Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Parents, etc. and action taken report on the feedback is made available on institutional website

Feedback analysis report submitted to appropriate bodies and departments of the college for the academic year 2022-2023

The analysis reports of STUDENTS' FEEDBACK ON DEPARTMENTS of 13 departments are given below-

Department of Bengali

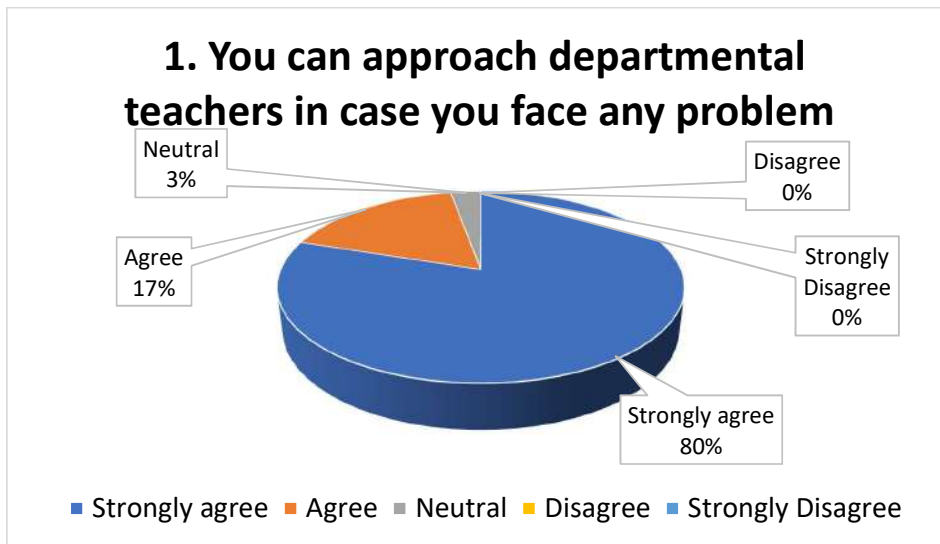| Sl. No.	PARTICULARS	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1	You can approach departmental teachers in case you face any problem	28	6	1	0	0
2	Teachers complete the syllabus in due time	19	16	0	0	0
3	Teachers use teaching aids and ICT(PPT presentation, etc.) to facilitate teaching	5	15	15	0	0
4	Online/offline classes are conducted by the department according to the timetable	19	16	0	0	0
5	Students are provided with the syllabus of the course at the beginning of the semester	28	7	0	0	0
6	Internal assessment/class tests/mock tests are taken frequently	23	12	0	0	0
7	Internal assessment/class tests/mock tests are conducted transparently	20	15	0	0	0
8	Sufficient study materials are provided by teachers after the completion of each topic	10	23	2	0	0
9	Teachers come to class well prepared	25	9	1	0	0
10	Teachers encouraged students to interact during classes	17	18	0	0	0
11	Teachers help to boost students self confidence	20	15	0	0	0
12	Teachers are biased in the case of helping students	0	0	0	0	35
13	Teachers help students make futuristic decision in the academic field	15	17	3	0	0

Interpretation of Student's Feedback:

The feedback from students of the Bengali Department provides a comprehensive insight into various aspects of the academic environment, teaching quality, and support systems in place.

Here's a detailed interpretation of the feedback based on the responses provided in the document:

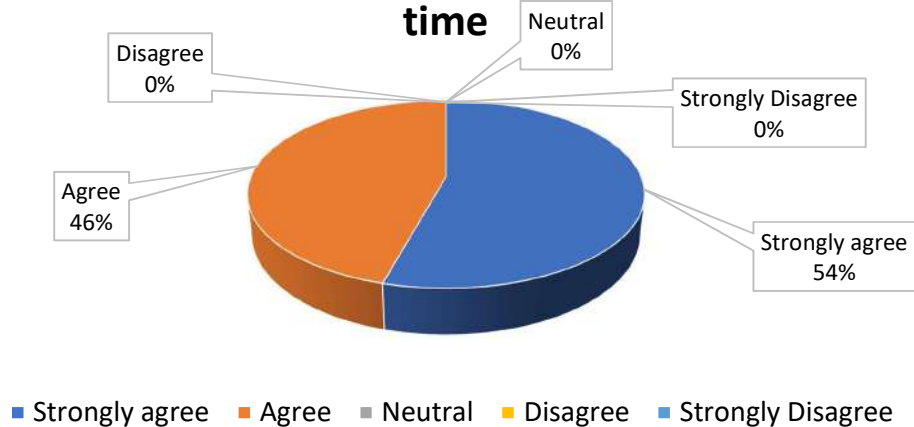1. **Accessibility of Departmental Teachers:**

   The majority of students (34 out of 35) have a positive outlook on their ability to approach departmental teachers when facing any problems, with 28 strongly agreeing with this statement. This indicates a highly accessible and supportive faculty in the Bengali Department.

   1. You can approach departmental teachers in case you face any problem

   - Neutral 3%
   - Disagree 0%
   - Agree 17%
   - Strongly Disagree 0%
   - Strongly agree 80%

   ■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

2. **Completion of Syllabus:**

   A significant number of students (35 out of 35) feel that teachers complete the syllabus in due time, with 19 strongly agreeing. This suggests that the department is efficient in syllabus management and ensures that course content is thoroughly covered.
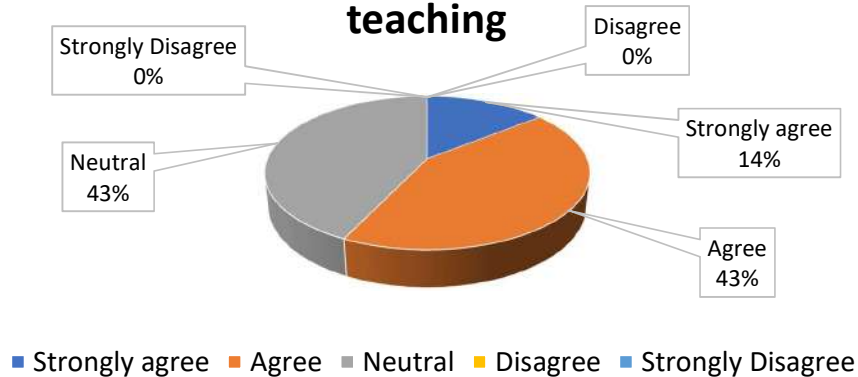
2. Teachers complete the syllabus in due time

Neutral 0%
Disagree 0%
Strongly Disagree 0%
Agree 46%
Strongly agree 54%

Legend: ■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

3. Use of Teaching Aids:

The responses show a mixed reaction regarding the use of teaching aids and ICT in facilitating teaching, with 5 strongly agreeing, 15 agreeing, and 15 remaining neutral. This indicates room for improvement in integrating modern teaching tools to enhance learning.
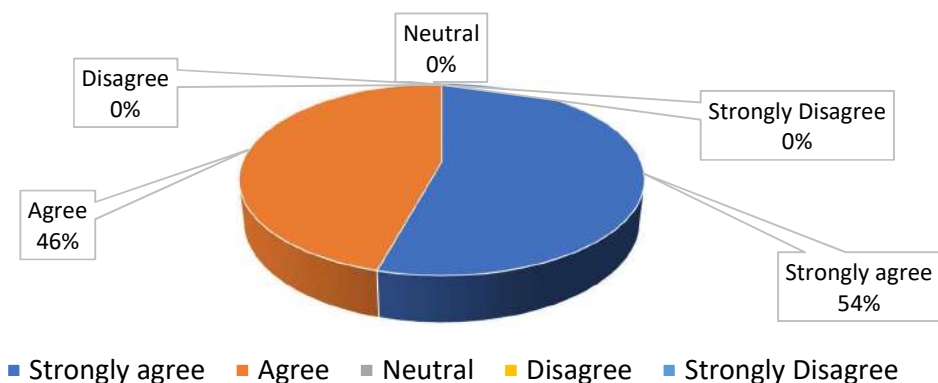
3. Teachers use teaching aids and ICT(PPT presentation,etc.) to facilitate teaching

Strongly Disagree 0%
Disagree 0%
Strongly agree 14%
Neutral 43%
Agree 43%

Legend: ■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

4. Adherence to Timetable for Classes:

Similar to the syllabus completion, a unanimous agreement (35 out of 35) exists on the department conducting online/offline classes according to the timetable, which points towards a well-organized class schedule.
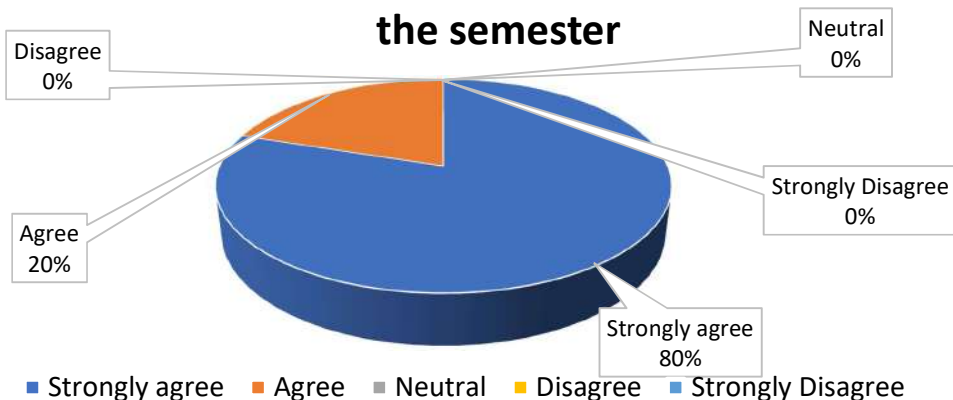
4. Online/offline classes are conducted by the department according to the timetable

Neutral
0%

Disagree
0%

Strongly Disagree
0%

Agree
46%

Strongly agree
54%

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

5. Provision of Syllabus:

The department excels in providing students with the syllabus at the beginning of the semester, as evidenced by 35 students agreeing (28 strongly), highlighting transparency and preparedness.
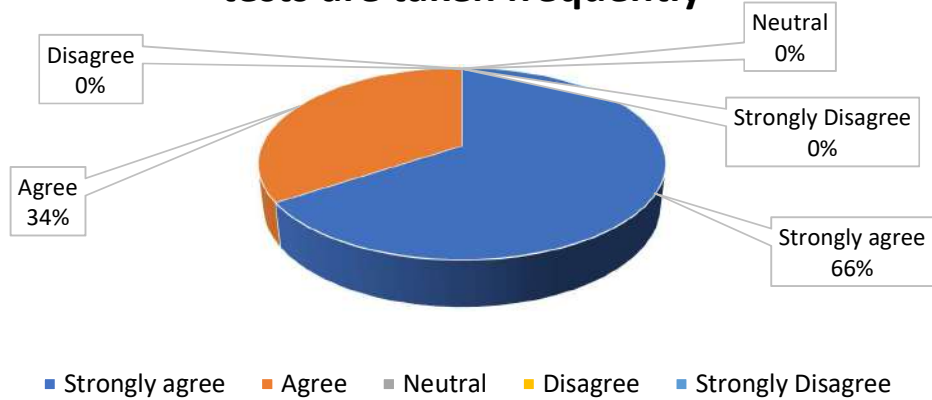
5. Students are provided with the syllabusof the course at the beginning of the semester

Disagree
0%

Neutral
0%

Strongly Disagree
0%

Agree
20%

Strongly agree
80%

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

6. Frequency of Assessments:

The majority of students (35 out of 35) acknowledge the frequent conduct of internal assessments/class tests/mock tests, indicating a proactive approach in evaluating students' progress.
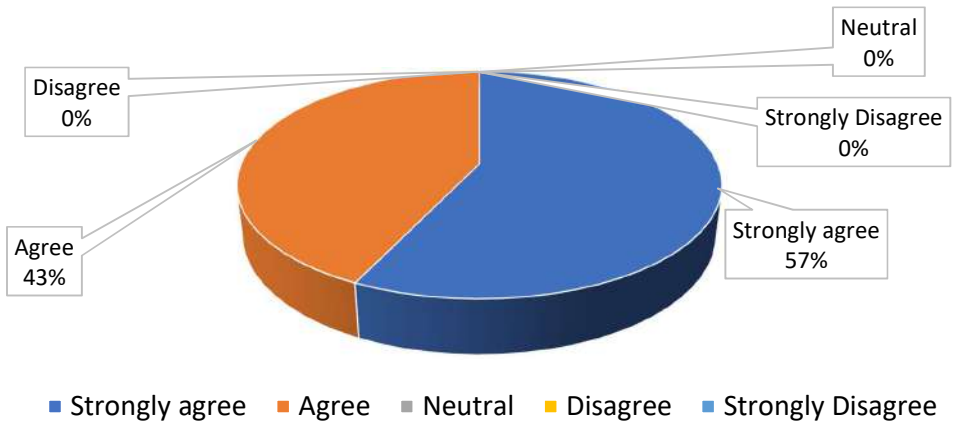
6. Internal assesment/class tests/mock tests are taken frequently

- Strongly agree 66%
- Agree 34%
- Neutral 0%
- Disagree 0%
- Strongly Disagree 0%

Legend: ■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

7. **Transparency in Assessments:**

The feedback suggests that assessments are conducted transparently, with 35 students agreeing. This reflects positively on the department's fairness and integrity in evaluation processes.
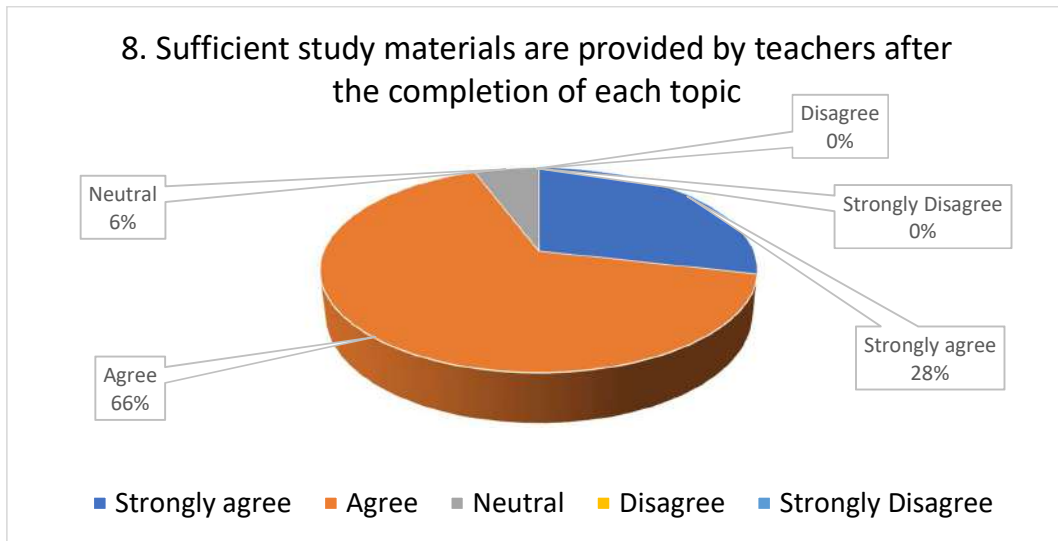

7. Internal assesment/class tests/mock tests are conducted transparently

- Strongly agree 57%
- Agree 43%
- Neutral 0%
- Disagree 0%
- Strongly Disagree 0%

Legend: ■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree
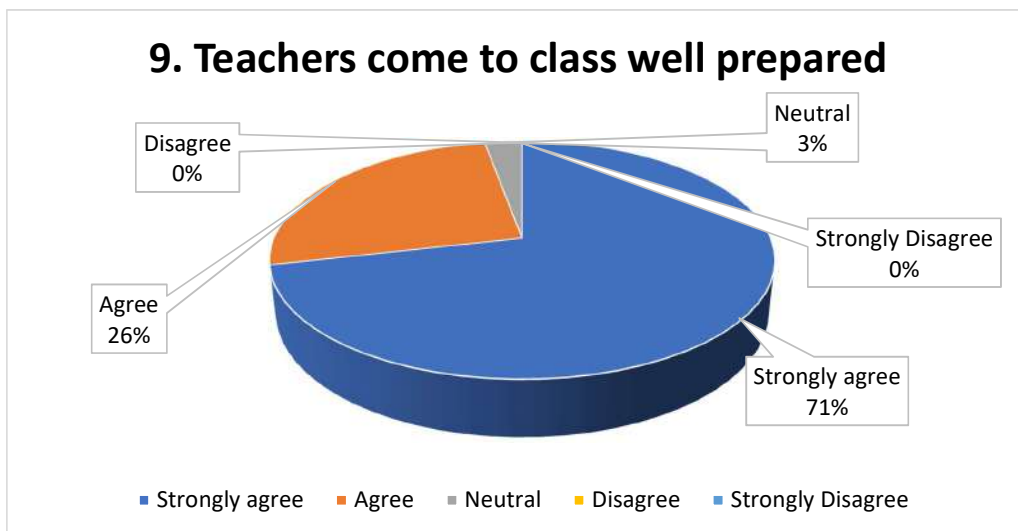
8. **Provision of Study Materials:**

While all students agree that sufficient study materials are provided, with 10 strongly agreeing, there's a slight inclination towards agreement rather than strong agreement,

suggesting that while the materials are satisfactory, there could be scope for further enrichment.
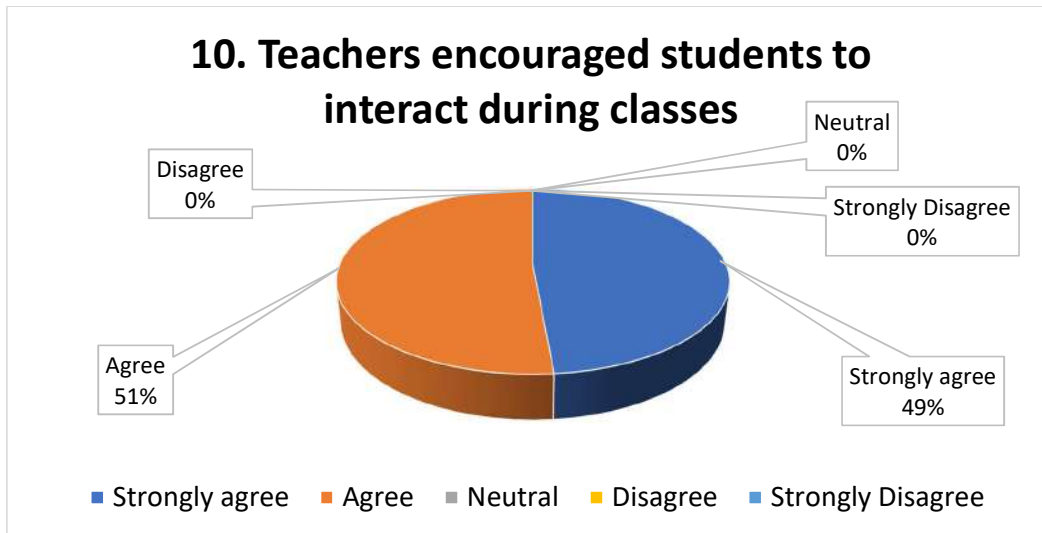

8. Sufficient study materials are provided by teachers after the completion of each topic

Disagree 0%
Strongly Disagree 0%
Neutral 6%
Strongly agree 28%
Agree 66%

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

9. **Preparation of Teachers:**

The department seems to have a strong foundation in teaching preparedness, with 34 students agreeing that teachers come to class well-prepared, which is essential for effective teaching and learning.
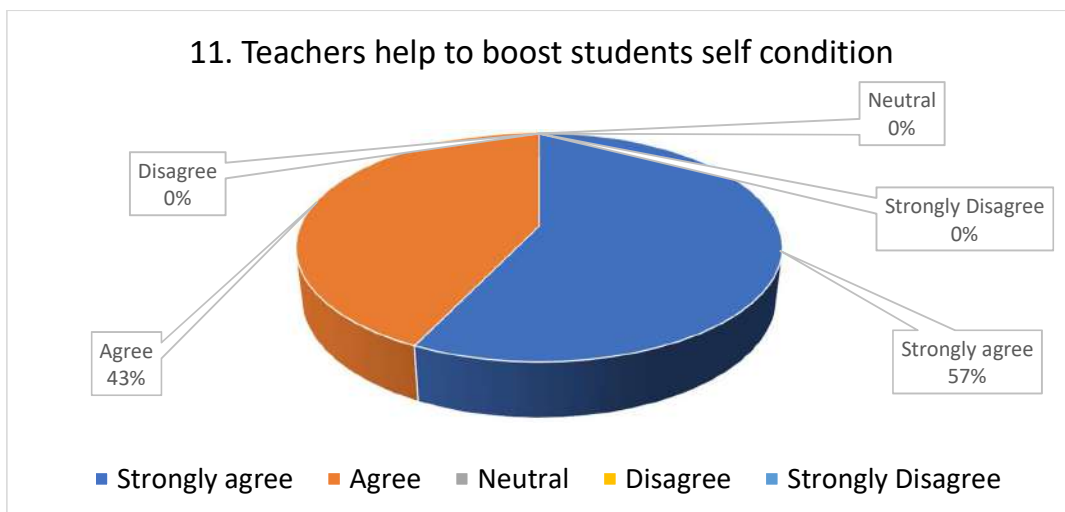

9. Teachers come to class well prepared

Neutral 3%
Disagree 0%
Strongly Disagree 0%
Agree 26%
Strongly agree 71%

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

10. **Student Interaction during Classes:**

The responses indicate a healthy environment for student interaction during classes, with 35 students acknowledging the encouragement from teachers. This fosters an interactive and engaging learning atmosphere.
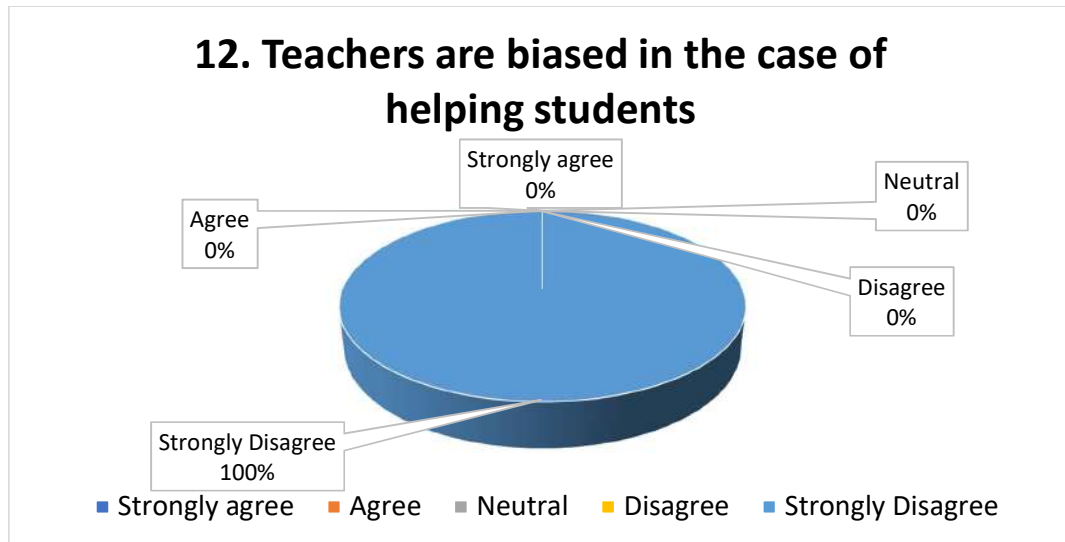
10. Teachers encouraged students to interact during classes

- Neutral 0%
- Strongly Disagree 0%
- Strongly agree 49%
- Disagree 0%
- Agree 51%

Legend: ■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

11. Support in Self-Confidence:

Teachers are perceived as supportive in boosting students' self-confidence, with 35 students agreeing, which is crucial for students' personal and academic growth.
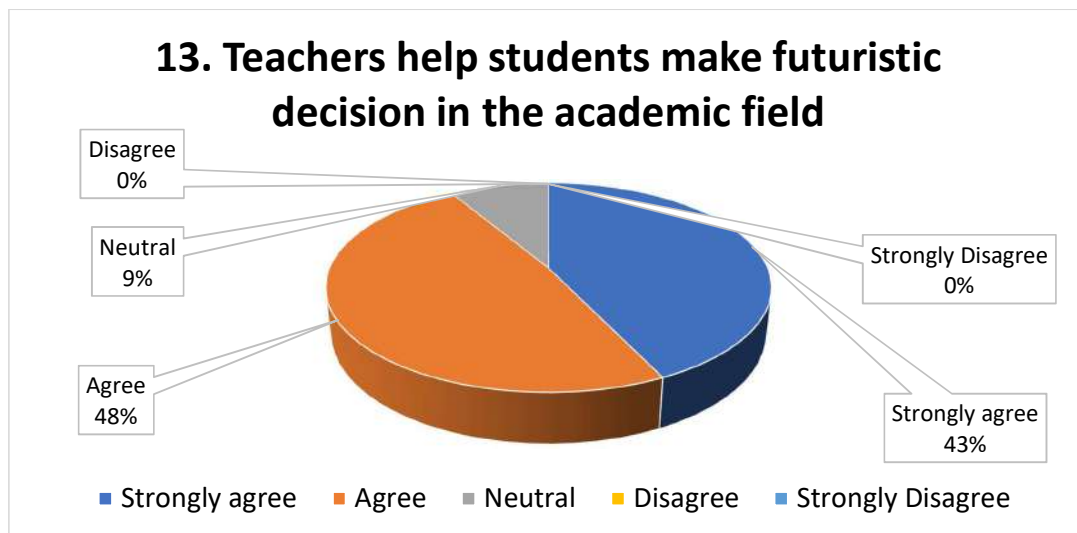
11. Teachers help to boost students self condition

- Neutral 0%
- Strongly Disagree 0%
- Strongly agree 57%
- Disagree 0%
- Agree 43%

Legend: ■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

12. Bias in Teacher Support:

The feedback strongly indicates the absence of bias in teacher support, with all 35 students strongly disagreeing with the statement that teachers are biased. This underscores the department's commitment to fairness and equality.

12. Teachers are biased in the case of helping students

Strongly agree 0%
Neutral 0%
Agree 0%
Disagree 0%
Strongly Disagree 100%

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

13. Guidance for Futuristic Decisions:

A majority of students feel supported by teachers in making futuristic academic decisions, with 32 agreeing. This reflects the department's role in guiding students beyond immediate academic concerns.

13. Teachers help students make futuristic decision in the academic field

Disagree 0%
Neutral 9%
Agree 48%
Strongly Disagree 0%
Strongly agree 43%

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

Overall, the feedback from the Bengali Department's students is overwhelmingly positive, showcasing a supportive, fair, and efficient academic environment. Areas such as the use of teaching aids present opportunities for further enhancement to elevate the learning experience.

Summary of Feedback Results

- **Strengths:**

  - High accessibility of departmental teachers to students facing problems.

  - Completion of syllabus in due time by teachers.

  - Good practice of conducting both online/offline classes according to the timetable.

  - Provision of course syllabus at the semester's start.

  - Frequent conduct of internal assessments/class tests/mock tests.

  - Teachers come to class well-prepared and encourage student interaction.

- **Areas for Improvement:**

  - Use of teaching aids and ICT like PPT presentations could be improved, as there seems to be a neutral stance on this, indicating potential underutilization.

  - Provision of sufficient study materials after each topic completion shows room for improvement, with a notable number of students only agreeing rather than strongly agreeing.

  - Teacher preparation and encouragement for student interaction are well-received but could be enhanced further to achieve stronger agreement.

  - There is an overwhelming agreement that teachers are not biased, which is positive; however, this also points towards a need for continuously promoting fairness and transparency.

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Principal
Swarnamoyee Jogendranath Mahavidyalaya
Amdabad :: Purba Medinipur :: Pin-721650

Department of Botany

Particulars	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
You can approach departmental teachers in case you face any problem	3	1	0	0	0
Teachers complete the syllabus in due time	2	2	0	0	0
Teachers use teaching aids and ICT(PPT presentation, etc.) to facilitate teaching	0	4	0	0	0
Online/offline classes are conducted by the department according to the timetable	3	1	0	0	0
Students are provided with the syllabus of the course at the beginning of the semester	3	1	0	0	0
Internal assessment/class tests/mock tests are taken frequently	2	2	0	0	0
Internal assessment/class tests/mock tests are conducted transparently	2	2	0	0	0
Sufficient study materials are provided by teachers after the completion of each topic	2	2	0	0	0
Teachers come to class well prepared	2	2	0	0	0
Teachers encouraged students to interact during classes	3	1	0	0	0
Teachers help to boost students self confidence	2	2	0	0	0
Teachers are biased in the case of helping students	0	0	0	0	4
Teachers help students make futuristic decision in the academic field	2	2	0	0	0

The feedback results from the students of the Department of Botany provide insights into various aspects of the academic environment, teacher-student interactions, and the overall educational experience within the department. With a relatively small number of respondents, the results highlight areas of strength as well as opportunities for enhancement. Here's a detailed interpretation:
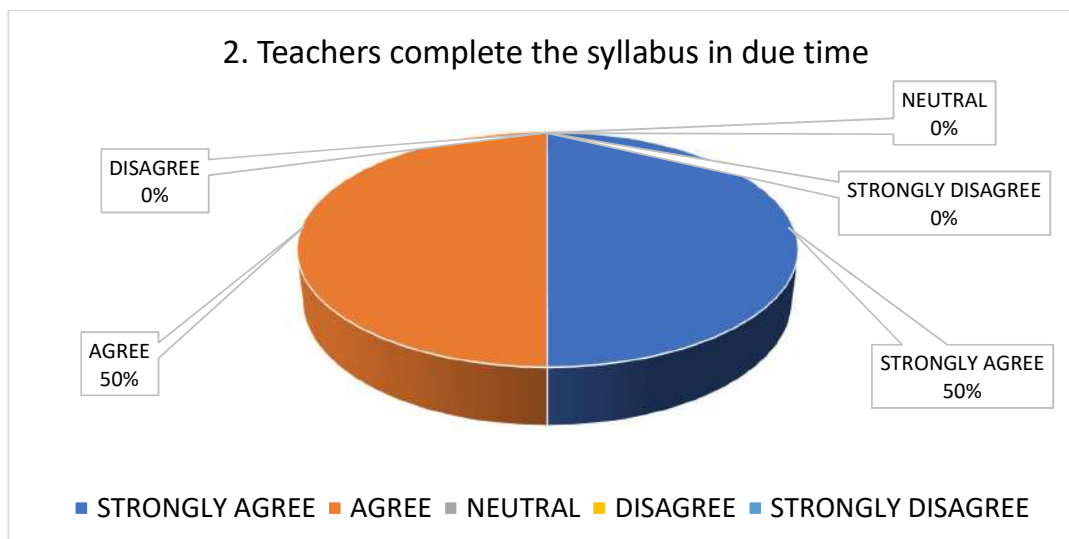
Interpretation of Feedback Results

1. **Approachability of Teachers:**

   - The majority of students feel they can approach departmental teachers with any problems (3 strongly agree, 1 agree), indicating a positive environment for student-faculty communication, though the total responses suggest a small sample size.
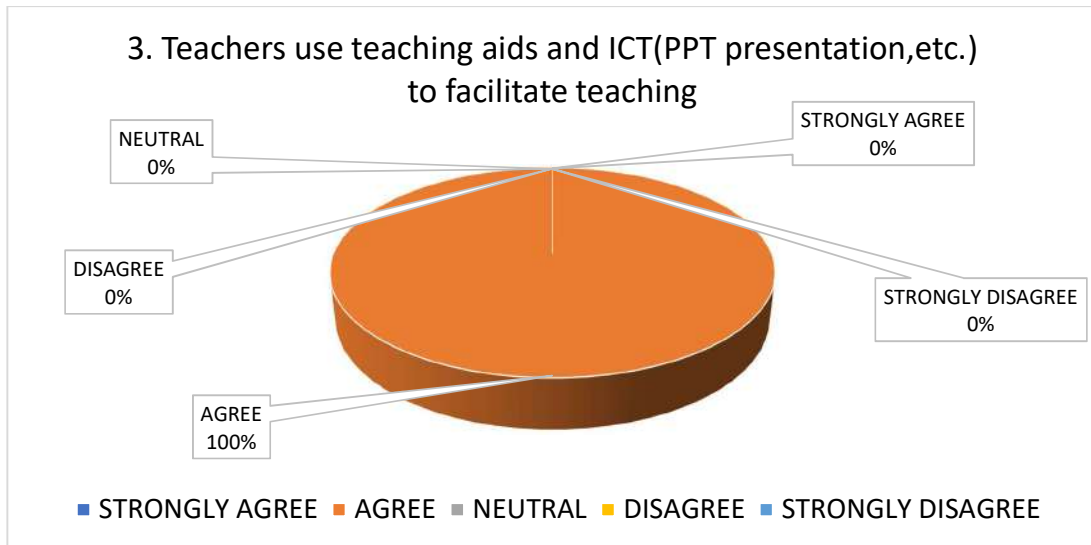
1. You can approach departmental teachers in case you face any problem

DISAGREE 0%

NEUTRAL 0%

STRONGLY DISAGREE 0%

AGREE 25%

STRONGLY AGREE 75%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

2. **Completion of Syllabus:**

   - Students are evenly split on their perception of syllabus completion in due time (2 strongly agree, 2 agree), suggesting general satisfaction but possibly hinting at room for improvement in planning or execution.
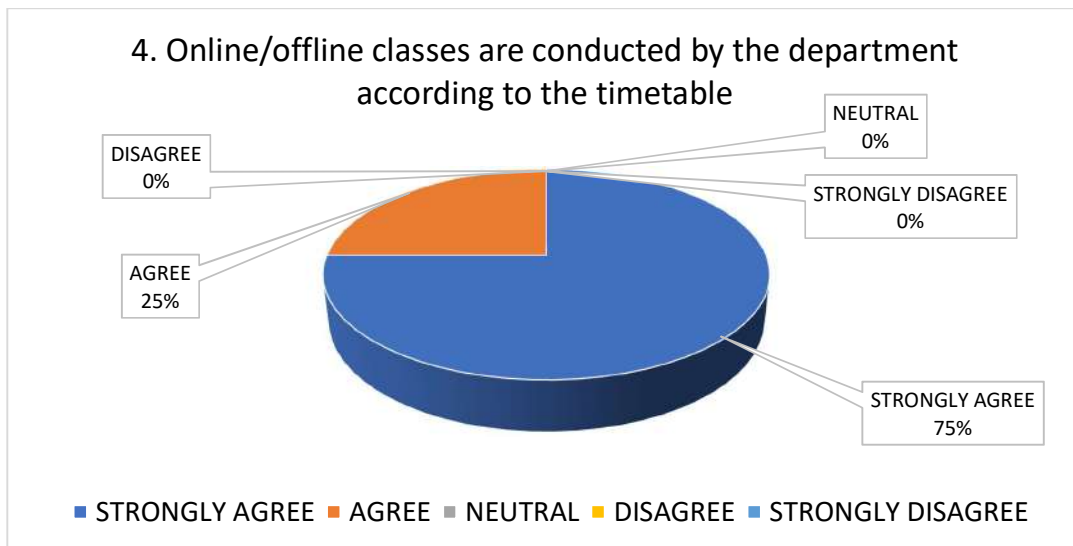
2. Teachers complete the syllabus in due time

NEUTRAL 0%

DISAGREE 0%

STRONGLY DISAGREE 0%

AGREE 50%

STRONGLY AGREE 50%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

3. **Use of Teaching Aids and ICT:**

- All respondents agree (4 agree) that teachers use teaching aids and ICT to facilitate teaching, though the absence of strong agreement could suggest a desire for more effective or innovative use of these resources.
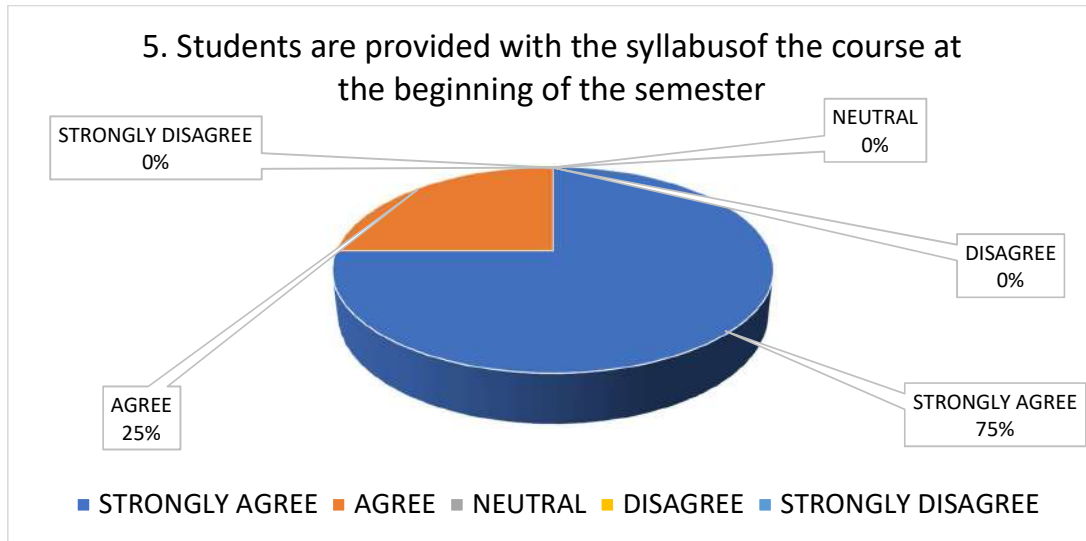
3. Teachers use teaching aids and ICT(PPT presentation,etc.) to facilitate teaching

NEUTRAL
0%

STRONGLY AGREE
0%

DISAGREE
0%

STRONGLY DISAGREE
0%

AGREE
100%

STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

4. **Conduct of Classes According to Timetable:**

- The feedback (3 strongly agree, 1 agree) shows satisfaction with the scheduling and conduct of online/offline classes, indicating good organizational practices within the department.
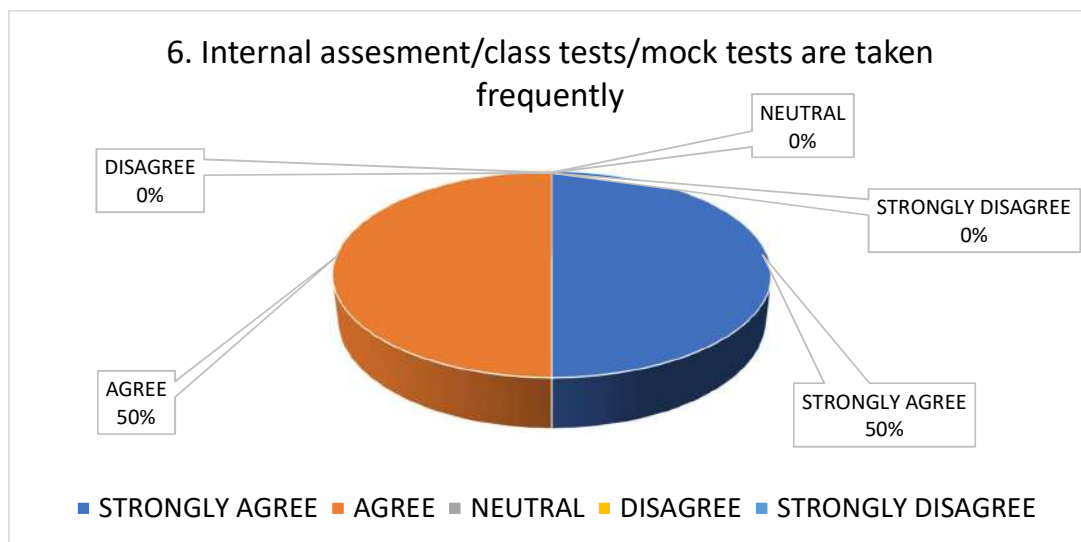
4. Online/offline classes are conducted by the department according to the timetable

NEUTRAL
0%

DISAGREE
0%

STRONGLY DISAGREE
0%

AGREE
25%

STRONGLY AGREE
75%

STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

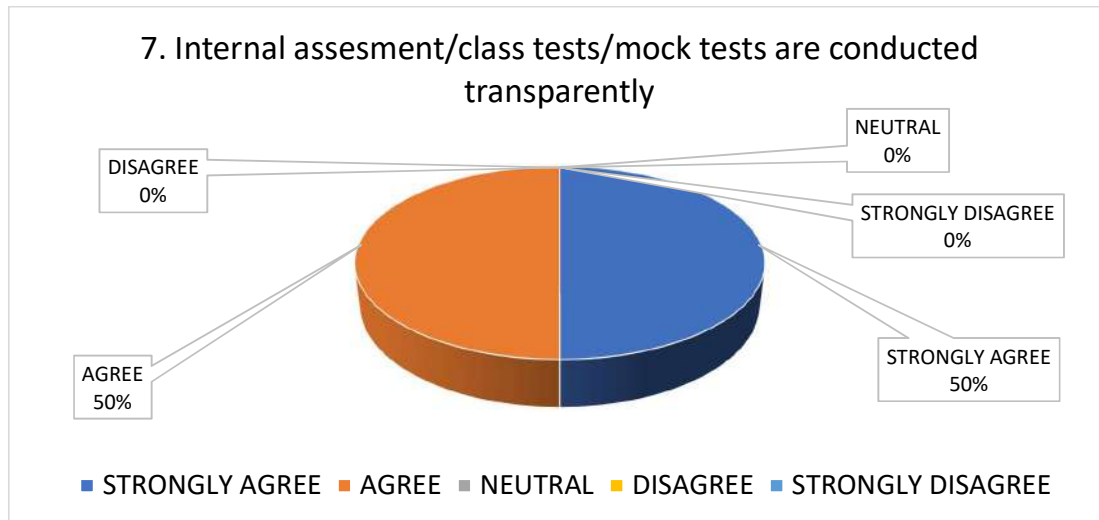5. **Provision of Syllabus and Study Materials:**

- Students generally feel well-informed about the course syllabus at the semester's start and believe that sufficient study materials are provided (3 strongly agree, 1 agree for both), though again, the distribution suggests exploring ways to enhance accessibility or comprehensiveness of materials.

