

SIVANATH SASTRI COLLEGE

ACADEMIC SESSION 2021-22

STUDENT FEEDBACK RESPONSE ON CURRICULUM

This survey was conducted with the objectives of investigating the perception of outgoing final semester students regarding the semesterised Choice Based Credit System introduced from 2018-19 by the University of Calcutta as well as identifying different problems faced by them regarding the teaching learning processes under this system. The pandemic and resulting lockdown drastically reduced their experience of direct teaching and campus life. Online teaching was the only option available during lockdown. These students experienced direct teaching during their first semester and once again during their sixth semester. The questionnaire was designed keeping in mind the diverse socio-economic background of the students and feedback was collected from final semester students enrolled in all programmes.

A total of 809 responses were received. Programme wise break- up of the number of responses is shown in Figure 1.

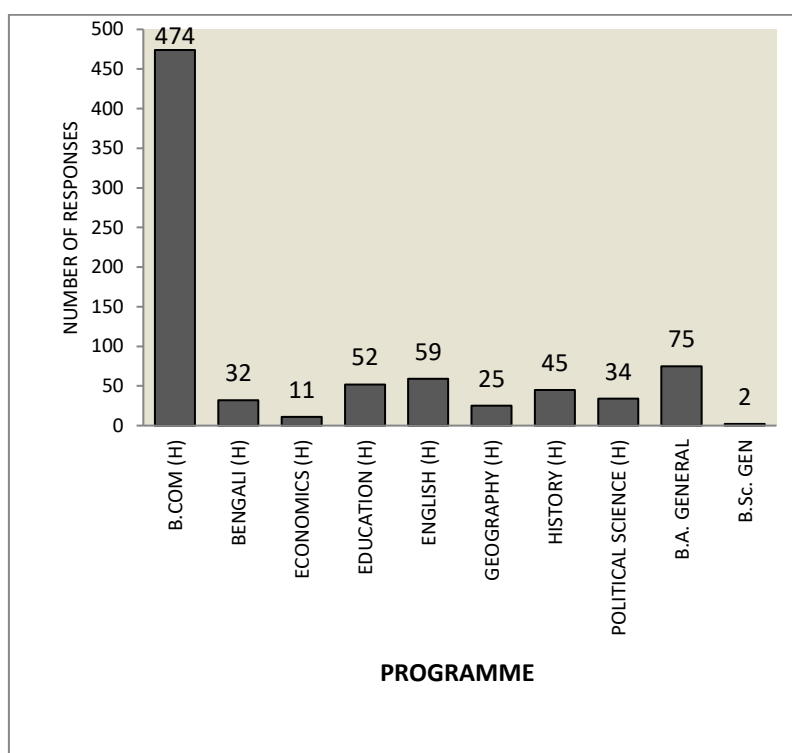


Figure 1: Programme wise number of responses

The following analysis is based on the feedback received and % of responses for various options for each question have been summarised in the tables.

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

Options	B. Com. (H)	Bengali (H)	Economics (H)	Education (H)	English (H)	Geography (H)	History (H)	Political Science (H)	B.Sc. Gen	B.A. Gen
Fully	35	22	36	14	27	28	11	12	50	19
Partially	50	56	54	44	58	68	82	64	0	48
Not at all	7	6	0	31	10	0	7	21	50	23
No idea	8	16	9	12	5	4	0	3	0	11
Total	100	100	100	100	100	100	100	100	100	100

Responses to the first question reveals that majority of the students across all programmes feel that the CBCS curriculum fulfil its objectives of developing a holistic understanding of the subject partially only.

