



## Feedback (collected from teachers) analysis report

### Feedback of Teachers (22-23)

41 responses

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#### Name of the Teacher

41 responses

Aniruddha Pal

Bapi Dutta

Nabanita Paul

Kritisudha Baraily

HUMAYUN RASID

Kheyali Halder

Dr. Jayanti Saha

Subrata Mukhopadhyay

Dr. Tabesum Begam

Hablu Barman

Koustuv Roy

Dt. Kartick Ch. Dey

Dr. Rakhi Chakraborty

Mandira Ghissing

Diwas Dukpa

Partha Sarathi Debnath

Jana Chakrabarti

Dr. Habibur Rahaman

Nina Singh Roy

Mayukh Sarker

SAUGATA GHOSH



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Ayan Biswas

SAJAL BASAK

Salman Sahid

Dr. Koushik Dan

Abhirupa Majumder

Shrishnu Kumar kundu

Soumya Mukherjee

Debjani Sarkar

Rajdeep Sunar

Smriti Singh

BIPLAB KANTI SEN

Swapna Chhetri

AKASH CHOWDHURY

Ujjwal Das

Biswajyoti Roy

ABHIRUPA MAJUMDER

Dr. Md Hamidur Rahaman

Sudip Bandyopadhyay

Dr. Dilip Maji

Niloy Bakshi



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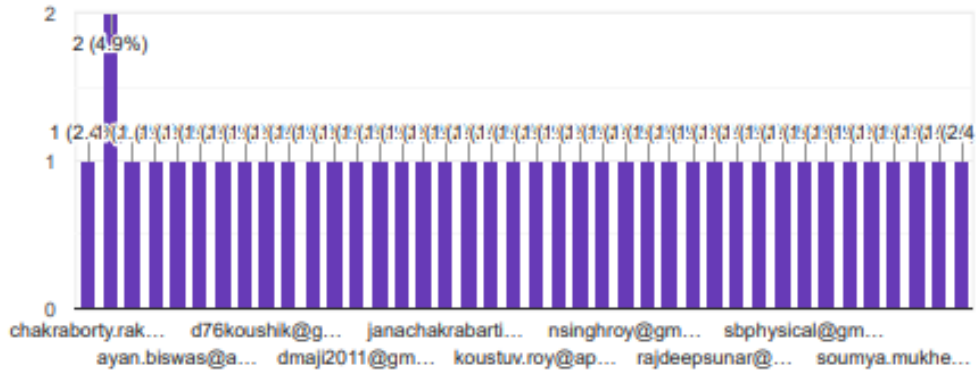
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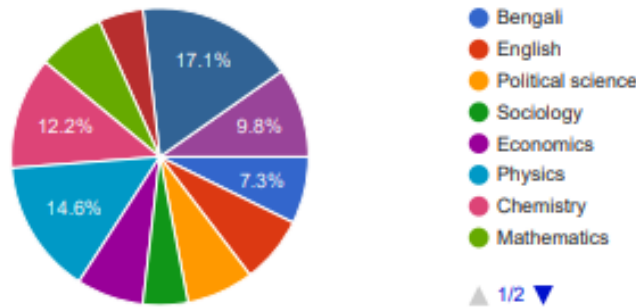
41 responses



Name of the Department

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41 responses



Name of the Program

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41 responses





### Feedback for the Academic Session

41 responses Copy

| Category     | Count | Percentage |
|--------------|-------|------------|
| 2022 - 2023  | 1     | 2.4%       |
| 2022 to 2023 | 1     | 2.4%       |
| 2022-23      | 10    | 24.4%      |
| 22-23        | 15    | 36.6%      |
| 22-23        | 6     | 14.6%      |
| Good         | 1     | 2.4%       |
| Satisfied    | 1     | 2.4%       |
| very...      | 1     | 2.4%       |

### Date of the Feedback

41 responses

| Date     | Count                    |
|----------|--------------------------|
| Apr 23   | 7                        |
| Apr 2023 | 7 3 8 3 10 11 9 12 23 14 |

### Does the curriculum leave sufficient scope for extra curricular activities?

41 responses Copy

| Response | Percentage |
|----------|------------|
| Yes      | 43.9%      |
| No       | 29.3%      |
| Maybe    | 26.8%      |

