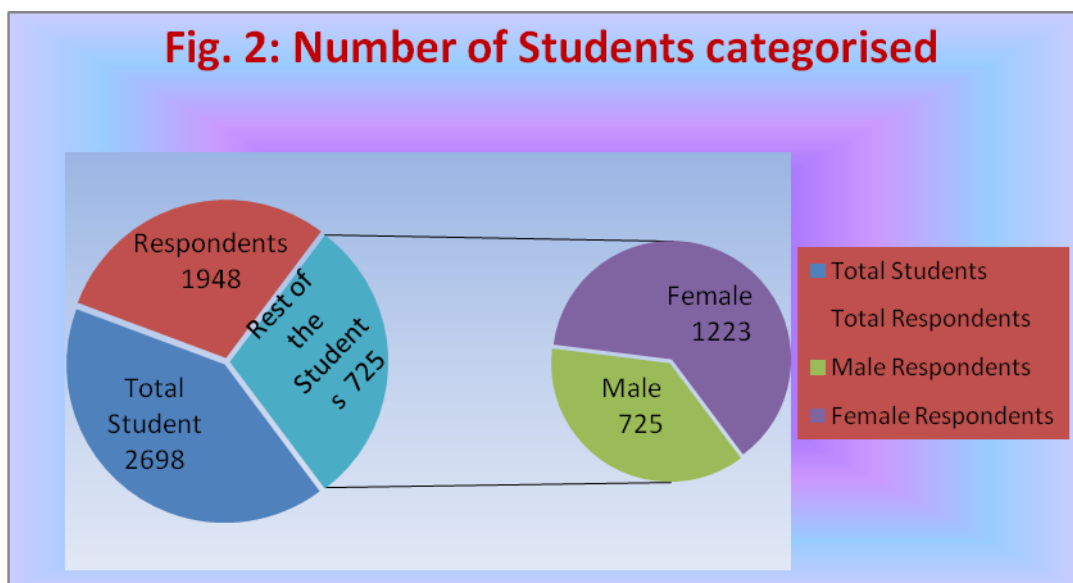
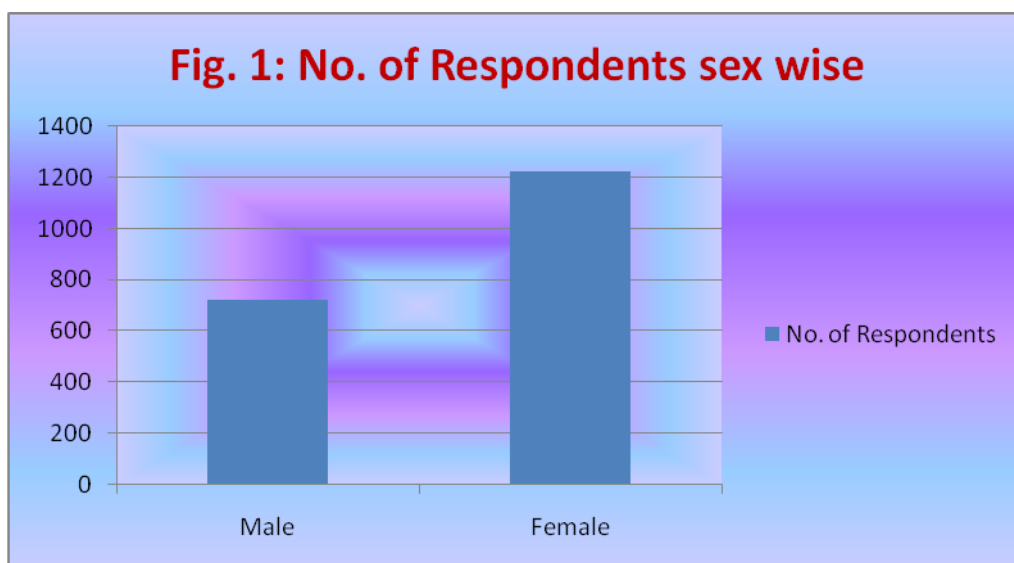




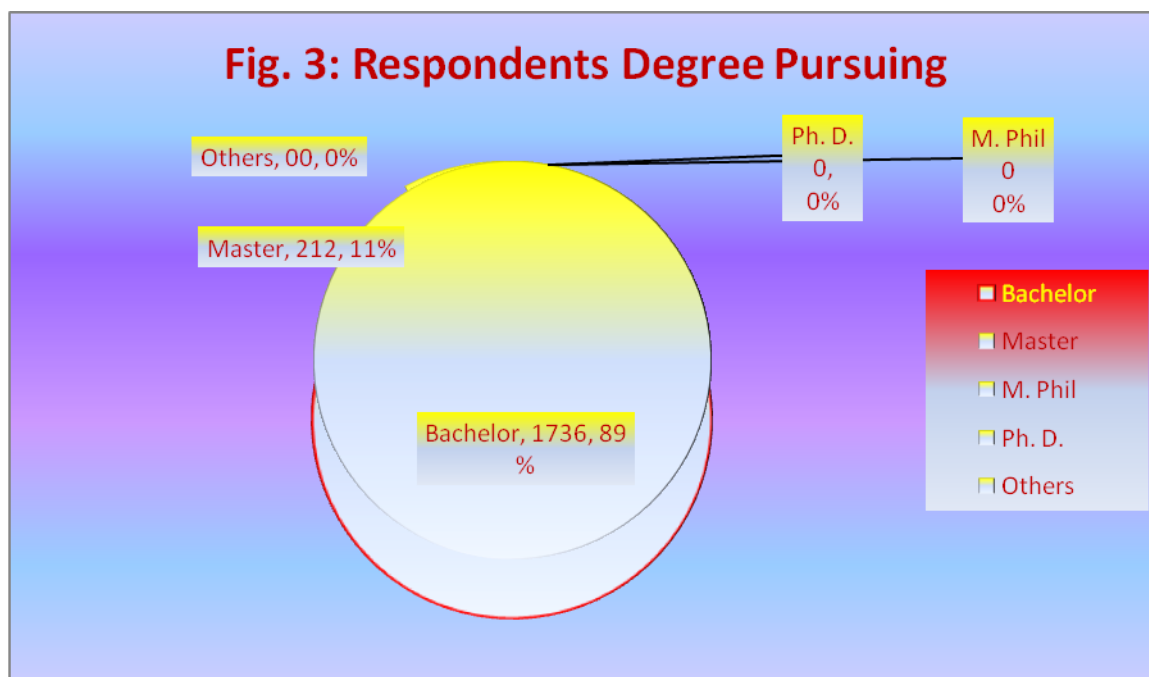
A Report on Students Feedback about curriculum

In the area of curriculum delivery, it was found that out of 2698 students; only 1948 participated in the curriculum feedback programme, which was online in nature. There were 725 male students and 1223 female students among the respondents. **Vide Fig. 1 & 2**

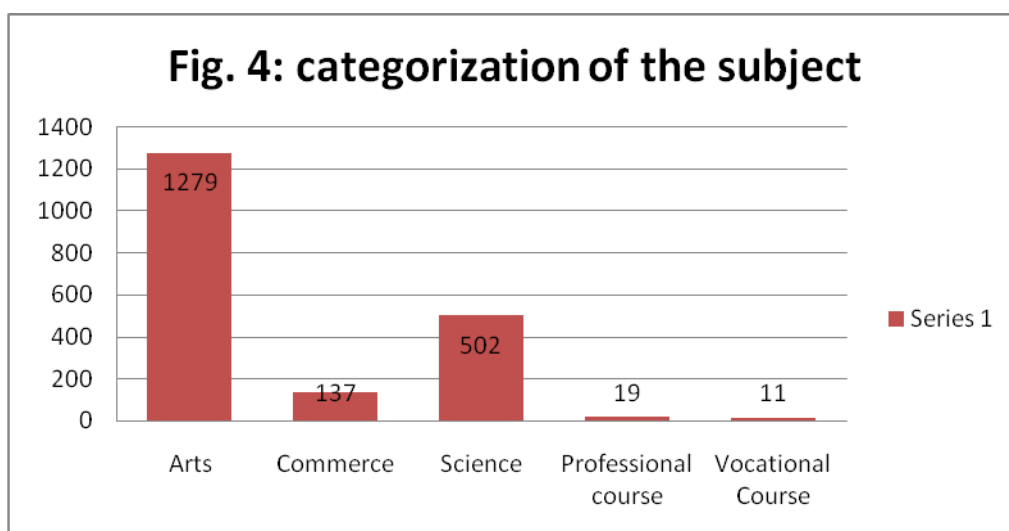


The minimum age of the students was found to be 17.3 years from the 1st year students, where as the oldest student was found to be 28 years of age from M. P. Ed. Class.

In the area of categorising the UG and PG study, it was found that among the respondents, 1736 were pursuing bachelor's degrees and 212 were pursuing master's degrees. As the college has no provision to conduct the M. Phil. or Ph. D. programme, no respondents were found from those categories. **Vide Fig. 3**

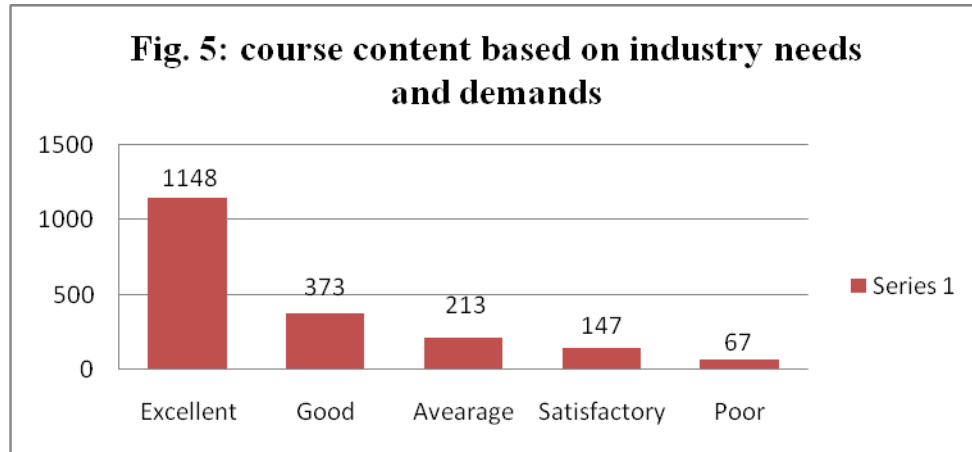


In the area of categorization of the subject of the study, i.e., pursuing the subject, there were 1279 respondents from the arts, 137 from commerce, 502 from science, 19 from professional courses like B. P. Ed & M. P. Ed and 11 from vocational courses. **Vide Fig. 4**

