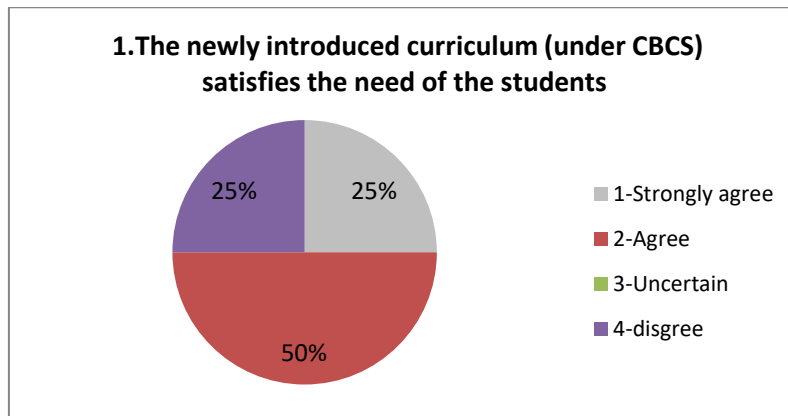


SIVANATH SASTRI COLLEGE
TEACHER FEEDBACK ON CBCS CURRICULUM (B. COM)
2017-18

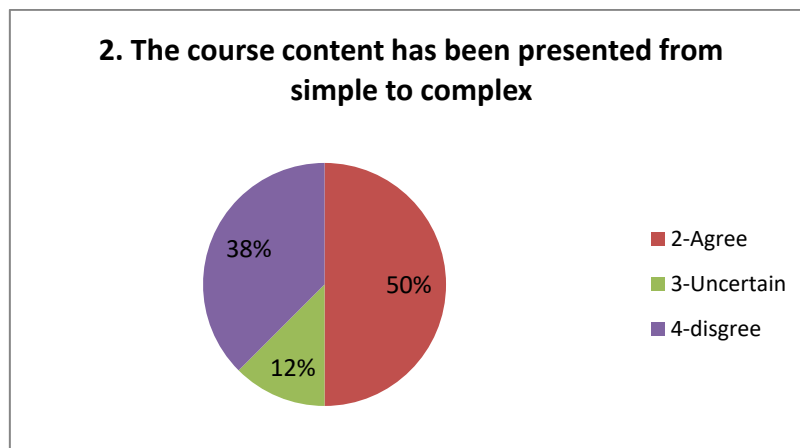
Analysis Report

The Choice Based Credit System (CBCS) has been introduced by the University of Calcutta for the undergraduate colleges from the current academic session that is 2017-18 with respect to the B. Com Programmes. The transition from an annual to semester system and adaptation to a new curriculum are challenges which teachers of B.Com Programme have to face. Hence feedback has been collected from them to analyse their perception regarding CBCS curriculum and related issues as well as their preparedness for teaching the new curriculum.

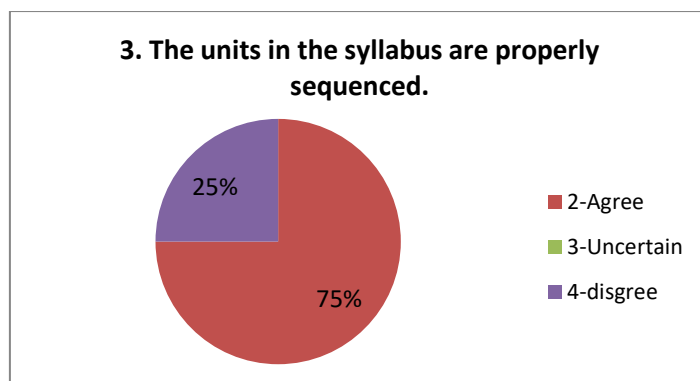
A questionnaire consisting of questions covering various issues related to teaching the new curriculum has been used for obtaining feedback. Respondents are asked to express their opinion on a five point scale where 1 represents the highest grade while five the lowest.



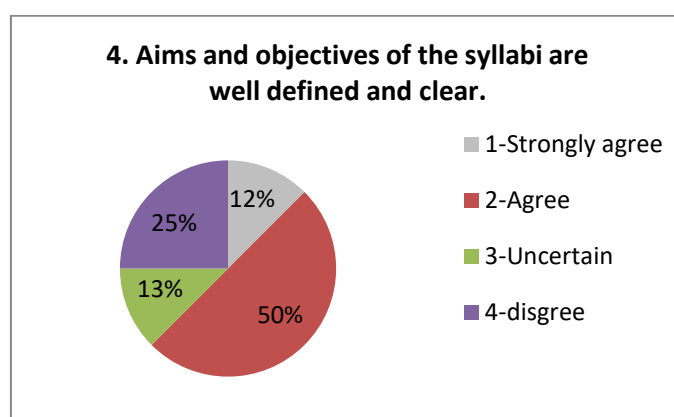
The question regarding whether the CBCS curriculum fulfils the needs of the students, evoked a favourable response from majority (75%) of the respondents. However 25% have disagreed.



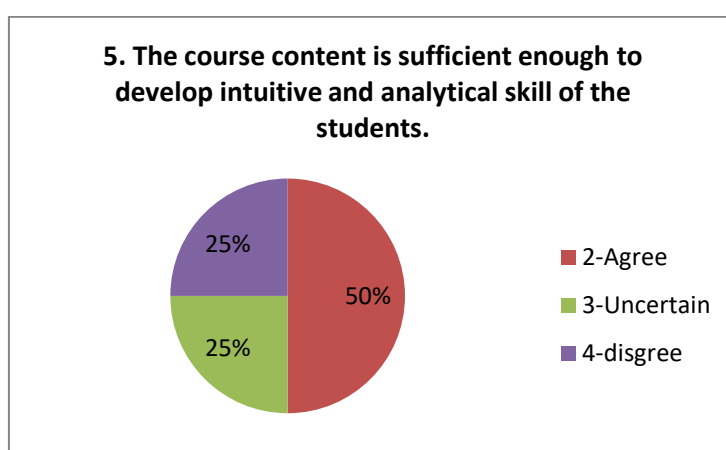
With regard to the next question on whether the course content is presented from simple to complex form, the respondents in favour are 50%. Again 12% are uncertain while 38% have disagreed.



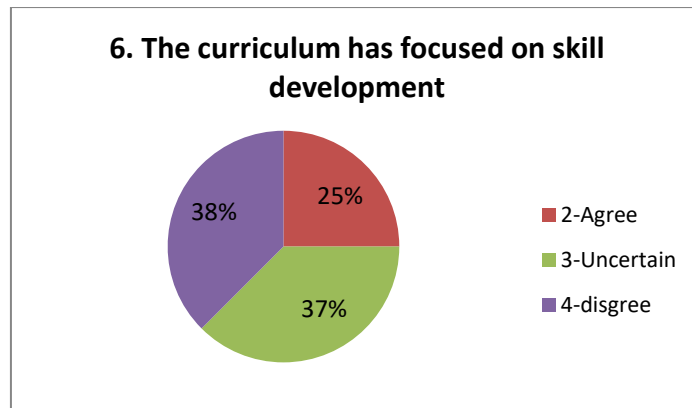
Opinion with respect to whether the units are in proper sequence shows a clear division of opinion into two categories. Majority (75%) have agreed while the remaining 25% have disagreed.



