

**SUMMARY REPORT ON THE
FEEDBACK ANALYSIS
2016-2020**



**INTERNAL QUALITY ASSURANCE CELL
LADY BRABOURNE COLLEGE**

Assessment is seen as an essential element in the learning process. Regular feedback on the curriculum and the teacher's performance have become an integral part of the learning process at Lady Brabourne College and these have served as instrument of self-reflection. The process of eliciting feedback has promoted the professional and personal growth of the teachers, helped know one's strengths and weaknesses, get information on one's overall academic development, as well as increasing one's potential for greater areas of responsibility. Receiving frequent and structured feedback has led to a deeper and more satisfying teaching-learning experience. From the student's perspective, it has had a competitive advantage and an important influence on student learning, leading to better performance and career advancement. Thus feedback analysis has had multiple functions, both formative and summative, providing the means for grading of performance.

An analysis of the feedback forms received was made to assess what role the feedback has had in the students' and teachers' personal learning experience; to perceive the students' concept on higher education and what is the perceived meaning and value of assessment feedback as experienced by them.

With the shift from pre CBCS to the CBCS pattern of Curriculum from 2018 onwards, the College's main focus would be to perceive the main differences in the two approaches of education and provide the contemporary context, and an account of the two educational systems. As the first batch of Undergraduate students will be passing out in 2021, this report does not reflect much on this transition except for feedback provided by the 2018-2020 batch of Postgraduate students and the Teachers. Once this can be done, the study will then narrow the focus down on the role of the CBCS system on the assessment and feedback in learning and teaching.

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:

- 450 Undergraduate Arts students (Non-CBCS)
- 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)

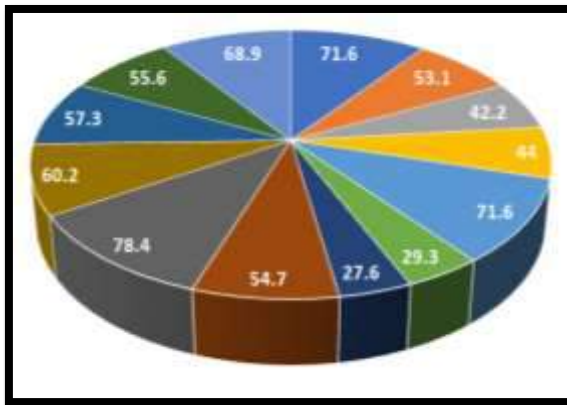
Feedback analysis report

- 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

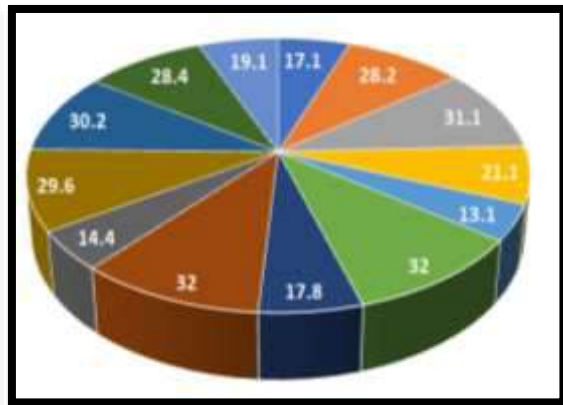
revolving around 36.45% (33.3%-39.3%) opting for Grade 4 on an average. Students contacted personally for suggestions want the inclusion of training on more sophisticated techniques and experiments for pursuing with research work in future. However theoretically, the syllabus is apt for higher studies, 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.

