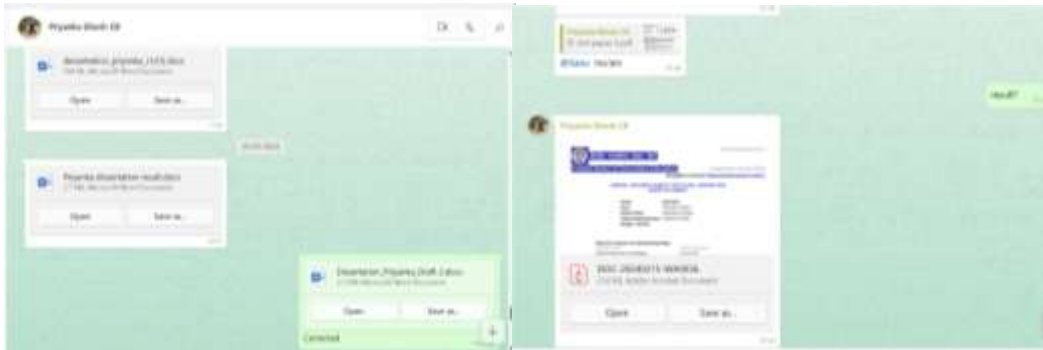


Department of Conservation Biology

Name of Mentor: Dr Moitreyee Chakrabarty

Mentee 1: Priyanka Ghosh: MSc (2022-24)

Priyanka is carrying out her dissertation under the supervision of the mentor on the topic of Migratory patterns of winter migratory birds of Bakreswar Reservoir. Now she is on the verge of completion of the dissertation. Her dissertation is meticulously corrected by the mentor. On the other hand under mentors advice and suggestions she has successfully qualified CTET 2024.



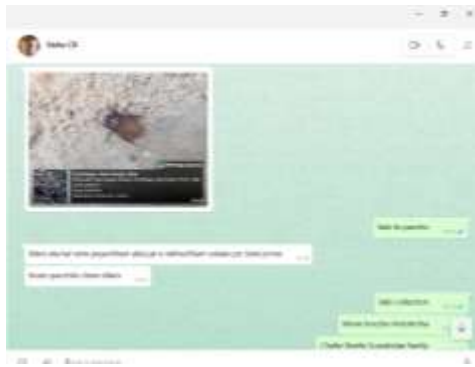
Mentee 2: Chirasmitta Das: MSc (2022-2024)

Mentor helped her during her third semester end semester examination as she was suffering from Chicken Pox at that time. A separate room was arranged for her so that she does not miss her examination and suffer from semester back as she is an outstation student.



Mentee 3: Neha Dey: MSc (2023-2025)

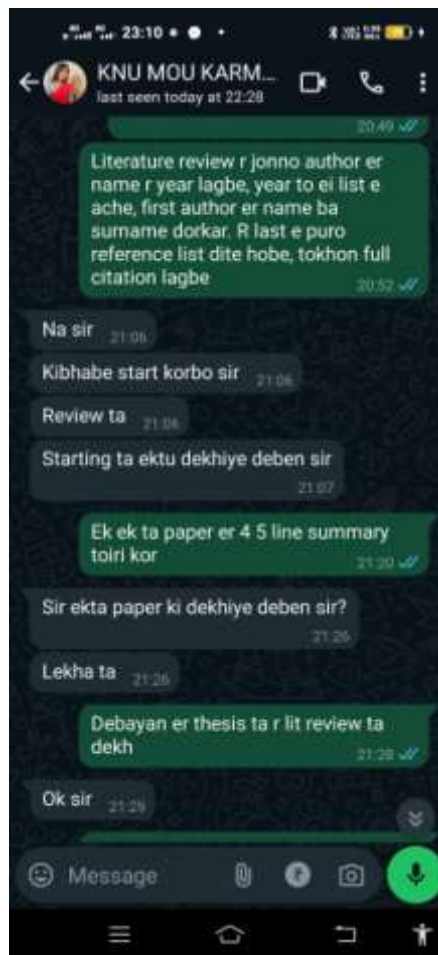
Neha is pursuing her dissertation under the mentor since second semester and is now being guided to identify beetles as she is working to establish a comparative account of beetle diversity between Durgapur and Bankura which is her home town. She sends regular pictures which are being identified by her mentor.



Mentor: Dr. Tapajit Bhattacharya

Mentee 1. Ms. Mou Karmakar MSc (2022-2024)

The mentor assisted her guided on how to cope up with the study plan through telephonic conversation and social media interactions. As she is shy and introvert, personal care has been taken in order to help her cope up with class activities, assignments and seminar presentations. She was also guided her term paper review.