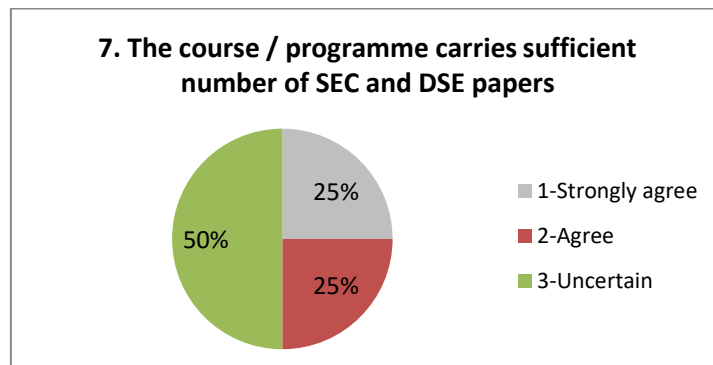
The question whether aims and objectives are well defined and clear seems to have evoked a mixed response from the teachers. Majority (12 and 50%) have awarded 1 and 2 points, indicating that they strongly agree or agree while 4 (disagree) have been awarded by 25% of the respondents while 13% opted for uncertain.



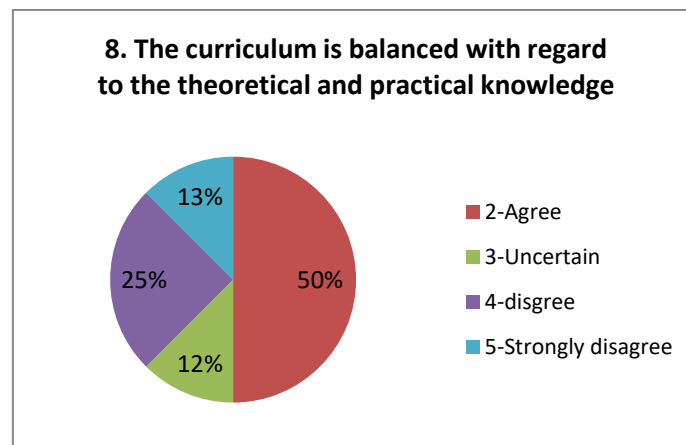
A three-fold division of opinion is observed with regard to adequacy of the course content to develop intuitive and analytical skill of the students. About 50% of the teachers have opted for agree while 25% disagree. The remaining 25% are uncertain.



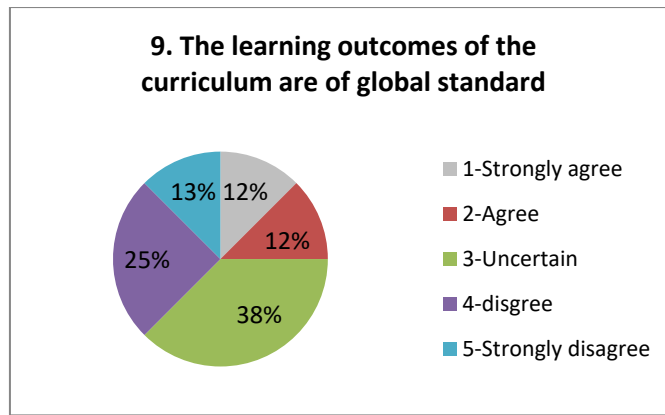
A similar three-fold division of responses is clear for the next question on whether the curriculum has focused on skill development. However, only a quarter of the responded have agreed while the largest share says that they disagree and 37% preferred uncertain.



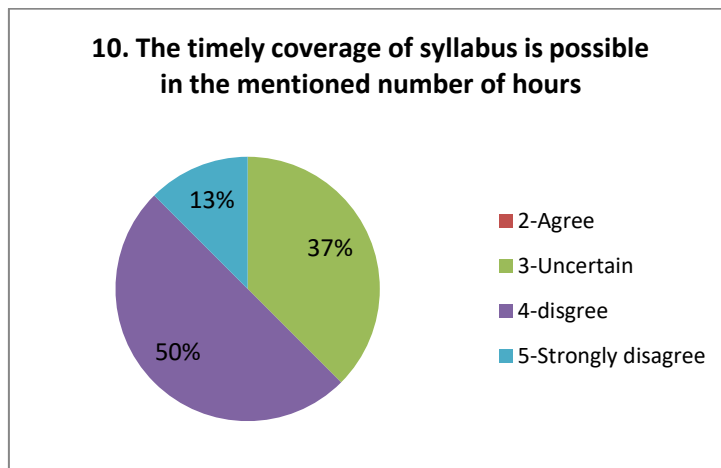
The question on whether the programme carries sufficient number of SEC and DSE papers has evoked a mixed response. 50% of the teachers opted for uncertain showing that teaching the initial semesters is not enough to form a clear opinion on the issue.



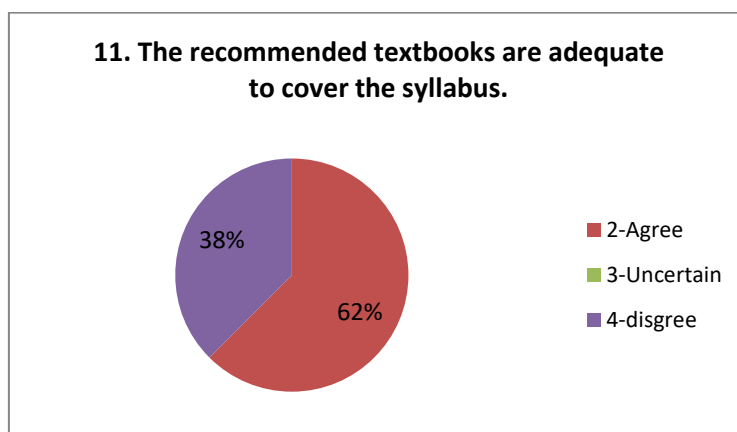
Half the teachers have responded favourably to the question on balance with regard to theoretical and practical knowledge. However the proportion of responses favouring disagree and strongly disagree is noticeably high (25% and 13%) and 12% are uncertain.



