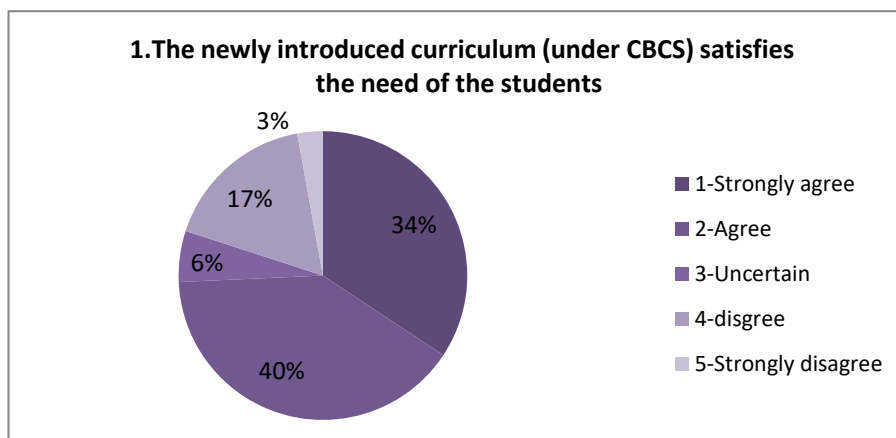


**SIVANATH SASTRI COLLEGE**  
**TEACHER FEEDBACK ON CURRICULUM**  
**2018-19**

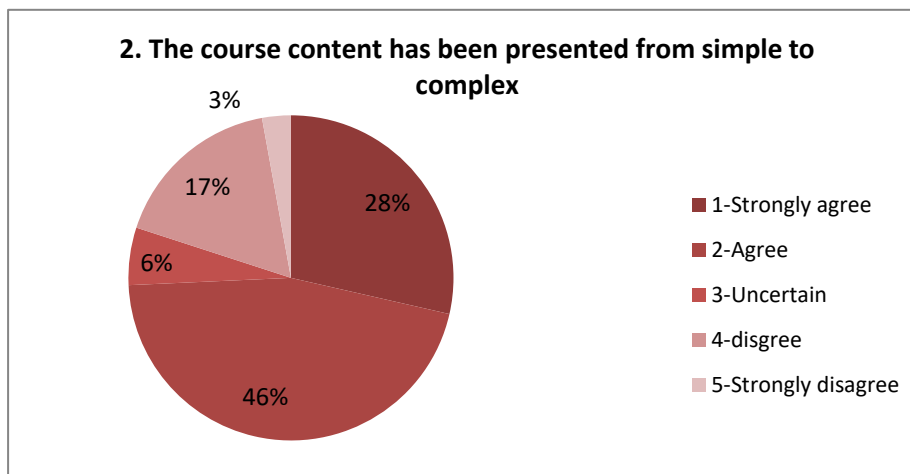
**Analysis Report**

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 2018-19 with respect to the B.A. and B.Sc. Honours and General courses. The transition from an annual to semester system and adaptation to a new curriculum are challenges which all teachers have to face. Hence feedback has been collected from teachers to analyse their perception regarding CBCS curriculum and related issues as well as their preparedness for teaching the new curricula.

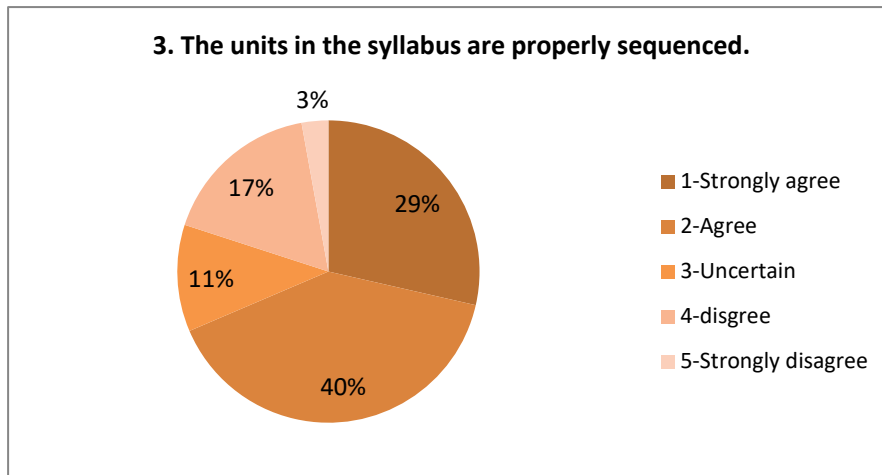
A questionnaire was designed consisting of questions covering various issues related to teaching the new curricula and respondents were asked express their opinion on a five point scale where 1 represents the highest grade while five the lowest.



