

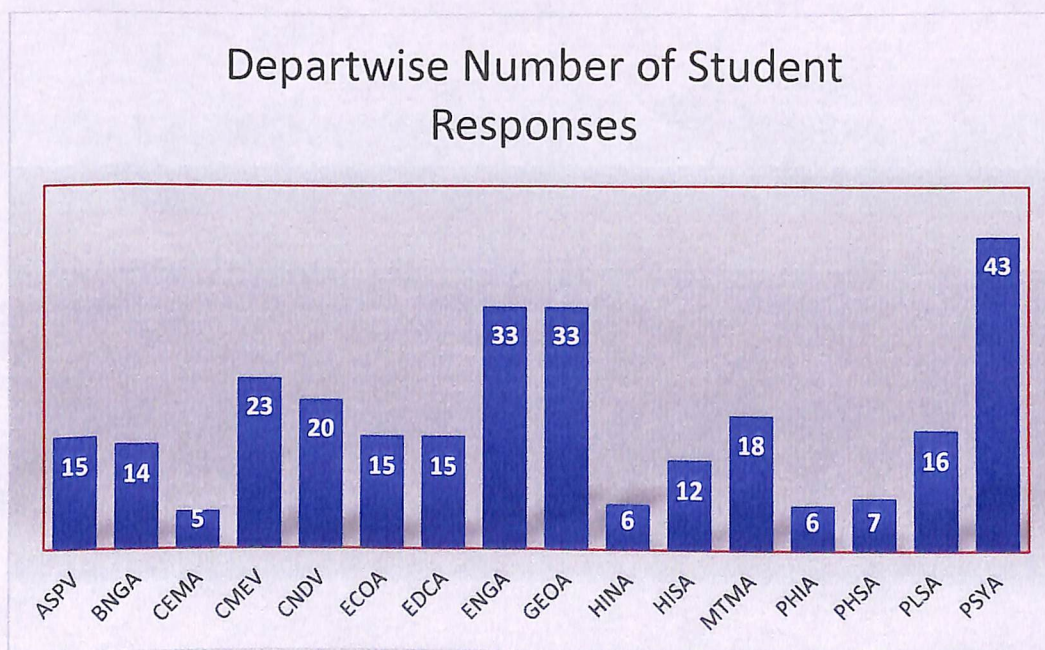


STUDENT FEEDBACK ON CBCS CURRICULUM DESIGN

2021-2022

(Analysis of Responses of the Semester VI final batch of students of 2022)

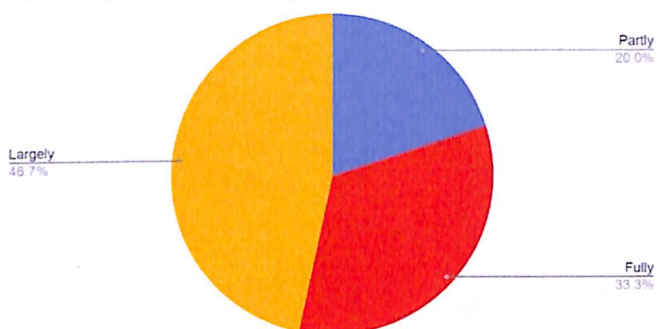
Department-wise Number of Responses	
DEPARTMENTS (HONS./ MAJOR)	No. of Responses
ASPV	15
BNGA	14
CEMA	5
CMEV	23
CNDV	20
ECOA	15
EDCA	15
ENGA	33
GEOA	33
HINA	6
HISA	12
MTMA	18
PHIA	6
PHSA	7
PLSA	16
PSYA	43
Grand Total	281



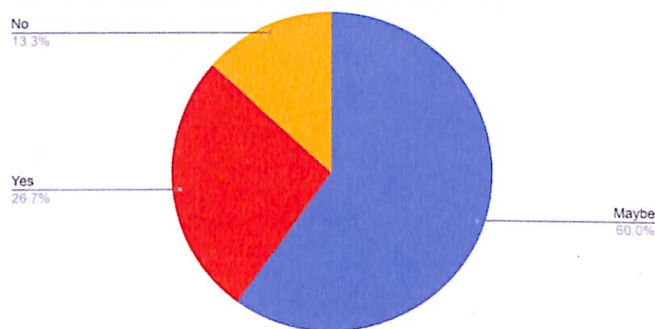
Subject-Wise Responses

Advertising, Sales Promotion and Sales Management Major

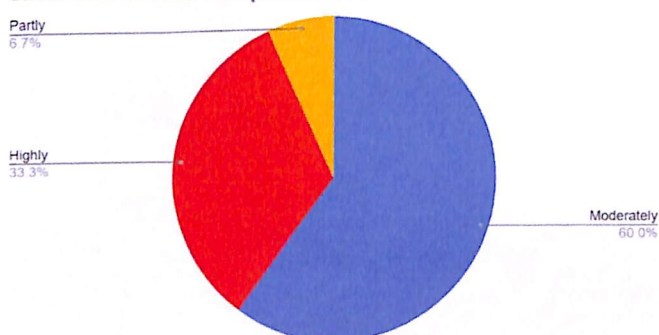
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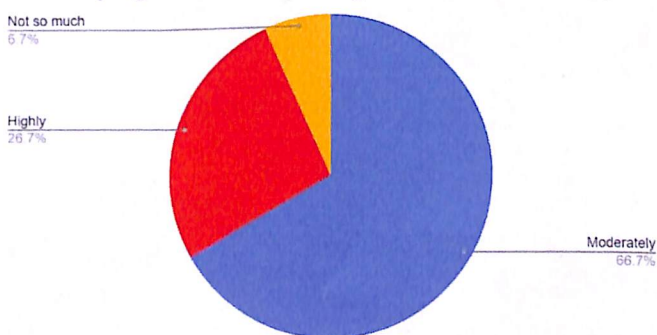
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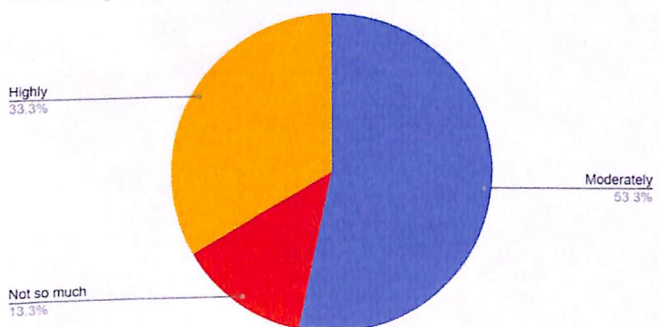
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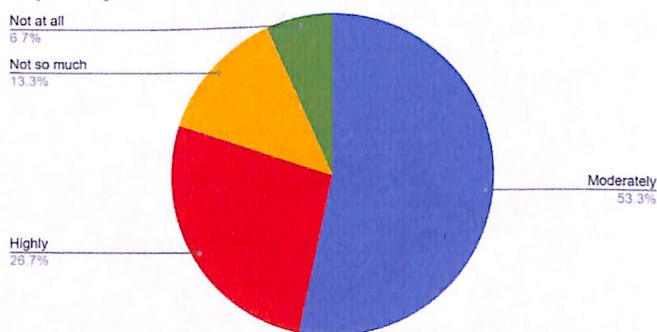
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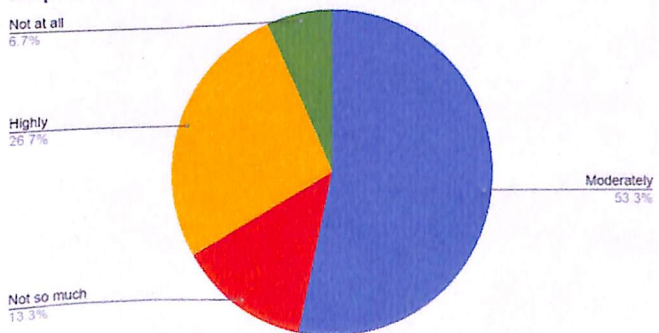
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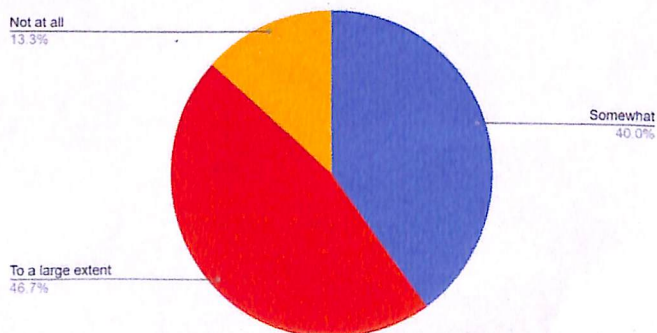
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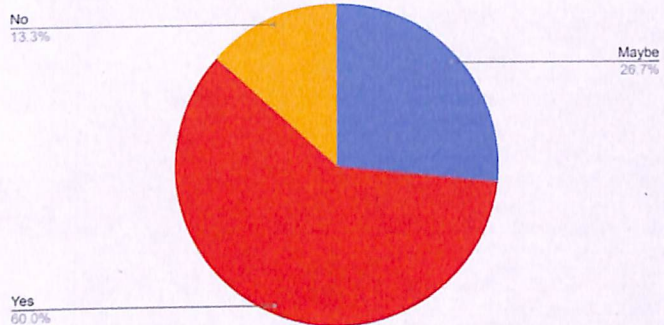
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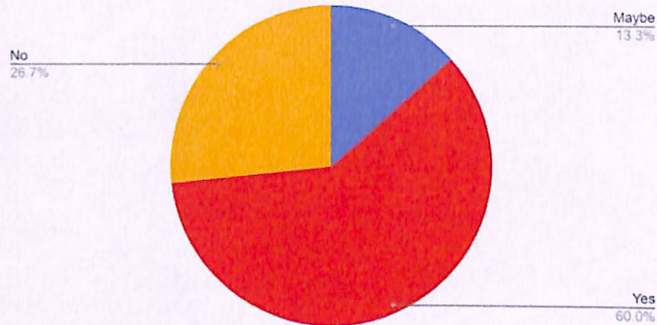
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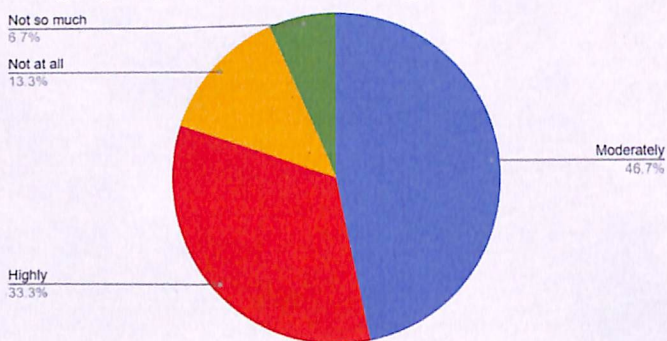
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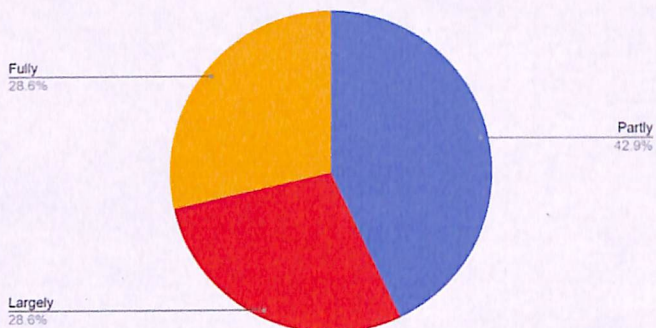
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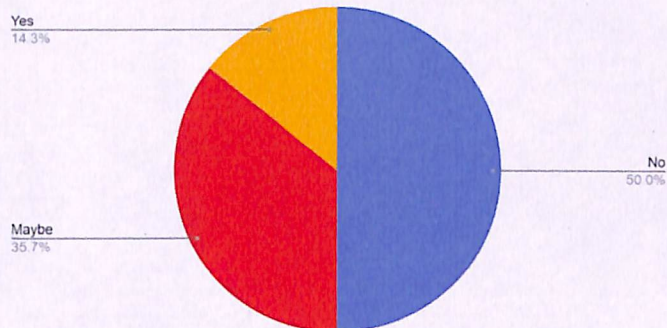
Alkarpia
Principal
Gokhale Memorial Girls' College

Bengali Honours

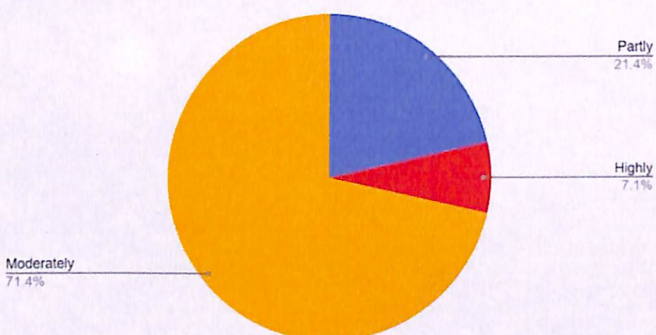
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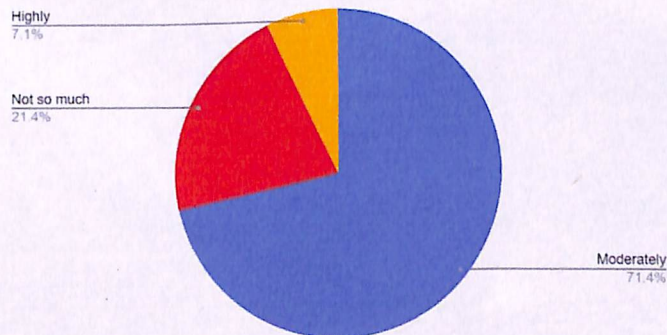
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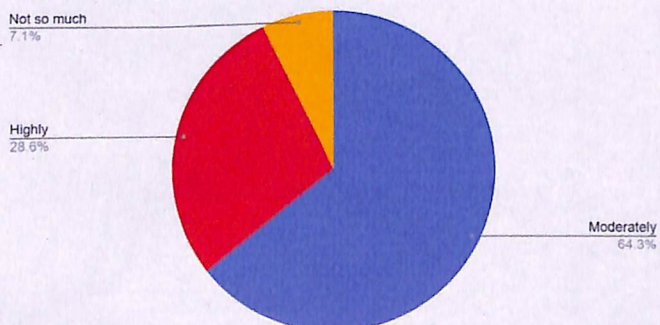
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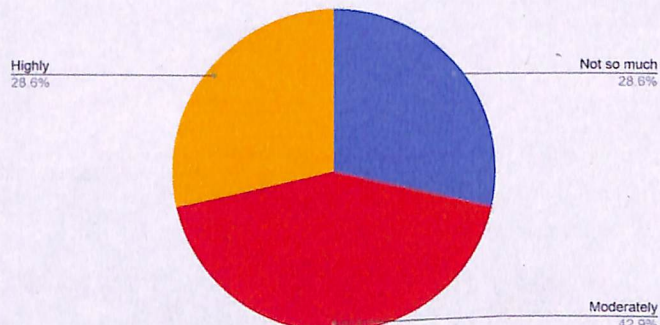
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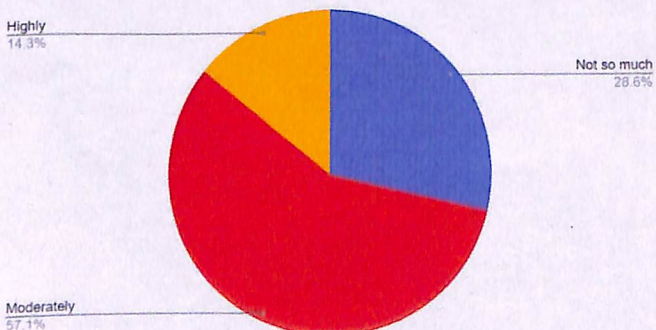
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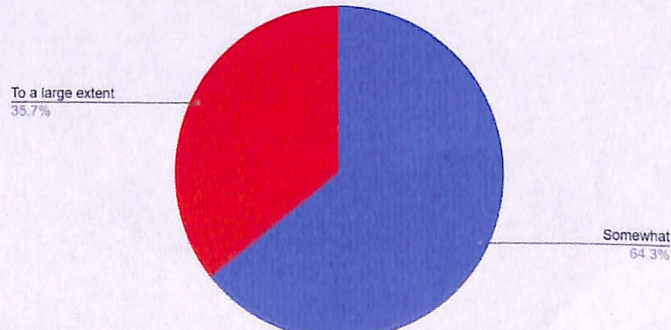
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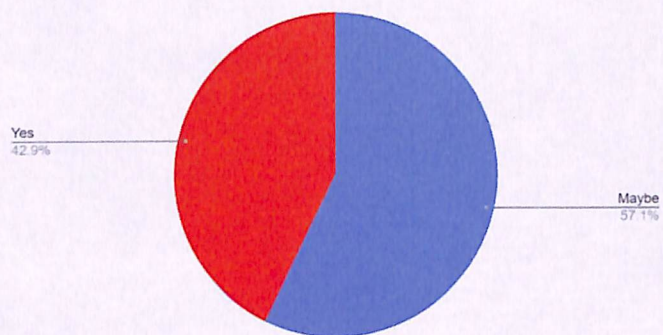
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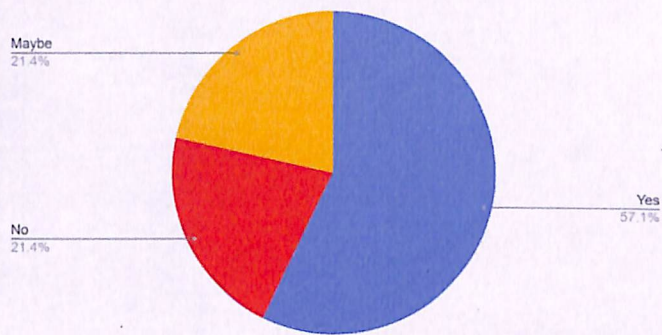
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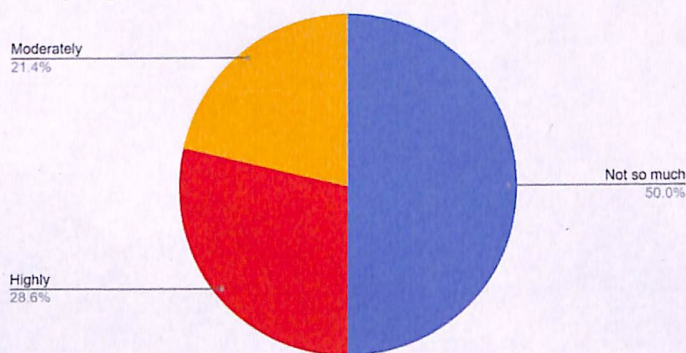
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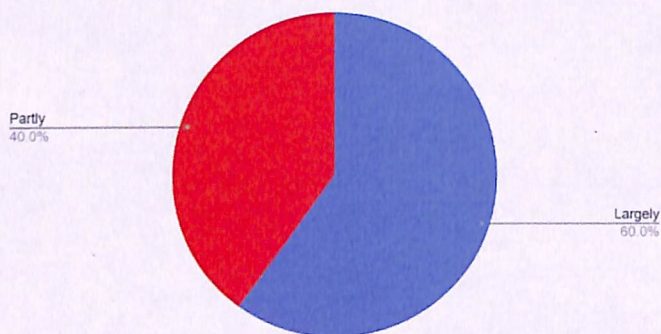


Chandras

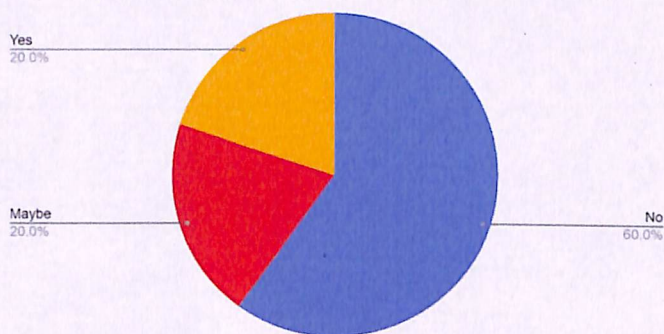
Principal
Gokhale Memorial Girls' College

