



DINABANDHU ANDREWS COLLEGE

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Estd. 1956

Ref. No.

Date

**THIS FILE CONTAINS FEEDBACK ANALYSIS
REPORT OF STUDENTS OF DINABANDHU
ANDREWS COLLEGE FOR THE SESSIONS 2022-23.**

**Principal
Dinabandhu Andrews College**

Principal
Dinabandhu Andrews College
Kolkata-700 084



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Students Feedback Report

Session: 2022-23

The college website allows students from many disciplines to provide input on the course, academic performance, institutional ambience and general infrastructure. The questions address social, economic, and modern elements of the course. Students score the questions on a scale of E to A, where E means "Very Poor," D means "Poor," C means "Satisfactory," B means "Good," and A means "Excellent." These ratings are then converted into a number scale ranging from 1 to 5, with 1 indicating "Very Poor" or "E" and 5 indicating "Excellent" or "A". The table below summarizes the analysis of feedback responses.

| Serial no. and Questions | Score |
|--|-------------|
| 1. Students are informed about Programme Outcomes and Course Outcomes for each course. | 4.27 |
| 2. Departmental planning for curriculum implementation is available to students. | 4.28 |
| 3. The institution arranges internship, student exchange, field visit opportunities for students. | 4.28 |
| 4. The curriculum is student centric, and based on experiential learning, participative learning and problem solving for enhancing learning experiences. | 4.33 |
| 5. The curriculum is helpful in skill development, employability and research. | 4.40 |
| 6. The syllabus is completed within the stipulated time. | 4.40 |
| 7. The course/programme offers sufficient number of choices. | 4.43 |
| 8. Sufficient numbers of prescribed books/study materials are available in the Library. | 4.51 |
| 9. The curriculum is in tune with the state/national level examinations in the relevant subject. | 4.55 |
| 10. The curriculum motivates the students to learn more. | 4.59 |
| 11. The role of the Institution in taking active interest in organizing Seminars, Conferences & Workshop. | 4.61 |
| 12. The Quality of teaching and mentoring process in the institution facilitates cognitive, social & emotional growth. | 4.57 |
| 13. The performance of the Institution providing opportunities, learning & holistic growth. | 4.62 |
| 14. The process undertaken by the Institution in informing stakeholders about expected competencies, course outcomes & programme outcomes. | 4.66 |
| 15. The mechanism provided by the Institution to identify strengths, remedy to overcome weakness in students. | 4.62 |
| 16. The role of the Institution in engaging students with monitoring, review & continuous quality improvement of the teaching learning process. | 4.63 |
| 17. The role of the Institution in encouraging the student-centric methods for enhancing learning experiences. | 4.68 |
| 18. The role of the Institution in encouraging participation to extra-curricular activities. | 4.71 |
| 19. The role of the Institution in encouraging sporting activities & good cultures of health. | 4.52 |
| 20. The role of the Institution in inculcating skills enhancing employability with social responsibility. | 4.60 |
| 21. The role of the Central Library of the College in providing comprehensive computerized services. | 4.58 |
| 22. Rate the services provided by the College Office. | 4.56 |
| 23. Rate Institutional infrastructure for providing Peaceful & Calm Environment. | 4.67 |
| 24. Rate the Institutional Standard of Hygiene & Cleanliness. | 4.67 |
| 25. The overall quality of teaching-learning experience of the Institution. | 4.65 |
| Average Overall score | 4.54 |



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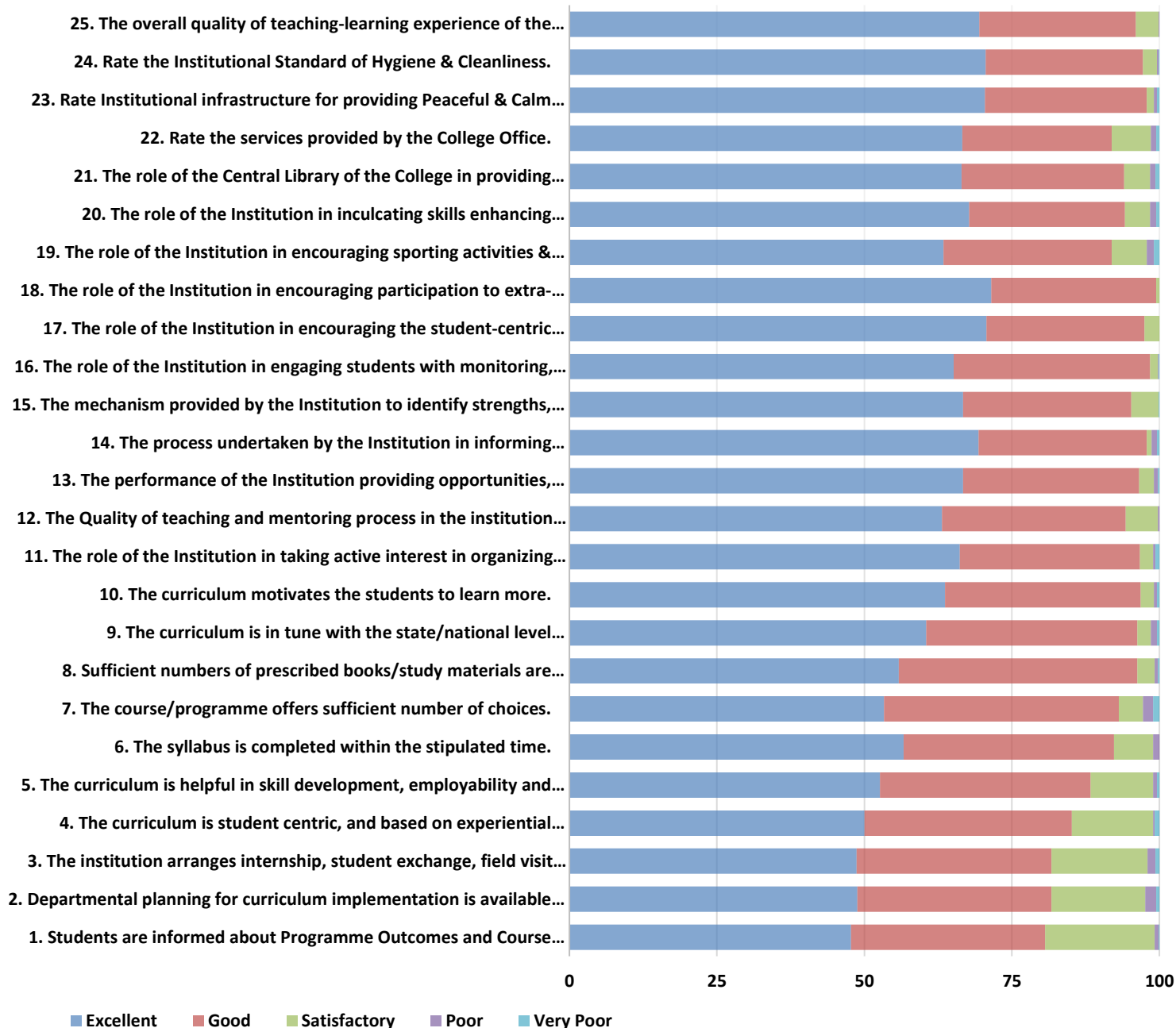
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Students Feedback: 2022-23

Question Wise Feedback Statistics and Graphical representation

STUDENT FEEDBACK





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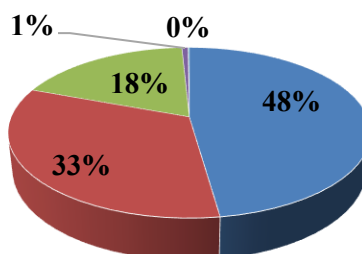
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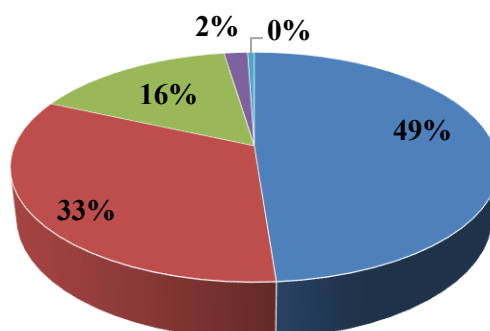
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1. Students are informed about Programme Outcomes and Course Outcomes for each course.



■ Excellent ■ Good ■ Satisfactory ■ Poor ■ Very Poor

2. Departmental planning for curriculum implementation is available to students.



■ Excellent ■ Good ■ Satisfactory ■ Poor ■ Very Poor



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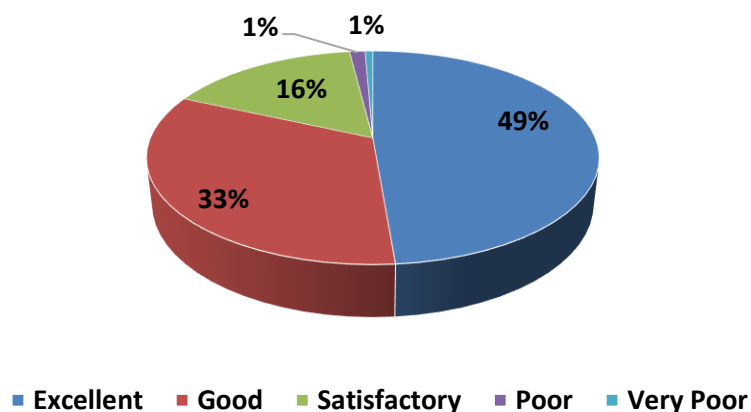
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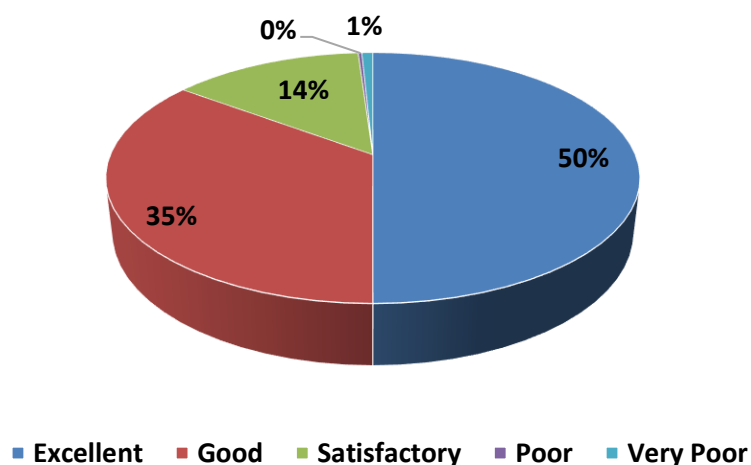
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3. The institution arranges internship, student exchange, field visit opportunities for students.



4. The curriculum is student centric, and based on experiential learning, participative learning and problem solving for enhancing learning experiences.





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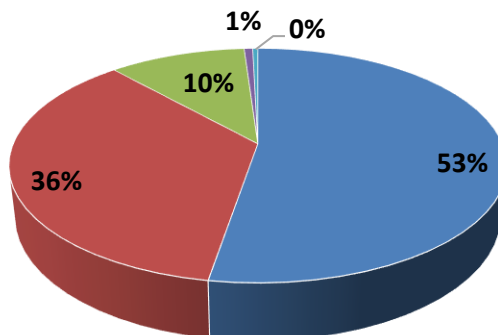
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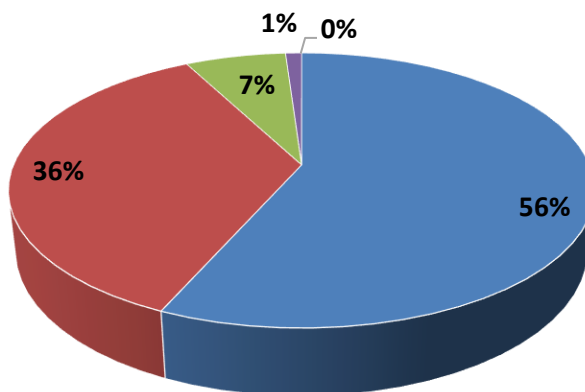
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5. The curriculum is helpful in skill development, employability and research.



■ Excellent ■ Good ■ Satisfactory ■ Poor ■ Very Poor

6. The syllabus is completed within the stipulated time.



■ Excellent ■ Good ■ Satisfactory ■ Poor ■ Very Poor



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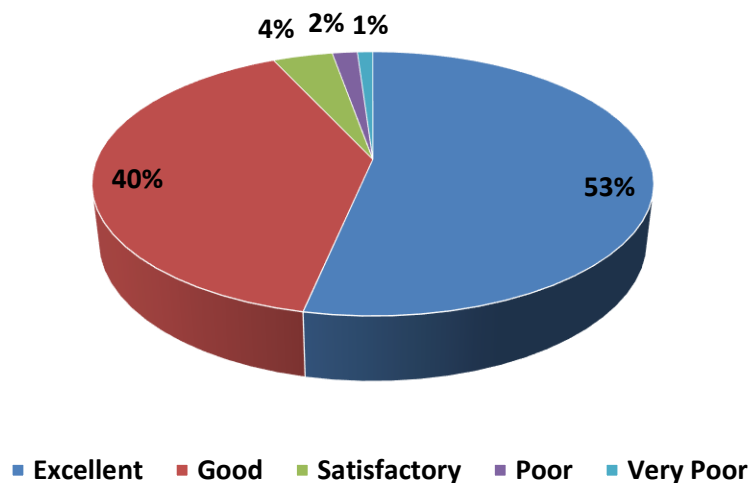
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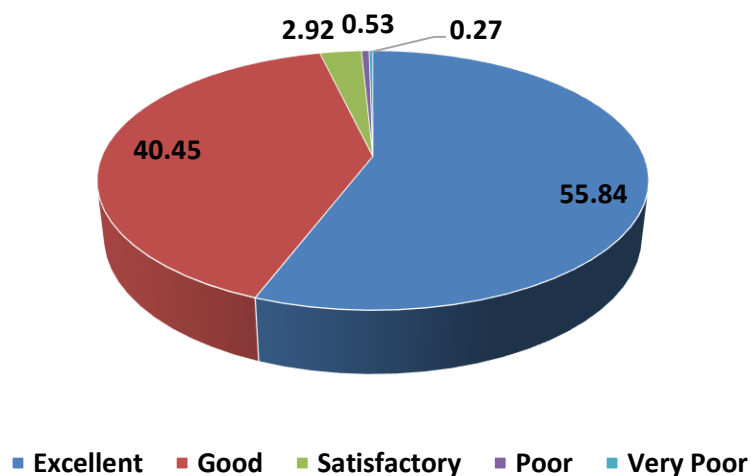
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7. The course/programme offers sufficient number of choices.



8. Sufficient numbers of prescribed books/study materials are available in the Library.





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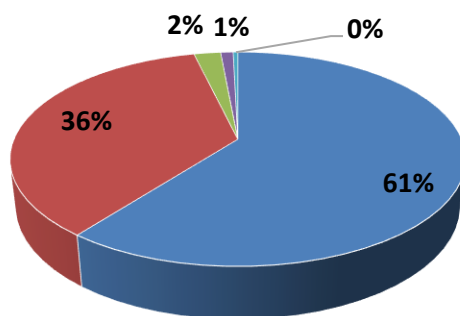
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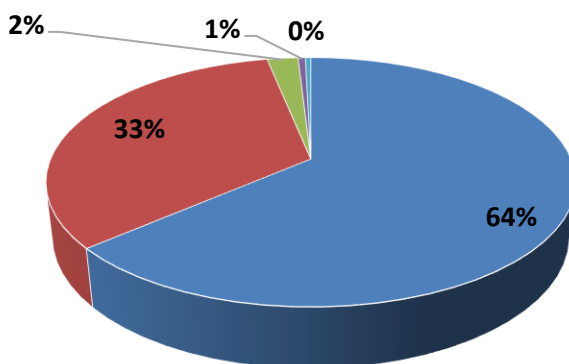
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9. The curriculum is in tune with the state/national level examinations in the relevant subject.