Mentee 2. Mr. Uttam Kumar Gorai MSc (2022-2024)

The mentor is guiding him in different field techniques for his dissertation on Distribution and abundance of Hyena in Purulia district. He visits field very regularly and sends videos and photos to the mentor for identification on regular basis. He is also given instruction on how to observe and note down the same in field note books and prepare reports of the same.



Mentee 3: Rima Mondal MSc (2023-2025)

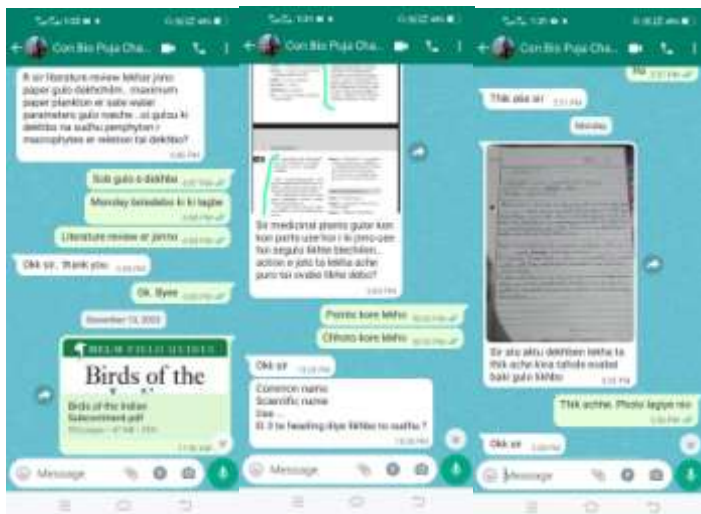
Rima was guided on writing answers, preparing for assignments and seminar presentations. She is a semester I student and the mentor helped her in creating the ABC ID as she was having problem uploading the data and downloading the relevant document.



Mentor 3: Dr. Rajib Biswas

Mentee 1: Puja Chatterjee MSc (2022-2024)

The mentor is guiding her for dissertation on Phytoplankton. The mentor visits field regularly with the mentee, helps in identifying phytoplankton in laboratory and also provided guide book for the same.



Mentor 4: Ms. Nazma Khatun

Mentee 1: Supriti Ghosh MSc (2022-2024)

The mentor guided on how to cope up with the study plan through telephonic conversation and social media interactions. She was also motivated and guided to cope with her problem with remembering scientific names and preparation of seminar presentation. Mentor also helped her with writing practical notebooks, especially how to write identification practical. She was also provided with sampling guidance and advice. The mentor also helped her during preparation of her video collage on college campus for June 5th event of 2024.



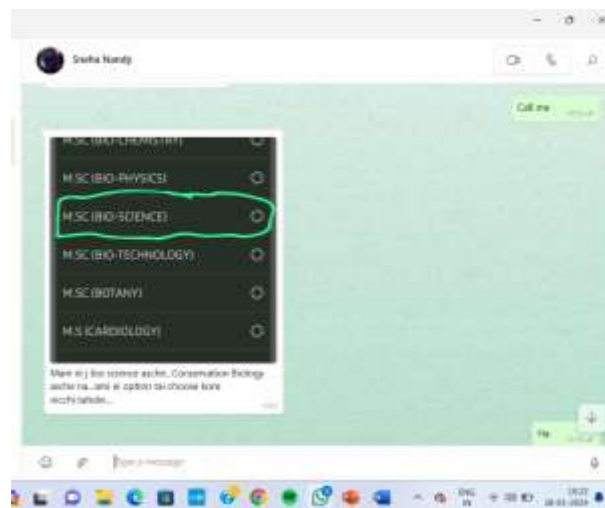
Mentor 5: Dr. Sandip Majumder

Mentee 1. Mr. Abakash Kumae Sah MSc (2022-2024)

The mentor helped him during his exam enrolment for the third semester examination, and also helped him to improve his writing skill by assigning him different tasks. He was motivated by the mentor to act as volunteer for the lesser mammal survey conducted by the forest department and helped in preparation of the report

