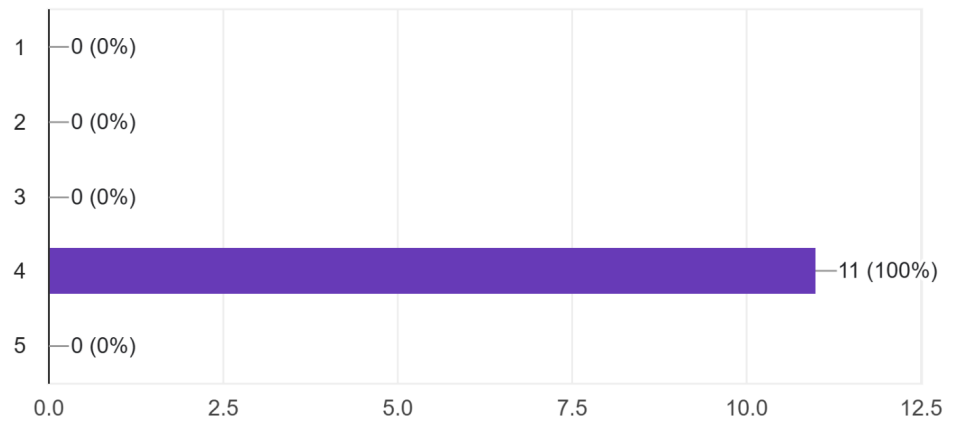


Biochemistry Teacher's Feedback 2023-2024

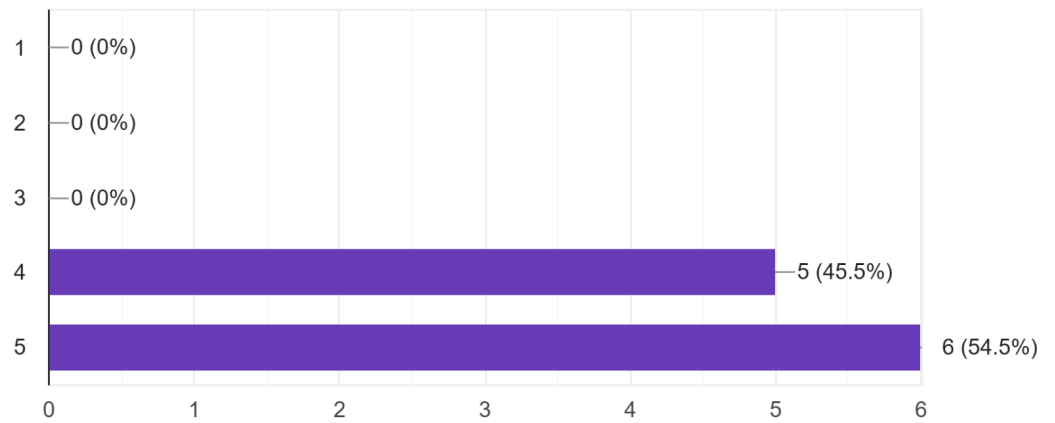
Do you think the students whom you have taught this course had sufficient the pre- requisite knowledge for this course?

11 responses



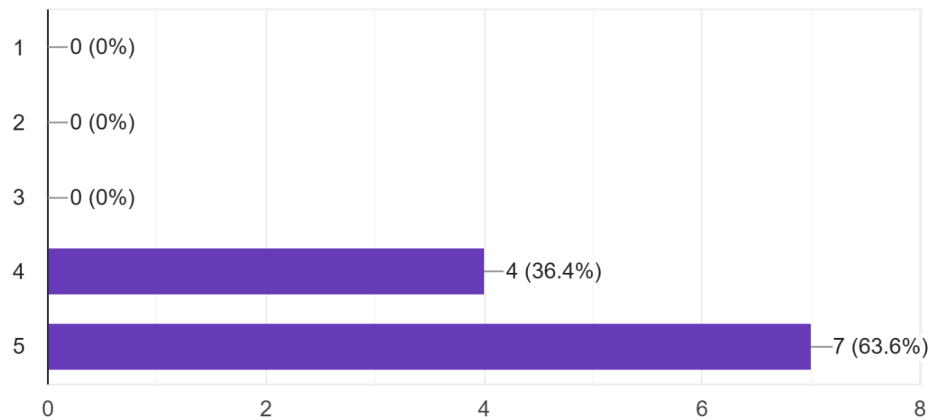
How regular were the students in attending your classes

11 responses



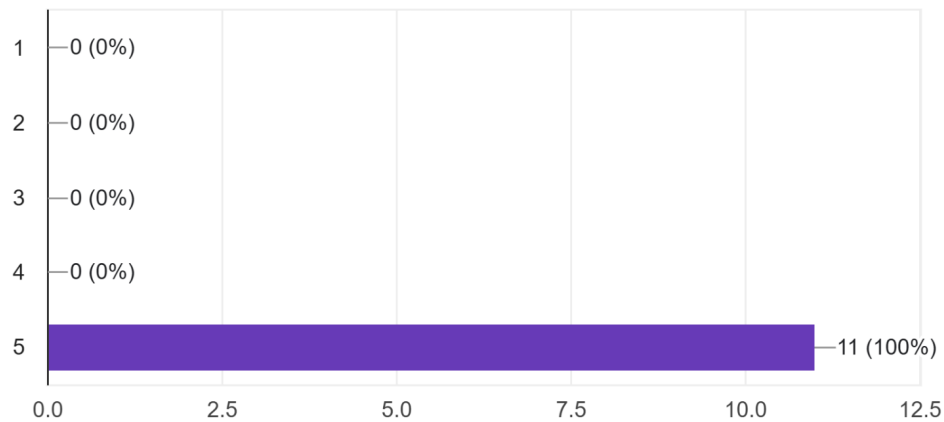
How do you rank the interaction quality of your class

11 responses



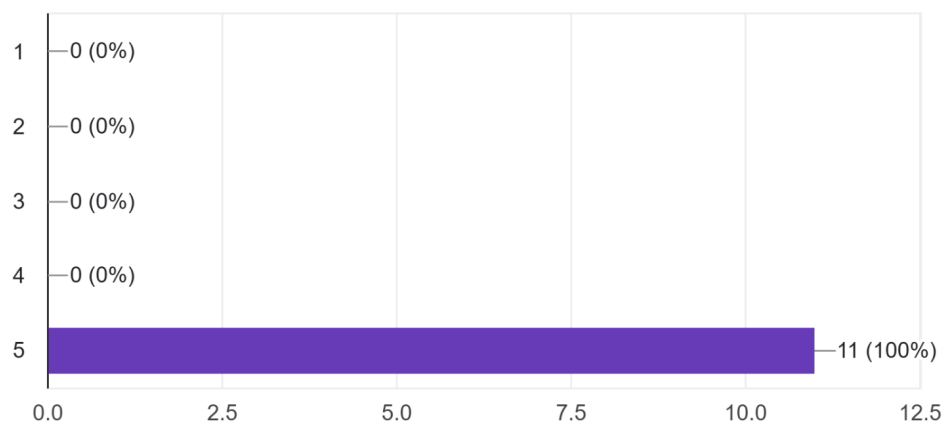
Rank the adequacy of infrastructure to teach this course

11 responses



Rank the adequacy of the time allotted to teach this course

11 responses



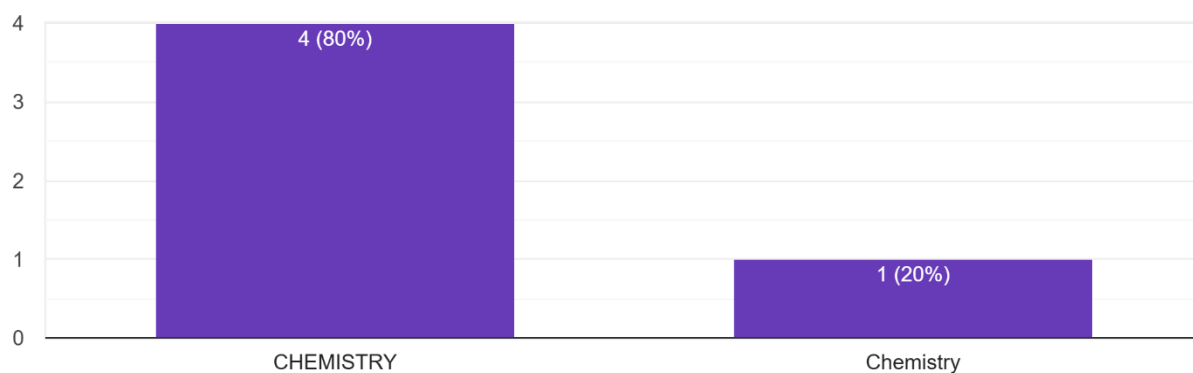
Any suggestion regarding the necessary revision of the syllabus or methodology

