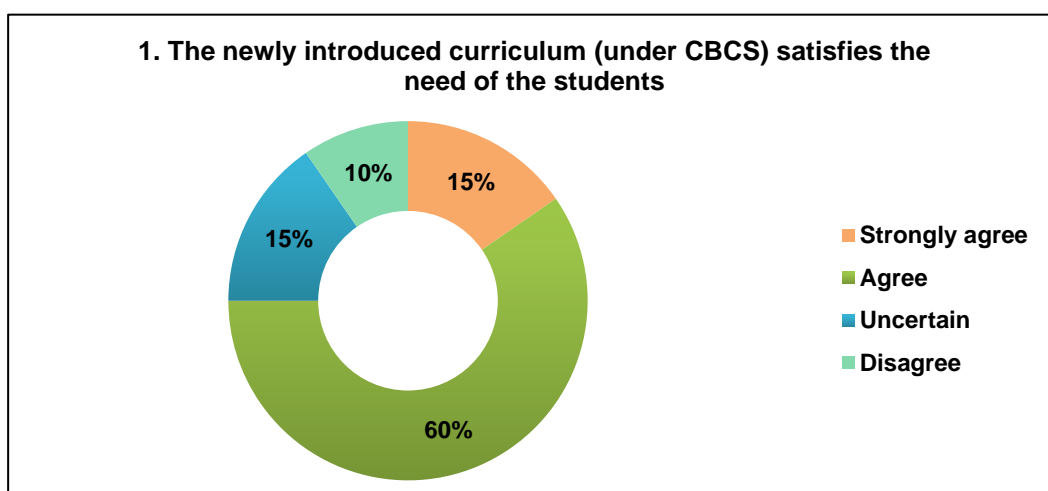


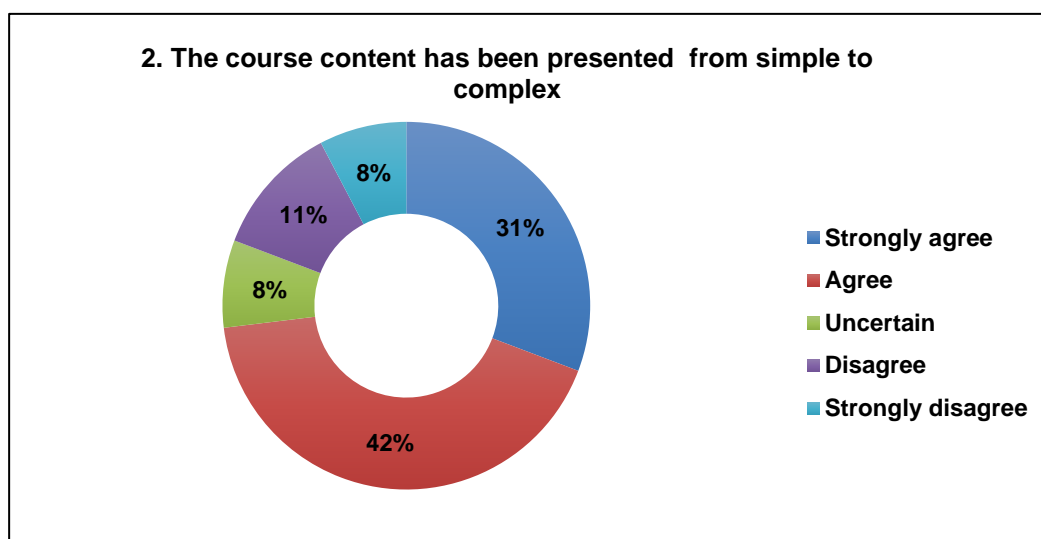
SIVANATH SASTRI COLLEGE
TEACHER FEEDBACK ON CURRICULUM
2021-22

Analysis Report

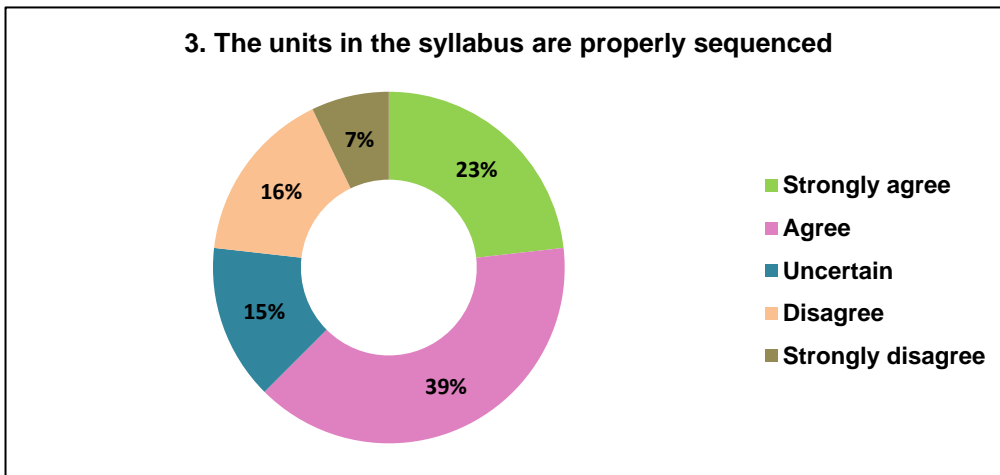
The educational institutions are back to normal physical classes after the pandemic induced global lockdown. The teacher feedback is collected annually to assess their views about the CBCS curriculum, adequacy of teaching learning infrastructure and challenges faced. The feedback is expected to help improve the teaching learning process and curriculum delivery. A questionnaire was designed consisting of questions covering various issues related to