2. Does the CBCS curriculum give sufficient weightage to skill development?

Options	B. Com. (H)	Bengali (H)	Economics (H)	Education (H)	English (H)	Geography (H)	History (H)	Political Science (H)	B.Sc. Gen	B.A. Gen
Fully	30	16	36	19	14	32	16	6	50	12
Partially	52	50	54	37	61	48	60	53	50	49
Not at all	12	16	0	37	15	16	13	35	0	28
No idea	5	19	9	8	10	0	11	6	0	11
TOTAL	100	100	100	100	100	100	100	100	100	100

Again, a similar pattern of response is noticed regarding the second question on sufficient weightage to skill development. About 50 to 60 % of the respondents have favoured partially. However, 37% students of Education Honours and 35% of Political Science have said not at all.

3. Curriculum content distribution among the different semesters is satisfactory.

Options	B. Com. (H)	Bengali (H)	Economics (H)	Education (H)	English (H)	Geography (H)	History (H)	Political Science (H)	B.Sc. Gen	B.A. Gen
Strongly agree	15	9	18	6	15	8	2	9	0	8
Agree	72	50	54	54	69	60	69	53	50	68
Disagree	10	16	18	29	9	32	27	38	0	15
Strongly disagree	3	19	9	8	7	0	2	0	50	9
TOTAL	100	100	100	100	100	100	100	100	100	100

Among the respondents 50% (Bengali H) to 72% (B. Com.) have agreed that curriculum content distribution among the different semesters is satisfactory. Negative response to the question is particularly noticeable for students of Bengali honours where disagree and strongly disagree comprise 16% and 19% of the responses. Similarly 32% of the students of Geography Honours have also disagreed that curriculum content distribution among the different semesters is satisfactory.

Further, the highest proportion of responses favouring disagree are seen in the department of Political Science.

4. Is there adequate flexibility in the choice of electives?

Options	B. Com. (H)	Bengali (H)	Economics (H)	Education (H)	English (H)	Geography (H)	History (H)	Political Science (H)	B.Sc. Gen	B.A. Gen
Adequate	37	19	36	17	36	24	33	12	50	21
Moderately adequate	41	34	36	23	46	40	38	56	50	35
Inadequate	12	19	18	23	15	20	11	21	0	11
None at all	10	28	9	37	3	16	18	12	0	33
TOTAL	100	100	100	100	100	100	100	100	100	100

Responses show that students feel there is a lack of adequate flexibility in the choice of electives. With the exception of Commerce, inadequate and none at all are the opinions expressed by a large proportion of students from all departments. Strongest disapproval is expressed by the students of Education honours.

5. Rate the difficulty level of the semesters I and II

Options	B. Com. (H)	Bengali (H)	Economics (H)	Education (H)	English (H)	Geography (H)	History (H)	Political Science (H)	B.Sc. Gen	B.A. Gen
Very easy	10	3	9	10	7	4	7	0	0	4
Easy	65	63	73	44	48	32	75	56	50	47
Difficult	23	19	18	44	42	52	16	41	50	45
Very difficult	2	16	0	2	3	12	2	3	0	4
TOTAL	100	100	100	100	100	100	100	100	100	100

In the next three questions students are asked to rate the difficulty level of the semesters. Semesters I and II are found to be easy by most students from all programmes. On the other hand 52% of geography Honours students opted for difficult.

6. Rate the difficulty level of the semesters III and IV

Options	B. Com. (H)	Bengali (H)	Economics (H)	Education (H)	English (H)	Geography (H)	History (H)	Political Science (H)	B.Sc. Gen	B.A. Gen
Very easy	5	3	9	6	2	4	0	6	0	3
Easy	28	19	18	46	29	28	42	29	50	43
Difficult	58	59	73	44	61	64	57	59	50	49
Very difficult	9	19	0	4	8	4	2	6	0	5
TOTAL	100	100	100	100	100	100	100	100	100	100

Difficult is the option chosen by more 50% of the students across all programmes regarding Semesters III and IV which is not surprising at all since the number of core courses studied increase to three and there is a skill enhancement course as well.