- new syllabus
- syllabus should be modified

FEEDBACK of Teachers, Dept. of Chemistry, Session 2023-2024

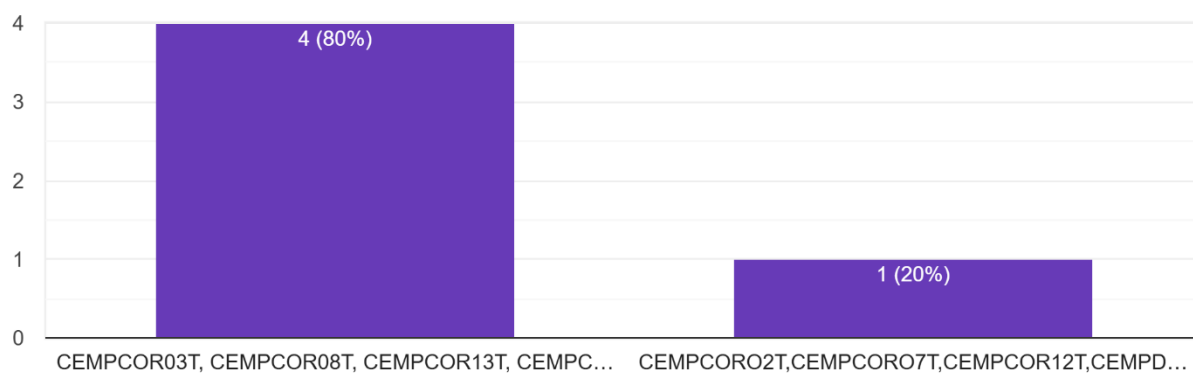
Department

5 responses



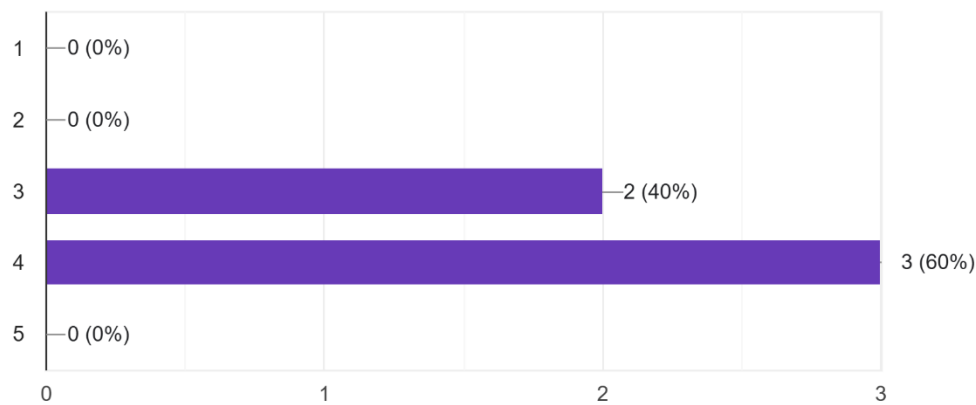
Course Code

5 responses



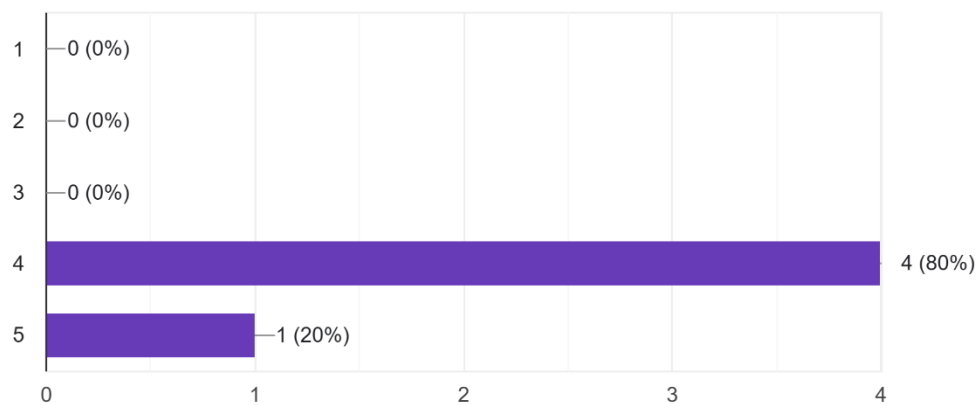
Do you think the students whom you have taught this course had sufficient the pre- requisit+e knowledge for this course?

5 responses



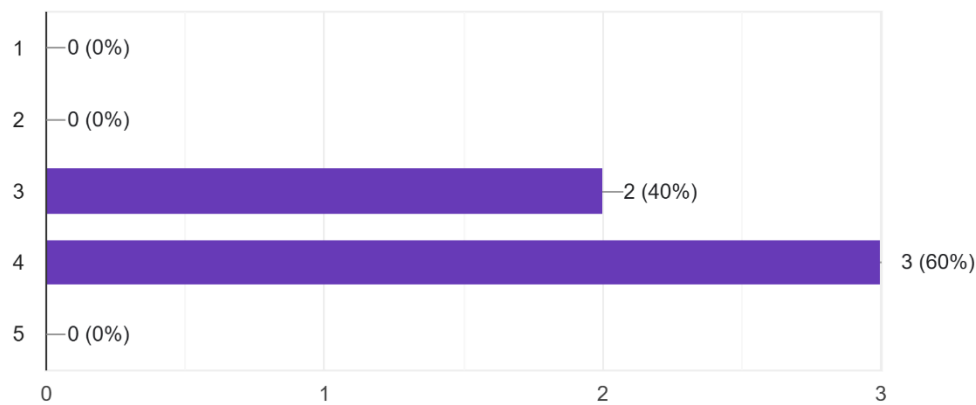
How regular were the students in attending your classes

5 responses



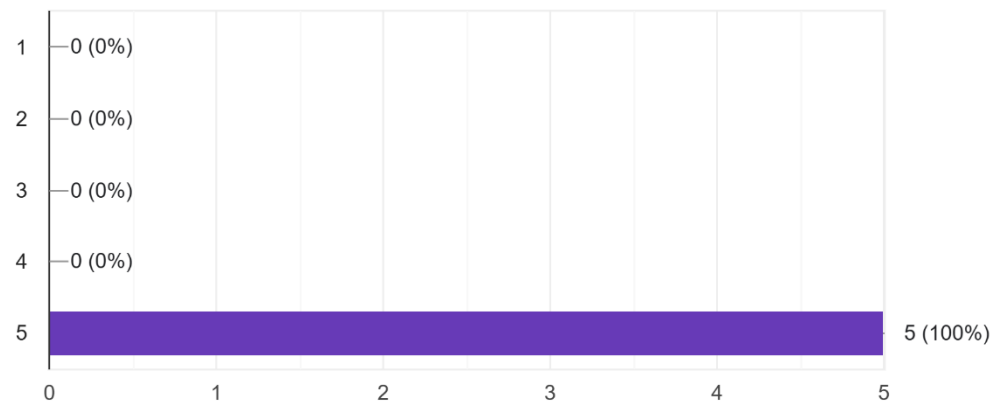
How do you rank the interaction quality of your class

