



# Swami Keshvanand Institute of Technology, Management & Gramothan

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Affiliated to Rajasthan Technical University, Kota

## 1.4.1/1.4.2 Student Feedback Analysis (2020-21)

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# **Analysis of Student Feedback on Academics**



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Swami Keshvanand Institute of Technology, Management & Gramothan

## Department of Mechanical Engineering

### Analysis of Student Feedback

Program: B.Tech (2<sup>nd</sup> Year) Semester: III Session: 2020-2021

1. No of Students Providing Feedback: 153

2. Feedback Collection Dates: Dec, 2020

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)



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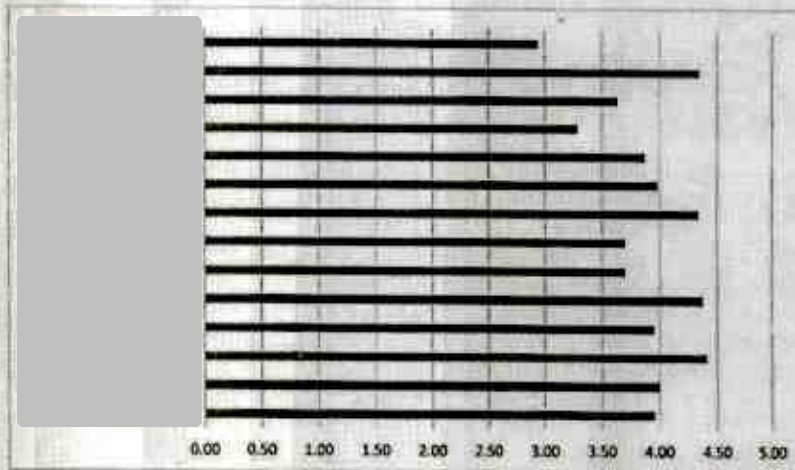
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## 4. Feedback Questions and Answer Option for Laboratory Courses:

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)
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 having low pitch and voice level were asked to improve on this point.
- However, during online classes the low internet bandwidth is also responsible for this problem. Faculty members were advised to see that they employ good internet connection to administer classes.

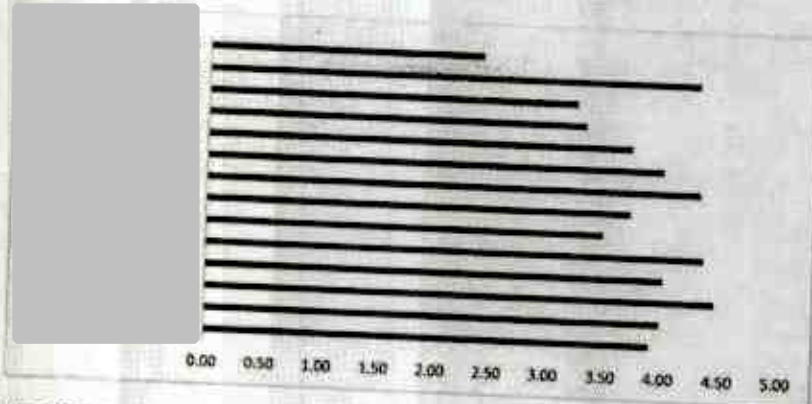




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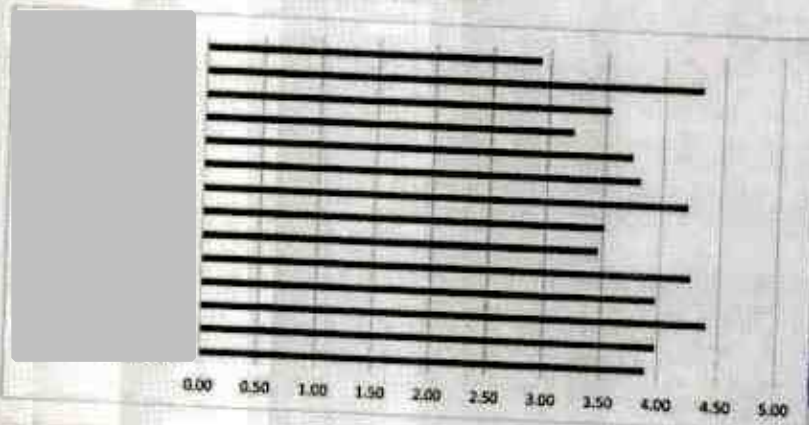
## 5.2 Clarity of presentation:



### 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/telephoned (due to COVID protocol) the faculty members about 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.

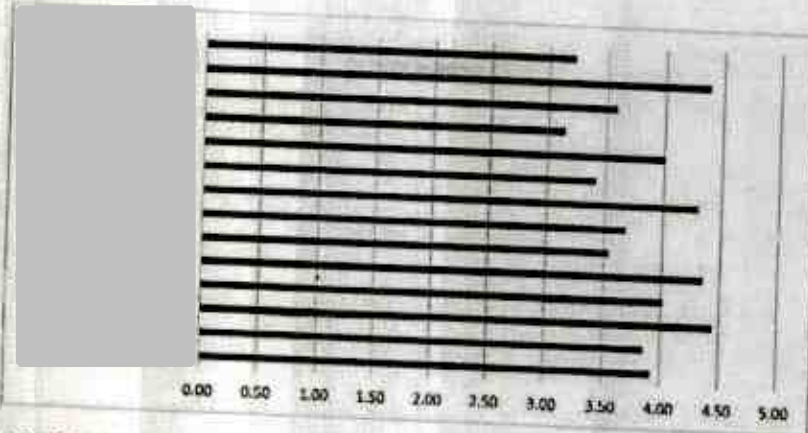




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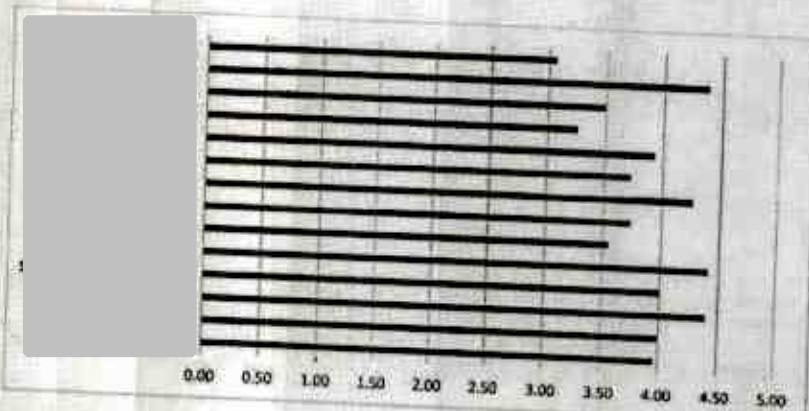
## 5.4 Punctuality of class:



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

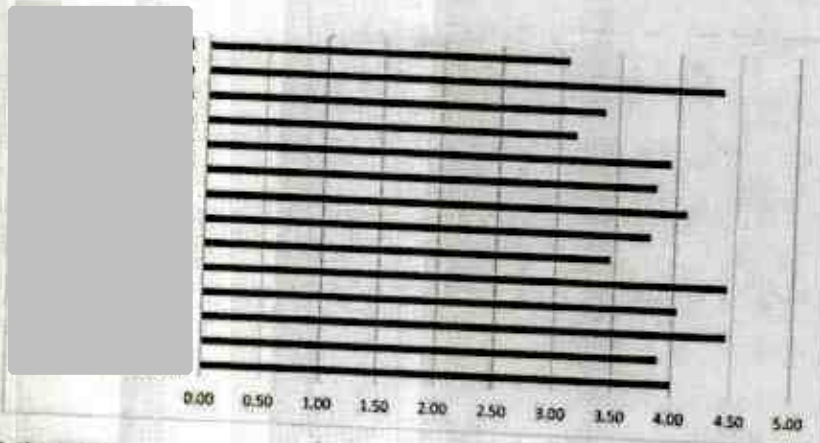




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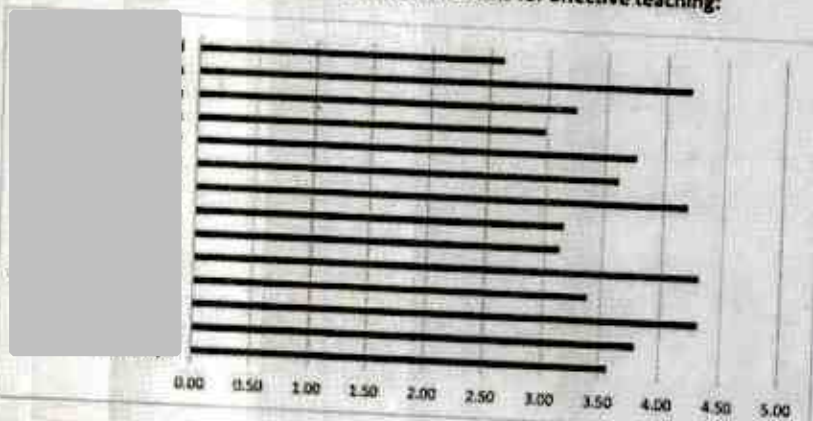
5.6 Ability of the teacher to communicate the concepts effectively through examples and applications:



Action Taken:

- Faculty members were especially 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 DPAQC 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.



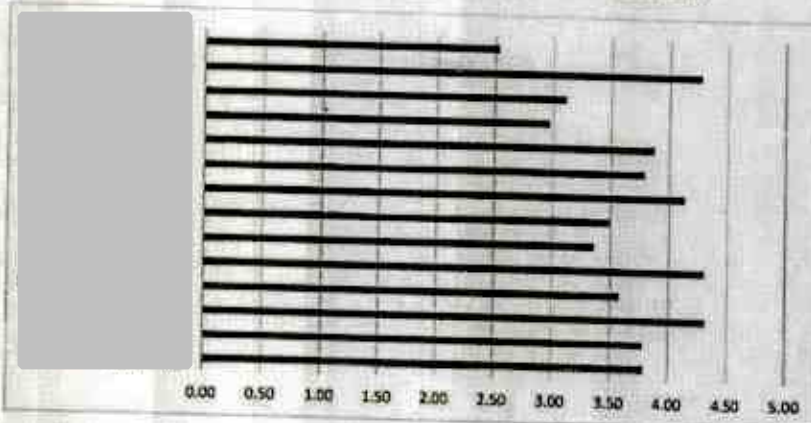
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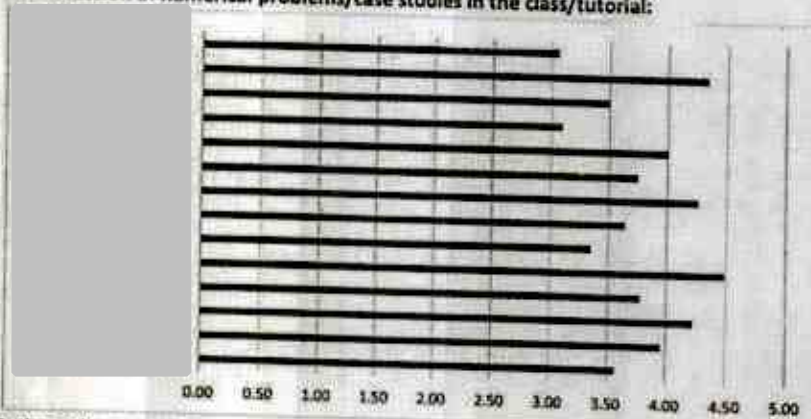
## 5.8 Effectiveness of online teaching and learning of the given course of study:



### 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 Discussion of numerical problems/case studies in the class/tutorial:



### 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.



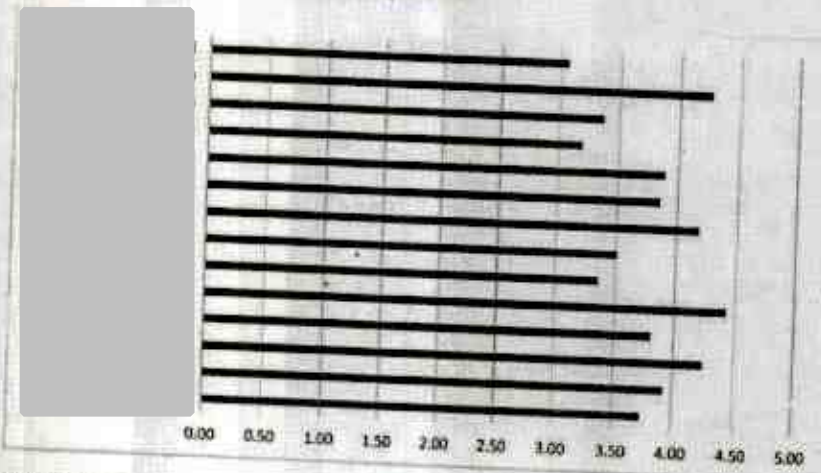




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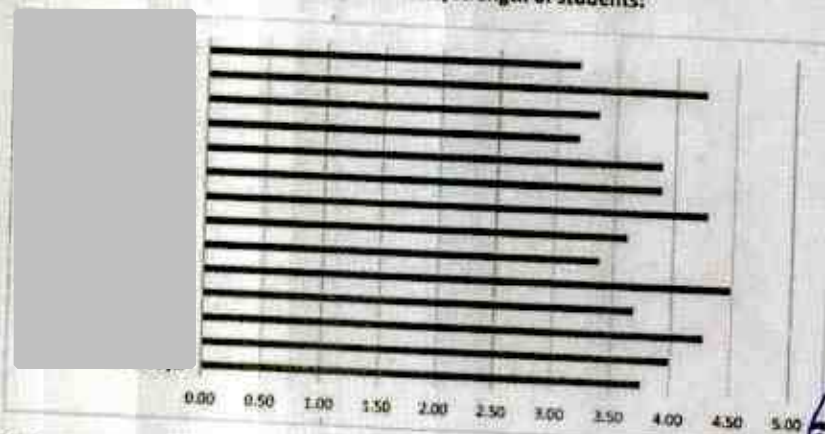
5.10 Usage of student centric methods (learning through experiments and problem solving methodologies) for enhanced learning experience:



Action Taken:

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

5.11 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 members were advised to critically analyze the Inid-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.

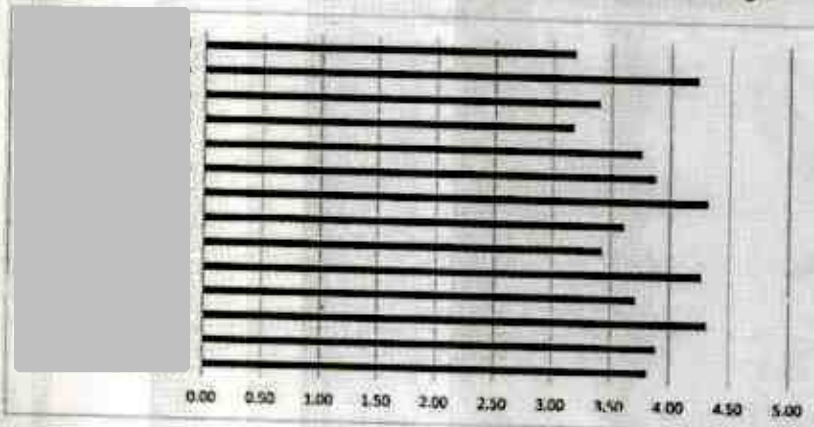




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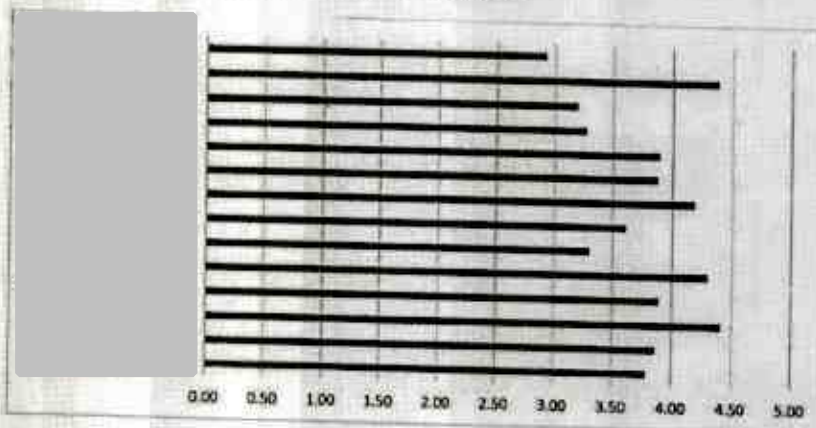
## 5.12 Encouragement to students by the teacher in providing right level of challenges



### 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.

## 5.13 Level of interaction with the students during lecture



### Action Taken:

- Most of the students do not turn on their audio or video in online class even after instruction of faculty to do 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.





