

Bankim Sardar College

A College with Potential for Excellence

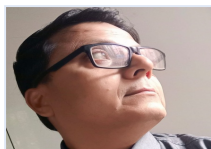
Feedback Report

2014-19

Feedback is the breakfast of champions.”

- **Ken Blanchard**

From the Principal



Stakeholders expectations as coded in their feedback is an important input for initiation and sustenance of quality initiatives in the institution. This report will share the experiences of action taken in terms of feedback obtained in Bankim Sardar College since 2015.

Curriculum

Introduction of new Programme Bengali PG

1. Stakeholders' Feedback 2014
2. GB President Feedback Feb 2015
3. IQAC Resolution Feb 9, 2015
4. GB Resolution Feb 9, 2015

Introduction of new subject Geography

1. Govt Nominees Feedback Dec 2012
2. Stakeholders' Feedback 2014
3. IQAC Resolution April 7, 2015
4. GB Resolution April 20, 2015
5. GB Resolution Dec 02, 2015
6. GB Resolution June 07, 2015

Add-on curriculum

1. IQAC Resolution Jul 18, 2017
2. Administrator's Feedback Sept 2017
3. IQAC Resolution Nov 20, 2017
4. Students' Feedback Dec 2018

Skill Enhancement Curriculum

1. Administrator's Feedback Dec 2018
2. Teachers' Feedback Jan 2019
3. Employers' Feedback May 2019
4. IQAC Resolution June 2019
5. Students' Feedback Dec 2018

Learning Management System

1. IQAC Resolution Feb 9, 2015
2. CPE Plan 2015
3. IQAC Resolution Nov 20, 2017
4. Teachers' Feedback Dec 29, 2017

Quality Initiatives

1. Educational tour
2. Classroom ambience
3. Class Routine
4. Seminar Library
5. Campus security
6. Clean and Green Campus
7. College Social
8. Computer Education

Content

1 – Action Taken Report on Curriculum

2 – Feedback Analysis on Curriculum

3 – Feedback Analysis on Quality initiatives

4 – Feedback on Teachers' Assessment

5 – **Annexure – the Feedback forms**

Feedback of **Students**

New Programmes

New Subject

Add-on Programmes

Skill Plus Curriculum

Feedback of **Teachers**

New Programmes

New Subject

Add-on Programmes

Skill Enhancement Curriculum

Learning Management System

Feedback of **Alumni**

New Programmes

New Subject

Add-on Programmes

CBCS Curriculum

Feedback of **Management**

New Programmes

New Subject

Add-on Programmes

CBCS Curriculum

Feedback of **Employers**

Add-on Programmes

CBCS Curriculum

The Timeline

2014-15 – Introduction of three UGC (COC) Addon Courses

2014-15 – Introduction of Education (H) and English (H)

2016-17 – Introduction of Bengali PG

2017-18 – Introduction of Geography (G)

2017-18 – Introduction of LMS for curriculum delivery

2017-18 – Introduction of Skill Pus Programme

2018-19 – Introduction of CBCS

2018-19 – Introduction of two UGC (CPE) Addon Courses

2019-20 – Introduction of Skill Enhancement Curriculum

REPORT

Introduction of new programmes

- Post Graduation in Bengali got introduced in Sept 2016
 - **Stakeholders' Feedback** - During Dec 2014 feedback were taken from about 250 honours students, about 103 parents and 18 teachers in the college with the objective of finding out whether Post Graduation curriculum is to be introduced in the college and in which subject or subjects.
 - **Management's View** - During Feb 2015 President of the Governing Body expressed his view that *the Department of Bengali in this college is known for its excellent performance during the last sixty years producing more than 100 graduates every year and who are well placed in their life. It is my earnest belief and conviction that it is now time for the Department to graduate itself to a centre of post graduate studies and research*
 - **Resolution -**
 1. The observation of the President and the feedbacks as obtained from the stakeholders were discussed in the **IQAC meeting dated Feb 9, 2015** which decided that *the IQAC would recommend to the governing body for opening PG course in Bengali and History in terms of the student feedback obtained and the same be proposed in the CPE proposal.*
 2. Upon consideration of the IQAC recommendation the Governing Body Members during its meeting dated Feb 9, 2015 resolved the following
 - Item No 1, GB Meeting dated Feb 9, 2015*
 - "Governing Body unanimously approves the proposal of the Internal Quality Assurance Cell to open Post Graduation in Bengali from 2015-16 Academic Session with financial assistance from the UGC under the scheme of College with Potential for Excellence XII Plan"*
 - "Governing Body also sanctions Rs One lakh in the financial year 2015-16, for the purpose of purchase of books necessary for introduction of PG in Bengali"*
 - "Governing Body also sanctions Rs One lakh fifty thousand in the financial year 2015-16 for the purpose of appointment of two college appointed part time teachers/or one full time contractual whole time teacher towards introduction of PG in Bengali during the year 2015-16"*
 - **Action Taken -**
 1. The University of Calcutta recommended the CPE proposal of the college to UGC during Feb 13, 2015.
 2. The University Grants Commission after the interface meeting in 30th Jan 2016 approved the CPE proposal and conferred the status of College with Potential for Excellence in 21st April 2016.
 3. The West Bengal State Higher Education Council and the University of Calcutta after due inspection provided affiliation to the college to introduce PG in Bengali in April 2016.
 - **Outcome -**

The Bengali PG Department was introduced in Sept 2016
-

Introduction of New Curriculum

- Geography as a new subject got introduced in July 2017
- **Management's View** - During Dec 17, 2012 the Government Nominees in the Governing Body – who are people's representatives of the region – expressed their view that Geography as a subject be introduced in the college and such opinion was accepted towards resolving towards introduction of Geography and construction of new infrastructure as and when funds would be available
- **Stakeholders' Feedback** - During Dec 2014 feedback were taken from about 260 honours students, about 115 parents and 30 alumni with the objective of finding out which new subject could be introduced in the college.
- **Resolution** -
 1. The observation of the administrator Government Nominees in the Governing Body dated Dec 2012 and the stakeholders feedback dated 2014 were discussed in the **IQAC meeting dated April 7, 2015** which decided that *the IQAC would recommend* construction of new infrastructure and procurement of equipments for setting the Geography Lab *and the same be proposed in the RUSA DPR*
 2. Upon consideration of the IQAC recommendation the Governing Body Members during its meeting dated
 - a. **April 20, 2015** under Agenda Item No 3, resolved to sanction the plan for setting laboratory for Geography with RUSA funding.
 - b. **Dec 02, 2015** under Agenda Item No 6, resolved to apply for Introduction of Geography to the West Bengal State Higher Education Council
 - c. **June 7, 2016** under Agenda Item No 4, resolved to approve the budget and fees structure towards introduction of Geography to meet recurring costs