5. Students are provided with the syllabus of the course at the beginning of the semester

STRONGLY DISAGREE 0%

NEUTRAL 0%

DISAGREE 0%

AGREE 25%

STRONGLY AGREE 75%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

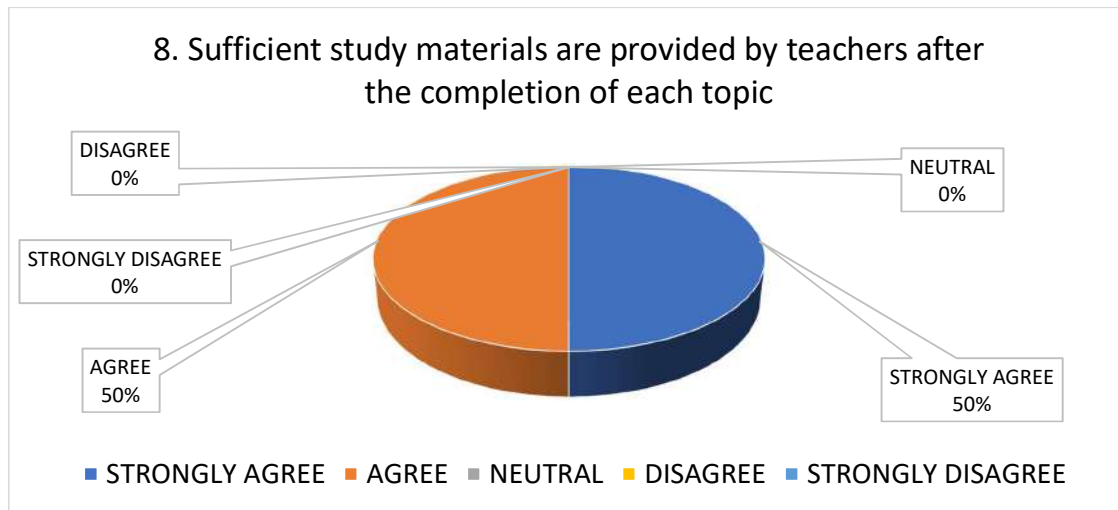**6 & 7. Internal Assessment Practices : frequency and transparency**

- The department appears to conduct internal assessments, class tests, and mock tests frequently and transparently (2 strongly agree, 2 agree for both), with students generally satisfied with these practices.
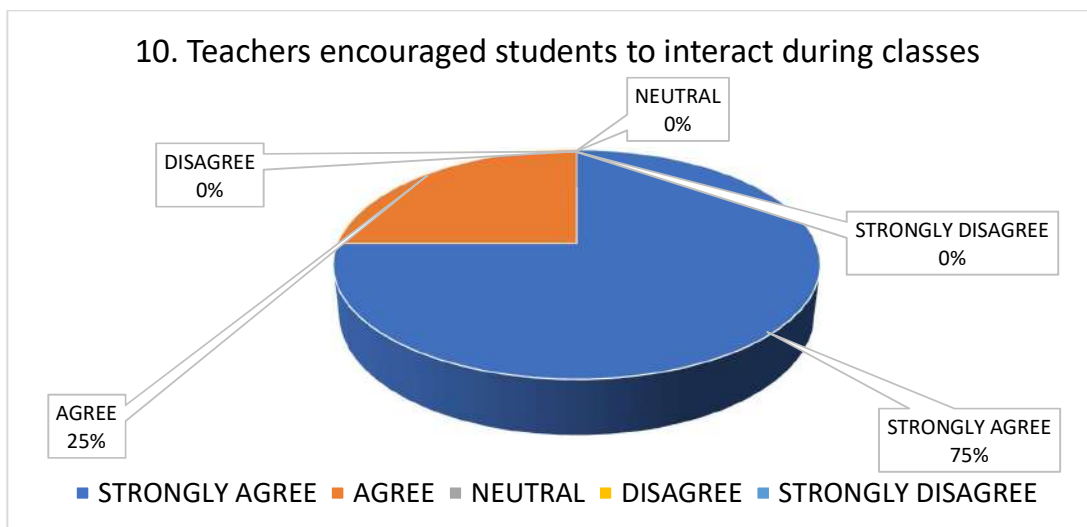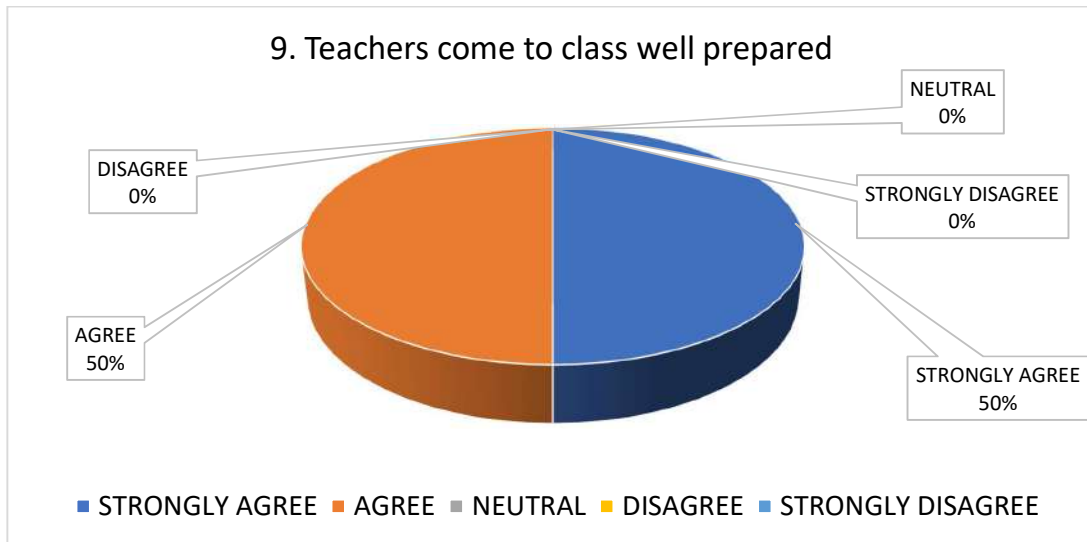
6. Internal assesment/class tests/mock tests are taken frequently

NEUTRAL 0%

DISAGREE 0%

STRONGLY DISAGREE 0%

AGREE 50%

STRONGLY AGREE 50%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

7. Internal assesment/class tests/mock tests are conducted transparently

NEUTRAL
0%

DISAGREE
0%

STRONGLY DISAGREE
0%

AGREE
50%

STRONGLY AGREE
50%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

8. **Study Materials:**

Students generally feel that sufficient study materials are provided (3 strongly agree, 1 agree for both), though again, the distribution suggests exploring ways to enhance accessibility or comprehensiveness of materials

8. Sufficient study materials are provided by teachers after the completion of each topic

DISAGREE
0%

NEUTRAL
0%

STRONGLY DISAGREE
0%

AGREE
50%

STRONGLY AGREE
50%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

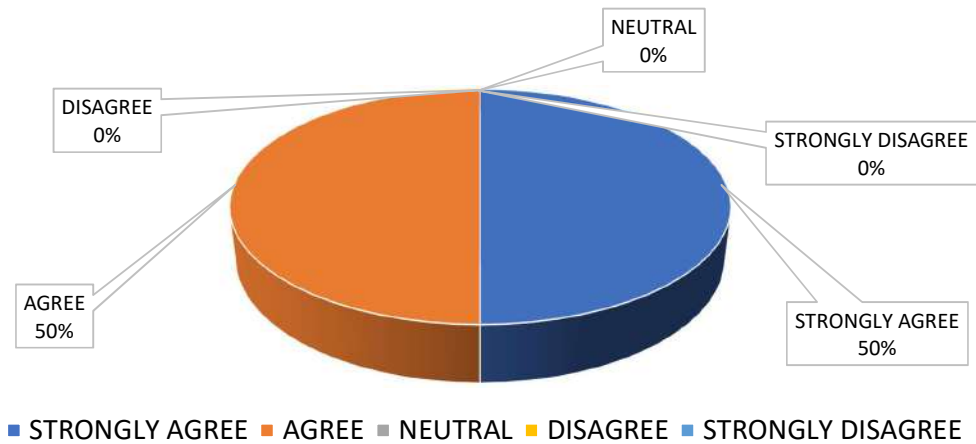9. & 10. **Teacher Preparedness and Encouragement for Interaction:**

Responses suggest that teachers are well-prepared for classes and encourage student interaction (2 strongly agree, 2 agree for preparedness; 3 strongly agree, 1 agree for encouragement), essential for a stimulating learning environment.

9. Teachers come to class well prepared

NEUTRAL
0%

DISAGREE
0%

STRONGLY DISAGREE
0%

AGREE
50%

STRONGLY AGREE
50%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

10. Teachers encouraged students to interact during classes

NEUTRAL
0%

DISAGREE
0%

STRONGLY DISAGREE
0%

AGREE
25%

STRONGLY AGREE
75%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

11. Boosting Student Self-Confidence:

Students feel supported in terms of their self-confidence and condition (2 strongly agree, 2 agree), indicating a nurturing atmosphere within the department.
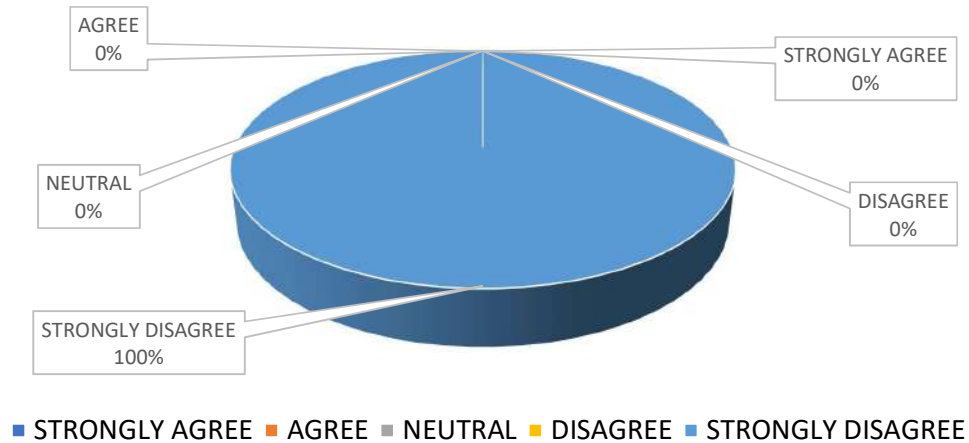
11. Teachers help to boost students self condition

NEUTRAL
0%

DISAGREE
0%

STRONGLY DISAGREE
0%

AGREE
50%

STRONGLY AGREE
50%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE
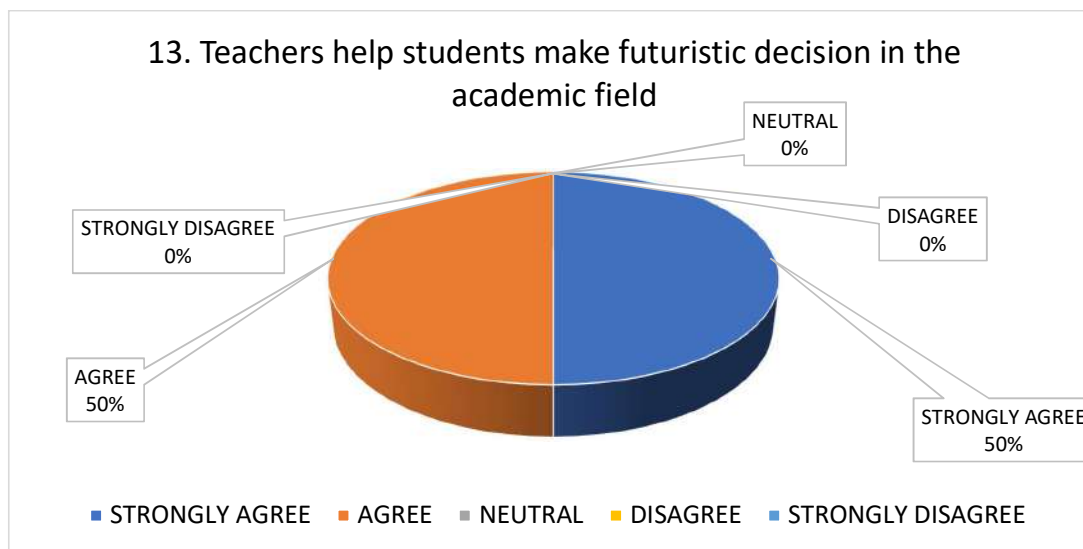
12. Perceived Bias:

There's a consensus among the respondents (4 strongly disagree) that teachers are not biased in helping students, reflecting positively on the department's culture of fairness and equity.

12. Teachers are biased in the case of helping students

AGREE
0%

STRONGLY AGREE
0%

NEUTRAL
0%

DISAGREE
0%

STRONGLY DISAGREE
100%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

13. Guidance for Future Academic Decisions:

The feedback suggests that the department supports students in making future academic decisions (2 strongly agree, 2 agree), though the responses might indicate the potential for more robust guidance or resources.

13. Teachers help students make futuristic decision in the academic field

- STRONGLY AGREE 50%
- AGREE 50%
- NEUTRAL 0%
- DISAGREE 0%
- STRONGLY DISAGREE 0%

Legend: ■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

Given the overall positive feedback, the Department of Botany appears to foster a supportive and effective learning environment. Continuous engagement with student feedback and iterative improvements in below identified areas can further enhance educational outcomes and student satisfaction.

Implications and Recommendations

- **Enhance the Use of Teaching Aids:** Investigating more interactive or innovative approaches to using teaching aids and ICT could further enrich the learning experience.

- **Review Syllabus Completion Strategies:** While the feedback on syllabus completion is generally positive, ensuring consistent completion across all courses could improve student satisfaction.

- **Strengthen Material Provision:** Exploring ways to enhance the accessibility and comprehensiveness of study materials might support learning more effectively.

- **Boost Guidance for Future Decisions:** Providing more workshops, guest lectures, or counselling on career and academic pathways could help students navigate their future more confidently.

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Principal
Swarnamoyee Jogendranath Mahavidyalaya
Amdabad :: Purba Medinipur :: Pin-721650

Department of Education

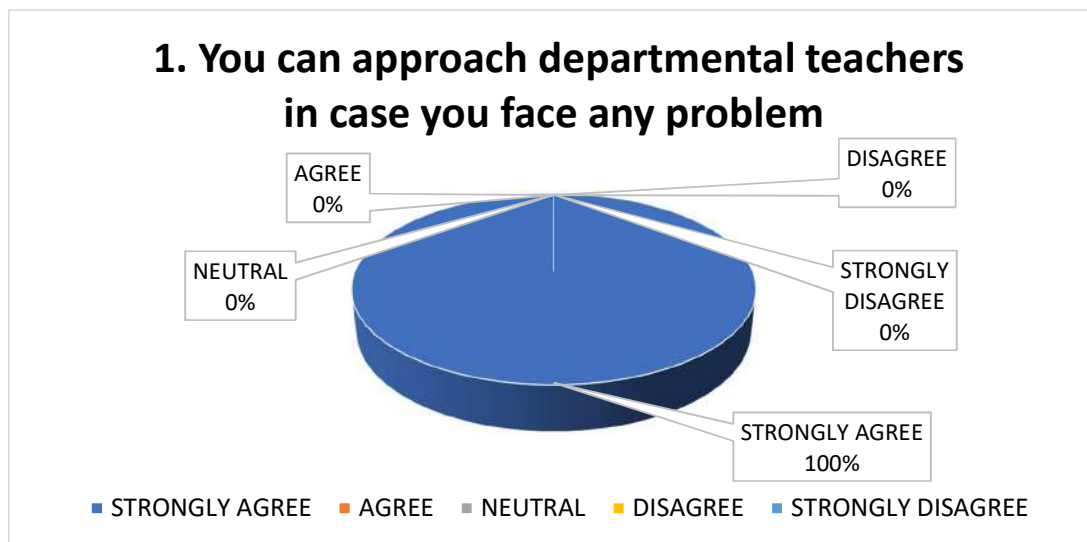| Particulars	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
You can approach departmental teachers in case you face any problem	41	0	0	0	0
Teachers complete the syllabus in due time	40	1	0	0	0
Teachers use teaching aids and ICT(PPT presentation, etc.) to facilitate teaching	14	27	0	0	0
Online/offline classes are conducted by the department according to the timetable	39	2	0	0	0
Students are provided with the syllabus of the course at the beginning of the semester	40	1	0	0	0
Internal assessment/class tests/mock tests are taken frequently	36	5	0	0	0
Internal assessment/class tests/mock tests are conducted transparently	27	14	0	0	0
Sufficient study materials are provided by teachers after the completion of each topic	41	0	0	0	0
Teachers come to class well prepared	41	0	0	0	0
Teachers encouraged students to interact during classes	33	8	0	0	0
Teachers help to boost students self confidence	25	16	0	0	0
Teachers are biased in the case of helping students	0	0	0	0	41
Teachers help students make futuristic decision in the academic field	24	17	0	0	0

The feedback results from the students of the Department of Education present a comprehensive view of their experiences and perceptions. These results indicate areas where

the department excels and areas where there might be room for improvement or further emphasis. Here's a detailed interpretation of the feedback:

Interpretation of Feedback Results

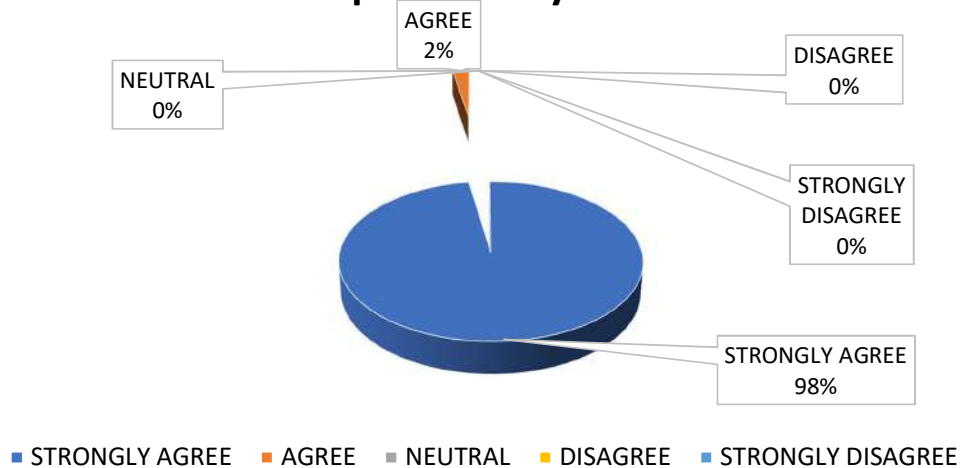1. **Approachability of Teachers:**

   - The unanimous strong agreement (41 strongly agree) that departmental teachers are approachable in case of any problem highlights a very positive, open, and supportive teacher-student relationship dynamic within the department.

1. You can approach departmental teachers in case you face any problem

AGREE
0%

DISAGREE
0%

NEUTRAL
0%

STRONGLY
DISAGREE
0%

STRONGLY AGREE
100%

■ STRONGLY AGREE   ■ AGREE   ■ NEUTRAL   ■ DISAGREE   ■ STRONGLY DISAGREE

2. **Completion of Syllabus:**

   - Nearly all students (40 strongly agree, 1 agree) feel that teachers complete the syllabus in due time, indicating effective planning and execution of the curriculum.
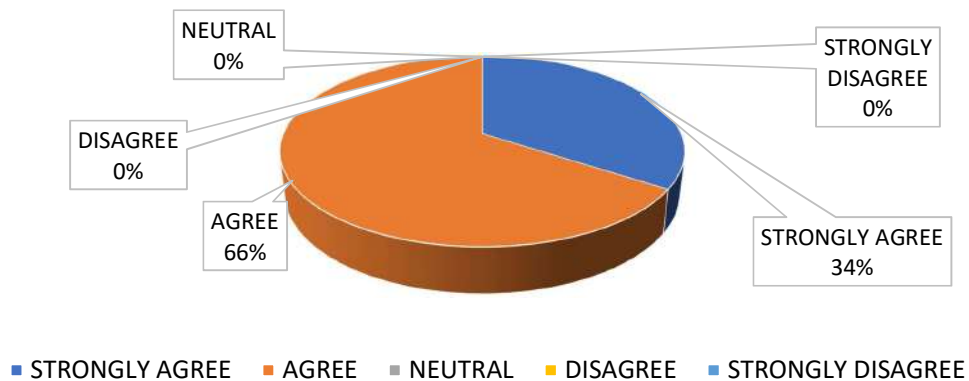
2. Teachers complete the syllabus in due time

AGREE 2%

NEUTRAL 0%

DISAGREE 0%

STRONGLY DISAGREE 0%

STRONGLY AGREE 98%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

3. **Use of Teaching Aids and ICT:**

- A majority of students (14 strongly agree, 27 agree) acknowledge the use of teaching aids and ICT to facilitate teaching, suggesting a positive reception but potentially indicating room for more impactful or innovative use.
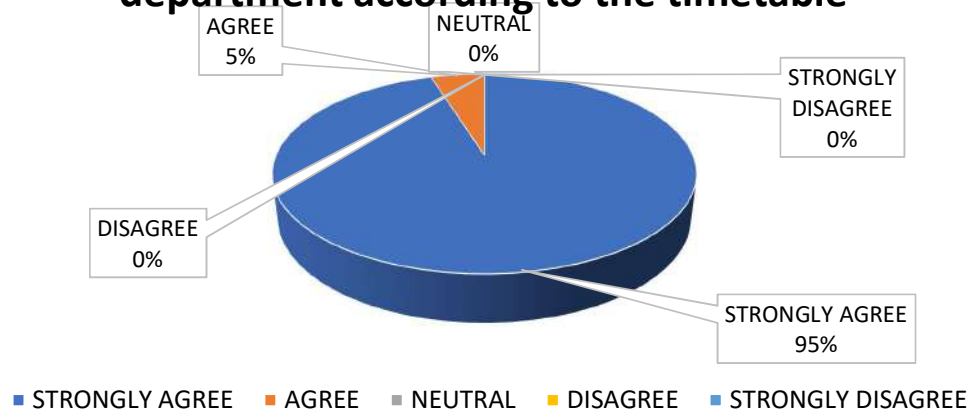
3. Teachers use teaching aids and ICT(PPT presentation,etc.) to facilitate teaching

NEUTRAL 0%

STRONGLY DISAGREE 0%

DISAGREE 0%

AGREE 66%

STRONGLY AGREE 34%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

4. **Conduct of Classes According to Timetable:**

- The feedback (39 strongly agree, 2 agree) shows a high level of satisfaction with the adherence to class schedules, whether online or offline, demonstrating good organizational practices.
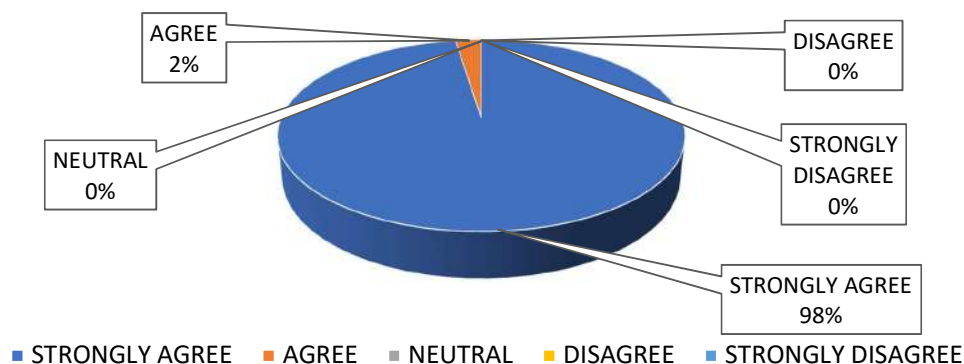
4. Online/offline classes are conducted by the department according to the timetable

AGREE 5%

NEUTRAL 0%

STRONGLY DISAGREE 0%

DISAGREE 0%

STRONGLY AGREE 95%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

5. **Provision of Syllabus:**

- The provision of the course syllabus at the semester's start (with 41 strongly agreeing) is particularly strong areas, ensuring students are well-prepared and supported academically.
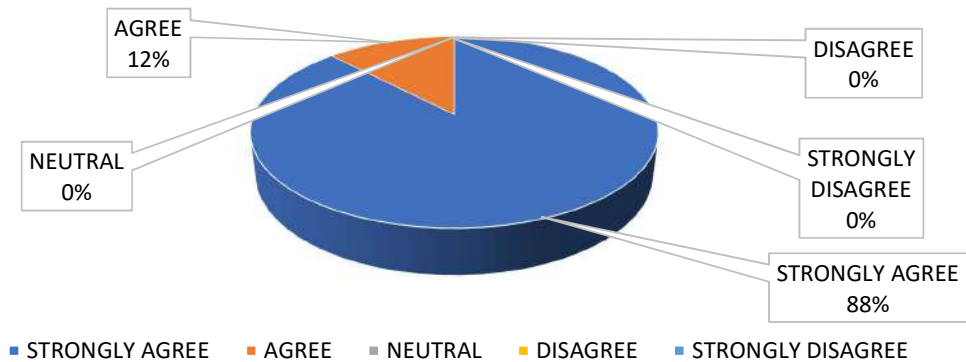
5. Students are provided with the syllabusof the course at the beginning of the semester

AGREE 2%

DISAGREE 0%

NEUTRAL 0%

STRONGLY DISAGREE 0%

STRONGLY AGREE 98%

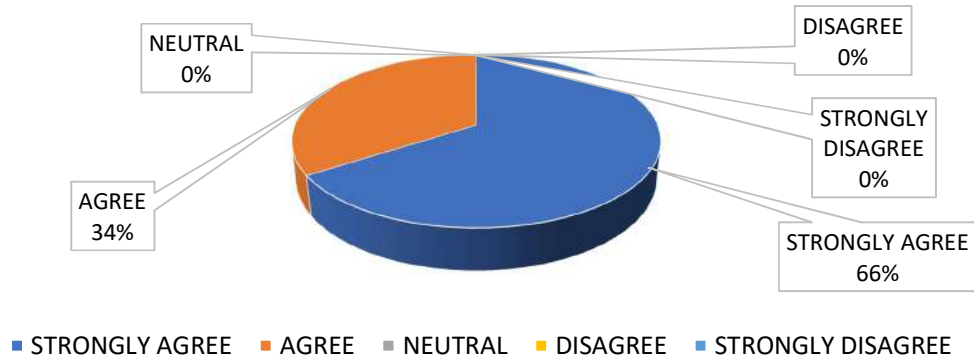■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

6 & 7. Internal Assessment Practices : frequently and transparently

- A significant majority (36 strongly agree, 5 agree) feel that internal assessments, class tests, and mock tests are conducted frequently and transparently (27 strongly agree, 14 agree), though there's a slight variation in the perception of transparency that could be explored further.

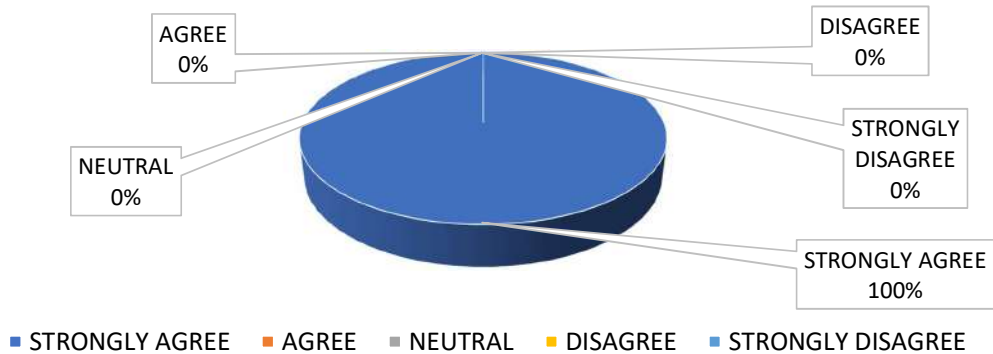## 6. Internal assesment/class tests/mock tests are taken frequently

AGREE
12%

DISAGREE
0%

NEUTRAL
0%

STRONGLY
DISAGREE
0%

STRONGLY AGREE
88%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

7. Internal assesment/class tests/mock tests are conducted transparently

NEUTRAL
0%

DISAGREE
0%

STRONGLY
DISAGREE
0%

AGREE
34%

STRONGLY AGREE
66%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE
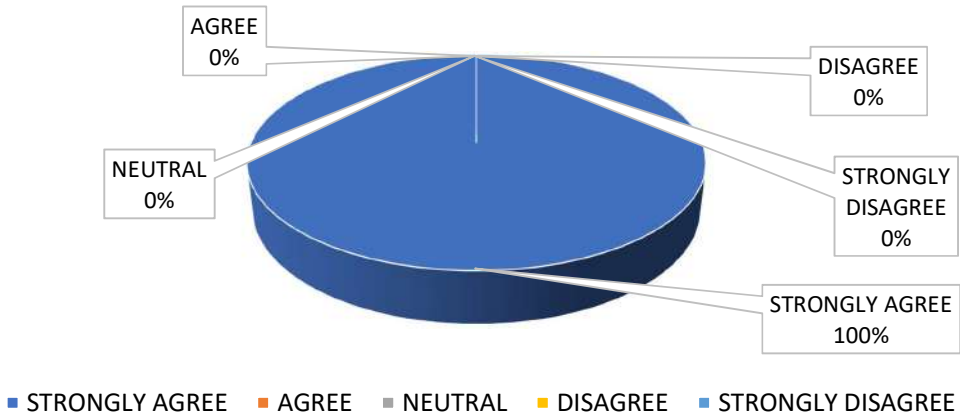
8, 9 & 10. Provision of Study Materials, Teacher Preparedness and Encouragement for Interaction:

Responses indicate that sufficient study materials are provided, with 41 strongly agreeing. With all students (41 strongly agree) acknowledging that teachers come to class well-prepared and a majority (33 strongly agree, 8 agree) noting that teachers encourage student interaction, these areas are clear strengths, indicating effective teaching and a dynamic classroom environment.
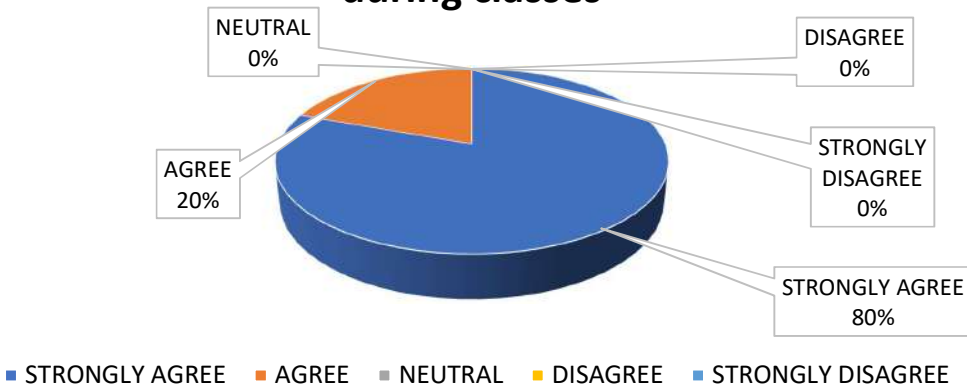
8. Sufficient study materials are provided by teachers after the completion of each topic
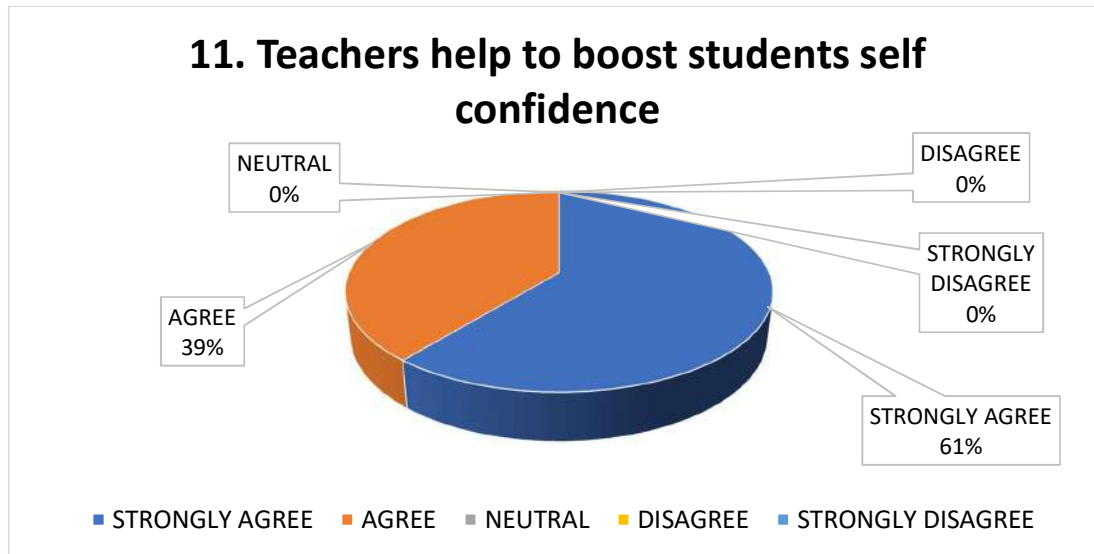
AGREE
0%

DISAGREE
0%

NEUTRAL
0%

STRONGLY DISAGREE
0%

STRONGLY AGREE
100%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

9. Teachers come to class well prepared

AGREE
0%

DISAGREE
0%

NEUTRAL
0%

STRONGLY DISAGREE
0%

STRONGLY AGREE
100%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

10. Teachers encouraged students to interact during classes

NEUTRAL
0%

DISAGREE
0%

AGREE
20%

STRONGLY DISAGREE
0%

STRONGLY AGREE
80%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE
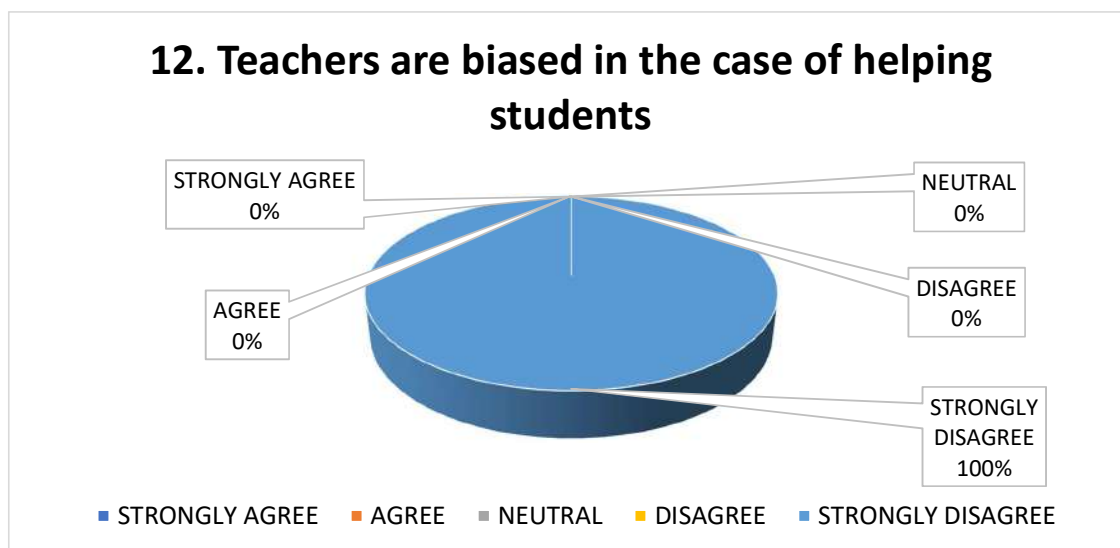
11. Boosting Student Self-Confidence:

The majority of responses (25 strongly agree, 16 agree) suggest that teachers play a significant role in boosting students' self-esteem and confidence, although the slightly lower number of strong agreements compared to other areas might indicate variability in experiences.
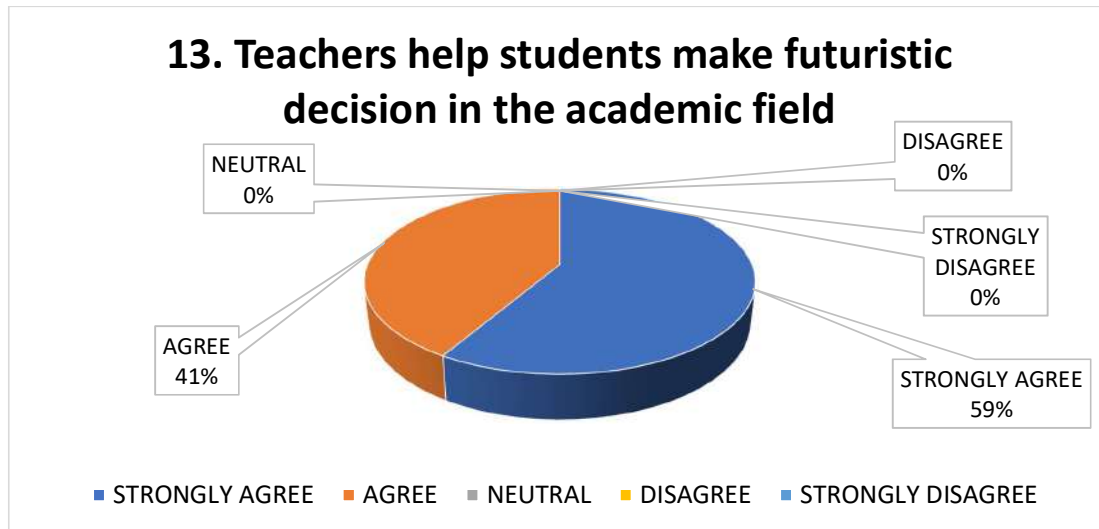
11. Teachers help to boost students self confidence

NEUTRAL 0%

DISAGREE 0%

STRONGLY DISAGREE 0%

AGREE 39%

STRONGLY AGREE 61%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

12. Perceived Bias:

The unanimous strong disagreement (41 strongly disagree) regarding teacher bias in helping students is a significant positive, reflecting a department-wide commitment to fairness and impartiality.

12. Teachers are biased in the case of helping students

STRONGLY AGREE 0%

NEUTRAL 0%

DISAGREE 0%

AGREE 0%

STRONGLY DISAGREE 100%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

13. Guidance for Future Academic Decisions:

A majority (24 strongly agree, 17 agree) feel supported by teachers in making future academic decisions, suggesting effective mentorship but possibly highlighting an area where further support or resources could be beneficial.

13. Teachers help students make futuristic decision in the academic field

- NEUTRAL 0%
- DISAGREE 0%
- STRONGLY DISAGREE 0%
- STRONGLY AGREE 59%
- AGREE 41%

Legend: STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

Overall, the feedback indicates that the Department of Education is performing exceptionally well in creating a supportive, fair, and effective learning environment. Continuous reflection on feedback and incremental improvements in below mentioned areas of lesser agreement will contribute to maintaining and enhancing the department's educational quality.

Implications and Recommendations

- **Maximize Impact of Teaching Aids:** While the use of teaching aids and ICT is acknowledged, exploring more innovative approaches or providing additional training could enhance their effectiveness and engagement.

- **Maintain High Standards:** The department should continue to build on its strengths, especially in approachability, syllabus management, provision of study materials, and classroom preparedness.

- **Enhance Transparency and Support:** Investigating the slightly lower perception of transparency in assessments and varying levels of support for boosting self-confidence could identify areas for nuanced improvements.

- **Strengthen Future Guidance:** Enhancing programs or resources focused on career counselling and academic planning could further support students in their future academic and professional endeavours.

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Department of English

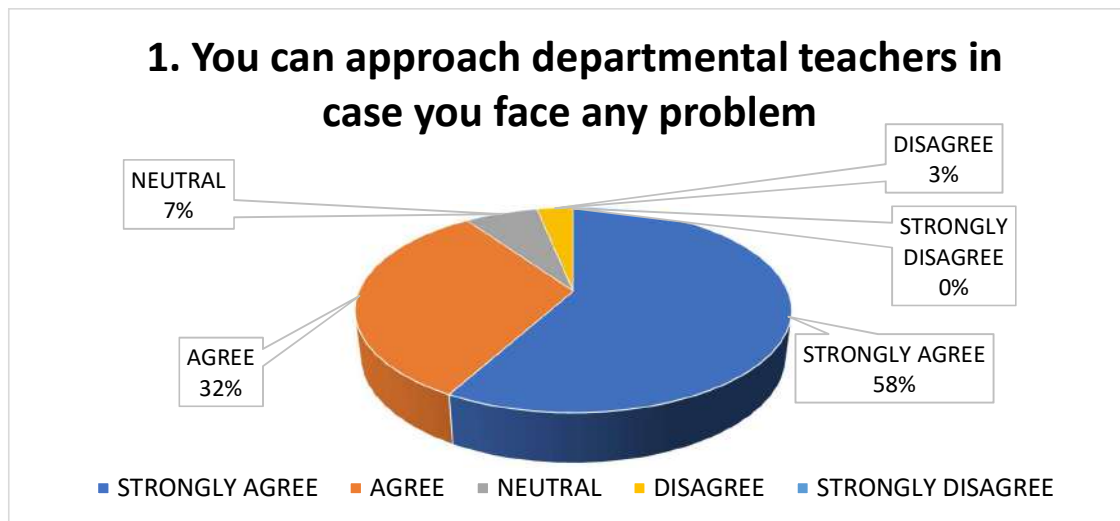| PARTICULARS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
You can approach departmental teachers in case you face any problem	18	10	2	1	0
Teachers complete the syllabus in due time	16	10	5	0	0
Teachers use teaching aids and ICT(PPT presentation, etc.) to facilitate teaching	18	8	5	0	0
Online/offline classes are conducted by the department according to the timetable	23	8	0	0	0
Students are provided with the syllabus of the course at the beginning of the semester	26	5	0	0	0
Internal assessment/class tests/mock tests are taken frequently	25	6	0	0	0
Internal assessment/class tests/mock tests are conducted transparently	25	6	0	0	0
Sufficient study materials are provided by teachers after the completion of each topic	19	11	1	0	0
Teachers come to class well prepared	26	5	0	0	0
Teachers encouraged students to interact during classes	19	12	0	0	0
Teachers help to boost students self confidence	17	14	0	0	0
Teachers are biased in the case of helping students	0	0	0	1	30
Teachers help students make futuristic decision in the academic field	14	15	2	0	0

Interpretation of Feedback:

The feedback from the students of the Department of English provides a detailed view of the students' perceptions and experiences with their teachers, curriculum, and overall educational environment. This feedback reveals both strengths and areas needing attention within the department.

Interpretation of Feedback Results
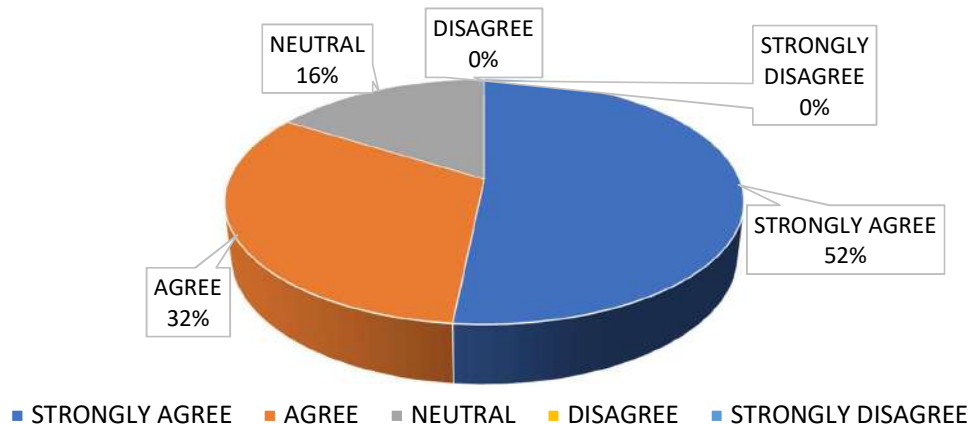
1. **Approachability of Teachers:**

    *   A majority of students feel comfortable approaching departmental teachers with their problems, as evidenced by 18 students strongly agreeing and 10 agreeing. This suggests a positive teacher-student relationship.

