

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.

Parameters ↓ Grade →	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/offering?	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%

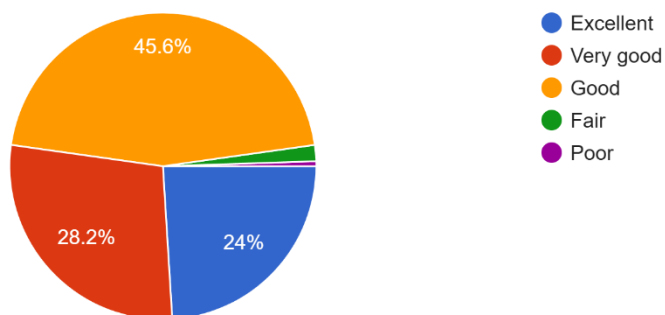
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II. Students Feedback on Curriculum: Graphical Analysis

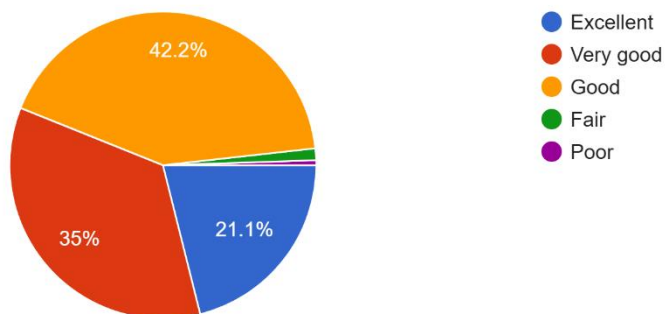
1. How do you rate the syllabus (LOCF/NCCF) of the courses that you have studied in relation to the competencies/outcomes as expected from the course?

1,532 responses



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

1,532 responses

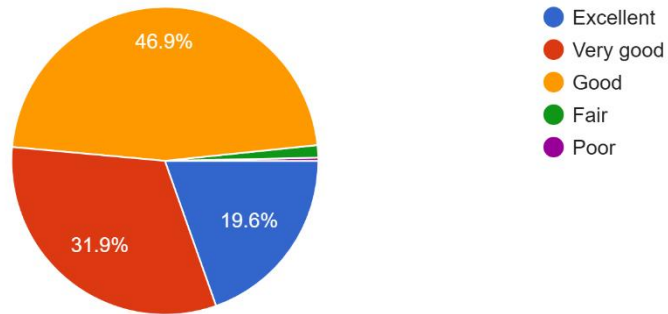


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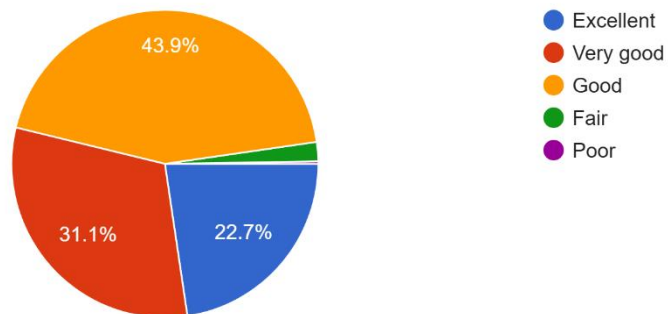
3. How the expected course outcomes are attained, through various courses in the curriculum?

1,532 responses



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

1,532 responses

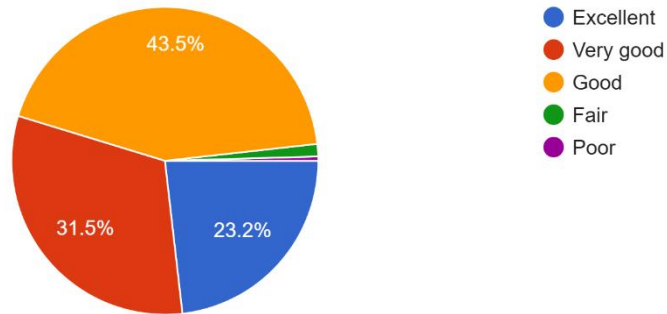


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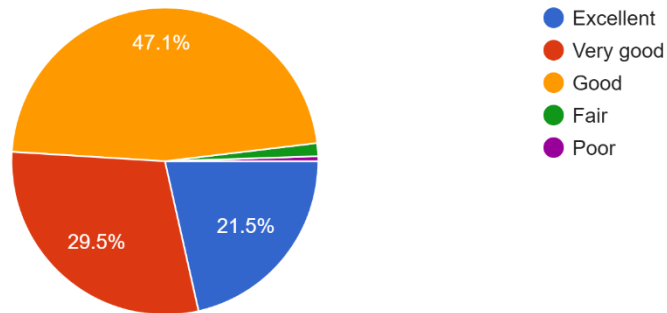
5. How do you rate the relevance of the units in Syllabus relevant to the course?

1,532 responses



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

1,532 responses

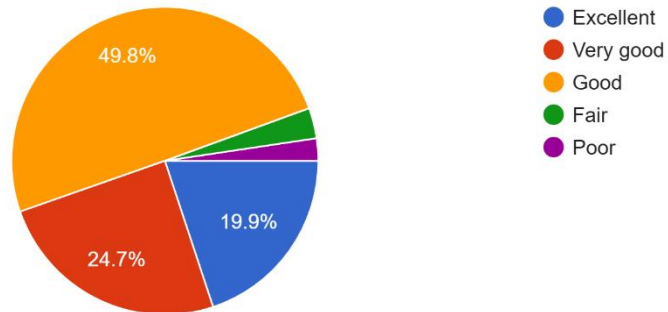


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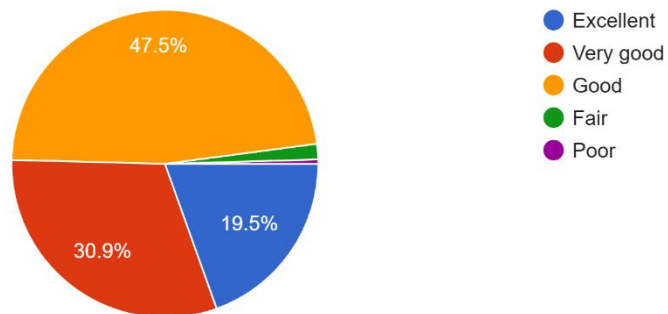
7. Rate the size of syllabus in terms of the load on the student.

1,532 responses



8. How do you rate the evaluation scheme designed for each of the course?

1,532 responses

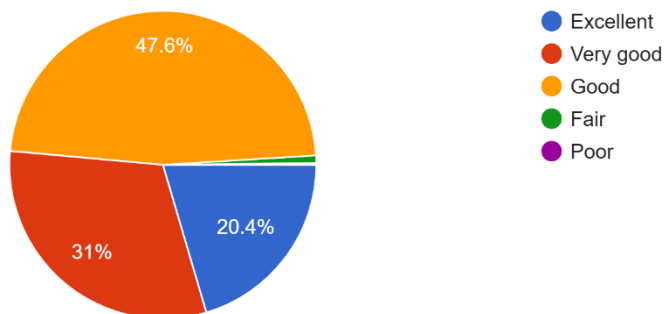


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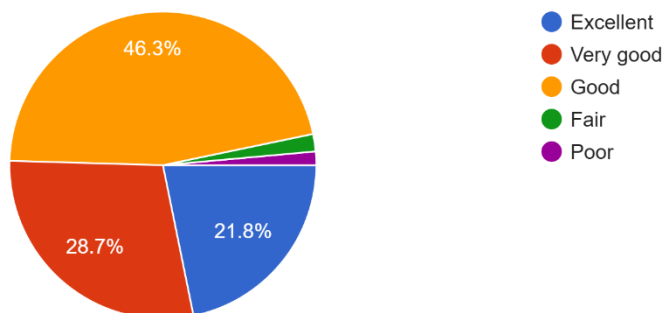
9. How do you rate the aims/objectives stated for each of the course?

