

STUDENT FEEDBACK ON CURRICULUM 2018-19

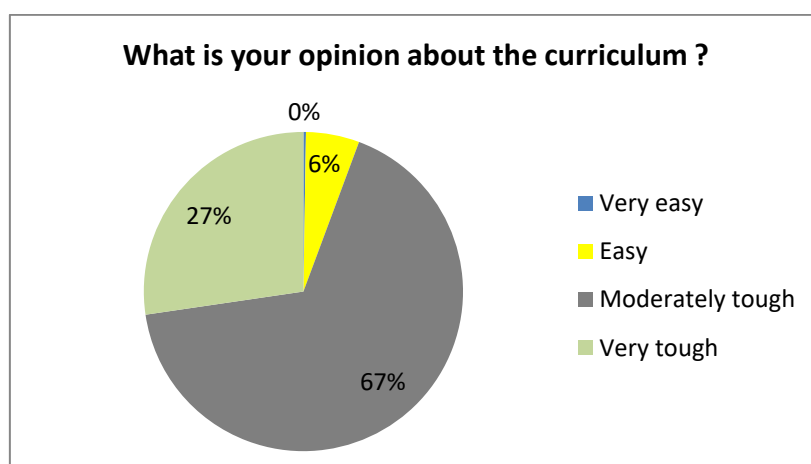
The University of Calcutta introduced the semester wise Choice Based Credit System (CBCS) in 2017-18 for the Commerce Programmes and in 2018-19 for the B.A./B.Sc. Programmes so that the earlier 1+1+1 Annual System and the CBCS are both being followed. Online feedback response is collected from outgoing final year students with the dual objective of improvement of curriculum delivery and implementation as well as addressing the problems faced by the students. Therefore the following feedback regarding curriculum is based on that of the Annual system since all final year students appeared for the earlier 1+1+1 examination system.

The structure and content of the curriculum is decided by the University of Calcutta and the college has no power of making any changes in these matters. However planning and implementation of the curriculum can be done in ways that are learner centric. Hence understanding the perception of the students regarding their curriculum, methods of teaching, difficulties faced by them, applicability of the curriculum in the real world, integration of theory and practical components of their courses and so on is extremely important.

The questionnaire used for this purpose covers different aspects of curriculum and related issues including internal evaluation system and learning resources, the total number of responses obtained is 389 and includes B.A./ B.Sc./ B. Com. Honours and General students.

The following report presents a summary of the student feedback collected online.

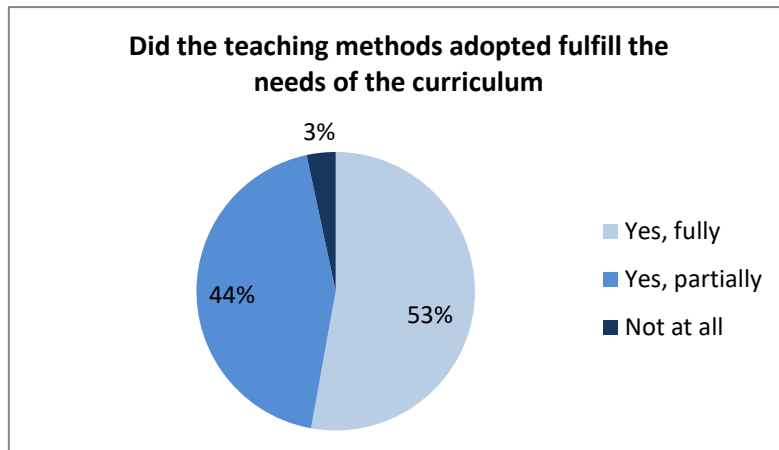
GENERAL OPINION REGARDING CURRICULUM



About two-thirds of the students found the curriculum moderately tough while slightly more than one-quarter found it easy. It may be noted that 27 % found the curriculum very difficult. The large proportion of students selecting the last two options indicate that teaching methods or curriculum delivery needs to be rethought and incorporate ways to ease the difficulty level of the students.

