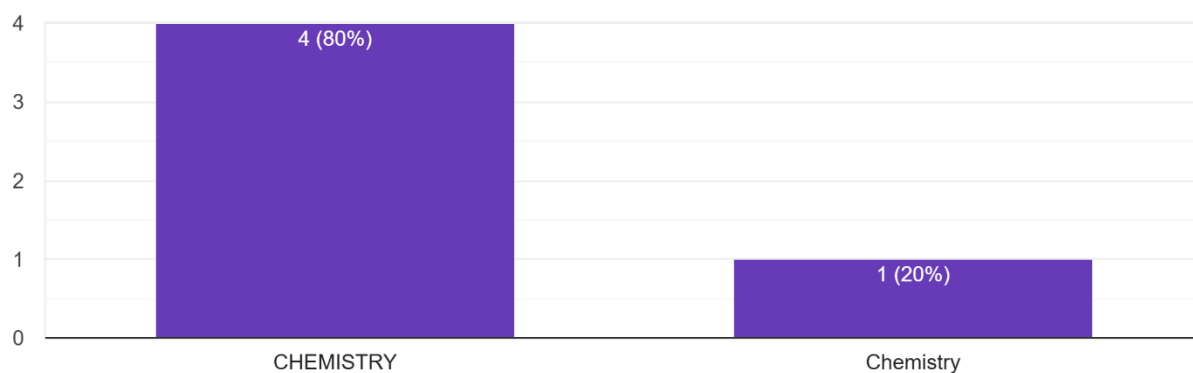


FEEDBACK of Teachers, Dept. of Chemistry, Session 2021-2022

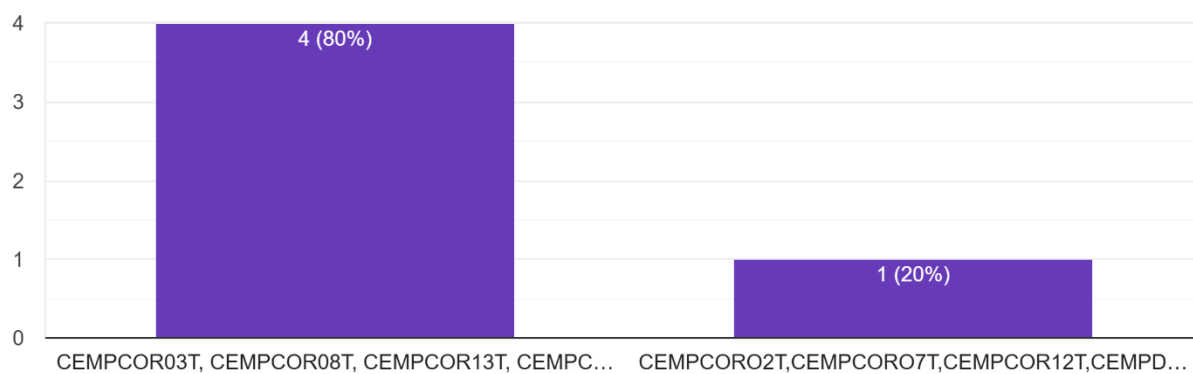
Department

5 responses



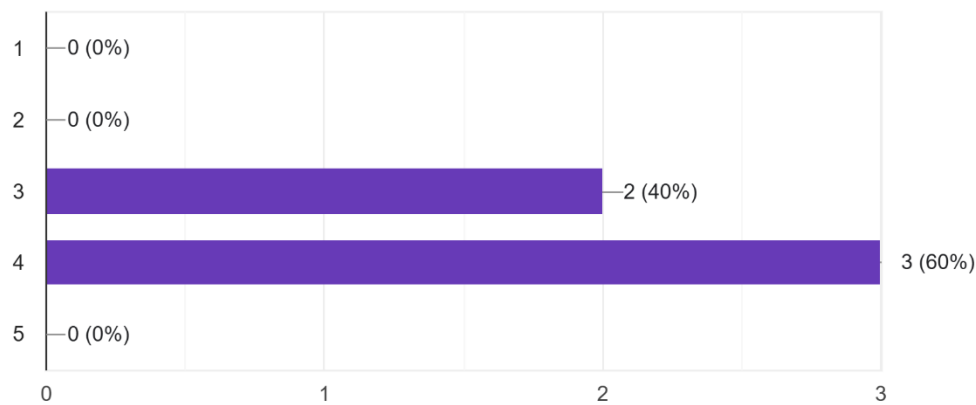
Course Code

5 responses



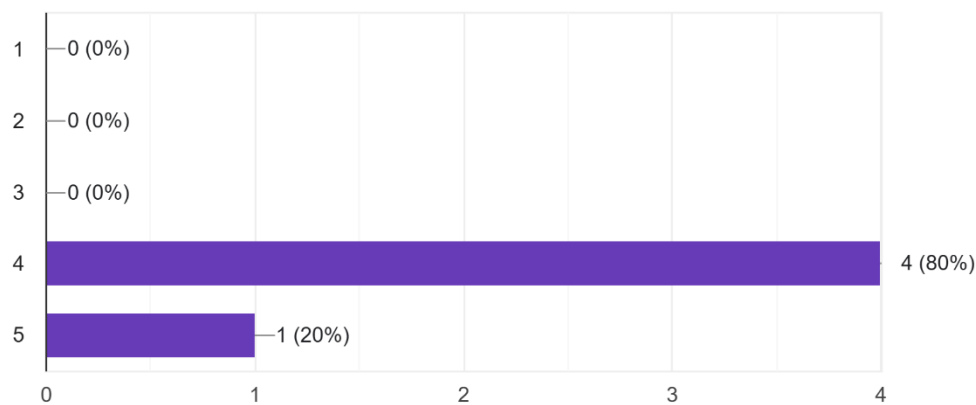
Do you think the students whom you have taught this course had sufficient the pre- requisit+e knowledge for this course?

5 responses



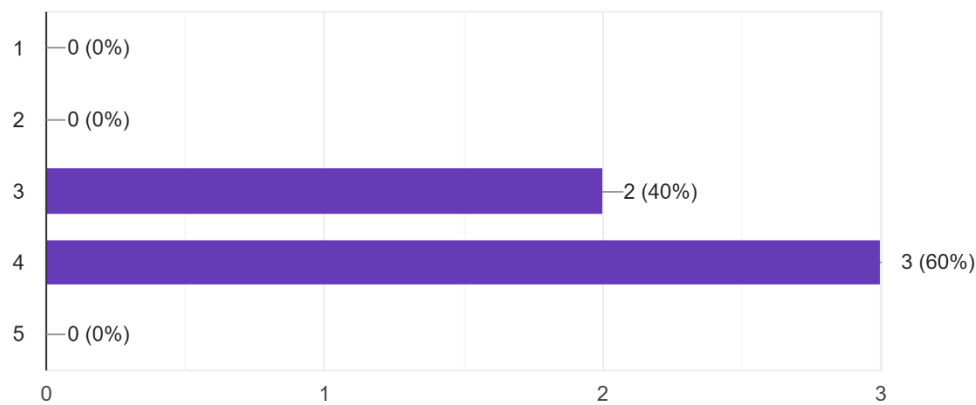
How regular were the students in attending your classes

