**STUDENT FEEDBACK ON CURRICULUM 2019-20**

Online feedback response is collected from outgoing final year students with the primary objectives of improvement of curriculum delivery and implementation as well as addressing the problems faced by the students. For the academic year 2019-20 student feedback has been collected separately for the B.A/B.Sc. and B.Com Programmes since 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 B.A./B.Sc. final year students appeared for the earlier 1+1+1 Annual System while the B. Com students appeared for the final semester examination under CBCS.

The following analysis of feedback regarding curriculum is divided into two sections; one based on the responses of the final year B.A/B.Sc. students who appeared for the Part III Examination under the 1+1+1 annual system and the second based on the feedback from B.Com students who appeared in the final semester examination under CBCS.

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 questionnaires used for this purpose cover different aspects of curriculum and related issues including internal evaluation system and learning resources, The following report presents an analysis of the student feedback collected online.

SECTION 1:
**FEEDBACK FROM B.A/B.Sc. STUDENTS ON THE CURRICULUM OF ANNUAL (1+1+1) SYSTEM**

GENERAL OPINION REGARDING CURRICULUM
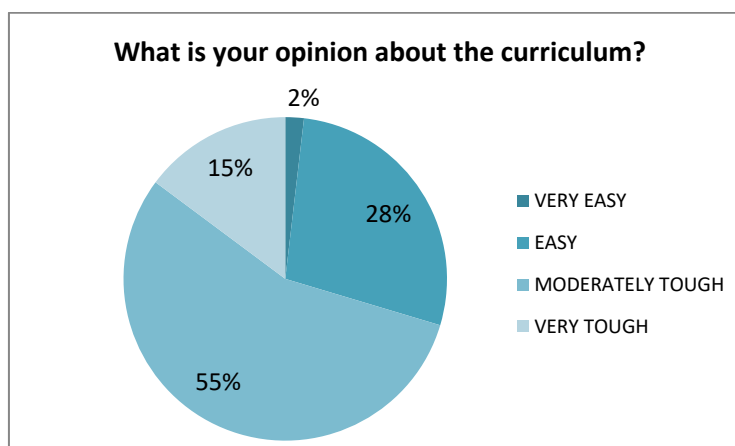
The curriculum is viewed to be moderately tough by 50% of the respondents while 15% said it is very tough. On the other hand 28% of the respondents expressed the opinion that it is easy while a mere 2% favoured the option very easy. The large proportion of students selecting the last two options indicate that teaching methods or curriculum delivery needs to be rethought and incorporate ways to ease the difficulty level of the students.

TEACHING METHODS ADOPTED

94% of the students (46%, 35%, and 13%) expressed the opinion that the teaching methods followed fulfilled the objectives of the curriculum fully or mostly or partially. On the other hand about 6% stated the teaching methods did not fulfil the needs of the curriculum at all.
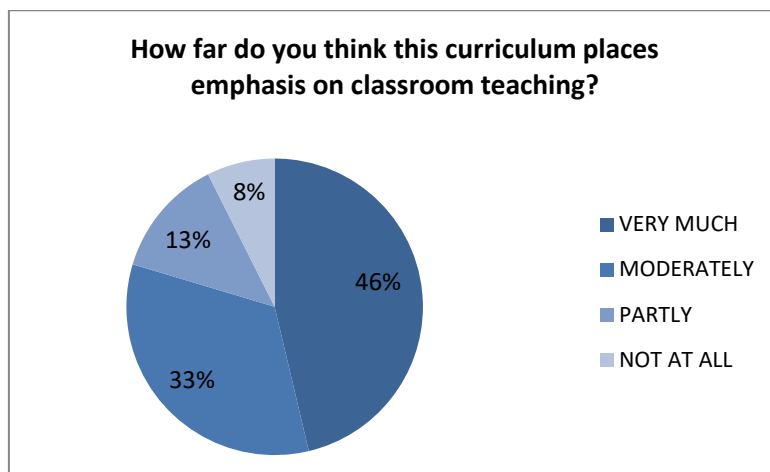
Did the teaching methods adopted fulfill the needs of the curriculum?

- YES FULLY — 46%
- YES MOSTLY — 35%
- YES PARTIALLY — 13%
- NOT AT ALL — 6%
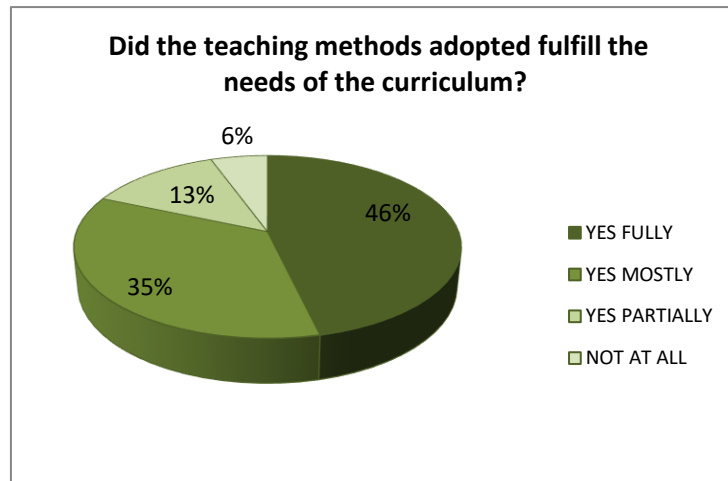
WHETHER CURRICULUM SHOULD BE MORE APPLICATION BASED

