Survey for Teachers' Feedback on Syllabus and Its Transaction at GGDC, Mangalkote (Affiliated to The University Of Burdwan)

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| Discipline or subject of the teacher * |
|--|
| Chemistry |
| |
| 2. The syllabus nurtures curiosity and inquiry * |
| Strongly Agree |
| Agree |
| Neutral/Cannot Decide |
| O Disagree |
| Strongly Disagree |
| the state of the s |

| 3. | The syllabus inspires imagination and creativity * |
|-----|--|
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
| 4. | The syllabus imparts sound knowledge * |
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
| 5. | The syllabus covers core themes and concerns of the discipline * |
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| | Strongly Disagree |
| Gr. | |

| 6 | ó. | The syllabus ensures development of practical and problem-solving skills * |
|-----|------------|--|
| (| \subset | Strongly Agree |
| (| • | Agree |
| (| \bigcirc | Neutral/Cannot Decide |
| (| \subset | Disagree |
| (| \bigcirc | Strongly Disagree |
| | | |
| 7 | 7. | The syllabus sensitizes about applied dimensions of the discipline * |
| (| \subset | Strongly Agree |
| (| • | Agree |
| (| \bigcirc | Neutral/Cannot Decide |
| (| C | Disagree |
| (| \subset | Strongly Disagree |
| | | |
| 8 | 3. | The syllabus introduces emerging developments in the discipline * |
| (| \subset | Strongly Agree |
| (| • | Agree |
| (| \bigcirc | Neutral/Cannot Decide |
| (| \bigcirc | Disagree |
| (| | Strongly Disagree |
| agu | _ | |

| 9. The syllabus is in line with career prospects related to the discipline * |
|---|
| Strongly Agree |
| Agree |
| Neutral/Cannot Decide |
| O Disagree |
| Strongly Disagree |
| 10. The syllabus develops professional skills * |
| Strongly Agree |
| Agree |
| Neutral/Cannot Decide |
| O Disagree |
| Strongly Disagree |
| 11. The syllabus develops research interest among students * |
| Strongly Agree |
| Agree |
| Neutral/Cannot Decide |
| O Disagree |
| Strongly Disagree |
| Dr. Pradipta Kumar Basu OFFICER IN CHARGE, W.B.E.S. Government General Degree College, Mangalkote Dt. Purba Bardhaman, West Bengal-713132 OFFICER IN CHARGE, W.B.E.S. Government General Degree College, Mangalkote Officer in CHARGE, W.B.E.S. Forms/d/1JBK_whZbIPZSgYEjQc05dMBdbmW64GDRTb0qgCZh2Q4/edit#response=ACYDBNgltBgm35Kj9wt6z821YvSBuQ 4/1 |

| 12. | The syllabus promotes multidisciplinary perspective and learning * |
|---------------|---|
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| 13. | The syllabus addresses emerging social and environmental concerns * |
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| 14. | There is clarity in the objective of each course * |
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| O Dan | Strongly Disagree |
| OFFICER IN CH | Kumar Basu ARGE, W.B.E.S. gree College, Mangalkote West Bengal-713132 ms/d/1JBK_whZbIPZSgYEjQc05dMBdbmW64GDRTb0qgCZh2Q4/edit#response=ACYDBNgltBgm35Kj9wt6z821YvSBuQ 5/1 |

| 15. | There is sequential progression in the themes in each course * |
|------|---|
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
| 16. | There is sequential progression in courses offered across semesters * |
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly disagree |
| | |
| ī7. | There is scope for participatory learning through field visits and projects * |
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| dagu | |

| 18. | There is parity in credit distribution across various topics in each course * |
|-----|---|
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
| 19. | Add-on courses are necessary for capacity building and skill enhancement * |
| 0 | Strongly Agree |
| 0 | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
| 20. | A course on communication skills would add value to the existing curriculum * |
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| Jan | |

| 21. | Participation of teachers is ensured in the framing of syllabus * |
|------|---|
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
| 22. | Inputs of teachers are incorporated in framing of syllabus * |
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
| 23. | It is possible to complete the syllabus on time * |
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| | Strongly Disagree |
| Joan | |

| 24. Which semester has least time for effective teaching-learning and syllabus completion? * |
|--|
| ● SEM I |
| ○ SEM II |
| ○ SEM III |
| ○ SEM IV |
| ○ SEM V |
| ○ SEM VI |
| None of the Above |
| |
| |
| 25. Continuous assessment helps assess realization of course objectives * |
| Continuous assessment helps assess realization of course objectives *Strongly Agree |
| |
| O Strongly Agree |
| Strongly Agree Agree |
| Strongly AgreeAgreeNeutral/Cannot Decide |

Jan

| 26. | The syllabus supports the use of innovative teaching-learning methods * |
|------|---|
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
| 27. | ICTs promote effective teaching-learning through audio-visual involvement * |
| • | Strongly Agree |
| 0 | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
| 28. | ICTs enable meet course objectives effectively * |
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| dasu | |

| 29. Slow learners find it difficult to cope with the syllabus load * |
|--|
| Strongly Agree |
| |
| Neutral/Cannot Decide |
| O Disagree |
| Strongly Disagree |
| |
| |
| 30. Slow learners require remedial classes to keep pace with the class * |
| 30. Slow learners require remedial classes to keep pace with the class * Strongly Agree |
| |
| Strongly Agree |
| Strongly Agree Agree |
| Strongly AgreeAgreeNeutral/Cannot Decide |

Gastype text here

Type text here

| 31. Curriculum provides scope for multiple entry and exit for learners, according to the provisions of National Education Policy, 2020 | * |
|--|---|
| Strongly Agree | |
| ○ Agree | |
| Neutral/Cannot Decide | |
| O Disagree | |
| Strongly Disagree | |
| | |

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Dr. Pradipta Kumar Basu
OFFICER IN CHARGE, W.B.E.S.
Government General Degree College, Mangalkote
Dt. Purba Bardhaman, West Bengal-713132

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| I. Discipline or subject of the teacher * |
|--|
| Chemistry |
| |
| 2. The syllabus nurtures curiosity and inquiry * |
| Strongly Agree |
| Agree |
| Neutral/Cannot Decide |
| O Disagree |
| O Strongly Disagree |
| Dan |

| 2 | }. | The syllabus inspires imagination and creativity * |
|------|------------|--|
| (| \bigcirc | Strongly Agree |
| (| • | Agree |
| (| \bigcirc | Neutral/Cannot Decide |
| (| \bigcirc | Disagree |
| (| | Strongly Disagree |
| | | |
| 2 | 1. | The syllabus imparts sound knowledge * |
| (| \bigcirc | Strongly Agree |
| (| \bigcirc | Agree |
| (| • | Neutral/Cannot Decide |
| (| \bigcirc | Disagree |
| (| \bigcirc | Strongly Disagree |
| | | |
| 5 | <u>.</u> | The syllabus covers core themes and concerns of the discipline * |
| (| \bigcirc | Strongly Agree |
| (| • | Agree |
| (| \bigcirc | Neutral/Cannot Decide |
| (| \bigcirc | Disagree |
| (| | Strongly Disagree |
| gr _ | - | |

| 6. The syllabus ensures development of practical and problem-solving skills * |
|--|
| Strongly Agree |
| Agree |
| Neutral/Cannot Decide |
| Disagree |
| Strongly Disagree |
| |
| 7. The syllabus sensitizes about applied dimensions of the discipline * |
| Strongly Agree |
| |
| Neutral/Cannot Decide |
| Disagree |
| Strongly Disagree |
| |
| 8. The syllabus introduces emerging developments in the discipline * |
| Strongly Agree |
| |
| Neutral/Cannot Decide |
| O Disagree |
| Strongly Disagree |
| The state of the s |

