

BUDGE BUDGE TRUNK ROAD, MAHESHTALA, KOLKATA – 700139 E-mail: <u>maheshtalacollege@yahoo.com/</u> principal.maheshtalacollege@gmail.com D: 6289482452 ( Office ) Website: www.maheshtalacollege.ac.in

## **1.4.1 FEEDBACK ANALYSIS REPORT**

# Feedback analysis report submitted to appropriate bodies

| BUDGE BUDGE TRUNK ROAD,<br>E-mail : maheshtalacolleze@vahoo.coi  | LA COLLEGE<br>MAHESHTALA, KOLKATA - 700 141<br>n/ principal.maheshtalacollege@gmail.com<br>5289482452 |
|--|---|
| Website : www.m  | naheshtalacollege.ac.in   |
|  |   |
| Ref No - 1/CU(IC)/2024/MC-28   | Date: 2/7/20  |
|  |   |
| To<br>The inspector of Colleges  |   |
| University of Calcutta   |   |
|  |   |
| Re: Intimation to Calcutta University regarding Action Ta<br>stakeholders, analysed, and implementation thereupon (2018      |   |
| Respected Sir,   |   |
| Greetings of the day.  |   |
| Most respectfully, I wish to submit before you the Action Tak<br>Institution obtains feedback on the academic performance ar |   |
| stakeholders, such as Students, Teachers, Employers, Alur  |   |
| feedback is made available on institutional website, after Fee   | dback is collected, analysed, action taker  |
| communicated to the relevant bodies ( in this case, Calcutt<br>institutional website.  | a University) and feedback hosted on o  |
| Documents are attached for your kind perusal.  |   |
| This is for your kind information only.  |   |
| Yours sincerely,   |   |
| ~  |   |
| Dani   | TALAC   |
| Dr Rumpa Das   | C3M CS  |
| Principal  |   |
| Maheshtala College Maheshtala College  | KOL-139   |
| Encl: Action Taken Report (2018-23)  | Budge Tout  |
|  |   |
|  |   |
|  | RECEIVED<br>Contents not verified   |
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|  | 0 3 JUL 2024  |
|  | Depit. of Inspector of Collages   |
|  |   |
|  | University of Calcutta  |



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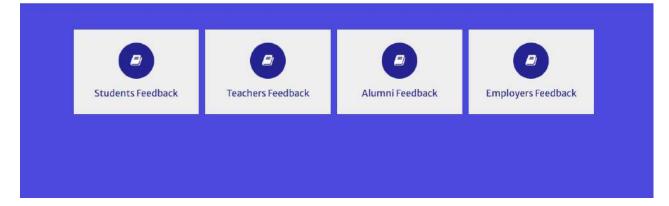
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## **Screenshot of Submission of Feedback Portal**



MAHESHTALA COLLEGE

Maheshtala College Budge Budge Trunk Road Maheshtala, Kolkata-700139



## **Student Feedback Login Screen**



Maheshtala College Budge Budge Trunk Road Maheshtala, Kolkata-700139

| Student Feedback Login  |  |
|---|--|
| Registration No<br>Enter Registration No<br>Example: XXX-XXXX-XXX-XX<br>Login |  |







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## **Teacher Feedback Login Screen**



Maheshtala College Budge Budge Trunk Road Maheshtala, Kolkata-700139

| Teacher Feedback Login             |  |
|------------------------------------|--|
| User Name Enter User Name Password |  |
| Enter Password                     |  |



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### **Student Feedback Form on Curriculum**

| lame: ABDUL KHALEK  | Course Type: General                |                         | Course: BA       |              |
|---|-------------------------------------|-------------------------|------------------|--------------|
|   | Students Feedbac                    | k on Curriculum         |                  |              |
|   | Students Feedbac                    | <u>:k on Curriculum</u> |                  |              |
| 1. Teachers focus on syllabi and  | preparation for taking classes      | Excellent Good          | Satisfactory Poo | or Very poor |
| 2. Teachers' communication skills<br>and solving doubts                               | s in terms of classroom discussions | Excellent Good          | Satisfactory Poo | Very poor    |
| <ol> <li>Teachers' skill in linking the su<br/>interest in the students</li> </ol>    | bject to life-experience to create  | Excellent Good          | Satisfactory Poo | Very poor    |
| 4. Teachers referring to the lates  | t development in the field          | Excellent Good          | Satisfactory Poo | or Very poor |
| 5. Punctuality and regularity in t  | aking classes                       | Excellent Good          | Satisfactory Poo | or Very poor |
| 6. Students' attendance in the cl   | ass of the teachers                 | Excellent Good          | Satisfactory Poo | very poor    |
| 7. Completion of course-syllabus  | s in time by the teachers           | Excellent Good          | Satisfactory Poo | or Very poor |
| <ol> <li>Scheduled organisation of ass<br/>checking and mentorship classes</li> </ol> |                                     | Excellent Good          | Satisfactory Poo | Very poor    |
| <ol> <li>Usage of taching aids (board-<br/>photographs and diagrams)</li> </ol>       | work, PPTs, maps, charts.           | Excellent Good          | Satisfactory     | Very poor    |
| 10. Teachers' skills of addressing students   | inappropriate behaviour of the      | Excellent Good          | Satisfactory Poo | Very poor    |
| Enter suggestions   |                                     |                         |                  |              |
| Students Feedb  | ack on academic perfor              | mance and ambi          | ence of the inst | itution      |

## Student Feedback Form on Academic Performance and Ambience of the Institution







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Website: www.maheshtalacollege.ac.in

| ne: ABDUL KHALEK   | Course Type: General                                   |                                | Course: BA                  |
|--|--|--------------------------------|-----------------------------|
|  | Students Feedbac                                       | k on Curric <mark>ulu</mark> m |                             |
| Students Feed  | lback on academic perfor                               | mance and ambier               | ce of the institution       |
| Student  | Feedback on academic perform                           | mance and ambience of          | of the institution          |
| 1. Regular checking of laborat   | tory log-books/natebooks.                              | Excellent Good                 | Satisfactory Poor Very poor |
| <ol> <li>Availability of teachers in the<br/>laboratory hours</li> </ol>           | e laboratory for the whole duration of                 | Excellent Good                 | Satisfactory Poor Very poor |
| 3. Availability of proper sanita   | tion in the college premises.                          | Excellent Good                 | Satisfactory Poor Very poor |
| <ol> <li>Organisation of seminars, a<br/>events for students.</li> </ol>           | cademic lectures and other academic                    | Excellent Good                 | Satisfactory Poor Very poor |
| <ol> <li>Helping students in explori<br/>syllabus</li> </ol>                       | ng areas of further studies beyond the                 | Excellent Good                 | Satisfactory Poor Very poor |
| 6. Helping the students in pre   | paring for higher education                            | Excellent Good                 | Satisfactory Poor Very poor |
| <ol> <li>Helping students prepare for<br/>interviews</li> </ol>                    | or job-related examinations and                        | Excellent Good                 | Satisfactory Poor Very poor |
| 8. Provides congenial ambien<br>premises   | ce for the students in the college                     | Excellent Good                 | Satisfactory Poor Very poor |
| <ol> <li>Helping the students in cor<br/>instructions and demonstration</li> </ol> | iducting experiments through a set of is               | Excellent Good                 | Satisfactory Poor Very poor |
| 10. Institution's attention to t<br>difficulties                                   | he students' academic and financial                    | Excellent Good                 | Satisfactory Poor Very poor |
| 11. The role of the Central Lib<br>comprehensive computerised s                    | rary of the College in providing ervices.              | Excellent Good                 | Satisfactory Poor Very poor |
| 12. Rate the services provided   | I by the College Office.                               | Excellent Good                 | Satisfactory Poor Very poor |
| <ol> <li>Encouragement provided<br/>(wall-magazine, e-magazine, cu</li> </ol>      | to students for creative endeavours<br>litural events) | Excellent Good                 | Satisfactory Poor Very poor |
| 14. Rate the Institutional Stan  | dard of Hygiene & Cleanliness.                         | Excellent Good                 | Satisfactory Poor Very poor |
| 15. The overall quality of teac<br>Institution.                                    | hing-learning experience of the                        | Excellent Good                 | Satisfactory Poor Very poor |
| Enter suggestions  |  |                                |                             |

## **Teacher Feedback Form on Curriculum**



Das DR. RUMPA DAS Principal Maheshtala College Kolkata-7000139



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Website: www.maheshtalacollege.ac.in

### MAHESHTALA COLLEGE

Name: Prof. Tapas Das

| Teachers Feedba   | ck on Curriculum                           |
|---|--|
|   |  |
| Teachers Feedba   | ck on Curriculum                           |
| <ol> <li>Aims and objectives of the syllabi are well defined and clear to<br/>teachers and students</li> </ol>                                    | Excellent Good Satisfactory Poor Very poor |
| <ol> <li>Outcomes of the syllabi is well-defined to both teachers and<br/>students</li> </ol>   | Excellent Good Satisfactory Poor Very poor |
| <ol> <li>Curriculum having good academic flexibility.</li> </ol>  | Excellent Good Satisfactory Poor Very poor |
| 4. The course content fulfills the need of the students.  | Excellent Good Satisfactory Poor Very poor |
| <ol> <li>The college provides with opportunities for continuous<br/>development of the students and faculties.</li> </ol>                         | Excellent Good Satisfactory Poor Very poor |
| <ol> <li>Laboratory requirements, including equipments, chemicals and<br/>specimens are regualarly provided.</li> </ol>                           | Excellent Good Satisfactory Poor Very poor |
| <ol> <li>Computer facilities are made available for ICT based teaching to<br/>students.</li> </ol>  | Excellent Good Satisfactory Poor Very poor |
| <ol> <li>Effectiveness of the syllabus in creating depth of knowledge,<br/>awareness and enhanced creativity among the students.</li> </ol>       | Excellent Good Satisfactory Poor Very poor |
| <ol> <li>How far does the syllabus upgrade a 12 standard pass student to<br/>the entry gate of master degree?</li> </ol>                          | Excellent Good Satisfactory Poor Very poor |
| <ol> <li>How far the does the syllabus incorporate experiential learning<br/>(i.e., experimental /practical/Field visit/Project etc.)?</li> </ol> | Excellent Good Satisfactory Poor Very poor |
| Enter suggestions   |  |
|   | rmance and ambience of the institution     |



Das DR. RUMPA DAS



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## <u>Teacher Feedback Form on Academic Performance</u> <u>and Ambience of the Institution</u>

| Session: 2022-23 *   |  |
|--|--|
| Teachers Feedba  | ck on Curriculum                           |
| Teachers Feedback on academic perfor   | mance and ambience of the institution      |
| Teachers Feedback on academic perfor   | rmance and ambience of the institution     |
| 1. The vision, philosophy and objectives of the college as conducive<br>for the holistic development of the students                                 | Excellent Good Satisfactory Poor Very poor |
| <ol> <li>Students are disciplined and respect the teachers and non-<br/>teaching staff members</li> </ol>  | Excellent Good Satisfactory Poor Very poor |
| <ol> <li>The college has adequate medical facilities and is equipped to<br/>handle medical and other emergencies</li> </ol>                          | Excellent Good Satisfactory Poor Very poor |
| <ol> <li>Restrooms, toilets, laboratories, playground and classrooms are<br/>clean and well maintained.</li> </ol>                                   | Excellent Good Satisfactory Poor Very poor |
| 5. Availabaility of clean drinking water   | Excellent Good Satisfactory Poor Very poor |
| 6. Good facilities and encouragement of teachers for their research  | Excellent Good Satisfactory Poor Very poor |
| <ol> <li>The college pays attention to environment conservation and has<br/>taken initiatives on implementing pro-environmental practices</li> </ol> | Excellent Good Satisfactory Poor Very poor |
| 8. Authorities are approachable and accessible.  | Excellent Good Satisfactory Poor Very poor |
| <ol> <li>There is a mechanism for feedback, review and performance<br/>enhancement for the staff</li> </ol>  | Excellent Good Satisfactory Poor Very poor |
| <ol> <li>There is opportunity for recognition and there are incentives for<br/>the individual work that is done.</li> </ol>                          | Excellent Good Satisfactory Poor Very poor |
| <ol> <li>The role of the Central Library of the College in providing<br/>comprehensive computerised services.</li> </ol>                             | Excellent Good Satisfactory Poor Very poor |
| 12. Rate the services provided by the College Office.  | Excellent Good Satisfactory Poor Very poor |
| 13. Rate Institutional infrastructure for providing Peaceful & Calm<br>Environment.  | Excellent Good Satisfactory Poor Very poor |
| 14. Rate the Institutional Standard of Hygiene & Cleanliness.  | Excellent Good Satisfactory Poor Very poor |
| <ol> <li>The overall quality of teaching-learning experience of the<br/>Institution.</li> </ol>  | Excellent Good Satisfactory Poor Very poor |
| Enter suggestions  |  |