When asked whether the curriculum should be more application based 63% of the respondents agreed that this should be so and 33% agreed strongly while a negligible 4% stated the opposite and said that the curriculum was sufficiently application based.
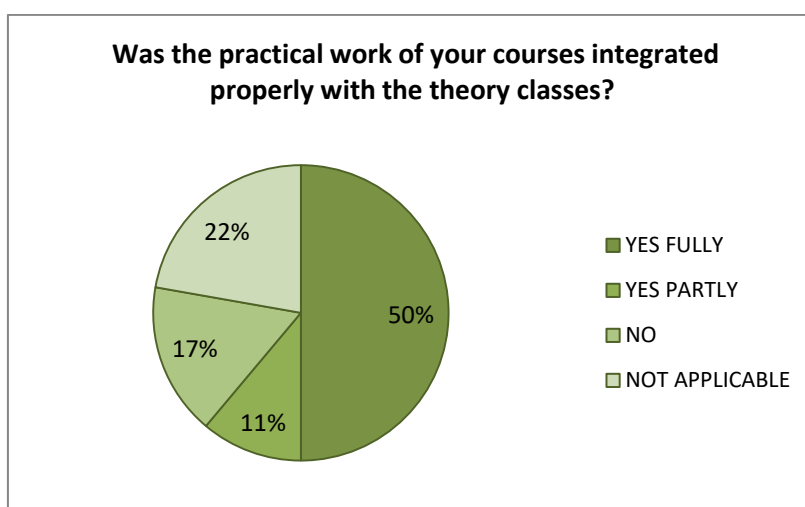
Do you think that the curriculum should be more application based?

- STRONGLY AGREE — 33%
- AGREE — 63%
- DISAGREE — 4%
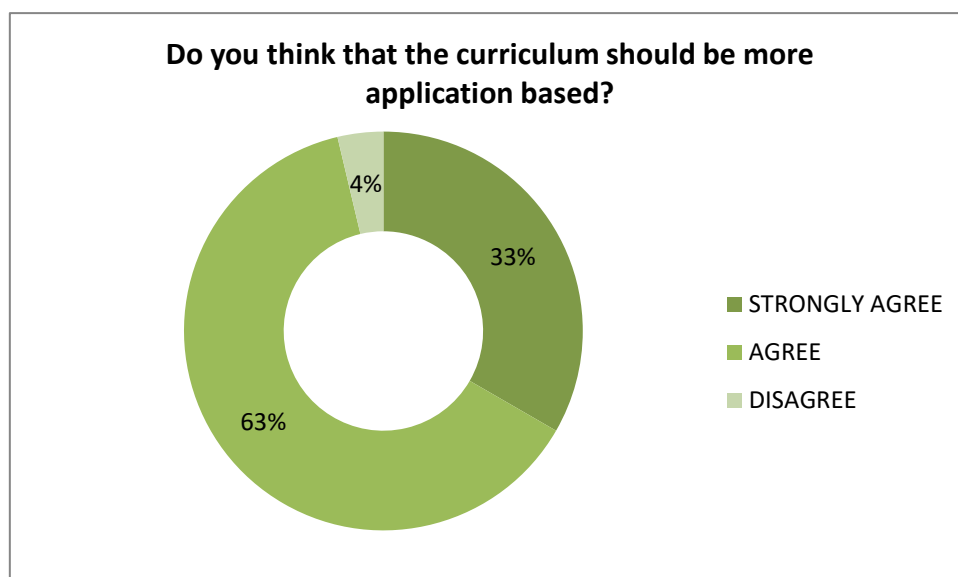
DEGREE OF EMPHASIS ON CLASSROOM TEACHING

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 46 % says very much while 33% and 13% says moderately and partially respectively. However, 8% have selected the last option (not at all).

How far do you think this curriculum places emphasis on classroom teaching?

- VERY MUCH
- MODERATELY
- PARTLY
- NOT AT ALL

46%
33%
13%
8%

INTEGRATION OF THEORY AND PRACTICAL

Regarding integration of the theory-practical components of the curriculum half of the students felt that the courses were fully integrated, 11 % felt that it was partly integrated. The opposite opinion was expressed by 17% of the students who said that the practical component was not sufficiently integrated with theory. The students studying humanities do not usually have any practical component and therefore this question is not applicable in their case.
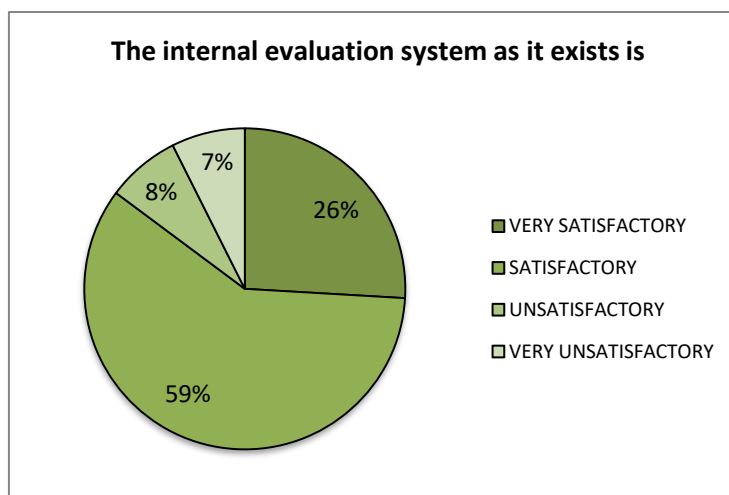
Was the practical work of your courses integrated properly with the theory classes?

- YES FULLY
- YES PARTLY
- NO
- NOT APPLICABLE

50%
22%
17%
11%

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. More than half the students expressed their satisfaction (yes, fully 30%; yes partly 26%) but 13% felt that the laboratories were not adequately equipped and maintained.

Were the Laboratories adequately equipped and properly maintained?

