

Action Taken Report And

FEEDBACK PROCESS OF THE INSTITUTION

The Institution obtained feedback on the syllabus and its transaction at the institution from the following stakeholders:

- Students
- Teachers
- Employers
- Alumni


STUDENTS' FEEDBACK

Students' Feedback on curriculum and teaching learning process is designed to get formative feedback from students on the following:

1. Do you find the curricula in both Honours and General (For UG) and Post Graduate level (for PG) helpful in satisfying your understanding of the course of studies you have chosen?
2. Was the curriculum suitably designed for developing analytical mindset and technological knowhow required for industry, higher studies and modern research?
3. Was counselling regarding career choices and options provided during the academic session?
4. Did the available infrastructure of the Institution cater to requirements of the curriculum with respect to:
 - a) Library Facilities
 - b) IT Infrastructural Facilities
 - c) Laboratory Facilities
5. How career oriented was the curriculum?
6. Did you find the quality of teaching and the academic atmosphere of the Institution suitable for teaching-learning interactions?
7. Did the curriculum inculcate cultural and social values and provide cross-cultural orientation?
8. Did the curriculum promote group activities and instill the spirit of team work?
9. Did the curriculum help you in developing the essence of innovation, creativity and entrepreneurship?
10. Did the curriculum make you aware, empathetic and responsible about environmental issues?

The students were asked to select the option on the basis of 4 to 1, Grade 4 being the highest and Grade 1 being the lowest. The feedback was received as from:

- 450 Undergraduate Arts students (Non-CBCS)



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- 468 Undergraduate Science students (Non-CBCS)
- 42 Postgraduate Arts students (Non-CBCS)
- 22 Postgraduate Arts students (CBCS)
- 198 Postgraduate Science students (Non-CBCS)
- 51 Postgraduate Arts Science students (CBCS)

TEACHERS' FEEDBACK

Feedback on various aspects of curriculum was received from 95 faculty members (44 Arts and 51 Science Faculty) on both CBCS and Non-CBCS curriculum. The questionnaire included the following:

1. Does the curriculum design focus on employability of the stakeholders?
2. Does the curriculum introduce advance learning along with relevant technological advances in the particular area required for grooming students towards career prospects in industry, higher studies and research activities?
3. Did the available teaching resources suffice for effective dissemination of curriculum with respect to:
 - A) Library Facilities
 - B) IT Infrastructural Facilities
 - C) Laboratory Facilities
4. Is the number of instructional hours sufficient for effective dissemination of curriculum?
5. Does the curriculum include skill development modules through project work and/or hands-on-training?
6. Does the curriculum help in developing social skills, values and an amicable personality?
7. Does the curriculum ensures professional ethics and makes the stakeholders aware, empathetic and responsible about environmental issues?

ALUMNI FEEDBACK

As the alumni has made significant contribution to the activities and development of the College, their feedback was also sought for their respective subjects for the development of the curriculum. The feedback form included the following questionnaire:

1. Does the curriculum design focus on employability of the stakeholders?
2. Does the curriculum support advance learning?
3. Does the curriculum offer opportunity for applied learning?

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4. Are the available teaching resources sufficient for effective dissemination of curriculum with respect to:
 - A. Library Facilities
 - B. IT Infrastructural Facilities
 - C. Laboratory Facilities
5. Are the quality of teaching and the academic atmosphere of the Institution suitable for teaching-learning interactions?
6. Does the curriculum foster innovation, creativity, entrepreneurship and leadership skills in the stakeholders?

EMPLOYERS' FEEDBACK

Employers' feedback was also obtained with the help of structured questionnaire. Their feedback was sought for the following:

1. Does the curriculum design focus on employability of the stakeholders?
2. Does the curriculum support advance learning?
3. Does the curriculum offer opportunity for applied learning?
4. Does the curriculum promote group activities and instill the spirit of team work?
5. Does the curriculum foster innovation, creativity, entrepreneurship and leadership skills in the stakeholders?
6. Does the curriculum ensures professional ethics and makes the stakeholders aware, empathetic and responsible about environmental issues?
7. Does the curriculum help in developing social skills, values and an amicable personality?



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FEEDBACK ANALYSIS REPORT (2015-16 TO 2019-20)

STUDENT'S FEEDBACK ANALYSIS REPORT

- The analysis of students' feedback clearly indicates that they are well satisfied with the curriculum with 67.35% (63.7% – 71%) of the students opting for grade 4 on an average at the UG level and 74.25% (66.7%-81.8%) at the PG level. However at the Postgraduate level Arts, the students have shown preference for the CBCS pattern with 81.8% grade 4 against 47.6% for Non-CBCS syllabus. In Science, the percentage for grade 4 remains the same (66.7%) for both CBCS and Non-CBCS syllabus.
- Regarding designing of Curriculum for developing analytical mindset and technological knowhow required for industry, higher studies and modern research, the data does not reveal an impressive picture for Science students with percentage revolving around 36.45% (33.3%-39.3%) opting for Grade 4 on an average. Students contacted personally for suggestions want the inclusion of training on more sophisticated techniques and experiments for pursuing with research work in future. However theoretically, the syllabus is apt for higher studies, which is well reflected in the students qualifying in the competitive exams at the National level.
- Students have expressed their wish for more sessions of counselling regarding career choices and options provided (maximum of 42.2% opting for Grade 4).
- Students have shown satisfaction on the infrastructural facilities available, particularly the library [79.35% opting for Grade 4 on an average (68.2%-90.5%)] and laboratory facilities [63.25% opting for Grade 4 on an average (58.6%-67.9%)] in Science. However the students, particularly Arts, expressed the need for more ICT facilities (a major portion of students not responding to this query).
- 64.3% of the students on an average (with highest percentage of 85.7%) have opted for Grade 4 as their opinion regarding how far the curriculum is career oriented and 83.2% percentage (71.2% - 95.2% opting for Grade 4) have found the quality of teaching and the academic atmosphere of the Institution suitable for teaching-learning interactions.
- A highest percentage of 60.2% feel that the curriculum inculcate cultural and social values and provide cross-cultural orientation, a maximum percentage of 76.2% feel that the curriculum have helped them in promoting group activities and instil the spirit of team work while a maximum of 69% are of the opinion that the curriculum can help one in developing the essence of innovation, creativity and entrepreneurship, all by opting for the highest Grade of 4. However students from both Arts and Science stream feel that the curriculum should include more topics, to make one aware, empathetic and responsible about environmental issues.



