



GOVT. GENERAL DEGREE COLLEGE, MANGALKOTE

REPORT

on

Survey for Teachers' Feedback on Syllabus and Its Transaction, 2023

A survey was conducted among the teachers of Government General Degree College, Mangalkote to understand the strengths and weaknesses of the existing syllabi of various disciplines under the ‘Choice Based Credit System’ as prescribed by ‘The University of Burdwan’ (the affiliating University of GGDCM). Accordingly, a questionnaire was framed with both generic and specific questions relating to the existing syllabus and curriculum and its transaction at the institutional level focusing mainly on – the objectives and structure of the syllabus, its disciplinary, career and wider relevance, processes of teaching, learning and evaluation, teacher involvement in syllabus framing and level of difficulty of the syllabus from point of view of the students. A few questions on the prospects of value addition to existing syllabus and enhancement of practical skills of the students were framed as well. The relevance of digital education and its implementation in various streams were also inquired. The questions were assembled into a Google Form and shared with all the faculty members to record their responses. A total number of 20 responses were recorded from all the existing disciplines in the college (Humanities- Bengali, English, History, Political Science, Sociology; Science – Botany, Chemistry, Zoology).

Link to the survey questionnaire:

<https://docs.google.com/forms/d/1NhY26HCwaT0l8dGGt522yahN694Zfj9fxTpDrUGLbFs/edit?pli=1>

The responses have been discussed below:

1. Discipline or subject of the teacher

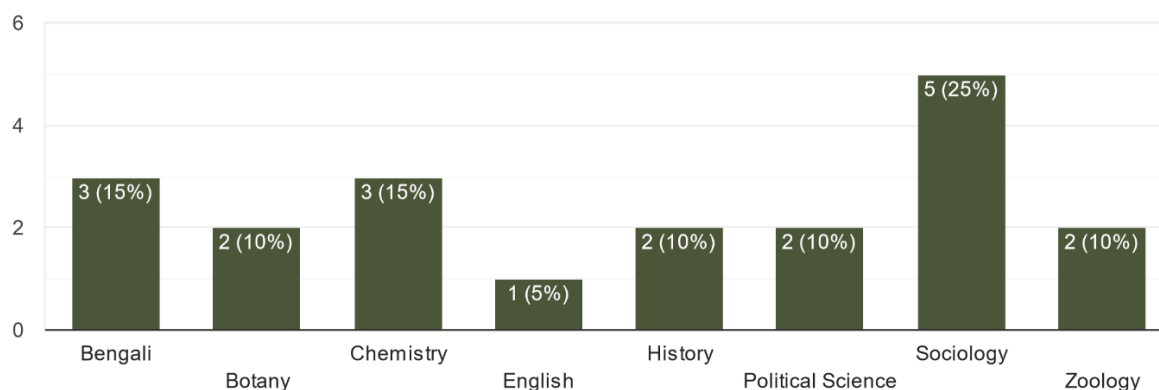


Fig. 1

The chart (Fig. 1) clearly shows that faculty members from all the Departments participated in the survey. However, the responses have been analyzed in a generalized way instead of a discipline-specific manner.

OBJECTIVES OF THE SYLLABUS

2. The syllabus nurtures curiosity and inquiry

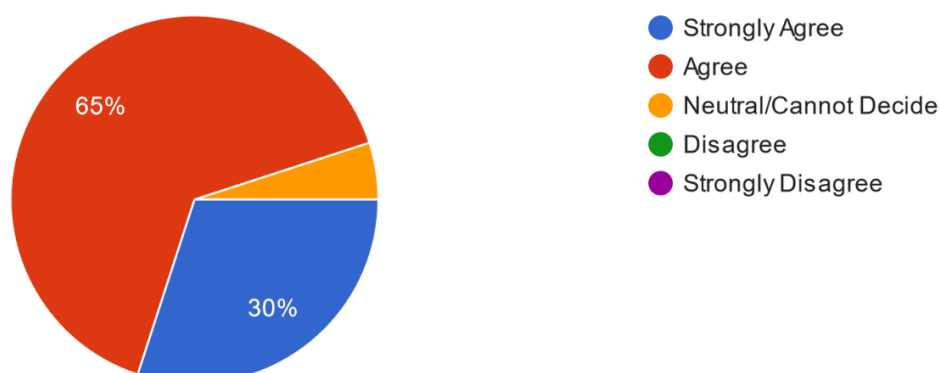


Fig. 2

The chart (Fig. 2) shows that most of the faculty members agree to the statement – ‘The syllabus nurtures curiosity and inquiry.’ It is quite encouraging as these aspects drive the learners’ urge to know thereby helping in their all-round development.

3. The syllabus covers core themes and concerns of the discipline

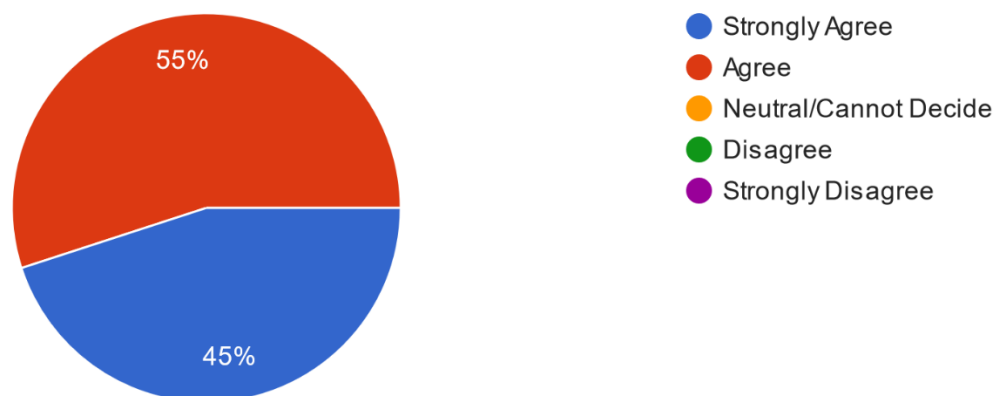


Fig. 3

The chart (Fig. 3) depicts that over more than 55% of the faculty members strongly agree to the fact that the existing syllabus of their respective discipline covers the associated core themes and concerns. The remaining 45% agreed to the same. Thus, the syllabus has still scope for further developments which can be considered in the future by the syllabus-framing authority of the University.