)as DR. RUMPA DAS



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### **Alumni Feedback Form on Curriculum**

| Name:   |   | Gender:               | Select 💌          | Age:              |           |
|---|---|-----------------------|-------------------|-------------------|-----------|
| ear of Passing:                                       |   | Department:           |                   | Current Position: |           |
| Session:  | Select 👻  |                       |                   |                   |           |
|   | 10  | Alumni Feedba         | ack on Curriculum |                   |           |
|   |   | Alumni Feedb          | ack on Curriculum |                   |           |
| 1. Institutions' ef innovation.                       | fort towards encouragement                                    | of research and       | Excellent Good    | Satisfactory Poor | Very poor |
|   | adequate enough to provide<br>illset to secure admission inte |                       | Excellent Good    | Satisfactory Poor | Very poor |
| 3. Seminars and students.                             | workshops organised for dev                                   | elopment of the       | Excellent Good    | Satisfactory Poor | Very poor |
| 4. Encouragemen                                       | nt of extra-cu <mark>rri</mark> culur activitie               | s in the institution. | Excellent Good    | Satisfactory Poor | Very poor |
| 5. Institution's co<br>and responsible st             | ntribution in making the stu-<br>udnets.                      | dents socially aware  | Excellent Good    | Satisfactory Poor | Very poor |
| 6. Institution's co<br>the students.                  | ntribution in improving com                                   | munication skills of  | Excellent Good    | Satisfactory Poor | Very poor |
|   | ontribution in various skill-basingh add-on courses and value |                       | Excellent Good    | Satisfactory Poor | Very poor |
| 8. Library facilities being available for the alumnus |   | Excellent Good        | Satisfactory Poor | Very poor         |           |
| 9. Sufficient num<br>available in the Lik             | bers of prescribed books/stu<br>prary.                        | idy materials are     | Excellent Good    | Satisfactory Poor | Very poor |
| 10. New skills are                                    | e learnt in the due course of s                               | study.                | Excellent Good    | Satisfactory Poor | Very poor |
| Enter suggestion                                      | s   |                       |                   |                   |           |



Das

| DR. RUMPA DAS      |
|--------------------|
| Principal          |
| Maheshtala College |
| Kolkata-7000139    |



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### Alumni Feedback Form on Academic Performance and Ambience of the Institution

| me: Prof. Tapas Das   |   |
|---|---|
| Name: Gender:   | Age:  |
| Year of Passing: Department:  | Current Position:                             |
| Session:  |   |
| Alumni Feedbac  | ck on Curriculum                              |
| Alumni Feedback on academic perfor  | mance and ambience of the institution         |
| Alumni Feedback on academic perfor  | mance and ambience of the institution         |
| 1. Smoothness of the admission procedure  | Excellent Good (Satisfactory Poor Very poor   |
| <ol> <li>Helpfulness of the office staff in regards to students'<br/>requirements.</li> </ol>                                 | Excellent Good Satisfactory Poor (Very poor   |
| 3. Infrastructure and lab-facilities  | Excellent Good Satisfactory Poor Very poor    |
| <ol> <li>Faculty's guidance to the students in academic and extra-<br/>curriculur matters</li> </ol>                          | Excellent Good Satisfactory Poor Very poor    |
| <ol> <li>In creating an intellectual environment suitable for research and<br/>development in the emerging fields</li> </ol>  | Excellent Good Satisfactory Poor Very poor    |
| 6. Availability of computer facilities  | Excellent Good Satisfactory Poor Very poor    |
| 7. In terms of sports and cultural facilities   | Excellent Good Satisfactory Poor Very poor    |
| 8. Authorities' attention to the grievances of the students.  | Excellent Good Satisfactory Poor Very poor    |
| <ol> <li>Preparation of the faculties for classroom lectures and doubts<br/>clearing.</li> </ol>                              | Excellent Good Satisfactory Poor Very poor    |
| <ol> <li>The role of the Institution in inculcating skills enhancing<br/>employability with social responsibility.</li> </ol> | Excellent Good Satisfactory Poor Very poor    |
| <ol> <li>The role of the Central Library of the College in providing<br/>comprehensive computerised services.</li> </ol>      | Excellent Good Satisfactory Poor Very poor    |
| 12. Authorities' attention to the academic and financial needs of the students.   | Excellent Good Satisfactory Poor Very poor    |
| 13. Authorities' attention  | Excellent Good Satisfactory Poor Very poor    |
| 14. Rate the institutional Standard of Hygiene & Cleanliness.   | Excellent Good Satisfactory Poor Very poor    |
| <ol> <li>The overall quality of teaching-learning experience of the<br/>Institution.</li> </ol>                               | Excellent Good (Satisfactory Poor (Very poor) |
| Enter suggestions   |   |







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### **Employers Feedback Form on Curriculum**

### MAHESHTALA COLLEGE

|  | Employers Feedba   | ack on Curriculum                          |
|--|--|--|
|  | Employers Feedba   | ack on Curriculum                          |
| 1. General comm  | unication skills of the students.  | Excellent Good Satisfactory Poor Very poor |
| <ol> <li>The Syllabus is<br/>resources.</li> </ol>       | effective in developing skill-oriented human                             | Excellent Good Satisfactory Poor Very poor |
| <ol> <li>Technical know</li> </ol>                       | vledge and skills of the students.                                       | Excellent Good Satisfactory Poor Very poor |
| 4. The syllabus h  | as good balance between theory and application.                          | Excellent Good Satisfactory Poor Very poor |
| 5. Current syllab  | us is job-oriented, skill-based and value oriented.                      | Excellent Good Satisfactory Poor Very poor |
| <ol> <li>The present sy<br/>society and acade</li> </ol> | llabus helps in bridging the gap between industry, mic institution.      | Excellent Good Satisfactory Poor Very poor |
|  | ffered provide solution to issues relevant to<br>ent and Sustainability. | Excellent Good Satisfactory Poor Very poor |
| <ol> <li>Involvement o<br/>activities.</li> </ol>        | f the students and faculties in environmental                            | Excellent Good Satisfactory Poor Very poor |
|  | between the students and the teachers as<br>demic development            | Excellent Good Satisfactory Poor Very poor |
| 10. The syllabus<br>skills.                              | provides ability to work in a group and leaderships                      | Excellent Good Satisfactory Poor Very poor |
| Enter suggestion   | 4  |  |
|  |  |  |



Nas DR. RUMPA DAS Principal Maheshtala College Kolkata-7000139



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### Employers Feedback Form on Academic Performance and Ambience of the Institution

| Name:<br>Session:                 | Organization Name:   | Designation:                                  |
|-----------------------------------|--|---|
|                                   | Employers Feedb  | ack on Curriculum                             |
| Emp                               | loyers Feedback on academic perfe  | ormance and ambience of the institution       |
|                                   | Employers Feedback on academic perfe   | ormance and ambience of the institution       |
|                                   | the Institution in taking active interest in organizing<br>erences & Workshop.                       | Excellent Good (Satisfactory Poor Very poor   |
|                                   | of teaching and mentoring process in the institution tive, social & emotional growth.                | Excellent Good Satisfactory Poor Very poor    |
| The perform<br>uning & holis      | nance of the institution providing opportunities,<br>rtic growth.                                    | Excellent Good (Satisfactory) Poor (Very poor |
|                                   | undertaken by the Institution in informing<br>out expected competencies, course outcomes &<br>comes. | Excellent Good (Satisfactory Poor Very poor   |
|                                   | ism provided by the institution to constantly evaluate the students.                                 | Excellent Good Satisfactory Poor Very poor    |
| The instituti<br>e workplace.     | on's aptitude in terms of tackling the challenges of   | Excellent Good Satisfactory Poor Very poor    |
|                                   | on's involvement in computer-based and other<br>ds for better involvement of students.               | Excellent Good Satisfactory Poor Very poor    |
| The role of t<br>rricular activit | the institution in encouraging participation to extra-<br>ies.                                       | Excellent Good (Satisfactory Poor Very poor   |
| The rale of t<br>od cultures o    | the Institution in encouraging sporting activities &<br>f health.                                    | Excellent Good Satisfactory Poor Very poor    |
|                                   | f the Institution in inculcating skills enhancing<br>ith social responsibility                       | Excellent Good Satisfactory Poor Very poor    |
|                                   | f the Central Library of the College in providing<br>computerised services.                          | Excellent Good Satisfactory Poor Very poor    |
|                                   | e on part of the teaching and non-teaching staff with<br>ode of conduct.                             | Excellent Good Satisfactory Poor Very poor    |
| . Individual<br>ciplines.         | relationships among students of various batches and  | Excellent Good Satisfactory Poor Very poor    |
| . Rate the In                     | stitutional Standard of Hygiene & Cleanliness.   | Excellent Good Satisfactory Poor Very poor    |
| • The overal<br>stitution.        | l quality of teaching-learning experience of the   | Excellent Good Satisfactory Poor Very poor    |
| nter suggesti                     | ano  |   |







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### Analysis of Student Feedback on Curriculum Report 2020-21

### MAHESHTALA COLLEGE

Students Feedback Report

Session: 2020-21 For the NAAC AQAR (2020-21), the rollege obtains fredback from Students of difference disciplination in the cylinbuc through the college watering reselformative has been formed covering social, essential and extemperate apprects of priviles. Thedenes that have instal the question in a scale of C to A where B = Very good; D = Paor; C = Studation; D = Good; A = Excellence. The feedback is calculated in the intervical scale of 0 - 4 where B stands for C, Le, Very point and 4 stands. The A Les, Excellence. The intervice of obtaineds reductive is greatering tellow;

Feedback on Curriculum

Question Wise Score

| SI No. | Question  | Score |
|--------|---|-------|
|        | OVERALL AVERAGE SCORE   | 3.14  |
| 1      | Teachers focus on syllabil and preparation for taking classes   | z.96  |
| 2      | Teachers' communication skills in terms of classroom discussions and solving doubts                           | 3.41  |
| 3      | Teachers' skill in linking the subject to life-experience to create interest in the students                  | 3.11  |
| 4      | Teachers referring to the latest development in the field   | 3.11  |
| . 9    | Punctuality and regularity in taking classes  | 3,07  |
| 6      | Students' attendance in the class of the teachers   | 3.26  |
| 7      | Completion of course-syllabus in time by the teachers   | 2.96  |
| 8      | Scheduled organisation of assignments, class tests, answer-checking and mentorship classes by the<br>teachers | 3.3   |
| 9      | Usage of taching aids (board work, PPTs, maps, charts, photographs and diagrams)                              | 3.19  |
| 10     | Teachers' skills of addressing inappropriate behaviour of the students  | 3.04  |

| I No. | Question  | Statistics Graphs  |
|-------|---|--|
| •     | Teachers focus on syllabl and preparation for taking classes  | 10%  |
| 2     | Teachers' communication skills in terms of classroom discussions and solving doubts                             | Contraction Constant   |
| а     | Teachers' skill in linking the subject to life-experience to create interest in the students                    | e Boolen<br>Done<br>Reith  |
| 4     | Teachers referring to the latest development in the field   | enti genti e Sucerenti<br>enci e Sucerenti<br>enci e Sucerenti<br>e Sucerenti<br>e Sucerenti |
| 3     | Punctuality and regularity in taking classes  | extra<br>extra<br>extra<br>extra   |
| 6     | Students' attendance in the class of the teachers   | tra der  |
| 7     | Completion of course-syllabus in time by the teachers   | en an  |
| 8     | Scheduled organisation of assignments, class tests, answer-checking and<br>iteratorship classes by the teachers | tank (17)  |
| 9     | Usage of taching aids (board-work, PPTs, maps, charts, photographs and<br>disgrams)                             | 1 diverter<br>27   |
| 10    | Teachers' skills of addressing inappropriate behaviour of the students  | BLAN DE THE  |



)as DR. RUMPA DAS Principal Maheshtala College Kolkata-7000139



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### Analysis of Student Feedback on Academic Performance and Ambience of the Institution 2020-21

