

SURVEY REPORT (TEACHERS' FEEDBACK ON SYLLABUS AND ITS TRANSACTION AT THE INSTITUTION, 2021-2022)

This report presents and analyzes the data collected through a structured and close ended questionnaire-based survey instrument with five point response scale (strongly agree to strongly disagree) using a Google form conducted among the teachers of Government General Degree College, Mangalkote, to receive and record their feedback and opinions on the Three Year B.A. and B.Sc. Honours and General syllabus (under CBCS) of The University of Burdwan.

The report begins with a short description of the disciplinary composition of the teachers who provided their opinions about the syllabus and its transaction at the institution. It then proceeds on the basis of the objectives of the questionnaire-based survey instrument to present and analyze through pie diagrams the trends that are observable in the opinions and responses provided by the teachers. The report ends with concluding remarks deduced from the overall trends observable in the opinions provided by the teachers who participated in the survey.

SECTION 1: DISCIPLINARY COMPOSITION OF THE TEACHERS

Streams	Disciplines	Number of Teachers at the Institution	Number of Teachers who participated in the Survey	Percentage (%)
Arts	Bengali	03	03	13.04
	English	02	02	8.7
	History	03	03	13.04
	Political Science	03	03	13.04
	Sociology	05	05	21.73
Science	Zoology	02	02	8.7
	Chemistry	03	03	13.04
	Botany	02	02	8.7
	TOTAL	23	23	100

The entire faculty strength participated in the survey and provided their responses. Of the 23 faculty members or teachers who participated in the survey, 16 are from the Arts stream and 7 are from the Science stream.

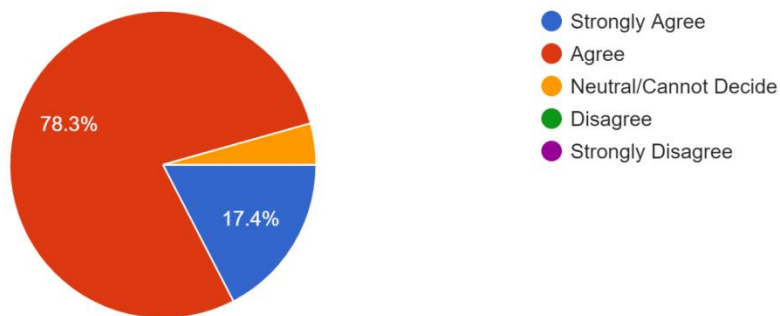
SECTION 2: TEACHERS' OPINION RELATING TO THE GENERIC OBJECTIVES OF THE SYLLABUS

Section 2 depicts teachers' opinions relating to the generic objectives of the syllabus: whether it nurtures curiosity and inquiry, inspires imagination and creativity, and imparts sound knowledge of the discipline among the students.

FIGURE 2.1:

2. The syllabus nurtures curiosity and inquiry

23 responses

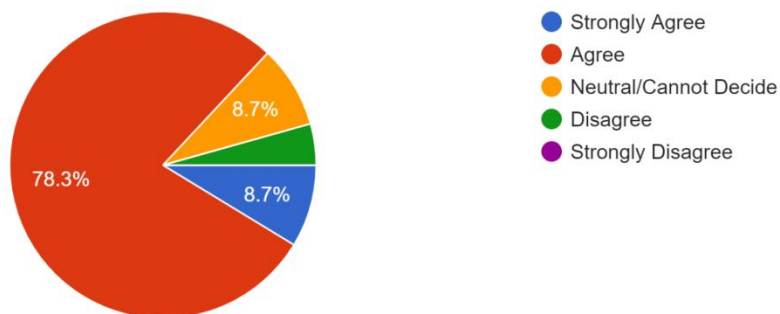


An overwhelming majority of teachers (78.3%) agreed and a considerable portion (17.4%) strongly agreed that the syllabus nurtures curiosity and inquiry. The rest could not decide or were neutral in their opinion.

FIGURE 2.2:

3. The syllabus inspires imagination and creativity

23 responses



Here too, an overwhelming majority of teachers (78.3%) agreed and about 8.7% of the teachers strongly agreed that the syllabus inspires imagination and creativity. About 8.7% of the teachers could not decide or remained neutral, whereas the rest disagreed that the syllabus inspires imagination and creativity.

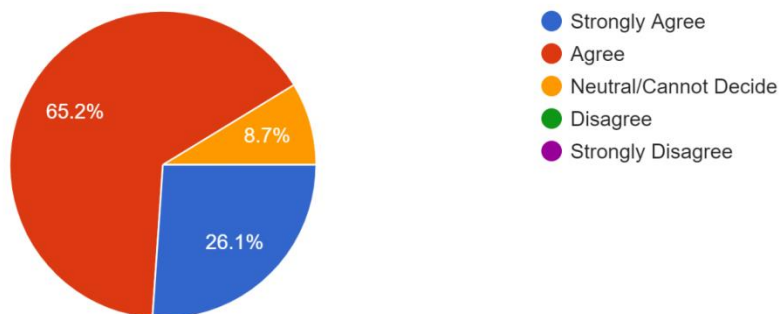
FIGURE 2.3:

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4. The syllabus imparts sound knowledge

23 responses



A considerable majority of teachers (65.2%) agreed and a substantial 26.1% of the teachers strongly agreed that the syllabus imparts sound knowledge. About 8.7% could not decide or remained neutral.

