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# **Students' Feedback Analysis**

## **2018-19**

### ***Members***

**Dr. Sriparna Dutta, Convener, Dept. of English**  
**Prof. Sheuli Biswas (Adhikary), Member, Dept. of Education**  
**Dr. Shilpa Nandy, Member, Dept. of Political Science**  
**Prof. Debalina Bhattacharya, Member, Dept. of History**  
**Prof. Anuradha Banerjee, Member, Dept. of Economics**  
**Sri Gopal Mukherjee, Head Assistant**

*“As educators and policy makers, it is important to demonstrate for parents the connection between high levels of students’ participation in assessment and system accountability – ensuring the success of every student.”*

The success of any system depends on accountability of that system to its stakeholders. It is not just enough to perform but is more important is to monitor performance. In an educational institution, as in any other sectors, there are multiple wings that need to work as a team to ensure continuous progression. These wings are students, teachers, library, office and of course the office of the Principal. There has to be a system of how each wing can be made accountable to the contribution an educational institution makes to society at large. This can be achieved by an effective feedback mechanism that believes in active participation of the students in the growth and development of the institution.

Our College has always prioritised the views of the students in every sphere of its activity. We strongly hold fast to the opinion that without the voice of the students we cannot progress. As they are our primary stakeholders we are always cautious and equally conscious that their best interest is never lost.

When IQAC formed an independent Feedback Committee the purpose was very clear – commitment of the College to ensure holistic development. While we are guided by the syllabi framed by our affiliating university, University of Calcutta the IQAC is very cogent about framing a curriculum that supports academic, physical, mental and humanistic development of students.

The task of the Feedback Committee is to monitor how far the College has successfully performed in its objective. We are indebted to our students for their unprejudiced views on different wings of the College. We never hide our faults. In fact our lacuna in performance, as pointed out by our students, acts as our succour and keeps us focused to our objective.

The report prepared annually by this Committee is dedicated to deliver the opinion expressed by the outgoing final year students. Their views and observations remain our key indicators as to where we need to concentrate to assure growth and development.

Our methodology remains the same as previous years. Though repetitive, still this report lays down the methodology of our feedback analysis.

### **Methodology of assessment**

A. Marking pattern - It was decided that each question would not be awarded more than 5 marks. Each student for every question would be marked not more than 5. The marking would be A=5, B=4, C=3, D=2, E=1. The structure would look like

	A=5	B=4	C=3	D=2	E=1
Teacher X	IIII IIII IIII	IIII IIII IIII IIII	III	IIII	II

The marking would be 12 (number of students who gave the teacher A) x5 =60

16 (number of students who gave the teacher B) x4 = 64

3 (number of students who gave the teacher C) x3 = 9

4 (number of students who gave the teacher D) x2 = 8

2 (number of students who gave the teacher E) x1 = 2

Total number of students who evaluated the teacher  $12+16+3+4+2 = 37$

Total marks secured by the teacher  $60+64+9+8+2 = 143$

Performance of the teacher  $143/37 = 3.86$

4.51 and above is A grade, 3.51 - 4.5 is B grade, 2.51 – 3.5 is C grade, 1.51 – 2.5 is D grade and 1.5 and less than 1.5 is E grade.

B. Students of B.A. and B.Sc. were asked to mention their subject combination both in honours course and general course. Marks of students who evaluated their subject teachers were taken into account.

C. B. Com. Students were asked to evaluate their subject teachers. However as 'language' forms a part of B.Com. syllabus evaluation of language teachers by B.Com. students were also taken into account.

D. Marks of students who categorically mentioned that they do not use the college library were not considered under the section 'Library'.

E. Observations based on NAAC 7 Point Criteria

Though the conditions stated in the feedback sheet did not exactly correspond to NAAC 7 point grading parameters the Committee tried to categorize the different heads under NAAC criteria. The 7 point NAAC grading system is as follows -

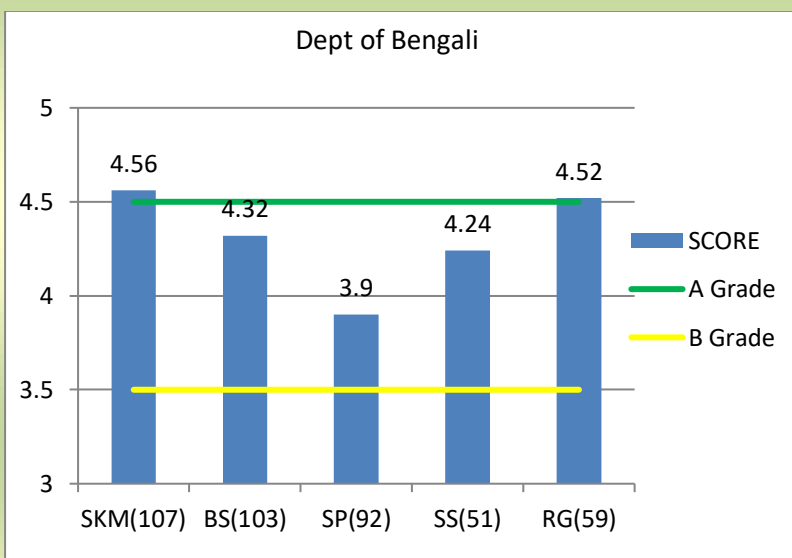
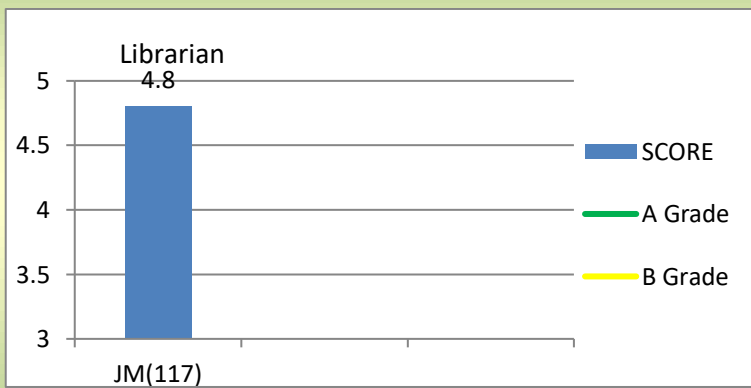
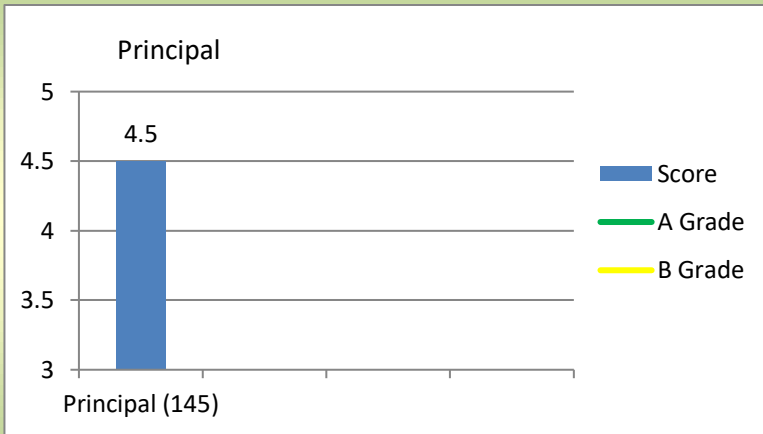
1. Curricular Aspects
2. Teaching, Learning and Evaluation
3. Research, Innovations and extension
4. Infrastructure and Learning Resources
5. Student Support and Progression
6. Governance, Leadership and Management
7. Institutional Values and Best Practices