1,532 responses



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

1,532 responses

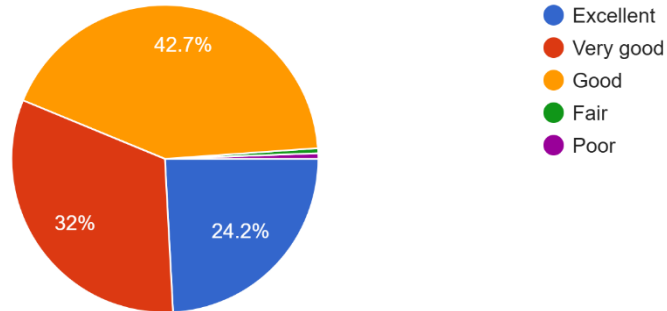


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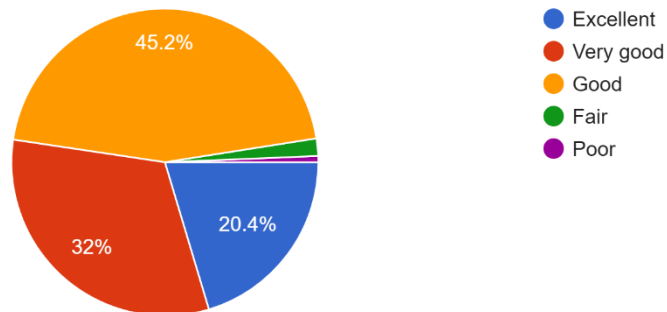
11. How do you rate the course/program of studies in terms of increasing your knowledge and perspective in the subject area?

1,532 responses



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

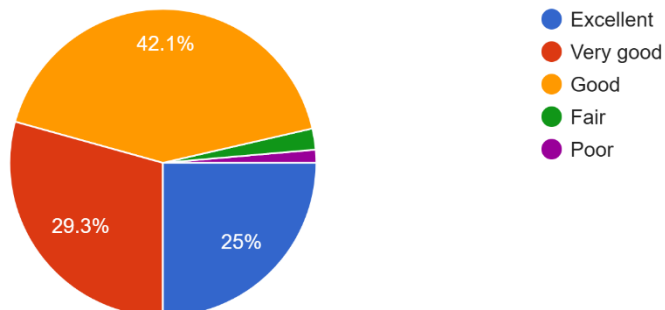


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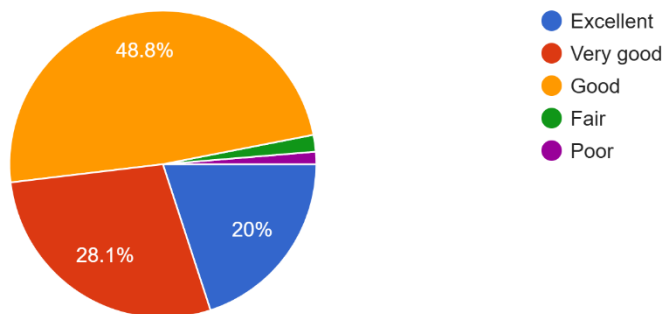
13. How do you rate the availability of Books/Study Materials in the College/Departmental Library relevant to your Course Curriculum/Syllabus?

1,532 responses



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

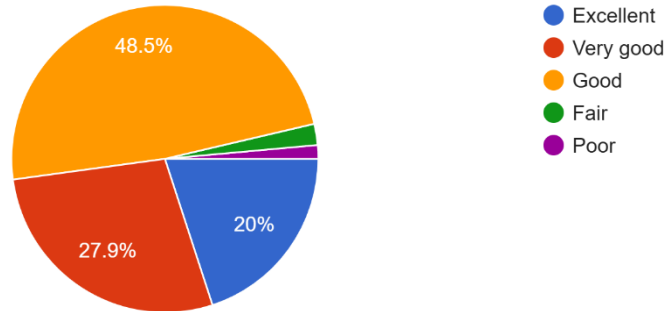


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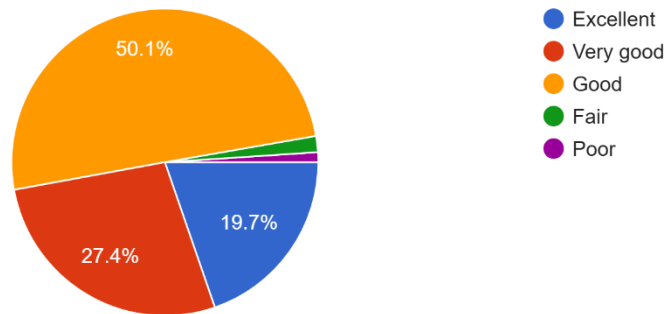
15. How do you rate the Academic Calendar provided to you? Is it scheduled/designed properly so that your syllabus gets covered/completed within the stipulated time frame?

1,532 responses



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

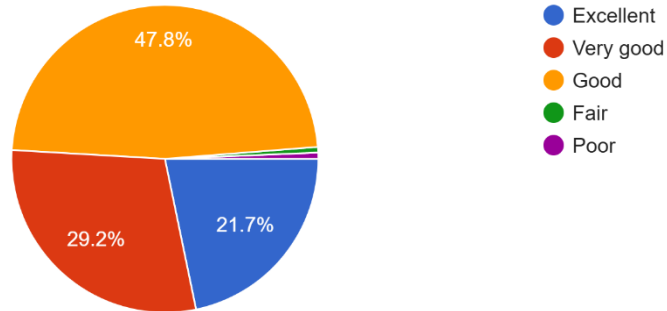


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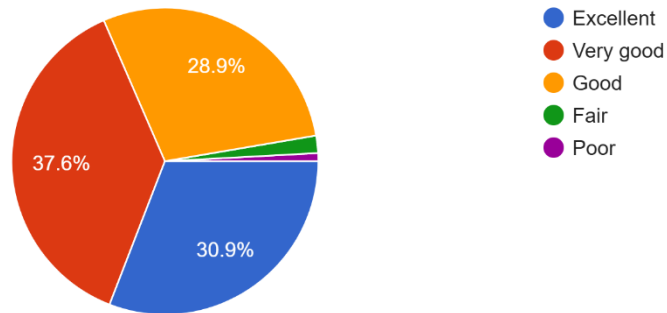
17. Does the syllabus address to cross cutting issues such as environment, gender and human rights?

1,532 responses



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

1,532 responses

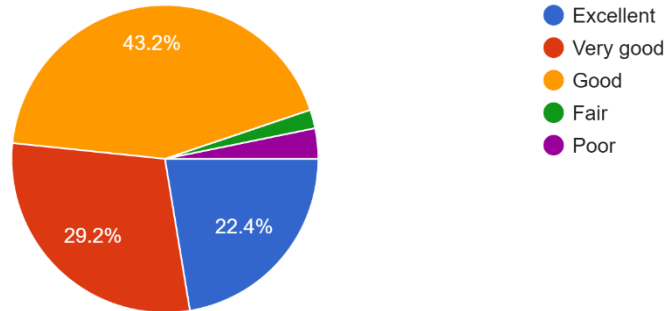


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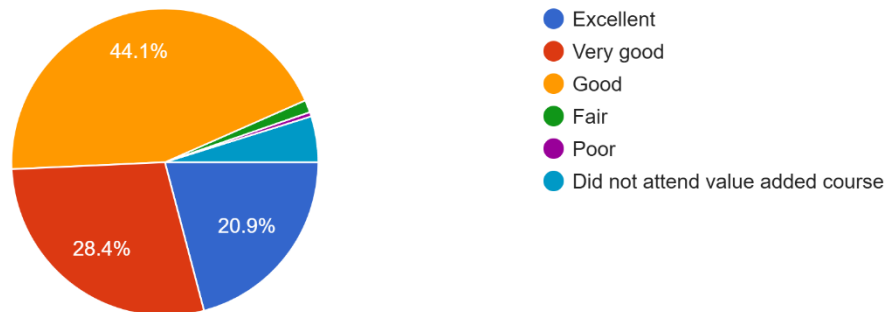
Q 19: How do you rate the use of ICT tools by the teachers (use of Google classrooms, mobile apps, projectors, digital media, online teaching etc.)?