| 9. | The syllabus is in line with career prospects related to the discipline * |
|-----|---|
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
| IO. | The syllabus develops professional skills * |
| 0 | Strongly Agree |
| 0 | Agree |
| 0 | Neutral/Cannot Decide |
| • | Disagree |
| 0 | Strongly Disagree |
| | |
| II. | The syllabus develops research interest among students * |
| 0 | Strongly Agree |
| 0 | Agree |
| • | Neutral/Cannot Decide |
| 0 | Disagree |
| | Strongly Disagree |
| agu | |

| 12. | The syllabus promotes multidisciplinary perspective and learning * |
|-------|---|
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
| 13. | The syllabus addresses emerging social and environmental concerns * |
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
| 14. | There is clarity in the objective of each course * |
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| AGU _ | |

| 15. | There is sequential progression in the themes in each course * |
|------|---|
| 0 | Strongly Agree |
| 0 | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
| 16. | There is sequential progression in courses offered across semesters * |
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly disagree |
| | |
| 17. | There is scope for participatory learning through field visits and projects * |
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| dagu | |

| 18. | There is parity in credit distribution across various topics in each course * |
|-----|---|
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
| 19. | Add-on courses are necessary for capacity building and skill enhancement * |
| • | Strongly Agree |
| 0 | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
| 20. | A course on communication skills would add value to the existing curriculum * |
| • | Strongly Agree |
| 0 | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| | Strongly Disagree |
| ion | |

| 21. | Participation of teachers is ensured in the framing of syllabus * |
|-----|---|
| 0 | Strongly Agree |
| 0 | Agree |
| • | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
| 22. | Inputs of teachers are incorporated in framing of syllabus * |
| 0 | Strongly Agree |
| 0 | Agree |
| • | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
| 23. | It is possible to complete the syllabus on time * |
| • | Strongly Agree |
| 0 | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| | Strongly Disagree |
| asu | |

| 24. Which semester has least time for effective teaching-learning and syllabus completion? * |
|--|
| ● SEM I |
| ○ SEM II |
| ○ SEM III |
| ○ SEM IV |
| ○ SEM V |
| ○ SEM VI |
| None of the Above |
| |
| |
| 25. Continuous assessment helps assess realization of course objectives * |
| 25. Continuous assessment helps assess realization of course objectives * Strongly Agree |
| |
| Strongly Agree |
| Strongly AgreeAgree |
| Strongly AgreeAgreeNeutral/Cannot Decide |

Jan

| 26. | The syllabus supports the use of innovative teaching-learning methods * |
|------|---|
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
| 27. | ICTs promote effective teaching-learning through audio-visual involvement * |
| • | Strongly Agree |
| 0 | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
| 28. | ICTs enable meet course objectives effectively * |
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| Jasu | |

| 29. Slow learners find it difficult to cope with the syllabus load * |
|--|
| Strongly Agree |
| Agree |
| Neutral/Cannot Decide |
| O Disagree |
| Strongly Disagree |
| |
| 30. Slow learners require remedial classes to keep pace with the class * |
| Chromody A area |
| Strongly Agree |
| Agree |
| |
| Agree |
| Agree Neutral/Cannot Decide |

Jagu_

| 31. Curriculum provides scope for multiple entry and exit for learners, according to the provisions of National Education Policy, 2020 | * |
|--|---|
| Strongly Agree | |
| Agree | |
| Neutral/Cannot Decide | |
| O Disagree | |
| Strongly Disagree | |
| | |

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| Discipline or subject of the teacher * | | |
|--|--|--|
| Botany | | |
| | | |
| 2. The syllabus nurtures curiosity and inquiry * | | |
| Strongly Agree | | |
| Agree | | |
| Neutral/Cannot Decide | | |
| O Disagree | | |
| Strongly Disagree | | |
| Adam | | |

| 3. The syllabus inspires imagination and creativity * |
|--|
| Strongly Agree |
| Agree |
| Neutral/Cannot Decide |
| O Disagree |
| O Strongly Disagree |
| 4. The syllabus imparts sound knowledge * |
| Strongly Agree |
| Agree |
| Neutral/Cannot Decide |
| O Disagree |
| Strongly Disagree |
| 5. The syllabus covers core themes and concerns of the discipline * |
| Strongly Agree |
| Agree |
| Neutral/Cannot Decide |
| O Disagree |
| Strongly Disagree |
| Dr. Pradipta Kumar Basu OFFICER IN CHARGE, W.B.E.S. iovernment General Degree College, Mangalkote Dt. Purba Bardhaman, West Bengal- 713132 Dt. Purba Bardhaman, West Bengal- 713132 |

| (| 6. | The syllabus ensures development of practical and problem-solving skills * |
|----|------------|--|
| | \bigcirc | Strongly Agree |
| | \bigcirc | Agree |
| | • | Neutral/Cannot Decide |
| (| 0 | Disagree |
| (| \bigcirc | Strongly Disagree |
| | | |
| | 7. | The syllabus sensitizes about applied dimensions of the discipline * |
| (| \bigcirc | Strongly Agree |
| (| • | Agree |
| (| \bigcirc | Neutral/Cannot Decide |
| (| 0 | Disagree |
| (| 0 | Strongly Disagree |
| | | |
| | 8. | The syllabus introduces emerging developments in the discipline * |
| (| \bigcirc | Strongly Agree |
| (| • | Agree |
| | \bigcirc | Neutral/Cannot Decide |
| | \bigcirc | Disagree |
| | 0 | Strongly Disagree |
| Su | _ | |

Dr. Pradipta Kumar Basu

| 9. | The syllabus is in line with career prospects related to the discipline * |
|---------------|--|
| 0 | Strongly Agree |
| 0 | Agree |
| • | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| ю. | The syllabus develops professional skills * |
| 0 | Strongly Agree |
| 0 | Agree |
| • | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| II. | The syllabus develops research interest among students * |
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| Jagu | Strongly Disagree |
| OFFICER IN CH | Kumar Basu ARGE, W.B.E.S. rece College, Mangalkote West Bengal- 713132 rms/d/1JBK_whZbIPZSgYEjQc05dMBdbmW64GDRTb0qgCZh2Q4/edit#response=ACYDBNggPVeOLqkrqSdYXDgn0RlffZ 4/1 |

| 1 | 2. | The syllabus promotes multidisciplinary perspective and learning * |
|---------|------------|---|
| (| \bigcirc | Strongly Agree |
| (| • | Agree |
| (| | Neutral/Cannot Decide |
| (| \bigcirc | Disagree |
| (| | Strongly Disagree |
| | | |
| I | 73. | The syllabus addresses emerging social and environmental concerns * |
| (| \bigcirc | Strongly Agree |
| (| • | Agree |
| (| \bigcirc | Neutral/Cannot Decide |
| (| \bigcirc | Disagree |
| (| | Strongly Disagree |
| | | |
| I | 4. | There is clarity in the objective of each course * |
| (| \bigcirc | Strongly Agree |
| (| \bigcirc | Agree |
| (| • | Neutral/Cannot Decide |
| (| \bigcirc | Disagree |
| (| \subset | Strongly Disagree |
| | | |

| 15. | There is sequential progression in the themes in each course * |
|------|---|
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
| 16. | There is sequential progression in courses offered across semesters * |
| 0 | Strongly Agree |
| 0 | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly disagree |
| | |
| 17. | There is scope for participatory learning through field visits and projects * |
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| Jagu | |