■ Excellent ■ Good ■ Satisfactory ■ Poor ■ Very Poor

10. The curriculum motivates the students to learn more.



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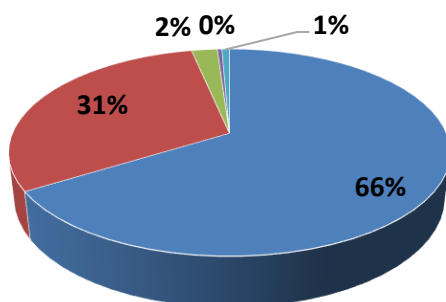
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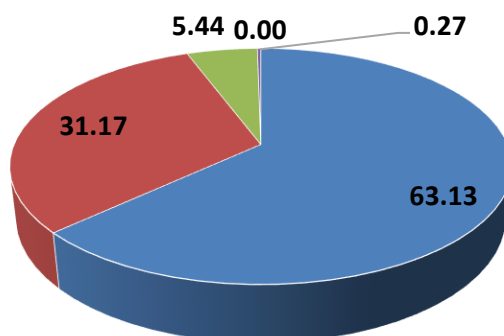
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11. The role of the Institution in taking active interest in organizing Seminars, Conferences & Workshop.



■ Excellent ■ Good ■ Satisfactory ■ Poor ■ Very Poor

12. The Quality of teaching and mentoring process in the institution facilitates cognitive, social & emotional growth.



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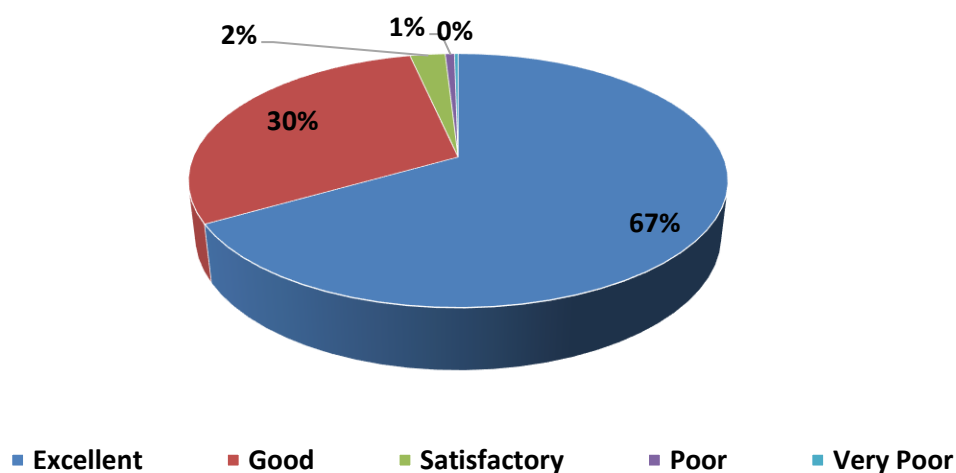
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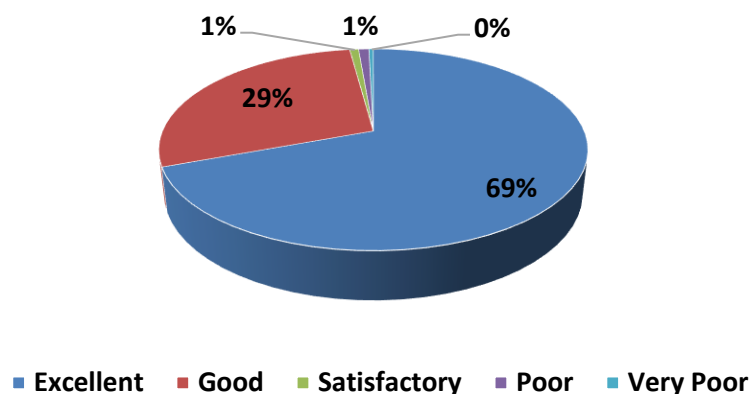
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13. The performance of the Institution providing opportunities, learning & holistic growth.



14. The process undertaken by the Institution in informing stakeholders about expected competencies, course outcomes & programme outcomes.





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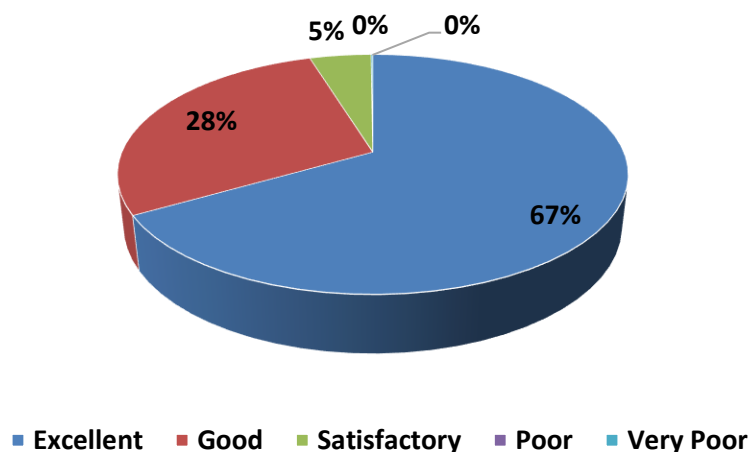
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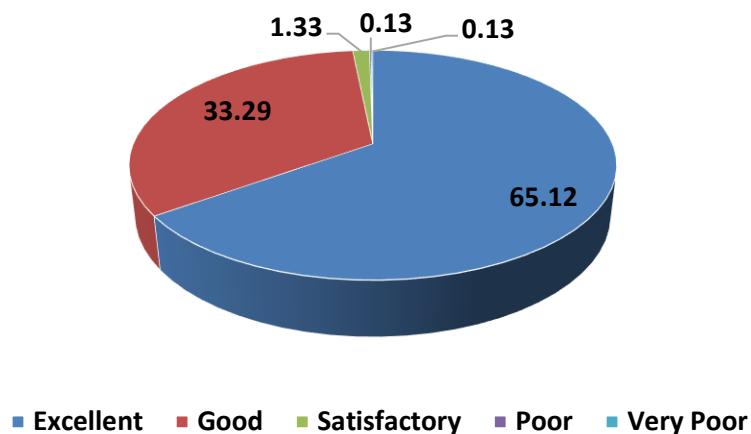
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16. The role of the Institution in engaging students with monitoring, review & continuous quality improvement of the teaching learning process.





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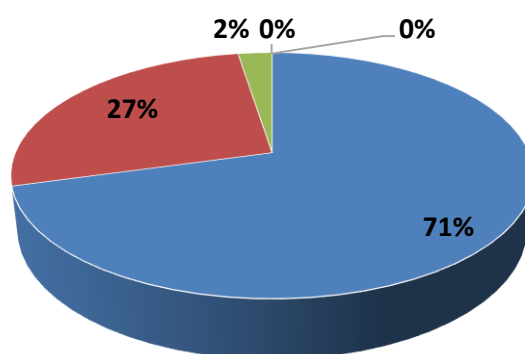
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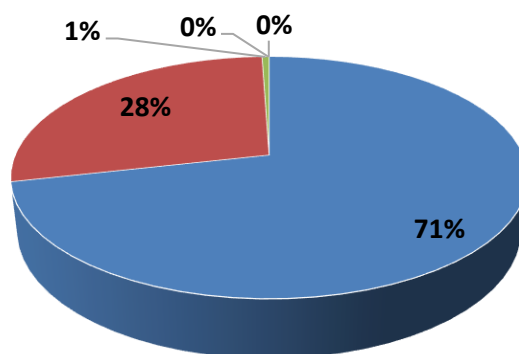
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17. The role of the Institution in encouraging the student-centric methods for enhancing learning experiences.



■ Excellent ■ Good ■ Satisfactory ■ Poor ■ Very Poor

18. The role of the Institution in encouraging participation to extra-curricular activities.



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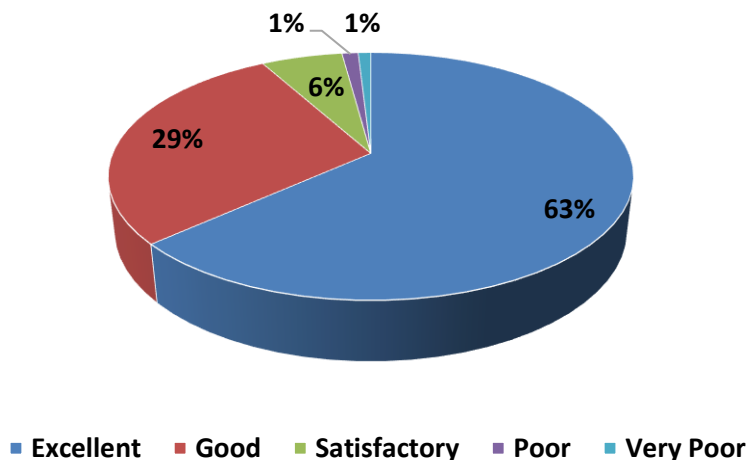
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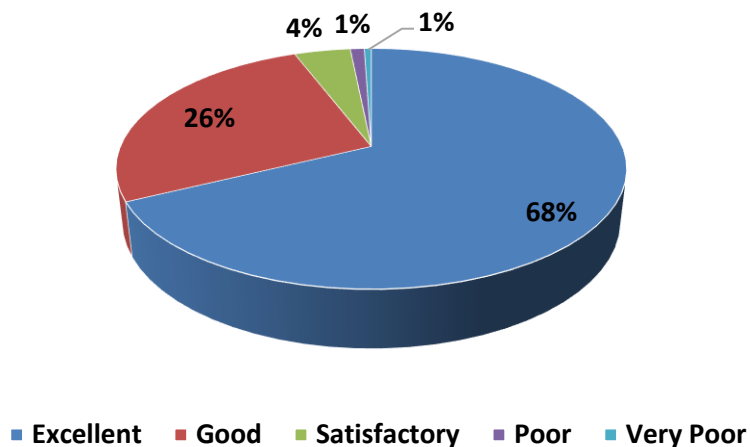
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19. The role of the Institution in encouraging sporting activities & good cultures of health.



20. The role of the Institution in inculcating skills enhancing employability with social responsibility.





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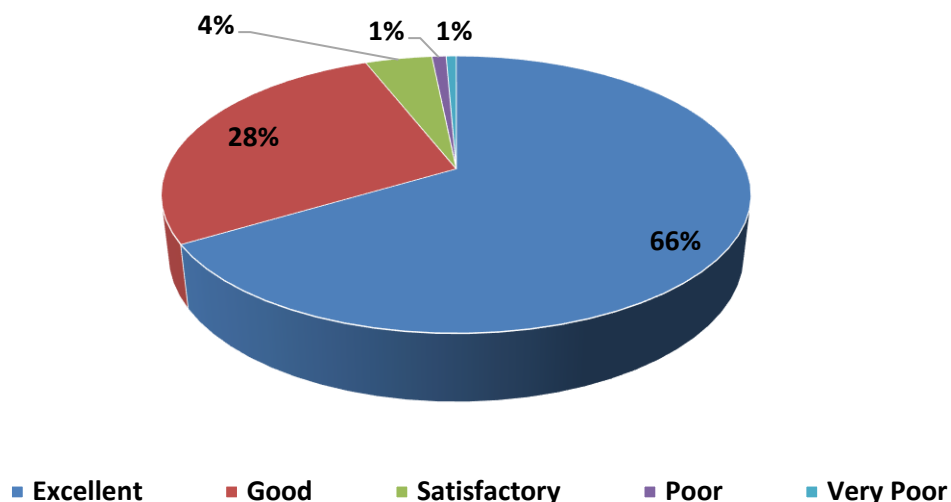
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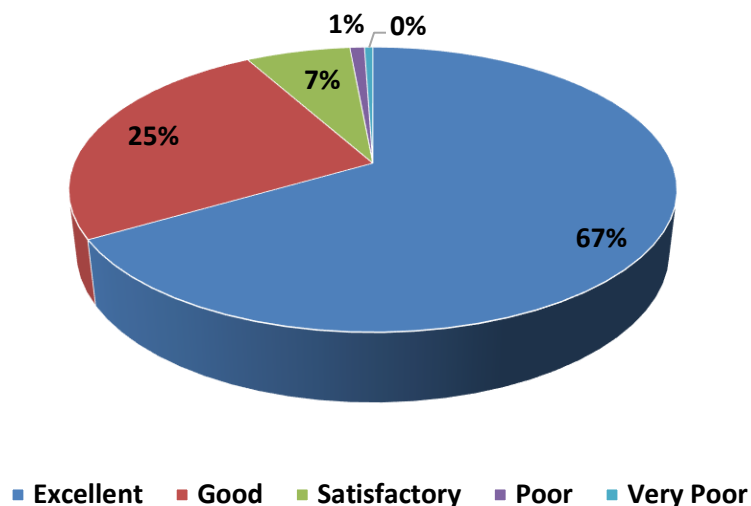
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21. The role of the Central Library of the College in providing comprehensive computerized services.



22. Rate the services provided by the College Office.





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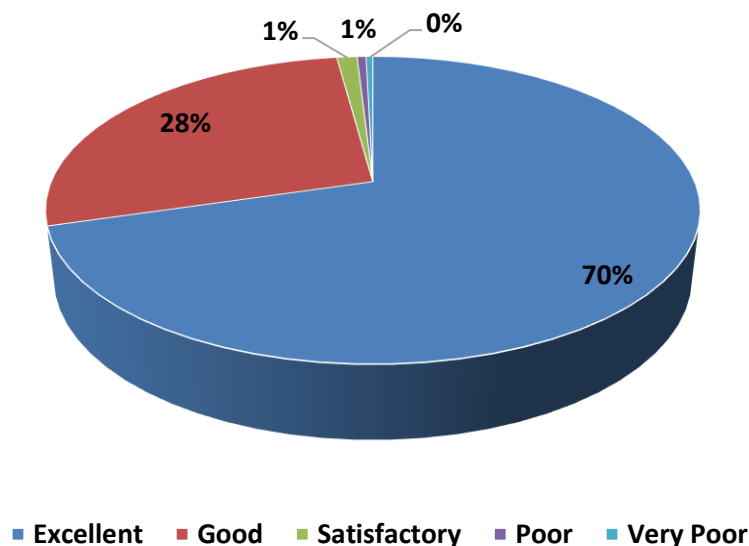
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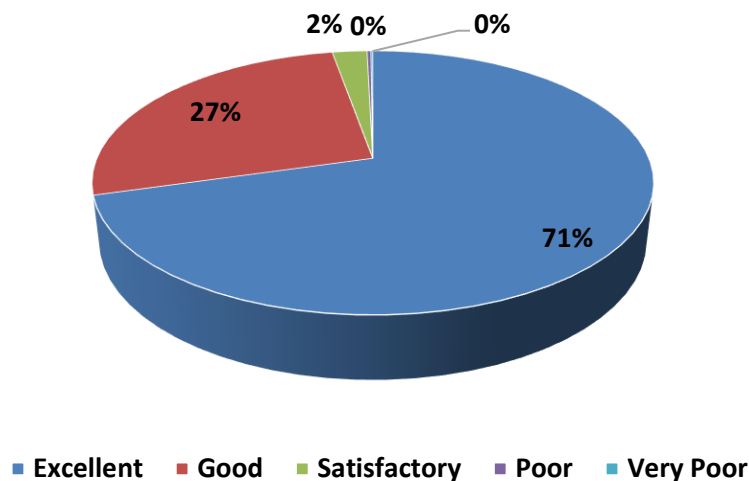
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23. Rate Institutional infrastructure for providing Peaceful & Calm Environment.