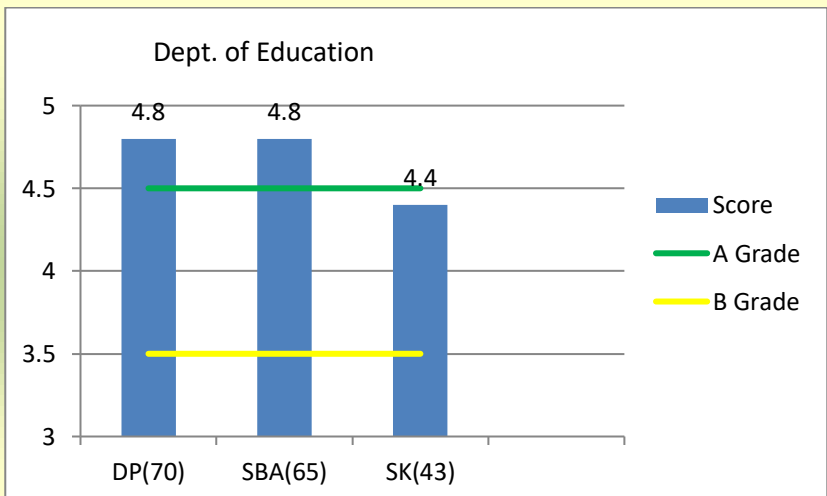
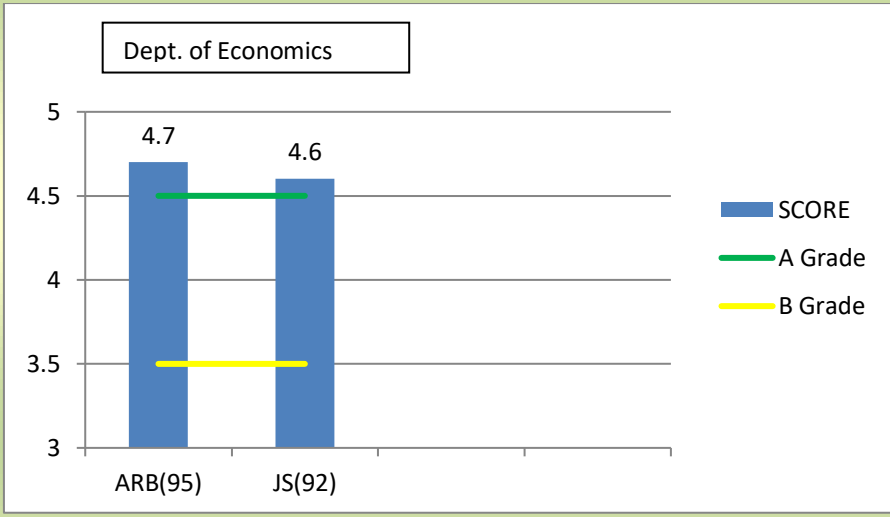
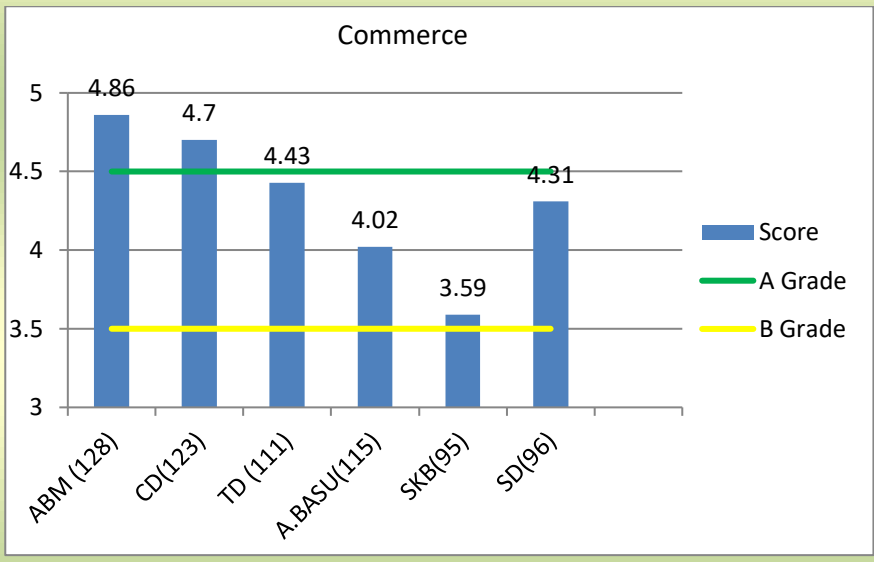
F. The thrust area of our feedback is same as previous year –