Chemistry Honours

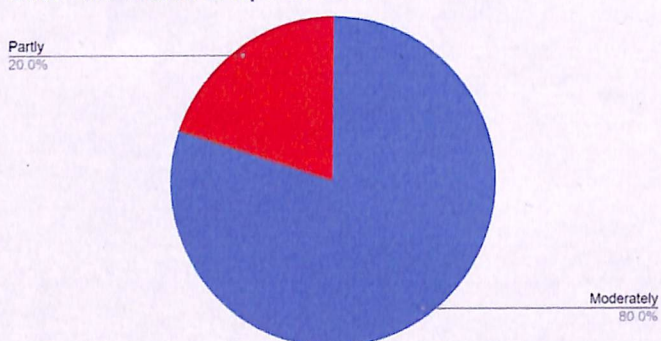
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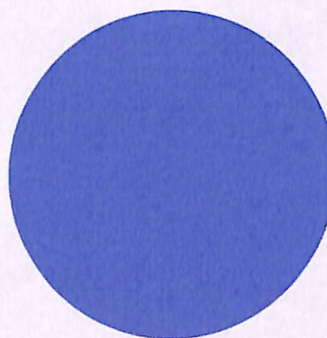
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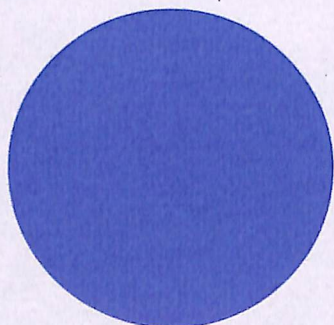
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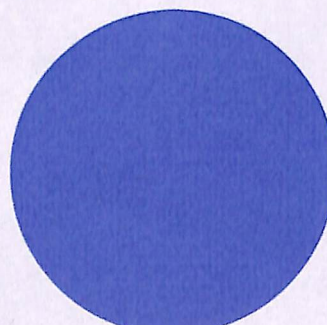
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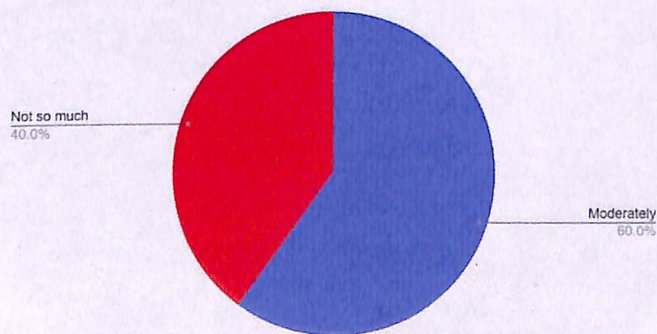
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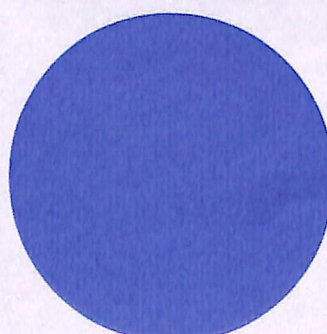
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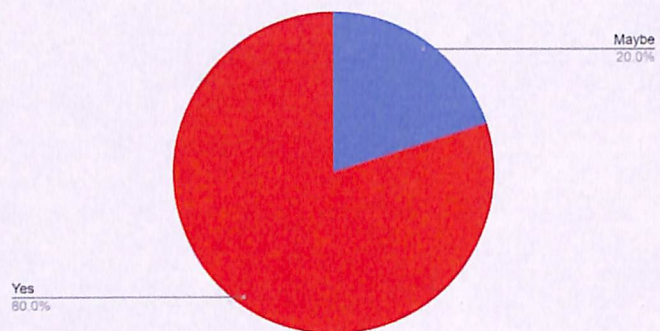
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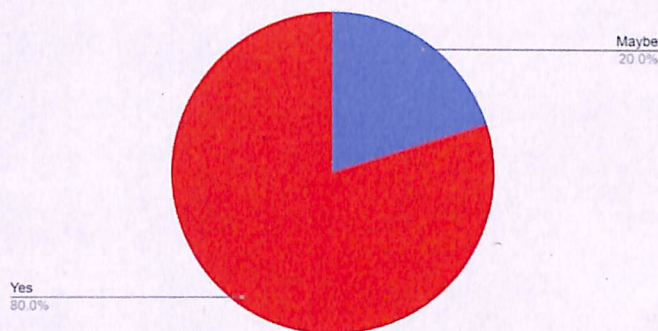
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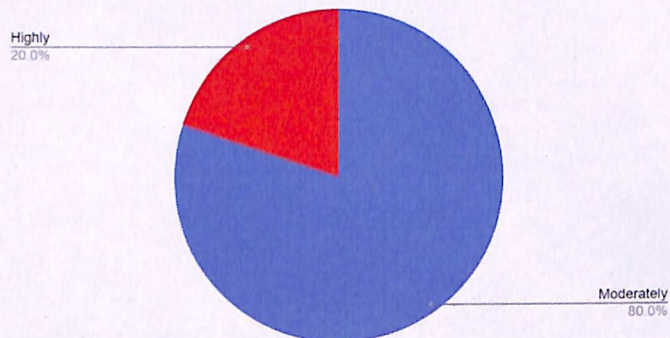
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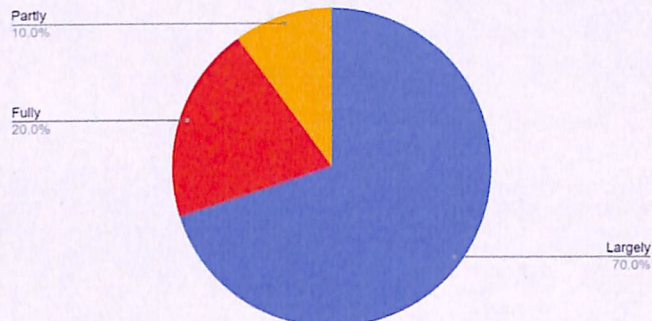
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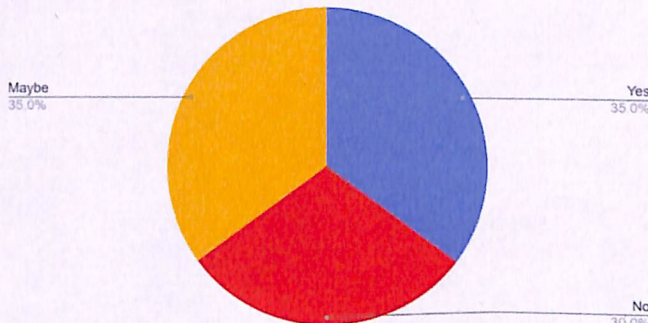
Principal
Gokhale Memorial Girls' College

Clinical Nutrition and Dietetics Major

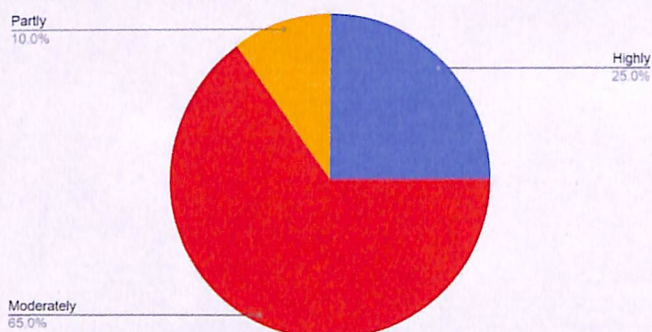
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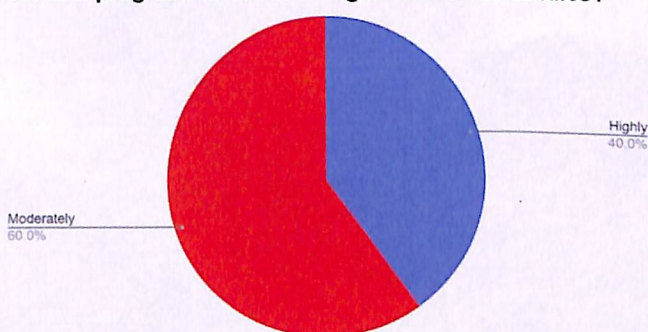
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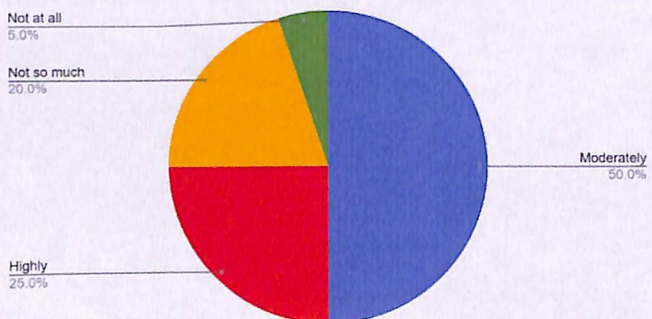
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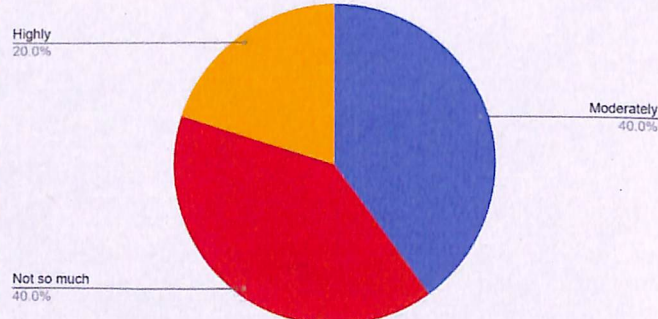
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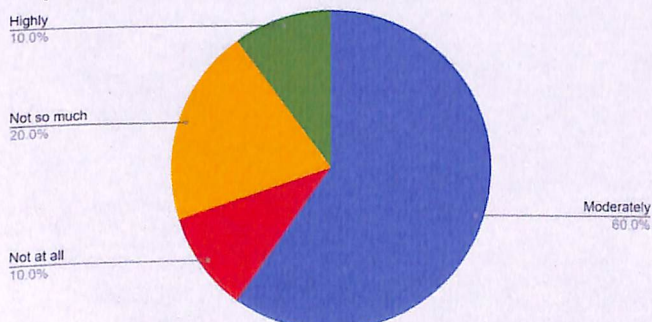
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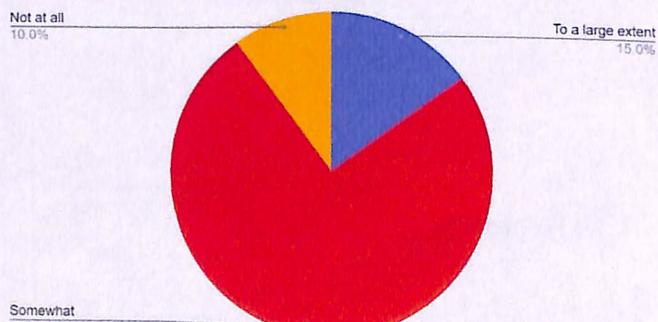
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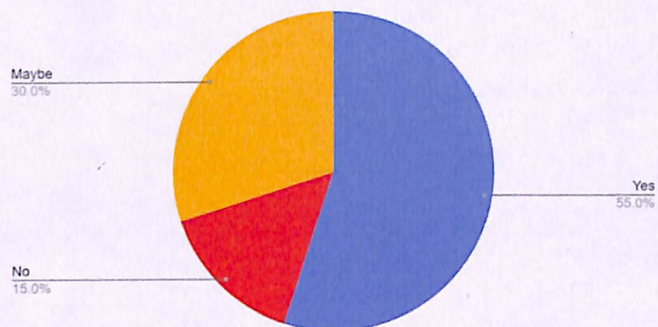
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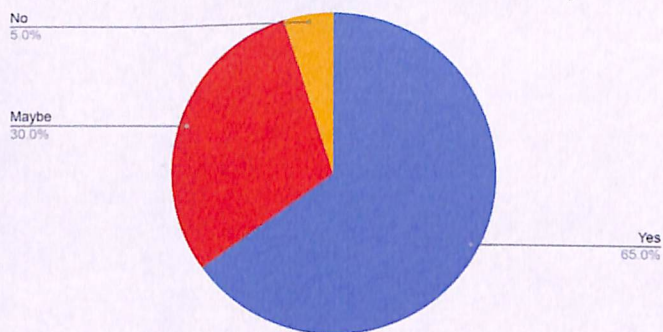
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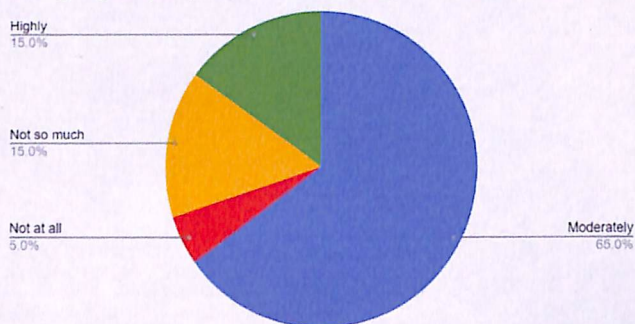
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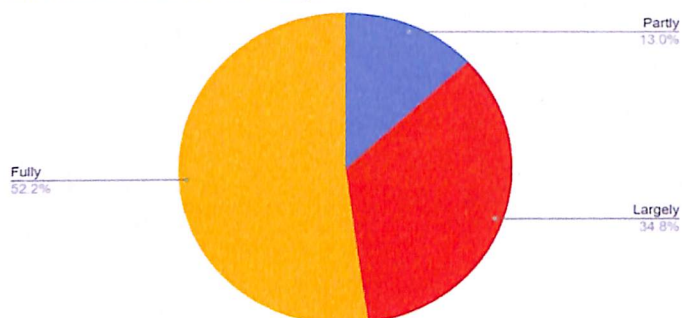
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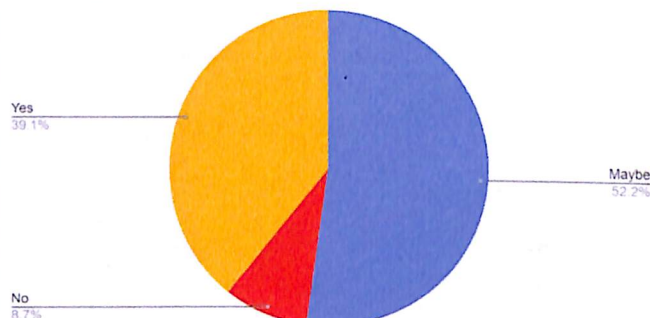
Akshita
Principal
Gokhale Memorial Girls' College

Communicative English Major

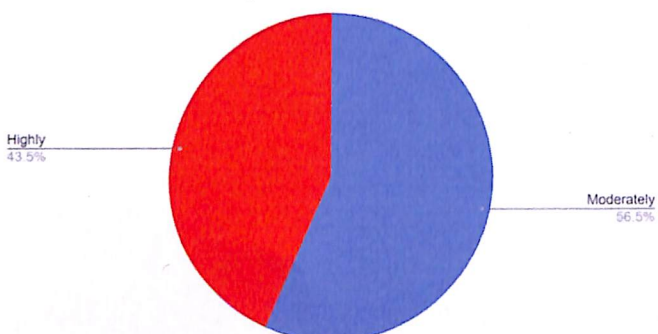
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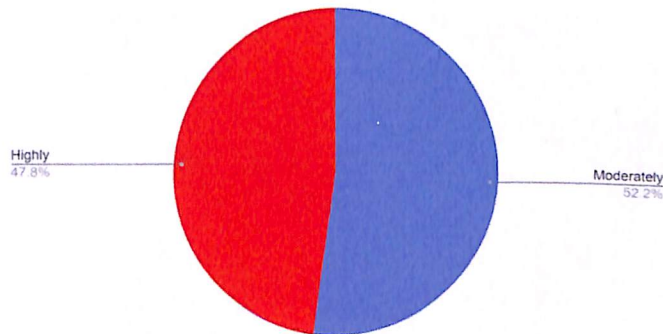
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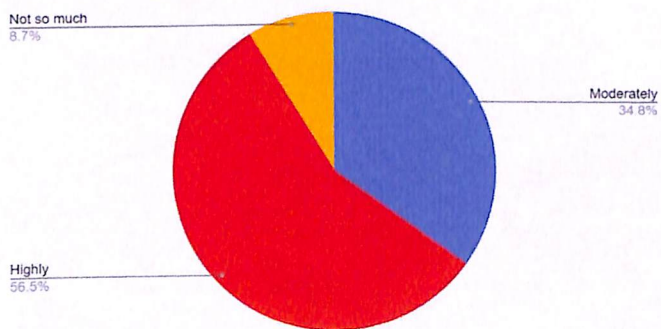
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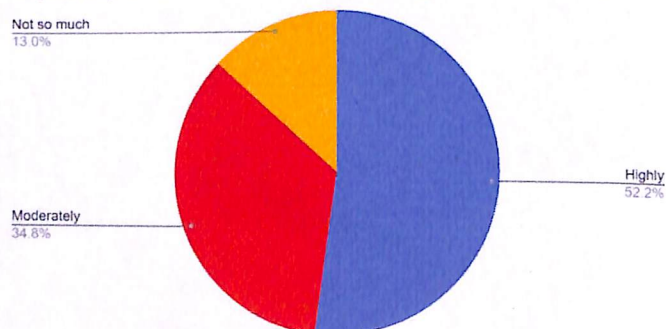
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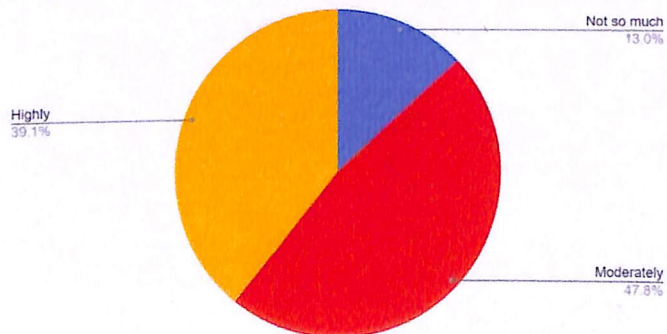
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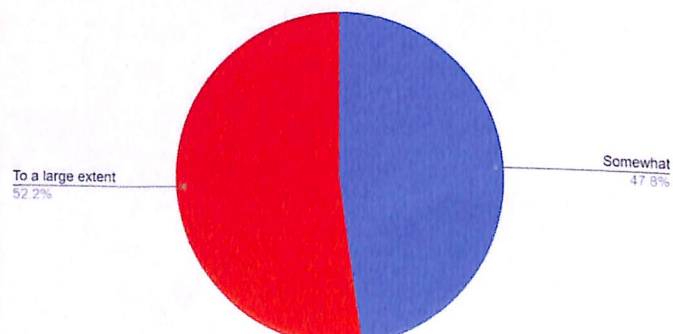
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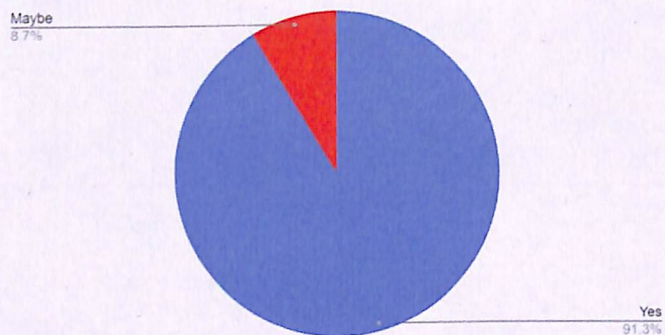
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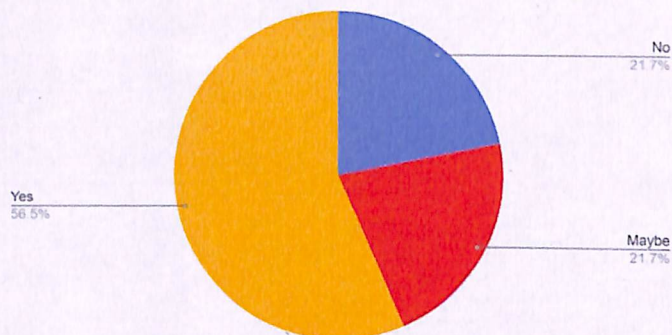
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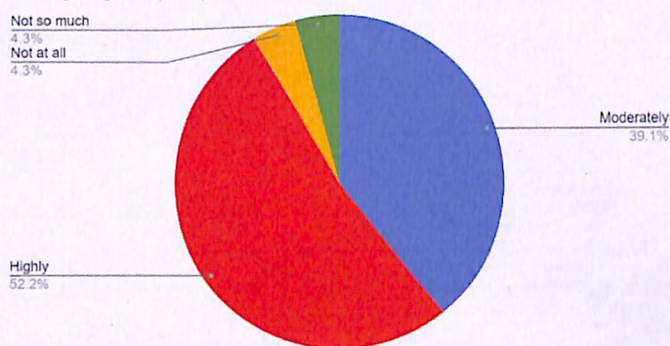
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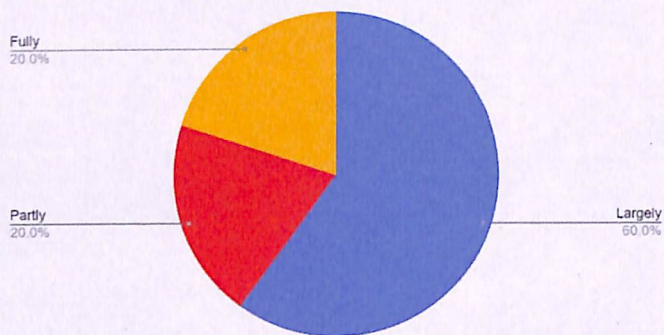


