THE FOLLOWING PORTION OF THE DOCUMENT CONTAINS –

a) Annual Students' Feedback Analysis Report for the Academic Year 2018-19

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Students' Feedback, 2019 (ACADEMIC YEAR : 2018-19)

Total Response Recorded: 495

Following tables report the average value obtains on a given Indicator as submitted by final semester students.

Unsatisfactory	1
Satisfactory	2
Good	3
Excellent	4

Table-1

Indicator	Average
Regularity	2.85
Punctuality	2.86
Completion of Course	2.79
Communication Skill	2.86
Motivation	2.82
Conceptual Clarity	2.79
Guidance	2.74
Innovative Teaching	2.71
Encourage	2.78
Practical Examples	2.65

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Table-2

Department	Regularity	Punctuality	Completion of Course	Communication Skill	Motivation
BCOM (HONS)	2.40	2.45	2.35	2.41	2.38
BENGALI	1.88	1.91	1.92	1.87	1.95
BOTANY	3.09	3.11	3.05	2.91	2.94
CHEMISTRY	3.52	3.48	3.36	3.42	3.16
ECONOMICS	3.18	3.36	3.16	3.36	3.09
EDUCATION	3.82	3.85	3.88	3.79	3.87
ENGLISH	3.41	3.18	2.98	3.01	2.86
ENVS	1.67	2.67	1.00	3.00	4.00
FRENCH	2.31	2.76	2.57	3.02	2.90
GEOGRAPHY	2.62	2.66	2.65	2.71	2.56
HISTORY	2.90	2.94	2.98	3.02	2.91
MATHEMATICS	3.32	3.35	3.42	3.50	3.42
PHILOSOPHY	2.63	2.60	2.62	2.65	2.64
PHYSICS	2.88	2.93	3.04	3.09	3.03
POL SCIENCE	2.15	2.24	2.18	2.29	2.32
SANSKRIT	2.90	2.98	2.96	2.94	2.94
SOCIOLOGY	3.16	2.94	2.84	3.16	3.16
ZOOLOGY	3.26	3.18	3.10	3.25	3.18

Table-3

Department	Conceptual Clarity	Guidance	Innovative Teaching	Encouragement	Practical Examples
BCOM (HONS)	2.32	2.32	2.30	2.20	2.33
BENGALI	1.96	1.87	1.85	1.94	1.77
BOTANY	2.81	2.99	2.84	2.98	2.93
CHEMISTRY	3.35	3.26	3.04	3.33	3.16
ECONOMICS	3.22	3.20	3.07	3.18	3.33
EDUCATION	3.83	3.83	3.70	3.81	3.77
ENGLISH	2.99	2.85	2.74	2.94	2.64
ENVS	1.80	1.73	1.40	2.67	1.33
FRENCH	2.92	2.63	2.57	2.84	2.18
GEOGRAPHY	2.64	2.36	2.49	2.32	2.56
HISTORY	2.93	2.81	2.98	3.02	2.38
MATHEMATICS	3.43	3.40	3.51	3.47	3.42
PHILOSOPHY	2.60	2.65	2.64	2.63	2.68
PHYSICS	3.09	2.91	2.86	2.92	2.97
POL SCIENCE	2.32	2.22	2.18	2.33	2.28
SANSKRIT	2.85	2.88	2.92	2.88	2.87
SOCIOLOGY	3.04	2.93	3.08	2.99	2.40
ZOOLOGY	3.11	3.16	3.05	3.19	3.08

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Fig-1
Coverage of Syllabus
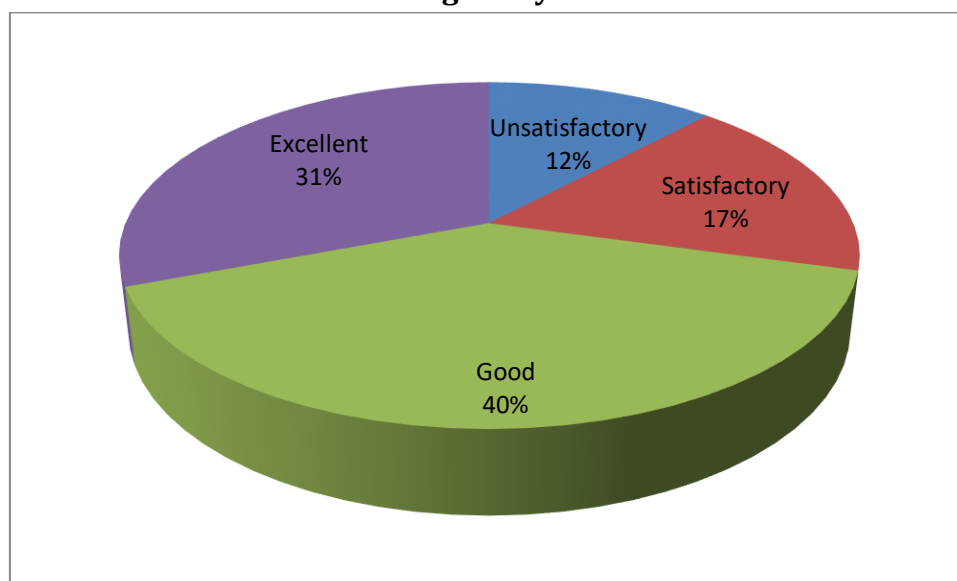
The survey results indicate that the majority of students have positive views regarding the coverage of the syllabus. A combined 71 percent (31 percent + 40 percent) have agreed that the syllabus coverage is either excellent or good. This suggests that a significant portion of the student population is satisfied with the extent to which the curriculum is being taught.Furthermore, an additional 17 percent of students found the completion of the syllabus to be satisfactory. While this group might not view it as excellent or good, they still consider it to be acceptable, indicating that a large proportion of students generally have positive sentiments about syllabus delivery.On the other hand, only 12 percent of the students expressed resentment regarding the completion of the syllabus. This is a relatively small percentage, implying that the majority of students do not have major concerns or negative feelings about how the syllabus is being covered.

Table-4
Coverage of Syllabus

Departments	Unsatisfactory	Satisfactory	Good	Excellent	Total
BCOM (HONS)	32.73	38.18	25.45	3.64	100
BENGALI	0	12.2	41.46	46.34	100
BOTANY	2.78	5.56	44.44	47.22	100
CHEMISTRY	0	7.41	40.74	51.85	100
ECONOMICS	0	11.11	66.67	22.22	100
EDUCATION	0	3.57	21.43	75	100
ENGLISH	4.26	34.04	42.55	19.15	100
ENVS	100	0	0	0	100
FRENCH	0	28.57	28.57	42.86	100
GEOGRAPHY	5.71	25.71	65.71	2.86	100
HISTORY	50	10	13.33	26.67	100
MATHEMATICS	0	0	66.67	33.33	100
PHILOSOPHY	0	12	16	72	100
PHYSICS	6.67	13.33	60	20	100
POL SCIENCE	17.24	17.24	31.03	34.48	100
SANSKRIT	4	0	52	44	100
SOCIOLOGY	33.33	16.67	37.5	12.5	100
ZOOLOGY	0	28.57	64.29	7.14	100

- Survey reveals varying satisfaction levels among honours students across departments.
- Commerce and Sociology have low satisfaction rates (32.73 percent and 33.33 percent) and need urgent attention.
- Environmental Science shows 100 percent dissatisfaction, demanding immediate intervention.
- Departments like English, French, Geography, and Zoology have over 25 percent satisfaction.
- Economics, Geography, Mathematics, and Zoology achieve over 50 percent satisfaction in syllabus completion.
- Other departments fall below 50 percent, indicating a majority of students are dissatisfied with syllabus coverage.
- Chemistry, Bengali, and Botany receive positive feedback with 51.85 percent of Chemistry students rating coverage as excellent.
- Targeted measures needed for improvement in specific departments.

Fig-2
Guidance on Assignment/ Tests/Projects
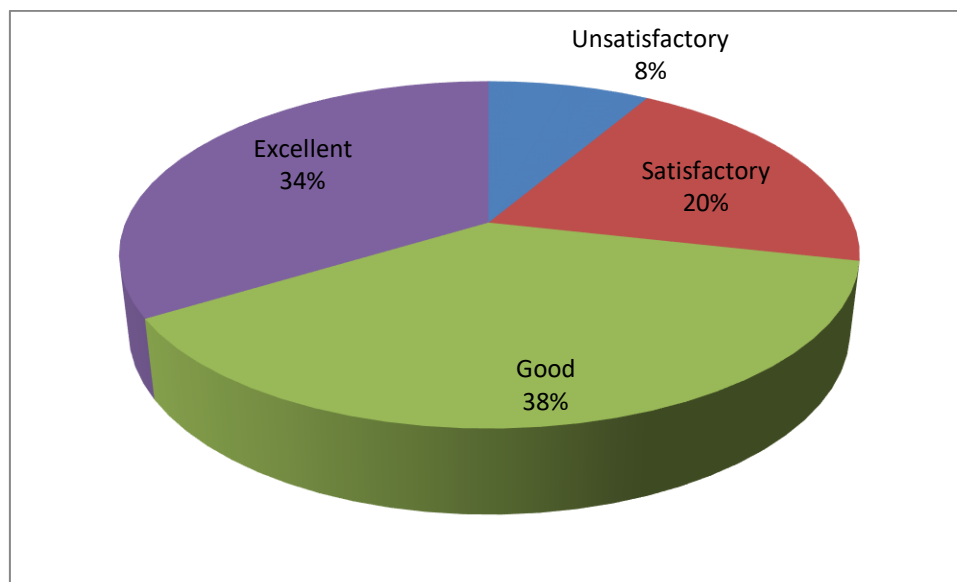
The feedback on "Guidance on Assignment/Tests/Projects" indicates that a considerable number of students (34 percent) agree that all departments are highly involved and proactive in guiding assignments, tests, and projects. This sentiment is reinforced by an additional 38 percent of students who acknowledge that the departments' efforts in this regard are good.

Furthermore, 20 percent of the students find the guidance provided to be satisfactory, which suggests that they have a generally positive perception of the support offered by the departments.On the other hand, a small minority of students, only 8 percent, express dissatisfaction with the guidance on assignments, tests, and projects.. The overall feedback suggests that a significant portion of the student body appreciates the active interest taken by all departments in guiding assignments, tests, and projects. However, it's essential to address the concerns of the dissatisfied students and strive for continuous improvement in this aspect to ensure all students' needs are met adequately.

Table-5
Guidance on Assignment/ Tests/Projects

| Departments	Unsatisfactory	Satisfactory	Good	Excellent	Total
BCOM (HONS)	18.18	41.82	38.18	1.82	100
BENGALI	0	17.07	39.02	43.9	100
BOTANY	5.56	0	50	44.44	100
CHEMISTRY	7.41	14.81	22.22	55.56	100
ECONOMICS	0	11.11	44.44	44.44	100
EDUCATION	0	7.14	25	67.86	100
ENGLISH	2.13	31.91	40.43	25.53	100
ENVS	60	40	0	0	100
FRENCH	0	14.29	71.43	14.29	100
GEOGRAPHY	5.71	40	48.57	5.71	100
HISTORY	50	13.33	10	26.67	100
MATHEMATICS	0	5.56	44.44	50	100
PHILOSOPHY	0	4	24	72	100
PHYSICS	0	13.33	53.33	33.33	100
POL SCIENCE	20.69	34.48	34.48	10.34	100
SANSKRIT	0	8	72	20	100
SOCIOLOGY	0	25	45.83	29.17	100
ZOOLOGY	0	7.14	21.43	71.43	100

- Zoology, Education, Chemistry, Mathematics, and Bengali departments received excellent ratings for "Guidance on Assignment/Tests/Projects."
- French, Physics, Sociology, Botany, English, and Geography departments were rated as having "apparently good" guidance.
- In the Political Science and English departments, a notable percentage of students reported being "just satisfied" with the guidance.
- The Department of History has an intimidatingly high percentage of dissatisfied students with the guidance on assignments, tests, and projects.

Analytically, the data indicates that certain departments, such as Zoology, Education, Chemistry, Mathematics, and Bengali, have been successful in providing excellent guidance, garnering positive feedback from their students. Departments like French, Physics, Sociology, Botany, English, and Geography are also perceived to have good guidance, though the term "apparently" suggests that there might be room for further improvement or clarification.

On the other hand, the Political Science and English departments show room for improvement, as a notable percentage of students expressed only a level of satisfaction that can be described as "just satisfied." This implies that there might be areas in the guidance process that these departments need to address to better meet their students' needs and expectations.

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However, the most concerning finding is from the Department of History, where an intimidatingly high percentage of students are dissatisfied with the guidance they receive on assignments, tests, and projects. This calls for immediate attention and action to identify the issues causing this dissatisfaction and implement effective measures to improve the guidance provided to students in this department.

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Fig-3
Guidance in Career Counselling
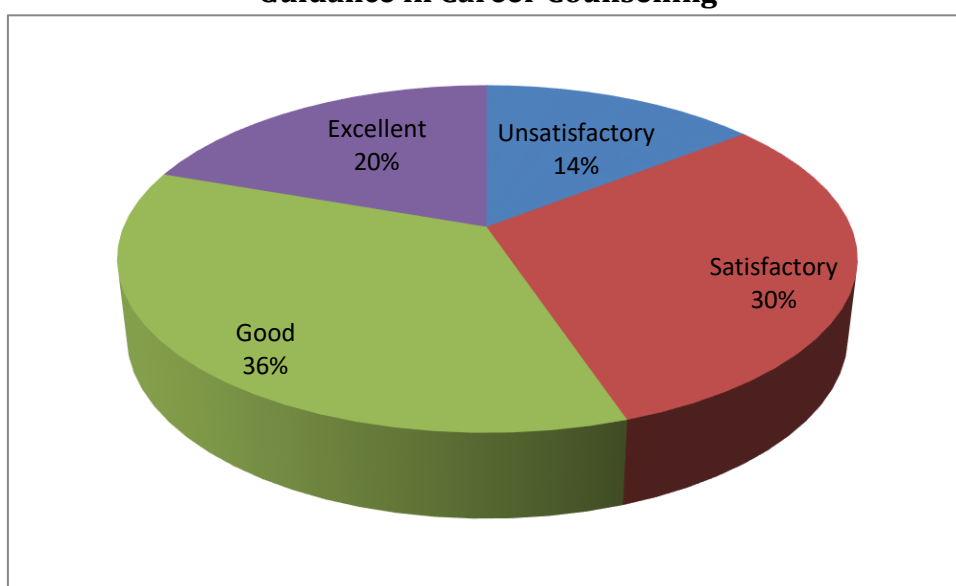
When evaluating the effectiveness of career counselling guidance, the results indicate that 20 percent of the students rated it as excellent. A larger proportion, 38 percent of the students, found the guidance to be good, showing considerable support for its quality. Additionally, 30 percent of the students considered the guidance to be satisfactory.

On the other hand, 14 percent of the students expressed dissatisfaction with the career counselling guidance they received. This indicates that there is room for improvement in addressing the needs and expectations of these students.

Analytically, the data shows that a significant portion of the students had positive views about career counselling guidance, with excellent and good ratings being the majority. However, the presence of dissatisfied students highlights the importance of further enhancing the guidance program to cater to the needs of all students and ensure a more comprehensive and effective career counselling experience.
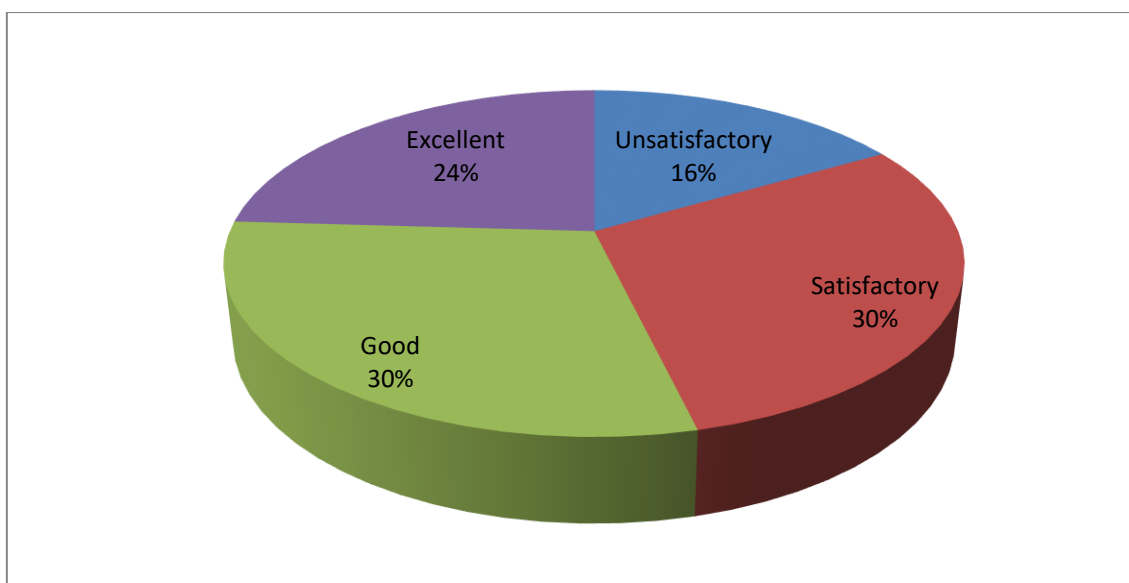
Table-6
Guidance in Career Counselling

Departments	Unsatisfactory	Satisfactory	Good	Excellent	Total
BCOM (HONS)	36.36	36.36	20	7.27	100
BENGALI	0	24.39	63.41	12.2	100
BOTANY	5.56	25	33.33	36.11	100
CHEMISTRY	3.7	14.81	62.96	18.52	100
ECONOMICS	0	11.11	44.44	44.44	100
EDUCATION	3.57	7.14	46.43	42.86	100
ENGLISH	8.51	68.09	17.02	6.38	100
ENVS	100	0	0	0	100
FRENCH	28.57	57.14	14.29	0	100
GEOGRAPHY	17.14	45.71	37.14	0	100
HISTORY	46.67	26.67	26.67	0	100
MATHEMATICS	0	11.11	55.56	33.33	100
PHILOSOPHY	4	8	36	52	100
PHYSICS	0	26.67	46.67	26.67	100
POL SCIENCE	13.79	34.48	44.83	6.9	100
SANSKRIT	0	36	28	36	100
SOCIOLOGY	29.17	37.5	16.67	16.67	100
ZOOLOGY	10.71	17.86	32.14	39.29	100

- B. Com and History departments have alarmingly high percentages of unsatisfied students with career counselling guidance.

- The Environmental Science Department has a visibly threatening situation, with all students expressing uncompromising dissatisfaction.

- English and French departments have the majority of students satisfied with the guidance process.

- Guidance is rated as good by more than 50 percent of students in the Bengali, Chemistry, and Mathematics departments.

- 44.44 percent of students in the Economics department rated the guidance as good.

- More than 40 percent of students in the Economics and Education departments consider the guidance to be excellent.

The data highlights critical concerns in career counselling satisfaction for students in the B. Com and History departments, with alarmingly high levels of dissatisfaction. Immediate improvements are required in these departments to address the issues affecting student contentment. The Environmental Science Department faces an even more severe situation, as all students express uncompromising dissatisfaction, necessitating urgent intervention. Overall, targeted measures are essential for

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improvement in the B. Com, History, and Environmental Science departments, while learning from successful practices in other departments.

Fig-4
Encouragement in Extra-Curricular Activities

In evaluating the encouragement for participating in extra-curricular activities, 24 percent of the students rated it as excellent, indicating a notable level of satisfaction. This positive sentiment was further supported by 30 percent of students who found the encouragement to be good, reflecting a considerable level of approval. An equal number of students, 30 percent, rated the efforts as satisfactory, showing a balanced response. However, there is room for improvement, as 16 percent of students expressed visible dissatisfaction with the encouragement received. Analytically, the data suggests that a significant proportion of students appreciate the efforts made to promote extra-curricular involvement, but the dissatisfaction rate calls for attention to identify and address the underlying issues to further enhance student engagement in such activities.

Table-7
## Encouragement in Extra-Curricular Activities

Departments	Unsatisfactory	Satisfactory	Good	Excellent	Total
BCOM (HONS)	33.33	29.63	31.48	5.56	100
BENGALI	2.44	31.71	26.83	39.02	100
BOTANY	5.56	47.22	33.33	13.89	100
CHEMISTRY	11.11	44.44	11.11	29.63	100
ECONOMICS	11.11	11.11	44.44	33.33	100
EDUCATION	7.14	0	42.86	50	100
ENGLISH	38.3	31.91	23.4	6.38	100
ENVS	40	60	0	0	100
FRENCH	14.29	57.14	0	28.57	100
GEOGRAPHY	31.43	34.29	31.43	2.86	100
HISTORY	3.33	73.33	10	13.33	100
MATHEMATICS	0	5.56	66.67	27.78	100
PHILOSOPHY	0	8	8	84	100
PHYSICS	0	40	40	20	100
POL SCIENCE	13.79	10.34	44.83	31.03	100
SANSKRIT	20	16	52	12	100
SOCIOLOGY	37.5	25	25	12.5	100
ZOOLOGY	7.14	21.43	25	46.43	100

- Commerce, English, and Geography departments have an alarming number of students reporting the least encouragement in participating in extra-curricular activities.

- Botany and Chemistry departments have above 40 percent of satisfied students with the process.

- French and History departments have 57.14 percent and 73.33 percent of students, respectively, expressing satisfaction with the encouragement.

- Mathematics department has 66.67 percent of students deeming their experience as sound, along with Political Science, Education, and Economics departments, where more than 40 percent of students are satisfied.

- Philosophy department stands out with an excellent experience for 84 percent of students, while the Zoology department follows with 46.43 percent expressing a similar sentiment.

Analytically, the data reveals significant disparities in the level of encouragement for participating in extra-curricular activities among different departments. Commerce, English, and Geography departments require immediate attention as they have an alarming number of students expressing dissatisfaction with the encouragement they receive. On the other hand, Botany and Chemistry

departments have a notable percentage of satisfied students, indicating effective efforts in promoting extra-curricular involvement.The data highlights an exceptional experience in the Philosophy department, with a high percentage of students expressing excellence in the encouragement they receive. The Zoology department also receives commendable feedback, with a significant proportion of students reporting an excellent experience. Overall, the findings emphasize the need for targeted improvements in some departments while recognizing successful practices in others to enhance student participation and satisfaction in extra-curricular activities.

Fig-5
Observation regarding Central Library:Availability of Books is Satisfactory
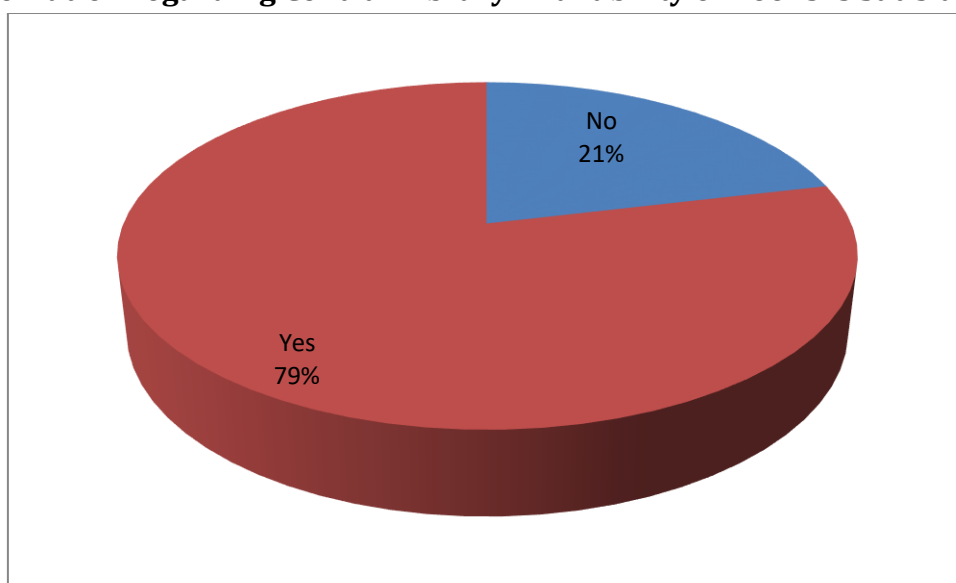
According to Fig-5, the availability of books in the central library receives high satisfaction from 79 percent of the students. However, a visible 21 percent express dissatisfaction with the availability of books.Analytically, the data reveals a majority of students are content with the book availability in the central library, indicating its effectiveness in meeting the students' needs. However, the presence of a significant percentage of dissatisfied students calls for attention to identify and address any potential issues affecting the book accessibility in the library. Taking necessary measures to improve the book availability can lead to higher overall satisfaction among students and enhance their academic experience.

Table-7
Observation regarding Central Library: Availability of Books is Satisfactory

Departments	No	Yes	Total
BCOM (HONS)	21.43	78.57	100
BENGALI	0	100	100
BOTANY	8.33	91.67	100
CHEMISTRY	37.04	62.96	100
ECONOMICS	0	100	100
EDUCATION	10.71	89.29	100
ENGLISH	20.45	79.55	100
ENVS	80	20	100
FRENCH	42.86	57.14	100
GEOGRAPHY	42.86	57.14	100
HISTORY	51.61	48.39	100
MATHEMATICS	0	100	100
PHILOSOPHY	0	100	100
PHYSICS	6.67	93.33	100
POL SCIENCE	11.76	88.24	100
SANSKRIT	44	56	100
SOCIOLOGY	41.67	58.33	100
ZOOLOGY	10.71	89.29	100

- History department has over 51.61 percent of dissatisfied students with book availability.
- French and Geography departments follow with 42.86 percent dissatisfaction each.
- Sociology department has 41.67 percent of students expressing dissatisfaction.
- Bengali, Economics, Mathematics, and Philosophy departments have highly satisfied students with book availability.
- Other departments fare well with more than 50 percent satisfaction in most cases.
- Botany and Physics departments stand out with over 90 percent satisfaction.

The data reveals notable differences in student satisfaction with book availability among various departments. The History, French, Geography, and Sociology departments have considerable percentages of dissatisfied students, indicating the need for improvements in book accessibility. Conversely, departments like Bengali, Economics, Mathematics, and Philosophy show high satisfaction levels, reflecting effective measures in meeting students' needs. Most other departments receive over 50 percent satisfaction, while Botany and Physics stand out with over 90 percent

satisfaction, showcasing exemplary practices. Addressing areas with low satisfaction while learning from successful departments is crucial to enhance overall book availability satisfaction in the library.

Fig-6
Observation Regarding Washroom/Toilet Condition
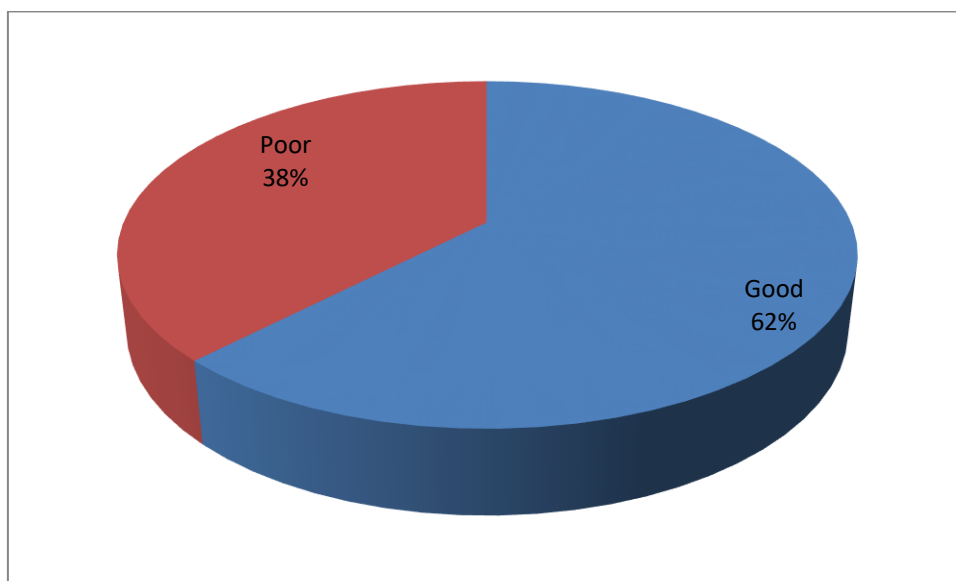
According to the survey, 62 percent of the students consider the condition of the washrooms to be good. However, a significant 38 percent of the students believe that there is a need for proper review and improvement.The presence of 38 percent of students who feel that the washrooms need proper review and improvement highlights that there are concerns and areas that require attention. Addressing these issues is essential to ensure that the washrooms meet the students' expectations and contribute to a better overall experience in the institution. A targeted approach to address the specific concerns raised by these students can lead to increased satisfaction levels and better facilities.

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Table-8
Observation Regarding Washroom/Toilet Condition

Departments	Good	Poor	Total
BCOM (HONS)	39.29	60.71	100
BENGALI	30.95	69.05	100
BOTANY	75	25	100
CHEMISTRY	48.15	51.85	100
ECONOMICS	37.5	62.5	100
EDUCATION	78.57	21.43	100
ENGLISH	58.14	41.86	100
ENVS	20	80	100
FRENCH	28.57	71.43	100
GEOGRAPHY	71.43	25.71	100
HISTORY	74.19	25.81	100
MATHEMATICS	100	0	100
PHILOSOPHY	42.31	57.69	100
PHYSICS	73.33	26.67	100
POL SCIENCE	79.41	20.59	100
SANSKRIT	100	0	100
SOCIOLOGY	70.83	29.17	100
ZOOLOGY	64.29	35.71	100

Except for the students in the Environmental Science, French, Bengali, Economics, and Commerce departments, students from all other departments perceive the condition of the toilets to be considerably good. The data indicates that the majority of departments have students who are satisfied with the condition of the toilets, suggesting that the maintenance and cleanliness of the restroom facilities are generally adequate. However, it is essential to pay attention to the concerns raised by students from the Environmental Science, French, Bengali, Economics, and Commerce departments, as their dissatisfaction may indicate specific issues that need to be addressed. Taking targeted measures to improve the toilet conditions in these departments could lead to higher overall satisfaction and ensure that all students have access to well-maintained restroom facilities.

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THE FOLLOWING PORTION OF THE DOCUMENT CONTAINS –

a) Annual Students' Feedback Analysis Report for the Academic Year 2019-20

Principal
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Students' Feedback, 2019 (ACADEMIC YEAR : 2019-20)

Every year Students' Feedback Sub-Committee of Chandernagore College collects feedback of students from final year students of both UG and PG. This year we have collected students' feedback by sharing Google Form link.

https://forms.gle/omWG8oLkMtjYAqTQ8

Total responses recorded: 464

Table-1

Indicator	Average Score
Regularity	2.32
Punctuality	2.32
Completion of Course(allotted)	2.33
Communication Skill	2.33
Motivation/Inspiration(provided)	2.27
Ability to bring conceptual clarity	2.30
Interaction/Guidance outside class	2.23
Use of innovative teaching method	2.18
Encouragement of student's participation in class	2.26
Complements theory with practical examples	2.27

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Above table reports the average value obtains on a given Indicator as submitted by final semester students.