5 responses



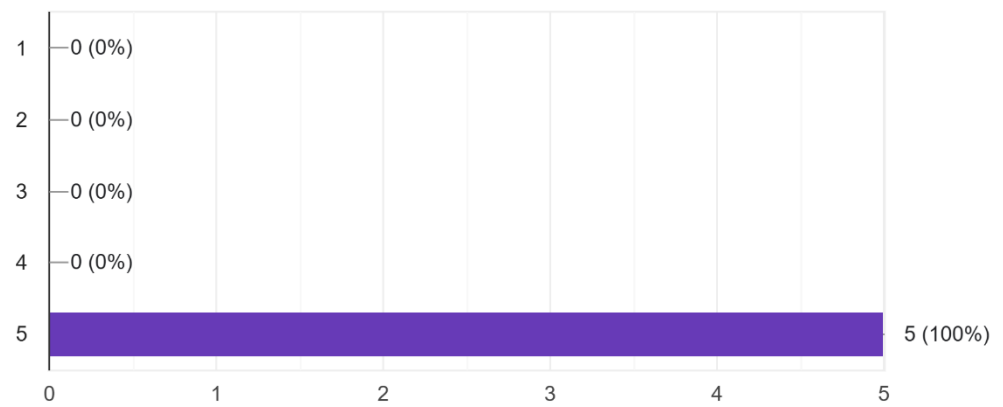
Rank the adequacy of infrastructure to teach this course

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: 2023–24

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

1. Executive Summary

AQAR 2023–24 — At a Glance

Teacher feedback was collected from **9 faculty members** of the Department of Computer Science for AQAR year 2023–24, in compliance with the IQAC SOP under NAAC Criterion 1.4.2. The year-average score of **4.56/5** continues the excellent performance trajectory of the department. AQAR 2023–24 records the **highest infrastructure score** in the four-year dataset (**4.90/5**), and time adequacy achieved a perfect **5.00/5** for the third consecutive year. All dimensions are firmly in the Very Good to Excellent range (4.20–5.00/5).

Dimension	Average Score (out of 5)	Remarks
Pre-requisite Knowledge	4.20	Very Good
Student Attendance	4.30	Excellent
Interaction Quality	4.40	Excellent
Infrastructure	4.90	Highest on Record
Time Adequacy	5.00	Perfect (3rd year)
Overall Average	4.56	Excellent

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

2. Graphical Analysis

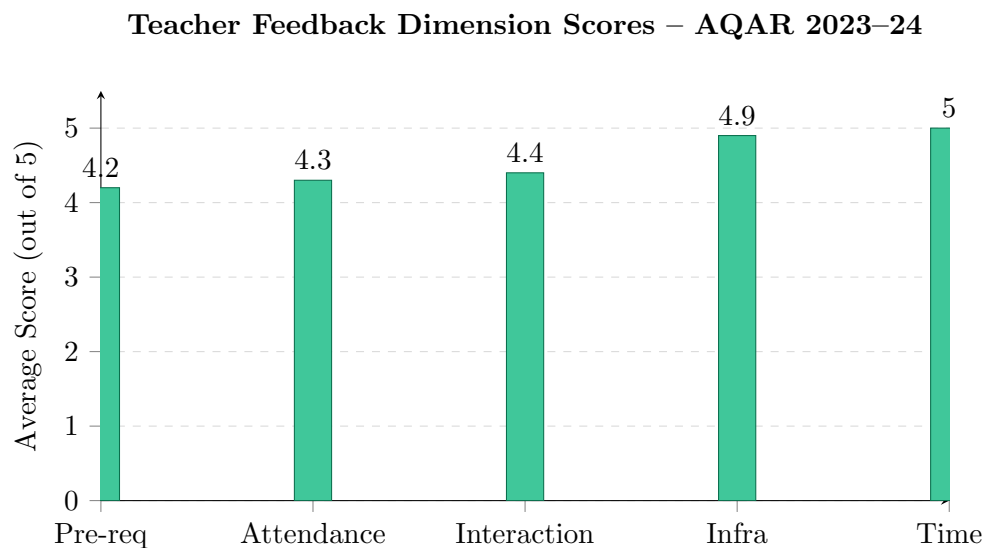


Figure 1: Teacher feedback dimension-wise scores, AQAR 2023–24 (N = 9). Infrastructure at 4.90/5 is the highest recorded in the four-year dataset.

3. Detailed Analysis

3.1. Pre-requisite Knowledge (4.20/5)

Pre-requisite knowledge scored **4.20/5**, broadly consistent with the 4.22/5 and 4.11/5 of the previous years. Faculty noted satisfactory foundational preparation among incoming students, with a stable upward trend in this dimension across the programme.

3.2. Student Attendance (4.30/5)

Attendance held at **4.30/5**, sustaining the recovery from the anomalous 3.77/5 of 2021–22. Faculty reported acceptable student regularity across both theory and practical sessions, although the slight dip from 4.55/5 (2022–23) indicates the need for continued monitoring.

3.3. Interaction Quality (4.40/5)

Interaction quality improved to **4.40/5** from 4.33/5 in the prior year. Faculty noted that classroom discussions, Q&A sessions, and collaborative learning activities were at a high level, reflecting an increasingly mature and engaged student cohort.

3.4. Infrastructure (4.90/5)

Highlight: Infrastructure at **4.90/5** is the **highest score for this dimension** across all four AQAR years, indicating that infrastructure improvements made in response to prior feedback have been well received by the faculty.

The near-perfect infrastructure score in 2023–24 suggests that procurement efforts and lab upgrades implemented in response to AQAR 2021–22 and 2022–23 suggestions have had a measurable positive impact on faculty satisfaction.

3.5. Time Adequacy (5.00/5)

Time adequacy achieved a **perfect 5.00/5** for the **third consecutive year**, demonstrating the sustained effectiveness of the department's academic scheduling and workload distribution across all papers and semesters.

4. Key Suggestions from Teachers

- Advanced computers are needed to support the growing demands of current coursework, particularly for subjects involving high-performance computing and data science.

5. Action Taken Report (ATR)

Action Taken / Proposed Action – AQAR 2023–24

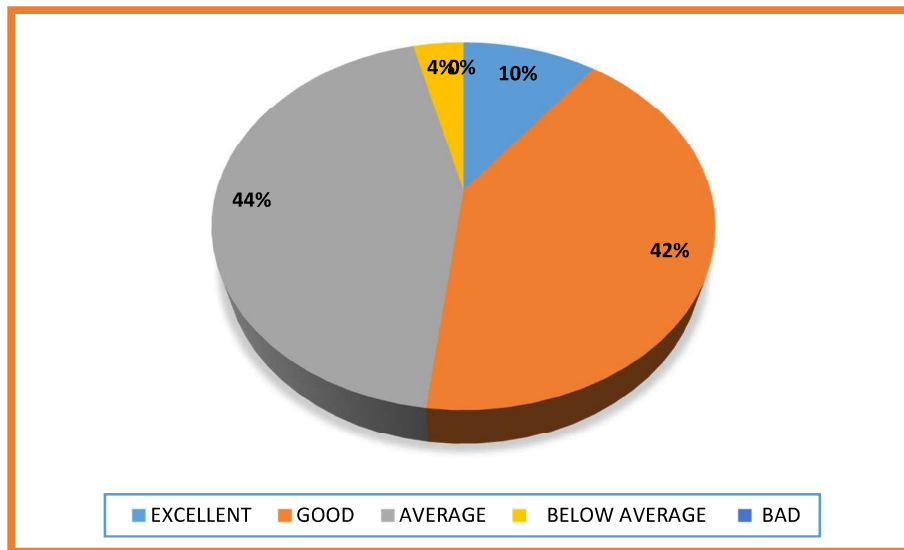
- (1) The demand for advanced computer hardware has been raised consistently across all AQAR years. A formal proposal for procurement of high-performance workstations and updated laboratory equipment will be submitted to the university administration for the next financial year.
- (2) The slight dip in student attendance (4.30/5 vs. 4.55/5 in 2022–23) will be monitored. Faculty advisors will continue proactive engagement with students showing irregular patterns.
- (3) The infrastructure score of 4.90/5 confirms that recent procurement efforts have been effective. The department will continue to make targeted infrastructure improvement requests to maintain this level.
- (4) The perfect time adequacy score will be maintained through the existing timetabling and academic calendar framework.