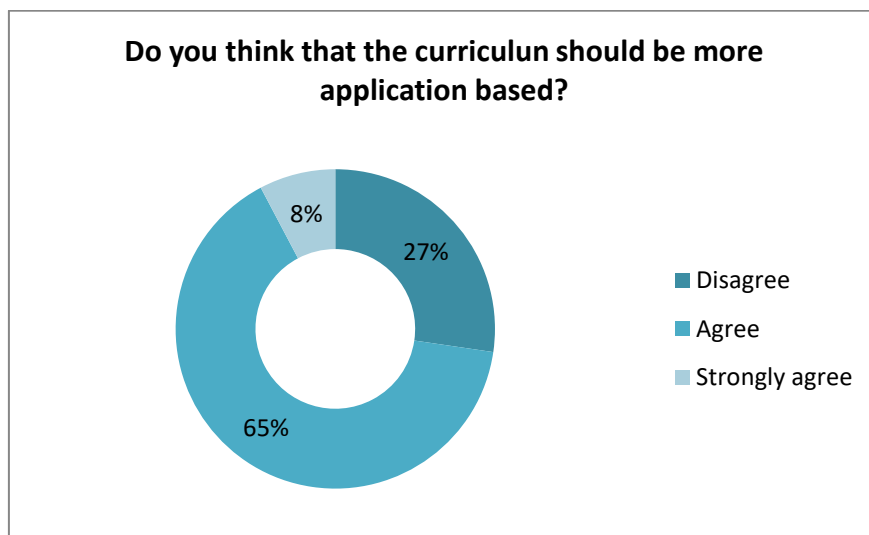
TEACHING METHODS ADOPTED

97% of the students (53% and 44%) expressed the opinion that the teaching methods followed fulfilled the objectives of the curriculum fully or partially. On the other hand about 3% stated the teaching methods did not fulfil the needs of the curriculum at all.



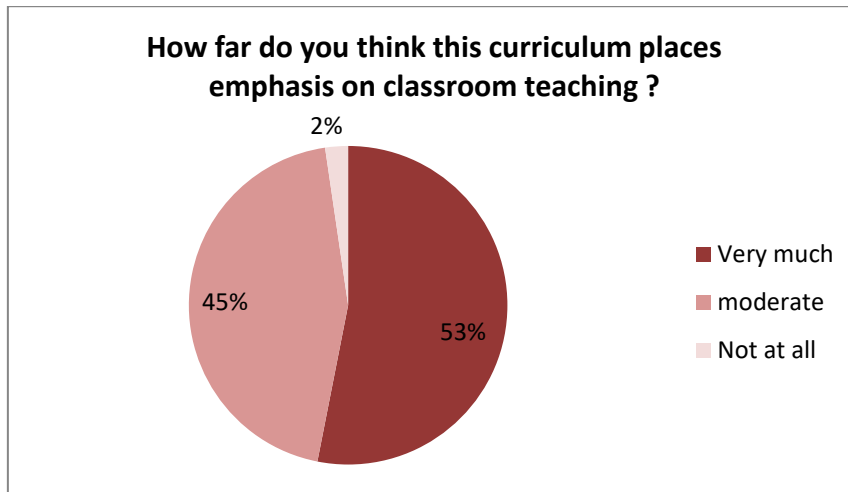
WHETHER CURRICULUM SHOULD BE MORE APPLICATION BASED

When asked whether the curriculum should be more application based 65% of the respondents agreed that this should be so and 8% agreed strongly while 27% stated the opposite and said that the curriculum was sufficiently application based.



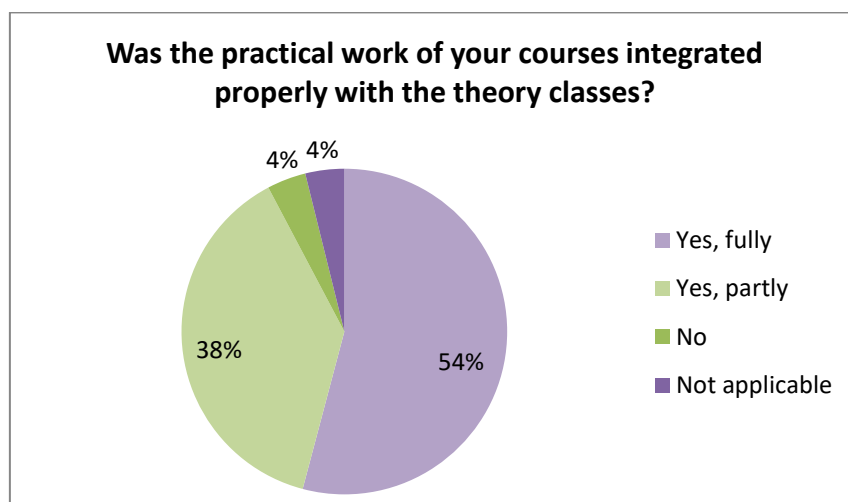
DEGREE OF EMPHASIS ON CLASSROOM TEACHING

