

IQAC
Bethune College
Qualitative Analysis of Teachers' Feedback on curriculum
&
Action Taken Report
2023-24

Number of teachers who participated: 70

Feedback collected: 11.6.2024-18.6.2024

1. *Name of the programme*

Regarding programme distribution, 55.1% of teachers are involved exclusively in undergraduate teaching, while 44.9% teach both undergraduate and postgraduate programmes.

2. *Objectives of the course are well defined and clear to both students and teachers*

On course objectives, a majority of teachers (58%) agree they are well-defined and clear, with 8.7% strongly agreeing. However, 31.9% only somewhat agree, suggesting room for improvement in objective clarity.

3. *The syllabus is need based and up to date with focus on contemporary developments*

The syllabus's contemporary relevance receives mixed feedback. While 46.4% agree it is need-based and current, 40.6% only somewhat agree. This indicates potential need for updates to maintain currency with developments.

4. *The depth of the course content is adequate to have significant learning outcomes*

Course content depth appears adequate, with 43.5% agreeing and 10.1% strongly agreeing about significant learning outcomes. The 39.1% who somewhat agree suggest moderate satisfaction with content depth.

5. *The syllabus has a good balance between theory and Tutorials/Practical work*

The theory-practical balance in the syllabus receives positive feedback. 15.9% strongly agree and 43.5% agree about its effectiveness, while 31.9% somewhat agree.

6. *The syllabus is well structured to guide the teachers and paper setters*

Regarding syllabus structure for teachers and paper setters, responses show moderate satisfaction. 39.1% agree it is well-structured, while 47.8% somewhat agree, indicating potential areas for structural improvement.

7. *Syllabus is sufficient to bridge the gap between industry standards/current global scenarios and academics*

Industry alignment shows concerning results. Only 23.2% agree the syllabus bridges the gap with industry standards, while 47.8% somewhat agree and 24.6% disagree.

8. *The allocation of credits to the course is appropriate*

Credit allocation receives strong positive feedback. 59.4% agree it is appropriate, with an additional 10.1% strongly agreeing.

9. *The syllabus is compatible and well distributed within the limited frame of the semester system*

Semester system compatibility shows mixed results. 36.2% agree the syllabus is well-distributed, but 29% disagree, indicating potential timing issues.

10. *The syllabus is suitable for both slow and fast learners*

Regarding learner adaptability, only 34.8% agree the syllabus suits both slow and fast learners. The 24.6% who disagree suggest need for more inclusive design.

11. *Sufficient books and materials are available for the topics mentioned in the syllabus*

Resource availability shows moderate satisfaction. 39.1% agree sufficient materials are available, while 15.9% strongly agree. The 15.9% who disagree indicate some resource gaps.

12. *The introduction of Skill Enhancement courses will help many students towards self employment*

Skill Enhancement courses receive cautiously positive feedback. 31.9% agree they aid self-employment, though 43.5% only somewhat agree.

13. *Due to lack of time, DSE courses cannot be completed by a serious teacher*

Time management for DSE courses presents concerns. 42% either strongly agree or agree that time constraints affect completion, indicating scheduling challenges.

14. *The internal assessment work will make an improvement on the course grade of students*

Internal assessment impact is viewed positively. 69.5% either strongly agree or agree it improves course grades, showing strong support for this evaluation method.

15. *The courses provide adequate scope of employability for the students*

Employability scope shows room for improvement. Only 30.4% agree the courses provide adequate employment opportunities, while 46.4% somewhat agree.

16. *The course inculcates ethical values among students so as to make them good citizens*

Ethical value development receives positive feedback. 56.5% either strongly agree or agree that courses help develop good citizens.

17. *Do you think the internship component in the syllabus will add value to the curriculum/increase employability*

Internship component receives strong support. An overwhelming 82.6% believe it adds value to the curriculum and increases employability.