Inference

It is deduced from the three figures (2.1 to 2.3) presented above that the majority of the teachers think that the syllabus nurtures curiosity and inquiry, inspires imagination and creativity, and imparts sound knowledge. Deeper analysis reveals while an overwhelming majority thinks that the syllabus nurtures curiosity and inquiry and imparts sound knowledge, some, though a small portion but not completely negligible, think that the syllabus falls short of inspiring imagination and creativity.

SECTION 3: TEACHERS' OPINIONS RELATING TO EFFECTIVENESS OF CAPACITY BUILDING, SKILL DEVELOPMENT AND EMPLOYABILITY ENHANCEMENT GOALS OF THE SYLLABUS

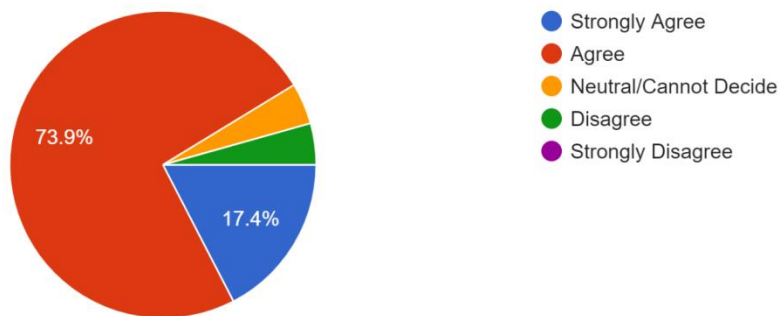
Section 3 depicts teachers' opinions relating to how effectively the syllabus builds capacity and develops skills by covering core concerns of the discipline, by developing practical, problem-solving and professional skills, and generating research interests and multidisciplinary learning and by offering knowledge about applied dimensions and emerging arenas of the discipline. It also depicts teachers' opinion regarding the career relevance of the syllabus from the students' point of view and also its broader social and environmental relevance.

FIGURE 3.1:

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

23 responses

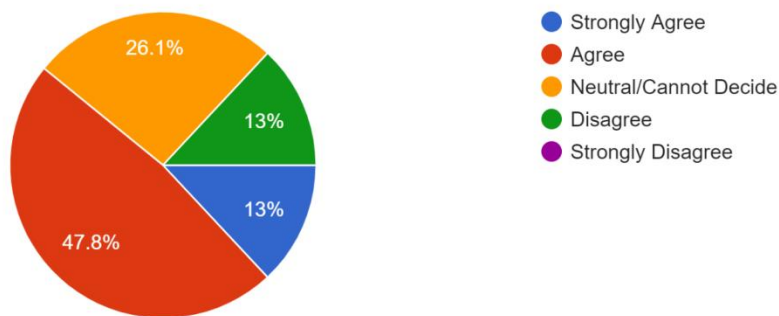


An overwhelming majority of teachers (73.9%) agreed that the syllabus covers core themes and concerns of the discipline. About 17.4% strongly agreed, while the rest either could not decide or were neutral or disagreed.

FIGURE 3.2:

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

23 responses



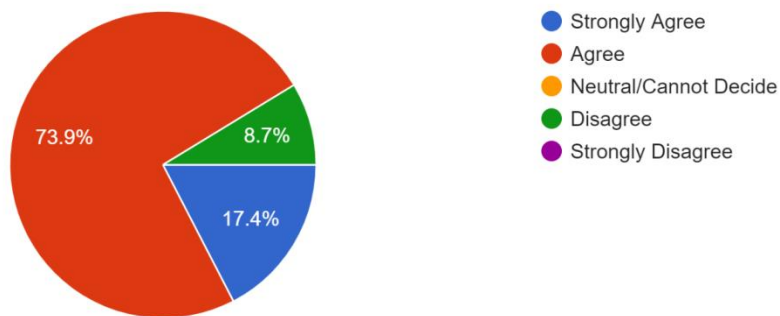
About 47.8% of the teachers agreed that the syllabus develops practical and problem-solving skills. Only 13% strongly agreed. About 26.1% could not decide or remained neutral and 13% disagreed that the syllabus develops such skills.

FIGURE 3.3:

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7. The syllabus sensitizes about applied dimensions of the discipline

23 responses

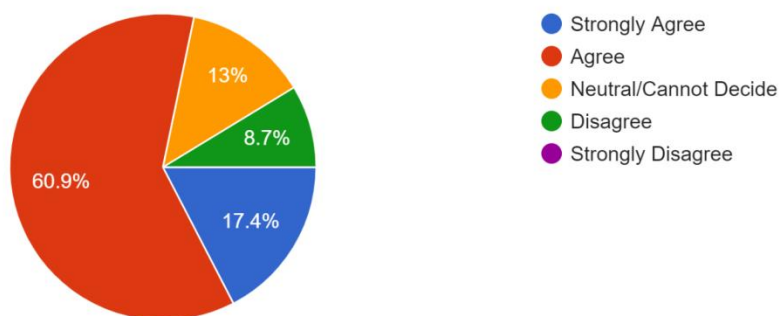


An overwhelming majority of teachers (73.9%) agreed that the syllabus sensitizes about applied dimensions of the discipline. About 17.4% of the teachers strongly agreed, while a minority of 8.7% disagreed.

