

Ramakrishna Mission Vidyamandira

Belur Math, Howrah

Compilation of

Students' feedback

Note from the Principal:

- Although almost all the Departments have sought this structured feedback from students and answers from the young and enthusiastic learners have been well received, preserved, analysed, and recorded in Academic Council Meeting, Governing Body Meeting with the Action taken Report as documented in this document.
- It is further noted that apart from this, there is a long, effective and sustained tradition of regular feedback, formal and informal, are maintained in this institution. There is an event named 'Open House', where after every semester, students of each year and each programme sit together with their teachers and discuss on different issues related to curriculum.
- This is to be further noted that these structured feedbacks have been received for the programmes offered from 2015-2016 session to 2018-2019 sessions.

Bengali : (2016 – 2017)

রিপোর্ট বিশ্লেষণ :

২০১৬—২০১৭ শিক্ষাবর্ষের ছাত্রদের রিপোর্ট বিশ্লেষণ করে দেখা যাচ্ছে বর্তমান পাঠক্রমের প্রাসঙ্গিকতা, শিখন মূল্য ও ছাত্রদের পরিশ্রম করার ক্ষেত্রগুলির মান আরও উন্নত করা দরকার।

গৃহীত পদক্ষেপ :

পাঠ্যসূচিতে সামান্য পরিবর্তন আনা হয়েছে। ছাত্রদের সঙ্গে আলাপ-আলোচনা করে উদ্ভাবনী প্রকল্পের দিকে বিশেষ গুরুত্ব দেওয়া হয়েছে।

Bengali : (2017 – 2018)

রিপোর্ট বিশ্লেষণ :

২০১৭—২০১৮ শিক্ষাবর্ষের ছাত্রদের রিপোর্ট বিশ্লেষণ করে দেখা যাচ্ছে পাঠ্যসূচির গভীরতা, প্রাসঙ্গিকতা ও প্রয়োগের ক্ষেত্রগুলি দুর্বল।

গৃহীত পদক্ষেপ :

পাঠ্যসূচিতে আধুনিক সাহিত্য ও গভীর মনস্তাত্ত্বিক বিষয় সমূহ অন্তর্ভুক্ত করা হয়েছে। ক্ষেত্র-সমীক্ষার দিকে বিশেষ গুরুত্ব দেওয়া হয়েছে। বিশেষজ্ঞ অধ্যাপকদের দিয়ে ক্লাস নেওয়ানোর ব্যবস্থা করা হয়েছে।

Bengali : (2018 – 2019)

রিপোর্ট বিশ্লেষণ :

২০১৮—২০১৯ শিক্ষাবর্ষের ছাত্রদের রিপোর্ট বিশ্লেষণ করে দেখা যাচ্ছে পাঠ্যসূচির পরিধি সম্পূর্ণ করার ক্ষেত্রে সমস্যা হয়েছে এবং ছাত্রদের সক্রিয়তার জায়গাটি সংকুচিত।

গৃহীত পদক্ষেপ :

বিভাগীয় অধ্যাপকরা পাঠ পরিকল্পনা তৈরি করেছেন ও তাঁদের তত্ত্বাবধানে ছাত্ররা প্রকল্প নির্মাণ করছে। শ্রেণিকক্ষে পাঠদানের সময় ছাত্রদের মৌলিক চিন্তা-ভাবনা প্রকাশ করার বিষয়টিকে বিশেষ গুরুত্ব দেওয়া হয়েছে।

Chemistry : (2016 – 2017)

Feedback Analysis:

The average rating displays that the students have a positive opinion about the course structure. They are quite pleased with the theoretical knowledge, technical skills and analytical thinking abilities that are associated with the curriculum. They seem to be satisfied with the expansive contents of the courses and its coverage in the classes. From the high rating in the 'depth of the course content' it is ensured the students are having a solid foundation on the subject which is a pre-requisite for research in future. However a moderate rating on the practicability of the knowledge in real life indicates the syllabus may need to be modified to circumvent the drawbacks, if there is any.