Bethune College, affiliated to the University of Calcutta, has been implementing both the Choice Based Credit System (CBCS) and Curriculum and Credit Framework (CCF) curricula since 2023. While the college's direct influence on curriculum design is limited due to its affiliated status, it maintains significant academic input through its faculty members who serve on both Undergraduate and Postgraduate Boards of Studies at the University. Many faculty members also contribute as paper setters and examiners, providing them with deep insights into curriculum implementation and assessment.

The feedback analysis, based on responses from 70 teachers collected between June 11-18, 2024, reveals several key insights.

Strong positive indicators emerge in several areas: course objective clarity (66.7% positive response), credit allocation (69.5% approval), and internal assessment impact (69.5% favorable). The internship component receives particularly robust support, with 82.6% of teachers affirming its value in enhancing employability.

However, certain areas warrant attention. Industry alignment shows room for improvement, with only 23.2% of teachers fully satisfied with the syllabus's alignment to industry standards. Time management for Discipline Specific Elective (DSE) courses and adaptation to diverse learning speeds also present challenges.

To address employability concerns, the college has proactively implemented various initiatives. These include add-on courses such as Communicative English and Pidilite, designed to enhance students' professional skills. The college's Career Counselling Cell and Students' Activity Cell play vital roles in skill development through regular workshops in diverse fields including photography and filmmaking.

The feedback suggests that while the basic curriculum framework is sound, there are opportunities for enhancement through the college's supplementary initiatives. The strong faculty representation in university academic bodies positions the institution well to contribute to future curriculum developments while maintaining high academic standards.

The teachers' suggestions regarding the curriculum and its implementation highlighted several key concerns and recommendations. A primary concern revolves around time constraints within the semester system, with teachers noting that the six-month duration is insufficient for thorough syllabus completion. This time pressure affects many courses, where student interest is waning due to the compressed schedule. Several teachers advocated for a return to the annual system, suggesting it offers more effective learning opportunities.

Teachers emphasized the need for better syllabus distribution to prevent student overload. While both CBCS and CCF curricula are acknowledged as well-structured, specific improvements were suggested for the NEP syllabus, particularly in bridging the gap between theoretical and practical components.

Resource accessibility emerged as another crucial area, with teachers requesting more reference books specifically for the CCF curriculum and better availability of course materials for students. The feedback also stressed the importance of professional development, suggesting curriculum modifications to enhance professional orientation among students. Expansion of internship opportunities was recommended to strengthen practical exposure.

Despite these concerns, teachers appreciated the student-friendly nature of the CBCS syllabus. They suggested incorporating more research-based topics and contemporary issues to enhance student employability and subject relevance. The CCF syllabus, while considered helpful, was noted to need more precise subject orientation.

ACTION TAKEN:

Based on the comprehensive feedback received from 70 teachers regarding the CBCS and CCF curriculum, the following actions have been initiated:

1. The feedback received from the teachers was formally discussed in a meeting of the IQAC on 4th July, 2024 in the presence of members of IQAC, the Officer-in-charge & IQAC Coordinator.
 2. To address industry-academia gaps, the Career Counselling Cell has strengthened its industry collaboration initiatives.
 3. The Career Counselling Cell has conducted multiple workshops and seminars featuring alumni from various departments, helping students learn about employment opportunities in their fields of study. Additional seminars are currently being planned.
 4. History and English departments have planned internship for their students in diverse organisations like State Archives, Indian Museum, WEBEL Informatics, Tantuja and State Central Library.
 5. To support diverse learning needs, mentoring classes have been systematized for slow learners, while advanced learners are being engaged through special assignments and tutorial projects.
 6. The library has initiated procurement of additional resources to address material gaps identified in the feedback. New titles focusing on contemporary developments have been ordered.
 7. Building on the positive response to internships, the college has expanded its internship network. New collaborations have been planned with research institutions and potential employers.
 8. Faculty members serving on University Boards of Studies have been requested to present structural improvement recommendations during curriculum revision meetings, with particular emphasis on integrating contemporary content and enhancing practical training components.
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Officer-in-charge

IQAC Coordinator