1. You can approach departmental teachers in case you face any problem

NEUTRAL 7%	DISAGREE 3%
	STRONGLY DISAGREE 0%
AGREE 32%	STRONGLY AGREE 58%

■ STRONGLY AGREE   ■ AGREE   ■ NEUTRAL   ■ DISAGREE   ■ STRONGLY DISAGREE

2. **Completion of Syllabus:**

    *   A combined total of 26 students either strongly agree or agree that teachers complete the syllabus in due time. This indicates effective syllabus management, though the 5 neutral responses suggest there might be room for improvement in some cases.
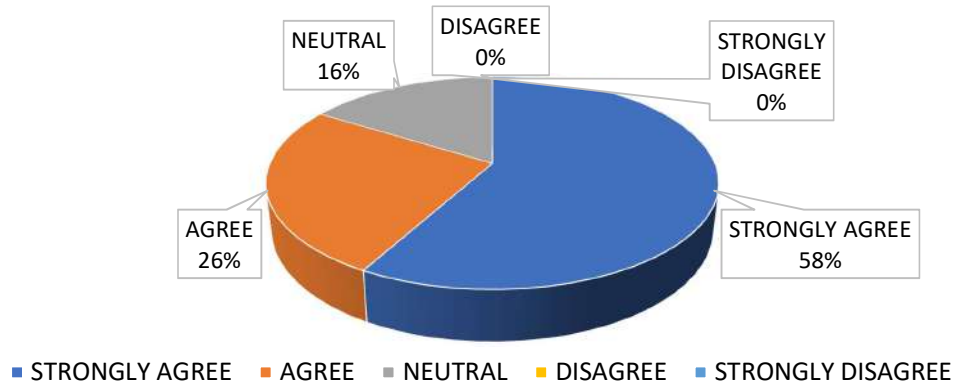
2. Teachers complete the syllabus in due time

NEUTRAL
16%

DISAGREE
0%

STRONGLY
DISAGREE
0%

STRONGLY AGREE
52%

AGREE
32%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

3. **Use of Teaching Aids:**

- The utilization of teaching aids and ICT by teachers is well-received, with a majority positively responding. However, the 5 neutral responses could point towards a need for more consistent or innovative use across the board.
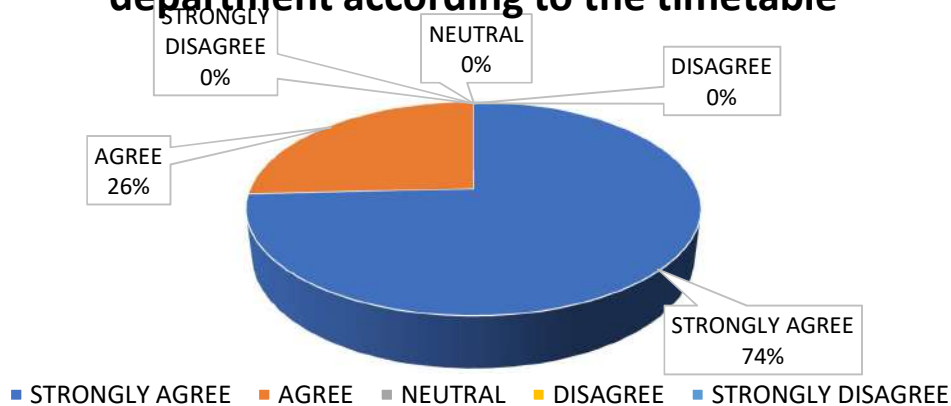
3. Teachers use teaching aids and ICT(PPT presentation,etc.) to facilitate teaching

NEUTRAL
16%

DISAGREE
0%

STRONGLY
DISAGREE
0%

AGREE
26%

STRONGLY AGREE
58%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

4. **Class Conduct According to Timetable:**

- A very high agreement (23 strongly agree) indicates that online/offline classes are conducted reliably according to the timetable, highlighting strong organizational skills within the department.
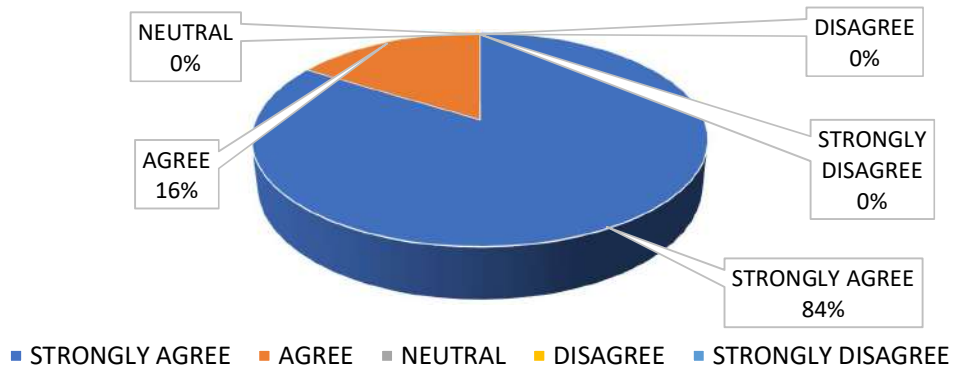
4. Online/offline classes are conducted by the department according to the timetable

STRONGLY DISAGREE 0%

NEUTRAL 0%

DISAGREE 0%

AGREE 26%

STRONGLY AGREE 74%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

5. **Provision of Syllabus and Study Materials:**

- The provision of the course syllabus at the beginning of the semester and sufficient study materials after each topic is highly rated, indicating that the department excels in ensuring students have the resources they need.
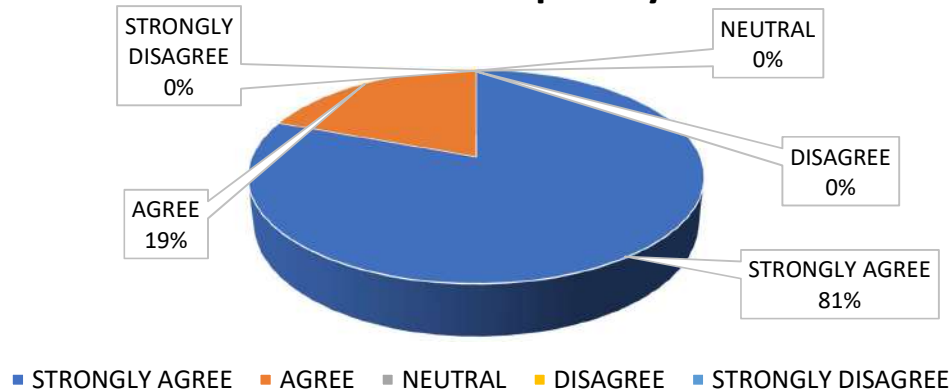
5. Students are provided with the syllabusof the course at the beginning of the semester

NEUTRAL 0%

DISAGREE 0%

AGREE 16%

STRONGLY DISAGREE 0%

STRONGLY AGREE 84%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

6. **Internal Assessment Practices:**

- The frequency of internal assessments/class tests/mock tests are well-regarded, suggesting that the department has effective assessment strategies in place.
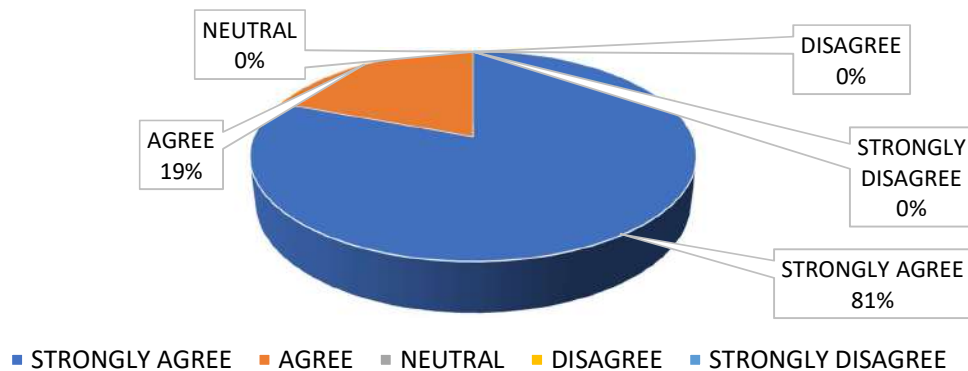
6. Internal assesment/class tests/mock tests are taken frequently

STRONGLY DISAGREE 0%

NEUTRAL 0%

DISAGREE 0%

AGREE 19%

STRONGLY AGREE 81%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

7. **Transparency of internal assessments:**

- The transparency of internal assessments/class tests/mock tests are well-regarded, suggesting that the department has effective assessment strategies in place.

7. Internal assesment/class tests/mock tests are conducted transparently

NEUTRAL 0%

DISAGREE 0%

AGREE 19%

STRONGLY DISAGREE 0%

STRONGLY AGREE 81%

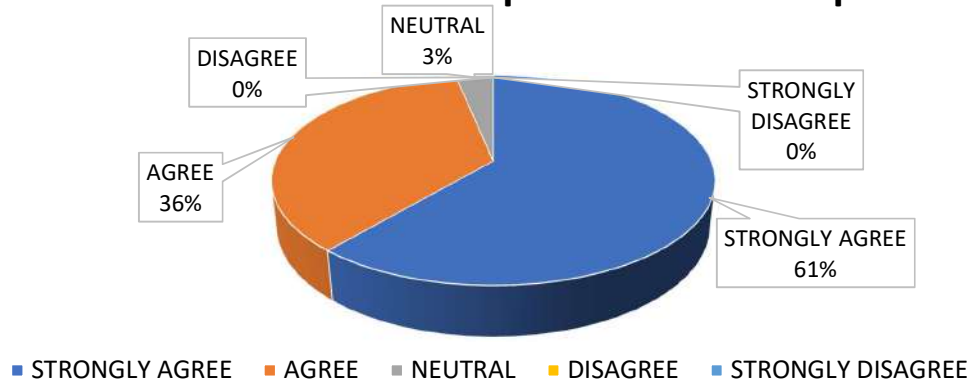■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

8, 9 & 10. Provision of Study Materials, Teacher Preparedness and Encouragement for Interaction:
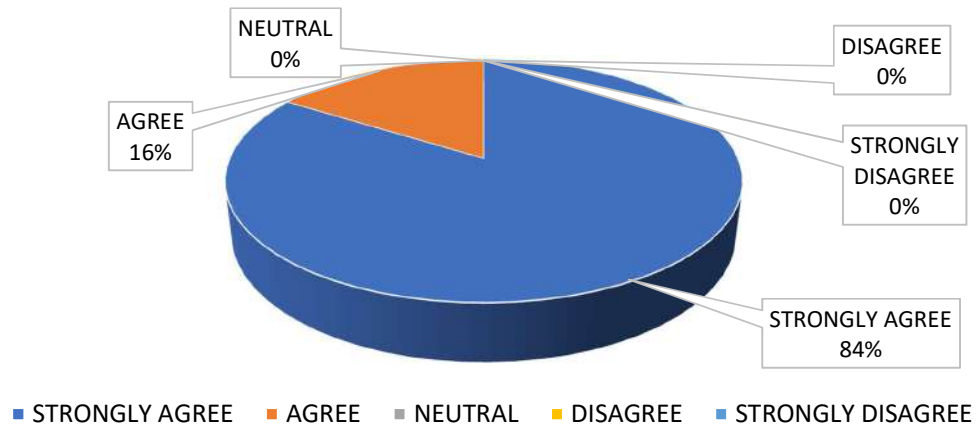
- The feedback shows that sufficient study materials are provided, with 19 strongly agreeing and with 11 agreeing. The feedback also shows that teachers

come to class well-prepared and encourage student interaction, which is crucial for an engaging and dynamic learning environment.
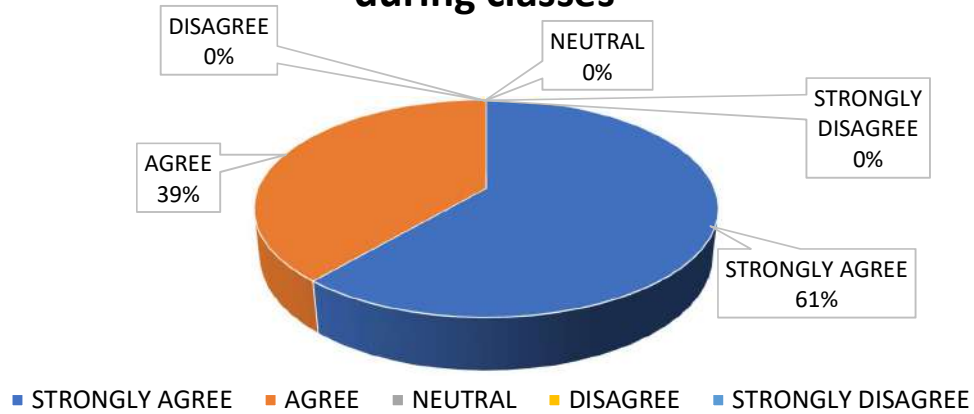
8. Sufficient study materials are provided by teachers after the completion of each topic

NEUTRAL 3%

DISAGREE 0%

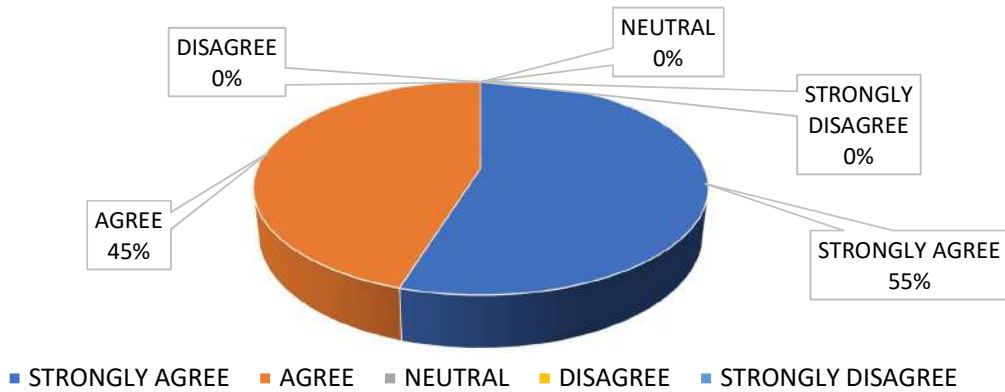STRONGLY DISAGREE 0%

AGREE 36%

STRONGLY AGREE 61%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

9. Teachers come to class well prepared

NEUTRAL 0%

DISAGREE 0%

AGREE 16%

STRONGLY DISAGREE 0%

STRONGLY AGREE 84%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

10. Teachers encouraged students to interact during classes

DISAGREE
0%

NEUTRAL
0%

STRONGLY DISAGREE
0%

AGREE
39%

STRONGLY AGREE
61%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

11. Boosting Student Self-Confidence:

Teachers are perceived as supportive in enhancing students' self-confidence, although the distribution of responses suggests there might be variability in how different students perceive this support.
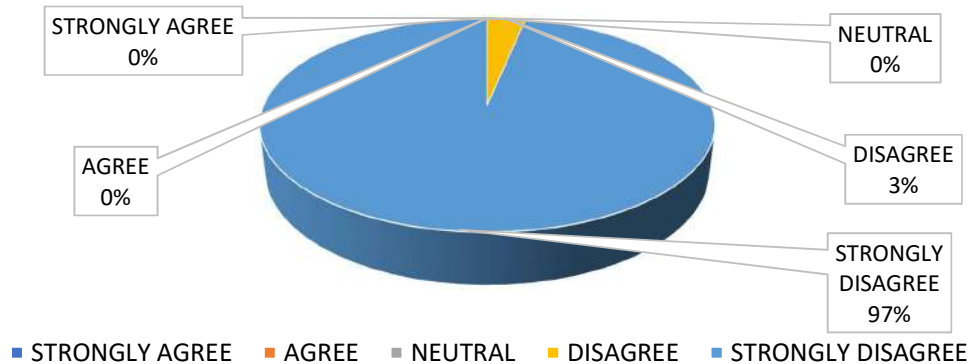
11. Teachers help to boost students self confidence

DISAGREE
0%

NEUTRAL
0%

STRONGLY DISAGREE
0%

AGREE
45%

STRONGLY AGREE
55%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

12. Perceived Bias:

All students except 1 perceive that there is no bias from teachers in helping students, which is a significant positive, indicating a sense of fairness and impartiality in the department.
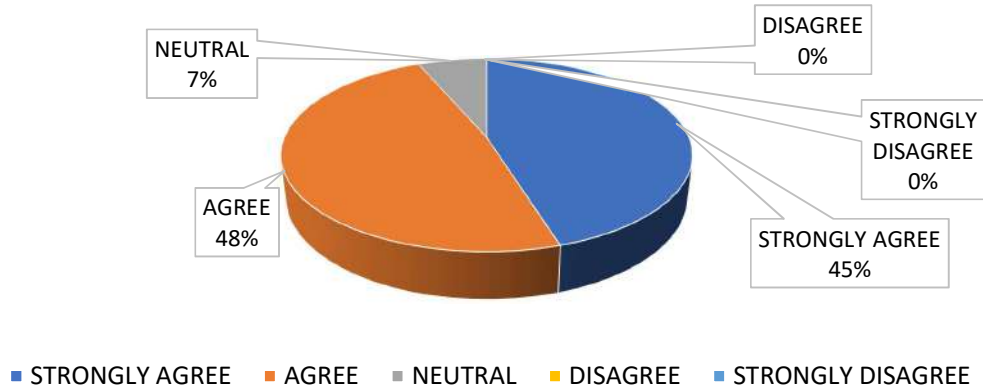
12. Teachers are biased in the case of helping students

STRONGLY AGREE
0%

NEUTRAL
0%

AGREE
0%

DISAGREE
3%

STRONGLY DISAGREE
97%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

13. Futuristic Academic Decisions:

Teachers are seen as helpful in guiding students towards making future academic decisions, though the presence of 2 neutral responses suggests there might be opportunities to further enhance this aspect.

13. Teachers help students make futuristic decision in the academic field

NEUTRAL
7%

DISAGREE
0%

STRONGLY DISAGREE
0%

AGREE
48%

STRONGLY AGREE
45%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

This detailed feedback is valuable for the Department of English in identifying strengths and areas for improvement. Through targeted actions based on this feedback, the department can enhance its educational offerings and student satisfaction. Followings areas should be consider for further improvement of the department:

Implications and Recommendations

- **Enhance Teaching Aid Utilization:** Explore more innovative and engaging ways to incorporate teaching aids and ICT in lessons.

- **Address Neutrality and Concerns:** Investigate the causes behind neutral responses and address specific areas where improvements can be made, especially in syllabus completion and the use of teaching aids.

- **Strengthen Future Guidance:** Enhance programs or initiatives aimed at helping students make informed decisions about their future academic and career paths.

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Principal
Swarnamoyee Jogendranath Mahavidyalaya
Amdabad :: Purba Medinipur :: Pin-721650

Department of Geography

Particulars	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
You can approach departmental teachers in case you face any problem	41	0	0	0	0
Teachers complete the syllabus in due time	40	1	0	0	0
Teachers use teaching aids and ICT(PPT presentation, etc.) to facilitate teaching	14	27	0	0	0
Online/offline classes are conducted by the department according to the timetable	39	2	0	0	0
Students are provided with the syllabus of the course at the beginning of the semester	40	1	0	0	0
Internal assessment/class tests/mock tests are taken frequently	36	5	0	0	0
Internal assessment/class tests/mock tests are conducted transparently	27	14	0	0	0
Sufficient study materials are provided by teachers after the completion of each topic	41	0	0	0	0
Teachers come to class well prepared	41	0	0	0	0
Teachers encouraged students to interact during classes	33	8	0	0	0
Teachers help to boost students self-confidence	25	16	0	0	0
Teachers are biased in the case of helping students	0	0	0	0	41
Teachers help students make futuristic decision in the academic field	24	17	0	0	0

The feedback from the students of the Department of Geography reveals a detailed perspective on various aspects of their academic experience, from the accessibility of teachers to the use of technology in teaching. The overwhelmingly positive responses in several areas suggest a high level of satisfaction among students, while the distribution of responses in certain areas provides insights into potential areas for further improvement or focus. Below is a detailed interpretation of the feedback results:
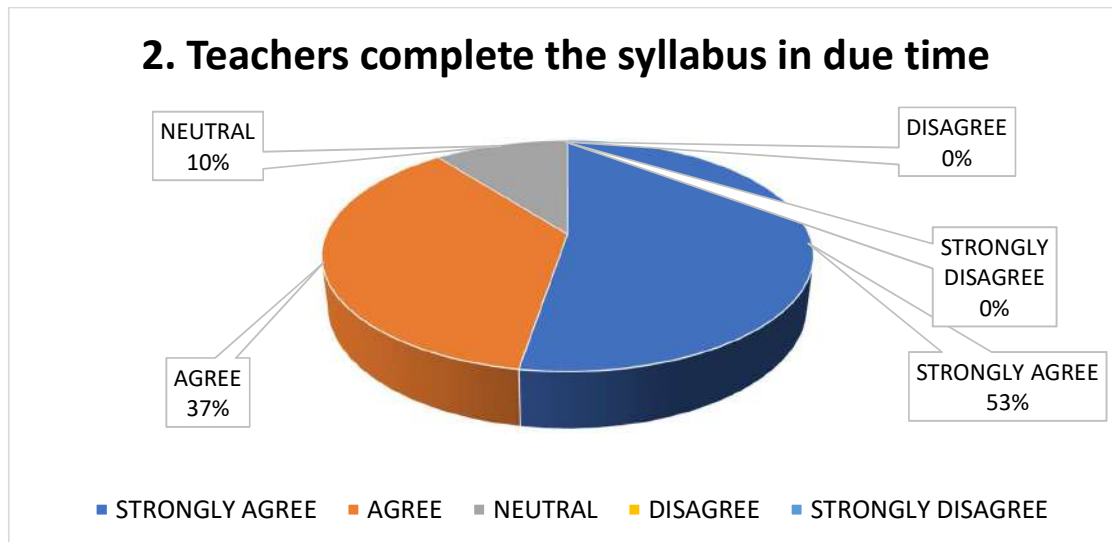
Interpretation of Feedback Results

1. **Approachability of Teachers:**

   - The unanimous agreement (41 strongly agree) that students can approach departmental teachers with any problems indicates a very open and supportive academic environment, which is crucial for student success and well-being.
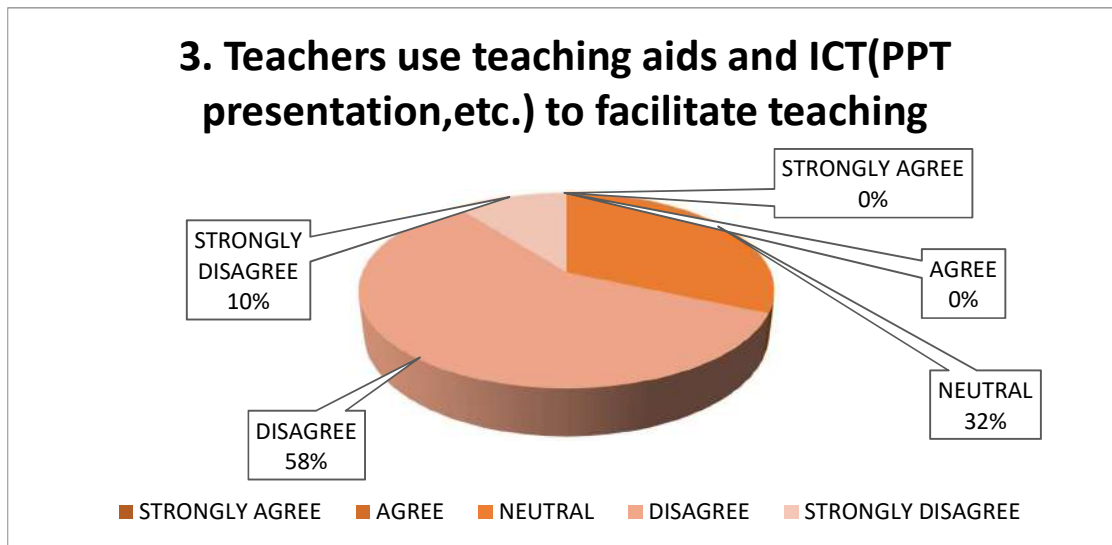
1. You can approach departmental teachers in case you face any problem

AGREE
11%

DISAGREE
0%

NEUTRAL
0%

STRONGLY
DISAGREE
0%

STRONGLY AGREE
89%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

2. **Completion of Syllabus:**

   - Almost all students (40 strongly agree, 1 agree) feel that teachers complete the syllabus in due time, reflecting effective curriculum management and instructional planning.
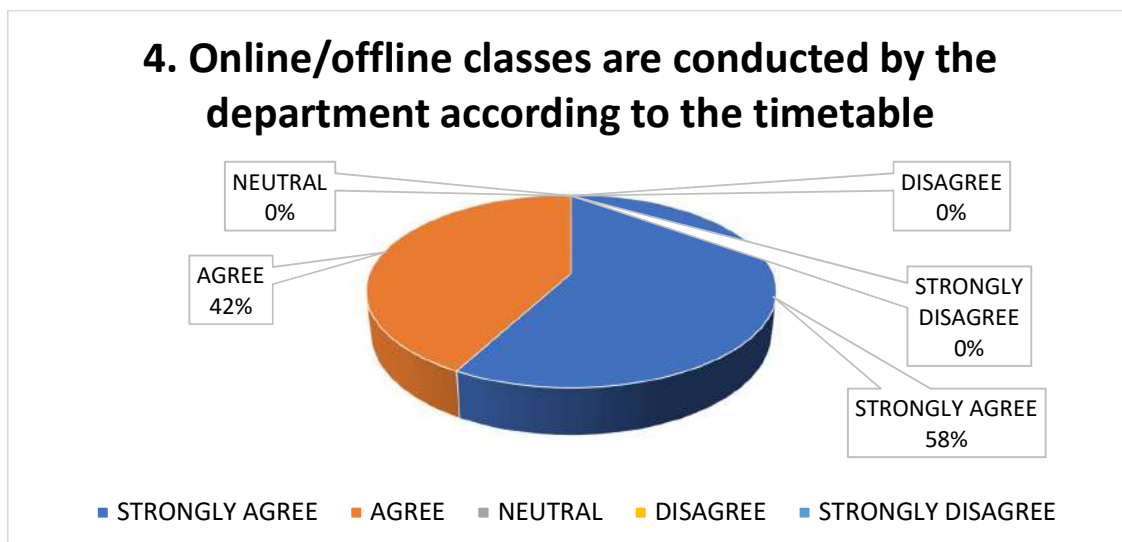
2. Teachers complete the syllabus in due time

NEUTRAL
10%

DISAGREE
0%

STRONGLY
DISAGREE
0%

STRONGLY AGREE
53%

AGREE
37%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

3. **Use of Teaching Aids and ICT:**

- A majority of students (14 strongly agree, 27 agree) recognize the use of teaching aids and ICT (like PPT presentations) to facilitate teaching. While the response is largely positive, the balance between strongly agree and agree suggests there might be room for enhancing the effectiveness or integration of these tools.
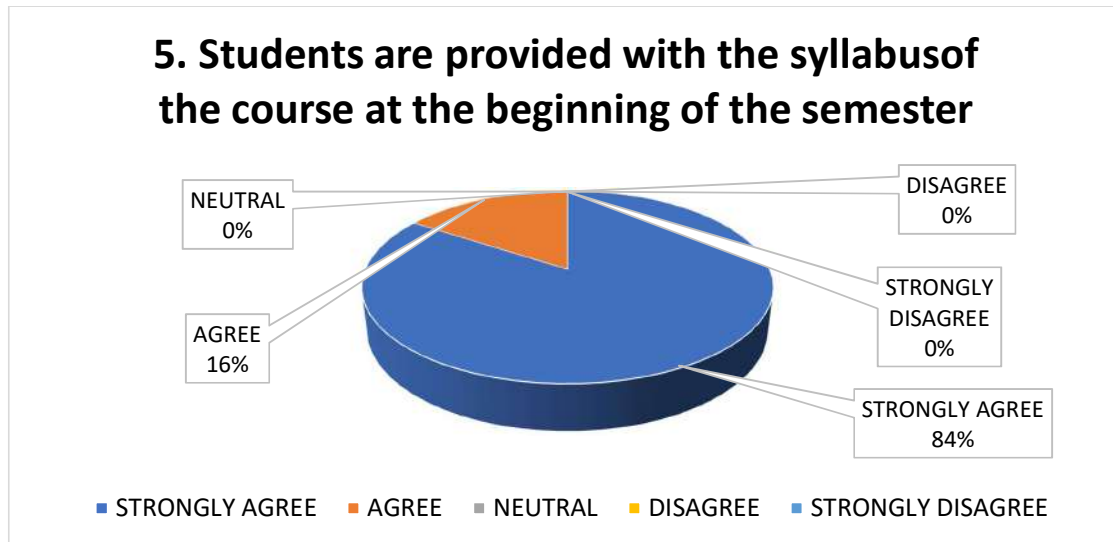
3. Teachers use teaching aids and ICT(PPT presentation,etc.) to facilitate teaching

STRONGLY AGREE
0%

AGREE
0%

NEUTRAL
32%

STRONGLY DISAGREE
10%

DISAGREE
58%

■ STRONGLY AGREE   ■ AGREE   ■ NEUTRAL   ■ DISAGREE   ■ STRONGLY DISAGREE

4. **Conduct of Classes According to Timetable:**

- The feedback (39 strongly agree, 2 agree) shows high satisfaction with the department's ability to conduct online/offline classes according to the set timetable, indicating good organizational practices.

4. Online/offline classes are conducted by the department according to the timetable

NEUTRAL
0%

DISAGREE
0%

AGREE
42%

STRONGLY DISAGREE
0%

STRONGLY AGREE
58%

■ STRONGLY AGREE   ■ AGREE   ■ NEUTRAL   ■ DISAGREE   ■ STRONGLY DISAGREE
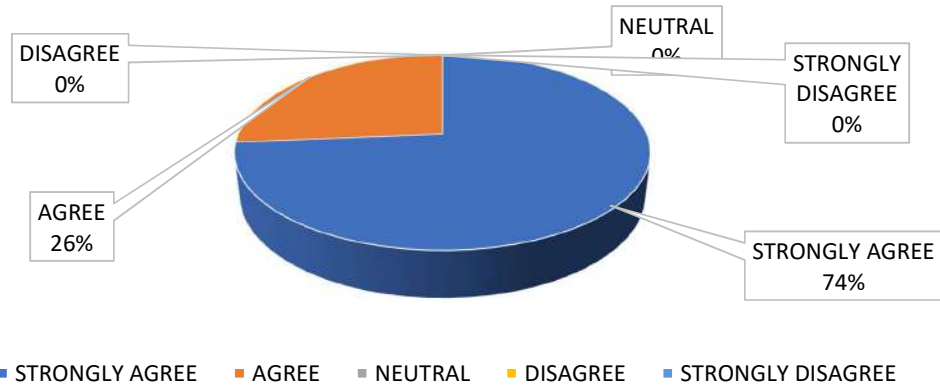
5. **Provision of Syllabus:**

- The provision of the course syllabus at the beginning of the semester after each topic (41 strongly agree in both cases) is highlighted as strong points, ensuring that students are well-prepared and supported throughout their studies.
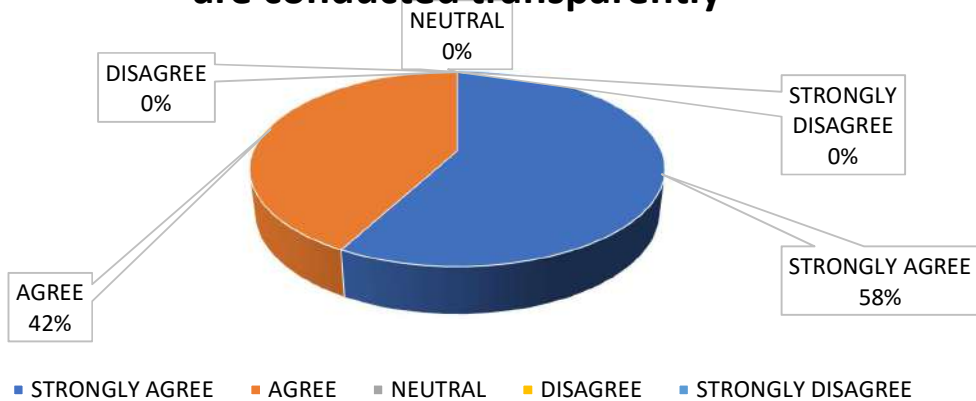
5. Students are provided with the syllabusof the course at the beginning of the semester

NEUTRAL
0%

DISAGREE
0%

STRONGLY
DISAGREE
0%

AGREE
16%

STRONGLY AGREE
84%

- STRONGLY AGREE
- AGREE
- NEUTRAL
- DISAGREE
- STRONGLY DISAGREE

6 & 7. Internal Assessment Practices : frequency and transparency

- The frequency and transparency of internal assessments/class tests/mock tests are viewed positively (36 strongly agree, 5 agree for frequency; 27 strongly agree, 14 agree for transparency), though the distribution suggests there could be a deeper exploration into ensuring assessments' clarity and fairness.

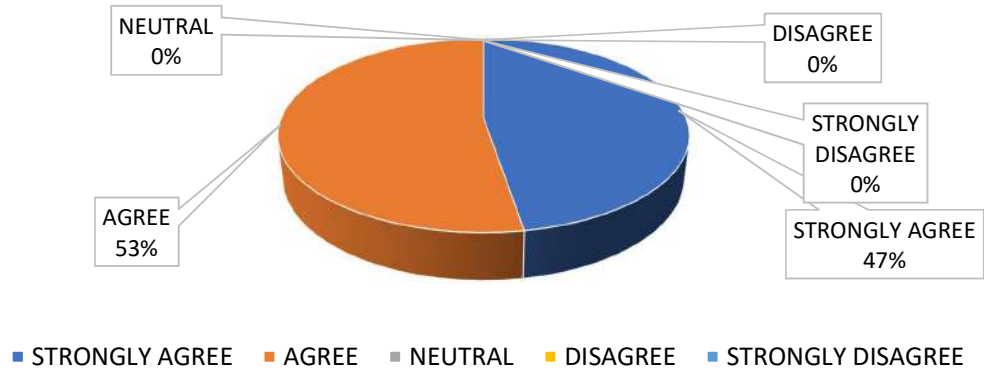## 6. Internal assesment/class tests/mock tests are taken frequently

DISAGREE 0%

NEUTRAL 0%

STRONGLY DISAGREE 0%

AGREE 26%

STRONGLY AGREE 74%

- STRONGLY AGREE
- AGREE
- NEUTRAL
- DISAGREE
- STRONGLY DISAGREE

7. Internal assesment/class tests/mock tests are conducted transparently

NEUTRAL 0%

DISAGREE 0%

STRONGLY DISAGREE 0%

STRONGLY AGREE 58%

AGREE 42%

- STRONGLY AGREE
- AGREE
- NEUTRAL
- DISAGREE
- STRONGLY DISAGREE

8. **Provision of Study Materials:**

- The provision of the sufficient study materials after each topic (41 strongly agree in both cases) is highlighted as strong points, ensuring that students are well-prepared and supported throughout their studies.
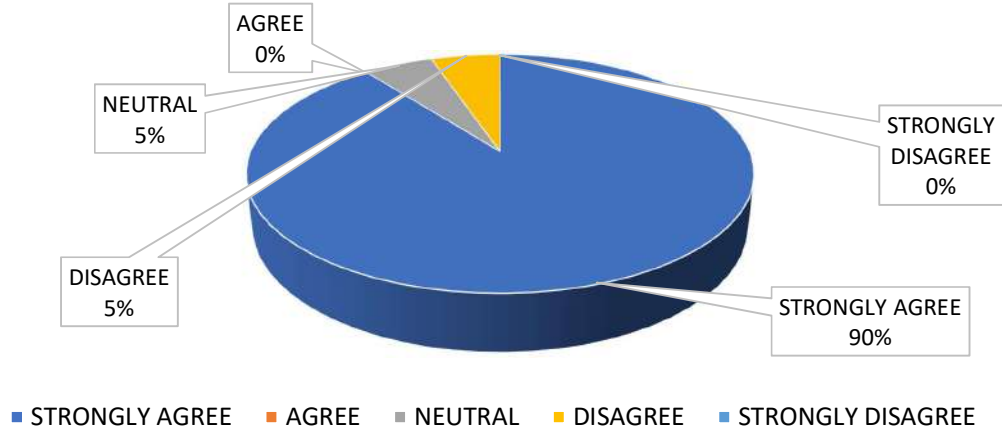
8. Sufficient study materials are provided by teachers after the completion of each topic

NEUTRAL 0%

DISAGREE 0%

STRONGLY DISAGREE 0%

STRONGLY AGREE 47%

AGREE 53%

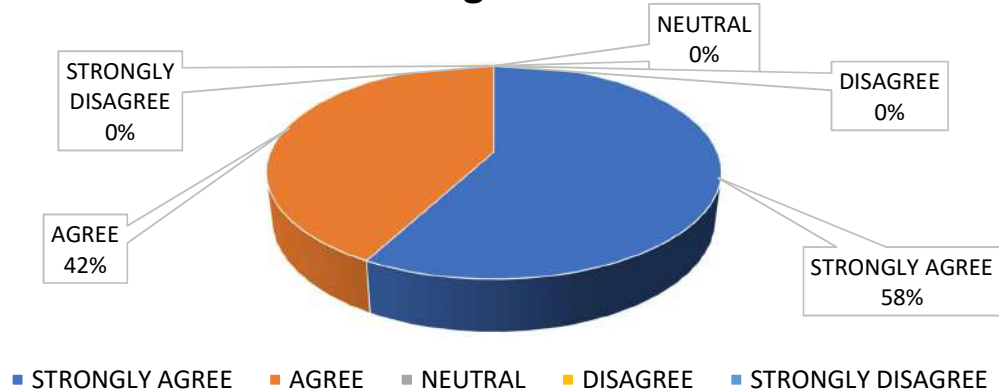■ STRONGLY AGREE   ■ AGREE   ■ NEUTRAL   ■ DISAGREE   ■ STRONGLY DISAGREE

9 & 10. Teacher Preparedness and Encouragement for Interaction:

- Teachers are perceived as coming to class well-prepared (41 strongly agree) and encouraging student interaction (33 strongly agree, 8 agree), which are essential for a dynamic and engaging learning experience.

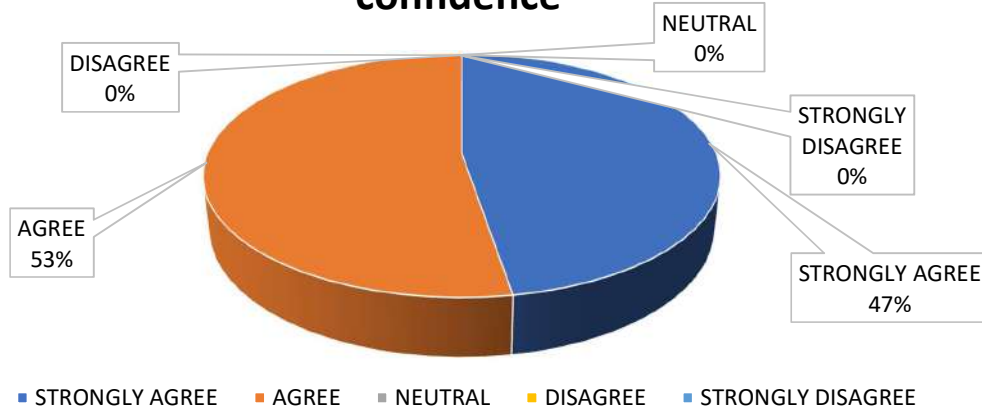## 9. Teachers come to class well prepared

AGREE 0%

NEUTRAL 5%

STRONGLY DISAGREE 0%

DISAGREE 5%

STRONGLY AGREE 90%

■ STRONGLY AGREE   ■ AGREE   ■ NEUTRAL   ■ DISAGREE   ■ STRONGLY DISAGREE

10 Teachers encouraged students to interact during classes

- STRONGLY DISAGREE 0%
- AGREE 42%
- NEUTRAL 0%
- DISAGREE 0%
- STRONGLY AGREE 58%

Legend: ■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

11. Boosting Student Self-Confidence:

- A majority (25 strongly agree, 16 agree) feel that teachers help boost students' self-confidence, though the split in responses could suggest varying experiences among students in this regard.
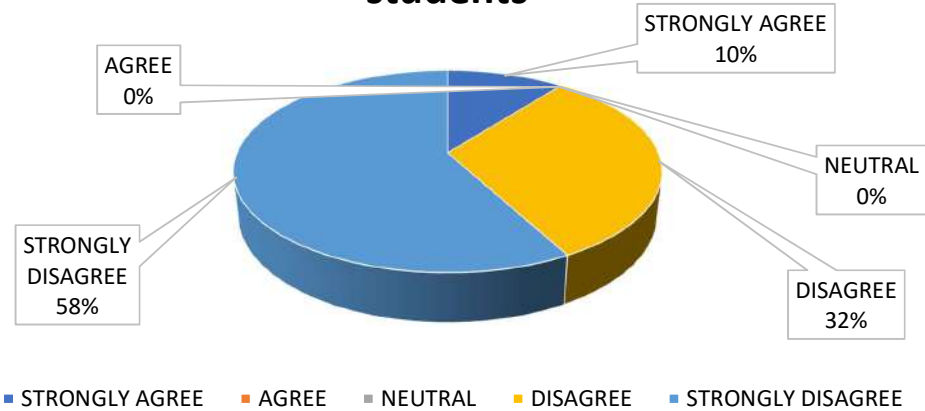

11. Teachers help to boost students self confidence

- DISAGREE 0%
- AGREE 53%
- NEUTRAL 0%
- STRONGLY DISAGREE 0%
- STRONGLY AGREE 47%

Legend: ■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

12. Perceived Bias:

- The unanimous strong disagreement (41 strongly disagree) regarding any bias from teachers in helping students is a significant positive, demonstrating a commitment to fairness and impartiality.

12. Teachers are biased in the case of helping students

STRONGLY AGREE 10%

AGREE 0%

NEUTRAL 0%

STRONGLY DISAGREE 58%

DISAGREE 32%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

13. Guidance for Future Academic Decisions:

- The department seems to support students in making informed decisions about their academic futures (24 strongly agree, 17 agree), although there might be potential for providing even more robust guidance or resources.

13. Teachers help students make futuristic decision in the academic field

NEUTRAL 0%

DISAGREE 0%

STRONGLY DISAGREE 0%

AGREE 44%

STRONGLY AGREE 56%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE
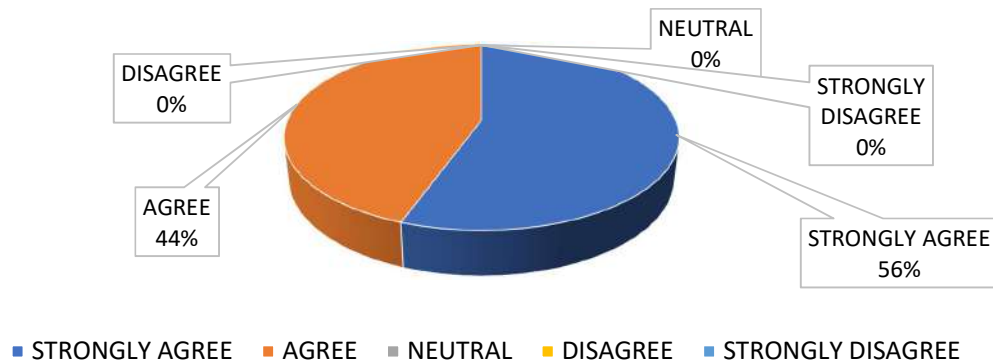
Overall, the Department of Geography is performing exceptionally well across several key areas, contributing to a positive and supportive educational environment. Continuous engagement with student feedback will be crucial for sustaining these strengths and following identifying areas for incremental improvements:

Implications and Recommendations

- **Enhancing the Use of Teaching Aids and ICT:** While the use of technology and teaching aids is acknowledged, there may be opportunities to explore more innovative or engaging methods to enhance learning further.

- **Focusing on Internal Assessment Clarity:** Ensuring that all students feel internal assessments are conducted transparently could involve providing clearer guidelines or feedback mechanisms.

- **Uniform Support for Student Self-Condition:** Investigating and addressing any variability in how students perceive the support in boosting their self-confidence could help in providing a more uniformly positive experience.

- **Strengthening Future Academic Guidance:** Expanding on the support for making future academic and career decisions could involve additional workshops, guest lectures, or mentorship programs tailored to students' interests and career aspirations.

