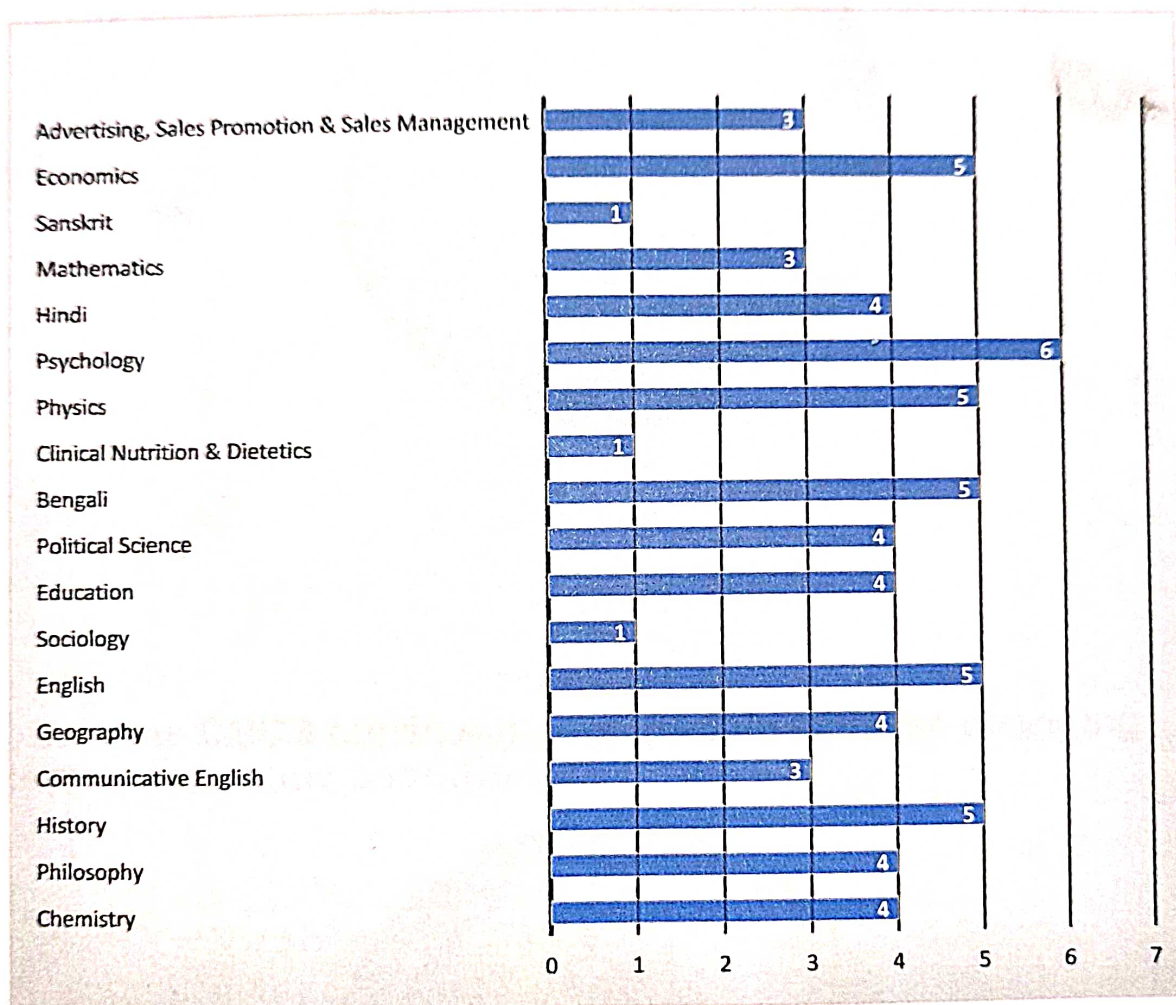# ANALYSIS OF TEACHER FEEDBACK ON CBCS CURRICULUM DESIGN

2020-2021

67 Responses

Figure 1: Faculty Responses (Number of Teachers)

| Subject	Number of Teachers
Advertising, Sales Promotion & Sales Management	3
Economics	5
Sanskrit	1
Mathematics	3
Hindi	4
Psychology	6
Physics	5
Clinical Nutrition & Dietetics	1
Bengali	5
Political Science	4
Education	4
Sociology	1
English	5
Geography	4
Communicative English	3
History	5
Philosophy	4
Chemistry	4

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Feedback Analysis

1. Is it possible to finish the CBCS syllabus within the stipulated time?

No
15.2%

May be
15.2%

Yes
69.7%
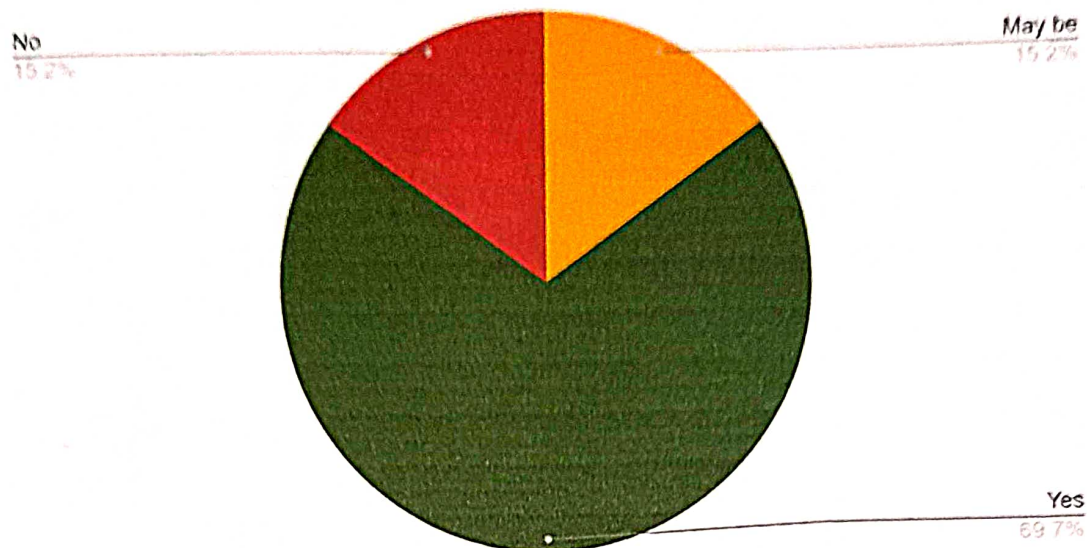
2. Is the CBCS curriculum compatible with the changing socio-economic conditions?