24. Rate the Institutional Standard of Hygiene & Cleanliness.





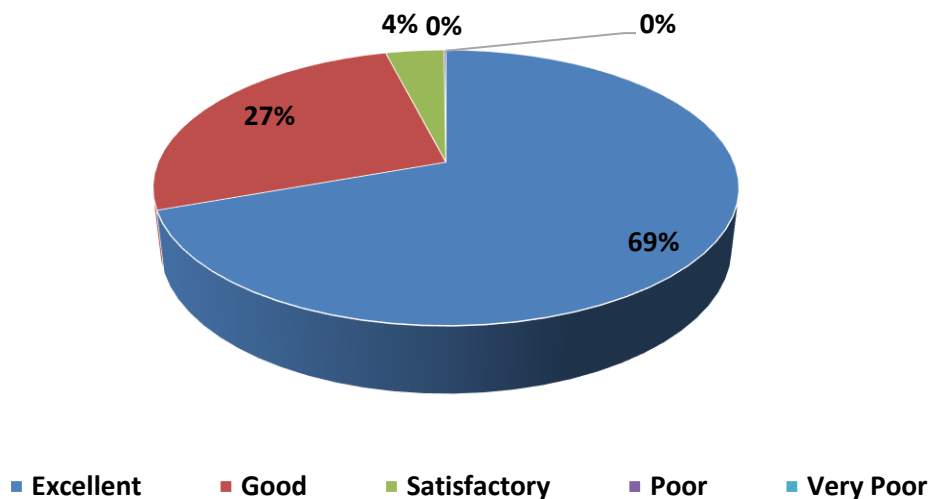
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25. The overall quality of teaching-learning experience of the Institution.





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THIS FILE CONTAINS FEEDBACK ANALYSIS REPORT OF
TEACHING STAFF OF DINABANDHU ANDREWS
COLLEGE FOR THE SESSIONS 2022-23.

Principal
Dinabandhu Andrews College

Principal
Dinabandhu Andrews College
Kolkata-700 084



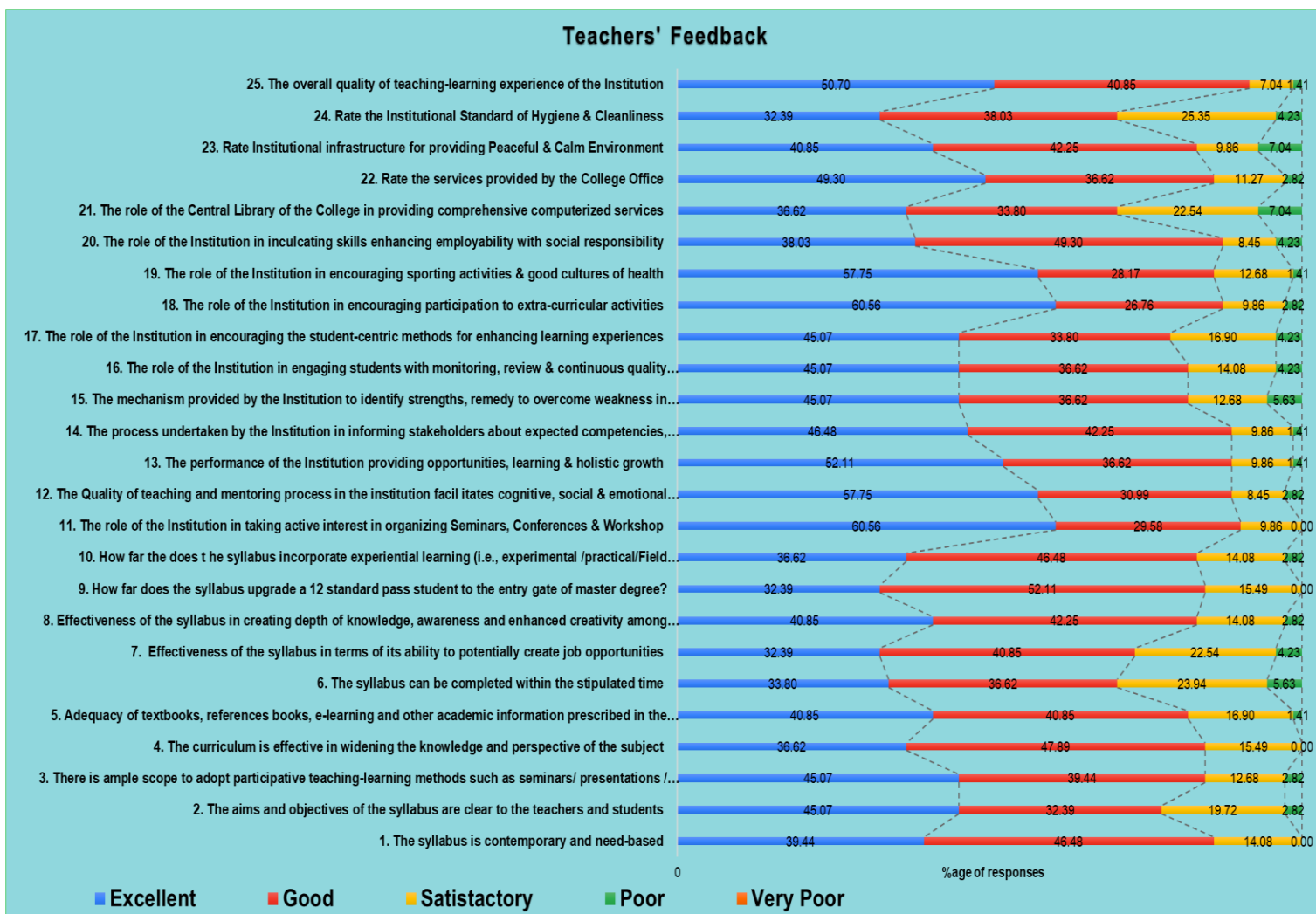
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Teachers' Feedback 2022-23





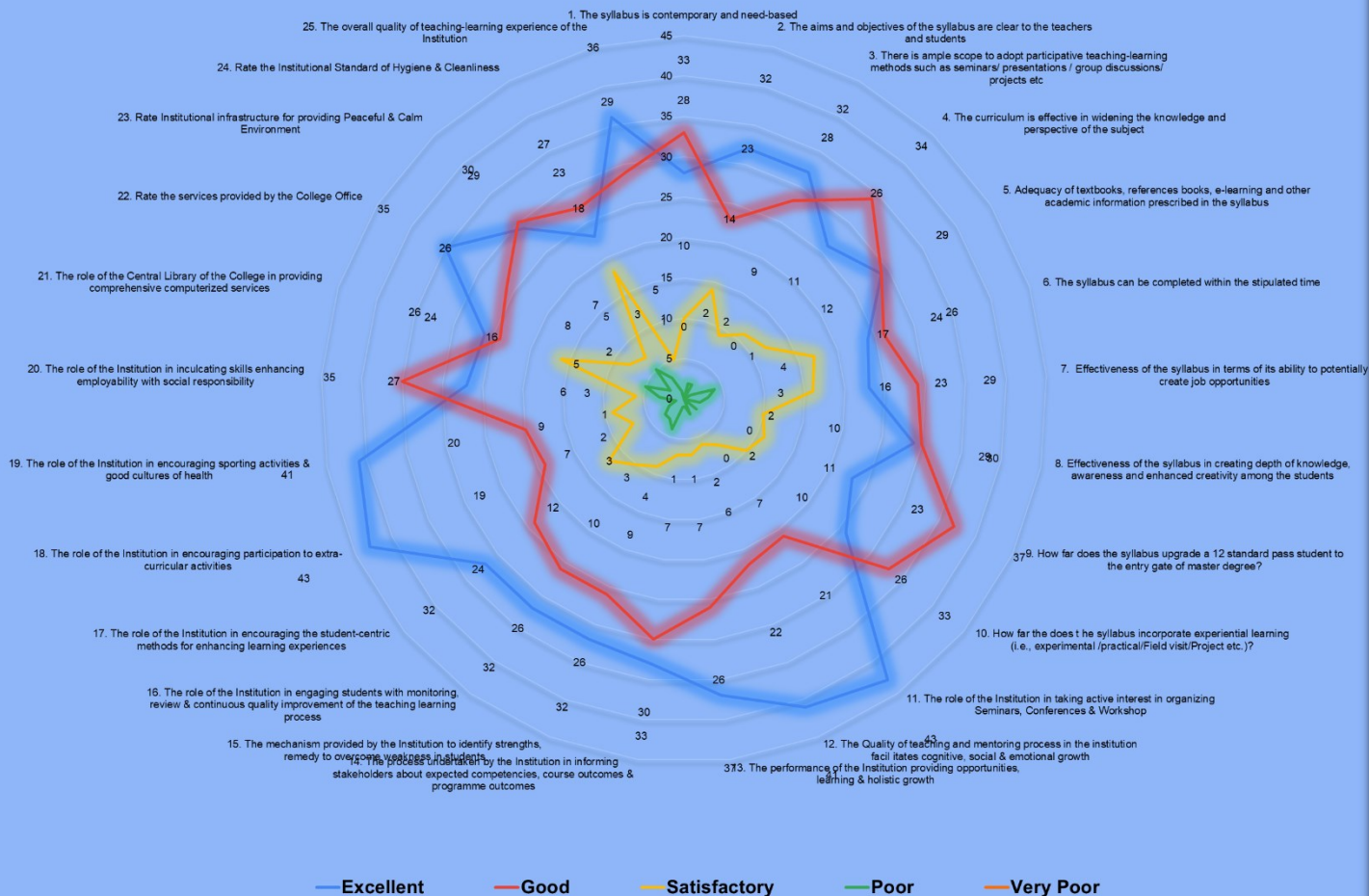
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FEEDBACK RESPONSES





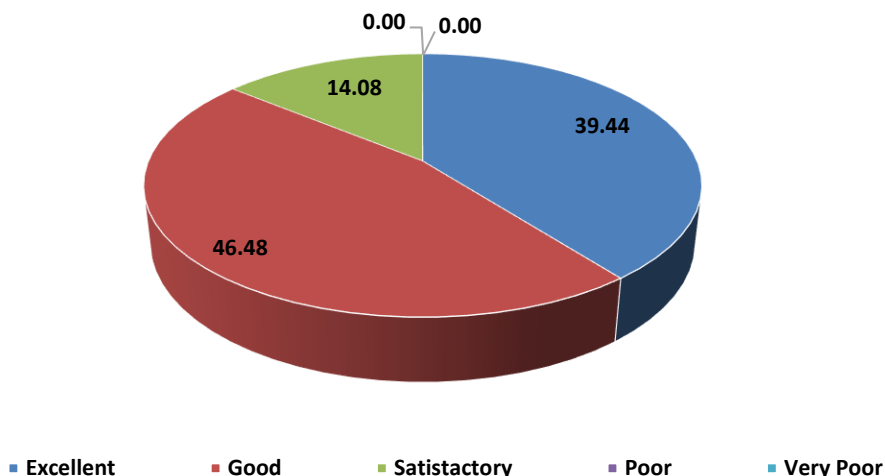
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1. The syllabus is contemporary and need-based



Different teachers in the institution have different opinions about how effective the syllabus is. Overall satisfaction is indicated by the noteworthy 46% of respondents who think it promotes holistic development and generates work chances. Furthermore, 39% believe it to be modern and useful for in-depth understanding and awareness. Nonetheless, 14 % think it's fair, indicating space for development. Even if the majority of respondents think the curriculum is excellent or good, their comments highlight the necessity of continuing assessment and possible improvements to better meet the needs of students and educational objectives.



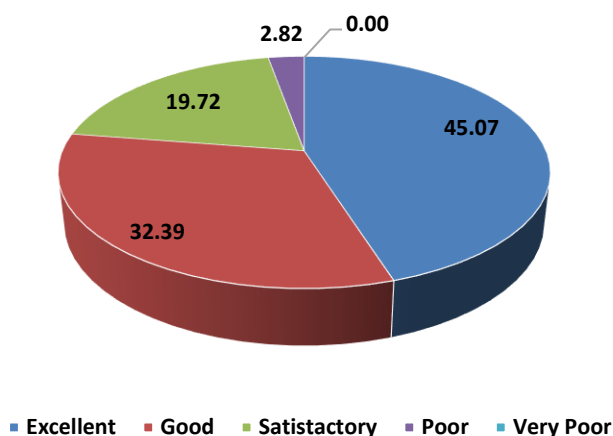
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2. The aims and objectives of the syllabus are clear to the teachers and students



Throughout the course, teachers and students are guided by specific goals and objectives that help them grasp the necessary knowledge and skills to be acquired. According to 45% of respondents who expressed overall satisfaction, they also assist teachers in assessing their own teaching strategies and modifying them to better match learning objectives. Furthermore, according to 32% of respondents, the curriculum keeps the emphasis on important ideas within the allotted time. 20% think it's fair, though, so there's potential for improvement. The feedback provided by respondents highlights the possibility of improvements to better meet the requirements of students and meet educational goals.



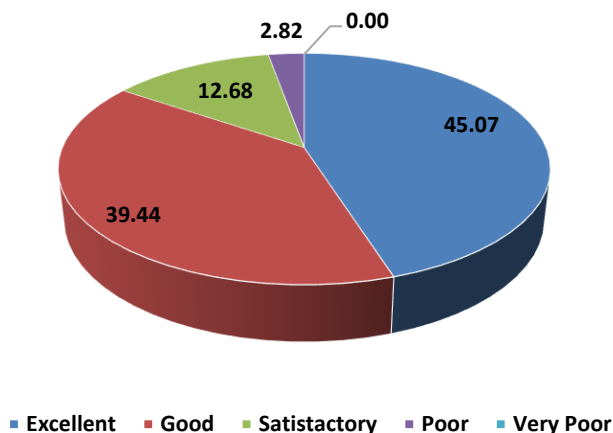
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3. There is ample scope to adopt participative teaching-learning methods such as seminars/ presentations / group discussions/ projects etc



With a few exceptions, teachers see the syllabus's ability to embrace advances in participatory teaching and learning as largely positive. A noteworthy 45% think it's great, indicating that there are lots of potential for interactive techniques like workshops and focus groups. Furthermore, 39% give it a favourable rating, showing a solid endorsement for creative teaching strategies. But 13% think it's fair, pointing out areas that want improvement, and 3% think it's mediocre, raising just small issues. Although the majority of teachers have positive opinions about the syllabus, those who have fair or mediocre opinions stress the necessity for constant review and improvement to guarantee efficient and interesting teaching strategies.



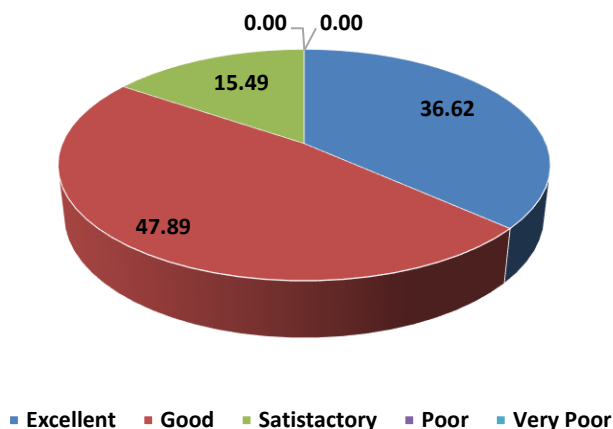
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4. The curriculum is effective in widening the knowledge and perspective of the subject



A curriculum's ability to broaden students' perspectives and understanding in a subject is essential to their success in education. According to the responses, the subject curriculum is quite good at broadening students' perspectives and knowledge. Three-quarters of respondents (48%) chose good, and the remaining respondents (85%) ranked it as either excellent or good. Moreover, it was not evaluated as poor by any responders. This shows that the curriculum's objective of extending students' perspectives and understanding of the subject matter is successfully met.