- YES FULLY — 30%
- YES PARTLY — 26%
- NO — 13%
- NOT APPLICABLE — 31%
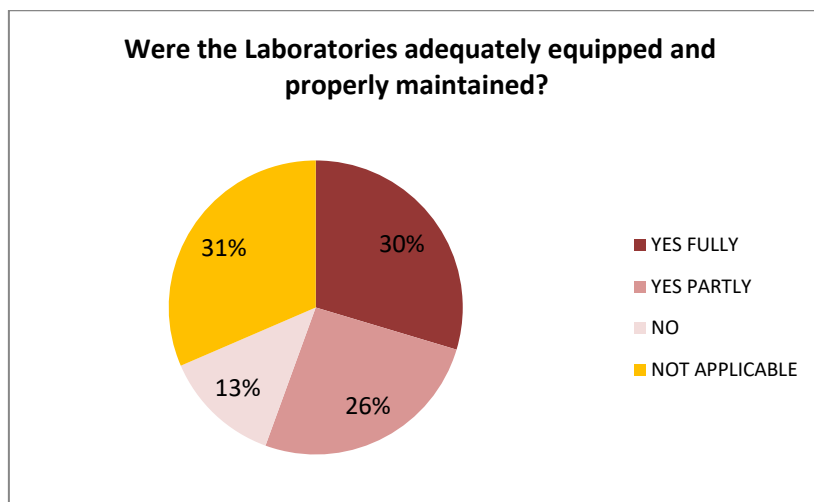
INTERNAL EVALUATION SYSTEM

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 26% and 59% of the students are very satisfied and satisfied respectively.

The internal evaluation system as it exists is

- VERY SATISFACTORY — 26%
- SATISFACTORY — 59%
- UNSATISFACTORY — 8%
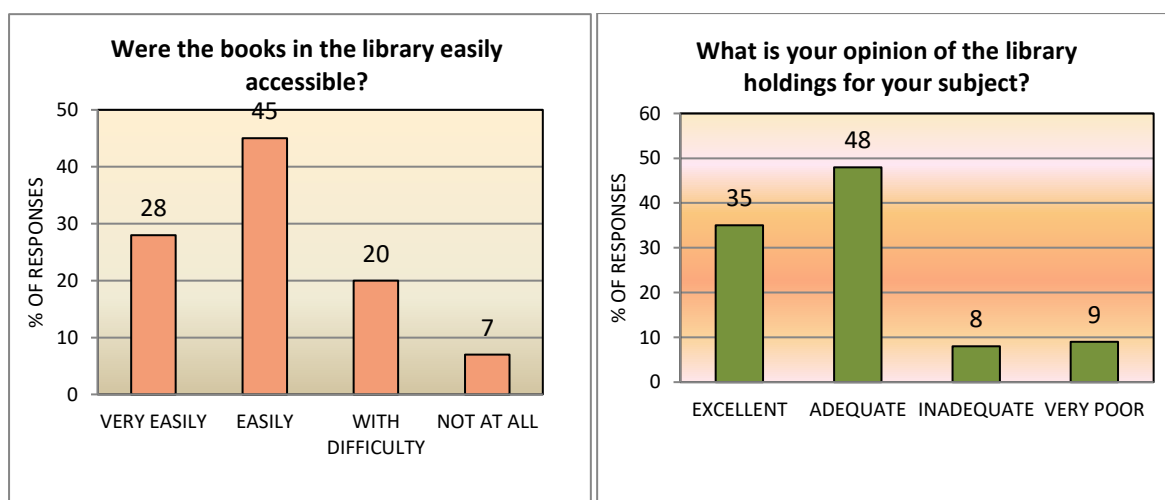- VERY UNSATISFACTORY — 7%

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. 30% and 35% of the students have said very good and good respectively while 17% have said fair and 18% have expressed the view that the availability of such facilities is poor.

Rate the audio-visual aids of the college

- VERY GOOD: 30%
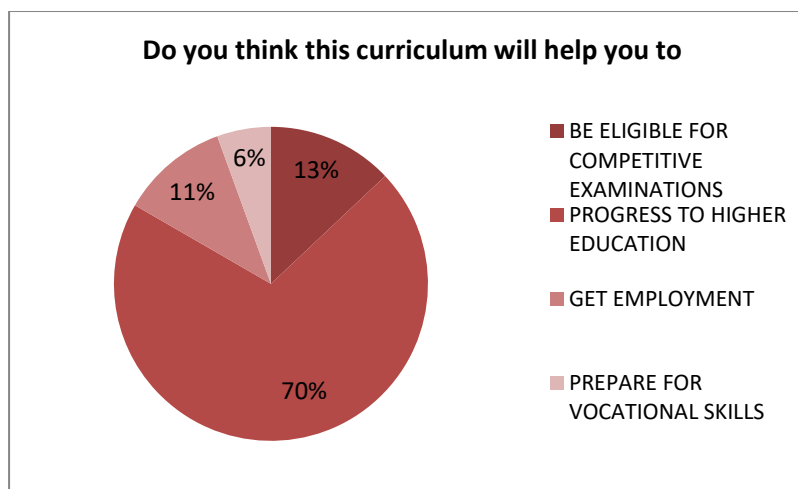- GOOD: 35%
- FAIR: 17%
- POOR: 18%
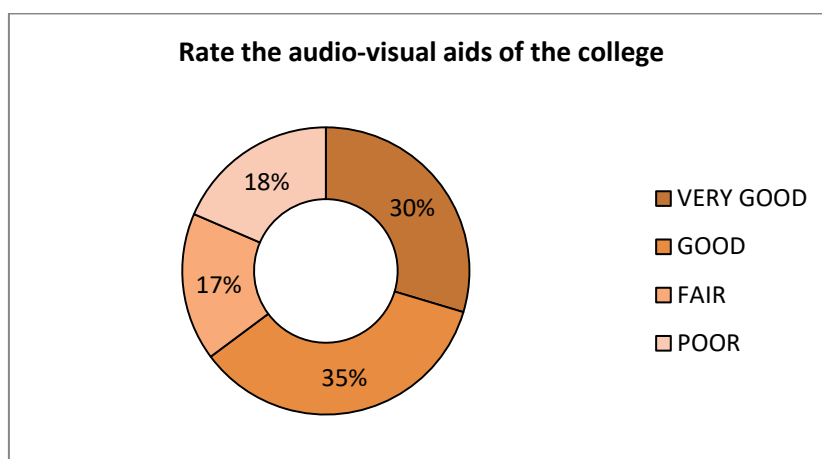
ACCESSIBILITY AND ADEQUACY OF LIBRARY RESOURCES

