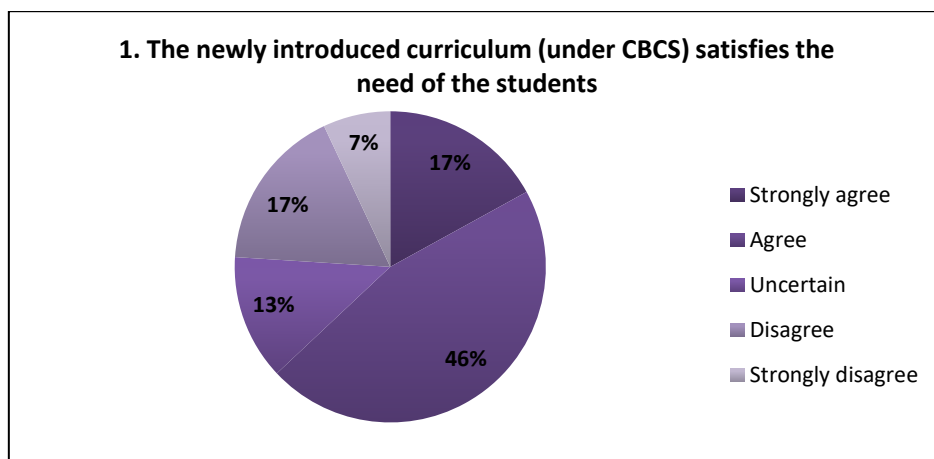


SIVANATH SASTRI COLLEGE
TEACHER FEEDBACK ON CURRICULUM
2019-20

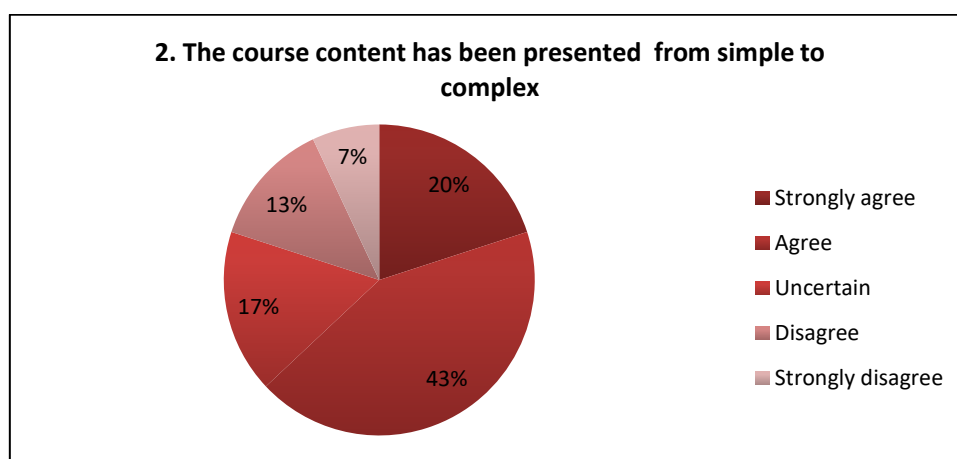
Analysis Report

The Choice Based Credit System (CBCS) has been introduced by the University of Calcutta for the undergraduate colleges from the year 2018 with respect to the B.A. and B.Sc. Honours and General courses. This academic year was hit by the COVID-19 Pandemic and global lock down. In addition to the transition from an annual system to the semester system and a new curriculum, the forced adaption to online modes of teaching following the COVID-19 global lockdown threw up newer challenges.

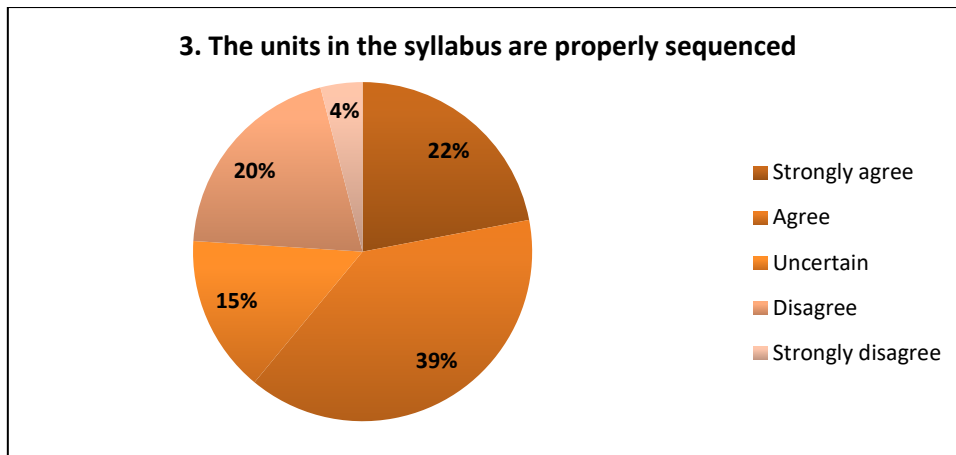
In an effort to assess the perception of teachers regarding CBCS curriculum and related issues, a system of collecting feedbacks annually has been introduced. A questionnaire is designed consisting of questions covering various issues related to teaching the new curricula. The respondents expressed their opinion on a five-point scale where 1 represents the highest grade and five the lowest.