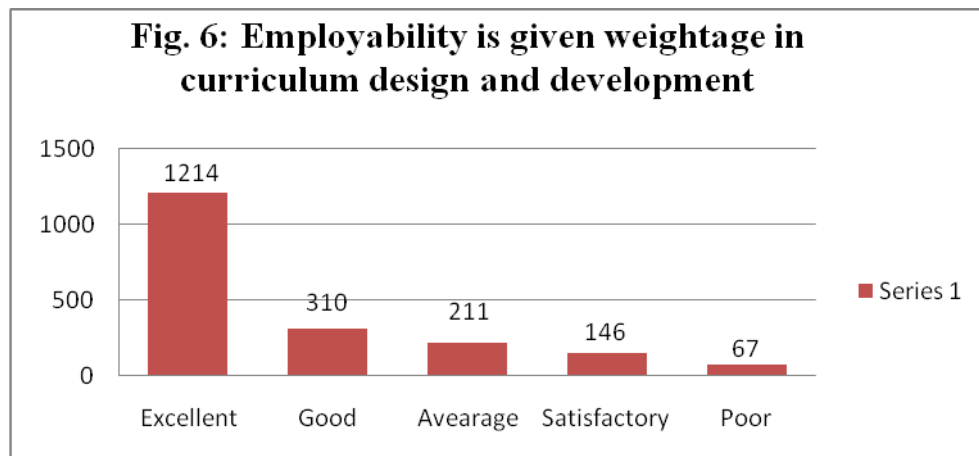


The respondents were faced with 10 questions on a five-point scale in a questionnaire approved by IQAC covering the areas of student feedback about curriculum.

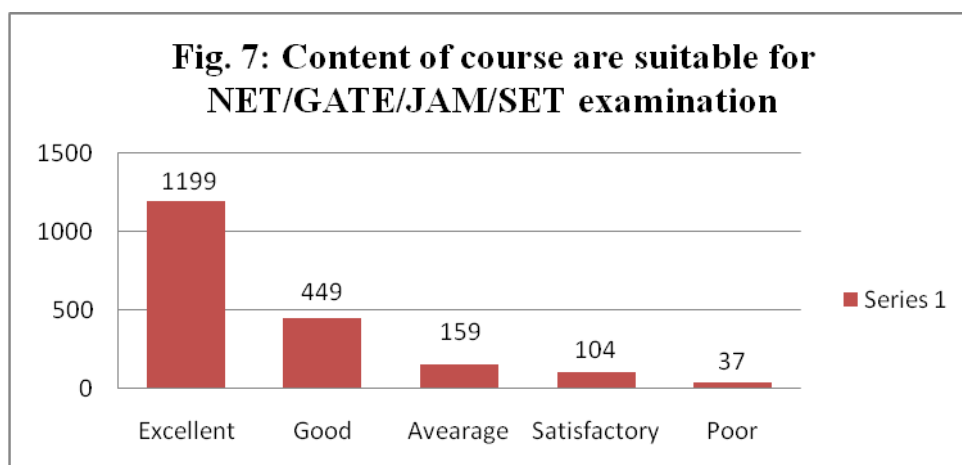
In query no 1: In response to question number one about course content based on industry needs and demands, 1148 students responded excellent, 373 students responded good, 213 students responded average, 147 students responded satisfactory, and only 67 students responded poor. Vide Fig. 5



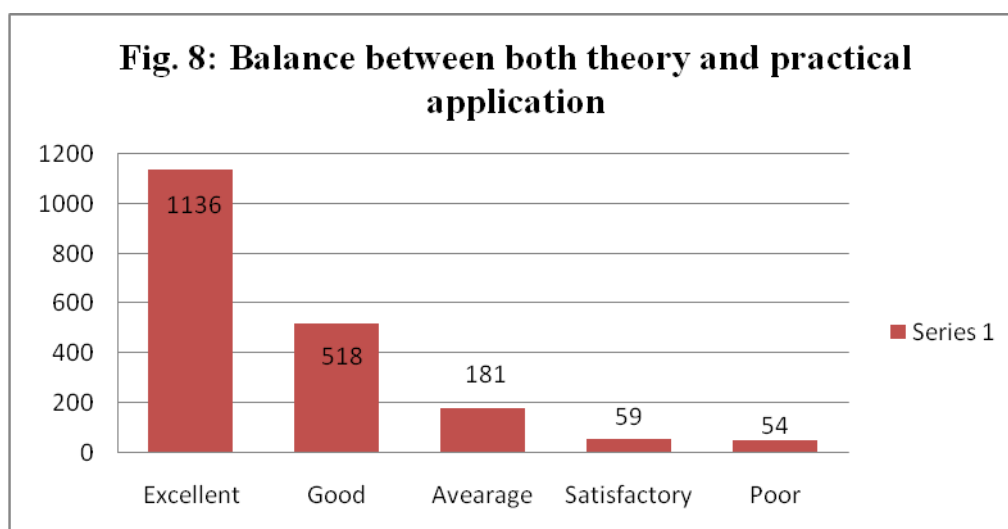
In query no. 2 regarding employability, which is given weightage in curriculum design and development, it was found that 1214 students responded excellent, 310 stated good, 211 stated average, 146 stated satisfactory, and 67 stated poor. **Vide Fig. 6**



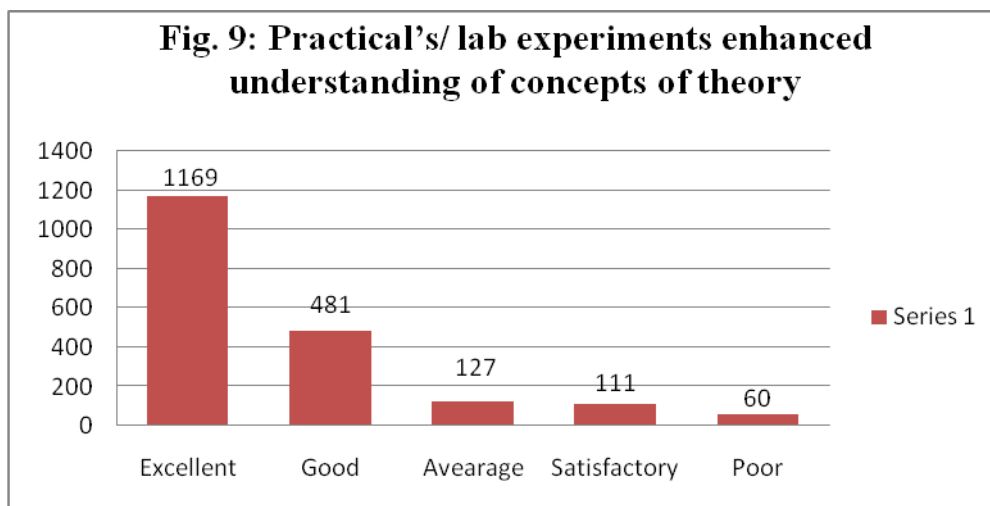
In query no. 3 regarding whether the contents of the course are suitable for NET, GATE, JAM, or SET examinations, it was found that 1199 respondents stated excellent. Whereas 449 respondents said the content was good, 159 said it was average, 104 said it was just satisfactory, and 37 said it was very poor, all of which are of course suitable for the NET, GATE, JAM, or SET examinations. **Vide Fig. 7**



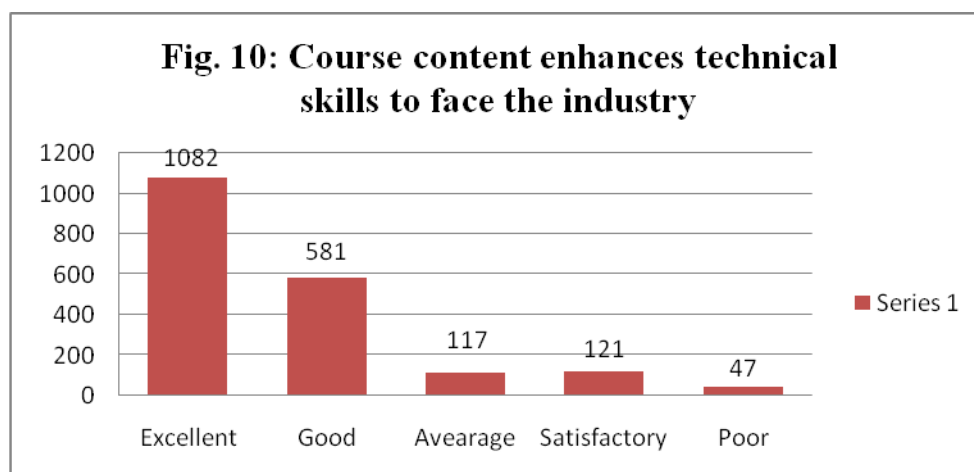
In query no. 4 regarding whether the course has a good balance between both theory and practical application, it was found that 1136 respondents stated excellent, 518 stated very good, 181 stated good, 59 stated satisfactory, and 54 stated poor that the course has not good balance between both theory and practical application. **Vide Fig. 8**



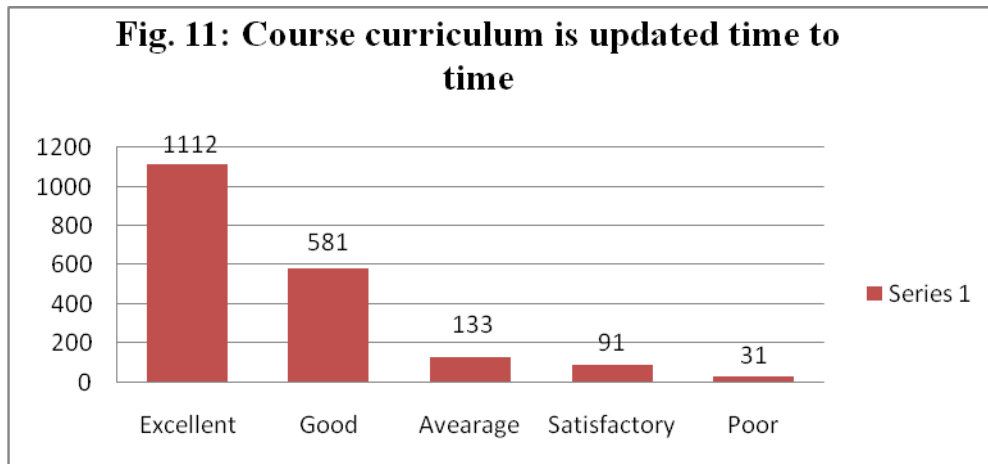
In query no. 5 regarding whether the practical's or lab experiments enhanced understanding of concepts of theory, it was found that, 1169 students stated excellent, 481 stated good, 127 stated average, 111 stated just satisfactory, and 60 students stated poor that the practical's or lab experiments do not enhance understanding of concepts of theory. **Vide Fig. 9**