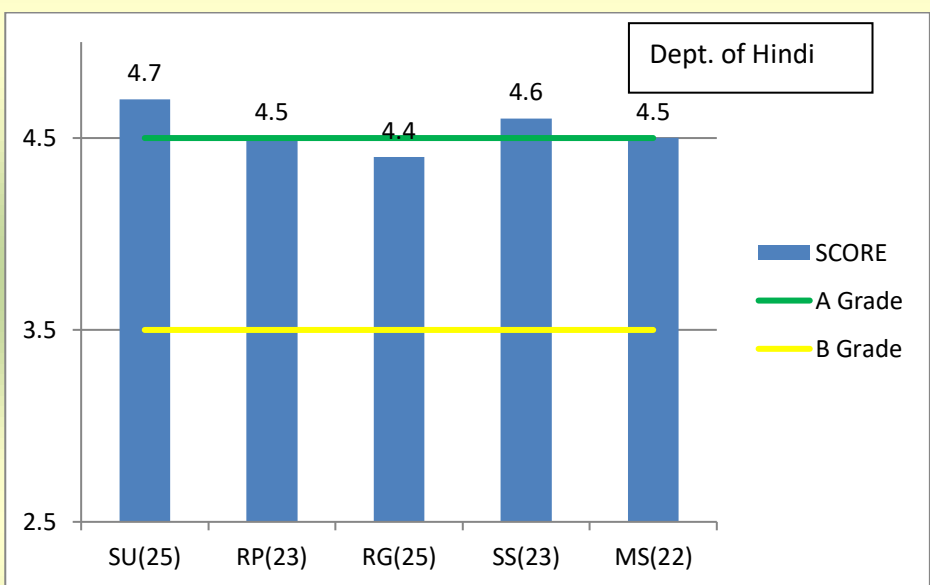
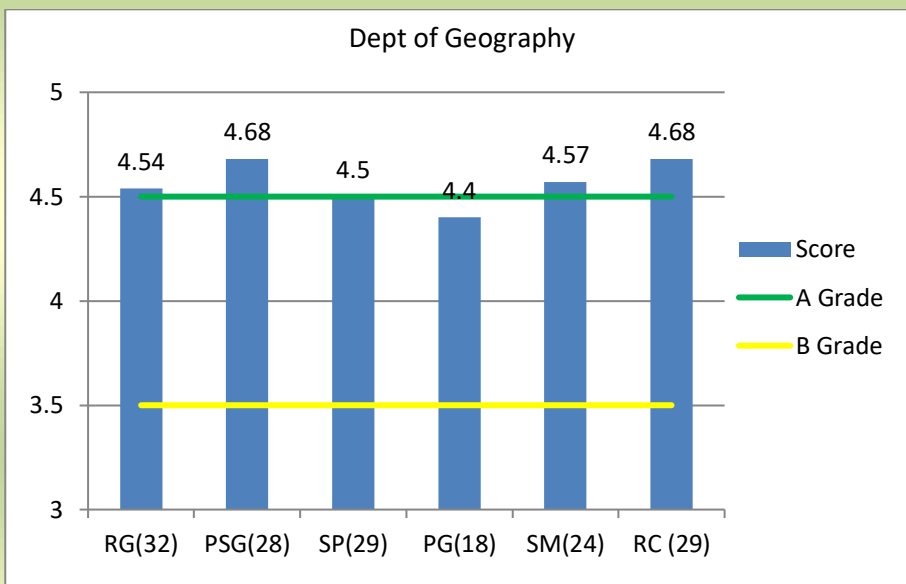
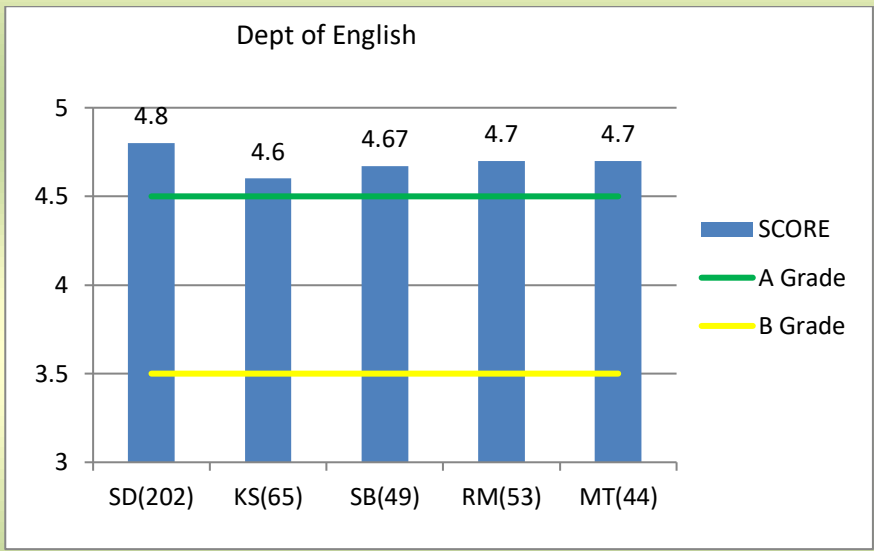
<b>Teaching, learning and evaluation</b>	<b>Infrastructure</b>	<b>Student support and progression</b>	<b>Management</b>
<ul style="list-style-type: none"> <li>• Coverage of syllabus</li> <li>• Teaching received through classroom</li> <li>• Classes held according to routine</li> <li>• Teacher regularity in class</li> <li>• Assignments returned in time</li> <li>• Examination</li> </ul>	<ul style="list-style-type: none"> <li>• Building &amp; class room space</li> <li>• Cleanliness</li> <li>• Library &amp; library facilities</li> <li>• Availability of books in library</li> <li>• College office</li> <li>• Basic facilities – canteen, common room, sanitation, drinking water</li> </ul>	<ul style="list-style-type: none"> <li>• Career Counselling Cell</li> <li>• Placement Cell</li> <li>• Distance education Learning</li> <li>• Lecture, Seminars, Conferences</li> <li>• Assistance of teachers besides classroom teaching</li> <li>• Social awareness – NCC,NSS</li> </ul>	<ul style="list-style-type: none"> <li>• Concern of College authority – attendance, library &amp; laboratories, health, exam performance, grievance redressal, modernization</li> </ul>

