



श्रद्धावान् लभते ज्ञानम्

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ACADEMIC SESSION 2023-24 STUDENT FEEDBACK RESPONSE ON CURRICULUM

This survey was conducted with the objectives of investigating the opinions of the outgoing final semester students regarding the semesterised Choice Based Credit System introduced from 2018-19 by the University of Calcutta as well as for the purpose of identifying different problems that are faced by them regarding the teaching learning processes under the said system. The questionnaire was designed keeping in mind the diverse socio-economic background of the students and feedback was collected from the semester VI students enrolled in all programmes.

A total of 712 responses were received. The programme-wise break-up of the number of responses is shown in Figure 1.

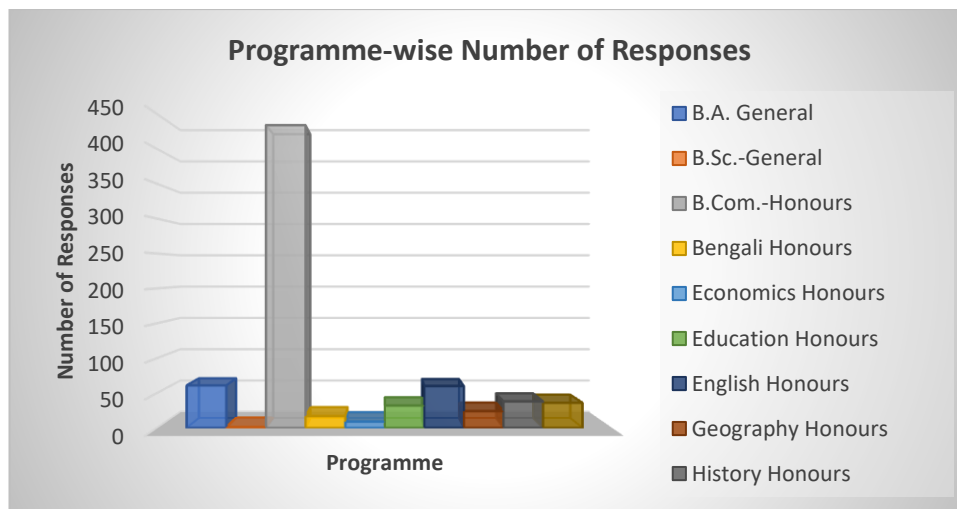
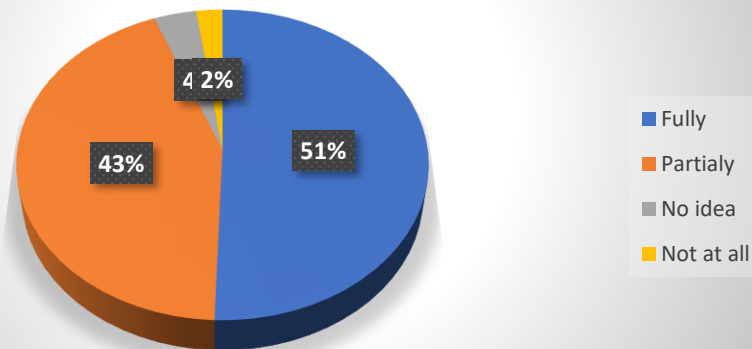


Figure 1: Programme-wise number of responses

The following analysis is based on the feedback received and the percentage of responses for various options for each question has been shown graphically.

1. How far does the CBCS curriculum fulfil its objective of developing a holistic understanding of the subject?

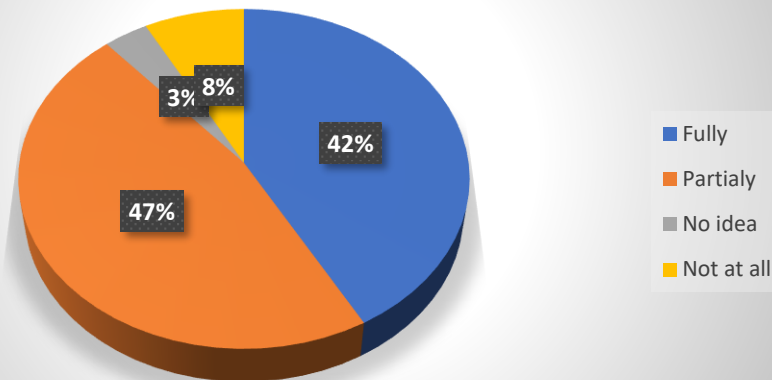
1. How far does the CBCS curriculum fulfil its objective of developing a holistic understanding of the subject?



Responses to the first question reveals that majority of the students across all programmes feels that the CBCS curriculum fulfills its objectives of developing a holistic understanding of the subject fully.