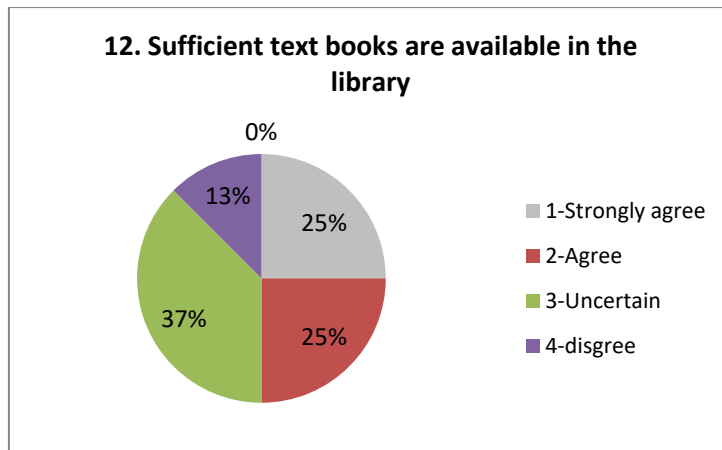
Responses to the next question on whether the learning outcomes of the curriculum are of global standard are mixed. The largest share (38%) has opted for uncertain while 24% agree and the remainder disagree.



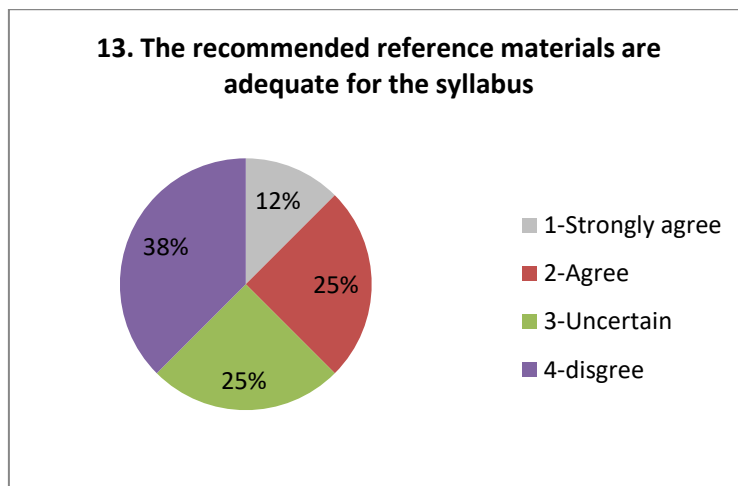
There are no favourable responses to the question on timely coverage of syllabus. Half the teachers opted for disagree and 13% for strongly disagree. The remaining teachers are uncertain.



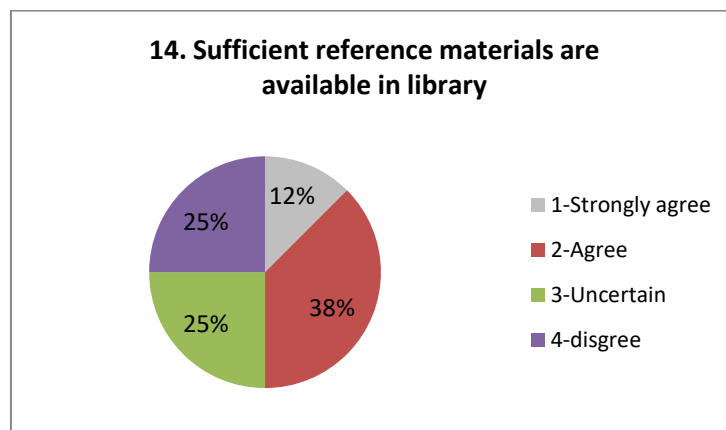
The question on adequacy of recommended textbooks to cover the syllabus has evoked a favourable response from 62% of the teachers and the remaining 38% have disagreed.



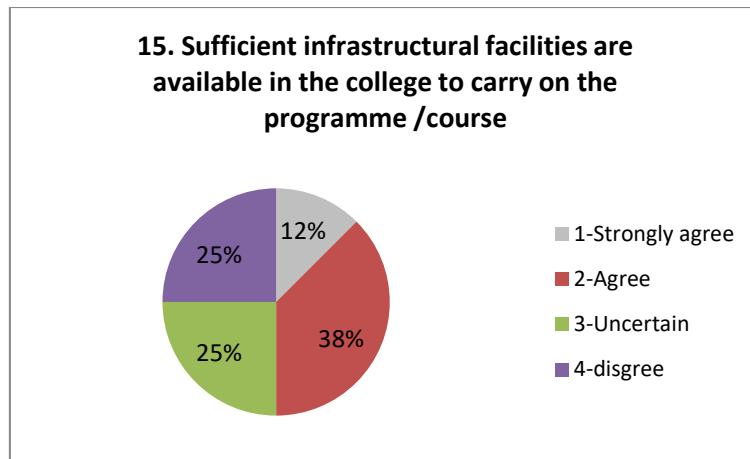
The share of responses favouring uncertain is the highest (37%) and 13% disagree. The remaining 50% either strongly agree or agree.



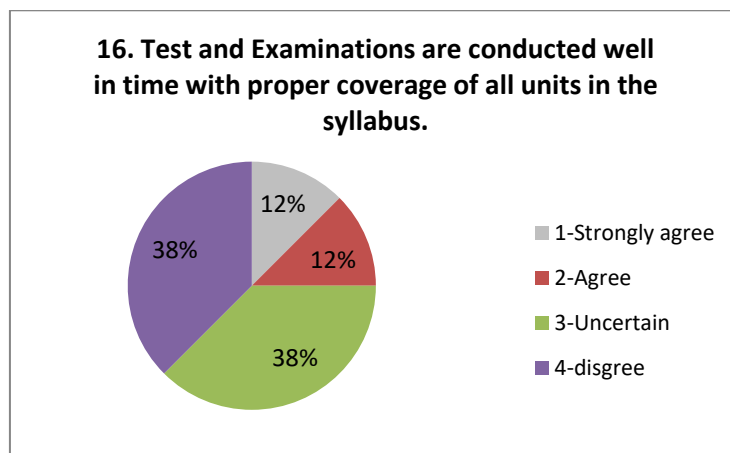
Regarding adequacy of reference material for the syllabus, 38% of the responses are disagree while strongly agree and agree are 12% and 25%. It may be noted that one quarter of the teachers opted for uncertain.



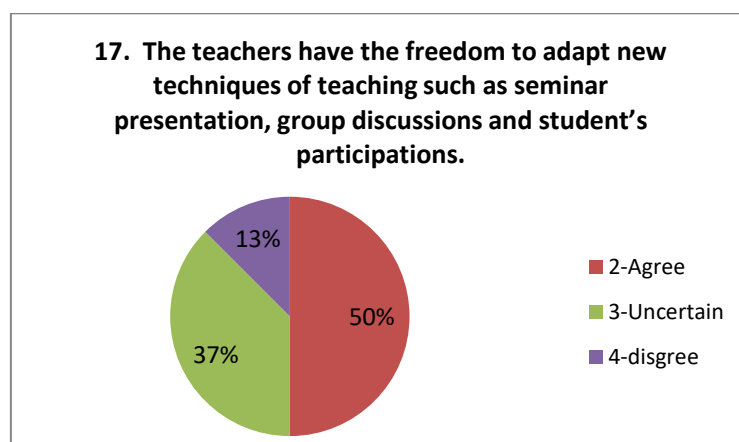
One half of the responses agree that there are sufficient reference materials in the library, one quarter is uncertain and the remainder is uncertain.



