

Tezpur University
Department of Mechanical Engineering

Student Feedback Analysis: Spring 2024 Semester

Program: B.Tech. and M.Tech. (Mechanical Engineering)

Total Responses: 1035

This report presents a comprehensive analysis of student feedback gathered for the B.Tech. (Mechanical Engineering) program during the Spring 2024 semester. The feedback was collected using a five-point scale (A to E), where A represents "Excellent" and E indicates "Below Average." The data has been categorized and visualized through pie charts and bar diagrams for a clear and concise representation.

The five-point scale is defined as follows:

Scale	Category
A	Excellent
B	Very Good
C	Good
D	Average
E	Below Average

Feedback by Criteria

1. SGPA/CGPA Performance of Students

Among the 1035 responses, only 1% of students achieved a CGPA of 9 or above. Meanwhile, 10% had a CGPA between 8 and 9, 23% scored between 7 and 8, 28% between 6 and 7, and 29% fell between 5 and 6. The remaining 9% were in the range of 4 to 5.

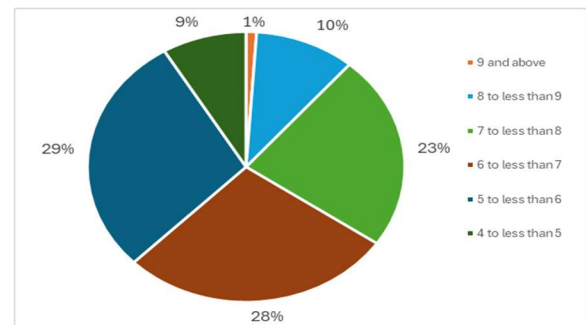


Figure 1. Performance of Students

2. Course Readiness

In response to whether students felt prepared for the course, 824 students (79%) said they were ready, while 211 (21%) indicated they were not.

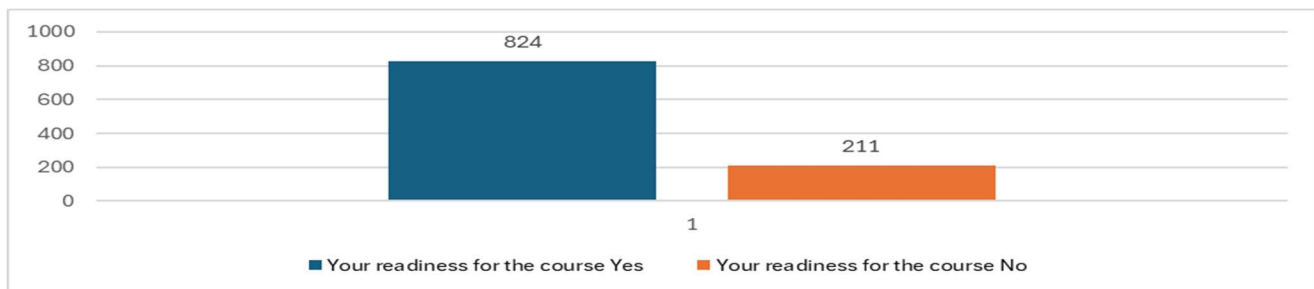


Figure 2. Readiness for the Course

3. Course Organization in Lesson Plans

When asked about course organization, 36% rated it excellent, 35% very good, and 21% good, indicating that most students found the course structure well-organized. However, 7% rated it average, and 1% below average, pointing to minor room for improvement.

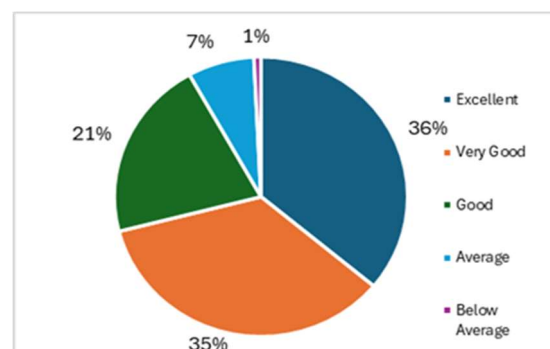


Figure 3. Course Organization in Lesson Plans

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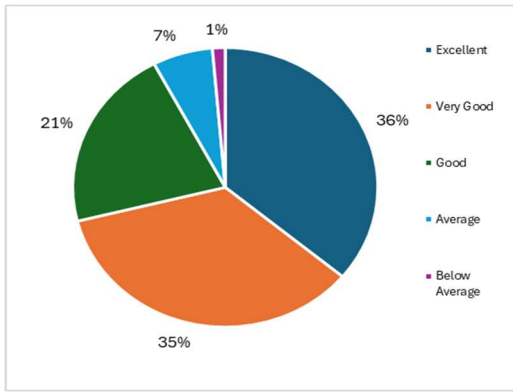