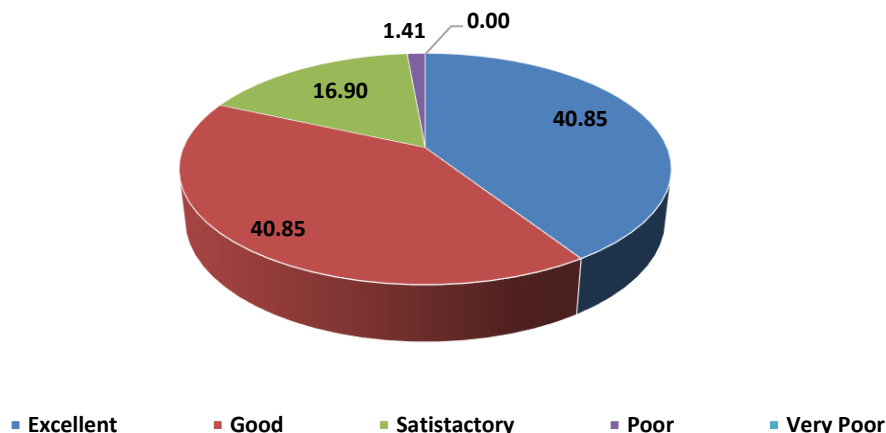
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5. Adequacy of textbooks, references books, e-learning and other academic information prescribed in the syllabus



Despite several shortcomings, teachers' opinions of the college's or department's ICT support and physical amenities are largely favourable. Textbooks, reference books, and e-learning materials are among the resources that teachers are satisfied with; 41% of them evaluate these facilities as excellent, and an equal number find them to be good. Still, 17% think they're fair, so there's space for improvement. Just 1% think they are insufficient. Although the majority of teachers value the college's or department's efforts to provide high-quality resources, suggestions for improvement should be taken into account in order to continuously improve the support for teaching and learning.



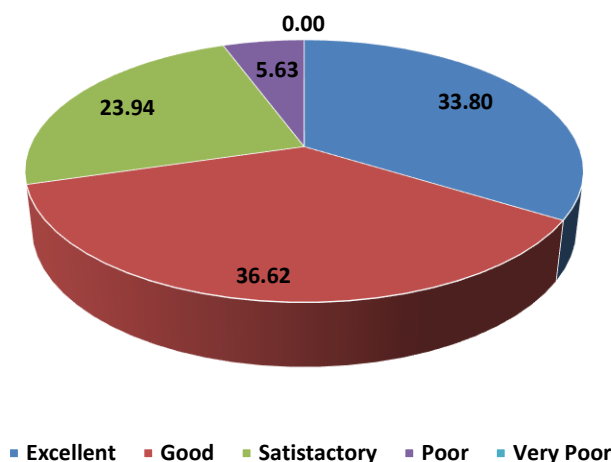
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6. The syllabus can be completed within the stipulated time



The scope for finishing the syllabus in accordance with the academic calendar is often seen favourably by teachers. Significantly, 37% think it's great, indicating that most people think it's possible to finish the curriculum on time. Furthermore, 34% think it's good, showing that the timetable meets their needs for instruction effectively. Nonetheless, 24% think it's fair, indicating some difficulties. Merely 6% think it's poor, which suggests only small worries. Although the majority express satisfaction, it is imperative to attend to the concerns raised by the minority who hold unfavourable opinions in order to ensure ongoing progress in the educational process.



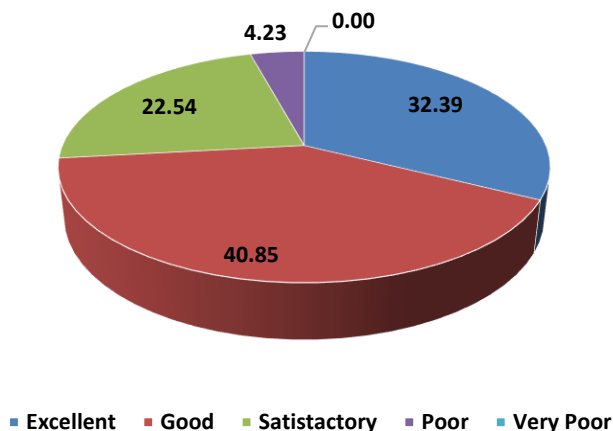
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7. Effectiveness of the syllabus in terms of its ability to potentially create job opportunities



One important component of educational planning is how well a syllabus prepares students for future employment options. Let's examine the responses to see how people view this syllabus's ability to generate employment chances. Although 74% of respondents gave the syllabus an outstanding or good rating, the majority of respondents gave it a reasonable rating, and only 4% gave it a terrible rating. This suggests a minor but persistent worry about its ability to generate employment prospects. This indicates that there is room for improvement in the curriculum to address the concerns of the minority, yet overall, it corresponds well with job possibilities.



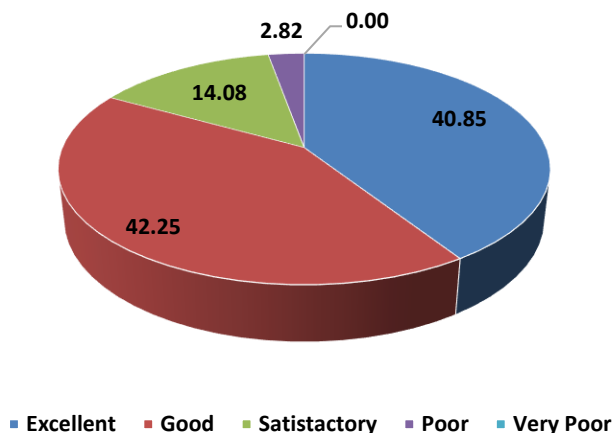
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8. Effectiveness of the syllabus in creating depth of knowledge, awareness and enhanced creativity among the students



A good syllabus should encourage students' creativity, critical thinking, and profound understanding in addition to imparting knowledge. The responses show that the effectiveness of the syllabus in encouraging students' deep understanding, awareness, and creativity is seen favourably. 41% and 42%, respectively, of the respondents, or 83%, thought it was good or exceptional. Merely 3% gave it a low rating, indicating general success. Encouraging autonomous research, project-based learning, and multidisciplinary approaches may be helpful to further improve these qualities. Consistent evaluations and comments might offer insights for ongoing development.



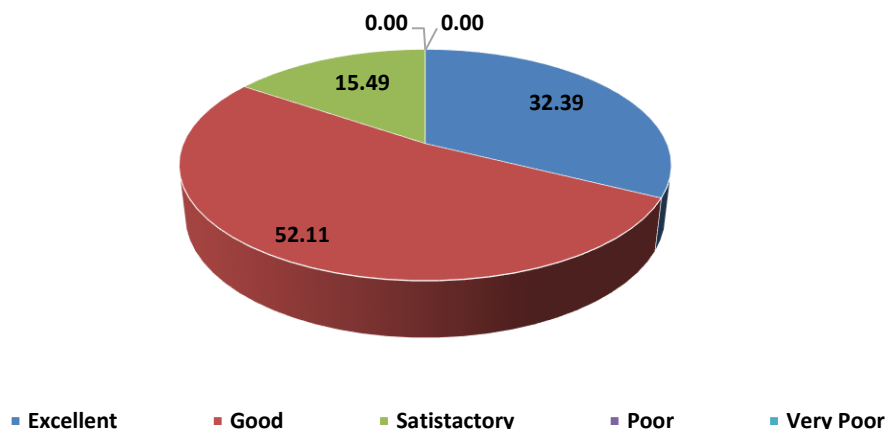
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9. How far does the syllabus upgrade a 12 standard pass student to the entry gate of master degree?



A strong and extensive syllabus is necessary to go from a 12th standard pass level to the master's degree entrance. The comments show that the usefulness of the syllabus in bridging the gap between a 12th standard pass level and the master's degree entry gate is positively perceived. The majority of those respondents (85%) gave it an excellent or good rating. More specifically, 52% thought it was good and 33% thought it was amazing. Furthermore, 15% thought it was satisfactory. Notably, not a single respondent gave it a low rating. These findings imply that, on the whole, the syllabus is successful in preparing students to meet the intellectual demands of earning a master's degree. Frequent opportunities for mentoring and counselling might help students even more when they make the transition from undergraduate to graduate-level coursework.



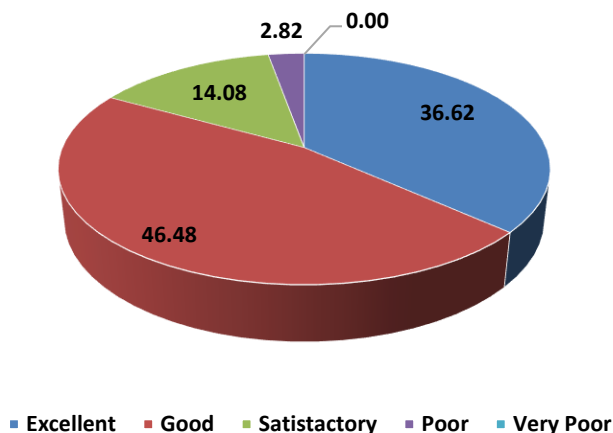
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10. How far the does t he syllabus incorporate experiential learning (i.e., experimental /practical/Field visit/Project etc.)?



For students to improve their knowledge and abilities, experiential learning—which includes projects, field trips, practical work, and experiments—is essential. 37% of the respondents thought it was fantastic and 47% thought it was decent. Furthermore, 14% thought it was satisfactory, suggesting a generally optimistic view. Just 3% suggest it as poor, indicating that while there is potential for development, it is not a serious issue. These answers suggest that the syllabus incorporates experiential learning in a praiseworthy way, giving students real-world experiences to supplement their education. Teachers may want to think about increasing the number of hands-on activities available, encouraging business or community partners to collaborate on real-world projects, and adding reflective exercises to enhance learning outcomes in order to further enhance experiential learning in the curriculum.



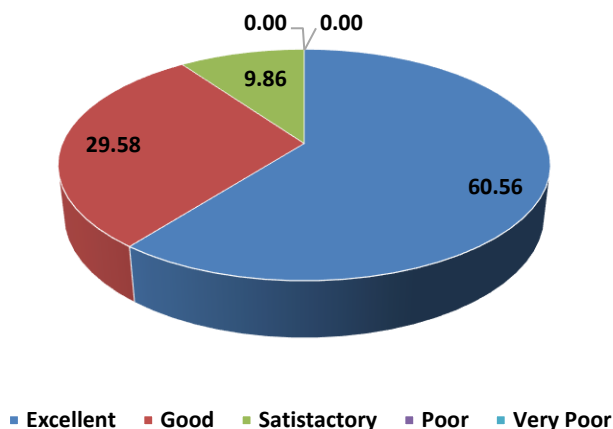
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11. The role of the Institution in taking active interest in organizing Seminars, Conferences & Workshop



To promote intellectual development and enhance the academic atmosphere, universities must actively engage in planning seminars, conferences, and workshops. The overwhelming positive response to the institution's role in arranging workshops, conferences, and seminars may be seen in the comments. Specifically, 61% thought it was fantastic and 30% thought it was decent. Furthermore, 10% thought it was adequate. These outcomes highlight the proactive approach taken by the institution in offering chances for professional and academic growth. To guarantee ongoing relevance and impact, future event planning can be informed by gathering input from participants and stakeholders.



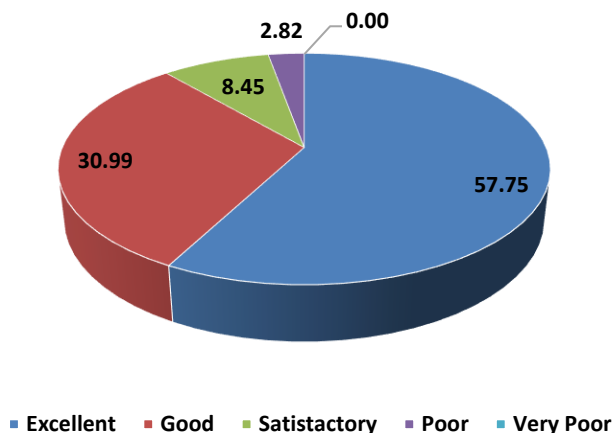
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12. The Quality of teaching and mentoring process in the institution facilitates cognitive, social & emotional growth



The standard of instruction and guidance provided by an institution is crucial in fostering students' social and emotional development in addition to their cognitive growth. 89% of the respondents evaluated it as either great or decent (58% thought it was excellent and 31% thought it was good). Furthermore, 8% thought it was satisfactory. But 3% thought it was bad, so there's opportunity for improvement. Although the majority of respondents recognize the beneficial effects on cognitive, social, and emotional development, the minority's reservations underline the necessity of focused efforts to improve mentoring and teaching methods. Introducing mentorship initiatives that prioritize academic and socio-emotional assistance will enhance students' development even further. Creating a welcoming and inclusive classroom where students feel appreciated and free to express their worries can also help to improve learning outcomes all around.



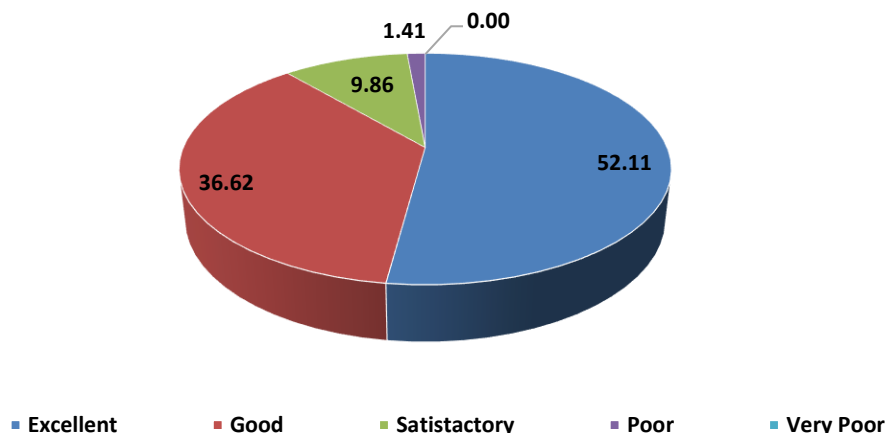
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13. The performance of the Institution providing opportunities, learning & holistic growth



Academic success is only one factor used to evaluate an institution's performance; other factors include its capacity to offer learning opportunities and promote holistic development. 58% of respondents rated it excellent, while 31% found it good. 8% found it satisfactory, but 3% rated it as poor, signaling areas for improvement. While most respondents acknowledge the institution's efforts positively, addressing concerns raised by the minority is vital for ensuring equitable access to opportunities and holistic support. Overall, the institution's performance in this regard is viewed positively by the majority, but addressing concerns is essential for the well-being of all students.