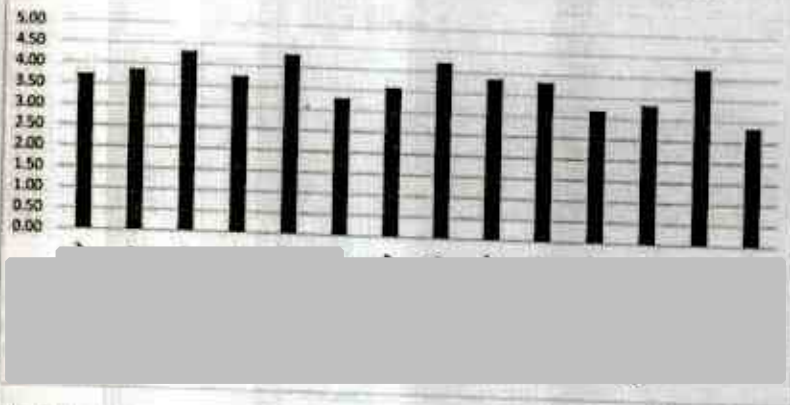
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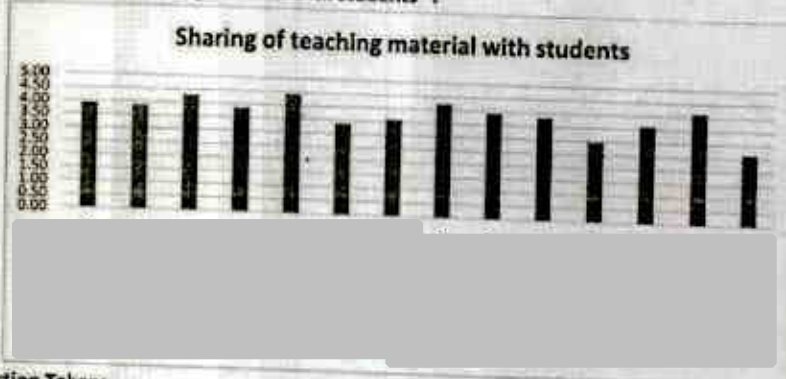
5.14 Encouragement received from the teacher to participate in curricular activities like workshops/ internships/ seminars/ conferences and MOOCs to earn credits etc:



**Action Taken:**

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

5.15 Sharing of teaching material with students :



**Action Taken:**

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



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## 5.16 Overall quality of teaching:



### Action Taken:

- Faculty members were appreciated who scored good feedback in overall quality of teaching and were advised to improvise more in coming sessions.
- Faculty members with low scores were individually counseled to devise means and mechanisms so that better scores can be obtained in next sessions.

## 6. Point-wise Feedback Analysis of Laboratory Courses

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



### Action Taken:

- 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.



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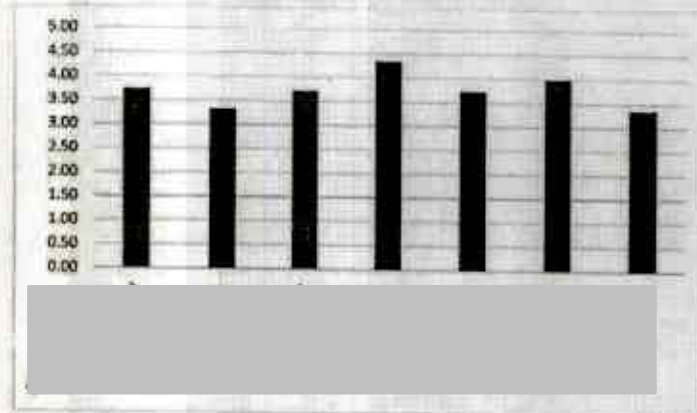
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## 6.2 Level of interaction with the teacher during laboratory:



### 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.



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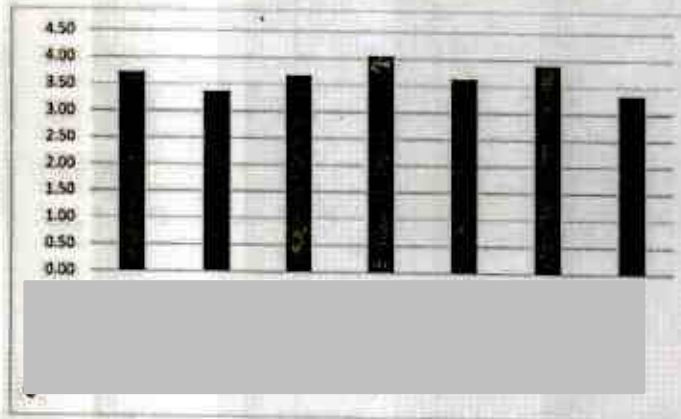
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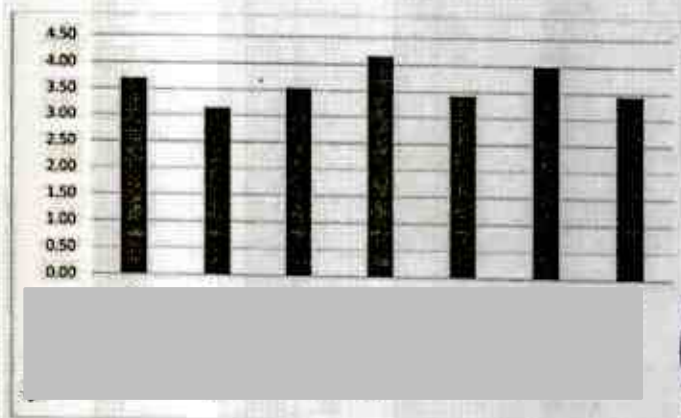
## 6.4 Level of help in acquiring extended knowledge regarding experiment:



### 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 Availability of experiments and required tools, software/hardware in the laboratory:



### 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.



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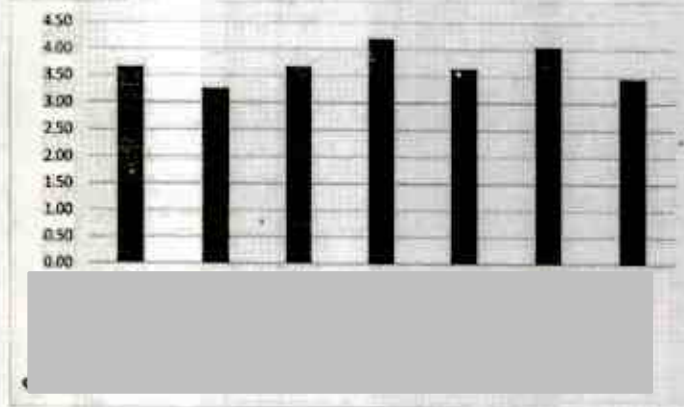
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## 6.6 Overall quality of laboratory:



### Action Taken:

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

## 7. General Action Taken by Department

- The overall feedback by III semester students seems quite promising both for theory and laboratory classes administered to them.
- 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 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.
- All faculty were asked to share clear, lecture-wise notes with students after the class so that they can better understand the concepts.
- In addition, in that particular section notes of some other faculty members teaching same course were also furnished as a secondary literature/study material for understanding of students.
- Students were advised that they should essentially purchase at least one hard copy of text book of each subject.
- A request has been sent to central library with the titles of e-books that institute can purchase for the benefit of students.



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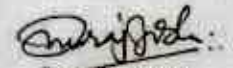
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- Many faculty members teaching analytical subjects have already started using digital/electronic pads or pen-paper with video as their teaching tool and the problem of interactive teaching has been tackled effectively.
- The e-lectures have been recorded in Institute in all courses at sophisticated recording studios with high-definition professional cameras. These have been furnished to students so that they can refer them and clear doubts, if any, as and when needed at remote location.

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- IQAC



  
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(HOD, ME)

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Department of Mechanical Engineering

Analysis of Student Feedback

B. Tech. IV Semester, 2020-21

1. No of Students Providing Feedback: 110

2. Feedback Collection Dates: September 2021

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	Discussion of numerical problems/case studies in the class/tutorial	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
10	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)
11	Ability of the teacher to identify weakness/strength of students	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
12	Encouragement to students by the teacher	Strongly Agree (5), Agree (4), Neutral





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	in providing right level of challenges	Disagree (2), Strongly Disagree (1)
13	Level of interaction with the students during lecture	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
14	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)
15	Sharing of teaching material with students	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
16	Overall quality of teaching	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)

#### 4. Feedback Questions and Answer Option for Laboratory Courses:

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

#### 5. Point-wise Feedback Analysis of Theory Courses

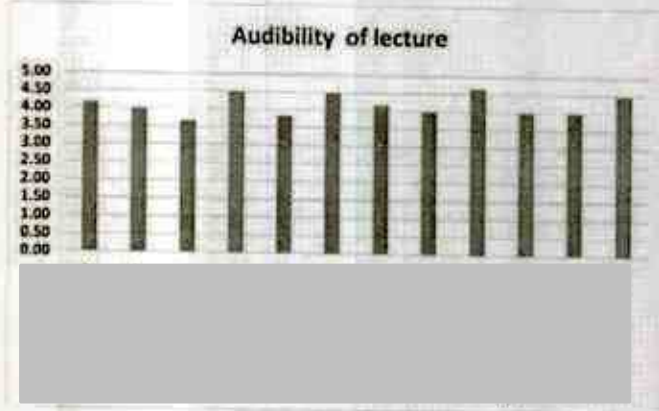
##### 5.1 Audibility of lectures





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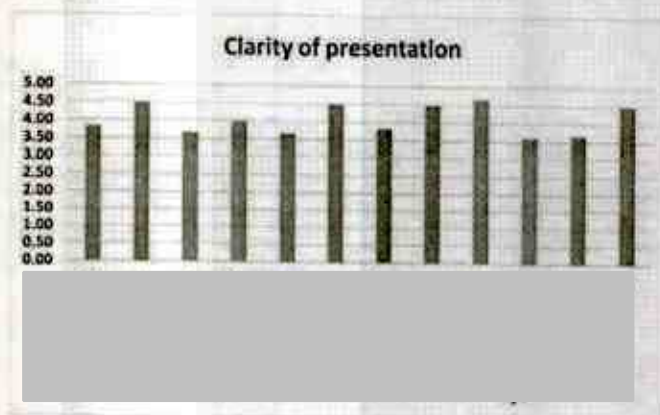
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#### Action Taken:

- Faculty members having low voice level were asked to improve on this point.
- However, during online classes the low internet bandwidth is also responsible for this problem. Faculty members were advised to see that they employ good internet connection to administer classes.

#### 5.2 Clarity of presentation:



#### Action Taken:



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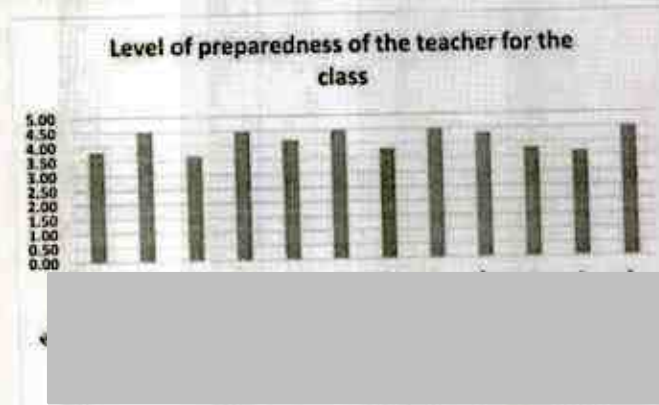


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- As evident, the students found it difficult to understand the concepts in case of some faculty. The concerned faculty members were advised to alter/modify their teaching methodology.
- As the classes in this semester/session have been undertaken 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 and told the faculty members to improve their presentation skills.

### 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 DPACIC as an integral part of academic audit.
- Some faculty members were asked to undertake help and guidance of their respective course coordinators for improvement.

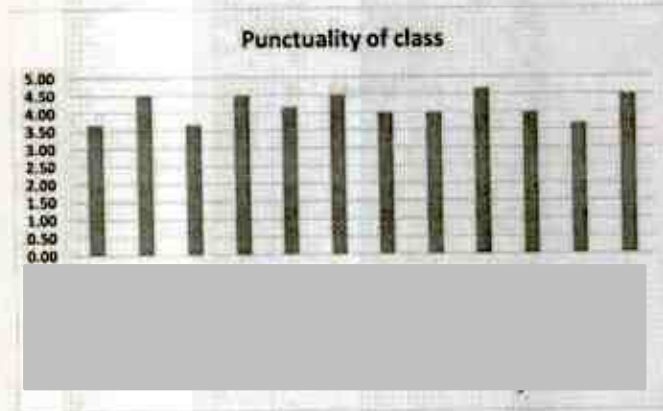
### 5.4 Punctuality of class:





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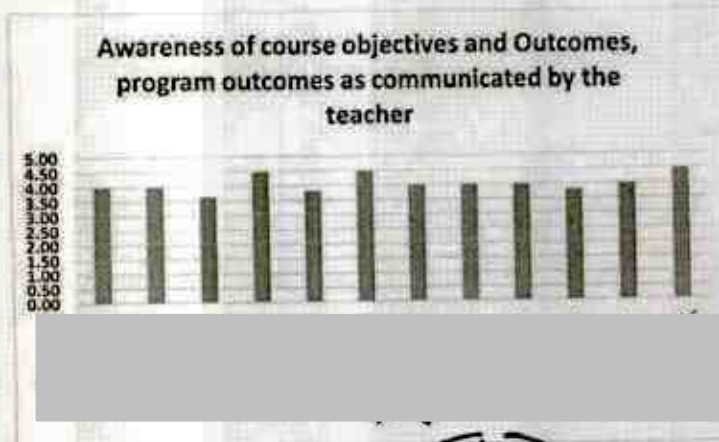
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#### Action Taken:

- 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:



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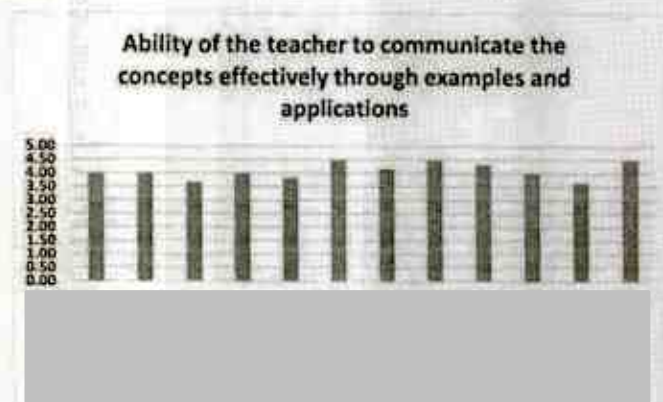


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- Faculty members usually make the students acquaint about the COs, POs in their introductory classes. However, some irregular students may miss the orientation class, hence, they are unaware of same.
- Nevertheless, the faculty members were advised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

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



**Action Taken:**

- Faculty members were especially 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.

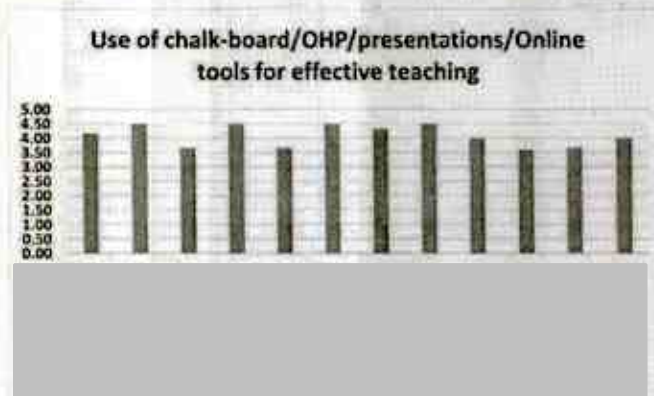




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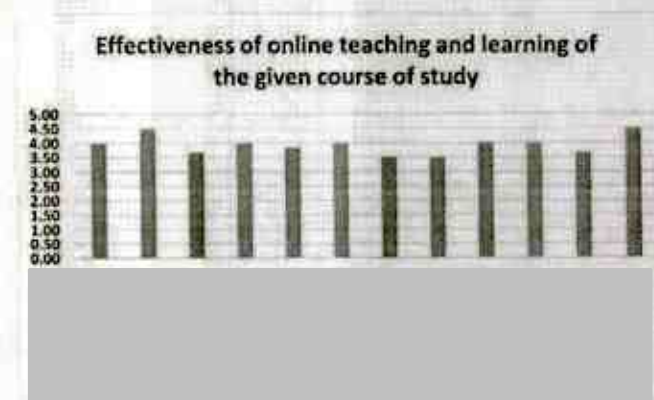
## 5.7 Use of chalk-board/OHP/presentations/Online tools for effective teaching:



### 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:



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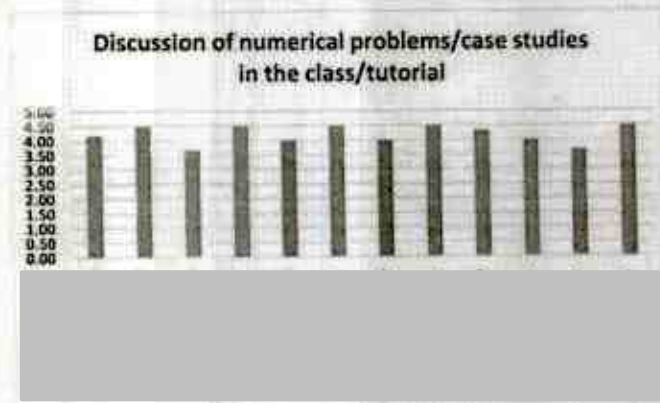
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- PCs and desktops with good LAN connections were provided to individual faculty for administering online classes for next/current semesters.
- The use of mobile phones for conducting classes was demotivated by undersigned.
- Faculty members were advised 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 Discussion of numerical problems/case studies in the class/tutorial:



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



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Usage of student centric methods (learning through experients and problem solving methodoloies) for enchanced learning experience



#### Action Taken:

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

#### 5.11 Ability of the teacher to identify weakness/strength of students

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 members were advised to critically analyze the imid-term results so that weak students can be identified timely.



