



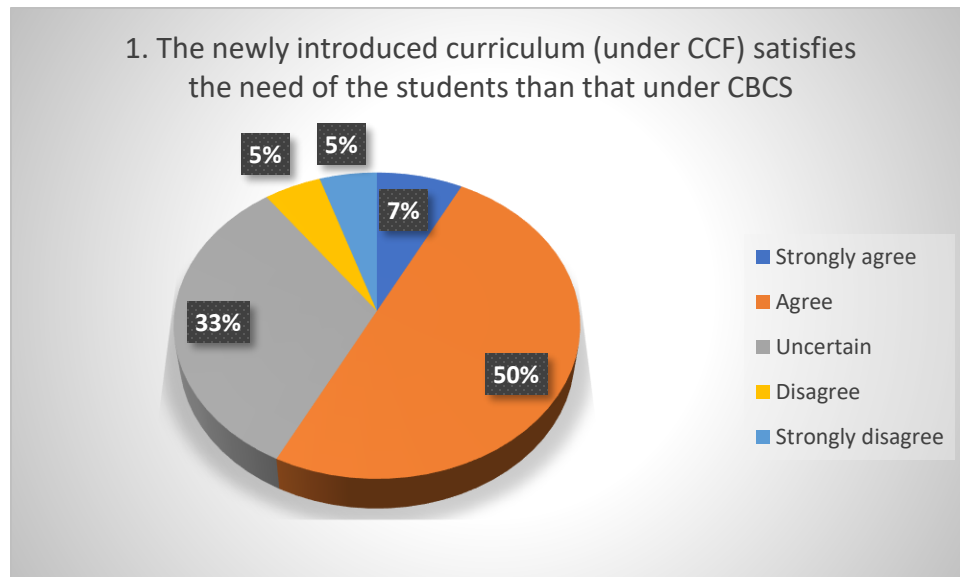
श्रद्धावान् लभते ज्ञानम्

SIVANATH SASTRI COLLEGE
(Formerly City College Com. Dept. South Kolkata (Morning))
(City College South Kolkata Women's Branch)
(Accredited by NAAC)

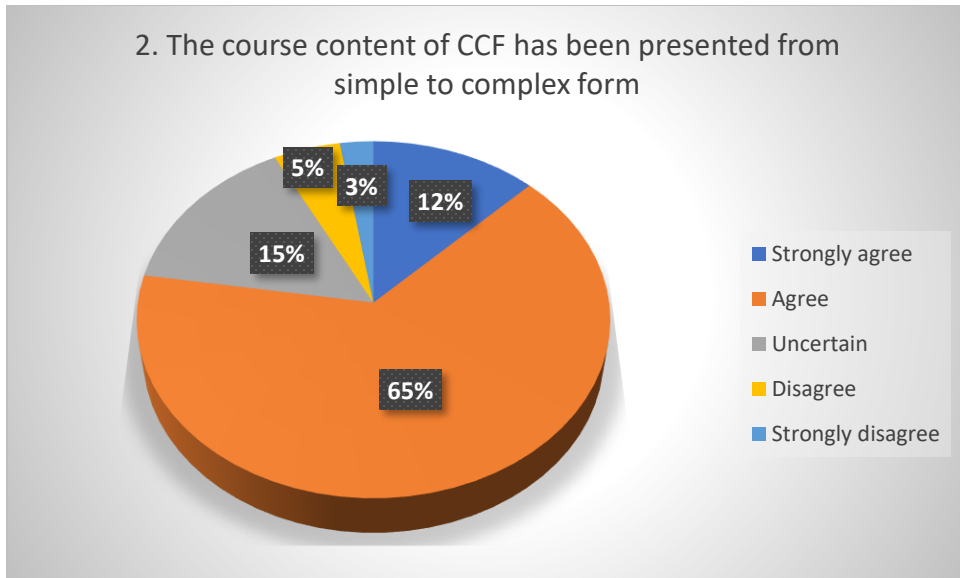
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REPORT of TEACHERS' FEEDBACK ON CURRICULUM **2023-24**