5 responses



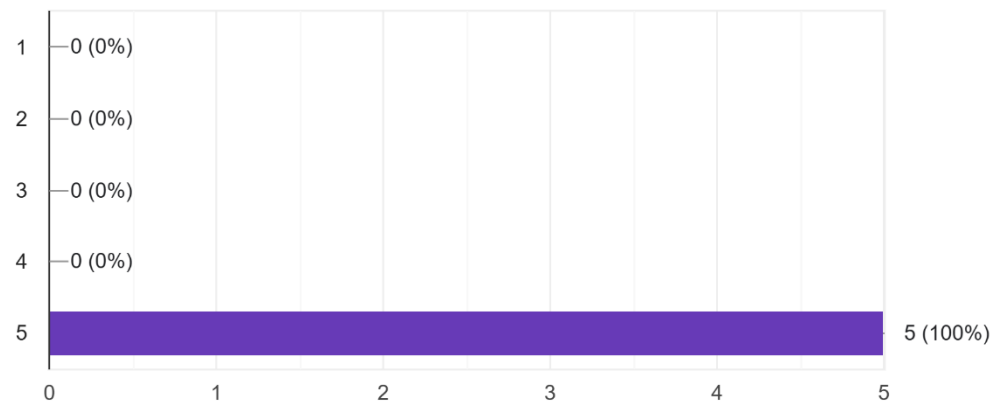
How do you rank the interaction quality of your class

5 responses



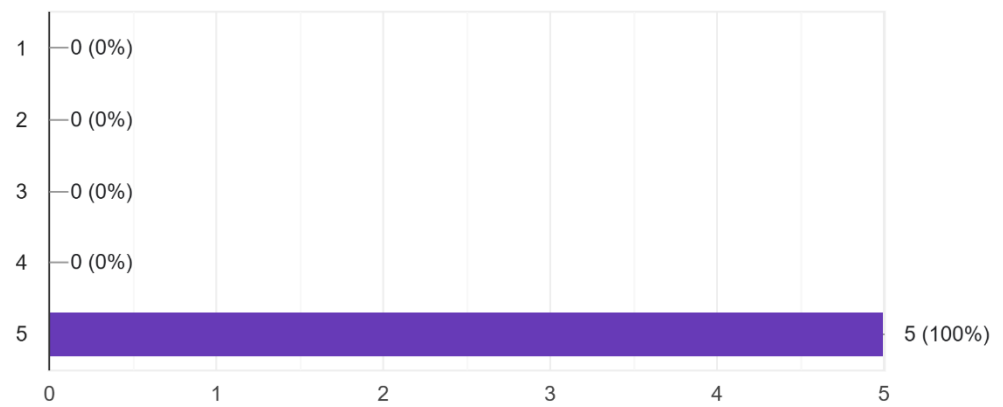
Rank the adequacy of infrastructure to teach this course

5 responses



Rank the adequacy of the time allotted to teach this course

5 responses



West Bengal State University

Barasat, Kolkata – 700126, West Bengal, India

Department of Computer Science

M.Sc. Programme (Postgraduate)

Teacher Feedback Analysis Report

AQAR Year: 2021–22

Prepared under NAAC Criterion 1.4.2 — Date of Preparation: May 2026

1. Executive Summary

AQAR 2021–22 — At a Glance

Teacher feedback was collected from **9 faculty members** of the Department of Computer Science for AQAR year 2021–22, in compliance with the IQAC SOP under NAAC Criterion 1.4.2. The year-average score of **4.51/5** places AQAR 2021–22 firmly in the “Excellent” band. Time adequacy achieved a **perfect score of 5.00/5** and infrastructure was rated at a high **4.88/5**. The only area warranting attention is student attendance at **3.77/5**, the lowest score for any dimension across all four AQAR years.

Dimension	Average Score (out of 5)	Remarks
Pre-requisite Knowledge	4.22	Very Good
Student Attendance	3.77	Needs Attention
Interaction Quality	4.66	Excellent
Infrastructure	4.88	Excellent
Time Adequacy	5.00	Perfect
Overall Average	4.51	Excellent

All values are mean averages on a 1–5 scale. N = 9 teacher respondents.

2. Graphical Analysis

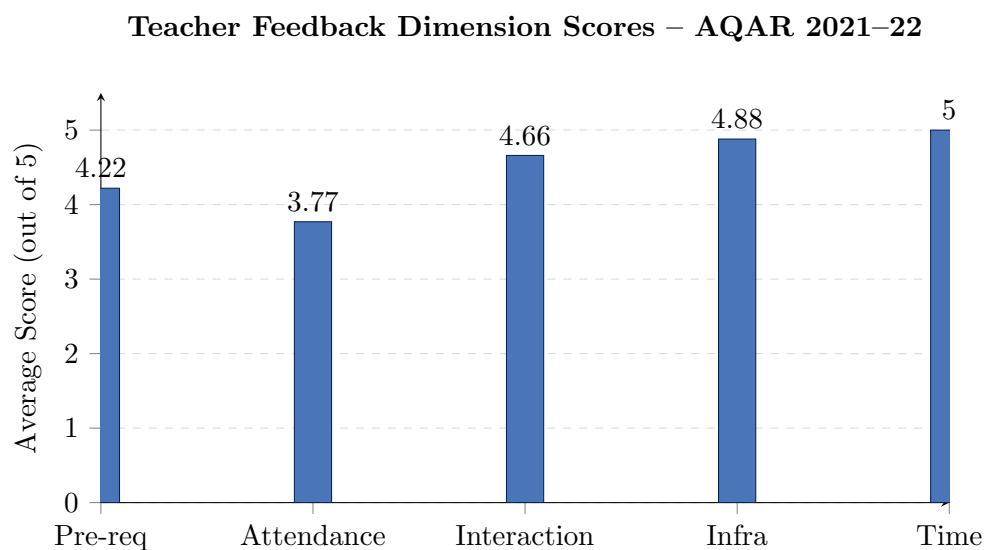


Figure 1: Teacher feedback dimension-wise scores, AQAR 2021–22 (N = 9).

3. Detailed Analysis

3.1. Pre-requisite Knowledge (4.22/5)

Pre-requisite knowledge was rated at **4.22/5**, indicating that teachers found students well-prepared with foundational knowledge required for the M.Sc. Computer Science programme. This reflects positively on the quality of undergraduate preparation of incoming students.

3.2. Student Attendance (3.77/5)

Key Concern: Student attendance at **3.77/5** is the lowest score for this dimension across all four AQAR years and the lowest score in the entire 2021–22 dataset. This was the only metric below 4.00/5 in an otherwise excellent year.

Irregular attendance in 2021–22 may have been linked to the post-pandemic transition back to in-person learning, as students and faculty were readjusting to regular campus attendance. Faculty reported this as a noticeable concern impacting continuous learning.

3.3. Interaction Quality (4.66/5)

Interaction quality was rated at a high **4.66/5**, indicating strong and effective classroom engagement between teachers and students. This is the highest interaction quality score in the four-year dataset, suggesting that despite attendance concerns, those students who were present were highly engaged.

