Annexure-1

Feedback is analysed based on the responses received in the Google form the link of which is provided below:

https://forms.gle/oG3wraG8EpT5RoEF6

I. STUDENT FEEDBACK ON CURRICULUM: COLLECTION 2023-24.

Grade ➡ Parameters ⬇	Excellent	Very Good	Good	Fair	Poor
1.Utility of the syllabus of the courses in relation to the competencies	**24%**	28.2%	45.6 %	**1.7 %**	**0.5%**
2.Extent of coverage of courses	21.1%	35 %	42.2 %	**1.2 %**	**0.5%**
3. Attainment of the expected course outcomes	19.6%	31.9 %	46.9 %	**1.3 %**	**0.3 %**
4. Rate the quality and relevance of the courses included into the curriculum	22.7%	31.1 %	43.9 %	**2 %**	**0.3 %**
5. Rate the relevance of the units in Syllabus relevant to the course	23.2%	31.5 %	43.5 %	**1.3%**	**0.5 %**
6.Rate the offering of the electives in terms of their relevance to the specialization streams?	21.5%	29.5 %	47.1 %	**1.4 %**	**0.5 %**
7.Rate the size of syllabus in terms of the load on the student.	19.9%	24.7 %	49.8 %	**3.2 %**	**2.3%**
8. Rate the evaluation scheme designed for each of the course	19.5%	30.9 %	47.5 %	**1.6%**	**0.5 %**
9. Rate the aims/objectives stated for each of the course	20.4 %	31 %	47.6 %	**0.8 %**	**NIL**

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10. Rate the course/syllabus in terms of good balance between Theory and Practice/Lab Works/Applications.	21.8 %	28.7 %	46.3 %	**1.8 %**	**1.4 %**
11. Utility of the curriculum in increasing knowledge and perspective in the subject area	24.2%	32 %	42.7 %	**0.5 %**	**0.6 %**
12. Rate the sequence of the Courses	20.4%	32 %	45.2 %	**1.8 %**	**0.7%**
13. Rate the availability of Books/Study Materials in the College/Departmental Library relevant to the Course Curriculum/Syllabus?	25%,	29.3 %	42.1 %	**2.2 %**	**1.4 %**
14. Rate the division of your Course Syllabus for each semester	20%	28.1 %	48.8 %	**1.8 %**	**1.3 %**
15. Rate the Academic Calendar provided. Is it scheduled/designed properly so that the syllabus gets covered/completed within the stipulated time frame?	20%	27.9 %	48.5 %	**2.2 %**	**1.4 %**
16. Whether the curriculum is beneficial to develop any soft skills which can help during job applications/offerings?	19.7%	27.4 %	50.1%	**1.7 %**	**1 %**
17. Does the syllabus address to cross cutting issues such as environment, gender and human rights?	21.7%	29.2%	**47.8**%	**0.6%**	**0.7 %**
18. Rate the class room teaching in vernacular language (teaching in your mother tongue)	30.9%	37.6%	**28.9**%	**1.8**%	**0.8**%
19. Rate the use of ICT tools by the teachers (use of Google classrooms, mobile apps, projectors, digital media, online teaching etc.)?	22.4%	29.2 %	**43.2**%	**2**%	**3.2**%
20. Rate the skills acquired by you from the value added and add-on courses attended by you in the college	20.9 %	28.4%	**44.1**%	**1.3**%	**0.5**%
21. Rate the newly implemented 4 years/ 3 years UG Courses (NCCF) under NEP 2020	22.2%	27.5%	**42**%	**5.7**%	**2.5**%

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# II. Students Feedback on Curriculum: Graphical Analysis

1. How do you rate the syllabus (LOCF/NCCF) of the courses that you have studied in relation to the competencies/outcomes as expected from the course?

1,532 responses

- ● Excellent
- ● Very good
- ● Good
- ● Fair
- ● Poor

45.6%
28.2%
24%
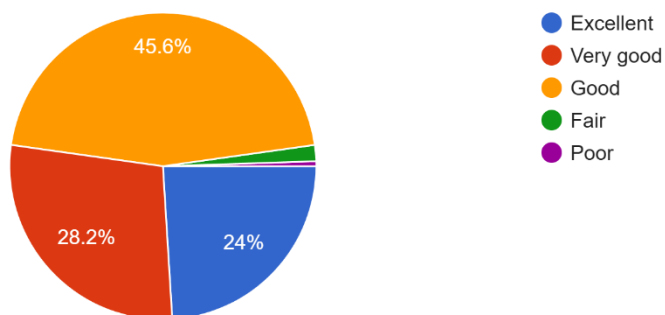
2. Extent of coverage of courses/how much materials are covered in your course syllabus?

