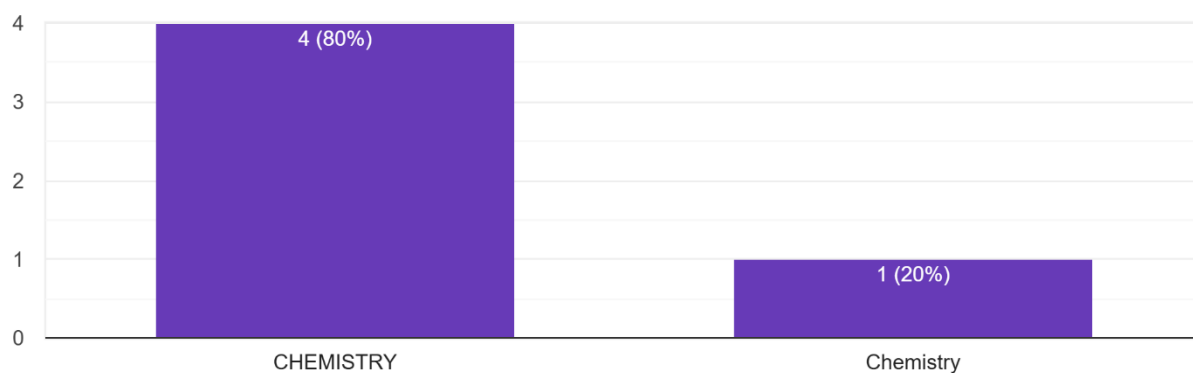


## FEEDBACK of Teachers, Dept. of Chemistry, Session 2022-2023

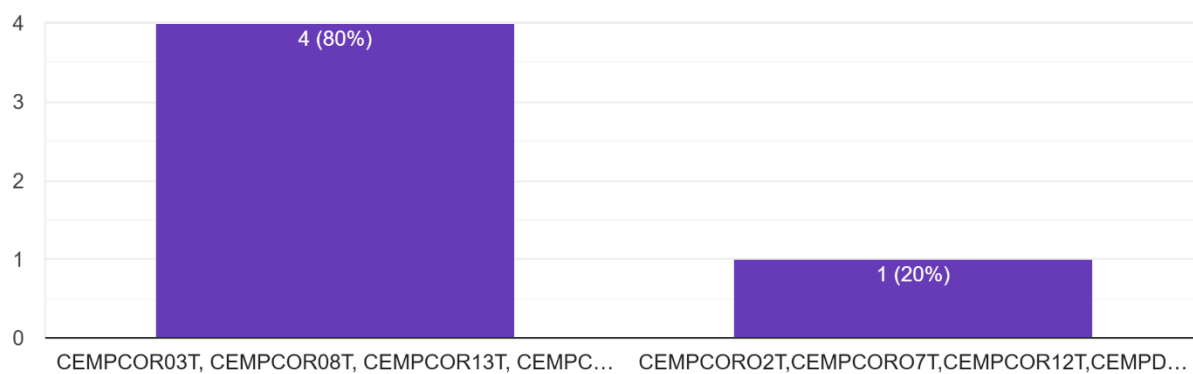
### Department

5 responses



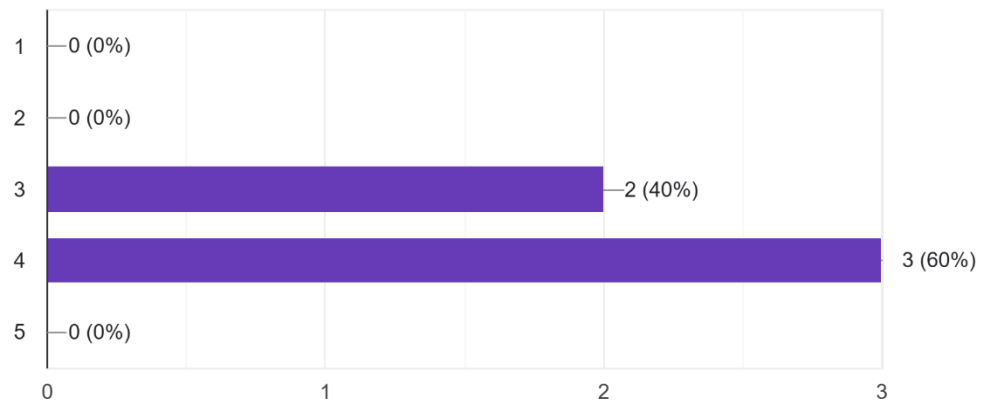
### Course Code

5 responses



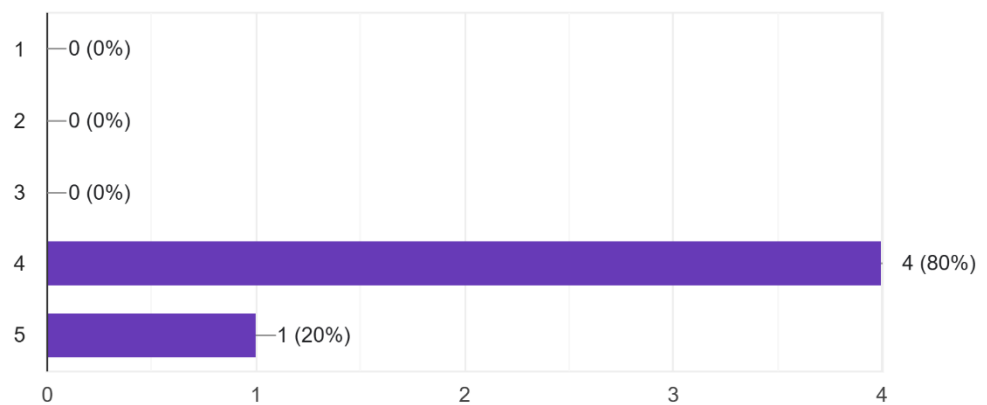
Do you think the students whom you have taught this course had sufficient the pre- requisit+e knowledge for this course?

5 responses



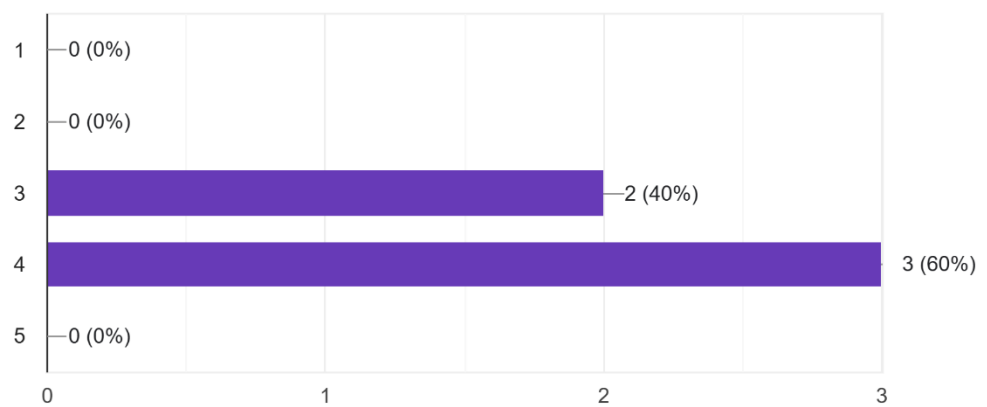
How regular were the students in attending your classes

5 responses



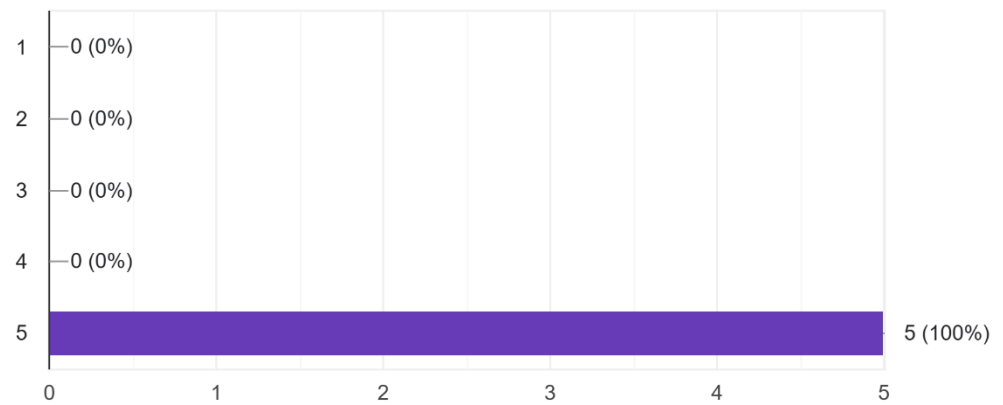
How do you rank the interaction quality of your class