1,532 responses



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

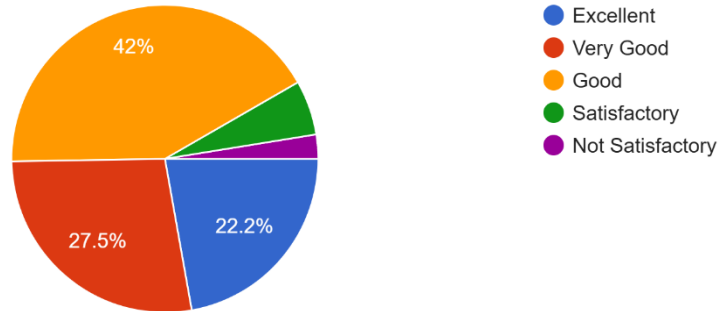


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What is your opinion on the newly implemented 4 years/ 3 years UG Courses (NCCF) under NEP 2020?

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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
<p>1. Student feedback on Curriculum:</p> <p>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.</p> <p>ii) Need for More Applied Learning: Students suggest reducing the emphasis on theoretical content and incorporating more application-based learning.</p> <p>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.</p> <p>iv) Overburdened Students: Students find the syllabus vast and overwhelming. They feel the time allocated (3-5 months) is insufficient to</p>	<p>The following actions (against feedback (i)-(iv)) are taken by the IQAC in association with the competent authorities in a timely and planned manner:</p> <ul style="list-style-type: none">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: LinkThe 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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<p>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</p> <p>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.</p> <p>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.</p>	<p>our Principal in every Principal's meeting held by the university.</p> <ul style="list-style-type: none"> 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).
<p>2. Theory vs. Practice/Lab Balance:</p> <ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> 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.
<p>3. Availability of Books/Study Materials:</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. <p>Book Availability: The library is actively working to ensure the availability of all necessary books. This</p>

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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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<p>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.</p> <p>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</p>	<p>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:</p> <ul style="list-style-type: none"> (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. <p>The following are some of the programs organized by the college in support of the above.</p> <ul style="list-style-type: none"> (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.%20BYJU's_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 figure 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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Annexure-1

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

<https://forms.gle/Sb8darDns4UimCo68>

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

Parameters ↓ Grade →	Excellent	Very Good	Good	Fair	Poor
1. Rate the programme offered in terms of the load of the courses	27%	32.2%	35.7%	2.6%	2.6%
2. Rate the availability of the text and reference books in the market	20.9%	31.3%	40%	6.1%	1.7%
3. Rate the quality and relevance of the courses included into the curriculum	23.5%	39.1%	34.8%	1.7%	0.9%
4. Rate the ambience/infrastructure & facilities of the College for effective delivery of the academic process	45.2%	32.2%	21.7%	0.9%	NIL
5. rate the courses in terms of their relevance to the latest and/or the future advancements in the field of studies/technologies	19.1%	42.6%	32.2%	5.2%	0.9%
6. Rate the outcomes student has achieved from the courses	17.4%	39.1%	38.3%	3.5%	1.7%
7. Rate the transparency of the evaluation system in the College	50.4%	30.4%	18.3%	0.9%	NIL
8. Rate the transformation of your students after the completion of the course	17.4%	43.5%	36.5%	2.6%	NIL
9. Rate how the curriculum has been designed to make students industry ready by imparting analytical/reasoning, language and soft skills in addition to technical competencies, as desired by the industry.	14.8%	38.3%	38.3%	7.8%	0.9%
10. Rate the offering of the electives in terms of their relevance to the specialization streams	17.4%	36.5%	44.3%	1.7%	NIL
11. Rate the course/syllabus in terms of good balance between Theory and Applications/Practical in Laboratory	21.7%	30.4%	43.5%	3.5%	0.9%

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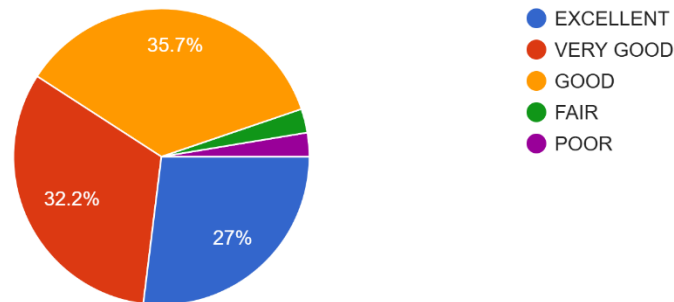
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12. Rate the course/program of studies in terms of increasing your knowledge and perspective in the subject area	20.9%	44.3%	33%	1.7%	NIL
13. Rate the course/program of studies in terms of offering sufficient number of optional papers	20%	41.7%	38.3%	NIL	NIL
14. Rate Aims and Objectives of the syllabi in terms of clarity to teachers	23.5%	38.3%	38.3%	NIL	NIL
15. Rate the Academic Calendar provided to you? Is it scheduled/designed properly so that your syllabus gets covered/completed within the stipulated time frame	28.7%	28.7%	40%	2.6%	NIL
16. Rate the newly implemented 4 years/ 3 years UG courses under NEP 2020.	16.5%	27.8%	40%	12.2%	3.5%
17. Rate the overall observation	20%	41.7%	38.3%	NIL	NIL

II. Faculty Feedback on Curriculum: Graphical Analysis

1. How do you rate the programme offered in terms of the load of the courses/size of the syllabus in different semesters?

115 responses

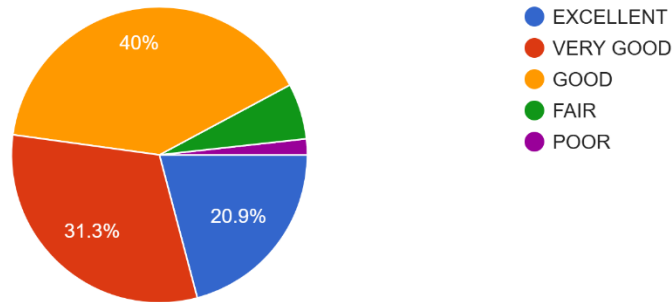


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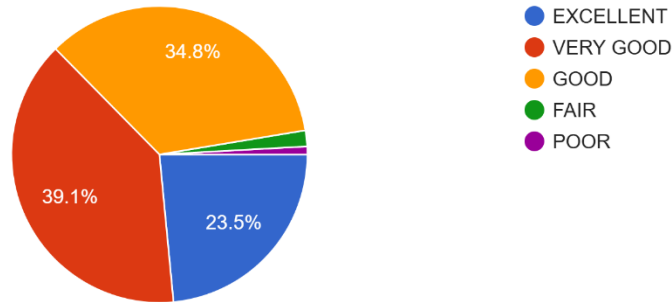
2. How do you rate the availability of the text and reference books in the market?

115 responses



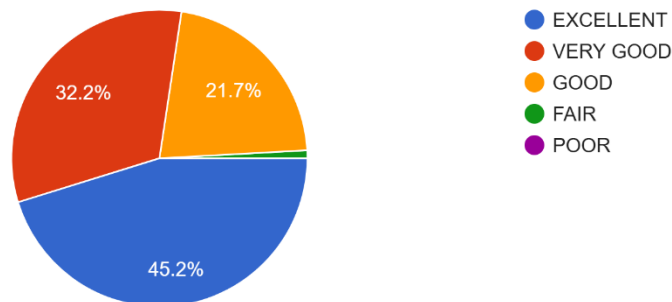
3. How do you rate the quality and relevance of the courses included into the curriculum?

115 responses



4. How do you rate the ambience/infrastructure & facilities of the College for effective delivery of the academic process?

