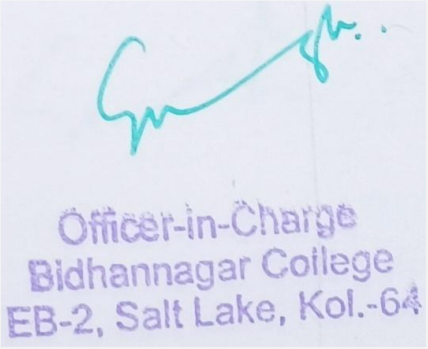
BIDHANNAGAR COLLEGE

EB-2, Sector 1, Salt Lake City,
Kolkata-700064, India

Under Graduate

STUDENTS' FEEDBACK ANALYSIS

2018-19



Analysis of UG Student Feedback for the Academic Year 2018-2019

Mechanism of the Feedback Analysis:

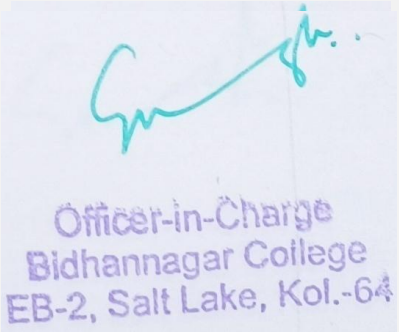
A mechanism of quantification based on the analysis of student feedback is adopted, using parameters related to a variety of items like the Course, the respective UG Department in general and the Teachers in particular. In quest of some sort of objectivity, only the outgoing 3rd year students of each UG Department are called upon to respond to the questionnaire, severally.

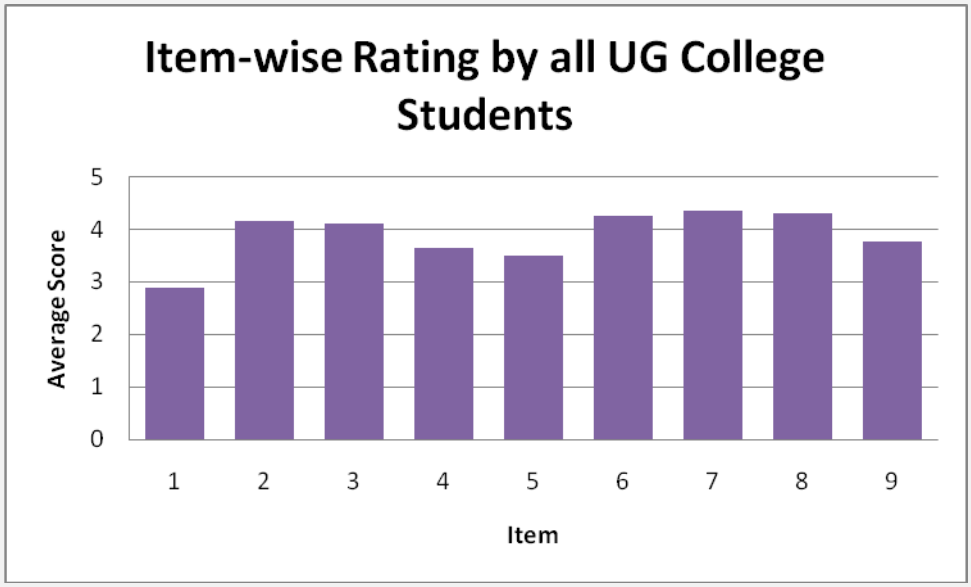
A. Analysis of the College-level Infrastructural Facilities and Activities:

The 9 item questionnaire relates to the college level Infrastructural facilities and activities. Each question has 5 options - A, B, C, D and E. A, as verbally demonstrated to the students, stands for Excellent, B for Very Good, C for Good, D for Fair and E for Poor. The method quantification employed has a number of steps undertaken serially.

- **Step-1:** Difficult as the grades are to visualize, they are ordinal in nature and this justifies the correspondence developed of the grades to the numerical data assigned. Grade A is thus quantified as 5; B as 4; C as 3; D as 2; E as 1.
- **Step-2:** For each of the 9 items, the 'score' of the college-level Infrastructural facilities and activities at first computed for each of the 16 departments, therefore score for the college is prepared to make a visual representation on the basis of the average over department-wise scores, in which the high value (towards 5) indicates good performance and the low value (towards 1), poor.
- **Step-4:** Bar Diagram is prepared on the scores over 9 different items representing college-level Infrastructural facilities and activities.
- **Step-5:** Bar Diagrams on the scores are prepared for each of the 9 different items over all the 16 departments.
- **Step-6:** In order to get a single index over 9 items for a specific year, we have taken the average of the 9 indices. Thus a single composite index for the college is obtained.
- **Step-7:** A scale adjustment to the department-wise indices and college-level index are made in order that it takes values within the span of 0 (zero) and 1 (one), where 0 is indicative of the worst possible performance and 1 indicates the best possible. Obviously, 0.5 denotes the average. The adjusted indices are presented in the following Table 1.

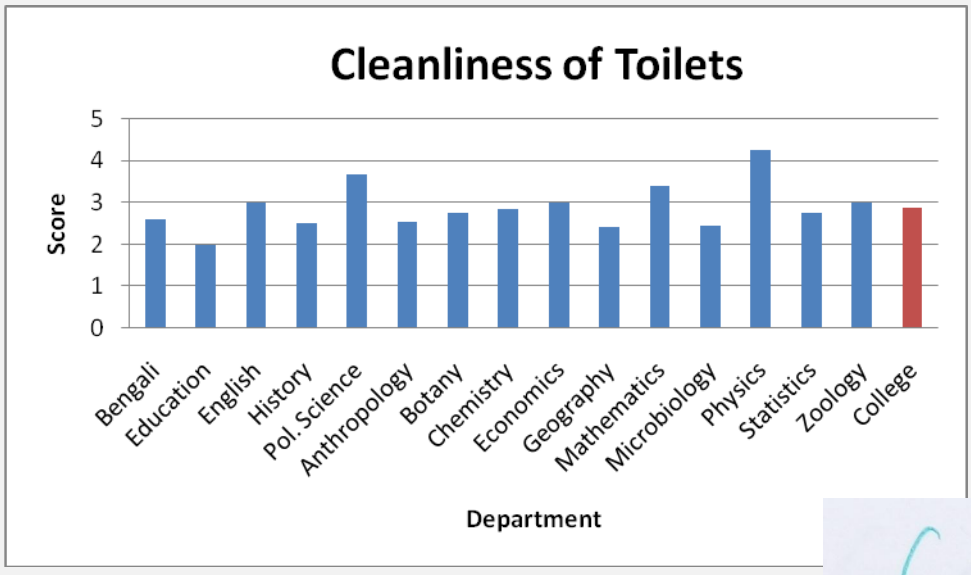
Following the above steps, we found the normalized score of the college on Infrastructural facilities and activities is **0.743**. **Last year (session 2017-18)** this figure was **0.776**.





1. Cleanliness of Toilets, 2. Cleanliness of Campus, 3. Administrative Help, 4. Environment for Co-curricular Activities, 5. Scope for Indoor Games, 6. Environment for Cultural Activities, 7. Central Library Books: Availability & Access, 8. Co-operation of Library Staff, 9. Access to Online Academic Resources.

Subject-wise students' response on the infrastructure of College:



BIDHANNAGAR COLLEGE Estd.-1984 EB-2, Salt Lake, Kol.-64

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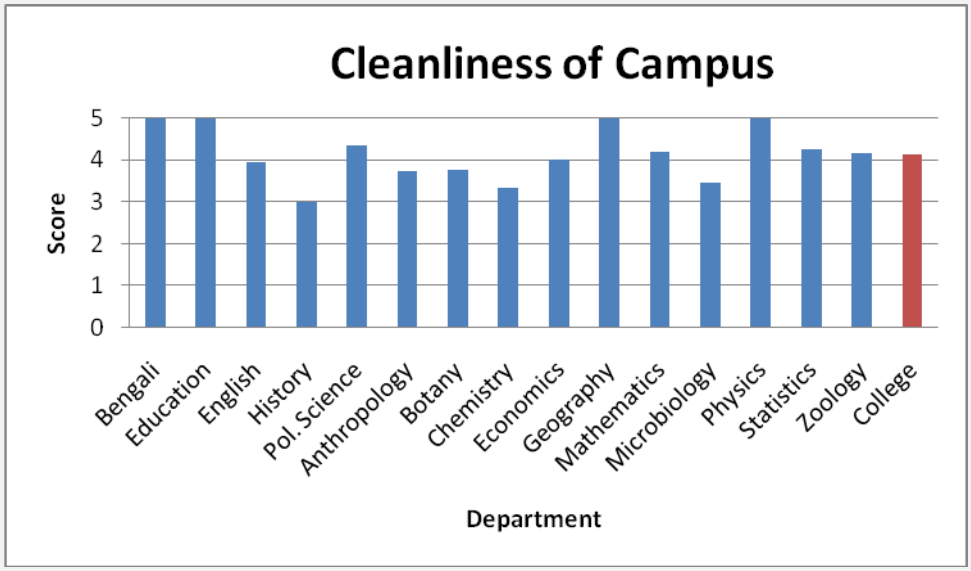
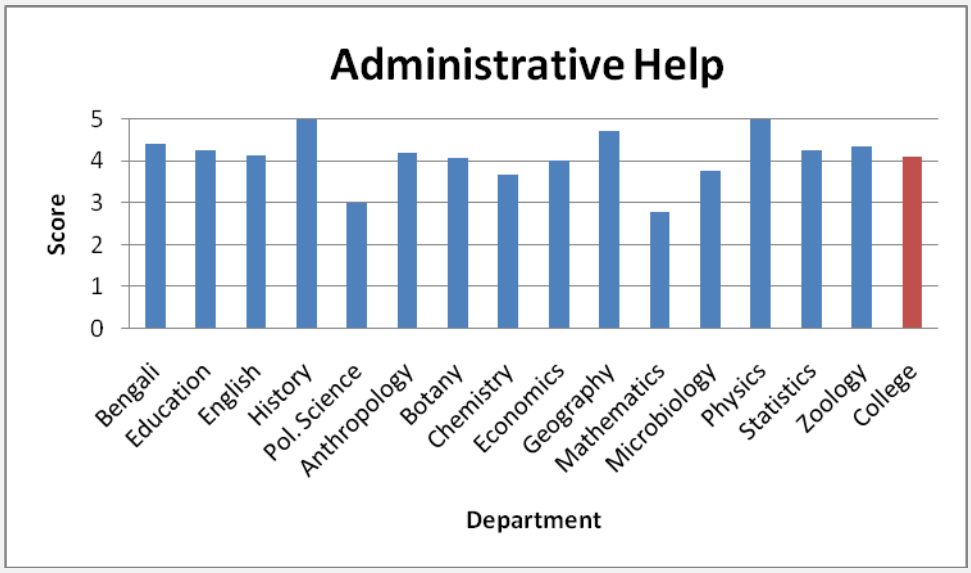
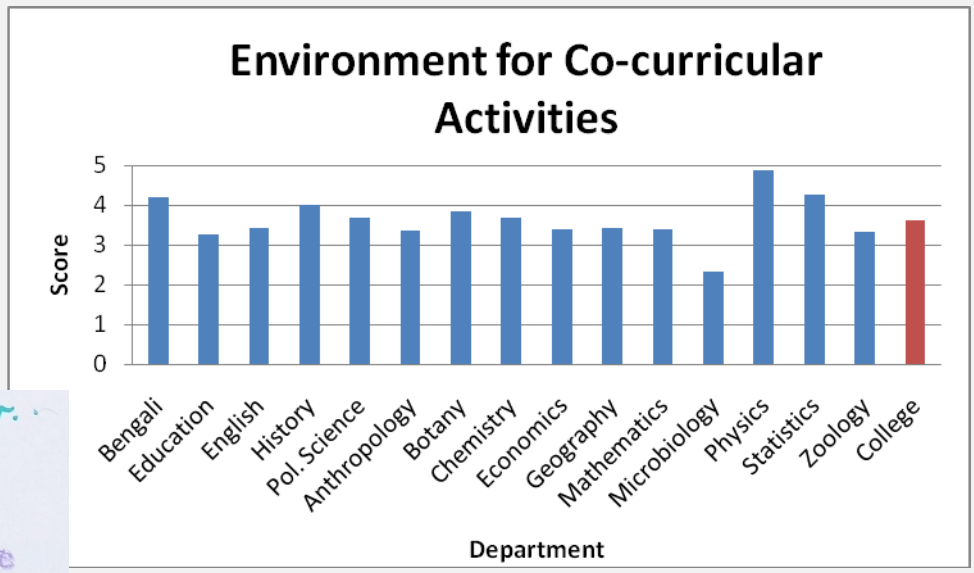
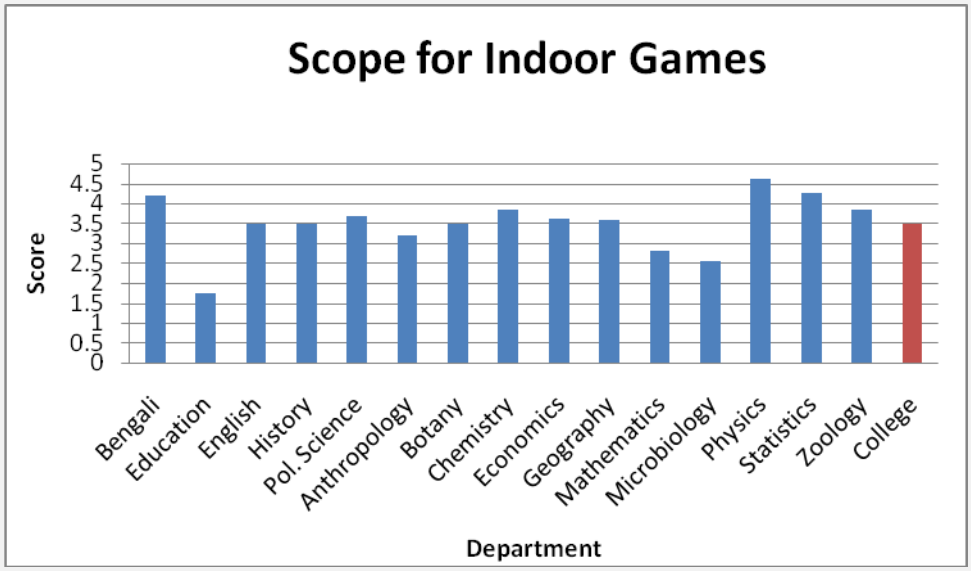
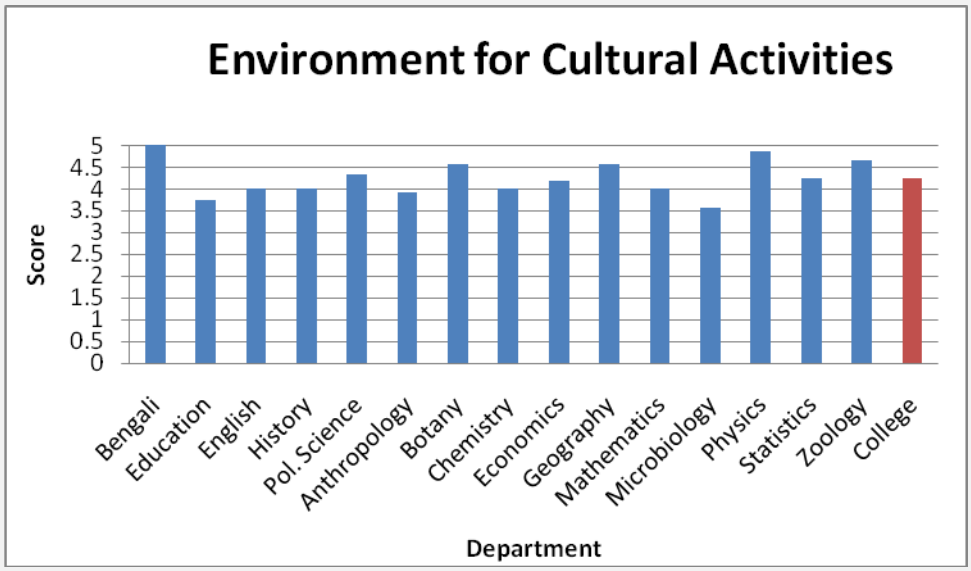
Bidhannagar College
EB-2, Salt Lake, Kol.-64

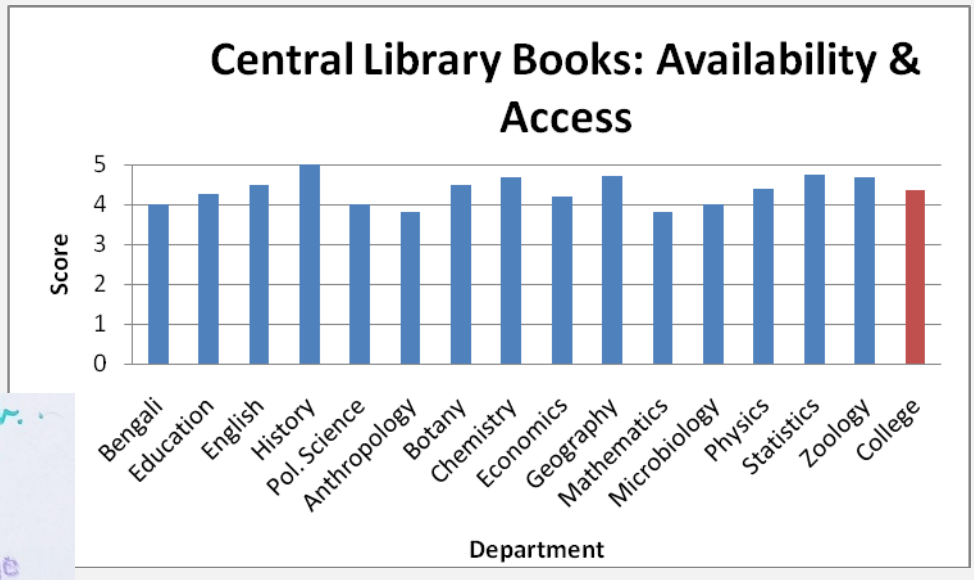

Cleanliness of Campus
Score
0
1
2
3
4
5
Bengali
Education
English
History
Pol. Science
Anthropology
Botany
Chemistry
Economics
Geography
Mathematics
Microbiology
Physics
Statistics
Zoology
College
Department

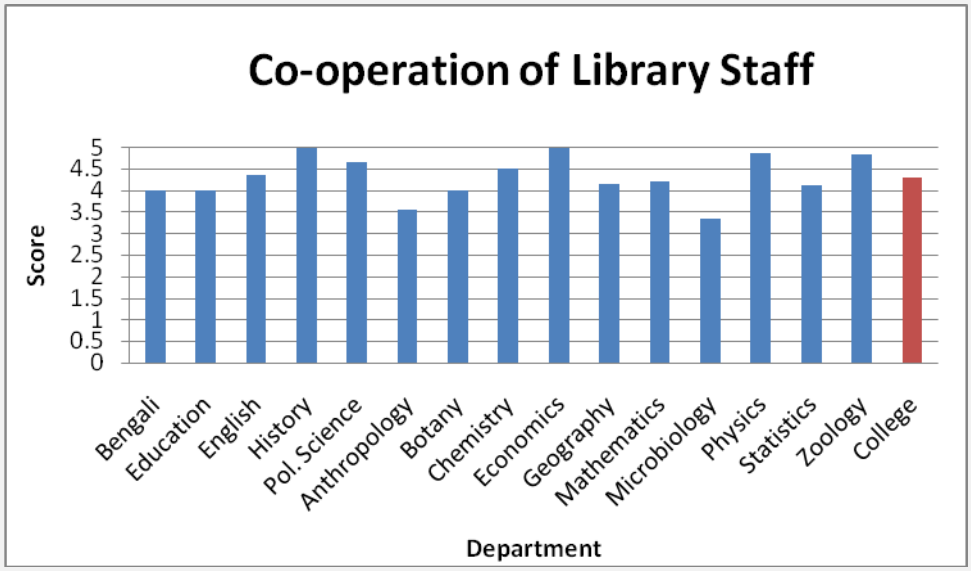

Administrative Help
Score
0
1
2
3
4
5
Bengali
Education
English
History
Pol. Science
Anthropology
Botany
Chemistry
Economics
Geography
Mathematics
Microbiology
Physics
Statistics
Zoology
College
Department

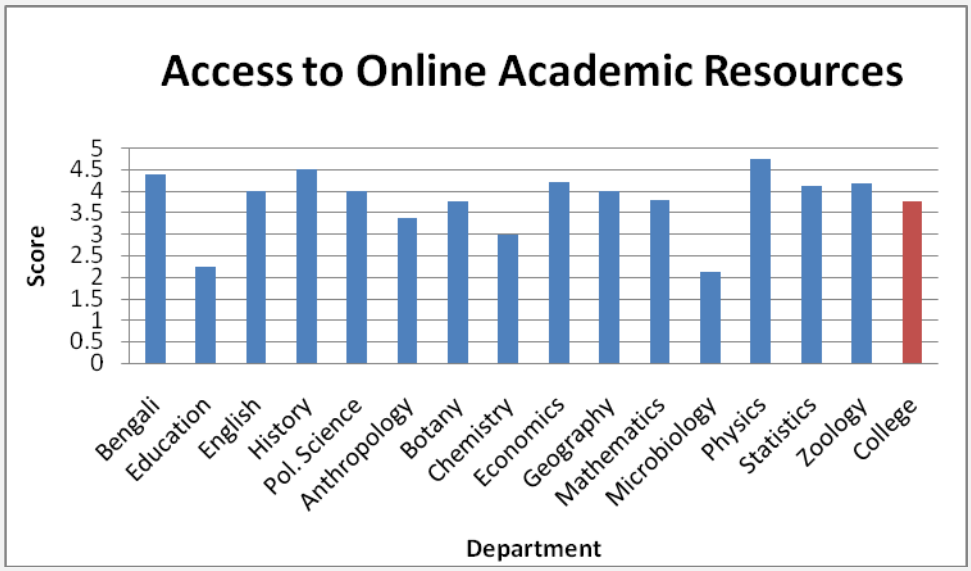

Environment for Co-curricular Activities
Score
0
1
2
3
4
5
Bengali
Education
English
History
Pol. Science
Anthropology
Botany
Chemistry
Economics
Geography
Mathematics
Microbiology
Physics
Statistics
Zoology
College
Department

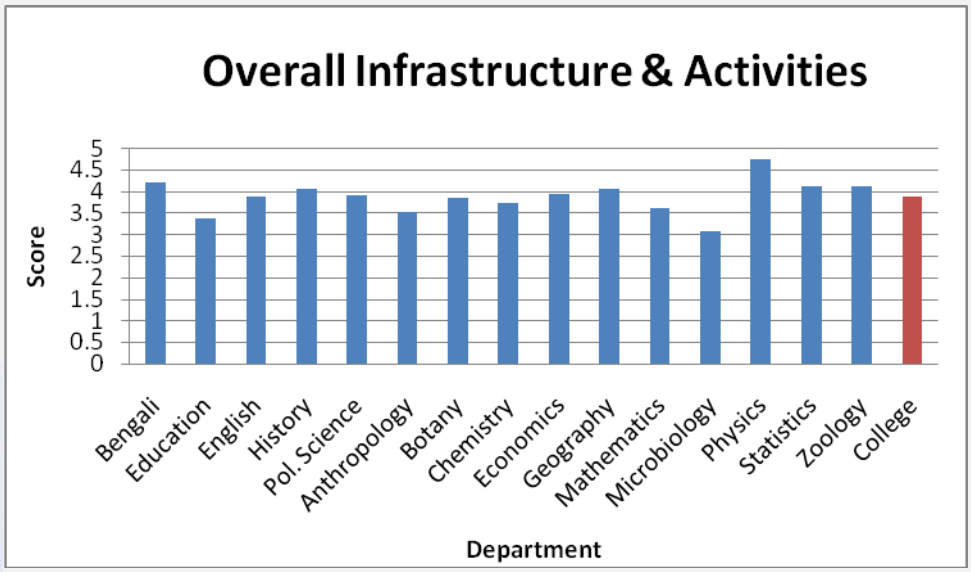

Scope for Indoor Games
Score
5
4.5
4
3.5
3
2.5
2
1.5
1
0.5
0
Bengali
Education
English
History
Pol. Science
Anthropology
Botany
Chemistry
Economics
Geography
Mathematics
Microbiology
Physics
Statistics
Zoology
College
Department


Environment for Cultural Activities
Score
5
4.5
4
3.5
3
2.5
2
1.5
1
0.5
0
Bengali
Education
English
History
Pol. Science
Anthropology
Botany
Chemistry
Economics
Geography
Mathematics
Microbiology
Physics
Statistics
Zoology
College
Department


Central Library Books: Availability & Access
Score
5
4
3
2
1
0
Bengali
Education
English
History
Pol. Science
Anthropology
Botany
Chemistry
Economics
Geography
Mathematics
Microbiology
Physics
Statistics
Zoology
College
Department


Co-operation of Library Staff
Score
5
4.5
4
3.5
3
2.5
2
1.5
1
0.5
0
Bengali
Education
English
History
Pol. Science
Anthropology
Botany
Chemistry
Economics
Geography
Mathematics
Microbiology
Physics
Statistics
Zoology
College
Department


Access to Online Academic Resources
Score
5
4.5
4
3.5
3
2.5
2
1.5
1
0.5
0
Bengali
Education
English
History
Pol. Science
Anthropology
Botany
Chemistry
Economics
Geography
Mathematics
Microbiology
Physics
Statistics
Zoology
College
Department


Overall Infrastructure & Activities
Score
5
4.5
4
3.5
3
2.5
2
1.5
1
0.5
0
Bengali
Education
English
History
Pol. Science
Anthropology
Botany
Chemistry
Economics
Geography
Mathematics
Microbiology
Physics
Statistics
Zoology
College
Department

B. Analysis of the Department-wise Infrastructural Facilities and Activities:

The 5 item questionnaire (a set of two) relates to the Infrastructural facilities and activities owned by the Department. Each question has 5 options - A, B, C,D and E. A, as verbally demonstrated to the students, stands for Excellent, B for Very Good, C for Good, D for Fair and E for Poor. The questionnaire involves a multiplicity of items and issues like learning value of the course, its depth and applicability, the infrastructure of a department and its academic ambience.
The method quantification employed has a number of steps undertaken serially.

- **Step-1:** Difficult as the grades are to visualize, they are ordinal in nature and this justifies the correspondence developed of the grades to the numerical data assigned. Grade A is thus quantified as 5; B as 4; C as 3; D as 2; E as 1.
- **Step-2:** For each of the 5 items, the 'score' of a department is thus prepared to make a visual representation for the department on the basis of the average over department-wise responses, in which the high value (towards 5) indicates good performance and the low value (towards 1), poor.
- **Step-3:** All the 16 departments are put under the same process of 'score' quantification.
- **Step-4:** Bar Diagrams on the scores are prepared for each of the 5 different items over all the 16 departments.
- **Step-5:** To assess the aggregative performance of a department over 5 items, an index for each of the 16 departments over 5 items for a specific year is formulated just by taking average over the 5 scores on 5 items.
- **Step-6:** In order to get a single index over 5 items for a specific year, we have taken the weighted average of the indices for every department, the weights being the number of responses for every department. Thus a single composite index for the college is obtained.
- **Step-7:** A scale adjustment to the department-wise indices and college-level index are made in order that it takes values within the span of 0 (zero) and 1 (one), where 0 is indicative of the worst possible performance and 1 indicates the best possible. Obviously, 0.5 denotes the average. The adjusted indices are presented in the following Table 1.

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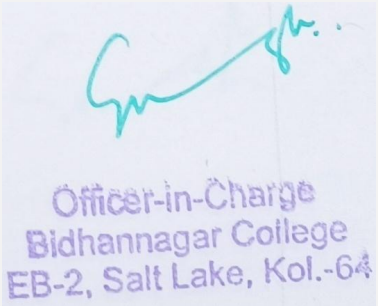
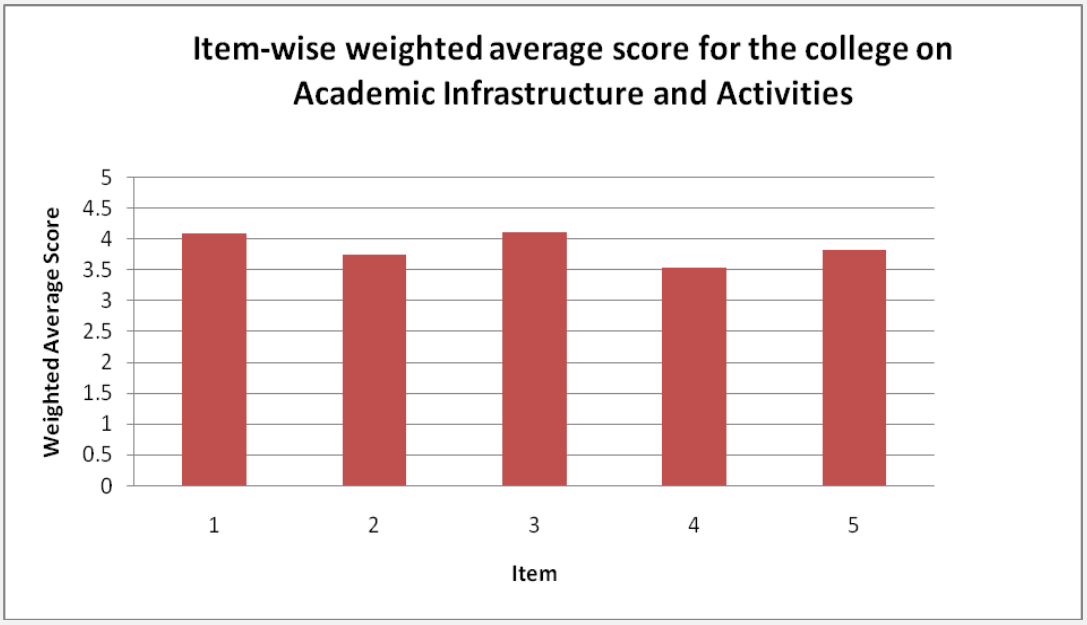
Table 1:

Indices of different departments and whole college based on average response on Infrastructural Facilities and Activities. Figures in () are the indices in last year i.e. 2017-18

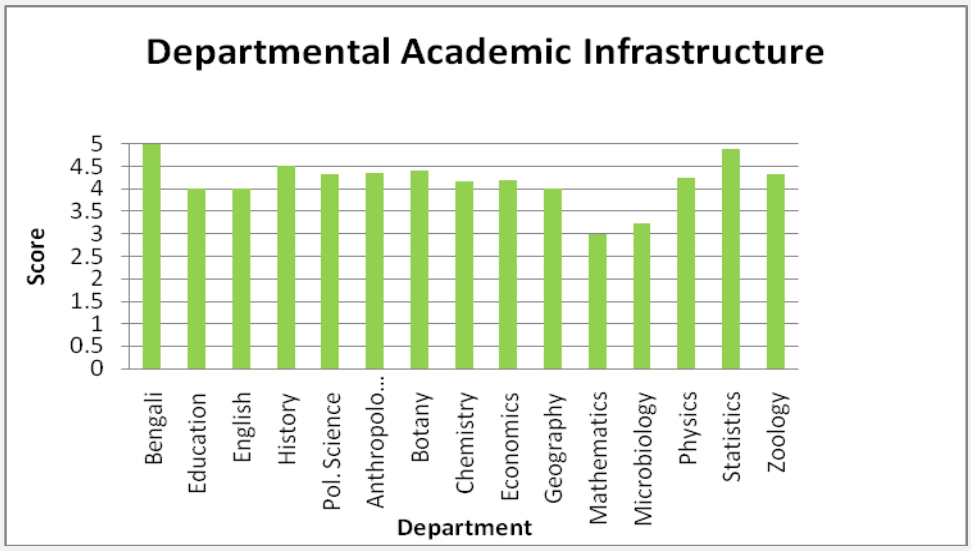
Department	Normalized Index	No. of Respondents
Bengali	0.881 (0.792)	14
Education	0.805 (0.730)	14
English	0.815 (0.751)	32
History	0.790 (0.820)	17
Pol. Science	0.587 (0.760)	3
Anthropology	0.788 (0.833)	13
Botany	0.773 (0.873)	9
Chemistry	0.747 (0.760)	3
Economics	0.851 (0.792)	7
Geography	0.838 (0.783)	21
Mathematics	0.833 (0.648)	6
Microbiology	0.605 (0.556)	17
Physics	0.683 (0.895)	21
Statistics	0.813 (0.870)	16
Zoology	0.803 (0.800)	15
College	**0.781 (0.773)**	**208**

Before the Last year (i.e. session 2016-17), overall college level normalized index was **0.702 for 202 students.**





1. Departmental Academic Infrastructure, 2. Use of Teaching Aids/Audio-Visual Aids, 3. Space Availability, 4. Career Counseling Assistance/Discussions, 5. Encouragement for Co-curricular Activities.



