

*LADY BRABOURNE COLLEGE
FEEDBACK ANALYSIS & ACTION TAKEN
REPORT
2023-2024*



**INTERNAL QUALITY ASSURANCE CELL
LADY BRABOURNE COLLEGE**

Assessment is seen as an essential element in the learning process. Regular feedbacks on the curriculum and the teachers' 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 and again from CBCS to NEP in 2023 onwards, the College's main focus would be to perceive the main differences in the different approaches of education and provide the contemporary context, and an account of the two educational systems. First four batches of Under Graduate students of newly introduced CBCS system have passed out in the years 2021, 2022, 2023 and 2024. This report contains the analysis of the feedback from the students reflecting the effects of the CBCS pattern of the Curriculum on them.

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 the 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:

- 104 Undergraduate Arts Students
- 111 Undergraduate Science Students
- 12 Postgraduate Arts Students
- 56 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 46.85% of the students opting for Grade 4 on an average at the UG (Science) level and 35.71% at the PG (Science) level. In the Arts section 51.96% opted for Grade 4 for the UG course while 41.67% 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.

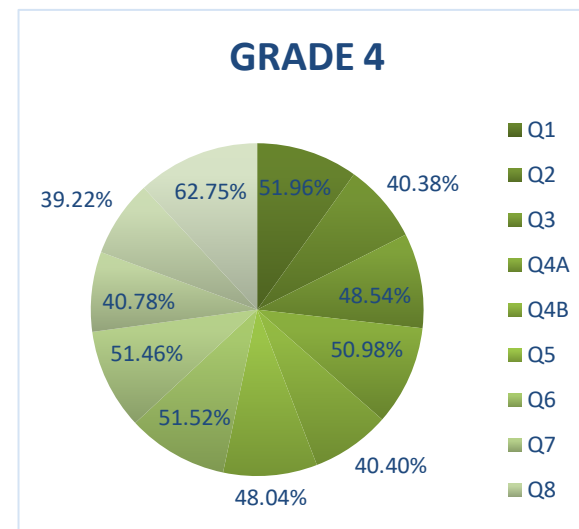
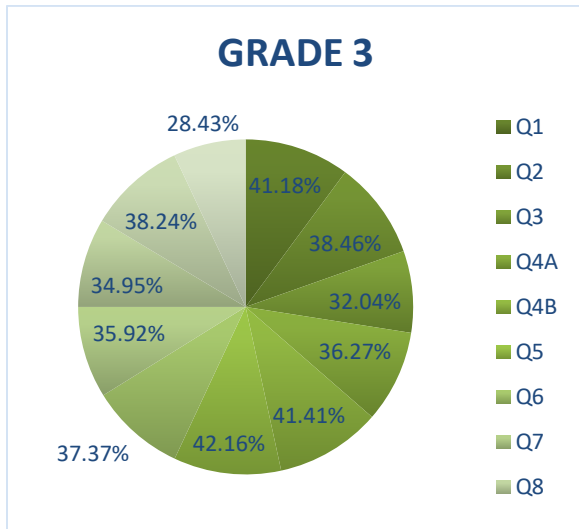
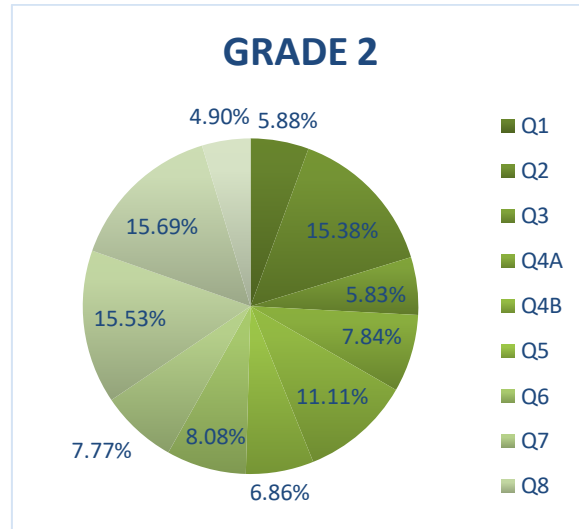
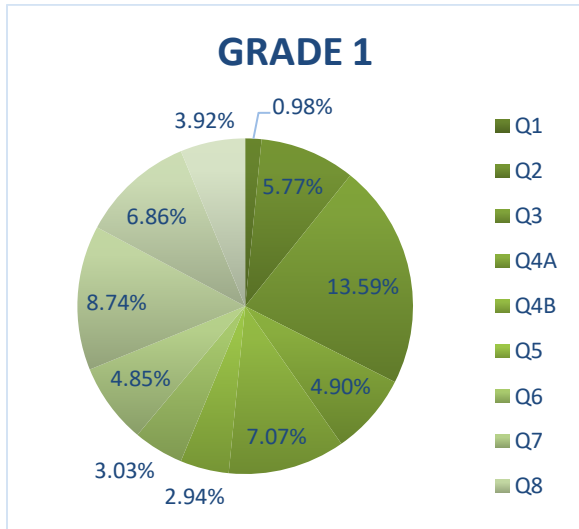
Students have shown satisfaction on the infrastructural facilities available. Students are quite satisfied with the library facility available. Grade 4 was the choice of 50.98% of the students for Arts while for Science 56.76% opted for Grade 4. For laboratory facilities, 70% opted for Grade 4 on an average for PG and UG Science students. The students have expressed their utmost satisfaction regarding ICT facilities with 40% UG Arts students and 30% UG Science students opting for Grade 4.