4. The syllabus ensures development of practical and problem-solving skills

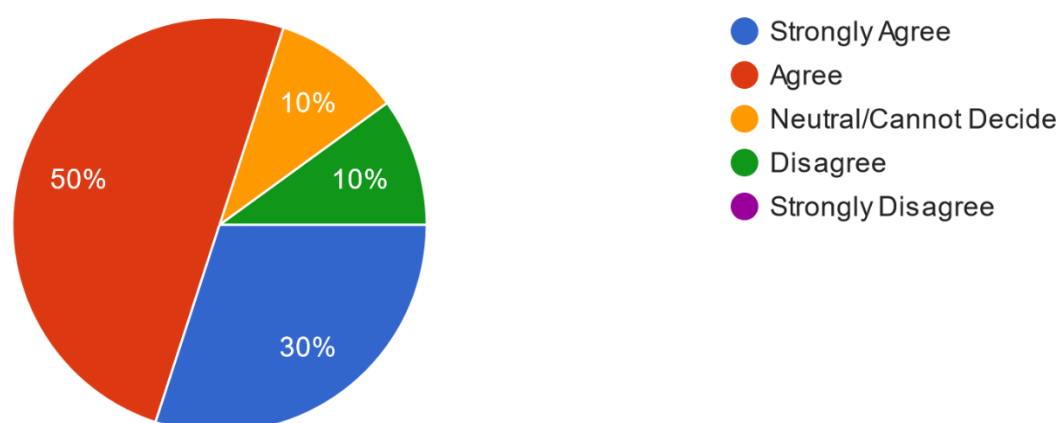


Fig. 4

The chart (Fig. 4) represents the responses of the teachers related to the scope of the existing syllabus for nurturing practical and problem-solving skills of the learners. Although 30% strongly agreed and 50% agreed that the syllabus of their respective disciplines help to do so, a few teachers (10%) negated the fact. A minor section (10%) remained undecided. The variations in responses may highlight the lacunae in the infrastructural facilities (like lack of suitable laboratory equipments) or other shortcomings like shortage of teaching faculties and non-teaching staff (lab. attendants, specimen suppliers, etc.) which are some of the pertinent issues of our institution. Additionally, there may be some discipline-specific issues which have to be looked into followed by intimating the problems to the higher authorities.

5. The syllabus is dynamic and introduces emerging developments in the discipline

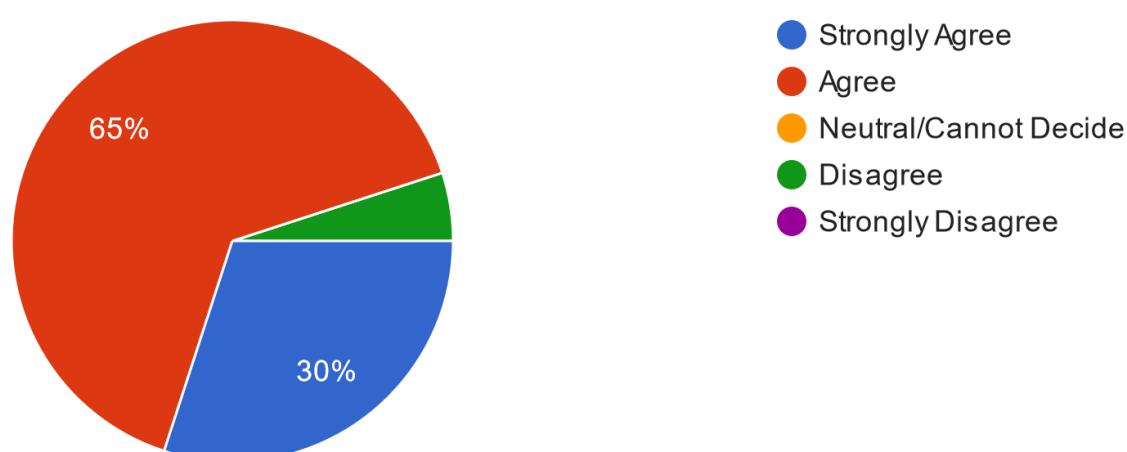


Fig. 5

The chart (Fig. 5) highlights the responses of the teachers regarding an important aspect of the syllabus i.e. its capability to remain relevant in the evolving times. A major section agreed (30% + 65%) with a minor section disagreeing to the statement. Thus, the syllabi can be

developed further by revising them on a regular timely interval keeping in mind the latest trends and discoveries in the respective disciplines.