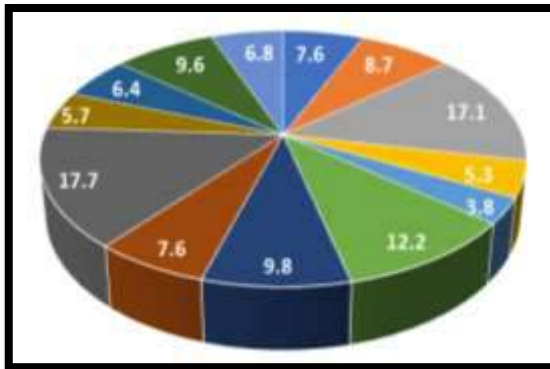
PERCENTAGE ANALYSIS BASED ON THE FEEDBACK RECEIVED FROM UG ARTS STUDENTS



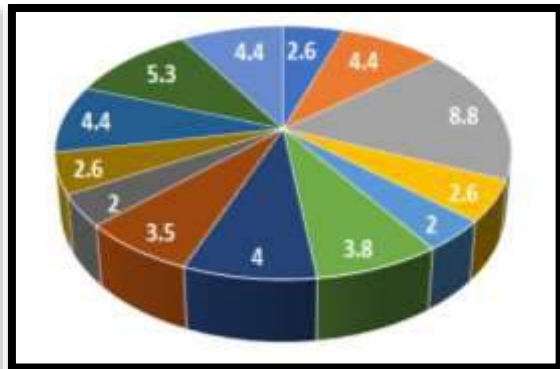
GRADE 4



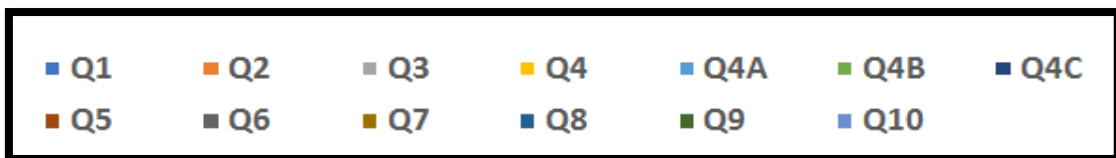
GRADE 3



GRADE 2

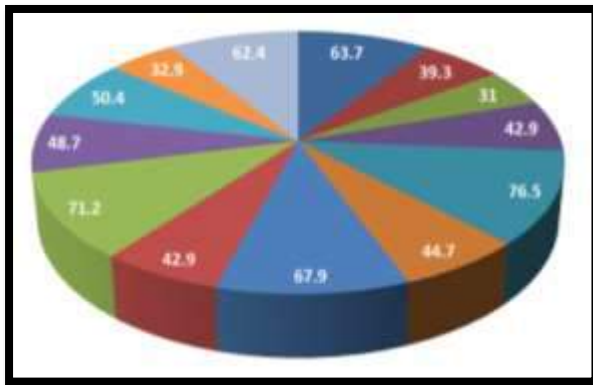


GRADE 1

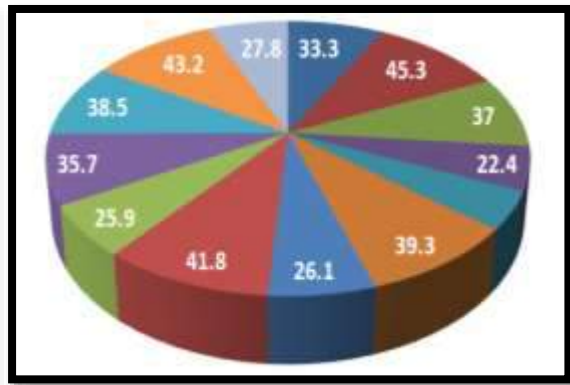


1. Curriculum: Helpful in satisfying your understanding of the course
2. Curriculum: Designed for developing analytical mindset and technological knowhow
3. Counselling regarding Career choices
4. Available infrastructure of the Institution
 - A. Library Facilities
 - B. IT Infrastructural Facilities
 - C. Laboratory Facilities
5. Curriculum: Career Oriented
6. Quality of teaching and the academic atmosphere
7. Curriculum: Inculcate cultural, social values & cross-cultural orientation
8. Curriculum: Promote group activities and instill team spirit
9. Curriculum: Developing essence of innovation, creativity and entrepreneurship
10. Curriculum: Making one aware, empathetic and responsible about environmental issues

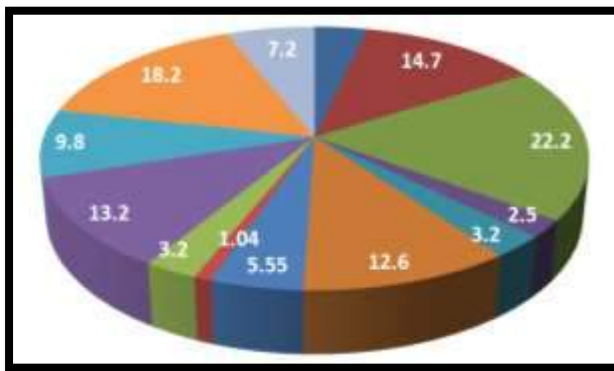
PERCENTAGE ANALYSIS BASED ON THE FEEDBACK RECEIVED FROM UG SCIENCE STUDENTS



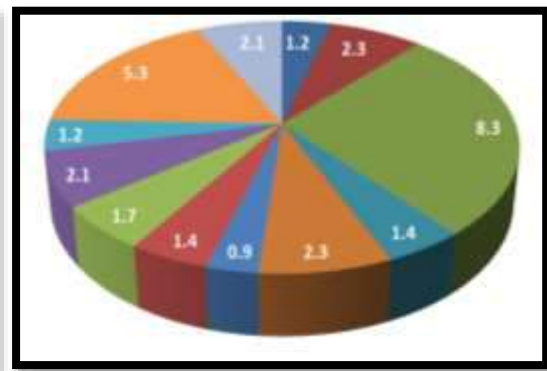
GRADE 4



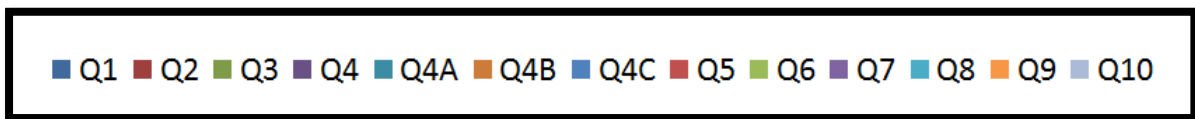
GRADE 3



GRADE 2

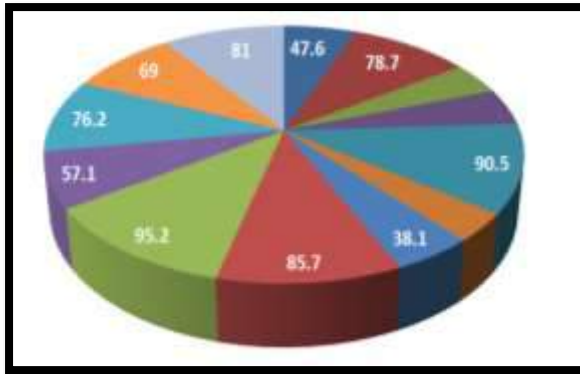


GRADE 1

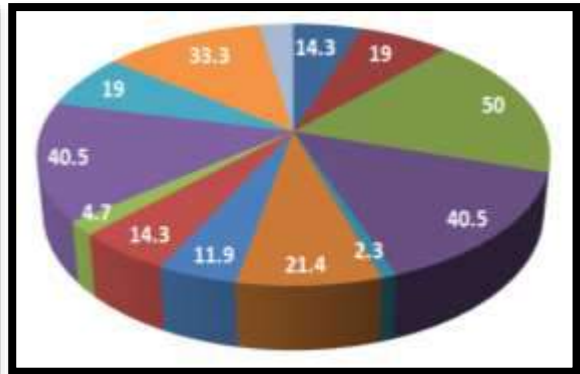


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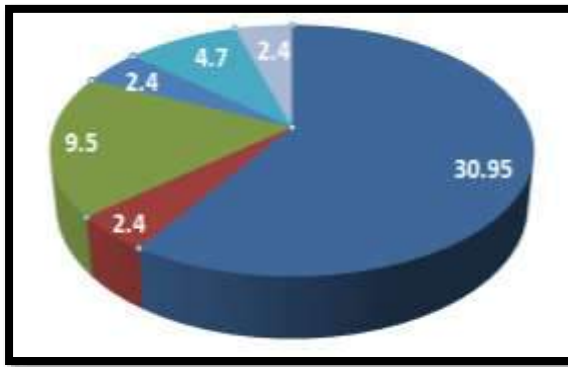
PERCENTAGE ANALYSIS BASED ON THE FEEDBACK RECEIVED FROM PG ARTS (NON-CBCS) STUDENTS