1,532 responses
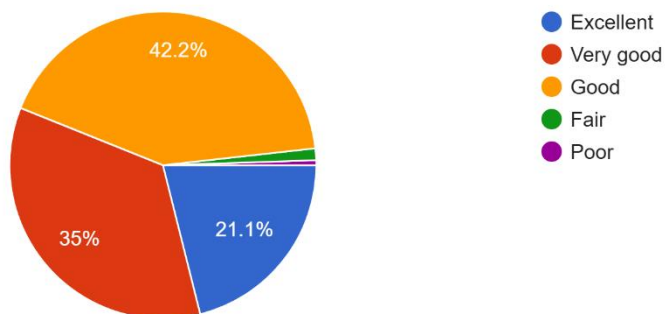
- ● Excellent
- ● Very good
- ● Good
- ● Fair
- ● Poor

42.2%
35%
21.1%

3. How the expected course outcomes are attained, through various courses in the curriculum?

1,532 responses

🔵	Excellent
🔴	Very good
🟠	Good
🟢	Fair
🟣	Poor

46.9%
31.9%
19.6%
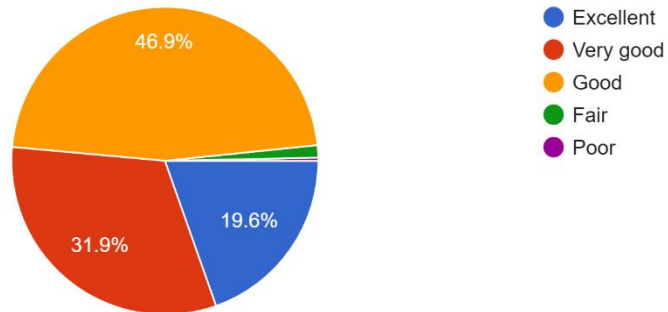
4. How do you rate the quality and relevance of the courses included into the curriculum?

1,532 responses
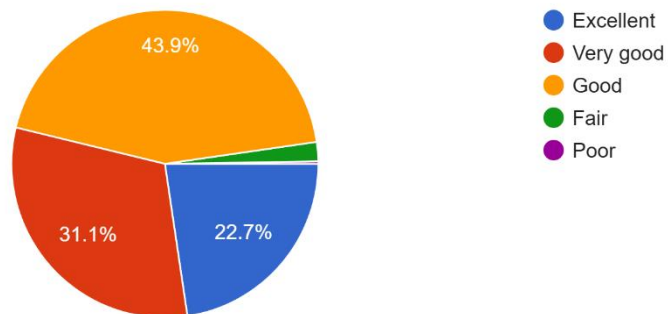
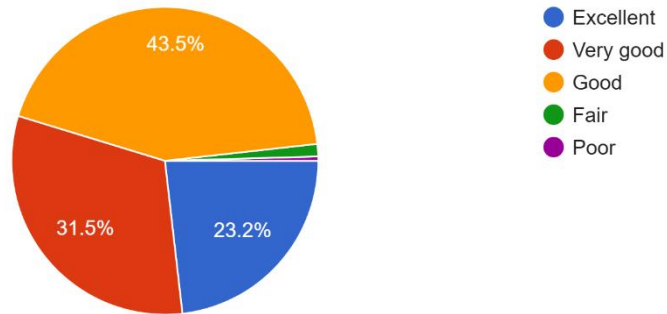|	
🔵	Excellent
🔴	Very good
🟠	Good
🟢	Fair
🟣	Poor

43.9%
31.1%
22.7%

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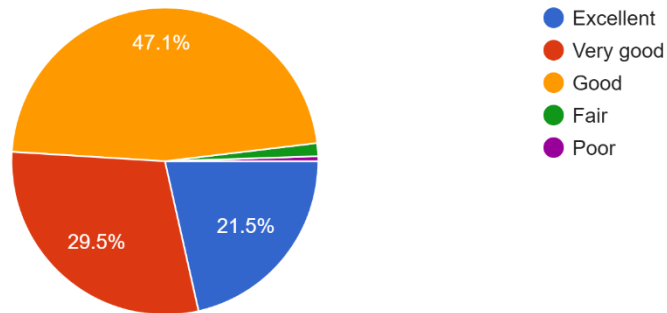Ushagram, Asansol, P Bardhaman
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5. How do you rate the relevance of the units in Syllabus relevant to the course?