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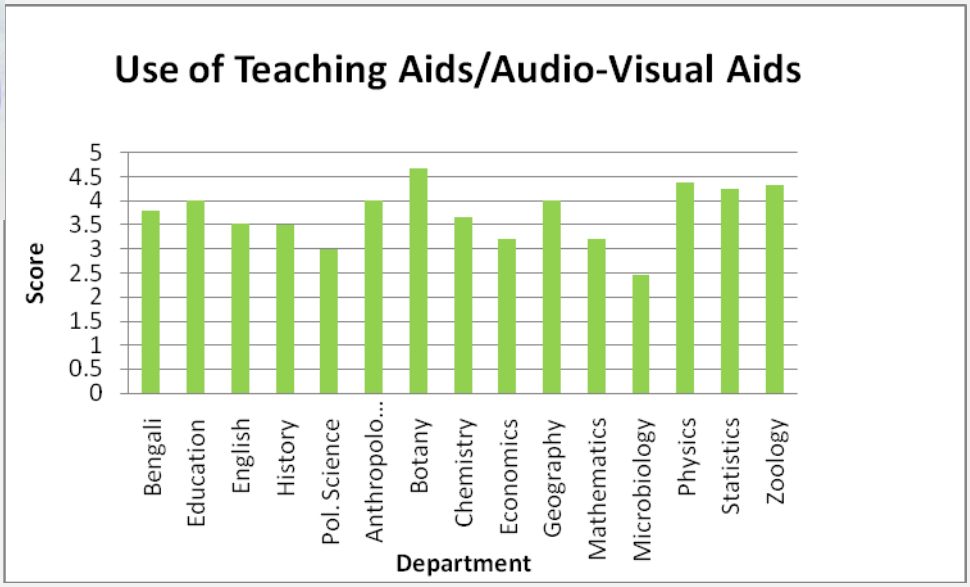
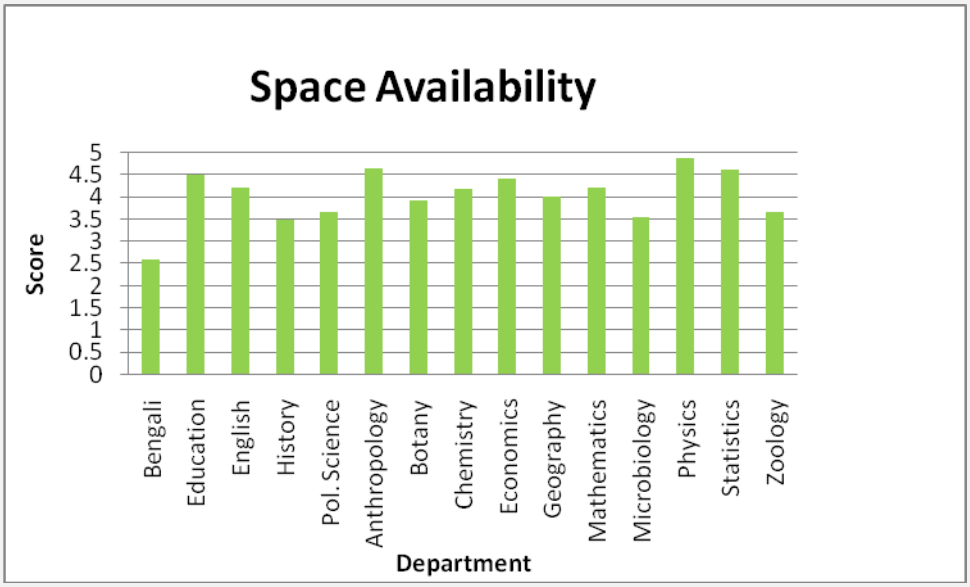
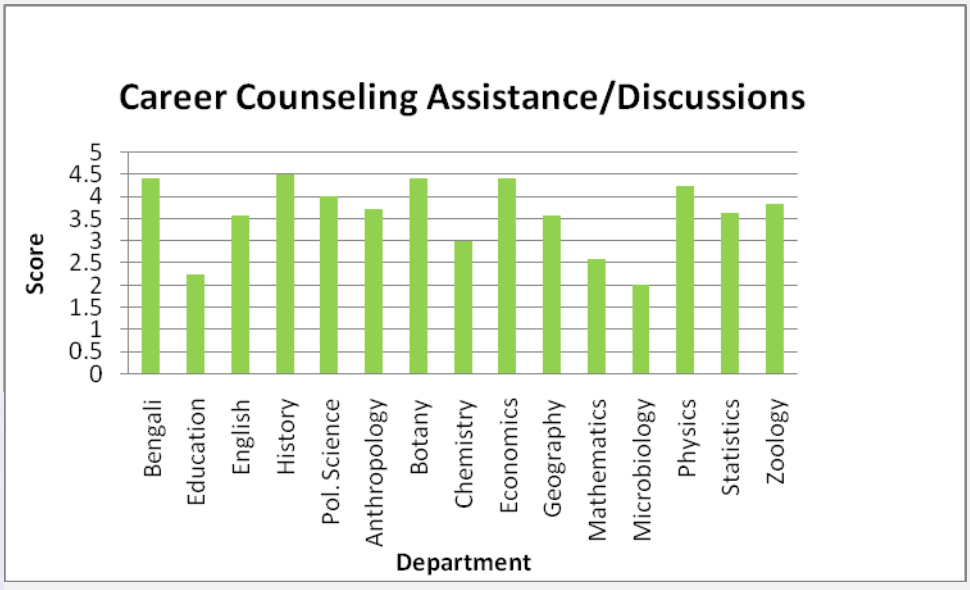
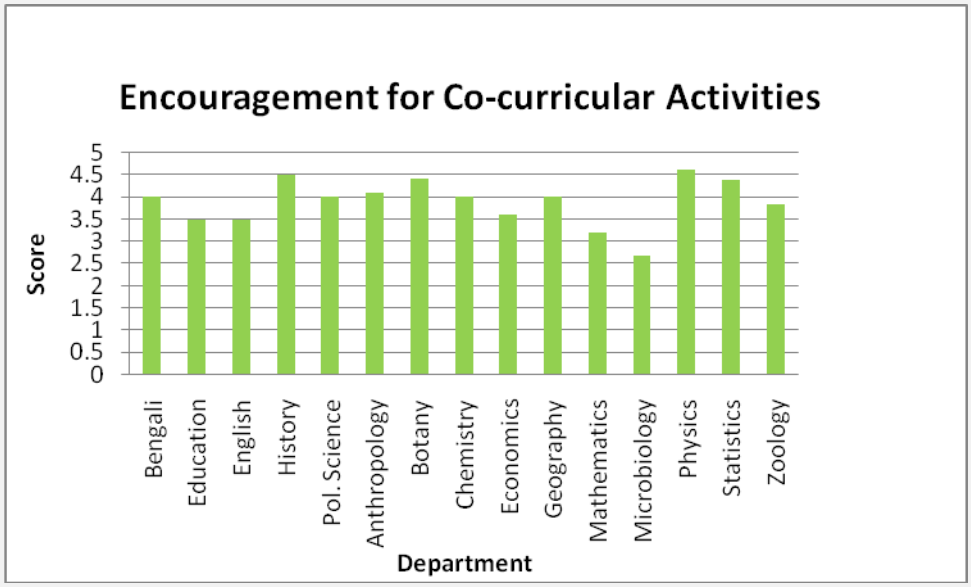
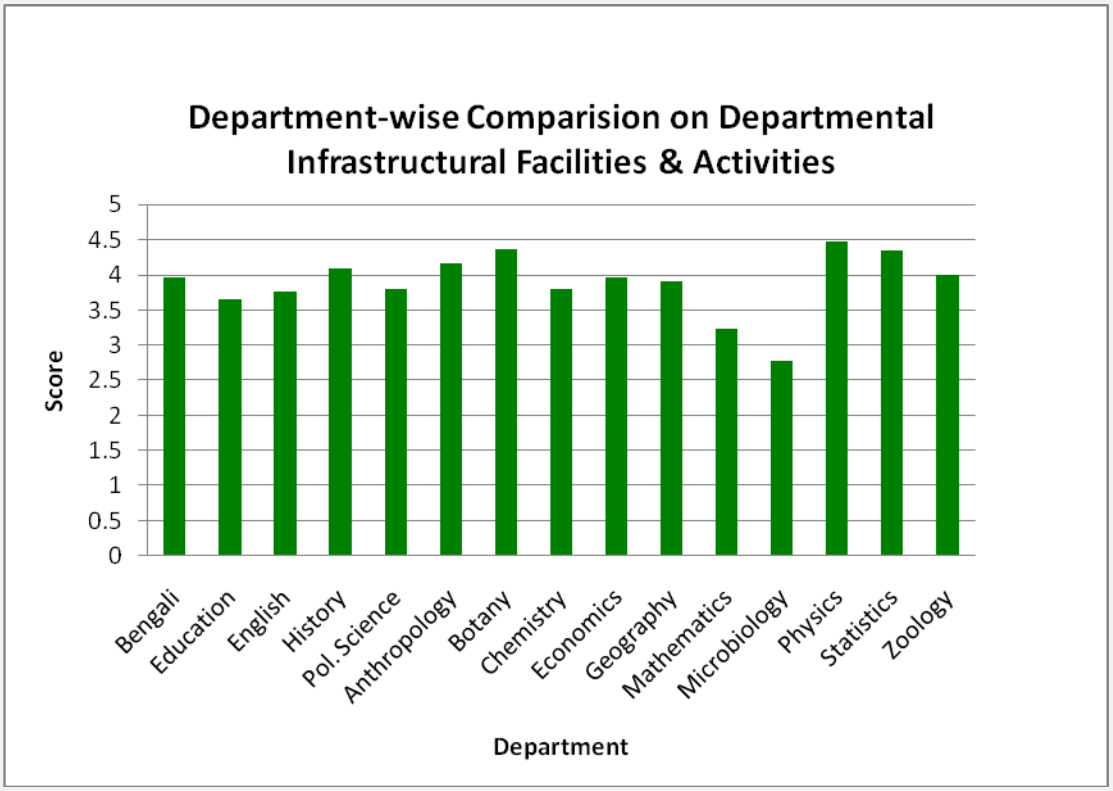

Use of Teaching Aids/Audio-Visual Aids
Score
5
4.5
4
3.5
3
2.5
2
1.5
1
0.5
0
Bengali
Education
English
History
Pol. Science
Anthropolo...
Botany
Chemistry
Economics
Geography
Mathematics
Microbiology
Physics
Statistics
Zoology
Department


Space Availability
Score
5
4.5
4
3.5
3
2.5
2
1.5
1
0.5
0
Bengali
Education
English
History
Pol. Science
Anthropology
Botany
Chemistry
Economics
Geography
Mathematics
Microbiology
Physics
Statistics
Zoology
Department


Career Counseling Assistance/Discussions
Score
5
4.5
4
3.5
3
2.5
2
1.5
1
0.5
0
Bengali
Education
English
History
Pol. Science
Anthropology
Botany
Chemistry
Economics
Geography
Mathematics
Microbiology
Physics
Statistics
Zoology
Department





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C. Analysis of the Department-wise Feedback on Teaching:

A separate questionnaire is fashioned to get student feedback in respect of individual teachers of a Department in the context of three teaching attributes – (i) Quality and Effectiveness of Teaching, (ii) Responsibility and (iii) Punctuality and Availability. Six different questions are set over the three attributes and the students are invited to mark their teachers on a 10-point scale.

- **Step 1:** Quality, Responsibility and Punctuality/ Availability – these are the three distinct heads under which the questions set are merged, analyzed and visually projected department-wise through bar-diagram.
- **Step 2:** For each of the 3 attributes, the 'score' of a department is thus prepared to make a visual representation for the department on the basis of the average of the scores secured by respective department faculties from respective students' responses, in which the high value (towards 10) indicates good performance and the low value (towards 1), poor.
- **Step 3**: All the departments are put under the same process of quantification.
- **Step-4:** Bar Diagrams on the scores are prepared for each of the 3 attributes over all the 16 departments.
- **Step-5:** To assess the aggregative performance of a department over the 3 attributes, an index for each of the 16 departments for a specific year is formulated just by taking average over the 3 scores on the 3 attributes.
- **Step-6:** In order to get a single index for college over the 3 attributes for a specific year, we have taken the weighted average of the indices of all departments, the weights being the number of responses for every department. Thus a single composite index for the college is obtained.
- **Step-7:** A scale adjustment to the department-wise indices and college-level index are made in order that it takes values within the span of 0 (zero) and 1 (one), where 0 is indicative of the worst possible performance and 1 indicates the best possible. Obviously, 0.5 denotes the average. The adjusted indices are presented in the following Table 2.

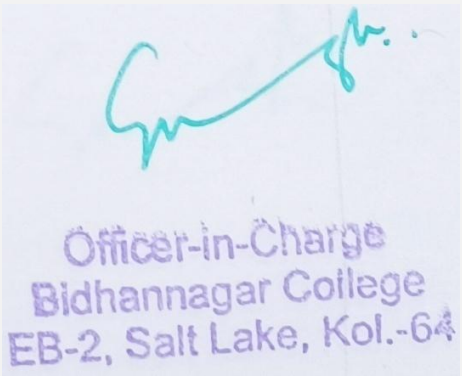
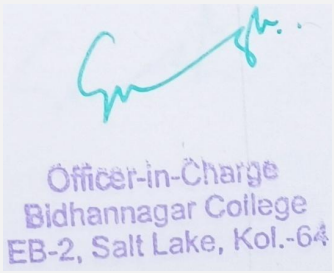
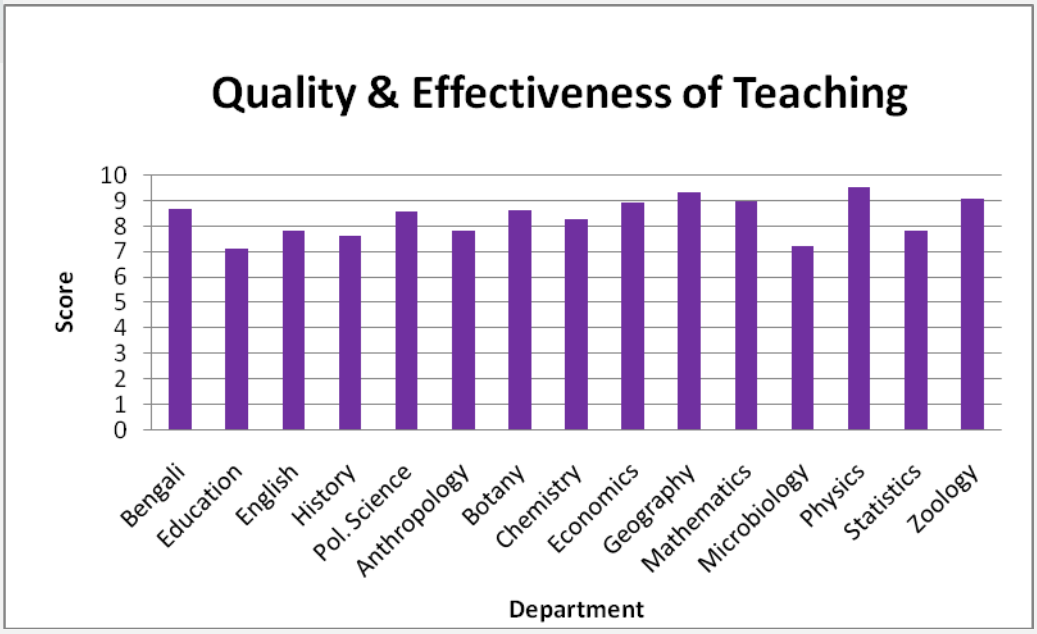


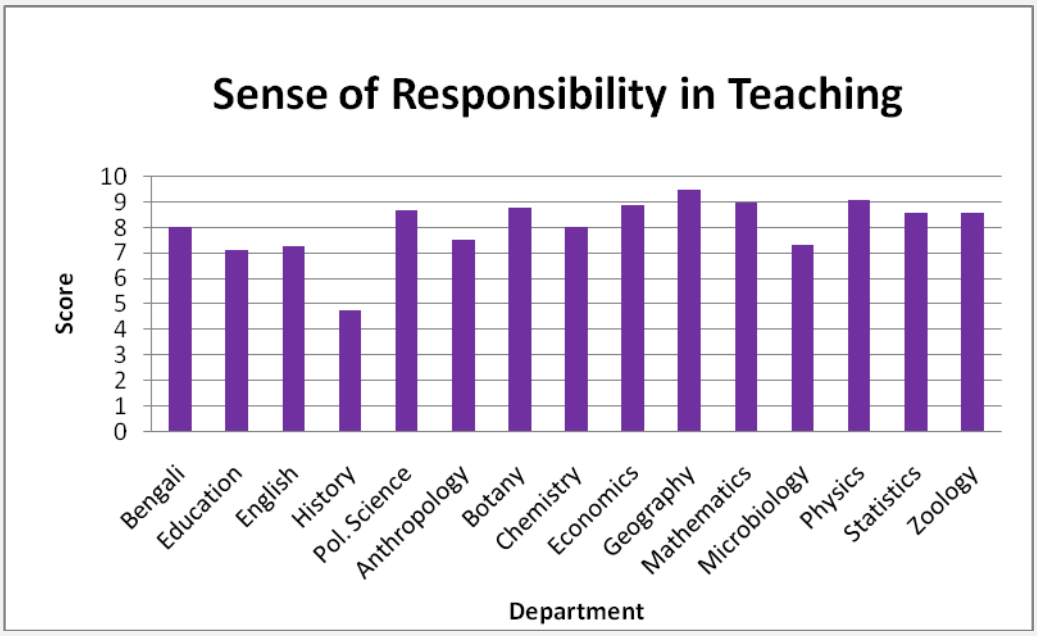
Table 2
Indices of different departments relating to Responsibility, Quality and Availability/Punctuality

Department	Normalized Index				No. of Respondents
	Quality	Responsibility	Punctuality/ Availability	Aggregate	
Bengali	0.836	0.803	0.859	0.852	14
Education	0.671	0.659	0.633	0.656	14
English	0.888	0.893	0.848	0.875	32
History	0.749	0.753	0.726	0.742	17
Pol. Science	0.906	0.858	0.900	0.896	3
Anthropology	0.824	0.815	0.818	0.821	13
Botany	0.899	0.906	0.877	0.893	8
Chemistry	0.825	0.821	0.844	0.831	3
Economics	0.953	0.943	0.953	0.951	7
Geography	0.883	0.858	0.865	0.873	21
Mathematics	0.889	0.894	0.842	0.874	6
Microbiology	0.664	0.623	0.588	0.631	17
Physics	0.779	0.785	0.814	0.792	21
Statistics	0.873	0.870	0.871	0.872	16
Zoology	0.848	0.848	0.803	0.833	15
College	0.823	0.819	0.803	**0.815**	**207**

Last year (session 2017-18), overall college level aggregated score was **0.823 for 115 students.**







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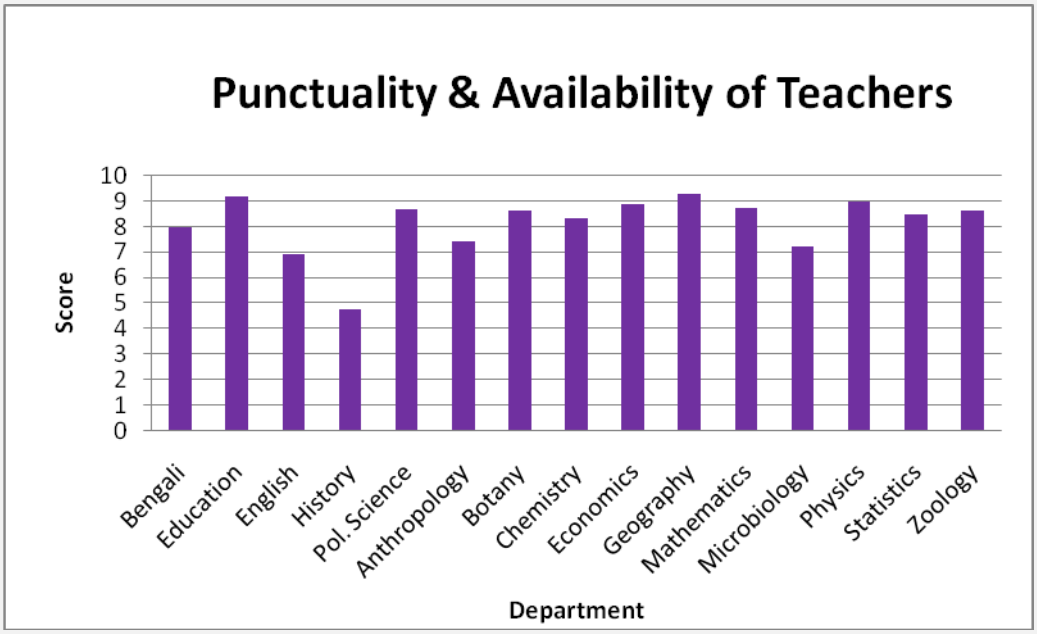

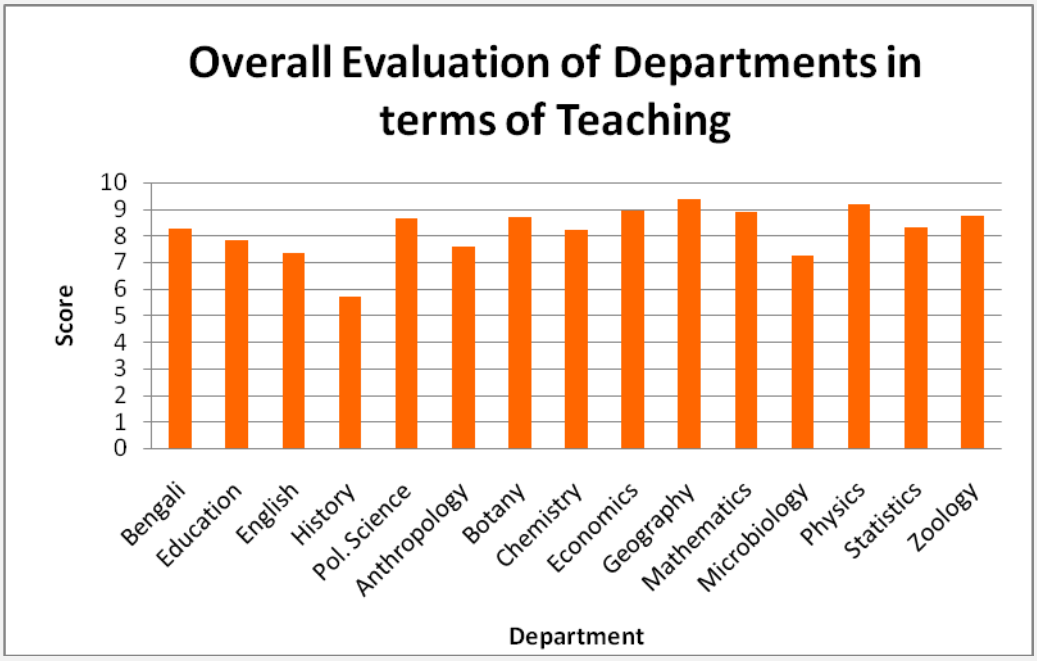

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BIDHANNAGAR COLLEGE

EB-2, Sector 1, Salt Lake City,
Kolkata-700064, India

Post Graduate

STUDENTS' FEEDBACK ANALYSIS

2018-19

Analysis of PG Student Feedback for the Academic Year 2018-19

Mechanism of the Feedback Analysis:

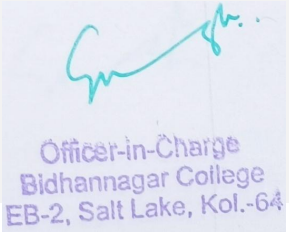
A mechanism of quantification based on the analysis of student feedback is adopted, using parameters related to a variety of items like the Course, the respective PG Department in general and the Teachers in particular. In quest of some sort of objectivity, only the outgoing 2rd year PG students of each Department are called upon to respond to the questionnaire, severally.

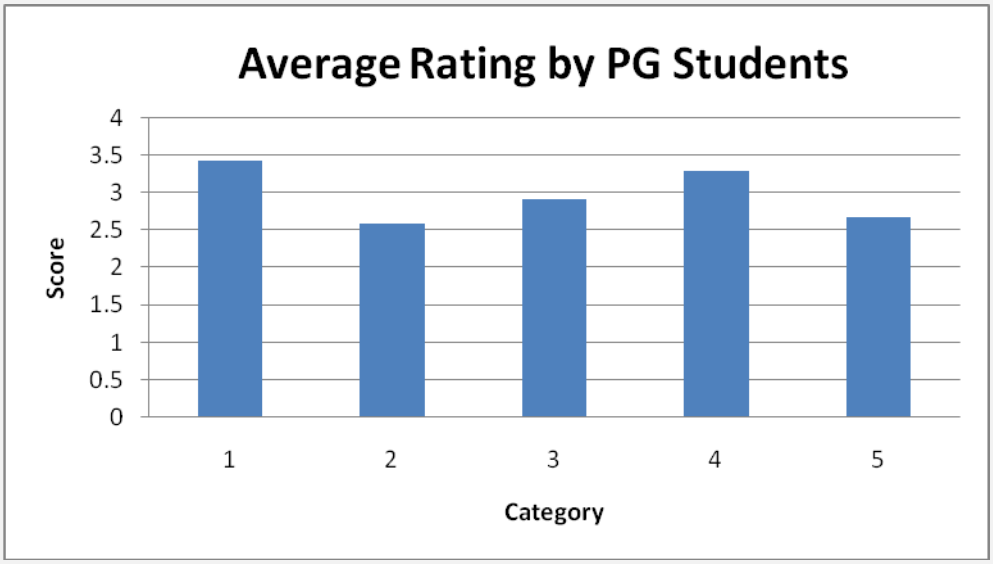
A. Analysis of the College-level Infrastructural Facilities and Activities:

The 13 item questionnaire relates to the college level Infrastructural facilities and activities. Each question has 4 options - A, B, C and D. A, as verbally demonstrated to the students, stands for Very Good, B for Good, C for Fair and D for Poor. The method quantification employed has a number of steps undertaken serially.

- **Step-1:** Difficult as the grades are to visualize, they are ordinal in nature and this justifies the correspondence developed of the grades to the numerical data assigned. Grade A is thus quantified as 4; B as 3; C as 2; D as 1.
- **Step-2:** For each of the 13 items, the 'score' of the college-level Infrastructural facilities and activities at first computed for each of the 3 PG departments. Therefore 13 scores for the college is categorized into 5 categories and the category-wise scores are prepared to make a visual representation on the basis of the average over department-wise scores, in which the high value (towards 4) indicates good performance and the low value (towards 1), poor.
- **Step-3:** Bar Diagram is prepared on the scores over the 5 different categories of items representing college-level Infrastructural facilities and activities. Those 5 categories are: (i) College Environment, (ii) Cleanliness of Campus, (iii) Infrastructure of the college, (iv) Central Library: Availability & Access and (v) Computer Training, Sports & Co-curricular Activities.
- **Step-4:** Bar Diagrams on the scores are prepared for each of the 5 categories of items over all the 3 PG departments.
- **Step-5:** In order to get a single index over 5 categories for a specific year, we have taken the average of the indices of 5 categories (i.e., 13 items). Thus a single composite index for the college is obtained.
- **Step-6:** A scale adjustment to the department-wise indices and college-level index are made in order that it takes values within the span of 0 (zero) and 1 (one), where 0 is indicative of the worst possible performance and 1 indicates the best possible. Obviously, 0.5 denotes the average. The adjusted indices are presented in the following Table 1.

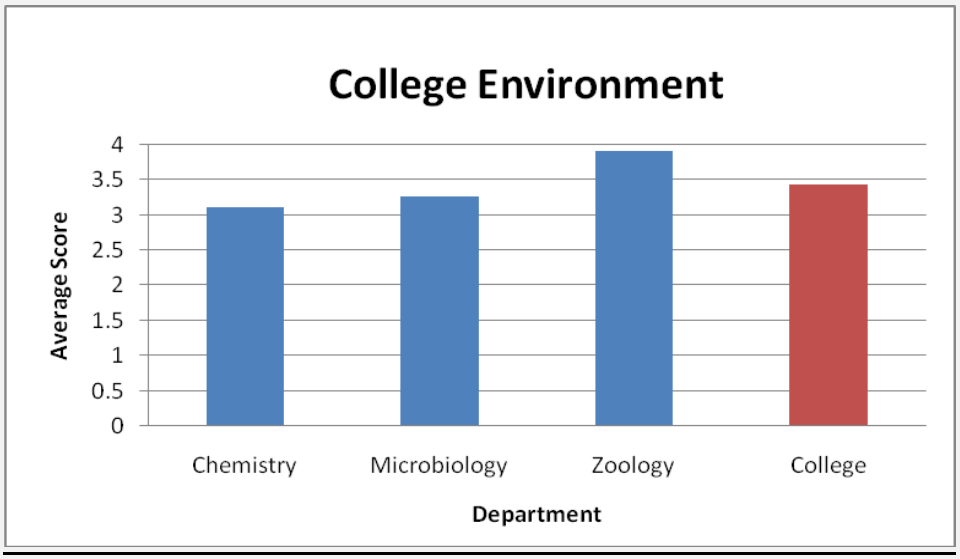
Following the above steps, we found the normalized score of the college on Infrastructural facilities and activities is **0.75. Last two years** this figure were **0.687 (for session 2017-18)** and **0.634 (for session 2016-17), respectively**.

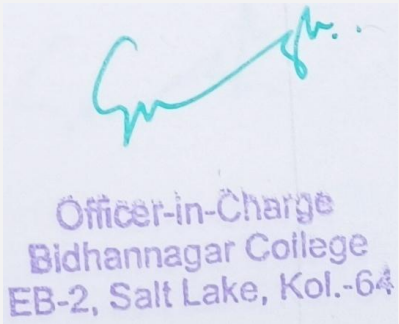


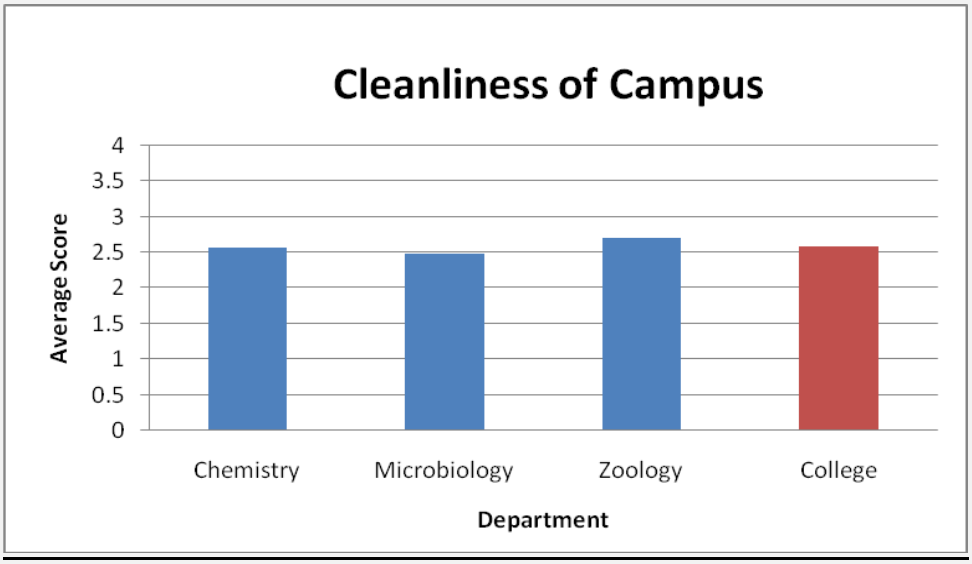


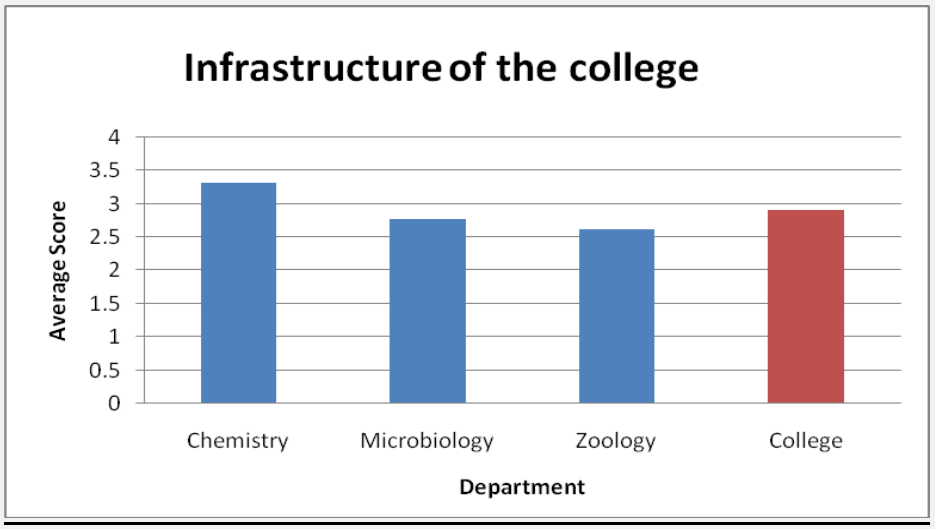
1. College Environment, 2. Cleanliness of Campus, 3. Infrastructure of the college, 4. Central Library: Availability & Access, 5. Computer Training, Sports & Co-curricular Activities.

