



**Visva-Bharati
Santiniketan**

**IQAC
Teachers' Feedback 2019-2020**

This is the **summary** of the teachers' feedback – from all members of teaching faculties across eight institutes including science, agriculture, humanities-social sciences, languages-literature-culture, visual/fine arts, music-dance-drama, education and rural reconstruction – for the academic year 2019-20.

Objective of the Feedback: The primary objective of this comprehensive exercise is to get teachers' opinions and suggestions regarding revision/up-gradation of course content, syllabi, employability and other variables regarding course structure so that the courses of study and programmes are tailored to be contemporary, global and need-based as well offering professional absorption in the market and society at large.

Methodology used in the Feedback System: Google Forms were sent to the registered institutional emails of all Assistant Professors, Associate Professors and Professors in substantive positions during the academic year 2019-20.

The Google Forms were received anonymously with full non-disclosure; complete secrecy and confidentiality were maintained with both data in the raw and data-analysis/narrative that are given below.

Space for individual comments were available and have been incorporated as such (and as much) as is feasible.

Structure of the Teachers' Feedback: This feedback system comprised six points – all related to syllabi and course content – and there was scope for individual comments as well.

1. Current syllabus is need based

There is a strong agreement regarding the fact that the syllabi across all departments and programmes of study are need based; an overwhelming number of teachers – over 93% of faculty members who resounded – either 'agree' or 'strongly agree' with the statement.

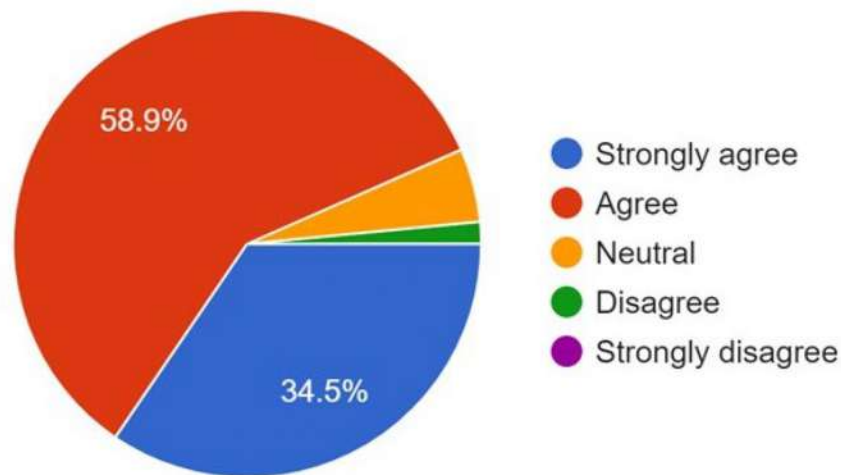


Fig 1. Teachers feedback on whether current syllabus is need based

2. Curriculum having current content

Like matrix #1 above, over 93% of teachers agree with the above statement; in the individual comment section most teachers have put emphasis on the centrality of keeping up with the needs and desires of students and scholars as well as the mandate to be in sync with global trends and traditions of classroom pedagogy and research.