Action taken:

Besides fundamental concepts of Chemistry, which is of pivotal importance for carrying out future research in every branch of Chemistry, the current syllabus do have significant contents that one can relate to real life situations. To enrich the existing contents, we have currently introduced many topics which include synthesis of well-known drugs or more cellular approaches in biomolecule areas of organic chemistry. In analytical chemistry, analysis of steel and cement has been introduced. For quality control of drinking water, practical methods to determine fluoride and arsenic are also part of our new syllabus that will be effective from July, 2019.

In the current curriculum research project is optional and students carry out such projects in research institutes across India. In the new CBCS syllabus, research project has been introduced as a compulsory component of the syllabus.

Chemistry : (2017 – 2018)

Feedback Analysis:

The average rating displays that the students bear a positive opinion about the course structure. They are quite pleased with the theoretical concepts, laboratory skills and analytical thinking power that they are acquiring in this curriculum. They seem to be satisfied with the wide-ranging contents of the courses and they it's been fully covered in the classes. From the high rating in the 'depth of the course content' we are ensured the students are having a solid foundation on the subject which is a pre-requisite for research in future. However from the rating on the applicability of the knowledge in real life is a matter of concern and needs to be addressed.

Action taken:

Besides fundamental concepts of Chemistry, which is of pivotal importance for carrying out future research in every branch of Chemistry, the current syllabus do have significant contents that one can relate to real life situations. To enrich the existing contents, we have currently introduced many topics which include, synthesis of well-known drugs or more cellular approaches in biomolecule areas of organic chemistry. In analytical chemistry, analysis of steel and cement has been introduced. For quality control of drinking water, practical methods to determine fluoride and arsenic are also part of our new syllabus that will be effective from July, 2019.

Chemistry : (2018 – 2019)

Feedback Analysis:

The average rating displays that the students are satisfied about the course structure. They are quite pleased with the theoretical knowledge, technical skills and analytical thinking capabilities that the teachers expect them to develop. They seem to have positive opinion about the expansive contents of the courses and its coverage in the classes. The rating in the 'depth of the course content' is high and reflects the coverage of the contents is not superficial. Board of studied specially emphasizes on this issue and from this rating things appear to be moving in the right direction. However a moderate rating on the practicability of the knowledge in real life indicates the syllabus may need some modification to make the subject more attractive to the students. These ratings came from first year students who struggle in the beginning to cope with Honours format, but we believe as time passes they will be acclimatized.

Action taken:

Besides fundamental concepts of Chemistry, which is of pivotal importance for carrying out future research in every branch of Chemistry, the current syllabus do have significant contents that one can relate to real life situations. To enrich the existing contents, we have currently introduced many topics which include, synthesis of well-known drugs or more cellular approaches in biomolecule areas of organic chemistry. In analytical chemistry, analysis of steel and cement has been introduced. For quality control of drinking water, practical methods to determine fluoride and arsenic are also part of our new syllabus that will be effective from July, 2019.

In the current curriculum research project is optional and students carry out such projects in research institutes across India. In the new CBCS syllabus, research project has been introduced as a compulsory component of the syllabus.

Computer Science : (2016 – 2017)

Feedback Analysis:

The average high rating displays that the ex-students have a positive opinion about the course structure and the department. They are pleased with the theoretical knowledge, technical skills and analytical thinking abilities that are associated with the curriculum. As the "depth of the course content" is having good grade, it shows that the students are having a robust foundation on the subject which is a pre-requisite for research and IT industry in future. . The rating in "applicability/relevance to real life situations" has improved as compared to the feedback provided by the ex-students.

Action taken:

Besides fundamental concepts of Theoretical Computer Science, which is of pivotal importance for carrying out research in Computer Science, the current syllabus also caters to the present requirement of industry level IT solutions. To enrich the existing contents, we have currently introduced few topics which include Java, Web Development, Python etc. Also the choices in final semester special paper have been increased. Data Mining has been introduced.

