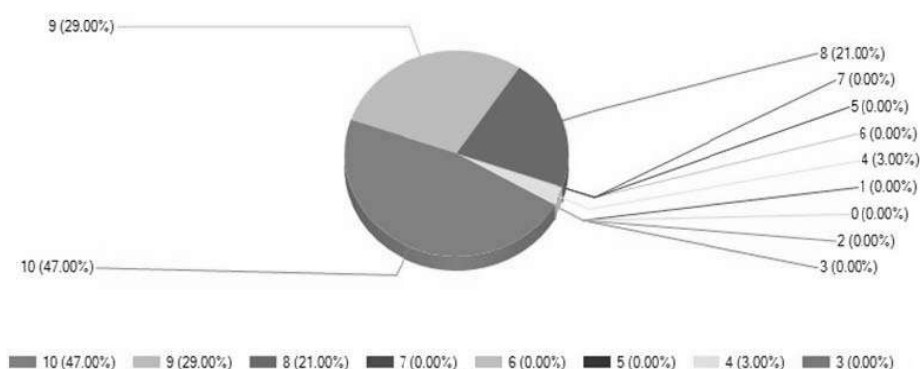


## Students Feedback of Department of Physics Session 2022-2023

The feedback from students in the Physics Department, Garhbeta College highlights a positive and commendable response to various aspects of their educational experience. The following nine questions were asked to the students through Google form to provide their valuable feedback keeping all their personal information strictly confidential.

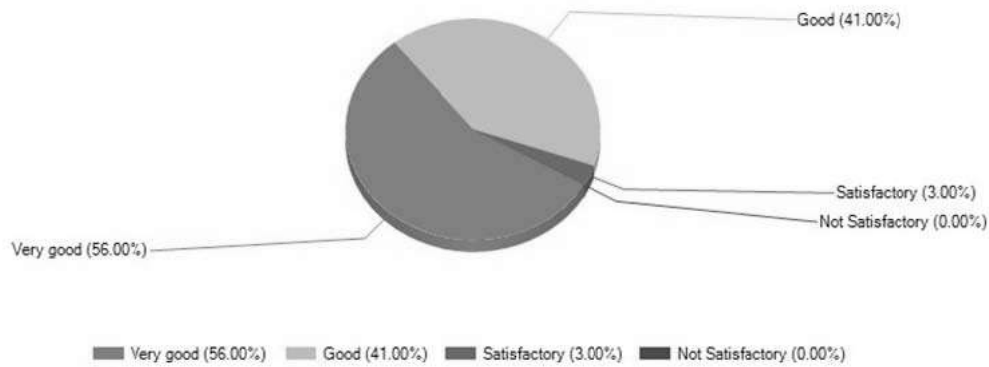
### Q1. Rate your department 0 to 10.

The ratings provided by students for the department showcase a generally positive perception. A significant 47% of students rated the department a perfect 10, indicating a high level of satisfaction and confidence in the department's overall performance. Furthermore, 29% of students rated the department a 9, contributing to a substantial proportion of students expressing a very positive opinion. While 21% of students rated the department an 8, suggesting a good overall impression, it's noteworthy that no students provided a rating of 7 or lower. This absence of lower ratings may suggest a high level of satisfaction among the student body. A small percentage of students, 3%, provided a rating of 4, indicating some room for improvement, but this represents a minority opinion. The fact that there are no ratings below 4 suggests that the majority of students are content with the department's performance.



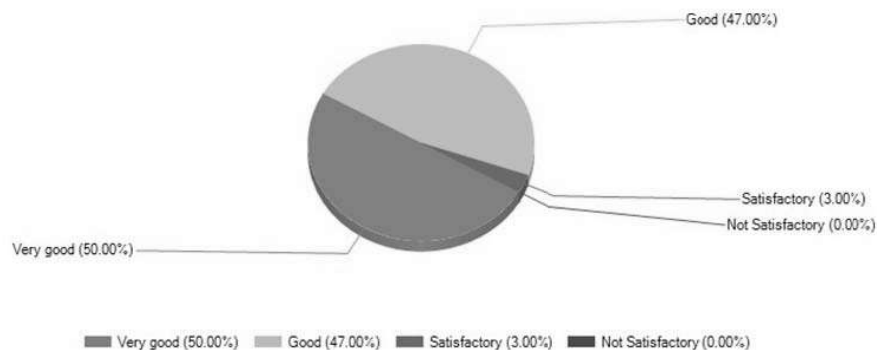
### Q2. What is your reaction in receiving feedback from your teacher about the course performance?

The majority of students, 56%, expressed that their reaction to feedback from teachers about their course performance was "Very good," indicating a strong positive reception to constructive criticism and guidance. An additional 41% of students found the feedback to be "Good," emphasizing a generally positive relationship between students and teachers in the assessment of academic progress.



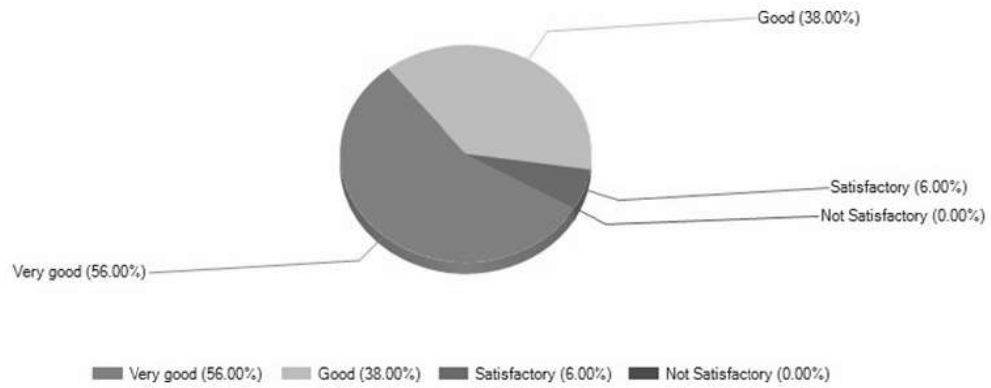
### Q3. How successful the teacher was in clearing doubt/confusion raised by you?

The feedback on the teacher's ability to address doubts and confusion raised by students reflects a positive and effective support system within the department. A significant 50% of students rated the teacher's success in clearing doubts as "Very good," indicating a high level of satisfaction with the teacher's responsiveness and clarity in addressing students' questions. Additionally, 47% of students rated the teacher's performance as "Good," further contributing to a strong majority expressing positive feedback on the teacher's ability to alleviate confusion and provide assistance. The absence of any students rating the teacher's response as "Not satisfactory" suggests that the majority of students find the teacher's efforts to address their doubts highly satisfactory. This positive feedback underscores the department's commitment to fostering a supportive learning environment where students feel heard and receive effective guidance to enhance their understanding of the course material.