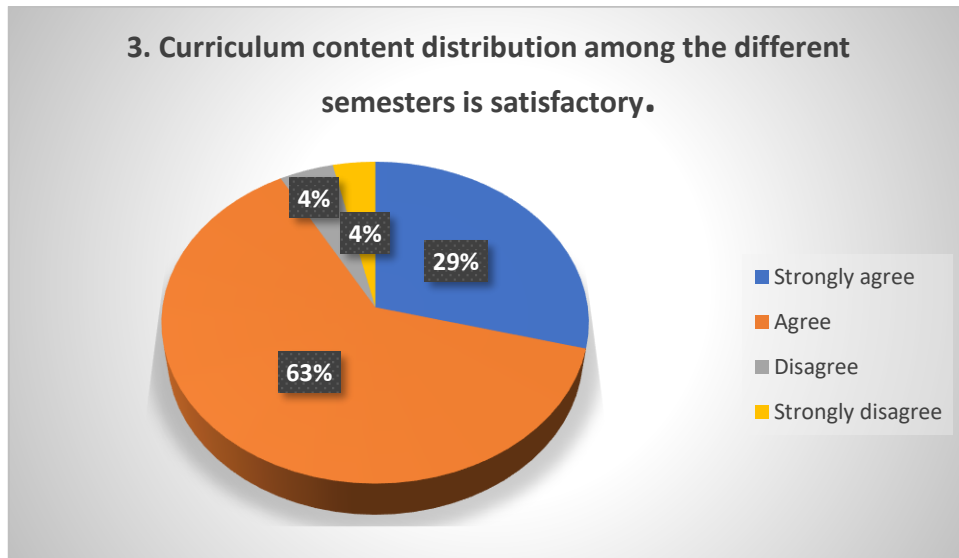
2. Does the CBCS curriculum give sufficient weightage to skill development?

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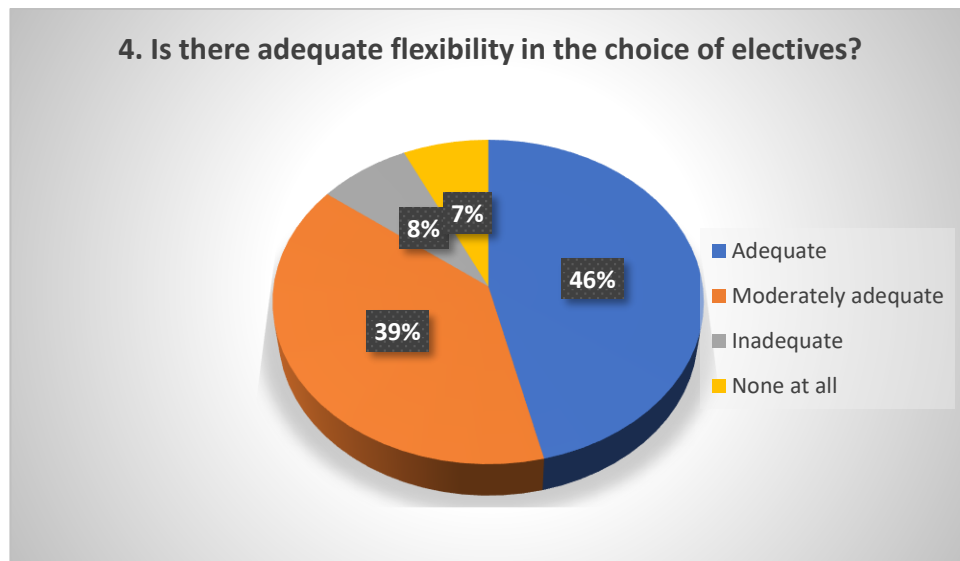
For the second question on sufficient weightage to skill development, 47% of the respondents have felt that it does the job partially. However, 42%, the next big section of the students fully believed that the CBCS curriculum gives sufficient weightage to skill development.