115 responses

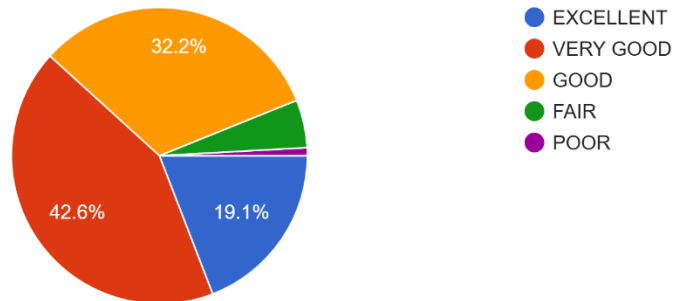


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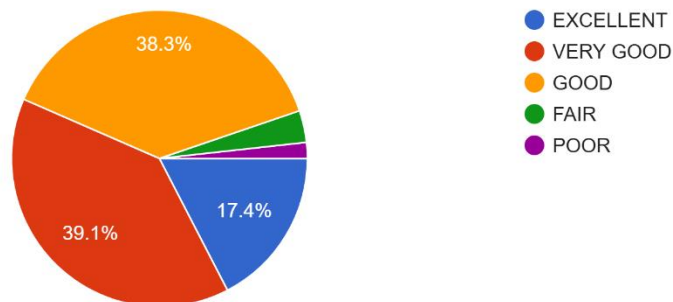
5. How do rate the courses in terms of their relevance to the latest and/or the future advancements in the field of studies/technologies?

115 responses



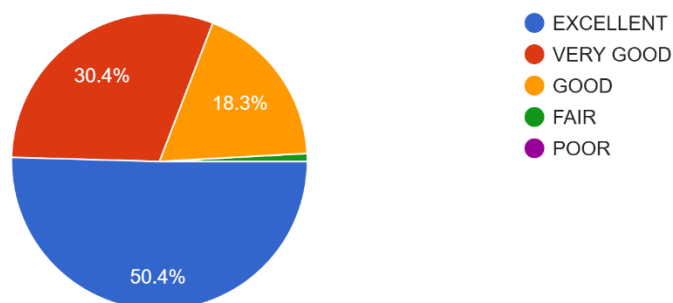
6. How do you rate the outcomes that your student has achieved from the courses?

115 responses



7. How do you rate the transparency of the evaluation system in the College?

115 responses

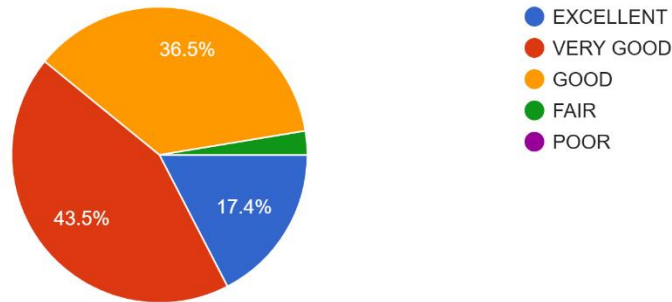


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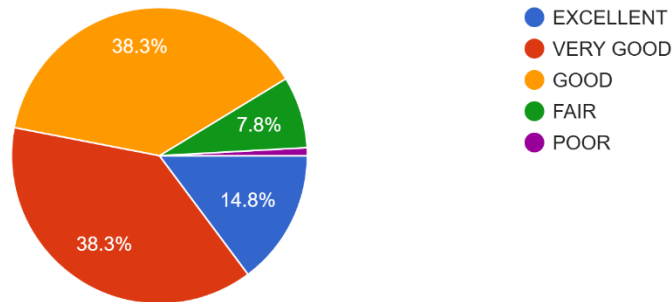
8. How do you rate the transformation of your students after the completion of the course?

115 responses



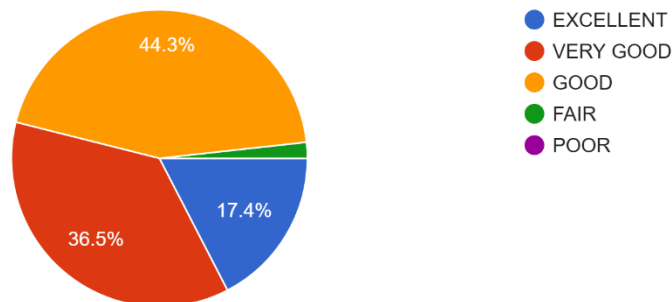
9. Rate how the curriculum has been designed to make students industry ready by imparting analytical/reasoning, language and soft skills in ad...technical competencies, as desired by the industry.

115 responses



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

115 responses

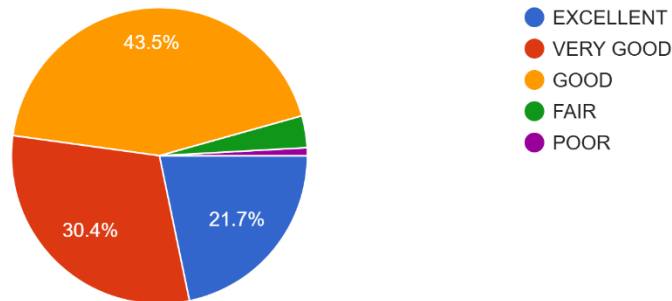


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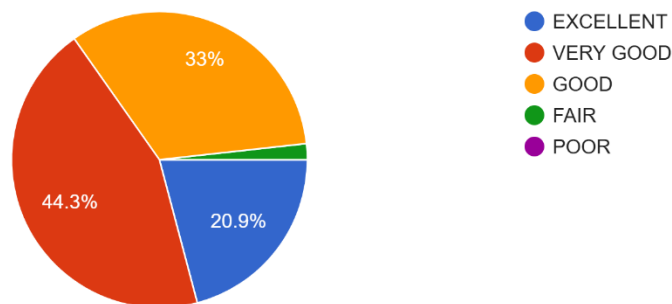
11. Rate the course/syllabus in terms of good balance between Theory and Applications/Practical in Laboratory.

115 responses



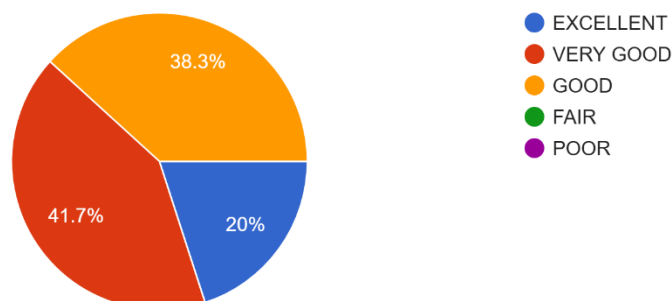
12. How do you rate the course/program of studies in terms of increasing your knowledge and perspective in the subject area?

115 responses



13. How do you rate the course/program of studies in terms of offering sufficient number of optional papers?

115 responses

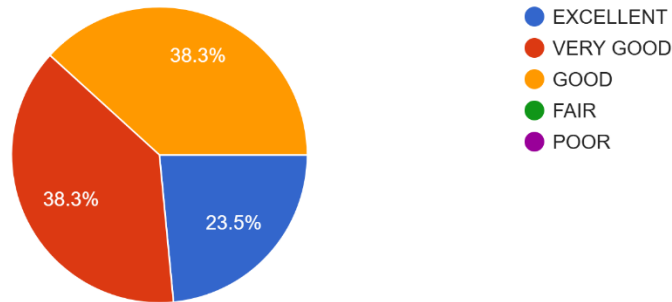


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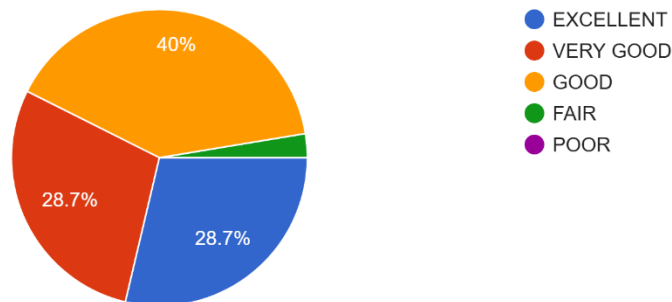
14. How do you rate Aims and Objectives of the syllabi in terms of clarity to teachers?