### Does the syllabus provide sufficient scope for activity based learning?

41 responses Copy

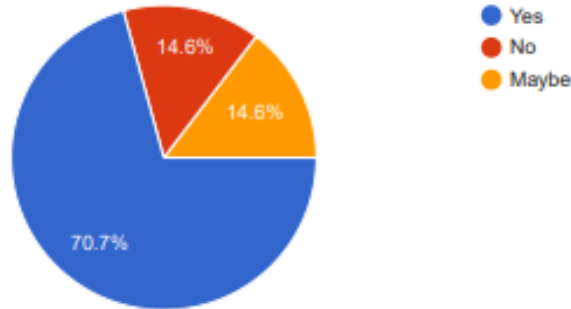
| Response | Percentage |
|----------|------------|
| Yes      | 61%        |
| No       | 14.6%      |
| Maybe    | 24.4%      |



Does the syllabus provide sufficient scope for experiential learning?

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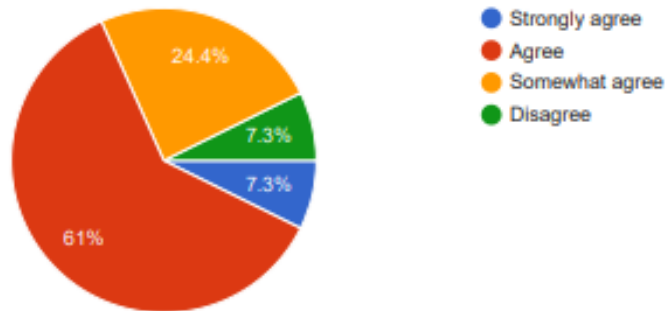
41 responses



The objective of the course are well defined and clear to both teachers and students

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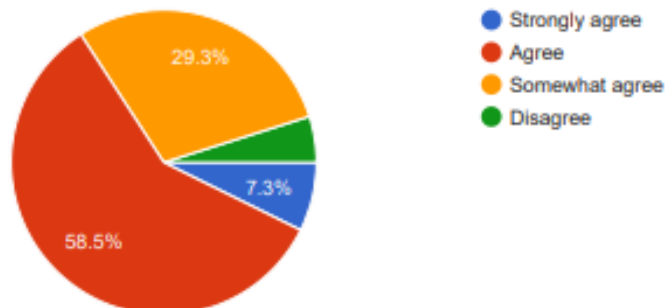
41 responses



The syllabus is need based and up to date, with focus on contemporary developments

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41 responses

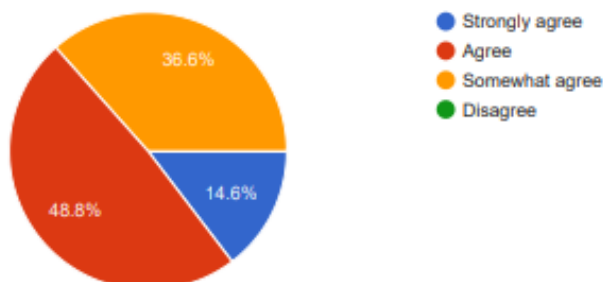




The depth of the course content is adequate to have significant learning outcomes

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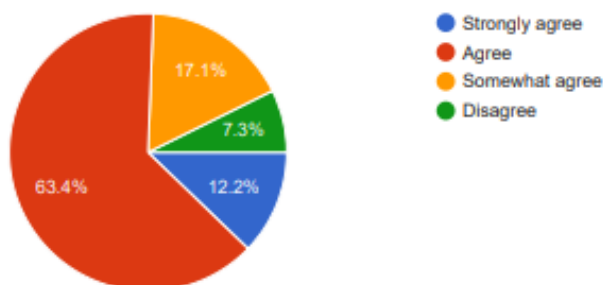
41 responses



The syllabus has a good balance between Theory and tutorials/practical work/Project work