Unsatisfactory	0
Satisfactory	1
Good	2
Excellent	3

Fig-1
Coverage of Syllabus
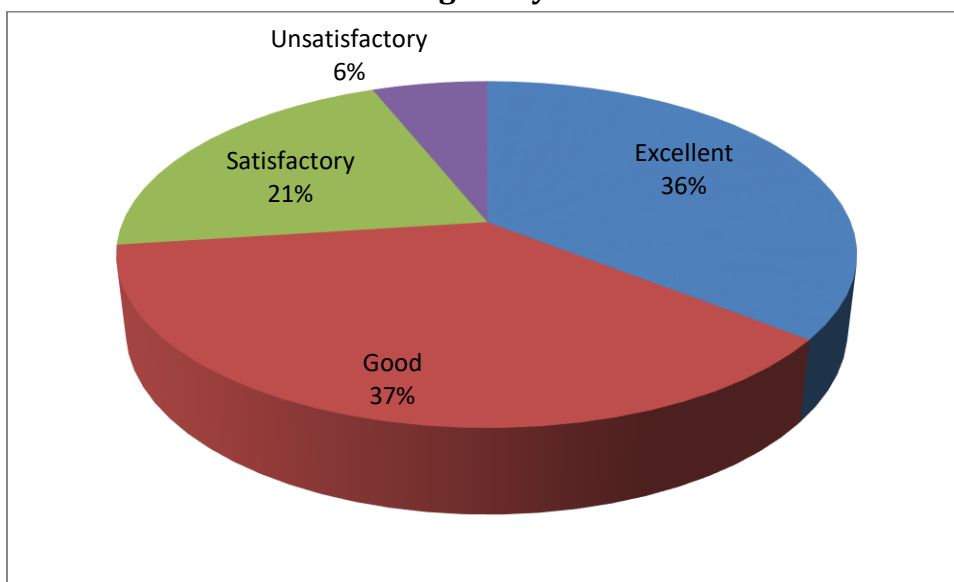
The data on the "Coverage of syllabus" inquiry shows that a significant 73 percent of students agree that the syllabus is well-covered. An additional 21 percent of students find the coverage to be satisfactory, while only a small 6 percent express dissatisfaction.

The results demonstrate a positive overall sentiment regarding the syllabus coverage, with a large majority of students being content with how the curriculum is being taught. However, it's essential to acknowledge the concerns of the 6 percent of students who express dissatisfaction, as their feedback may provide valuable insights into potential areas for improvement in the syllabus coverage. Overall, the data reflects a positive outlook on the syllabus coverage, with the majority of students expressing agreement with its extent and quality.

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Table-2

Coverage of Syllabus

Departments	Excellent	Good	Satisfactory	Unsatisfactory	Total
Bengali	23.81	57.14	15.87	3.17	100
Botany	47.06	29.41	23.53	0	100
Chemistry	71.43	23.81	4.76	0	100
Commerce(Accountanc..	25.49	50.98	21.57	1.96	100
Computer Science	66.67	11.11	22.22	0	100
Economics	7.69	30.77	46.15	15.38	100
Education	92.59	0	3.7	3.7	100
English	47.22	22.22	25	5.56	100
Environmental Science	0	100	0	0	100
French	16.67	66.67	16.67	0	100
Geography	26.79	39.29	26.79	7.14	100
History	40.74	25.93	25.93	7.41	100
Mathematics	16.67	38.89	27.78	16.67	100
Philosophy	55	35	5	5	100
Physics	26.67	40	33.33	0	100
Political Science	16.67	61.11	16.67	5.56	100
Sanskrit	16.67	29.17	33.33	20.83	100
Sociology	45	25	15	15	100
Zoology	29.41	29.41	35.29	5.88	100

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Fig-2
**Guidance on Assignments/ Tests/Projects**

In response to the inquiry about "Guidance on Assignments/Tests/Projects," an impressive 78 percent of students overwhelmingly agree that all departments are actively involved in providing invaluable guidance for assignments, tests, and projects. Additionally, 18 percent of students find the guidance to be satisfactory, while only 3 percent express dissatisfaction with it. Analytically, the data reflects a highly positive perception among the majority of students regarding the guidance they receive for assignments, tests, and projects. The low 3 percent dissatisfaction rate demonstrates that only a small minority of students have concerns with the guidance provided, suggesting that overall, the departments are successful in meeting the student's needs and expectations.

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Table-3
Guidance on Assignment/ Tests/Projects

Departments	Excellent	Good	Satisfactory	Unsatisfactory	Total
Bengali	26.98	49.21	20.63	3.17	100
Botany	64.71	11.76	23.53	0	100
Chemistry	57.14	38.1	4.76	0	100
Commerce(Accountancy)	45.1	29.41	17.65	7.84	100
Computer Science	66.67	11.11	22.22	0	100
Economics	53.85	23.08	23.08	0	100
Education	88.89	3.7	3.7	3.7	100
English	44.44	27.78	25	2.78	100
Environmental Science	42.86	57.14	0	0	100
French	33.33	50	16.67	0	100
Geography	42.86	25	28.57	3.57	100
History	59.26	11.11	22.22	7.41	100
Mathematics	44.44	50	5.56	0	100
Philosophy	60	30	5	5	100
Physics	53.33	33.33	13.33	0	100
Political Science	38.89	22.22	33.33	5.56	100
Sanskrit	20.83	50	29.17	0	100
Sociology	50	20	20	10	100
Zoology	70.59	17.65	11.76	0	100

Fig-3
Guidance in Career Counselling
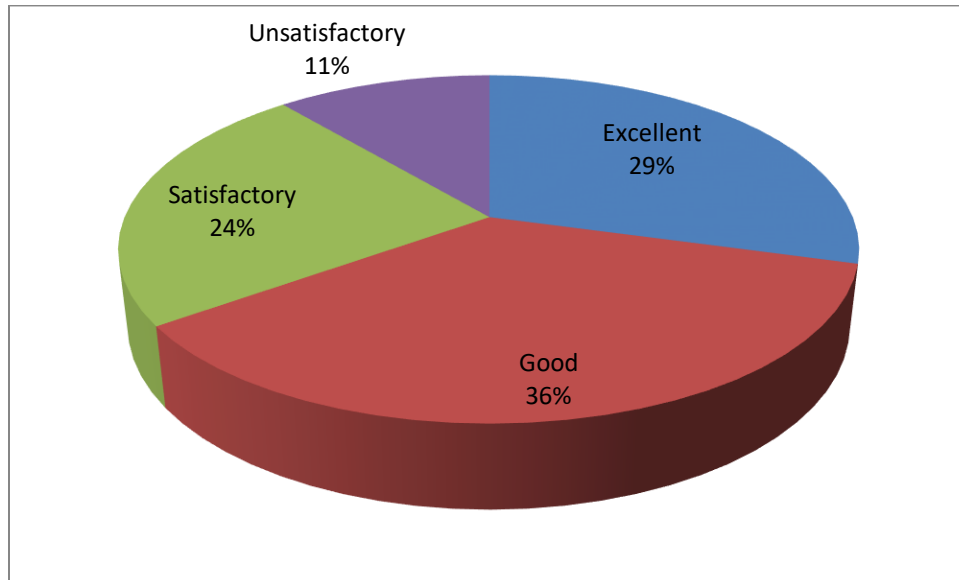
The data on "Guidance in Career Counselling" reveals a positive overall response from the majority of students. The fact that 29 percent of students rated the guidance as excellent indicates that a significant portion of the student population highly values and appreciates the support provided in career counselling.Moreover, the substantial 36 percent who regarded the guidance as good suggests that a considerable number of students find the assistance effective and beneficial for their career planning and decision-making processes.Furthermore, the 24 percent who found the guidance to be satisfactory indicates that there is a general level of contentment among another portion of students, even if they do not perceive it as excellent or outstanding.On the other hand, the low 11 percent dissatisfaction rate shows that only a small minority of students have concerns or issues with the guidance provided. This suggests that the career counselling program is generally successful in meeting the needs and expectations of the majority of students.The positive response indicates that the efforts in providing career support are well-received by the student body, while the minimal dissatisfaction rate indicates that any potential areas for improvement are relatively limited.

Principal
Chandernagore College

Table-4
Guidance in Career Counselling

Departments	Excellent	Good	Satisfactory	Unsatisfactory	Total
Bengali	11.11	52.38	30.16	6.35	100
Botany	35.29	47.06	17.65	0	100
Chemistry	14.29	42.86	23.81	19.05	100
Commerce(Accountanc..	29.41	43.14	23.53	3.92	100
Computer Science	44.44	11.11	22.22	22.22	100
Economics	15.38	46.15	7.69	30.77	100
Education	88.89	3.7	3.7	3.7	100
English	30.56	25	36.11	8.33	100
Environmental Science	28.57	57.14	14.29	0	100
French	16.67	33.33	33.33	16.67	100
Geography	41.07	28.57	28.57	1.79	100
History	25.93	29.63	25.93	18.52	100
Mathematics	11.11	27.78	27.78	33.33	100
Philosophy	30	55	5	10	100
Physics	26.67	26.67	26.67	20	100
Political Science	16.67	27.78	33.33	22.22	100
Sanskrit	12.5	37.5	29.17	20.83	100
Sociology	30	35	10	25	100
Zoology	41.18	41.18	17.65	0	100

Principal
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Fig-4
**Encouragement in Extra-Curricular Activities**

When analyzing the responses regarding "Encouragement in Extra-Curricular Activities," it is evident that a considerable 30 percent of students rated it as excellent, indicating a high level of satisfaction and support for participation in such activities. Additionally, a significant 32 percent described the encouragement as good, showing a positive response from a substantial portion of the student population.Moreover, a significant 25 percent found it satisfactory, with only 13 percent expressing any dissatisfaction with the level of encouragement provided. Overall, the majority of students responded positively to the encouragement for extra-curricular activities, indicating effective efforts in promoting and supporting such engagements. The considerable percentages of excellence and good ratings reflect the positive reception of the efforts to promote and support extra-curricular activities among the student body. Additionally, the relatively low dissatisfaction rate suggests that there are limited areas for improvement in this aspect.

Table-5
Encouragement in Extra-Curricular Activities

Departments	Excellent	Good	Satisfactory	Unsatisfactory	Total
Bengali	7.94	53.97	26.98	11.11	100
Botany	17.65	29.41	52.94	0	100
Chemistry	9.52	38.1	28.57	23.81	100
Commerce(Accountanc..	23.53	37.25	29.41	9.8	100
Computer Science	22.22	33.33	22.22	22.22	100
Economics	7.69	30.77	23.08	38.46	100
Education	88.89	3.7	3.7	3.7	100
English	41.67	13.89	33.33	11.11	100
Environmental Science	28.57	42.86	28.57	0	100
French	16.67	33.33	50	0	100
Geography	30.36	37.5	16.07	16.07	100
History	33.33	37.04	18.52	11.11	100
Mathematics	22.22	22.22	22.22	33.33	100
Philosophy	30	50	15	5	100
Physics	26.67	20	33.33	20	100
Political Science	27.78	27.78	38.89	5.56	100
Sanskrit	12.5	37.5	25	25	100
Sociology	45	25	15	15	100
Zoology	82.35	0	17.65	0	100

Fig-5

**Observation regarding Central Library: Availability of Books is Satisfactory**
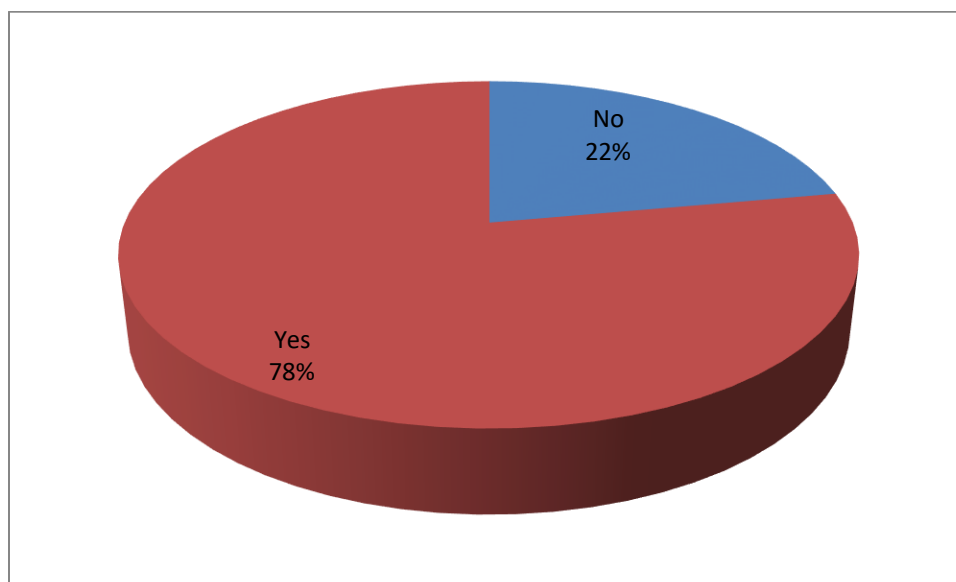
The data on the availability of books in the Central Library reveals a positive overall response from the majority of students, with an impressive 75 percent expressing satisfaction. This indicates that a significant portion of the student population is content with the availability of books and resources in the library.On the other hand, the 25 percent minority expressing a negative sentiment suggests that there is a segment of students who have concerns or issues with the book availability. While this percentage is relatively smaller, it still calls for attention to identify and address any potential problems affecting the library's resources.The positive response indicates that the library's efforts in providing a wide range of books and resources are well-received by the student body. However, the negative sentiment from a minority of students underscores the importance of continuous evaluation and improvement to ensure that all students have access to adequate and relevant resources in the library.

Table-6

Observation regarding Central Library: Availability of Books is Satisfactory

Department	No	Yes	Total
Bengali	22.22	77.78	100
Botany	35.29	64.71	100
Chemistry	23.81	76.19	100
Commerce(Accountanc..	25.49	74.51	100
Computer Science	22.22	77.78	100
Economics	0	100	100
Education	0	100	100
English	19.44	80.56	100
Environmental Science	0	100	100
French	16.67	83.33	100
Geography	35.71	64.29	100
History	7.41	92.59	100
Mathematics	16.67	83.33	100
Philosophy	15	85	100
Physics	13.33	86.67	100
Political Science	22.22	77.78	100
Sanskrit	41.67	58.33	100
Sociology	0	100	100
Zoology	64.71	35.29	100

Fig-6
Observation Regarding Washroom/Toilet Condition
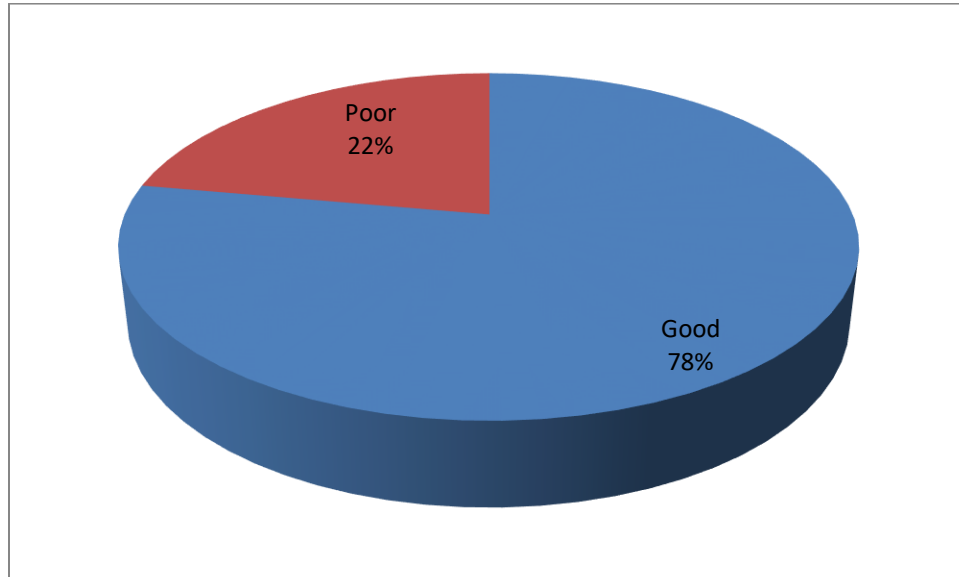
The data reveals that a remarkable 78 percent of students express sheer satisfaction with the exceptionally well-maintained and commendable condition of the washrooms. However, a notable 22 percent of students hold a different perspective, indicating some level of dissatisfaction.The presence of a notable 22 percent expressing dissatisfaction suggests that there are concerns and areas that need attention to improve the washroom conditions for this specific segment of students. Addressing these issues is essential to ensure that the washrooms meet the expectations of all students and maintain high standards of cleanliness and maintenance.Overall, the data highlights the effectiveness of washroom maintenance efforts, with the majority of students expressing high satisfaction.

Principal
Chandernagore College

Table-7
Observation Regarding Washroom/Toilet Condition

Department	Good	Poor	Total
Bengali	85.71	14.29	100
Botany	88.24	11.76	100
Chemistry	28.57	71.43	100
Commerce(Accountanc..	64.71	35.29	100
Computer Science	88.89	11.11	100
Economics	92.31	7.69	100
Education	100	0	100
English	88.89	11.11	100
Environmental Science	42.86	57.14	100
French	66.67	33.33	100
Geography	62.5	37.5	100
History	96.3	3.7	100
Mathematics	77.78	22.22	100
Philosophy	95	5	100
Physics	73.33	26.67	100
Political Science	100	0	100
Sanskrit	95.83	4.17	100
Sociology	95	5	100
Zoology	17.65	82.35	100

Government of West Bengal
OFFICE OF THE PRINCIPAL
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ISO 90001:2015, ISO 14001:2015 and ISO 50001:2018 Certified Institution

THE FOLLOWING PORTION OF THE DOCUMENT CONTAINS –

a) Annual Students' Feedback Analysis Report for the Academic Year 2020-21

Principal
Chandernagore College

Chandernagore College

Students' Feedback, 2021 (ACADEMIC YEAR : 2020-21)

Every year Students' Feedback Sub-Committee of Chandernagore College collects feedback of students from final year students of both UG and PG. This year we have collected students' feedback by sharing Google Form link.

https://forms.gle/E9S6PG63cew4XK6W9

Total responses recorded: 560

Feedbacks can be illustrated by the following graphs.

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Fig-1
Coverage of Syllabus
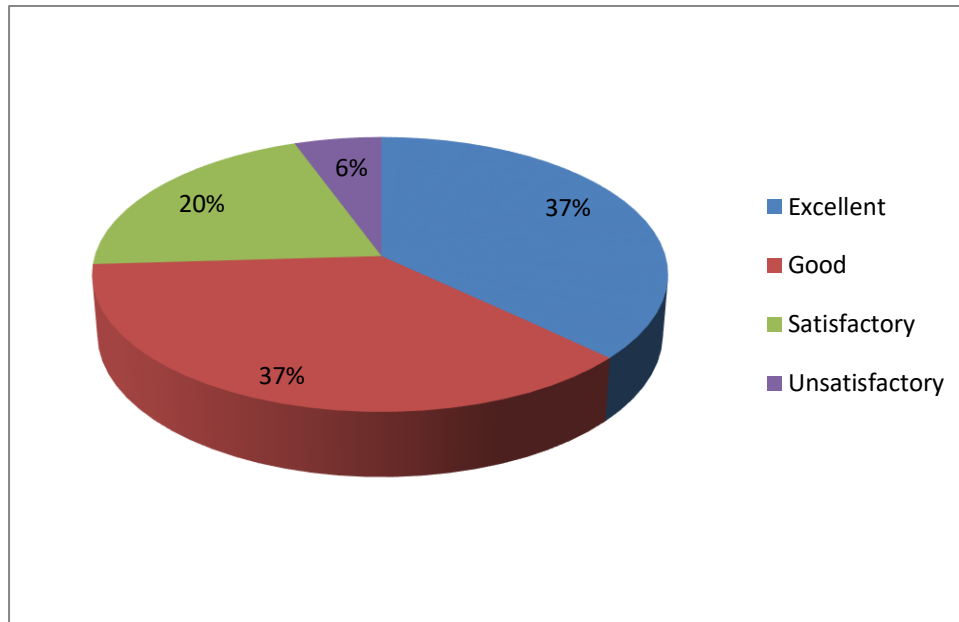
The data indicates that a majority of students, an impressive 74 percent, agree that the coverage of the syllabus is either excellent or good. This high percentage reflects a positive perception among students regarding the extent and quality of the syllabus coverage in their studies.

Furthermore, the 20 percent of students who found the coverage to be satisfactory suggests that there is a general level of contentment among another portion of students, although they may not perceive it as excellent or outstanding.On the other hand, the low 6 percent dissatisfaction rate demonstrates that only a small minority of students have concerns or issues with the syllabus coverage. This indicates that the majority of students find the syllabus adequately addressed during their studies, with only a small segment expressing any level of dissatisfaction.Overall, the data highlights the effectiveness of the syllabus coverage, with a majority of students expressing high levels of satisfaction. The high percentage of excellent and good ratings indicates that the efforts to deliver the curriculum content are well-received by the student body, while the minimal dissatisfaction rate suggests that any potential areas for improvement are relatively limited.

Principal
Chandernagore College

Table-1

Department wise analysis of Coverage of Syllabus

Departments	Excellent	Good	Satisfactory	Unsatisfactory	Total
Bengali	31.25	31.25	29.69	7.81	100
Botany	45.45	36.36	18.18	0	100
Chemistry	60	6.67	33.33	0	100
Commerce	33.33	50	15	1.67	100
Computer Science	12.5	62.5	12.5	12.5	100
Economics	50	16.67	25	8.33	100
Education	69.23	19.23	3.85	7.69	100
English	20.69	41.38	34.48	3.45	100
Environmental Science	44.44	33.33	22.22	0	100
French	33.33	33.33	33.33	0	100
Geography	19.4	44.78	20.9	14.93	100
History	51.43	28.57	17.14	2.86	100
Mathematics	32.26	45.16	16.13	6.45	100
Philosophy	48.57	37.14	11.43	2.86	100
Physics	36.84	47.37	15.79	0	100
Political Science	55.26	26.32	15.79	2.63	100
Sanskrit	20.45	45.45	22.73	11.36	100
Sociology	52.17	26.09	21.74	0	100
Zoology	18.18	54.55	27.27	0	100

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Chandernagore College

Fig- 2
Guidance Regarding Assignments/Tests/ Projects
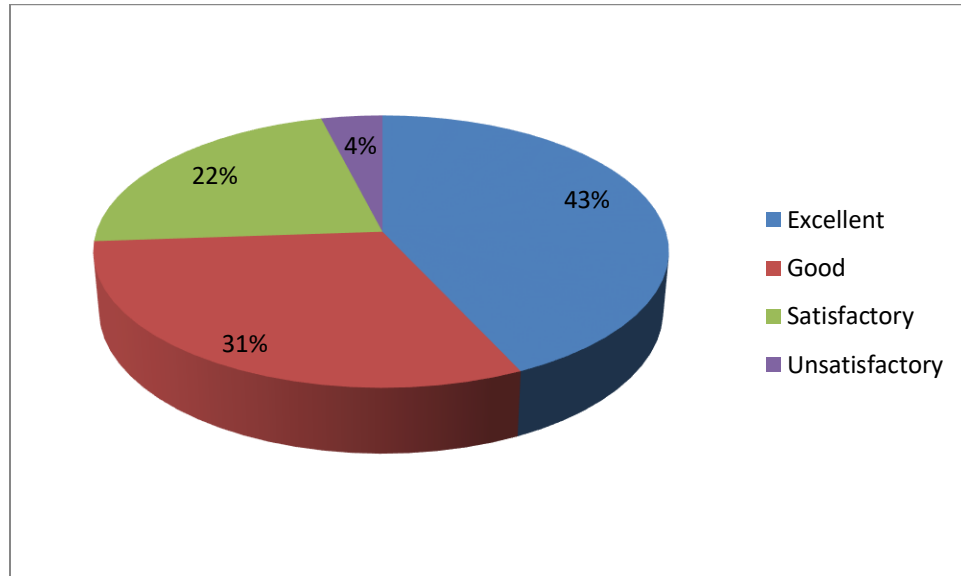
The data reveals that an impressive 43 percent of students acknowledge the proactive involvement of all departments in guiding assignments, tests, and projects. Furthermore, 31 percent of students express satisfaction, rating the guidance as good. Additionally, 22 percent find the guidance to be satisfactory, while only a minimal 4 percent consider it unsatisfactory.Overall, the data shows a positive response from the majority of students, with a high percentage recognizing the effective guidance provided by the departments. The significant percentage of students rating the guidance as good and satisfactory further supports the notion of successful assistance in academic tasks. The low dissatisfaction rate of 4 percent indicates that the guidance efforts are generally meeting the expectations and needs of the student body.

Table- 2

Department wise analysis of Guidance Regarding Assignments/Tests/ Projects

Departments	Excellent	Good	Satisfactory	Unsatisfactory	Total
Bengali	32.81	29.69	31.25	6.25	100
Botany	45.45	31.82	22.73	0	100
Chemistry	60	13.33	26.67	0	100
Commerce	53.33	23.33	23.33	0	100
Computer Science	50	12.5	37.5	0	100
Economics	50	33.33	16.67	0	100
Education	65.38	19.23	7.69	7.69	100
English	17.24	44.83	34.48	3.45	100
Environmental Science	66.67	22.22	11.11	0	100
French	50	16.67	33.33	0	100
Geography	34.33	32.84	25.37	7.46	100
History	54.29	25.71	17.14	2.86	100
Mathematics	51.61	29.03	12.9	6.45	100
Philosophy	42.86	40	14.29	2.86	100
Physics	36.84	42.11	15.79	5.26	100
Political Science	47.37	36.84	13.16	2.63	100
Sanskrit	27.27	43.18	20.45	9.09	100
Sociology	60.87	21.74	17.39	0	100
Zoology	18.18	27.27	54.55	0	100

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Chandernagore College

Fig- 3
Guidance in Career Counseling
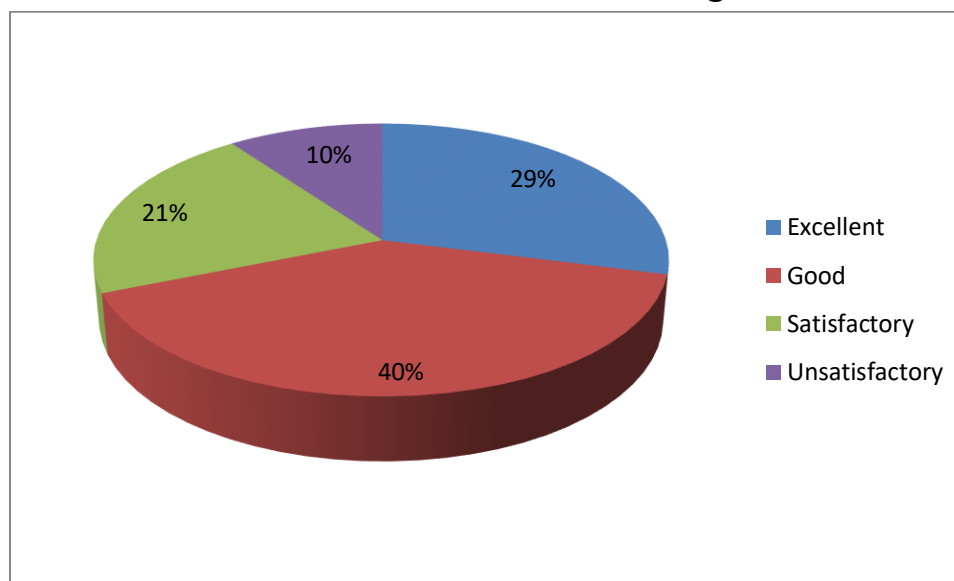
In response to "Guidance in Career Counseling," an impressive 29 percent of students described it as excellent, while a significant majority of 40 percent rated it as good. Furthermore, 21 percent of students expressed satisfaction with the guidance, leaving only a meagre 10 percent who expressed dissatisfaction. The data indicate that a considerable percentage of students (69 percent) have a positive perception of career cocounseling guidance, as they rated it as excellent or good. Moreover, the substantial 40 percent who rated the guidance as good indicates that the efforts to provide career support are well-received by a significant majority of students, contributing to their positive perception of the guidance.On the other hand, the relatively low dissatisfaction rate of 10 percent suggests that only a small minority of students have concerns or issues with the guidance provided. This indicates that overall, the career counselling program is relatively successful in meeting the needs and expectations of the majority of students.Overall, the data highlights the effectiveness of the career counselling guidance, with a majority of students expressing positive feedback. The high percentages of excellence and good ratings demonstrate that the efforts to support students' career development are well-received by the student body, while the minimal dissatisfaction rate indicates that any potential areas for improvement are limited.

Table- 3

Department wise analysis of Guidance in Career Counseling

Departments	Excellent	Good	Satisfactory	Unsatisfactory	Total
Bengali	23.44	35.94	21.88	18.75	100
Botany	50	18.18	31.82	0	100
Chemistry	40	26.67	26.67	6.67	100
Commerce	26.67	51.67	11.67	10	100
Computer Science	37.5	25	37.5	0	100
Economics	41.67	25	16.67	16.67	100
Education	42.31	38.46	11.54	7.69	100
English	24.14	20.69	44.83	10.34	100
Environmental Science	44.44	22.22	22.22	11.11	100
French	41.67	25	33.33	0	100
Geography	19.4	40.3	26.87	13.43	100
History	31.43	45.71	20	2.86	100
Mathematics	29.03	38.71	19.35	12.9	100
Philosophy	34.29	42.86	17.14	5.71	100
Physics	26.32	42.11	5.26	26.32	100
Political Science	26.32	55.26	15.79	2.63	100
Sanskrit	18.18	50	22.73	9.09	100
Sociology	34.78	39.13	13.04	13.04	100
Zoology	27.27	45.45	27.27	0	100

Fig-4
Encouragement in Extra-Curricular Activities
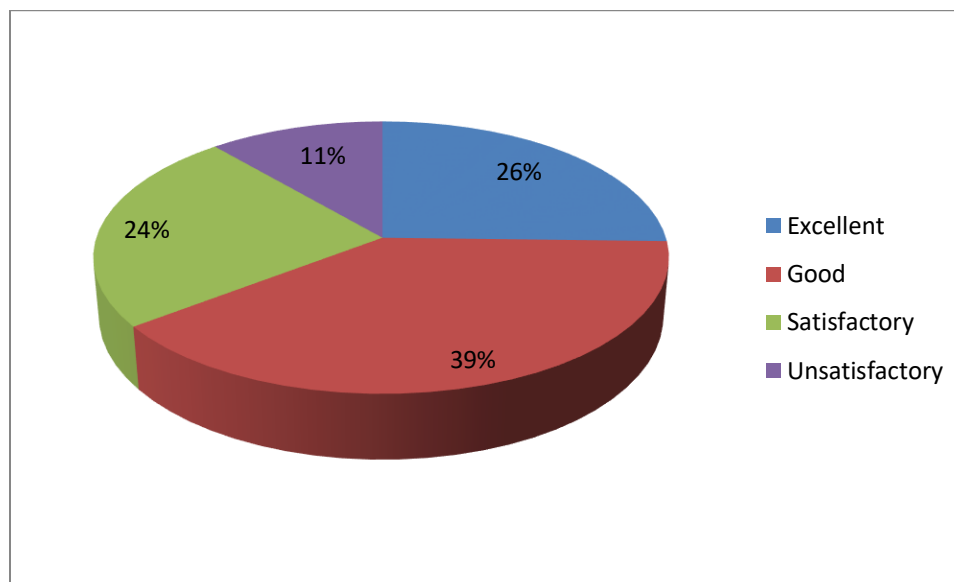
A considerable 29 percent of students, supported by an additional 39 percent, believe that the encouragement to participate in extra-curricular activities ranges from excellent to good. Moreover, for 24 percent of the students, the level of encouragement has been deemed satisfactory. On the other hand, a mere 11 percent of students expressed their dissatisfaction with the extent of encouragement provided. Overall, the data highlights the effectiveness of the encouragement provided for extra-curricular activities, with a majority of students expressing positive feedback. The high percentages of excellence and good ratings demonstrate that the efforts to promote and support these activities are well-received by the student body, while the minimal dissatisfaction rate indicates that any potential areas for improvement are limited.

