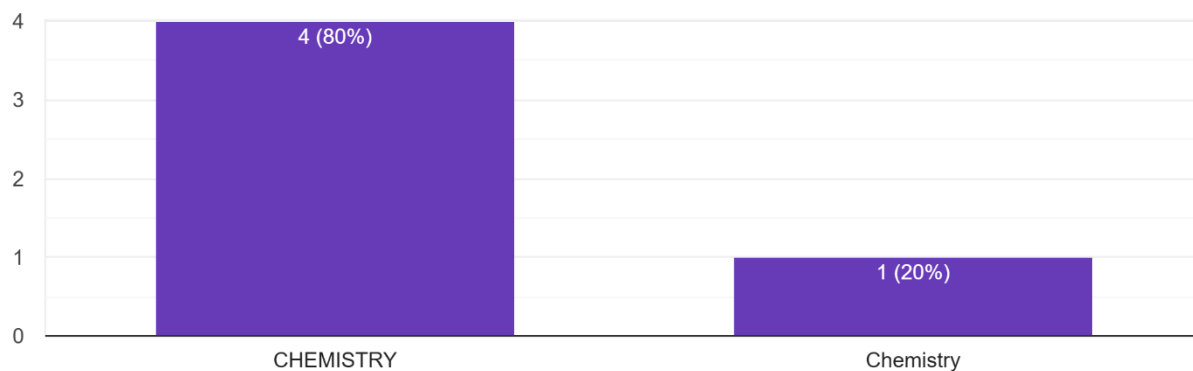


FEEDBACK of Teachers, Dept. of Chemistry, Session 2024-2025

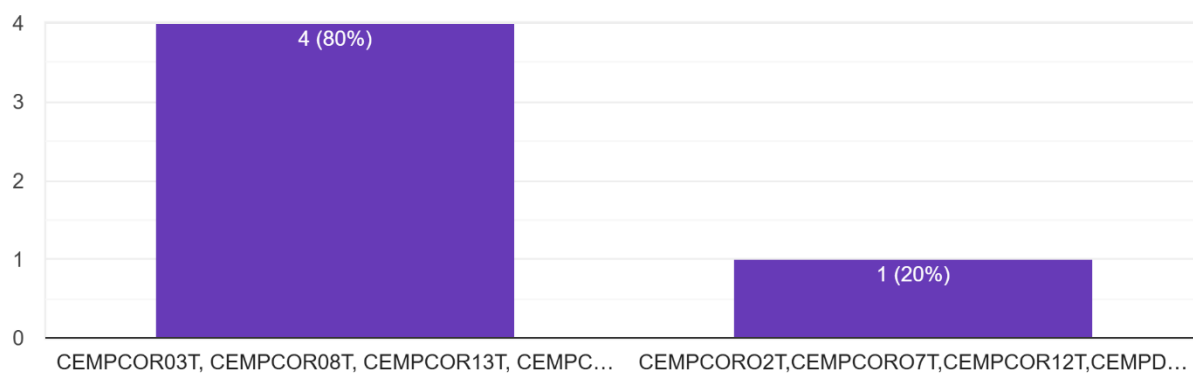
Department

5 responses



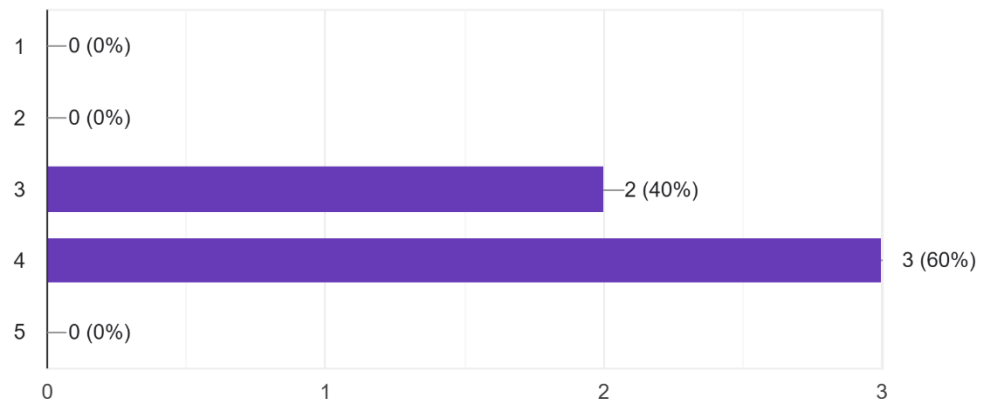
Course Code

5 responses



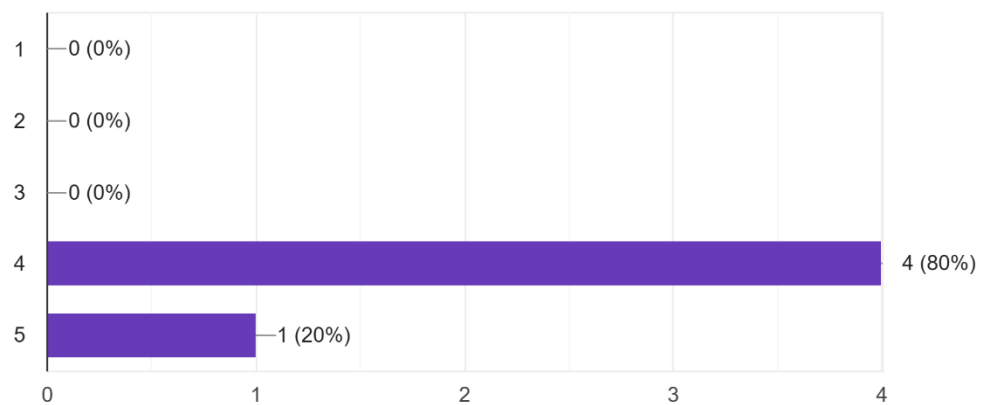
Do you think the students whom you have taught this course had sufficient the pre- requisit+e knowledge for this course?

5 responses



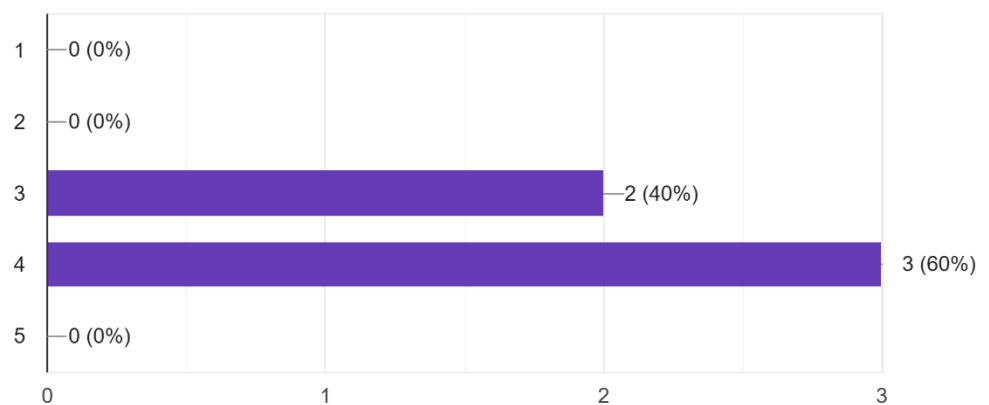
How regular were the students in attending your classes

5 responses



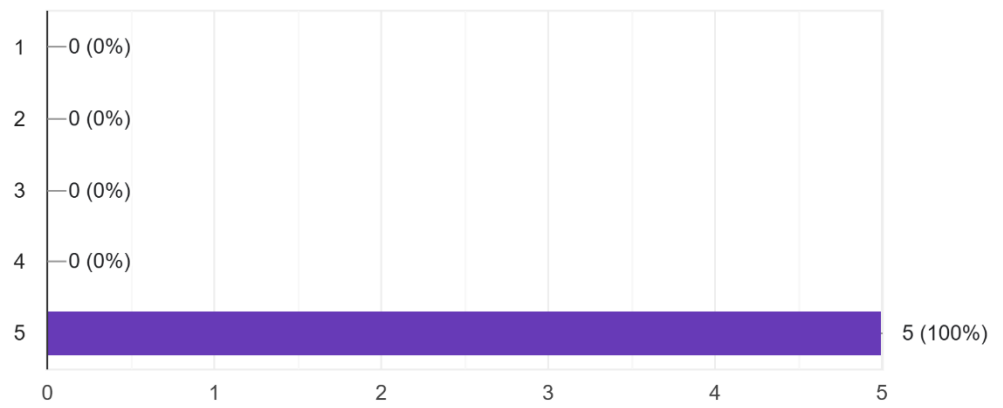
How do you rank the interaction quality of your class