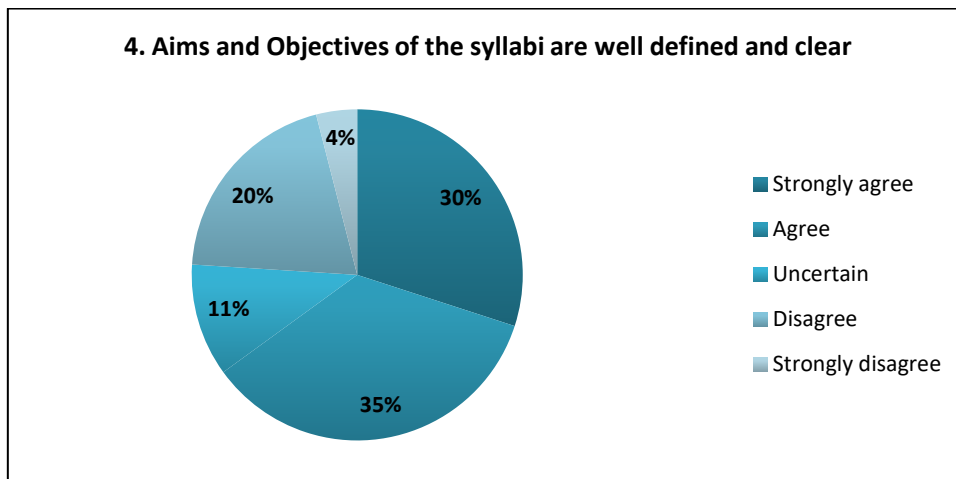
Most of the teachers agreed to the fact that the newly introduced CBCS curriculum fulfils the needs of the student. 63% of the respondents agreed while 13% were uncertain. The remaining 23% however chose to disagree.



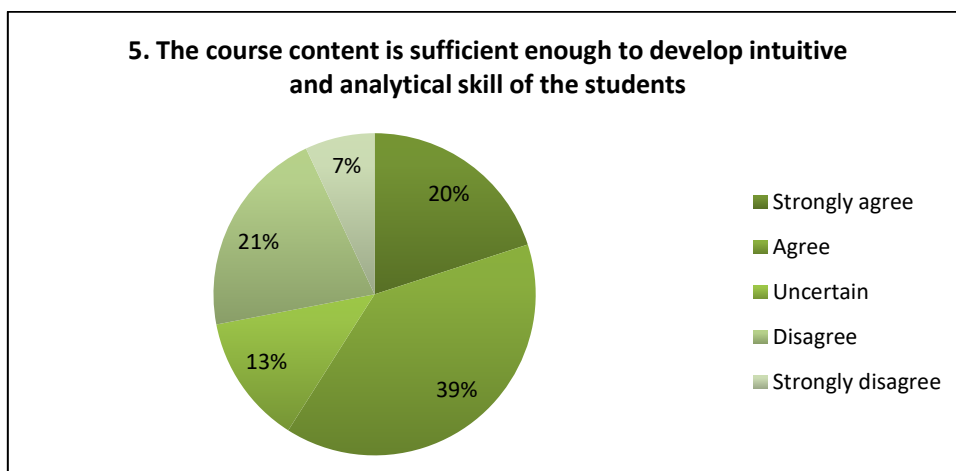
The next question sought opinion on whether the course content is presented from simple to complex form. 63% of the respondents were in favour. 17% were uncertain while 20% have disagreed.



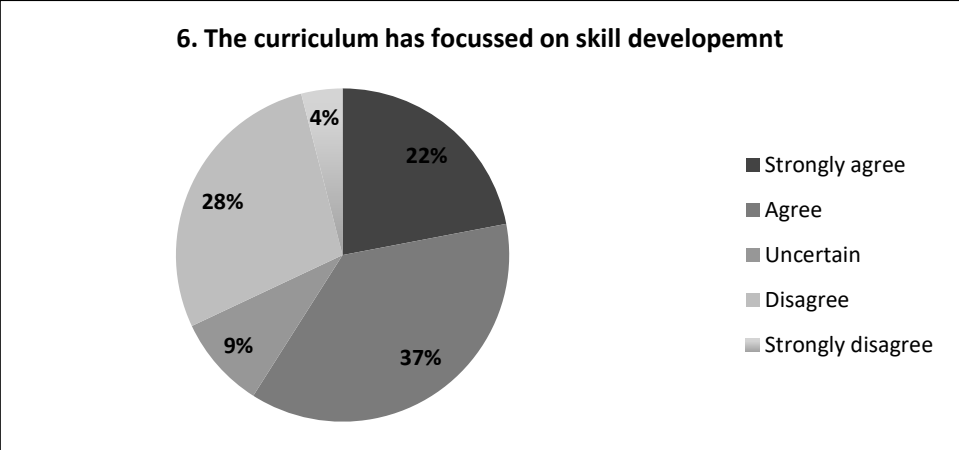
Most respondents amounting to 61% were of the opinion that the core courses are in proper sequence. Only 24%, appeared to have an opposite opinion and disagreed while the proportion of uncertain respondents declined to 15%