teaching the new curricula and respondents were asked to express their opinion on a five-point scale where 1 represents the highest grade while five is the lowest.



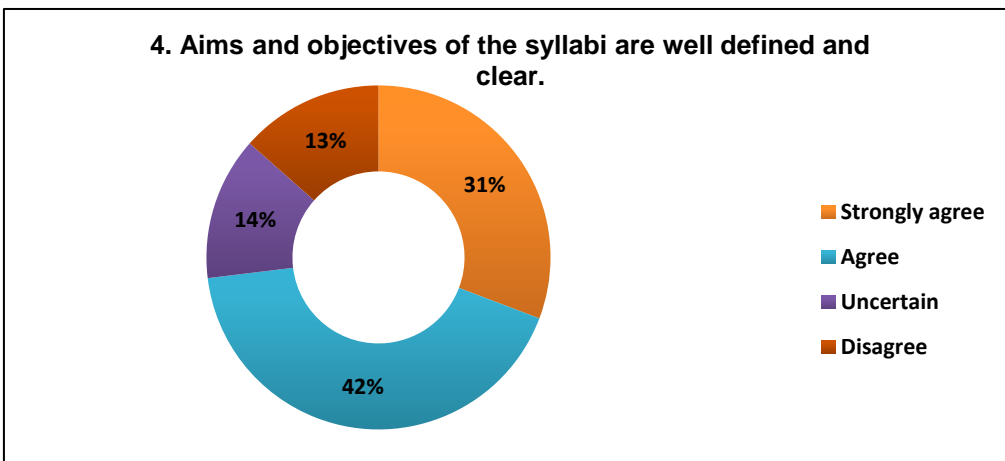
The opinion regarding whether the CBCS curriculum fulfils the needs of the students, evoked a favourable response. Majority (60%) of the respondents agreed while only 10% have disagreed while another 15% are uncertain.



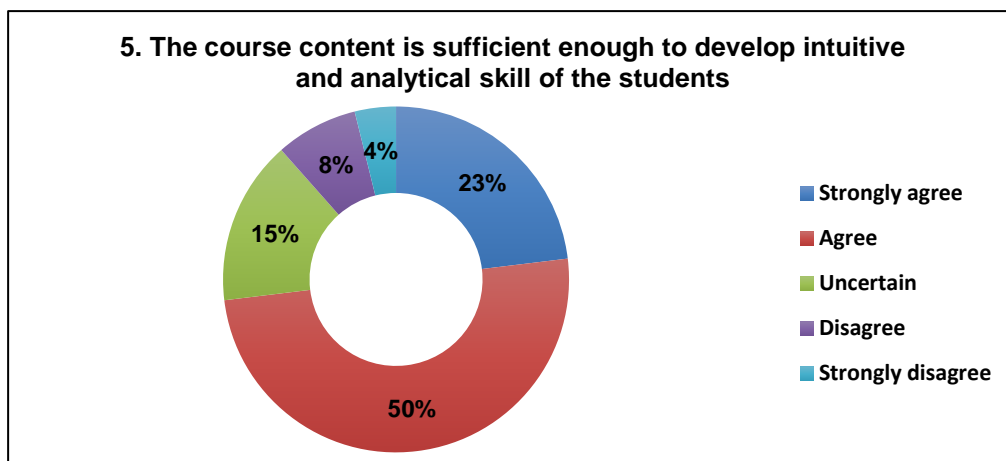
With regard to the next question on whether the course content is presented from simple to complex form, the respondents in favour are 73%. Again 8% are uncertain while 19% have disagreed.