In the current curriculum project is compulsory and students carry out such projects in college. Also they might carry out internship in prestigious research institutes like ISI, VECC etc. And that is optional. In the new CBCS syllabus, more topics related to computer application have been introduced. Some theoretical topics have also been strengthened keeping student's requirement in consideration.

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The average high rating displays that the ex-students have a positive opinion about the course structure and the department. They are pleased with the theoretical knowledge, technical skills and analytical thinking abilities that are associated with the curriculum. As the "depth of the course content" is having good grade, it shows that the students are having a robust foundation on the subject which is a pre-requisite for research and IT industry in future. . The rating in "applicability/relevance to real life situations" has improved as compared to the feedback provided by the ex-students.

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Action taken:

As this feedback is based on the experience of the students of first year only, we can say that they have been positive towards the overall academic activities of the department. The department is committed towards monotonically improving its performance curve.

Economics : (2016 – 2017)

Feedback Analysis:

All the feedback reports are either good or very good.

It is observed that they have awarded very good grades in most of the categories.

Action Taken:

As all the feedback reports are good, no action had been taken.

Economics : (2017 – 2018)

Feedback Analysis:

All the feedback reports are either good or very good.

It is observed that they have awarded very good grades in most of the categories.

Action Taken:

As all the feedback reports are good, no action had been taken.

Economics : (2018 – 2019)

Feedback Analysis:

It is observed that they have awarded very good grades in most of the categories.

Action Taken:

As all the feedback reports are good, no action had been taken.

English : (2016 – 2017)

Feedback Analysis:

It has been found that the students have awarded good scores. However, there are some cases where classload is needed to be taken into consideration. It is further noted that while depth of the courses are well appreciated, some modern day relevance has been sought by some students.

Action Taken:

Department feels that that the expectation of the students can be met up after due revision of the curriculum, however, this is required the deliberation and permission in the meeting of the Board of Studies.

English : (2017 – 2018)

Feedback Analysis:

This year students are more or less same in giving scores on different parameters, although in terms with question of contemporary relevance, this year no much queries were raised.

Action Taken:

Department has noted that although the scoring is more or less good, but the standard of the curriculum should not be compromised and diluted anyway and all attempts are to be made to make the quality ever improving.

English : (2018 – 2019)

Feedback Analysis:

Students' feedback shows that the standard and quality of the curriculum is trying to be kept as it is. No significant changes are suggested.

Action Taken:

Department is well concerned over the matter that curriculum revisit is a constant exercise and despite zero feedback, the Department will go on reviewing the curriculum for the sake of the quality education.

History : (2016 – 2017)

Feedback Analysis:

Students' feedback reveals the fact that the learners are satisfied with the curriculum. They are neither feeling overburdened nor feeling much relaxed. Curriculum transaction has also been appreciated.

Action Taken:

Department is always keen to make the requisite changes in the curriculum and apart from this structural feedback, it always depends on the regular informal feedback that they receive in the classroom situation.

History : (2017 – 2018)

Feedback Analysis:

This year too Students' feedback is very good and no significant suggestions are cropping up out of these.

Action Taken:

Despite almost nil grievance in respect of the curriculum, department is always cautious of the need of revision.

History : (2018 – 2019)

Feedback Analysis:

Like previous year this year once again, Students' feedback is very good and no significant suggestions are being sought out of these scoring.

Action Taken:

Notwithstanding almost null complaint in respect of the curriculum, department is always watchful of the necessity of review of the syllabus.

Industrial Chemistry : (2016 – 2017)

Feedback Analysis:

The rating indicates that the students share a positive opinion about the course structure and syllabus. They are quite pleased with the theoretical and technical knowledge that are associated with the course curriculum. They are satisfied with the course contents in the existing syllabus. Nevertheless, a moderate rating on “Extent of coverage of course” indicates the syllabus may need to be modified to overcome the limitations, if necessary.