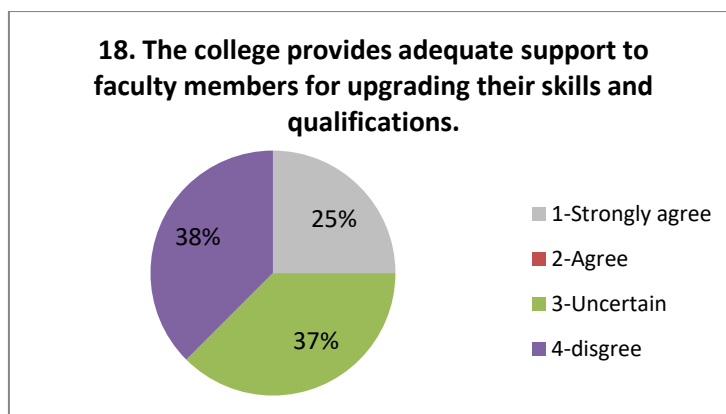
The pattern of responses regarding sufficiency of college infrastructure is exactly similar to the previous question on library resources.



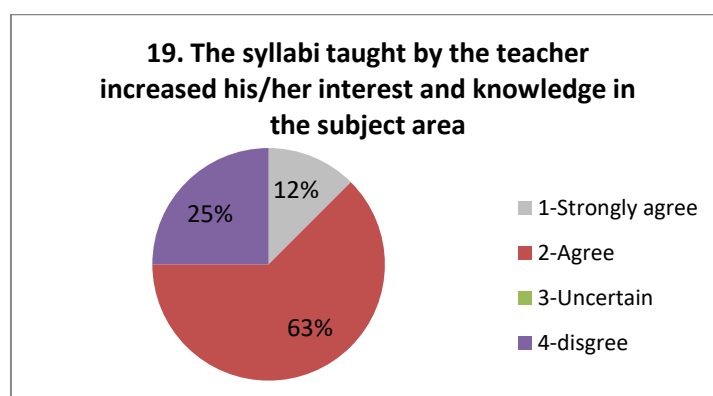
Only 24 % of the responses agree that test and examinations are conducted well within time with proper coverage of all units in the syllabus. The remaining either say uncertain (38%) or disagree (38%).



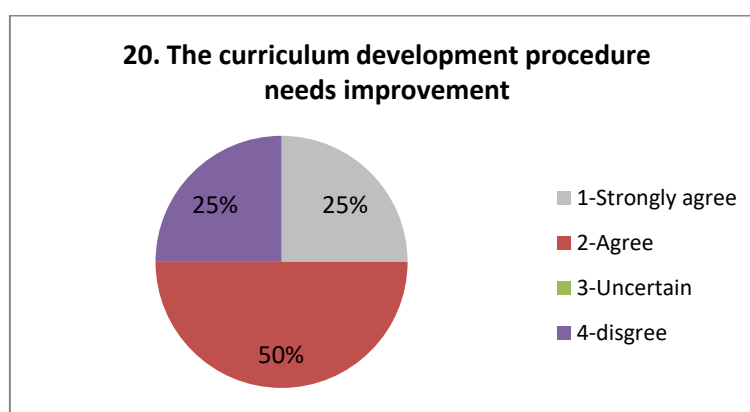
Freedom to introduce new techniques of teaching is an issue that 50% of the teachers agree to while 13% disagree. A sizeable proportion (37%) could not make up their mind.



Only 25% of the teachers strongly agree that the college provides adequate support to faculty members for upgrading their skills and qualification. The remainder are either uncertain (37%) or disagree (38%)



The question on increase of interest in subject area by teaching the syllabus has been awarded favourable responses by 75% of the teachers. However, the remaining 25% has opted for disagree.



Interestingly enough three-quarters of the teachers feel that the curriculum development needs improvement. Only a quarter of the responses say that improvement is not required.

Problems and Suggestions

The preceding analysis shows that some of the teachers are not yet conversant with the new system which has resulted in a large proportion of uncertain responses. The responses to the last question definitely indicate the need for more workshops on the curriculum.

Action Taken

In an attempt to improve the curriculum content and delivery, University of Calcutta has already implemented the Choice Based Credit System (CBCS) recommended by the UGC for the Commerce programmes. The University as well as various commerce colleges are holding workshops for college teachers to acquaint the teachers with the new system as well as invite suggestions regarding content of the new curricula. College administration has extended full support to faculties to attend and participate in such workshops as participants and resource persons. College has also organised workshop on CBCS curriculum development to acquaint the teachers with the new system.

An Intercollege Faculty Orientation Workshop on Choice Based Credit System (CBCS) was organised on 03.05.2018 in collaboration with Heramba Chandra College for orienting the teachers in the modalities of the system including curriculum structure and evaluation. The same was attended by all teachers of our college. Debanjan Laha attended many workshops for Commerce to acquaint himself with the newly formed CBCS curriculum.

The problems of time and space constraint and the lack of sufficient ICT enabled classrooms were also taken note of for future action. It may be mentioned here that college had already set up a virtual class room with government Grant received for the purpose. Faculty Exchange Programme was also initiated with City College of Commerce and Business Administration. MOU was signed between the two institutions on 02.09. 2016 and is continuing.