FIGURE 3.4:

8. The syllabus introduces emerging developments in the discipline

23 responses



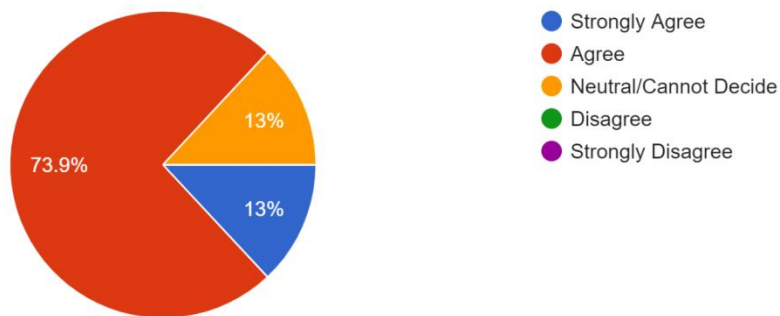
A majority of 60.9% of the teachers agreed that the syllabus introduces emerging developments in the discipline. About 17.4% strongly agreed. 13% could not decide or remained neutral, while 8.7% of the teachers disagreed.

FIGURE 3.5:

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

23 responses

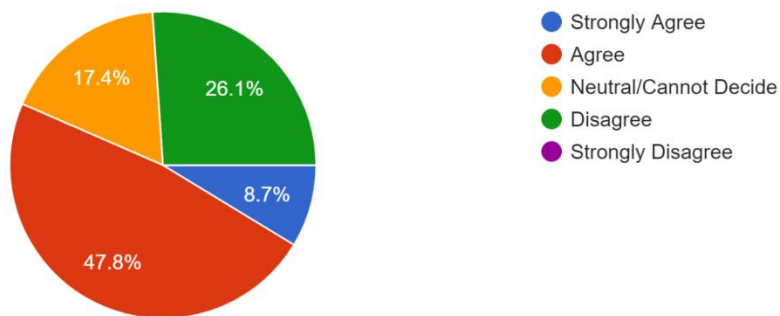


An overwhelming majority of teachers (73.9%) agreed that the syllabus is in sync with career prospects related to the discipline. To add to this, about 13% strongly agreed. The rest remained neutral or could not decide.

FIGURE 3.6:

10. The syllabus develops professional skills

23 responses



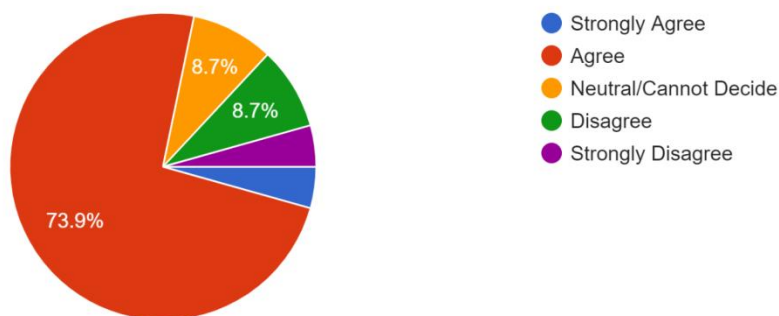
Less than half of the teacher population (47.8%) agreed that the syllabus develops professional skills. Only 8.7% of the teachers strongly agreed. A significant 26.1% disagreed and about 17.4% remained neutral or could not decide.

FIGURE 3.7:

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11. The syllabus develops research interest among students

23 responses

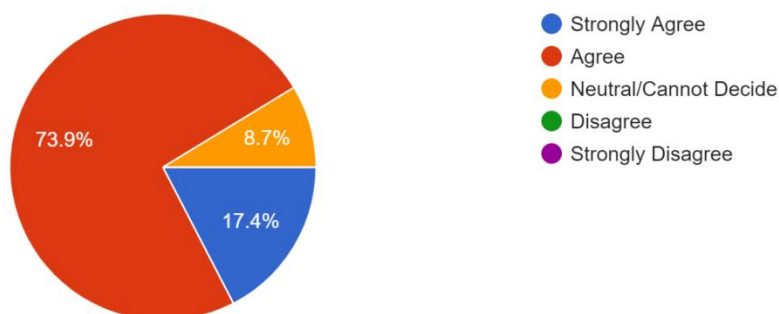


An overwhelming majority (73.9%) agreed that the syllabus develops research interests among students. A small portion strongly agreed. About 8.7% could not decide or remained neutral. 8.7% of the teachers disagreed and a small portion strongly disagreed.

FIGURE 3.8:

12. The syllabus promotes multidisciplinary perspective and learning

23 responses



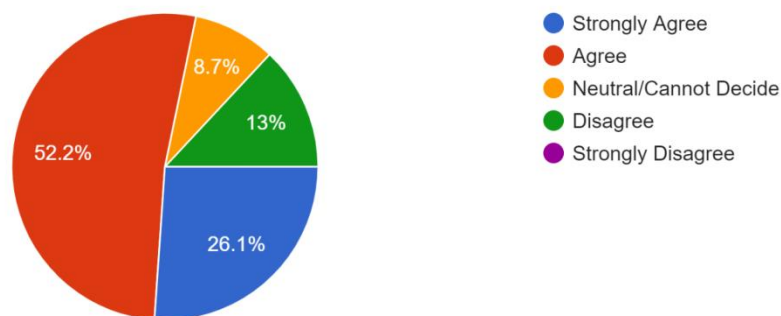
An overwhelming majority of 73.9% and 17.4% of the teachers agreed and strongly agreed that the syllabus promotes multidisciplinary learning. The rest could not decide or remained neutral.

FIGURE 3.9:

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13. The syllabus addresses emerging social and environmental concerns

23 responses



A majority of 52.2% and 26.1% of the teachers agreed and strongly agreed that the syllabus addresses emerging social and environmental concerns. However, about 13% disagreed and 8.7% could not decide or remained neutral.