| 18. There is parity in credit distribution across various topics in each course * |
|---|
| Strongly Agree |
| Agree |
| Neutral/Cannot Decide |
| O Disagree |
| Strongly Disagree |
| 19. Add-on courses are necessary for capacity building and skill enhancement * |
| Strongly Agree |
| ○ Agree |
| Neutral/Cannot Decide |
| O Disagree |
| Strongly Disagree |
| 20. A course on communication skills would add value to the existing curriculum * |
| Strongly Agree |
| Agree |
| Neutral/Cannot Decide |
| Disagree |
| Strongly Disagree |
| Or Bradints Kuman Rose |
| Dr. Pradipta Kumar Basu OFFICER IN CHARGE, W.B.E.S. vernment General Degree College, Mangalkote Dt. Purba Bardhaman, West Bengal-713132 n/forms/d/1JBK_whZbIPZSgYEjQc05dMBdbmW64GDRTb0qgCZh2Q4/edit#response=ACYDBNggPVeOLqkrqSdYXDgn0RlffZ 7/1 |

| 21. | Participation of teachers is ensured in the framing of syllabus * |
|-----------|---|
| С | Strongly Agree |
| • | Agree |
| С | Neutral/Cannot Decide |
| С | Disagree |
| С | Strongly Disagree |
| | |
| 22. | Inputs of teachers are incorporated in framing of syllabus * |
| C | Strongly Agree |
| С | Agree |
| • | Neutral/Cannot Decide |
| С | Disagree |
| С | Strongly Disagree |
| | |
| 23. | It is possible to complete the syllabus on time * |
| С | Strongly Agree |
| • | Agree |
| С | Neutral/Cannot Decide |
| С | Disagree |
| \subset | Strongly Disagree |
| agu | |

| 24. Which semester has least time for effective teaching-learning and syllabus completion? * |
|--|
| ○ SEM I |
| ○ SEM II |
| ○ SEM III |
| ● SEM IV |
| ○ SEM V |
| ○ SEM VI |
| None of the Above |
| |
| 25. Continuous assessment helps assess realization of course objectives * |
| O Strongly Agree |
| Agree |
| Neutral/Cannot Decide |
| O Disagree |
| Strongly Disagree |
| |

| 26. | The syllabus supports the use of innovative teaching-learning methods * |
|-------|---|
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
| 27. | ICTs promote effective teaching-learning through audio-visual involvement * |
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
| 28. | ICTs enable meet course objectives effectively * |
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| tion_ | |

| 29. Slow learners find it difficult to cope with the syllabus load * |
|--|
| Strongly Agree |
| Agree |
| Neutral/Cannot Decide |
| O Disagree |
| Strongly Disagree |
| |
| |
| 30. Slow learners require remedial classes to keep pace with the class * |
| 30. Slow learners require remedial classes to keep pace with the class * Strongly Agree |
| |
| Strongly Agree |
| Strongly Agree Agree |
| Strongly AgreeAgreeNeutral/Cannot Decide |

Dage

| 31. Curriculum provides scope for multiple entry and exit for learners, according to the provisions of National Education Policy, 2020 | * |
|--|---|
| Strongly Agree | |
| Agree | |
| Neutral/Cannot Decide | |
| O Disagree | |
| Strongly Disagree | |
| | |

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Survey for Teachers' Feedback on Syllabus and Its Transaction at GGDC, Mangalkote (Affiliated to The University Of Burdwan)

This survey questionnaire seeks opinion of teachers on the current syllabus of Three Year Degree Programme in each discipline under the Choice Based Credit System. The questionnaire has 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. It also seeks opinion of the teachers regarding prospects of value addition to existing syllabus and enhancement of practical skills of the students.

| . Discipline or subject of the teacher * | |
|---|--|
| | |
| The syllabus nurtures curiosity and inquiry * | |
| Strongly Agree | |
| ● Agree | |
| Neutral/Cannot Decide | |
| Disagree | |
| Strongly Disagree | |
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Type text here

| 3. | The syllabus inspires imagination and creativity * |
|--------|--|
| 0 | Strongly Agree |
| 0 | Agree |
| 0 | Neutral/Cannot Decide |
| • | Disagree |
| 0 | Strongly Disagree |
| | |
| 4. | The syllabus imparts sound knowledge * |
| • | Strongly Agree |
| 0 | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
| 5. | The syllabus covers core themes and concerns of the discipline * |
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| Jagu _ | |

| 6. | The syllabus ensures development of practical and problem-solving skills * |
|------|--|
| 0 | Strongly Agree |
| 0 | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
| 7. | The syllabus sensitizes about applied dimensions of the discipline * |
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
| 8. | The syllabus introduces emerging developments in the discipline * |
| 0 | Strongly Agree |
| 0 | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| Jagu | |

| 9. | The syllabus is in line with career prospects related to the discipline * |
|-----|---|
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
| IO. | The syllabus develops professional skills * |
| 0 | Strongly Agree |
| 0 | Agree |
| 0 | Neutral/Cannot Decide |
| • | Disagree |
| 0 | Strongly Disagree |
| | |
| II. | The syllabus develops research interest among students * |
| 0 | Strongly Agree |
| 0 | Agree |
| 0 | Neutral/Cannot Decide |
| • | Disagree |
| | Strongly Disagree |
| agu | |

| 12. | The syllabus promotes multidisciplinary perspective and learning * |
|-----|---|
| 0 | Strongly Agree |
| 0 | Agree |
| • | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
| 13. | The syllabus addresses emerging social and environmental concerns * |
| • | Strongly Agree |
| 0 | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
| 14. | There is clarity in the objective of each course * |
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| agu | |

| 15. | There is sequential progression in the themes in each course * |
|---------|---|
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
| 16. | There is sequential progression in courses offered across semesters * |
| 0 | Strongly Agree |
| 0 | Agree |
| 0 | Neutral/Cannot Decide |
| • | Disagree |
| 0 | Strongly disagree |
| | |
| 17. | There is scope for participatory learning through field visits and projects * |
| 0 | Strongly Agree |
| 0 | Agree |
| 0 | Neutral/Cannot Decide |
| • | Disagree |
| | Strongly Disagree |
| agu TVI | pe text here |

| | 18. | There is parity in credit distribution across various topics in each course * |
|----|-----|---|
| | • | Strongly Agree |
| | 0 | Agree |
| | 0 | Neutral/Cannot Decide |
| | 0 | Disagree |
| | 0 | Strongly Disagree |
| | | |
| | 19. | Add-on courses are necessary for capacity building and skill enhancement * |
| | • | Strongly Agree |
| | 0 | Agree |
| | 0 | Neutral/Cannot Decide |
| | 0 | Disagree |
| | 0 | Strongly Disagree |
| | | |
| | 20. | A course on communication skills would add value to the existing curriculum * |
| | • | Strongly Agree |
| | 0 | Agree |
| | 0 | Neutral/Cannot Decide |
| | 0 | Disagree |
| | 0 | Strongly Disagree |
| Gu | _ | |

| 21. Participation of teachers is ensured in the framing of syllabus * | |
|---|--|
| Strongly Agree | |
| Agree | |
| Neutral/Cannot Decide | |
| O Disagree | |
| Strongly Disagree | |
| | |
| 22. Inputs of teachers are incorporated in framing of syllabus * | |
| Strongly Agree | |
| Agree | |
| Neutral/Cannot Decide | |
| O Disagree | |
| Strongly Disagree | |
| | |
| 23. It is possible to complete the syllabus on time * | |
| Strongly Agree | |
| Agree | |
| Neutral/Cannot Decide | |
| O Disagree | |
| Strongly Disagree | |
| tage | |

| 24. Which semester has least time for effective teaching-learning and syllabus completion? * |
|--|
| ○ SEM I |
| ○ SEM II |
| ○ SEM III |
| ○ SEM IV |
| ○ SEM V |
| ● SEM VI |
| None of the Above |
| |
| 25. Continuous assessment helps assess realization of course objectives * |
| |
| Strongly Agree |
| Strongly AgreeAgree |
| |
| Agree |
| Agree Neutral/Cannot Decide |