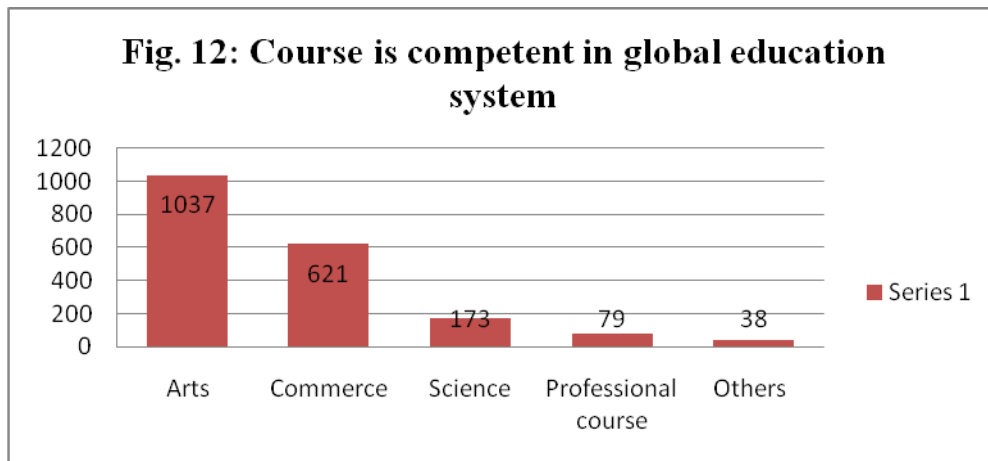
In query no. 6 regarding whether the course content enhances technical skills to face the industry, it was found that, 1082 students stated excellent, 581 stated good, 117 stated average, 121 stated just satisfactory, and 47 students stated poor that the course content did not enhance technical skills to face the industry. Vide Fig. 10



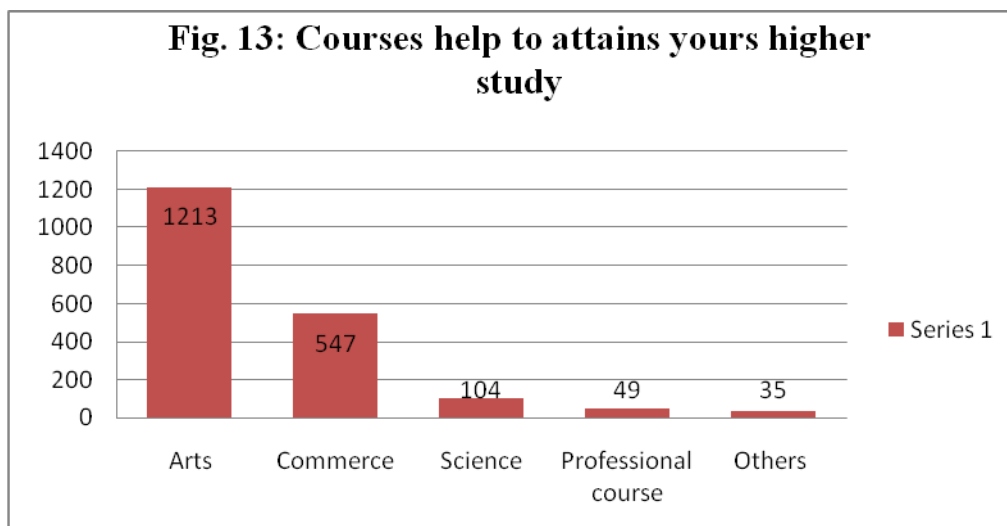
In query no. 7 regarding whether the course curriculum is updated time to time, it was found that 1112 students stated excellent, 581 stated good, 133 stated average, 91 stated just satisfactory, and 31 students stated poor that the course curriculum is not updated time to time. Vide Fig. 11



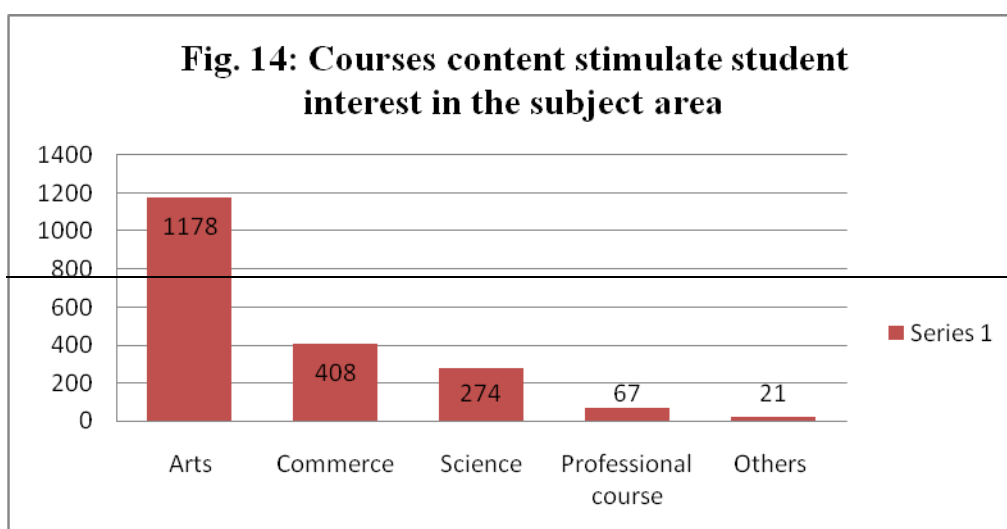
In query no. 8 regarding whether the course is competent in the global education system, it was found that 1037 students stated excellent, 621 stated good, 173 stated average, 79 stated just satisfactory, and 38 students stated poor that the course is not competent in the global education system. Vide Fig. 12.



In query no. 9 regarding the courses help to attain higher study, it was found that 1213 students stated excellent, 547 stated good, 104 stated average, 49 stated just satisfactory, and 35 students stated poor that the course is not helping to attain higher study. Vide Fig 13.



In query no. 10 regarding the course content stimulating student interest in the subject area, it was found that 1178 students stated excellent, 408 stated good, 274 stated average, 67 stated just satisfactory, and 21 students stated poor, indicating that the students are not interested in the subject area. **Vide Fig 14.**





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A Report on Teacher Feedback about curriculum

In the area of curriculum delivery, it was found that out of 118 teachers, 118 participated in the curriculum feedback programme, which was online in nature. There were 84 male teachers and 34 female teachers among the respondents. **Vide Fig. 1 & 2**