Figure 4. Logical Sequence of Topics

5. Emphasis on Fundamental Concepts

Regarding the emphasis on fundamental concepts, 36% rated it excellent, 34% very good, and 22% good. This indicates that the course focused effectively on key concepts for the majority, although 7% found it average.

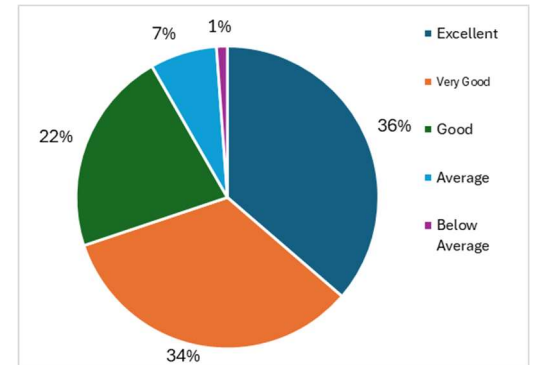


Figure 5. Emphasis on Fundamentals

6. Problem-Solving Sessions

In this category, 36% rated the sessions as excellent, 34% as very good, and 21% as good, showing that the majority were satisfied with the problem-solving focus. However, 9% rated it as average or below average, suggesting opportunities for more structured problem-solving.

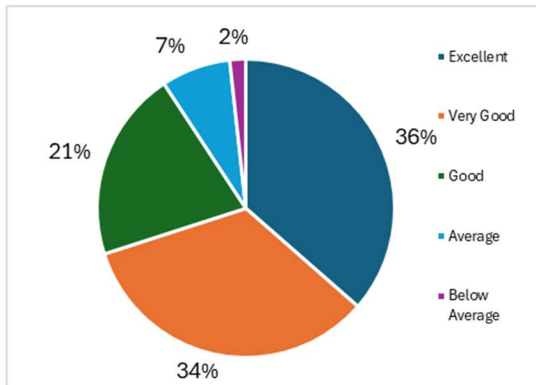


Figure 6. Session on problem solving

7. Availability of textbooks/study materials

On the availability of study materials, 36% rated it excellent, 34% very good, and 21% good. A smaller percentage (7% and 2%) rated it average or below average, indicating that some students faced difficulties in accessing materials.

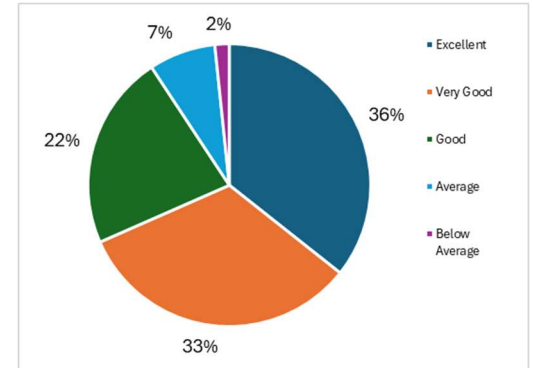


Figure 7. Availability of textbooks/study materials

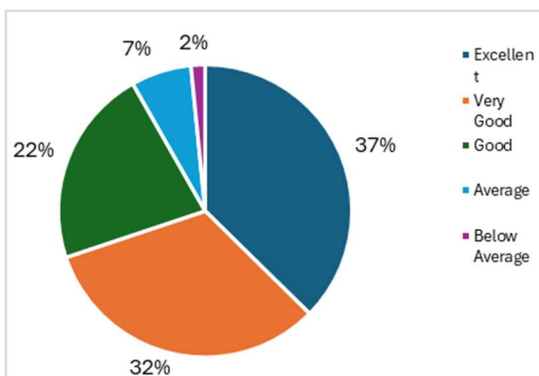


Figure 8. standard of tests and assignments

8. Your perception about the standard of tests and assignments

Regarding the standard of tests and assignments, 37% rated them as excellent, 32% as very good, 22% as good, 7% as average, and 2% as below average.