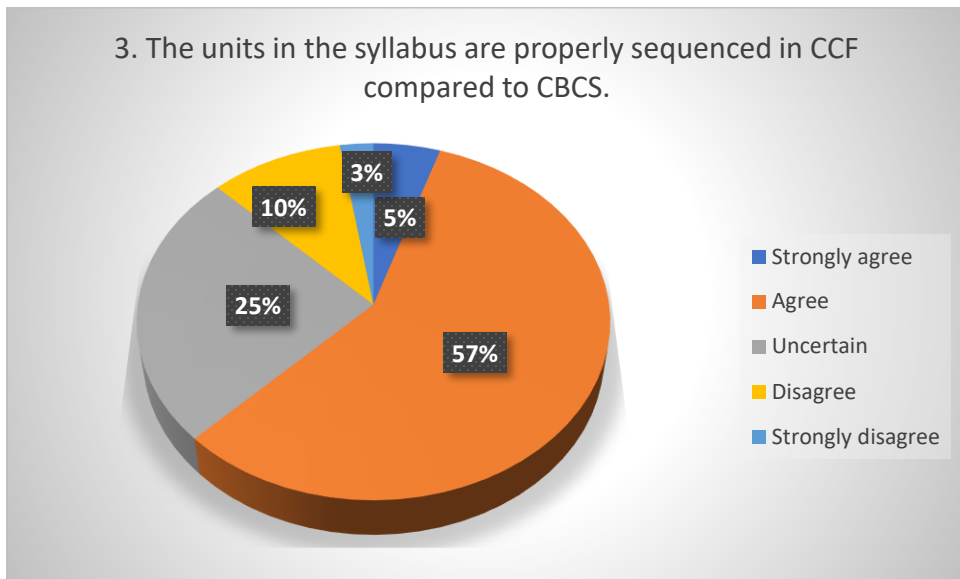
The teacher feedback is collected annually to assess their views about the ongoing curriculum, the adequacy of teaching-learning infrastructure and the challenges faced by them. The questionnaire is designed in such a way that it covers various issues related to teaching the present curricula. The feedback is taken in order to help the teachers to improve the teaching-learning process and curriculum delivery. CCF and CBCS curriculum is presently followed in the institution. The respondents were asked to express their opinion on a five-point scale where 1 represents the highest grade while the lowest is 5.



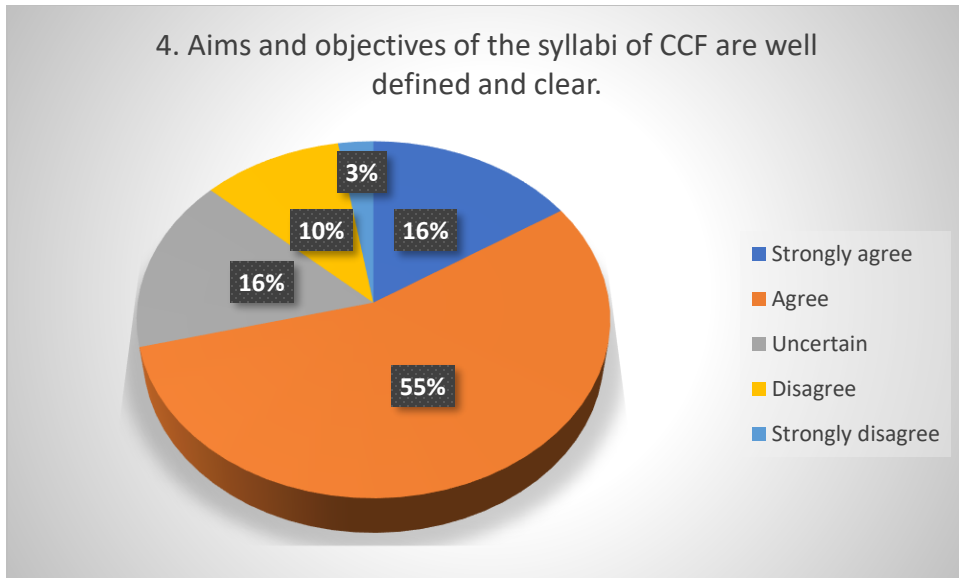
Upon asking whether the CCF curriculum fulfils the needs of the students more than that under CBCS, half of the respondents (50%) favourably agreed, whereas 7% strongly agreed, another 33% were uncertain, whereas the rest disagreed.



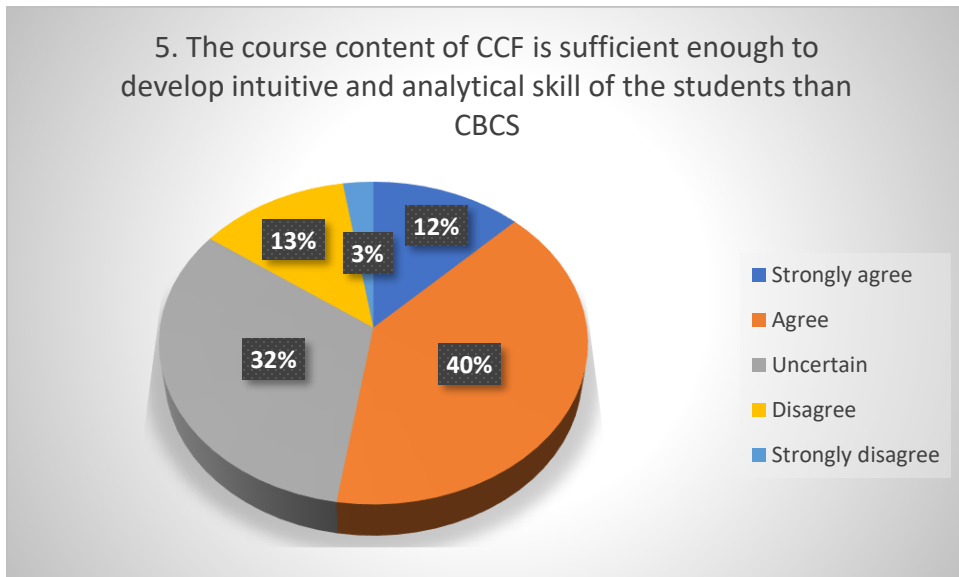
The next question asked the respondents whether the course content of CCF is presented from simple to complex form, for which combinedly majority of the teachers (77%) responded in favour, cumulatively 8% disagreed, and only 15% were uncertain.