5 responses



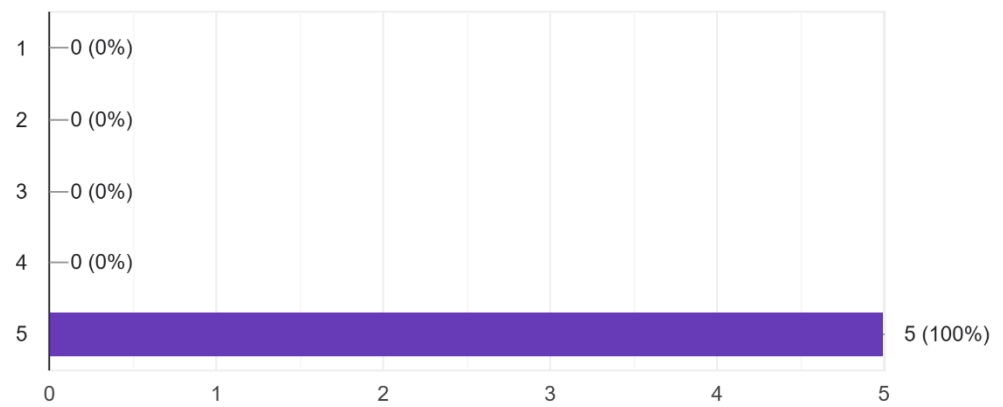
### Rank the adequacy of infrastructure to teach this course

5 responses



### Rank the adequacy of the time allotted to teach this course

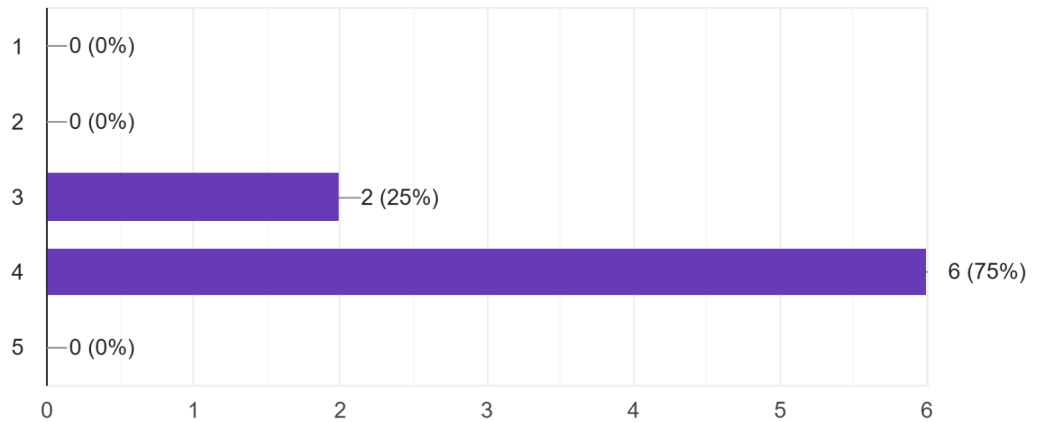
5 responses



# Biochemistry Teacher's Feedback 2022-2023

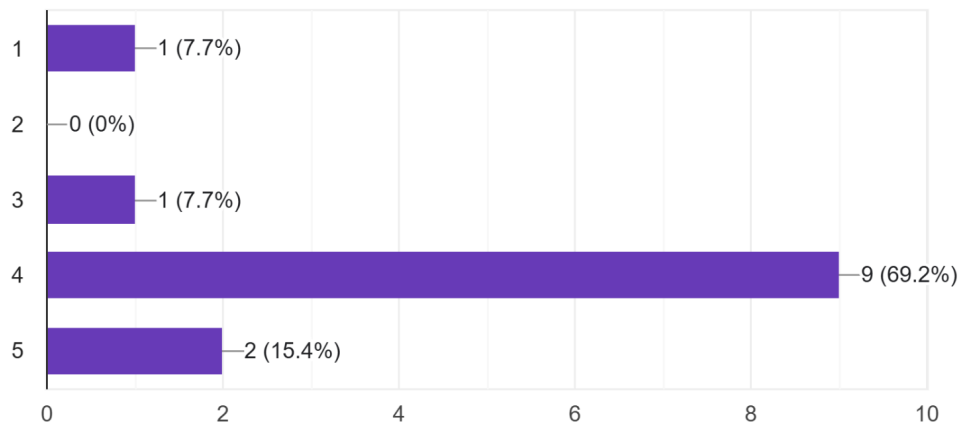
Do you think the students whom you have taught this course had sufficient the pre- requisite knowledge for this course?

8 responses



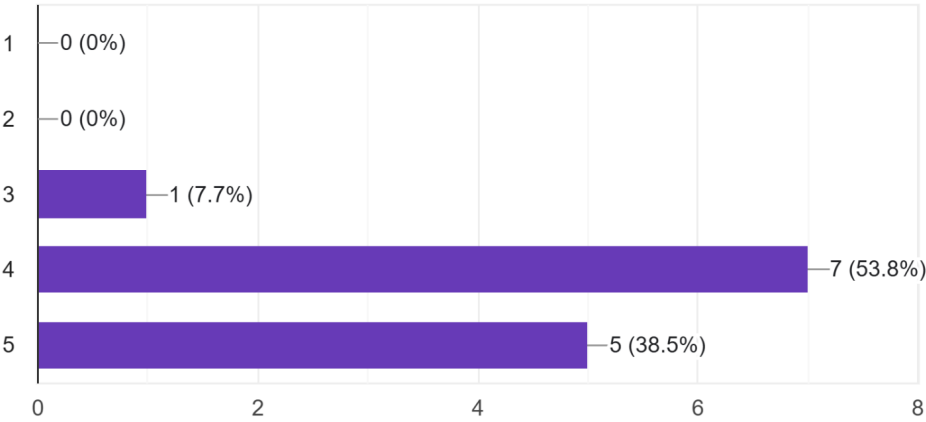
How regular were the students in attending your classes

13 responses



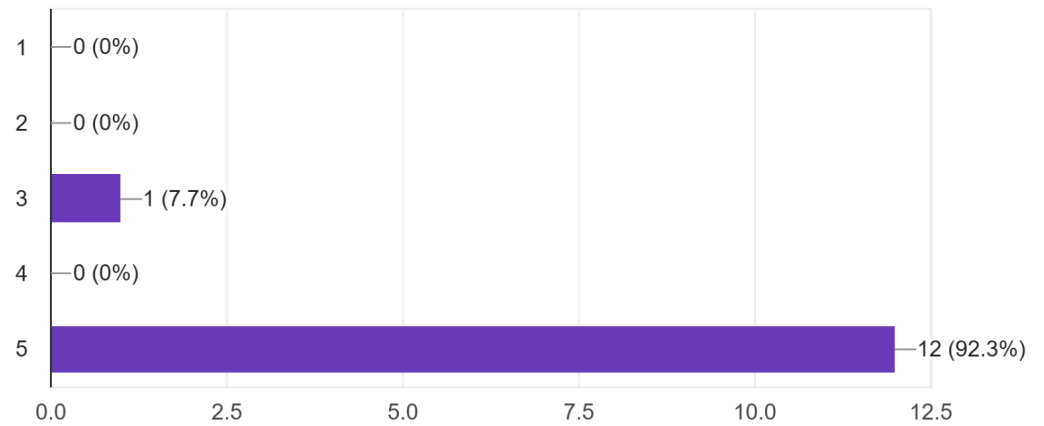
How do you rank the interaction quality of your class

