

# Day-To-Day Classroom Experience Tracker

<sup>1</sup> P. Penchalaiah <sup>2</sup> K. Malavika <sup>3</sup> V. ThanviPriya

<sup>4</sup> Sk.Sameera <sup>5</sup> Y.Hermina Grace

<sup>1</sup> Associate Professor, Department of CSE, Narayana Engineering College, Nellore, Andhra Pradesh, India

<sup>2, 3, 4 & 5</sup> UG Scholars, Department of CSE, Narayana Engineering College, Nellore, Andhra Pradesh, India

---

**Abstract:** The major requirement of continuous feedback is quality education. Day to Day Classroom Experience Tracker (DCET): A New Feedback System by Subject-wise Teaching Performance in relation to students' day to day experience. HTML, CSS, JavaScript, PHP, and MySQL. Offers a lecture improvement method which is simple to use. Real-time data is collected and stored in the system, allowing for trend monitoring over time by administrators and faculty. Such system accountability in education by outlining the existing strengths and weaknesses. DCET is also able to facilitate the secure authentication and proper database management to ensure the integrity of information and avoid unauthorized access. Through the use of web technologies and database driven insights, DCET hopes to bridge the communication gap between students and educators in order to promote an interactive, responsive learning environment. This paper discusses the design, implementation and effects of DCET in regard to enhancement of the classroom tutorial experience and teaching effectiveness. With DCET, teachers will be able to appreciate the student feedback patterns. The installation of DCET in educational institutions should result in a data driven approach to improve teaching quality, thereby supporting the quest for a continuous improvement culture.

**Keywords:** Student Feedback System, Web Application, Educational Improvement, Teaching Effectiveness, Interactive teaching, Classroom Experience, Teaching goals.

---

## I. INTRODUCTION

The Day-to-Day Classroom Experience Tracker (DCET) is a new product formulated to overcome the shortcomings of pre-existing feedback mechanisms within an educational context. In most cases, feedback is obtained in education after the semester, which is done through evaluation that does not capture either the concerns that are immediate or evolving. These outdated practices results in little time for using the feedback to make alterations which can be beneficial to the learning engagement. However, DCET allows students to provide feedback daily or per class real-time to ensure any arising concerns are addressed immediately. The primary concept of the DCET system revolves around establishing a constant feedback relationship between students and their tutors.

If students are asked to provide feedback on various components of the course like teaching style, class activities, and course materials, instructors are then able to make appropriate changes in real-time. Tackling issues, minor or significant, before they affect teaching quality, grade outcomes, or student satisfaction is a crucial measure to put in place. Apart from assisting guidance professionals, this strategy contributes to the empowerment of students by soliciting their opinions consistently towards improving teaching practices within DCET. That ensures that there is collaboration in the learning environment where learners are appreciated and motivated to engage in the learning process. If a teacher is aware of what the students require, they can tailor their instructions to meet the needs of the students, making the lessons more interesting and relevant. DCET has value for the teaching staff and students but also for the education administrators. With its data analytic tools, the system captures feedback patterns and highlights areas where courses, along with pedagogy, need to be revamped. Such a focus would enable schools to make changes depending on the analyzed data regarding curriculum components, instructor training, and resources. In the end, the objective of the DCET system is to improve the design of the classroom from a static space to one that is highly interactive, flexible, and, student-focused, which increases productivity with regards to education outcomes and the quality of teaching.

## II. EXISTING WORK

The current DCET project uses a Google Form to collect feedback from students about their experiences in the classroom. Google Forms, although easy to use and available for everyone, has a few limitations when it comes to data management and analysis. For instance, data processing is done manually, which is tedious and error-prone. Since the responses are kept in Google Sheets, the administrator has to first filter the data, then sort it out before he or she can analyze it, which itself is also very time-consuming. Moreover, Google Forms has no automation for real-time feedback tracking, which means that the faculty members or the administrators have to wait to gain insights from reports until they are generated. The system also suffers from poor data validation and security because Google Forms uses weak authentication, making it easy to doubt the authenticity of the feedback and if it was provided by one user multiple times. Also, there is no possibility of setting up filters for a particular department, tracking the semester, and creating personalized dashboards for students and faculty, which leads to more departments being left out. Finally, the ability to visually analyze data in Google Sheets is limited, as is the ability to track changes over time and utilize AI sentiment analysis to improve decision making. Therefore, changing to a custom built system would increase the accuracy of the data, automate report generation, increase security, and enhance the entire feedback process.