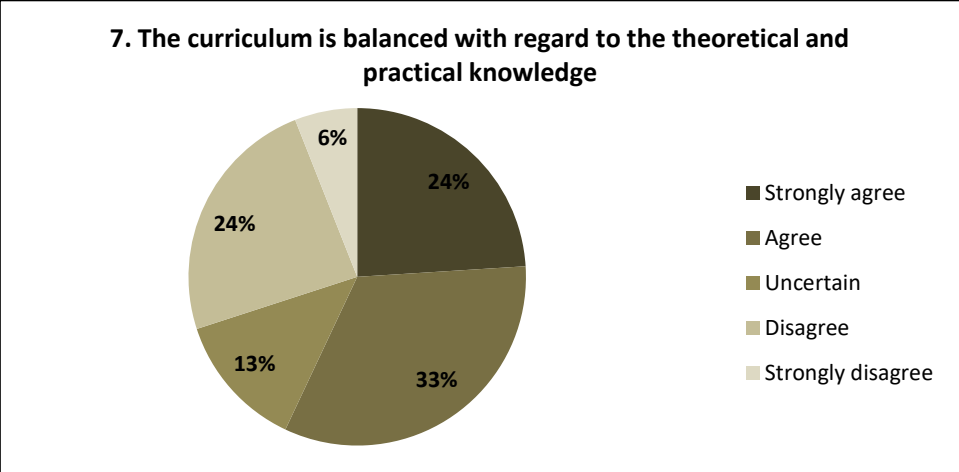
The question whether aims and objectives are well defined and clear seems to reflect a strong opinion in its favour. 30% of the respondents strongly agreed while another 35% agreed that the aims and objectives are well defined. 24% disagreed while another 11% of respondents are uncertain.



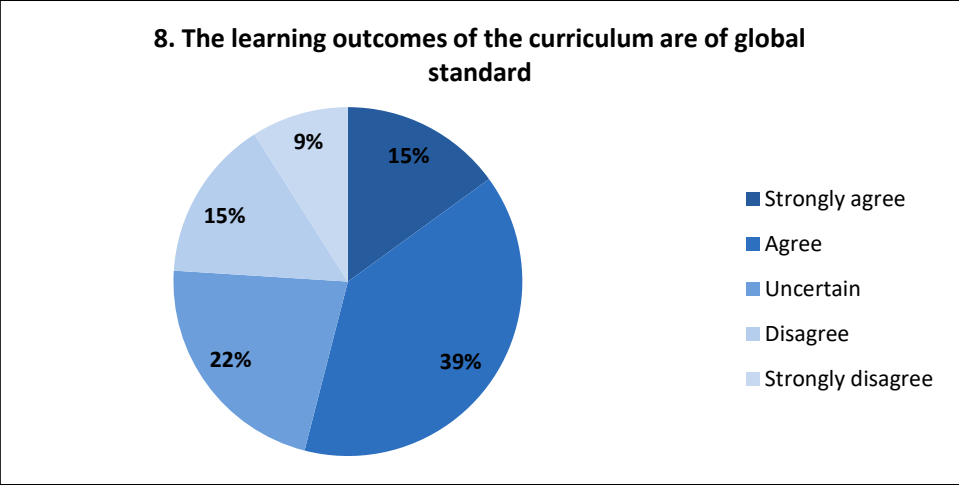
The similar trend is noticeable with regard to adequacy of the course content to develop intuitive and analytical skill of the students. 20% of the respondents strongly agreed while another 39% agreed that the course encouraged development of intuitive and analytical skills. 24% disagreed while another 11% of the respondents are uncertain.