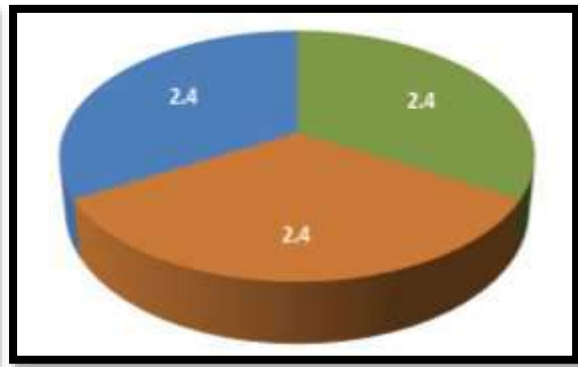
GRADE 4



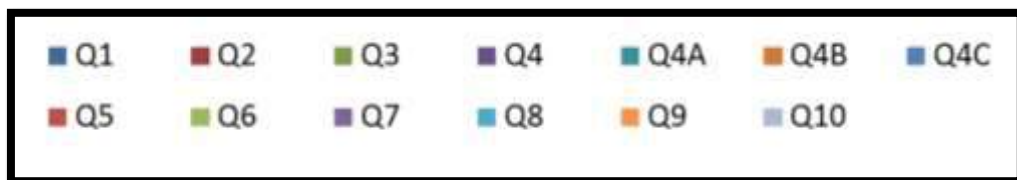
GRADE 3



GRADE 2

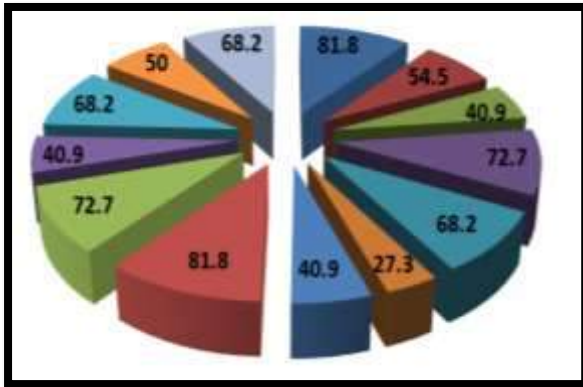


GRADE 1

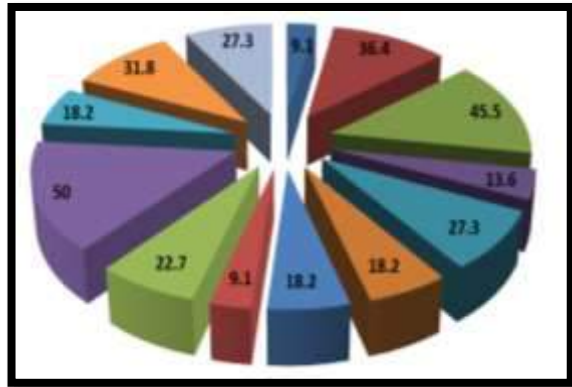


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 - C. Laboratory Facilities
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6. Quality of teaching and the academic atmosphere
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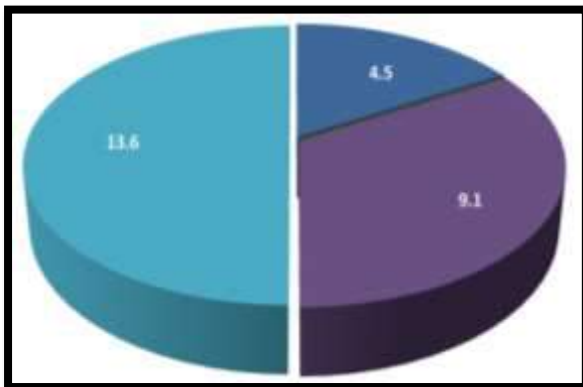
PERCENTAGE ANALYSIS BASED ON THE FEEDBACK RECEIVED FROM PG ARTS (CBCS) STUDENTS