Most educational institutions still rely on outdated methods such as paper questionnaires and end-of-semester evaluation forms to collect feedback. These manual methods are time intensive, inefficient, and riddled with errors since the information has to be recorded, stored, and analyzed manually. The manual paper surveys are filled out and data is unfortunately lost in time since students fill out surveys at the end of the semester which means that the feedback provided does not express the struggles or experiences they faced over time. Due to this, instructors find it difficult to tackle problems and ameliorate teaching practices effectively. This issue does not incentivize instructors to resolve or deal with the raised issues. Traditional the traditional educational model fails to actively engage a student in the learning experience. Traditional methods of educational feedback collection are also problematic due to low student participation. Most educational institutions gather feedback from children only once a semester forcing them to capture their educational learning experience in a single sentence. Not to mention, students may give constructive feedback and express their true feelings, but due to the time gaps, students may also not care because their issues will not be addressed in time. In addition,

students might not feel confident to give constant feedback because it's perceived as a one-sided conversation, which results in disinterest and poor engagement. Feedback forms created from paper or non-censored online sources raise security issues, which are a problem with existing feedback systems. Sometimes students have concerns that their feedback could be identified, making them hesitant to provide candid views. Students without sufficient online secured platforms will hold back their opinions regarding the quality of teaching or interactions in class, thus ruining the essence of giving feedback. The lack security makes the feedback system unreliable and negatively impacts the educational

experience. All things considered, the feedback collection system of many educational institutions struggle greatly when it comes to punctuality, data potential, student participation, protection, and availability. The new DCET system can accommodate these shortcomings by offering instant, continuous feedback, which makes sure that feedback is taken care of right away.

### DISADVANTAGES

While Google Forms is popular in gathering feedback, it presents a challenge in managing classroom feedback efficiently:

**Insights Not Generated Automatically:** Automated real-time insight generation systems do not exist for faculty and administrators. It is not possible to quickly filter and sort responses, therefore, manual effort makes making decisions very inefficient.

**Weak Authentication Structure & Security Risk:** Google Forms is poorly authenticated which allows students to submit as many responses or feedbacks as they want. There is no existing system that can block responding to only logged in students without complex solutions.

**No Ability to Customize Based On Department/Section:** Forms are not able to change dynamically based on the student's department, semester, or section. Thus, administrators need to either create unreasonably large number of forms or filter the responses manually after which makes this system inefficient.

**Feedback Categorization Needs Manually Intensive Work:** Responses need to be sorted, and then classified by faculty, department or subject to produce insightful data which means much manual work is needed.

**Lack of Advanced Reporting Tools:** Google Forms saves responses in Google Sheets, but manually analyzing large amount of feedback is a time consuming task and there is no reporting which means excel is needed for analysis.

### III. PROPOSED WORK

The DCET system aims to automate the process of obtaining, overseeing, and evaluating classroom feedback in order to improve on the gaps left by Google Forms. The system enables students to provide feedback for today's session and, in the event that they forget, they may also offer feedback for the day prior. These limitations help prevent feedback lies, as well as encourage prompt and precise feedback. Also, students are able to filter feedback in accordance with specific date ranges, which aids in structuring the students' experiences in a logical manner. Faculty and administrators who need to analyze and save the records for future use also have the ability to download their feedback data into Excel sheets, which makes the task far more efficient. Automated subject- faculty mapping is one of the highlighted features of DCET. This allows students, upon selecting a subject, to automatically see the assigned faculty's name for the department and year. This feature ensures that students give feedback only for the relevant faculty members who handle their courses and eliminates errors. Other than that, only students from the assigned year and branch can see the faculty which allows feedback to be given in an appropriate manner. The collection of feedback is automated, allowing less work from the administration while increasing accuracy.