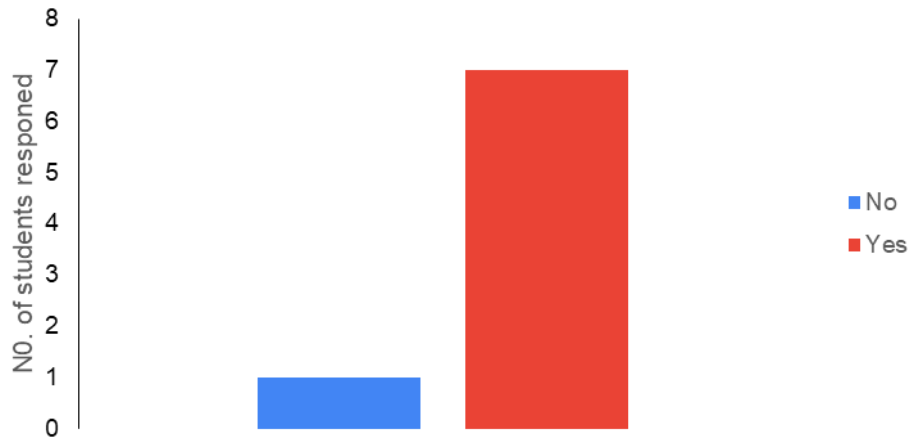
Mentee 2. Sneha NandiMSc (Batch 2023-2025)

The mentor helped her to apply for single girl child National Scholarship scheme and also guided her in field report writing for Bakreswar.



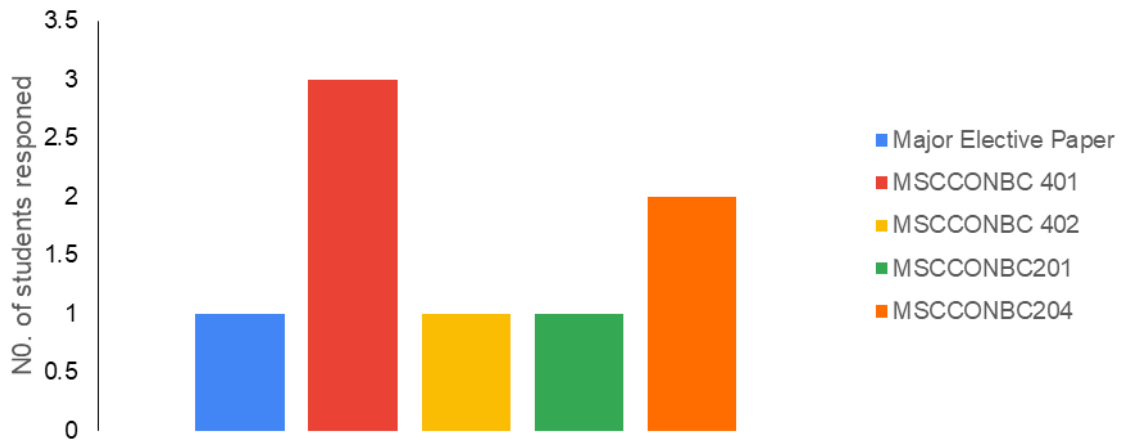
In order to know the functioning of and outcome of the mentoring process a set of questions were given to the students from all mentors and following is the analysis of the same:

Question 1: Do you find the semester tougher than the previous semester?



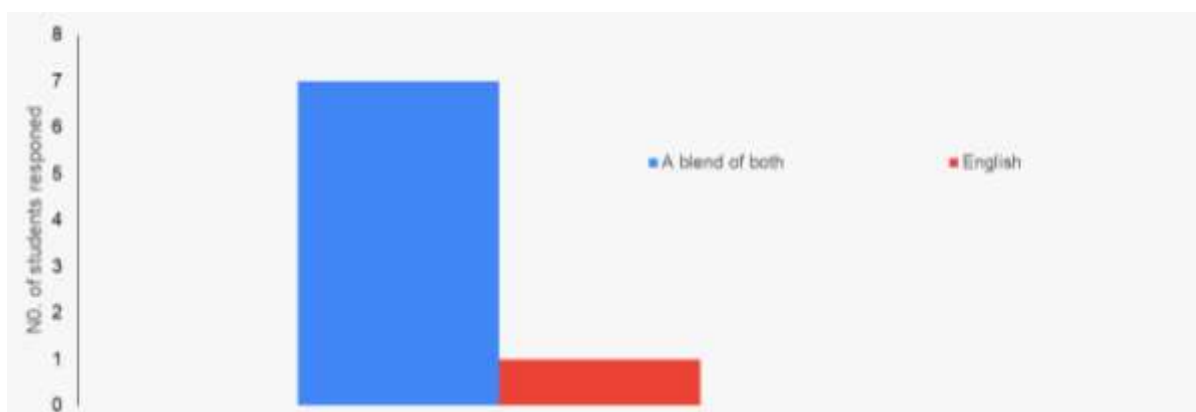
The bar graph reveals a notable perception among students of MSc Conservation Biology at Durgapur Government College. A significant majority, represented by the tall red bar, find the current semester to be tougher than the previous one. In contrast, only a single student, does not share this sentiment. This disparity suggests that the current semester’s curriculum or workload may be more challenging.