Action taken:

The current syllabus of Industrial Chemistry has significant contents that one can relate to present requirement. To enrich the existing contents, we have currently introduced many topics which include synthesis & Characterization of nanomaterial, Physical testing of cement etc. In Ceramic Technology, Monolithic Refractories & High Alumina cement has been introduced. From July, 2019, in the new CBCS syllabus one Industrial Project & one academic research project has also been introduced as compulsory component of the Industrial Chemistry syllabus.

Industrial Chemistry : (2017 – 2018)

Feedback Analysis:

The rating indicates that the students share a positive opinion about the course structure and syllabus. They are quite pleased with the theoretical and technical knowledge that are associated with the course curriculum. They are satisfied with the course contents in the existing syllabus. Nevertheless, a moderate rating on “Extent of coverage of course” indicates the syllabus may need to be modified to overcome the limitations, if necessary.

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Applied Chemistry : (2017 – 2018)

Feedback Analysis:

The rating indicates that the students share a positive opinion about the course structure and syllabus. They are quite pleased with the theoretical and technical knowledge that are associated with the course curriculum. They are satisfied with the course contents in the existing syllabus. Nevertheless, a moderate rating on “Extent of coverage of course” indicates the syllabus may need to be modified to overcome the limitations, if necessary.

Action taken:

The current syllabus of Applied Chemistry has significant contents that one can relate to present requirement. To enrich the existing contents, we have currently introduced many topics which include Nano-Science & Technology, Characterization of materials etc. From July, 2019, in the new CBCS syllabus one Industrial Project or one academic research project has also been introduced as compulsory component of the Applied Chemistry syllabus.

Industrial Chemistry : (2018 – 2019)

Feedback Analysis:

The rating indicates that the students share a positive opinion about the course structure and syllabus. They are quite pleased with the theoretical and technical knowledge that are associated with the course curriculum. They are satisfied with the course contents in the existing syllabus. Nevertheless, a moderate rating on “Extent of coverage of course” indicates the syllabus may need to be modified to overcome the limitations, if necessary.

Action taken:

The current syllabus of Industrial Chemistry has significant contents that one can relate to present requirement. To enrich the existing contents, we have currently introduced many topics which include synthesis & Characterization of nanomaterial, Physical testing of cement etc. In Ceramic Technology, Monolithic Refractories & High Alumina cement has been introduced. From July, 2019, in the new CBCS syllabus one Industrial Project & one academic research project has also been introduced as compulsory component of the Industrial Chemistry syllabus.

Applied Chemistry : (2018 – 2019)

Feedback Analysis:

The rating indicates that the students share a positive opinion about the course structure and syllabus. They are quite pleased with the theoretical and technical knowledge that are associated with the course curriculum. They are satisfied with the course contents in the existing syllabus. Nevertheless, a moderate rating on “Extent of coverage of course” indicates the syllabus may need to be modified to overcome the limitations, if necessary.

Action taken:

The current syllabus of Applied Chemistry has significant contents that one can relate to present requirement. To enrich the existing contents, we have currently introduced many topics which include Nano-Science & Technology, Characterization of materials etc. From July, 2019, in the new CBCS syllabus one Industrial Project or one academic research project has also been introduced as compulsory component of the Applied Chemistry syllabus.

Mathematics : (2016 – 2017)

Feedback Analysis:

All the students gave good feedback. Applicability of the course and relevance of the course got the lowest score whereas the extent of coverage of the course got the maximum score.

Action Taken:

As all the students gave good feedback so no action had been taken.

Mathematics : (2017 – 2018)

Feedback Analysis:

UG 1st year students felt that the applicability of the course is moderate. Being a theoretical subject, the applicability has scored less whereas high scores can be seen for the relevance of the course.

Action Taken:

Remedial classes were organized for the UG 1st year students.

Mathematics : (2018 – 2019)

Feedback Analysis:

UG 2nd year students felt that the applicability and relevance of the course are moderate and PG 1st year students felt that applicability of the course is moderate. Otherwise all the students gave good feedback in all the quires. It is also being noted that for the query about learning value of the course all the students gave marks above 4.