Fig. 1: No. of Respondents sex wise

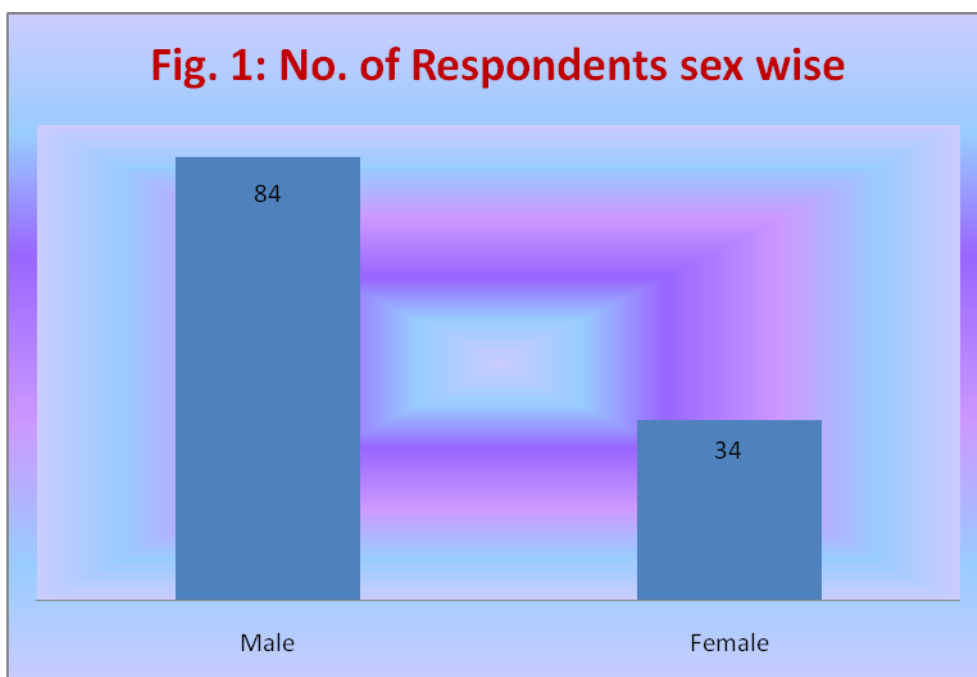
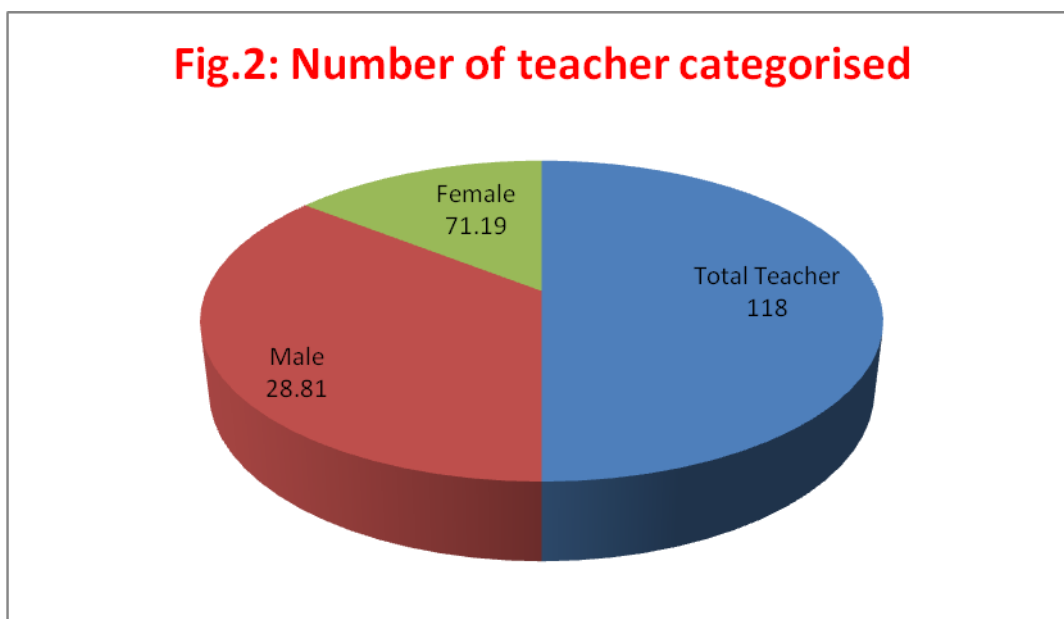
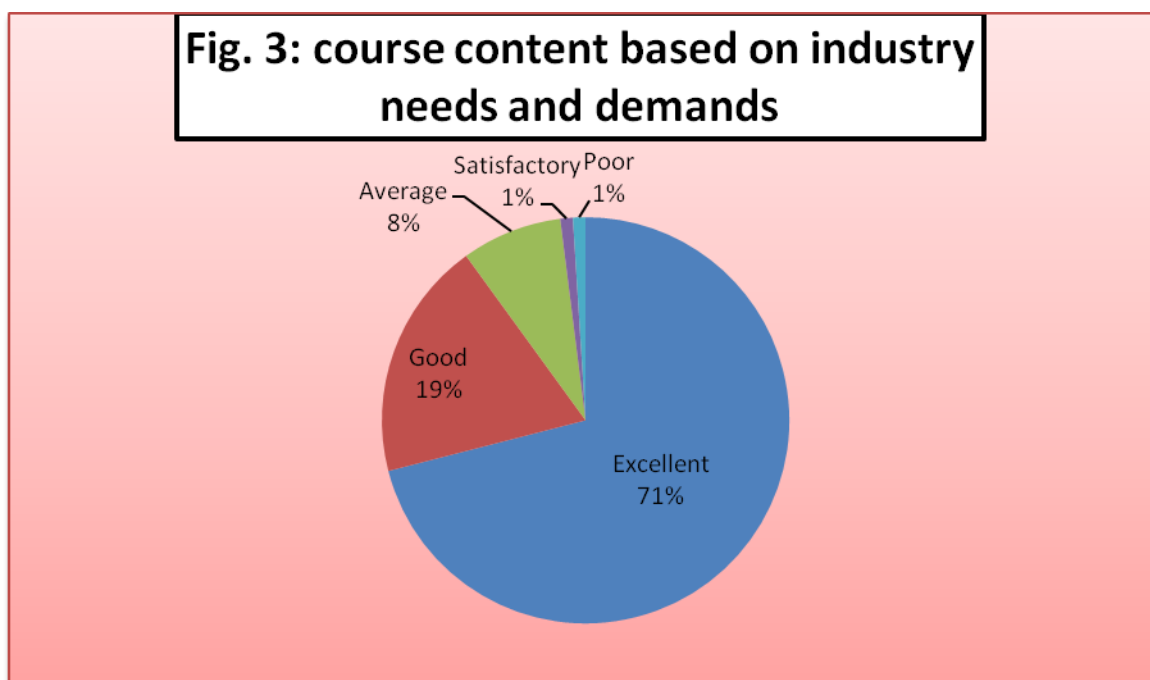


Fig.2: Number of teacher categorised



The respondents were faced with 16 questions on a five-point scale in a questionnaire approved by IQAC covering the areas of teacher's feedback about curriculum.

In query no. 1, in response to question number one about course content based on industry needs and demands, 71 percent of teachers responded excellent, 19 percent responded good, 8 percent responded average, 1 percent responded satisfactory, and only 1 percent opined that the content of the course does not meet the needs and demands of industry. **Vide Fig. 3**



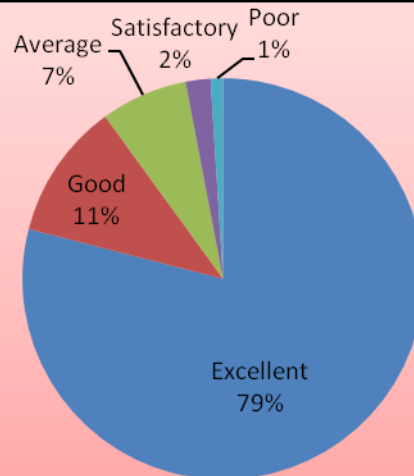
In query no. 2 regarding whether the course has a good balance between both theory and practical application, it was found that 68 percent teacher respondents stated excellent, 12 percent stated very good, 14 percent stated average, 4 percent stated satisfactory, and only 2 percent opined that the course has not good balance between both theory and practical application. **Vide Fig. 4**

Fig. 4: balance between both theory and practical



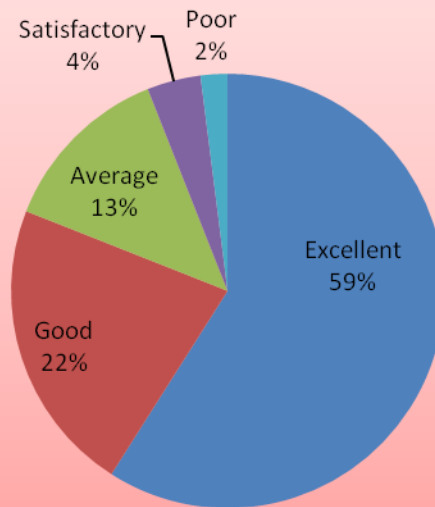
In query no. 3 regarding whether course content stimulated my interest in the subject area, 79 percent of teachers responded "excellent," 11 percent responded "good," 7 percent responded "average," 2 percent responded "satisfactory," and only 1 percent opined that the content of the course does not interest my subject area. **Vide Fig. 5**

Fig. 5: course content stimulated my interest in the subject area



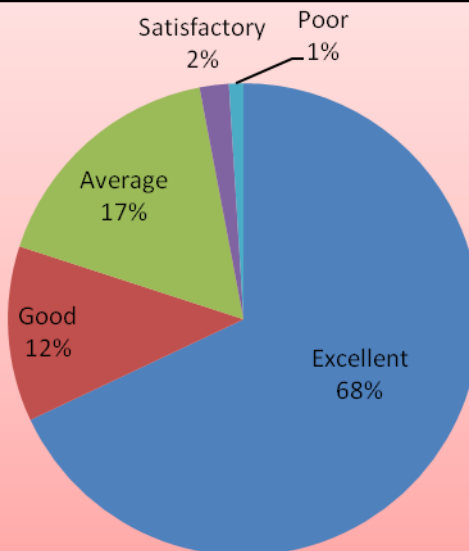
In query no 4 regarding whether employability is given weightage in curriculum design and development, it was found that 59 percent of teacher respondents stated excellent, 22 percent stated very good, 13 percent stated average, 4 percent stated satisfactory, and only 2 percent opined that employability is given weightage in curriculum design and development. **Vide Fig. 6**

Fig. 6: employability is given weightage in curriculum design and development



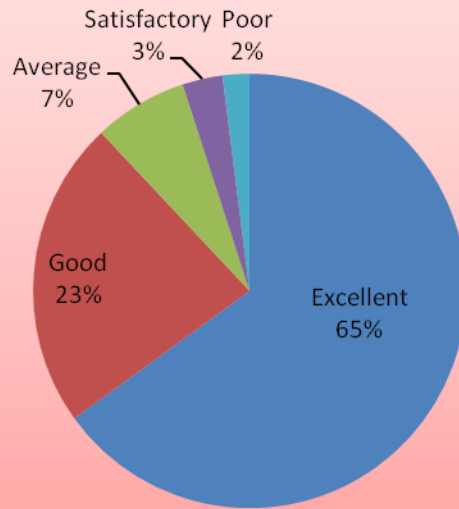
In query no 5 regarding whether curriculum is updated time to time, it was found that 68 percent teacher respondents stated excellent, 12 percent stated very good, 17 percent stated average, 2 percent stated satisfactory, and only 1 percent opined that the curriculum does not updated time to time. **Vide Fig. 7**

Fig. 7: curriculum is updated time to time



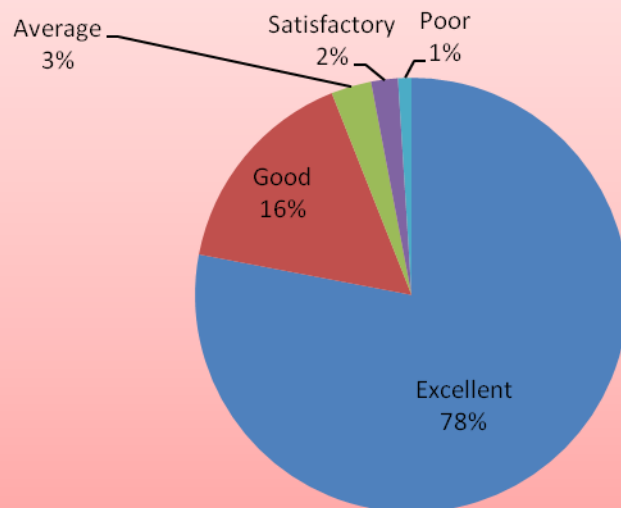
In query no. 6 regarding whether there is freedom to propose, suggest, or modify topics in the syllabus or course content, it was found that 65 percent of teacher respondents stated excellent, 23 percent stated very good, 7 percent stated average, 3 percent stated satisfactory, and only 2 percent opined that the course does not have a freedom to propose, suggest, or modify topics in the syllabus or course content. **Vide Fig. 8**

Fig. 8: freedom to propose, suggest, or modify topics in the syllabus or course content