Higher percentage of Arts students opted for Grade 4 on “how far the curriculum is career oriented” than that of Science students (35% for UG Science, 48% for UG Arts).

66.67% of the students in PG Arts and 55.37% 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”.

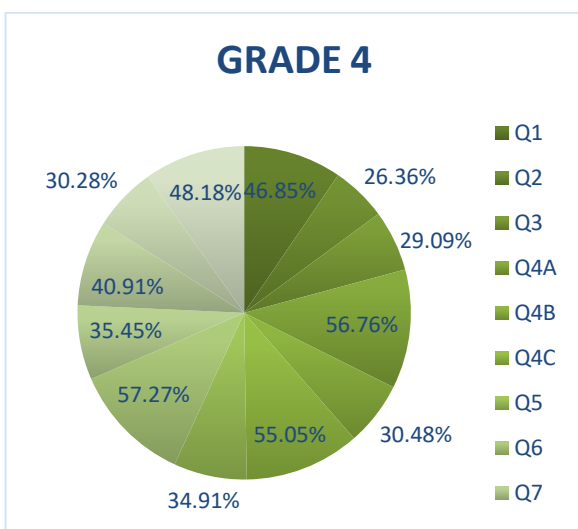
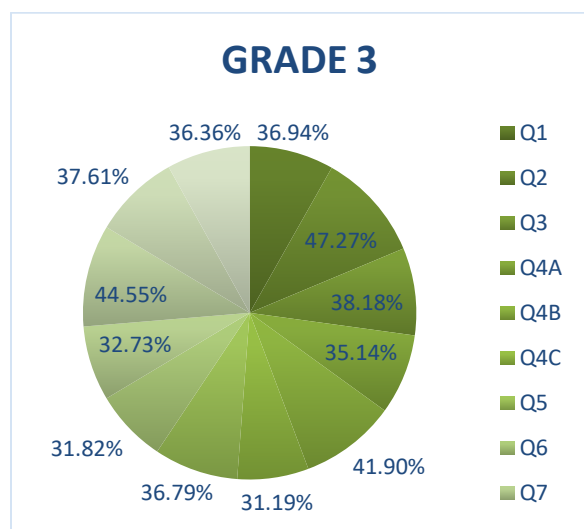
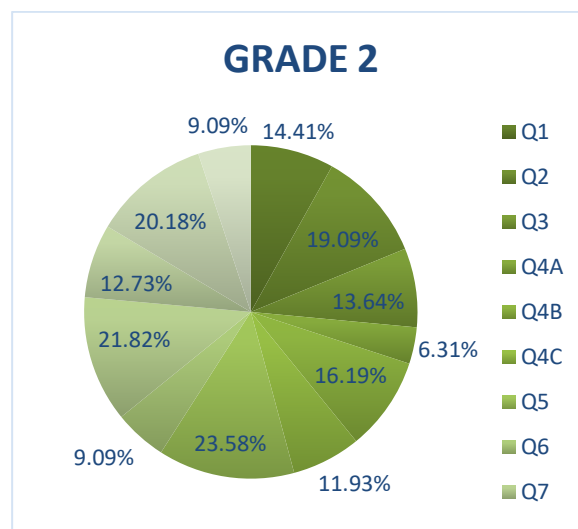
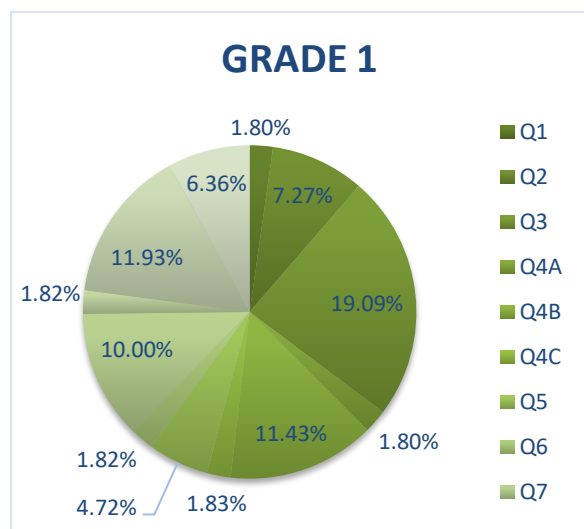
More than 41% of students chose Grade 4 (PG Arts) and 31% of students chose Option 4 (PG Science) that the curriculum inculcated cultural and social values and provided cross-cultural orientation, a maximum percentage of 45.45% of PG (Science) students feel that the curriculum have helped them in promoting group activities and instilled the spirit of team work while 33% PG (ARTS) students opted for Grade 4 for this question. PG Science showed the maximum percentage who opted for Grade 3 (54.55%) 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.