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Principal
Swarnamoyee Jogendranath Mahavidyalaya
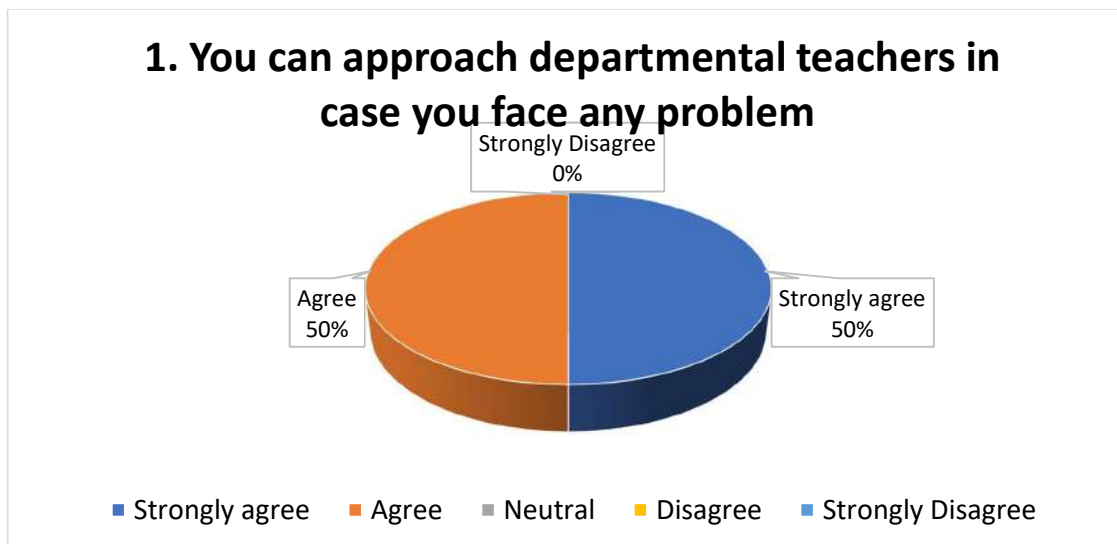Amdabad :: Purba Medinipur :: Pin-721650

Department of History

Particulars	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
You can approach departmental teachers in case you face any problem	1	2	0	0	0
Teachers complete the syllabus in due time	1	2	0	0	0
Teachers use teaching aids and ICT(PPT presentation, etc.) to facilitate teaching	0	3	0	0	0
Online/offline classes are conducted by the department according to the timetable	1	2	0	0	0
Students are provided with the syllabus of the course at the beginning of the semester	1	2	0	0	0
Internal assessment/class tests/mock tests are taken frequently	1	2	0	0	0
Internal assessment/class tests/mock tests are conducted transparently	1	2	0	0	0
Sufficient study materials are provided by teachers after the completion of each topic	0	0	3	0	0
Teachers come to class well prepared	0	0	3	0	0
Teachers encouraged students to interact during classes	1	2	0	0	0
Teachers help to boost students self-confidence	1	2	0	0	0
Teachers are biased in the case of helping students	0	0	0	0	3
Teachers help students make futuristic decision in the academic field	3	0	0	0	0

Interpretation of Feedback Results: Department of History

The feedback from the students of the Department of History offers a detailed look into their academic experience, highlighting strengths and areas for potential improvement. The results suggest a generally positive environment, with specific aspects identified for enhancement.

**1. Approachability of Teachers:**

- **Summary**: Students feel they can approach departmental teachers with any problems, though the feedback is limited.

- **Details**: 1 strongly agree, 2 agree, indicating a supportive environment but also suggesting there may be a need for greater teacher accessibility or visibility.

1. You can approach departmental teachers in case you face any problem

Strongly Disagree
0%

Agree
50%

Strongly agree
50%

■ Strongly agree   ■ Agree   ■ Neutral   ■ Disagree   ■ Strongly Disagree

2. Completion of Syllabus:

- **Summary**: Teachers are seen to complete the syllabus on time, reflecting effective curriculum management.

- **Details**: 1 strongly agree, 2 agree, which indicates that the syllabus completion is handled well.

2. Teachers complete the syllabus in due time

Strongly Disagree
0%

Strongly agree
100%

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree
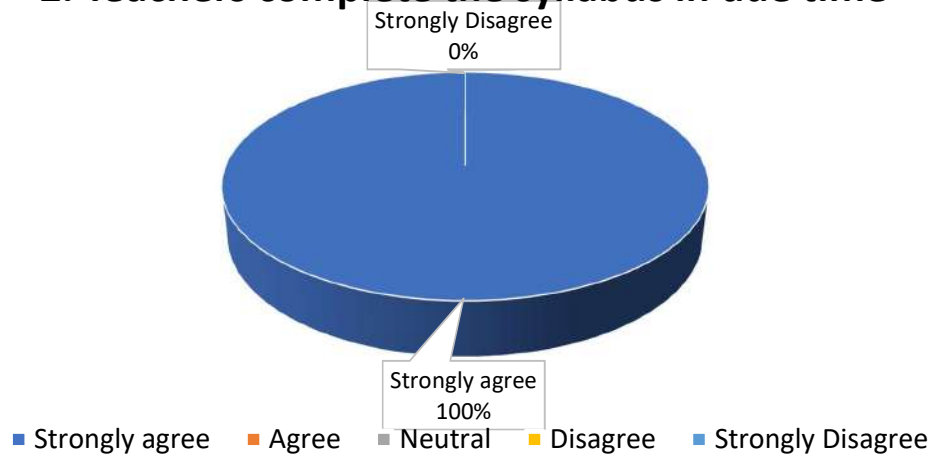
3. Use of Teaching Aids and ICT:

- **Summary**: There is unanimous agreement on the use of teaching aids and ICT to facilitate learning.

- **Details**: 3 agree, showing positive reception but no strong agreement, suggesting room for enhancing the use of technology in teaching.

3. Teachers use teaching aids and ICT(PPT presentation,etc.) to facilitate teaching

Strongly Disagree
0%

Agree
100%

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree
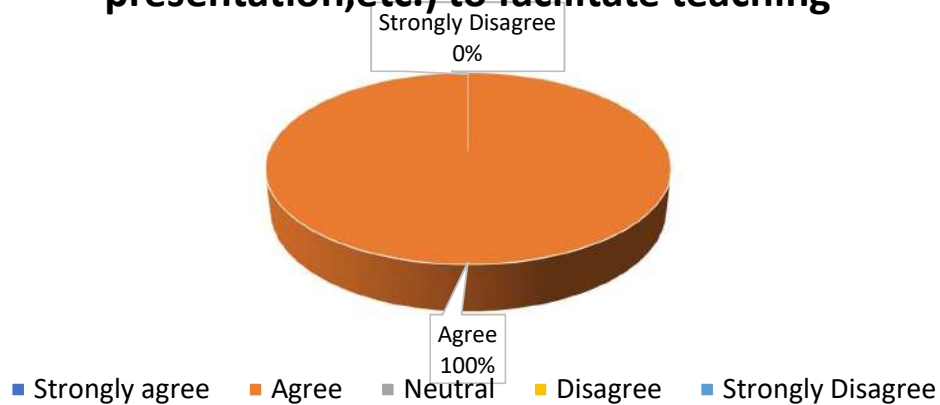
4. Conduct of Classes According to Timetable:

- **Summary**: Classes are conducted according to the timetable.

- **Details**: 1 strongly agree, 2 agree, which implies that the scheduling of classes is mostly adhered to.

4. Online/offline classes are conducted by the department according to the timetable

Strongly Disagree
0%

Strongly agree
100%

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree
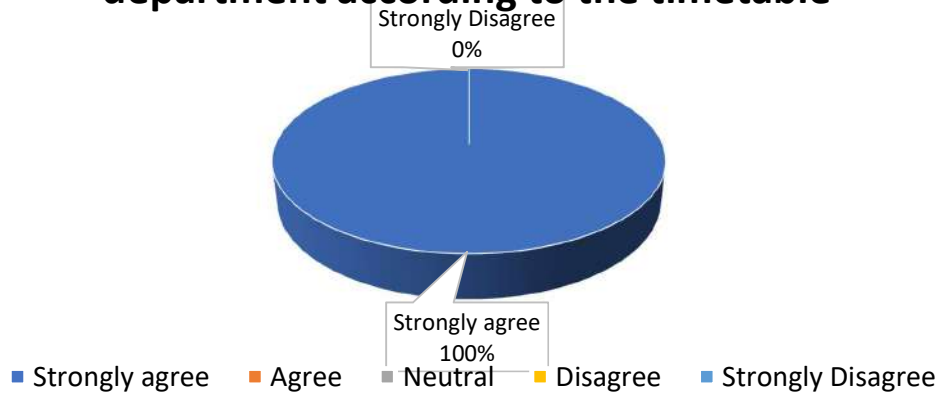
5. Provision of Syllabus and Study Materials:

- **Summary**: The course syllabus is provided at the beginning of the semester

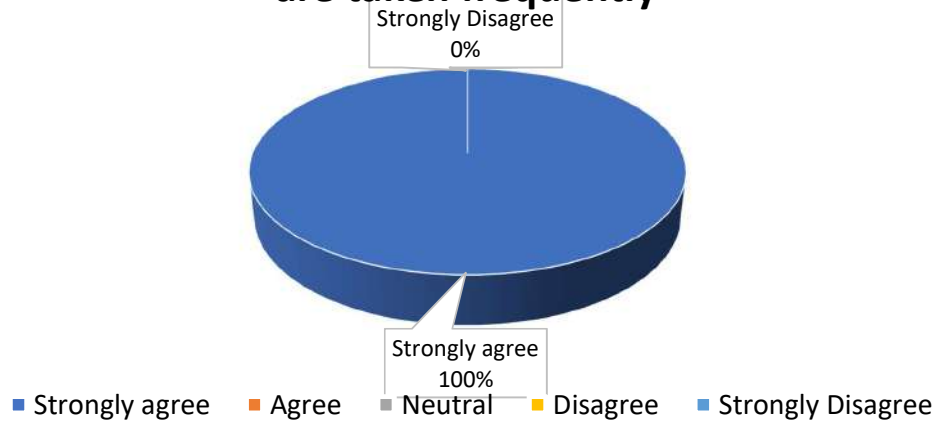- **Details**: 1 strongly agree, 2 agree for syllabus provision.

5. Students are provided with the syllabus of the course at the beginning of the semester

Strongly Disagree
0%

Strongly agree
100%

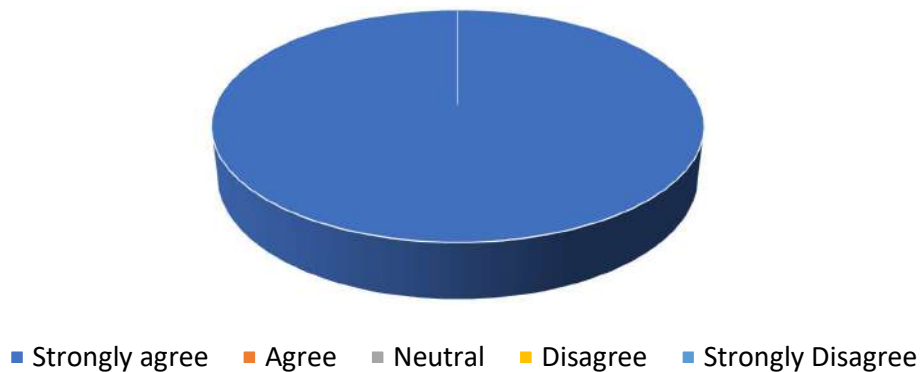■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree
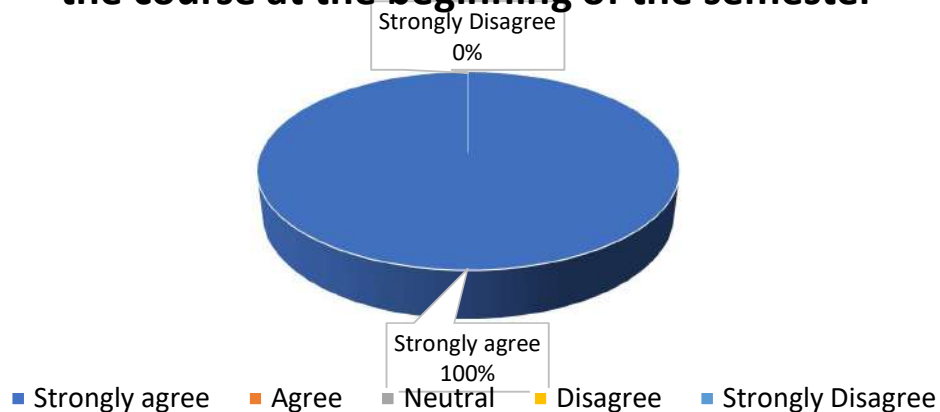
6 & 7. Internal Assessment Practices:

- **Summary**: Internal assessments and class tests are conducted frequently and transparently.

- **Details**: 1 strongly agree, 2 agree for both frequency and transparency, showing a generally positive reception.

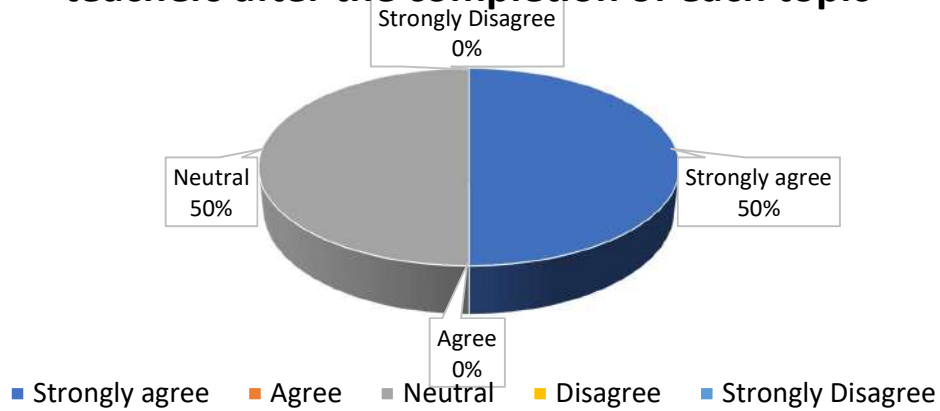## 6. Internal assesment/class tests/mock tests are taken frequently

Strongly Disagree
0%

Strongly agree
100%

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

7. Internal assesment/class tests/mock tests are conducted transparently

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

8. **Study Materials:**

- **Summary**: There is a neutral stance on the sufficiency of study materials.

- **Details**: 3 neutral for study materials, indicating a need for better distribution or quality of study materials.

8. Sufficient study materials are provided by teachers after the completion of each topic

Strongly Disagree
0%

Neutral
50%

Strongly agree
50%

Agree
0%

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree
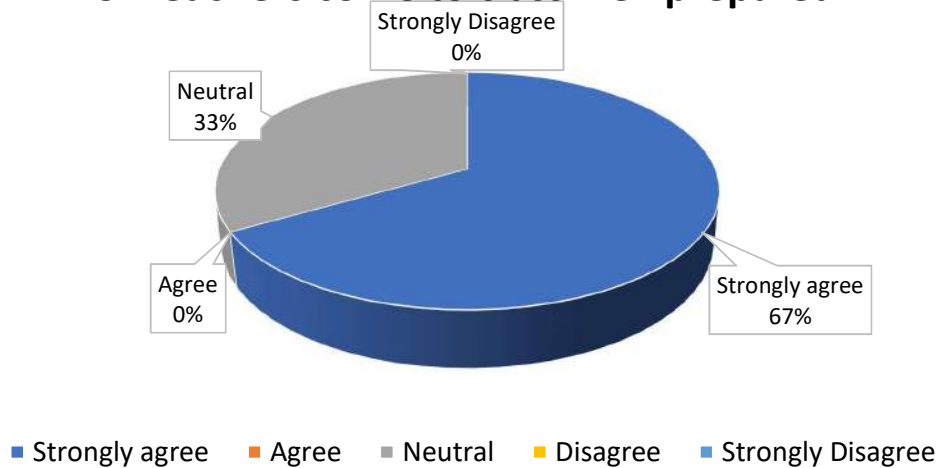
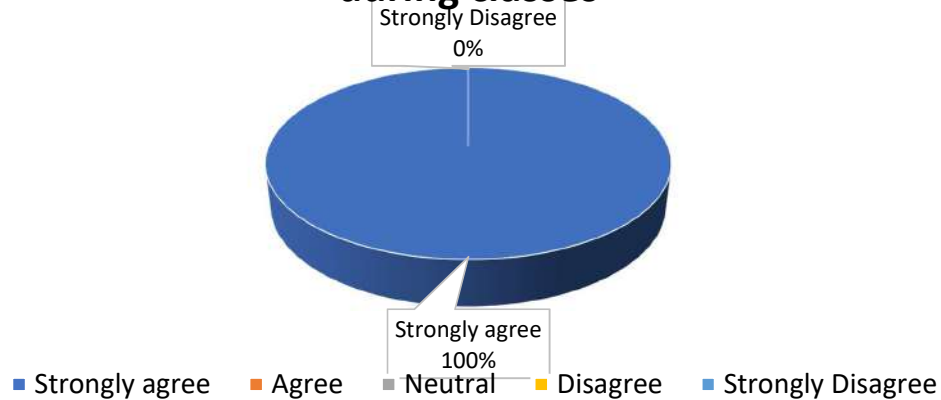**9 & 10. Teacher Preparedness and Encouragement for Interaction:**

- **Summary**: Mixed feedback on teacher preparedness and encouragement for student interaction.

Details: 3 neutral for teacher preparedness; 1 strongly agree, 2 agree for encouraging interaction, suggesting the need for better preparation.

9. Teachers come to class well prepared

Strongly Disagree
0%

Neutral
33%

Agree
0%

Strongly agree
67%

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

10. Teachers encouraged students to interact during classes

Strongly Disagree
0%

Strongly agree
100%

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

11. Boosting Student Self-Confidence:

- **Summary**: Teachers are seen as helpful in boosting student self-confidence.

- **Details**: 1 strongly agree, 2 agree, indicating positive support for personal development.

11. Teachers help to boost students self condition

Strongly Disagree
0%

Strongly agree
100%

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree
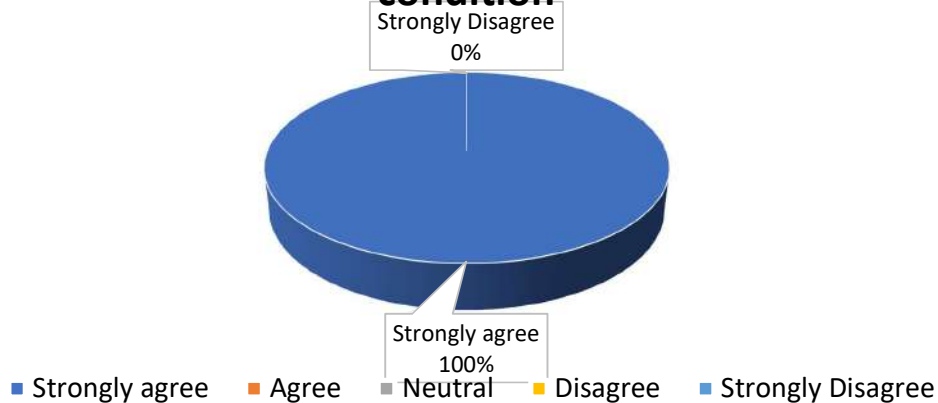
12. Perceived Bias:

- **Summary**: There is a strong disagreement with the notion that teachers are biased.

- **Details**: 3 strongly disagree, suggesting that students perceive fairness in teacher-student interactions.

12. Teachers are biased in the case of helping students

St Disagree ee
0%

Strongly Disagree
100%

■ Strongly agree   ■ Agree   ■ Neutral   ■ Disagree   ■ Strongly Disagree
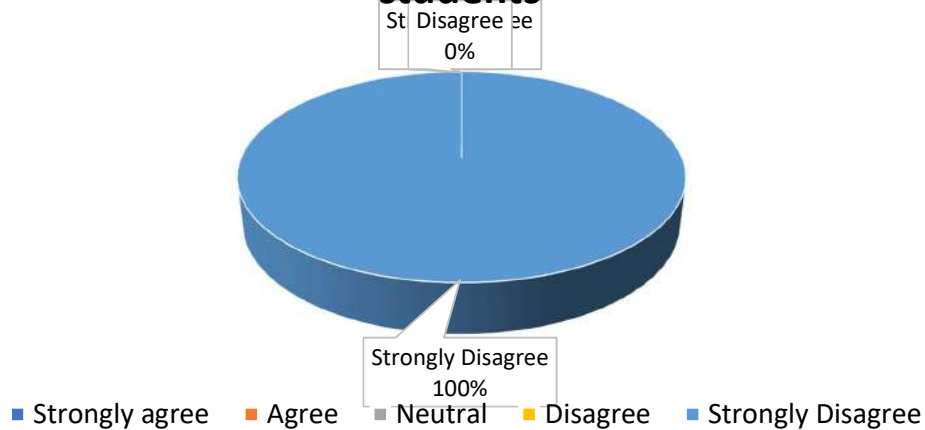
13. Guidance for Future Academic Decisions:

- **Summary**: Teachers are helpful in guiding students towards future academic decisions.

- **Details**: 3 strongly agree, showing strong support in this area.

13. Teachers help students make futuristic decision in the academic field

Strongly Disagree
0%

Strongly agree
100%

■ Strongly agree   ■ Agree   ■ Neutral   ■ Disagree   ■ Strongly Disagree
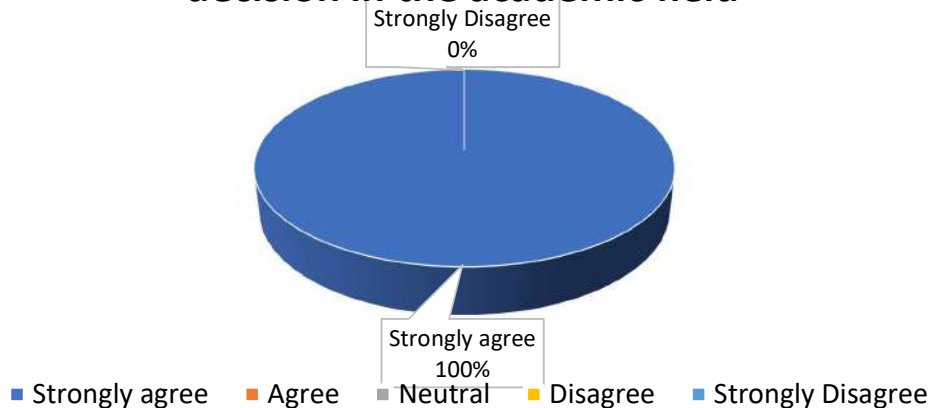
Conclusion:

While the Department of History showcases several strengths, particularly in supporting students and maintaining an organized curriculum, addressing areas such as teacher preparedness and the provision of study materials will be crucial for further enhancing the academic experience.

Implications and Recommendations:

1. **Enhancing Teacher Approachability**:

   o Promote initiatives to increase teacher visibility and approachability.

2. **Maximizing Teaching Aids and ICT**:

   o Evaluate the use of technology and consider expanding it to enhance student engagement.

3. **Improving Consistency in Class Scheduling**:

   o Ensure better communication and adherence to the timetable to maintain student satisfaction.

4. **Expanding Access to Study Materials**:

   o Improve the distribution and quality of study materials to meet student expectations.

5. **Addressing Teacher Preparedness**:

   o Encourage teachers to come well-prepared for classes to provide a better learning experience.

6. **Ensuring Fairness and Equity**:

   o Continue promoting fairness and equity in all teacher-student interactions, maintaining the positive perception of unbiased behaviour.

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Principal
Swarnamoyee Jogendranath Mahavidyalaya
Amdabad :: Purba Medinipur :: Pin-721650

Department of Physical Education

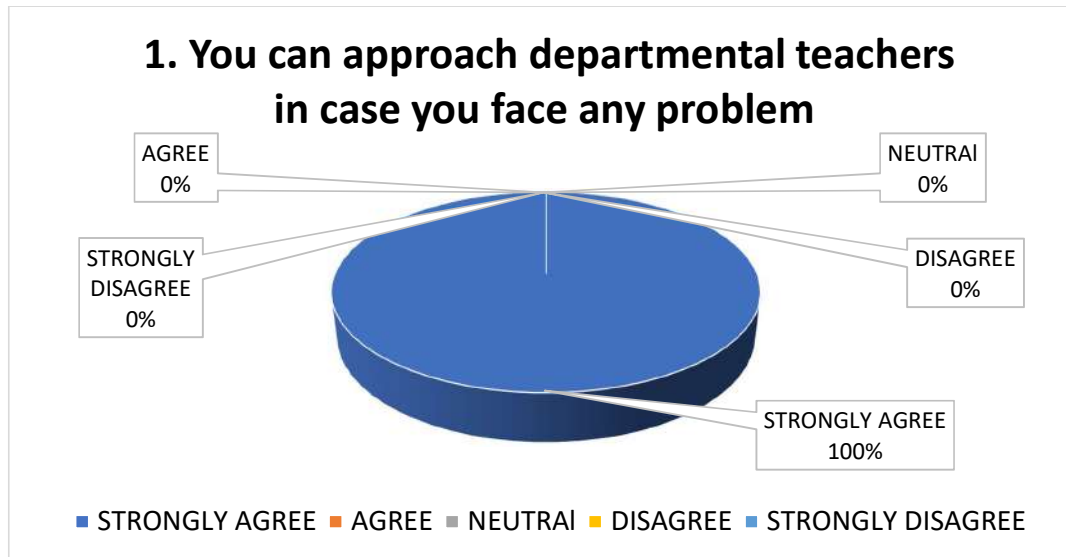| Particulars	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
You can approach departmental teachers in case you face any problem	12	0	0	0	0
Teachers complete the syllabus in due time	12	0	0	0	0
Teachers use teaching aids and ICT(PPT presentation, etc.) to facilitate teaching	0	11	0	0	1
Online/offline classes are conducted by the department according to the timetable	9	3	0	0	0
Students are provided with the syllabus of the course at the beginning of the semester	12	0	0	0	0
Internal assessment/class tests/mock tests are taken frequently	9	3	0	0	0
Internal assessment/class tests/mock tests are conducted transparently	8	4	0	0	0
Sufficient study materials are provided by teachers after the completion of each topic	7	5	0	0	0
Teachers come to class well prepared	7	5	0	0	0
Teachers encouraged students to interact during classes	12	0	0	0	0
Teachers help to boost students self confidence	9	3	0	0	0
Teachers are biased in the case of helping students	0	0	0	0	12
Teachers help students make futuristic decision in the academic field	12	0	0	0	0

The feedback from the students of the Department of Physical Education presents a comprehensive view of the educational practices, faculty engagement, and overall departmental support from the students' perspective. The responses indicate areas of strength and also highlight aspects where there could be room for improvement or further emphasis. Here's a detailed interpretation:

Interpretation of Feedback Results
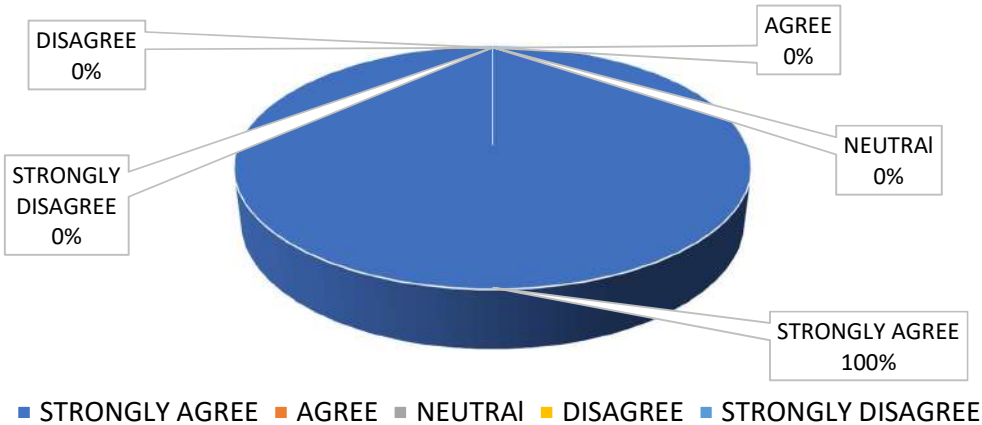
1. **Approachability of Teachers:**

   - The unanimous agreement (12 strongly agree) on the approachability of departmental teachers suggests a highly supportive environment where students feel comfortable seeking help, which is crucial in a field as interactive and physically demanding as physical education.

1. You can approach departmental teachers in case you face any problem

AGREE 0%

NEUTRAl 0%

STRONGLY DISAGREE 0%

DISAGREE 0%

STRONGLY AGREE 100%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAl ■ DISAGREE ■ STRONGLY DISAGREE

2. **Completion of Syllabus:**

   - The completion of the syllabus in due time by teachers (12 strongly agree) indicates excellent curriculum management, ensuring students cover all necessary material within the allotted timeframe.
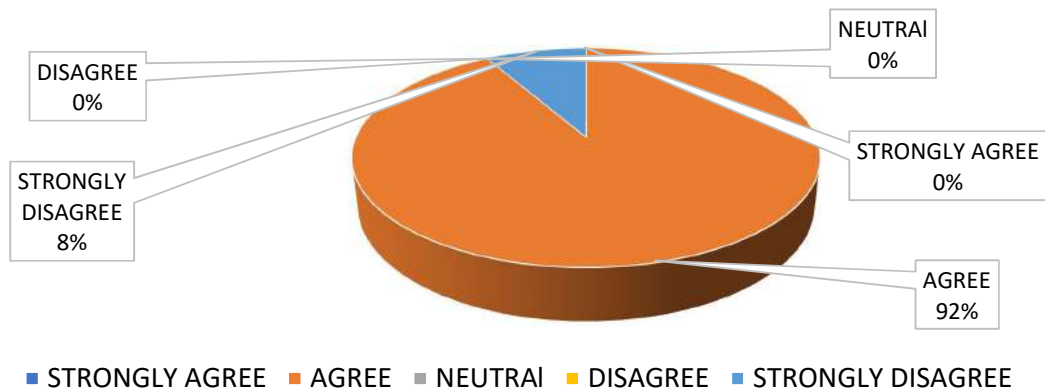
2. Teachers complete the syllabus in due time

DISAGREE
0%

AGREE
0%

NEUTRAl
0%

STRONGLY
DISAGREE
0%

STRONGLY AGREE
100%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAl ■ DISAGREE ■ STRONGLY DISAGREE

3. **Use of Teaching Aids and ICT:**

- While the majority agree (11 agree) that teaching aids and ICT are used to facilitate teaching, one disagreement indicates a potential area for review, perhaps suggesting the need for more effective integration or quality of technological resources.

3. Teachers use teaching aids and ICT(PPT presentation,etc.) to facilitate teaching

DISAGREE
0%

NEUTRAl
0%

STRONGLY AGREE
0%

STRONGLY
DISAGREE
8%

AGREE
92%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAl ■ DISAGREE ■ STRONGLY DISAGREE

4. **Conduct of Classes According to Timetable:**

- Most students (9 strongly agree, 3 agree) are satisfied with how online/offline classes are conducted according to the timetable, reflecting good organizational practices.

4. Online/offline classes are conducted by the department according to the timetable
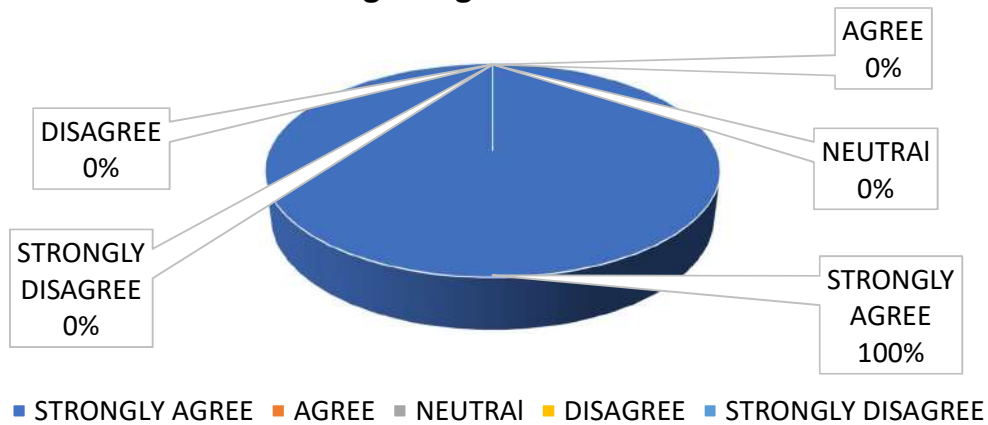
NEUTRAl 0%

STRONGLY DISAGREE 0%

DISAGREE 0%

AGREE 25%

STRONGLY AGREE 75%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAl ■ DISAGREE ■ STRONGLY DISAGREE
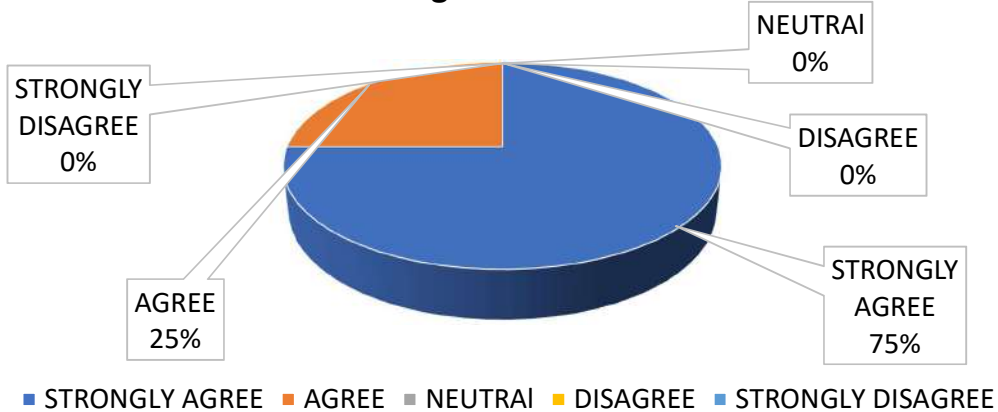
5. **Provision of Syllabus:**

- The unanimous response (12 strongly agree) regarding the provision of the syllabus at the semester's start indicates that students are well-supported with the necessary resources for their studies.

5. Students are provided with the syllabusof the course at the beginning of the semester

AGREE 0%

DISAGREE 0%

NEUTRAl 0%

STRONGLY DISAGREE 0%

STRONGLY AGREE 100%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAl ■ DISAGREE ■ STRONGLY DISAGREE

6 & 7. Internal Assessment Practices : frequency and transparency

- The frequency and transparency of internal assessments (9 strongly agree, 3 agree for frequency; 8 strongly agree, 4 agree for transparency) are well-regarded, though there's always room to enhance clarity and communication around these evaluations.

6. Internal assesment/class tests/mock tests are taken frequently
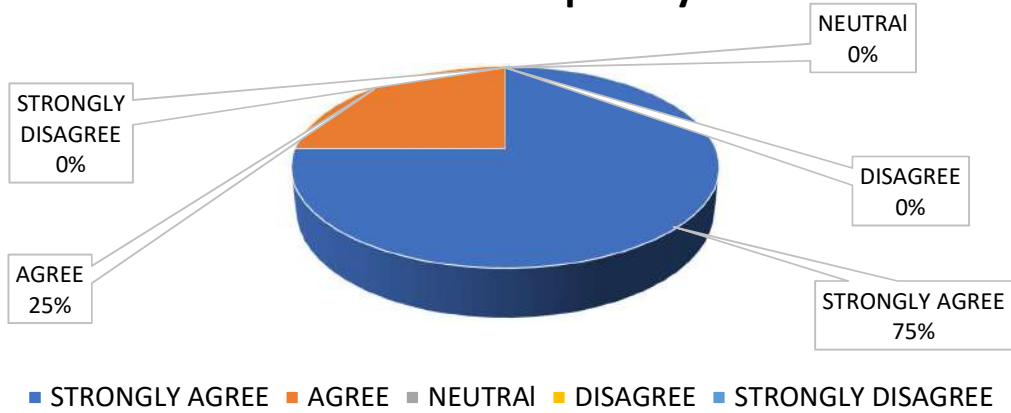
NEUTRAl 0%

STRONGLY DISAGREE 0%

DISAGREE 0%

AGREE 25%

STRONGLY AGREE 75%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAl ■ DISAGREE ■ STRONGLY DISAGREE

7. Internal assesment/class tests/mock tests are conducted transparently

NEUTRAl 0%

STRONGLY DISAGREE 0%

DISAGREE 0%

AGREE 33%

STRONGLY AGREE 67%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAl ■ DISAGREE ■ STRONGLY DISAGREE

8. **Study Materials:**

The response (7 strongly agree, 5 agree) regarding the provision of the syllabus at the semester's start, and sufficient study materials indicate that students are well-supported with the necessary resources for their studies.

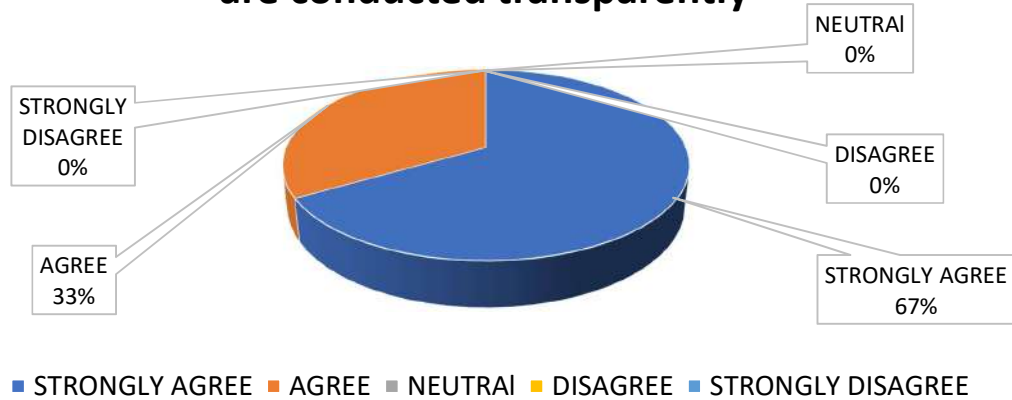## 8. Sufficient study materials are provided by teachers after the completion of each topic

NEUTRAl 0%

STRONGLY DISAGREE 0%

DISAGREE 0%

STRONGLY AGREE 58%

AGREE 42%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAl ■ DISAGREE ■ STRONGLY DISAGREE
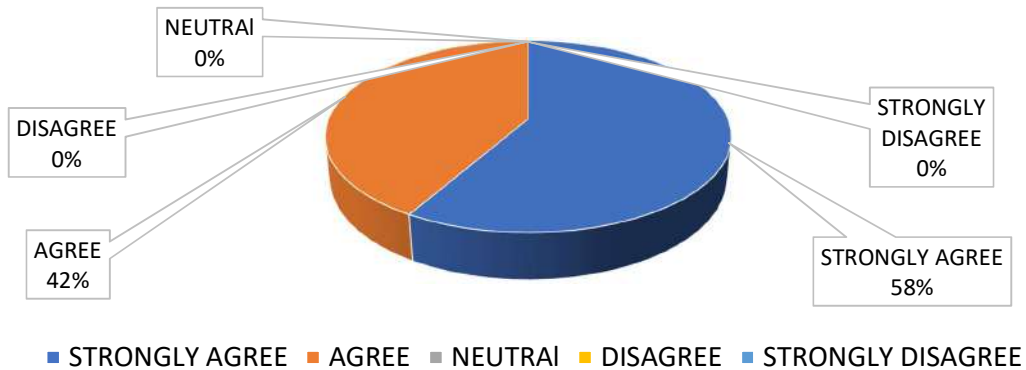
9 & 10. Teacher Preparedness and Student Interaction:

Teachers are seen as well-prepared (7 strongly agree, 5 agree) and encourage student interaction (12 strongly agree), which are essential aspects of fostering an engaging and effective learning environment.
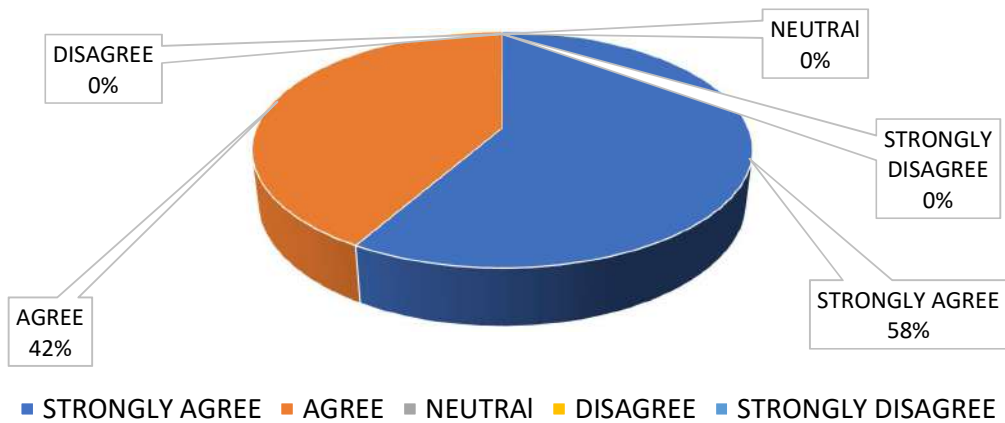
9. Teachers come to class well prepared

DISAGREE 0%

NEUTRAl 0%

STRONGLY DISAGREE 0%

STRONGLY AGREE 58%

AGREE 42%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAl ■ DISAGREE ■ STRONGLY DISAGREE

10. Teachers encouraged students to interact during classes

AGREE
0%

NEUTRAl
0%

STRONGLY
DISAGREE
0%

DISAGREE
0%

STRONGLY AGREE
100%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAl ■ DISAGREE ■ STRONGLY DISAGREE
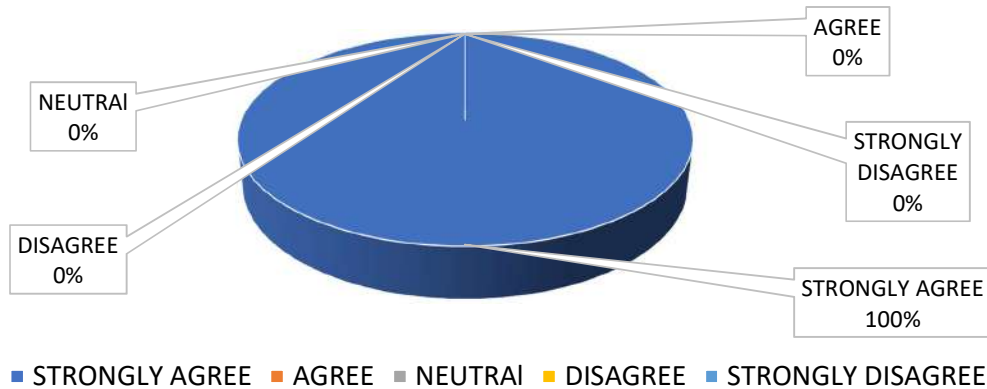
11. Boosting Student Self-Confidence:

Responses indicate that teachers significantly contribute to boosting students' self-confidence and condition (9 strongly agree, 3 agree), essential in physical education where personal growth and overcoming challenges are key.