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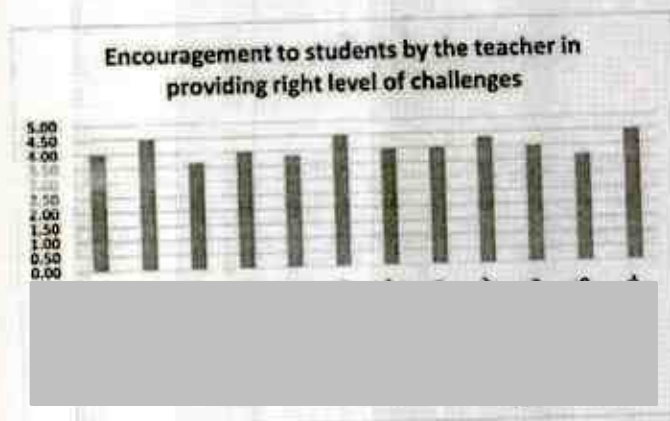


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- At the same time, students who scores exemplary marks should also be highlighted in class for the motivation of others.

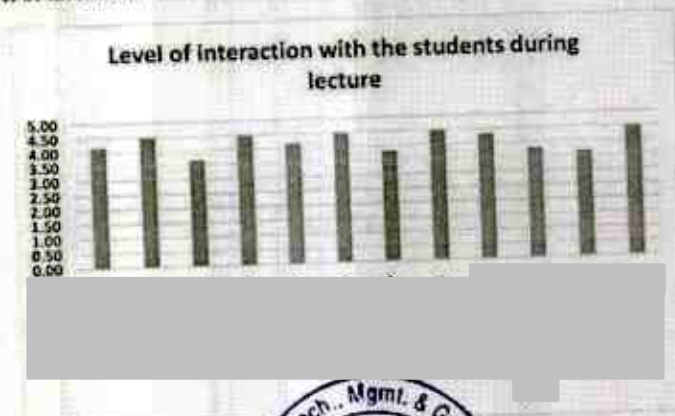
## 5.12 Encouragement to students by the teacher in providing right level of challenges



### 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.

## 5.13 Level of interaction with the students during lecture





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#### Action Taken:

- Most of the students do not turn on their audio or video in online class even after instruction of faculty to do 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 Encouragement received from the teacher to participate in curricular activities like workshops/ internships/ seminars/ conferences and MOOCs to earn credits etc.

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



#### Action Taken:

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

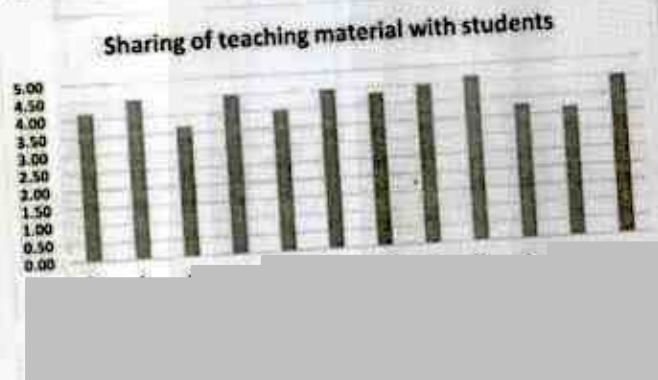




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## 5.15 Sharing of teaching material with students



### Action Taken:

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

## 5.16 Overall quality of teaching





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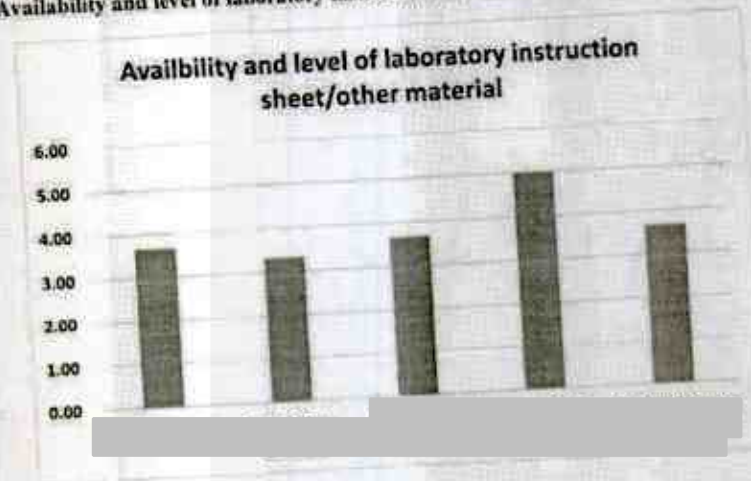
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## Action Taken:

- Faculty members were appreciated who scored good feedback in overall quality of teaching and were advised to improve more in coming sessions.
- Faculty members with low scores were individually counseled to devise means and mechanisms so that better scores can be obtained in next sessions.

## 6. Point-wise Feedback Analysis of Laboratory Courses

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



## Action Taken:

- 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.

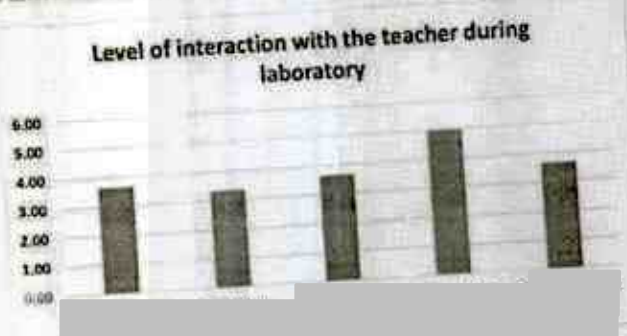




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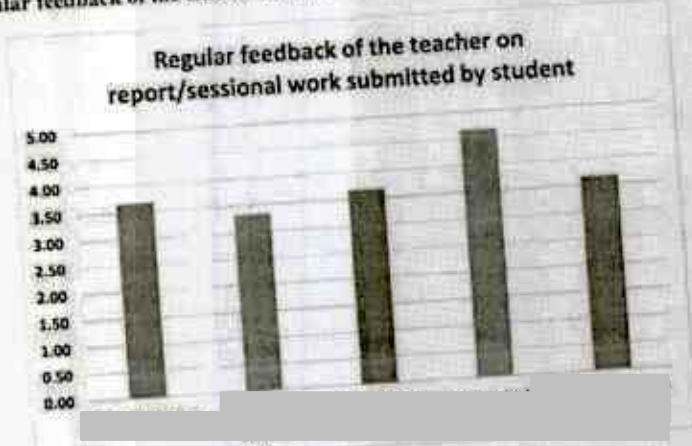
## 6.2 Level of interaction with the teacher during laboratory:



### 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 reports timely should be penalized in marks.

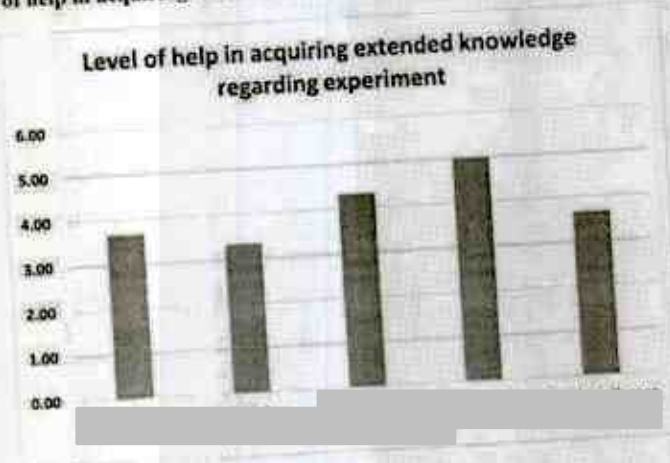




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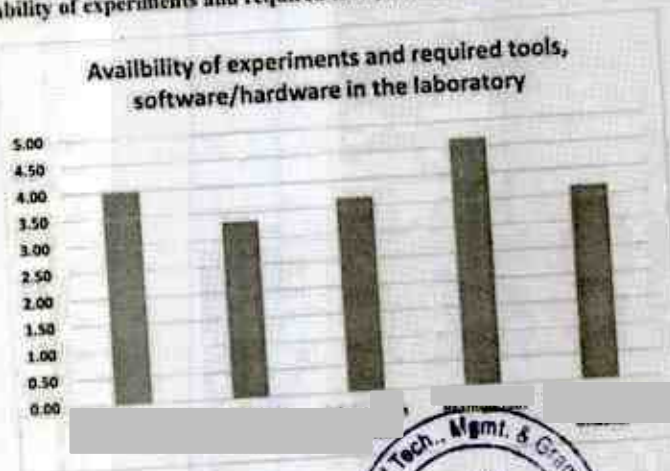
## 6.4 Level of help in acquiring extended knowledge regarding experiment:



### 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 Availability of experiments and required tools, software/hardware in the laboratory:



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## Action Taken:

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



## Action Taken:

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

## 7. General Action Taken by Department

- As seen from the statistics, the overall feedback by IV semester students seems quite promising both for theory and laboratory classes administered to them.
- There are certainly some areas of improvement wherein minor aberrations in few points have been observed. The department has taken necessary cognizance of the same for improvement in coming session.
- 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 and interactive teaching by faculty.



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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.

- All faculty were asked to share clear, lecture-wise notes with students after the class so that they can better understand the concepts.
- In addition, in that particular section notes of some other faculty members teaching same course were also furnished as a secondary literature/study material for understanding of students.
- Students were advised that they should essentially purchase at least one hard copy of text book of each subject.
- A request has been sent to central library with the titles of e-books that institute can purchase for the benefit of students.
- Many faculty members teaching analytical subjects have already started 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 in all courses at sophisticated recording studios with high-definition professional cameras. These have been furnished to students so that they can refer them and clear doubts, if any, as and when needed at remote location.
- Some of the students have expressed problems in identifying proper organizations for industrial training, Mr. Ajay Kr. Dhanopia has already prepared and circulated a comprehensive document having various links and URLs for the benefit of students.

  
Prof. Dhveeraj Joshi

Head, Deptt. of Mechanical Engg.

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Department of Mechanical Engineering

### Analysis of Student Feedback

Program: B.Tech (3rd Year) Semester: V Session: 2020-2021

1. No of Students Providing Feedback: 171

2. Feedback Collection Dates: Dec., 2020

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)



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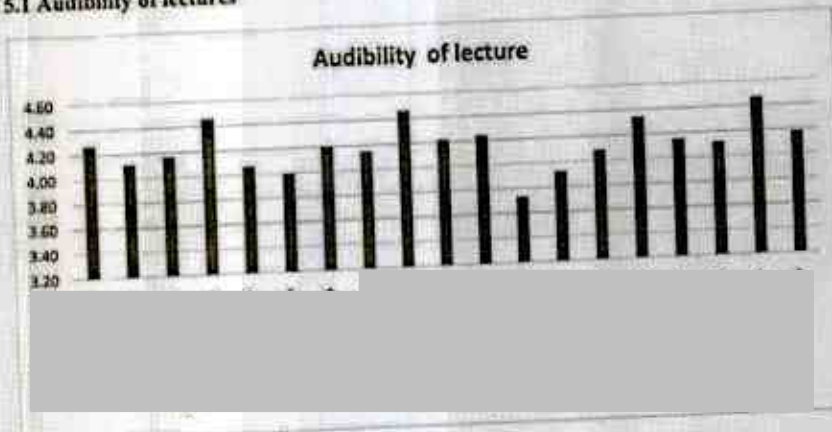
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#### 4. Feedback Questions and Answer Option for Laboratory Courses:

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)
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 having low pitch and voice level were asked to improve on this point.
- However, during online classes the low internet bandwidth is also responsible for this problem. Faculty members were advised to see that they employ good internet connection to administer classes.

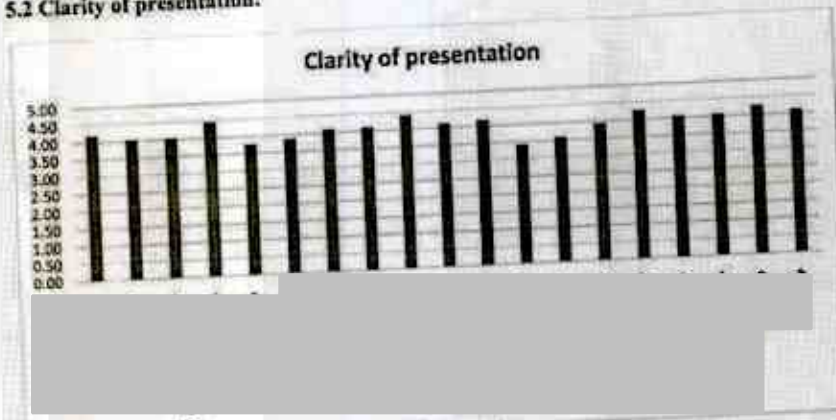




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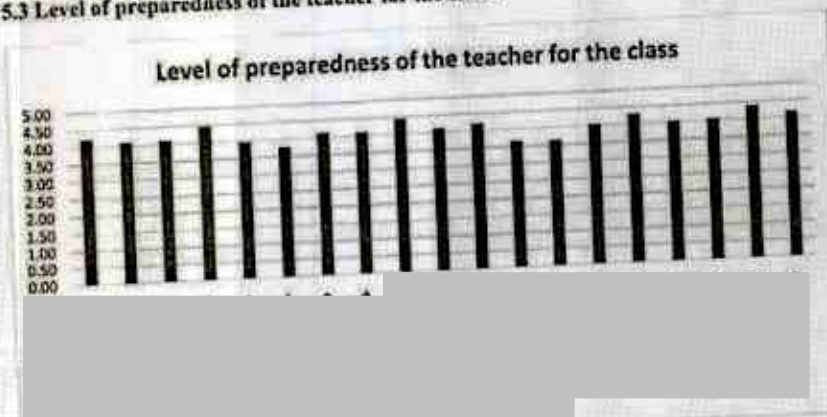
## 5.2 Clarity of presentation:



### Action Taken :

- Faculty members were asked to pay due attention regarding delivery of some difficult topics. They were advised to use the question-answer technique to ensure this.

## 5.3 Level of preparedness of the teacher for the class:



### Action Taken :

- As per feedback, most of the faculty members seem to have good preparedness before the lecture.
- In some cases, faculty notes and teaching aids were monitored for strengthening this factor.

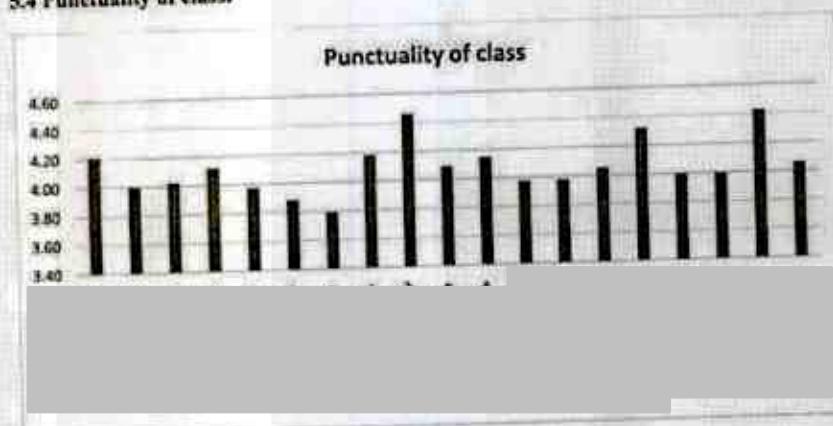




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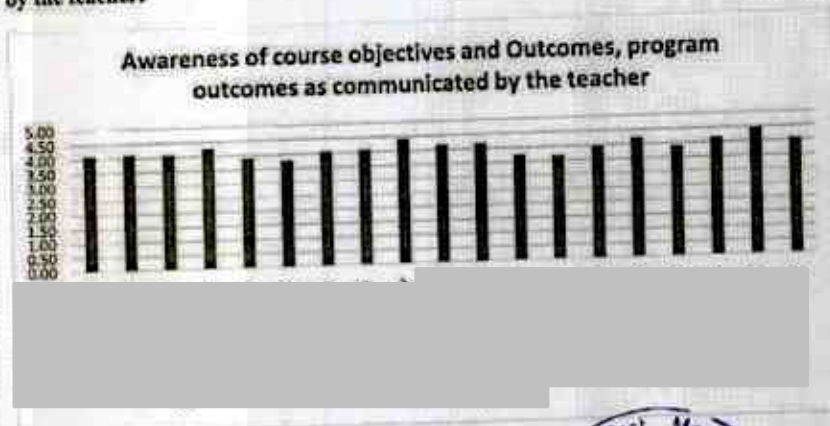
## 5.4 Punctuality of class:



### Action Taken:

- Mr. Nikhil Sharma, Mr. Chandra Mohan Kumar were particularly asked by the undersigned to observe strict punctuality of time while administering their classes.
- In general departmental meeting also, faculty members were advised to report in class 2 minutes earlier than scheduled. This will inculcate the habit of time punctuality among students also.