PERCENTAGE ANALYSIS BASED ON THE FEEDBACK RECEIVED FROM UG ARTS STUDENTS



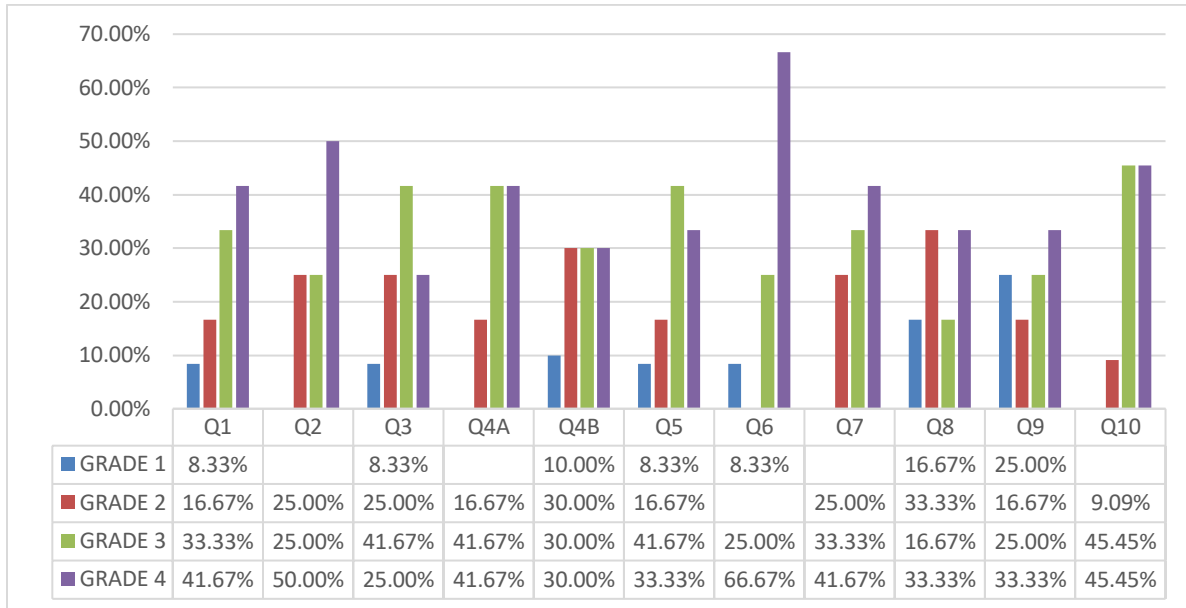
1. Curriculum: Helpful in satisfying your understanding of the course
2. Curriculum: Designed for developing analytical mindset and technological knowhow
3. Counselling regarding Career choices
4. Available infrastructure of the Institution
 - A. Library Facilities
 - B. IT Infrastructural Facilities
 - 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