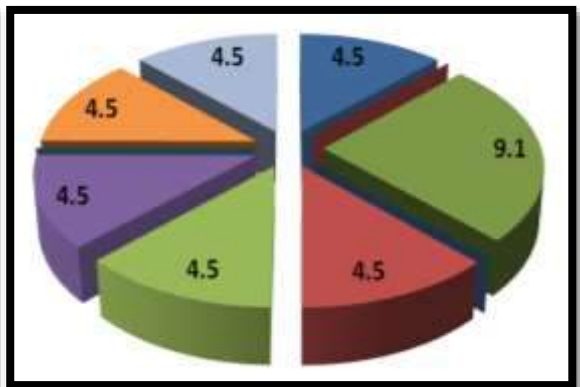
GRADE 4



GRADE 3



GRADE 2

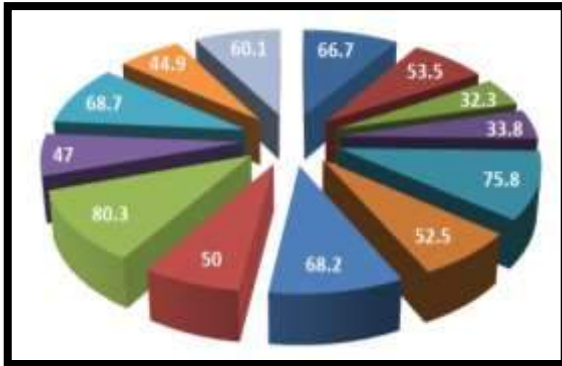


GRADE 1

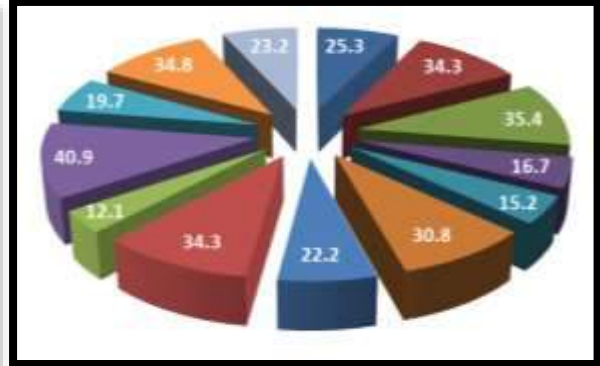


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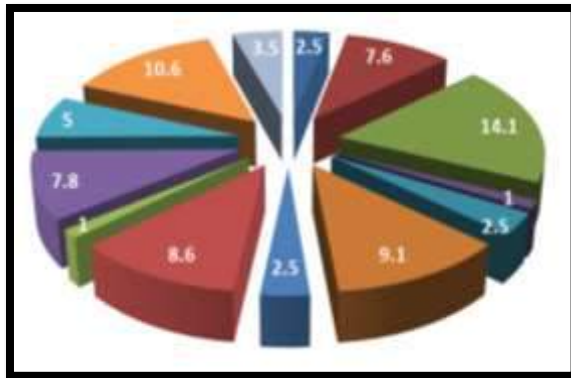
PERCENTAGE ANALYSIS BASED ON THE FEEDBACK RECEIVED FROM PG SCIENCE (NON-CBCS) STUDENTS



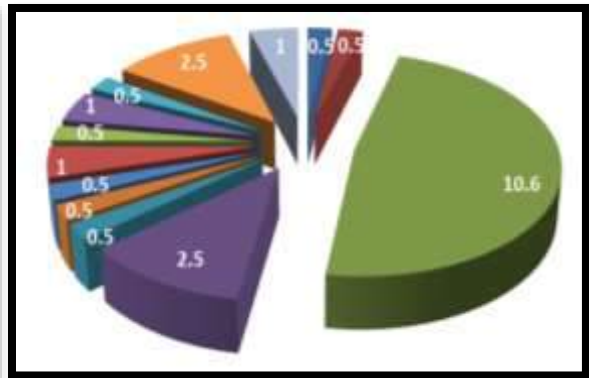
GRADE 4



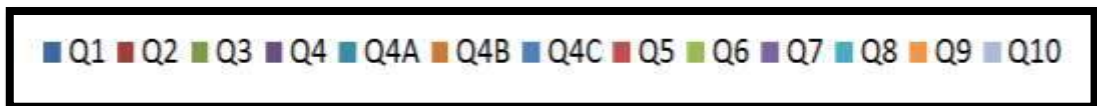
GRADE 3



GRADE 2

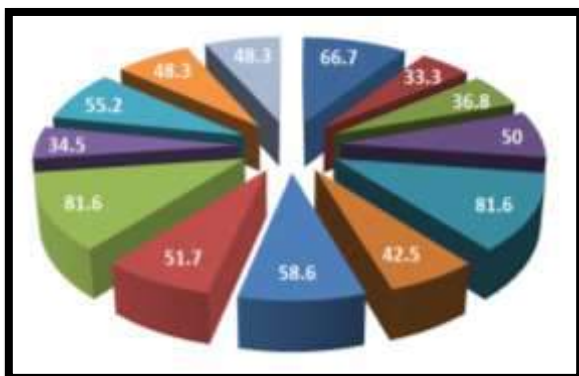


GRADE 1

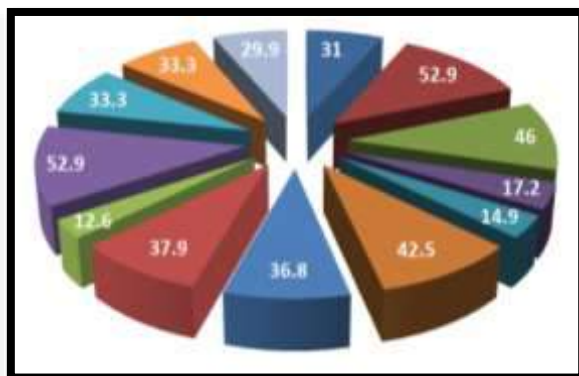


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10. Curriculum: Making one aware, empathetic and responsible about environmental issues

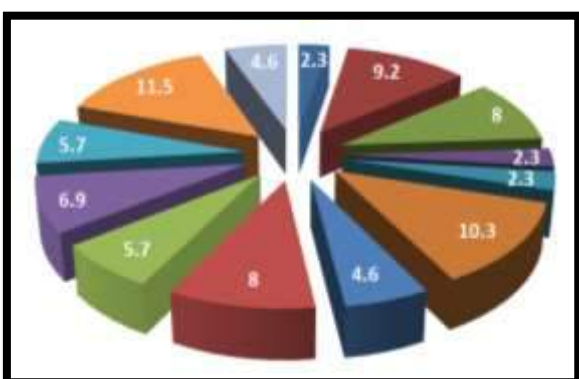
PERCENTAGE ANALYSIS BASED ON THE FEEDBACK RECEIVED FROM PG SCIENCE (CBCS) STUDENTS



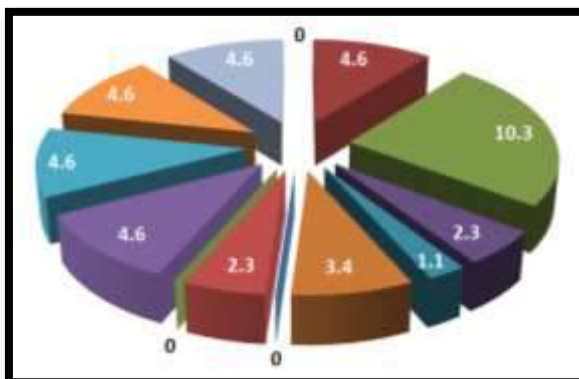
GRADE 4



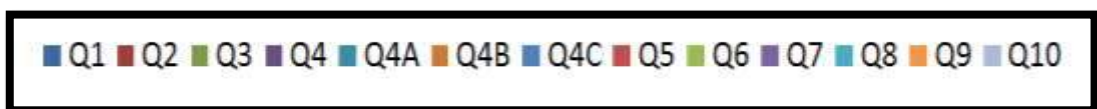
GRADE 3



GRADE 2



GRADE 1



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LADY BRABOURNE COLLEGE, KOLKATA