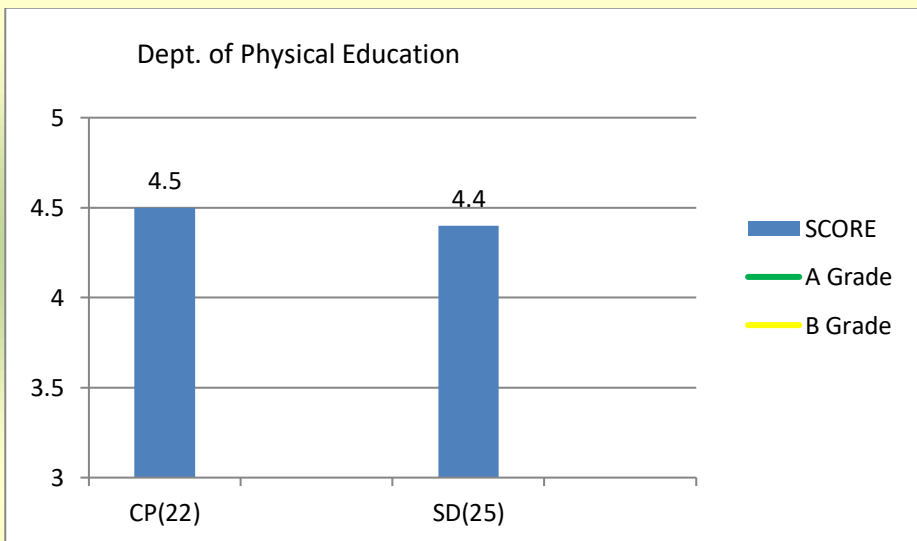
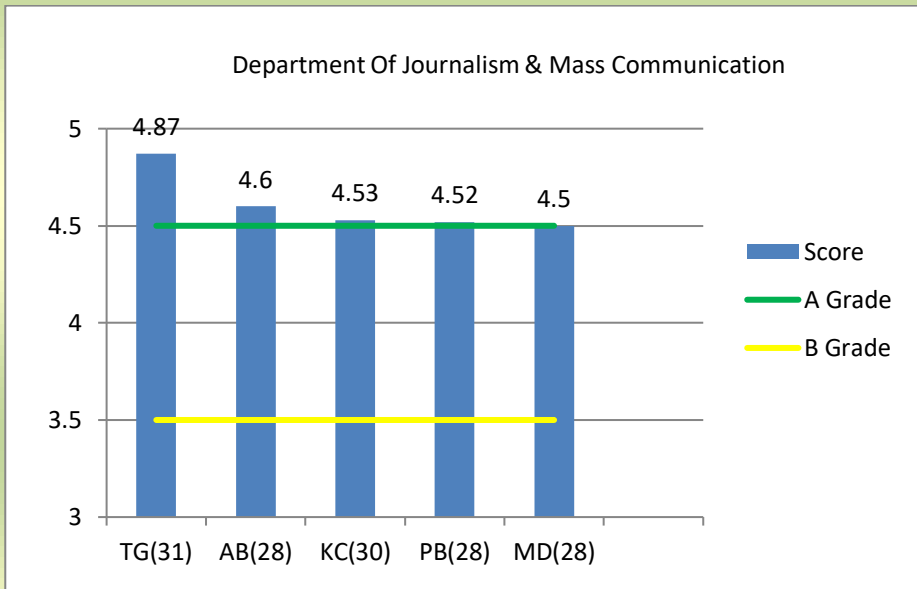
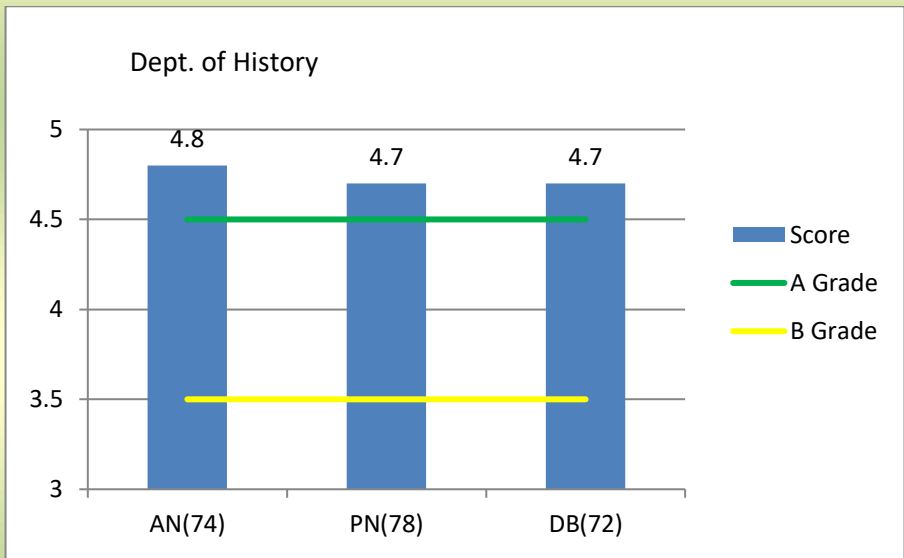
**RATINGS –**

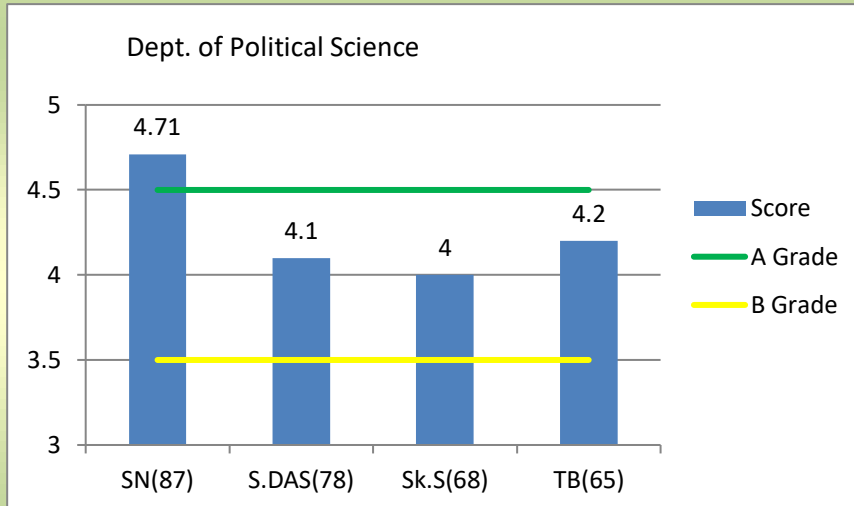
**PRINCIPAL**



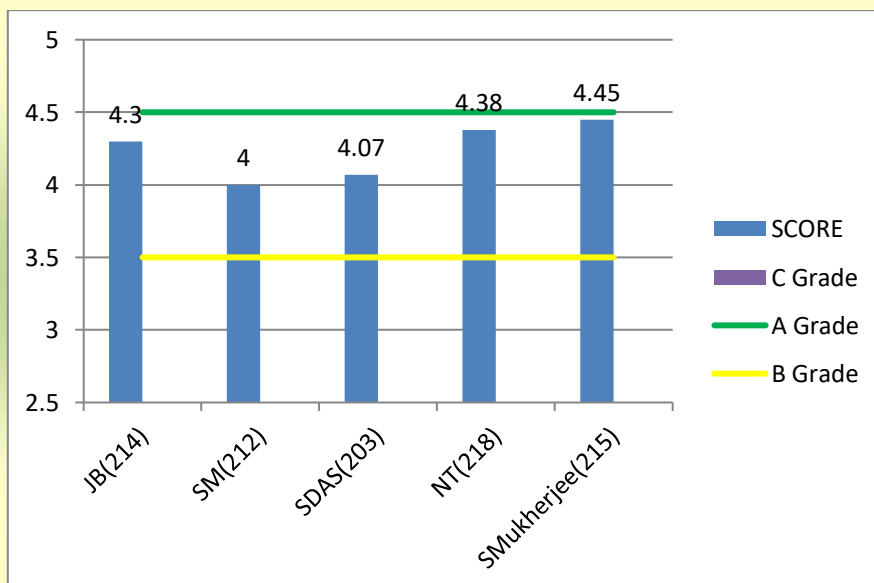
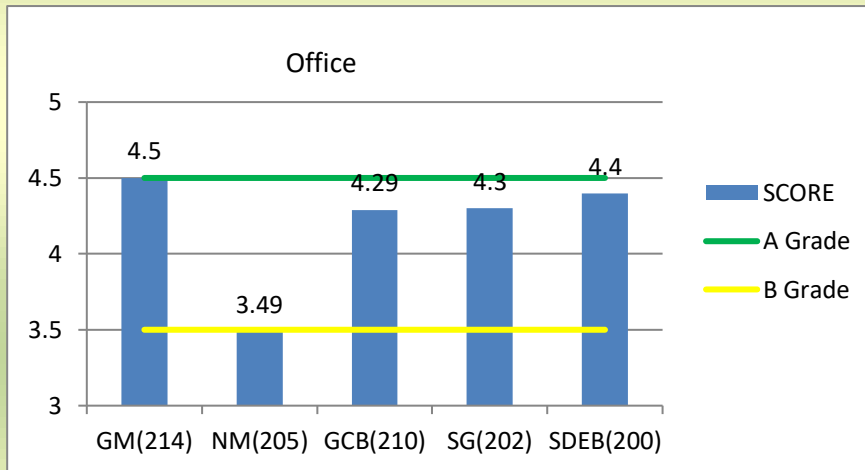