5 responses



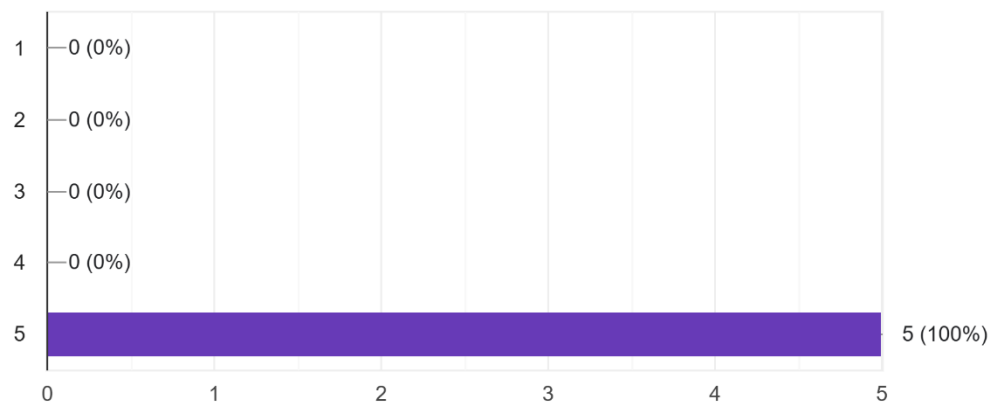
Rank the adequacy of infrastructure to teach this course

5 responses



Rank the adequacy of the time allotted to teach this course

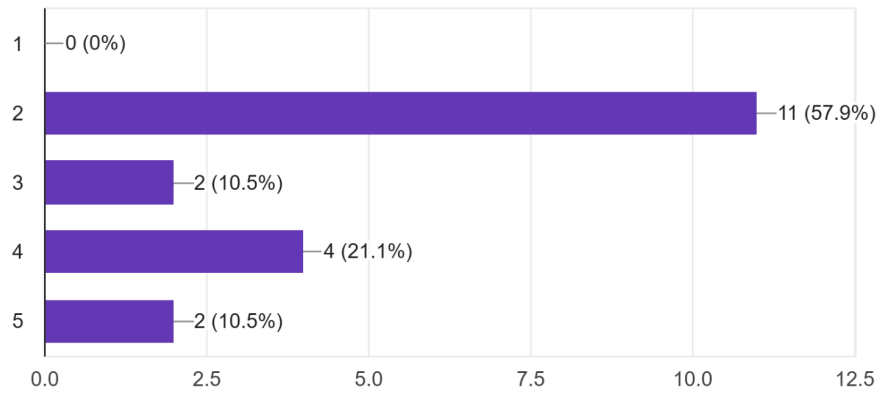
5 responses



Biochemistry Teacher's Feedback 2024-2025

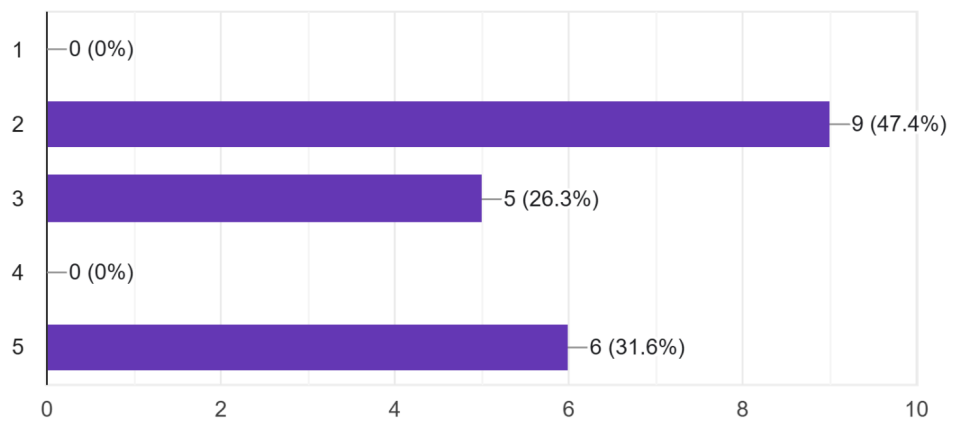
Do you think the students whom you have taught this course had sufficient the pre- requisite knowledge for this course?

19 responses



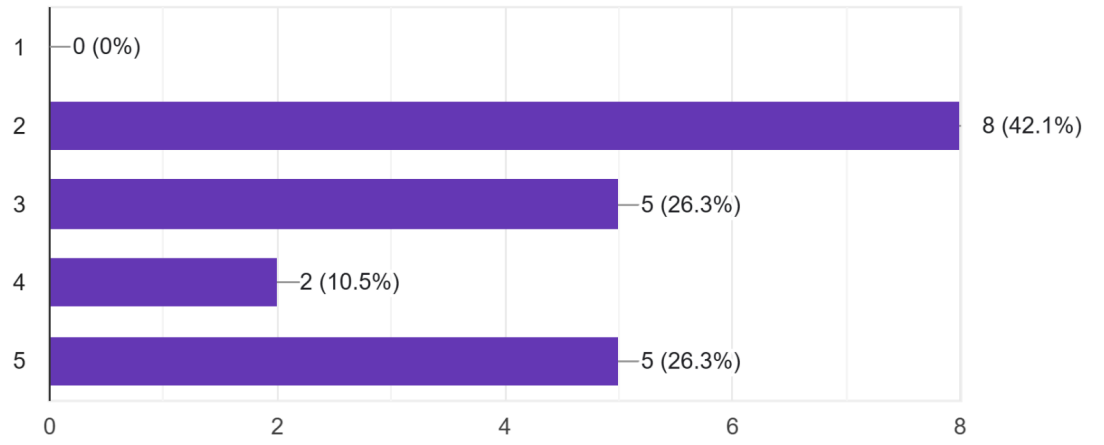
How regular were the students in attending your classes

19 responses



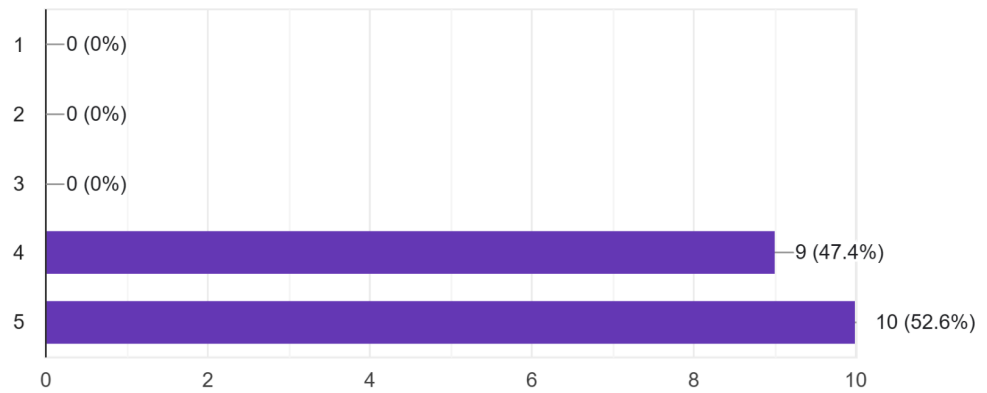
How do you rank the interaction quality of your class

19 responses



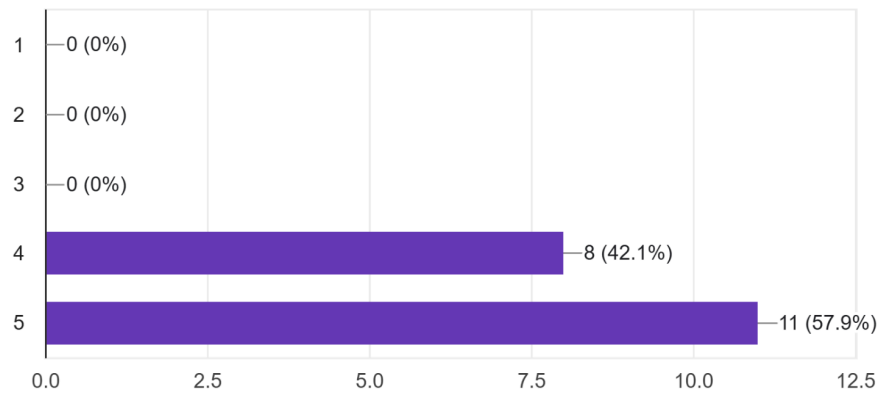
Rank the adequacy of infrastructure to teach this course

19 responses



Rank the adequacy of the time allotted to teach this course

19 responses



Any suggestion regarding the necessary revision of the syllabus or methodology

monthly tests would keep students focused and in revising-lessons mindset.

syllabus modification

I think the current syllabus or methodology is already effective and don't need any significant changes.