Aarpha

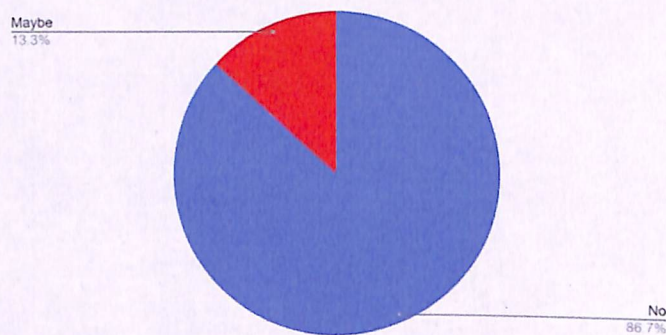
Principal
Gokhale Memorial Girls' College

Economics Honours

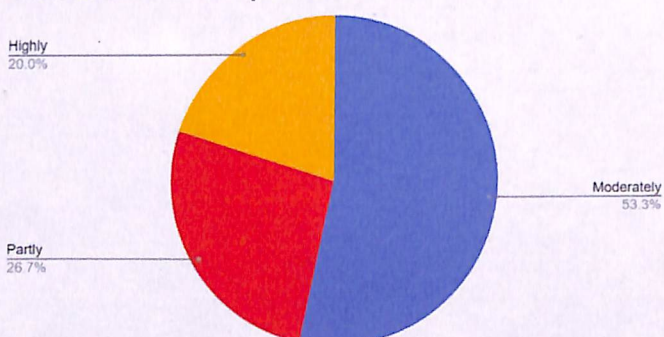
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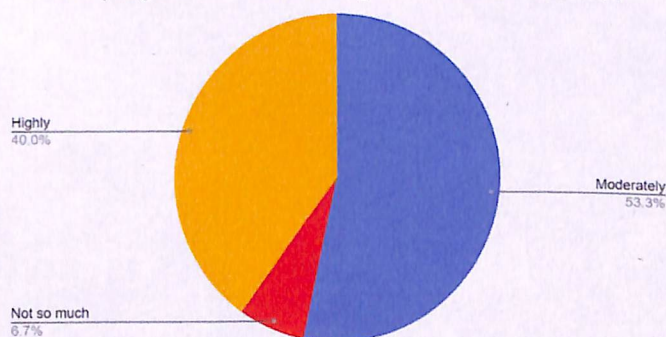
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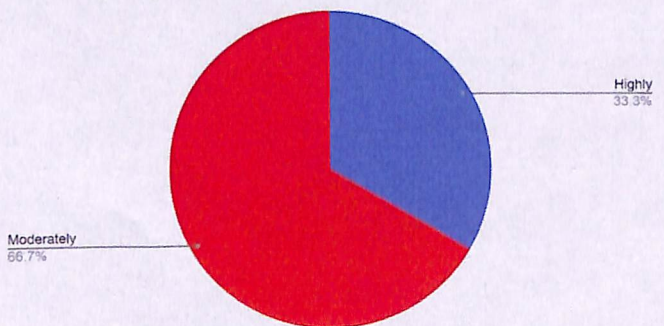
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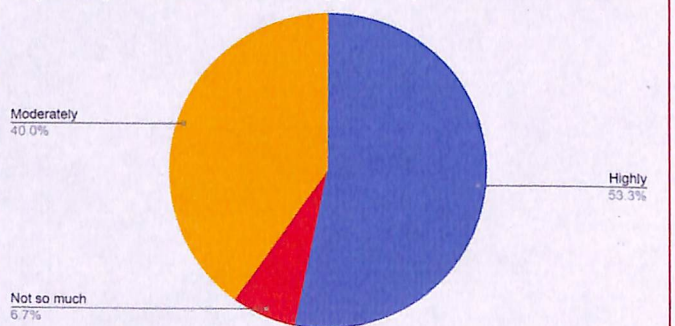
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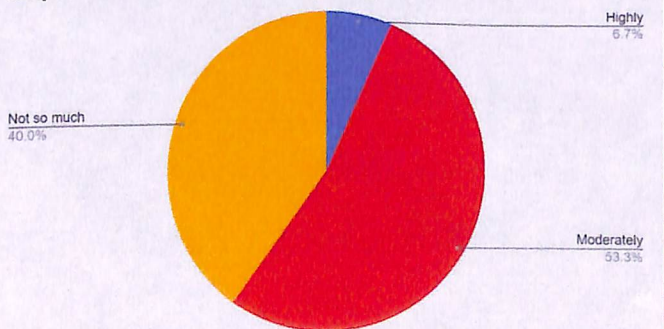
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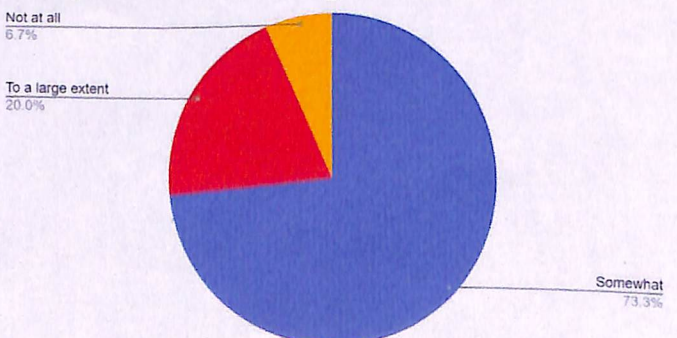
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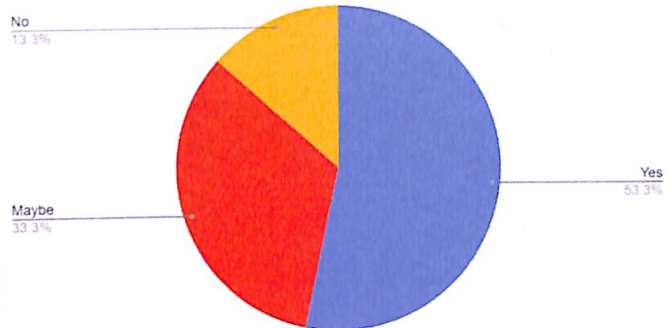
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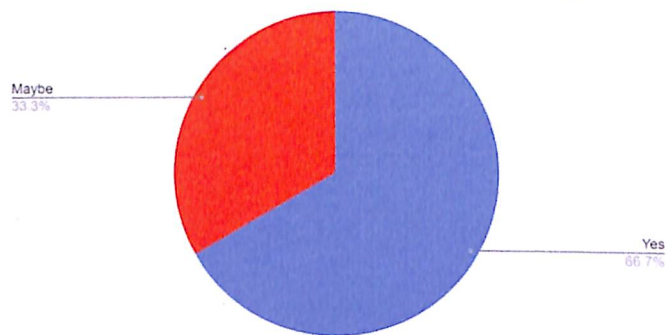
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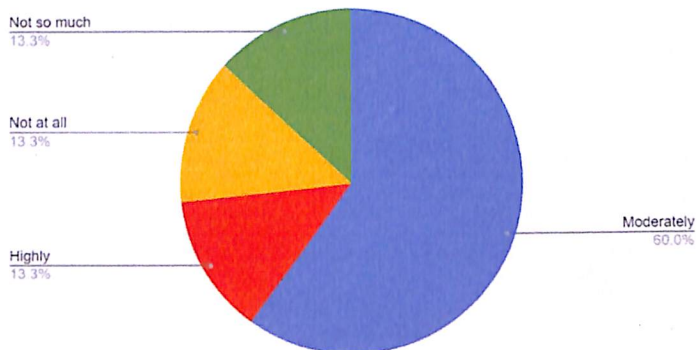
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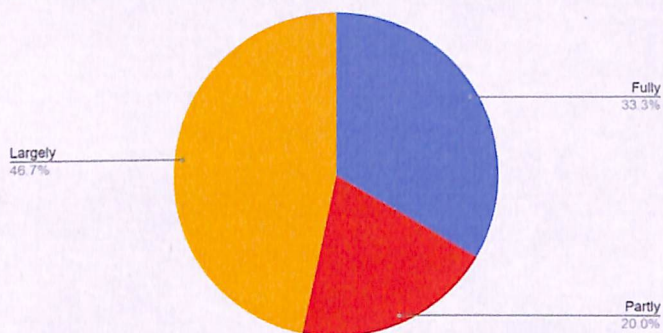
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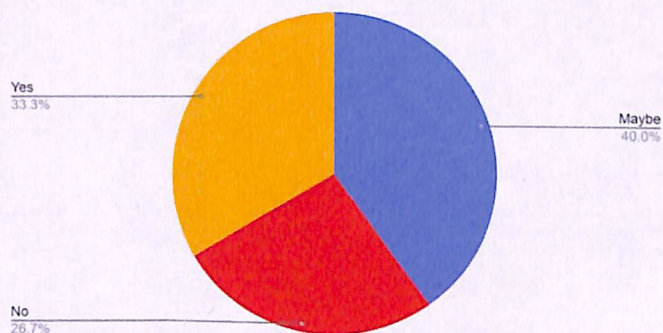
Prasanna
Principal
Gokhale Memorial Girls' College

Education Honours

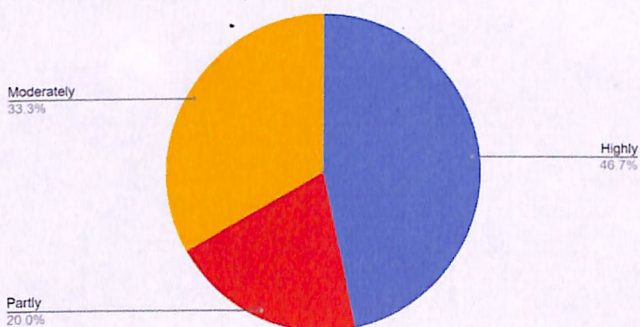
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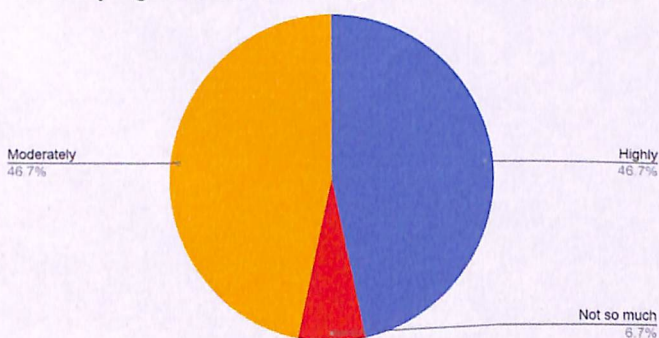
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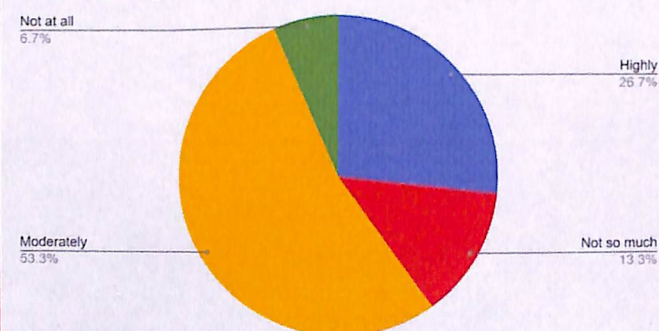
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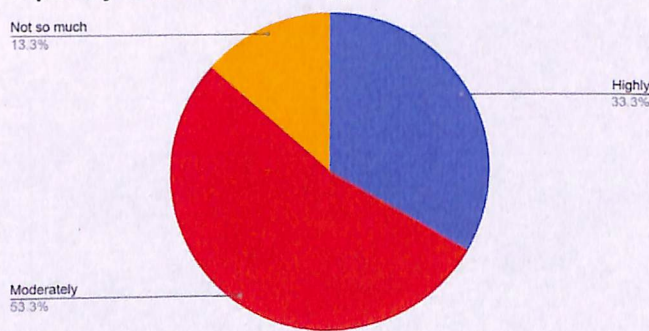
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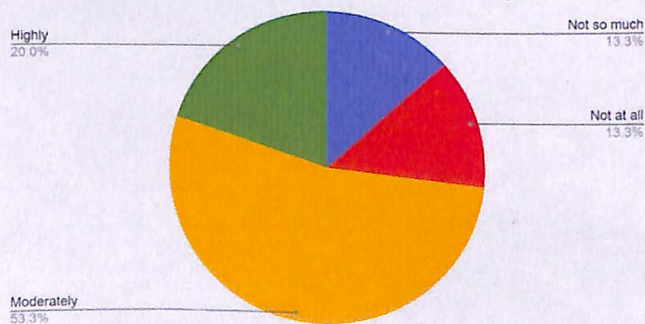
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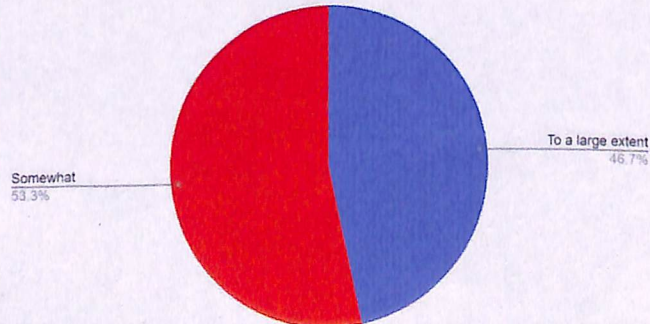
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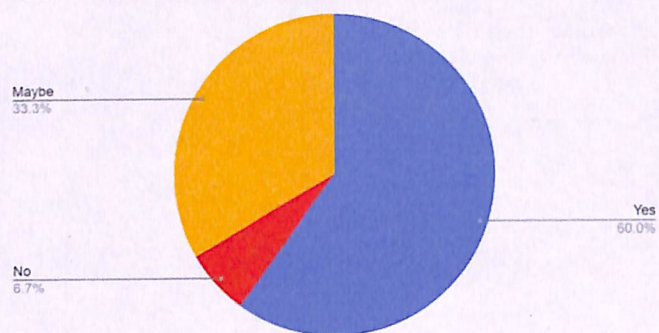
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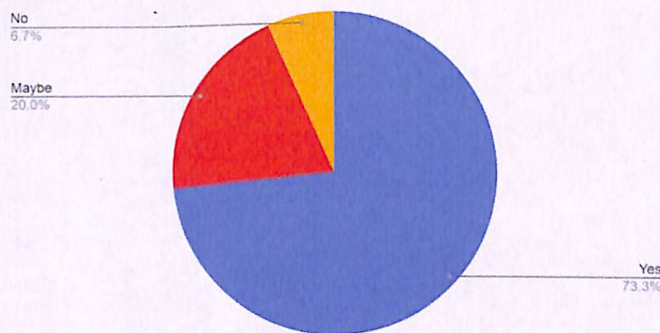
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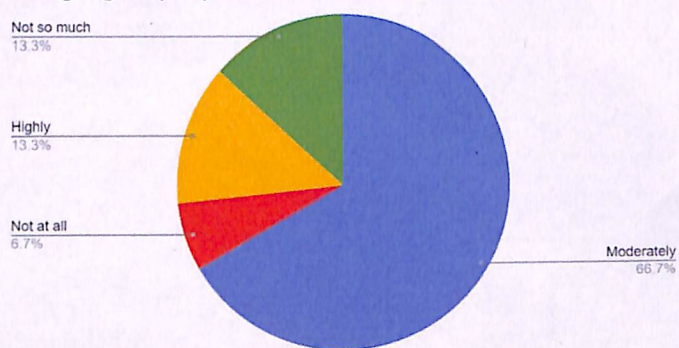
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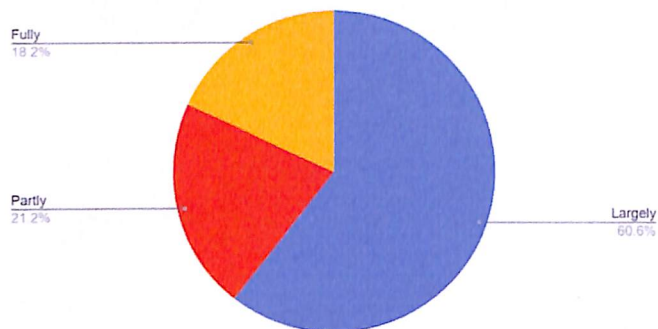


Akarpla

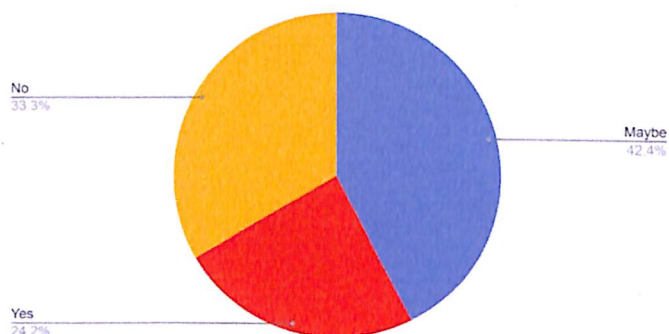
Principal
Gokhale Memorial Girls' College