- **Action Taken** -

The RUSA DPR was prepared and submitted to the Government of West Bengal on 30th June 2016 for sanction from the MHRD

The sanction of the MHRD was obtained during Sept 2016

The Departmental laboratory was set up with appropriate furniture and equipments from RUSA funding as and when the funds were made available from MHRD and the Government of West Bengal

The West Bengal State Higher Education Council and the University of Calcutta after due inspection provided affiliation to the college to introduce PG in Bengali in March 2017

- **Outcome** -

Geography as a subject got introduced in June 2017

On Add-on Curriculum

- The college is at present running six add-on curriculum namely three CoC programmes and three CPE programmes as follows
 - 2014-15 – Introduction of three UGC (COC) Addon Courses
 - 2017-18 – Introduction of Skill Pus Programme
 - 2018-19 – Introduction of two UGC (CPE) Addon Courses
 - **Management's View** - During Sept 09, 2017, the Joint DPI Government of West Bengal expressed her view as the Administrator of the college
 1. College should take effective steps to strengthen the UGC CoC programmes as sanctioned in 2014
 2. Introduce new Add-on courses under the UGC CPE schemes as sanctioned in Jan 2017
 3. Preparing the student mentees by the teacher mentors in several skill enhancement domain
 - **Initial Feedback** - During 18 Dec to -23 Dec, 2017 feedback were taken from about 500 students about their willingness to participate in programmes that display their Performing Abilities and Creative skills, Public Speaking Abilities, Thinking Skill etc and received overwhelming response about their keenness to participate in event like, antaksaari, quiz, debate, students seminar, mock parliament, photography, poster, pencil sketch, writing bio-data, email writing, letter writing, report writing etc if they are provided guidance and training.
 - **Resolution** -
 - During IQAC meeting on July 18, 2017, Members discussed the concept of introducing a Skill Plus Programme wherein students would be encouraged to enrol, prepare and participate in several students centric programmes and teachers would help them to perform. The meeting also discussed that in order to encourage skill enhancement the appropriate syllabus be outlined prepared.
 - During IQAC meeting on Nov 20, 2017, the redesigned syllabus for the three CoC courses (Basic Computers, Basic Proficiency in Communicative English and Entry to Services) were considered and approved and the syllabus for CPE Skill Plus was discussed and approved. The meeting also approved the syllabus for Computerised Accounting with Tally and Remote Sensing GIS.
 - During the Administrator Principal Meeting dated Jan 25, 2018 it was discussed and agreed upon that concept of club be introduced under the tutelage of the mentors so that each club (or the mentor mentee group) can remain in constant touch to building Skill Plus amongst the mentees.
 - **Action Taken** -
 - Skill Plus Programme introduced
 - Add-on Course on Tally introduced
 - Add on Course on Remote Sensing GIS introduced
 - **Outcome** -
 - The college now runs six add-on courses.
-

On the newly introduced Curriculum under the CBCS

- The University of Calcutta has introduced new curriculum under the CBCS in Commerce in the year 2017-18 and Humanities and Science in the year 2018-19. This introduction has brought into several new changes like – introduction of internal assessment, tutorial, marks for class attendance, semester system etc. But the most important change is in the domain of introduction of new curriculum in the form of Skill Enhancement Curriculum (SEC) and Discipline Specific Electives (DSE)
- **Management's View** - During Dec 27, 2018, the Joint DPI Government of West Bengal expressed her view as the Administrator of the college and urged the Principal to lead from the front to motivate teachers and make them cope up with the requirements of SEC and DSE
- **Teachers' Feedback** – IQAC took Teachers' feedback on several aspects of the SEC during Jan 2019
 - their perception about the SEC papers
 - option exercised by the teachers in the context of choosing the curriculum under the SEC
 - difficulty faced in effective delivery of the curriculum
 - helpfulness of the SEC curriculum for the students
 - helpfulness of the expert workshop for delivery of the curriculum
- **Employers' Feedback** – IQAC has taken feedback from employers May 2019 on SEC curriculum
 - Whether they are aware about the newly introduced CBCS and the SEC curriculum
 - What skills are necessary for job market entrants
 - What add on curriculum HEIs should impart
- **Resolution**

The IQAC in its Meeting during June 2019 discussed the introduction of SEC from July 2019, the relative efficacy of the several options for studying the SEC in the different subject, the constraints and limitations posed by non availability of books in SEC and the also discussed about whether the teachers can teach the students from downloaded materials as available from the internet.

- **Action Taken**
 1. For the purpose of learning from students feedback about the delivery of SEC curriculum, IQAC took feedback from students during Jan 2020 on SEC curriculum about
 - How SEC curriculum is beneficial
 - How well the teachers have delivered SEC curriculum
 - How did they performed in the exam
 2. Organised workshop in Economics on Feb 2, 2020 about CBCS curriculum and employability
 3. Organised workshop in Bengali on Feb 22, 2020 about CBCS curriculum and employability
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On Curriculum Delivery – the Learning Management System