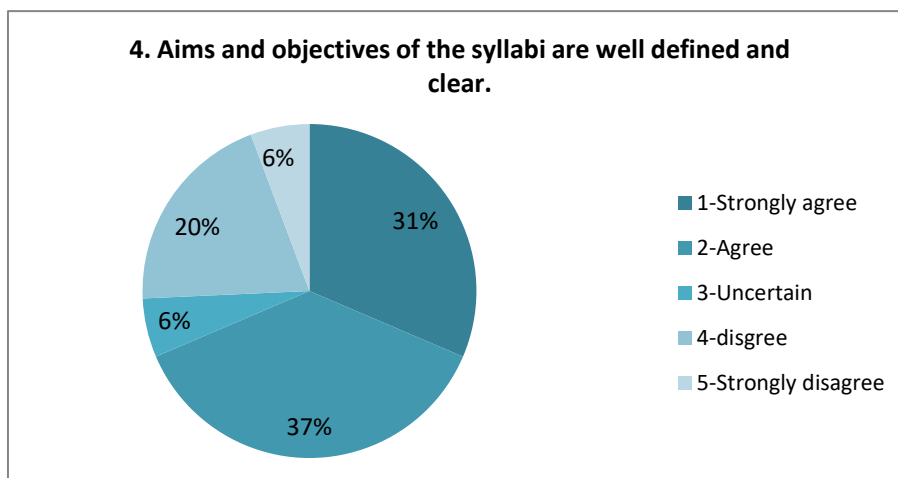
The question regarding whether the CBCS curriculum fulfils the needs of the students, evoked a favourable response from majority (74%) of the respondents. However, 20% have disagreed while another 6% are uncertain.



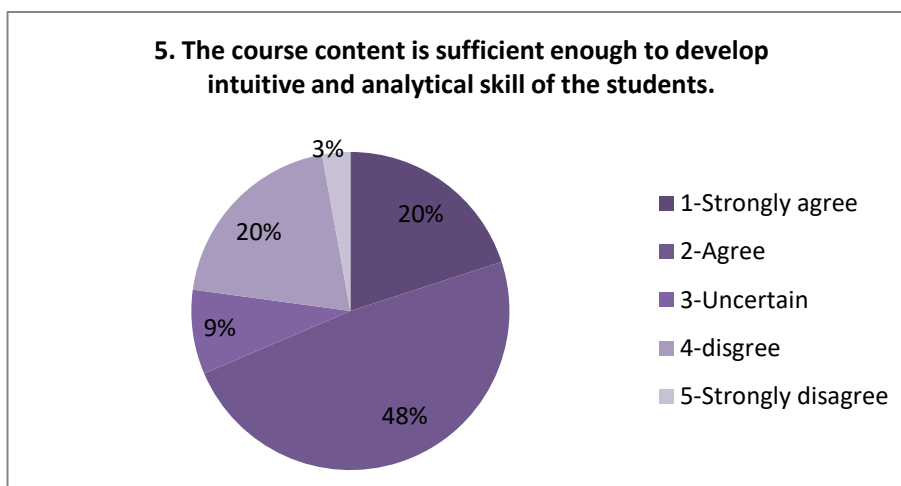
With regard to the next question on whether the course content is presented from simple to complex form, the respondents in favour are 74%. Again 6% are uncertain while 20% have disagreed.



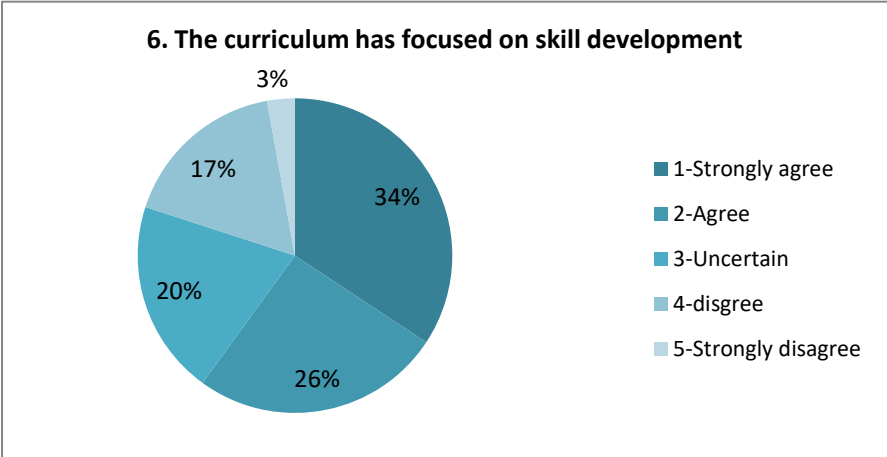
Opinion with respect to whether the units are in proper sequence, appears to follow a similar trend except that the proportion of uncertain respondents has increased to 11%