English Honours

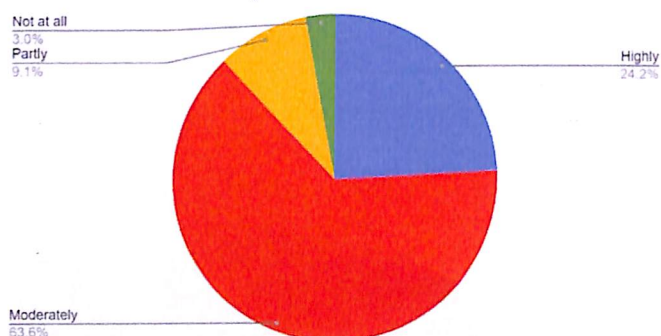
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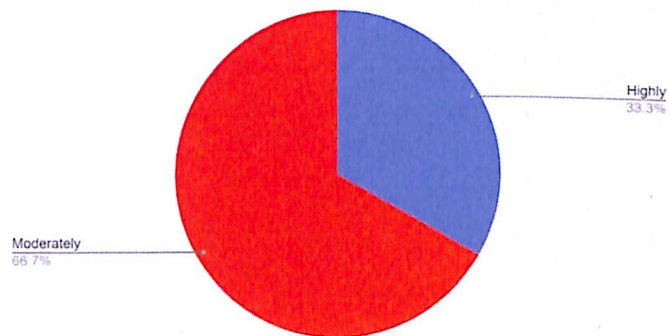
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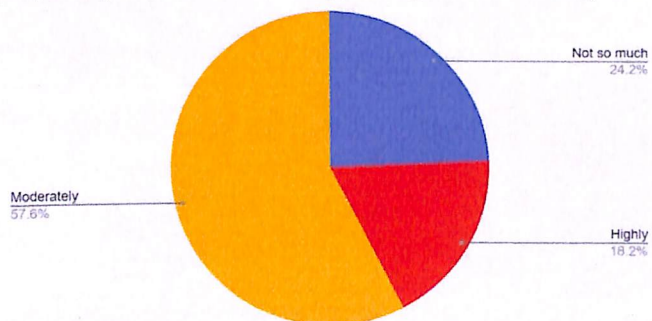
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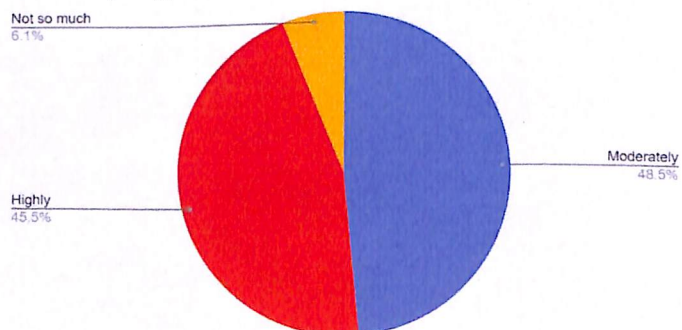
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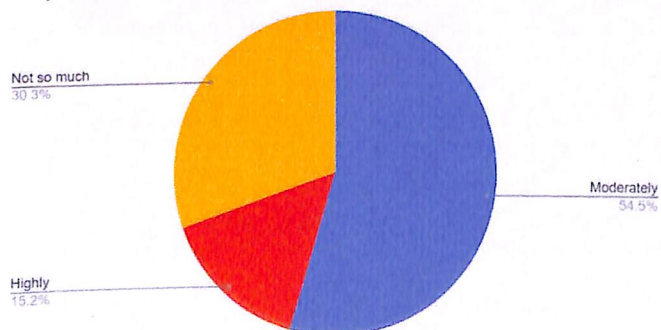
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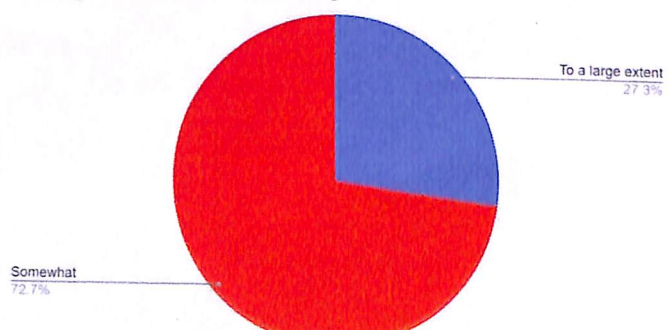
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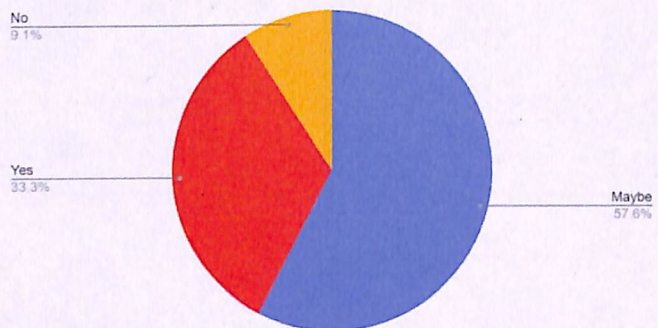
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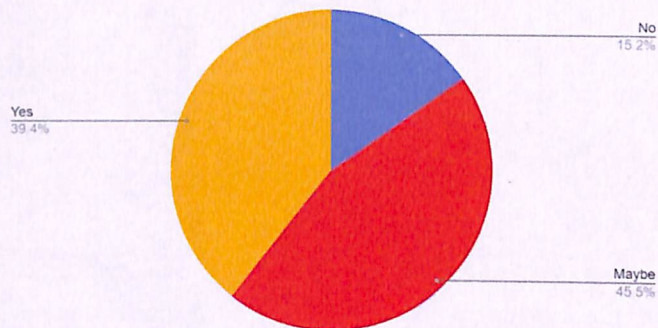
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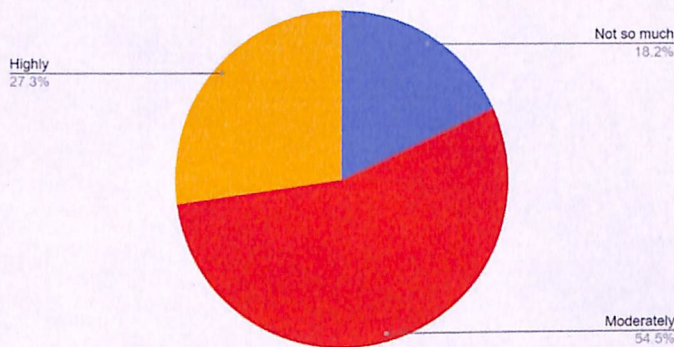
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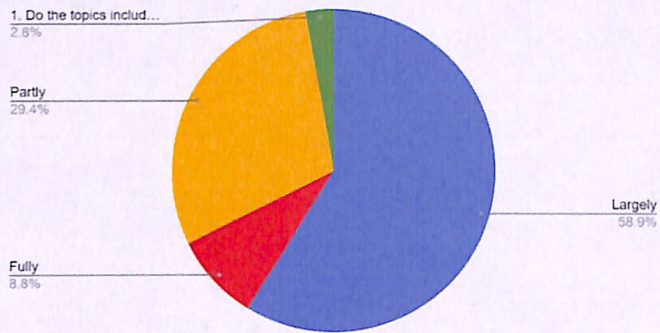


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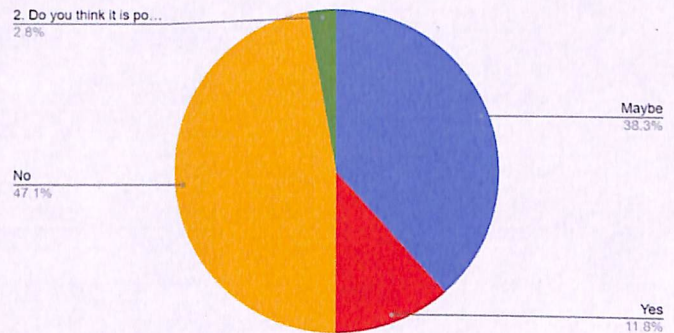
Principal
Gokhale Memorial Girls' College

Geography Honours

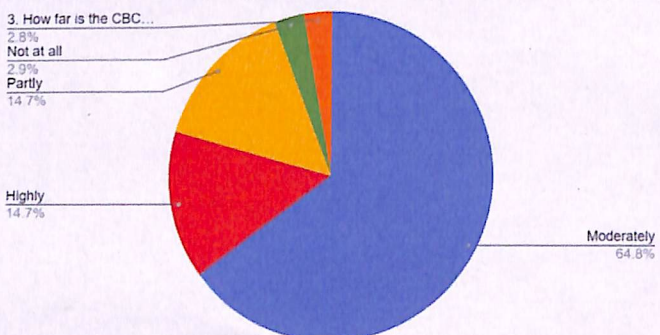
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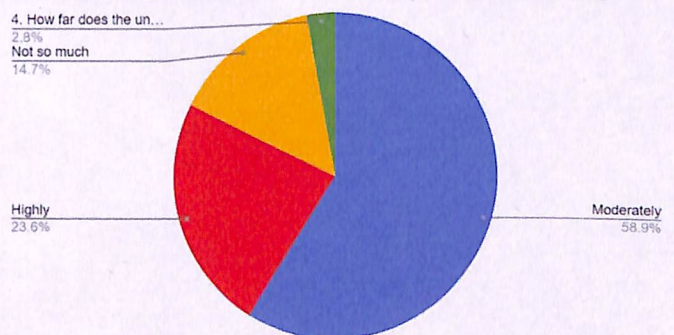
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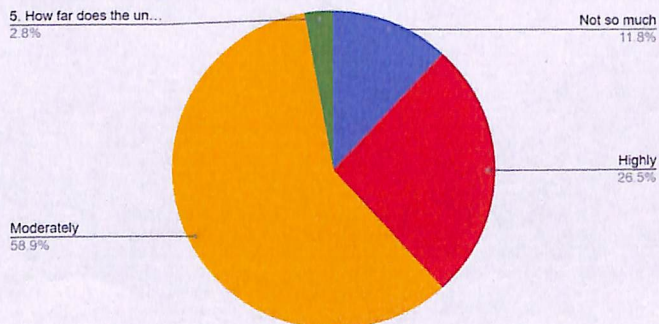
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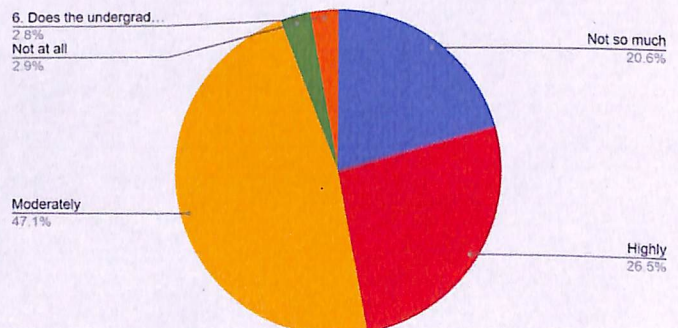
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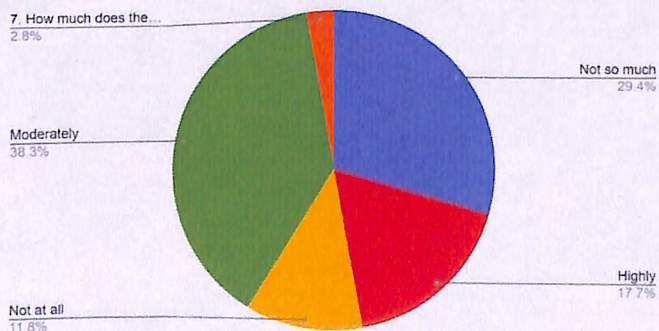
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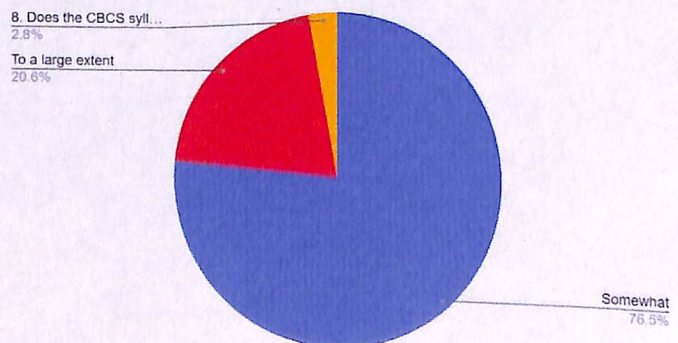
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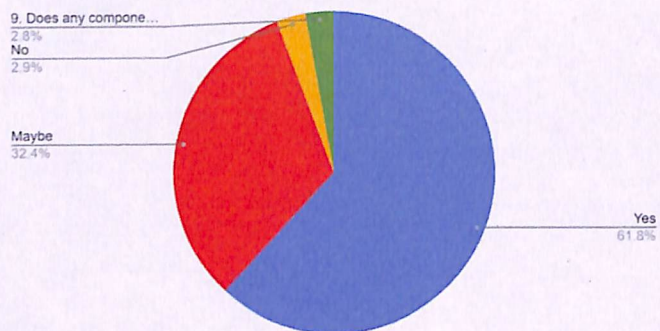
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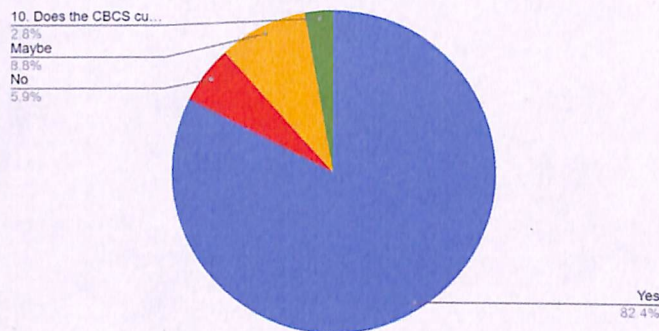
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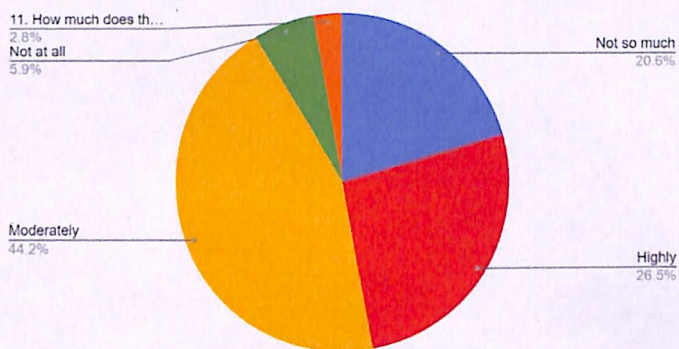
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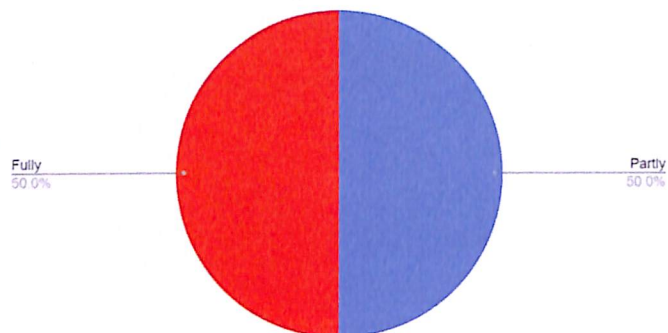
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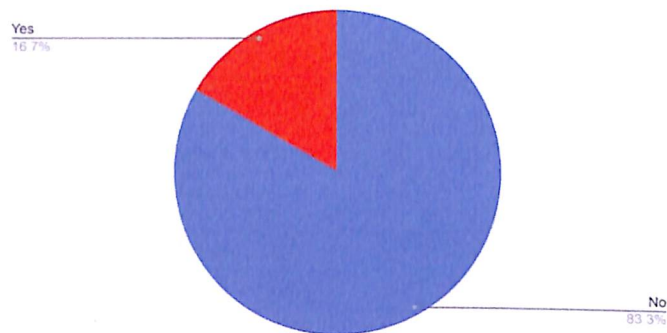
Chandras
Principal
Gokhale Memorial Girls' College

Hindi Honours

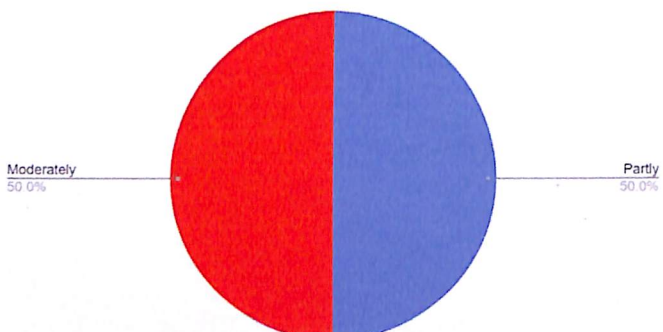
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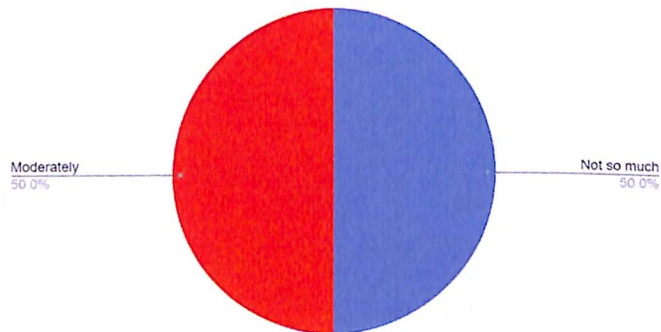
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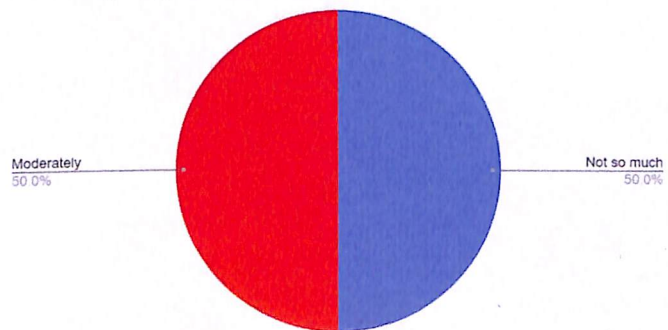
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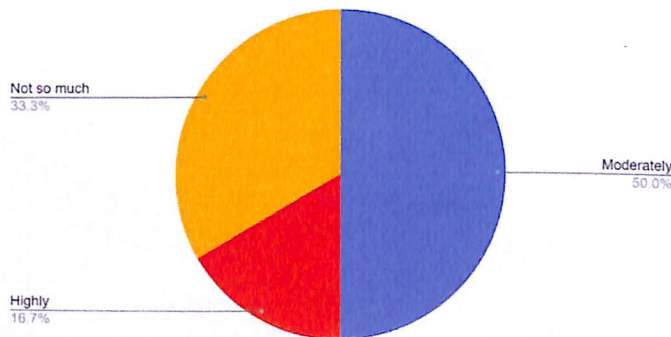
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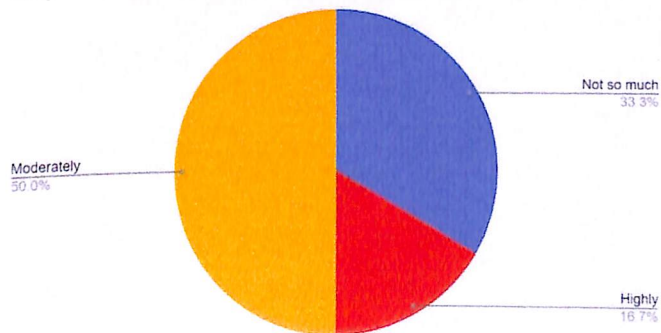
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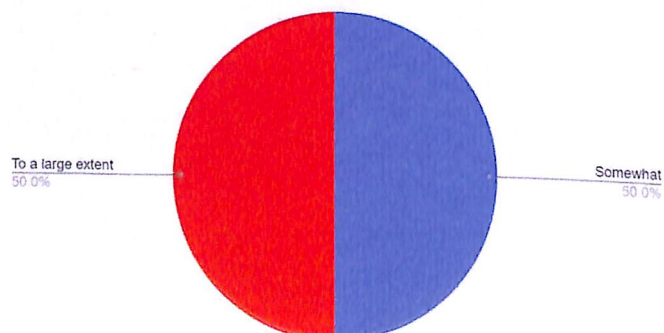
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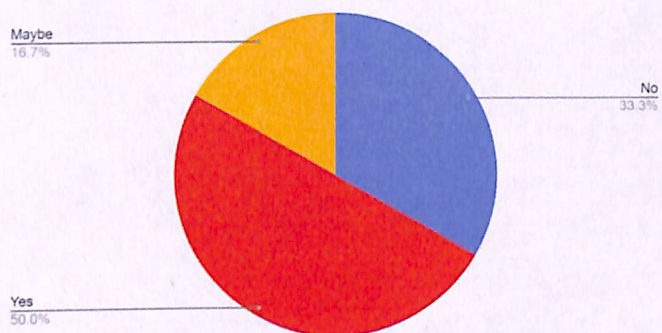
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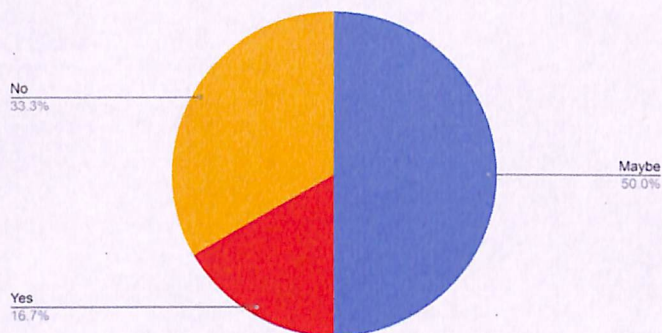
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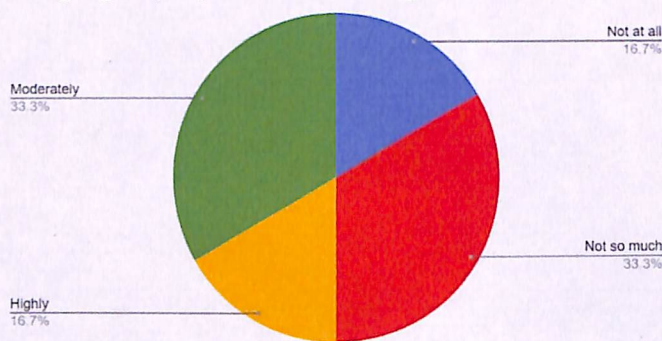
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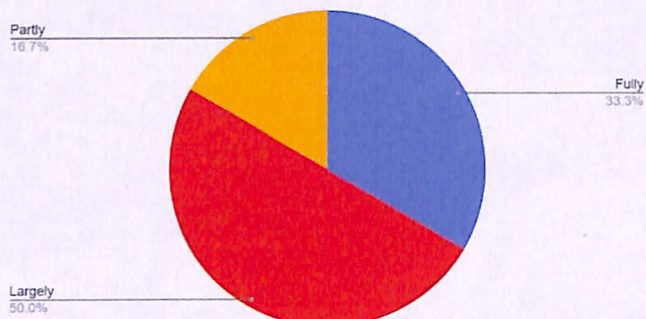