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. 73% of the students felt that books were very easily or easily accessible, 20% said accessible with difficulty while a negligible 7% expressed their dissatisfaction. Opinion regarding library holdings in respective subjects, reveals that majority of the students feel they are excellent or adequate.

Were the books in the library easily accessible?

Response	% OF RESPONSES
VERY EASILY	28
EASILY	45
WITH DIFFICULTY	20
NOT AT ALL	7

What is your opinion of the library holdings for your subject?

Response	% OF RESPONSES
EXCELLENT	35
ADEQUATE	48
INADEQUATE	8
VERY POOR	9

CURRICULUM AND FUTURE PROSPECTS

Do you think this curriculum will help you to

- BE ELIGIBLE FOR COMPETITIVE EXAMINATIONS
- PROGRESS TO HIGHER EDUCATION
- GET EMPLOYMENT
- PREPARE FOR VOCATIONAL SKILLS

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 two thirds of 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 11% felt that the curriculum would help them get employment and 6% chose the option prepare for vocational skills.

SECTION 2:
## FEEDBACK FROM B. COM. STUDENTS ON THE CBCS CURRICULUM

FULFILMENT OF OBJECTIVE OF THE CBCS CURRICULUM

57% of the students expressed the view that the CBCS curriculum totally fulfilled its objective of developing a holistic understanding of the course studied. Partial fulfilment of the objective is the opinion of more than one-third (38%) of the students. On the other hand 4% selected the option not at all while 1% said that they had no idea.


How far does the CBCS curriculum fulfil its objective of developing a holistic understanding of the subject?

- FULLY
- PARTIALLY
- NOT AT ALL
- NO IDEA
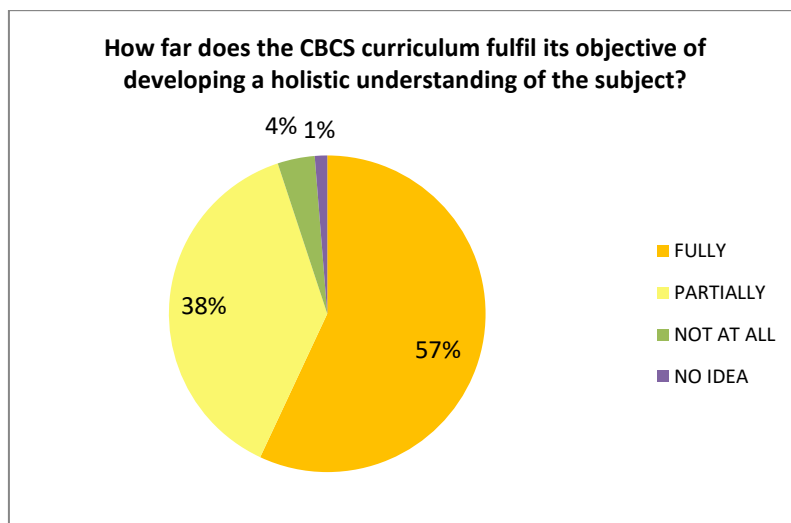
OPINION REGARDING SEMESTER-WISE DISTRIBUTION OF CURRICULUM CONTENT

That the curriculum content distribution among the semesters is satisfactory is strongly agreed by 28% of the respondents while about two-thirds opted for agree. Only 6% expressed the opposite opinion.


Curriculum content distribution among the different semesters is satisfactory.

- STRONGLY AGREE
- AGREE
- DISAGREE
- STRONGLY DISAGREE
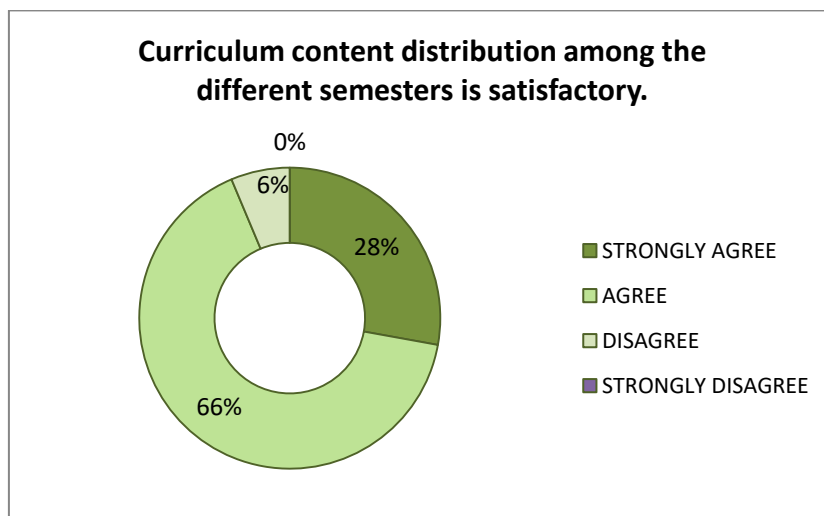
FLEXIBILITY IN THE CHOICE OF ELECTIVES

Flexibility in the choice of electives is one of the basic qualities of the CBCS. More than one quarter of the students felt there is adequate flexibility while 57 % expressed the view that there is moderately adequate flexibility. Inadequate flexibility is the opinion of 6% while 9% feel there is no flexibility at all.