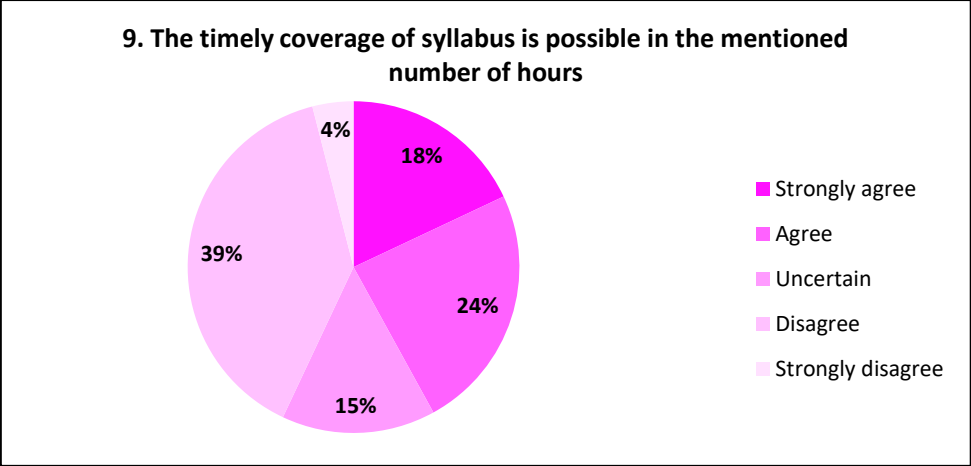
Regarding the focus of the curriculum on skill development 22 % of the teachers have agreed strongly and another 37% agreed. 9 % were uncertain. 32 % however, did not agree that the curriculum focussed on skill development.



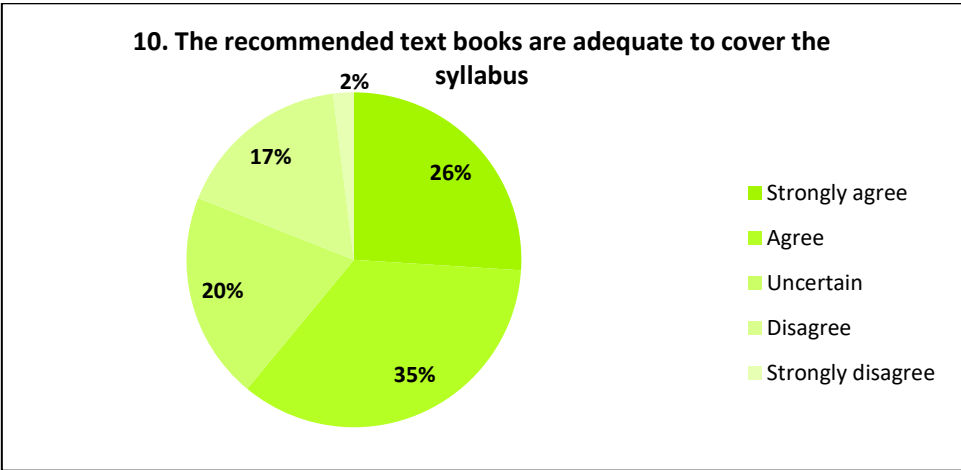
Balance with regard to theoretical and practical knowledge shows 33% and 24% of teachers agreeing and strongly agreeing. 24 % disagreed while 6% of the teachers strongly disagreed. The remaining 13% were unable to give a strong opinion



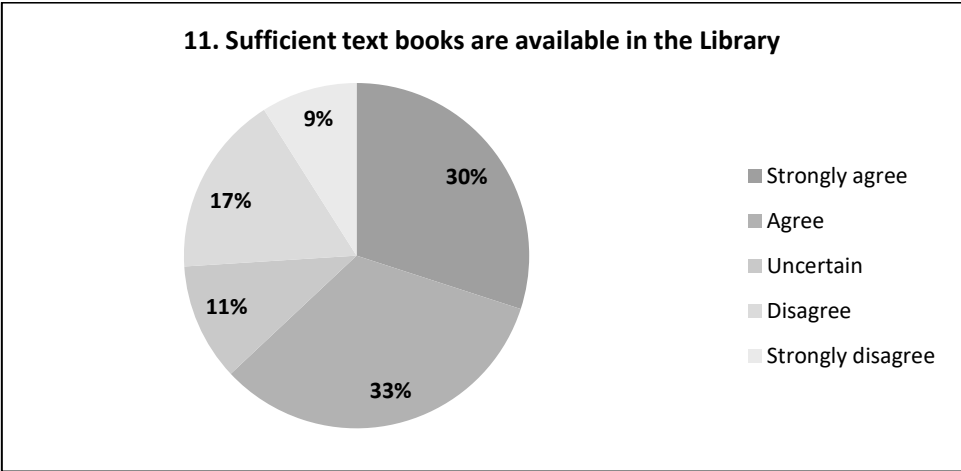
39% of the teachers feel that the learning outcomes are of global standards. While 39% teachers agreed, 15% strongly agreed. However, 15% disagreed and 9% strongly disagreed. The rest were uncertain.