11. Teachers help to boost students self confidence

NEUTRAl
0%

STRONGLY
DISAGREE
0%

DISAGREE
0%

AGREE
25%

STRONGLY AGREE
75%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAl ■ DISAGREE ■ STRONGLY DISAGREE

12. Perceived Bias:

All students (12 strongly disagree) perceive that there is no bias from teachers in helping students, which is a significant positive, indicating a sense of fairness and impartiality in the department.
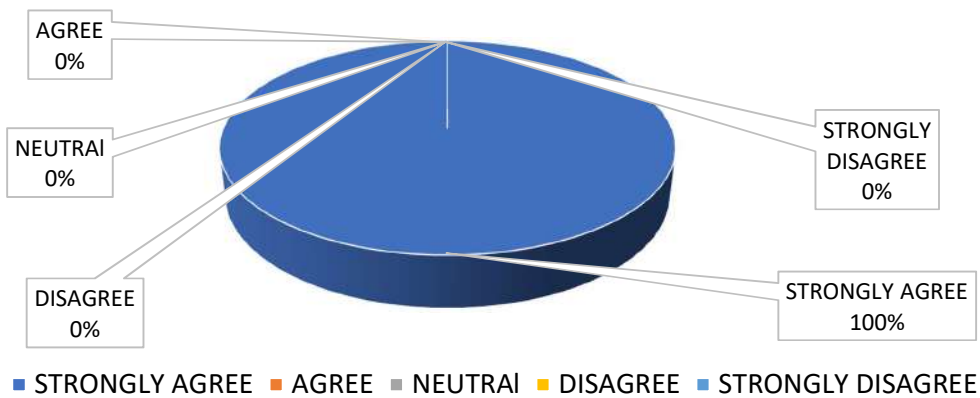
12. Teachers are biased in the case of helping students

STRONGLY AGREE
0%

NEUTRAl
0%

DISAGREE
0%

AGREE
0%

STRONGLY DISAGREE
100%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAl ■ DISAGREE ■ STRONGLY DISAGREE
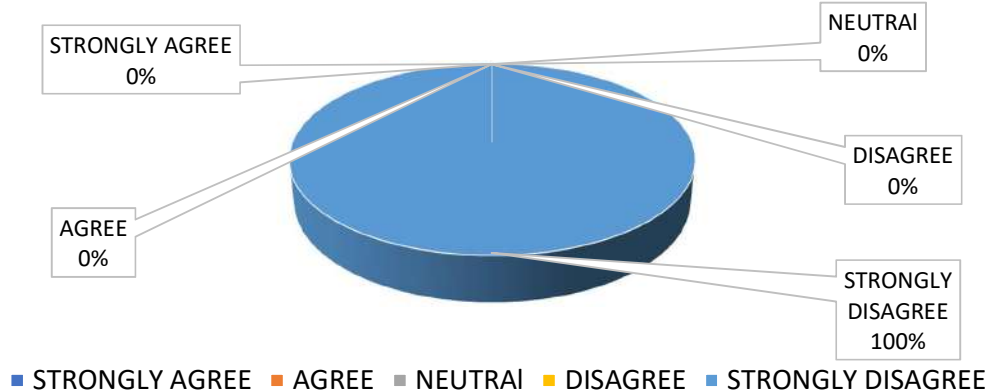
13. Guidance for Future Academic Decisions:

The department excels in supporting students in making decisions about their future in the academic field (12 strongly agree), indicating strong mentorship and career guidance within the department.

13. Teachers help students make futuristic decision in the academic field

AGREE
0%

NEUTRAl
0%

STRONGLY DISAGREE
0%

DISAGREE
0%

STRONGLY AGREE
100%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAl ■ DISAGREE ■ STRONGLY DISAGREE

Overall, the Department of Physical Education appears to foster a supportive and effective learning environment with dedicated faculty members. By continuing to build on these strengths and addressing the below mentioned areas for improvement, the department can further enhance its educational offerings and student satisfaction:

Implications and Recommendations

- **Enhancing the Use of Teaching Aids and ICT:** Exploring innovative teaching methods and ensuring the quality and accessibility of technological resources could enhance the learning experience.

- **Maintaining Strengths:** The department should continue to leverage its strengths, particularly in approachability, syllabus management, and support for student self-condition and future decision-making.

- **Fostering Continuous Improvement:** Regularly soliciting and acting on student feedback can help the department build on its successes and address any areas for improvement.

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Department of Philosophy

Particulars	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
You can approach departmental teachers in case you face any problem	3	1	0	0	0
Teachers complete the syllabus in due time	2	2	0	0	0
Teachers use teaching aids and ICT(PPT presentation, etc.) to facilitate teaching	0	4	0	0	0
Online/offline classes are conducted by the department according to the timetable	3	1	0	0	0
Students are provided with the syllabus of the course at the beginning of the semester	3	1	0	0	0
Internal assessment/class tests/mock tests are taken frequently	2	2	0	0	0
Internal assessment/class tests/mock tests are conducted transparently	2	2	0	0	0
Sufficient study materials are provided by teachers after the completion of each topic	2	2	0	0	0
Teachers come to class well prepared	2	2	0	0	0
Teachers encouraged students to interact during classes	3	1	0	0	0
Teachers help to boost students self confidence	2	2	0	0	0
Teachers are biased in the case of helping students	0	0	0	0	4
Teachers help students make futuristic decision in the academic field	2	2	0	0	0

The feedback results from the students of the Department of Philosophy provide insights into various aspects of the academic environment, teacher-student interactions, and the overall educational experience within the department. With a relatively small number of respondents, the results highlight areas of strength as well as opportunities for enhancement. Here's a detailed interpretation:
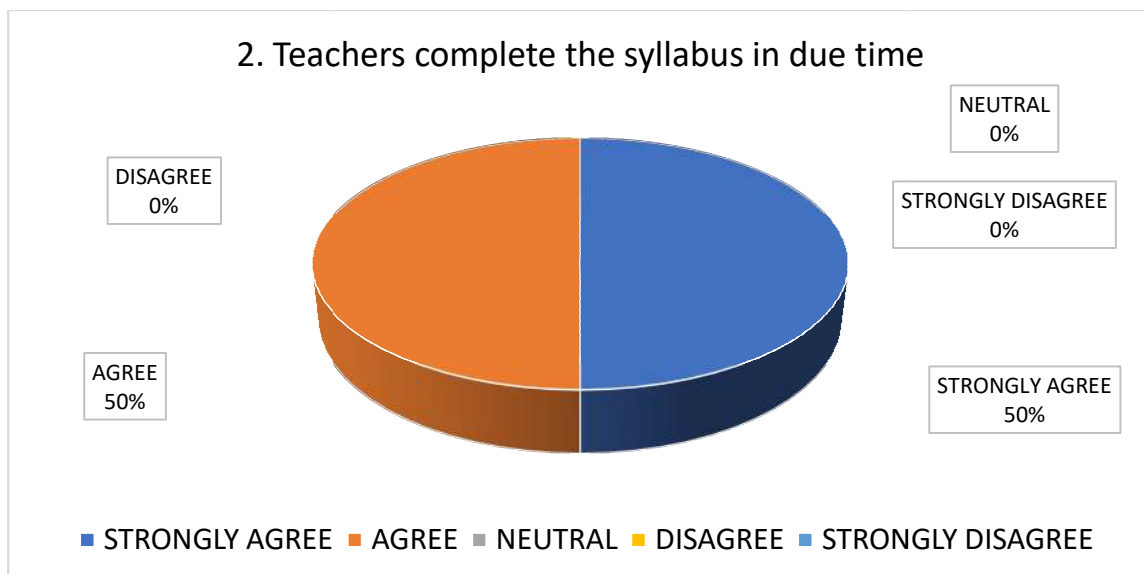
Interpretation of Feedback Results

1. **Approachability of Teachers:**

   - The majority of students feel they can approach departmental teachers with any problems (3 strongly agree, 1 agree), indicating a positive environment for student-faculty communication, though the total responses suggest a small sample size.

   ## 1. You can approach departmental teachers in case you face any problem

   DISAGREE 0%

   NEUTRAL 0%

   STRONGLY DISAGREE 0%

   AGREE 25%

   STRONGLY AGREE 75%

   ■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

2. **Completion of Syllabus:**

   - Students are evenly split on their perception of syllabus completion in due time (2 strongly agree, 2 agree), suggesting general satisfaction but possibly hinting at room for improvement in planning or execution.
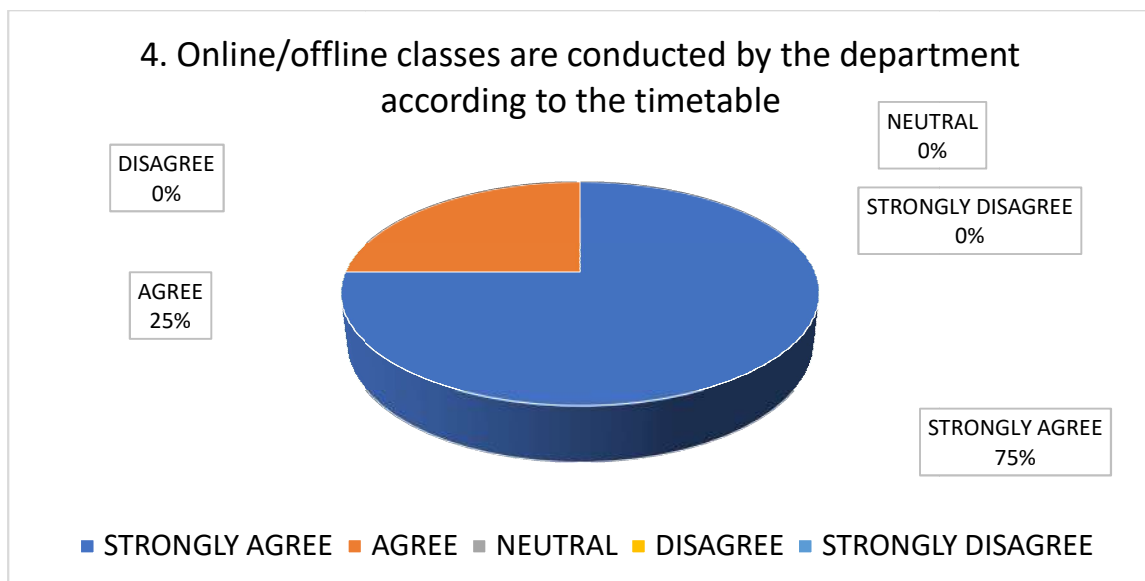
   ## 2. Teachers complete the syllabus in due time

   NEUTRAL 0%

   DISAGREE 0%

   STRONGLY DISAGREE 0%

   AGREE 50%

   STRONGLY AGREE 50%

   ■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

3. **Use of Teaching Aids and ICT:**

    - All respondents agree (4 agree) that teachers use teaching aids and ICT to facilitate teaching, though the absence of strong agreement could suggest a desire for more effective or innovative use of these resources.

3. Teachers use teaching aids and ICT(PPT presentation,etc.) to facilitate teaching

NEUTRAL 0%
STRONGLY AGREE 0%
DISAGREE 0%
STRONGLY DISAGREE 0%
AGREE 100%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

4. **Conduct of Classes According to Timetable:**

    - The feedback (3 strongly agree, 1 agree) shows satisfaction with the scheduling and conduct of online/offline classes, indicating good organizational practices within the department.

4. Online/offline classes are conducted by the department according to the timetable

DISAGREE 0%
NEUTRAL 0%
STRONGLY DISAGREE 0%
AGREE 25%
STRONGLY AGREE 75%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

5. **Provision of Syllabus and Study Materials:**

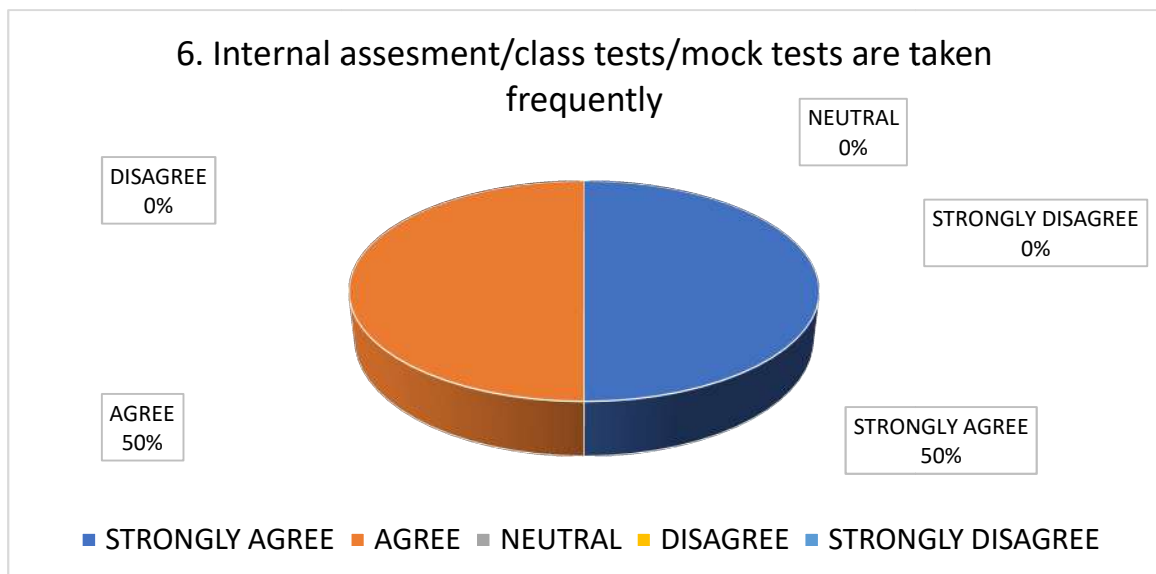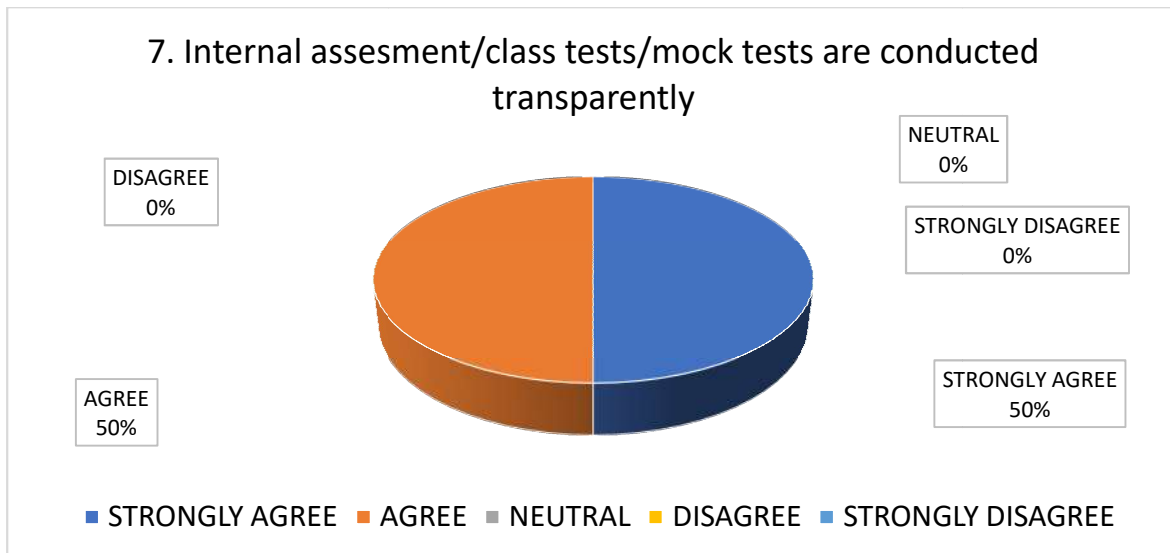- Students generally feel well-informed about the course syllabus at the semester's start and believe that sufficient study materials are provided (3 strongly agree, 1 agree for both), though again, the distribution suggests exploring ways to enhance accessibility or comprehensiveness of materials.

5. Students are provided with the syllabusof the course at the beginning of the semester

STRONGLY DISAGREE 0%

NEUTRAL 0%

DISAGREE 0%

AGREE 25%

STRONGLY AGREE 75%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

6 & 7. Internal Assessment Practices : frequency and transparency

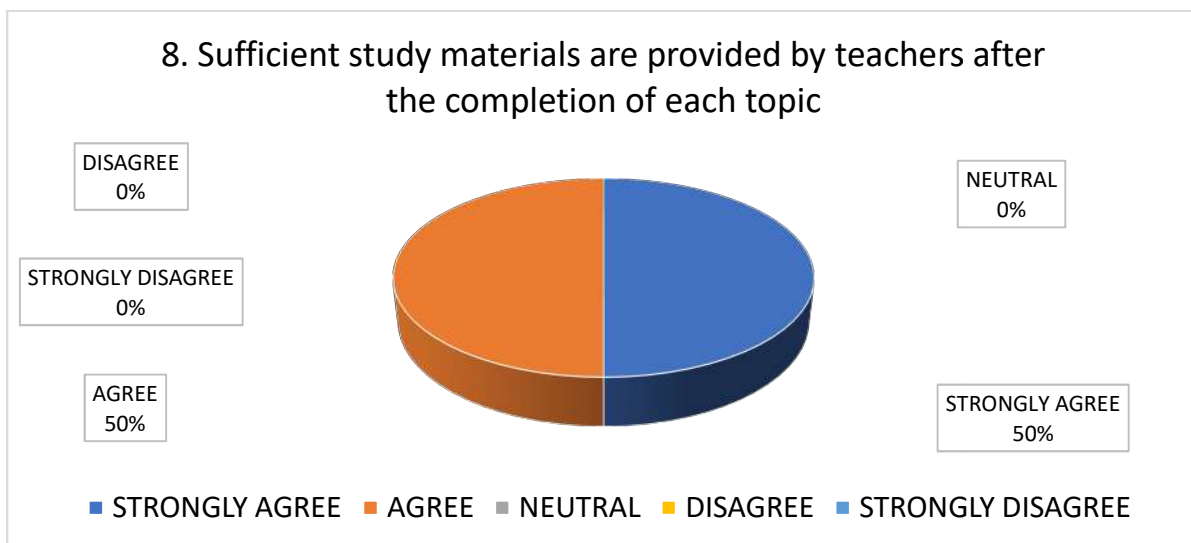- The department appears to conduct internal assessments, class tests, and mock tests frequently and transparently (2 strongly agree, 2 agree for both), with students generally satisfied with these practices.
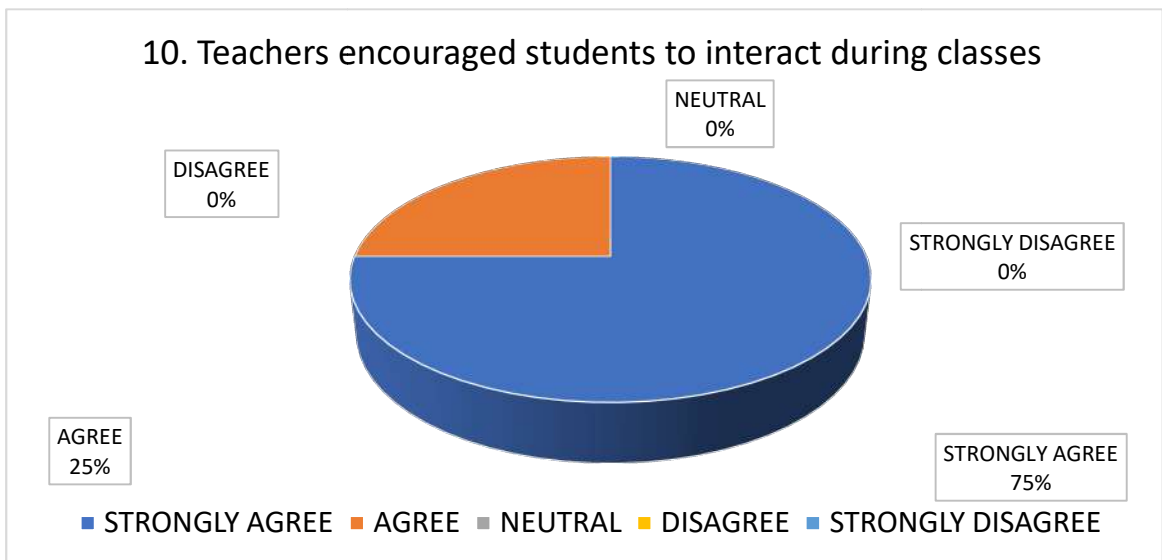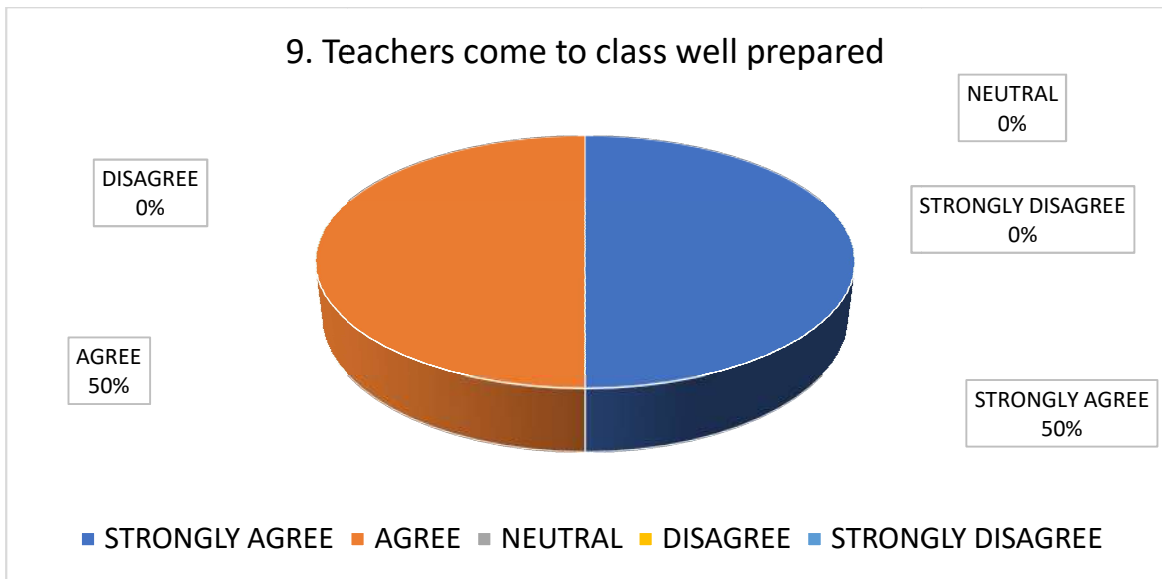
6. Internal assesment/class tests/mock tests are taken frequently

NEUTRAL 0%

DISAGREE 0%

STRONGLY DISAGREE 0%

AGREE 50%

STRONGLY AGREE 50%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

7. Internal assesment/class tests/mock tests are conducted transparently

DISAGREE 0%

NEUTRAL 0%

STRONGLY DISAGREE 0%

AGREE 50%

STRONGLY AGREE 50%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

8. Study Materials:

Students generally feel that sufficient study materials are provided (3 strongly agree, 1 agree for both), though again, the distribution suggests exploring ways to enhance accessibility or comprehensiveness of materials

8. Sufficient study materials are provided by teachers after the completion of each topic

DISAGREE 0%

NEUTRAL 0%

STRONGLY DISAGREE 0%

AGREE 50%

STRONGLY AGREE 50%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

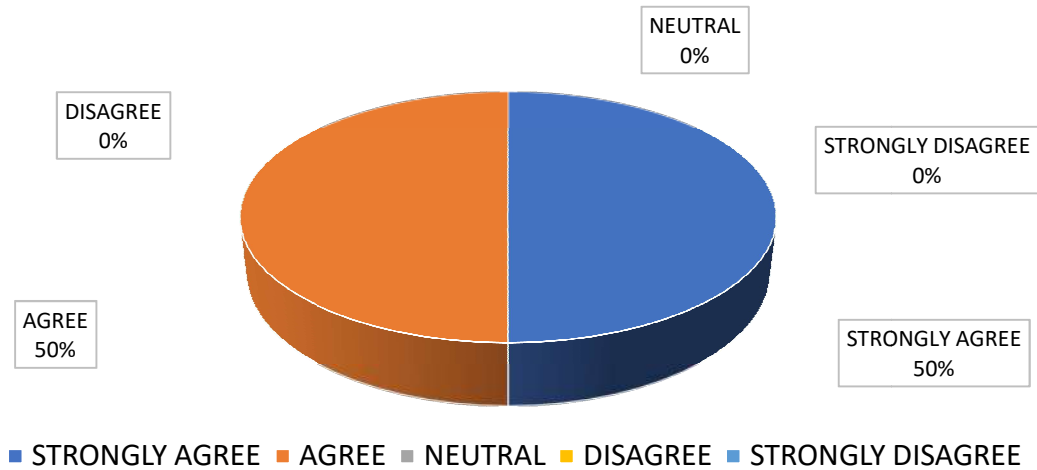**9. & 10. Teacher Preparedness and Encouragement for Interaction:**

Responses suggest that teachers are well-prepared for classes and encourage student interaction (2 strongly agree, 2 agree for preparedness; 3 strongly agree, 1 agree for encouragement), essential for a stimulating learning environment.

9. Teachers come to class well prepared

NEUTRAL
0%

DISAGREE
0%

STRONGLY DISAGREE
0%

AGREE
50%

STRONGLY AGREE
50%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

10. Teachers encouraged students to interact during classes

NEUTRAL
0%

DISAGREE
0%

STRONGLY DISAGREE
0%

AGREE
25%

STRONGLY AGREE
75%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

11. Boosting Student Self-Confidence:

Students feel supported in terms of their self-confidence and condition (2 strongly agree, 2 agree), indicating a nurturing atmosphere within the department.
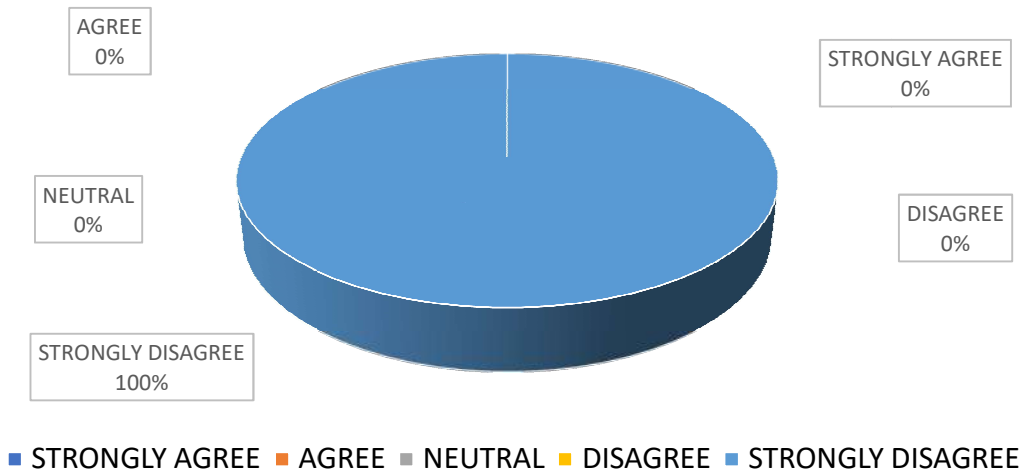
11. Teachers help to boost students self condition
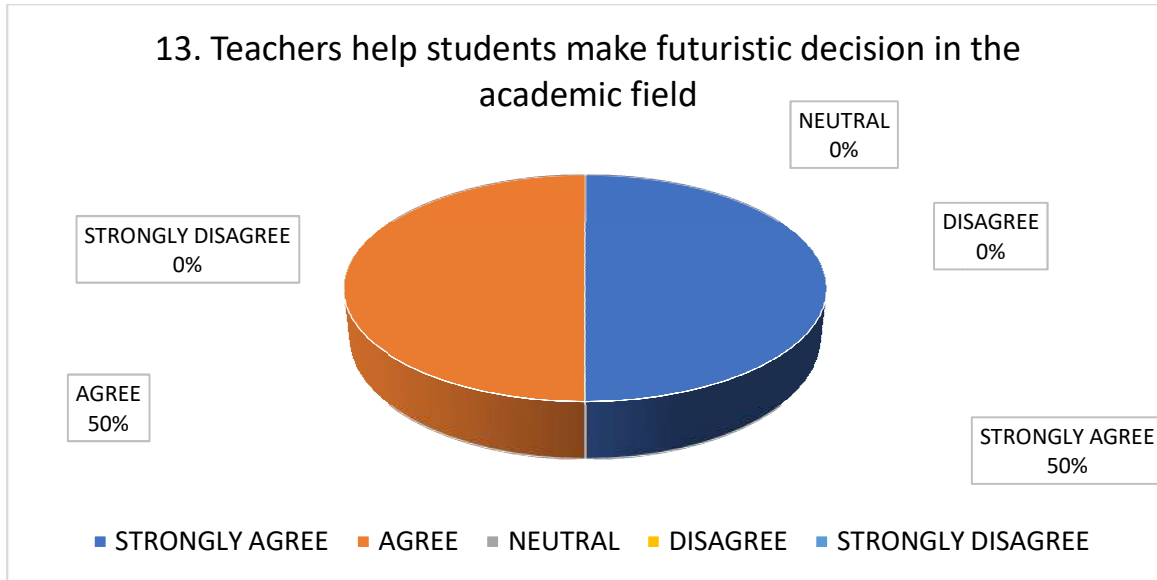

12. Perceived Bias:

There's a consensus among the respondents (4 strongly disagree) that teachers are not biased in helping students, reflecting positively on the department's culture of fairness and equity.

12. Teachers are biased in the case of helping students

13. Guidance for Future Academic Decisions:

The feedback suggests that the department supports students in making future academic decisions (2 strongly agree, 2 agree), though the responses might indicate the potential for more robust guidance or resources.

13. Teachers help students make futuristic decision in the academic field

NEUTRAL 0%
DISAGREE 0%
STRONGLY DISAGREE 0%
AGREE 50%
STRONGLY AGREE 50%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

Given the overall positive feedback, the Department of Philosophy appears to foster a supportive and effective learning environment. Continuous engagement with student feedback and iterative improvements in below identified areas can further enhance educational outcomes and student satisfaction.

Implications and Recommendations

- **Enhance the Use of Teaching Aids:** Investigating more interactive or innovative approaches to using teaching aids and ICT could further enrich the learning experience.

- **Review Syllabus Completion Strategies:** While the feedback on syllabus completion is generally positive, ensuring consistent completion across all courses could improve student satisfaction.

- **Strengthen Material Provision:** Exploring ways to enhance the accessibility and comprehensiveness of study materials might support learning more effectively.

- **Boost Guidance for Future Decisions:** Providing more workshops, guest lectures, or counselling on career and academic pathways could help students navigate their future more confidently.

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Department of Physiology

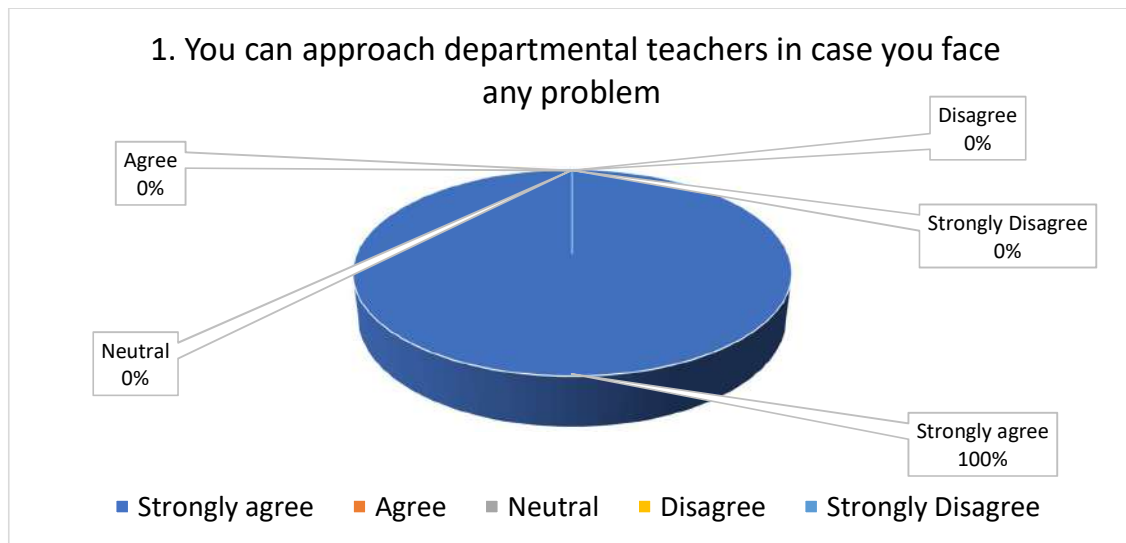| Particulars	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
You can approach departmental teachers in case you face any problem	1	0	0	0	0
Teachers complete the syllabus in due time	1	0	0	0	0
Teachers use teaching aids and ICT(PPT presentation,etc.) to facilitate teaching	0	1	0	0	0
Online/offline classes are conducted by the department according to the timetable	0	1	0	0	0
Students are provided with the syllabus of the course at the beginning of the semester	1	0	0	0	0
Internal assesment/class tests/mock tests are taken frequently	1	0	0	0	0
Internal assessment/class tests/mock tests are conducted transparently	0	1	0	0	0
Sufficient study materials are provided by teachers after the completion of each topic	1	0	0	0	0
Teachers come to class well prepared	0	1	0	0	0
Teachers encouraged students to interact during classes	0	1	0	0	0
Teachers help to boost students self-confidence	1	0	0	0	0
Teachers are biased in the case of helping students	0	0	0	0	1
Teachers help students make futuristic decision in the academic field	1	0	0	0	0

Interpretation of Feedback Results: Department of Physiology

The feedback from the students of the Department of **Physiology** provides a detailed perspective on various aspects of their academic experience. The overwhelmingly positive

responses in several areas suggest a high level of satisfaction among students, while the distribution of responses in certain areas highlights opportunities for further improvement.
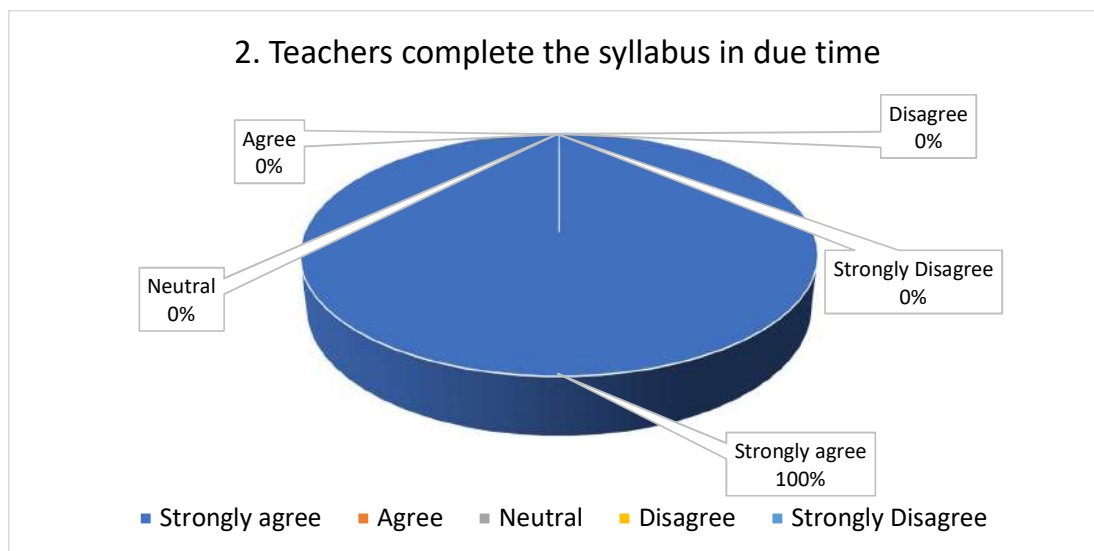
1. Approachability of Teachers:

- **Summary**: All students feel they can approach departmental teachers with any problems.

- **Details**: 1 strongly agree (100%). This indicates a very open and supportive academic environment, which is crucial for student success and well-being.

1. You can approach departmental teachers in case you face any problem

Disagree 0%

Agree 0%

Strongly Disagree 0%

Neutral 0%

Strongly agree 100%

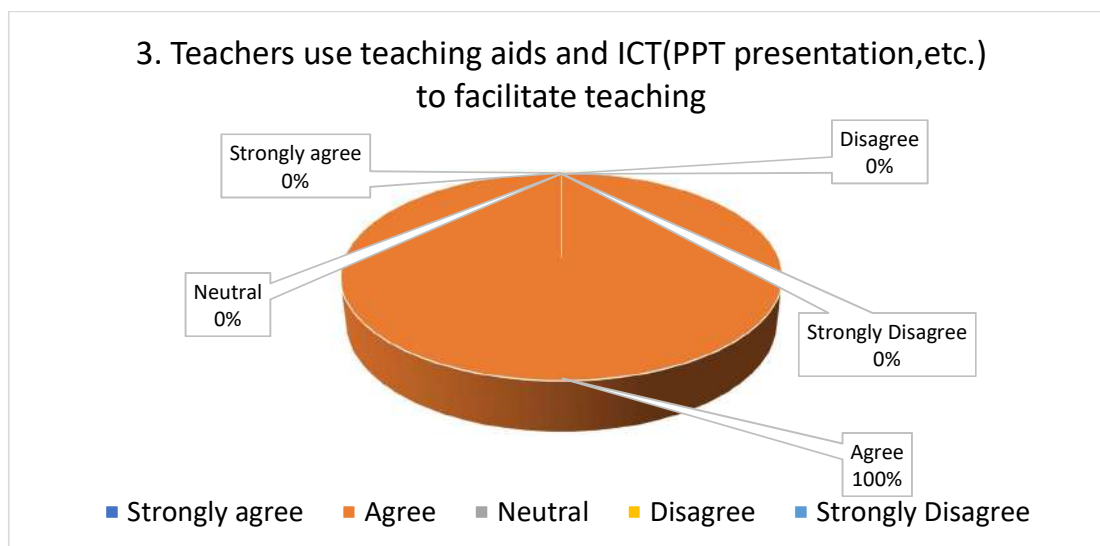■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

2. Completion of Syllabus:

- **Summary**: A majority of students feel that teachers complete the syllabus in due time.

- **Details**: 1 strongly agree (100%). This suggests effective curriculum management and instructional planning.

2. Teachers complete the syllabus in due time

Agree
0%

Disagree
0%

Neutral
0%

Strongly Disagree
0%

Strongly agree
100%

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

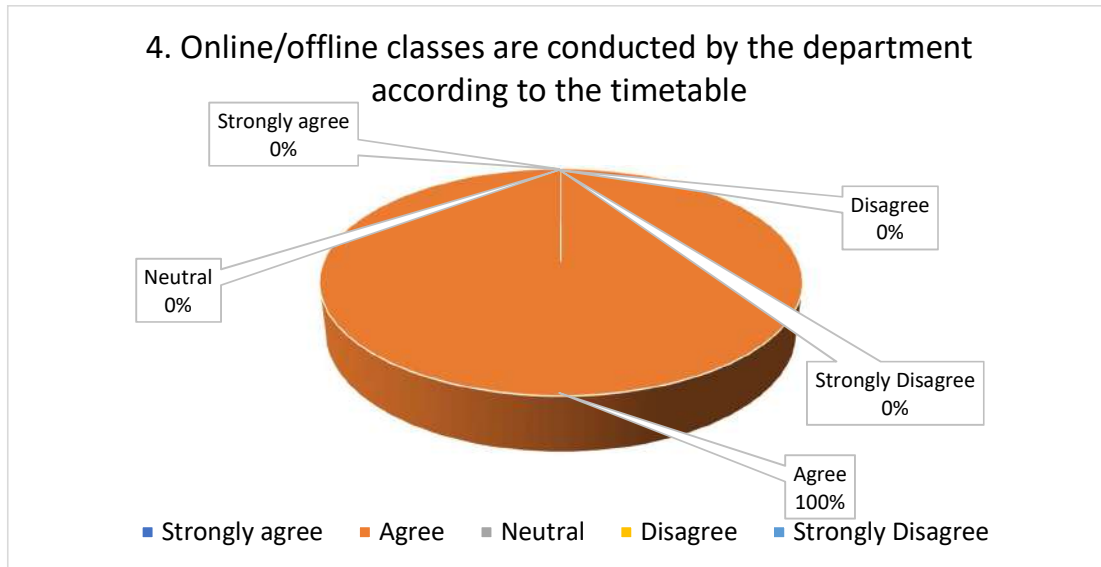### 3. Use of Teaching Aids and ICT:

- **Summary**: Students recognize the use of teaching aids and ICT (like PPT presentations) to facilitate teaching.

- **Details**: One student agree (100%). While the response is largely positive, the balance between strongly agree and agree suggests there might be room for enhancing the effectiveness or integration of these tools.

3. Teachers use teaching aids and ICT(PPT presentation,etc.) to facilitate teaching

Strongly agree
0%

Disagree
0%

Neutral
0%

Strongly Disagree
0%

Agree
100%

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

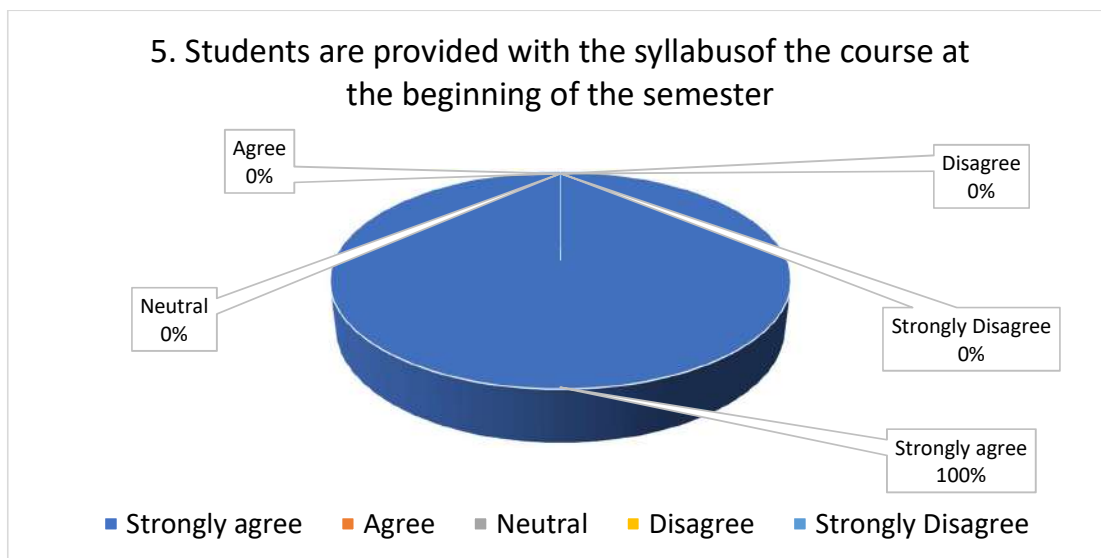### 4. Conduct of Classes According to Timetable:

- **Summary**: Students are highly satisfied with the department's ability to conduct online/offline classes according to the set timetable.

- **Details**: 1 strongly agree (100%). This indicates good organizational practices and adherence to schedules.