Principal
Chandernagore College

Table-4

Department wise analysis of Encouragement in Extra-Curricular Activities

Departments	Excellent	Good	Satisfactory	Unsatisfactory	Total
Bengali	17.19	42.19	29.69	10.94	100
Botany	40.91	18.18	31.82	9.09	100
Chemistry	33.33	26.67	33.33	6.67	100
Commerce(Accountancy)	23.33	45	18.33	13.33	100
Computer Science	12.5	62.5	0	25	100
Economics	41.67	8.33	33.33	16.67	100
Education	38.46	46.15	7.69	7.69	100
English	10.34	31.03	44.83	13.79	100
Environmental Science	44.44	22.22	11.11	22.22	100
French	41.67	16.67	41.67	0	100
Geography	17.91	37.31	29.85	14.93	100
History	31.43	37.14	28.57	2.86	100
Mathematics	22.58	41.94	25.81	9.68	100
Philosophy	34.29	42.86	17.14	5.71	100
Physics	21.05	42.11	10.53	26.32	100
Political Science	31.58	47.37	15.79	5.26	100
Sanskrit	13.64	47.73	27.27	11.36	100
Sociology	30.43	34.78	13.04	21.74	100
Zoology	36.36	45.45	18.18	0	100

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Chandernagore College

Fig-5

**Observation Regarding Central Library [Availability of Books is Satisfactory]**
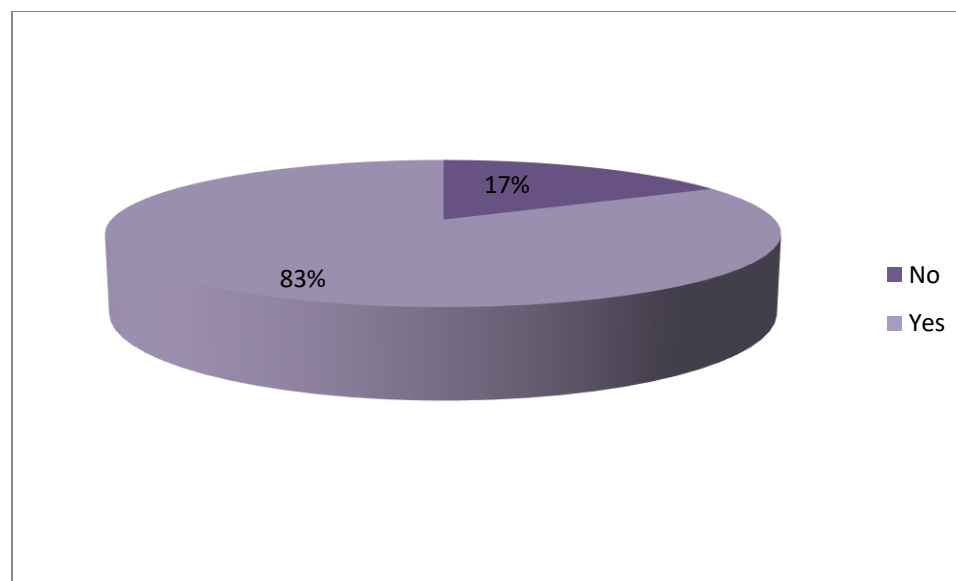
An impressive majority of 83 percent of students perceive the availability of books in the central library as satisfactory, indicating a high level of contentment. Conversely, a minimal 17 percent of students hold a different perspective, expressing some level of dissatisfaction.Analytically, the data shows that the central library's book availability is well-received by the majority of students. This high percentage reflects the effectiveness of the library's efforts in providing a wide range of books and resources.On the other hand, the 17 percent dissatisfaction rate suggests that there is a segment of students who have concerns or issues with the book availability. While this percentage is relatively smaller, it still calls for attention to identify and address any potential problems affecting the library's resources.Overall, the data highlights the success of the central library in meeting the needs and expectations of a large majority of students regarding book availability.

Table-5

Department wise analysis of Observation Regarding Central Library [Availability of Books is Satisfactory]

Departments	No	Yes	Total
Bengali	20.31	79.69	100
Botany	27.27	72.73	100
Chemistry	6.67	93.33	100
Commerce(Accountanc..	16.67	83.33	100
Computer Science	25	75	100
Economics	16.67	83.33	100
Education	11.54	88.46	100
English	17.24	82.76	100
Environmental Science	33.33	66.67	100
French	16.67	83.33	100
Geography	38.81	61.19	100
History	2.86	97.14	100
Mathematics	12.9	87.1	100
Philosophy	5.71	94.29	100
Physics	15.79	84.21	100
Political Science	10.53	89.47	100
Sanskrit	11.36	88.64	100
Sociology	4.35	95.65	100
Zoology	36.36	63.64	100

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Fig-6
Experience of Online classes
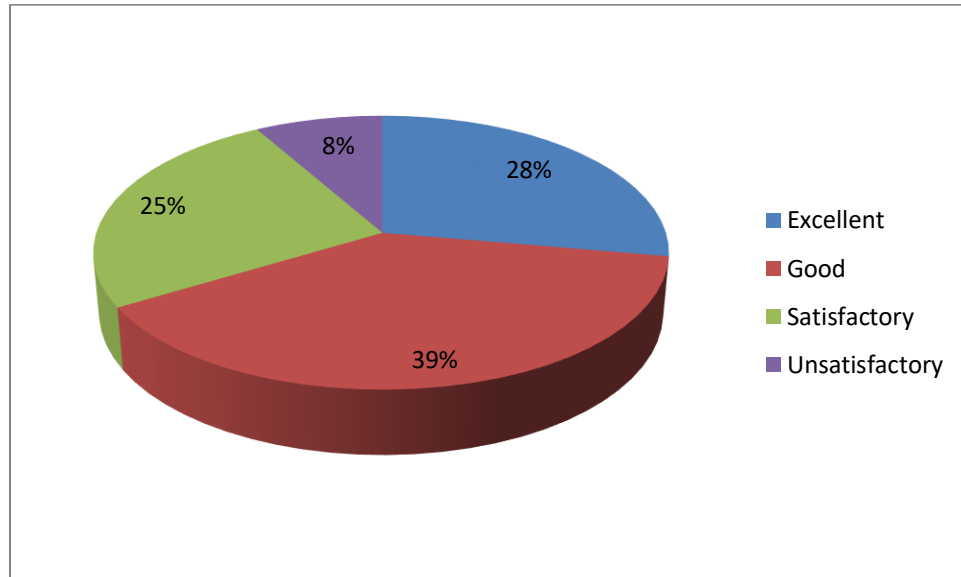
Regarding the "Experience of Online Classes," a notable 28 percent of students, along with a majority of 39 percent, have rated it as ranging from excellent to good. Furthermore, it has been deemed satisfactory by 25 percent of students. However, a modest 8 percent of students expressed their dissatisfaction, which may stem from various factors such as connectivity issues, technical glitches, and communication gaps, among others.

The data shows that the majority of students (67 percent) have a positive perception of their experience with online classes. Overall, the data highlights that the majority of students are satisfied with their experience of online classes. The high percentages of excellence, good, and satisfactory ratings demonstrate that the efforts to deliver online education have been well-received by a significant portion of the student body. However, the dissatisfaction rate underscores the importance of addressing any issues and challenges to ensure a positive and effective online learning experience for all students.

Table-6

Department wise Experience of Online classes

Departments	Excellent	Good	Satisfactory	Unsatisfactory	Total
Bengali	28.13	28.13	34.38	9.38	100
Botany	27.27	40.91	27.27	4.55	100
Chemistry	33.33	26.67	26.67	13.33	100
Commerce(Accountanc..	35	36.67	25	3.33	100
Computer Science	25	25	12.5	37.5	100
Economics	33.33	33.33	16.67	16.67	100
Education	26.92	57.69	11.54	3.85	100
English	20.69	34.48	31.03	13.79	100
Environmental Science	33.33	22.22	44.44	0	100
French	50	25	16.67	8.33	100
Geography	17.91	40.3	29.85	11.94	100
History	14.29	51.43	28.57	5.71	100
Mathematics	32.26	48.39	12.9	6.45	100
Philosophy	40	34.29	20	5.71	100
Physics	21.05	42.11	31.58	5.26	100
Political Science	44.74	36.84	18.42	0	100
Sanskrit	22.73	40.91	20.45	15.91	100
Sociology	21.74	39.13	39.13	0	100
Zoology	0	63.64	18.18	18.18	100

Principal
Chandernagore College

Fig-7
**Online Communication from the College**
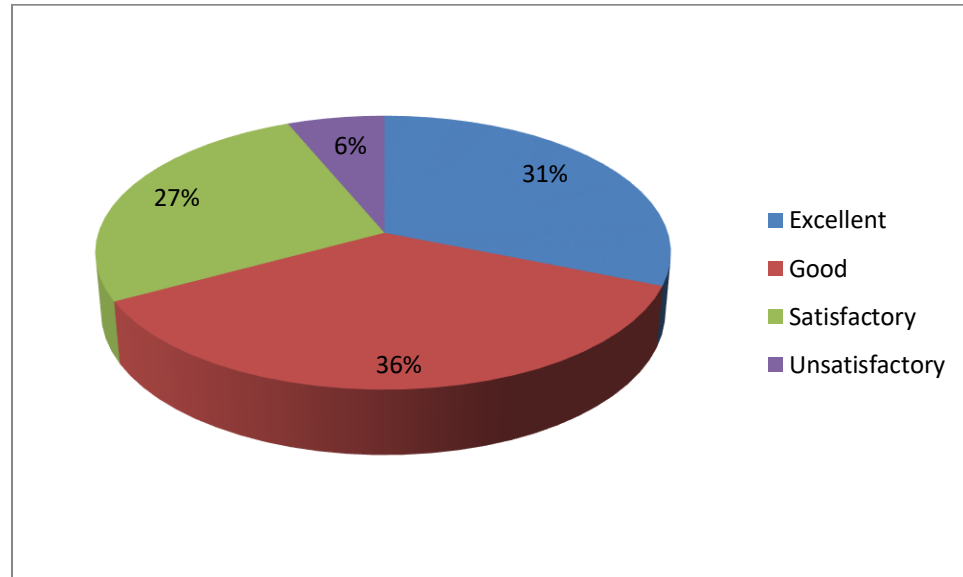
Amidst the pandemic, the College's online communication has received high praise, with a notable 31 percent of students describing it as excellent, further supported by a significant majority of 36 percent who deemed it good. Moreover, 27 percent of students expressed satisfaction with the standard of communication. However, a small percentage of 6 percent expressed dissatisfaction with the communication process.Analytically, the data shows that the majority of students (67 percent) have a positive perception of the College's online communication, considering it excellent to good. This indicates that a substantial portion of the student population is content with the communication methods adopted during the pandemic.On the other hand, the small 6 percent dissatisfaction rate indicates that only a minority of students have concerns or issues with the communication process. This could be attributed to various factors such as communication gaps, information delivery, or technical challenges.Overall, the data highlights the success of the College's online communication efforts during the pandemic, with a majority of students expressing positive feedback. However, the dissatisfaction rate underscores the importance of addressing any issues or concerns to ensure effective and reliable communication for all students.

Table-7

Online Communication from the College

Departments	Excellent	Good	Satisfactory	Unsatisfactory	Total
Bengali	23.44	37.5	29.69	9.38	100
Botany	31.82	40.91	22.73	4.55	100
Chemistry	53.33	20	20	6.67	100
Commerce(Accountanc..	28.33	41.67	21.67	8.33	100
Computer Science	25	25	37.5	12.5	100
Economics	41.67	16.67	25	16.67	100
Education	42.31	34.62	19.23	3.85	100
English	17.24	34.48	44.83	3.45	100
Environmental Science	33.33	11.11	44.44	11.11	100
French	58.33	8.33	33.33	0	100
Geography	22.39	34.33	35.82	7.46	100
History	34.29	34.29	25.71	5.71	100
Mathematics	41.94	35.48	16.13	6.45	100
Philosophy	40	31.43	25.71	2.86	100
Physics	5.26	52.63	42.11	0	100
Political Science	42.11	39.47	18.42	0	100
Sanskrit	27.27	43.18	20.45	9.09	100
Sociology	34.78	39.13	21.74	4.35	100
Zoology	27.27	45.45	18.18	9.09	100

Fig-8
Observation Regarding Washroom/Toilet [Cleanliness]
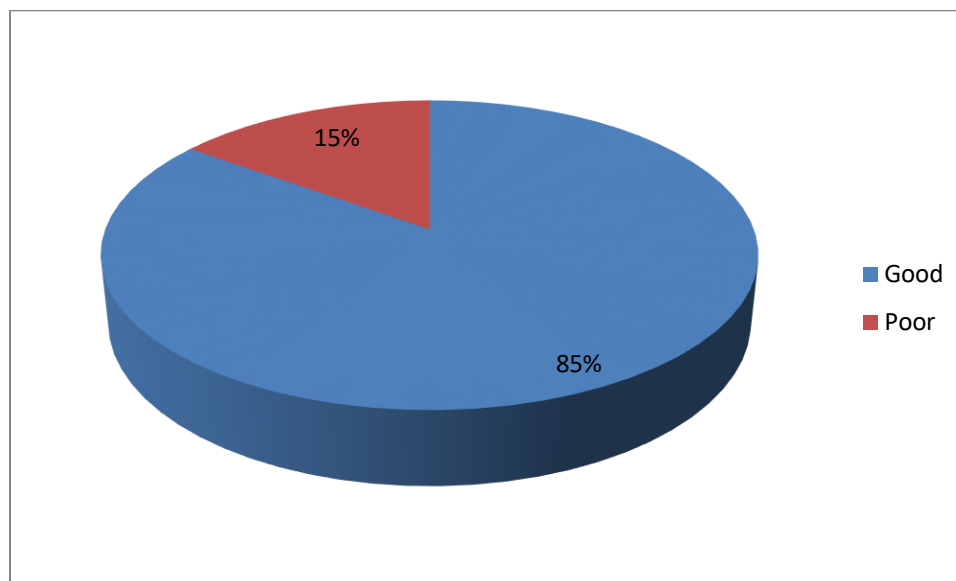
An astounding 85 percent of students have conveyed their overwhelming contentment with the impeccably maintained and excellent condition of the washrooms. In contrast, a nominal 15 percent of students hold a different perspective, indicating some level of dissatisfaction.Analytically, the data reveals that this high percentage reflects the effectiveness of efforts put into maintaining and upkeeping the washrooms, resulting in a positive experience for the majority of the student population.On the other hand, the 15 percent dissatisfaction rate suggests that there is a segment of students who have concerns or issues with the washroom conditions. Although relatively smaller, it still calls for attention to identify and address any potential problems affecting the cleanliness and maintenance of the washrooms.The high level of contentment indicates that the College's efforts in washroom maintenance are well-received by the student body. However, the dissatisfaction rate underscores the importance of continuous evaluation and improvement to ensure that all students have access to hygienic and well-maintained washroom facilities.

Table-8
Department wise Observation Regarding Washroom/Toilet [Cleanliness]

Department	Good	Poor	Total
Bengali	96.88	3.13	100
Botany	31.82	68.18	100
Chemistry	80	20	100
Commerce(Accountanc..	78.33	21.67	100
Computer Science	75	25	100
Economics	91.67	8.33	100
Education	100	0	100
English	79.31	20.69	100
Environmental Science	66.67	33.33	100
French	75	25	100
Geography	73.13	26.87	100
History	91.43	8.57	100
Mathematics	93.55	6.45	100
Philosophy	94.29	5.71	100
Physics	68.42	31.58	100
Political Science	94.74	5.26	100
Sanskrit	100	0	100
Sociology	95.65	4.35	100
Zoology	81.82	18.18	100

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Government of West Bengal
OFFICE OF THE PRINCIPAL

Chandernagore College

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ISO 90001:2015, ISO 14001:2015 and ISO 50001:2018 Certified Institution

THE FOLLOWING PORTION OF THE DOCUMENT CONTAINS –

a) Annual Students' Feedback Analysis Report for the Academic Year 2021-22

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Students' Satisfaction Survey, 2022 (ACADEMIC YEAR : 2021-22)

1. How much of the syllabus was covered in the class?

Fig-1
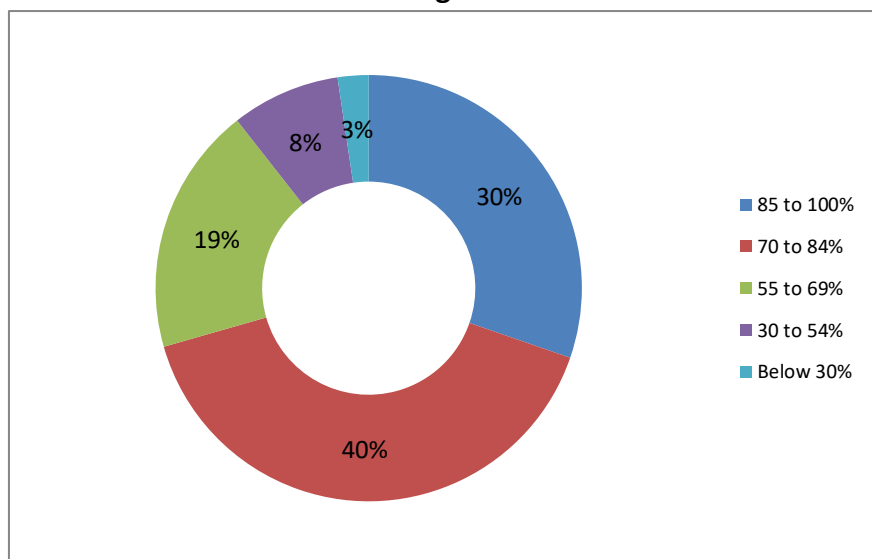
Upon inquiry regarding the extent of the syllabus covered in the class, a comprehensive analysis of student responses reveals the following insights. Notably, a considerable portion of 30 percent of the students opined that an impressive proportion exceeding 85 percent of the syllabus has been addressed. Concurrently, a notable majority of 40 percent of the students rated the coverage to exceed the significant milestone of 70 percent. Further examination of the data demonstrates that a substantial 19 percent of the students reported completion of more than 55 percent of the syllabus, leaving a mere 8 percent who indicated a coverage of more than 30 percent. Moreover, a mere 3 percent of the students expressed their dissatisfaction, citing completion of less than 30 percent of the syllabus.

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Table-1

Department wise Analysis of Syllabus Completion

Department	Below 30 %	30% to 54%	55% to 69%	70% to 84%	85% to 100%	Total
B.A. General	4.84	18.55	25	28.23	23.39	100
B.Com General	0	14.29	28.57	28.57	28.57	100
B.Sc General	0	7.14	28.57	42.86	21.43	100
Bengali	0	2.21	19.85	50	27.94	100
Botany	0	0	7.41	33.33	59.26	100
Chemistry	0	0	0	0	100	100
Commerce	10.45	14.93	29.85	35.82	8.96	100
Computer Science	0	4.55	27.27	50	18.18	100
Economics	4.76	4.76	23.81	47.62	19.05	100
Education	0	2.63	5.26	36.84	55.26	100
English	0	1.25	11.25	32.5	55	100
Environmental Science	11.11	16.67	27.78	27.78	16.67	100
French	0	5	15	30	50	100
Geography	0	18.18	6.82	59.09	15.91	100
History	0	6.45	22.58	54.84	16.13	100
Mathematics	0	11.76	29.41	29.41	29.41	100
Philosophy	5.66	3.77	9.43	49.06	32.08	100
Physics	0	17.39	26.09	43.48	13.04	100
Political Science	0	0	0	100	0	100
Sanskrit	0	0	100	0	0	100
Sociology	0	7.69	15.38	30.77	46.15	100
Zoology	0	0	11.11	51.85	37.04	100

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2. How well did the teachers prepare for the classes?

Fig-2
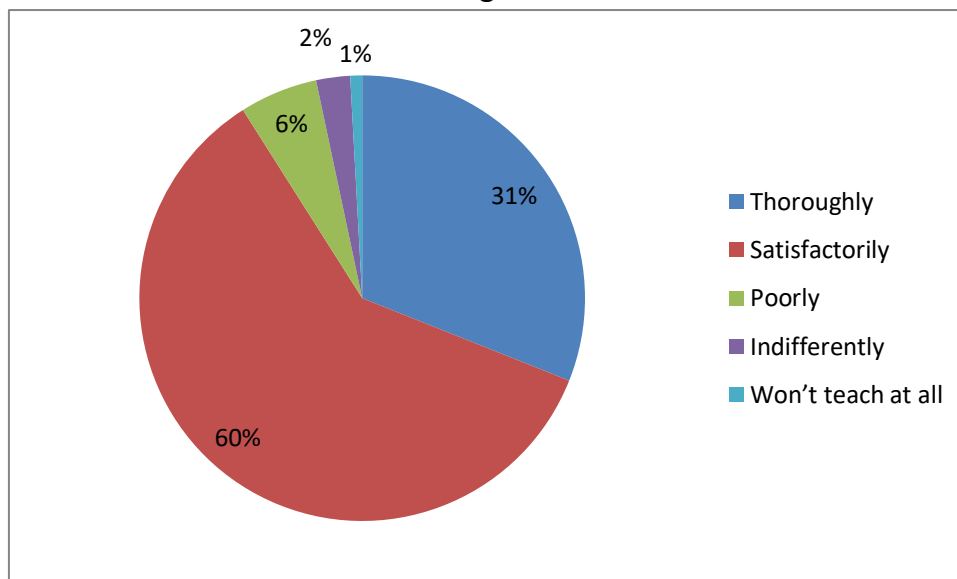
In response to the inquiry regarding the teachers' preparedness for the classes, an analytical examination of student responses reveals noteworthy insights. Impressively, 31% of the students recognized the teachers' preparation as thorough, indicating a commendable level of dedication and readiness. This viewpoint gains substantial support from a significant majority of 60% who considered the teachers' preparation to be satisfactory, suggesting a generally positive perception of their efforts. Conversely, a small proportion of 6 % of the students expressed dissatisfaction. This dissenting perspective highlights potential areas of improvement that warrant attention and reflection. Furthermore, a mere 2% of the students characterized the teachers' preparation as indifferent, suggesting a lack of enthusiasm or commitment in their approach. Alarming, however, is the fact that only 1% of the students expressed complete dissatisfaction with the teachers' preparation. This dissatisfaction signifies a severe inadequacy in meeting student expectations, warranting immediate attention and remedial measures.

Table-2
Department wise Analysis of Teachers' Preparedness for class

Departments	Thoroughly	Satisfactorily	Indifferently	Poorly	Won't teach at all	Total
B.A. General	22.58	65.32	2.42	8.06	1.61	100
B.Com General	28.57	28.57	0	28.57	14.29	100
B.Sc General	21.43	78.57	0	0	0	100
Bengali	31.62	63.97	1.47	2.21	0.74	100
Botany	44.44	55.56	0	0	0	100
Chemistry	0	100	0	0	0	100
Commerce	32.84	50.75	5.97	10.45	0	100
Computer Science	27.27	72.73	0	0	0	100
Economics	23.81	61.9	4.76	9.52	0	100
Education	36.84	57.89	0	2.63	2.63	100
English	35	58.75	2.5	3.75	0	100
Environmental Science	33.33	38.89	5.56	16.67	5.56	100
French	25	65	0	10	0	100
Geography	29.55	54.55	6.82	9.09	0	100
History	16.13	70.97	9.68	0	3.23	100
Mathematics	35.29	52.94	0	11.76	0	100
Philosophy	47.17	49.06	0	3.77	0	100
Physics	47.83	47.83	0	4.35	0	100
Political Science	100	0	0	0	0	100
Sanskrit	0	50	0	50	0	100
Sociology	30.77	61.54	0	7.69	0	100
Zoology	18.52	77.78	3.7	0	0	100

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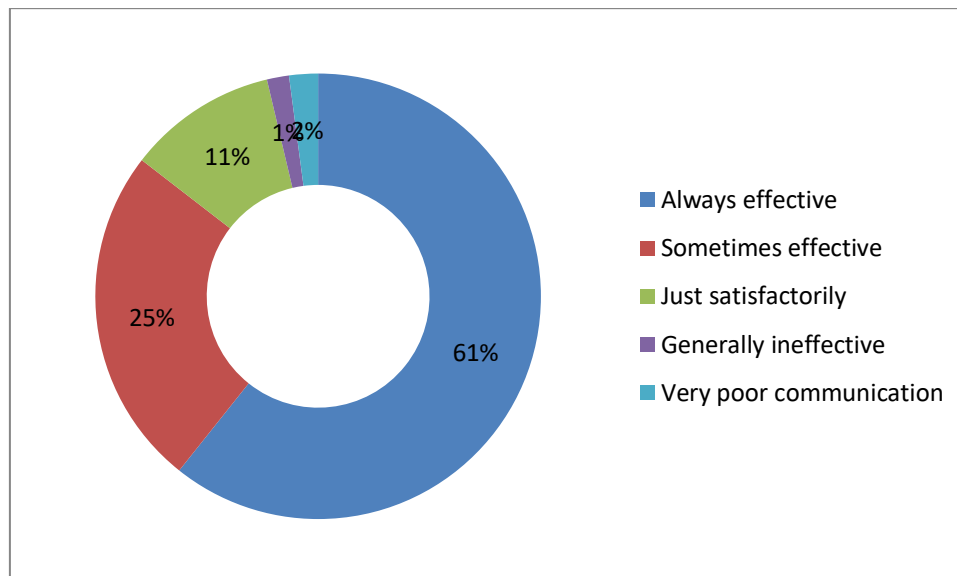### 3. How well were the teachers able to communicate?

Fig-3

Figure 3 reveals that a substantial majority of 61% of students perceive teacher communicability to be consistently effective. Furthermore, 25% of students report that it is sometimes effective, indicating occasional room for improvement. Satisfactory levels of communication are observed by 11% of students, highlighting a generally positive trend. Encouragingly, only 1% of students find teacher communication to be generally ineffective, while a mere 2% regard it as very poor. These findings reflect a strong overall performance in teaching communication skills, with only a small minority expressing concerns or dissatisfaction. It underscores the importance of effective communication in the teaching-learning process and the institution's success in meeting this expectation for the majority of students. Continuously nurturing and improving teacher communicability can further enhance the educational experience and foster positive student-teacher interactions.

Table-3

Department wise analysis of teachers' ability to communicate

Departments	Always Effective	Sometimes Effective	Just Satisfactorily	Generally Ineffective	Very Poor Communication	Total
B.A. General	43.55	20.16	29.03	2.42	4.84	100
B.Com General	57.14	14.29	0	14.29	14.29	100
B.Sc General	28.57	57.14	14.29	0	0	100
Bengali	63.97	30.88	4.41	0.74	0	100
Botany	74.07	22.22	3.7	0	0	100
Chemistry	0	100	0	0	0	100
Commerce	47.76	26.87	22.39	1.49	1.49	100
Computer Science	45.45	50	4.55	0	0	100
Economics	80.95	9.52	0	4.76	4.76	100
Education	81.58	13.16	5.26	0	0	100
English	70	15	10	1.25	3.75	100
Environmental Science	55.56	33.33	0	0	11.11	100
French	65	20	5	0	10	100
Geography	54.55	29.55	13.64	2.27	0	100
History	61.29	25.81	9.68	3.23	0	100
Mathematics	64.71	29.41	0	5.88	0	100
Philosophy	79.25	15.09	1.89	3.77	0	100
Physics	73.91	21.74	4.35	0	0	100
Political Science	100	0	0	0	0	100
Sanskrit	50	0	50	0	0	100
Sociology	66.67	23.08	7.69	0	2.56	100
Zoology	51.85	44.44	3.7	0	0	100

Table-3 confirms that majority of the teachers from all the departments always communicate effectively in their class.

4. The teacher's approach to teaching can best be described as

Fig-4
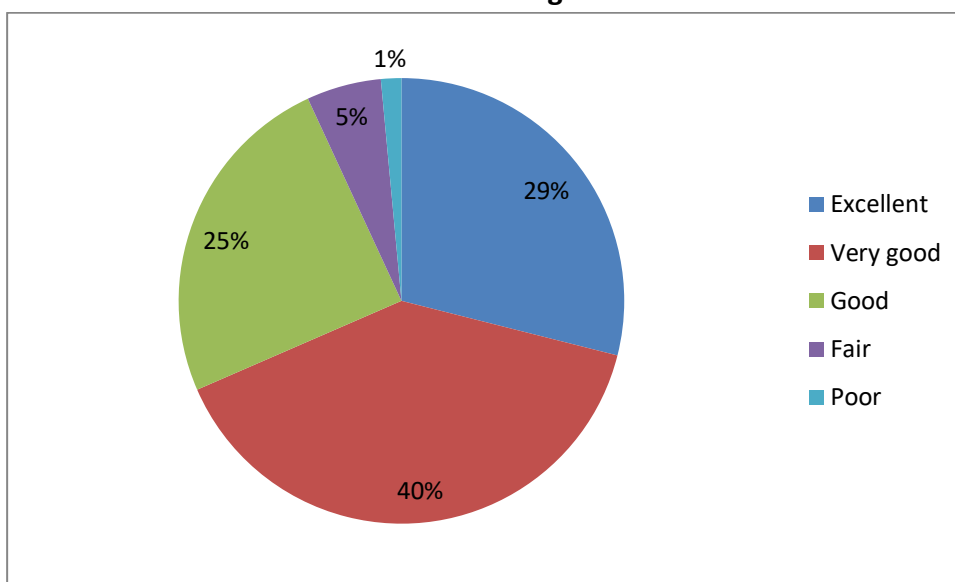
Figure 4 illustrates that in the students' evaluation, the teacher's approach to teaching is highly regarded. A notable 29% of students deem the approach to be excellent, and this viewpoint is further reinforced by a majority of 40% who consider it very good. Furthermore, 25% of students find the approach to be good, indicating a generally positive perception. A small portion of 5% regards the approach as fair, suggesting room for improvement. Encouragingly, only 1% of students perceive the approach as poor. These findings highlight the overall effectiveness and quality of the teacher's approach to teaching, with the majority of students expressing satisfaction and recognizing its excellence. Sustaining and building upon this positive approach can contribute to enhanced learning outcomes and student engagement in the educational process.

