

TEZPUR UNIVERSITY
DEPARTMENT OF ELECTRICAL ENGINEERING
STUDENT FEEDBACK ON COURSE CURRICULUM
PROGRAM : B.TECH IN ELECTRICAL ENGINEERING
ACADEMIC YEAR : 2020-2021 and 2019-2020

Analysis of Feedback received from the current students of Electrical Engineering: Total Respondents = 30.

Sl no.	Criterion	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Total	Average
1	The course is relevant in relation to the program of study.	5	4	5	5	5	4	5	5	5	5	4	4	4	4	5	5	4	4	4	3	4	5	5	4	5	5	3	5	5	4	134	4.466666667
2	Topics/ units were logically sequenced in the syllabus.	5	4	5	4	5	3	5	5	5	5	3	4	4	4	5	5	4	5	5	3	4	5	5	4	4	4	4	4	3	5	130	4.333333333
3	The course is relevant to society and real life application.	2	3	2	4	5	4	5	5	5	5	4	5	4	4	3	2	4	4	4	3	3	5	5	3	5	5	2	5	5	4	119	3.966666667
4	Course contents fulfilled the targeted outcomes (course outcome).	4	4	4	3	5	3	5	5	5	5	3	4	3	4	5	4	4	4	4	3	4	5	5	4	5	4	4	4	4	4	124	4.133333333
5	The course is suitable in terms of employability.	4	3	4	2	5	3	5	5	5	5	3	4	5	2	4	4	4	4	5	3	3	5	5	3	5	4	4	5	5	5	123	4.1
6	The course fulfills the expectations in knowledge up-gradation.	4	3	4	3	5	3	5	5	5	5	3	5	4	3	5	4	4	3	3	3	3	5	5	3	5	5	3	4	4	3	119	3.966666667
7	Tutorial classes were more relevant for the course.	4	3	4	2	4	4	5	5	5	5	4	3	4	4	5	4	4	3	3	3	3	4	5	4	5	4	3	4	4	3	117	3.9
8	Course contents were appropriate to credit assigned.	4	4	4	4	5	3	5	5	5	5	3	5	4	3	5	4	4	2	2	3	4	5	5	4	5	5	4	4	4	2	121	4.033333333
9	Adequacy of choices/electives for students in selecting courses	1	3	1	1	3	4	5	5	5	5	4	2	3	4	3	1	4	3	1	3	3	5	5	1	5	3	2	1	2	1	89	2.966666667
10	Lesson plan was followed meticulously.	5	3	5	4	4	4	5	5	5	5	4	4	4	4	5	5	4	4	4	3	3	4	5	3	5	5	4	4	4	4	127	4.233333333
11	Adequacy of projects/internships/fieldworks/laboratories for the exposure in the syllabus.	1	3	1	1	5	2	4	4	5	5	2	3	3	3	5	1	4	5	5	3	3	4	5	1	5	2	3	2	3	5	98	3.266666667
12	Relevance of the syllabus towards employability of students	2	4	2	1	5	4	5	5	5	5	4	4	4	2	4	2	4	5	5	3	4	4	5	3	5	4	4	3	4	5	116	3.866666667
13	Conduciveness of the syllabus content towards higher studies	4	4	4	2	5	3	5	5	5	5	3	4	3	4	4	4	4	4	4	3	4	5	5	4	5	4	4	5	4	4	123	4.1
14	Suitability of the Textbooks/reference material suggested for the courses	5	4	5	3	5	4	5	5	5	5	4	4	4	5	4	5	4	3	3	3	4	5	5	3	5	4	4	4	4	3	126	4.2
15	Availability of reading material suggested for the course	5	3	5	2	5	5	5	5	5	5	5	5	4	2	5	5	4	5	5	3	5	5	5	3	5	3	5	3	4	5	130	4.333333333

In the light of COVID-19 pandemic, feedback was collected for both the two sessions of academic year, however the analysis is carried out together for both the sessions, i.e for academic year 2019-20 and 2020-21.

The rating points given by an alumnus is colourised with different shades of color with red and brown for low scores of 1 and two respectively. Green is set for the score of 3 while 4 is indicated by dark color and 5 is not given any color that represents the highest point. In scores obtained the highest rating of 5 and red represents the lowest rating 1. All the criteria where there is poor response has been indicated in red. The feedback has been analysed further as explained.