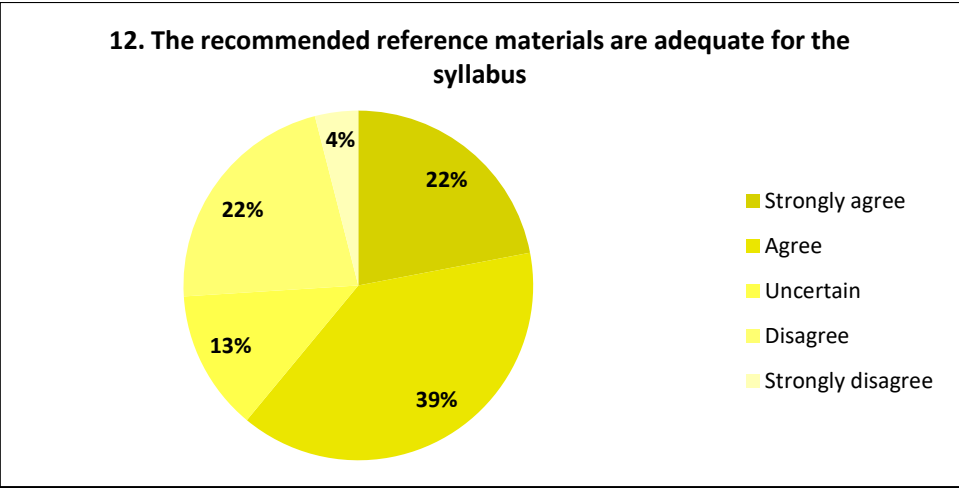
Majority however disagreed that the mentioned number of hours are sufficient to complete the syllabus. The percentage is 39% for disagree and 4% for strongly disagree. 40% feel that the time is sufficient including 18% who strongly agreed.



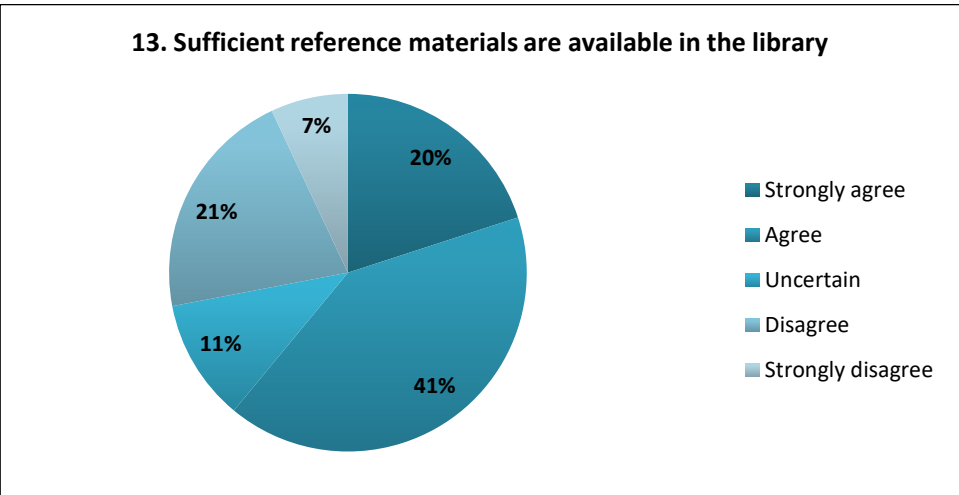
Responses to the next question on the adequacy of recommended text books for covering the syllabus shows that 35% have agreed and 26% strongly agreed. The rest were either uncertain or they disagreed.



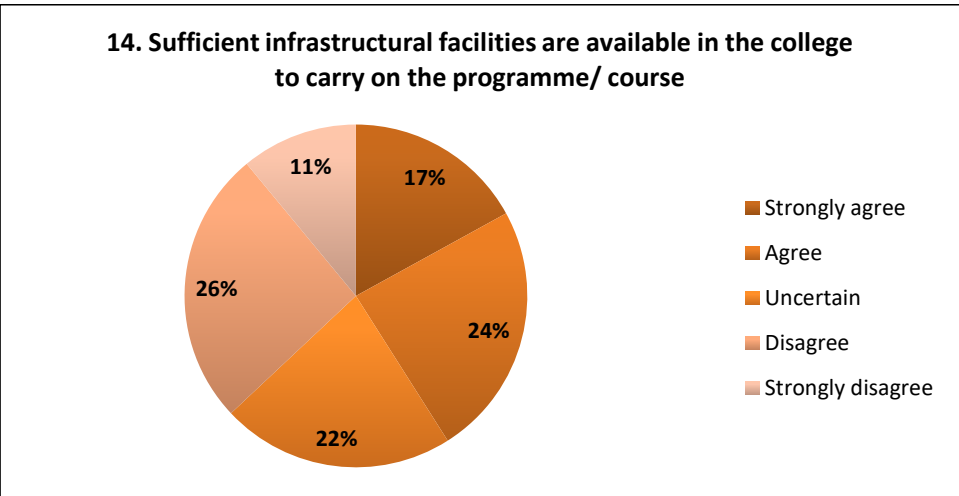
Further question on sufficiency of text books available in the library shows that 66% respondents agreed while 26% of the teachers disagreed. In fact 30% of the teachers have strongly agreed, indicating sufficient reading material in the library of the college.