1,532 responses

- Excellent
- Very good
- Good
- Fair
- Poor

6. How do you rate the offering of the electives in terms of their relevance to the specialization streams?

1,532 responses

- Excellent
- Very good
- Good
- Fair
- Poor
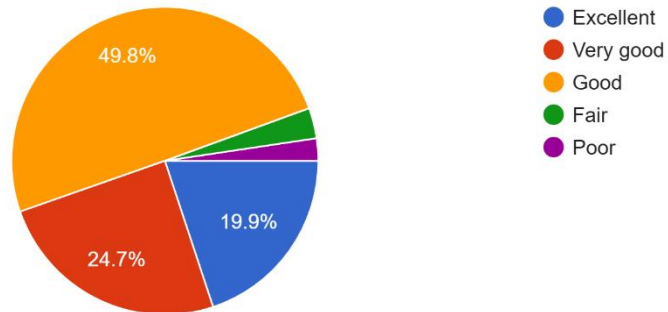
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7. Rate the size of syllabus in terms of the load on the student.
1,532 responses

- Excellent
- Very good
- Good
- Fair
- Poor

49.8%
19.9%
24.7%

8. How do you rate the evaluation scheme designed for each of the course?
1,532 responses

- Excellent
- Very good
- Good
- Fair
- Poor

47.5%
19.5%
30.9%

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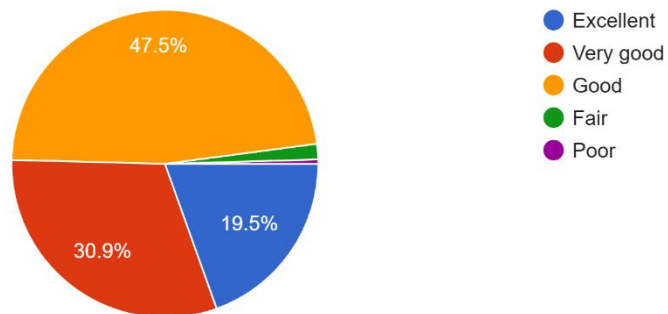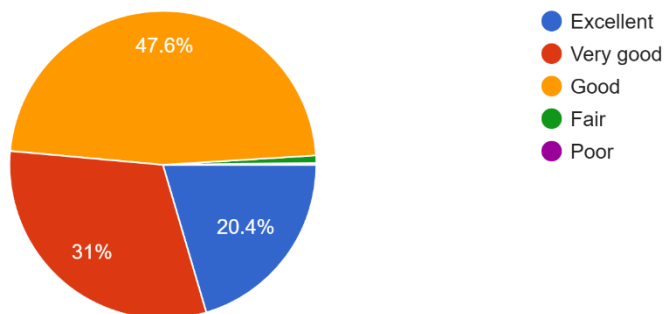9. How do you rate the aims/objectives stated for each of the course?

1,532 responses

- Excellent
- Very good
- Good
- Fair
- Poor

47.6%
31%
20.4%

10. Rate the course/syllabus in terms of good balance between Theory and Practice/Lab Works/Applications.

1,532 responses

- Excellent
- Very good
- Good
- Fair
- Poor

46.3%
28.7%
21.8%

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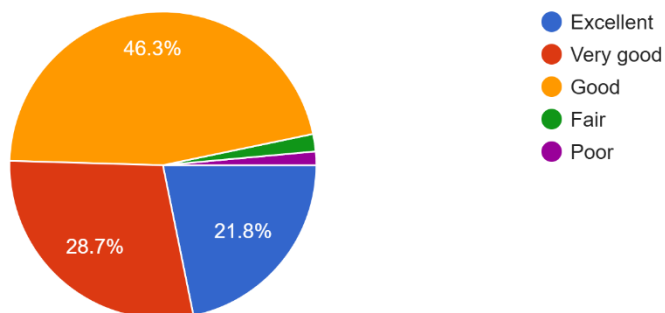Ushagram, Asansol, P Bardhaman
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11. How do you rate the course/program of studies in terms of increasing your knowledge and perspective in the subject area?

1,532 responses

- Excellent
- Very good
- Good
- Fair
- Poor

42.7%
32%
24.2%

12. How do you rate the sequence of the Courses that you have studied, i.e. are they in proper sequence to what you have studied in the previous semester?

