

*LADY BRABOURNE COLLEGE*  
*ACTION TAKEN REPORT*  
*2022-2023*

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**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. The Career Counselling and Placement Committee has been very active throughout the year, providing our students with several national and international level interaction programmes as well as recruitment drives in various corporate sectors.
- IQAC motivated the departments to structure and record Lesson Plans and time table to cater the students. Departments focused on the directive and with guidance tried to record all teaching learning activities matching Lesson Plans. Students fared very well in all the examinations.
- Student Mentoring was planned along the lines of orientation of National Education Policy (NEP). Interactive session by Internal mentors and Intra-departmental mentors ensured that students became relaxed to adapt to different programmes and become inclined to feel a sense of belonging to the HEI.
- Initiatives are being taken to conduct more industrial visits and field visits. 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 At present all Buildings in the Main Campus is a secure Wi-Fi Zone. However cable was laid to keep provisions for additional points. The total number of nodes present in the College campus (as on June 2022) is 481, which includes 50 (out of which 47 access points are active) Wi Fi access points and 431 nodes. The existing internet bandwidth is 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. HEI is committed to introduce skill-oriented courses and runs Add-on courses beyond College hours in Computer Skills, Public Advertisement and Animation and Multimedia and Spanish.



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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 counseling 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 from:

- 99 Undergraduate Arts Students
- 140 Undergraduate Science Students
- 50 Postgraduate Arts Students
- 75 Postgraduate Science Students

## **Feedback analysis report**

The analysis of students' feedback indicates that the arts students are more satisfied with the curriculum than the science students, with 42.14% of the students opting for Grade 4 on an average at the UG (Science) level and 64.86% at the PG (Science) level. In the Arts section 63.27% opted for Grade 4 for the UG course while 77.5% 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, maximum students opted for Grade 3.

Students have expressed their wish for more sessions of counseling regarding career choices. Grade 3 was the modal choice of the students.

Students have shown satisfaction on the infrastructural facilities available. Students are quite satisfied with the library facility available. Grade 4 was the choice of 55.67% of the students for Arts while for Science 59.71% opted for Grade 4. For laboratory facilities, 64% opted for Grade 4 on an average for PG and UG Science students. The students have expressed their utmost satisfaction regarding ICT facilities with 64.1% PG Arts students and 58.11% PG Science students opting for Grade 4.

Higher percentage of Arts students opted for Grade 3 on “how far the curriculum is career oriented” than that of Science students (66.20% for PG Science, 71.05% for PG Arts).

87.50% of the students in PG Arts and 67.12% students in PG 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 50% of students chose Grade 4 (PG Arts) and 44% of students chose Option 4 (PG Science) that the curriculum inculcated cultural and social values and provided cross-cultural orientation, a maximum percentage of 65.75% of PG (Science) students feel that the curriculum have helped them in promoting group activities and instilled the spirit of team work while 55% PG (ARTS) students opted for Grade 3 for this question. PG Arts showed the maximum percentage who opted for Grade 4 (61.54%) in the category “the curriculum can help one in developing the essence of innovation, creativity and entrepreneurship”. Around 50% of the students opted for Grade 4 in both Arts and Science streams feeling the curriculum made them aware, empathetic and responsible about environmental issues.

## TEACHERS' FEEDBACK

Feedback on various aspects of course curriculum was received from 90 faculty members (32 Arts and 58 Science 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 (59.26% opted for Grade 3). On the same question 66.10% 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, 42.37% teachers from Science opted for Grade 4 where as 46.43 % of the teachers from Arts opted for Grade 4.

Teachers of both groups seem to be satisfied with the library facility available (more than 64% opted for Grade 4). 33.33 % of arts faculty and 44.07% of Science faculty opted for Grade 4 with regards to IT Infrastructural Facility available. 64.91% from Science faculty opted for Grade 4 expressing their satisfaction over the Laboratory Facilities for the students.

82.14% teachers from Arts group and 41.38% from the Science group feel the number of instructional hours is sufficient for effective dissemination of curriculum.

Teachers expressed satisfaction on “skill development modules through project work and/or hands-on-training in the curriculum” (46.43% for Arts, 45.76% 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. 75.00% and 78.57% opted for Grade 4. However, majority of the Science Faculty teachers opted for Grade 3 (58.62% and 53.45%) on the same.



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## ALUMNI FEEDBACK

As the alumni have 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 Curriculum. More than 60% have opted for Grade 4 regarding quality awareness of the Institution. They are happy with the library, IT and laboratory facilities provided by the college. 67.98% have opted for Grade 4. 74.16% find the teaching atmosphere of the college highly satisfactory. For innovation, creativity, entrepreneurship and leadership skills 41.71% have opted for Grade 4.

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.



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## **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.



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