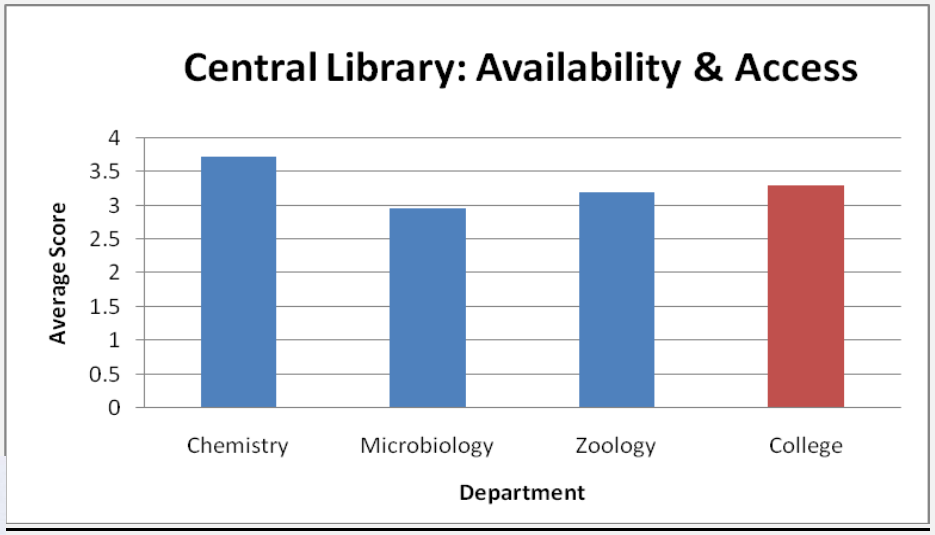
Students' Responses to the Different Categories:











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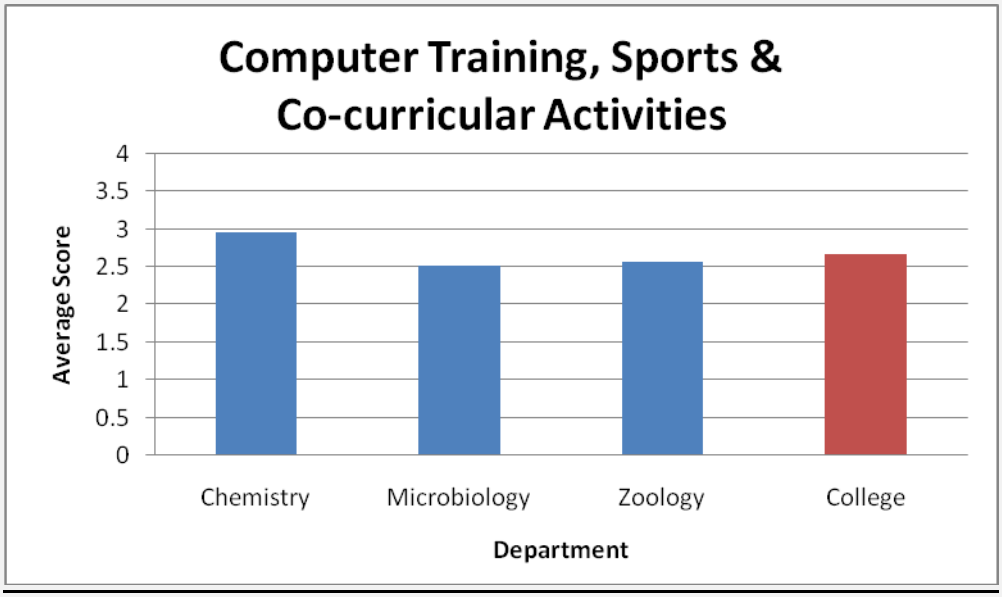

B. Analysis of the Department-wise Infrastructural Facilities and Activities:

The 12 items questionnaire (a set of two) relates to the teaching quality, Infrastructural facilities and activities owned by the Department. Each question has 4 options - A, B, C and D. A, as verbally demonstrated to the students, stands for Very Good, B for Good, C for Fair and D for Poor. The questionnaire involves a multiplicity of items and issues like teaching quality and guidance, departmental infrastructure and its academic ambience.

The method quantification employed has a number of steps undertaken serially.

- **Step-1:** Difficult as the grades are to visualize, they are ordinal in nature and this justifies the correspondence developed of the grades to the numerical data assigned. Grade A is thus quantified as 4; B as 3; C as 2; D as 1.
- **Step-2:** For each of the 12 items, the 'score' of the department at first computed for each of the 3 PG departments. Therefore 12 scores for the college is categorized into 3 categories and the category-wise scores are prepared to make a visual representation for the department on the basis of the average over items belong to the category, in which the high value (towards 4) indicates good performance and the low value (towards 1), poor.
- **Step-3:** All the 3 PG departments are put under the same process of 'score' quantification.
- **Step-4:** Bar Diagram is prepared on the scores over the 3 different categories of items representing department. Those 3 categories are: (i) Teaching quality & Guidance, (ii) Departmental Library & Infrastructural Facilities, (iii) Career Counseling Assistance/ Discussions.
- **Step-5:** Bar Diagrams on the scores are prepared for each of the 3 categories of items over all the 3 PG departments.
- **Step-6:** In order to get a single index over 3 categories for a specific department in a specific year, we have taken the average of the indices of 3 categories (i.e., 12 items). Thus a single composite index for the college is obtained.

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- **Step-7:** In order to get a single index over 3 departments for a specific category in a specific year, we have taken the average of the indices of 3 departments. Thus a single composite index for the college is obtained.
- **Step-8:** A scale adjustment to the department-wise indices and college-level index are made in order that it takes values within the span of 0 (zero) and 1 (one), where 0 is indicative of the worst possible performance and 1 indicates the best possible. Obviously, 0.5 denotes the average. The adjusted indices are presented in the following Table 1 and 2.

Table 1

Indices of different PG departments and whole college based on average response on Infrastructural Facilities and Activities

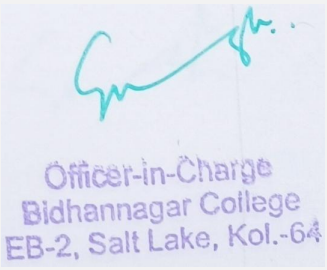
Department	Normalized Index	No. of Respondents
Chemistry	0.838	27
Microbiology	0.619	18
Zoology	0.695	23
College	**0.732**	**68**

Last year (session 2017-18), normalized indices for three respective departments were **0.816, 0.598 and 0.699.** Overall college level normalized index was **0.721 for total 70 PG students.**

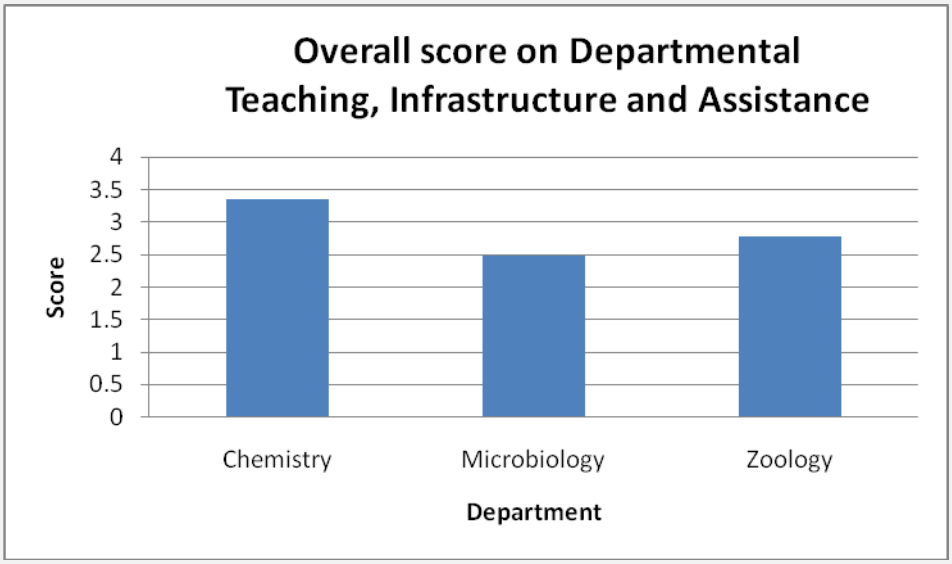
Table 2

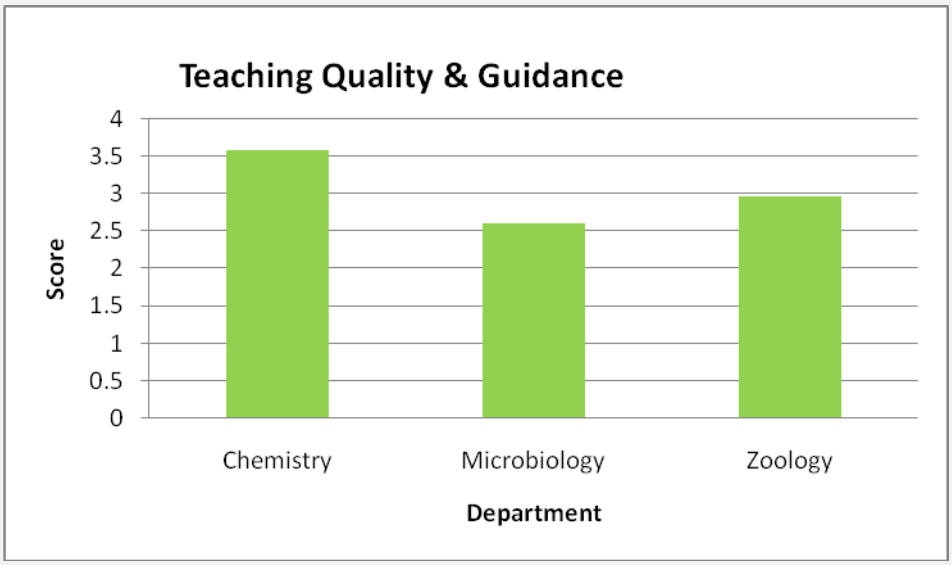
Indices of different categories based on average response on Infrastructural Facilities and Activities over total 68 PG students. Last year figures, over total 70 PG students, are shown in ().

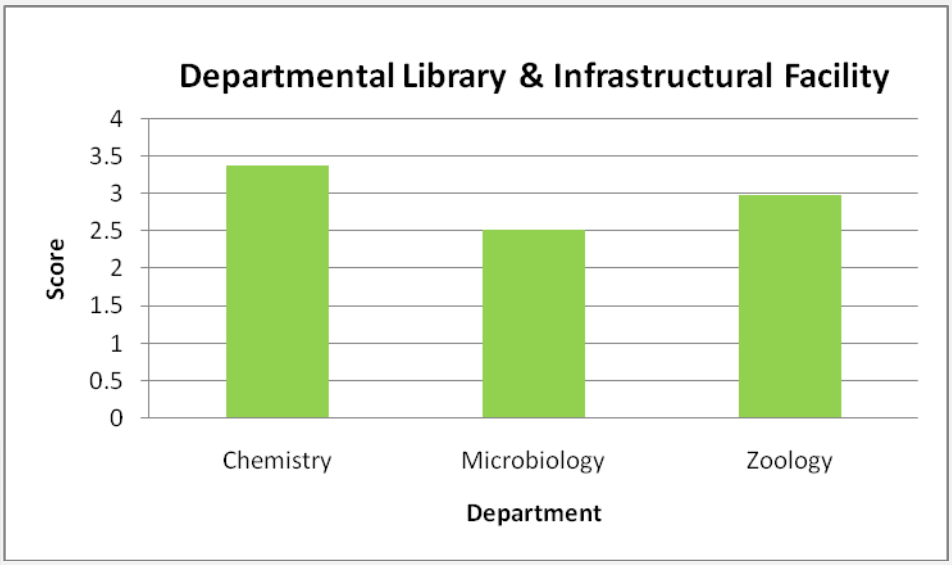
Category	Normalized Index
Teaching	**0.778** (0.780)
Infrastructure	**0.754** (0.683)
Career Counseling	**0.664** (0.700)



This year normalized indices for "Infrastructural Facilities and Activities in PG faculty" over all the three categories was **0.732 over total 68 PG students. Last year (session 2017-18)**, this figure was **0.721 over total 70 PG students.**







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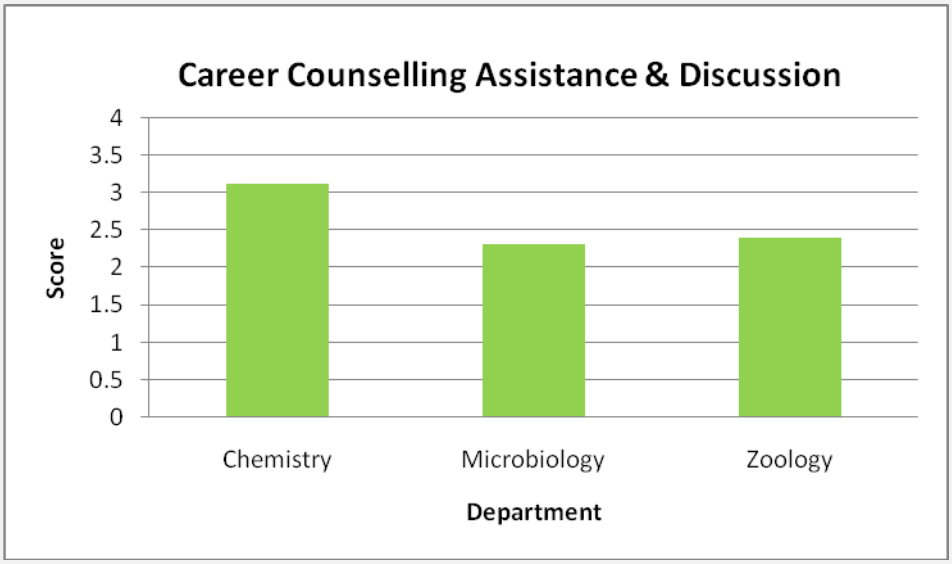

C. Analysis of the Department-wise Feedback on Teaching:

A separate questionnaire is fashioned to get student feedback in respect of individual teachers of a Department in the context of three teaching attributes – (i) Quality and Effectiveness of Teaching, (ii) Responsibility and (iii) Punctuality and Availability. Six different questions are set over the three attributes and the students are invited to mark their teachers on a 4-point scale.

- **Step 1:** Quality, Responsibility and Punctuality/ Availability – these are the three distinct heads under which the questions set are merged, analyzed and visually projected department-wise through bar-diagram.
- **Step 2:** For each of the 3 attributes, the 'score' of a department is thus prepared to make a visual representation for the department on the basis of the average of the scores secured by respective department faculties from respective students' responses, in which the high value (towards 4) indicates good performance and the low value (towards 1), poor.
- **Step 3**: All the departments are put under the same process of quantification.
- **Step-4:** Bar Diagrams on the scores are prepared for each of the 3 attributes over all the 3 PG departments.
- **Step-5:** To assess the aggregative performance of a department over the 3 attributes, an index for each of the 3 PG departments for a specific year is formulated just by taking average over the 3 scores on the 3 attributes.
- **Step-6:** In order to get a single index for college over the 3 attributes for a specific year, we have taken the weighted average of the indices of all departments, the weights being the number of responses for every department. Thus a single composite index for the college is obtained.
- **Step-7:** A scale adjustment to the department-wise indices and college-level index are made in order that it takes values within the span of 0 (zero) and 1 (one), where 0 is indicative of the worst possible performance and 1 indicates the best possible. Obviously, 0.5 denotes the average. The adjusted indices are presented in the following Table 3.

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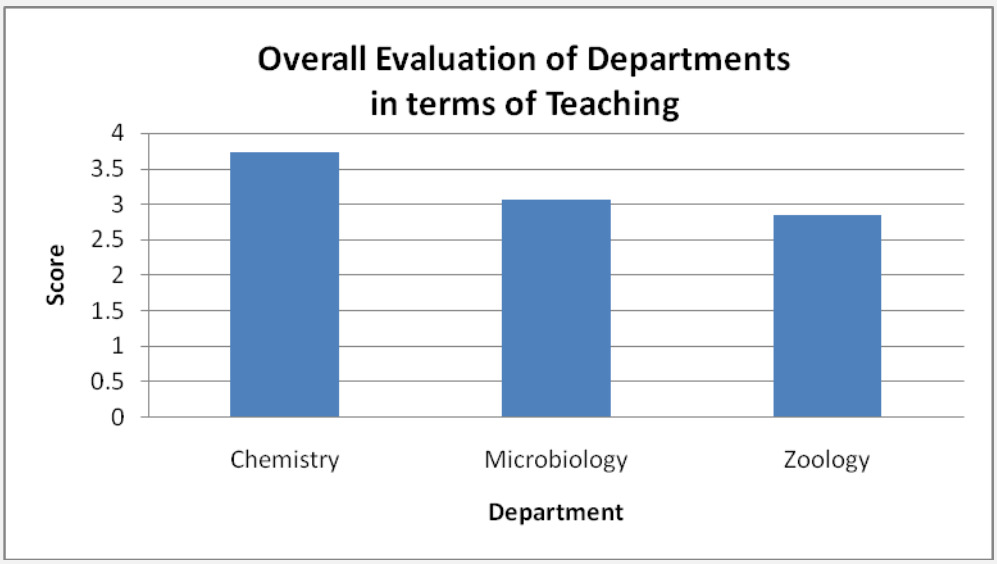
Table 3

Indices of different departments relating to Teachers' Responsibility, Quality and Availability/Punctuality. Figures for the last year (based on 70 PG students) are shown in ().

Department	Normalized Index				No. of Respondents
	Quality	Responsibility	Punctuality/ Availability	Aggregate	
Chemistry	0.85(0.73)	0.97(0.81)	0.97(0.80)	0.93(0.78)	27
Microbiology	0.72(0.69)	0.81(0.73)	0.77(0.73)	0.77(0.72)	18
Zoology	0.71(0.83)	0.75(0.84)	0.67(0.82)	0.71(0.83)	23
College	**0.77(0.75)**	**0.85(0.76)**	**0.82(0.79)**	**0.81(0.78)**	**68**

In the year before the Last year (i.e. session 2016-17), aggregated normalized indices for three respective departments were **0.678, 0.725 and 0.733.** Overall college level aggregated normalized index was **0.708 for total 59 PG students.**



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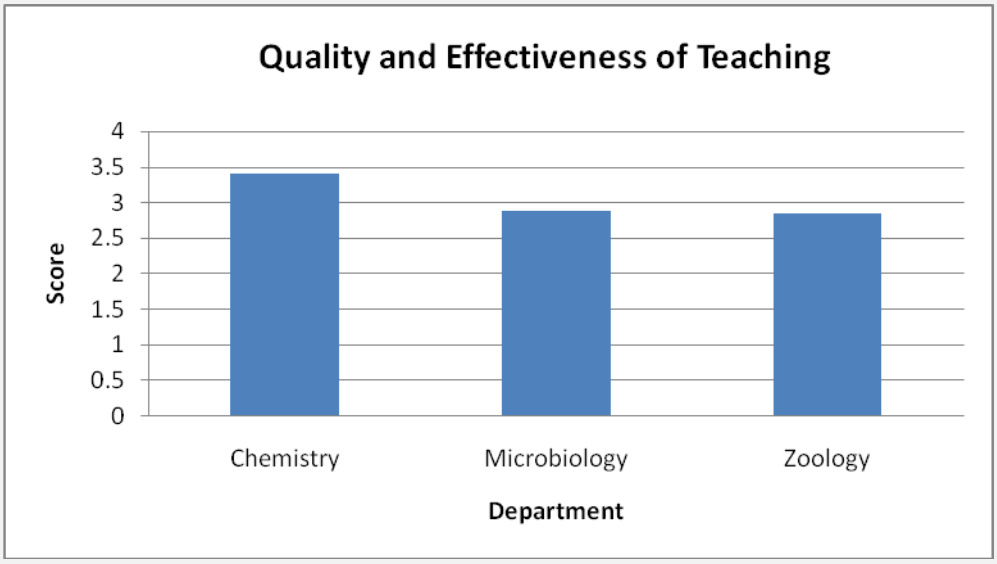
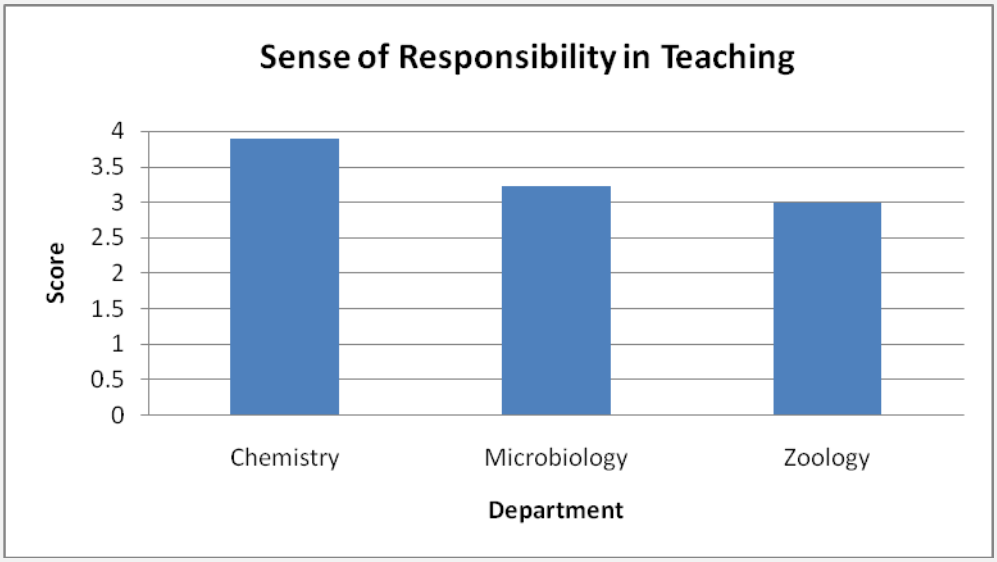
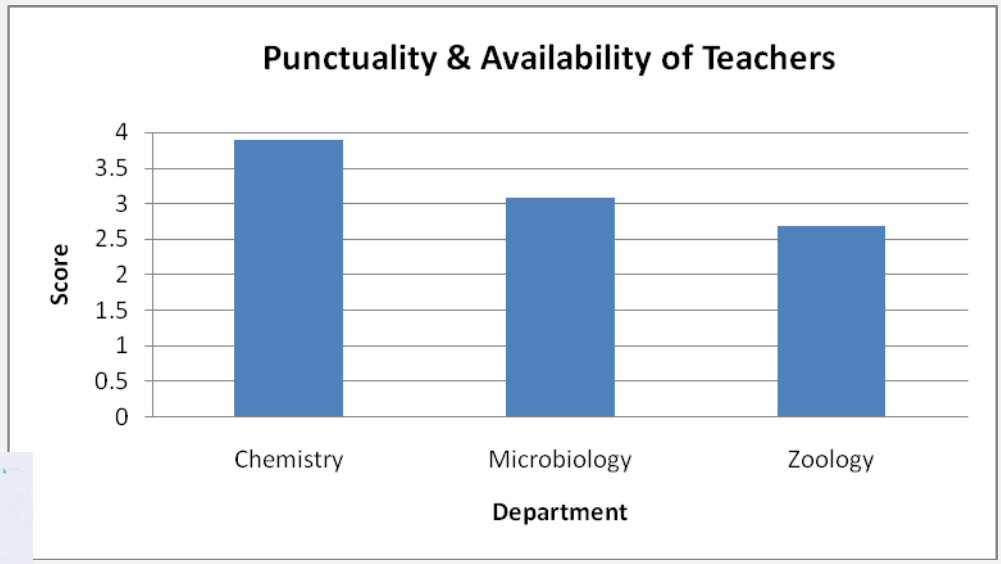

Quality and Effectiveness of Teaching
Score
4
3.5
3
2.5
2
1.5
1
0.5
0
Chemistry
Microbiology
Zoology
Department


Sense of Responsibility in Teaching
Score
4
3.5
3
2.5
2
1.5
1
0.5
0
Chemistry
Microbiology
Zoology
Department


Punctuality & Availability of Teachers
Score
4
3.5
3
2.5
2
1.5
1
0.5
0
Chemistry
Microbiology
Zoology
Department

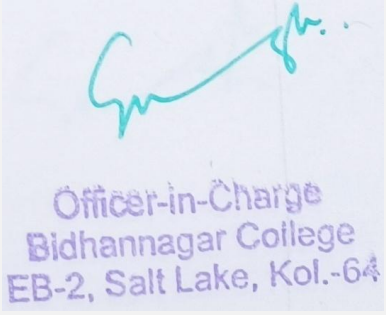
BIDHANNAGAR COLLEGE

EB-2, Sector 1, Salt Lake City,
Kolkata-700064, India

Under Graduate

STUDENTS' FEEDBACK ANALYSIS

2019-20



Analysis of UG Student Feedback for the Academic Year 2019-2020

Mechanism of the Feedback Analysis:

A mechanism of quantification based on the analysis of student feedback is adopted, using parameters related to a variety of items like the Course, the respective UG Department in general and the Teachers in particular. In quest of some sort of objectivity, only the outgoing 3rd year students of each UG Department are called upon to respond to the questionnaire, severally.

A. Analysis of the College-level Infrastructural Facilities and Activities:

The 9 item questionnaire relates to the college level Infrastructural facilities and activities. Each question has 5 options - A, B, C, D and E. A, as verbally demonstrated to the students, stands for Excellent, B for Very Good, C for Good, D for Fair and E for Poor. The method quantification employed has a number of steps undertaken serially.

- **Step-1:** Difficult as the grades are to visualize, they are ordinal in nature and this justifies the correspondence developed of the grades to the numerical data assigned. Grade A is thus quantified as 5; B as 4; C as 3; D as 2; E as 1.
- **Step-2:** For each of the 9 items, the 'score' of the college-level Infrastructural facilities and activities at first computed for each of the 16 departments, therefore score for the college is prepared to make a visual representation on the basis of the average over department-wise scores, in which the high value (towards 5) indicates good performance and the low value (towards 1), poor.
- **Step-4:** Bar Diagram is prepared on the scores over 9 different items representing college-level Infrastructural facilities and activities.
- **Step-5:** Bar Diagrams on the scores are prepared for each of the 9 different items over all the 16 departments.
- **Step-6:** In order to get a single index over 9 items for a specific year, we have taken the average of the 9 indices. Thus a single composite index for the college is obtained.
- **Step-7:** A scale adjustment to the department-wise indices and college-level index are made in order that it takes values within the span of 0 (zero) and 1 (one), where 0 is indicative of the worst possible performance and 1 indicates the best possible. Obviously, 0.5 denotes the average. The adjusted indices are presented in the following Table 1.

Following the above steps, we found the normalized score of the college on Infrastructural facilities and activities is **0.788**. **Last year (session 2018-19)** this figure was **0.743**.

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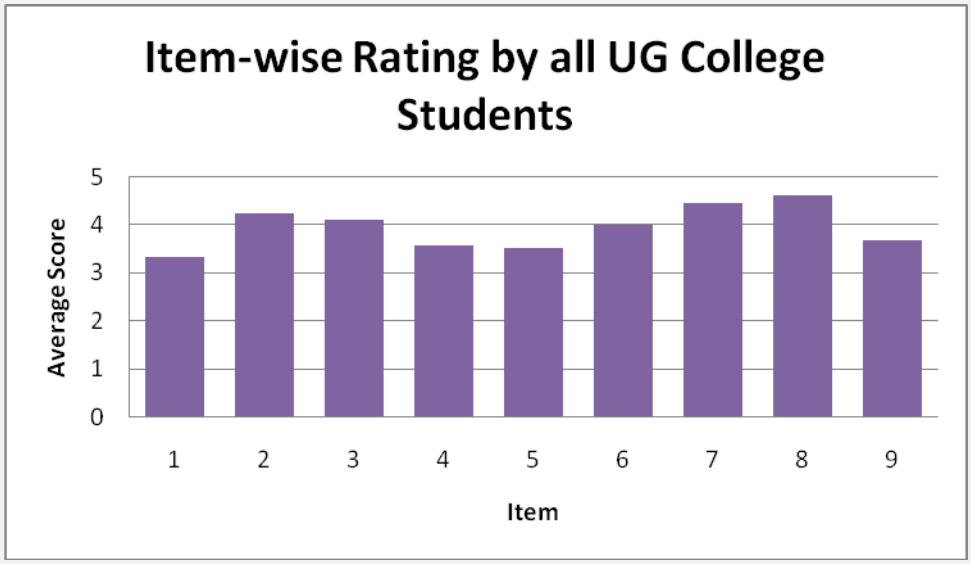
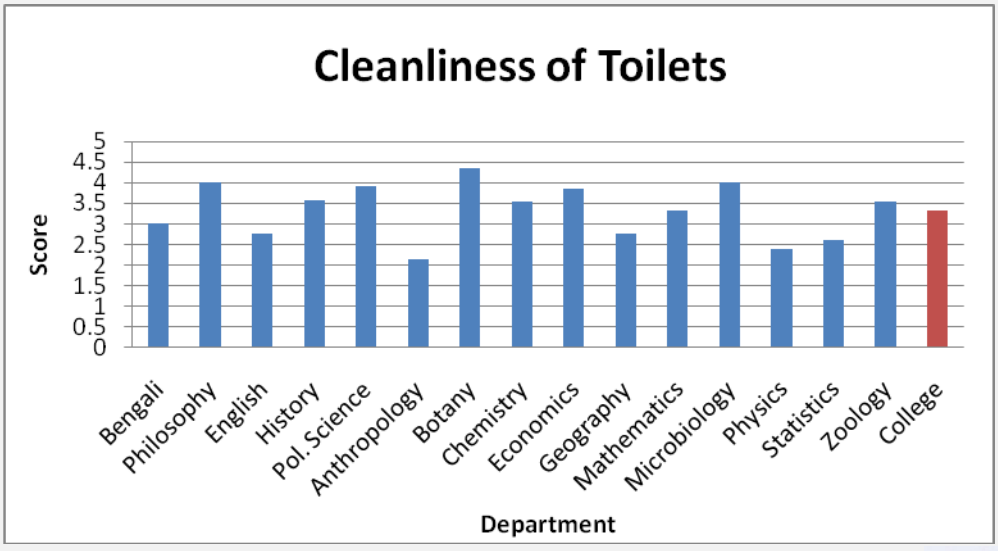


1. Cleanliness of Toilets, 2. Cleanliness of Campus, 3. Administrative Help, 4. Environment for Co-curricular Activities, 5. Scope for Indoor Games, 6. Environment for Cultural Activities, 7. Central Library Books: Availability & Access, 8. Co-operation of Library Staff, 9. Access to Online Academic Resources.