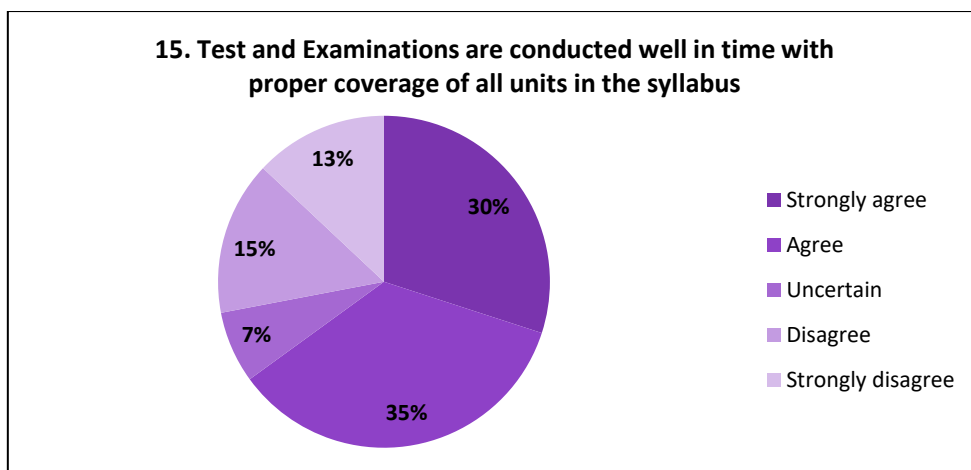
The pattern of response is again similar for the question on adequacy of reference materials mentioned in the syllabus with 61% respondents agreeing including 22% who strongly agreed.



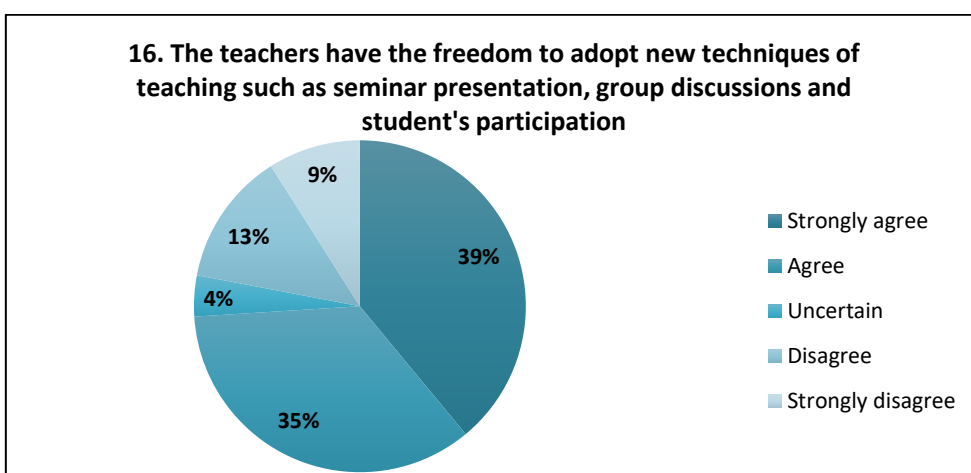
Sufficiency of reference material in the library is an issue that appears to be satisfactory to 61% of the teachers. The trend is similar as is with regard to the sufficiency of text books. 28% are having a negative opinion.



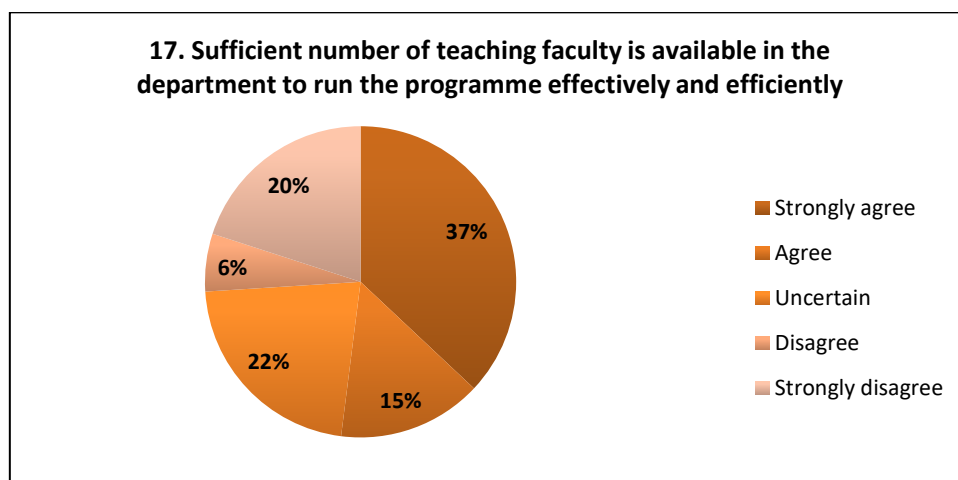
Opinion regarding infrastructural facilities is another point where 37% of the teachers have expressed their dissatisfaction and 22% are uncertain. Only 41% of respondents are satisfied.



