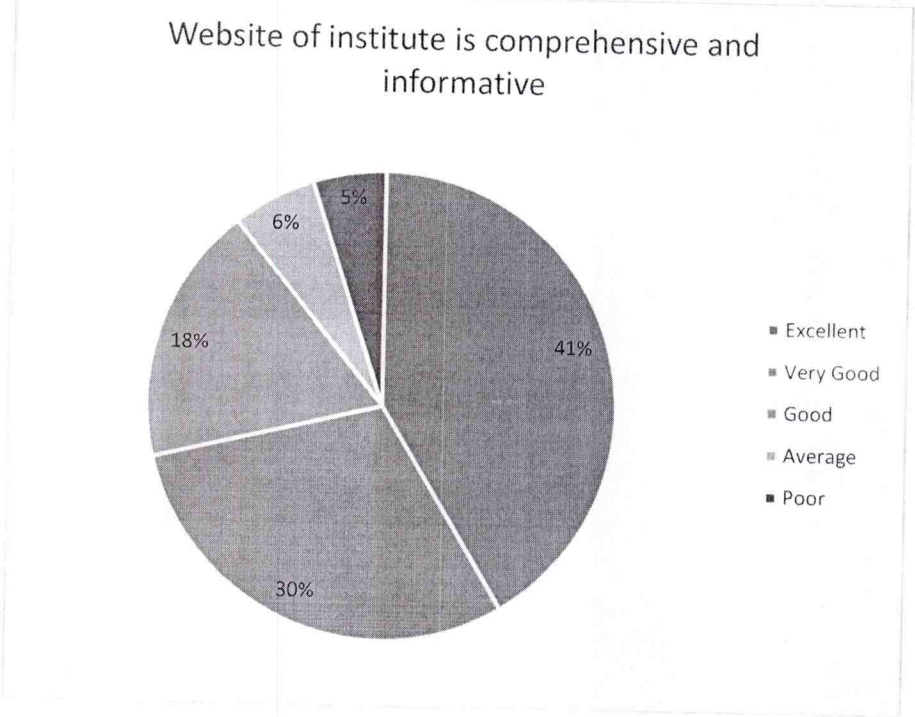
Effort of batch coucellor/mentors in providing necessary assistance and encouragement