115 responses



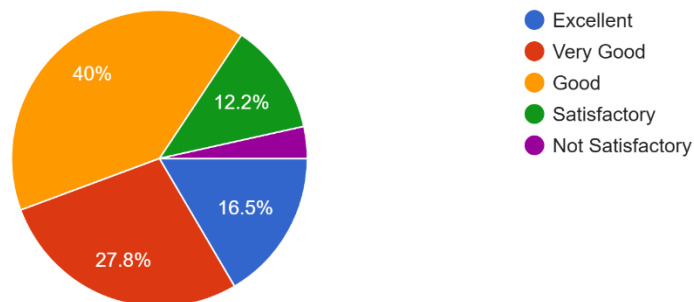
15. How do you rate the Academic Calendar provided to you? Is it scheduled/designed properly so that your syllabus gets covered/completed within the stipulated time frame?

115 responses



16. What is your opinion on the newly implemented 4 years/ 3 years UG courses under NEP 2020?

115 responses

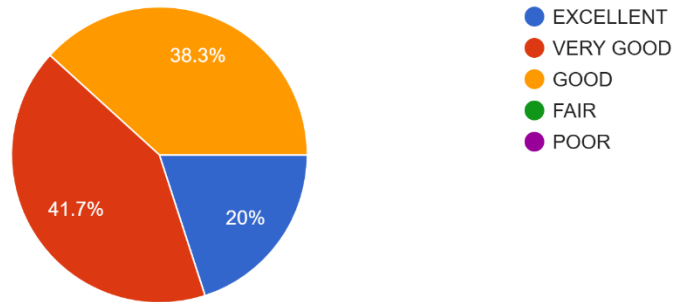


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17. RECORD YOUR OVERALL OBSERVATION

115 responses



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Annexure: 2

❖ Summary of Faculty Feedback & Action Taken Report

1. Course Load and Syllabus:

- **Overloaded Syllabus:** The syllabus is too vast and needs a complete revamp, especially regarding time constraints (90-day semester). Faculty suggests a major overhaul and simplification.
- **Time Pressure:** Students struggle to learn effectively due to insufficient time to complete coursework, exams, and projects. Some courses, especially in History, are too lengthy to be covered in the semester.
- **Inadequate NEP Design:** The National Education Policy (NEP) and syllabus need better alignment with the students' learning pace.

- ❖ **Action Taken:** The suggestions are discussed in a meeting called by the IQAC under the chairmanship of the Principal and the modifications are communicated to the affiliating university KNU for consideration and possible implementation. A link to the sample letters is as follows:

https://bbcollege.ac.in/dynamic_file/NAAC/1738062741Sample%20letters%20to%20KNU%20regarding%20Syllabus.pdf

2. Text and Reference Books:

- **Lack of Textbooks:** There is a shortage of relevant textbooks due to frequent syllabus changes, especially for multidisciplinary subjects. There is a need for student-friendly, authenticated textbooks that align with the syllabus. Frequent syllabus changes, especially in History, make it difficult for publishers to keep up with new editions.
- **University Involvement:** Faculty recommends the university take the initiative to publish student-friendly textbooks and ensure availability of up-to-date reference materials.
- **Bengali Language Books:** There is a scarcity of Bengali reference books, especially in specialized subjects like History.
- **Need for Modernization:** More contemporary topics (e.g., AI, industrial chemistry, and catalysts) should be incorporated to align with practical needs.

- ❖ **Action Taken:** Due the un-availability of books, the faculties of the college has taken initiative to not only provide NEP 2020 curated hand made notes to the students but also write and publish books in English and vernacular languages on the newly

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implemented syllabus for the greater good. The books are available in the market and can be bought from the following links;

❖ [Book 1](#)

❖ [Book 2](#)

❖ [Book 3](#)

3. Industry Readiness and Skill Development:

- **Practical and Analytical Skills:** Courses should include more practical applications, analytical reasoning, and soft skills, such as communication, computer programming, and email writing.
- **Industry Collaboration:** There is a strong need for industry partnerships, internships, and more hands-on, skill-based training within the curriculum.
- ❖ **Action Taken:** Please click on the following links to see the yearlong exemplary activities of our Career Counselling and Placement Cell (CCPC) and Entrepreneurship Development Cell – Swabalamban towards industry readiness and skill development of all our stakeholders.

Links of the activities of CCPC:

[Link 1](#), [Link 2](#), [Link 3](#), [Link 4](#).

Link (Swabalamban)

✚ **General Feedback/Suggestions on NEP 2020 UG Courses (3/4 Years) based on faculty interactions with students**

- Faculty members find the new 4-year/3-year UG courses under NEP 2020 to be overwhelming, especially for lab-based subjects.
- There's concern over the practical syllabus, suggesting more emphasis on practical work and a reduction in internal marks.
- Some students have been benefiting, but weaker students are finding it difficult to cope with the multidisciplinary course structure.
- Overall, the feedback highlights the need for a comprehensive revision of the syllabus to make it more relevant, practical, and aligned with industry demands.

All these points were discussed in a meeting called by the IQAC under the chairmanship of the Principal and the modifications are communicated to the affiliating university KNU for consideration and possible implementation. The faculties are instructed to make teaching learning process lucid, interesting and practical oriented while reaping all the benefits that NEP 2020 syllabus has in its store.

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ANNEXURE -1

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

<https://forms.gle/aRkURijQPuzFJnd2A>

ANALYSIS OF THE RESPONSES RECEIVED

1. PARENT FEEDBACK: COLLECTION 2023-2024.

Grade → ↓ Parameters	Excellent	Very Good	Good	Satisfactory	Not Satisfactory
1. Rate the Academic Standard of the College	22.2%	33.3%	39.1 %	5.8 %	2.3%
2. Rate the Teaching methods	23.5%	28 %	42.4 %	5.3%	0.8%
3. Rate the discipline in Campus	18.9%	27.6 %	44.4 %	7.4 %	1.6%
4. Rate the safety in college campus	26.3%	30.9 %	36.2 %	5.8 %	0.8 %
5. Rate the overall infrastructure facilities like classrooms, computer labs, library, laboratories	21.4%	33.3%	35.8%	7.4%	2.1%
6. Rate the Hostel facilities	7.8%	14.4 %	38.7 %	4.9 %	1.6% Hostel Not Aailed 32.5%
7. Rate the cooperation from Administrative Staffs and Office of the Principal	21%	23 %	42.4%	9.9 %	3.7%
8Rate the communication about the academic progress of your ward	17.7%	28.4 %	48.6 %	3.3%	2.1 %
9. Your overall impression about the College	21.8%	33.7 %	38.3%	4.9%	1.2 %

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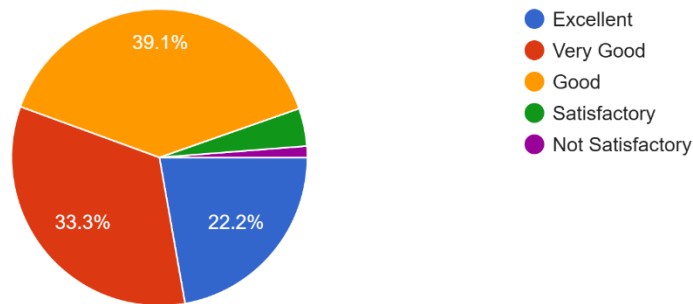
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10. Rate the newly implemented 4 years/ 3 years UG courses under NEP 2020	22.6%	27.2%	42.8%	3.3%	4.1%
Opinion → ↓ Parameter	Most Likely	Likely	Unlikely	Don't Know	
10.How likely would you recommend B. B. College to others?	39.9%	53.5 %	1.2 %	5.3 %	

2. Parent Feedback [Graphical Analysis]

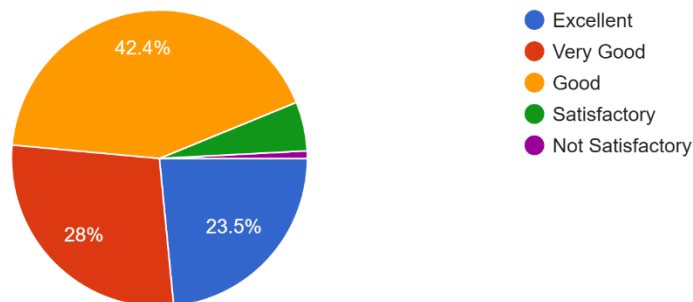
Rate the Academic Standard of the College