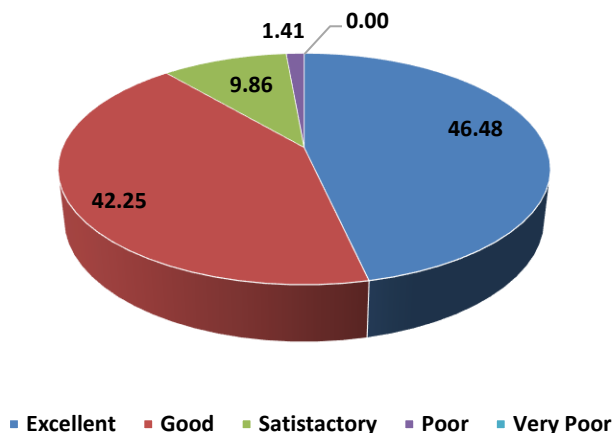
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14. The process undertaken by the Institution in informing stakeholders about expected competencies, course outcomes & programme outcomes



Transparency and alignment among stakeholders within an educational institution are contingent upon effective communication regarding required competencies, course objectives, and program outcomes. A thorough examination of the replies reveals that stakeholders have an overall favourable opinion of the institution's procedure for educating them about the desired skills, course results, and program outcomes. The vast majority of those surveyed rated it as either good or exceptional. More precisely, 46% thought it was fantastic and 42% thought it was good. Furthermore, 10% thought it was adequate. Merely 1% of respondents thought it was poor, indicating small room for improvement. All things considered, these findings show that the institution has good communication practices in place that help stakeholders understand and agree on expectations and goals for education. The overall perception is indicative of successful efforts in ensuring transparency and alignment among stakeholders.



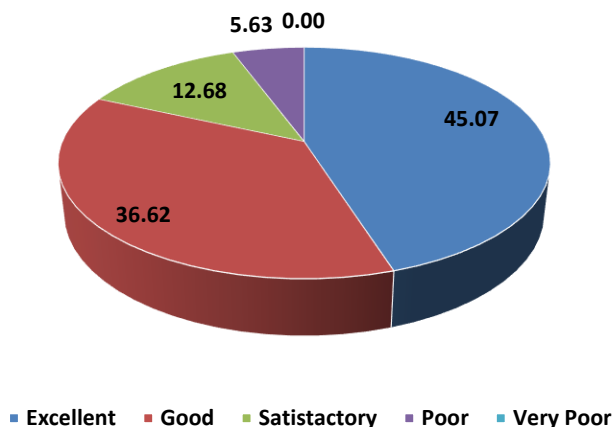
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15. The mechanism provided by the Institution to identify strengths, remedy to overcome weakness in students



Institutions play an important role in helping students by identifying their strengths and areas for improvement. The responses indicate a generally positive assessment of the institution's processes for identifying and addressing student strengths and weaknesses. The majority of responders (82%), evaluated it as excellent or good. Specifically, 45% thought it was outstanding with 37% rating it as adequate. Additionally, 13% thought it satisfactory. However, 6% ranked it poor, indicating areas for concern. While the majority of respondents acknowledge the efficiency of the mechanisms, the negative responses highlight the need for focused modifications to effectively support students in overcoming difficulties. Overall, the majority of respondents supported the institution's approach; nonetheless, addressing issues is critical to ensuring full support for all students.



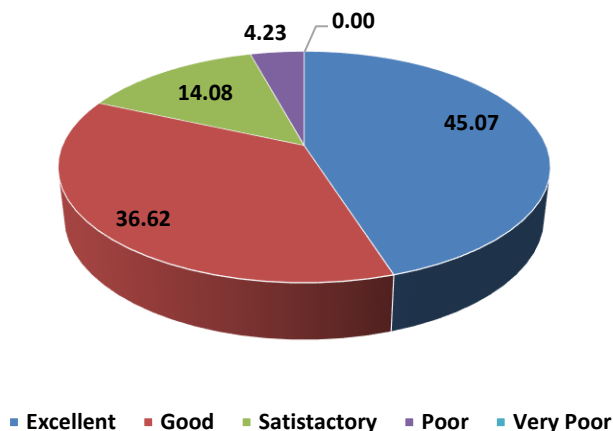
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16. The role of the Institution in engaging students with monitoring, review & continuous quality improvement of the teaching learning process



Institutions have an important role in actively engaging students in monitoring, reviewing, and continuously improving the teaching-learning process. After critical analysis of the responses, it is found that a positive perception of the institution's role in engaging students with monitoring, review, and continuous quality improvement of the teaching-learning process. 45% of mentors thought it was exceptional, with 37% saying it was good. Additionally, 14% rated it satisfactory. However, 4% ranked it as poor, highlighting possibilities for improvement. While the majority of respondents positively appreciate the institution's efforts, the negative responses emphasize areas that need to be improved to enable successful student participation in the reform process. Addressing minority concerns is critical to ensuring meaningful student participation and overall improvement initiatives.



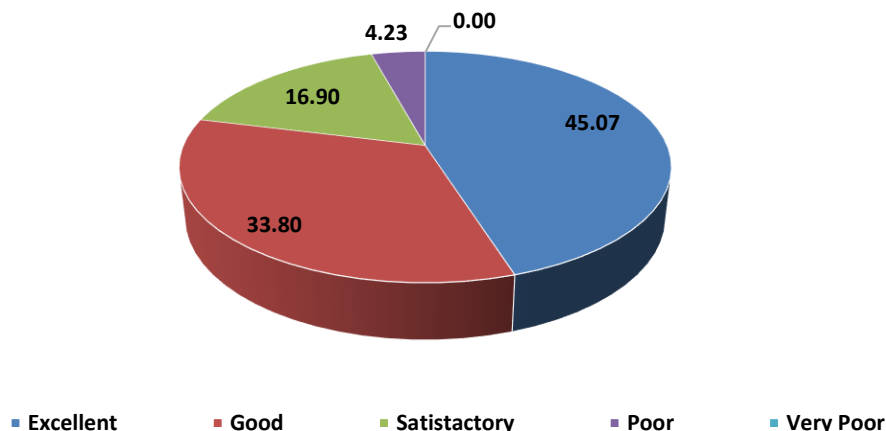
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17. The role of the Institution in encouraging the student-centric methods for enhancing learning experiences



Institutions play a critical role in promoting student-centered approaches to improving learning experiences. Mentors' replies show a fair impression of the institution's role in fostering student-centric techniques for improving learning experiences. A substantial majority of responders (79%), ranked it as excellent or good. Additionally, 17% regarded it satisfactory. However, 4% ranked it poor, indicating areas for concern. While the majority of respondents praise the institution's efforts, the negative responses highlight the need for focused reforms to better promote student-centric approaches.



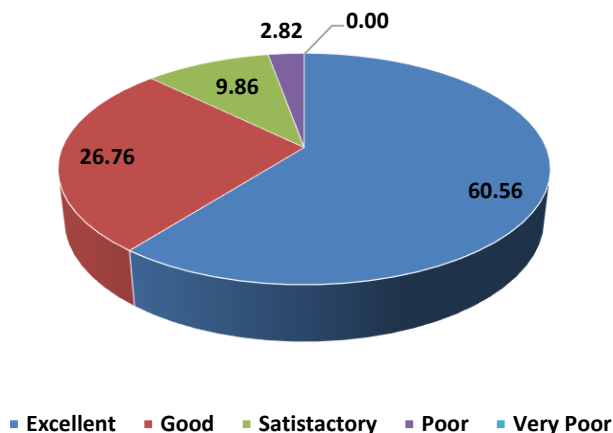
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18. The role of the Institution in encouraging participation to extra-curricular activities



Mentors have overwhelmingly expressed gratitude for the institution's efforts to encourage extracurricular involvement. This proves how successful it is in providing a wide range of activities and fostering an atmosphere where students are excited about being involved outside of their academic responsibilities. The majority of mentors' comments show that they have a very positive opinion of the institution's efforts in this area. The function played by the institution was deemed excellent or good by a significant 88% of respondents, and good by another 27%. There isn't much reason for alarm, even when 10% of respondents thought it was satisfactory and only 3% thought it was awful. The overwhelming positive feedback highlights how well the school has done in fostering a lively extracurricular culture among students there.



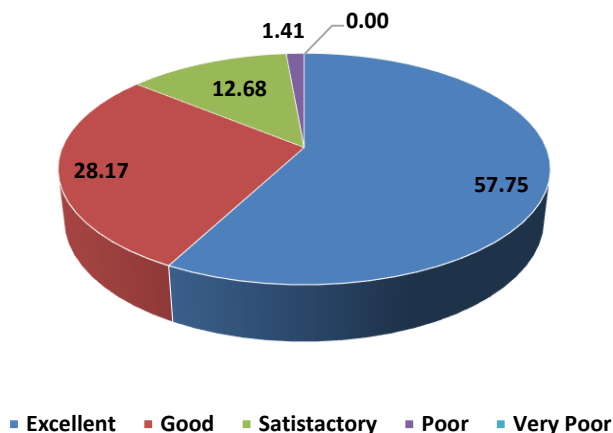
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19. The role of the Institution in encouraging sporting activities & good cultures of health



Mentors overwhelmingly appreciate the institution's efforts to promote sports and encourage good health. With 86% rating the institution's role as excellent or good, including 58% considering it excellent and 28% rating it as good, it's evident that these initiatives are well-received. Additionally, 13% found it satisfactory. However, only 1% rated it as poor, indicating minimal areas of concern. The overwhelmingly positive responses highlight the institution's success in prioritizing students' well-being and fostering a supportive environment for physical activity and health promotion. The institution's commitment to promoting sporting activities and cultivating a culture of good health receives overwhelmingly positive feedback from mentors. This emphasizes the institution's effectiveness in contributing to the holistic development and well-being of students.



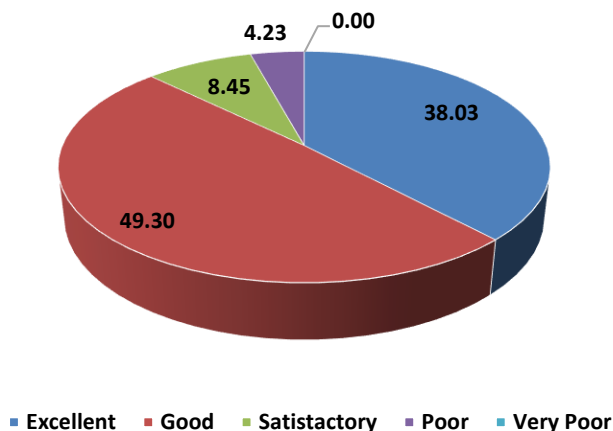
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20. The role of the Institution in inculcating skills enhancing employability with social responsibility



Institutions play a pivotal role in preparing students not only with employable skills but also with a sense of social responsibility. The institution receives positive feedback for its efforts in enhancing employability skills alongside fostering social responsibility, with 87% of respondents rating it as excellent or good. However, 4% rated it as poor, indicating areas for improvement. While most respondents commend the institution's initiatives, addressing concerns is essential to ensure a comprehensive educational experience preparing students for professional success and ethical engagement in society.



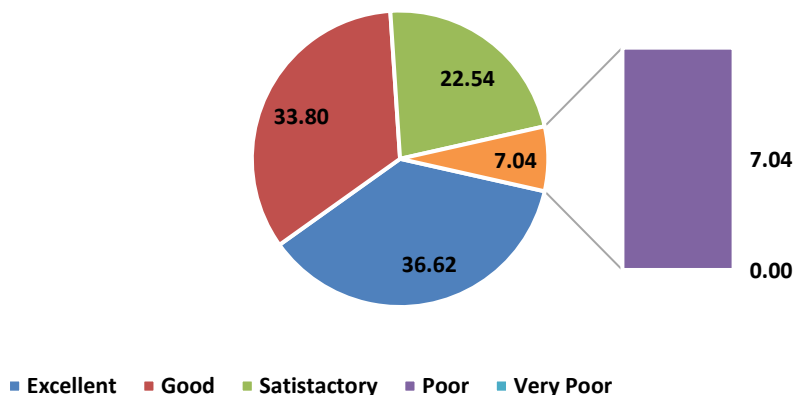
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21. The role of the Central Library of the College in providing comprehensive computerized services



For each college, the central library serves as an essential resource centre, offering wide range of services to assist both instructors and students. 71% of respondents rated the central library's computerized services as either excellent or good, indicating a mixed opinion of the services, according to a critical study of the data. 23% thought it was sufficient, while 37% thought it was wonderful and 34% thought it was good. But a considerable 8% gave it a poor rating, indicating serious concerns. This implies that even if most people are grateful for the services they received, there are significant issues that need to be fixed.

Responses to the digital resources offered by the central library are divided, indicating both noteworthy praise and serious reservations. In order to guarantee that the library meets the requirements of instructors and students and improves their academic experience, it is imperative that these issues be resolved.



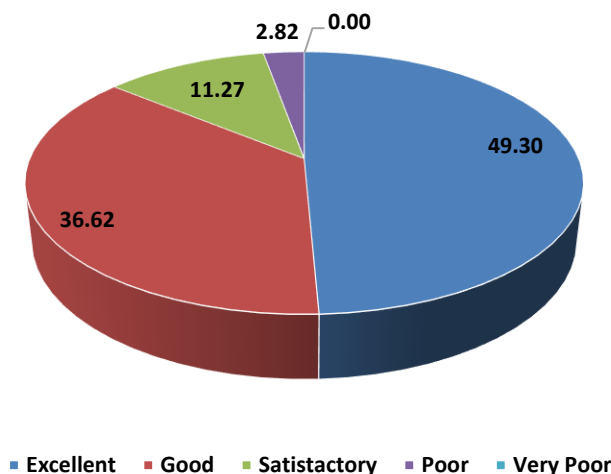
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22. Rate the services provided by the College Office



The College Office plays a central role in facilitating various administrative functions and services for students and faculty. The responses indicate a predominantly positive perception of the College Office's services, with 86% rating it as excellent or good. Specifically, 49% consider it excellent, and 37% rate it as good. However, 11% find it satisfactory, and 3% rate it as poor, indicating areas for improvement. While the majority appreciate the services, the minority's dissatisfaction indicates areas needing improvement, which could impact overall administrative efficiency and student experience. However, addressing concerns raised by the minority is crucial to ensure comprehensive support and efficient administration, thereby enhancing the overall college experience.



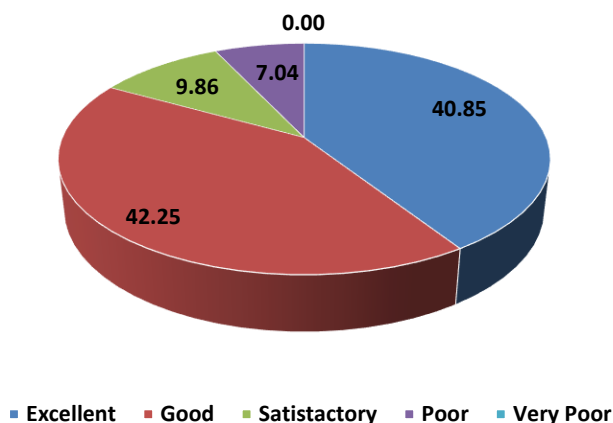
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23. Rate Institutional infrastructure for providing Peaceful & Calm Environment



For students to flourish both academically and personally, a calm and supportive environment is created by the institutional infrastructure, which is essential. Of the mentors, 41% think it's fantastic and 42% think it's good. But 10% say it's good enough, and a significant 7% say that it's poor. This points to important areas of concern because both successful learning and the wellbeing of students depend on a calm environment. To ensure that all students have a great experience, it is imperative to address the concerns brought forth by the 7% of students who assessed it as poor.



