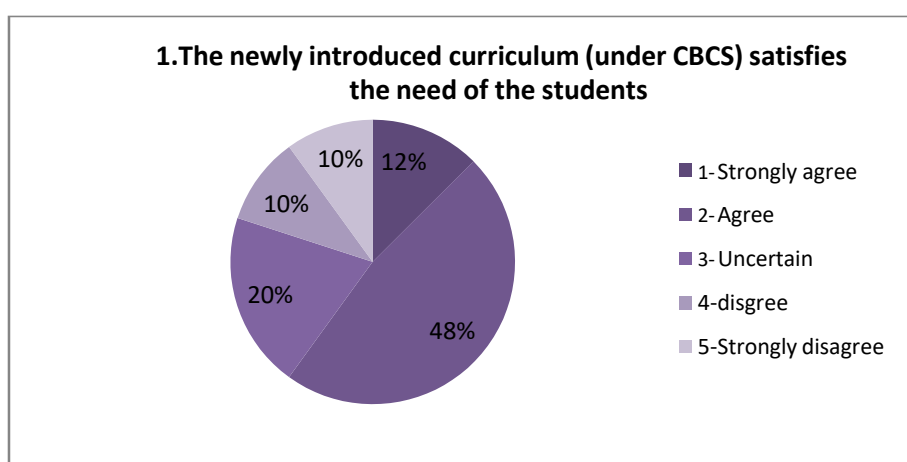


**SIVANATH SASTRI COLLEGE**  
**TEACHER FEEDBACK ON CURRICULUM**  
**2020-21**

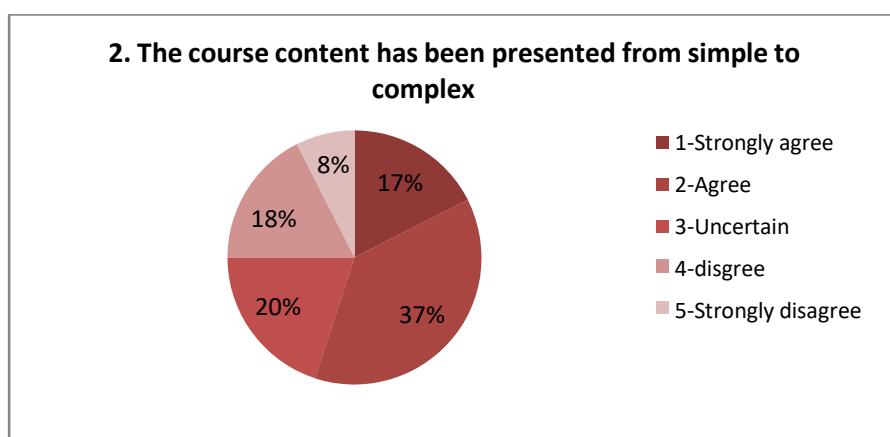
**Analysis Report**

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. The transition from an annual to semester system and adaptation to a new curriculum were challenges which all teachers had to face. Hence feedback has been collected from teachers to analyse their perception regarding CBCS curriculum and related issues.

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.

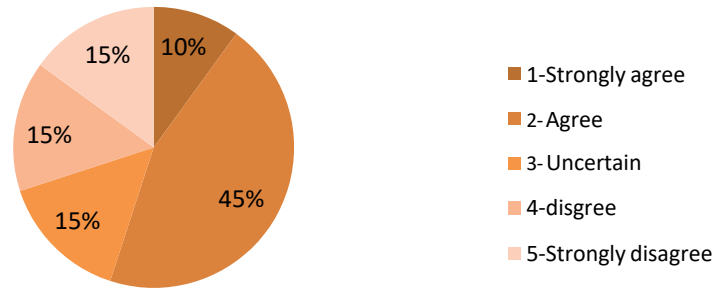


The question regarding whether the CBCS curriculum fulfils the needs of the students, evoked a favourable response from majority (60%) of the respondents. However, 20% have disagreed while another 20% are uncertain.