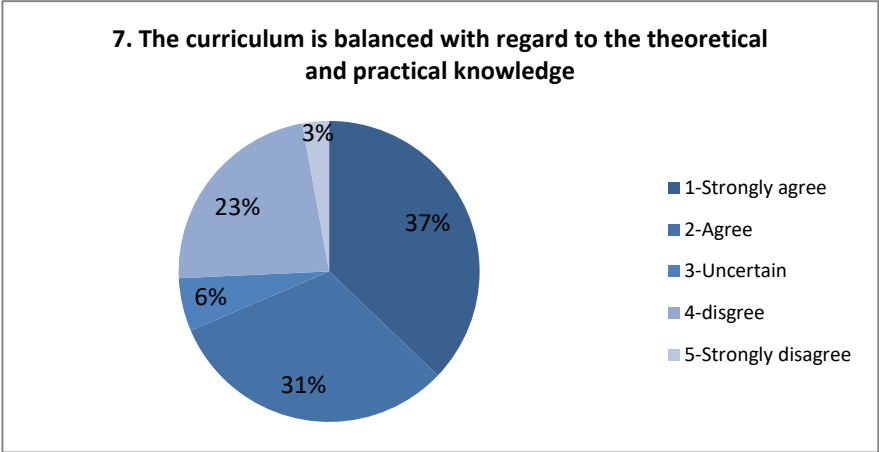
The question whether aims and objectives are well defined and clear seems to have evoked a mixed response from the teachers. Majority (31 and 37%) have awarded 1 and 2 points, indicating that they agree or strongly agree while 4 and 5 (disagree and strongly disagree) have been awarded by 20 and 6% of the respondents.



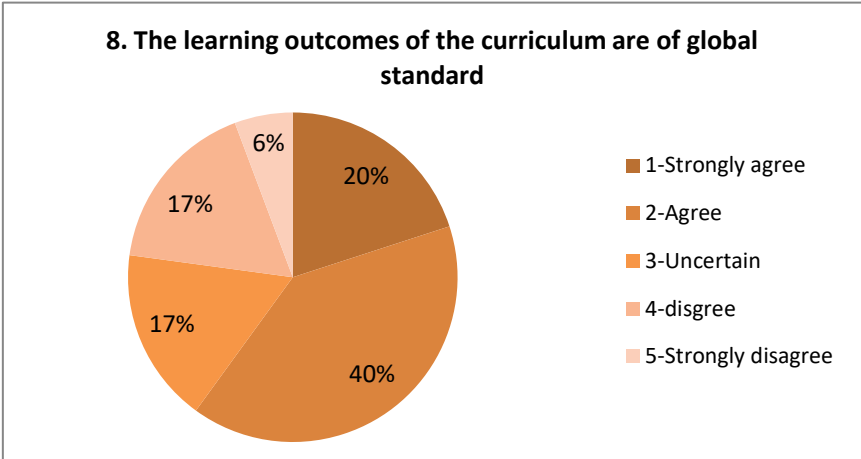
The same trend is noticeable with regard to adequacy of the course content to develop intuitive and analytical skill of the students. About 3% and 20% of the teachers have awarded 5 and 4 points respectively indicating that they disagree while 9% are uncertain.



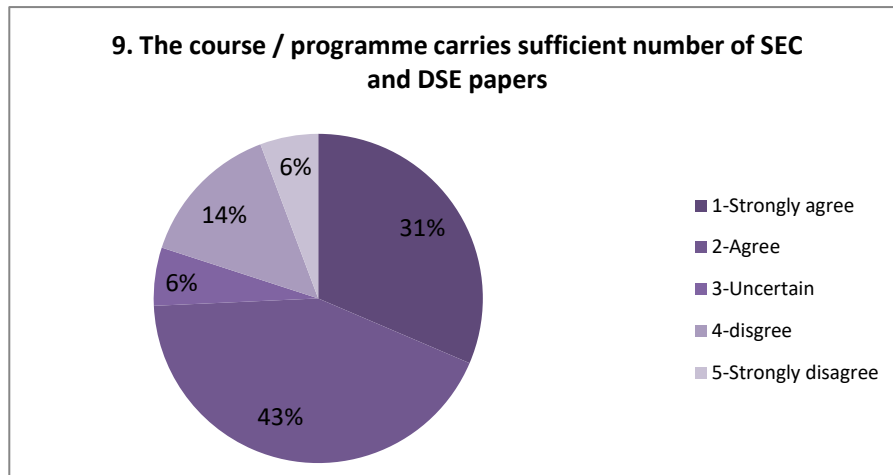
Responses to focus on skill development shows similar pattern with 34 % of the teachers having agreed and 26% expressed the opinion that they agree strongly.