Fully
27.3%

Moderately
56.1%

Partly
16.7%
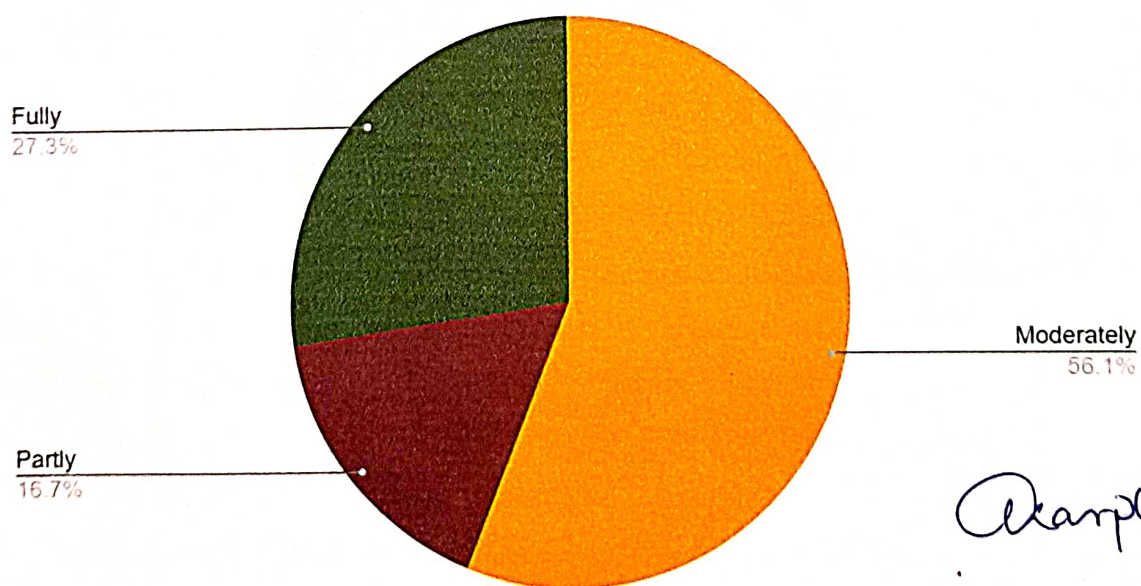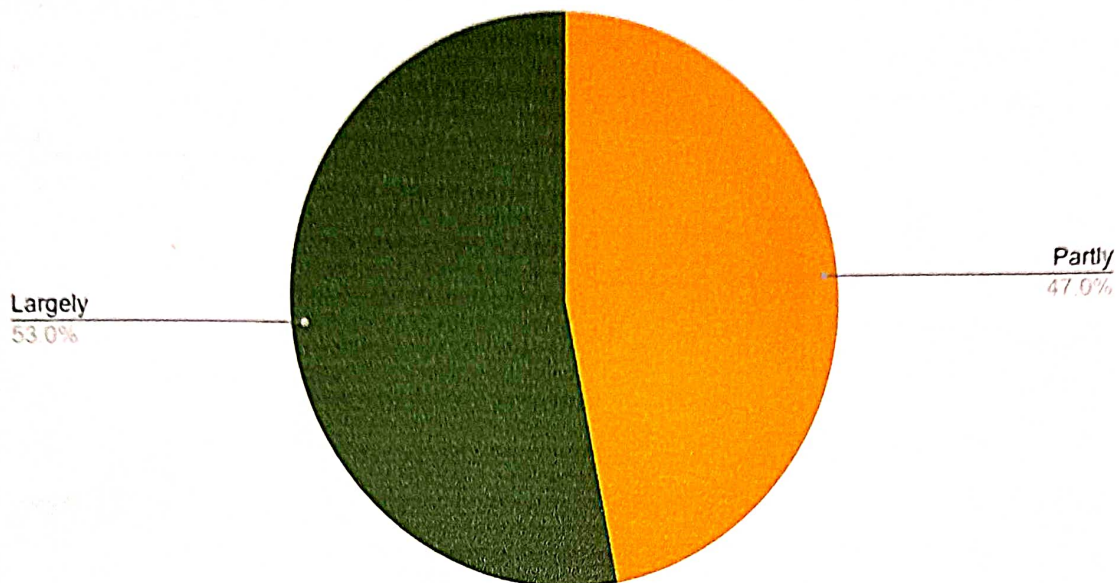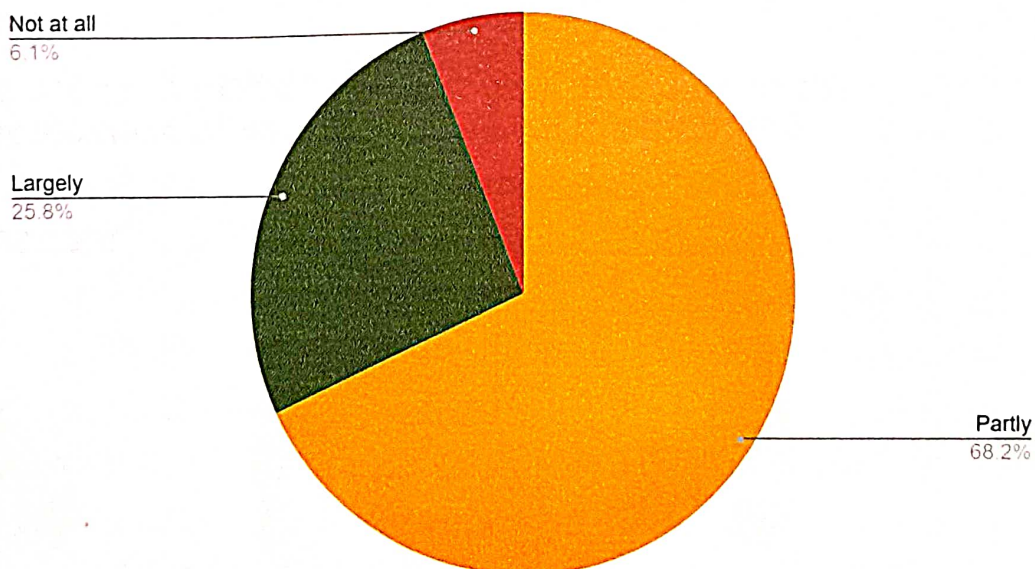
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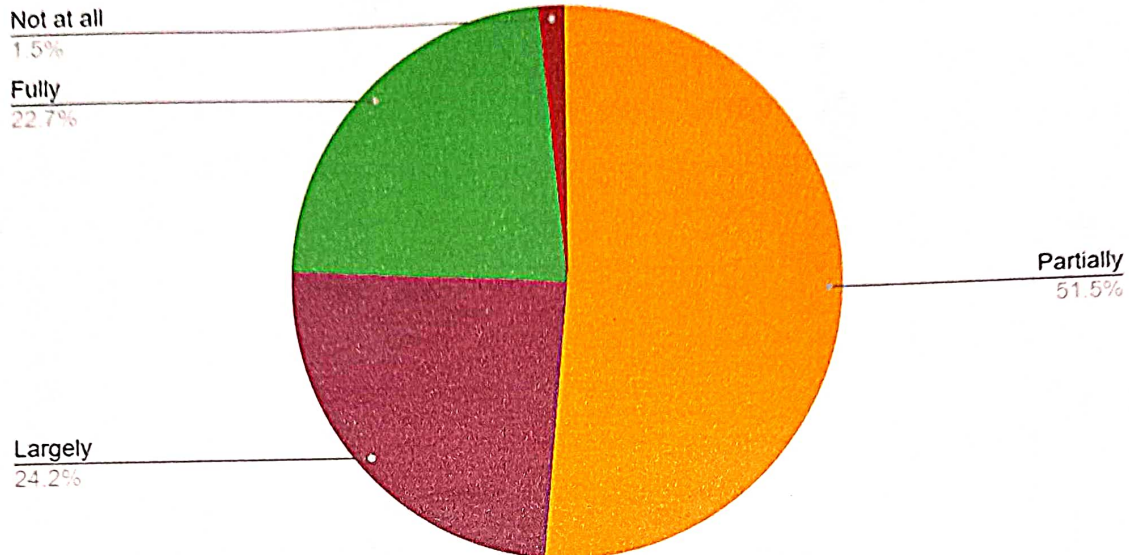## 3. Does the CBCS curriculum equip students to pursue their career of choice?