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





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## Action Taken:

- As evident most of the faculty members have made students aware of the COs, POs.
- As reported by faculty, these issues are usually discussed in first class in which students' attendance is usually low. The undersigned advised the faculty members to revise these points in class one week after commencement of classes.

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

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



## Action Taken :

- In some cases, faculty members were asked to improve upon this point. More number of practical examples should be included in lecture both for developing interest as well as understanding of students.

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

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





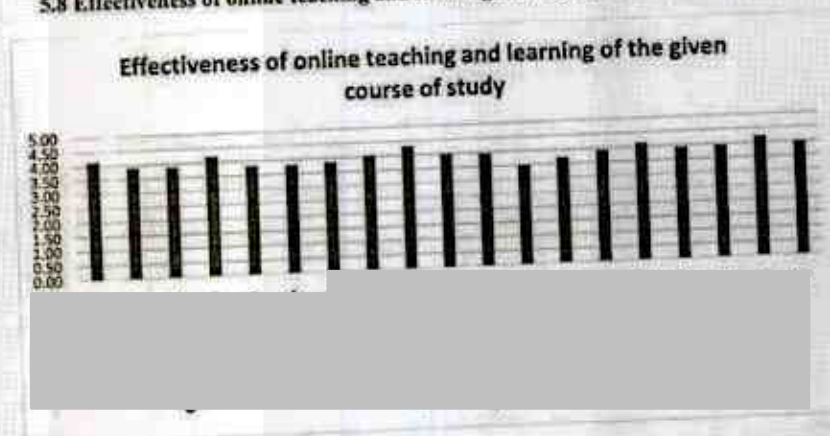
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### Action Taken:

- 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.

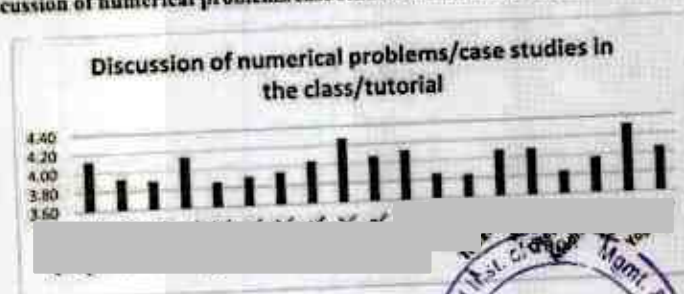
### 5.8 Effectiveness of online teaching and learning of the given course of study:



### 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 Discussion of numerical problems/case studies in the class/tutorial:





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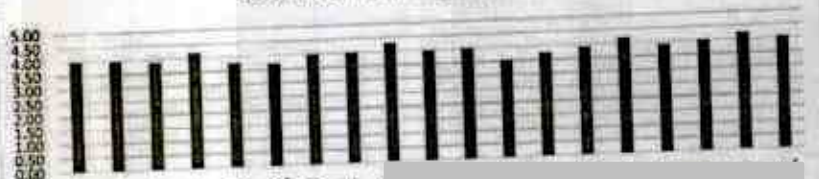
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## Action Taken:

- To strengthen this area, faculty members with moderate or low score were advised by HOD to re-look into their tutorial sheets, numerical etc.
- 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 Usage of student centric methods (learning through experiments and problem solving methodologies) for enhanced learning experience:

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



## Action Taken :

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



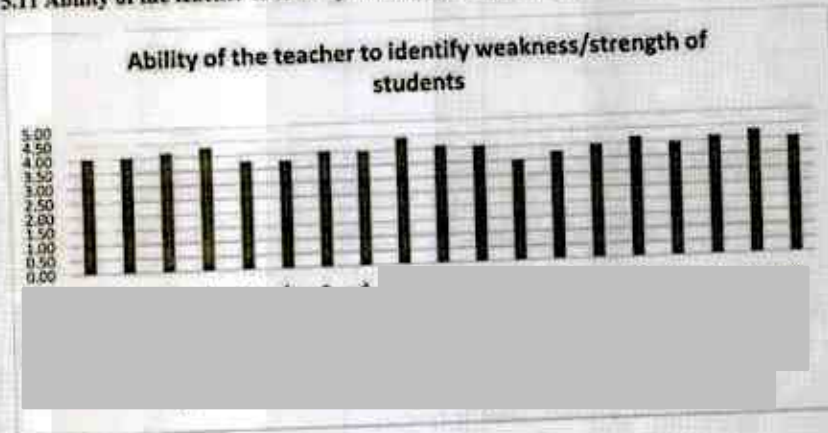




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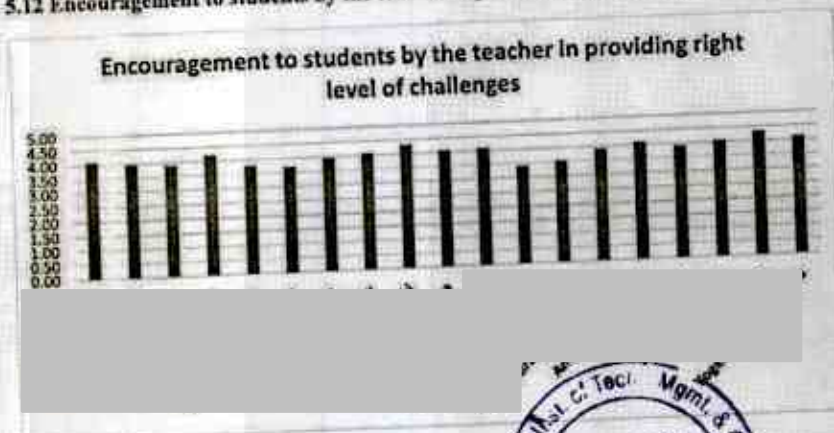
## 5.11 Ability of the teacher to identify weakness/strength of students:



### Action Taken :

- Faculty members were advised to critically analyze the 1 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.
- In some courses, the feedback in this regard seems low. Concerned faculty members have been advised to improvise on this issue.

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





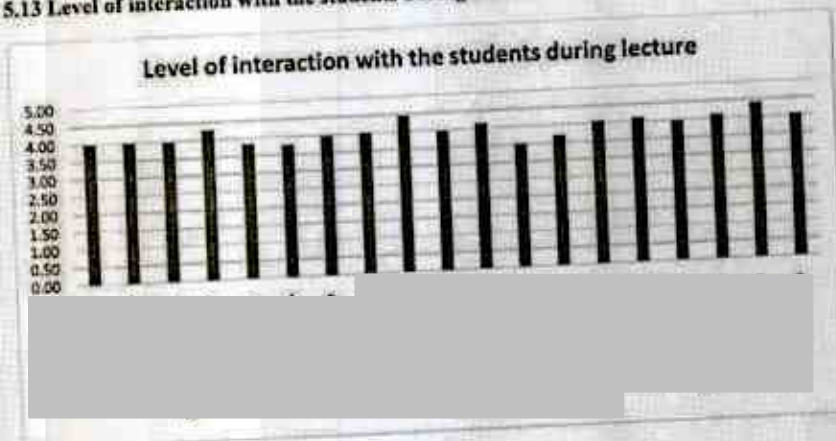
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## Action Taken:

- To improve this area, faculty members were advised to give self-learning assignments to students so that they explore the literature and thereby develop self-learning skills.

## 5.13 Level of interaction with the students during lecture



## Action Taken:

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

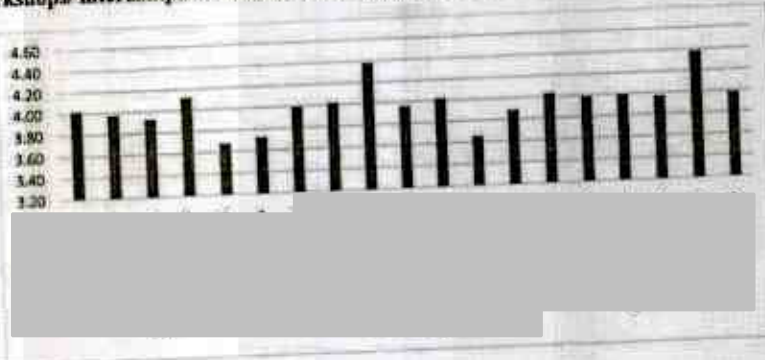




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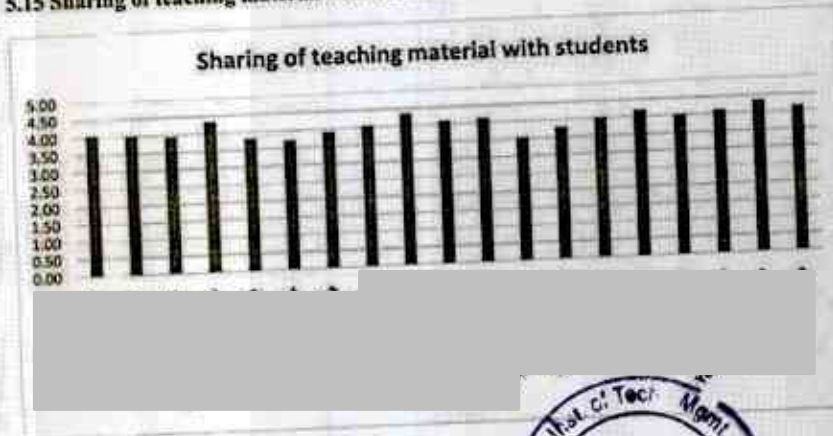
5.14 Encouragement received from the teacher to participate in curricular activities like workshops/ internships/ seminars/ conferences and MOOCs to earn credits etc:



**Action Taken:**

- As evident, many faculty members have already impresses to students the need and importance of MOOC and related courses in earning extra credits and hence honors degree.
- In coming sessions, faculty members were asked to intensify their efforts in enrollment, registration, assignment submission and successful completion of NPTEL/MOOC courses.
- In some courses wherein no ud-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 Sharing of teaching material with students :





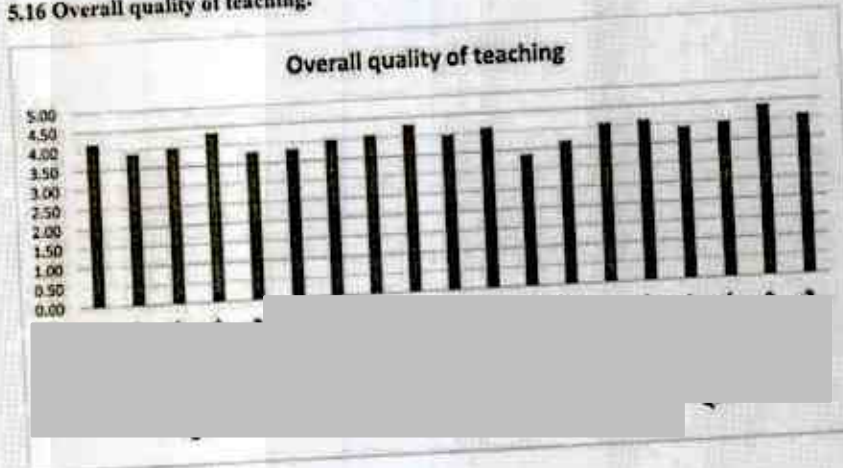
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## Action Taken:

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

## 5.16 Overall quality of teaching:



## Action Taken :

- Faculty members were appreciated who scored good feedback in overall quality of teaching and were advised to improve more in coming sessions.
- Faculty members with low scores were individually counseled to devise means and mechanisms so that better scores can be obtained in next sessions.



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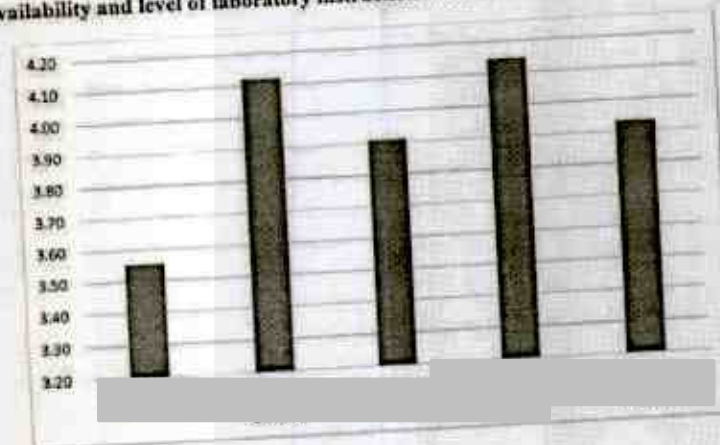


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## 6. Point-wise Feedback Analysis of Laboratory Courses

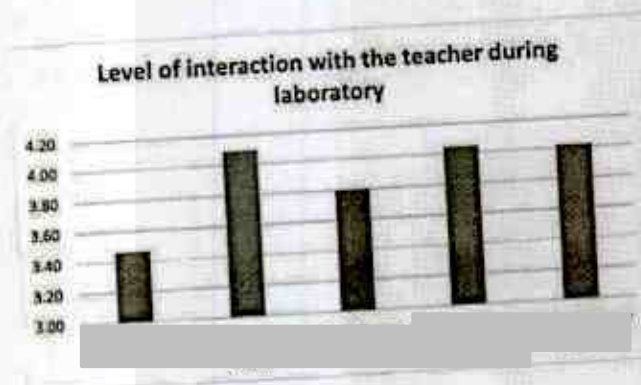
### 6.1 Availability and level of laboratory instruction sheet/other material:



#### Action Taken:

- 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. Mr. Sudesh Garg was particularly asked to improve on this.
- Laboratory manuals and instruction manuals of all laboratories were reviewed by DPAQIC.
- 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:





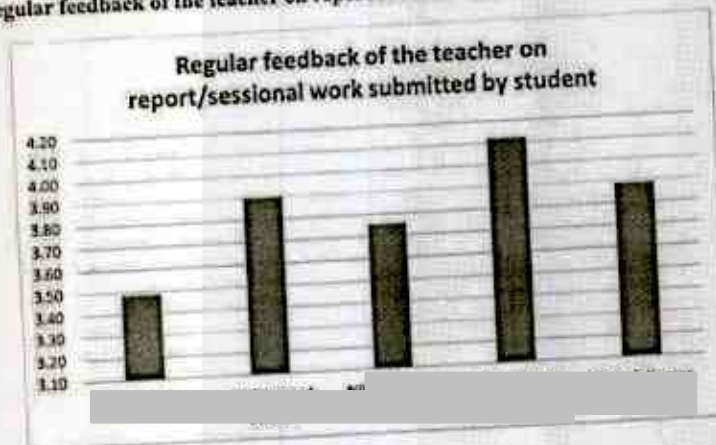
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## Action Taken:

- 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.

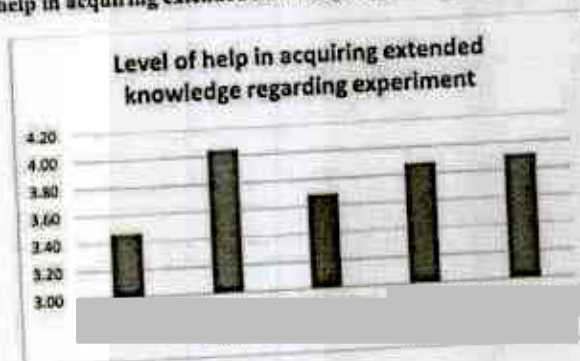
## 6.3 Regular feedback of the teacher on report/sessional work submitted by student:



## Action Taken:

- Faculty members were advised that regular grading process of experiments should be improved and 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:





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## 6.5 Availability of experiments and required tools, software/hardware in the laboratory:

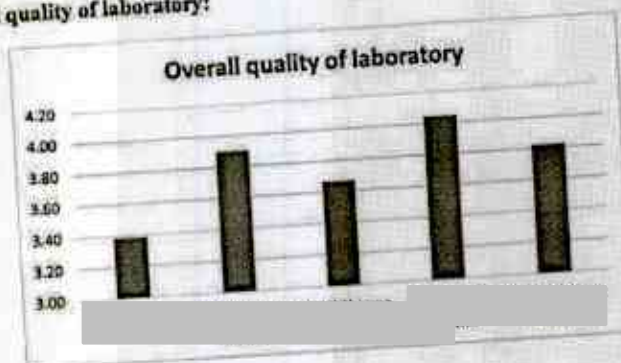
- To ensure this point, faculty members were asked to include some recent applications, literature related to particular experiments. The same should be furnished to students.
- In addition to routine experimental details, it will be ensured by faculty that some variants or extensions of experiments on virtual lab platforms or internet will be administered to students in coming sessions.



