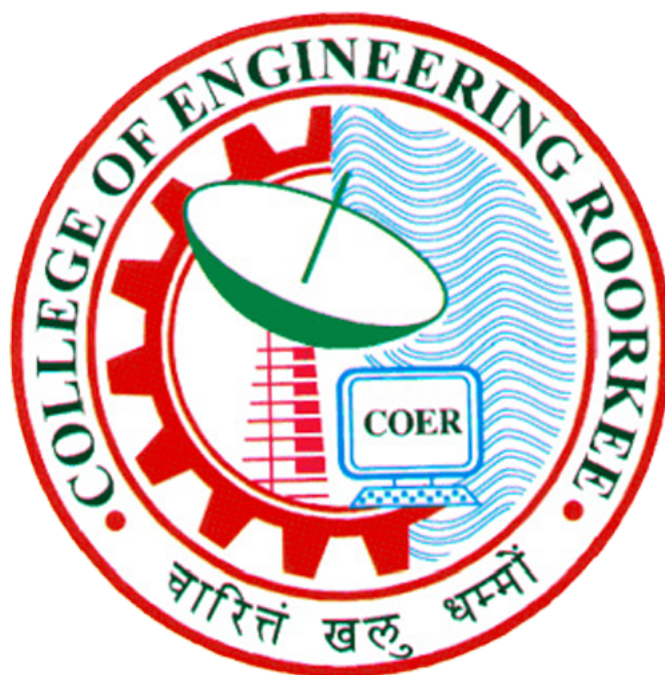


FEEDBACK REPORT

(NAAC Criteria -1.4.2)



COLLEGE OF ENGINEERING ROORKEE

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1 Background and Purpose

The leadership at COER understands the importance to the constructive feedback ecosystem. The stakeholders in this process are students, their parents, alumni, senior academicians and industry persons. Most importantly, the feedback received from the students helped the college to grow during the past 22 years. COER believes that for incremental progress the student feedback is necessary. The students can provide the most accurate perception of the teaching-learning process because students experience first-hand how faculty members teach in the actual situation, as opposed to how they may teach when they are being observed by outside parties. Receiving feedback from the students about the teaching-learning process and the course helps us to identify and meet the needs of the students. It benefited us in improving and further developing the teaching-learning process and infrastructure. For example, in even semester of academic year 2019-20, the teaching learning process abruptly shifted to online platform amid the COVID-19 pandemic. However, because of the constructive feedback received from various sources, the teaching learning process incorporated online teaching components like use of G-classroom app for the distribution of assignment and notes, taking help of YouTube videos for better and up to date understanding of the subjects, yet swift movement from face to face to the online classroom was new to us. The faculty members used various online platforms available at their disposable like Zoom app, Webex and Google now etc. to provide best possible understanding of the subjects to the students.

The feedback process is focused on the usefulness of the subjects in increasing the level understanding of the students and the online teaching learning process. Therefore, the feedback has been gathered on the rubrics emphasizing on online teaching experience of the students. For each department, academic cell (AC) provides the full quantitative and qualitative analysis of student feedback to the Head of Department, Dean Academics and the Director. As part of the teaching learning improvement process, student feedback (SF) data will be used in reports developed to monitor and track the performance of subjects to inform quality assurance and improvement activities. These reports will be provided via a dedicated link on the college website administered by the office of the Director.

2 Procedure

The academic cell (AC) is responsible for the administration of the student feedback (SF) process. On receiving the feedback data set, the AC evaluates it and make recommendations/action plan for to implement the suggestion received from the students

2.1 Collection of Data

The academic cell (AC) gathers the student data keeping identity of the students anonymous. On the contrary to earlier adopted methods, this time complete feedback data set is gathered online using Google form. An attempt has been made to maximize the usefulness of the data set. The rubrics for the feedback are listed below.

1. Contribution of this course to your learning
 - Were the learning objectives clear?
 - Contribution of this course to student's skill/knowledge
 - Student's level of skill/knowledge at start of course
 - Student's level of skill/knowledge at end of course
2. Skill and Responsiveness of the faculty members.
 - Ability to stimulate the interest of the students
 - Organization of the presentations
 - Explanation/Demonstration ability
 - Command over the usage of Learning Management Software (google class room, MS Team etc.)
 - Regularity of the lectures
3. Suggestion were invited from the students that how can this subject become more useful for their juniors?

2.2 Evaluating feedback for even semester (2019-20)

The data set is evaluated branch wise according to the rubrics mentioned in the previous sections. After evaluation a rigorous analysis has been carried out. Based on this analysis, an action plan is crafted to implement the suggestion.