Regarding emphasis on classroom teaching almost all the students are of the opinion that classroom teaching is the most important medium of curriculum delivery so that 53 % says very much while 45% says moderately. 2% have selected the last option (not at all)



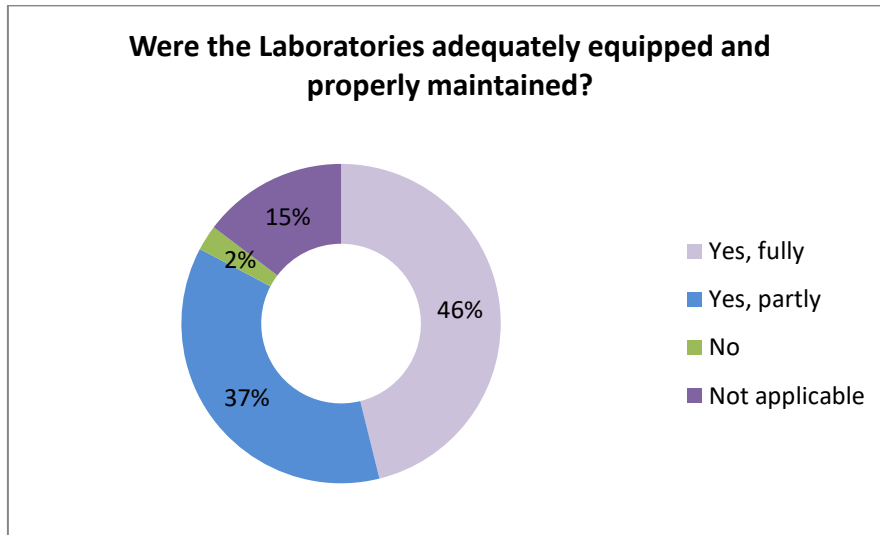
INTEGRATION OF THEORY AND PRACTICAL

Regarding integration of the theory-practical components of the curriculum more than half of the students felt that the courses were fully integrated, 38 % felt that it was partly integrated. The students studying humanities do not usually have any practical component and therefore this question is not applicable in their case.



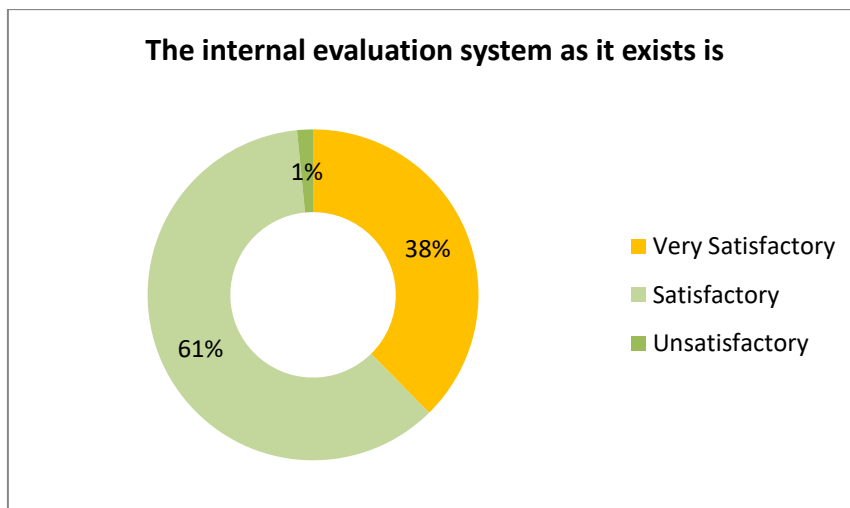
ADEQUATE EQUIPMENT AND MAINTENANCE OF LABORATORIES

Well equipped and properly maintained laboratories are an essential part of curriculum implementation and therefore students were asked to express their views in this respect. Most of the students expressed their satisfaction (yes, fully 46%; yes partly 37%) but 2% felt that the laboratories were not adequately equipped and maintained.