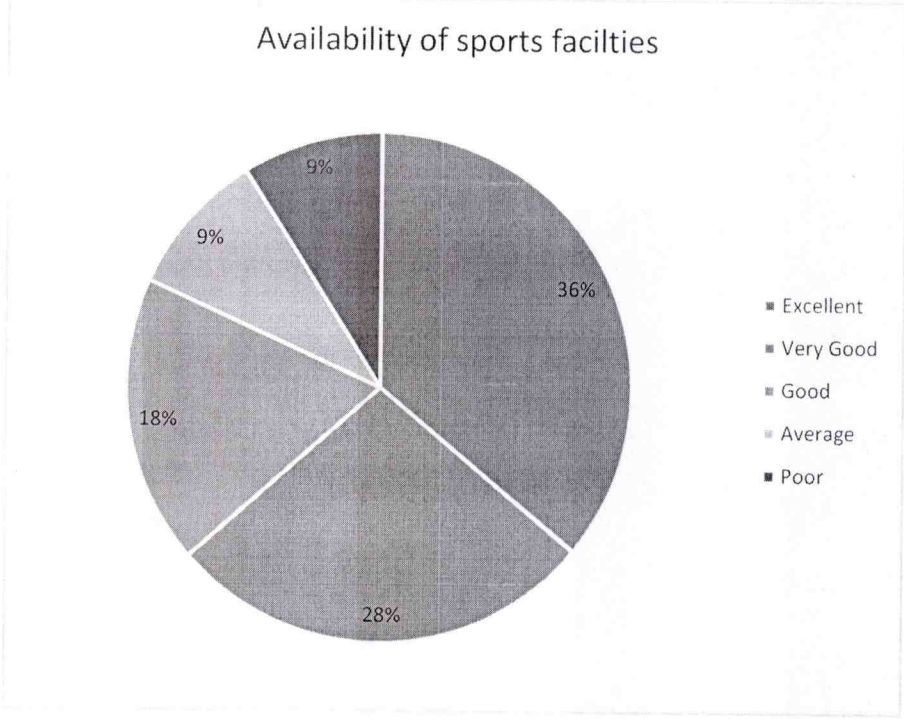


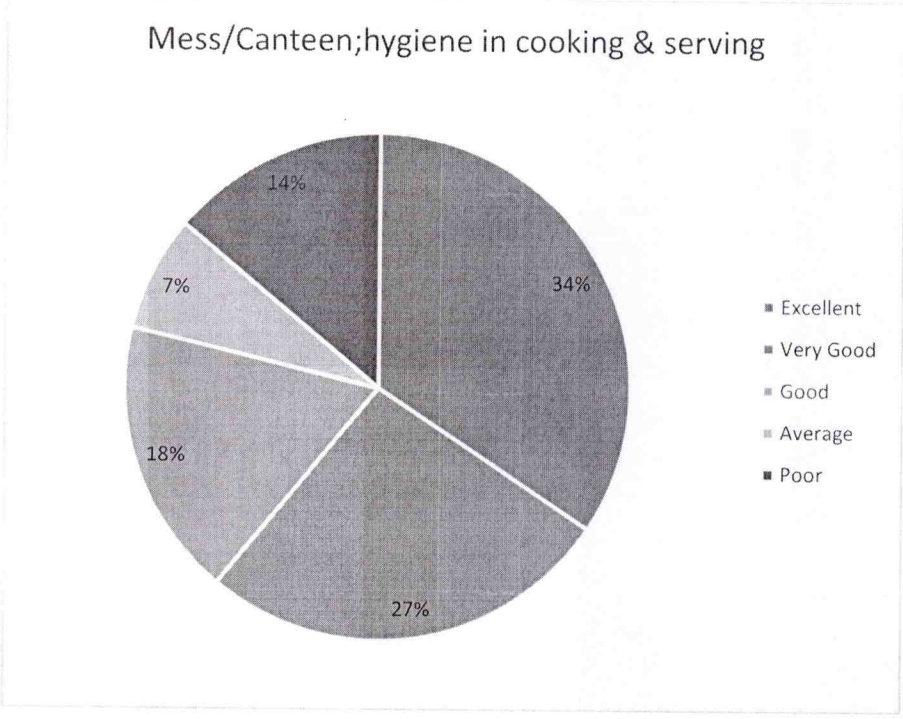

Availability of reference and general books in the library
4%
6%
16%
41%
33%
Excellent
Very Good
Good
Average
Poor