2.2.1 Computer Science & Engineering

Figure 1: Feed back on the subject organization

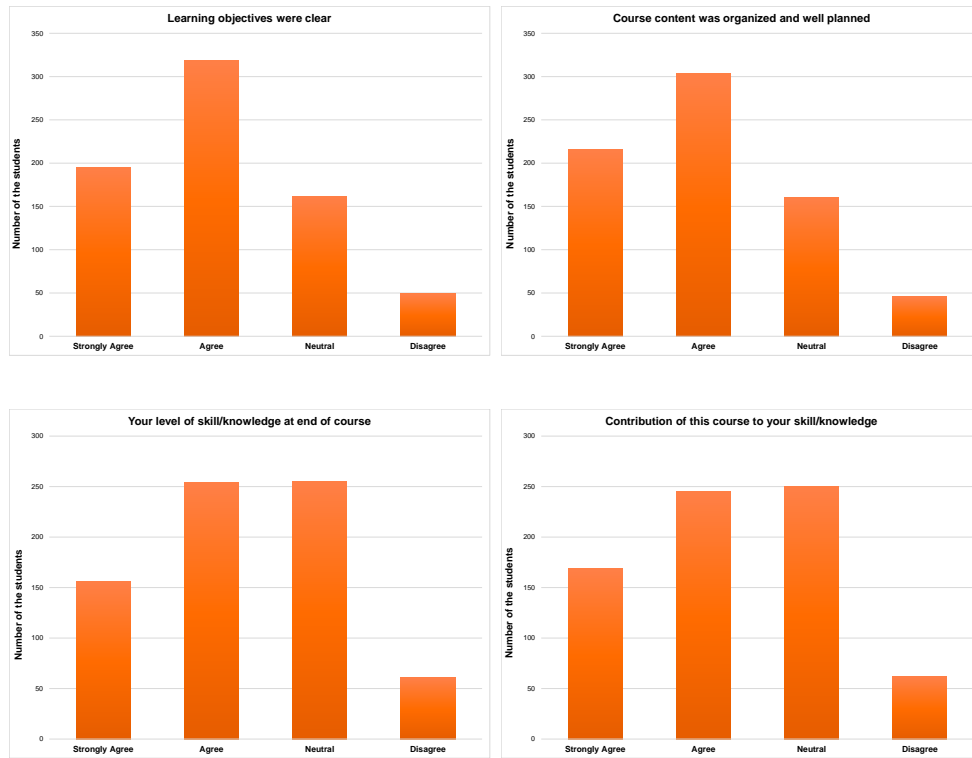
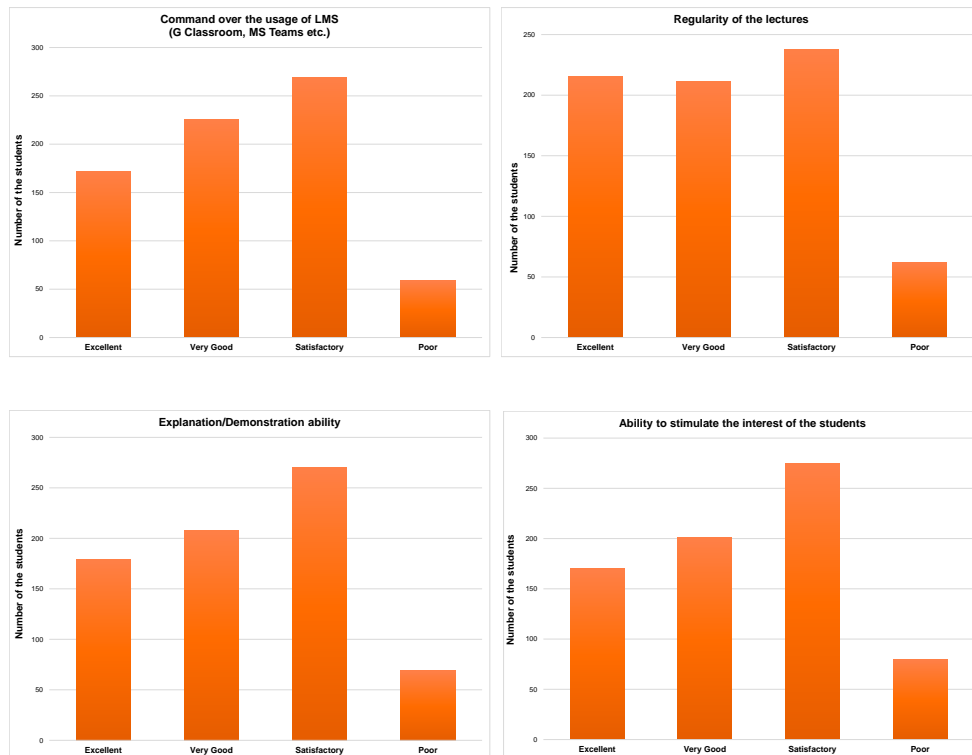