Sl no.	Criterion	5	4	3	2	1	Weighted Sum
1	The course is relevant in relation to the program of study.	16	12	2	0	0	134
2	Topics/ units were logically sequenced in the syllabus.	14	12	4	0	0	130
3	The course is relevant to the society and real life application.	12	9	5	4	0	119
4	Course contents fulfilled the targeted outcomes (course outcome).	9	16	5	0	0	124
5	The course is suitable in terms of employability.	13	9	6	2		123
6	The course fulfills the expectations in knowledge up-gradation.	11	7	12	0	0	119
7	Tutorial classes were more relevant for the course.	7	14	8	1	0	117
8	Course contents were appropriate to credit assigned.	11	12	4	3	0	121
9	Adequacy of choices/electives for students in selecting courses	7	4	8	3	8	89
10	Lesson plan was followed meticulously.	11	15	4	0	0	127
11	Adequacy of projects/internships/fieldworks/laboratories for the exposure in the syllabus.	9	4	8	4	5	98
12	Relevance of the syllabus towards employability of students	10	12	3	4	1	116
13	Conduciveness of the syllabus content towards higher studies	9	16	4	1	0	123
14	Suitability of the Textbooks/reference material suggested for the courses	12	12	6	0	0	126
15	Availability of reading material suggested for the course	19	4	5	2	0	130

The cumulative aggregate and weighted sum against each criterion gives an indication of the rating of that criterion. A threshold of 100 aggregate score was taken as the benchmark, and criteria having a score of more than 100 were considered as requiring no correction. All scores below the 100 score are considered to have a scope for improvement and are indicated as red in the above table. The improvement for those scenarios are discussed below:

S/N	Criterion	Corrective Measures Already Adopted/ To be adopted
1	Adequacy of choices/electives for students in selecting courses	After the syllabus revision of 2018, a number of elective courses have been included. In addition the department students now have the provision for taking MOOC's courses on the SWAYAM platform starting from 4th semester onwards for the B.TECH curriculum.
2	Adequacy of projects/internships/fieldworks/laboratories for the exposure in the syllabus.	This aspect is addressed already with respect to exposure to the industry and educational field trips. However the department plans to expand its activities in the future to address this issue.

The additional suggestions and comments made by the alumni are also recorded here below: These suggestions are to be considered when the course and syllabus revision is carried out for the next time.

Sl. no.	Any topic/topic(s) suggested to be included in the syllabus:	Any other suggestion(s):
1	There should be an initiative brought up which would help and expose the students to a more practical use of the knowledge in the books and to come to terms to professional setting so that it prepares us for the future endeavours	

ANALYSIS REPORT ON STUDENT FEEDBACK ON CURRICULUM PREPARED FOR EE DEPARTMENT BY:

(Mr. Barnam Jyoti Saharia)
 Student Coordinator and Assistant Professor
 Department of Electrical Engineering,
 Tezpur University.

(Prof. S. Roy)
 Head, Department of Electrical Engineering
 Tezpur University.

Head
 Department of Electrical Engg.
 Tezpur University

TEZPUR UNIVERSITY
DEPARTMENT OF ELECTRICAL ENGINEERING
PROGRAM : B.TECH IN ELECTRICAL ENGINEERING
FACULTY FEEDBACK ON COURSE CURRICULUM
ACADEMIC YEAR: 2020-2021

Sl no.	Criterion	SCORES GIVEN BY EACH FACULTY							
		Faculty 1	Faculty 2	Faculty 3	Faculty 4	Faculty 5	Faculty 6	TOTAL	Average
1	Alignment of the course and programme outcomes	4	4	5	5	5	5	28	4.666666667
2	Fulfillment of learning objectives through the course content	4	5	5	5	4	5	28	4.666666667
3	Semester wise course credit distribution in the syllabus	3	5	5	5	5	4	27	4.5
4	Sequence of the courses in the syllabus	4	5	4	5	4	5	27	4.5
5	Adequacy of instructional hours in terms of lecture, practicals, tutorials	3	5	5	5	5	3	26	4.333333333
6	Adequacy of the course curriculum w.r.t. the programme	2	5	4	5	5	5	26	4.333333333
7	Provision of choices/electives for students in selecting courses	3	5	3	5	3	4	23	3.833333333
8	Adequacy of projects/internships/fieldwork/laboratories for practical exposure in the syllabus	4	4	4	2	3	4	21	3.5
9	Research component in the courses	2	4	4	3	2	4	19	3.166666667
10	Provision of enhancing student's creativity within the courses	4	3	4	5	3	5	24	4
11	Suitability of the Textbooks/reference material suggested for the courses	5	5	5	5	5	5	30	5
12	Availability of the reading material suggested for the courses	4	4	5	5	5	5	28	4.666666667