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Table-4

Department wise analysis of teachers' approach to teaching

Departments	Excellent	Very Good	Good	Fair	Poor	Total
B.A. General	12.1	36.29	32.26	15.32	4.03	100
B.Com General	14.29	42.86	14.29	14.29	14.29	100
B.Sc General	14.29	57.14	21.43	7.14	0	100
Bengali	35.29	38.24	25.74	0.74	0	100
Botany	55.56	29.63	14.81	0	0	100
Chemistry	100	0	0	0	0	100
Commerce	26.87	26.87	34.33	11.94	0	100
Computer Science	22.73	50	27.27	0	0	100
Economics	33.33	42.86	14.29	4.76	4.76	100
Education	34.21	52.63	13.16	0	0	100
English	26.25	50	18.75	3.75	1.25	100
Environmental Science	38.89	27.78	11.11	11.11	11.11	100
French	35	40	15	5	5	100
Geography	25	43.18	25	6.82	0	100
History	19.35	48.39	32.26	0	0	100
Mathematics	29.41	35.29	29.41	5.88	0	100
Philosophy	43.4	35.85	18.87	1.89	0	100
Physics	26.09	52.17	21.74	0	0	100
Political Science	100	0	0	0	0	100
Sanskrit	0	0	100	0	0	100
Sociology	38.46	23.08	30.77	5.13	2.56	100
Zoology	29.63	51.85	18.52	0	0	100

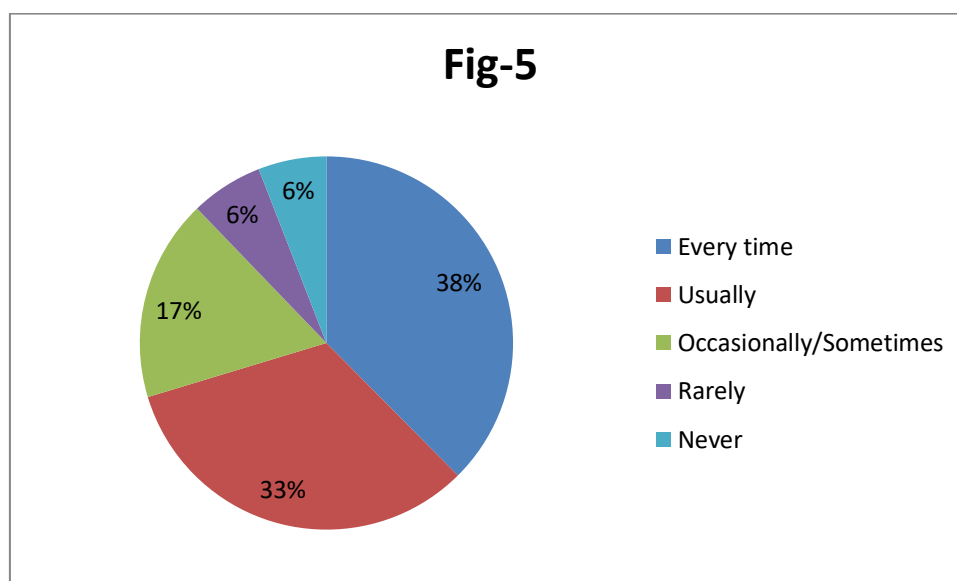**5. Was your performance in assignments discussed with you?**

Fig-5

Fig-5

Figure 5 reveals insights into the discussion of students' performance in assignments. A significant majority of 38% of students indicate that these discussions occur consistently every time. Furthermore, 33% of students report that such discussion is generally held, indicating a regular practice. For 17% of students, these discussions occur occasionally, suggesting room for improvement in terms of frequency. In contrast, 6% of students perceive these discussions as rare, indicating a potential need for increased emphasis on reviewing assignment performance. Alarmingly, another 6% of students report that such discussions are never held, highlighting a significant gap in communication and feedback. Addressing this concern is crucial to provide students with valuable insights into their assignment performance, fostering a supportive learning environment. Strengthening the regularity and effectiveness of these discussions can contribute to enhanced student engagement and growth.

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Table-5

Department wise analysis of discussion of assignments of students

Departments	Everytime	Usually	Ocassionaly/Sometimes	Rarely	Never	Total
B.A. General	33.87	30.65	16.13	9.68	9.68	100
B.Com General	42.86	14.29	0	28.57	14.29	100
B.Sc General	35.71	28.57	21.43	14.29	0	100
Bengali	42.65	33.82	14.71	4.41	4.41	100
Botany	48.15	29.63	22.22	0	0	100
Chemistry	100	0	0	0	0	100
Commerce	34.33	26.87	17.91	8.96	11.94	100
Computer Science	36.36	31.82	27.27	0	4.55	100
Economics	28.57	47.62	19.05	0	4.76	100
Education	50	36.84	10.53	2.63	0	100
English	21.25	38.75	23.75	7.5	8.75	100
Environmental Science	55.56	33.33	0	5.56	5.56	100
French	35	50	5	10	0	100
Geography	22.73	36.36	31.82	9.09	0	100
History	45.16	38.71	12.9	0	3.23	100
Mathematics	47.06	29.41	17.65	5.88	0	100
Philosophy	58.49	20.75	9.43	7.55	3.77	100
Physics	21.74	26.09	34.78	4.35	13.04	100
Political Science	100	0	0	0	0	100
Sanskrit	0	100	0	0	0	100
Sociology	30.77	33.33	20.51	2.56	12.82	100
Zoology	44.44	29.63	18.52	7.41	0	100

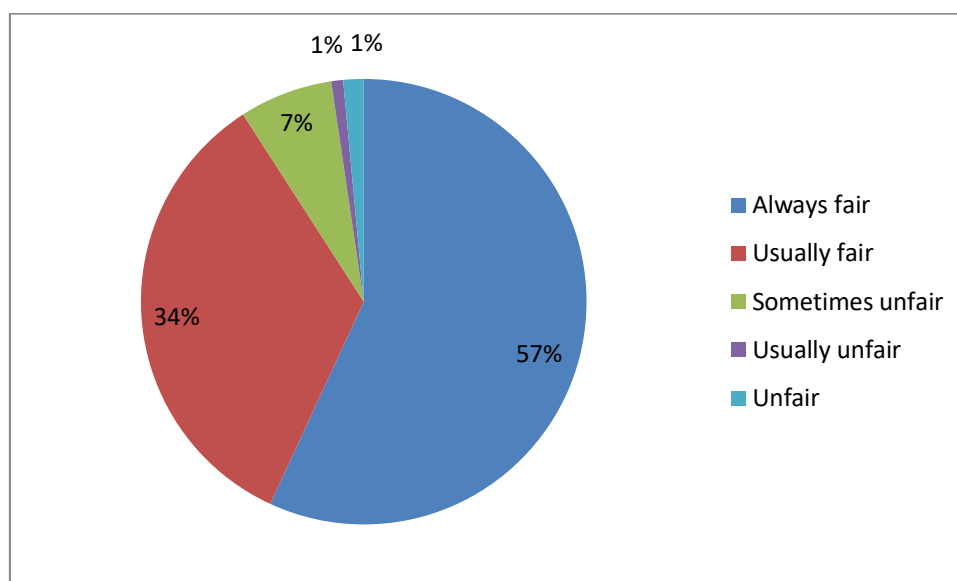## 6. Fairness of the internal evaluation process by the teachers.

Fig-6

Figure 6 sheds light on the fairness of the internal evaluation process as perceived by students. The findings indicate that the majority, accounting for 57% of students, perceive the process to be consistently fair. This viewpoint is further reinforced by an additional 34% of students who consider it usually fair, indicating a positive perception overall. However, for 7% of students, there are occasional concerns regarding fairness in the evaluation process. Only a nominal percentage of 1% regard it as usually unfair, while another 1% find it to be outright unfair. These findings emphasize the significance of ensuring fairness in the internal evaluation process and addressing any concerns raised by students. By fostering transparency, consistency, and open communication, the institution can maintain and enhance the perceived fairness of the evaluation process, promoting a conducive learning environment for all students.

Table-6

Department wise analysis of fairness of internal evaluation process

Departments	Always Fair	Usually Fair	Sometimes Unfair	Unfair	Usually Unfair	Total
B.A. General	48.39	4.03	10.48	36.29	0.81	100
B.Com General	57.14	14.29	14.29	14.29	0	100
B.Sc General	50	0	0	50	0	100
Bengali	58.82	0.74	3.68	36.76	0	100
Botany	77.78	0	3.7	18.52	0	100
Chemistry	0	0	100	0	0	100
Commerce	49.25	1.49	16.42	31.34	1.49	100
Computer Science	59.09	0	4.55	36.36	0	100
Economics	42.86	0	0	52.38	4.76	100
Education	68.42	2.63	0	23.68	5.26	100
English	53.75	1.25	2.5	41.25	1.25	100
Environmental Science	61.11	5.56	0	33.33	0	100
French	50	5	5	35	5	100
Geography	50	0	20.45	29.55	0	100
History	58.06	0	3.23	38.71	0	100
Mathematics	64.71	0	5.88	29.41	0	100
Philosophy	73.58	0	0	26.42	0	100
Physics	73.91	0	4.35	21.74	0	100
Political Science	100	0	0	0	0	100
Sanskrit	100	0	0	0	0	100
Sociology	56.41	0	7.69	35.9	0	100
Zoology	48.15	0	14.81	37.04	0	100

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7. The institute takes active interest in promoting internship, student exchange and field visit opportunities for students
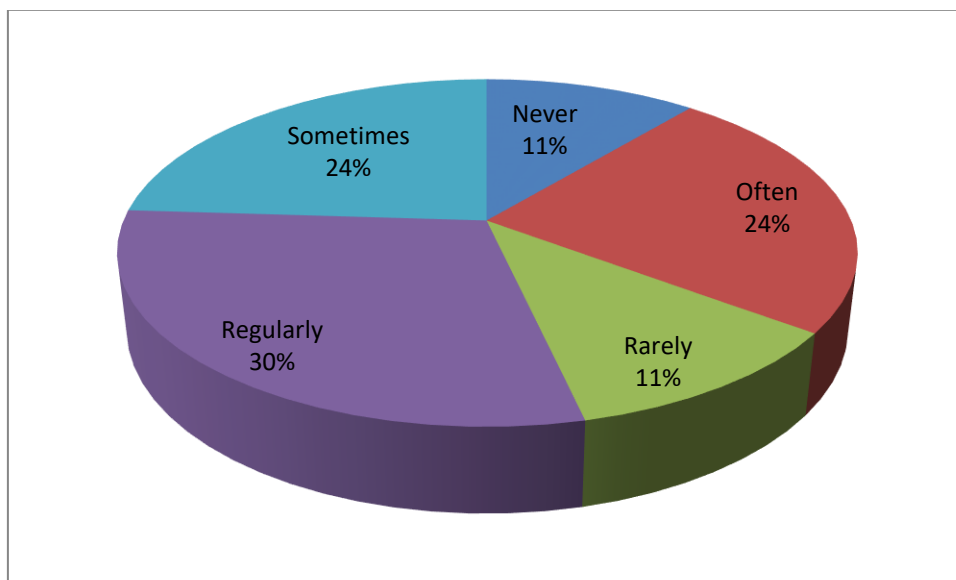
Fig-7

Figure 7 reveals insights into the students' perceptions regarding the institute's initiatives in promoting internships, student exchange, and field visits. The responses indicate that 30% of students believe the institute consistently takes such initiatives, showcasing a commendable effort in providing these opportunities. An additional 24% of students feel that the institute often takes such initiatives, indicating a positive trend. However, an equal percentage (24%) perceives the institute's efforts to be intermittent, highlighting the need for more consistent engagement. For 11% of students, these initiatives are rare, suggesting a gap in providing these valuable experiences. Alarmingly, another 11% of students perceive the institute to never take such initiatives, signalling a critical area for improvement. These findings emphasize the importance of enhancing the institute's consistency and frequency in promoting internships, student exchange programs, and field visits, ultimately enriching students' educational journey and preparing them for real-world experiences. Continuously fostering and expanding these opportunities can contribute to the holistic development and success of the student community.

Table-7

Department wise analysis of internship promotion, students exchange and fields visit

Departments	Regularly	Often	Sometimes	Rarely	Never	Total
B.A. General	29.84	20.97	22.58	7.26	19.35	100
B.Com General	28.57	28.57	14.29	14.29	14.29	100
B.Sc General	21.43	14.29	14.29	14.29	35.71	100
Bengali	37.5	26.47	19.85	10.29	5.88	100
Botany	55.56	29.63	11.11	3.7	0	100
Chemistry	0	0	0	100	0	100
Commerce	34.33	22.39	22.39	8.96	11.94	100
Computer Science	27.27	45.45	22.73	4.55	0	100
Economics	19.05	38.1	19.05	9.52	14.29	100
Education	47.37	15.79	18.42	5.26	13.16	100
English	20	28.75	30	11.25	10	100
Environmental Science	22.22	16.67	50	5.56	5.56	100
French	30	20	10	30	10	100
Geography	27.27	34.09	20.45	13.64	4.55	100
History	16.13	12.9	35.48	29.03	6.45	100
Mathematics	23.53	41.18	11.76	11.76	11.76	100
Philosophy	30.19	11.32	37.74	11.32	9.43	100
Physics	8.7	30.43	34.78	21.74	4.35	100
Political Science	100	0	0	0	0	100
Sanskrit	50	0	50	0	0	100
Sociology	23.08	23.08	23.08	2.56	28.21	100
Zoology	18.52	18.52	29.63	25.93	7.41	100

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8. The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth
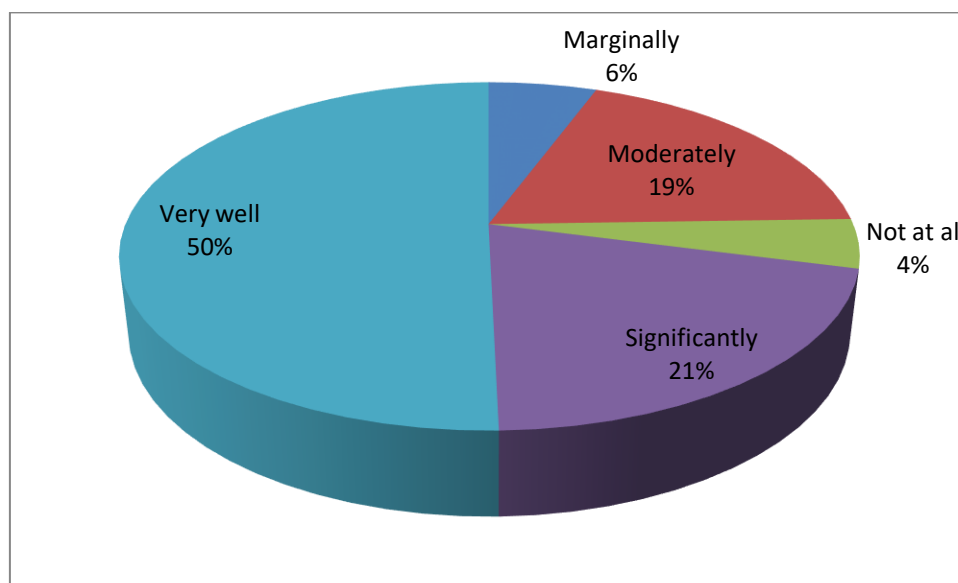

Figure 8 highlights the students' perspectives on the institution's efforts in providing opportunities for their cognitive, social, and emotional growth through teaching and mentoring. The findings reveal that a substantial 50% of students believe the institution offers remarkable opportunities in these areas, indicating a strong positive perception. Additionally, 21% of students consider these opportunities to be significant, further affirming the institution's impact. However, it is noteworthy that 19% view the opportunities as moderate, suggesting the need for potential enhancements to meet their expectations. A smaller proportion of 6% perceive the impact as marginal, indicating a scope for further improvement. Furthermore, 4% express complete dissatisfaction with the process, underscoring the importance of addressing their concerns. These insights highlight the institution's overall positive impact on students' growth, but also emphasize the significance of continuous evaluation and enhancement to cater to the varying needs and expectations of the student community.

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Table: 8

Departments	Very Well	Significantly	Moderate	Marginally	Not at all	Total
B.A. General	44.35	20.16	17.74	6.45	11.29	100
B.Com General	14.29	42.86	14.29	14.29	14.29	100
B.Sc General	28.57	7.14	21.43	7.14	35.71	100
Bengali	55.15	25	15.44	2.94	1.47	100
Botany	37.04	48.15	14.81	0	0	100
Chemistry	100	0	0	0	0	100
Commerce	47.76	16.42	19.4	13.43	2.99	100
Computer Science	36.36	31.82	27.27	4.55	0	100
Economics	47.62	23.81	19.05	4.76	4.76	100
Education	60.53	34.21	5.26	0	0	100
English	48.75	22.5	23.75	2.5	2.5	100
Environmental Science	50	16.67	11.11	11.11	11.11	100
French	60	10	15	0	15	100
Geography	54.55	9.09	25	11.36	0	100
History	67.74	9.68	19.35	3.23	0	100
Mathematics	52.94	23.53	11.76	5.88	5.88	100
Philosophy	66.04	18.87	7.55	5.66	1.89	100
Physics	52.17	0	43.48	0	4.35	100
Political Science	0	100	0	0	0	100
Sanskrit	100	0	0	0	0	100
Sociology	48.72	15.38	20.51	12.82	2.56	100
Zoology	29.63	14.81	44.44	7.41	3.7	100

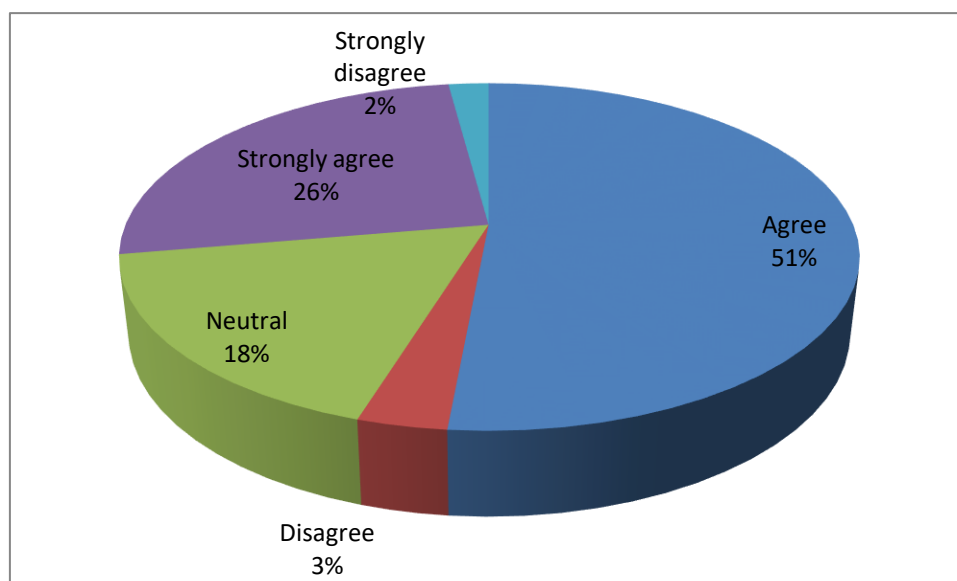**9. The institution provides multiple opportunities to learn and grow**

Figure 9 provides insights into students' perspectives on the institution's provision of opportunities for learning and growth. A majority of 51% of students perceive the institution as offering multiple opportunities, with 26% strongly agreeing with this notion. This indicates a significant level of satisfaction and endorsement of the institution's facilitation of learning and growth. However, it is noteworthy that 18% of students remain neutral, suggesting a lack of consensus or mixed perceptions on the matter. In contrast, 3% of students express disagreement, indicating a perception that the institution does not provide ample opportunities for learning and growth. Additionally, 2% completely disagree, indicating strong dissent regarding the institution's ability to offer such opportunities. These findings highlight the need for the institution to further evaluate and address the concerns of students who perceive a lack of opportunities or hold dissenting views.

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Table: 9

Departments	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
B.A. General	20.16	51.61	22.58	2.42	3.23	100
B.Com General	57.14	14.29	0	14.29	14.29	100
B.Sc General	14.29	35.71	35.71	7.14	7.14	100
Bengali	30.88	55.88	11.76	1.47	0	100
Botany	48.15	37.04	14.81	0	0	100
Chemistry	0	100	0	0	0	100
Commerce	20.9	55.22	17.91	1.49	4.48	100
Computer Science	22.73	54.55	22.73	0	0	100
Economics	23.81	61.9	9.52	4.76	0	100
Education	36.84	50	10.53	0	2.63	100
English	25	51.25	17.5	1.25	5	100
Environmental Science	27.78	38.89	22.22	5.56	5.56	100
French	10	55	20	5	10	100
Geography	13.64	63.64	13.64	9.09	0	100
History	12.9	41.94	38.71	6.45	0	100
Mathematics	35.29	35.29	29.41	0	0	100
Philosophy	43.4	37.74	15.09	3.77	0	100
Physics	21.74	60.87	17.39	0	0	100
Political Science	100	0	0	0	0	100
Sanskrit	0	100	0	0	0	100
Sociology	15.38	51.28	15.38	17.95	0	100
Zoology	22.22	66.67	11.11	0	0	100

10. Teachers inform you about your expected competencies, course outcomes and programme outcomes.
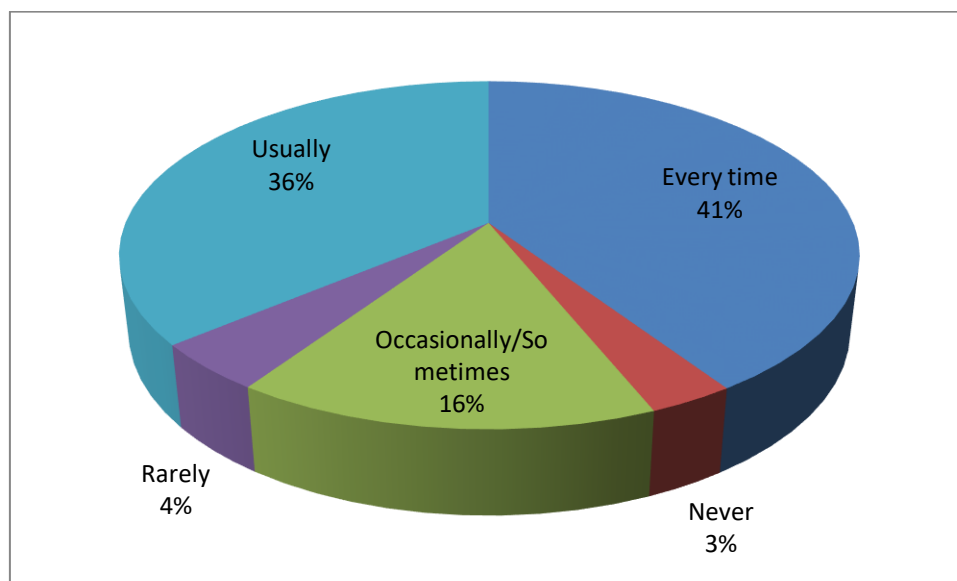
In Figure 10, the responses indicate that a significant majority of students (41%) acknowledge that teachers always inform them about their expected competencies, course outcomes, and program outcomes. Approximately 36% of students consider that teachers usually provide them with information about their expected competencies, course outcomes, and program outcomes. This indicates that these students perceive regular communication from their teachers regarding the expected learning outcomes. For 16% of students, teachers only occasionally inform them about their expected competencies, course outcomes, and program outcomes. This suggests that these students receive such information sporadically or infrequently. It is reported to be a rare event for 4% of students, meaning that their teachers rarely provide them with information about their expected competencies, course outcomes, and program outcomes. A small percentage (3%) of students perceives a complete absence of communication in this regard.

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Table: 10

Departments	Everytime	Usually	Ocassionaly	Rarely	Never	Total
B.A. General	29.03	33.87	24.19	5.65	7.26	100
B.Com General	57.14	0	14.29	28.57	0	100
B.Sc General	28.57	21.43	14.29	28.57	7.14	100
Bengali	46.32	40.44	10.29	2.21	0.74	100
Botany	59.26	25.93	11.11	3.7	0	100
Chemistry	100	0	0	0	0	100
Commerce	37.31	35.82	17.91	8.96	0	100
Computer Science	40.91	45.45	13.64	0	0	100
Economics	57.14	33.33	4.76	0	4.76	100
Education	60.53	31.58	2.63	2.63	2.63	100
English	37.5	42.5	15	2.5	2.5	100
Environmental Science	50	27.78	11.11	5.56	5.56	100
French	30	55	5	10	0	100
Geography	29.55	45.45	15.91	6.82	2.27	100
History	35.48	38.71	12.9	12.9	0	100
Mathematics	35.29	35.29	23.53	0	5.88	100
Philosophy	54.72	28.3	7.55	0	9.43	100
Physics	30.43	39.13	30.43	0	0	100
Political Science	100	0	0	0	0	100
Sanskrit	0	50	50	0	0	100
Sociology	41.03	25.64	25.64	0	7.69	100
Zoology	33.33	37.04	29.63	0	0	100

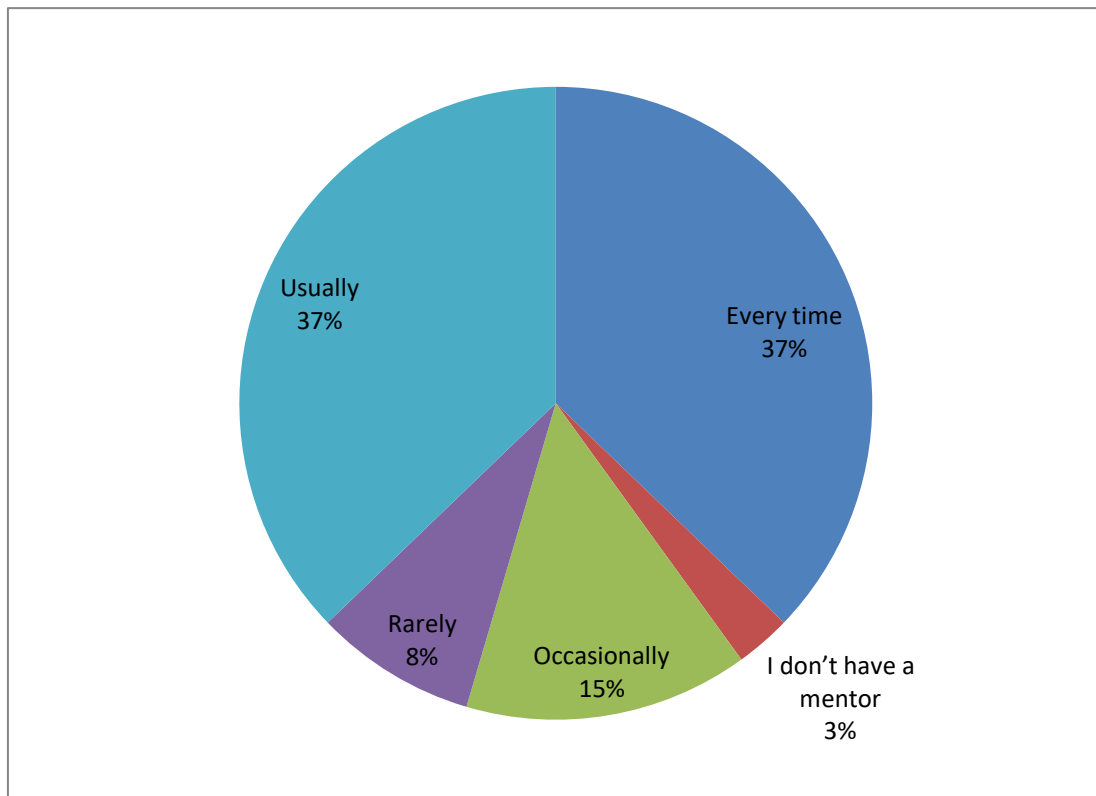**11. Your mentor does a necessary follow-up with an assigned task to you**

Figure 11 demonstrates that the majority of students (37%) agree that their mentors perform necessary follow-ups with assigned tasks indicating the proactive approach of their mentors in ensuring task completion. An equal percentage (37%) of students considers it a usual event for their mentors to provide necessary follow-up with assigned tasks. This implies that a substantial number of students receive consistent support and monitoring from their mentors. For 15% of students, the necessary follow-up with assigned tasks occurs occasionally. This indicates that their mentors provide follow-up support intermittently or with less frequency.It is a rare occurrence for 8% of students to receive necessary follow-up with assigned tasks from their mentors. This suggests that these students receive minimal or infrequent follow-up support. A nominal 3% of students mention that they do not have any mentor, indicating the absence of a mentor-student relationship.

Table: 11

Departments	Everytime	Usually	Ocassionaly	Rarely	I don't have a mentor	Total
B.A. General	30.65	30.65	14.52	15.32	8.87	100
B.Com General	71.43	0	28.57	0	0	100
B.Sc General	21.43	28.57	14.29	21.43	14.29	100
Bengali	47.79	36.76	11.76	2.94	0.74	100
Botany	59.26	25.93	11.11	0	3.7	100
Chemistry	100	0	0	0	0	100
Commerce	32.84	34.33	17.91	13.43	1.49	100
Computer Science	22.73	59.09	13.64	4.55	0	100
Economics	33.33	47.62	9.52	4.76	4.76	100
Education	50	42.11	5.26	2.63	0	100
English	38.75	38.75	17.5	3.75	1.25	100
Environmental Science	44.44	33.33	11.11	11.11	0	100
French	35	45	5	15	0	100
Geography	25	45.45	20.45	9.09	0	100
History	25.81	48.39	12.9	12.9	0	100
Mathematics	29.41	35.29	29.41	5.88	0	100
Philosophy	52.83	28.3	11.32	7.55	0	100
Physics	13.04	52.17	30.43	4.35	0	100
Political Science	100	0	0	0	0	100
Sanskrit	0	50	50	0	0	100
Sociology	33.33	33.33	10.26	10.26	12.82	100
Zoology	22.22	48.15	18.52	11.11	0	100

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12. The teachers illustrate the concepts through examples and applications
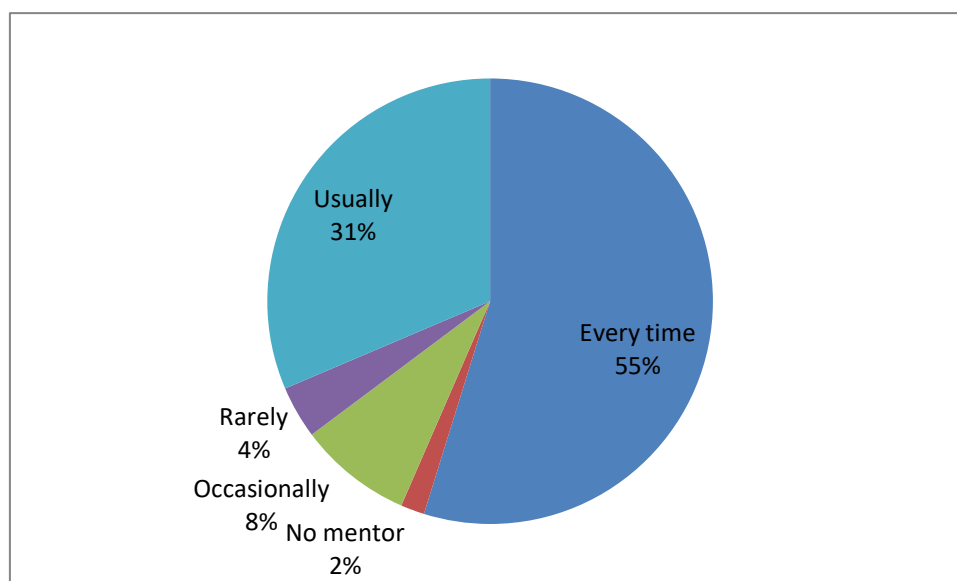
In Figure 12, the responses indicate that a majority of 55% of students indicate that teachers always illustrate concepts through examples and applications. 31% of students state that teachers usually do so, while for 8% it is an occasional event and only 4% consider it to be done rarely. A nominal 2% express dissatisfaction with the mentorship. These findings highlight the positive engagement of the majority of students with teachers who consistently use examples and applications to enhance understanding, while also suggesting room for improvement in ensuring regular and effective implementation of this approach among a portion of the student population. Addressing the concerns of the dissatisfied students can contribute to a more comprehensive and effective learning experience for all.