Overall Feedback by the Teachers on THE SYLLABUS AND ITS TRANSACTION (Non CBCS)

Name of the Teacher: Baisali Sinha Department: SOCIOLOGY

Please select the option on the basis of 4 to 1, 4 to be the highest and 1 to be the lowest

Serial No.	Item	Evaluation
1.	Does the curriculum design focus on employability of the stakeholders?	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
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?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4
3.	Did the available teaching resources suffice for effective dissemination of curriculum with respect to:	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4
	(a) Library Facilities	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4
	(b) IT Infrastructural Facilities	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4
	(c) Laboratory Facilities	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4
4.	Is the number of instructional hours sufficient for effective dissemination of curriculum?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4
5.	Does the curriculum include skill development modules through project work and/or hands-on training?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4
6.	Does the curriculum help in developing social skills, values and an amicable personality?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4
7.	Does the curriculum ensures professional ethics and makes the stakeholders aware, empathetic and responsible about environmental issues?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

Signature: Baisali Sinha

LADY BRABOURNE COLLEGE, KOLKATA

Overall Feedback by the Students on THE SYLLABUS AND ITS TRANSACTION for the Year 2019

Name of Student: PRITYA KUMARI JHA Year of Passing Out: 2019

Department: HINDI UG/PG: UG Year/Semester: Year

Please select the option on the basis of 4 to 1, 4 to be the highest and 1 to be the lowest

Serial No.	Item	Evaluation
1.	Do you find the curricula in both Honours and General helpful in satisfying your understanding of the course of studies you have chosen?	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
2.	Was the curriculum suitably designed for developing analytical mindset and technological knowhow required for industry, higher studies and modern research?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4
3.	Was counseling regarding career choices and options provided during the academic session?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4
4.	Did the available infrastructure of the institution cater to requirements of the curriculum with respect to:	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4
	(a) Library Facilities	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4
	(b) IT Infrastructural Facilities	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4
	(c) Laboratory Facilities	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4
5.	How career oriented was the curriculum?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4
6.	Did you find the quality of teaching and the academic atmosphere of the institution suitable for teaching-learning interactions?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4
7.	Did the curriculum inculcate cultural and social values and provide cross-cultural orientation?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4
8.	Did the curriculum promote group activities and instill the spirit of team work?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4
9.	Did the curriculum help you in developing the essence of innovation, creativity and entrepreneurship?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4
10.	Did the curriculum make you aware, empathetic and responsible about environmental issues?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

Signature: Pritya Kumari Jha

LADY BRABOURNE COLLEGE, KOLKATA

Overall Feedback by the Students on THE SYLLABUS AND ITS TRANSACTION for the Year 2014-2017

Name of Student: DIPANJANA GHOSH Year of Passing Out: 2017

Department: ZOOLOGY UG/PG: UG Year/Semester: Year

Please select the option on the basis of 4 to 1, 4 to be the highest and 1 to be the lowest

Serial No.	Item	Evaluation
1.	Do you find the curricula in both Honours and General helpful in satisfying your understanding of the course of studies you have chosen?	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
2.	Was the curriculum suitably designed for developing analytical mindset and technological knowhow required for industry, higher studies and modern research?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4
3.	Was counseling regarding career choices and options provided during the academic session?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4
4.	Did the available infrastructure of the institution cater to requirements of the curriculum with respect to:	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4
	(a) Library Facilities	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4
	(b) IT Infrastructural Facilities	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4
	(c) Laboratory Facilities	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4
5.	How career oriented was the curriculum?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4
6.	Did you find the quality of teaching and the academic atmosphere of the institution suitable for teaching-learning interactions?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4
7.	Did the curriculum inculcate cultural and social values and provide cross-cultural orientation?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4
8.	Did the curriculum promote group activities and instill the spirit of team work?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4
9.	Did the curriculum help you in developing the essence of innovation, creativity and entrepreneurship?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4
10.	Did the curriculum make you aware, empathetic and responsible about environmental issues?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

Signature: Dipanjana Ghosh

LADY BRABOURNE COLLEGE, KOLKATA

Overall Feedback by the Students on THE SYLLABUS AND ITS TRANSACTION for the Year 2017-2018

Name of Student: Shruti Ghosh Year of Passing Out: 2018

Department: English UG/PG: UG Year/Semester: Year

Please select the option on the basis of 4 to 1, 4 to be the highest and 1 to be the lowest

Serial No.	Item	Evaluation
1.	Do you find the curricula in both Honours and General helpful in satisfying your understanding of the course of studies you have chosen?	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
2.	Was the curriculum suitably designed for developing analytical mindset and technological knowhow required for industry, higher studies and modern research?	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
3.	Was counseling regarding career choices and options provided during the academic session?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4
4.	Did the available infrastructure of the institution cater to requirements of the curriculum with respect to:	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4
	(a) Library Facilities	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4
	(b) IT Infrastructural Facilities	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4
	(c) Laboratory Facilities	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4
5.	How career oriented was the curriculum?	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
6.	Did you find the quality of teaching and the academic atmosphere of the institution suitable for teaching-learning interactions?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4
7.	Did the curriculum inculcate cultural and social values and provide cross-cultural orientation?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4
8.	Did the curriculum promote group activities and instill the spirit of team work?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4
9.	Did the curriculum help you in developing the essence of innovation, creativity and entrepreneurship?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4
10.	Did the curriculum make you aware, empathetic and responsible about environmental issues?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

Signature: Shruti Ghosh

Principal
Lady Brabourne College
Kolkata
Govt. of West Bengal

SS Sarkar
20.11.2021

TEACHERS' FEEDBACK

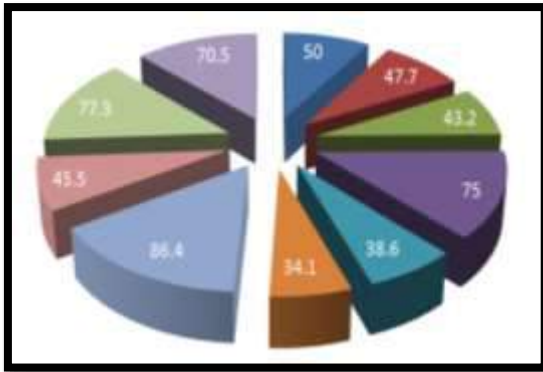
Feedback on various aspects of curriculum was received from 95 faculty members (44 Arts and 51 Science Faculty) on both CBCS and Non-CBCS curriculum. The questionnaire included the following:

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?