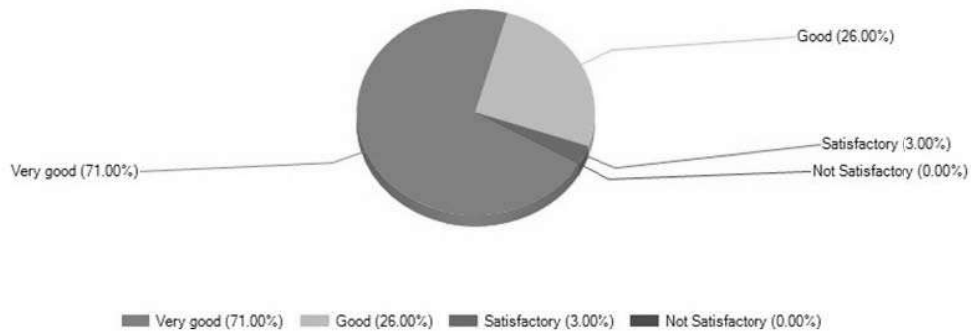
### Q4. How much did the teacher inspire you about the subject matter of the course?

Moreover, the teacher's ability to inspire students about the subject matter of the course was positively acknowledged, with a combined 94% of students rating it as either "Very good" or "Good." This underscores the department's success in instilling enthusiasm and interest in the subject, contributing to a more engaging and motivating learning experience for students.



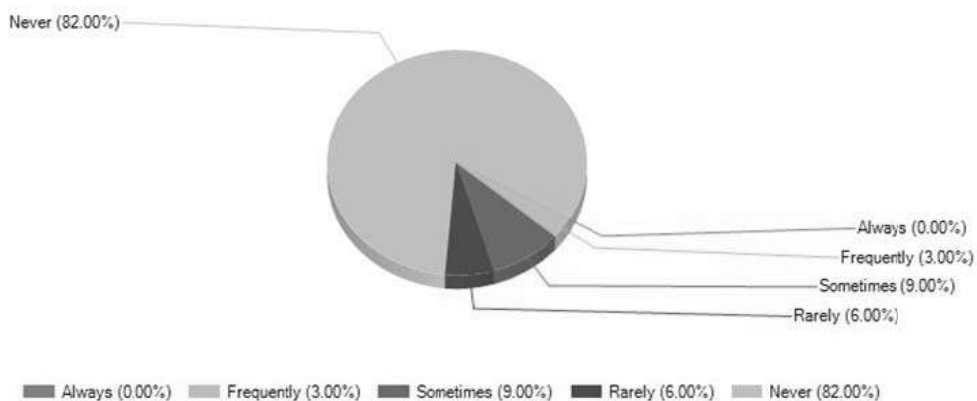
**Q5. How prepared the teacher was in the class?**

The preparedness of teachers in the class received high praise, as 71% of students rated it as "Very good." An additional 26% found the teacher's preparation to be "Good," showcasing a strong commitment to delivering well-structured and organized lessons.



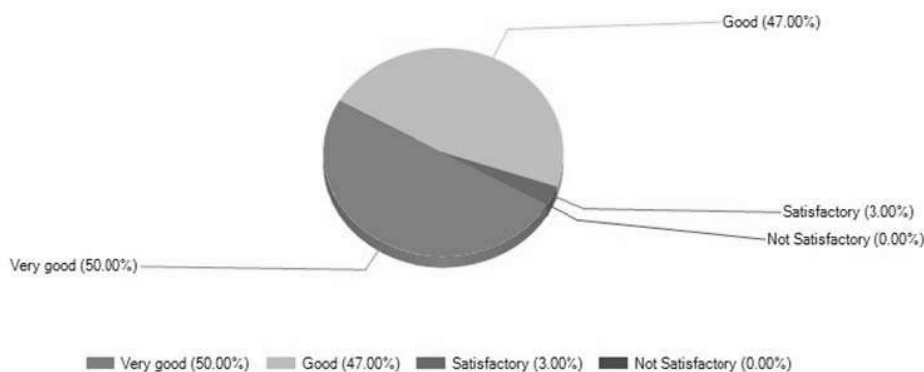
**Q6. Did you ever feel discriminated in classes or evaluating your performance in the internal assessment/test or in any other respect?**

The results also indicate a generally inclusive and discrimination-free environment, with 82% of students stating that they never felt discriminated against in classes, assessments, or any other aspect. This highlights the department's efforts in maintaining an equitable and supportive educational atmosphere.



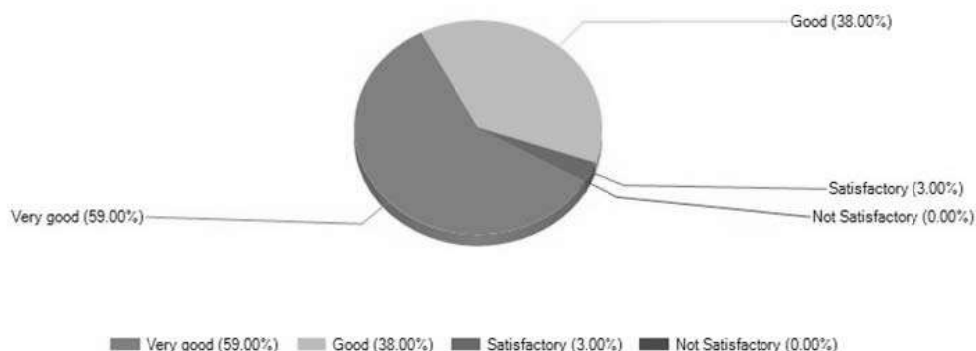
### Q7. How efficiently the teacher utilizes the class time?

The feedback from students regarding the efficiency of the teacher in utilizing class time reflects overwhelmingly positive sentiments. A substantial 50% of students rated the teacher's management of class time as "Very good," indicating a high level of satisfaction with the utilization of instructional hours. Additionally, 47% of students expressed that the teacher's handling of class time was deemed "Good." These responses collectively underscore a commendable performance in time management, with an impressive 97.0% of students providing positive evaluations. The negligible 3.0% who found the teacher's use of class time to be "Satisfactory" suggests a minimal proportion of students with more neutral views. Importantly, the absence of any students rating the teacher's efficiency as "Not satisfactory" highlights a consistent and commendable standard in time allocation, fostering an environment conducive to effective learning.