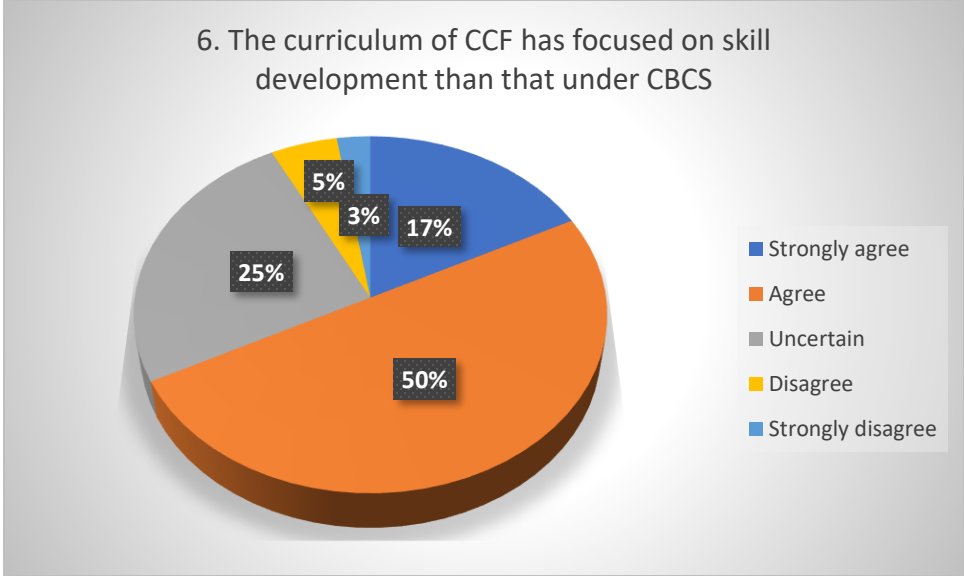
Opinion of the respondents with respect to whether the units are in proper sequence compared to CBCS, shows a similar trend with 57% agreeing, 5% strongly agreeing with 25% being uncertain.



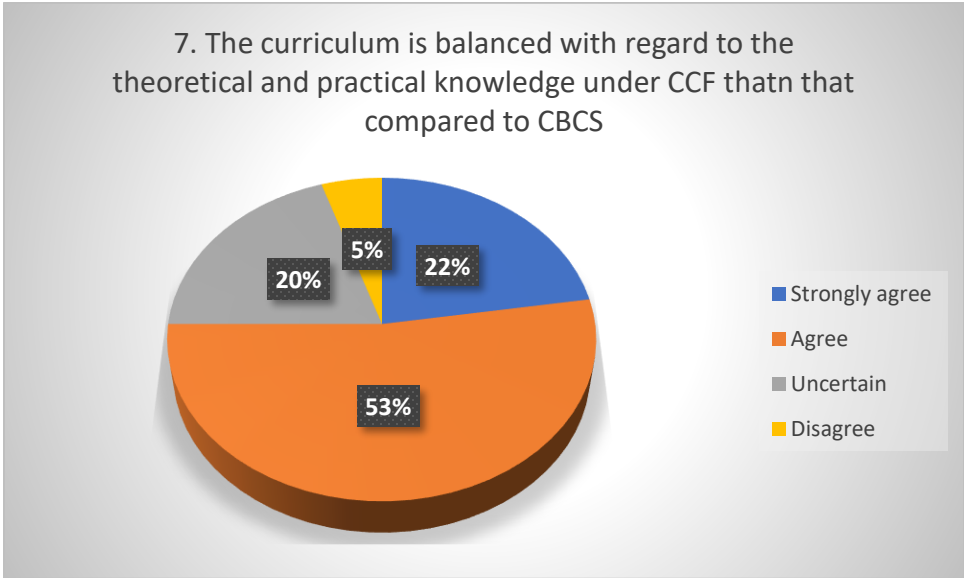
The next question whether the aims and objectives of the syllabi of CCF are well defined and clear presented a clear idea majority (55% and 16% agreed and strongly agreed respectively) agreed in favour. While 16% were uncertain, the least proportion of the respondents disagreed.