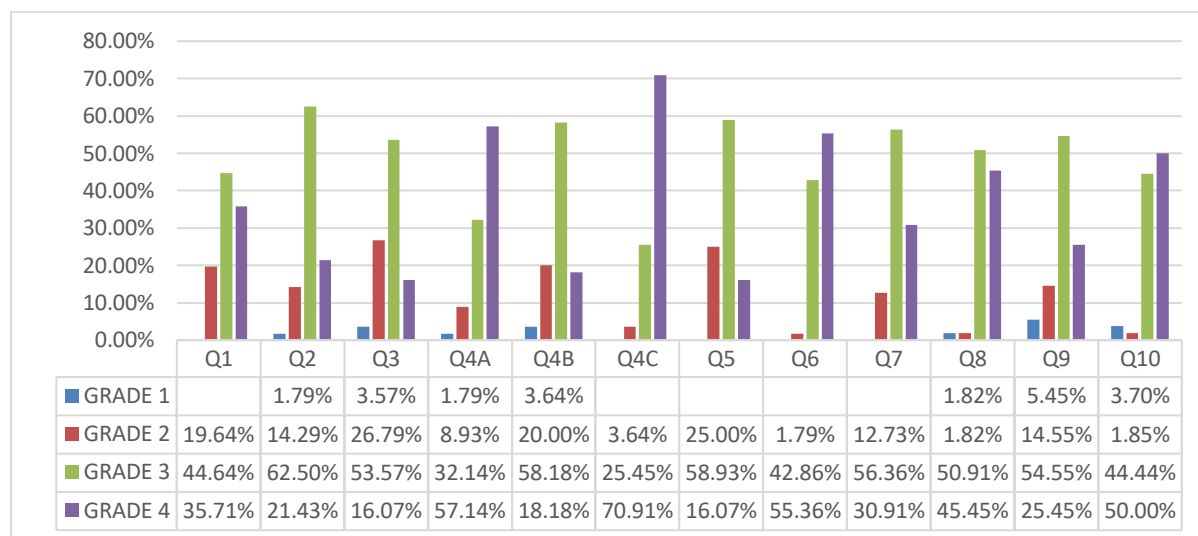
1. Curriculum: Helpful in satisfying your understanding of the course
2. Curriculum: Designed for developing analytical mindset and technological knowhow
3. Counselling regarding Career choices
4. Available infrastructure of the Institution
 - A. Library Facilities
 - B. IT Infrastructural Facilities
 - 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 PG ARTS STUDENTS



- 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 PG SCIENCE STUDENTS



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

LADY BRABOURNE COLLEGE, KOLKATA

Overall Feedback by the Students on **THE SYLLABUS AND ITS TRANSACTION** for the Year 2023

Name of Student: Manju Gayen Year of Passing Out: 2027

Department: Sanskrit Honours UG/PG: UG Year/Semester: 3rd Semester

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?	* 1 * 2 * 3 ✓ 4
2.	Was the curriculum suitably designed for developing analytical mindset and technological knowhow required for industry, higher studies and modern research?	* 1 * 2 * 3 ✓ 4
3.	Was counseling regarding career choices and options provided during the academic session?	* 1 * 2 * 3 ✓ 4
4.	Did the available infrastructure of the Institution cater to requirements of the 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
5.	How career oriented was the curriculum?	* 1 * 2 * 3 ✓ 4
6.	Did you find the quality of teaching and the academic atmosphere of the Institution suitable for teaching-learning interactions?	* 1 * 2 * 3 ✓ 4
7.	Did the curriculum inculcate cultural and social values and provide cross-cultural orientation?	* 1 * 2 * 3 ✓ 4
8.	Did the curriculum promote group activities and instill the spirit of team work?	* 1 * 2 * 3 ✓ 4
9.	Did the curriculum help you in developing the essence of innovation, creativity and entrepreneurship?	* 1 * 2 * 3 ✓ 4
10.	Did the curriculum make you aware, empathetic and responsible about environmental issues?	* 1 * 2 * 3 ✓ 4

Signature: Manju Gayen
Manju Gayen

LADY BRABOURNE COLLEGE, KOLKATA

Overall Feedback by the Students on **THE SYLLABUS AND ITS TRANSACTION** for the Year 2024