The rating points given by the faculty members against the 12 metrics are tabulated above. The highlighted sections in red indicate the points where low scores have been obtained. The minimum score threshold for assessment has been considered to be 2 out of 5 (considered as aggregate) of the score given out of 1-5 by all the faculty members. The individual low scores of 2 obtained against any of the metric is highlighted and analysed here below.

LOW SCORE ANALYSIS AND CORRECTIVE MEASURES TAKEN/TO BE TAKEN:

Sl no.	Criterion	Corrective Measures taken/to be taken
1	Adequacy of the course curriculum w.r.t. the programme	Course Curriculum to be revised and comments of experts to be taken into consideration. The matter to be discussed in the DAC of EE department and action to be taken/taken decision is to be finalized. Suggestion of faculty members as per the comments section below are to also be incorporated when the course curriculum revision takes place.
2	Adequacy of projects/internships/fieldwork/laboratories for practical exposure in the syllabus	
3	Research component in the courses	

COMMENTS ON COURSE CURRICULUM BY FACULTY:

Sl no.	Topics to be included in the course	Any other suggestion
1	Break up the power electronics course into two. One basic and one advanced.	Course Curriculum to be revised
2	Computer Oriented Numerical Methods to be introduced as an electives in the course	Control System Lab to be developed adequately

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(Mr. Barnam Jyoti Saharia)
 Student Coordinator and Assistant Professor
 Department of Electrical Engineering,
 Tezpur University.

(Prof. S. Roy)
 Head, Department of Electrical Engineering
 Tezpur University.

Head
 Department of Electrical Engg.
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DEPARTMENT OF ELECTRICAL ENGINEERING
PROGRAM : B.TECH IN ELECTRICAL ENGINEERING
FACULTY FEEDBACK ON COURSE CURRICULUM
ACADEMIC YEAR: 2019-2020

Sl no.	Crterion	Faculty 1	Faculty 2	Faculty 3	Faculty 4	Faculty 5	TOTAL	Average
1	Alignment of the course and programme outcomes	4	5	4	3	5	21	4.2
2	Fulfillment of learning objectives through the course content	5	4	4	4	5	22	4.4
3	Semester wise course credit distribution in the syllabus	5	5	3	4	5	22	4.4
4	Sequence of the courses in the syllabus	5	5	4	4	4	22	4.4
5	Adequacy of instructional hours in terms of lecture, practicals, tutorials	5	5	3	5	5	23	4.6
6	Adequacy of the course curriculum w.r.t. the programme	5	4	2	5	5	21	4.2
7	Provision of choices/electives for students in selecting courses	5	5	3	3	4	20	4
8	Adequacy of projects/internships/fieldwork/laboratories for practical exposure in the syllabus	4	3	4	3	5	19	3.8
9	Research component in the courses	4	2	2	2	5	15	3
10	Provision of enhancing student's creativity within the courses	4	4	4	5	4	21	4.2
11	Suitability of the Textbooks/reference material suggested for the courses	5	5	5	5	5	25	5
12	Availability of the reading material suggested for the courses	5	4	4	5	5	23	4.6

The rating points given by the faculty members against the 12 metrics are tabulated above. The highlighted sections in red indicate the points where low scores have been obtained. The minimum score threshold for assessment has been considered to be 2 out of 5 (considered as aggregate) of the score given out of 1-5 by all the faculty members. The individual low scores of 2 obtained against any of the metric is highlighted and analysed here below.

LOW SCORE ANALYSIS AND CORRECTIVE MEASURES TAKEN/TO BE TAKEN:

Sl no.	Criterion	Corrective Measures taken/to be taken
1	Research component in the courses.	Course Curriculum to be revised to check for the possible inclusion of more research components with comments of experts to be taken into consideration. The matter to be discussed in DAC of the EE department and action to be taken/taken decision is to be finalized. Suggestion of faculty members as per the comments section below are to also be incorporated when the course curriculum revision takes place.