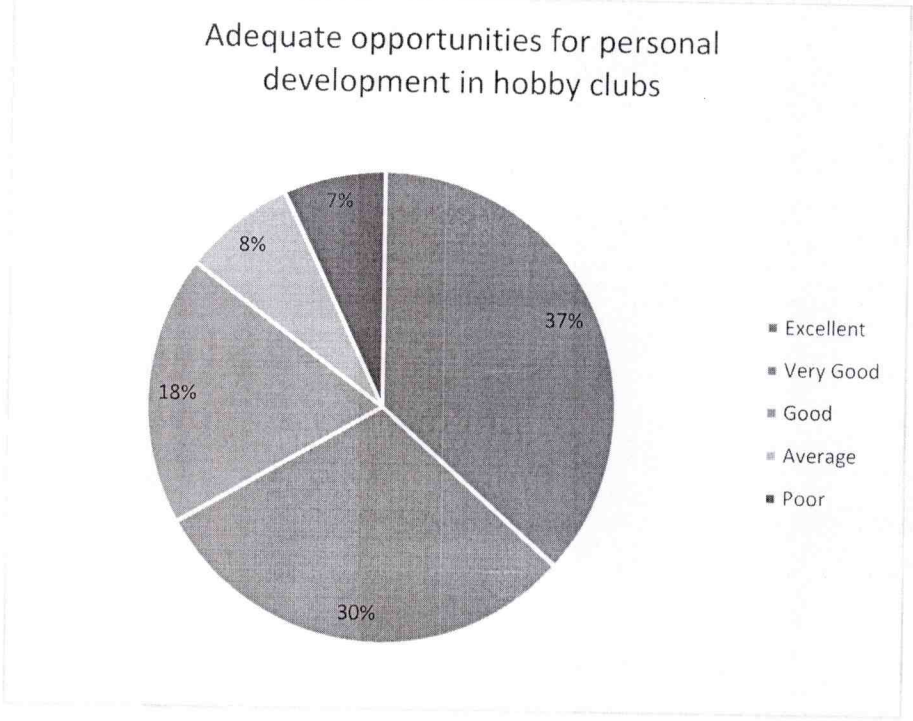

Availability of journals/e-journals/magazines/news paper in library
5%
6%
17%
41%
31%
Excellent
Very Good
Good
Average
Poor

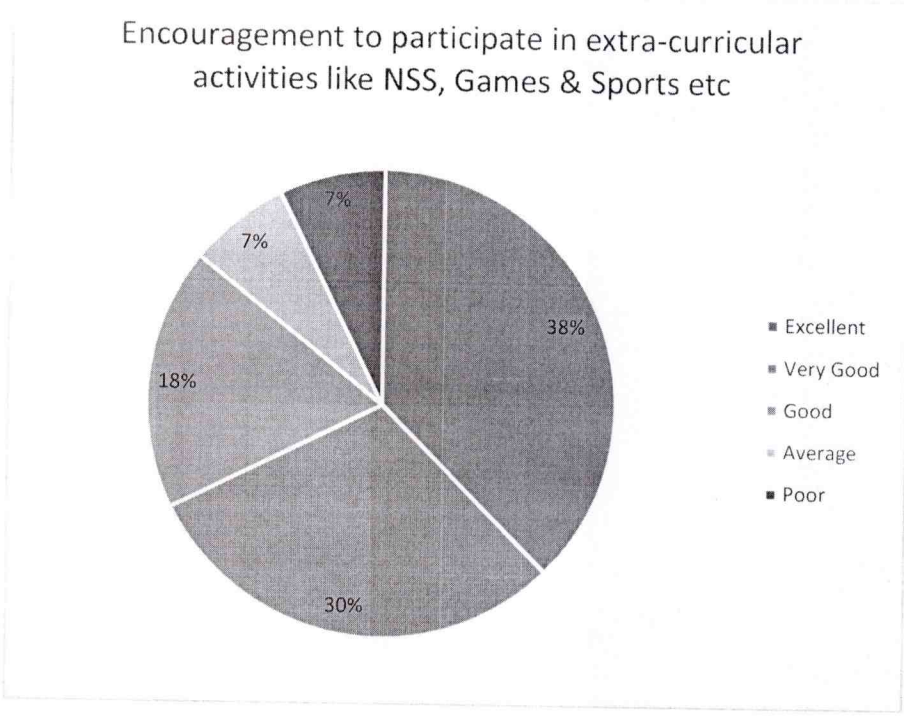

Campus safety environment
5%
5%
15%
43%
32%
Excellent
Very Good
Good
Average
Poor