DEPARTMENT OF EDUCATION, WBSU

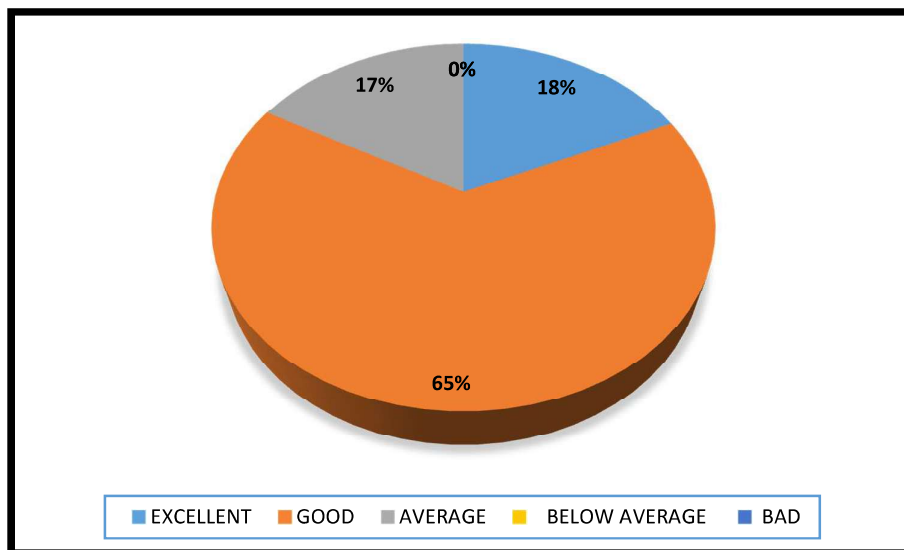
FEEDBACK FROM THE INSTRUCTOR

2023-2024

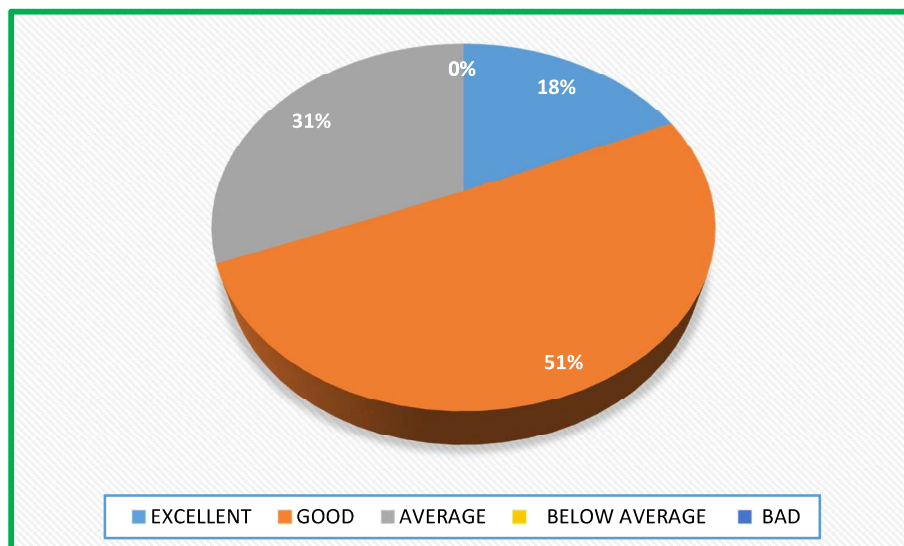
1. Rank the pre requisite knowledge of the students for the course



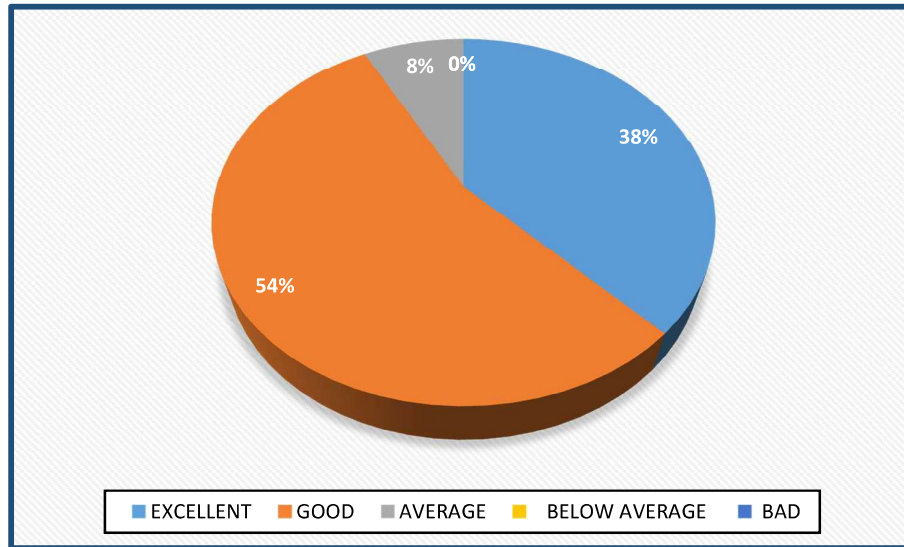
2. Rank the attendance of the students



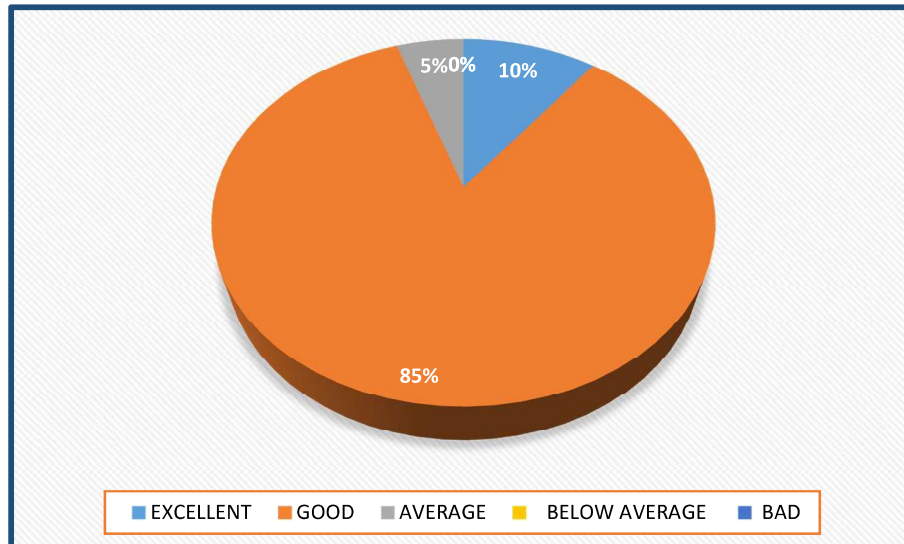
3. Rank the interaction quality of the students



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



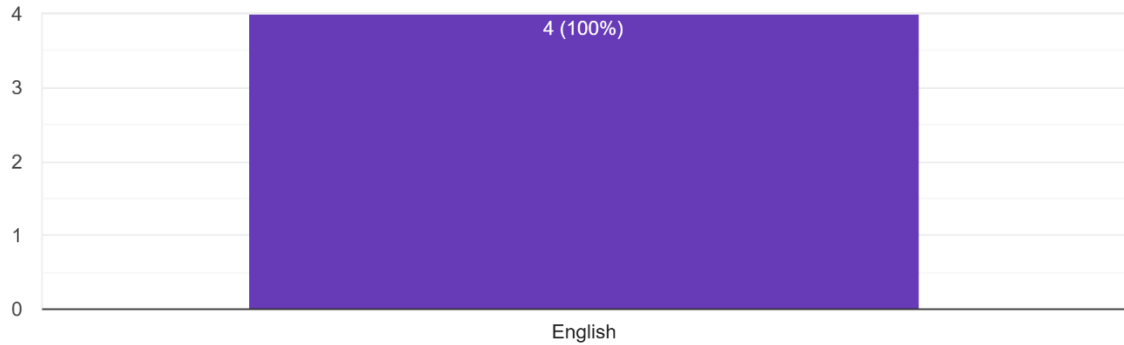
5. Rank the adequacy of infrastructure to teach this course



TEACHERS' FEEDBACK REPORT 2023 -2024

DEPARTMENT

4 responses



COURSE CODES

4 responses

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

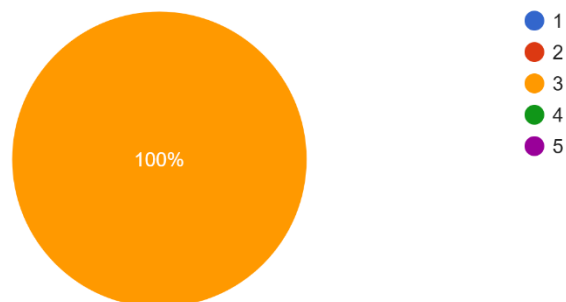
Somak Mondal - CC01, CC02, CC06, CC11, DSE1, DSE2, SEC, CC18

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

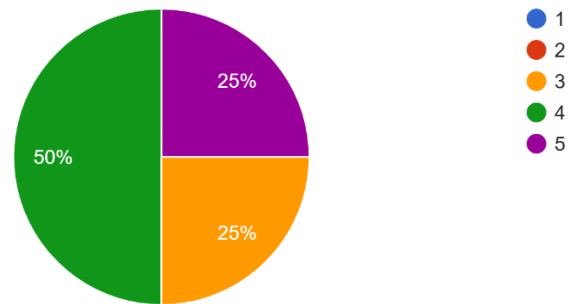
GIVE YOUR RESPONSE IN A SCALE 5 (WORST 1, BEST 5) Do you think the students whom you have taught this courses had sufficient the pre-requisite knowledge for this course?