Name of Student: RATRUPA MUKHERJEE Year of Passing Out: 2025

Department: MICROBIOLOGY UG/PG: UG Year/Semester: 3rd Sem

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 type="checkbox"/> 2 ✓ 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 ✓ 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 ✓ 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 ✓ 3 <input type="checkbox"/> 4
	(a) Library Facilities	<input type="checkbox"/> 1 <input type="checkbox"/> 2 ✓ 3 <input type="checkbox"/> 4
	(b) IT Infrastructural Facilities	<input type="checkbox"/> 1 <input type="checkbox"/> 2 ✓ 3 <input type="checkbox"/> 4
	(c) Laboratory Facilities	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 ✓ 4
5.	How career oriented was the curriculum?	<input type="checkbox"/> 1 ✓ 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 ✓ 3 <input type="checkbox"/> 4
7.	Did the curriculum inculcate cultural and social values and provide cross-cultural orientation?	<input type="checkbox"/> 1 ✓ 2 <input 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 ✓ 4
9.	Did the curriculum help you in developing the essence of innovation, creativity and entrepreneurship?	<input type="checkbox"/> 1 ✓ 2 <input 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 ✓ 3 <input type="checkbox"/> 4

Signature: Ratrupa Mukherjee
Ratrupa Mukherjee

LADY BRABOURNE COLLEGE, KOLKATA

Overall Feedback by the Students on **THE SYLLABUS AND ITS TRANSACTION** for the Year 2023-2025

Name of Student: ANWESHA HALDAR Year of Passing Out: 2025

Department: MICROBIOLOGY UG/PG: PG Year/Semester: PG SEM 3

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 type="checkbox"/> 2 ✓ 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 ✓ 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 ✓ 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 ✓ 3 <input type="checkbox"/> 4
	(a) Library Facilities	<input type="checkbox"/> 1 ✓ 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
	(b) IT Infrastructural Facilities	<input type="checkbox"/> 1 ✓ 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
	(c) Laboratory Facilities	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 ✓ 4
5.	How career oriented was the curriculum?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 ✓ 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 ✓ 3 <input 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 ✓ 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 ✓ 4
9.	Did the curriculum help you in developing the essence of innovation, creativity and entrepreneurship?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 ✓ 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 ✓ 4

Signature: Anwesha Halder
Anwesha Halder

LADY BRABOURNE COLLEGE, KOLKATA

Overall Feedback by the Students on **THE SYLLABUS AND ITS TRANSACTION** for the Year 2024

Name of Student: Shweta Chatterjee Year of Passing Out: 2025

Department: Chemistry UG/PG: PG Year/Semester: III

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 type="checkbox"/> 2 ✓ 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 ✓ 3 <input type="checkbox"/> 4
3.	Was counseling regarding career choices and options provided during the academic session?	<input type="checkbox"/> 1 ✓ 2 <input 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 ✓ 3 <input type="checkbox"/> 4
	(a) Library Facilities	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 ✓ 4
	(b) IT Infrastructural Facilities	<input type="checkbox"/> 1 <input type="checkbox"/> 2 ✓ 3 <input type="checkbox"/> 4
	(c) Laboratory Facilities	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 ✓ 4
5.	How career oriented was the curriculum?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 ✓ 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 ✓ 4
7.	Did the curriculum inculcate cultural and social values and provide cross-cultural orientation?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 ✓ 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 ✓ 3 <input 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 ✓ 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 ✓ 3 <input type="checkbox"/> 4

Signature: Shweta Chatterjee
Shweta Chatterjee

TEACHERS' FEEDBACK

Feedback on various aspects of course curriculum was received from 90 faculty members (24 Arts and 39 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 (33.33% opted for Grade 4). On the same question 64.10% 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, 51.28% teachers from Science opted for Grade 3 where as 43.48 % of the teachers from Arts opted for Grade 3.