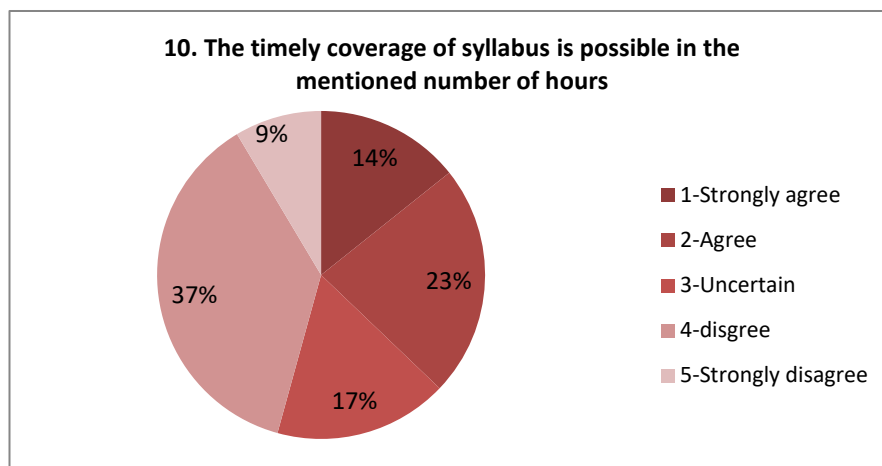
Balance with regard to theoretical and practical knowledge shows 37 and 31% of the teachers have favoured strongly agree and agree. The proportion which disagreed is 23 and 3% while 6% are uncertain.



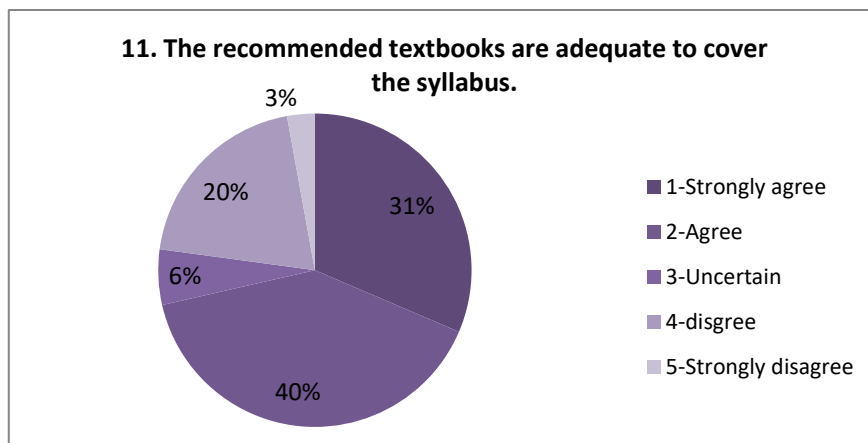
Opinion regarding whether learning outcomes are of global standard shows that 20% and 40 % strongly agree and agree. 17% of the teachers are uncertain while the remainder have favoured disagree.



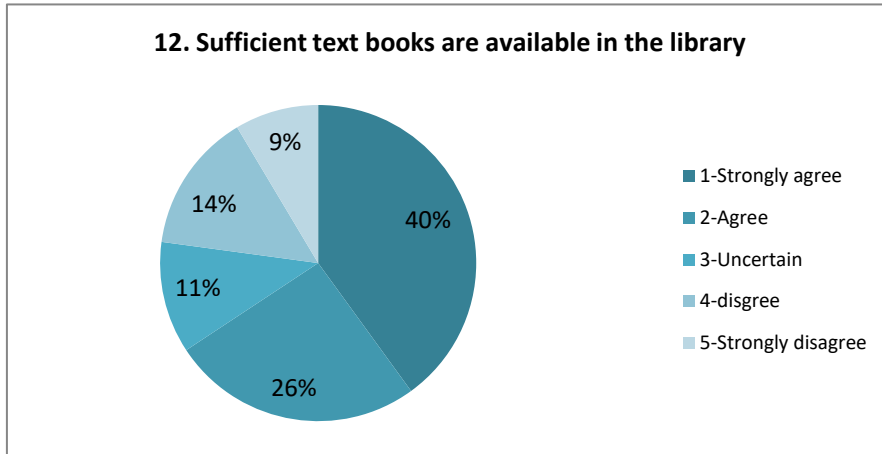
About 74% of the teachers feel there are a sufficient number of Skill Enhancement Courses (SEC) and Discipline Specific Electives (DSE) in the programmes. The rest are either uncertain or disagree.