4 responses



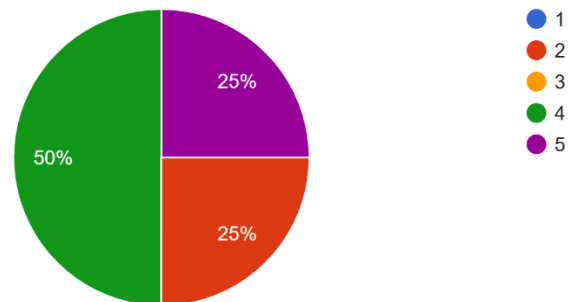
How regular were the students in attending your classes

4 responses



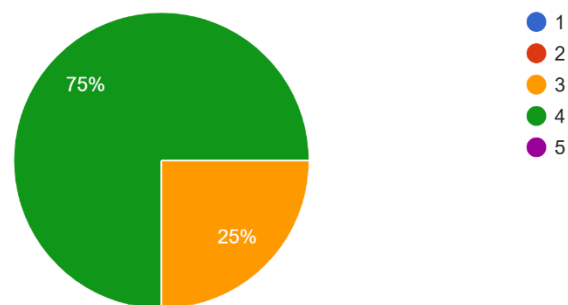
How do you rank the interaction quality of your class

4 responses



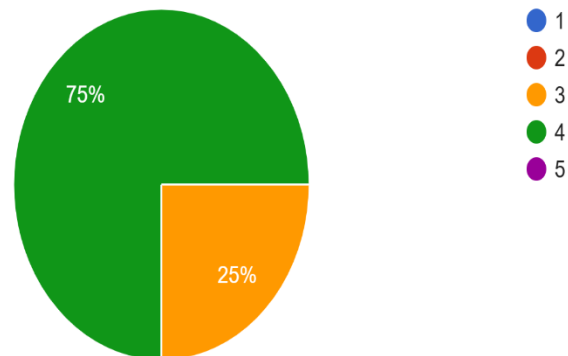
Rank the adequacy of infrastructure to teach these courses

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 2023-24

1. Department
3 responses
Food and Nutrition

2. Course Code/Codes
3 responses

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

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

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

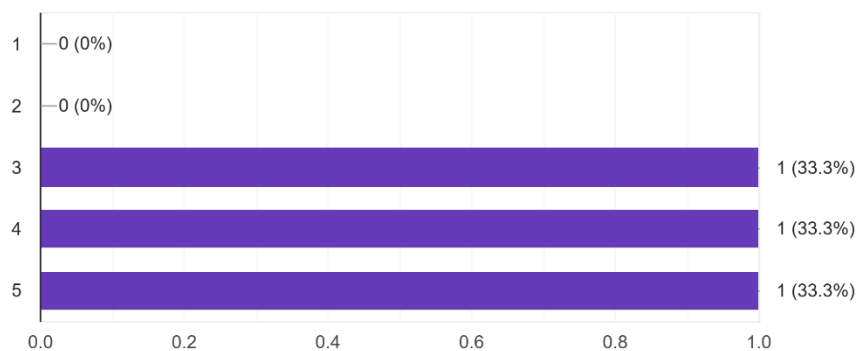
3. Academic Year of Teaching
3 responses
2023-2024

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?