Charkia

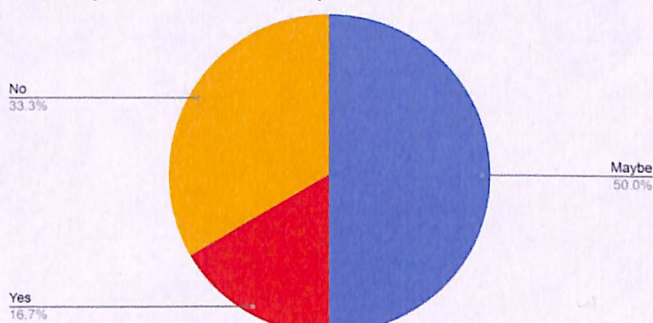
Principal
Gokhale Memorial Girls' College

History Honours

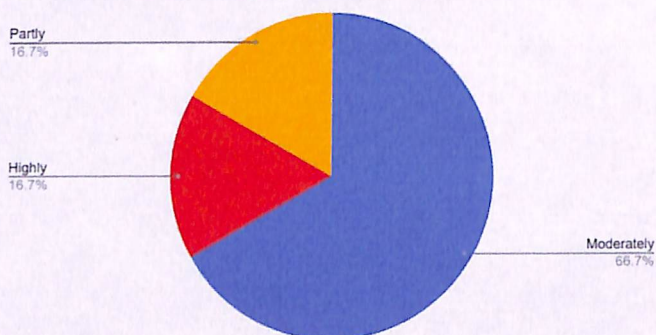
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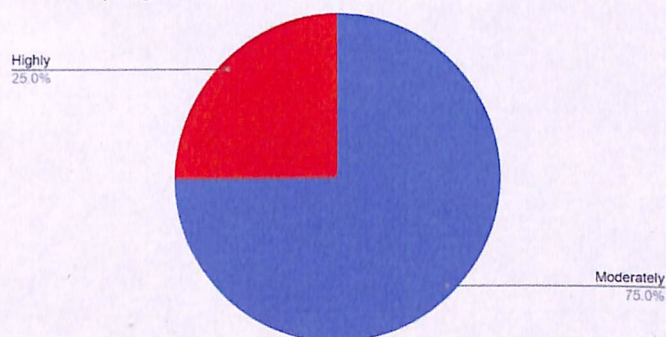
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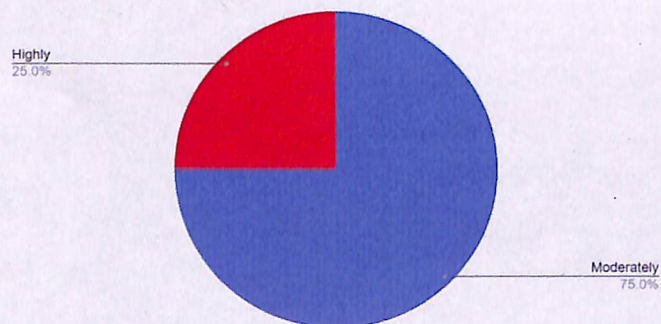
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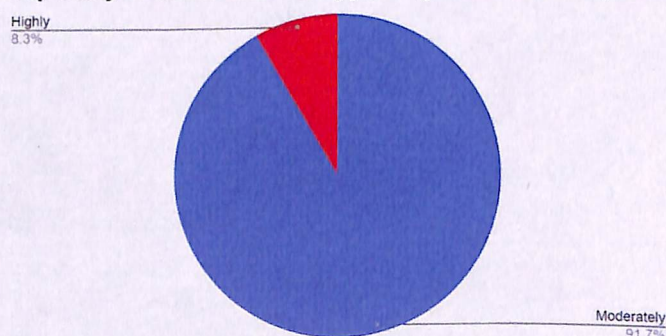
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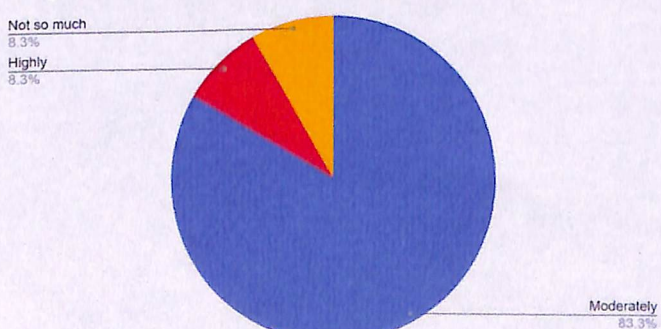
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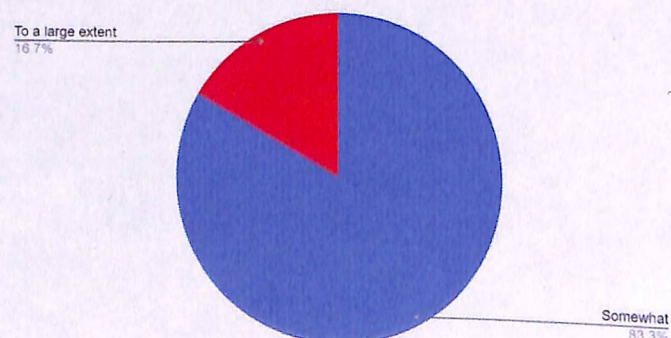
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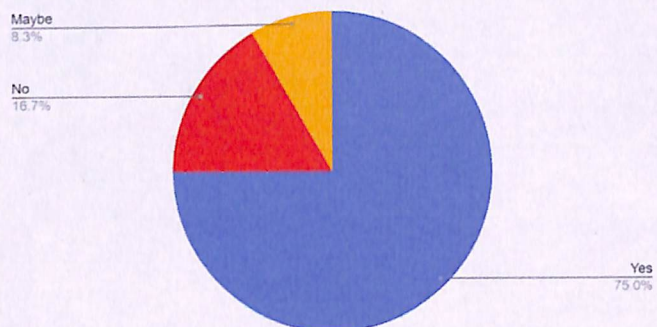
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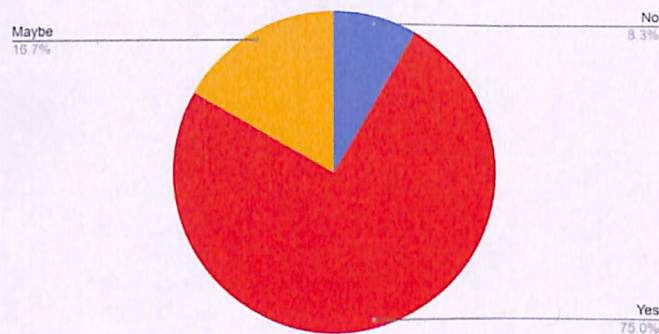
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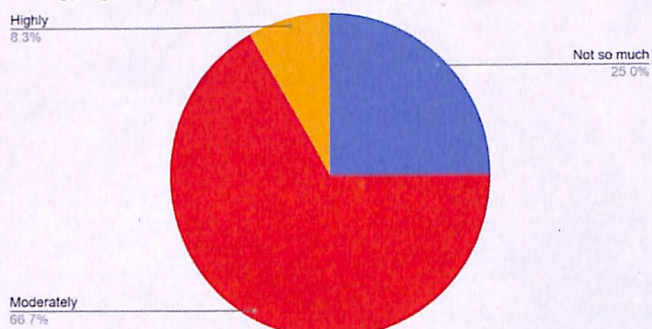
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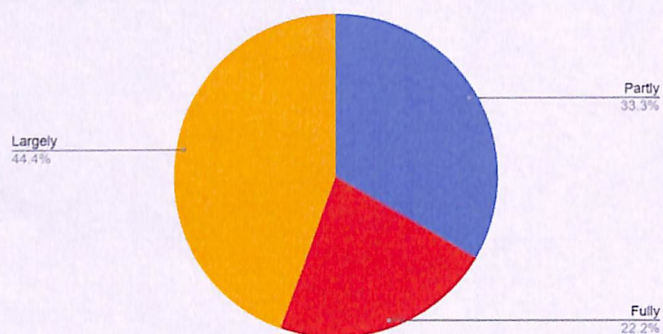


Chandica

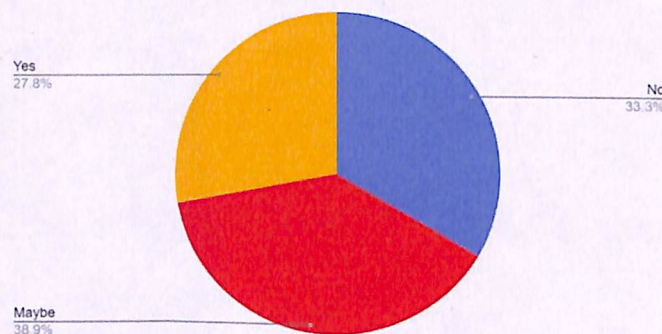
Principal
Gokhale Memorial Girls' College

Mathematics Honours

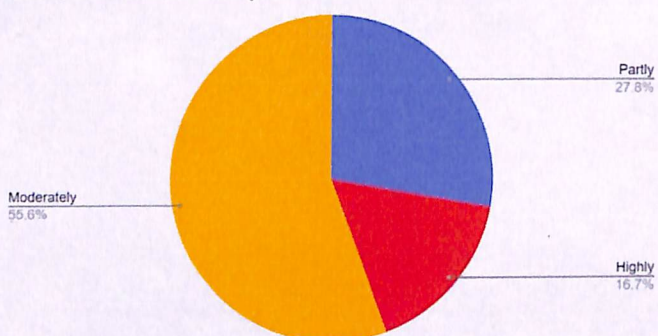
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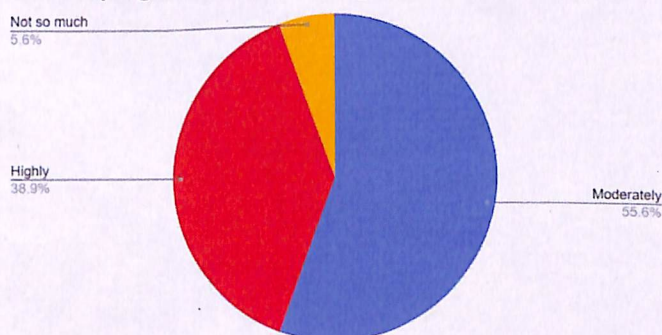
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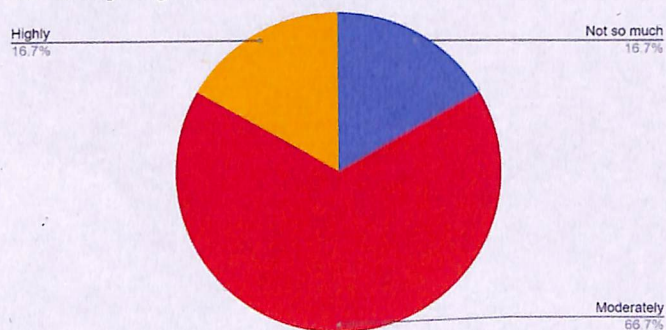
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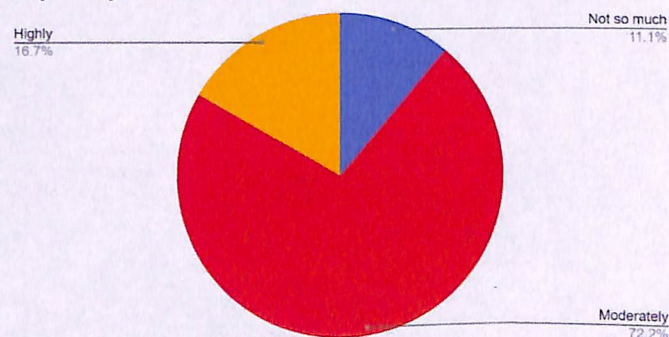
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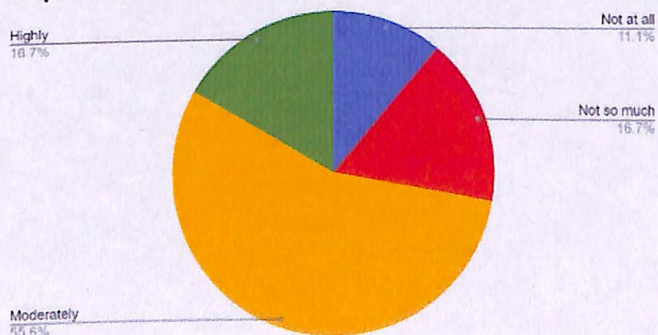
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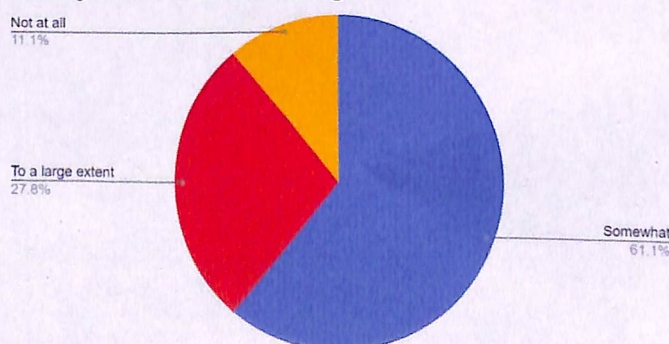
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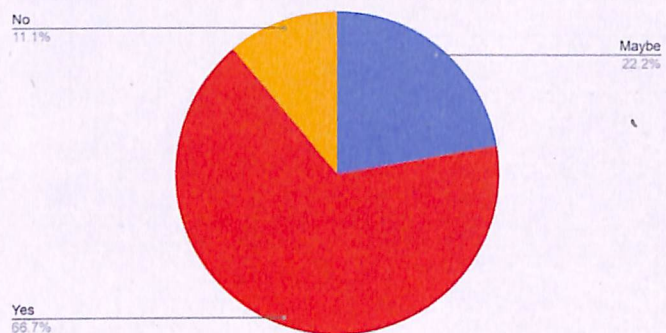
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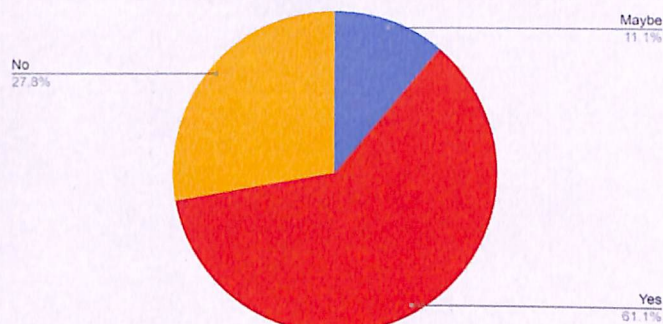
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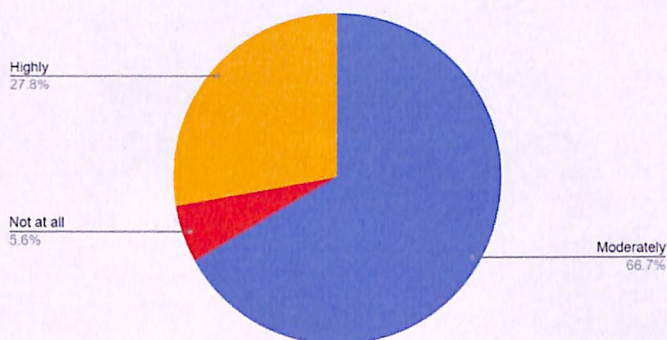
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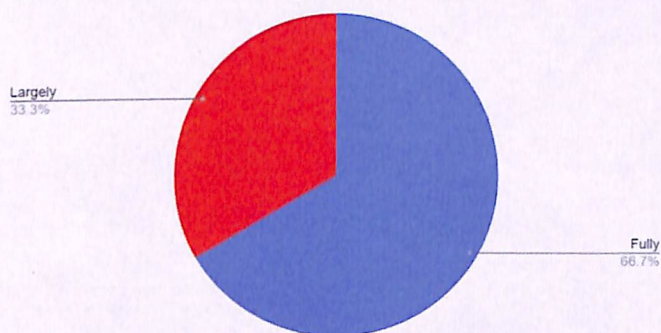


Dr. Anjali

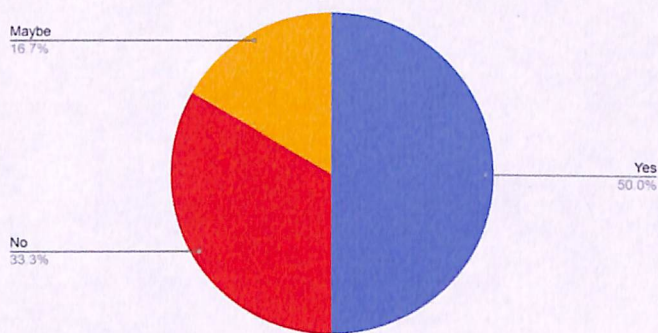
Principal
Gokhale Memorial Girls' College