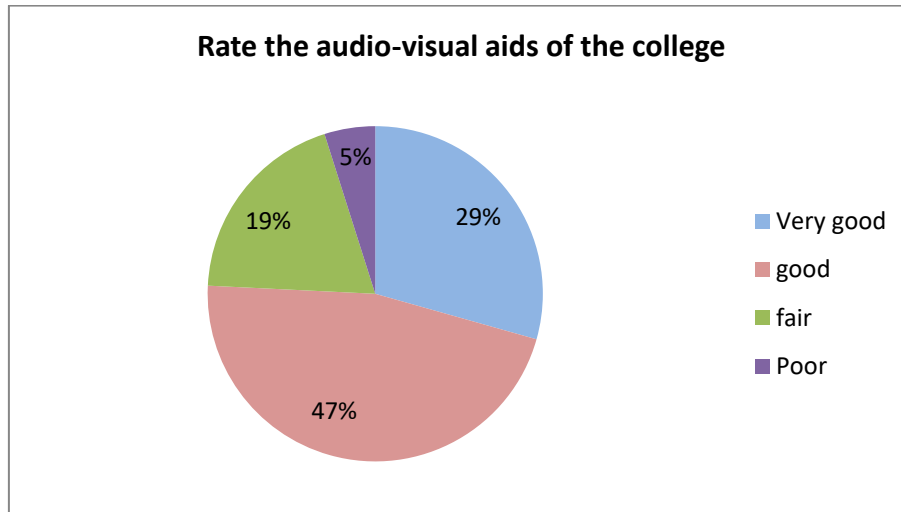
INTERNAL EVALUATION SYSTEM

The internal evaluation system is meant to evaluate the knowledge and clarity of conception acquired by the students as well as their ability to express themselves on the one hand and prepare them for the university final examinations on the other. The responses to the question on fairness of the internal evaluation system show that 38% and 61% of the students are very satisfied and satisfied respectively.



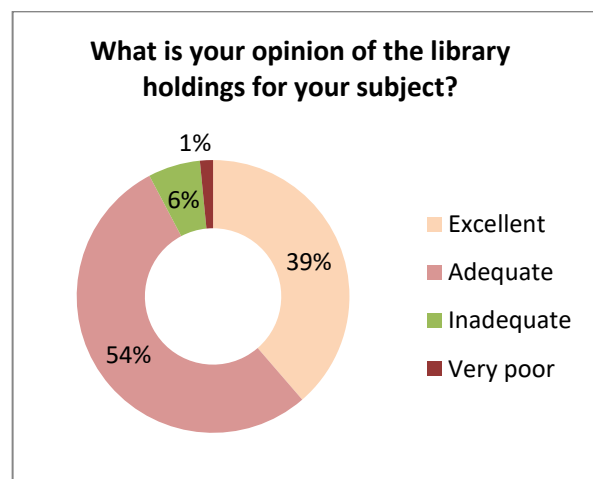
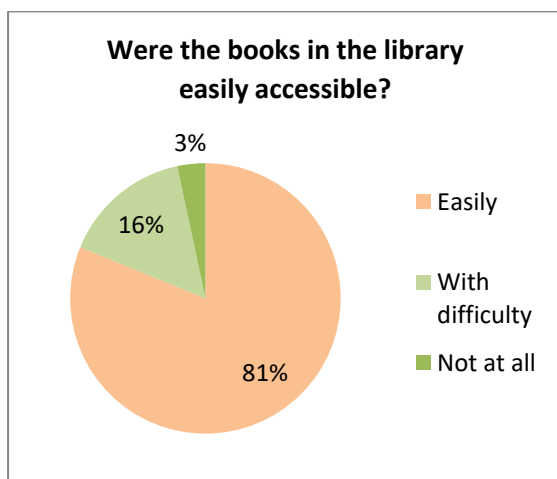
USE OF AUDIO-VISUAL AIDS

Use of audio-visual aids in class room teaching has gained importance since these tools facilitate the process of teaching-learning and the college is making every effort to increase the number of classrooms with such aids. The students' feelings in this regard are reflected in their responses. 29% and 47% of the students have said very good and good respectively while 19% have said fair and 5% have expressed the view that the availability of such facilities is poor.