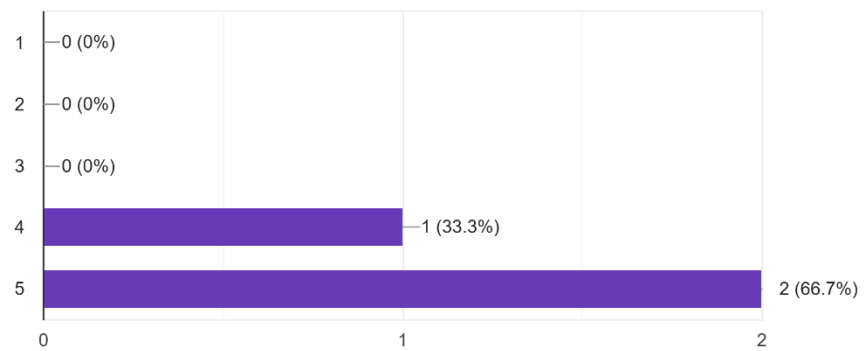
3 responses



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

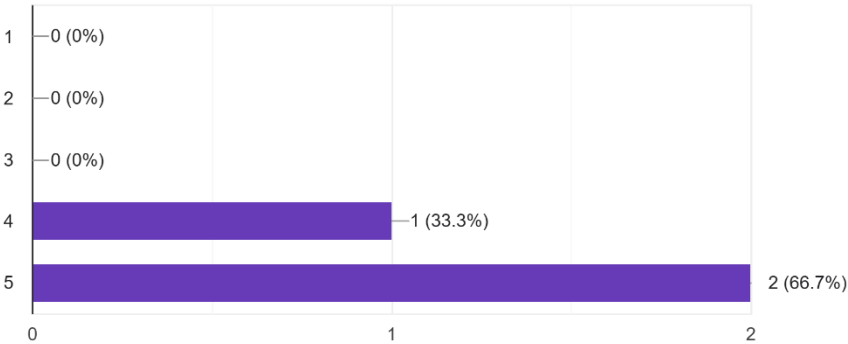


Value	Count
1	0
2	0
3	0
4	1
5	2

- 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

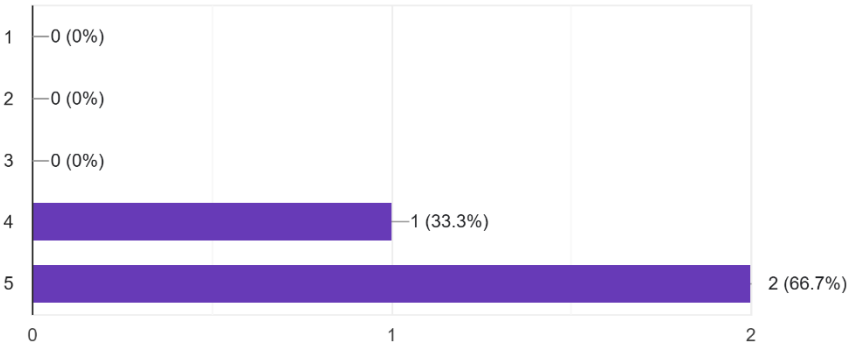


Value	Count
1	0
2	0
3	0
4	1
5	2

iv. Rank the adequacy of infrastructure to teach this course3 responses

Rank the adequacy of infrastructure to teach this course

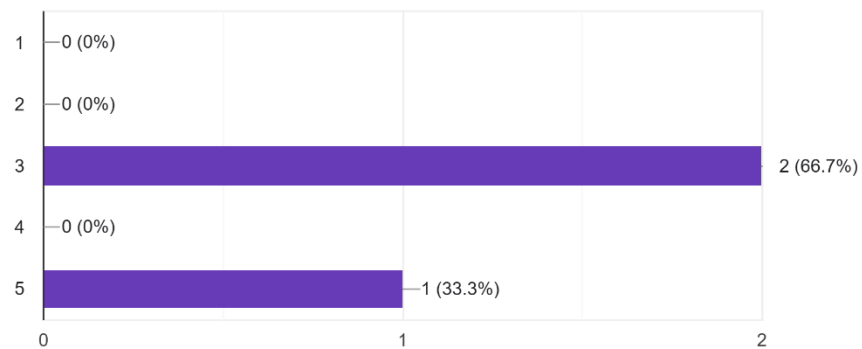
3 responses



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	2
4	0
5	1

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

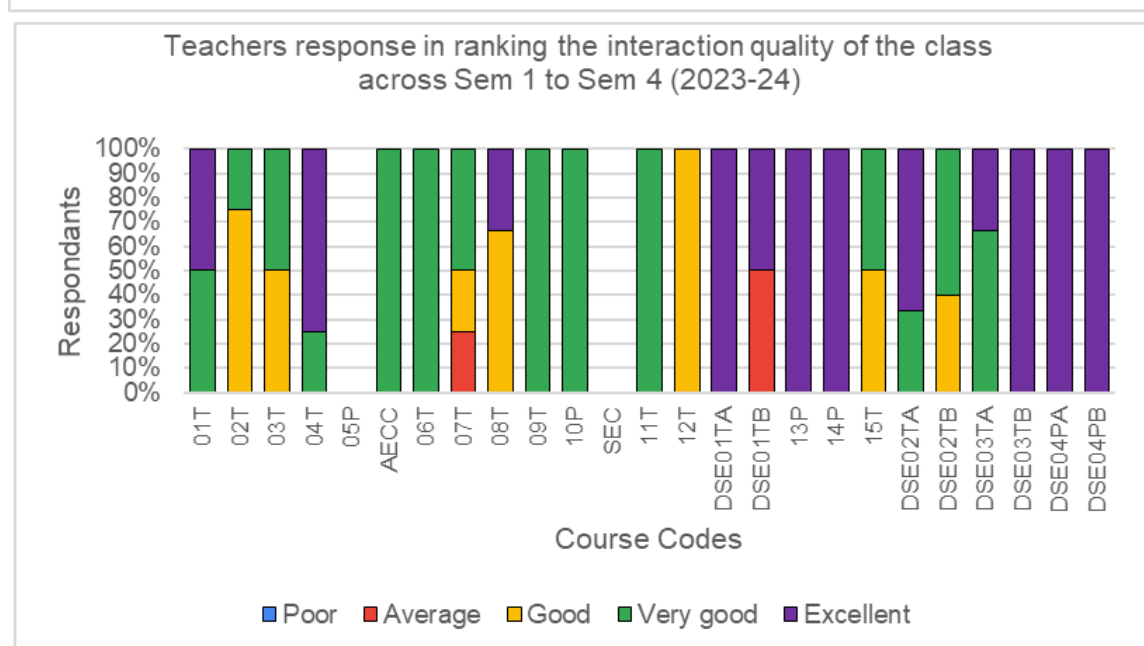
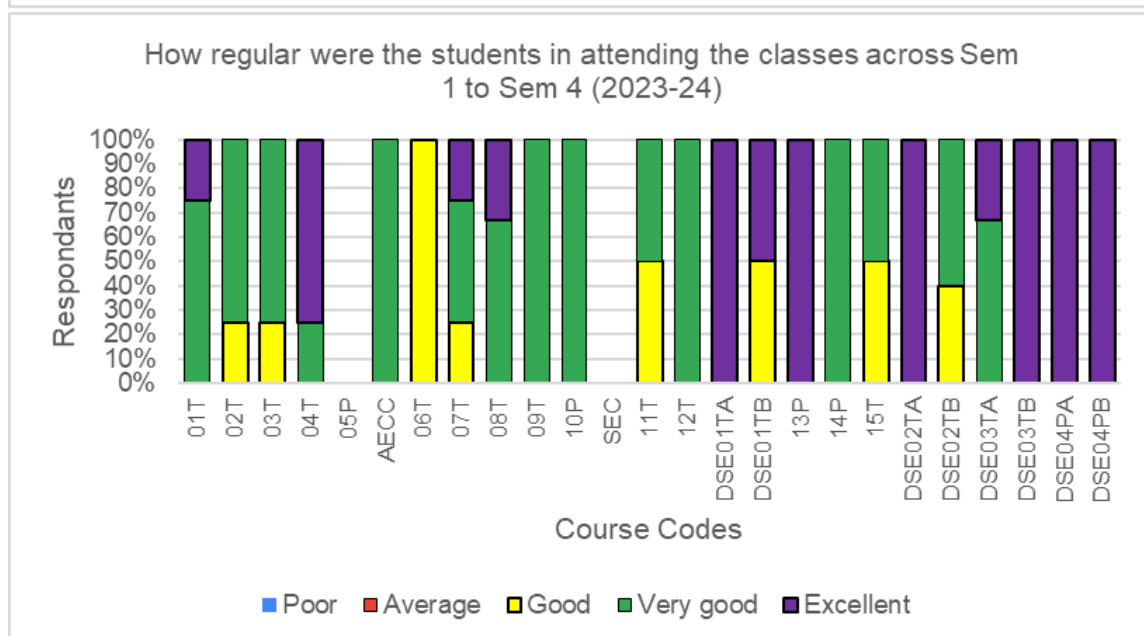
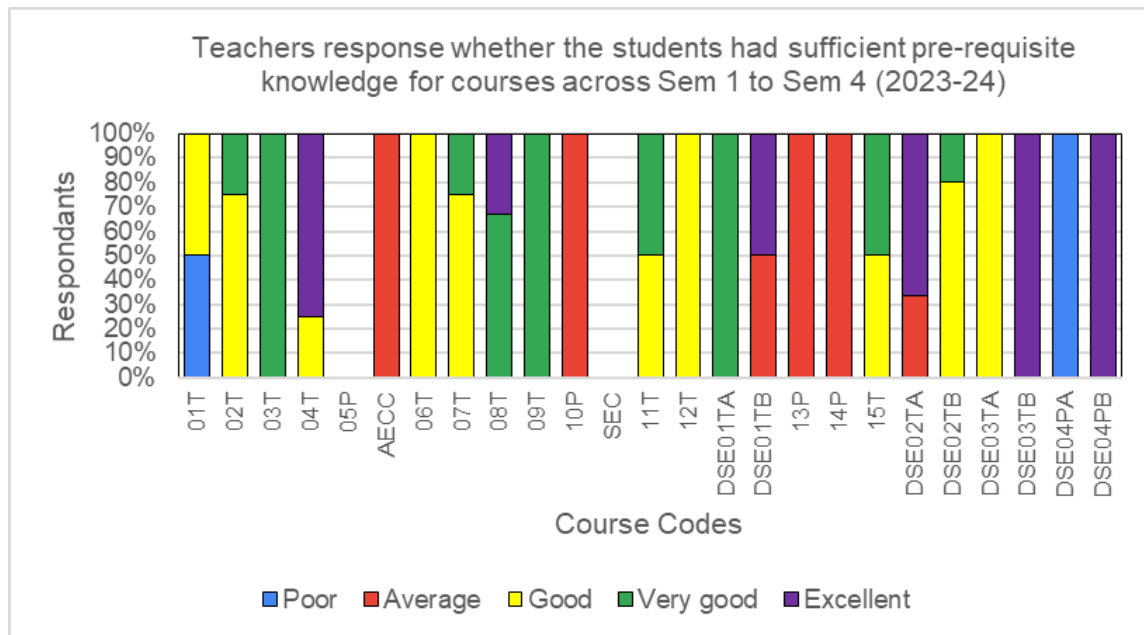
3 responses

CLINICAL ASPECTS NEED MORE EMPHASIS; COMPUTER FACILITIES NEED FURTHER IMPROVEMENT, LABORATORY FACILITIES NEED FURTHER IMPROVEMENT

Sufficient

The section on various food laws in Paper FNTPCOR08T: Food Microbiology should be removed because it appears again in Paper FNTPCOR16T: POLICIES AND STANDARDS IN FOOD AND NUTRITION during the fourth semester.

Department of Geography
Teachers Feedback (2023-24)



Suggestions (2023-24)

01T: This module is a prerequisite for students wanting to take up geomorphology as their special paper or continue up to research, hence must never be removed from the syllabus. Introducing mock tests after the completion of each unit will be helpful. Several class tests through written test and viva-voce should be taken.

02T: The syllabus uses broad terms for some topics. Please provide more specific subtopics for clarity. Active learning should be promoted through interaction with students, participation in the system through group discussion. Furthermore, case studies can be provided to make the concept easier and memorable as well. Soil Profile Field study portion is to be included

03T: Project work-based application of the concept can be introduced

04T: Reference books are needed. The class test may be less intense.

