

## Feedback Analysis:

Table 1

DEPARTMENTS	NUMBERS OF FEEDBACK RECEIVED		TOTAL NUMBERS OF FEEDBACK RECEIVED
<b>LAB BASED SUBJECTS</b>			458
Botany	15	<b>TOTAL (LAB BASED SUBJECTS) 165</b>	
Chemistry	16		
Geography	20		
Physics	12		
Physiology	12		
Mathematics	24		
Zoology	18		
B.Sc. Programme	48		
<b>NON-LAB BASED SUBJECTS</b>			
Bengali	36	<b>TOTAL (NON-LAB BASED SUBJECTS) 293</b>	
Economics	18		
Education	38		
English	24		
History	35		
Philosophy	23		
Political Science	34		
Sanskrit	33		
B.A. Programme	52		

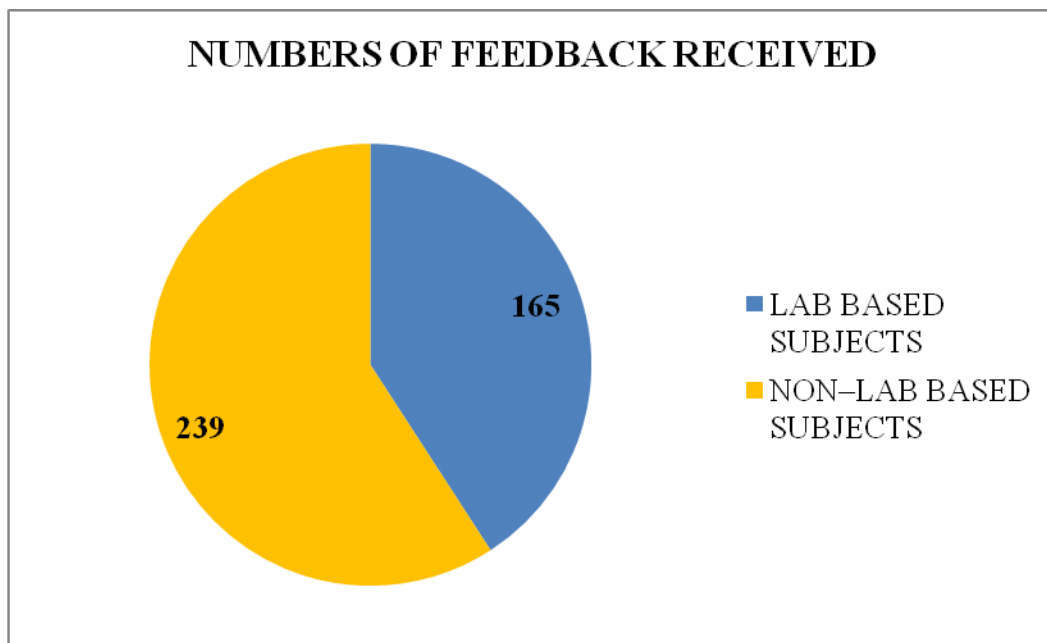
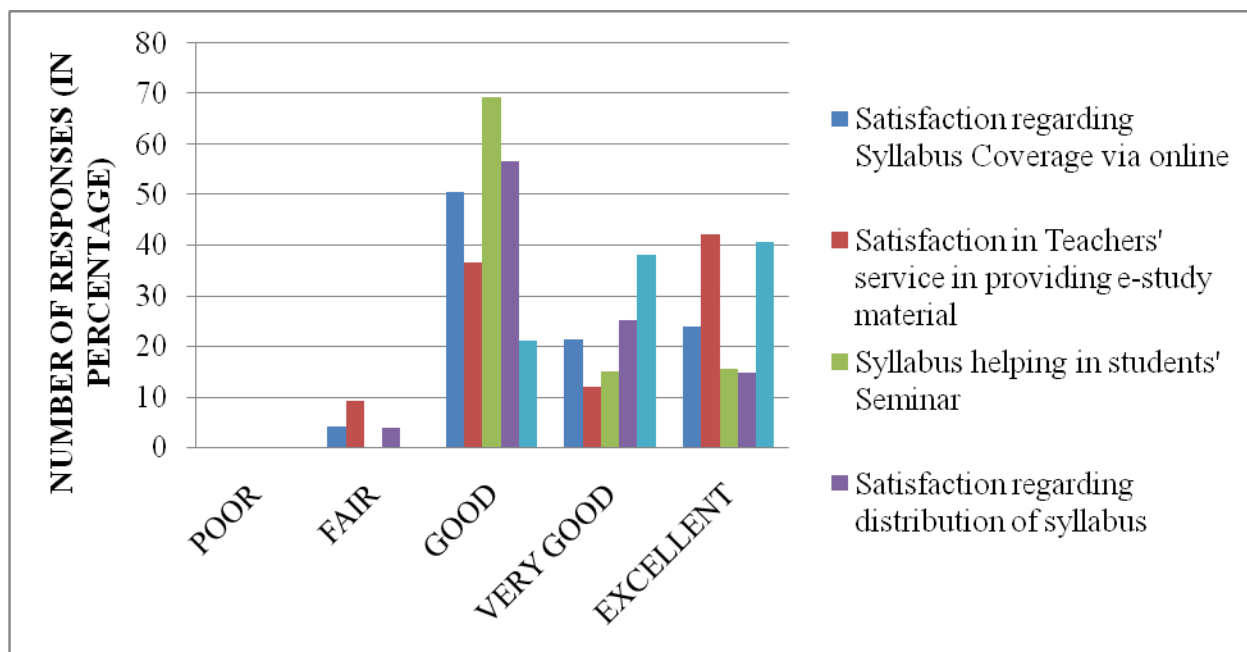