### 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:

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



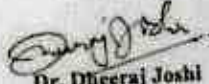


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## 7. General Action Taken by Department

- A careful observation of the feedback statistics reveals that the overall feedback by V semester students seems quite encouraging both for theory and laboratory classes administered to them.
- 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 provided constructive feedback and suggestions for improvement by undersigned.
- Due to Covid-19 pandemic, most of the classes were administered in online mode, and hence 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.
- All faculty were asked to share clear, lecture-wise notes with students after the class so that they can better understand the concepts.
- Students were advised that they should essentially purchase at least one hard copy of text book of each subject.
- A request has been sent to central library with the titles of some more e-books that institute can purchase for the benefit of students in coming sessions.
- Many 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.
- As an important activity to enhance teaching-learning, e-lectures have been recorded in Institute in all courses at sophisticated recording studios with high-definition professional cameras. These have been furnished to students so that they can refer them and clear doubts, if any, as and when needed at remote location.

  
Dr. Dheeraj Joshi  
Head, Mech. Engg. Deptt.

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Swami Keshvanand Institute of Technology, Management & Gramothan

Department of Mechanical Engineering

Analysis of Student Feedback

B. Tech. VI Sem., 2020-21

1. No of Students Providing Feedback: 122

2. Feedback Collection Dates: September, 2021

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	Discussion of numerical problems/case studies in the class/tutorial	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
10	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)
11	Ability of the teacher to identify weakness/strength of students	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
12	Encouragement to students by the teacher in providing right level of challenges	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
13	Level of interaction with the students	Strongly Agree (5), Agree (4), Neutral



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	during lecture	Disagree (2), Strongly Disagree (1)
14	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)
15	Sharing of teaching material with students	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
16	Overall quality of teaching	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)

#### 4. Feedback Questions and Answer Option for Laboratory Courses:

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



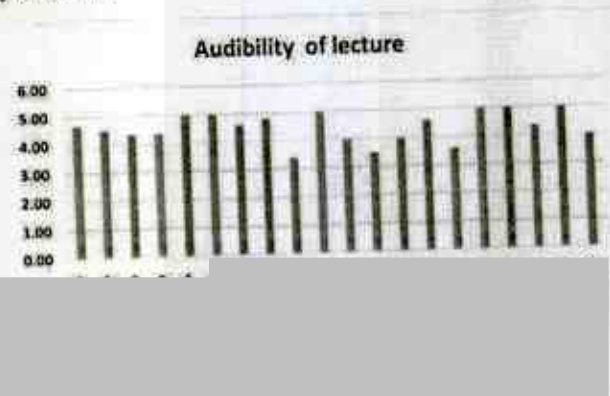


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## 5. Point-wise Feedback Analysis of Theory Courses

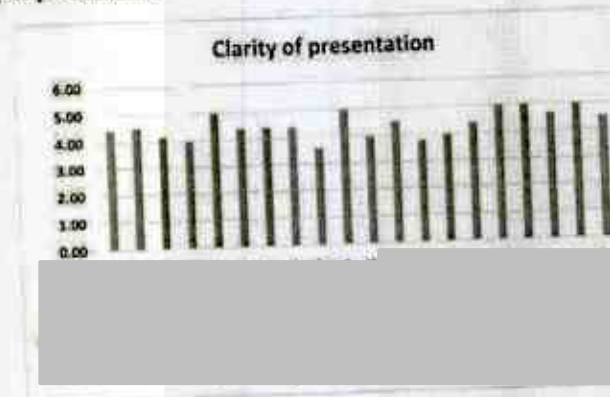
### 5.1 Audibility of lectures



#### Action Taken:

- Faculty members having audibility issue were asked to improve on this point.
- Dr. NC. Bhandari, Dr. Ashish Nayyar and Mr. Trivendra Kumar were talked in this regard and advised to ensure good internet connection to administer classes.

### 5.2 Clarity of presentation:



#### Action Taken:

- The feedback on this point was more or less satisfactory. However, the students found it difficult to understand the concepts in case of some faculty due to online mode, faculty members administering analytical courses were especially requested to use pen-tablet, digital board etc. for interactive and effective teaching.

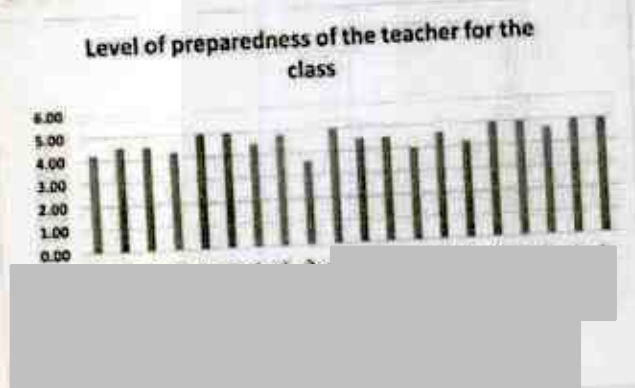




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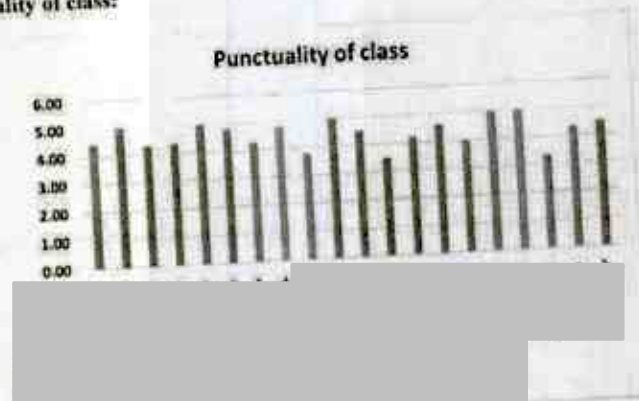
## 5.3 Level of preparedness of the teacher for the class:



### Action Taken:

- Faculty members who were given less score on this point were asked to improve their preparedness and undertake help of other faculty members for improvement.

## 5.4 Punctuality of class:



### Action Taken:

- Faculty members concerned were advise to take their classes on time. As per feedback, some faculty members have postponed their classes due to some academic, administrative reasons. They were advised NOT to change class timings as per their convenience. They may, however, with HOD permission swap the class with some other faculty taking class of same section.

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





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



#### Action Taken:

- Faculty members generally make the students aware about the COs, POs in their initial classes. However, the faculty members were advised to repeat periodically in 2-3 times this important information for the students those were absent in initial classes.

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

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



#### Action Taken:

- Concerned faculty members were especially talked and advised to improve their teaching methodology and incorporate relevant study materials containing sufficient examples and applications.
- Faculty members were told to administer proper tutorial sheets and numerical questions will be reviewed by DPAQIC during academic audit.





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

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



### Action Taken:

- Most of the faculty members have used PPTs and pdfs or of their notes for teaching due to online classes during COVID times.
- However, faculty members taking analytical subjects were advised to use writing pad, etc.

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

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



### Action Taken:

- Feedback on online teaching is mostly satisfactory. However, faculty members taking their classes from home may face some network issues.
- HOD advised faculty members not to use mobile phones for conducting their classes. They were also advised to use pdf editing tools, blank template, etc.

## 5.9 Discussion of numerical problems/case studies in the class/tutorial:





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## Discussion of numerical problems/case studies in the class/tutorial



### Action Taken:

- The faculty members taking analytical courses administer tutorial sheets and assignments as a regular practice.
- Some faculty members have been advised to administer sufficient numerical problems in tutorial sheets and study material.

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

## Usage of student centric methods (learning through experients and problem solving methodoloies) for enhanced learning experience



### Action Taken:

- Faculty members concerned with poor feedback on this point have been advised to improvise library assignments and include case studies in their teaching.

### 5.11 Ability of the teacher to identify weakness/strength of students





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Ability of the teacher to identify  
weakness/strength of students



**Action Taken:**

- Feedback on this point seems satisfactory. However, faculty members got relatively poor feedback were advised to pay more attention on weak students and appreciate their strengths.

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

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



**Action Taken:**

- Faculty members having poor feedback were advised to give problem solving assignments or literature survey assignments as per the capability of students.

**5.13 Level of interaction with the students during lecture**



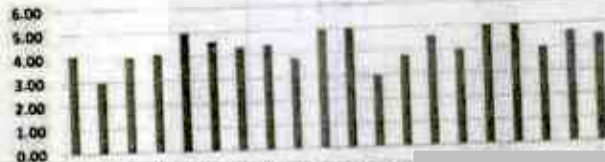




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Level of interaction with the students during lecture



#### Action Taken:

- Level of faculty interaction with students has been badly affected due to Covid pandemic. However, faculty members having poor feedback were advised to conduct more 'Question-Answer technique' during class so that lectures become more interactive.

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

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



#### Action Taken:





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- Faculty members were asked to put more efforts in enrollment, registration, assignment submission and successful completion of NPTEL/MOOC courses.
- Faculty members were also told to advice students to attend the related STTPS, Workshops etc. to enhance their knowledge.

## 5.15 Sharing of teaching material with students



### Action Taken:

- Usually faculty members share study material through Google classroom and DSpace repository.
- Some faculty members were advised to share the lecture-wise notes to students rather than consolidated ones preferably on the same day when class is scheduled.

## 5.16 Overall quality of teaching



### Action Taken:





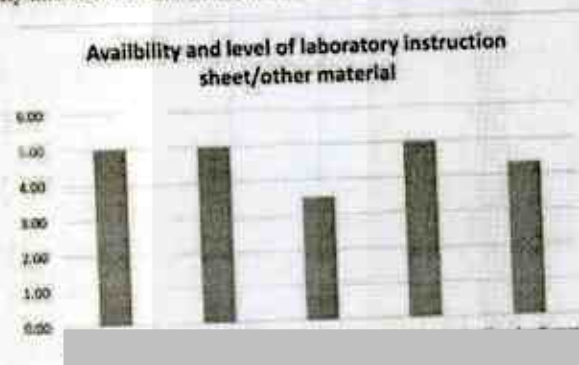
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- Overall the feedback is found to be satisfactory except a few faculty members.
- Faculty members having good feedback were appreciated and faculty members with low scores were individually talked to enhance their teaching methodologies and efforts.

## 6. Point-wise Feedback Analysis of Laboratory Courses

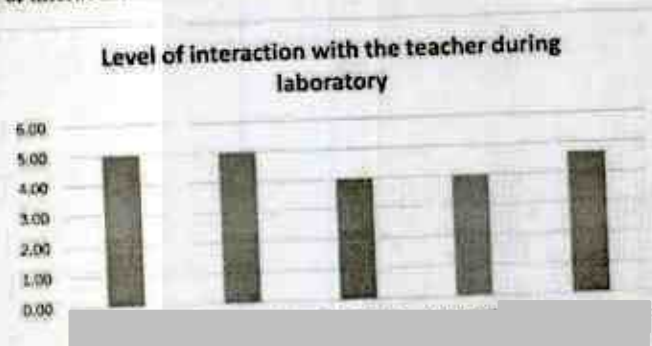
### 6.1 Availability and level of laboratory instruction sheet/other material:



#### Action Taken:

- As per the feedback from students' laboratory instruction sheets are well developed and available in most of the laboratories.
- Laboratory manuals and instruction manuals of all laboratories were reviewed by DPAQIC and some faculty members were advised to modify the laboratory manuals particularly in sessional courses.

### 6.2 Level of interaction with the teacher during laboratory:



#### Action Taken:

- Due to online classes student faculty interaction was affected. However, faculty members were asked to make the lab classes more interactive.





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- Faculty members were advised to ask students to turn on their mic and camera.

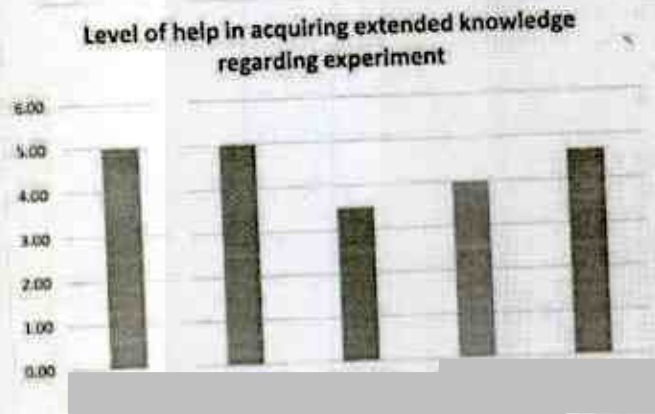
### 6.3 Regular feedback of the teacher on report/sessional work submitted by student:



#### Action Taken:

- Usually regular grading of experiments is furnished to students for their continuous progress. In addition, the students who do not submit report timely are penalized in marks.

### 6.4 Level of help in acquiring extended knowledge regarding experiment:



#### Action Taken:

- Faculty members having poor feedback were asked to add some recent applications, literature related to particular experiments.



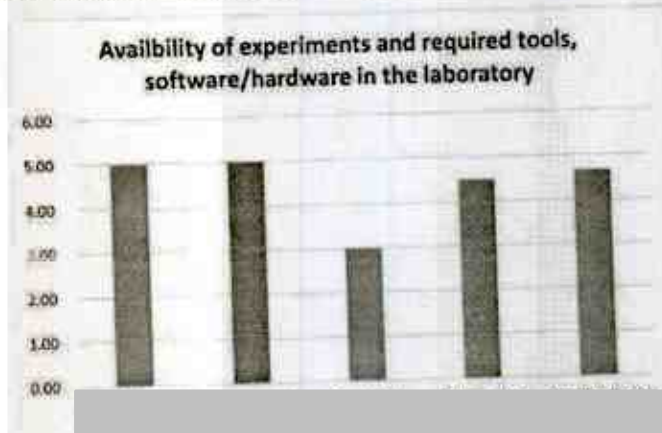


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- Faculty members were also told to conduct some experiments on virtual lab platforms for the benefit of students.

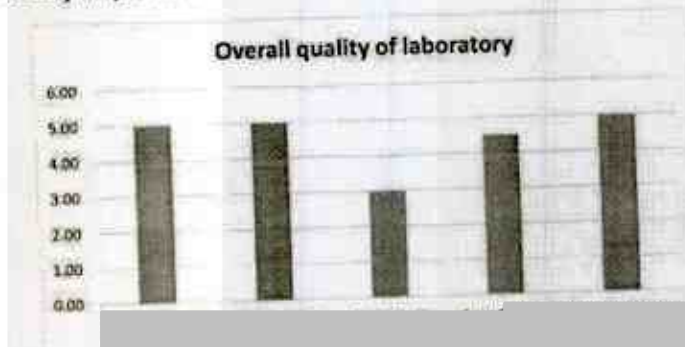
### 6.5 Availability of experiments and required tools, software/hardware in the laboratory:



#### Action Taken:

- Most of the laboratories in the department already have state-of-the-art infrastructure. However, as seen in feedback, sessional courses like Machine Design is an issue. So, concerned faculty member was told to include some real life engineering problems in this course.

### 6.6 Overall quality of lab:



#### Action Taken:





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

## 7. General Action Taken by Department

- The overall feedback by VI semester students seems quite satisfactory. However, there are some grey areas in few points and department has taken necessary steps of the same for improvement.
- The faculty members who received slightly poor feedback were provided constructive feedback and suggestions for improvement by HOD.
- Due to online classes, there were issues both from faculty and student. Most of these issues were related to internet bandwidth issues, interactive teaching by faculty, quality of notes furnished, changes in class timings etc. these have been discussed with faculty members.
- Faculty members were told to share detailed quality notes with students after the class.
- Faculty members were advised to motivate students to purchase at least one hard copy of text book of each subject from good publisher.
- A request has been sent to central library with the titles of e-books that institute can purchase for the benefit of students.
- Faculty members teaching analytical subjects have already started using digital/electronic pads as their teaching tool and the problem of interactive teaching has been tackled effectively. Some others were also advised to use such tools.
- Video-lectures recorded with high-definition professional camera in institute recording studios have been furnished to students through ERP so that they can refer them and clear doubts, if any.

  
Prof. Dheeraj Joshi

Head, Deptt. of Mechanical Engg.

Copy to: Head, IQAC





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Swami Keshvanand Institute of Technology, Management & Gramothan

Department of Mechanical Engineering

### Analysis of Student Feedback

Program:	B.Tech (4th Year)	Semester:	VII	Session:	2020-2021
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1. No of Students Providing Feedback: 184

2. Feedback Collection Dates: Dec., 2020

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)



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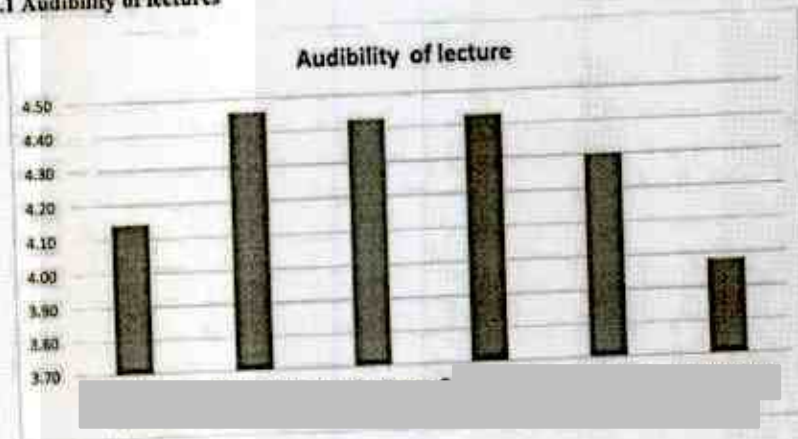
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## 4. Feedback Questions and Answer Option for Laboratory Courses:

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)
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:

- 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.