Figure 2: Feed back on faculty members



2.2.2 Information Technology

Figure 3: Feed back on the subject organization

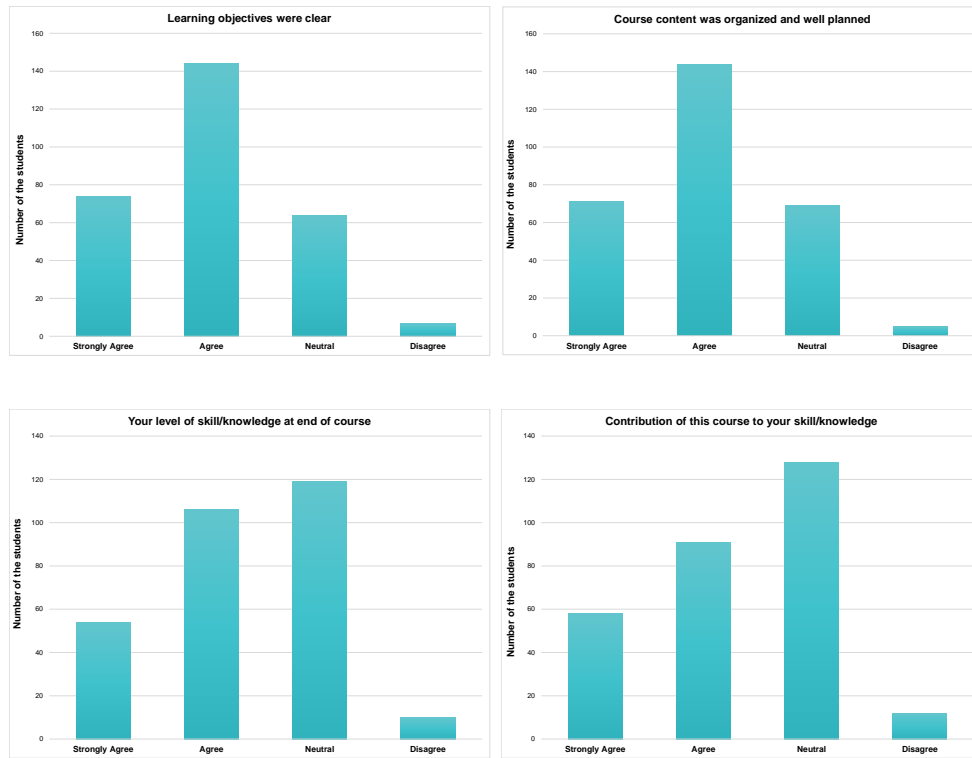
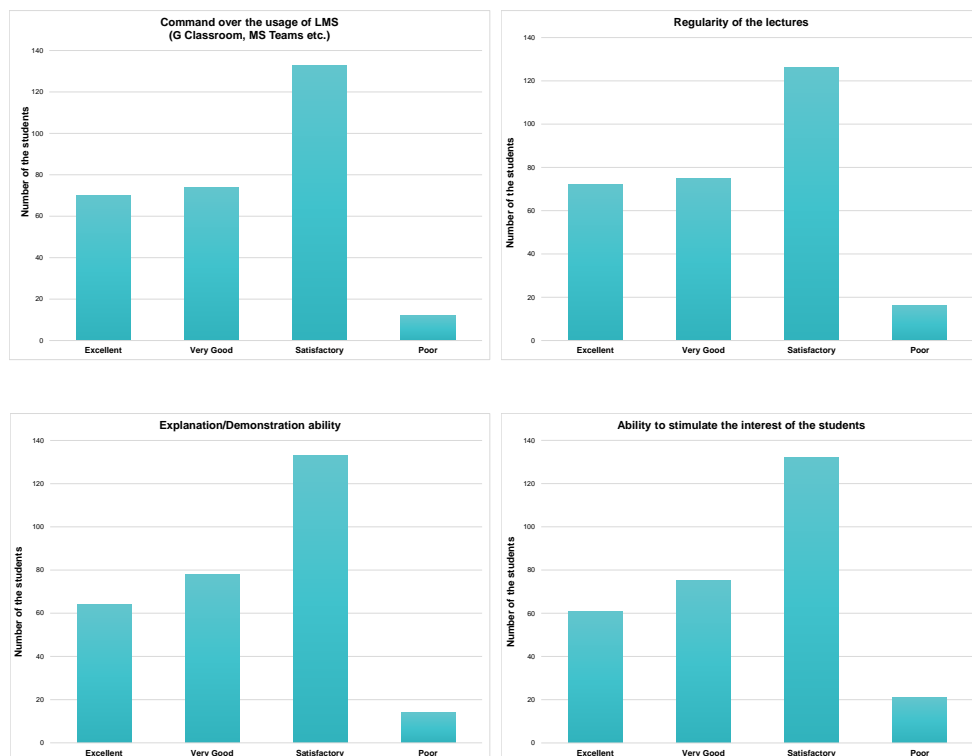