For feedback scrutiny, advanced filters are available in the admin panel. Admins are able to sort feedback using specific faculty's information alongside date range, department, and subject which helps in performing analysis in more depth. While Google Forms requires the information to be sorted and processed manually, DCET displays the meaningful data through user-friendly interfaces. The admin can also generate structured reports for individual faculty members which aids in evaluating their teaching effectiveness and students' satisfaction. With the addition of automated faculty mapping, restricted date-based feedback submission, Excel export ability, and advanced filters, DCET enhances the intelligence and structure of the feedback management system. This proposed system does eliminate manual effort while ensuring data security and authenticity, providing real-time classroom experience feedback efficiently.

### ADVANTAGES

The new system's fully automated feedback management system is able to address the Google Forms issues while also applying more advanced data analysis, authentication, and reporting.

**Date Triggered Feedback Submission:** Students are allowed to give feedback for the day but if they miss the specified time, the only available option is to submit feedback for one past day. This prevents them from abusing the system.

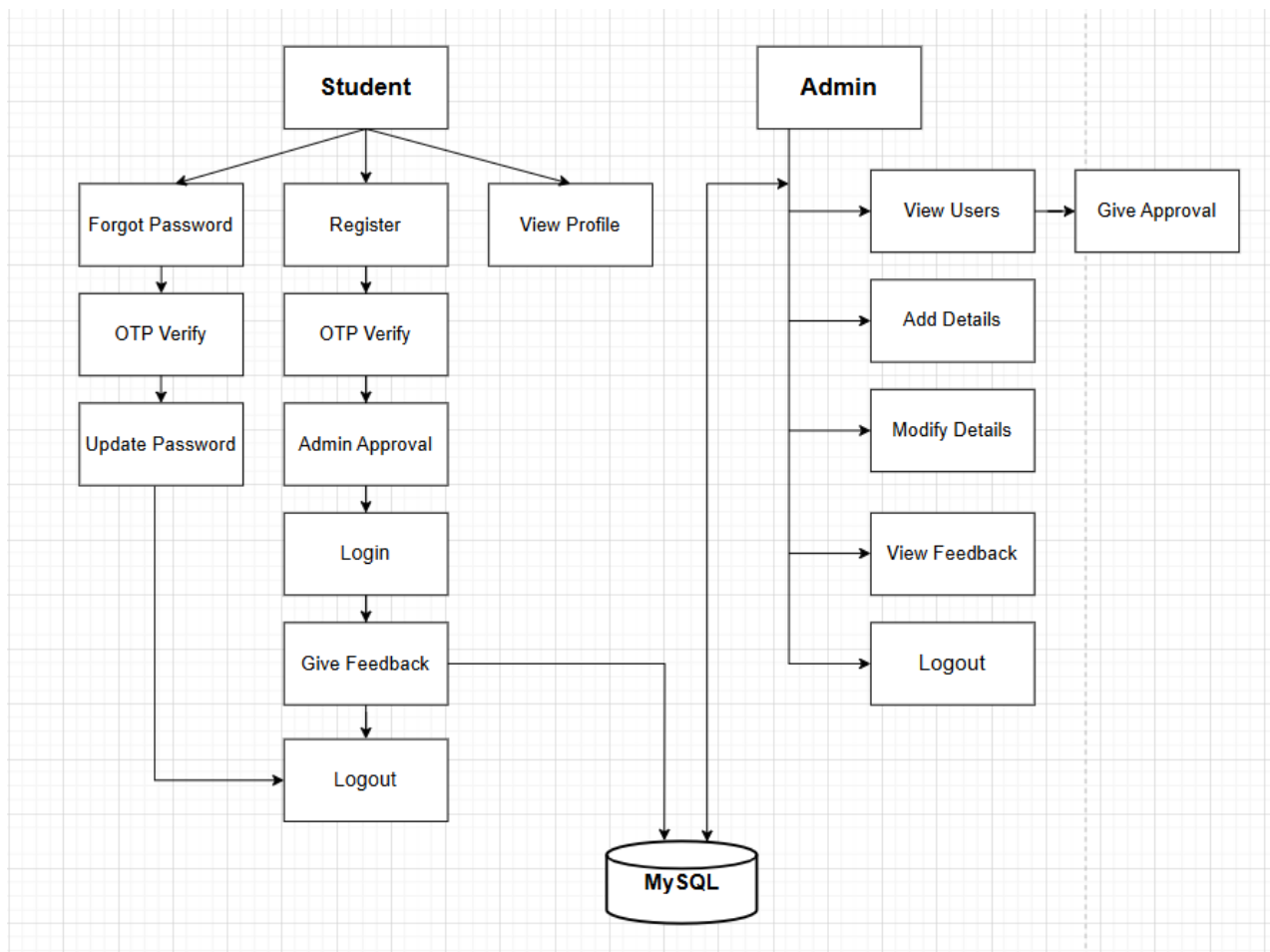
**Automated Faculty Name Display:** The system captures the subject name that is being taught and automatically displays the faculty name, thus only the assigned faculty of a particular year, branch, section can be captured ensuring accurate feedback submission.