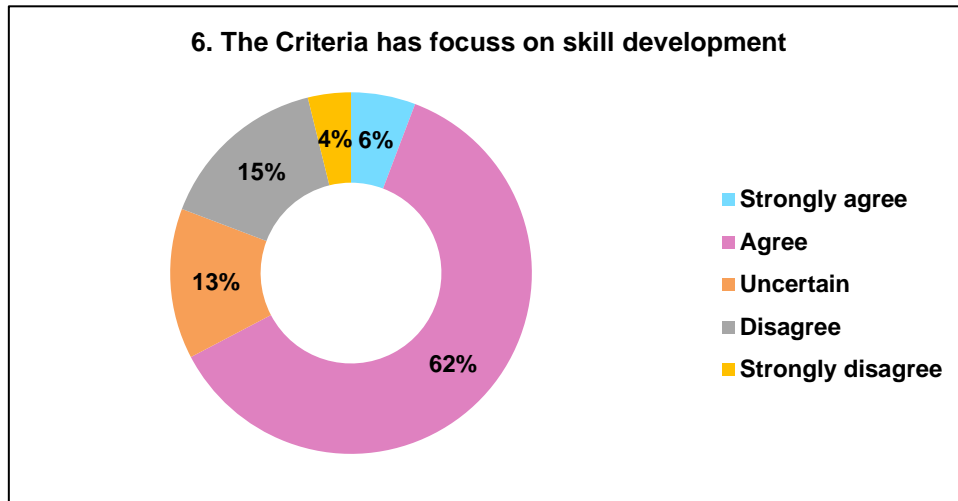
Opinion with respect to whether the units are in proper sequence, appears to follow a similar trend with 62% agreeing. The proportion of uncertain respondents has declined to 15%



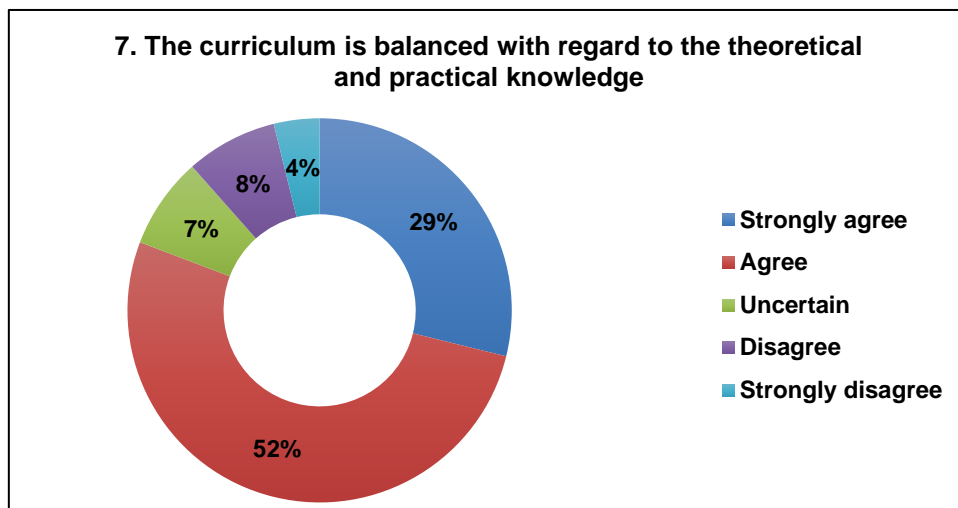
The question whether aims and objectives are well defined and clear seems to have evoked a mixed response from the teachers. Majority (31% and 42%) have awarded 1 and 2 points, indicating that they agree or strongly agree while 4 and 5 (disagree and strongly disagree) have been awarded by 14 %and 13% of the respondents.



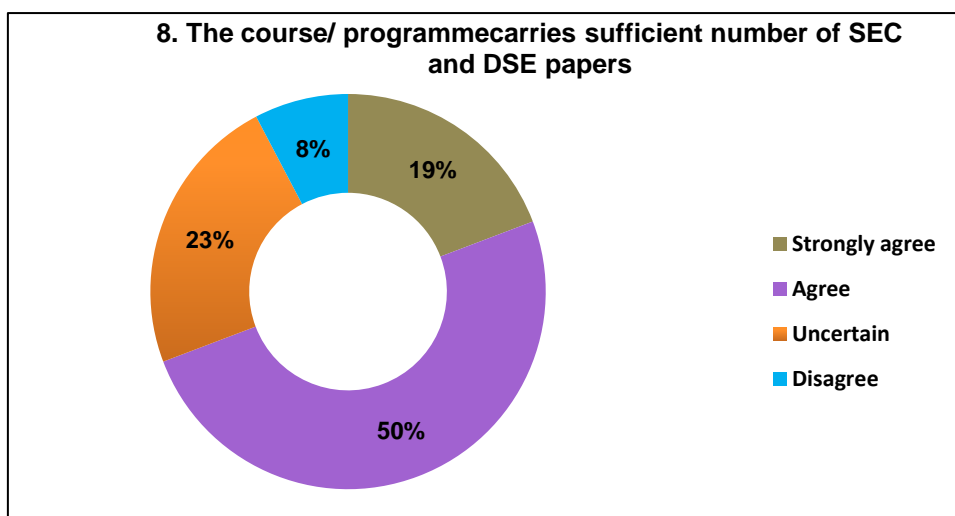
The same trend is noticeable with regard to adequacy of the course content to develop intuitive and analytical skill of the students. About 4% and 8% of the teachers have awarded 5 and 4 points respectively indicating that they disagree while 15% are uncertain. 73% of respondents have actually agreed.