COMMENTS ON COURSE CURRICULUM BY FACULTY:

Sl no.	Topics to be included in the course
1	Break up the power electronics course into two. One basic and one advanced.
2	Basic Electrical Engg course must contain Measurement and Instrument topic or unit

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 Student Coordinator and Assistant Professor
 Department of Electrical Engineering,
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(Prof. S. Roy)
 Head, Department of Electrical Engineering
 Tezpur University.

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 Department of Electrical Engg.
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TEZPUR UNIVERSITY
DEPARTMENT OF ELECTRICAL ENGINEERING
ALUMNI FEEDBACK ON COURSE CURRICULUM
PROGRAM : B.TECH IN ELECTRICAL ENGINEERING
ACADEMIC YEAR : 2020-2021 and 2019-2020

Analysis of Feedback received from the Alumni of Electrical Engineering: Total Respondents = 20.

S/N	Criterion	SCORES GIVEN BY INDIVIDUAL ALUMNI																				Total	Average Scoring
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1	Suitability of the ongoing courses in the present context	4	5	3	5	3	4	4	5	5	4	5	4	3	5	4	5	5	3	5	86	4.3	
2	Semester wise course credit distribution in the syllabus	4	5	3	5	3	5	4	5	4	5	5	4	4	5	3	4	4	5	4	5	86	4.3
3	Sequence of the courses in the syllabus	4	5	2	5	3	4	4	5	3	5	5	4	4	5	5	5	4	5	4	5	86	4.3
4	Adequacy of instructional hours in terms of lecture, practicals, tutorials	4	5	4	5	3	5	4	5	3	4	5	4	3	5	4	4	4	5	3	5	84	4.2
5	Adequacy of the course curriculum w.r.t. the programme	4	4	4	5	3	5	4	5	4	4	5	4	4	5	4	3	5	5	3	5	85	4.25
6	Provision of choices/electives for students in selecting courses	4	2	1	4	2	4	4	4	2	4	4	4	5	5	5	4	4	5	2	5	74	3.7
7	Orientation of the courses towards industry/societal needs	4	3	3	4	2	5	4	4	3	4	5	3	4	4	3	4	4	5	1	5	74	3.7
8	Availability of skill development/entrepreneurship-oriented components	4	2	2	3	1	4	4	4	3	4	5	3	3	4	4	3	3	5	1	5	67	3.35
9	Adequacy of projects/internships/fieldwork/laboratories for practical exposure in the syllabus	4	3	3	4	3	5	4	4	4	4	5	4	4	5	4	4	4	5	3	5	81	4.05
10	Research component in the courses	4	2	2	4	2	4	4	4	4	4	4	4	3	4	3	4	4	5	2	5	72	3.6
11	Provision of enhancing student's creativity within the courses	4	2	2	3	2	5	4	5	4	4	5	4	5	5	4	3	4	5	2	5	77	3.85
12	Relevance of the syllabus towards employability of students	4	3	2	4	3	4	4	5	5	4	5	3	3	4	4	4	4	5	2	5	77	3.85
13	Conduciveness of the syllabus content towards higher studies	4	3	4	3	3	5	4	4	5	4	5	4	3	5	5	4	4	5	4	5	83	4.15
14	Suitability of the Textbooks/reference material suggested for the courses	4	4	5	5	4	5	4	4	3	4	5	4	5	5	4	4	4	5	4	5	87	4.35
15	Size of the syllabus in terms of load on the student	4	5	4	4	2	5	4	4	2	4	5	3	3	5	4	4	5	5	3	5	80	4

In the light of COVID-19 pandemic, feedback was collected for both the two sessions of academic year, however the analysis is carried out together for both the sessions, i.e for academic year 2019-20 and 2020-21.

The rating points given by an alumnus is colourised with different shades of color with red and brown for low scores of 1 and two respectively. Green is set for the score of 3 while 4 is indicated by dark color and 5 is not given any color that represents the highest point. In scores obtained the highest rating of 5 and red represents the lowest rating 1. All the criteria where there is poor response has been indicated in red. The feedback has been analysed further as explained.