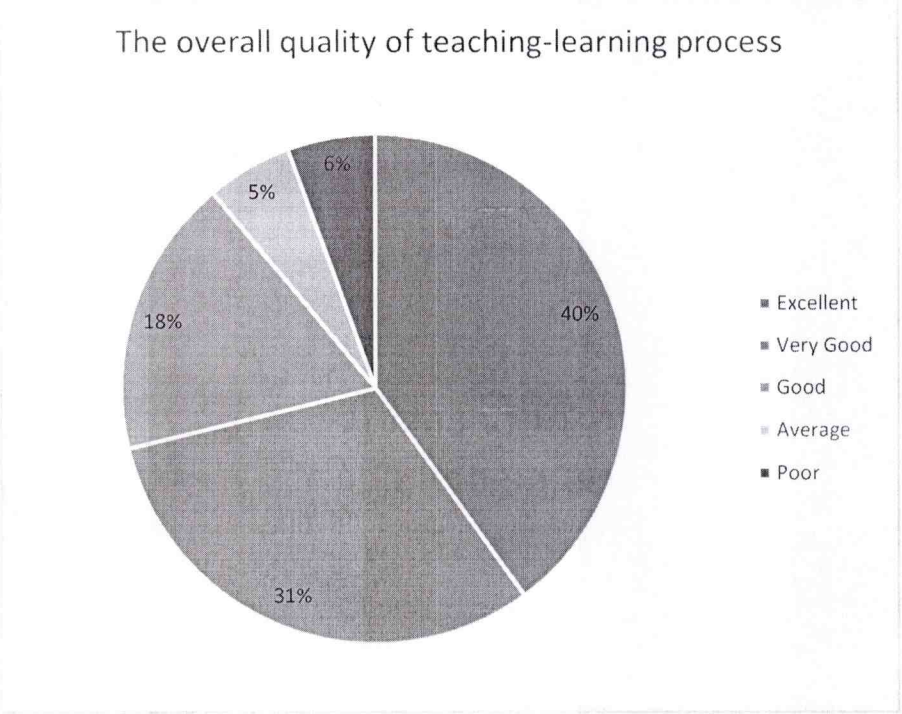

Website of institute is comprehensive and informative
5%
6%
18%
41%
30%
Excellent
Very Good
Good
Average
Poor


Availability of sports facilties
9%
9%
36%
18%
28%
Excellent
Very Good
Good
Average
Poor


Mess/Canteen;hygiene in cooking & serving
14%
7%
34%
18%
27%
Excellent
Very Good
Good
Average
Poor


Adequate opportunities for personal development in hobby clubs
7%
8%
37%
18%
30%
Excellent
Very Good
Good
Average
Poor


Encouragement to participate in extra-curricular activities like NSS, Games & Sports etc
7%
7%
38%
18%
30%
Excellent
Very Good
Good
Average
Poor


The overall quality of teaching-learning process
6%
5%
40%
18%
31%
Excellent
Very Good
Good
Average
Poor

Feedback Analysis

The feedbacks received reflects a very positive & satisfactory response. Major percentage of feedback received lies in very good to excellent range.

Positive Feedback

1. **Effort of Batch Counselors/Mentors** excellent in providing necessary assistance and encouragement
2. **Campus Safety Environment** excellent
3. **Overall quality of teaching-learning process** the efforts of Institute excellent in providing the learning opportunities by organizing seminars, conferences, webinars, alumni interactions & workshops.The course is relevant to the latest and/ or future technologies
4. **The Curriculum design** the course curriculum has good correlation between theory and practical Curriculum facilitates cognitive, social, and emotional growth. It promotes internship, field visit opportunities.The curriculum also inculcates soft skills, campus recruitment training, life skills, employability skills and relevant add-on courses.
5. **Hobby clubs** provides adequate opportunities for personal development
6. **Library facilities** excellent. Availability of journals/e-journals/magazines/ reference and general books news paper in library. Availability of online educational resources
7. **Clean campus** Institute's efforts excellent
8. **Internal evaluation system** supports critical thinking with reference to syllabus
9. **Student Development Programmes** has enabled to improve oral, written communication and technical skills.

Areas which need attention

Improvement required in Mess/Canteen facility and little improvement in the sports facility.

(Head, OSA)