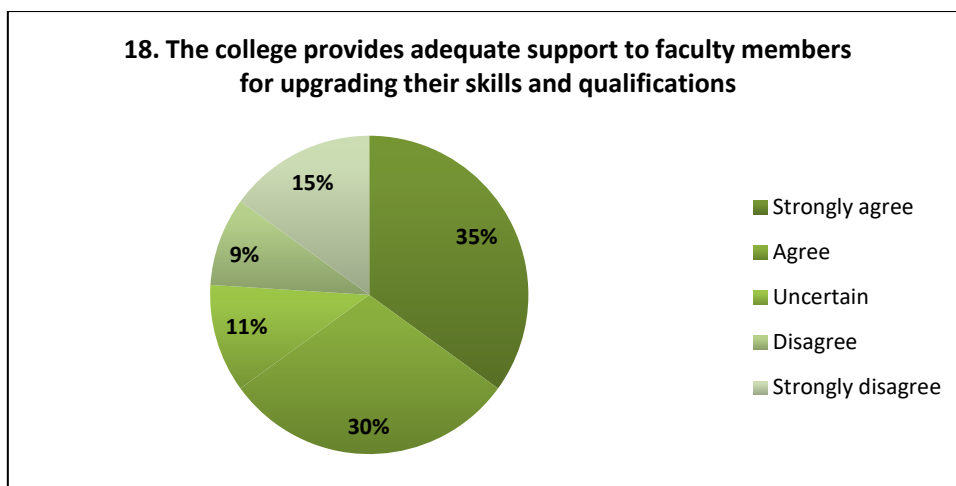
About 65% of the teachers have expressed satisfaction (score 1 and 2) regarding the next question on examinations being held on time with proper coverage of the syllabus, including 30% who have strongly agreed. However, the remaining 35% have disagreed or are uncertain.



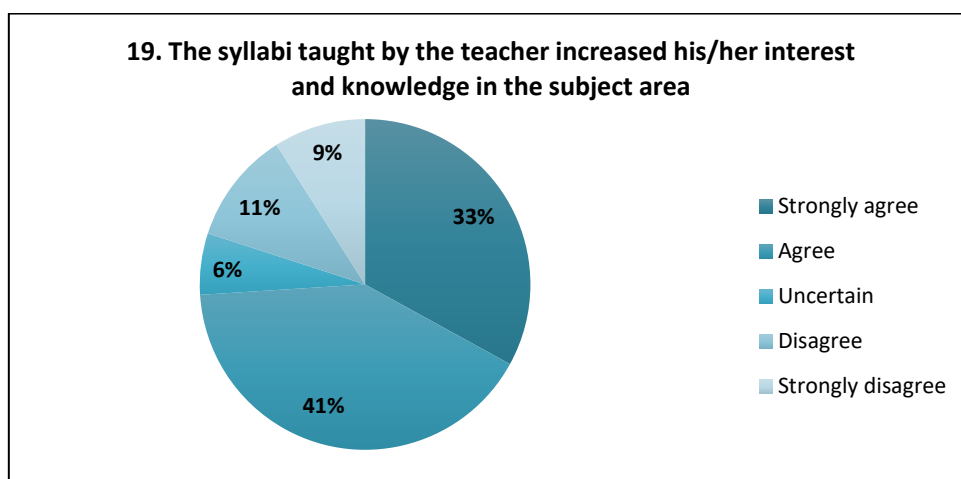
Responses to the next question on freedom to adopt innovative techniques of teaching have shown a positive response though the college is challenged by time-space constraints as it functions as Morning College sharing premises with two other colleges. About 74% of the teachers have agreed while 22% have disagreed.



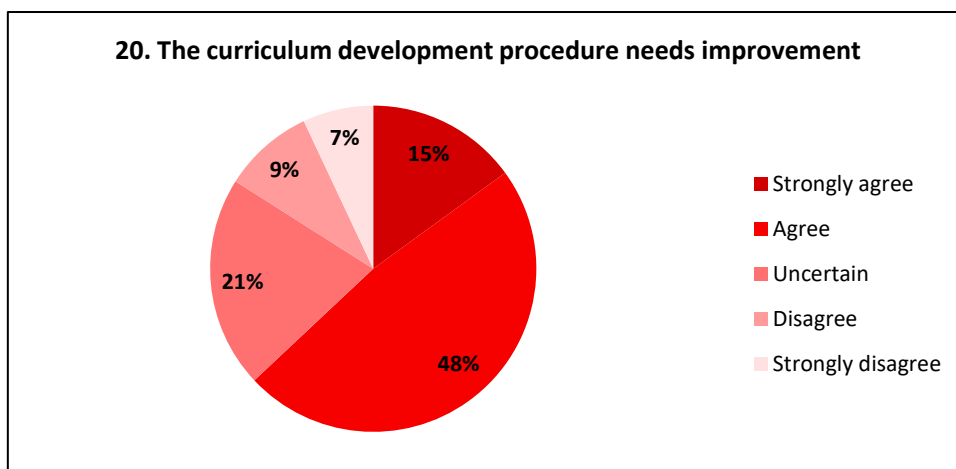
Sufficiency of faculty in the departments to run the programme effectively is an issue which is more or less satisfactory to about 52% of the respondents who have awarded 1 and 2 points. About 26% of the respondents however, chose to disagree while 22% are uncertain.