13 responses



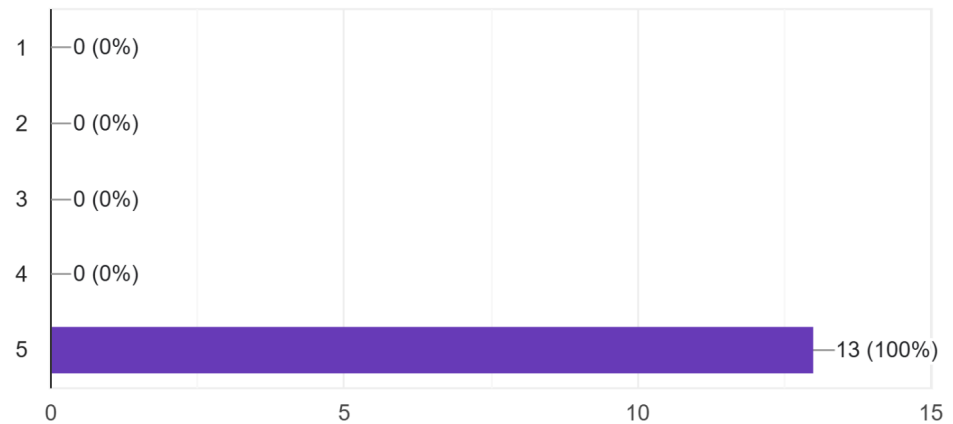
### Rank the adequacy of infrastructure to teach this course

13 responses



### Rank the adequacy of the time allotted to teach this course

13 responses



### Any suggestion regarding the necessary revision of the syllabus or methodology

new courses

new courses should be introduced

appropriate courses should be introduced

modification

West Bengal State University

Barasat, Kolkata – 700126, West Bengal, India

## Department of Computer Science

M.Sc. Programme (Postgraduate)

# Teacher Feedback Analysis Report

AQAR Year: 2022–23

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

## 1. Executive Summary

### AQAR 2022–23 — At a Glance

Teacher feedback was collected from **9 faculty members** of the Department of Computer Science for AQAR year 2022–23, in compliance with the IQAC SOP under NAAC Criterion 1.4.2. The year-average score of **4.57/5** places AQAR 2022–23 in the “Excellent” band and marks a notable improvement over the prior year (4.51/5). The most significant positive change is the **recovery of student attendance** from 3.77/5 to **4.55/5**. Time adequacy again achieved a perfect **5.00/5** and all dimensions are firmly above 4.00/5.

| Dimension               | Average Score (out of 5) | Remarks          |
|-------------------------|--------------------------|------------------|
| Pre-requisite Knowledge | 4.11                     | Very Good        |
| Student Attendance      | <b>4.55</b>              | Excellent        |
| Interaction Quality     | 4.33                     | Excellent        |
| Infrastructure          | 4.88                     | Excellent        |
| Time Adequacy           | <b>5.00</b>              | Perfect          |
| <b>Overall Average</b>  | <b>4.57</b>              | <b>Excellent</b> |

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

## 2. Graphical Analysis

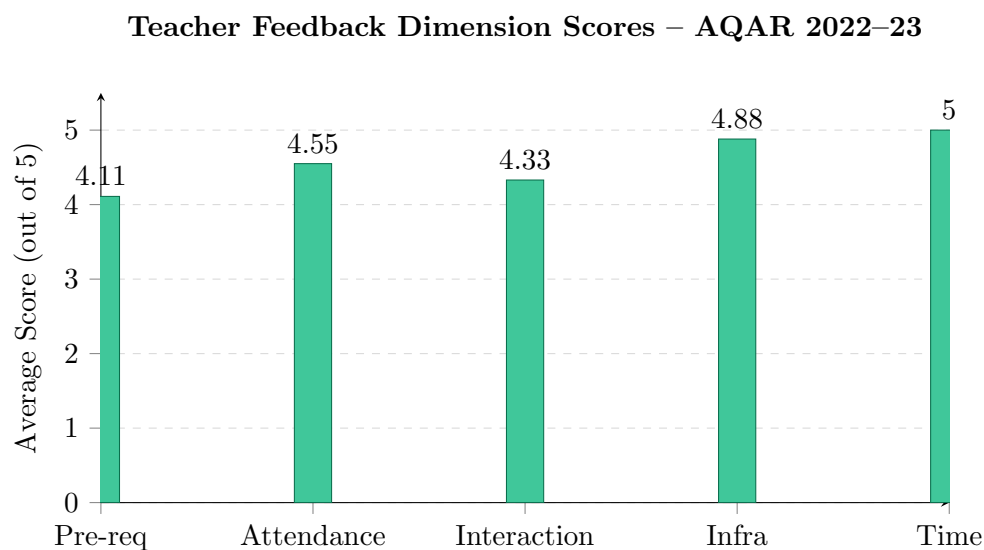


Figure 1: Teacher feedback dimension-wise scores, AQAR 2022–23 (N = 9). All dimensions above 4.00/5; attendance fully recovered.

## 3. Detailed Analysis

### 3.1. Pre-requisite Knowledge (4.11/5)

Pre-requisite knowledge was rated at **4.11/5**. While slightly lower than the 4.22/5 recorded in 2021–22, this remains firmly in the Very Good range. Faculty found students adequately prepared with foundational computing concepts, though continued strengthening of mathematical and programming foundations is encouraged.

### 3.2. Student Attendance (4.55/5)

Attendance recovered dramatically from **3.77/5** (2021–22) to **4.55/5** in 2022–23, the largest single year-on-year improvement in the dataset. This recovery reflects the effectiveness of attendance monitoring and engagement initiatives put in place following the AQAR 2021–22 ATR.

### 3.3. Interaction Quality (4.33/5)

Interaction quality was rated at **4.33/5**. While slightly lower than the 4.66/5 in 2021–22, this remains at an excellent level. Faculty-student engagement in seminars, practicals, and classroom discussions continued to be a positive feature of the programme.

### 3.4. Infrastructure (4.88/5)

Infrastructure maintained its excellent score of **4.88/5**, consistent with the prior year. Faculty remained highly satisfied with laboratory and classroom facilities, while continuing to highlight the need for advanced hardware upgrades.

### 3.5. Time Adequacy (5.00/5)

Time adequacy again achieved a **perfect score of 5.00/5**, maintaining the 2021–22 standard. All nine faculty respondents unanimously confirmed that contact hours were fully sufficient for syllabus delivery.

## 4. Key Suggestions from Teachers

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- Advanced computer infrastructure is needed to support current and emerging coursework demands.

## 5. Action Taken Report (ATR)

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### Action Taken / Proposed Action – AQAR 2022–23

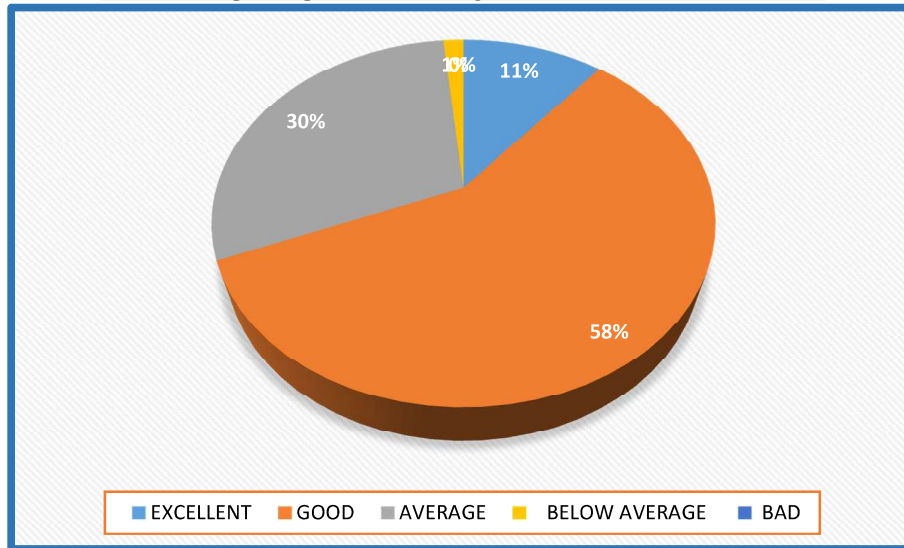
- (1) The recurring request for advanced computer hardware has been escalated to the university administration. A formal procurement proposal for laboratory upgrades is under review.
- (2) The strong attendance recovery from 3.77/5 to 4.55/5 confirms the effectiveness of the monitoring mechanism introduced following AQAR 2021–22. These practices will be continued and institutionalised.
- (3) The department will continue to sustain the timetabling structure that has consistently achieved perfect time adequacy satisfaction.
- (4) Faculty are encouraged to further develop interactive teaching techniques, including problem-based learning and collaborative coding sessions, to maintain and build upon the 4.33/5 interaction quality score.