- The use of ICT in teaching learning is a matter of prime importance in any Higher Education Institute. The IQAC of this college aimed at building Institutional Repository of academic plans, learning materials, question banks, PPTs, video lectures, Course Outcomes, etc and the same be provided through the Learning Management System
 - **History –**
 - The college set up an institutional repository during Jan 2015 and was inaugurated on University Foundation Day on Jan 24, 2015, by the Vice Chancellor University of Calcutta
 - The IQAC included the plan to strengthen institutional repository in the proposal for College with Potential for Excellence 2015
 - **Resolution –**
 - Governing Body during its meeting dated Feb 9, 2015 approved the plan towards building the institutional repository under CPE fund as and when available
 - IQAC during its meeting dated Nov 20, 2017 discussed the matter with all HoDs and Teacher (invited) and discussed the necessity of cooperation and participation of all teachers in building the repository
 - **Teachers' Feedback –** Principal requested feedback and consent from the Teachers on Dec 29, 2017 on the following justifications
 - IQAC DURING THE MEETING with all HoDs and teachers during Nov 2017, proposed and you all agreed to have a repository where study materials could be written and uploaded.
 - Such repository platform has an annual fee of Rs 1800 for each teacher.
 - College will provide the repository password only for those teachers who will be WILLING ON THEIR OWN to use such platform
 - Further to be noted that study material prepared and uploaded in a week will be recorded in the Teachers Diary as Academic Work equivalent to six hours and the preparatory day would be documented as working day.
 - Under the new PERFORMANCE BASED APPRAISAL quantified in terms of number of hours.
 - Such a platform will help you to document at least 200 hours of working hours (outside the College campus) in a year if you prepare and upload 30 study materials in the repository.
 - **Action Taken**
 - Learning Management System launched on March 2018
 - Regular uploading of study materials by the teachers
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Feedback Analysis - Curriculum

Objective To find out whether Post Graduation Studies be introduced in college curriculum.

Time Dec 2014

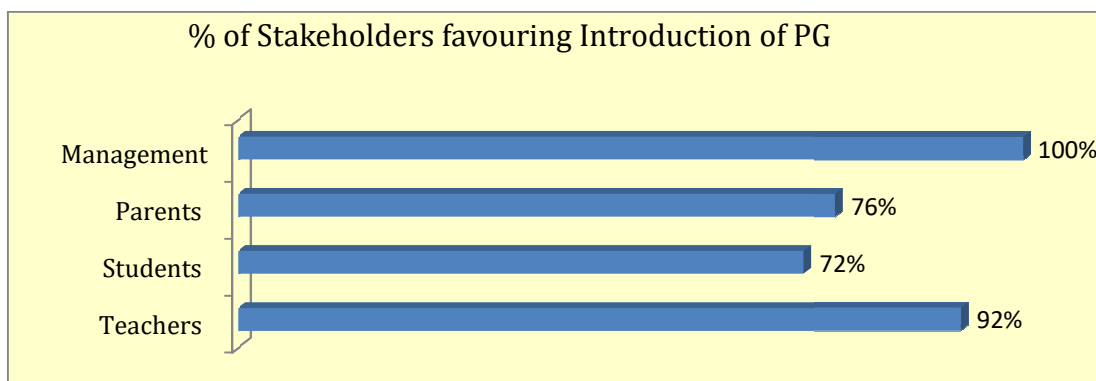
Question

- কলেজে স্নাতকোত্তর পাঠক্রমের সূচনা কি প্রয়োজন?
- যদি তোমার উত্তর হ্যাঁ হয় তাহলে কোন বিষয়ে এই পাঠক্রমের সূচনা হলে ভালো?

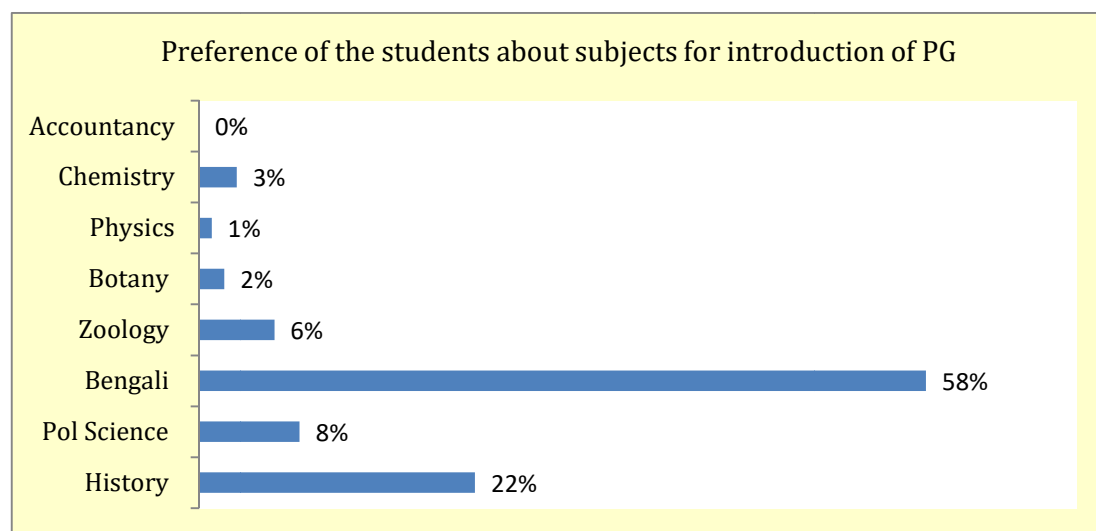
Feedback obtained

From 18 teachers - feedback obtained during TIC-Principal Meeting
From 256 students - feedback obtained through opinion poll
From 103 parents - feedback obtained parents teachers meet
From Members of the Management - resolved during GB Meeting