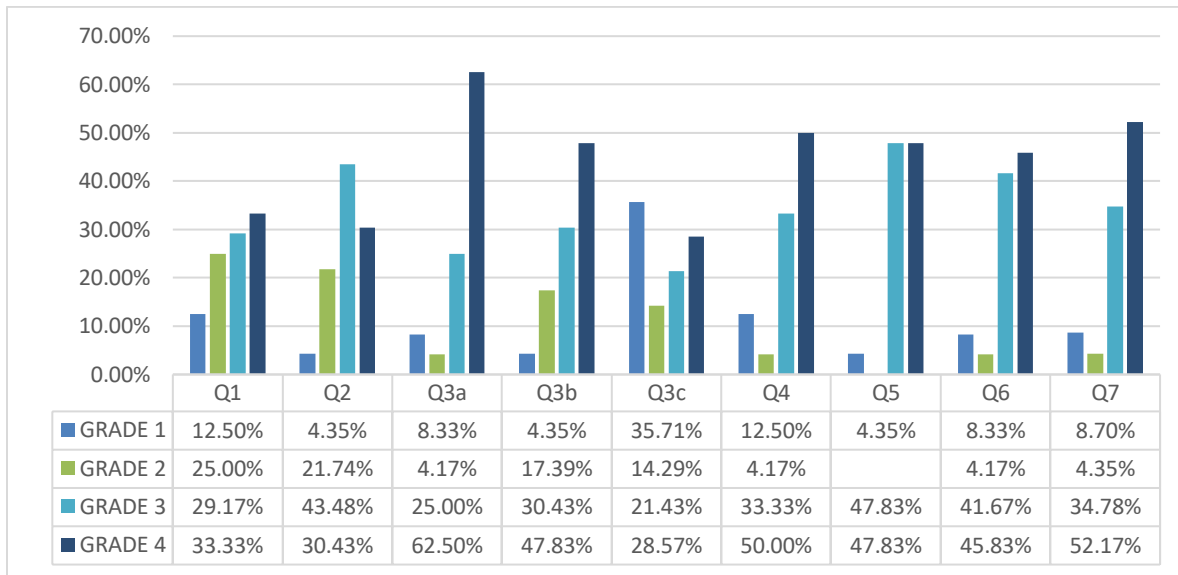
Teachers of both groups seem to be satisfied with the library facility available (more than 62% opted for Grade 4). 47.83 % of Arts faculty and 43.59% of Science faculty opted for Grade 4 with regards to IT Infrastructural Facility available. 56.41% from Science faculty opted for Grade 4 expressing their satisfaction over the Laboratory Facilities for the students.

50.00% teachers from Arts group and 33.33% 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” (47.83% for Arts, 41.03% for Science opted for Grade 4).

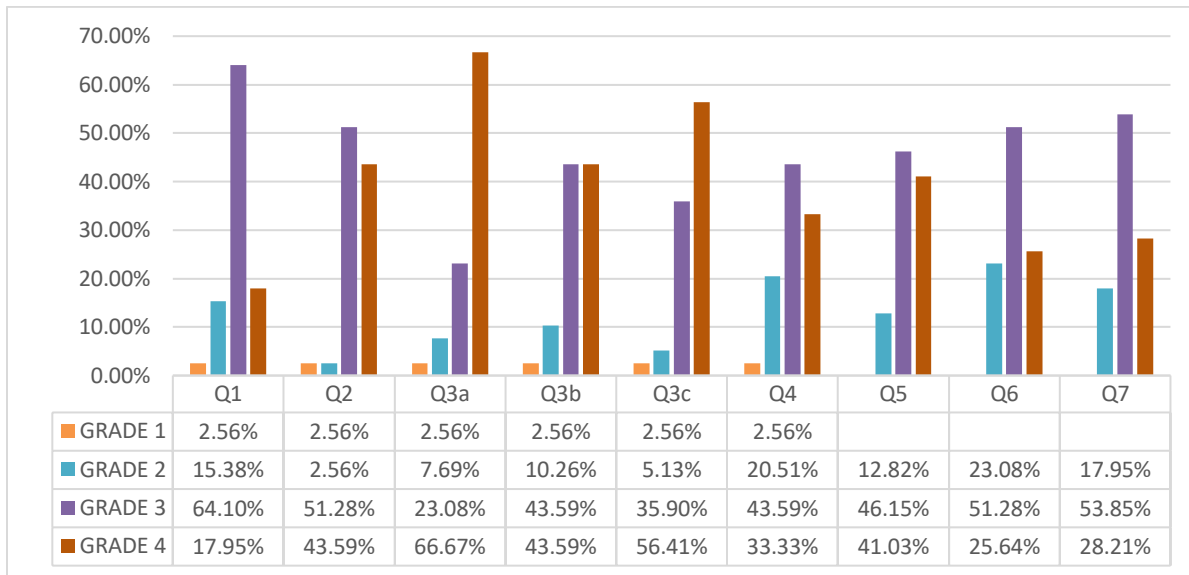
Arts faculty are happy with how the curriculum has helped in developing social skills, values and amicable personality in students and making them empathetic and responsible about environmental issues. 45.83% and 52.17% opted for Grade 4. However, majority of the Science Faculty teachers opted for Grade 3 (51.28% and 53.85%) on the same.