### Q8. How successful the teacher was in explaining the course material?

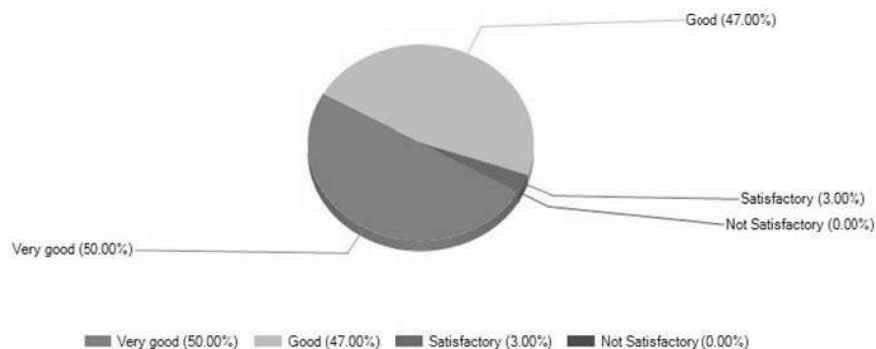
The feedback from students in the Physics department regarding the teacher's effectiveness in explaining the course material reflects a high level of satisfaction. A significant majority, 97%, rated the teacher as either "Very good" or "Good" in terms of their success in conveying the subject matter. This positive response suggests that the teacher has been successful in delivering the course content in a manner that resonates with the students. The fact that no student rated the teacher as "Not satisfactory" indicates a strong overall approval of the teaching methods employed.



### Q9. How the teacher responded in clearing doubts beyond the routine hour?

In addition to the course material, the feedback on the teacher's responsiveness in clearing doubts beyond the routine hours is also commendable. Half of the students rated the teacher as "Very good," and another 47% rated them as "Good" in addressing queries outside of regular class hours. This implies that the

teacher is not only effective in the structured classroom environment but is also dedicated to supporting students individually by making themselves available for additional assistance. The absence of any "Not satisfactory" ratings in this aspect further reinforces the teacher's commitment to ensuring a supportive learning environment for their students.



In conclusion, the feedback from students in the Physics Department reflects a positive overall experience, with commendable aspects such as constructive feedback, effective doubt resolution, inspiring teaching, teacher preparedness, inclusivity, and efficient use of class time. These results indicate a department dedicated to providing a high-quality and supportive educational environment for its students.



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## Department of Zoology

### Garhbeta College

#### Action taken Report on Feedback Analysis (2022–23)

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- 56%, 43%, and 1% students have responded 'very good', 'good', and 'satisfactory' respectively when asked their experiences about receiving feedback from teachers about their performances. No student has voted for 'Not Satisfactory'.
- Regarding "performances of the teachers in inspiring about the subject and subject matters" 52%, 46%, and 2% students choose the options 'very good', 'good', and 'satisfactory' respectively. No student has voted for 'Not Satisfactory'.

Overall performance of Zoology department in motivating students is quite satisfactory and significantly improved compared to previous academic session (2011-2011). The **Department has worked sincerely in these regard by organizing various seminars, popular, and motivational talks for the students in the last academic session. We will continue such practices such as arrangement of lectures, quiz, debates etc. in future. Department will notify the students about the national level examinations invite the alumni who have qualified various competitive examinations and also help them to get prepared.**

- Regarding 'Level of preparation of the teachers for the classes', 75%, and 25%, students responded 'very good', 'good', respectively. There is no 'satisfactory', 'not-satisfactory' comment in this issue.
- 58%, 40% and 2% students have responded 'very good', 'good', and 'satisfactory' regarding the performances of the teachers in explaining course materials. No student has voted for 'not-satisfactory'.
- Regarding 'the teachers' responses for clearing doubts raised by students', 59%, 39%, and 2% students have voted for 'very good', 'good', and 'satisfactory' respectively. There is no 'Not-satisfactory' comment in this regard.
- 52%, 46% and 2% students have responded 'very good', 'good', and 'satisfactory' regarding the performances of the teachers in clearing doubts beyond the routine hours. There is no 'not-satisfactory' comment in this issue.
- 44%, 53% and 2% students have responded 'very good', 'good', and 'satisfactory' regarding class time management by teachers. No student has voted for 'Not-satisfactory'. In the previous academic session, 19% have voted for 'not satisfactory'.



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Overall, we received quite satisfactory feedback for the teachers' performance and involvement in the teaching-learning processes. Like the previous aspect, this time also the Department has improved significantly compared to last academic session (2022-2023). All the members of faculty of Zoology have unanimously agree on the fact that online mode of learning methods had severe negative impacts on the Zoology curriculum, which is essentially a laboratory-based subject. With the progress of this academic session, we have shifted to physical mode of teaching, renovate and repair the laboratory infrastructures as much as possible. Department has organized various practical based workshops, and training programs for the betterment of the students. Remedial classes, different teaching methods were adopted and applied for students who need more assistance. All

|   | Very good | Good   | Satisfactory | Not satisfactory |        |
|---|-----------|--------|--------------|------------------|--------|
| Level of preparation of the teachers in the classes   | 75%       | 25%    | 0%           | 0%               |        |
| Performance of the teachers in explaining course materials  | 58%       | 40%    | 2%           | 0%               |        |
| Performance of the teachers in clearing any doubt raised by you   | 59%       | 39%    | 2%           | 0%               |        |
| Teachers' response in clearing any doubt beyond routine time  | 52%       | 46%    | 2%           | 0%               |        |
| How the teachers used class times   | 44%       | 53%    | 2%           | 0%               |        |
| Performances of the teachers in inspiring about the subject and subject matter  | 52%       | 46%    | 2%           | 0%               |        |
| Feeling in receiving feedback of your performances from teachers pursuing the course.                                       | 56%       | 43%    | 1%           | 0%               |        |
|   | Never     | Rarely | Sometimes    | Frequently       | Always |
| Did you ever feel discriminated in classes or evaluating your performance in internal assessment/ test or any other respect | 53%       | 1%     | 38%          | 7%               | 0%     |

these factors accumulated to improve departmental as well as teachers' performances in this current academic session. **The department will continue to deliver the best for the betterment of the students in future. Faculty members will talk to groups of students for their concerns.** We are hopeful to get a consistent feedback scenario for the upcoming academic sessions.

- "Did you ever feel discriminated in classes or evaluating your performance in the internal assessment/test or in any other respect?" To analysis this point, we see that 53% students never found any discrimination and 1% have come across any discrimination rarely; this rare discrimination may occur and it is human error and never within the knowledge of a teacher. However, 38%, and 7% students assessed that the discrimination occurs sometimes, and frequently respectively. **This is a point of concern for the department like the previous academic session. It may be attributed that the students couldn't envisaged his/her mistake; we shall clarify the subject matter again and again so that their misconception annihilated and students can rectify themselves. However, we have decided for a meeting with all the members of the faculty of Zoology to analyze this issue and design the action plan to address this point.**



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Zoology department will take the following steps to enhance the overall development:

Department has signed few 'Memorandum of Understanding' with various organizations, and societies (such as poultry training institute, Apiculture related Co-operative Society etc.) to encourage and educate the students of Zoology curriculum about the practical aspects. Department also actively involved in conducting community extension programs regarding this issue. Zoology department will try to continue this practice in future in its full capacity to help the students and the surrounding society to become self-sustained.