3. Curriculum content distribution among the different semesters is satisfactory.



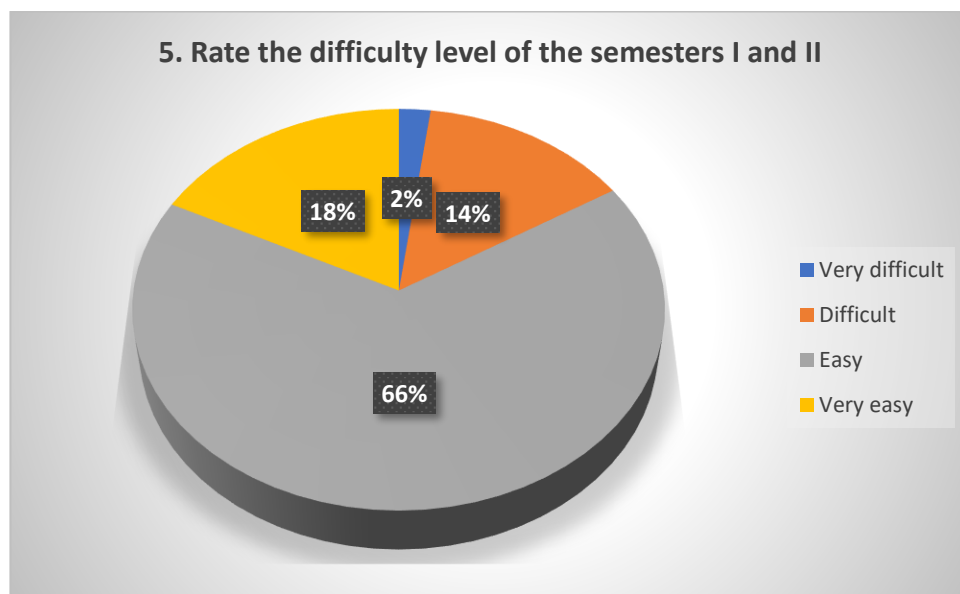
Among the respondents 63% have agreed that the curriculum content distribution among the different semesters is satisfactory, 29% strongly agreed, whereas only a minute fraction of the total respondents disagreed.

4. Is there adequate flexibility in the choice of electives?



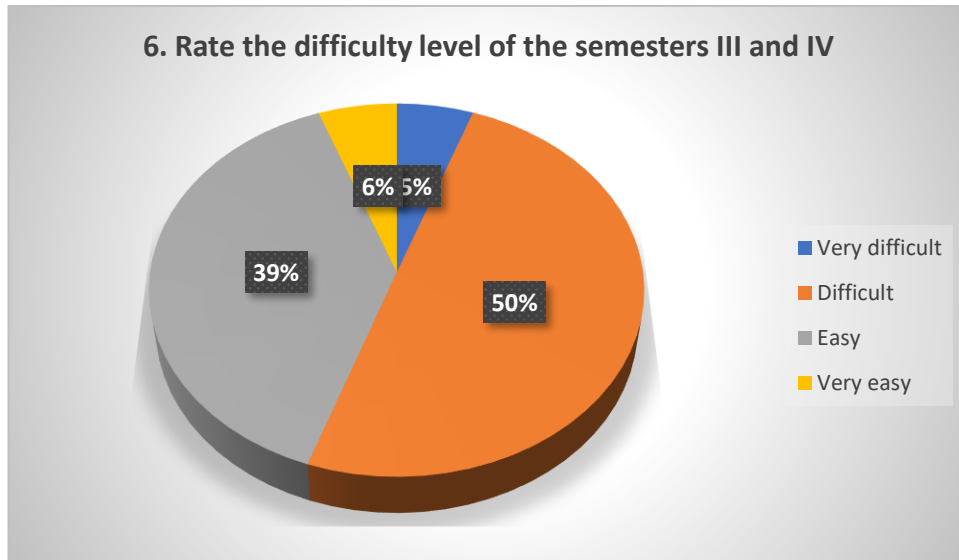
Responses show that 46% of the students found adequate flexibility in the choice of electives, and 39% found it to be moderately adequate. Very few students found it to be inadequate and none at all.

5. Rate the difficulty level of the semesters I and II



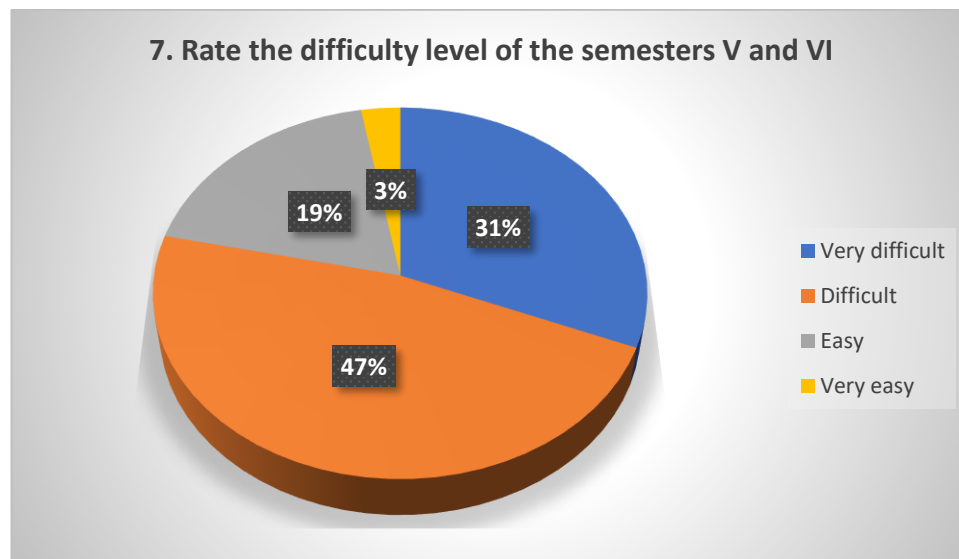
In the next three questions students are asked to rate the difficulty level of the semesters. Semesters I and II are found to be easy by most of the students amounting to 66% responding the same from all programmes. On the other hand, mere 2% of the students found it to be very difficult.