6. The syllabus has scope for incorporation of interdisciplinary and multidisciplinary elements

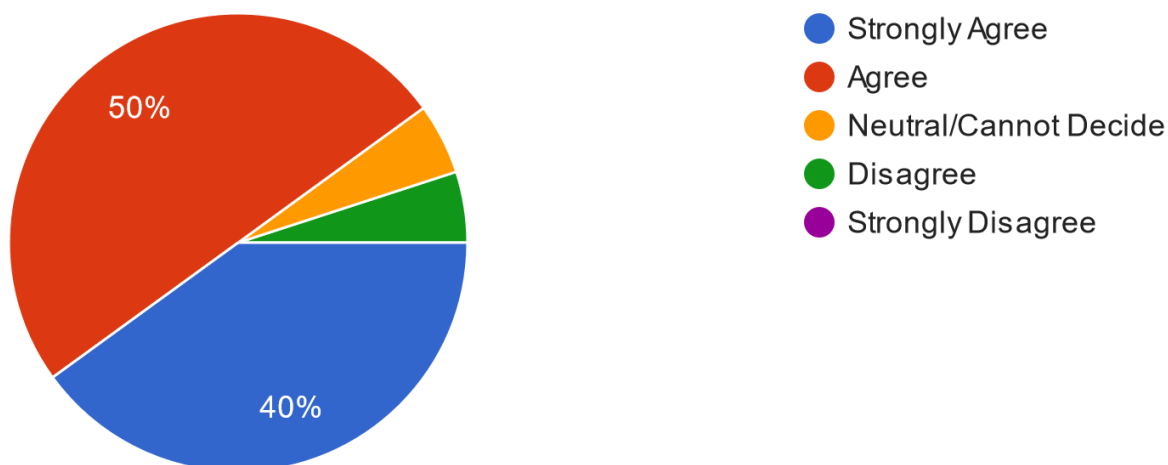


Fig. 6

The chart (Fig. 6) unravels the scope of the syllabus for incorporation of interdisciplinary and multidisciplinary elements. Although most of the responses are positive (40% + 50%) some responses are not so. This shows that the syllabi of various disciplines need to be well researched and upgraded to provide the best opportunities of learning for the students.

CAPACITY BUILDING AND SKILL DEVELOPMENT GOALS OF THE SYLLABUS FOR ENHANCING THEIR EMPLOYABILITY

7. The syllabus has scope for providing industrial training to the students to enhance their career prospects

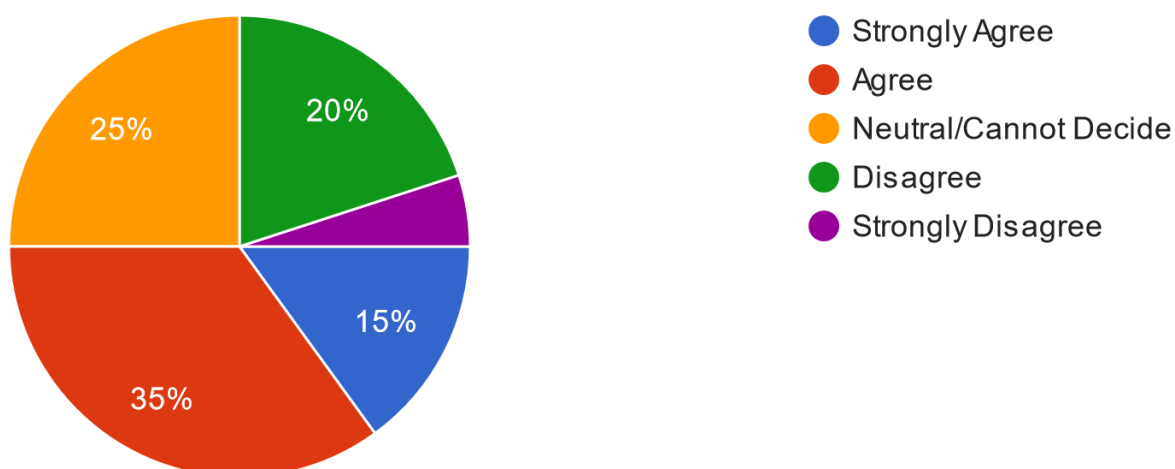


Fig. 7

The chart (Fig. 7) is interesting because of the variation in the responses received from the teachers' end. 50% (35% + 15%) of the responses are positive, 25% neutral and the remaining 25% (20% + 5%) are negative. This somehow points to the fact that the existing syllabi of various disciplines are not well equipped for giving industrial training experience to the students for boosting their career prospects. These loopholes can not be mended by the endeavours of the teachers alone because of the complexities involved in obtaining permission for such activities under the current system. Making industrial exposure mandatory for the students may stimulate them to obtain the required skills for enhancing their career prospects.

8. The syllabus develops professional skills

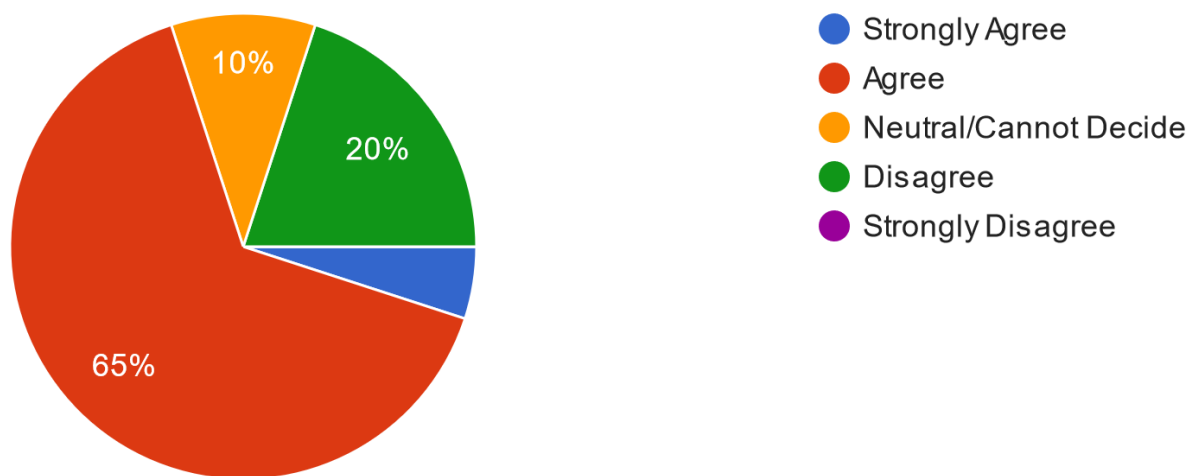


Fig. 8

The chart (Fig. 8) is actually a sub-set of the previous chart (Fig. 7) with almost similar responses except the fact that none of them strongly disagreed to the proposed statement. The other way round, the responses reinforces the fact that there are certain shortcomings in the existing syllabi which needs to be worked upon for developing professional skills among the students and thereby their career prospects.