Figure 4: Feed back on faculty members



2.2.3 Civil Engineering

Figure 5: Feed back on the subject organization

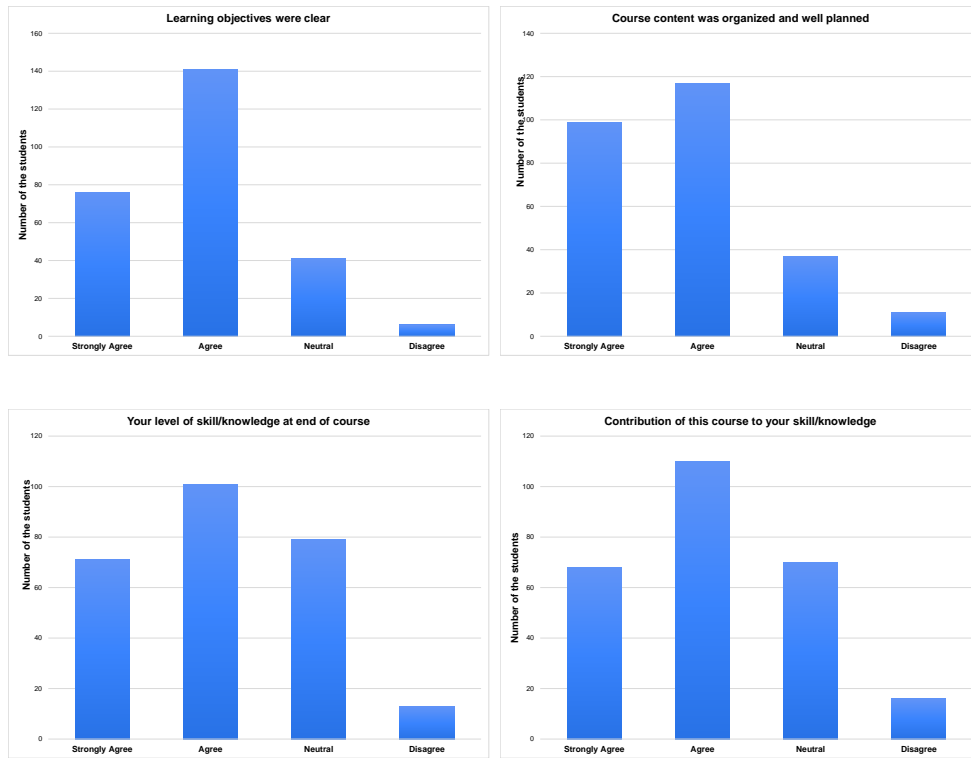
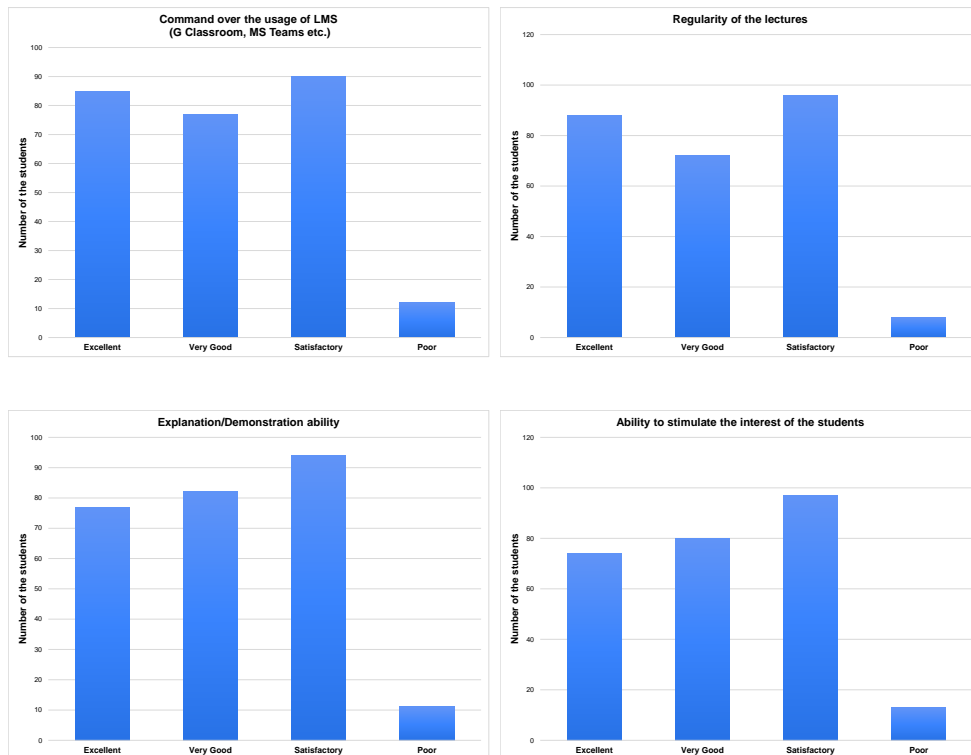