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



- 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 (SCIENCE)



- 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**

LADY BRABOURNE COLLEGE, KOLKATA

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

Name of the Teacher: Dr. Alkande Ban. Claudhni Department: Physics

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 type="checkbox"/> 3 <input checked="" 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 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
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 checked="" 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 type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

Signature:

Alkande Ban. Claudhni

LADY BRABOURNE COLLEGE, KOLKATA

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

Name of the Teacher: Sakhabonni Mondal 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 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 type="checkbox"/> 4
	(a) Library Facilities	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
	(b) IT Infrastructural Facilities	<input type="checkbox"/> 1 <input 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 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 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 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 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 type="checkbox"/> 4

Signature:

Sakhabonni Mondal

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:

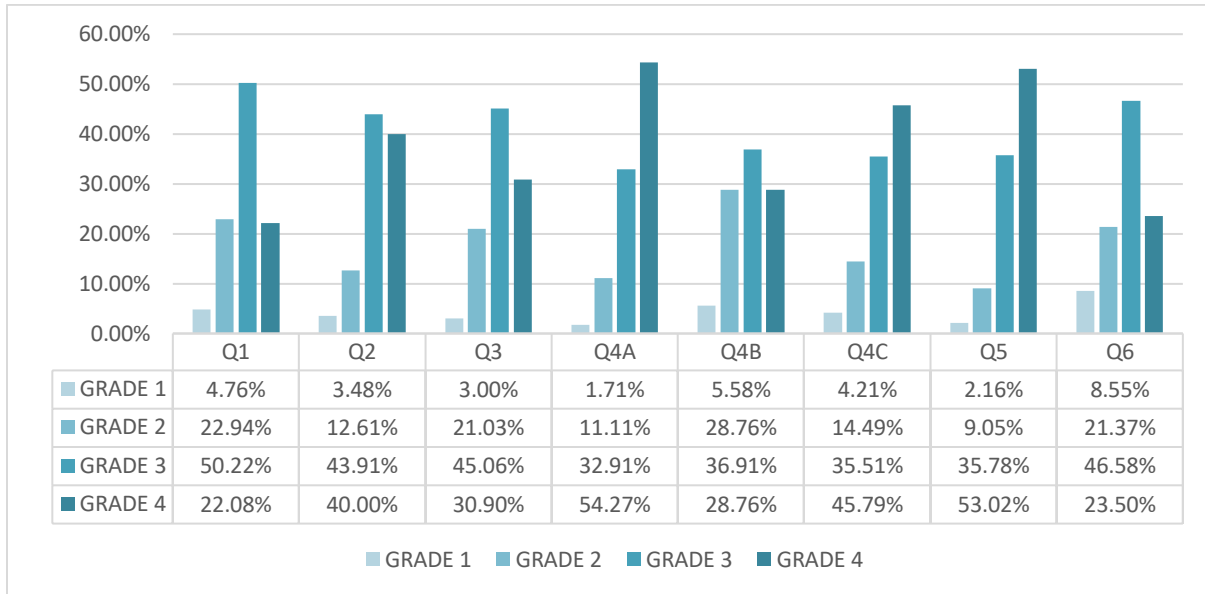
1. Does the curriculum design focus on employability of the stakeholders?
2. Does the curriculum support advance learning?
3. Does the curriculum offer opportunity for applied learning?
4. Are the available teaching resources sufficient for effective dissemination of curriculum with respect to:
 - A. 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. 54.27% have opted for Grade 4. 53.02% find the teaching atmosphere of the college highly satisfactory. For innovation, creativity, entrepreneurship and leadership skills 46.58% have opted for Grade 3.

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.