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9. Overall rating of the course

Overall, 36% of students rated the course as excellent, 34% as very good, and 21% as good. A small percentage (8%) rated it average or below average, reflecting general satisfaction with the course.

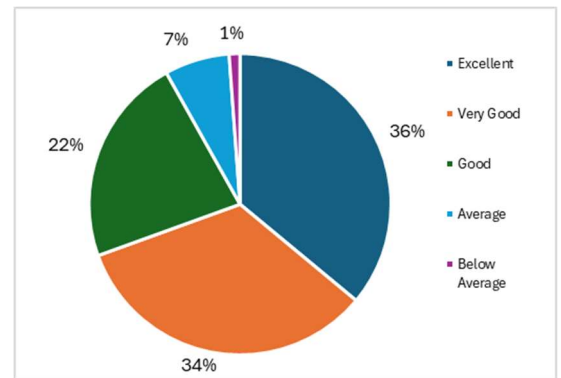


Figure 9. Overall rating of the course

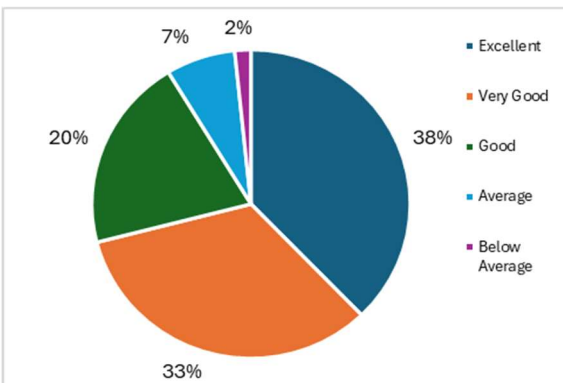


Figure 10. Pace of Teaching

10. Pace of Teaching

On the pace of teaching, 38% of respondents found it to be excellent, 33% rated it very good, 20% good, 7% average, and 2% below average.

11. Clarity of Expression of Instructor

In terms of clarity of instruction, 37% rated it excellent, 34% very good, and 19% good. A small portion (10%) rated it average or below average, pointing to occasional challenges in understanding course material.

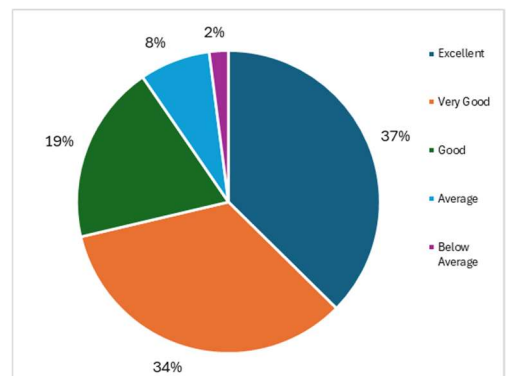


Figure 11. Clarity of Expression

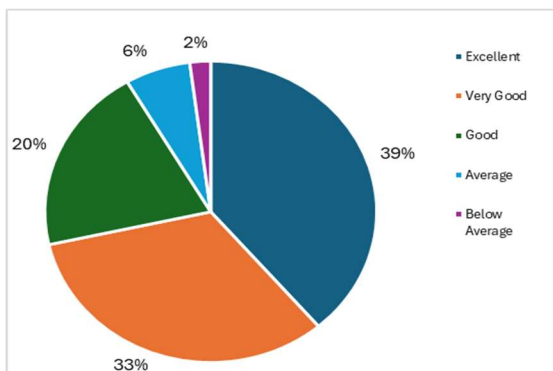


Figure 12. Accessibility outside the class

12. Accessibility outside the class:

On the availability of instructors outside class hours, 39% rated accessibility as excellent, 33% very good, 20% good, 6% average, and 2% below average.

13. Maintains regularity and punctuality in the class as per the time-table:

Regarding the regularity and punctuality of instructors, 39% rated this aspect excellent, 33% very good, 20% good, 7% average, and 1% below average.