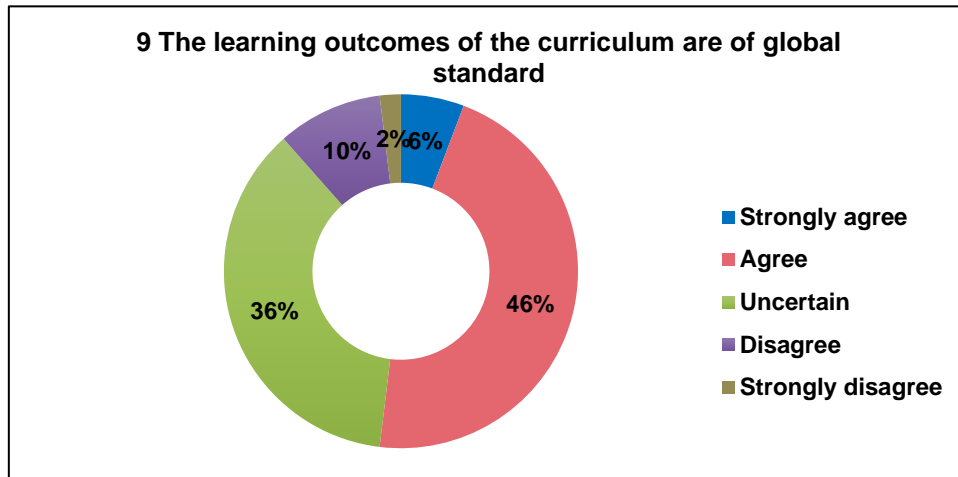
Responses to the focus of the curriculum on skill development shows that 62 % of the teachers have agreed and 6% expressed the opinion that they agree strongly. This area probably could do with some improvement as suggested by the feedback received.



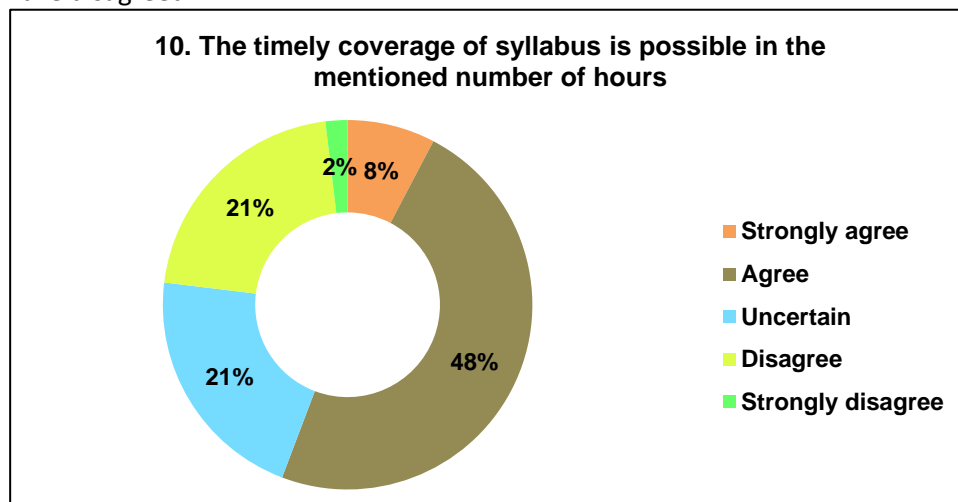
Balance between theoretical and practical knowledge most of the faculty agreeing with 29% having agreed strongly while another 52% have agreed. The proportion which disagreed is only 12%