6. Rate the difficulty level of the semesters III and IV



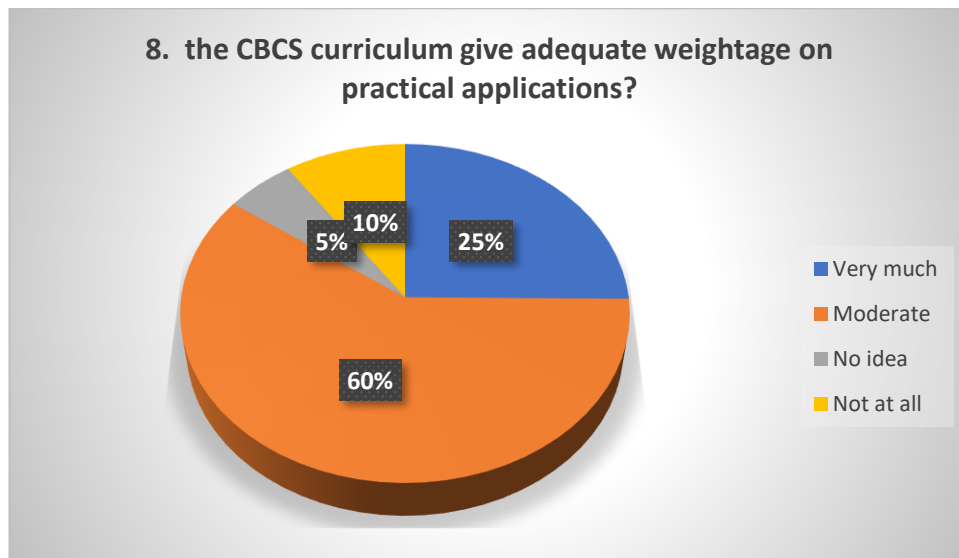
Half of the respondents, that is, 50% of the students across all programmes chose the option 'Difficult' regarding Semesters III and IV which is not surprising at all since the number of core courses studied increase to three and there is a skill enhancement course as well, whereas 39% of the students found it to be easy.

7. Rate the difficulty level of the semesters V and VI



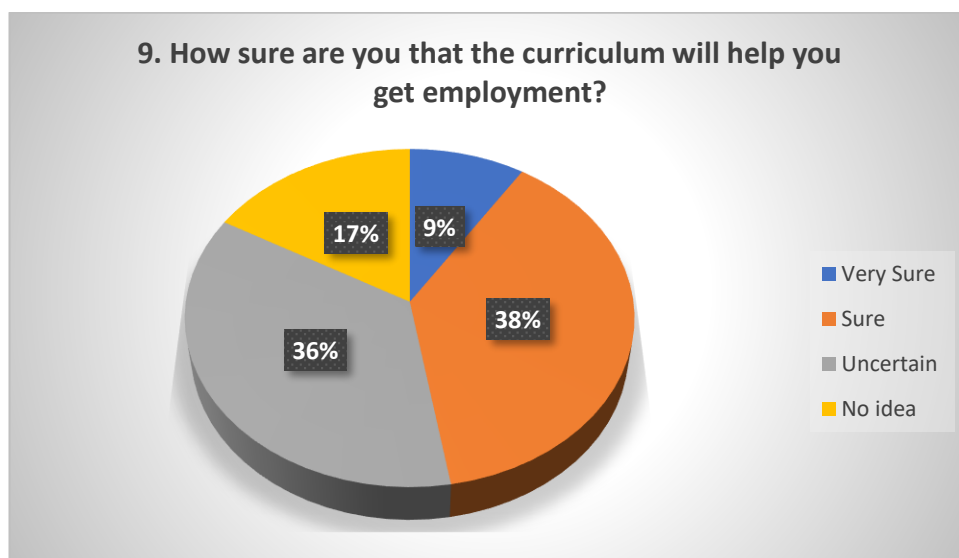
Difficult and very difficult are the most popular responses chosen by the students regarding semester V and VI. Discipline specific electives (two) are added besides the two core courses in all the Honours Programmes.