Partly
47.0%

Largely
53.0%

4. Is the CBCS syllabus comprehensible to weak learners?

Not at all
6.1%

Largely
25.8%

Partly
68.2%

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5. How far is the design of the CBCS curriculum life-centric?

Not at all
1.5%

Fully
22.7%

Partially
51.5%

Largely
24.2%

6. Does the CBCS curriculum contribute to the inculcation of values and ethics in students?
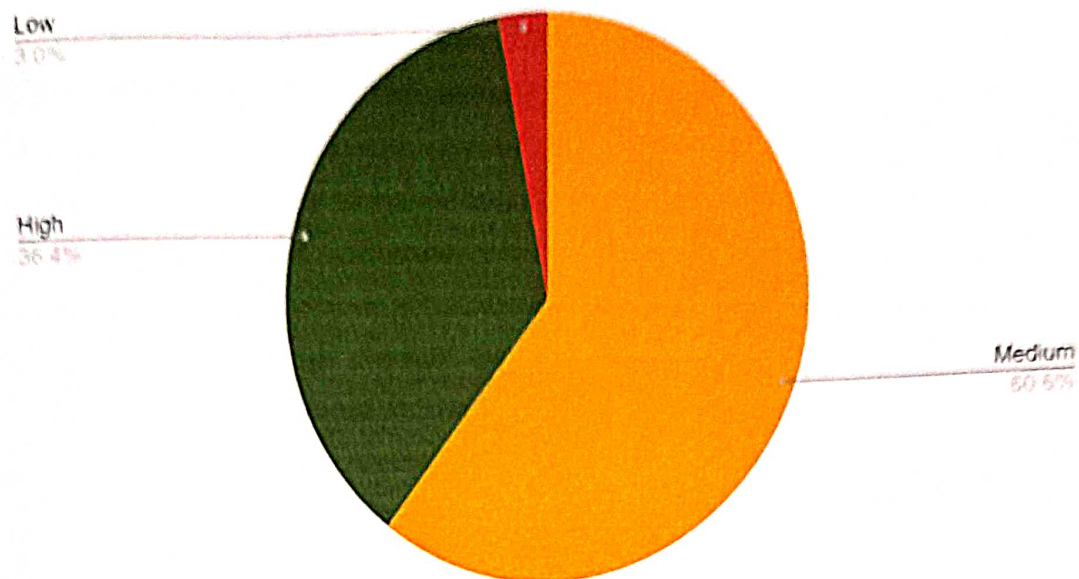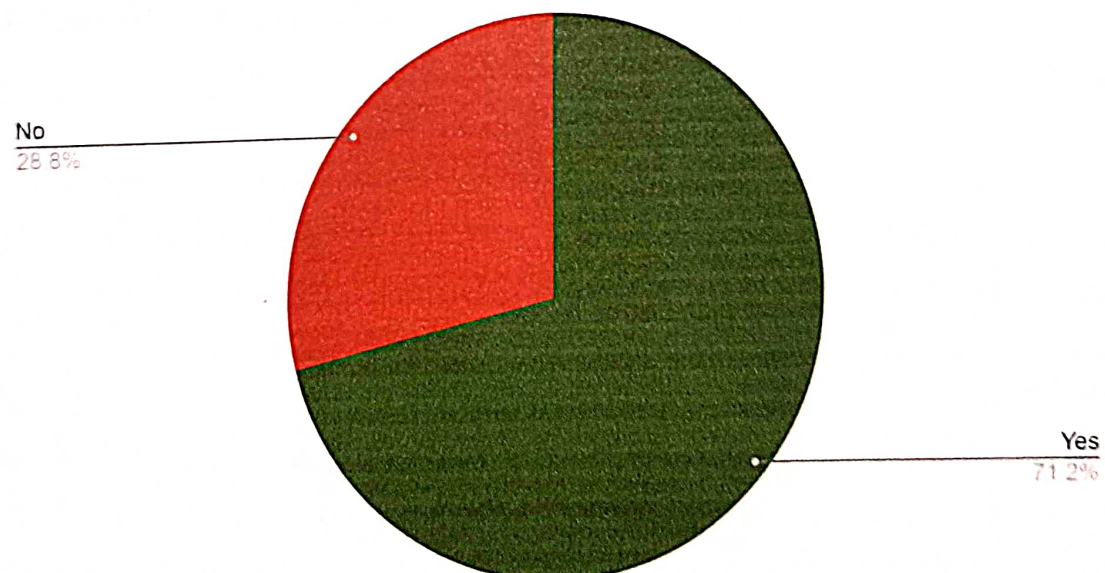
Not applicable
21.2%

Partially
48.5%

Largely
30.3%
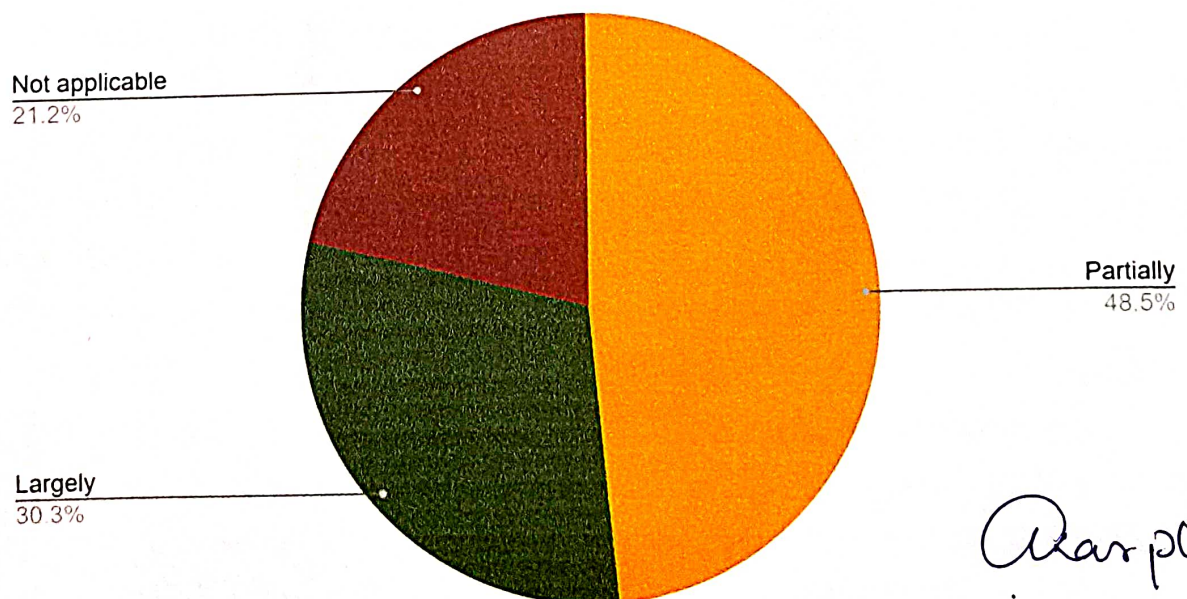
Principal
Gokhale Memorial Girls' College