Result 01



Result 02



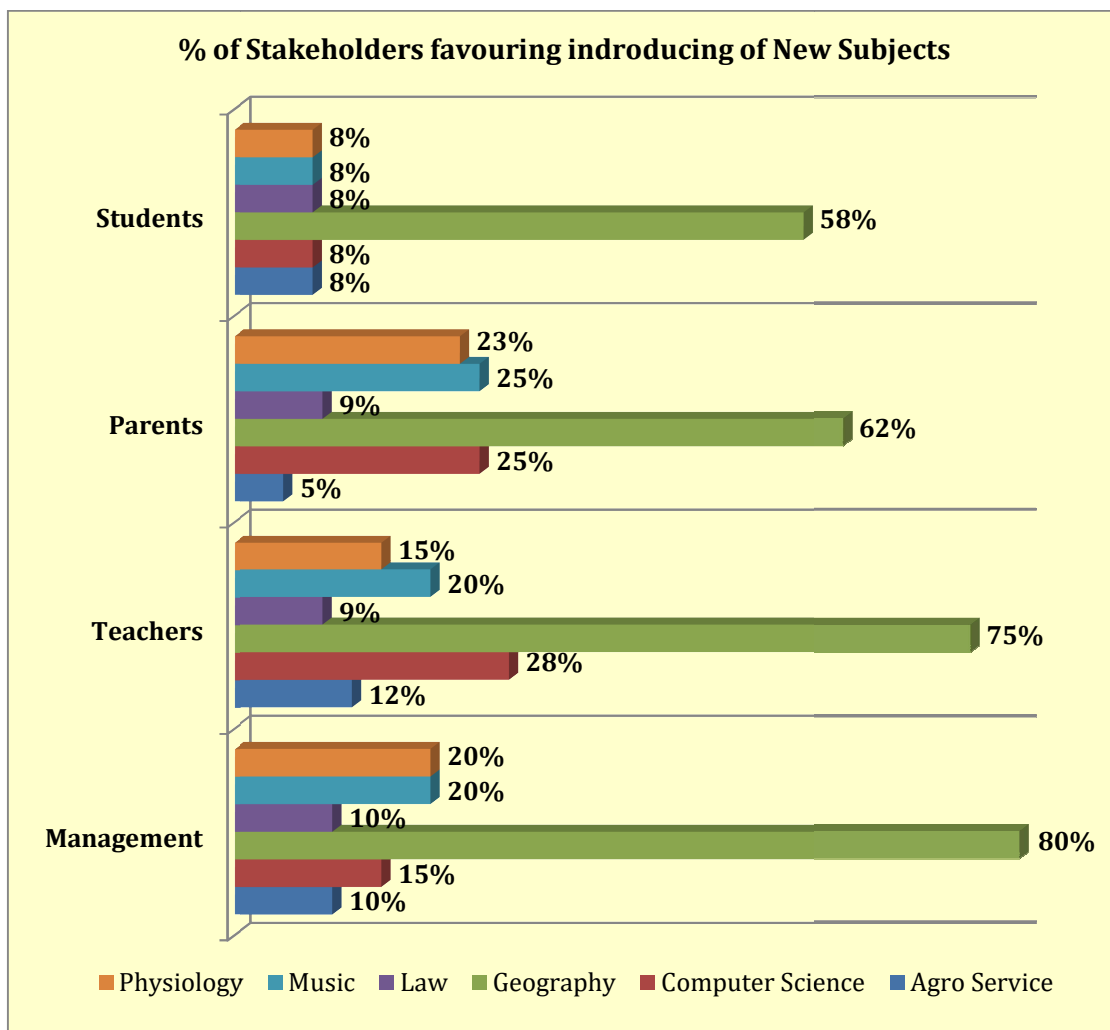
Objective To find out what new subjects are to be introduced.

Time Dec 2014

Question • কলেজে যে বিষয় গুলি পড়ানো হয় তার পাশাপাশি আর কোন কোন বিষয় পড়ানো প্রয়োজন?

Feedback obtained From 15 teachers - feedback obtained during TIC-Principal Meeting
From 260 students - feedback obtained during Induction Meeting
From 115 parents - feedback obtained parents teachers meet
From Members of the Management - resolved during GB Meeting

Result



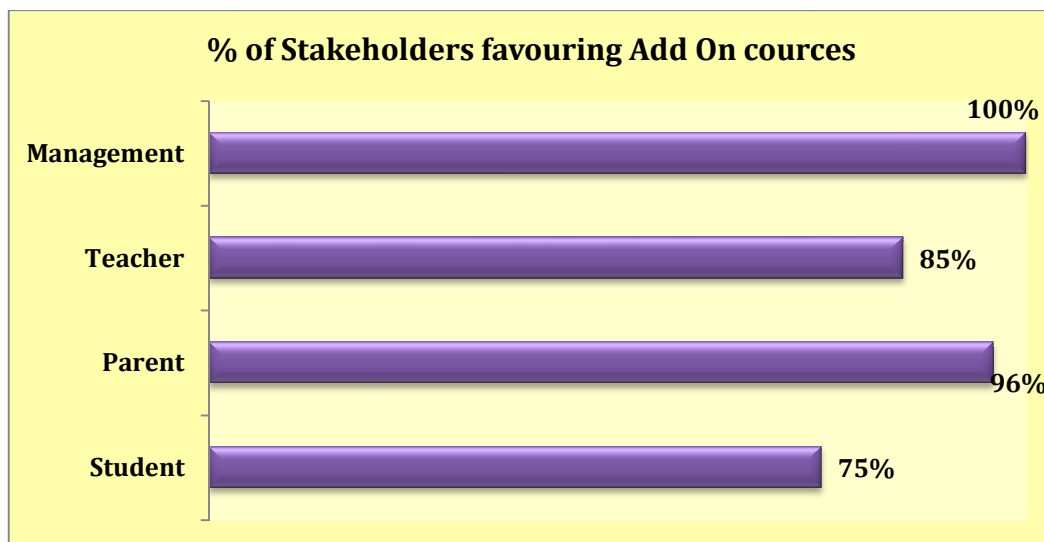
Objective To find out the need of Add On courses among the students of Sundarban.

Time Jan 2015

Question • নির্ধারিত পাঠ্যক্রমের পাশাপাশি ছাত্র-ছাত্রীদের কর্ম জীবনের উপযোগী প্রশিক্ষণ দেওয়া প্রয়োজন কি?