Is there adequate flexibility in the choice of electives?

6%

9%

28%

57%

- ADEQUATE
- MODERATELY ADEQUATE
- INADEQUATE
- NONE AT ALL
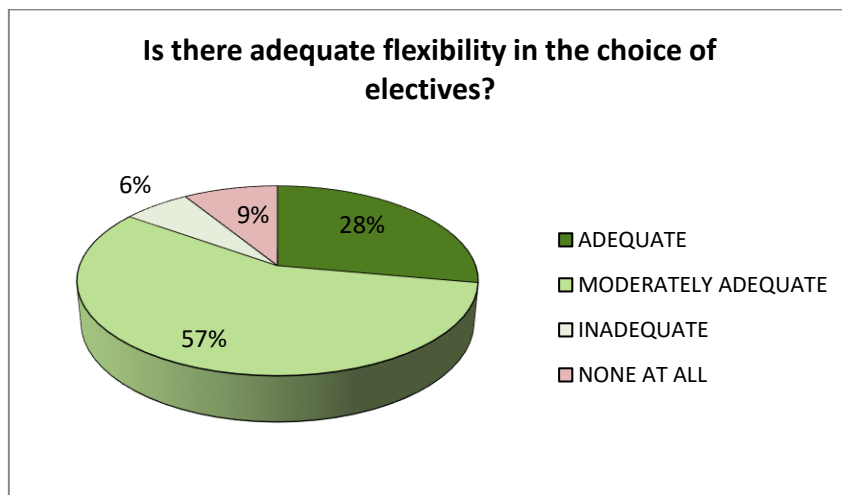
EMPHASIS ON SKILL DEVELOPMENT

Skill enhancement courses are an important part of the CBCS curriculum and hence students are asked to express their opinion on this issue. Almost all the students are in favour of sufficient weightage to skill development (Fully 46 % and partially 47%) in the curriculum. The opposite view is expressed by 5% while 2% said they had no idea

Does the CBCS curriculum give sufficient weightage to skill development?

5% 2%

46%

47%

- FULLY
- PARTIALLY
- NOT AT ALL
- NO IDEA
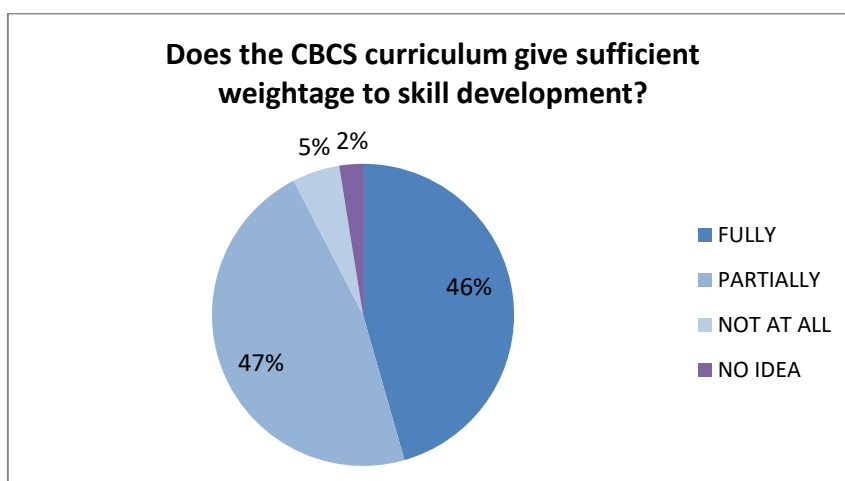
WEIGHTAGE ON PRACTICAL APPLICATIONS

When asked whether the curriculum gives adequate weightage to practical applications about one fourth (24%) said very much while almost two thirds (59%) expressed the opinion that moderate weightage is given to practical application. A considerable proportion (13%) of the respondents selected the option not at all while 4% has no idea at all.

Does the CBCS curriculum give adequate weightage on practical applications?

- VERY MUCH — 24%
- MODERATE — 59%
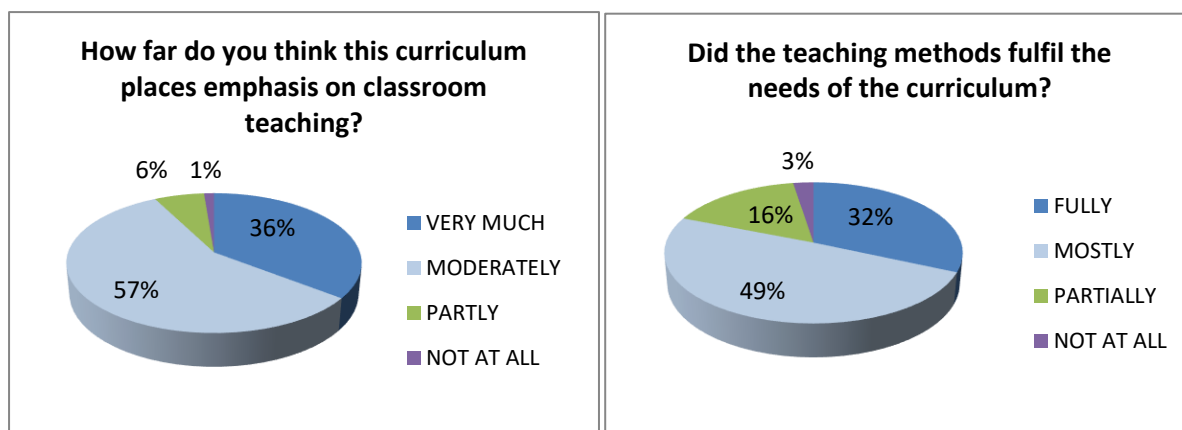- NOT AT ALL — 13%
- NO IDEA — 4%
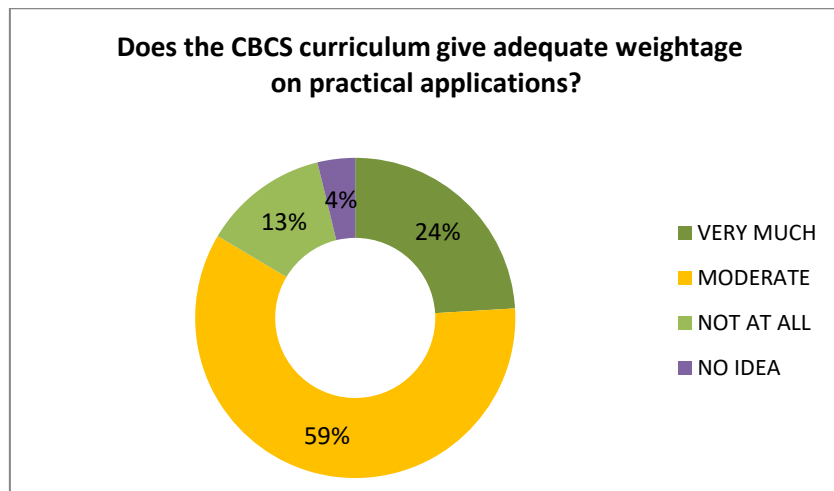
INTEGRATION OF THEORY PRACTICAL COMPONENTS