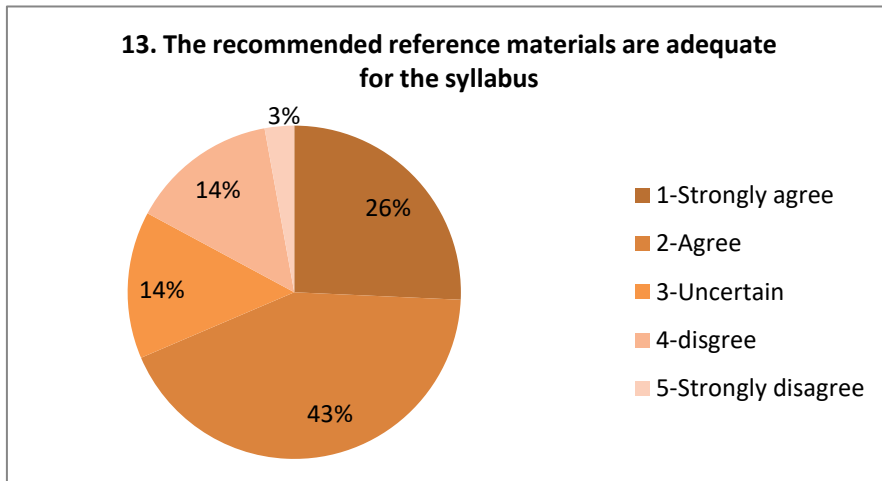
Regarding the number of hours mentioned for completion of syllabus, the proportion agreeing are only about 37% and more than a third of the teachers disagree.



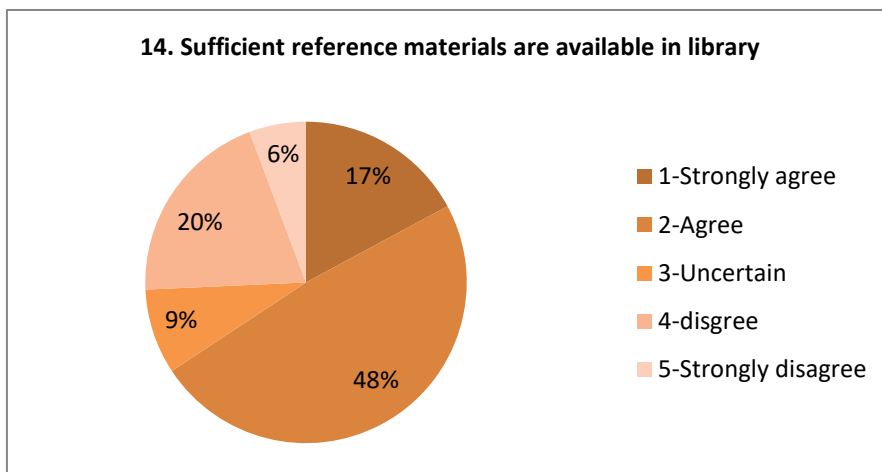
Responses to the next question on adequacy of texts recommended covering the syllabus shows that 71% have agreed. The rest are either uncertain or they disagree.



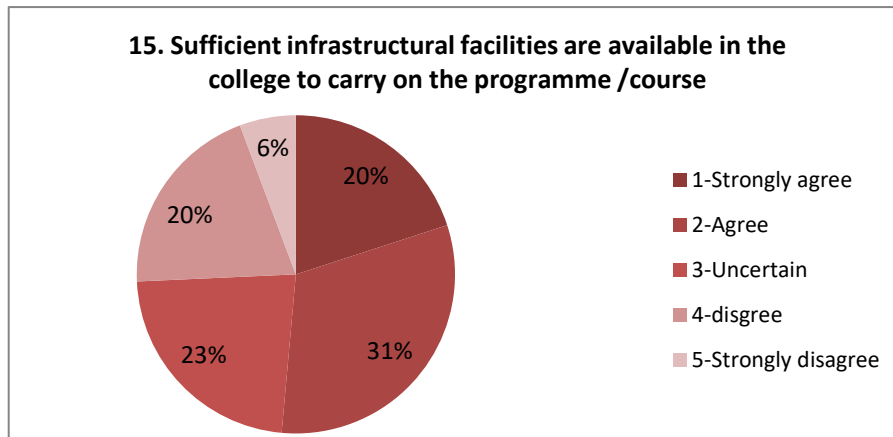
Further question on sufficiency of text books available in the library shows that 1 and 2 points have been awarded by two thirds of the teachers and 31 % disagree.