9. The syllabus develops research interest among students

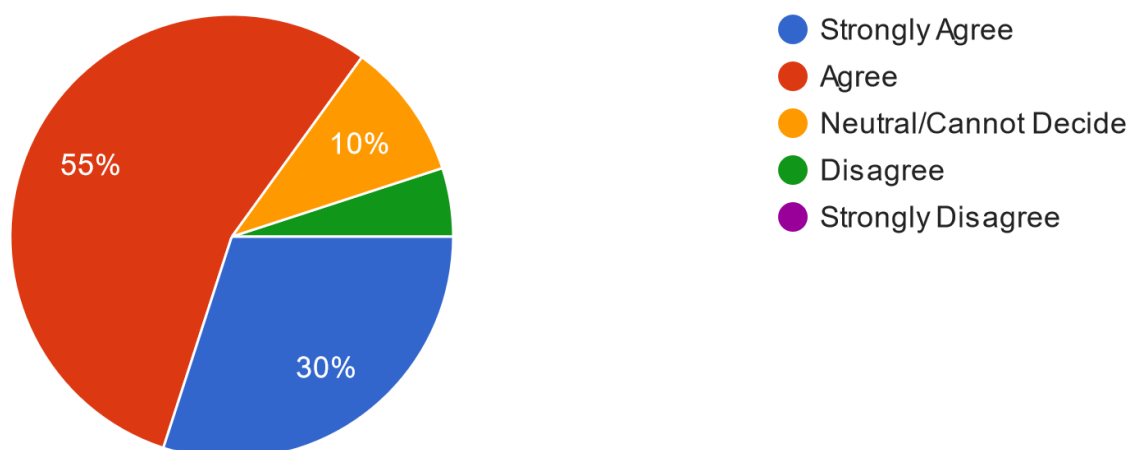


Fig. 9

The chart (Fig. 9) shows that most of the responses regarding the research interest generating prospects of the existing syllabi of various disciplines are positive (55% + 30%). However, the neutral and negative responses (10% + 5%) indicate the need for further work on the syllabi to boost research interests among the students.

10. The syllabus addresses emerging social and environmental concerns

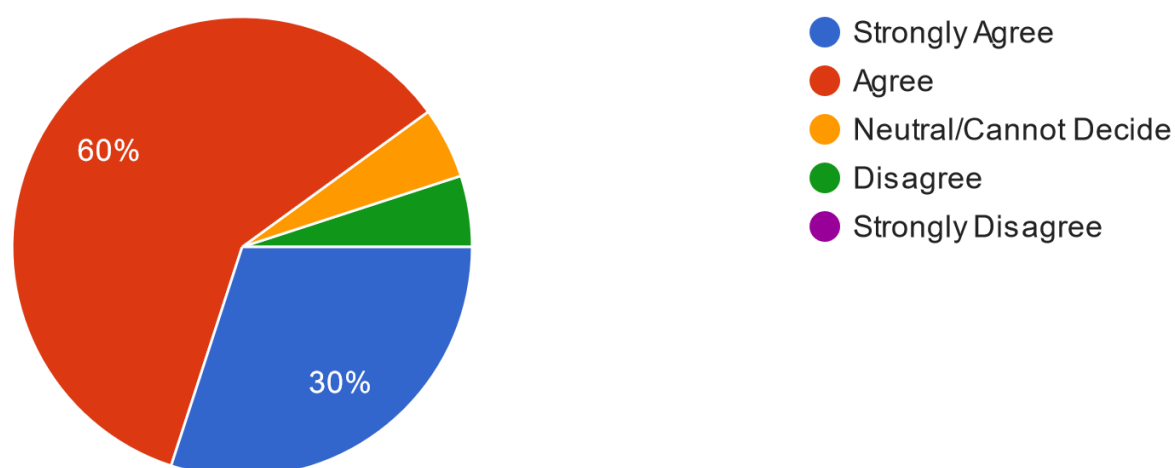


Fig. 10

The syllabus of a particular discipline becomes socially relevant when it addresses the emerging social and environmental concerns. These generate social awareness among the students and make them responsible citizens of the country. The chart (Fig. 10) shows that most the teachers have responded positively (30% + 60%) which is quite encouraging.