7. Rate the difficulty level of the semesters V and VI

Options	B. Com. (H)	Bengali (H)	Economics (H)	Education (H)	English (H)	Geography (H)	History (H)	Political Science (H)	B.Sc. Gen	B.A. Gen
Very easy	1	0	0	0	5	0	2	0	0	1
Easy	12	3	27	10	12	12	2	6	50	17
Difficult	46	41	45	42	37	16	42	41	50	39
Very difficult	41	56	27	48	46	72	54	53	0	43
TOTAL	100	100	100	100	100	100	100	100	100	100

Difficult and very difficult are the most popular responses chosen by the students regarding semester V and VI. Discipline specific electives (two) are added besides the two core courses in all the Honours Programmes.

8. Does the CBCS curriculum give adequate weightage on practical applications?

Options	B. Com. (H)	Bengali (H)	Economics (H)	Education (H)	English (H)	Geography (H)	History (H)	Political Science (H)	B.Sc. Gen	B.A. Gen
Very much	18	9	0	12	5	36	4	0	50	9
Moderate	58	31	73	48	53	4	49	47	50	36
Not at all	14	28	18	25	20	12	9	32	0	19
No idea	10	31	9	15	22	8	38	21	0	36
TOTAL	100	100	100	100	100	100	100	100	100	100

The question on whether the CBCS curriculum gives adequate weightage on practical applications has evoked mixed responses from the students. Responses from subjects such as Geography Honours and B.Sc. General which have a practical component in their curricula have opted for very much. Responses from commerce and economics primarily favour moderate option. More than 25% of the students from Bengali honours, Education Honours and History have opted for not at all.

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

Options	B. Com. (H)	Bengali (H)	Economics (H)	Education (H)	English (H)	Geography (H)	History (H)	Political Science (H)	B.Sc. Gen	B.A. Gen
Very sure	8	3	0	2	7	0	0	0	0	1
Sure	23	19	27	14	20	20	33	35	50	17
Uncertain	46	34	45	31	53	52	49	35	0	40
No idea	23	44	27	54	20	28	18	30	50	41
TOTAL	100	100	100	100	100	100	100	100	100	100

The question on whether the curriculum will help them get employment shows that majority of the students are either uncertain or have no idea.

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

Options	B. Com. (H)	Bengali (H)	Economics (H)	Education (H)	English (H)	Geography (H)	History (H)	Political Science (H)	B.Sc. Gen	B.A. Gen
Fully	25	9	9	23	29	36	16	15	0	17
Partially	53	52	82	33	44	56	58	41	50	40
Uncertain	14	19	9	23	15	0	13	23	50	23
No idea	8	19	0	21	12	8	13	21	0	20
TOTAL	100	100	100	100	100	100	100	100	100	100

The extent to which the curriculum motivates and prepares students for higher studies is an issue which the majority have viewed favourably. Students from Geography (36%), English (29%), B.Com. (25%) have stated that the curriculum has prepared them fully for higher studies. However the overwhelming majority have preferred the option partially. About 10 to 20% are either uncertain or have no idea.

11. Did the teaching methods fulfil the needs of the curriculum?

Options	B. Com. (H)	Bengali (H)	Economics (H)	Education (H)	English (H)	Geography (H)	History (H)	Political Science (H)	B.Sc. Gen	B.A. Gen
Fully	16	12	0	10	7	12	0	6	50	11
Mostly	40	25	64	25	39	56	47	23	50	33
Partially	35	38	36	35	41	20	33	38	0	32
Not at all	9	25	0	31	14	12	20	32	0	24
TOTAL	100	100	100	100	100	100	100	100	100	100

The question on whether the teaching methods fulfil the needs of the curriculum is perhaps one of the most important questions in this survey for effective curriculum delivery is one of the curricular aspects that the teachers can plan and implement. Responses show that mostly is the most favoured option with responses ranging between 64% (Economics) to 25% (Bengali, Education). Partially is the response favoured by majority of students of English and Political Science. It may be noted that more than one –fourth of the students from Political Science, Education and Bengali have said not at all.