MAHESHTALA COLLEGE Students Feedback Report Destin: 220-21 Feedback on academic performance and ambience of the institution

| t blas. | Question   | Kenne |
|---------|--|-------|
|         | OVERALL AVERAGE SCORE  | 3.13  |
| 1       | Regular checking of laboratory log-books/notebooks.  | 3.04  |
|         | Availability of teachers in the laboratory for the whole duration of laboratory hours                      | 3.15  |
| э.      | Availability of proper sanitation in the college premises.   | 3.22  |
| 4       | Organisation of seminars, academic lectures and other academic events for students.                        | 3.19  |
| 9       | Helping students in exploring areas of further studies beyond the syllabus                                 | 3.15  |
|         | Helping the students in preparing for higher education   | 3.15  |
| *       | Helping students prepare for Job-related examinations and interviews                                       | 3.07  |
|         | Provides congenial ambience for the students in the cotlege premises                                       | 3.22  |
|         | Fletping the students in conducting experiments through a set of instructions and demonstrations           | э.    |
| 10      | Institution's attention to the students' academic and financial difficulties                               | 9.14  |
| 11      | The role of the Central Library of the College in providing comprehensive computerised services.           | 2.44  |
| 12      | Rate the services provided by the college Office.  | 3.15  |
| 1.8     | Encouragement provided to students for creative endeavours (wall-magazine, e-magazine,<br>cultural events) | а     |
| +-+     | Rate the institutional Standard of Hygiene & Cleantiness.  | 3.11  |
| 15      | The everall quality of teaching-learning experience of the Institution.                                    | 2.03  |

| I NO. | Queition   | Statistics Graphs                        |
|-------|--|--|
| 2     | Regular sheaking of laboratory log books/notekooks.  | envie                                    |
| 2     | Applicability of teachers in the laboratory for the whole duration of laboratory heave                     | Entre here<br>Bares                      |
| 2     | Availability of proper sanitation in the college promises.   | et state                                 |
| л     | Organisation of seminars, academic lectures and other asademic events for<br>students.                     | Branned<br>Branned<br>Branned<br>Branned |
| ä     | Helping students in exploring areas of further studies beyond the syllabus                                 | Constanting - Constanting                |
|       | Herbina the students in preparing for higher education   | and a state                              |
| •     | Helping students prepare for job-related examinations and interviews                                       | Rause Response                           |
| D     | Provides congental ambience for the students in the college premises                                       | Engenitie<br>Research                    |
| 9     | Helping the students in conducting experiments through a set of instructions<br>and demonstrations         | te alt                                   |
| 10    | Institution's attention to the students' academic and financial difficulties                               | Land Land                                |
| .,    | The role of the Central Library of the College in providing comprehensive<br>computerized derviced.        | Greater<br>Berg<br>Rende                 |
| 12    | Rate the services provided by the College Office.  | Control Participation                    |
| 13    | Encouragement previded to students for creative endeavours (vail magazine,<br>e-magazine, cultural events) | Analy Stranger                           |
| 14    | Rate the institutional Standard of Hyglene & Cleanliness.  | A der                                    |
|       | The overall quality of leaching-learning experience of the institution.                                    |  |







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### Analysis of Teacher Feedback on Curriculum Report 2020-21

### MAHESHTALA COLLEGE

Teachers Feedback Report

Session: 2020-21

For the NAAC AQAR (2000.21), the college statems feedback from Teachers of different disciplines on the syllabus through the college weeksite. The access provide the college teachers are accessed as the set of the college teachers are accessed as the set of the college teachers are accessed as the set of the college teachers are accessed as the set of the college teachers are accessed as the set of the college of the set of the college of the set of the college teachers are accessed as the set of the college of the set of the set of the college of the set of the set of the college of the set of t

Feedback on Curriculum

#### Question Wise Score

| SI No. | Question  | Score |
|--------|---|-------|
|        | OVERALL AVERAGE SCORE   | 3.09  |
| 1      | Aims and objectives of the syllabilare well defined and clear to teachers and students                                    | 3.17  |
| 2      | Outcomes of the syllabi is well-defined to both teachers and students   | 2.78  |
| з      | Curriculum having good academic flexibility.  | 3,13  |
| 4      | The course content fulfills the need of the students.   | 3.13  |
| 5      | The college provides with opportunities for continuous development of the students and faculties.                         | 2.96  |
| 6      | Laboratory requirements, including equipments, chemicals and specimens are regualarly<br>provided.                        | 3.09  |
| 7      | Computer facilities are made available for ICT based teaching to students.  | 3,26  |
| 8      | Effectiveness of the syllabus in creating depth of knowledge, awareness and enhanced creativity among the students.       | 3.13  |
| 9      | How far does the syllabus upgrade a 12 standard pass student to the entry gate of master degree?                          | 3.04  |
| 10     | How far the does the syllabus incorporate experiential learning (i.e., experimental /practical/Field visit/Project etc.)? | 3,17  |
|        |   |       |

#### Ouestion Wise Feedback Statistics Graphs

| No. | Question  | Statistics Graphs   |
|-----|---|---|
| 1   | aims and objectives of the syllabi are well defined and clear to teachers and students                                      | e Cossilier<br>Ored<br>States<br>Prost  |
| 2   | Outcomes of the syllabilits well-defined to both teachers and students  | e constitue<br>de series<br>de series   |
| з   | Curriculum having good academic Rexibility.   | Same (7) (n)  |
| 4   | The course content fulfills the need of the students.   | G.R.<br>Series<br>Banda<br>Banda<br>Banda   |
| 5   | The college provides with opportunities for continuous development of the<br>students and faculties.                        | Constant<br>Back<br>Free  |
| 6   | Laboratory requirements, including equipments, chemicals and specimens are<br>regularity provided.                          | sats<br>Bris  |
| 7   | Computer facilities are made available for ICT based teaching to students.  | Book Book Prov  |
| в   | Effectiveness of the syllabus in creating depth of knowledge, awareness and<br>enhanced creativity among the students.      | Ad vite<br>Be ex.   |
| Ŷ   | How far does the syllabus upgrade a 12 standard pass student to the entry gate of master degree?                            | di SN<br>di SN<br>SN<br>SN<br>SN<br>SN<br>SN<br>SN<br>SN<br>SN<br>SN |
| 10  | How far the does the syllabus incorporate experiential learning (i.e.,<br>experimental /practical/Field visit/Project etc)? | Butti<br>Butti<br>Frank<br>Butti<br>Butti   |







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### Analysis of Teacher Feedback on Academic Performance and Ambience of the Institution 2020-21

MAHESHTALA COLLEGE

Teachers Feedback Report Session: 2020-21

For the NAAC ADAR (2020 21), the college obtains feedback from Redices of otherwise distubilities on the publicly divided through the college website. The source/manife has been frames evening works exemption and extransporter parts of epiliality. For them have been developed for evening the source of the so

| Question | wise | Score |  |
|----------|------|-------|--|
| •        |      |       |  |

| I No. | Question  | Score |
|-------|---|-------|
|       | OVERALL AVERAGE SCORE   | 3.06  |
|       | The vision, philosophy and objectives of the college as conducive for the helistic development of the students                  | 2.06  |
| 2     | Similarity are disciplined and respect the teachery and numberabiling staff members   | 2.87  |
| 3     | The college has adequate medical facilities and is equipped to handle medical and other<br>emergencies                          | 3.35  |
| 4     | Restrooms, tollets, laboratories, playground and classmoms are clean and well maintained.                                       | 8.77  |
| 9     | Availability of clean drinking water  | 3.35  |
| •     | Good facilities and encouragement of teachers for their research  | 2.87  |
| ×.    | The college pays attention to environment conservation and has taken initiatives on implementing<br>proceedingomental practices | 2.79  |
| 8     | Authorities are approachable and accessible.  | 3.09  |
|       | There is a mechanism for feedback, review and performance enhancement for the staff   | 3.04  |
| 10    | There is opportunity for recognition and there are locentives for the individual work that is close.                            | 7.72  |
|       | The role of the Central Library of the College in providing comprehensive computerised services.                                | 2.02  |
| 12    | Rate the services provided by the college office.   |       |
| 1.5   | Rata Institutional Infrastructure Inc providing Nacialist & Calm Professionsant.  | 3.04  |
| 1.4   | Kate the Institutional Standard of Hygiene & Cleanliness.   | 2.70  |
| 15    | The overall quality of teaching learning experience of the institution.   | 3.13  |

Question Wise Feedback Statistics Graphs

| No. | Question  | Statistics Graphs   |
|-----|---|---|
| 63  | The vision, philosophy and objectives of the college as conducive for the<br>holistic development of the students               | 2027  |
| 2   | Sculents are disciplined and respect the teachers and non-teaching staff non-investing staff                                    | 500 Barn.   |
| •   | The college has adequate restlicat facilities and is enumped to bandle<br>medical and other envergeacies                        | Comp Para   |
| 4   | Restrooms, tollets, laboratories, playground and classrooms are clean and<br>well maintained.                                   |   |
| •   | ayailabaility of clean drinking water   | tion Constant   |
| 6   | used facilities and encouragement of teachers for their research  | ESSI Factor   |
| 2   | The college pays attention to environment conservation and has taken<br>initiatives on implementing pro-environmental practices | Contraction of the second seco  |
| и   | Authorities are approachable and accessible.  |   |
| 9   | There is a mechanism for feedback, review and performance enhancement for the start   | tereteretereteretereteretereteretereter   |
| 10  | There is opportunity for recognition and there are locantives for the<br>individual work that is done.                          | eren Energie  |
|     | The role of the Central Library of the College in providing comprehensive<br>computarities services.                            |   |
| 12  | Rate the services provided by the college office.   |   |
| 13  | Kate Institutional Infrastructure for providing Peaceful & Calm Environment.  | tar   |
| 14  | state the institutional standard of Hygiene & cleanliness.  | Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Con |
| 15  | the overall quality of teaching-learning experience of the institution.   | et an   |







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### Analysis of Alumni Feedback on Curriculum Report 2020-21

### MAHESHTALA COLLEGE

Alumni Feedback Report

Session: 2020-21 

Feedback on Curriculum

### Question Wise Score

| SI No.                | Question  | Score |
|-----------------------|---|-------|
| OVERALL AVERAGE SCORE |   | 3.06  |
| 1                     | Institutions' effort towards encouragement of research and innovation.  | 3.09  |
| 2                     | Syllabus being adequate enough to provide theoretical knowledge and skillset to secure admission into higher education courses. | 3,04  |
| 3                     | Seminars and workshops organised for development of the students.   | 3.14  |
| 4                     | Encouragement of extra-curriculur activities in the institution.  | 3.14  |
| 5                     | Institution's contribution in making the students socially aware and responsible studnets.                                      | 3.26  |
| 6                     | Institution's contribution in Improving communication skills of the students.   | 3.11  |
| 7                     | Institution's contribution in various skill-based development of the students through add-on courses and value-added courses.   | 2.99  |
| 8                     | Library facilities being available for the alumnus  | 2.91  |
| ۰                     | Sufficient numbers of prescribed books/study materials are available in the Library.  | 3.05  |
| 10                    | New skills are learnt in the due course of study.   | 2.49  |

| I No. | Question   | Statistics Graphs   |
|-------|--|---|
| 1     | Institutions' effort towards encouragement of research and innovation.   | e ta the Post   |
| 2     | Syllabus being adequate enough to provide theoretical knowledge and skillset<br>to secure admission into higher education courses. | BUT 4294  |
| 1     | Seminars and workshops organised for development of the students.  | Esterne Paul  |
| 4     | Encouragement of extra-curriculur activities in the institution.   | e Sinsan<br>Groot<br>Hank<br>Bar  |
| 5     | institution's contribution in making the students socially aware and<br>responsible studiets.                                      | Soverer<br>Sease Aldra  |
| 6     | institution's contribution in improving communication skills of the students.  | Constant<br>Deal<br>Factor<br>Free  |
| 7     | institution's contribution in varian skill-based development of the students<br>through add on courses and value added courses.    | H IN<br>H   |
| 8     | Library facilities being available for the alumnus   | Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athenet<br>Athene |
| •     | Sufficient numbers of prescribed books/study materials are available in the<br>Library.  | Enselfant<br>Brow<br>Frout  |
| 10    | New skills are learnt in the due course of study.  | atin<br>SLAP  |



Jas DR. RUMPA DAS Principal Maheshtala College Kolkata-7000139



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### Analysis of Alumni Feedback on Academic Performance and Ambience of the Institution 2020-21

### MAHESHTALA COLLEGE

Alumni Feedback Report Session: 2020-21 Tri The NAME ADM (1919br1), the online distant feedback solution of inference infections, on the onlines in the onlines ended in . The very secret a report of administration of the online of inference inference inference on the online of the Feedback on academic performance and ambience of the institution

| SI 110- | Quettion  | acore |
|---------|---|-------|
|         | OVERALL AVERAGE SCORE   | 3.01  |
| 3.      | Smoothness of the admission procedure   | 3.02  |
| 2       | Delpfolness of the office staff in regards to students' requirements.                                 | 3.07  |
| 3       | Intrastructure and lab facilities   | 3.19  |
| -4      | Faculty's guidance to the students in academic and extra curriculur matters                           | 2.96  |
| 5       | In creating an intellectual environment suitable for research and development in the emerging fields  | 2.89  |
|         | Availability of computer facilities   | 5.16  |
| ×.      | In terms of sports and cultural facilities  | 2.99  |
|         | Authorities' attention to the grievances of the students.   | ×.110 |
| ۰       | Preparation of the faculties for classroom lectures and doubts cloaring.                              | 2.96  |
| 10      | The role of the institution in inculcation skills enhancing employability with social responsibility. | 299   |
| 13      | The role of the Central Library of the College in providing comprehensive computerised services.      | 2.98  |
| 12      | Authorities' attention to the modernic and Goomial needs of the students.                             | 2.98  |
| 1.2     | Authoritics attention   | 2.00  |
| 14      | Rate the institutional standard of Hygiene & Cleanliness.   | 2.17  |
| 1.9     | The overall quality of braching-learning experience of the institution.                               | 2.99  |