SYSTEMATIC AND SCIENTIFIC STRUCTURE OF THE SYLLABUS

11. There is sequential progression in courses offered across semesters

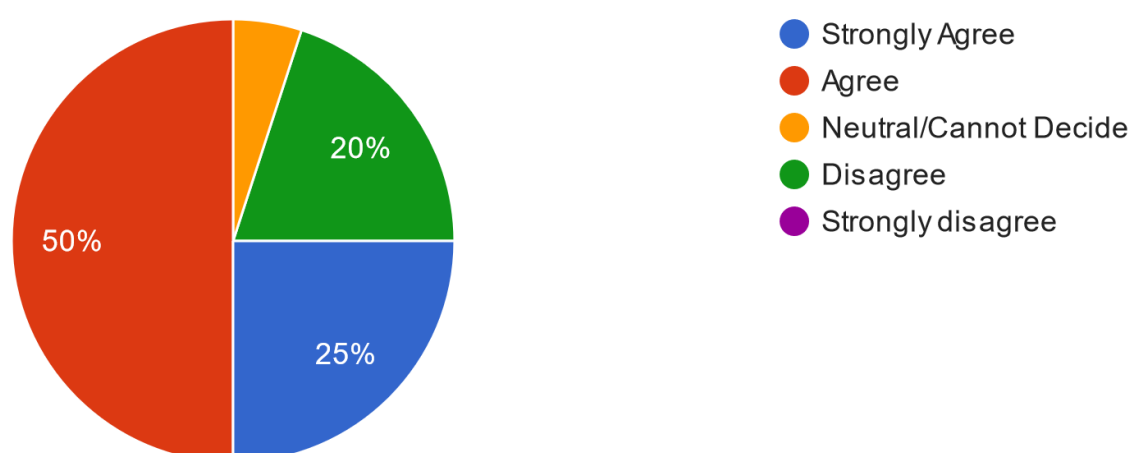


Fig. 11

Sequential progression in the courses across semesters is very important for strengthening the basic principles and providing clarity of concepts. The varied responses seen in the chart (Fig. 11) highlights the fact that the syllabus-makers need to consider this aspect of a particular discipline for a clear, step-by-step understanding of the courses the students are being offered.

12. There is scope for participatory learning through field visits and projects

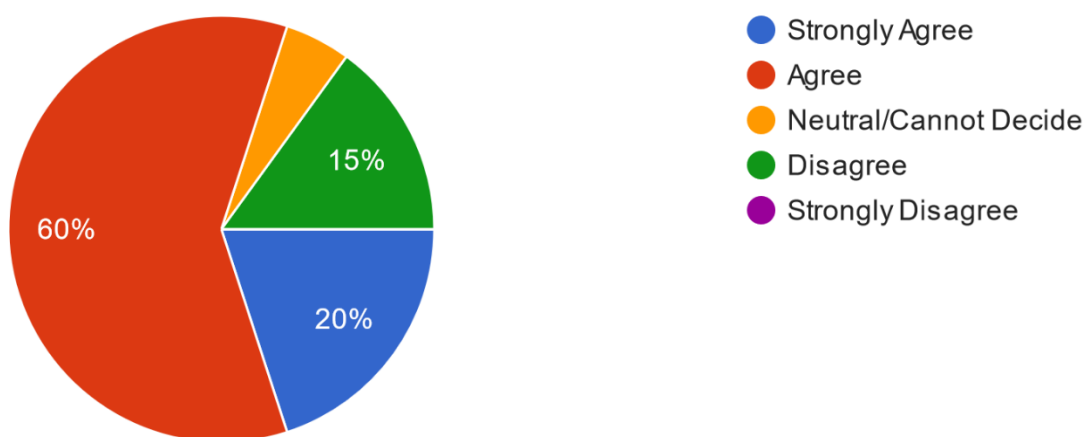


Fig. 12

Participatory learning through project works and field visits is important in developing the community-bond among the students. They also provide exposure to the students regarding the various real-life scenarios which eventually help them identifying the grass-root problems. 80% of the responses (20% + 60%) in the chart (Fig. 12) are positive which is quite encouraging. The neutral (5%) negative (15%) responses are probably because the syllabi of some disciplines doesnot make field studies and project works mandatory for completion of their UG courses. The authorities involved in syllabus-framing should consider this seriously.

13. There is parity in credit distribution across various topics in each course

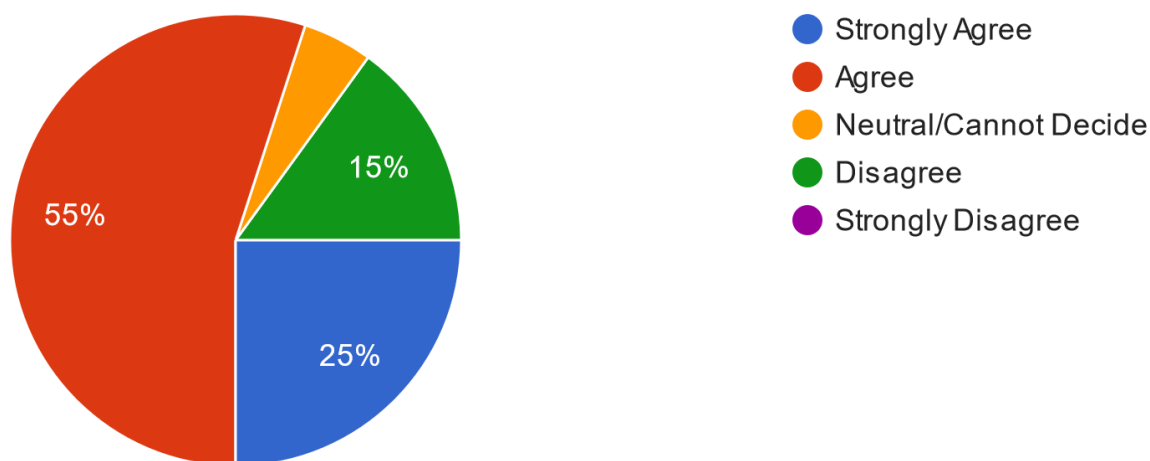


Fig. 13

Parity in credit distribution across various topics is important proper evaluation and assessment of the students. The varied responses as seen in the chart (Fig. 13) indicate that some teachers feel the need to improve the syllabus in terms of parity across topics in the best interest of the students.