Inference

It is deduced from the figures (3.1 to 3.9) that majority of the teachers are of the opinion that the present syllabus covers core themes of the discipline, sensitizes about the applied dimensions and emerging developments, and is in sync with career prospects related to the discipline and the larger field, develops research interests and promotes multidisciplinary perspective and learning. Some teachers also opine that the existing syllabus develops practical, problem-solving and professional skills but a small yet significant number of teachers could not decide or disagreed that the present syllabus develops practical and professional skills.

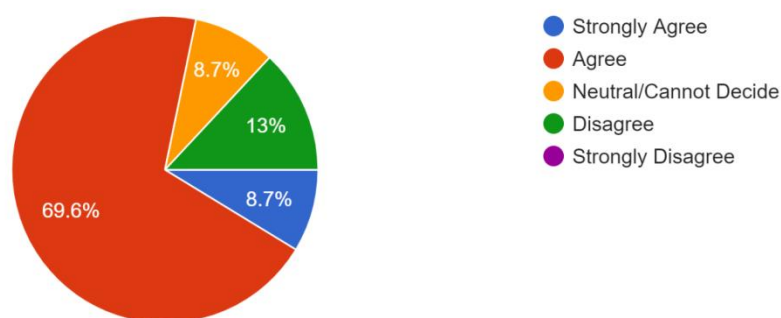
SECTION 4: TEACHERS' OPINIONS RELATING TO THE STRUCTURE (SYSTEMICITY AND SCIENTIFICITY) OF THE SYLLABUS

Section 4 depicts the opinions of the teachers in relation to the structure of the syllabus - its systematicity and scientificity - focusing on the clarity of course objectives, sequential progression of themes in each course and various courses offered across the semesters, and the parity of credit distribution across various topics in particular courses. It also depicts teachers' opinions on the scope of participatory learning in relation to the syllabus.

FIGURE 4.1:

14. There is clarity in the objective of each course

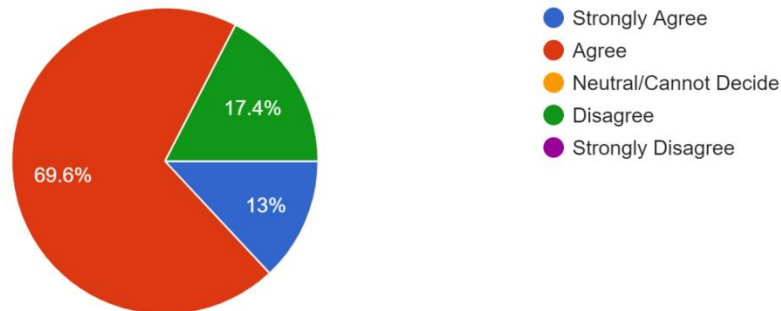
23 responses



A majority of 69.6% of the teachers agreed that there is clarity in the objectives of each course. About 8.7% strongly agreed. The same percentage of teachers could not decide or remained neutral and 13% expressed disagreement with the statement.

FIGURE 4.2:

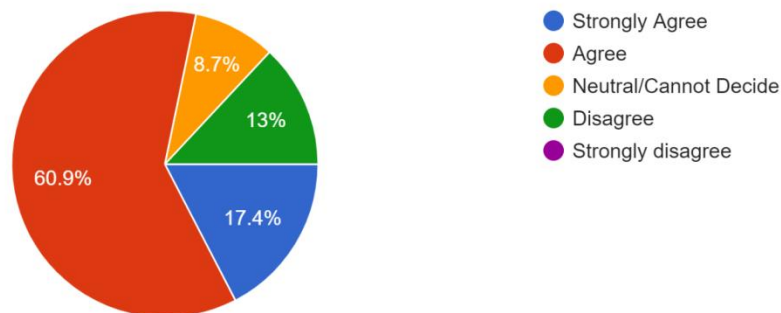
15. There is sequential progression in the themes in each course
23 responses



A majority of 69.6% of the teachers agreed that there is sequential progression in the themes dealt in each course. 13% strongly agreed and about 17.4% expressed disagreement with the statement.

FIGURE 4.3:

16. There is sequential progression in courses offered across semesters
23 responses



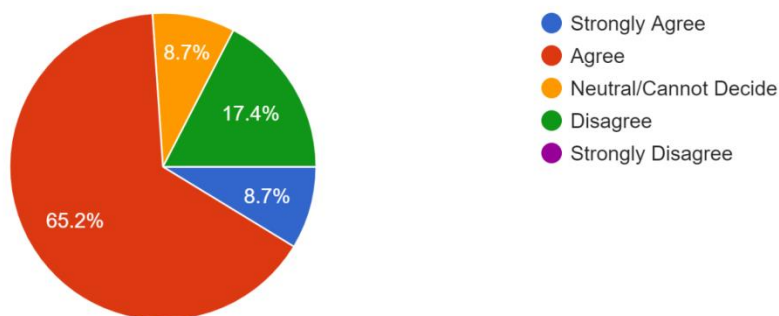
A majority of 60.9% of the teachers agreed that there is sequential progression in the thematics of the courses offered across various semesters. About 17.4% strongly agreed. 8.7% could not decide or remained neutral and 13% expressed disagreement with the statement.