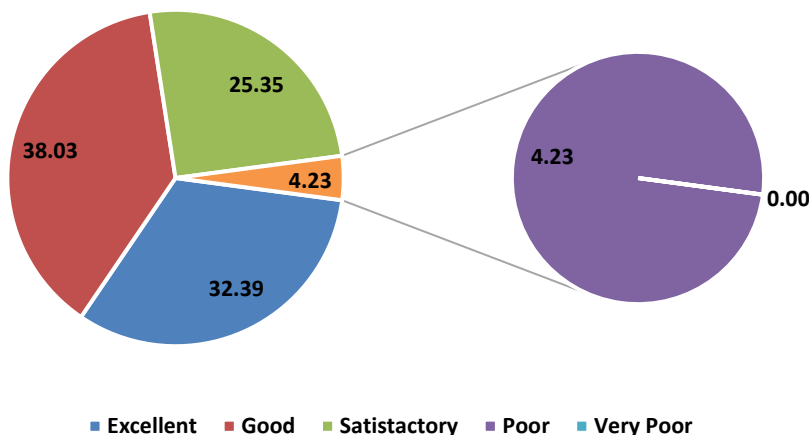
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24. Rate the Institutional Standard of Hygiene & Cleanliness



Ensuring a healthy and conducive learning environment in an institution requires maintaining high standards of hygiene and cleanliness. Teachers' opinions of the institutional quality of cleanliness and hygiene are generally favourable, with 70% of them classifying it as excellent or good. More specifically, 32% think it's fantastic and 38% think it's okay. Furthermore, 25% think it's satisfactory, indicating space for development. But 4% rank it as poor, meaning there are things that need to be fixed right away. The majority of respondents have a positive opinion of the hygiene and cleanliness standards; nevertheless, the 4% who gave it a negative rating point out serious flaws that must be fixed to guarantee a clean and sanitary atmosphere that is beneficial to learning and wellbeing.



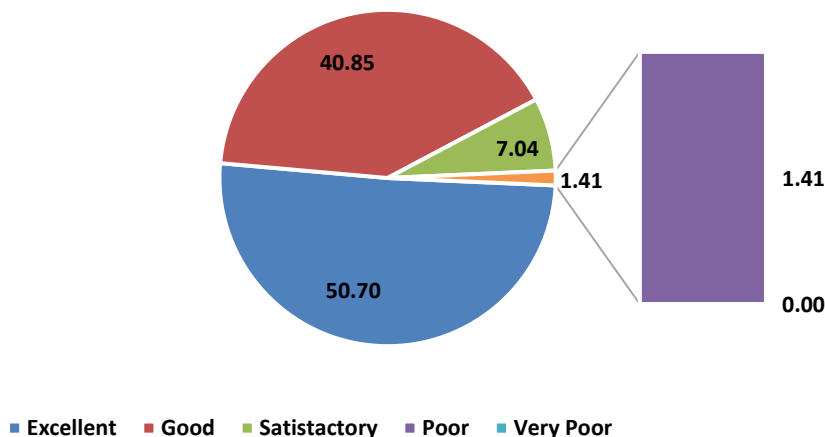
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25. The overall quality of teaching-learning experience of the Institution



The efficiency of an institution in achieving educational objectives is significantly influenced by the overall quality of the teaching-learning process inside it. The institution is rated as having an excellent or decent teaching-learning experience overall by 92% of respondents, who provide overwhelmingly positive feedback. The institution's ability to provide a high-quality experience is demonstrated by the modest 1% bad rating. Even though just 7% of respondents think it's satisfactory, which suggests room for improvement, constant effort can improve the learning environment for both teachers and students. All things considered, the institution is commended for its dedication to both academic success and greatness.



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THIS FILE CONTAINS FEEDBACK ANALYSIS REPORT OF
ALUMNI OF DINABANDHU ANDREWS COLLEGE FOR
THE SESSIONS **2022-23**.

Principal
Dinabandhu Andrews College

Principal
Dinabandhu Andrews College
Kolkata-700 084



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Alumni Feedback Report Session: 2022-23

The college website allows Alumni of the institutions to provide responses on the course, academic performance, institutional ambience and general infrastructure. The questions address social, economic, and modern elements of the course. Students score the questions on a scale of E to A, where E means "Very Poor," D means "Poor," C means "Satisfactory," B means "Good," and A means "Excellent." These ratings are then converted into a number scale ranging from 1 to 5, with 1 indicating "Very Poor" or "E" and 5 indicating "Excellent" or "A". The table below summarizes the analysis of feedback responses.

| Serial no. and Questions | Score |
|--|-------------|
| 1. Students are informed about Programme Outcomes and Course Outcomes for each course. | 4.17 |
| 2. Departmental planning for curriculum implementation is available to students. | 4.10 |
| 3. The institution arranges internship, student exchange, field visit opportunities for students. | 4.48 |
| 4. The curriculum is student centric, and based on experiential learning, participative learning and problem solving for enhancing learning experiences. | 3.97 |
| 5. The curriculum is helpful in skill development, employability and research. | 3.87 |
| 6. The syllabus is completed within the stipulated time. | 4.20 |
| 7. The course/programme offers sufficient number of choices. | 3.87 |
| 8. Sufficient numbers of prescribed books/study materials are available in the Library. | 4.11 |
| 9. The curriculum is in tune with the state/national level examinations in the relevant subject. | 4.14 |
| 10. The curriculum motivates the students to learn more. | 4.01 |
| 11. The role of the Institution in taking active interest in organizing Seminars, Conferences & Workshop. | 4.07 |
| 12. The Quality of teaching and mentoring process in the institution facilitates cognitive, social & emotional growth. | 4.23 |
| 13. The performance of the Institution providing opportunities, learning & holistic growth. | 4.01 |
| 14. The process undertaken by the Institution in informing stakeholders about expected competencies, course outcomes & programme outcomes. | 4.39 |
| 15. The mechanism provided by the Institution to identify strengths, remedy to overcome weakness in students. | 4.15 |
| 16. The role of the Institution in engaging students with monitoring, review & continuous quality improvement of the teaching learning process. | 3.94 |
| 17. The role of the Institution in encouraging the student-centric methods for enhancing learning experiences. | 4.06 |
| 18. The role of the Institution in encouraging participation to extra-curricular activities. | 3.70 |
| 19. The role of the Institution in encouraging sporting activities & good cultures of health. | 4.01 |
| 20. The role of the Institution in inculcating skills enhancing employability with social responsibility. | 3.94 |
| 21. The role of the Central Library of the College in providing comprehensive computerized services. | 3.70 |
| 22. Rate the services provided by the College Office. | 4.21 |
| 23. Rate Institutional infrastructure for providing Peaceful & Calm Environment. | 4.17 |
| 24. Rate the Institutional Standard of Hygiene & Cleanliness. | 3.85 |
| 25. The overall quality of teaching-learning experience of the Institution. | 4.25 |
| Average Overall score | 4.07 |



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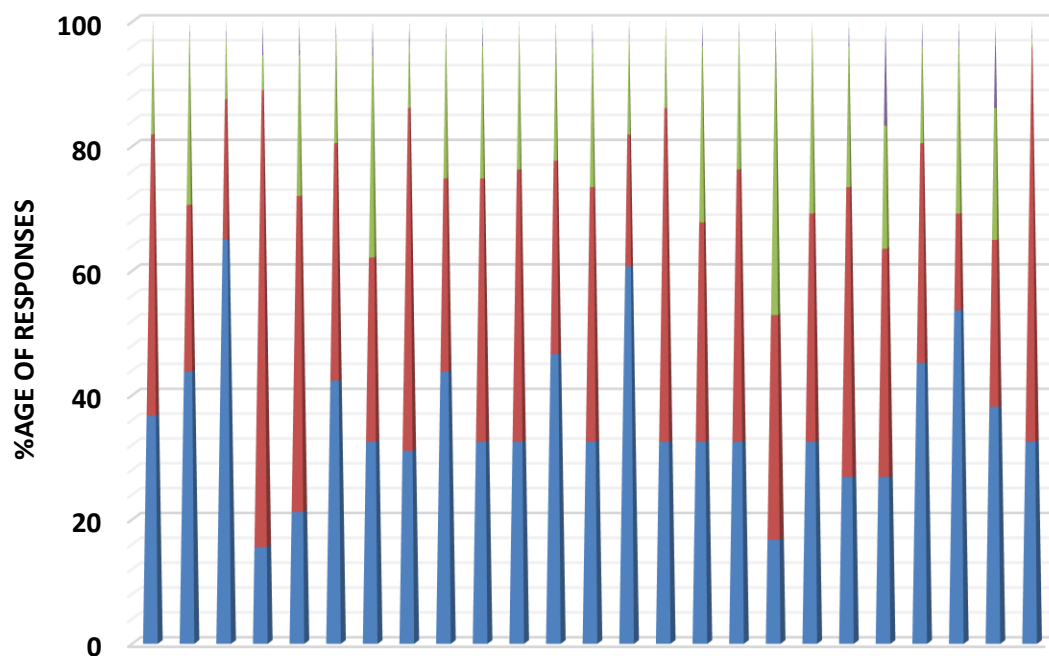
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Alumni Feedback: 2022-23 Question Wise Feedback Statistics and Graphical (Overall bar and Individual pie chart) representation

■ Excellent ■ Good ■ Satisfactory ■ Poor ■ Very Poor



1. The programme enables the graduate to contribute to the society in a professional....
2. Rate the curriculum prescribed for your degree during your term in the college.
3. The course/syllabus increases knowledge and understanding of the subject studied.
4. Rate the relevance of your degree to your present job.
5. Rate Innovative Teaching-Learning methodologies, Seminars, Workshops, Projects....
6. Rate the motivation levels created by the syllabus to pursue post-graduation / research....
7. The curriculum studied is job oriented.
8. Rate curriculum designing and its effective implementation in the college.
9. Sufficient numbers of prescribed books/study materials are available in the Library.
10. New skills are learnt in the due course of study.
11. The role of the Institution in taking active interest in organizing Seminars, Conferences &...
12. The Quality of teaching and mentoring process in the Institution facilitates cognitive...
13. The performance of the Institution in encouraging students to identify strengths & holistic growth.
14. The process undertaken by the Institution in encouraging stakeholders about expected...
15. The mechanism provided by the Institution for monitoring, review & continuous...
16. The role of the Institution in encouraging participation to extra-curricular activities...
17. The role of the Institution in enhancing employability of health...
18. The role of the Institution in providing Peaceful & good cultures of health...
19. The role of the Institution in providing Peaceful & good cultures of health...
20. The role of the Institution in providing Peaceful & good cultures of health...
21. The role of the Institution in providing Peaceful & good cultures of health...
22. Rate the services provided by the College in providing...
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24. Rate the Institutional Standard of Hygiene & Cleanliness.
25. The overall quality of teaching-learning experience of the Institution.



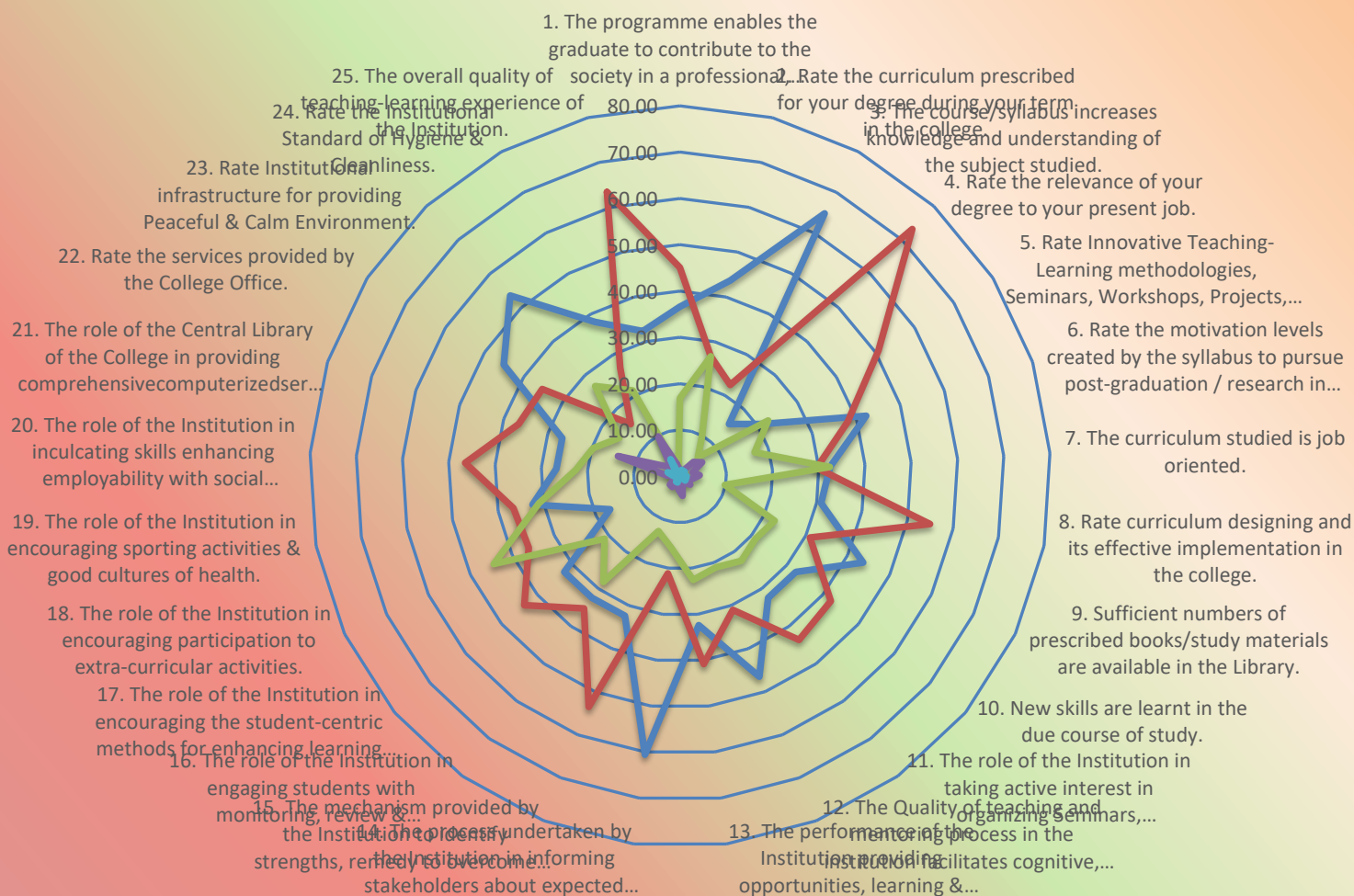
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—Excellent —Good —Satisfactory —Poor —Very Poor





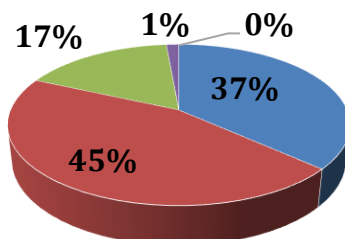
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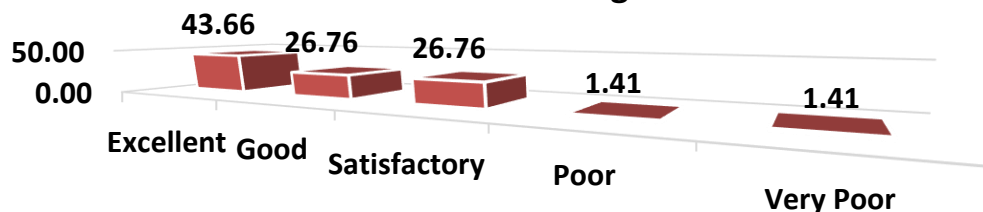
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1. The programme enables the graduate to contribute to the society in a professional, responsible and ethical manner.