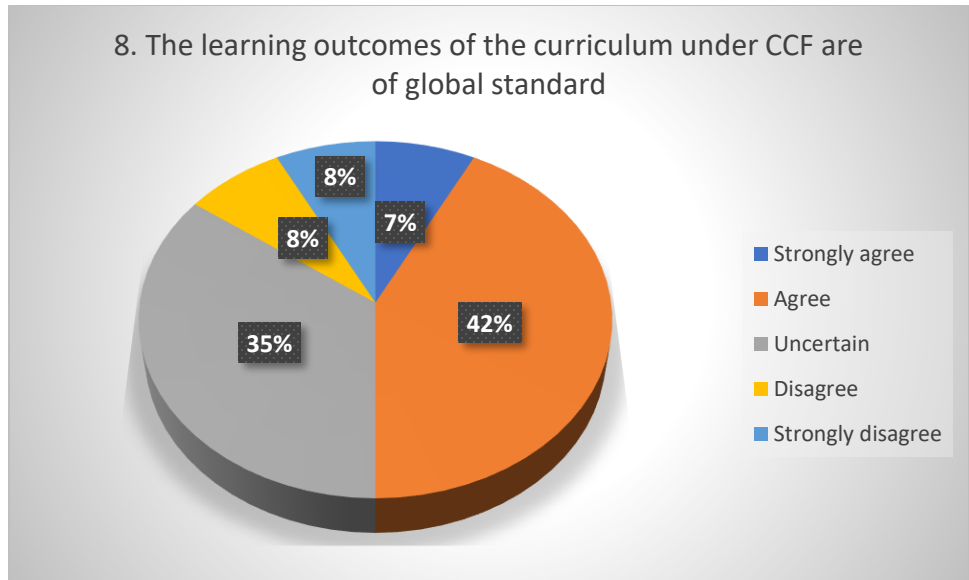
On asking regarding the adequacy of the course content of CCF to develop intuitive and analytical skill of the students than that of the CBCS, a similar trend is noticeable where 13% and 3% of the teachers have awarded 4 and 5 points respectively indicating that they disagree while 32% are uncertain. On the other hand, a cumulative 52% of respondents have agreed.



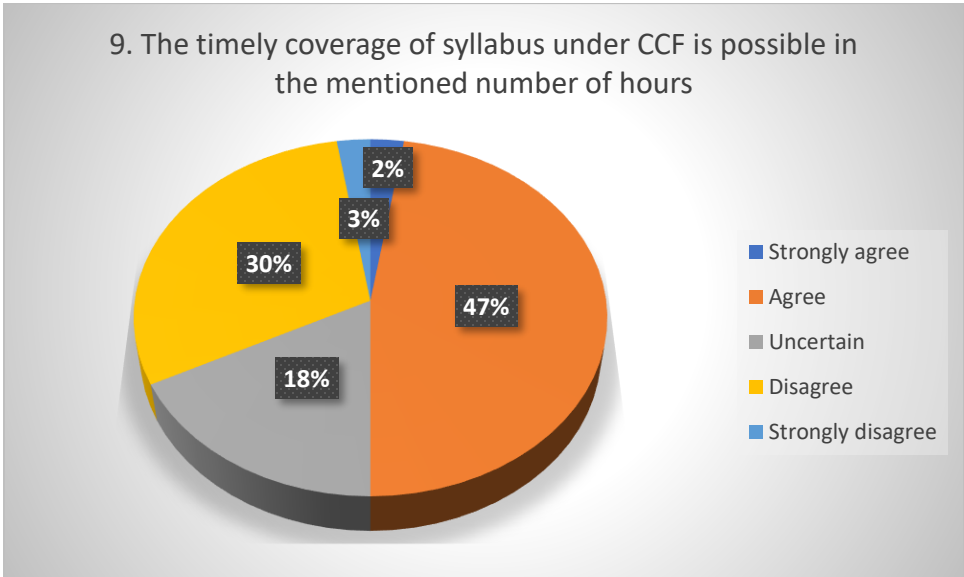
Responses to the question focusing on the curriculum of CCF compared to CBCS on skill development showed that 50% of the teachers had agreed and 17% agreed strongly. Besides 25% being uncertain, the rest expressed the opinion that this area probably could do with some improvement as suggested by the feedback received.



Most of the faculty with 53% agreed while another 22% agreed strongly that the curriculum of CCF provides a better balance between theoretical and practical knowledge than that under CBCS. Whereas 20% were uncertain, the proportion which stated otherwise is only 5%.

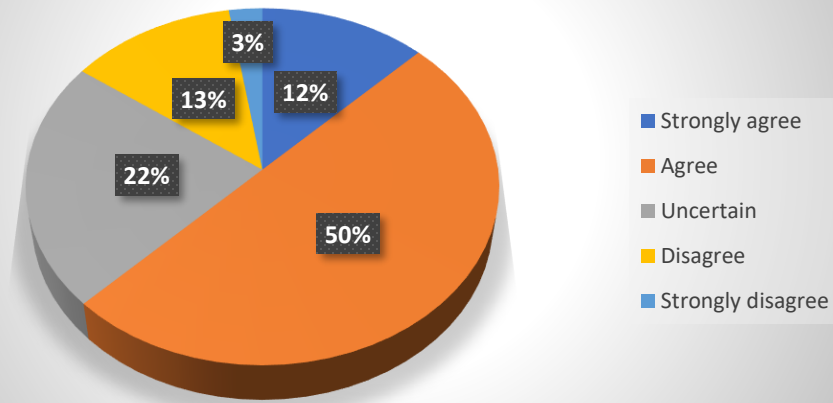


The following question asks the teachers about their opinion regarding whether learning outcomes of CCF are of global standard, in response to which, we found that 42% agreed and another 7% strongly agreed, making a total of 49%. Another 35% are uncertain while the remaining disagreed.