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.

Were the theory-practical components of your curriculum properly integrated?

- YES FULLY — 46%
- YES PARTLY — 49%
- NOT AT ALL — 5%
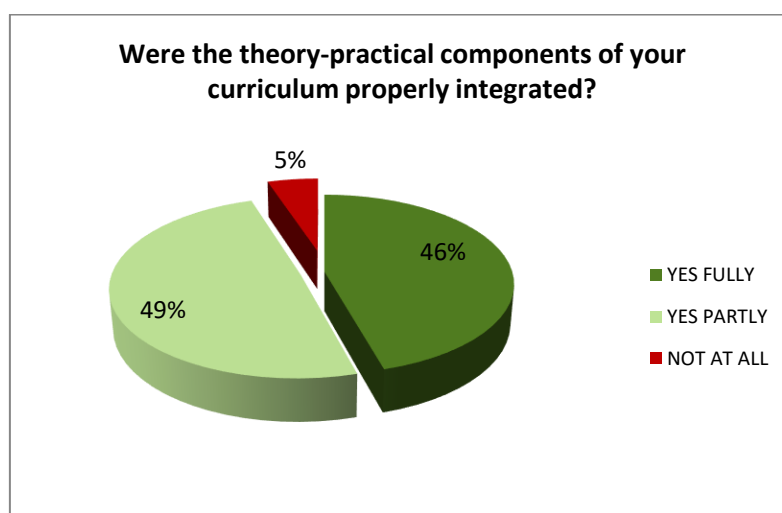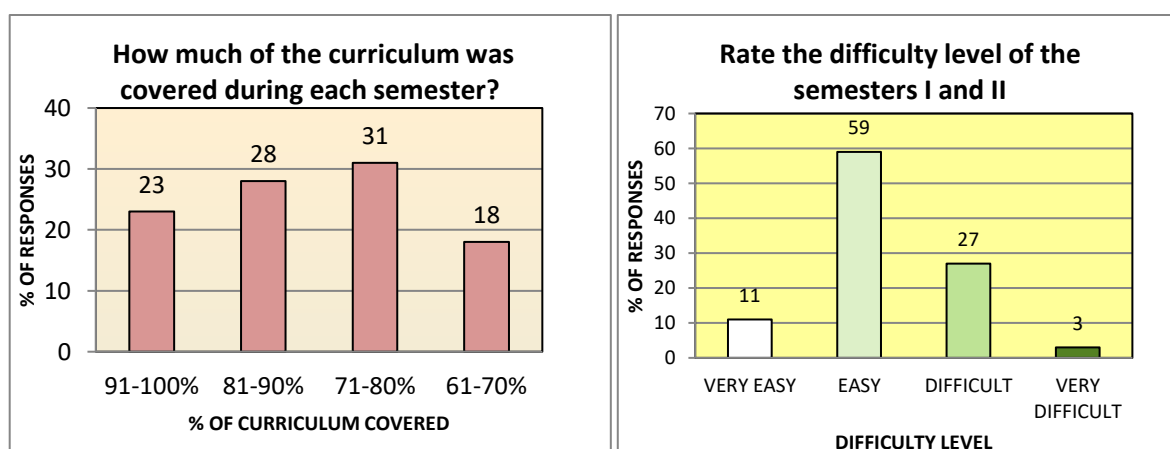
CBCS CURRICULUM AND TEACHING

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 36 % says very much while 57% says moderately, 6% partly and only 1% have selected the last option (not at all).

How far do you think this curriculum places emphasis on classroom teaching?

- VERY MUCH
- MODERATELY
- PARTLY
- NOT AT ALL

36%
57%
6%
1%

Did the teaching methods fulfil the needs of the curriculum?