Table 12

Departments	Everytime	Usually	Ocassionaly	Rarely	Never	Total
B.A. General	38.71	35.48	13.71	6.45	5.65	100
B.Com General	42.86	14.29	28.57	0	14.29	100
B.Sc General	42.86	57.14	0	0	0	100
Bengali	54.41	38.24	3.68	2.94	0.74	100
Botany	81.48	18.52	0	0	0	100
Chemistry	100	0	0	0	0	100
Commerce	46.27	31.34	19.4	1.49	1.49	100
Computer Science	54.55	22.73	18.18	4.55	0	100
Economics	76.19	9.52	14.29	0	0	100
Education	73.68	21.05	5.26	0	0	100
English	58.75	36.25	1.25	2.5	1.25	100
Environmental Science	55.56	22.22	5.56	11.11	5.56	100
French	50	30	0	20	0	100
Geography	50	31.82	15.91	2.27	0	100
History	45.16	41.94	6.45	6.45	0	100
Mathematics	47.06	35.29	17.65	0	0	100
Philosophy	75.47	15.09	7.55	1.89	0	100
Physics	52.17	39.13	8.7	0	0	100
Political Science	100	0	0	0	0	100
Sanskrit	0	50	0	50	0	100
Sociology	61.54	20.51	2.56	10.26	5.13	100
Zoology	59.26	40.74	0	0	0	100

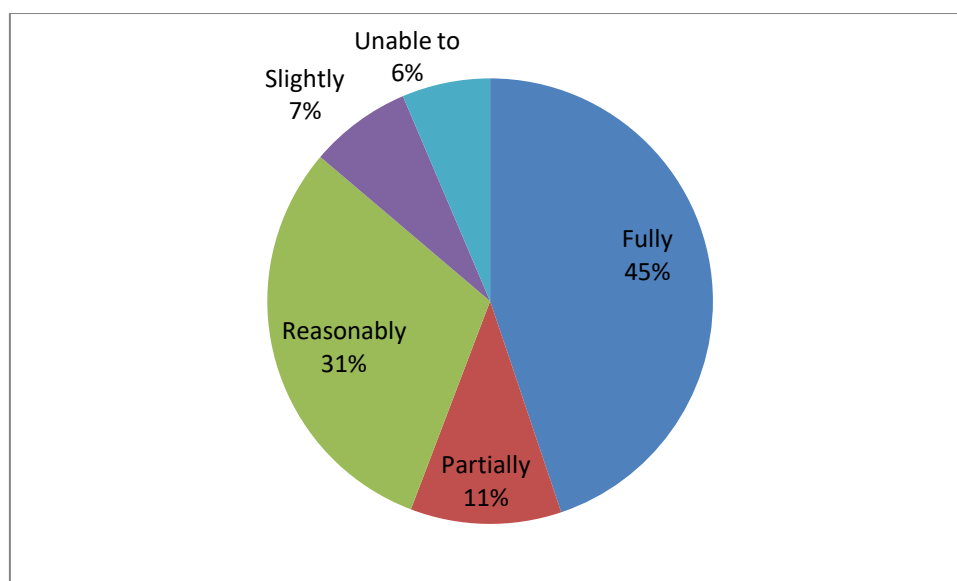**13. The teachers identify your strengths and encourage you with providing right level of challenges**

Figure 13 reveals that a majority of 45% of students feel that teachers fully identify their strengths and provide appropriate challenges, thereby encouraging their growth. This perception is further supported by a significant percentage of 31% of students who consider such efforts to be noteworthy. However, 11% of students believe that teachers only partially identify their strengths and provide the right level of challenges, while 7% consider these efforts to be insignificant. Alarmingly, 6% of students express complete dissatisfaction with the teachers' efforts in this regard. These findings emphasize the importance of teachers accurately identifying students' strengths and providing suitable challenges to foster their development and highlight the need for improvement to address the concerns of students who feel their strengths are not fully recognized or supported.

Departments	Fully	Partially	Reasonably	Slightly	Unable to	Total
B.A. General	36.29	8.87	29.84	12.9	12.1	100
B.Com General	71.43	0	0	0	28.57	100
B.Sc General	21.43	14.29	28.57	14.29	21.43	100
Bengali	50.74	8.09	34.56	2.21	4.41	100
Botany	62.96	14.81	22.22	0	0	100
Chemistry	100	0	0	0	0	100
Commerce	46.27	10.45	19.4	13.43	10.45	100
Computer Science	40.91	0	54.55	4.55	0	100
Economics	61.9	9.52	19.05	4.76	4.76	100
Education	57.89	2.63	36.84	2.63	0	100
English	36.25	17.5	31.25	7.5	7.5	100
Environmental Science	50	16.67	22.22	5.56	5.56	100
French	30	15	35	10	10	100
Geography	29.55	11.36	52.27	6.82	0	100
History	35.48	16.13	35.48	9.68	3.23	100
Mathematics	41.18	17.65	29.41	5.88	5.88	100
Philosophy	60.38	11.32	22.64	0	5.66	100
Physics	21.74	13.04	43.48	21.74	0	100
Political Science	100	0	0	0	0	100
Sanskrit	0	50	50	0	0	100
Sociology	66.67	7.69	5.13	10.26	10.26	100
Zoology	37.04	18.52	37.04	7.41	0	100

14. Teachers are able to identify your weaknesses and help you to overcome them
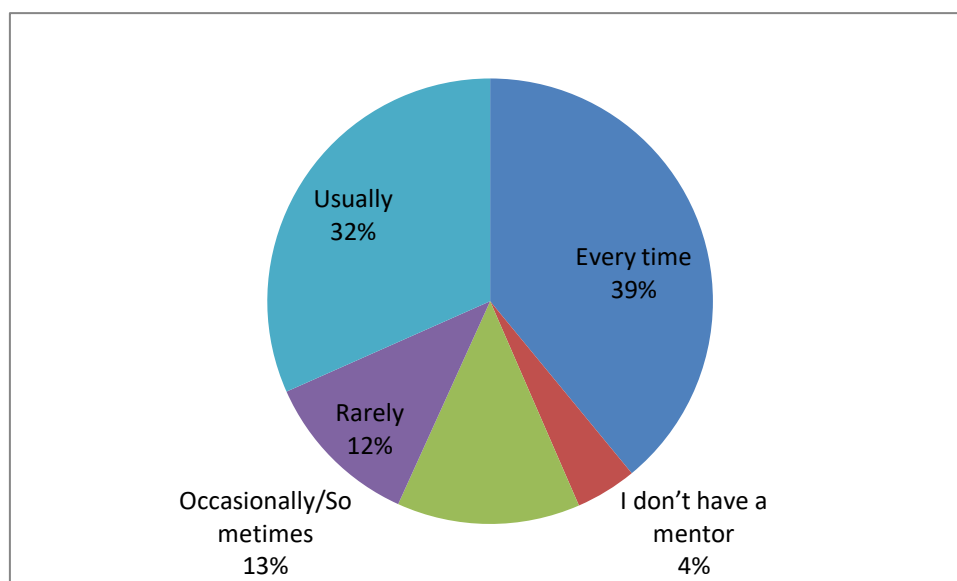

Figure 14 reveals that a majority of 39% of students acknowledge that teachers consistently identify their weaknesses and provide assistance to overcome them. Additionally, a significant percentage of 32% of students indicate that teachers most of the time help identify weaknesses and work towards addressing them for improvement. However, 13% of students perceive this process to be occasional, while 12% consider it to be rare. Alarmingly, a marginal 4% of students express complete dissatisfaction with the process. These findings underscore the importance of teachers in identifying and addressing students' weaknesses, with the majority recognizing the consistent efforts made. However, there is room for improvement to ensure a more regular and effective approach in supporting students' growth. Addressing the concerns of the dissatisfied students is crucial for enhancing the overall effectiveness of the weakness identification and improvement process.

Departments	Everytime	Usually	Ocassionaly	Rarely	Never	Total
B.A. General	31.45	31.45	9.68	18.55	8.87	100
B.Com General	57.14	0	0	28.57	14.29	100
B.Sc General	14.29	35.71	21.43	21.43	7.14	100
Bengali	50	31.62	11.03	6.62	0.74	100
Botany	55.56	33.33	11.11	0	0	100
Chemistry	0	100	0	0	0	100
Commerce	28.36	32.84	10.45	19.4	8.96	100
Computer Science	45.45	40.91	13.64	0	0	100
Economics	80.95	9.52	0	9.52	0	100
Education	57.89	34.21	7.89	0	0	100
English	30	36.25	20	11.25	2.5	100
Environmental Science	50	16.67	16.67	16.67	0	100
French	35	30	20	10	5	100
Geography	29.55	29.55	29.55	9.09	2.27	100
History	12.9	51.61	12.9	22.58	0	100
Mathematics	35.29	29.41	23.53	5.88	5.88	100
Philosophy	47.17	28.3	9.43	0	15.09	100
Physics	17.39	56.52	13.04	13.04	0	100
Political Science	100	0	0	0	0	100
Sanskrit	0	50	0	50	0	100
Sociology	51.28	15.38	10.26	17.95	5.13	100
Zoology	29.63	25.93	22.22	18.52	3.7	100

15. The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching-learning process
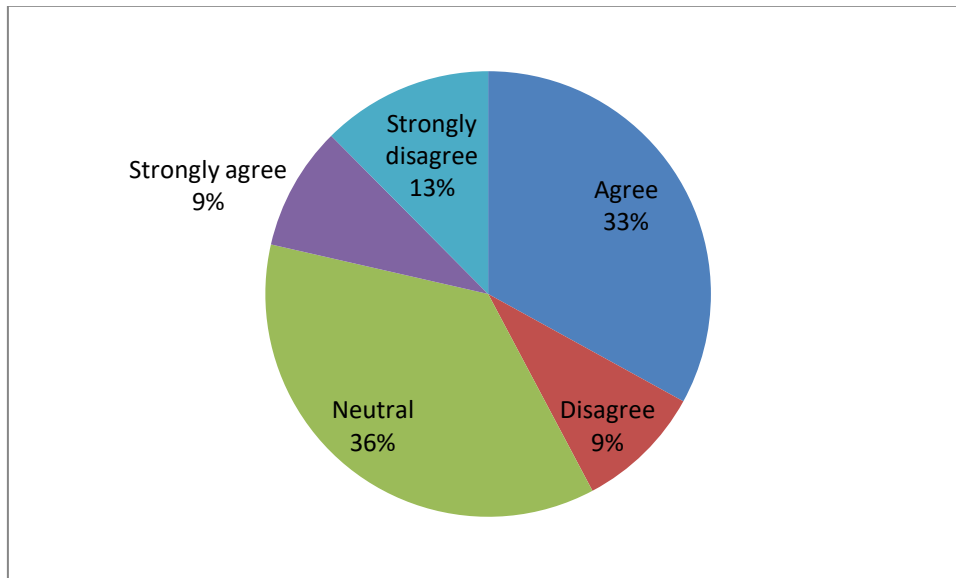

Figure 15 highlights that only a small percentage of students, comprising 9%, strongly agree with the proposition that the institution makes efforts to engage them in the monitoring, review, and continuous quality improvement of the teaching-learning process. However, a substantial 33% of students still show agreement with this statement, indicating some level of support. Surprisingly, a significant 36% of students remain neutral on the matter, suggesting a lack of clear consensus or perhaps insufficient awareness of the institution's efforts in this regard. On the other hand, 9% of students express disagreement, while an alarming 13% of students strongly disagree, indicating a substantial portion of the student population that perceives a need for reconsideration and improvement in terms of actively involving students in the monitoring and improvement of the teaching-learning process. These findings underscore the importance of enhancing student engagement and incorporating their perspectives to ensure a more effective and inclusive educational experience. Addressing the concerns of the neutral and dissatisfied students can contribute to fostering a culture of continuous quality improvement within the institution.

Departments	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
B.A. General	8.06	36.29	40.32	6.45	8.87	100
B.Com General	14.29	28.57	14.29	28.57	14.29	100
B.Sc General	14.29	21.43	42.86	14.29	7.14	100
Bengali	4.41	27.94	32.35	15.44	19.85	100
Botany	22.22	29.63	25.93	0	22.22	100
Chemistry	0	100	0	0	0	100
Commerce	11.94	29.85	32.84	11.94	13.43	100
Computer Science	27.27	40.91	18.18	4.55	9.09	100
Economics	9.52	33.33	19.05	19.05	19.05	100
Education	13.16	26.32	31.58	10.53	18.42	100
English	2.5	32.5	50	5	10	100
Environmental Science	11.11	11.11	61.11	11.11	5.56	100
French	5	30	55	5	5	100
Geography	0	38.64	50	6.82	4.55	100
History	9.68	45.16	29.03	9.68	6.45	100
Mathematics	11.76	29.41	41.18	5.88	11.76	100
Philosophy	13.21	39.62	18.87	7.55	20.75	100
Physics	4.35	47.83	34.78	4.35	8.7	100
Political Science	100	0	0	0	0	100
Sanskrit	0	0	100	0	0	100
Sociology	15.38	30.77	33.33	10.26	10.26	100
Zoology	7.41	40.74	44.44	7.41	0	100

16. The institute/ teachers use student-centric methods, such as experiential learning, participative learning and problem-solving methodologies for enhancing learning
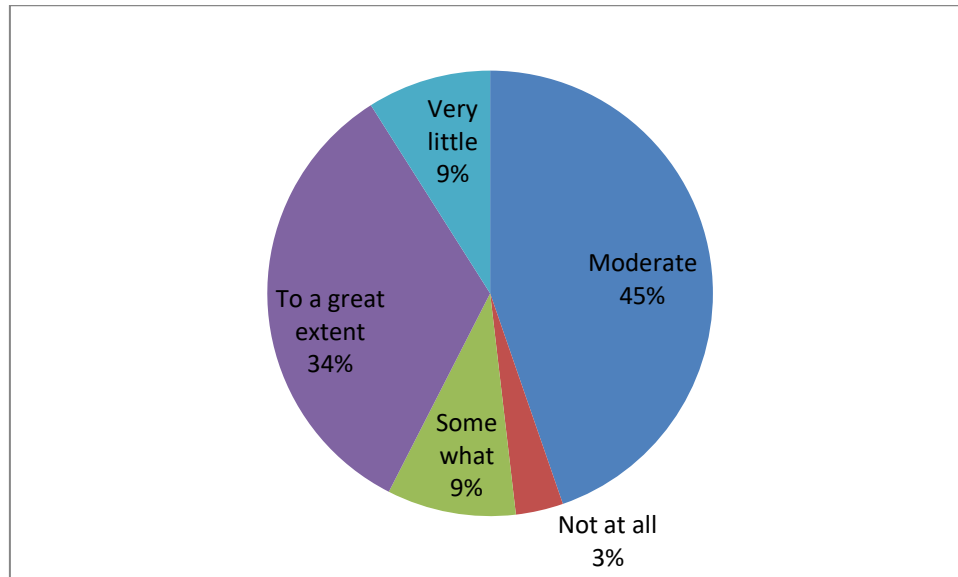

Figure 16 reveals that a significant 34% of students strongly support the proposition that the institute and teachers employ student-centric methods, such as experiential learning, participative learning, and problem-solving methodologies to enhance learning. Additionally, a majority of 45% of students express agreement, considering that the institute and teachers moderately utilize these student-centric methods. Furthermore, 9% of students acknowledge the use of such methods, though to a lesser extent. Conversely, 9% of students believe that the institute's efforts in implementing student-centric methods are minimal. Alarmingly, a marginal 3% of students completely refute the proposition. These findings emphasize the importance of incorporating student-centric approaches in teaching practices to enhance learning outcomes. While a substantial portion of students perceives a moderate use of these methods, there is room for further exploration and implementation to cater to the needs and preferences of all students. Addressing the concerns of dissatisfied students can contribute to a more student-oriented and effective learning environment.

Departments	To a great extent	Moderate	Some what	Very Little	Not at all	Total
B.A. General	26.61	37.9	12.1	15.32	8.06	100
B.Com General	42.86	28.57	0	14.29	14.29	100
B.Sc General	21.43	42.86	14.29	7.14	14.29	100
Bengali	40.44	46.32	4.41	7.35	1.47	100
Botany	40.74	40.74	18.52	0	0	100
Chemistry	100	0	0	0	0	100
Commerce	31.34	41.79	11.94	10.45	4.48	100
Computer Science	40.91	50	9.09	0	0	100
Economics	38.1	42.86	9.52	4.76	4.76	100
Education	50	34.21	15.79	0	0	100
English	30	57.5	8.75	1.25	2.5	100
Environmental Science	27.78	27.78	16.67	22.22	5.56	100
French	20	40	15	10	15	100
Geography	20.45	63.64	9.09	6.82	0	100
History	35.48	38.71	0	25.81	0	100
Mathematics	29.41	41.18	23.53	5.88	0	100
Philosophy	49.06	45.28	1.89	1.89	1.89	100
Physics	17.39	47.83	17.39	17.39	0	100
Political Science	100	0	0	0	0	100
Sanskrit	0	100	0	0	0	100
Sociology	38.46	35.9	2.56	17.95	5.13	100
Zoology	18.52	59.26	11.11	11.11	0	100

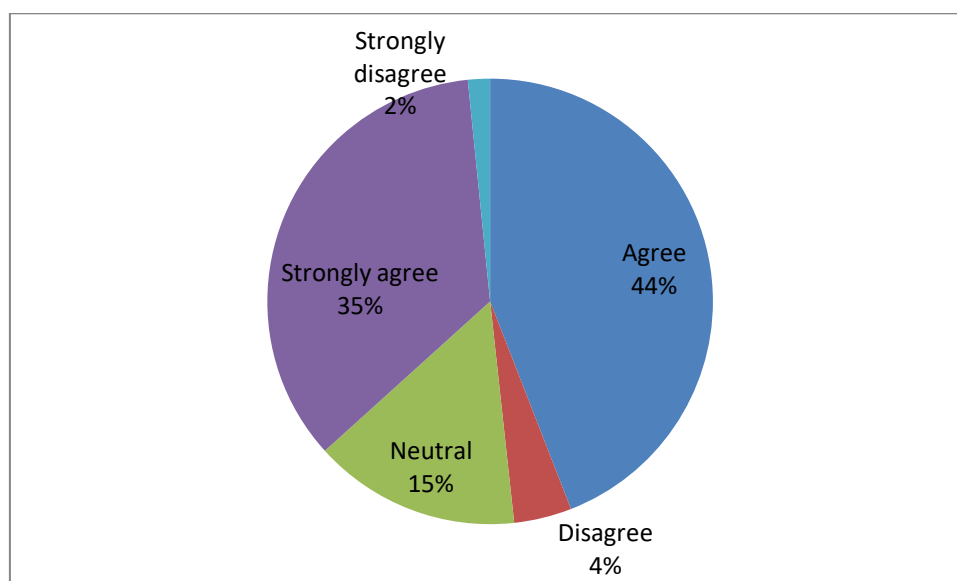**17. Teachers encourage you to participate in extracurricular activities**

Figure 17 highlights that a significant 35% of students strongly believe that teachers encourage their participation in extracurricular activities. This perception is further reinforced by a majority of 44% of students who express their agreement with the efforts made by the teachers. Notably, 15% of students remain neutral, indicating their reluctance to express a clear opinion on the matter. In contrast, 4% of students register their disagreement with the encouragement process. Alarmingly, a marginal 2% of students strongly believe that they were never encouraged to participate in extracurricular activities. These findings underscore the importance of teacher involvement in promoting and encouraging students' engagement in extracurricular activities, as it can contribute to their holistic development and well-rounded education. Addressing the concerns of the neutral and dissatisfied students can foster a more inclusive and supportive environment for extracurricular involvement.

Departments	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
B.A. General	9.68	45.97	34.68	6.45	3.23	100
B.Com General	42.86	28.57	14.29	14.29	0	100
B.Sc General	28.57	35.71	21.43	7.14	7.14	100
Bengali	46.32	44.12	7.35	1.47	0.74	100
Botany	44.44	37.04	18.52	0	0	100
Chemistry	100	0	0	0	0	100
Commerce	31.34	32.84	19.4	13.43	2.99	100
Computer Science	45.45	54.55	0	0	0	100
Economics	52.38	23.81	23.81	0	0	100
Education	36.84	57.89	2.63	2.63	0	100
English	36.25	47.5	12.5	2.5	1.25	100
Environmental Science	38.89	22.22	27.78	5.56	5.56	100
French	25	55	15	0	5	100
Geography	27.27	59.09	9.09	4.55	0	100
History	25.81	67.74	6.45	0	0	100
Mathematics	41.18	35.29	11.76	11.76	0	100
Philosophy	60.38	33.96	1.89	1.89	1.89	100
Physics	21.74	47.83	26.09	4.35	0	100
Political Science	100	0	0	0	0	100
Sanskrit	0	50	50	0	0	100
Sociology	48.72	28.21	12.82	7.69	2.56	100
Zoology	33.33	59.26	7.41	0	0	100

18. Efforts are made by the institute/ teachers to inculcate soft skills, life skills and employability skills to make you ready for the world of work
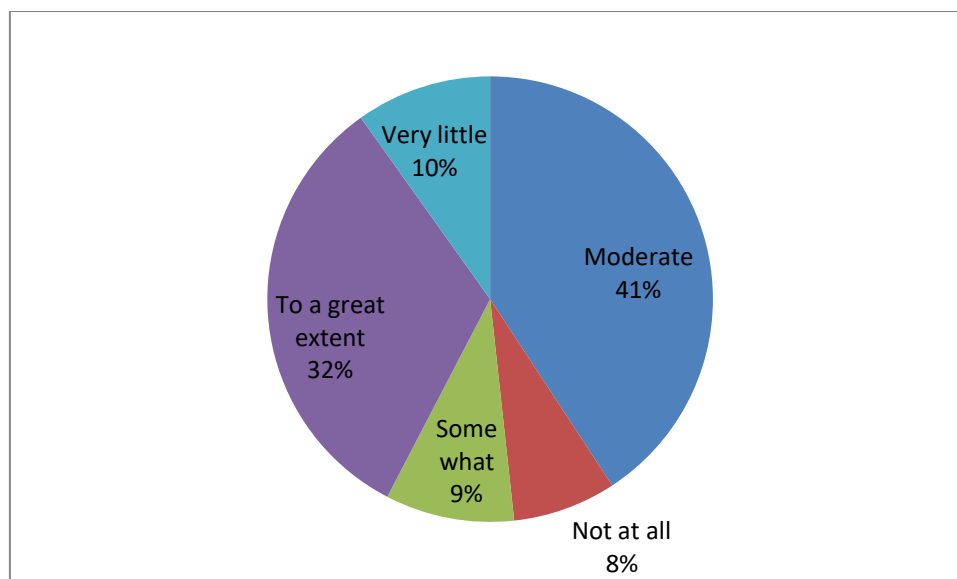

Figure 18 highlights that a significant 32% of students believe that commendable efforts are made by the institute and teachers to instill soft skills, life skills, and employability skills to prepare them for the workforce. This perception is further supported by a majority of 41% of respondents who consider the efforts to be moderate. Notably, 9% of students find the efforts to be noteworthy, indicating their positive recognition. However, a modest 10% of students consider the efforts to be below average. It is concerning that 8% of students express complete dissatisfaction with the efforts made by the institution and teachers in this regard. This cautionary note calls for further evaluation and necessary action to address the concerns raised. These findings emphasize the importance of equipping students with the necessary skills to succeed in the professional world, and it is essential to address the dissatisfaction expressed by a portion of the student population to ensure effective skill development strategies.

Departments	To a great extent	Moderate	Some what	Very Little	Not at all	Total
B.A. General	27.42	37.9	12.1	9.68	12.9	100
B.Com General	57.14	14.29	0	28.57	0	100
B.Sc General	14.29	42.86	0	7.14	35.71	100
Bengali	36.03	44.85	7.35	8.82	2.94	100
Botany	40.74	40.74	11.11	7.41	0	100
Chemistry	0	100	0	0	0	100
Commerce	37.31	31.34	11.94	10.45	8.96	100
Computer Science	31.82	59.09	4.55	4.55	0	100
Economics	47.62	28.57	9.52	9.52	4.76	100
Education	44.74	31.58	10.53	5.26	7.89	100
English	30	43.75	10	8.75	7.5	100
Environmental Science	33.33	27.78	11.11	11.11	16.67	100
French	25	45	10	10	10	100
Geography	18.18	54.55	6.82	18.18	2.27	100
History	25.81	32.26	9.68	19.35	12.9	100
Mathematics	35.29	35.29	17.65	5.88	5.88	100
Philosophy	47.17	41.51	1.89	3.77	5.66	100
Physics	13.04	52.17	21.74	8.7	4.35	100
Political Science	100	0	0	0	0	100
Sanskrit	0	100	0	0	0	100
Sociology	38.46	30.77	2.56	17.95	10.26	100
Zoology	14.81	55.56	18.52	7.41	3.7	100

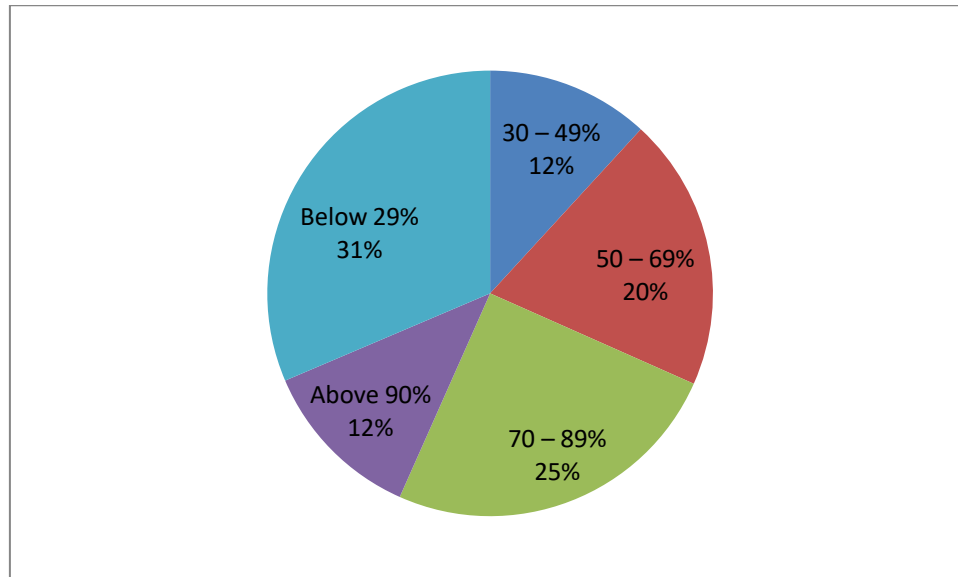**19. What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching**

Figure 19 reveals that in response to the question regarding the percentage of teachers using ICT tools such as LCD projectors and multimedia during teaching, only 12% of students indicate that above 90% of teachers utilize these tools in their lectures. This viewpoint finds support from 25% of students who report a range of 70-89% usage. Additionally, 20% of respondents note that ICT tool usage falls within the range of 50-69%, while a modest 12% believe it lies between 30-49%. A concerning majority of 31% of students express alarm as the usage falls below 29%. This issue requires attention in the near future, particularly as ICT-based teaching becomes increasingly vital in the evolving educational landscape. It is crucial to address this discrepancy and enhance the integration of ICT tools to leverage their benefits in the teaching process for improved learning outcomes.

Departments	Below 29%	30-49%	50-69%	70-89%	Above 90%	Total
B.A. General	36.29	17.74	24.19	18.55	3.23	100
B.Com General	71.43	0	14.29	0	14.29	100
B.Sc General	14.29	21.43	7.14	21.43	35.71	100
Bengali	33.09	13.24	12.5	34.56	6.62	100
Botany	0	0	7.41	37.04	55.56	100
Chemistry	0	0	100	0	0	100
Commerce	32.84	17.91	22.39	19.4	7.46	100
Computer Science	4.55	4.55	31.82	22.73	36.36	100
Economics	28.57	9.52	28.57	28.57	4.76	100
Education	31.58	10.53	21.05	31.58	5.26	100
English	18.75	10	28.75	27.5	15	100
Environmental Science	38.89	11.11	27.78	16.67	5.56	100
French	45	15	15	20	5	100
Geography	27.27	6.82	25	36.36	4.55	100
History	48.39	3.23	25.81	16.13	6.45	100
Mathematics	29.41	23.53	23.53	11.76	11.76	100
Philosophy	41.51	5.66	16.98	20.75	15.09	100
Physics	60.87	26.09	0	8.7	4.35	100
Political Science	0	0	0	100	0	100
Sanskrit	100	0	0	0	0	100
Sociology	41.03	10.26	20.51	20.51	7.69	100
Zoology	0	0	7.41	37.04	55.56	100

20. The overall quality of teaching-learning process in your institute is very good
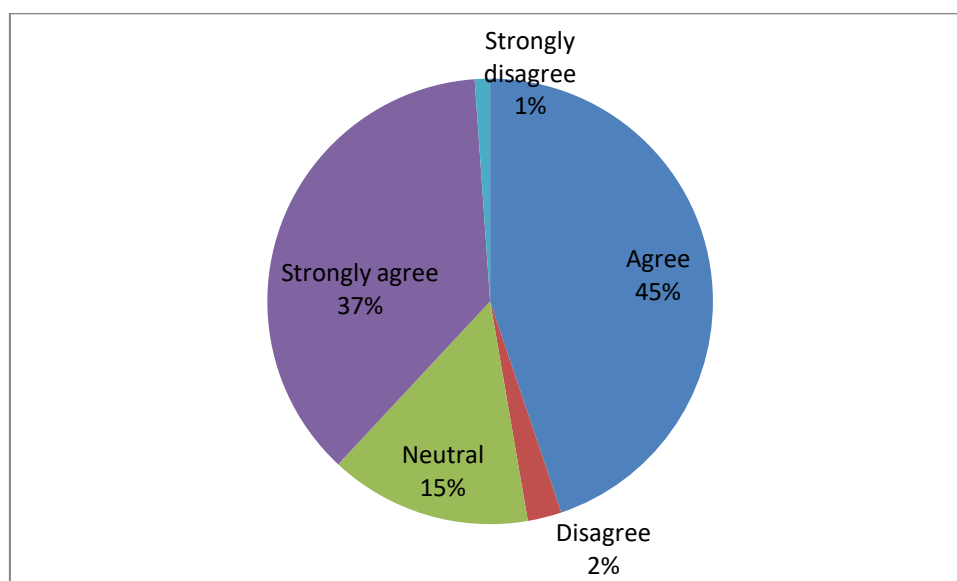

Figure 20 reveals that a remarkable 37% of students strongly agree that the overall quality of the teaching-learning process in the institution is very good. This viewpoint receives substantial support from a majority of 45% of respondents, resulting in a significant 72% overall agreement. Notably, 15% of respondents remain neutral, leaving minimal room for disagreement. Disagreement is expressed by a marginal 2% of respondents, while an additional 1% strongly disagree. These findings underscore the positive perception of the teaching-learning process among the majority of students, highlighting the institution's commendable efforts in delivering quality education. The neutral responses call for further exploration and potential areas for improvement, while addressing the concerns of the dissatisfied students can contribute to an even more robust and effective teaching-learning environment.