PERCENTAGE ANALYSIS BASED ON THE FEEDBACK RECEIVED FROM ALUMNI



LADY BRABOURNE COLLEGE, KOLKATA

Overall Feedback by the Students on **THE SYLLABUS AND ITS TRANSACTION** for the Year **2022-2023**

Name of Student: DISARI PATRA Year of Passing Out: 2018

Department: GEOGRAPHY UG/PG: M. Ed (PG) Year/Semester: 2009-2014 SEBA-19

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

Signature: Disari Patra

LADY BRABOURNE COLLEGE, KOLKATA

Overall Feedback by the Alumni on **THE SYLLABUS AND ITS TRANSACTION**

Name of the Alumnus: Abhispa Mondal Year: 2021-2024

Department: Microbiology Present Designation: BSc. graduate

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 type="checkbox"/> 3 <input checked="" type="checkbox"/> 4
2.	Does the curriculum support advance learning?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
3.	Does the curriculum offer opportunity for applied learning?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4
3.	Are the available teaching resources sufficient 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 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
4.	Are 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
5.	Does the curriculum foster innovation, creativity, entrepreneurship and leadership skills in the stakeholders?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4

Signature: Abhispa Mondal

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.

LADY BRABOURNE COLLEGE, KOLKATA

Overall Feedback by the Employer on *THE SYLLABUS AND ITS TRANSACTION*

Name of the Employer: Mr. Monodeep Choudhary Name of the Company: NewtonGATE Academy

Designation: Director

Year: 2024

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 support advance learning?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4
3.	Does the curriculum offer opportunity for applied learning?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4
4.	Does the curriculum promote group activities and instill the spirit of team work?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4
5.	Does the curriculum foster innovation, creativity, entrepreneurship and leadership skills in the stakeholders?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4
6.	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 checked="" type="checkbox"/> 3 <input type="checkbox"/> 4
7.	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

Signature:

M. Choudhary

27/4/20

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. The Wi-Fi System which was implemented/extended on all floors of Admin (Main) Building, Chemistry Building, Physics Building, New Science Building, Roma Chaudhuri Building & Cottage Building in order to provide Network Access Facilities to all students & Faculty Members throughout the Main Campus was adequately maintained for smooth functioning. At present all Buildings in the Main Campus is a secure Wi-Fi Zone. Cable was laid to keep provisions for additional points.

The total number of nodes present in the College campus (as on June 2024) is 481, which includes 50 (out of which 47 access points are active) Wi Fi access points and 431 nodes. The existing internet bandwidth which was 45Mbps was upgraded in March 2024 to 75 Mbps. In addition a broadband line of 100 Mbps was installed to cater to certain important nodes in the College.

- 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. An Add-On course on Audio Theatre is introduced during 2023-24 with the Times of Theatre School of Drama.

- To address to the limitation of Reference books in some subjects, the Principal send a proposal to the Higher Education Department, Government of West Bengal for the release of funds for purchase of more books. Accordingly a fund of Rs. 6,75,364 (Six lakhs seventy five thousand three hundred sixty four) was released by the Higher Education Department, Government of West Bengal [Development Grant [Memo No. 1280 (Sanc) HED-16011(11)/111/2021-APP, dt. 19.03.2024)]. The books have already been purchased through e-tendering and in the process of allotment of Accession Numbers. Some of the Post Graduate Departments like Microbiology and Physics have also purchased some books with the Post Graduate Funding.
- To address to the dissatisfaction over cleanliness of washrooms several meetings have been convened by the Principal with the cleaning staff and strict instructions given to the sweepers for regular cleaning of classrooms and toilets. More amount of phenyl and other disinfectants are being purchased and utilized for the said purpose. The benchmark to be attained is much higher and mentors and college authorities are striving to achieve it. A sum of Rs. 3,60,000 (Three lakhs sixty thousand) was handed over by the College Alumni in 2023-24, which has been utilized by the College for the renovation of the hostel washrooms.
- The College had already taken the initiative of improving on the water quality. Due to the high percentage of iron in the underground water resources, there is clogging of pipelines and taps. As the College building is under the PWD, the issue has been repeatedly reported to the concerned authorities. The College has also applied to the Executive Engineer, Kolkata Municipal Corporation for municipality water connection. The matter is yet to be resolved due to lack of coordination between the PWD and the Municipal Cooperation.