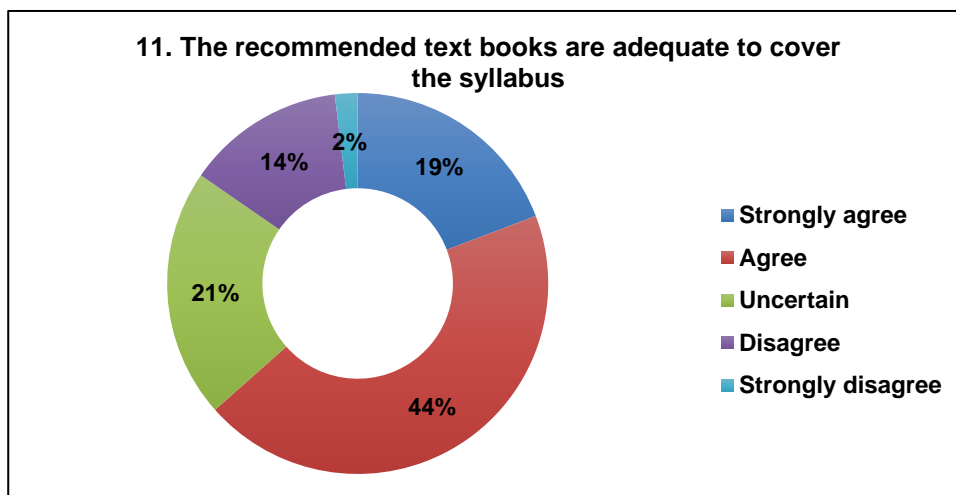
About 69% of the teachers feel there are a sufficient number of Skill Enhancement Courses (SEC) and Discipline Specific Electives (DSE) in the programmes. The rest are either uncertain or disagree.



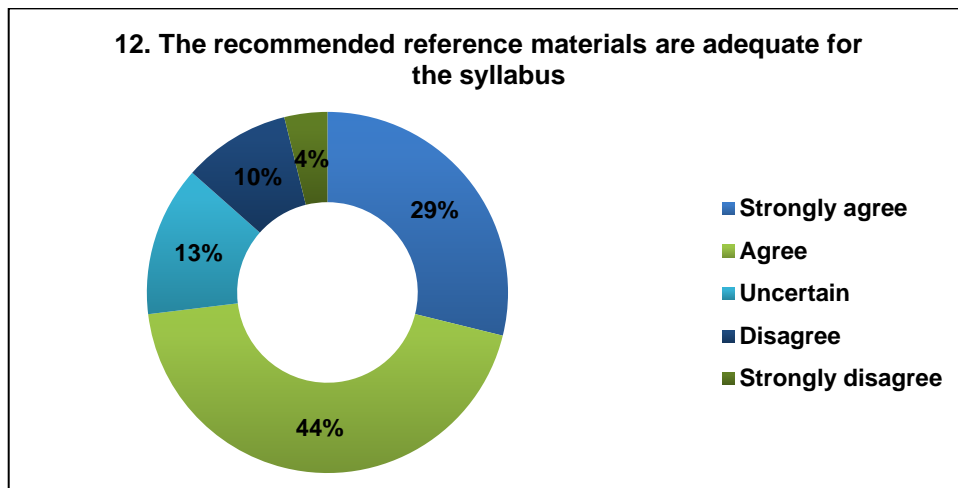
Opinion regarding whether learning outcomes are of global standard shows that 6% strongly agree and another 46% of the teachers have agreed making the total 52%. Another 10% are uncertain while the remainder have disagreed.



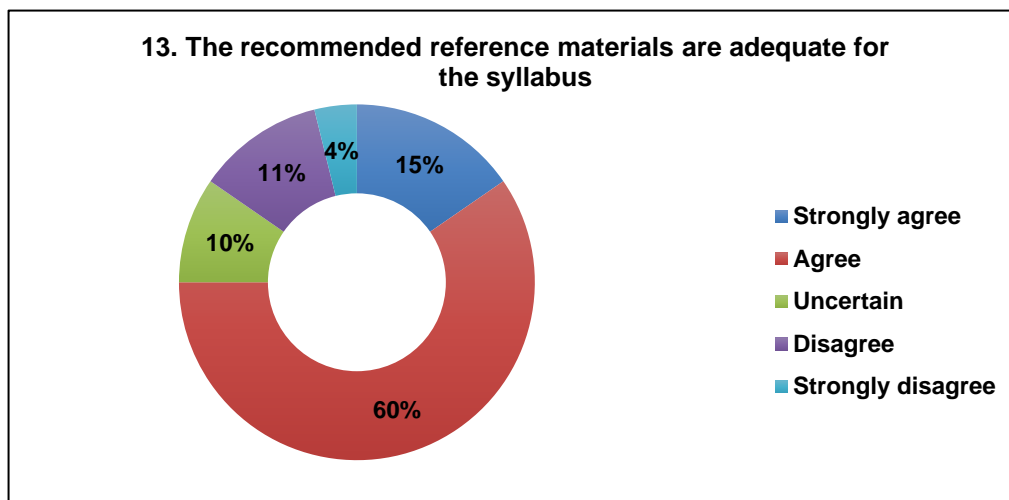
Regarding the number of hours mentioned for completion of syllabus, the proportion agreeing are only about 56% including 8% who strongly agree. 21% of the teachers are uncertain and 24 % disagree