In my opinion the current syllabus and methodology are already effective, and I don't see a need for any significant changes.

a system of monthly internal-tests would keep students more actively prepared. they'd be constantly revising instead of a end-of-semester idea. more time should be allotted for such tests.

monthly-tests would be useful.

monthly-tests (not elaborate ones, simple mcq or 1/2 sentence-types) would be useful. they would make students revise lessons on a daily basis instead of end-of-sem idea.

syllabus needs modification

monthly internal-tests would make students revise the subject much better.

syllabus 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: 2024–25

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

1. Executive Summary

AQAR 2024–25 — At a Glance

Teacher feedback was collected from **9 faculty members** of the Department of Computer Science for AQAR year 2024–25, in compliance with the IQAC SOP under NAAC Criterion 1.4.2. The year-average score of **4.64/5** is the **highest overall score in the four-year dataset**, placing AQAR 2024–25 at the top of the department's teacher feedback performance record. Attendance reached its four-year peak at **4.66/5**, and pre-requisite knowledge recorded its best score at **4.33/5**. The only marginal change from prior years is that time adequacy moderated slightly from a perfect 5.00 to **4.88/5**, which remains firmly excellent.

Dimension	Average Score (out of 5)	Remarks
Pre-requisite Knowledge	4.33	Best score on record
Student Attendance	4.66	Best score on record
Interaction Quality	4.44	Excellent
Infrastructure	4.88	Excellent
Time Adequacy	4.88	Excellent
Overall Average	4.64	Excellent (Highest)

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

2. Graphical Analysis

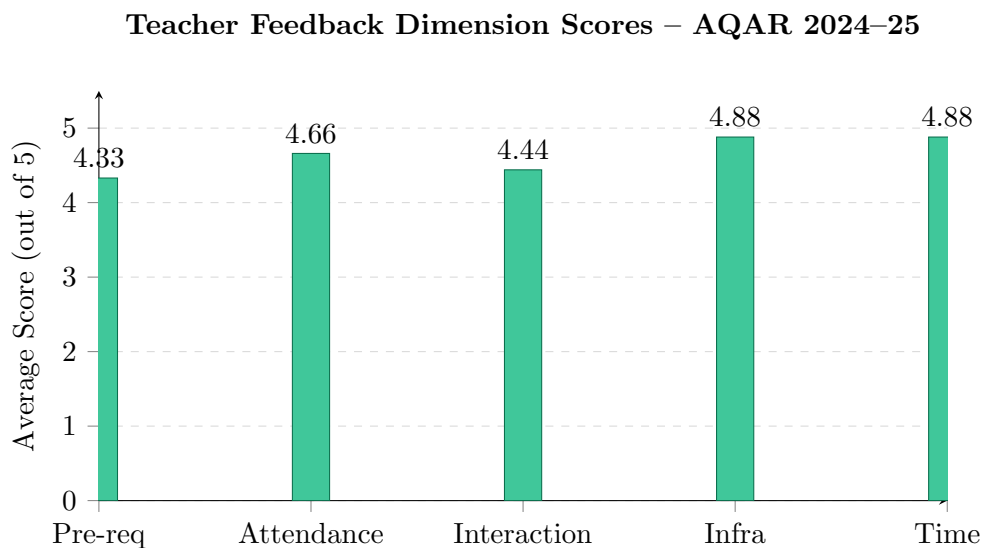


Figure 1: Teacher feedback dimension-wise scores, AQAR 2024–25 (N = 9). Pre-requisite knowledge and attendance at their four-year best.

3. Detailed Analysis

3.1. Pre-requisite Knowledge (4.33/5)

Pre-requisite knowledge reached its **four-year best of 4.33/5**, indicating a steady improvement in the foundational academic preparation of incoming M.Sc. Computer Science students. Faculty noted that students are arriving better prepared for advanced coursework, suggesting that the undergraduate feeder programmes are increasingly aligned with postgraduate expectations.

3.2. Student Attendance (4.66/5)

Student attendance reached its **four-year peak of 4.66/5**, a remarkable turnaround from the 3.77/5 recorded in 2021–22. This sustained improvement across three consecutive years reflects the effectiveness of the attendance monitoring system and faculty advisory sessions instituted following the AQAR 2021–22 ATR.

3.3. Interaction Quality (4.44/5)

Interaction quality improved to **4.44/5**, the highest in the dataset alongside 2021–22's 4.66/5 (which benefited from a smaller engaged subset of a larger cohort). Faculty reported high levels of classroom participation and academic discourse quality, with students actively engaging in problem-solving, seminars, and practical sessions.

3.4. Infrastructure (4.88/5)

Infrastructure was again rated at **4.88/5**, consistent with prior years. The department continues to maintain its excellent physical and computing environment, though the persistent request for more advanced hardware remained the single ongoing concern raised by teachers this year.

3.5. Time Adequacy (4.88/5)

Time adequacy scored **4.88/5**, a slight moderation from the consecutive perfect scores of 2021–22 through 2023–24. The marginal change may reflect the introduction of new or expanded syllabus content that slightly stretches the allocated contact hours. This remains firmly in the excellent range.

4. Key Suggestions from Teachers

- More computers are required in the laboratory to accommodate the growing student-to-machine ratio and advanced coursework demands, including data science, machine learning, and high-performance computing applications.

5. Action Taken Report (ATR)

Action Taken / Proposed Action – AQAR 2024–25

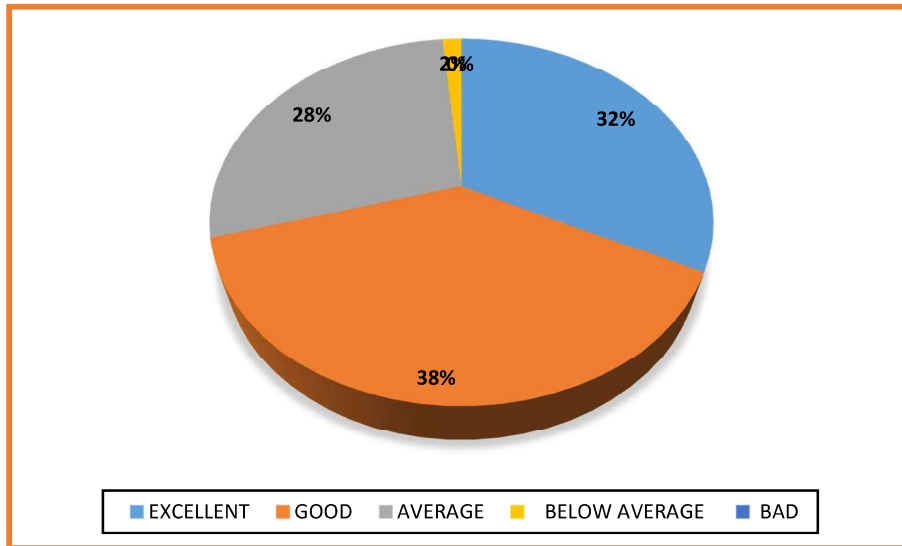
- (1) **Computer hardware procurement (Priority):** The request for additional and advanced computers has been raised in every AQAR year. A consolidated procurement proposal will be submitted to the university administration with specific specifications for high-performance workstations and updated peripherals suitable for current M.Sc. coursework requirements.
- (2) **Sustaining attendance excellence:** The four-year peak attendance score of 4.66/5 reflects the success of sustained monitoring and engagement. The department will institutionalise these practices as a standard academic procedure rather than a remedial measure.
- (3) **Time adequacy review:** The slight dip from 5.00 to 4.88/5 will be examined in the context of syllabus revisions or any recent additions to course content. Adjustments to contact hour allocation or supplementary tutorial sessions may be considered if required.
- (4) **Maintaining interaction and knowledge quality:** The upward trend in pre-requisite knowledge (4.33/5) and the strong interaction quality (4.44/5) will be further supported through structured induction, faculty-mentored reading groups, and regular student-faculty academic interaction sessions.