8. Does the CBCS curriculum give adequate weightage on practical applications?



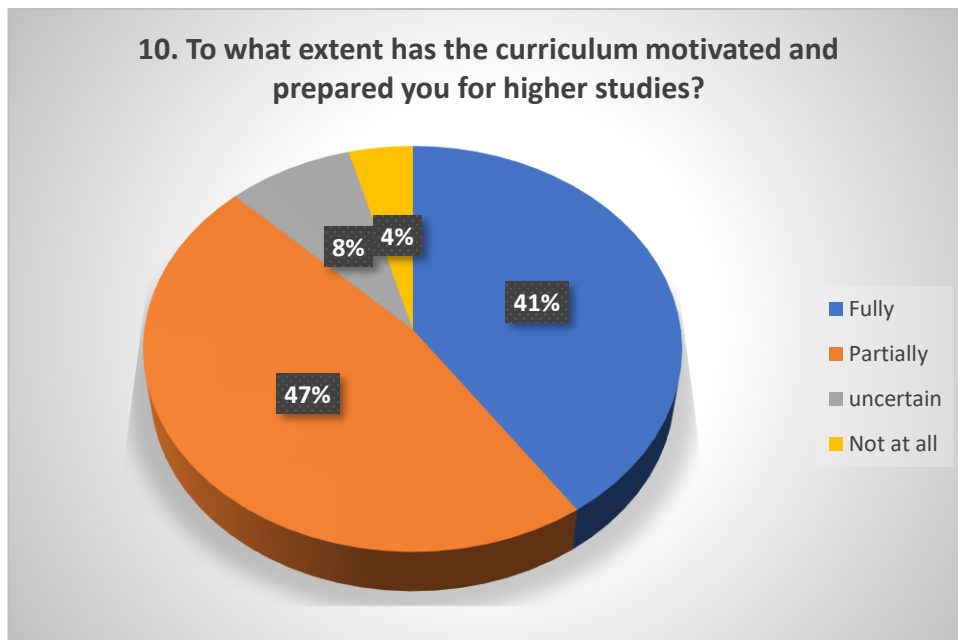
The question on whether the CBCS curriculum gives adequate weightage on practical applications, shows that majority of the respondents resulting to 60% favoured moderate option, 25% of the students chose 'Very much', which was the next mostly chosen option.

9. How sure are you that the curriculum will help you get employment?



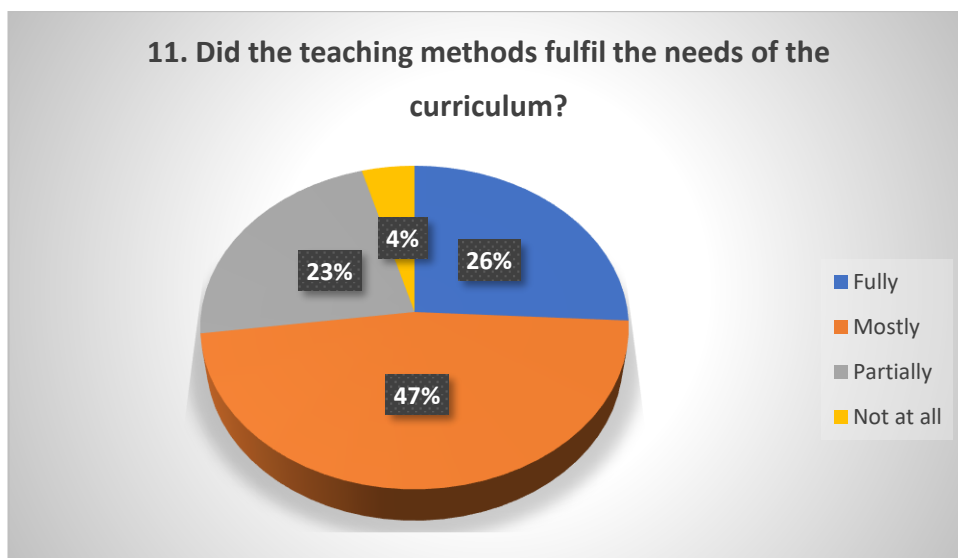
The question on whether the curriculum will help them get employment shows that almost equal amounts of students are sure as well as uncertain.