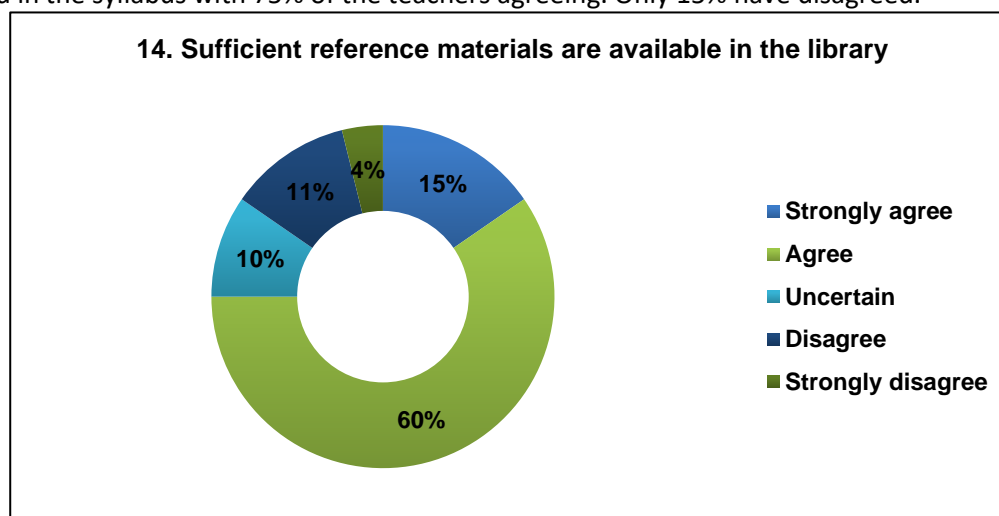
Responses to the next question on adequacy of recommended text books to cover the syllabus show that 63% have agreed. The rest are either uncertain or they disagree.



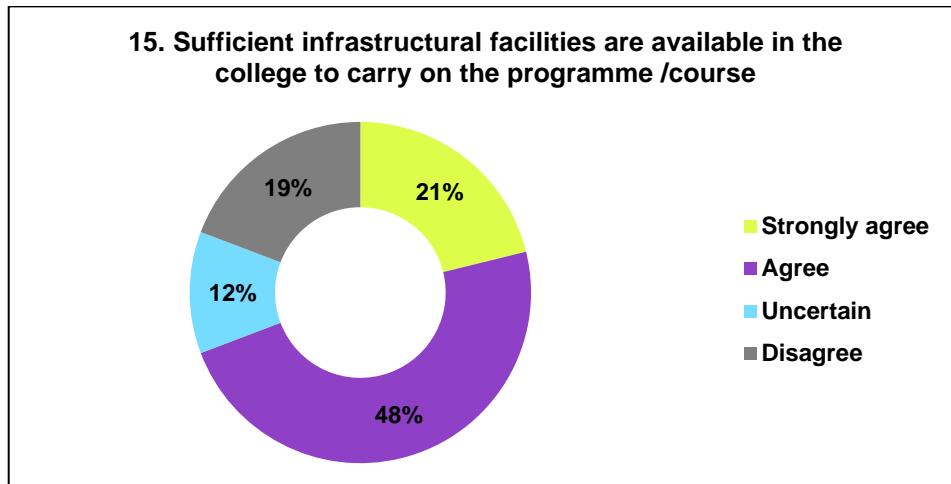
Further question on sufficiency of text books available in the library shows that 1 and 2 points have been awarded by 73% of the teachers and only 14% disagree. Purchase of Books under RUSA 2.0 Grant (Component 9) during 2019-20 and 2020-21 must have been responsible for the increase in favourable response above 47% during previous year.