Subject-wise students' response on the infrastructure of College:



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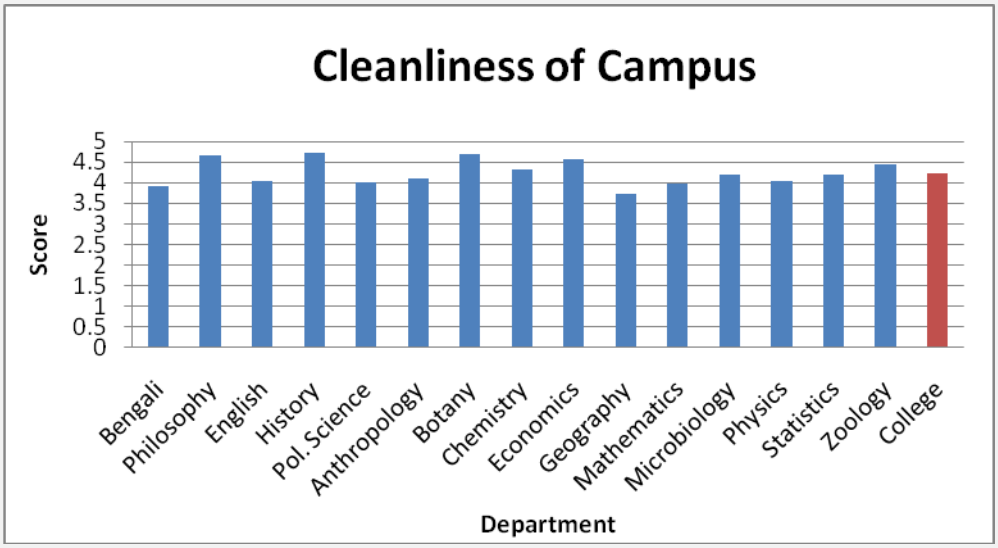
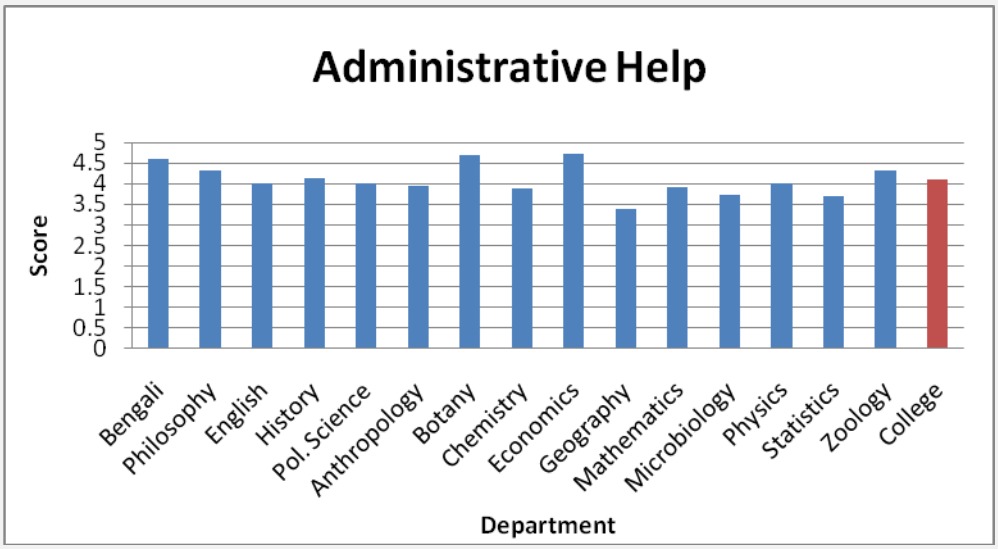
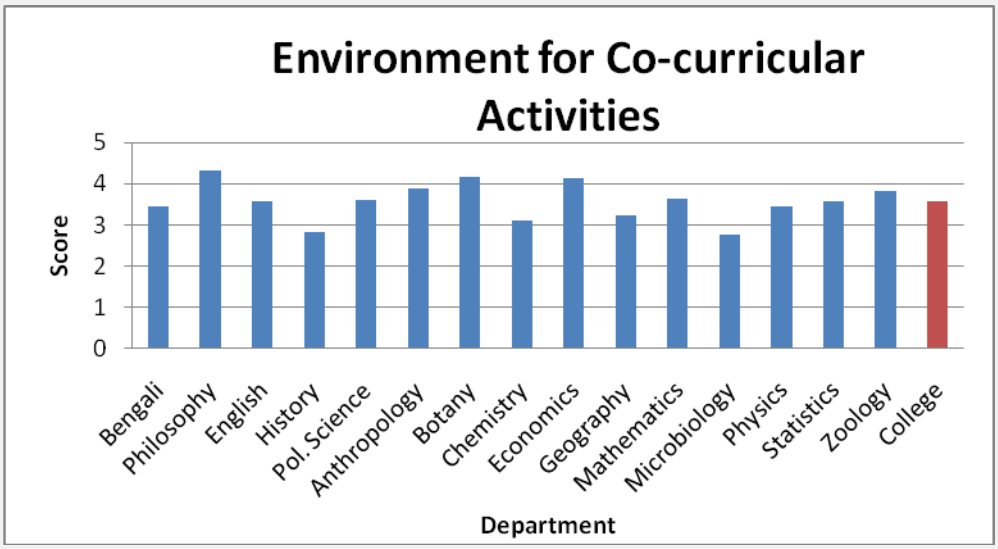
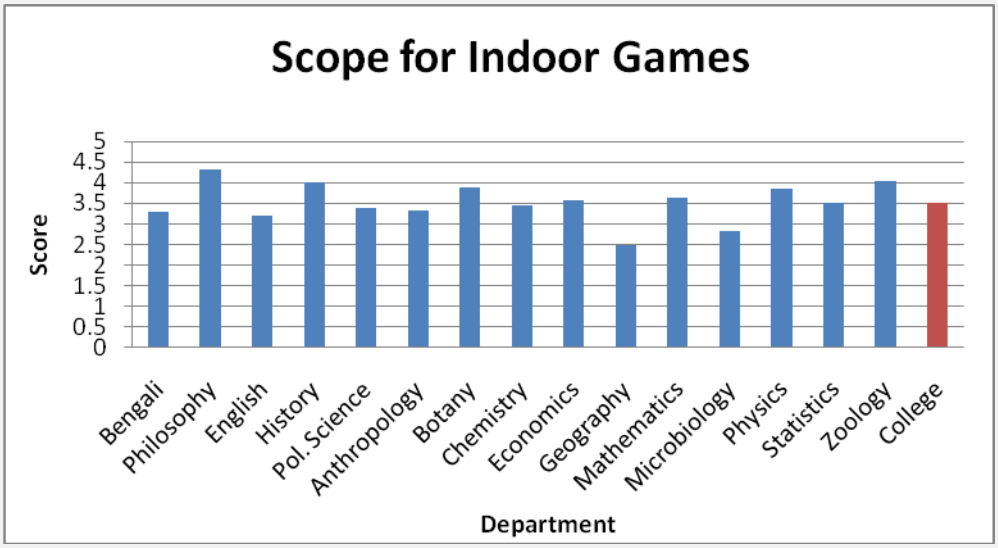
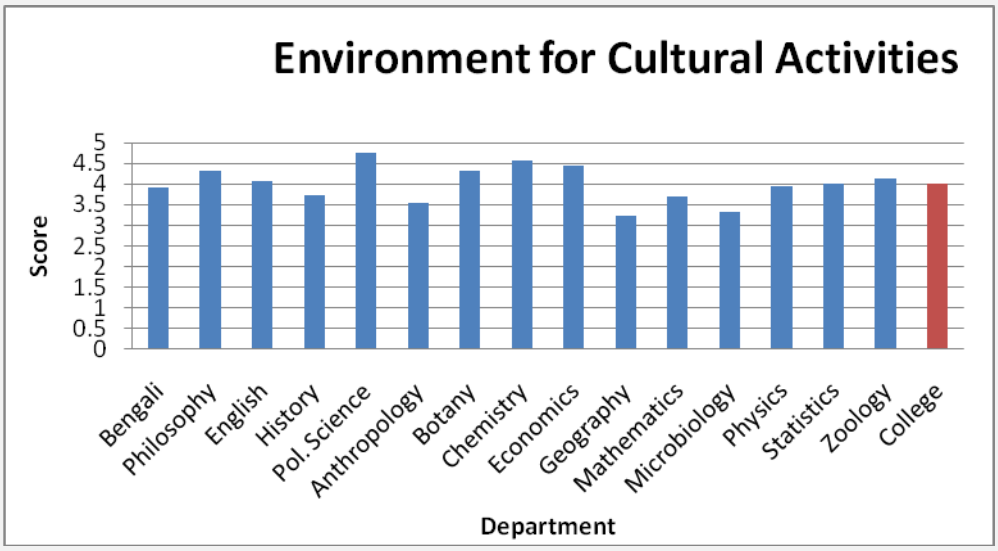
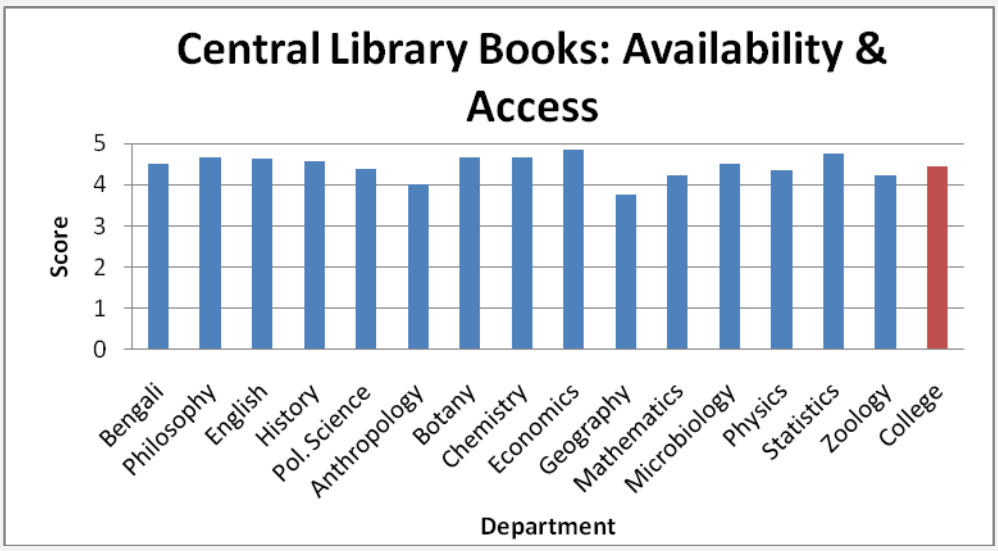

Cleanliness of Campus
Score
5
4.5
4
3.5
3
2.5
2
1.5
1
0.5
0
Bengali
Philosophy
English
History
Pol. Science
Anthropology
Botany
Chemistry
Economics
Geography
Mathematics
Microbiology
Physics
Statistics
Zoology
College
Department


Administrative Help
Score
5
4.5
4
3.5
3
2.5
2
1.5
1
0.5
0
Bengali
Philosophy
English
History
Pol. Science
Anthropology
Botany
Chemistry
Economics
Geography
Mathematics
Microbiology
Physics
Statistics
Zoology
College
Department


Environment for Co-curricular Activities
Score
5
4
3
2
1
0
Bengali
Philosophy
English
History
Pol. Science
Anthropology
Botany
Chemistry
Economics
Geography
Mathematics
Microbiology
Physics
Statistics
Zoology
College
Department







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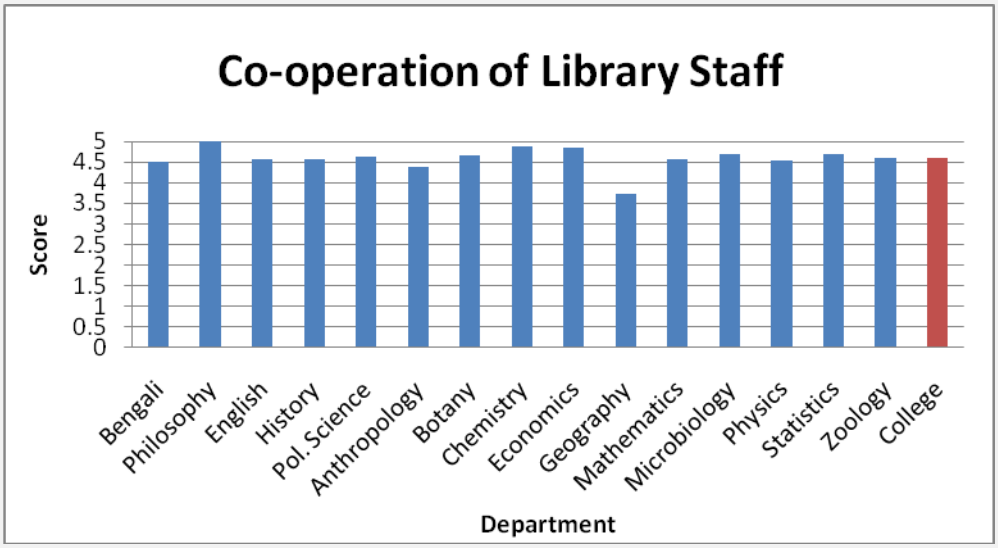
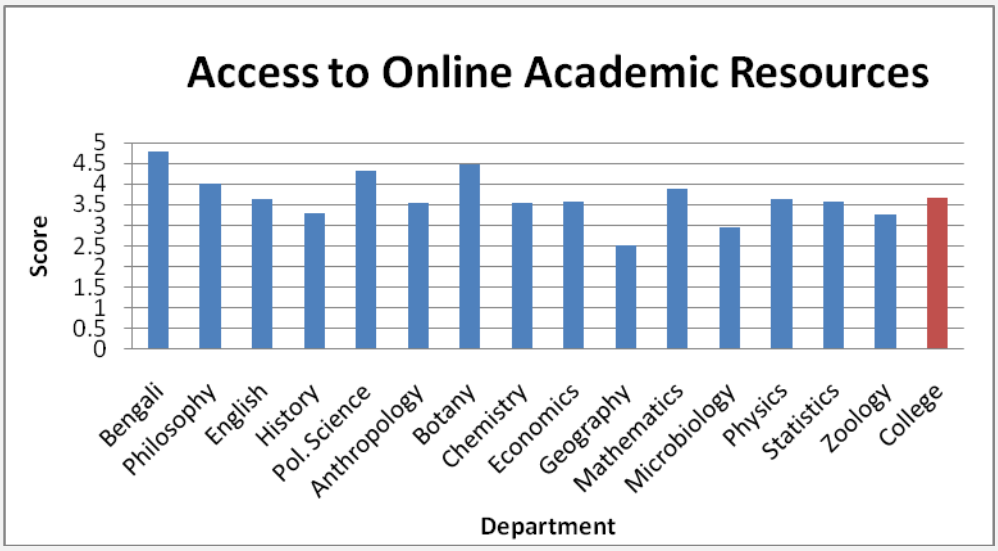
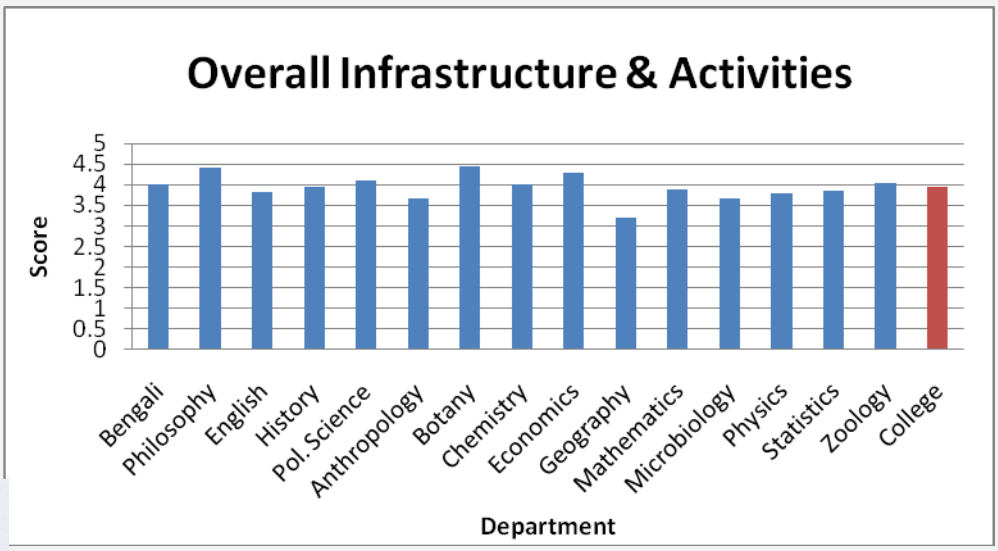

Co-operation of Library Staff
Score
5
4.5
4
3.5
3
2.5
2
1.5
1
0.5
0
Bengali
Philosophy
English
History
Pol.Science
Anthropology
Botany
Chemistry
Economics
Geography
Mathematics
Microbiology
Physics
Statistics
Zoology
College
Department


Access to Online Academic Resources
Score
5
4.5
4
3.5
3
2.5
2
1.5
1
0.5
0
Bengali
Philosophy
English
History
Pol.Science
Anthropology
Botany
Chemistry
Economics
Geography
Mathematics
Microbiology
Physics
Statistics
Zoology
College
Department


Overall Infrastructure & Activities
Score
5
4.5
4
3.5
3
2.5
2
1.5
1
0.5
0
Bengali
Philosophy
English
History
Pol.Science
Anthropology
Botany
Chemistry
Economics
Geography
Mathematics
Microbiology
Physics
Statistics
Zoology
College
Department

B. Analysis of the Department-wise Infrastructural Facilities and Activities:

The 5 item questionnaire (a set of two) relates to the Infrastructural facilities and activities owned by the Department. Each question has 5 options - A, B, C,D and E. A, as verbally demonstrated to the students, stands for Excellent, B for Very Good, C for Good, D for Fair and E for Poor. The questionnaire involves a multiplicity of items and issues like learning value of the course, its depth and applicability, the infrastructure of a department and its academic ambience.
The method quantification employed has a number of steps undertaken serially.

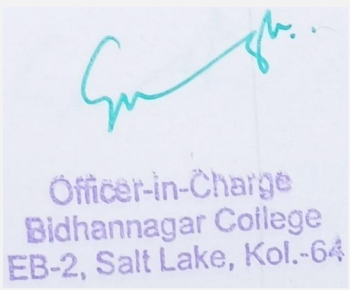
- **Step-1:** Difficult as the grades are to visualize, they are ordinal in nature and this justifies the correspondence developed of the grades to the numerical data assigned. Grade A is thus quantified as 5; B as 4; C as 3; D as 2; E as 1.
- **Step-2:** For each of the 5 items, the 'score' of a department is thus prepared to make a visual representation for the department on the basis of the average over department-wise responses, in which the high value (towards 5) indicates good performance and the low value (towards 1), poor.
- **Step-3:** All the 16 departments are put under the same process of 'score' quantification.
- **Step-4:** Bar Diagrams on the scores are prepared for each of the 5 different items over all the 16 departments.
- **Step-5:** To assess the aggregative performance of a department over 5 items, an index for each of the 16 departments over 5 items for a specific year is formulated just by taking average over the 5 scores on 5 items.
- **Step-6:** In order to get a single index over 5 items for a specific year, we have taken the weighted average of the indices for every department, the weights being the number of responses for every department. Thus a single composite index for the college is obtained.
- **Step-7:** A scale adjustment to the department-wise indices and college-level index are made in order that it takes values within the span of 0 (zero) and 1 (one), where 0 is indicative of the worst possible performance and 1 indicates the best possible. Obviously, 0.5 denotes the average. The adjusted indices are presented in the following Table 1.

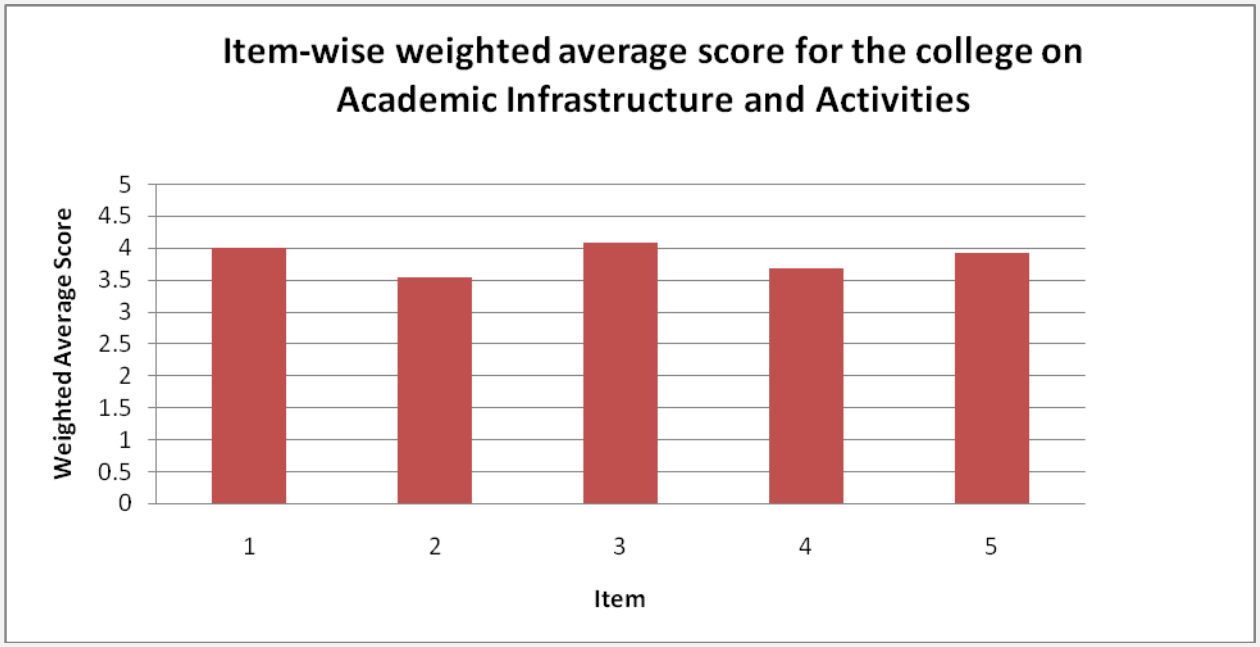
Table 1:

Indices of different departments and whole college based on average response on Infrastructural Facilities and Activities. Figures in () are the indices in last year i.e. 2018-19

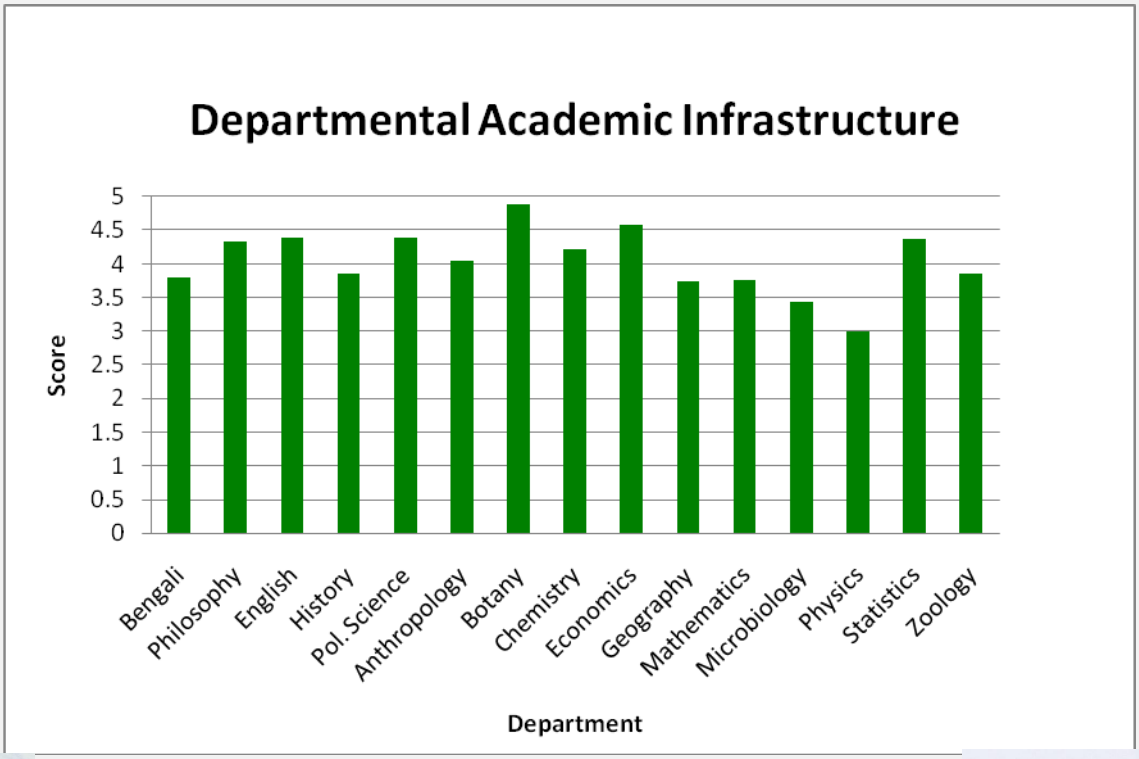
Department	Normalized Index	No. of Respondents
Bengali	0.76	10
Philosophy	0.88	3
English	0.82368254	36
History	0.754285714	7
Pol. Science	0.88	13
Anthropology	0.720598555	19
Botany	0.955294118	17
Chemistry	0.795555556	9
Economics	0.885714286	7
Geography	0.724	21
Mathematics	0.756	30
Microbiology	0.635	16
Physics	0.594	20
Statistics	0.683833333	16
Zoology	0.841818182	22
College	**0.769 (0.781)**	**246**

Before the Last year (i.e. session 2017-18), overall college level normalized index was **0.773 for 115 students.**





1. Departmental Academic Infrastructure, 2. Use of Teaching Aids/Audio-Visual Aids, 3. Space Availability, 4. Career Counseling Assistance/Discussions, 5. Encouragement for Co-curricular Activities.



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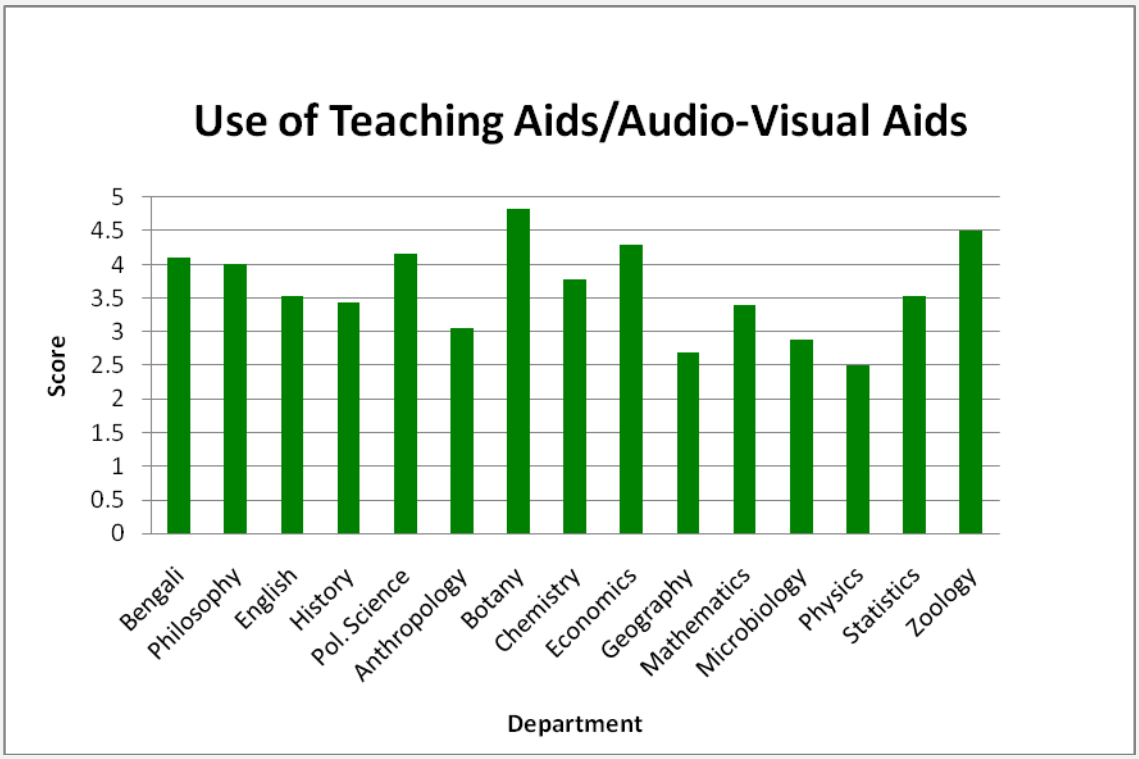

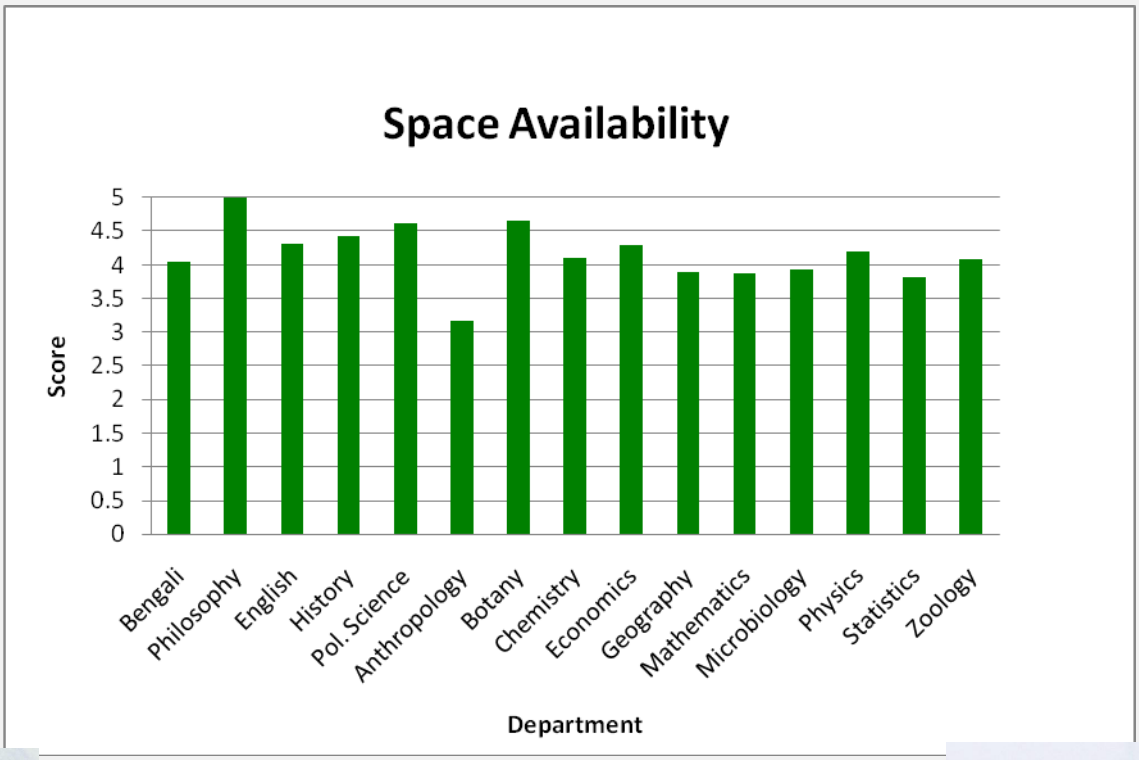

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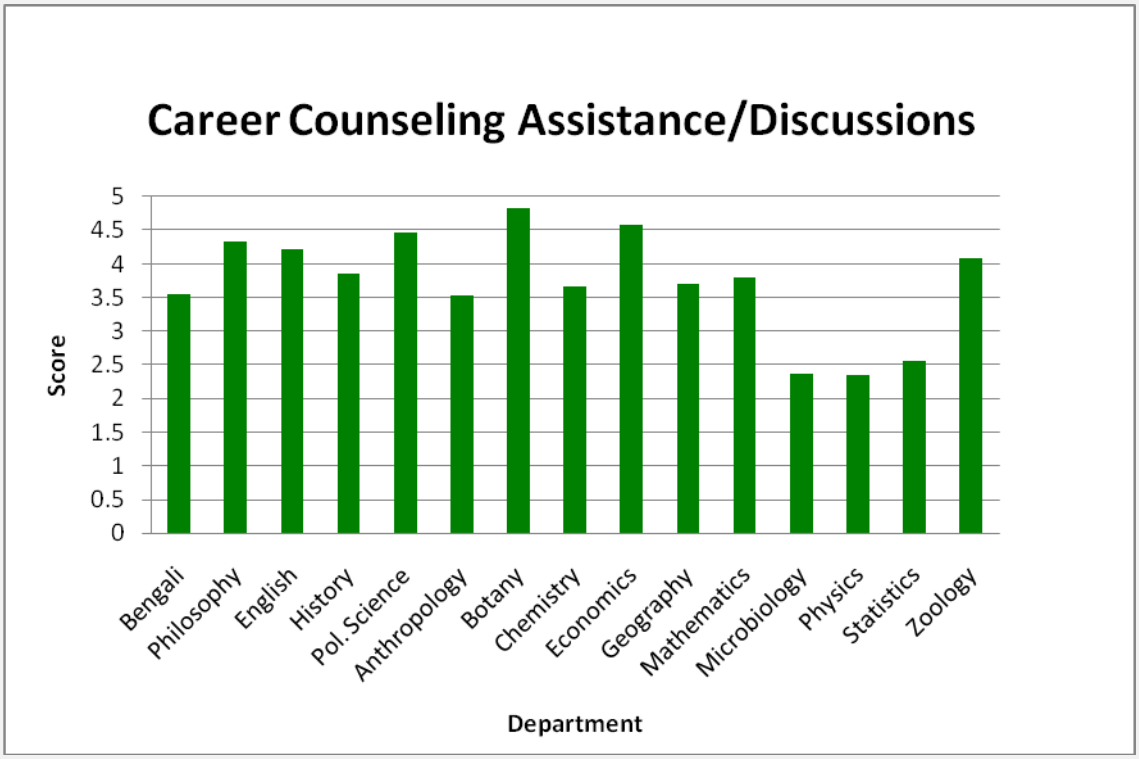

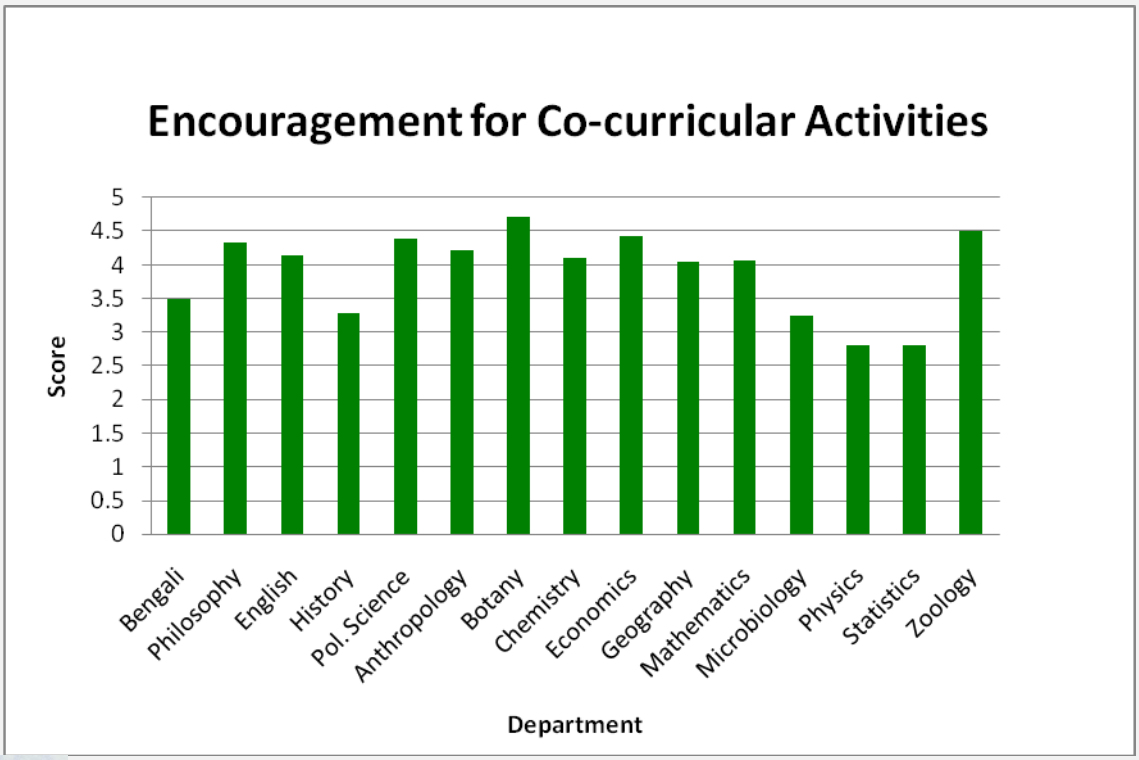

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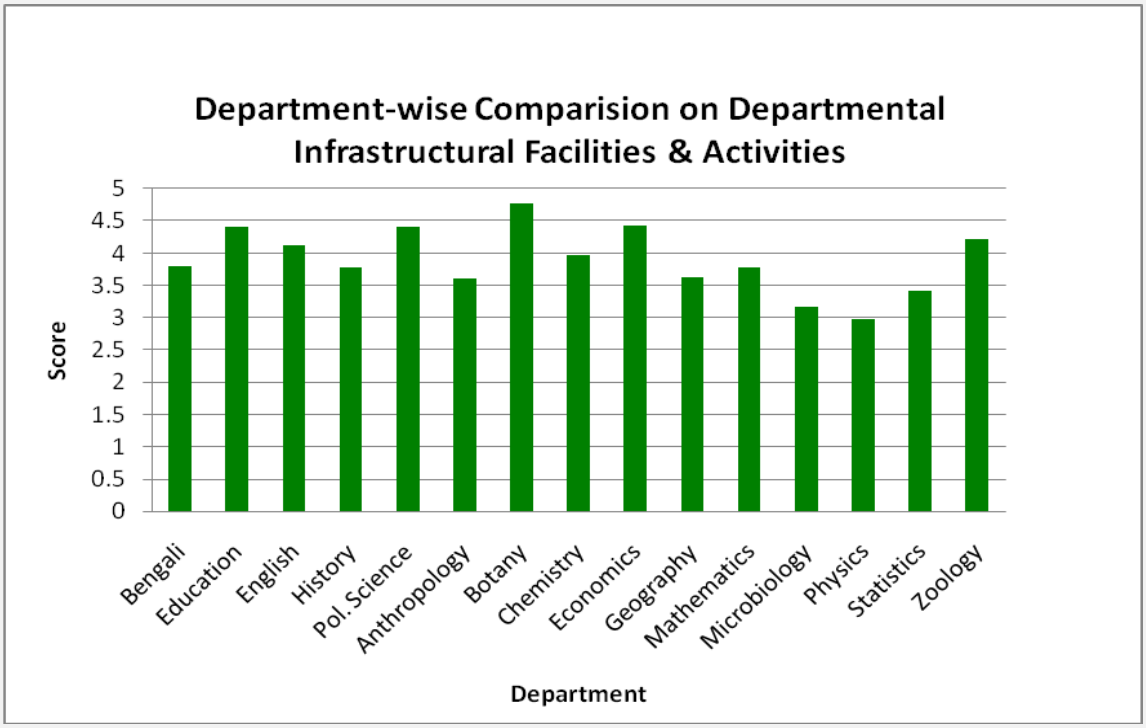

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C. Analysis of the Department-wise Feedback on Teaching:

A separate questionnaire is fashioned to get student feedback in respect of individual teachers of a Department in the context of three teaching attributes – (i) Quality and Effectiveness of Teaching, (ii) Sense of Responsibility in Teaching and (iii) Punctuality and Availability. Six different questions are set over the three attributes and the students are invited to mark their teachers on a 10-point scale.