Teachers of the department will conduct counseling for students to eradicate fear regarding any kind of harassment.

Department will organize various cocurricular activities and psychological counseling to boost the mental health and overall development of students.



# **Department of Botany**

## **Garhbeta College**

### ACTION TAKEN REPORT Student feedback (2022-23)

Feedback was collected from the students studying in the department of Botany. Questions were asked on various parameters, on 10-pointlikert scale. Analysis of the data collected is done on percentage method. Out of all the parameters, it was found that there was only one parameter on which very few of the students were able to showresponse. Need was felt to take actions on this parameter.

- More focus on professional electives.
- Psychological boost up for motivation.
- Remedial class for students
- Uniform methods for internal assessment is requested to implement from the authority
- Focus on ICT tools
- More focus on practical classes, seminarsand skill development



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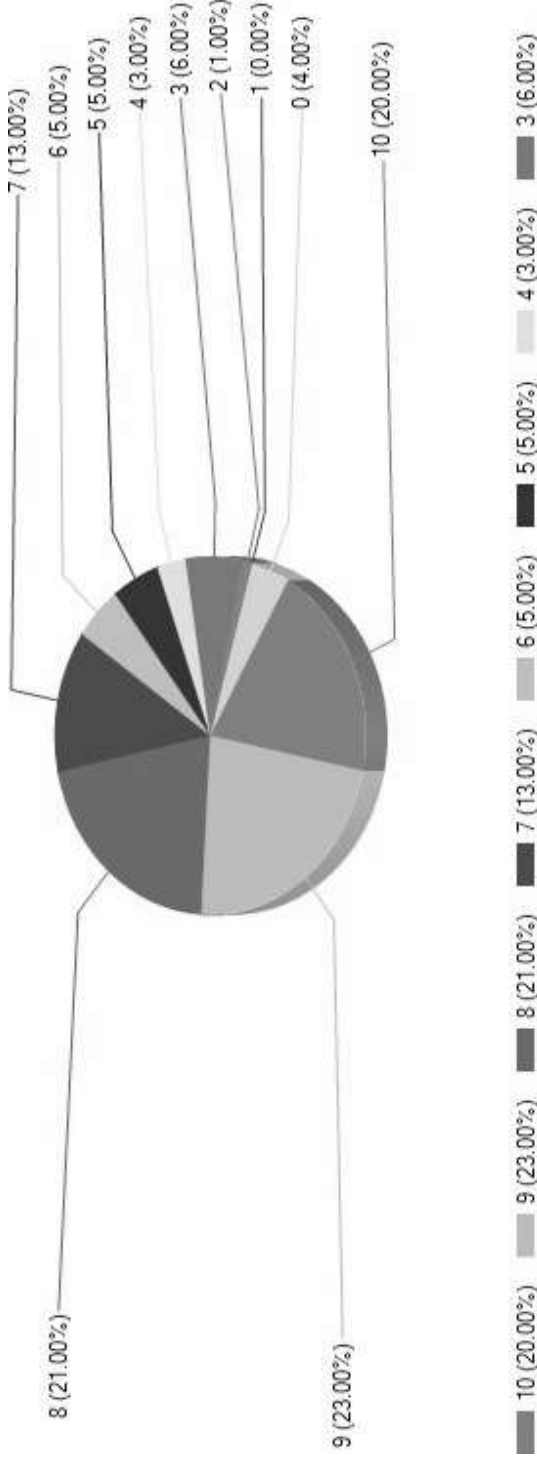
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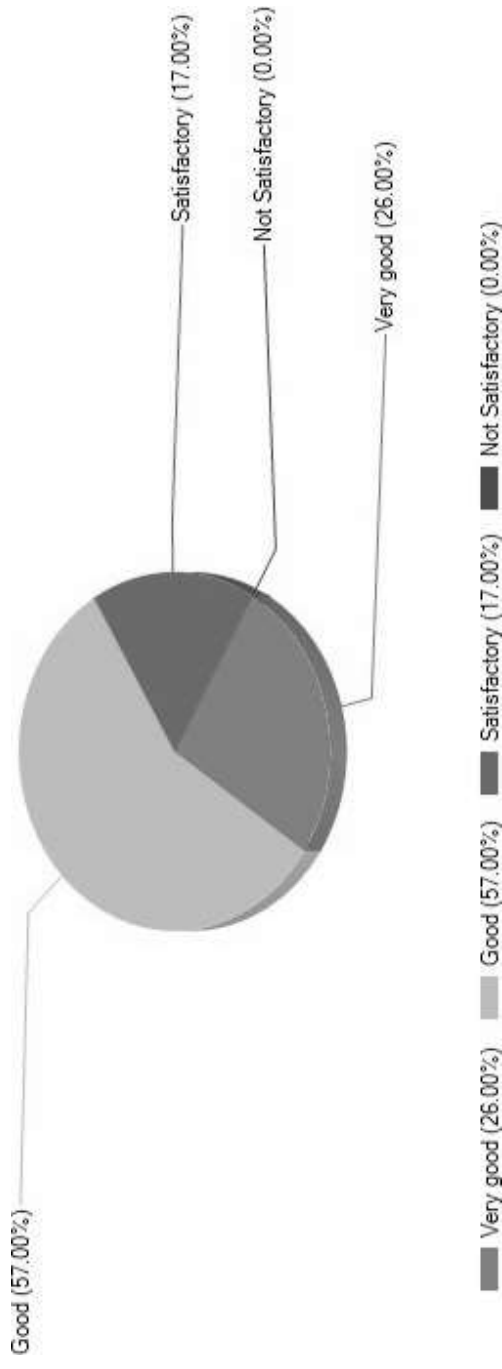
|                     |   |
|---------------------|---|
| <b>FeedbackName</b> | StudentsFeedbackSession2022-23,Department:Chemistry |
| <b>Session</b>      | 2022-2023   |

Rate your department 0 to 10.