7. Does the CBCS curriculum design provide flexibility in the use of effective digital (ICT) teaching-learning tools?

Low
3 0%

High
36 4%

Medium
60 6%

8. Is there any provision to take added assignments on the CBCS syllabus for the benefit of the students?
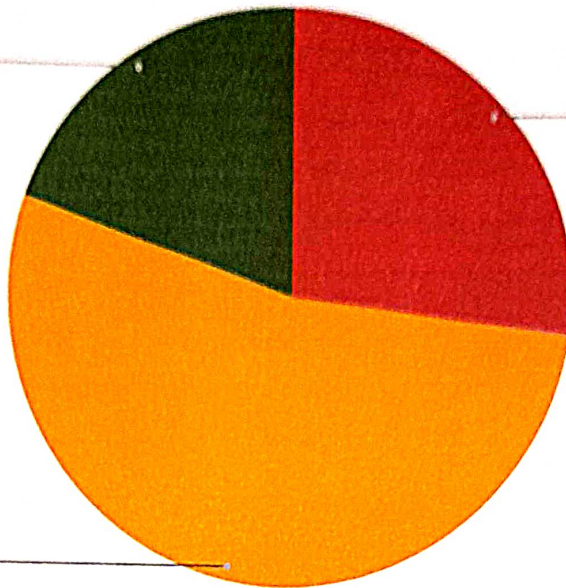
No
28 8%

Yes
71 2%

Aarpha

Principal
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9. How far does the infrastructure of the college help in effective delivery of the prescribed CBCS curriculum?
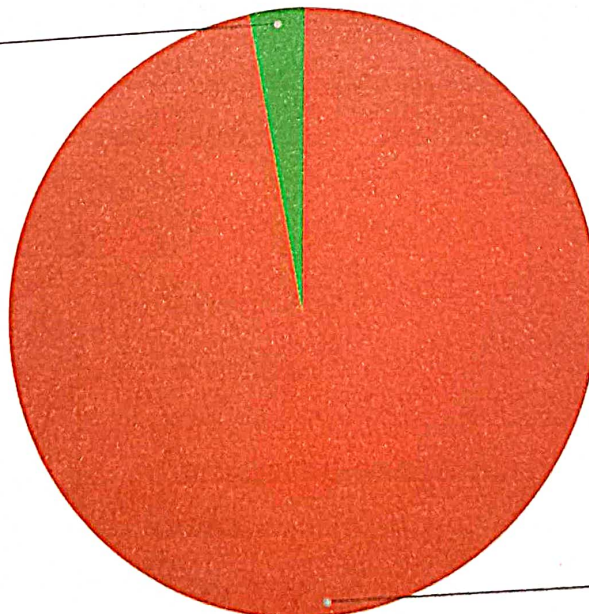
Highly
19.7%

Needs Improvement
27.3%

Moderately
53.0%

10. Are you a member of the Board of Studies of the University of Calcutta?
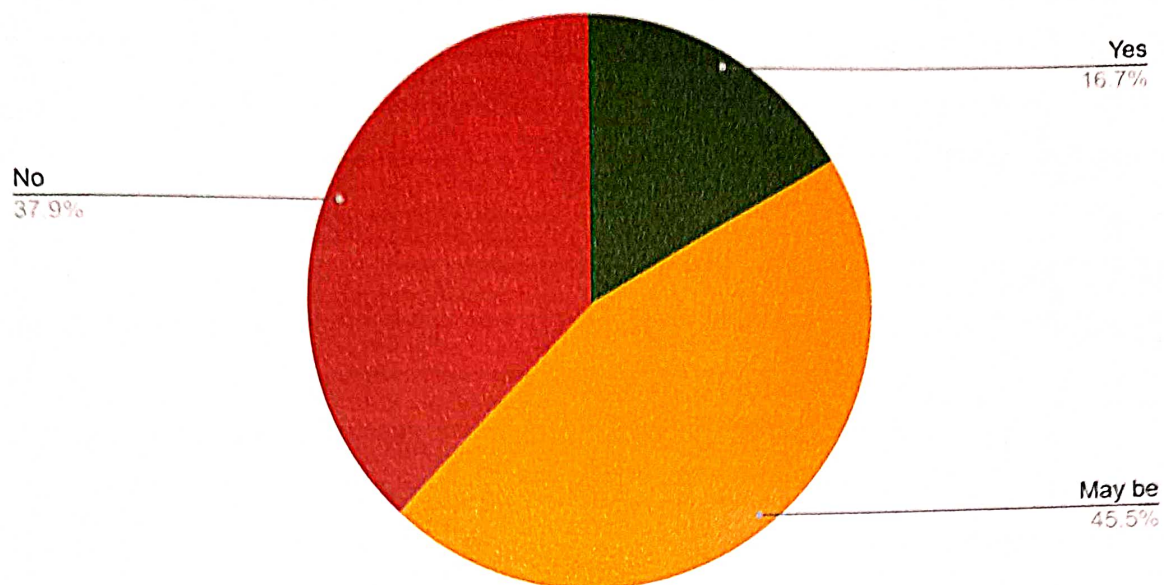
Yes
3.0%

No
97.0%

Aarpha

Principal,
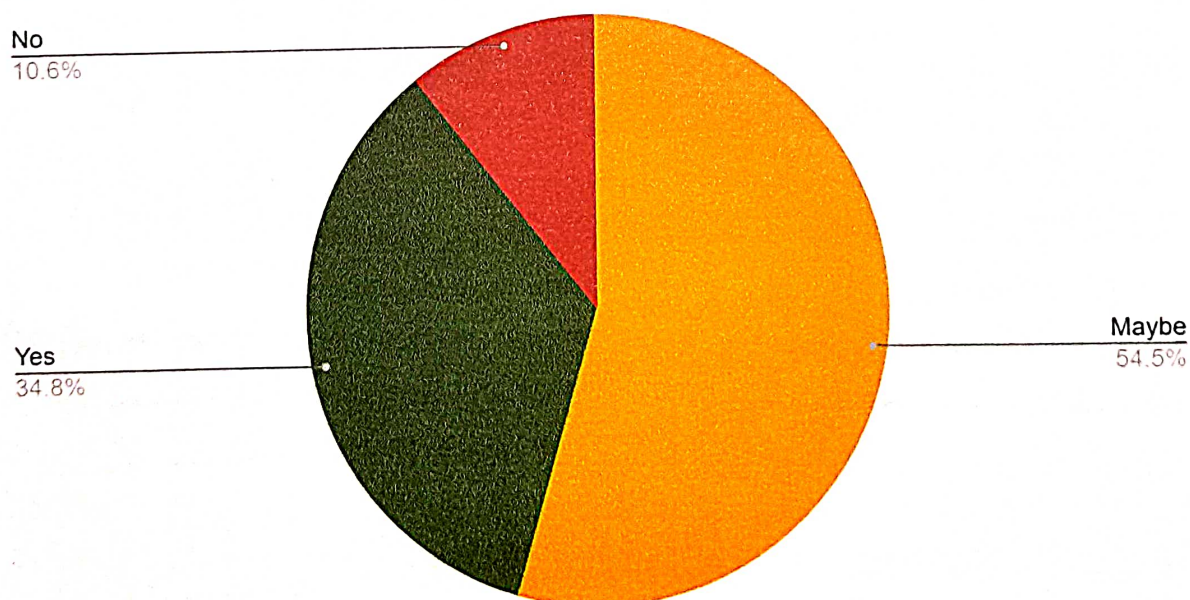Gokhale Memorial Girls' College