- FULLY
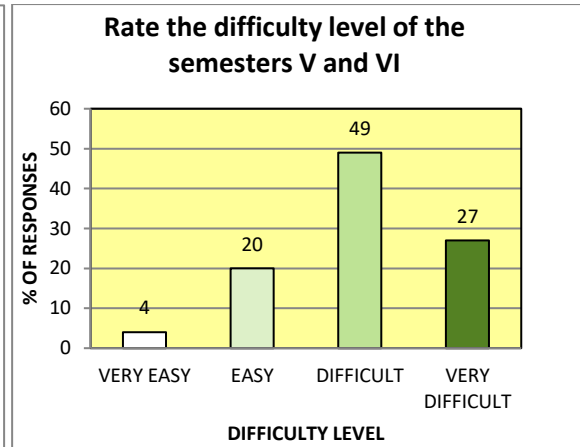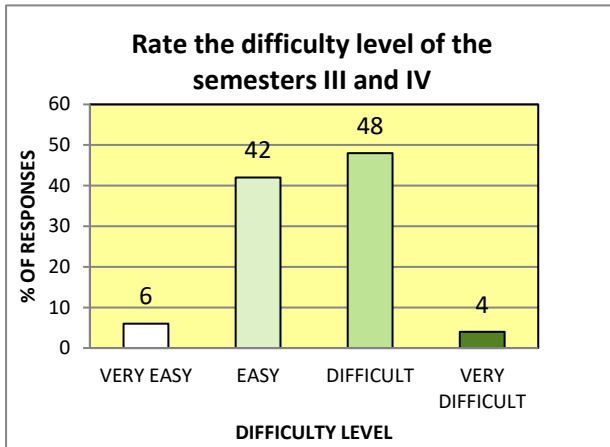- MOSTLY
- PARTIALLY
- NOT AT ALL

3%
16%
32%
49%

Majority of the students (32%, 49% and 16%) expressed the opinion that the teaching methods followed fulfilled the needs of the curriculum either fully, mostly or partially. On the other hand about 3% stated the teaching methods did not fulfil the needs of the curriculum at all.

PERCENTAGE OF CURRICULUM COVERED

Covering the entire syllabus within the allotted number of classes is perhaps the most important aspect of curriculum delivery. This assumes even greater significance in the semester system since the time span for teaching is shorter than that of the annual system. Feedback response shows that less than one fourth of the students feel that more than 90% of the curriculum is covered during each semester while 28% and 31% of the students feel that 81 to 90% and 71 to 80% are covered. The remaining 18% expressed the view that 61 to 70% of the curriculum is covered.

How much of the curriculum was covered during each semester?

% OF RESPONSES

% OF CURRICULUM COVERED	Value
91-100%	23
81-90%	28
71-80%	31
61-70%	18

Rate the difficulty level of the semesters I and II

% OF RESPONSES

DIFFICULTY LEVEL	Value
VERY EASY	11
EASY	59
DIFFICULT	27
VERY DIFFICULT	3

Rate the difficulty level of the semesters III and IV

Bar chart showing % OF RESPONSES vs DIFFICULTY LEVEL:
- VERY EASY: 6
- EASY: 42
- DIFFICULT: 48
- VERY DIFFICULT: 4

Rate the difficulty level of the semesters V and VI

Bar chart showing % OF RESPONSES vs DIFFICULTY LEVEL:
- VERY EASY: 4
- EASY: 20
- DIFFICULT: 49
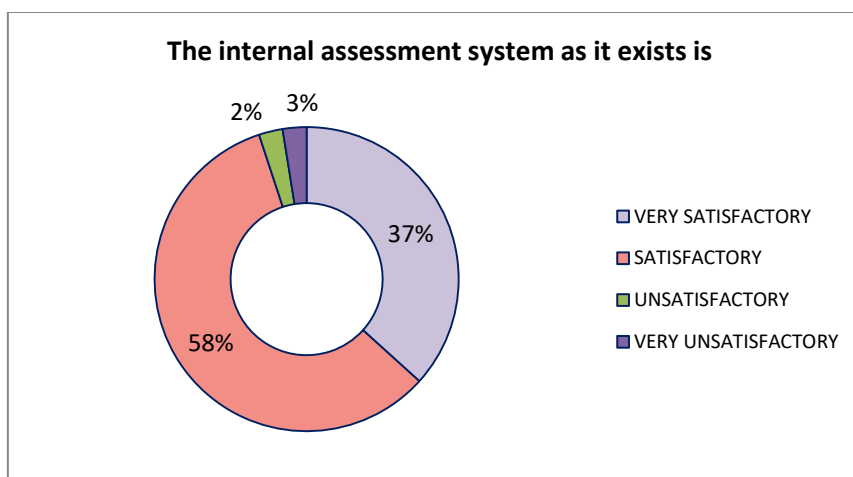- VERY DIFFICULT: 27

VIEWS REGARDING DIFFICULTY LEVEL OF CURRICULUM

Perception of the difficulty level of the students regarding the curriculum in the different semesters have been classified into three categories, Semester I and II; Semesters III and IV; Semesters V and VI. Analysis of the responses clearly reveals a rising difficulty level as the semesters progress so that only 3% and 4% of the respondents have rated the curriculum as very difficult with respect to Semesters I and II and III and IV respectively but the corresponding figure for Semester V and VI has risen sharply to 27%. It may also be noticed that responses regarding the option easy shows a consistently declining trend with the progress of the semesters (59% for semesters I and II to 20% for semesters V and VI).
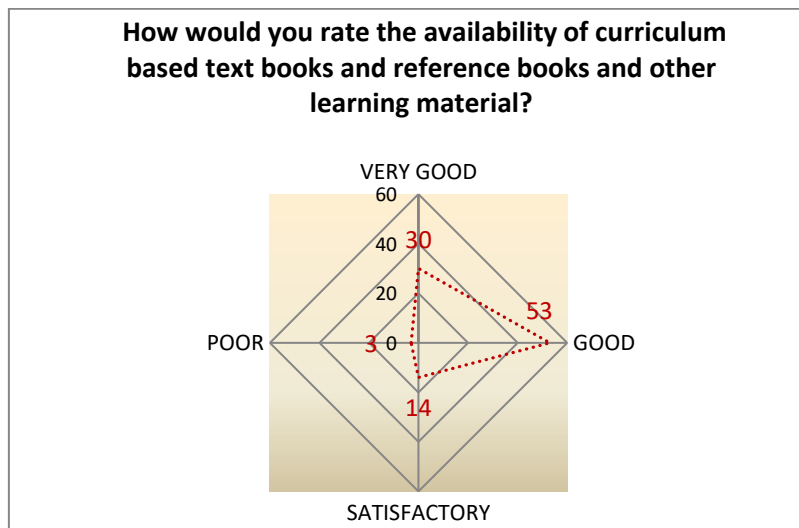
INTERNAL ASSESSMENT SYSTEM