**Filtering Feedback:** The admin can filter the feedback from the faculty by the department, section, and the period (from and to dates) which is greatly helpful in analyzing specific trends for a particular faculty within a time frame.

**Downloading Excel Sheets:** The system captures the feedback data that the admin can filter and export to an Excel sheet which enhances the data as well as report analysis over time.

**Authentic & Secure Feedback Submission:** We ensure the students log in using credentials so that there are no duplicate or fake responses. Students from the respective class who are eligible can provide feedback for their faculties.

**Design:**



The process begins at the “ Student registration” where the student have to enter the details of themselves like Name, Domain mail, Roll number, Year, Semester and have to create a unique password . Now this data of the student will be sent to the admin for approval only after approving that registration student can login into the DCET. Student can login through the registered credentials like mail and password. After logging in the student can give their feedback through feedback form it shows features like default date, after selecting the subject it automatically gives the faculty of that

subject , student can rate their classroom experience or teaching , can also write the suggestions required, after submitting the feedback form this feedback will be stored in database. All the feedback submitted by the students can be viewed by admin. Admin can be able to sort or filter feedback by selecting date range (from and to), by selecting faculty or by selecting a particular department, section. It shows only selected feedback which filtered by admin. Admin can even modify the details of the faculty and can also add or remove the faculty. Admin can also view users. This can also be helpful to download all the feedback to excel sheet. Admin can also remove unwanted users from DCET.

#### **IV. EXPERIMENTAL RESULT**

The experimental investigation on the DCET project covered having the system employed in actual classrooms to study the effectiveness in taking student opinions and enhancing methods of teaching. Development was created for the application from HTML, CSS, JavaScript, PHP, and MySQL that comprised a secured form of authentication and data protection to ensure that nothing was adulterated within it. A system was utilized for a community of engineering students with feedback statistics received over periods stretching weeks at times. The findings indicated that DCET worked efficiently to streamline feedback gathering, allowing lecturers to analyze genuine-time insights into their teaching practices. Educators were able to monitor trends in performance and make corresponding adjustments in their teaching approach, resulting in more interactive and student- oriented lectures. The system was also easily accessible to students, and attendance rates improved relative to normal feedback means. Statistical analysis of the gathered feedback showed a significant improvement in teaching effectiveness and classroom participation. Overall, DCET proved to be capable of developing a systematic, data-based model for ongoing educational improvement.

##### **Admin Operations:**

- The admin logs in to the system safely with authentication credentials.
- Upon logging in, the admin is granted access to an extensive dashboard that shows trends in student feedback, faculty performance, and system statistics.
- The admin is able to add, edit, or delete branches and subjects in the system.
- The admin is able to add new faculty, edit their information, or delete faculty from the system.
- Admin has access to all the feedback collected from students on faculty performance and classroom experience.
- The admin can generate filtered reports for a particular time span by using the "From-To" date selector.
- The admin can download feedback information in CSV or Excel format for reporting and further analysis.
- The admin can give constructive feedback to faculty members based on student feedback.
- Once done with actions, the admin logs out of the system securely.

**Admin Screens:**

## Admin Login

Email

Password

[Login](#)

**Fig 1: Admin Login**

Admin can login through their password and email for secure access to the DCET platform.

View Users

View Feedback

Add Details

Modify Details

Logout

## Welcome to Admin Dashboard

**Fig 2: Admin Dashboard**

Admin Dashboard Page shows the welcome message "Welcome to Admin Dashboard." Top left corner, there are following navigation options: View Users, View Feedback, and Add Details through which the admin can organize users, analyze feedback, and modify system details in an easy way.