S/N	Criterion	5	4	3	2	1	Weighted Sum
1	Suitability of the ongoing courses in the present context	10	6	4	0	0	86
2	Semester wise course credit distribution in the syllabus	9	8	3	0	0	86
3	Sequence of the courses in the syllabus	10	7	2	1	0	86
4	Adequacy of instructional hours in terms of lecture, practicals, tutorials	8	8	4	0	0	84
5	Adequacy of the course curriculum w.r.t. the programme	8	9	3	0	0	85
6	Provision of choices/electives for students in selecting courses	5	10	0	4	1	74
7	Orientation of the courses towards industry/societal needs	4	9	5	1	1	74
8	Availability of skill development/entrepreneurship-oriented components	3	7	6	2	2	67
9	Adequacy of projects/internships/fieldwork/laboratories for practical exposure in the syllabus	5	11	4	0	0	81
10	Research component in the courses	2	12	2	4	0	72
11	Provision of enhancing student's creativity within the courses	7	7	2	4	0	77
12	Relevance of the syllabus towards employability of students	5	9	4	2	0	77
13	Conduciveness of the syllabus content towards higher studies	7	9	4	0	0	83
14	Suitability of the Textbooks/reference material suggested for the courses	8	11	1	0	0	87
15	Size of the syllabus in terms of load on the student	7	8	3	2	0	80

The cumulative aggregate and weighted sum against each criterion gives an indication of the rating of that criterion. A threshold of 75 aggregate score was taken as the benchmark, and criteria having a score of more than 75 were considered as requiring no correction. All scores below the 75 score are considered to have a scope for improvement. The improvement for those scenarios are discussed below:

S/N	Criterion	Corrective Measures Already Adopted/ To be adopted
1	Provision of choices/electives for students in selecting courses	After the syllabus revision of 2018, a number of elective courses have been included. In addition the department students now have the provision for taking MOOC's courses on the SWAYAM platform starting from 4th

		semester onwards for the B.TECH curriculum.
2	Orientation of the courses towards industry/societal needs	This aspect is addressed already with respect to exposure to the industry and educational field trips. However the department plans to expand its activities in the future to address this issue.
3	Availability of skill development/entrepreneurship-oriented components	The Training and Placement Cell of the School of Engineering already takes care of this by organizing various skill and entrepreneurship-oriented courses. The EE department via its mentoring of the students by the faculty also encourages the students to undertake these courses.
4	Research component in the courses	The mandate of an Bachelor's program is to give an overview and holistic view of the Electrical Engineering Domain. However looking into the current trends and increasing number of students adopting higher studies, the EE department shall undertake appropriate steps in the BOS and DAC to check for the feasibility of improving the research component.

The additional suggestions and comments made by the alumni are also recorded here below: These suggestion are to be considered when the course and syllabus revision is carried out for the next time.

Sl. no.	Any topic/topic(s) suggested to be included in the syllabus:	Any other suggestion(s):
1	Electrical Engineering Materials, Costing and Estimation in Power Generation, Electrical Installation and Wiring, Electric supply	Better laboratory facilities for Power Electronics and Devices. Allotment of mini projects (hardware) to better understand the workings. Visits to relevant industries for practical exposure.
2	Signals and systems to be conducted with laboratory classes	Inclusion of Industry friendly software education in the course should be done ASAP
3	If possible, please include emerging courses like AI, ML, Big Data, Project Management, inter-dependent electrical courses, etc as elective courses and also conduct regular sessions on building/ enhancing Personality & Communication skills.	Skill-based education and training should be provided to students in order to make them industry-ready engineers. Focus can also be given in providing frequent Industry exposure.
4	Electric Vehicles, Smart Grids, Some inter-branch	If possible, please give more emphasis on Practical Learning instead of theoretical and encourage the students to build small projects using the applications of concepts they learned.
5	Autocad and Electrical Design	Please make sure the upcoming students enjoy the curriculum as much as they used to do while learning any new things in childhood.

6	Syllabus to be more oriented towards exposure to practical exposure in Electrical Engineering	Last Semester Internship should be optional so that students can explore more options in/outside of the industry
7	Machine Learning or Artificial Intelligence	Industrial Exposure
8	Matlab and autocad	Theory to be covered about power systems in general prior to Industrial Exposure
9	Sustainable procurement of resources for producing power	Students must be encouraged to read journals, write reports/journals in specified format through assignments, enhancing their curiosity for research.
10	Machine Designing and AutoCAD for Electrical Engineers	It would be better to take viva for practicals by forming a panel, for all subjects together. This will help students in getting used to the interview kind of situations.
11	Entrepreneurial and industry oriented courses should be included.	Students must be encouraged for practicing/performing (repeating) laboratory works through softwares/simulations. This will acclimatize them with softwares.
12		More industry oriented subjects should be included and students employability should be taken care of in core areas.