Departments	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
B.A. General	19.35	47.58	29.03	1.61	2.42	100
B.Com General	28.57	42.86	14.29	0	14.29	100
B.Sc General	21.43	35.71	42.86	0	0	100
Bengali	52.21	36.03	9.56	2.21	0	100
Botany	66.67	29.63	3.7	0	0	100
Chemistry	100	0	0	0	0	100
Commerce	29.85	41.79	17.91	7.46	2.99	100
Computer Science	36.36	59.09	4.55	0	0	100
Economics	52.38	33.33	9.52	4.76	0	100
Education	50	50	0	0	0	100
English	38.75	48.75	12.5	0	0	100
Environmental Science	33.33	38.89	11.11	5.56	11.11	100
French	15	55	15	10	5	100
Geography	36.36	45.45	15.91	2.27	0	100
History	16.13	61.29	16.13	6.45	0	100
Mathematics	23.53	64.71	5.88	5.88	0	100
Philosophy	45.28	47.17	7.55	0	0	100
Physics	21.74	69.57	8.7	0	0	100
Political Science	100	0	0	0	0	100
Sanskrit	0	50	50	0	0	100
Sociology	51.28	17.95	25.64	5.13	0	100
Zoology	29.63	62.96	7.41	0	0	100

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ISO 90001:2015, ISO 14001:2015 and ISO 50001:2018 Certified Institution

THE FOLLOWING PORTION OF THE DOCUMENT CONTAINS –

a) Annual Students' Feedback Analysis Report for the Academic Year 2022-23

Principal
Chandernagore College

Chandernagore College

Students' Satisfaction Survey, 2023 (ACADEMIC YEAR : 2022-23)

Total Response Recorded: 2196

Department	Freq.
B. A. GENERAL	645
B.Com Gen	179
B.Com Hons	195
B.SC. Gen	52
BENGALI	117
BOTANY	16
CHEMISTRY	52
COMPUTER SCIENCE	25
ECONOMICS	33
EDUCATION	73
ENGLISH	85
ENVIRONMENT SCIENCE	17
FRENCH	16
GEOGRAPHY	147
HISTORY	83
MATHEMATICS	69
PHILOSOPHY	91
PHYSICS	64
POLITICAL SCIENCE	96
SANSKRIT	67
SOCIOLOGY	38
ZOOLOGY	36
Total	2,196

Q1 How much of the syllabus was covered in the class?
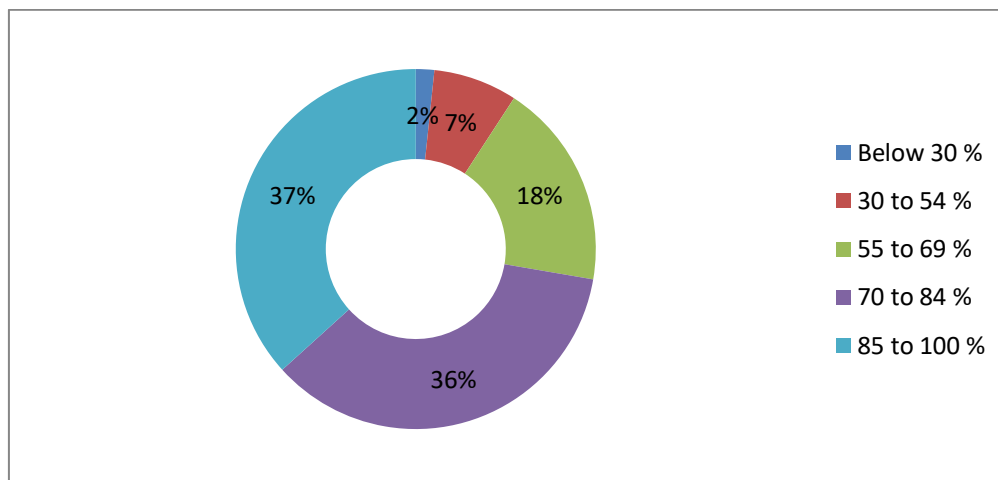
The data provided indicates that the majority of students in the class believe that the teachers have covered a significant portion of the syllabus. Notably, 37% of students acknowledged that more than 85% of the syllabus was addressed, while an additional 36% reported that over 70% of the syllabus was completed during the course. This generally positive feedback suggests that the teaching efforts have been effective in covering a substantial portion of the curriculum.

However, there is still room for improvement. While a significant number of students have expressed satisfaction with the syllabus coverage, 7% mentioned that more than 30% of the syllabus remains untouched, and 2% feel that less than 30% has been covered. These responses highlight that there is a minority of students who believe that the syllabus coverage is inadequate. To enhance the overall learning experience, it's important to address these concerns and aim for more consistent and comprehensive coverage of the syllabus to ensure that all students receive a high-quality education. This data offers valuable insights for educators and administrators to identify areas for improvement and work towards providing a more balanced and effective educational experience.

Department	Below 30 %	30 to 54 %	55 to 69 %	70 to 84 %	85 to 100 %	Total
B. A. GENERAL	1.41	7.19	24.22	37.97	29.22	100
B.Com Gen	9.55	20.22	34.83	25.28	10.11	100
B.Com Hons	1.55	11.34	9.79	30.93	46.39	100
B.SC. Gen	0	3.85	34.62	36.54	25	100

BENGALI	1.71	14.53	17.95	32.48	33.33	100
BOTANY	0	0	33.33	6.67	60	100
CHEMISTRY	0	0	2	16	82	100
COMPUTER SCIENCE	0	0	8	68	24	100
ECONOMICS	0	21.21	15.15	21.21	42.42	100
EDUCATION	0	1.37	0	8.22	90.41	100
ENGLISH	0	1.18	2.35	45.88	50.59	100
ENVIRONMENT SCIENCE	0	11.76	11.76	35.29	41.18	100
FRENCH	0	0	0	18.75	81.25	100
GEOGRAPHY	2.74	13.01	23.29	33.56	27.4	100
HISTORY	0	0	15.66	27.71	56.63	100
MATHEMATICS	0	7.58	21.21	63.64	7.58	100
PHILOSOPHY	0	1.12	7.87	40.45	50.56	100
PHYSICS	0	3.23	8.06	40.32	48.39	100
POLITICAL SCIENCE	1.05	3.16	10.53	43.16	42.11	100
SANSKRIT	0	0	16.42	52.24	31.34	100
SOCIOLOGY	0	0	5.26	39.47	55.26	100
ZOOLOGY	0	0	41.67	47.22	11.11	100
Total	1.65	7.53	18.51	35.6	36.7	100

Q2. How well did the teachers prepare for the classes?
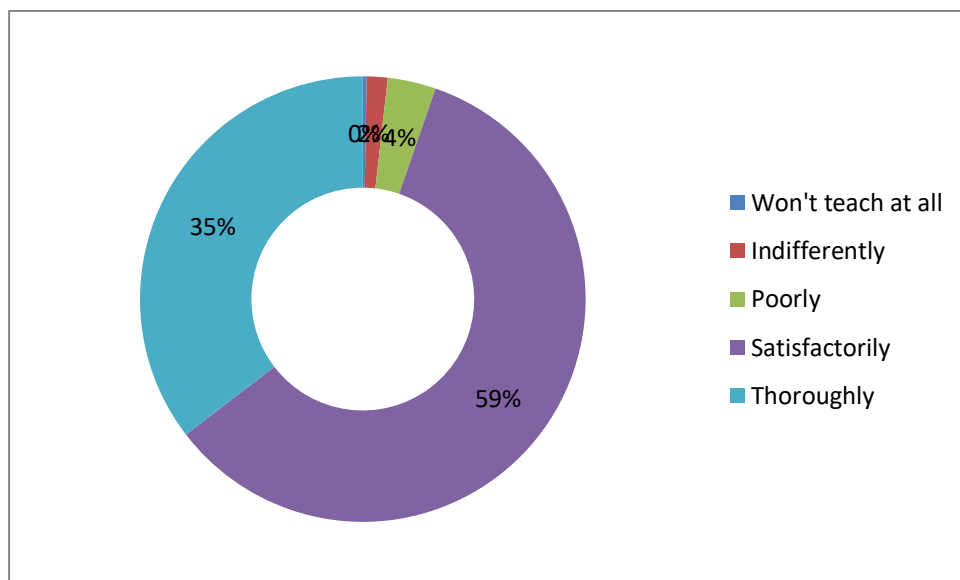
Based on the feedback provided by the students regarding the teachers' level of preparedness for classes, the majority of students, accounting for 59%, expressed satisfaction with the teachers' preparation. Additionally, 35% of students found that the teachers were thorough in their preparation, indicating a positive perception of the educators' efforts.

However, it's worth noting that there is room for improvement, as highlighted by a smaller portion of the student body. Specifically, 4% of students felt that the level of preparation by the teachers was poor. Additionally, 2% of students mentioned that teachers refrained from taking classes, which suggests some potential issues with consistency in teaching.

Overall, the majority of students appear to be content with the level of preparedness exhibited by their teachers. Still, these survey results also signal areas that may require attention and improvement to ensure a consistently high-quality learning experience for all students. This feedback can serve as a valuable resource for educators and college administrators to address concerns and make necessary adjustments for the benefit of the entire student body.

Department	Won't teach at all	Indifferently	Poorly	Satisfactorily	Thoroughly	Total
B. A. GENERAL	0.31	2.67	5.65	71.74	19.62	100
B.Com Gen	1.72	5.17	6.9	72.99	13.22	100
B.Com Hons	0.52	0.52	3.09	26.29	69.59	100
B.SC. Gen	0	0	3.85	73.08	23.08	100
BENGALI	0	0	1.71	55.56	42.74	100
BOTANY	0	0	0	40	60	100
CHEMISTRY	0	0	0	36	64	100
COMPUTER SCIENCE	0	0	0	76	24	100
ECONOMICS	0	0	0	51.52	48.48	100
EDUCATION	0	1.37	0	28.77	69.86	100
ENGLISH	0	0	0	56.47	43.53	100
ENVIRONMENT SCIENCE	0	5.88	0	41.18	52.94	100
FRENCH	0	0	0	12.5	87.5	100
GEOGRAPHY	0	0	6.85	67.12	26.03	100
HISTORY	0	1.22	2.44	53.66	42.68	100
MATHEMATICS	0	0	2.99	70.15	26.87	100
PHILOSOPHY	0	1.12	1.12	57.3	40.45	100
PHYSICS	0	0	0	57.81	42.19	100
POLITICAL SCIENCE	0	1.04	3.13	70.83	25	100
SANSKRIT	0	0	0	34.85	65.15	100
SOCIOLOGY	0	2.63	0	68.42	28.95	100
ZOOLOGY	0	0	0	50	50	100
Total	0.28	1.52	3.5	59.3	35.41	100

Q3. How well were the teachers able to communicate?
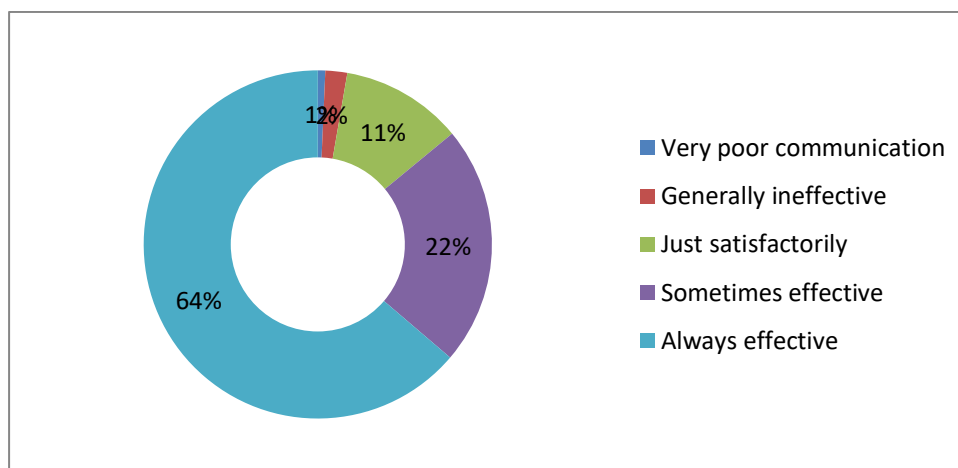
The feedback from students regarding the effectiveness of teacher communication is quite positive. A significant 64% of students believe that their teachers consistently communicate effectively, which is an encouraging statistic. Additionally, 22% of students expressed strong support for the effectiveness of teacher communication most of the time, reinforcing the notion that communication is generally satisfactory.

Furthermore, 11% of students reported being satisfied with their teachers' communication skills, indicating a generally positive sentiment among this group. Only a small portion of the student body, 2%, considered teacher communication to be generally ineffective, and an even smaller 1% perceived it as very poor.

Overall, these findings reflect a high level of satisfaction among students with regard to the communicative abilities of their teachers. While there are minor areas for potential improvement, such as the 2% who found communication to be ineffective, these issues appear to be relatively insignificant compared to the overwhelming majority of students who feel that their teachers are doing a commendable job in effectively communicating with them.

Department	Very poor communication	Generally ineffective	Just satisfactorily	Sometimes effective	Always effective	Total
B. A. GENERAL	1.43	3.96	17.27	25.04	52.3	100
B.Com Gen	1.69	5.62	21.91	25.28	45.51	100
B.Com Hons	1.03	1.03	8.76	26.8	62.37	100
B.SC. Gen	1.96	3.92	9.8	19.61	64.71	100
BENGALI	0	0	9.4	25.64	64.96	100
BOTANY	0	0	6.67	13.33	80	100

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CHEMISTRY	0	0	2	14	84	100
COMPUTER SCIENCE	0	0	0	20	80	100
ECONOMICS	0	0	6.06	24.24	69.7	100
EDUCATION	0	0	0	4.11	95.89	100
ENGLISH	0	0	7.06	37.65	55.29	100
ENVIRONMENT SCIENCE	0	0	5.88	11.76	82.35	100
FRENCH	0	0	0	18.75	81.25	100
GEOGRAPHY	0	2.05	13.7	21.23	63.01	100
HISTORY	0	0	6.17	4.94	88.89	100
MATHEMATICS	0	0	8.96	34.33	56.72	100
PHILOSOPHY	0	1.1	8.79	19.78	70.33	100
PHYSICS	0	0	4.69	12.5	82.81	100
POLITICAL SCIENCE	0	0	7.53	24.73	67.74	100
SANSKRIT	0	0	0	5.97	94.03	100
SOCIOLOGY	0	0	2.63	5.26	92.11	100
ZOOLOGY	0	2.78	8.33	33.33	55.56	100
Total	0.69	2.03	11.3	22.23	63.75	100

Q4. The teacher's approach to teaching can best be described as
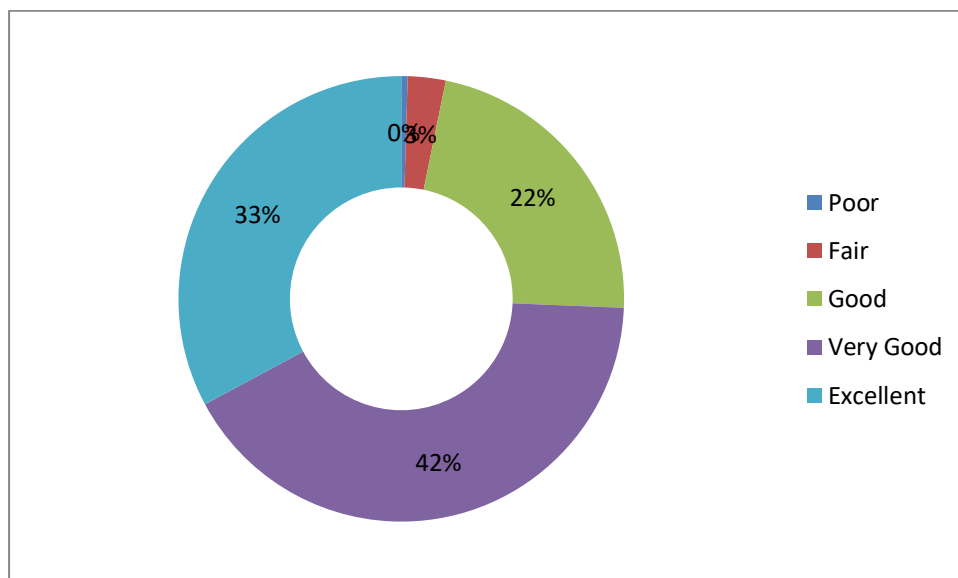
The feedback from students regarding their teachers' approach to teaching is overwhelmingly positive. A substantial 33% of students rated the teacher's approach as excellent, indicating a high level of satisfaction with the teaching methods employed. Additionally, a significant 42% of students found the teacher's approach to be very good, further reinforcing the overall positive perception of teaching methods.

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Furthermore, 22% of students considered the teacher's approach to be good, suggesting that a substantial majority of the student body views the teaching approach in a favourable light. Only a small 3% of students perceived the approach as poor, indicating that this is a minority viewpoint.

Overall, these findings highlight that the majority of students are highly pleased with their teachers' approach to teaching, with a combined 75% rating it as excellent or very good. This positive feedback is a testament to the effectiveness of the teaching methods employed and the satisfaction of the students with their overall learning experience.

Department	Poor	Fair	Good	Very Good	Excellent	Total
B. A. GENERAL	0.16	3.92	32.29	43.42	20.22	100
B.Com Gen	1.68	7.82	37.99	37.43	15.08	100
B.Com Hons	1.55	2.58	23.2	32.47	40.21	100
B.SC. Gen	1.96	1.96	45.1	35.29	15.69	100
BENGALI	0	0	10.26	54.7	35.04	100
BOTANY	0	0	0	33.33	66.67	100
CHEMISTRY	0	0	8	40	52	100
COMPUTER SCIENCE	0	0	16	60	24	100
ECONOMICS	3.03	12.12	6.06	36.36	42.42	100
EDUCATION	0	0	2.74	26.03	71.23	100
ENGLISH	0	0	17.65	40	42.35	100
ENVIRONMENT SCIENCE	0	0	17.65	23.53	58.82	100
FRENCH	0	0	0	18.75	81.25	100
GEOGRAPHY	0.68	2.05	27.4	32.19	37.67	100
HISTORY	0	0	2.44	36.59	60.98	100
MATHEMATICS	0	2.99	20.9	47.76	28.36	100
PHILOSOPHY	0	2.2	15.38	47.25	35.16	100
PHYSICS	0	0	4.69	35.94	59.38	100
POLITICAL SCIENCE	0	2.08	16.67	50	31.25	100
SANSKRIT	0	0	14.93	59.7	25.37	100
SOCIOLOGY	0	5.26	5.26	47.37	42.11	100
ZOOLOGY	0	0	11.11	63.89	25	100
Total	0.46	2.75	22.43	41.51	32.84	100

Q5. Fairness of the internal evaluation process by the teachers
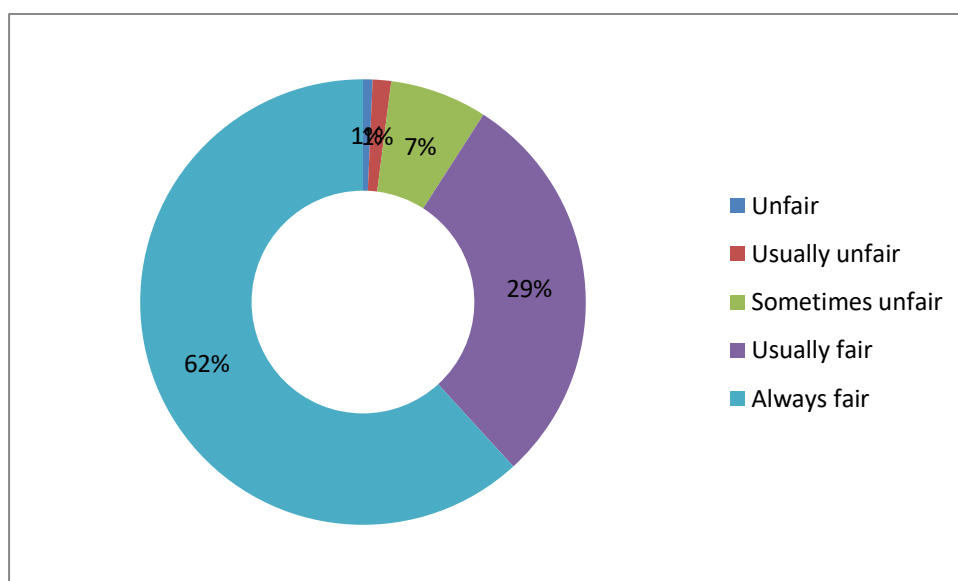
The feedback from students regarding the fairness of the internal evaluation process conducted by teachers shows a generally positive perception. A significant 62% of students believe that the internal evaluation process is always fair, indicating a high level of trust in the fairness of the assessment methods employed.

Furthermore, 29% of students expressed that the internal evaluation process is usually fair, which reinforces the overall positive sentiment among a majority of students.

However, it's worth noting that there are some students who have concerns about the fairness of the evaluation process. Specifically, 7% of students feel that it is sometimes conducted unfairly, while 1% each find it to be completely unfair.

Overall, while the majority of students have a favourable view of the fairness of the internal evaluation process, there are still some students who have reservations or perceive occasional unfairness. This feedback can be valuable for educators and administrators to address any potential concerns and work towards ensuring a fair and equitable evaluation process for all students.

Department	Unfair	Usually unfair	Sometimes unfair	Usually fair	Always fair	Total
B. A. GENERAL	0.79	2.83	9.59	34.12	52.67	100
B.Com Gen	1.7	4.55	10.8	38.64	44.32	100
B.Com Hons	1.03	1.03	5.13	19.49	73.33	100

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B.SC. Gen	0	0	13.46	40.38	46.15	100
BENGALI	0.85	0	5.13	25.64	68.38	100
BOTANY	0	0	0	26.67	73.33	100
CHEMISTRY	0	0	2	16	82	100
COMPUTER SCIENCE	0	0	0	33.33	66.67	100
ECONOMICS	0	0	0	42.42	57.58	100
EDUCATION	0	0	0	15.07	84.93	100
ENGLISH	0	0	1.2	34.94	63.86	100
ENVIRONMENT SCIENCE	0	0	0	5.88	94.12	100
FRENCH	0	0	0	6.25	93.75	100
GEOGRAPHY	0.68	0.68	17.12	31.51	50	100
HISTORY	3.9	0	0	15.58	80.52	100
MATHEMATICS	0	0	1.49	31.34	67.16	100
PHILOSOPHY	0	0	5.49	27.47	67.03	100
PHYSICS	0	0	0	15.87	84.13	100
POLITICAL SCIENCE	0	0	9.47	41.05	49.47	100
SANSKRIT	0	0	0	11.94	88.06	100
SOCIOLOGY	0	0	0	39.47	60.53	100
ZOOLOGY	0	0	22.22	13.89	63.89	100
Total	0.69	1.34	7.06	29.12	61.79	100

Q6. Was your performance in assignments discussed with you?
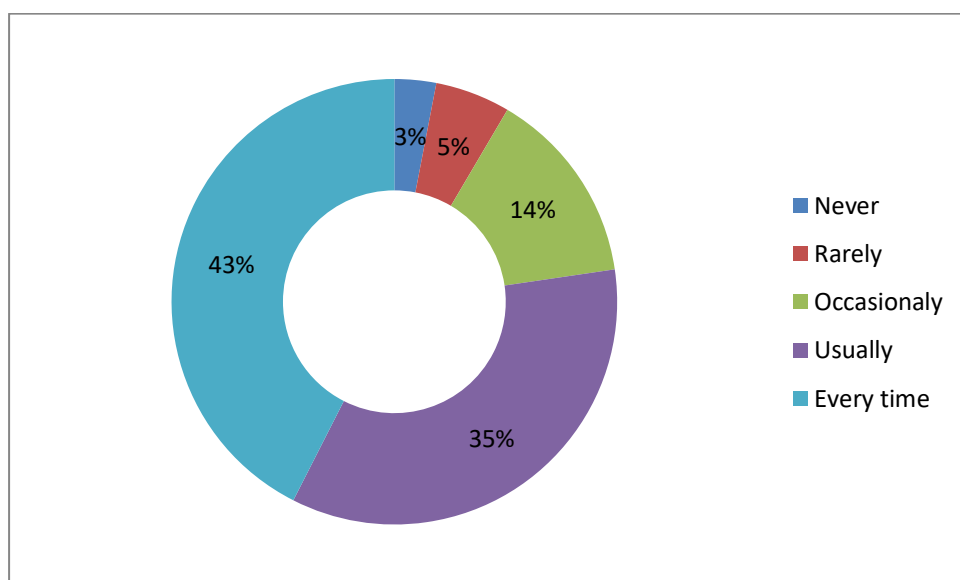
The feedback from students regarding the discussion of assignments in their classes reveals a mixed picture of their learning experiences. While a notable 35% of students believe that their assignments were discussed every time, indicating a strong commitment to reviewing and addressing coursework, a majority of 43% considered that assignment discussions usually took place. This suggests that for a significant portion of students, there was a generally consistent level of engagement with assignment discussions.

However, there are areas of concern as well. Fourteen percent of students reported that assignments were discussed only occasionally, indicating some inconsistency in this aspect of their learning. Moreover, 5% felt that assignments were discussed rarely, and a small 3% believed that assignments were not discussed at all. These findings imply a need for improvement in ensuring that all students receive regular and meaningful engagement in assignment discussions to enhance their learning experiences.

In summary, while a substantial number of students experienced regular or consistent assignment discussions, there are also areas where the level of engagement can be improved to provide a more uniform and effective learning experience for all students. This feedback serves as a valuable resource for educators to identify areas of improvement and make necessary adjustments in their teaching practices.

Department	Never	Rarely	Occasionaly	Usually	Every time	Total
B. A. GENERAL	4.37	7.49	17.47	32.45	38.07	100
B.Com Gen	8.94	7.82	16.76	39.11	27.37	100
B.Com Hons	1.54	3.59	7.69	38.46	48.72	100
B.SC. Gen	5.77	5.77	7.69	50	30.77	100
BENGALI	2.56	2.56	11.97	35.04	47.86	100
BOTANY	0	0	6.67	53.33	40	100
CHEMISTRY	0	4.17	2.08	37.5	56.25	100
COMPUTER SCIENCE	0	8	12	44	36	100
ECONOMICS	0	9.09	12.12	27.27	51.52	100
EDUCATION	0	0	8.22	27.4	64.38	100
ENGLISH	3.53	2.35	27.06	35.29	31.76	100
ENVIRONMENT SCIENCE	0	0	0	23.53	76.47	100
FRENCH	0	0	0	37.5	62.5	100
GEOGRAPHY	1.37	7.53	16.44	27.4	47.26	100
HISTORY	2.41	0	8.43	22.89	66.27	100

MATHEMATICS	0	4.48	17.91	52.24	25.37	100
PHILOSOPHY	0	1.1	12.09	32.97	53.85	100
PHYSICS	1.56	9.38	10.94	43.75	34.38	100
POLITICAL SCIENCE	2.08	6.25	20.83	41.67	29.17	100
SANSKRIT	1.49	0	1.49	31.34	65.67	100
SOCIOLOGY	5.26	0	15.79	31.58	47.37	100
ZOOLOGY	0	22.22	25	25	27.78	100
Total	3.02	5.45	14.19	34.8	42.49	100

Q7. The institute takes active interest in promoting internship, student exchange, field visit opportunities for students.
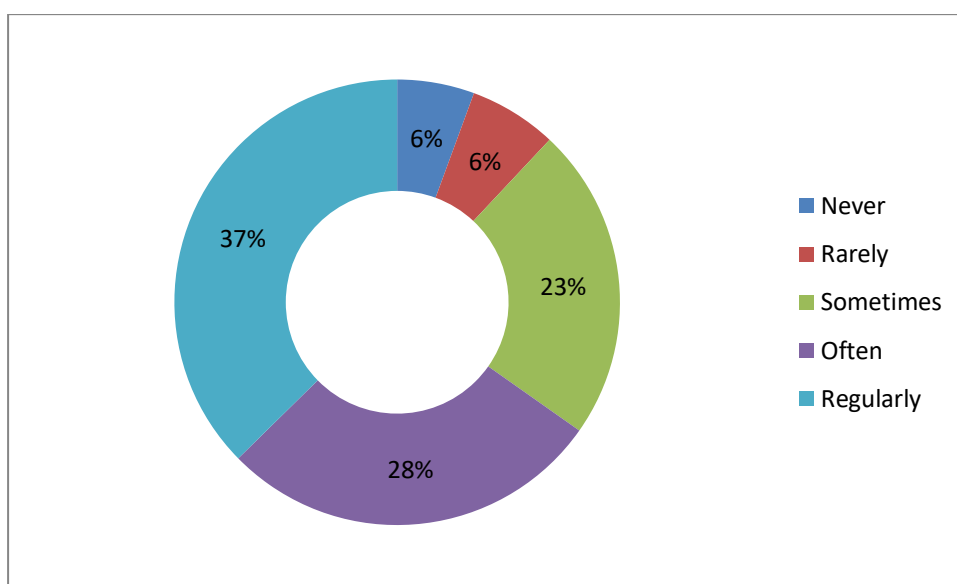
The feedback from students regarding the institute's efforts to promote internship, student exchange, and field visit opportunities is insightful. A notable 37% of students believe that the institute is actively engaged in promoting such opportunities on a regular basis, demonstrating a strong commitment to enhancing students' experiential learning.

Additionally, 28% of students perceive that the institute often takes initiatives in this regard, indicating a substantial level of support for the institution's efforts to provide practical exposure to students.

However, there is room for improvement, as indicated by the responses of some students. For example, 23% of students feel that the institute sometimes takes such initiatives, suggesting a need for more consistent efforts. Furthermore, 6% of students find such initiatives to be rare, while another 6% express dissatisfaction, believing that the institute never takes such initiatives. These responses underscore the importance of addressing these concerns to ensure

that a broader range of students can benefit from these opportunities and that the institute's efforts are perceived as more consistent and effective.