3.4. Infrastructure (4.88/5)

Infrastructure was rated at an excellent **4.88/5**. Faculty expressed strong satisfaction with available computing and classroom facilities, though a suggestion was raised for better hardware to support more demanding practical sessions.

3.5. Time Adequacy (5.00/5)

Time adequacy received a **perfect score of 5.00/5**, indicating unanimous faculty satisfaction with the contact hours allocated for syllabus delivery. All faculty considered the time available fully sufficient for completing the prescribed coursework.

4. Key Suggestions from Teachers

- Better hardware infrastructure is needed for effective and advanced laboratory sessions.

5. Action Taken Report (ATR)

Action Taken / Proposed Action – AQAR 2021–22

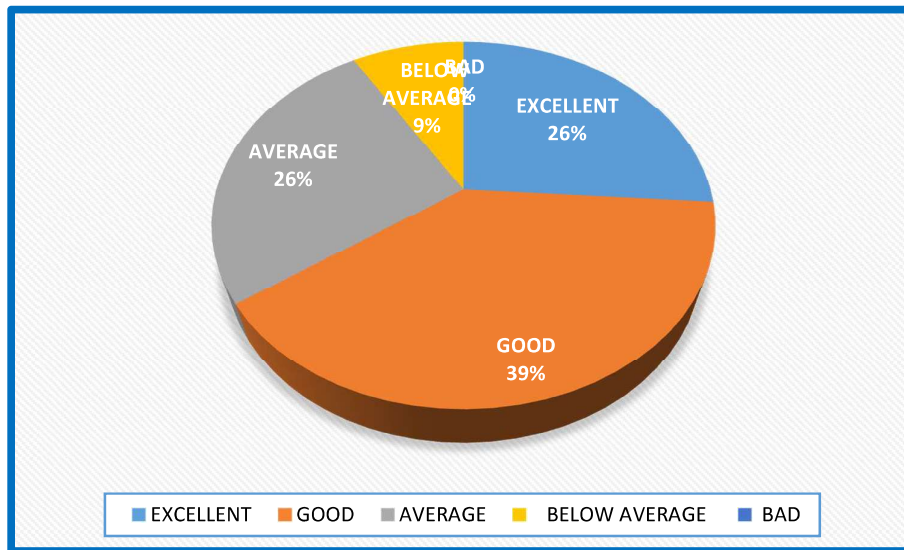
- (1) The request for better computer hardware in laboratory sessions has been noted and forwarded to the university administration for inclusion in the next capital expenditure and infrastructure upgrade plan.
- (2) The student attendance concern (3.77/5) has been acknowledged. Faculty advisors have been requested to monitor attendance more closely and engage with students showing irregular patterns through counselling and early intervention.
- (3) The department will maintain the existing timetable structure that achieved perfect time adequacy satisfaction among all faculty respondents.
- (4) The high interaction quality (4.66/5) will be sustained by encouraging seminar-based and problem-solving teaching methodologies in subsequent semesters.

DEPARTMENT OF EDUCATION, WBSU

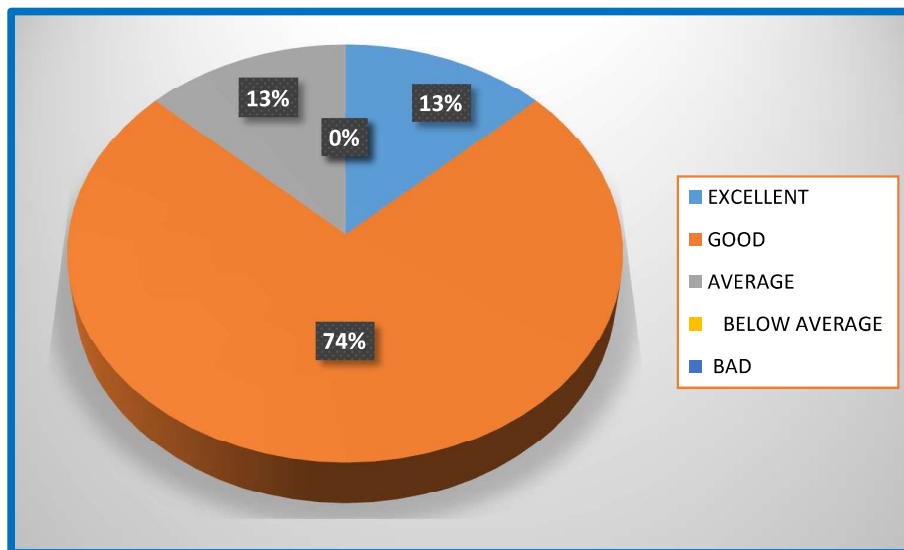
FEEDBACK FROM THE INSTRUCTOR

2021-2022

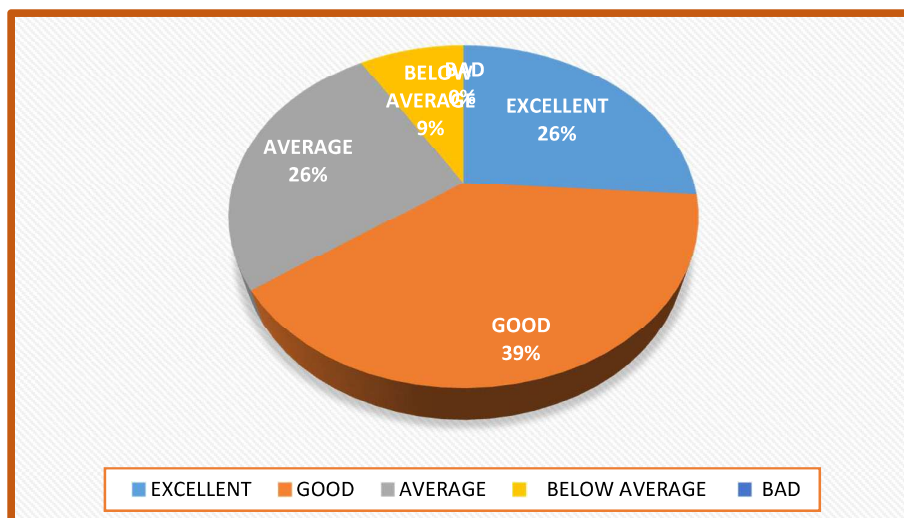
1. Rank the pre requisite knowledge of the students for the course