Question 2: Which course paper seems difficult in understanding that are covered so far?



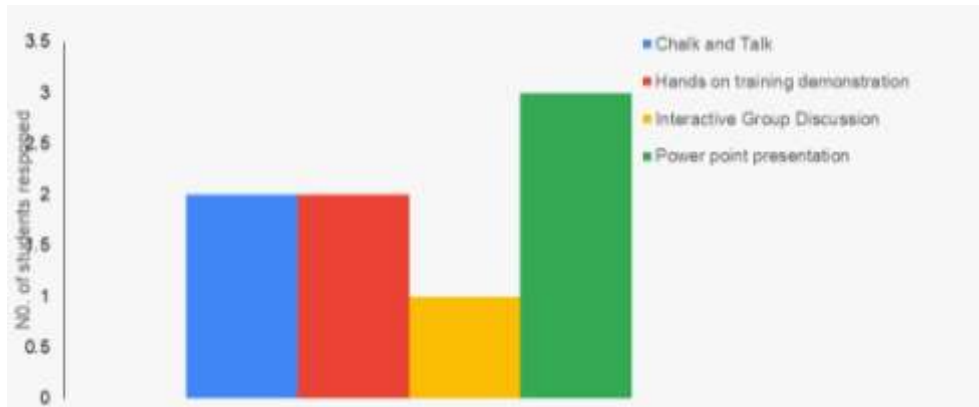
The bar graph illustrates the perceived difficulty levels of various course papers among students of MSc Conservation Biology at Durgapur Government College. The bioinformatics paper (MSCCONBC401) stands out as the most challenging, major expressing difficulty in understanding it, followed by MSCCONBC 204 (Chemistry of biosphere) The yellow and green bars, corresponding to MSCCONBIC 402 and MSCCONBIC201 respectively, both hover around the 0.5 mark, indicating these papers were considered least difficult by the students. This visual data can be instrumental for faculties/mentors to pinpoint which areas may require enhanced teaching methods or additional study materials to aid student comprehension and success.

Question 3: Which medium of teaching is easier to understand?



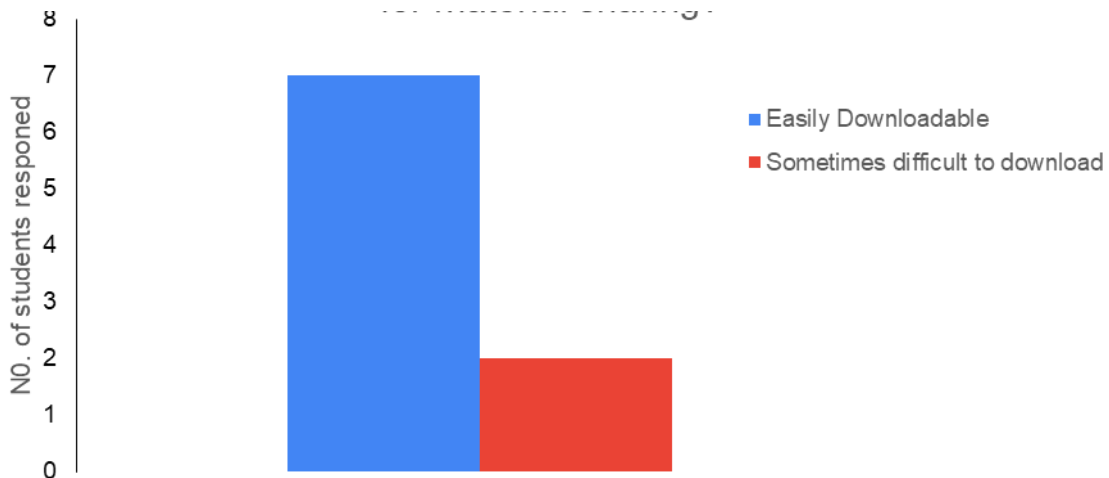
The bar graph conveys the preferences of students in the MSc Conservation Biology program at Durgapur Government College regarding their favored medium of instruction. The data shows a clear preference for a blended approach, as indicated by the blue bar suggesting that most students find a combination of mediums easier to understand. In contrast, the red bar, representing the preference for English only, is significantly lower. This suggests that only a small fraction of students prefer instruction solely in English. These insights could be invaluable for mentors in tailoring their teaching methods to better suit the learning preferences of their students.