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(Mr. Barnam Jyoti Saharia)
Student Coordinator and Assistant Professor
Department of Electrical Engineering,
Tezpur University.

(Prof. S. Roy)
Head, Department of Electrical Engineering
Tezpur University.

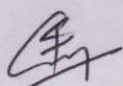
Head
Department of Electrical Engg.
Tezpur University

TEZPUR UNIVERSITY

ACTION TAKEN REPORT ON STUDENTS' FEEDBACK

- A. **Name of the Department:** Electrical Engineering
 B. **Name of the Programme:** B.TECH in Electrical Engineering
 C. **Courses offered under this programme (SPRING 2020 SEMESTER):**
1. EE 411 Power System Interconnection and Control (PSIC)
 2. EE 304 Power Systems –II (PS-II)
 3. EE 306 Power Electronics and Drives (PED)
 4. EE 216 Electromagnetic Field Theory (EMFT)
 5. EE 217 Digital Electronics (DE)
 6. EE 218 Digital Electronics Laboratory (DEL)
 7. EE 219 Electrical Machines –II (EM II)
 8. EE 220 Electrical Machines -II Laboratory (EML-II)
- D. **Summary of Actions Taken on notable points of Students Feedback on the above listed courses (add rows wherever required):**

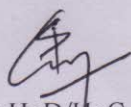
Sl. No.	Parameters	Notable Points/Feedback	Actions Taken
1.	On Courses/Curriculum		
	1. EE 411 PSIC	Responses received on C1 – C11 are either strongly agree or agree.	No action required as the feedback is positive
	2. EE 304 PS-II	Responses received on C1 – C11 are all strongly agree.	No action required as the feedback is positive
	3. EE 306 PED	Responses received on C1 – C10 are either strongly agree, agree or neutral	No action required as the feedback is positive
	4. EE 216 EMFT	Responses received on C1-C8 were either agree or neutral. On C9 and C11 it was disagree or strongly disagree	In the next revision of course curriculum this aspect is to be discussed for improvement.
	5. EE 217 DE and EE 218 DEL	Responses received on C1 – C10 are either mostly strongly agree, agree or neutral. In one or two responses under C5, 7, 10,11 received disagree.	In the next revision of course curriculum this aspect is to be discussed for improvement. Additional materials to be designed for the improvement of mode of curriculum delivery also to be revisited.
	6. EE 219 EM II	Responses received on C1 – C11 are either strongly agree or agree or neutral	No action required as the feedback is positive
	7. EE 220 EML II	Responses received on C1 – C11 are all agree.	No action required as the feedback is positive
2.	On Instructors		
	1. EE 411 PSIC	Response received on INS 1- INS 8 are either strongly agree or agree	As the responses are positive and good no action required .
	2. EE 304 PS-II	Response received on INS 1- INS 8 are strongly agree	As the responses are positive and good no action required .
	3. EE 306 PED	Response received on INS 1- INS 8 are strongly agree	As the responses are positive and good no action required.
	4. EE 216 EMFT	Response received on INS 1- INS 8	Instructor is advised to have