10. To what extent has the curriculum motivated and prepared you for higher studies?



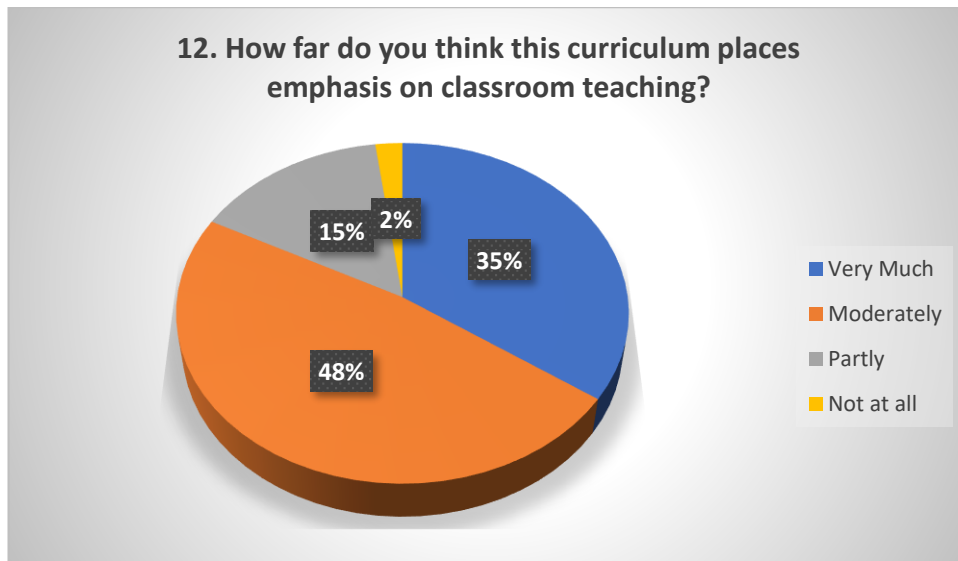
The extent to which the curriculum motivates and prepares students for higher studies is an issue which the majority i.e 47% have viewed partially. However, the next majority of the responses i.e. 41% showed the students have preferred the option fully. About 8% stated that they are uncertain.

11. Did the teaching methods fulfil the needs of the curriculum?



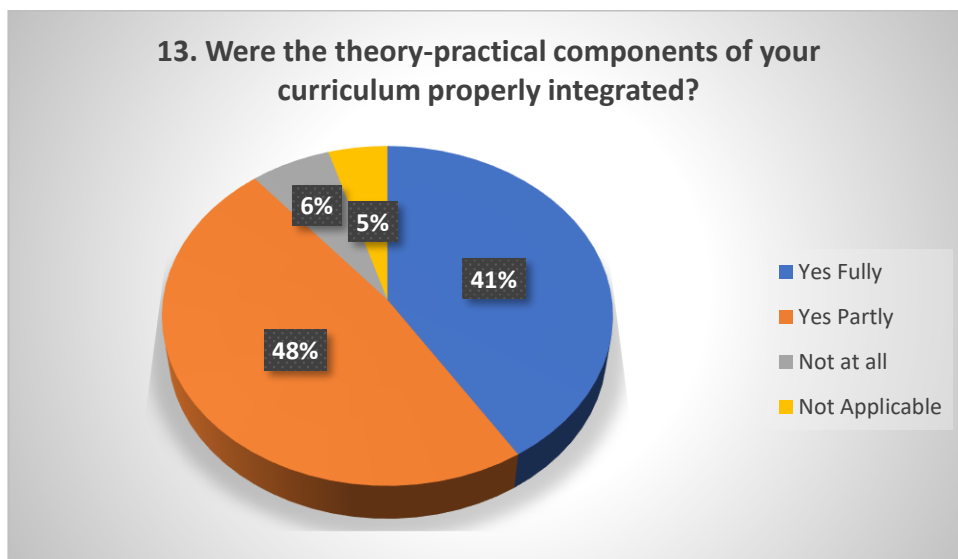
The question on whether the teaching methods fulfil the needs of the curriculum is perhaps one of the most important questions in this survey for effective curriculum delivery is one of the curricular aspects that the teachers can plan and implement. Responses shows that mostly is the most favoured option with 47% of the responses. Fully as well as Partially are the next favoured answers amounting to 26% and 23% respectively.

12. How far do you think this curriculum places emphasis on classroom teaching?



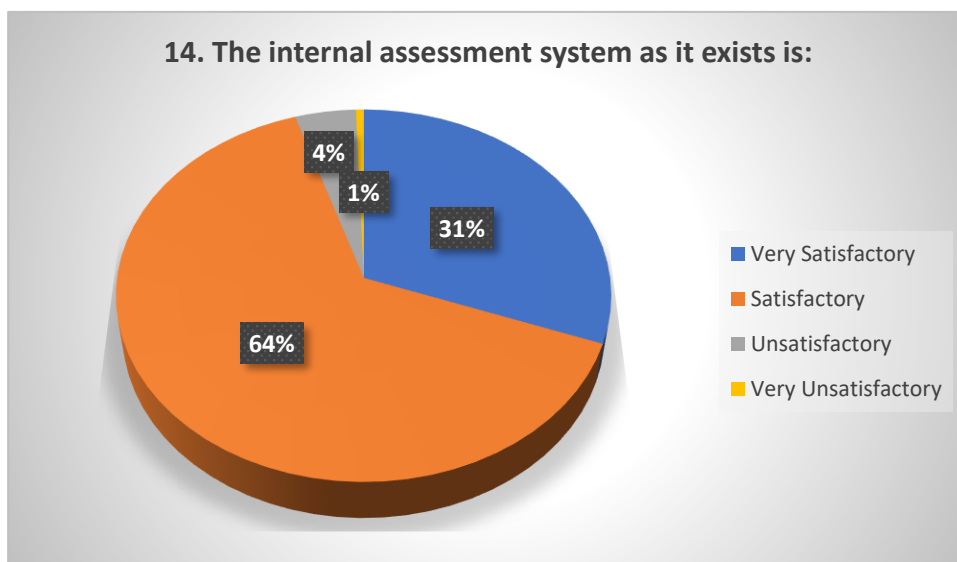
About 48% of the students say that the curriculum puts moderate amount of emphasis on the classroom teaching along with 35% responding with the option of Very much.