Question 4: Which method of teaching do you prefer?



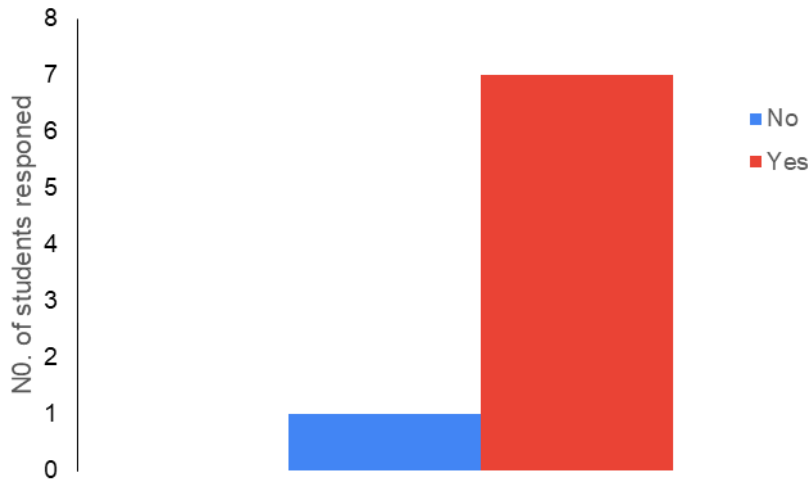
Based on the bar it appears that students of students of MSc Conservation Biology at Durgapur Government College have a clear preference for “Powerpoint presentation” as a teaching method, as indicated by the tallest green bar. This suggests that visual and structured presentations resonate well with the students, possibly because they can facilitate the understanding of complex biological processes and conservation strategies. “Hands-on training” also seems to be a popular approach, shown by the red bar, which aligns with the practical nature of conservation biology where fieldwork and direct interaction with biodiversity are crucial. The “Chalk and Talk demonstration” and “Interactive Group Discussion” methods, represented by blue and yellow bars respectively, while still valued, are less preferred compared to the other methods. This insight could be instrumental in shaping future educational strategies to enhance student

Question 5: How comfortable are you in online teaching portals for material sharing?



The bar graph titled illustrates the responses of students from the Conservation Biology program at Durgapur Government College regarding their ease of use with online teaching portals. The majority of students, represented by the blue bar indicate that they find the materials easily downloadable. In contrast, a smaller group of students, experience occasional difficulties in downloading materials. This data suggests that while most students are comfortable with the online portals provided, there is a notable portion that encounters challenges, which may need to be addressed to ensure equitable access to educational resources.

Question 6: Do you prefer hard copy of materials?



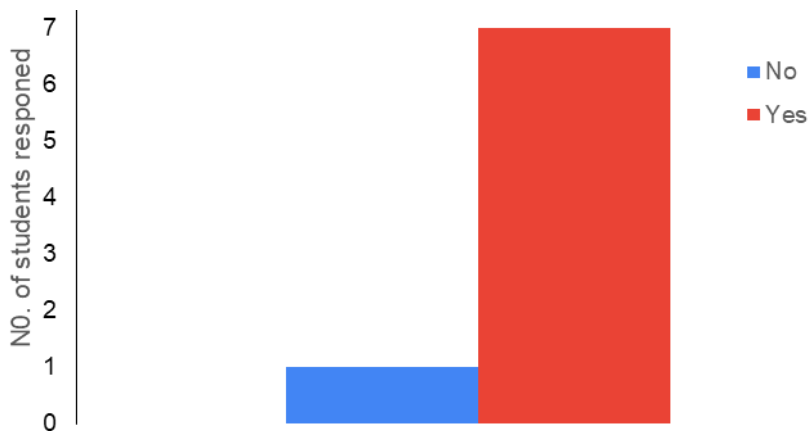
The bar graph reflects the material format preferences of students from the MSc Conservation Biology program at Durgapur Government College. The data shows a clear preference for hard copies, with majority preferring physical materials over digital one. This preference for tangible materials could suggest that students find them more engaging or easier to learn from hard copies of materials or books compared to digital formats. Understanding these preferences is crucial for mentors to provide resources that best support their mentees' learning styles.

Question 7: How easy access do you need for seminar library?



The bar graph depicts the frequency of library visits preferred by students from the Conservation Biology program at Durgapur Government College. The data indicates a predominant preference for weekly access to library services, with majority opting for “Once a week book issue,” as shown by the tall red bar. In contrast, only 1 student prefers “Daily book issue,” represented by a short blue bar. This suggests that the majority of students find a weekly visit sufficient for their academic needs, which could reflect the structured nature of their coursework or the availability of alternative resources.