07T: Presenting practical examples on real world scenario to make students understand the issues and possible solutions. Climatic laws and mathematical models are to be included. Introducing mock tests after the completion of each unit.

08T: Reference books are needed.

12T: Stress on basic matrix algebra and MANOVA.

GEOPDES01TA: Syllabus is fine, but can be extended to include river interlinking in India, and legal aspects related to river environmental flows, sand mining in rivers. 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.

GEOPDSE02TB: An open class presentation followed by discussion, grounded in key scholarly literature on the given topic, can be highly effective. Perfect combination of theoretical understanding with real world examples

GEOPDSE03TA: 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.

Teacher's Feedback Report 2023-24

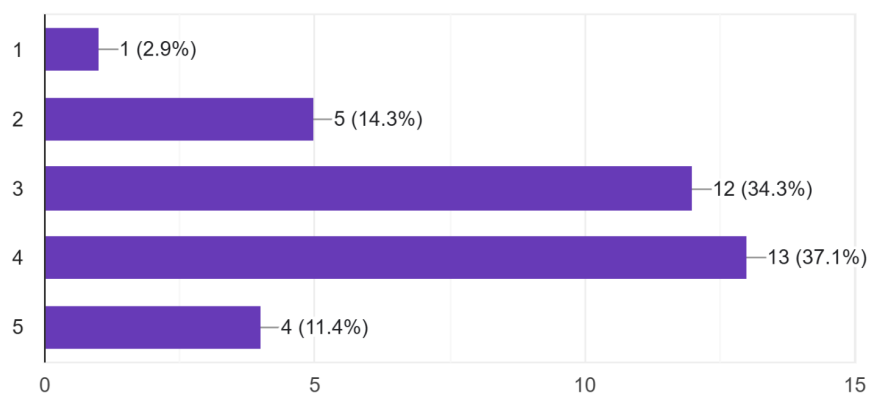
Department of Physics

West Bengal State University

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

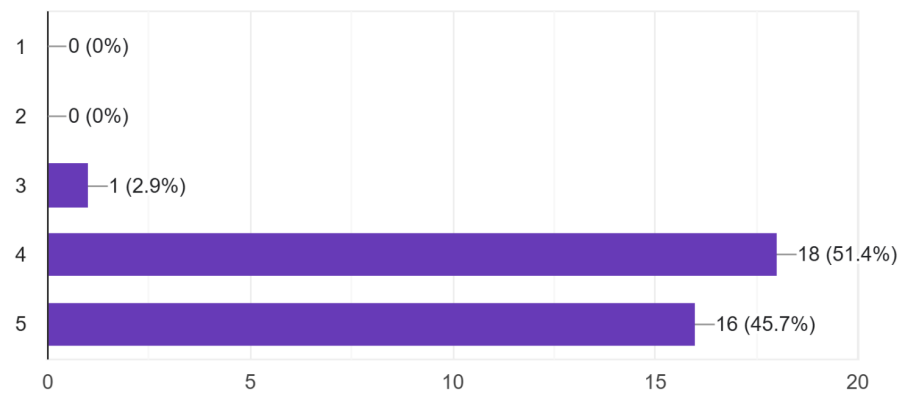
Do you think the students whom you have taught this course had sufficient the pre- requisite knowledge for this course?

35 responses



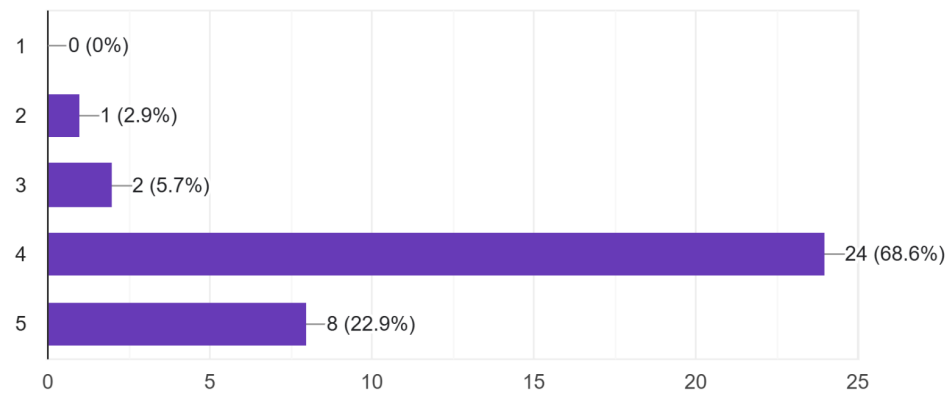
How regular were the students in attending your classes

35 responses



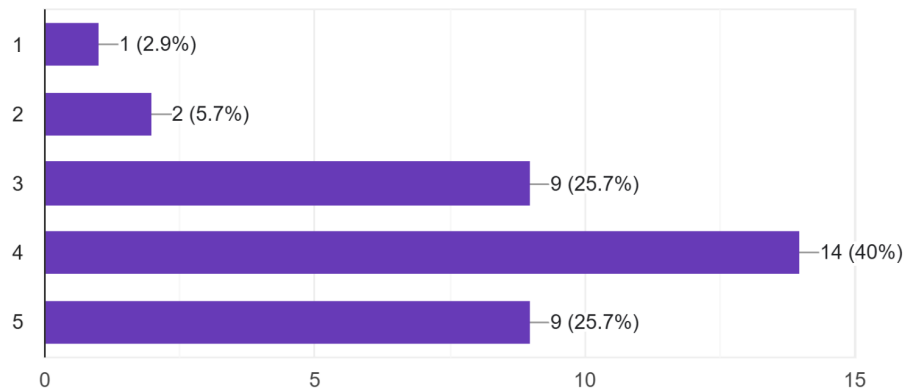
How do you rank the interaction quality of your class

35 responses



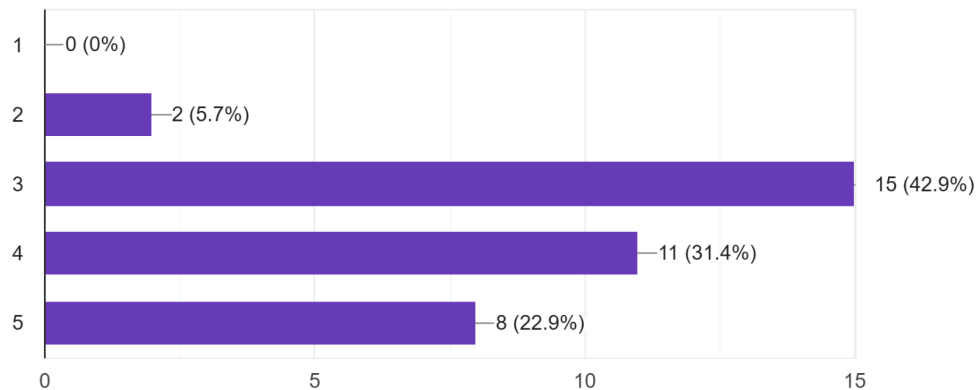
Rank the adequacy of infrastructure to teach this course

35 responses



Rank the adequacy of the time allotted to teach this course

35 responses



Any suggestion regarding the necessary revision of the syllabus or methodology

Resource Shortages (Time and Equipment): Many responses highlighted that the time allotted was too short to complete the syllabus, especially given the vastness or difficulty of the course and the delayed admission of students. Additionally, there was a frequent demand for more teaching hours, more functional computers, and new or standby experimental set-ups.

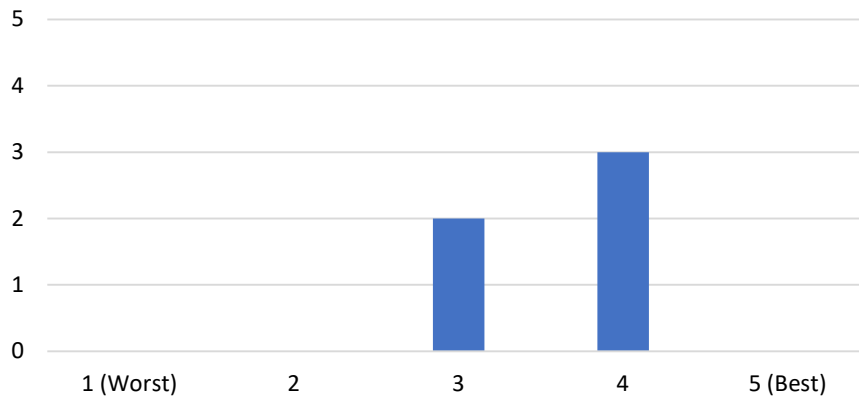
Student Preparedness Issues: A significant recurring suggestion was the lack of prerequisite or basic knowledge among students (e.g., from the UG level or basic chemistry), which majorly affected the progress and timely completion of the course.