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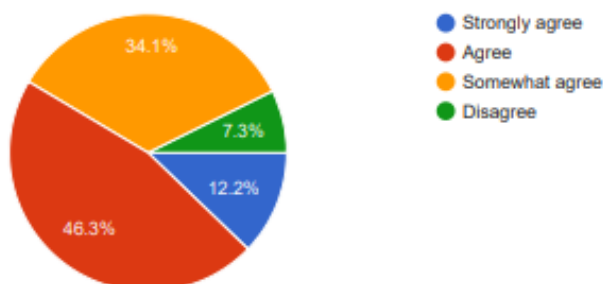
41 responses



The syllabus is well structured to guide the teachers and the paper setters

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41 responses

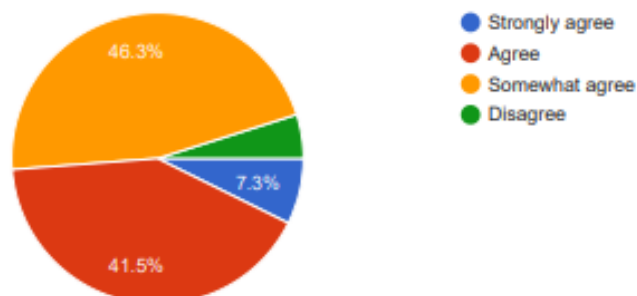




Syllabus is sufficient to bridge the gap between industry standards/current global scenarios and academics

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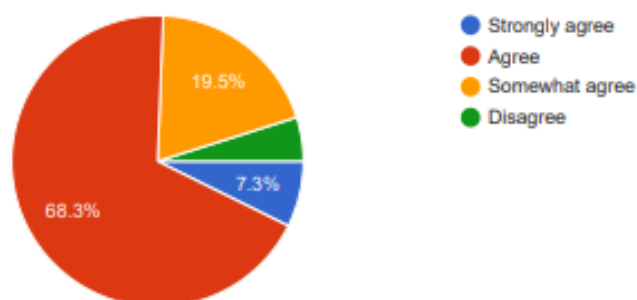
41 responses



The allocation of the credits to the course is appropriate

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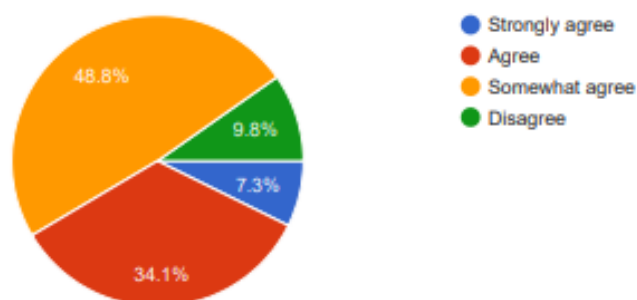
41 responses



The syllabus is compatible and well distributed within the limited time frame of the semester system

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41 responses

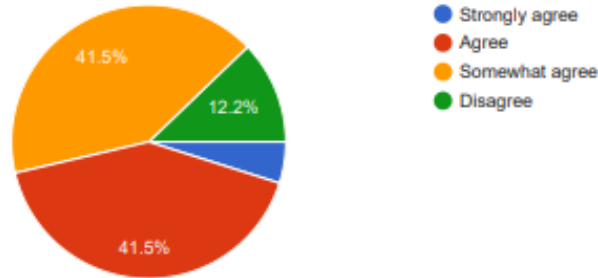




The syllabus is suitable for both slow and fast learners

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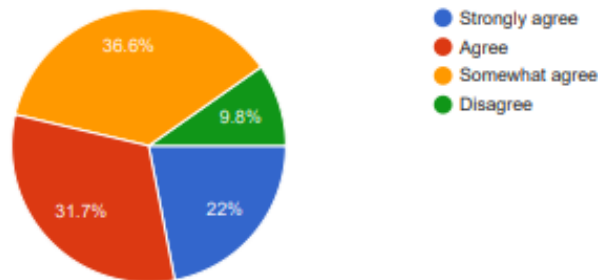
41 responses



Sufficient reference material and books are available for the topics mentioned in the syllabus

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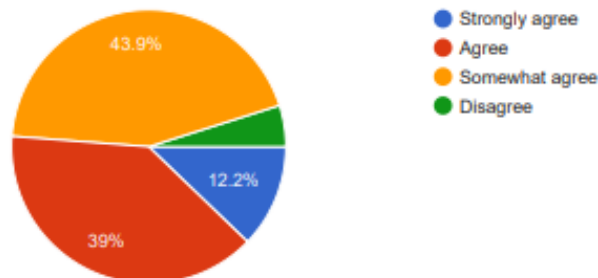
41 responses