13. Were the theory-practical components of your curriculum properly integrated?



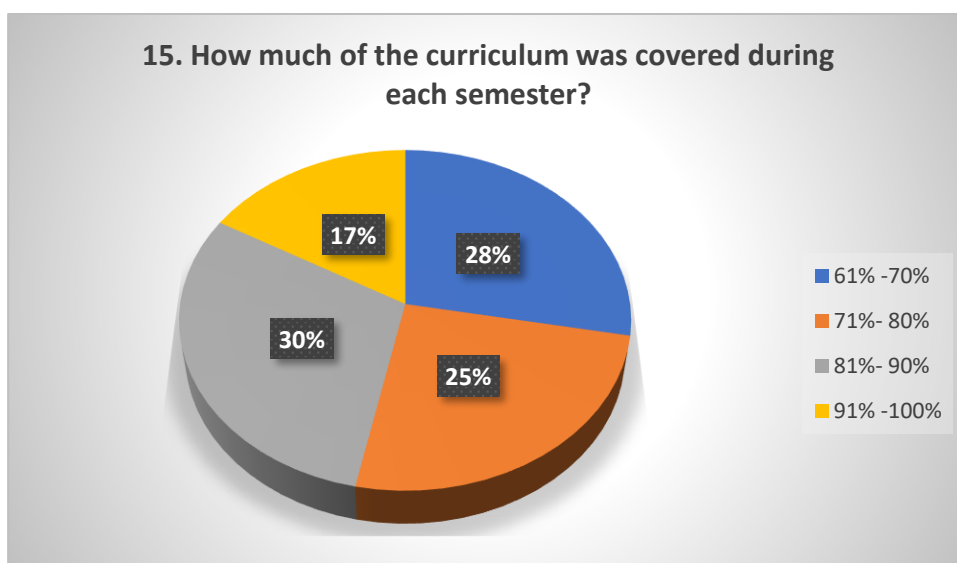
This query is applicable primarily for programmes which have a practical component in their curriculum such as Geography Honours where each course has a practical component. It is seen that 48% of the students have said yes partly and another 41% have opted for yes fully. Other programmes such as Education Honours, Economics Honours and B.Com. have either practical or project or dissertation in one or more of the semesters. Hence majority of the students from these programmes have opted for partially.

14. The internal assessment system as it exists is:



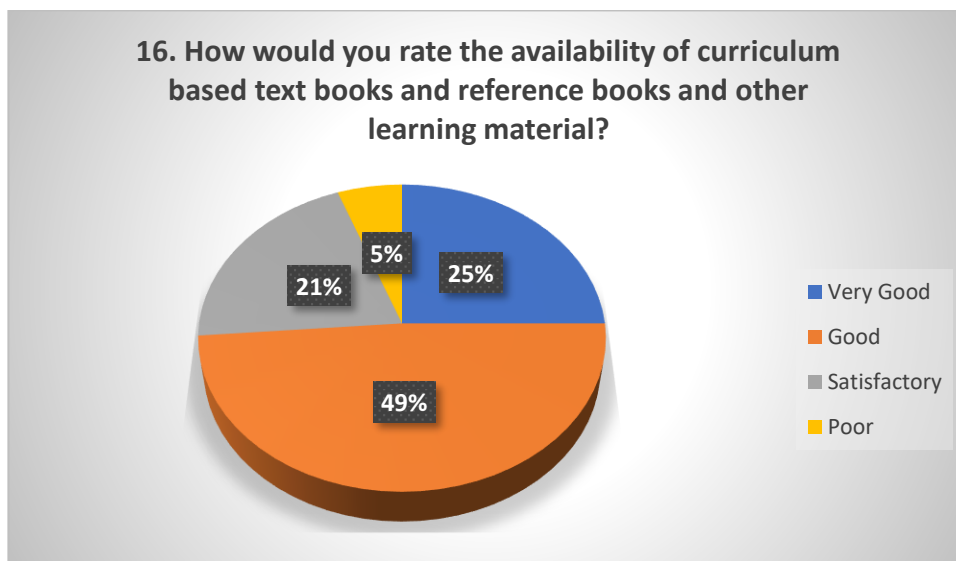
Regarding the internal assessment system, satisfactory is the most frequently chosen option resulting to 64% of the total responses received and 31% responded it to be very satisfactory. Students being unsatisfied with the internal assessment were very minute in number resulting between 1% and 4%.