# DEPARTMENT OF EDUCATION, WBSU

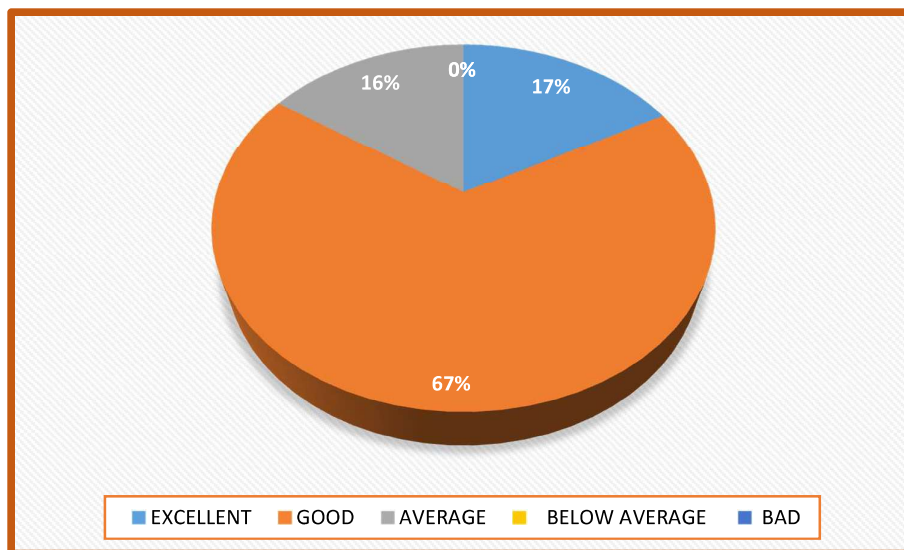
## FEEDBACK FROM THE INSTRUCTOR

2022-2023

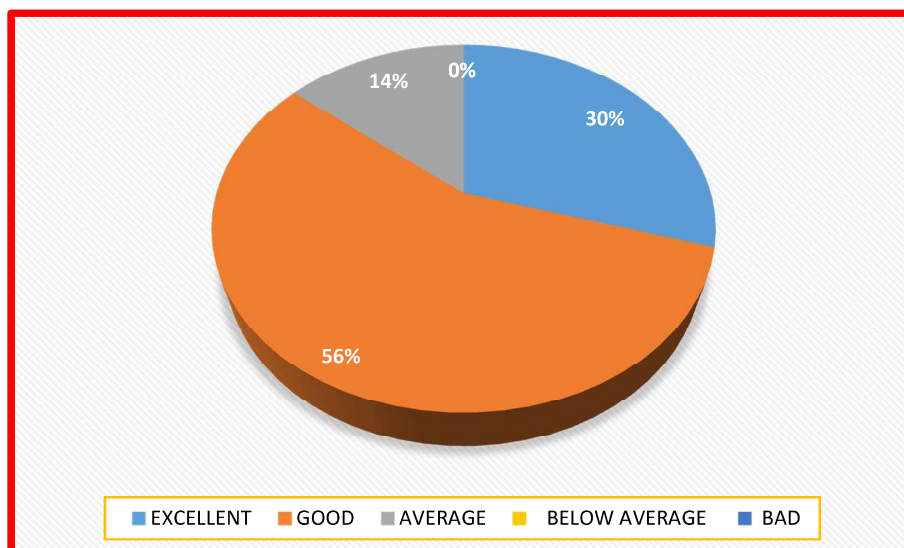
1. Rank the pre requisite knowledge of the students for the course



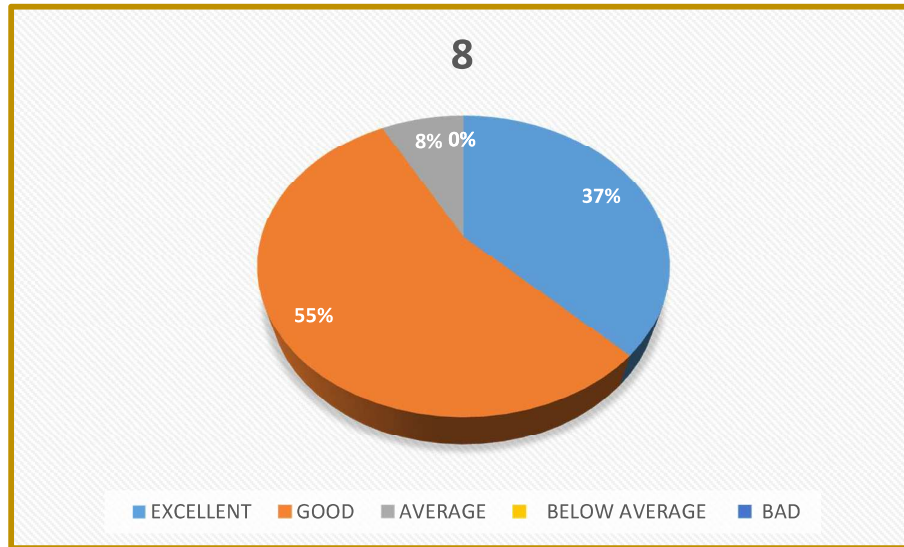
2. Rank the attendance of the students



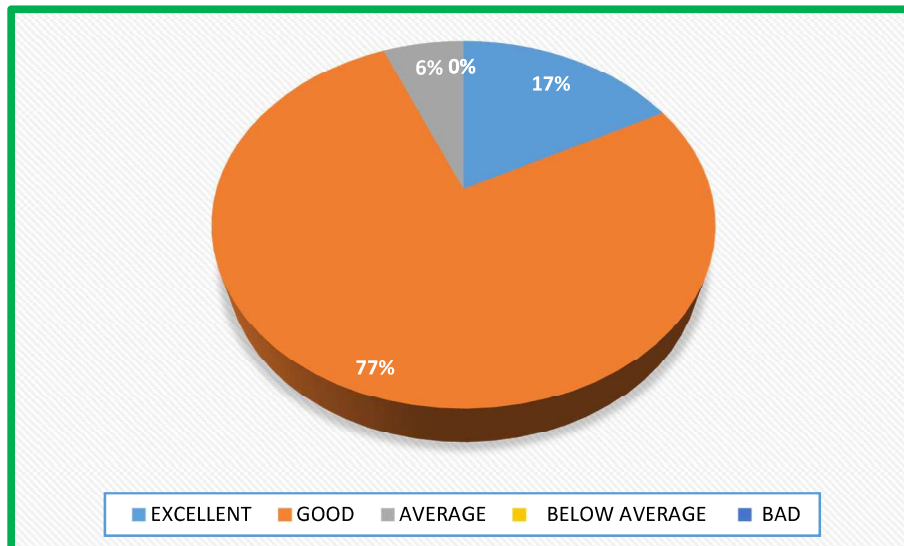
3. Rank the interaction quality of the students



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



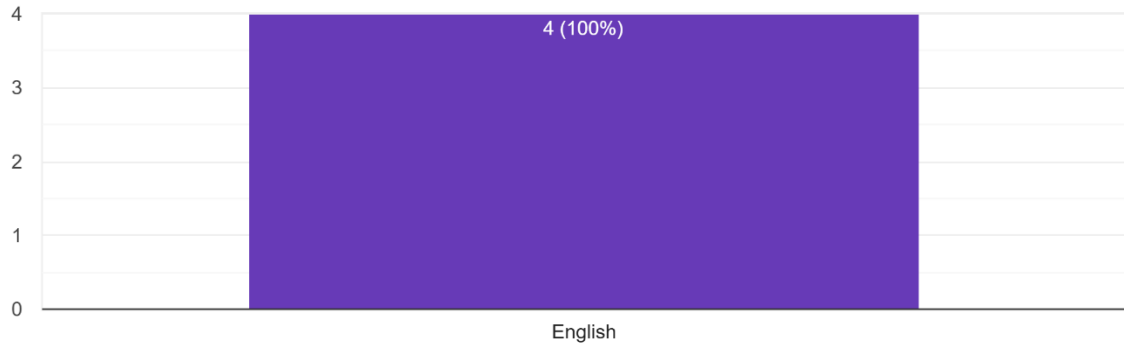
5. Rank the adequacy of infrastructure to teach this course