Philosophy Honours

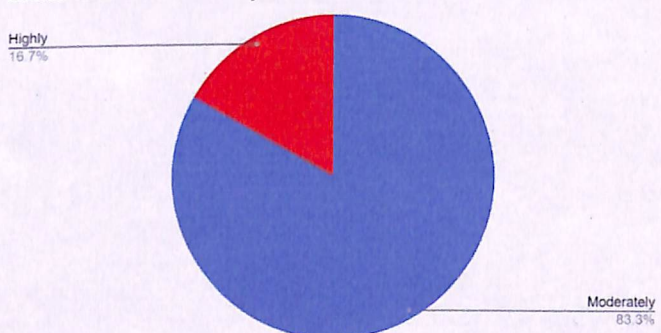
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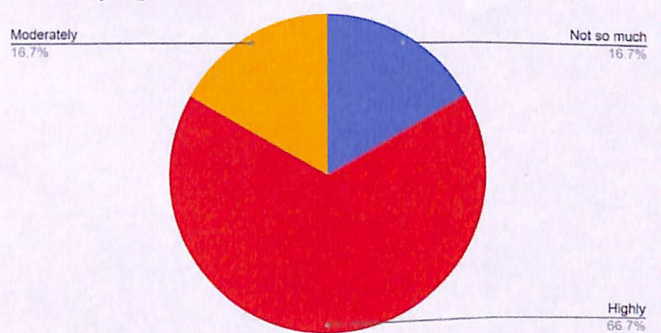
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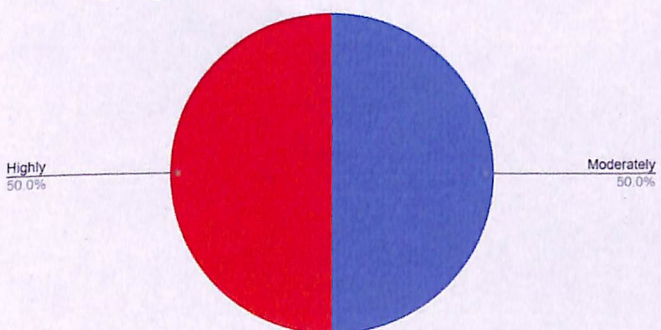
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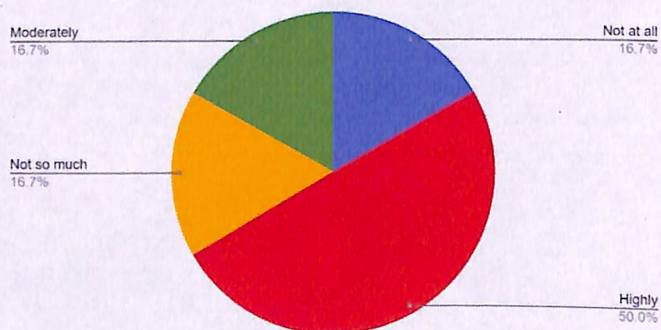
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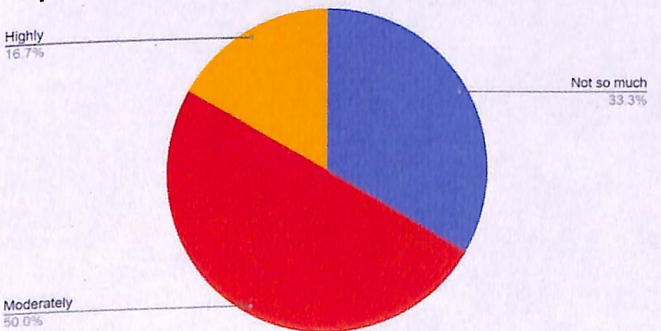
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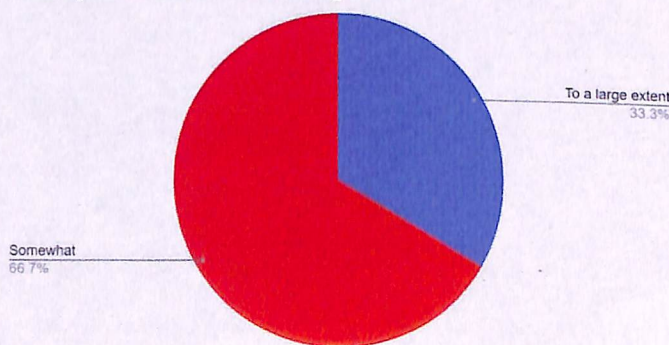
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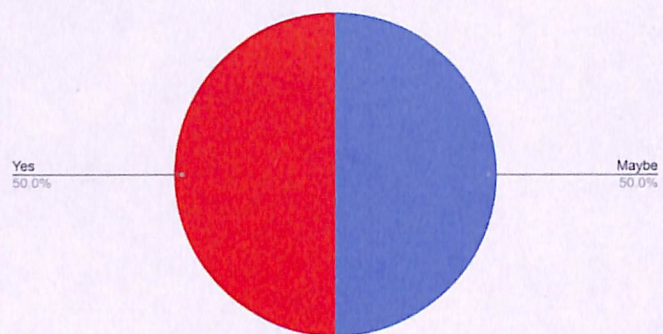
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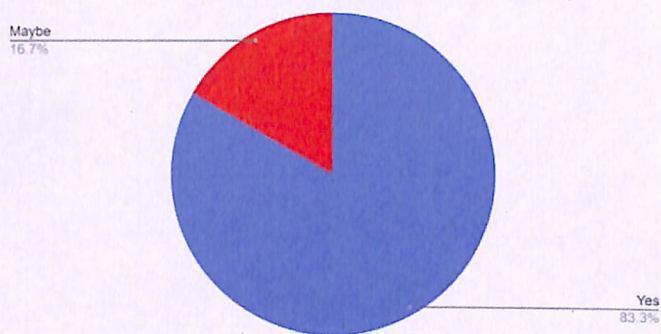
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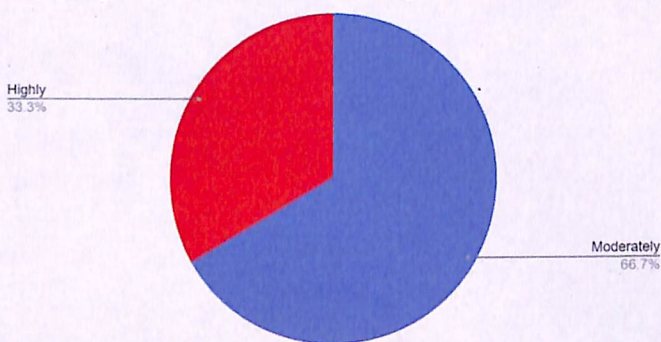
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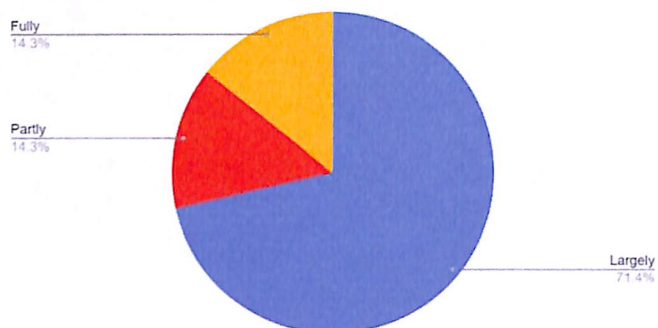
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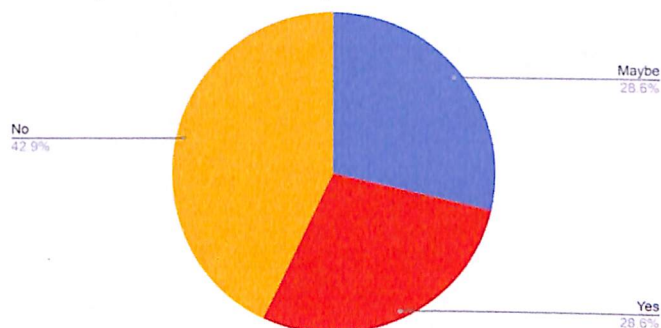
Chandlo
Principal
Gokhale Memorial Girls' College

Physics Honours

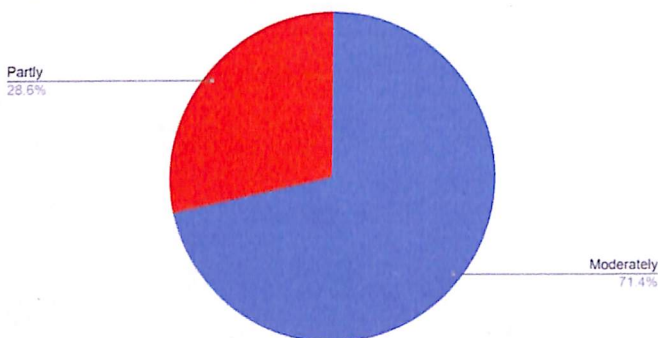
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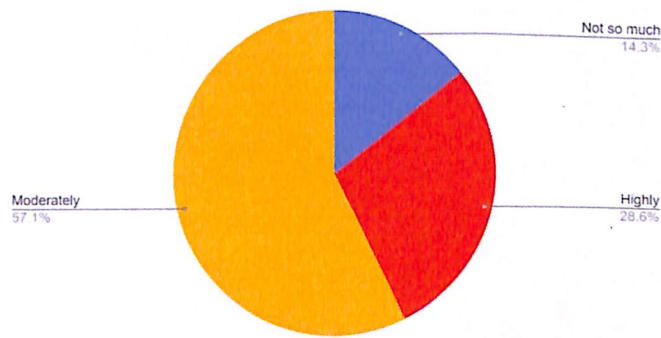
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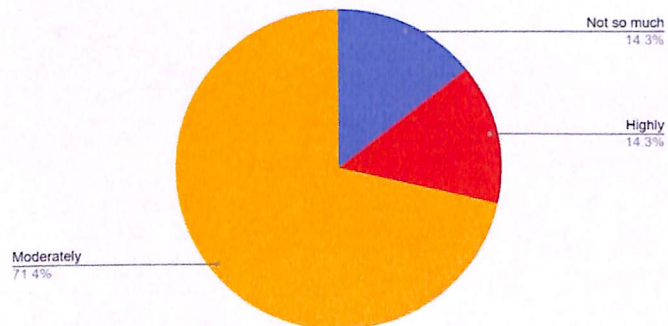
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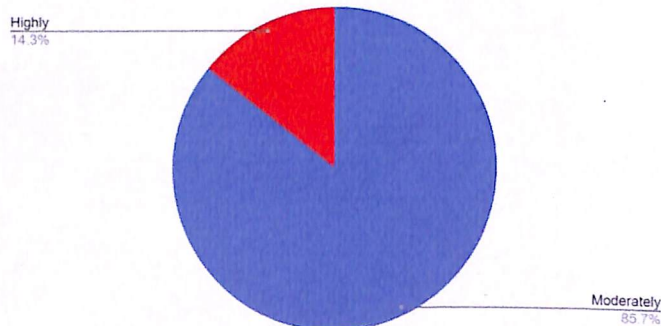
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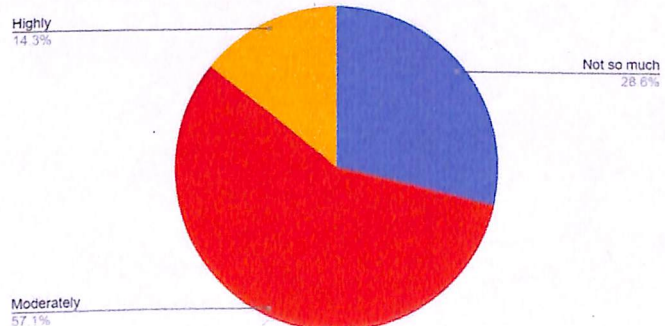
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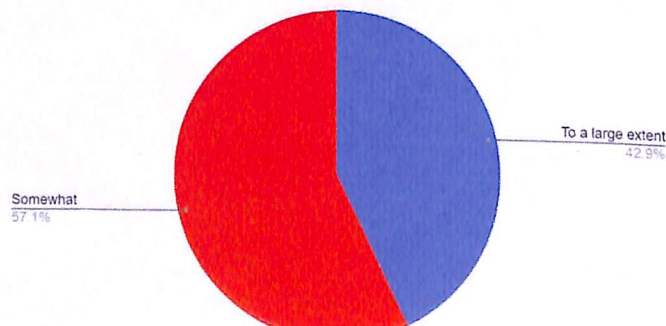
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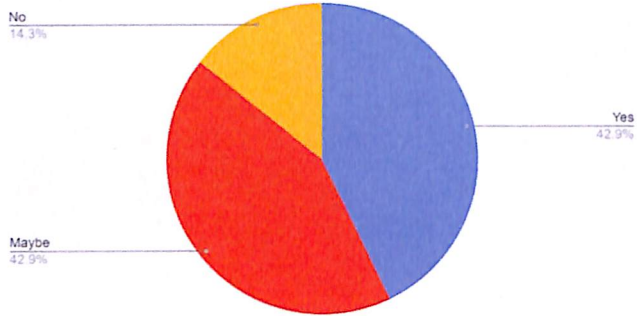
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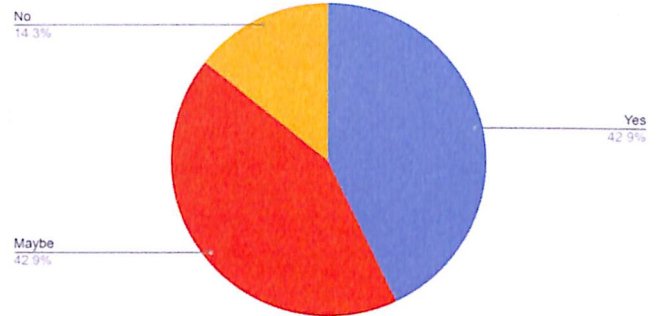
8. Does the CBCS syllabus inculcate values, ethics and make you aware of various rights?



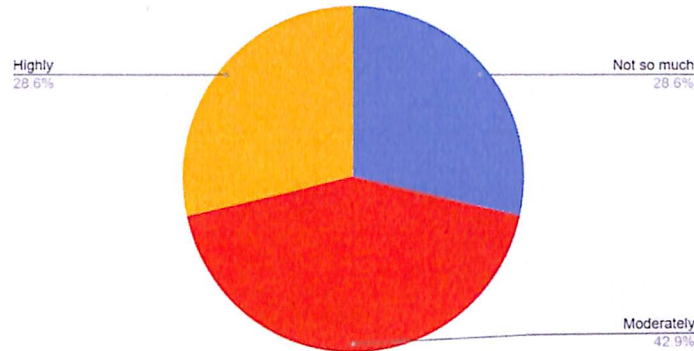
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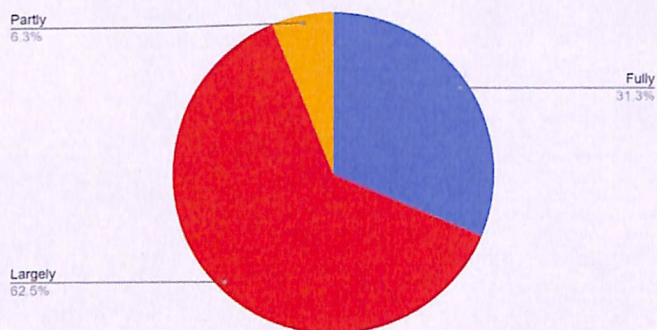
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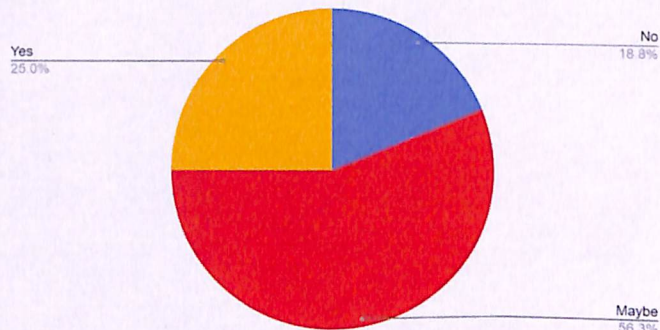
Akshita
Principal
Gokhale Memorial Girls' College

Political Science Honours

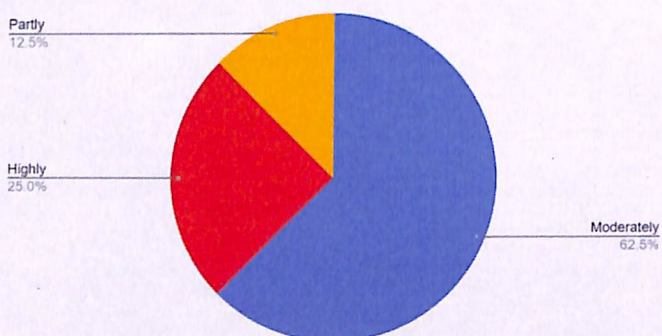
1. Do the topics included in the syllabus help you develop an overall idea on the subject?



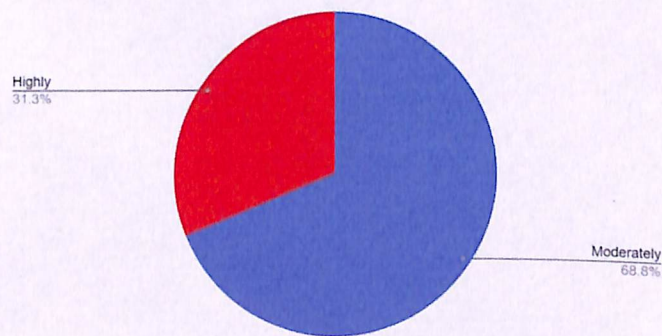
2. Do you think it is possible to finish the undergraduate CBCS syllabus within the stipulated time?



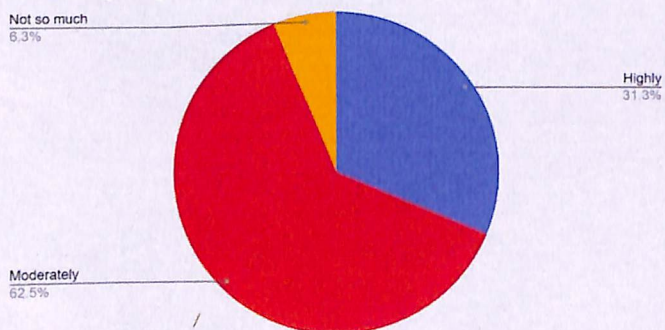
3. How far is the CBCS curriculum able to enhance your skills and overall competencies?