Table 2

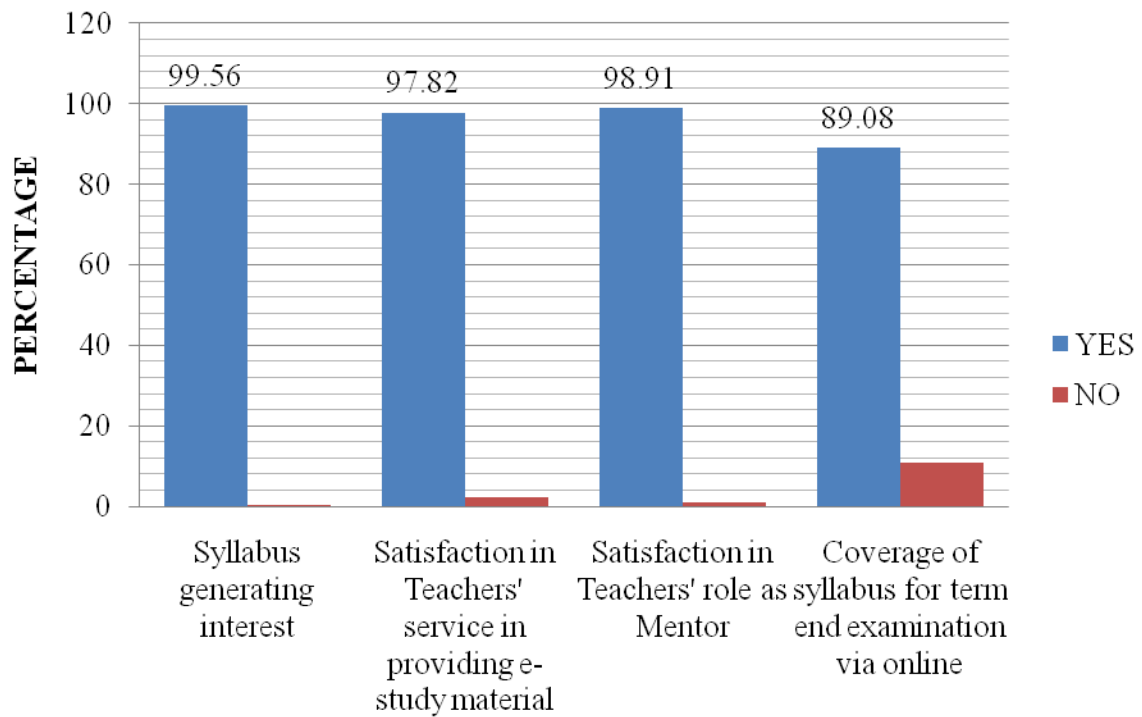
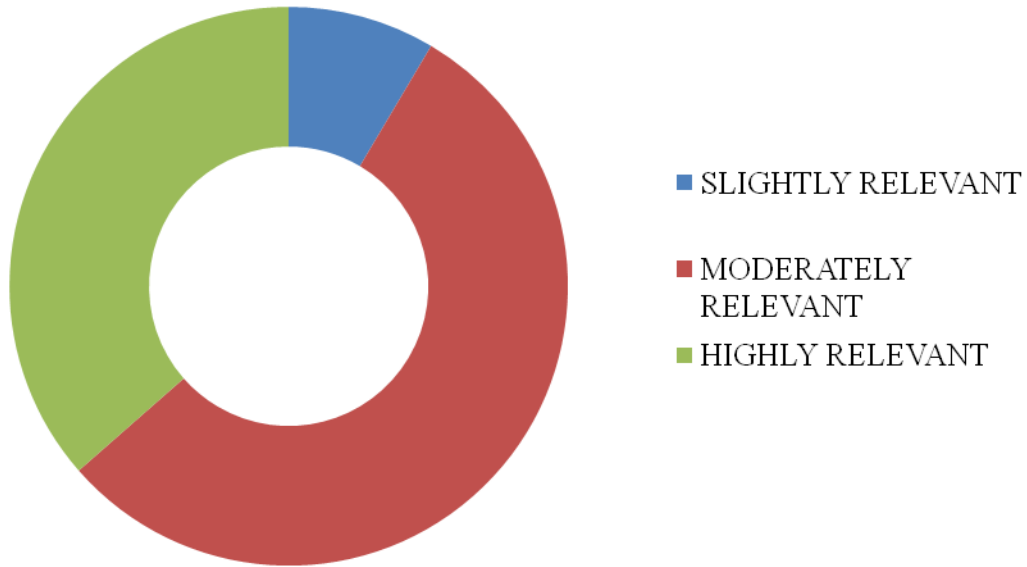
	<b>NUMBER OF RESPONSES</b>				
	<b>POOR</b>	<b>FAIR</b>	<b>GOOD</b>	<b>VERY GOOD</b>	<b>EXCELLENT</b>
Satisfaction regarding Syllabus Coverage via online					
Satisfaction in Teachers' service in providing e-study material	<b>00</b>	<b>19</b>	<b>232</b>	<b>98</b>	<b>109</b>
Syllabus helping in students' Seminar	00	42	168	55	193
Satisfaction regarding distribution of syllabus	00	00	318	69	71
Syllabus creating interest for higher studies	00	17	259	115	67
	<b>SLIGHTLY RELEVANT</b>	<b>MODERATELY RELEVANT</b>		<b>HIGHLY RELEVANT</b>	
Relevance in Method of Internal Assessment	39	252		167	
	<b>YES</b>			<b>NO</b>	
Syllabus generating interest	456			02	
Satisfaction in Teachers' service in providing e-study material	448			10	
Satisfaction in Teachers' role as Mentor	453			05	
Coverage of syllabus for term end examination via online	408			50	