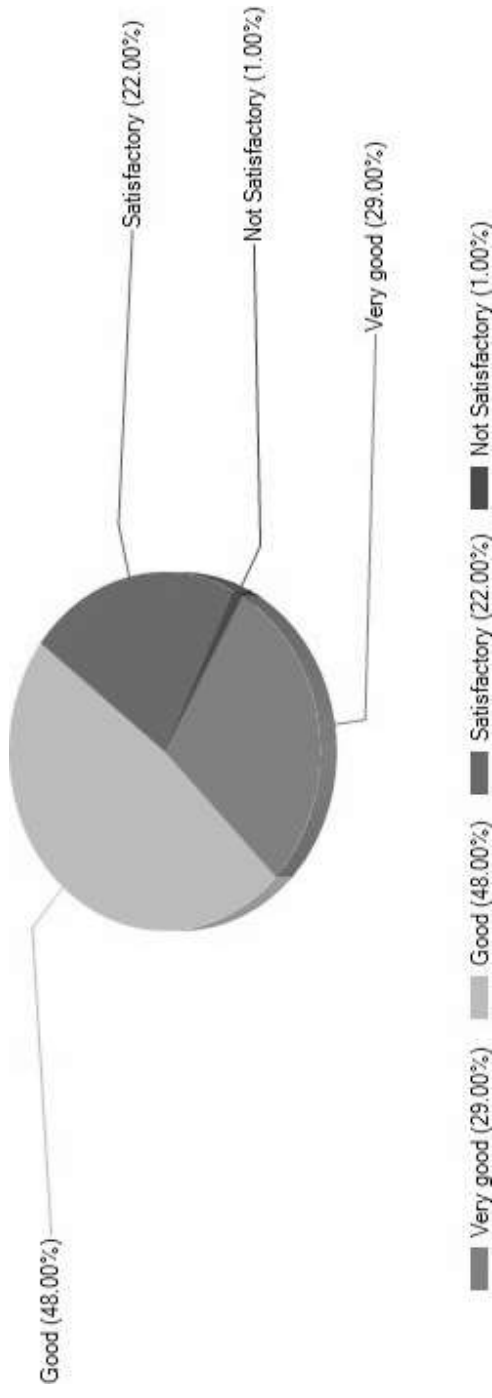
- ❖ While rating the department on the basis of '0 to 10' scale, where '0' means poor and '10' means excellent, **20%** of the respondents have given '**10**' rating, **23%** of the respondents have given '**9**' rating, **21%** of the students have given '**8**' rating, **13%** of the students have given '**7**' rating, **5%** of the students have given '**5**' rating, **3%** of the students have given '**4**' rating, **6%** of the students have given '**3**' rating, **1%** of the students have given '**2**' rating, no student has given rating **1** and **4%** of the students have given '**0**' rating.

What is your reaction in receiving feedback from your teacher about the course performance?



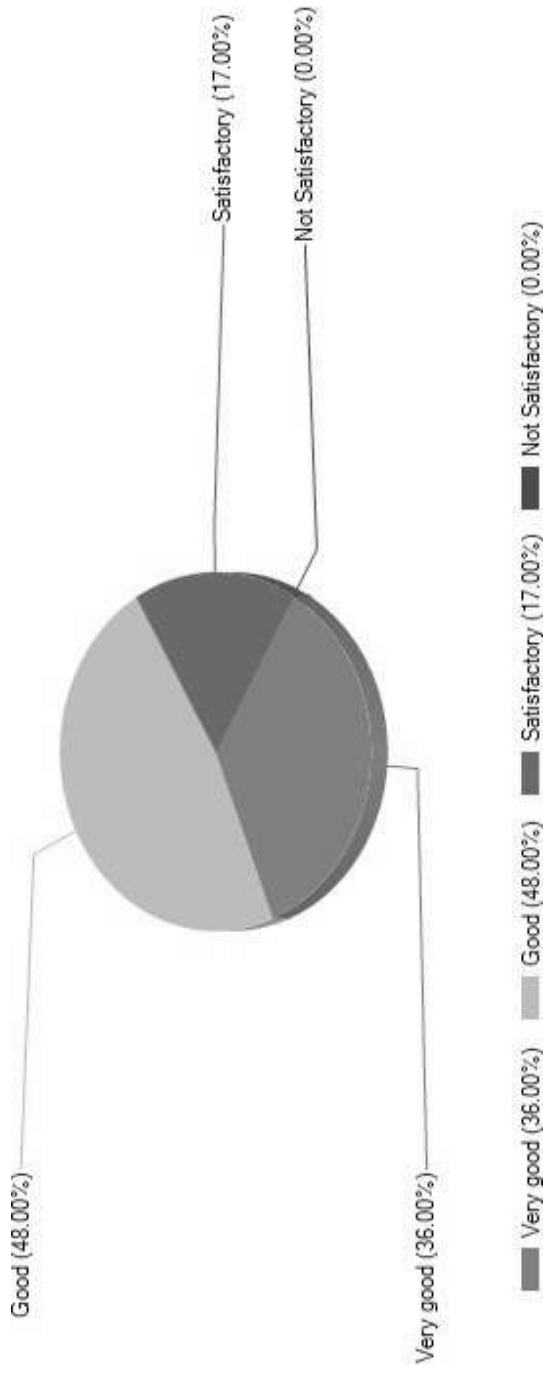
- **26%** of the respondents have written **‘very good’**, **57%** of the respondents have written **‘good’**, **17%** of the respondents have written **‘satisfactory’** and **none** of the respondents have written **‘not satisfactory’** while evaluating the **feedback receiving from the teachers about the course performance.**

How successful the teacher was in clearing doubt/confusion raised by you?



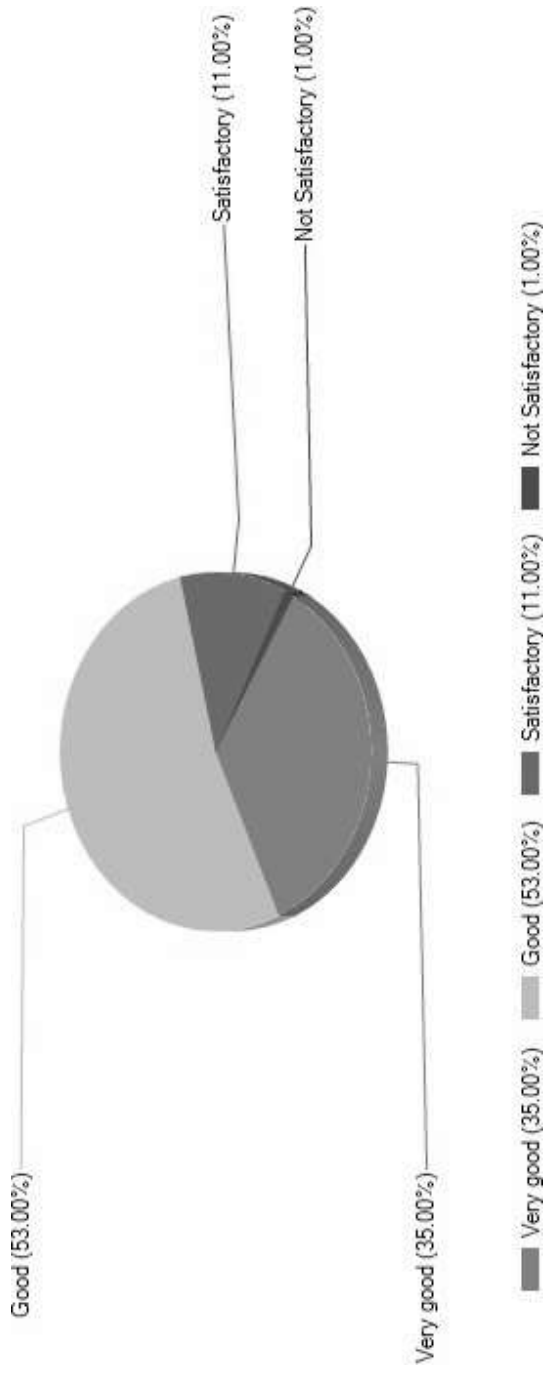
- 29% of the respondents have written 'very good', 48% of the respondents have written 'good', 22% of the respondents have written 'satisfactory' and 1% of the respondents have written 'not satisfactory' while evaluating the ability or willingness of the teachersto clear doubt/confusion raised by the students.