In summary, while a significant number of students appreciate the institute's efforts to promote experiential opportunities, there are areas that require attention and improvement to ensure that these initiatives are accessible and consistent for all students. This feedback provides valuable insights for the institute to enhance its support for students' practical learning experiences.

Department	Never	Rarely	Sometimes	Often	Regularly	Total
B. A. GENERAL	7.91	8.86	28.64	24.53	29.75	100
B.Com Gen	7.3	6.18	28.09	33.15	25.28	100
B.Com Hons	1.54	2.05	8.72	18.46	69.23	100
B.SC. Gen	4	8	30	24	34	100
BENGALI	12.93	6.9	14.66	21.55	43.97	100
BOTANY	0	0	26.67	53.33	20	100
CHEMISTRY	0	6	10	56	28	100
COMPUTER SCIENCE	8.33	12.5	20.83	25	33.33	100
ECONOMICS	9.09	6.06	15.15	15.15	54.55	100
EDUCATION	0	0	17.81	31.51	50.68	100
ENGLISH	5.95	11.9	13.1	48.81	20.24	100
ENVIRONMENT SCIENCE	0	0	12.5	43.75	43.75	100
FRENCH	0	0	31.25	37.5	31.25	100
GEOGRAPHY	0.69	2.78	17.36	34.03	45.14	100
HISTORY	0	2.44	26.83	23.17	47.56	100
MATHEMATICS	4.48	11.94	17.91	40.3	25.37	100
PHILOSOPHY	0	2.22	27.78	20	50	100
PHYSICS	1.56	10.94	25	29.69	32.81	100
POLITICAL SCIENCE	4.35	5.43	21.74	38.04	30.43	100
SANSKRIT	26.87	7.46	43.28	8.96	13.43	100
SOCIOLOGY	2.63	10.53	15.79	15.79	55.26	100
ZOOLOGY	0	0	19.44	33.33	47.22	100
Total	5.6	6.38	22.76	27.84	37.33	100

Q8. The teaching and mentoring process in your institute facilitates you in cognitive, social and and emotional growth.
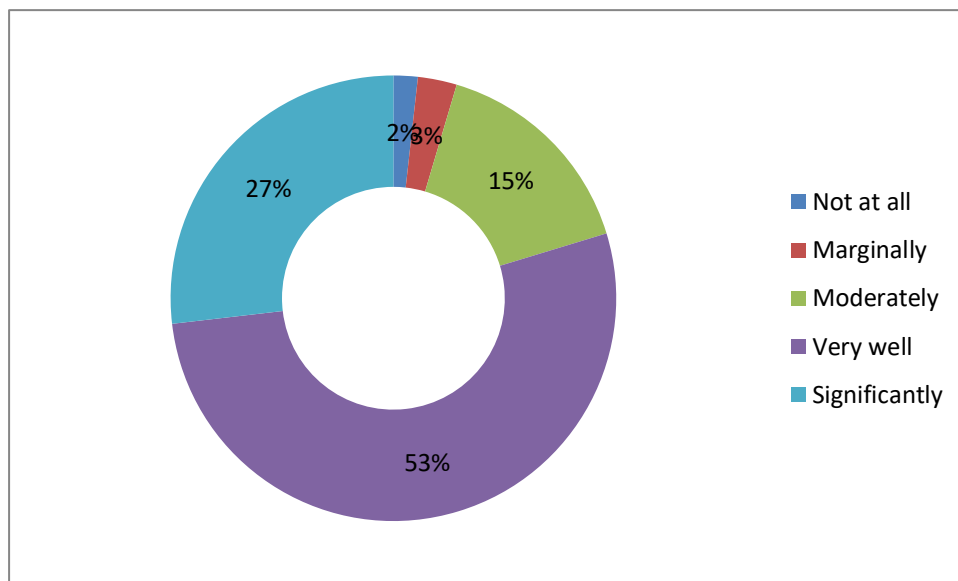
The feedback from students regarding the teaching and mentoring process in the institute highlights a generally positive impact on their cognitive, social, and emotional growth. A significant 53% of students acknowledge that this process significantly facilitated their growth in these areas, indicating that they have found the teaching and mentoring to be highly beneficial.

Additionally, 27% of students express strong support for the teaching and mentoring process, rating it as very good, which further reinforces the positive impact it has had on their cognitive, social, and emotional development.

Furthermore, 15% of students found the impact to be moderate, indicating that while it has been beneficial, There may be room for further enhancement. Only a small 3% of students felt that the process marginally facilitated their growth in these areas, and an even smaller 2% reported that the process did not help them at all in achieving the proposed goals.

Overall, these findings suggest that the teaching and mentoring process in the institute has had a positive impact on the cognitive, social, and emotional growth of the majority of students, with relatively few expressing adverse sentiments. This feedback is valuable for the institute to understand the effectiveness of their teaching and mentoring practices and make improvements where necessary to better support the growth and development of all students.

Department	Not at all	Marginally	Moderately	Very well	Significantly	Total
B. A. GENERAL	1.42	4.41	19.21	56.54	18.27	100
B.Com Gen	2.27	4.55	24.43	53.98	14.77	100
B.Com Hons	0.52	1.03	12.37	46.91	39.18	100
B.SC. Gen	0	4	24	50	22	100
BENGALI	0.86	1.72	9.48	56.03	31.9	100
BOTANY	0	0	28.57	50	21.43	100
CHEMISTRY	0	0	2	48	50	100
COMPUTER SCIENCE	0	0	16	64	20	100
ECONOMICS	0	12.5	3.13	28.13	56.25	100
EDUCATION	0	0	1.39	44.44	54.17	100
ENGLISH	1.19	3.57	11.9	63.1	20.24	100
ENVIRONMENT SCIENCE	0	0	17.65	29.41	52.94	100
FRENCH	0	0	6.25	50	43.75	100
GEOGRAPHY	1.38	4.14	19.31	44.14	31.03	100
HISTORY	0	0	6.02	66.27	27.71	100
MATHEMATICS	0	1.49	26.87	49.25	22.39	100
PHILOSOPHY	0	1.11	8.89	61.11	28.89	100
PHYSICS	0	1.61	16.13	54.84	27.42	100
POLITICAL SCIENCE	2.22	3.33	15.56	50	28.89	100
SANSKRIT	26.87	0	5.97	44.78	22.39	100
SOCIOLOGY	0	0	5.26	55.26	39.47	100
ZOOLOGY	0	0	36.11	41.67	22.22	100
Total	1.76	2.83	15.7	52.85	26.82	100

Q9. The institution provides multiple opportunities to learn and growth.
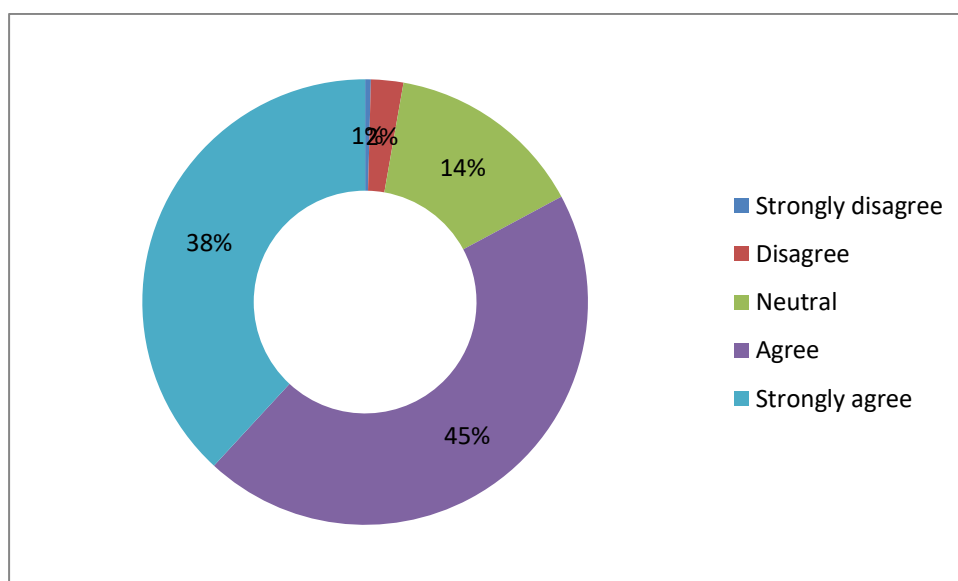
The feedback from students regarding the opportunities for learning and growth provided by the institution is generally positive. A significant majority, 45% of students, strongly agree that the institution offers multiple opportunities for learning and growth, indicating a high level of satisfaction with the educational environment.

Additionally, 27% of students have expressed their approval, providing further support for the institution's efforts to provide diverse opportunities for learning and personal development.

A relatively small portion of students remained neutral, with 14% not expressing strong agreement or disagreement. Only 2% of students disagreed with the proposition that the institution provides multiple opportunities for learning and growth, and an even smaller 1% strongly disagreed.

Overall, the overwhelmingly positive response from students suggests that the institution is doing well in offering various avenues for learning and personal development. While there are some who may not fully agree with this assessment, their numbers are relatively small in comparison to those who view the institution's efforts in a positive light. This feedback is valuable for the institution to continue building on its strengths and addressing any areas of concern to further enhance the learning and growth experiences of its students.

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Department	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
B. A. GENERAL	0.31	3.76	20.34	52.74	22.69	100
B.Com Gen	0	6.15	18.44	47.49	27.93	100
B.Com Hons	0.52	0	5.67	23.2	70.62	100
B.SC. Gen	1.92	1.92	25	40.38	30.77	100
BENGALI	0	0	6.84	44.44	48.72	100
BOTANY	0	0	20	33.33	46.67	100
CHEMISTRY	6.12	0	2.04	48.98	42.86	100
COMPUTER SCIENCE	0	0	16	72	12	100
ECONOMICS	0	0	9.09	36.36	54.55	100
EDUCATION	0	0	0	24.66	75.34	100
ENGLISH	0	0	12.94	51.76	35.29	100
ENVIRONMENT SCIENCE	0	0	17.65	35.29	47.06	100
FRENCH	0	0	0	56.25	43.75	100
GEOGRAPHY	0.68	4.79	12.33	31.51	50	100
HISTORY	0	0	11.11	53.09	35.8	100
MATHEMATICS	1.52	0	9.09	57.58	31.82	100
PHILOSOPHY	0	2.22	8.89	43.33	45.56	100
PHYSICS	0	6.25	21.88	43.75	28.13	100
POLITICAL SCIENCE	0	1.06	12.77	57.45	28.72	100
SANSKRIT	0	0	23.88	19.4	56.72	100
SOCIOLOGY	0	2.63	10.53	50	36.84	100
ZOOLOGY	0	0	16.67	44.44	38.89	100
Total	0.41	2.34	14.38	44.67	38.1	100

Q10.Teachers inform you about your expected competencies, course outcome and programme outcomes.
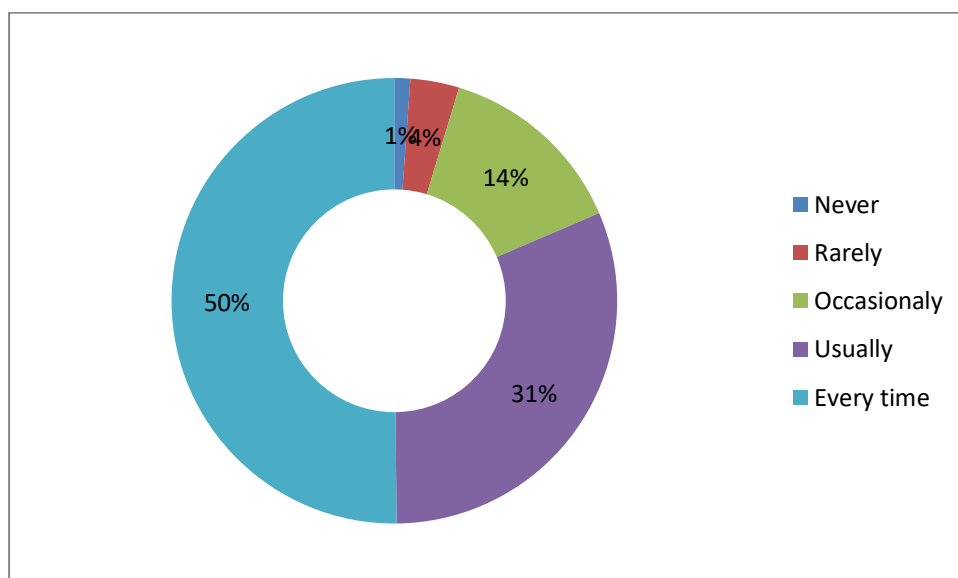
The feedback from students regarding how teachers inform them about expected competencies, course outcomes, and program outcomes highlights a positive pattern of communication. A significant 50% of students indicated that teachers consistently provide them with information about these aspects every time, which demonstrates a strong commitment to clarity and transparency in education.

Additionally, 31% of students reported that teachers usually inform them about these expected competencies and outcomes, supporting the overall positive sentiment among a majority of students.

While the majority of students feel well-informed, there is still room for improvement in some cases. Fourteen percent of students mentioned that they occasionally receive such information, suggesting that there may be some variability in the consistency of communication. A smaller 4% of students feel that they are rarely informed about these competencies and outcomes, and only 1% stated that they were never informed.

Overall, these findings indicate that the institution and teachers are generally effective in communicating expected competencies, course outcomes, and program outcomes to students, with a small percentage of students indicating the need for more consistent communication. This feedback is valuable for educators and administrators to ensure that all students receive the necessary information to meet their academic goals effectively.

Department	Never	Rarely	Occasionaly	Usually	Every time	Total
B. A. GENERAL	1.88	6.27	19.91	33.07	38.87	100
B.Com Gen	2.82	6.21	15.25	44.07	31.64	100
B.Com Hons	0.52	1.03	8.76	15.98	73.71	100
B.SC. Gen	1.96	7.84	13.73	37.25	39.22	100
BENGALI	1.71	1.71	11.11	30.77	54.7	100
BOTANY	0	0	6.67	33.33	60	100
CHEMISTRY	6.12	0	4.08	26.53	63.27	100
COMPUTER SCIENCE	0	0	12	40	48	100
ECONOMICS	0	6.25	6.25	18.75	68.75	100
EDUCATION	0	0	1.37	16.44	82.19	100
ENGLISH	0	2.35	9.41	37.65	50.59	100
ENVIRONMENT SCIENCE	0	0	0	29.41	70.59	100
FRENCH	0	0	6.25	12.5	81.25	100

GEOGRAPHY	0.68	4.79	15.75	30.82	47.95	100
HISTORY	0	1.23	7.41	30.86	60.49	100
MATHEMATICS	0	2.99	13.43	41.79	41.79	100
PHILOSOPHY	0	0	12.09	31.87	56.04	100
PHYSICS	0	0	18.75	32.81	48.44	100
POLITICAL SCIENCE	0	3.26	14.13	32.61	50	100
SANSKRIT	0	0	8.96	25.37	65.67	100
SOCIOLOGY	0	0	10.53	28.95	60.53	100
ZOOLOGY	0	2.78	22.22	36.11	38.89	100
Total	1.15	3.55	13.86	31.28	50.16	100

Q11. Your mentor does a necessary follow-up with an assigned task to you.
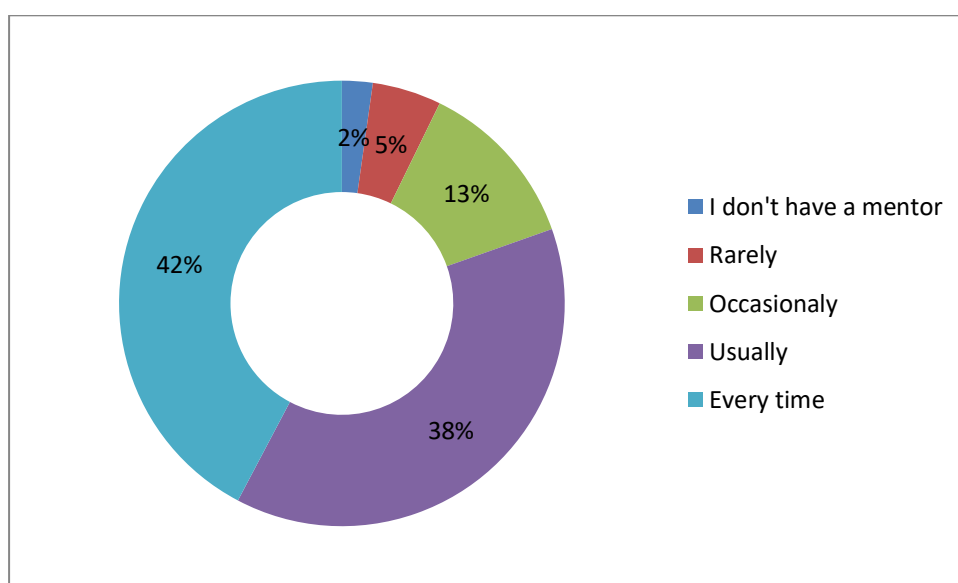
The feedback from students regarding the follow-up actions by their mentors on assigned tasks shows a generally positive perception of mentorship and guidance within the institution.

A significant majority, 42% of students, believe that their mentors regularly perform necessary follow-ups on assigned tasks, indicating an active and supportive mentorship system.

Furthermore, 38% of students strongly supported the majority's view by stating that follow-ups are usually done, reinforcing the notion that students generally perceive their mentors as engaged and proactive.

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There is a smaller portion of students who mentioned that follow-ups are less frequent. Thirteen percent of students admit that teachers occasionally perform these follow-ups, while 5% reported that follow-ups are rare. Only 2% of students claimed not to have any mentor.

Overall, these findings suggest that the majority of students feel supported by their mentors, with regular or usual follow-ups on assigned tasks. While there are some students who may have less frequent interactions with their mentors, the overall sentiment is positive, indicating a supportive mentorship system within the institution. The feedback can be valuable for educators and administrators to further enhance mentorship programs and ensure that students receive the necessary guidance and support to excel in their academic pursuits.

Department	I don't have a mentor	Rarely	Occasionaly	Usually	Every time	Total
B. A. GENERAL	3.17	7.77	17.91	38.83	32.17	100
B.Com Gen	3.35	10.06	20.11	44.13	21.79	100
B.Com Hons	2.06	3.09	7.73	24.74	62.37	100
B.SC. Gen	0	10	6	46	38	100
BENGALI	2.56	1.71	10.26	34.19	51.28	100
BOTANY	0	0	20	53.33	26.67	100
CHEMISTRY	2.13	4.26	2.13	38.3	53.19	100
COMPUTER SCIENCE	4	4	16	44	32	100
ECONOMICS	3.13	6.25	12.5	28.13	50	100
EDUCATION	0	2.74	0	21.92	75.34	100
ENGLISH	0	0	10.71	54.76	34.52	100
ENVIRONMENT SCIENCE	0	0	0	41.18	58.82	100
FRENCH	0	0	0	25	75	100
GEOGRAPHY	4.11	2.74	12.33	38.36	42.47	100
HISTORY	0	2.44	3.66	35.37	58.54	100
MATHEMATICS	1.52	6.06	12.12	45.45	34.85	100
PHILOSOPHY	0	3.33	11.11	33.33	52.22	100
PHYSICS	3.23	4.84	6.45	35.48	50	100
POLITICAL SCIENCE	0	3.23	18.28	48.39	30.11	100
SANSKRIT	4.69	1.56	3.13	35.94	54.69	100
SOCIOLOGY	0	0	5.26	44.74	50	100
ZOOLOGY	0	2.78	5.56	44.44	47.22	100
Total	2.23	5.01	12.33	38.11	42.23	100

Q12. The teachers illustrate the concepts through examples and applications.
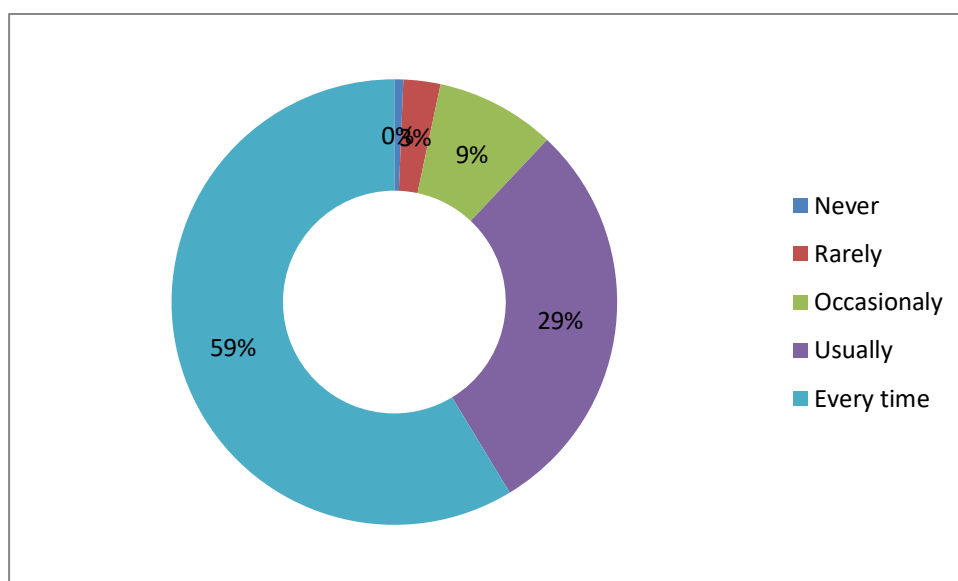
The feedback from students regarding how teachers illustrate concepts through examples and applications in their teaching approach highlights a generally positive perception of the teaching methods employed.

A significant 59% of students believe that teachers consistently illustrate concepts through examples and applications, indicating that a substantial majority finds the teaching approach to be effective in this regard.

Furthermore, 29% of students strongly support the notion that teachers usually use examples and applications to help students understand concepts, further reinforcing the overall positive sentiment among a majority of students.

While the majority of students find the teaching methods effective, there is a smaller portion (9%) who feels that teachers only occasionally illustrate concepts in this manner. Additionally, a minor 3% of students believe that teachers rarely make the effort to explain concepts with examples and illustrations.

Overall, these findings suggest that most students appreciate and benefit from the use of examples and applications in teaching, with a relatively small portion expressing occasional or rare use. This feedback is valuable for educators to understand the effectiveness of their teaching strategies and consider ways to enhance their teaching methods to cater to various learning preferences and needs.

Department	Never	Rarely	Occasionaly	Usually	Every time	Total
B. A. GENERAL	0.79	5.22	13.13	35.6	45.25	100
B.Com Gen	1.69	5.62	14.04	42.13	36.52	100
B.Com Hons	0.52	0	6.74	17.1	75.65	100
B.SC. Gen	3.85	1.92	3.85	36.54	53.85	100
BENGALI	0	1.71	3.42	21.37	73.5	100
BOTANY	0	0	0	13.33	86.67	100
CHEMISTRY	0	0	0	8.16	91.84	100
COMPUTER SCIENCE	0	0	8.33	33.33	58.33	100
ECONOMICS	0	0	0	15.63	84.38	100
EDUCATION	1.39	0	1.39	12.5	84.72	100
ENGLISH	0	0	3.57	28.57	67.86	100
ENVIRONMENT SCIENCE	0	0	5.88	23.53	70.59	100
FRENCH	0	0	0	31.25	68.75	100
GEOGRAPHY	0.68	2.05	8.9	35.62	52.74	100
HISTORY	1.22	2.44	2.44	26.83	67.07	100
MATHEMATICS	0	1.52	7.58	37.88	53.03	100
PHILOSOPHY	0	0	10.99	20.88	68.13	100
PHYSICS	0	0	4.76	9.52	85.71	100
POLITICAL SCIENCE	0	4.3	15.05	29.03	51.61	100
SANSKRIT	0	1.49	7.46	32.84	58.21	100
SOCIOLOGY	0	2.63	2.63	36.84	57.89	100
ZOOLOGY	0	0	2.78	25	72.22	100
Total	0.65	2.68	8.69	29.31	58.67	100

Q13. The teachers identify your strength and encourage you with providing right level of challange.
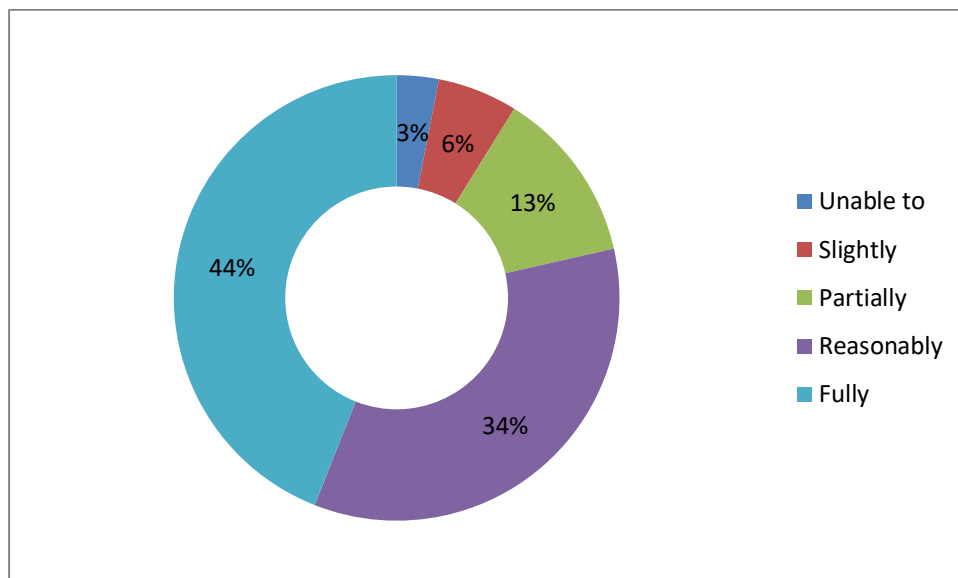
The feedback from students regarding how teachers identify their strengths and provide the right level of challenge shows a mixed picture of the effectiveness of this aspect of teaching.

A notable 44% of students acknowledge that teachers fully identify their strengths and encourage them by providing the right level of challenge. This suggests that a significant portion of students feel well-supported in this regard.

Additionally, 34% of students believe that teachers were reasonably good at handling the identification process and creating challenging situations to encourage them. This further reinforces the overall positive sentiment among a majority of students.

However, there are some students who have experienced partial success in this aspect. For 13% of students, the teachers only partially succeeded in identifying their strengths and providing the right level of challenge. A smaller 6% of students feel that teachers could only slightly identify their strengths and encourage them appropriately.

There are also some students (3%) who believe that teachers were unable to identify their strengths and provide the right level of challenge, indicating a need for improvement in this area.

Overall, while the majority of students feel that teachers effectively identify their strengths and provide appropriate challenges, there are also areas where improvement may be needed to ensure that all students receive the necessary support and encouragement to excel academically. This feedback is valuable for educators to understand the varying experiences of their students and make necessary adjustments to their teaching methods.

Department	Unable to	Slightly	Partially	Reasonably	Fully	Total
B. A. GENERAL	5.2	7.56	14.49	38.43	34.33	100
B.Com Gen	3.37	14.04	19.1	35.96	27.53	100
B.Com Hons	2.05	5.13	12.31	23.08	57.44	100
B.SC. Gen	5.88	7.84	21.57	39.22	25.49	100
BENGALI	5.26	0	7.02	33.33	54.39	100
BOTANY	0	0	0	26.67	73.33	100
CHEMISTRY	4.17	2.08	12.5	35.42	45.83	100
COMPUTER SCIENCE	4	0	12	44	40	100
ECONOMICS	0	6.06	6.06	12.12	75.76	100
EDUCATION	0	0	1.37	16.44	82.19	100
ENGLISH	1.18	10.59	15.29	41.18	31.76	100
ENVIRONMENT SCIENCE	0	0	0	23.53	76.47	100
FRENCH	0	0	0	25	75	100
GEOGRAPHY	4.11	5.48	14.38	32.88	43.15	100
HISTORY	0	0	8.43	28.92	62.65	100
MATHEMATICS	2.99	2.99	13.43	43.28	37.31	100
PHILOSOPHY	0	5.49	6.59	25.27	62.64	100
PHYSICS	0	3.17	19.05	38.1	39.68	100
POLITICAL SCIENCE	1.08	5.38	13.98	31.18	48.39	100
SANSKRIT	1.49	2.99	4.48	55.22	35.82	100
SOCIOLOGY	0	5.26	5.26	39.47	50	100
ZOOLOGY	0	2.86	17.14	51.43	28.57	100
Total	3.04	5.81	12.59	34.55	44	100

Q14. Teachers are able to identify your weakness and help you to overcome them.
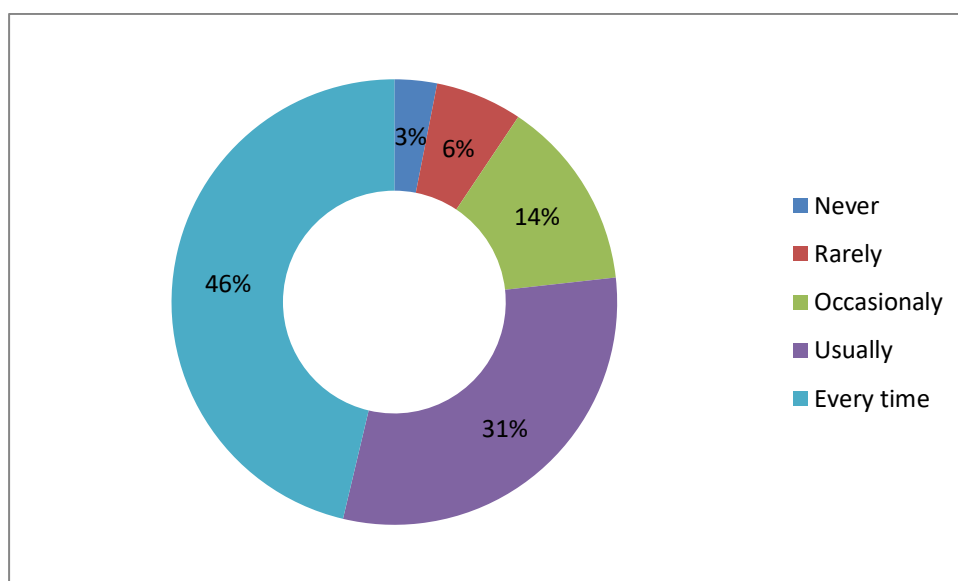
The feedback from students regarding how teachers identify their weaknesses and provide assistance to overcome them reflects varying levels of effectiveness in addressing student needs.

A significant majority, 46% of students, acknowledge that teachers are always able to identify their weaknesses and help them overcome their shortcomings. This indicates a strong commitment to supporting students in their areas of improvement.

Additionally, 31% of students believe that teachers usually provide help to mend their weaknesses, which further reinforces the overall positive sentiment among a significant portion of students.

However, there are students who have experienced less frequent assistance in addressing their weaknesses. For 14% of students, it was an occasional event to receive help from teachers in this regard. A smaller 6% of students feel that teachers rarely identified their weaknesses and provided assistance, and a nominal 3% claimed they have never received such help.