### Add Details

Add Branch

Select Department and Section
▼

Select Semester
▼

Add Subject

Department	Section	Semester	Subject	Faculty
CSE	A	1-2	BEEE	Shanthi
CSE	A	1-2	SP	Radha Krishna
CSE	A	2-1	DBMS	A.E.Kokila

**Fig 3: Add Detail**

The Add Details Page enables the admin to add and maintain vital academic details, such as Branch, Subject, Semester, and Faculty details, to keep the system updated and correct.

### User Feedback

From Date:  To Date:  Filter by Department: Select Department ▼

Filter by Rating:  Excellent  Very Good  Good  Satisfactory  Poor  Class Not Held

Filter
Reset

Period	Roll No	Student Name	Department	Section	Semester	Name of the Subject	Name of the Faculty	Topic Explained	Feedback Rating	Suggestions	Date	Submitted At
1	21711A0560	Thanvi Priya	CSE	A	2-2	DBMS	A.E.Kokila	e	Very Good	e	26-03-2025	11:37:10
2	21711A0560	Thanvi Priya	CSE	A	2-2	DSA	Ramamohan	e	Good	e	26-03-2025	11:37:10
3	21711A0560	Thanvi Priya	CSE	A	2-2	DBMS	A.E.Kokila	e	Excellent	e	26-03-2025	11:37:10
4	21711A0560	Thanvi Priya	CSE	A	2-2	DSA	Ramamohan	e	Very Good	e	26-03-2025	11:37:10

**Fig 4: View Feedback**

The Admin can view feedback and he can apply filters on feedback based on department, date and rating and can export the feedback to excel.

Username	Email	Created At	Verified	Action
sita	sita@gmail.com	2025-02-04 16:32:26	No	<a href="#">Verify</a>
thanvi	thanvi@gmail.com	2025-02-13 11:08:16	Yes	
Mallika	mallika@gmail.com	2025-02-15 19:56:05	No	<a href="#">Verify</a>
Geethika	21711a0504@necn.ac.in	2025-03-06 11:47:39	No	<a href="#">Verify</a>
Meghana	21711a0512@necn.ac.in	2025-03-06 16:27:26	No	<a href="#">Verify</a>
Bhanu	21711a0521@necn.ac.in	2025-03-07 14:47:40	No	<a href="#">Verify</a>
Hema latha	21711a0523@necn.ac.in	2025-03-17 19:36:58	Yes	
D. Pravallika	21711a0517@necn.ac.in	2025-03-19 16:15:37	Yes	
Manaswini	21711a0520@necn.ac.in	2025-03-21 19:59:51	Yes	
Kedhari Priya	21711a0529@necn.ac.in	2025-03-25 19:28:19	Yes	
Thanvi Priya	21711a0560@necn.ac.in	2025-03-26 11:35:29	Yes	
Malavika	21711a0530@necn.ac.in	2025-03-26 15:50:31	Yes	

**Fig 5: View Users**

The View Users Page enables the admin to view a list of users who have been registered with information like Username, Email, Created At (registration time), Verified Status, and an Action column for user account management.

**Student Actions:**

- The new students may register by entering their Username, Roll Number, Email, Password, Department, Section, and Semester in order to create a DCET platform account.
- Students verify their identity with their credentials to enter the DCET system.
- Students give comments about their everyday class experience, marking subject-wise teaching performance.
- Students log out upon the completion of their interactions to provide security and avoid unauthorized access.



**Student Screens:**

## Register

Username

Roll No

Email

Password

Department

Section

Semester

[Register](#)

Already have an account? [Login](#)

**Fig 6: Student Registration**

Students can enroll by giving their Username, Roll Number, Email, Password, Department, Section, and Semester to make an account on the DCET platform.

## Login

Email

Password

[Login](#)

[Forgot Password?](#)

Don't have an account? [Register](#)

**Fig 7: Student Login**

Students can login through their email and password for secure access to the DCET platform.

Welcome, Malavika!