Figure 6: Feed back on faculty members



2.2.4 Mechanical Engineering

Figure 7: Feed back on the subject organization

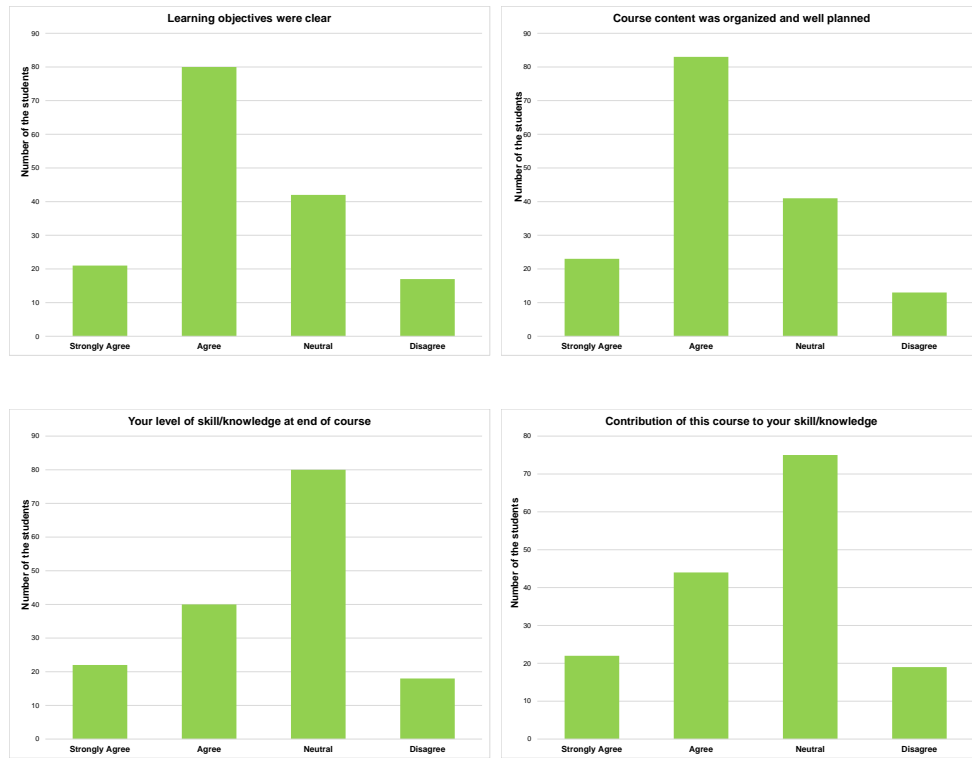
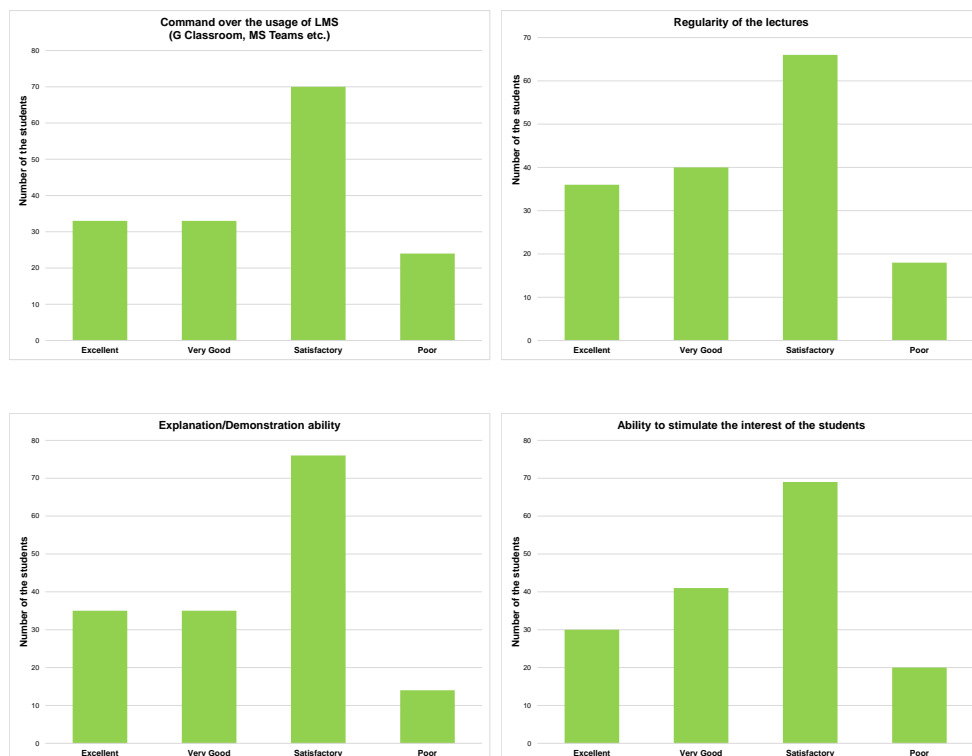