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Government General Degree College, Mangalkote
Dt. Purba Bardhaman, West Bengal-713132

| 26. | The syllabus supports the use of innovative teaching-learning methods * |
|----------|---|
| 0 | Strongly Agree |
| 0 | Agree |
| 0 | Neutral/Cannot Decide |
| • | Disagree |
| 0 | Strongly Disagree |
| | |
| 27. | ICTs promote effective teaching-learning through audio-visual involvement * |
| • | Strongly Agree |
| 0 | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
| 28. | ICTs enable meet course objectives effectively * |
| • | Strongly Agree |
| 0 | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| the same | Type text here |

Strongly Agree

Agree

Neutral/Cannot Decide

Disagree

Strongly Disagree

Type text here

| 31. Curriculum provides scope for multiple entry and exit for learners, according to the provisions of National Education Policy, 2020 | * |
|---|---|
| Strongly Agree | |
| Agree | |
| Neutral/Cannot Decide | |
| O Disagree | |
| Strongly Disagree | |
| | |

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| Zool | logy |
|------------|---|
| 2. | The syllabus nurtures curiosity and inquiry * |
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| \bigcirc | Strongly Disagree |

| 3. | The syllabus inspires imagination and creativity * | |
|--|--|--|
| 0 : | Strongly Agree | |
| • | Agree | |
| | Neutral/Cannot Decide | |
| | Disagree | |
| | Strongly Disagree | |
| 4. | The syllabus imparts sound knowledge * | |
| Strongly Agree | | |
| | Agree | |
| | Neutral/Cannot Decide | |
| | Disagree | |
| 0 9 | Strongly Disagree | |
| 5. | The syllabus covers core themes and concerns of the discipline * | |
| 0 : | Strongly Agree | |
| | Agree | |
| Neutral/Cannot Decide | | |
| | Disagree | |
| O: | Strongly Disagree | |
| Dr. Pradipta Kumar OFFICER IN CHARGE, W Government General Degree College, Dt. Purba Bardhaman, West Bengal | Basu B.E.S. Mangalikote 2/11 2/20 2-20 3-20 3-20 3-20 3-20 3-20 3-20 3- | |

| 6. The syllabus ensures development of practical and problem-solving skills * |
|---|
| Strongly Agree |
| ○ Agree |
| Neutral/Cannot Decide |
| Disagree |
| Strongly Disagree |
| |
| 7. The syllabus sensitizes about applied dimensions of the discipline * |
| Strongly Agree |
| Agree |
| Neutral/Cannot Decide |
| O Disagree |
| Strongly Disagree |
| |
| 8. The syllabus introduces emerging developments in the discipline * |
| Strongly Agree |
| ○ Agree |
| Neutral/Cannot Decide |
| O Disagree |
| Strongly Disagree |
| |

| 9. | The syllabus is in line with career prospects related to the discipline * |
|------------|---|
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
| IO. | The syllabus develops professional skills * |
| \bigcirc | Strongly Agree |
| • | Agree |
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| | |
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| \bigcirc | Strongly Agree |
| • | Agree |
| \bigcirc | Neutral/Cannot Decide |
| \bigcirc | Disagree |
| | Strongly Disagree |
| Jagu | |

| 12. | The syllabus promotes multidisciplinary perspective and learning * |
|-------|---|
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
| 13. | The syllabus addresses emerging social and environmental concerns * |
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
| 14. | There is clarity in the objective of each course * |
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| Jan _ | |

| 15. | There is sequential progression in the themes in each course * |
|-------|---|
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
| 16. | There is sequential progression in courses offered across semesters * |
| 0 | Strongly Agree |
| 0 | Agree |
| 0 | Neutral/Cannot Decide |
| • | Disagree |
| 0 | Strongly disagree |
| | |
| 17. | There is scope for participatory learning through field visits and projects * |
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| | Strongly Disagree |
| dasu_ | |

| 18. | There is parity in credit distribution across various topics in each course * |
|-------|---|
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
| 19. | Add-on courses are necessary for capacity building and skill enhancement * |
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
| 20. | A course on communication skills would add value to the existing curriculum * |
| 0 | Strongly Agree |
| 0 | Agree |
| 0 | Neutral/Cannot Decide |
| • | Disagree |
| 0 | Strongly Disagree |
| Agu _ | |

| 21. | Participation of teachers is ensured in the framing of syllabus * |
|------|---|
| 0 | Strongly Agree |
| 0 | Agree |
| • | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
| 22. | Inputs of teachers are incorporated in framing of syllabus * |
| 0 | Strongly Agree |
| 0 | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
| 23. | It is possible to complete the syllabus on time * |
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| tage | |

| 24. Which semester has least time for effective teaching-learning and syllabus completion? * |
|--|
| ○ SEM I |
| ○ SEM II |
| ○ SEM III |
| ● SEM IV |
| ○ SEM V |
| ○ SEM VI |
| None of the Above |
| |
| |
| 25. Continuous assessment helps assess realization of course objectives * |
| Continuous assessment helps assess realization of course objectives *Strongly Agree |
| |
| O Strongly Agree |
| Strongly Agree Agree |
| Strongly AgreeAgreeNeutral/Cannot Decide |

| 26. | The syllabus supports the use of innovative teaching-learning methods * |
|----------|---|
| | Strongly Agree |
| (| Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
| 27. | ICTs promote effective teaching-learning through audio-visual involvement * |
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
| 28. | ICTs enable meet course objectives effectively * |
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| | Strongly Disagree |
| agu | |

| 29. Slow learners find it difficult to cope with the syllabus load * |
|--|
| Strongly Agree |
| Agree |
| Neutral/Cannot Decide |
| O Disagree |
| Strongly Disagree |
| |
| |
| 30. Slow learners require remedial classes to keep pace with the class * |
| 30. Slow learners require remedial classes to keep pace with the class * Strongly Agree |
| |
| Strongly Agree |
| Strongly Agree Agree |
| Strongly AgreeAgreeNeutral/Cannot Decide |

| 31. Curriculum provides scope for multiple entry and exit for learners, according to the provisions of National Education Policy, 2020 | * |
|---|---|
| Strongly Agree | |
| Agree | |
| Neutral/Cannot Decide | |
| O Disagree | |
| Strongly Disagree | |
| | |

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Survey for Teachers' Feedback on Syllabus and Its Transaction at GGDC, Mangalkote (Affiliated to The University Of Burdwan)

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| 1. Discipline or subject of the teacher * | |
|--|-------|
| Zoology | |
| | |
| 2. The syllabus nurtures curiosity and inquiry * | |
| Strongly Agree | |
| Agree | |
| Neutral/Cannot Decide | |
| O Disagree | |
| Strongly Disagree | |
| text here | (Jasi |