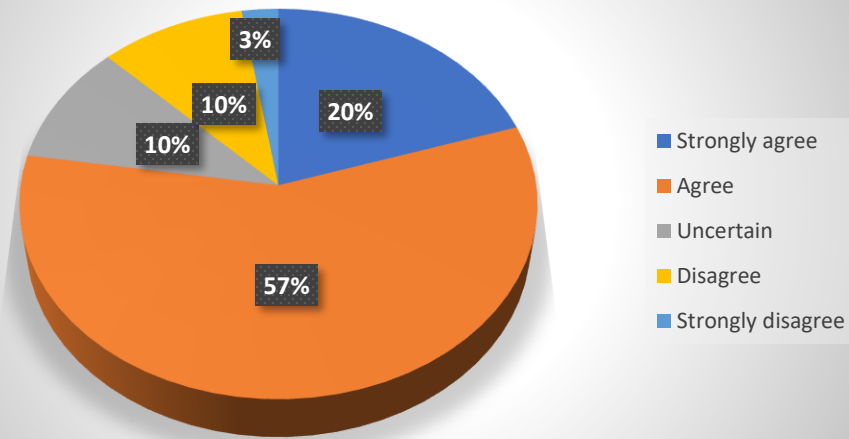
Regarding whether the number of hours mentioned for completion of syllabus are enough, the proportion agreeing are about 49% including 2% who strongly agree. Whereas, 18% of the teachers were uncertain and 33% disagreed.

10. The recommended textbooks under CCF are more adequate to cover the syllabus, compared to CBCS

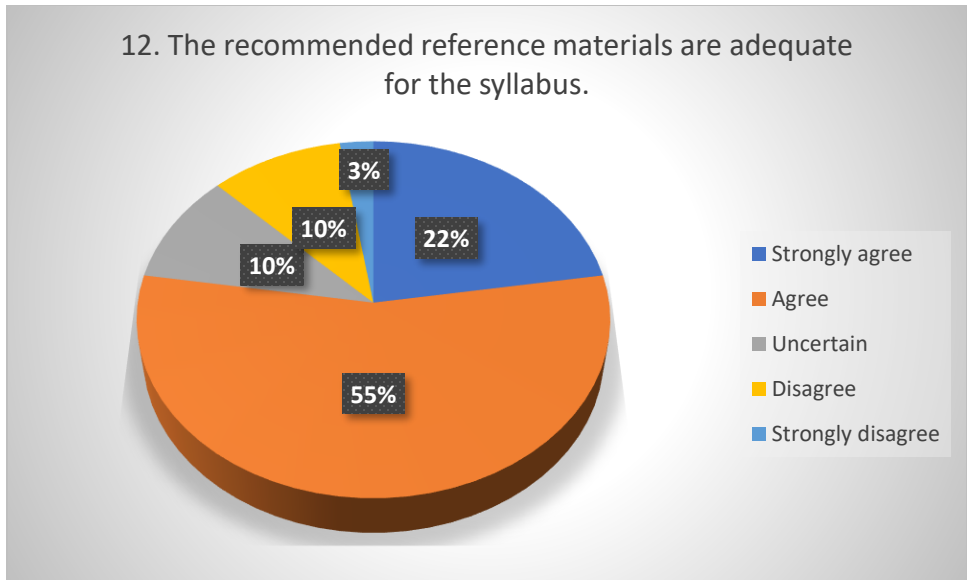


62% of the teachers agreed that the recommended text books to cover the syllabus are adequate under CCF than under CBCS. The rest were either uncertain or they responded otherwise.

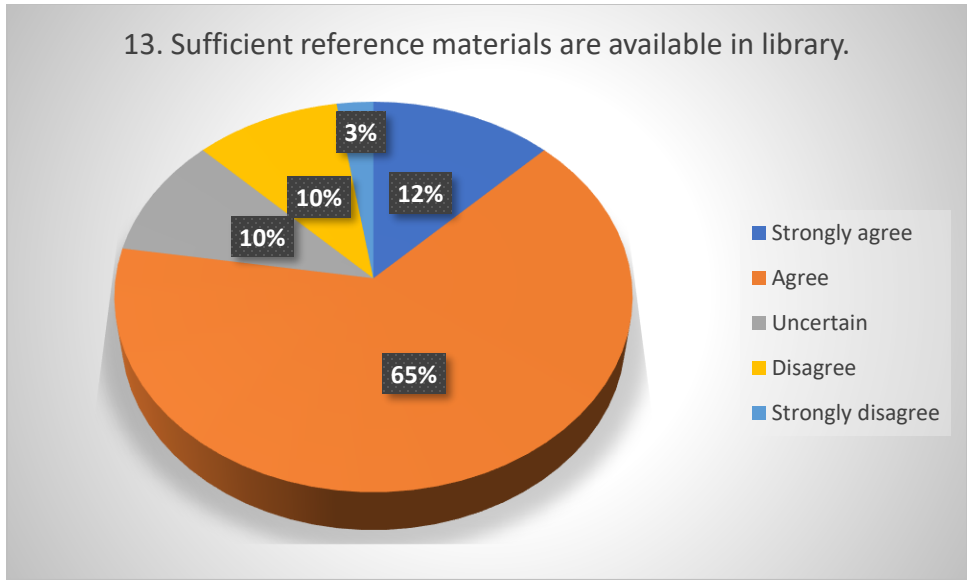
11. Sufficient text books are available in the library.