243 responses



Rate the Teaching methods

243 responses

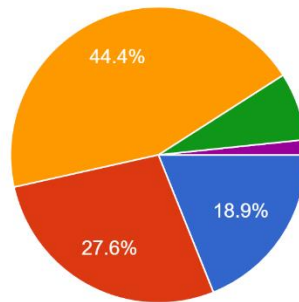


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Rate the discipline in Campus

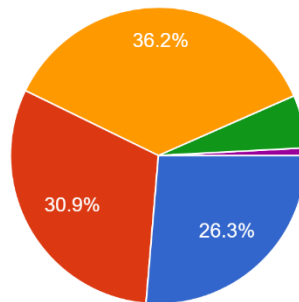
243 responses



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

Rate the safety in college campus

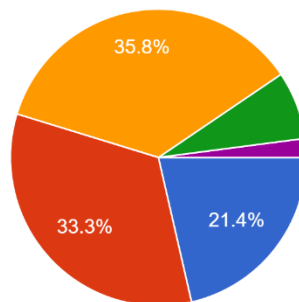
243 responses



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

Rate the overall infrastructure facilities like classrooms, computer labs, library, laboratories

243 responses



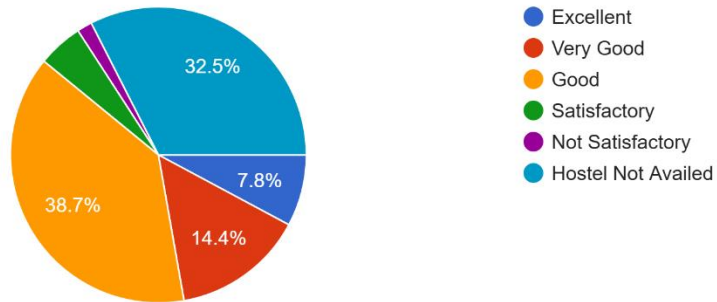
- Excellent
- Very Good
- Good
- Satisfactory
- Not Satisfactory

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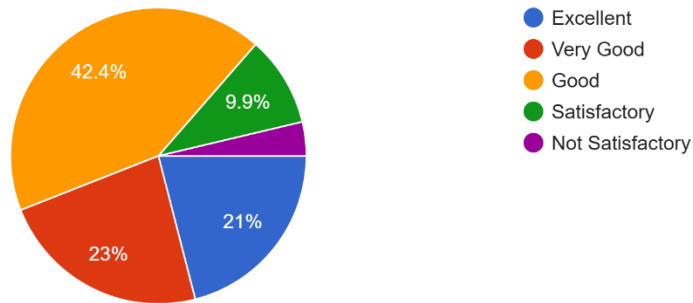
Rate the Hostel facilities

243 responses



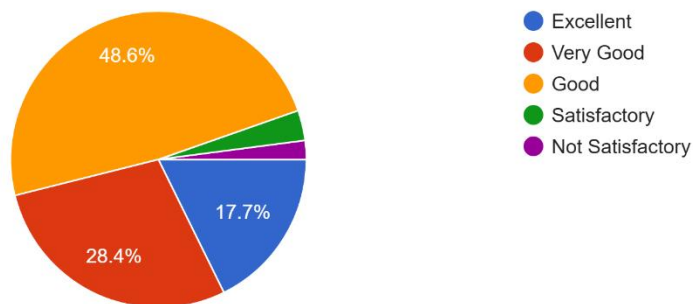
Rate the cooperation from Administrative Staffs and Office of the Principal

243 responses



Rate the communication about the academic progress of your ward

243 responses

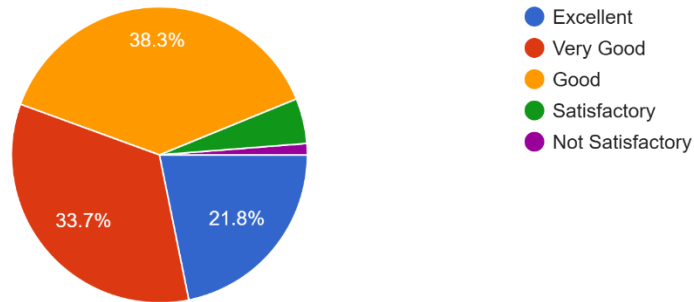


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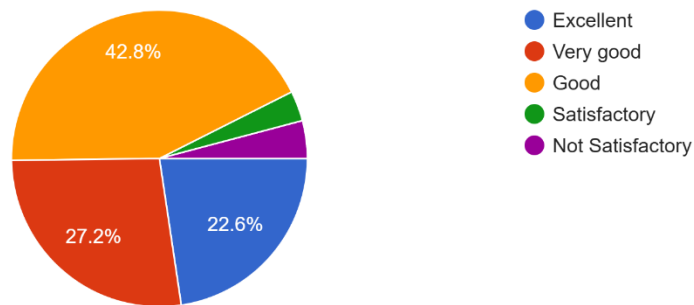
Your overall impression about the College

243 responses



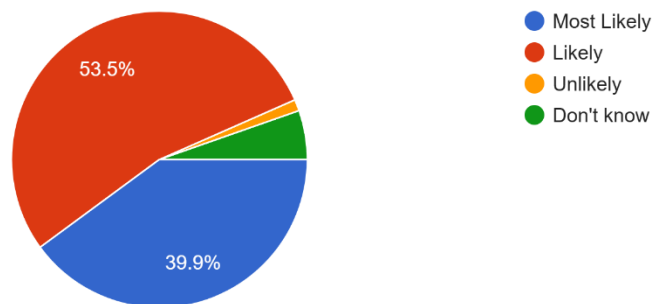
What is opinion on the newly implemented 4 years/ 3 years UG courses under NEP 2020?

243 responses



How likely would you recommend B. B. College to others?

243 responses



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ANNEXURE -2

Action Taken Report on the Feedback Received from the Parents

❖ **Suggestions and Feedback from parents**

Parents have shared valuable feedback on improving the college's academic standards, facilities, and overall management. Academically, they emphasized the need for a more practical and core-oriented syllabus, timely syllabus completion, and regular classes with proper attendance monitoring. Many suggested incorporating ICT-enabled classrooms, especially for science departments, and fostering better teacher-student interaction, including online platforms for addressing doubts.

They opined libraries require updated books aligned with the syllabus, and washrooms, particularly for girls, need urgent sanitation improvements. Hostel facilities, including food and water quality, were also highlighted as areas needing significant upgrades.

Regarding staff, while most teachers were praised, some were urged to adopt a more cooperative and approachable attitude. Parents also suggested conducting regular assessments, providing helpful notes, and engaging students in meaningful learning experiences.

Additional recommendations included issuing report cards earlier (within 1-2 months after exams), reducing the duration of degree programs from four to three years, and improving staff behaviour in addressing grievances.

Overall, parents highly appreciated the college's efforts in the teaching & learning processes and ensuring an overall well-being & inclusive development of the students. They suggested that by improving infrastructure, the college can significantly elevate its academic and operational standards to global level.

❖ **Action Taken Report on Parent Feedback**

Based on the valuable feedback received from parents regarding the academic standards, facilities, and overall management of the college, the following actions have been implemented or are in progress to address the concerns raised:

1. Academics and Curriculum

- The syllabus has been reviewed to include more practical and core-oriented content to enhance students' learning experience. (Please see point 1 of Annexure-2 of student feed-back report for details of action taken in this regard. [Link](#))
- Faculty members have been instructed to complete the syllabus on time and ensure regular classes with strict attendance monitoring.

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- ICT-enabled smart classrooms are already existing and the IQAC is planning to increase the number of ICT classrooms and to buy few smart interactive digital boards for better teaching-learning experience.
- With regards to delay in the issue of report cards, the affiliating university KNU has been requested to declare results and issue report cards within 2-3 month of the Exams.
- Online platforms for resolving student queries outside class hours are now being developed to improve teacher-student interaction.