Action Taken:

Remedial Classes were organized for the UG 2nd year and PG 1st year students.

Microbiology : (2016 – 2017)

Feedback Analysis:

The average rating displays that the students have a positive opinion about the course structure. They are quite pleased with the theoretical knowledge, technical skills and analytical thinking abilities that are associated with the curriculum. They seem to be satisfied with the expansive contents of the courses and its coverage in the classes. From the high rating in the 'depth of the course content' it is ensured the students are having a solid foundation on the subject which is a pre-requisite for research in future. However a moderate rating on the practicability of the knowledge in real life and learning value of project indicates the syllabus may need to be modified to circumvent the drawbacks, if there is any.

Action taken:

Besides fundamental concepts of Microbiology, which is of pivotal importance for carrying out future research in every branch of Biology, the current syllabus do have significant contents that one can relate to real life situations. To enrich the existing contents, we have currently introduced many topics which include eukaryotic molecular biology or more detailed approaches in cell biology. In fourth semester, plant pathology has also been introduced to benefit students in competitive exams. For quality control of drinking water, practical methods to determine total microbial load of the water and their detailed biotyping

has also been introduced in the practical syllabus (3rd semester) to equip students to be better prepared in jobs as quality control personnel as well biochemical laboratories.

In the current curriculum research project is optional and students carry out such projects in research institutes across India. In the new CBCS syllabus, research project has been introduced as a compulsory component of the syllabus.

Microbiology : (2017 – 2018)

Feedback Analysis:

The average rating displays that the students have a positive opinion about the course structure. They are quite pleased with the theoretical knowledge, technical skills and analytical thinking abilities that are associated with the curriculum. They seem to be satisfied with the expansive contents of the courses and its coverage in the classes. From the high rating in the 'depth of the course content' it is ensured the students are having a solid foundation on the subject which is a pre-requisite for research in future. However a moderate rating on the practicability of the knowledge in real life and learning value of project indicates the syllabus may need to be modified to circumvent the drawbacks, if there is any.

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Microbiology : (2018 – 2019)

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In the current curriculum research project is optional and students carry out such projects in research institutes across India. In the new CBCS syllabus, research project has been introduced as a compulsory component of the syllabus.

Philosophy : (2016 – 2017)

Feedback Analysis:

All the students gave good and moderate feedback. Learning value got the highest score whereas the extent of effort required by students got the minimum score.

Action Taken:

As all the students gave good and moderate feedback so no action had been taken.

Philosophy : (2017 – 2018)

Feedback Analysis:

All the students gave good feedback. Learning value got the highest score whereas the extent of coverage of course got the minimum score.

Action Taken:

As overall rating is good we did not take any action. But we are thinking about extent of coverage of course and informed every teacher to do the right step as it can reach to a very good situation.

Philosophy : P.G. (2017 – 2018)

Feedback Analysis:

All the students gave good and very good feedback. Extent of effort and learning value got the highest score whereas the applicability got the minimum score.

Action Taken:

As all the students gave too good feedback so no action had been taken.

Philosophy : (2018 – 2019)

Feedback Analysis:

All the students gave good feedback. Learning value and applicability or relevance to real life situation of the course got the highest score whereas the extent and relevance of the course got the minimum score.

Action Taken:

As all the students gave good feedback so no action had been taken.

Philosophy : P.G. (2018 – 2019)

Feedback Analysis:

All the students gave good and very good feedback. Extent of effort and learning value got the highest score whereas the applicability got the minimum score.

Action Taken:

As all the students gave good and very good feedback so no action had been taken.

Physics : (2016 – 2017)

Feedback Analysis:

All the students gave good feedback. Relevance of the course got the lowest moderate rating.

Action Taken:

As all the students gave good feedback so no action had been taken on queries except relevance. For relevance the course has been updated regularly.