Further question asking about the sufficiency of the text books available in the library shows that majority of the replies were in the form of points 1 and 2 out of the 5-point scale which resulted to 77% of the teachers agreeing and only 13% disagreeing.

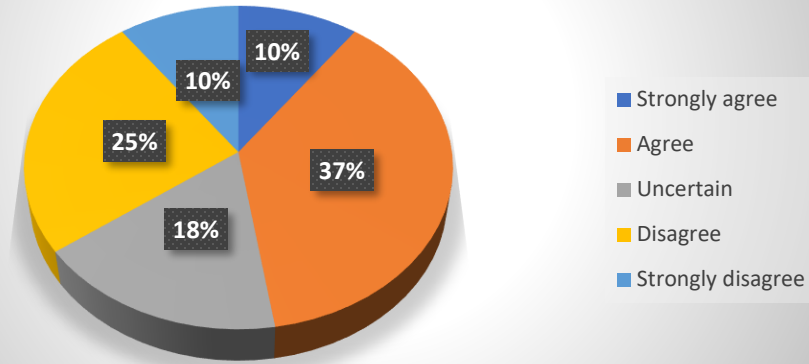


The pattern of response is again similar for the next question on adequacy of reference materials mentioned in the syllabus with 77% of the teachers agreeing and only 13% disagreeing.



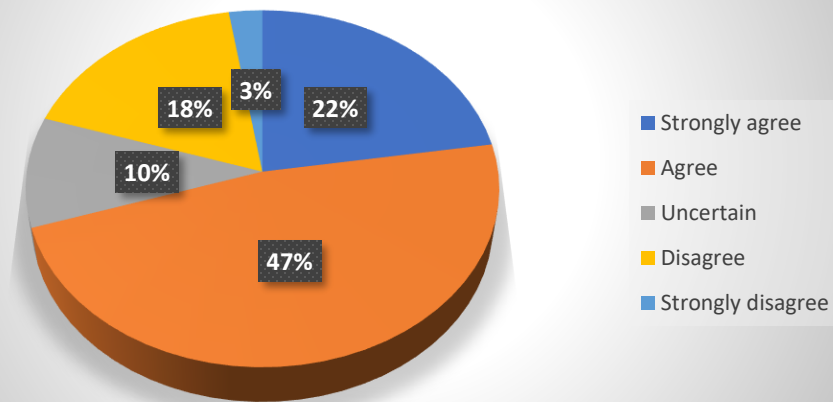
77% of the teachers were satisfied with the sufficiency of reference material in the library. The proportion of respondents expressing a negative opinion was 13%.

14. Sufficient infrastructural facilities are available in the college to carry on the programme /course under CCF than that under CBCS



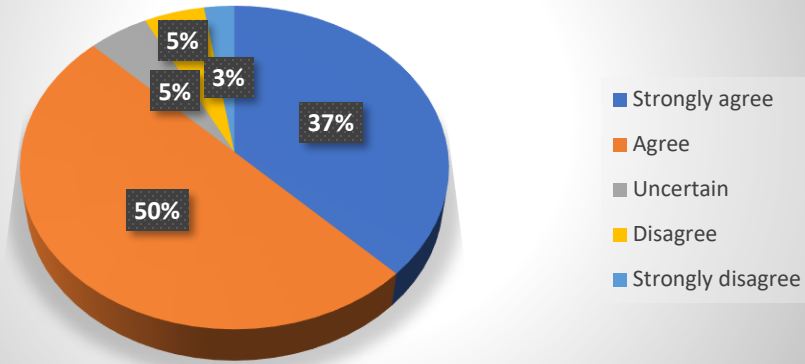
Opinion regarding the infrastructural facilities is dealt in this question, for which 47% said they were satisfied, while 35% of the teachers expressed their dissatisfaction and 18% showed their uncertainty in their opinion making.

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



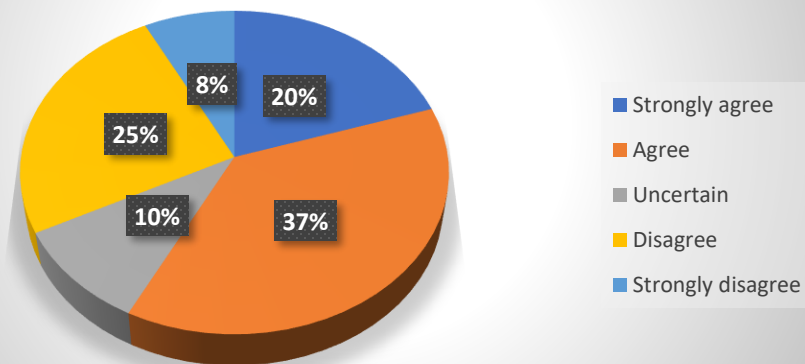
About 69% of the teachers showed satisfaction by giving scores 1 and 2 regarding the following question on whether the examinations are held on time with proper coverage of the syllabus. The remaining 21% disagreed 10% were uncertain.