Head
 Department of Electrical Engg.
 Tezpur University

TU/IQAC dated 06 November 2020

		are mostly agree or neutral. In two responses INS 2, 6 and 7 received strongly disagree and disagree	separate doubt clearing sessions in addition to regular classes. Additionally revision of the topics taught at hand is to be summarized and revisited at the end and beginning of each class.
	5. EE 217 DE and EE 218 DEL	Response received on INS 1- INS 8 are mostly agree or neutral. In a few responses INS 1-INS 8 received strongly disagree and disagree	Instructor is advised to have separate doubt clearing sessions in addition to regular classes. Additionally revision of the topics taught at hand is to be summarized and revisited at the end and beginning of each class.
	6. EE 219 EM II	Response received on INS 1- INS 8 are all either strongly agree, agree or neutral.	As the responses are positive and good no action required.
	7. EE 220 EML II	Response received on INS 1- INS 8 are all agree.	As the responses are positive and good no action required .
3.	On Infrastructure		
	1. EE 411 PSIC	Response received on INF 1- INF 6 are either strongly agree or agree	No action required
	2. EE 304 PS-II	Response received on INF 1- INF 6 are either strongly agree or agree	No action required
	3. EE 306 PED	Response received on INF 1,3-6 are all neutral, with a disagree on INF 2	Laboratory upgradation is underway and procurement of new equipment to introduce new laboratory experiments is ongoing.
	4. EE 216 EMFT	Response received on INF 1- INF 6 are either agree or neutral	No action required
	5. EE 217 DE and EE 218 DEL	Response received on INF 1- INF 6 are either strongly agree agree or neutral. In a few responses INF 2,5 and 6 got response of disagree.	Books and e-materials on the subject to be procured through the library. Books on the subject to be purchased as a priority through the university library.
	6. EE 219 EM II	Response received on INF 1- INF 6 are either strongly agree agree or neutral. One response under INF 2 is disagree	No action required.
	7. EE 220 EML II	Response received on INF 1- INF 6 are either agree or neutral.	No action required.
4.	Any Other (Please Specify)		


 Signed by HoD/HoC
Head
 Department of Electrical Engg.
 Tezpur University

Date

Appendix: Feedback Sought on the Following Matrices/Indicators:

Sl. No.	Feedback on Area	Question	Abbreviation Used
1	Curriculum/Criterion	The course was relevant in relation to the program of study.	C1
		Topics/ units were logically sequenced in the syllabus.	C2
		The course is relevant to the society and real life application.	C3
		Course contents fulfilled the targeted outcomes (course outcome).	C4
		The course is suitable in terms of employability.	C5
		The course fulfills the expectations in knowledge up-gradation.	C6
		Tutorial classes were more relevant for the course.	C7
		Course contents were appropriate to credit assigned.	C8
		Course is having the scope for team based learning.	C9
		Lesson plan was followed meticulously.	C10
		Predefined outcomes of the course were achieved.	C11
2	On Instructors	Instructor was well prepared for classes.	INS 1
		Instructor has clarity in communication of subject matter.	INS 2
		Instructor is accessible and approachable outside the class.	INS 3
		Instructor maintains regularity and punctuality in class as per Time-table.	INS 4
		Instructor encouraged questions and discussions during class.	INS 5
		Instructor followed fair and un-biased evaluation process.	INS 6
		Instructor encourages to think creatively and search for additional materials.	INS 7
		Instructor regularly discusses the performance of test, assignments & examinations.	INS 8
3	On Infrastructure	Adequate number of ICT enabled classrooms are available.	INF 1
		The laboratory facilities are well equipped.	INF 2
		As per the requirement of the course-curriculum, adequate computational facilities are available.	INF 3
		Basic public amenities (drinking water, washrooms etc.) are available during class hour.	INF 4
		University library has sufficient number of text books, reference books related to course curriculum.	INF 5
		University library has access to adequate number of e-resources related to your course curriculum/ project work/ research work.	INF 6

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Department of Electrical Engg.
Tezpur University

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ACTION TAKEN REPORT ON RECEIVED STUDENTS' FEEDBACK

- A. **Name of the Department:** Electrical Engineering
 B. **Name of the Programme:** B.TECH in Electrical Engineering
 C. **Courses offered under this programme (SPRING 2021 SEMESTER):**
 1. EE 411 Power System Interconnection and Control (PSIC)
 2. EE 211/EC211 Microcontroller and Microprocessor (MM)
 3. EE 217 Digital Electronics (DE)
 4. EE 219 Electrical Machines –II (EM II)
 D. **Summary of Actions Taken on notable points of Students Feedback on the above listed courses (add rows wherever required):**