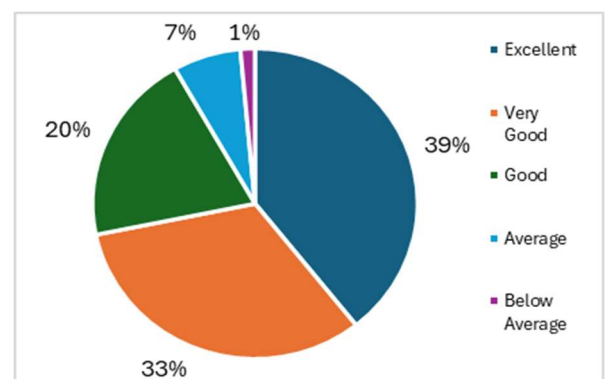


Figure 13. Instructor Regularity and Punctuality

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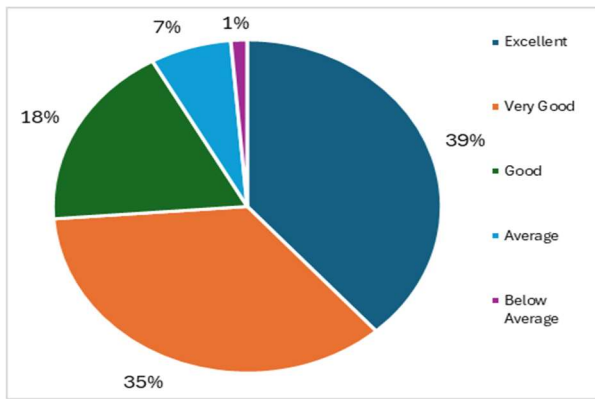


Figure 14. Encouragement of Class Discussions

14. Questions and discussions are encouraged.

For encouraging questions and discussions during class, 39% of students rated the course as excellent, 35% as very good, 18% as good, 7% as average, and 1% as below average.

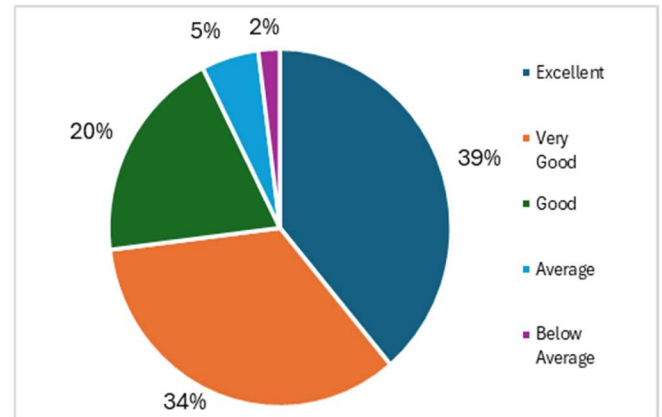


Figure 15. Fairness in Evaluation

15. Fair and un-biased in evaluation process

On the fairness and impartiality of the evaluation process, 39% rated it as excellent, 34% as very good, 20% as good, 5% as average, and 2% as below average.

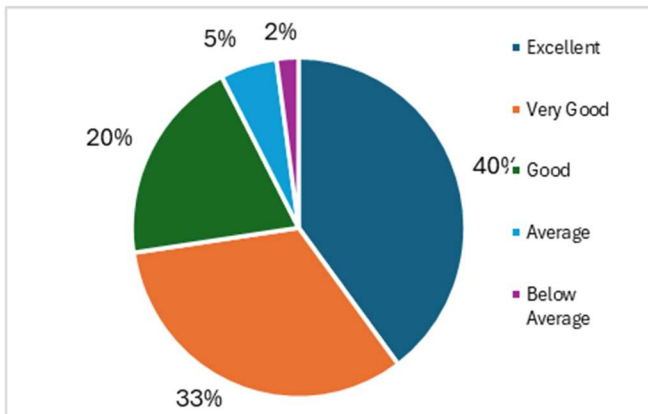


Figure 16. Creativity and Independent Thinking

16. Encourages to think creatively and search for additional materials

The course's encouragement of creativity and independent thought was rated as excellent by 40% of students, very good by 33%, good by 20%, average by 5%, and below average by 2%.