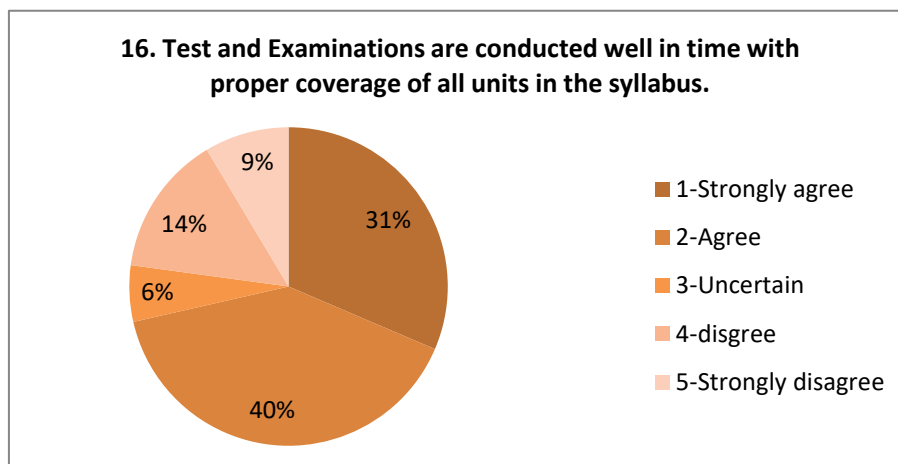
The pattern of response is again similar for the next question on adequacy of reference materials mentioned in the syllabus.



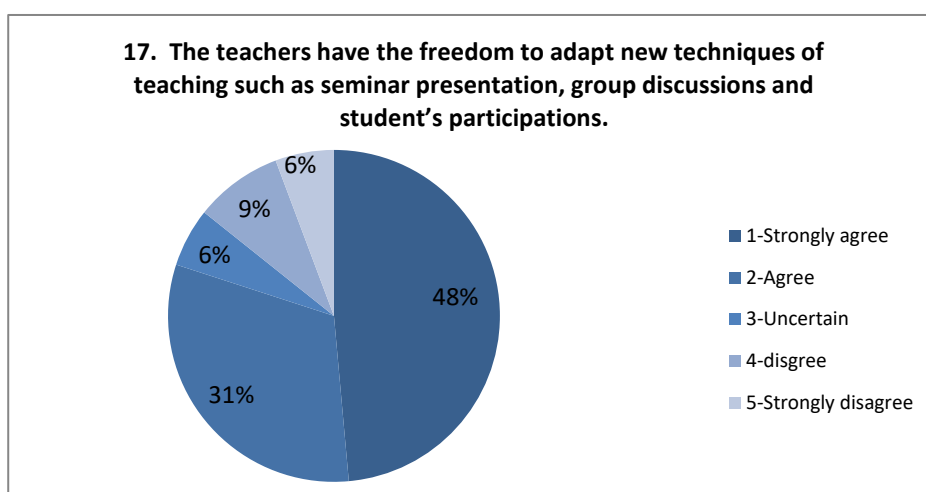
Sufficiency of reference material in the library is an issue that appears to be satisfactory to 65% of the teachers who have awarded 2 or 1 for this question. However it may be noticed that the proportion of respondents expressing a negative opinion is slightly more than a quarter.