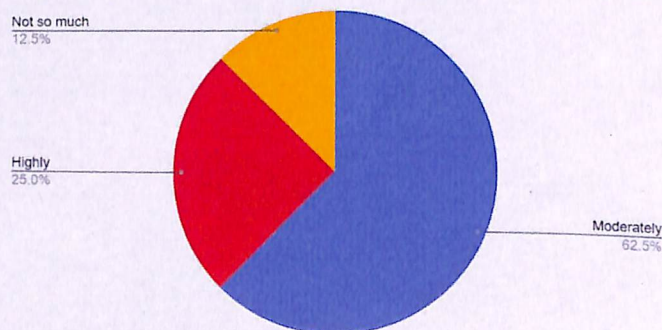
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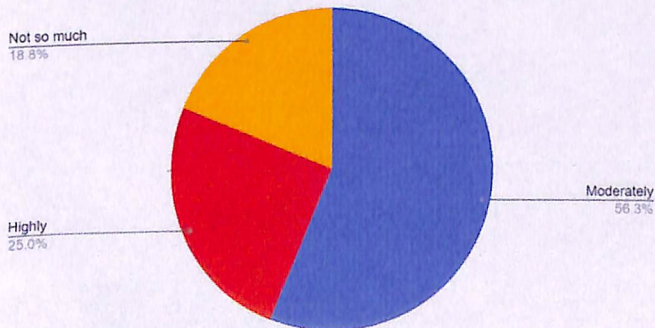
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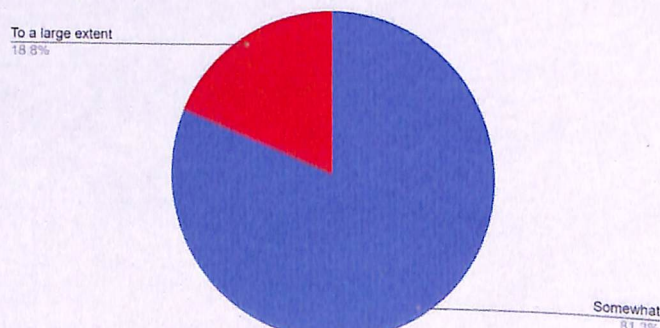
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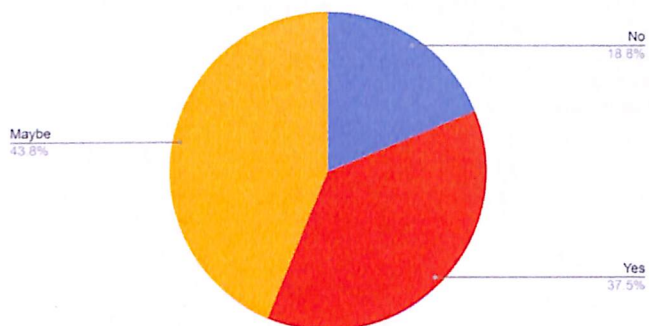
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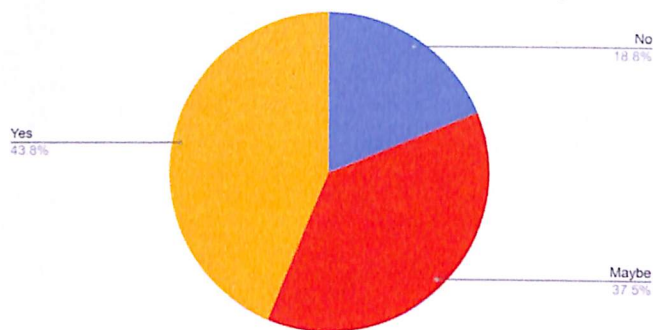
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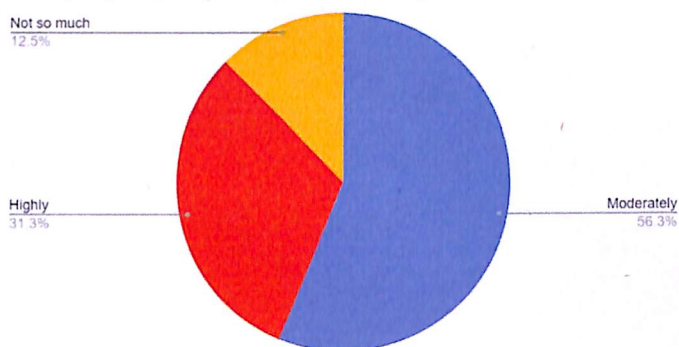
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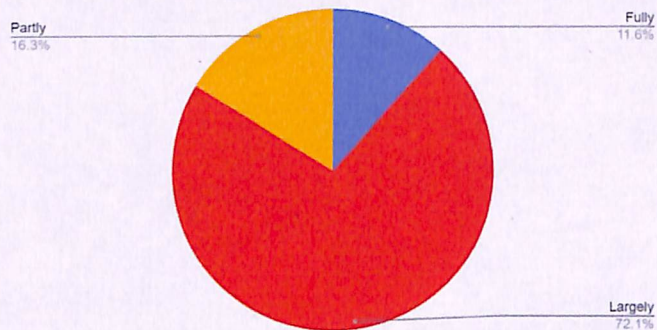
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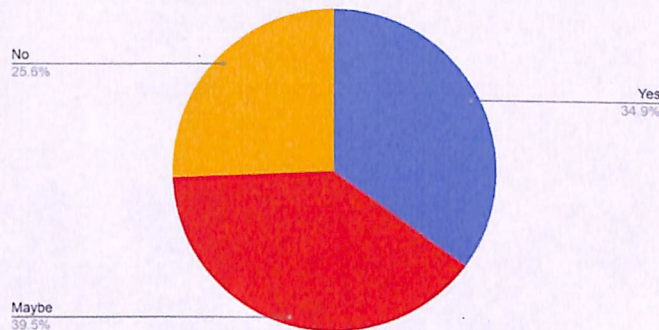
Chandrapa
Principal
Gokhale Memorial Girls' College

Psychology Honours

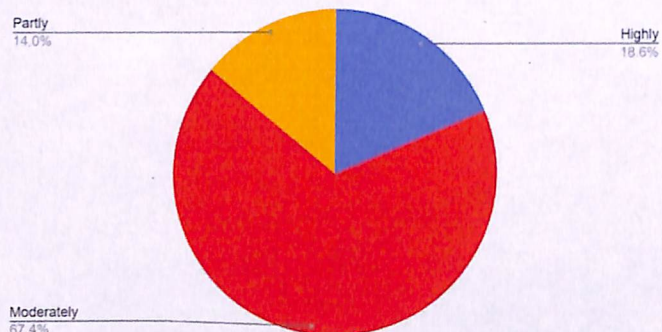
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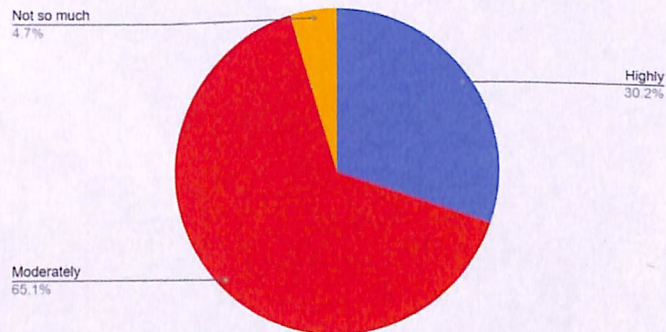
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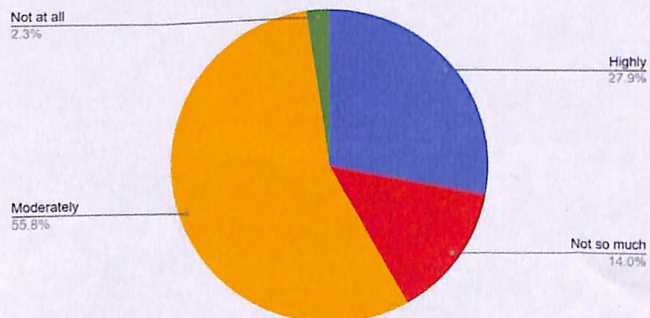
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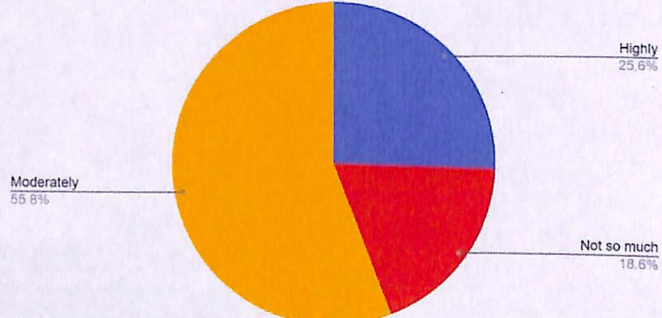
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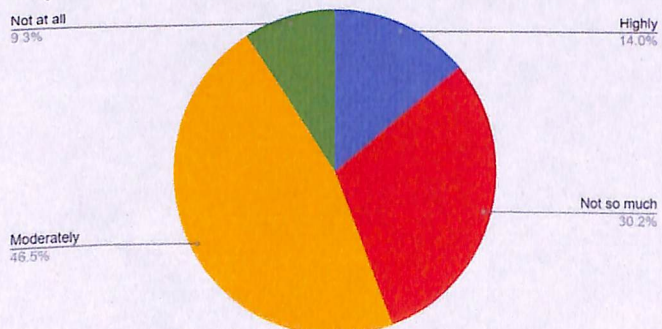
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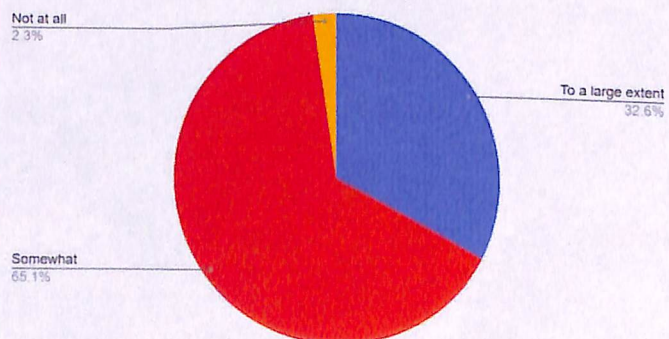
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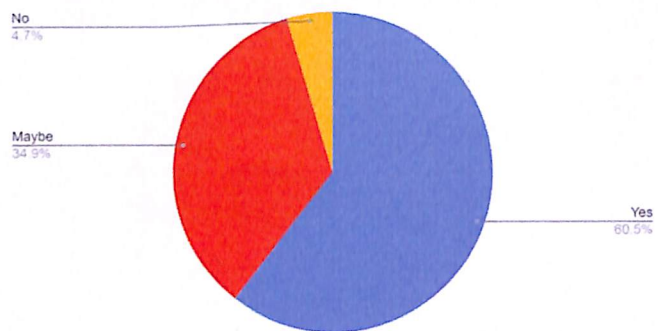
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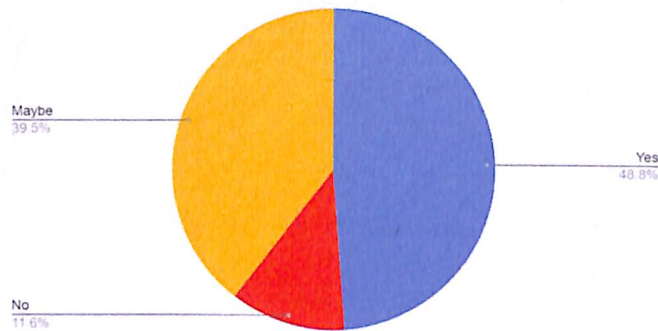
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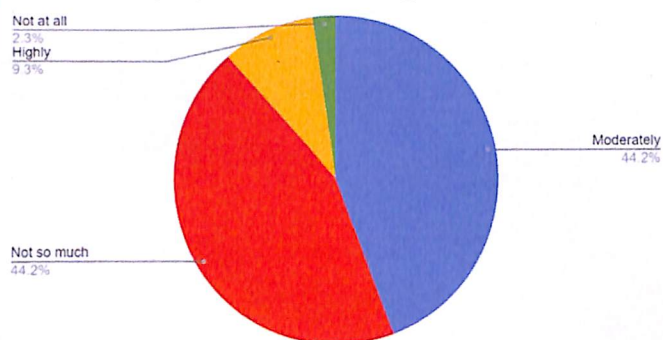
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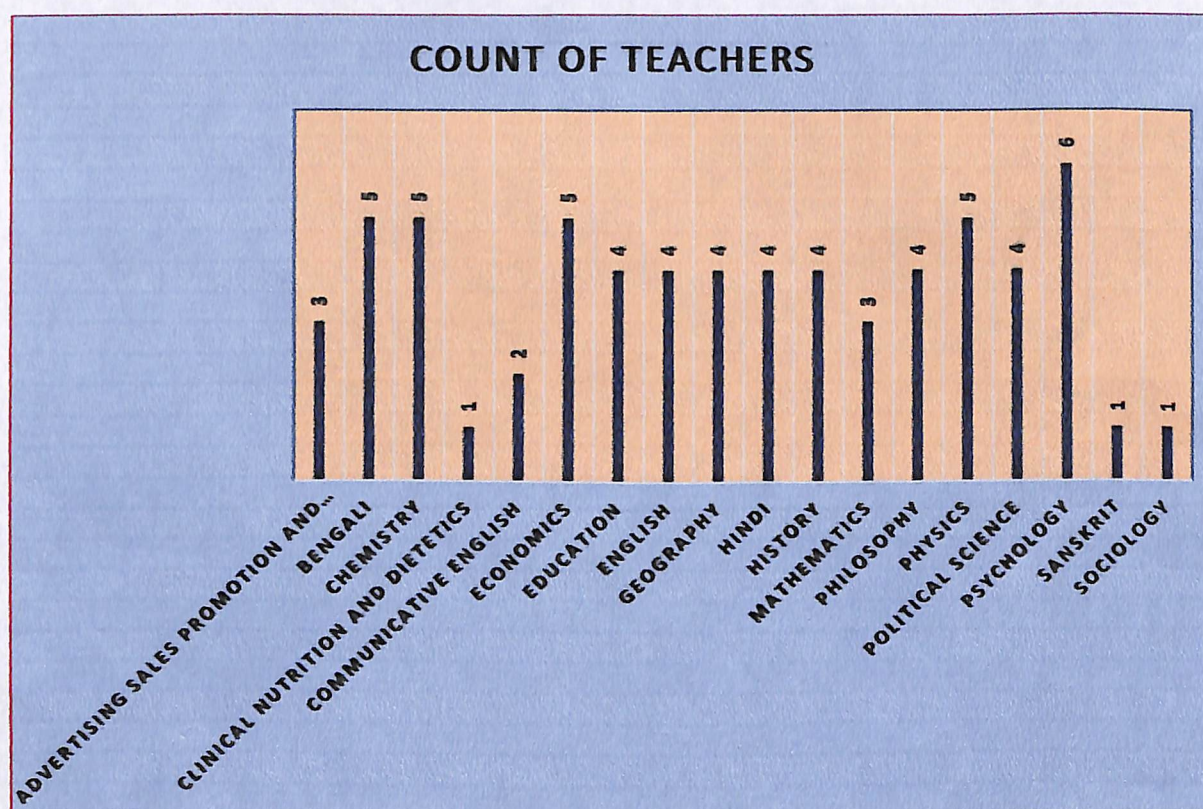
Chapla 1/9/22
Principal
Gokhale Memorial Girls' College



ANALYSIS OF TEACHER FEEDBACK ON CBCS CURRICULUM DESIGN

2021-2022

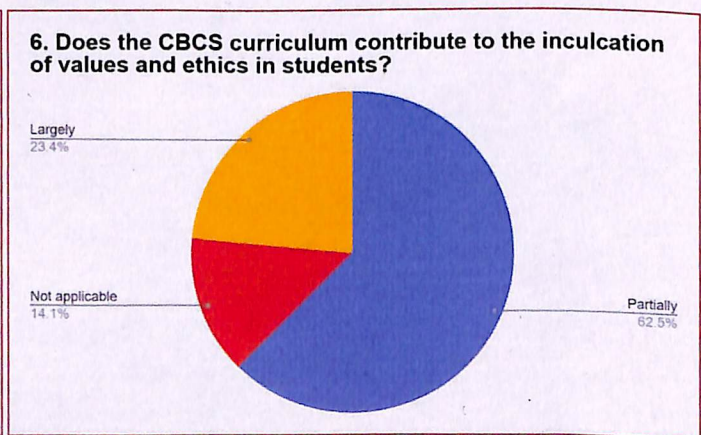
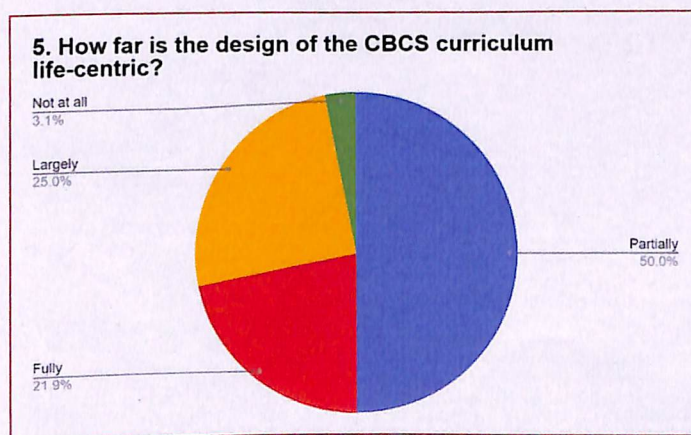
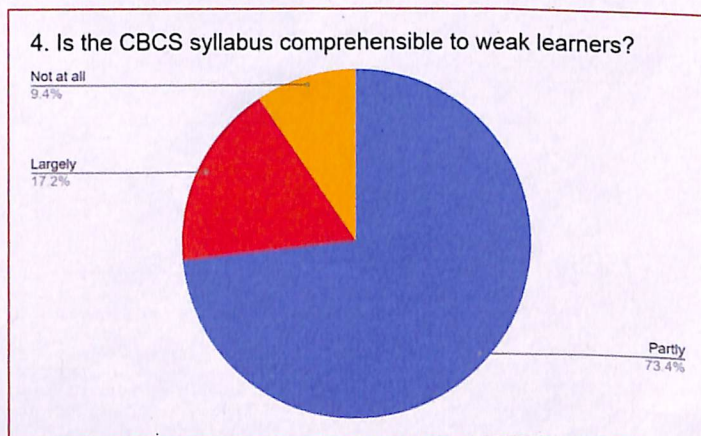
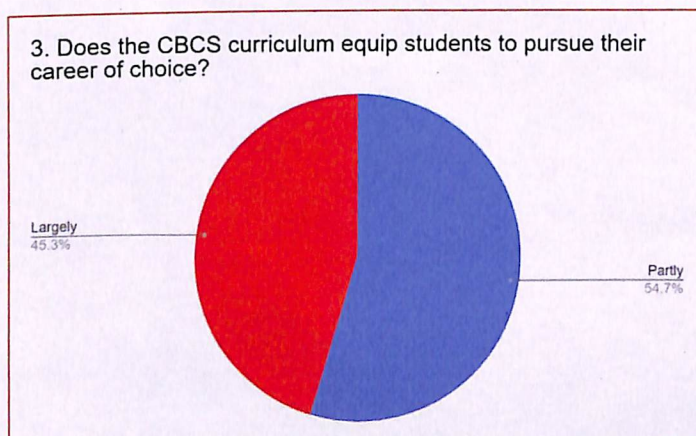
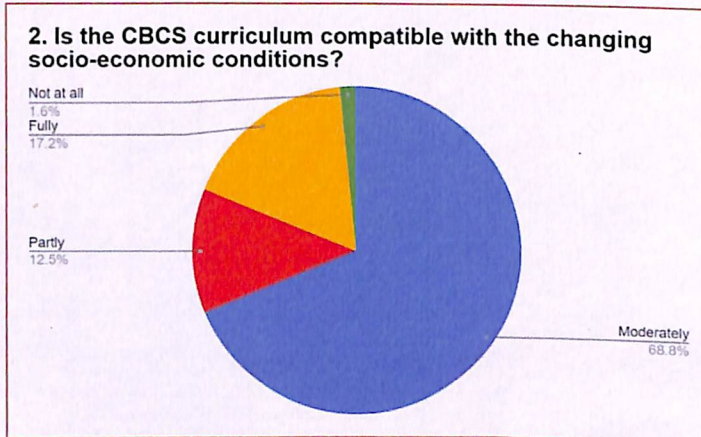
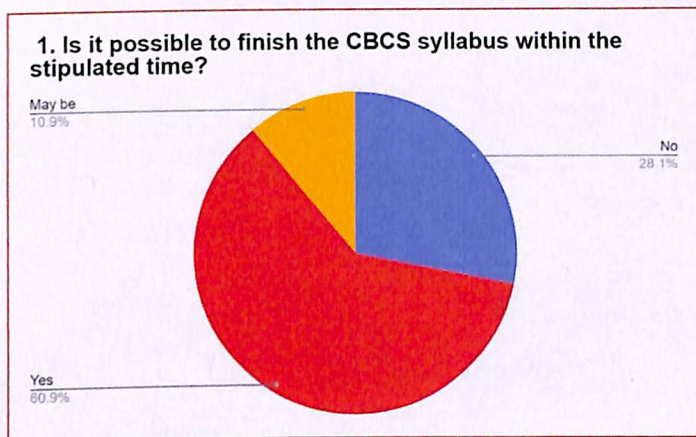
65 Responses



Akarpho 11/9/22
Principal
Gokhale Memorial Girls' College

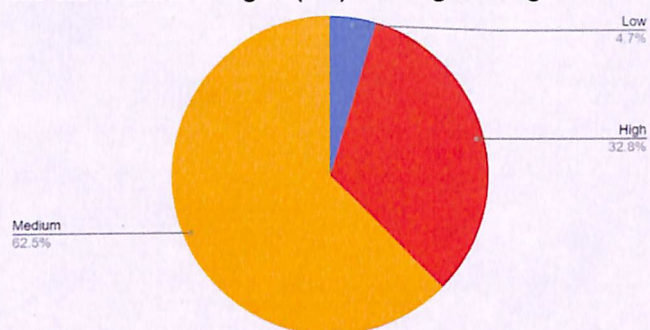
Feedback Analysis

Composite Chart Display (All Teachers)

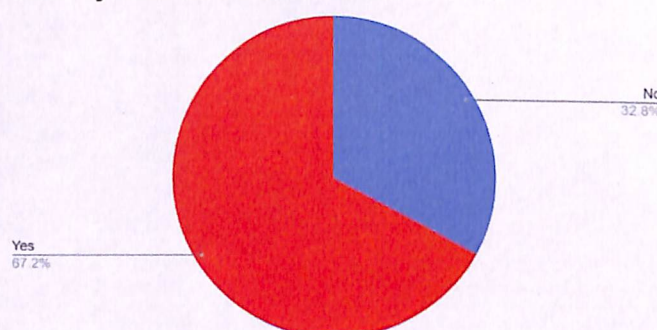


Arpita 1/9/22
Principal
Gokhale Memorial Girls' College

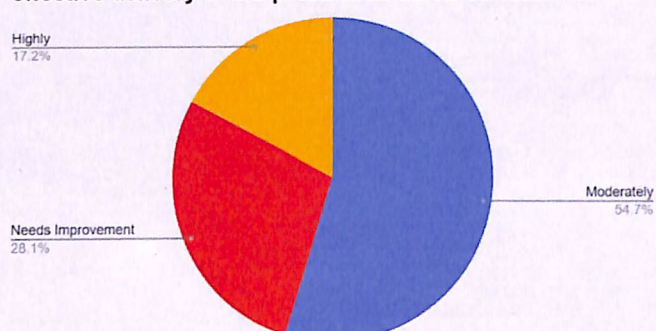
7. Does the CBCS curriculum design provide flexibility in the use of effective digital (ICT) teaching-learning tools?