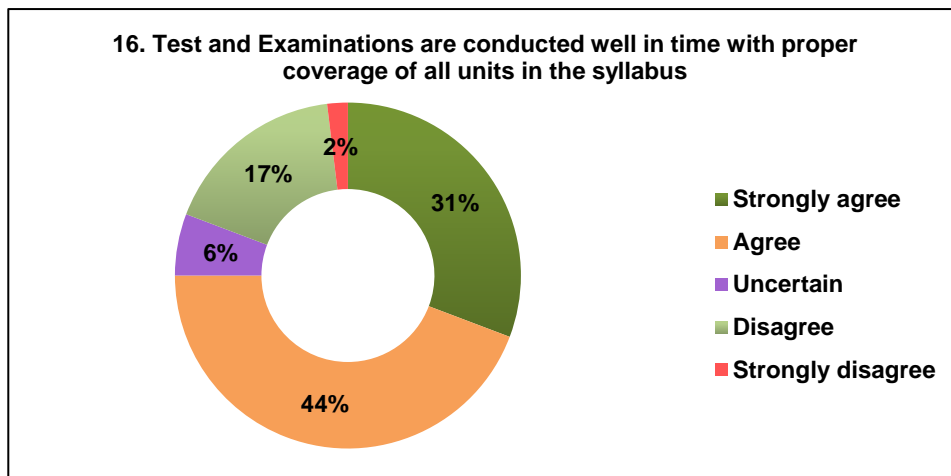
The pattern of response is again similar for the next question on adequacy of reference materials mentioned in the syllabus with 75% of the teachers agreeing. Only 15% have disagreed.



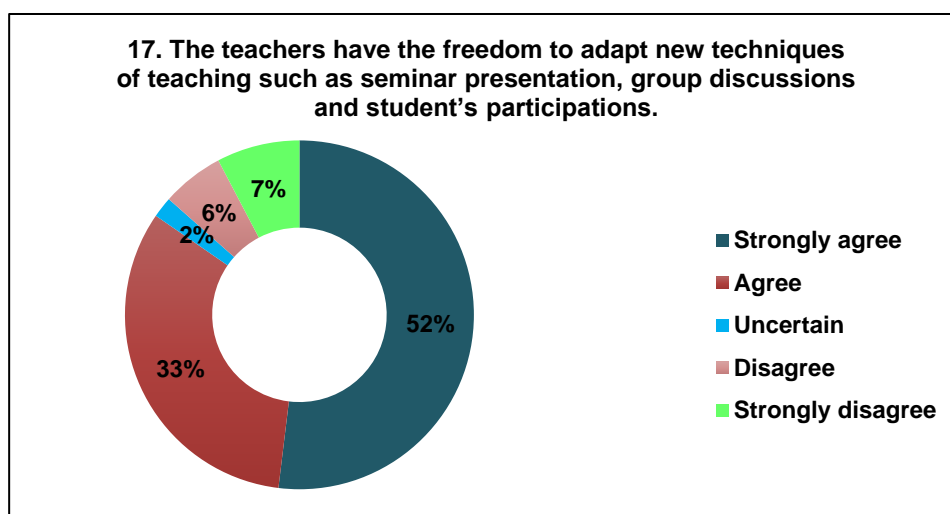
Sufficiency of reference material in the library is an issue that appears to be satisfactory to 50% of the teachers who have awarded 2 and 15 % who have selected 1 for this question. The proportion of respondents expressing a negative opinion is 15%.



Opinion regarding infrastructural facilities is another point where 31% of the teachers have expressed their dissatisfaction and uncertainty while 69% are satisfied.

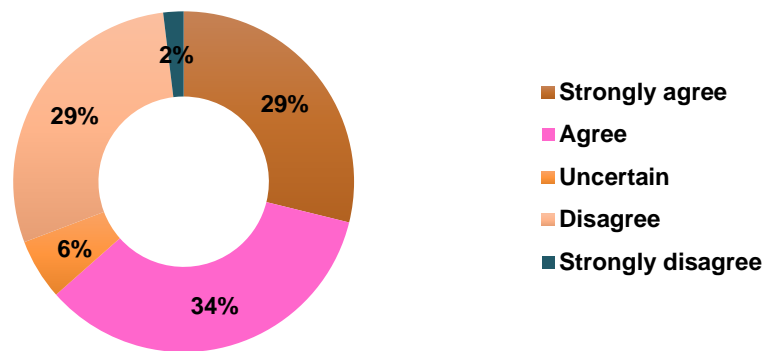


About 75% of the teachers have expressed satisfaction (score 1 and 2) regarding the next question on examinations being held on time with proper coverage of the syllabus. The remaining 25% have disagreed or are uncertain.