11. Is there any scope to provide feedback to the University regarding curriculum design and implementat...

Yes
16.7%

No
37.9%

May be
45.5%

12. Does the CBCS curriculum design assist the teachers in delivering on platforms like Swayam, NPTEL, e-Pathsh...

No
10.6%

Yes
34.8%

Maybe
54.5%
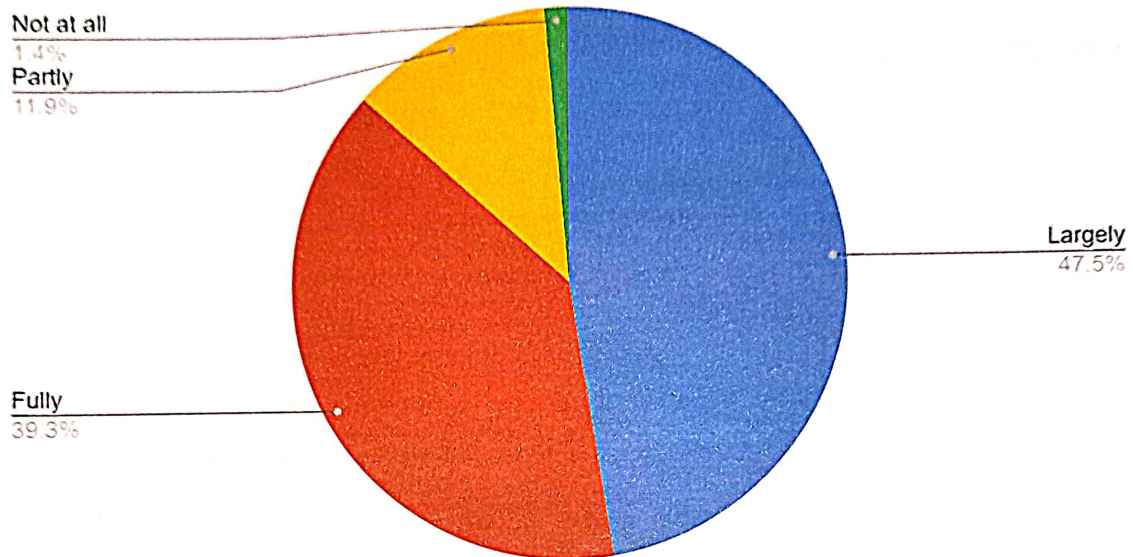
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STUDENT FEEDBACK ON CURRICULUM DESIGN 2020-21

(Responses of 2021 pass outs of CBCS syllabus introduced from 2018-19 session and inclusive of all Honours and Major Subjects)

219 responses

1. Do the topics included in the syllabus help you develop an overall idea on the subject?

Not at all
1.4%
Partly
11.9%

Largely
47.5%

Fully
39.3%

2. Do you think it is possible to finish the undergraduate CBCS syllabus within the stipulated time?

Maybe
31.1%

No
32.4%

Yes
36.5%
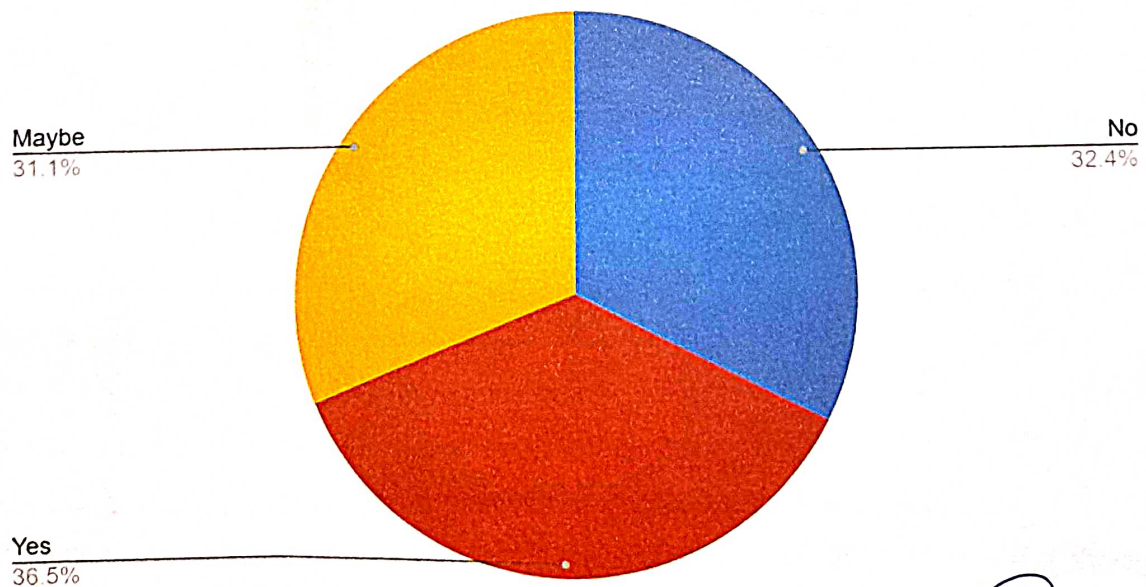
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3. How far is the CBCS curriculum able to enhance your skills and overall competencies?
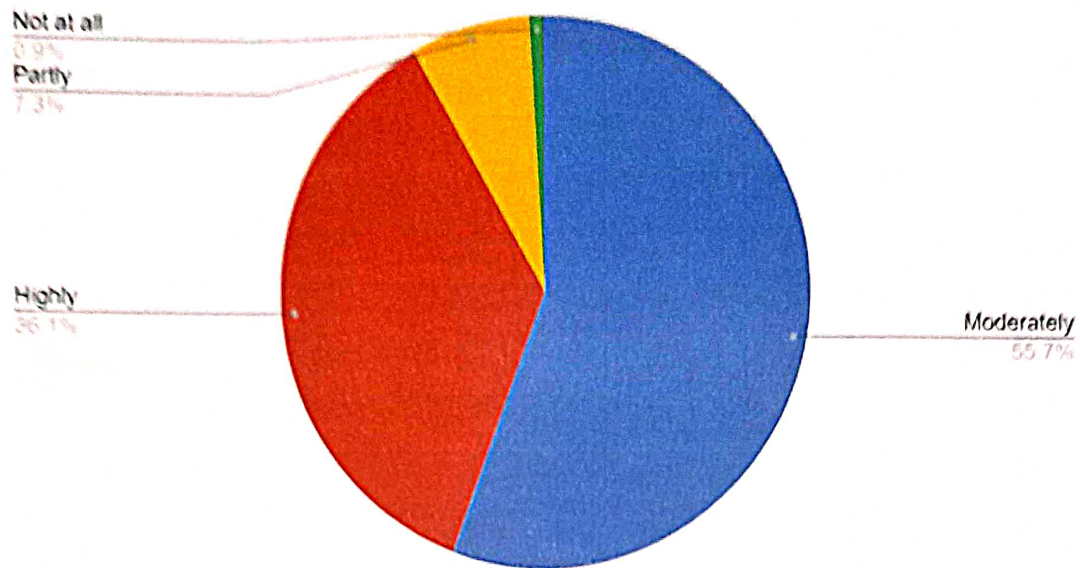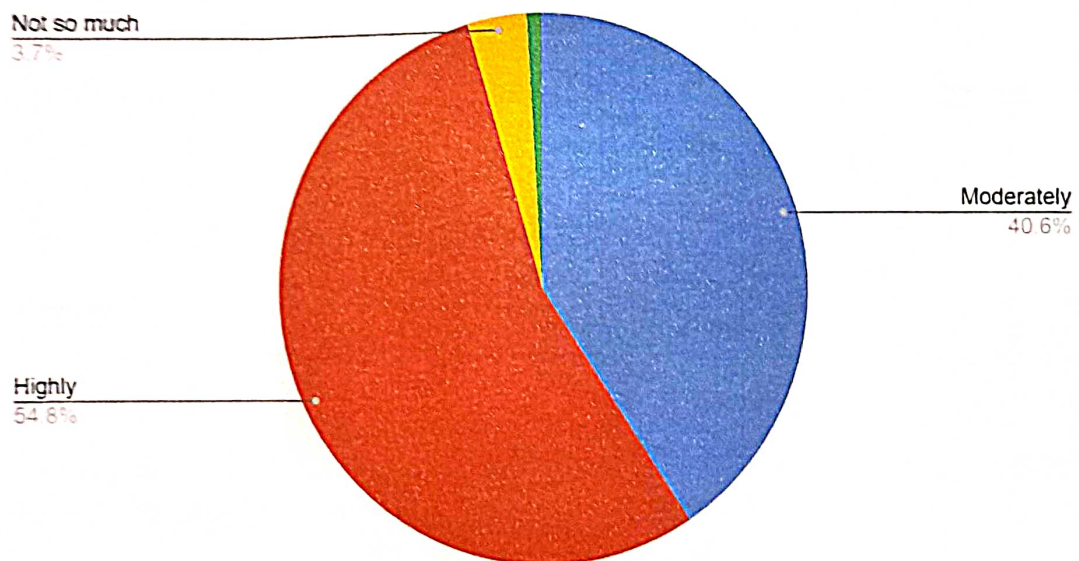
Not at all
0.9%