FIGURE 4.4:

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

23 responses

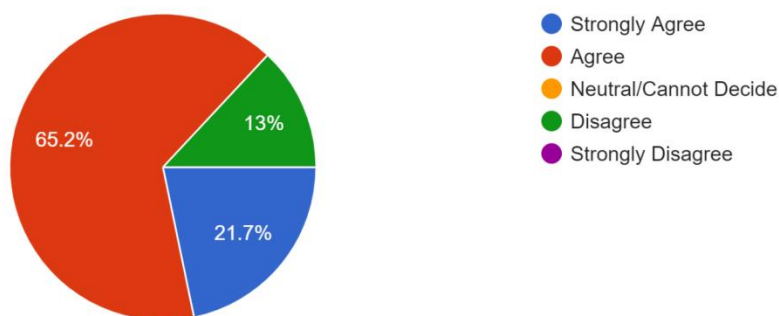


A majority of 65.2% percent of the teachers agreed that there is scope for participatory learning in the syllabus through field visits and projects. 8.7% strongly agreed. The same percentage of teachers could not decide or remained neutral. About 17.4% disagreed with the statement.

FIGURE 4.5:

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

23 responses



A majority of 65.2% of the teachers agreed that there is parity in credit distribution across various topics or themes in each course. 21.7% of the teachers strongly agreed that there is parity. About 13% disagreed with the statement.

Inference

It is deduced from the figures (4.1 to 4.5) presented above that the majority of the teachers opined that the courses have clarity in their objectives, there is sequential progression in the themes or topics in particular courses and also in the various courses offered across various semesters. Majority of the teachers also opined that there is scope for participatory learning in the syllabus and there is parity in the credit distribution across various topics in each course. A small yet significant number of teachers opined to the contrary that there is lack of clarity in the course objectives. There is absence of sequential progression in thematics in the courses and the overall programme. There is disparity in credit distribution and lesser scope for participatory learning in the syllabus.

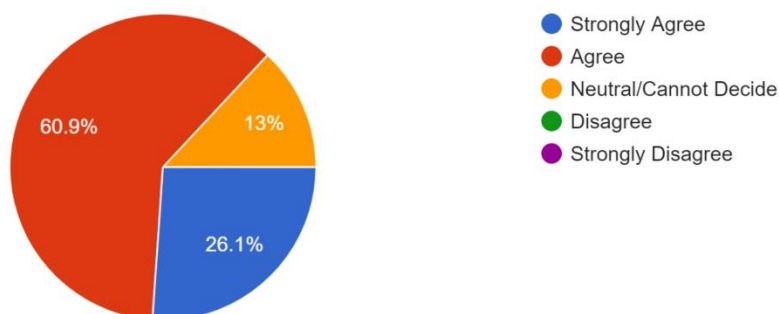
SECTION 5: TEACHERS' OPINION RELATING TO SCOPE FOR INNOVATION AND VALUE ADDITION TO THE EXISTING CURRICULUM

Section 5 depicts the opinions of teachers in relation to the scope offered by the syllabus for innovation and the need for value addition to the existing syllabus through add-on or skill development courses.

FIGURE 5.1:

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

23 responses

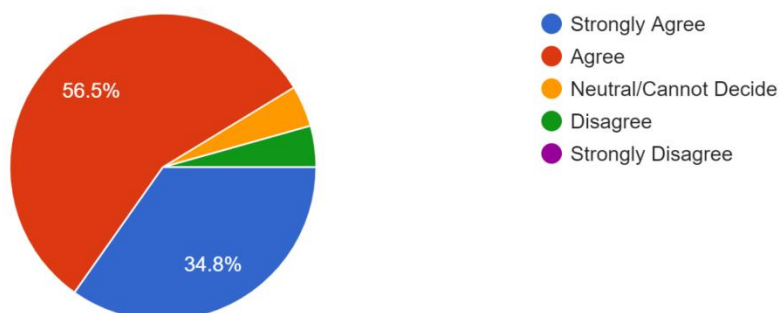


A majority of the teachers (60.9%) agreed that add-on courses are necessary for capacity building and skill enhancement. About 26.1% of the teachers strongly agreed while 13% could not decide or remained neutral.

FIGURE 5.2:

20. A course on communication skills would add value to the existing curriculum

23 responses



A majority of 56.5% of the teachers agreed that a course on communication skills will add value to the existing curriculum. About 34.8% strongly agreed, while very few disagreed and could not decide or remained neutral.

Inference

It is deduced from the figures (5.1 and 5.2) that an overwhelming majority of the teachers opined that add-on courses are necessary and a course on communication skills will particularly add value to the existing curriculum.

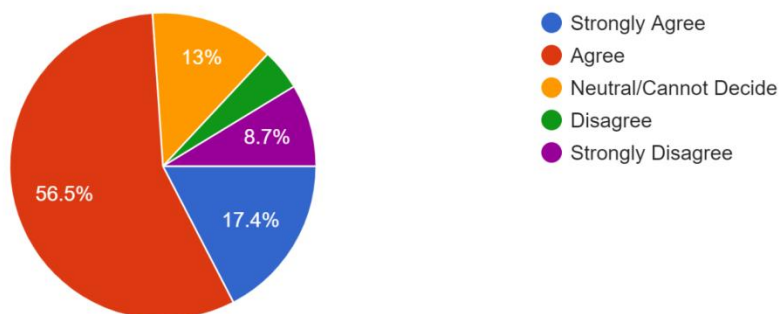
SECTION 6: OPINIONS RELATING TO INVOLVEMENT OF TEACHERS BY THE AFFILIATING UNIVERSITY IN CURRICULUM DEVELOPMENT

Section 6 depicts the opinions of the teachers regarding their involvement in syllabus framing and incorporation of their inputs in the syllabus under the aegis of the affiliating university.