Feedback obtained From 17 teachers - feedback obtained during TIC-Principal Meeting
From 290 students - feedback obtained during Induction Meeting
From 65 parents - feedback obtained parents teachers meet
From Members of the Management - resolved during GB Meeting

Result



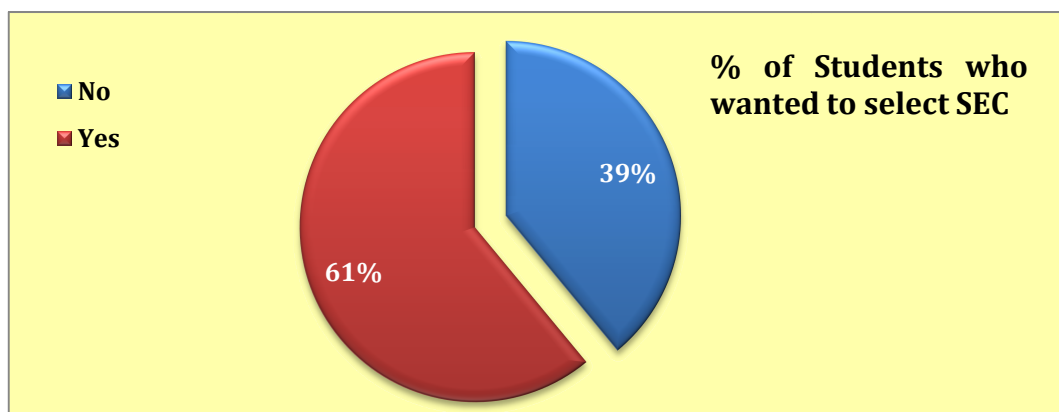
Objective To find out the preference of students regarding SEC.

Time Jan 2018

Question • SEC -এর বিষয় তোমরা নিজেরা নির্বাচন করতে চাও কি?

Feedback obtained From more than 200 students - feedback obtained through opinion poll in the class rooms

Result



Feedback - Quality Initiatives

Objective	To find out the importance of Educational Tours.										
Time	December 2014										
Question	<ul style="list-style-type: none"> শিক্ষামূলক ভ্রমণ কি পঠন-পাঠনের ক্ষেত্রে উপযোগী? 										
Feedback obtained	From 30 teachers - feedback obtained during TIC-Principal Meeting From 230 students - feedback obtained in induction meeting From 77 parents - feedback obtained Parents Teachers Meet From Members of the Management - resolved during GB Meeting										
Result 01	<p style="text-align: center;">% of Stakeholders favoring Educational Tours</p> <table border="1"> <thead> <tr> <th>Stakeholder</th> <th>Percentage Favoring</th> </tr> </thead> <tbody> <tr> <td>Management</td> <td>100%</td> </tr> <tr> <td>Teacher</td> <td>80%</td> </tr> <tr> <td>Parent</td> <td>100%</td> </tr> <tr> <td>Student</td> <td>95%</td> </tr> </tbody> </table>	Stakeholder	Percentage Favoring	Management	100%	Teacher	80%	Parent	100%	Student	95%
Stakeholder	Percentage Favoring										
Management	100%										
Teacher	80%										
Parent	100%										
Student	95%										

Objective	To find out the importance of uniform arrival-departure for Teachers.									
Time	December 2014									
Question	<ul style="list-style-type: none"> অধ্যাপক-আধ্যাপিকাদের নির্দিষ্ট সময়ে আসা-যাওয়া কি পঠন-পাঠনকে আরো সমৃদ্ধ করবে? 									
Feedback obtained	From 18 teachers - feedback obtained during TIC-Principal Meeting									
Result 01	<p style="text-align: center;">% of Stakeholders favoring Educational Tours</p> <table border="1"> <thead> <tr> <th>Stakeholder</th> <th>Biometric Attendance</th> <th>Uniform Arrival-Departure</th> </tr> </thead> <tbody> <tr> <td>Management</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Teacher</td> <td>80%</td> <td>60%</td> </tr> </tbody> </table> <p style="text-align: center;"> ■ Biometric Attendance ■ Uniform Arrival-Departure </p>	Stakeholder	Biometric Attendance	Uniform Arrival-Departure	Management	100%	100%	Teacher	80%	60%
Stakeholder	Biometric Attendance	Uniform Arrival-Departure								
Management	100%	100%								
Teacher	80%	60%								

Objective	To find out the effectiveness of Classroom Ambience.												
Time	Jan 2015												
Question	<ul style="list-style-type: none"> • ক্লাস রুমের পরিকাঠামো ও পরিবেশ কি পঠন-পাঠনের উপযুক্ত? • ক্লাস রুমে উপস্থিত কোন উপকরণটি পঠন-পাঠনে সহযোগী হবে? 												
Feedback obtained	<p>From 17 teachers - feedback obtained during TIC-Principal Meeting</p> <p>From 500 students - feedback obtained through opinion poll in class rooms</p> <p>From 67 parents - feedback obtained Parents Teachers Meet</p> <p>From Members of the Management - resolved during GB Meeting</p>												
Result 01	<p style="text-align: center;">% of Stakeholders favouring Class Room Ambience</p> <table border="1"> <thead> <tr> <th>Stakeholder</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Students</td> <td>65%</td> </tr> <tr> <td>Parents</td> <td>70%</td> </tr> <tr> <td>Teachers</td> <td>85%</td> </tr> <tr> <td>Management</td> <td>80%</td> </tr> </tbody> </table>	Stakeholder	Percentage	Students	65%	Parents	70%	Teachers	85%	Management	80%		
Stakeholder	Percentage												
Students	65%												
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Result 02	<p style="text-align: center;">Teachers and students favouring existing class room aids</p> <table border="1"> <thead> <tr> <th>Aid</th> <th>Teachers (%)</th> <th>Students (%)</th> </tr> </thead> <tbody> <tr> <td>Podium/Microphone</td> <td>91%</td> <td>88%</td> </tr> <tr> <td>Projector</td> <td>66%</td> <td>71%</td> </tr> <tr> <td>Smart Board</td> <td>10%</td> <td>20%</td> </tr> </tbody> </table> <p style="text-align: center;">■ Teachers ■ Students</p>	Aid	Teachers (%)	Students (%)	Podium/Microphone	91%	88%	Projector	66%	71%	Smart Board	10%	20%
Aid	Teachers (%)	Students (%)											
Podium/Microphone	91%	88%											
Projector	66%	71%											
Smart Board	10%	20%											