Infrastructure and Access Needs: Respondents requested immediate overhauling of lab facilities (computers and ACs), better access to resources like Infilbnet and journal subscriptions, and necessary funds from authorities to procure raw materials and instruments for projects.

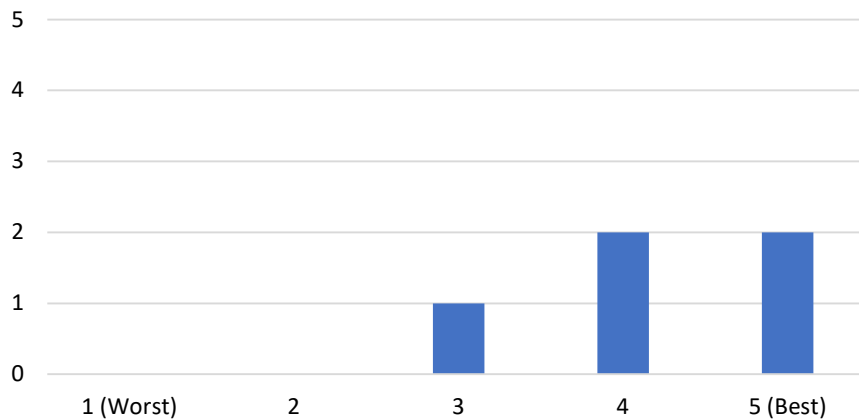
Satisfactory Status: Several teachers reported that the course was "Satisfactory" or had "None" for suggestions.

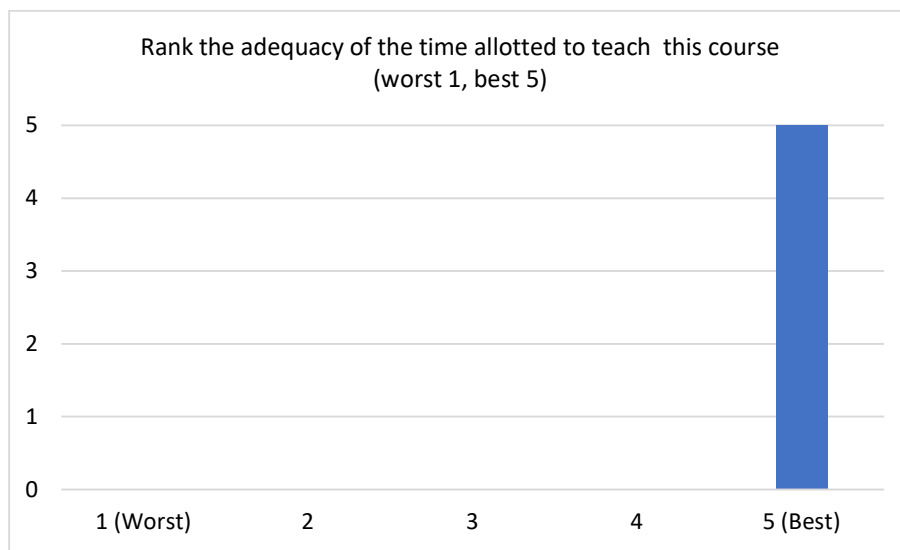
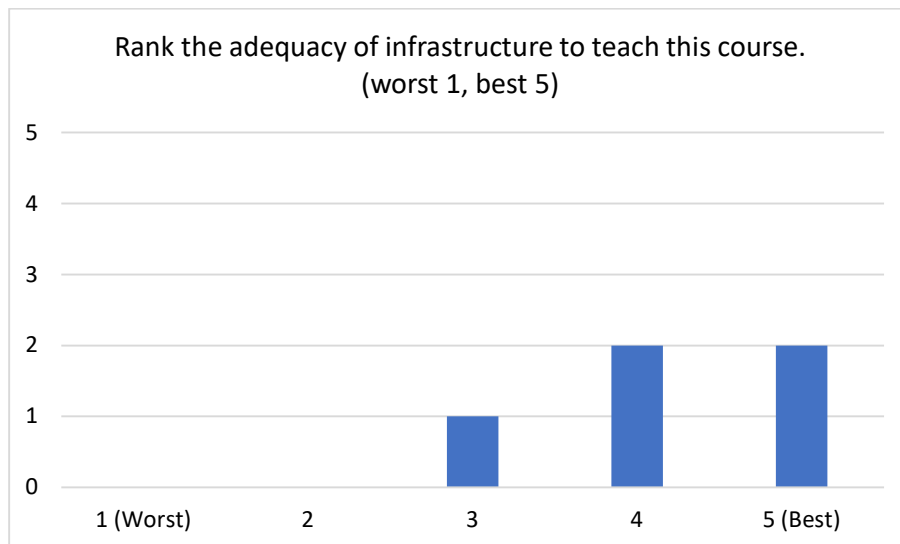
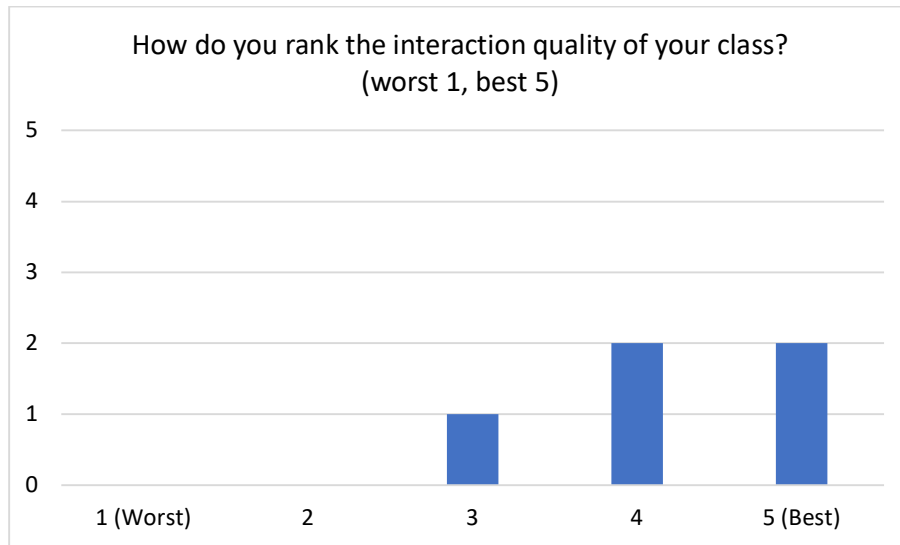
Department of Rural Studies
Teacher' Feedback
Academic sessions of July 2023-June 2024

Do you think the students whom you have taught this course had sufficient pre- requisite knowledge for this course? (worst 1, best 5)



How regular were the students in attending your classes? (worst 1, best 5)





Any suggestion regarding the necessary revision of the syllabus or methodology

Although most students of the department have Geography as background, the inclusion of a few bridging modules in the GIS syllabus would help accommodate those from the other disciplines.

The department provides all the necessary facilities and research platforms to students. The students are highly focused and attentive, contributing to a productive academic environment. As a suggestion, the department may consider establishing collaborations with government organizations at both the state and central levels. This could help enhance students' career opportunities and exposure. Thank you.

The Department is challenged by shortage of infrastructure and support staff. Lack of computers, availability of requisite software greatly limit the teaching learning process and skill development of the students.

The syllabus was well written and adequate for the students.

Faculty recommend adding bridging modules to the GIS syllabus to support students from non-Geography backgrounds and suggest establishing collaborations with state and central government organizations to enhance career opportunities. They also highlight infrastructure challenges, including shortages of computers, software, and support staff, which limit teaching and skill development. While noting that the syllabus is well-written and the current facilities and student focus are positive, addressing these resource gaps remains a key priority.