The introduction of "Skill Enhancement Courses" will help many students towards self-employment

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41 responses



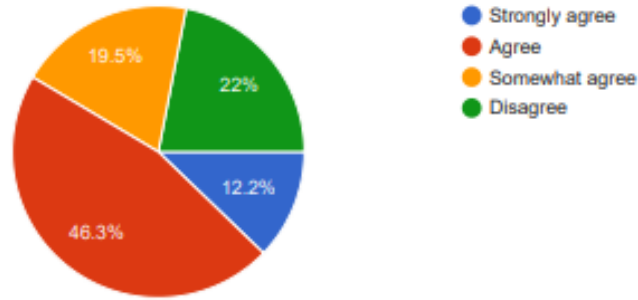




Due to lack of time , syllabus of DSE courses can not be completed by a serious teacher

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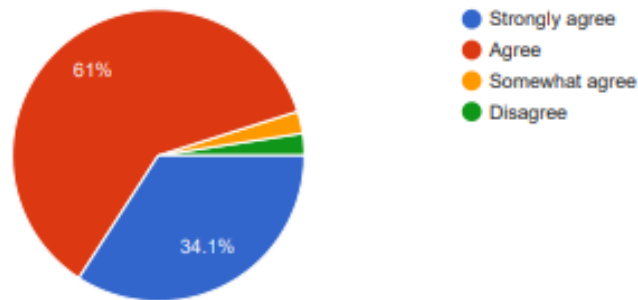
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The Internal assessment work will make an improvement on the course grade of students

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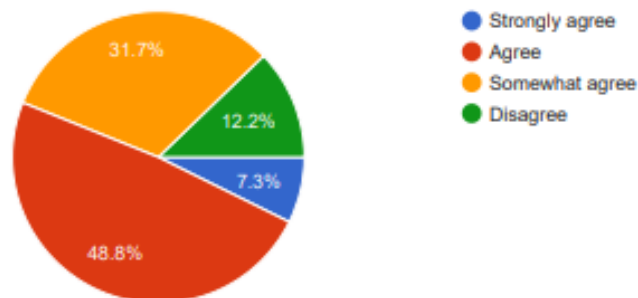
41 responses



The courses provide adequate scope of employability for the students

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41 responses

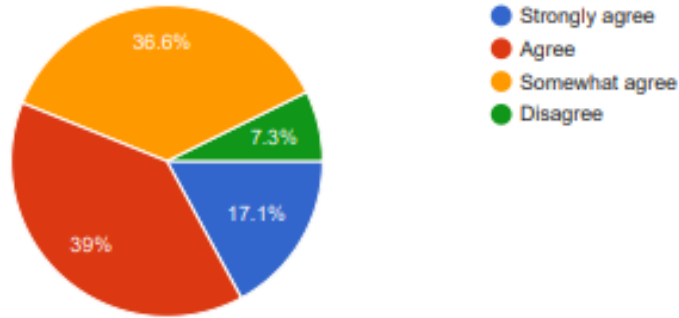




The course inculcates ethical and moral values among the students so as to make them good citizens

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41 responses





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Your suggestions and any comments (write within 100 words )

41 responses

Syllabus is overwhelmingly vast. It cannot be completed within the time frame. Very serious students and that too from good socio-economic background may cope up with the load. For average students coming from average families it will not be beneficial.

The gap between the 10+2 syllabus and the UG syllabus is such that bridging it is almost impossible. I feel that some literature-texts are totally out of context for our students. More emphasis should be given on texts of Indian origin so that students can relate to them and enjoy reading them.

It's an updated syllabus. It's useful for students as well as the teachers.

Considering entire syllabus in terms of stipulated time, it seems to encourage surface learning despite deep learning.

Insufficient materials for the given syllabus is a major problem faced by all teachers.

Regarding Hons. Syllabus:-

1. the topic "Cloud Computing " should be added as a part of Data science paper or DAATABASE MANAGEMENT SYSTEM paper.
2. Each theory paper should include case study or real life problem based topics such as "Artificial Intelligence " paper should include topic like " AI in Solid Waste Management". "Digital Electronics" paper should include topic like " e-waste Management".