Principal
(DR. RUNA BISWAS)
Sivanath Sastri College

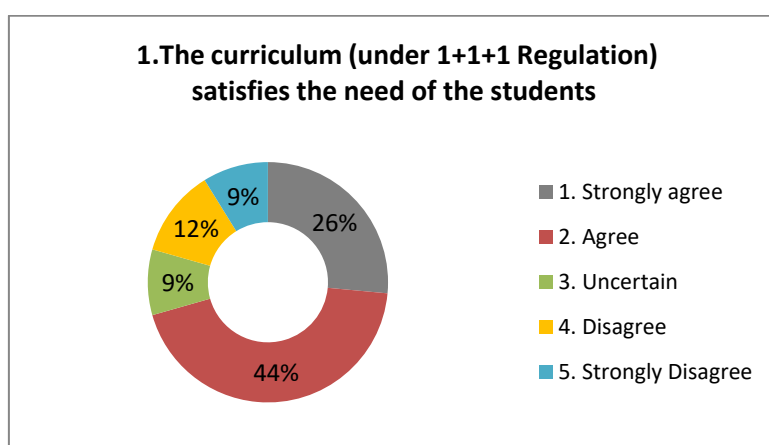
Principal
Sivanath Sastri College

SIVANATH SASTRI COLLEGE
TEACHER FEEDBACK ON CURRICULUM (B.A/ B.Sc.)
2017-18

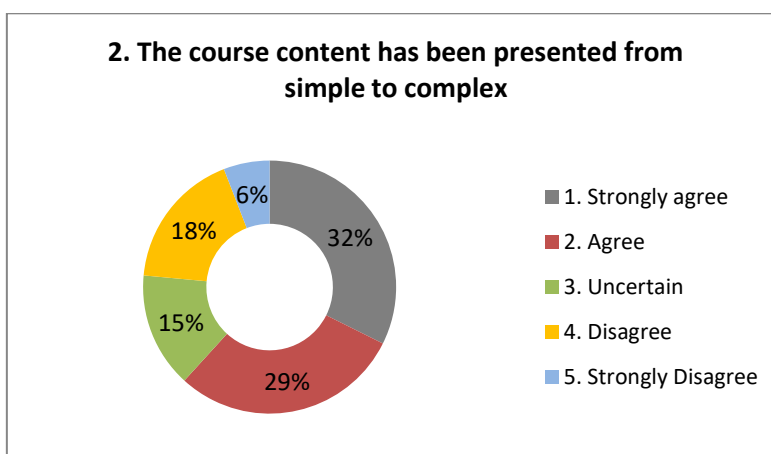
Analysis Report

Feedback is collected from teachers regarding their perception of the content, real world applicability, flexibility, incorporation of contemporary issues in the curricula of the UG programmes taught in the institution as well as related issues like availability of adequate infrastructure and library facilities and so on. However it must be noted that the college has to teach the curricula framed by the UG BOS of the Calcutta University. Thus teachers do not have the freedom to introduce any changes.

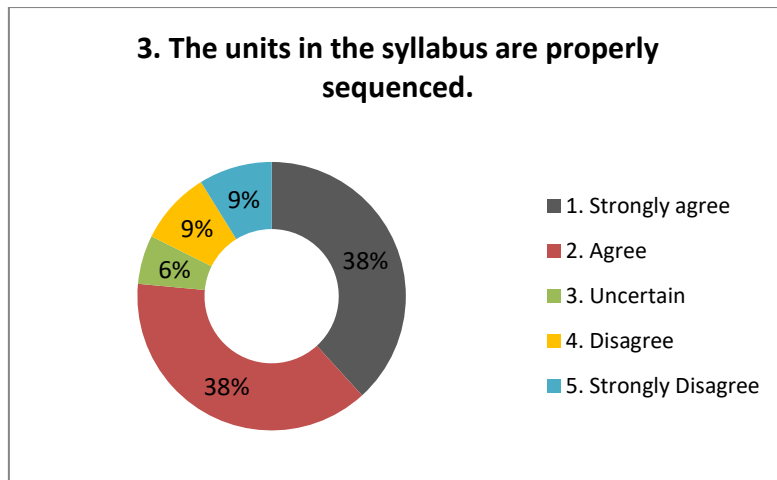
A questionnaire has been designed to analyse the different aspects of the teachers' perception regarding the curriculum under the 1+1+1 annual system of examination framed by the affiliating university where their views have been rated on a 5 point scale where 1 represents strongly agree, 2-agree, 3-uncertain, 4- disagree and 5- strongly disagree.



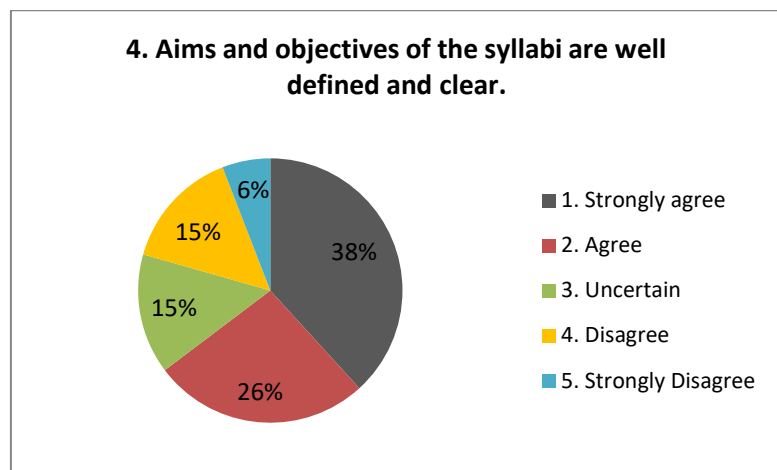
The question on whether the curriculum satisfies the needs of the students evoked a favourable response from the majority of the teachers. 26% agreed strongly and 44% favoured agree. On the other hand 12% and 9% opted for disagree and strongly disagree.



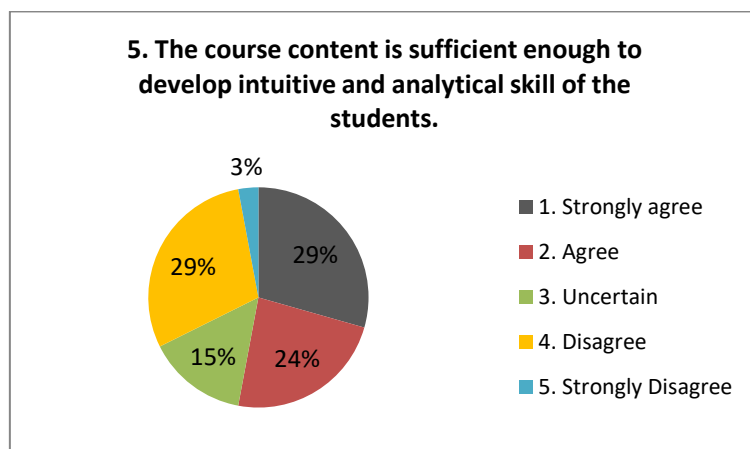
More than 60% of the teachers agreed that the existing course content has been presented in the curricula from simple to complex form. However 18% and 6% disagreed and strongly disagreed. It may be noted that 15% are uncertain regarding the issue.



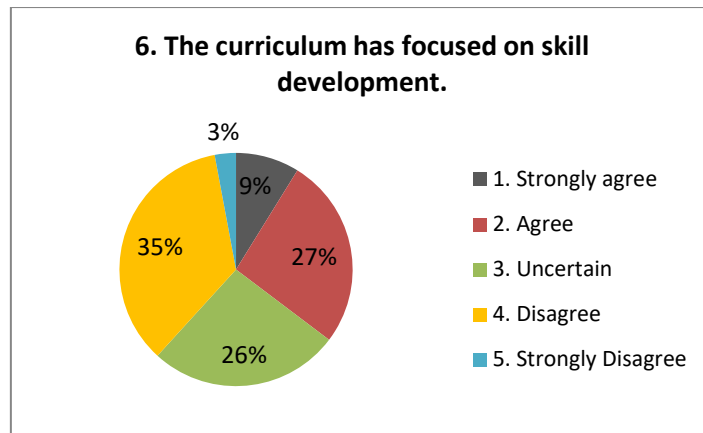
More than three-quarter of the teachers agreed or strongly agreed that the units in the syllabus are properly sequenced while the opposite view was expressed by 18%.