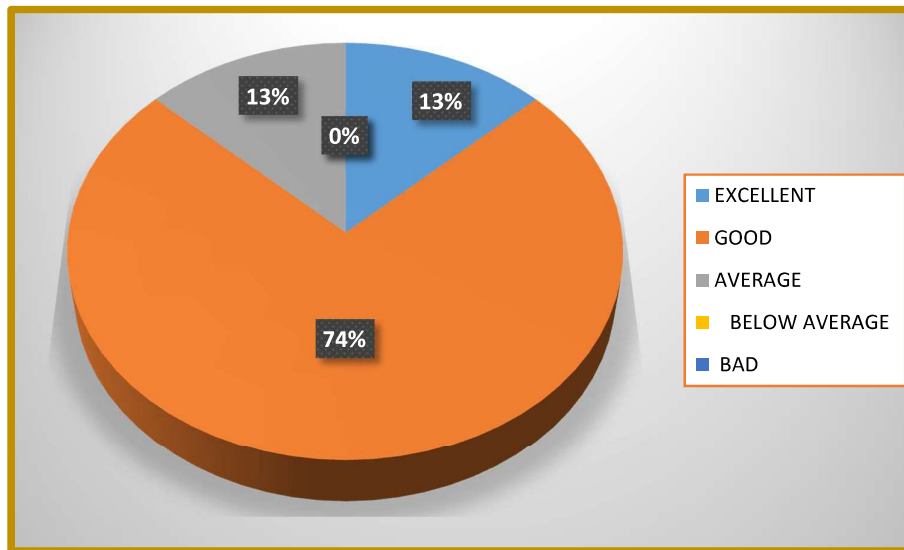
2. Rank the attendance of the students



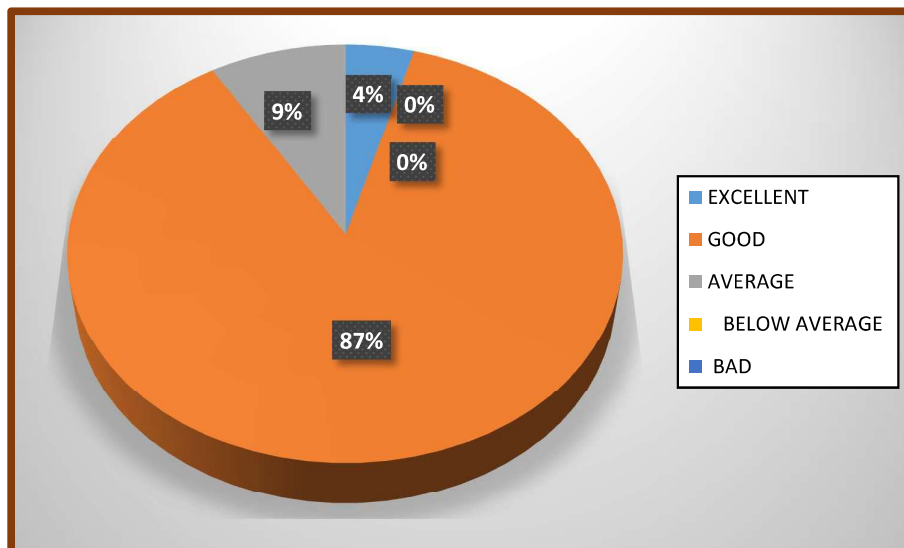
3. Rank the interaction quality of the students



4. Rank the adequacy of the time allotted to teach this course



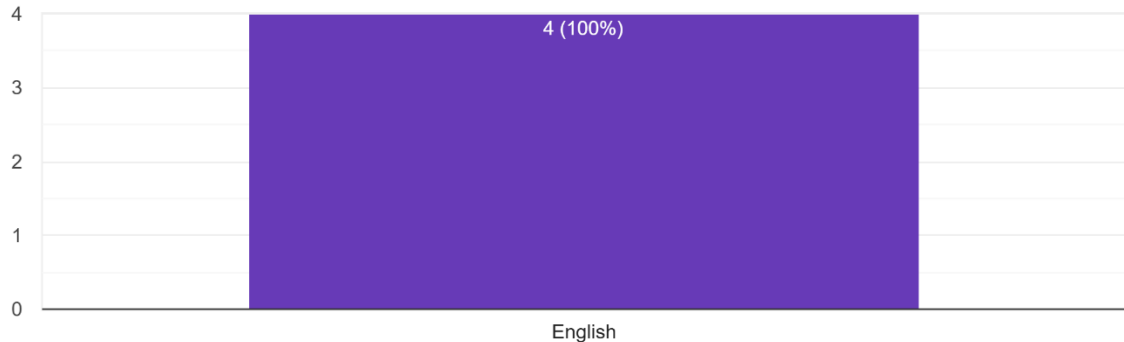
5. Rank the adequacy of infrastructure to teach this course



TEACHERS' FEEDBACK REPORT 2021-2022

DEPARTMENT

4 responses



COURSE CODES

4 responses

Chandrava Chakravarty - CC3, CC4, CC7, CC8, CC9, CC11, CC12, CC14, CC16, CC18

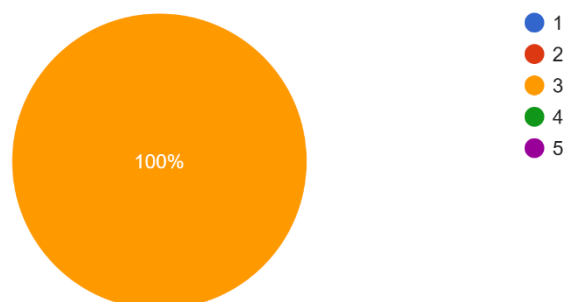
Somak Mondal - CC01, CC02, CC06, CC11, DSE1, DSE2, SEC, CC18

Sneha Kar Chaudhuri - CC 3, CC4, AECC, CC7,,CC9, SEC, CC13, CC14, CC 15,CC16, CC17, CC18,

Sipra Mukherjee - Core Courses 05, 10, 14, 15, 18

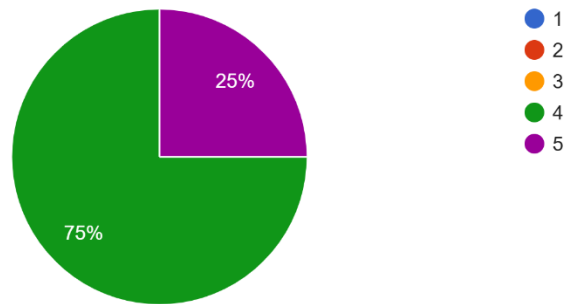
GIVE YOUR RESPONSE IN A SCALE 5 (WORST 1, BEST 5) Do you think the students whom you have taught this courses had sufficient the pre-requisite knowledge for this course?

4 responses



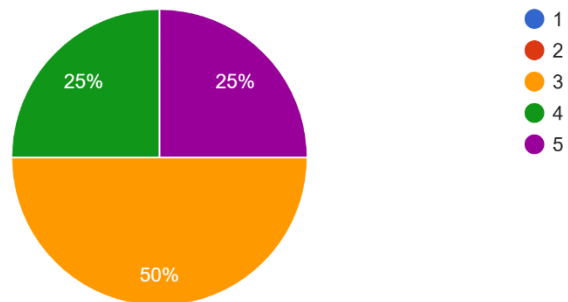
How regular were the students in attending your classes

4 responses



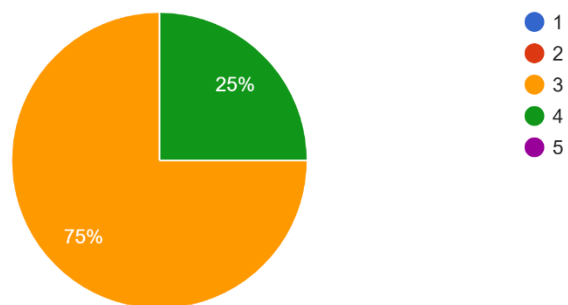
How do you rank the interaction quality of your class

4 responses



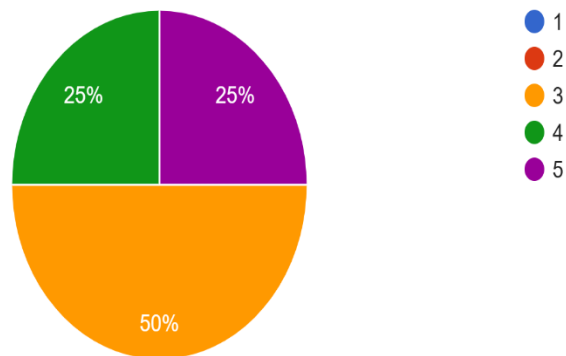
Rank the adequacy of infrastructure to teach these courses

4 responses



Rank the adequacy of the time allotted to teach this course

4 responses



Any Suggestion regarding the necessary revision of the syllabus or methodology

4 responses

Syllabus revision done and latest critical theories are used to teach the texts.