Partly
7.3%

Highly
36.1%

Moderately
55.7%

4. How far does the undergraduate CBCS syllabus help in student progression towards higher academic studies?

Not so much
3.7%

Moderately
40.6%

Highly
54.8%

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Gokhale Memorial Girls' College

5. How far does the undergraduate CBCS syllabus have the ability to generate interest in research?

Not so much
7.3%

Not at all
1.8%

Highly
47.9%

Moderately
42.9%
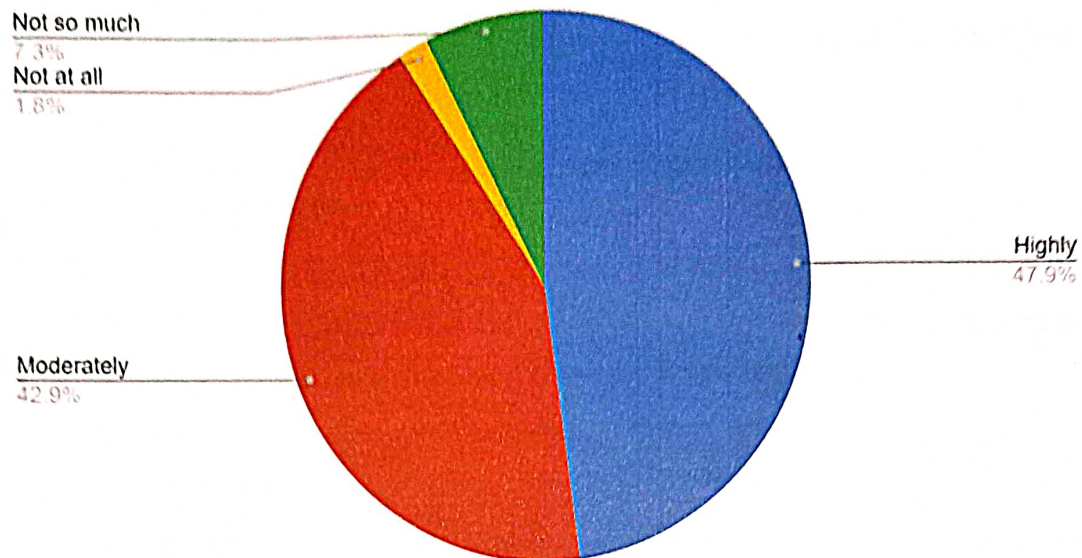
6. Does the CBCS UG syllabus enhance the capability of the student for appearing in competitive examinations?