4. Online/offline classes are conducted by the department according to the timetable

Strongly agree 0%

Disagree 0%

Neutral 0%

Strongly Disagree 0%

Agree 100%

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree
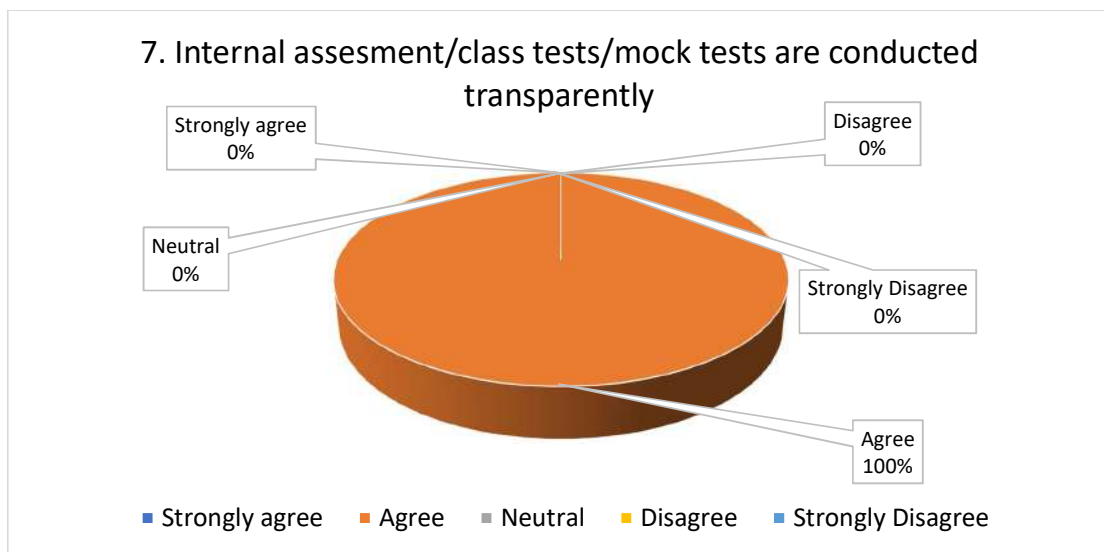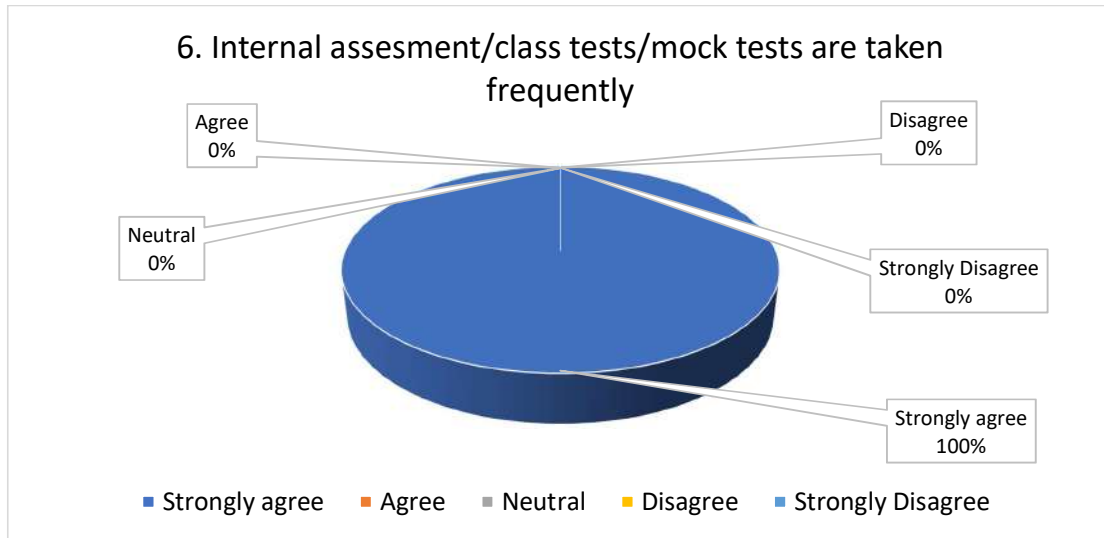
5. Provision of Syllabus:

- **Summary**: The provision of the course syllabus at the beginning of the semester is highlighted as strong points.

- **Details**: One strongly agree (100%) for both, ensuring that students are well-prepared and supported throughout their studies.

5. Students are provided with the syllabusof the course at the beginning of the semester

Agree 0%

Disagree 0%

Neutral 0%

Strongly Disagree 0%

Strongly agree 100%

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

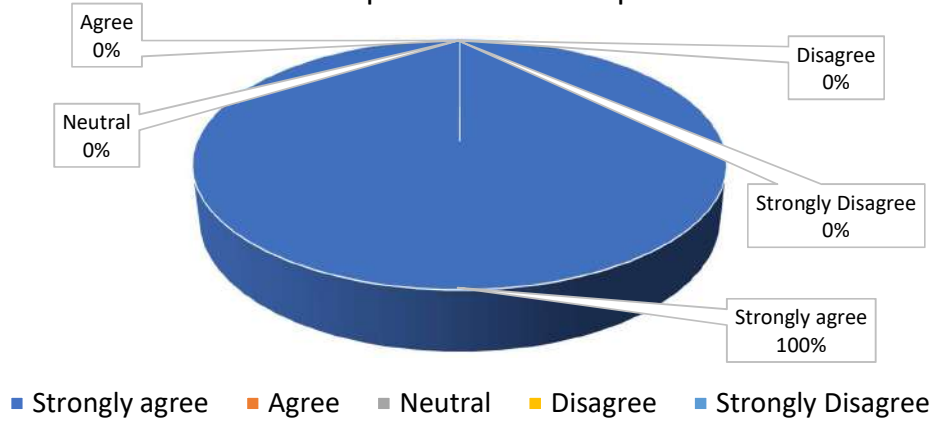## 6. & 7. Internal Assessment Practices:

- **Summary**: The frequency and transparency of internal assessments/class tests/mock tests are viewed positively.

- **Details**: 1 strongly agree (100%). The responses suggest overall satisfaction.

6. Internal assesment/class tests/mock tests are taken frequently

Agree 0%
Disagree 0%
Neutral 0%
Strongly Disagree 0%
Strongly agree 100%

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

7. Internal assesment/class tests/mock tests are conducted transparently

Strongly agree 0%
Disagree 0%
Neutral 0%
Strongly Disagree 0%
Agree 100%

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

8. Study Materials:

- **Summary**: Sufficient study materials after each topic are highlighted as strong points.

- **Details**: One strongly agree (100%) for both, ensuring that students are well-prepared and supported throughout their studies.

8. Sufficient study materials are provided by teachers after the completion of each topic
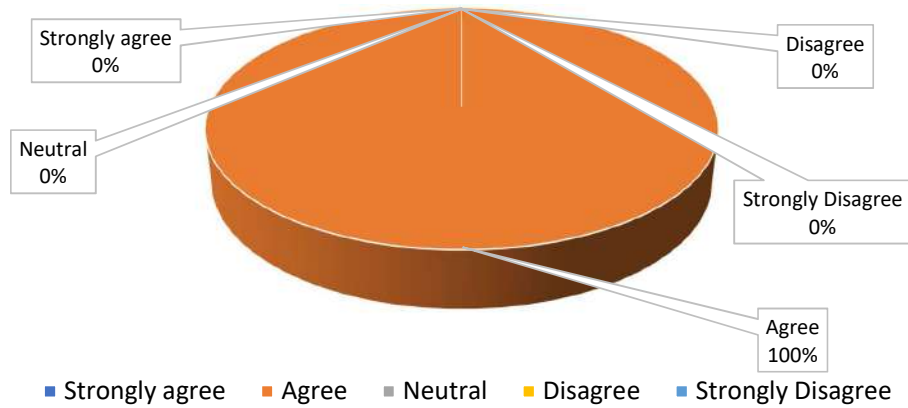
Agree 0%
Disagree 0%
Neutral 0%
Strongly Disagree 0%
Strongly agree 100%

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

9. & 10. Teacher Preparedness and Encouragement for Interaction:

- **Summary**: Teachers are perceived as coming to class well-prepared and encouraging student interaction.

- **Details**: One student agree (100%) for encouraging interaction, which are essential for a dynamic and engaging learning experience.

9. Sufficient study materials are provided by teachers after the completion of each topic
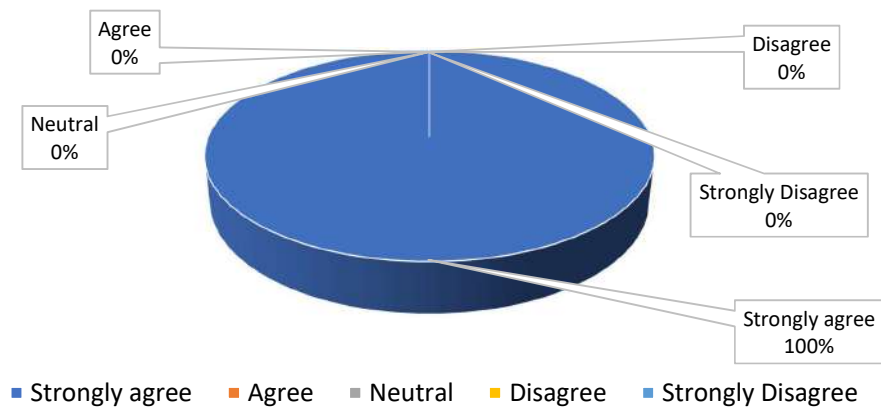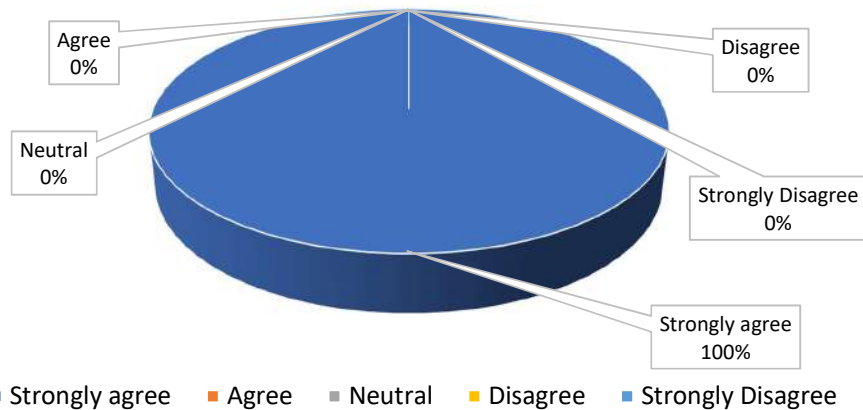
Agree 0%
Disagree 0%
Neutral 0%
Strongly Disagree 0%
Strongly agree 100%

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

10. Teachers encouraged students to interact during classes

Strongly agree 0%
Disagree 0%
Neutral 0%
Strongly Disagree 0%
Agree 100%

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree
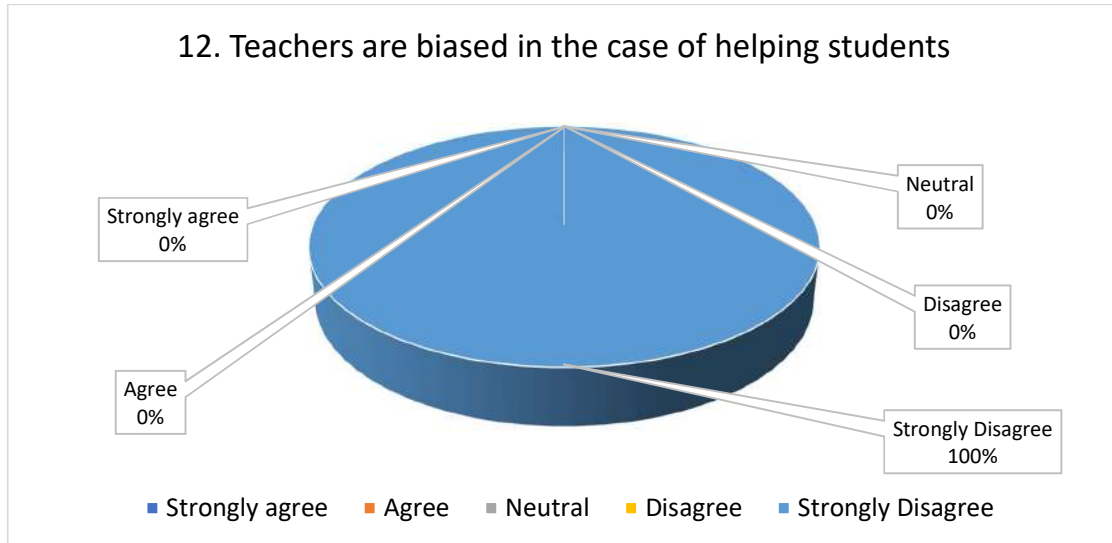
11. **Boosting Student Self-Condition:**

- **Summary**: Teachers help boost students' self-confidence.

- **Details**: 1 strongly agree (100%). The distribution of responses suggests a generally positive impact on students' self-confidence, though experiences may vary among students.

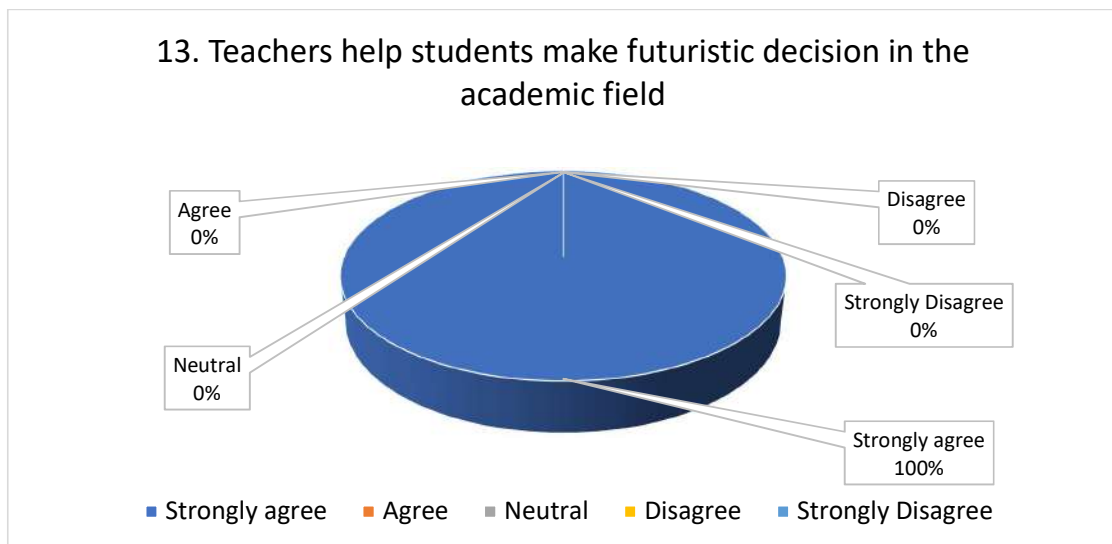11. Teachers help to boost students self condition

Agree 0%
Disagree 0%
Neutral 0%
Strongly Disagree 0%
Strongly agree 100%

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

12. **Perceived Bias:**

- **Summary**: There is unanimous strong disagreement regarding any bias from teachers in helping students.

- **Details**: One strongly disagree (100%), demonstrating a commitment to fairness and impartiality in teacher-student interactions.

12. Teachers are biased in the case of helping students

Neutral
0%

Strongly agree
0%

Disagree
0%

Agree
0%

Strongly Disagree
100%

■ Strongly agree   ■ Agree   ■ Neutral   ■ Disagree   ■ Strongly Disagree

13. Guidance for Future Academic Decisions:

- **Summary**: Teachers support students in making informed decisions about their academic futures.

- **Details**: One strongly agree (100%). This indicates strong support, though there might be potential for providing even more robust guidance or resources.

13. Teachers help students make futuristic decision in the academic field

Agree
0%

Disagree
0%

Strongly Disagree
0%

Neutral
0%

Strongly agree
100%

■ Strongly agree   ■ Agree   ■ Neutral   ■ Disagree   ■ Strongly Disagree

The Department of Zoology is performing well across several key areas, contributing to a positive and supportive educational environment. Continuous engagement with student feedback will be crucial for sustaining these strengths and identifying areas for incremental improvements.

Implications and Recommendations

1. **Enhancing the Use of Teaching Aids and ICT**:

   o While the use of technology and teaching aids is acknowledged, there may be opportunities to explore more innovative or engaging methods to further enhance learning.

2. **Focusing on Internal Assessment Clarity**:

   o Ensuring that all students feel internal assessments are conducted transparently could involve providing clearer guidelines or feedback mechanisms.

3. **Uniform Support for Student Self-Condition**:

   o Investigating and addressing any variability in how students perceive the support in boosting their self-confidence could help in providing a more uniformly positive experience.

4. **Strengthening Future Academic Guidance**:

   o Expanding on the support for making future academic and career decisions could involve additional workshops, guest lectures, or mentorship programs tailored to students' interests and career aspirations.

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Principal
Swarnamoyee Jogendranath Mahavidyalaya
Amdabad :: Purba Medinipur :: Pin-721650

Department of Political Science

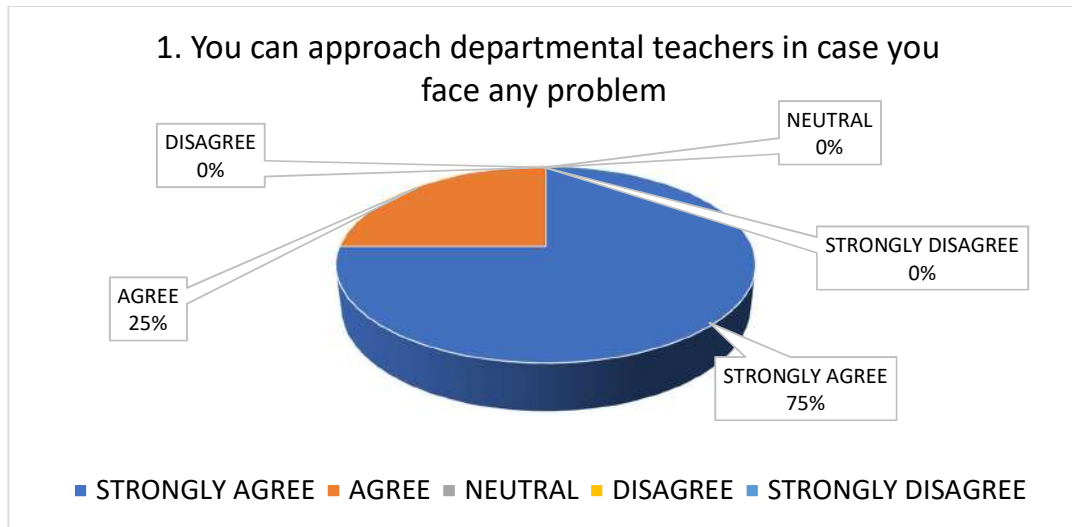| Particulars	Strongly Agree	Ag ree	Neu tral	Disa gree	Strongly Disagree
You can approach departmental teachers in case you face any problem	3	1	0	0	0
Teachers complete the syllabus in due time	2	2	0	0	0
Teachers use teaching aids and ICT(PPT presentation, etc.) to facilitate teaching	0	4	0	0	0
Online/offline classes are conducted by the department according to the timetable	3	1	0	0	0
Students are provided with the syllabus of the course at the beginning of the semester	3	1	0	0	0
Internal assessment/class tests/mock tests are taken frequently	2	2	0	0	0
Internal assessment/class tests/mock tests are conducted transparently	2	2	0	0	0
Sufficient study materials are provided by teachers after the completion of each topic	2	2	0	0	0
Teachers come to class well prepared	2	2	0	0	0
Teachers encouraged students to interact during classes	3	1	0	0	0
Teachers help to boost students self confidence	2	2	0	0	0
Teachers are biased in the case of helping students	0	0	0	0	4
Teachers help students make futuristic decision in the academic field	2	2	0	0	0

The feedback results from the students of the Department of **Political Science** provide insights into various aspects of the academic environment, teacher-student interactions, and the overall educational experience within the department. With a relatively small number of respondents, the results highlight areas of strength as well as opportunities for enhancement. Here's a detailed interpretation:
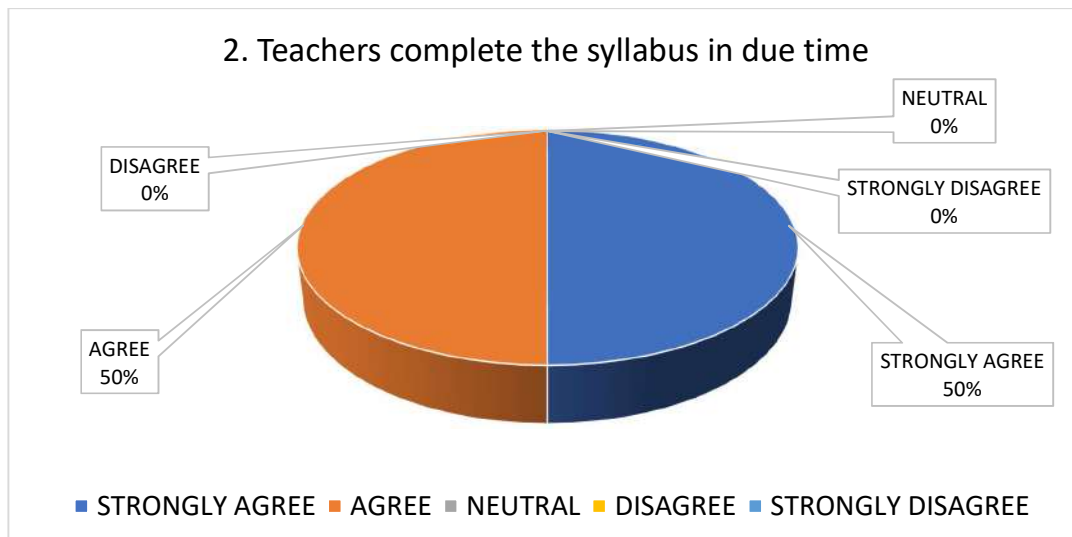
Interpretation of Feedback Results

1. **Approachability of Teachers:**

   - The majority of students feel they can approach departmental teachers with any problems (3 strongly agree, 1 agree), indicating a positive environment for student-faculty communication, though the total responses suggest a small sample size.
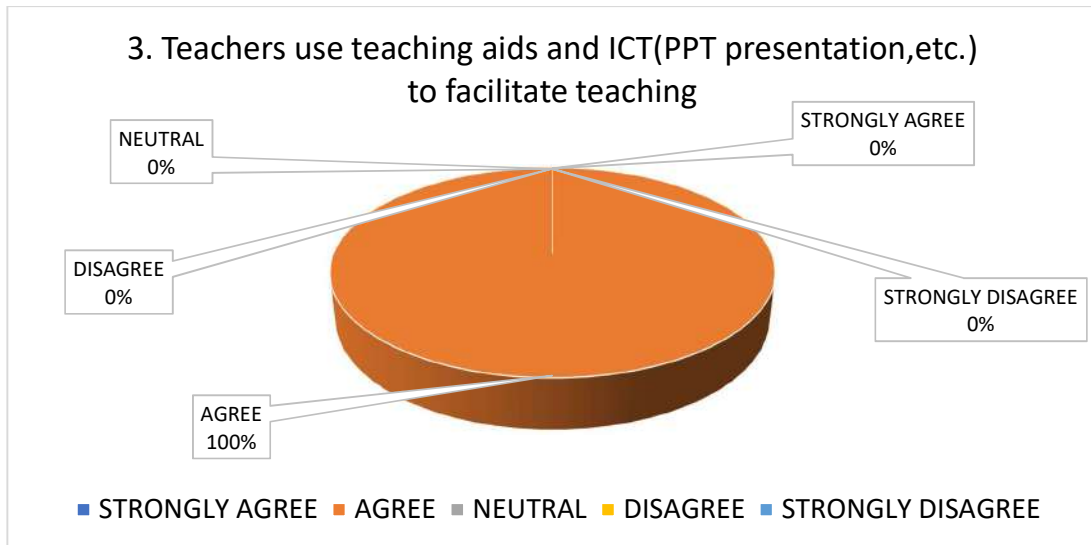
1. You can approach departmental teachers in case you face any problem

NEUTRAL 0%

DISAGREE 0%

STRONGLY DISAGREE 0%

AGREE 25%

STRONGLY AGREE 75%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

2. **Completion of Syllabus:**

   - Students are evenly split on their perception of syllabus completion in due time (2 strongly agree, 2 agree), suggesting general satisfaction but possibly hinting at room for improvement in planning or execution.
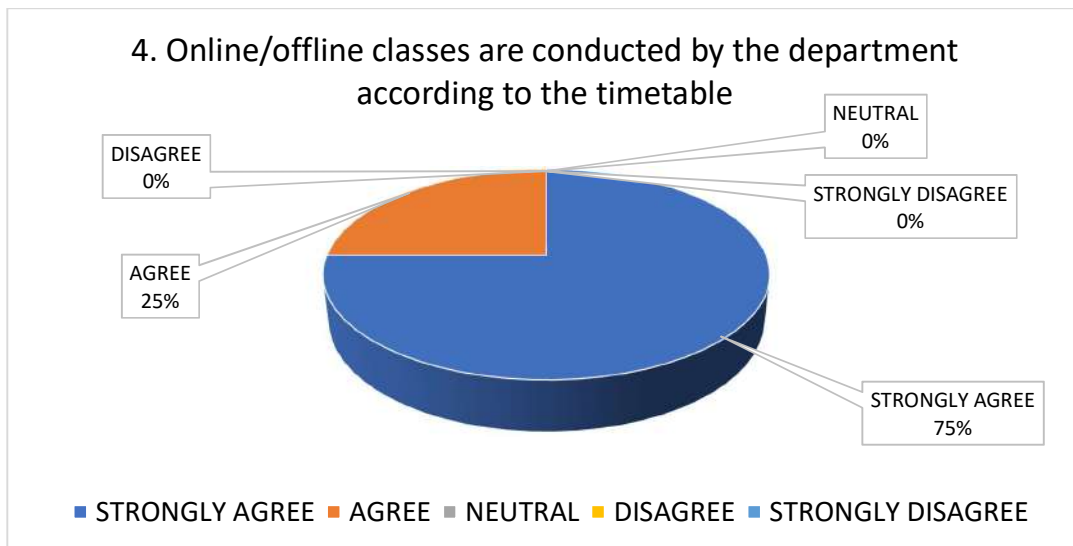
2. Teachers complete the syllabus in due time

NEUTRAL 0%

DISAGREE 0%

STRONGLY DISAGREE 0%

AGREE 50%

STRONGLY AGREE 50%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

3. **Use of Teaching Aids and ICT:**

- All respondents agree (4 agree) that teachers use teaching aids and ICT to facilitate teaching, though the absence of strong agreement could suggest a desire for more effective or innovative use of these resources.
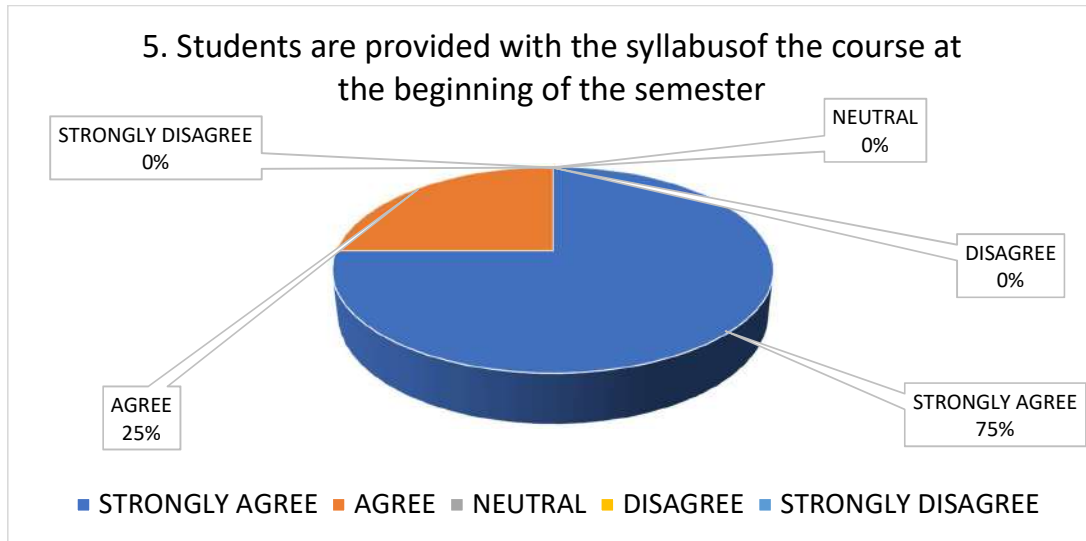

3. Teachers use teaching aids and ICT(PPT presentation,etc.) to facilitate teaching

NEUTRAL 0%
STRONGLY AGREE 0%
DISAGREE 0%
STRONGLY DISAGREE 0%
AGREE 100%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

4. **Conduct of Classes According to Timetable:**

- The feedback (3 strongly agree, 1 agree) shows satisfaction with the scheduling and conduct of online/offline classes, indicating good organizational practices within the department.

4. Online/offline classes are conducted by the department according to the timetable

DISAGREE 0%
NEUTRAL 0%
STRONGLY DISAGREE 0%
AGREE 25%
STRONGLY AGREE 75%

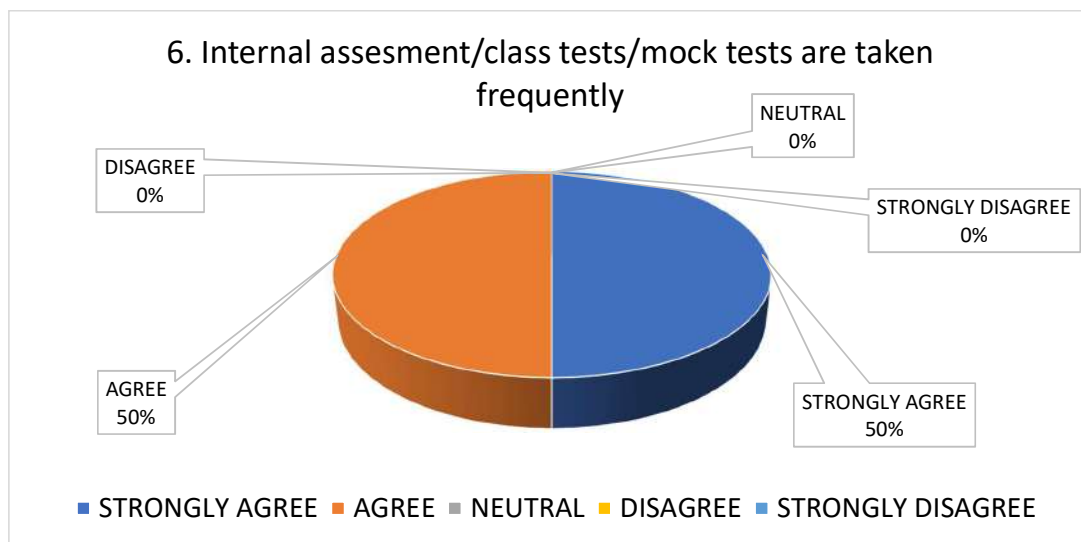■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

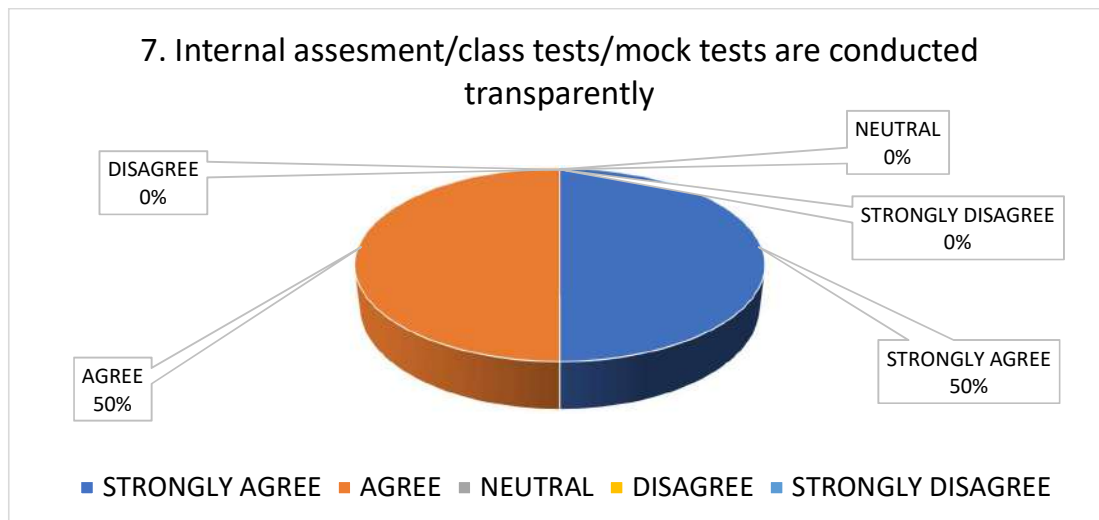5. **Provision of Syllabus and Study Materials:**

- Students generally feel well-informed about the course syllabus at the semester's start and believe that sufficient study materials are provided (3 strongly agree, 1 agree for both), though again, the distribution suggests exploring ways to enhance accessibility or comprehensiveness of materials.

5. Students are provided with the syllabus of the course at the beginning of the semester

STRONGLY DISAGREE 0%

NEUTRAL 0%

DISAGREE 0%

AGREE 25%

STRONGLY AGREE 75%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

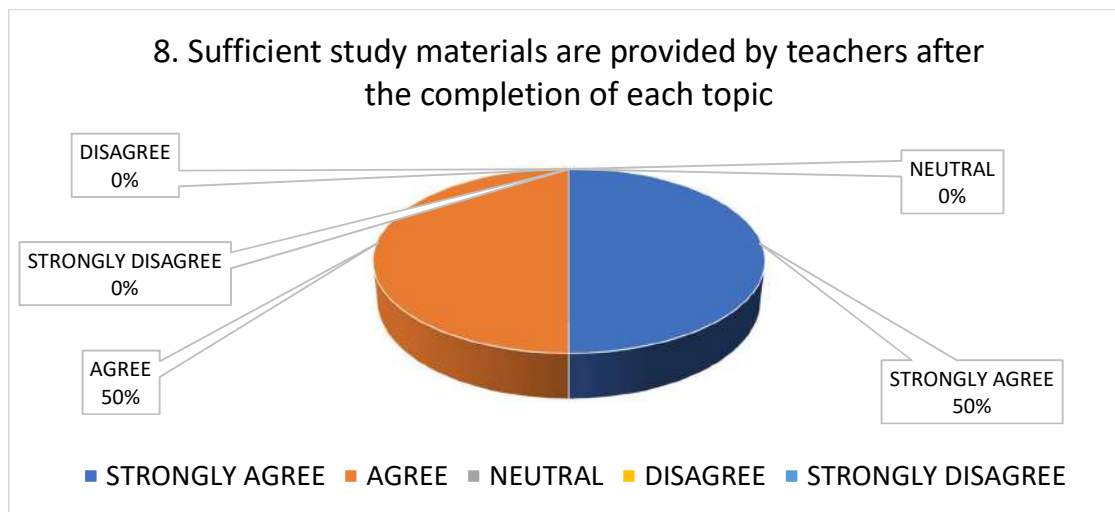**6 & 7. Internal Assessment Practices : frequency and transparency**

- The department appears to conduct internal assessments, class tests, and mock tests frequently and transparently (2 strongly agree, 2 agree for both), with students generally satisfied with these practices.
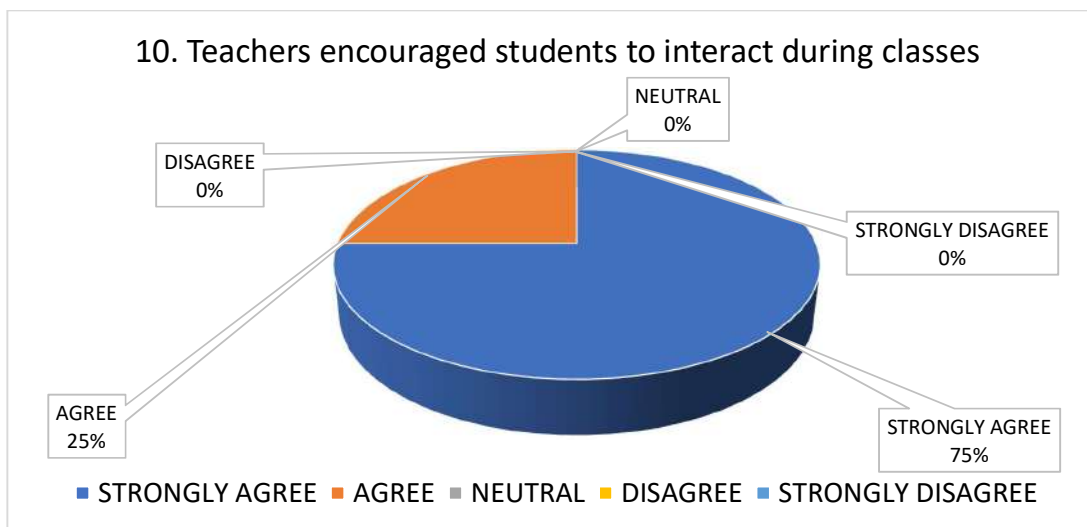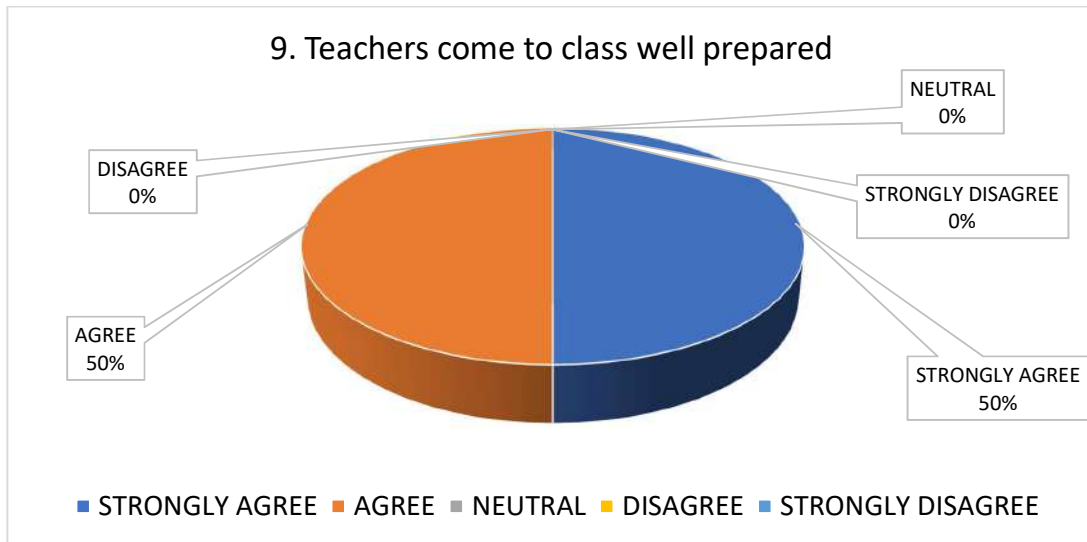
6. Internal assesment/class tests/mock tests are taken frequently

NEUTRAL 0%

DISAGREE 0%

STRONGLY DISAGREE 0%

AGREE 50%

STRONGLY AGREE 50%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

7. Internal assesment/class tests/mock tests are conducted transparently

NEUTRAL 0%
DISAGREE 0%
STRONGLY DISAGREE 0%
AGREE 50%
STRONGLY AGREE 50%

- STRONGLY AGREE - AGREE - NEUTRAL - DISAGREE - STRONGLY DISAGREE

8. **Study Materials:**

Students generally feel that sufficient study materials are provided (3 strongly agree, 1 agree for both), though again, the distribution suggests exploring ways to enhance accessibility or comprehensiveness of materials

8. Sufficient study materials are provided by teachers after the completion of each topic

DISAGREE 0%
NEUTRAL 0%
STRONGLY DISAGREE 0%
AGREE 50%
STRONGLY AGREE 50%

- STRONGLY AGREE - AGREE - NEUTRAL - DISAGREE - STRONGLY DISAGREE

9. **& 10. Teacher Preparedness and Encouragement for Interaction:**
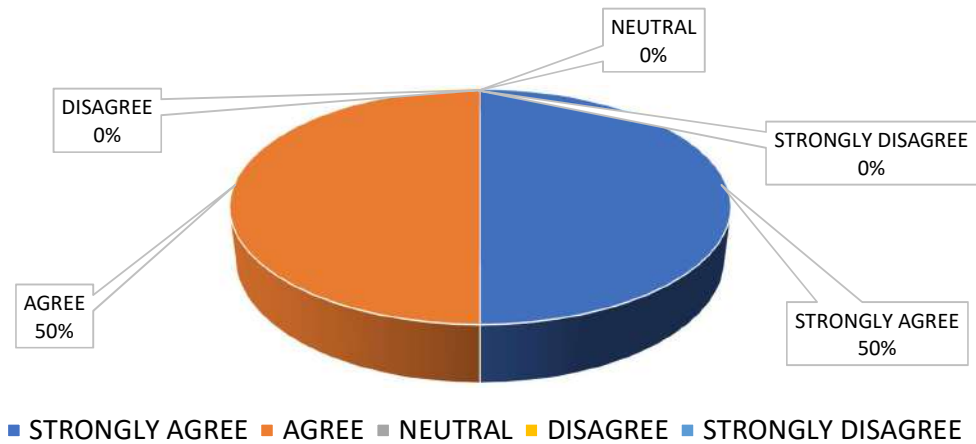
Responses suggest that teachers are well-prepared for classes and encourage student interaction (2 strongly agree, 2 agree for preparedness; 3 strongly agree, 1 agree for encouragement), essential for a stimulating learning environment.

9. Teachers come to class well prepared

NEUTRAL
0%

DISAGREE
0%

STRONGLY DISAGREE
0%

AGREE
50%

STRONGLY AGREE
50%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

10. Teachers encouraged students to interact during classes

NEUTRAL
0%

DISAGREE
0%

STRONGLY DISAGREE
0%

AGREE
25%

STRONGLY AGREE
75%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

11. Boosting Student Self-Confidence:

Students feel supported in terms of their self-confidence and condition (2 strongly agree, 2 agree), indicating a nurturing atmosphere within the department.
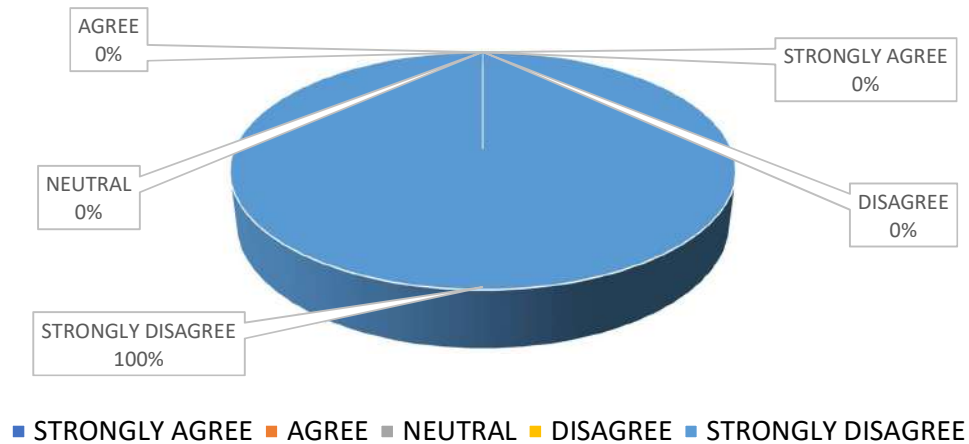
11. Teachers help to boost students self condition

NEUTRAL
0%

DISAGREE
0%

STRONGLY DISAGREE
0%

AGREE
50%

STRONGLY AGREE
50%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE
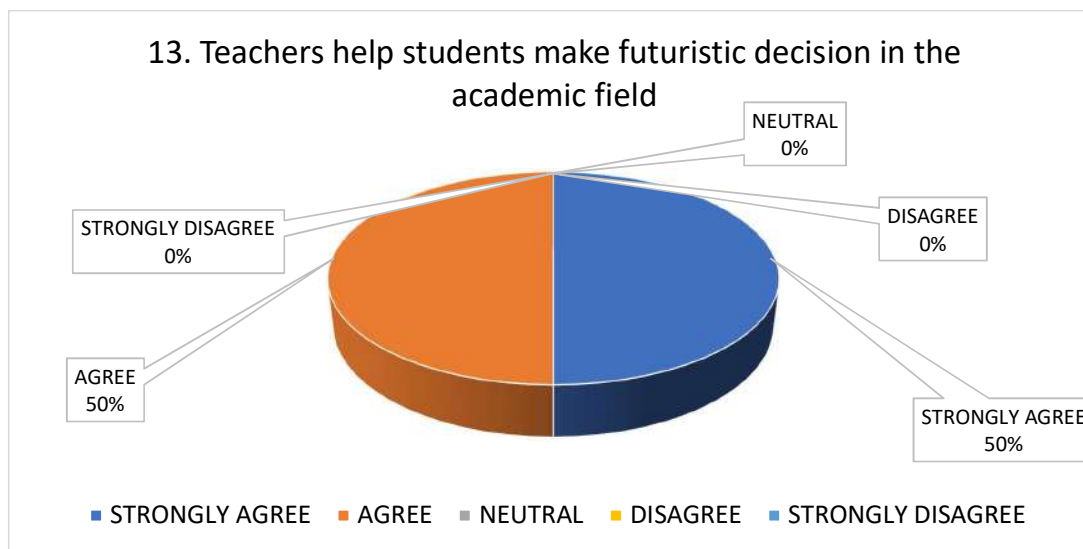
12. Perceived Bias:

There's a consensus among the respondents (4 strongly disagree) that teachers are not biased in helping students, reflecting positively on the department's culture of fairness and equity.