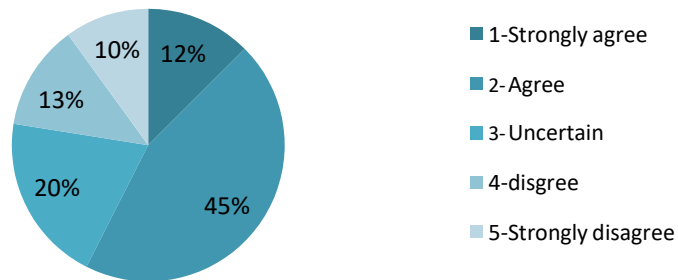
With regard to the next question on whether the course content is presented from simple to complex form, the respondents in favour are 54%. Again 20% are uncertain while 26% have disagreed.

**3. The units in the syllabus are properly sequenced.**



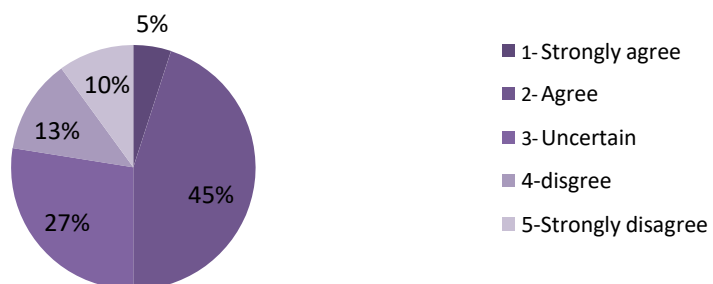
Opinion with respect to whether the units are in proper sequence, appears to follow a similar trend except that the proportion of uncertain respondents has declined to 15%

**4. Aims and objectives of the syllabi are well defined and clear.**



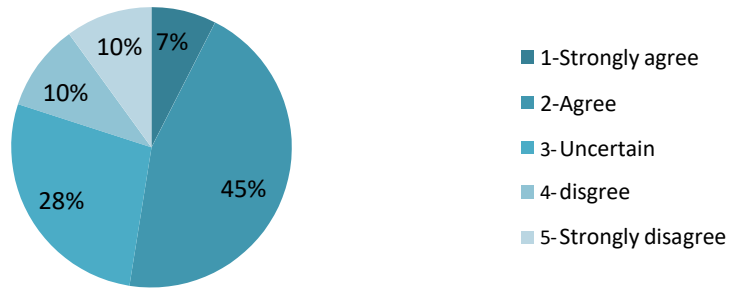
The question whether aims and objectives are well defined and clear seems to have evoked a mixed response from the teachers. Majority (12 and 45%) have awarded 1 and 2 points, indicating that they agree or strongly agree while 4 and 5 (disagree and strongly disagree) have been awarded by 13 and 10% of the respondents.

**5. The course content is sufficient enough to develop intuitive and analytical skill of the students.**



The same trend is noticeable with regard to adequacy of the course content to develop intuitive and analytical skill of the students. About 10% and 13% of the teachers have awarded 5 and 4 points respectively indicating that they disagree while 27% are uncertain.

### 6. The curriculum has focused on skill development



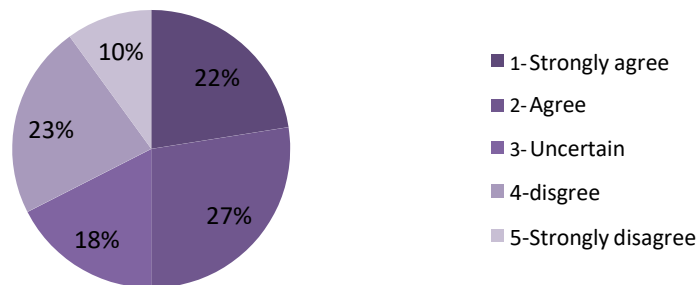
Responses to focus on skill development shows similar pattern with 45 % of the teachers having agreed and 7% expressed the opinion that they agree strongly.