How much did the teacher inspire you about the subject matter of the course?



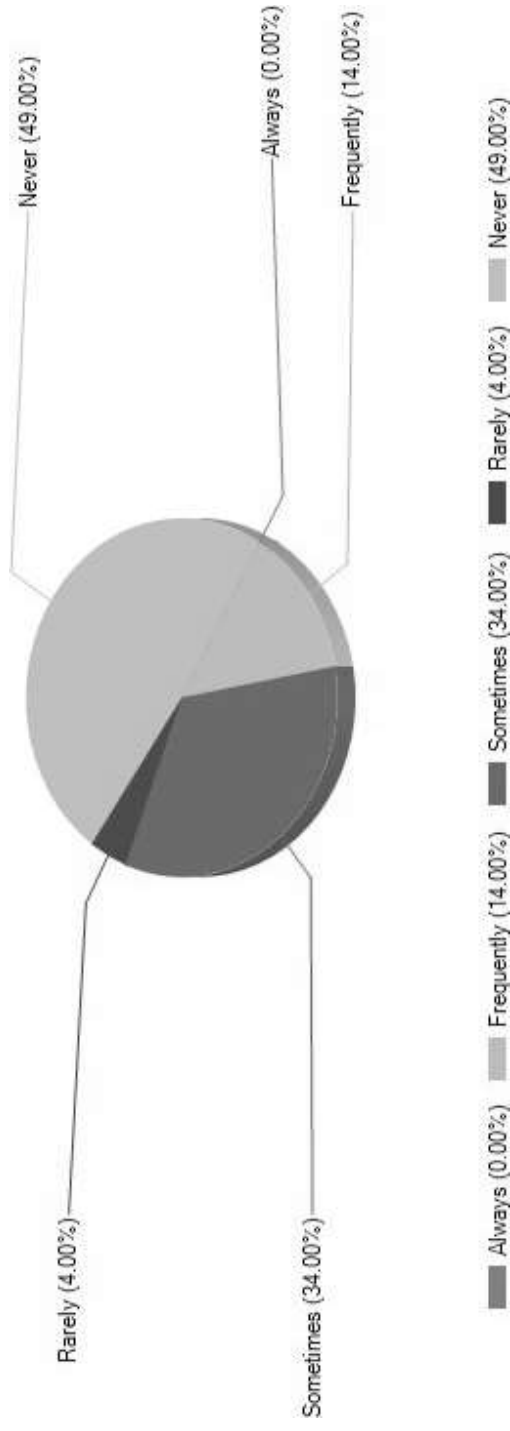
- **36%** of the respondents have written **'very good'**, **48%** of the respondents have written **'good'**, **17%** of the respondents have written **'satisfactory'** and **none** of the respondents have written **'not satisfactory'** while evaluating the **inspiration of the teachers about the subject matter of the course.**

How prepared the teacher was in the class?



- **35%** of the respondents have written **'very good'**, **53%** of the respondents have written **'good'**, **11%** of the respondents have written **'satisfactory'** and **1%** of the respondents have written **'not satisfactory'** while evaluating the **level of preparation of the teachers for the classes.**

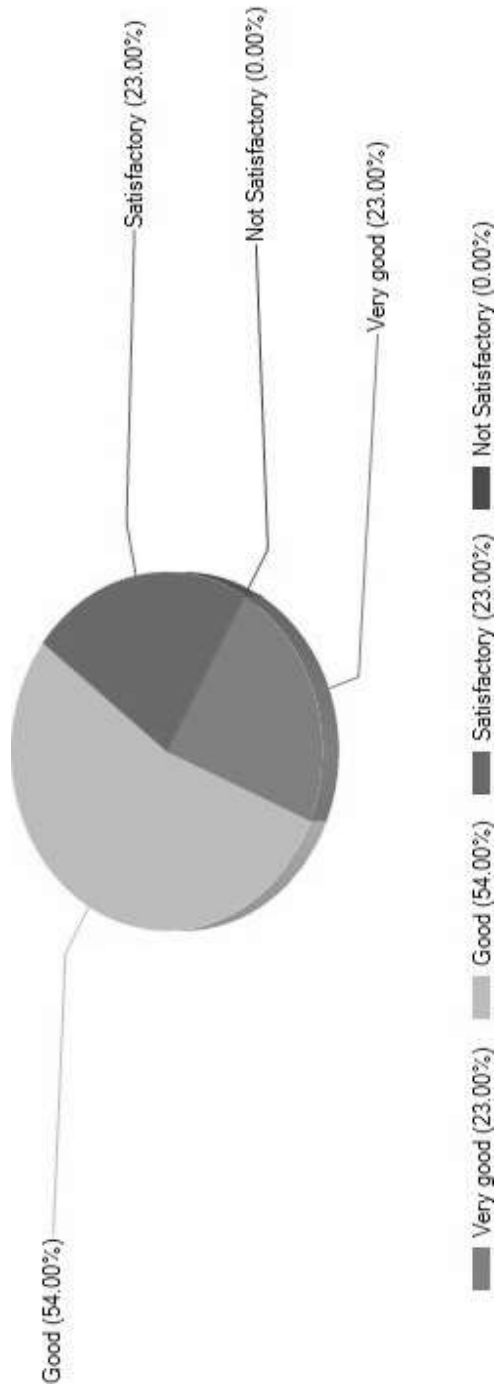
Did you ever feel discriminated in classes or evaluating your performance in the internal assessment/test or in any other respect?