## Feedback

Date: 2025-04-03 Branch:CSE Section: A Semester: 2-1

Period	Subject	Faculty Name	Topics Explained	Rating	Suggestions/Queries
1	Select Subject			Rating	
2	Select Subject			Rating	
3	Select Subject			Rating	
4	Select Subject			Rating	
5	Select Subject			Rating	
6	Select Subject			Rating	
7	Select Subject			Rating	

Submit

Fig 8: Give Feedback Page

The Feedback Page provides an opportunity for students to submit their class experience by choosing the date, branch, section, and semester. Underneath these options, a tabular layout is offered in which students can fill in information such as period, subject, faculty name, topics covered, rating, and any further suggestions for improvement. Following the submission of feedback, students may safely log out from their accounts.

## V. CONCLUSION

Ultimately, the Day-to-Day Classroom Experience Tracker (DCET) is a modern tool aimed at streamlining the feedback collection process in educational institutions, especially within engineering colleges. Unlike traditional feedback mechanisms like end-of-semester evaluations, DCET allows students to give real-time feedback on their daily classroom experiences. With the system, students can rate each class, suggest ways the class could be improved, and offer comments regarding the learning experience. With real time feedback, teachers' problems or concerns are dealt with quickly, resulting in a more efficient classroom environment. The system has been designed with two primary users in mind: students and admins. Students can log into the system with their credentials and provide feedback after each class. They can rate each class session based on the teaching received, the instructions provided, and the positive interaction during the class.

In addition, students are able to provide comments on how the class can be improved, thus opening a communicational channel between students and teachers. This encourages active student participation during lessons, leading to an overall improvement in the quality of education. On the other hand, DCET also offers a management dashboard to admins where they can manage and view all feedback provided. Administrators can track feedback patterns, evaluate instructor effectiveness, and use data to enhance the quality of instruction.

## VI. REFERENCES

- [1] Smith, J., & Brown, L. (2019). "Data Visualization Techniques in Academic Monitoring Systems," *Journal of Educational Technology*, 25(4), 245-260.
- [2] Raj, K., & Sinha, P. (2018). "Enhancing Classroom Engagement with Digital Tools," *Journal of Interactive Learning Research*, 29(2), 115-130.
- [3] Jones, M., & Williams, T. (2020). "Real-Time Student Performance Tracking Systems," *IEEE Transactions on Education*, 63(2), 132-141.
- [4] Zhang, X., & Lee, H. (2021). "The Impact of Digital Attendance Systems on Student Accountability," *Journal of Educational Technology Research*, 15(5), 302-318.
- [5] Miller, D., & Johnson, E. (2020). "The Evolution of Classroom Technology: Case Studies in Higher Education," *Technology in Education Review*, 18(6), 72-85.
- [6] A. Kumar and S. Sharma, "Automated Feedback Systems in Educational Institutes," *IEEE Xplore*, 2022.
- [7] Patel, S., & Verma, R. (2023). "A Web-Based Student Feedback System for Higher Education," *International Journal of Computer Science & Applications*, 25(3), 45-58.
- [8] A. Mehta and P. Singh, "Automation in Feedback Management Systems for Universities," *IEEE Xplore*, 2024.
- [9] R. K. Sharma, "Development of Real-Time Student Feedback Analysis Using AI," *Springer*, 2022.
- [10] Li, J., & Wong, M. (2025). "Smart Feedback Systems: Analyzing Classroom Experience with AI," *Journal of Educational Technology*, 32(1), 112-128.
- [11] D. Brown, "Optimizing Student Feedback Mechanisms through Web Technologies," *Elsevier*, 2021.
- [12] Kumar, V., & Das, S. (2024). "Secure Feedback Management in Higher Education: A Case Study," *ACM Transactions on Computing in Education*, 14(2), 210-225.
- [13] A. Roy and K. Gupta, "The Role of Data Analytics in Enhancing Student Feedback Systems," *IEEE Xplore*, 2023.
- [14] Chen, Y., & Lee, T. (2025). "Integration of AI in Student Feedback Collection," *Springer*, 29(4), 50-65.
- [15] J. Martin, "Developing a Cloud-Based Student Feedback System for Universities," *International Journal of Emerging Technologies in Learning (IJET)*, 2022