- **Step 1:** Quality, Responsibility and Punctuality/ Availability – these are the three distinct heads under which the questions set are merged, analyzed and visually projected department-wise through bar-diagram.
- **Step 2:** For each of the 3 attributes, the 'score' of a department is thus prepared to make a visual representation for the department on the basis of the average of the scores secured by respective department faculties from respective students' responses, in which the high value (towards 10) indicates good performance and the low value (towards 1), poor.
- **Step 3**: All the departments are put under the same process of quantification.
- **Step-4:** Bar Diagrams on the scores are prepared for each of the 3 attributes over all the 16 departments.
- **Step-5:** To assess the aggregative performance of a department over the 3 attributes, an index for each of the 16 departments for a specific year is formulated just by taking average over the 3 scores on the 3 attributes.
- **Step-6:** In order to get a single index for college over the 3 attributes for a specific year, we have taken the weighted average of the indices of all departments, the weights being the number of responses for every department. Thus a single composite index for the college is obtained.
- **Step-7:** A scale adjustment to the department-wise indices and college-level index are made in order that it takes values within the span of 0 (zero) and 1 (one), where 0 is indicative of the worst possible performance and 1 indicates the best possible. Obviously, 0.5 denotes the average. The adjusted indices are presented in the following Table 2.

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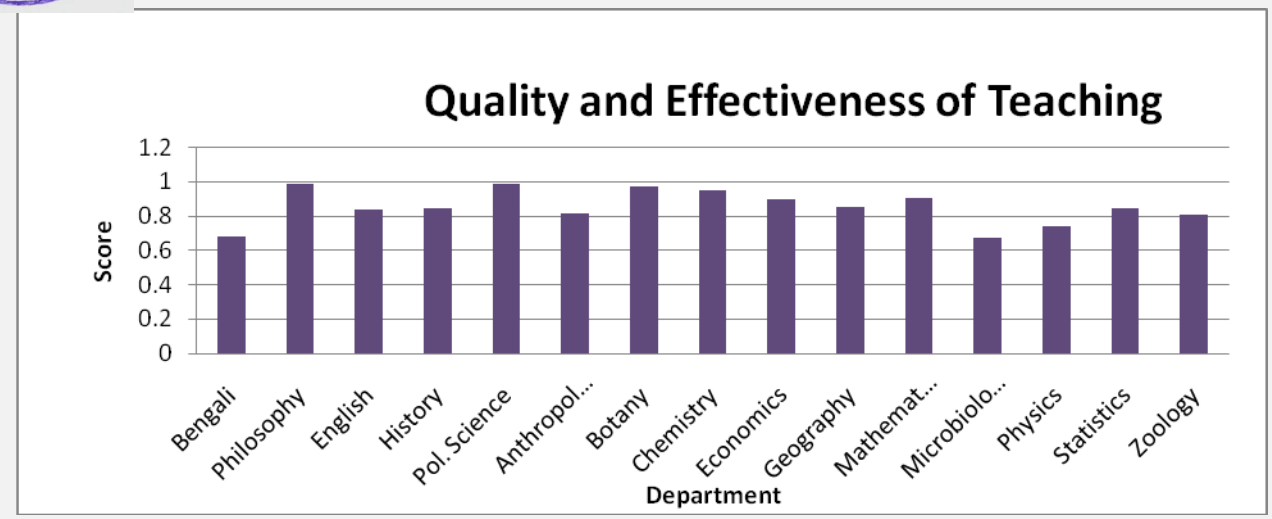
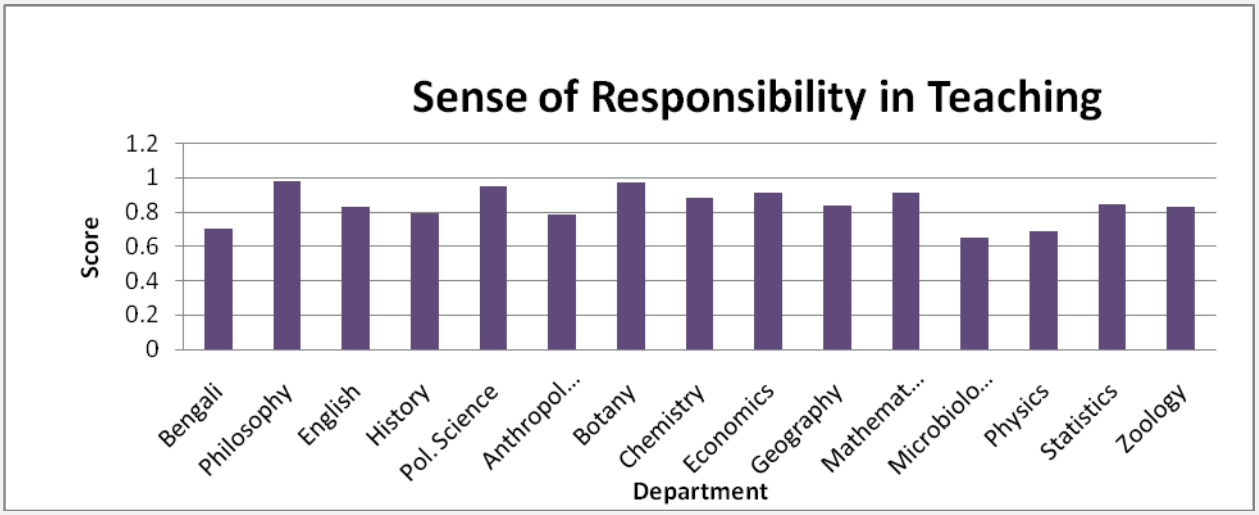
Table 2

Indices of different departments relating to Responsibility, Quality and Availability/Punctuality

Department	Normalized Index				No. of Respondents
	Quality	Responsibility	Punctuality/ Availability	Aggregate	
Bengali	0.675	0.702	0.729	0.697	10
Philosophy	0.985	0.978	0.978	0.981	3
English	0.835	0.824	0.805	0.823	36
History	0.839	0.787	0.679	0.777	7
Pol. Science	0.983	0.948	0.973	0.974	13
Anthropology	0.812	0.781	0.781	0.796	19
Botany	0.965	0.969	0.966	0.966	17
Chemistry	0.945	0.876	0.861	0.905	9
Economics	0.898	0.91	0.901	0.900	7
Geography	0.848	0.835	0.845	0.845	21
Mathematics	0.904	0.913	0.909	0.907	30
Microbiology	0.670	0.652	0.681	0.670	16
Physics	0.741	0.689	0.715	0.724	20
Statistics	0.839	0.841	0.845	0.841	16
Zoology	0.808	0.827	0.797	0.807	22
College	0.823	0.809	0.803	**0.814**	**246**

Last year (session 2018-19), overall college level aggregated score was **0.815 for 207 students.**





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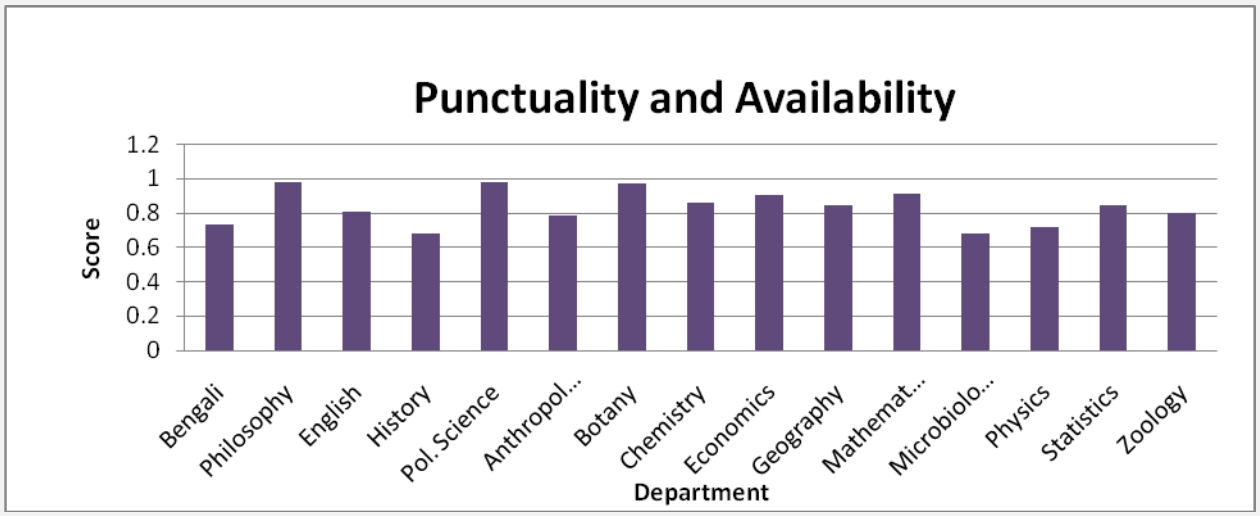

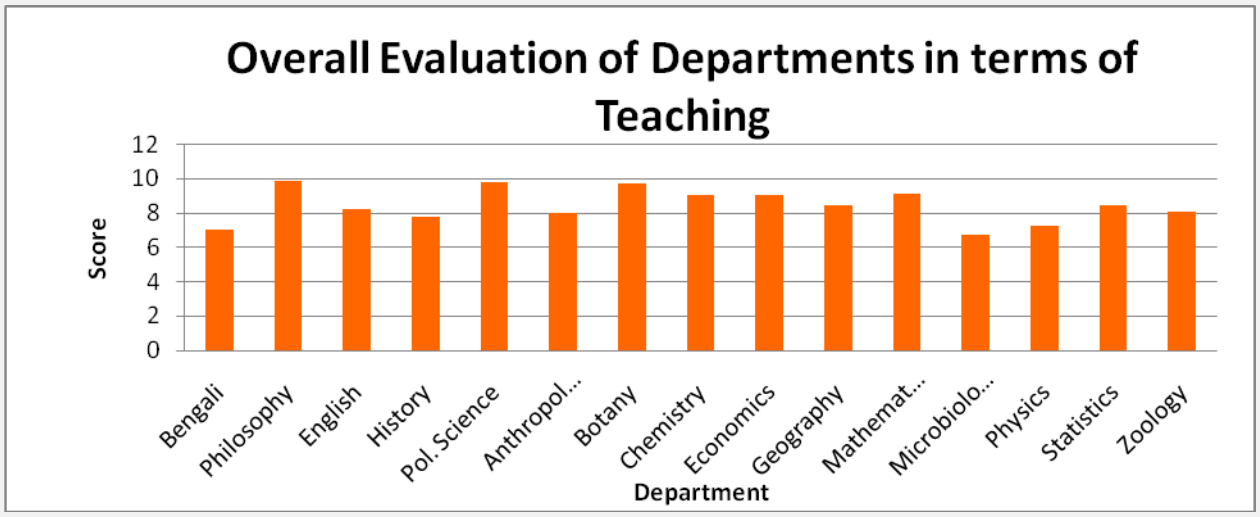

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BIDHANNAGAR COLLEGE

EB-2, Sector 1, Salt Lake City,
Kolkata-700064, India

Post Graduate

STUDENTS' FEEDBACK ANALYSIS

2019-20

BIDHANNAGAR COLLEGE
Estd.-1984
EB-2, Salt Lake, Kol.-64

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Analysis of PG Student Feedback for the Academic Year 2019-20

Mechanism of the Feedback Analysis:

A mechanism of quantification based on the analysis of student feedback is adopted, using parameters related to a variety of items like the Course, the respective PG Department in general and the Teachers in particular. In quest of some sort of objectivity, only the outgoing 2rd year PG students of each Department are called upon to respond to the questionnaire, severally.

A. Analysis of the College-level Infrastructural Facilities and Activities:

The 13 item questionnaire relates to the college level Infrastructural facilities and activities. Each question has 4 options - A, B, C and D. A, as verbally demonstrated to the students, stands for Very Good, B for Good, C for Fair and D for Poor. The method quantification employed has a number of steps undertaken serially.

- **Step-1:** Difficult as the grades are to visualize, they are ordinal in nature and this justifies the correspondence developed of the grades to the numerical data assigned. Grade A is thus quantified as 4; B as 3; C as 2; D as 1.
- **Step-2:** For each of the 13 items, the 'score' of the college-level Infrastructural facilities and activities at first computed for each of the 3 PG departments. Therefore 13 scores for the college is categorized into 5 categories and the category-wise scores are prepared to make a visual representation on the basis of the average over department-wise scores, in which the high value (towards 4) indicates good performance and the low value (towards 1), poor.
- **Step-3:** Bar Diagram is prepared on the scores over the 5 different categories of items representing college-level Infrastructural facilities and activities. Those 5 categories are: (i) College Environment, (ii) Cleanliness of Campus, (iii) Infrastructure of the college, (iv) Central Library: Availability & Access and (v) Computer Training, Sports & Co-curricular Activities.
- **Step-4:** Bar Diagrams on the scores are prepared for each of the 5 categories of items over all the 3 PG departments.
- **Step-5:** In order to get a single index over 5 categories for a specific year, we have taken the average of the indices of 5 categories (i.e., 13 items). Thus a single composite index for the college is obtained.
- **Step-6:** A scale adjustment to the department-wise indices and college-level index are made in order that it takes values within the span of 0 (zero) and 1 (one), where 0 is indicative of the worst possible performance and 1 indicates the best possible. Obviously, 0.5 denotes the average. The adjusted indices are presented in the following Table 1.

Following the above steps, we found the normalized score of the college on Infrastructural facilities and activities is **0.781. Last two years** this figure were **0.750 (for session 2018-19)** and **0.687 (for session 2017-18), respectively**.

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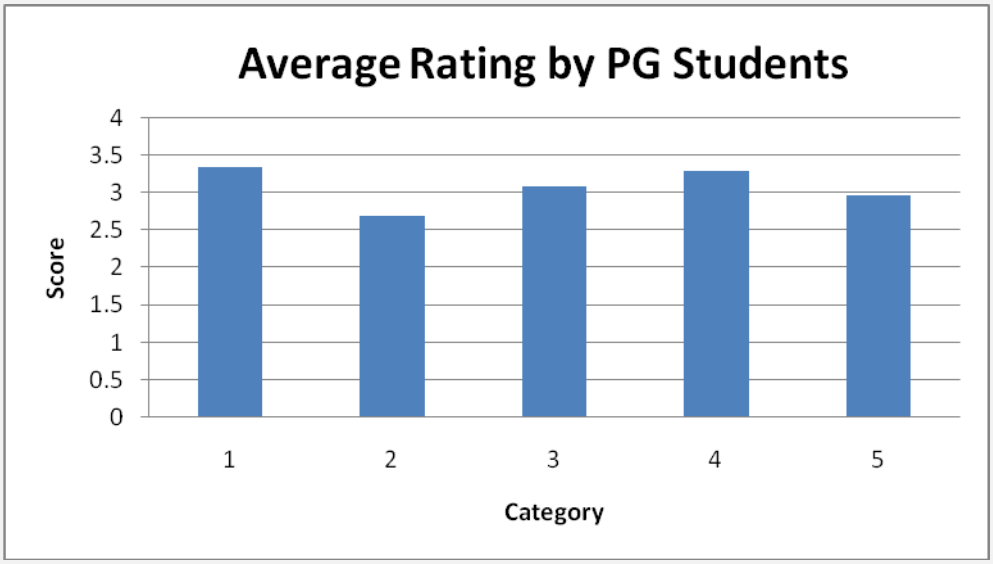
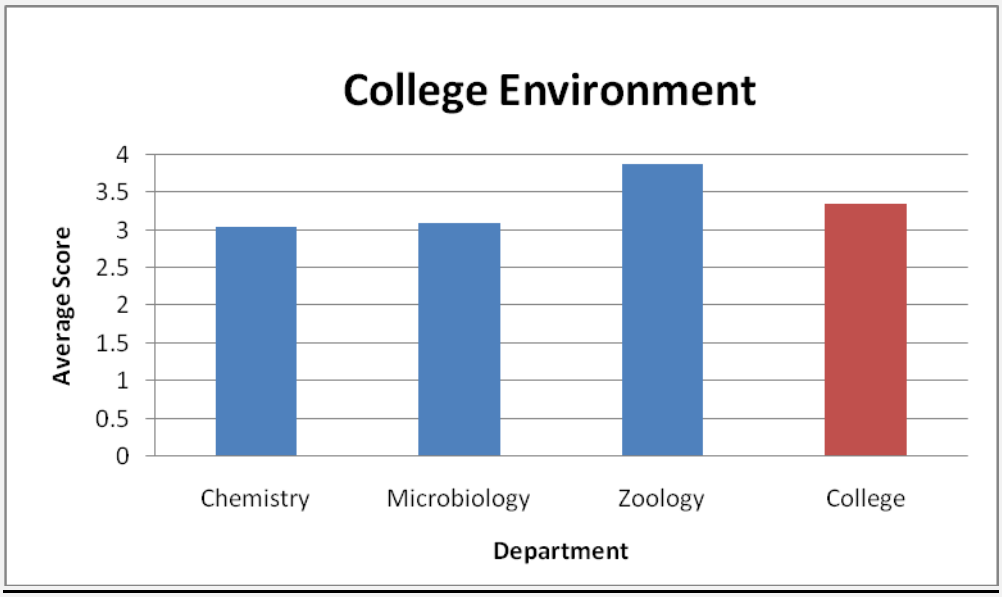


1. College Environment, 2. Cleanliness of Campus, 3. Infrastructure of the college, 4. Central Library: Availability & Access, 5. Computer Training, Sports & Co-curricular Activities.

Students' Responses to the Different Categories:



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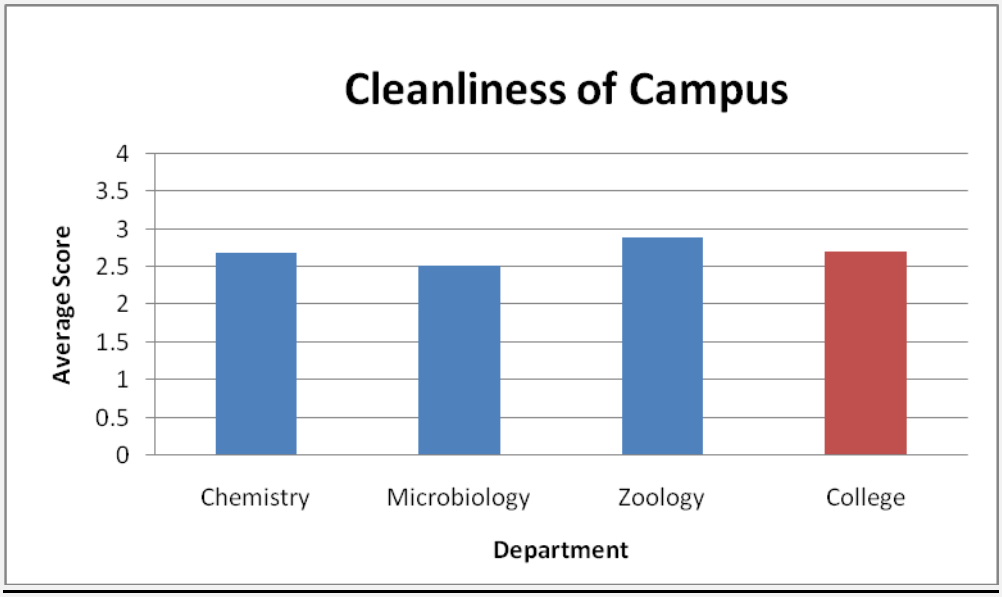

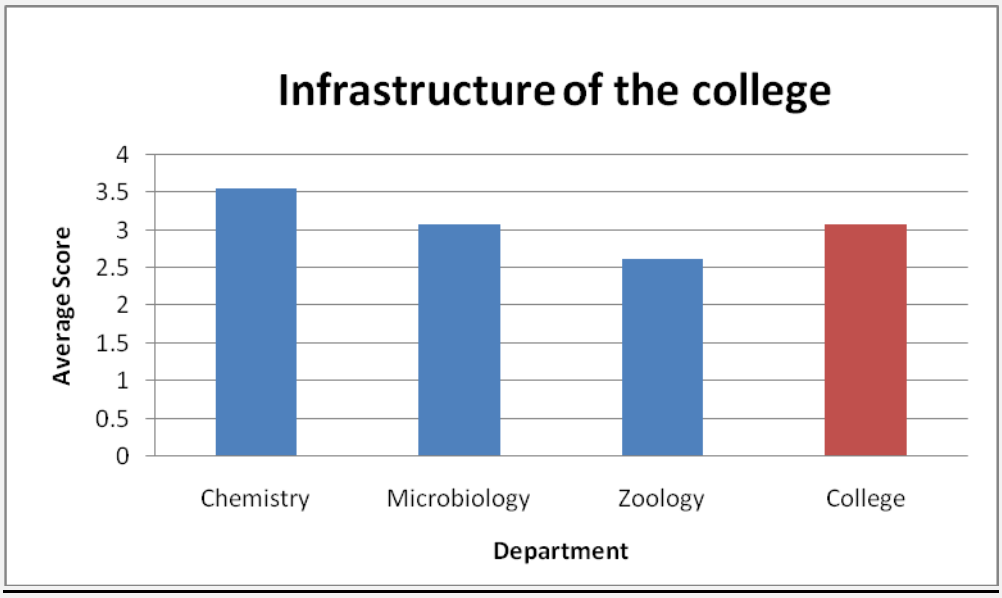

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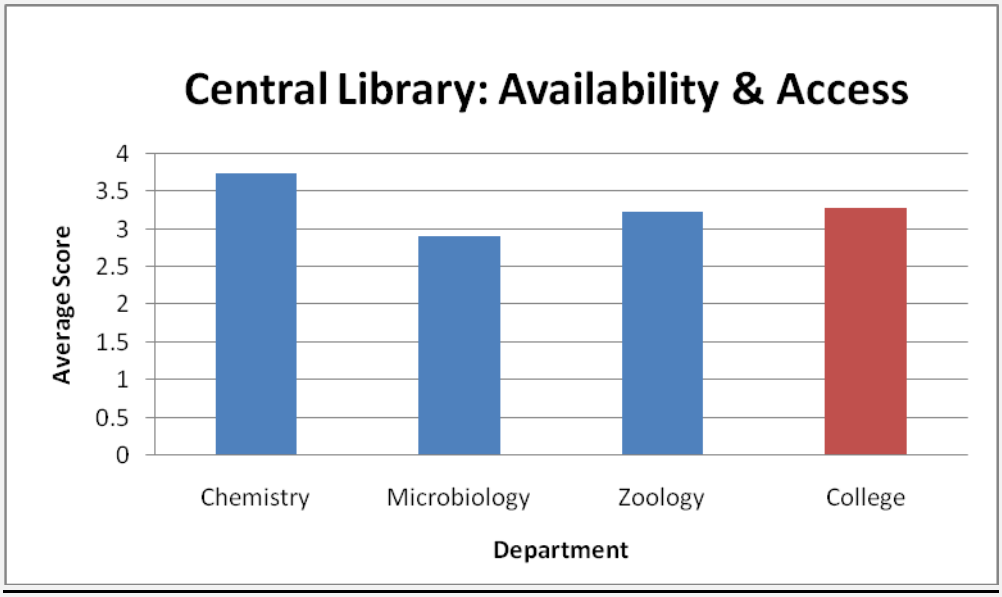

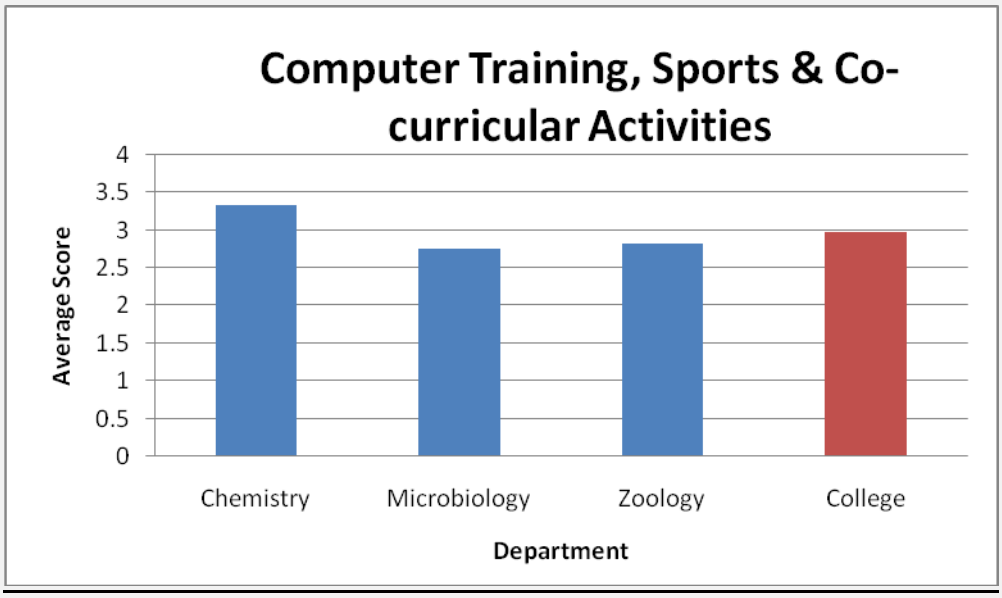

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B. Analysis of the Department-wise Infrastructural Facilities and Activities:

The 12 items questionnaire (a set of two) relates to the teaching quality, Infrastructural facilities and activities owned by the Department. Each question has 4 options - A, B, C and D. A, as verbally demonstrated to the students, stands for Very Good, B for Good, C for Fair and D for Poor. The questionnaire involves a multiplicity of items and issues like teaching quality and guidance, departmental infrastructure and its academic ambience.

The method quantification employed has a number of steps undertaken serially.

- **Step-1:** Difficult as the grades are to visualize, they are ordinal in nature and this justifies the correspondence developed of the grades to the numerical data assigned. Grade A is thus quantified as 4; B as 3; C as 2; D as 1.
- **Step-2:** For each of the 12 items, the 'score' of the department at first computed for each of the 3 PG departments. Therefore 12 scores for the college is categorized into 3 categories and the category-wise scores are prepared to make a visual representation for the department on the basis of the average over items belong to the category, in which the high value (towards 4) indicates good performance and the low value (towards 1), poor.
- **Step-3:** All the 3 PG departments are put under the same process of 'score' quantification.
- **Step-4:** Bar Diagram is prepared on the scores over the 3 different categories of items representing department. Those 3 categories are: (i) Teaching quality & Guidance, (ii) Departmental Library & Infrastructural Facilities, (iii) Career Counseling Assistance/ Discussions.
- **Step-5:** Bar Diagrams on the scores are prepared for each of the 3 categories of items over all the 3 PG departments.
- **Step-6:** In order to get a single index over 3 categories for a specific department in a specific year, we have taken the average of the indices of 3 categories (i.e., 12 items). Thus a single composite index for the college is obtained.
- **Step-7:** In order to get a single index over 3 departments for a specific category in a specific year, we have taken the average of the indices of 3 departments. Thus a single composite index for the college is obtained.
- **Step-8:** A scale adjustment to the department-wise indices and college-level index are made in order that it takes values within the span of 0 (zero) and 1 (one), where 0 is indicative of the worst possible performance and 1 indicates the best possible. Obviously, 0.5 denotes the average. The adjusted indices are presented in the following Table 1 and 2.

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Table 1

Indices of different PG departments and whole college based on average response on Infrastructural Facilities and Activities

Department	Normalized Index	No. of Respondents
Chemistry	0.838209877	28
Microbiology	0.619347319	13
Zoology	0.694847021	22
College	**0.743**	**63**

Last year (session 2018-19), normalized indices for three respective departments were **0.838, 0.619 and 0.695.** Overall college level normalized index was **0.732 for total 68 PG students.**

Table 2

Indices of different categories based on average response on Infrastructural Facilities and Activities over total 68 PG students. Last year figures, over total 70 PG students, are shown in ().

Category	Normalized Index
Teaching	**0.778** (0.780)
Infrastructure	**0.754** (0.683)
Career Counseling	**0.664** (0.700)

This year normalized indices for "Infrastructural Facilities and Activities in PG faculty" over all the three categories was **0.732 over total 68 PG students. Last year (session 2017-18)**, this figure was **0.721 over total 70 PG students.**

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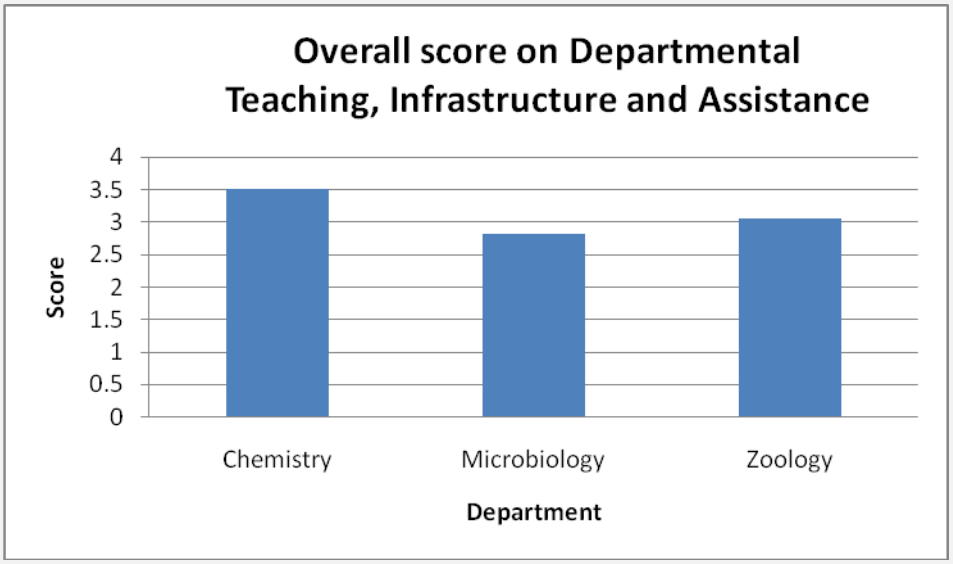

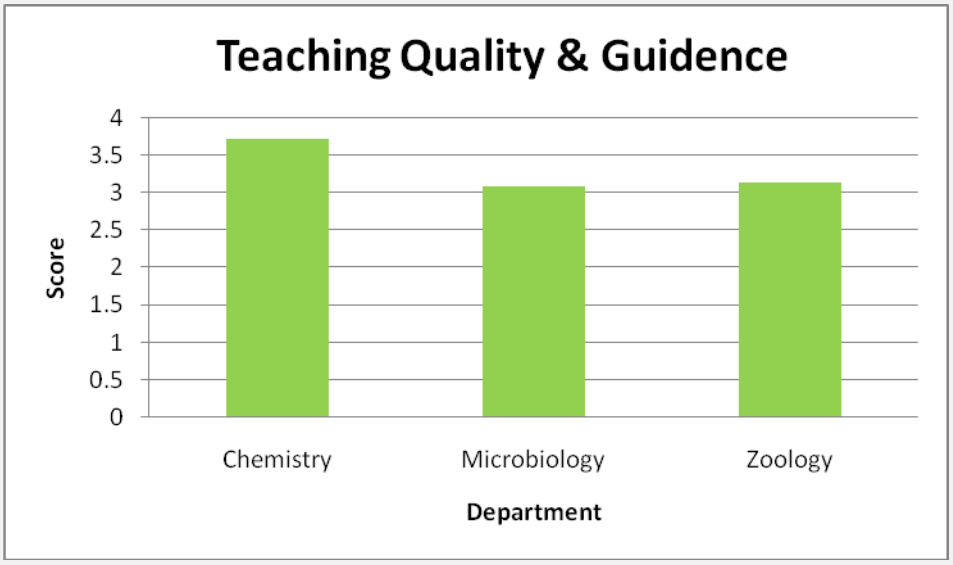

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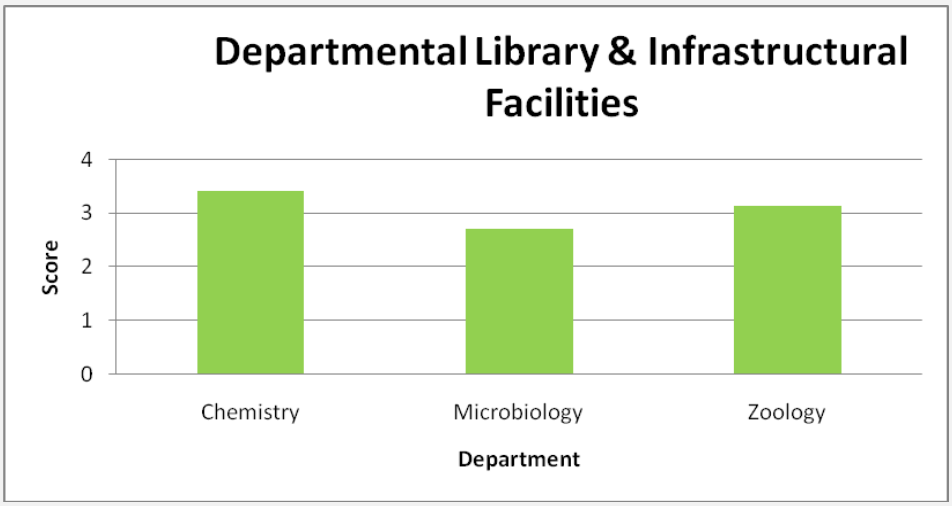

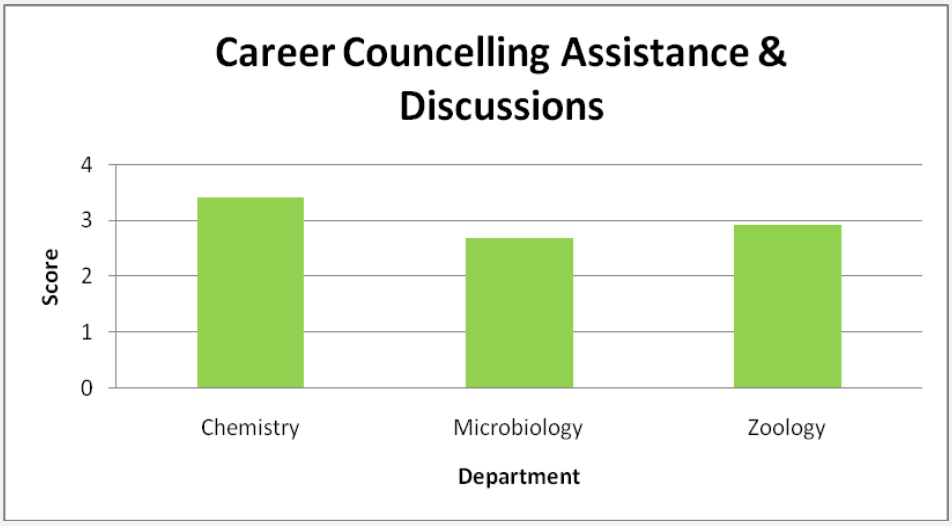

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C. Analysis of the Department-wise Feedback on Teaching:

A separate questionnaire is fashioned to get student feedback in respect of individual teachers of a Department in the context of three teaching attributes – (i) Quality and Effectiveness of Teaching, (ii) Responsibility and (iii) Punctuality and Availability. Six different questions are set over the three attributes and the students are invited to mark their teachers on a 4-point scale.