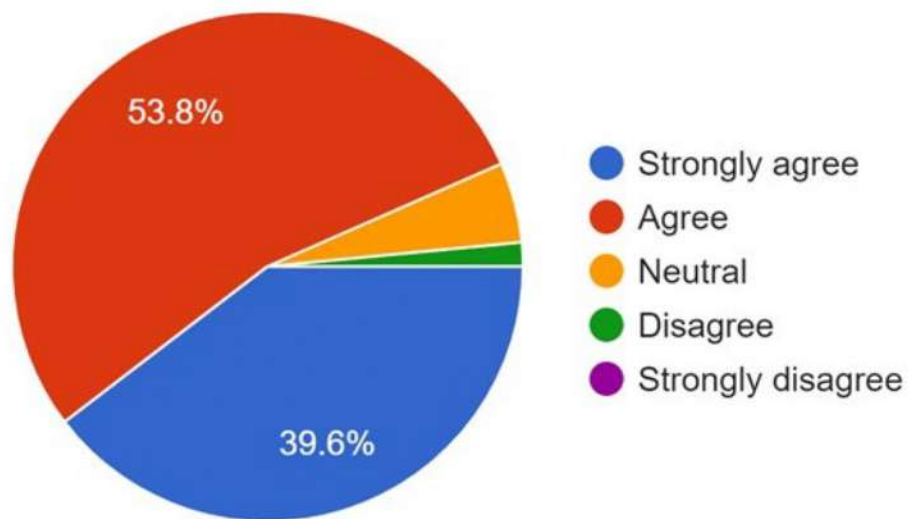


Fig 2. Teachers feedback on curriculum having current content

3. Programme outcomes of the syllabi are well defined

Unlike the absolute overwhelming positive response in the earlier two matrices, 87% of teachers believe that the programme outcomes of courses of study are well defined. In the individual comments many teachers want the programme outcomes to be an ongoing process so that over the next couple of years both teachers and students are in sync with

the learning objective and programme outcomes of all courses and programme at Visva-Bharati.

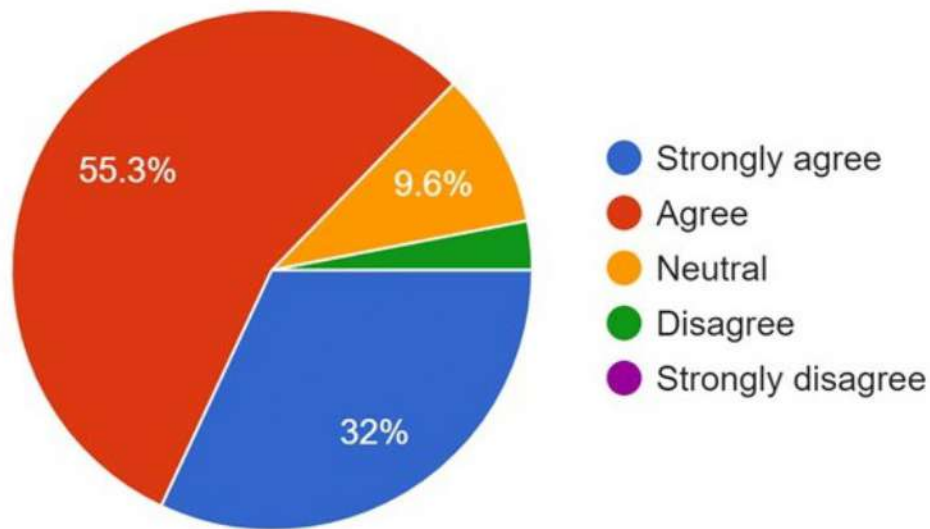


Fig 3. Teachers feedback on whether programme outcomes of the syllabi are well defined

4. Curriculum having good academic flexibility

Continuing from matrix #3 above, an equal 87% of teachers agree with the statement in question here: as in the earlier matrices, especially the first two points, for syllabi and course contents to be need-based and in tandem with contemporary standards globally, academic flexibility is vital to the viability of a programme. Thus, teachers are aware of how important this parameter is in defining the syllabi and hence the research and pedagogical collective summation of a university.