We need more projector-equipped rooms.

None

White board and mounted projector in each classroom

Dept. of Food & Nutrition

TFF 2021-22

1. Department
3 responses
Food and Nutrition

2. Course Code/Codes
3 responses

FNTPCOR02T, FNTPCOR12T, FNTPDSE02T

FNTPCOR03T, FNTPCOR08T, FNTPDSE01T, FNTPGEC01T FNTPDSE02T,
FNTPCOR16T, FNTPCOR17M and FNTPCOR18M

FNTPCOR01T, FNTPCOR04T, FNTPCOR05P, FNTPAECC01M, FNTPCOR06T,
FNTPCOR09T, FNTPCOR10P, FNTPSEC01T, FNTPCOR11T, FNTPDSE01T(HD),
FNTPCOR13P, FNTPCOR14T, FNTPCOR15T, FNTPCOR16T, FNTPCOR17M,
FNTPCOR18M

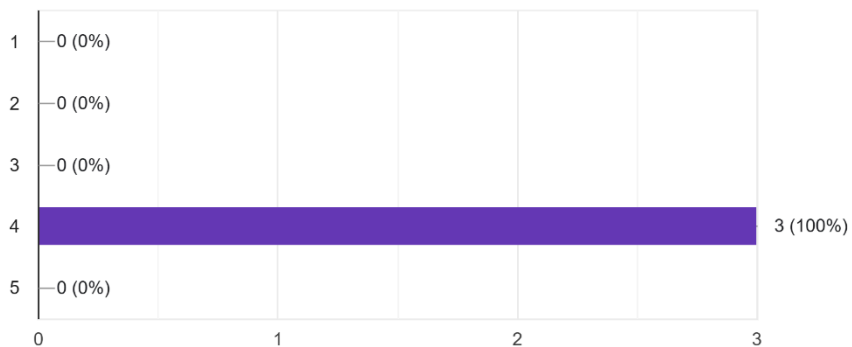
3. Academic Year of Teaching
3 responses
2021-2022

4. **Give your response in a scale of 5 (worst 1, best 5)**

- i. **Do you think the students whom you have taught this course/courses had sufficient the pre- requisite knowledge for this course?** 3 responses

Do you think the students whom you have taught this course/courses had sufficient the pre-requisite knowledge for this course?

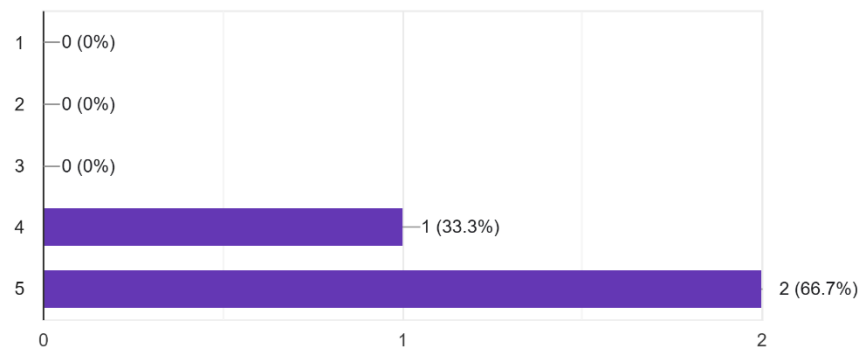
3 responses



Value	Count
1	0
2	0
3	0
4	3
5	0

- ii. **How regular were the students in attending your classes**
3 responses

How regular were the students in attending your classes
3 responses

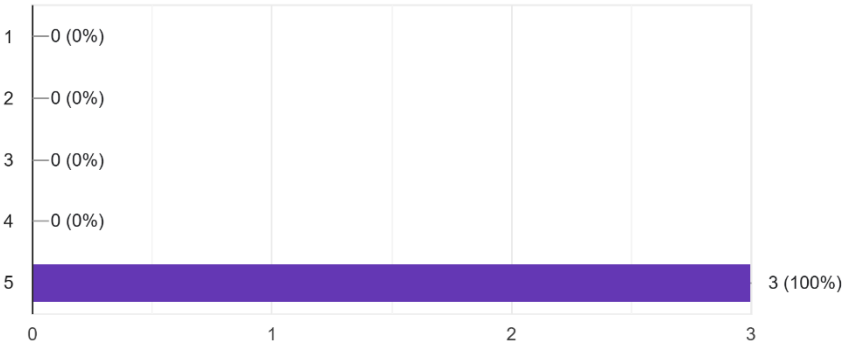


Value	Count
1	0
2	0
3	0
4	1
5	2

- iii. **How do you rank the interaction quality of your class**
3 responses

How do you rank the interaction quality of your class

3 responses



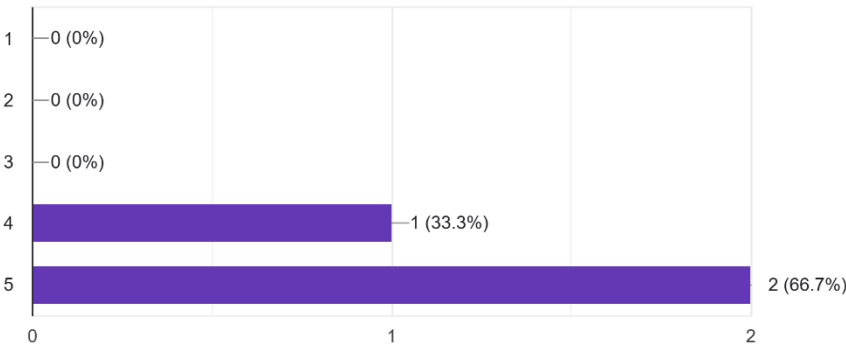
Value	Count
1	0
2	0
3	0
4	0
5	3

iv. Rank the adequacy of infrastructure to teach this course

3 responses

Rank the adequacy of infrastructure to teach this course

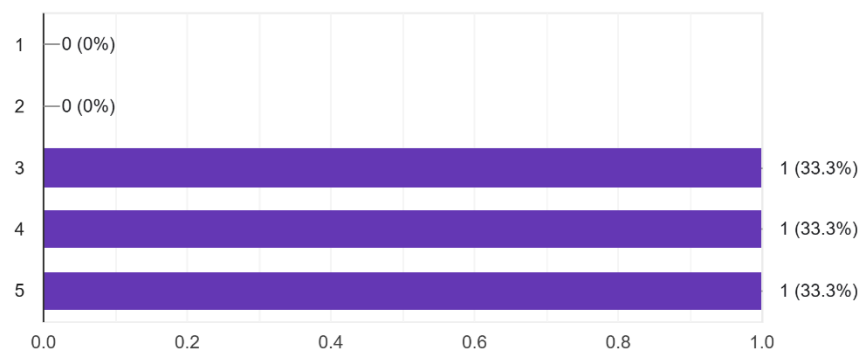
3 responses



Value	Count
1	0
2	0
3	0
4	1
5	2

v. Rank the adequacy of the time allotted to teach this course
3 responses

Rank the adequacy of the time allotted to teach this course
3 responses



Value	Count
1	0
2	0
3	1
4	1
5	1

5. **Any suggestion regarding the necessary revision of the syllabus or methodology**