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



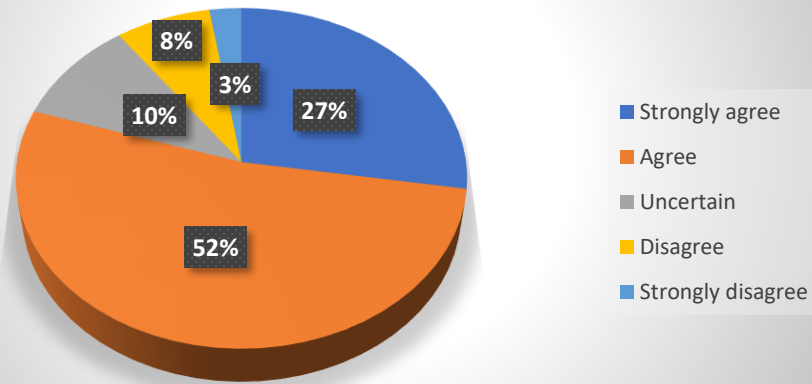
Demonstrating a positive response to the question on whether the teachers have the freedom to adapt new techniques, 87% of the responses agreed and affirms the valuable positive impact that the initiatives taken by college administration have imparted to improve the teaching-learning process with the adaption of modern technology and student-centric methods of learning.

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



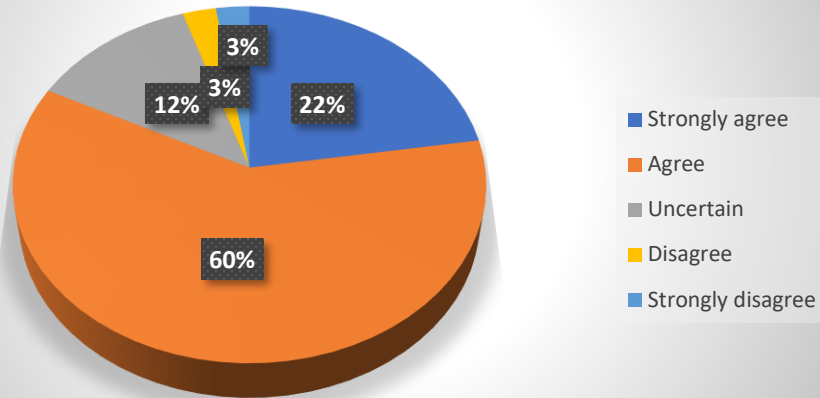
Sufficiency of the faculty members in the departments to run the programme effectively is an issue where 57% of the respondents has awarded 1 and 2 points. About one-third of the respondents disagreed while 10% were uncertain.

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

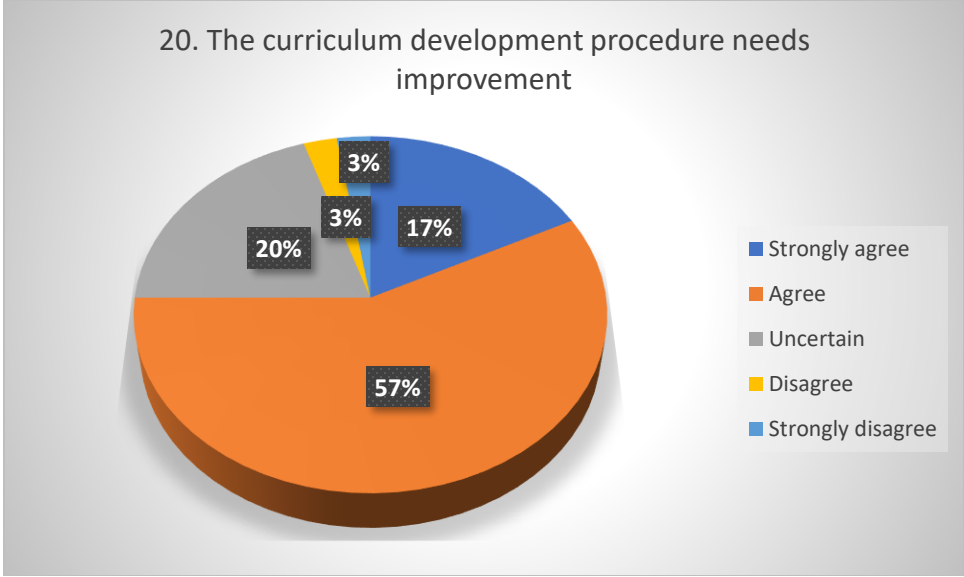


79% of the replies affirmed in response to the question about the college providing adequate support to its faculty members for upgrading their skills and qualifications, whereas, 11% expressed their dissatisfaction.