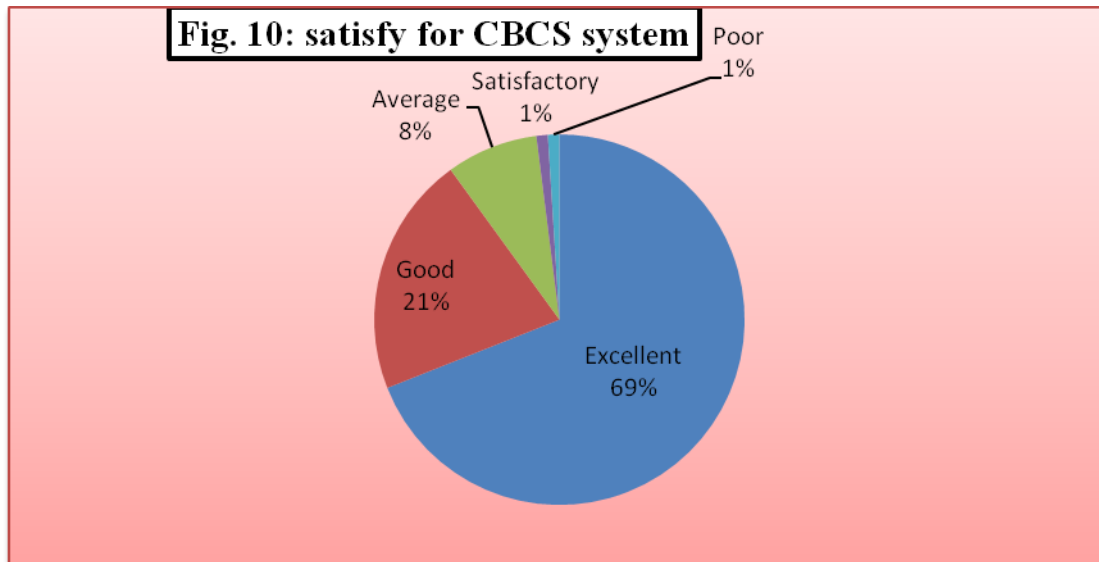


In query no 7 regarding whether there is freedom to innovate and adopt new teaching strategies or methods, it was found that 78 percent of teacher respondents stated excellent, 16 percent stated very good, 3 percent stated average, 2 percent stated satisfactory, and only 1 percent opined that the course does not have a freedom to innovate and adopt new teaching strategies or methods. **Vide Fig. 9**

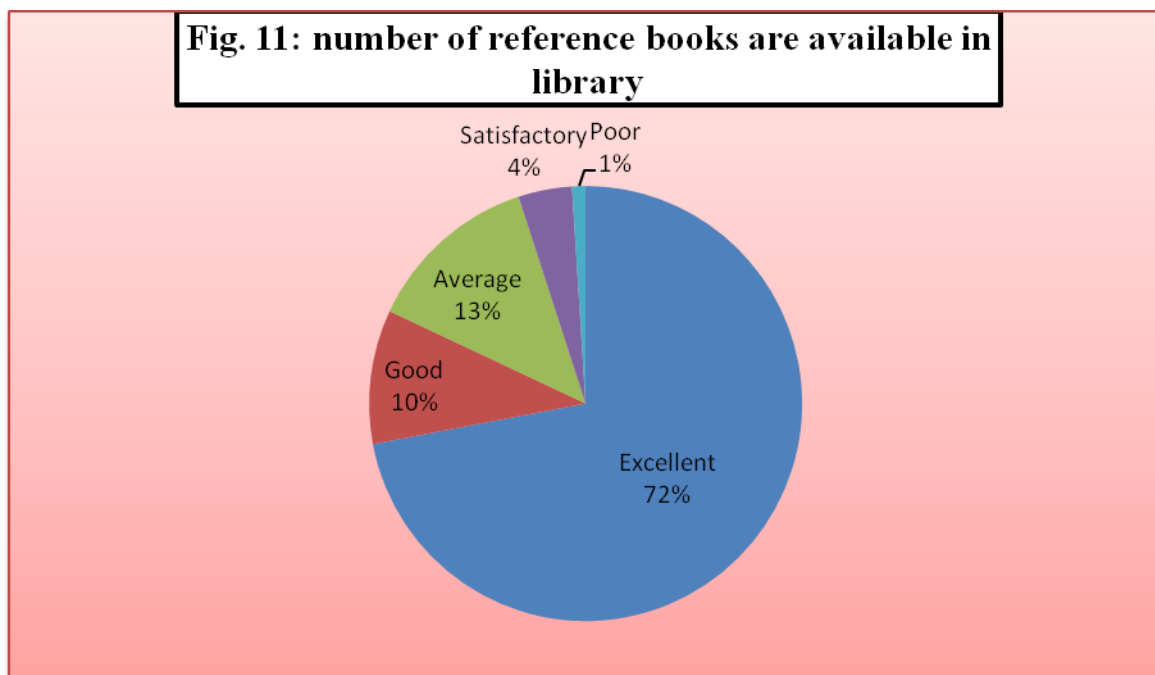
Fig. 9: freedom to innovate and adopt new teaching strategies or methods



In query no 8 regarding whether have you satisfy for CBCS system, it was found that 69 percent of teacher respondents stated excellent, 21 percent stated very good, 8 percent stated average, 1 percent stated satisfactory, and only 1 percent opined that the course does not satisfy for CBCS system. **Vide Fig. 10**

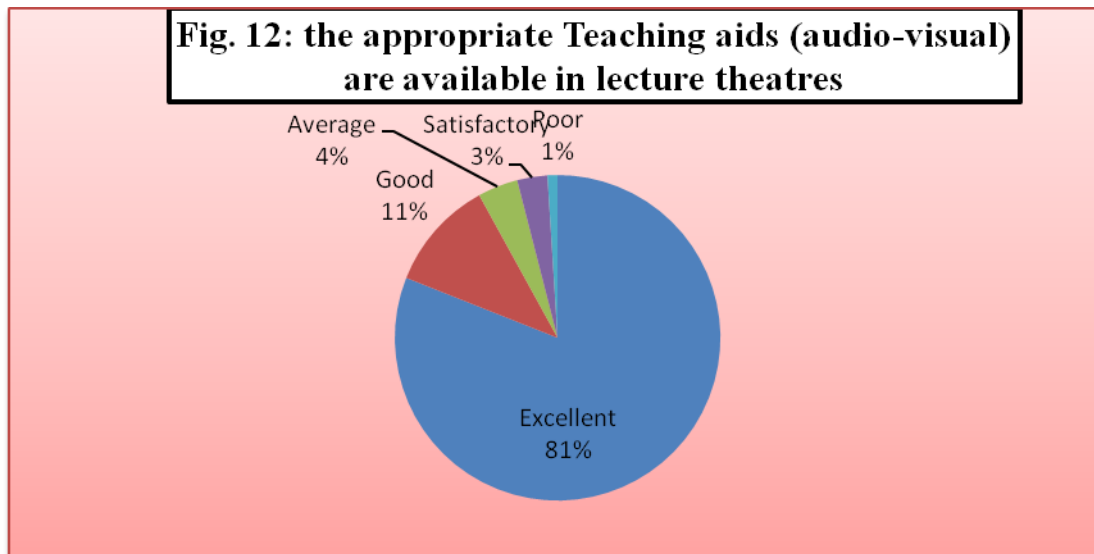


In query no 9 regarding whether the adequate number of reference books are available in library, it was found that 72 percent of teacher respondents stated excellent, 10 percent stated very good, 13 percent stated average, 4 percent stated satisfactory, and only 1 percent opined that the adequate number of reference books are not available in library. **Vide Fig. 11**

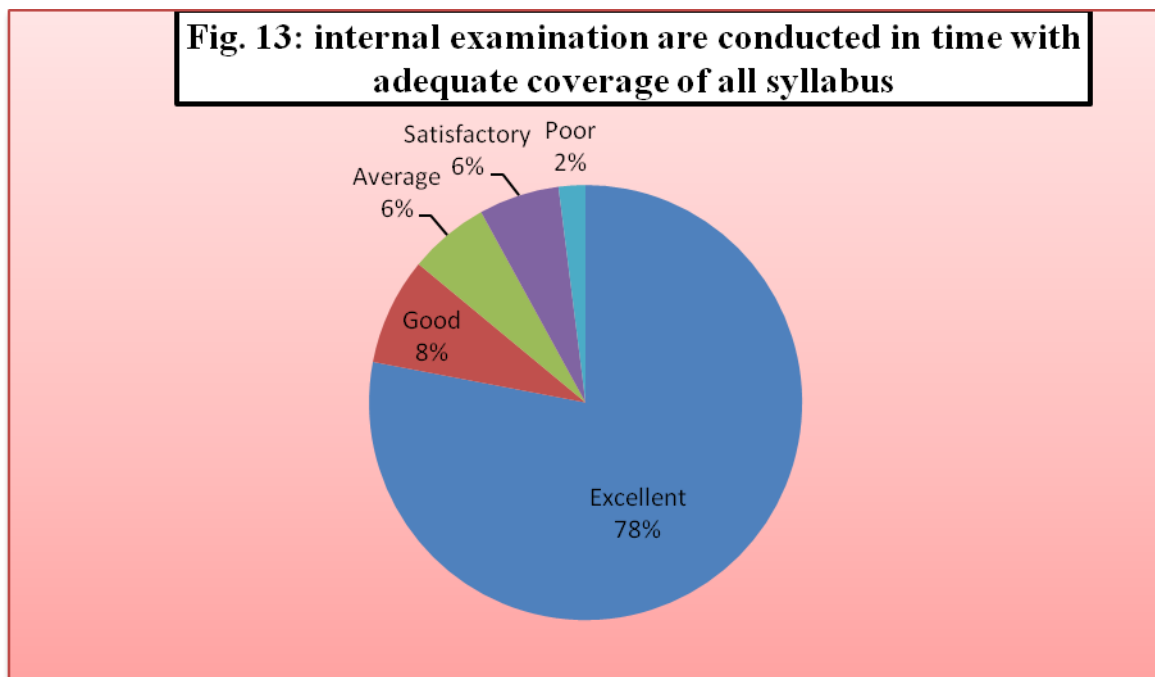


In query no 10 regarding whether the appropriate Teaching aids (audio-visual) are available in lecture theatres, it was found that 81 percent of teacher respondents stated excellent, 11

percent stated very good, 4 percent stated average, 3 percent stated satisfactory, and only 1 percent opined that the appropriate Teaching aids (audio-visual) are not available in lecture theatres,. **Vide Fig. 12**