### 7. The curriculum is balanced with regard to the theoretical and practical knowledge

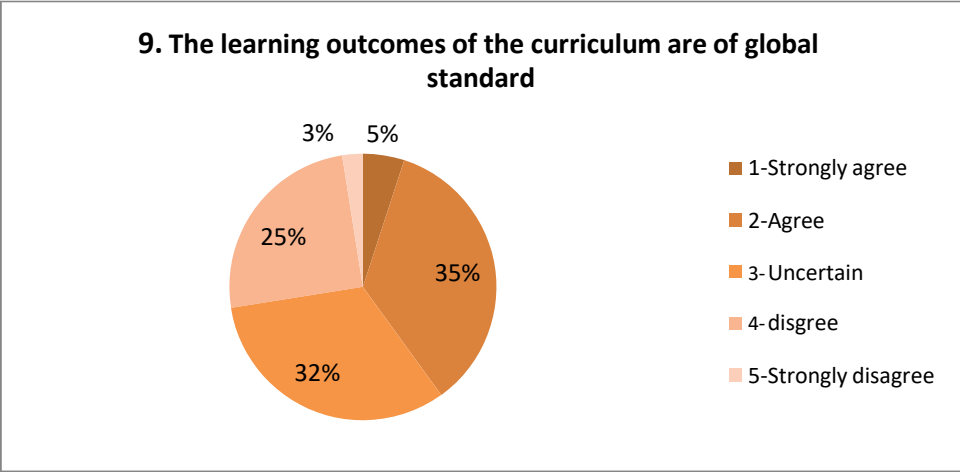


Balance with regard to theoretical and practical knowledge shows 17 and 33% of the teachers have favoured strongly agree and agree. The proportion which disagreed is 15 and 20%.

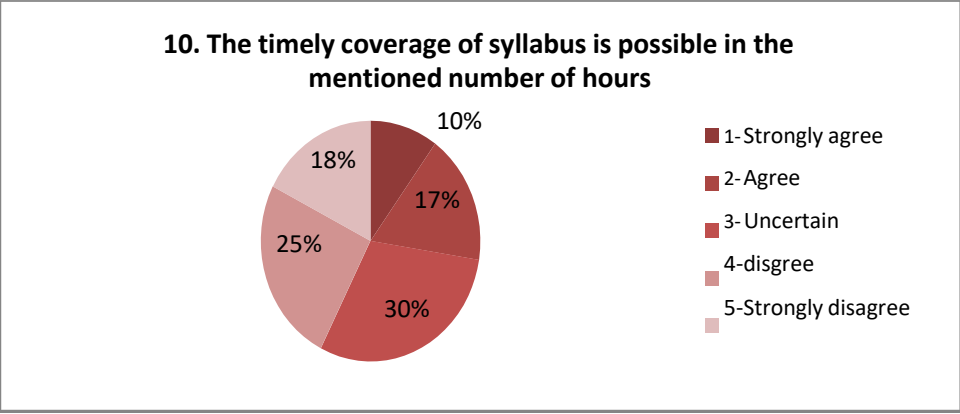
### 8. The course / programme carries sufficient number of SEC and DSE papers



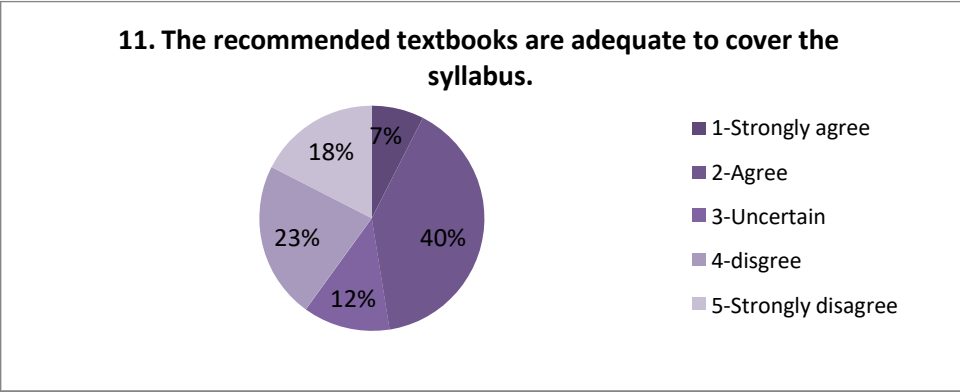
About 50% of the teachers feel there are a sufficient number of Skill Enhancement Courses (SEC) and Discipline Specific Electives (DSE) in the programmes. The rest are either uncertain or disagree.