#### Question Wise Feedback Statistics Graphs

| NO. | tzuettion  | Statistics Graphs   |
|-----|--|---|
| ÷   | Smoothness of the admission procedure  | 4//2  |
| 2   | telpfolness of the office staff in regards to students' requirements.                                    | ARC CONTRACTOR  |
|     | hafraistean anna ann 11ab-far Bhains   | English<br>English<br>English<br>English  |
| A   | Parality's goldance to the students in academic and extra curricular matters                             | Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Con |
| 5   | In creating an intollocitual environment suitable for research and development in the emerating fields   | Constanting Constanting   |
| 0   | Availability of computer facilities  |   |
|     | in terms of sports and cultural facilities   |   |
| я   | Anthen thes' attaction to the grieveness of the stations.  | tantin Crusteren<br>Transi<br>Transi  |
| o   | Preparation of the faculties for classroom lectures and doubts shearing.                                 | ting<br>Ting<br>Ting<br>Ting<br>Ting  |
| +0  | The role of the institution in inculcating skills schanding employability with<br>social responsibility. | President<br>Analy<br>Analy   |
| ••  | The role of the central Library of the college in providing comprehensive<br>sempularised services.      | Contraction of the second   |
| 12  | Authorities' attention to the academic and financial needs of the students.                              | Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Corrections<br>Correc  |
| 13  | Authorities' attention   | A showed to a show a sh  |
| 14  | Rate the restrictional Standard of Hygnone & Cleardiness.  | Constant<br>Bank  |
| 15  | The overall quality of teaching learning experience of the institution.                                  | 1231  |







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### Analysis of Employer Feedback on Curriculum Report 2020-21

### MAHESHTALA COLLEGE

Employers Feedback Report

Session: 2020-21

Ear the MALE 2028 (2020-31), the callage induce foreback from Employer, of different straighters in the quicket through the callage verteback. The quarkinomia the been frames (correcting scale, excounds, act cancerpany) as quarkinomia the been frames (correcting scale, excounds, act cancerpany) as quarkinomia the been frames (correcting scale, excounds, act cancerpany) as quarkinomia the been frames (correcting scale, excounds, act cancerpany) as quarkinomia the been frames (correcting scale, excounds, act cancerpany). The cancer frames (correcting scale, excounds, act cancerpany) are presented as a scale scale of 0 - 4 where 0 stands for  $\xi$ , i.e., Very poor 0 - 1 over (correcting). The mathematical correction (correction) are calculated in the numerical scale of 0 - 4 where 0 stands for  $\xi$ , i.e., Very poor 0 - 1 over (correcting scale, excounds) of the correction (correction) and (correcting).

Feedback on Curriculum

#### Question Wise Score

| I No. | Question   | Score |
|-------|--|-------|
|       | OVERALL AVERAGE SCORE  | 3.05  |
| 3     | General communication skills of the students.  | 3.12  |
| 2     | The Syllabus is effective in developing skill-oriented human resources.                            | 2.88  |
| 3     | Technical knowledge and skills of the students.  | 3,42  |
| 4     | The syllabus has good balance between theory and application.                                      | 2.96  |
| 5     | Current syllabus is job-oriented, skill-based and value oriented.                                  | 2.81  |
| 6     | The present syllabus helps in bridging the gap between industry, society and academic institution. | 3.15  |
| 7     | The Courses offered provide solution to issues relevant to Gender, Environment and Sustainability. | 3.23  |
| в     | Involvement of the students and faculties in environmental activities.                             | 2.92  |
| •     | Relationships between the students and the teachers as conducive for academic development          | 2.92  |
| 10    | The syllabus provides ability to work in a group and leaderships skills.                           | 3.08  |

| No. | Question  | Statistics Graphs   |
|-----|---|---|
| n i | General communication skills of the students.   | 57 In Play  |
| 2   | The Syllabus is effective in developing skill-oriented human resources.                               | 2116 es.2%  |
| 3   | Technical knowledge and skills of the students.   | e Lizaber<br>Sed<br>Costa   |
| 4   | The syllabus has good balance between theory and application,   | to the second se  |
| 5   | Current syllabus is job-oriented, skill-based and value oriented.                                     | State<br>one of the state   |
| 6   | The present syllabus helps in bridging the gap between industry, society and<br>academic institution. | Exceleta<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Example<br>Examp |
| 7   | The Courses offered provide solution to issues relevant to Gender,<br>Environment and Sustainability. | e ranket<br>Book<br>Book<br>Book<br>Book  |
| 8   | involvement of the students and faculties in environmental activities.                                | orac<br>Interior<br>Provi   |
| Q   | Relationships between the students and the teachers as conducive for<br>academic development          | Stater<br>State<br>State<br>State   |
| 10  | The syllabus provides ability to work in a group and leaderships skills.                              | east<br>Partie  |







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### Analysis of Employer Feedback on Academic Performance and Ambience of the Institution 2020-21

MAHESHTALA COLLEGE

Employers Feedback Report Session: 2020-21

Section 2020-21 de la morte de la construcción de l

#### Question Wise Score

| SI NO. | question   | 30070  |
|--------|--|--------|
|        | OVERALL AVERAGE SCORE  | 3.08   |
| 12     | The role of the Institution in Laking active Interest in organizing Seminars, Contenances 9<br>Workshop.                                   | 3.12   |
| 2      | The squality of teaching and montaring process in the institution facilitates cognitive, social is<br>emotional provide.                   | 3.23   |
| 3      | The performance of the institution providing opportunities, learning & holistic growth.  | 3.23   |
| -4     | The process undertaken by the institution in informing stakeholders about expected<br>competensies, course outcomes 6 programme nationers. | 2.85   |
| - 79   | The mechanism provided by the institution to constantly evaluate the progress of the students.   | 8.19   |
| 0      | The institution's aptitude in terms of tackling the challenges of the workplace.   | 8.634  |
| 1      | The institution's involvement in computer-based and other teaching methods for better involvement of students.                             | (1.0+1 |
| •      | The role of the hydrotion in encouraging meticipation to extra-surricular activities.  | 3.12   |
| ?      | The role of the institution is encouraging sporting activities is good cultures of health.   | 3.23   |
| 10     | The role of the institution in inculcating skills enhancing employability with social responsibility                                       | 3.92   |
| 11     | The role of the Central Library of the College in providing comprehensive compiderised services.   | 3.23   |
| 12     | Compliance on part of the teaching and non-teaching staff with the respective code of conduct.   | 3.23   |
| 42     | individual relationships among students of various batches and disciplines.  | 2.77   |
| 4.4    | itate the institutional Standard of Hygiene & Cleanliness.   | 3.08   |
| (3.54) | The assertable specificty of transitions, laster taking unspectioned or the first front from the   | 2.22   |

#### Question Wise Feedback Statistics Graphs

| No  | quettion   | Statistics Braphs   |
|-----|--|---|
| •   | The role of the institution in taking active interest in organizing xeminars, conferences & Weinghop.                                  | Santa Santa<br>Free   |
| 2   | The Quality of teaching and montoring process in the institution facilitates<br>cognitive, social & emotional growth.                  | 1000 1000 1000 1000 1000 1000 1000 100  |
| з   | The performance of the Institution providing opportunities, learning & holistic growth   | nin in   |
| 1   | The process undertaken by the institution in informing stakeholders about expected competencies, course outcomes & programme outcomes. | Constant States   |
| 0   | the mechanism provided by the institution to constantly evaluate the program of the students.  | tionant tion  |
| •   | The institution's aptitude in terms of tackling the challenges of the with place.  | Control States  |
| z   | the institution's involvement in computer-based and other teaching methods for builder monitormand of statistics.                      | And State   |
| æ   | The role of the institution in encouraging periodystion to extra-curricular<br>informed.   |   |
| o   | The role of the institution in encouraging sporting activities & good cultures<br>of basility.   |   |
| 10  | The cale of the institution in insultating shift, enhancing employability with such responsibility.                                    |   |
| 12  | The rule of the Central Library of the College in providing comprehensive<br>computation sorvices.                                     | Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Con |
| 12  | Emonphanise on part of the tauching and new counting staff with the<br>respective code of conduct.                                     |   |
| 6   | Individual relationships among students of various batches and disciplines.  | transfere<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Co |
| 1.4 | Kate the inclinational Randard of Hyglene & Cloantiness.   | Contraction of the second seco  |
| 15  | The overall quality of teaching learning experience of the institution.  | Presente<br>Vices<br>Vices<br>Vices   |







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### Analysis of Student Feedback on Curriculum Report 2021-22

### MAHESHTALA COLLEGE

Students Feedback Report

Session: 2021-22 For the NAAC AQAR (2021-23), the college obtains feedback from Students of different disciplines on the syllabus through the college website. The quasilonnaire has been finned overing social, commit and contemporary aspects of syllabus. Students have rated the quasilor in a scale of E to A where E > Very poor, D = Poor ( = Satisfactory) is = Good A = Saxeliant. The feedback is calculated in the numerical scale of 0 = 8 where 0 stands for § i.e., Very poor and stands for A, i.e., Receivent, or Students of Sudents before the solution before and the solution of the solution of the solution of the solution of before the solution of the solution of before the solution of the soluti

Feedback on Curriculum

#### Question Wise Score

| SI No. | Question   | Score |
|--------|--|-------|
|        | OVERALL AVERAGE SCORE  | 3.21  |
| 1      | Teachers focus on syllabl and preparation for taking classes   | 3.34  |
| 8      | Teachers' communication skills in terms of classroom discussions and solving doubts.                       | 3.24  |
| 3      | Teachers' skill in linking the subject to life-experience to create interest in the students               | 3.23  |
| 4      | Teachers referring to the latest development in the field  | 3.24  |
| 2      | Punctuality and regularity in taking classes   | 3.14  |
| D      | Students' attendance in the class of the teachers  | 3.19  |
| z      | Completion of course-syllabus in time by the teachers.   | 3.13  |
| в      | Scheduled organisation of assignments, class tests, answer-checking and mentorship classes by the teachers | 3.23  |
| 9      | Usage of taching aids (board-work, PPTs, maps, charts, photographs and diagrams)                           | 3.12  |
| 10     | Teachers' skills of addressing inappropriate behaviour of the students                                     | 3.25  |

| No. | Question   | Statistics Graphs   |
|-----|--|---|
| 1   | Teachers focus on syllabil and preparation for taking classes  | 4070 + 675<br>4107 - 6050<br>- 7050<br>- 705  |
| 2   | Teachers' communication skills in terms of classroom discussions and solving doubts                        | Line<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constan |
| 3   | Teachers' skill in linking the subject to life-experience to create interest in<br>the students            | erro<br>erro<br>erro<br>erro<br>erro<br>erro<br>erro<br>erro  |
| 4   | Teachers referring to the latest development in the field  | AU-YP   |
| 5   | Punctuality and regularity in taking classes   | existing and the second s  |
| 6   | Students' attendance in the class of the teachers  | e Buselant<br>Gard H.<br>Here<br>Here<br>Here sor   |
| 7   | Completion of course-syllabus in time by the teachers  | Line<br>Line<br>Line<br>Line<br>Line<br>Line<br>Line<br>Line  |
| ų   | Scheduled organisation of assignments, class tests, answer-checking and mentorship classes by the teachers | esseiter<br>esseiter<br>Hustor<br>Hustor<br>Hispoor   |
| 9   | Usage of taching aids (board-work, PPTs, maps, charts, photographs and diagrams)                           | A JYL   |
| 10  | Teachers' skills of addressing inappropriate behaviour of the students                                     | Esteriori<br>Gand<br>Bairba<br>Vers pool  |



Jas DR. RUMPA DAS Principal Maheshtala College Kolkata-7000139



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### Analysis of Student Feedback on Academic Performance and Ambience of the Institution 2021-22