Question 8: Do you prefer QUIZ/Group discussion/Competition as part of Internal Assessment?



The bar graph illustrates the students’ preferences for interactive assessment methods within the Conservation Biology MSc program at Durgapur Government College. The overwhelming majority, responded ‘Yes’, indicating a strong favor towards incorporating quizzes, group discussions, or competitions into their assessment regime. This single student’s preference for traditional assessment methods, indicated by the ‘No’ response, is minimal in comparison. This data suggests that interactive and competitive elements in assessments are highly valued among the students, which could be indicative of their learning styles and engagement preferences.

Question 9: Do you prefer individual Parent-Teacher meeting?



Based on the bar graph provided, it appears that students of MSc Conservation Biology at Durgapur Government College have a slight preference for individual parent-teacher meetings. The graph shows that both categories of responses—those who prefer and those who do not prefer these meetings—have received significant support, with the ‘Yes’ responses edging out slightly. This suggests that while there is no overwhelming majority, a personalized approach to discussing academic progress and challenges is valued among the students. Such individualized interactions could provide opportunities for mentors to offer tailored guidance and support to their mentees, which could be particularly beneficial in a field as specialized and impactful as conservation biology.

Question 10: Do you prefer more field related activities as part of curriculum?



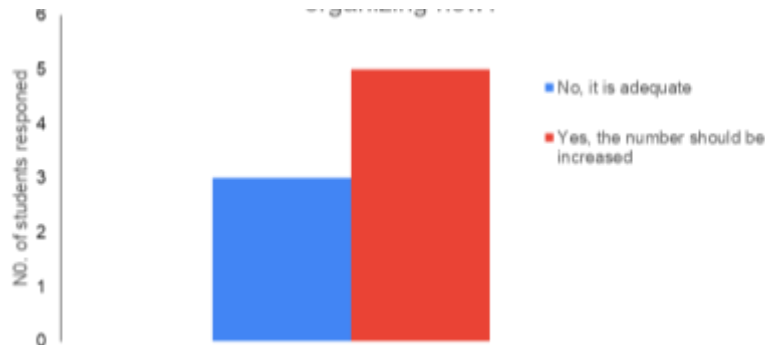
The bar graph reflects the opinions of Conservation Biology MSc students at Durgapur Government College regarding the inclusion of field-related activities in their curriculum. It shows an even split among students, with half finding the current level of field activities adequate and the other half advocating for more than what is provided in the syllabus. This suggests that while some students are satisfied with the practical experience they are receiving, others may feel that additional hands-on activities could further enhance their understanding and skills in conservation biology. This feedback could be instrumental for curriculum planning to consider a more tailored approach that accommodates both perspectives, possibly by offering optional extra fieldwork opportunities.

Question 11: Do you like participating in seminars, webinars, conferences and workshops organized by the Department/Durgapur Government College/Other institutions?



The bar graph indicates a strong preference among Conservation Biology MSc students at Durgapur Government College for participating in seminars, webinars, conferences, and workshops. This enthusiasm for engaging in such academic and professional development activities suggests that students are eager to expand their knowledge and skills beyond the classroom through interactive and collaborative learning experiences. The data underscores the importance of integrating these events into the curriculum to cater to the students' interests and to enhance their educational journey in the field of conservation biology.

Question 12: Department should organize more events than it is organizing now?



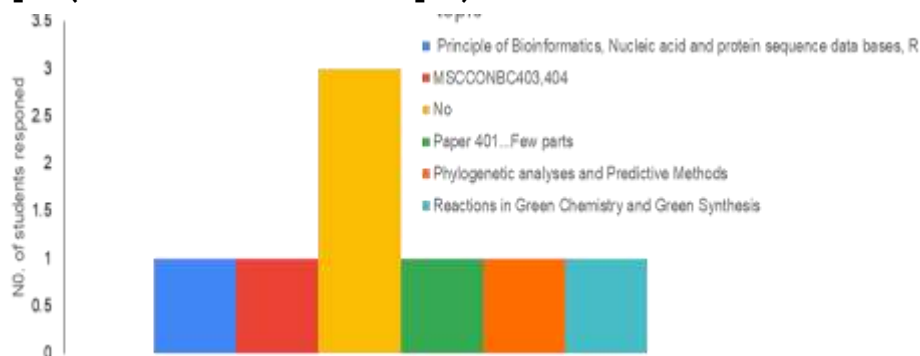
The bar graph reflects a divided opinion among the Conservation Biology MSc students at Durgapur Government College regarding the frequency of organized departmental activities. An equal number of students are satisfied with the current level of activity organization, while an equal number, believe there should be an increase. This split suggests that while some students find the existing opportunities adequate for their academic and professional development, others may be seeking more avenues for engagement and learning. It highlights a need for dialogue within the department to reconcile these differing viewpoints and to consider a balanced approach to activity organization that meets the diverse needs and preferences of all students.