Table 3

	NUMBER OF RESPONSES (IN PERCENTAGE)				
	POOR	FAIR	GOOD	VERY GOOD	EXCELLENT
Satisfaction regarding Syllabus Coverage via online	00	4.15	50.66	21.40	23.80
Satisfaction in Teachers' service in providing e-study material	00	9.17	36.68	12.01	42.14
Syllabus helping in students' Seminar	00	00	69.43	15.07	15.50
Satisfaction regarding distribution of syllabus	00	3.71	56.55	25.11	14.63
Syllabus creating interest for higher studies	00	00	21.18	38.21	40.61
	<b>SLIGHTLY RELEVANT</b>		<b>MODERATELY RELEVANT</b>		<b>HIGHLY RELEVANT</b>
Relevance in Method of Internal Assessment	8.52		55.02		36.46
	<b>YES</b>			<b>NO</b>	
Syllabus generating interest	99.56			0.44	
Satisfaction in Teachers' service in providing e-study material	97.82			2.18	
Satisfaction in Teachers' role as Mentor	98.91			1.09	
Coverage of syllabus for term end examination via online	89.08			10.92	



### Relevance in Method of Internal Assessment



*Supplementary Material of the Report: The Feedback Form*

**STUDENTS' FEEDBACK ON CURRICULUM & SYLLABUS (2020-2021)**

Q1	Satisfaction regarding syllabus coverage via online	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Very Good</b>	<b>Excellent</b>
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Q2	Syllabus generating interest				<b>Yes</b>	<b>No</b>
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Q3	Syllabus being informative	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Very Good</b>	<b>Excellent</b>
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Q4	Satisfaction in Teachers' service in providing e-study material				<b>Yes</b>	<b>No</b>
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Q5	Satisfaction in Teachers' role as Mentor				<b>Yes</b>	<b>No</b>
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Q6	Relevance in method of internal assessment	<b>Slightly Relevant</b>		<b>Moderately Relevant</b>		<b>Highly Relevant</b>
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Q7	Coverage of syllabus for term end examination via online				<b>Yes</b>	<b>No</b>
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Q8	Syllabus helping in students' Seminar	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Very Good</b>	<b>Excellent</b>
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Q9	Satisfaction regarding distribution of syllabus	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Very Good</b>	<b>Excellent</b>
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Q10	Syllabus creating interest for higher studies	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Very Good</b>	<b>Excellent</b>
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***A Report on the analysis made upon the Feedback received:***

Covid 19 Pandemic brought about unprecedented consequences to the world, the worst being experienced by the sections attached with education. Disruption of a continuous action packed academic year and overnight transformation of the century old teaching model from chalk and talk to that driven by technology was hard to digest, as the sudden shift was fraught with difficulties.

The students studying in this institution became a part of this online experience of learning as they had to cope up with the entire situation without any say. Thus mixed reactions poured in from different dimensions as the students (those belonging to 6<sup>th</sup> semester) were enquired about their overall experience of teaching-learning with the adoption of this new mode. With a number of laboratory based and non-laboratory based subjects, the college tried to meet up students' requirements of learning by providing them with online study materials, online guidance and suggestions on examinations. Mentoring of students got an online shape, while coverage of syllabus as far as practicable via online mode was held on a feasibly regular basis. The students thus responded with their apprehensions about the situation, the reflection of which is expressed in the above manner. The above study of feedback serves as an eye opener as the institute and its departments gets a vivid picture to understand the loopholes so that overcoming the same in the future, thereby reaching to the student community in a more contemplated manner becomes more practically possible. Incorporating students' opinion about teaching –learning provides a positive vive for teachers to understand the students behavior, their wants, aspirations difficulties and challenges. The teachers can well use these standards in bringing about modifications in their way of executions. Acharya Brojendra Nath Seal College and its academic wings being an eminent one, of the North Eastern region of India, will look upon the feedback gathered from students end, on syllabi and curricula, with a considerable outlook, so that they can reflect on their learning strategies and outcomes and make effective and relevant communication to the affiliating University on making strategical changes whenever and wherever needed , allowing better progress of students at every stages of their growth.