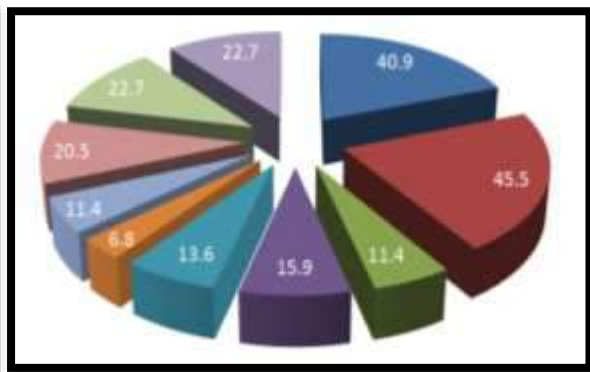
Feedback analysis report

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.

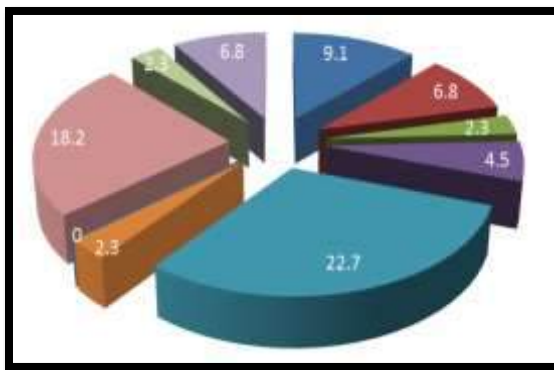
PERCENTAGE ANALYSIS BASED ON THE FEEDBACK RECEIVED FROM TEACHERS (ARTS) ON NON-CBCS SYLLABUS



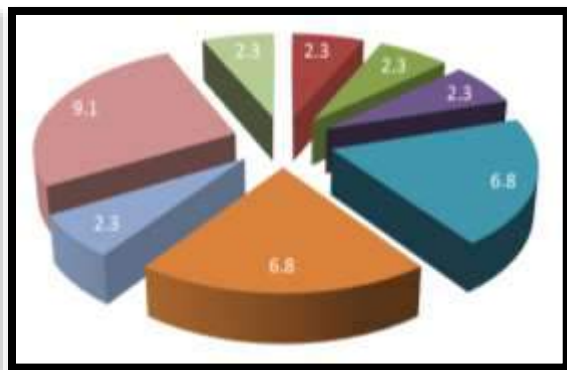
GRADE 4



GRADE 3



GRADE 2

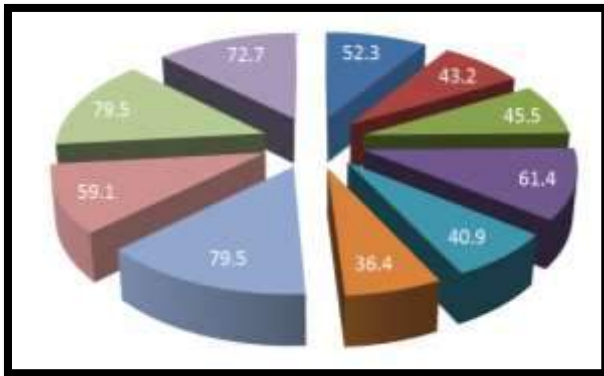


GRADE 1

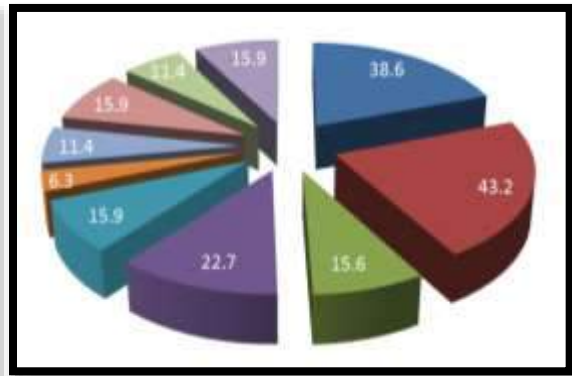


1. Curriculum: Designed to focus on employability of the stakeholders
2. Curriculum: Introduce advance learning along with relevant technological advances, grooming students towards career prospects
3. Infrastructure of the Institution
 - A. Library Facilities
 - B. IT Infrastructural Facilities
 - C. Laboratory Facilities
4. Number of instructional hours sufficient for effective dissemination of curriculum
5. Curriculum include skill development modules
6. Curriculum: Helping in developing social skills, values and an amicable personality
7. Curriculum: Ensures professional ethics and makes the stakeholders aware, empathetic and responsible about environmental issues

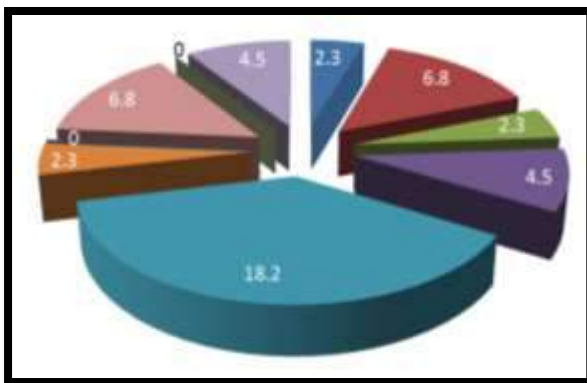
PERCENTAGE ANALYSIS BASED ON THE FEEDBACK RECEIVED FROM TEACHERS (ARTS) ON CBCS SYLLABUS