Overall, while the majority of students feel that teachers effectively identify and help them overcome their weaknesses, there are also students who have experienced less frequent support. This feedback highlights the importance of consistently addressing students' weaknesses and tailoring assistance to individual needs to ensure a well-rounded and effective learning experience for all students.

Department	Never	Rarely	Occasionaly	Usually	Every time	Total
B. A. GENERAL	5.03	9.91	16.82	28.46	39.78	100
B.Com Gen	5.68	11.36	21.02	30.11	31.82	100
B.Com Hons	1.54	3.59	9.74	31.28	53.85	100
B.SC. Gen	7.84	9.8	17.65	35.29	29.41	100
BENGALI	2.56	1.71	7.69	25.64	62.39	100
BOTANY	0	0	13.33	20	66.67	100
CHEMISTRY	4.26	2.13	2.13	38.3	53.19	100
COMPUTER SCIENCE	0	8	12	32	44	100
ECONOMICS	0	9.09	6.06	12.12	72.73	100
EDUCATION	1.37	0	1.37	15.07	82.19	100
ENGLISH	0	7.06	18.82	40	34.12	100
ENVIRONMENT SCIENCE	0	0	0	35.29	64.71	100
FRENCH	0	0	0	31.25	68.75	100
GEOGRAPHY	2.74	6.85	17.81	30.82	41.78	100
HISTORY	0	2.41	8.43	19.28	69.88	100
MATHEMATICS	2.99	2.99	11.94	49.25	32.84	100
PHILOSOPHY	2.2	3.3	8.79	30.77	54.95	100
PHYSICS	1.56	1.56	15.63	43.75	37.5	100
POLITICAL SCIENCE	1.04	7.29	17.71	30.21	43.75	100
SANSKRIT	0	2.99	8.96	34.33	53.73	100
SOCIOLOGY	5.26	2.63	15.79	31.58	44.74	100
ZOOLOGY	0	0	19.44	44.44	36.11	100
Total	3.08	6.3	13.85	30.45	46.27	100

Q15. The institution makes effort to engage students in mentoring, review and continuous quality improvement of the teaching learning process.
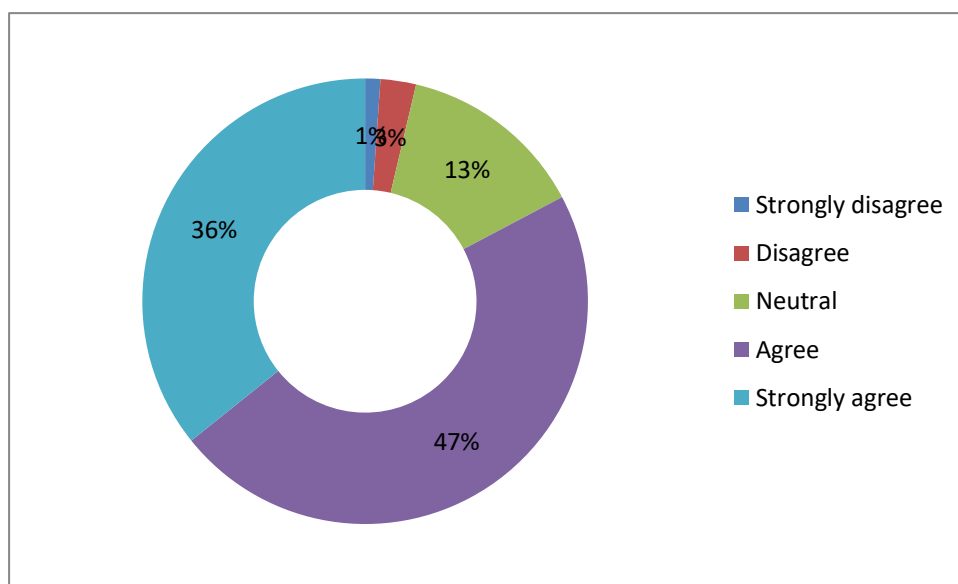
The feedback from students regarding the institution's efforts to engage students in mentoring, review, and continuous quality improvement of the teaching-learning process is generally positive.

A significant majority, 47% of students, strongly approve of the institution's efforts in this regard, indicating a high level of satisfaction with the institution's commitment to involving students in these crucial aspects of education.

Furthermore, 36% of students have expressed their agreement with the proposition, providing additional support for the institution's initiatives. This reinforces the overall positive sentiment among a majority of students.

There is a relatively small percentage of students who remained neutral, with 13% not expressing strong agreement or disagreement. Additionally, a minor 3% of students disagreed with the proposition, and only 1% strongly disagreed.

Overall, these findings suggest that the majority of students appreciate and support the institution's efforts to involve them in mentoring, review, and continuous quality improvement processes related to teaching and learning. While there are some students with differing opinions, the overall sentiment is positive, indicating that the institution's initiatives in this area are well-received by the student body. This feedback is valuable for the institution

to continue its efforts in fostering student engagement and enhancing the overall quality of education.

Department	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
B. A. GENERAL	1.26	3.62	18.4	49.84	26.89	100
B.Com Gen	1.69	5.62	14.61	51.12	26.97	100
B.Com Hons	2.05	1.54	8.72	42.56	45.13	100
B.SC. Gen	3.92	0	27.45	35.29	33.33	100
BENGALI	2.56	0	8.55	46.15	42.74	100
BOTANY	0	0	26.67	33.33	40	100
CHEMISTRY	0	0	4.08	57.14	38.78	100
COMPUTER SCIENCE	0	0	12	68	20	100
ECONOMICS	6.06	6.06	3.03	27.27	57.58	100
EDUCATION	1.37	0	2.74	20.55	75.34	100
ENGLISH	0	1.18	15.29	54.12	29.41	100
ENVIRONMENT SCIENCE	0	0	5.88	58.82	35.29	100
FRENCH	0	0	0	37.5	62.5	100
GEOGRAPHY	0.68	4.11	21.23	38.36	35.62	100
HISTORY	0	1.22	12.2	35.37	51.22	100
MATHEMATICS	0	3.03	15.15	50	31.82	100
PHILOSOPHY	0	1.1	3.3	54.95	40.66	100
PHYSICS	0	1.56	20.31	43.75	34.38	100
POLITICAL SCIENCE	0	3.23	8.6	56.99	31.18	100
SANSKRIT	0	1.49	4.48	50.75	43.28	100
SOCIOLOGY	0	5.26	10.53	36.84	47.37	100
ZOOLOGY	0	0	8.33	69.44	22.22	100
Total	1.1	2.58	13.58	46.99	35.76	100

Q16. The institute/teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experience.
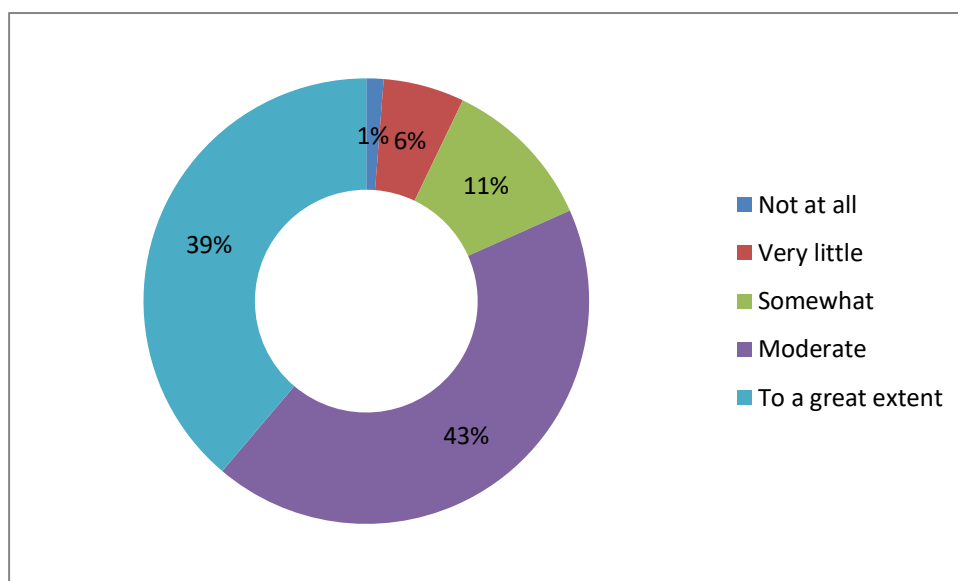
The feedback from students regarding the use of student-centric teaching methods, such as experiential learning, participative learning, and problem-solving methodologies, provides insights into the perceived effectiveness of these approaches in enhancing the learning experience.

A significant 43% of students acknowledged that the institute and teachers use these student-centric methods to a great extent, indicating a strong commitment to enriching the learning experience with active and engaging approaches.

Furthermore, a considerable 43% of students feel that such efforts are moderately exercised by the institute and teachers, suggesting that a substantial portion of students perceives a balanced use of these methodologies to enhance their learning outcomes.

For 11% of students, the institute and teachers took necessary measures to some extent to achieve the desired learning outcomes, indicating that there may be room for further enhancement in this area.

However, there are also contrasting views from 6% of students who felt that the efforts to enhance the learning experience were minimal. Additionally, a small but not insignificant 1%

of students claimed that there were no such efforts made by the institute or teachers to enhance the learning experience.

Overall, while a significant number of students appreciate the use of student-centric teaching methods, there are also students who believe that there is room for improvement in terms of their implementation. This feedback provides valuable insights for the institution and educators to assess and enhance their teaching methodologies to better meet the diverse needs and preferences of students.

Department	Not at all	Very little	Somewhat	Moderate	To a great extent	Total
B. A. GENERAL	1.43	8.56	14.74	45.64	29.64	100
B.Com Gen	3.37	11.8	15.17	43.26	26.4	100
B.Com Hons	2.05	3.59	6.15	37.95	50.26	100
B.SC. Gen	0	8.16	12.24	44.9	34.69	100
BENGALI	0	6.84	6.84	38.46	47.86	100
BOTANY	0	0	6.67	60	33.33	100
CHEMISTRY	4.08	2.04	6.12	48.98	38.78	100
COMPUTER SCIENCE	0	8	12	56	24	100
ECONOMICS	6.25	6.25	6.25	21.88	59.38	100
EDUCATION	0	1.37	1.37	16.44	80.82	100
ENGLISH	2.35	4.71	11.76	41.18	40	100
ENVIRONMENT SCIENCE	0	17.65	0	35.29	47.06	100
FRENCH	0	0	6.67	26.67	66.67	100
GEOGRAPHY	0	2.78	13.19	44.44	39.58	100
HISTORY	0	5.06	3.8	44.3	46.84	100
MATHEMATICS	0	9.09	6.06	60.61	24.24	100
PHILOSOPHY	0	2.2	6.59	29.67	61.54	100
PHYSICS	0	1.56	10.94	51.56	35.94	100
POLITICAL SCIENCE	0	1.08	13.98	47.31	37.63	100
SANSKRIT	0	2.99	20.9	47.76	28.36	100
SOCIOLOGY	5.26	0	18.42	26.32	50	100
ZOOLOGY	0	0	5.56	63.89	30.56	100
Total	1.25	5.88	11.21	42.84	38.81	100

Q17. Teachers encourage you to participate in extracurricular activities.
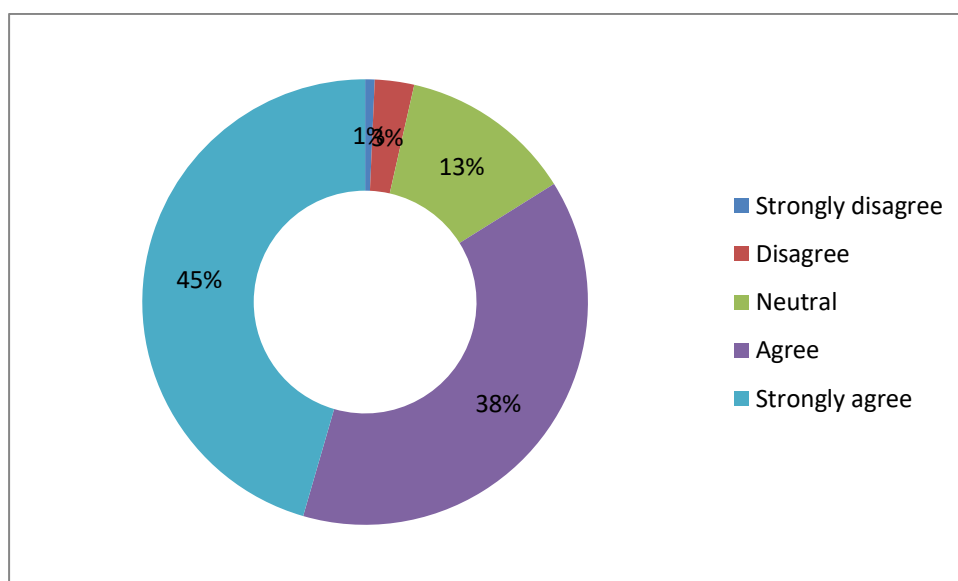
The feedback from students regarding teachers' encouragement of participation in extracurricular activities reflects a generally positive outlook on this aspect of their educational experience.

A notable 45% of students strongly agree that teachers actively encourage students to participate in extracurricular activities, indicating a high level of support and enthusiasm from educators for students' involvement in non-academic pursuits.

Additionally, a considerable 38% of students believe that teachers are genuinely encouraging about participation in extracurricular activities, reinforcing the overall positive sentiment among a significant portion of the student body.

There is a minority of students who chose to remain neutral, with 13% not expressing strong agreement or disagreement. However, a small percentage (3%) expressed disagreement, indicating that there may be room for improvement in terms of how some teachers encourage extracurricular involvement. Strong disagreement was expressed by 1% of students, suggesting that there are opportunities for further enhancement in this area.

Overall, the majority of students view teachers as supportive and encouraging when it comes to participating in extracurricular activities. While there are some students with differing opinions, the overall sentiment is positive, highlighting the importance of fostering a well-rounded educational experience that includes both academic and extracurricular pursuits.

This feedback can be valuable for educators and administrators to continue promoting and enhancing extracurricular engagement among students.

Department	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
B. A. GENERAL	1.1	6.28	19.15	45.84	27.63	100
B.Com Gen	2.81	2.25	20.79	43.82	30.34	100
B.Com Hons	0.51	2.05	6.67	18.97	71.79	100
B.SC. Gen	0	2	22	40	36	100
BENGALI	0	0	3.42	31.62	64.96	100
BOTANY	0	0	0	40	60	100
CHEMISTRY	2.04	0	16.33	40.82	40.82	100
COMPUTER SCIENCE	0	0	4	48	48	100
ECONOMICS	3.03	9.09	0	30.3	57.58	100
EDUCATION	0	0	1.37	23.29	75.34	100
ENGLISH	0	1.18	11.76	42.35	44.71	100
ENVIRONMENT SCIENCE	0	0	0	35.29	64.71	100
FRENCH	0	0	0	37.5	62.5	100
GEOGRAPHY	0	2.74	11.64	38.36	47.26	100
HISTORY	0	0	7.5	38.75	53.75	100
MATHEMATICS	0	0	11.94	40.3	47.76	100
PHILOSOPHY	0	0	9.89	42.86	47.25	100
PHYSICS	0	3.13	14.06	29.69	53.13	100
POLITICAL SCIENCE	0	3.19	8.51	32.98	55.32	100
SANSKRIT	0	0	13.43	34.33	52.24	100
SOCIOLOGY	0	0	0	52.63	47.37	100
ZOOLOGY	0	0	0	30.56	69.44	100
Total	0.69	2.85	12.56	38.38	45.51	100

Q18. Efforts are made by the institute/ teachers to inculcate soft skills, life skills and employability skills to make you ready for the world of work.
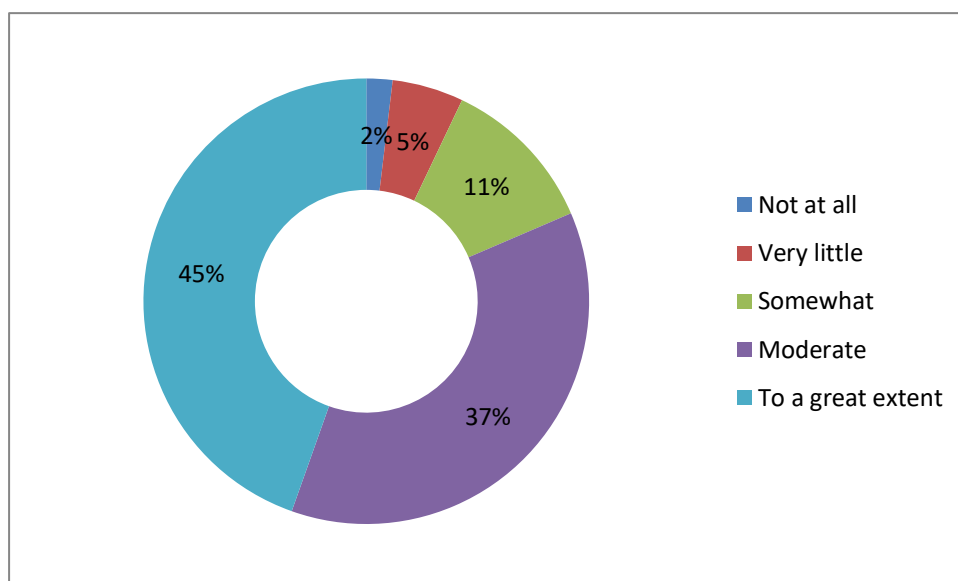
The feedback from students regarding the institute's and teachers' efforts to inculcate soft skills, life skills, and employability skills for future employment reflects varying perceptions of the effectiveness of these initiatives.

A significant 45% of students believe that the institute and teachers make extensive efforts to cultivate these skills, indicating a strong commitment to preparing students for the world of work.

Furthermore, 37% of students share a positive perception, believing that reasonable efforts are made to instill these skills among the student body. This reinforces the overall positive sentiment among a substantial portion of students.

For 11% of students, the efforts are somewhat appreciable, indicating that while there is recognition of the initiatives, there may be room for further improvement.

However, there are also contradictory views from 7% of students. Among this group, 5% feel that these efforts are minimal, and another 2% claim that such efforts are entirely absent. These responses suggest that there may be differences in the effectiveness of these skill-building initiatives across different parts of the institution.

Overall, while a significant number of students appreciate the efforts made by the institute and teachers to impart soft skills, life skills, and employability skills, there are also students

who believe that there is room for improvement in these areas. This feedback provides valuable insights for the institution to assess and enhance its efforts to prepare students for the world of work effectively.

Department	Not at all	Very little	Somewhat	Moderate	To a great extent	Total
B. A. GENERAL	2.69	9.48	14.22	39.49	34.12	100
B.Com Gen	3.37	8.43	16.29	42.13	29.78	100
B.Com Hons	0.51	1.54	6.15	24.1	67.69	100
B.SC. Gen	1.96	5.88	15.69	41.18	35.29	100
BENGALI	0	1.72	6.03	31.9	60.34	100
BOTANY	0	0	0	46.67	53.33	100
CHEMISTRY	8.33	0	10.42	39.58	41.67	100
COMPUTER SCIENCE	0	0	12	52	36	100
ECONOMICS	0	3.13	12.5	25	59.38	100
EDUCATION	0	1.37	4.11	20.55	73.97	100
ENGLISH	3.53	1.18	9.41	34.12	51.76	100
ENVIRONMENT SCIENCE	0	0	5.88	41.18	52.94	100
FRENCH	0	0	0	37.5	62.5	100
GEOGRAPHY	2.07	1.38	15.17	40	41.38	100
HISTORY	1.25	0	7.5	31.25	60	100
MATHEMATICS	2.99	7.46	5.97	53.73	29.85	100
PHILOSOPHY	0	4.44	12.22	31.11	52.22	100
PHYSICS	3.17	6.35	14.29	38.1	38.1	100
POLITICAL SCIENCE	1.08	5.38	13.98	41.94	37.63	100
SANSKRIT	0	2.99	14.93	50.75	31.34	100
SOCIOLOGY	0	7.89	5.26	23.68	63.16	100
ZOOLOGY	0	2.78	2.78	30.56	63.89	100
Total	1.9	5.18	11.47	36.89	44.57	100

Q19. What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching.
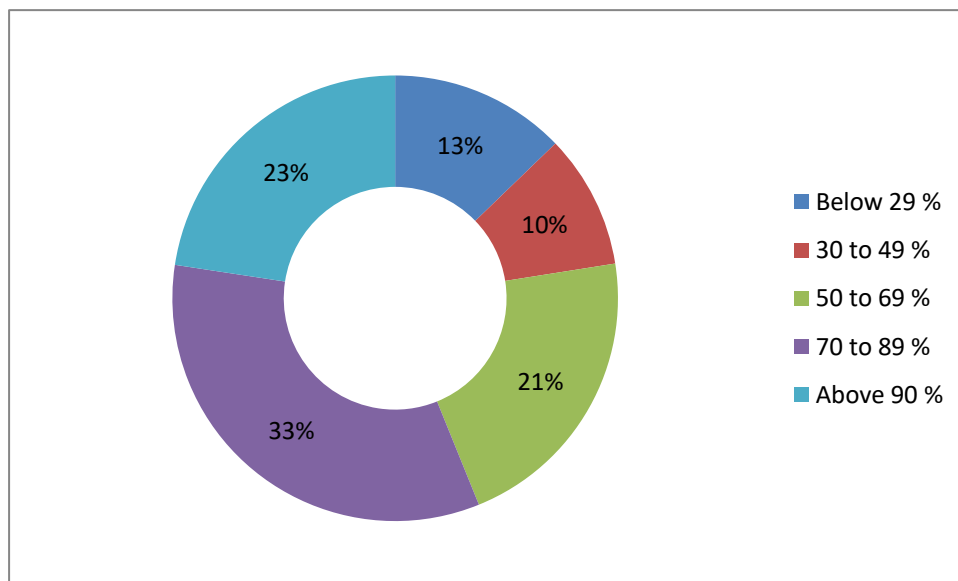
The feedback from students regarding the use of ICT tools, such as LCD projectors and multimedia, by teachers in their teaching methods provides insights into the integration of technology in the classroom.

A notable 23% of students believe that more than 90% of teachers use ICT tools during their teaching, indicating a high level of technology integration in their educational experience.

Additionally, a significant majority of 33% of students acknowledge that more than 70% of teachers use these tools, demonstrating that a substantial portion of teachers are employing ICT tools in their teaching methods.
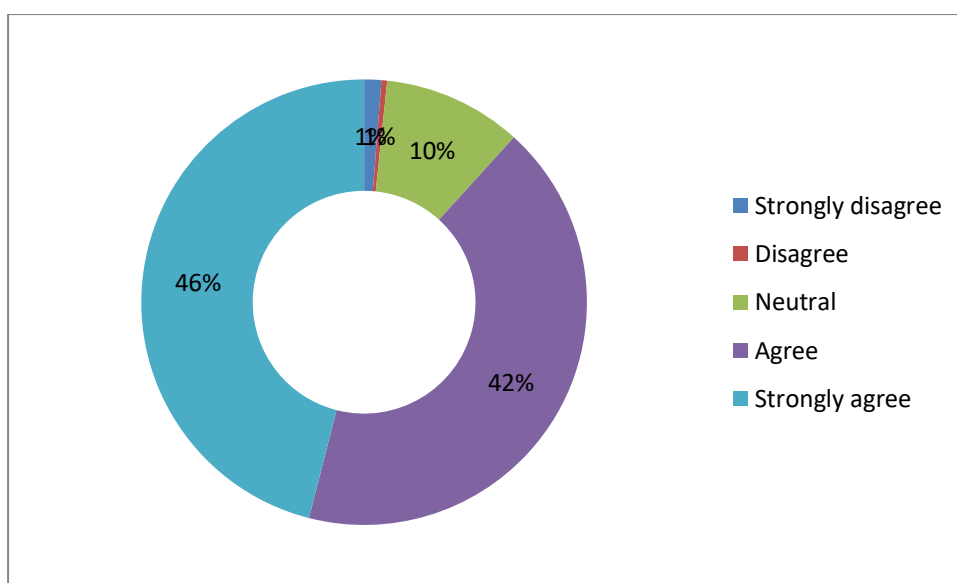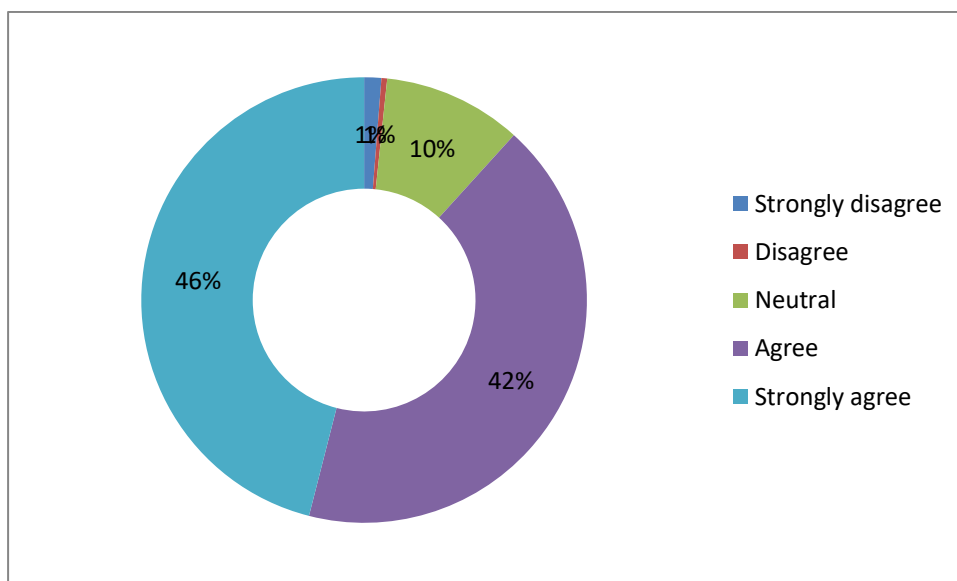
Another 21% of students noted that more than 50% of the teachers use ICT tools while teaching, further supporting the positive perception of technology use in the classroom.

However, there are also contradictory views from 23% of students. Among this group, 10% of students admitted that the percentage of teachers using such tools while teaching remained below 50%, suggesting that there may be room for improvement in terms of technology adoption. For the remaining 13% of students, less than 30% of teachers used ICT tools in classroom teaching, indicating a need for increased technology integration in their educational experience.

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Overall, while a significant number of students perceive that ICT tools are used by teachers in their teaching methods, there is also a notable segment of students who believe that there is room for improvement in terms of technology adoption. This feedback provides valuable insights for the institution to assess and enhance the integration of technology in the classroom to meet the evolving needs of students.

Department	Below 29 %	30 to 49 %	50 to 69 %	70 to 89 %	Above 90 %	Total
B. A. GENERAL	15.21	12.68	23.61	35.34	13.15	100
B.Com Gen	18.54	16.29	20.79	30.34	14.04	100
B.Com Hons	6.15	4.62	14.36	45.64	29.23	100
B.SC. Gen	23.53	5.88	11.76	37.25	21.57	100
BENGALI	13.68	9.4	26.5	23.08	27.35	100
BOTANY	0	0	20	53.33	26.67	100
CHEMISTRY	22.92	12.5	25	29.17	10.42	100
COMPUTER SCIENCE	0	4	12	32	52	100
ECONOMICS	21.88	12.5	3.13	9.38	53.13	100
EDUCATION	6.85	15.07	21.92	24.66	31.51	100
ENGLISH	1.18	7.06	29.41	37.65	24.71	100
ENVIRONMENT SCIENCE	11.76	5.88	35.29	35.29	11.76	100
FRENCH	0	18.75	6.25	31.25	43.75	100
GEOGRAPHY	0	3.42	18.49	41.78	36.3	100
HISTORY	3.66	8.54	19.51	32.93	35.37	100
MATHEMATICS	20.9	8.96	28.36	32.84	8.96	100
PHILOSOPHY	7.69	5.49	24.18	29.67	32.97	100
PHYSICS	32.81	17.19	17.19	15.63	17.19	100
POLITICAL SCIENCE	7.45	7.45	25.53	36.17	23.4	100
SANSKRIT	38.81	1.49	31.34	11.94	16.42	100
SOCIOLOGY	10.53	13.16	13.16	42.11	21.05	100
ZOOLOGY	0	0	0	44.44	55.56	100
Total	12.78	9.73	21.36	33.53	22.6	100

Q20. The overall quality of teaching-learning process in your institute is very good.

Strongly disagree
Disagree
Neutral
Agree
Strongly agree

1% 1% 10%
46%
42%

Strongly disagree
Disagree
Neutral
Agree
Strongly agree

1% 1% 10%
46%
42%

The feedback from students regarding the overall quality of the teaching-learning process in the institute is highly positive.

A significant majority, 46% of students, strongly agree that the overall quality of the teaching-learning process is very good, indicating a high level of satisfaction with their educational experience.

Furthermore, an impressive 42% of students expressed their agreement with the proposition, providing strong support for the positive assessment of the teaching-learning process. This

reinforces the notion that the majority of students view the quality of education in the institute favourably.

A relatively small percentage of students, 10%, chose to remain neutral, not expressing strong agreement or disagreement. Additionally, only 1% of students disagreed with the proposition, and another 1% strongly disagreed.

Overall, these findings suggest that the majority of students have a positive perception of the overall quality of the teaching-learning process in the institute, with strong support from a significant portion of the student body. While there are some students with differing opinions, the overall sentiment is highly favourable, indicating that the institute is providing a high-quality education that is well-received by its students. This feedback is valuable for the institution to continue its efforts in maintaining and improving the quality of education provided.

Department	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
B. A. GENERAL	1.27	0	15.82	52.37	30.54	100
B.Com Gen	4.47	0	20.11	42.46	32.96	100
B.Com Hons	0.52	2.06	7.73	20.62	69.07	100
B.SC. Gen	1.96	0	21.57	45.1	31.37	100
BENGALI	0	1.71	1.71	35.04	61.54	100
BOTANY	0	0	6.67	26.67	66.67	100
CHEMISTRY	0	0	0	52	48	100
COMPUTER SCIENCE	0	0	0	72	28	100
ECONOMICS	3.03	0	12.12	24.24	60.61	100
EDUCATION	0	0	2.74	9.59	87.67	100
ENGLISH	0	0	4.71	40	55.29	100
ENVIRONMENT SCIENCE	0	0	0	70.59	29.41	100
FRENCH	0	0	0	31.25	68.75	100
GEOGRAPHY	2.74	0.68	12.33	45.21	39.04	100
HISTORY	0	0	2.47	29.63	67.9	100
MATHEMATICS	1.49	0	8.96	47.76	41.79	100
PHILOSOPHY	0	0	3.3	47.25	49.45	100
PHYSICS	0	1.56	7.81	46.88	43.75	100
POLITICAL SCIENCE	1.04	0	7.29	40.63	51.04	100
SANSKRIT	0	0	4.48	34.33	61.19	100
SOCIOLOGY	5.26	0	0	44.74	50	100
ZOOLOGY	0	2.78	0	52.78	44.44	100
Total	1.24	0.41	10.08	42.25	46.02	100