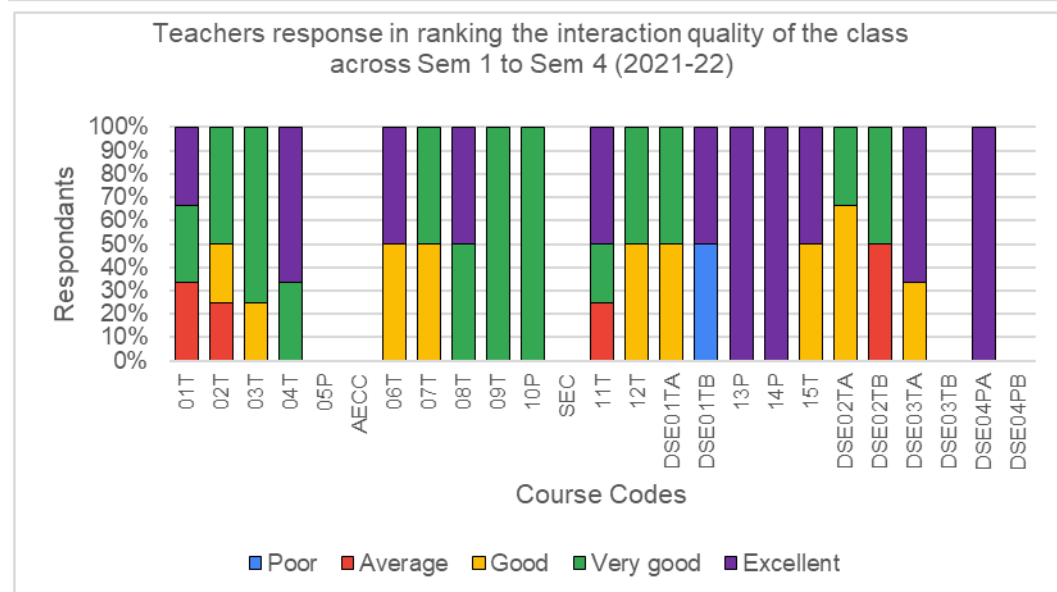
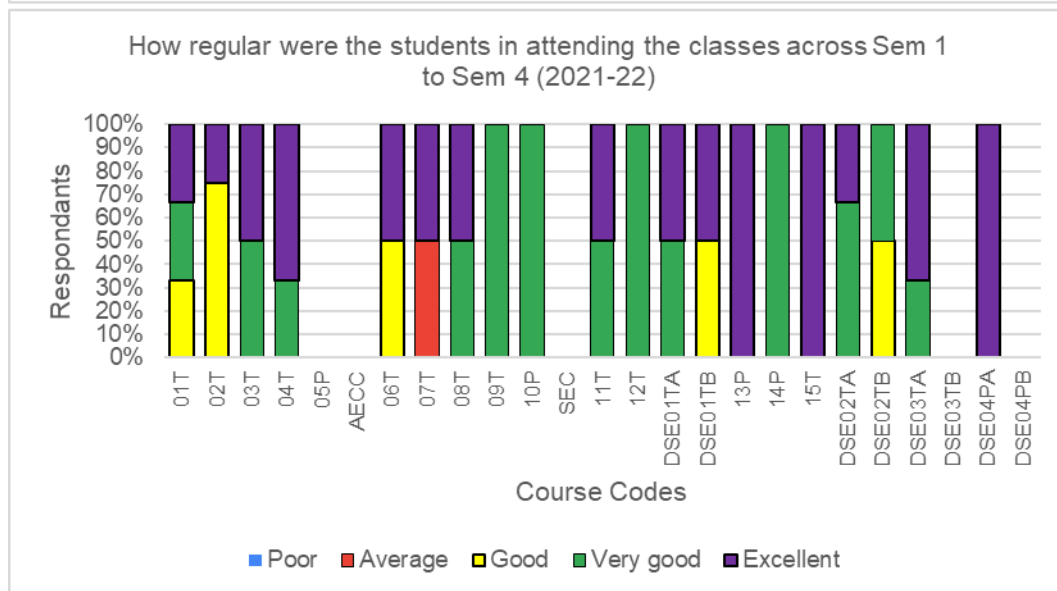
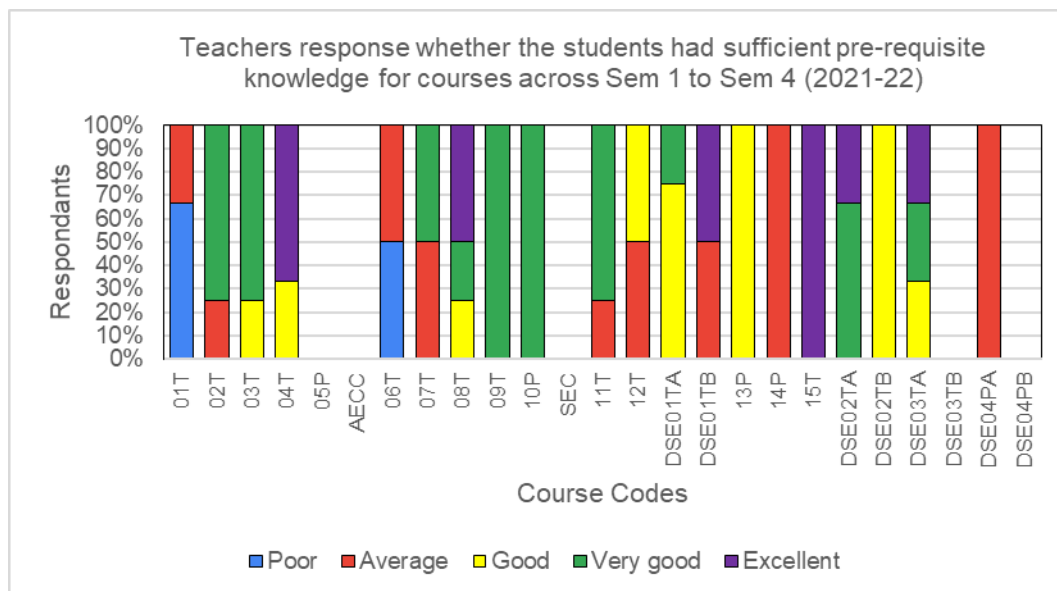
3 responses

Sufficient

The paper FNTPCOR03T: FUNDAMENTALS OF FOOD PROCESSING requires revision because it is challenging to cover a large syllabus in a short amount of time.