DEPARTMENT OF EDUCATION, WBSU

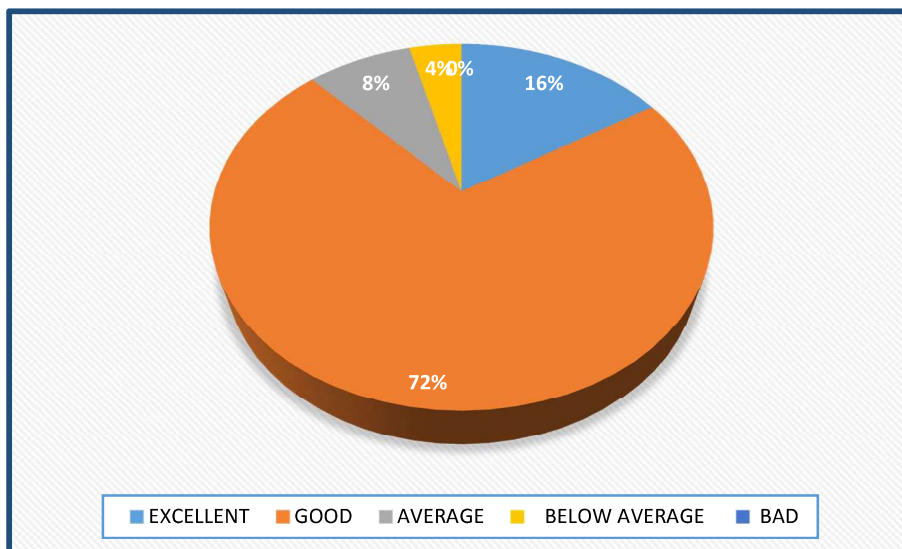
FEEDBACK FROM THE INSTRUCTOR

2024-2025

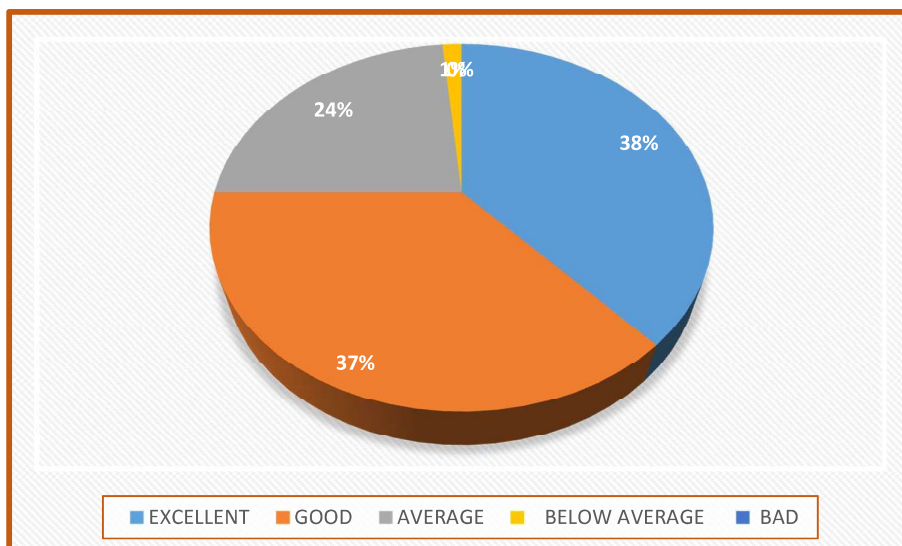
1. Rank the pre requisite knowledge of the students for the course



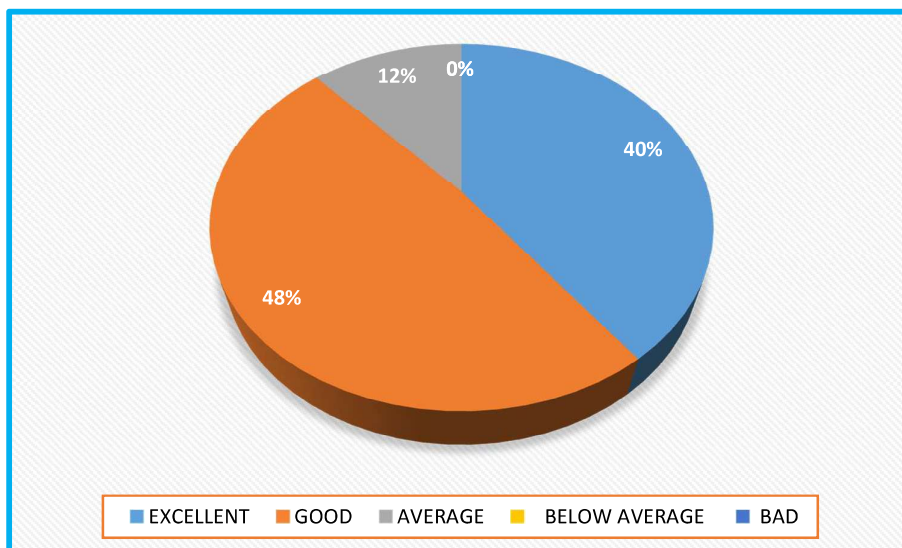
2. Rank the attendance of the students



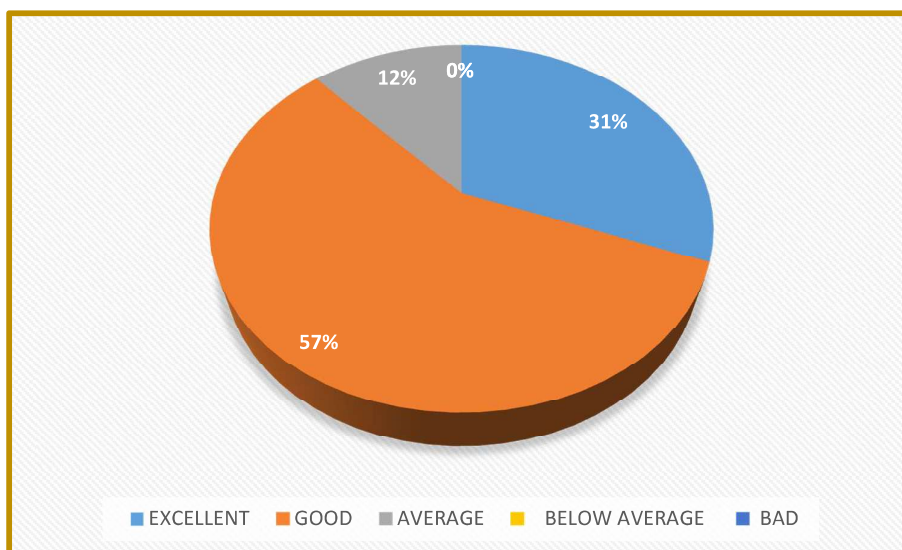
3. Rank the interaction quality of the students