❖ **Regarding discrimination in classes or in evaluating the performance of the students in the internal assessment/test or in any other respect, 49% of the respondents have marked 'never', 4% of the respondents have marked 'rarely', 34% of the respondents have marked 'sometimes', 14% of the respondents have marked 'frequently' and none of the respondents have marked 'always'.**

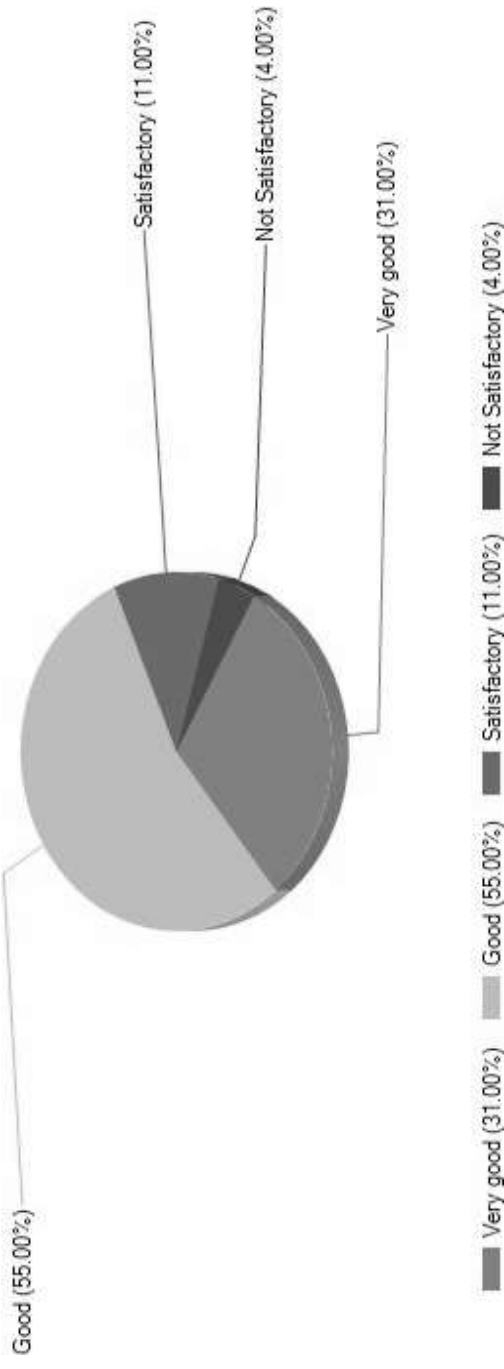


How efficiently the teacher utilizes the class time?



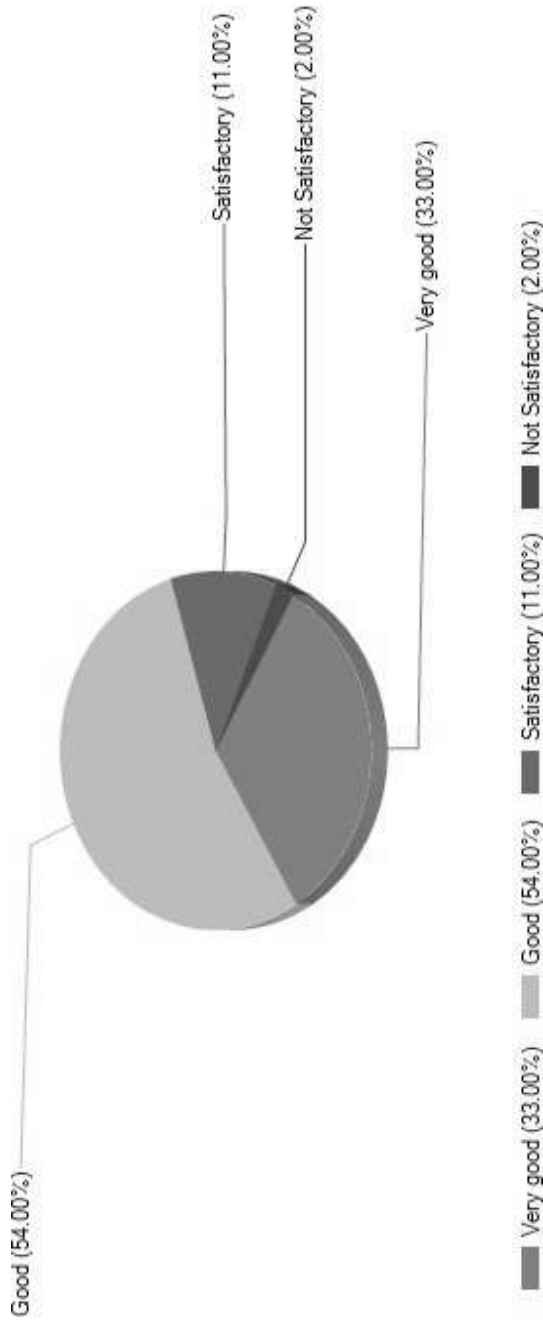
- 23% of the respondents have written 'very good', 54% of the respondents have written 'good', 23% of the respondents have written 'satisfactory' and none of the respondents have written 'not satisfactory' while evaluating the efficiency of the teachers in utilizing the class time.

How successful the teacher was in explaining the course material?



- **31%** of the respondents have written **'very good'**, **55%** of the respondents have written **'good'**, **11%** of the respondents have written **'satisfactory'** and **4%** of the respondents have written **'not satisfactory'** while evaluating the **ability of the teachers to explain the course material successfully.**

How the teacher responded in clearing doubts beyond the routine hour?



Print

➤ 33% of the respondents have written 'very good', 54% of the respondents have written 'good', 11% of the respondents have written 'satisfactory' and 2% of the respondents have written 'not satisfactory' while evaluating the response of the teachers to clear doubt beyond the routine hour.