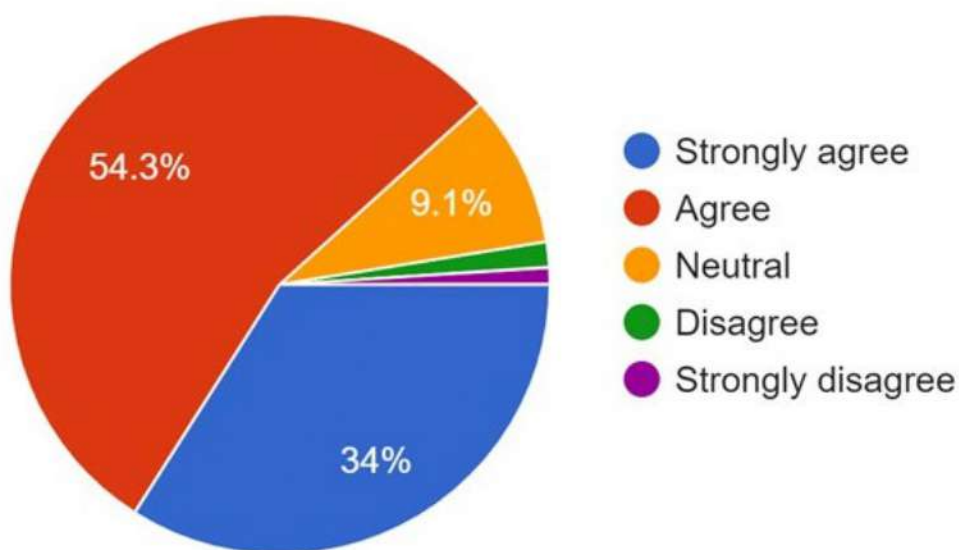


Fig 4. Teachers feedback on curriculum having good academic flexibility

5. Need of review of the syllabus

The members of the faculty at Visva-Bharati are almost equally divided on this major point: while 51.3% 'agree' and 'strongly agree' with the need for a review of syllabi, 48.2% are 'neutral' and 'disagree' with this the need for an immediate review of all courses of study. The almost perfect cleavage across the teaching community registers the degree of involvement of teachers with taught courses of study. Kindly note that the divide is actually more about the *degree* of revisions rather about the mere fact of revision: that is to say, the teachers who do not agree with the need to review the syllabus of their academic departments are saying so as the syllabi have been reviewed a few years back. And, yes, if there are pockets of syllabi that are resisting changes due to the very nature of their historic and unique cultural and trade code or print – as in the fine arts: visual and performative – it is to be noted that the reasons for their revisions cannot be measured merely through written documents as they are firmly based on the teacher-taught/*guru-shishya* tradition that reposes more faith on individual teachers' styles, patterns, *gharana*, traditional expertise and similar unique positions.

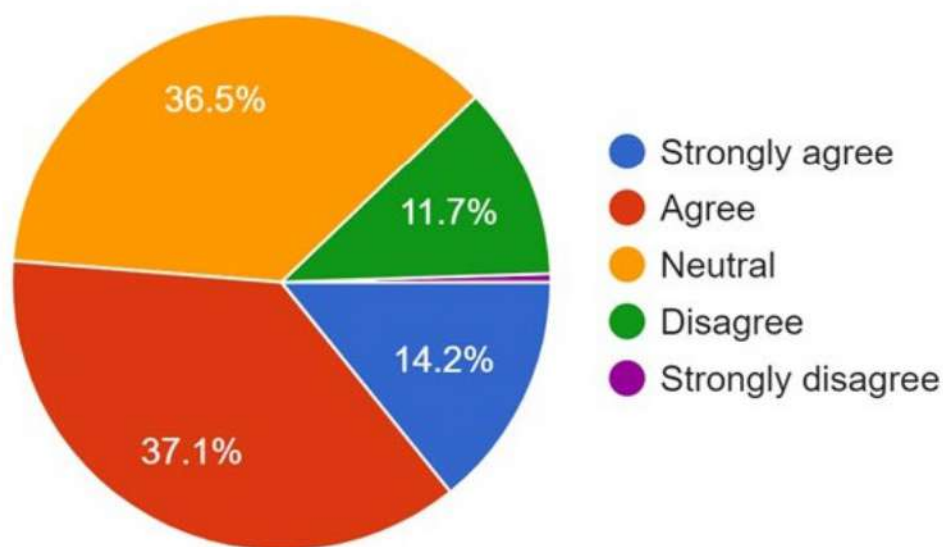


Fig 5. Teachers feedback on need of review of the syllabus

6. Curriculum enhanced employability

82.7% of teachers 'agree' and 'strongly agree' with the fact that the cumulative syllabi of all academic departments are able to enhance employability in students who have successfully completed the courses in the prescribed time frame. Around 17.3% of teachers are 'neutral' about the ability of the syllabi to generate/improve the chances for employment. This needs to tie up with the abovementioned point #5 where almost half of the teachers at Visva-Bharati think that syllabi-revisions across the entire university should take place. This point thus ties up with the above

and in subsequent changes and revisions of syllabi major thrust will be on employability of successful students.