1,532 responses

- Excellent
- Very good
- Good
- Fair
- Poor

45.2%
32%
20.4%
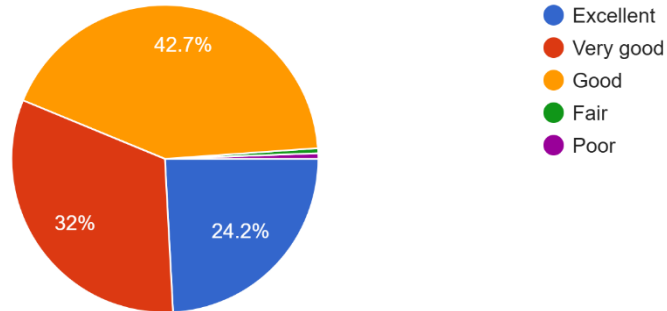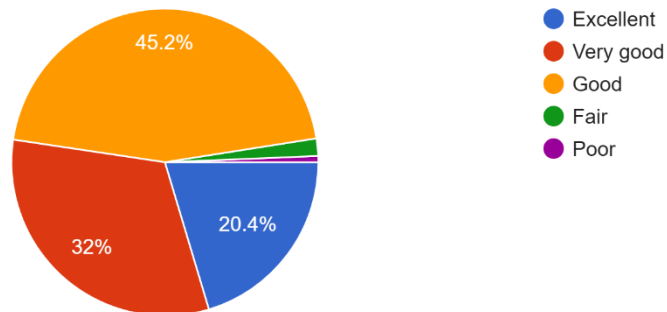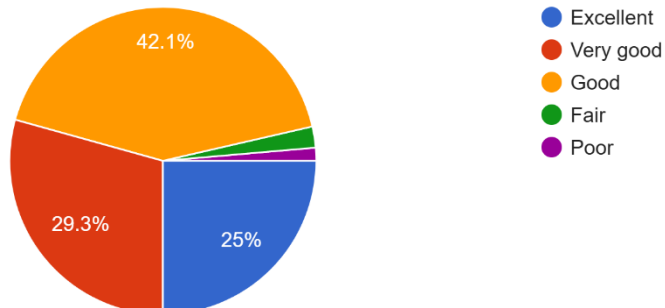
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13. How do you rate the availability of Books/Study Materials in the College/Departmental Library relevant to your Course Curriculum/Syllabus?

1,532 responses

- Excellent
- Very good
- Good
- Fair
- Poor

42.1%
29.3%
25%

14. How do you rate the division of your Course Syllabus for each semester? Is the syllabus load equal for each semester?

1,532 responses

- Excellent
- Very good
- Good
- Fair
- Poor

48.8%
28.1%
20%

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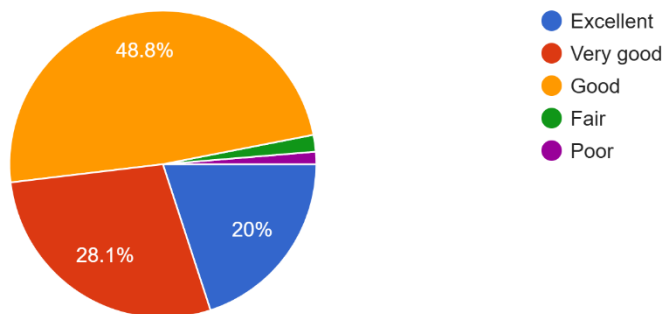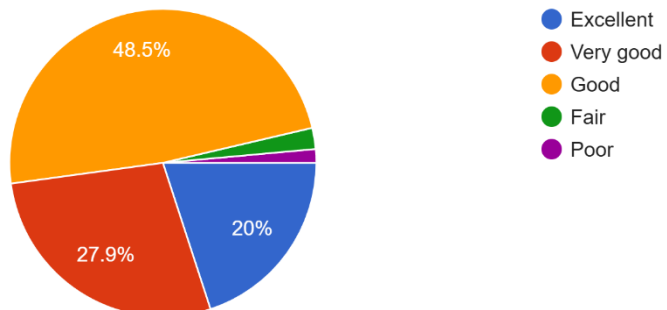Ushagram, Asansol, P Bardhaman
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15. How do you rate the Academic Calendar provided to you? Is it scheduled/designed properly so that your syllabus gets covered/completed within the stipulated time frame?

1,532 responses

- ● Excellent
- ● Very good
- ● Good
- ● Fair
- ● Poor

48.5%

27.9%

20%

16. Whether the curriculum is beneficial for you to develop any soft skills which can help you in future during job applications/offerings?
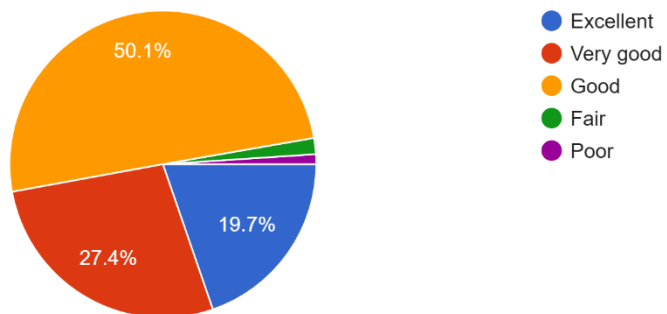
1,532 responses