ROLE OF THE EDUCATIONAL INSTITUTION/TEACHERS IN THE TRADITIONAL SYLLABUS DEVELOPMENT BY THE AFFILIATING UNIVERSITY

14. Autonomy of educational institutions in syllabus framing would be beneficial for the teaching-learning system

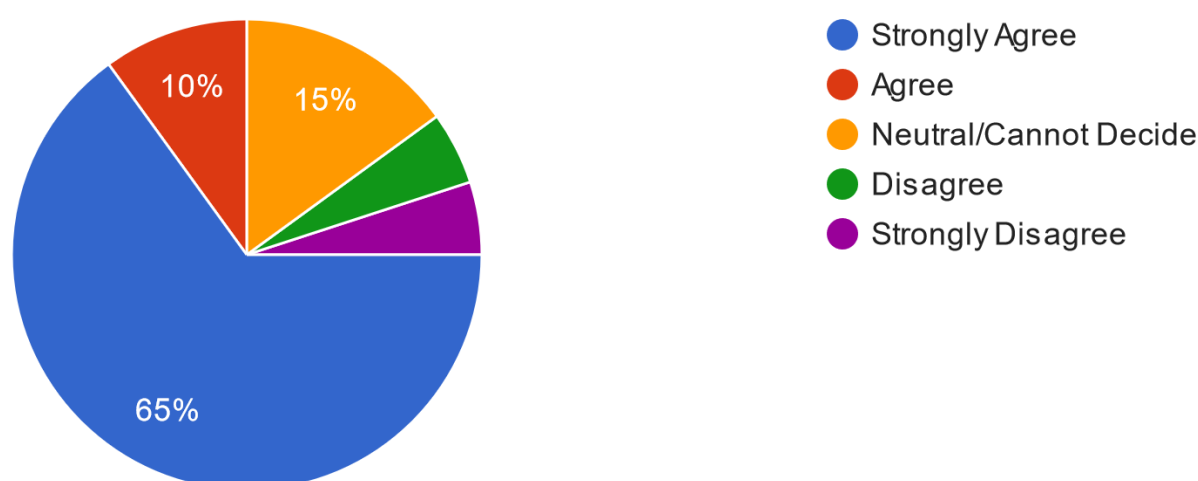


Fig. 14

Innovation in curriculum can be guaranteed only through autonomy of the educational institutions where the teachers can design/modify a syllabus according to their specializations as well as the requirements of the learners. Though 75% (65% + 10%) of the responses are positive, some are neutral (15%) and negative (5% + 5%). The variations in responses may arise due to the existing stringent policies making all the educational institutions (which are not autonomous) follow the syllabus of a particular discipline as framed by the affiliating university. Another reason may be the transferable nature of the job in Govt. colleges which may render the syllabus designed by one set of teachers less important for a different set of teachers (due to transfers) because of differences in their specializations and/or opinions. Nevertheless, the syllabus-framing authorities may consider providing some autonomy to the educational institutions in syllabus-designing as most teachers agree to it.

15. Considering the situatedness of the educational institutions, the cultural background and students' diversity during syllabus framing would make the syllabus learner-friendly

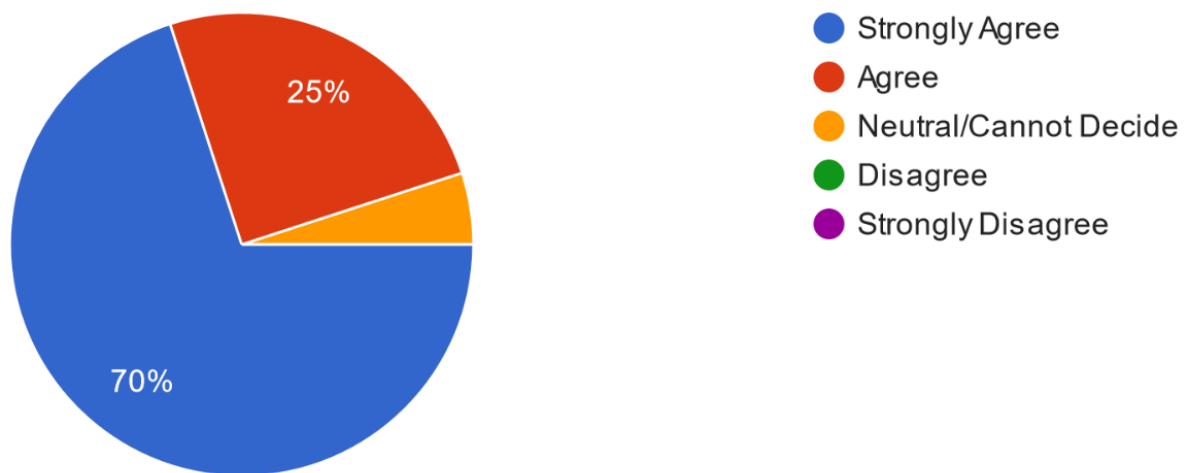


Fig. 15

A learner-friendly syllabus goes a long way in encouraging the students to know about the discipline and inquire into its depths. For this purpose, the situatedness of the educational institutions, the cultural background and students' diversity should be carefully considered while designing the syllabus. The chart (Fig. 15) shows that majority of the teachers 95% (70% + 25%) think similarly. However, this can only be achieved through institutional autonomy in syllabus-framing.