12. Teachers are biased in the case of helping students

AGREE
0%

STRONGLY AGREE
0%

NEUTRAL
0%

DISAGREE
0%

STRONGLY DISAGREE
100%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

13. Guidance for Future Academic Decisions:

The feedback suggests that the department supports students in making future academic decisions (2 strongly agree, 2 agree), though the responses might indicate the potential for more robust guidance or resources.

13. Teachers help students make futuristic decision in the academic field

- STRONGLY AGREE
- AGREE
- NEUTRAL
- DISAGREE
- STRONGLY DISAGREE

NEUTRAL 0%
DISAGREE 0%
STRONGLY DISAGREE 0%
AGREE 50%
STRONGLY AGREE 50%

Given the overall positive feedback, the Department of **Political Science** appears to foster a supportive and effective learning environment. Continuous engagement with student feedback and iterative improvements in below identified areas can further enhance educational outcomes and student satisfaction.

Implications and Recommendations

- **Enhance the Use of Teaching Aids:** Investigating more interactive or innovative approaches to using teaching aids and ICT could further enrich the learning experience.

- **Review Syllabus Completion Strategies:** While the feedback on syllabus completion is generally positive, ensuring consistent completion across all courses could improve student satisfaction.

- **Strengthen Material Provision:** Exploring ways to enhance the accessibility and comprehensiveness of study materials might support learning more effectively.

- **Boost Guidance for Future Decisions:** Providing more workshops, guest lectures, or counselling on career and academic pathways could help students navigate their future more confidently.

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Principal
Swarnamoyee Jogendranath Mahavidyalaya
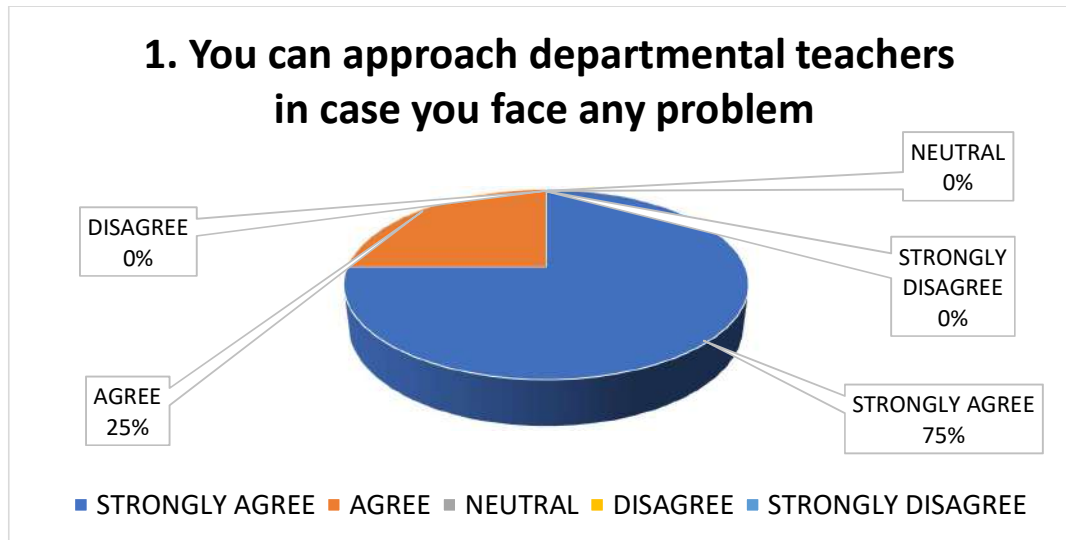Amdabad :: Purba Medinipur :: Pin-721650

Department of Sanskrit

Particulars	Strongly Agree	Ag ree	Neu tral	Disa gree	Strongly Disagree
You can approach departmental teachers in case you face any problem	6	2	0	0	0
Teachers complete the syllabus in due time	6	2	0	0	0
Teachers use teaching aids and ICT(PPT presentation, etc.) to facilitate teaching	3	5	0	0	0
Online/offline classes are conducted by the department according to the timetable	7	1	0	0	0
Students are provided with the syllabus of the course at the beginning of the semester	8	0	0	0	0
Internal assessment/class tests/mock tests are taken frequently	1	7	0	0	0
Internal assessment/class tests/mock tests are conducted transparently	8	0	0	0	0
Sufficient study materials are provided by teachers after the completion of each topic	8	0	0	0	0
Teachers come to class well prepared	6	2	0	0	0
Teachers encouraged students to interact during classes	5	3	0	0	0
Teachers help to boost students self confidence	8	0	0	0	0
Teachers are biased in the case of helping students	0	0	0	0	8
Teachers help students make futuristic decision in the academic field	6	2	0	0	0

The feedback results for the Department of Sanskrit provide a compact overview of the students' perceptions concerning various aspects of their academic experience. These results highlight strengths within the department, alongside areas where improvements might be beneficial. Below, I'll interpret these results in detail to understand the current status and potential areas for growth.
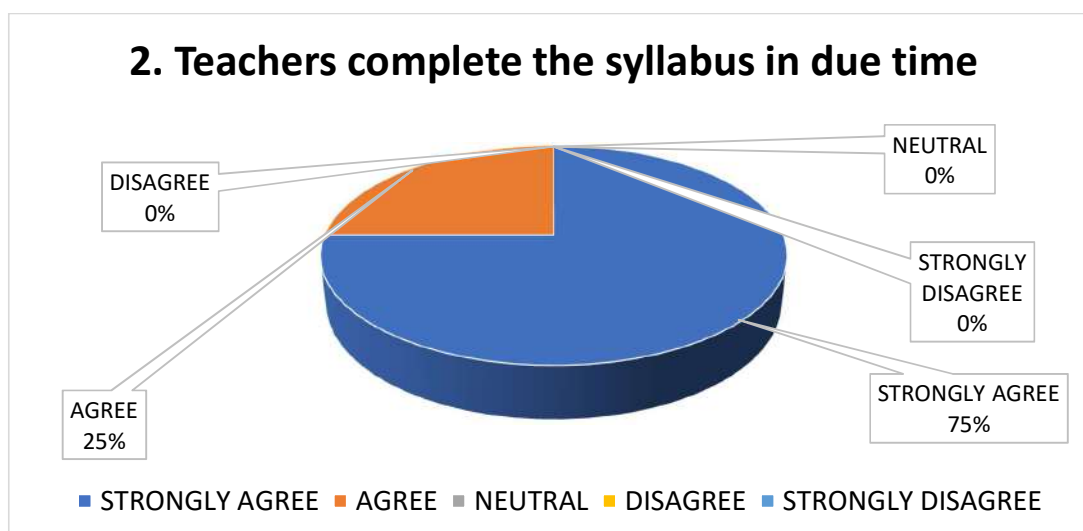
Interpretation of Feedback Results

1. **Approachability of Teachers:**

    - With all students agreeing (6 strongly agree, 2 agree) that they can approach departmental teachers with problems, this indicates a strong, open line of communication between students and faculty, which is essential for a supportive learning environment.
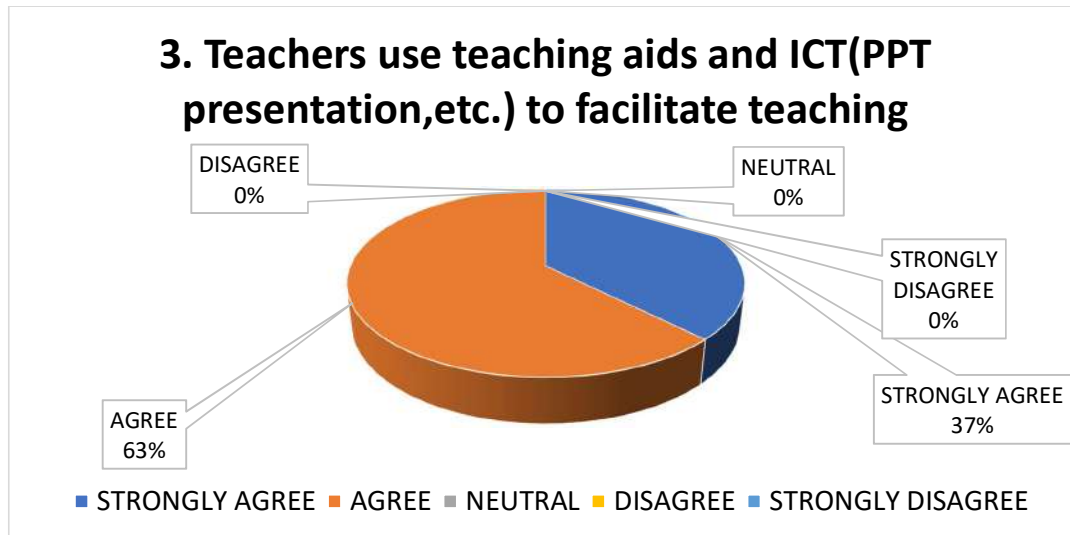
1. You can approach departmental teachers in case you face any problem

NEUTRAL 0%

DISAGREE 0%

STRONGLY DISAGREE 0%

AGREE 25%

STRONGLY AGREE 75%

STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

2. **Syllabus Completion:**

    - The unanimity in responses (6 strongly agree, 2 agree) regarding the timely completion of the syllabus reflects positively on the department's efficiency in syllabus management and planning.
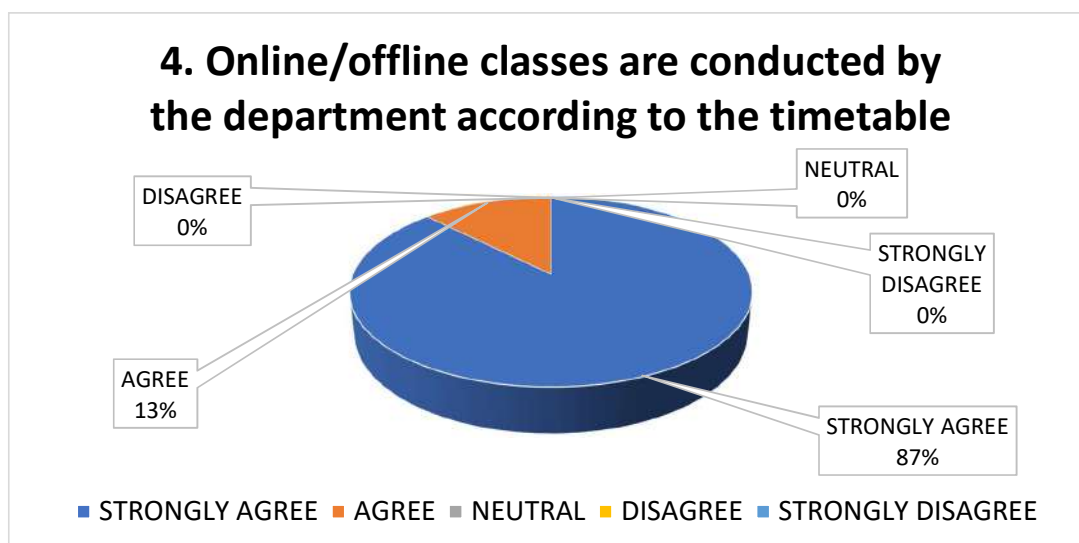
2. Teachers complete the syllabus in due time

NEUTRAL 0%

DISAGREE 0%

STRONGLY DISAGREE 0%

AGREE 25%

STRONGLY AGREE 75%

STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

3. **Use of Teaching Aids and ICT:**

- While most responses are positive (3 strongly agree, 5 agree) concerning the use of teaching aids and ICT, the balance between strongly agree and agree suggests room for increased utilization or effectiveness of these tools in enhancing the learning experience.
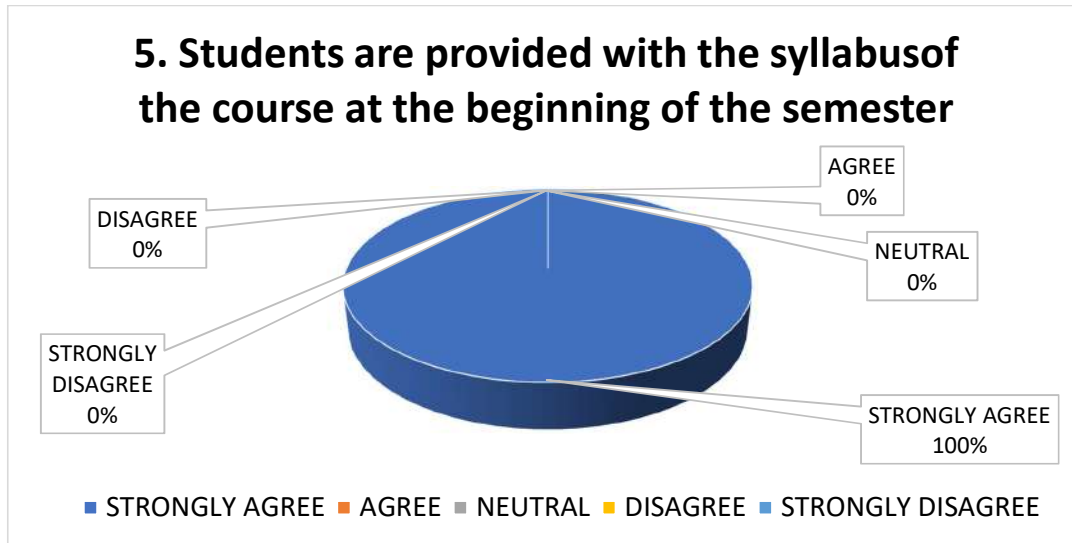
3. Teachers use teaching aids and ICT(PPT presentation,etc.) to facilitate teaching

DISAGREE 0%

NEUTRAL 0%

STRONGLY DISAGREE 0%

STRONGLY AGREE 37%

AGREE 63%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

4. **Class Conduct According to Timetable:**

- The high level of agreement (7 strongly agree, 1 agree) on classes being conducted according to the timetable signifies excellent organizational capabilities and adherence to schedules within the department.

4. Online/offline classes are conducted by the department according to the timetable

NEUTRAL 0%

DISAGREE 0%

STRONGLY DISAGREE 0%

AGREE 13%

STRONGLY AGREE 87%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

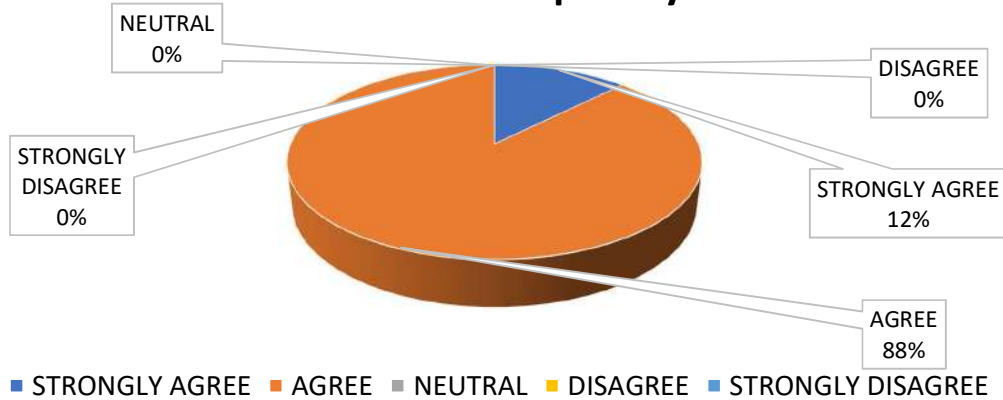5. **Provision of Syllabus and Study Materials:**

- The unanimous agreement on the provision of the course syllabus at the semester start and the sufficiency of study materials after each topic completion (8 strongly agree in both cases) demonstrates the department's commitment to ensuring students have necessary academic resources.
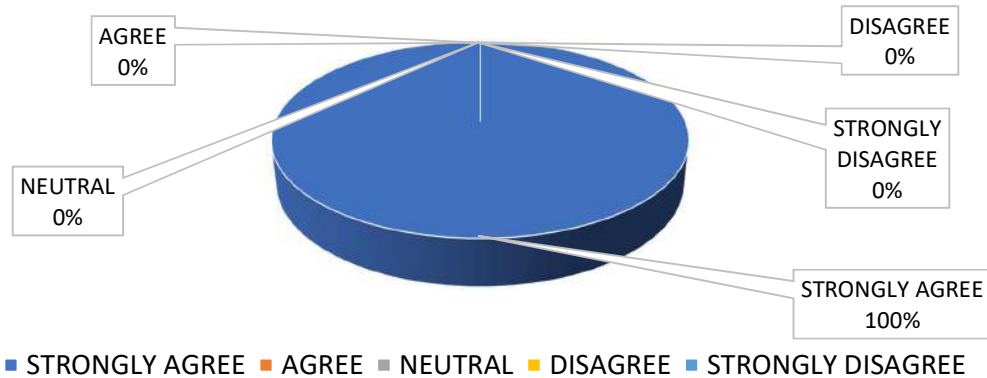
5. Students are provided with the syllabusof the course at the beginning of the semester

AGREE
0%

DISAGREE
0%

NEUTRAL
0%

STRONGLY
DISAGREE
0%

STRONGLY AGREE
100%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

6 & 7. Internal Assessment Practices:

- There's a notable divide in opinion regarding the frequency of internal assessments/class tests/mock tests, with a majority agreeing (1 strongly agree, 7 agree) but with a lower strong agreement level. This could indicate variability in the perception of assessment frequency.

- Transparency in conducting these assessments is unanimously praised (8 strongly agree), highlighting fairness and clarity in evaluation processes.

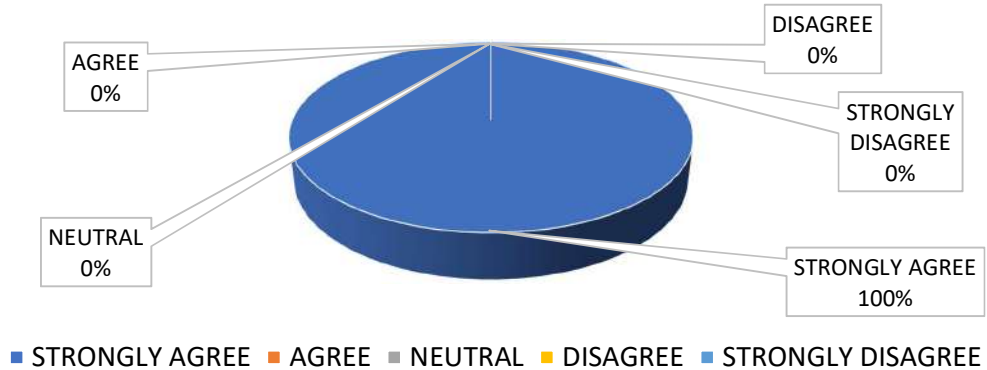## 6. Internal assesment/class tests/mock tests are taken frequently

NEUTRAL
0%

DISAGREE
0%

STRONGLY
DISAGREE
0%

STRONGLY AGREE
12%

AGREE
88%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

7. Internal assesment/class tests/mock tests are conducted transparently

AGREE
0%

DISAGREE
0%

STRONGLY
DISAGREE
0%

NEUTRAL
0%

STRONGLY AGREE
100%

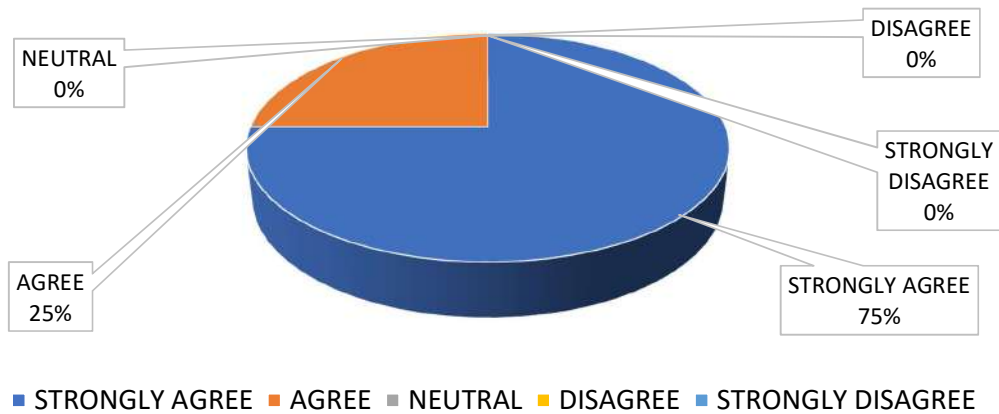■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

8, 9 & 10. Provision of Study Materials,Teacher Preparedness and Encouragement for Interaction:

Responses indicate that sufficient study materials are provided, with 8 strongly agreeing. Responses also indicate that teachers are well-prepared for classes and encourage student interaction (6 strongly agree, 2 agree for preparation; 5 strongly agree, 3 agree for encouragement), suggesting effective teaching strategies that promote engagement.
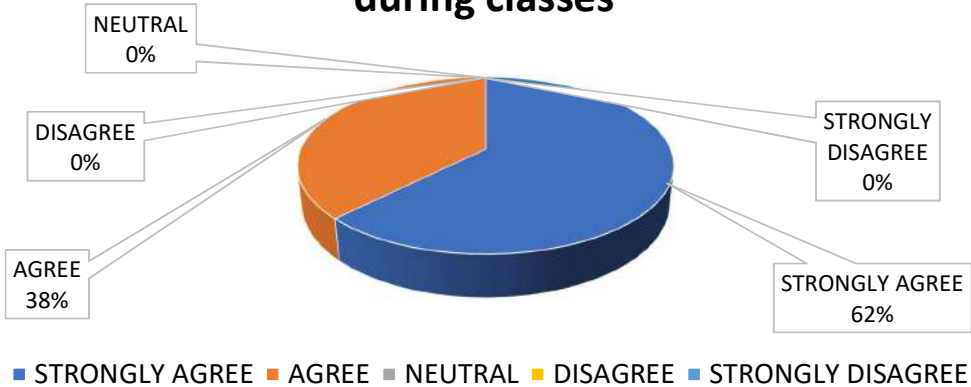
8. Sufficient study materials are provided by teachers after the completion of each topic
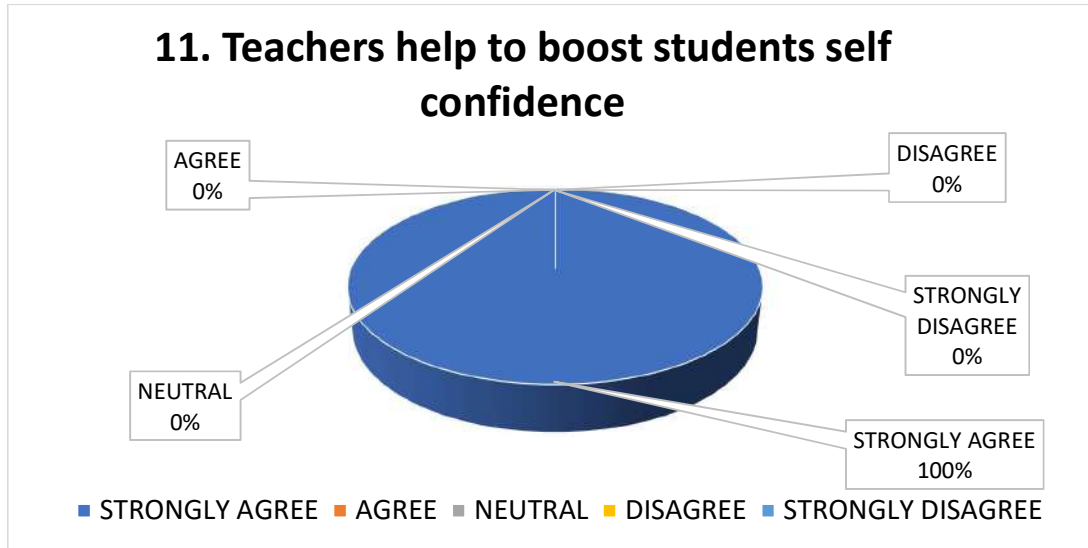
AGREE
0%

DISAGREE
0%

STRONGLY
DISAGREE
0%

NEUTRAL
0%

STRONGLY AGREE
100%

- STRONGLY AGREE - AGREE - NEUTRAL - DISAGREE - STRONGLY DISAGREE

9. Teachers come to class well prepared

NEUTRAL
0%

DISAGREE
0%

STRONGLY
DISAGREE
0%

AGREE
25%

STRONGLY AGREE
75%

- STRONGLY AGREE - AGREE - NEUTRAL - DISAGREE - STRONGLY DISAGREE

10. Teachers encouraged students to interact during classes

NEUTRAL
0%

DISAGREE
0%

STRONGLY
DISAGREE
0%

AGREE
38%

STRONGLY AGREE
62%

- STRONGLY AGREE - AGREE - NEUTRAL - DISAGREE - STRONGLY DISAGREE
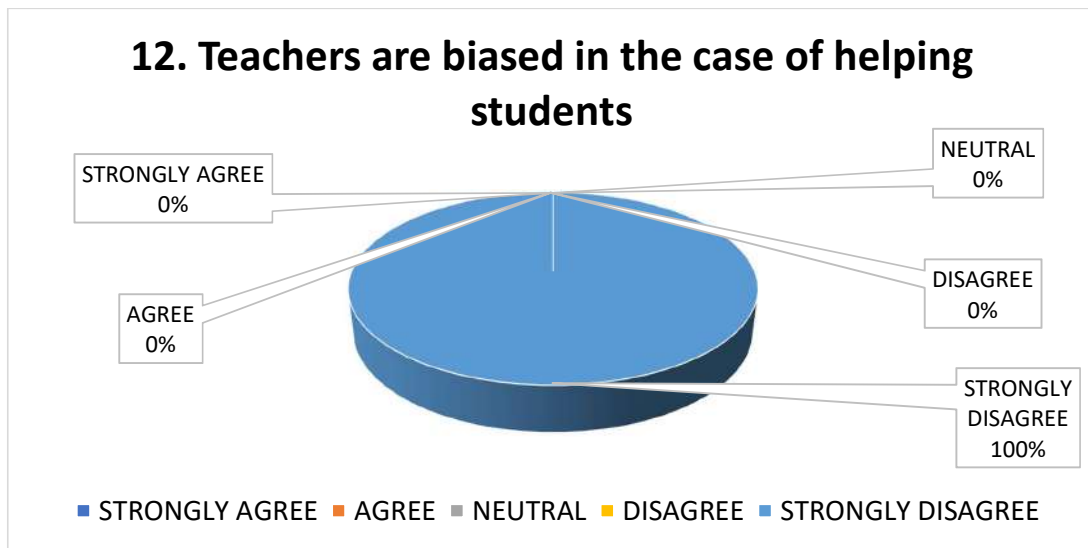
11. Boosting Student Self-Confidence:

    a. All responses strongly agree (8) that teachers help boost students' self-confidence, reflecting positively on the supportive and nurturing educational atmosphere within the department.
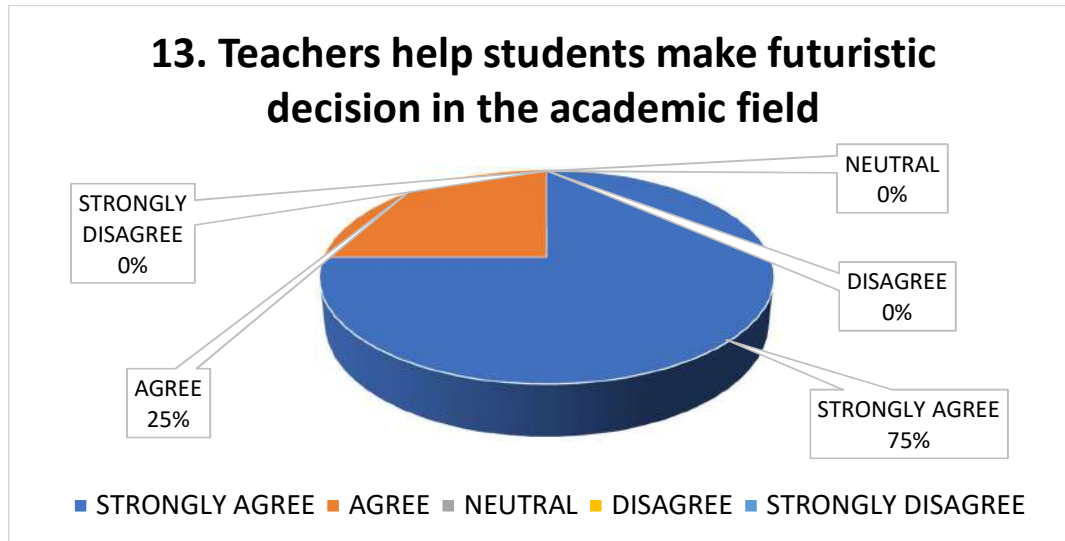
11. Teachers help to boost students self confidence

AGREE
0%

DISAGREE
0%

STRONGLY
DISAGREE
0%

NEUTRAL
0%

STRONGLY AGREE
100%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

12. Perceived Bias:

    All students (8 strongly disagree) perceive that there is no bias from teachers in helping students, which is a significant positive, indicating a sense of fairness and impartiality in the department.

12. Teachers are biased in the case of helping students

STRONGLY AGREE
0%

NEUTRAL
0%

DISAGREE
0%

AGREE
0%

STRONGLY
DISAGREE
100%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

13. Guidance for Future Academic Decisions:

The department appears supportive in guiding students towards making informed future academic decisions (6 strongly agree, 2 agree), suggesting a proactive approach in preparing students for their academic and professional futures.

13. Teachers help students make futuristic decision in the academic field

- STRONGLY AGREE
- AGREE
- NEUTRAL
- DISAGREE
- STRONGLY DISAGREE

STRONGLY DISAGREE 0%
NEUTRAL 0%
DISAGREE 0%
AGREE 25%
STRONGLY AGREE 75%

Overall, the Department of Sanskrit appears to be performing well in several key areas of student experience and academic management. Continuing to build on these strengths while addressing the below mentioned areas for improvement will further enhance the educational offerings and student satisfaction within the department:

Implications and Recommendations

- **Enhance Use of Teaching Aids and ICT:** Despite positive responses, the balance suggests exploring more innovative or effective ways to incorporate technology and teaching aids into the curriculum.

- **Assessment Frequency:** While transparency in assessments is excellent, the department might benefit from reviewing the frequency and student perceptions of internal assessments to ensure they align with educational objectives and student expectations.

- **Maintain Strengths:** The department should continue to emphasize the strengths identified in the feedback, including approachability, resource provision, transparency, and support for student self-confidence.

- **Address Potential Variabilities:** Consider exploring more in-depth feedback or discussions with students to identify any underlying issues that might not be fully captured in the survey, particularly regarding the use of teaching aids and assessment practices.

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Principal
Swarnamoyee Jogendranath Mahavidyalaya
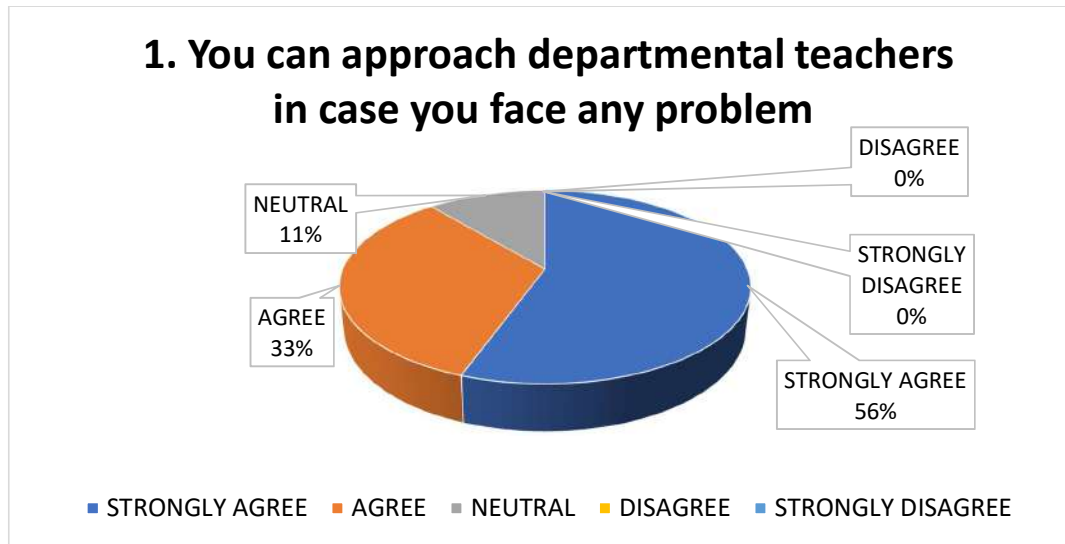Amdabad :: Purba Medinipur :: Pin-721650

Department of Sociology

Particulars	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
You can approach departmental teachers in case you face any problem	5	3	1	0	0
Teachers complete the syllabus in due time	7	2	0	0	0
Teachers use teaching aids and ICT(PPT presentation, etc.) to facilitate teaching	4	4	1	0	0
Online/offline classes are conducted by the department according to the timetable	4	5	0	0	0
Students are provided with the syllabus of the course at the beginning of the semester	7	2	0	0	0
Internal assessment/class tests/mock tests are taken frequently	5	3	1	0	0
Internal assessment/class tests/mock tests are conducted transparently	6	3	0	0	0
Sufficient study materials are provided by teachers after the completion of each topic	4	4	1	0	0
Teachers come to class well prepared	7	2	0	0	0
Teachers encouraged students to interact during classes	7	2	0	0	0
Teachers help to boost students self-confidence	8	1	0	0	0
Teachers are biased in the case of helping students	0	0	0	1	8
Teachers help students make futuristic decision in the academic field	4	5	0	0	0

The feedback from the students of the Department of Sociology provides a nuanced view of their academic experience, highlighting strengths and pinpointing areas where improvements can be beneficial. The feedback results suggest a positive overall environment, with specific areas identified for enhancement. Below is a detailed interpretation of these results:
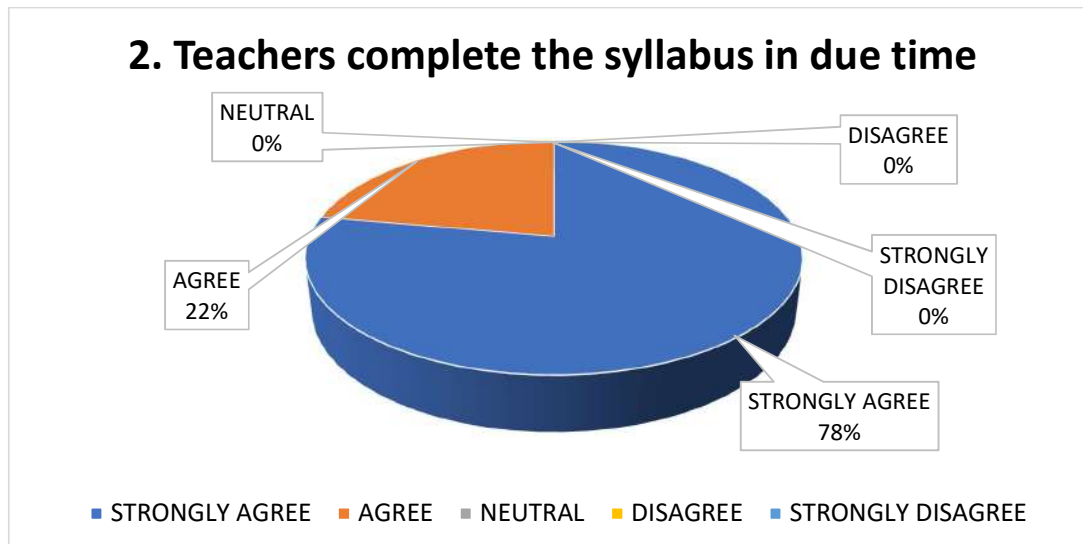
Interpretation of Feedback Results

1. **Approachability of Teachers:**

   - Most students feel they can approach departmental teachers with any problems (5 strongly agree, 3 agree), indicating a generally supportive environment, though the presence of a neutral response suggests there might be room to improve visibility or approachability of some faculty members.
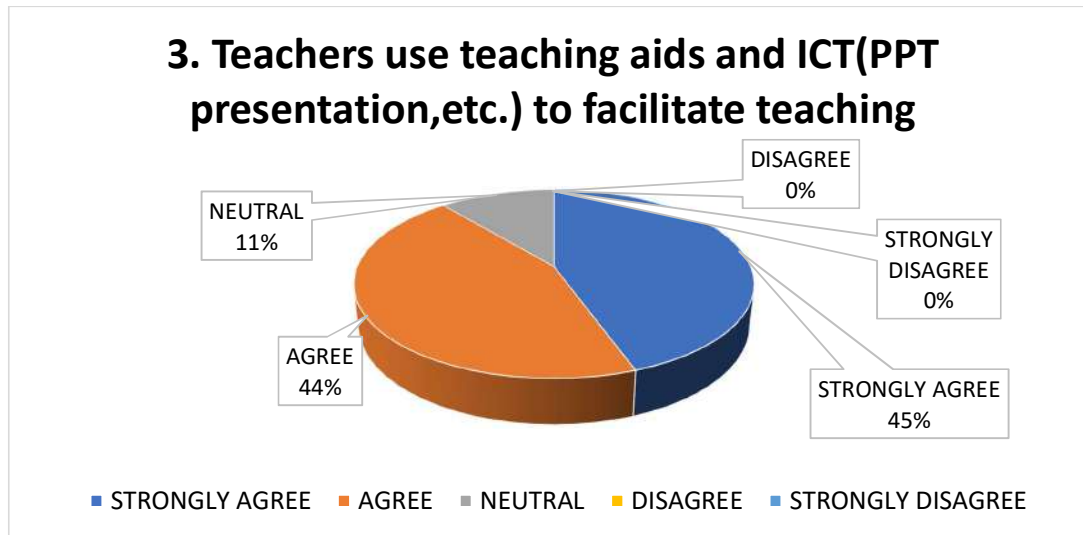
1. You can approach departmental teachers in case you face any problem

DISAGREE 0%

NEUTRAL 11%

STRONGLY DISAGREE 0%

AGREE 33%

STRONGLY AGREE 56%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

2. **Completion of Syllabus:**

   - A majority believes that teachers complete the syllabus in due time (7 strongly agree, 2 agree), suggesting effective curriculum management and planning.
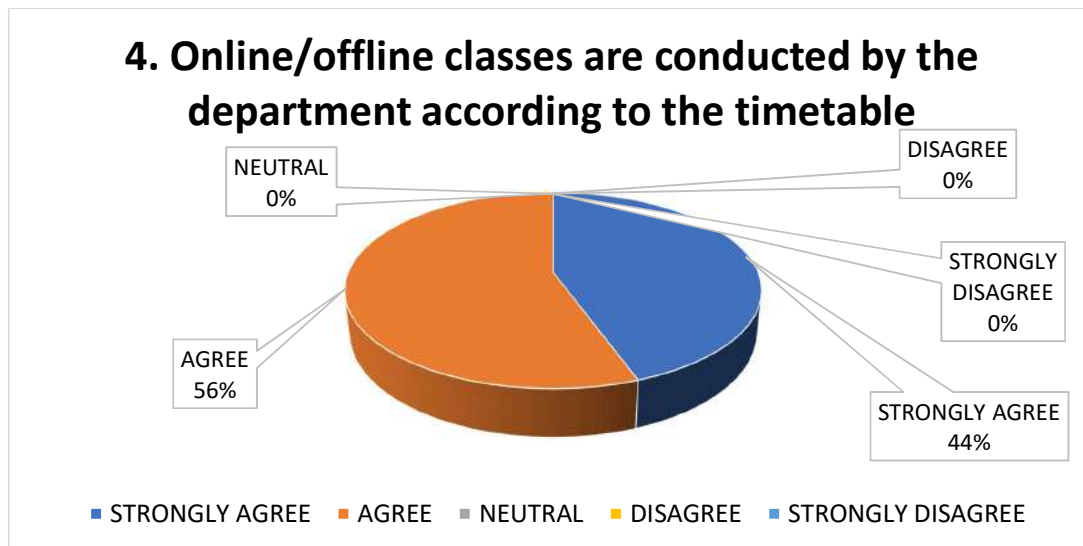
2. Teachers complete the syllabus in due time

NEUTRAL 0%

DISAGREE 0%

STRONGLY DISAGREE 0%

AGREE 22%

STRONGLY AGREE 78%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

3. **Use of Teaching Aids and ICT:**

- The feedback shows a split opinion on the use of teaching aids and ICT (4 strongly agree, 4 agree, 1 neutral), indicating that while technology is used, there may be scope for enhancing its effectiveness or integration into teaching.

3. Teachers use teaching aids and ICT(PPT presentation,etc.) to facilitate teaching

DISAGREE 0%

NEUTRAL 11%

STRONGLY DISAGREE 0%

AGREE 44%

STRONGLY AGREE 45%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

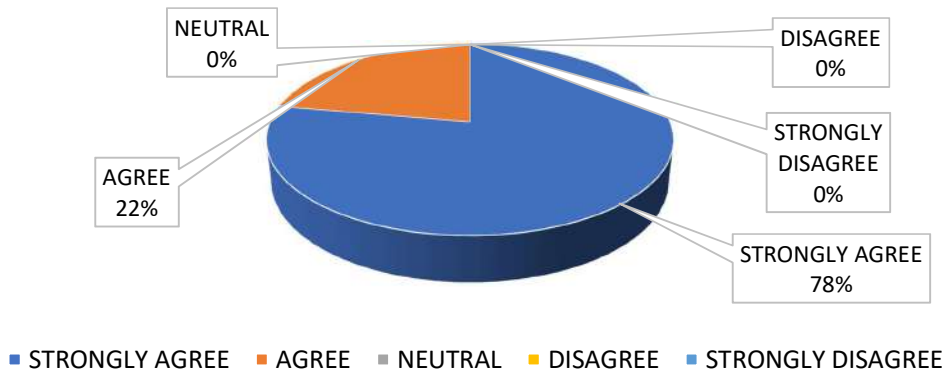4. **Conduct of Classes According to Timetable:**

- Responses on whether classes are conducted according to the timetable are positive (4 strongly agree, 5 agree), though the division suggests there's potential for improving consistency or communication regarding scheduling.