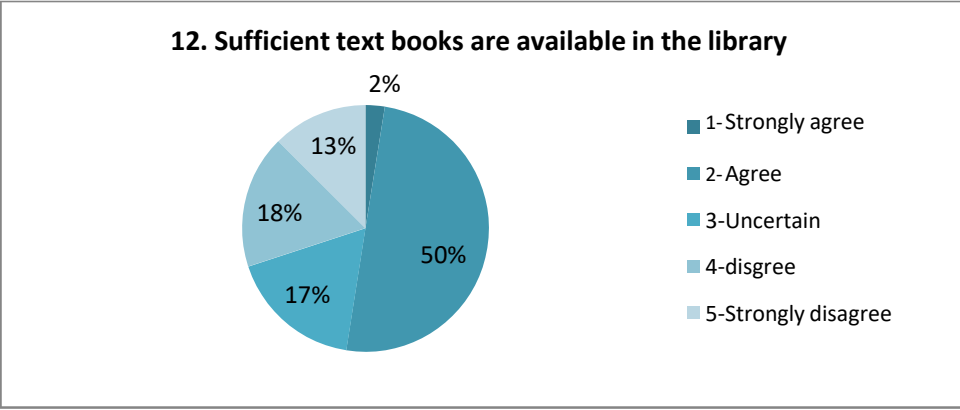
Opinion regarding whether learning outcomes are of global standard shows that 40 % agree and 32% of the teachers are uncertain while the remainder have favoured disagree.



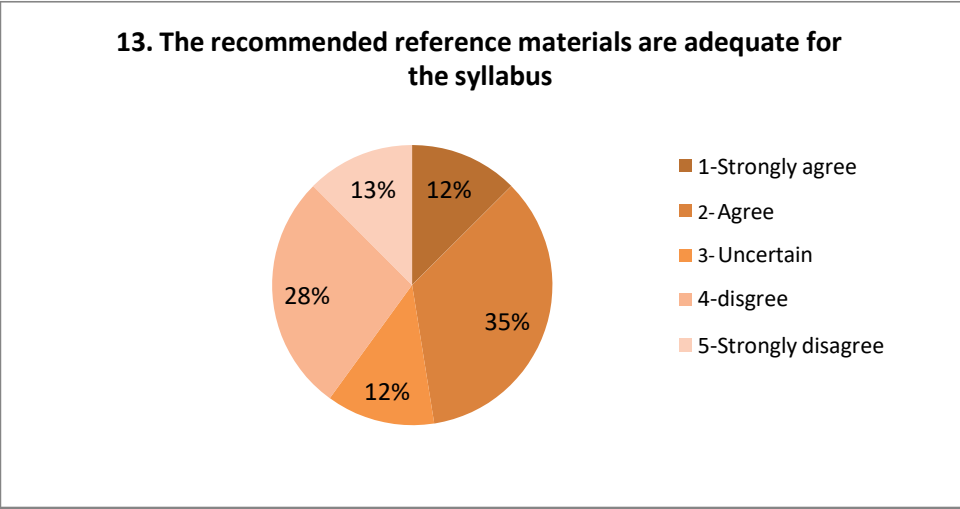
Regarding the number of hours mentioned for completion of syllabus, the proportion agreeing are only about 27% and nearly one -third of the teachers are uncertain.



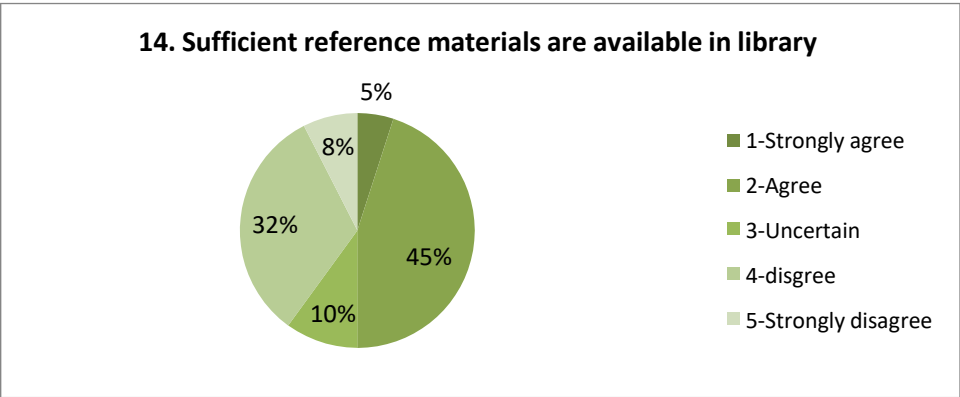
Responses to the next question on adequacy of texts recommended covering the syllabus shows that 47% have agreed. The rest are either uncertain or they disagree.