SHORTCOMINGS OF SYLLABUS EXECUTION

16. It is possible to complete the syllabus on time

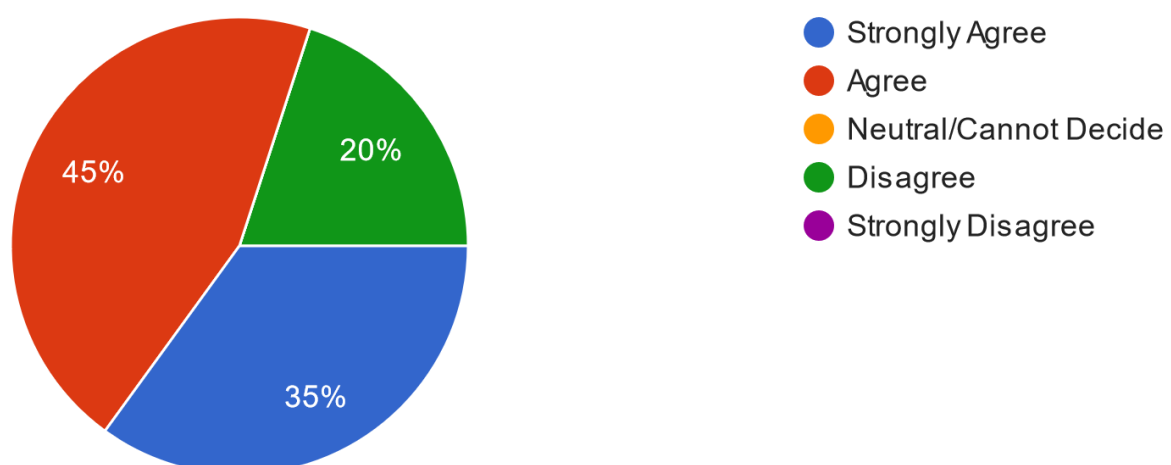


Fig. 16

The chart (Fig. 16) shows that 80% (35% + 45%) of the teachers have responded positively regarding the possibility of the completion of syllabus of their respective discipline on time

while 20% have responded negatively. The variations may reflect the shortage of teaching staff in some department which is a pertinent issue in our educational institution.

17. Adding creativity/uniqueness to the process of continuous assessment could be a more holistic approach for realization of course objectives

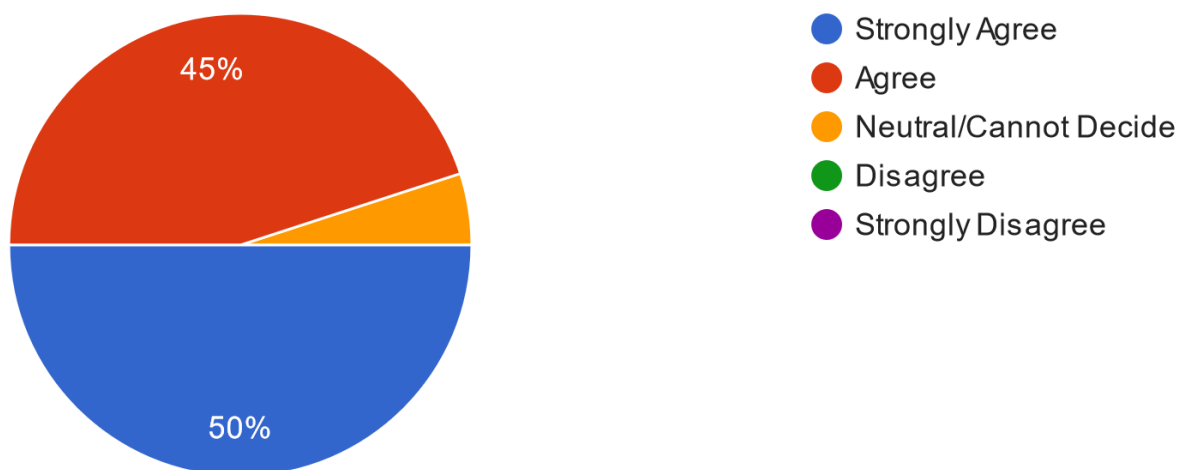


Fig. 17

The responses obtained in the chart (Fig. 17) shows that 95% (50% + 45%) of the teachers have supported the statement regarding creativity/uniqueness in the process of continuous assessment. This is not surprising because these can enhance the skills of the students and improve their preparedness to face various competitive examinations in the future on both online and offline platforms.

SCOPE FOR TECHNOLOGY-BASED SYLLABUS TRANSACTION

18. Blended mode of curriculum delivery is more efficient than the traditional mode

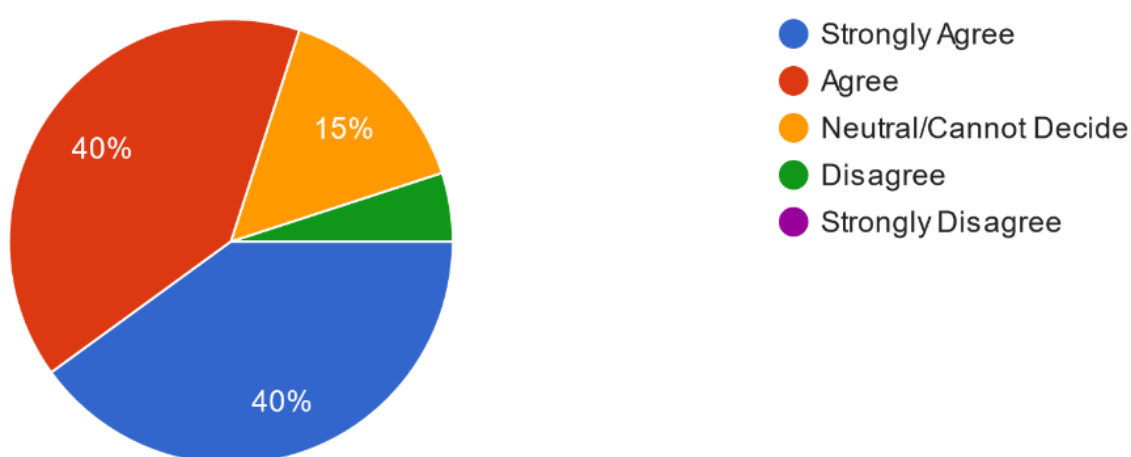


Fig. 18

In the post-COVID era, the application of technology in syllabus transaction at educational institutions has become all the more important because the students need to develop e-skills for their future benefits. Blended mode of curriculum delivery provides ample opportunities in this regard. Although, majority of the teachers (40% + 40%) responded positively to this, few were neutral (15%) and negative (5%). This may be correlated to the lack of proper training/awareness of the teachers on blended mode of curriculum delivery.