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 end semester university examinations on the other. The responses to the question on fairness of the internal evaluation system show that 37% and 58% of the students are very satisfied and satisfied respectively. However a very small proportion was dissatisfied.
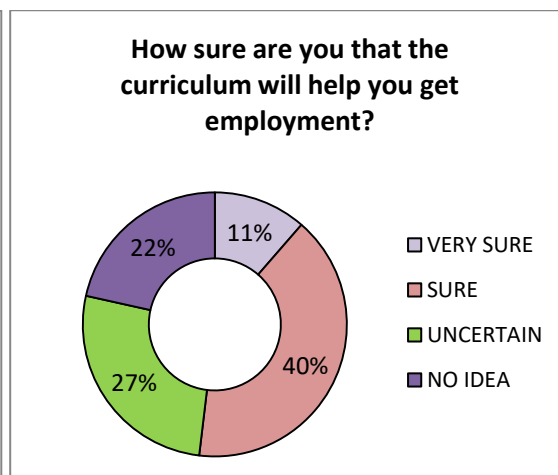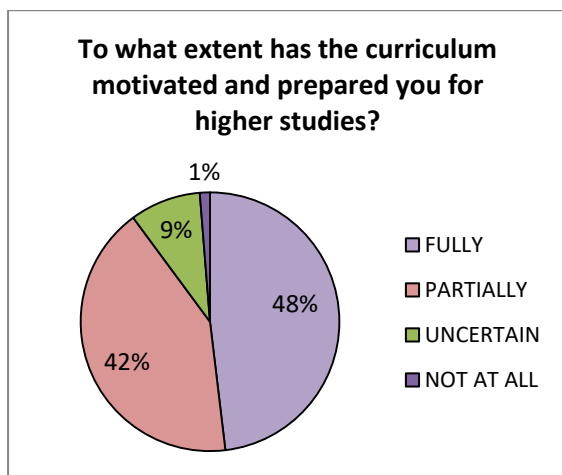
The internal assessment system as it exists is

Doughnut chart:
- VERY SATISFACTORY: 37%
- SATISFACTORY: 58%
- UNSATISFACTORY: 2%
- VERY UNSATISFACTORY: 3%

AVAILABILITY OF LEARNING RESOURCES

Learning resources such as text books, reference books, e resources are an integral part of curriculum implementation and as such their availability or accessibility is an important item of feedback responses from students. This issue is particularly important since these students pursued an entirely new curriculum. Majority of the students expressed their satisfaction with regard to this question. 30% of the students felt that availability of books are very good, 53% said good, 14% said satisfactory while a negligible 3% expressed the opinion that availability is poor

How would you rate the availability of curriculum based text books and reference books and other learning material?

VERY GOOD
60
40 **30**
20
POOR **53**
3 0 GOOD
14
SATISFACTORY

CURRICULUM AND FUTURE PROSPECTS

To what extent has the curriculum motivated and prepared you for higher studies?

1%
9%
48%
42%

☐ FULLY
☐ PARTIALLY
☐ UNCERTAIN
☐ NOT AT ALL

How sure are you that the curriculum will help you get employment?

11%
22%
27%
40%

☐ VERY SURE
☐ SURE
☐ UNCERTAIN
☐ NO IDEA

Perception of the students regarding the utility of the curriculum with respect to their future prospects in terms of progress to higher studies and employment has been collected. Analysis of the responses regarding motivation and preparation for higher studies shows that 48% of the students feel that they are prepared fully while 42% selected the option partially. 9% of the students are

uncertain while a negligible 1% responded negatively. The level of certainty regarding future employment prospects is comparatively lower. Only 11% of the respondents are very sure that the curriculum will help them get employment. However a large proportion (40%) has opted for sure. The proportion of students who are uncertain is 27% while 22% have no idea.

ACTION TAKEN REPORT

The pattern of responses regarding both systems reveals a moderately high level of satisfaction regarding the curricula as prescribed by the University and the way they are taught in the college. On the basis of analysis of the responses received the following remedial measures were adopted:

- There is scope for 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 since some students have expressed dissatisfaction in this regard. There was a substantial augmentation of ICT facilities in the college during the current session. A large portion of the Procurement Grant of Rupees 40 lakhs received by the college under RUSA 2.0 was utilized to acquire computers and peripherals for academic purposes. The computer centre received 12 desktops while the GIS lab and Botany lab received 4 and 2 desktops each. Laptops were provided for all general departments to facilitate the use of audio-visual aids in the classrooms. Portable LCD projector was also purchased for use in classrooms without projectors.
- Innovative teaching methods are also needed to lower the difficulty level of the curriculum since changing the curriculum content can be done only by the parent university.
- Mentoring of the weaker students could be given special emphasis
- The responses show that uncertainty regarding future employment prospects is another issue that needs to be addressed by increasing campus placement programmes and introducing professional training programmes through collaboration with different organizations. However the pandemic induced lockdown delayed the regular Campus recruitment programme of TCS and other collaboration programmes came to a standstill.

Principal
(DR. RUNA BISWAS)
Sivanath Sastri College

Principal
Sivanath Sastri College