- ● Excellent
- ● Very good
- ● Good
- ● Fair
- ● Poor

50.1%

27.4%

19.7%

17. Does the syllabus address to cross cutting issues such as environment, gender and human rights?

1,532 responses

- ● Excellent
- ● Very good
- ● Good
- ● Fair
- ● Poor

47.8%

29.2%

21.7%

18. How do you rate class room teaching in vernacular language (teaching in your mother tongue)

1,532 responses

- ● Excellent
- ● Very good
- ● Good
- ● Fair
- ● Poor

28.9%

37.6%

30.9%

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Q 19: How do you rate the use of ICT tools by the teachers (use of Google classrooms, mobile apps, projectors, digital media, online teaching etc.)?

1,532 responses

- ● Excellent
- ● Very good
- ● Good
- ● Fair
- ● Poor

43.2%
29.2%
22.4%

Q 20. How do you rate the skills acquired by you from the value added and add-on courses attended by you in the college

1,532 responses

- ● Excellent
- ● Very good
- ● Good
- ● Fair
- ● Poor
- ● Did not attend value added course

44.1%
28.4%
20.9%
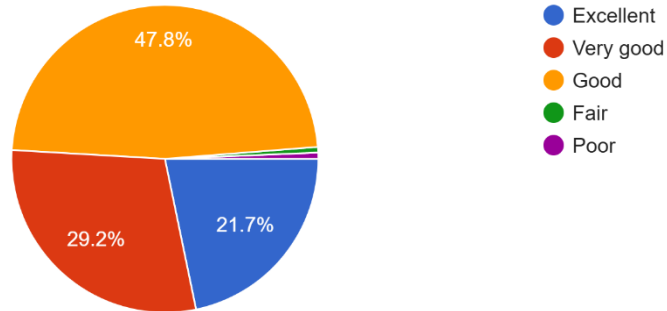
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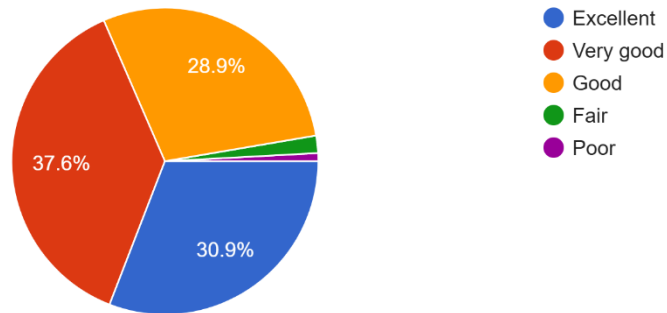Ushagram, Asansol, P Bardhaman
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What is your opinion on the newly implemented 4 years/ 3 years UG Courses (NCCF) under NEP 2020?

1,532 responses

- Excellent
- Very Good
- Good
- Satisfactory
- Not Satisfactory

42%

27.5%

22.2%
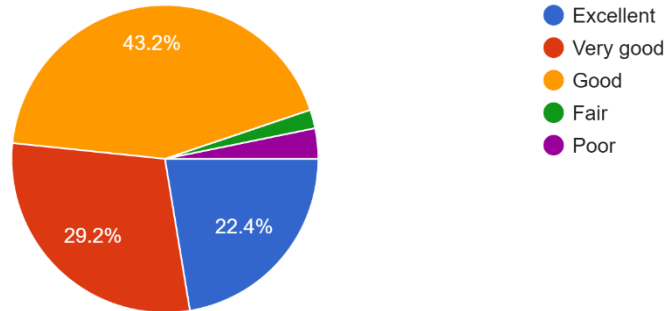
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Annexure-2

ACTION TAKEN REPORT ON STUDENT FEEDBACK 2023-24

According to the student feedback analysis (Annexure-1), over 96% of students have provided positive feedback on all questions and criteria, expressing satisfaction with the college's facilities. Additionally, some students have shared valuable suggestions and requirements. We place a great importance on these suggestions and have actively addressed each one in a thoughtful and inclusive manner, aiming to enhance the academic progress and overall wellbeing of all stakeholders.

Methodology: A set of 20 graded multiple-choice questions, with an option for additional suggestions, was distributed via a Google form (https://forms.gle/ADUXgkCTTUAat6nF8). Students who rated a question as fair or poor also provided suggestions for improvement. Based on these suggestions, the IQAC takes timely actions to address them.