FIGURE 6.1:

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

23 responses

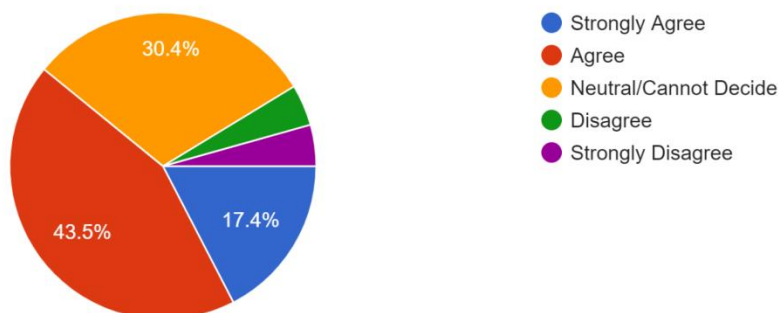


More than half of the teachers (56.5%) who participated in the survey agreed that their participation in syllabus framing is ensured. About 17.4% expressed strong agreement, while 13% could not decide or remained neutral. About 8.7% strongly disagreed and few expressed disagreement.

FIGURE 6.2:

22. Inputs of teachers are incorporated in framing of syllabus

23 responses



Less than half of the teachers (43.5%) agreed that their inputs are incorporated in the syllabus. About 17.4% strongly agreed that their inputs are incorporated. A substantial 30.4% could not decide or remained neutral and some disagreed, with few expressing strong disagreement.

Inference

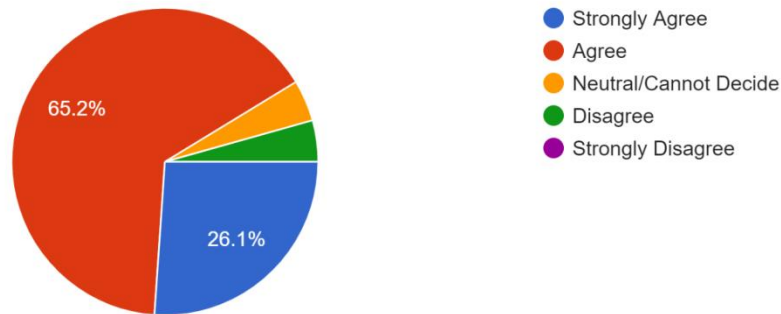
It is deduced from the figures (6.1 and 6.2) that more than half of the teachers agreed (including strongly agreed) that teacher participation is ensured in syllabus framing and their inputs incorporated in the syllabus. A small yet significant percentage opined that teacher participation was not ensured and inputs not incorporated.

SECTION 7: TEACHERS' OPINION RELATING TO CHALLENGES IN SYLLABUS EXECUTION AND THE ROLE OF CONTINUOUS ASSESSMENT IN REALIZING COURSE OBJECTIVES:

Section 7 depicts opinions of the teachers about the challenges they face in completing syllabus on time, which semesters are particularly shorter, if any, and the role of continuous assessment in realizing course objectives.

FIGURE 7.1:

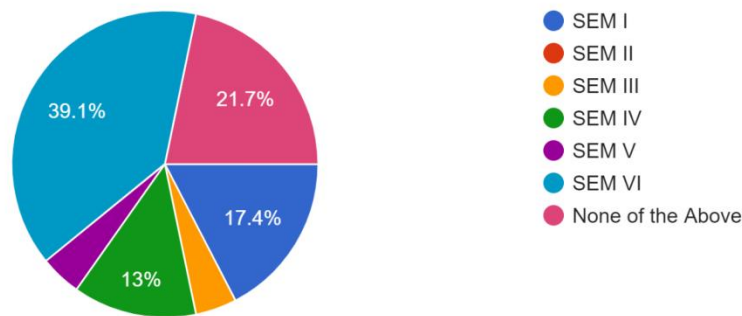
23. It is possible to complete the syllabus on time
23 responses



A majority of the teachers (65.2%) agreed that it is possible to complete the syllabus on time. A substantial 26.1% strongly agreed that timely completion is possible. The rest either could not decide and remained neutral or disagreed.

FIGURE 7.2:

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

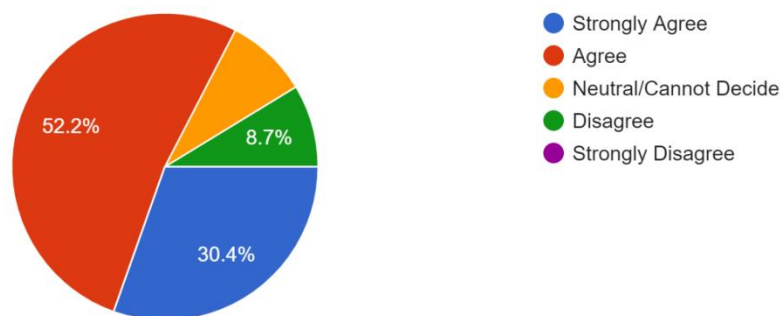


According to 39.1% of the teachers, Semester VI has the least time for effective teaching-learning and syllabus completion and execution. About 17.4% opined that Semester I has the least time, whereas about 13% opined that Semester IV has the least time. Some opined Semester III and V. A good number of teachers (21.7%) opined that none of the semesters have less time for effective learning and syllabus execution.

FIGURE 7.3:

25. Continuous assessment helps assess realization of course objectives

23 responses



More than half of the teachers (52.2%) agreed that continuous assessment helps in realization of course objectives. About 30.4% strongly agreed and 8.7% disagreed. The rest could not decide or remained neutral.