Objective	To find out the adequacy of College Infrastructure.																														
Time	February 2015																														
Question	<ul style="list-style-type: none"> • কলেজের বর্তমান প্রযুক্তিগত কাঠামো কি পঠন-পাঠনের সহযোগী? • কলেজের প্রযুক্তিগত কাঠামো কি আরো উন্নত করার প্রয়োজন আছে? • কলেজের প্রযুক্তিগত কাঠামোতে কী কী উন্নতি করলে ভালো? 																														
Feedback obtained	<p>From 28 teachers - feedback obtained during TIC-Principal Meeting</p> <p>From 175 students - feedback obtained in Induction Meeting</p> <p>From 48 parents - feedback obtained Parents Teachers Meet</p> <p>From Members of the Management - resolved during GB Meeting</p>																														
Result 01	<p style="text-align: center;">% of Stakeholders appreciating existing infrastructure</p> <table border="1"> <thead> <tr> <th>Stakeholder</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Management</td> <td>85%</td> </tr> <tr> <td>Teacher</td> <td>55%</td> </tr> <tr> <td>Parent</td> <td>68%</td> </tr> <tr> <td>Student</td> <td>56%</td> </tr> </tbody> </table>	Stakeholder	Percentage	Management	85%	Teacher	55%	Parent	68%	Student	56%																				
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Result 02	<p style="text-align: center;">% of Stakeholders favouring further improvement in infrastructure</p> <table border="1"> <thead> <tr> <th>Stakeholder</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Management</td> <td>50%</td> </tr> <tr> <td>Teacher</td> <td>75%</td> </tr> <tr> <td>Parent</td> <td>92%</td> </tr> <tr> <td>Student</td> <td>88%</td> </tr> </tbody> </table>	Stakeholder	Percentage	Management	50%	Teacher	75%	Parent	92%	Student	88%																				
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Result 03	<p>■ More Computers ■ Computer Lab ■ Wi-Fi Connection ■ Language Lab ■ IQAC Lab</p> <table border="1"> <thead> <tr> <th>Stakeholder</th> <th>More Computers</th> <th>Computer Lab</th> <th>Wi-Fi Connection</th> <th>Language Lab</th> <th>IQAC Lab</th> </tr> </thead> <tbody> <tr> <td>Management</td> <td>50%</td> <td>100%</td> <td>50%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Teacher</td> <td>72%</td> <td>100%</td> <td>90%</td> <td>80%</td> <td>80%</td> </tr> <tr> <td>Parent</td> <td>100%</td> <td>98%</td> <td>82%</td> <td>62%</td> <td></td> </tr> <tr> <td>Student</td> <td>95%</td> <td>92%</td> <td>97%</td> <td>77%</td> <td></td> </tr> </tbody> </table>	Stakeholder	More Computers	Computer Lab	Wi-Fi Connection	Language Lab	IQAC Lab	Management	50%	100%	50%	100%	100%	Teacher	72%	100%	90%	80%	80%	Parent	100%	98%	82%	62%		Student	95%	92%	97%	77%	
Stakeholder	More Computers	Computer Lab	Wi-Fi Connection	Language Lab	IQAC Lab																										
Management	50%	100%	50%	100%	100%																										
Teacher	72%	100%	90%	80%	80%																										
Parent	100%	98%	82%	62%																											
Student	95%	92%	97%	77%																											

Objective	To find out the need of reformation of Class routine.										
Time	November 2016										
Question	<ul style="list-style-type: none"> • সপ্তাহে প্রতিদিন আসতে না হলে ছাত্র-ছাত্রীদের কি সুবিধা হবে? • সপ্তাহে তিনদিন নির্দিষ্ট সময় ক্লাস থাকলে ছাত্র-ছাত্রীদের কি সুবিধা হবে? 										
Feedback obtained	<p>From 25 teachers - feedback obtained during TIC-Principal Meeting</p> <p>From 185 students - feedback obtained through Opinion Poll and Principal Student Meet</p> <p>From 72 parents - feedback obtained Parents Teachers Meet</p> <p>From Members of the Management - resolved during GB Meeting</p>										
Result 01	<p style="text-align: center;">% of Stakeholders favouring 3 days week routine</p> <table border="1"> <thead> <tr> <th>Stakeholder</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Management</td> <td>100%</td> </tr> <tr> <td>Teacher</td> <td>73%</td> </tr> <tr> <td>Parent</td> <td>66%</td> </tr> <tr> <td>Student</td> <td>87%</td> </tr> </tbody> </table>	Stakeholder	Percentage	Management	100%	Teacher	73%	Parent	66%	Student	87%
Stakeholder	Percentage										
Management	100%										
Teacher	73%										
Parent	66%										
Student	87%										
Result 02	<p style="text-align: center;">% of Stakeholders favouring 3 hours day class routine</p> <table border="1"> <thead> <tr> <th>Stakeholder</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Management</td> <td>100%</td> </tr> <tr> <td>Teacher</td> <td>87%</td> </tr> <tr> <td>Parent</td> <td>71%</td> </tr> <tr> <td>Student</td> <td>91%</td> </tr> </tbody> </table>	Stakeholder	Percentage	Management	100%	Teacher	87%	Parent	71%	Student	91%
Stakeholder	Percentage										
Management	100%										
Teacher	87%										
Parent	71%										
Student	91%										

Objective	To find out the need of a Seminar Library.											
Time	January 2017											
Question	<ul style="list-style-type: none"> • ছাত্র-ছাত্রীদের গ্রন্থাগার থেকে নিজের পছন্দ অনুযায়ী বই পড়ার সুযোগ থাকা উচিত কি? • ছুটির দিনে গ্রন্থাগার ব্যবহার করার সুযোগ থাকা উচিত কি? 											
Feedback obtained	From 15 teachers - feedback obtained during TIC-Principal Meeting From 210 students - feedback obtained during Principal-Student Meet From 72 parents - feedback obtained Parents Teachers Meet From Members of the Management - resolved during GB Meeting											
Result	<p style="text-align: center;">% of Stakeholders favouring Seminar Library</p> <table border="1"> <thead> <tr> <th>Stakeholder</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Management</td> <td>100%</td> </tr> <tr> <td>Teachers</td> <td>90%</td> </tr> <tr> <td>Parent</td> <td>100%</td> </tr> <tr> <td>Students</td> <td>88%</td> </tr> </tbody> </table>		Stakeholder	Percentage	Management	100%	Teachers	90%	Parent	100%	Students	88%
Stakeholder	Percentage											
Management	100%											
Teachers	90%											
Parent	100%											
Students	88%											