### MAHESHTALA COLLEGE

Students Feedback Report Session: 2021-22

Designer: 2021-22 The the RARC AUAR (2021-22). The setting extense transmission subjects of inference distributions in the splitates through the setting order of the Automatic terms that the setting of the Automatic personal of the Automatic automatic automatic automatic automatic automatic automatic automatic automatic personal of the Automatic automatic automatic automatic automatic automatic automatic automatic automatic personal of the Automatic automatic automatic automatic automatic automatic automatic automatic automatic personal of the Automatic automatic automatic automatic automatic automatic automatic automatic automatic personal automatic automatic automatic automatic automatic automatic automatic automatic automatic personal automatic auto back on academic performance and ambience of the institution

| SI NO. | Question   | Score |
|--------|--|-------|
|        | OVERALL AVERAGE SCORE  | 3.15  |
| +      | Remuter checking of laboratory log books/notebooks.  | 3.22  |
| 2      | Availability of teachers in the laboratory for the whole duration of laboratory hours                      | 3.2   |
| 8      | ovailability of proper sanitation in the college premises.   | 3.10  |
| -1     | Organisation of seminars, academic lectures and other academic events for students.                        | 3.14  |
| 7      | Delping students in exploring areas of further studies beyond the syllabus                                 | 3-10  |
| ri-    | Helping the students in preparing for higher education   | 3.11  |
| 7      | Helping students prepare for job related examinations and interviews                                       | 3.07  |
| 8      | Provides consental ambience for the students in the college premises                                       | 3.13  |
| 2      | Relping the students in conducting experiments through a set of instructions and demonstrations            | 3.17  |
| 10     | Institution's attention to the students' academic and financial difficulties                               | 3-13  |
| 11     | The rule of the Central Fibrary of the College in providing comprehensive computerised services.           | 3.13  |
| 12     | Rate the services provided by the College Office.  | 2.12  |
| 12     | Recouragement provided to students for creative endeavours (wall magazine, e magazine,<br>cultural events) | 2.45  |
| 1.4    | Rate the institutional Standard of Hygiene & Cleanliness.  | 3109  |
| 15     | the overall quality of teaching-learning experience of the institution.                                    | 3.22  |

#### Question Wise Feedback Statistics Graphs

| a relation | Question   | Statistics Graphs   |
|------------|--|---|
|            | Regular checking of laboratory log-books/notebooks.  | Contraction of the second   |
| ¥          | Availability of teachers in the laboratory for the whole duration of laboratory<br>moure                       |   |
| ×          | availability of proper sanitation in the college premises.   |   |
| 4          | Organization of seminors, mademic leatures and other mademic events for<br>Wildows                             | Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Constant<br>Con   |
| •          | Delping students in exploring areas of further studies beyond the syllabos                                     |   |
| ٥          | Helping the students in preparing for higher education   |   |
| 7          | Helpinn Students prepare for tob related examinations and interviews   | terreterreterreterreterreterreterreter  |
| R          | Powides enigenial ambience for the students in the college premises  | Carlos Ca  |
| ٠          | helping the students in conducting experiments through a set of instructions<br>and demonstrations             |   |
| 10         | institution's attention to the students' academic and financial difficulties                                   | Barrier Barrier   |
| 11         | The role of the Contral Library of the College in providing comprehensive<br>computerfied services.            |   |
| 12         | Nate the services provided by the college Office.  | e de series<br>e de series<br>e de series<br>e de series<br>e de series<br>e de series  |
| ••         | Finanzagamant (investal to studients for courties and saves (suffering series, in magnetice, suffering series) | Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Content<br>Conten |
| 14         | Nate the intitutional standard of Hygiene & Cleantiness.   | esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>esterer<br>estere |
| 15         | The overall quality of teaching learning experience of the institution.  |   |







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### Analysis of Teacher Feedback on Curriculum Report 2021-22

### MAHESHTALA COLLEGE

Teachers Feedback Report Session: 2021-22

For the IAAC AGAR (2021 22), the softges obtains feedback from Tachers of different disciplines on the syldow through the college vectors, for a particular term in the law of the syndow in the syndow in the soft of the Anderez is particular term in the law of the content of syndow in the soft of the Anderez is "Very poor, D = News C = Statisfactory, D = Gend, A = Excellent, The feedback is substated in the numerical scale of 0 - 4 where 0 stands for E, i.e., Very poor, and 4 statisfies for A, i.e., Excellent, The subject is the soft of A = 4 where 0 stands for E, i.e., Very poor, and 4 statisfies for A, i.e., Excellent, The subject is statisfies to the soft of 0 - 4 where 0 stands for E, i.e., Very poor, and 4 statisfies for A, i.e., Scale and S, i.e., Very poor, and 4 statisfies for A, i.e., Scale and S, i.e., Very poor, and 4 statisfies for A, i.e., Scale and S, i.e., Very poor, and 4 statisfies for A, i.e., Scale and S, i.e., Very poor, and 4 statisfies for A, i.e., Scale and S, i.e., Very poor, and 4 statisfies for A, i.e., Scale and S, i.e., Very poor, and 4 statisfies for A, i.e., Scale and S, i.e., Very poor, and 4 statisfies for A, i.e., Scale and S, i.e., Very poor, and 4 statisfies for A, i.e., Scale and S, i.e., Very poor, and 4 statisfies for A, i.e., Scale and S, i.e., Very poor, and 4 statisfies for A, i.e., Scale and S, i.e., Very poor, and 4 statisfies for A, i.e., Scale and S, i.e., Very poor, and the statisfies for A, i.e., Scale and S, i.e., Very poor, and the statisfies for A, i.e., Scale and S, i.e., Very poor, B, i.e., Scale and S, i.e., S

Feedback on Curriculum

#### Question Wise Score

| SI No. | Question   | Score |
|--------|--|-------|
|        | OVERALL AVERAGE SCORE  | 3.12  |
| 1      | Aims and objectives of the syllabi are well defined and clear to teachers and students                                     | 3.18  |
| 2      | Outcomes of the syllabilits well-defined to both teachers and students   | 3.33  |
| 3      | Curriculum having good academic flexibility.   | 3     |
| 4      | The course content fulfills the need of the students.  | 3,15  |
| 5      | The college provides with opportunities for continuous development of the students and faculties.                          | 3,15  |
| 6      | Laboratory requirements, including equipments, chemicals and specimens are regualarly provided.                            | 3.05  |
| 7      | Computer facilities are made available for ICT based teaching to students.   | 3,15  |
| 8      | Effectiveness of the syllabus in creating depth of knowledge, awareness and enhanced creativity among the students.        | 3.03  |
| 9      | How far does the syllabus upgrade a 12 standard pass student to the entry gate of master degree?                           | 3.05  |
| 10     | How far the does the syllabus incorporate experiential learning (i.e., experimental //practical/Eield visit/Project etc.)? | 3.08  |

#### **Ouestion Wise Feedback Statistics Graphs**

| I No. | Question   | Statistics Oraphs  |
|-------|--|--|
| 1     | Aims and objectives of the syllabi are well defined and clear to teachers and<br>students                                    | Elisteri<br>Bise<br>Bor  |
| 2     | Outcomes of the syllabi is well-defined to both teachers and students  | District District  |
| 3     | Curriculum having good academic flexibility.   | Streter<br>Bud<br>Este   |
| Ą     | The course content fulfills the need of the students.  | etor<br>coor   |
| 5     | The college provides with opportunities for continuous development of the students and faculties.                            | Bitte Bitte  |
| 6     | Laboratory requirements, including equipments, chemicals and specimens are regularly provided.                               | Blatent<br>Cool<br>Blatent<br>Blatent<br>Blatent   |
| 7     | Computer facilities are made available for ICT based teaching to students.   | 13.<br>13.<br>13.<br>15.<br>15.<br>15.<br>15.<br>15.<br>15.<br>15.<br>15   |
| 8     | Effectiveness of the syllabus in creating depth of knowledge, awareness and<br>enhanced creativity among the students.       | Castleri<br>Cord<br>Dord<br>Pair   |
| 9     | How far does the syllabus upgrade a 12 standard pass student to the entry gate of master degree?                             | soure estimates and the source of the source |
| 10    | How far the does the syllabus incorporate experiential learning (i.e.,<br>experimental /practical/Field visit/Project etc.]2 | ergen<br>Provi   |



)al DR. RUMPA DAS



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### Analysis of Teacher Feedback on Academic Performance and Ambience of the Institution 2021-22

MAHESHTALA COLLEGE Teachers Feedback Report

freedeals from baseless of different distributions on the syllabor through the sellars restate. The manufacture is a self-set of the syllabor baseless free self-set of the syllabor of the s For the IOAC AGAIL (2021-22), to quadrantize has been framed and - very poor: 5 = Noor: C = Satisfies peer and 4 stands for A. I. r., knowl the college obtains i scoring unital, manner lectory; D = Good; A = elient. The analysis of

dback on academic performance and ambience of the institution Question Wise Score

| SI No. | Question   | Score |
|--------|--|-------|
|        | OVERALL AVERAGE SCORE  | 3.09  |
| ÷.     | The vision, philosophy and objectives of the college as conductive for the holistic development of the students                  | x. 1  |
| - 96 - | students are disciplined and respect the teachers and non-teaching staff members   | x.05  |
| *      | The college has adequate medical facilities and is equipped to handle medical and other<br>emergencies                           |       |
|        | Restrooms, totlets, laboratories, playground and classrooms are clean and well materialized.                                     | (B)   |
| 9      | Availabuility of clean doubling water  | 3.1   |
| 6      | Good facilities and encouragement of teachers for their research   | 3.15  |
| 1      | The college pays attention to environment conservation and has taken initiatives on implementing<br>pro-environmental practices. | 3.21  |
| 8      | Authorities are approachable and accessible.   | 2.91  |
| 9      | There is a mechanism for feedback, review and performance enhancement for the staff  | 3.23  |
| 10     | There is opportunity for recommitten and there are incentives for the individual work that is done.                              | 3.08  |
| 11     | The role of the Central Library of the College in providing comprehensive computerised services.                                 | 7.97  |
| 17     | Bute the services provided by the College Office.  | 7.97  |
| 12     | Rate Institutional Infrastructure for providing Peaceful & Calm Environment.   | 3.21  |
| 1-1    | Rate the institutional Standard of Dyglece & Cleanliness.  | 3.10  |
| 15     | The overall quality of teaching-learning experience of the institution.  | 4.13  |
|        |  |       |

#### Question Wise Feedback Statistics Graphs

| SI No. | Question  | Statistics Graphs   |
|--------|---|---|
| •      | The vision, philosophy and objectives of the cellege as conductive for the<br>holistic development of the students              | eren eren eren eren eren eren eren eren   |
| 2      | Students are disciplined and respect the teachers and non-teaching staff  |   |
| а      | The college face adaptatic resulted facilities and is applyind to faciliar<br>medical and other emotymoles                      | CARDON CONTRACT   |
|        | Restraceny, tallers, falloratories, playground and classrooms are clean and<br>well maintenest.                                 | enter and a second seco  |
| 2      | ovailabating of clean drinking water  | e Destar<br>Recipione<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Provide<br>Pro |
| ٥      | Good factilities and encouragement of teachers for their research   | Can State   |
| 7      | The college pays attention to anvironment conservation and has taken<br>initiatives on implementing pro-environmental practices |   |
| D      | Authorities are approachable and accessible.  |   |
| ٥      | There is a mechanism for feedback, review and performance enhancement<br>for the statt  |   |
| 10     | There is equationly for recognition and there are incertives for the<br>individual work that is done.                           |   |
| 11     | The rule of the Central Library of the College is providing comprehensive compartential services.                               | e culorente<br>terresterre  |
| 12     | Note the services provided by the College Office.   | 1000-11<br>1000-11<br>1000-11<br>1000-11<br>1000-11   |
| 32     | Hate institutional infrastructure for providing Peaceful & Caim Environment.  |   |
| - 14   | Kate The Institutional Standard of Hygiene & cleantiness.   |   |
| 15     | The overall quality of reaching learning experience of the institution.   |   |







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### Analysis of Alumni Feedback on Curriculum Report 2021-22

### MAHESHTALA COLLEGE

Alumni Feedback Report Session: 2021-22

For the IAAC ADA( (001)122), the college details default from Alumi of different distiplines on the default investig the college workship. The commission of the details of the details of the default from Alumi of different distiplines on the default investigation of the default of the provide state of the details of the default of the Very none; U = Net; C = Alutificator; E = Good; A = Excellent. The feedback is calculated in the numerical scale of 0 - 4 where 0 stands for E, i.e., Very point and 4 alutids for A, i.e., localized and the distingt of the default is presented below:

Feedback on Curriculum

#### Question Wise Score

| SI No. | Question   | Score |
|--------|--|-------|
|        | OVERALL AVERAGE SCORE  | 3.21  |
| 1      | Institutions' effort towards encouragement of research and innovation.   | 3.18  |
| 2      | Syllabus being adequate enough to provide theoretical knowledge and skillset to secure admission<br>into higher education courses. | 3.03  |
| ж      | Seminars and workshops organised for development of the students.  | 3.32  |
| 4      | Encouragement of extra-curriculur activities in the institution.   | 3.37  |
| 5      | institution's contribution in making the students socially aware and responsible studnets.   | 3.37  |
| 6      | institution's contribution in improving communication skills of the students.  | 3.13  |
| 7      | Institution's contribution in various skill-based development of the students through add-on<br>courses and value-added courses.   | 3.21  |
| 8      | Library facilities being available for the alumnus   | 3,05  |
| 9      | Sufficient numbers of prescribed books/study materials are available in the Library.   | 3,32  |
| 10     | New skills are learnt in the due course of study.  | 3.13  |

| No. | Question   | Statistics Graphs                            |
|-----|--|--|
| з   | institutions' offort towards encouragement of research and innovation.   | R AS   |
| 2   | Svilabus being adequate enough to provide theoretical knowledge and skillset<br>to secure admission into higher education courses. | Eventure<br>Disk                             |
| 3   | Seminars and workshops organised for development of the students.  | ender at all                                 |
| 1   | Encouragement of extra-curriculur activities in the institution.   | • Received<br>Decision<br>Station            |
| 5   | institution's contribution in making the students socially aware and responsible studnets.   | Constant<br>Constant<br>Constant<br>Constant |
| 6   | Institution's contribution in improving communication skills of the students.  | Coatlese<br>Coasts                           |
| 7   | institution's contribution in various skill based development of the students<br>through add-on courses and value-added courses.   | e Accelent<br>Occor<br>Seath                 |
| 8   | Library facilities being available for the alumnus   | tan baris<br>tan                             |
| U   | Sufficient numbers of prescribed books/study materials are available in the<br>Library.  | ALLER SEAL                                   |
| 10  | New skills are learnt in the due course of study.  | towned<br>town                               |



)as DR. RUMPA DAS Principal Maheshtala College Kolkata-7000139



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### Analysis of Alumni Feedback on Academic Performance and Ambience of the Institution 2021-22

MAHESHTALA COLLEGE

Line of the second second

Question Wise Sco

| SI No.     | Question  | Score |
|------------|---|-------|
|            | OVERALL AVERAGE SCORE   | 3.16  |
| 4          | Smoothness of the admission procedure   | 5.10  |
| 2          | Helpfolmess of One office staff in regards to students' regolitements.                                  | 3.18  |
| 3          | Infrastructure and lab-facilities   | 2.21  |
| - 24       | Faculty's guidance to the students in academic and extra curriculur matters                             | 3.26  |
| <b>1</b> 5 | to creating as intellectual environment sultable for research and development in the emerging<br>fields | 3.03  |
| 6          | Availability of computer facilities   | 3,13  |
| 1          | In terms of sports and cultural facilities  | 3.03  |
| 8          | Authorities' attention to the grievances of the students.   | 3.20  |
| ۰          | Preparation of the faculties for classmoon lectures and doubts clouding.                                | 5     |
| 10         | The role of the institution in inculcating skills enhancing employability with social responsibility.   | 3.10  |
| 11         | The role of the Central Library of the College in providing comprehensive computerised services.        | 3.39  |
| 52         | Authorities' attention to the seademic and financial needs of the students.                             | 3.11  |
| 13         | Authorities' amonton  | 3.16  |
| 1.1        | Rate the institutional standard of Hygiene & Cleanliness.   | 3.24  |
| 13         | the overall quality of teaching-learning experience of the institution,                                 | #.04  |

Question Wise Feedback Statistics Graphs

| 10. | Question   | Statistics Graphs             |
|-----|--|-------------------------------|
| C   | Smoothness of the admission procedure  |                               |
| 20  | Helpfolows of the office staff in regards to students' requirements:                                     | and State                     |
| 2   | Infrastructure and lab facilities  |                               |
| •   | Faculty's guidance to the students in academic and estra-curricular matters                              | Control Control Control       |
|     | In creating on intellectual environment suitable for research and<br>development in the emerging fields  | e yes                         |
| 0   | Availability of computer facilities  | Colorer<br>Colorer<br>Colorer |
| 7   | In terms of sports and cultural facilities   | Contraction of the second     |
| U.  | Authentices attention to the grievances of the students.   | Easter Park                   |
| 0   | Proparation of the functions for classroom factorias and doubts clearing.                                | Carlos Hand                   |
| 10  | The role of the institution in inculcating skills enhancing employability with<br>Social responsibility. | e Loosen<br>Content           |
|     | The role of the Central Library of the College in providing comprehensive<br>computerized services.      | er anner<br>General<br>Caran  |
| 12  | Authorities' attention to the seademic and financial needs of the students.                              |                               |
| c,  | Authorities' attention   | Content Parties               |
| 14  | Rate the feath dural Kurchird of Hyginov & Chardness.  | Composition Constant          |
| 15  | The overall quality of teaching-learning experience of the institution.                                  |                               |







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### Analysis of Employer Feedback on Curriculum Report 2021-22

### MAHESHTALA COLLEGE

Employers Feedback Report Session: 2021-22

For the NAAC AQAR (2011-22), the college obtains feedback from Employers of different disciplines on the sylabus through the college website. The Exception of the sylabus through the college obtains feedback from Employers of different disciplines on the sylabus through the college website. The Exception of the sylabur of the sylabur

Feedback on Curriculum

#### Question Wise Score

| SI No. | Question   | Score |
|--------|--|-------|
|        | OVERALL AVERAGE SCORE  | 3,15  |
| 1      | General communication skills of the students.  | 3.17  |
| 2      | The Syllabus is effective in developing skill-oriented human resources.                            | 3,13  |
| з      | Technical knowledge and skills of the students.  | 3.23  |
| 4      | The syllabus has good balance between theory and application.                                      | 3.03  |
| 5      | Current syllabus is job-oriented, skill-based and value oriented.                                  | 3.1   |
| 6      | The present syllabus helps in bridging the gap between industry, society and academic institution. | 3,03  |
| 1      | The Courses offered provide solution to issues relevant to Gender, Environment and Sustainability. | 3.13  |
| 8      | involvement of the students and faculties in environmental activities.                             | 3.13  |
| 9      | Relationships between the students and the teachers as conducive for academic development          | 3.37  |
| 10     | The syllabus provides ability to work in a group and leaderships skills.                           | 3.17  |

| 51 No. | Question  | Statistics Graphs                       |
|--------|---|---|
| ,      | General communication skills of the students.   | arb arb ere                             |
| 2      | The Syllabus is effective in developing skill-oriented human resources.                               | she she                                 |
| a      | Technical knowledge and skills of the students.   | Bana Bana Bana Bana Bana Bana Bana Bana |
| 4      | The syllabus has good balance between theory and application.   | era era                                 |
| 5      | Current syliabus is job-oriented, skill-based and value oriented.                                     | anh 195                                 |
| 6      | The present syllabus helps in bridging the gap between industry, society and<br>ecodemic institution. | State State                             |
| 7      | The Courses offered provide solution to issues relevant to Gonder,<br>Environment and Sustainability. | NC CT                                   |
| в      | involvement of the students and faculties in environmental activities.                                | UL Contest                              |
| v      | Relationships between the students and the teachers as conducive for<br>academic development.         | era |
| 10     | The syllabus provides ability to work in a group and leaderships skills.                              | eggen<br>eggen                          |



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### Analysis of Employer Feedback on Academic Performance and Ambience of the institution 2021-22

MAHESHTALA COLLEGE

Employers Feedback Report Session: 2021-22

For the NEAC ADDR (2021-32), the entropy obtains freehastic trees temployers of different dissiplines on the sylicities strongly the entropy obtaines. The sylicities strongly the entropy of the entropy of the sylicities of the s

### edback on academic performance and ambience of the institution

| 51 No. | Question   | Score |
|--------|--|-------|
|        | OVERALL AVERAGE SCORE  | 3.14  |
| 1      | The role of the institution in taking active interest in organizing Seminars, Conferences & Workshop.                                    | 3.23  |
| >      | The thealthy of feaching and mentoring process to the institution facilitates cognitive, social a<br>emotional provide.                  | .3.1  |
| 3      | The performance of the Institution providing opportunities, learning & holistic growth,  | 3.23  |
| -4     | The process undertaken by the histitution in informing stakefullders about expected<br>competencies, course automes & programme automes. | 2.93  |
|        | The mechanism provided by the institution to constantly evaluate the progress of the students.   | 8.07  |
| •      | The institution's aptitude in terms of tackling the challenges of the workplace.   | 2.12  |
| 7      | The institutions involvement in computer issent and other teaching methods for horter<br>involvement of students.                        | 3.13  |
|        | The role of the institution in encouraging participation to extra curricular activities.   | 3.23  |
|        | The role of the institution in encouraging sporting activities $\hat{\alpha}$ good cultures of health.                                   | 3.2;  |
| 10     | The role of the Institution in Incutcating skills enhancing employability with social responsibility                                     | 5.633 |
| 11     | The role of the Contral Library of the College in providing comprehensive computerised services.   | 3.03  |
| 12     | Compliance on part of the teaching and non-teaching staff with the respective code of conduct.   | 3.17  |
| 1.5    | Individual relationships among students of various batches and disciplines.  | 3.2   |
| 141    | Kate the institutional standard of Hygiene & cleanliness.  | 4.17  |
| 12     | The overall quality of teaching-tearning experience of the institution.  | 3.2   |

#### Question Wise Feedback Statistics Graphs

| A No. | Question   | Statistics Graphs  |
|-------|--|--|
| 3     | The role of the institution in failing active interest in organizing Seminars,<br>Configuration B Workshop.                                  |  |
| ×     | The Quality of teaching and membering process in the institution facilitates<br>cognitive, focial & emotional growth.                        | Contraction of the second seco   |
| 3     | The performance of the institution providing opportunities, learning & holistic growth.  |  |
| 4     | The process indestaken by the testfultion in informing stakeholders about<br>eages feel competencies, course outcomes it programme outcomes. | Enternant<br>Enternant<br>Enternant<br>Enternant<br>Enternant<br>Enternant<br>Enternant<br>Enternant<br>Enternant<br>Enternant   |
| 5     | The mechanites provided by the inclitution to constantly evaluate the progress of the students.  |  |
| •     | The institution's aptitude in terms of tackling the challenges of the workplace.   | Print  |
| 7     | The institution's involvement in computer based and other teaching methods for builter involvement of students.                              |  |
| *     | The role of the institution in encouraging participation to extra curricular activities.   | Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Contact<br>Con |
| ų.    | the role of the institution in encouraging sporting activities $\Delta$ good cultures of holith.   | ester Partie   |
| 10    | The role of the Institution in insufceting skills enhancing employedulity with<br>toolet responsibility.                                     | Normal States  |
| •••   | The role of the Control Library of the College in providing comprehensive  |  |
| 12    | Compliance on part of the teaching and non-teaching staff with the respective code of conduct.   | energian energian  |
| 12    | individual relationships among students of various batches and disciplines.  |  |
| 14    | Bate the institutional Standard of Hygiene It Cleanliness.)  |  |
| 15    | The overall quality of teaching learning experience of the institution.  |  |







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### Analysis of Student Feedback on Curriculum Report 2022-23

### MAHESHTALA COLLEGE

Students Feedback Report Session: 2022-23

For the IMAC QUORE (2022.23), the college voltation fordinate from Students of different divisities on the solidant brough the college voltation. The investment of the solid solid

Feedback on Curriculum

#### Question Wise Score

| SI No. | Question   | Score |
|--------|--|-------|
|        | OVERALL AVERAGE SCORE  | 3.35  |
| 1      | Teachers focus on syllabi and preparation for taking classes   | 3.42  |
| 2      | Teachers' communication skills in terms of classroom discussions and solving doubts                        | 3.42  |
| 3      | Teachers' skill in linking the subject to life-experience to create interest in the students               | 3.37  |
| -1     | Teachers referring to the latest development in the field  | 3.42  |
| 5      | Punctuality and regularity in taking classes   | 3.26  |
| 6      | Students' attendance in the class of the teachers  | 3.26  |
| 7      | Completion of course-syllabus in time by the teachers  | 3.20  |
| થ      | Scheduled organisation of assignments, class tests, answer-checking and mentorship classes by the teachers | 3.26  |
| 9      | Usage of taching aids (board-work, PPTs, maps, charts, photographs and diagrams)                           | 3.42  |
| 10     | Teachers' skills of addressing inappropriate behaviour of the students                                     | 3.42  |

#### Question Wise Feedback Statistics Graphs

| No. | Question  | Statistics Graphs                         |
|-----|---|---|
| ,   | Teachers focus on syllabi and preparation for taking classes  | Mary Loss<br>Mary Loss<br>Mary Loss       |
| 2   | Teachers' communication skills in terms of classroom discussions and solving<br>doubts                        | Trans 1145                                |
| 3   | Teachers' skill in linking the subject to life-experience to create interest in the students                  | et and et al.                             |
| a   | Teachers referring to the latest development in the field   | 47.4% (7.4%)                              |
| •   | Punctuality and regularity in taking classes  | Erester<br>Cool<br>Esch                   |
| 6   | Students' attendance in the class of the teachers   | e Angelan<br>Bode<br>Bode<br>Bode<br>Bren |
| z   | Completion of course-syllabus in time by the teachers   | eren scos                                 |
| 8   | Scheduled organisation of assignments, class tests, answer-checking and<br>montorship classes by the teachers | Auto<br>Auto                              |
| 0   | Usage of taching aids (board-work, PPTs, maps, charts, photographs and<br>diagrams)                           | Estater<br>State                          |
| 10  | Teachers' skills of addressing inappropriate behaviour of the students  | N IS 228                                  |