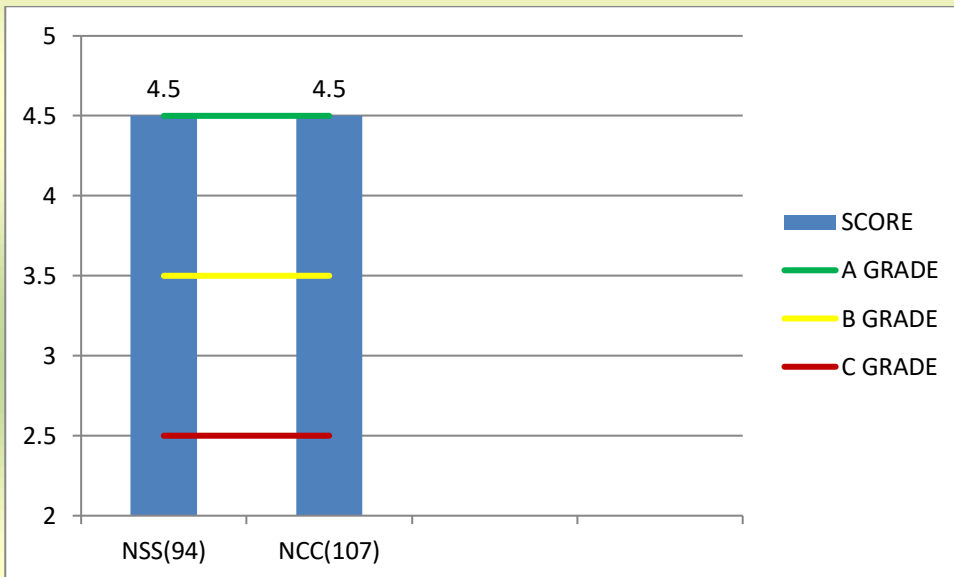
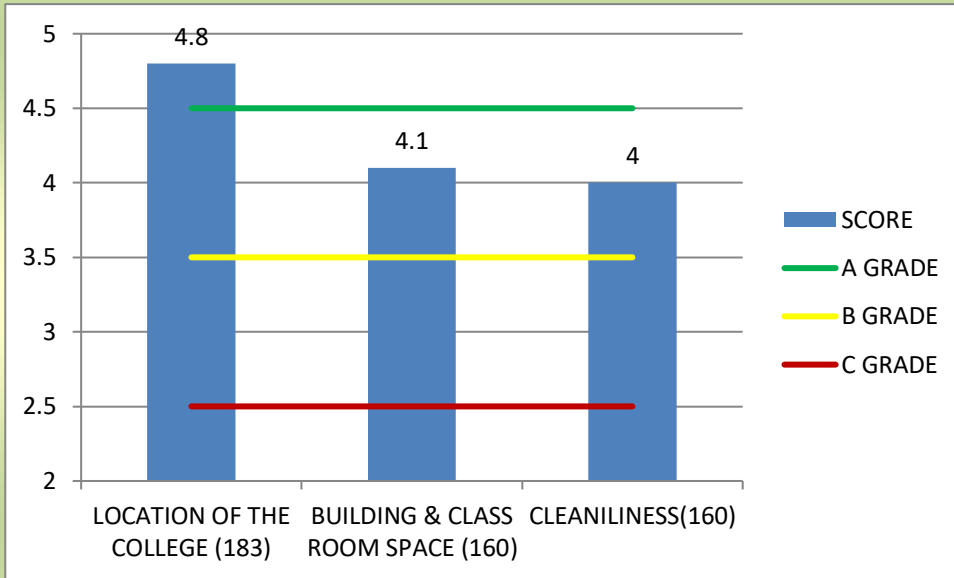