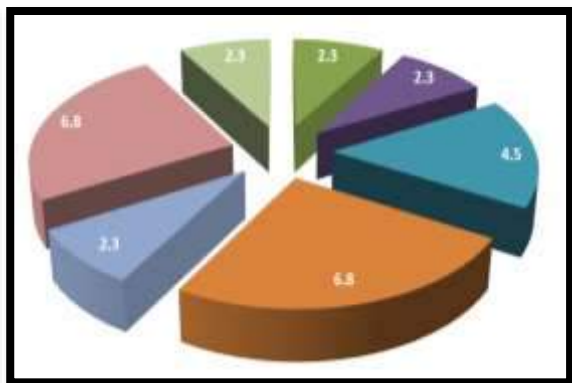
GRADE 4



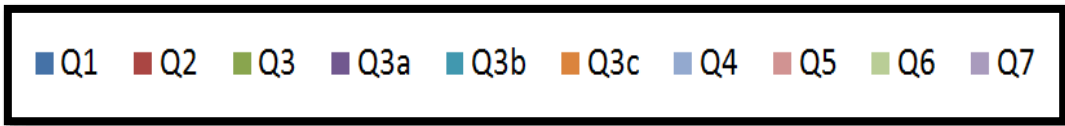
GRADE 3



GRADE 2

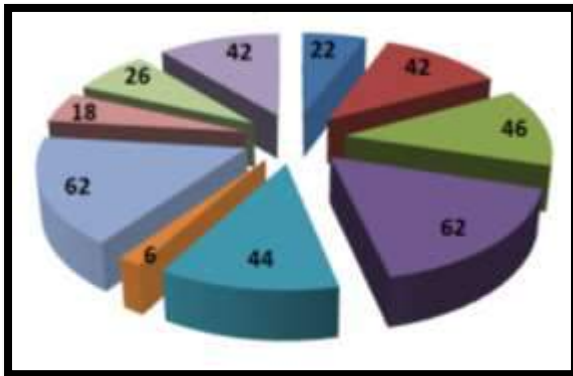


GRADE 1

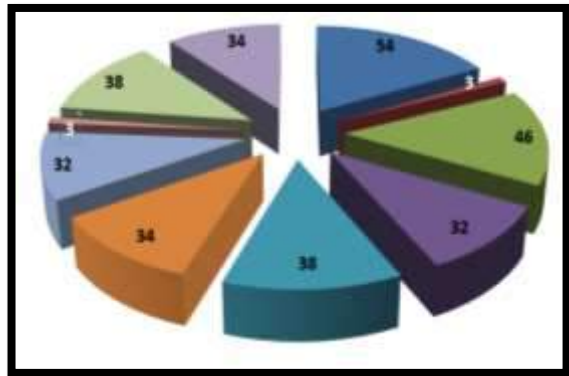


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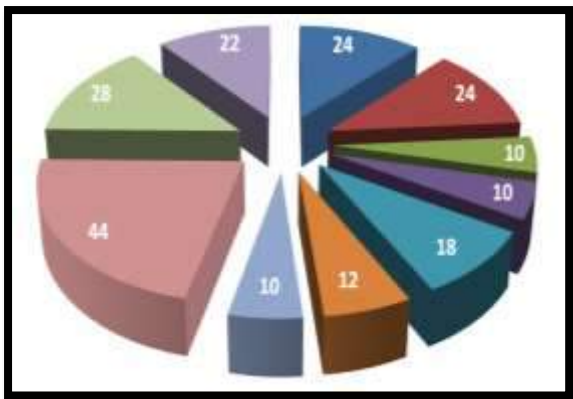
PERCENTAGE ANALYSIS BASED ON THE FEEDBACK RECEIVED FROM TEACHERS (SCIENCE) ON NON-CBCS SYLLABUS



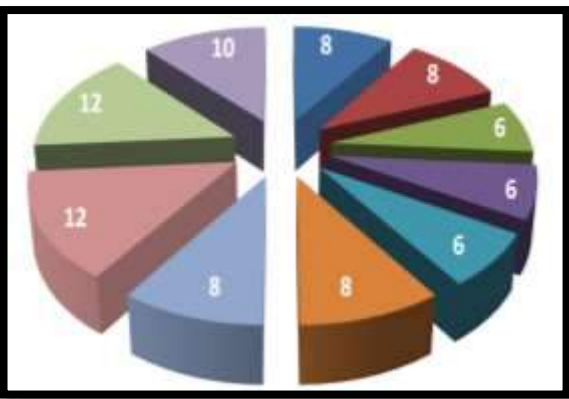
GRADE 4



GRADE 3



GRADE 2

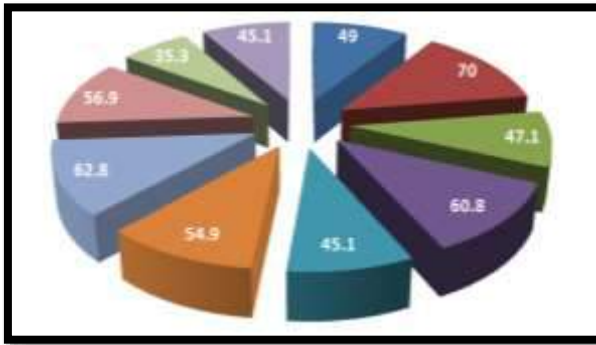


GRADE 1

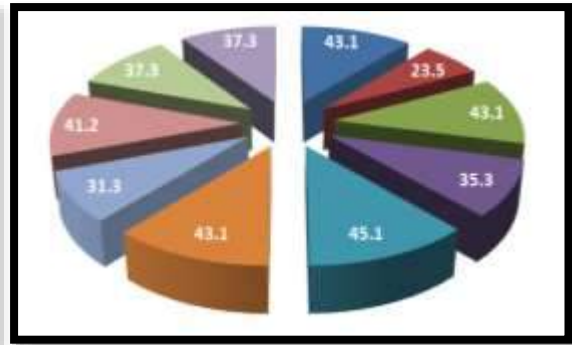


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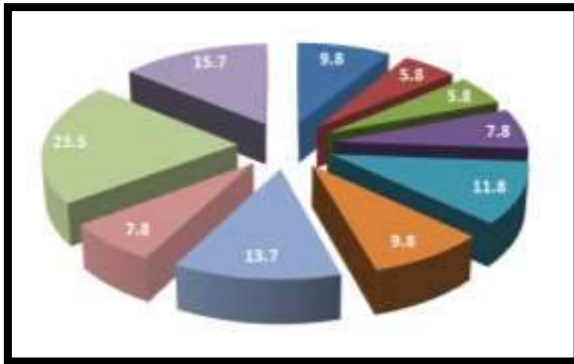
PERCENTAGE ANALYSIS BASED ON THE FEEDBACK RECEIVED FROM TEACHERS (SCIENCE) ON NON-CBCS SYLLABUS