19. Introducing ‘Artificial Intelligence’ in curriculum delivery could enhance the teaching-learning experience

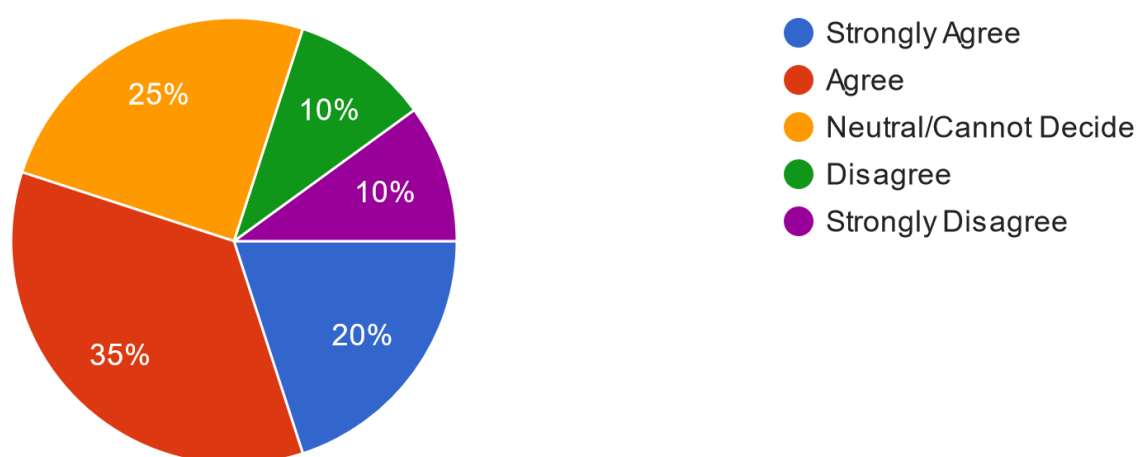


Fig. 19

Digital literacy in India has a strong focus on introduction of AI in curriculum delivery which will be made mandatory in the future. Though experts claim that it will be beneficial for the students, the teachers are divided in their opinion. Despite the chart (Fig. 19) showing that more than 50% (20% + 35%) of the teachers have responded positively to this a considerable section is either neutral (25%) or negative (10% + 10%). This highlights the need of thorough research and pilot studies before their introduction into the educational sector.

CURRENT SYLLABUS AND ITS RELEANCY IN TERMS OF NEP, 2020

20. The syllabus has scope for imparting indigenous knowledge

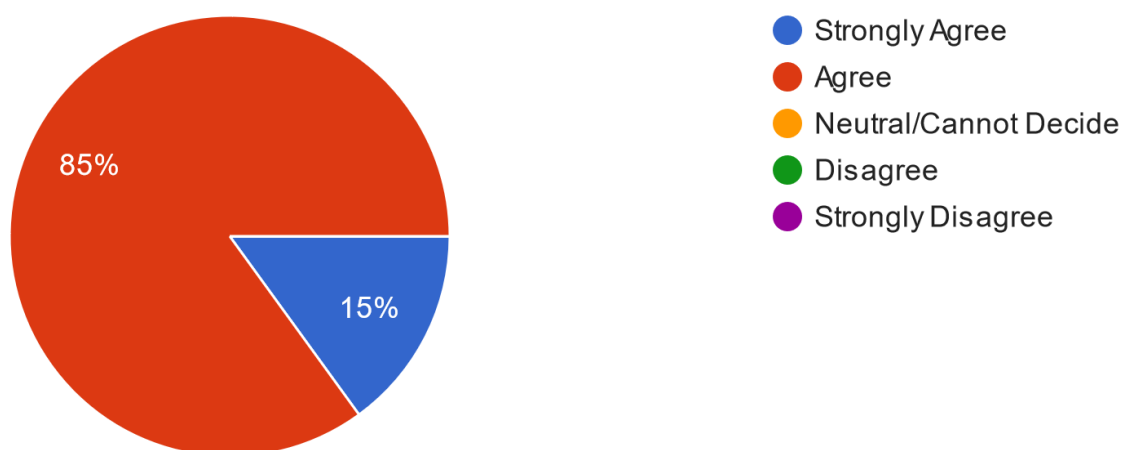


Fig. 20

NEP, 2020 gives stress on imparting indigenous knowledge for rekindling the nationalistic sentiments of the new generation. It is essential for the students to know about their motherland and its contribution in various sectors. In this way, sole appreciation of the western nations can be neutralized and respect for ones own country can be increased. All the teachers participating in the survey have responded positively to this as evident from the chart (Fig. 20).

CONCLUSION

Thus, it may be concluded that though the syllabus of respective disciplines have strengths in various aspects some drawbacks persist. These can be worked upon for making the syllabus more learner-centric with impetus on the development of their employability skills.

Countersigned

**Officer-in-Charge,
GGDC, Mangalkote,
Purba Bardhaman**

**Convener, NAAC,
GGDC, Mangalkote,
Purba Bardhaman**

**Coordinator, IQAC,
GGDC, Mangalkote,
Purba Bardhaman**