## Action taken Report on Feedback Analysis (2022--23)

1. In the evaluation for the 'Level of preparation of the teachers for the classes', 35% and 53% of students responded 'very good' and 'good', respectively, whereas 11% of the respondents chose the category 'satisfactory' and 1% 'not satisfactory'. In the meeting of the department HOD request all the teachers to enhance the level of preparation before classes. Regarding class delivery the teachers are requested to be more careful and put more emphasis on students' satisfaction.
2. The feedback on the 'Performance of the teachers in explaining course materials' is also encouraging for the department. 26% and 57% of the students responded 'very good' and 'good' respectively, whereas 17% of the respondents chose the category 'satisfactory'. Teachers are requested to explain the topics elaborately. Teachers are to remember to put emphasis on continuous improvement of their methods of explanation.
3. While judging the 'Performance of the teachers in clearing any doubt/confusion raised by you', 29% and 48% of the students replied 'very good' and 'good', respectively, whereas 22% of the respondents chose the category 'satisfactory' or 1% 'not satisfactory'. In the meeting of the department HOD request all the teachers to clear the doubt of the students during class or after class time. To clear doubts remedial class will be taken for slow and advanced learners separately.
4. The department is not very happy to notice that in the evaluation for the 'Efficiency of the teachers in using the class time', 23% and 54% of the students responded 'very good' and 'good' respectively, whereas 17% of the respondents chose the category 'satisfactory'. In the meeting of the department HOD request all the teachers to work hard to maintain this performance and become more efficient in using the class time.
5. Beyond the class hours, teachers of our department usually remain available in the departmental staff room. Students avail this opportunity regularly for clearing any of their doubts. We are partly satisfied with the feedback submitted by the students since 33% and 54% of the students responded 'very good' and 'good', respectively, whereas 11% of the respondents chose the category 'satisfactory' and 2% 'not satisfactory'. As some respondents are not satisfied about the doubt clearing beyond the class hours, HOD requested all the teachers to spend more time in the department to solve different problems of the students.
6. Students' feedback is quite satisfactory to us regarding "Performance of the teachers in inspiring the learners about the subject & subject matters". 36% and 48% of the students responded 'very good' and 'good', respectively, while 17% of the respondents chose 'satisfactory'. To make the subject of Chemistry more interesting, the department has decided to organize quizzes, debates, poster competition and popular talks.
7. 31% of the students feel 'very good' and 55% of the students feel 'good', whereas 11% of the respondents chose the category 'satisfactory' and 4% 'not satisfactory' regarding the 'Performance from their teachers in explaining the course materials. In the departmental meeting it is resolved that all the teachers will complete their allotted syllabus (both theory and practical) by taking extra classes if necessary.
8. When the students were asked 'Did you ever feel discriminated in classes or evaluating your performance in the internal assessment/test or in any other respect? 49% of them never found any discrimination, 4% have come across discrimination rarely, 34% of the respondents have marked sometimes and 14% of the students marked frequently. But it is very alarming to us that more than 50% of the students assessed that the discrimination occurs. We have discussed it in the departmental meeting. HOD request all the teachers to interact with all the students in the classes and to evaluate the answerscripts of internal examination carefully. Teachers are requested to clarify the subject matter repeatedly so that their misconception is sorted and students can rectify themselves. Nevertheless, we shall meet all the students to address their grievances regarding the evaluation process and try to resolve it. It is also decided that students can apply to HOD for checking the answerscripts. After considering these cases HOD may forward this to the

respective teacher.

9. While rating the department on the basis of '0' to '10' scale, where '0' means very poor and '10' means excellent, approx. two third (64%) of the respondents have given '8 to 10' rating, 23% of the respondents have given '5 to 7' rating, Rest (13%) of the students have given rating below 5.4% of the respondents have given zero(0) which is very alarming. We have discussed this matter in the departmental meeting. Departmental teachers and laboratory staffs request departmental head to sit with all of the departmental students to discuss problem facing by them about teaching, learning, evaluation or regarding practical classes. After this meeting, HOD will call a departmental meeting to discuss all the matters so that students are benefited and satisfied by the departmental activities.



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## Department of Mathematics

### Garhbeta College

#### Action taken Report on Feedback Analysis (2022--23)

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1. While rating the department on the basis of '0 to 10' scale, where '0' means poor and '10' means excellent, 45% of the respondents have given '10' rating, 24% of the respondents have given '9' rating, 21% of the students have given '8' rating, 3% of the students have given '7' rating, 4% of the students have given '6' and 1% of the students have given '5' rating. If all the measures mentioned in the above points 1-9 are implemented effectively and followed up regularly, we believe that the overall rating of the department can be improved. To ensure that the department is trying relentlessly.
2. Out of total students, 47% and 42% responded '**very good**' and '**good**' respectively, while 10% chose '**satisfactory**' on '**receiving feedback from the teacher about the course performance**'. Here only 1% chose '**not satisfactory**'. Our teachers are very much experienced and we have to put our attention on delivery of class lecture justify the catching power of students.
3. Choosing 47% ,42% and 11% of the students respectively as '**very good**', '**good**', and '**satisfactory**', to evaluate the point '**Performance of the teachers in clearing any doubt/confusion raised by you**', students gives us enough space to improve our depth of knowledge in the subject so that in future feedback limits to '**very good**', '**good**' only.
4. It is our satisfaction that all of the students (45% ,47% and 8% respectively put '**very good**' and '**good**' '**satisfactory**) noted that the teachers use the class time on the topic in the response to the point '**How the teachers used class time**'. It may happen that the teacher slips to some other topic related to the discussion and some students feel it is deviation from topic and use of time is improper. Even though, we all the teachers of the department shall be more cautious at the time of class lecture and put concentration to connect the topics.

5. Beyond the class hours, teachers of our department usually remain available in the departmental staff room. Students avail this opportunity regularly for **clearing any of their doubts**. We are satisfied with the feedback submitted by the students since 53% and 37% of the students responded *'very good'* and *'good'*, respectively, while 10% chose *'satisfactory'*. Consequently, we shall try our level best to keep up this level of performance.
  
6. Students' feedback of the point regarding ***"Performance of the teachers in inspiring you about the subject & subject matters"*** is also inspiring to us. As 49% and 34% of the students responded *'very good'* and *'good'*, respectively, while 16% chose *'satisfactory'*. To motivate students to the various topics in the subject mathematics, we shall organize popular talk on fundamental mathematics and on major thrust areas in mathematics.
  
7. At the juncture of the question ***'Did you ever feel discriminated in classes or evaluating your performance in the internal assessment/test or in any other respect'***, 67% of them never found any discrimination. The rare discrimination (1%) may have occurred due to human error and that may be attributed to beyond the knowledge of the teacher. The rest 20% students sometimes and 11% students frequently found discrimination is the fact and to resolve the issue, we shall put our attention to each student and internal answer scripts has to be given to the students to find his/her mistakes and the internal questions has to be solved in the class.
  
8. Out of total students, 50% and 40% found *'very good'* and *'good'*, respectively in the justification of ***'Level of preparation of the teachers for the classes'***, while 5% chose *'satisfactory'*. ***Here, also some students (4%) are 'not satisfied'*** with the preparation of a teacher. As our teachers are very much experienced, so preparation is out of question but we have to put our attention on delivery of class lecture justify the catching power of students.
  
9. Students' feedback of the point regarding ***'How successful the teacher was in explaining the course material'*** is very important matter of our department. As 45% and 39% of the students responded *'very good'* and *'good'*, respectively, while 16% chose *'satisfactory'*. Even though, we all the teachers of the department shall be more cautious for better explanation and use ICT for clear execution of course material at the time of class lecture.