## TEACHERS' FEEDBACK REPORT 2022 -2023

### DEPARTMENT

4 responses



### COURSE CODES

4 responses

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

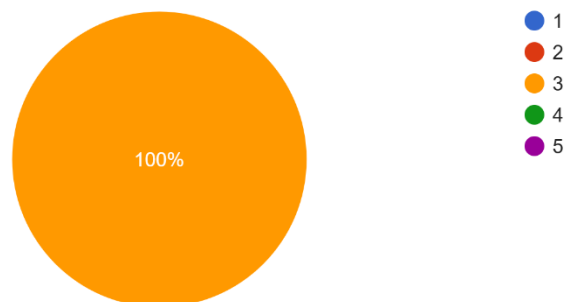
**Somak Mondal - CC01, CC02, CC06, CC11, DSE1, DSE2, SEC, CC18**

**Sneha Kar Chaudhuri - CC 3, CC 4, AECC, CC 7, CC 9, SEC, CC 13, CC 14, CC 15, CC 16, CC 17, CC 18**

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

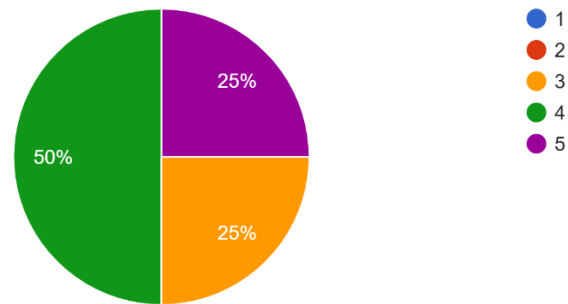
GIVE YOUR RESPONSE IN A SCALE 5 (WORST 1, BEST 5) Do you think the students whom you have taught this courses had sufficient the pre-requisite knowledge for this course?

4 responses



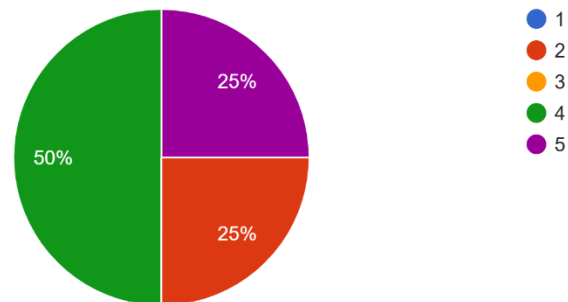
How regular were the students in attending your classes

4 responses



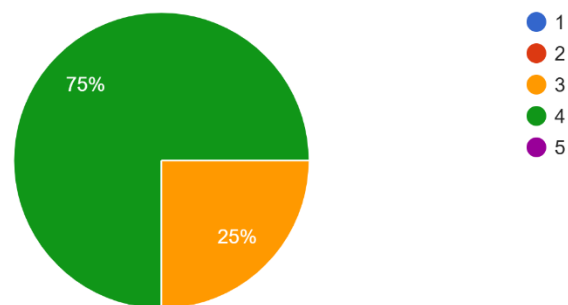
How do you rank the interaction quality of your class

4 responses



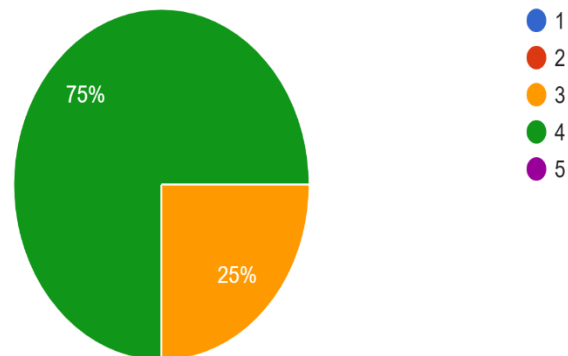
Rank the adequacy of infrastructure to teach these courses

4 responses



Rank the adequacy of infrastructure to teach these courses

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.**

**Incorporating emerging areas that will lead to problem-focussed and experiential learning**

**Online classes should be allowed sometimes.AC in Audio Visual room required.**

**We need more technology-enabled classrooms.**

Dept. of Food & Nutrition

**TFF 2022-23**

1. Department  
3 responses  
Food and Nutrition

2. Course Code/Codes  
3 responses

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

FNTPCOR02T, FNTPCOR05P, FNTPCOR07T, FNTPCOR10P, FNTPCOR12T,  
FNTPCOR13P, FNTPGEC01T, FNTPCOR14T, FNTPCOR17M, FNTPCOR18M

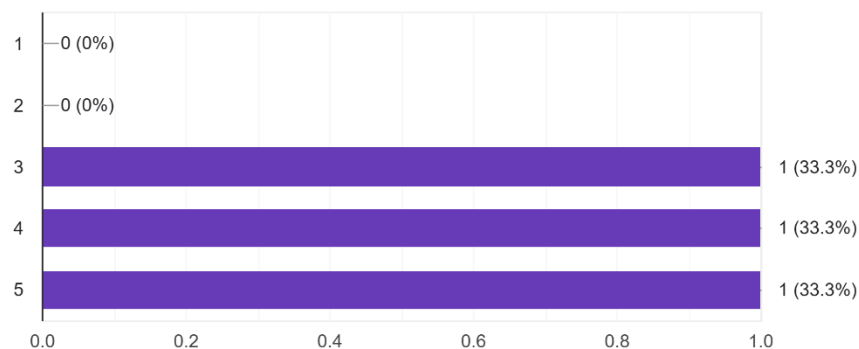
FNTPCOR01T, FNTPCOR04T, FNTPCOR05P, FNTPAECC01M, FNTPCOR06T,  
FNTPCOR09T, FNTPCOR10P, FNTPSEC01T, FNTPCOR11T, FNTPDSE01T,  
FNTPCOR13PP, FNTPCOR14T ( PARTIALLY), FNTPCOR15T(PARTIALLY),  
FNTPCOR16T, FNTPCOR17M(SHARED), FNTPCOR18M(SHARED)

3. Academic Year of Teaching  
3 responses  
2022-2023

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?

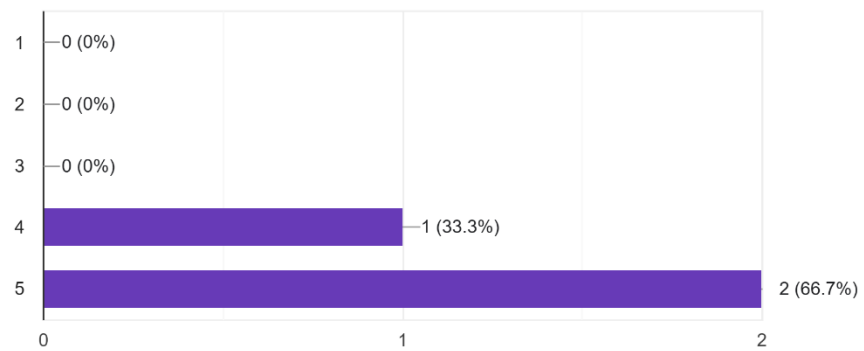
3 responses



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

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

How regular were the students in attending your classes  
3 responses

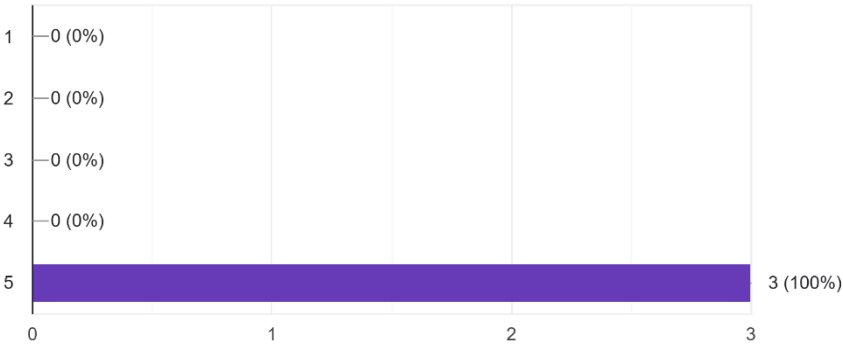


| Value | Count |
|-------|-------|
| 1     | 0     |
| 2     | 0     |
| 3     | 0     |
| 4     | 1     |
| 5     | 2     |