4. Online/offline classes are conducted by the department according to the timetable

NEUTRAL 0%

DISAGREE 0%

STRONGLY DISAGREE 0%

AGREE 56%

STRONGLY AGREE 44%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

5. **Provision of Syllabus :**

- The provision of the course syllabus at the semester's start (7 strongly agree, 2 agree for syllabus provision) is area of strength, yet there's an indication that the provision of the course syllabus could be continued more.
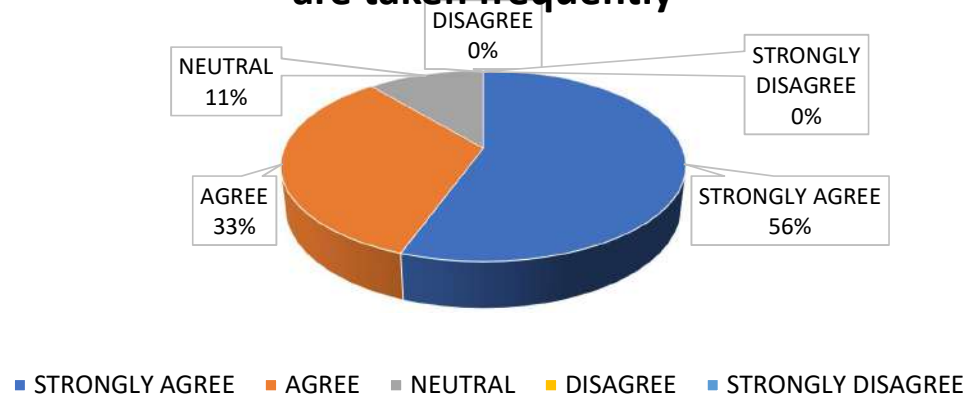
5. Students are provided with the syllabusof the course at the beginning of the semester
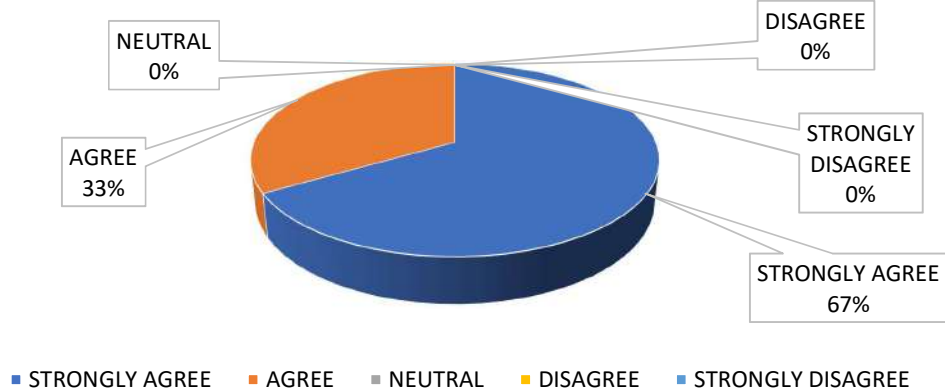
NEUTRAL 0%

DISAGREE 0%

STRONGLY DISAGREE 0%

AGREE 22%

STRONGLY AGREE 78%

■ STRONGLY AGREE ■ AGREE ▪ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

6 & 7. Internal Assessment Practices : frequency and transparency

- Feedback on the frequency and transparency of internal assessments/class tests/mock tests (5 strongly agree, 3 agree for frequency; 6 strongly agree, 3 agree for transparency) shows a positive reception, with a small indication of wanting more clarity or communication.

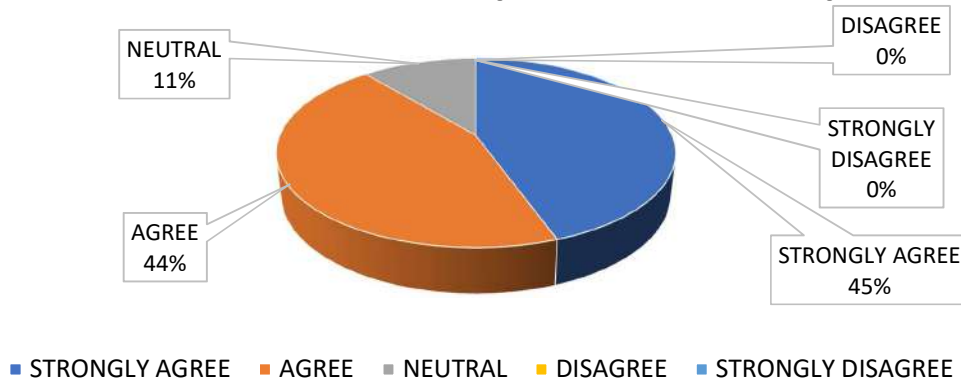## 6. Internal assesment/class tests/mock tests are taken frequently

DISAGREE 0%

STRONGLY DISAGREE 0%

NEUTRAL 11%

AGREE 33%

STRONGLY AGREE 56%

■ STRONGLY AGREE ■ AGREE ▪ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

7. Internal assesment/class tests/mock tests are conducted transparently

NEUTRAL 0%

DISAGREE 0%

STRONGLY DISAGREE 0%

AGREE 33%

STRONGLY AGREE 67%

■ STRONGLY AGREE   ■ AGREE   ▪ NEUTRAL   ■ DISAGREE   ■ STRONGLY DISAGREE

8. Provision of Study Materials :

- The provision of the course syllabus at the semester's start and sufficient study materials (7 strongly agree, 2 agree for syllabus provision; 4 strongly agree, 4 agree for study materials) are areas of strength, yet there's an indication that the distribution or accessibility of study materials could be enhanced.
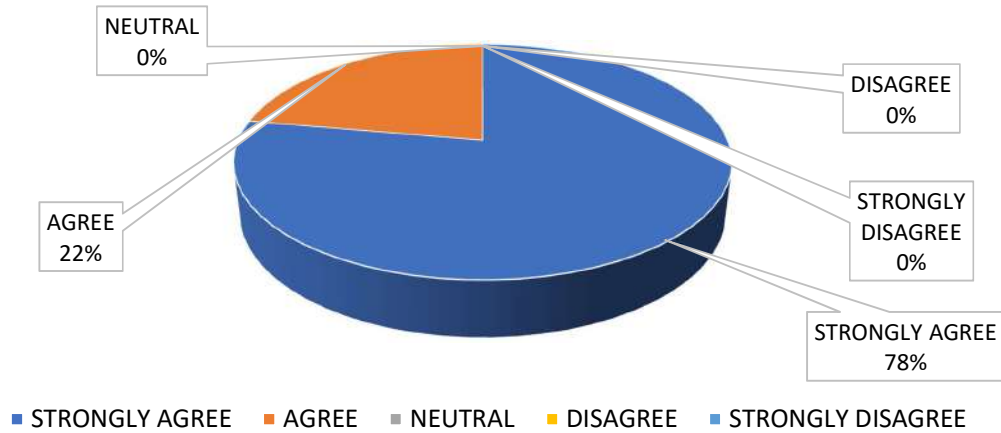
8. Sufficient study materials are provided by teachers after the completion of each topic

NEUTRAL 11%

DISAGREE 0%

STRONGLY DISAGREE 0%

AGREE 44%

STRONGLY AGREE 45%

■ STRONGLY AGREE   ■ AGREE   ▪ NEUTRAL   ■ DISAGREE   ■ STRONGLY DISAGREE
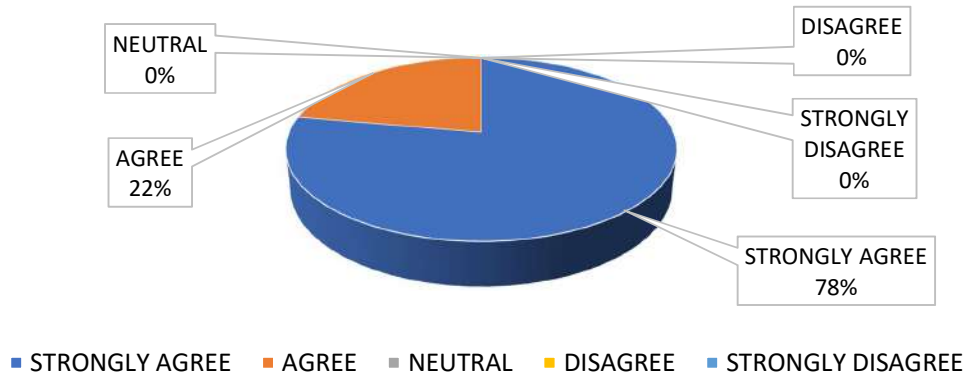
9 & 10. Teacher Preparedness and Encouragement for Interaction:

The department does well in terms of teachers coming to class prepared and encouraging student interaction (7 strongly agree, 2 agree for both), highlighting effective teaching practices that foster a dynamic learning environment.
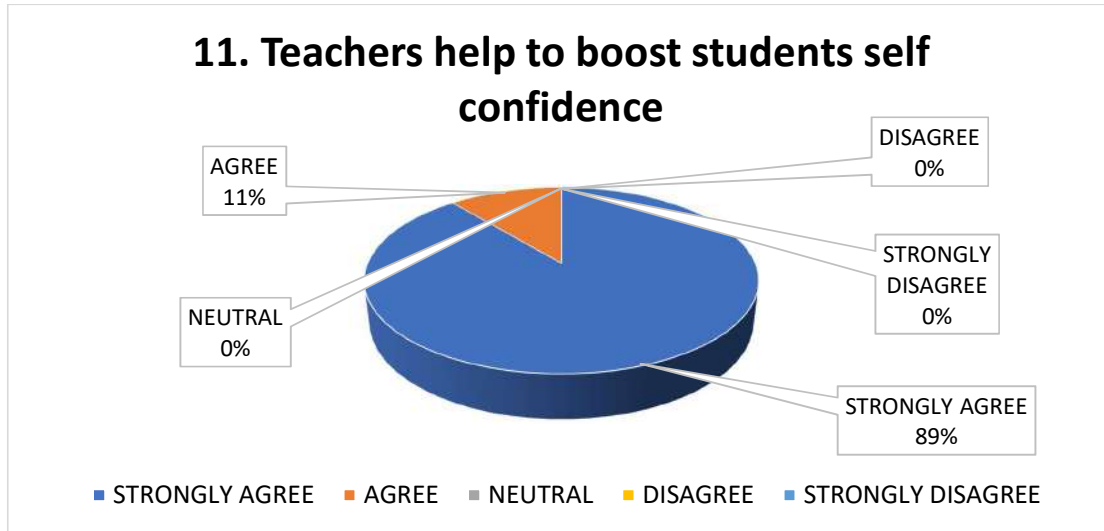
9. Teachers come to class well prepared

NEUTRAL
0%

DISAGREE
0%

STRONGLY
DISAGREE
0%

AGREE
22%

STRONGLY AGREE
78%

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

10. Teachers encouraged students to interact during classes

DISAGREE
0%

NEUTRAL
0%

STRONGLY
DISAGREE
0%

AGREE
22%

STRONGLY AGREE
78%

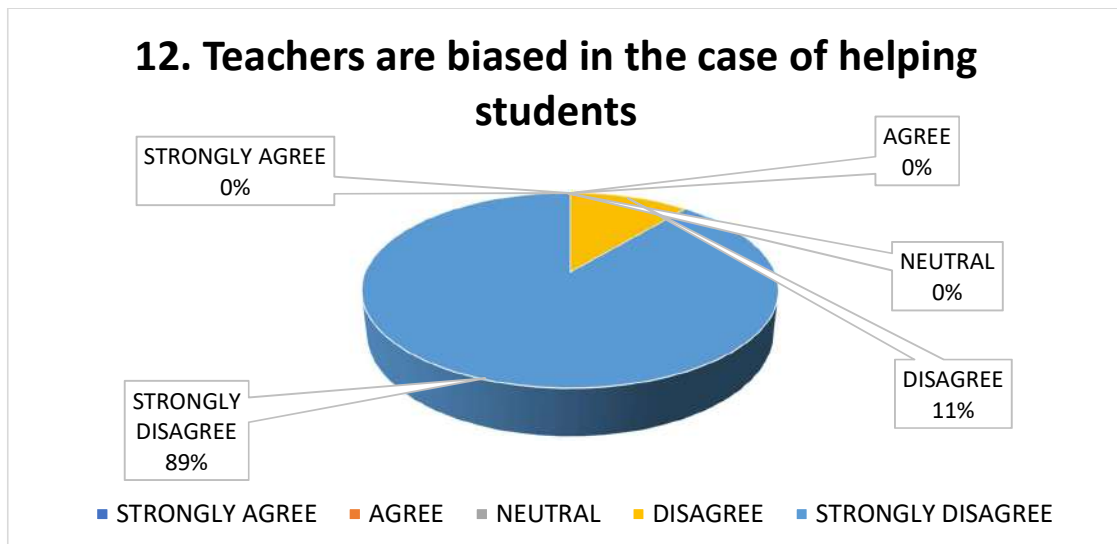■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

11. Boosting Student Self-Confidence:

There's a strong sense that teachers help boost students' self-confidence (8 strongly agree, 1 agree), reflecting positively on the department's support for personal development.
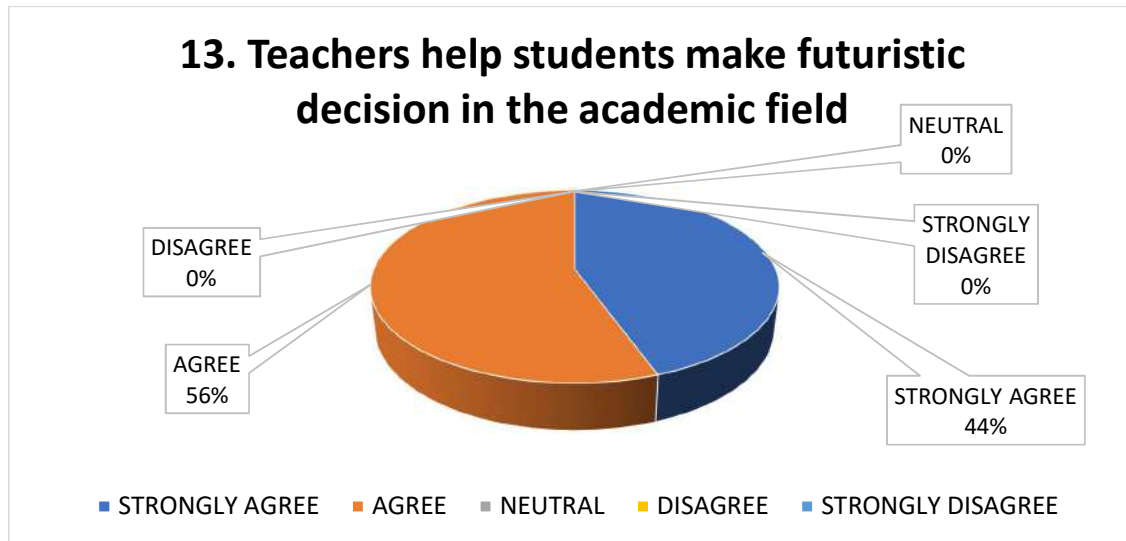
11. Teachers help to boost students self confidence

- STRONGLY AGREE 89%
- AGREE 11%
- NEUTRAL 0%
- DISAGREE 0%
- STRONGLY DISAGREE 0%

Legend: ■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

12. Perceived Bias:

The feedback indicates a significant concern with perceived bias in helping students (1 disagree, 8 strongly disagree), suggesting an area that requires immediate attention to ensure fairness and equity in teacher-student interactions.

12. Teachers are biased in the case of helping students

- STRONGLY AGREE 0%
- AGREE 0%
- NEUTRAL 0%
- DISAGREE 11%
- STRONGLY DISAGREE 89%

Legend: ■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONGLY DISAGREE

13. Guidance for Future Academic Decisions:

The department seems to support students in making informed future academic decisions (4 strongly agree, 5 agree), though this support could potentially be made more robust or explicit.

13. Teachers help students make futuristic decision in the academic field

NEUTRAL 0%

STRONGLY DISAGREE 0%

DISAGREE 0%

AGREE 56%

STRONGLY AGREE 44%

■ STRONGLY AGREE   ■ AGREE   ■ NEUTRAL   ■ DISAGREE   ■ STRONGLY DISAGREE

Overall, while the Department of Sociology exhibits several strengths, particularly in supporting student development and maintaining a structured curriculum, addressing areas of concern such as the effective use of technology and addressing perceptions of bias will be crucial for further enhancing the academic experience. Areas of improvements are following:

Implications and Recommendations

- **Enhancing Teacher Approachability:** Workshops or initiatives to promote open communication can ensure all students feel comfortable approaching faculty.

- **Maximizing Teaching Aids and ICT:** Evaluating and potentially expanding the use of teaching aids and ICT could enhance learning outcomes and student engagement.

- **Improving Consistency in Class Scheduling:** Addressing the variability in class scheduling through better communication and planning can improve student satisfaction.

- **Expanding Access to Study Materials:** Ensuring that all students have easy access to comprehensive study materials could enhance the learning experience.

- **Addressing Perceived Bias:** Conducting a thorough review of practices that may lead to perceptions of bias and implementing training or guidelines to promote fairness is critical.

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Principal
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Department of Zoology

Particulars	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
You can approach departmental teachers in case you face any problem	13	0	0	0	0
Teachers complete the syllabus in due time	4	9	0	0	0
Teachers use teaching aids and ICT(PPT presentation etc.) to facilitate teaching	2	11	0	0	0
Online/offline classes are conducted by the department according to the timetable	10	3	0	0	0
Students are provided with the syllabus of the course at the beginning of the semester	13	0	0	0	0
Internal assessment/class tests/mock tests are taken frequently	1	11	1	0	0
Internal assessment/class tests/mock tests are conducted transparently	12	1	0	0	0
Sufficient study materials are provided by teachers after the completion of each topic	13	0	0	0	0
Teachers come to class well prepared	12	1	0	0	0
Teachers encouraged students to interact during classes	11	2	0	0	0
Teachers help to boost students self-condition	5	8	0	0	0
Teachers are biased in the case of helping students	0	0	0	0	13
Teachers help students make futuristic decision in the academic field	9	4	0	0	0

Interpretation of Feedback Results: Department of Zoology

The feedback from the students of the Department of Zoology provides insights into various aspects of their academic experience. The responses highlight areas of high satisfaction and suggest opportunities for further improvement to enhance the educational environment. Below is a detailed interpretation of the feedback results:

1. Approachability of Teachers:

- **Summary**: Students unanimously feel they can approach departmental teachers with any problems.

- **Details**: 13 strongly agree. This indicates a very supportive and accessible academic environment, crucial for student success and well-being.
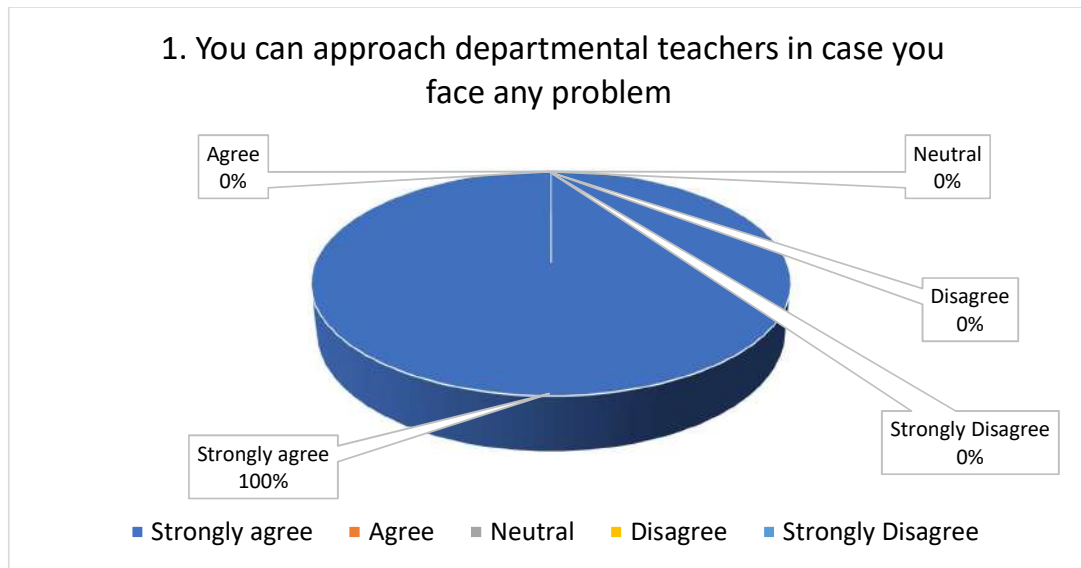

2. Completion of Syllabus:

- **Summary**: A majority of students feel that teachers complete the syllabus in due time.

- **Details**: 4 strongly agree, 9 agree. This suggests effective curriculum management and instructional planning.
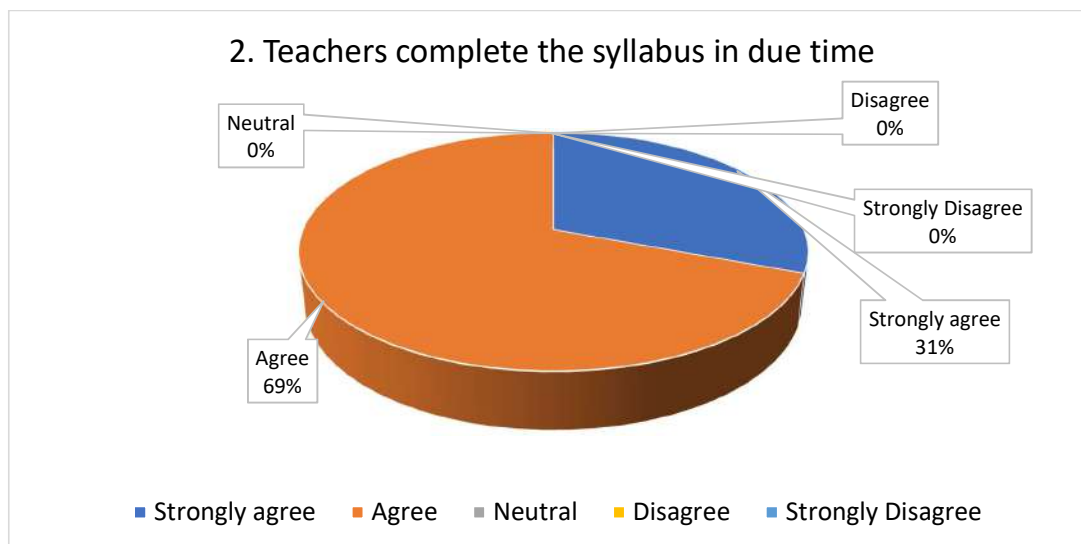
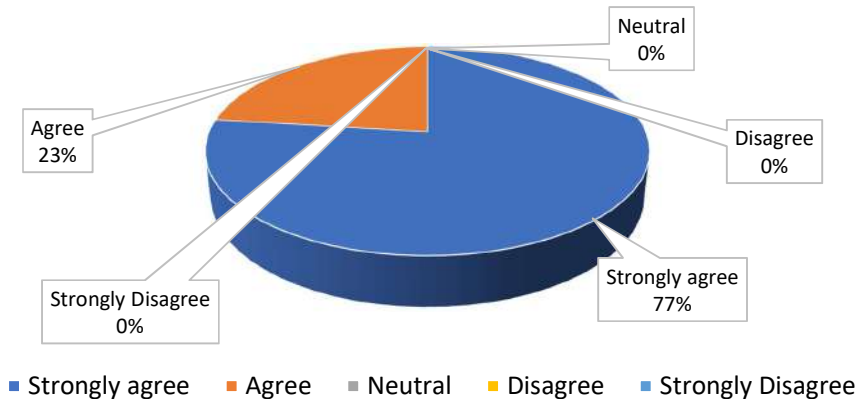**3. Use of Teaching Aids and ICT:**

- **Summary**: Students recognize the use of teaching aids and ICT (like PPT presentations) to facilitate teaching.

- **Details**: 2 strongly agree, 11 agree. While the response is largely positive, the balance between strongly agree and agree suggests there might be room for enhancing the effectiveness or integration of these tools.
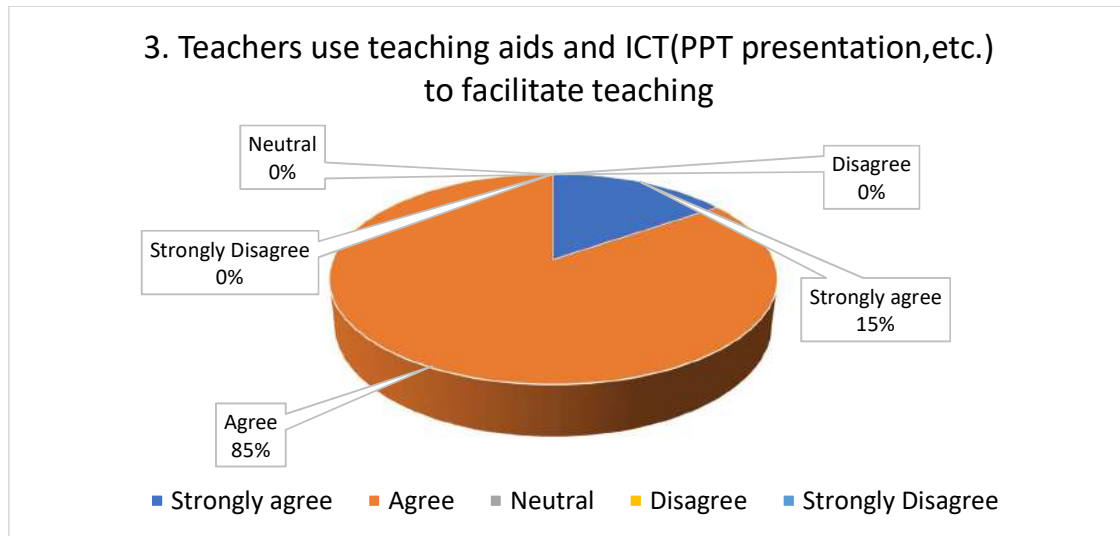
4. Conduct of Classes According to Timetable:

- **Summary**: Students are highly satisfied with the department's ability to conduct online/offline classes according to the set timetable.

- **Details**: 10 strongly agree, 3 agree. This indicates good organizational practices and adherence to schedules.
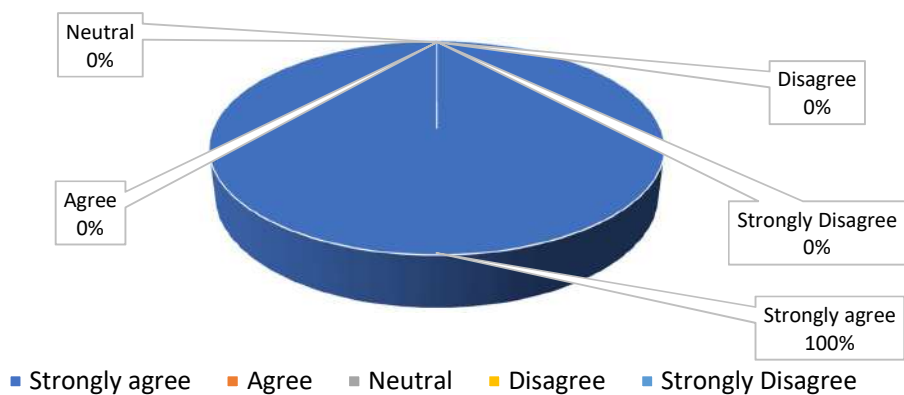
4. Online/offline classes are conducted by the department according to the timetable

Neutral
0%

Agree
23%

Disagree
0%

Strongly Disagree
0%

Strongly agree
77%

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

5. Provision of Syllabus:

- **Summary**: The provision of the course syllabus at the beginning of the semester is highlighted as strong points.

- **Details**: 13 strongly agree, ensuring that students are well-prepared and supported throughout their studies.
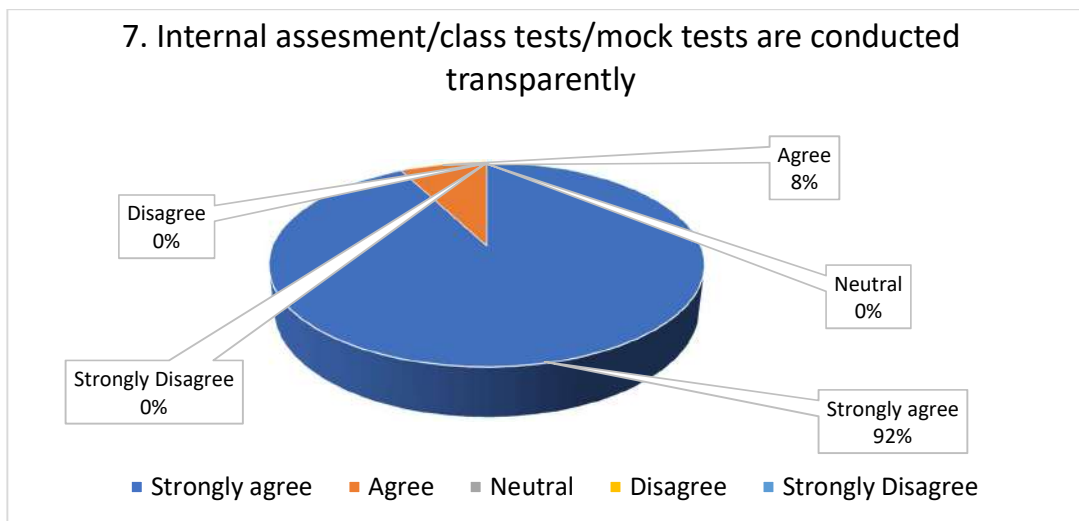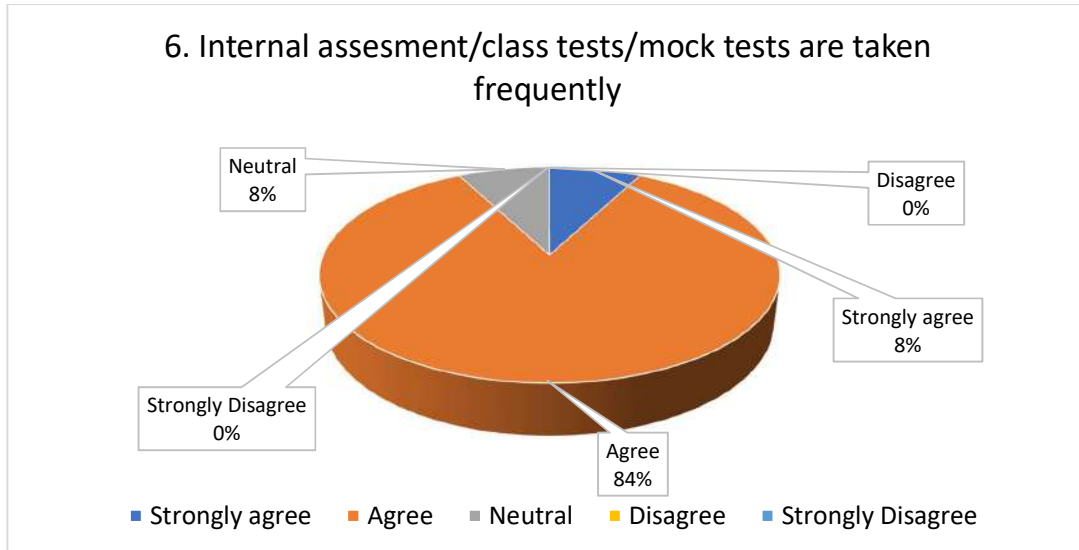
5. Students are provided with the syllabusof the course at the beginning of the semester

Neutral
0%

Disagree
0%

Agree
0%

Strongly Disagree
0%

Strongly agree
100%

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

6. & 7 Internal Assessment Practices:

- **Summary**: The frequency and transparency of internal assessments/class tests/mock tests are viewed positively.
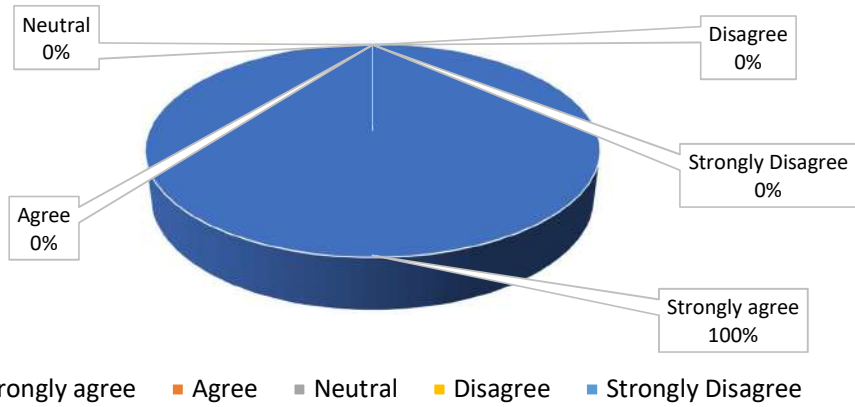
- **Details**: 1 strongly agree, 11 agree for frequency; 12 strongly agree, 1 agree for transparency. The responses suggest overall satisfaction but also highlight a minor indication of wanting more frequent assessments.

6. Internal assesment/class tests/mock tests are taken frequently

Neutral 8%
Disagree 0%
Strongly agree 8%
Strongly Disagree 0%
Agree 84%

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

7. Internal assesment/class tests/mock tests are conducted transparently

Agree 8%
Disagree 0%
Neutral 0%
Strongly Disagree 0%
Strongly agree 92%

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

8. Provision of Study Materials:

- **Summary**: The provision of the sufficient study materials after each topic are highlighted as strong points.

- **Details**: 13 strongly agree, ensuring that students are well-prepared and supported throughout their studies.
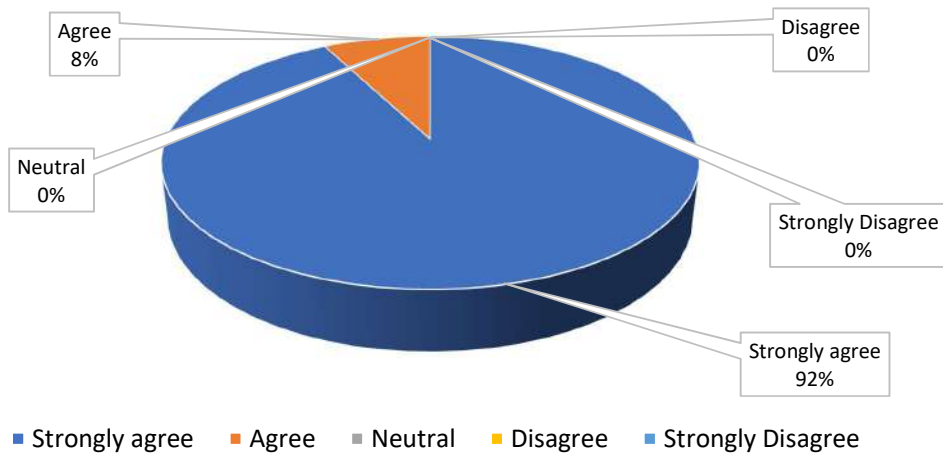
8. Sufficient study materials are provided by teachers after the completion of each topic

Neutral
0%

Disagree
0%

Strongly Disagree
0%

Agree
0%

Strongly agree
100%

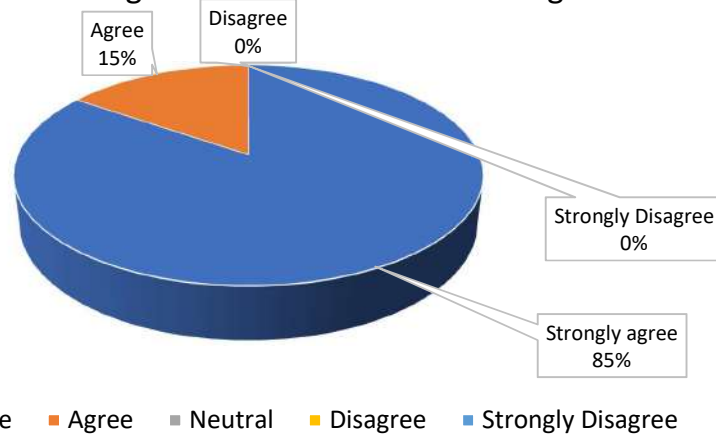■ Strongly agree　■ Agree　▪ Neutral　■ Disagree　■ Strongly Disagree

9. & 10. Teacher Preparedness and Encouragement for Interaction:

- **Summary**: Teachers are perceived as coming to class well-prepared and encouraging student interaction.

- **Details**: 12 strongly agree, 1 agree for preparedness; 11 strongly agree, 2 agree for encouraging interaction, which are essential for a dynamic and engaging learning experience.
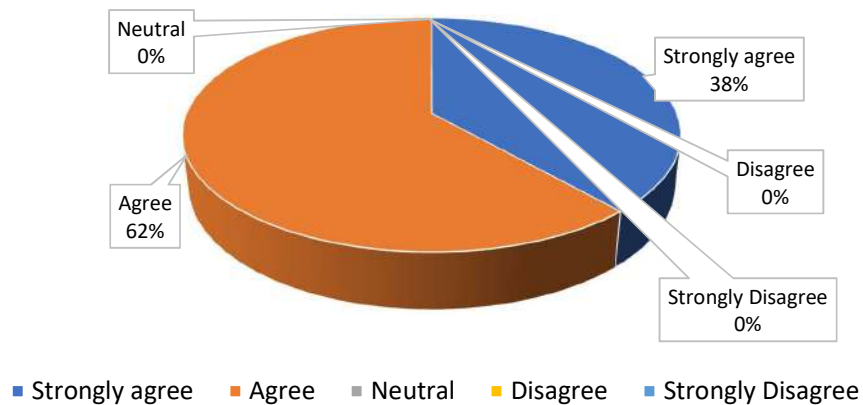
9. Teachers come to class well prepared

Agree
8%

Disagree
0%

Neutral
0%

Strongly Disagree
0%

Strongly agree
92%

■ Strongly agree　■ Agree　▪ Neutral　■ Disagree　■ Strongly Disagree

10. Teachers encouraged students to interact during classes

Agree
15%

Disagree
0%

Strongly Disagree
0%

Strongly agree
85%

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

11. Boosting Student Self-Condition:

- **Summary**: Teachers help boost students' self-confidence.

- **Details**: 5 strongly agree, 8 agree. The distribution of responses suggests a generally positive impact on students' self-confidence, though experiences may vary among students.
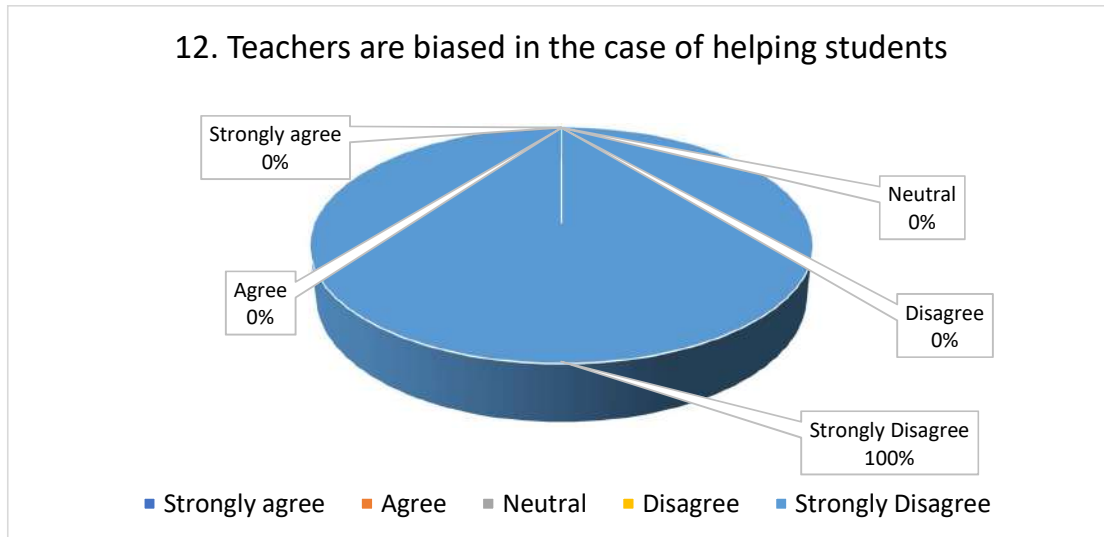
11. Teachers help to boost students self condition

Neutral
0%

Strongly agree
38%

Disagree
0%

Agree
62%

Strongly Disagree
0%

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree
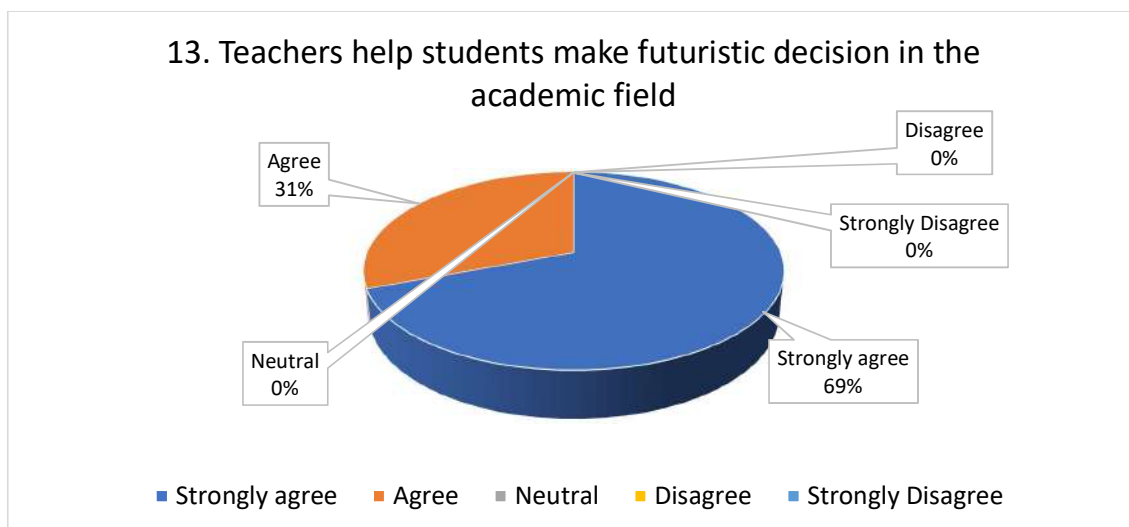
12. Perceived Bias:

- **Summary**: There is unanimous strong disagreement regarding any bias from teachers in helping students.

- **Details**: 13 strongly disagree, demonstrating a commitment to fairness and impartiality in teacher-student interactions.

12. Teachers are biased in the case of helping students

Strongly agree
0%

Neutral
0%

Agree
0%

Disagree
0%

Strongly Disagree
100%

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

13. Guidance for Future Academic Decisions:

- **Summary**: Teachers support students in making informed decisions about their academic futures.

- **Details**: 9 strongly agree, 4 agree. This indicates strong support, though there might be potential for providing even more robust guidance or resources.

13. Teachers help students make futuristic decision in the academic field

Disagree
0%

Agree
31%

Strongly Disagree
0%

Neutral
0%

Strongly agree
69%

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

Conclusion:

The Department of Zoology is performing well across several key areas, contributing to a positive and supportive educational environment. Continuous engagement with student

feedback will be crucial for sustaining these strengths and identifying areas for incremental improvements.

Implications and Recommendations

1. **Enhancing the Use of Teaching Aids and ICT**:

   o While the use of technology and teaching aids is acknowledged, there may be opportunities to explore more innovative or engaging methods to further enhance learning.

2. **Focusing on Internal Assessment Clarity**:

   o Ensuring that all students feel internal assessments are conducted transparently could involve providing clearer guidelines or feedback mechanisms.

3. **Uniform Support for Student Self-Condition**:

   o Investigating and addressing any variability in how students perceive the support in boosting their self-confidence could help in providing a more uniformly positive experience.

4. **Strengthening Future Academic Guidance**:

   o Expanding on the support for making future academic and career decisions could involve additional workshops, guest lectures, or mentorship programs tailored to students' interests and career aspirations.

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