Not at all
1.8%

Not so much
12.3%

Moderately
43.8%

Highly
42.0%
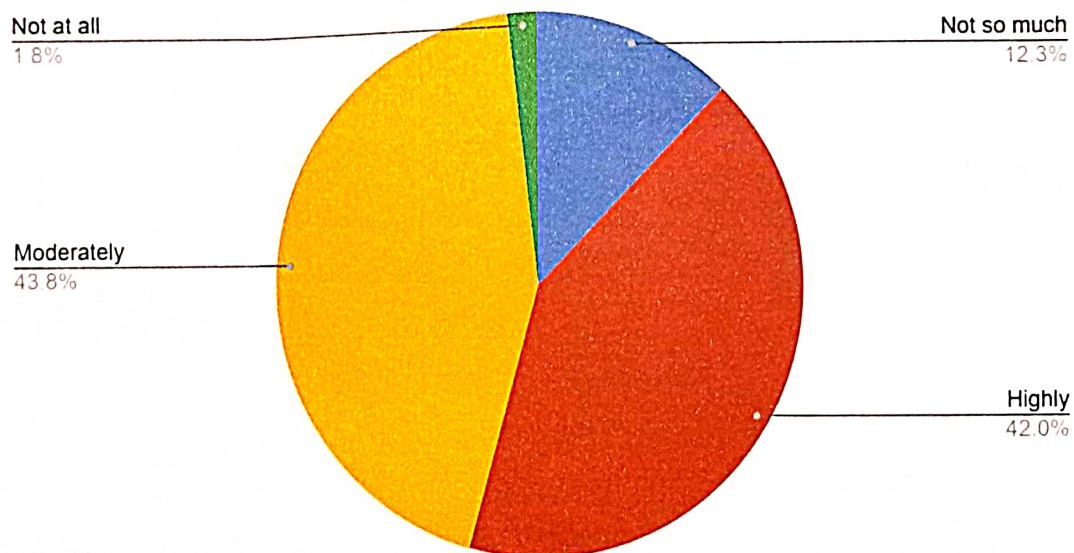
Principal
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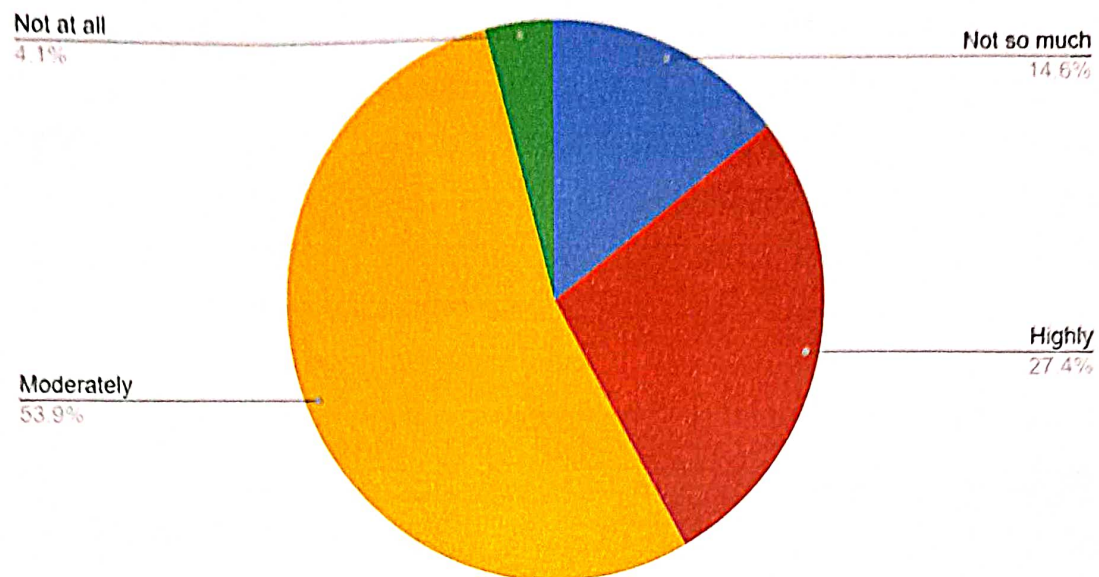## 7. How much does the CBCS UG syllabus help the student in acquiring a job after graduation?

Not at all
4.1%

Not so much
14.6%

Highly
27.4%

Moderately
53.9%

8. Does the CBCS syllabus inculcate values, ethics and make you aware of various rights?

Not at all
5.0%

Somewhat
45.2%

To a large extent
49.8%
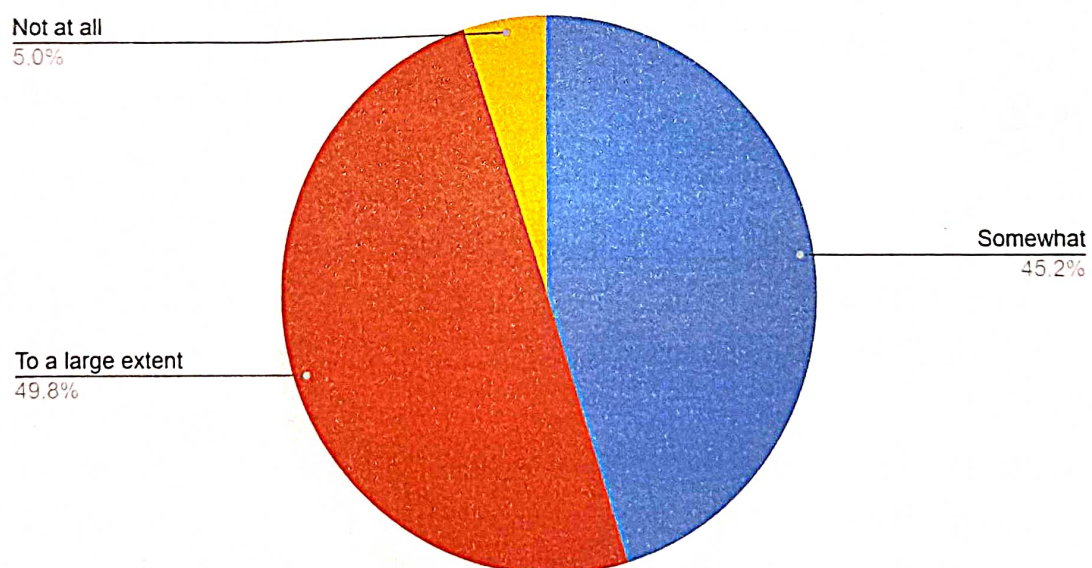
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9. Does any component of the CBCS curriculum encourage to work as a team and collaborate?

No
6.4%

Maybe
18.3%

Yes
75.3%
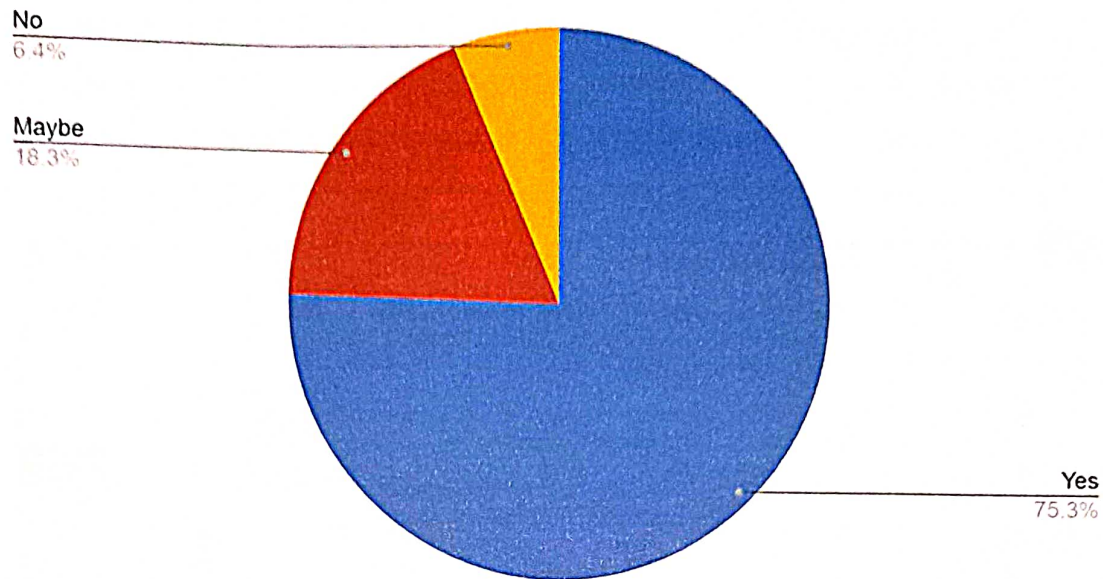
10. Does the CBCS curriculum have any component that makes you environment conscious and eco-friendly?