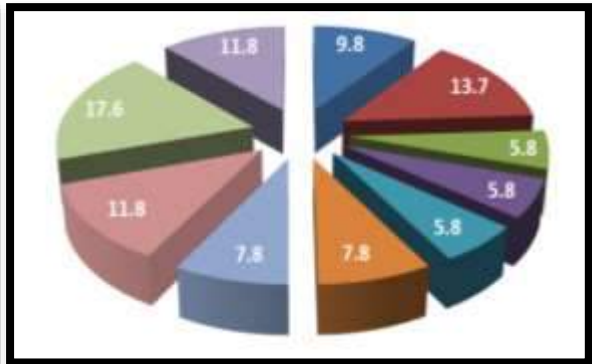
GRADE 4



GRADE 3



GRADE 2



GRADE 1



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LADY BRABOURNE COLLEGE, KOLKATA

Overall Feedback by the Teachers on THE SYLLABUS AND ITS TRANSACTION (Non-CBCS)

Name of the Teacher: **DR. SUCHITA SINHA** Department: **BOTANY**

Please select the option on the basis of 4 to 1, 4 to be the highest and 1 to be the lowest

Serial No.	Item	Evaluation
1.	Does the curriculum design focus on employability of the stakeholders?	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
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?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4
3.	Did the available teaching resources suffice for effective dissemination of curriculum with respect to:	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4
	(a) Library Facilities	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
	(b) IT Infrastructural Facilities	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
	(c) Laboratory Facilities	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4
4.	Is the number of instructional hours sufficient for effective dissemination of curriculum?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4
5.	Does the curriculum include skill development modules through project work and/or hands-on-training?	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
6.	Does the curriculum help in developing social skills, values and an amicable personality?	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
7.	Does the curriculum ensures professional ethics and makes the stakeholders aware, empathetic and responsible about environmental issues?	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Signature: *Suchita Sinha*

LADY BRABOURNE COLLEGE, KOLKATA

Overall Feedback by the Teachers on THE SYLLABUS AND ITS TRANSACTION (CBCS)

Name of the Teacher: **DR. SUCHITA SINHA** Department: **BOTANY**

Please select the option on the basis of 4 to 1, 4 to be the highest and 1 to be the lowest

Serial No.	Item	Evaluation
1.	Does the curriculum design focus on employability of the stakeholders?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4
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?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4
3.	Did the available teaching resources suffice for effective dissemination of curriculum with respect to:	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4
	(a) Library Facilities	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
	(b) IT Infrastructural Facilities	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
	(c) Laboratory Facilities	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4
4.	Is the number of instructional hours sufficient for effective dissemination of curriculum?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4
5.	Does the curriculum include skill development modules through project work and/or hands-on-training?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4
6.	Does the curriculum help in developing social skills, values and an amicable personality?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4
7.	Does the curriculum ensures professional ethics and makes the stakeholders aware, empathetic and responsible about environmental issues?	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Signature: *Suchita Sinha*

LADY BRABOURNE COLLEGE, KOLKATA

Overall Feedback by the Teachers on THE SYLLABUS AND ITS TRANSACTION (CBCS)

Name of the Teacher: **SWATI DATTA** Department: **BENGALI**

Please select the option on the basis of 4 to 1, 4 to be the highest and 1 to be the lowest

Serial No.	Item	Evaluation
1.	Does the curriculum design focus on employability of the stakeholders?	1 2 3 4 ✓
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?	1 2 3 4 ✓
3.	Did the available teaching resources suffice for effective dissemination of curriculum with respect to:	1 2 3 4
	(a) Library Facilities	1 2 3 4 ✓
	(b) IT Infrastructural Facilities	1 2 3 4 ✓
	(c) Laboratory Facilities	1 2 3 4 ✓
4.	Is the number of instructional hours sufficient for effective dissemination of curriculum?	1 2 3 4 ✓
5.	Does the curriculum include skill development modules through project work and/or hands-on-training?	1 2 3 4 ✓
6.	Does the curriculum help in developing social skills, values and an amicable personality?	1 2 3 4 ✓
7.	Does the curriculum ensures professional ethics and makes the stakeholders aware, empathetic and responsible about environmental issues?	1 2 3 4 ✓

Signature: *Swati Datta*

LADY BRABOURNE COLLEGE, KOLKATA

Overall Feedback by the Teachers on THE SYLLABUS AND ITS TRANSACTION (Non-CBCS)

Name of the Teacher: **SWATI DATTA** Department: **BENGALI**

Please select the option on the basis of 4 to 1, 4 to be the highest and 1 to be the lowest

Serial No.	Item	Evaluation
1.	Does the curriculum design focus on employability of the stakeholders?	1 2 3 4 ✓
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?	1 2 3 4 ✓
3.	Did the available teaching resources suffice for effective dissemination of curriculum with respect to:	1 2 3 4
	(a) Library Facilities	1 2 3 4 ✓
	(b) IT Infrastructural Facilities	1 2 3 4 ✓
	(c) Laboratory Facilities	1 2 3 4 ✓
4.	Is the number of instructional hours sufficient for effective dissemination of curriculum?	1 2 3 4 ✓
5.	Does the curriculum include skill development modules through project work and/or hands-on-training?	1 2 3 4 ✓
6.	Does the curriculum help in developing social skills, values and an amicable personality?	1 2 3 4 ✓
7.	Does the curriculum ensures professional ethics and makes the stakeholders aware, empathetic and responsible about environmental issues?	1 2 3 4 ✓

Signature: *Swati Datta*

Principal
Lady Brabourne College
Kolkata
Govt. of West Bengal

SS arkan
20.11.2021

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.

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?

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.
- 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.

Principal
Lady Brabourne College
Kolkata
Govt. of West Bengal

SS Sarkar
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