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TEACHER'S FEEDBACK ANALYSIS REPORT

A comparison could be made between the CBCS and Non CBCS syllabus. The teachers expressed their satisfaction over the number of instructional hours, which they felt was sufficient for effective dissemination of curriculum. The CBCS syllabus includes more of skill development modules (56.9% opting for Grade 4 in Science and 59.1% in Arts) than the non CBCS syllabus (just 18% opting for Grade 4 in Science and 45.5% in Arts). The Arts curriculum has been portrayed to be more effective in developing social skills, values and an amicable personality, ensuring professional ethics and making the stakeholders aware, empathetic and responsible about environmental issues. The teachers have also expressed their satisfaction over availability of teaching resources sufficing for effective dissemination of curriculum with respect to Library, IT Infrastructural Facilities and Laboratory Facilities, with scopes for improvement. For Science subjects, the CBCS syllabus has been found to be more effective in terms of advance learning along with relevant technological advances in the particular area required for grooming students towards career prospects in industry, higher studies and research activities (42% for non CBCS against 70% for CBCS syllabus as option for Grade 4) and focus on employability of the stakeholders (22% for non CBCS against 40% for CBCS syllabus as option for Grade 4). For Arts subjects however the two syllabi have not made much of a difference.

FEEDBACK ANALYSIS OF ALUMNI

It is observed from the actual responses of the Alumni that they are primarily satisfied with the quality awareness of the Institution. The Alumni pay frequent visits to the Institution and interact with the Principal, the Chairperson of the IQAC and share their observations. The IQAC is thus party to their live responses and confronts the challenges in the education system pertaining to the Institution and include these readily in the Action Plan.

EMPLOYER FEEDBACK

Employers' feedback was also obtained with the help of structured questionnaire. Their feedback was sought for the following:

1. Does the curriculum design focus on employability of the stakeholders?
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3. Does the curriculum offer opportunity for applied learning?
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5. Does the curriculum foster innovation, creativity, entrepreneurship and leadership skills in the stakeholders?



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6. Does the curriculum ensures professional ethics and makes the stakeholders aware, empathetic and responsible about environmental issues?
7. Does the curriculum help in developing social skills, values and an amicable personality?

ACTION TAKEN

The analysis on the feedback received from the various stakeholders helped us in identifying the gap in the syllabus and the areas the College needs to work upon. These were discussed in details in IQAC and the following actions taken:

- As the College is affiliated to the University of Calcutta, it strictly adheres to the syllabus of the home University, having no scope for restructuring of the syllabus. However since several faculty members belonging to different departments are members of the Board of Studies, suggestions related to the framing of syllabus of various Courses were communicated to the Chairmen of different Boards of the University through BOS members for the proper redressal of suggestions.
- More career oriented lectures are being organized with a focus to help students understand one's own self, as well as the career options available in the home and other Institutes suiting their interests, so that one can take an informed decision about career and education. This is being started right from the day of the Orientation Program. Emphasis is being given on experiential learning and training for proper approach to competitive exams, so that it helps the students to take better decisions and have a clear idea about their desired studies and move forward in life.
- Initiatives are being taken to conduct more industrial visits and field visits (although the Covid pandemic has brought things to a standstill during the last one year). Since different fieldwork strategies prioritise different learning outcomes, initiatives are also being taken by the Arts departments to organize the same to give an opportunity to students for conceptual development, development of a wide range of different skills, develop sensitivity to and appreciation of a wide range of different environments, entail an appreciation of values and a students' social and personal development.
- Initiatives have been undertaken to improve on the ICT facilities, converting class rooms into smart class rooms with the portable ICT tools, dedicated smart class rooms and state of the art and upgraded laboratories. The library is now a RFID enabled fully automated support facility using ILMS software KOHA. It has procured e-books worth Rs 39, 93,501/-, and e journals worth Rs.2,75,217/- over a 5 year span. The high-speed Intra-Net bandwidth of 25Mbps ensures assured and uninterrupted connectivity. The WAN ensures that the Main Campus and the Hostel are connected. The cabling is through CAT 6E Gigaspeed and the Firewall is installed in the Principal's Chamber. The Institution has a healthy student-computer ratio at 5:1. To increase on-campus online activity, the Computer Committee is in the process of augmenting the existing Wi-fi connectivity by setting up several points through strategically placed routers.



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- Special lectures are being organized on different advanced topics to inculcate interest in subjects. Workshops are being organized under the DBT-STAR College Program to give hands-on-training on techniques beyond the syllabus. Project works are being encouraged under the said program for the Undergraduate students. Faculty improvement programs are being organized to train teachers on topics and techniques newly incorporated under the CBCS curriculum.



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