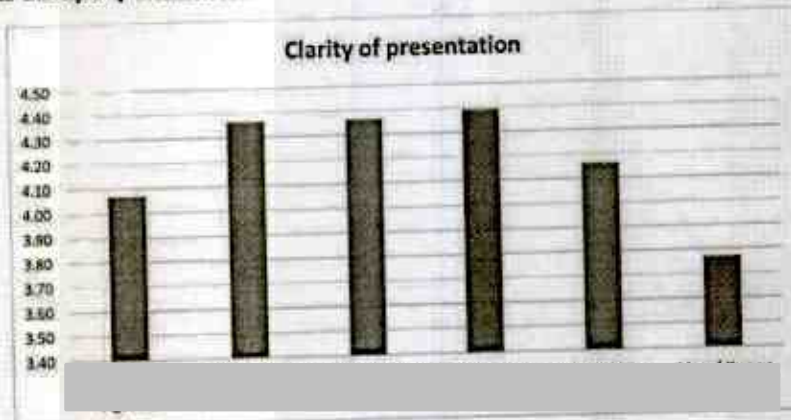




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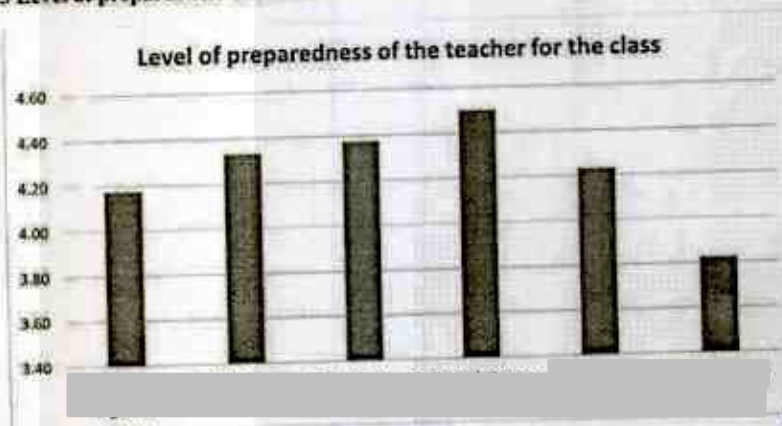
## 5.2 Clarity of presentation:



### 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/telephoned (due to COVID protocol) the faculty members about this important domain of feedback.

## 5.3 Level of preparedness of the teacher for the class:



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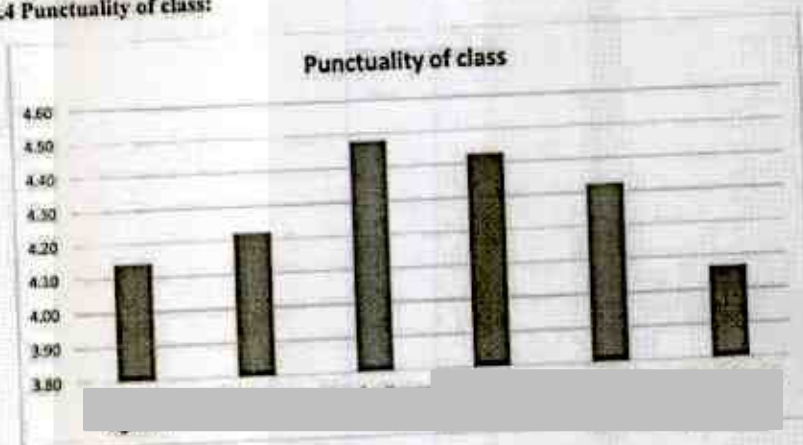
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## Action Taken :

- 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:





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### Action Taken:

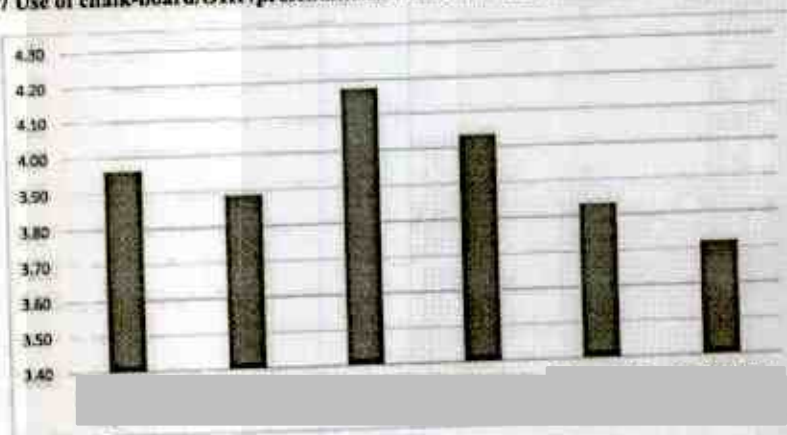
- Faculty members usually make the students acquaint about the COs, POs in their introductory classes. However, some irregular students may miss the orientation class, hence, they are unaware of same.
- Looking to this, faculty members were advised to repeat periodically in 2-3 minutes this important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



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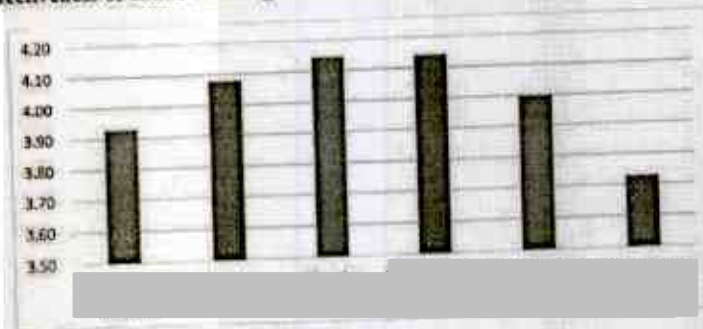
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### Action Taken :

- 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.

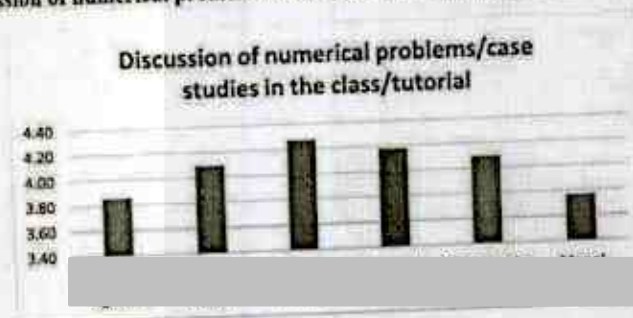
### 5.8 Effectiveness of online teaching and learning of the given course of study:



### 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 Discussion of numerical problems/case studies in the class/tutorial:



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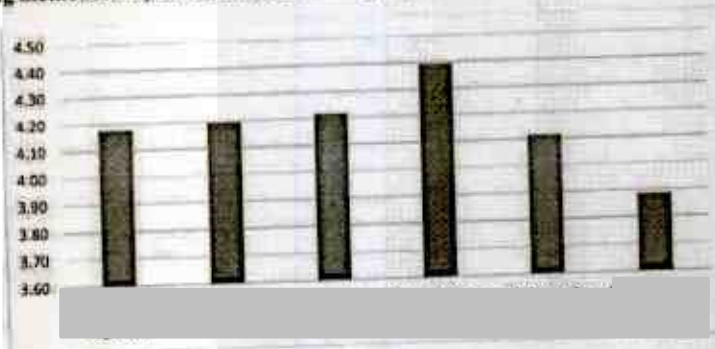
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## Action Taken:

- 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.

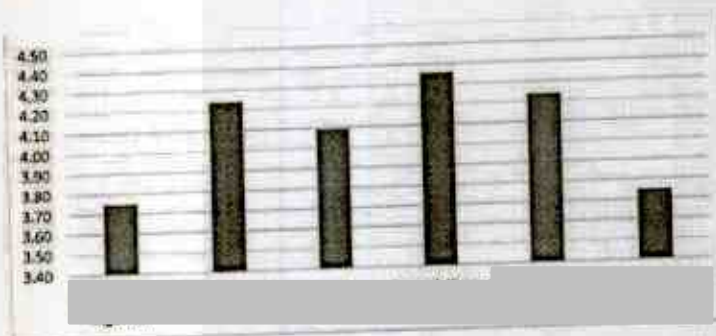
## 5.10 Usage of student centric methods (learning through experiments and problem solving methodologies) for enhanced learning experience:



## Action Taken :

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

## 5.11 Ability of the teacher to identify weakness/strength of students:



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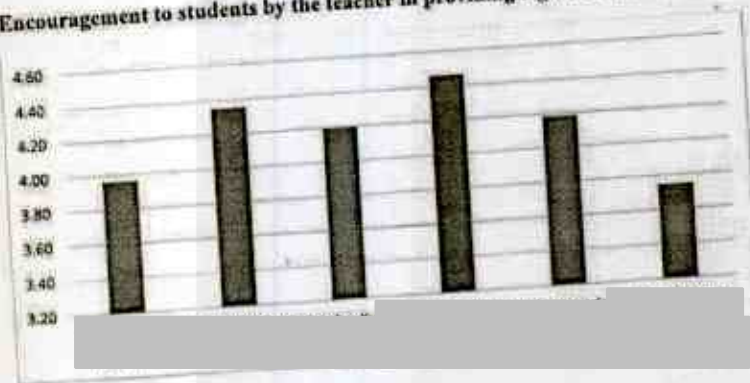
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### Action Taken :

- 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.

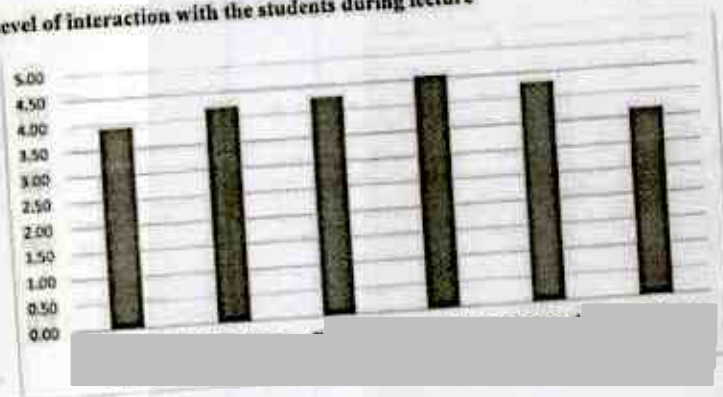
### 5.12 Encouragement to students by the teacher in providing right level of challenges



### 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 Level of interaction with the students during lecture





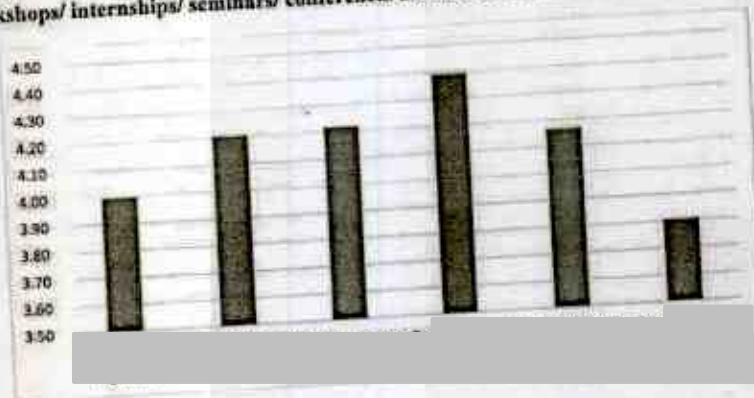
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## Action Taken:

- Most of the students do not turn on their audio or video in online class even after instruction of faculty to do 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 Encouragement received from the teacher to participate in curricular activities like workshops/ internships/ seminars/ conferences and MOOCs to earn credits etc:



## Action Taken:

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

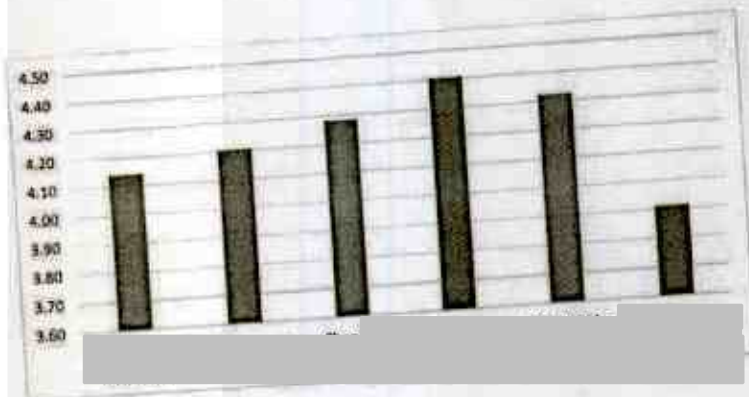
5.15 Sharing of teaching material with students :





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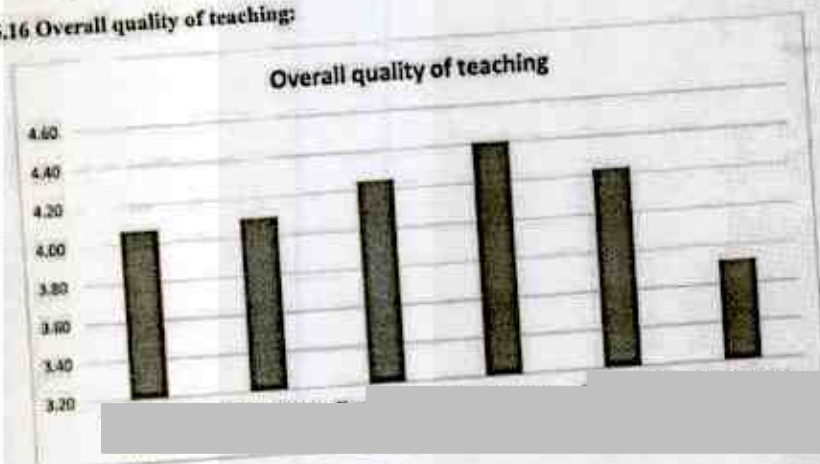
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#### Action Taken :

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

#### 5.16 Overall quality of teaching:



#### Action Taken:

- Faculty members were appreciated who scored good feedback in overall quality of teaching and were advised to improvise more in coming sessions.
- Faculty members with low scores were individually counseled to devise means and mechanisms so that better scores can be obtained in next sessions.







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## 6. Point-wise Feedback Analysis of Laboratory Courses

### 6.1 Availability 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:

#### Level of interaction with the teacher during laboratory





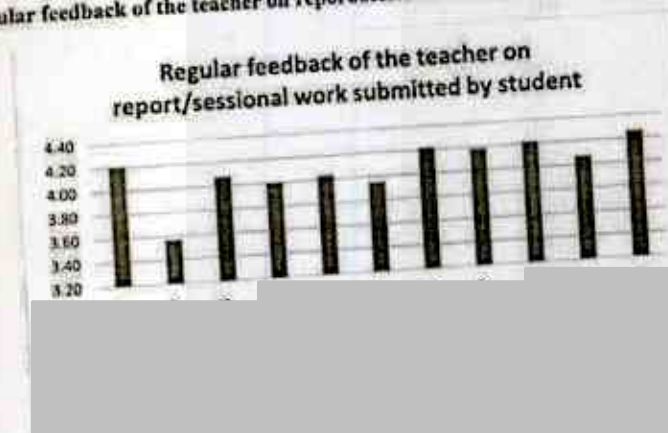
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### Action Taken:

- 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.

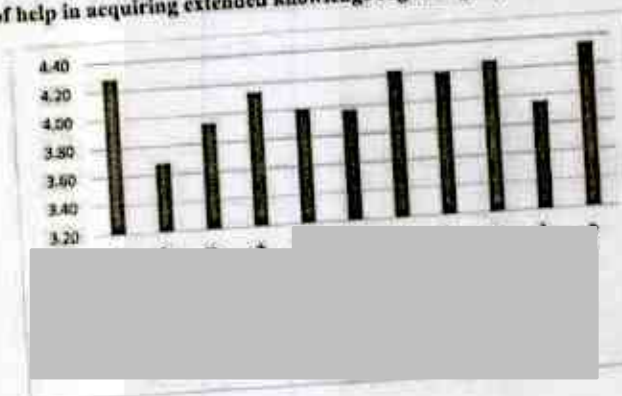
### 6.3 Regular feedback of the teacher on report/sessional work submitted by student:



### 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:





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## 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 Availability of experiments and required tools, software/hardware in the laboratory:



## 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.





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- 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

- The overall feedback by VII semester students seems quite promising both for theory and laboratory classes administered to them.
- 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 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.
- All faculty were asked to share clear, lecture-wise notes with students after the class so that they can better understand the concepts.
- In addition, in that particular section notes of some other faculty members teaching same course were also furnished as a secondary literature/study material for understanding of students.
- Students were advised that they should essentially purchase at least one hard copy of text book of each subject.
- A request has been sent to central library with the titles of e-books that institute can purchase for the benefit of students.
- Many faculty members teaching analytical subjects have already started 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 in all courses at sophisticated recording studios with high-definition professional cameras. These have been furnished to students so that they can refer them and clear doubts, if any, as and when needed at remote location.