"Skill Enhancement Courses" may fail to encourage students towards self-employment. In Botany, the structure of this particular paper is purely theoretical based and no practical based learning is included which does not support the course objectives.

No suggestion, probably have covered all the relevant topics.

No comment

The department of political science would like to state that the syllabus is good and this will help a lots to the students.

All are appropriate and up-to-date

DSE papers are not distributed properly in 5th and 6th semester. Keeping the time frame of different competitive examinations in mind, core DSE papers (e.g nuclear physics/ classical mechanics) should be in 5th semester.

Educational tour to visit nearby industry or hydel/thermal/nuclear power plant etc. may be incorporated in the syllabus.

The syllabus is vast, some topics have been given more importance than others. There are lac of reference books and study materials for some DSE and SEC papers.





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1. For English Honours there should be one full paper on the history of literature in each semester.
2. Semester system leaves very little room for extra curricular activities so some such activities (participation in drama, elocution, film clubs, debating, writing etc) may be incentivised.
3. Some portion of the honours and G. E syllabus in English may be devoted to the development of writing skills such as critical appreciation of poetry, essay writing both creative and academic( unseen).
4. Easy availability of texts and materials on particular topics to be considered while framing syllabus.

Syllabus can be made more specific about the topics to be included and should avoid to include broad topic with little clarity about the sub-topics to be taught as the syllabus has to be completed within limited timeframe under CBCS.

CBCS system is well organized. However for newly execution of the system there may few difficulties like lack of syllabus oriented books. However these problems could be overcome.

A definite match between the duration of semester and volume of syllabus is required.

The course is almost suitable for overall growth of students and they will get the scope to gather adequate knowledge for getting job and research aspect.

No suggestions

The idea of new syllabus framing is to make shift from rote learning or memorisation method practiced earlier in favour of active learning which includes projects, group activities, class discussions, debate, role play etc all these play a key role in the development of what are known as 21st century skills i.e collaboration, communication, critical thinking, creativity, digital literacy etc.

The SEC should be based on hands on training

The topics in DSE should be decreased

The disparity between the credits and the full marks in question paper (in CC or DSE, full marks 40 in theory for credit 4 but in SEC, full marks 40 in theory for credit 2) should be addressed

There is no scope for moral and ethical development in the syllabus. The course content completely focused on theoretical knowledge. Practical part of the curriculum only strengthen the theoretical base and somewhat applicable in future research work. The overall curriculum needs a modification towards employability (in public as well as in private sector) and moral/ psychosocial development.

The full marks of written examination should be increased

No, Its Ok.

None





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It is difficult to complete such vast syllabus within the stipulated time frame. There is a scarcity of Bengali version books on the subject (Political Science).

Laboratory should be improved

Some portions of the course should be modified like group theory. Classical mechanics should be made a separate paper.

The present syllabus is okay but there is ample scope for improvement.

Time constraint in finishing the whole syllabus.

The history of English Literature should be included in the syllabus. Some parts of the syllabus are too impractical to be properly taught.

More current topics should be incorporated in the syllabus to make industry/job oriented.

60 marks were allotted to the theory paper of SEC paper, our suggestion was to allot 20 marks for practical paper and 40 to the theory paper which was accepted.

Syllabus should be more employment opportunities based contents

Classical Mechanics and Nuclear and Particle physics should be treated separately as a core paper.

Due to long admission process, it is difficult to complete 1st Sem syllabus. So admission process should complete within short period of time. Syllabus should be more details i.e. elaborate. Reference book should be available in the market or online otherwise students as well as teachers also facing problem.

Due to lack of time it is difficult to complete the syllabus within stipulated time frame. There is a scarcity of Bengali version books on all the papers of the subject.

No doubt syllabus is good. So we can continue with this.

Our current syllabus does not have any physical chemistry paper in final semester (Sem-6). I think 6th semester syllabus should include at least one physical chemistry paper.

The syllabus is well and good for the improvement of students but the distribution (chemistry syll) is wrong, both Theory & practical.

Some important topics eg magnetochemistry, colour & spectra, radiation chemistry etc are to be included in the syllabus.

NA