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



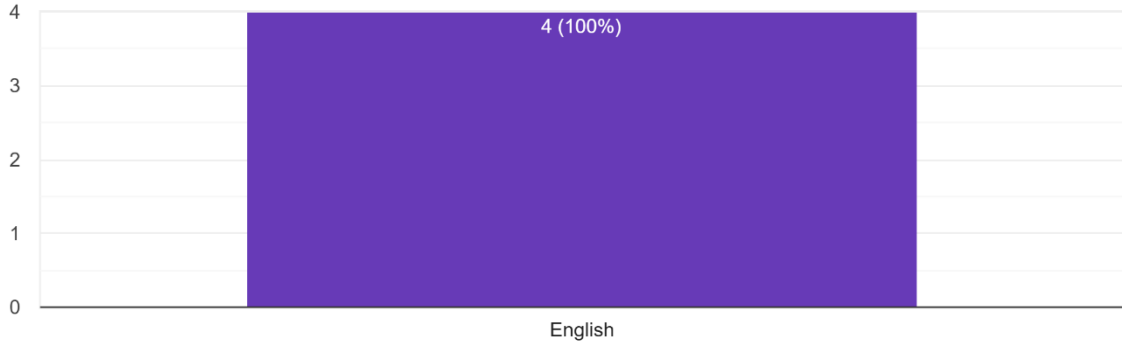
5. Rank the adequacy of infrastructure to teach this course



TEACHERS' FEEDBACK 2024-2025

DEPARTMENT

4 responses



COURSE CODES

4 responses

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

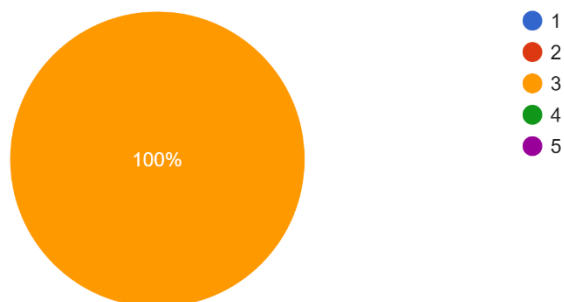
Somak Mondal - CC01, CC02, CC06, CC11, DSE1, DSE2, SEC, CC18

Sneha Kar Chaudhuri - CC3,CC4, AECC, CC7,CC9,1 CC13,CC14, CC 15,CC16,CC17,CC18,

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

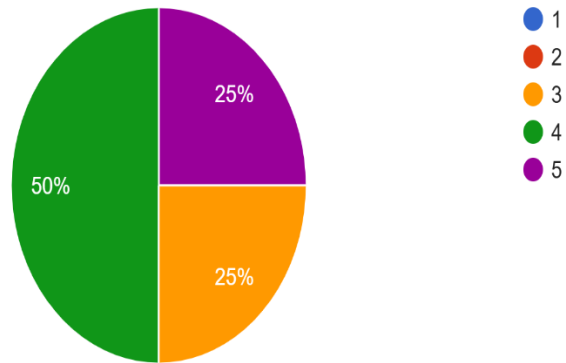
GIVE YOUR RESPONSE IN A SCALE 5 (WORST 1, BEST 5) Do you think the students whom you have taught this courses had sufficient the pre-requisite knowledge for this course?

4 responses



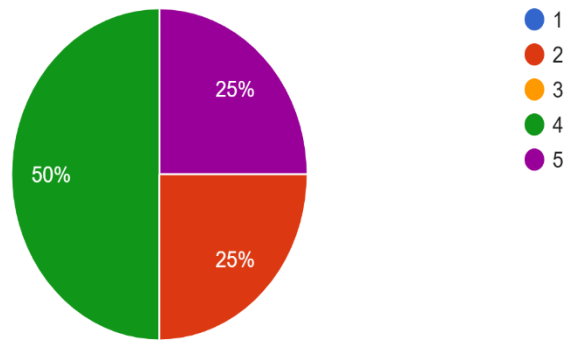
How regular were the students in attending your classes

4 responses



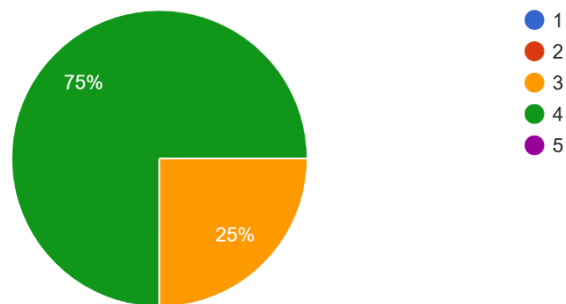
How do you rank the interaction quality of your class

4 responses



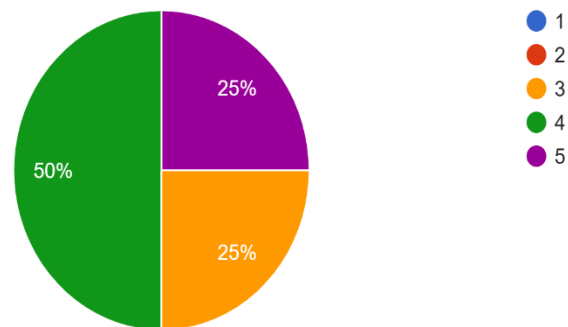
Rank the adequacy of infrastructure to teach these courses

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.

Incrporating 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 2024-25

- 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

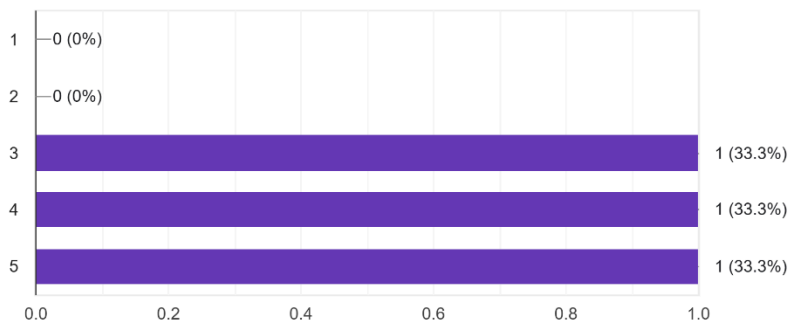
FNTPCOR03T, FNTPCOR08T, FNTPDSE01T, FNTPDSE02T, FNTPCOR16T, FNTPCOR17M and FNTPCOR18M

- 3. Academic Year of Teaching
3 responses
2024-2025

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

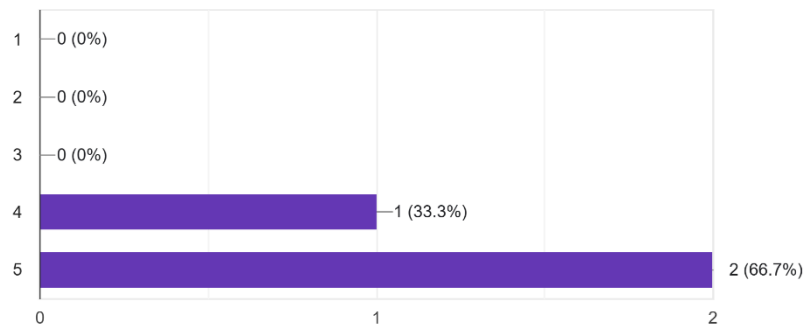
Do you think the students whom you have taught this course/courses had sufficient the pre-requisite knowledge for this course?
3 responses



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

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

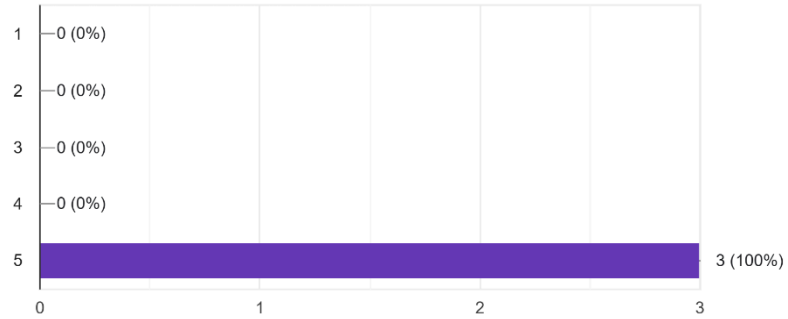
How regular were the students in attending your classes
3 responses