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| 3. | The syllabus inspires imagination and creativity * |
|---|---|
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| 4. | The syllabus imparts sound knowledge * |
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| 5. | The syllabus covers core themes and concerns of the discipline * |
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| Avenue | Strongly Disagree |
| Dr. Pradipta Kun | FWRES |
| Government General Degree Co Dt. Purba Bardhaman, West E | leggal. 7/3/32 m/forms/d/1JBK_whZbIPZSgYEjQc05dMBdbmW64GDRTb0qgCZh2Q4/edit#response=ACYDBNiK-G2I-G16HbN0yj8I2JtBNpm 2/1 |

| 6. The syllabus ensures development of practical and problem-solving skills * |
|---|
| Strongly Agree |
| O Agree |
| Neutral/Cannot Decide |
| O Disagree |
| Strongly Disagree |
| 7. The syllabus sensitizes about applied dimensions of the discipline * |
| Strongly Agree |
| Agree |
| Neutral/Cannot Decide |
| O Disagree |
| Strongly Disagree |
| 8. The syllabus introduces emerging developments in the discipline * |
| Strongly Agree |
| Agree |
| Neutral/Cannot Decide |
| O Disagree |
| Strongly Disagree |
| Dr. Pradipta Kumar Basu OFFICER IN CHARGE, W.B.E.S. Government General Degree College, Mangalkote Dt. Purba Bardhamaa, West Bengal-713132 m/forms/d/1JBK_whZbIPZSgYEjQc05dMBdbmW64GDRTb0qgCZh2Q4/edit#response=ACYDBNiK-G2I-G16HbN0yj8I2JtBNpm 3/ |

| 9. The syllabus is in line with career prospects related to the discipline * |
|--|
| Strongly Agree |
| Agree |
| Neutral/Cannot Decide |
| O Disagree |
| Strongly Disagree |
| |
| 10. The syllabus develops professional skills * |
| Strongly Agree |
| Agree |
| Neutral/Cannot Decide |
| O Disagree |
| Strongly Disagree |
| |
| 11. The syllabus develops research interest among students * |
| Strongly Agree |
| Agree |
| Neutral/Cannot Decide |
| O Disagree |
| Type text here Strongly Disagree |
| <u>au</u> |

| 12. | The syllabus promotes multidisciplinary perspective and learning * |
|-------|---|
| 0 | Strongly Agree |
| 0 | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
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| 0 | Strongly Agree |
| 0 | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
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| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| there | |

| 15. | There is sequential progression in the themes in each course * |
|-----|---|
| C | Strongly Agree |
| C |) Agree |
| C | Neutral/Cannot Decide |
| • |) Disagree |
| C | Strongly Disagree |
| | |
| 16. | There is sequential progression in courses offered across semesters * |
| C | Strongly Agree |
| C |) Agree |
| • | Neutral/Cannot Decide |
| C |) Disagree |
| C | Strongly disagree |
| | |
| 17. | There is scope for participatory learning through field visits and projects * |
| C | Strongly Agree |
| • |) Agree |
| C | Neutral/Cannot Decide |
| C |) Disagree |
| C | Strongly Disagree |
| igu | |

| 18. | There is parity in credit distribution across various topics in each course * |
|------|---|
| 0 | Strongly Agree |
| • | Agree |
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| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
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| 0 | Strongly Agree |
| 0 | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
| 20. | A course on communication skills would add value to the existing curriculum * |
| 0 | Strongly Agree |
| 0 | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| agu_ | |

| 21. Participation of teachers is ensured in the framing of syllabus * |
|---|
| Strongly Agree |
| Agree |
| Neutral/Cannot Decide |
| O Disagree |
| Strongly Disagree |
| |
| 22. Inputs of teachers are incorporated in framing of syllabus * |
| O Strongly Agree |
| ○ Agree |
| Neutral/Cannot Decide |
| O Disagree |
| Strongly Disagree |
| |
| 23. It is possible to complete the syllabus on time * |
| Strongly Agree |
| ○ Agree |
| Neutral/Cannot Decide |
| Disagree |
| Strongly Disagree |
| |

| 24. Which semester has least time for effective teaching-learning and syllabus completion? * |
|--|
| ○ SEM I |
| ○ SEM II |
| ○ SEM III |
| ● SEM IV |
| ○ SEM V |
| ○ SEM VI |
| None of the Above |
| |
| |
| 25. Continuous assessment helps assess realization of course objectives * |
| 25. Continuous assessment helps assess realization of course objectives * O Strongly Agree |
| |
| Strongly Agree |
| Strongly Agree Agree |
| Strongly AgreeAgreeNeutral/Cannot Decide |

| 26 | ó. | The syllabus supports the use of innovative teaching-learning methods * |
|-----------|----|---|
| | | Strongly Agree |
| (| | Agree |
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| | | Disagree |
| | | Strongly Disagree |
| | | |
| 27 | 7. | ICTs promote effective teaching-learning through audio-visual involvement * |
| | | Strongly Agree |
| (| | Agree |
| | | Neutral/Cannot Decide |
| | | Disagree |
| | | Strongly Disagree |
| | | |
| 28 | 3. | ICTs enable meet course objectives effectively * |
| | | Strongly Agree |
| (| | Agree |
| | | Neutral/Cannot Decide |
| | | Disagree |
| | | Strongly Disagree |
| <u>Gr</u> | | |

| 29. Slow learners find it difficult to cope with the syllabus load * |
|--|
| Strongly Agree |
| Agree |
| Neutral/Cannot Decide |
| O Disagree |
| Strongly Disagree |
| |
| 30. Slow learners require remedial classes to keep pace with the class * |
| Strongly Agree |
| Agree |
| Neutral/Cannot Decide |
| |
| O Disagree |
| |

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| 31. Curriculum provides scope for multiple entry and exit for learners, according to the provisions of National Education Policy, 2020 | * |
|--|---|
| Strongly Agree | |
| Agree | |
| Neutral/Cannot Decide | |
| O Disagree | |
| Strongly Disagree | |
| | |

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| I. Discipline or subject of the teacher *Bengali | |
|---|--|
| | |
| 2. The syllabus nurtures curiosity and inquiry * | |
| Strongly Agree | |
| Agree | |
| Neutral/Cannot Decide | |
| Disagree | |
| Strongly Disagree | |
| Jan | |

| 3. | The syllabus inspires imagination and creativity * |
|------|--|
| 0 | Strongly Agree |
| • | Agree |
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| | |
| 5. | The syllabus covers core themes and concerns of the discipline * |
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| | Strongly Disagree |
| dage | |

| 6. | The syllabus ensures development of practical and problem-solving skills * |
|------|--|
| 0 | Strongly Agree |
| 0 | Agree |
| • | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
| 7- | The syllabus sensitizes about applied dimensions of the discipline * |
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
| 8. | The syllabus introduces emerging developments in the discipline * |
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| Jagu | |

| | 9. | The syllabus is in line with career prospects related to the discipline * |
|-----|-----|---|
| | 0 | Strongly Agree |
| | • | Agree |
| | 0 | Neutral/Cannot Decide |
| | 0 | Disagree |
| | 0 | Strongly Disagree |
| | | |
| | IO. | The syllabus develops professional skills * |
| | 0 | Strongly Agree |
| | 0 | Agree |
| | • | Neutral/Cannot Decide |
| | 0 | Disagree |
| | 0 | Strongly Disagree |
| | | |
| | II. | The syllabus develops research interest among students * |
| | 0 | Strongly Agree |
| | • | Agree |
| | 0 | Neutral/Cannot Decide |
| | 0 | Disagree |
| | 0 | Strongly Disagree |
| ign | _ | |

| 12. The syllabus promotes multidisciplinary perspective and learning * |
|---|
| Strongly Agree |
| Agree |
| Neutral/Cannot Decide |
| O Disagree |
| Strongly Disagree |
| |
| 13. The syllabus addresses emerging social and environmental concerns * |
| Strongly Agree |
| ○ Agree |
| Neutral/Cannot Decide |
| O Disagree |
| Strongly Disagree |
| |
| 14. There is clarity in the objective of each course * |
| Strongly Agree |
| Agree |
| Neutral/Cannot Decide |
| O Disagree |
| Strongly Disagree |
| basi |