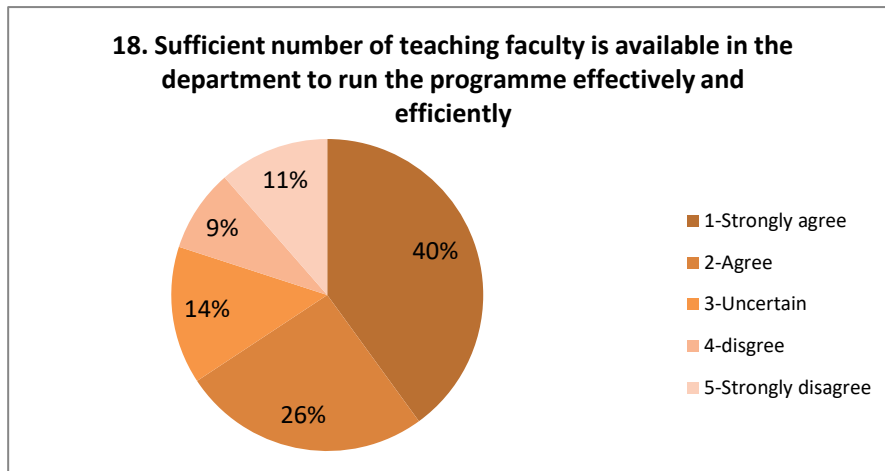
Opinion regarding infrastructural facilities is another point where about 50% of the teachers have expressed their dissatisfaction and uncertainty while the other half is satisfied.



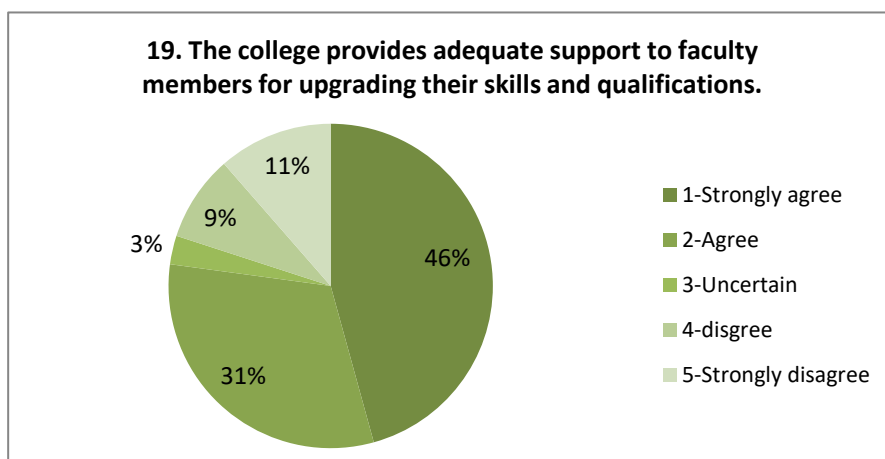
About 70% of the teachers have expressed satisfaction (score 1 and 2) regarding the next question on examinations being held in time with proper coverage of the syllabus. However the remaining 40% have disagreed or are uncertain.



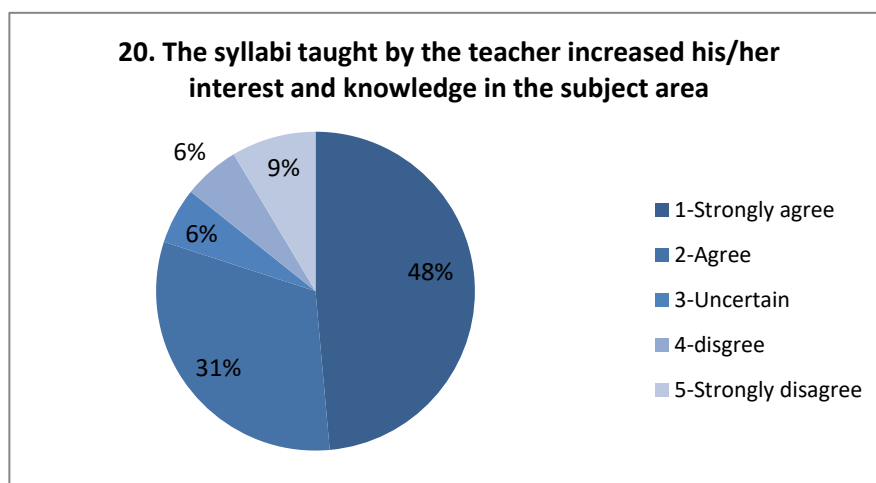
Responses to the next question on freedom to adopt innovative techniques of teaching reflect the effect of time-space constraints faced by institution which functions as a Morning College sharing premises with two other colleges. About 79% of the teachers have agreed while 21% have disagreed.