Further question on sufficiency of text books available in the library shows that 1 and 2 points have been awarded by only 52% 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.



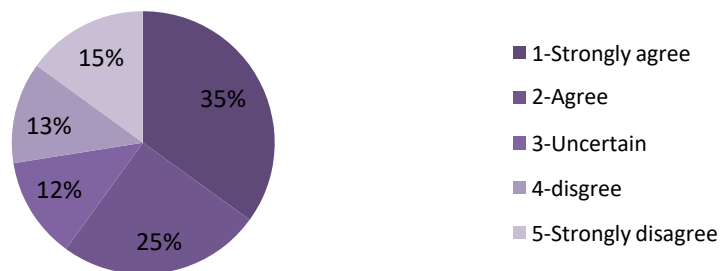
Sufficiency of reference material in the library is an issue that appears to be satisfactory to 50% of the teachers who have awarded 2 and 1 for this question. However it may be noticed that the proportion of respondents expressing a negative opinion is remarkably high (94%).

**15. Sufficient infrastructural facilities are available in the college to carry on the programme /course**



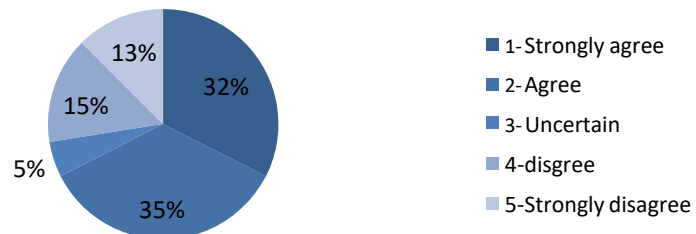
Opinion regarding infrastructural facilities is another point where 50% of the teachers have expressed their dissatisfaction and uncertainty while the other half is satisfied.

**16. Test and Examinations are conducted well in time with proper coverage of all units in the syllabus.**



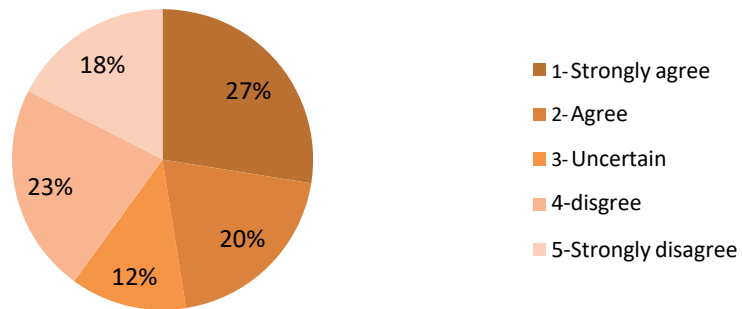
About 60% of the teachers have expressed satisfaction (score 1 and 2) regarding the next question on examinations being held in time with proper coverage of the syllabus. However the remaining 40% have disagreed or are uncertain.

**17. The teachers have the freedom to adapt new techniques of teaching such as seminar presentation, group discussions and student's participations.**



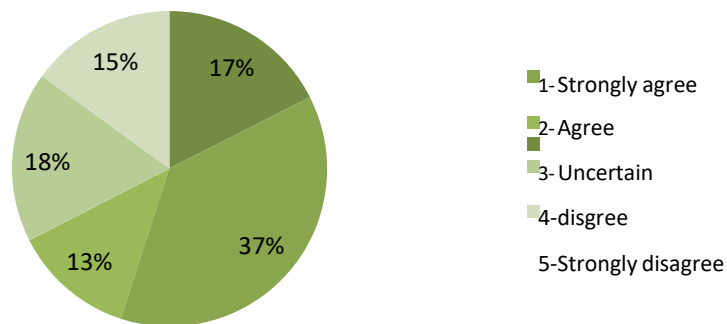
Responses to the next question on freedom to adopt innovative techniques of teaching reflect the effect of time-space constraints faced by institution which functions as Morning College sharing premises with two other colleges. About 67% of the teachers have agreed while 28% have disagreed.