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



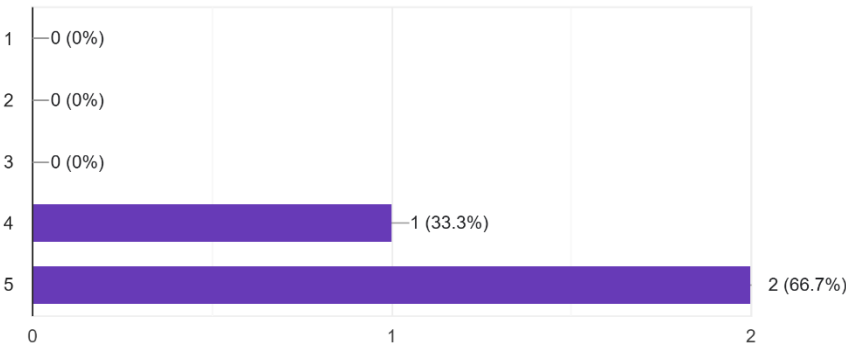
| Value | Count |
|-------|-------|
| 1     | 0     |
| 2     | 0     |
| 3     | 0     |
| 4     | 0     |
| 5     | 3     |

iv. Rank the adequacy of infrastructure to teach this course

3 responses

Rank the adequacy of infrastructure to teach this course

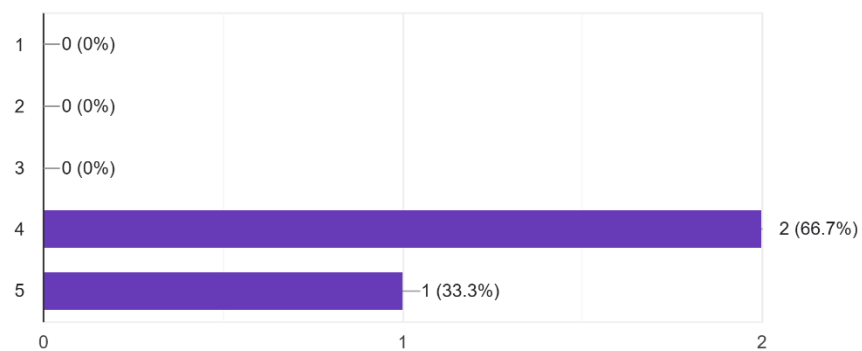
3 responses



| 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     | 0     |
| 4     | 2     |
| 5     | 1     |

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

3 responses

Paper FNTPCOR17M: VISIT TO A FOOD INDUSTRY AND MARKET SURVEY requires students to tour several food industries, such as dairy, cereal or pulse, fish-based or meat-based, and packaging, which should also be covered in the syllabus. Additionally, students should be provided industry choices that will aid in future goal-setting. Additionally, a seminar class must be assigned in this portion to determine the students' comprehension of the chosen industry.

Sufficient

Clinical aspects are to be emphasized; computer facilities are to be improved; laboratory facilities are to be further improved.

# Teacher's Feedback Report 2022-23

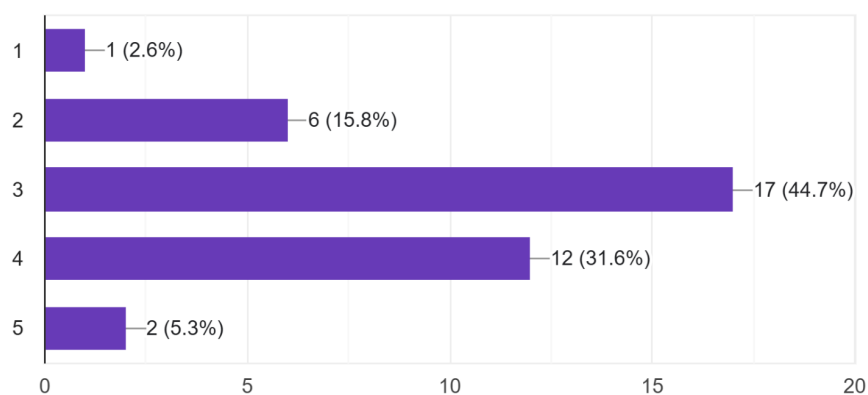
## Department of Physics

### West Bengal State University

**Response in a scale of 5 (worst 1, best 5):**

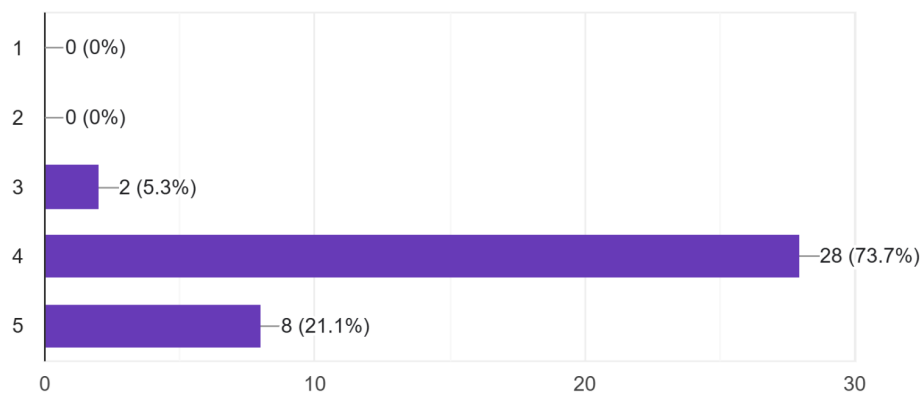
Do you think the students whom you have taught this course had sufficient the pre- requisite knowledge for this course?

38 responses



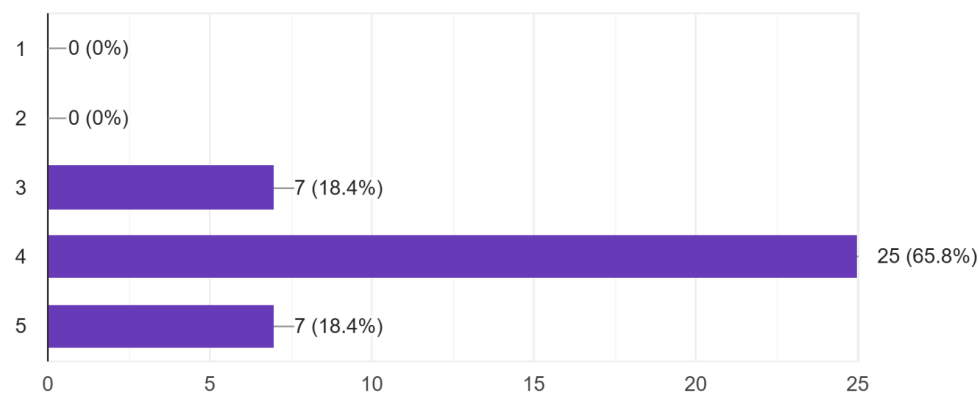
How regular were the students in attending your classes

38 responses



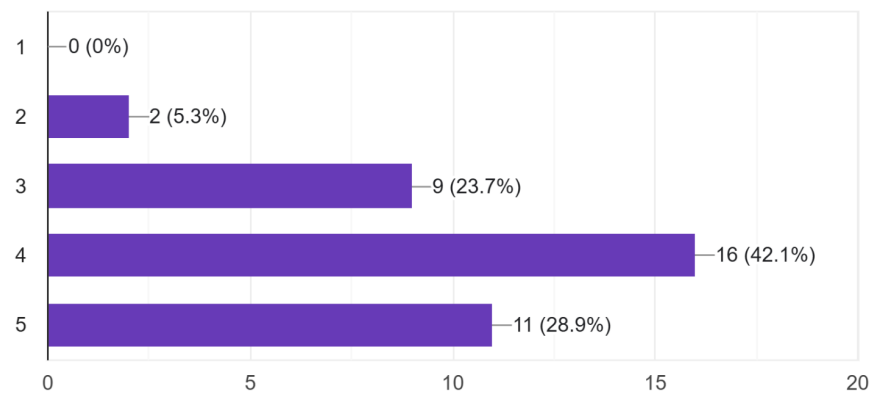
How do you rank the interaction quality of your class

38 responses



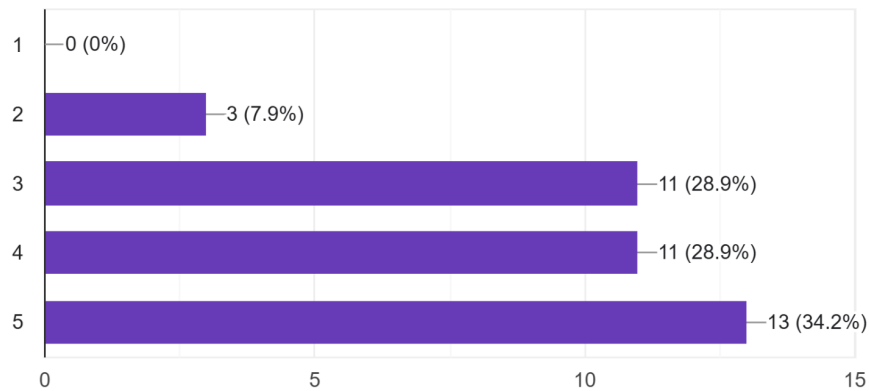
Rank the adequacy of infrastructure to teach this course