Objective	To find out the need of Campus Security.																
Time	February 2017																
Question	<ul style="list-style-type: none"> • CCTV ক্যামেরা বসিয়ে কলেজের নিরাপত্তা কি আরো বারানো দরকার? • কলেজের নিরাপত্তা নিশ্চিত ও বৃদ্ধি করতে সিকিউরিটি গার্ড রাখার প্রয়োজনীয়তা আছে কি? 																
Feedback obtained	From 17 teachers - feedback obtained during TIC-Principal Meeting From 225 students - feedback obtained through Opinion Poll in class room From 55 parents - feedback obtained Parents Teachers Meet From Members of the Management - resolved during GB Meeting																
Result	<p style="text-align: center;">% of Stakeholders favouring Campus Security</p> <table border="1"> <thead> <tr> <th>Stakeholder</th> <th>Percentage (Red)</th> <th>Percentage (Blue)</th> </tr> </thead> <tbody> <tr> <td>Management</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Teachers</td> <td>78%</td> <td>90%</td> </tr> <tr> <td>Parent</td> <td>90%</td> <td>100%</td> </tr> <tr> <td>Students</td> <td>82%</td> <td>76%</td> </tr> </tbody> </table>		Stakeholder	Percentage (Red)	Percentage (Blue)	Management	100%	100%	Teachers	78%	90%	Parent	90%	100%	Students	82%	76%
Stakeholder	Percentage (Red)	Percentage (Blue)															
Management	100%	100%															
Teachers	78%	90%															
Parent	90%	100%															
Students	82%	76%															

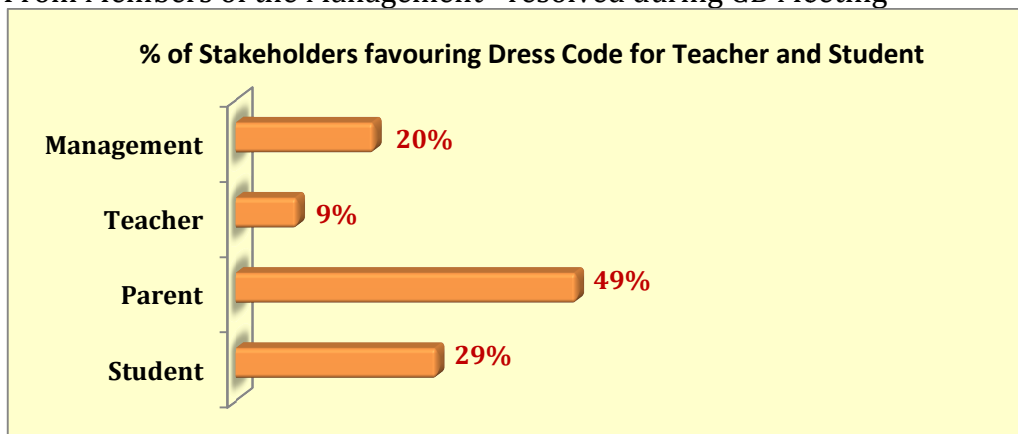
Objective To find out the need of Dress Code.

Time April 2017

- Question**
- ছাত্র-ছাত্রীদের নির্দিষ্ট ইউনিফর্ম কি কলেজের নিয়মানুবর্তিতা বজায় রাখতে সহযোগিতা করবে?
 - শিক্ষক-শিক্ষিকাদের নির্দিষ্ট ইউনিফর্ম কি কলেজের নিয়মানুবর্তিতা বজায় রাখতে সহযোগিতা করবে?

Feedback obtained
From 23 teachers - feedback obtained during TIC-Principal Meeting
From 205 students - feedback obtained in Principal Student Meet
From 61 parents - feedback obtained Parents Teachers Meet
From Members of the Management - resolved during GB Meeting

Result 01



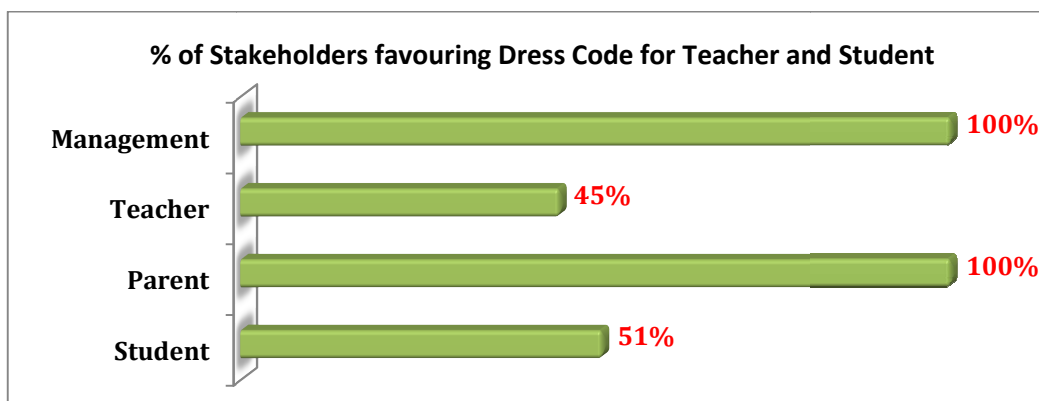
Objective To find out the need of Code of Conduct.

Time July 2017

- Question**
- ছাত্র-ছাত্রী ও শিক্ষক-শিক্ষিকাদের জন্য নির্দিষ্ট বিধি-নিষেধ কি কলেজের নিয়মানুবর্তিতা বজায় রাখতে সহযোগিতা করবে?