Feedback Summary	Action Taken by the IQAC
1. Student feedback on Curriculum: i) **Lack of Practical Focus:** The syllabus is criticized for being too theoretical, with many students expressing that it lacks practical relevance for further studies and competitive exams. ii) **Need for More Applied Learning:** Students suggest reducing the emphasis on theoretical content and incorporating more application-based learning. iii) **Disorganized Course Sequence:** Some students feel that the order of topics within the syllabus is not logical, with some advanced topics appearing too early in the curriculum. This creates confusion, especially in courses like Digital Electronics and Programming, which students believe would be better placed in earlier semesters. iv) **Overburdened Students:** Students find the syllabus vast and overwhelming. They feel the time allocated (3-5 months) is insufficient to	The following actions (against feedback (i)-(iv)) are taken by the IQAC in association with the competent authorities in a timely and planned manner: • The proposed changes to the syllabus and curriculum, as suggested by students from the Science, Commerce, and Arts streams, were discussed with the respective college departments during a meeting convened by the IQAC. These suggestions were subsequently communicated to our affiliating university (KNU) for consideration and modification of the syllabus as per the needs and benefits of the students. A letter was sent to KNU seeking their attention on the curriculum. Click on the link to see sample letters: Link • The maintenance of academic calendar and the publication of results come under the purview of the affiliating university KNU. These pertinent issues have been constantly raised by

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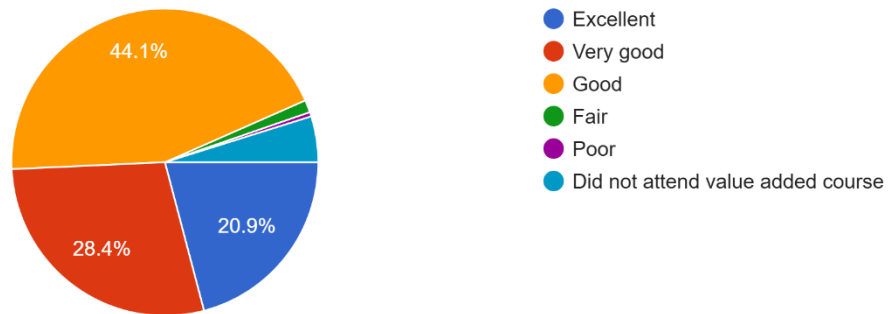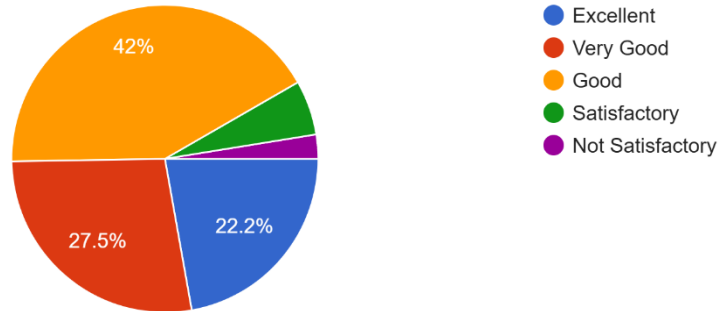Ushagram, Asansol, P Bardhaman
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cover the entire syllabus in-depth. The length of the syllabus, combined with the short exam preparation period, contributes to high exam pressure. Students feel that courses are rushed due to the limited time allocated for each subject v) **Inconsistent Schedule and non-maintenance of academic calendar:** Students mention that the academic calendar is not consistently followed, leading to irregular classes and missed study opportunities. Results are declared very late. vi) **Incomplete Syllabus Completion:** Some students feel that the syllabus is often not fully covered before exams or they need some more revisions for better preparation. Some students opine that classes are not held regularly, particularly for subjects like MD and MIL.	our Principal in every Principal's meeting held by the university. • The IQAC has called upon a meeting of the HODs wherein they were asked to see that the syllabus of each subject is completed on time and ample revision is being done to make the students feel confident before the exams. The IQAC has asked the concerned departments taking MIL and all the departments who engage MD classes to give proper and timely notices of the class schedules, see that the classes are being held as per the schedule and to report the concerned dept. if in case the students are not attending them or try to find out the cause behind low attendances (if any).
2. Theory vs. Practice/Lab Balance: • **Poor Infrastructure for Practicals:** There is a strong demand for better laboratory facilities, especially for microbiology students who lack the necessary equipment (e.g., microscopes, colony counters).	• The Principal has held a meeting with the faculty members of the concerned departments (i.e. Microbiology and others) and have inquired about the credibility of the complaints and the working conditions of the necessary equipments required for the proper running of the practicals. In addition, to ensuring the proper maintenance of the existing equipments, an order has been placed to procure more advanced and powerful microscope for enabling students and teachers for performing research experiments.
3. Availability of Books/Study Materials: • **Limited Access to Resources:** The availability of relevant books in the library is inadequate, especially for specialized subjects like microbiology, biotechnology, and biochemistry. Students report a lack of comprehensive materials, including books in Hindi and Bengali versions.	• The Central Library is dedicated to continuously enhancing its services to better meet the needs of the college community. In line with this commitment, two new floors of the library are completed, a development made possible under the Development Policy supported by the Building Committee and guided by the IQAC, following the resolution passed by the Governing Body to relocate the library from the Humanities Block to the Administrative Block. **Book Availability:** The library is actively working to ensure the availability of all necessary books. This