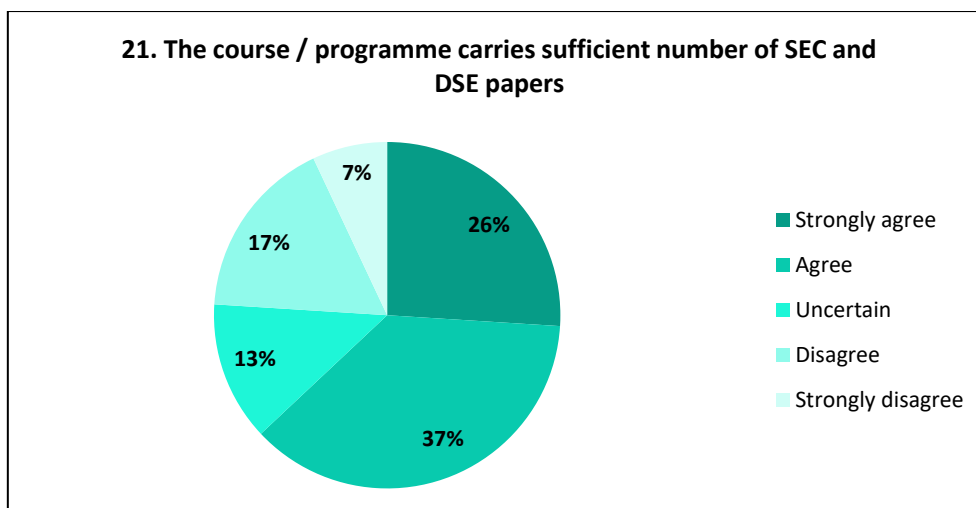
Regarding the question on the college providing adequate support to faculty members for upgrading their skill and qualifications, 65% have replied in the affirmative and 24% have expressed their dissatisfaction.



Favourable opinion was expressed by more than two third (74%) of the respondents with respect to the question on whether teaching the CBCS curriculum has increased the teacher's knowledge and interest in the subject with 33% strongly agreeing.



Regarding the concluding question on whether the CBCS curriculum development procedure requires improvement, more than 60% of the respondents awarded points 1 and 2 indicating the need for improvement. The opposite view is expressed by the 16% of the teachers who feel improvement is not necessary (points 4 and above)



Feedback on the sufficiency of SEC and DSE papers in the course curriculum showed that most respondents amounting to 66% agreed with 26% even agreeing strongly. 13% are uncertain and the remaining 24% disagreed on the issue and insisted on increasing the number of SEC and DSE papers

Problems and Suggestions

Lack of time and space continue to be identified as the major issue by the teachers. Increasing the number of ICT enabled classrooms is another frequently mentioned comment. Most of the teachers have complained about inadequacy of ICT enabled classrooms and have also commented on the need for increasing the strength of the Wi-Fi system. The teachers were also having difficulties adopting to the new curriculum under CBCS in introduced in 2018-19.

Action Taken Report

The problem of space constraint is being considered by the college administration. The possibility of extension of the existing premises is being explored. In order to address the problem of space constraint a parcel of land measuring 168 decimal under Kalikapur Mauza was purchased by the college authorities for the construction of a second campus and registration of the same was done on 14.09.2020.

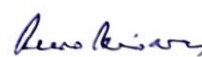
Faculty Exchange Programmes are also being encouraged to enrich the students and to overcome the space and time constraint. An MOU signed with City College of Commerce and Business Administration on 02.09.2016 for Faculty Exchange Programme remains functional.

The college adopted a policy of digitalization to reduce the difficulties posed by time and space constraint and has adopted the MIS software through Infotech Lab and work order placed on 26.09.2019

Increasing the number of ICT enabled classrooms is another area that needs to be addressed and the college administration is looking into the matter. The college received Infrastructure Development Grants under Component No. 9 of RUSA 2.0. A part of the Grant was utilized to augment the ICT facilities that include computers, scanners, printers and LCD projectors.

Teachers were encouraged to participate in workshop on the newly introduced CBCS curriculum. Dr. Sriparna Bose and Dr. Bhaswati from the Department of Geography attended one day workshop on "CBCS in Undergraduate Geography Honours Course; Semester 5 and 6" as resource persons held at Shri Shikshayatan College on 10.09.2022. Workshops on CBCs were also attended by Dr. Sudipta De, and Ms Ankita Singh from Department of Economics and Sri Amal Mahato from the Department of Geography, Sri Debanjan Laha from the Department of Commerce.




Principal
(DR. RUNA BISWAS)
Sivanath Sastri College

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