  
Dr. Dheeraj Joshi

Head, ME Deptt.

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## Swami Keshvanand Institute of Technology, Management & Gramothan Department of Mechanical Engineering

### Analysis of Student Feedback

B. Tech VIII Semester, 2020-21

1. No of Students Providing Feedback: 137

2. Feedback Collection Dates: June 2021

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	Discussion of numerical problems/case studies in the class/tutorial	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
10	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)
11	Ability of the teacher to identify weakness/strength of students	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
12	Encouragement to students by the teacher in providing right level of challenges	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
13	Level of interaction with the students during lecture	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)





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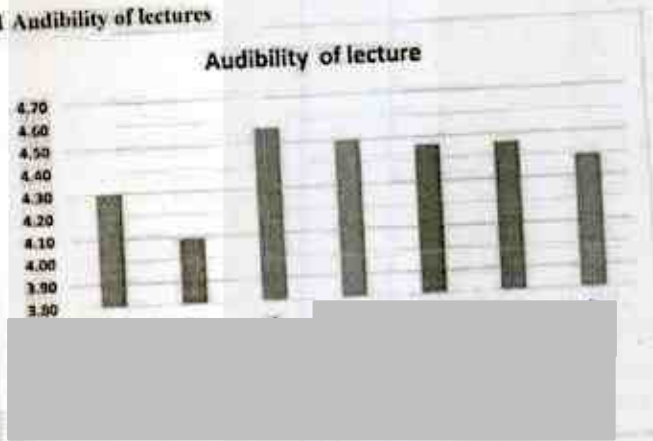
14	Encouragement received from the teacher to participate in curricular activities like workshops/ internships/ seminars/ conferences and MOOCs to earn credits etc.	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
15	Sharing of teaching material with students	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)
16	Overall quality of teaching	Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)

#### 4. Feedback Questions and Answer Option for Laboratory Courses:

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

#### 5. Point-wise Feedback Analysis of Theory Courses

##### 5.1 Audibility of lectures



Action Taken:



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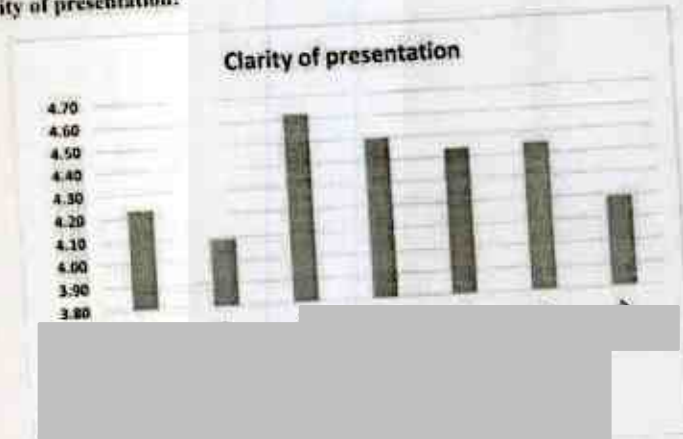


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- The semester was COVID struck, as a result classes were taken in online mode and some issues in audibility of lectures were observed by students due to network issues or low internet bandwidth.
- Faculty member having low score in this point was asked to see that his internet connectivity is proper preferably using LAN.

## 5.2 Clarity of presentation:



## Action Taken :

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

## 5.3 Level of preparedness of the teacher for the class:





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Level of preparedness of the teacher for the class



**Action Taken:**

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

**5.4 Punctuality of class:**

Punctuality of class



**Action Taken:**

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



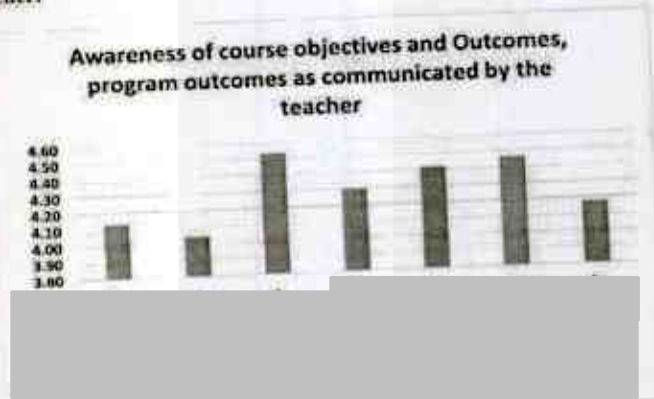




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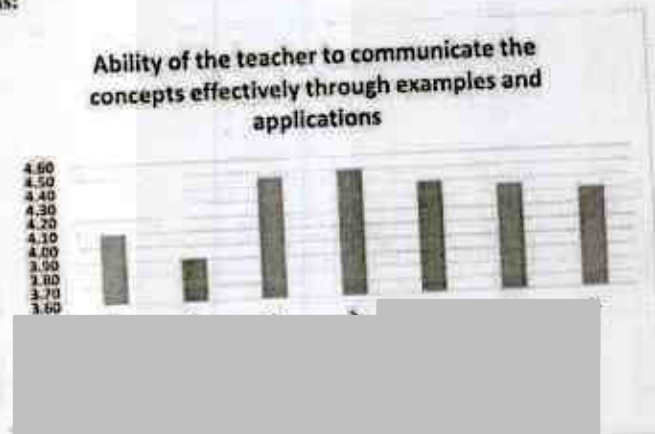
5.5 Awareness of course objectives and Outcomes, program outcomes as communicated by the teacher:



Action Taken:

- The faculty members in the department have very good awareness about the Outcome Based Education (OBE) philosophy of the NBA.
- Faculty members usually make the students acquaint about the COs, POs in their introductory classes. However, some irregular students may miss the orientation class, hence, they are unaware of same.
- To avoid this, the faculty members were advised to repeat periodically in 2-3 minutes this important information for such students.

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





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## Action Taken :

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

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



## 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:





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



**Action Taken :**

- To improve in this area, PCs and desktops with good LAN connections were provided to individual faculty for administering online classes.
- 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 wherein numerical and all analytical portions can be explained in real time by writing and sharing the screen.

**5.9 Discussion of numerical problems/case studies in the class/tutorial:**

Discussion of numerical problems/case studies  
in the class/tutorial





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## Action Taken :

- In one particular course, the feedback in this particular point has been alarmingly low and same 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 Usage of student centric methods (learning through experiments and problem solving methodologies) for enhanced learning experience

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



## Action Taken:

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

## 5.11 Ability of the teacher to identify weakness/strength of students





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Ability of the teacher to identify  
weakness/strength of students



**Action Taken:**

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

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

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



**Action Taken:**

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

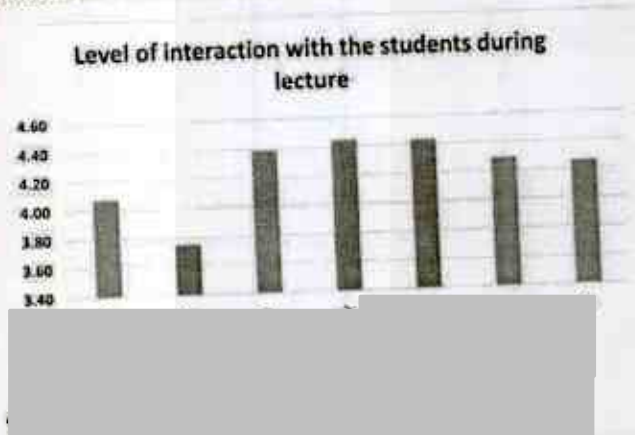




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## 5.13 Level of interaction with the students during lecture



### Action Taken:

- This has been a greatest drawback of online classes as most of the students do not turn on their audio or video during the class even after instruction of faculty to do so. This is one big reason of low interaction. Faculty were advised to mark attendance on the basis of proper visibility and interaction of student in class.
- At the same time, faculty members were also advised to administer periodic 'Question-Answer technique' during class and motivate students so that lectures become more interactive.

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

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





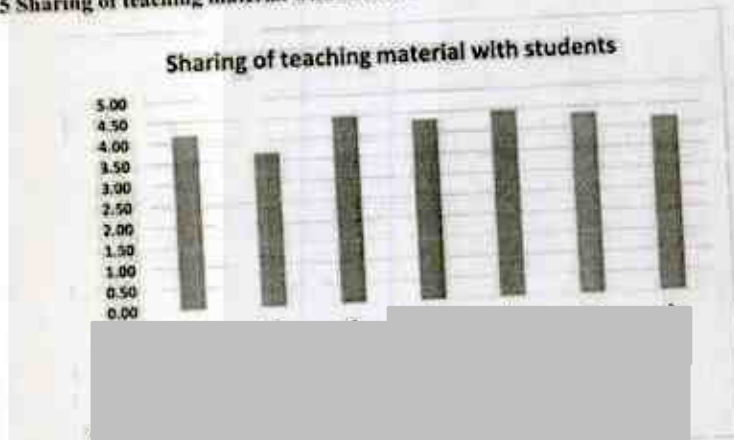
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## Action Taken:

- 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 STPS, Workshops etc. to enhance their knowledge.

## 5.15 Sharing of teaching material with students



## Action Taken:

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

## 5.16 Overall quality of teaching

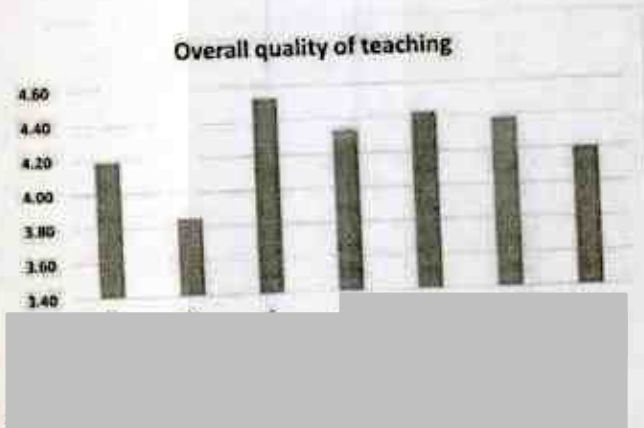


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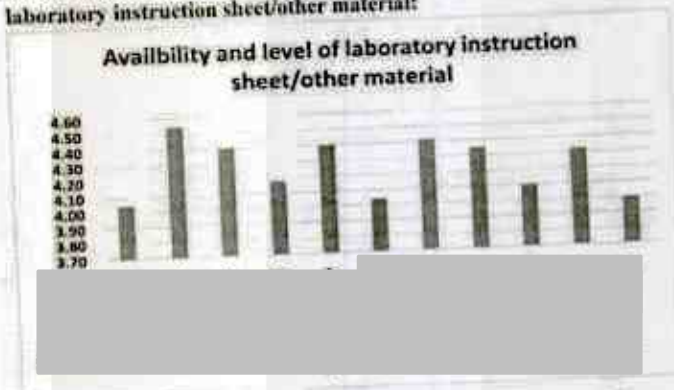


#### Action Taken:

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

#### 6. Point-wise Feedback Analysis of Laboratory Courses

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



#### Action Taken:

- The laboratory manuals are furnished to students during the experiment and also on a prior basis on e-mails or DSpace.
- The DPAQC reviews the same on a periodic basis.



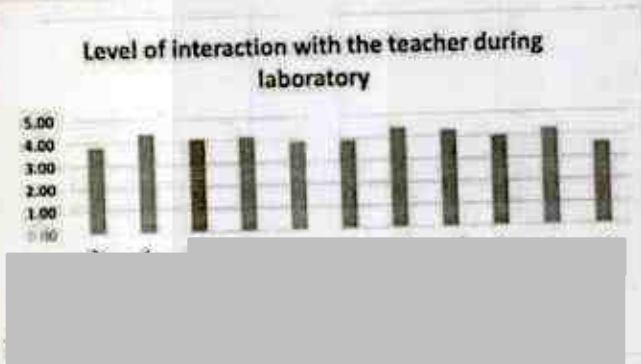




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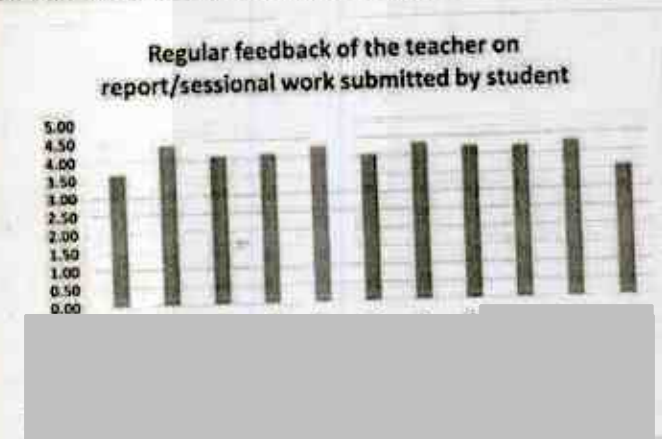
- As evident from feedback, some students could not get instruction sheet on time; therefore, faculty members were asked to look into this condition.
  - Faculty were advised to ensure that short videos of experiments should be prepared and submitted to students if the online mode continues due to COVID 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.



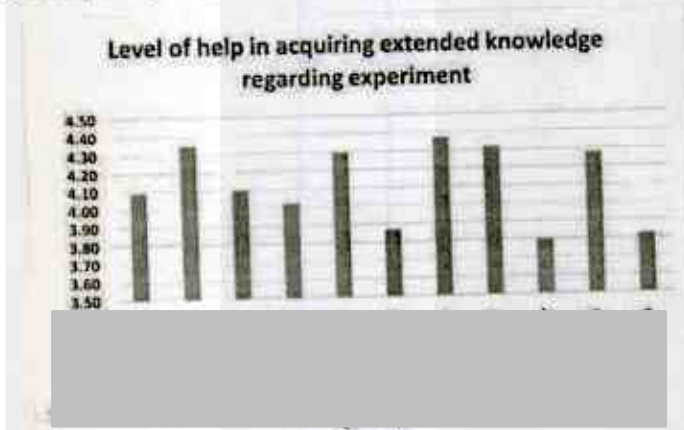


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- In addition, the students who do not submit report timely should be penalized in marks.

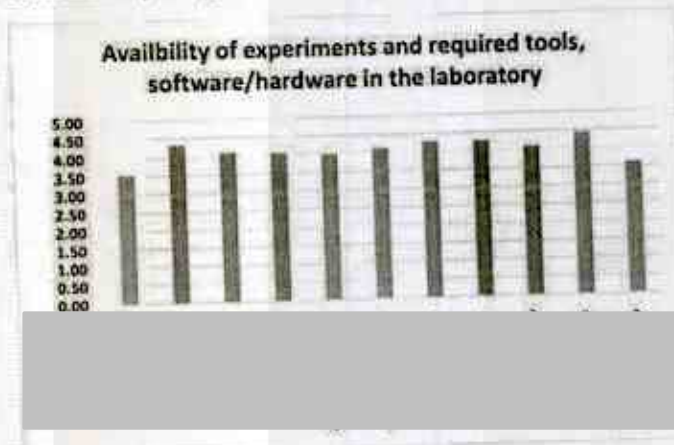
## 6.4 Level of help in acquiring extended knowledge regarding experiment:



### 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 Availability of experiments and required tools, software/hardware in the laboratory:





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## Action Taken:

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

## 6.6 Overall quality of lab:



## Action Taken:

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

## 7. General Action Taken by Department

- As per the feedback received, the students seem quite satisfied as regards the theory and laboratory classes administered to them.
- There are few areas where improvements can be made; the minor aberrations in few points have been observed and necessary cognizance of the same has been taken for improvement in the coming session.
- A constructive feedback was provided by undersigned to the faculty members who received slightly low scores in analysis, also suggestions for improvement by undersigned were provided.
- It is evident that most of the classes were administered in online mode hence there were issues both from faculty and student side on this 'new normal of education'. Most of these issues were related to low internet bandwidth, less interactive teaching by faculty, quality of pdf notes furnished, quality of AV during class.

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changes in class timings etc. these have been properly addressed in department general meeting so that faculty can improvise in coming session.

- All faculty were asked to share clear, lecture-wise notes with students after the class so that they can better understand the concepts.
- In addition, in that particular section notes of some other faculty members teaching same course were also furnished as a secondary literature/study material for understanding of students.
- Students were advised that they should essentially purchase at least one hard copy of text book of each subject.
- A request has been sent to central library with the titles of e-books that institute can purchase for the benefit of students.
- Many faculty members teaching analytical subjects have already started using digital/electronic pads or pen-paper with video as their teaching tool and the problem of interactive teaching has been tackled effectively.
- In order to have convenience of slow-learners, the e-lectures have been recorded in Institute in all courses at sophisticated recording studios with high-definition professional cameras. These have been furnished to students so that they can refer them and clear doubts, if any, as and when needed at remote location.