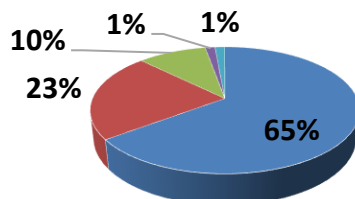
■ Excellent ■ Good ■ Satisfactory ■ Poor ■ Very Poor

2. Rate the curriculum prescribed for your degree during your term in the college.



■ Excellent ■ Good ■ Satisfactory ■ Poor ■ Very Poor

3. The course/syllabus increases knowledge and understanding of the subject studied.



■ Excellent ■ Good ■ Satisfactory ■ Poor ■ Very Poor



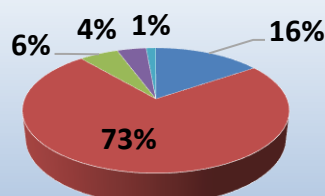
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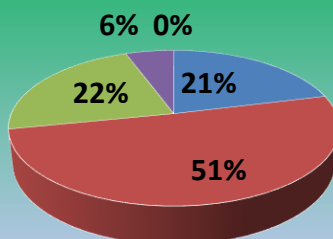
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4. Rate the relevance of your degree to your present job.



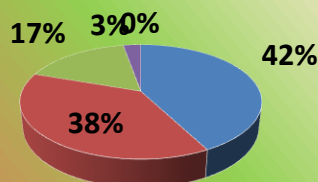
■ Excellent ■ Good ■ Satisfactory ■ Poor ■ Very Poor

5. Rate Innovative Teaching-Learning methodologies, Seminars, Workshops, Projects, excursions, Study Tours, etc. organized in the college.



■ Excellent ■ Good ■ Satisfactory ■ Poor ■ Very Poor

6. Rate the motivation levels created by the syllabus to pursue post-graduation / research in the particular topic.



■ Excellent ■ Good ■ Satisfactory ■ Poor ■ Very Poor



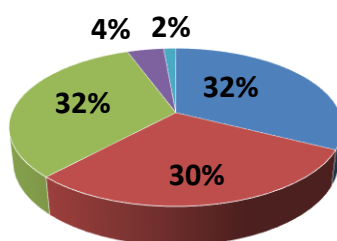
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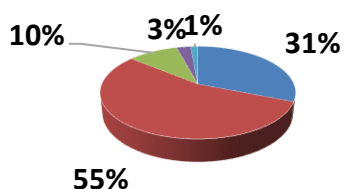
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7. The curriculum studied is job oriented.



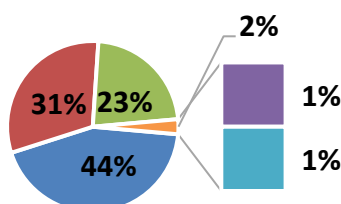
■ Excellent ■ Good ■ Satisfactory ■ Poor ■ Very Poor

8. Rate curriculum designing and its effective implementation in the college.



■ Excellent ■ Good ■ Satisfactory ■ Poor ■ Very Poor

9. Sufficient numbers of prescribed books/study materials are available in the Library.



■ Excellent ■ Good ■ Satisfactory ■ Poor ■ Very Poor



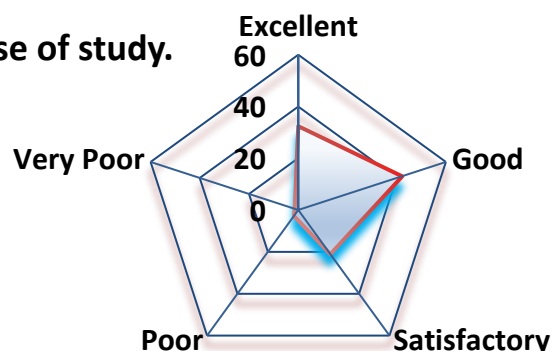
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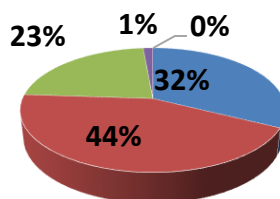
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10. New skills are learnt in the due course of study.

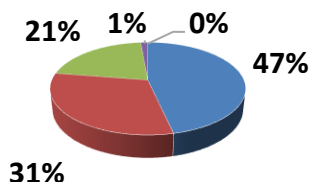


11. The role of the Institution in taking active interest in organizing Seminars, Conferences & Workshop.



■ Excellent ■ Good ■ Satisfactory ■ Poor ■ Very Poor

12. The Quality of teaching and mentoring process in the institution facilitates cognitive, social & emotional growth.



■ Excellent ■ Good ■ Satisfactory ■ Poor ■ Very Poor



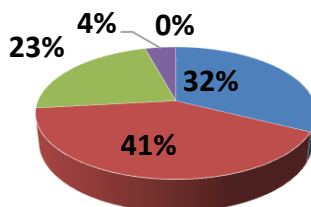
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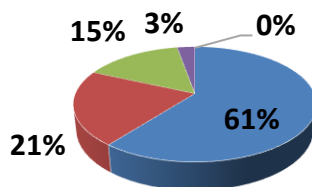
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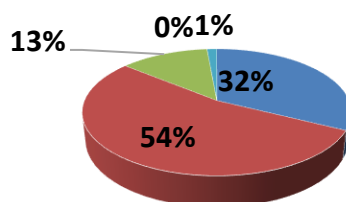
■ Excellent ■ Good ■ Satisfactory ■ Poor ■ Very Poor

14. The process undertaken by the Institution in informing stakeholders about expected competencies, course outcomes & programme outcomes.



■ Excellent ■ Good ■ Satisfactory ■ Poor ■ Very Poor

15. The mechanism provided by the Institution to identify strengths, remedy to overcome weakness in students.



■ Excellent ■ Good ■ Satisfactory ■ Poor ■ Very Poor



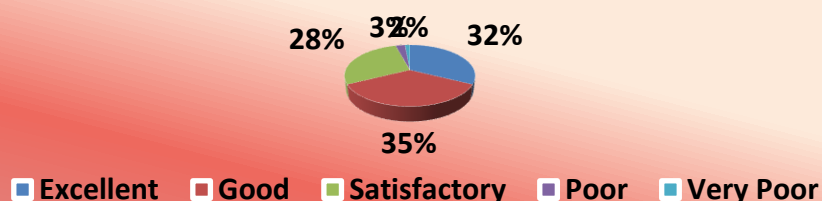
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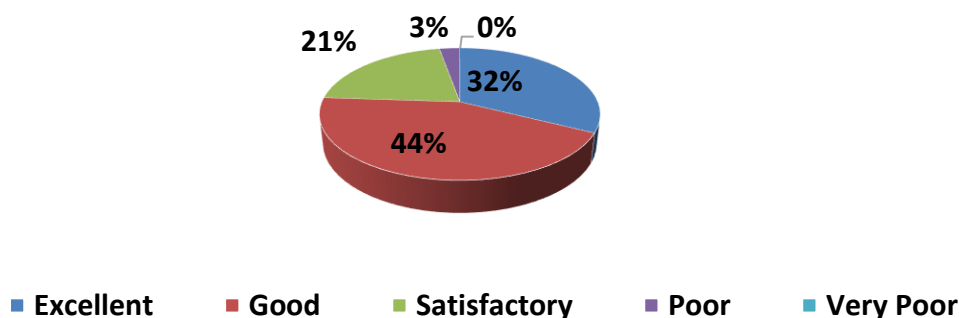
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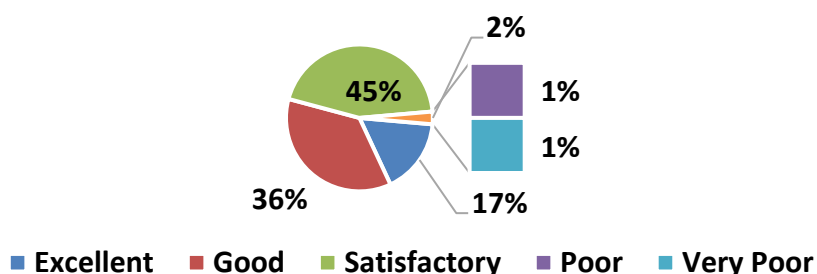
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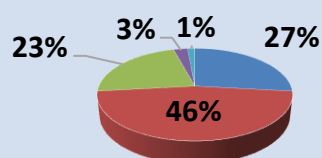
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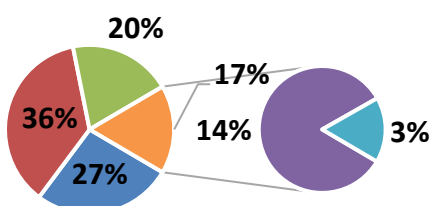


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■ Excellent ■ Good ■ Satisfactory ■ Poor ■ Very Poor

21. The role of the Central Library of the College in providing comprehensive computerized services.



■ Excellent ■ Good ■ Satisfactory ■ Poor ■ Very Poor



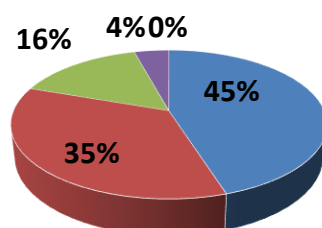
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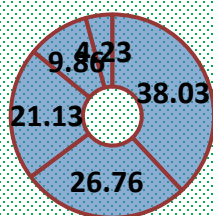
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22. Rate the services provided by the College Office.



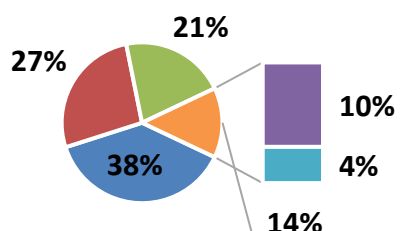
■ Excellent ■ Good ■ Satisfactory ■ Poor ■ Very Poor

24. Rate the Institutional Standard of Hygiene & Cleanliness.



■ Excellent ■ Good ■ Satisfactory ■ Poor ■ Very Poor

24. Rate the Institutional Standard of Hygiene & Cleanliness.



■ Excellent ■ Good ■ Satisfactory ■ Poor ■ Very Poor



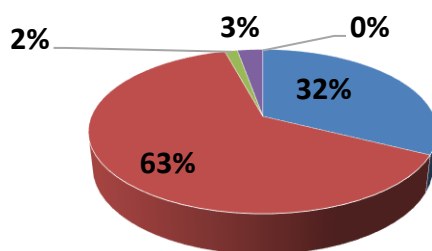
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25. The overall quality of teaching-learning experience of the Institution.



■ Excellent ■ Good ■ Satisfactory ■ Poor ■ Very Poor



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THIS FILE CONTAINS FEEDBACK ANALYSIS REPORT OF
PARENTS OF DINABANDHU ANDREWS COLLEGE FOR
THE SESSIONS **2022-23**.

Principal
Dinabandhu Andrews College

Principal
Dinabandhu Andrews College
Kolkata-700 084



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Parents Feedback Report **Session: 2022-23**

The college website allows Parents of the students of our institutions to provide responses on the course, academic performance, institutional ambience and general infrastructure. The questions address social, economic, and modern elements of the course. Students score the questions on a scale of E to A, where E means "Very Poor," D means "Poor," C means "Satisfactory," B means "Good," and A means "Excellent." These ratings are then converted into a number scale ranging from 1 to 5, with 1 indicating "Very Poor" or "E" and 5 indicating "Excellent" or "A". The table below summarizes the analysis of feedback responses.

| Serial no. and Questions | Score |
|--|-------------|
| 1. Rate your interaction with the office and Administration of the college. | 4.07 |
| 2. Rate the overall all environment of the college | 4.04 |
| 3. Do you feel that it was a good decision that your ward took admission in the college? | 4.03 |
| 4. Are you satisfied with the teaching-learning process in the college? | 4.28 |
| 5. Rate the syllabus and curriculum structure. | 4.24 |
| Average Overall score | 4.13 |



DINABANDHU ANDREWS COLLEGE

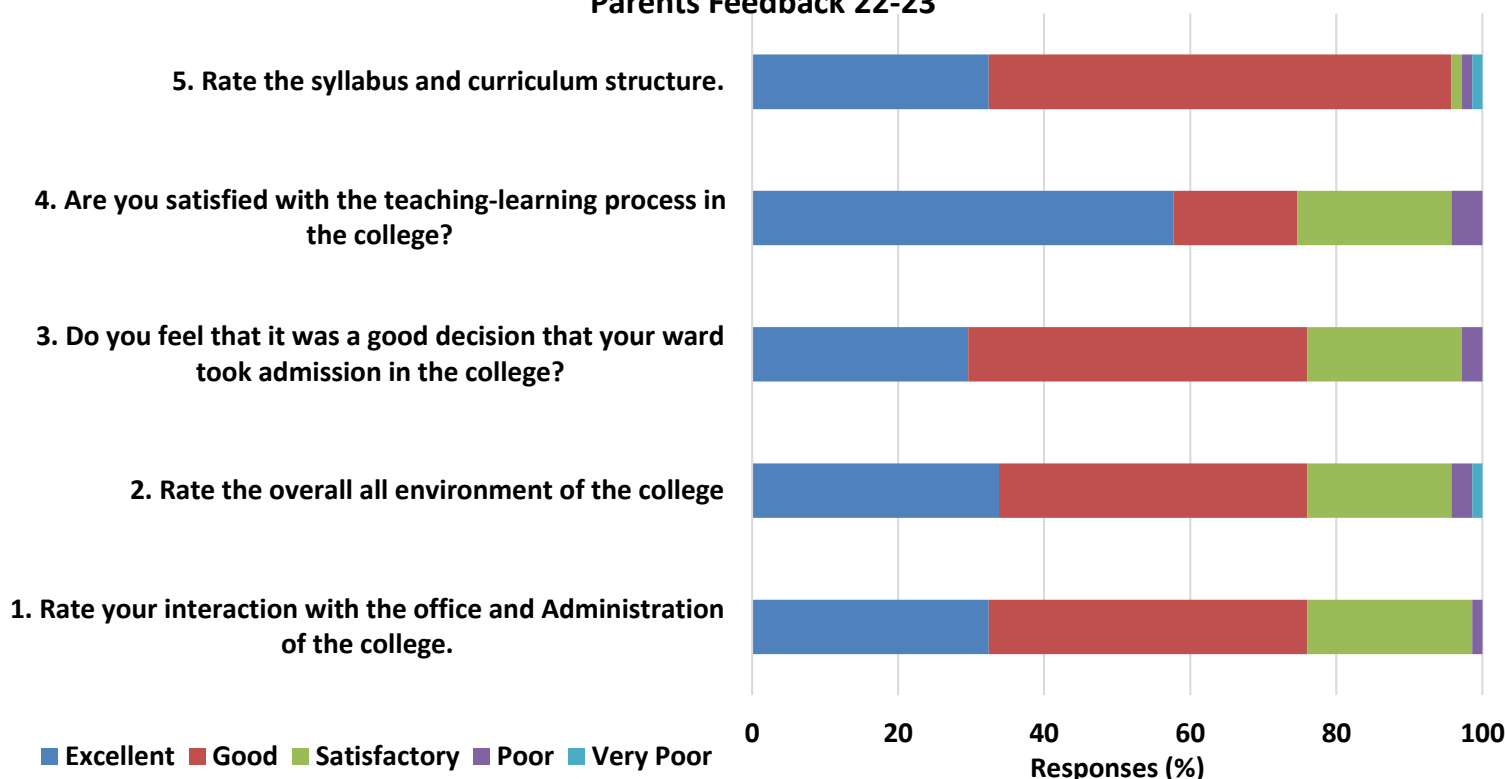
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Parents Feedback: 2022-23 Question Wise Feedback Statistics and Graphical (Overall bar and Individual pie chart) representation

Parents Feedback 22-23





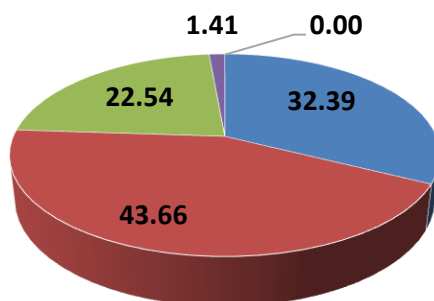
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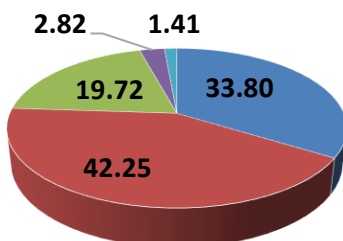
Date

1. Rate your interaction with the office and Administration of the college.



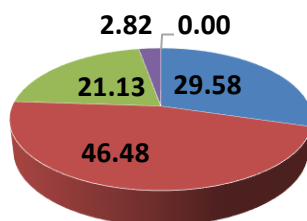
■ Excellent ■ Good ■ Satisfactory ■ Poor ■ Very Poor

2. Rate the overall all environment of the college



■ Excellent ■ Good ■ Satisfactory ■ Poor ■ Very Poor

3. Do you feel that it was a good decision that your ward took admission in the college?



■ Excellent ■ Good ■ Satisfactory ■ Poor ■ Very Poor



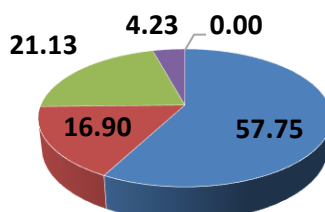
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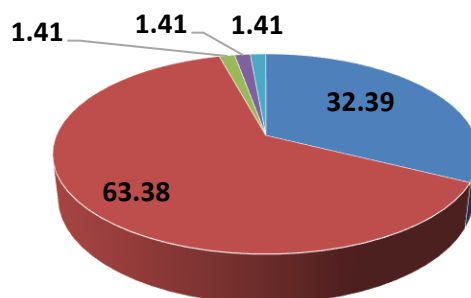
Date

4. Are you satisfied with the teaching-learning process in the college?



■ Excellent ■ Good ■ Satisfactory ■ Poor ■ Very Poor

5. Rate the syllabus and curriculum structure.



■ Excellent ■ Good ■ Satisfactory ■ Poor ■ Very Poor



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THIS FILE CONTAINS FEEDBACK ANALYSIS REPORT
FROM **EMPLOYER** FOR THE SESSIONS **2022-23**.