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

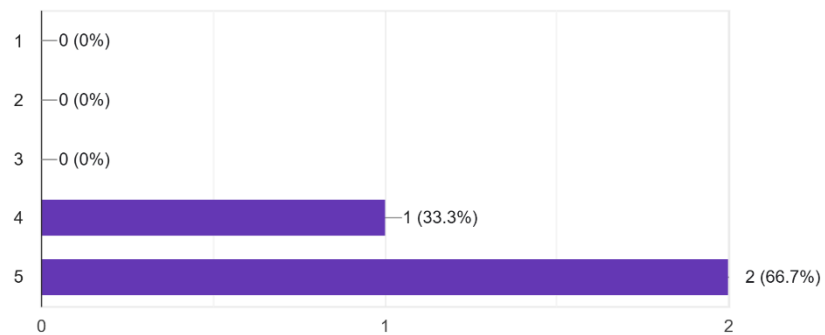


Value	Count
1	0
2	0
3	0
4	0
5	3

iv. **Rank the adequacy of infrastructure to teach this course**

3 responses

Rank the adequacy of infrastructure to teach this course
3 responses

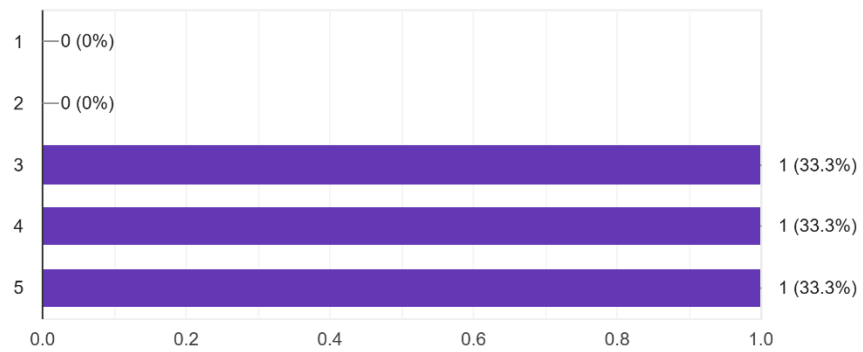


Value	Count
1	0
2	0
3	0
4	1
5	2

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	1
4	1
5	1

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

3 responses

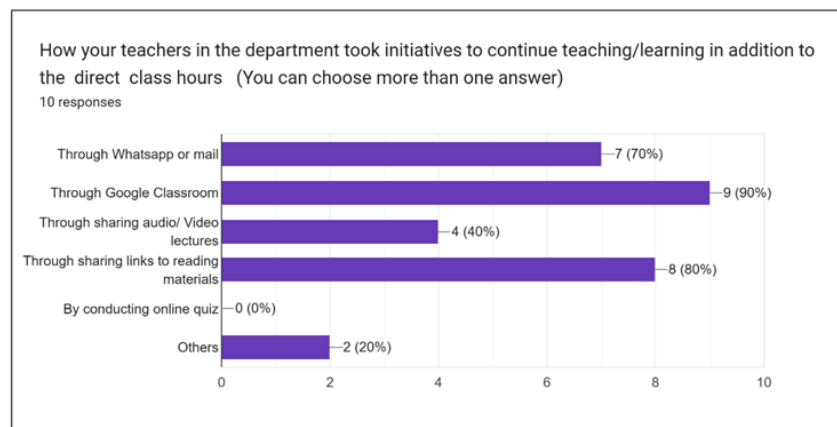
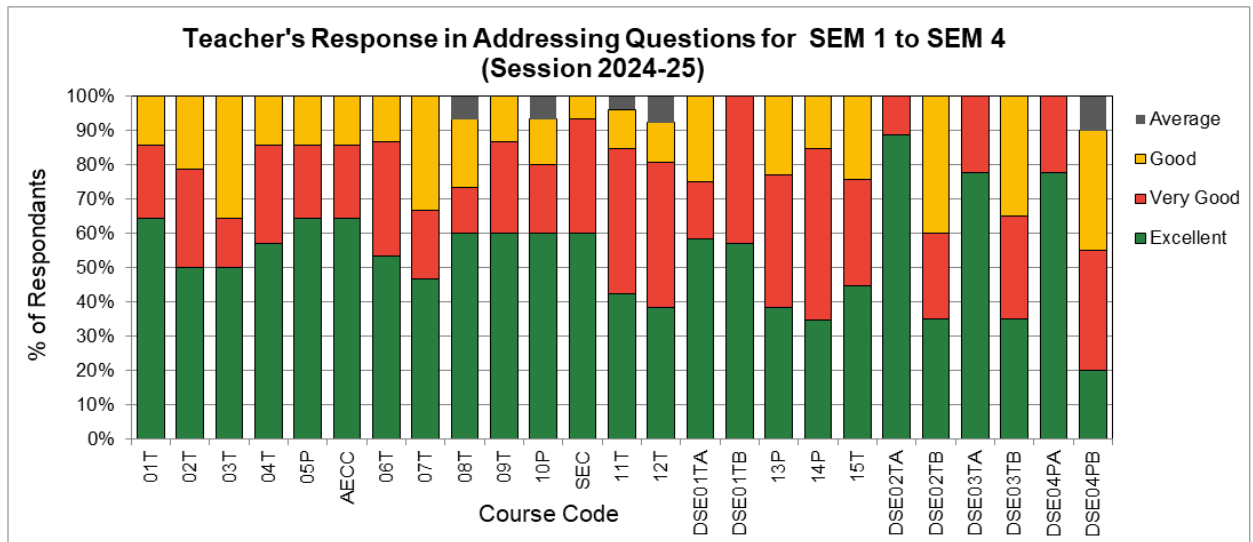
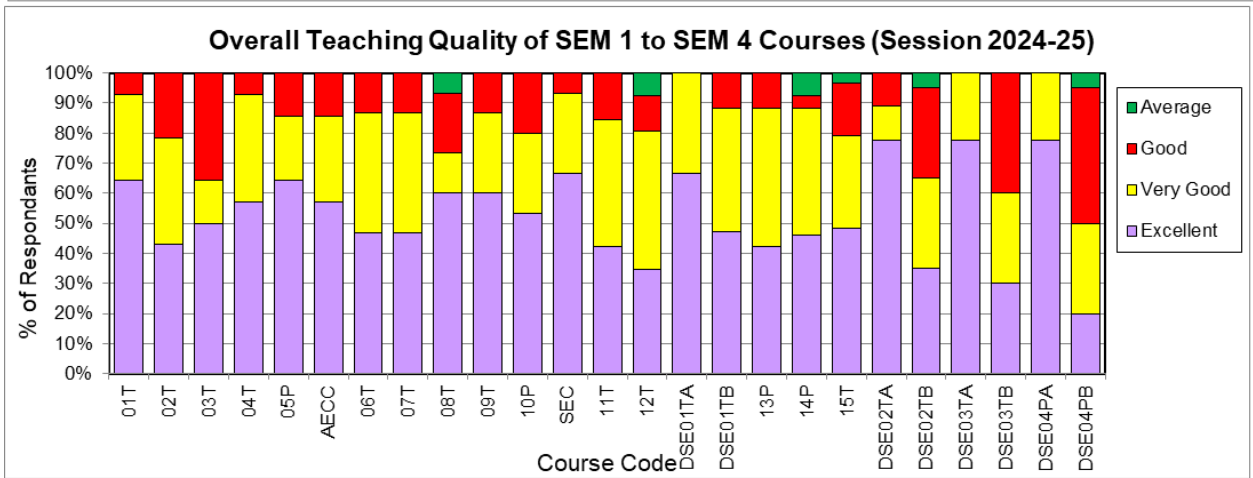
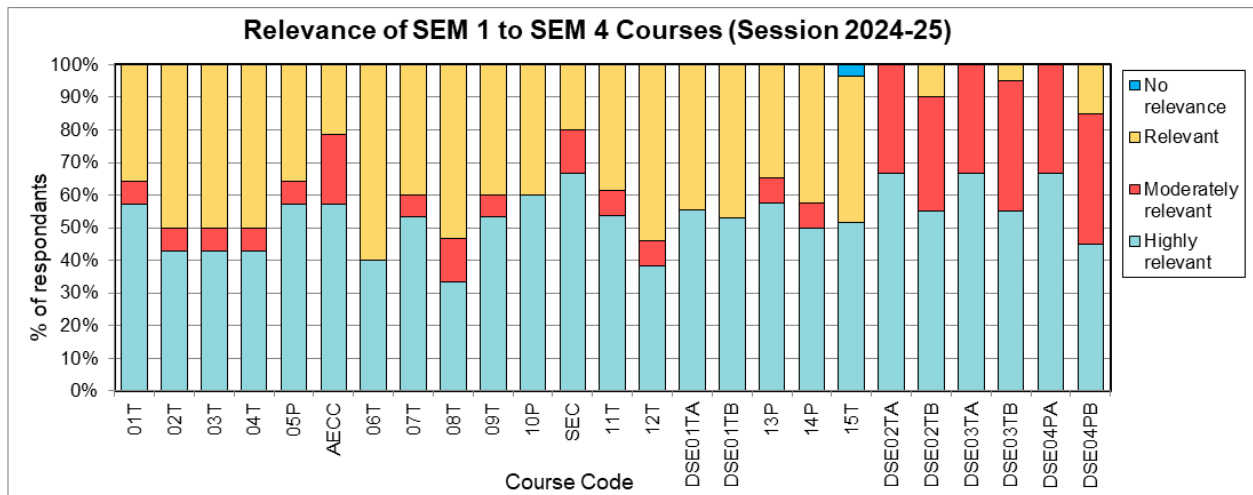
Clinical aspects need more emphasis, computer and laboratory facilities need improvement