Figure 8: Feed back on faculty members



2.2.5 Plastic & Polymer Engineering

Figure 9: Feed back on the subject organization

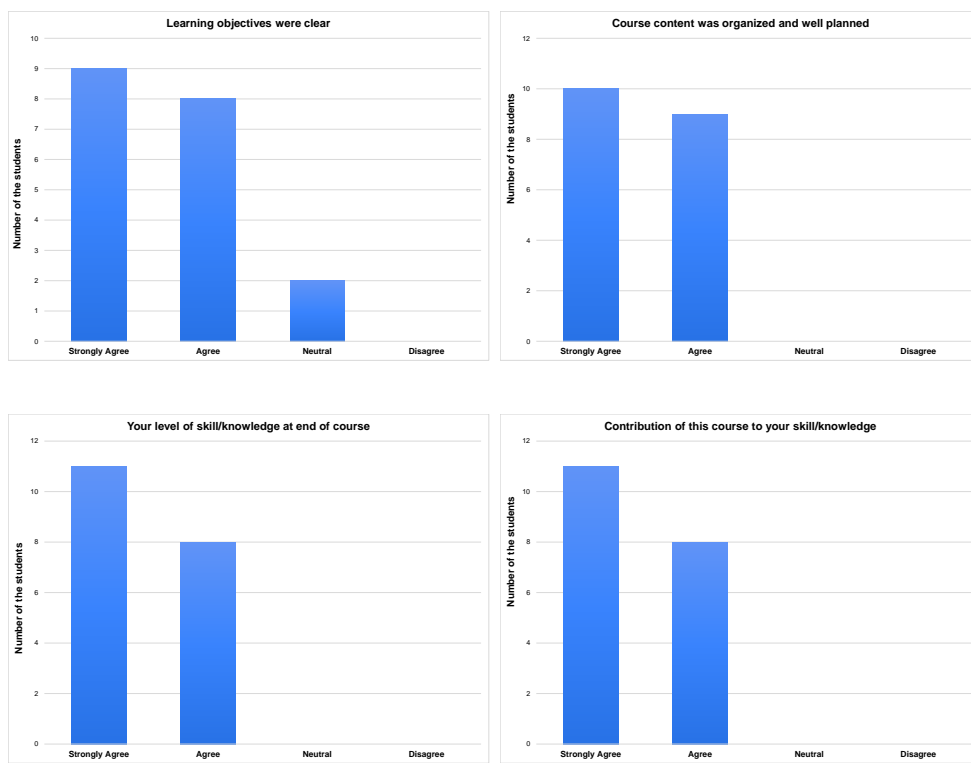
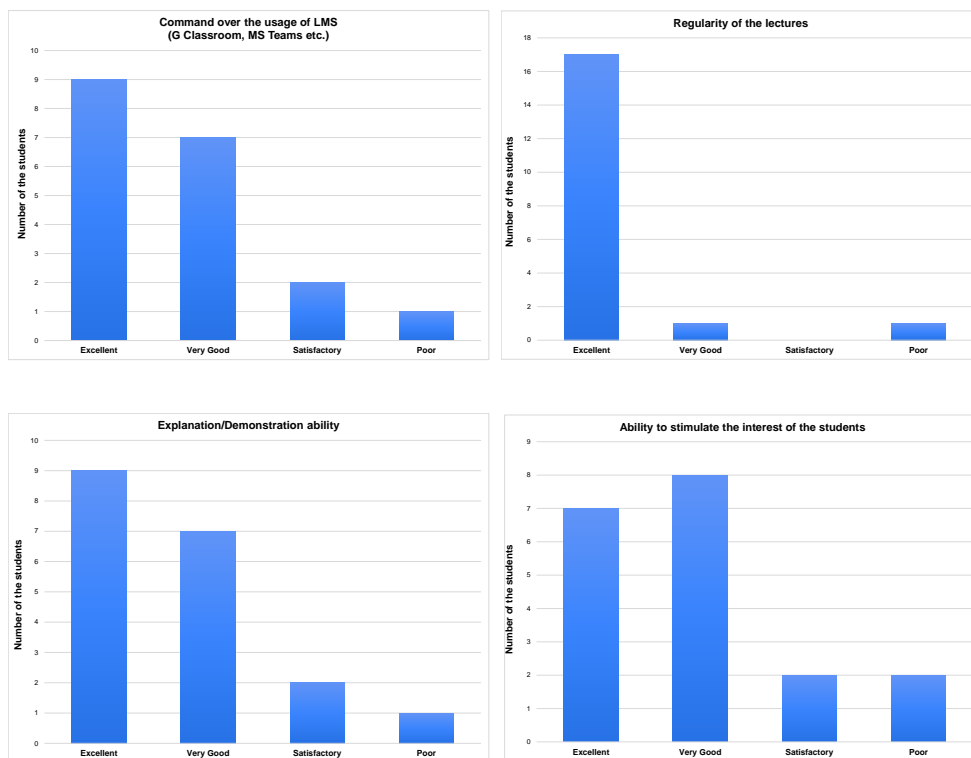


Figure 10: Feed back on faculty members



2.2.6 Electronic & Telecommunication Engineering

Figure 11: Feed back on the subject organization

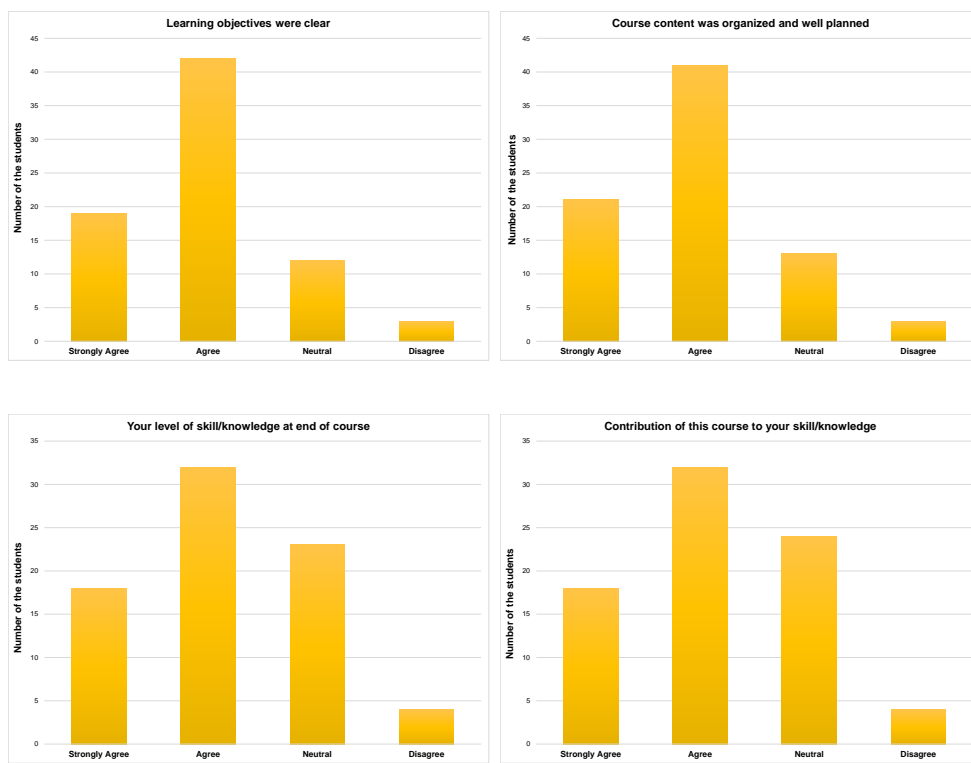
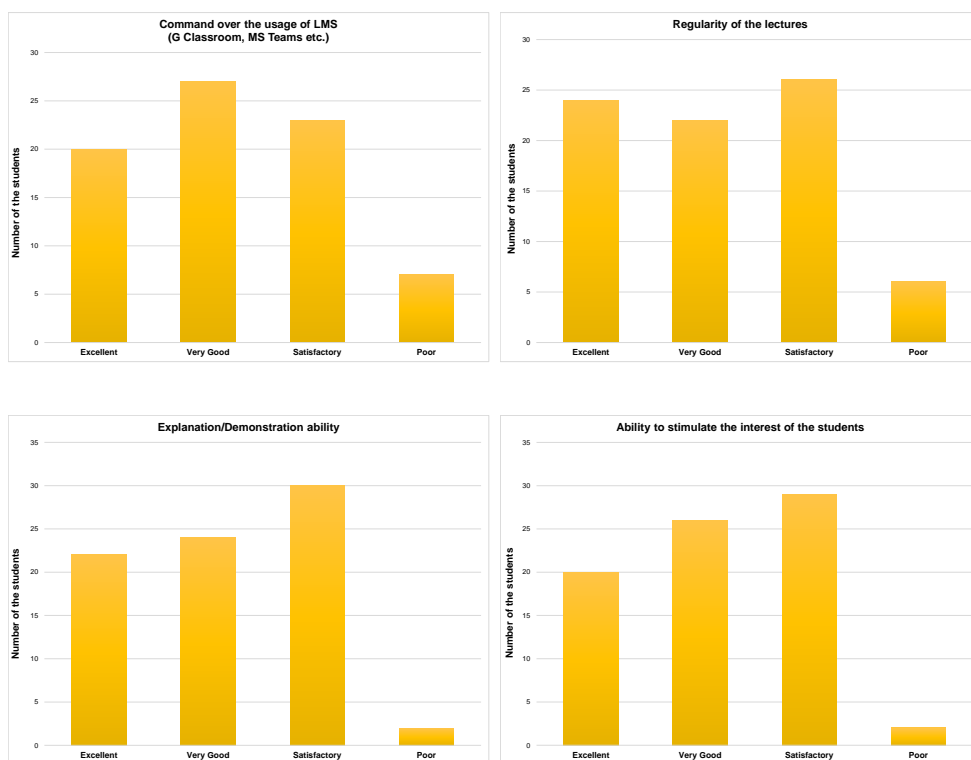