More clinical components are to be added, computer facilities are to be improved, lab facilities are to be improved.

Department of Geography
Teachers Feedback (2021-22)



Suggestions (2021-22)

01T: As the students are mostly coming from rural backward areas, there should be sufficient time for revision. Geotectonics is the basics of geomorphology yet as students keep getting admitted even after a month or more, it is difficult to pick up mid-way in class for the students, especially for slow learners who get admitted later. It should preferably be kept in the 2nd semester and courses such as India could be brought forward.

02T: We're only going to include the parts related to practical, hands-on study in the upcoming syllabus, while the others should be taken out. The syllabus uses broad terms for some topics. More specific subtopics should be provided for clarity.

06T: In general, students are weak in English. The methodology should be elaborated to the students, and if necessary, in Bengali.

07T: Some areas where climate data is applied, including various data challenges, should be taken into account.

08T: The syllabus should be designed to emphasise the practical application of knowledge rather than mere theoretical understanding.

09T: The class tests may be less intense.

12T: It may be beneficial to place greater emphasis on fundamental concepts in the earlier semesters. The students, particularly those from non-mathematics backgrounds, appear to face some difficulty with basic statistical concepts. Strengthening these at the initial stages could help their confidence in dealing with more advanced stages in the later semesters. Stress on basic level matrix algebra (computation) and Multivariate Regression should be included.

01TA: Contemporary concepts like the 3Cs of River Science (Connectivity, Context and Complexity), River Sensitivity etc. could be included in the syllabus as these help us to better understand the changes within fluvial systems and their controls. Syllabus is fine but can be extended to include ongoing debates on river interlinking in India, and legal aspects related to river environmental flows, sand mining in rivers.

02TB: An open class presentation followed by discussion, grounded in key scholarly literature on the given topic, can be highly effective.

02TA: A few practical components may be incorporated in the course.

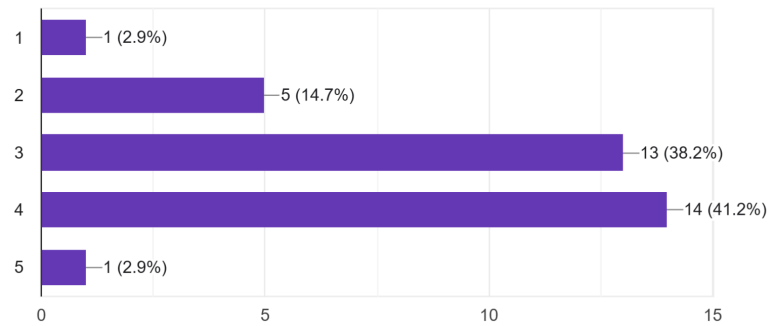
03TA: The university may consider including in the UG or PG curriculum one (or more) optional paper on the basic ideas of mathematics and physical sciences, comprising algebra, solid geometry/mensuration, general and physical chemistry, physics etc. of 10+2 standard. Such a paper would be of immense help to students of geography who did not study mathematics, physics or chemistry at the 10+2 level.

Teachers Feedback Report
Department of Physics
2021-22
West Bengal State University

response in a scale of 5 (worst 1, best 5)

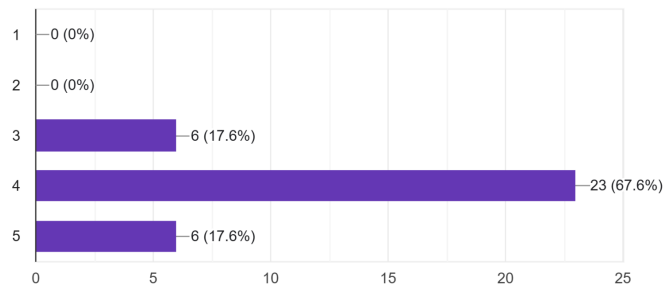
Do you think the students whom you have taught this course had sufficient the pre- requisite knowledge for this course?

34 responses



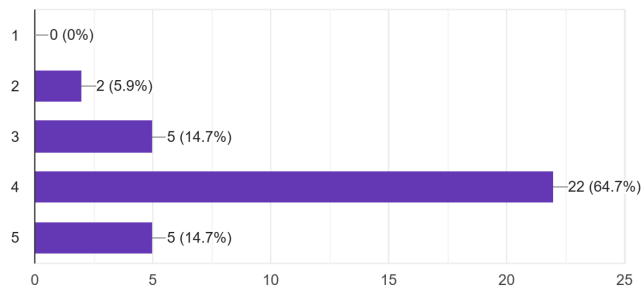
How regular were the students in attending your classes