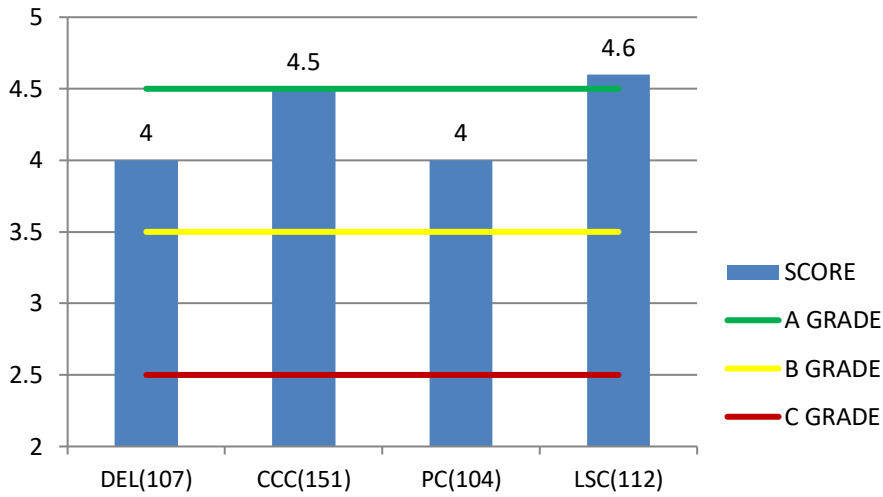
### OFFICE



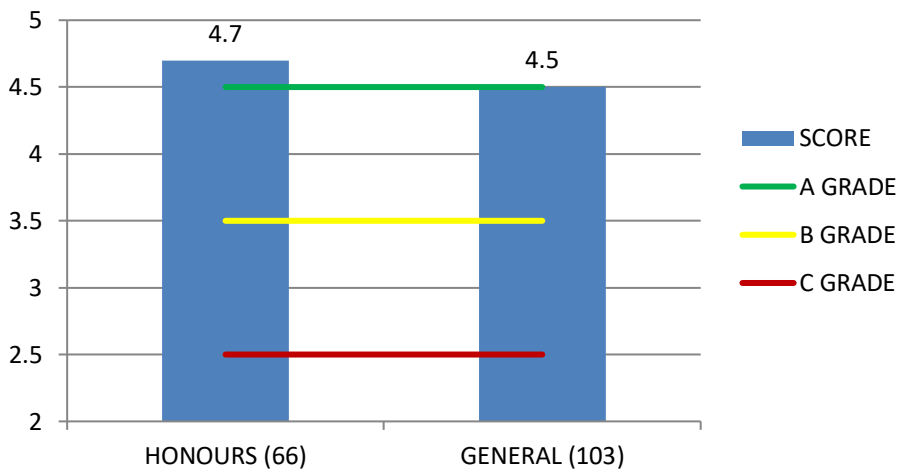


GENERAL INFORMATION

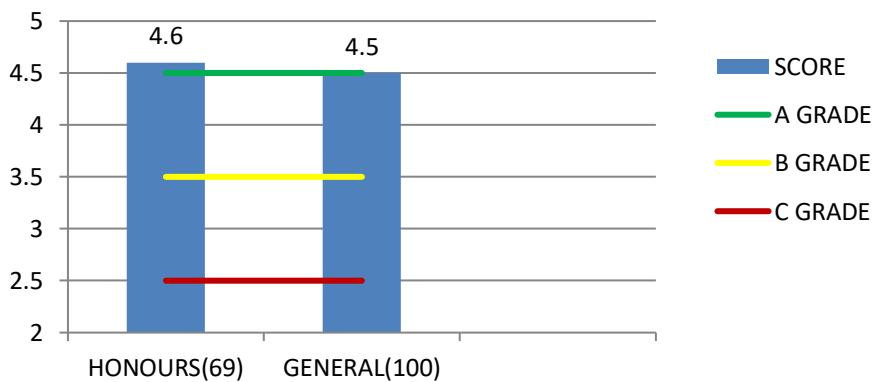


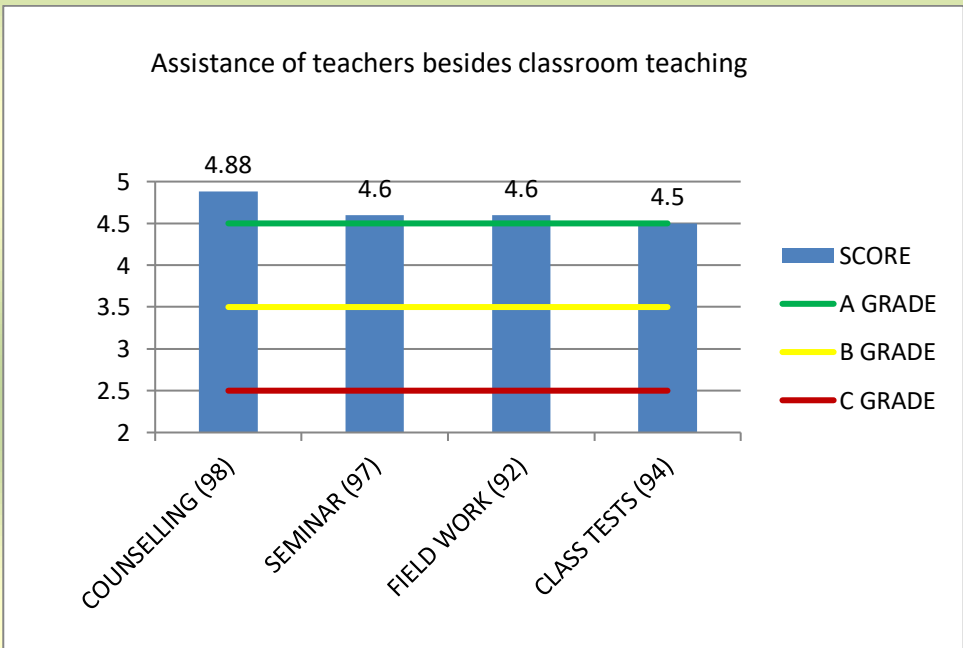
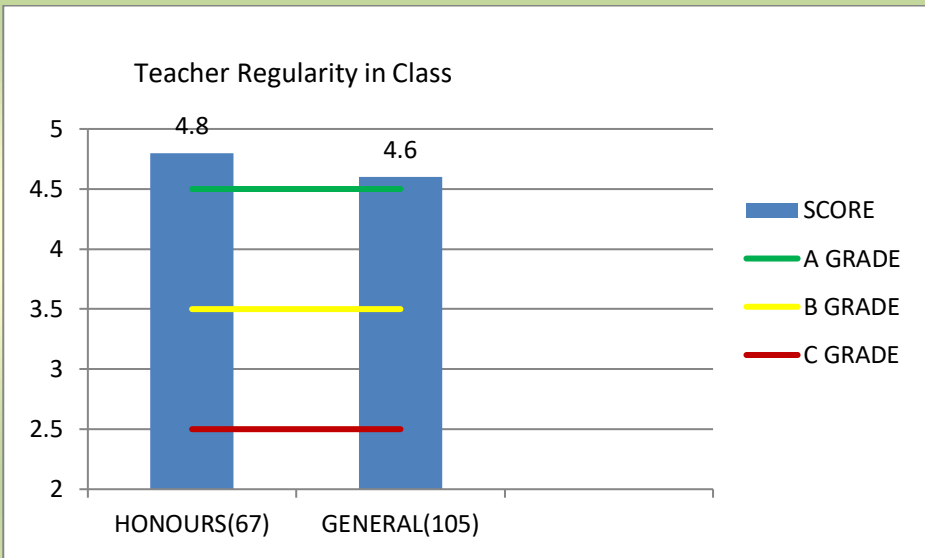
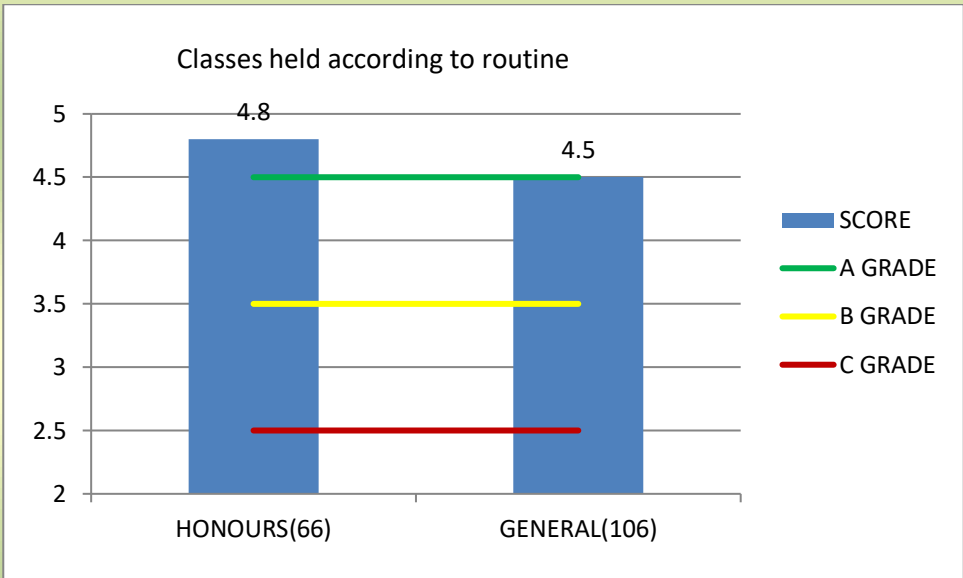