Figure 12: Feed back on faculty members



2.2.7 Electrical & Electronics Engineering

Figure 13: Feed back on the subject organization

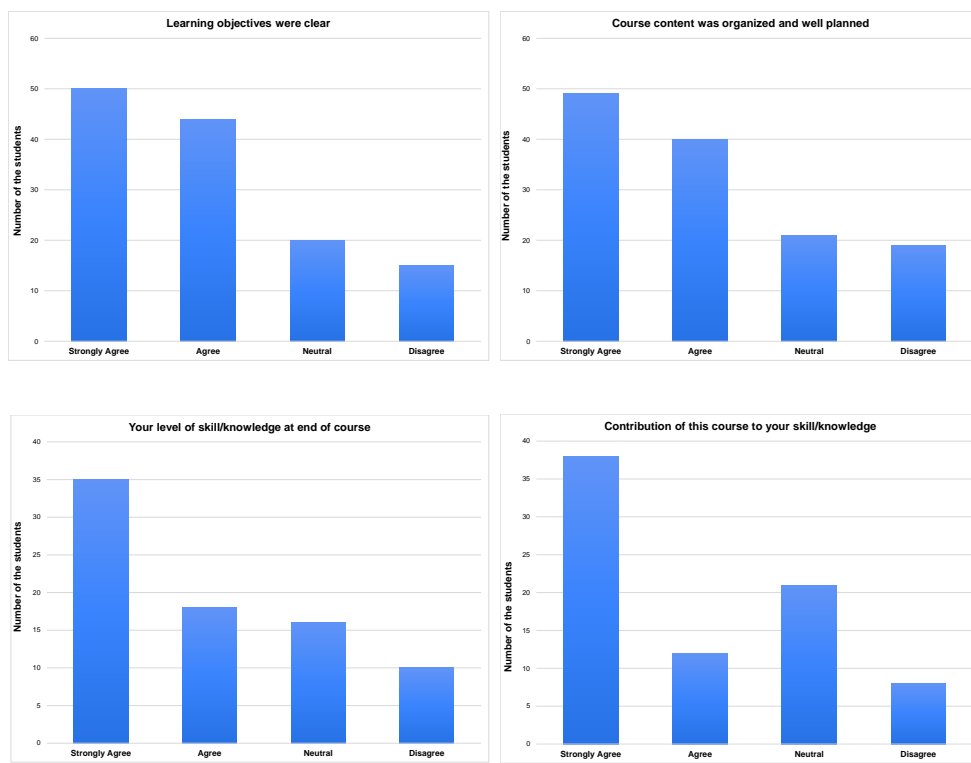
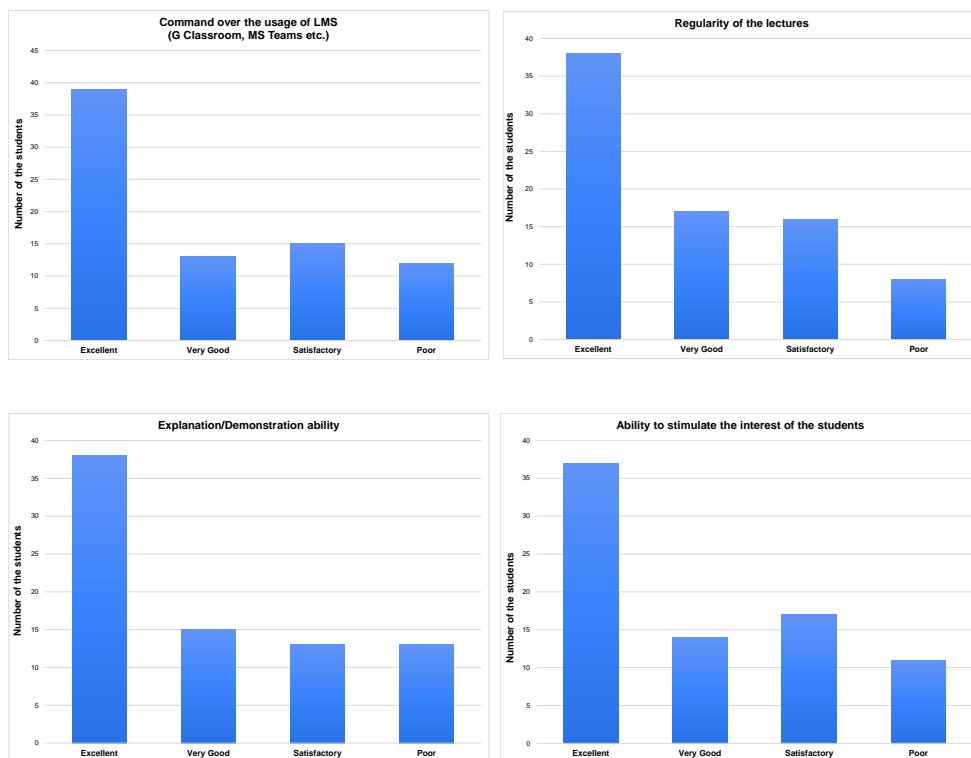