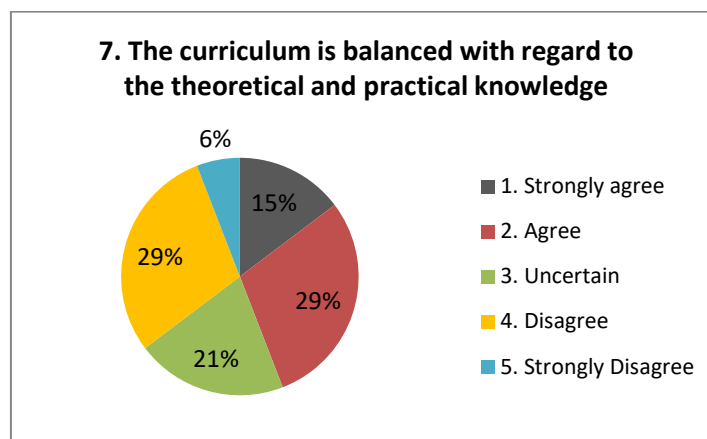
Regarding whether aims and objectives of the syllabi are well defined and clear, 38% and 26% of the teachers favoured strongly agreed and agreed. The proportion of teachers uncertain is 15% while the rest opted for disagree and strongly disagree.



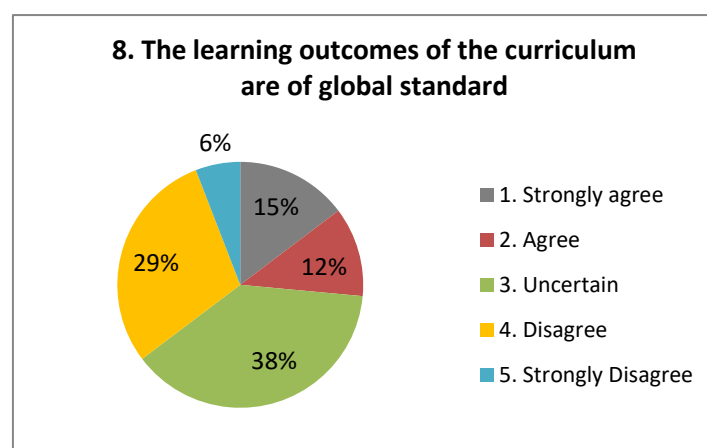
More than fifty percent of the teachers agree that the course content is sufficient enough to develop intuitive and analytical skill of the students. In contrast more than 30% have disagreed while 15% remain uncertain.



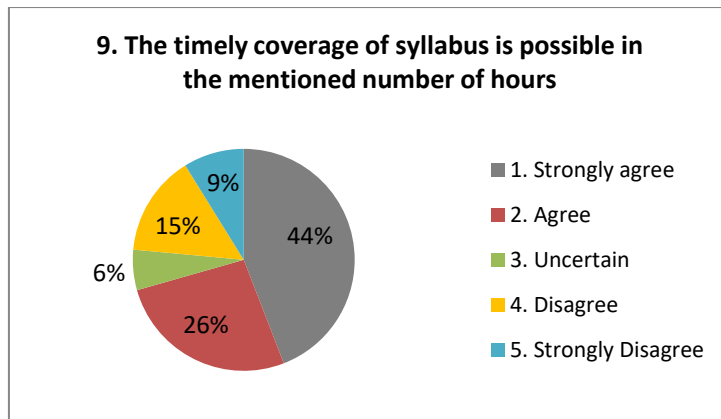
The question on whether the curriculum has focussed on skill development has evoked a negative response from a majority of the teachers (3% strongly disagree and 35% disagree). More than one-third opted for uncertain.



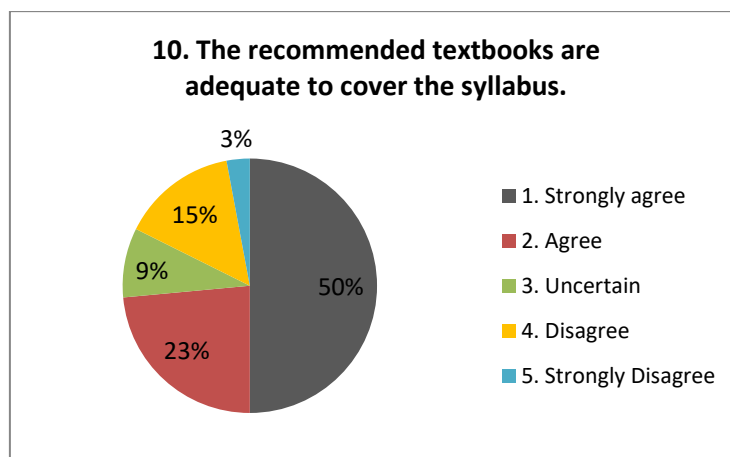
Strongly agree and agree are the opinions given by 15% and 29% of the teachers regarding the question on balance with regard to the theoretical and practical knowledge. Uncertain is the view expressed by 21%.The remainder have opted for disagree and strongly disagree.



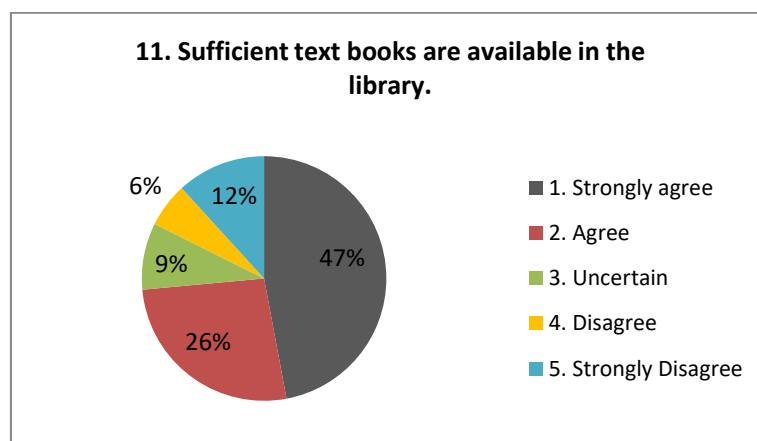
Only about a quarter of the teachers responded favourably to the question on whether the learning outcomes of the curriculum are of a global standard. The rest are either uncertain (38%) or disagree (29%) and strongly disagree (6%)



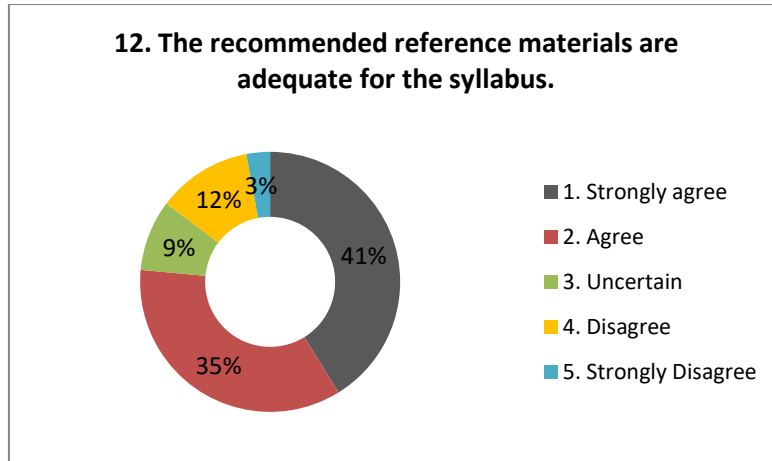
Nearly three-quarters of the teachers agree that timely coverage of the syllabus is possible in the mentioned number of hours. However 24% of the teachers disagree or strongly disagree.