No
5.9%

Maybe
17.8%

Yes
76.3%
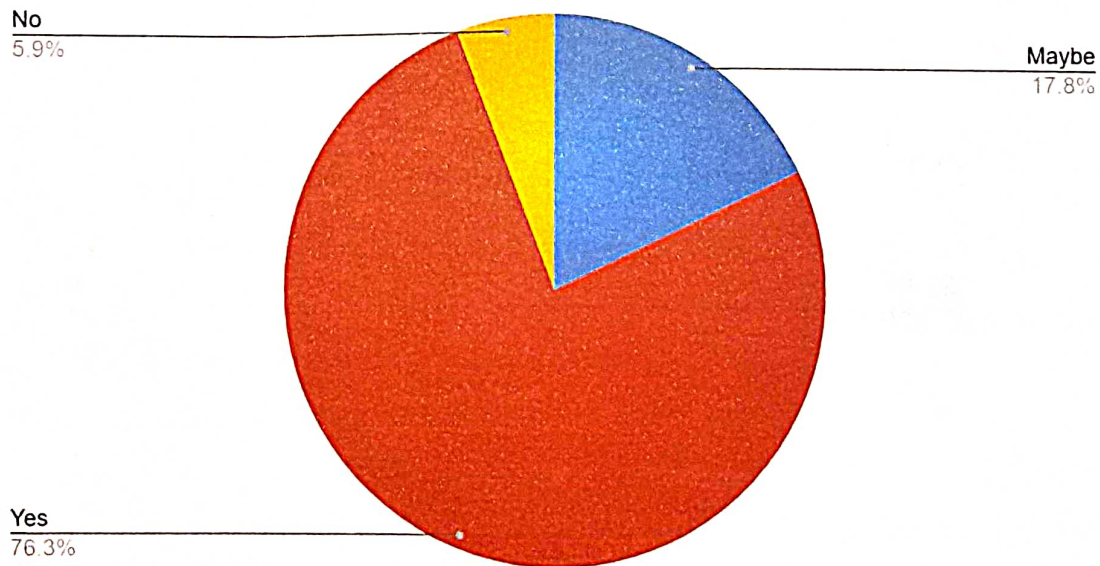
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11. How much does the CBCS syllabus provide scope of using digital (ICT) tools for achieving curriculum outcomes?

Not at all

Not so much

Moderately

Highly
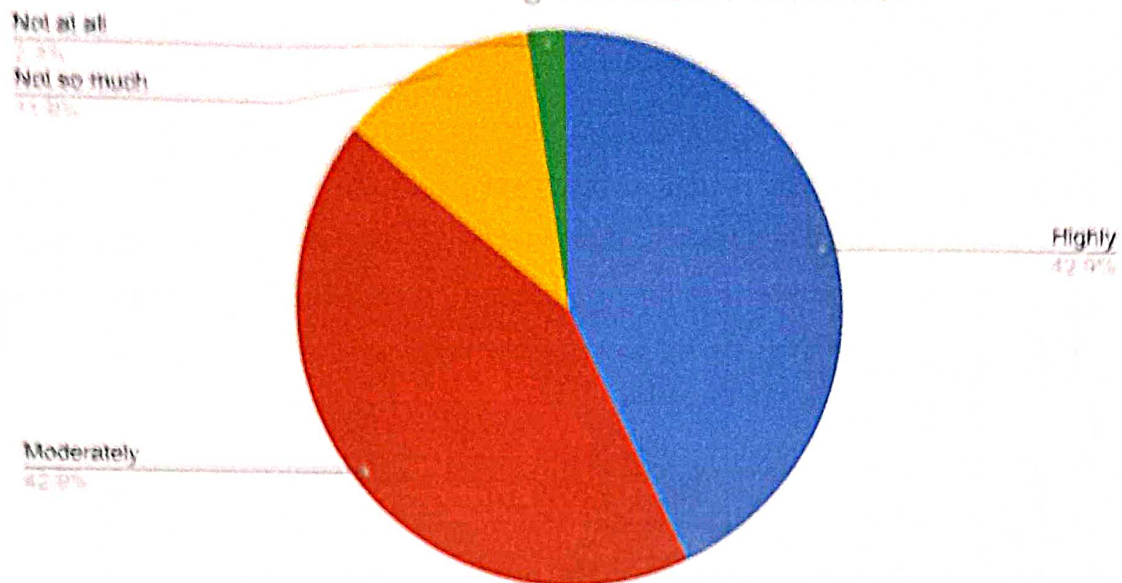
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IQAC-Report on Student and Teacher Feedback on Curriculum Design

Academic session 2020-2021

The Feedback on CBCS Curriculum Design for academic session 2020-2021 was obtained separately from the Faculty and the Students of Semester VI. Both feedback data were analyzed by the IQAC and the results conveyed to the Head of the Institution.

The questions put to the students included several aspects regarding whether the syllabus

i. had topics that provided an overall idea about the subject
ii. could be completed on time
iii. was capable of enhancing skills and competencies
iv. facilitated progression to higher academic study
v. was able to generate interest in research
vi. enhanced the capability of appearing in competitive examinations
vii. helped in getting a job after graduation
viii. helped in inculcation of universal values and ethics and in awareness about rights
ix. had portions that involved team work
x. had portions that would make students environment-conscious
xi. design with scope for use of ICT tools to achieve curriculum outcomes

Responses were obtained through a Google Form and there were 219 responses. Analysis of revealed that on the whole, majority of the students had provided positive responses to the queries but there were some aspects that needed attention. A major percentage of students felt that

(a) there was not enough time to complete the CBCS syllabus within the stipulated time of a Semester
(b) the syllabus design was capable of enhancing skills only moderately
(c) the syllabus design generated interest for research only moderately
(d) the syllabus design was moderately helpful in preparing for competitive examinations
(e) the syllabus was not very much job-oriented
(f) that syllabus should be made more conducive to the use of digital tools.

The Feedback provided by the Faculty through Google Forms for the academic session 2020-2021 was also analyzed and the results conveyed to the HOI. There were 67 responses.

Teachers' responses were obtained on whether the syllabus

(i) could be completed within the stipulated time
(ii) was compatible with changing socio-economic conditions
(iii) enabled students to pursue a career of choice
(iv) was comprehensible to weak learners
(v) was life -centric

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(vi)   would be able to inculcate values and ethics

(vii)   was flexible enough for the use of ICT teaching-learning tools

(viii) permitted teachers to take up added assignments for students' benefit

(ix)   could be delivered with the available infrastructure of the College

(x)   was helpful for teachers to deliver on platforms such as Swayam NPTEL, e-Pathshala etc.

A further query included was whether teachers had membership of Under-graduate Board of Studies (UGBOS) and whether it was possible for them to provide feedback to the affiliating University regarding the CBCS Curriculum Design.

Analysis of Faculty responses revealed certain issues-

(a) 53 % stated that the curriculum would definitely allow students to pursue their career of choice while 47 % stated that it might, but only partially.

(b) 68 % stated that the syllabus was only partially comprehensible to weak learners

(c) 27 % stated that the college infrastructure needed improvement to allow teachers to deliver the curriculum effectively

(d) Only 3 % stated that they were members of their respective UGBOS, 38 % of teachers felt that there was scope for taking the feedback to the affiliating university and 45 % were not sure and felt that it might be possible.

Action Taken by the HOI

After careful perusal, the HOI conveyed both the analyses to the teachers and requested them to submit the findings to their respective UGBOS for necessary action.

The HOI resolved to place the findings in a subsequent meeting of the Governing Body of the College.

Principal
Gokhale Memorial Girls' College