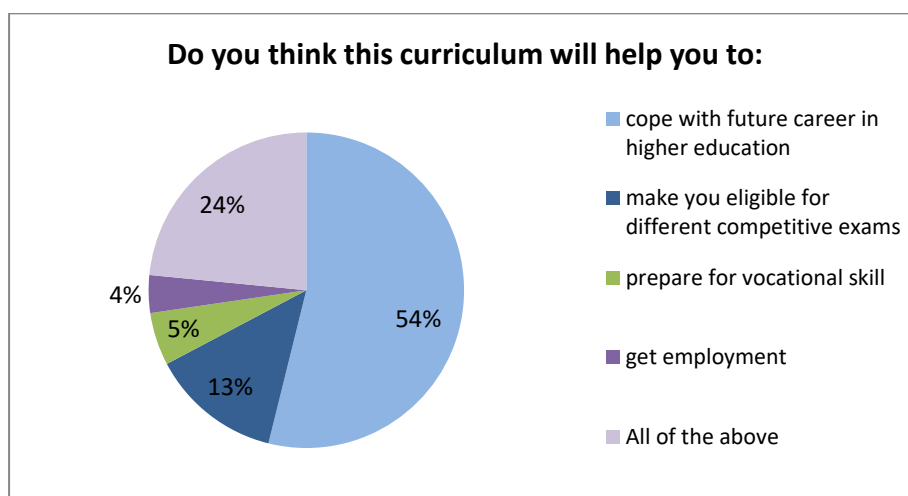


ACCESSIBILITY AND ADEQUACY OF LIBRARY RESOURCES

Library resources are an integral part of curriculum implementation and as such the availability of library resources as well as their accessibility is an important item of feedback responses from students. Majority of the students expressed their satisfaction with regard to both these questions. 81% of the students felt that books were easily accessible, 16% said accessible with difficulty while a negligible 3% expressed their dissatisfaction. Opinion regarding library holdings in respective subjects, reveals that majority of the students feel they are excellent or adequate.



CURRICULUM AND FUTURE PROSPECTS



Analysis of responses about the perception of the students regarding the utility of the curriculum with respect to their future prospects shows that more than half the respondents selected the option for progress to higher education. They expressed the view that the present curriculum would help them in further studies. 13% felt that they benefitted by acquiring eligibility for competitive examinations while 4% felt that the curriculum would help them get employment and 5% chose the option prepare for vocational skills. It may be noted that nearly one-quarter selected the last option that is all of the above.

ACTION TAKEN REPORT

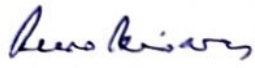
The pattern of responses reveals a moderately high level of satisfaction regarding the curriculum as prescribed by the University and the way it is taught in the college. Introduction of value added courses by the college could enrich the curriculum further.

Further improvement in learning resources such as increasing the number of classrooms with audio-visual aids as well as encouraging teachers to use them more frequently is necessary. The college received a procurement grant of Rs. 40 lakhs under RUSA 2.0 (Sanction order and list dated August 21, 2018). The grant will be primarily used for augmentation of IT facilities, laboratory equipment and library Upgradation. Regular meetings were held by the RUSA PMU (Project Monitoring Unit) and RUSA Tender Committee to allocate the grant under the appropriate heads and begin the e-tendering process.

Employment opportunities is another matter of concern to the students and the following campus placement and career counselling initiatives were undertaken

- *Campus to Corporate Recruitment Program with Tata Consultancy Services (TCS : 508 students registered and 190 students were selected.*
- *MOU signed by the college for Student Internship with Price-waterhouse Coopers Service Delivery Centre (Kolkata) Private Ltd. 253 students participated and 12 students were selected*
- *The IQAC organised 3 workshops on Jewellery Design, Comic Illustration and Graphic Design, and Cooking and Bakery as alternative career options for students on 30 April 2019.*




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