Physics : (2017 – 2018)

Feedback Analysis:

All the feedback reports are good

Action Taken:

As all the feedback reports are good, no action has been taken.

Physics : (2018 – 2019)

Feedback Analysis:

UG 3rd year students felt that the applicability, learning value and depth of the course are moderate. Otherwise all the students gave good feedback in all the queries. It is also being noted that for the query about extent of coverage of the course all the students have given good feedback.

Action Taken:

Remedial Classes were organized for the UG 3rd year students.

Political Science : (2016 -2017)

Feedback Analysis:

The rating is between 4.63 and 5.

Action Taken:

All respondents have rated highly to all the queries. No action needs to be taken.

Political Science : (2017 – 2018)

Feedback Analysis:

- a. The scales, overall, are good.
- b. 1 respondent marked 'poor' with reference to Sl. No. 1(Learning Value)
- c. 2 felt Sl. No. 2 (Applicability/relevance to real life situations) was 'poor'.
- d. 1 student pegged his response to Sl. No. 3(Depth of the course content) at 'moderate'
- e. 1 response to Sl. No. 4(Coverage of course) at 'moderate'
- f. 1 student opined to Sl. No. 5(Effort required) as 'moderate'
- g. Sl. No. 6(Relevance/learning value of project/report) was marked by 1 as 'moderate'.
- h. 1 student pegged his response to Sl. No. 7(Overall rating) at 'moderate'

Action Taken:

- a. No particular initiative taken up.
- b. This response has been accorded the importance it deserves, and the issues are being taken up at the appropriate forums, such as Open House
- c. Why this response surfaced has been discussed by faculty, and is slated to be taken up at the Open House.
- d. What could be the way to increase the depth content of the curriculum would be discussed at the Open Forum.
- e. The department continued to strive for making education less burdensome.
- f. If projects are not of choice even to this particular respondent, which is highly scoring, and the order of the day in that, it opens up spaces for imaginative learning as distinct from rote, then serious thought needs to be given to this in both the forums for students as also the Board of Studies
- g. The 'moderate' rating has been seen to mean that it is a continuity of the responses by 1 particular respondent. The consistent rating on a lower scale is observed with respect to all queries.

Political Science : (2018 – 2019)

Feedback Analysis:

- a. The scales, overall, is very encouraging.
- b. 1 respondent marked 'moderate' with reference to Sl. No. 1(Learning Value)
- c. 3 felt Sl. No. 2 (Applicability/relevance to real life situations) was 'moderate'.
- d. Sl. No. 6(Relevance/learning value of project/report) was marked by 1 as 'poor'.
- e. 1 student pegged his response to Sl. No. 7(Overall rating) at 'moderate'

Action Taken:

- a. No particular initiative taken up.
- b. This response has been set aside as being a pointer for future curriculum design.
- c. This is encouraging. The department continued to strive for making education less burdensome.
- d. Why this response propped up has been deliberated upon, and it is somewhat understood that the traditional system sans projects still seems relevant.
- e. This has been taken up with respondents similarly opinionated.

Sanskrit : (2016 – 2017)

Feedback Analysis:

After consulting all the feedback papers of the students, parents and ex-students, we, the departmental teachers assembled in a departmental committee meeting (DCM).

The students are although very loyal but expressed their grievances in some points. Such as-

1. Non-completion of the text books.
2. Non-availability of some rare books. Such as Durghaṭavṛtti etc.
3. Although they cited good and very good in maximum cases but they are more eager for the close association of the vyākaraṇa teacher like H.K.P.

Action taken:

1. We the departmental teachers become very conscious for the completion of the syllabus, specially the text books.
2. Regarding the rare books we are really helpless. Still effort may be made earlier.

Br. Subrata and Asim Ruidas are specially engaged for the students for remedial teaching.

Sanskrit : (2017 – 2018)

Feedback Analysis:

The students of the 2nd year UG course (Hour) are of opinion that they require-

1. More and more classes of Sanskrit grammar.
2. Regarding Sanskrit rhetoric's more emphasis should be laid down.
3. Sanskrit elocution they demanded the class of Prof B. Kotal.