38 responses



Rank the adequacy of the time allotted to teach this course

38 responses

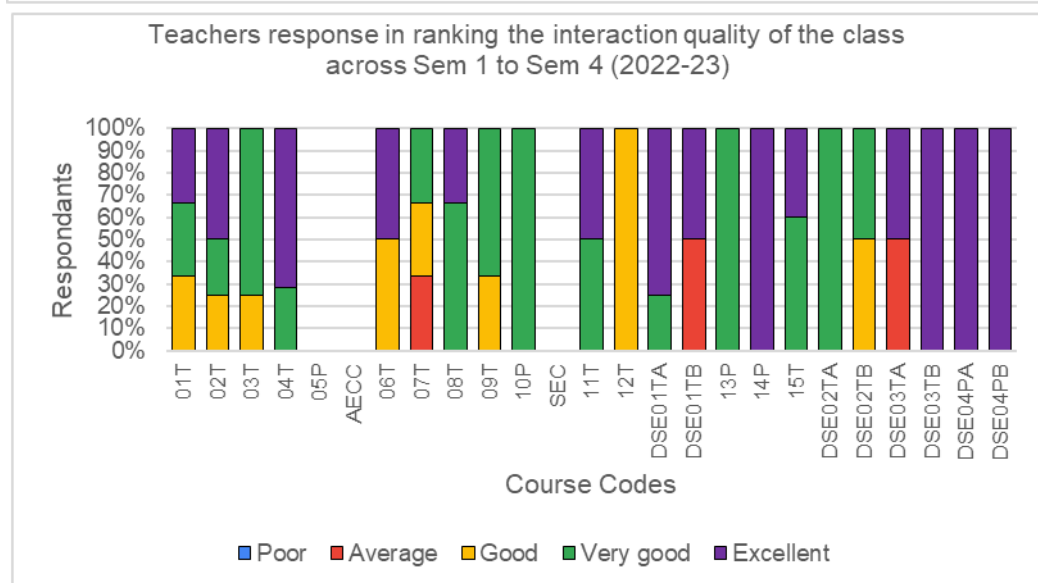
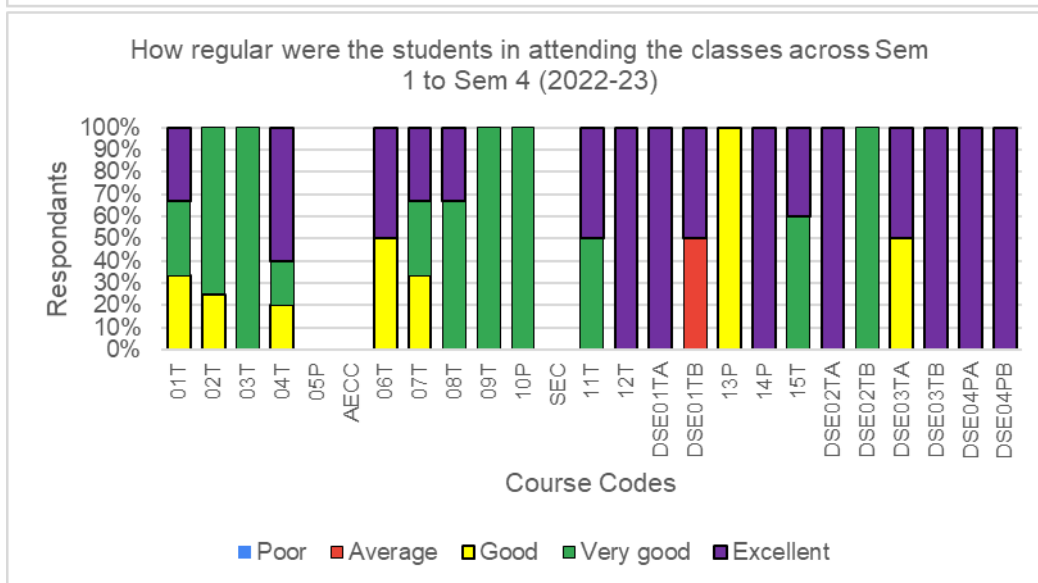
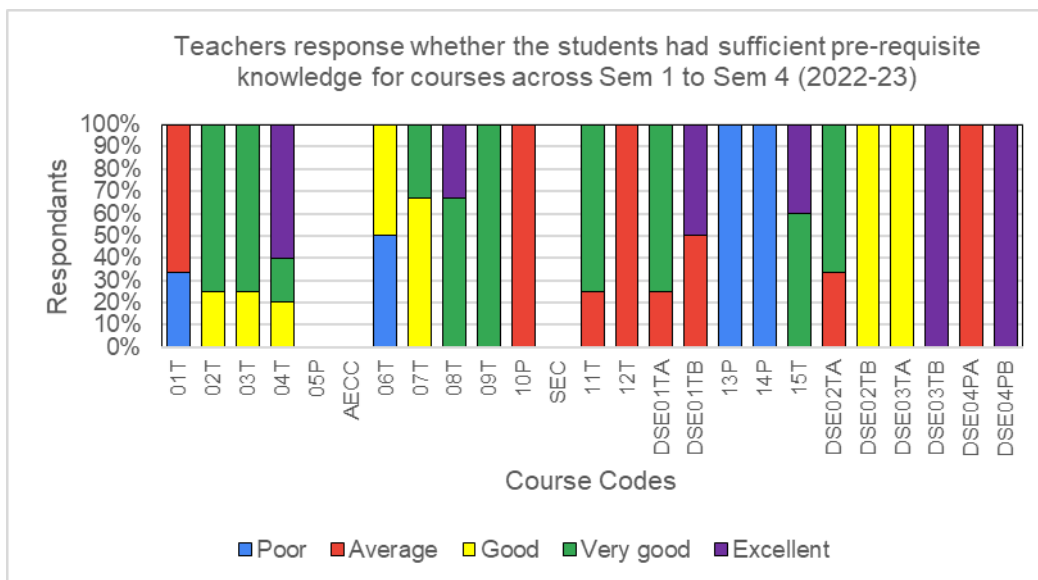


**Any suggestion regarding the necessary revision of the syllabus or methodology:**

- **Syllabus/Course Load:** A prominent suggestion was that the course is too vast or long, making it difficult to cover within the stipulated time/hours.
- **Student Preparedness:** Several teachers noted that students lacked the necessary prerequisite knowledge, especially in computer language and fundamentals, and general undergraduate background, which was often attributed to the impact of the COVID-19 pandemic.
- **Infrastructure and Equipment:** Key requirements include the need for more computers, maintenance of existing computer systems (due to their "poor" or "abysmal condition"), new experimental set-ups, and stand-by set-ups (urgently required) for the General Lab.
- **Resource and Funding:** Suggestions included requiring more books and journal subscriptions in the library, enhancing both time and funds for project proposals (as the University currently allots none), and introducing more time for students to prepare for seminars and competitive exams.
- **Satisfactory Delivery:** A number of responses indicated that the course delivery was satisfactory.

# Department of Geography

## Teachers Feedback 2022-23



## Suggestion (2022-23)

01T: First year students often get their library cards very late into the semester hence a department seminar library facility would be good so that they can refer to international author books.

02T: The syllabus uses broad terms for some topics. Please provide more specific subtopics for clarity. Some important heavy metals like Hg, As can be introduced. Lab test of chemical property analysis (hands on) is to be included.

03T: Project work can be incorporated

04T: It will be beneficial if some names of reference books in the course are provided. Less intense class tests.

07T: Some areas where climate data is applied, including various data challenges, should be taken into account. Repeating key concepts would have been much effective than rushing through superficial content. More interactive sessions can be arranged online or offline in the form of quiz/ MCQ.

08T: Reference books are required.

12T: Stress on basic matrix algebra, MANOVA, Multivariate Regression.