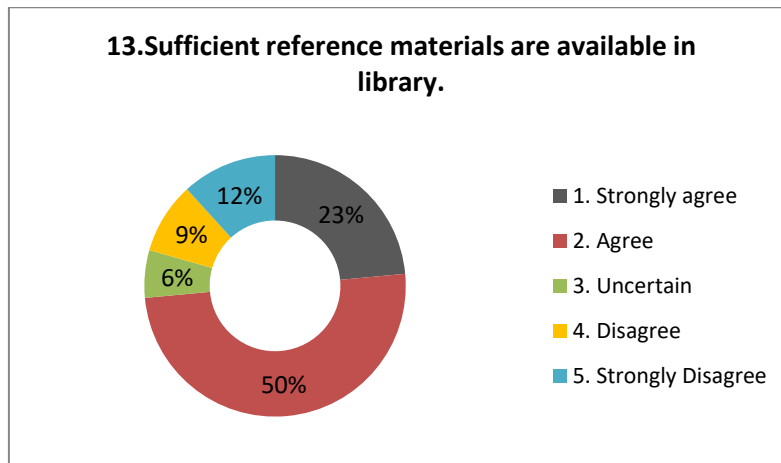
Again majority of the teachers are satisfied regarding the adequacy of the recommended textbooks to cover the syllabus. About one fifth disagrees or strongly disagrees.



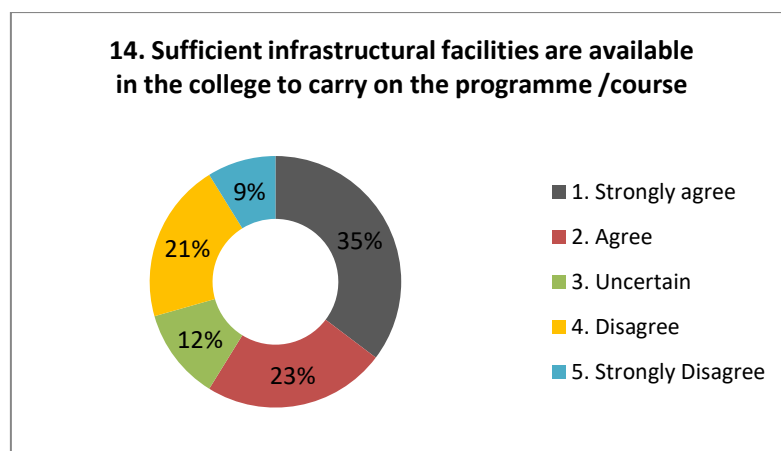
A similar pattern of responses to the question on sufficiency of textbooks available in the library may be noticed. About 72% favour strongly agree and disagree while 18% opted for disagree and strongly disagree.



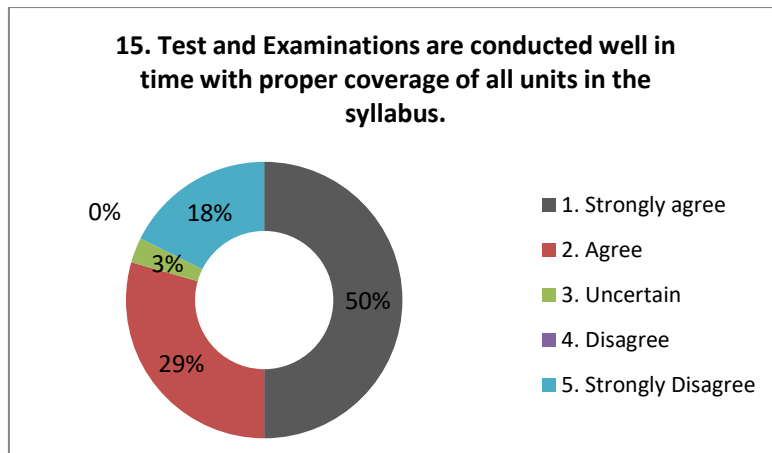
An overwhelming majority of the teachers have agreed (35%) or strongly agreed (41%) that the recommended reference materials are adequate for the syllabus.



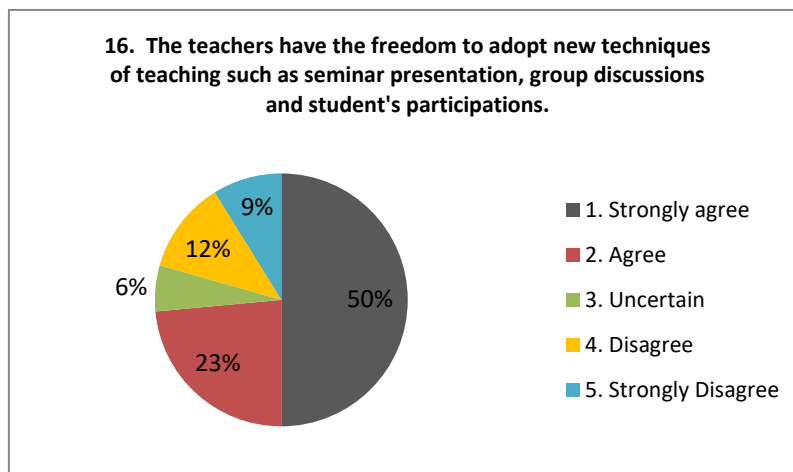
Again 23% and 50% of the teachers agree or strongly agree that sufficient reference materials are available in the library. However slightly more than 20% has expressed their dissatisfaction regarding this issue.



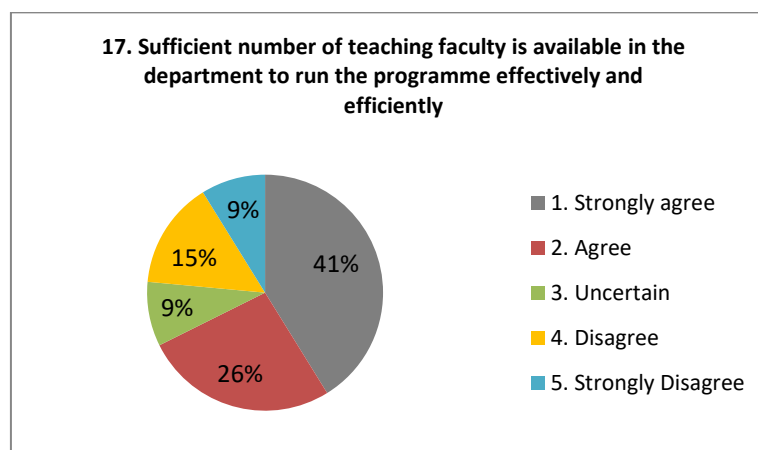
Responses to the question on sufficiency of infrastructural facilities show that opinion is divided. Nearly 60% are satisfied while the remainder is either uncertain or disagree.