Feedback Action taken:

1. Br. Subrata and Asim Ruidas are specially appointed for taking the Vyakarana classes of UG 2nd year.
2. Prof. B Kotal is totally responsible for the Sanskrit elocution.

Sanskrit : P.G. (2017 – 2018)

Feedback Analysis:

The PG 2nd year students are praiseworthy in some respects. Among 12 students 9 have qualified NET (JRF-...).They all are divided into 3

special papers, i.e.,

1. Vyakarana (Group – A)
2. Nyaya (Group- B)
3. Kavya (Group-C)

They have no grievance against the department. They are amply satisfied with the performance of the teachers and administration alike.

Action taken :

Therefore the question of action taken does not arise.

Sanskrit : (2018 – 2019)

Feedback Analysis:

The UG 1st year students especially urged for thoroughly Sanskrit medium teaching. Although some students are very weak in Sanskrit because of their previous Bengali medium schooling have also expressed their satisfaction for Sanskrit learning. At present they need a practice of Sanskrit conversation and Sloka recitation competition on a regular basis. It is expected that in near future they will also be fit for Sanskrit State Level Competition, etc.

Action taken :

Sri.Soumen Chakraborty and Asim Ruidas have already been engaged for solution of this problem.

Sanskrit : P.G. (2018 – 2019)

Feedback Analysis:

After verifying of the Feedback reports of the P.G. 1st year students, we arrived at the conclusion that completion of the text book or courses is their main problem. Some students of other colleges (U.G. level) remarked that Sanskrit elocution competition like Bhāratī Pariṣad should be held frequently. Vedic chanting is very difficult for them as a first time learner.

Action taken :

A DCM was held and a resolved unanimously that all the teachers would try to complete their course within the stipulated period of semester.

We also decided that the competition of Bharati Parisad would be conducted By prof H.K.P frequently.

Zoology : (2017 – 2018)

Feedback Analysis:

The average rating of '4' displays that the students have a positive opinion about the departmental efforts. They seem to be pleased with the theoretical knowledge, guidance regarding technical skills and analytical thinking abilities that are associated with the curriculum. They seem to be satisfied with the extensive and vivid contents of the courses and its coverage in the classes. From the high rating in the 'depth of the course content' it is ensured the students are having an ideal foundation on the subject which is a pre-requisite for higher studies in the future. However, a moderate rating on the practicability of the knowledge in real life possibly indicates the syllabus may need to be modified to circumvent the drawbacks.

Action taken:

Despite focusing on fundamental concepts of Zoology, which is of pivotal importance for to develop holistic understanding of biological principles, the core courses are oriented and designed for succeeding in various national interdisciplinary competitive platforms. To enrich the existing contents, we have currently introduced many advanced molecular biology practicals, which include DNA isolation, protein isolation, electrophoresis (agarose and SDS-PAGE), Western blotting, molecular cloning to equip students to be better prepared for research or biomedical industrial jobs in future .

In the current curriculum research project is mandatory, which ensures that the students gets a detailed idea of research work and gets the opportunity to be groomed as a scholar during his undergraduate days. However, we are curious and focused for the betterment of the present rating by every possible ways in future.

Zoology : (2018 – 2019)

Feedback Analysis:

The average rating of '4.08' displays that the students have a positive opinion about the departmental efforts. They seem to be pleased with the theoretical knowledge, guidance regarding technical skills and analytical thinking abilities that are associated with the curriculum. They seem to be satisfied with the extensive and vivid contents of the courses and its coverage in the classes. From the high rating in the 'depth of the course content' it is ensured the students are having an ideal foundation on the subject which is a pre-requisite for higher studies in the future. However, a moderate rating on the practicability of the knowledge in real life possibly indicates the syllabus may need to be modified to circumvent the drawbacks.

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Swami Shastrajnananda

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Principal