**18. Sufficient number of teaching faculty is available in the department to run the programme effectively and efficiently**



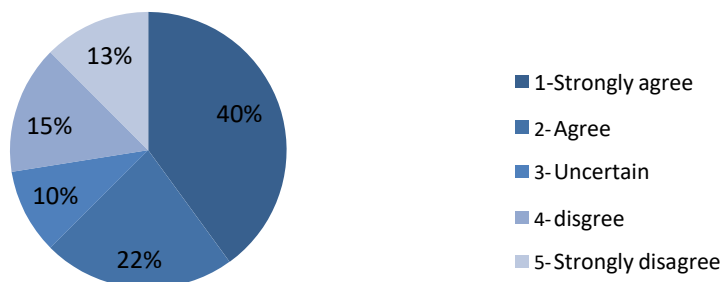
Sufficiency of faculty in the departments to run the programme effectively is an issue which is more or less satisfactory to about 47% of the respondents who have awarded 1 and 2 points. About one third of the respondents have disagreed while 12% are uncertain.

**19. The college provides adequate support to faculty members for upgrading their skills and qualifications.**

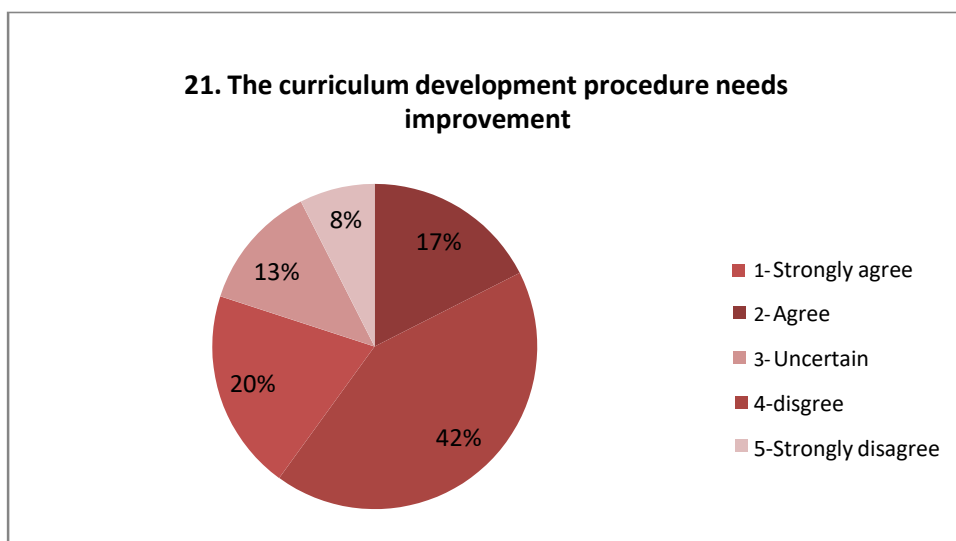


Regarding the question on the college providing adequate support to faculty members for upgrading their skill and qualifications more than 50% have replied in the affirmative and 33% have expressed their dissatisfaction.

**20. The syllabi taught by the teacher increased his/her interest and knowledge in the subject area**



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 two-thirds (62%) of the respondents (points 1 and 2)



Regarding the concluding question on whether the CBCS curriculum development procedure requires improvement, more than 50% of the respondents awarded points 1 and 2 indicating that improvement is needed. The opposite view is expressed by the 21% of the teachers who feel improvement is not necessary (points 4 and above)

#### Problems and suggestions

Lack of time and space continue to be identified as the major issue by the teachers. Most of the teachers have also highlighted the need for increasing the strength of the Wi-Fi system and to increase the number of ICT facilities and Smart Boards.

#### Action Taken

The college administration has switched over to a new vendor Alliance Broadband Services Pvt. Ltd. with the work order placed on 04.11.2020 and Wi-Fi facilities have been made available everywhere within the college premises.

In addition to the functional MOU with City College of Commerce and Business Administration, a fresh MOU was signed with Muralidhar Girls' College for the Departments of Bengali and Political Science.

17 number of laptops and Desktop computers have been procured. A total of 9 Desktop computers, 8 Laptops, 2 LCD projector, 4 multi-functional printers, 4 black and white printer, 2 Colour Printer and an external Hard Disk. In addition to the Honours Departments, Laptops were also provided to all the General departments. The Coordination Committee with representation from all three colleges that share the same building, are exploring the possibilities of increasing smart classrooms and the introduction of interactive boards.



Principal  
(DR. RUNA BISWAS)  
Sivanath Sastri College

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