|] | 15. | There is sequential progression in the themes in each course * |
|-----|------------|---|
| (| 0 | Strongly Agree |
| (| • | Agree |
| (| \bigcirc | Neutral/Cannot Decide |
| (| 0 | Disagree |
| (| 0 | Strongly Disagree |
| | | |
|] | 16. | There is sequential progression in courses offered across semesters * |
| (| 0 | Strongly Agree |
| (| • | Agree |
| (| \bigcirc | Neutral/Cannot Decide |
| (| \bigcirc | Disagree |
| (| \bigcirc | Strongly disagree |
| | | |
|] | 17. | There is scope for participatory learning through field visits and projects * |
| (| \bigcirc | Strongly Agree |
| (| \bigcirc | Agree |
| (| • | Neutral/Cannot Decide |
| (| \bigcirc | Disagree |
| (| 0 | Strongly Disagree |
| igu | ta V- | ımar Başıı |

| 18. Th | nere is parity in credit distribution across various topics in each course * |
|--|--|
|) St | crongly Agree |
| Ag | gree |
| O Ne | eutral/Cannot Decide |
| O Di | sagree |
| ○ St | crongly Disagree |
| 19. Ac | dd-on courses are necessary for capacity building and skill enhancement * |
| St | crongly Agree |
| O Ag | gree |
| O Ne | eutral/Cannot Decide |
| O Di | isagree |
| ○ St | crongly Disagree |
| 20. A | course on communication skills would add value to the existing curriculum * |
| St | crongly Agree |
| O Ag | gree |
| O Ne | eutral/Cannot Decide |
| O Di | sagree |
| O St | crongly Disagree |
| Dr. Pradipta Kumar I OFFICER IN CHARGE, W.E Government General Degree College, M Dt. Purba Bardhaman, West Bengal | Basu B.E.S. Iangalkote m/forms/d/1JBK_whZbIPZSgYEjQc05dMBdbmW64GDRTb0qgCZh2Q4/edit#response=ACYDBNhbKFz-jpwQg_4PfrehTY5Ec5 7/12 7/13132 |

| 21. | Participation of teachers is ensured in the framing of syllabus * |
|------|---|
| • | Strongly Agree |
| 0 | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
| 22. | Inputs of teachers are incorporated in framing of syllabus * |
| • | Strongly Agree |
| 0 | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
| 23. | It is possible to complete the syllabus on time * |
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| Jagu | Type text here |

| 24. Which semester has least time for effective teaching-learning and syllabus completion? * |
|--|
| ○ SEM I |
| ○ SEM II |
| ○ SEM III |
| ○ SEM IV |
| ● SEM V |
| ○ SEM VI |
| None of the Above |
| |
| 25. Continuous assessment helps assess realization of course objectives * |
| Strongly Agree |
| Agree |
| Neutral/Cannot Decide |
| O Disagree |
| Strongly Disagree |
| |

(Dagu

| 26. | The syllabus supports the use of innovative teaching-learning methods * |
|------|---|
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
| 27. | ICTs promote effective teaching-learning through audio-visual involvement * |
| • | Strongly Agree |
| 0 | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
| 28. | ICTs enable meet course objectives effectively * |
| 0 | Strongly Agree |
| 0 | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| basu | |

| 29. SI | low learners find it difficult to cope with the syllabus load * |
|---|---|
| O s | Strongly Agree |
| A | Agree |
| O N | Neutral/Cannot Decide |
| O D | Disagree |
| O s | Strongly Disagree |
| | |
| | |
| 30. Sl | low learners require remedial classes to keep pace with the class * |
| | low learners require remedial classes to keep pace with the class * Strongly Agree |
| o s | |
| SA | Strongly Agree |
| SAN | Strongly Agree |
| SAND | Strongly Agree Agree Neutral/Cannot Decide |

| 31. Curriculum provides scope for multiple entry and exit for learners, according to the provisions of National Education Policy, 2020 | * |
|---|---|
| Strongly Agree | |
| Agree | |
| Neutral/Cannot Decide | |
| O Disagree | |
| Strongly Disagree | |
| | |

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Survey for Teachers' Feedback on Syllabus and Its Transaction at GGDC, Mangalkote (Affiliated to The University Of Burdwan)

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| I. Discipline or subject of the teacher * Political Science |
|--|
| 2. The syllabus nurtures curiosity and inquiry * |
| Strongly Agree |
| Agree |
| Neutral/Cannot Decide |
| O Disagree |
| Strongly Disagree |
| Basi _ |

| 3. | The syllabus inspires imagination and creativity * |
|--|--|
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| 4. | The syllabus imparts sound knowledge * |
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| 5. | The syllabus covers core themes and concerns of the discipline * |
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| Jan | Strongly Disagree |
| Dr. Pradipta Kum OFFICER IN CHARGE Government General Degree Col Dt. Purba Bardhaman, West Bo | tar Basu 1, W.B.E.S. 1, W.B.E |

| 6. | The syllabus ensures development of practical and problem-solving skills * |
|---------------------------------------|--|
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| 7. | The syllabus sensitizes about applied dimensions of the discipline * |
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| 8. | The syllabus introduces emerging developments in the discipline * |
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| | Strongly Disagree |
| Dr. Pradipta Kum OFFICER IN CHARGE | ar Basu |
| Government General Degree Coll | gg.k.nagalkote ngal-713132 um/forms/d/1JBK_whZbIPZSgYEjQc05dMBdbmW64GDRTb0qgCZh2Q4/edit#response=ACYDBNjngnXLgZLEbJYMQ2aYEVnJ 3/12 |

| 9. The syllabus is in line with career prospects related to the discipline * |
|--|
| Strongly Agree |
| Agree |
| Neutral/Cannot Decide |
| O Disagree |
| Strongly Disagree |
| 10. The syllabus develops professional skills * |
| Strongly Agree |
| Agree |
| Neutral/Cannot Decide |
| O Disagree |
| Strongly Disagree |
| 11. The syllabus develops research interest among students * |
| Strongly Agree |
| Agree |
| Neutral/Cannot Decide |
| Disagree |
| Strongly Disagree |
| Dr. Pradipta Kumar Basu OFFICER IN CHARGE, W.B.E.S. Type text here |
| OFFICER IN CHARGE, W.B.E.S. Type text here T |

| 12. | The syllabus promotes multidisciplinary perspective and learning * |
|------------|---|
| 0 | Strongly Agree |
| | Agree |
| \bigcirc | Neutral/Cannot Decide |
| \bigcirc | Disagree |
| 0 | Strongly Disagree |
| 13. | The syllabus addresses emerging social and environmental concerns * |
| \bigcirc | Strongly Agree |
| • | Agree |
| \bigcirc | Neutral/Cannot Decide |
| \bigcirc | Disagree |
| 0 | Strongly Disagree |
| 14. | There is clarity in the objective of each course * |
| \bigcirc | Strongly Agree |
| | Agree |
| \bigcirc | Neutral/Cannot Decide |
| 0 | Disagree |
| <u>u</u> | Strongly Disagree |
| R IN CHARC | mar Basu BE, W.B.E.S. Ollege, Mangalkote |

| 15. | There is sequential progression in the themes in each course * |
|------|---|
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
| 16. | There is sequential progression in courses offered across semesters * |
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly disagree |
| | |
| 17. | There is scope for participatory learning through field visits and projects * |
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| Dagu | |

| 18. | There is parity in credit distribution across various topics in each course * |
|------|---|
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| 19. | Add-on courses are necessary for capacity building and skill enhancement * |
| 0 | Strongly Agree |
| 0 | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| 20. | A course on communication skills would add value to the existing curriculum * |
| • | Strongly Agree |
| 0 | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| | Strongly Disagree |
| Jagu | |

| 21. | Participation of teachers is ensured in the framing of syllabus * |
|------|---|
| 0 | Strongly Agree |
| 0 | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| • | Strongly Disagree |
| 22. | Inputs of teachers are incorporated in framing of syllabus * |
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| 23. | It is possible to complete the syllabus on time * |
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| Dagu | |

| 24. Which semester has least time for effective teaching-learning and syllabus completion? * |
|--|
| ● SEM I |
| ○ SEM II |
| ○ SEM III |
| ○ SEM IV |
| ○ SEM V |
| ○ SEM VI |
| None of the Above |
| |
| 25. Continuous assessment helps assess realization of course objectives * |
| |
| Strongly Agree |
| Strongly AgreeAgree |
| |
| Agree |
| AgreeNeutral/Cannot Decide |