DEL -Distance Education Learning  
 CCC -Career Counselling Cell  
 PC - Placement Cell  
 LSC - Lecture Seminar Conference

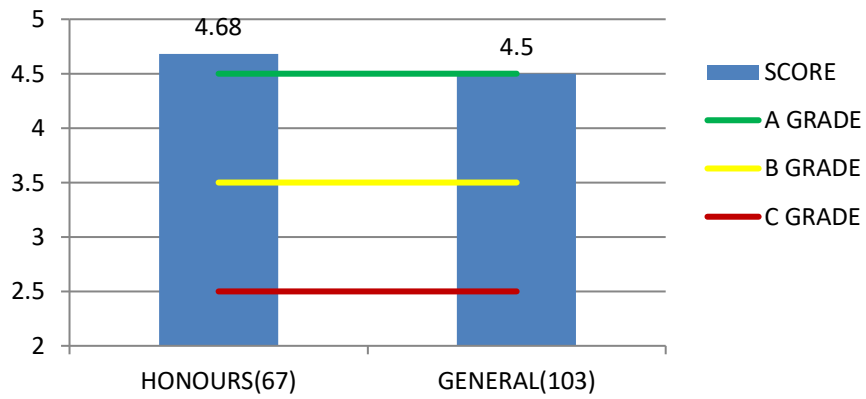


Teaching Received From classroom

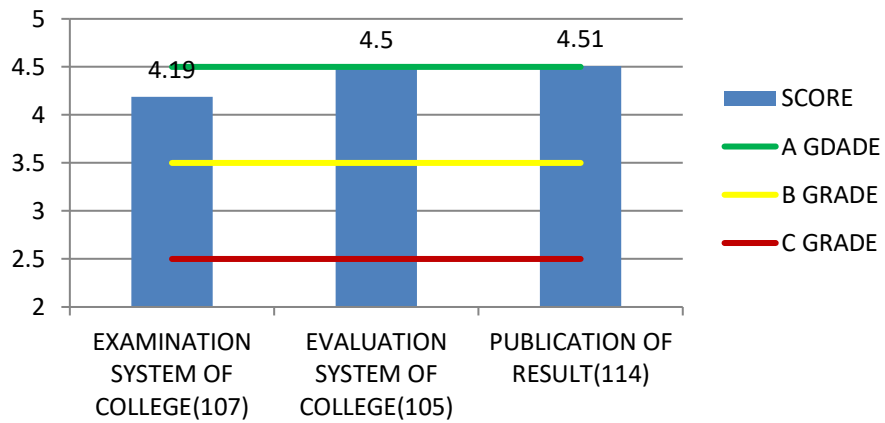




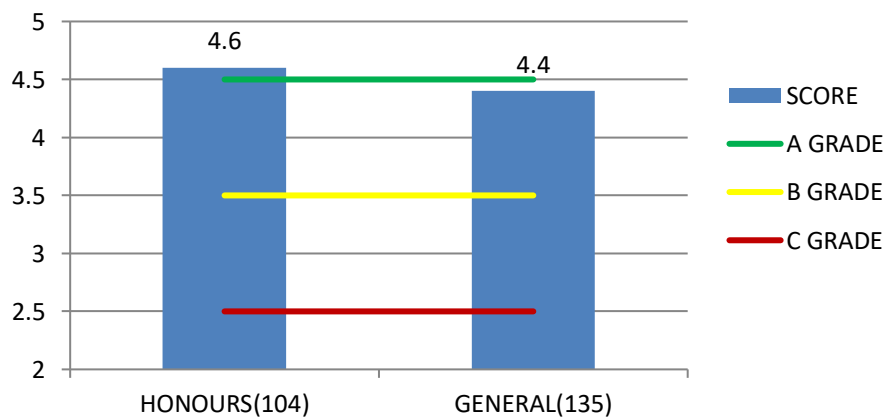
### Assignments returned on time



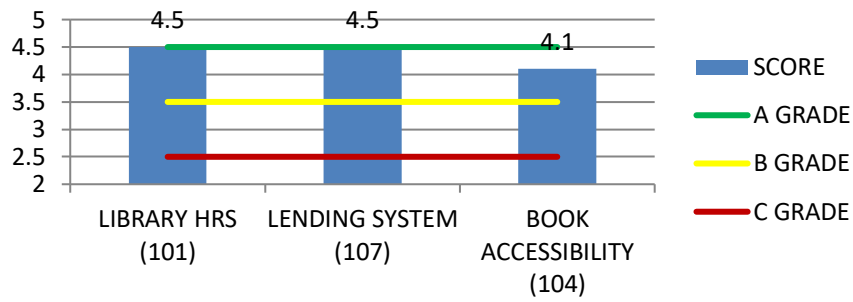
### Examination



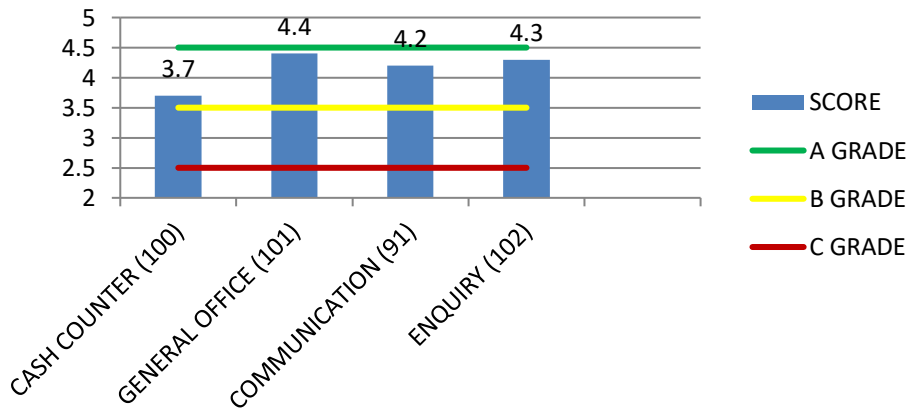
### Availability of books in library



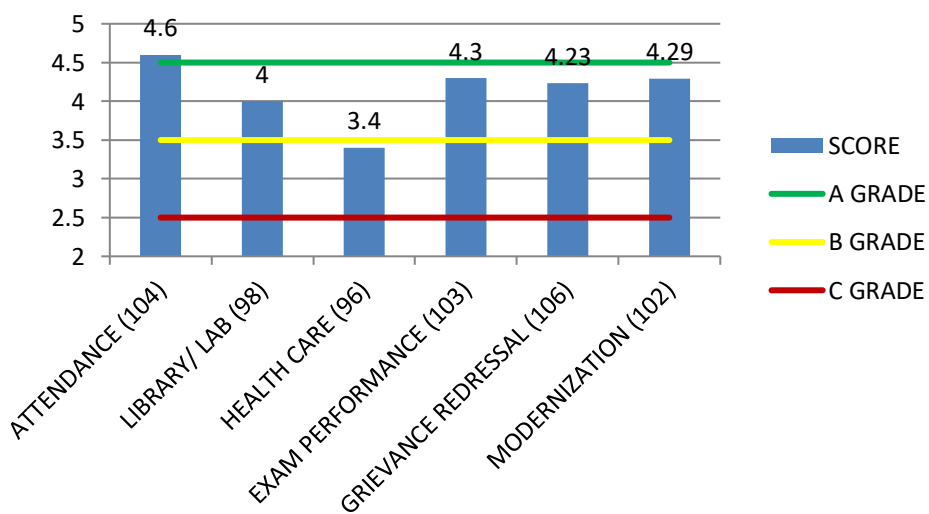
### Library and library facilities

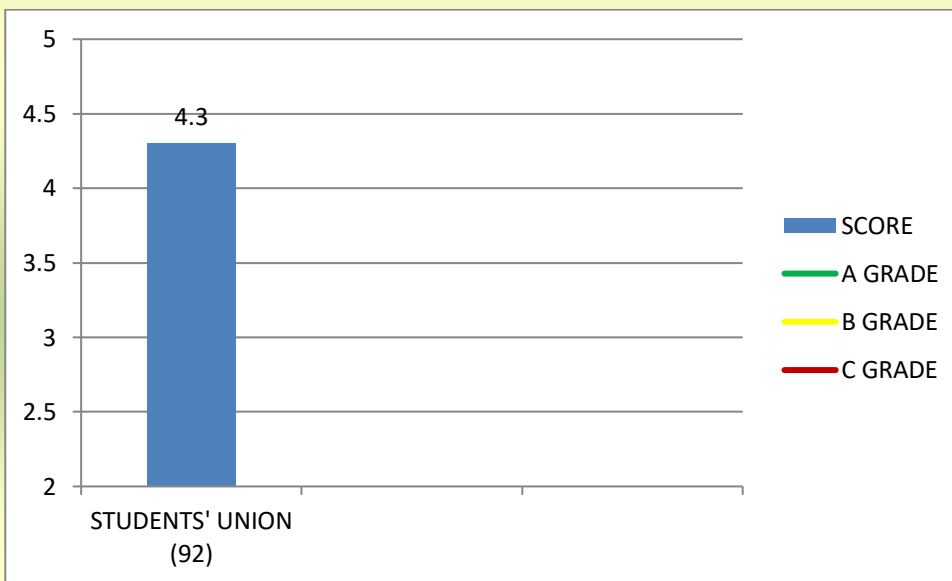
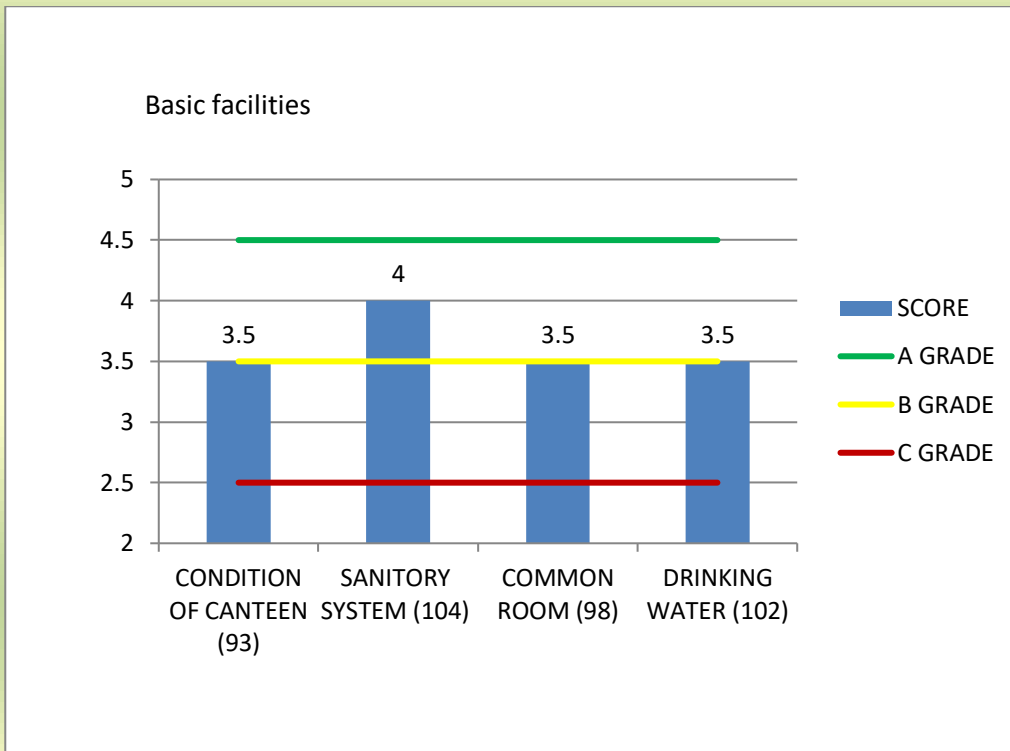


### College office



### Concern of College Authority





Observations –

The above report indicates an improvement in performance in almost all areas. Though infrastructure remains our major challenge, caused due to shortage of space, within the ambit of available space the College has been able to improve its facilities.

Departmental activities, both academic and non academic have always been appreciated by our students. The departments are always being innovative in their teaching methodology and in improving the academic standards of the students.

The accountability that the College follows has helped each sector to monitor its own performance and upgrade itself. This will also help in future developments.

OFFICE

LIBRARY

DEPARTMENTS

DEPARTMENT OF ECONOMICS