Feedback obtained
From 25 teachers - feedback obtained during TIC-Principal Meeting
From 199 students - feedback obtained in Principal Student Meet
From 76 parents - feedback obtained Parents Teachers Meet
From Members of the Management - resolved during GB Meeting

Result 01



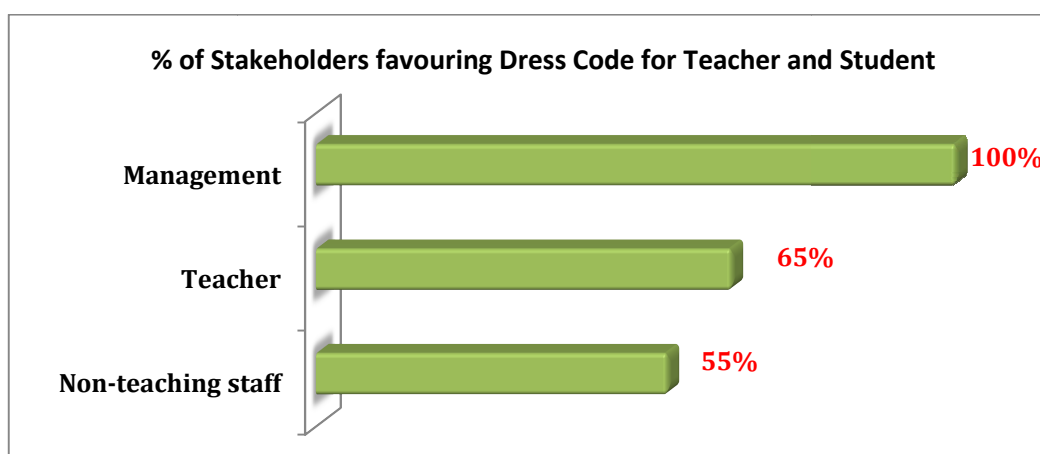
Objective To find out the need of Computer Education for the teachers and non-teaching staff.

Time Dec 2017

Question • শিক্ষক-শিক্ষিকা ও শিক্ষাকর্মীদের কি কম্পিউটার ট্রেনিং-এর প্রয়োজন আছে?

Feedback obtained From 25 teachers - feedback obtained through opinion poll during Teacher-Principal Meeting
From 35 non-teaching staff - feedback obtained through opinion poll during Staff-Principal Meeting
From Members of the Management - resolved during GB Meeting

Result 01



Objective To find out the need of Clean and Green campus.

Time July 2017

Question • কলেজের প্রাকৃতিক পরিবেশের সৌন্দর্যায়ন ও সবুজায়ন কি প্রয়োজন আছে?

Feedback obtained From 25 teachers - feedback obtained during TIC-Principal Meeting
From 199 students - feedback obtained in Principal Student Meet
From 76 parents - feedback obtained Parents Teachers Meet
From Members of the Management - resolved during GB Meeting

Result 01 All the stakeholders unanimously agreed on the issue of clean and green campus

Objective	To find out the need of College Social.										
Time	August 2017										
Question	<ul style="list-style-type: none"> • কলেজে বার্ষিক অনুষ্ঠান হওয়ার প্রয়োজনীয়তা আছে কি? • বার্ষিক অনুষ্ঠানে বহিরাগত শিল্পী এনে প্রচুর অর্থ ব্যয় করার পরিবর্তে সেই অর্থ ছাত্র-ছাত্রীদের স্বার্থে ব্যয় করা যায় কি? • শুধুমাত্র ছাত্র-ছাত্রীদের দিয়ে বার্ষিক অনুষ্ঠান করা যায় কি? 										
Feedback obtained	<p>From 23 teachers - feedback obtained during TIC-Principal Meeting</p> <p>From 275 students - feedback obtained in Induction Meeting</p> <p>From 58 parents - feedback obtained Parents Teachers Meet</p> <p>From Members of the Management - resolved during GB Meeting</p>										
Result 01	<p style="text-align: center;">% of Stakeholders favouring College Social</p> <table border="1"> <thead> <tr> <th>Stakeholder</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Management</td> <td>60%</td> </tr> <tr> <td>Teacher</td> <td>51%</td> </tr> <tr> <td>Parent</td> <td>53%</td> </tr> <tr> <td>Student</td> <td>96%</td> </tr> </tbody> </table>	Stakeholder	Percentage	Management	60%	Teacher	51%	Parent	53%	Student	96%
Stakeholder	Percentage										
Management	60%										
Teacher	51%										
Parent	53%										
Student	96%										
Result 02	All the stakeholders were unanimously agreed in that the social will be performed by the college students only.										
Result 03	<p style="text-align: center;">% of Stakeholders favouring Student Participation only in College Social</p> <table border="1"> <thead> <tr> <th>Stakeholder</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Management</td> <td>100%</td> </tr> <tr> <td>Teacher</td> <td>100%</td> </tr> <tr> <td>Parent</td> <td>75%</td> </tr> <tr> <td>Student</td> <td>89%</td> </tr> </tbody> </table>	Stakeholder	Percentage	Management	100%	Teacher	100%	Parent	75%	Student	89%
Stakeholder	Percentage										
Management	100%										
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Student	89%										

Teacher's Assessment

Meaning Teacher evaluation and assessment is considered in the larger context of transforming the education system for the development of new *systems* of teaching and learning that align student and teacher assessment with the ultimate goal of improving both.

Core Purpose Teacher assessment and evaluation should be to strengthen the knowledge, skills, dispositions, and classroom practices of professional educators.

- Principles**
- ✓ Safe and open collaboration is necessary.
 - ✓ Measures of teacher performance are most helpful and meaningful when they are based on multiple ratings and clear teaching standards in the formative growth process.
 - ✓ Integrated systems must link evaluation procedures with curricular standards, professional development activities, targeted support, and human capital decisions.
 - ✓ Validated evaluation measures are essential.
 - ✓ Teachers' input in determining performance and learning outcomes should be part of the evaluation process.
 - ✓ Assessment and evaluation systems need to be co-created or designed with teachers at the local level through collective bargaining or, where there is no collective bargaining, agreed to by the organization representing teachers.

- Question asked to the Students**
- ✓ Does your teacher come to the class with well preparation?
 - ✓ What is your overall feeling with his/her class?
 - ✓ How much your teacher remains involved with you regarding education even outside of the class room?
 - ✓ How much punctual is your teacher regarding arrival and departure in the class room?
 - ✓ How much your teacher inspires you regarding your career progression?

Results summed up in 360 degree review report