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

Copy to: Head, IQAC



# **Analysis of Student Feedback on Central Facilities**



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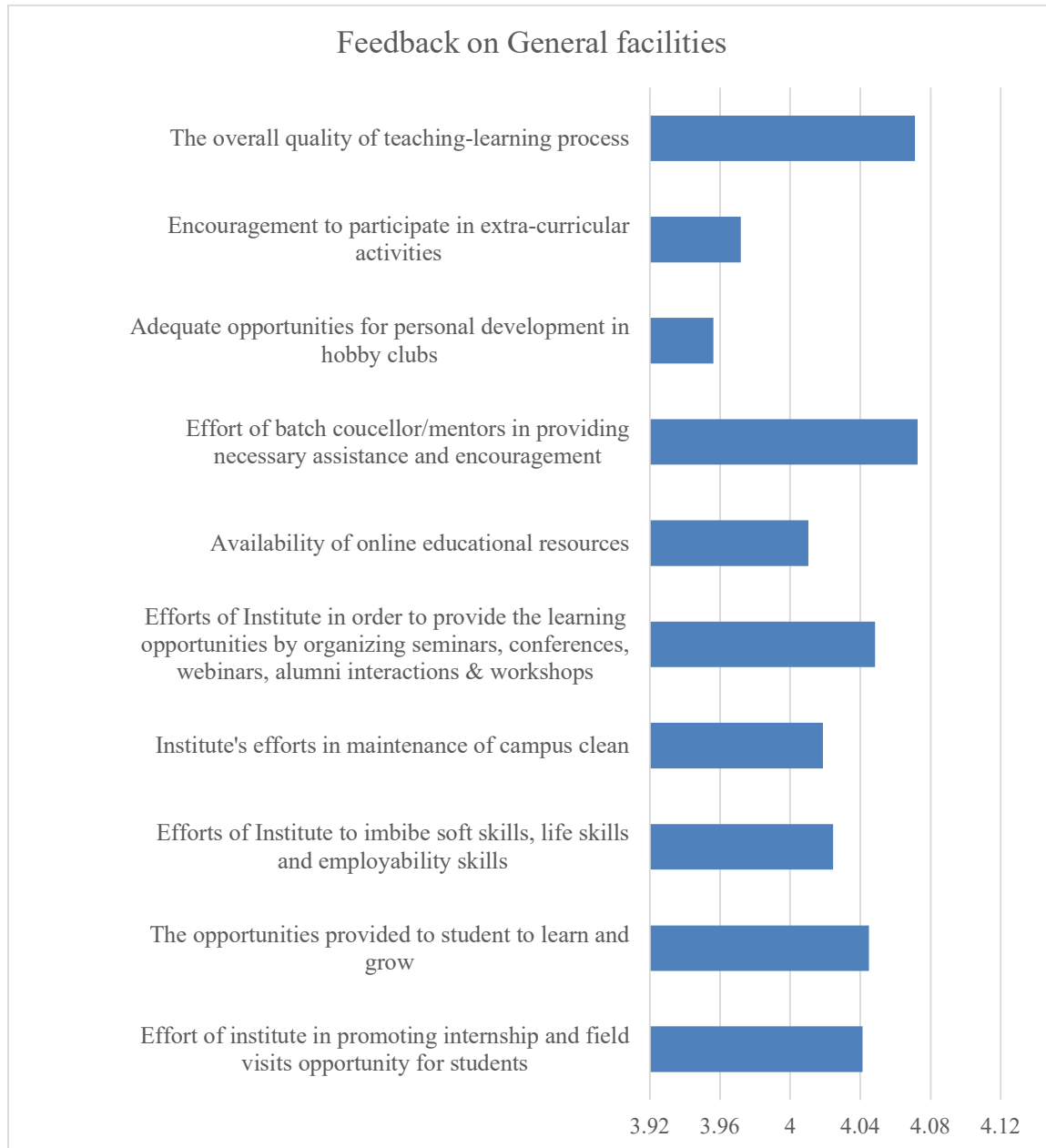
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## Student Feedback Analysis (2020-21)

**Total Student Participated in Feedback: 1719**



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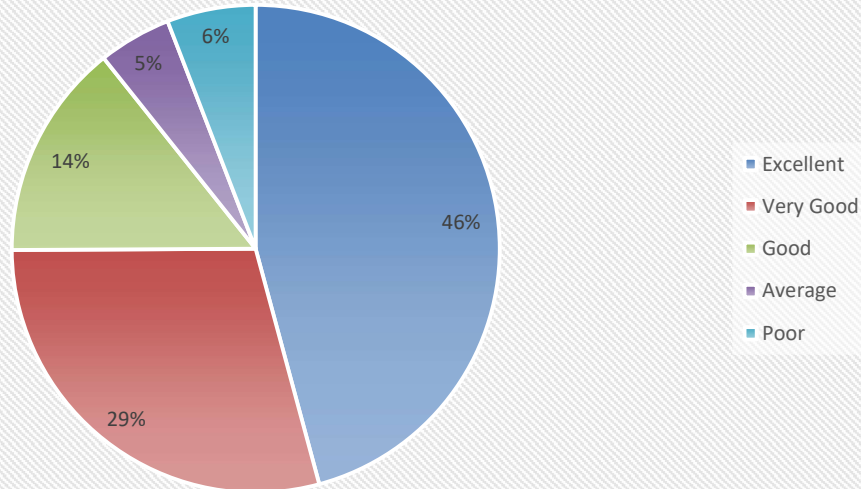
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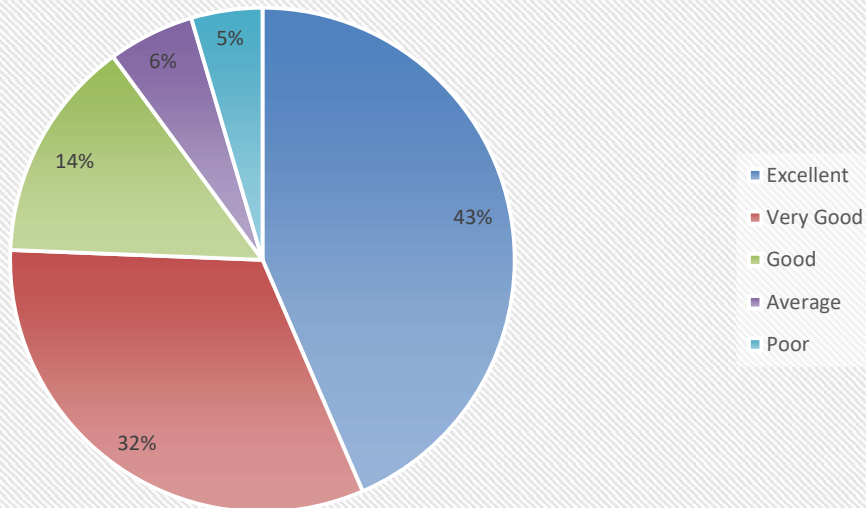
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## Effort of institute in promoting internship and field visits opportunity for students



## The opportunities provided to student to learn and grow





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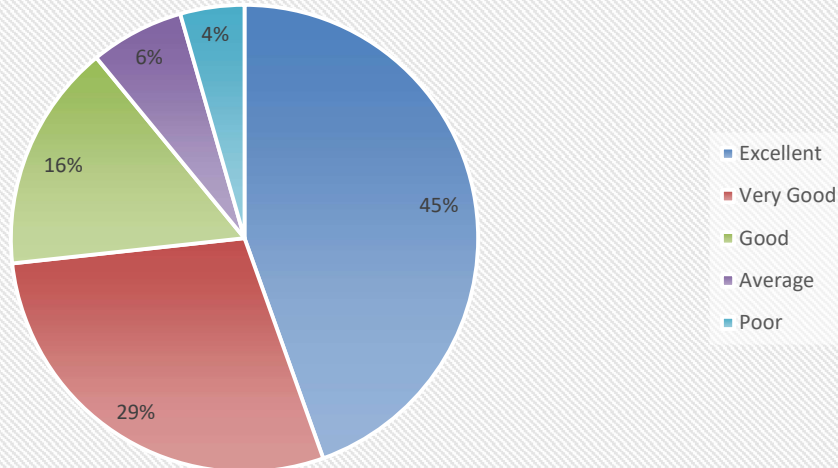
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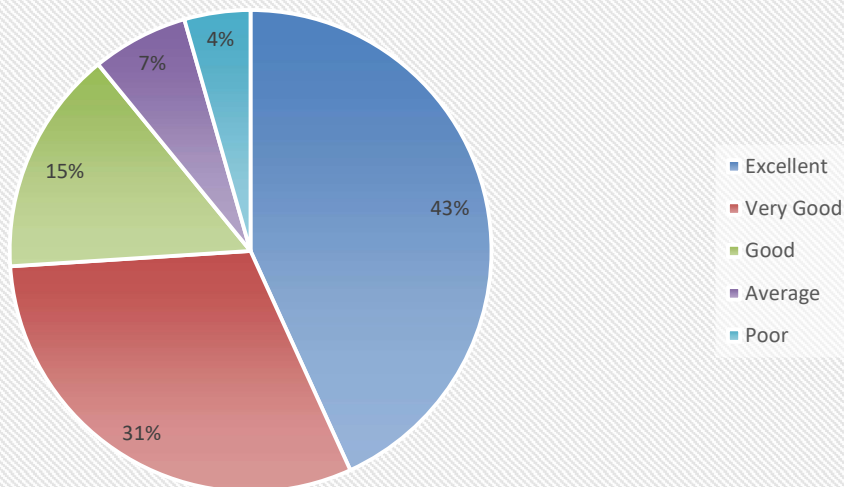
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## Efforts of Institute to imbibe soft skills, life skills and employability skills



## Institute's efforts in maintenance of campus clean







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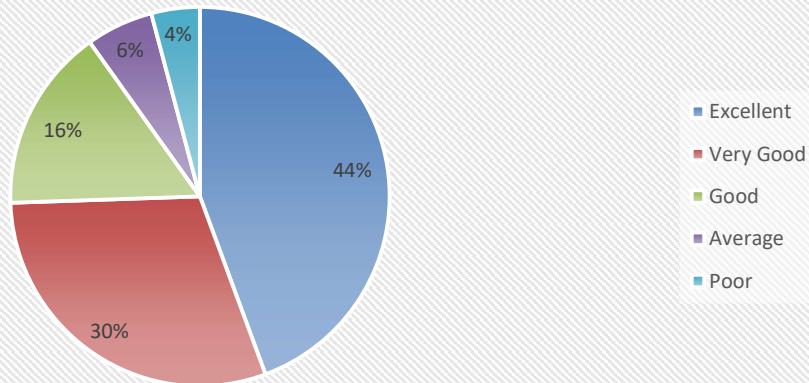
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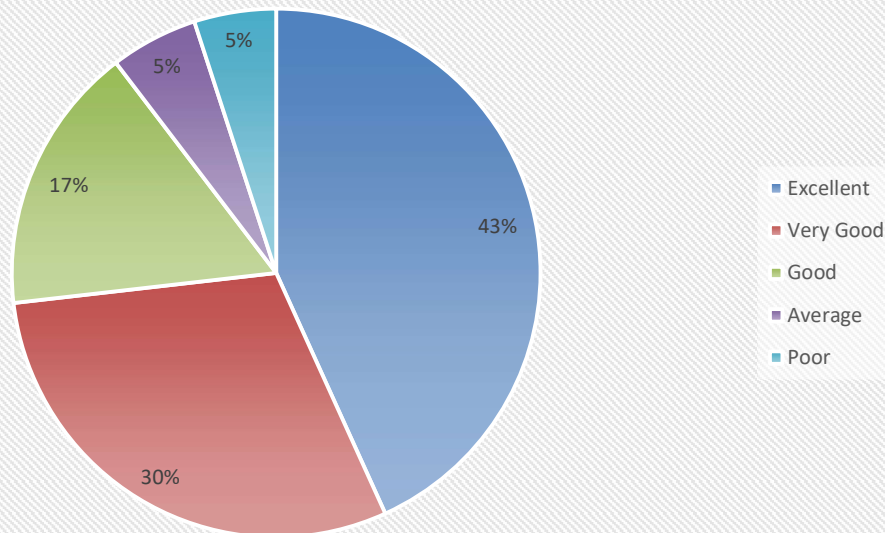
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Efforts of Institute in order to provide the learning opportunities by organizing seminars, conferences, webinars, alumni interactions & workshops



Availability of online educational resources





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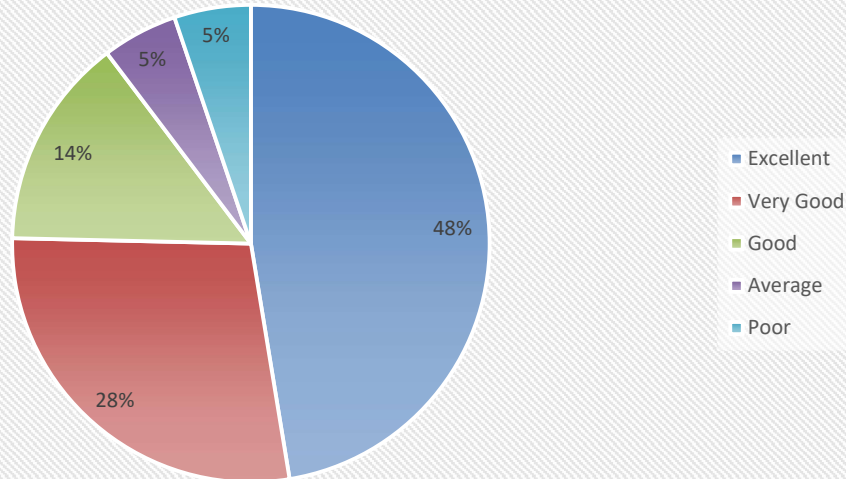
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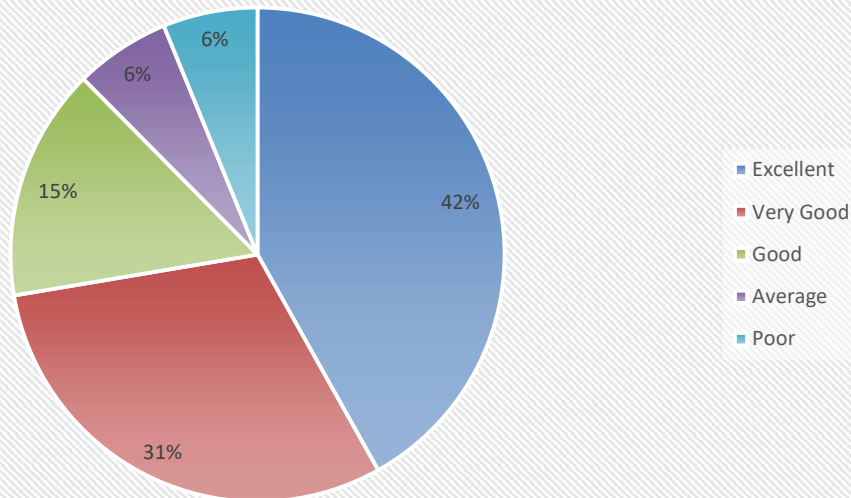
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## Effort of batch coucellor/mentors in providing necessary assistance and encouragement



## Adequate opportunities for personal development in hobby clubs





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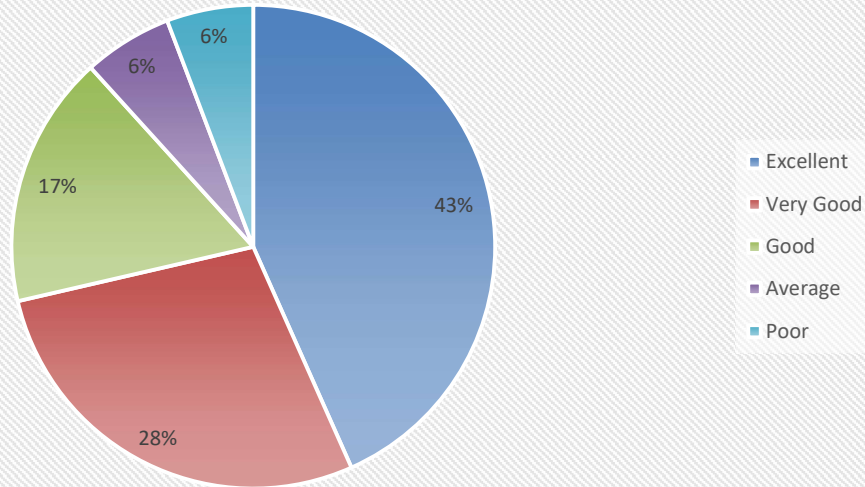
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## Encouragement to participate in extra-curricular activities



## The overall quality of teaching-learning process