Sufficient

FNTPCOR14T: EMERGING AREAS IN FOOD AND NUTRITION should be combined with FNTPCOR15T: FOOD AND NUTRITION IN RELATION TO OTHER SCIENCES. Additionally, a paper titled "Food Toxicology," which is more pertinent in the modern era, must be introduced in the new course.

Department of Geography

Students Feedback (2024-25)



Suggestions (2024-25)

01T: If some models can be used in teaching, then we can understand better through visualization. Student-centric method of teaching to be adopted, encouraging students to ask questions and treat those positively

06T: The teaching methodology is too good. The brief discussion on the topics is very helpful to us.

06T: There is need to ask questions especially to those who sit towards the end to prevent them from losing confidence. And I we should give presentation on a small topic at least one time per month to increase creativity.

11T: Teaching method is very good but permanent professors are required.

GEOPDSE01TB: Move away from rote learning.

13P: We need more instruments, computers and individual guidance to students is also needed.

14P: We need more guidance during theodolite survey.

12T: Teaching method is very good but doubt clearing by teachers is also necessary.

GEOPDSE02TB: Classes are sometimes too irregular.

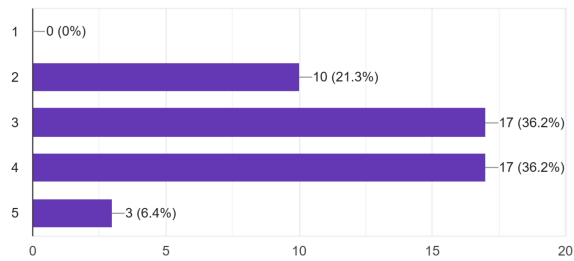
GEODSE05MB: Introducing a feedback form for both the dissertation process and the overall course experience would be a valuable step.

**Teachers Feedback Report
Department of Physics
2024-25
West Bengal State University**

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

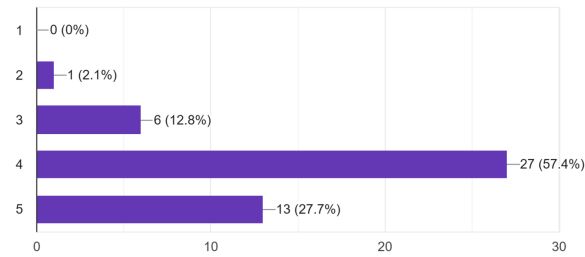
Do you think the students whom you have taught this course had sufficient the pre- requisite knowledge for this course?

47 responses



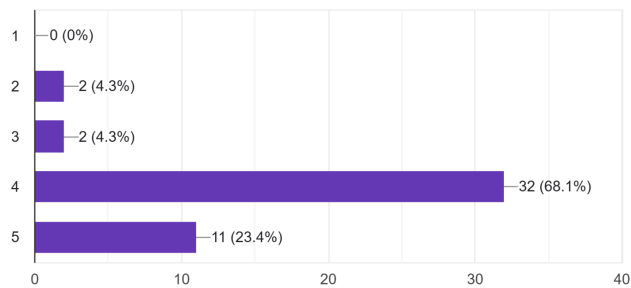
How regular were the students in attending your classes

47 responses



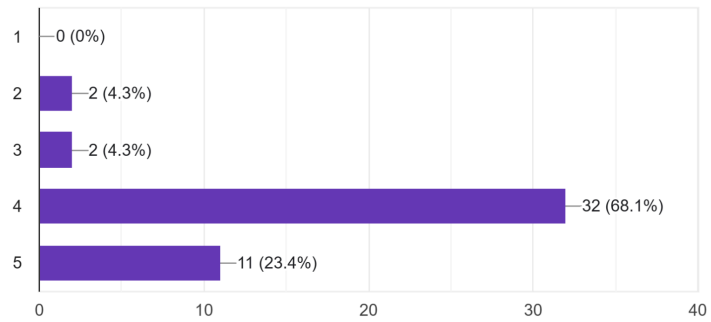
How do you rank the interaction quality of your class

47 responses



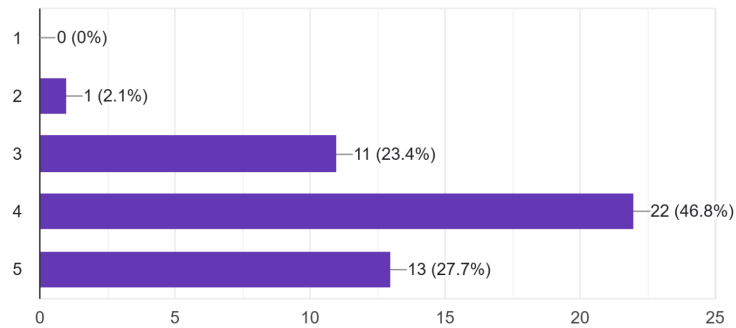
How do you rank the interaction quality of your class

47 responses



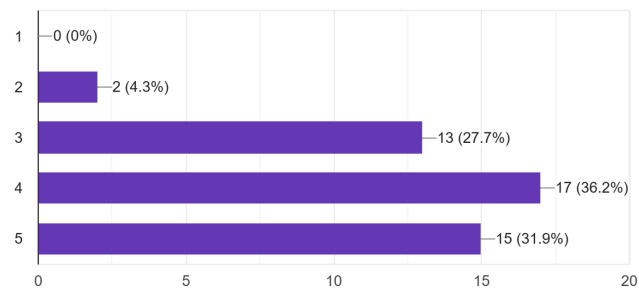
Rank the adequacy of infrastructure to teach this course