34 responses

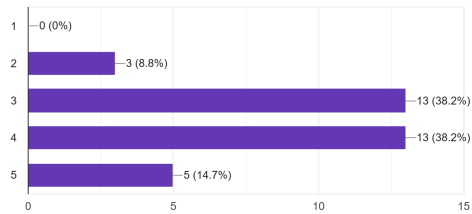


How do you rank the interaction quality of your class

34 responses



Rank the adequacy of infrastructure to teach this course
34 responses

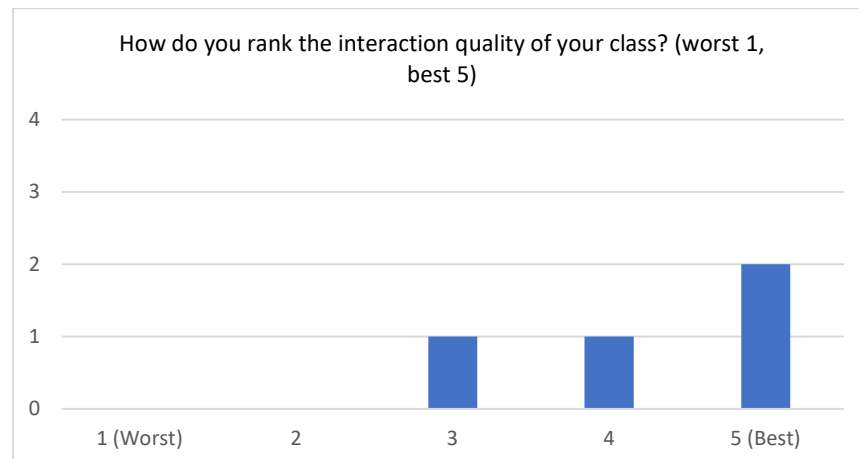
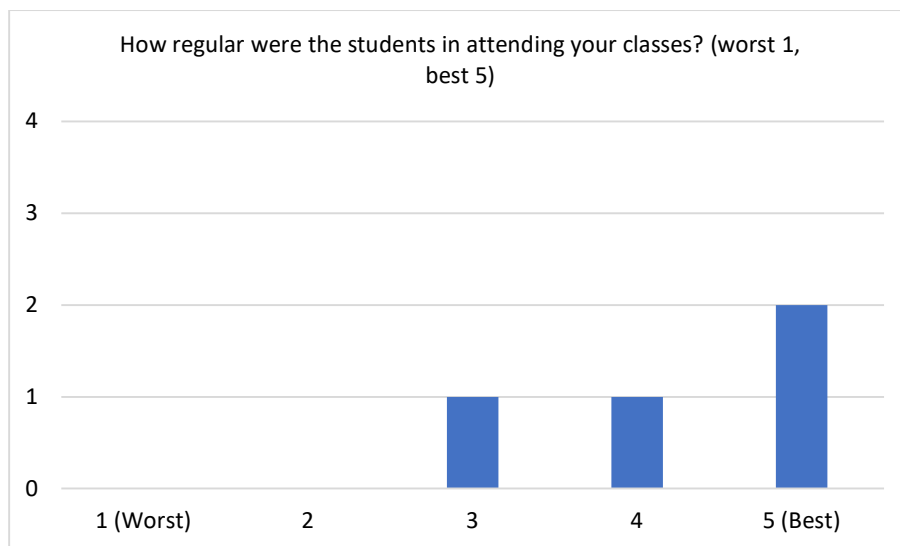
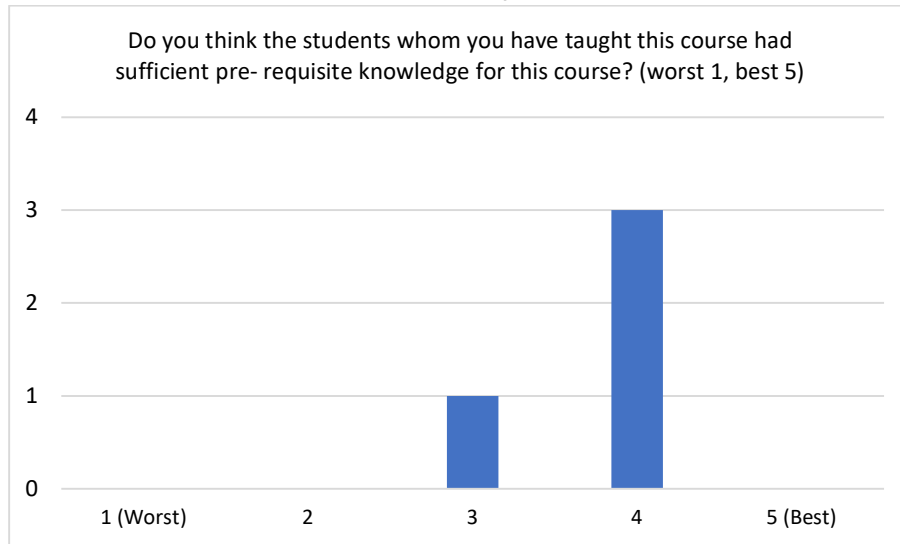


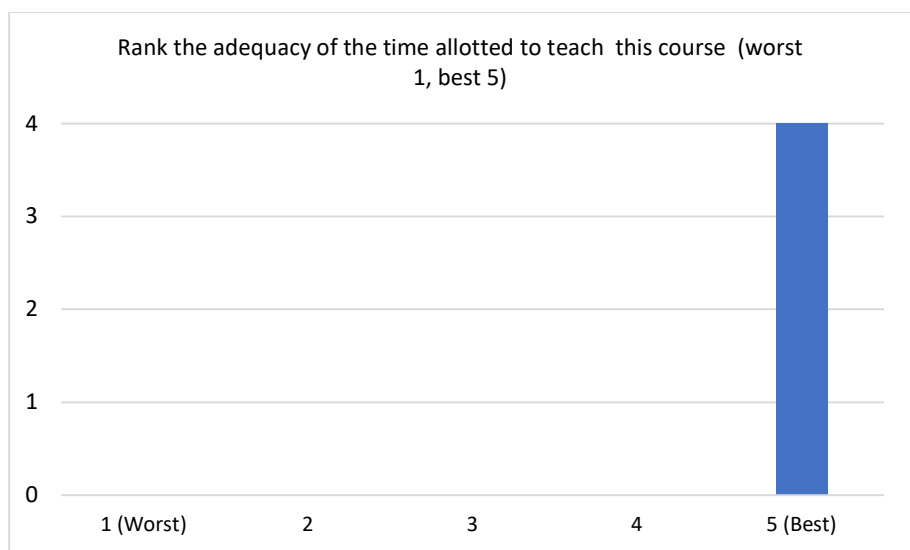
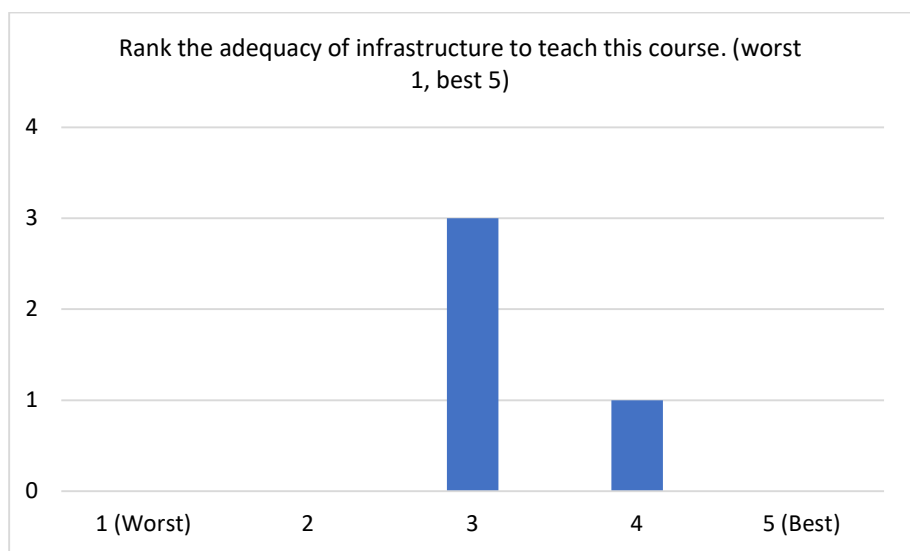
suggestion regarding the necessary revision of the syllabus or methodology

Summary:

The course suffered from a significant "time crunch" exacerbated by the COVID-19 lockdown and a vast syllabus. Students lacked the prerequisite knowledge and digital resources—such as stable internet, data, and computers—necessary for complex simulations and algorithms. Online instruction proved ineffective for technical Physics and Mathematics discussions, while the absence of contact classes hindered seminar preparation. Additionally, physical infrastructure requires urgent attention, specifically the need for upgraded laboratory instruments, duplicated setups, and expanded library resources. Ultimately, limited time and poor connectivity prevented satisfactory engagement and the successful completion of experimental projects.

Department of Rural Studies
Teacher' Feedback
Academic sessions of July 2021-June 2022





Any suggestion regarding the necessary revision of the syllabus or methodology

The faculty reports that the department is suffering from infrastructure deficiency. There is lack of software as well as computers in the laboratory. Also, the limited number of LCD projectors in the Department hinders ICT based classes. There is need for stronger collaboration with the industry for better placement of the students.