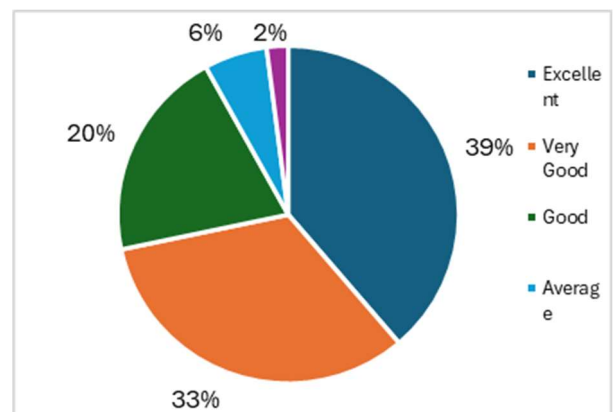


Figure 17. Scope for Independent Thinking

17. Scope for Independent Thinking.

Out of 1035 responses, 39% rated the instructor as excellent in fostering independent thinking, while 33% rated it very good, and 20% rated it good. However, 6% found it average, and 2% rated it below average.

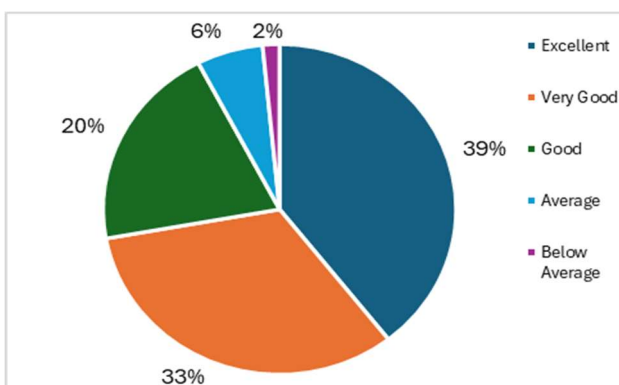


Figure 18. Overall Effectiveness of the Instructor

18. Overall effectiveness of the Instructor/Teacher.

The overall effectiveness of instructors received a rating of excellent from 39% of respondents, very good from 33%, good from 20%, average from 6%, and below average from 2%.

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Open-Ended Feedback

5 open ended questions were also asked to the students and some of their answers were noted randomly as bellow:

A. Strong and weak points of the course / instructions: What are the practices that you like about the instructor and wish that it be continued?

1. If a student is unable to answer then the teacher shouldn't cut his attendance
2. Explaining concepts in depth.
3. Doing practice problems in class and assignments
4. Provide more details and concise explanations about the topics and provide fairness of questions to the exam
5. Making course materials and resources easily accessible to students promotes inclusivity and accommodates different learning styles. This includes providing accessible formats for materials and being available for questions and assistance.
6. satisfied from the teacher. Just more depth and curiosity need in topics

B. What are practices that you wish the instructor to discontinue?

1. Rigid policies regarding deadlines, attendance, or participation may not account for students' individual circumstances or challenges. Being overly strict or inflexible can create unnecessary stress and hinder students' ability to succeed.
2. Overloading with Homework: Excessive assignments can overwhelm students and reduce the quality of their work. Balancing workload with meaningful tasks can be more effective.

C. What new teaching techniques or evaluation methods would you like the instructor to adopt?

1. Step marking and marking for efforts must be given
2. Be straightforward and provide simple and easy explanation with doubt solving
3. Only mid-sems and end-sems and no sessional please
4. Digitally it should be more upgraded.

D. Any suggestions regarding the course:

1. More detailed questions and practical information should be practiced.
2. Make the course topics more easily accessible in different books and topics should be more simple
3. A proper book should be there for the course
4. Nice it will teach about the daily life mechanics

E. Any suggestions regarding the course instructor:

1. To give some practical exposure to the topics so that students interest do not break
2. Should try to find the best possible way to solve a problem so that students can understand the concept easily.
3. They should make the exams fairer and provide more study materials]

Conclusion

In summary, the feedback indicates that most of the students rated the courses and teaching quality in the B.Tech. Mechanical Engineering program positively, with most aspects receiving ratings "Excellent" and "Very Good." However, there are opportunities for improvement.

Action to be taken against the feedback of Spring 2024:

1. Counselling of the concerned course instructors
2. Counselling the students about the discipline needed in the teaching-learning process
3. Explaining the guidelines of the Academic Regulations (UG and PG)-2019 related to attendance, conduct of examinations, evaluation and grading, and the teaching-learning process.