47 responses



Rank the adequacy of the time allotted to teach this course

47 responses



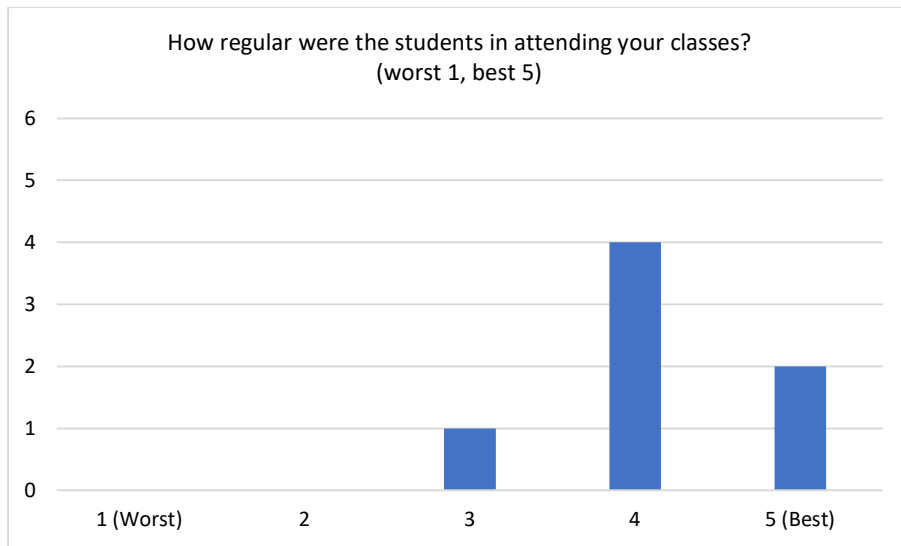
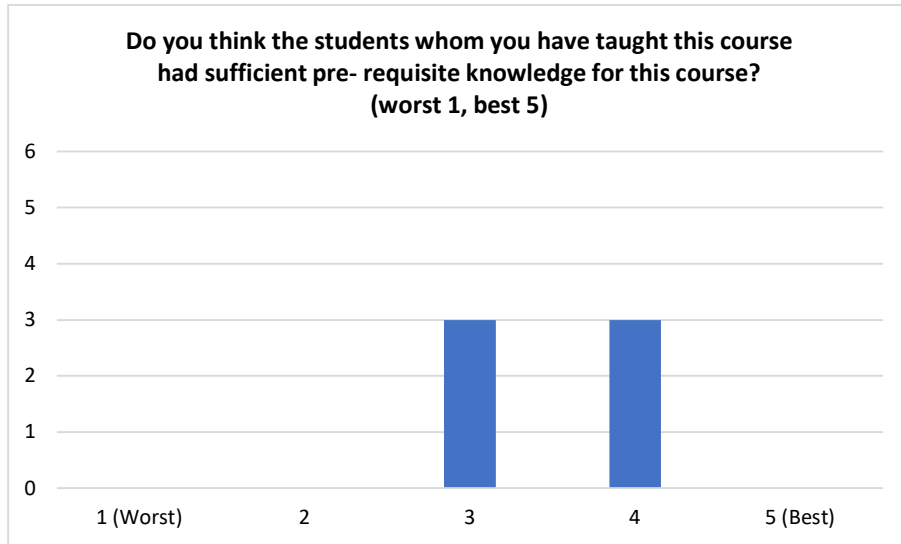
suggestion regarding the necessary revision of the syllabus or methodology

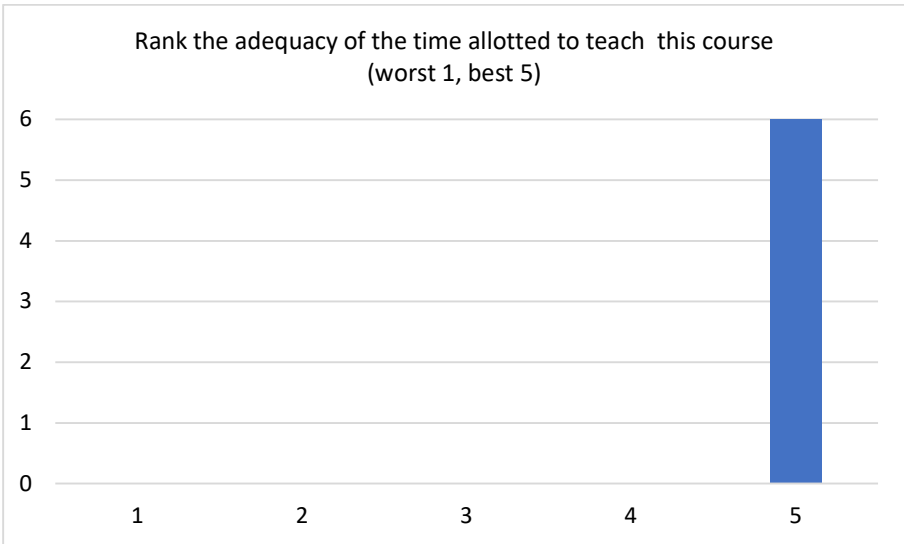
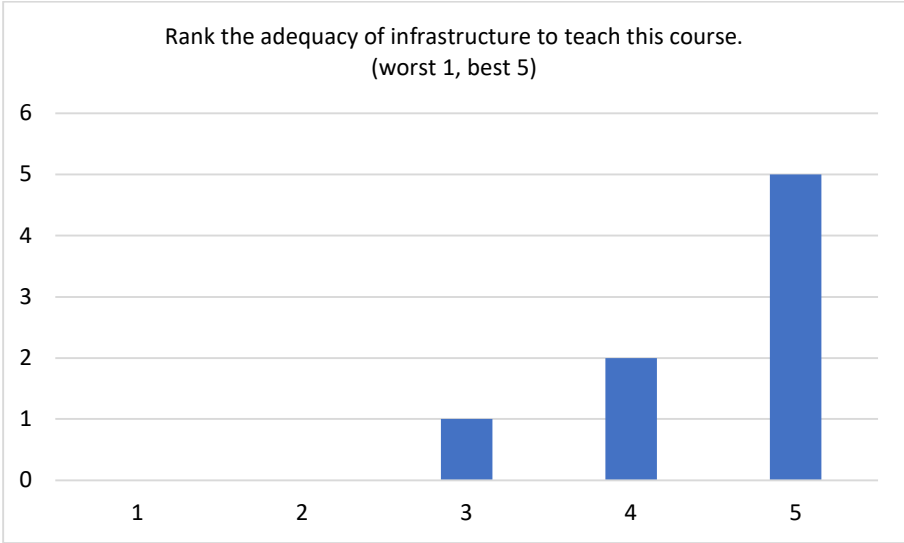
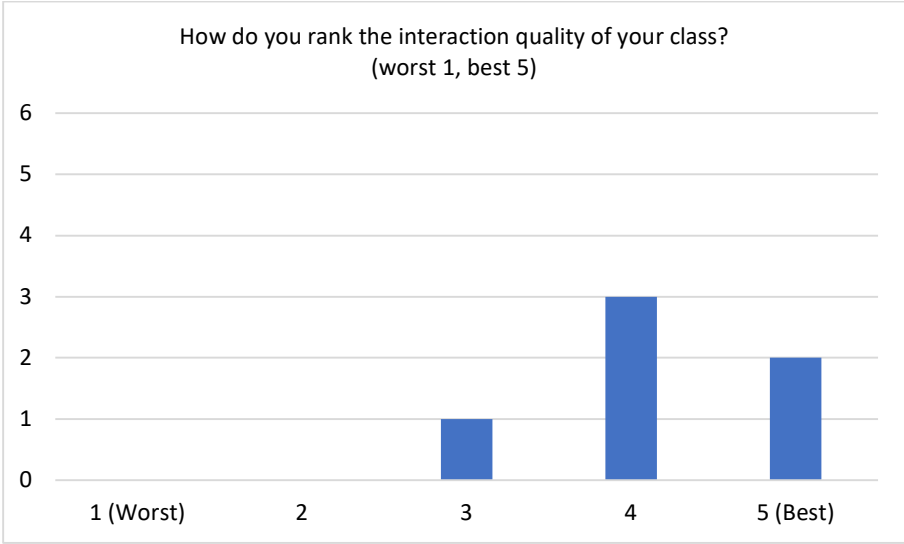
Summary

Instructors reported that a vast syllabus and delayed admissions created a significant time crunch, hindering thorough discussion and problem-solving. Success is further obstructed by inadequate infrastructure; the computer labs suffer from outdated hardware and dysfunctional air conditioning, while general laboratories require duplicated and upgraded experimental setups. Students often lack the prerequisite knowledge for advanced topics like Quantum

Mechanics, necessitating more tutorial hours. Additionally, faculty emphasized the need for increased library resources, dedicated project funding, and a syllabus revision to align with upcoming NEP guidelines and better accommodate diverse student backgrounds.

Department of Rural Studies
Teacher' Feedback
Academic sessions of July 2024-June 2025





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.

Project work based on secondary data can be incorporated in this paper (15T)

Here is a concise summary of the provided responses:

- **Bridging modules:** Suggested to include bridging modules in the GIS syllabus to accommodate students without a Geography background.
- **Positive environment:** Department offers good facilities and research platforms; students are focused and attentive.
- **Collaboration suggestion:** Recommends partnerships with state and central government organizations to improve career opportunities and exposure.
- **Infrastructure challenges:** Department faces shortages of infrastructure, support staff, computers, and software, limiting teaching and skill development.
- **Syllabus quality:** The syllabus is well-written and adequate.
- **Project work:** Suggests incorporating project work based on secondary data into paper (15T).