- **Step 1:** Quality, Responsibility and Punctuality/ Availability – these are the three distinct heads under which the questions set are merged, analyzed and visually projected department-wise through bar-diagram.
- **Step 2:** For each of the 3 attributes, the 'score' of a department is thus prepared to make a visual representation for the department on the basis of the average of the scores secured by respective department faculties from respective students' responses, in which the high value (towards 4) indicates good performance and the low value (towards 1), poor.
- **Step 3**: All the departments are put under the same process of quantification.
- **Step-4:** Bar Diagrams on the scores are prepared for each of the 3 attributes over all the 3 PG departments.
- **Step-5:** To assess the aggregative performance of a department over the 3 attributes, an index for each of the 3 PG departments for a specific year is formulated just by taking average over the 3 scores on the 3 attributes.
- **Step-6:** In order to get a single index for college over the 3 attributes for a specific year, we have taken the weighted average of the indices of all departments, the weights being the number of responses for every department. Thus a single composite index for the college is obtained.
- **Step-7:** A scale adjustment to the department-wise indices and college-level index are made in order that it takes values within the span of 0 (zero) and 1 (one), where 0 is indicative of the worst possible performance and 1 indicates the best possible. Obviously, 0.5 denotes the average. The adjusted indices are presented in the following Table 3.

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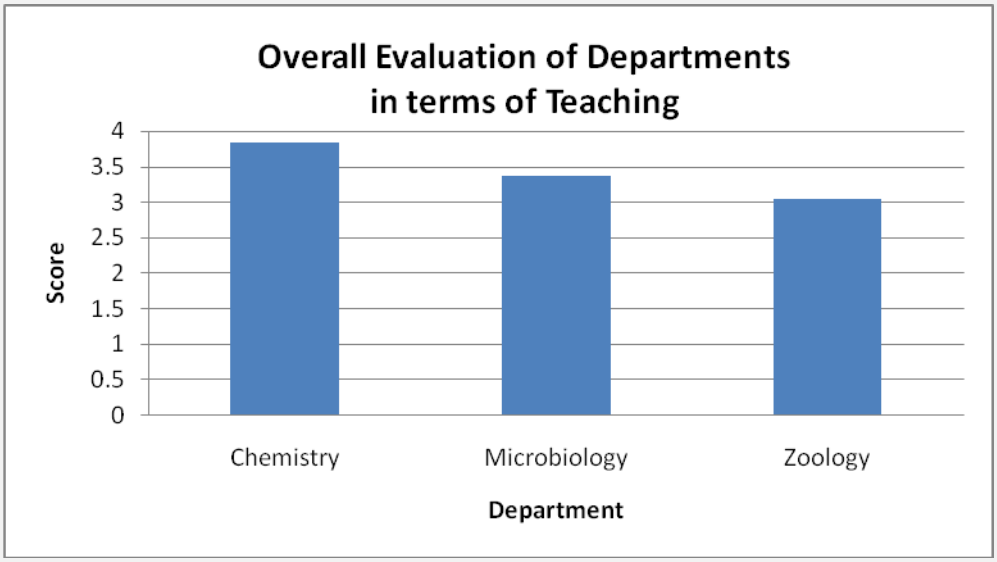
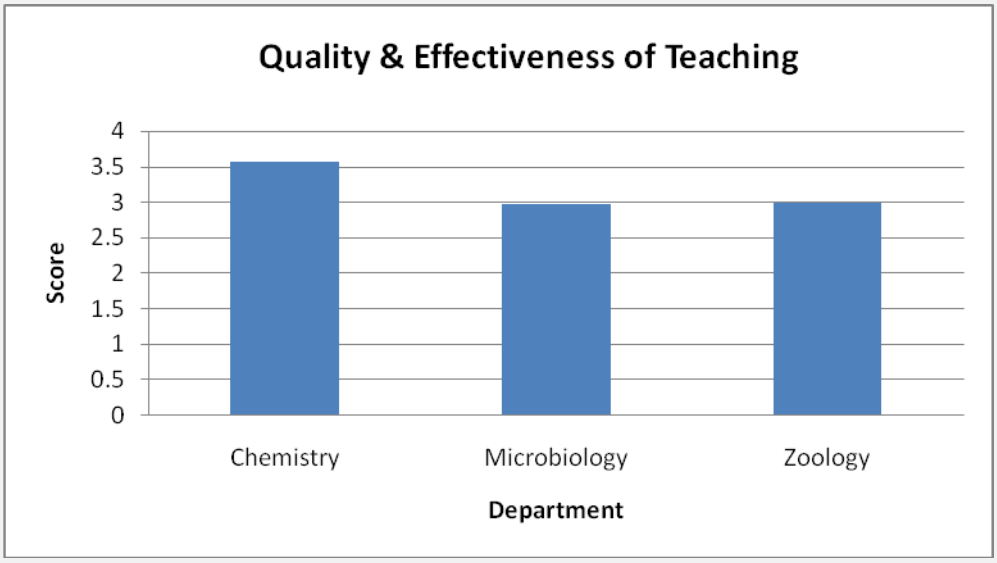
Table 3

Indices of different departments relating to Teachers' Responsibility, Quality and Availability/Punctuality. Figures for the last year (based on 70 PG students) are shown in ().

Department	Normalized Index				No. of Respondents
	Quality	Responsibility	Punctuality/ Availability	Aggregate	
Chemistry	0.89 (0.85)	1.00 (0.97)	0.99 0.97(0.80)	0.96(0.93)	28
Microbiology	0.75 (0.72)	0.89 (0.81)	0.86 0.77(0.73)	0.84(0.77)	13
Zoology	0.75 (0.71)	0.82 (0.75)	0.72 0.67(0.82)	0.76(0.71)	22
College	**0.81 (0.77)**	**0.91(0.85)**	**0.87(0.82)**	**0.87(0.81)**	**63**

In the year before the Last year (i.e. session 2017-18), aggregated normalized indices for three respective departments were **0.779, 0.719 and 0.828.** Overall college level aggregated normalized index was **0.708 for total 59 PG students.**





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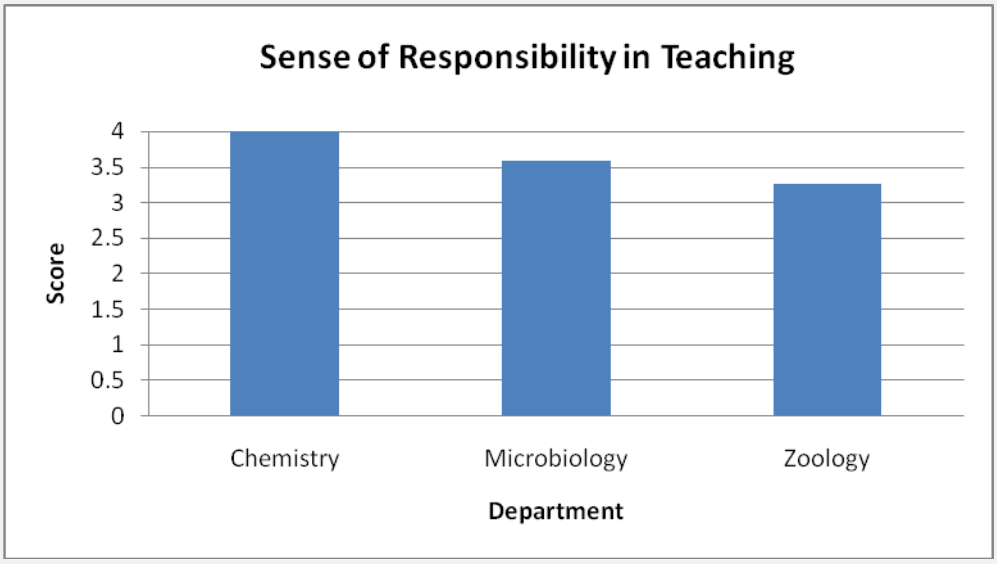

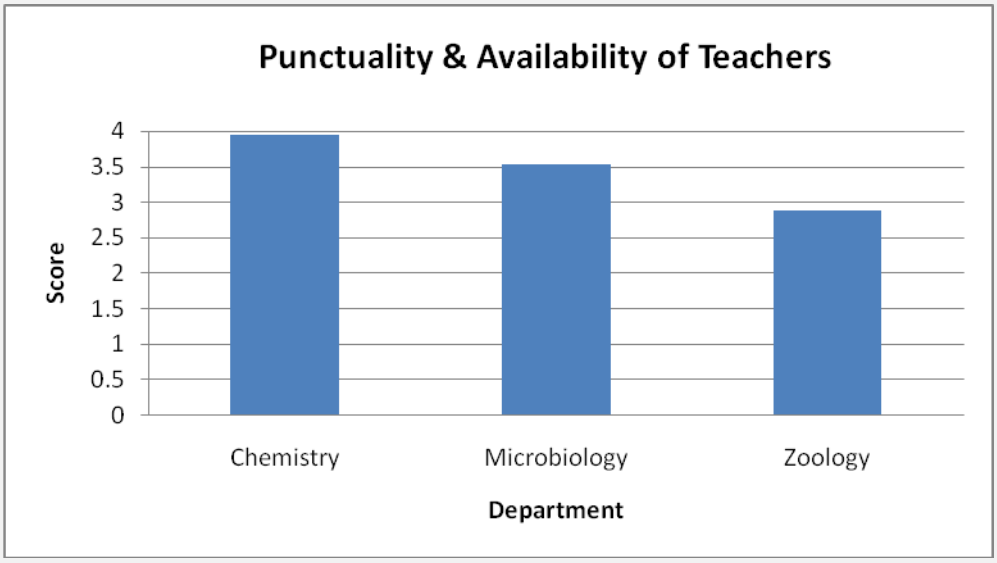

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Under Graduate

STUDENTS' FEEDBACK ANALYSIS

2020-21

BIDHANNAGAR COLLEGE
Estd.-1984
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Analysis of UG Student Feedback for the Academic Year 2020-2021

Mechanism of the Feedback Analysis:

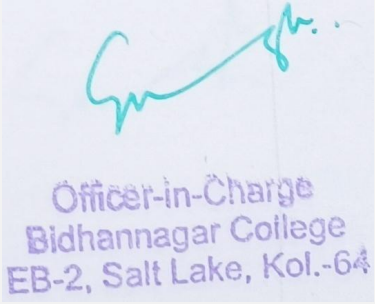
A mechanism of quantification based on the analysis of student feedback is adopted, using parameters related to a variety of items like the Course, the respective UG Department in general and the Teachers in particular. In quest of some sort of objectivity, only the outgoing 3rd year students of each UG Department are called upon to respond to the questionnaire, severally. This year feedbacks are taken from students in completely **ONLINE** mode.

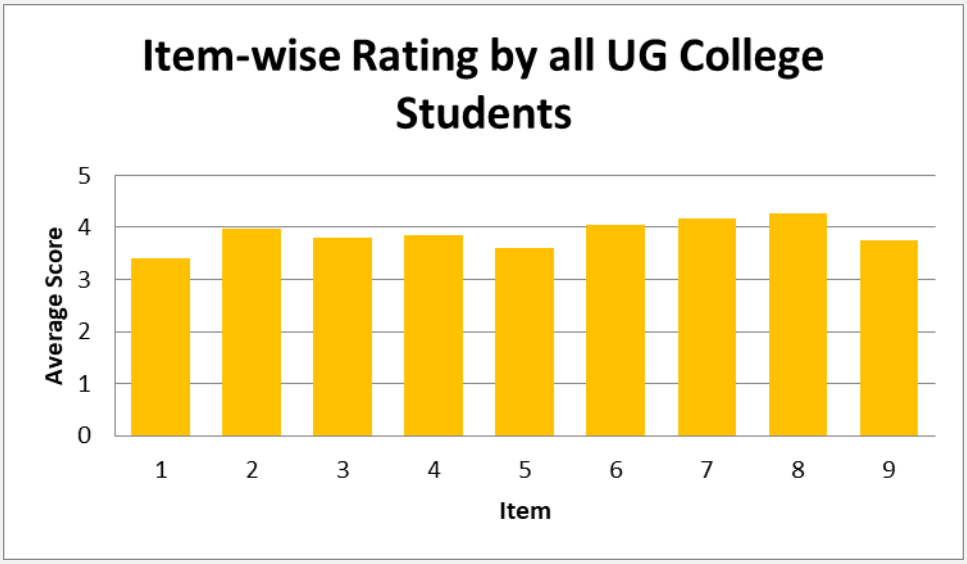
A. Analysis of the College-level Infrastructural Facilities and Activities:

The 9 item questionnaire relates to the college level Infrastructural facilities and activities. Each question has 5 options - A, B, C, D and E. A, as verbally demonstrated to the students, stands for Excellent, B for Very Good, C for Good, D for Fair and E for Poor. The method quantification employed has a number of steps undertaken serially.

- **Step-1:** Difficult as the grades are to visualize, they are ordinal in nature and this justifies the correspondence developed of the grades to the numerical data assigned. Grade A is thus quantified as 5; B as 4; C as 3; D as 2; E as 1.
- **Step-2:** For each of the 9 items, the 'score' of the college-level Infrastructural facilities and activities at first computed over all the 16 departments, therefore score for the college is prepared to make a visual representation on the basis of the average over department-wise scores, in which the high value (towards 5) indicates good performance and the low value (towards 1), poor.
- **Step-4:** Bar Diagram is prepared on the scores over 9 different items representing college-level Infrastructural facilities and activities.
- **Step-5:** In order to get a single index over 9 items for a specific year, we have taken the average of the 9 indices. Thus a single composite index for the college is obtained.
- **Step-6:** A scale adjustment to the department-wise indices and college-level index are made in order that it takes values within the span of 0 (zero) and 1 (one), where 0 is indicative of the worst possible performance and 1 indicates the best possible. Obviously, 0.5 denotes the average. The adjusted indices are presented in the following Table 1.

Following the above steps, we found the normalized score of the college on Infrastructural facilities and activities is **0.775**. **Last year (session 2019-20)** this figure was **0.788**.





1. Cleanliness of Toilets, 2. Cleanliness of Campus, 3. Administrative Help, 4. Environment for Co-curricular Activities, 5. Scope for Indoor Games, 6. Environment for Cultural Activities, 7. Central Library Books: Availability & Access, 8. Co-operation of Library Staff, 9. Access to Online Academic Resources.

B. Analysis of the Department-wise Infrastructural Facilities and Activities:

The 5 item questionnaire (a set of two) relates to the Infrastructural facilities and activities owned by the Department. Each question has 5 options - A, B, C,D and E. A, as verbally demonstrated to the students, stands for Excellent, B for Very Good, C for Good, D for Fair and E for Poor. The questionnaire involves a multiplicity of items and issues like learning value of the course, its depth and applicability, the infrastructure of a department and its academic ambience.
The method quantification employed has a number of steps undertaken serially.

- **Step-1:** Difficult as the grades are to visualize, they are ordinal in nature and this justifies the correspondence developed of the grades to the numerical data assigned. Grade A is thus quantified as 5; B as 4; C as 3; D as 2; E as 1.
- **Step-2:** For each of the 5 items, the 'score' of is thus prepared to make a visual representation of the college on the basis of the average gradings over department-wise responses, in which the high value (towards 5) indicates good performance and the low value (towards 1), poor.
- **Step-3:** In order to get a single index over 5 items for a specific year for the college, we have taken the average of the indices. Thus a single composite index for the college is obtained.
- **Step-4:** A scale adjustment to the department-wise indices and college-level index are made in order that it takes values within the span of 0 (zero) and 1 (one), where 0 is indicative of the worst possible performance and 1 indicates the best possible. Obviously, 0.5 denotes the average.

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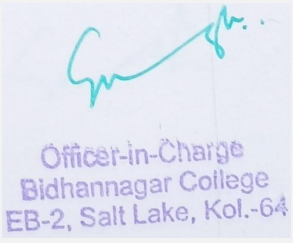
Table 1:

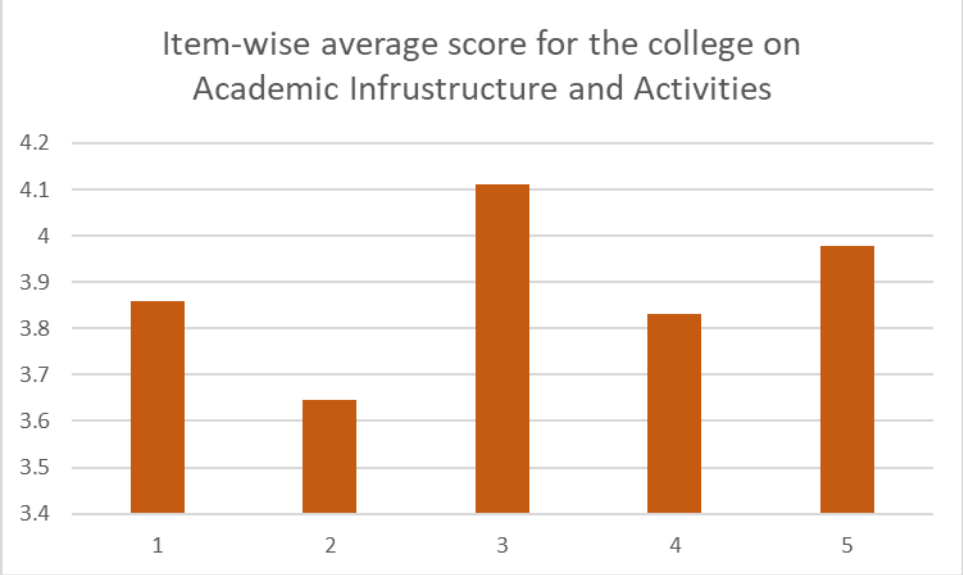
No. of students who responded to the feedback questions

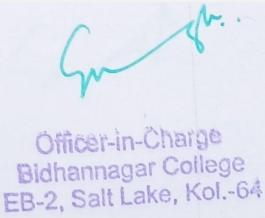
Department	No. of Respondents
Bengali	13
Education	15
Philosophy	3
English	23
History	10
Pol. Science	18
Anthropology	18
Botany	4
Chemistry	16
Economics	18
Geography	22
Mathematics	20
Microbiology	18
Physics	21
Statistics	23
Zoology	25
College	**267**



The normalized score (within scale 0 to 1) for the whole college based on average response on Infrastructural Facilities and Activities is **0.777** whereas the same score was **0.769** in last year i.e. 2019-20

Before the Last year (i.e. session 2018-19), overall college level normalized index was **0.781 for 208 students.**





1. Departmental Academic Infrastructure, 2. Use of Teaching Aids/Audio-Visual Aids, 3. Space Availability, 4. Career Counseling Assistance/Discussions, 5. Encouragement for Co-curricular Activities.

C. Analysis of the Department-wise Feedback on Teaching:

A separate questionnaire is fashioned to get student feedback in respect of individual teachers of a Department in the context of three teaching attributes – (i) Quality and Effectiveness of Teaching, (ii) Sense of Responsibility in Teaching and (iii) Punctuality and Availability. Six different questions are set over the three attributes and the students are invited to mark their teachers on a 5-point scale.

- **Step 1:** Quality, Responsibility and Punctuality/ Availability – these are the three distinct heads under which the questions set are merged, analyzed and visually projected department-wise through bar-diagram.
- **Step 2:** For each of the 3 attributes, the 'score' of a department is thus prepared to make a visual representation for the department on the basis of the average of the scores secured by respective department faculties from respective students' responses, in which the high value (towards 10) indicates good performance and the low value (towards 1), poor.
- **Step 3**: All the departments are put under the same process of quantification.
- **Step-4:** Bar Diagrams on the scores are prepared for each of the 3 attributes over all the 16 departments.
- **Step-5:** To assess the aggregative performance of a department over the 3 attributes, an index for each of the 16 departments for a specific year is formulated just by taking average over the 3 scores on the 3 attributes.
- **Step-6:** In order to get a single index for college over the 3 attributes for a specific year, we have taken the weighted average of the indices of all departments, the weights being the number of responses for every department. Thus a single composite index for the college is obtained.

- **Step-7:** A scale adjustment to the department-wise indices and college-level index are made in order that it takes values within the span of 0 (zero) and 1 (one), where 0 is indicative of the worst possible performance and 1 indicates the best possible. Obviously, 0.5 denotes the average. The adjusted indices are presented in the following Table 2.

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Table 2

Indices of different departments relating to Responsibility, Quality and Availability/Punctuality

Department	Normalized Index				No. of Respondents
	Quality	Responsibility	Punctuality/ Availability	Aggregate	
Bengali	4.3333	4.186	4.257	0.852	13
Education	4.055	4.0425	3.9675	0.804	15
Philosophy	3.656	3.366	3.358	0.692	3
English	3.8783	3.7975	3.64	0.754	23
History	4.7573	4.758	4.766	0.952	10
Pol. Science	4.2667	4.22	4.265	0.85	18
Anthropology	4.3833	4.332	4.278	0.866	18
Botany	4.4792	4.562	4.593	0.909	4
Chemistry	4.2026	4.12	4.030	0.824	16
Economics	4.2453	4.242	4.23	0.848	18
Geography	4.3393	4.228	4.268	0.856	22
Mathematics	4.5517	4.5525	4.51	0.908	20
Microbiology	4.2744	4.1722	4.195	0.843	18
Physics	4.1167	3.975	3.9583	0.803	21
Statistics	4.8033	4.81	4.775	0.959	23
Zoology	4.6657	4.59	4.4671	0.915	25
College	4.313	4.247	4.223	**0.852**	**267**

Last year (session 2019-20), overall college level aggregated score was **0.814 for 246 students.**

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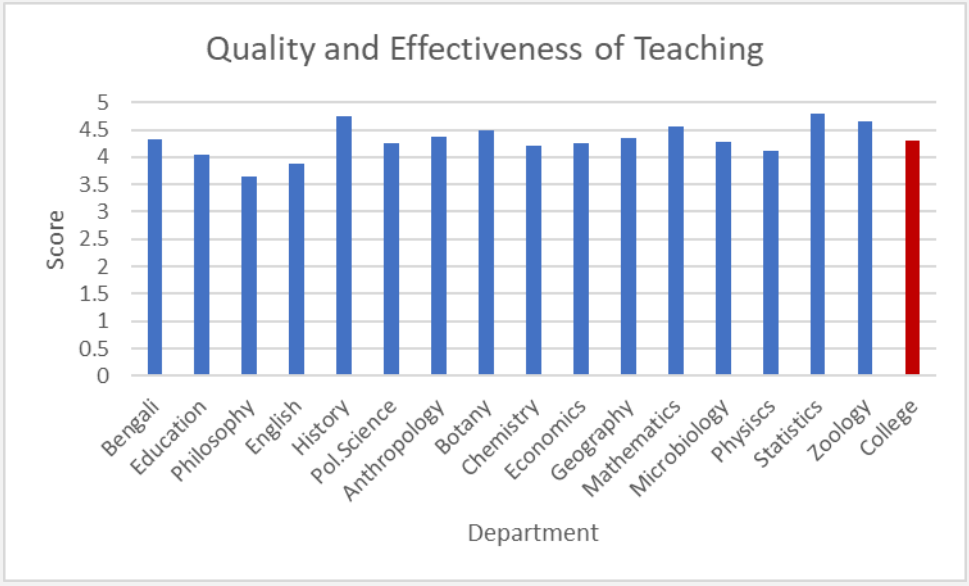

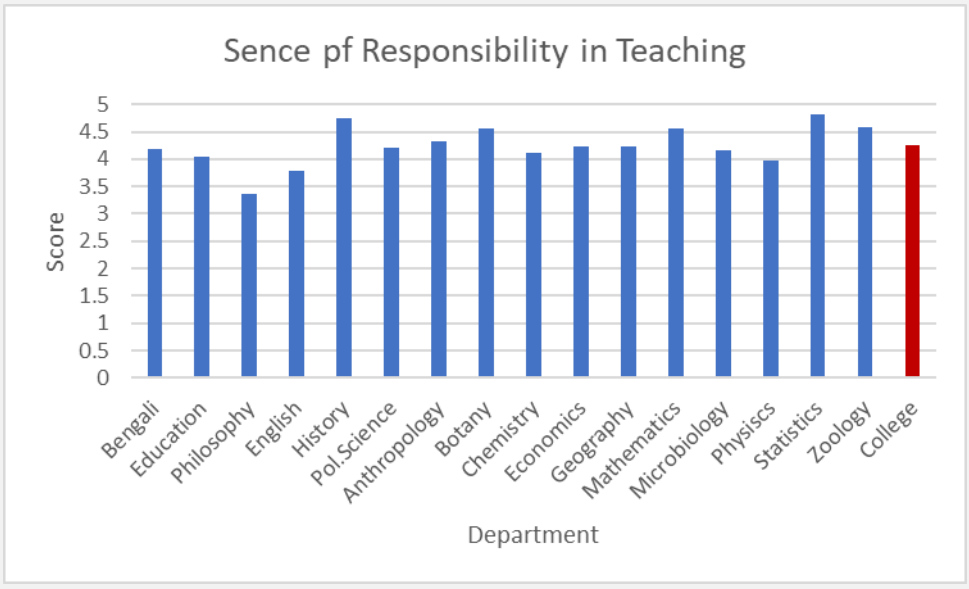

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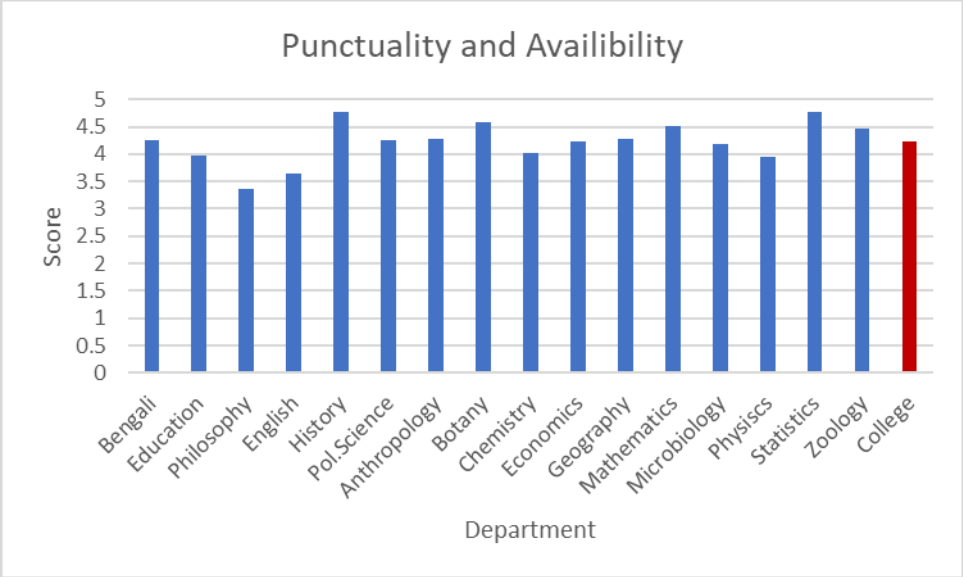

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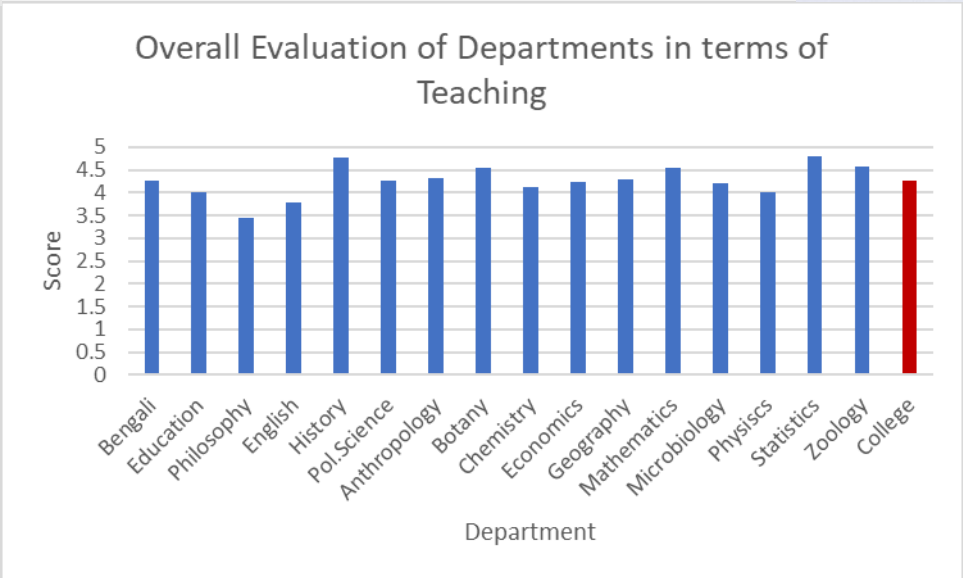

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Post Graduate

STUDENTS' FEEDBACK ANALYSIS

2020-21

BIDHANNAGAR COLLEGE
Estd.-1984
EB-2, Salt Lake, Kol.-64

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Analysis of PG Student Feedback for the Academic Year 2020-21

Mechanism of the Feedback Analysis:

A mechanism of quantification based on the analysis of student feedback is adopted, using parameters related to a variety of items like the Course, the respective PG Department in general and the Teachers in particular. In quest of some sort of objectivity, only the outgoing 2rd year PG students of each Department are called upon to respond to the questionnaire, severally.

A. Analysis of the College-level Infrastructural Facilities and Activities:

The 9 item questionnaire relates to the college level Infrastructural facilities and activities. Each question has 5 options - A, B, C, D and E. A, as verbally demonstrated to the students, stands for Extremely Good, B for Very Good, C for Good, D for Fair and E for Unsatisfactory. The method quantification employed has a number of steps undertaken serially.