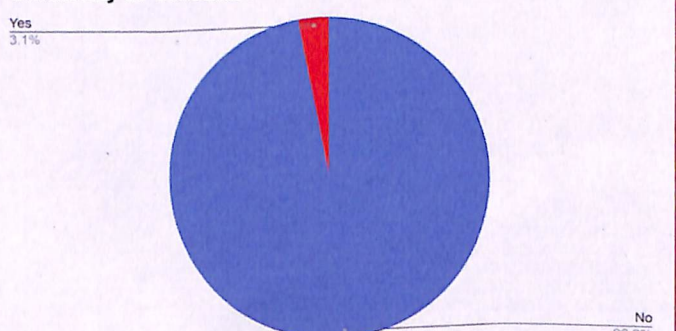
8. Is there any provision to take added assignments on the CBCS syllabus for the benefit of the students?



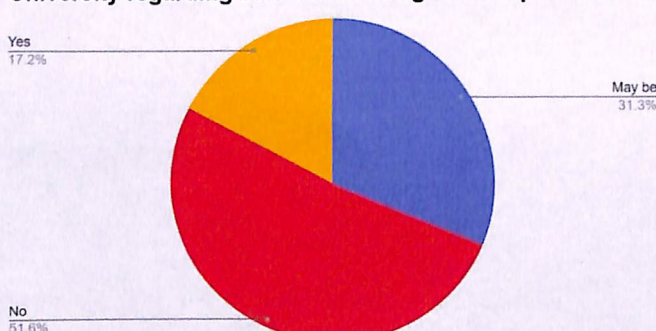
9. How far does the infrastructure of the college help in effective delivery of the prescribed CBCS curriculum?



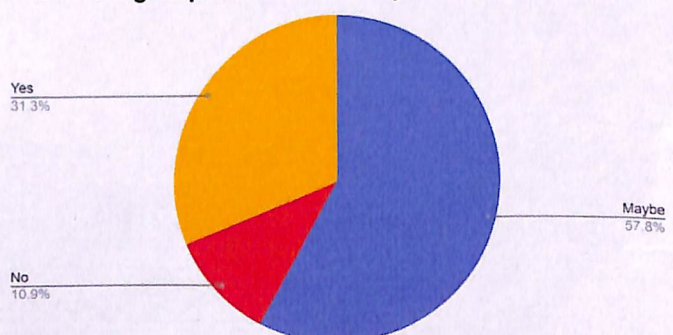
10. Are you a member of the Board of Studies of the University of Calcutta?



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



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



Summary of Composite Analysis

The following is the summary of responses considering the feedback obtained from the teachers of all departments responding for their individual disciplines.

- A high percentage teachers (61 %) feel that the CBCS syllabus of their respective Honours/Major /Generic subject as prescribed by the affiliating University can be completed within the stipulated time. 11 % are not so sure and quite a few (28 %) categorically say that it is not possible at all.
- 70 % the teachers say that the CBCS syllabus is moderately compatible with the changing socio-economic conditions. 17 % feel that their syllabi are fully compatible while around 13 % are not so sure.
- 45 % teachers feel that their syllabi largely equip their students to pursue a career of choice while 55 % feel that the syllabi satisfy the requirement only partly.
- 73.4 % teachers opine that the CBCS syllabus is only partly comprehensible to weak learners. 9.4 % say it is not comprehensible at all while a 17.6 % feel that it is comprehensible. Thus

majority of the teachers state that the CBCS syllabus may not be easy for students at high difficulty levels.

- 50 % teachers feel that the CBCS syllabus is only partially life centric. 47 % teachers respond quite in favour of the syllabi being life centric while only 3 % feel it is not.
- Responses to the query on whether the CBCS syllabus helps to inculcate values and ethics in students, show that 63 % of the teachers feel that it does so only partially, 23 % state that it does so largely and 14 % say that the query is not applicable for their subject.
- 33% of the teachers feel that the CBCS syllabus yield high flexibility in the use of ICT teaching-learning tools, only 5 % state that flexibility is low while as high as 62 % teachers feel that this flexibility is medium. Thus, there is more or less a high opinion among teachers regarding the scope of using digital tools for delivery of the curriculum.
- 67 % of the teachers feel that CBCS syllabus does permit the teachers to take added assignments confirming the robustness of the response on completion of syllabus. However a significant number of teachers (33 %) state that it is not possible to take added assignments.
- Only 17 % teachers state that the college infrastructure is highly adequate for effective delivery of the CBCS syllabus while a significant number of teachers (55 %) state that the infrastructure is moderately so while 18 % feel that the infrastructure needs improvement.
- Only 3 % teachers are members of their respective Board of Under-Graduate Studies (UGBOS) and 52 % are found to respond that it is not possible to communicate the feedback regarding curriculum design to the affiliating University, though almost 31 % feel that it may be possible.
- For e-content development based on the curriculum, only 11 % of the teachers have been found to provide unfavourable responses whereas 31 % are confident that e-content can be developed and a large number of teachers (58 %) feel that it may be possible.

Subject-Specific Feedback

➤ Advertising, Sales Promotion and Sales Management (ASPSM Major)

Following changes need to be incorporated in the syllabus as and when possible -

- Delete CC4 Unit II : ADMAR satellite cable network study (old topics)
- Add DSE A1 IMC: Unit 5- Introduce Case Studies (to bring practical exposure)
- Changes in DSE B2 Logistics & SC requires -
 - (i) Adding in Unit 3 Procurement, Demand Management, CRM, Warehouse Management
 - (ii) Adding in Unit 1 Types of Logistics
 - (iii) Inclusion of Unit 2 as History and Evolution of Logistics
 - (iv) Unit 3 and 6 to be deleted.

(Relevance of the topics to be added is much more in the current scenario than the ones to be deleted)

➤ Bengali Honours

- Stipulated time frame is not sufficient to cover the entire syllabus. Especially to cover an entire novel or drama with intense reading.
- Introduction of Skill Enhancement Course needs a detailed workshop, which was not conducted by the university.
- To conduct the Skill Enhancement Course properly, one should know the details of Indian and Bengali film history, there is no such provision within the syllabus.

➤ Chemistry Honours

- SEM5-CC-5-11-P: The practical syllabus is based on FORTRAN/C++ programming which can be delivered properly by faculty having proper expertise of computer programming. Not all the teachers with Physical Chemistry specialization are familiar with computer programming.

- SEM5-DSE-A-2: A major part of the syllabus is based on computer programming, which cannot be taught without proper expertise in the said field.
- SEM3-SEC-A-2: A major part of the syllabus is based on biochemistry, which cannot be taught without proper expertise in the said field.
- SEM3-SEC-A-1: A major part of the syllabus is based on mathematics and statistics, which cannot be taught without proper expertise of the said field.

➤ **Clinical Nutrition and Dietetics Major**

Significant problems in the Practical portion of curriculum such as -

- CC-4-P: Humna Physiology - Blood collection is problematic
- CC-14-P: Community Nutrition -Fees charged by CINI for 15 days training not affordable for many students
- DSE-B-6-4-P: Dissertation/ Project - Paper is aimed at developing research interest but students refrain from selecting it because of the high difficulty level.
- DSE-B-6-3-P: BAKERY SCIENCE- Very difficult to arrange 15 days training at food industry as industries show less interest in training graduation students.
- DSE-A-6-4-P: Assessment of Nutritional Status in Community - Weighment method cannot be conducted as in this method, student needs to stay with the family for a week, which becomes practically difficult.
- Methods are taught at individual level and not at community level due to lack of time.
- Studying clinical signs of various nutritional deficiency disorders is not possible among subjects in college/outside
- DSE-A-5-1-P: Diet Counseling and Patient Care - Hospitals not interested in taking UG students for internship and are most hospitals have started charging the interns.

➤ **Economics Honours**

- In general, the syllabus is heavy and quite difficult to complete within the stipulated time.
- Syllabus is particularly heavy in CC 12- Indian Economy and CC14 – Development Economics.
- In Semester I, some portions of both Microeconomics and Macroeconomics should be taught.
- In Semester IV, the Macroeconomics syllabus is too burdensome. Some of the units should be shifted to Semester V.
- It becomes difficult to offer the entire choice of SEC and DSE papers because of non-availability of teachers proficient in teaching the subjects in question.
- Some portions in SEC – Data Analysis is conceptually difficult for the students to grasp.
- Use of software particularly in DSE – Applied Econometrics may be difficult because of lack of specific facilities.
- Students will not be able to write dissertations/paper reviews in CC- 12 and CC-14 or in tutorial papers in DSE of Semester V and Semester VI without acquiring knowledge in Research Methodology which is but offered as an optional paper in SEC of Semester IV. Most students avoid Research Methodology.
- Comparative Economic Development a DSE paper must be offered in Semester VI instead of Semester V as it can be read better alongside the Semester VI-CC 14 paper of Development Economics.

➤ **Education Honours**

The following topics should be included in the syllabus--

- a) Dissertation and Data Analysis
 - b) Comparative education. Environmental Education
 - c) Current issues and challenges in education etc.
- The following topics need to be excluded from the syllabus—
 - a) Model of evaluation stuffle beam (CC 9)
 - b) School Medical Service (CC 6).
 - c) Types of Intelligence Test (As same topic appears also in CC2)

- d) Cumulative Record Card (CC 7)
- e) Anecdotal Record Card (CC 7) etc.
- There are some topics that cannot be taught without the knowledge of ICT tools --Previewing, Skimming, Scanning (SEC B1).
- There are some topics for which reference material is not available.
- Some easier topics need to be included for weak students.

➤ English Honours

- The syllabus is too lengthy to be covered within stipulated time.
- It will be more pertinent History of Literature is divided semester-wise. Instead of cramming it into one paper it would be better if the texts and histories are discussed concomitantly. For the Victorian Poetry paper, we should have a unit on Victorian context first and then texts. It will ensure a proper correlation between the texts and contexts.
- It would be better if the focus remains on the explanation of theoretical understanding rather than blatantly devoting a paper to Postcolonial or Partition. Often students have to guzzle up the Poco papers without understanding their theoretical complexities.
- Literary theory should be introduced from the basic level so that students don't find it difficult to grapple with the Postcolonial paper.
- In each semester (at least from Semester III) there should be a term paper writing course (not just in the form of Tutorial).

➤ Geography Honours

Challenges faced -

- In Paper CC1 practical some portions of topographical map like Hypsometric curve are tough for the mediocre students of Semester 1.
- In CC2 Theory, it is difficult to teach so many principles of Cartography.
- In CC 4 Theory, Topic 1 concepts such as Log and Anti log are too hard for them to understand.
- In CC4 Practical, almost impossible to cover 3 survey instruments and survey exercises.
- For Paper CC6 Practical, for Thiessen Polygon, real precipitation data of different stations of a drainage basin is not available.
- In CC10 Practical, for Plant Species Diversity Determination (By Matrix Method) particular guidelines from BOS is required.
- In paper CC12, both the theory and practical portions of GIS and GNSS are too lengthy and difficult.
- CC13 Theory, it is very difficult to cover all aspects of Geographical Thought.

➤ Hindi Honours

- In SEM1 of CBCS Syllabus, CC1 and CC2 papers are lengthy and cannot be completed within the Semester period.
- In SEM3 CC5 paper, there are 9 poets to be taught. Each poet has 6 to 7 poems in the syllabus.
- CC6 paper is Bhartiya Kavyashastra and CC7 paper is Paschatya kavyashastra. Both are vast and too difficult for students to understand.
- In SEM4 SEC-B4 (2) Audio Visual Medium Writing paper is very difficult to teach without adequate audio visual equipments. In SEC-B-4(2) Aanuvad Sidhant Aur Pravidhi paper, Vishwaprapanch ki Bhumika and Gitanjali portion is not clear.
- In Sem 6, DSE- A2 Pravasi Sahitya paper, some of the writers and their literature are not available. In DSE A2 paper, Poems of Tulsidas are very long and the paper is too lengthy to be covered within the Semester period.

➤ History Honours

- Semester requires six months and we get three months at best.

- In the Honours syllabus, lot of interesting opportunities but no infrastructure or financing. This issue is however, college specific.
- History syllabus is overall comprehensive but there is syllabus volume overload.

➤ **Mathematics Honours**

- CBCS is Choice Based Credit System but actual choice for the student gets limited by availability of proper infrastructure and teachers proficient in teaching the subjects particularly the SEC and DSE. It is difficult for students to choose between one and the other. More workshops need to be conducted on the CBCS curriculum of Mathematics Honours. Text and reference books pertaining to the CBCS syllabus are still unavailable.

➤ **Physics Honours**

- It is extremely taxing for the students as well as teachers to finish the syllabus. There is hardly any breathing space to learn some topics properly.
- Some core courses have huge syllabus and students find it difficult to cope with the pressure
- Practicals have become less important in CBCS, more stress in theoretical papers, it seems
- All choices for DS electives are difficult to provide, as there are lack of teachers trained in those papers.

➤ **Philosophy Honours**

- Man and Environment is the SEC B 1 paper of Semester 3 syllabus and Environmental Studies the SEC B 2 1b) of Semester 4 for which no book is available in English. In Bengali also there is only one book which does not cover the entire syllabus. For class teaching reference books given in the list of suggested readings need to be searched in websites.
- Semester 4 SEC B2 1c) Feminist studies and CC 12 of Semester 5 and CC14 of Semester 6 comprises of the syllabus for which no book is available, either in English or Bengali, We collect materials from different websites and books prescribed for higher studies and provide them to the students. It is extremely difficult for the students to translate such materials in Bengali and then study in such a short span of time.
- CC 8 and CC 9 of Semester 4 being Logic paper both traditional and symbolic require at least a five - month span to complete the logical derivations, but only three months are available.

➤ **Political Science Honours**

- The syllabus is too lengthy, It is difficult both for the faculty to deliver the CBCS syllabus completely and for the student to grasp within the stipulated time.
- The SEC course offered by the University specifically A-1-Legal Literacy is problematic as the faculty face a lot of difficulty in delivering the lectures and providing study material on topics included to the students. This is a paper which requires specialization in Law and can be taught properly only by a teacher who has a law degree to his/her credentials.

➤ **Psychology Honours**

The challenges faced in delivering the curriculum are as follows -

- The whole syllabus is too lengthy to be completed within the stipulated timeframe of 5 to 5.5 months per semester.
- In case of Semester I, (CC1 and CC2) courses have substantial number of subunits which require considerable time to teach and revise. This is difficult as their course starts later than the other semesters
- Some portions of CC5 and CC9 are conceptually difficult for the students to grasp.
- CC12 is disproportionately lengthy.

Report on Student and Teacher Feedback on Curriculum Design

Academic Session 2021-2022

The Feedback on CBCS Curriculum Design for academic session 2021-2022 was obtained through Google forms separately from the Faculty and the Students of Semester VI, the final batch of students. The data was analyzed by 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 281 responses. Analysis of the feedback 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 topics covered would help in building an overall understanding of the subject.
- (c) the syllabus design was capable of enhancing skills only moderately.
- (d) the syllabus design generated interest for research only moderately.
- (e) the syllabus design was moderately helpful in preparing for competitive examinations.
- (f) the syllabus was not very much job-oriented.
- (g) The curriculum would be able to inculcate ethics and values.
- (h) The design could encourage students to work in teams and collaborate.
- (i) 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 2021-2022 was also analyzed and the results conveyed to the HOI. There were 64 responses.

Teachers' responses were obtained on general queries on whether the syllabus

- (i) could be completed within the stipulated time
- (ii) was compatible with changing socio-economic conditions



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- (iii) enabled students to pursue a career of choice
- (iv) was comprehensible to weak learners
- (v) was life -centric
- (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.
- (xi) A further query included was whether teachers had membership of the Undergraduate 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-

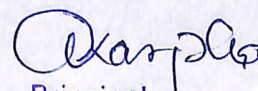
- a) 61 % teachers stated that it was possible to deliver the syllabus on time.
- b) 45 % stated that the curriculum would definitely allow students to pursue their career of choice while 55 % stated that it might, but only partially.
- c) 73 % stated that the syllabus was only partially comprehensible to weak learners
- d) 28 % stated that the college infrastructure needed improvement to allow teachers to deliver the curriculum effectively.
- e) Only 3 % stated that they were members of their respective UGBOS. As high as 52 % 38 % of teachers felt that it may not be possible to convey the feedback to the affiliating university regarding the CBCS curriculum design prescribed by it.
- f) 31 % teachers stated that it was possible to deliver the syllabus on e-platforms.

Department-specific responses on honours syllabus revealed varied responses regarding the syllabus designs. Some portions were identified as redundant while some others needed to be included. The general common opinion of all departments was that the CBCS Honours subject curriculum has a volume overload. It would not be possible to deliver the curriculum completely within the stipulated semester time.

Action Taken by the HOI

The College is affiliated to the University of Calcutta and is required to follow and deliver the curriculum prescribed by the University. Hence, after careful perusal, the HOI conveyed both the student feedback and the faculty feedback analyses to the Departments and suggested that the findings be submitted to their respective UGBOS.




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