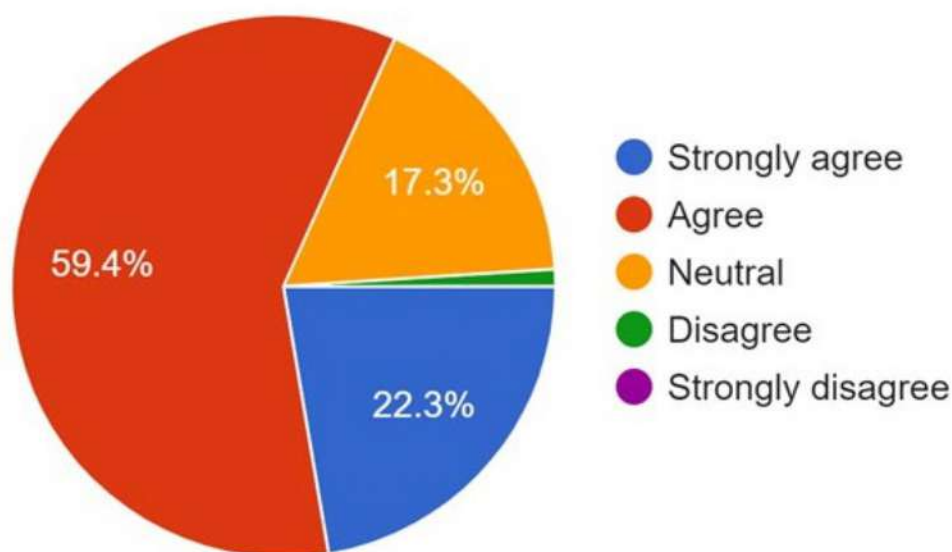


Fig 6. Teachers feedback on curriculum enhanced employability

Teachers' Feedback Analysis

Sl	Feedback regarding Syllabi/Curricula	Action Taken/To Be Taken
1	Syllabi revision	Departments have been asked to regularly update and upgrade their syllabi (and make them industry-based as much as possible) in tandem with various departments Boards of Studies and university Research Boards, Academic Councils and other statutory bodies.
2	Academic freedom/flexibility	Departments already enjoy immense autonomy to frame and execute syllabi and programmes. Even within CBCS framework there is scope for internal variations and deviations to an extent of 20% of the prescribed pan-India common syllabi.
3	Project/field work	Departments that require project and field work have been asked to put emphasis on on-hands training and ground reality connectivity as

		well as interaction with the corporate world.
4	Value-added adjunct/professional course/trainings	Remedial classes, NET-SLET coaching, Spoken English, soft skills, debates, elocution, quizzes have always been part of Visva-Bharati's calendar and are to continue unabated with more emphasis.
SI	Feedback regarding Infrastructure	Action Taken/To Be Taken
5	ICT/Smart Classrooms/Laboratories	Visva-Bharati has already initiated direct corrective action but had to press pause due to the Covid-19 lockdown and other restrictions. Visva-Bharati is poised to bring in a major change in this area in the immediate future.
6	Overall/institutional infrastructure	This is an ongoing project and the university is looking into all avenues of positive corrective action at the earliest.
7	Libraries/e-resources	More emphasis; already in place; ongoing up-gradation.
SI	Feedback regarding Human Resource Development	Action Taken/To Be Taken
8	Additional teachers and administrative/support staff	Talks are in place and the university officials have already undertaken various interviews/CSA/Open posts interviews and advertisements in collaboration with IQAC and other university statutory bodies.

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