- **Step-1:** Difficult as the grades are to visualize, they are ordinal in nature and this justifies the correspondence developed of the grades to the numerical data assigned. Grade A is thus quantified as 5; B as 4; C as 3; D as 2 and E as 1.
- **Step-2:** For each of the 9 items, the 'score' of the college-level Infrastructural facilities and activities at first computed over the all 6 PG departments. In score, the high value (towards 5) indicates extremely good performance and the low value (towards 1), poor/unsatisfactory.
- **Step-3:** Bar Diagram is prepared on the scores of these 9 items which can be categorized in to 5 different categories of items representing college-level Infrastructural facilities and activities. Those 5 categories are: (i) Cleanliness of Campus, (ii) College Environment, (iii) Infrastructure of the college, (iv) Availability of Co-curricular Activities and (v) Central Library: Availability & Access.
- **Step-5:** In order to get a single index over 9 items for a specific year, we have taken the average of the indices. Therefore, a scale adjustment to the college-level index are made in order that it takes values within the span of 0 (zero) and 1 (one), where 0 is indicative of the worst possible performance and 1 indicates the best possible. Obviously, 0.5 denotes the average.

Following the above steps, we found the normalized score of the college on Infrastructural facilities and activities is **0.854. In last two years,** this figure were **0.781 (for session 2019-20)** and **0.750 (for session 2018-19), respectively**.

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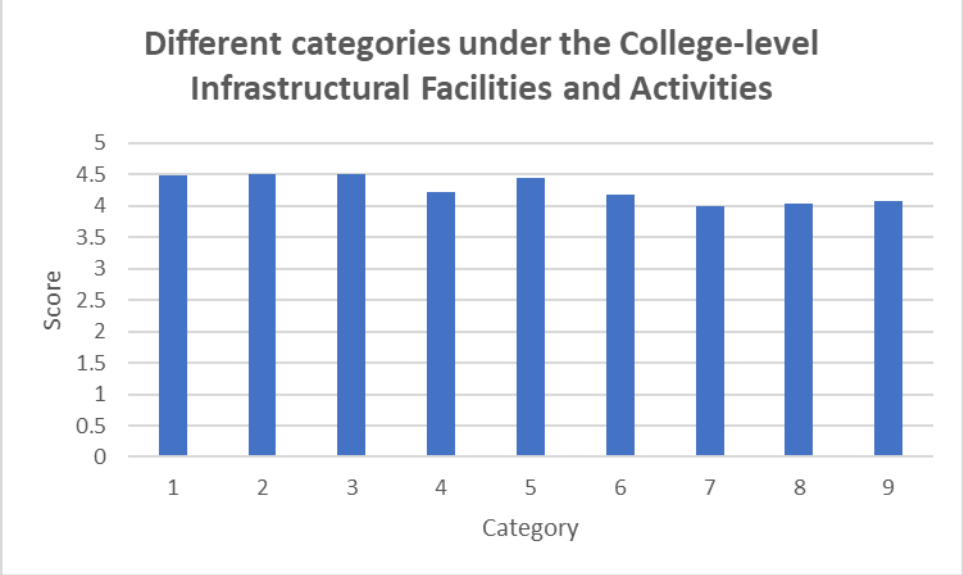


1. Cleanliness of toilets, 2. Cleanliness of campus, 3. Availability of Administrative/official help, 4. Usefulness of the campus for co-curricular activities, 5. Availability of indoor facilities in terms of games and sports, 6. Quality of environment in favour of cultural activities, 7. Availability of, access to books in the Central Library, 8. Cooperation of the Library staff, 9. Availability of online services in terms of academic resources

B. Analysis of the Department-wise Infrastructural Facilities and Activities:

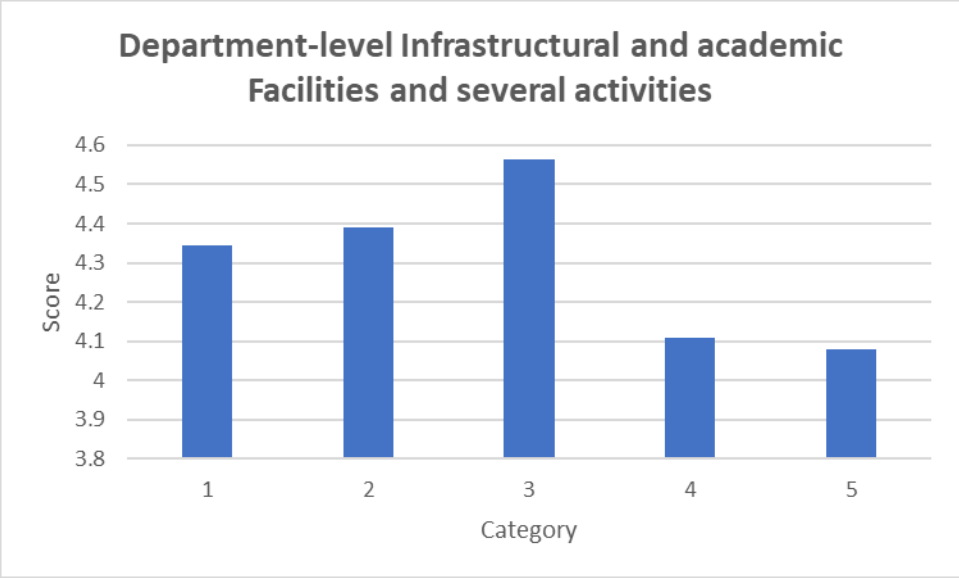
The 5 items questionnaire (a set of two) relates to the teaching quality, Infrastructural facilities and co-curricular activities owned by the Department. Each question has 5 options - A, B, C, D and E. A, as verbally demonstrated to the students, stands for Extremely Good, B for Very Good, C for Good, D for Fair and E for Unsatisfactory. The questionnaire involves a multiplicity of items and issues like teaching quality and guidance, departmental infrastructure and its academic ambience.

- **Step-1:** Difficult as the grades are to visualize, they are ordinal in nature and this justifies the correspondence developed of the grades to the numerical data assigned. Grade A is thus quantified as 4; B as 3; C as 2; D as 1.
- **Step-2:** For each of the 12 items, the 'score' of the department at first computed for each of the 3 PG departments. Therefore 12 scores for the college is categorized into 3 categories and the category-wise scores are prepared to make a visual representation for the department on the basis of the average over items belong to the category, in which the high value (towards 4) indicates good performance and the low value (towards 1), poor.
- **Step-3:** All the 3 PG departments are put under the same process of 'score' quantification.
- **Step-4:** Bar Diagram is prepared on the scores over the 3 different categories of items representing department. Those 3 categories are: (i) Teaching quality & Guidance, (ii)

Departmental Library & Infrastructural Facilities, (iii) Career Counseling Assistance/ Discussions.

- **Step-5:** Bar Diagrams on the scores are prepared for each of the 3 categories of items over all the 3 PG departments.
- **Step-6:** In order to get a single index over 3 categories for a specific department in a specific year, we have taken the average of the indices of 3 categories (i.e., 12 items). Thus a single composite index for the college is obtained.
- **Step-7:** In order to get a single index over 3 departments for a specific category in a specific year, we have taken the average of the indices of 3 departments. Thus a single composite index for the college is obtained.
- **Step-8:** A scale adjustment to the department-wise indices and college-level index are made in order that it takes values within the span of 0 (zero) and 1 (one), where 0 is indicative of the worst possible performance and 1 indicates the best possible. Obviously, 0.5 denotes the average. The adjusted indices are presented in the following Table 1 and 2.

At present session (i.e. 2020-21), the normalized index for the college overall is **0.859** against the responses of **64 PG students**. In **Last year (session 2019-20)**, normalized index for the college overall was **0.743 for total 63 PG students.**



1. The Academic Infrastructure (Laboratory and/or Computer, Departmental Library, Equipments) at Department, 2. Use of teaching aids/audio visual aids, 3. Space Availability in the Department, 4. Usefulness of the campus for co-curricular activities, 5. Encouragement to Curricular and Co-curricular Activities by the Department.

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C. Analysis of the Department-wise Feedback on Teaching:

A separate questionnaire is fashioned to get student feedback in respect of individual teachers of a Department in the context of three teaching attributes – (i) Quality and Effectiveness of Teaching, (ii) Responsibility and (iii) Punctuality and Availability. Six different questions are set over the three attributes and the students are invited to mark their teachers on a 4-point scale.

- **Step 1:** Quality, Responsibility and Punctuality/ Availability – these are the three distinct heads under which the questions set are merged, analyzed and visually projected department-wise through bar-diagram.
- **Step 2:** For each of the 3 attributes, the 'score' of a department is thus prepared to make a visual representation for the department on the basis of the average of the scores secured by respective department faculties from respective students' responses, in which the high value (towards 5) indicates extremely good performance and the low value (towards 1), poor.
- **Step 3**: All the 6 departments are put under the same process of quantification.
- **Step-4:** Bar Diagrams on the scores are prepared for each of the 3 attributes over all the 6 PG departments.
- **Step-5:** To assess the aggregative performance of a department over the 3 attributes, an index for each of the 6 PG departments for a specific year is formulated just by taking average over the 3 scores on the 3 attributes.
- **Step-6:** In order to get a single index for college over the 3 attributes for a specific year, we have taken the weighted average of the indices of all departments, the weights being the number of responses for every department. Thus a single composite index for the college is obtained.
- **Step-7:** A scale adjustment to the department-wise indices and college-level index are made in order that it takes values within the span of 0 (zero) and 1 (one), where 0 is indicative of the worst possible performance and 1 indicates the best possible. Obviously, 0.5 denotes the average. The adjusted indices are presented in the following Table 1.

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Table 1

Indices of different departments relating to Teachers' Responsibility, Quality and Availability/Punctuality. Figures presented in ( ) correspond to the last year 2019-20 for 63 students

Department	Normalized Index				No. of Respondents
	Quality	Responsibility	Punctuality/ Availability	Aggregate	
Chemistry	0.865692	0.860308	0.8620769	0.862692	14
Microbiology	0.881333	0.853333	0.8436667	0.859444	15
Zoology	0.929429	0.879143	0.8488571	0.88580	13
Anthropology	0.931429	0.877143	0.8642857	0.890952	11
Botany	0.96975	0.917	0.9265	0.93775	8
Education	0.7165	0.65	0.65	0.67216	3
College	**0.88 (0.81)**	**0.84(0.91)**	**0.83(0.87)**	**0.85(0.87)**	**64**

In the year before the Last year (i.e. session 2018-19), aggregated normalized indices for three departments Chemistry, Microbiology and Zoology were **0.838, 0.619 and 0.695 respectively.** Overall college level aggregated normalized index was **0.732 for total 68 PG students.**

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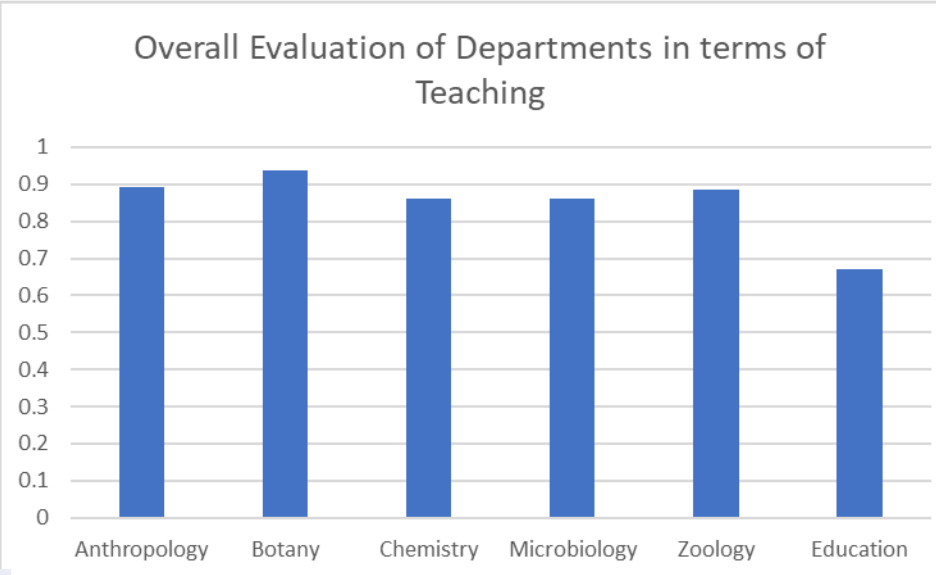

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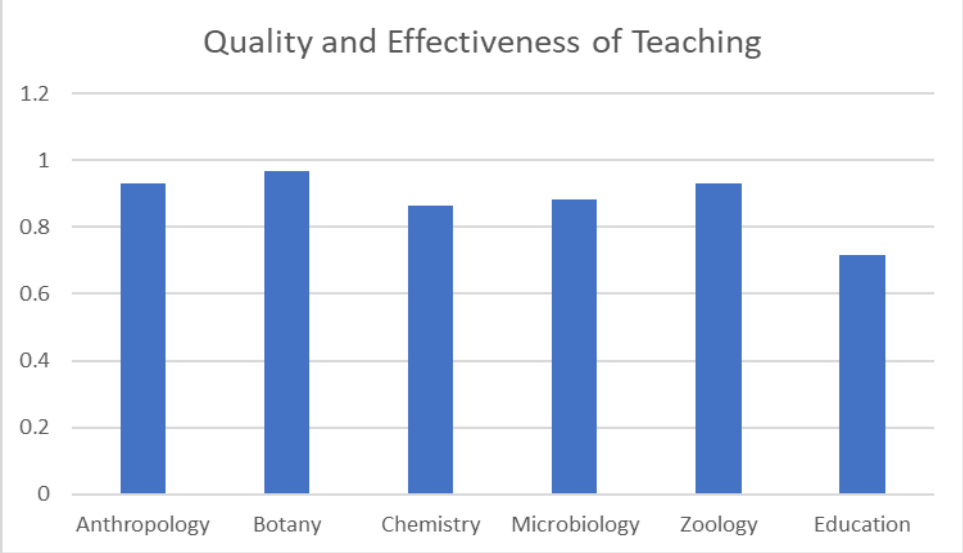
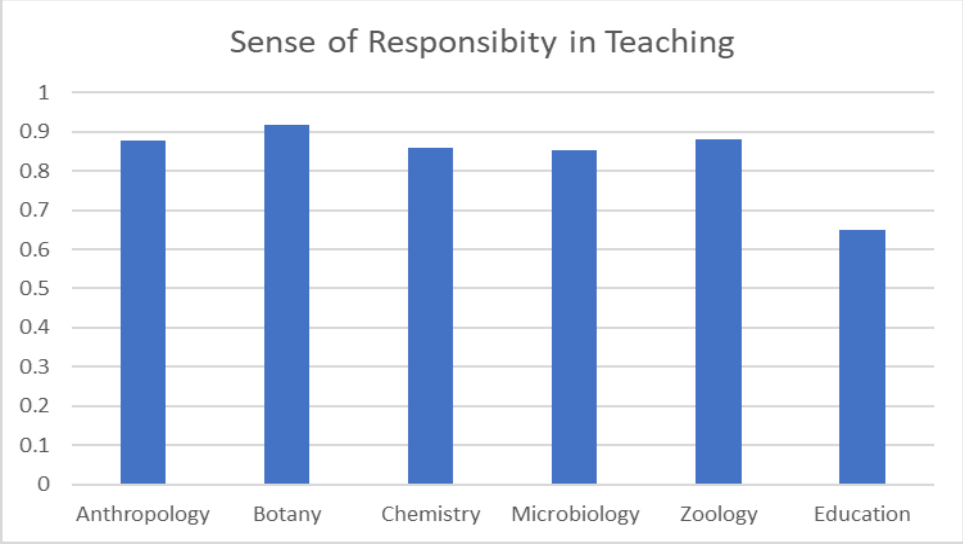
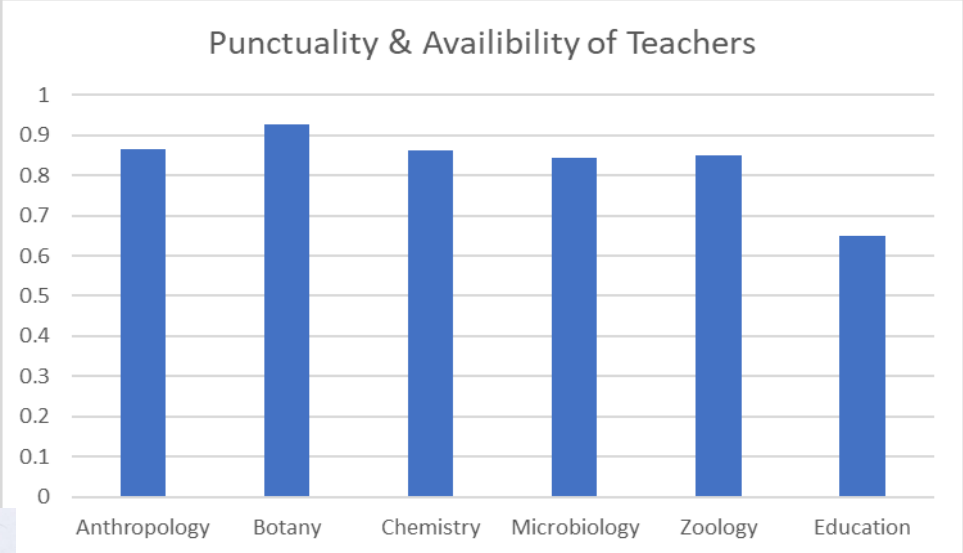

Quality and Effectiveness of Teaching
1.2
1
0.8
0.6
0.4
0.2
0
Anthropology
Botany
Chemistry
Microbiology
Zoology
Education


Sense of Responsibity in Teaching
1
0.9
0.8
0.7
0.6
0.5
0.4
0.3
0.2
0.1
0
Anthropology
Botany
Chemistry
Microbiology
Zoology
Education


Punctuality & Availibility of Teachers
1
0.9
0.8
0.7
0.6
0.5
0.4
0.3
0.2
0.1
0
Anthropology
Botany
Chemistry
Microbiology
Zoology
Education

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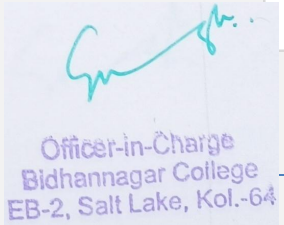
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EB-2, Sector 1, Salt Lake City,
Kolkata-700064, India

Under Graduate

STUDENTS' FEEDBACK ANALYSIS

2021-22

BIDHANNAGAR COLLEGE
Estd.-1984
EB-2, Salt Lake, Kol.-64

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Analysis of UG Student Feedback for the Academic Year 2021-2022

Mechanism of the Feedback Analysis:

A mechanism of quantification based on the analysis of student feedback is adopted, using parameters related to a variety of items like the Course, the respective UG Department in general and the Teachers in particular. In quest of some sort of objectivity, only the outgoing 3rd year students of each UG Department are called upon to respond to the questionnaire, severally. This year feedbacks are taken from students in completely **ONLINE** mode.

A. Analysis of the College-level Infrastructural Facilities and Activities:

The 9 item questionnaire relates to the college level Infrastructural facilities and activities. Each question has 5 options - A, B, C, D and E. A, as verbally demonstrated to the students, stands for Excellent, B for Very Good, C for Good, D for Fair and E for Poor. The method quantification employed has a number of steps undertaken serially.

- **Step-1:** Difficult as the grades are to visualize, they are ordinal in nature and this justifies the correspondence developed of the grades to the numerical data assigned. Grade A is thus quantified as 5; B as 4; C as 3; D as 2; E as 1.
- **Step-2:** For each of the 9 items, the 'score' of the college-level Infrastructural facilities and activities at first computed over all the 16 departments, therefore score for the college is prepared to make a visual representation on the basis of the average over department-wise scores, in which the high value (towards 5) indicates good performance and the low value (towards 1), poor.
- **Step-4:** Bar Diagram is prepared on the scores over 9 different items representing college-level Infrastructural facilities and activities.
- **Step-5:** In order to get a single index over 9 items for a specific year, we have taken the average of the 9 indices. Thus a single composite index for the college is obtained.
- **Step-6:** A scale adjustment to the department-wise indices and college-level index are made in order that it takes values within the span of 0 (zero) and 1 (one), where 0 is indicative of the worst possible performance and 1 indicates the best possible. Obviously, 0.5 denotes the average. The adjusted indices are presented in the following Table 1.

Following the above steps, we found the normalized score of the college on Infrastructural facilities and activities is **0.734**. **Last year (session 2020-21)** this figure was **0.775**.

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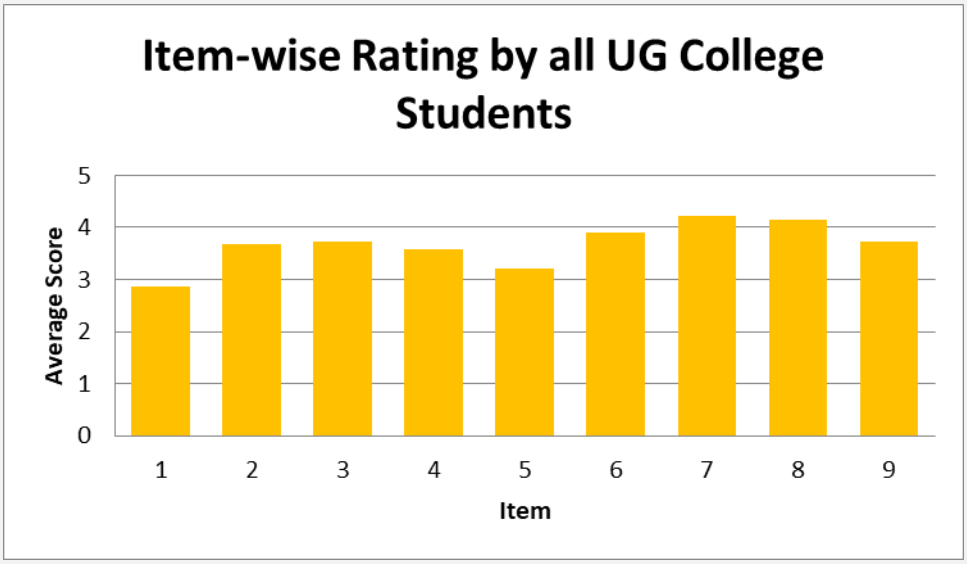

1. Cleanliness of Toilets, 2. Cleanliness of Campus, 3. Administrative Help, 4. Environment for Co-curricular Activities, 5. Scope for Indoor Games, 6. Environment for Cultural Activities, 7. Central Library Books: Availability & Access, 8. Co-operation of Library Staff, 9. Access to Online Academic Resources.

B. Analysis of the Department-wise Infrastructural Facilities and Activities:

The 5 item questionnaire (a set of two) relates to the Infrastructural facilities and activities owned by the Department. Each question has 5 options - A, B, C,D and E. A, as verbally demonstrated to the students, stands for Excellent, B for Very Good, C for Good, D for Fair and E for Poor. The questionnaire involves a multiplicity of items and issues like learning value of the course, its depth and applicability, the infrastructure of a department and its academic ambience.
The method quantification employed has a number of steps undertaken serially.

- **Step-1:** Difficult as the grades are to visualize, they are ordinal in nature and this justifies the correspondence developed of the grades to the numerical data assigned. Grade A is thus quantified as 5; B as 4; C as 3; D as 2; E as 1.
- **Step-2:** For each of the 5 items, the 'score' of is thus prepared to make a visual representation of the college on the basis of the average gradings over department-wise responses, in which the high value (towards 5) indicates good performance and the low value (towards 1), poor.
- **Step-3:** In order to get a single index over 5 items for a specific year for the college, we have taken the average of the indices. Thus a single composite index for the college is obtained.
- **Step-4:** A scale adjustment to the department-wise indices and college-level index are made in order that it takes values within the span of 0 (zero) and 1 (one), where 0 is indicative of the worst possible performance and 1 indicates the best possible. Obviously, 0.5 denotes the average.

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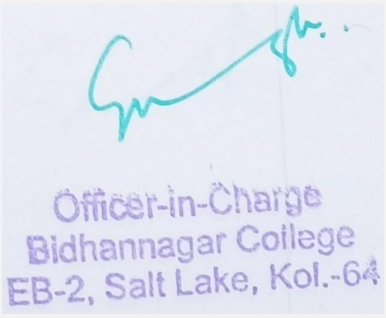
Table 1:

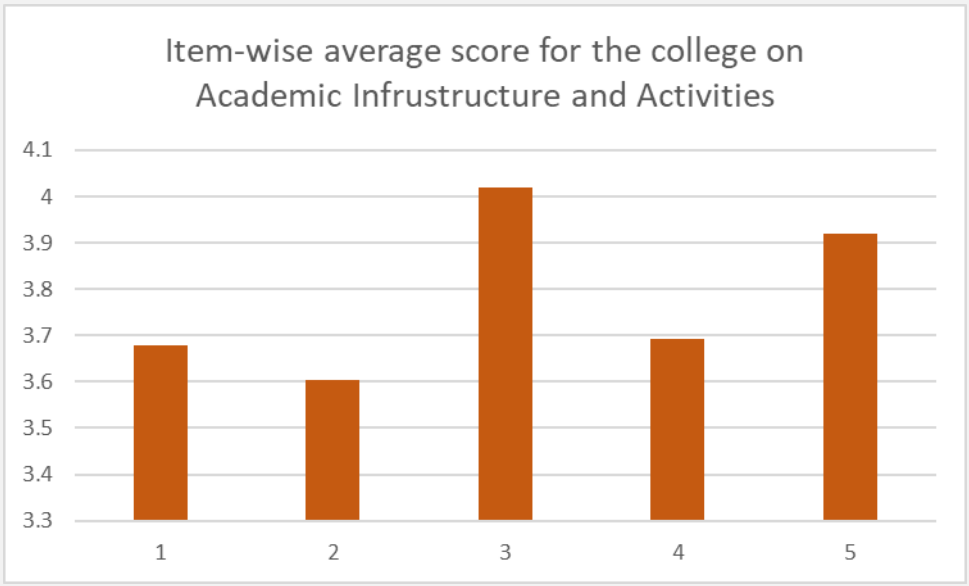
No. of students who responded to the feedback questions

Department	No. of Respondents
Bengali	6
Education	5
Philosophy	6
English	10
History	18
Pol. Science	4
Anthropology	9
Botany	8
Chemistry	15
Economics	6
Geography	15
Mathematics	5
Microbiology	11
Physics	14
Statistics	18
Zoology	12
College	**162**



The normalized score (within scale 0 to 1) for the whole college based on average response on Infrastructural Facilities and Activities is **0.756** whereas the same score was **0.777** in last year i.e. 2020-21 for 288 students.

Before the Last year (i.e. session 2019-20), overall college level normalized index was **0.769 for 246 students.**



1. Departmental Academic Infrastructure, 2. Use of Teaching Aids/Audio-Visual Aids, 3. Space Availability, 4. Career Counseling Assistance/Discussions, 5. Encouragement for Co-curricular Activities.

C. Analysis of the Department-wise Feedback on Teaching:

A separate questionnaire is fashioned to get student feedback in respect of individual teachers of a Department in the context of three teaching attributes – (i) Quality and Effectiveness of Teaching, (ii) Sense of Responsibility in Teaching and (iii) Punctuality and Availability. Six different questions are set over the three attributes and the students are invited to mark their teachers on a 5-point scale.

- **Step 1:** Quality, Responsibility and Punctuality/ Availability – these are the three distinct heads under which the questions set are merged, analyzed and visually projected department-wise through bar-diagram.
- **Step 2:** For each of the 3 attributes, the 'score' of a department is thus prepared to make a visual representation for the department on the basis of the average of the scores secured by respective department faculties from respective students' responses, in which the high value (towards 5) indicates good performance and the low value (towards 0), poor.
- **Step 3**: All the departments are put under the same process of quantification.
- **Step-4:** Bar Diagrams on the scores are prepared for each of the 3 attributes over all the 16 departments.
- **Step-5:** To assess the aggregative performance of a department over the 3 attributes, an index for each of the 16 departments for a specific year is formulated just by taking average over the 3 scores on the 3 attributes.
- **Step-6:** In order to get a single index for college over the 3 attributes for a specific year, we have taken the weighted average of the indices of all departments, the weights being the number of responses for every department. Thus a single composite index for the college is obtained.

- **Step-7:** A scale adjustment to the department-wise indices and college-level index are made in order that it takes values within the span of 0 (zero) and 1 (one), where 0 is indicative of the worst possible performance and 1 indicates the best possible. Obviously, 0.5 denotes the average. The adjusted indices are presented in the following Table 2.

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Table 2

Indices of different departments relating to Responsibility, Quality and Availability/Punctuality

Department	Normalized Index				No. of Respondents
	Quality	Responsibility	Punctuality/ Availability	Aggregate	
Bengali	4.439	4.334	4.262	0.869	6
Education	4.429	4.395	4.331	0.877	5
Philosophy	4.444	4.389	4.381	0.881	6
English	3.656	3.432	3.266	0.690	10
History	3.965	3.960	3.917	0.789	18
Pol. Science	4.900	4.850	4.950	0.980	4
Anthropology	3.998	3.926	3.867	0.786	9
Botany	4.671	4.680	4.703	0.937	8
Chemistry	4.541	4.598	4.548	0.912	15
Economics	4.169	4.060	3.834	0.804	6
Geography	4.046	3.954	3.921	0.795	15
Mathematics	4.417	4.375	4.525	0.888	5
Microbiology	4.210	4.473	4.158	0.856	11
Physics	4.696	4.690	4.610	0.933	14
Statistics	4.841	4.700	4.766	0.954	18
Zoology	4.306	4.167	4.208	0.845	12
College	**4.340**	**4.297**	**4.248**	**0.859**	**162**

Last year (session 2020-21), overall college level aggregated score was **0.852 for 267 students.**

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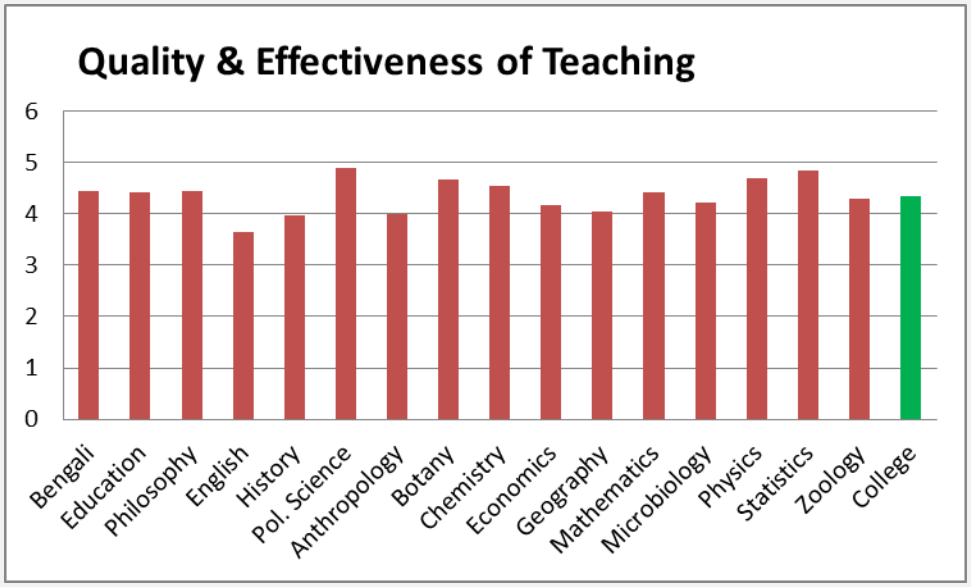

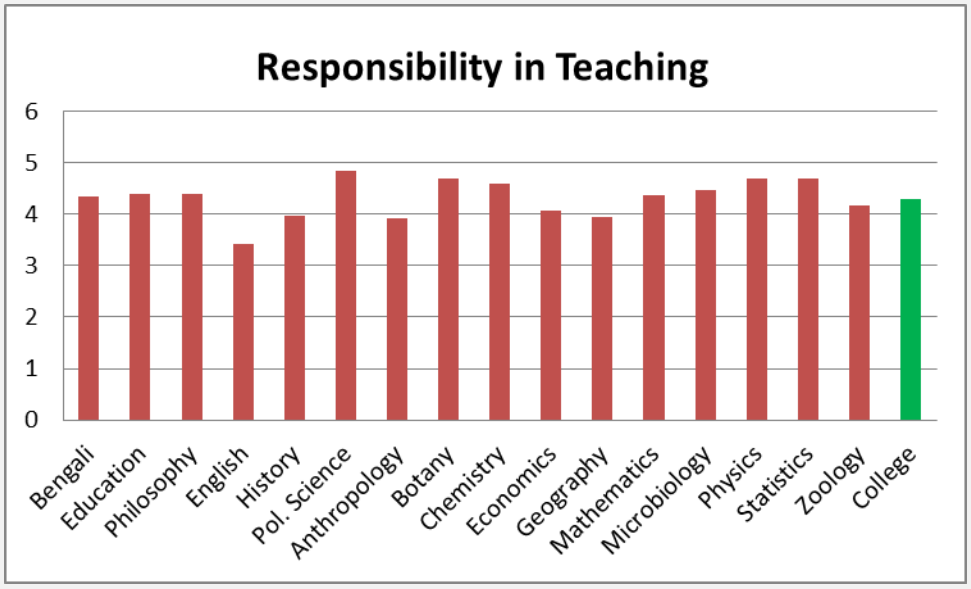

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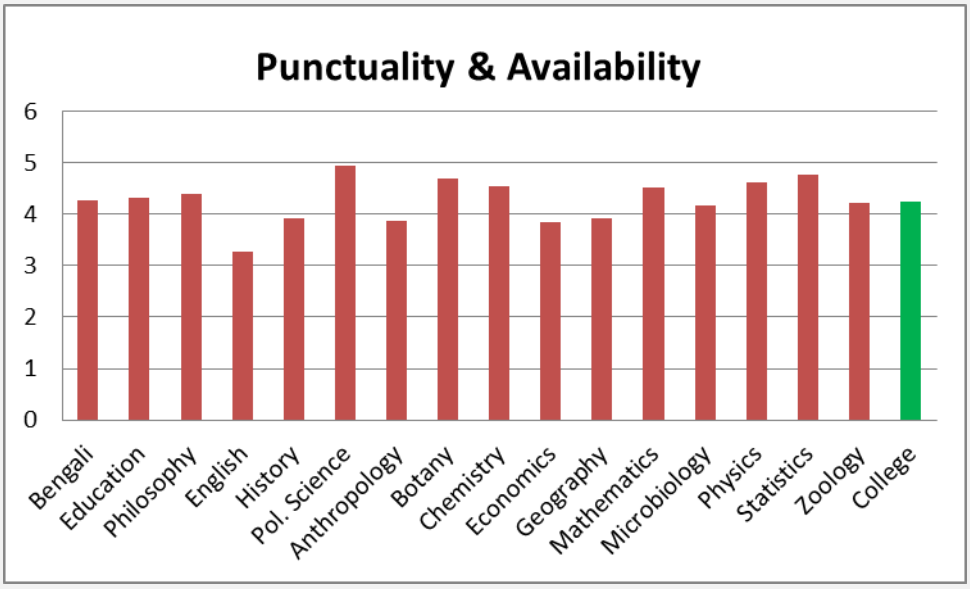
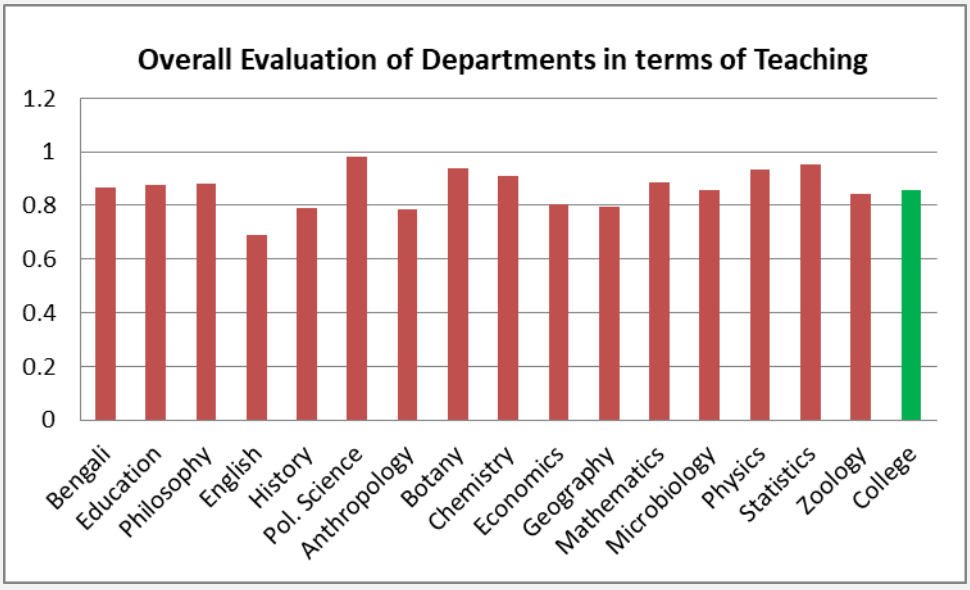

Punctuality & Availability
6
5
4
3
2
1
0
Bengali
Education
Philosophy
English
History
Pol. Science
Anthropology
Botany
Chemistry
Economics
Geography
Mathematics
Microbiology
Physics
Statistics
Zoology
College


Overall Evaluation of Departments in terms of Teaching
1.2
1
0.8
0.6
0.4
0.2
0
Bengali
Education
Philosophy
English
History
Pol. Science
Anthropology
Botany
Chemistry
Economics
Geography
Mathematics
Microbiology
Physics
Statistics
Zoology
College

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Under Graduate

&

Post Graduate

STUDENTS' FEEDBACK ANALYSIS

2022-23

BIDHANNAGAR COLLEGE
Estd.-1984
EB-2, Salt Lake, Kol.-64

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Bidhannagar College
EB-2, Salt Lake, Kol.-64

Analysis of UG & PG Student Feedback for the Academic Year 2022-2023

Mechanism of the Feedback Analysis:

A mechanism of quantification based on the analysis of student feedback is adopted, using parameters related to a variety of items like the Course, the respective Department in general, and the Teachers in particular. In quest of some sort of objectivity, only the outgoing final year students of every UG & PG program are called upon to respond to the questionnaire, severally. Like the last year, this year's feedbacks are taken from students in completely **ONLINE** mode.