Dagu

| 26. | The syllabus supports the use of innovative teaching-learning methods * |
|--------|---|
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
| 27. | ICTs promote effective teaching-learning through audio-visual involvement * |
| • | Strongly Agree |
| 0 | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
| 28. | ICTs enable meet course objectives effectively * |
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| Jagu _ | |

| 29. Slow learners find it difficult to cope with the syllabus load * |
|--|
| Strongly Agree |
| Agree |
| Neutral/Cannot Decide |
| O Disagree |
| Strongly Disagree |
| |
| |
| 30. Slow learners require remedial classes to keep pace with the class * |
| 30. Slow learners require remedial classes to keep pace with the class * Strongly Agree |
| |
| Strongly Agree |
| Strongly Agree Agree |
| Strongly AgreeAgreeNeutral/Cannot Decide |

John

| 31. Curriculum provides scope for multiple entry and exit for learners, according to the provisions of National Education Policy, 2020 | * |
|--|---|
| Strongly Agree | |
| Agree | |
| Neutral/Cannot Decide | |
| O Disagree | |
| Strongly Disagree | |
| | |

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Survey for Teachers' Feedback on Syllabus and Its Transaction at GGDC, Mangalkote (Affiliated to The University Of Burdwan)

This survey questionnaire seeks opinion of teachers on the current syllabus of Three Year Degree Programme in each discipline under the Choice Based Credit System. The questionnaire has 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. It also seeks opinion of the teachers regarding prospects of value addition to existing syllabus and enhancement of practical skills of the students.

| 1. Discipline or subject of the teacher * | |
|--|--|
| History | |
| | |
| 2. The syllabus nurtures curiosity and inquiry * | |
| Strongly Agree | |
| Agree | |
| Neutral/Cannot Decide | |
| Disagree | |
| Strongly Disagree | |
| Jagu | |

| 3. | | The syllabus inspires imagination and creativity * |
|-----|----------------|--|
| | $\overline{)}$ | Strongly Agree |
| (| | Agree |
| | | Neutral/Cannot Decide |
| | | Disagree |
| | | Strongly Disagree |
| | | |
| 4. | | The syllabus imparts sound knowledge * |
| | $\overline{)}$ | Strongly Agree |
| (| | Agree |
| | | Neutral/Cannot Decide |
| | | Disagree |
| | | Strongly Disagree |
| | | |
| 5. | | The syllabus covers core themes and concerns of the discipline * |
| | | Strongly Agree |
| (| | Agree |
| | | Neutral/Cannot Decide |
| | | Disagree |
| | | Strongly Disagree |
| agu | - | |

| 6. | The syllabus ensures development of practical and problem-solving skills * |
|-------|--|
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
| 7- | The syllabus sensitizes about applied dimensions of the discipline * |
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
| 8. | The syllabus introduces emerging developments in the discipline * |
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| Jan _ | |

| 9. | The syllabus is in line with career prospects related to the discipline * |
|-------|---|
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
| 10. | The syllabus develops professional skills * |
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
| II. | The syllabus develops research interest among students * |
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| | Strongly Disagree |
| Jagu_ | |

| 12. | The syllabus promotes multidisciplinary perspective and learning * |
|--------|---|
| 0 | Strongly Agree |
| 0 | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
| 13. | The syllabus addresses emerging social and environmental concerns * |
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
| 14. | There is clarity in the objective of each course * |
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| Jagu _ | |

| 15. | There is sequential progression in the themes in each course * |
|-----|---|
| С | Strongly Agree |
| • | Agree |
| С | Neutral/Cannot Decide |
| С | Disagree |
| С | Strongly Disagree |
| | |
| 16. | There is sequential progression in courses offered across semesters * |
| С | Strongly Agree |
| • | Agree |
| С | Neutral/Cannot Decide |
| С | Disagree |
| C | Strongly disagree |
| | |
| 17. | There is scope for participatory learning through field visits and projects * |
| C | Strongly Agree |
| • | Agree |
| С | Neutral/Cannot Decide |
| C | Disagree |
| C | Strongly Disagree |
| agu | |

| 18. There is parity in credit distribution across various topics in each course * |
|---|
| Strongly Agree |
| Agree |
| Neutral/Cannot Decide |
| O Disagree |
| Strongly Disagree |
| 19. Add-on courses are necessary for capacity building and skill enhancement * |
| Strongly Agree |
| Agree |
| Neutral/Cannot Decide |
| O Disagree |
| Strongly Disagree |
| 20. A course on communication skills would add value to the existing curriculum * |
| Strongly Agree |
| Agree |
| Neutral/Cannot Decide |
| O Disagree |
| Strongly Disagree |
| Dr. Pradipta Kumar Basu OFFICER IN CHARGE, W.B.E.S. Government General Degree College, Mangalkote Dt. Purba Bardhaman, West Bengal-713132 n/forms/d/1JBK_whZbIPZSgYEjQc05dMBdbmW64GDRTb0qgCZh2Q4/edit#response=ACYDBNj4ur1m1Y-kstiGsR2kcrKvHbE 7/ |

| 21. | Participation of teachers is ensured in the framing of syllabus * |
|------|---|
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
| 22. | Inputs of teachers are incorporated in framing of syllabus * |
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
| 23. | It is possible to complete the syllabus on time * |
| 0 | Strongly Agree |
| 0 | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| Dagu | |

| 24. | Which semester has least time for effective teaching-learning and syllabus completion? * |
|------------|--|
| \bigcirc | SEM I |
| \bigcirc | SEM II |
| \bigcirc | SEM III |
| \bigcirc | SEM IV |
| \bigcirc | SEM V |
| \bigcirc | SEM VI |
| • | None of the Above |
| | |
| 25. | Continuous assessment helps assess realization of course objectives * |
| \bigcirc | Strongly Agree |
| • | Agree |
| \bigcirc | Neutral/Cannot Decide |
| \bigcirc | Disagree |
| \bigcirc | Strongly Disagree |
| | |

| 26. | The syllabus supports the use of innovative teaching-learning methods * |
|------|---|
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
| 27. | ICTs promote effective teaching-learning through audio-visual involvement * |
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
| 28. | ICTs enable meet course objectives effectively * |
| 0 | Strongly Agree |
| • | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| | Strongly Disagree |
| dagu | |

| 29. Slow learners find it difficult to cope with the syllabus load * |
|--|
| Strongly Agree |
| ○ Agree |
| Neutral/Cannot Decide |
| Disagree |
| Strongly Disagree |
| |
| |
| 30. Slow learners require remedial classes to keep pace with the class * |
| 30. Slow learners require remedial classes to keep pace with the class * Strongly Agree |
| |
| Strongly Agree |
| Strongly Agree Agree |
| Strongly Agree Agree Neutral/Cannot Decide |

Dr. Pradipta Kumar B

| 31. Curriculum provides scope for multiple entry and exit for learners, according to the provisions of National Education Policy, 2020 | * |
|---|---|
| Strongly Agree | |
| Agree | |
| Neutral/Cannot Decide | |
| O Disagree | |
| Strongly Disagree | |
| | |

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| 1. Discipline or subject of the teacher * History |
|--|
| 2. The syllabus nurtures curiosity and inquiry * |
| Strongly Agree |
| O Agree |
| Neutral/Cannot Decide |
| O Disagree |
| Strongly Disagree |
| |