Sl. No.	Parameters	Notable Points/Feedback	Actions Taken
1.	On Courses/Curriculum		
	1. EE 411 PSIC	Responses received on C1 – C11 are either or agree or neutral.	No action required as the feedback is positive
	2. EE 211/EC 211 MM	Responses received on C1 was agree while for C2 – C11 are all neutral, disagree or strongly disagree.	In the next revision of course curriculum this aspect is to be discussed for improvement.
	3. EE 217 DE	Responses received on C1 – C11 are either strongly agree or agree	No action required as the feedback is positive
	4. EE 219 EM II	Responses received on C1-C11 were either strongly agree or neutral.	No action required as the feedback is positive
2.	On Instructors		
	1. EE 411 PSIC	Response received on INS 1- INS 8 are either strongly agree or neutral.	As the responses are positive and good no action required .
	2. EE 211/EC 211 MM	Response received on INS 1- INS 8 are strongly disagree.	Instructor is advised to have separate doubt clearing sessions in addition to regular classes. Additionally revision of the topics taught at hand is to be summarized and revisited at the end and beginning of each class.
	3. EE 217 DE	Response received on INS 1- INS 8 are strongly agree or agree.	As the responses are positive and good no action required.
	4. EE 219 EM II	Responses received on INS 1- INS 8 were either strongly agree, agree or neutral.	No action required as the feedback is positive.
3.	On Infrastructure		
	1. EE 411 PSIC	Response received on INF 1- INF 6 are either agree or neutral.	No action required
	2. EE 211/EC 211 MM	Response received on INF 1- INF 6 are neutral.	No action required
	3. EE 217 DE	Response received on INF 1-6 are all either agree or neutral.	No action required
	4. EE 219 EM II	Response received on INF 1- INF 6	No action required


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		are either agree or neutral	
4.	Any Other (Please Specify)		

Signed by HoD/HoC

Date

Appendix: Feedback Sought on the Following Matrices/Indicators:

Sl. No.	Feedback on Area	Question	Abbreviation Used
1	Curriculum/Criterion	Your prerequisite knowledge was sufficient for understanding this course.	C1
		The course was relevant in relation to the program of study.	C2
		Topics/ units were logically sequenced in the syllabus.	C3
		The course is relevant to the society and real life application.	C4
		Course contents fulfilled the targeted outcomes (course outcome).	C5
		The course fulfills the expectations in knowledge up-gradation.	C6
		Tutorial classes were more relevant for the course.	C7
		Course contents were appropriate to credit assigned.	C8
		Course is having the scope for team based learning.	C9
		Lesson plan was followed meticulously.	C10
		Predefined outcomes of the course were achieved.	C11
2	On Instructors	Instructor was well prepared for classes.	INS 1
		Instructor has clarity in communication of subject matter.	INS 2
		Instructor is accessible and approachable outside, the class.	INS 3
		Instructor maintains regularity and punctuality in class as per Time-table.	INS 4
		Instructor encouraged questions and discussions during class.	INS 5
		Instructor followed fair and un-biased evaluation process.	INS 6
		Instructor encourages to think creatively and search for additional materials.	INS 7
		Instructor regularly discusses the performance of test, assignments & examinations.	INS 8
3	On Infrastructure	Adequate number of ICT enabled classrooms are available.	INF 1
		The laboratory facilities are well equipped.	INF 2
		As per the requirement of the course-curriculum, adequate computational facilities are available.	INF 3
		Basic public amenities (drinking water, washrooms etc.) are available during class hour.	INF 4
		University library has sufficient number of text books, reference books related to course curriculum.	INF 5


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	University library has access to adequate number of e-resources related to your course curriculum/ project work/ research work.	INF 6
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Sl. No.	Course/Subject	Relative Points/Feedback	Remarks/Action
1	On Course/Carriest 1. EE 211 (100%) 2. EE 212 (100%) 3. EE 213 (100%) 4. EE 214 (100%)	Response received on 10/11/2020 as per the report of the department. The response is satisfactory. The response is satisfactory. The response is satisfactory.	The response is satisfactory. The response is satisfactory. The response is satisfactory. The response is satisfactory.
2	On Extractors 1. EE 211 (100%) 2. EE 212 (100%) 3. EE 213 (100%) 4. EE 214 (100%)	Response received on 10/11/2020 as per the report of the department. The response is satisfactory. The response is satisfactory. The response is satisfactory.	As the department is satisfied with the response of the students and the response is satisfactory. The response is satisfactory. The response is satisfactory. The response is satisfactory.
3	On Extractors 1. EE 211 (100%) 2. EE 212 (100%) 3. EE 213 (100%) 4. EE 214 (100%)	Response received on 10/11/2020 as per the report of the department. The response is satisfactory. The response is satisfactory. The response is satisfactory.	The response is satisfactory. The response is satisfactory. The response is satisfactory. The response is satisfactory.