	includes: (i) Coordinating with the college administration and vendors to confirm the availability of books aligned with the NEP 2020 syllabus, placing orders, and expediting the procurement process. (ii) Encouraging faculty members to contribute notes and e-materials based on the NEP 2020 syllabus. Some faculty members have already published textbooks in line with the NEP 2020 syllabus, which are available both in the market and at the library. Examples include (links to the books are provided): - Book 1 - Book 2 - Book 3 (iii) Promoting the use of the NLIST facility, which has seen increased usage this year. The NLIST service for session 2023-2024 is available for review here: NLIST Usage Report Link to NLIST renewal: NLIST Renewal Receipt (iv) Exploring alternative sources such as inter-library loans and online resources, including e-books, journals, and databases, to provide access to updated content. (v) Continuously updating the library's collection to include the latest editions of books according to syllabus requirements and within budget limitations. (vi) Building a comprehensive collection of books on various topics, including those related to competitive exams. The library also provides access to online resources such as e-books and learning platforms. We have received several donations from government agencies and individuals to support this effort.

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4. **Development of Soft Skills:** Many students feel the curriculum does not provide sufficient practical or soft skills training that would be useful for job applications. They emphasize the need for more practical exposure in laboratories and skill-building workshops. **Lack of Real-World Application:** There is a call for more industry-relevant training and exposure to real market operations to bridge the gap between	In this regard the Principal has directed the Career Counselling and Placement Cell (**CCPC**) of the college to organise various programs in order to enhance the development of soft skills and provide real-world industry exposure so as to bridge the gap between academic theory and practical application & preparing students for better job opportunities. The CCPC the has adapted the following five-node approach to efficiently address the issue for the betterment of the students: (i) **Industry Exposure:** Facilitate internships, industry visits, and guest lectures to connect theory with practice. (ii) **Career Development:** Offer job-readiness workshops, mock interviews, and job fairs. (iii) **Practical Exposure:** Increase lab sessions, invite industry experts, and develop simulation labs for hands-on experience. (iv) **Feedback Mechanism:** Collect feedback from students and employers to improve programs. (v) **Curriculum Enhancement:** Integrate soft skills modules and workshops (e.g., communication, teamwork) into the curriculum by sending feedback to the affiliating university KNU. **The following are some of the programs organized by the college in support of the above.** (i) The CCPC in collaboration with Edubridge Learning Pvt. Ltd., a renowned workforce development company, successfully organized a Seminar-cum-Registration Drive on 17th October 2023. The primary objective of this event was to introduce students to **Edubridge Learning Pvt. Ltd.'s Placement Guaranteed Training Courses**, designed to enhance their employability by equipping them with both hard and soft skills necessary for success in today's competitive job market. The event also offered a 30% discount on course fees, available exclusively to Banwarilal Bhalotia College students. Following is the link to the same: https://bbcollege.ac.in/dynamic_file/NAAC/17379717721.%20Edubridge%2017.10.2023.pdf (ii) The CCPC successfully organized a recruitment cum interview experience drive in collaboration with **BYJU's for the position of Business Development Associate (BDA).** This initiative aimed to benefit the 2023 passout batch, showcasing the institution's commitment to facilitating professional development opportunities for its students. Following is the link to the same: https://bbcollege.ac.in/dynamic_file/NAAC/17379718172.%20BYJUs_30.09.2023.pdf (iii) The **CCPC partnered with Rentokil Pest Control** and Initial India to facilitate a campus recruitment drive for students of the Chemistry and Zoology departments. This initiative aimed to provide placement opportunities for fresher graduates and postgraduates, including students in their 6th semester and pass-outs. Following is the link to the same: https://bbcollege.ac.in/dynamic_file/NAAC/17379719184.%20Rentokil07.05.2024.pdf