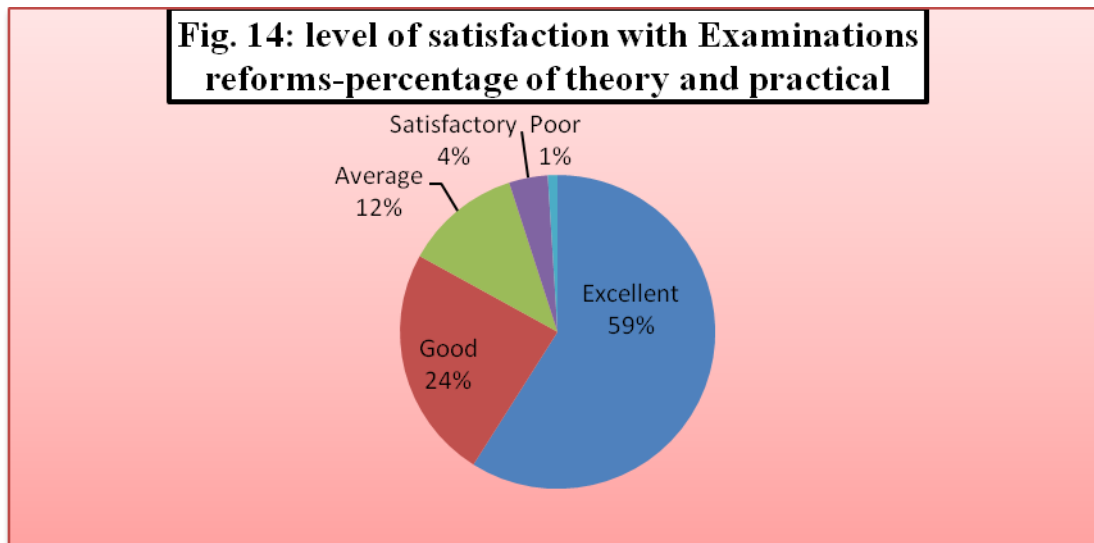


In query no 11 regarding whether the internal examination are conducted in time with adequate coverage of all syllabus, it was found that 78 percent of teacher respondents stated excellent, 8 percent stated very good, 6 percent stated average, 6 percent stated satisfactory, and only 2 percent opined that the internal examination are not conducted in time with adequate coverage of all syllabus. **Vide Fig. 13**

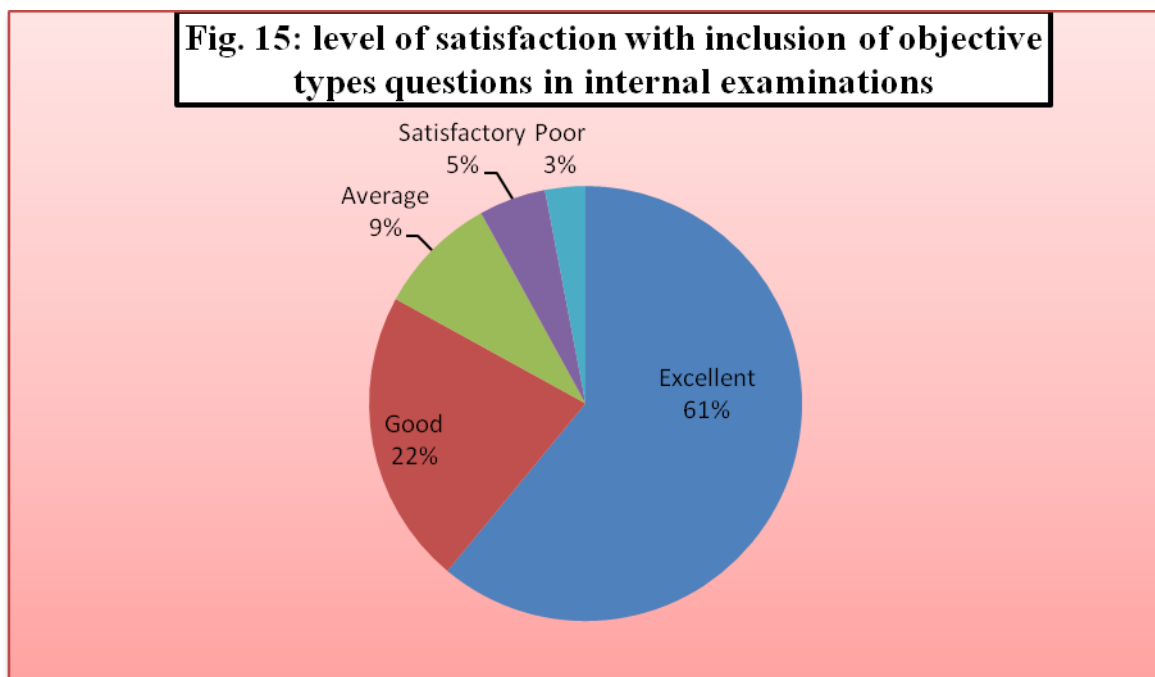


In query no 12 regarding whether the level of satisfaction with Examinations reforms- percentage of theory and practical, it was found that 59 percent of teacher respondents stated

excellent, 24 percent stated very good, 12 percent stated average, 4 percent stated satisfactory, and only 1 percent opined that the level of satisfaction are poor with Examinations reforms-percentage of theory and practical. **Vide Fig. 14**

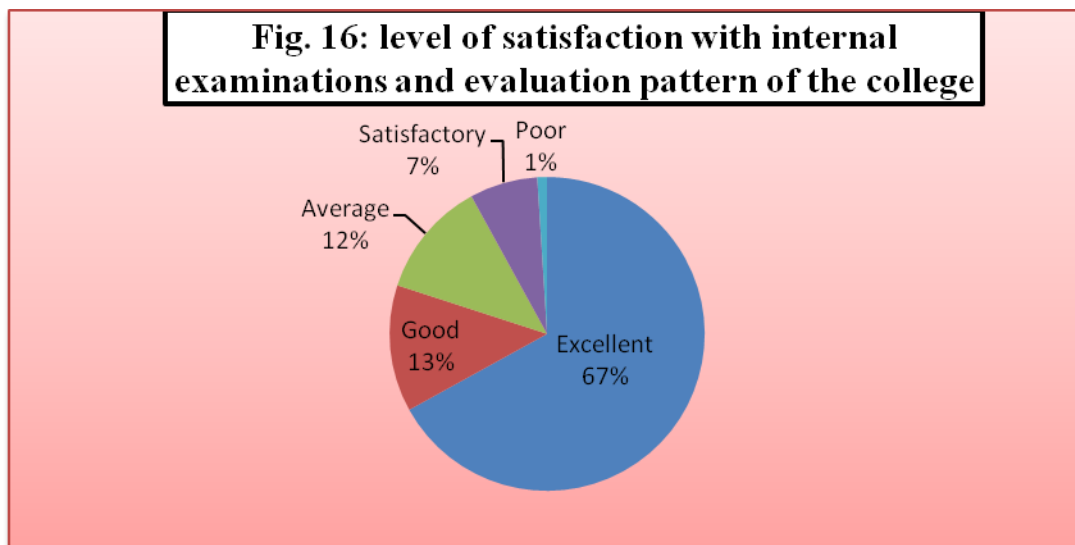


In query no 13 regarding whether the level of satisfaction with inclusion of objective types questions in internal examinations, it was found that 61 percent of teacher respondents stated excellent, 22 percent stated very good, 9 percent stated average, 5 percent stated satisfactory, and only 3 percent are not satisfied with inclusion of objective types questions in internal examinations. **Vide Fig. 15**

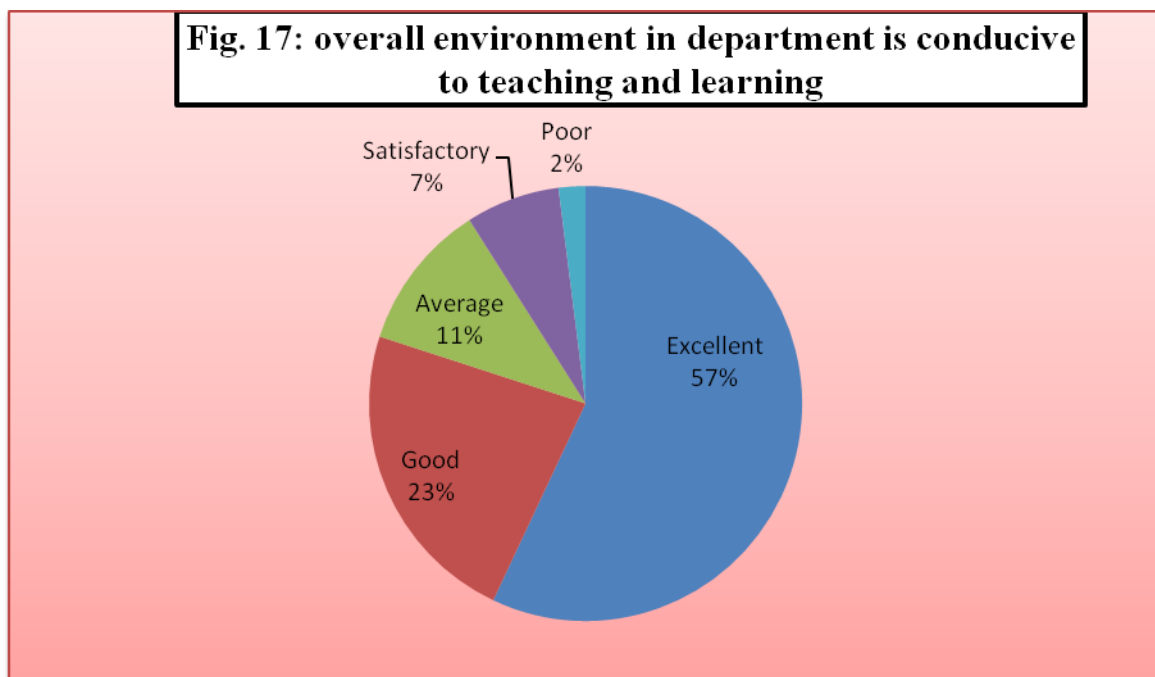


In query no 14 regarding whether the level of satisfaction with internal examinations and evaluation pattern of the college, it was found that 67 percent of teacher respondents stated

excellent, 13 percent stated very good, 12 percent stated average, 7 percent stated satisfactory, and only 1 percent are not satisfied with internal examinations and evaluation pattern of the college. **Vide Fig. 16**



In query no 15 regarding whether the overall environment in department is conducive to teaching and learning, it was found that 57 percent of teacher respondents stated excellent, 23 percent stated very good, 11 percent stated average, 7 percent stated satisfactory, and only 2 percent opined that overall environment in department is conducive to teaching and learning **Vide Fig. 17**

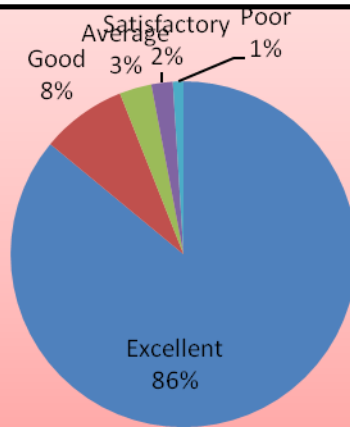


In query no 16 regarding whether the level of satisfaction on workshop or seminar conducted in time on curriculum, , it was found that 86 percent of teacher respondents stated

excellent, 8 percent stated very good, 3 percent stated average, 2 percent stated satisfactory, and only 1 percent are not satisfied on workshop or seminar conducted in time on curriculum.