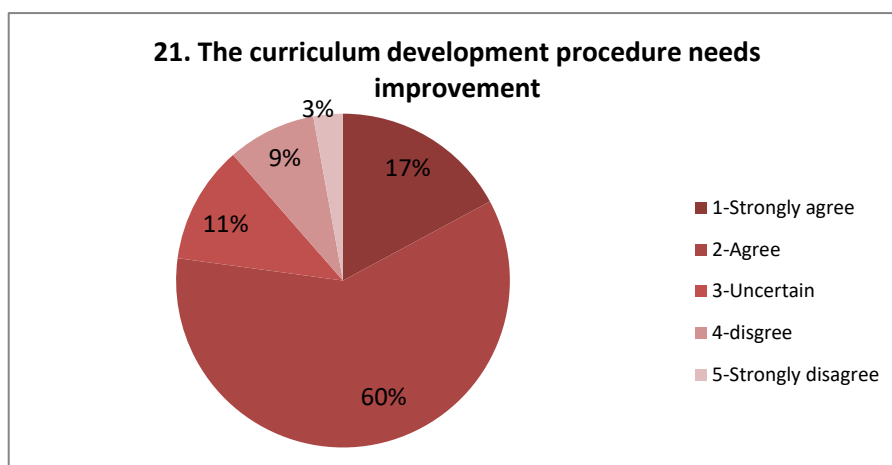
Sufficiency of faculty in the departments to run the programme effectively is an issue which is more or less satisfactory to about 66% of the respondents who have awarded 1 and 2 points. About one fifth of the respondents have disagreed while 14% are uncertain.



Regarding the question on the college providing adequate support to faculty members for upgrading their skill and qualifications 77% have replied in the affirmative and 23% have expressed their dissatisfaction.



Favourable opinion with respect to the question on teaching the CBCS curriculum has increased the teacher's knowledge and interest in the subject is expressed by about majority (77%) of the respondents (points 1 and 2)



Regarding the concluding question on whether the CBCS curriculum development procedure requires improvement, more than 75% of the respondents awarded points 1 and 2 indicating that improvement is needed. The opposite view is expressed by the 12% of the teachers who feel improvement is not necessary (points 4 and above)

### Problems and suggestions

On the basis of the preceding analysis It is possible to conclude that the teachers are favourably inclined to the semesterised CBCS and are prepared to face the challenges which teaching the new syllabus requires. Suggestions were invited from the teachers for improvement of the curriculum and effective delivery and to overcome the challenges faced in the implementation of the curriculum. Lack of time and space and Insufficient number of faculty in some departments are the major issues. Increasing the number of ICT enabled classrooms is another frequently mentioned comment. Further some of the respondents feel that there should be greater participation of teachers in curriculum development.

### Action Taken

It may be noted that curriculum framing is done by the respective Undergraduate Board of Studies, all of which have conducted workshops before as well as after introduction of CBCS. The faculty members from all departments were encouraged to participate in such workshops organised by their respective UGBOS in collaboration with different colleges.

Dr. Sriparna Bose and Dr. Bhaswati Ray from the Department of Geography of this college participated as resource persons at the two-day workshop on “Implementation of CBCS in UG Studies in Geography (Semesters 3 and 4)” held at Shri Shikshayatan College on 26.04.2019 and 27.04.2019, organised in collaboration with Faculty Council for Undergraduate Studies and Board of Undergraduate Studies in Geography, University of Calcutta. It was organized in collaboration with Faculty Council for Undergraduate Studies and Board of Undergraduate Studies in Geography, University of Calcutta. Dr. Bhaswati Ray from the Department of Geography chaired a session at the one-day workshop on “Geography (Hons) Practical CBCS Syllabus (Semester II)” organised by Department of Geography, Raidighi College in collaboration with Faculty Council of PG Studies in Geography, University of Calcutta and Undergraduate Board of Studies, University of Calcutta on 11.05.2019. Many teachers including Dr. Hashibur Rahaman Molla, Dr. Sudipta De, Sri Amal Mahato and Ms Ankita Singh attended workshops on CBCS curriculum in their respective subjects.

The problem of space constraint is being considered by the college administration. The college is planning to acquire land for the construction of a second campus and it is hoped that infrastructure related problems will be solved once these ventures are successful. Faculty Exchange Programme with City College of Commerce and Business Administration, 13 Surya Sen Street, Kolkata, West Bengal –



700012, had been initiated with the purpose of solving the space time constraint. The possibility of extension of the existing premises is being explored.

Increasing the number of ICT enabled classrooms is another area that needs to be addressed and the college administration is looking into the matter. Based on the feedback college is planning to purchase additional computers and laptops. Proposal was submitted to Higher Education Department for receiving grant under RUSA 2.0 (Component 9: Infrastructure Grants to Colleges) for the procurement of ICT facilities in classrooms and Library, scientific and sports equipment and books, both text and reference. An amount of Rs 40 lakhs was received on 21.08.2018 as procurement grant.



Principal  
(DR. RUNA BISWAS)  
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