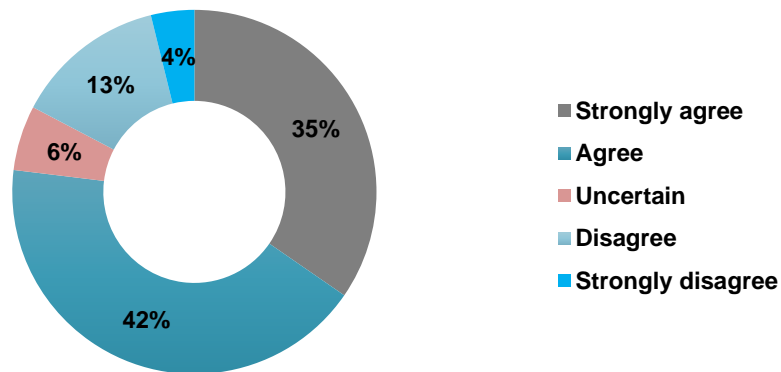
Responses to the question on whether teachers have the freedom in adapting new techniques show a positive response with 85% of the teachers agreeing thus reflecting on the initiatives taken by college administration to improve the teaching learning process with the adaption of modern technology and student centric methods of learning.

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



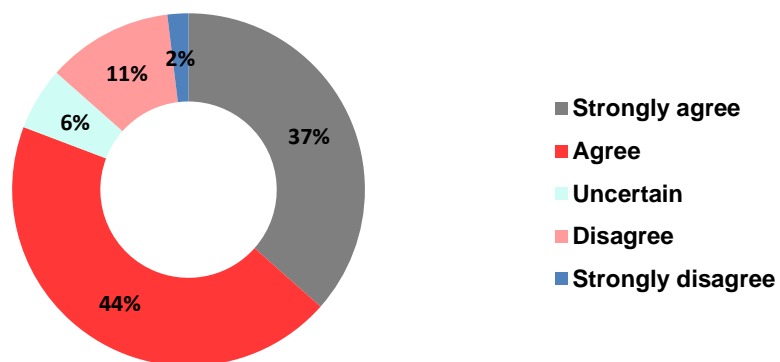
Sufficiency of faculty in the departments to run the programme effectively is an issue which is more or less satisfactory to about 63% of the respondents who have awarded 1 and 2 points. About one third of the respondents have disagreed while 6% are uncertain.

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

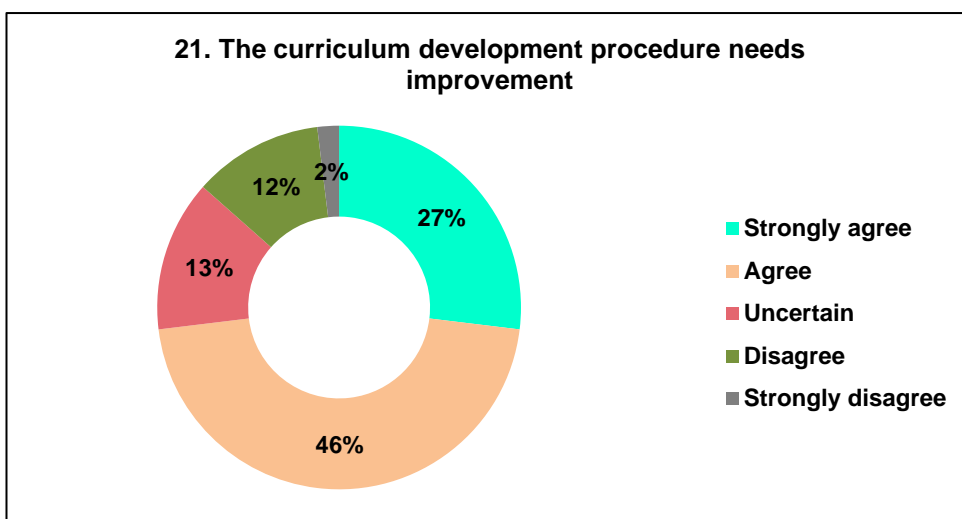


Regarding the question on the college providing adequate support to faculty members for upgrading their skill and qualifications more than 70% have replied in the affirmative and 23% have expressed their dissatisfaction.

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 whether teaching the CBCs curriculum has increased the teacher's knowledge and interest in the subject is expressed by more than 80% 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

The feedback suggests that most of the faculty members are satisfied with the CBCs syllabi, course content and the evaluation system. Most of them are also satisfied with the learning resources available in the library and have shown keen interest in the adaptation of modern and innovative teaching learning methods.

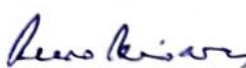
Action Taken

To further enhance the teaching learning process the college administration have been able to address the dissatisfaction expressed with the availability of Wi-Fi facilities. 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. Invited lectures are also arranged.

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. 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. Student centric methods are being adopted including a lecture series on research methodology to instill the interest in research amongst the students.




Principal
(DR. RUNA BISWAS)
Sivanath Sastri College

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