Question 13: Do you prefer online or offline mode of teaching?



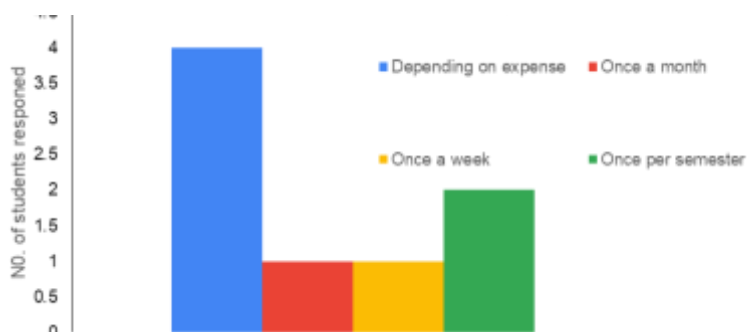
The bar graph illustrates an even split in preference among the Conservation Biology MSc students at Durgapur Government College when it comes to their favoured teaching mode. Both “Blended” and “Offline” teaching modes have received an equal number of responses. This suggests that there is no clear consensus among the students, with half of them appreciating the flexibility and varied resources available through blended learning, while the other half prefers the direct interaction and structure provided by offline, in-person classes. This equal distribution could indicate a need for the department to maintain a dual approach in curriculum delivery to cater to the diverse learning preferences of its students

Question 14: Please mention any remedial or extra classes needed for any particular topic (Please mention the topic).



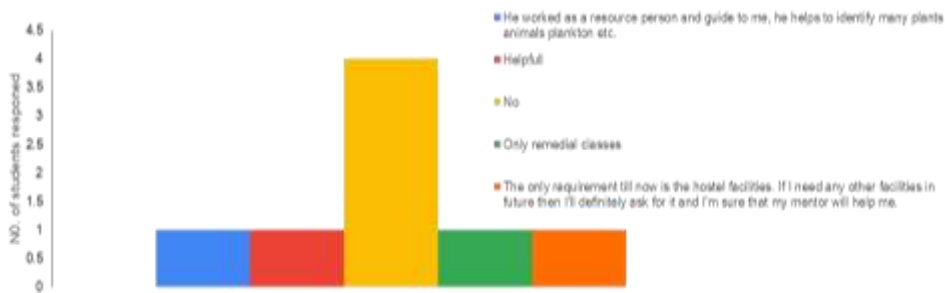
The bar graph sheds light on the perceived need for remedial/extra classes among Conservation Biology MSc students at Durgapur Government College across various subjects. The subject ‘Principle of Bioinformatics, Nucleic acid and protein sequence databases and software R’ stands out with the highest number of students indicating a need for additional support, suggesting this area may be particularly challenging. The other subjects, ‘Phylogenetic analyses and Predictive Methods’, and ‘Reactions in Green Chemistry and Green Synthesis’, show an equal but lesser need for remediation. This feedback is crucial for mentors to understand where students are facing difficulties and to plan targeted remedial sessions that can help bridge knowledge gaps and enhance overall academic performance.

Question 15: How often would you prefer to go for field activities apart from those in your curriculum?



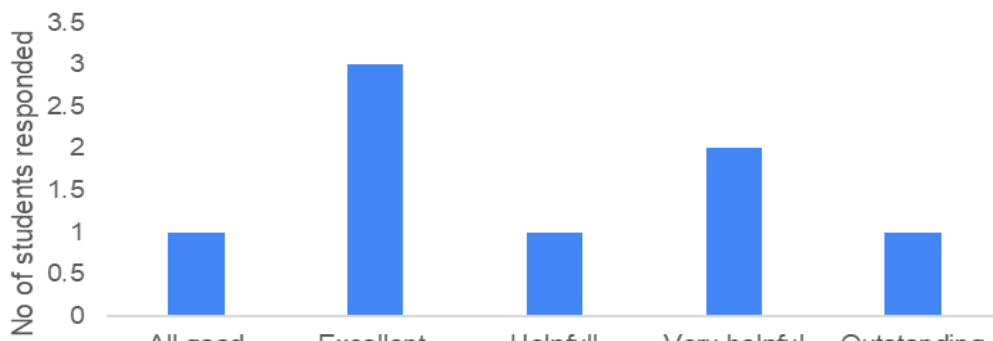
The bar graph illustrates the preferences of Conservation Biology MSc students at Durgapur Government College for the frequency of extracurricular field activities. A significant majority of students show a preference for field activities that are contingent on expense, indicating cost is a major factor in their willingness to participate. Interest in monthly activities is notably lower, and there is no interest shown in weekly activities. A modest number of students are open to once per semester activities. This data suggests that while students are eager for additional practical experiences, financial considerations and perhaps academic workload are key determinants in their availability and willingness to engage in such activities outside the mandated syllabus.