Jas DR. RUMPA DAS



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### Analysis of Student Feedback on Academic Performance and Ambience of the Institution 2022-23

MARESHTALA COLLEGE
 Students Feedback Report
 Dealon 2022-30

 The MAR ADA (2022-31) the celles delaw frequencies and celles of utility of u

| I Hw. | Question  | Saure |
|-------|---|-------|
|       | OVERALL AVERAGE SCORE   | 3.4   |
| 1     | Regular checking of lationatory log-looks/nutebooks.  | 3.47  |
| 2     | Availability of teachers in the faboratory for the whole duration of faboratory hours                   | 3,53  |
| э.    | Availability of proper sonitation in the college premises.  | 3.42  |
|       | Organisation of seminars, academic lectures and other academic events for students.                     | 3,42  |
| 2     | Nelping students in exploring areas of further studies beyond the syllabus.                             | 3.32  |
| •     | Helping the students in preparing for higher education  | 3,47  |
| 7     | Helping students prepare for jub-related examinations and interviews                                    | 3.47  |
| 8     | Provides congenial ambience for the students in the college premises                                    | 3.32  |
| 2     | Helping the students in conducting experiments through a set of instructions and demonstrations         | 3.42  |
| 10    | Institution's attention to the students' academic and financial difficulties                            | 3.10  |
| 11    | The role of the Central Library of the College in providing comprehensive computerised services.        | 3.14  |
| 12    | Rate the services provided by the College Office.   | 3.63  |
| 1.3   | Encouragement provided to students for creative endeavours (wall-magazine, e-magazine, coltural events) | 3.03  |
| 1-1   | Bate the institutional Standard of Hygiene & Cleanliness.   | 2.22  |
| 15    | The overall quality of teaching-tearning experience of the institution.                                 | 3.32  |

| I No. | Question   | Statistics Graphs  |
|-------|--|--|
| •     | Regular checking of laboratory log books/notebooks.  | Baranteri Baranteri<br>Baranteri   |
| 2     | Availability of teachers in the laboratory for the whole duration of laboratory<br>hours                   |  |
| а     | Availability of proper socitation in the college premises:   | etano etano  |
| •     | Organisation of seminars, academic lectures and other academic events for students.                        | Recent   |
| •     | Helping students in exploring areas of further studies beyond the syllabus                                 | Endersed<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Crash<br>Cra |
| •     | Helping the students in preparing for higher education   | Post   |
|       | Helping students prepare for job-related examinations and interviews.                                      | Carra actes  |
| o     | Provides congenial ambience for the students in the college premises                                       | Constant   |
| •     | Helping the students in conducting experiments through a set of instructions and compositentions.          | erate Datation   |
| 10    | Institution's attention to the students' academic and financial difficulties                               | Cooperation Cooperation  |
|       | The role of the contral Library of the college in providing comprehensive<br>computerhed services.         | Biston   |
| 12    | Rate the services provided by the College Office.  | entre Carlos   |
| +3    | Encouragement provided to students for creative endeavours (wall-magazine,<br>= magazine, sultural events) | Balanter Balanter  |
| 14    | Rate the institutional Standard of Hygiene B Cleanliness.  | er en estat  |
| 15    | The overall quality of teaching learning experience of the institution,                                    | Class  |







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### Analysis of Teacher Feedback on Curriculum Report 2022-23

### MAHESHTALA COLLEGE

Teachers Feedback Report Session: 2022-23

Session: 2022/23 For the HAAC AQAR (2022-23), the college obtains feedback forms Tankers of different dissiplines on the syllakon through the college velocity. The guestionnize has been framewice overing social, economic and contamponey appents of upliabut. Teachers have readed the question in a scale of t to Avhore E prior and Atlance for A, inc. Scenetism. The analysis of Teachers feedback is presented below.

Feedback on Curriculum

### Question Wise Score

| SI No. | Question   | Score |
|--------|--|-------|
|        | OVERALL AVERAGE SCORE  | 3.01  |
| 1      | Aims and objectives of the syllabi are well defined and clear to teachers and students                                       | 3.19  |
| 2      | Outcomes of the syllabi is well-defined to both teachers and students  | 3.11  |
| a:     | Curriculum having good academic flexibility.   | 3.06  |
| 4      | The course content fulfills the need of the students.  | 3     |
| 5      | The college provides with opportunities for continuous development of the students and faculties.                            | 2.94  |
| 6      | Laboratory requirements, including equipments, chemicals and specimens are regularly<br>provided.                            | 2.87  |
| 7      | Computer facilities are made available for ICT based teaching to students.   | 2.94  |
| в      | Effectiveness of the syllabus in creating depth of knowledge, awareness and enhanced creativity among the students.          | 2.94  |
| 9      | How far does the syllabus upgrade a 12 standard pass student to the entry gate of master degree?                             | 3.09  |
| 10     | How far the does the syllabus incorporate experiential learning (i.e., experimental<br>/practical/Field visit/Project etc.)? | Z.91  |

#### Question Wise Feedback Statistics Graphs

| I No. | Question   | Statistics Graphs  |
|-------|--|--|
| •     | Aims and objectives of the syllabi are well defined and clear to teachers and students                                       | E SOSAAA<br>Bisaa<br>Bisaa<br>Bisaa<br>Bisaa<br>Bisaa<br>Bisaa   |
| 7     | Outcomes of the syllabilis well-defined to both teachers and students  | Noise<br>Noise   |
| з     | Curriculum having good academic flexibility.   | Andreas<br>Seral   |
| 4     | The course content fulfills the need of the students.  | 10 000<br>40 75  |
| 5     | The college provides with opportunities for continuous development of the students and faculties.                            | 100 100 100 000<br>000 000 000<br>000 000  |
| 6     | Laboratory requirements, including equipments, chemicals and specimens are<br>regularly provided.                            | BAS<br>BLID  |
| 7     | Computer facilities are made available for ICT based teaching to students.   | Anna<br>Anna<br>Anna<br>Anna   |
| 8     | Effactiveness of the syllabus in creating depth of knowledge, awareness and enhanced creativity among the students.          | Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Active<br>Ac |
| U     | How far does the syllabus upgrade a 12 standard pass student to the entry<br>gate of master degree?                          | Restant<br>Brance<br>France  |
| 10    | How far the does the syllabus incorporate experiential learning (i.e.,<br>experimental /practical/Field visit/Project etc.)? | Essenter<br>Brown<br>Brown<br>Brown<br>Brown<br>Brown  |







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### Analysis of Teacher Feedback on Academic Performance and Ambience of the Institution 2022-23

MAHESHTALA COLLEGE Teachers Feedback Report Session: 2022-23

Shock from Touches of different disclations on the selfator through the outleas models. The and contemporary appetts of autiatus. Teachers have rated the participant in a scale of 2 to a where 5 chains functions is provided to basis. For the RAAC AOAR (2022-22), the softence obtains for questionnaire has been framed covering social, economic - Very men; B - Peers C - liaiteleakery; B - Gend, A - Le peor and 4 stands for A, Le., Evenileer, The analysis of Te Feedback on academic performance and ambience of the institution

| SI No. | Question  | Score |
|--------|---|-------|
|        | OVERALL AVERAGE SCORE   | 3.1   |
| т.     | The vision, philosophy and objectives of the college as conductive for the holistic development of the students                 | 3.33  |
| 2      | Students are disciplined and respect the teachers and non-teaching staff members  | 3.19  |
| э.     | The cellage has adoptate medical facilities and is equipped to handle medical and other<br>emergencies                          | 3.09  |
| 4      | Restrooms, tollers, laboratories, playground and classrooms are clean and well maintained.                                      | 2.00  |
| •      | availabalility of clean denilong water  | 3.17  |
| 6      | Good facilities and encouragement of teachers for their research  | 3.26  |
| 1      | The college pays attention to environment conservation and has taken initiatives on implementing<br>pro-onvironmental practices | 3.15  |
| 88     | Authorities are approachable and accessible.  | 4.44  |
| 9      | There is a mechanism for feedback, review and performance enhancement for the staff   | 3.19  |
| 10     | There is opportunity for recognition and there are incentives for the individual work that is done.                             | 3.13  |
| 11     | The role of the Central Library of the College in providing comprehensive computerised services.                                | 2.07  |
| 12     | Rate the services provided by the College Office.   | 2.87  |
| 13     | Bate Invitutional infrastructure for providing Peaceful & Calm Environment.   | 2.96  |
| 14     | Kate the institutional standard of Hygiene & Cleantiness.   | 2.57  |
| 1>     | The overall quality of teaching learning experience of the institution.   | 4.24  |

| t No. | Question  | Statistics Oraphs  |
|-------|---|--|
| Si.   | The vision, philosophy and objectives of the college as conducive for the<br>holistic development of the students               | Carden Contraction   |
| 2     | students are disciplined and respect the teachers and non-teaching staff  | ter the second s |
| •     | The outlinge has adequate medical facilities and is equipped to bundle<br>medical and other emergencies                         |  |
| 4     | eectrooms, toilets, laboratories, playground and classrooms are clean and<br>well mobitalized.                                  |  |
| -     | Avallaballity of class chicking water   | Cashing Constant   |
| o     | Good facilities and encouragement of teachers for their research  | And And And  |
| 7     | The college pays attention to environment conservation and has taken<br>Initializes in Information pays involvemental practices | Contraction Contraction  |
| a     | Authorities are approachable and accessible.  | Contraction Contraction  |
| 9     | There is a mechanism for feedback, review and performance enhancement<br>for the staff  |  |
| 10    | These is opportunity to recognition and there are incentives for the individual work that is done.                              | Casaser<br>Casaser<br>Entry<br>Prov  |
| 11    | The role of the Central Library of the College in providing comprehensive<br>computertied services.                             |  |
| 12    | Bare the services provided by the College Office.   |  |
| 13    | Nate institutional infrastructure for providing Peaceful & Calm Environment.  | Nicester<br>Allo   |
| 1,4   | Note the Institutional Ntandard of Hygiene B Eleantiness.   | e Croster<br>Druck<br>Rest.<br>Rest.   |
| 15    | The overall quality of teaching-learning experience of the frotitution.   |  |









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### Analysis of Alumni Feedback on Curriculum Report 2022-23

### MAHESHTALA COLLEGE

Alumni Feedback Report

Session: 2022-23

For the IRAAC AQAR (2013-23), the college obtains feedback from Alumni of different disciplines on the vyllabus through the college website. The sustationnaire has been feened covering social, economic and contemporary aspects of syllabus. Alumni have rated the question in a scale of E to A where E – Very peor; D = New; C = Satisfactory; B < Goody A = Excellent. The feedback is calculated in the numerical scale of <math>0 - 4 where 0 stands for  $E_1$  i.e., Very poor and 4 stands for A 1.e., Excellent. The analysis of Alumni feedback is presented below!