Inference

It is deduced from the figures (7.1 to 7.3) presented above that an overwhelming majority of the teachers opined that it is possible to complete the syllabus on time. However, a significant percentage of the teachers recognized that Semester VI gets the least time for effective learning and syllabus completion or execution. The majority of the teachers opined that continuous evaluation helps realize course objectives effectively.

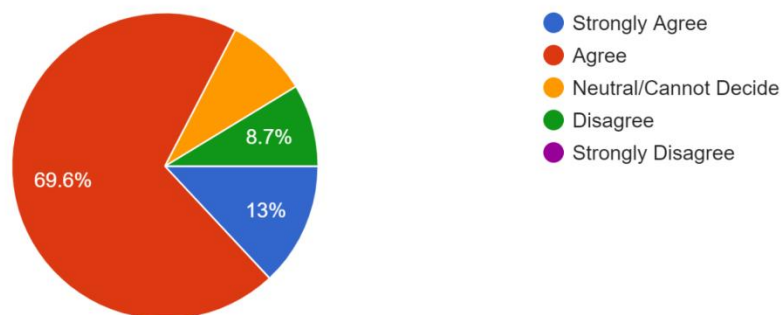
SECTION 8: TEACHERS' OPINION ON THE ROLE OF ICT-BASED SYLLABUS TRANSACTION:

Section 8 depicts the opinions of the teachers in relation to the scope provided by the syllabus for the incorporation of innovative teaching-learning methods (for example, ICTs), whether ICTs promote effective teaching and learning through audio-visual involvement of the learners and help achieve or realize course objectives effectively.

FIGURE 8.1:

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

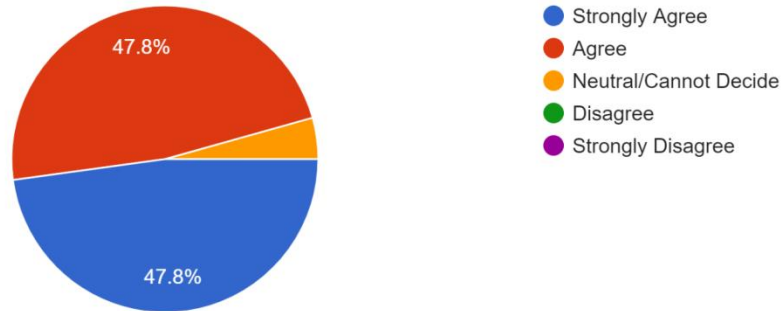
23 responses



A majority of the teachers (69.6%) agreed that the syllabus provides scope for using innovative teaching-learning methods. About 13% strongly agreed. 8.7% disagreed and the rest could not decide or remained neutral.

FIGURE 8.2:

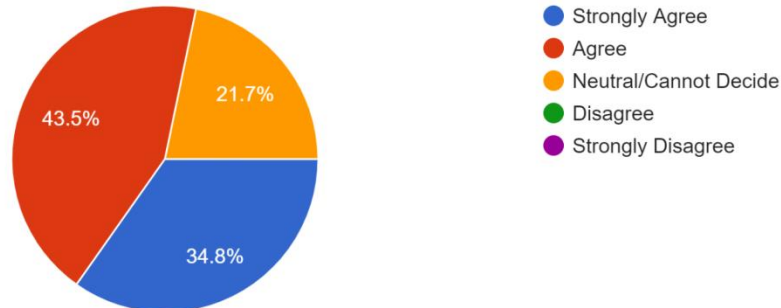
27. ICTs promote effective teaching-learning through audio-visual involvement
23 responses



About 95% of the teachers agreed (about half of which strongly agreed) that ICTs promote effective teaching and learning. The rest could not decide or remained neutral.

FIGURE 8.3:

28. ICTs enable meet course objectives effectively
23 responses



About 43.5% of the teachers agreed that ICTs help meet course objectives effectively. 34.8% strongly agreed and a good number of teachers (21.7%) could not decide or remained neutral.

Inference

It is deduced from the figures (8.1 to 8.3) that the majority of the teachers opined that the present syllabus supports the use of innovative teaching-learning methods and an overwhelming majority suggested that ICTs promote effective learning through audio-visual involvement and also helps meet course objectively effectively.

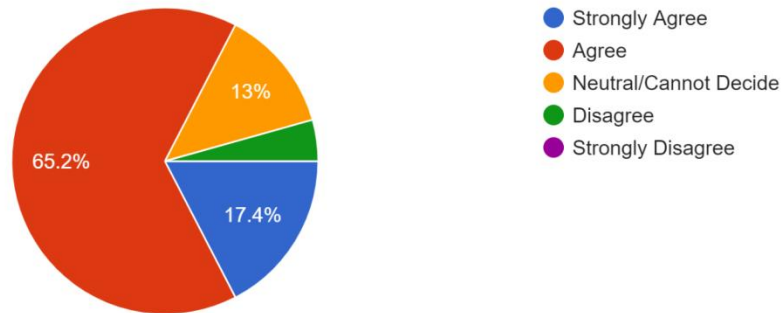
SECTION 9: TEACHERS' OPINION ON DIFFICULTY LEVEL OF THE SYLLABUS, STUDENT DIVERSITY AND REMEDIAL STRATEGIES:

Section 9 depicts the opinions of the teachers about the difficulty level of the syllabus from the point of view of the slow learners and whether they require remedial classes for keeping pace with the rest of the class.