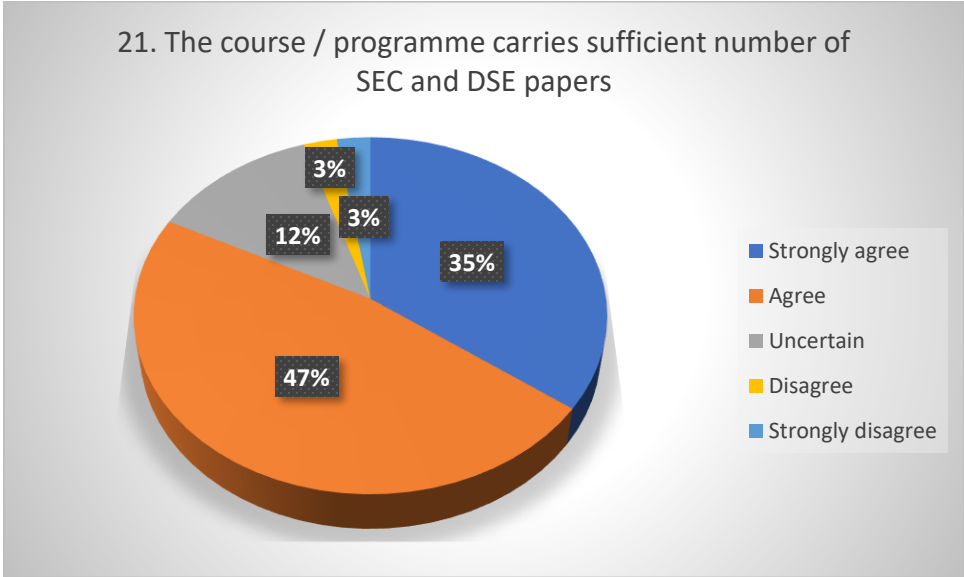
19. The syllabi taught by the teacher increased his/her interest and knowledge in the subject area



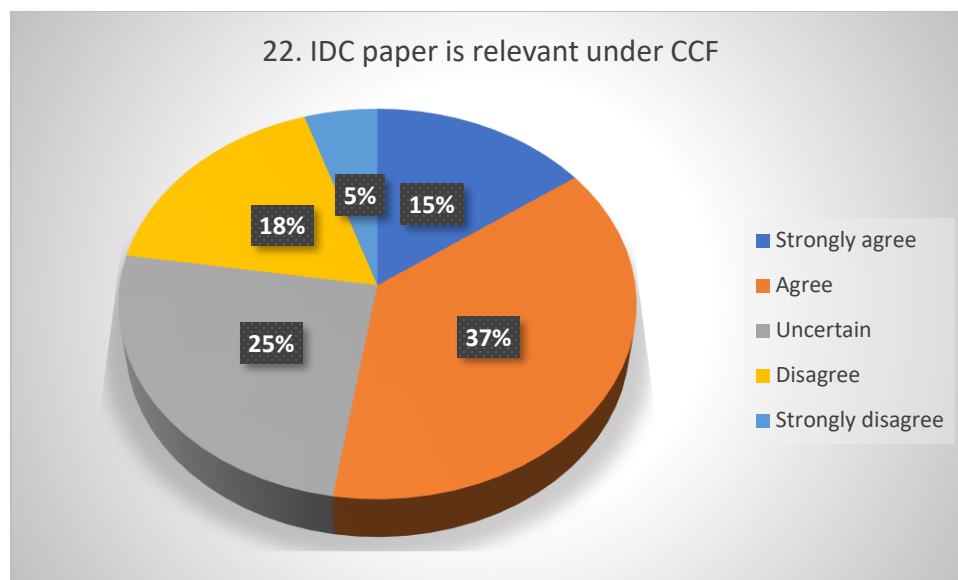
82% of the respondents (including both points 1 and 2) had a favourable opinion with respect to the question on whether teaching the CCF curriculum has increased their knowledge and interest in the subject.



In respect to the next question asked to the teachers on whether the CCF curriculum’s development procedure requires improvement, 74% of the respondents awarded points 1 and 2 indicating that they feel improvement is needed. The opposite view is expressed by 6% of the teachers who feel improvement is not necessary (points 4 and 5).



Majority, that is about 82% 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.



Lastly, on asking whether the teachers feel that the **Interdisciplinary Courses (IDC) paper is** relevant under CCF, 55% agreed whereas, 20% disagreed along with the rest 25% being uncertain.

Problems and suggestions

The feedback received from the respondents suggests that most of the faculty members are of the opinion that proper synchronization of the syllabi is needed as too many courses is creating confusion amongst the students and IDC paper should be simplified as well as the course contents. Furthermore, teachers have said that more application, practical and experiential-based teaching should be included with the CCF syllabi. Faculties have also addressed their concern over the timing allotted in the syllabi which is not sufficient for the completion of the course contents properly. Overall the teachers are satisfied with the evaluation system and the learning resources available in the library. The faculty members has also shown keen interest in adapting to the modern and innovative teaching-learning methods in order to make it more accessible and interesting to both the students and the teachers as well.


Action Taken

The college administration has addressed the dissatisfaction expressed by the teachers with the availability of **strong** Wi-Fi facilities in the campus in order to further enhance the teaching-learning process. For this, the college administration has enhanced the bandwidth from 50 mbps to 150 mbps with effect from September, 2023.

In addition to the functional MOU, two fresh MOU were signed with Shri Shikshayatan College and Surendranath College for Women. Several activities were carried out by the Department of Education. Science. Invited lectures are also arranged.

In order to upgrade the knowledge of the teachers, the participation and presentation of paper plays a crucial role in teaching learning system. In this regard, college administration has taken initiative to provide financial support to the teachers so that they can participate more and more workshop.




Principal
(DR. RUNA BISWAS)
Sivanath Sastri College

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