Feedback on Curriculum

#### **Question Wise Score**

| SI No. | Question   | Score |
|--------|--|-------|
|        | OVERALL AVERAGE SCORE  | 3.38  |
| 1      | Institutions' effort towards encouragement of research and innovation.   | 3,55  |
| 2      | Syllabus being adequate enough to provide theoretical knowledge and skillset to secure admission into higher education courses.  | 3.64  |
| 3      | Seminars and workshops organised for development of the students.  | 3.64  |
| 4      | Encouragement of extra-curriculur activities in the institution.   | 3.36  |
| 5      | Institution's contribution in making the students socially aware and responsible studnets.                                       | 3.27  |
| 6      | Institution's contribution in improving communication skills of the students.  | 3.27  |
| 7      | Institution's contribution in various skill-based development of the students through add-on<br>courses and value-added courses. | 3     |
| в      | Library facilities being available for the alumnus   | 3,36  |
| 9      | Sufficient numbers of prescribed books/study materials are available in the Library.   | 3.45  |
| 10     | New skills are learnt in the due course of study.  | 3.27  |

#### Question Wise Feedback Statistics Graphs

| No. | Question   | Statistics Graphs   |
|-----|--|---|
| ,   | Institutions' effort towards encouragement of research and innovation.   | 40.00 04.20 - Galari  |
| 2   | Syllabuc being adequate enough to provide theoretical knowledge and skillset<br>to secure admission into higher education courses. | Eveniuer<br>ELTS  |
| з   | Seminars and workshops organised for development of the students.  | Esteriori<br>Basia<br>Estada  |
| 4   | Encouragement of extra-curriculur activities in the institution.   | TTTT PASS   |
| 5   | institution's contribution in making the students socially aware and<br>responsible studnets.                                      | St.45   |
| 6   | Institution's contribution in Improving communication skills of the students.  | Bath<br>Bath  |
| 7   | Institution's contribution in various skill-based development of the students through add-on courses and value-added courses.      | Darth<br>2013<br>0110<br>0110<br>0110<br>0110<br>0110<br>0110<br>0110 |
| в   | Library facilities being available for the alumnus   | Resident<br>Baad<br>May geer  |
| 9   | Sufficient numbers of prescribed books/study materials are available in the<br>Library.  | Constant<br>Based<br>Social   |
| 10  | New skills are learnt in the due course of study.  | est est   |







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### Analysis of Alumni Feedback on Academic Performance and Ambience of the Institution 2022-23

### MAHESHTALA COLLEGE

Alumni Feedback Report Sexton: 2022-23 For the MAC 404R (2022.27), the ordered violation for Alumni of Information on the settleter to some whether. The
mean state of the four the four the four the four the four the four the settleter to some the settleter to some of the settleter to some of

#### ..... ......

| SI NO | Question  | Score |
|-------|---|-------|
|       | OVERALL AVERAGE SCORE   | 3.30  |
|       | Smoothiness of the admitistion procedure  | 3.64  |
| 2     | Helpfulness of the office staff in regards to students' regultements.                                   | 3.45  |
| 3     | Infrastructure and Info facilities  | 3.10  |
|       | Faculty's guidance to the students in academic and extra-carricular matters                             | 3.64  |
| 7     | In creating an intellectual environment suitable for research and development in the energing<br>fixing | 3.36  |
| 6     | Availability of component facilities  | 3.09  |
| 7     | to terms of sports and cultured facilities  | 1.09  |
| 0     | Authorities' arternion to the golevances of the students:   | 3.69  |
|       | Preparation of the faculties for classroom lectures and doubts clearing.                                | 3.64  |
| 10    | The role of the institution in inculcating skills enhancing employability with social responsibility.   | 1,36  |
|       | The role of the Central Library of the College in providing comprehensive computerised services.        | 3.30  |
| 180   | outhorities' attention to the academic and financial needs of the students.                             | 1.92  |
| 3.4   | Authorities' attention  | 1.014 |
| 14    | Rate the institutional standard of Hygiene & Lleanliness.   | 4.55  |
| 15    | The overall guality of teaching-learning experience of the institution.                                 | 1.152 |

#### Question Wise Feedback Statistics Graphs

| SI No.     | Question   | Statistics Graphs  |
|------------|--|--|
| •          | Simporthness of the admitiston procedure   |  |
| z          | Helpfulness of the office staff in regards to students' requirements.  | Enster<br>Alia<br>Mission  |
| æ          | Infrastructure and labefacturies   | te and the second  |
| 4          | Finalty's goidance to the students in modernic and extra-surrigidar matters                                    | enter and a second   |
| e          | In examining on intelligential programment sectorial in consequence and<br>development in the energing fields. | enter Star   |
|            | availability of consportor facilities.   | <b>_</b>   |
| 7          | In terms of sports and cultural facilities   | entre and a second seco |
| <u>a</u> . | Authorities' attention to the grievances of the students.  | e Varge odde   |
| v          | Proparation of the faculties for classroom lectures and doubts clearing.                                       | ee ****  |
| 10         | The role of the institution in insulcating skills enhancing employability with<br>social responsibility;       | RAN PROPERTY   |
|            | the role of the central Library of the college in providing comprehensive<br>computerised services.            |  |
| 12         | outhorities' attention to the academic and financial needs of the students.                                    | Estatem<br>Providente<br>Vity providente   |
| 13         | Authorities' attention   | e tradett<br>e tradett<br>e tradett  |
| 14         | Bate the institutional Standard of Hygiene & Cleantiness.  | een en  |
| 3.5        | The research dentity of transformation properties of the best of the sector of                                 |  |







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### Analysis of Employer Feedback on Curriculum Report 2022-23

### MAHESHTALA COLLEGE

Employers Feedback Report

Session: 2022-23

For the NAAC AQAR, (2022;23), the solvery details freedwork from Europeyrs of different distiplines on the synthese bimach the solvery evolution. There are a solvery distiplines are the solvery distribute. The quantitative matrix that have frame to diverging solver bias contains and containing and containing of containing the solvery distribute. The generative of evolutions is below the solver distribute of the solver distret of the solver d

Feedback on Curriculum

#### Question Wise Score

| SI No. | Question   | Score |
|--------|--|-------|
|        | OVERALL AVERAGE SCORE  | 3.52  |
| 9      | General communication skills of the students.  | 3.5   |
| 2      | The Syllabus is effective in developing skill-oriented human resources.                            | 3.5   |
| з      | Technical knowledge and skills of the students.  | 3.5   |
| 4      | The syllabus has good balance between theory and application.                                      | 3.55  |
| 5      | Current syllabus is job-oriented, skill-based and value oriented.                                  | 3.5   |
| 6      | The present syllabus helps in bridging the gap between industry, society and academic institution. | 3.5   |
| 7      | The Courses offered provide solution to issues relevant to Gender, Environment and Sustainability. | 3.55  |
| 8      | involvement of the students and faculties in environmental activities.                             | 3.5   |
| 9      | Relationships between the students and the teachers as conducive for academic development          | 3.55  |
| 10     | The syllabus provides ability to work in a group and leaderships skills.                           | 3.5   |

#### Question Wise Feedback Statistics Graphs

| No. | Question  | Statistics Gr | aphs   |
|-----|---|---------------|--|
| 1   | General communication skills of the students.   |               | Enverteine     Oppol     Satasta     Very poor   |
| 2   | The Syllabus is effective in developing skill-oriented human resources.                               |               | E-methors     Over     Sectors     Point     Vent poor   |
| a   | Technical knowledge and skills of the students.   | <b>17.5%</b>  | Excellent     Genel     Genel     Genel     Foo     Poor     Very corp                         |
| 4   | The syllabus has good balance between theory and application.   | C. R. R.S.    | <ul> <li>Excellent</li> <li>Gaud</li> <li>Gariple</li> <li>Proor</li> <li>Very boxi</li> </ul> |
| 5   | Current syllabus is job-oriented, skill-based and value oriented.                                     | <b>775</b>    | <ul> <li>Exactlant</li> <li>Dood</li> <li>Bertela</li> <li>Poor</li> <li>Very paul</li> </ul>  |
| 0   | The present syllabus helps in bridging the gap between industry, society and<br>academic institution. | 77.5%         | Energiant     Oood     Energian     Poor     Very page   |
| 7   | The Courses offered provide solution to issues relevant to Gender,<br>Environment and Sustainability. | Carry         | Konglant     Good     Zatala     Poor     Wey poor   |
| 8   | Involvement of the students and faculties in environmental activities.                                | -             | Eusenherry     Gand     Societe Peer     Very poor   |
| •   | Relationships between the students and the teachers as conducive for<br>academic development          | REAN          | Excelant     Danat     Gastate     Pour     Very poer  |
| 10  | The syllabus provides ability to work in a group and leaderships skills.                              | <b>1</b> 756  | Excelent     Gause     Cantel     Cantel     Cantel     Pour     Very your                     |







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### Analysis of Employer Feedback on Academic Performance and Ambience of the Institution 2022-23

MAHESHTALA COLLEGE Employers Feedback Report Session: 2022-23

willings obtains feedback from Linguizers of alliferent disciplines on the syllabus through the unlarge models. The ing solid, semissic and contemportary appears of syllabus. Employers have rated the guestion is a solid sto is a worker to be a worker of the indeposit of employment. The framework behavior to be indeposit of the output of the indeposit of the indeposit of employment. The framework behavior to be indeposit of the output of the indeposit of the indeposit of employment. The framework behavior to be indeposit of the output of the indeposit of the indeposit of employment. For the HAAC AGAR (2022-23), the quantities has been framed encorr L = very poor, D = Four, L = Setting poor, and  $\delta$  stands for  $\lambda$ . ( .e., hencefor

back on academic performance and amblence of the institution re

| Question Wise                    | e Sco |
|----------------------------------|-------|
| 1 AM CONTRACTOR OF A DESCRIPTION |       |

| SI No. | Question   | Score |
|--------|--|-------|
|        | OVERALL AVERAGE SCORE  | 3.83  |
| T.     | The role of the institution in taking active interest in organizing Seminars. Conferences & Workshop.                                      |       |
| ×      | The Quality of teaching and mentaring process in the institution facilitates counitive, social & emotional growth.                         | ×.55  |
|        | The performance of the institution providing apportunities, learning it noticits growth.   | ×. p  |
| . 4    | The process undertaken by the Institution in Informing stakeholders about expected<br>competencies, course outcomes it programme outcomes. |       |
|        | The mechanism provided by the institution to constantly evaluate the progress of the steelents.  | 3.65  |
| 6      | The institution's aptitude in terms of tackling the challenges of the workplace.   | 3.55  |
| 1      | The institution's involvement in computer-based and other teaching methods for better involvement of students.                             | 3.55  |
| 43     | The role of the institution in encouraging participation to extra curricular activities.   | 9.5   |
| -9     | The role of the institution in encouraging sporting activities & good cultures of health.  |       |
| 10     | The role of the institution in inculcating skills enhancing employability with social responsibility                                       | 3.5   |
|        | The role of the Central Library of the College in providing comprehensive computerised services.   | 3.5   |
| 12     | Compliance on pair of the reacting and non-reacting shall with the respective order of conduct.  | 3.05  |
| 3.3    | Individual relationships among students of various batches and disciplines.  | 3.95  |
| 1.9    | Rate the institutional Standard of Hygiene & Cleanliness.  | 9.95  |
| 15     | the overall quality of teaching-learning experience of the institution.  | 1.55  |

#### Question Wise Feedback Statistics Graphs

| il No. | Question   | Statistics Graphs  |
|--------|--|--|
| ð      | The role of the institution in taking active interest in organizing Seminars, conferences is workshop.                                   | Contraction Contraction  |
| 3      | The Quality of teaching and montering process in the institution facilitates<br>cognitive, sector it constituted provets.                |  |
| а      | The performance of the localitation providing opportunities, bearing & indicin-<br>growth.   |  |
| 3      | The process undertaken by the institution in informing stakeholders about expected competencies, course outcomes by programmin automass. | Contraction Contraction  |
| •      | The mechanism provided by the institution to constantly evaluate the progress of the students.   | Contraction of the second seco |
| 0      | The institution's aptitude in terms of tackling the challenges of the workplace.   |  |
| 7      | The institution's involvement in computer based and other teaching methods for better involvement of students.                           |  |
| a      | The rate of the institution in encouraging participation to overa surricular<br>activities.  | Series Series  |
| •      | The role of the institution in encouraging sporting activities it good cultures of health.   |  |
| 10     | The color of the heating in in adapting skills endowining employability with<br>sumar responsibility                                     |  |
| ••     | The role of the Central Library of the College in providing comprehensive<br>computertised services.                                     | Cidemi<br>Basis<br>Basis<br>Basis<br>Basis<br>Basis<br>Basis<br>Basis  |
| 12     | compliance on part of the teaching and non-teaching staff with the respective code of conduct.   | Excert<br>Nov<br>Case<br>May new   |
| 42     | individual relationships among students of various batches and disciplines.  |  |
| 14     | Kate the institutional standard of Hygiene B cleantiness.  |  |
| 15     | The overall quality of teaching learning experience of the Institution.  |  |

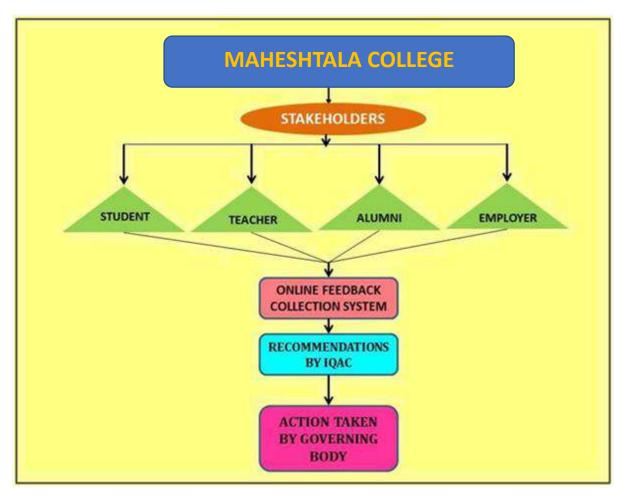






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## Feedback Flow Chart





)as DR. RUMPA DAS Principal Maheshtala Colle

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