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

Options	B. Com. (H)	Bengali (H)	Economics (H)	Education (H)	English (H)	Geography (H)	History (H)	Political Science (H)	B.Sc. Gen	B.A. Gen
Very much	26	19	18	15	27	36	11	15	50	20
Moderately	44	28	64	25	39	56	44	47	50	35
Partly	23	37	18	42	27	8	38	23	0	28
Not at all	8	16	0	17	7	0	7	15	0	17
TOTAL	100	100	100	100	100	100	100	100	100	100

About 20 to 30% of the students say that the curriculum places a great deal of emphasis on classroom teaching. Geography students (36%) show the highest percentage in this regard followed

There is considerable variation in the responses regarding the issue of the proportion of syllabus covered during each semester. Majority of the responses are in favour of the option 61 to 70%.

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

Options	B. Com. (H)	Bengali (H)	Economics (H)	Education (H)	English (H)	Geography (H)	History (H)	Political Science (H)	B.Sc. Gen	B.A. Gen
Very good	14	13	9	4	17	4	9	0	0	4
Good	47	31	45	25	42	40	29	21	50	31
Satisfactory	31	22	36	35	27	40	44	44	0	37
Poor	8	34	9	36	14	16	18	35	50	28
TOTAL	100	100	100	100	100	100	100	100	100	100

Regarding availability of text books and reference books the most frequently expressed views are either good or satisfactory. Commerce students show the highest share with 47% of the students expressing the opinion that availability of books is good. Responses stating poor availability are highest from the Departments of Bengali, Education and Political Science.

In addition to the above questions the students are asked to give their comments regarding the CBCS curriculum. The resulting comments show great diversity ranging from sincere appreciation of the CBCS curriculum to extreme disappointment about the system.

ACTION TAKEN REPORT

The feedback received from students is analysed and a report is prepared. The Principal holds meetings with each department to discuss the issues and problems that emerge from analysis of feedback responses. Each department is informed about the responses given by their students and asked to take necessary steps to resolve the issues.

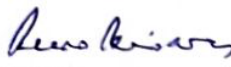
While it is beyond the purview of the college to make any changes in the curriculum, some issues such as timely completion of syllabus, teaching methods, adequate availability of books have been addressed.

The measures adopted are:

- To overcome time constraint and ensure completion of syllabus
 - number of offline classes allotted for the final semester was increased
 - Blended mode of teaching continued where online classes were held by some departments
- All departments purchased text books and reference books prescribed in the new syllabus with the book grant sanctioned and allocated to them. A total of 272 books were added out of which the largest share was that of B. Com (76 books) followed by Education (41) and History (37).

- In addition to the references prescribed in the syllabi, teachers provided additional lists of both text books and reference books for the students. Text books in vernacular have been acquired as far as possible.
- Study material was also shared with the students.
- Teaching methods focus on student centric learning which include the following:
 - Arranging invited lectures for students on newly added/advanced topics in the CBCS curriculum. The first of such a lecture series on research methodology (included in the final semester of Geography Honours Programme) was organised on September 16, 2022 by the Departments of Geography, Education and Economics. The speaker, Dr. Saswati Mookherjee, former Professor, Lady Brabourne College, made a lecture-presentation on **Literature Review and Formulation of Research Design** and this was followed by an interactive session with the students.
 - Mentoring students who are facing learning problems
- Class presentations by students such as the group presentations on **Soil Erosion and Conservation Practices** by students of Geography Honours on May 5, 2022
- Response to the question on whether the curriculum will help them get employment shows that employment prospects are a matter of concern for most students. In addition to the usual career counselling activities, the Department of Economics organised a career counselling workshop in collaboration with IQAC and Ecofunomics LLP on December 10, 2022. The theme of the workshop was career opportunities for students of economics.




Principal
(DR. RUNA BISWAS)
Sivanath Sastri College

Principal
Sivanath Sastri College