Principal
Dinabandhu Andrews College

Principal
Dinabandhu Andrews College
Kolkata-700 084



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Ref. No.

Date

Employers Feedback Report

Session: 2022-23

The college obtains feedback from Employers about our institutions along with our students' performances at their organizations, we also encouraged them to provide responses on the institutional ambience and general infrastructure. Employers score the questions on a scale of E to A, where E means "Very Poor," D means "Poor," C means "Satisfactory," B means "Good," and A means "Excellent." These ratings are then converted into a number scale ranging from 1 to 5, with 1 indicating "Very Poor" or "E" and 5 indicating "Excellent" or "A". The table below summarizes the analysis of feedback responses.

| Serial no. and Questions | Score |
|---|-------------|
| 1. Ability of student to understand the work and contribute to the goal of your organization. | 4.75 |
| 2. Conceptual/Technical knowledge/skill/ability of student to manage/perform his/her work in your organization. | 5.00 |
| 3. Ability of student to link the concept/knowledge they gain in college with real world situations. | 5.00 |
| 4. Relationship of student with his/her seniors/peers/subordinates in your organization. | 4.75 |
| 5. Collaboration and teamwork of student in your organization. | 4.75 |
| 6. Communication skill and decision-making skill of student in your organization. | 4.75 |
| 7. Professional etiquettes and ethics of student in your organization. | 5.00 |
| 8. Completion/Execution/Reporting of student in your organization. | 4.75 |
| 9. Sincerity and dedication towards work by student in your organization. | 4.75 |
| 10. Overall impression about performance of student in your organization. | 4.75 |
| Average Overall score | 4.83 |



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Employers Feedback: 2022-23 Question Wise Feedback Statistics and Graphical representation

Employers Feedback

10. Overall impression about performance of student in your organization.

9. Sincerity and dedication towards work by student in your organization.

8. Completion/Execution/Reporting of student in your organization.

7. Professional etiquettes and ethics of student in your organization.

6. Communication skill and decision making skill of student in your organization.

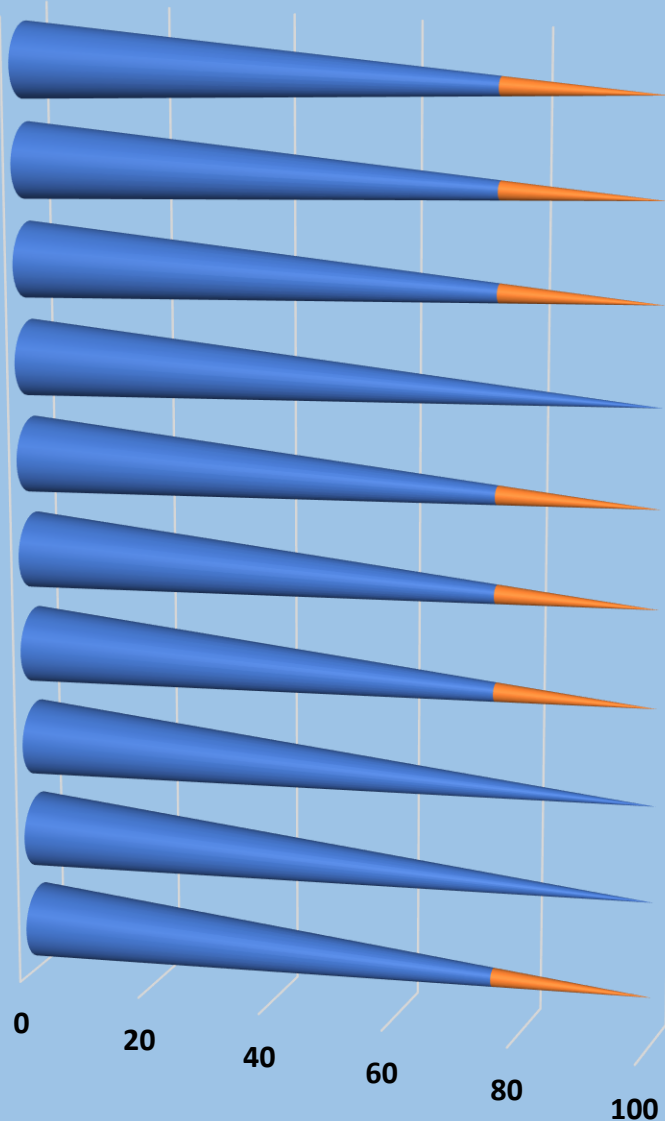
5. Collaboration and teamwork of student in your organization.

4. Relationship of student with his/her seniors/peers/subordinates in your organization.

3. Ability of student to link the concept/knowledge they gain in college with real world situations.

2. Conceptual/Technical knowledge/skill/ability of student to manage/perform his/her work in your organization.

1. Ability of student to understand the work and contribute to the goal of your organization.



■ Excellent ■ Good ■ Satisfactory ■ Poor ■ Very Poor



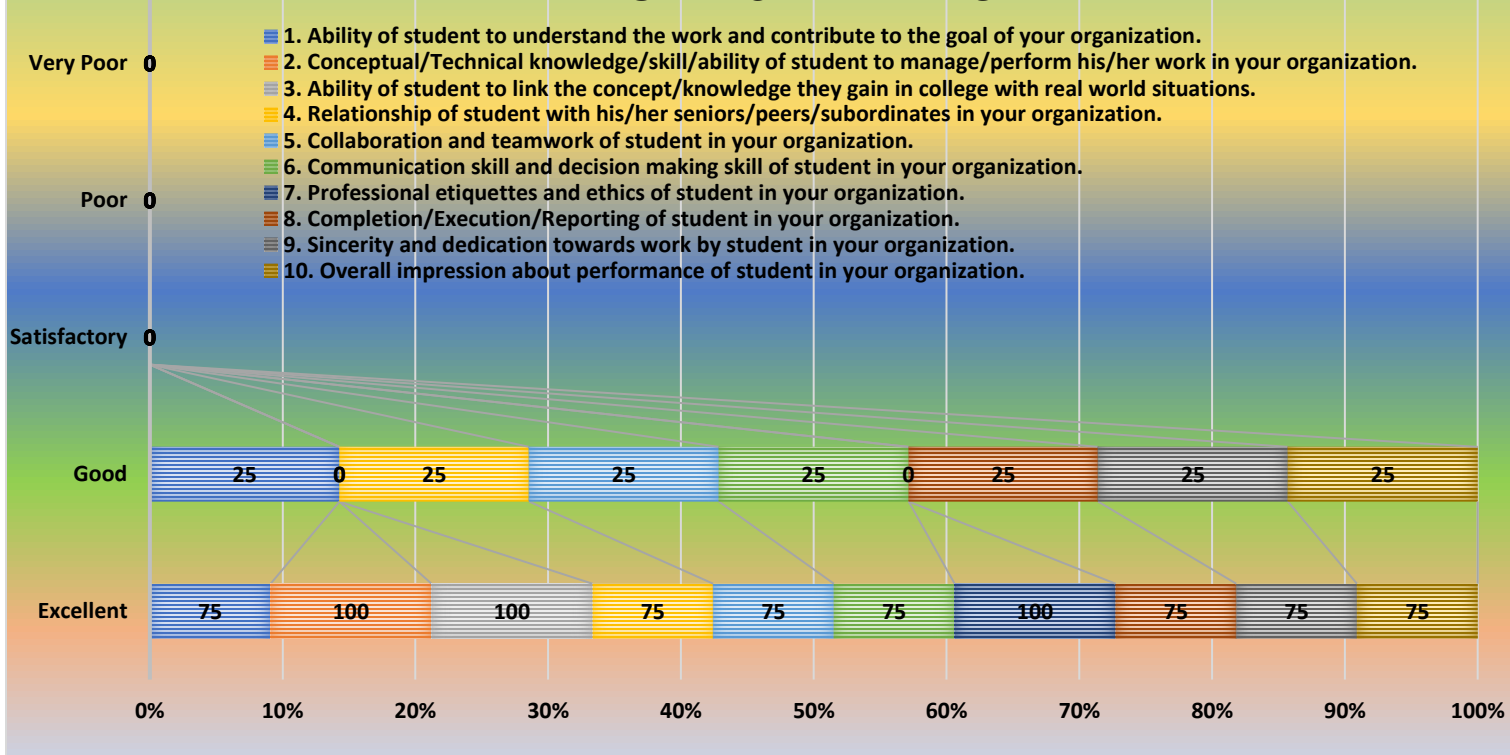
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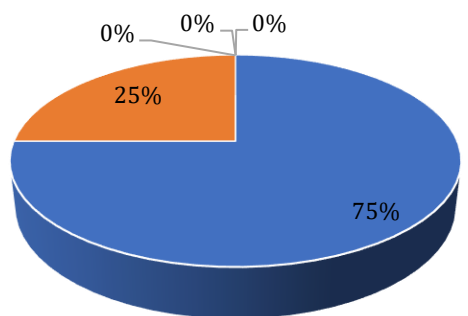
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EMPLOYERS FEEDBACK

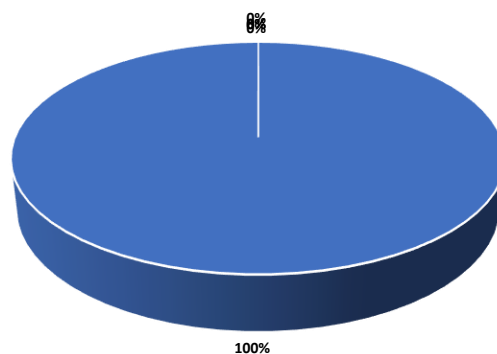


1. Ability of student to understand the work and contribute to the goal of your organization.



■ Excellent ■ Good ■ Satisfactory

2. Conceptual/Technical knowledge/skill/ability of student to manage/perform his/her work in your organization.



■ Excellent ■ Good ■ Satisfactory ■ Poor ■ Very Poor



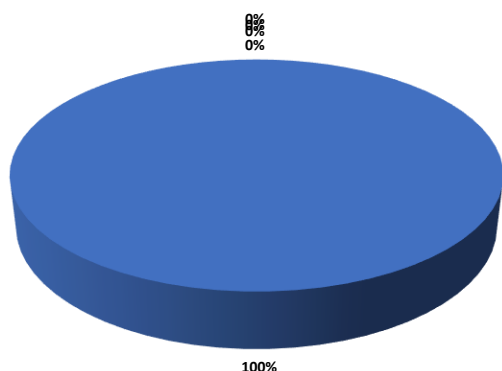
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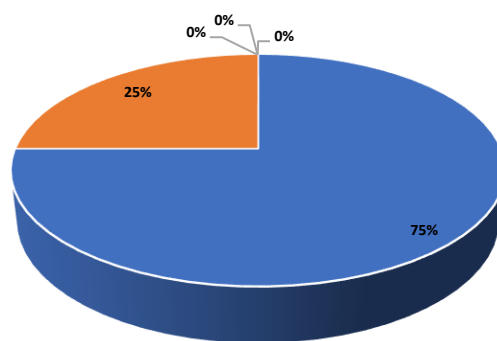
Date

3. Ability of student to link the concept/knowledge they gain in college with real world situations.



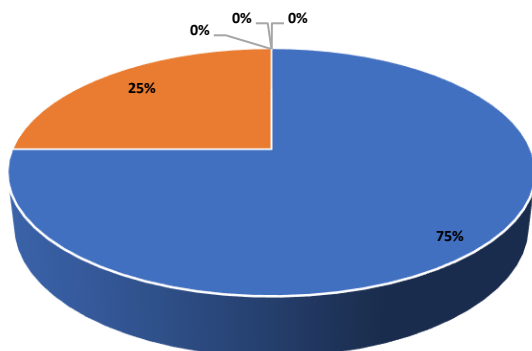
■ Excellent ■ Good ■ Satisfactory ■ Poor ■ Very Poor

4. Relationship of student with his/her seniors/peers/subordinates in your organization.



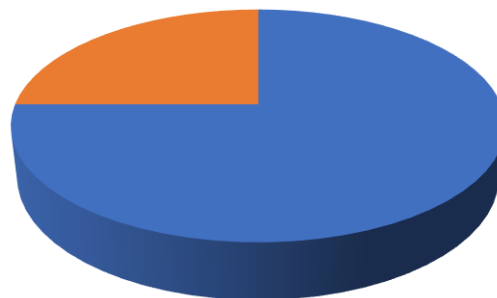
■ Excellent ■ Good ■ Satisfactory ■ Poor ■ Very Poor

5. Collaboration and teamwork of student in your organization.



■ Excellent ■ Good ■ Satisfactory ■ Poor ■ Very Poor

6. Communication skill and decision making skill of student in your organization.



■ Excellent ■ Good ■ Satisfactory ■ Poor ■ Very Poor



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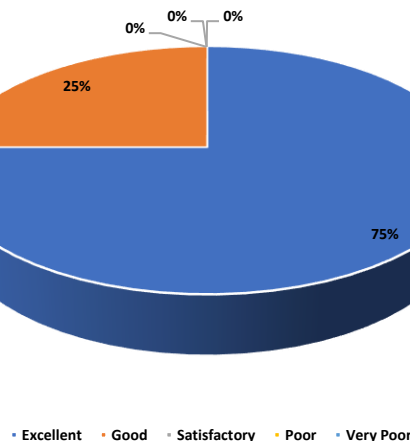
Date

7. Professional etiquettes and ethics of student in your organization.

■ Excellent ■ Good Satisfactory
Poor Very Poor



8. Completion/Execution/Reporting of student in your organization.



9. Sincerity and dedication towards work by student in your organization.

■ Excellent ■ Good Satisfactory Poor Very Poor



10. Overall impression about performance of student in your organization.

■ Excellent ■ Good Satisfactory Poor Very Poor