Vide Fig. 18

Fig. 18: level of satisfaction on workshop or seminar conducted in time on curriculum,





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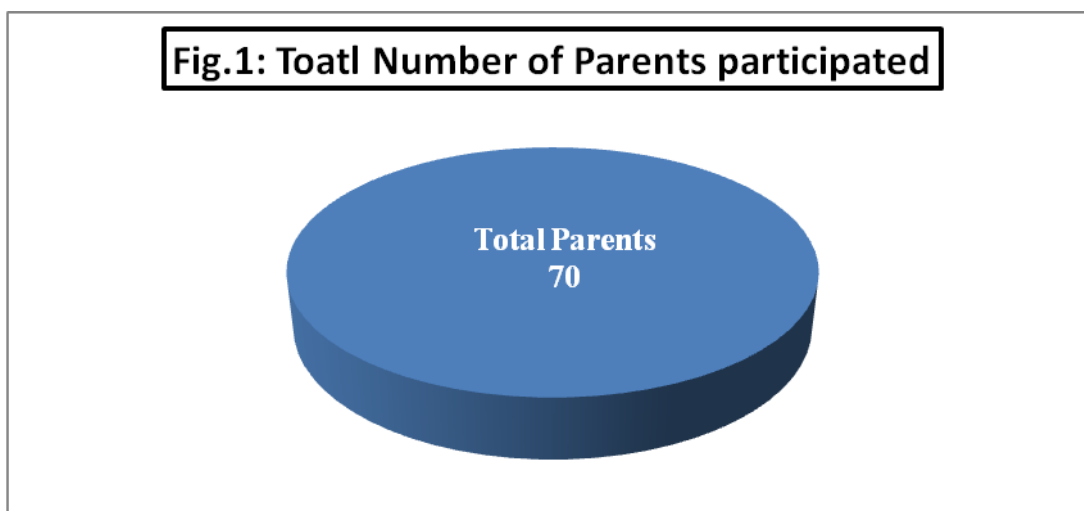
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A Report on Parents Feedback about curriculum

Feedback from parents towards the institutional delivery of academics, including course employability, skill learning, practical learning, and their overall satisfaction related to the progress of their ward, was collected online. It was found that in total, 70 parents participated in the curriculum feedback programme, which was online in nature. **Vide Fig. 1**



The respondents were faced with 10 questions on a five-point scale in a questionnaire approved by IQAC covering the areas of parent's feedback about curriculum.

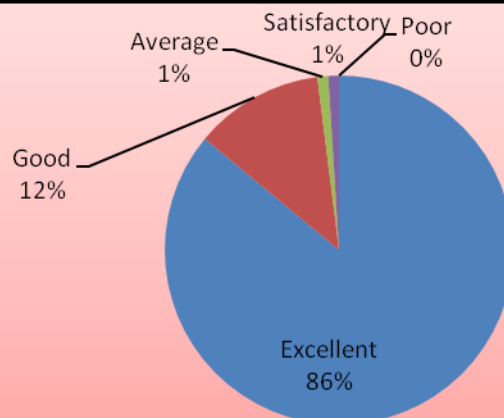
In query no. 1, in response to question number one about overall personality development of their ward, 81 percent of the parents responded excellent, 11 percent responded good, 6 percent responded average, 1 percent responded satisfactory, and only 1 percent opined that the content of the course does not develop overall personality of their ward. **Vide Fig. 2**

Fig. 2: overall personality development of your ward



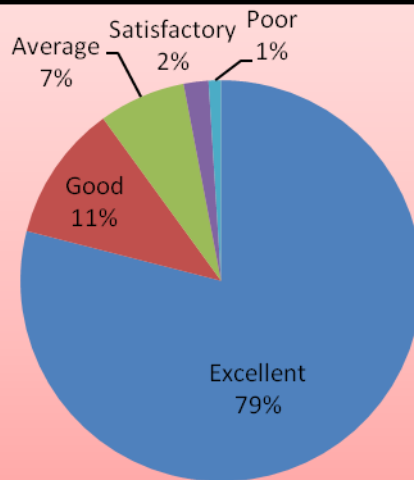
In query no. 2 regarding whether the practical class is important, it was found that 86 percent of parent respondents stated excellent, 12 percent stated very good, 1 percent stated average, and 1 percent stated satisfactory, and no one can opined that the practical class is not important. **Vide Fig. 3**

Fig. 3: practical class is importantpractical



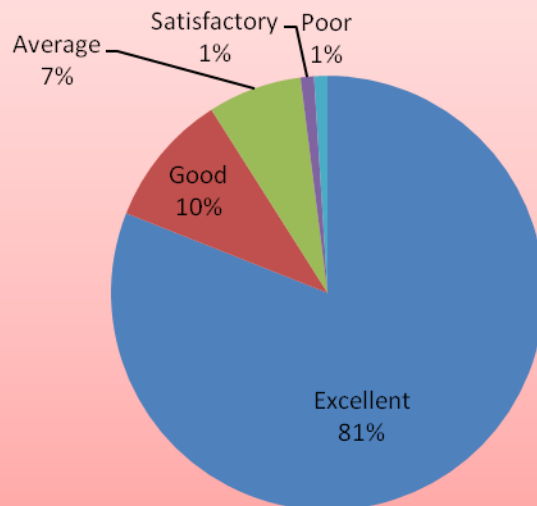
In query no. 3 regarding whether regular field or industry visits are important for practical learning, 79 percent of parents responded excellent, 11 percent responded good, 7 percent responded average, 2 percent responded satisfactory, and only 1 percent opined that regular field or industry visits are not important for practical learning. **Vide Fig. 4**

Fig. 4: regular field or industry visits for practical learning



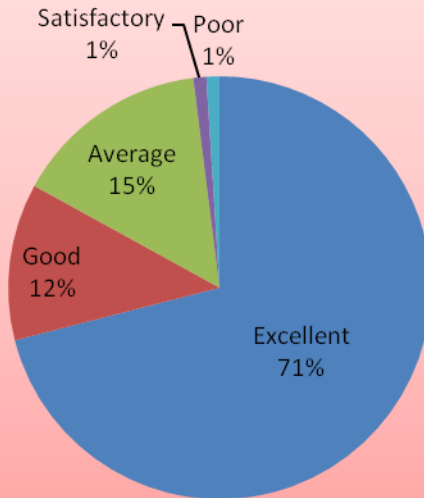
In query no. 4 regarding whether the ambience of the college is effective for the delivery of academics, it was found that 81 percent of parent respondents stated excellent, 10 percent stated very good, 7 percent stated average, 1 percent stated satisfactory, and only 1 percent opined that the ambience of the college is not effective for the delivery of academics. **Vide Fig. 5**

Fig. 5: ambience of the college for effective delivery of academics



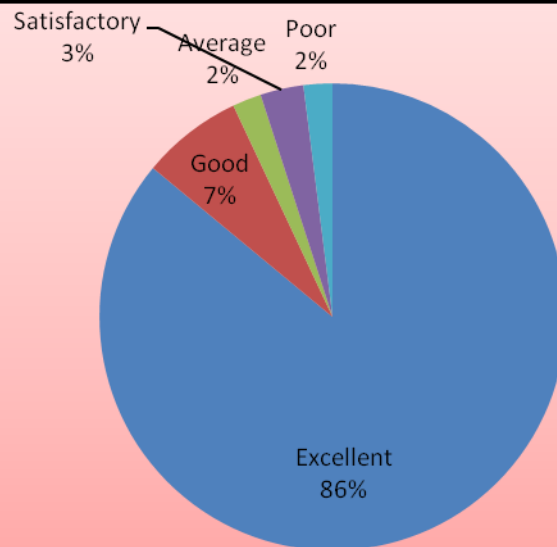
In query no. 5 regarding infrastructure facilities in institutions for learning, it was found that 71 percent of parent respondents stated excellent, 12 percent stated very good, 15 percent stated average, 1 percent stated satisfactory, and only 1 percent opined that the infrastructure facilities are not sufficient for learning. **Vide Fig. 6**