2. Infrastructure and Facilities

- Laboratory upgrades have been initiated, with new equipment and resources, such as microscopes and chemicals for the microbiology department. All machines, equipment and infrastructure are up to date.
- Classrooms are undergoing renovation (where-ever needed), focusing on cleanliness, and proper furniture.
- Library resources are being updated with new books from various authors aligned with the syllabus. (Please see point 3 of Annexure-2 of student feed-back report for details of action taken in this regard. [Link](#))
- The entire college premise including washrooms are properly cleaned regularly and repeatedly under the monitoring of the administration to ensure hygiene and cleanliness. Also, the students are advised and motivated to keep the college free from plastic and other garbage. The NSS team works round the clock in this regard. Afterall it is imbibed among us that “*Cleanliness is next to Godliness*”.
- Hostel facilities have been enhanced with better food quality, water supply, and maintenance.

3. Communication and Notifications

- A structured system for event notifications is already in place to ensure timely and clear communication with students and parents.

4. Miscellaneous Improvements

- Grievance redressal mechanisms have been strengthened, ensuring timely responses to concerns raised by students and parents.

Our college is committed to continually improving and providing a better learning environment for students while addressing feedback effectively.

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Internal Quality Assurance Cell
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ANNEXURE -1

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

<https://forms.gle/ndFzsJS3vk1Vuojx8>

I. ALUMNI FEEDBACK: COLLECTION 2023-2024.

Parameters	Grade →	Excellent	Very Good	Good	Satisfactory	Not Satisfactory
1 Rate the Admission Procedure		34.8%	27.2%	32.6 %	3.3 %	2.2%
2. Rate the Alumni Association/Network of old Friends		27.2%	32.6 %	30.4 %	4.3 %	5.4%
3.Rate the Canteen Facilities		16.3%	25 %	29.3 %	22.8 %	6.5%
4. Rate the College ambience		29.3%	23.9 %	32.6 %	8.7 %	5.4%
5. Rate the Department and Faculties		48.9 %	18.5 %	25 %	3.3 %	4.3 %
6. Rate the Fee structure		21.7%	21.7%	37 %	14.1 %	5.4 %
7. Rate the Hostel Facilities		14.1%	17.4 %	34.8 %	10.9 %	6.5%
8.Rate the courses which are skills oriented		28.3%	32.6 %	27.2 %	7.6%	4.3 %
9. Rate the courses that you have studied		43.5%	26.1%	23.9%	2.2%	4.3 %
10. Rate the Infrastructure & Lab facilities		27.2%	23.9%	34.8	6.5%	7.6%
11. Rate the Library resources		28.3%	26.1 %	31.5%	10.9%	3.3%
12. Rate the Computer, Internet & Wi-Fi Facilities:		22.8%	22.8%	30.4%	14.1%	9.8%
13.Overall Rating of the college		38%	22.8%	29.3%	7.6%	2.2%
14. Overall Rating of academic programs		41.3%	22.8%	28.3%	6.5%	1.1%

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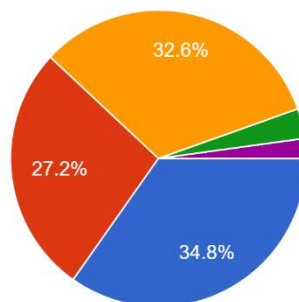
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Parameters ↓	Opinion →	Yes	No			
15. Do you feel proud to be associated with our university as an Alumni?		92.4%	7.6%			
16. Are you willing to participate in the alumni activities for the development of the university?		85.9%	14.1%			
Parameters ↓	Opinion →	Highly Satisfactory	Satisfactory	Not Satisfactory		
17. Where your grievances (if any) handled properly at the Department/University?		31.5%	65.2%	3.3%		
Parameter ↓	Opinion →	Helpful to a great extent	Helpful to some extent	Not at all		
18. Relevance of curriculum in your Job		54.3%	38%	7.6%		

II. ALUMNI FEEDBACK [Graphical Analysis]

Rate the Admission Procedure

92 responses

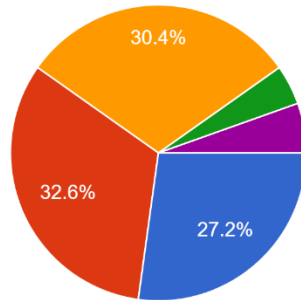


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Rate the Alumni Association/Network of old Friends

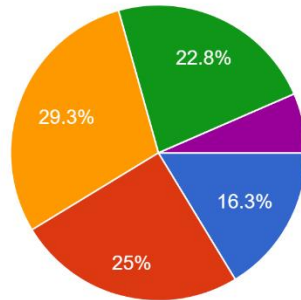
92 responses



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

Rate the Canteen Facilities

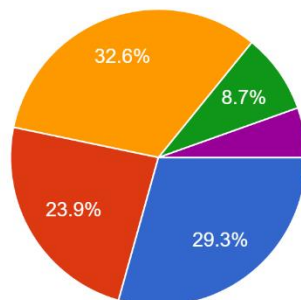
92 responses



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

Rate the College ambience

92 responses



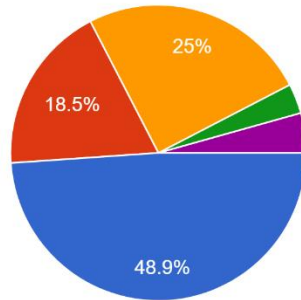
- Excellent
- Very Good
- Good
- Satisfactory
- Not Satisfactory

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Rate the Department and Faculties

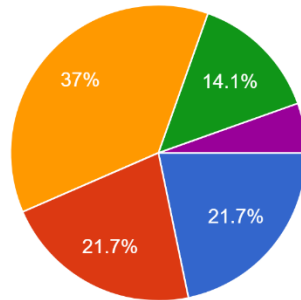
92 responses



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

Rate the Fee structure

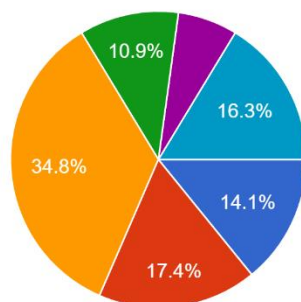
92 responses



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

Rate the Hostel Facilities

92 responses



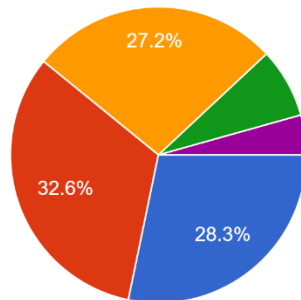
- Excellent
- Very Good
- Good
- Satisfactory
- Not Satisfactory
- Hostel not availed

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Rate the courses which are skills oriented

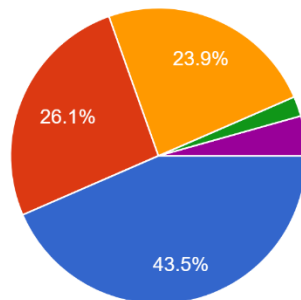
92 responses



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

Rate the courses that you have studied

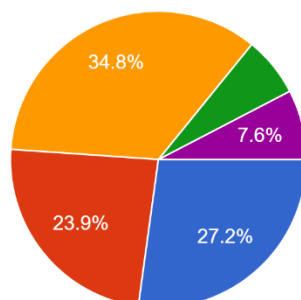
92 responses



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

Rate the Infrastructure & Lab facilities

92 responses



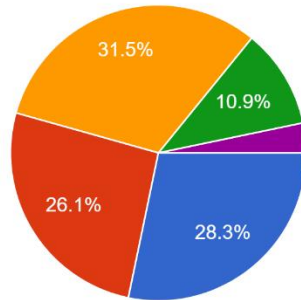
- Excellent
- Very Good
- Good
- Satisfactory
- Not Satisfactory

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Rate the Library resources

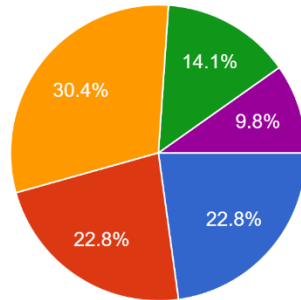
92 responses



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

Rate the Computer, Internet & Wi-Fi Facilities:

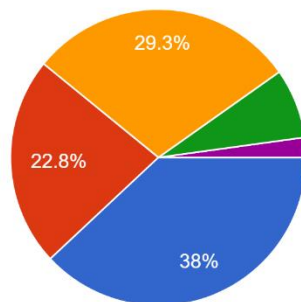
92 responses



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

Overall Rating of the College

92 responses



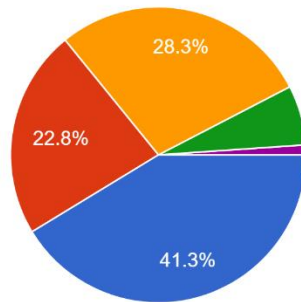
- Excellent
- Very Good
- Good
- Satisfactory
- Not Satisfactory

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Overall Rating of academic programs

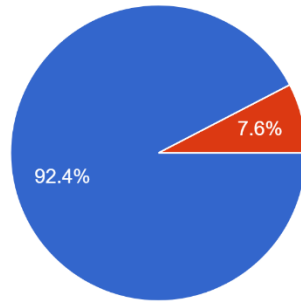
92 responses



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

Do you feel proud to be associated with our university as an Alumni?

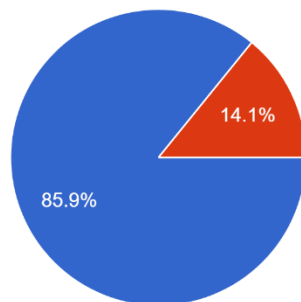
92 responses



- Yes
- No

Are you willing to participate in the alumni activities for the development of the university?

92 responses

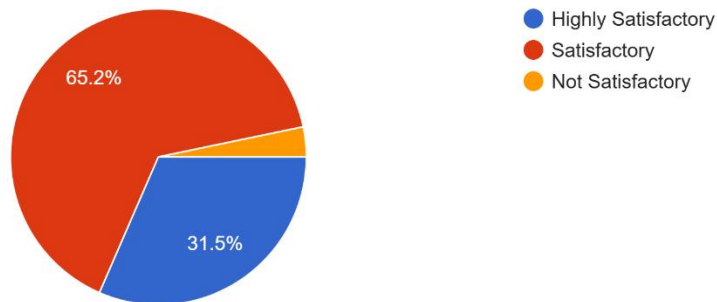


- Yes
- No

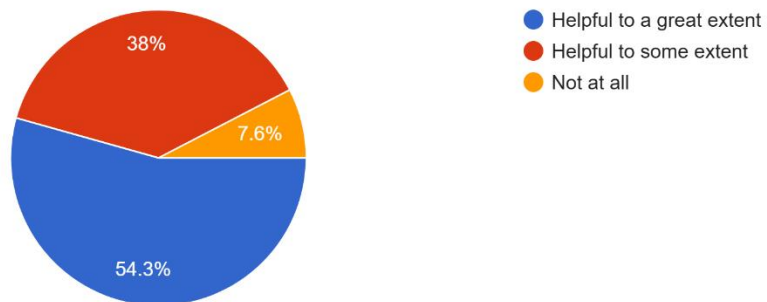
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Where your grievances (if any) handled properly at the Department/University?
92 responses



Relevance of curriculum in your Job
92 responses



Summary of Alumni Feedback for B.B. College, Asansol

Vision for the College:

1. General Sentiment:

- ✓ Alumni overwhelmingly express pride and affection for the institution, describing it as "excellent," "the best," and a "second home."
- ✓ Alumni expressed that the college strives to create a nurturing environment with inclusive practices, career-focused training, and support for students' personal and professional growth.
- ✓ Many alumni envision the college as a top-ranking institution in West Bengal and beyond, fostering academic excellence and holistic development.

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2. Alumni Visions:

- **Academic Excellence:** Aspiration for the college to become a hub for critical thinking, creativity, innovation, and research, ensuring students are globally competitive.
- **Infrastructure and Facilities:** Alumni suggest the college should enhance facilities, including labs, classrooms, and libraries, to match global standards.
- **Community Engagement:** Alumni see the college playing a significant role in the locality, contributing to societal development.
- **Autonomy and Recognition:** A vision for the college to achieve autonomy and higher recognition in academia.

Suggestions for Improvement & Action Taken:

1. Infrastructure and Facilities:

- Improve laboratories with modern equipment and expand library resources.
- Increase ICT-enabled classrooms and provide hands-on training facilities.
- Enhance hygiene and cleanliness, particularly in washrooms.

❖ **Action Taken:**

- The Principal met with faculty from lab oriented departments like Microbiology to address complaints and assess equipment conditions for practicals. Along with ensuring proper maintenance of existing equipment, an order was placed for advanced microscopes to support student and teacher research.
- The Central Library is enhancing its services, completing two new floors under the Development Policy with guidance from the Building Committee and IQAC. Efforts include ensuring the availability of books aligned with the NEP 2020 syllabus through coordination with administration and vendors, expediting procurement, and encouraging faculty to contribute notes and e-materials. Faculty-published textbooks based on the NEP 2020 syllabus are now available in the library and the market links of some of which are listed: [Book 1](#), [Book 2](#), [Book 3](#)
- 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 through ICT.
- The entire college premise including washrooms are properly cleaned regularly and repeatedly under the monitoring of the administration to ensure hygiene and cleanliness. Also, the students are advised and motivated to keep the college free from plastic and other garbage. The NSS team works round the clock in this regard. After all it is imbibed among us that “*Cleanliness is next to Godliness*”.

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2. Academic and Professional Development:

- Introduce job-oriented, technical, and professional courses.
 - Focus on practical learning, internships, and skill development opportunities with especial attention to Arts departments like Education etc.
 - Increase the offering of short-term professional courses and foster collaborations for research and industry exposure.
- ❖ **Action Taken:** Our college has two dynamic Cells i.e. the Career Counselling and Placement Cell (CCPC) and the Entrepreneurship Development Cell – Swabalamban both of which tirelessly work towards the academic and professional improvements of the students. The yearlong exemplary activities of our Career Counselling and Placement Cell (CCPC) and Entrepreneurship Development Cell – Swabalamban towards industry readiness and skill development of all our stakeholders.

Links of the activities of CCPC:

[Link 1](#), [Link 2](#), [Link 3](#), [Link 4](#).

[Link \(Swabalamban\)](#)

3. Administrative and Structural Changes:

- Organize regular alumni meets to strengthen alumni engagement and contributions.
 - One of the alumni has suggested to enhance faculty recruitment, particularly permanent positions in the department of Microbiology, to reduce workload and improve teaching quality.
- ❖ **Action Taken:** The college administration has asked the faculty in-charge of alumni group to organize regular alumni meets to strengthen alumni engagement and contributions. Already permanent position for the concerned dept. is in place. Need for faculty recruitments in vacant position is communicated to competent authority for due consideration through GB.

4. Extracurricular Activities and Community Engagement:

- Expand extracurricular opportunities and community-oriented programs.
 - Foster better outreach and encourage participation in external events.
- ❖ **Action Taken:** Several extracurricular opportunities and community-oriented programs are organized throughout the year. Kindly follow college website for details of events.

Links to some sample images are provided:

https://bbcollege.ac.in/dynamic_img/Photo_Gallery/1658225166rally.jpg

https://bbcollege.ac.in/dynamic_img/Photo_Gallery/1658224987yoga.jpg

https://bbcollege.ac.in/dynamic_img/Photo_Gallery/1625054909Rearing%20of%20Slikworm%20in%20our%20adopted%20village-NSS%20initiative.jpg

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Notable Aspirations:

- ✚ Alumni wish to see B.B. College as an autonomous, globally recognized institution that leads in innovation, research, and inclusivity.
- ✚ They emphasize collective efforts and active participation from faculty, students, and alumni to achieve these goals.

This feedback highlights both the strong attachment alumni feel towards the college and actionable suggestions to guide its future growth.

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