FIGURE 9.1:

29. Slow learners find it difficult to cope with the syllabus load

23 responses

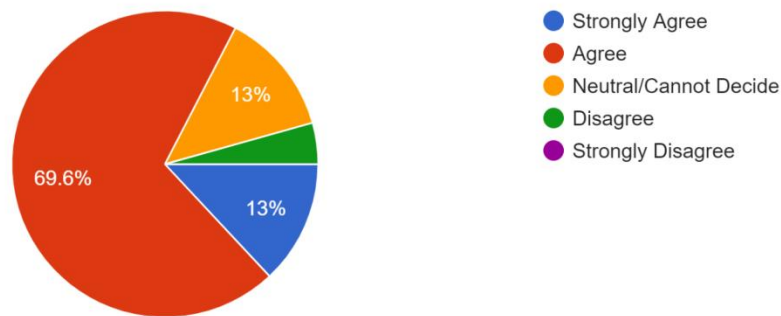


A substantial majority of the teachers (about 65.2%) agreed that slow learners find it difficult to cope with syllabus load. About 17.4% of the teachers strongly seconded their opinion. About 13% could not decide or remained neutral and a few expressed disagreement.

FIGURE 9.2:

30. Slow learners require remedial classes to keep pace with the class

23 responses



A substantial majority of the teachers (69.6%) agreed that remedial classes are required for the slow learners. About 13% of the teachers expressed strong agreement about remedial classes for slow learners. 13% could not decide or remained neutral and few expressed disagreement.

Inference

It is deduced from the figures (9.1 and 9.2) that the majority of the teachers think that slow learners find it difficult to cope with the syllabus load and need remedial measures to keep pace with other students in the class.

SECTION 10: TEACHERS' OPINION RELATING TO THE FLEXIBILITY (IN TERMS OF MULTIPLE ENTRY AND EXIT OF LEARNERS) OF THE CURRICULUM AS PER NEP,

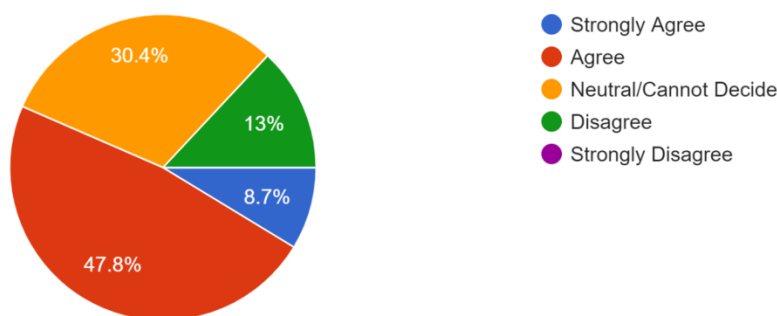
Basu 2020:

Section 10 depicts teachers' opinion regarding flexibility of the existing curriculum through multiple entry and exit for the learners as per the provisions of NEP, 2020.

FIGURE 10.1:

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

23 responses



Inference

It is deduced from the figure (10.1) that 47.8% agreed that the curriculum provides scope for multiple entry and exit for learners. 8.7% strongly agreed. A substantial 30.4% could not decide or remained neutral and about 13% expressed disagreement.

CONCLUSIONS (Based on Objectives of the Questionnaire-Based Survey):

1. The majority of the teachers are of the opinion that the syllabus nurtures curiosity, inquiry, creativity, imagination and sound knowledge of the discipline. But some teachers opine that the syllabus nurtures creativity and imagination among the students to a lesser degree compared to curiosity, inquiry and sound knowledge.
2. The majority of the teachers are of the opinion that the syllabus covers core themes, develops practical, problem-solving, professional skills, and prospective careers, sensitizes about applied dimensions and emerging developments, develops research interest and multidisciplinary perspective and is socially and environmentally relevant. But few teachers are of the opinion that the syllabus falls short of developing practical and professional skills, and is less career-sensitive. A good number of teachers remained neutral to these queries which also indicates that some doubt prevails so far as the practical, professional and career aspects of the present syllabus is concerned.
3. Although the majority of the teachers opined that the present syllabus is structured systematically and scientifically, some opined that there is lack of clarity, sequence and progression in the means (course items or themes) and end (course objectives or targeted course outcomes) of the syllabus.
4. An overwhelming majority of the teachers opined that add-on and communication skill courses will add value to the existing curriculum.
5. So far as teachers' participation in syllabus framing and incorporation of inputs is concerned the opinion is roughly divided. A small yet significant section of the teachers are of the opinion that teachers' participation in syllabus framing and incorporation of their inputs is not ensured.
6. The majority of teachers opined that syllabus can be completed on time but they also recognized that few semesters get less time for syllabus completion. Most have cited Semester 6.

7. The majority of the teachers are of the opinion that there is scope of innovation in teaching and learning in the present syllabus and use of ICTs can help effective learning and realization of course goals or objectives.
8. The majority of the teachers recognized the difficulty of the syllabus from the point of slow learners and opined that remedial classes can serve as mitigation strategy.
9. Many teachers opined that there is flexibility in the current syllabus and curriculum in terms of multiple entry and exit for learners. A small yet substantial number of teachers expressed their opinion against the statement relating to flexibility of the curriculum.

In short, an overwhelming majority of the teachers who participated in the survey see the current syllabus as promising from the point of view of students. Yet there is an expectation that the syllabus could be more productive in terms of practical and professional skills and career prospects and that it could be more objective-oriented or goal-specific. Probably owing to the perceived limitations of the present syllabus there is a substantial support for introduction of add-on, skill development courses and ICT-based teaching and learning and remedial class for slow learners at the institutional level.

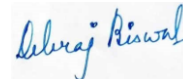
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Countersigned



**Officer-in-Charge
GGDC at Mangalkote**



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