Fig. 6: infrastructure facilities in institutions for learning



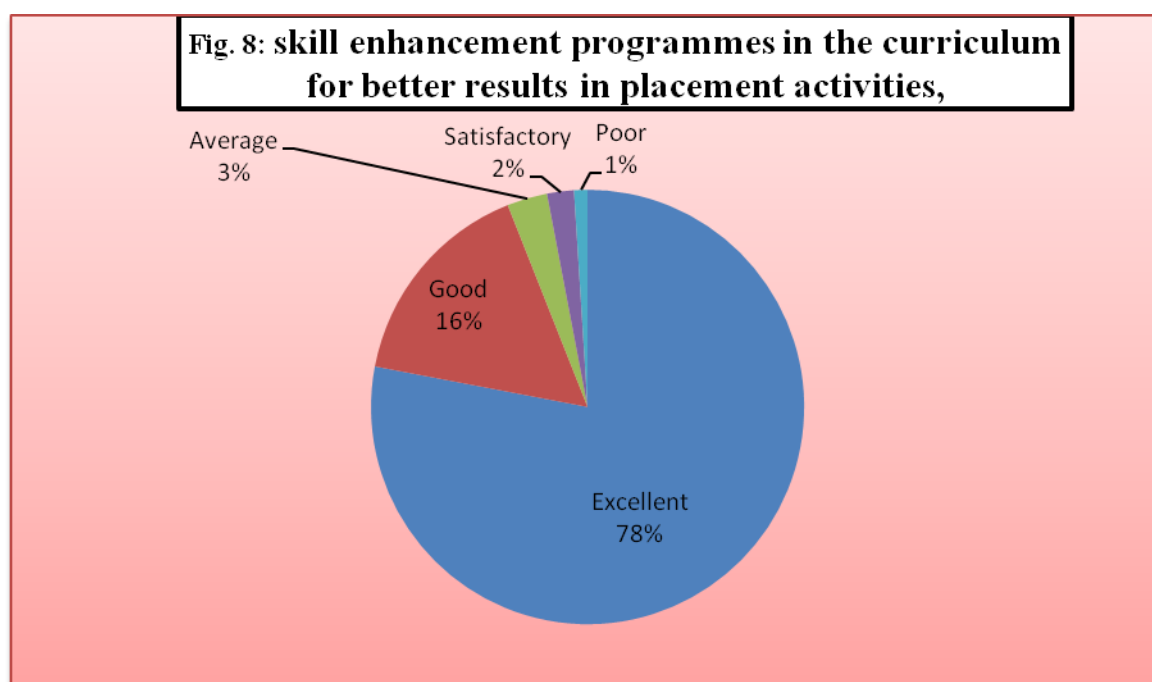
In query no. 6 regarding co-curricular activities in the institution, it was found that 86 percent of parent respondents stated excellent, 7 percent stated very good, 2 percent stated average, 3 percent stated satisfactory, and only 2 percent opined that the co-curricular activities in the institution were not excellent. **Vide Fig. 7**

Fig. 7: co-curricular activities in the institution

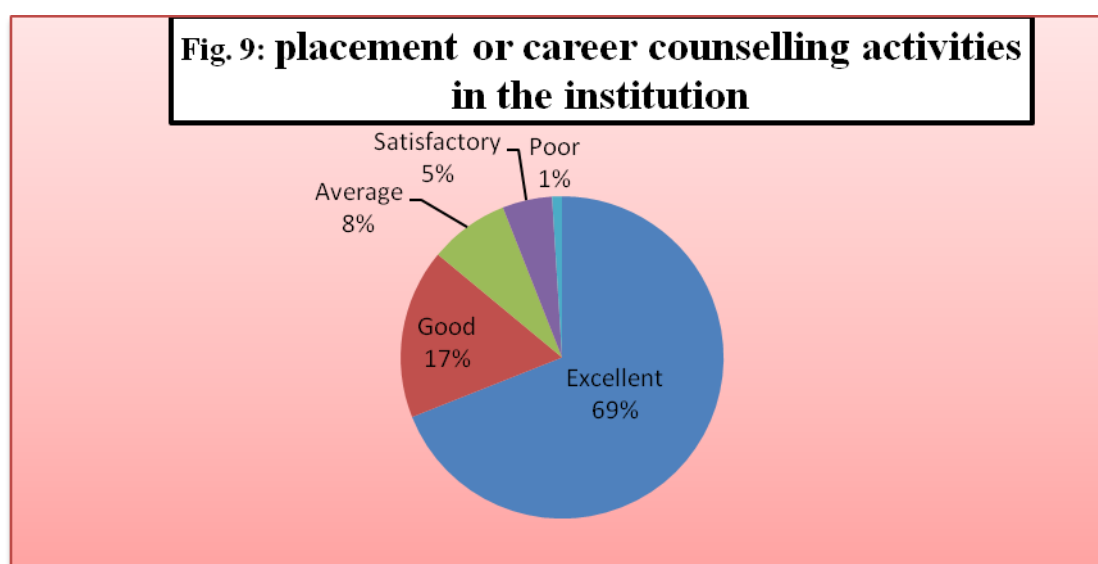


In query no. 7 regarding skill enhancement programmes in the curriculum for better results in placement activities, it was found that 78 percent respondents stated excellent, 16 percent stated very good, 3 percent stated average, 2 percent stated satisfactory, and only 1 percent opined that the skill

enhancement programmes are not sufficient in the curriculum for better results in placement activities. **Vide Fig. 8**

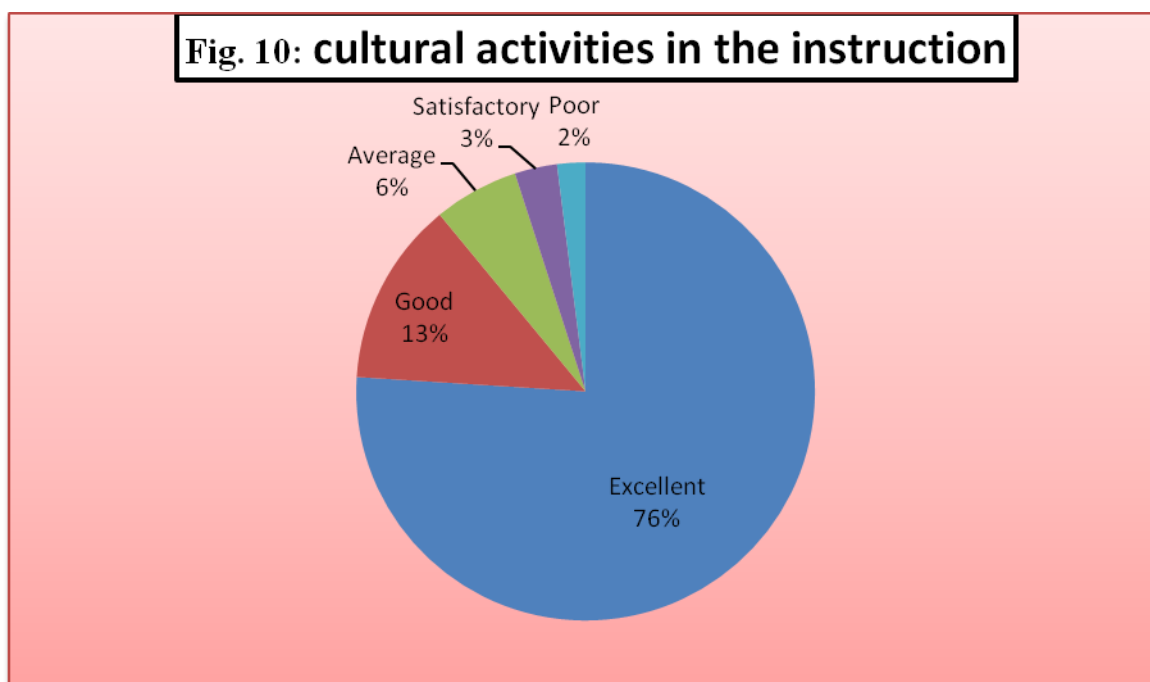


In query no 8 regarding placement or career counselling activities in the institution, it was found that 69 percent of parent respondents stated excellent, 17 percent stated very good, 8 percent stated average, 5 percent stated satisfactory, and only 1 percent opined that the placement or career counselling activities are not enough in the institution. **Vide Fig. 9**

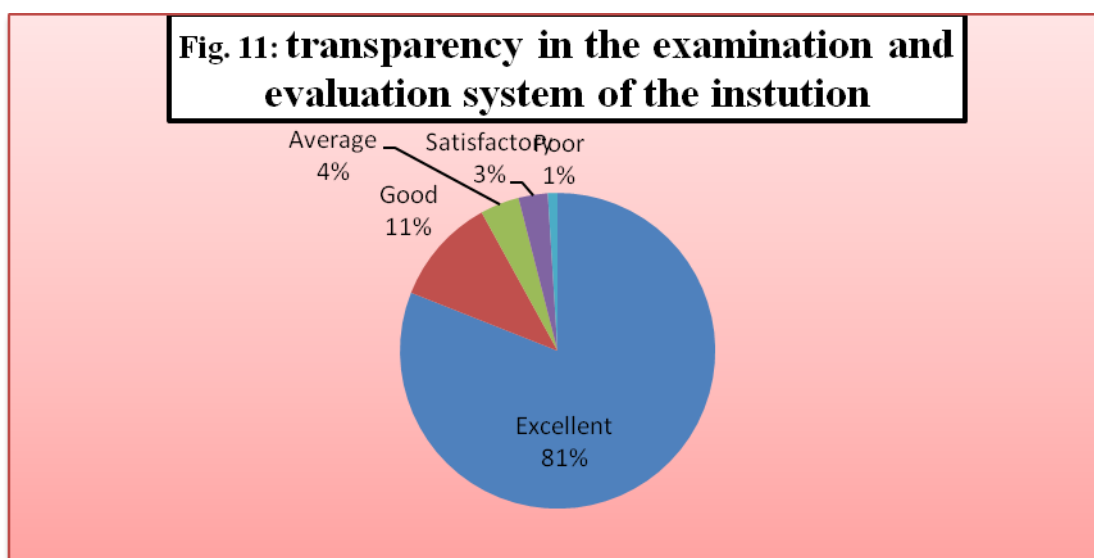


In query no. 9 regarding cultural activities in the instruction, it was found that 76 percent of parent respondents stated excellent, 13 percent stated very good, 6 percent stated average, 3

percent stated satisfactory, and only 2 percent opined that the cultural activities in the instruction were not excellent. **Vide Fig. 10**




In query no. 10 regarding transparency in the examination and evaluation system of the instruction, it was found that 81 percent of parent respondents stated excellent, 11 percent stated very good, 4 percent stated average, 3 percent stated satisfactory, and only 1 percent opined that the transparency in the examination and evaluation system of the instruction is very poor. **Vide Fig. 11**



On the basis of the above discussion and within the limitations of feedback collection from the parents as most of the parents are from the far-flung areas of rural Bengal having very poor connectivity of internet facilities, lack of handling knowledge about Google Form and in case of 1st generation learners the ignorance of the parents about their ward it may be

concluded that the curriculum delivery by the institution is excellent and always helpful for personality development, academic excellence, placement and farther study of the students.


20.04.2023

Principal
Mugberia Gangadhar Mahavidyalaya