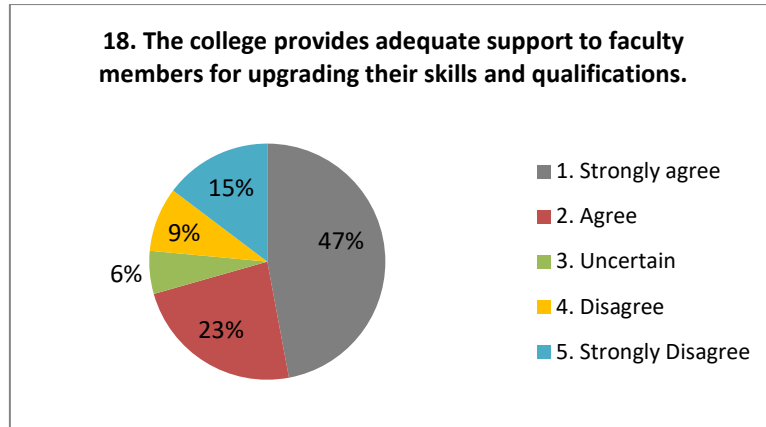
The question on conducting test and examinations in time and proper coverage of all units in the syllabus has evoked a favourable response from majority of the teachers.



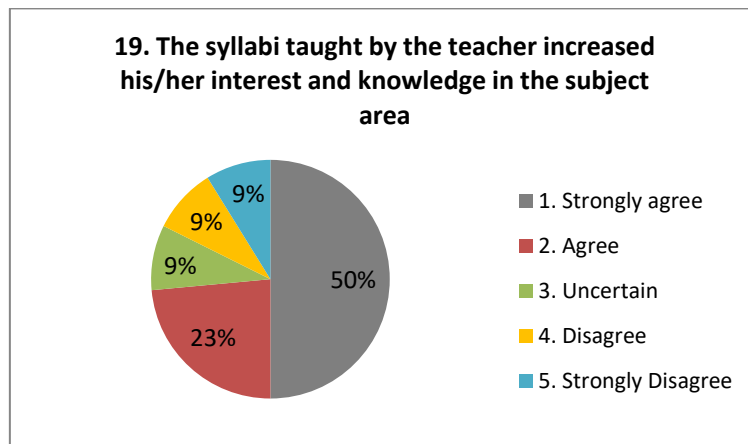
Almost 75% of the teachers agree or strongly agree that they have the freedom to adopt new techniques of teaching such as seminar presentations, group discussions and student's participations. The rest either disagree or are uncertain.



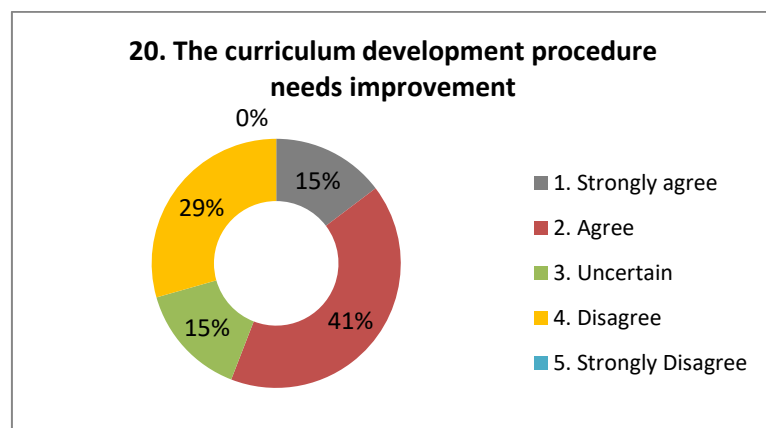
Opinion on the issue of sufficient number of teaching faculty in the departments is mostly favourable. However 24% of the respondents have expressed their dissatisfaction while 9% are uncertain.



Most of the teachers agree that the college provides adequate support to faculty members for upgrading their skills. Only about 15% (strongly disagree) and 9% (disagree) have expressed the opposite view.



The question on whether the syllabi taught by the teacher have increased his/ her interest and knowledge in the subject area has evoked an unfavourable response from 18% of the respondents and 9% are uncertain. The majority has opted for strongly agree (50%) and agree (23%).



While it is true that responses to the preceding questions are more or less favourable and the proportion of unfavourable views are comparatively small, it may be noticed that the above question on whether the curriculum development procedure needs improvement, a significant majority have opted for strongly agree and agree (15% and 41%).

Problems and Suggestions

Suggestions have been invited from the teachers for improvement of the curriculum and its development procedure as well as problems faced by them. The teachers expressed their dissatisfaction with the present curriculum and a significant majority comprising of nearly 75% of teachers are of the opinion that the curriculum content needs revision and the curriculum development procedure need improvement and increased participation. The problems of time constraint and lack of sufficient ICT enabled classrooms others have also been emphasised by the teachers.

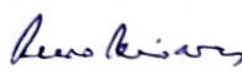
Action Taken

In an attempt to improve the curriculum content and delivery, the University of Calcutta has already implemented the Choice Based Credit System (CBCS) recommended by the UGC for the Commerce programmes. The implementation of the new curriculum under CBCS for Humanities and Science Programmes is scheduled from the academic session 2018-19. The process of framing the new curriculum has already begun and the UG Board of Studies of the different departments are planning to hold workshops for college teachers both before and after finalizing the new syllabi to acquaint the teachers with the new system as well as invite suggestions regarding content of the new curricula. College administration has extended full support to faculties to attend and participate in such workshops as participants and resource persons. College has also organised workshop on CBCS curriculum development to acquaint the teachers with the new system.

An Intercollege Faculty Orientation Workshop on Choice Based Credit System (CBCS) was organised on 03.05.2018 in collaboration with Heramba Chandra College. Faculty members Dr. Sriparna Bose and Dr. Bhaswati Ray from the Department of Geography, Dr. Sudipta De, Ms Ankita Singh from the Department of Economics, Sri Bidyut Sarkar from the Department of English, Srijita Mondal Ghosh and Papri Saha from the Department of Botany, Janata Bar from the department of Sanskrit, participated at various workshops on CBCS organized by other colleges under the University of Calcutta.

The problems of time and space constraint and the lack of sufficient ICT enabled classrooms were also taken note of for future action. In this regard it may be noted that the college applied for grants under Component No. 9 of RUSA 2.0 Grant in 2018




Principal
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Sivanath Sastri College

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