Figure 14: Feed back on faculty members



3 Closing the loop on student feedback on subjects

Whenever a subject is taught, the faculty member will ensure that students are provided with a summary of changes have been made on the basis of previous SF results and the changes published on the college website.

3.1 Action plan on the feedback analysis of even semester of academic year 2019-20

Some very constructive suggestions were received from the students while evaluating the feedback data set. The action plan on these suggestion is given below.

3.1.1 General observations

1. **Suggestion:** It was observed during the feedback from different stakeholders that the attainment of certain program outcomes are very less.

Action Taken: The heads of the department were asked to take care the expectations of the parents.

2. **Suggestion:** Students across the branch suggested the need of more experiments during the laboratory sessions

Action Taken: 1. The heads of the department were asked to augment the existing experiment list provided by university.

2. The list must be augmented in such a way that it should complement the theory subject in more effective manner.

3. **Suggestion:** Students suggested the need of more research oriented activities in the departments

Action Taken: 1. The heads of the department were asked to arrange international workshops/conferences.

2. The faculty members were asked to involve B.tech students in research activities like writing research articles etc.

3.1.2 Computer Science & Engineering

The following is the action taken on the suggestion made by the CSE students

1. **Suggestion:** Students asked for a specific course on computer hardware, software.

Action Taken: A 30 days value added program on computer hardware, software and network troubleshooting has been designed and run to for the students.

2. **Suggestion:** Students suggested teaching should be supported by state of the art techniques used in industry.

Action Taken: 1. We observed this suggestion is very constructive. We planned more guest lectures of cutting edge technologies.

2. Now, more emphasis is given to provide students platforms like conferences, hackathon, workshops etc. for exchanging ideas and to collaborate with the vibrant minds

3. **Suggestion:** Student suggested for more details on Python programming .

Action Taken: A 30 days value added program on the basics of Python has been run to for the students.

4. **Suggestion:** Students suggested that there should be more emphasis on IoT and Big Data analysis .

Action Taken: A 30 days value added program on IoT and Big Data analysis has been run to for the students.

5. **Suggestion:** Students suggested more focused course on Machine Learning with Python

Action Taken: A 30 days value added program on Machine Learning with Python has been run to for the students.

3.1.3 Information Technology

Suggestion: Students requested highly focused programmer on programming languages.

Action Taken: Following 30 days value added programs focusing on programming language have been run.

- The basics of Python
- PHP with Laravel Framework
- Deep Learning With Python
- Machine learning with Python
- Node JS and Angular JS
- IOT & Big Data

3.1.4 Mechanical Engineering

Suggestion: Students requested for focused innovative programs in the field of Mechanical engineering .

Action Taken: Following 30 days value added programs focusing on usage of software in the field of mechanical engineering and core programs have been run.

- Advance refrigeration and Air conditioning
- Auto CAD
- Industrial Automation (Hydraulics)
- Advance Courses in Measurement and Control
- Computer hardware, software and network troubleshooting
- Solid Work

3.1.5 Electrical Engineering

1. **Suggestion:** Following 30 days value added programs focusing on usage of software in the field of electrical engineering and core programs have been run.

Action Taken: Following 30 days value added programs focusing on programming language have been run.

- Machine learning using AI techniques
- Cyber security
- Industrial Automation (Hydraulics)
- Automation using PLC & SCADA
- Computer hardware, software and network troubleshooting
- Advanced industrial automation technologies-I
- Advanced industrial automation technologies-II

2. **Suggestion:** Students asked for a specific program to improve their English language skills.

Action Taken: A 30 days value added program on English language skills has been designed and run to for the students.