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theory and practice.	(iv) The CCPC successfully organized a Campus Recruitment Drive on 5th April 2024 in collaboration with Rudra Automotive Group for the position of Field Sales Consultant for Mahindra. The drive saw enthusiastic participation from final year (6th semester) and passout students across all streams. Out of 726 candidates, two students were successfully selected for the position. The selection process included a detailed assessment of skills, qualifications, and personal interviews conducted by the recruitment team of Rudra Automotive Group. Following is the link to the same: https://bbcollege.ac.in/dynamic_file/NAAC/17379718893.%20Rudra%2005.04.2024.pdf **(v)** Next, to develop entrepreneurship skills and personality development several programs are conducted by organized by the Entrepreneurship Development Cell - Swabalamban (a cell formed under the aegis of the IQAC, and, supported by the **Asansol Merchants Chamber of Commerce & Industry and Asansol Chamber of Commerce**) for students to inculcate the entrepreneurial mindset among the students. Following are the **Workshops, Seminar and Hands on training organized by the Entrepreneurship Development Cell – Swabalamban for students to inculcate the entrepreneurial mindset among the students** **(vi) Chocolate making workshop on 6/2/24:** A workshop for the students was organized by *Entrepreneurship Development Cell – Swabalamban* on *6th February, 2024 (Tuesday)* to develop chocolate making skills among the students. The theme of the workshop was to make designer as well as flavored chocolate etc. 35 students from different departments had made their registrations for the programme. 27 students were selected to participate in the workshop. The workshop was inaugurated by the respected principal of the college. Priyali Sen & Soma Sen acted as the resource person of the workshop. There was a registration fee of Rs. 150/- for the workshop and the materials required for the workshop were brought by the resource person. Apart from training about the making of the chocolate items, the commercialization process of those décor items was also discussed. The participants have received *Certificate of Participation* after completion of the workshop. **(vii) Participate in an Exhibition in Sristinagar, Asansol on 9th March, 24** Susmita Kundu a student of Philosophy Department who had taken training in the Chocolate making workshop was selling her homemade chocolates in the exhibition organized by Odyssey Club Asansol for the Holi festival. She earned around Rs. 1,000/- from the exhibition. Priyali Sen and Soma Sen two of our associated entrepreneurs also participated with their products and they also generated a handsome revenue from the exhibition.

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	(viii) USA Immersion from 10th May, 2024 to 16th May, 2024 The coordinator of the *Entrepreneurship Development Cell – Swabalamban, Dr. Santanu Mallick* was invited to take part in the immersion programme held in USA during 10th May, 2024 to 16th May, 2024 organized by Bradley University, Peoria, IL, USA. The objectives of this immersion programme were to figures out the export opportunities of the sustainable products made by the Indian entrepreneurs associated with the Empowering Women Globally (EWG). And also, to immerse into the US startup ecosystem, interact with the women entrepreneurs over there, their business model etc. *Dr. Santanu Mallick* was successfully completed the immersion programme and awarded with the certificates. **Click on this link to see the report of the above-mentioned programs.**

7. Teaching in Vernacular Language: • **Language Barrier:** While many students appreciate the use of vernacular language (Bengali, Hindi) for teaching, some suggest that some courses should be taught in English to help students with exam preparation and terminology. A few English-speaking students preferred that all subjects to be taught in English.	The faculties were instructed to deliver their lectures in a language and manner that is convenient and understandable to all the students. The faculties have been asked to make sure that no student leaves the class without properly understanding the topic/subject. English labs are held regularly and workshops in effective English communication are organized to make students exam and interview ready.
Use of ICT Tools: • Students demand the use of digital resources in teaching learning in addition to existing uses of projectors, presentations, Google Classroom, etc. They have asked for smart classrooms, to enhance the learning experience.	In a response to this, the college has already taken steps in ensuring that all the departments have projectors, screens (white boards) at their disposal. Some smart boards are bought to enhance teaching learning experience.
Feedback on NEP 2020: **Mixed Reactions to NEP 2020:** • Opinions on the newly implemented 3-4 years UG courses under NEP 2020 are divided. Students generally appreciate the focus on skill development; however, some students feel it is a waste of time and resources. Many students report facing difficulties due to the lack of proper guidance materials and inconsistencies in implementation. • **Confusion with New Education System:** There is a lack of clarity regarding the new education policy (NEP), especially among students new to it, leading to confusion about subject patterns and expectations.	The Principal & IQAC has held several seminars on the NEP 2020. The college Principal has organized workshops and have delivered lectures to faculty members on the methods for effective implementation of NEP 2020. The faculties have been asked to make sure that students do not have doubts regarding the new course structure. The suggestions from the students are forwarded (after due discussion) to the affiliating university KNU for consideration.

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