

*Action Taken Report based on
Feedback Analysis 2020-2021*



**INTERNAL QUALITY ASSURANCE CELL
LADY BRABOURNE COLLEGE**

ACTION TAKEN REPORT

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 two years). 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. Library 'Face Book facility' has been introduced to provide user communication beyond the regular hours of the Lady Brabourne College library. Wi-Fi System has been implemented/extended on all floors of Admin (Main) Building, Chemistry Building, Physics Building, New Science Building, Roma Chaudhuri Building & Cottage in order to provide Network Access Facilities to all students & Faculty Members throughout the Main Campus. This facilitated holding of virtual classes over Gsuite platform in the pandemic situation. At present all Buildings in the Main Campus is a secure Wi-Fi Zone. The total number of nodes present in the College campus is 450 which includes 48 Wi Fi access points. Since the number of users are increasing day by day the existing Internet Bandwidth has been upgraded from 25Mbps to 45Mbps.

- Special lectures are being organized on different advanced topics to inculcate interest in subjects. Project works are being encouraged under the course curriculum for the Undergraduate as well as Postgraduate students.



Principal
Lady Brabourne College
Kolkata

Notice regarding IT Facility Upgradation:



PHONE 2289 7725
E-mail pri@ladybrabourne.com

Government of West Bengal

LADY BRABOURNE COLLEGE

P-1/2, SUHRAWARDY AVENUE ♦ KOLKATA - 17

No

Dated 29. 11. 2021

From : The Principal, Lady Brabourne College, Kolkata.

To :

NOTICE

The wi-fi connection in the college premises as per the requirements of the different Departments shall be available from 30th November, 2021. All 48 Access Points shall be operational


29.11.2021
PRINCIPAL

Principal
Lady Brabourne College
Govt. of West Bengal
Kolkata

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 was from:

- 202 Undergraduate Arts Students
- 126 Undergraduate Science Students
- 17 Postgraduate Arts Students
- 48 Postgraduate Science Students

Feedback analysis report

The analysis of students' feedback indicates that the students are well satisfied with the curriculum with 73.81% of the students opting for Grade 4 on an average at the UG (Science) level and 62.5% at the PG (Science) level. In the Arts section 78.22% opted for Grade 4 for the UG course while 100% of the PG students opted for Grade 4.

Regarding designing of Curriculum for developing analytical mindset and technological knowhow required for industry, higher studies and modern research, the data reveals that for Science students the percentage is 46% as compared to earlier which was 36.45% opting for Grade 4.

Students have expressed their wish for more sessions of counselling regarding career choices (around 46.2% opting for Option 4).

Students have shown satisfaction on the infrastructural facilities available. Students are quite satisfied with the library facility available. Grade 4 was the choice of 83% of the students for Arts while for Science 76% opted for Option 4. For Laboratory facilities, 57.78% opted for Grade 4 on an average for PG and 49.19% for UG Science. However the students, particularly Arts, expressed the need for more ICT facilities (a major portion of students not responding to this query).

Higher percentage of Arts students opted for Grade 4 on “how far the curriculum is career oriented “ than that of Science students (54.2% for PG Science,70.8% for PG Arts)

80.1% of the students in UG Arts and 77.8% students in UG Science have opted for Grade 4 for “the quality of teaching and the academic atmosphere of the Institution suitable for teaching-learning interactions”.

More than 75% of students chose Grade 4 (PG Arts) and 50% of students chose Option 4 (PG Science) that the curriculum inculcated cultural and social values and provided cross-cultural orientation, a maximum percentage of 70.59% feel that the curriculum have helped them in promoting group activities and instilled the spirit of team work . PG Arts showed the maximum percentage who opted for Grade 4 (70.59%) in the category are of the opinion that “the curriculum can help one in develop the essence of innovation, creativity and entrepreneurship.

Around 50% of the students opted for Grade 4 for both Arts and Science streams feeling the curriculum made them aware, empathetic and responsible about environmental issues.



Principal
Lady Brabourne College
Kolkata

TEACHERS' FEEDBACK

Feedback on various aspects of curriculum was received from 99 faculty members. 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?

Feedback analysis report

The Arts faculty expressed satisfaction on the curriculum structure for employability of stakeholders (52.4% opted for Grade 4). On the same question 56.3% teachers from Science opted for Grade 3.

On how well the curriculum introduces 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, 53.1% teachers from Science opted for Grade 4 where as 50 % of the teachers from Arts opted for Grade 3.

Teachers of both groups seems to be satisfied with the library facility available (more than 60 % opted for Grade 4). 32.4 % of Arts faculty and 42.2% of Science faculty opted for Grade 4 with respect to IT Infrastructural Facility available. Action has been taken by increasing the existing Internet Bandwidth from 25Mbps to 45Mbps. 71.4% from Science faculty opted for Grade 4 expressing their satisfaction over the Laboratory Facilities for the students.

Teachers from both groups feel the number of instructional hours is sufficient for effective dissemination of curriculum (84.4% and 71.9% opted for Grade 4 for Arts and Science respectively).

Teachers from Arts Faculty expressed more satisfaction on “skill development modules through project work and/or hands-on-training in the curriculum” when compared with teachers from Science (63.4% for Arts, 48.4% for Science opted for Grade 4).

Arts faculty are happy with how the curriculum has helped in developing social skills, values and amicable personality in students and making them empathetic and responsible about environmental issues. 71.4% and 64.3% of Arts faculty opted for Grade 4. However, maximum of the Science Faculty teachers opted for Grade 3 (51.6%) on the same.



Principal
Lady Brabourne College
Kolkata

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?
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?

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.



Principal
Lady Brabourne College
Kolkata

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?
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?

Feedback Analysis of Employer

Analysis of the feedback received from the employers reveals that the employers are very much satisfied with the curriculum structure, advanced and applied learning. They found the curriculum instilled spirit of team work, innovation, creativity, entrepreneurship and leadership skills in students and made them empathetic and responsible about environmental issues. (100% opted for Grade 4 on all the questions)



Principal
Lady Brabourne College
Kolkata