

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 *

Chemistry

2. The syllabus nurtures curiosity and inquiry *

- Strongly Agree
- Agree
- Neutral/Cannot Decide
- 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
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4. The syllabus imparts sound knowledge *

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5. The syllabus covers core themes and concerns of the discipline *

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

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24. Which semester has least time for effective teaching-learning and syllabus completion? *

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31. Curriculum provides scope for multiple entry and exit for learners, according to the provisions of National Education Policy, 2020 *

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12. The syllabus promotes multidisciplinary perspective and learning *

- Strongly Agree
- Agree
- Neutral/Cannot Decide
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- Strongly Disagree

13. The syllabus addresses emerging social and environmental concerns *

- Strongly Agree
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14. There is clarity in the objective of each course *

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24. Which semester has least time for effective teaching-learning and syllabus completion? *

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25. Continuous assessment helps assess realization of course objectives *

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- Strongly Agree
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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

Disagree

Strongly Disagree



text here



Type text here

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3. The syllabus inspires imagination and creativity *

- Strongly Agree
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1. Discipline or subject of the teacher *

Bengali

2. The syllabus nurtures curiosity and inquiry *

- Strongly Agree
- Agree
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- Disagree
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23. It is possible to complete the syllabus on time *

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Type text here

24. Which semester has least time for effective teaching-learning and syllabus completion? *

- SEM I
- SEM II
- SEM III
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- None of the Above

25. Continuous assessment helps assess realization of course objectives *

- Strongly Agree
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1. Discipline or subject of the teacher *

Political Science

2. The syllabus nurtures curiosity and inquiry *

- Strongly Agree
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- 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 *

- Strongly Agree
- Agree
- Neutral/Cannot Decide
- Disagree
- Strongly Disagree

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26. The syllabus supports the use of innovative teaching-learning methods *

- Strongly Agree
- Agree
- Neutral/Cannot Decide
- Disagree
- Strongly Disagree

27. ICTs promote effective teaching-learning through audio-visual involvement *

- Strongly Agree
- Agree
- Neutral/Cannot Decide
- Disagree
- Strongly Disagree

28. ICTs enable meet course objectives effectively *

- Strongly Agree
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- Disagree
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29. Slow learners find it difficult to cope with the syllabus load *

- Strongly Agree
- Agree
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30. Slow learners require remedial classes to keep pace with the class *

- Strongly Agree
- Agree
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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
- 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

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3. The syllabus inspires imagination and creativity *

- Strongly Agree
- Agree
- Neutral/Cannot Decide
- Disagree
- Strongly Disagree

4. The syllabus imparts sound knowledge *

- 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



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
- Disagree
- Strongly Disagree

8. The syllabus introduces emerging developments in the discipline *

- Strongly Agree
- Agree
- Neutral/Cannot Decide
- Disagree
- Strongly Disagree



9. The syllabus is in line with career prospects related to the discipline *

- Strongly Agree
- Agree
- Neutral/Cannot Decide
- Disagree
- Strongly Disagree

10. The syllabus develops professional skills *

- Strongly Agree
- Agree
- Neutral/Cannot Decide
- Disagree
- Strongly Disagree

11. The syllabus develops research interest among students *

- Strongly Agree
- Agree
- Neutral/Cannot Decide
- Disagree
- Strongly Disagree

12. The syllabus promotes multidisciplinary perspective and learning *

- Strongly Agree
- Agree
- Neutral/Cannot Decide
- Disagree
- Strongly Disagree

13. The syllabus addresses emerging social and environmental concerns *

- Strongly Agree
- Agree
- Neutral/Cannot Decide
- Disagree
- Strongly Disagree

14. There is clarity in the objective of each course *

- Strongly Agree
- Agree
- Neutral/Cannot Decide
- Disagree
- Strongly Disagree



15. There is sequential progression in the themes in each course *

- Strongly Agree
- Agree
- Neutral/Cannot Decide
- Disagree
- Strongly Disagree

16. There is sequential progression in courses offered across semesters *

- Strongly Agree
- Agree
- Neutral/Cannot Decide
- Disagree
- Strongly disagree

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

- Strongly Agree
- Agree
- Neutral/Cannot Decide
- Disagree
- Strongly Disagree



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

- Strongly Agree
- Agree
- Neutral/Cannot Decide
- Disagree
- Strongly Disagree

19. Add-on courses are necessary for capacity building and skill enhancement *

- Strongly Agree
- Agree
- Neutral/Cannot Decide
- 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



21. Participation of teachers is ensured in the framing of syllabus *

- Strongly Agree
- Agree
- Neutral/Cannot Decide
- Disagree
- Strongly Disagree

22. Inputs of teachers are incorporated in framing of syllabus *

- Strongly Agree
- Agree
- Neutral/Cannot Decide
- Disagree
- Strongly Disagree

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