Dr. Pradipta Kumar Basu
OFFICER IN CHARGE, W.B.E.S.
Government General Degree College, Mangalkote
Dt. Purba Bardhaman, West Bengal-713132

| 3. The syllabus inspires imagination and creativity * |
|---|
| Strongly Agree |
| Agree |
| Neutral/Cannot Decide |
| O Disagree |
| O Strongly Disagree |
| |
| 4. The syllabus imparts sound knowledge * |
| Strongly Agree |
| ○ Agree |
| Neutral/Cannot Decide |
| O Disagree |
| Strongly Disagree |
| |
| 5. The syllabus covers core themes and concerns of the discipline * |
| Strongly Agree |
| ○ Agree |
| Neutral/Cannot Decide |
| Disagree |
| Strongly Disagree |
| |

| (| 5. | The syllabus ensures development of practical and problem-solving skills * |
|-----|------------|--|
| (| • | Strongly Agree |
| (| \bigcirc | Agree |
| (| \bigcirc | Neutral/Cannot Decide |
| (| \bigcirc | Disagree |
| (| \bigcirc | Strongly Disagree |
| | | |
| | 7. | The syllabus sensitizes about applied dimensions of the discipline * |
| (| • | Strongly Agree |
| (| \bigcirc | Agree |
| (| \bigcirc | Neutral/Cannot Decide |
| (| \bigcirc | Disagree |
| (| \bigcirc | Strongly Disagree |
| | | |
| 8 | 3. | The syllabus introduces emerging developments in the discipline * |
| (| • | Strongly Agree |
| (| \bigcirc | Agree |
| (| \bigcirc | Neutral/Cannot Decide |
| (| C | Disagree |
| (| | Strongly Disagree |
| agu | _ | |

| 9. | The syllabus is in line with career prospects related to the discipline * |
|-------|---|
| • | Strongly Agree |
| 0 | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
| 10. | The syllabus develops professional skills * |
| • | Strongly Agree |
| 0 | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| | |
| 11. | The syllabus develops research interest among students * |
| • | Strongly Agree |
| 0 | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| | Strongly Disagree |
| agu _ | |

| 12. T | he syllabus promotes multidisciplinary perspective and learning * |
|------------|--|
| O S | trongly Agree |
| O A | gree |
| O N | eutral/Cannot Decide |
| O D | isagree |
| O S | trongly Disagree |
| | |
| 13. T | he syllabus addresses emerging social and environmental concerns * |
| O S | trongly Agree |
| O A | gree |
| O N | eutral/Cannot Decide |
| O D | isagree |
| O S | trongly Disagree |
| | |
| 14. T | here is clarity in the objective of each course * |
| O S | trongly Agree |
| O A | gree |
| O N | eutral/Cannot Decide |
| O D | isagree |
| O S | trongly Disagree |
| agu | |

| 15. There is sequential progression in the themes in each course * |
|---|
| Strongly Agree |
| O Agree |
| Neutral/Cannot Decide |
| O Disagree |
| Strongly Disagree |
| 16. There is sequential progression in courses offered across semesters * |
| Strongly Agree |
| O Agree |
| Neutral/Cannot Decide |
| O Disagree |
| Strongly disagree |
| 17. There is scope for participatory learning through field visits and projects * |
| Strongly Agree |
| O Agree |
| Neutral/Cannot Decide |
| O Disagree |
| Strongly Disagree |
| Dr. Pradipta Kumar Basu OFFICER IN CHARGE, W.B.E.S. Government General Degree College, Mangallote Dt. Purba Bardhaman, West Bengal-713132 ITHUPS.//UUUCS.guugie.com/forms/d/1JBK_whZbIPZSgYEjQc05dMBdbmW64GDRTb0qgCZh2Q4/edit#response=ACYDBNipAHb-oKOZ7wSHGbd6DeZC 6/1. |

| 18. | There is parity in credit distribution across various topics in each course * |
|--|---|
| • | Strongly Agree |
| 0 | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| 19. | Add-on courses are necessary for capacity building and skill enhancement * |
| • | Strongly Agree |
| 0 | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| 0 | Strongly Disagree |
| 20. | A course on communication skills would add value to the existing curriculum * |
| • | Strongly Agree |
| 0 | Agree |
| 0 | Neutral/Cannot Decide |
| 0 | Disagree |
| Quan O | Strongly Disagree |
| Dr. Pradipta Kum OFFICER IN CHARGE, Government General Degree Colle Dt. Purba Bardhaman, West Ber | W.B.E.S. ge, Mangalkote |

| 21. Participation of teachers is ensured in the framing of syllabus * |
|--|
| Strongly Agree |
| ○ Agree |
| Neutral/Cannot Decide |
| O Disagree |
| Strongly Disagree |
| 22. Inputs of teachers are incorporated in framing of syllabus * |
| Strongly Agree |
| ○ Agree |
| Neutral/Cannot Decide |
| Disagree |
| O Strongly Disagree |
| 23. It is possible to complete the syllabus on time * |
| Strongly Agree |
| ○ Agree |
| Neutral/Cannot Decide |
| Disagree |
| Strongly Disagree |
| r. Pradipta Kumar Basu |
| FFICER IN CHARGE, W.B.E.S. rumment Ceneral Degree College, Mangalkote L Purba Bardhaman, West Bengal-713132 . Purba Bardhaman, West Bengal-713132 . Com/forms/d/1JBK_whZbIPZSgYEjQc05dMBdbmW64GDRTb0qgCZh2Q4/edit#response=ACYDBNipAHb-oKOZ7wSHGbd6DeZC 8/12 |

| 24. Which semester has least time for effective teaching-learning and syllabus completion? * |
|--|
| ○ SEM I |
| ○ SEM II |
| ○ SEM III |
| ○ SEM IV |
| ○ SEM V |
| ● SEM VI |
| None of the Above |
| |
| 25. Continuous assessment helps assess realization of course objectives * |
| Strongly Agree |
| ○ Agree |
| Neutral/Cannot Decide |
| O Disagree |
| Strongly Disagree |
| |

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| 26. The syllabus supports the use of innovative teaching-learning methods * |
|--|
| Strongly Agree |
| O Agree |
| Neutral/Cannot Decide |
| O Disagree |
| Strongly Disagree |
| 27. ICTs promote effective teaching-learning through audio-visual involvement * |
| Strongly Agree |
| O Agree |
| Neutral/Cannot Decide |
| O Disagree |
| Strongly Disagree |
| 28. ICTs enable meet course objectives effectively * |
| Strongly Agree |
| O Agree |
| Neutral/Cannot Decide |
| O Disagree |
| Strongly Disagree |
| Dr. Pradipta Kumar Basu OFFICER IN CHARGE, W.B.E.S. Government General Degree College, Mangalkote Dt. Purba Bardhaman, West Bengal- 713132 Tms/d/1JBK_whZblPZSgYEjQc05dMBdbmW64GDRTb0qgCZh2Q4/edit#response=ACYDBNipAHb-oKOZ7wSHGbd6DeZ 10/1 |

| 29. Slow learners find it difficult to cope with the syllabus load * |
|--|
| Strongly Agree |
| Agree |
| Neutral/Cannot Decide |
| O Disagree |
| Strongly Disagree |
| |
| |
| 30. Slow learners require remedial classes to keep pace with the class * |
| 30. Slow learners require remedial classes to keep pace with the class * O Strongly Agree |
| |
| Strongly Agree |
| Strongly Agree Agree |
| Strongly AgreeAgreeNeutral/Cannot Decide |

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| 31. Curriculum provides scope for multiple entry and exit for learners, according to the provisions of National Education Policy, 2020 | * |
|--|---|
| Strongly Agree | |
| Agree | |
| Neutral/Cannot Decide | |
| O Disagree | |
| Strongly Disagree | |
| | |

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