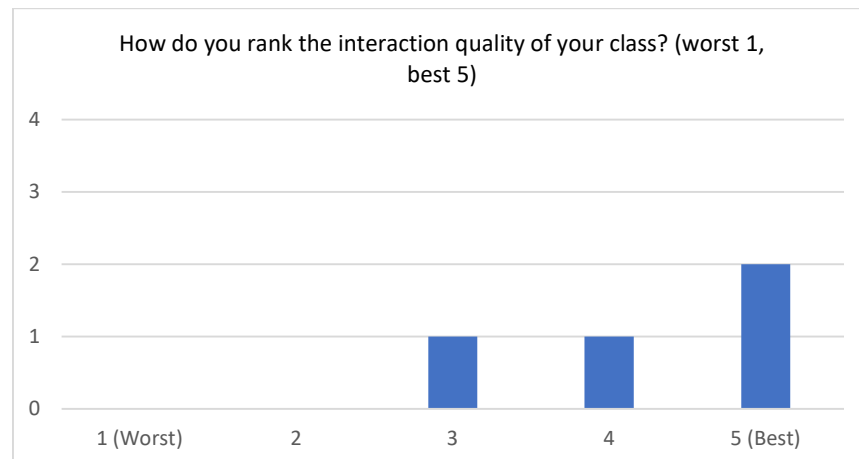
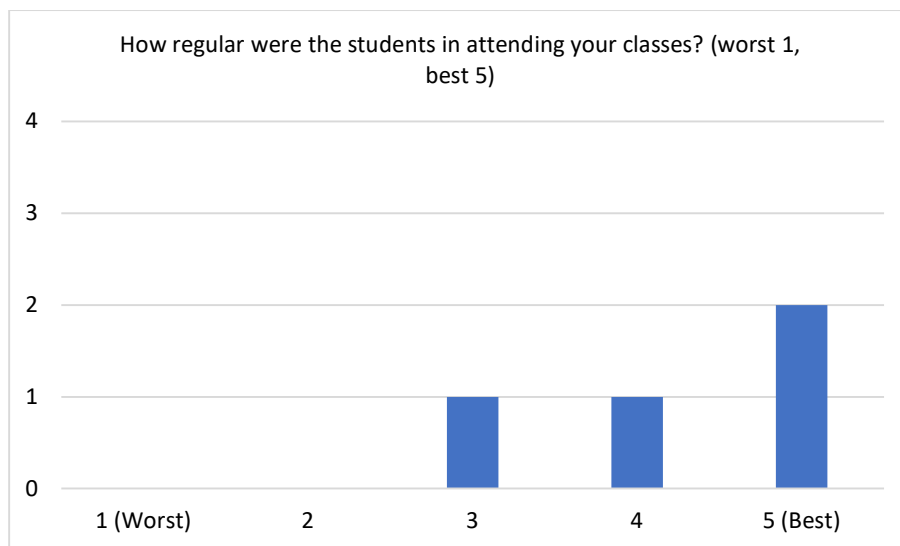
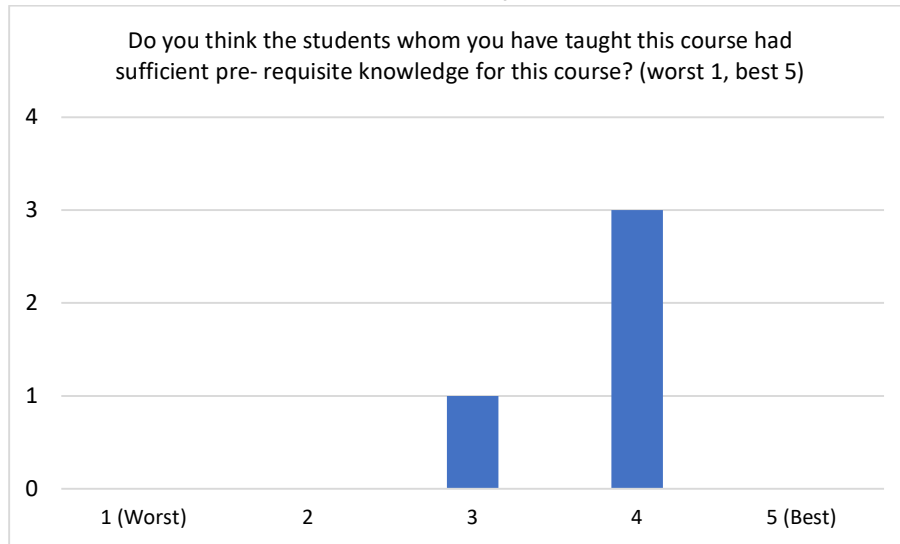
01TA: Contemporary concepts like the 3Cs of River Science (Connectivity, Context and Complexity), River Sensitivity etc. could be included in the syllabus as these help us to better understand the changes within fluvial systems and their controls. Syllabus is fine but can be extended to include ongoing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

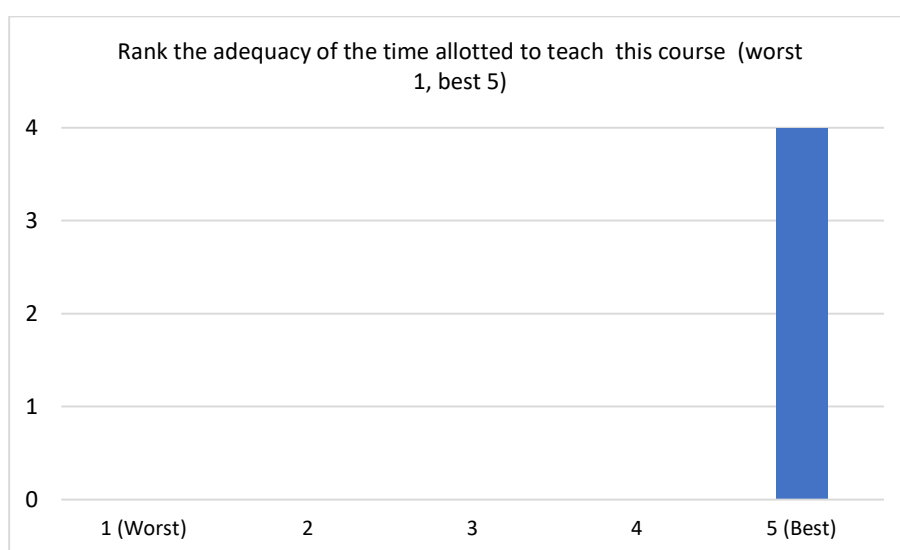
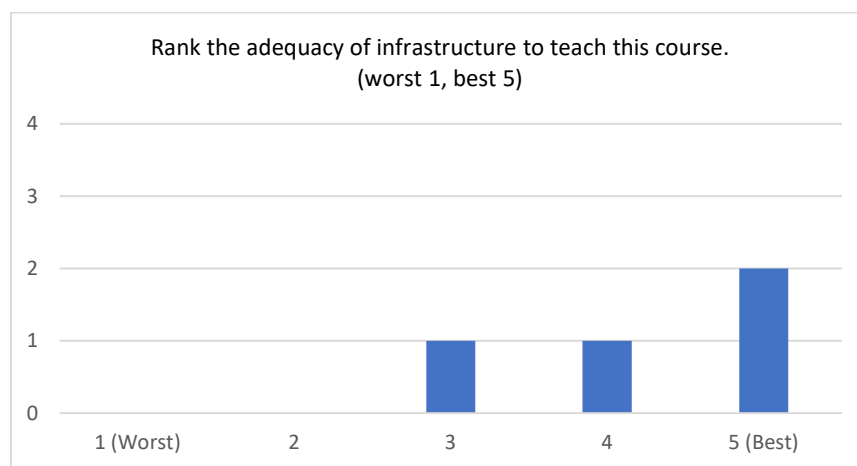
02TB: An open class presentation followed by discussion, grounded in key scholarly literature on the given topic, can be highly effective.

02TA: 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 immensely helpful to the students of geography who did not study mathematics, physics, or chemistry at the 10+2 level.

A few practical components may be incorporated in the course.

**Department of Rural Studies**  
**Teacher' Feedback**  
**Academic sessions of July 2022-June 2023**





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

The faculty note that the department provides necessary facilities and research platforms, with focused and attentive students creating a productive environment. They recommend establishing collaborations with state and central government organizations to enhance career opportunities. However, they also point out challenges such as shortages of infrastructure, support staff, computers, and software, which limit teaching and skill development. Despite these issues, the syllabus is considered well-written and adequate for students.