Question 16: Any other facility you mentor can give to you, please specify?



The bar graph reflects the Conservation Biology MSc students' perspectives on additional support they may require from their mentors at Durgapur Government College. The majority of students perceive extra facilities provided by mentors as beneficial. A significant number, represented by the blue bar reaching 4, feel content with the current level of support and do not see a need for additional facilities. Only a small fraction, express a requirement solely for remedial classes. The accompanying note suggests that while current needs are met, students are confident in their mentors' willingness to assist should future needs arise, with specific mention of hostel facilities. This feedback underscores the importance of adaptable mentorship that can cater to evolving student needs.

Question 17: Your overall response to the help or advice you got from your mentor regarding your project work or field work or classroom teaching.



The bar graph illustrates the Conservation Biology MSc students' satisfaction with their mentors at Durgapur Government College. The data reveals that some students rated the mentorship as "Excellent," which could indicate well organized mentoring process carried out by the department on a regular basis. There are responses that fall within the "Very helpful" and "Outstanding" categories, suggesting that a majority of students are highly satisfied with the guidance they receive. This positive feedback is crucial as it reflects on the mentors' effectiveness in supporting students' academic endeavors, particularly in hands-on aspects such as project and field work.

Current initiatives of the Department:

The syllabus and curriculum of the final semester which seems tougher to students is formulated to facilitate them in national level entrance tests.

The Department always takes extra classes for topics which are difficult to understand.

- ✓ All faculties use blended mode of instruction as an when requested by students, power point presentations or course materials/e-contents are prepared in English as they have to write their papers during examination in English but discussions in class are always bilingual i.e. an amalgamation of English and Bengali as most students have Bengali as their vernacular language. For outstation students from Orissa or Assam, medium of Hindi is also used for communication.
- ✓ Faculties always use power point presentations for lecture sessions be it online or offline. Practical demonstrations especially the theoretical principles are discussed through chalk and talk method which gives a comprehensive idea of the principle of the practical courses. Two hands on training programs are already arranged by the Department this semester viz. R statistical software and Identification of flora and fauna.
- ✓ Faculties use Moodle and Google classroom for uploading materials and other important documents like e-contents/books and online resources.
- ✓ Students can access library every Wednesday from 11am to 4pm. Each book is issued for a week, if they need the book for more time, they can re-issue the book in the next week for another 7 days, as multiple copies of text books are available in the seminar library.
- ✓ Department sometimes arranges field visits outside their course curriculum, like bird walk, butterfly walk or campus survey within the college campus.
- ✓ The department organizes various kinds of events related to their course curriculum both in online and offline mode. Important days related to wildlife and nature are also celebrated every year.

Future plans after mentor feedback:

- ❖ The Department will evaluate the course structure and consider additional academic support to address student concerns and ensure a conducive learning environment.
- ❖ This session after completion of the paper Department has already circulated a notice regarding extra classes for the Bioinformatics paper and green chemistry paper which they feel difficult which will also address their need for remedial/extra special class.



- ❖ As hands on training has become a choice for students, Department will organize more such practical field exercises within the college campus to enrich the knowledge of the students in the field of conservation biology.
- ❖ The Department will look into the fact that some students find difficulty in downloading materials and help in doing so and will provide hard copies of the same along with books.
- ❖ As students prefer alternative methods of assessment, department will organize more innovative methods from what they are organizing now.
- ❖ In future few extra field activities will be organized outside the campus to nearby areas of Durgapur keeping the financial condition of the students in mind which have been reflected in this survey. One day field trips, as the students are keen to increase their skill in field work, will be arranged more with minimal budget that the students will be able to afford.
- ❖ More such events will be organized in future in collaboration with NGOs with whom a MoU has already been signed.