15. How much of the curriculum was covered during each semester?



There is almost equitable distribution between the views of the respondents regarding the proportion of syllabus covered during each semester. Majority i.e. 30% of the responses are in favour of 81% to 90% of the syllabus was covered in each semesters.

16. How would you rate the availability of curriculum-based text books and reference books and other learning material?



Regarding availability of text books and reference books the most frequently expressed views are either good (49%) or very good (25%) followed by satisfactory (21%).

In addition to the above questions, the students are asked to give their comments regarding the CBCS curriculum. The resulting comments were mostly positive showing that the students are satisfied and found the curriculum to be interesting.

ACTION TAKEN REPORT

The feedback received from students is analysed and a report is prepared. The Principal held meetings with each department to discuss the issues and problems that were concluded from analysis of the feedback responses. Each department is informed about the responses given by their students and asked to take necessary steps to resolve the issues.

While it is beyond the purview of the college to make any changes in the curriculum, some issues such as timely completion of syllabus, teaching methods, adequate availability of books have been addressed.


The measures adopted are:

- To overcome time constraint and ensure completion of syllabus
 - Number of offline classes allotted for the final semester was increased
 - Blended mode of teaching continued where online classes were held by some departments
- All departments purchased text books and reference books both in English and Bengali versions as available, prescribed in the new syllabus with the book grant sanctioned and allocated to them.

- In addition to the references prescribed in the syllabi, teachers provided additional lists of both text books and reference books for the students. Text books in vernacular have been acquired as far as possible.
- Study material was also shared with the students.
- Teaching methods focus on student centric learning which include the following:
 - Students were encouraged to ask questions and clear their doubts
 - Motivated students who did not attend classes regularly to be present more frequently
 - Mentoring students who were facing learning problems
 - Keeping in touch with students on a regular basis
- Student responses regarding employability showed that many of the students were either uncertain or had no idea of the available opportunities. Thus, in addition to the usual career counselling activities, more Career Counselling Workshops were organised to increase the awareness of students regarding job opportunities .
- Along with Career Counselling Workshops, the college has taken the initiative and embarked on Placement Drive. The college has conducted many placement drives along with a Job Fair in collaboration with ICA Edu Skills on 28th September, 2024. Through the above placement initiatives, many of our students are placed in reputed companies.
- Besides the placement drive, the college has taken the initiatives to help the students get internship not only as a part of their latest curriculum, but to help them in their academic and professional career as well.
- The college has also introduced various Add On courses such as Data Analytics, Art and Craft, Yoga, Photography etc., so that not only the students can enhance their skills, learn something more, but also to enrich them in different sectors and also to make them self-sustainable and can start their entrepreneurship skills with the above courses
- The college has provided various opportunities to the students like exhibitions to showcase their talent in Photography, and Art and Craft including Jewellery making and other things.
- The departments have conducted various Parent-Teacher meetings, allowing for transparency between the parents and the college and the departments have taken measures to keep in touch with the parents as well along with the students, so that the issues faced by the students and the doubts of the parents can be resolved timely, along with updating the parents about the students' improvement.
- The computers of the computer lab of the college have undergone software upgradation, so that the students can have the latest technology and they are up to date with the market demands.
- Most of the classes are taken on the Smart Boards, not only it makes the studying in the class appealing but it is useful for the students to be able to see from the far behind benches in a large classroom. The internet connectivity in the classrooms along with the smart boards helps the teachers to explain with practical examples and diagrams by showing different visuals from the internet on the board.
- Teachers groom their students in public speaking and in their presentation skills by involving them in giving presentations and peer-teaching, along with encouraging them to use the smart boards and projectors, so that they are technologically aware of the mechanisms of the above ICT tools as well.
- Students are encouraged to attend and participate in various workshops organized by the college as well, so that they have multidisciplinary ideas.

- Departments take steps to encourage the students to research and create Wall Magazines, paper writing in magazines and journals of the college and outside.
- The MIS portal of the college provides the students with a Question Bank, which is comprised of the questions helping the students who are interested or are preparing for government jobs, and competitive exams such as WBCS, Banking PO jobs etc.




Principal
(DR. RUNA BISWAS)
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