A. Analysis of the College-level Infrastructural Facilities and Activities:

The 9-item questionnaire relates to the college level Infrastructural facilities and activities. Each question has 5 options - A, B, C, D, and E. A, as verbally demonstrated to the students, stands for Excellent, B for Very Good, C for Good, D for Fair, and E for Poor. The method quantification employed has several steps undertaken serially.

- **Step-1:** Difficult as the grades are to visualize, they are ordinal and this justifies the correspondence developed of the grades to the numerical data assigned. Grade A is thus quantified as 5; B as 4; C as 3; D as 2; E as 1.
- **Step-2:** For each of the 9 items, the 'score' of the college-level Infrastructural facilities and activities at first computed over all the 16 departments, therefore score for the college is prepared to make a visual representation based on the average over department-wise scores, in which the high value (towards 5) indicates good performance and the low value (towards 1), poor.
- **Step-4:** A Bar Diagram is prepared on the scores over 9 different items representing college-level Infrastructural facilities and activities.
- **Step-5:** To get a single index over 9 items for a specific year, we have taken the average of the 9 indices. Thus a single composite index for the college is obtained.
- **Step-6:** A scale adjustment to the department-wise indices and college-level index is made so that it takes values within the span of 0 (zero) and 1 (one), where 0 is indicative of the worst possible performance and 1 indicates the best possible. 0.5 denotes the average. The adjusted indices are presented in the following Table 1.

Following the above steps, we found the normalized score of the college on Infrastructural facilities and activities is **0.722**. **Last year (session 2021-22)** this figure was **0.734**.

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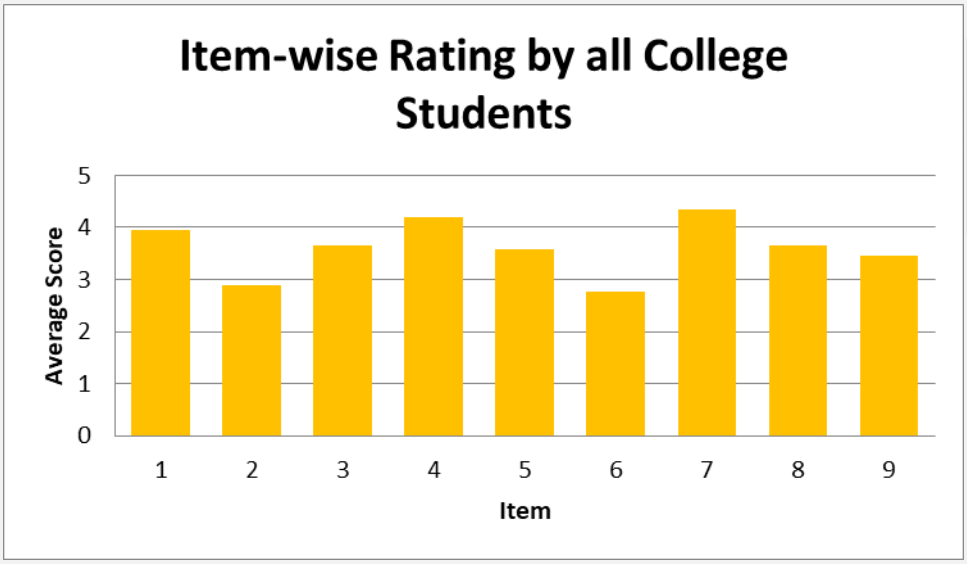


1. Cleanliness of Toilets, 2. Cleanliness of Campus, 3. Administrative Help, 4. Environment for Co-curricular Activities, 5. Scope for Indoor Games, 6. Environment for Cultural Activities, 7. Central Library Books: Availability & Access, 8. Co-operation of Library Staff, 9. Access to Online Academic Resources.

B. Analysis of the Department-wise Infrastructural Facilities and Activities:

The 5 item questionnaire (a set of two) relates to the Infrastructural facilities and activities owned by the Department. Each question has 5 options - A, B, C,D and E. A, as verbally demonstrated to the students, stands for Excellent, B for Very Good, C for Good, D for Fair and E for Poor. The questionnaire involves a multiplicity of items and issues like learning value of the course, its depth and applicability, the infrastructure of a department and its academic ambience.

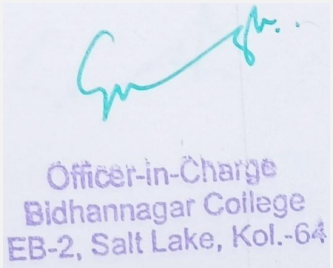
The method quantification employed has a number of steps undertaken serially.

- **Step-1:** Difficult as the grades are to visualize, they are ordinal in nature and this justifies the correspondence developed of the grades to the numerical data assigned. Grade A is thus quantified as 5; B as 4; C as 3; D as 2; E as 1.
- **Step-2:** For each of the 5 items, the 'score' of is thus prepared to make a visual representation of the college on the basis of the average gradings over department-wise responses, in which the high value (towards 5) indicates good performance and the low value (towards 1), poor.
- **Step-3:** In order to get a single index over 5 items for a specific year for the college, we have taken the average of the indices. Thus a single composite index for the college is obtained.
- **Step-4:** A scale adjustment to the department-wise indices and college-level index are made in order that it takes values within the span of 0 (zero) and 1 (one), where 0 is indicative of the worst possible performance and 1 indicates the best possible. Obviously, 0.5 denotes the average.

Table 1:

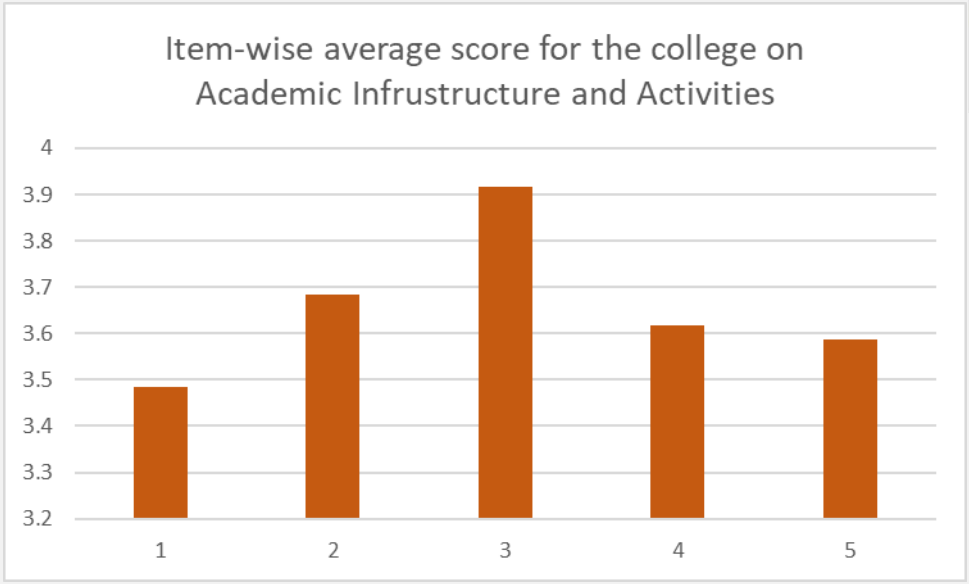
Total No. UG & PG students who responded to the feedback questions

Department	No. of UG Respondents	No. of PG Respondents
Bengali	4	NA
Education	8	1
Philosophy	1	NA
English	9	NA
History	19	NA
Pol. Science	14	NA
Anthropology	8	14
Botany	14	11
Chemistry	13	27
Economics	9	NA
Geography	17	NA
Mathematics	9	NA
Microbiology	9	18
Physics	18	NA
Statistics	17	NA
Zoology	15	23
College	**184**	**94**



The normalized score (within a scale of 0 to 1) for the whole college based on the average response on Infrastructural Facilities and Activities is **0.732** based on in total of **278** students' responses, whereas the same score was **0.756** last year i.e. 2021-22 for 162 students.

Before the Last year (i.e. session 2020-21), the overall college-level normalized index was **0.777 for 288 students.**



1. Availability of Career Counseling Assistance/Discussions, 2. Encouragement to Curricular and Co-curricular Activities by the Department, 3. Space Availability, 4. The Academic Infrastructure (Laboratory and/or Computer, Departmental Library, Equipments) of the Department, 5. Use of teaching aids/audio visual aids.

C. Analysis of the Department-wise Feedback on Under Graduate Teaching:

A separate questionnaire is fashioned to get student feedback in respect of individual teachers of a Department in the context of three teaching attributes – (i) Quality and Effectiveness of Teaching, (ii) Sense of Responsibility in Teaching and (iii) Punctuality and Availability. Six different questions are set over the three attributes and the students are invited to mark their teachers on a 5-point scale.

- **Step 1:** Quality, Responsibility and Punctuality/ Availability – these are the three distinct heads under which the questions set are merged, analyzed and visually projected department-wise through bar-diagram.
- **Step 2:** For each of the 3 attributes, the 'score' of a department is thus prepared to make a visual representation for the department on the basis of the average of the scores secured by respective department faculties from respective students' responses, in which the high value (towards 5) indicates good performance and the low value (towards 0), poor.
- **Step 3**: All the departments are put under the same process of quantification.
- **Step-4:** Bar Diagrams on the scores are prepared for each of the 3 attributes over all the 16 departments.
- **Step-5:** To assess the aggregative performance of a department over the 3 attributes, an index for each of the 16 departments for a specific year is formulated just by taking average over the 3 scores on the 3 attributes.
- **Step-6:** In order to get a single index for college over the 3 attributes for a specific year, we have taken the weighted average of the indices of all departments, the weights being the number of responses for every department. Thus a single composite index for the college is obtained.

- **Step-7:** A scale adjustment to the department-wise indices and college-level index is made in order that it takes values within the span of 0 (zero) and 1 (one), where 0 is indicative of the worst possible performance and 1 indicates the best possible. 0.5 denotes the average. The adjusted indices are presented in the following Table 2.

Table 2

Indices of different UG faculties relating to Responsibility, Quality, and Availability/Punctuality

Department	Normalized Index				No. of Respondents
	Quality	Responsibility	Punctuality/ Availability	Aggregate	
Bengali	4.75	4.71	4.73	0.946	4
Education	4.21	4.22	4.22	0.843	8
Philosophy	4.53	4.80	4.70	0.935	1
English	4.52	4.44	4.43	0.893	9
History	4.78	4.77	4.78	0.955	19
Pol. Science	4.81	4.72	4.74	0.951	14
Anthropology	4.79	4.68	4.65	0.942	8
Botany	4.43	4.60	4.49	0.902	14
Chemistry	3.79	3.81	3.81	0.761	13
Economics	4.10	3.97	4.00	0.805	9
Geography	3.65	3.80	3.77	0.748	17
Mathematics	4.47	4.42	4.57	0.898	9
Microbiology	4.20	4.11	4.18	0.832	9
Physics	4.10	4.22	4.32	0.843	18
Statistics	4.21	4.27	4.38	0.857	17
Zoology	4.07	3.91	3.95	0.796	15
College	**4.305**	**4.306**	**4.328**	**0.862**	**184**

Last year (session 2021-22), overall college level aggregated score was **0.859 for 162 student responses.**

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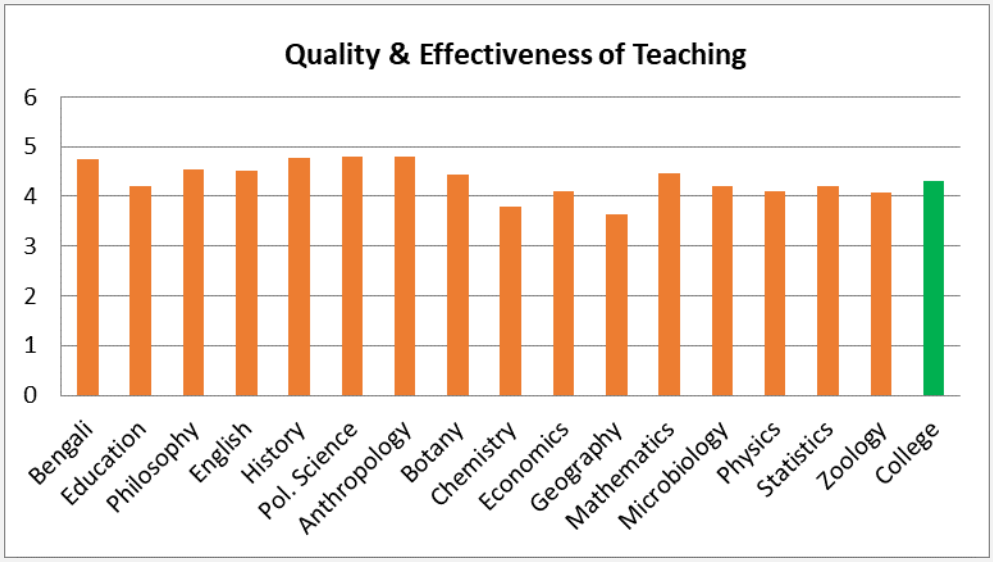
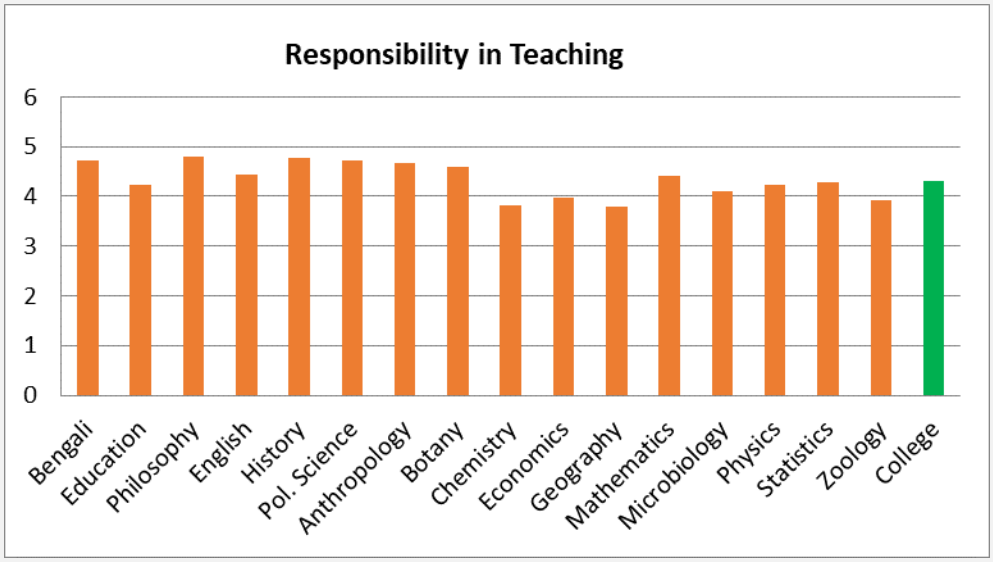

Quality & Effectiveness of Teaching
6
5
4
3
2
1
0
Bengali
Education
Philosophy
English
History
Pol. Science
Anthropology
Botany
Chemistry
Economics
Geography
Mathematics
Microbiology
Physics
Statistics
Zoology
College


Responsibility in Teaching
6
5
4
3
2
1
0
Bengali
Education
Philosophy
English
History
Pol. Science
Anthropology
Botany
Chemistry
Economics
Geography
Mathematics
Microbiology
Physics
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College

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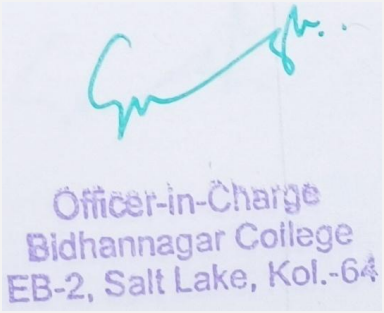
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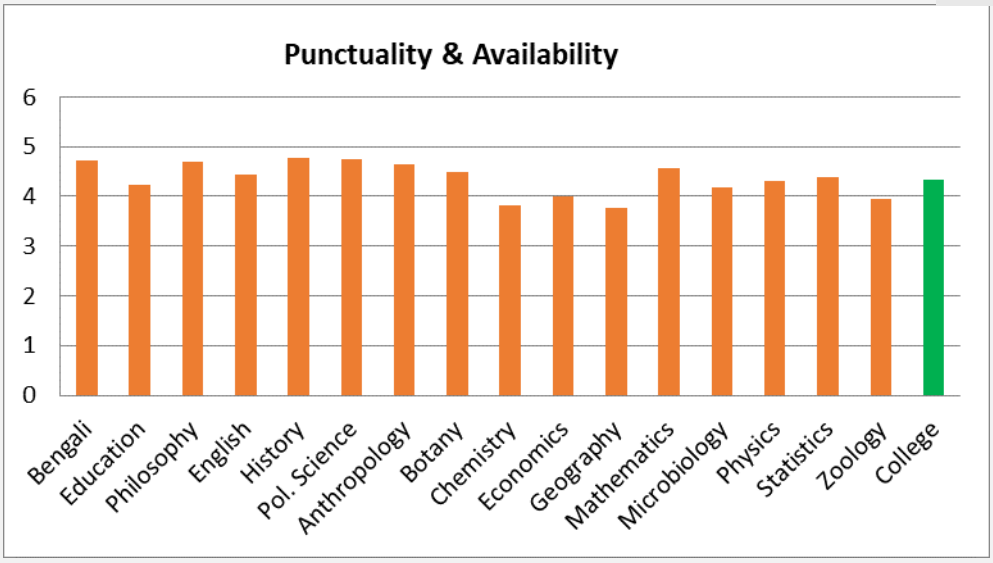

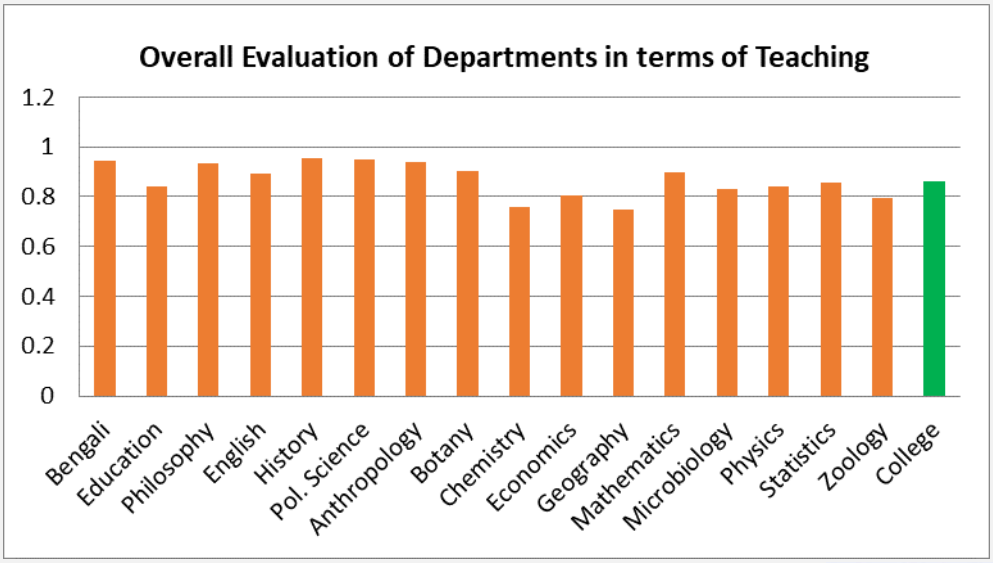

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D. Analysis of the Department-wise Feedback on Post-Graduate Teaching:

A separate questionnaire is fashioned to get student feedback concerning individual teachers of a Department in the context of three teaching attributes – (i) Quality and Effectiveness of Teaching, (ii) Responsibility, and (iii) Punctuality and Availability. Six different questions are set over the three attributes and the students are invited to mark their teachers on a 4-point scale.

- **Step 1:** Quality, Responsibility, and Punctuality/ Availability – these are the three distinct heads under which the questions set are merged, analyzed, and visually projected department-wise through a bar diagram.
- **Step 2:** For each of the 3 attributes, the 'score' of a department is thus prepared to make a visual representation for the department based on the average of the scores secured by respective department faculties from respective students' responses, in which the high value (towards 5) indicates extremely good performance and the low value (towards 1), poor.
- **Step 3**: All the 6 departments are put under the same process of quantification.
- **Step 4**: A scale adjustment to the department-wise indices is made so that it takes values within the span of 0 (zero) and 1 (one), where 0 is indicative of the worst possible performance and 1 indicates the best possible. 0.5 denotes the average. The adjusted indices are presented in the following Table 1.
- **Step-5:** Bar Diagrams on the scores are prepared for each of the 3 attributes over all the 6 PG departments.
- **Step-6:** To assess the aggregative performance of a department over the 3 attributes, an index for each of the 6 PG departments for a specific year is formulated just by taking the average over the 3 scores on the 3 attributes.
- **Step-7:** To get a single index for college over the 3 attributes for a specific year, we have taken the weighted average of the indices of all departments, the weights being the number of responses for every department. Thus, a single composite index for the college is obtained.

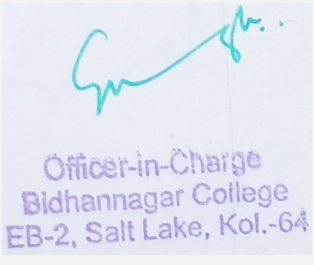
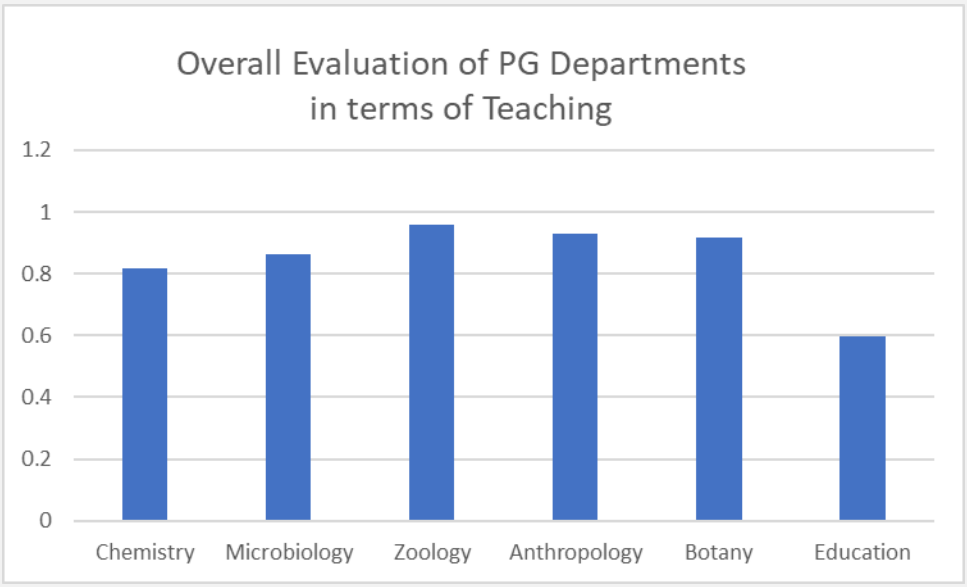


Table 3

Indices of different departments relating to Teachers' Responsibility, Quality and Availability/Punctuality. Figures presented in ( ) correspond to the last analyzed year 2020-21 for 64 students

Department	Normalized Index				No. of Respondents
	Quality	Responsibility	Punctuality/ Availability	Aggregate	
Chemistry	3.996	4.063	4.176	4.078	27
Microbiology	4.335	4.305	4.295	4.312	18
Zoology	4.798	4.828	4.747	4.791	23
Anthropology	4.670	4.633	4.657	4.653	14
Botany	4.559	4.623	4.584	4.589	11
Education	3.083	3.000	2.875	2.986	1
College	**0.882 (0.88)**	**0.887(0.84)**	**0.889(0.83)**	**0.886(0.85)**	**94**

In the last year (i.e. session 2020-21), aggregated normalized indices for three departments Chemistry, Microbiology, Zoology, Anthropology, Botany and Education were **0.863, 0.859, 0.886, 0.891, 0.938 and 0.672 respectively.** Overall college level aggregated normalized index in teaching was **0.85 for total 64 PG students. This year this figure is increased to 0.885.**



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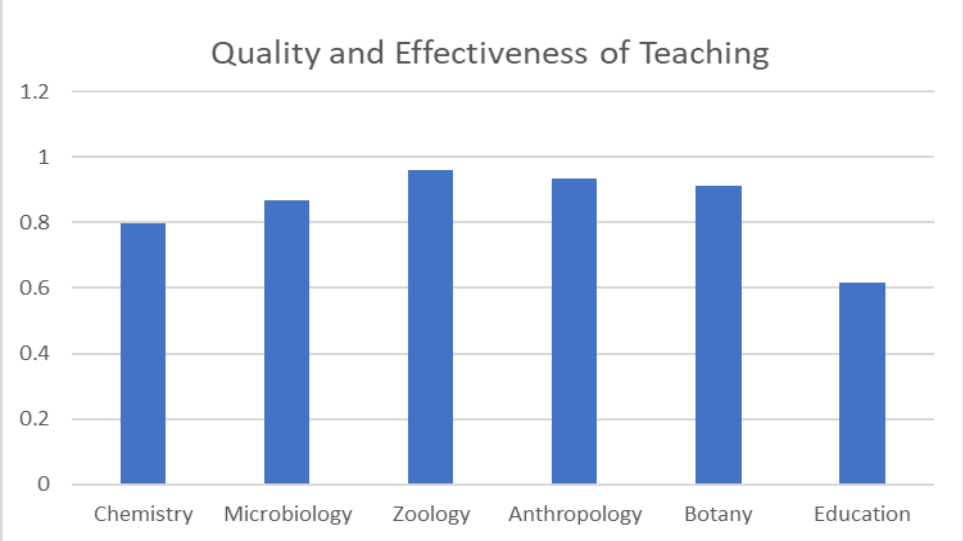

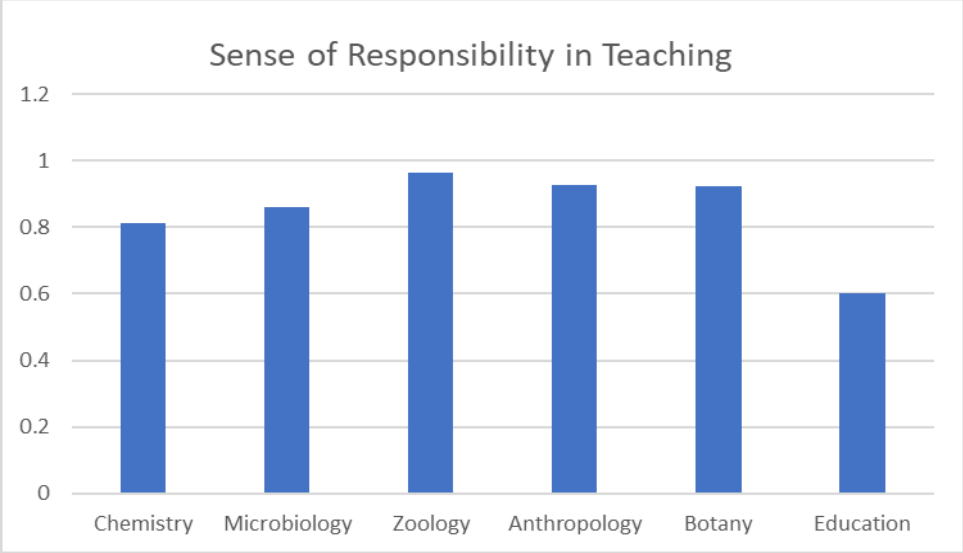

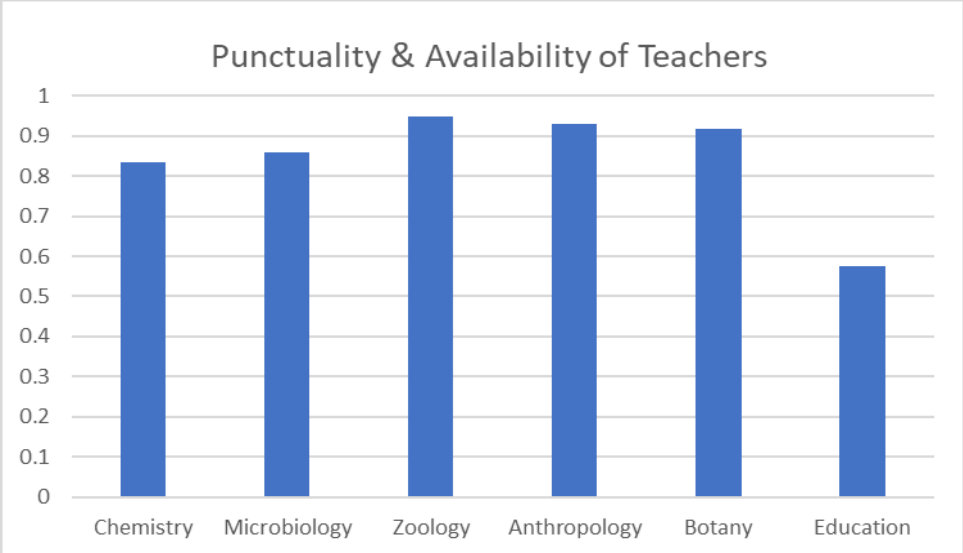

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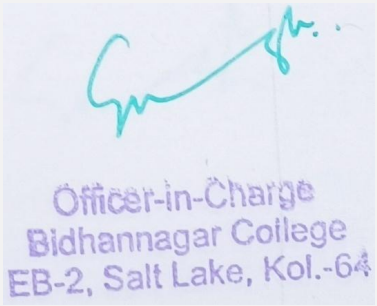
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